

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Nature

03.SC.03

Common Curriculum Goal:

2nd Language: Topics: BM2: Classroom objects; shapes; introductions; colors.

2nd Language: Speaking: BM3: Give simple descriptions.

2nd Language: Listening: Benchmark 3: Demonstrate comprehension of simple descriptions.

2nd Language: Reading: BM2: Identify some common words and phrases.

2nd Language: Writing: BM2: Write symbols/characters, basic high-frequency words, and memorized phrases.

Science: Physical Science: Matter: Observe and describe changes that occur in states of matter.

Math: Measurement

Season/Location:

Rock season. Associated with winter soapstone activity.

Partners/Guests/Community:

Storyteller, culture department (stone objects/artifacts), geologist.

Cultural Component(s): (variable according to activities)

Arts and Aesthetics	<u>Communication</u>	Government	<u>Science</u>
	<u>Family</u>	History	Shelter
<u>Belief -World View</u>	Food	Medicine	Transportation
Clothing	Fun	Medium of Exchange	Tools and Technology
<u>History</u>			

Project/Activity Lesson Objective Components:

Vocabulary:

English	Dee Ni
<i>Air</i>	<i>Ya-min'</i>
<i>Earth/land</i>	<i>N'ee</i>
<i>Fire</i>	<i>Xwvn</i>
<i>Grandfather</i>	<i>'Aa-me'</i>
<i>Hard/soft</i>	<i>Des / selh</i>

Heavy/light	Nn-das / Duu-nn-das
Hot/cold	Svlh / Xvm-sge's
Ice	xwint'-tvn
Large/small	Chwaa / 'In-st'vm
Life	Xwee-nish
Liquid	Tuu-'i
Rock	See
Steam	Svlh-'ak-chu
Spirit	Ch'ee-gvmlh-yi
Solid	Des
Smooth/rough	K'wee-naystlh-su / duu- k'wee-naystlh-su
Sweat lodge	Sheshlh-'i~
Water	Tvl-xvt
Wet/dry	Srvlh / Lhts'ay

➤ **Collective vocabulary from prior lesson(s):**

- Colors
- Ocean
- Feelings

Grammar:

- Basic spoken sentence structure, noun and present-tense verb conjugation; spelling optional – transitioning into - Complex written and spoken sentence structure; noun and verb conjugation, including past, present, and future aspects of time; teacher-generated spelling words.

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
How does it feel?	Daa-'ee-la dee-dvt-nish? <i>How it feels?</i>
It feels _____.	_____ dee-dvt-nish. <i>it feels.</i>
What does it look like?	Day-la waa k'ay 'utlh-'i~? <i>What that way like it looks?</i>
It looks _____.	_____ 'utlh-'i~. <i>it looks.</i>
What can you do with it?	Day-la dee-la 'vshlh-sri? <i>What it with you make?</i>
I can make _____ with it.	_____ dee-la 'vshlh-sri. <i>it with I make.</i>
Is this your _____?	Dii nn-_____? <i>This your-_____?</i>
That is/is not my _____.	Dii duu sh-_____. <i>This not my _____.</i>

➤ **Collective phrases from prior lesson(s):**

- *Greetings and Goodbyes*

After completing the lesson, Students and/or Instructors will be able to:

1. *Understand the 3 states of matter and use Dee Ni vocabulary to describe them,*
2. *Identify traditional cultural uses for stone; demonstrate understanding of lithic tools,*
3. *Describe stone objects using Dee Ni vocabulary,*
4. *Ask and respond to questions about an objects' physical characteristics using Dee Ni phrases.*

Assessment:

- *Translation*
- *Conversation*
- *Conventions*
- *Ideas and Content*
- *Effort/Visual Form*
- *Collaboration*
- *Delivery*
- *History*
- *Percentage*

Activity/Project Description:

- *Students study rocks and minerals as part of regular classroom curriculum,*
- *Students review "Nature" lesson vocabulary and phrases from previous grade.*
- *Students find a rock. This could be a rock from home, a rock from a classroom outing, a rock someone threw through the window, etc. The only condition is that it cannot be bigger around than a quarter – something small enough to fit in a pocket, but not get lost in a backpack. The rock is ideally special in some way to the student. (Teacher would be advised to keep a supply of rocks on hand for slackers.)*
- *Students "personify" the rock. The rock is given a name (using Dee Ni word(s)) and assign it human characteristics (happy, sad, angry, young, old, etc.). Students also describe some of the rocks' physical characteristics using Dee Ni vocabulary (smooth, heavy, small, etc.) Students create a written list of these Dee Ni words. Lists should be 8 – 10 words long.*
- *Students listen to the story "Grandfather Rock".*
- *Students freeze water to make ice.*
- *Teacher uses an oven, fire, blowtorch, or atom bomb to heat the students' rocks to a temperature that will melt ice, but not sear flesh.*
- *Students use their rocks to melt the ice and make steam. Students make labeled illustrations of the physical states of the water along the way using Dee Ni vocabulary.*
- *Students make a list of 4 – 5 things a rock could be used for, and share their ideas with classmates. These uses can be in English, Dee Ni, or both.*
- *Students view/handle examples of lithic tools and materials.*
- *Students play a "Whose is it?" game:*

All of the students' rocks are put into a hat, can, basket, etc.

One student is the "guesser" and holds the rocks.

Players use their lists of descriptive Dee Ni words to describe their rock to the "guesser".

The "guesser" uses these Dee Ni descriptions to identify the proper rock. "Guesser" picks the rock, holds it up, and asks if it's the one. Other players respond appropriately.

When the "Guesser" gets it right, the "guessee" introduces the rock to the class, re-stating the rock's human and physical qualities.

Guesser and guessee trade places.

- *When the rock activities come to an end, students can keep and care for their rocks. Rocks can be decorated, dressed, accessorized, etc. Rocks could return in other lessons – students could use the Dee Ni dictionary to create a description of a "day in the life of a rock" – describing what it sees, hears, feels, smells, and tastes through the course of the day.*
- *"Grandfather Rock" is simple enough that it could be translated into Dee Ni by an older grade.*

Materials/Supplies:

- *Picture flash cards with illustrations representing nature concepts*
- *Audio recording of nature vocabulary*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing nature concepts*
- *"Tunka-shila" – "Grandfather Rock" story (KofE)*
- *Ice cube tray, water, freezer*
- *Oven, fire, or some other means of heating rocks*
- *Pocket sized stones of students' choosing*
- *Photos /artifacts representing traditional and historic lithic tools and materials*
- *Art supplies (paint and brushes) for decorating rocks; other art supplies as needed*