

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Community

03.SS.06

Common Curriculum Goal:

2nd Language: Topics: CIM: Stores/Shopping

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

2nd Language: Speaking: Benchmark 2: Use contextual and visual cues

2nd Language: Writing: Benchmark 2: Make lists of familiar objects and vocabulary:
Express simple ideas in short, memorized phrases.

Health: Healthy Eating: Prepare & choose healthy snacks

Season/Location:

January (Winter months)

Partners/Guests/Community:

Local market, Nutritionist/Diabetes Prevention

Cultural Component(s):

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

Project/Activity Lesson Objective Components:

Vocabulary:

Neighborhood Vocabulary

English	Dee Ni
<i>Doctor</i>	<i>Cha'-may-yvlh-sri</i>
<i>Friend</i>	<i>Laa-sri</i>
<i>House</i>	<i>Mvn'</i>
<i>Street</i>	<i>Tee-ne</i>
<i>Teacher</i>	<i>Me'-xwvtlh-yan'-ne</i>
<i>Town</i>	<i>Mvn-taa-dvn</i>

Directional Vocabulary

<i>Behind</i>	<i>Min'-chin'</i>
---------------	-------------------

Down	Se'-ne
East	'li~
Here	Chan'
In Front	Nint'-da'
Left	Mesh-tee-'vn'-ne'
North	Dan'
Right	Me'-shu-'vn'-ne'
South	Yan'
There	Xuu
Up	Ghee
West	Taa-nin'
Where	Dvt

Store Vocabulary

Candy	Ken-di
Cheese	Chis
Cold	Xvm-sge's
Eggs	Chaa-ghee-she
Hot	Svlh
Juice	Tuu-'i'
Meat	Svn
Milk	Ts'uu-svn
Pop	Pap
Salt	Mar'sr-lvsh
Snack	Srtaa~

Grammar:

- Exposure to concepts of Dee Ni sentence composition, and noun and verb conjugation
- Exposure to postpositions, Interrogatives, Verb aspects of time

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
How do I get there?	Daa-'ee-la k'wee xuu tee-see-ya? <i>How is it over there I go?</i>
I looked (<u>direction</u>)	(<u>direction</u>) nee-ghii-'i~
It is on the (#) shelf	_____ k'wvt daa-ch'vstlh-telh <i>_____ upon the shelf</i>
What shelf is it on?	Day-yi _____ k'wvt daa-ch'vstlh-telh <i>Which _____ upon the shelf</i>
Where is it?	Dvt-la?
You all go (<u>direction</u>)	Tee-sutlh-xat <u>direction</u>
You all look (<u>direction</u>)	Nee-xutlh-'i~ <u>direction</u>
You all are getting cold	Xvm-sge's ghu'-lelh <i>Cold you all are becoming</i>
You all are getting hot	Svlh ghu'-lelh <i>Hot you all are becoming</i>

<i>You found it</i>	<i>Xaa--ghin-la</i>
<i>Instructional Phrases</i>	
<i>First you (action)</i>	<i>Shii-se_____</i>
<i>Then you (action)</i>	<i>Nun-le'_____</i>
<i>Last you (action)</i>	<i>Hii-waa-shan'_____</i>

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

1. *Identify items found in a grocery store and their location using Dee Ni vocabulary*
2. *Create a map based on observation*
3. *Collaborate with community businesses to encourage use of Dee Ni language*
4. *Identify healthy snack foods*
5. *Write a list of simple project instructions using Dee Ni vocabulary*
6. *Use resources to locate/create vocabulary and phrase translations (Some vocabulary may have to be looked up and/or created depending on the "How to Make" activity chosen)*
7. *Give verbal instructions and offer help to less fluent speakers*

Assessment:

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

Activity/Project Description:

- *Students work in pairs/small groups. Each group is given a "How to Make" food concept; peanut butter sandwich, apple slices, hot dog, soup, chips & salsa, etc.*
 - *Students make a list of 3-5 items needed to complete the project, and a 3-5 step instructions*
- *Students translate basic store sections into Dee Ni and create store signage (simple flashcards will work, i.e. baking, dairy).*
- *Students go to the store and place the labels. As they do so, they create a floor plan map of the store indicating sections and directions.*
- *Prices of needed items are recorded to create a budget*
- *Lists, instructions, budget, and a map are given to the second graders to collect the items based on the instructions, while 3^d graders assist in locating and selecting items.*
- *3^d graders lead "Steps in a Process" with the 2nd graders, or demonstrate.*
- ***Optional*** *It is ideal that the store signage be completed, but not necessary.*

Materials/Supplies:

- *Vocabulary flashcards*

- *Audio recording of community vocabulary*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing community concepts*
- *Writing supplies for signage, maps, lists, instructions*
- *Aspects of time materials related to verb conjugation*