Dee Ni Language Lesson

Project/Activity Name and ID Number:
Dee Ni Self Assessment
04.HE.05

Common Curriculum Goal:
2nd Language: Topics: BM2: Self
2nd Language: Speaking: CIM: Express simple opinions.
2nd Language: Listening: BM3: Demonstrate comprehension of likes and
*   dislikes.*
2nd Language: Reading: CIM: Identify main idea and some specific details
*   on familiar topics.*
2nd Language: Writing: CIM: Write simple original sentences from
*   memorized and familiar material.*
Health: Promotion of Mental, Social, and Emotional Health: Identify personal strengths
*   that contribute to a positive self-image.*
Math: Grade 3-5: Develop an understanding of fractions and fraction equivalence; also
*   3.2.7*
Arts: 3rd and 5th: Evaluate one's own work, orally and in writing.
Ed Tech: Students select and apply digital tools to gather, evaluate, validate, and use
*   information.*

Season/Location:
Any and all – associated with seasonal cultural assessment projects. At teachers'
discretion.

Partners/Guests/Community:
Students may wish to 'survey' classmates from other grades or visiting participants.

Cultural Component(s):

> **Various – depends on project being evaluated.**

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

Project/Activity Lesson Objective Components:

Vocabulary:

Accomplishment	*Dghvtlh-sri~'*
Agree	*Dvm-'v*
Disagree	*Duu-dvm-'v*
Favorite	*Shu' lha'*
Most	*Lhan*
Least	*Duu-lhan*
Easy	*Duu-lhan naa-dvtlh-nvsh*
Difficult	*Lhan naa-dvtlh-nvsh*
None	*Duu-de*
Less	*Duu-lhan*
Some	*lhtaa*
More	*Chaa-lhtaa*
All	*Xwii*
Good	*Shu' or Shvm*
Better	*Shvm-t'i*
Best (way)	*Shu'-'vn'-t'i*
Neutral	*K'wee-shvt*
Bad	*Duu-wa*
Worse	*Duu-waa-t'i*
Worst	*Duu-waa-lhtin*

➢ *Collective vocabulary from prior lesson(s):*
  o *Self-Assessment*
  o *Feelings*

Grammar:
➢ *3 – 5: Complex written and spoken sentence structure; noun and verb conjugation, including past/present/future aspects of time; spelling (teacher-generated). Use of adjectives.*

Phrases (Writing, Speaking, Reading, Listening):

What was your most favorite?	*Day-la lha' nashlh-talh?* *What one you like?*
What was your least favorite?	*Day-la lha' duu-nashlh-talh?* *What one don't you like?*
How did it make you feel?	*Daa-'ee-la waa det-sit-nish?* *How is it that way you felt?*
How does it make you feel?	*Daa-'ee-la waa dee-dint-nish?* *How is it that way you feel?*
What was difficult?	*Day lhan naa-dvtlh-nvsh ghii~-li~'?* *What alot work it was?*
What was easy?	*Day lhan naa-dvtlh-nvsh duu-ghii~-li~'?*

	What alot work not it was?

> *Student-generated phrases written to express feelings about specific parts of various lessons and projects.*

After completing the lesson, Students and/or Instructors will be able to:
1. *Reflect on their feelings about accomplishments (or lack thereof) in the course of learning Dee Ni.*
2. *Compose, write, and speak Dee Ni sentences describing the above.*
3. *Gather data and describe it using mathematical models.*

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

Activity/Project Description:
> *Students answer a short series of questions designed to get them thinking about their attitude toward language-related projects and activities. Questions are worded such that they require a scaled evaluation.*
> *Evaluations generate data that can be recorded using mathematical models. Ideally, students will be able to use Excel or an equivalent spreadsheet program. When data is entered, students should use it to create a variety of graphs.*
> *Surveys will require students to write several evaluative sentences.*
> *This lesson can be done orally one-on-one, in small groups, in writing, or any combination.*
> *Forms and information will ideally be transferred to journals/scrapbooks.*
> *Students could create their own surveys.*
> *Students will need to consult a dictionary for any unfamiliar vocabulary.*

Materials/Supplies:
> *Digital/print dictionary*
> *Journals*
> *Evaluation forms (example attached)*
> *Computer spreadsheet program.*
> *Lesson Materials:*
>   o *Feelings*
>   o *Self-Assesment*