# Dee Ni Language Lesson

### Project/Activity Name and ID Number:

*New Words* (Wee-ya xaa-ghi) **04.LA.10** 

### Common Curriculum Goal:

2<sup>nd</sup> Language: Topics: BM2: Alphabet
 2<sup>nd</sup> Language: Writing: BM2: Write characters and basic high-frequency words.

#### Season/Location:

This is an activity that should be considered fun – could be done any time. This is a good "homework" assignment.

#### Partners/Guests/Community:

Community businesses and services, administration, households.

### Cultural Component(s):

Depends on item chosen, but likely:

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

## Project/Activity Lesson Objective Components:

#### Vocabulary:

Ten examples of Dee Ni words of a particularly descriptive nature. These words should be broken down into their components.

Automobile (Earth over it runs)	'ee-k'wee-nalh-da	

### Grammar:

- > Spelling
- Concept of the one-to-one relationship between grapheme and phoneme in the practical alphabet
- > Word order

### Phrases (Writing, Speaking, Reading, Listening):

> Words that are essentially phrases. See «vocabulary».

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

- 1. Understand that Dee Ni practical alphabet graphemes represent only one phoneme, as compared to the multiple phonemes associated with English alphabet graphemes.
- 2. Understand the descriptive nature of the Dee Ni language.
- 3. Understand Dee Ni word order.
- 4. Create new Dee Ni words for modern technologies, ideas, people, places, and objects by composing short descriptive phrases.

### Assessment:

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

# Activity/Project Description:

- Students study a list of Dee Ni words representative of the descriptive nature of the language.
- Students work with a partner to deconstruct words by breaking them down and defining the individual components. (See example in "vocabulary".) This will require the talking dictionary's 'reverse' feature.
- Students brainstorm a list of modern technologies, ideas, people, places, and objects that do not already have a Dee Ni word.
- Students choose one of the above, and create a new Dee Ni word. This process will start with an English description of what it does and/or affects the senses.
- Students review Dee Ni word order concepts, and place the descriptive English words in proper order. Each one is translated into Dee Ni to create the new word.
- Students create flashcards with the new Dee Ni word on one side, and a photograph/drawing of the person/place/thing on the other.
- Classmates guess what the person/place/thing is by deconstructing the Dee Ni word (as in step 2) and defining them.

> Students could work with local businesses and services to create Dee Ni signage and labels for modern people/places/things encountered there.

# Materials/Supplies:

- Talking dictionary
  Copy of the practical alphabet
  Dee Ni word list
- > Flashcards and art supplies/digital camera/access to on line pictures.