

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Community – Shopping Trip, Projects, and Mini-Report

04.05.01a

Common Curriculum Goal:

2nd Language: Topics: CIM: Stores/Shopping

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

2nd Language: Speaking: CIM: Give basic directions and commands.

2nd Language: Writing: Benchmark 3: Write short messages and express simple ideas using memorized phrases and sentences.

Ed Tech: Communication and Collaboration: Effectively communicate and publish to multiple audiences using a variety of media and formats.

Writing: 5th: Introduce note taking.

Season/Location:

January (Winter months)

Partners/Guests/Community:

Managers at participating stores should be aware of our projects, Culture Dept., Red Cross (First Aid instruction), Woodworker, Crochet instructor, Kitchen staff, 5th Grade

Cultural Component(s):

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

Project/Activity Lesson Objective Components:

Vocabulary:

Directional Vocabulary

<i>Behind</i>	<i>Min'-chin'</i>
<i>Down</i>	<i>Se'-ne</i>
<i>East</i>	<i>'Ii~</i>
<i>Here</i>	<i>Chan'</i>
<i>In Front</i>	<i>Nint'-da'</i>
<i>Left</i>	<i>Mesh-tee-'vn'-ne'</i>

North	Dan'
Right	Me'-shu'-'vn'-ne'
South	Yan'
There	Xuu
Up	Ghee
West	Taa-nin'
Where	Dvt

- *Counting Vocabulary*
- *Run-to-Rogue Vocabulary*

Grammar:

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

Phrases (Writing, Speaking, Reading, Listening):

- *Basic interrogatives: WWWWWH and appropriate responses. Specifics depend on context of the interrogatives*
- *Directional concepts*

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

- *Use student-generated instructions in Dee Ni to complete a hands-on project,*
- *Use Dee Ni vocabulary to describe and evaluate their process,*
- *Take notes (Ideally in Dee Ni),*
- *Research and present a short report on a historical/cultural topic related to their project using Dee Ni language and visual aids.*

Assessment:

- *Translation*
- *Conversation*
- *Conventions*
- *Effort/Visual Form*
- *Ideas/Content*
- *Collaboration*
- *Delivery*
- *Percentage (Spelling/vocabulary/comprehension quiz developed through notes taken by students/teacher during report presentations)*

Activity/Project Description:

- *Students review vocabulary, phrases, and concepts from prior "Community" lessons,*
- *Students are assigned/select project group (food, clothing, shelter, medicine),*

- *Students use resources produced by 5th grade to direct completion of their project.*
- *Students are assigned the task of choosing a topic related to their project, and research and create a "Mini-report". "Mini-report" instructions are attached.*
- *Students present their reports as classmates use a notes worksheet/study guide to record information.*
- *Students distribute final products as described in 5th grade lesson.*
- *Students could incorporate mapping skills/directional vocabulary by creating a floor plan map of the store.*

Materials/Supplies:

- *Vocabulary flashcards*
- *Audio recording of community vocabulary*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing community concepts*
- *Note taking study guide form*
- *"Mini report" instructions*
- *Computer with Internet access*
- *Shopping lists/instructions for projects (generated by 5th grade): How to make frybread, how to build a cedar birdhouse, how to weave/crochet a cap, how to make a first aid kit.*
- *List of suggested report topics*