

## Dee Ni Language Lesson

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**Project/Activity Name and ID Number:**

*Let's Eat – What's for Lunch?*

**05.HE.02**

**Common Curriculum Goal:**

2<sup>nd</sup> Language: Topics: BM 3: Food; CIM: Community

2<sup>nd</sup> Language: Speaking: CIM: Give simple descriptions; Exchange info using date/time/etc.; Extend and accept invitations.

2<sup>nd</sup> Language: Listening: BM 3: Demonstrate comprehension of simple descriptions; BM 2: Recognize vocabulary related to familiar topics.

2<sup>nd</sup> Language: Reading: CIM: Determine meaning by using contextual clues.

2<sup>nd</sup> Language: Writing: BM 3: Write from memory some high-frequency words, phrases, and simple sentences.

Educational Technology: Communication and Collaboration: Effectively communicate and publish to multiple audiences using a variety of formats.

HE.03.HE.01: Recognize the importance of variety and moderation in food selection and consumption.

HE.03.02: Choose a variety of foods to eat from different food groups.

**Season/Location:**

*Associated with any/all food activities.*

**Partners/Guests/Community:**

*Kitchen Staff, Natural Resources and Cultural Department staff, CTSI – Dietician, diabetes prevention. Any guest or visitor to our school should be offered some kind of food. A family event would allow kids to practice their "Family" vocabulary and phrases. (Noels, Mini Mart, Little Chief, Brew Pub – if we can persuade them to participate.)*

**Cultural Component(s):**

**Arts and Aesthetics**

**Belief -World View**

Clothing

**History**

**Communication**

Family

**Food**

Fun

Government

History

Medicine

Medium of Exchange

Science

Shelter

Transportation

**Tools and Technology**

**Project/Activity Lesson Objective Components:**

**Vocabulary:**

English	Dee Ni
<i>Bird</i>	<i>Ch'ee-yash</i>
<i>Bread</i>	<i>Saa-bee-li</i>
<i>Eat</i>	<i>Yaa~</i>
<i>Eggs</i>	<i>Ch'aa-ghee-she'</i>
<i>Juice</i>	<i>Tuu-'i'</i>
<i>Junk Food (Sweets?)</i>	<i>Lhxvn</i>
<i>Meat</i>	<i>Ch'ee-svn'</i>
<i>Milk</i>	<i>Ts'uu-svn</i>
<i>Nuts</i>	<i>See-'e</i>
<i>Seeds</i>	<i>See-'e</i>
<i>Water</i>	<i>Tvl-xvt</i>

**Add 3 or 4 of the following; depending on what is available.**

English	Dee Ni
<i>Acorn Soup</i>	<i>San-chvn-tuu-'i</i>
<i>Blackberries</i>	<i>Dee-chii-nes</i>
<i>Camas</i>	<i>Gus</i>
<i>Crab</i>	<i>Ga'-srvsr</i>
<i>Deer</i>	<i>Mee-chan-tr'vtlh-ni</i>
<i>Duck</i>	<i>K'wvt-dvlh-ghvlh</i>
<i>Eel</i>	<i>Dvsh-xa~</i>
<i>Elk</i>	<i>Des-chu</i>
<i>Mussels</i>	<i>K'wee-san</i>
<i>Nettle</i>	<i>Xwvtlh-chish</i>
<i>Pheasant</i>	<i>Ch'ee-yash</i>
<i>Pine Nuts</i>	<i>Nantlh-chu see-'e</i>
<i>Salal</i>	<i>Ya's-xe</i>
<i>Salmon</i>	<i>Lhuk</i>
<i>Berries</i>	<i>Dee-chii</i>
<i>Seaweed</i>	<i>Lvt</i>

- *To this list, add vocabulary required to create menus and tags. New Dee Ni words may be required.*

**Grammar:**

- *Complex written and spoken sentence structure; noun and verb conjugation, including past, present, future aspects of time; spelling.*

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

English	Dee Ni
<i>Elders first</i>	<i>See chay-yii-ne</i>
<i>He/She/It is eating</i>	<i>Yaa~</i>

<i>I am eating.</i>	<i>Ch'ee-shan'</i>
<i>I am full</i>	<i>num-nee-yan'</i>
<i>It tastes good!</i>	<i>Shu' 'vtlh-nish</i>
<i>Let's Eat!</i>	<i>Ch'it-gan</i>
<i>May I have more?</i>	<i>Ch'aa lhtaa 'ushlh-te?</i>
<i>Pass me the _____.</i>	<i>Shghaa~ _____</i>
<i>Shut up</i>	<i>Chu'-'intlh-'i~'</i>
<i>Sit down</i>	<i>Daa-sin-da</i>
<i>Thank you.</i>	<i>Shu 'aa-shi nin-la</i>
<i>Wash your hands</i>	<i>Naa-ch'intlh-t'e</i>
<i>We are eating</i>	<i>Ch'it-gan</i>
<i>Would you like some?</i>	<i>Ch'aa lhtaa 'vmlh-te?</i>
<i>You are eating.</i>	<i>Ch'aa~-ya~</i>
<i>Your food you eat</i>	<i>Nn-srtaa~ ch'aa-ghit-gan</i>

➤ *To this list, add student-generated phrases required for menus and shelf tags.*

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

1. *Continue to use Dee Ni language "Table Talk" learned in previous lessons,*
2. *Effectively collaborate and communicate with staff and other students to complete a project,*
3. *Create bilingual posters, menus, and signage using digital technology,*
4. *Use print and electronic dictionary, as well as prior language knowledge to create useful Dee Ni words and phrases where none already exist,*
5. *Contribute to the hosting guests and visitors; teaching language; and helping elders in the community.*

**Assessment:**

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

**Activity/Project Description:**

- *Let's Eat concepts are reviewed using illustrated flashcards, room poster, and audio recording.*
- *Vocabulary is continually reviewed and reinforced with the use of illustrated placemats during meals.*

- *The children can sample traditionally prepared native foods. Foods can be processed and prepared by classmates. The culture department could help with this, as well as bringing examples of traditional cooking/eating utensils.*
- *Students continue to use "Table Talk" and other food/eating related vocabulary and phrases at all appropriate times.*
- *The teacher should find a way to stress the importance of being grateful & thankful for the food they eat. This will be done in the form of a Blessing generated through the 3<sup>d</sup>-4<sup>th</sup> "Foods" activity.*
- *Students collaborate with kitchen staff and other teachers and grades to determine lunch menus, with an option on breakfast. (Tasks should be delegated – roles could include: Information Gatherer, Translator, Illustrator, Word Processor, Delivery Crew, etc.) This should be a part of any food-related cultural activity.*
- *Students translate all information into Dee Ni and create illustrated bilingual menus. Undefined foods offer an opportunity to use the descriptive nature of Dee Ni to create new words and phrases.*
- *Menus should be created using digital media; Word, InDesign, or some equivalent layout software.*
- *Menus are distributed to classrooms, posted on the master calendar (and web page when available).*
- *Community members should occasionally be invited to eat with the kids. On those occasions, 5<sup>th</sup> grade should create bilingual menu posters/fliers for distribution at gathering places/businesses. Kids should participate in teaching guests basic Dee Ni greetings, goodbyes, and table talk.*
- *Dee Ni menus could be requested by tribal organizations who are serving food to visitors/staff/etc.*
- *Kids could collaborate with local food providers to create a "Meals-on-Wheels" type lunch program for elders and shut-ins.*
- *Dreamyland: Kids collaborate with mini mart and Noels to create Dee Ni shelf tags for grocery items. Kids could develop a Dee Ni menu for Little Chief.*

### **Materials/Supplies:**

- *Picture flash cards with illustrations representing let's eat concepts*
- *Audio recording of let's eat vocabulary*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing let's eat concepts*
- *Illustrated vocabulary placemats*
- *Examples of traditional foods, according to availability, and cooking eating utensils.*
- *Lunch Menus (from school district, kitchen staff)*
- *Dee Ni dictionary*
- *Computer w/word processor*
- *Pens/pencils/paper - art supplies*
- *Materials to make shelf tags – not sure what that is.*