

## Dee Ni Language Lesson

---

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

*Ocean & River*

**KG.SC.06**

**Common Curriculum Goal:**

Science: Life Science: Understand the relationship among living things and between living things and their environment.

2<sup>nd</sup> Language: Speaking: Benchmark 1: Use some memorized words, phrases, or expressions

2<sup>nd</sup> Language: Listening: Benchmark 1: Skills to support standards: recognize limited vocabulary, understand some simple directions

**Season/Location:**

*February – Oregon Coast Aquarium*

**Partners/Guests/Community:**

*Oregon Coast Aquarium*

**Cultural Component(s):**

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

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

English	Dee Ni
<i>Abalone</i>	<i>Lha'-k'wash-ti</i>
<i>Earthquake</i>	<i>'Ee-naa-ghest-na'</i>
<i>Kingfisher</i>	<i>Tr'uu-luu-ne</i>
<i>Mussel</i>	<i>K'wee-san</i>
<i>Ocean</i>	<i>Si~s-xa</i>
<i>Seal</i>	<i>Sri'-sree-nvsh</i>
<i>Salmon</i>	<i>Dan'-dee-ni</i>
<i>Shark</i>	<i>Yan'-tr'ee-nash</i>
<i>Thunder</i>	<i>Srii-naa 'vn-t'l na'-'a'</i>
<i>Whale</i>	<i>Tee-lan</i>

**Grammar:**

- Exposure to concepts of Dee Ni sentence composition and noun and verb conjugation.

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

English	Dee Ni
<i>It is swimming</i>	<i>Na'-t'u</i>
<i>It swims</i>	<i>Na'-t'u</i>
<i>We eat _____.</i>	<i>Ch'it-gan</i>

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

- Identify the ocean and several ocean creatures using Dee Ni vocabulary.
- Identify some traditional native foods, how they are gathered and prepared.
- Retell the major events in sequence of "How Thunder and Earthquake made Ocean".
- Identify and describe major ocean habitats and several animals that live there.

**Assessment:**

- Translation
- Delivery
- Effort
- Collaboration
- Games Assessment/Observation

**Activity/Project Description:**

- Teacher identifies which of the animals are eaten, and how these things are prepared. (Images/Illustrations)
- Teacher describes how abalone shell is made into shell money, display examples of shells & shell money.
- Pantomime activity using animal cards from games packet.
- Students use habitat poster and sea creature image labels to identify various ocean habitats. (This poster also used to map Run-to-Rogue lesson)
- Students take a trip to Oregon Coast Aquarium and use Dee Ni Language to identify creatures.
- Students take a trip to Seal Rock for mussels and other traditional ocean foods associated with springtime activities.

**Materials/Supplies:**

- Picture flash cards with illustrations representing ocean concepts
- Audio recording of ocean vocabulary
- Half sheet hand-outs with corresponding vocabulary

- *Habitat poster and worksheets showing beach, intertidal zone, rocky shore, and open ocean with animal cut-outs. Labels for tide pool, rocks, sand, waves, etc. should be included with the poster. The large poster should be a representation of an actual shore area.*
- *Art supplies as necessary for legend activity*
- *"How Thunder and Earthquake made Ocean"*
- *Pantomime activity from Games Packet*
- *Seafood recipes for kids to take home*
- *Examples of abalone shell money, and shells*