

Dee Ni Language Lesson

Project/Activity Name and ID Number:

At the Bay - Spring

Kg.AS.03c

Common Curriculum Goal:

2nd Language: Topics: Benchmark 3: Food; Seasons & Weather

2nd Language: Speaking: Benchmark 3: Provide information about activities

2nd Language: Listening: Benchmark 3: Understand everything about all things in the world at once

Health: Healthy Eating: Explain how healthful eating habits lead to wellness

Season/Location:

Associated with Spring minus tides; classroom and Yaquina Bay or other estuary

Partners/Guests/Community:

Fish and Wildlife; CTSI – Natural Resources; community members interested in attending a traditional shellfish/seafood meal and learning Dee Ni; younger grade (if simultaneously doing this lesson); Culture Department

Cultural Component(s):

Arts and Aesthetics

Belief -World View

Clothing

Communication

Family

Food

Fun

Government

History

Medicine

Medium of Exchange

Science

Shelter

Transportation

Tools and Technology

Project/Activity Lesson Objective Components:

Vocabulary:

<i>Catches</i>	<i>Yvlh-chut</i>
<i>Cooks</i>	<i>Yvlh-t'es</i>
<i>Digs</i>	<i>Ch'ee-shin'</i>
<i>Eats</i>	<i>Chaa~</i>
<i>Pinches</i>	<i>Yvtlh-chauk</i>
<i>Swims</i>	<i>Na'-t'u</i>

➤ *Collective vocabulary from prior lesson(s):*

- *Let's Eat*
- *Ocean*
- *Animals*

- Seasons
- Interrogatives

Grammar:

- *K – 2: Basics spoken sentence structure; noun and verb possessives/conjugation; spelling optional.*

Phrases (Writing, Speaking, Reading, Listening):

<i>I am digging</i>	<i>Ch'vsh-shin'</i>
<i>You are digging</i>	<i>Ch'in-shin'</i>
<i>We are digging</i>	<i>Ch'aa-ghit-shin'</i>

- *Collective phrases from prior lesson(s):*
 - *Let's Eat*
 - *Ocean*
 - *Animals*
 - *Seasons*
 - *Interrogatives (Q&A)*

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

1. *Identify estuary food & non-food creatures using Dee Ni vocabulary*
2. *Participate in the harvest/gathering of a variety of estuary food animals*
3. *Participate in preparing/serving/eating estuary foods*
4. *Play a traditional game using shells*
5. *Recognize clamshell money as traditional wealth*

Assessment:

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

Activity/Project Description:

- *Students learn the shell game using pieces made by older grades (if available – premade otherwise)*
- *Students study/handle traditional & modern gathering/fishing tools*
- *Students view “documentary” created by older grades (when available)*
- *Students accompany older grade(s) on a gathering/fishing/harvesting trip to Yaquina Bay (or equivalent operation) and participate to the extent that it's possible*
- *Students participate in preparation/serving/eating gathered food(s)*

Materials/Supplies:

- *“Documentary” created by older grades (when available)*
- *Tools and materials necessary to gather shellfish*
- *Shell game*
- *Shell money examples*
- *Traditional tools*
- *Prior Lesson(s)*
 - *Let's Eat*
 - *Ocean*
 - *Animals*
 - *Seasons*
 - *Interrogatives (Q&A)*