

## “Tense Timeline”

Spring > Games > PE (06.spring.PE.TenseTimeline)

### Season & Location:

Spring; the activity could be done any time of year. (The lesson addresses a challenging concept that should probably be saved for a time in the year when students have a good working knowledge of the simpler language concepts.)

### Partnerships/Community Connections:

Nothing in particular, although this is a simple enough game that the 6<sup>th</sup> graders could probably explain the rules to a class of younger Dee Ni learners and lead them in play.

### Standards\* Focus:

PE: Demonstrate knowledge of a variety of motor skills;

PE.08.EE.01 Demonstrate movement principles (mechanics, force, speed) in performing skills related to a team activity and an individual or partner activity.

PE.08.EE.07 Demonstrate an understanding of the rules to be followed during participation in specified physical activities.

*\*“Second Language” standards are addressed by default – consult state scoring guide.*

### Additional Standards:

N/A

### Cultural Knowledge:

Fun

### Vocabulary:

[Verbs to be used with verb tense activities] Students will choose these from the dictionary, or they will be selected from other concurrent lessons. The verbs must be ones that can be imitated in the form of pantomime.	
Before	‘Alh
During (while)	Dvn
After	‘Alh-du’

### Phrases (These are examples):

I ate	Ch'ghee-yan'
I am eating	Ch'ee-shan'
I will eat	Ch'ee-shan'-te
I sat	Daa-ghii-da'
I am sitting	Daa-svs-da
I will sit	Daa-svs-da-te
I sang	Dghee-yvn
I am singing	Dvsh-yvn
I will sing	Dvsh-yvn-te

**Grammar & Language Concepts:**

Simple tenses – there are variations (past perfect, past participle, etc.) but the activity needs to be as simple as possible.

**Prior/Concurrent Lesson Plan Materials:**

“Games” vocabulary  
 Vocabulary from *any* Dee Ni lesson using verbs;

**Lesson Objectives – After completion, students/instructors will be able to:**

- Collaborate with classmates on a team to play a game;
- Use Dee Ni vocabulary to participate in the above-mentioned game;
- Understand how simple past, present, and future tenses are constructed in the Dee Ni language;
- Apply knowledge of Dee Ni tense concepts to the successful play of a physical game;
- Use a game to reinforce verb vocabulary;
- (Optional) Teach a game to younger Dee Ni learners.

**Lesson Procedures:**

Students study Dee Ni in a general sort of way through the course of the year;  
 Students are assembled outside, or in the gym – anywhere a set of long (20+ yards) parallel lines can be found;  
 Students form teams of 2 – 5, and a game leader is selected;  
 The game leader is supplied with several sets of verb cards. Each set starts with a neutral verb, and is followed by a past tense verb, a present tense verb, and a future tense verb;  
 Teams assemble with one team at the end of each parallel line;  
 At this point, teams are standing in the “past”. A point should be marked at some point approximately 10 yards along the line from the start, indicating the “present”. The line segments beyond this point are called the “future”;

Players are instructed to be completely silent (unless the verb is a noisy one, like “sing”, or “yell” – players may not give other players clues or instructions.);

Game leader holds up a neutral verb card, and says the verb out loud. The players act out the action in pantomime. Players who do this correctly may stay on the line. Those who do not are eliminated and sit down;

The game leader holds up one of the “tense” variations of the same verb used in the first step. Students have to the count of 3 to place themselves properly on the “time line” and begin acting out the verb in pantomime again. After a few seconds, the leader yells “Lhaa!”, and play ends. Students who are in the proper place stay there; students who are not must sit down.

Teams earn a point for each player left standing.

Play continues for a pre-determined number of words, or until everyone is sick and/or exhausted.

This game can be used as a concurrent activity with any Dee Ni lesson in which verb vocabulary needs to be reinforced and practiced.

Additional point systems could be developed in which players are rewarded for saying the words out loud; another option would be for students to write the word after only hearing it said aloud.

### **Assessment:**

Instructor observation of collaboration, effort, and comprehension; also, game scores/points awarded. This game could be used as a “test” to determine Dee Ni verb tense comprehension.

### **Materials & Supplies:**

A field or gym with several long, parallel lines on it, preferably a football field, tiled floor, or a place where chalk can be used on the pavement;

Sets of “verb cards” – neutral verb, then past/present/future tense verbs