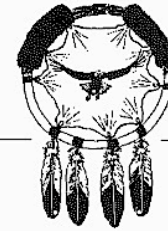

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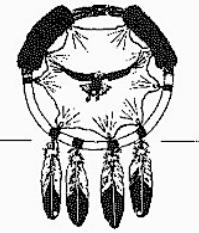
Language:	Dakota and other Native languages	
Level:	Middle School - ACTFL Level Novice-Mid/High	When: Mid-Year
Theme:	What is my place in my family?	
Authors:	Neil McKay, Joe Bendickson, University of Minnesota	
Topic:	Introductions, courtesies, family, self	
Length of this unit:	Approximately 8 weeks	

This IPA unit is designed for the middle grades 7 and 8 beginning Dakota class in St. Paul. The district offers full time Dakota instruction 5 days a week for 50 minutes, in a trimester system. Students generally have family connections to the language, but students who are interested in the language and who have no family ties also enroll in Dakota.

Students are novice-low to mid according to ACTFL proficiency guidelines. At this level, learners are able to understand short, learned utterances and some sentences length utterances, particularly where context strongly support understanding and speech is clearly audible. They comprehend words and phrases from simple questions or statements. They may require a repetition, a rephrasing, and/or a slower rate of speech for comprehension. They can engage in simple conversations. They can also provide and obtain little information as well as expressing feelings and emotions in limited situations. Furthermore, they can understand and interpret written and spoken language on the topics they are familiar with. For a description of novice level learners see the ACTFL Proficiency Speaking and Writing Guidelines at <http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

GOALS/OBJECTIVES

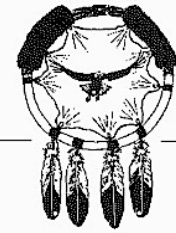
1. Students will be able to understand simple biographical information from several people who talk about themselves. (Standard 1.2)
2. Students will use Dakota to tell about themselves to the class. (Standards 1.1, 1.3)
 - Students will use Dakota to give and get biographical information from classmates and to talk about families and friends
 - Students will use Dakota to introduce themselves when called upon using culturally appropriate language forms.
3. Students will understand that families are unique and roles of family members can vary between different cultures. (Standard 2.1, 4.1)
 - Students will understand that there are many ways people can talk about belonging
 - that languages use different words to address people



Overview of Tasks

What kind of task will demonstrate that students have learned and can do the objective?

<i>Communication</i>	<i>Interpretive task</i>	<i>Interpersonal task</i>	<i>Presentational task</i>
<p>Performance Assessment (Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)</p>	<p>Task 1: Students listen to recordings of people talking about themselves (or teachers could record themselves or a guest speaker reading two or three short biographical paragraphs). Task 2: Students will read a short and simple chart/paragraph that provides biographical information (jobs, school, age, where from, where living now) about an older or famous person</p>	<p>In pairs students will ask and answer questions about their favorite person and will compare their favorite person with that of their partner/group.</p>	<p>Students will make a short formal presentation about themselves to the class (and possibly to younger students)</p>
<p>What are the <u>Cultural Aspects</u>?</p>	<p>Students will understand the differences in asking questions between Dakota and English. Students will understand the differences in the naming of days, months, seasons and numbers. Students will understand the rationale for the appropriate ways to address people e.g., friends, family, and how relationships are determined. Students will understand the process and reason for Dakota oratory protocol.</p>		
<p>What are the <u>Connections to other subjects</u>?</p>	<p>Math: Numbers; Sociology: relationships; History: Native peoples' and American</p>		
<p>What are the <u>language and cultural Comparisons</u></p>	<p>Students compare the Dakota naming system, words and literal meaning of names to American naming of children. Students compare the gestures and intonation between the two languages. Students will compare the use of gender between English and Dakota</p>		
<p>What are the <u>connections to Communities in and outside of the classroom</u>?</p>	<p>Students use the language in the classroom to give and get information about each other and themselves. Students will use the language to communicate with University of Minnesota students of Dakota Students use the language outside the classroom by using the language to demonstrate their presentation to an adult outside of class.</p>		



Task 1: Interpretive Task

This task fits best towards the middle of the year (middle/end of second trimester). Students have learned to introduce themselves, numbers, words for family members, some things they do (work or school) and how to ask questions relating to those topics.

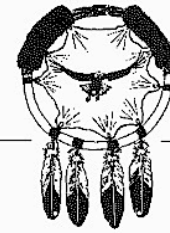
Interpretive task (reading and listening) description	What will students need to know to complete the task?
<p>Part 1: Students listen to recordings of people talking about themselves (or teacher could record a guest speaker or themselves).</p> <p style="text-align: center;">or</p> <p>The teacher reads short biographies of the lives of known people, or of a family member. Teachers can invite a native speaker – an elder would be great – or record an elder and play the recording for students.</p> <p style="text-align: center;">or</p> <p>Part 2: Students will read a simple paragraph that provides biographical information about someone.</p> <p>This may have to be a text the teacher or a resource person wrote. Students need not have learned every word in the paragraph for understanding typical of the novice-mid level.</p>	<p>Language Functions: things such as asking questions, describing, telling likes and dislikes, narrate; Greetings: Teachers add the Dakota words needed I am, he/she is Questions: yes –no questions, do you have.... ? Is she? How old are you? Where are you from? How many? Note: students only need the grammar related to question asking and replying for the context above.</p> <p>Structures Teachers to add the Dakota words Verbs to express: I am, my name is, he/she is, we have, I have, there are, I don't have, he/she is not, I was, he/she was born, I am from, she/he is from, I like.... Verbs for: I have, I don't have Adjectives, adverbs Old, young, tall, happy, smart, funny, many, few, numbers and expressions for age</p> <p>Vocabulary What are the essential words needed? Words for: months, seasons, numbers, age, family words- mother, father, grandmother, grandfather, brother, sister, friends, place names, family, neighbor other? Possibly words for what students or the speaker likes. What are additional words that are nice to know? Uncle, aunt, possibly weather words</p>



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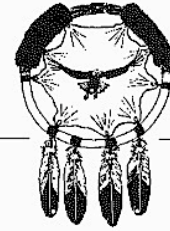
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Materials for preparation for task

Pictures, stories, online resources, videos, games, Recording of people telling about themselves, games like guess who, important of leaders. Parts of long stories. Stories can be read by the teacher and recorded.



Rating Criteria for Interpretive Task

TASK: _____

How will this be rated? The list below provides a number of options for assessing interpretive. Some will be more appropriate than others depending on the content of the audio or the short reading.

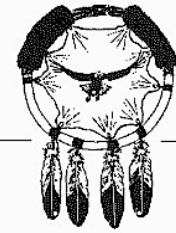
Students should be able to understand the main point and some details from the audio files or the short readings.

It is important to note that students don't need to know all the vocabulary or grammar a speaker would use or what is in the text. Since the comprehension questions focus on main point and some detail – which is appropriate for a beginning learner in any language.

Possible ways of checking for comprehension.

- Questions in Dakota that could also be read by the teacher – Answers can be shown using any of the below:
 - Matching
 - Numbering
 - Sequencing
 - True/False
 - Labeling a picture/Drawing

These activities can also be used as learning activities and formative assessments to check on vocabulary



Description Learning of Learning Activities

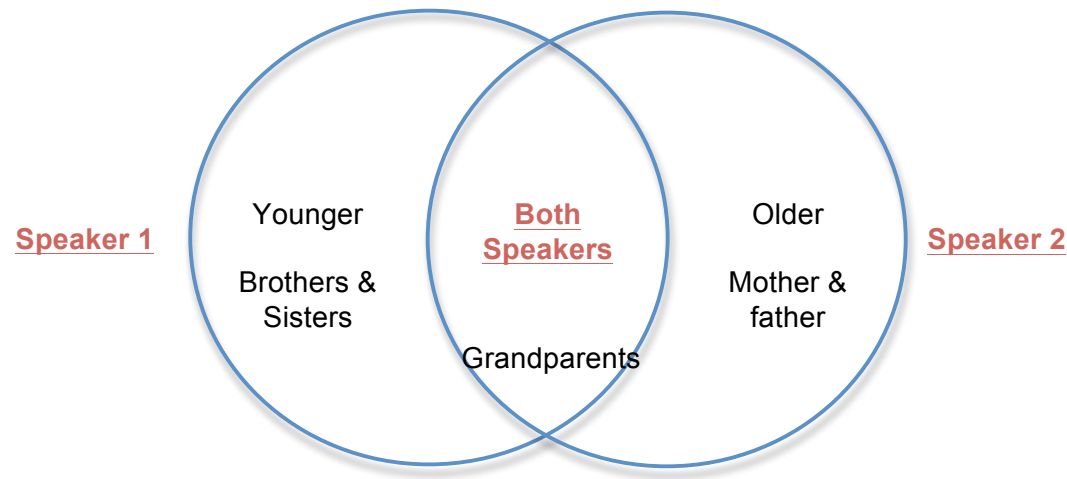
Beginning

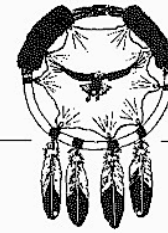
Likely you already have a way to introduce families and how to introduce yourself. There are a number of ways to teach vocabulary.

Some ideas from teachers are:

TPRS- using dolls or puppets and making a story. This is Mai. Mai is five. Showing a number five flash card. Then asking is this Mai- and saying yes- so the students learn yes and no. So on with Mai's mother, father brother, etc. You know this. Then asking: "Are you Mai?" and pointing to a student. Are you five or some number). Who is this- hold up the mother puppet; etc. Tongue depressors are fun for all kids to make a person who can talk Dakota in class. Teach vocabulary with Flashcards. Divide class into two teams. Either of the below is fun for students.

- Students can also do the fly swatter game for vocabulary words. Doesn't work well with some classes. Students see words on the board and work in teams to swat the word the teacher says. Correct choice gets a point for the team.
- There is also the four corners game- see below. This works better after they have more vocabulary words. Not in the first month. There is a description of the activity on the last page.
- Other: Possibly a Venn diagram if there are two speakers or two texts where students can show what applies to person 1 or 2 or both (see sample below). This is a good diagnostic tool to check if there are any general misunderstandings of words on the part of the class.





Don't forget:

Formative assessments- vocabulary quizzes, informal checks using a show of hands, or thumbs up. There is a Garfield cartoon where Garfield does thumbs up, down and sideways.

Other teaching ideas: Teachers may need to teach additional words.

Games like guess who, (use important leaders, royal families, Native American heroes or pop culture icons; e.g.; I have a father and mother and two sisters. I have orange hair. My family is funny. My father works in a nuclear (use English? plant).

Short stories.

Stories can be read by the teacher and recorded. Students can be asked to make a list of words they recognize.

They can write the English or draw the word.

Recordings from U of M students telling stories about themselves.

Vocabulary Activity

This will work better later in the year- am just including it here – students need more vocabulary to have fun with this

<u>Four Corners</u>	
Corner 1 Family member names or other vocabulary category	Corner 2 Where from names or other vocabulary category
Corner 3 School words or other vocabulary category	Corner 4 Question words vocabulary category

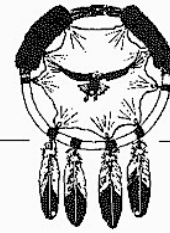
This activity works well for vocabulary practice as well as for practicing the interpersonal mode of communication. This activity can be timed.

Procedure:

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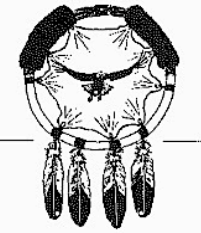
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1. For vocabulary: Label each corner of the room with a topic. For food you might have fruits, vegetables, meat, or dessert. Other topics are: what they did on the weekend, description of family, chores, sports, shopping, clothes.
2. Students choose which corner they wish to start in, or you can assign corners. Corners have a white board or sheets of paper for students to write/draw on with markers. (Be careful markers don't bleed through the paper).
3. Provide each group with a different color of marker and tell students to write as many words, or draw as many pictures of words as they as they know on a sheet of paper on the wall.
4. Students move in groups to the left (or right) and add words or pictures to the list developed by the first group using their marker color.
5. After either time is up or students have written as many words as they know, they move to the next corner and then to the fourth one.
6. The group with the most number of words or pictures (counted by marker color) "wins."

N.B. If using pictures, students must say the word for the picture they drew.

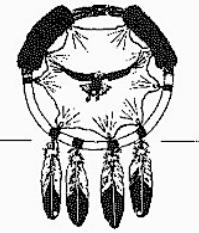
Tips: If this is a regular activity, points could be assigned and added at the end of each week, or some period of time.
The group with the largest number of points could receive a small reward



Task 2: Interpersonal Task

This assessment comes in the middle of the unit after the interpretive tasks.

Interpersonal task description	What will students need to know to complete the task?
<p>In pairs” students will ask and answer questions about each others’ families”.</p> <p>Students will have made/found a family portrait/picture either of their own or an imaginary family or a famous family. They need not be factual in talking about “their” family. The purpose of this assessment is to determine that students can use the language to talk about and get information about families and to provide biographical information.</p> <p style="text-align: center;"><u>or</u></p> <p>In class students will make a family tree and assign ages and names to the people in their family picture. This will provide them some information to share about the people in the picture since they are not using pictures of their families.</p> <p>Making the family pictures can be either a homework assignment or an in class assignment. If in class, the students should use the target language for talking about the people in the picture. The teacher can provide missing vocabulary or students can use the flash cards or other sources of words.</p> <p>Please note:</p> <p>Interpersonal - spontaneous, negotiated – unrehearsed speaking is the most</p>	<p>Functions: things such asking questions, describing, telling likes and dislikes, narrate; greetings, etc.)</p> <p>Questions: yes –no questions, do you have.... ? Is she?, How many brothers/sisters?</p> <p>Note: students need not know all the grammar related to question asking. They need only to know how to ask for information.</p> <p>Structures Teachers to add the Dakota words Verbs for: How old is....., How many?, Do you have.... Questions: yes –no questions, do you have.... ?, Is she? How old are you? Where are you from?, I have, I don't have, I am Adjectives, adverbs: old young, happy, sad, strong, brown, tall,</p> <p>Vocabulary Teachers to add the Dakota words needed What are the essential words needed? Numbers, family names, description words- tall, old, happy, etc. What are additional words that are nice to know?, Animal names</p>



difficult at the beginning level. The goal of the interpersonal task is to see if students know how to use the language to get and give short biographical and family information.

Criteria for interpersonal is different from presentational – rehearsed communication and expectations allow for pauses, etc.

Materials for preparation for task

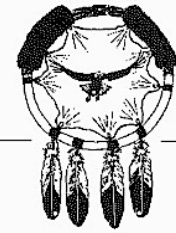
Pictures of families from magazines, or animal families
Stories about a family (if available) as a preparation, possibly a teacher recorded interview with another teacher about family

TASK: Students will use their family tree or picture of a family to get and give information about their partner's "family."

- Students can sit in groups of three if the class is large.
- Students can have the conversation in front of the teacher. An optimal arrangement is to have a guest or several (such as students from the U of M or another Dakota program, or an elder listen to the students and use the rubric to rate the conversation.
- Students of similar abilities should be paired/grouped.
- Students need not be truthful in their descriptions of their families.

Non-negotiables:

- A completed family tree/picture
- Take turns
- Listen actively
- Ask questions
- Be kind and polite in your conversation



RUBRIC or Criteria for Interpersonal Task

Interpersonal Communication (Spontaneous Speaking-Adapted from a rubric developed by 2009 Assessment Institute Participants)

	Exceeds Expectations	Meets Expectations	Approaching Expectations
Communication	Succeeds in conveying a message and communicating clearly.	In spite of some mistakes, student succeeds in conveying a message and communicating	With limited words, it takes time to succeed to convey a message
Task fulfillment	Responds spontaneously and appropriately for the context	Responds appropriately but with some hesitation	Rarely responds
Communication Strategies	Listens to speaker actively and takes turns asking questions	Listens to speaker actively but does not always respond or initiate a turn.	Passive listener and does not or rarely responds to questions

Actual instructions to students:

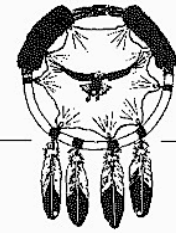
Interpersonal Task:

Task: You and you partner(s) will use “your family tree” (or family picture) to ask each other about your families. You can use your imagination and you need not be truthful in describing your family tree.

Remember to:

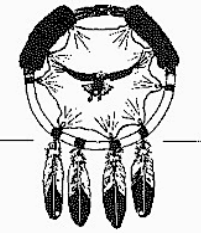
1. Take turns
2. Listen to you partner’s questions.
3. Answer your partner’s questions
4. Ask for clarification, if needed
5. Be kind in your conversation
6. Ask at least four questions

You will be rated on the criteria below:

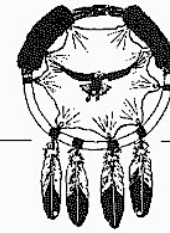


Interpersonal Communication (Spontaneous Speaking)*

You Exceed Expectations	You Meet Expectations	You are Approaching Expectations
You succeed in communicating your message and communicating clearly with no or minor mistakes.	You succeed in communicating your message. A Few minor mistakes don't interfere with understanding.	It takes you a long time to succeed in conveying a message and you need much help from your teacher or partner.
You respond spontaneously and appropriately for the context	You respond appropriately but with some hesitation	You rarely respond and/or the response is hard to understand.
You listen to your partner actively and you take turns asking questions.	You listen to your partner actively but you don't always respond or initiate a turn.	You are a passive listener and you don't respond to questions or rarely respond.



Presentational Task	What will students need to know to complete the task?
<p>Students will use Dakota to present themselves to the class (and possibly to younger students) in a formal presentation.</p> <p>Students write either for homework or in a class period what they want to say.</p> <p>Their sentences can either be correct in assigned groups with the teacher providing the final correction or information to the groups to aid correction, but because the words are high frequency words, their descriptions could be corrected in groups with help from the teacher.</p> <p>Students practice their presentations in class or at home depending on the size of the class.</p> <p>Students give their rehearsed presentation to the class and also at home.</p> <p>The teacher can ask the students to do the presentation for any adult who will sign off that they heard it.</p>	<p>Functions: Greetings, introductions, things such as asking questions, describing, telling likes and dislikes, narrate; greetings, introductions, etc.)</p> <p>Describing words: tall, nice, happy, preferences, I can</p> <p>Words to tell likes: I like (person) –not sure if Dakota differentiates between liking people and things.</p> <p>Structures:</p> <p>Verbs/expressions: I am, my family is I like, admire (possibly?) or I think , He/she is</p> <p>Adjectives, adverbs – similar to the interpretive task</p> <p>Favorite, best most</p> <p>Vocabulary</p> <p>Teachers to add these as they are language specific.</p> <p>What are the essential words needed? favorite, family words, neighbor and friend, some activities, age?</p> <p>What are additional words that are nice to know? describing words- students may ask for specific words</p>



Where in the unit does this fit best?

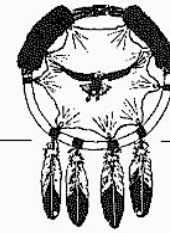
This fits well after the interpersonal task, after the teacher and students have engaged in additional learning and reviewing activities, and students have learned other vocabulary?

Materials for preparation for task

Students could also make a short – 5 slides or so presentation about themselves or a favorite person rather than draw a picture, as a presentation

Pictures, stories, online resources, videos, games

Perhaps, if available, a video of someone famous or in the news. Or a video of an official talking to a group. Can be in English to compare formal vs. informal presentations.



RUBRIC or Criteria for Presentational Task

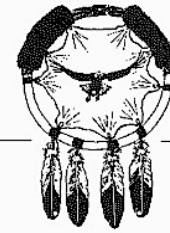
TASK: Students present themselves to the class

Non-negotiables

- Your presentation should be at least 5 sentences (**Saying you name does not count as part of the five sentences**),
- age, family information, and at least three other facts about you.
- Your presentation must be rehearsed
- You must introduce yourself in a culturally appropriate way.

Rubric: Presentational – Speaking, novice

	Exceeds Expectations	Meets Expectations	Approaching
Vocabulary (Are you using learned vocabulary?)	Extensive use of vocabulary appropriate to the task	Adequate use of vocabulary appropriate the task	Use of limited vocabulary
Accuracy (Tense, spelling, grammar structures, simple/short sentences and phrases, ask questions & answer)	Few errors in use of learned structures Consistent use of basic beginning structures, simple/short sentences and phrases	Errors don't interfere with overall meaning. Uses basic beginning structures, simple/short sentences and phrases with some errors	Errors interfere with comprehensibility Use of basic beginning structures not consistent
Pronunciation	Clear pronunciation	Pronunciation is mostly understandable	Pronunciation is understandable by the teacher with effort.
Presentation and introduction	Introduction is culturally appropriate and the presentation is well rehearsed.	Introduction is generally culturally appropriate and the presentation seems rehearsed.	Introduction is not culturally appropriate and there is little evidence of rehearsal.



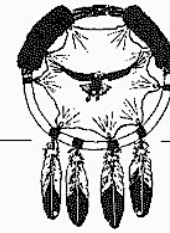
TASK: You are going to make a presentation of yourself to your class. Your presentation will be rated on the rubric below. There is a checklist for you to make sure you have taken all the steps you need to do well.

You will need to:

- _____ Write out what you will say about yourself. You will write the first draft as a homework assignment (or in class).
- _____ Your draft will need to be corrected.
- _____ You will need to practice your presentation so you can say it without reading the text. You can have it with you when you do your presentation.

Non-negotiables:

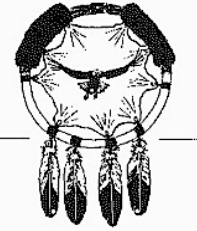
- Your presentation should be at least 5 sentences (plus your name)
- Your presentation must be rehearsed
- Information about yourself **Must include:**
 1. name,
 2. information about our family members (you need not be truthful, you can use your imagination)
 3. what you like
 4. and whatever else you want the class to know about yourself (where you are from, what you like, pets, what you like to eat)



Sheet for Students

My name: _____

Student presenting	Age/family	What I learned about them that is new	What I want to know
Jose			
Amalie			
Yunli			



Description Learning of Learning Activities

Middle

Students can practice introductions in a variety of ways. They can be assigned famous from current events, or someone famous in school, or another area that the teacher decides. Or students can choose someone of the students can recognize when described. Students guess who it is when students take turns with their “mystery” introduction. They write the name of the person on a their small white boards and raise them. This could be done in teams as well.

Introductions also work well with finger puppets. Students use the finger puppets to introduce themselves/the finger puppets/ to at least five students as they move about the class. They can preview any greetings and introduction phrases they have learned. The puppets can be made from popsicle sticks with circles for heads or from white socks with markers. They then in turn introduce and tell about one of the puppets /or people to the entire class.

And students can be given a worksheet to collect information about each of the puppets introduced. The teacher collects the sheets. They don't necessarily have to be rated but they can count for participation and keeps the class focused on the task and listening to the words again. **or**

They can also make a Voki <http://www.voki.com> to introduce themselves to the class or the teacher. This requires computer lab time. BUT the students are really interested and once using a VOKI is learned. This can work as a tool for in class assignments and can be commented on by the teacher after school from her/his computer. The Voki can be graded for creativity and the teacher can check for pronunciation. They can be shown to the students at the end of the unit.

End – Wrapping Up the Unit

After the presentational task, students could go to the computer lab and in teacher assigned groups, be assigned to do research on family structures in different cultures of over historical periods, or how families have changed over time.

There are interesting pictures on

<http://en.wikipedia.org/wiki/Families>

or on the U of M Immigration History research center

<http://snuffy.lib.umn.edu/image/srch/bin/Dispatcher>

and on the UN page for International family day

<http://www.un.org/esa/socdev/family/IDF.html>

A guiding question for the discussion could be perhaps- what is family? And the group discussion can be used to wrap up the unit, or students can be asked to write a reflection on the question.

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