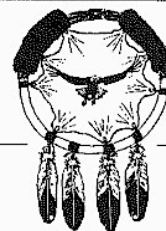


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Language: Dakota, Any native language

Level 1 – Elementary, Grade 3-4-5, year end assessment

Theme(s): Places, ecology, cycles, animals, and places we value

Authors: Joe Bendickson, Neil McKay, University of Minnesota

Topics: Names of places, directions, parks, homes, schools, building names,

ACTFL Level: Novice-Mid

Enduring Understandings: 1. We are all related (mitakaye Oyasin) and our choices impact everyone in the environment

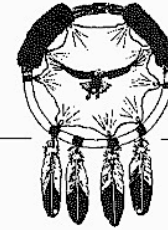
2. Being Dakota means being a responsible part of the nation/creation

Important Questions: Where do “we” live? ; Why do we value places?

This IPA unit was developed for the end of grade 3 to 5, for a beginning Dakota/Lakota class in the American-Indian Magnet School in St. Paul. Students receive full time Dakota instruction every other day, 50 min. classes in six-week rotations, offered 3 times a year. The students come to the Dakota class every six weeks with six weeks in between totaling 3 six-week sequences per year. The students come to the Dakota class every six weeks with six weeks in between totaling 3 six-week sequences per year.

Students have family connections to the language but the class also attracts students who are interested in the language and who have no family ties. While most students want to learn Dakota, some have heard Lakota at home and are learning it in the class. Students are generally novice-mid according to ACTFL proficiency guidelines and can understand short, learned utterances and some sentences length utterances in familiar contexts and particularly where context strongly supports understanding and speech is clearly audible. They can comprehend words and phrases from simple questions or statements but may require a repetition, a rephrasing, and/or a slower rate of speech for comprehension. They can ask and answer simple questions and follow directions. They can also express feelings and emotions using memorized words and phrases and provide memorized information to describe a familiar object. Furthermore, novice learners can understand and interpret some written (when they attain literacy) and mostly spoken language on the topics they have learned and are familiar with. Additionally, some of the students will likely have had Dakota in one or all of the earlier grades.

The unit is compatible with the St. Paul Public School benchmarks for world languages at level one.



GOALS

1. Students will be able to:

- Use simple language to tell where they live, where they are from (Standard 1.1)
- Recognize words and simple sentences/phrases used to name places and animals (Standard 1.2)
- Provide basic information about places (characteristics, location, features) (Standard 1.3)
- Give simple descriptions of various environments and animal behaviors (Standard 1.1)
- Use simple language to give and get descriptions of animals (Standard 1.1)

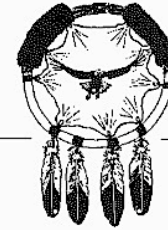
2. Students will understand:

- Where Dakota people live (cities and communities) (Standard 2.1)
- Indigenous and non-native animals live in our environment ((Standard 3.1)
- The relationship of animals and people to their habitat (Standard 3.1)
- Their environment and landscape and their connections to them (Standard 3.1)

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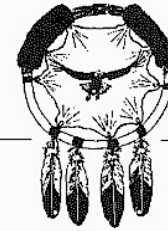
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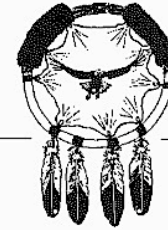
Summary of Assessment Tasks

<i>Communication</i>	<i>Interpretive task</i>	<i>Interpersonal task</i>	<i>Presentational task</i>
Performance Assessment	Students will listen to a teacher-developed story based on/or content similar to Neil McKay's PowerPoint (see attached) and answer questions on a work sheet (see below).	Students will make an animal mask and sit in groups of 3 to "interview" each other about the animals' habitat, likes, what they eat and which animal(s) they like to live with.	Students will write a short description of an animal they have "interviewed." They then introduce the animal to the class. The written pages are then put into a book to share with younger students.
What are the <u>Cultural Aspects</u>?	Students will understand the unique relationship among members of the Dakota nation and their relationship with nature.		
What are the <u>Connections to other subjects</u>?	Music, history, environmental studies, biology, natural science, use of technology Art		
What are the <u>language and Cultural Comparisons</u>	Students compare the differences in the meanings of words used to refer to animals and nature in Dakota and English. Students compare attitudes toward animals between Dakota culture and western culture. Students will understand differences in the sound of words in the Dakota language from those of English.		
What are the <u>connections to Communities in and outside of the classroom</u>?	Students use the language in the classroom to give and get information about themselves and their environment and animals living in that environment. Students use the language outside the classroom by sharing their rap song with an adult in their home.		



STEP 2: Assessment Tasks: what will each task assess, does it mirror the instructional objective for the unit?

Interpretive task (reading and listening)	What will students need to know to complete the task?
<p>Students listen (or read) to a teacher developed story about animals, their habitats and habits during different times of the year.</p> <p>On a sheet, students either circle what they hear or they number the scene they hear in the story.</p> <p>Where in the unit does this fit best?</p> <p>This assessment task fits best at the beginning of the unit after the topic and the vocabulary and structures have been introduced and students have learned about several animals and their habitats.</p> <p>See Learning activities: (detailed at end of unit)</p>	<p>Functions e.g., Asking questions, preferences, introductions,</p>
	<p>Structures:</p> <p>I like, I don't like, s/he like(s), this is, question words- where, how, who, what, when Adjectives, adverbs: colors, sad, happy, fine, big, small, He eats, she eats</p>
	<p>Vocabulary</p> <p>Colors, numbers, animal names, grass, water, park, city, tree, season names...</p>
	<p>Materials for preparation of task:</p> <p>Pictures: of cities, country, woods, animals, flash cards with words, PowerPoint to show students and use as a basis for the story. Songs about animals, Book: <i>Brown Bear, brown bear what do you see?</i> Recording of songs</p>



Rating Criteria for Interpretive Task

TASK: Students listen to a story about animals in Dakota (the story can be teacher developed if no story is available) and answer questions on a sheet that allow them to indicate their understanding of the story, rather than background knowledge about animals.

How will this be rated? Because students at this level have a limited level of writing ability in Dakota, fill in the blank or similar methods are not practical for asking students to show their comprehension of Dakota and the main points of the story. Understanding can be assessed with pictures or asking students to number the sequences in which the animals in the story appear. While students can be asked to indicate understanding by numbering the correct picture, students in fourth and fifth grade, who have been in the Dakota language classes previously, can be asked to write the name of the animal under the correct habitat. The important point in assessing interpretive is understanding and the comprehension; therefore, the correct spelling for example should not be counted as an error in comprehension, as long as the answer is mostly comprehensible.

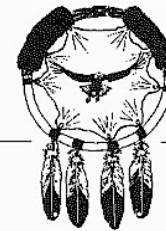
Students should be able to understand the short story and show understanding using a worksheet with four or five pictures. They can be asked to either:

- Number the pictures as they hear them occur in the story
- Write the name of the animals in the story as they occur
- Circle the correct picture of what students hear in pairs of similar but different pictures to make a true/false question

Another option would be for the teacher to project numbered pictures from a computer using a data projector to provide color pictures for students without making color copies for each student. Students can then write/copy the numbers of the picture(s) that are the correct answer.

For example: There are color pictures of different environments on the overhead or the projected computer image. Students could write/copy the number of the environment where the animal in the story lives. Or the animal that is brown, etc.

Responses will provide information to the teacher on whether students need more practice with some expressions or vocabulary words.









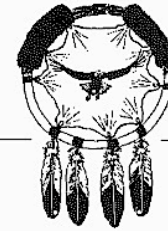
Sample Answer Sheet for Interpretive Assessment by Neil Mc Kay

Grade 3

My name is (in Dakota)

Number the pictures as they appear in the story you hear (or read). The animals are not on the page in the same order as they are in the story.

 <p>treknature.com</p>	 <p>flickr.com</p>	 <p>sogoodblog.com</p>
 <p>http://commons.wikimedia.org/wiki/Frog</p>	 <p>http://en.wikipedia.org/wiki/Fox</p>	 <p>http://commons.wikimedia.org/</p>









Sample Answer Sheet for Interpretive Assessment by Neil Mc Kay

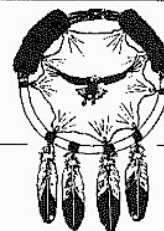
Grade 4/5

My name is (in Dakota) _____

Write the name of the animal(s) under the pictures and number the pictures as they appear in the story you hear (or read) **in Dakota**. The animals are not in order.

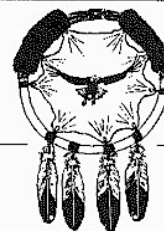
You can use the cards on the overhead to help you write them.

 <p>treknature.com</p>	 <p>flickr.com</p>	 <p>sogoodblog.com</p>
 <p>http://commons.wikimedia.org/wiki/Frog</p>	 <p>http://en.wikipedia.org/wiki/Fox</p>	 <p>http://commons.wikimedia.org/</p>



After the interpretive task, additional teaching activities may be indicated (see end of unit).

Interpersonal Task (negotiated meaning-not rehearsed)	What will students need to know to complete the task?
<p>Students will make masks of animals using teacher provided materials. Depending on the size of the class, students should each have a different animal and the animals should include household pets (and possibly domesticated farm animals) to allow for each student to have an animal.</p> <p>Students will do research on the animal they choose to learn about their its habitat and food and habits using teacher provided websites or books.</p> <p>Students receive instructions about what they will need to know about their animal.</p> <p>The information will be basic and modeled on the PowerPoint statements students had seen in the beginning of the lesson.</p> <p>Students will wear their masks and pretend to be the animal whose mask they are wearing. Students will sit in groups of three and will “interview” the other two animals in the groups. They will ask and answer questions related to their habitats and use a teacher developed sheet to record the responses from the other animals. (See sample sheet). Teacher will collect the sheet for use in the presentational task.</p> <p>Teacher circulates and listens to groups. Class could be videotaped, students can be recorded on a digital recorder or another recording device.</p>	<p>Functions e.g., asking questions, describing, telling feelings, introduction; greetings, etc.) Question words: who, what where e.g., What is your name, How are you? Where do you live? Express likes and dislikes; e.g., I like cold, I live in a house, I eat meat. I don't like grass.</p> <p>Structures (Teachers need to add Dakota words needed for the unit) My name is.... Here is/This is a..... I am... I like ... I don't like I eat.... I live: Location – in, under, on I can + verb – fly, swim, run</p> <p>Vocabulary Colors, animal names, Animal dwelling names, what animals eat: birds, insects, fish Adjectives, adverbs: colors, sad, happy, fine, big, house, tree</p> <p>Materials for preparation for task: Resources (websites) for researching about animal habitats Sturdy construction paper, markers Pieces of yarn/ cord to tie the mask Teacher developed interview sheet to take notes (see below)</p>



Interview Form for Interpersonal Task

Interview the two animals in your group and take notes so you can remember what they said. When you are finished with the interviews, your teacher will collect your form. You should:

1. Introduce yourself (animal) – for example- hello, my name is dog, who are you?
2. Ask each of the animals in your group about the information at the top of the column
3. Be kind
4. Take turns

My name is:

I am interviewing:

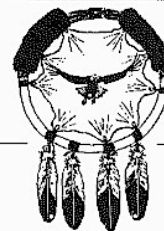
Animal Name	Where it lives?	What it likes to eat?	What it likes to do?	Animals it lives with
1.				
2.				



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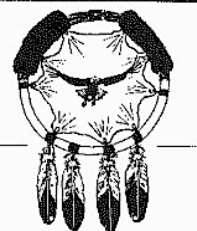
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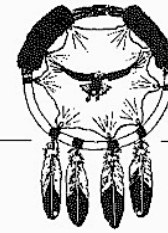
Checklist: Interpersonal – Speaking, novice
 you may have your own checklist or rubric- for this level, a checklist works.

Student Names:	Exceeds Expectations	Meets Expectations	Needs More Practice
Language Use/Questions: Does the student the appropriate words?			
Language pronunciation: Is the student comprehensible/does the student understand?			
Questions: Does the student ask and answer questions?			

Depending on the results of the interpersonal tasks, the teacher may want to provide other interpersonal speaking opportunities for students. The focus may be any of the characteristics of interpersonal speaking and not only limited to vocabulary of this unit.



Presentational (writing and speaking)	What will students need to know to complete the task?
<p>During class, either using the school library or the computer lab, students will research the habitat of one of the animals they “interviewed” in the interpersonal task.</p> <p>They will make a brochure to write a simple short description about the habitat and what people can do to protect it. Students can fill in a sheet about the presentation, who, which animal and habitat.</p> <p>Brochures can be laminated and added to the school library or displayed in the hallway, cafeteria, etc.</p> <p>Where in the unit does this fit best?</p> <p>This assessment comes at the end of the unit after the interpersonal task.</p> <p>Students will use the information from the interpersonal task and write a draft of their description; the teacher will correct and provide feedback. (see instruction sheet below). In the following class period the teacher will provide feedback on the writing and students will write their description on a sheet of art paper that can be laminated or covered with clear contact paper. Students will practice their presentation. When all have completed writing their descriptions on the art paper, the students will present their animal.</p>	<p>Functions e.g., asking questions, describing (Teachers need to add the appropriate Dakota words) Greetings, introductions, description, likes,</p> <p>Structures e.g., verbs, question words (Teachers need to add the appropriate Dakota words) I am, we can ... This is Who is? Who are you? He/she likes He/she lives He is...She is.... Verbs: runs, eats, likes, lives</p> <p>Vocabulary (Teachers need to add the appropriate Dakota words here) Colors, animal names, habitat names, woods, house, grass, tree, warm, cold etc.</p> <p>Materials for preparation for task Art paper Laminating machine or clear contact paper Pictures of animals to use as a guide Videos of animals/perhaps a nature show without the sound if there is nothing available in Dakota</p>



Directions to Students

TASK: Write a description of one of the animals you “interviewed” in the interpersonal task. Use the sheet you filled in (teacher returns sheets to students prior to starting the task). Below are the things you must include in your description.

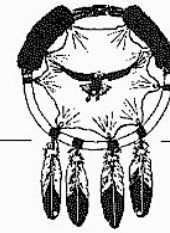
When your description has been corrected, you will then introduce your animal to the class and the page you wrote will be included in a book for the K-2 students.

Non-negotiables

Your written description of the animal should include 6 sentences:

- Name of the animal
- Where it lives
- What it can do
- What it eats
- An animals it in its habitat
- Animals it doesn't like
- Or something you found interesting about the animal

A picture of the animal

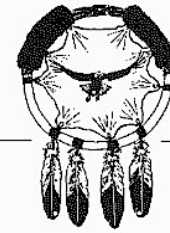


RUBRIC or Criteria for Written Presentational Task

TASK: Students write a short description of an animal they interviewed.

Checklist: Presentational – writing, novice
Just an idea, you may have your own checklist already

	Exceeds Expectations	Exceeds Expectations	Needs Practice
Language Use Does the student use the appropriate words to describe the project?	Student uses the learned and new vocabulary correctly.	Student uses learned vocabulary correctly.	Student uses limited vocabulary.
Accuracy Does the student speak with culturally appropriate gestures?	There are no errors.	Few errors that do not interfere with comprehensibility.	There are several errors and /or they interfere with comprehensibility.
Impact on audience Is the description interesting?	Description is interesting and picture contributes to description.	Description is adequate and picture is relevant.	Description I brief and picture does not support the writing.

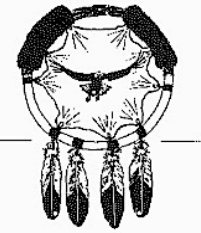


RUBRIC or Criteria for Spoken Presentational Task

TASK: Students introduce the animal they interviewed.

Checklist: Presentational – speaking, novice

	Exceeds Expectations	Exceeds Expectations	Needs Practice
<p>Comprehensibility Is the language comprehensible?</p>	There are no errors. Can be understood by native speaker.	Few errors that do not interfere with comprehensibility. Can be understood by most.	There are several errors that make it hard for all but teacher to understand.
<p>Awareness of Audience Does the student speak with culturally appropriate gestures? Can he/she be heard?</p>	Student speaks loud enough, uses appropriate eye contact, gestures.	Student can be heard, focuses on language, no eye contact.	Description I brief and picture does not support the writing.

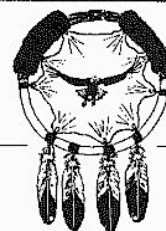


STEP 3: Planning Template for Lesson Plan Frameworks

Preparing for Interpretive, Presentational, Interpersonal (Beginning–middle–end) how do I introduce topic, build middle, wrap up the unit?

Learning Activities /Opportunities for students to practice

	Learning Activities: Description
Beginning	<p>This unit could be introduced in several ways: a picture of a city, a picture of a forest, stream, a farm, a dog house displayed in the room or projected on the overhead. The teacher can ask students which of the pictures represent an environment to help define the term. Or</p> <p>Teacher can place a variety of objects – a dog biscuit, a feather, a flower, a leaf, a piece of litter, a picture of a stop sign, a piece of grass – one on each student’s desk. When students have seated the teacher can ask students what they think of when they look at the item on their desk or ask them where they think it came from. Students can brainstorm about who and what lives in each environment.</p> <p>TPRS- Teacher can introduce a bear to teach vocabulary. This is Bear. Bear lives in the woods. Bear has a friend, turtle. Bear and turtle are happy. Bear and turtle go to the city. Bear and turtle are not happy. Bear and turtle are lost. Bear and turtle are hungry, etc.</p> <p>Teacher can teach a song to the tune of the “Itsy bitsy spider” using animal names and other locations where the bear/fog, rabbit, etc.</p> <p>Students draw an animal or act out an animal – the class guesses either the picture held up or the charade to reinforce vocabulary.</p> <p>Students can practice words in games and bingo (see attached sheet with card sample)</p> <p>Charades to act out an animal. Duck, duck gray duck with other animal names. Matching animals to environment. Drawing an animal and its home in groups to make a collage for the classroom walls. The animal names are written, as is the environment.</p> <p>After the interpretive task, additional teaching activities to reinforce vocabulary may include using stuffed animals (if permitted by the school). A student picks an animal after the class has turned to face the back of the room. The student tells about the animal and the class guesses the name.</p> <p>Other teaching ideas: For homework, students take an inventory of the animals they see in their environment on the way to and from school and home. Teacher asks the next class and lists them on the board. Can be done in teams- team with most variety wins.</p>



Continued from previous page

	Learning Activities: Description
Middle	<p>Students can play the invisible fly game – or any other invented character to help teach vocabulary (see directions at end of unit). Other animals in the game might be dog and cat, rabbit and fox, deer and wolf, cat and mouse, bear and deer, turtle and bear, bird and owl, worm and bird, chicken and fox, cow and wolf</p> <p>Students write a simple rap song about animals in groups of three- ideally in groups different from the interpersonal tasks - there are instrumental only rap songs on YouTube or they can write a song to drums.</p> <p>The teacher moves around the room to help with the spelling and the words. E.g., I am dog, I like to run, you are snake and like the sun. Bird flies, owl flies, Bird is happy, owl is hungry – or something similar. Teacher models first. This will take a class period.</p> <p>When complete, can practice and perform for class in their groups. The presentational task follows this.</p> <p>Students can play the four corners game to reinforce vocabulary. A description can be found and downloaded from the bottom of the page at: http://www.carla.umn.edu/assessment/VIB/resources.html</p>
End	<p>The book of all the descriptions can be taken and read to the K-2 students.</p> <p>A class discussion in English to talk about protecting the environment and the role students play allows students to tell their thoughts about the unit and answer the important questions that frame the unit.</p>