

Office of Culture, Language, & Community  
Services Program  
Department of Diné Education

# **DSIOP & Lesson Planning Handbook**

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## Introduction:

The Office of Culture, Language and Community Services has been charged by the Navajo Nation Education Committee to work with schools on implementation of Diné language and culture in Grant and Contract schools.

This handbook is designed for reauthorized Grant and Contract Schools during school year 2007/2008 and 2008/2009, so as to familiarize them with the Diné Sheltered Instruction Observation Protocol (DSIOP) tool designed to monitor the implementation of Diné language and culture. Included in this handbook is sample SIOP Lesson Plan to complement the DSIOP Monitoring Tool.

## Background:

The (DSIOP) is taken from the SIOP Model for assessing instruction, and classroom. The instrument consists of eight general components and thirty indicators assessing the functioning level of Bilingual Education Programs in Grant and Contract Schools. Since implementing this instrument tool, schools were monitored using the DSIOP instrument. At the end of the 07/08 school year, a report was generated to explain using the DSIOP tool for seventeen Grant and Contract Schools.

The adoption of the DSIOP begins the process of monitoring the effective implementation of Diné language and culture instruction in the classroom, and to report the progression to the reauthorizing parties.

This current school year added an additional five Grant and Contract schools to the pool of schools to be assessed using the (DSIOP).

## The schools include:

| FY 2007 – 2008<br>Schools Reauthorized:   | FY 2008 – 2009<br>Schools Reauthorized  |
|---|---|
| <ol style="list-style-type: none"><li>1. Greasewood Springs Community Schools</li><li>2. Little Singe Community Schools</li><li>3. Shonto Preparatory Schools</li><li>4. Pinon Community School</li><li>5. Rough Rock Community School</li><li>6. Rock Point Community School</li><li>7. Greyhills High School</li><li>8. Leupp Community School</li><li>9. Alamo Community School</li><li>10. Borrego Pass Community School</li><li>11. Ramah Navajo Community School</li><li>12. Dzilh Na' Odilthi Community School</li><li>13. Shiprock Associated School, Inc.</li><li>14. Jeeh Deez'a Academy</li><li>15. Nazlini Community School</li><li>16. Wide Ruins Community School</li></ol> | <ol style="list-style-type: none"><li>1. Kin Dah Łich'í</li><li>2. Dilcon Community School</li><li>3. To'Hajiilee-He Community School</li></ol>   |
| Residential Hall<br><ol style="list-style-type: none"><li>17. Richfield Residential Hall</li></ol>  | Residential Hall<br><ol style="list-style-type: none"><li>4. St. Michaels Association for Special Ed</li><li>5. Nanaa'dli Community School/Dorm</li><li>6. Winslow Residential Hall</li></ol> |

## DSIOP

A sample of the DSIOP Instrument is attached in this handbook to give the schools' an indication of what the observer is looking for as they monitor the classrooms. After two on-site monitoring is conducted – one in the fall, and one in the spring, a yearly report is generated by the ODCL/CS. The purpose of this report is for planning and improving Bilingual Education Programs in the schools. The Office of Diné Culture and Language, and Community Services, in coordination with reauthorized schools will review results to improve school Bi-lingual Programs. The sample is as follows:

**DSIOP SAMPLE**

Fall \_\_\_\_\_ Spring \_\_\_\_\_

State Standards & Benchmarks is to be cited.

Navajo Nation Language/Culture Standards to be Cited.

**Diné Sheltered Instruction Observation Protocol (DSIOP)**

Observer: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Date: \_\_\_\_\_ School: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Period: \_\_\_\_\_ Time: \_\_\_\_\_

State Standards:  
 Benchmarks :

Scoring System for DSIOP 0-4

Navajo Nation Culture Standards:

Navajo Nation Language Standards:

Subject: \_\_\_\_\_ Topic: \_\_\_\_\_

Overall Score is recorded Here.

**Overall average score:**

Write the number that best reflects what you observe in a sheltered lesson. You may give a score from 0-4 (or NA on selected items). Cite under "comments" specific examples of the behavior observed.

This First Section looks at Preparation 1-6

| Highly Evident<br>4   | Somewhat Evident<br>3 | Not Evident<br>2 | 1 | 0 | NA | Observer | (Put in a number) | Group |
|---|-----------------------|------------------|---|---|----|----------|-------------------|-------|
| <b>I. Preparation</b>   |                       |                  |   |   |    | Score    | Comments:         |       |
| 1. Clearly defined content objectives for students.   |                       |                  |   |   |    |          |                   |       |
| 2. Clearly defined language objectives for students.  |                       |                  |   |   |    |          |                   |       |
| 3. Content concepts appropriate for age and educational background level of students.   |                       |                  |   |   |    |          |                   |       |
| 4. Supplemental material used to a high degree, making the lesson clear and meaningful (e.g. computer programs, graphs, models, visuals)  |                       |                  |   |   |    |          |                   |       |
| 5. Adaptations of content (e.g. text, assignment) to all levels of student proficiency.   |                       |                  |   |   |    |          |                   |       |
| 6. Meaningful activities that integrate lesson concepts (e.g. surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking. |                       |                  |   |   |    |          |                   |       |
| Total   |                       |                  |   |   |    |          | Total             |       |
| <b>II. Instruction (Building Background)</b>  |                       |                  |   |   |    | OS       | Comments          |       |
| 7. Concepts explicitly linked to student's background experiences.  |                       |                  |   |   |    |          |                   |       |
| 8. Links explicitly made between past learning and new concepts.  |                       |                  |   |   |    |          |                   |       |
| 9. Key vocabulary emphasized (e.g. introduced, written, repeated, and highlighted for students to see.  |                       |                  |   |   |    |          |                   |       |
| <b>Instruction (Comprehensible Input)</b>   |                       |                  |   |   |    |          |                   |       |
| 10. Speech appropriate for students' proficiency level (e.g. slower rate and enunciation, and simple sentence structure for beginners)  |                       |                  |   |   |    |          |                   |       |
| 11. Explanation of academic task clear.   |                       |                  |   |   |    |          |                   |       |
| 12. Uses a variety of technique to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstration, gestures, body language)  |                       |                  |   |   |    |          |                   |       |
| Total   |                       |                  |   |   |    |          | Total             |       |

Individual Observer Score and Total Score (for each section)

This Second Section looks at Instruction: Building Background, Comprehensible Input, 7-12 Indicators (on this page)

Group Score, and Total Group Score is recorded here. (For each section) Given at end of overall tallying will be **Overall Average Score**.

Comments Section if comments are to be

| Instruction (Strategies)   |  | OS | Comments |  |
|--|--|----|----------|--|
| 13. Provide ample opportunities for students to use strategies.  |  |    |          |  |
| 14. Consistent use of scaffolding techniques throughout lesson, assisting and supporting students understanding such as think aloud.   |  |    |          |  |
| 15. Teacher uses a variety of question types, including those that promote higher-order thinking skills throughout the lesson (e.g. literal, analytical and interpretative question) |  |    |          |  |
| Total  |  |    | Total    |  |
| Instruction (Interaction)  |  | OS | Comment  |  |
| 16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts.                    |  |    |          |  |
| 17. Grouping configurations support language and content objectives of the lesson.   |  |    |          |  |
| 18. Consistently provides sufficient wait time for students response.  |  |    |          |  |
| 19. Ample opportunities for students to clarify key concepts in L1.  |  |    |          |  |
| Total  |  |    | Total    |  |
| Instruction (Practice/Application)   |  | OS | Comment  |  |
| 20. Provides hands-on material and/or manipulatives for students to practice using new content knowledge.  |  |    |          |  |
| 21. Provides activities for students to apply content and language knowledge in the classroom.   |  |    |          |  |
| 22. Uses activities that integrate all language skills (e.g. reading, writing, listening, and speaking)  |  |    |          |  |
| Total  |  |    | Total    |  |
| Instruction (Lesson Delivery)  |  | OS | Comment  |  |
| 23. Content objectives clearly supports by lesson delivery.  |  |    |          |  |
| 24. Language objectives clearly supported by lesson delivery.  |  |    |          |  |
| 25. Students engaged approximately 90% to 100% of the period.  |  |    |          |  |
| 26. Pacing of the lesson appropriate to the students' ability level.   |  |    |          |  |
| Total  |  |    | Total    |  |
| III. Review/Assessment   |  | OS | Comment  |  |
| 27. Comprehensive review of key vocabulary.  |  |    |          |  |
| 28. Comprehensive review of key content concepts.  |  |    |          |  |
| 29. Regularly provides feedback to students on their output (e.g. language, content, work)   |  |    |          |  |
| 30. Conducts assessment of student comprehension and learning of all lesson objectives (e.g. spot checking, group/response) throughout less.   |  |    |          |  |
| Total  |  |    | Total    |  |

Second Section Continued: Instruction: Strategies, Interaction, Practice/ Application, Lesson Delivery. 13-26 Indicators

Third Section Looks at Review/ Assessment Indicators 27-30.

| Commendations | Recommendations |
|---------------|-----------------|
|               |                 |
|               |                 |
|               |                 |

This section is for the observer to recommend further improvements or to Commend the efforts of teachers.

Included as a sample, of a lesson plan using the SIOP Model to complement the DSIOP monitoring tool to implement Diné language and culture in schools. The school's Bilingual Education Program can use the sample lesson plan to adopt for classroom use. By adopting the lesson plan the teacher will have a collection of devised lesson plans reflecting Diné topics, and themes at the end of the school year.

Suggested monthly themes with weekly lesson plan topics are provided below for schools to adopt and implement Diné language and culture.

|   |   |
|---|---|
| Monthly Theme: (August)                     | Weekly Topic:   |
| Bini'inít'aasts'ozí/Ch'iyaan Daneest'anígíí | Week 1: Naadaá' Ch'iyaan  |
|   | Week 2:<br>Ch'ééjiiyáán;Dáneest'aní/Tá'neest'aní/<br>Naayízí, Naa'ohí |
|   | Week 3: Bilasáana; Didzétsoh; Ch'il<br>Na'atł'o'ii                    |

|   |                                 |
|---|---------------------------------|
| Monthly Theme: (September)              | Weekly Topic:                   |
| Bini'inít'aą tsoh/Shí Naashaagi/Sézíigí | Week 1: Shí 'Ádééhonisziìh      |
|   | Week 2: Shizaad                 |
|   | Week 3: Shíts'íís               |
|   | Week 3: Shíni' 'Át'ei/Shá 'At'é |

|                                   |  |
|-----------------------------------|--|
| Monthly Theme: (October)          | Weekly Topic:                                |
| Ghaaji/Bee Hadínishtéi/Na'ahoohai | Week 1: Biil éé'                             |
|                                   | Week 2: Sis lichí'í/Ílìigo Naalyéhé/Beeldléi |
|                                   | Week 3: Kélchí/Kénitsaaí                     |
|                                   | Week 4: Tsiitł'óót                           |

|  |                                      |
|--|--------------------------------------|
| Monthly Theme: (November)                | Weekly Topic:                        |
| Nilchits'osí/Shik'éí Bił Kééhasht'inígíí | Week 1: K'é Baa Hane'                |
|  | Week 2: 'Ádóone'é Nishłínígíí        |
|  | Week 3: K'é dishnínígíí              |
|  | Week 4: Awée' Ch'ideeldlo' Baa Hane' |

|  |  |
|--|--|
| Monthly Theme: (December)                      | Weekly Topic:  |
| Nilchitsoh/Díì'góó Bee Eéhoózinígíí/Haigo Hane | Week 1: Díì'góó Ahooh'áhígíí Díì'góó Dził<br>Naaznilígíí |
|  | Week 2: Nináháháhígíí                                    |
|  | Week 3: Díì'goo Bee iiltł'ishígíí                        |
|  | Week 4: Na'alkidígíí/Nilch'ih Ałaa 'Ánáaniitł            |

|  |   |
|--|---|
| Monthly Theme: (January)                         | Weekly Topic:                           |
| Yas Niłt'ees/Haigo Hane Dóó Bee<br>Nida'anéhígíí | Week 1: Ma'ii Jooldłoshí Baa Hane'      |
|  | Week 2: Késhjée' Baa Hane' Dóó Késhjée' |
|  | Week 3: Ma'ii Jooldłoshí/Tsédił         |
|  | Week 4: Ma'ii Jooldłoshí/Só Baa Hane'   |

|                           |                      |
|---------------------------|----------------------|
| Monthly Theme: (February) | Weekly Topic:        |
| Atsá Biyaazh/Haigo Hane   | Week 1: Diyogí       |
|                           | Week 2: Na'atł'o'    |
|                           | Week 3: Awéets'áál   |
|                           | Week 3: Ts'aa'/Ásaa' |

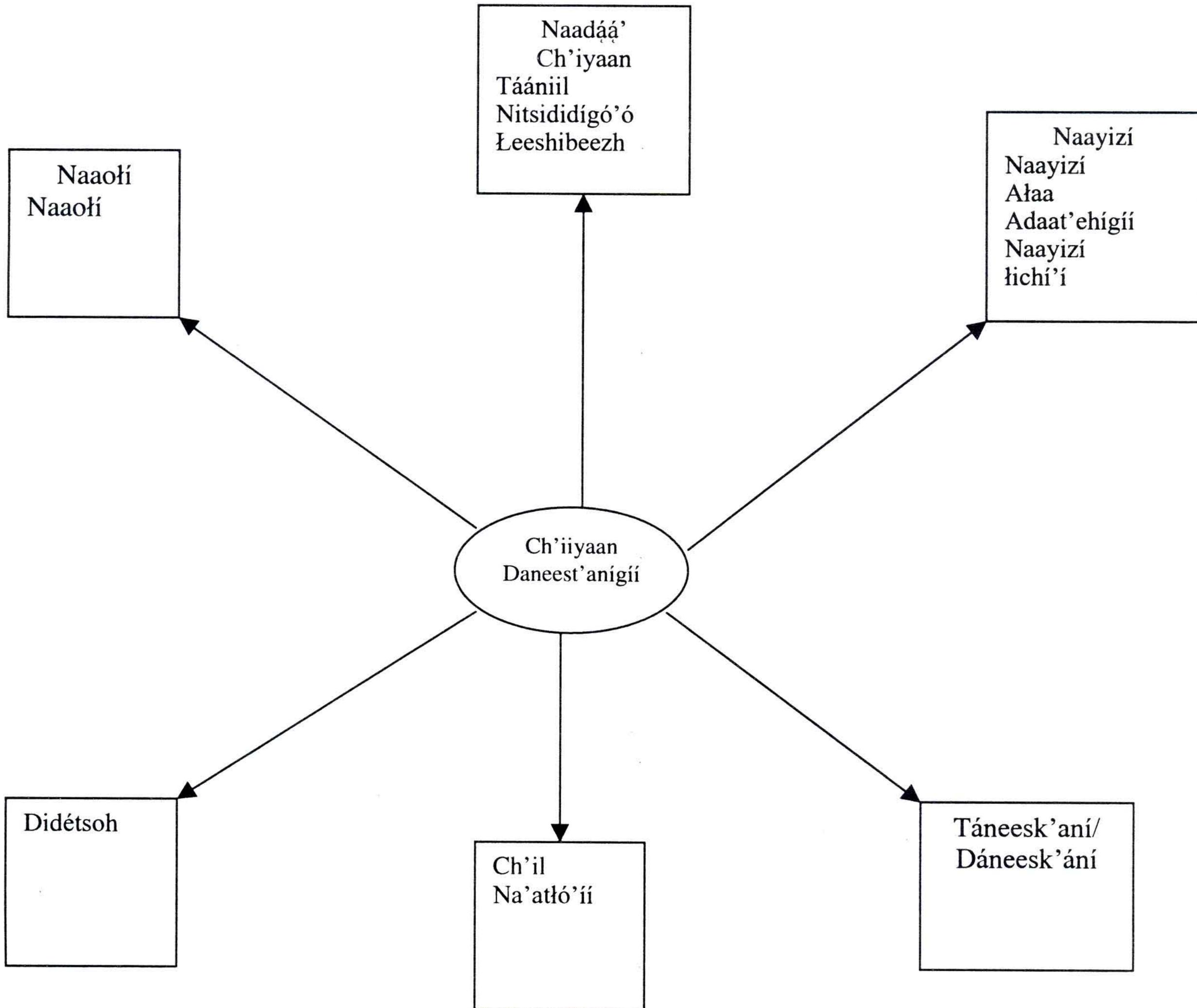
|                        |                                      |
|------------------------|--------------------------------------|
| Monthly Theme: (March) | Weekly Topic:                        |
| Woozhch'íid/Daan       | Week 1: Łíí'                         |
|                        | Week 2: Dibé                         |
|                        | Week 3: Dibé Tá'digeesh              |
|                        | Week 4: Nidahodiitlíizh/Nidahootsooh |

|                        |                    |
|------------------------|--------------------|
| Monthly Theme: (April) | Weekly Topic:      |
| T'aachil/Daan          | Week 1: Ch'il      |
|                        | Week 2: Ch'osh     |
|                        | Week 3: T'iis/Tsin |
|                        | Week 4: Dólii      |

|                      |   |
|----------------------|---|
| Monthly Theme: (May) | Weekly Topic:                             |
| T'aatsoh/Daan        | Week 1: Sin Dóó Azhish                    |
|                      | Week 2: Da'iiniíshgóó                     |
|                      | Week 3: Nihi Dah Naat'a'í/Nihi Í'diidliid |
|                      | Week 4: Nihi Naat'áanii                   |

# **DSIOP Model Lesson Plan**

# Webbing for Sample Lesson Plan



# DSIOP LESSON PLAN

Date: \_\_\_\_\_

Grade/Class Subject: Kindergarten – 8<sup>th</sup>

UNIT/THEME/TOPIC: Bini'init'aats'ozí/Chi'iiyaan Daneest'anígíí

**STANDARDS:** Kindergarten (Standards can be adjusted to higher grade levels) This example addresses K-grade level. Also, three state standards are cited to what state school is in.

AZ, Readiness 1FL. R1. Respond to simple commands; 1FL R 2. Read and understand simple words and expressions. 1FL. R3. Comprehend short conversations and stories on familiar topics.

UT – St 1 – students obtain and provide information, express feelings and emotions, engage in conversations, and exchange opinions. UT – St 2 – students understand, interpret, and respond to written and spoken language on a variety of topics. UT – St 3 – students present information, concepts, and ideas to listeners and readers for a variety of purposes.

NM – Standard 1. By speaking, writing, and/or signing, students will express themselves in a culturally appropriate manner for many purposes. Standard 2. By listening, observing, reading, discussing, students will comprehend and interpret oral, written, and visual messages on a variety of topics. Standard 3. Students will understand the relationship between language and culture. Standard 5. Students will understand the how languages work. Standard 7. Students will use the language studied to reinforce and expand knowledge of other discipline.

**Culture Standards:** Readiness. Standard 1. Culture – Nitsáhákees; Standard 2. Culture – Nahat'á; Standard 3. Culture – Iiná; Standard 4. Culture – Sihasin; Standard 5. Communication – Listening and Speaking.

**Language Standards:** Standard 1. Communications – Nitsáhákees – FL-CS-RL/FL-CS-RN 1, PO 1.

**CONTENT OBJECTIVE(S):**

Students will identify 4 vegetables and 4 fruits that ripen in the month of August

Students will use in a sentence the vegetables and fruits identified in a Diné language.

Students will explain the process of making native foods from the vegetables/ fruits

Students will identify the nutritional values of the vegetables or fruits

**LANGUAGE OBJECTIVE(S):**

Using actual vegetable or fruit, students will respond to the question:

Teacher: Díishá' haa wolyé?

Student Éí Naadaá' wolyé.

Students will correctly pronounce the Diné name for the vegetable or fruits and use the name in the sentences.

Student: Naadaá' Át'é. Naadaá' éí shíł hikan.

Naadaá' éí ła' daalgai dóo daaltsoi.

Teacher will model written Navajo language from the student's response to the chart or board.

**KEY VOCABULARY WORDS:**

Naadaá', Táneesk'anni, Dáneesk'ani, Ch'ééchiyaan, Naa'ohi,

**MOTIVATION/BUILD BACKGROUND:**

Reading: Corn is Maize by Alikí, Trophy PR, 1976.

Search: American Native Foods on Internet

<http://www.tahtonka.com/food.html>

Ama Sani doo AChei Baahane: Tóshchiin, Tanaashgiizh

Ábé Bee Neemasí

**PRESENTATION/LESSON SEQUENCE:**

Introduce names of vegetables and fruits in the Diné language.

Teacher models language for handling verbs while talking about vegetables and fruits.

Students share their previous knowledge on vegetables and fruits.

Students read: "Corn is Maize" and other materials on vegetables and fruits.  
 Students write short paragraphs (2-4 short sentences) on experiences with vegetables/fruits.  
 Students share their writing with others as a group.

**PRACTICE/APPLICATION**

Teacher: Dííshą́ haa wolyé?  
 Student: Éí Naadaáa wolyé.  
 Student: Naadaáa éí ayóo shił łikan.  
 Naadaáa ła' daalgai dóó daaltsoi.  
 Naadaáa éí ch'iyáán át'é.

**USE OF HANDLING VERBS:**

Student 1: Naadaáa ła' shaa nít'ijh.  
 Student 2: Da' Naadaáa' ła' naanisht'ijh?  
 Student 3: 'Aoo'naadaáa ła' shaanít'ijh.

**REVIEW/ASSESSMENT:**

Observe students using Diné language while identifying vegetables and fruits. Some may form sentences using vocabulary learned for this lesson.

**EXTENSION(S):**

Examine the planting process for growing vegetables and fruits familiar to the Diné.  
 Examine ways of preserving (drying or canning) of vegetable and fruits.  
 Explore what other foods beside vegetable/fruits are grown by Diné people

**DSIOP FEATURES:** The diagram assists in keeping tabs on activities applied to implementation of the lessons. Please place a check mark next to the activity you have applied in conducting your lesson.

