

THE CONFEDERATED TRIBES LANGUAGE LESSON

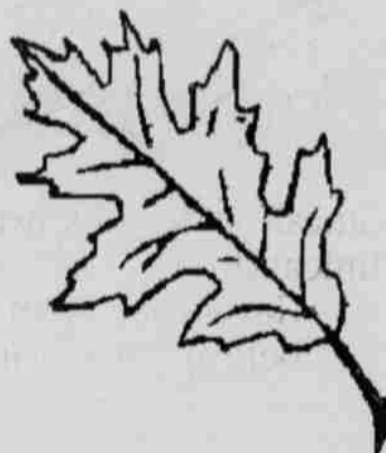
Sahaptin Language Lesson Au Iwiyátunxtunxn Aláxaukt Changing Colors

Tiyám	Fall Season
Plapla	Leaves
Wiyáxichanwisha	Falling
Láxa'auksha	Turn Bright Colors
Luc'a	Red
Luch'a	Brown
Mxsh	Yellow
Mxaash	Orange

Ayayat Lláxauknxa Plapla Anku Itiyámixa.
The Leaves Turn Beautiful Colors When It Turns Fall.

Auku Máikwanik Tiyamitkan, Plapla Iwiyáxichanwixa.
Later Into Fall Season The Leaves Start Falling Off.

Luc'a, Luch'a, Mxsh, Ku Mxáash Paláxauknxa Anaku 'Uwit Itiyámixa.
The Bright Colors That Glow As It Turns Into Fall Season Are Red, Brown, Yellow And Orange.



Paiute Language Lesson Yubano na'natasoo tatabuadu Changing colors fall time

We will teach phrases about fall time when our plant life changes color.
Meno'o yubano manega, yise no'yoona hee nana'atasoo tabuakwe.

Ekwetse	brown
Oha	yellow
Oa	orange
Otsa	red

Tonega/tonbe pasapu.
Flowers are drying up.

Suube naka ekwetse tatabua.
Willow leaves will turn brown

Sungabe naka sa'wedyaakwe.
The leaves are falling off the trees.

Atsa tabua.
There's red colors.

Pesa oa tabua.
And pretty orange colors.

Oakwadyadu no atsakwadyadu namayu'a.
Orange and red mixtures!

Yubano me'e nane'a.
This is the word for fall time.

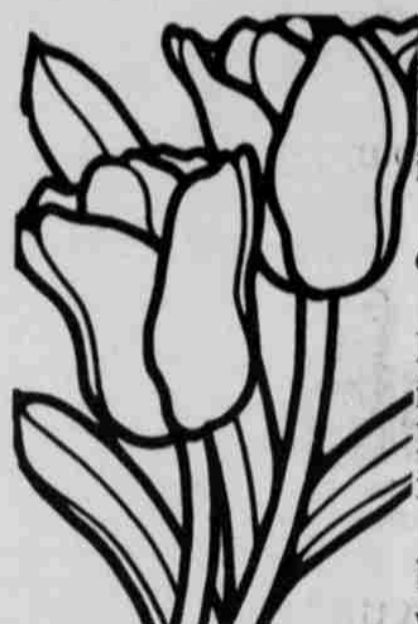


Kiksht Language Lesson Changing Colors

K'máladix	Fall Season
Itkw'axa	Leaves
Dukutch	Falling
Dagāsh	red

Idagashumit	yellow
Dagāsh	orange

Kwaish alma kanawi itqwaxamax adukutchwaya.
Later Into Fall Season The Leaves Start Falling Off.



Kanawi qengi idagashumit kwadau idaxbaulumit.
Everything is changing colors

Idabagúmsh itkw'axamax kanawi qengi idaugwilit.
The leaves turn beautiful colors when it turns fall.

Kanawi qengi idaugwilit idaxbaulamit kwadau idagashumitmax.
The bright colors that glow are red, yellow and orange.

Gush ukakiax itkw'axa.
The leaves are turning colors.

K'máladix aga.
Now it's fall time.

Kanawi dan aga ixsháqwt.

Everything is drying up.



Language Update

by Valerie Switzler

Did you miss us last issue? Or did you realize we were missing...

Seven (7) teachers were awarded scholarships to the Professional Development for World Language Seminar which COFLT (Confederation in Oregon For Language Teaching) has been awarded by the Eisenhower Grant Foundation. Teachers Patricia Miller, Suzie Slockish, Anna Clements, Valerie Switzler, Radine Johnson, and Dallas Winishut were not going to shy away from the hard work involved, as well Myra who filled in for one of the teachers at the last minute. It's not for sissies mind you, you will find below a final project checklist on what the seminar entails:

This is a 10-day seminar focusing on proficiency-oriented, standards based teaching and assessment. The program itself is outcome based and assessment driven, a combination that results in improved student performance. Assessment techniques with the knowledge of proficiency-oriented, standards-based methodology also provides the most effective way to impact a change in the classroom and the resultant rise in both student and teacher performance in all mo-

dalties. The focus on real-world topics pushes teachers to expand their own vocabulary and language structures as they design activities for their students. Emphasis on the designing and implementation of lessons based on the Oregon Standards and Benchmarks helps the teacher gain knowledge of student progress. This serves as reality check as to purposeful and effective instruction.

During the course of this academic year, all participants will complete assignments that will incorporate the learning from the 10 seminar meetings into units. Each meeting designed to add one more component to the concept of teaching for proficiency and its accompanying assessment piece. These assignments will be peer reviewed. In addition, mentors will be assigned for classroom observations of teaching techniques and follow-up meetings to discuss any pertinent changes to the lesson. The unit is considered a portfolio of work in progress until the final submission and presentation in May 2002.

The grant provides each participant with membership for a year in COFLT/PNCFL thus providing additional opportunities for conference presentations and publications. It is hoped that this will be a springboard to a career-long involvement in professional activities and development.

Participants will receive 60 Continuing Professional Development Units for

Attendance at all 10 sessions
Completion of interim assignments
Posting assignments to web site for peer review
Reviewing at least 2 colleagues' assignment from each seminar session
Meeting with mentor
Submitting and presenting completed final unit

Note: University graduate credit is available by registering and paying the tuition and by completing the above requirements. Grades will be posted for the Spring 2002 quarter after the presentation of the final project. For incomplete projects (those not complying with the project checklist described below), an "I" will be issued and the student has one year to complete the project. According to standards-based education, the student either reaches the mark or has an incomplete.

Final Project Description

Using as a basis for your lessons the information and techniques gleaned from the seminar, you will be designing a proficiency and function-based unit. Your projects should extend at least three weeks and include the necessary lessons with accompanying work sheets to complete a unit of study. The following is a scoring guide to help you organize and complete the project.

Final Project Checklist

- 1) Title of Unit
Chosen from Content and Functions Table Of Content obvious from title
- 2) Step-by-Step Instructions
Easy to follow
Invites usage

Watch for employment opportunities with Culture and Heritage Language Program.