

~ Culture & Heritage Language Lesson ~

~ Student lessons for the classroom ~

Ichishkiin ~ Warm Springs

UNIT:	CLASSROOM	BY:	Sahaptin Language Team
LEVEL:	Beginning	FOR:	Kindergarten
LESSON:	Point & Touch	TIME:	15 minutes at a time

GOAL:

Students will learn about the physical environment of their classroom. They will learn the names of some important objects and locations, and will learn how to understand and follow commands to point and touch them. They will enjoy making a game out of having several students point, touch, and answer questions about locations in the classroom.

OBJECTIVES:

- The student will be able to:
1. Name five locations in the classroom, for partial control.
 2. Follow commands to point and touch locations in the classroom, for partial control.
 3. Give commands to point and touch locations in the classroom, for partial control.
 4. Answer "What is this?" and "Where is _____?" in Sahaptin, for partial control.

PROCEDURES:

1. Introduction:

The teacher will point to the door and say what it is. Then he will point to the blackboard and ask the class what it is. He will ask the class where the lights are. Students will watch and listen. Use the following language:

Chi iwá pchsh.	This is the door.
Tun chi iwá?	What is this?
Mna iwá laqaaxit'áwas?	Where are the lights?

2. Implementation:

Listen and Point:

The teacher will tell the class to point to various locations in the classroom. He will point along with the children. Mix up the commands until the students are good at listening and pointing to the correct location.

Átuskti áushnitshna. átusknk ...	Point to the floor.
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Ask and Answer:

The teacher will ask what each location is. The students will answer in Sahaptin. The teacher can give them the answer and help them repeat it. Continue, mixing up the locations, until the students are good at answering.

Tun chi iwá?	What is this?
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Listen and Touch:

The teacher will select two or three students and tell them to touch a location in the classroom. They will listen and then get up and go over to that location and touch it. Then the teacher will have them sit down, and select two or three other students to touch a different location. Continue in this way until the students are good at understanding and touching the different locations in the classroom.

Áwapashati pinaq'inut'áwasna. áwapashak ...	Touch the window.
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Where is it?

The teacher will ask where various locations in the classroom are, and the students will point to them.

Mna iwá atáúwas?	Where is the bathroom?
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Use the following locations in the classroom. Each time you do this lesson, focus on a different group of words:

aicáwas	chair
atáúwas	bathroom
áushnitsh	floor
c'kwit	corner
laqaaxit'áwas	light fixture
pchsh	door
timatpamá	blackboard, writing board
tkwatatpamá	table

átuksh	wall, ceiling
iixtpamá	kitchen sink, sink for washing things
klaak	clock
pinaq'inut'áwas	window, mirror
shmat'atpamá	bathroom sink, sink for washing up
tímash shapaq'ichtpamá	book holders
tímash nichtpamá	bookcase

chuutpamá	drinking fountain
kapú shapaq'ichtpamá	coat hanging place
kukitpamá	kitchen
kutkut'áwas	computer
la'aichtpamá aicáwas	couch
mxsh tmani	yellow line

WASCO LANGUAGE PROGRAM LESSON PLAN

UNIT:	CONVERSATIONS	BY:	Gladys Thompson, Madeline McInturff, Rudy Clements, Valerie Aguilar, Alice Harman, JoAnn Smith, Elaine Clements
LEVEL:	Beginning	FOR:	Community Classes
LESSON:	What's Your Name?	TIME:	15 minutes at a time

GOAL:

For the students to listen to Wasco, follow along with a simple conversation, and say simple conversational phrases.

OBJECTIVES:

- The student will be able to:
1. Ask and answer "What's your name?" for partial control.
 2. Participate in a short conversation, for partial control.

PROCEDURES:

1. Introduction:

The teacher will ask the class "What's your name?" and tell the students what it means in English.

Qngi imixliu?	What is your name?
QN - gi i - mi - XLI - u	

2. Implementation:

Ask the Teacher

Write the question on the board and have the class practice sounding it out. Have the class ask you the question, and answer it.

Qngi imixliu?	What is your name?
Ichxliu _____	My name is _____
ich - XLI - u	

Pass the Ball

Use a soft fluffy ball. Ask the question and pass the ball to the student you are talking to. The student will take the ball and answer it. Then that student will ask the question and pass the ball to another student who will answer. Continue until everyone has answered.

Handout

Give the handout for Conversations #3 to the students. Have them work together in pairs to read the conversation to each other.

3. Closure:

End the class with everybody saying "see you later."

4. Follow-Up:

Have students make and wear nametags. Have students stand, greet the class, and introduce themselves to their classmates.

RESOURCES:

- Conversation Handout #3
- Soft, fluffy ball

EVALUATION:

The teachers will observe the students and keep a checklist of their accomplishments. The students will also keep a checklist of their own accomplishments.

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3. Closure:

Pointing and Touching:

The teacher will mix up the commands and have the students follow them.

4. Follow-Up:

Do a lesson giving commands to individual students to point and touch, and ask individual students where it is and what it is.

RESOURCES:

Use the locations and objects that are in your classroom. If you don't have all the objects and locations that are listed in this lesson, don't use those words. If you have other objects or locations that are important to the students, add them to this lesson.

EVALUATION:

There will be an oral test at the end of the year. During the year, the teachers will observe the students and keep a checklist of their accomplishments, according to the Unit Objectives.

~ Confederated Tribes of Warm Springs Culture & Heritage Department ~

