

## ~ Student lessons for the classroom ~

### Ichishkiin ~ Warm Springs

UNIT:	CLASSROOM UNIT	BY:	Sahaptin Language Team
LEVEL:	Beginning	FOR	Kindergarten
LESSON:	Put In, Take Out	TIME:	15 minutes at a time

#### GOAL:

The students will be active, following directions to put common classroom objects into the containers they have in their classroom, and taking them out again.

#### OBJECTIVES:

- The student will be able to:
1. Follow directions to put objects into containers, for partial control.
  2. Follow directions to take objects out of containers, for partial control.
  3. Follow directions to put an object away, for partial control.
  4. Follow directions to hang up their coats, for partial control.

#### PROCEDURES:

##### 1. Introduction:

The teacher will use one of the containers in the classroom, such as a crayon basket, box, or storage can. She will pick up an object and put it into the container and then take it out of the container, saying in Sahaptin what she is doing. The students will watch and listen.

Alaxauktпамá nuwáipash iwá.	This is a color crayon box.
Ánitshaash alaxauktпамá nuwáipashpa.	I'm putting them into the crayon box.
Áchatamanaitshaash alaxauktпамá nuwáipashkni.	I'm taking it out of the color crayon container.

##### 2. Implementation:

The teacher will give TPR directions to different groups of students to get crayons, papers, books, etc. and put them into and take them out of containers. Continue until the students are following the directions well.

Then the teacher will ask one student at a time to put an object into a container and take it out. Continue until the students are able to follow the directions well. Use the following language.

Átaak walptaikashпамána waanpáwaspa.	Put the cassette song tape into the tape recorder.
Átaak íit'ktpamá tfmash k'atpamápa.	Put the kleenex into the wastebasket.
Shapaq'ítshti kapú shapaq'ichtпамápa.	Hang your coats up on the hangers/hooks.
Áchatamanaik tfmashna tautaulkni.	Take the paper out of the can.
Áchatamanaitti alaxauktпамá nuwáipashkni.	Take the crayons out of the box.
Imfín patún taak imipáin nichtпамápa.	Put your things into your storage container. [to one person only]

##### 3. Closure:

Play musical chairs.

##### 4. Follow-Up:

Repeat this lesson again from time to time, focusing on different words and actions, until the children are able to follow the commands well.

#### RESOURCES:

Use the objects and containers in the classroom.

#### 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.

## Kiksht ~ Wasq'u

UNIT:	ROOTS UNIT	BY:	Gladys Thompson, Madeline McInturff, Valerie Aguilar, Alice Harman
LEVEL:	Beginning	FOR	Community Classes
LESSON:	Things to Take	TIME:	15 minutes at a time

#### GOAL:

To learn the names of the different things to take when we go root digging, and sentences about taking things and borrowing things. To learn the value of sharing.

#### OBJECTIVES:

- The student will be able to:
1. Name three items to take root digging, for full control.
  2. Ask and answer what they will take, for partial control.
  3. Tell someone they will borrow something from them, for partial control.
  4. Say three words that has the meaning of "my" in it, for partial control.

#### PROCEDURES:

##### 1. Introduction:

Set some root digging items on the table. Tell the students that this lesson will be about the items they need to go root digging.

##### 2. Implementation:

###### Introduce, Explain and Practice Things to Take

Do a webbing with the class of things to take root digging. Students can give words in English or Wasco. Either way, write the Wasco words on the board. Try to get about 7 things on the board.

Practice saying the words. Talk in Wasco, emphasizing the word. Show flashcards of the items. Or else have students make sketches of them.

Hold up a flashcard or drawing and have the class guess the word.

agabu	a - GA - bu	coat
ak'ak'aps	a - K'A - k'aps	hat
itksnaimat	it - ks - NAI - mat	gloves
ikikcham	il - KIK - cham	scarf
ik'apshalwash	i - kap - SHA - wash	canteen, turtle
ichqwá	il - ch - QWA	water
isxusmat	is - XUS - mat	glasses, sunglasses
ipáp	il - PAP	pop
itkikikwá	it - KI - ki - kw - l	lunch
agaben	a - GA - ben	digging stick
aqwaiq	a - QWAL - q	root bag
aqap'unitix	a - qa - P'U - ni - tix	bigger root sack

## Kiksht ~ Wasq'u (from below at left)

#### I'll Take ...

Write the following Wasco conversation on the board. Have the class listen and repeat. Then have students ask each other.

Dan maya amiukta?	What are you going to take?
[a - muk - LA]	
Anuklá agabu.	I'll take my coat.
[a - nuk - LA]	

Anuklá agabu.	I'll take a coat.
Anuklá ak'ak'aps	I'll take a hat.
Anuklá agaben	I'll take a digging stick.
Anuklá aqwaiq	I'll take a root bag.
Anuklá aqap'unitix	I'll take a root sack.
Aniuklá ik'apshalwash	I'll take a canteen.
Anduklá itksnaimat	I'll take gloves.
Anuklá ikikcham	I'll take a scarf.
Anuklá ichqwá (ik'apshalwashba).	I'll take some water (in a canteen).
Anuklá ipáp	I'll take a pop.
Anuklá isxusmat	I'll take sunglasses.

#### Borrowing & Sharing

Tell the students how to be polite in the Wasco way when they are borrowing something. In Wasco culture, the assumption is that it is okay to share and borrow things. There is no need to ask a question to get permission first. Just let the person know that you are going to borrow something -- say "I will borrow your ...."

Go around the class, having students practice saying what they will borrow. Their partners can say "yes" and give them a flashcard of that item, or say "no" and keep the item to themselves.

#### I'll Borrow Your ...

Write the following Wasco conversation on the board. Have the class listen and repeat. Then have students ask each other.

Ayam~mishtxa amigabu.	I'm going to borrow a coat from you.
[a - yam - X - MISH - t - xa]	
Aaaa.	Sure, here.
K'aya!	No!

Ayam~mishtxa amigabu.	I will borrow a coat from you.
Ayam~mishtxa amik'ak'aps.	I will borrow a hat from you.
Ayam~mishtxa amigaben.	I will borrow a digging stick from you.
Ayam~mishtxa amiqwaiq.	I will borrow a root bag from you.
Ayam~mishtxa amiqap'unitix.	I will borrow a bigger root sack from you.
Ayam~mishtxa imik'apshalwash.	I will borrow a canteen from you.
Adam~mishtxa itmiksnaimat.	I will borrow gloves from you.
Aiam~mishtxa ikikcham.	I will borrow a scarf from you.
Aiam~mishtxa ismixusmat.	I will borrow your sunglasses.

#### Conversation Around the Room

Have each student pick up 3 pictures for the things that they have. Then they will work in pairs to ask and answer what they will take, and what they want to borrow. As they ask to borrow something, their partner will give them the picture of that item.

The students can move around the room, getting new partners, and asking and answering questions and trading pictures until they are using the language comfortably.

##### 3. Closure:

Finish by saying:

Aga al~uya!	Now we're ready!
Aq'ilabama alma!	Let's go root digging!

##### 4. Follow-Up:

Tell the class which root-digging items they will take and what they will need to borrow.

Dictate 5-6 sentences and have the students write them. Encourage the students to work together in pairs to support each other as they learn how to spell and write. Then put the answers on the board and let the students will check their work. Do not correct the students unless they ask you to look at their papers for them.

Get things ready for a root-digging field trip.

#### RESOURCES:

- Items to take root digging: digging stick, root bags, larger bags
- Flashcards of items to take root digging: lunch, water, pop, coat, gloves
- Blank paper and markers

#### EVALUATION:

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

##### 3. Closure:

##### 4. Follow-Up:

#### RESOURCES:

#### 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.