

~ Student lessons for the classroom ~

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Kiksht ~ Wasq'u

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

GOAL:

The students will learn that the roots are ready in the springtime, the kind of weather that comes with spring, and which roots are ready first. They will gain an appreciation for the seasonal rounds and the importance of roots for food.

OBJECTIVES:

- The student will be able to:
1. Name the season for root digging, for full control.
 2. Put the roots in order according to when they are dug, for partial control.
 3. Name one key feature of the root-digging season, for partial control.

PROCEDURES:

1. Introduction:

Ask the students if they know the season for digging roots.

Gawa≈emdi≈bet aqdulaba wi≈bama it≈lem.	In springtime we dig up food from the ground.
[ga - wa - XEM - di ≈ - bet]	

2. Implementation:

Springtime:

Hold up a pictures of springtime. Point to the key features and say the words.

Aga gawa≈emdi≈ ikia≈.	Now it's spring.
Lablat shtugwilti.	It's raining a lot.
[shtu - GWIL - ti]	
Aga t'á ikia≈i≈.	Now it's turning warm.

What's Growing?

Write the question on the board and ask the class what's growing in the springtime.

After the class has answered, say a few sentences about the season, the roots, and the weather. Use pictures to help them understand you.

Dan yumt?	What's growing?
Gawa≈emdi≈yamt, isq'ipast stumt.	Towards springtime, rock celery is growing.
Gawa≈emdi≈bet, kánawi dan yumt.	In springtime, everything is growing.
Ibia≈i yumt.	Bitterroot is growing.
Itqwał tgumt.	Biscuitroot is growing.
Itch≈wan tgumt.	Wach≈wan is growing.
Itdwak tgumt.	Indian Carrot is growing.
Itgamwa tgumt.	Camas is growing.

The Months

Review the names of the months of springtime.

_____ Akłmfn	February
Ałalún Akłmfn	March (third month)
Ałalakt Akłmfn	April (fourth month)
Ałagwenma Akłmfn	May (fifth month)

When does it grow?

Ask the class when different roots grow. Have the students make sentences telling what months each root is dug in.

Qanchi≈ astumda isq'ipast?	When does rock celery grow?
Aga t'á ikiaxi isq'ipast stumt.	Rock celery grows when it gets warm.

Qanchi≈ ayumda ibia≈i ?	When does bitterroot grow?
Ałalún Akłmfnba kwadáu Ałalakt Akłmfnba ibia≈i yumt.	Bitterroot grows in March and April.

Qanchi≈ atgumda it-_____?	When does [it-Noun] grow?
Ałalakt Akłmfnba itqwał tgumt.	Biscuitroot grows in _____.
Ałalakt Akłmfnba itch≈wan tgumt	Biscuitroot grows in April.
Ałagwenma Akłmfnba itdwak tgumt.	Indian Carrot grows in May.
Ałagwenma Akłmfnba itgamwa tgumt.	Camas grows in May.

3. Closure:

Arrange Roots in Order

Put flashcards of the roots or the roots themselves onto the table. Have the students arrange the roots in the order in which they are dug.

4. Follow-Up:

Do the Making a Poster lesson.

RESOURCES:

- Picture of Springtime
- Flashcards of Roots, or actual roots

EVALUATION:

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

LANGUAGE NOTES:

(Teacher's Reference Only):

Grow

There are different forms of the verb for "to grow", depending on the noun prefix of the thing that is growing. Here are the forms that are used in this lesson:

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yumt [i--Noun] is growing
stumt [ish-Noun] is growing
tgumt [it-Noun] is growing

astumda [ish-Noun] grows, will grow
ayumda [i-Noun] grows, will grow
atgumda [it-Noun] grows, will grow

February

The word for "February" is not certain. It might be **Ichachaqéiq Akłmfn.**

Ichishkiin ~ Warm Springs

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

GOAL:

The students will play variations on the game of hide and seek to practice the words they have learned for objects and locations in the classroom. They will learn the meanings of words telling where something is, and be able to answer questions about an objects location. They will get practice in counting, and will learn to follow command like close and open your eyes.

OBJECTIVES:

- The student will be able to:
1. Follow commands to close their eyes, count to ten, and open their eyes, for full control.
 2. Follow commands to hide an object and look for it, for full control.
 3. Say "I found it!" for full control.
 4. Ask and answer simple questions about who found the object and where it was, for partial control.

PROCEDURES:

1. Introduction:

The teacher will tell the teacher's assistant to close their eyes and count to ten in Sahaptin. The teacher will hide some crayons someplace in the classroom. At the count of ten, the teacher will tell the assistant to open their eyes and look for the crayons. When the assistant finds the crayons, she will say "I found it!" The teacher will ask questions about where it was located, and the assistant will answer. The students will watch and listen.

Lmq'ínk.	Close your eyes.
Áwiłamachnk alaxauktpamána.	Hide the crayons.
Ititámak pútmtyau.	Count to ten.
Q'ínunk.	Look.
Áwaqitnk alaxauktpamána.	Look for the crayons.
Áyaxnash.	I found it!
Mna iwachá?	Where was it?
Wát'ichni tímash shapaq'ichtpamápa.	In front of the book holder.

2. Implementation:

Divide the class into two groups. Select a student from one group to hide an object. Tell the other group to close their eyes and count to ten. At the count of ten, tell them to open their eyes and to look for the object.

Lmq'ítí.	Close your eyes.
Áwiłamachti k'attpamána.	Hide the wastebasket.
Ititamáti pútmtyau.	Count to ten.
Q'inúti.	Look.
Áwaqiti k'attpamána.	Look for the wastebasket.
Iyáxn. ^A _A ^{pa} _{pa}	I found it! [It is found!]
Mna iwachá?	Where was it?
Ánachni kutkut'áwas ^{pa} _{pa}	Behind the computer.

Location Words:

Use the following location words:

wát'ichni	in front of
ánachni	behind
c'aa	near
c'áac'aa	next to
páchupa	between
nuwítkni	to the right of
wáqacalkni	to the left of
kálawakt	under
mftichni	under, beneath

3. Closure:

Take an object and place it on, under, on top of, and behind a chair. Ask the students to repeat the words for where it is located.

4. Follow-Up:

Repeat the lesson again from time to time, focusing on different objects and actions each time, until the children are comfortable following the commands.

RESOURCES:

Objects and locations 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.

Numu ~ Paiute (from page 8)

3. Closure:

Tell the students they are doing a good job. Have them put the stuffed animals back into the bag.

4. Follow-Up:

Repeat this lesson again from time to time until the students are comfortable with the language. Try the lesson with other stuffed animals that you or the students have.

RESOURCES:

- Bag
- Stuffed animals: Dogs, rabbits, mouse, duck, raccoon, skunk.

EVALUATION:

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