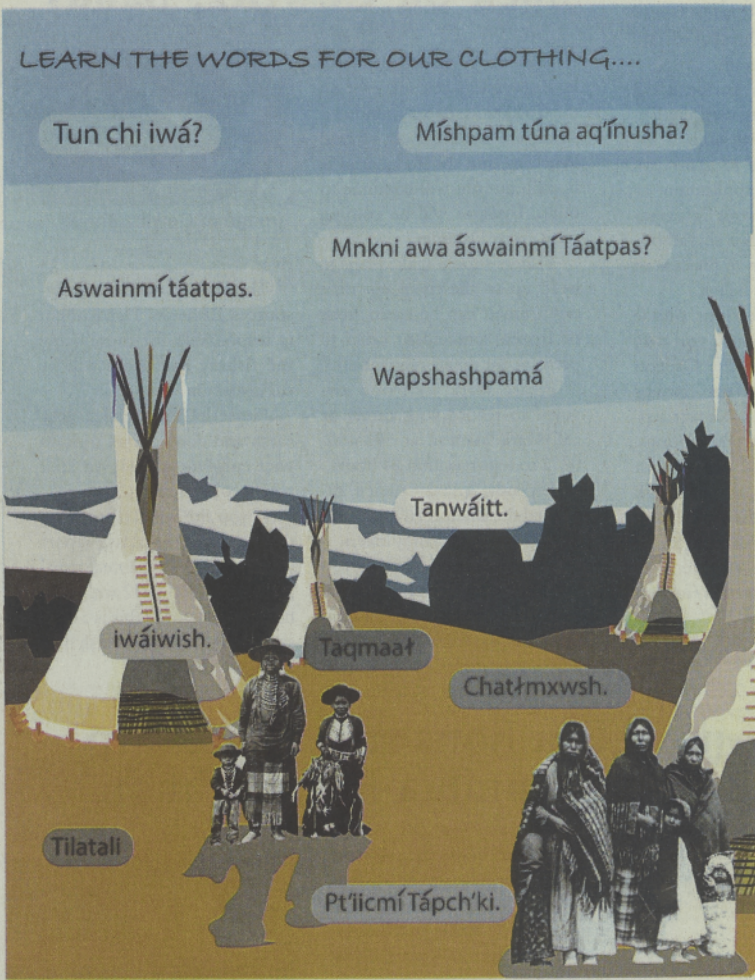


~ Culture & Heritage Language Lesson ~

Ichishkiin ~ Warm Springs



UNIT:	CLOTHING UNIT	BY:	Sahaptin Language Team
LEVEL:	Beginning	FOR:	2nd Grade
LESSON:	Identifying Clothes	TIME:	15 minutes at a time

GOAL:
To learn the Sahaptin names of different items of common clothing, and to make simple conversations about what it is, which one it is, what they see, and which one they see.

- OBJECTIVES:** The student will be able to:
1. Ask and answer "What is it?" when they see a flashcard, for partial control.
 2. Hear "Which one is the ____" when shown two different flashcards, and point to the correct flashcard, for partial control.
 3. Hear "Do you see a ____ or a ____?" and answer "We see a ____", when shown a flashcard of an item of clothing, for partial control.
 4. Ask and answer "What do you see?" and "We see a ____" when shown a flashcard, for partial control.

- PROCEDURES:**
1. **Introduction:**
Put up some flashcards of items of clothing. Tell the students this lesson will be about clothing.

Chikúukna ashúkata naamí táatpaski.	Today we will learn about our clothing.
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2. **Implementation:**
Flashcards of Clothing
Use about seven flashcards of clothing each time you do this lesson. Show the flashcards and have the students look, listen and repeat. Repeat the lesson until on different days until the students have learned most of the following items:

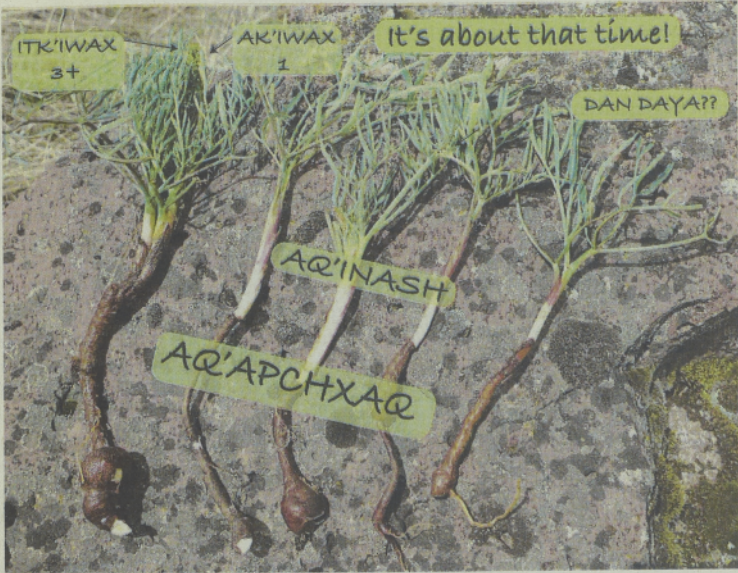
pt'iicmí tápch'ki	girl's dress
chat'mxwsh	scarf
iwáiwish	necklace
kapú	coat
lamtli	blue jeans
mitichnipamá	underwear

q'pq'plí	shoe
shaptpamá	backpack
stkn	socks
swatá	sweater
táatpas	clothes
tanwáitt	jewelry
'stíyaas	bracelet

tapch'ki	dress
táqmaat	hat
tilatalí	pair of pants
walách'wich	belt
wapshashpamá	braid ties (for women)
aswainmí táatpas	boy's shirt
íq'um	gloves

Conversations:
Practice short conversations with the students. Use the following kinds of language. Be sure to cover all the different kinds of clothing.

Kiksht ~ Wasq'u



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

GOAL:
The students will learn the different parts of the roots and plant.

- OBJECTIVES:** The student will be able to:
1. Name the basic parts of the plant, for partial control.
 2. Know that different kinds of roots all have a special name of their own, and that there isn't any single word that means "roots, bulbs, etc.", for conceptual control.

- PROCEDURES:**
1. **Introduction:**
Draw a root on the board. Give the "Parts of the Root Plants" handout to the students.
 2. **Implementation:**
Talk in Wasco and write the Wasco words for the parts of the plant on the board. Have the students listen and repeat the words, and then copy the words onto their handout.

ak'iwa≈ itk'iwx (Plural)	a - K'I - wa≈	flower
aq'inash	a - Q'I - nash	tops (stem and leaves)
aq'apchxaq	a - Q'AP - ch - xaq	skin of root

Point to different parts of the plant and ask the class "What is this?" Have the students answer. Then erase the words, have the students turn their handouts over, and ask the question again.

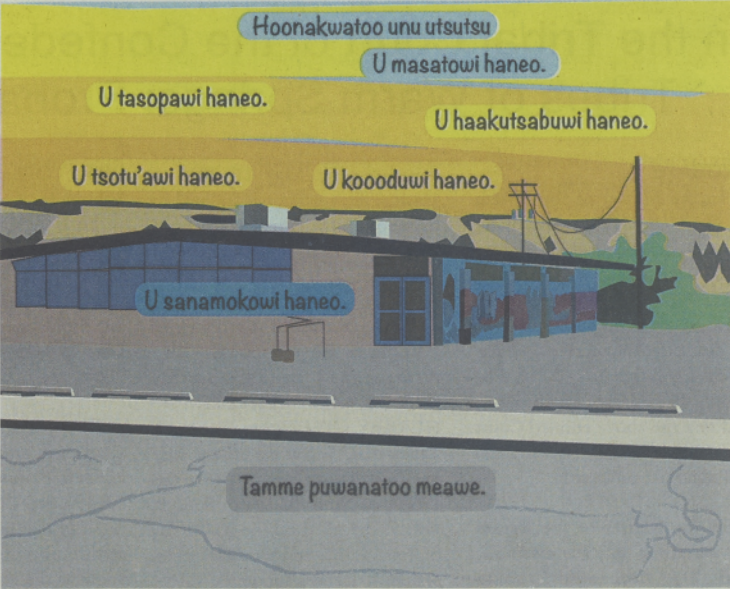
Dan daya?	What is this?
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3. **Closure:**
Have students work in pairs. Have each student select one drawing of a root and name the parts of the plant to a partner.
4. **Follow-Up:**
Dictate three words for parts of the root plants. Have the students work in pairs to write the sentence. Then write the sentence on the board and let the students check their work.

RESOURCES:
• "Parts of Root Plants" handout

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

Numu ~ Paiute



UNIT:	CLOTHING UNIT	BY:	Pat Miller, Shirley Tufti, Alice Harman
LEVEL:	Beginning	FOR:	Home-Based Learning
LESSON:	Dressing for Cold Weather	TIME:	Two Evenings