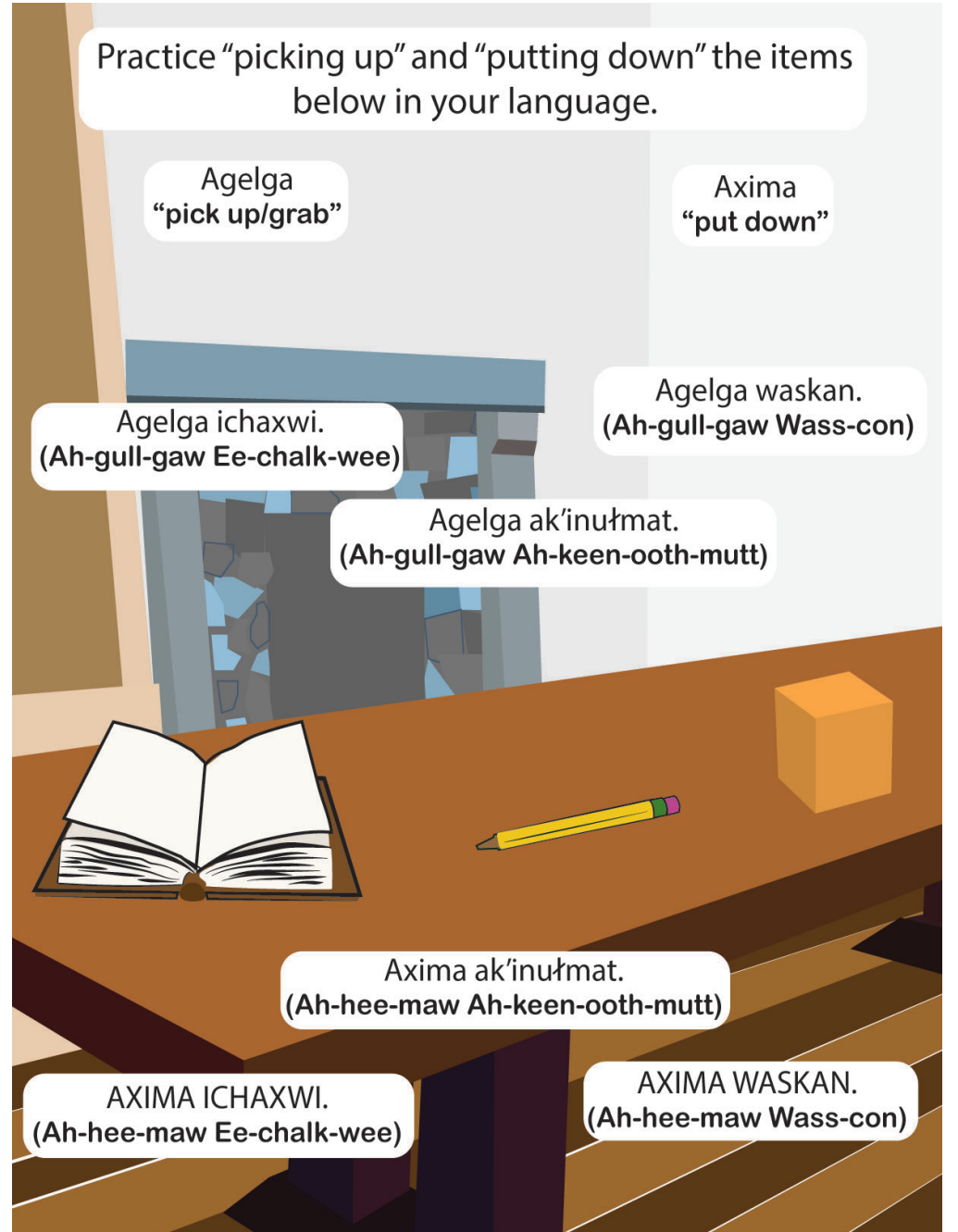


~ Culture & Heritage Language Lesson ~

Ichishkiin ~ Warm Springs



Kiksht ~ Wasq'u



~ Student lessons for the classroom ~ Ichishkiin ~ Warm Springs

UNIT:	CLOTHES	BY:	Sahaptin Language Team
LEVEL:	Beginning	FOR:	2nd Grade
LESSON:	Duffle Bag of Clothes	TIME:	15 Minutes at a Time

GOAL:
For students to say the names of common items of clothing and have fun in a team competition.

OBJECTIVES: The student will be able to:
 1. Hear and answer "Do you know what this is?", for partial control.
 2. Follow directions to get clothing out and put it back, for full control.
 3. Hear and answer "What do you have" and "I have a _____", for partial control.

PROCEDURES:
 1. **Introduction:**
Bring a duffle bag or a box of different kinds of clothing in it. Set the bag on the table or floor in front of the students. Tell them what it is.

Chi iwá tunxtunx táatpas lisáakpa.	Here's the duffle bag of different kinds of clothes.
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2. **Implementation:**
Pull out an item of clothing out of the duffle bag, ask the students what it is, and have them answer you.

Míshpam ashúkasha tun chi iwá?	Do you know what this is?
'Stíyaas iwá.	It's a bracelet.

ICHISHKIIN in the Classroom continues on 9

Numu ~ Paiute



NUMU in the Classroom is on 9

~ Student lessons for the classroom ~ Kiksht ~ Wasq'u

LANGUAGE PROGRAM LESSON PLAN

UNIT:	Desk lesson	BY:	
LEVEL:	Beginning	FOR:	Kinder & 1st grade
LESSON:	pick up and put down 1	TIME:	30 minutes

GOAL: The student will learn how to pick up and put down objects that they use in their daily class time.

OBJECTIVES: The student will be able to:
 1. pick up and put down their pencil,
 2. pick up and put down their book
 3. pick up and put down their pencil box

PROCEDURES:
 1. **Introduction:** Tell the children in Indian to take out their pencils, book, and boxes. Demonstrate to them what you want by showing them your instruments. Place everything on the desk in front of you.

2. **Implementation:** Say pick up the pencil while demonstrating picking it up. Say put down the pencil while putting it down. Go through the command at least three times until you feel that the students have internalized the command then say the command without demonstrating it.

Go on to introduce the commands with the book and then the pencil box. When you feel that the children have learned these new commands mix them up by telling them to pick up one thing after the other always switching the order of the objects. Once the children have learned this then have them pick up and put down two things at a time.

3. **Closure:** After the children have learned how to pick up and put down the objects then command them to pick something up, stand up, walk to other place in the room that they learned in the moving around lesson and put the object down on a previously learned place (i.e. the table, rug or window) and then have them return to their seats.

English	Indian (one person)
pick up the pencil	Agelga ak'inułmat
put the pencil down	Axima ak'inułmat
pick up the book	Agelga ichaxwi
put the book down	Axima ichaxwi
pick up the box	Aaelaa waskan
put the box down	Axima waskan.

4. **Follow-Up:** Use the commands and objects in the following day's lesson. ****If the children learn these commands quickly but yet you do not feel that they are ready for new words, then introduce the words slowly and quickly. Example: Pick up the paper quickly, Put down the book slowly.**

~ Confederated Tribes
of Warm Springs
Culture & Heritage
Department ~

