

~ Student lessons for the classroom ~

Kiksht ~ Wasq'u

(continued from page 8)

Write Sentences

Divide the class into two teams. Tell the students to turn their handouts face down. Start with a clean blackboard.

Have one person from each team come up and write a sentence on the board. The other team members can help them by talking. But the person who comes to the board CANNOT bring any written material with them.

When each team gets a sentence right, give them one point. Continue the group competition until most of the sentences from this unit are up on the board.

Circle Dance

Have all the students stand up and make two circles. The inside circle will face the outside circle. Have the students on the inside circle look at their partner and start a conversation with a greeting, asking where they are going, and a parting.

Use a drum or bell to make a sound for when the inside circle should move to the right for everybody to get a new partner. Have them do another conversation.

Continue to rotate the circle until everybody has had lots of opportunity to make the conversation. Let the students look at the board for help if they want to. After a few times, start to erase the board little by little.

	Inside Circle	Outside Circle
•Greeting	It'ukdi wigwa. kadúx. cnusnaix.	It'ukdi wigwa. kadúx chushdix.
•Question	Qngi mait'a?	Qjkláix naika. Dnlmuit.
•Parting	Aiqalma ayamglglaya.	Aiqalma ayamglglaya.

3. Closure:
- End the class with everybody saying "see you later."
4. Follow-Up:
- Have students draw stick figures to show how they're feeling.

RESOURCES:

- Conversation Handouts #3, 4, 5, 6, 7, 9

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.

Numu ~ Paiute

(continued from page 8)

OBJECTIVES: The student will be able to:

1. Tell whether an item of clothing is small or large, for full control.
2. Tell whether an item of clothing fits or doesn't fit, for partial control.
3. Ask "What's the matter with it?" for partial control.
4. Tell what's the matter with the size, for partial control.
5. Follow directions to put on an item of clothing, for full control.
6. Say "I can't!" for full control.

PROCEDURES:

1. Introduction:

The teacher will set several shirts on a table in front of the class -- some small, and some big.

Ya'a mu kwasu.	Here's some shirts.
Esoo paba'yoo kwasu.	This is a big shirt.
Ya'a tutse'yoo kwasu.	This is a small shirt.
Ya'a tuwow paba'yoo kwasu.	And another big one.
Ya'a tuwow tutse'yoo.	And another little one.

2. Implementation:

Come and Get It!

The teacher will have students work in pairs or small groups. She will tell each group to come and get a shirt.

Mu nano woikuwunne.	You two work together.
Mu yatu tutsekoo kwasu kwuoo.	[You two], Come and get a small shirt.
Mu ya'atu pabow kwasu kwuoo.	[You guys], Come and get a big shirt.
Mi haneoo.	Put it on.

What's the Matter with it?

The teacher will talk to one student at a time. She will ask if their shirt fits, and if not, what's the matter with it. The students will answer.

U kwasu togee?	Does your shirt fit?
Aha esoo togee.	Yes, it fits.
Ki togee.	It doesn't fit.
Howne'yoo?	What's the matter with it?
Nagutza tutse'yoo.	It's too small.
Tubetse paba'yoo.	It's too big.

3. Closure:

Have all the students put their shirts back into the bag.

No'oko kwasu mago'o wi tuku.	[All of you] Put your shirts back into the bag.
Pesa'yool	Good job!

4. Follow-Up:

Repeat this lesson again from time to time, using different articles of clothing.



Kiahna Allen was among the great cooks at the salmon bake for the 2023 Seniors Day, May 10 at the Agency Longhouse.

MMIR: marathon winners, sponsors

(from page 1)

The event was well attended and appreciated, underscoring the Missing and Murdered Indigenous crisis.

An example of the situation was apparent at the MMIR Marathon itself: Along the course, from Warm Springs to Simnasho, the organizers set up memory signs. On the many poster signs were names of MMIR people from the local community, as submitted by relatives and friends.

“We ordered 20 signs and filled all of them,” Reina said. “There were only a couple of names I didn’t recognize myself. Making the posters was very emotional for us.”

The MMIR Marathon was a volunteer gesture, organized by Reina and Raylene Thomas. Starla Greene donated the meal, a huge help. The top teams and runners finished in order as follows:

Three Peaks Warriors, Edna and Celeste. Sriponya. The 509-J Flyers. SWATT. Springers. That 1 Team—Youth. Anthony Caldera. The Warriorettes—Marathon. The top walking teams and walkers finished in this order:

Say Their Name. Skiden Stoodis. Awawaniita. Savage Storm and Parents. Northend. Wolfe Point. Poor Unfortunate Souls. Northending. Desk Champions. MMIR would like to thank the sponsors:

Native Aspirations and Public Utilities. Wasco Trade. Warm Springs Composite Products. Confederated Tribes and the Natural Resources Branch.

Papalaxsimisha—‘Unity.’ KWSO radio. And thank you to the volunteers who helped out:

Warm Springs Emergency Management. Warm Springs Tribal Police. The Warm Springs Community Center. Warm Springs Fire and Safety.

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Ichishkiin ~ Warm Springs

(from page 8)

Use the TPR method to have a few students at a time come out to the center and follow directions to pick up dirty clothing and put it in the box.

Commands to a Group	
Tl'áaxwma winámti papáchuyau.	You all come out here to the center.
Skauwítí shamp'ikał táatpas.	Pick up the dirty clothes.
Wiyatáti shampikał táatpas nuwáipashpa.	As you pick them up, put the dirty clothes in the box.

When the students get familiar with the language, give commands to one student at a time.

Commands to ONE Person	
Wínam papáchuyau.	Come out here to the center.
Skáuwik shamp'ikát táatpas.	Pick up the dirty clothing
Wiyatáak shampikał táatpas nuwáipashpa.	As you pick them up, put the dirty clothes in the box.

3. Closure:

Tell the students to return to their tables and be seated. Take the dirty clothing and the dirty clothes box, hold up two items, and ask the students what they are named.

Ii au, aichatáti.	All right, go back and be seated.
Tun chi napt shamp'ikał pawanisha?	What are these two pieces of dirty clothes named?
Mish chi napt shamp'ikał iwanisha?	What are these two pieces of dirty clothes called?
Mishlikinam awanichta chi napt shampikał?	How to you call these two pieces of dirty clothes?

4. Follow-Up:

Have one of the students say the commands in Ichishkiin. Continue until all the students get a turn.

RESOURCES:

Variety of dirty clothing and a box.

EVALUATION:

The teacher will observe the students and keep a checklist of their