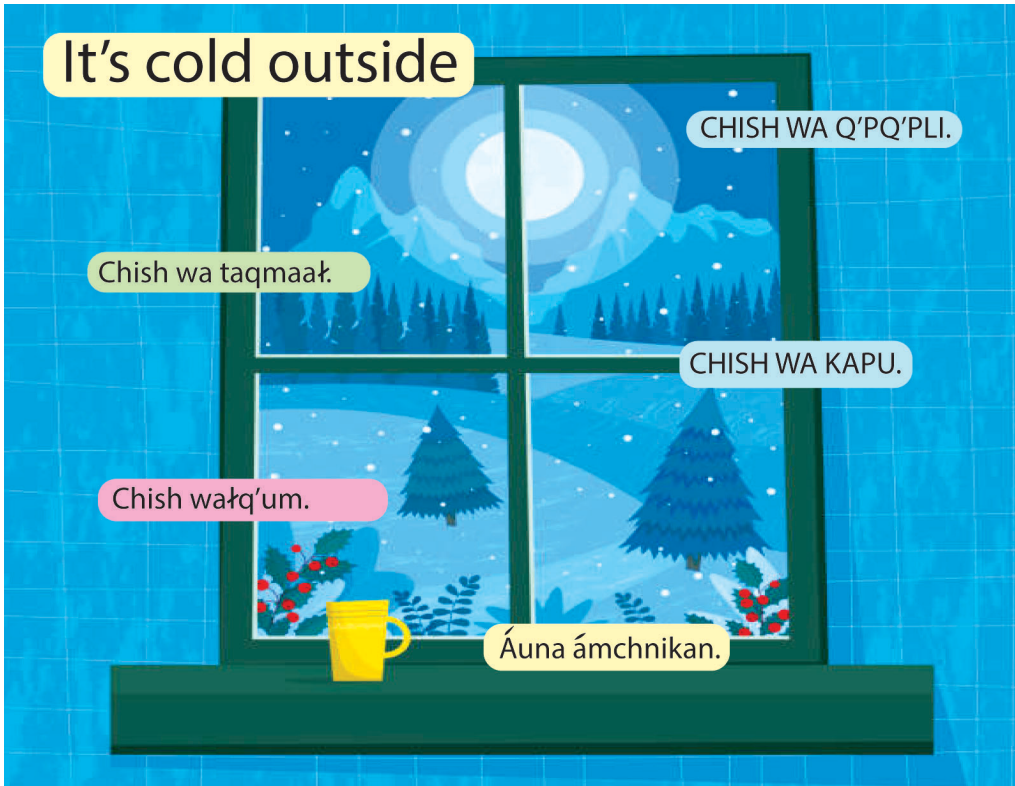


~ Culture & Heritage Language Lesson ~

Kiksht ~ Wasq'u



Ichishkiin ~ Warm Springs



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

UNIT:	CONVERSATIONS	BY:	Gladys Thompson, Madeline McInturff, Rudy Clements, Valerie Aguilar, Alice Harman
LEVEL:	Beginning	FOR:	Community Classes
LESSON:	Where Are You Going?	TIME:	15 minutes at a time

GOAL:
For the students to listen to Wasco and follow along with a simple conversation.

OBJECTIVES: The student will be able to:
1. Hear the question "Where are you going?" and see on a map drawing what that destination is, for full control.
2. Ask and answer "Where are you going?" for partial control.
3. Participate in a short conversation, for partial control.
4. Write short sentences, for partial control.

PROCEDURES:
1. **Introduction:**
The teacher will ask the class "Where are you going?" and tell the students what it means in English.

Qadamt amuya?	Where are you going?
QA -damt a - MU - ya	

2. **Implementation:**
Ask the Teacher
Write the question on the board and have the class practice sounding it out.
Have the class ask you the question. Give one answer. Draw a map on the board and write in the place you said you are going to.
Have the class ask you the question again. Give a different answer. Write in the place on the map on the board.
Continue having the class ask you the question and you give different answers until all the following places are on the board:

Qadamt amuya?	Where are you going?
Putland-yamt.	To Portland.
Madras-yamt anuya.	I'm going to Madras.
a - NU - ya	
Skulyamt anuya.	I'm going to school.
SKUL - yamt a - NU - ya	
Shidaiktyamt anuya.	I'm going to Warm Springs.
shi - DAIKT - yamt a - NU - ya	
Akakanyamt.	To Mt. Hood.
a - ka - KAN - yamt	
Anxmgábama.	I'm going to work.
an - xm - GA - ba - ma	
Anxkw'aya.	I'm going home.
an - XKW'A - ya	

Handouts
Have each student work with a partner. Set the handouts for Conversations #2, #4, #6 and #8 on the table. Have each pair of students take just ONE handout. Have them work together in pairs to read the conversation to each other. Ask them to focus on the part that asks where someone is going. They can skip the other questions and answers on their handout, for the time being. Go around the room and help them out.

Role-Play
Have each pair of students role-play their conversation for the rest of the class. Ask the rest of the class to identify where the person is going, and which one is going there. Encourage them to listen carefully to the part of the conversation that is about going someplace.
If the class is large, divide the class do this with three other pairs of students.

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.
Don't erase the board.

~ Kiksht classroom lesson continues on page 9 ~

~ Ichishkiin lessons for the classroom ~

UNIT:	CLOTHING UNIT	BY:	Sahaptin Language Team
LEVEL:	Beginning	FOR:	2nd Grade
LESSON:	Dressing for Cold Weather	TIME:	15 Minutes at a Time

GOAL:
For students to learn the Warm Springs Sahaptin words and phrases for items of warm winter clothing, and directions for putting on their warmy clothes. To have fun putting on warmy clothes and getting ready to go outside into the cold.

OBJECTIVES: The student will be able to:
1. Follow directions to put on warm winter clothes to go outside into the cold, for full control.
2. Follow directions to come inside and take off and put away warm winter clothes, for full control.
3. Name the items of warm winter clothes, for partial control.

PROCEDURES:
1. **Introduction:**
Tell the students that everyone will go outside into the cold -- but first they will put on their warm clothes.

Áuna ámchnikan.	Let's go outside.
K'st iwá ámchni.	It's cold outside.

2. **Implementation:**
Here are my Warm Clothes
Set out socks, snow boots, coat, hat, gloves, and scarf. Tell what each of the items are, and have the students repeat the words for each item of warm clothes.

Chish wa stkn.	Here's my socks.
q'pq'plí	boots
kapú	coat
táqmaat	hat
łq'um	gloves
chátí'mxwsh	scarf

Put on your Warm Clothes
Give directions to the students to put on their warm clothes. Use the TPR teaching technique. Repeat several times, until the students can follow the commands well.

To ONE Person:	To a GROUP:	
Stknik.	Wistkníti.	Put on your socks.
Q'pq'plíik.	Wiq'pq'plíiti.	Put on your boots.
Łq'úmik.	Wíłq'umíti.	Put on your mittens.
Kapúwik.	Wikapuwíti.	Put on your coat.
Táqmaatik.	Witaqmaatikíti.	Put on your hat.
Pinachátí'mxwnk.	Pamachátí'mxwti.	Put on your scarf.

~ Ichishkiin classroom lesson continues on page 9 ~

Numu ~ Paiute



~ Numu classroom lesson is on page 9 ~