

~ Culture & Heritage Language Lesson ~

Ichishkiin ~ Warm Springs



~ Student lessons for the classroom ~ Ichishkiin ~ Warm Springs

ICHISHKIIN LANGUAGE PROGRAM LESSON PLAN

UNIT:	TIME	BY:	ICHISHKIIN LANGUAGE TEAM: Alexandria Anguiano
LEVEL:	Beginning	FOR	Community Classes
LESSON:	CLAAKI (TELLING TIME)	TIME:	15 MINUTES PER SESSION

GOAL:

For the students to learn questions to ask about time, with the simple sentences included in this lesson.

OBJECTIVES: The student will be able to:

1. Ask basic question about TIME for full control.
2. Say four words for talking to another person about TIME for partial control.
3. Read and pronounce the Question & Answer phrases, in the vocabulary table included, for partial control.
4. Know that there are different phrases for asking about time and talking to others about time, for conceptual control.

PROCEDURES:

1. Introduction:

Show your time instruction device to the class. Read the sentences in Kiksht, point to the pictures, and use a little bit of English so the students can understand.

Klaak (cl-aa-k)	Clock
Młpain iwa? (mthl-pine ewa)	What time is it?

2. Implementation:

Write on the Board

Have students write the following words on the board. Explain in English the meaning of each word. Write that term next to the word.

Wutk pauwiyawausha náptna. (woo-kt pow-we-ya-wow-sha na-pt-na)	It is 2:30 PM
Čauwiyat pauyac'aakša paxatina (chow pow-ya-ts-aak-sha paxat-tena)	It is almost close to 5:00 o'clock

Ichishkiin	Syllable	English
Naxshtipa	(nax- sh- te- pa)	1 o'clock
Naptipa	(nap- te- pa)	2 o'clock
Mtaatipa	(mt- aa- te- pa)	3 o'clock

~ Ichishkiin classroom lesson continues on page 9 ~

Kiksht ~ Wasq'u



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

WASCO LANGUAGE PROGRAM LESSON PLAN

UNIT:	TIME	BY:	Gladys Thompson, Madeline McInturff, Valerie Aguilar, Lessa Wainanwit, Alice Harman
LEVEL:	Beginning	FOR	Community Classes
LESSON:	ASKING THE TIME	TIME:	15 MINUTES PER SESSION

GOAL:

For the students to learn questions to ask about time, with the simple sentences included in this lesson.

OBJECTIVES: The student will be able to:

1. Ask basic questions about TIME for full control.
2. Say four words for talking to another person about TIME for partial control.
3. Read and pronounce the sentences in the vocabulary table included, for partial control.
4. Know that there are different phrases for asking about time and talking to others about time, for conceptual control.

PROCEDURES:

1. Introduction:

Show your time instruction device to the class. Read the sentences in Kiksht, point to the pictures, and use a little bit of English so the students can understand.

Qánchiptba aga amiwách?	What time is it?
Qán-chip- t-ba a-ga a-mi- wá-ch?	

2. Implementation:

Write on the Board

Write the following words on the board. Explain in English the meaning of each word. Write that term next to the word.

Kiksht	Syllable	Bushdenamt
Qánchiptba?	Qán-chip-t-ba?	At what time?
Amiwách	a-mi-wá-ch	Your wristwatch
Aklák	a-klá-k	Clock (Wall/Desk)
Dindin	Din-din	Clock (ref. to chimes)

Read Sentences

Give the time instruction clock to the students. Have one student ask a “time question” a student of their choice. When the student answers the question correctly, have that student take the Clock device and ask another student a “time question” and continue until everyone has held the clock and asked a question at least once. Help them to read, sound out & pronounce the words & phrases correctly.

Kiksht	Syllable	Bushdenamt
Qánchiptba?	Qán-chip-t-ba?	At what time?
Qánchiptba imdímam?	Qánchiptba imdímam?	At what time did you get to here?
Qánchiptba igadímam?	Qánchiptba igadímam?	What time did you get here?
Qánchiptba alma amuya?	Qánchiptba alma amuya?	At what time will you go?

Note Taking

Have the students write their notes in a notebook & advocate that they spell each correctly as well as how they hear it PHONETICALLY, for their own study.

Qánchiptba aga amiwách?	Con - chipped - bah ah- mee- watch	What time is it?
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3. Closure:

Have everyone ask a “Time” question of a student sitting close-by. Ensure that the student pronounces the words correctly, pay special attention to accented letters & syllable emphasis rules.

“Freddy, Qánchiptba aga amiwách?”	(to a student or teacher)	Freddy, What time is it?
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4. Follow-Up:

Periodically ask the students “time questions” when they arrive for class, and encourage them to use the words they have learned with their own family & friends.

RESOURCES:

- Numbers Lesson Plan (1- 59 minimum).
- Working Clock (digital or analog), Instructional Clock.
- White board, Pens, pencils, crayons, etc. for drawing.

EVALUATION:

The teachers will observe the students and keep a checklist of their accomplishments in this Lesson Unit.

Numu ~ Paiute



~ Numu classroom lesson continues on page 9 ~