

~ Student lessons for the classroom ~

Numu ~ Paiute

PAIUTE LANGUAGE PROGRAM Lesson Plan

UNIT: FAMILY **BY:** Shirley Tufti, Pat Miller, Alice Harman
LEVEL: Beginning **FOR:** Community Education
LESSON: Family Tree Lesson

GOAL:

The students will learn the words for relationships in the basic Paiute family. They will learn about Paiute family structure and the types of relationships that are important to Paiute people. They will learn which members are in the teacher's family. They will learn which members are in their own family.

OBJECTIVES:

- The student will be able to:
1. Say the words for immediate family relationships.
 2. Write down the words for the members in their own family.
 3. Fill in a blank Family Tree form with the names for the members of the basic Paiute family.
 4. Draw and label a Family Tree for their own family, writing the names of their family members and writing the Paiute word for each person's family relationship.

PROCEDURES:

1. Introduction:

The teacher will show a Family Album for her own family. She will tell the students that it is about her family, and ask them to just listen to the sound of Paiute while she reads it. Then she will read it in Paiute. Then the teacher will tell the students to listen as she draws a family tree for the basic Paiute family.

2. Implementation:

Stage 1: The Basic Family Tree

Look & Listen:

The teacher will talk in Paiute as she draws a family tree for the basic Paiute family. As she draws in each figure on the family tree she will write the Paiute word for the relationship.

When the family tree is completed, the teacher will review the words for each relationship. The students will repeat.

Students will listen and repeat the word for the relationship as the teacher writes it.

The teacher will hand out a blank family tree to each student. The students will copy the words from the blackboard onto their family tree handouts.

Stage 2: The Teacher's Own Family Tree

The teacher will say that each person's family is a little bit different from the basic Paiute family.

The teacher will draw another family tree on the board, this time for her own family. She will speak in Paiute as she draws each family member in. She will write the person's name and the name of the relationship. After she has finished her real life family tree, she will review it in Paiute. The students will listen and repeat the words for the people in the teacher's real family.

Stage 3: The Student's Own Family Tree

The teacher will say that now it is time for each student to draw their own, real-life family tree.

The teacher will give a blank piece of paper to each student. The student should write the name and the relationship for each person in their family. The teacher will go around as the students work, offering help and giving the words for relationships that might not be covered within the basic family tree on the board.

3. Closure:

The students will share their family trees with each other. They may make sentences in Paiute as they point to each member, saying "This is my" Or they may give just the Paiute word for the person's relationship.

4. Follow-Up:

Work on the Family Album lesson.

RESOURCES:

- Teacher's family album.
- Family Tree handout with blanks.
- Family Tree teacher's resource with the words filled in.
- Teacher's own Real Life Family Tree.
- Blank paper.
- Pens and pencils.
- Chalk and blackboard.

EVALUATION:

The teacher will observe the students' participation through this lesson and keep a checklist. At a later point in time, the teacher may ask the student to do a matching between English and Paiute words for family relationships, or may ask the students to fill in a blank Paiute family tree from memory.

LANGUAGE LESSON:

Listening: The students will listen to the sounds and rhythm of Paiute. The students will listen and understand the single words for the relationships in the basic Paiute family.

Speaking: The students will repeat the words for the members of the basic Paiute family. The students will learn the general sounds of the Paiute language.

Reading: The students will learn to read the words for the members of the basic Paiute family. They will learn the general pronunciation of the Paiute alphabet, including the glottal stop, the double-o and the single-o sounds, the long and short vowels, and the consonants.

Writing: The students will learn to write the Paiute alphabet. The students will learn to write single words for the members of the basic Paiute family.

Paiute-English Family Words

aatse	uncle (mother's side)
adatoe	brother-in-law
dyahe	in-laws
hama'a	older sister, older female cousin
hi'e	uncle (father's side); nephew-brother's son (man's side)
hootse'e	grandmother (father's side); grandchild-son's child (woman's side)
kooma	husband
kunoo'oo	grandfather (father's side); grandchild--son's child (man's side)
medo'o	niece (woman's side)
mogo'ne	woman
moo'a	grandmother (mother's side); grandchild-daughter's child (woman's side)
naa	father
naana	men
naatse	boy
nana	man
nanakwa	niece--sister's child (man's side)
nanapua'amu	parents
nanumu	relatives
nodukwa	wife
nu	I, me
Numu	Paiute
Nuwu	Paiute
onga'a	baby
pabe'e	older brother, older male cousin
padu	daughter, niece
padutse	daughter--endearing term
pahwa	aunt (father's side); niece--brother's daughter (man's side)

pea	side)
peawabe	mother
pedu	old woman
penage	aunt (mother's side)
pune'e	all family members younger than yourself
togo'o	younger sister, younger female cousin
	grandfather (mother's side); grandchild--daughter's child (man's side)
too'atse	son--endearing term
tooa	son, nephew
tooa'a	child (girl or boy)
tooake	children
toebetse'e	young man
tsooa'a	girl
wa'etse	old man
wanga'a	younger brother, younger male cousin

Family Words

aunt (father's side)	pahwa
aunt (mother's side)	pedu
baby	onga'a
boy	tooa'a, naatse
brother (older); older male cousin	pabe'e
brother (younger); younger male cousin	wanga'a
brother-in-law	adatoe
child (girl or boy)	tooa'a
children	tooake
cousin, older female	hama'a
cousin, younger female	pune'e
cousin, older male	pabe'e
cousin, younger male	wanga'a
daughter	padu
daughter--endearing term	padutse
elder	nanapua
family members, all younger than you	penage
father	naa
girl	tsooa'a
girl	tooa'a
grandchild--daughter's child (man's side)	togo'o
grandchild--daughter's child (woman's side)	moo'a
grandchild--son's child (man's side)	kunoo'oo
grandchild--son's child (woman's side)	hootse'e
grandfather (mother's side)	togo'o
grandfather (father's side)	kunoo'oo
grandmother (mother's side)	moo'a
grandmother (father's side)	hootse'e
husband	kooma
I	nu
in-laws	dyahe

man, old	wa'etse
man	nana
man, young	toebetse'e
me	nu
men	naana
mother	pea
nephew--brother's son (man's side)	hi'e
niece (woman's side)	medo'o
parents	nanapua'amu
relatives	nanumu
sister (older); older female cousin	hama'a
sister (younger); younger female cousin	pune'e
son	tooa
son--endearing term	too'atse
uncle (father's side)	hi'e
uncle (mother's side)	aatse
wife	nodukwa
woman, old	peawabe
woman	mogo'ne

Ichishkiin ~ Warm Springs

(from page 8)

Pinaptipa	(pe-nup-te-pa)	4 o'clock
Paxatipa	(pax-ut-e-pa)	5 o'clock
Ptxrinshpa	(pt-xn-in-sh-te-pa)	6 o'clock
Tuskasktipa	(to-ska-ski-pa)	7 o'clock
Paxat'maatipa	(pax-ut-maa-te-pa)	8 o'clock
C'mstipa	(ts-m-ste-pa)	9 o'clock
Putmtipa	(put-mt-e-pa)	10 o'clock
Putmt-ku-naxstipa	(put-mt koo nax-sh-te-pa)	11 o'clock
Putmt-ku-naptipa / Sitkumsaan	(put-mt koo nup-te-pa)	12 o'clock

Additional Terms:

Ichishkiin	Syllable	English
Iwa maici	Ee-wa my-tss-key	It is morning
Pačwaipa	Pach-why-paa	In the afternoon

Note Taking

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

3. Closure:

Question & Answer drills:

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.

Ang, Mtpain iwa?	Ang, (mthl-pine ewa)	Ang, what time is it?
Wutk pauwiyaawasha naptna	woo-kt pow-we-ya-wow-sha na-pt-na	It is 2:30 PM

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).
- Time Lesson Plan; "Asking the time".
- Working Clock (digital or analog) and/or 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.