

~ Student lessons for the classroom ~

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Numu ~ Paiute

PAIUTE LANGUAGE PROGRAM
LESSON PLAN

UNIT:	SONGS	BY:	Pat Miller, Alice Harman
LEVEL:	Beginning	FOR:	Home-Based Learning
LESSON:	Kibawitu Sogomea	TIME:	One-Two Evenings

GOAL:

For the students to learn the song "Kibawitu Sogomea" and understand the words and actions that go with the song. To enjoy making a storyline display on a feltboard to go along with the song. To have fun learning Paiute.

OBJECTIVES: The student will be able to:

1. Sing "Kibawitu Sogomea," for full control.
2. Follow directions to make feltboard figures of a mountain, a dog, and a person, for full control.
3. Move the person and the dog around on the feltboard, following the meaning of the song's phrases, for full control.
4. Say the key words in the song and the lesson, for partial control.

PREVIOUS LESSONS:

Make sure everyone has learned the song "Kibawitu Sogomea" pretty well. Use the "Listening to a New Song" and "Learning a New Song" lesson plans before you start this lesson.

PROCEDURES:

1. Introduction:
 - Put up a blank feltboard.
 - Play the tape "Kibawitu Sogomea" and have everyone sing along. Tell the students that everybody will make a feltboard model to show the meaning of the song.
 - Set out felt, glue, threads, beads, fabric scraps, etc. for people to use to make felt figures of a person, a dog, and a mountain.

2. Implementation:

Making the Feltboard Figures

Have people work in three groups. One group will make a person. Another group will make a dog. The third group will make a mountain.

Muka sadu'a mataboee.	Make a dog.
Muka numu mataboee.	Make a person.
Muka kiba mataboee.	Make a mountain.
Ka kiba ekooba haneo.	Put the mountain on this [the feltboard].
Ka numu tuwow ekooba mataboee.	Put the Indian on this [the feltboard].
Ka sadu'a tuwow ekooba haneo.	Put the dog on this [the feltboard].

Moving the Feltboard Figures

Play the tape and have everyone sing the song again. Move the person around on the feltboard, to show the meaning of walking. Then move the dog around on the feltboard, to show the meaning of following me. Let students come up and move the figures around on the feltboard, following the meaning of the song, while everyone sings the song again.

3. Closure:

Word Practice

Have everyone listen and repeat the words and phrases. If anyone wants to write them down, you can write them on a whiteboard and let people copy them into their notebooks. Focus on the following key words:

kiba	mountain
sadu'a	dog
sogomea	walking
numu	person
nagekemma	following, chasing
mataboee	make
haneo	put

4. Follow-Up:

In another class session, have groups of three students work together to make cut-outs of the figures in the song -- a dog, -- a person, -- a mountain. Have everybody sing the song and move the feltboard figures around. Then have each group sing the song and demonstrate with their own characters.

RESOURCES:

- Song tape of "Kibawitu Sogomea" by Judy Trejo
- Whiteboard and markers
- Feltboard
- Felt in different colors
- Fabric scraps, beads, threads, etc. for decorating felt figures
- Scissors, glue, needles

EVALUATION:

The teachers will observe the students and keep a checklist of their accomplishments.

Kibawitu Sogomea

Paiute Song Words	English Translation
Kibawitu sogomea	Walking to the mountain
Kibawitu sogomea	Walking to the mountain
E sadutse e nagekemma	My dog is chasing (following) me along
E sadutse e nagekemma	My dog is chasing (following) me along
Repeat	

Kiksht ~ Wasq'u

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We have not broken these words down into parts, because it is probably easiest just to learn them as whole words; but you will see that the pattern of these two words is identical, and it is very similar to the pattern for the words we just looked at. main differences are that -n- is used for "my" instead of -k- and that a suffix -s is added to the words with "my"--this suffix seems to indicate special respect.

All these words are used for speaking about a relative. The words with the "my" prefix can also be used in addressing or talking to a relative. Wasco, however, has special words for relatives that are used only when addressing them directly (somewhat as "mom" or "dad" are usually used in English only when directly addressing a mother or father--though Wasco is more rigid about maintaining a distinction like this than English is for the words on the first line of our table at the beginning of this paper (the words referring to the grandparents' generation the stems are used by themselves for this purpose. (This is the exception we mentioned above to the rule that stems are never used alone as complete words.) So a person addressing his mother's mother might say *skix!* "grandma!", and a person addressing his father's father might say *q'asu!* "grandpa!", and so forth. (We have used exclamation points to show that these words are used in direct address.) In older usage, people might have put *a-* at the beginning of these terms of address. So people might have said *asikix!* "grandma!" and so forth. This *a-* was often used on terms of address even with males and is apparently distinct from the *a-* initial prefix.



SPRINGS COYOTE

@sleepycoyote1855

ctwschspytlangless@gmail.com



If you have questions or want education materials write us at:

Coyote Language Lessons
PO Box C
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Gotta' use a pencil like in the OLDEN DAYS!!

~ Confederated Tribes of Warm Springs Culture & Heritage Department ~



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