

~ Culture & Heritage Language Lesson ~

Ichishkiin ~ Warm Springs



~ Student lessons for the classroom ~
Ichishkiin ~ Warm Springs

WARM SPRINGS SAHAPTIN BILINGUAL PROGRAM			
Language Arts Lesson Plan			
UNIT:	ROOTS ALPHABET UNIT	BY:	Sahaptin Language Team
LEVEL:	Beginning	FOR:	4-H Culture Camp, Older Kids
LESSON:	Alphabet Chart, Part C	TIME:	45 minutes

GOAL:
The students will learn the letters of the Warm Springs Sahaptin alphabet. They will be introduced to the sounds and pronunciation of Warm Springs Sahaptin. They will also be introduced to the way Sahaptin looks when it is written.

OBJECTIVES: The student will be able to:

- Hear and write the letters barred-ł, t-barred-ł, glottal stop, and hard sounds, for partial control.
- Pronounce the barred-ł, t-barred-ł, glottal stop, and hard sounds, for partial control.
- Read and pronounce several Sahaptin words, for partial control.
- Hear and write several Sahaptin words, for partial control.
- Realize that they will need patience, practice, and lots of time before they can pronounce the barred-ł, t-barred-ł, glottal stop, and hard sounds, for conceptual control.

PROCEDURES:

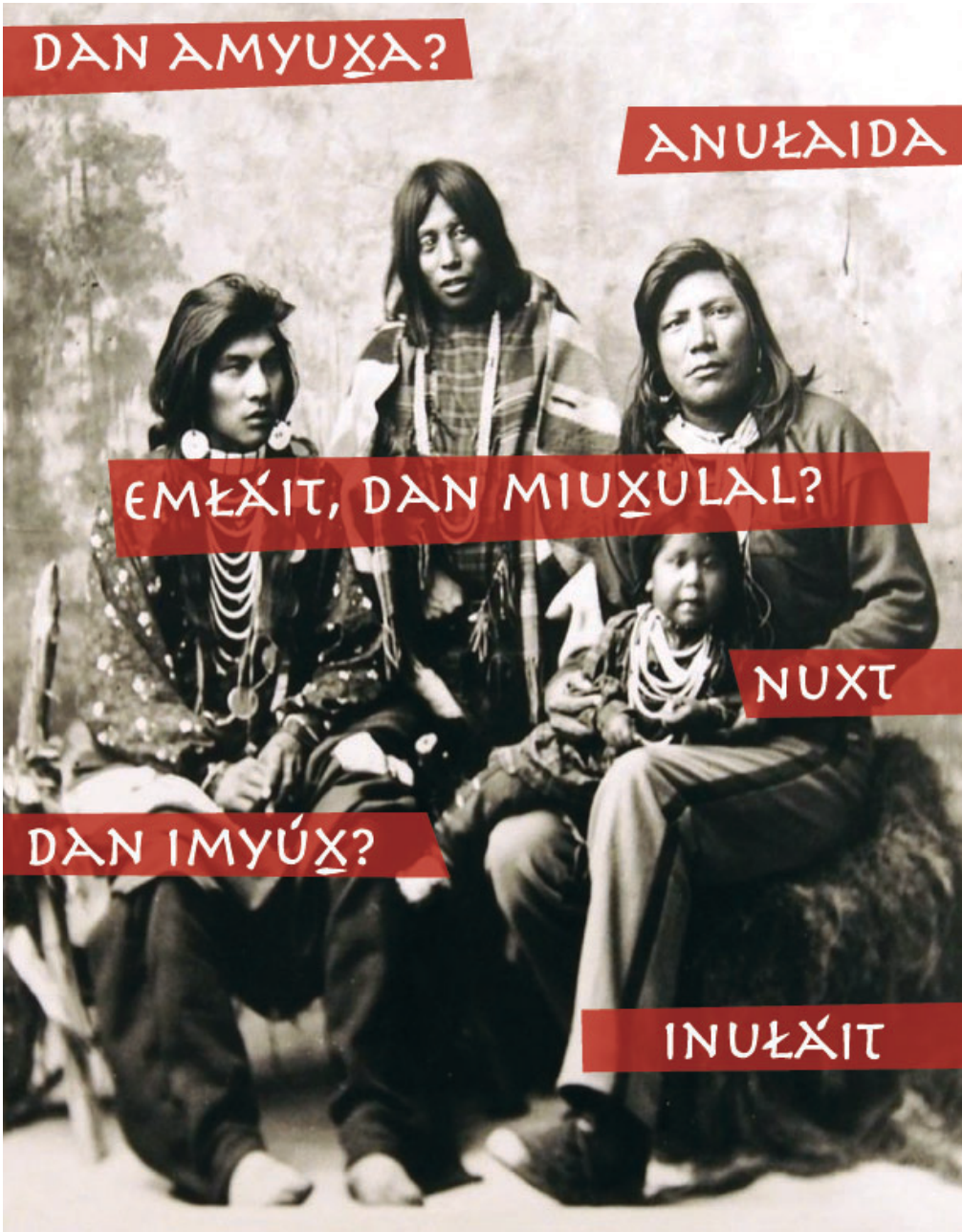
1. **Introduction:**
Ask each student go to the board and write a word they have learned. Have the class practice saying the words that are written. Discuss any changes that should be made in spelling or pronunciation.
Tell the class that this lesson will focus on the barred-ł, t-barred-ł, glottal stop, and hard sounds, which are usually very difficult for new learners.
Be patient with yourselves and don't expect too much!
2. **Implementation:**
Alphabet Flashcards:
Use the following flashcards:
- | | | | | | | | | | | | |
|---|----|---|----|-----|----|-----|----|----|-----|----|-----|
| ł | tł | ' | c' | ch' | k' | kw' | p' | q' | qw' | t' | tł' |
| | | | c | ch | k | kw | p | q | qw | t | |
- Hold up each card, say the name of the letter, and ask the class to do their best and try to pronounce it.
Pass out the flashcards to the students. Go around the class and have each student show the letter they have, say the name of the letter, and ask the rest of the class to pronounce its sound.
Hold up two flashcards. Say the sound of one of them. Ask the students to choose the one you said.

Sapalwit Alphabet Lesson:
Have the students take out their Sapalwit Alphabet Lesson from the previous class. Work on Part C. Pronounce each word and have the students repeat. Ask the students if they can figure out the meaning of the words without English translations by matching the words to each picture on the page.

paxat'máat	eight
q'pq'plí	shoes
luch'á	brown
c'mst	nine
wáq'amu	camas
p'ushtái	hill
qw'áshqw'ash	crane (the bird)
ká'wit	first feast
wálaswaakuł	pink
tł'píp	wing dress
k'ntłimá cámk'ukt	headed bag
łkw'í	day

~ Ichishkeen classroom lesson continues on 9 ~

Kiksht ~ Wasq'u



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

WASCO TALK #16 5/25/94 (corrected) Past, present, future		
1.	-Dan amyuxa? -Anułaida. -Młáit. Dan miuxulal?	-What will you do? -I'll sit down. -Sit down. What are you doing? -I'm sitting. -What did you just do? -I sat down.
2.	-Dan amyuxa? -Anutxwida. -Mtxwit. Dan miuxulal?	-What will you do? -I'll stand up. -Stand up. What are you doing? -I'm standing. -What did you just do? -I stood up.
3.	-Dan amyuxa? -Anyunułmaya ičxliu. -Inužm imixliu. Dan miuxulal?	-What will you do? -I will write my name. -Write your name. What are you doing? -I'm writing my name. -What did you just do? -I wrote my name.

~ Kiksht classroom lesson continues on 9 ~

Numu ~ Paiute



PAIUTE INDIANS

~ Numu Paiute classroom lesson is on page 9 ~