

~ Student lessons for the classroom ~

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Numu ~ Paiute

UNIT:	CLOTHES UNIT	BY:	Pat Miller, Shirley Tufti, Alice Harman
LEVEL:	Beginning	FOR:	Home-Based Learning
LESSON:	Packing for Las Vegas	TIME:	20-30 Minutes at a Time

GOAL:

The students will have fun learning the names of items of everyday clothing by playing a memory game.

- OBJECTIVES: The student will be able to:
1. Name five items of everyday clothing, for full control.
 2. Say "I'm going to _____" and "I'm taking a _____", for full control.
 3. Say "I forgot" and "I don't know" for full control.

PROCEDURES:

1. Introduction:

The teacher will bring a suitcase with her to class. She will open it and show the empty suitcase to the class. She will tell them that we are going to take a trip to Las Vegas in the summer (or Burns in the winter, etc) and that we need to pack clothes. She will ask the students "What will you take with you to Las Vegas?"

Ki hee nasootu mago'o witu.	This is an empty suitcase.
Tatza numme Las Vegas-witu meakwe.	We're going to Las Vegas in the summer.
Tamme hemma nobeana.	We need cloth---
Ka Las Vegas-witu meana, haooneko hemma nobeana?	When you go to Las Vegas, what things will you take?

Practice the Sentences

The teacher will write the following sentences on the board and have the class practice saying them:

Nu Las Vegas-witu me'a.	I'm going to Las Vegas
Nu e tutsekoo too nakwe nobeana.	I'm going to take a tiny black dress.
Nu Las Vegas-witu meakwe, nu e tutsekoo too nakwe nobeana; yise e moko no e nabageana hee.	I'm going to Las Vegas, and I'm going to take a tiny black dress; and also my sandals and my swimsuit.
Unusoo sumu'yoo hemma kwuoo.	Add one more item of clothing.

Memory Game

The teacher will explain or demonstrate the game. The first person will say "I'm going to Las Vegas and I'm going to take a _____." The next person will repeat that sentence, and add one more item. The third person will repeat the sentence, all the previous items, and one more item. The game will continue until someone forgets. Then it will start again. The teacher can keep count and tell the students how many items they remembered each time they play.

U penakwa.	You're next.
Me'oo une.	Repeat what they just said.
Sumu tuwa mow tuku.	Add one more item.
Nu soonamewunne.	I'm thinking.
Ki haa'noo ewutooepunne!	Wait just a minute!
U sopedakwatoo?	Do you know?
Nu ki sopedakwatoo.	I don't know.
Nu soomu'wa.	I forgot.
Nameswatsekwe'yoo mu suma'yoo -- pesa!	You guys remembered eight this time -- good!

3. Closure
- Have each student pick up an item of clothing or a picture of some clothes, and put it in the suitcase while they say:

Nu Las Vegas-witu me'a.	I'm going to Las Vegas and
Nu _____ nobeana.	I'm going to take a _____.

4. Follow-Lp:
- Repeat this lesson from time to time. Use different locations and different seasons to have a chance to practice with different items of clothing.

- RESOURCES:
- Grab bag of different items of clothing
 - Pictures of clothes
 - Empty suitcase

EVALUATION:

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

Lesson in the Classroom ~

Kiksht ~ Wasq'u

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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 - yant 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'á - 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.

Circle Dance

Have all the students stand up and make two circles. The inside circle will face the outside circle. Have the students on the inside circle look at their partner and start a conversation with a greeting, asking where they are going, and a parting.

Use a drum or bell to make a sound for when the inside circle should move to the right for everybody to get a new partner. Have them do another conversation.

Continue to rotate the circle until everybody has had lots of opportunity to make the conversation. Let the students look at the board for help if they want to. After a few times, start to erase the board little by little.

	Inside Circle	Outside Circle
•Greeting	It'ukdi wigwa. kadúx. chushdix.	It'ukdi wigwa. kadúx. chushdix.
•Question	Qadamt amuya?	Putland-yamt. Madras-yamt anuya. Skulyamt anuya. Shidaiktyamt anuya. Akakanyamt. Anxmgábama. Anxkw'aya.
•Parting	Aiqalma ayamglglaya.	Aiqalma ayamglglaya.

EVALUATION:

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

~ Student lesson for the classroom ~

Ichishkiin ~ Warm Springs ~

from page 8

smt'awisha wish for; wish
strongly for; long for
tamát'mxwsha cover; cover up
t'ak break; break off; snap
t'alk black-tail deer
t'anx forget it; never mind;
doesn't matter
t'i'fish generous; ready to share
t't'fif blanket-cloth leggings
t'wailf canvas yard-goods; cloth,
canvas

More Words with Q'

q'aiq'ai colt, calf
w'q'ám moccasins
áq'pash stomach; tripe
ínaq'i finished
q'iyásh buttocks
q'lúni bald
q'xlí tuli mat
q'úmsha be sad over losing, grieve
for
shapáchchani nuq'át ice cream
shq'mu wrinkles; wrinkled
tq'ixsha want; desire; love
Wánaq'it Monday
Wasq'úpam Wasco person; Wasco
people
wuq'át warm

More Words with QW'

aluqw'át frog
c'iimá nuqw'át ice cream
muqw'ái potbelly; big belly
stomach
paqw'akáwas pitch-fork;
qw'i waist
qw'ipamá skirt with ruff
qw'shm persistently disol
qw'shqw'sh having a bur
scorched odor
shapawaqw'lkáwas grind
slqw'átqw'at eyelash
yuqw'át soft; tender

More Words with P'

p'ch'm bobcat
p'iim night-hawk
p'ip'i intestines
p'úus cat
táp'aash pine
np'iwíá fisherman
p'alá worthless
p'aláa quiet, still
p'úshm foam, beer
p'úxlísh liking to fib; liking to tell
tall stories
p'úxsha kiss
sap'alúx doll
shp'au ball
wuxáp'nai heel (of the foot)



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Gotta' use a pencil like in the OLDEN DAYS!!