

~ Student lessons for the classroom ~

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Numu ~ Paiute

PAIUTE BILINGUAL PROGRAM
Cultural Lesson Plan

UNIT:	BEADING UNIT	BY:	Pat Miller, Shirley Tufti, Alice Harman
LESSON:	Colors	FOR:	Community Classes
LEVEL:	Beginning	TIME:	_____

- GOAL:** The students will learn about colors and the ways that Paiute people describe different colors. Students will gain an appreciation for the variety of colors used in beading. They will know what the different colors are and how to ask for them, so that they can make a beaded project that looks good.
- OBJECTIVES:** The student will be able to:
- Understand and say the words for colors in Paiute, for partial control.
 - Ask and answer the question, "What color is this?", for partial control.
 - Ask and answer the question, "What color do you like?" for partial control.
 - Understand that descriptions of colors sometimes end in a special suffix, "-kwadyadu", for conceptual control.
 - Know that they can understand Paiute language without knowing 100% of the words they hear, for conceptual control.

PROCEDURES:

- 1. Introduction:**
Tell the students that this lesson will teach them the different colors in Paiute. The teacher will put hanks of beads on display in front of the class, using the following colors: red, black, white, red, blue, green, yellow, orange, purple, grey and brown. Teacher will tell the class that they will learn the words for colors in Paiute in this lesson.
- 2. Implementation:**

Look, Listen and Repeat
Give the Paiute Colors Handout to the students. Say the word for each color and have them listen and repeat. Focus on any special spellings or pronunciations. Go over the handout two or three times, until the students are comfortable with the words.

Match the Colors Handout
Give the students the Match the Colors Handout. Students will work in pairs to draw lines from each colored object on the handout to the word for that color. After everyone is finished, the class will compare their work. The teacher will give the answers if there are any questions.

Color the Design
Give each student a handout with a design on it, in black and white, and the words for the color written in Paiute. The student will select the correct color of crayon and color their design, according to the Paiute words they see on their handout.
When they are finished coloring, they will show their design to the class and say the colors they used.

Conversation: What Color is This?
Write the question "What color is this?" on the board. Have the class practice listening and repeating. Then pick up a hank of beads and ask the class "What color is this?" The class will say the word for the color. Do this with several colors. Then ask the students to work in a group, taking turns picking up something and asking and answering "What color is this?" They can answer with a complete sentence or just the word for the color.

How'oo esoo tabu'a?	What color is this? or How does this look?
Esoo oha-kwadyadu.	This is yellow.
oha	yellow

Conversation: What Color do you Like?
Write the following conversation about "What color do you like?" on the board. Have the class listen and practice repeating it. Then ask the question "What color do you like?" to a student, and have them give the answer, using their favorite color. They can answer with a complete sentence or just the word for the color. Hand them something of that color after they give their answer. Do this with several students.
Then ask the students to work in a group, taking turns asking, answering, and giving the color someone likes to them.

How'oonekoo tabuadu u petzape?	What color do you like?
Nu ka poohe tabuadu petzape.	I like the blue color.
poohe	blue

- 3. Closure:**
Tell the class that now they have learned the basic colors in Paiute. Good job, and Good-bye! See ya!

Pesa'yoo!	Good job!
_____	Goodbye! See ya.

- 4. Follow-Up:**
Students will take their handouts home and post them on the refrigerator for their whole family to enjoy.

RESOURCES:
Colors Handout
Match the Colors Handout
Designs to Color Handout
Hanks of beads in various colors: red, white, black, blue, green, yellow, orange, brown, purple, grey
Color crayons, colored pencils, colored markers, etc.

Lesson in the Classroom ~

Kiksht ~ Wasq'u

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awaqát	potato
iʔiʂaʔx	corn
ilibúm	apple
aunaigaḡ	huckleberry
idunaigaḡ	huckleberries
agui	raspberry
iḡui	raspberries
iligalat	carrot
iḡwlawaitq	onion
iḡúyanmaḡ	egg(s)
yukštít iḡduduš	(it's) rotten milk
čʰəlbút iḡduduš	ice cream
Kʰaḡš čí tgmux̣t idunaigaḡ?	Do you want (like) huckleberries?
Qʰəšqʰəš niux̣t iligalat.	I'm chewing carrots, crunching on carrots
sequence cards:	
Wax čux̣t asablal iqmiba.	He's pouring flour in the pan.
Čax gux̣t asablal iḡkáčaba.	She's frying bread in grease.
ḡxilax̣ ḡgaxača asablal.	They're eating fry bread.

Ichishkiin ~ Warm Springs ~

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waqʼamuwáakul



Luchʼa



Purple

Brown

Jefferson County Baseball One Day Clinic
Presented by Friends of Baseball, NARA, WS Prevention
Madras High School Baseball

Sat, April 26th
10am - 3pm
Madras High School
For baseball players
ages 6 yrs and older, who are
ready to improve their skills



NO COST to youth!
All youth **MUST** be registered
LIMITED SPOTS

Pre-Registration Table:
9:30 am - First Session
12:30pm - Second Session



CLINIC FEATURES:

- Baseball stations led by FOB Coaches
- MHS/LL Coaches and HS Players
- 10 am - Boys 6 - 9 yrs
- 1pm - Boys 10 + yrs old
- Bring: Cleats or gym shoes, glove, bat.

Friends of Baseball



Warm Springs Suicide Prevention

OK

EVERYTHING WILL BE

You have alot to live for - Talk to someone

For more information:
andy.leonard@wstribes.org

~
Confederated
Tribes of Warm
Springs Culture
& Heritage
Department ~

