

~ Student lessons for the classroom ~

Numu ~ Paiute

UNIT:	BODY UNIT	BY:	Pat Miller, Shirley Tufti, Alice Harman
LEVEL:	Beginning	FOR:	ECE Teachers
LESSON:	Face on the Board	TIME:	90 Minutes

GOAL:

For students to learn the words for the basic face parts. To work in groups to make a felt-board figure. Also to have some fun learning to understand and speak some Paiute words.

OBJECTIVES:

- The student will be able to:
1. Follow directions in Paiute to make a felt cut-out of basic face parts, for full control.
 2. Follow directions in Paiute to cut out face parts and put them on the felt board and take them off, for full control.
 3. Hear the Paiute words for basic face parts and point to or select a cut-out or drawing of that face part, for full control.
 4. Read and write Paiute words for face parts and match them to a picture, for full control.
 5. Say the Paiute words for basic face parts, for full control.

PROCEDURES:

1. Introduction:

Tell the students they will learn the Paiute language for some face parts by making a felt board cutout. Review the words for the face parts that you want to cover in this lesson.

2. Implementation:

Make the Cut-Outs

Put a stick-figure on the felt board. Give felt, scissors, and other decoration supplies to the students. Assign each student to make a felt cut-out of a particular face part. Chat in Paiute and reinforce the words for face parts with the class. Let them repeat after you.

Ka Numu ekooba haneoo.	Put the Indian on the board.
Ya'a wanaapu.	Here's the felt.
Ya'a suzu.	Here's the scissors.
Sumuoo pepo mitu kwuoo.	Draw out a piece of paper.

Put the Face Parts Together

Ask the class "Who has the ____?" Tell that student to put the face part on the stick-figure on the felt board.

Haga puta kwuhu?	Who has an arm?
Kemmow.	Come up here.
Ka puta ekooba matsapekuoo.	Put the arm on the board.
Mow pesa!	Very good!

On and Off Again

Give TPR commands to the students to take off face parts and put them back on again. Practice until the students can follow the directions well. Let students take a turn to give commands, if they are ready.

Ka kwo tsahaneoo.	Take off his head.
Ka mea ekooba haneoo.	Put his knee on.
Wahoo puta tsahaneoo.	Take both arms off.
Mow pesa!	Very good!

3. Closure:

Tell the students they are doing a good job. Have them clean up and put things away.

U tubetse pesa manekwe.	You're doing good!
Tamme mitu mabetsabeoo.	Let's clean up now.
No'oke hemma mabe toonow.	Let's put everything away.
Mow pesa'yool!	You all did a good job!

4. Follow-Up:

Repeat this lesson from time to time. Do the Touch & Scratch TPR lesson. Give handouts to students to read and match words and pictures. Crossword puzzle. Dictate words for face parts and have the students write them and compare their answers with each other.

RESOURCES:

- Felt Board
- Felt in various colors
- Scissors
- Decorating supplies

EVALUATION:

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

BODY UNIT

Faces Crossword Puzzle

Name _____

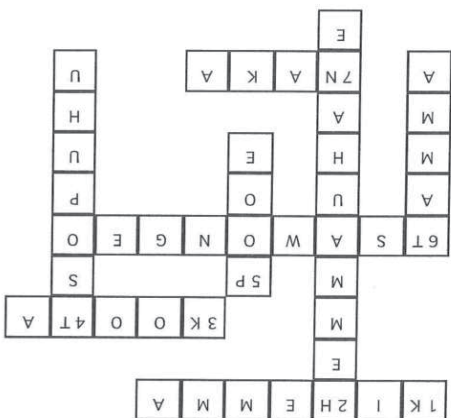
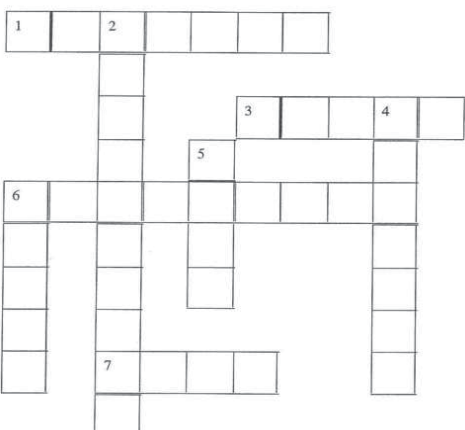
Directions: Read the clues in English. Fill-in the answers in Paiute.

Across:

- 1 Nothing (2 words)
- 3 Neck
- 6 You do this when you have an itch
- 7 The part of your body that you hear with

Down:

- 2 When you want to know what someone is doing, you ask this question. (3 words)
- 4 Hair
- 5 The part of your body that you see with
- 6 A dentist works on these



~ Student lessons for the classroom ~

Ichishkiin ~ Warm Springs

from page 6

WASCO COMMANDS FOR TPR PRACTICE #1 (corrected)
5/11/93

mtwít	"stand up"
mIáit	"sit down"

WARM SPRINGS SAHAPTIN LANGUAGE PROGRAM LESSON PLAN

UNIT:	NAMES	BY:	Sahaptin Language Team
LEVEL:	Beginning	FOR:	Kindergarten
LESSON:	Ball Roll	TIME:	15 minutes at a time

GOAL:

The teacher and students will get to know each other's names.

OBJECTIVES:

1. Ask and answer each other's names, for full control.
2. They will learn to play nicely, roll the ball gently, and not throw it, for partial control.

PROCEDURES:

1. Introduction:

The teacher will hold up a soft, fluffy ball, and tell the students what it is. He will have six students at a time sit in a circle on the floor or the carpet.

Chi iwá shp'áu.	This is a ball.
Náikni áichti áushnitchpa.	Sit in a circle on the carpet.

2. Implementation:

Have one child roll the ball to another child and asks their name. The other child catches the ball and says their name.

Have one group of six children do this activity. Then have six other children come and do the activity. Change groups and practice until everybody has had a chance to practice the questions and answers.

Be sure the children roll the ball nicely--no throwing or rough-housing!

Ashapaqalaláitik Allee-miyau.	Roll the ball to Allee.
Shínam wanísha?	What's your name?
Wánishaash _____.	My name is _____.
Chau áuxink.	Don't throw.
Chau íq'wíti chaupx.	Don't rough-house.
Niix íq'iwíti.	Play nicely.

3. Closure:

Put the ball away and have everybody sit back down in their seats.

Ánitshaash shp'áuna.	I'm putting the ball away.
Aichatak.	Go and sit down.
Níxnam kúsha.	You're doing a good job!
Cháupxпам kúsha.	You're misbehaving.

EVALUATION:

There will be an oral test at the end of the year. During the year, teachers will observe the students and keep a checklist of their accomplishments.

4. Follow-Up:

Play the game again from time to time until everybody knows everybody else's names.

RESOURCES:

- Soft ball

Lesson in the Classroom ~

Kiksht ~ Wasq'u

from page 6

mtí aqábudityamt	"come to the door"
mtí icacumityamt waskń	"come to the refrigerator"
axlákIk aqábudit	"open the door"
tIag axa aqábudit	"open the door"
axlákIk icacumit waskń	"open the refrigerator"
tIag axa icacumit waskń	"open the refrigerator"
axbú aqábudit	"close the door"
axbú icacumit waskń	"close the refrigerator"

These are all singular commands--that is, commands given to one person. For a command addressed to two people, substitute **mt-** for the **m-** in the commands given above. For a command addressed to three or more people, substitute **mš-** for the **m-**.

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