

~ Student lessons for the classroom ~

from page 8

Numu ~ Paiute

PAIUTE LANGUAGE PROGRAM
LESSON PLAN

UNIT:	ANIMALS UNIT	BY:	Pat Miller, Shirley Tufti, Alice Harman
LEVEL:	Beginning	FOR:	Home-Based Learning
LESSON:	Match Animals and Homes	TIME:	15 Minutes at a Time

GOAL:
For children to learn the names of animals, where different animals live, and to see what their homes look like.

OBJECTIVES: The student will be able to:

1. Name the animal when they see a picture of it, for partial control.
2. Match a picture of an animal with a picture of its home, for partial control.
3. Follow directions to draw a line from a picture of an animal to a picture of its home, for full control.
4. Ask and answer "Who lives here?" and "Where does a _____ live/make its home?" for partial control.
5. Know that different animals live in different places, for conceptual control.

PROCEDURES:

1. Introduction:
Ask the children to tell you the names of as many different animals in Paiute as they can remember.

2. Implementation:
Match Animals and Homes
Hand out the Match Animals With Homes pictures. Tell the children to draw a line from each animal to its home. Then they can color the animals. Have them tell you which animal they are coloring.

Hee esoo?	What is it?
Hano nobeka'yoo?	Where does it live?
Haga nobe?	Whose home is it?
Hano pakwe nobe?	Where's the fish's home?
Pongatse nobe-kwitu a bo.	Draw a line to the mouse's home.

3. Closure:
Let the children take their work home to share with their family.

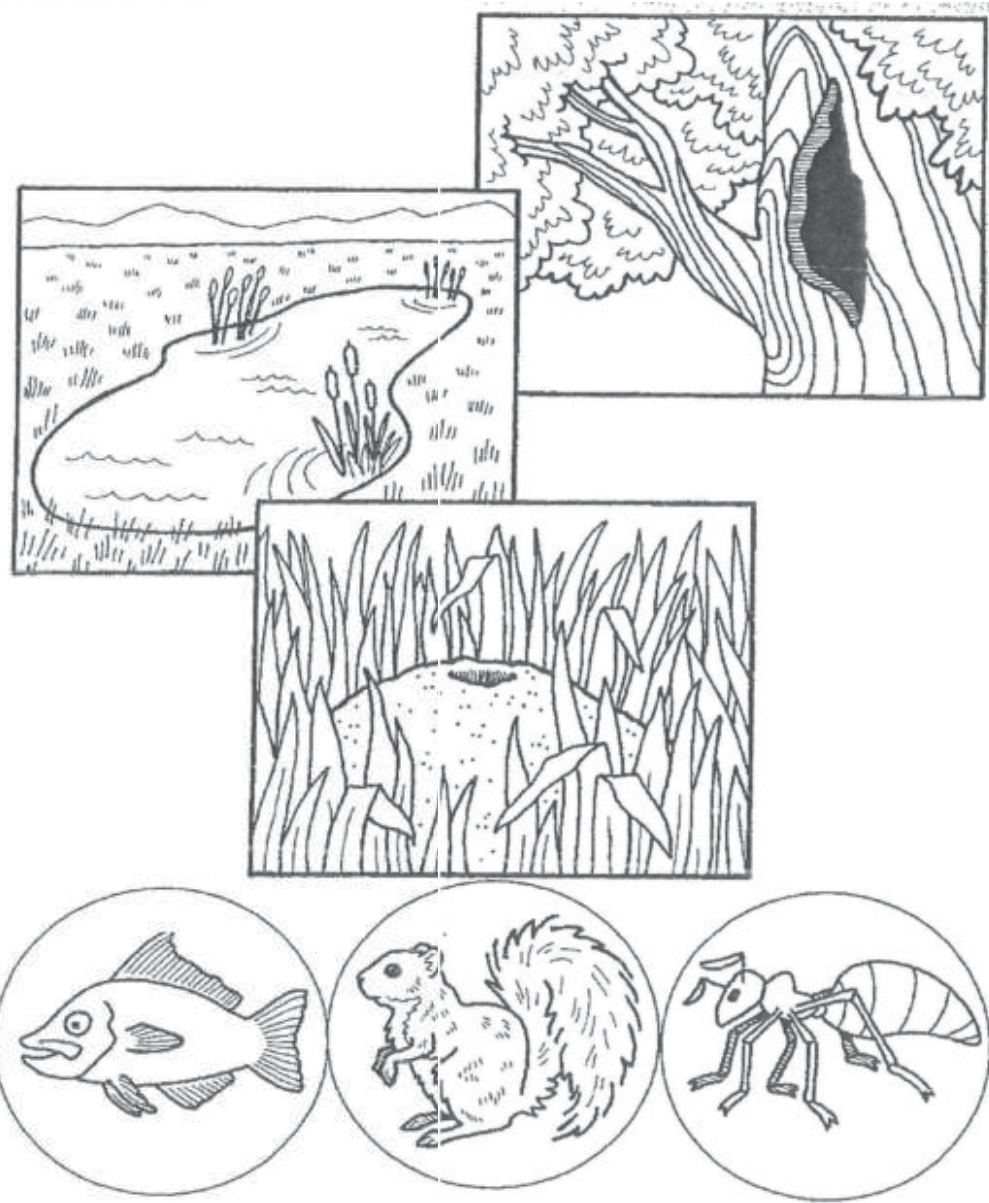
Pesa tu madabuepu.	You all did a good job!
Nobekwi tu agweka.	Take it home.
U pea tsapooneku.	Show it to your mother.

4. Follow-Up:
Repeat this lesson again from time to time throughout the year.

RESOURCES:

- Match Animals and Homes handouts
- Color crayons

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



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Confederated
Tribes of
Warm
Springs
Culture &
Heritage
Department
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Lesson in the Classroom ~

Kiksht ~ Wasq'u

from page 8

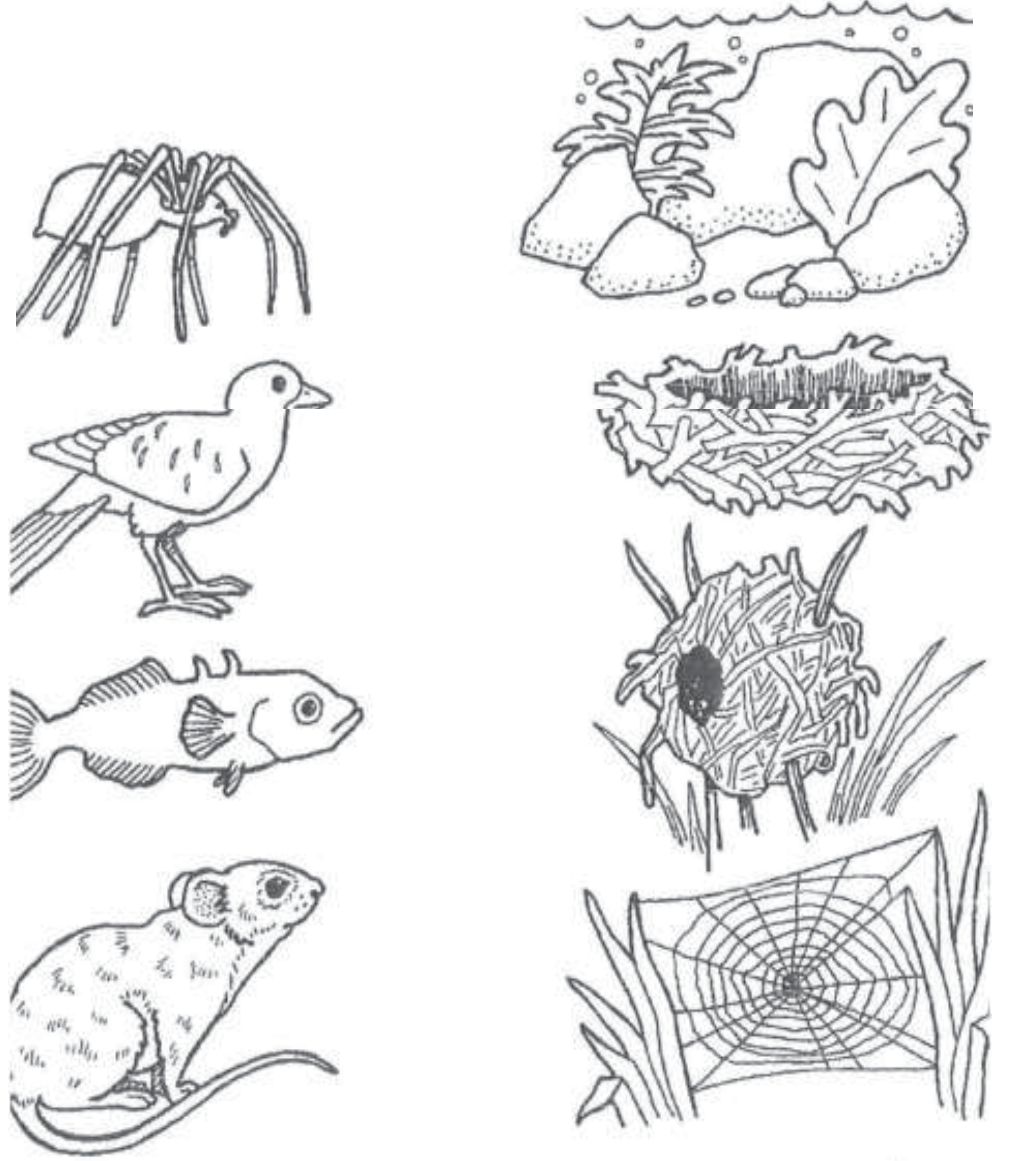
4. -Dan amyuxa? -Anuya _____yamt. -Miá _____yamt. Dan miuxulal?	-What will you do? -I'll go to _____. -Go to _____. What are you doing? -I'm going to _____. -What did you just do? -I went to _____.
5. -Dan amyuxa? -Anyulaba ibiaxi. -Ilaba ibiaxi. Dan miuxulal?	-What will you do? -I'll dig ibiaxi. -Dig ibiaxi. What are you doing? -I'm digging ibiaxi. -Stop. What did y -I dug ibiaxi.
-Nuit _____yamt. -Dan imyux? -Inuya _____yamt.	
-Nyulápx ibiaxi. -P'ala mxux. Dan imyux? -Inyulaba ibiaxi.	

Game: create more conversations using this pattern.
having one person (A) ask another(B): Dan amyuxa?
B responds, choosing from one of the actions above or listed below.

A commands B to perform the action, and asks: Dan miuxulal?
B responds, telling what action she/he is performing.
(If necessary, A tells B P'ala mxux to get B to stop performing the action.) A asks: Dan imyux?
B responds, telling what action she/he just performed.

Here are some more examples of verbs you can use:

Anilgilaba ič'axwi. Ilgilaba ič'axwi. Nilgilapx ič'axwi. Inilgilaba ič'axwi.	I will read the paper. Read the paper. I'm reading the paper. I read the paper.
Anǰlmama. Mǰlmčk. Nǰlmmax. Inǰlmčk.	I will eat. Eat. I'm eating. I ate.
Anǰugmšta iččqwa. ǰgmšt iččqwa. Nǰugmšt iččqwa. Inǰugmšt iččqwa.	I will drink water. Drink water. I'm drinking water. I drank water.
Anǰnk'anxudama. Mǰnk'anxudam. Nǰnk'ankwt. Inǰnk'ankwt.	I will go fishing. Go fishing. I'm fishing. I fished.



Ichishkiin ~ Warm Springs ~

~ Student lesson for the classroom ~

from page 8

3. Closure:
Go around the class with each student pronouncing one word.

4. Follow-Up:
Start the next class by having each student go to the board and write a word they have learned. Practice the words around the class and make any changes as necessary.

RESOURCES:

- Alphabet Wall Chart
- Alphabet Flashcards: ǰ, tǰ, ' , c', ch', k', kw', p', q', qw', t', tǰ', c, ch, k, kw, p, q, qw, t,
- Sapalwit Alphabet Lesson

EVALUATION:
The teacher will observe the students as they participate in this lesson and keep a checklist of their accomplishments.