

~ Student lessons for the classroom ~

Numu ~ Paiute

PAIUTE LANGUAGE PROGRAM
LESSON PLAN

UNIT:	SONGS UNIT	BY:	Pat Miller, Shirley Tufti, Alice Harman
LEVEL:	Beginning	FOR:	Home-Based Learning
LESSON:	Jingle Bells	TIME:	15 Minutes at a Time

GOAL:

For the students to learn the sounds of Paiute while they enjoy learning and singing a song, To be able to sing a popular Christmas Song in Paiute language at a community event.

OBJECTIVES: The students will be able to:

1. Sing the song in a group, for full control.
2. Tell what the key words mean, for full control.
3. Move feltboard cut-outs around on a feltboard to show the meaning of the song, for partial control.
4. Fill in the blanks on a handout with missing words, for partial control.

PREVIOUS LESSONS:

Make sure that the students have already learned to sing "Jingle Bells." Use the "Learning a New Song" lesson plan from this unit to do that. Then teach the activities in this lesson.

PROCEDURES:

1. Introduction:
Have everybody sing "Jingle Bells" in Paiute.
2. Implementation:
Give cut-outs to the students and have them arrange them on a flannel board as you say the words.

kawowo'o	bells
nuba	snow
meow	go
pookoo	horse
mahoogena	guide, guiding
no'yoona	everyone
sui'yoona	laughing
pesa sooname	be happy
kate'e	candy

Ring the Bells

Give the students a string of jingle bells. Tell them to ring the bells at the right part of the song (the chorus).

Ya'a kawowo'o.	Here are jingle bells.
Kawowo'o tsakangeol	Ring them now!
Toesool	Wait!

Reading and Fill-In the Blanks

Give the students a handout. Tell them to listen as you sing or say the words, and write in the Paiute words the best they can. Tell them they don't have to be perfect--just to try to write what they hear.
DO NOT correct their spelling! But, IF the students ask, you can write the words on the board and let them check their handouts.
Let the students compare their work with each other.

3. Closure:
Sing the song again.

RESOURCES:

- Song handout
- Feltboard
- Feltboard cut-outs:
 - Indian people w/braids & traditional clothes
 - horse
 - sleigh
 - bells
 - snow
- string of jingle bells
- Fill-in the blanks handout

EVALUATION:

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

Ichishkiin ~ Warm Springs ~

(from 6)

silksik	cricket
snwit	language; speaking; word
Spilyái	Coyote (in legends)
stkn	stockings; socks
sulátas	leggings; pants
suspán	wild strawberry
swátas	sweater
síwi	salmon backbone

táimu	news
támachi	leather
tamám	egg
tamanát	gill-net
tamánwit	law; court
tamanfch	plant
támash	barbecue
tamáshmnash	spring (of water)
támyu	hail
tanán	person; Indian
tánwat	neck
tapintapinpamá	lantern
táplash	white clay
tápu	bone marrow
tapútki	buckskin robe or blanket
taushá	sagebrush
tautaulf	tin can
táuwu	town
tichám	land; earth; ground
tikái	dish; plate
tífatál	pants
tílfwal	blood
tínáfnacht	west
tispúltispul	small yellow spider

tiyám	fall (season)
tmná	heart
tmnátmna	seed
tmsh	chokecherry
tn	jaw
tnan	rimrock; cliff
Tnáni	Madras
tpsh	check
tsa	son
Ttmáíma	Three Sisters
ttsh	cricket
Ttshi	Frying Pan Lake
tun	what; which; somethin
tunfnsh	bow (for arrow)
tunís	match (for burning)
twin	tail
tíla	mother's father; grand
tímani	reservation
tímarsh	paper; letter; mail
tíshpun	black-widow spidchild
túskaski	seven
túsksha	point to
tíyasha	laugh

ulf	spring run (of fish)
ushátsh	socks; stockings
ushúshuwasha	get ready [j]
útpas	robe; blanket for wear
útpsha	wrap oneself; wear garment)
wach	watch; wristwatch
waláchwich	belt

Kiksht ~ Wasq'u

(from 6)

tense verbs) begin with a prefix that tells us the tense. The prefix that indicates things that just happened is i- before consonants and ig- before vowels. If you look at the words and phrases above you will see examples of this tense. We will call the past tense marked with the prefix i(g)- the immediate past. What about verbs in the present tense, that tell about things happening right now? They do not have any tense prefix. They begin with one or more pronoun prefixes, as we have already seen.

Below we take the verbs from the sentences above and break them down into their component parts:
intransitive verbs:
inutwit 'I stood up' i-n-utwit
[i-, immediate past; -n-, 'I' (intransitive subject); -utwit, 'stand up']
inuya 'I went' i-n-uya
[i-, immediate past; -n-, 'I' (intransitive subject); -uya, 'go']
inuáait 'I sat down' i-n-uáait
[i-, immediate past; -n-, 'I' (intransitive subject); -uáait, 'sit down']
iyuáait 'he sat down' i-y-uáait
[i-, immediate past; -y-, 'he' (intransitive subject); -uáait, 'sit down']
igutwit 'she stood up' ig-(a)-utwit
[ig-, immediate past; -(a)-, 'she' (intransitive subject; remember: in verbs, a before u disappears); -utwit, 'stand up']
iguya 'she went' ig-(a)-uya
[ig-, immediate past; -(a)-, 'she' (intransitive subject); -uya, 'go']
iguáait 'she sat down' ig-(a)-uáait
[ig-, immediate past; -(a)-, 'she' (intransitive subject); -uáait, 'sit down']
transitive verbs:
inaglgá 'I picked it up' i-n-a-glga
[i-, immediate past; -n-, 'I' (transitive subject); -a-, 'it' (object, referring to ak'inuámat); -glga, 'pick up']
iniunuim 'I wrote it' i-n-i-unuim
[i-, immediate past; -n-, 'I' (transitive subject); -i-, 'it' (object, referring to iáxliu); -anuim, 'write']
inaxíma 'I put it down' i-n-a-xíma
[i-, immediate past; -n-, 'I' (transitive subject); -a-, 'it' (object, referring to ak'inuámat); -xíma, 'put down']
iáaglgá 'he picked it up' i-á-a-glga
[i-, immediate past; -á-, 'he' (transitive subject); -a-, 'it' (object, referring to ak'inuámat); -glga, 'pick up']
iáinuim 'he wrote it' i-á-i-unuim
[i-, immediate past; -á-, 'he' (transitive subject); -i-, 'it' (object, referring to iáxliu); -unuim, 'write']
iáaxíma 'he put it down' i-á-a-xíma
[i-, immediate past; -á-, 'he' (transitive subject); -a-, 'it' (object, referring to ak'inuámat); -xíma, 'put down']
igaglgá 'she picked it up' i-g-a-glga
[i-, immediate past; -g-, 'she' (transitive subject); -a-, 'it' (object, referring to ak'inuámat); -glga, 'pick up']
iginuim 'she wrote it' i-g-i-unuim
[i-, immediate past; -g-, 'she' (transitive subject); -i-, 'it' (object, referring to iáxliu); -unuim, 'write']
igaxíma 'she put it down' i-g-a-xíma
[i-, immediate past; -g-, 'she' (transitive subject); -a-, 'it' (object, referring to ak'inuámat); -xíma, 'put down']

In looking over these verbs, you may have noticed some possible sources of confusion. For instance, in iguya 'she went', the initial ig- is a single prefix, the tense prefix for the immediate past. However, in igaglgá 'she picked it up', the initial ig- is two prefixes: the immediate past i- and the pronoun meaning 'she' as subject of a transitive verb -g-. If you see or hear ig- at the beginning of a word how do you know what it represents?
There is no mechanical formula that gives the answer here. One hint, however, is to remember that Wasco verbs are built from the back. In other words, whether you are trying to construct a verb yourself or are trying to understand a verb that you read or hear, start from the end. Let's see how this works.
Let's say we want to say 'she (just) went'. The stem for 'go' is -uya. This is an intransitive verb, so 'she' will be represented by -a-. In a verb, however, a disappears before u, so now we still have -uya. Since we are talking about the immediate past, we will use the tense prefix i(g)-. -uya, of course, begins with a vowel, so we will use the form ig-. Thus, we have the form iguya.
The same process would work if we read this verb and wanted to understand what it meant. Starting from the back, we would see the stem -uya and recognize it as meaning 'go'. A pronoun prefix must immediately precede the stem. At first, we might not see one; but then we recall that in verbs a disappears before u, so that this verb must have a 'hidden' a as subject: 'she'. Nothing but a tense prefix ever comes before a subject pronoun prefix in Wasco. Ig-, then, must be the immediate past prefix as it occurs before a vowel (in this case, u).
Now let's look at the verb igaglgá 'she took it' ('it', of course, being ak'inuámat). The stem here is -glga-, 'pick up, get, take'. Since this is a transitive verb, there must be two pronoun prefixes, one for the subject and the other for the object, with the subject first and object second. The object pronoun is -a-, here referring to and agreeing in gender and number with ak'inuámat. The preceding -g-, then, must be the subject pronoun for 'she' as subject of a transitive verb. This leaves i- by itself to be the tense prefix, in this case indicating immediate past.

Ichishkiin ~ Warm Springs ~

walptáíkt	song
walsákas	legend
walfcht	oil; gasoline
wálm	plain; undecorated
wána	river
wanáitt	spring (of water)
Wanáwaishi	Sidwalder Flat
wansh	thigh
wanfcht	name; prediction; decree
wanfítsha	be called; be named
wápas	side basket
wapáwat	outfit; regalia
wápsash	braid
wáptas	feather
wáptasi	quail
wáptu	potato
pti	grouse
ptptluyái	bluebird
ptyau	mink
pyus	water snake
pyush	snake
pínapt	four
pfnush	gooseberry
púmt	ten things

wáswas	twine
watám	lake; pond
watfm	yesterday
wawachf	acorn
wáwatau	antelope
wiláíkit	rabbit dance
wilyakf	leggings
wisfk	blackberry
wsalfísha	hunt
wushí	rat
wílaps	sturgeon
wínasha	go
wíwnu	huckleberry
wíyat	fur

yápash	grease; fat
shúwit	lesson
shuu	whiskers
siks	friend; pal; partner
sinmf	flying squirrel
skau	brave; powerful; to be feared
sknf	buttercup
sktks	fringe
skúlisha	go to school
skúlit	school

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The Confederated
Tribes of Warm
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Culture and
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