

# ~ Student lessons for the classroom ~

## Numu ~ Paiute

### PAIUTE LANGUAGE PROGRAM LESSON PLAN

UNIT:	BODY UNIT	BY:	Pat Miller, Shirley Tufti, Alice Harman
LEVEL:	Beginning	FOR:	ECE Teachers
LESSON:	Bodies in the News	TIME:	90 Minutes

#### GOAL:

For students to learn the words for the basic body parts by listening, reading, and finding and cutting out body parts from the newspaper. For students to listen and repeat and glue body parts together to make a whole body. To have some fun and laugh while learning Paiute, and get comfortable with each other and with the teacher in the Paiute language class.

#### OBJECTIVES:

- The student will be able to:
1. Follow directions in Paiute to find, cut out, and glue pictures of body parts, for full control.
  2. Repeat the words for body parts in Paiute, for full control.
  3. Read and say Paiute words for body parts, for full control.
  4. Identify the basic body parts in Paiute, for full control.

#### PROCEDURES:

##### 1. Introduction:

Tell the students they will learn the Paiute words for body parts by finding them in the newspaper, cutting them out, and glueing them onto a paper. Choose ONE of the groups of body parts to focus on, and use those.

##### Cut Out Body Parts

Divide the class into groups of about 6 students each. Put slips of paper with the body parts written on them into a container. Pass the container around each group, and have each student take one.

Give a newspaper and scissors to each group. Tell them to look for and cut out the body part that is on their slip of paper.

Speak in sentences, but repeat the words for body parts more than once. Let the class repeat after you. Use the following language:

Tamme ka pepowitu eka tsedyakwe.	We are going to cut these out of paper.
Sumuoo pepo kwuoo.	Take one slip of paper.
Hemma u kwuoo?	What did you get?
Ekea pepowitu oo ma'yoo.	Find it in the newspaper.
A tsedyakwe.	Cut it out.
Ka wo tsedyakwe.	Cut out the head.
Ka tsopuhu tsedyakwe.	Cut out the hair.

##### Put Together the Body

Give directions to the class to glue a body part on their paper. Cover all the body parts.

Mow, yise tamme ekooba a hanekwe!	Now we will paste these onto this paper!
Ka puta ekooba matsapeku.	Paste the arm on this.
Ma'a sumuoo mi matsapeku.	Paste one hand on there.
Ya'a tea'a oosoo oonakwatu kowpa.	Here is the other kowpa.

#### 3. Closure:

When the class is finished, let everybody look at the pictures from each group. Have a good laugh!

Group #1		Group #2	
kowpa	leg	hopodo	back
puta	arm	kuku	foot
tsopuhu	hair	ma'wetsogo	wrist
wo	head	matsehe	elbow
mi	hand	mea	knee
nengaba	chest	tsemoo	hip
tseboodoo	navel	ta'wetzogo	ankle

Group #3	
petoohoo	tailbone
petze'e	breast
sapu	intestines
se	stomach
soabu	shoulder
tsopege	brain

#### 2. Implementation:

##### Newspaper

Show the newspaper to the students. Point to various body parts while you tell the students what they are. Use the following language:

Ya'a pepo.	Here is the newspaper.
Ya'a suzu.	Here is the scissors.
Ewetoo tamme eka ma'yukwe.	We are going to find these in here.
Oyise tamme oo tsadyakwe.	And then we are going to cut them out.

#### 4. Follow-Up:

Repeat this lesson, using the other group of words for body parts. Give the Body Part Matching handout to the students and have them match the word to the drawing.

#### RESOURCES:

- Newspaper
- Scissors
- Blank Paper

(continues at right)

## "32nd Annual Warm Springs Tribal Member & Youth Exhibit"

On View Through Saturday, March 7, 2026



2025 Honorable Mention. "Ishaptikai" (horse bag) by Mona Cochran



2025 Honorable Mention. "Girls Fancy Dance Sequins Yoke" by Marjorie Kalama

Photos by Angela Anne Smith

(from lower left)

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- Glue sticks or tape
- Match Words and Pictures handout
- Crossword Puzzle handout
- Slips of paper with words for body parts written on them
- Container for slips of paper

#### EVALUATION:

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

#### Notes:

The verb that means "take" has different forms for singular, dual and plural.

TAKE -- Singular	
kwuoo	take [singular]
Ewetoo sumu'yoo pepo kwuoo.	Take one slip of paper.
Hemma u kwuoo?	What did you get?
TAKE -- Dual & Plural	
hemmow	take [plural]
Nano ewetoo sumuoo pepo hemmow.	Take one slip of paper.
Mu ewetoo sumuoo pepo haneoo.	Take one slip of paper.
Hemma mu haneoo?	What did you get?

#### BODY PARTS

##### Review

koba	koota
moobe	naka
pooe	tsamma
tsopuhu	tupa
tamma	

##### New Nouns

wo	head
soba	cheek
kamoo	chin
ego	tongue
kowpa	leg
kuku	foot
tsemoo	hip
mi	hand
puta	arm

##### New Verbs

mi tzadyameoo	shake hands
nooyooa	move over
tonow	hit

#### Sentences (Grammar)

No'yoona mi tzadyameoo.	Everybody, shake hands.
E mi tzadyameoo.	Shake my hand.
Shirley, Pat mi tzadyameoo.	Shirley, shake Pat's hand.
Nooyooa.	Move over.
Kowpa nooyooa.	Move your leg over.
E puta tonow.	Hit my arm.
Ki e gowpa tonapana.	Don't hit my leg.
Ki e goota tsammpana.	Don't touch my neck.
Ki u kwo tsawongepana.	Don't scratch your head.
Ki e mi tzadyamepana.	Don't shake my hand.
Ki nooyooapana.	Don't move over.

#### Yours and Mine

Directions: Fill in the chart. Write the correct spelling of the word to complete the phrase "my \_\_\_\_\_." The first one is done for you.

	U (your)	E (my)
1.	u kamoo	e gamoo
2.	u puta	e _____
3.	u koba	e _____
4.	u koota	e _____
5.	u kowpa	e _____
6.	u pooe	e _____
7.	u tsemoo	e _____
8.	u kuku	e _____

#### BODY UNIT

Wanicht \_\_\_\_\_

Directions: Draw a line from each word to the correct part of the body.

wo	tsemoo
kowpa	mi
kuku	puta

