

LRES Language Modules Grades 4-6

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Themes



Stories/Basic Legends









Foods and Gathering



Colors and Numbers

- 5 vocab words/phrases per week
- Each topic will last 2 weeks
- Cassie will be teaching for 30 minutes 2x a week

6 Week Breakdown

Week 1	How Bear Lost His Tail	
Week 2	How Coyote Got His Name	
Week 3	Foods vocab and phrases	
Week 4	Gathering tools vocab and phrases	
Week 5	Colors vocab and phrases	
Week 6	Numbers vocab and phrases	

Weekly Breakdown

Week 1	How Bear Lost His Tail	Day 1: pre-assessment, vocab, and sentences	Day 2: Review, full story, drawing, and post assessment
Week 2	How Coyote Got His Name	Day 1: Review Bear story, pre- assessment, vocab, and phrases	Day 2: Review vocab and phrases, full story, drawing, and post assessment
Week 3	Foods	Day 1: Review stories, pre-assessment, discuss protocols, foods wordlist	Day 2: Review foods wordlist, add phrases, post- assessment

Weekly Breakdown

Week 4	Gathering	Day 1: Review foods, pre-assessment, discuss protocols, tools word list	Day 2: Review tools wordlist, add phrases, post- assessment
Week 5	Colors	Day 1: Review tools, pre- assessment, discuss colors, colors word list	Day 2: Review colors, add more colors/ phrases, post- assessment
Week 6	Numbers	Day 1: Review colors, pre-assessment, discuss numbers, numbers wordlist	Day 2: Review numbers, add more numbers/ phrases, post-assessment

How Bear Lost His Tail



Vocab List

míxat
bear

šmiyáw
coyote

ʔačláhp
river

qáqítaʔ
trout

q^wtunt
qáqítaʔ
big trout

təqnúx^w
hungry

šx^wuyntk
ice

xaʔnúmt
hurt

kkíwaʔ
mountain trout

kašʔačkáłšt
to trick



How Bear Lost His Tail



Learning Outcomes:

Life lesson, vocab words and phrases, basic nxaʔamxčín sentence structure

Lesson Materials:

- Pictures for vocab words and phrases
- Vocab list handout for students
- Story pictures
- Typed up nxaʔamxčín story handout

Pre-Assessment:

On day 1 teacher will ask class what they know about the story. This can be either a printed version to be turned in or collectively as a class out loud. If out-loud teacher will need to document and keep.

Lesson Plan:

Day 1- Teacher will do pre-assessment with class, discuss culture/protocol, and then teach vocab words with easy, medium and hard activities then teach vocab phrases/sentences with easy, medium, and hard activities

Day 2- Teacher will review vocab and phrases from Day 1; read through full story for students to follow along with and show pictures, if available; ask students to draw characters, scenes, etc. from story; teacher will then do post assessment



How Bear Lost His Tail cont.



Teacher Instructions:

Day 1

míḡaḡ bear	šmiyáw coyote	ḡačláḡp river	ḡaḡítaḡ trout	q ^w tunt ḡaḡítaḡ big trout
təḡnúx ^w hungry	šx ^w uyntk ice	xaḡnúmt hurt	kkiwaḡ mountain trout	kašḡačkáíšt to trick

1. Teacher will lead positive affirmation to start class off on right foot
2. Teacher will discuss what they are going to be teaching about and then do pre-assessment
3. Teacher will show students vocab pictures and tell them what each picture means in nxaḡamxčín and English
4. Teacher will say each vocab word at least 5x and let students repeat after them, as they feel comfortable
5. Teacher will lead easy language learning games and activities
6. Teacher will lead medium language learning games and activities
7. Teacher will lead hard language learning games and activities



How Bear Lost His Tail cont.



Teacher Instructions:

Day 2

1. Teacher will lead with positive language affirmation to start day off right.
2. Teacher will review vocab and phrases from previous day
3. Teacher will read story out loud in nxaʔamxćín while showing pictures to class, asking students to draw characters, scenes, etc. from the story
4. Teacher will ask the class to read the story aloud, helping as needed
5. Teacher will conduct post-assessment written or aloud

Additional Activities:

-coloring page

-intransitive cubes: print out and build both cubes to practice making intransitive sentences both as a class and then individually



How Bear Lost His Tail cont.



Post Assessment:

Written or aloud

Teacher will ask students what words/phrases they remember, what lesson could have been learned in story, anything else they may have learned throughout the week.

Evaluation Form:

Give to teacher to fill out and return by email or in person

Additional Activities/Handouts:

- Character coloring pages
- Intransitive verb dice

Pre-Assessment

Name: _____

What do you know about the story How Bear Lost His Tail?

Do you know any nxaʔamxčín words already?

Post-Assessment

Name: _____

Was there a lesson to be learned in this story, if so, what?

What words or phrases do you remember from this story?

Evaluation form Teacher Name: _____

How Bear Lost His Tail

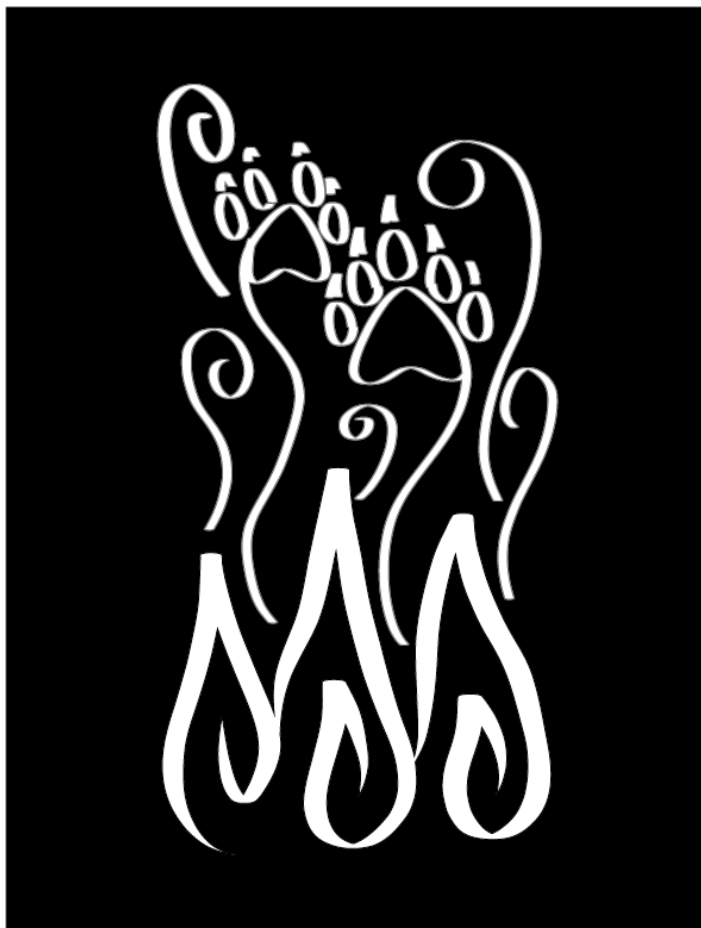
What do you think worked well in this lesson?

How would you improve this lesson?

How can we help you with language in your classroom?

Do you have any resources you feel would help us teach?

How Names Were Given



Vocab List

štəmtáml

škint

animal people

kaščq^wən

čnil

Name giving

ʔəmʔúmt

earth

ščiyátk^wp

fire

šumáǰ

power

qawšálq^w

two sticks

šnałúštušmn

ice

yilmíx^wm

chief

šháwíym

work

ʔitx

to sleep



How Coyote Got His Name



Learning Outcomes:

Life lesson, vocab words and phrases, basic nxaʔamxčín sentence structure

Lesson Materials:

- Pictures for vocab words and phrases
- Vocab list handout for students
- Story pictures
- Typed up nxaʔamxčín story handout

Pre-Assessment:

On day 1 teacher will ask class what they know about the story. This can be either a printed version to be turned in or collectively as a class out loud. If out-loud teacher will need to document and keep.

Lesson Plan:

Day 1- Teacher will do pre-assessment with class, discuss culture/protocol, and then teach vocab words with easy, medium and hard activities then teach vocab phrases/sentences with easy, medium, and hard activities

Day 2- Teacher will review vocab and phrases from Day 1; read through full story for students to follow along with and show pictures, if available; ask students to draw characters, scenes, etc. from story; teacher will then do post assessment



How Coyote Got His Name



cont.

Teacher Instructions:

Day 1

Vocab List

míxʌł bear	šmiyáw coyote	ʔačláhp river	qáqíta? trout	qʷtunt qáqíta? big trout
təqnúxʷ hungry	šxʷuyntk ice	xaʔnúmt hurt	kkíwa? mountain trout	kašʔačkáłšt to trick

1. Teacher will lead positive affirmation to start class off on right foot
2. Teacher will discuss what they are going to be teaching about and then do pre-assessment
3. Teacher will show students vocab pictures and tell them what each picture means in nxaʔamxćín and English
4. Teacher will say each vocab word at least 5x and let students repeat after them, as they feel comfortable
5. Teacher will lead easy language learning games and activities
6. Teacher will lead medium language learning games and activities
7. Teacher will lead hard language learning games and activities



How Coyote Got His Name



cont.

Teacher Instructions:

Day 2

1. Teacher will lead with positive language affirmation to start day off right.
2. Teacher will review vocab and phrases from previous day
3. Teacher will read story out loud in nxaʔamxćín while showing pictures to class, asking students to draw characters, scenes, etc. from the story
4. Teacher will ask the class to read the story aloud, helping as needed
5. Teacher will conduct post-assessment written or aloud

Pre-Assessment

Name: _____

What do you know about the story How Coyote Got His Name?

Do you remember any language or information from the last story?

Post-Assessment

Name: _____

Was there a lesson to be learned in this story, if so, what?

What words or phrases do you remember from this story?

Evaluation form **Teacher Name:** _____

How Coyote Got His Name

What do you think worked well in this lesson?

How would you improve this lesson?

How can we help you with language in your classroom?

Do you have any resources you feel would help us teach?

Foods and Gathering



Vocab List

šawłk^w
water

ntiytiyáx
salmon

špáǰəm
bitter root

šyáyaʔ
service berry

šǰaʔčínəm
deer

páčaʔ
root digger

štkáčaʔaʔ
root basket

yámǰ^waʔ
cedar basket

k'łmúlmən
dip net

čk^wíkən
bow



Foods



Learning Outcomes:

Protocol, vocab words and phrases, basic nxaʔamxćin sentence structure

Lesson Materials:

- Pictures for vocab words and phrases
- Vocab list handout for students

Pre-Assessment:

On day 1 teacher will ask class what they know about traditional foods. This can be either a printed version to be turned in or collectively as a class out loud. If out-loud teacher will need to document and keep.

Lesson Plan:

Day 1- Teacher will do pre-assessment with class, discuss culture/protocol, and then teach vocab words with easy, medium and hard activities then teach vocab phrases/sentences with easy, medium, and hard activities

Day 2- Teacher will review vocab and phrases from Day 1; read through full story for students to follow along with and show pictures, if available; ask students to draw characters, scenes, etc. from story; teacher will then do post assessment



Foods cont.



Teacher Instructions:

Day 1

1. Teacher will lead positive affirmation to start class off on right foot
2. Teacher will discuss cultural protocols around food and health benefits of our traditional foods, then do pre-assessment
3. Teacher will show students vocab pictures and tell them what each picture means in nxaʔamxćín and English
4. Teacher will say each vocab word at least 5x and let students repeat after them, as they feel comfortable
5. Teacher will lead easy language learning games and activities
6. Teacher will lead medium language learning games and activities
7. Teacher will lead hard language learning games and activities



Foods cont.



Teacher Instructions:

Day 2

1. Teacher will lead with positive language affirmation to start day off right.
2. Teacher will review vocab from previous day
3. Teacher will introduce phrases/sentences for Day 2
4. Teacher will lead easy language learning games and activities to include both words and phrases
5. Teacher will lead medium language learning games and activities to include both words and phrases
6. Teacher will lead hard language learning games and activities to include both words and phrases
7. Teacher will conduct post-assessment written or aloud

Pre-Assessment

Name: _____

What do you know about our traditional foods?

Do you remember any language or information from the last stories we did?

Post-Assessment

Name: _____

What do you remember about our foods and practices?

What words or phrases do you remember from our Foods Lessons?

Evaluation form Teacher Name: _____

Foods

What do you think worked well in this lesson?

How would you improve this lesson?

How can we help you with language in your classroom?

Do you have any resources you feel would help us teach?

Colors and Numbers



Vocab List

k^wəl
red

k^wəríq
orange

k^wrayq
yellow

q^win
green

q^wiy
blue

šwiywíyt
purple

piq
pink

q^wiy
black

payq
white

pəḥ
gray

naqš
1

tqawš
2

kaʔłáš
3

múšəš
4

čilkšt
5

x^wčmakšt
6

šíšpəl'k
7

t^win
8

xəx^hút
9

xəłxəłt
10



Colors and Numbers



Learning Outcomes:

Protocol, vocab words and phrases, basic nxaʔamxćin sentence structure

Lesson Materials:

- Pictures for vocab words and phrases
- Vocab list handout for students

Pre-Assessment:

On day 1 teacher will ask class what they know about colors and numbers either culturally or language related. This can be either a printed version to be turned in or collectively as a class out loud. If out-loud teacher will need to document and keep.

Lesson Plan:

Day 1- Teacher will do pre-assessment with class, discuss culture/protocol, and then teach 5 color vocab words with easy, medium and hard activities then teach vocab phrases/sentences with easy, medium, and hard activities

Day 2- Teacher will review vocab and phrases from Day 1; teacher will add numbers words and phrases to use with color vocab words with easy, medium, and hard activities.



Colors and Numbers cont.



Teacher Instructions:

Day 1

1. Teacher will lead positive affirmation to start class off on right foot
2. Teacher will discuss colors and numbers and any cultural information they know about them; color significance, significant numbers, etc.
3. Teacher will show students 5 color vocab pictures and tell them what each picture means in nxaʔamxćín and English
4. Teacher will say each vocab word at least 5x and let students repeat after them, as they feel comfortable
5. Teacher will lead easy language learning games and activities
6. Teacher will lead medium language learning games and activities
7. Teacher will lead hard language learning games and activities



Colors and Numbers cont.



Teacher Instructions:

Day 2

1. Teacher will lead with positive language affirmation to start day off right.
2. Teacher will review vocab from previous day
3. Teacher will introduce phrases/sentences for Day 2
4. Teacher will lead easy language learning games and activities to include both words and phrases
5. Teacher will lead medium language learning games and activities to include both words and phrases
6. Teacher will lead hard language learning games and activities to include both words and phrases
7. Teacher will conduct post-assessment written or aloud

Pre-Assessment

Name: _____

What do you know about colors and numbers culturally or in nxaʔamxćín?

Do you remember any language or information from the last lesson we did?

Post-Assessment

Name: _____

What do you remember about numbers and colors?

What words or phrases do you remember from our Colors and Numbers Lessons?

Evaluation form Teacher Name: _____

Colors and Numbers

What do you think worked well in this lesson?

How would you improve this lesson?

How can we help you with language in your classroom?

Do you have any resources you feel would help us teach?