

nlhAkApmhH

Language Program

WORK BOOK

Level 1 Language Package




June 2006

Nlaka'pamux Nation Tribal Council
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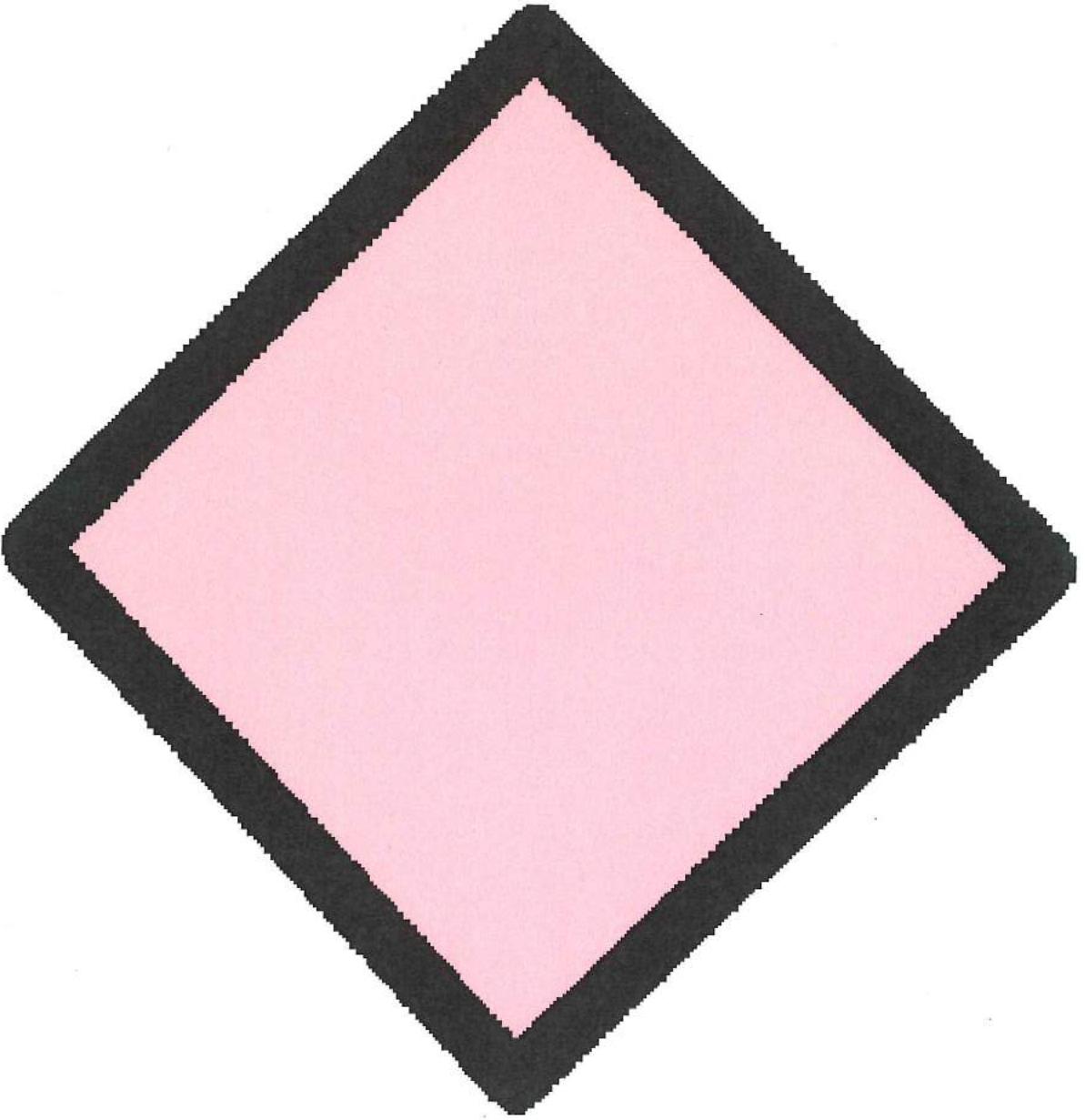
nlha.kApmhh Work Book

This Work Book covers the following information below for the Level 1 Language package. The information is listed in this order in the book:

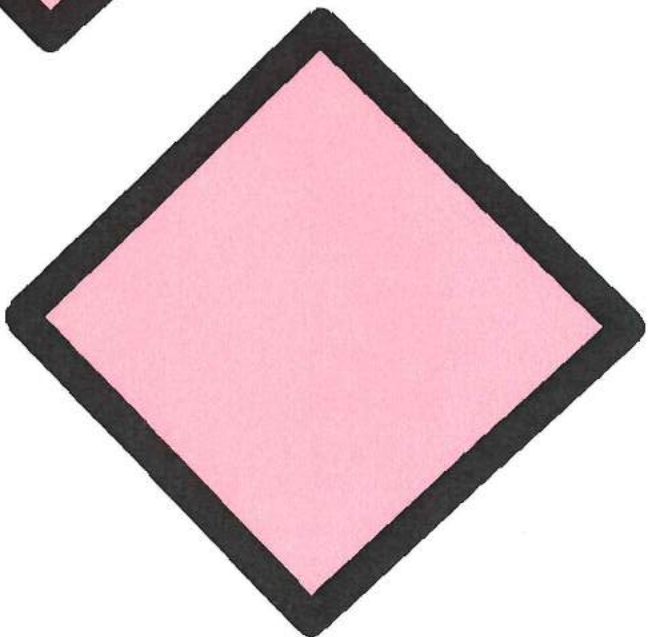
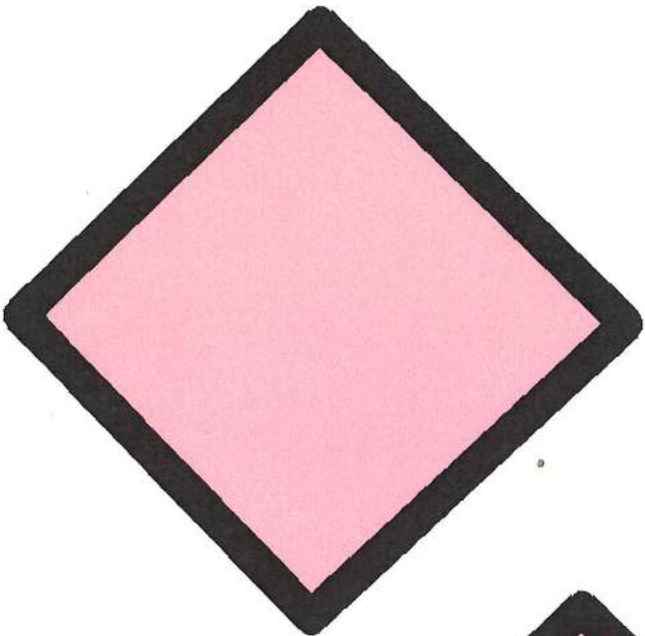
1. **Greetings**
Units 1 to 3
2. **Counting**
Unit 1 – numbers 1 to 5
Unit 2 – numbers 6 to 10
Unit 3 – numbers 11 to 15
Unit 4 – shows counting – 2 hands, 2 eyes, 2 eggs, 2 cups, 2 cars, 2 people, 2 deer, 4 legs.
3. **Animal Kingdom**
Unit 1 – the Bear, Rabbit, Coyote, Dog.
Unit 2 – the Owl, Willow Grouse, Blue Grouse, Duck, Hawk, Raven, Eagle
Unit 3 – the Deer, Cow, Fawn, Horse, Mountain Goat, Moose, Mountain Sheep, , Pig.
4. **Short Commands**
Units 1 to 3
5. **Common Sentences**
Units 1 to 3
6. **Common Vocabulary**
Units 1 to 3
7. **Colours**
Unit 1 – Black, Red, White
Unit 2 – Green, Yellow
8. **Body Parts**
Unit 1 – Eye, Nose, Head, Mouth, Ear
Unit 2 – Hand, Face, Leg, Bum, Stomach, Bellybutton, Hair
Unit 3 – Tooth, Tongue, Finger, Thumb, Back

- 9. Clothing**
Unit 1 – Coat, Hat, Gloves, Shoes, Belt
Unit 2 – Pants, Shirt, Dress, Underpants, Socks
- 10. Family**
Unit 1 – Father, Mother, Older Sister, Younger Sister, Older Brother, Younger Brother.
Unit 2 – Grandpa, Grandma, Aunt, Uncle, Friend
Unit 3 – Chief
- 11. Nature**
Unit 1 – Sun, Moon, Stars, Fall, Leaves, Tree
Unit 2 – Winter, Snow, Rain, Ice, Wind
Unit 3 – Spring, Flower, Hay, Summer, Creek, Hill, Mountain
- 12. Wild Foods**
Unit 1 – Huckleberry, Saskatoon, Strawberry, Soapberry, Raspberry
Unit 2 – Dried Salmon, Dried Saskatoons, Dried Meat, Cottonwood Mushrooms, Pine Mushrooms.
Unit 3 – Wild Celery, Sunflowers, Wild Potatoes, Sap, Cow Parsnip
- 13. Known Foods**
Unit 1 – Water, Eggs, To Fry, Bread
- 14. Health/Self**
Unit 1 – Pee, Poop, Fart, Hurt, Sick
Unit 2 – Heart, Sad, Sneeze, To Hurt, Be Tired, Cry, Be Cold, Cold
Unit 3 – Get Cut, Snot, Vomit, Feel Warm, Get Warm
- 15. Objects**
Unit 1 – Bed, Chair, Blanket
Unit 2 – House, Winter House, Knife, Cup
Unit 3 – Summer House (Tee-Pee), Lean-To, Drum
- 16. Activities**
Unit 1 – Hunt, Walk, Pick Berries
Unit 2 – Stick Game, Play
Unit 3 – Musical Instruments, Drum, Sing, Song, Whistle, To Holler.

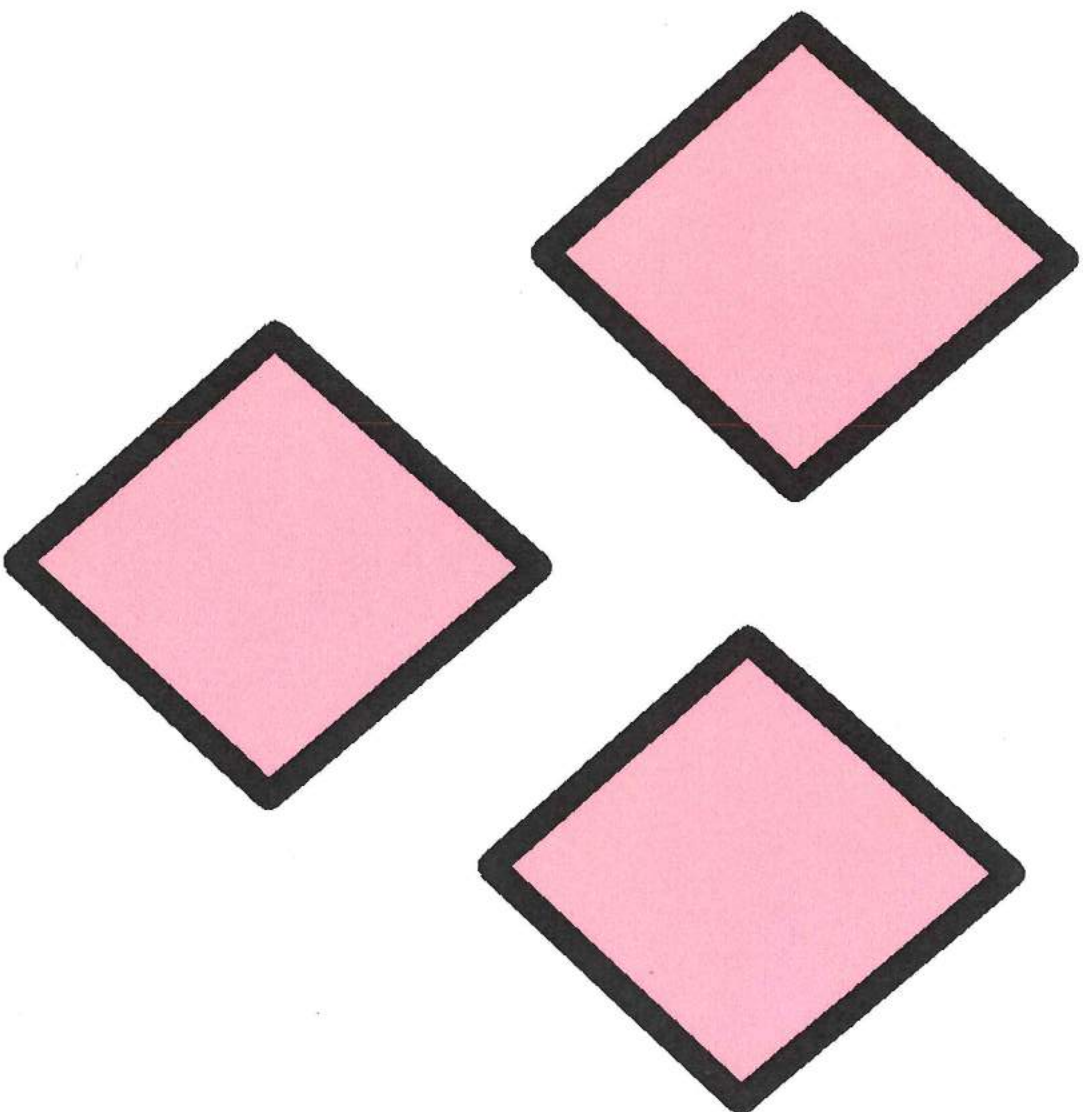
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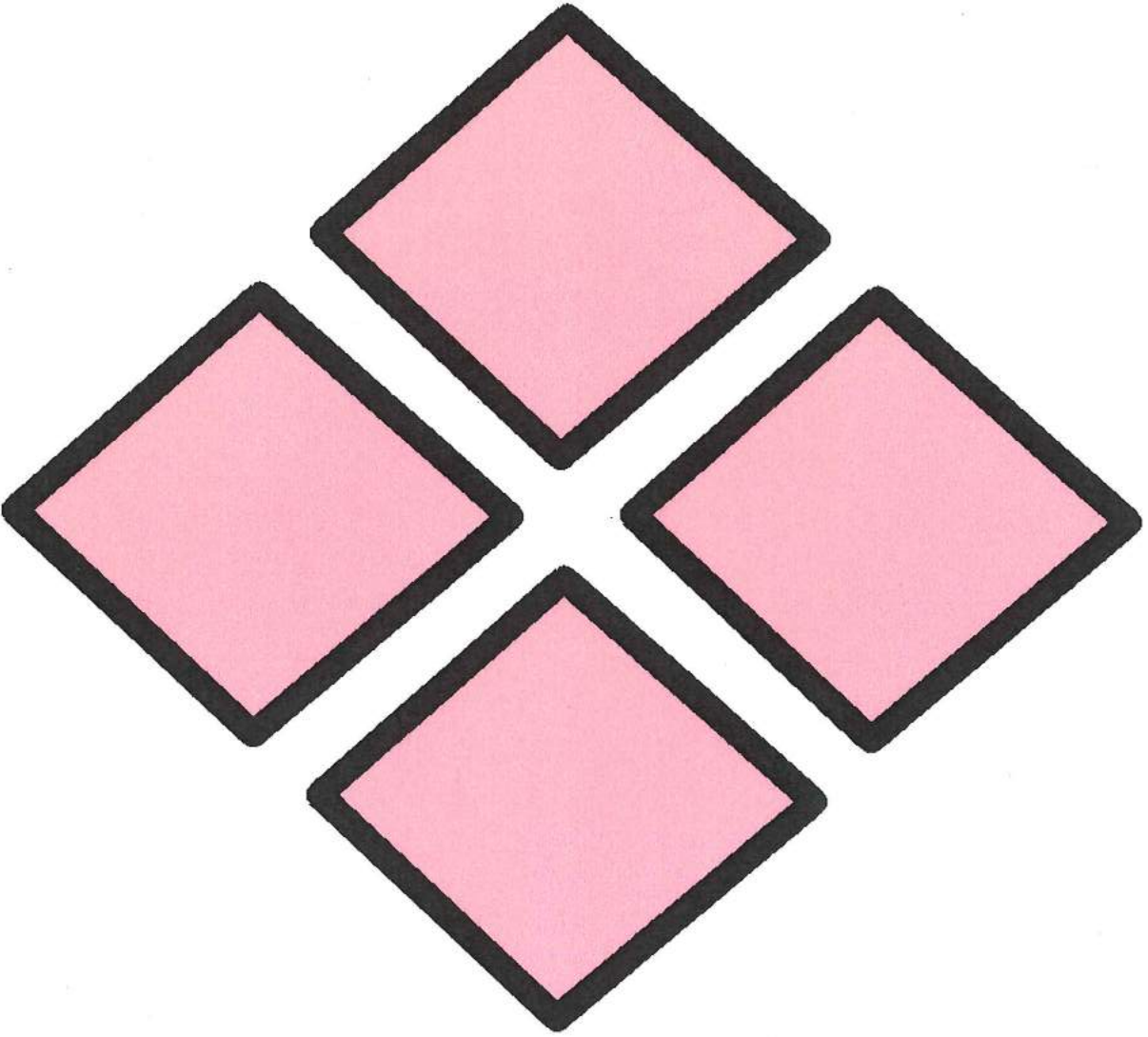
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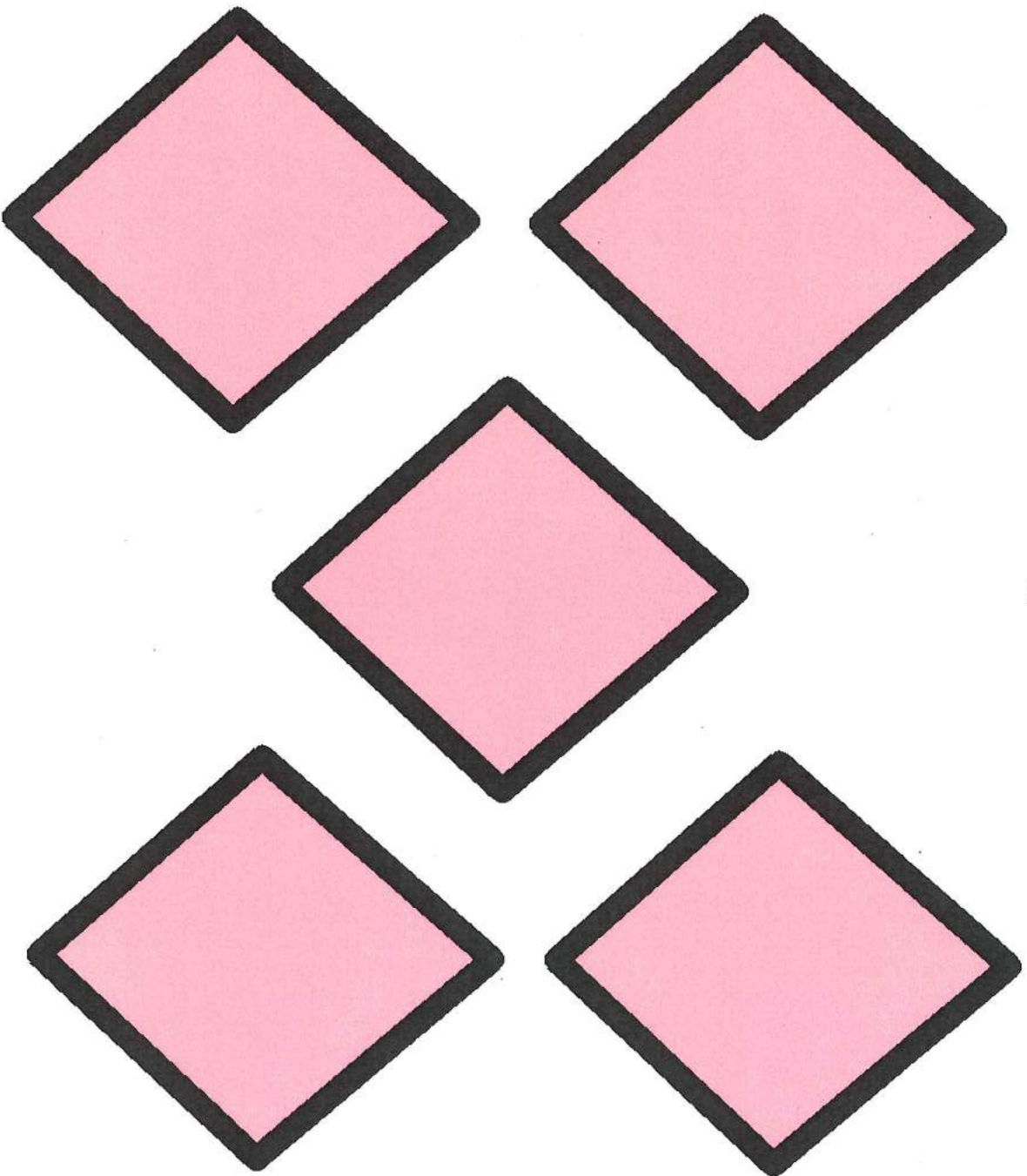
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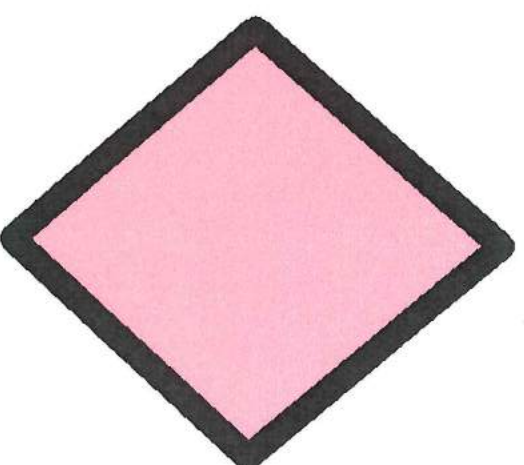
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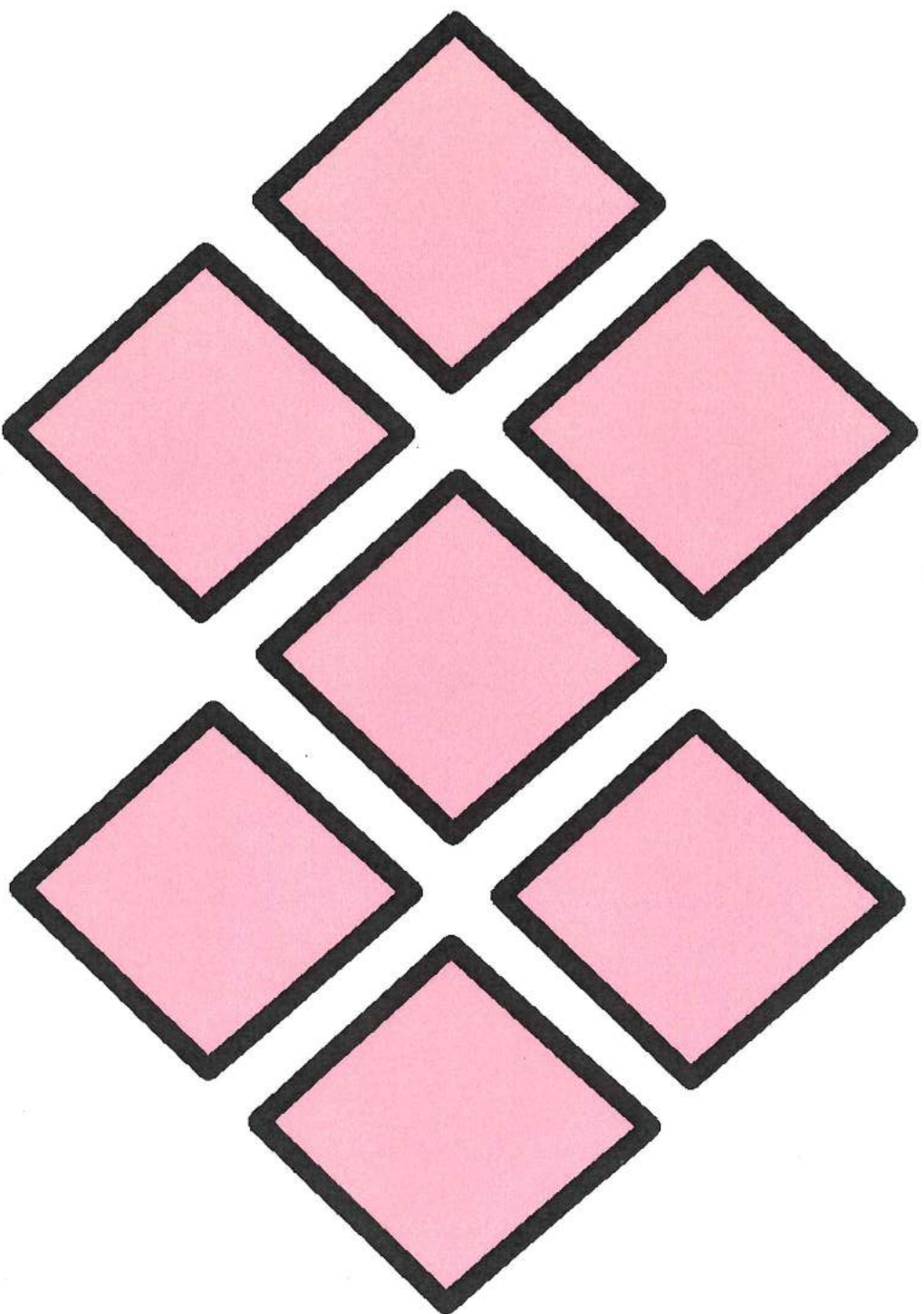
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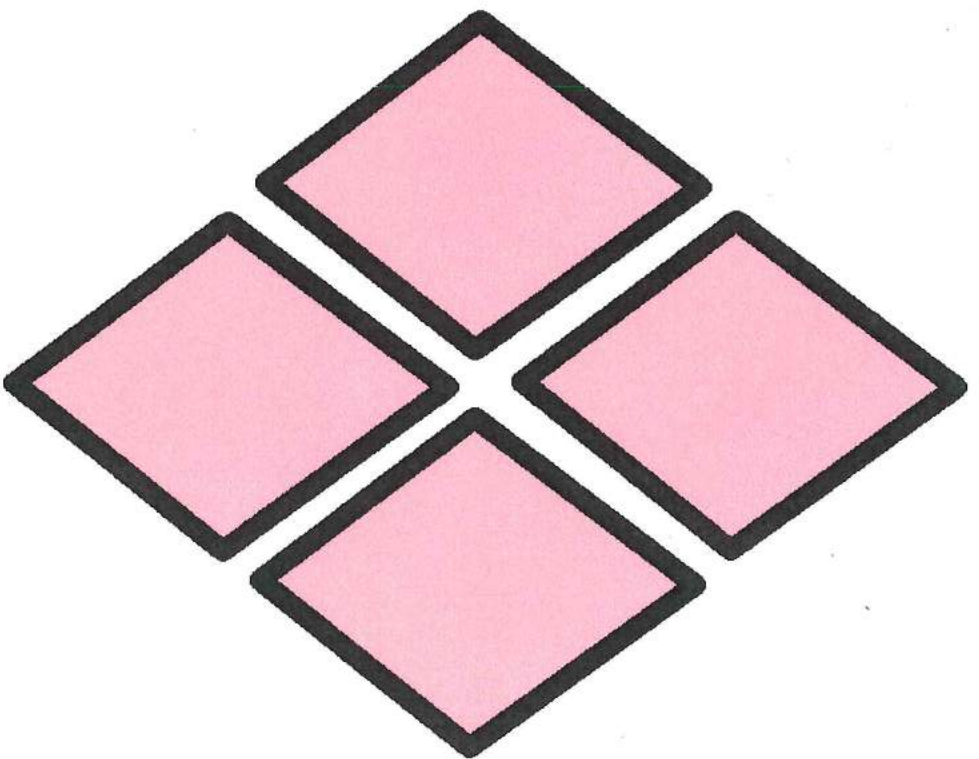
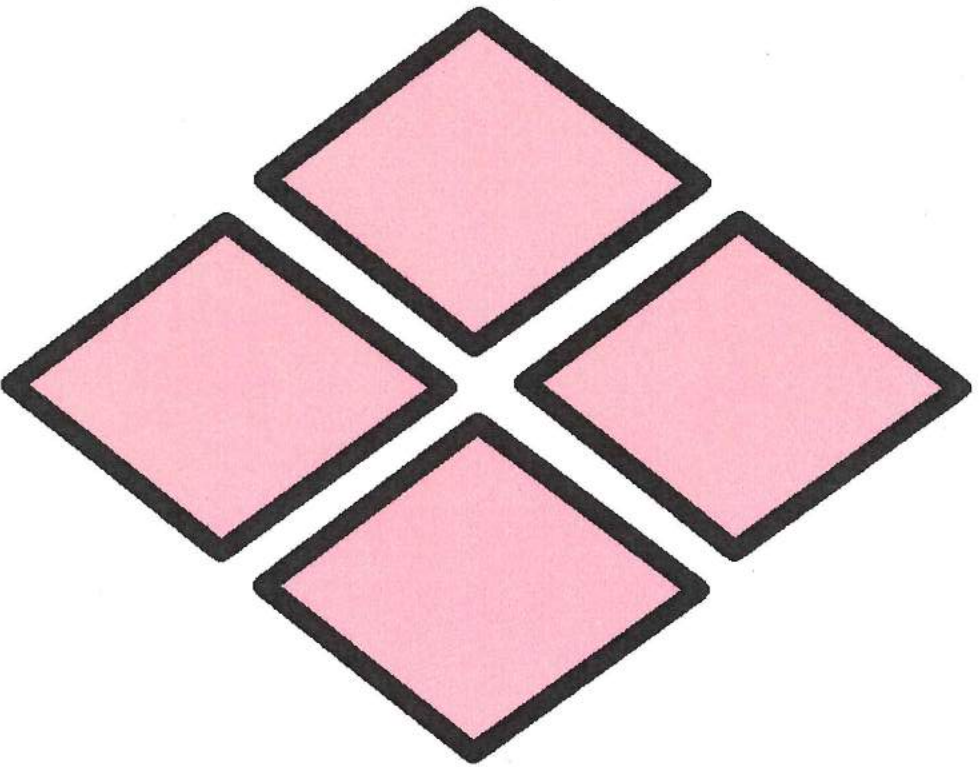
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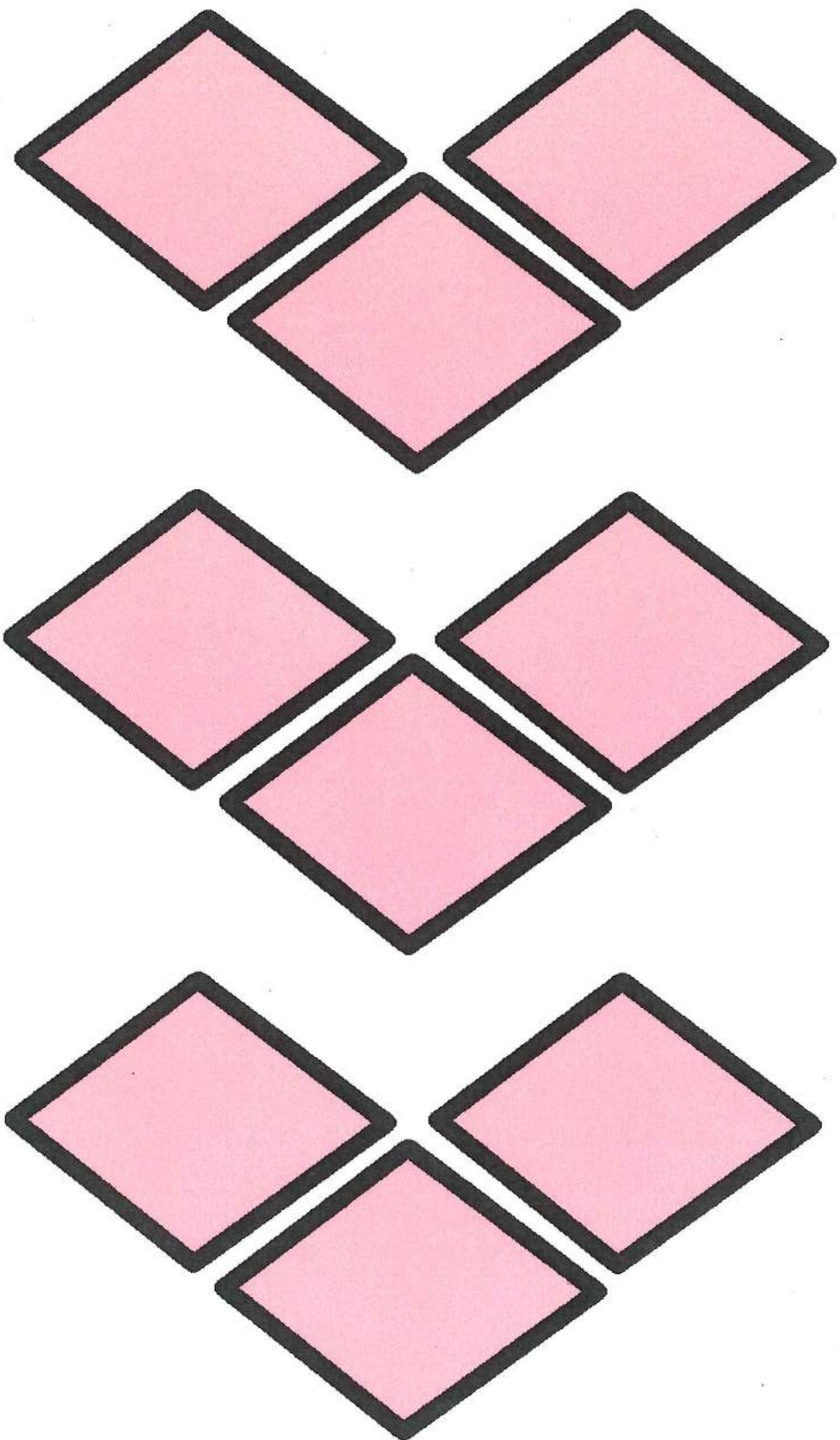
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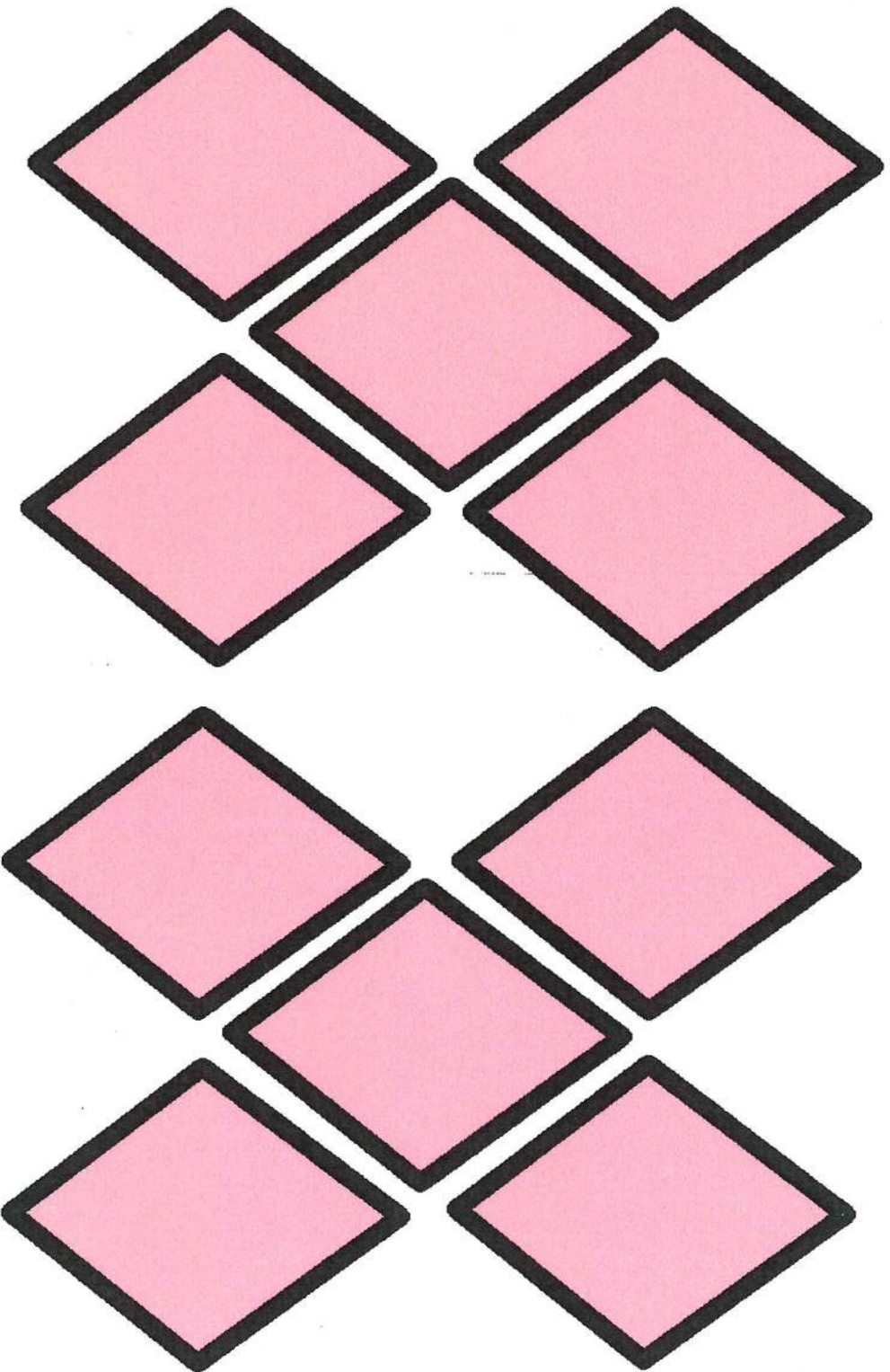
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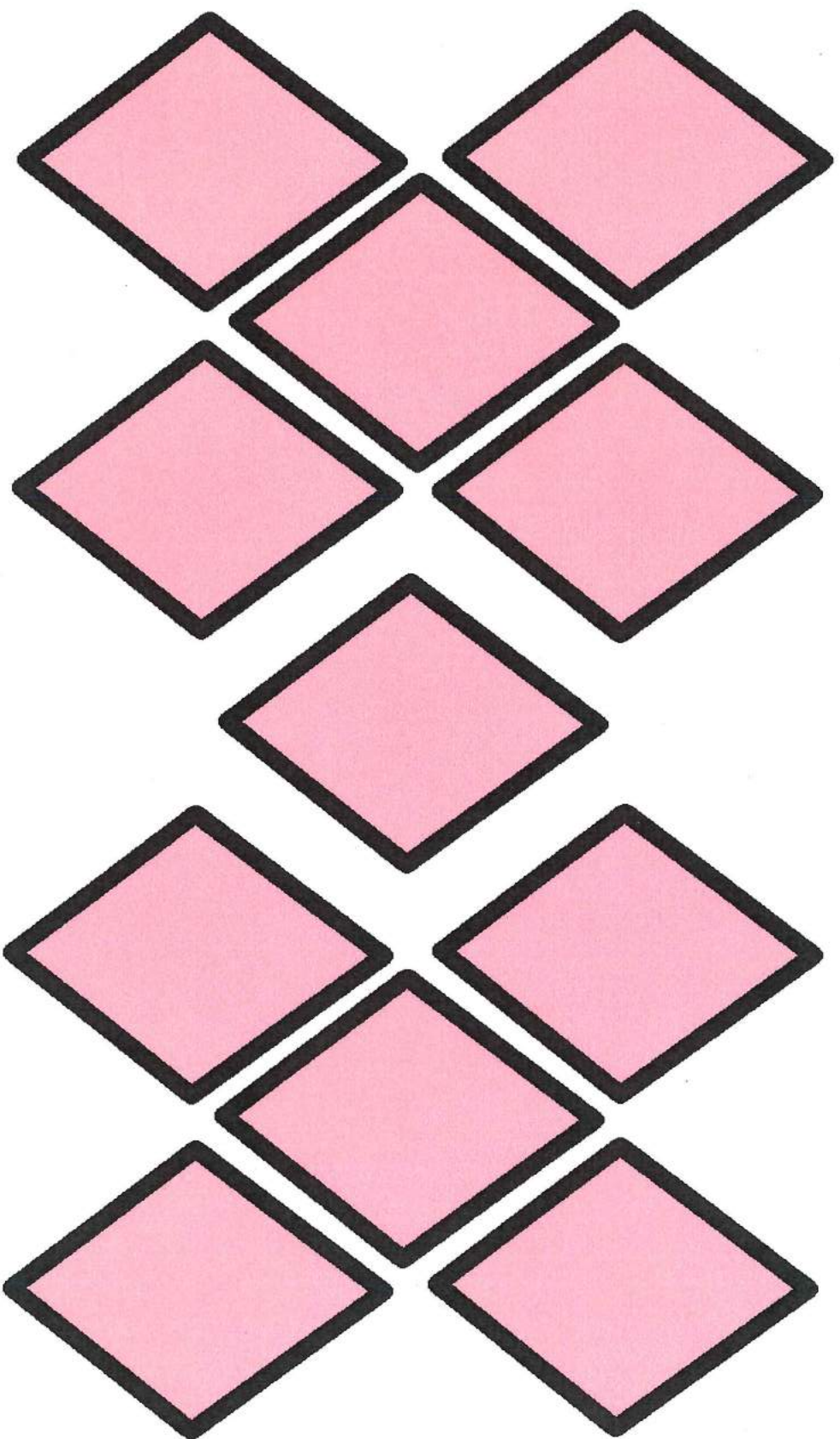
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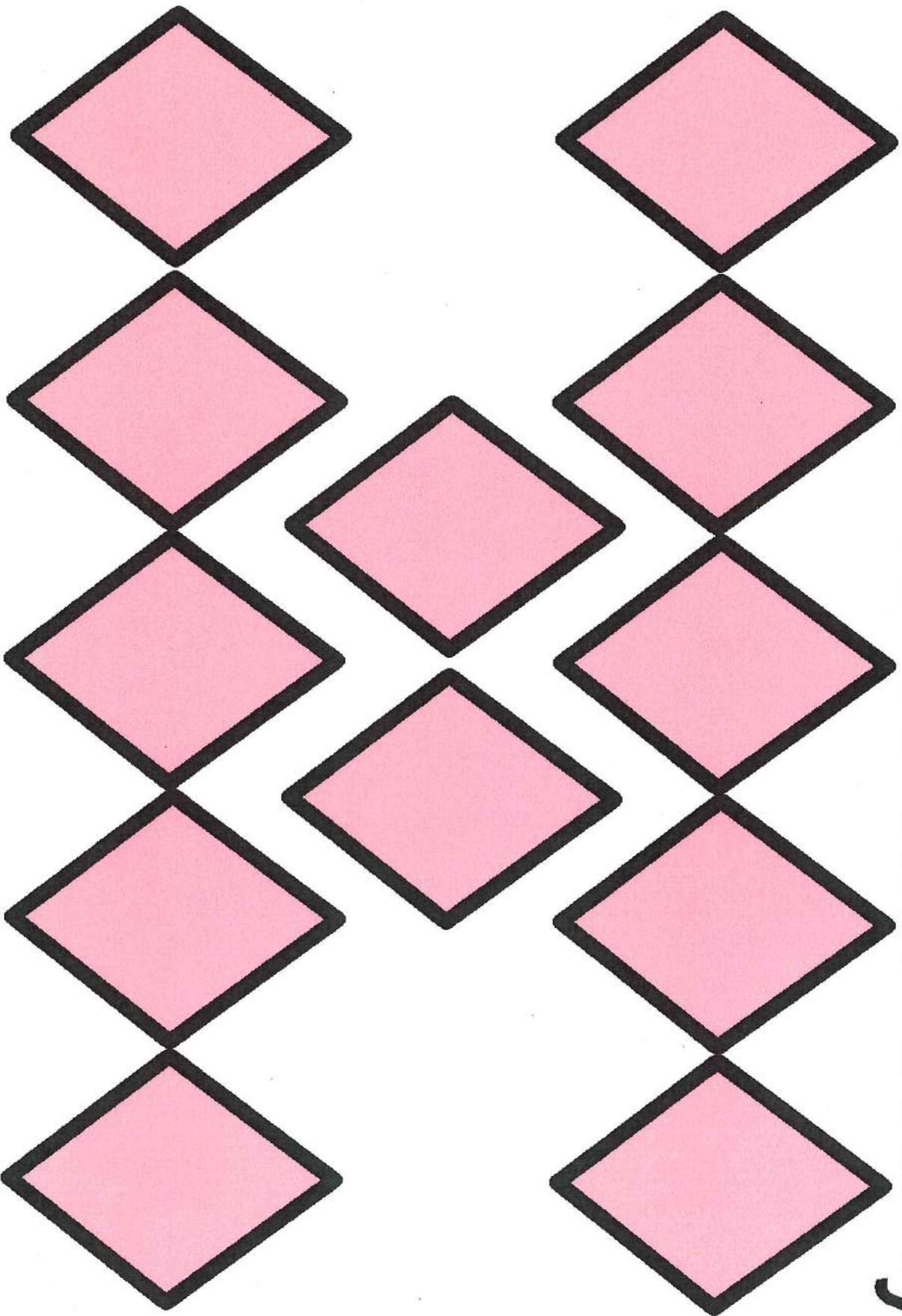
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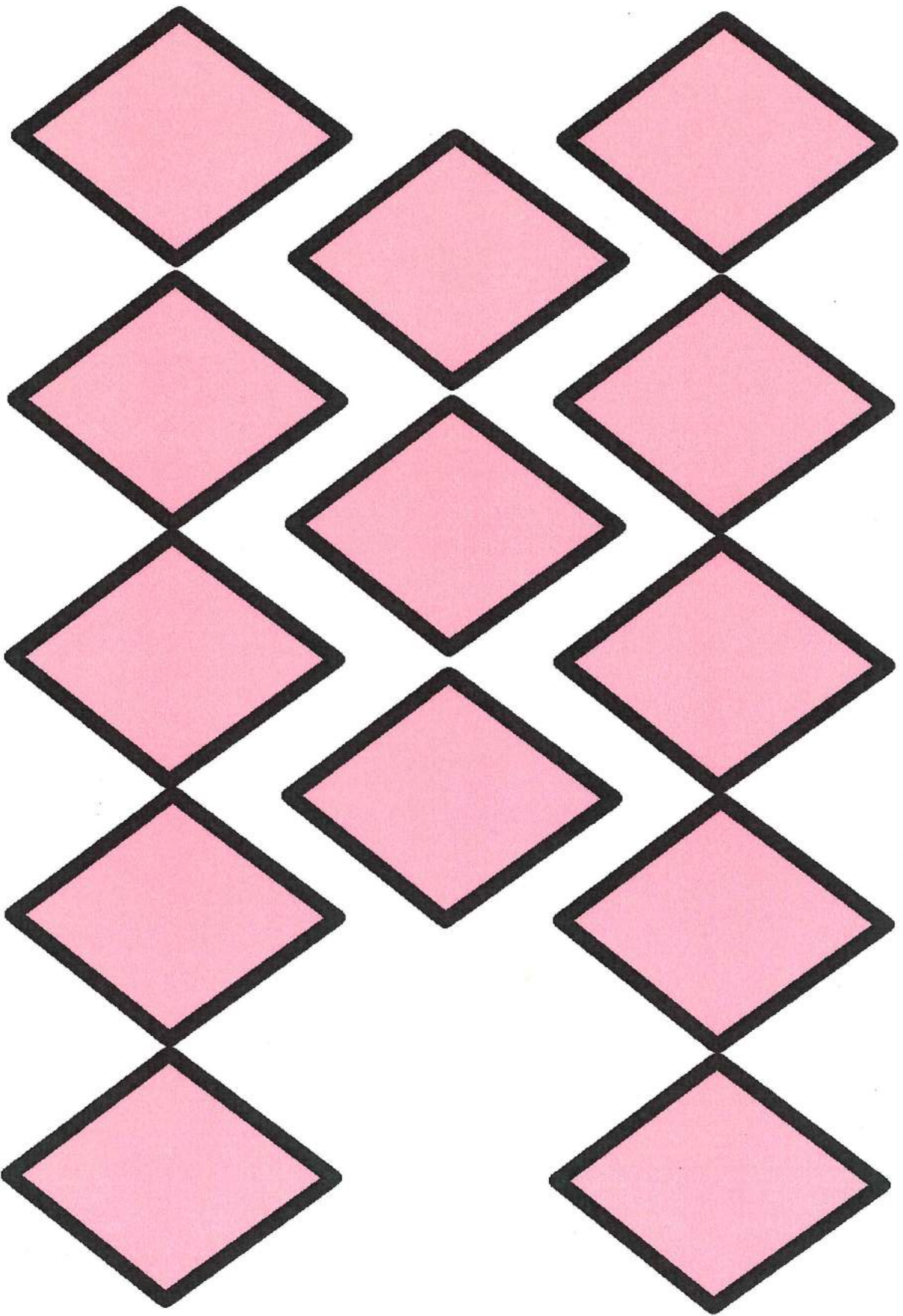
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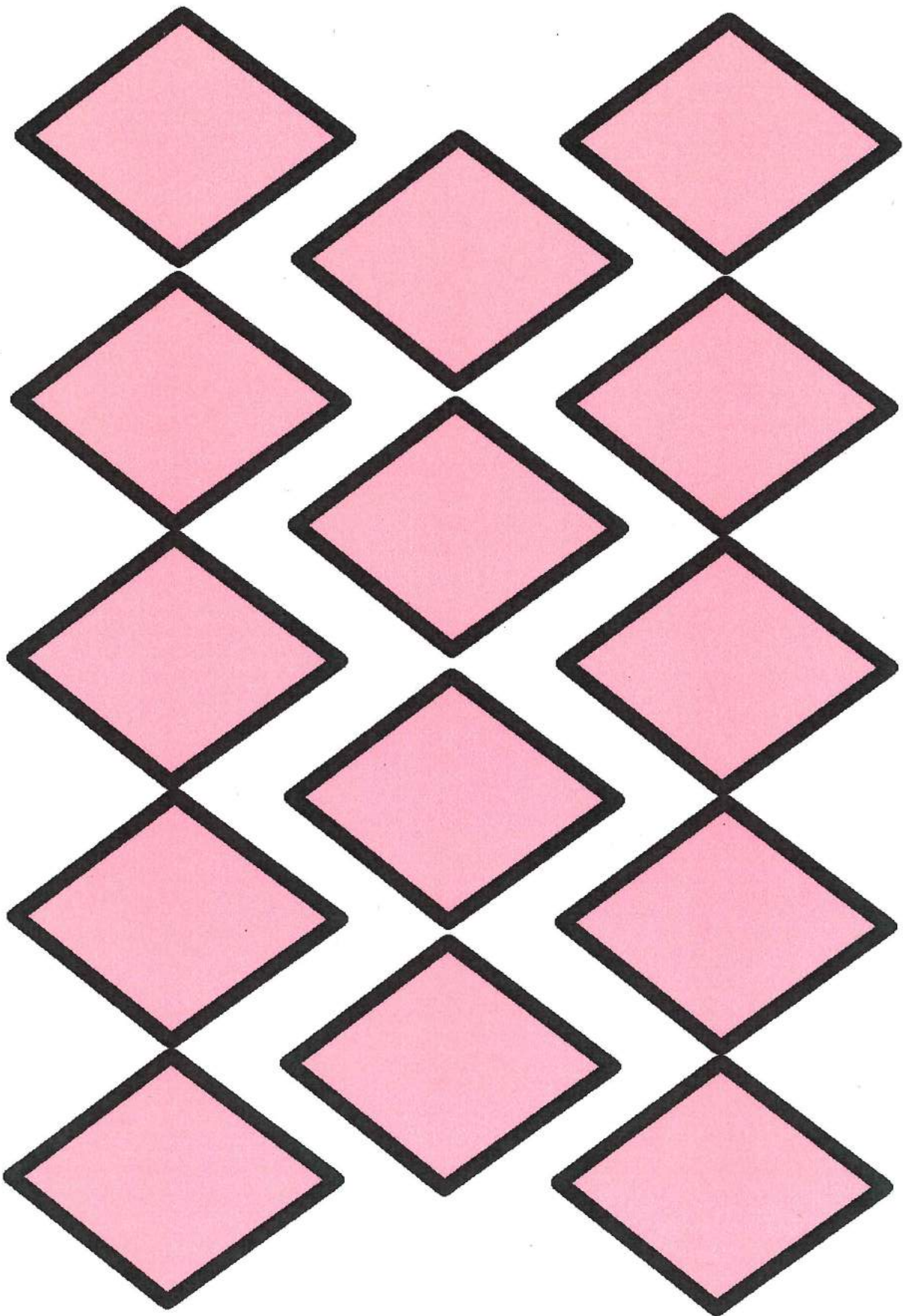
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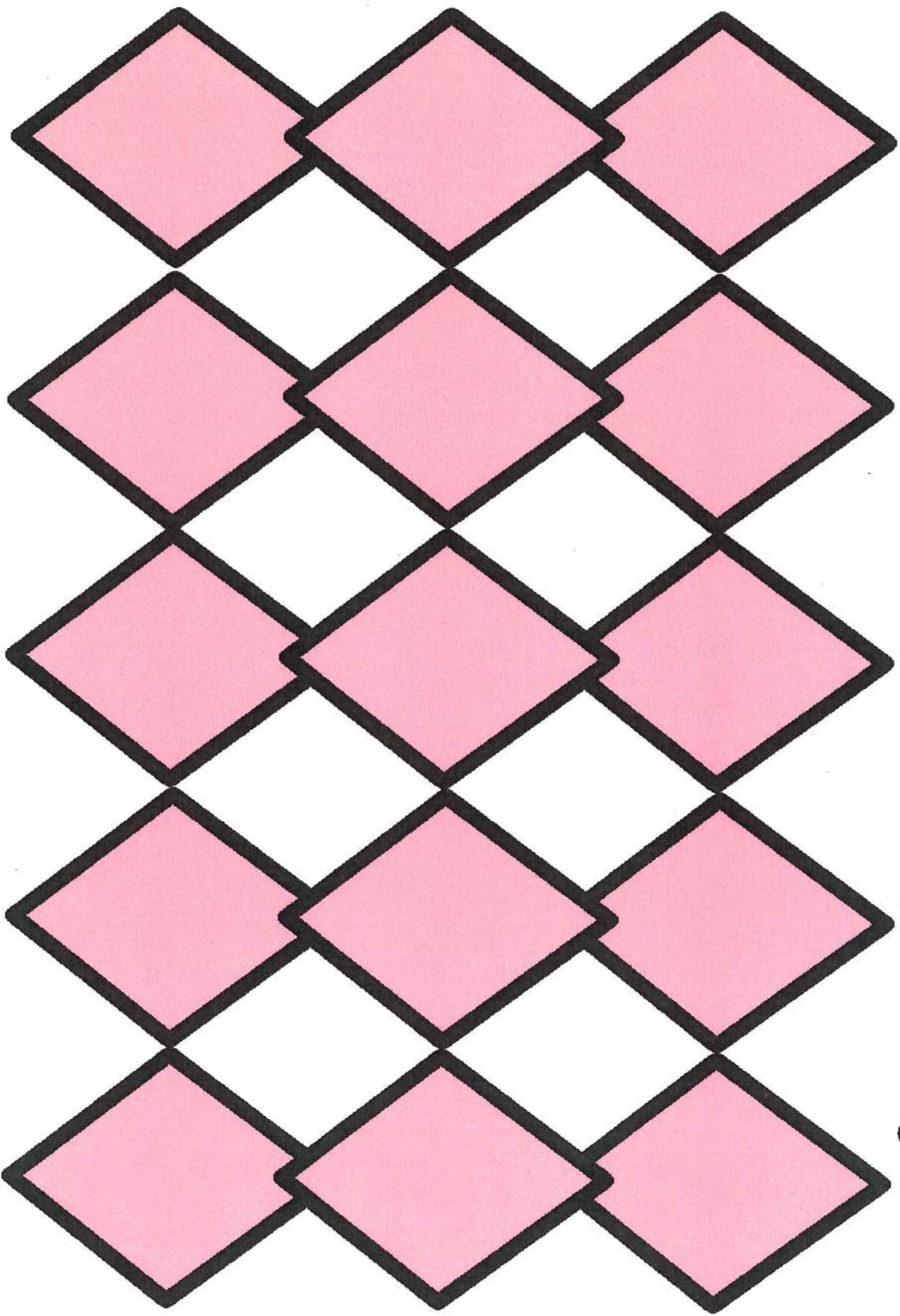
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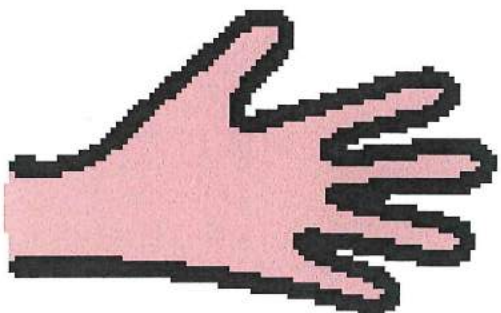
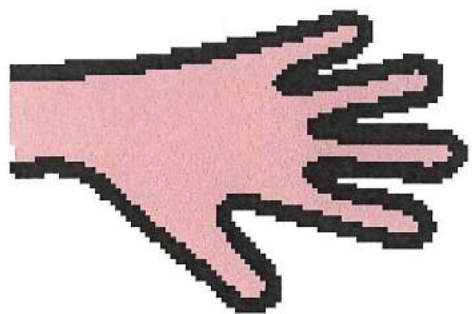
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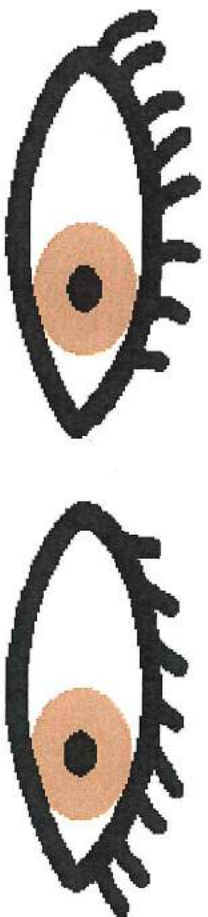
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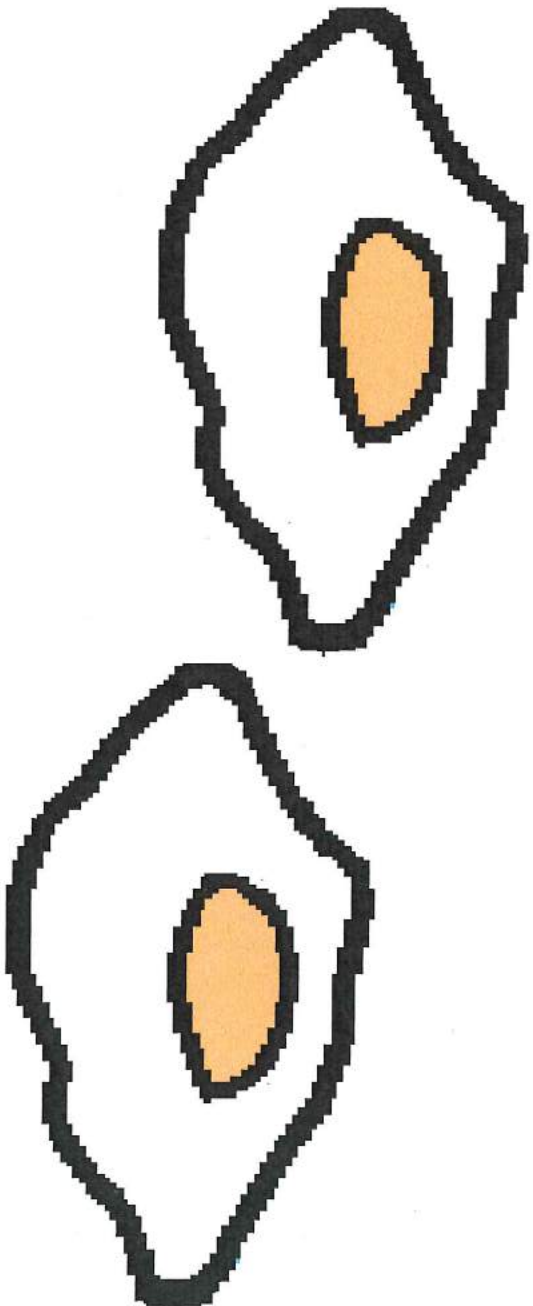
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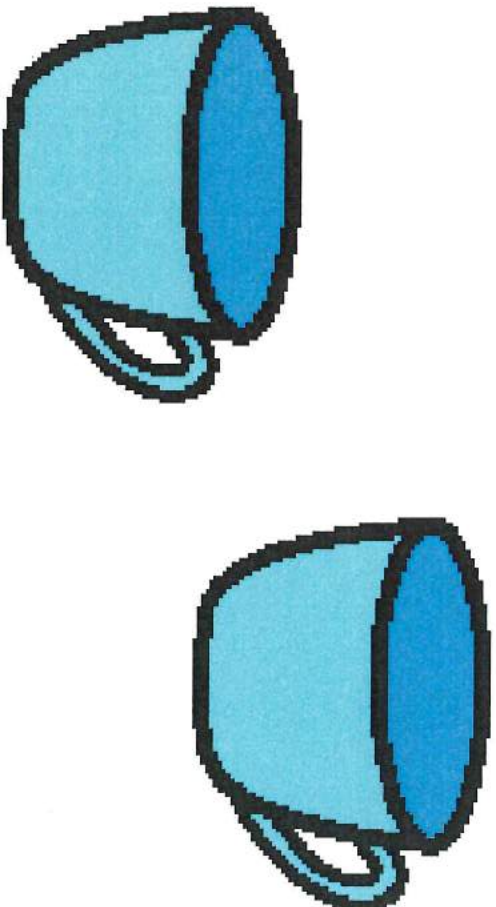
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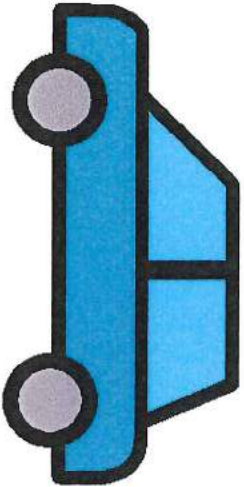
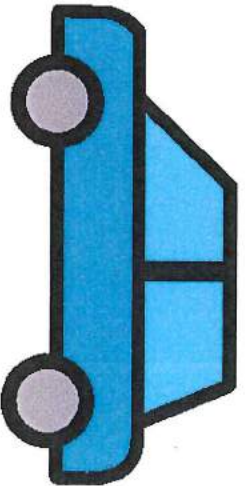
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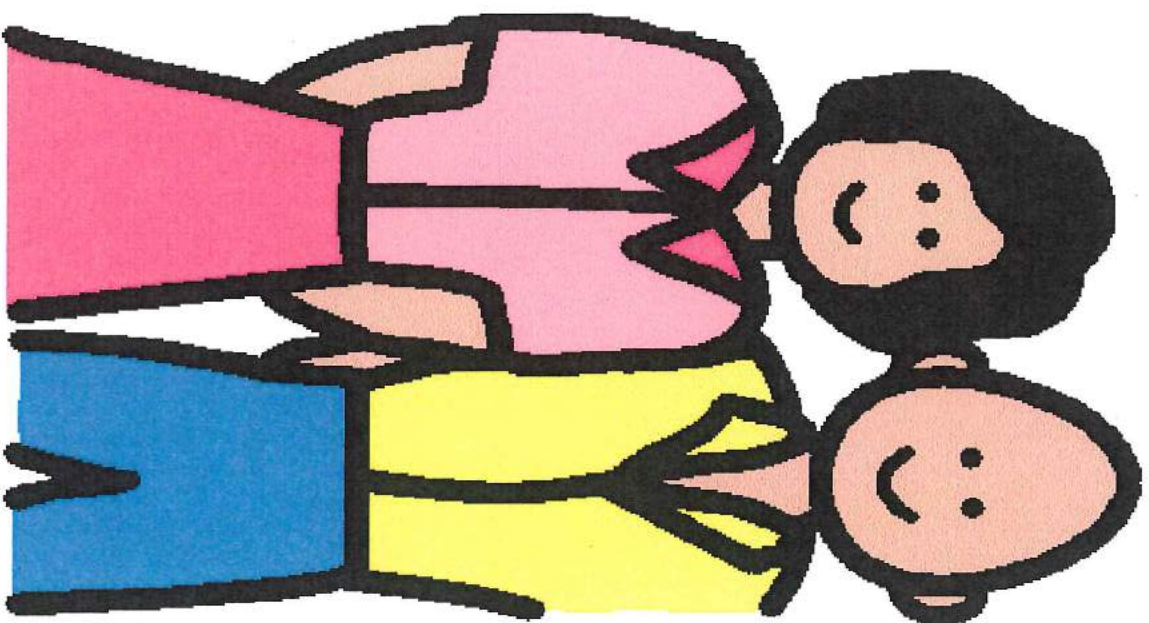
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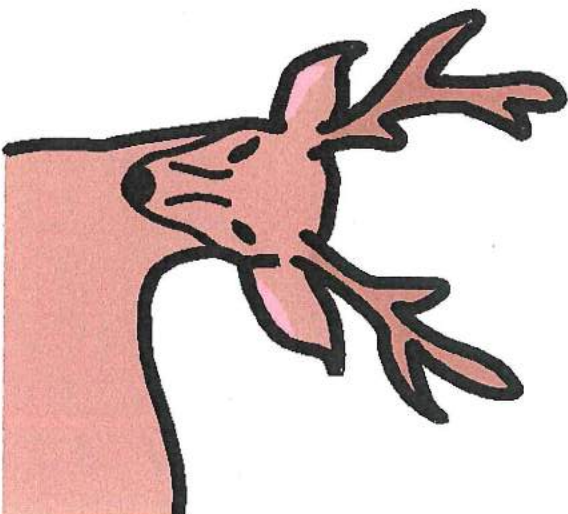
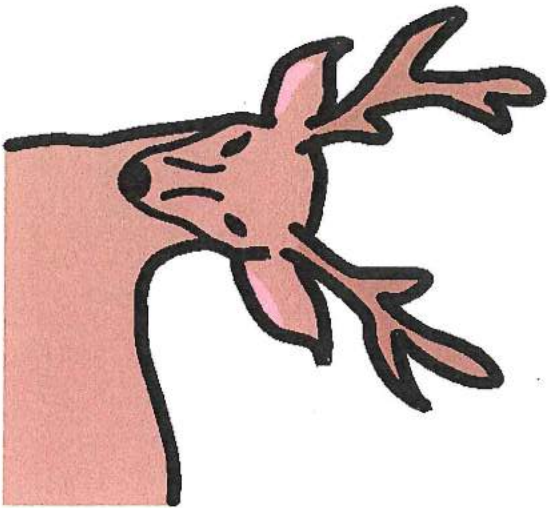
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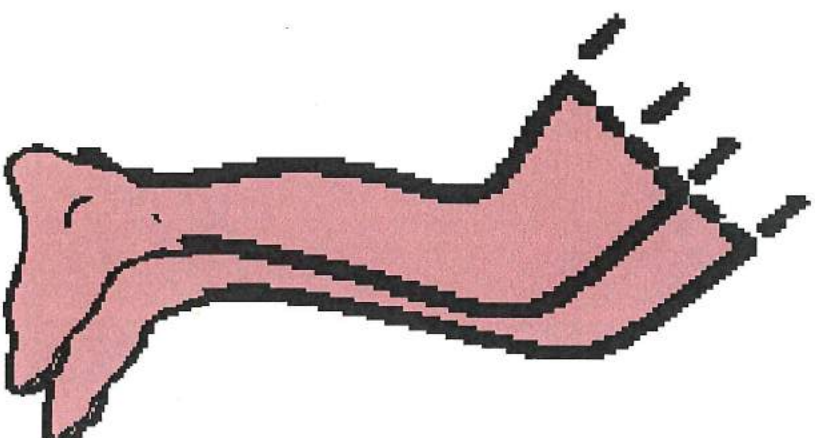
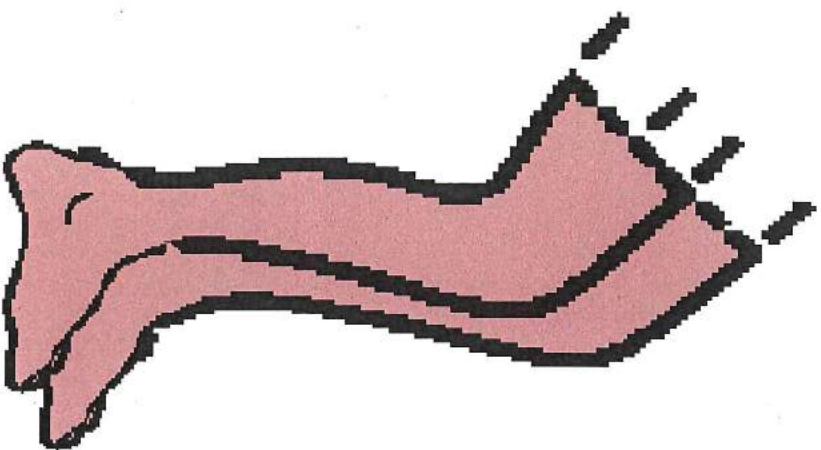
shneeshAya



shAshneeeya tek shmneeeych



moosh al Ahhn



nlha.kApmhh Language Program

Level: Level One
Theme: Counting
Unit 1: lhewA-ysht - sh.EEshdk - nwuhOO-yt

Vocabulary

UNIT ONE: NUMBERS 1 - 5

bAya.	one
shAya	two
ka.lhAsh	three
moosh	four
cheeyksht	five

UNIT TWO: NUMBERS 6 - 10

TLAK.maksht	six
chOOlhka.	seven
bee.OO.bsht	eight
demlhbAya.	nine
OObenaksht	ten

UNIT THREE: NUMBERS 11 - 15

OObenaksht alh bAya.	eleven
OObenaksht alh shAya	twelve
OObenaksht alh ka.lhAsh	thirteen
OObenaksht alh moosh	fourteen
OObenaksht alh cheeyksht	fifteen

nIha.kApmhh Language Program

Level: Level One
Theme: Greetings
Unit 1-3: IhewA-ysht - sh.eeshdk - nwuhoo-yt

Phrases

1. yee.A qu-n TLoo.
Are you well?
2. yee.A kn TLoo.
I'm well.
3. ha.Ayee. yee.A kn TLoo
Yes, I'm well.
4. awuh a. TLoo
Good-bye.

In the Morning

5. yee.A tek shenwAnwen
Good morning.
6. yee.A n ka. sh -woa oo-yd
Did you sleep well last night?
7. ha.EE yee.A n sh -woa oo-yd
Yes, I slept well.
8. tatAta ksh yee.Ash knsh sh -woa oo-yd
No, I didn't sleep well.
9. wuh eeyd ansh EEqulawuh
No, I dreamed a lot.

In the Evening

10. wuh kn -woa oo-yd
I'm going to sleep.

In the Day

11. yee.A qu-n TLoo.
Are you well (today)?
12. awuh qu-n TLoo.
How are you today?

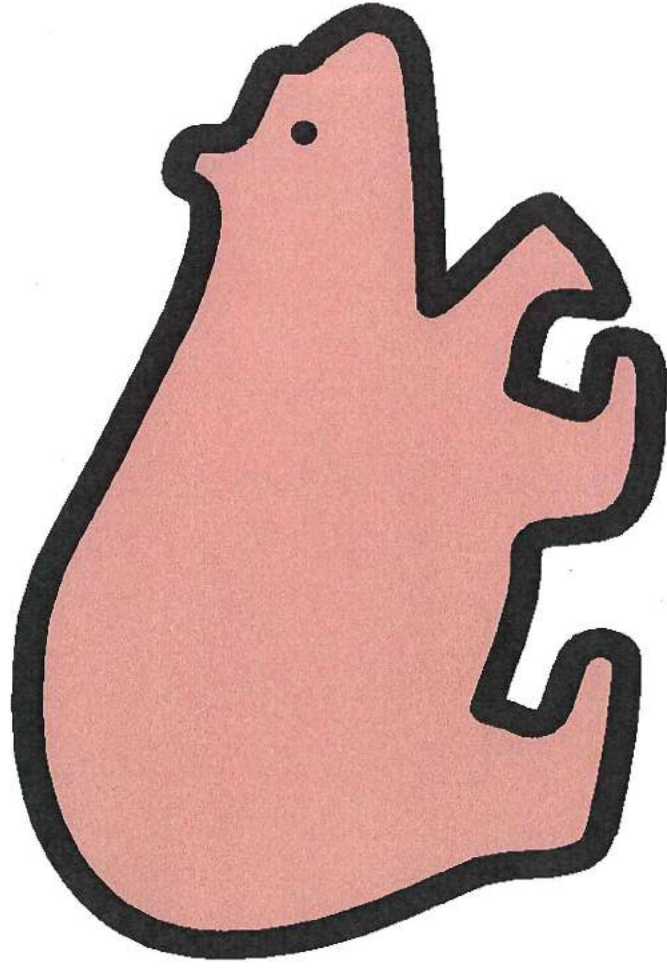
nIha.kApmhh Language Program

Level: Level One
Theme: Counting
Unit 4: Use with Human Body units

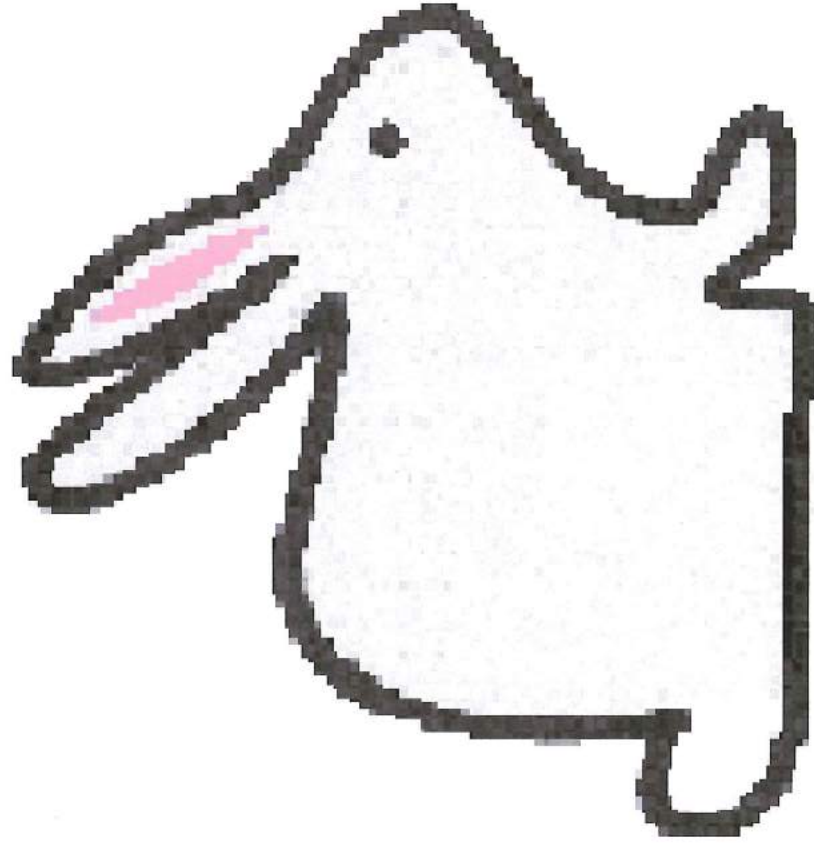
Vocabulary

sheeyAkshd	two hands
moosh al Ahhn	four legs
shAya tek nQUTLOOsht-n	two eyes
sheeyOOsha tek ha.OOsha.	two eggs
sheeyAka	two cups
sheeyAwlh	two cars
sheeshAya	two people
shAsheeya tek shmeeych	two deer

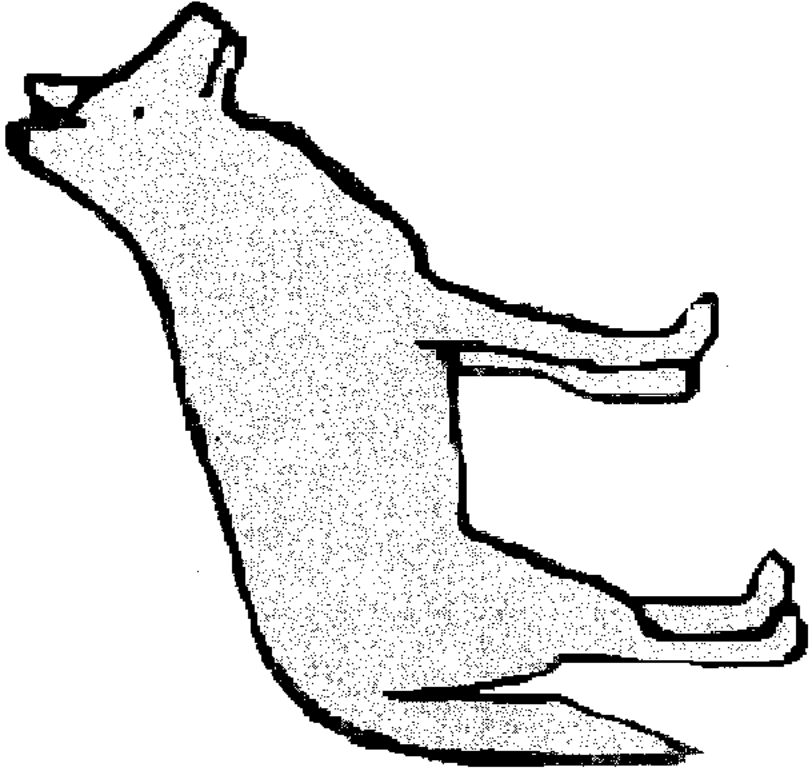
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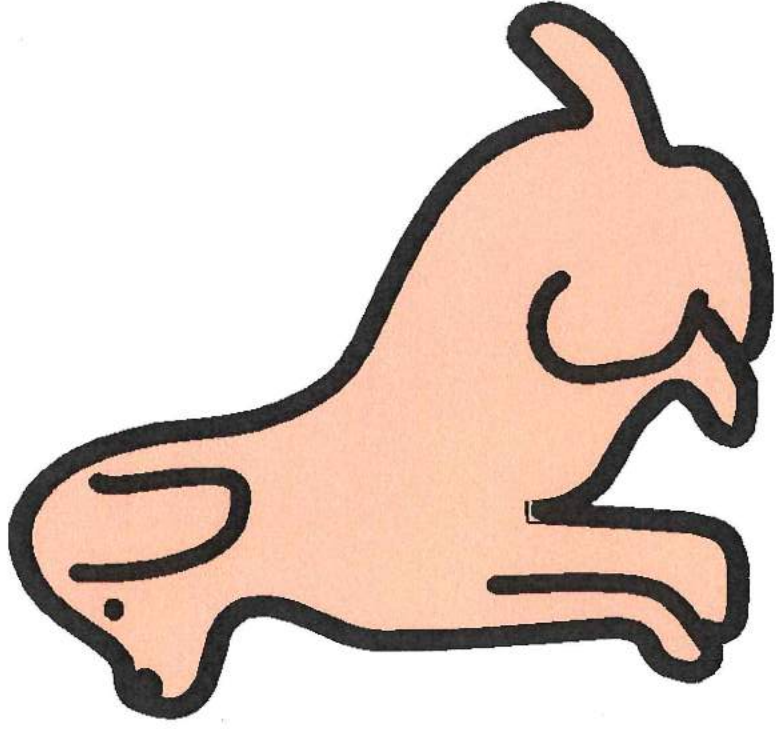
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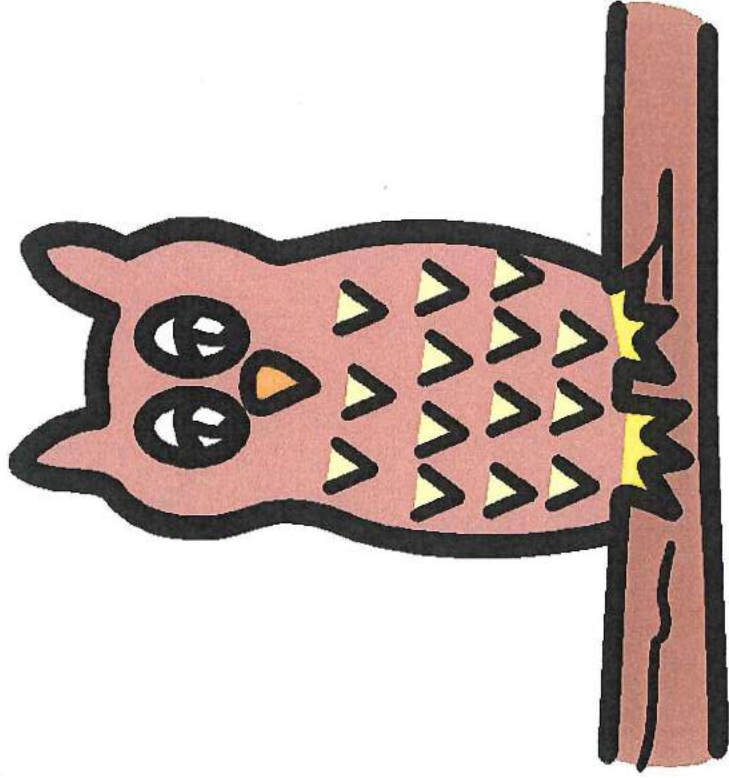
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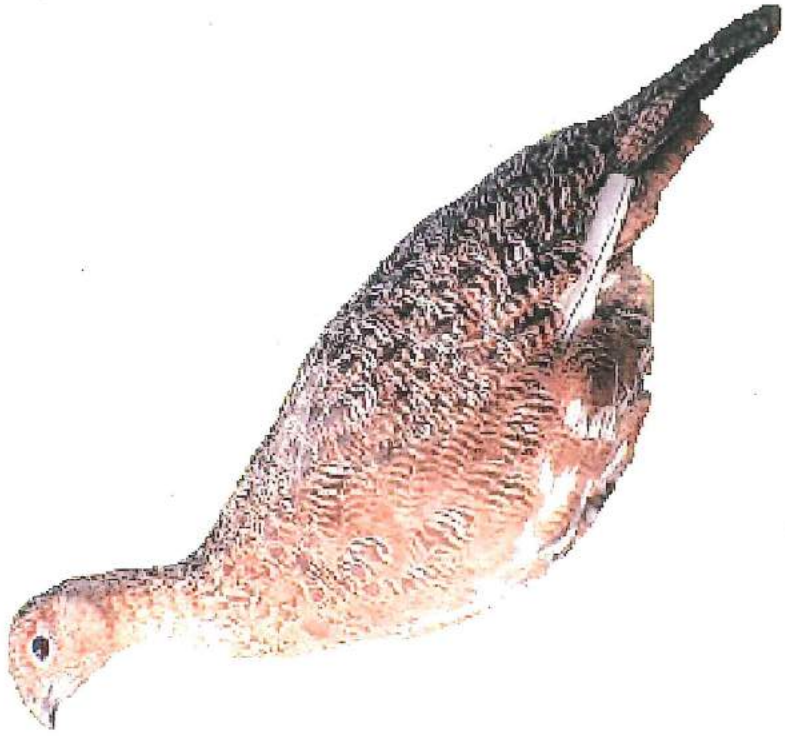
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shKaloolo.



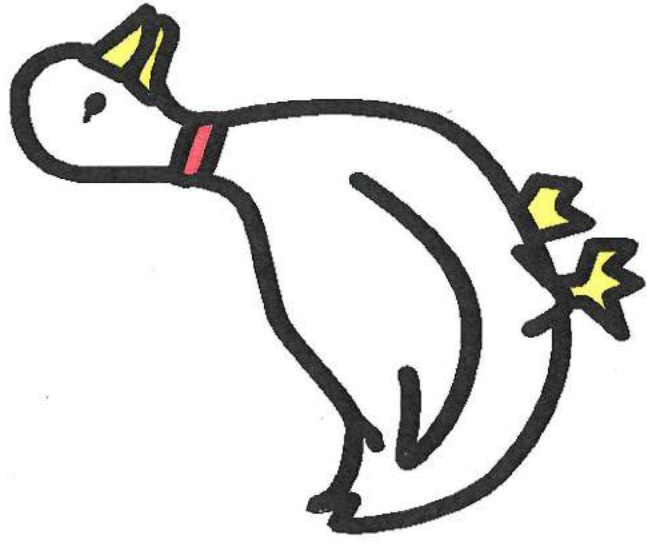
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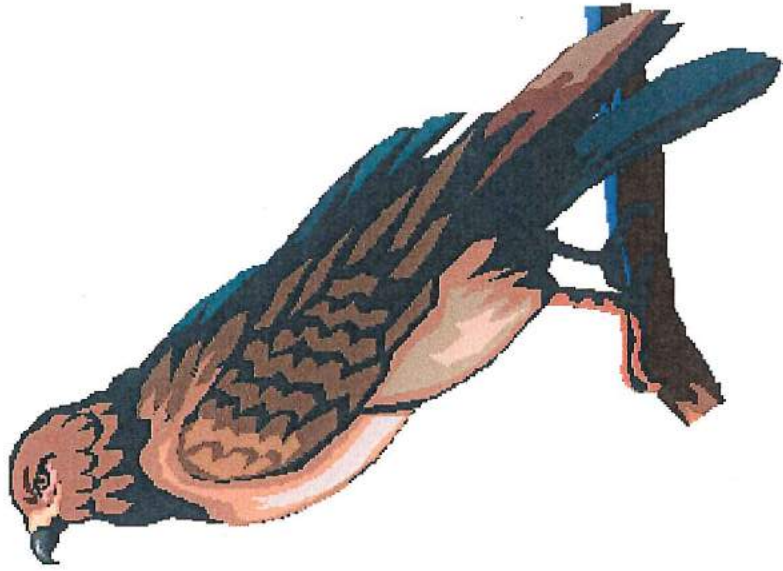
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shhhek



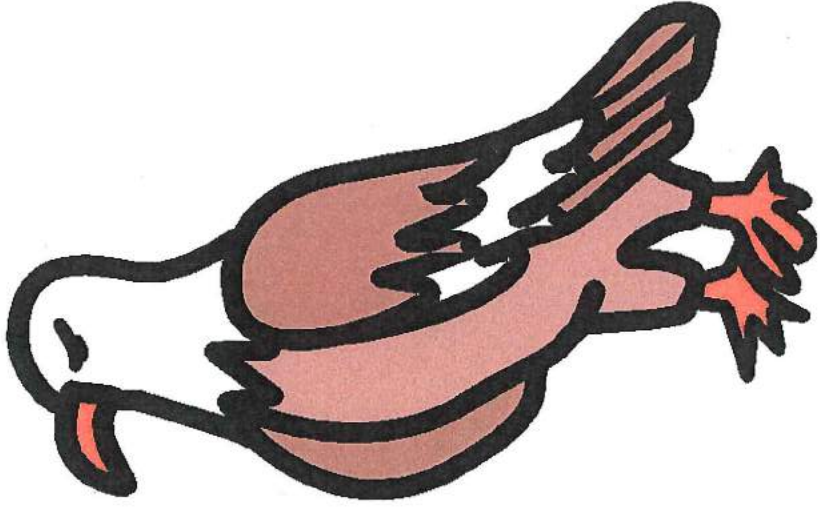
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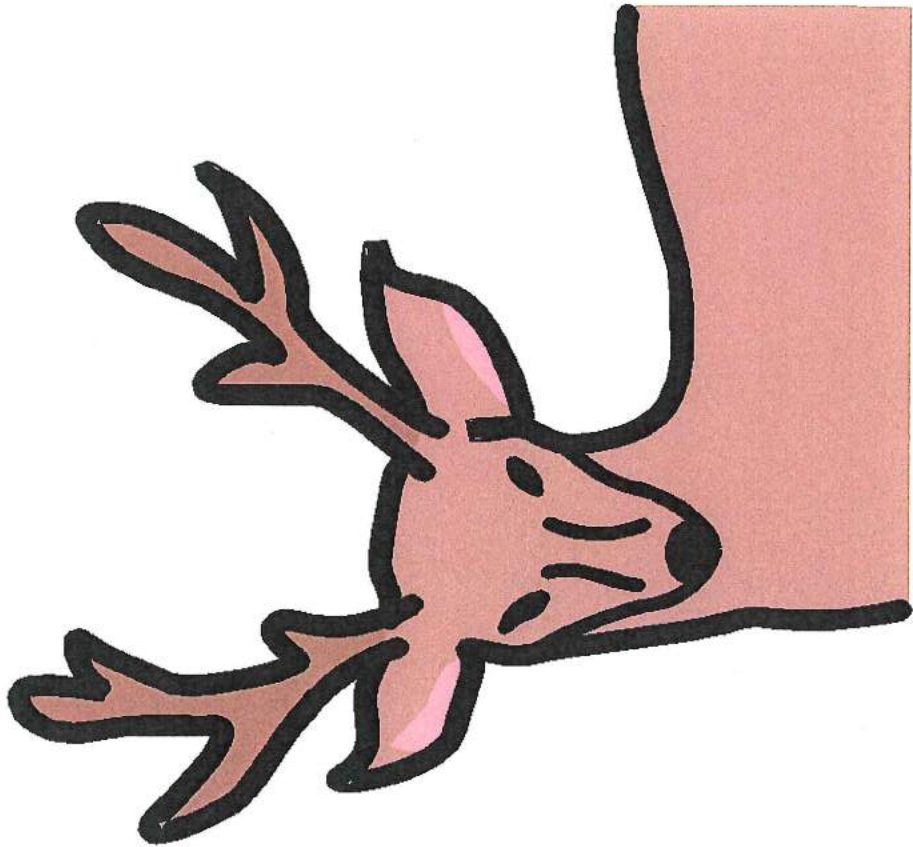
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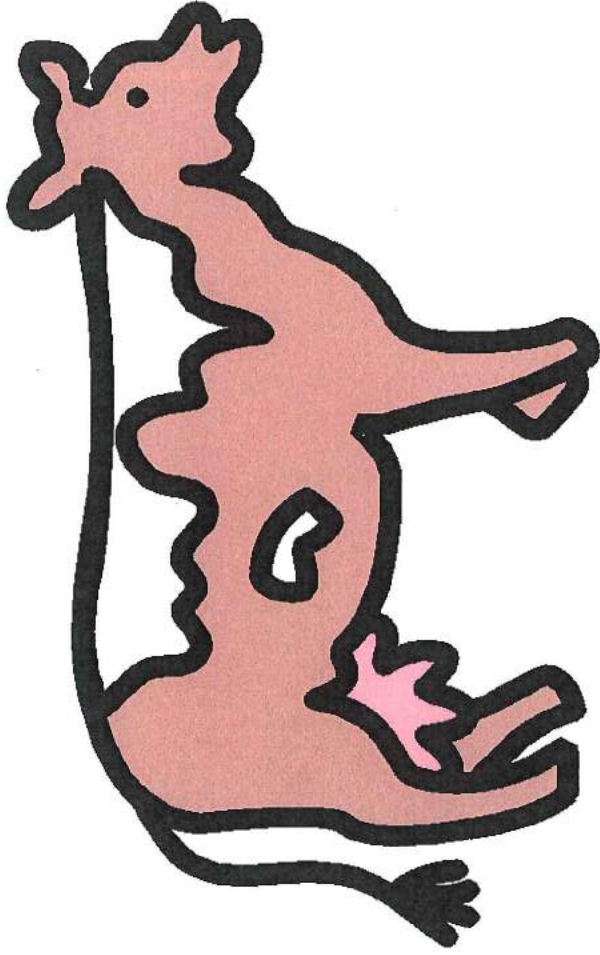
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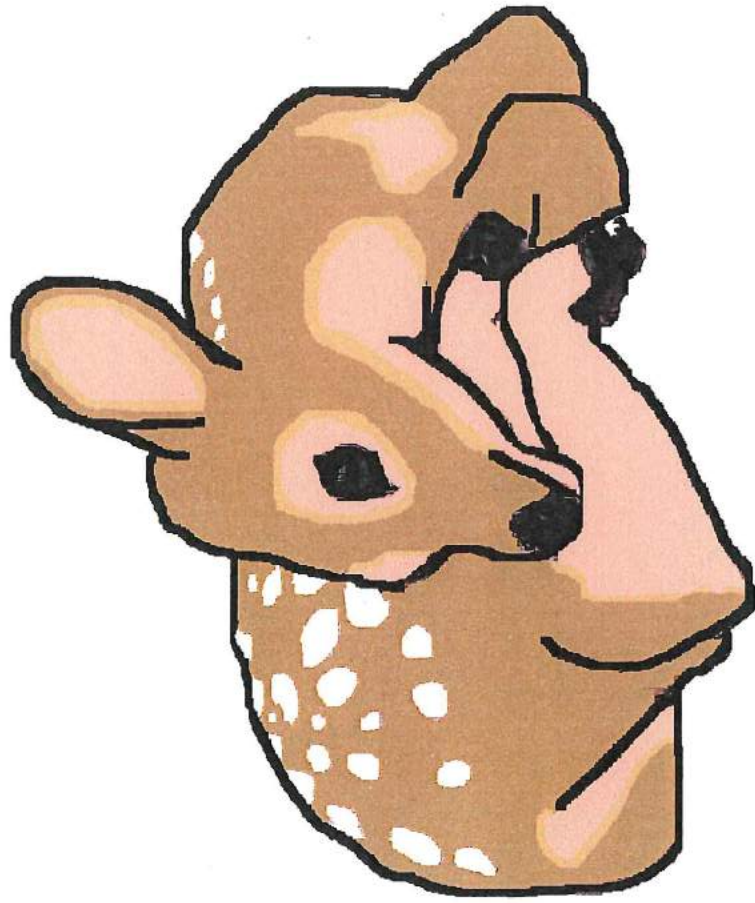
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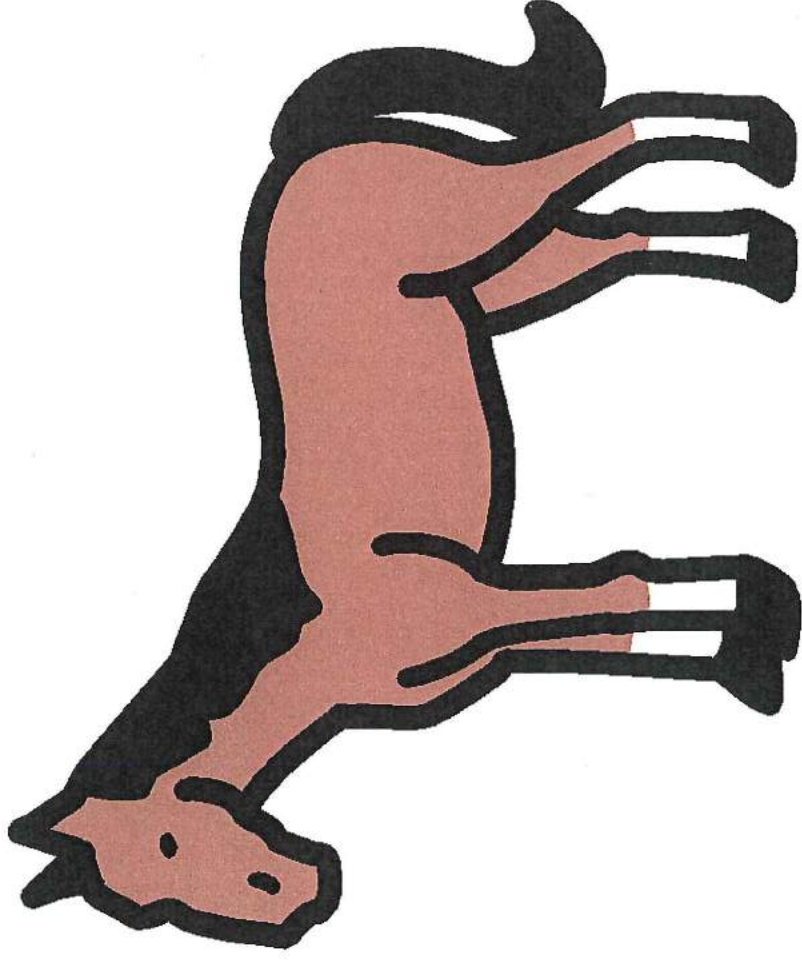
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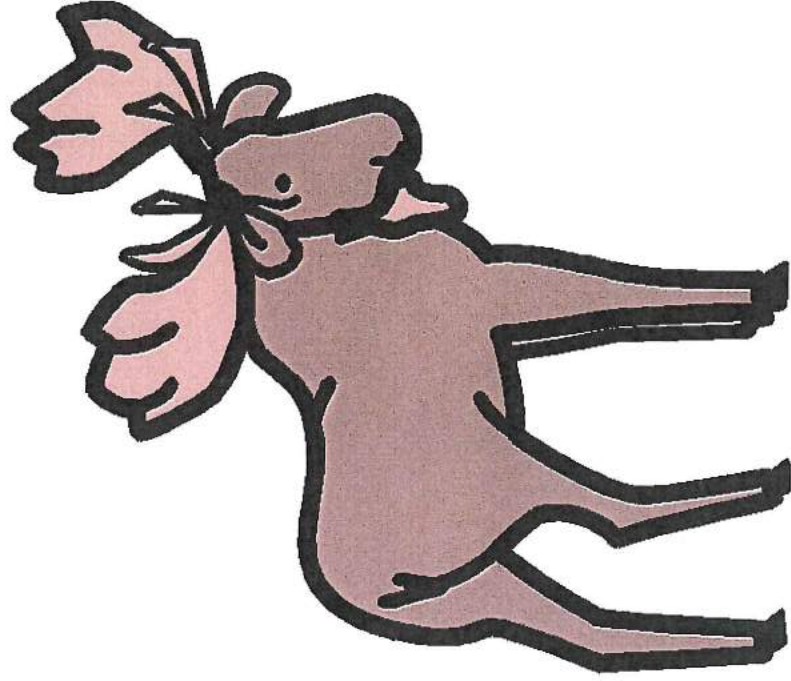
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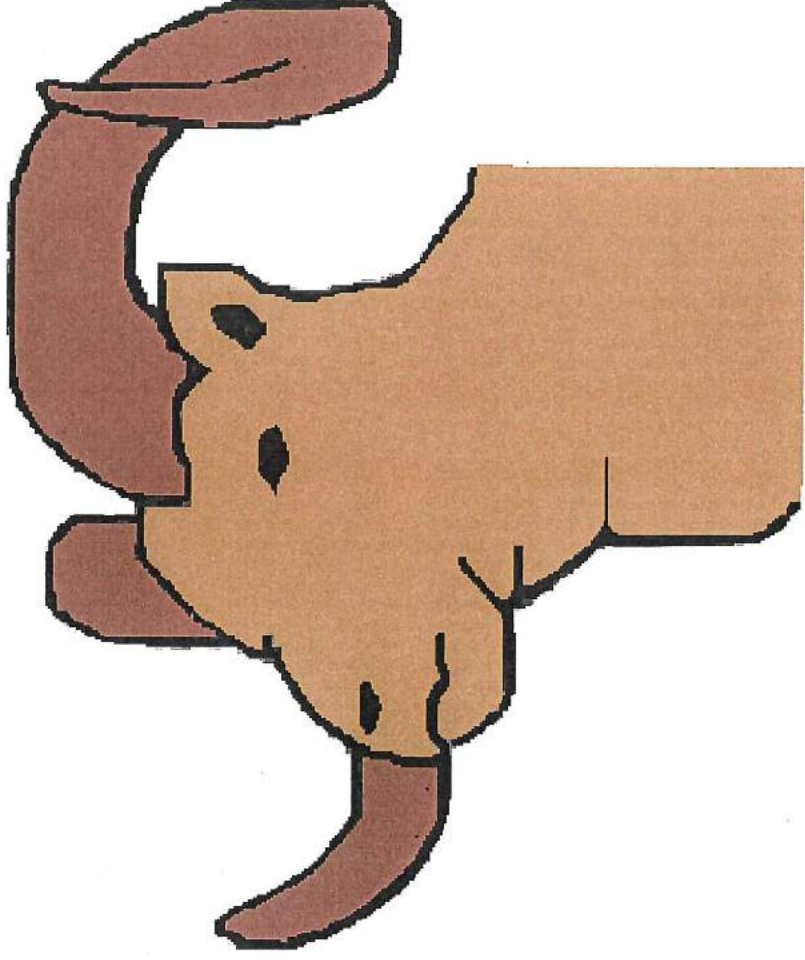
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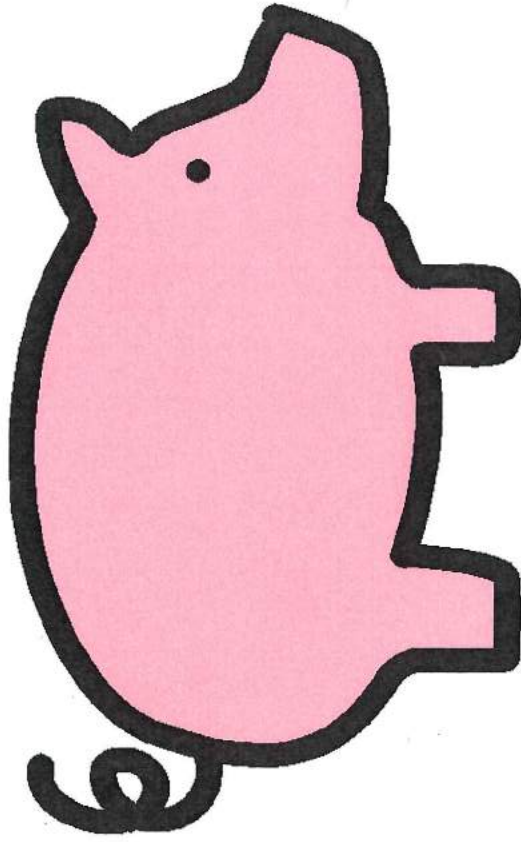
duk̄duk̄Ayh̄hkn



shwuhlOOpsh



queso



nlha.kApmhh Language Program

Level: Level One
Theme: Animal Kingdom: Fur Bearing Animals
Unit 1: lhewA-ysht

Vocabulary

shba.Ach	bear
shquequEEych	rabbit
shenKee-yAp	coyote
shkAkhha.	dog

Phrases

1. QUa-nata a shba.Ach
Look at the bear!
2. QUa-nAtooza a shba.Ach
Look at the bear! (several persons)
3. hhezOOm a shba.Ach
The bear is big.
4. woo.Ahh wechEEa a hhezOOm ta shba.Ach
There's a big bear over there.
5. ch.ash ta.A a shba.Ach
The bear is coming.
6. ch.ash woo.Aya a shba.Ach
The bear is coming here.
7. QUoocht a shba.Ach
The bear is fat.
8. kalakAk zeeyhh a shquequEEych
The rabbit is hopping.
9. ash shdlpek a shquequEEych
The rabbit is white.
10. Kasst a shenKee-yAp ahh oopehhhmsh tan cheekn
Coyote is bad, (he's eating my chickens).
11. awoat a shenKee-yAp TLo. chkap
Coyote howls (all night).
12. Kasst a shenKee-yAp
Coyote is being mischievous again

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Animals

Theme Information and Suggestions

The animals are very important in native culture in that they played a major role in the physical, emotional mental and spiritual well being of the community. There is much information available to the teacher to research their cultural significance to the nlha.kApmhh people. These are included in many stories, both fiction and non-fiction, and some examples are included in this curriculum, therefore, the names of the animals are important for the nursery kindergarten students to learn. The units of this theme have been created according to three animal classifications; Fur Bearing Animals - Unit 1, Birds - Unit 2, Hoofed Animals - Unit 3.

There are accompanying visual aids to this theme, which can be used to point out the animals of each unit. Repetition, of course, is essential to mastering language. A Teacher can easily review the animals a few times a week by using these visual aids. Any variety of memory and rhyming games can be created to assist in making the repetition fun and interesting for the children. Some ideas for games are included in the curriculum. In addition, whenever possible, the teacher can substitute the English words for these animals during the course of a regular day perhaps as animals appear, such as dogs.

Sentences are included in most units in order to help students hear the core vocabulary in context, as the words in any other language are not normally used in isolation. It is easier to teach speech patterns when they are taught as early as possible. The teacher can sit the students in a circle and use the sentences about animals, pointing to the appropriate picture cards as she speaks. In this way, the teacher can liven up this type of activity by "acting out" or having the student act out, the actions and sounds of the animals she is naming. The sentences are designed so that many kinds of active movements can be used with saying the to assist with the language memory.

Any of the vocabulary in this theme and others, can be used in some kind of art or drama activity, for instance, ask the student to paint or colour their own or teacher provided pictures of any animals. While doing this, the teacher can reinforce the vocabulary of the different animals. Stories about animals can be told and substituting any English names of animals with the nlha.kApmhh vocabulary. Picture books can be created as part of this theme, as well. As stated previously, the objective is to integrate the core vocabulary of this curriculum into regular curriculum as much as possible to encourage long term memory and usage.

Displays of the vocabulary being taught should be available on the walls of the classroom for students to view at any time in order to reinforce language memory. Displays can be organized according to themes. Therefore, pictures of hoofed animals can be grouped together as can birds and fur bearing animals.

nIha.kApmhh Language Program

Level: Level One
Theme: Animal Kingdom: Birds
Unit 2: sh.eeshdk

Vocabulary

shkaOOla.	owl
daquwuha.	willow grouse
shmOO-mde-m	blue grouse
shhhek	duck
shkeTS	hawk
hhelA.	raven
halA-w	eagle

Phrases

1. QUa-nAta a shkaOOla.
Look at the owl!
2. nwuhAleehh a halA-w
The eagle is flying.
3. loowuhachOOt nooqu lh daquwuhA.
The willow grouse is making a noise.

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Animals

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Level: Level One
Theme: Animal Kingdom: Hoofed Animals
Unit 3: nwuhoo-yt

Vocabulary

shmeeych	deer
mOSSmess	cow
nTSOOTSe-mlha.	fawn
nTSa.shkAhha.	horse
shwuheeTLATS	mountain goat
dukdukAyhhkn	moose
shwuhIOOpsh	mountain sheep
quEsso	pig

Phrases

1. QUa-nAta a shmeeych
Look at the deer!
2. wuhee. kt nash bee.hh-m tek shmeeych
We're going hunting for deer.
3. wuhee. kt wuhee.Ashkahha.
We're going looking for animals/horses.
4. wuhee. kt wuhee.AshKahha. tek mOSSmess
We're going looking for cows.
5. wuhee. kn nash bee.hhi-m tek shbee.hhAwT
I'm going hunting tomorrow.

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Level	One
Theme	Animals

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The animals are very important in native culture in that they played a major role in the physical, emotional mental and spiritual well being of the community. There is much information available to the teacher to research their cultural significance to the nlha.kApmhh people. These are included in many stories, both fiction and non-fiction, and some examples are included in this curriculum, therefore, the names of the animals are important for the nursery kindergarten students to learn. The units of this theme have been created according to three animal classifications; Fur Bearing Animals - Unit 1, Birds - Unit 2, Hoofed Animals - Unit 3.

There are accompanying visual aids to this theme, which can be used to point out the animals of each unit. Repetition, of course, is essential to mastering language. A Teacher can easily review the animals a few times a week by using these visual aids. Any variety of memory and rhyming games can be created to assist in making the repetition fun and interesting for the children. Some ideas for games are included in the curriculum. In addition, whenever possible, the teacher can substitute the English words for these animals during the course of a regular day perhaps as animals appear, such as dogs.

Sentences are included in most units in order to help students hear the core vocabulary in context, as the words in any other language are not normally used in isolation. It is easier to teach speech patterns when they are taught as early as possible. The teacher can sit the students in a circle and use the sentences about animals, pointing to the appropriate picture cards as she speaks. In this way, the teacher can liven up this type of activity by "acting out" or having the student act out, the actions and sounds of the animals she is naming. The sentences are designed so that many kinds of active movements can be used with saying the to assist with the language memory.

Any of the vocabulary in this theme and others, can be used in some kind of art or drama activity, for instance, ask the student to paint or colour their own or teacher provided pictures of any animals. While doing this, the teacher can reinforce the vocabulary of the different animals. Stories about animals can be told and substituting any English names of animals with the nlha.kApmhh vocabulary. Picture books can be created as part of this theme, as well. As started previously, the objective is to integrate the core vocabulary of this curriculum into regular curriculum as much as possible to encourage long term memory and usage.

Displays of the vocabulary being taught should be available on the walls of the classroom for students to view at any time in order to reinforce language memory. Displays can be organized according to themes. Therefore, pictures of hoofed animals can be grouped together as can birds and fur bearing animals.

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Short Commands

Theme Information and Suggestions

These short commands have been chosen to use with nursery kindergarten aged children in the classroom. These are frequently used words and phrases, which could easily be spoken in nlha.kApmhh language, instead of English, in order to reinforce their usage and understanding. Once the teacher learns the vocabulary using the accompanying audiocassette tape, there will be ample opportunity to fit them into any context during the day in order to accompany all types of activities.

This theme's vocabulary can also be acted out in any variety of role-plays. Games can be created to make the repetition of the commands more interesting and fun. For example, hello, goodbye, stand up, sit down, sit over there, stand over there, jump, turn around, come here, are all ideal short commands for students to act out in a circle game.

The importance of listening and being respectful and being respectful to the teacher is reinforced in the units of traditional values; listen, respect, truth, therefore, the teacher can teach the concept of 'listen' using the vocabulary while emphasizing the cultural value of the word.

Level: Level One
Theme: Short Commands
Unit 1: lhewA-ysht

Phrases

1. awuh qu-n TLoO.
Hello.
2. awuh a. TLoO.
Good-bye.
3. hOO-malh
Okay, alright.
4. talhEEhha
Stand up (one person).
5. meechAka
Sit down (one person).
6. KA-yee nee ma hha
Listen.
7. EETLem hha
Sing.
8. TSeQUm hha
Write.
9. TLeeTLEEta
Keep still.
10. lh hhAnsha
Eat.
11. shA-yshee hha
Play.
12. QUa-nAta
Look.
13. wuhAnda
Hurry up (when somebody is behind).
14. wuhyeeyAkshda
Hurry up (when doing something).

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Short Commands

Theme Information and Suggestions

These short commands have been chosen to use with nursery kindergarten aged children in the classroom. These are frequently used words and phrases, which could easily be spoken in nlha.kApmhh language, instead of English, in order to reinforce their usage and understanding. Once the teacher learns the vocabulary using the accompanying audiocassette tape, there will be ample opportunity to fit them into any context during the day in order to accompany all types of activities.

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Level: Level One
Theme: Short Commands
Unit 2: sh.EEshdk

Phrases

1. mEEchaka woochEE.a
Sit down over there (one person).
2. IhAkeezooza. woochEE.a
Sit down over there (several people).
3. IhAkeezooza
Sit down (several people).
4. tAlheehha woochEE.a
Stand up over there (one person).
5. tAlheehha n.Aya
Stand up here (one person).
6. TSee EEhooza
Stand up (several people).
7. kazEEhha
You Jump (one person).
8. kazkAzeehhooza
You Jump (several people).
9. shelKEEhha
You Turn around (one person).
10. shelKEEooza
You Turn around (several people).
11. OOyeewuh a.
Come here (one person).
12. OOyeewuhooza
Come here (several people).
13. quegushchAmwuh
Thank you (to one person).
14. quegushchtA-yp
Thank you (to several persons).

15. hAchoo
Let's go (to one person).
16. hAchooza
Let's go (to several persons).

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Short Commands

Theme Information and Suggestions

These short commands have been chosen to use with nursery kindergarten aged children in the classroom. These are frequently used words and phrases, which could easily be spoken in nlha.kApmhh language, instead of English, in order to reinforce their usage and understanding. Once the teacher learns the vocabulary using the accompanying audiocassette tape, there will be ample opportunity to fit them into any context during the day in order to accompany all types of activities.

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The importance of listening and being respectful and being respectful to the teacher is reinforced in the units of traditional values; listen, respect, truth, therefore, the teacher can teach the concept of 'listen' using the vocabulary while emphasizing the cultural value of the word.

Level: Level One
Theme: Short Commands
Unit 3: nwuhoo-yt

Phrases

1. chOOquoosh
Don't.
2. knchAma
Help me.
3. ha.EE
Yes.
4. tatA.a
No.
5. nchAwa.
Me.
6. a. wEE
You.
7. kanm
What happened? What's the matter?

Level: Level One
Theme: Sentences
Unit 1-3: IheWA-ysht - sh.eeshdk - nwuhoo-yt

Phrases

1. woohA-n Iha. kemOOt
Where is your hat?
2. IhOOmata Iha. kapOO
Put on your coat.
3. OOOyee wuha. woo.Aya
Come over here.
4. kanm
What's the matter? What happened?
5. pOOyta
Lie down.
6. shda. hhA.a
What is that?
7. woohA-n Iha. shbAka
Where is your glove?
8. chOOqushda hhA.a
Leave that alone.
9. shda. ka.sh sszAydin
What are you doing?
10. shda. ka. sh wuh o wuh shtd
What do you want?

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Sentences

Theme Information and Suggestions

These sentences have been chosen to use with nursery kindergarten aged children in the classroom. These are frequently used words and phrases, which could easily be spoken in nlha.kApmhh language, instead of English, in order to reinforce their usage and understanding. Once the teacher learns them using the accompanying audiocassette tape, there will be ample opportunity to fit them into any context during the day in order to accompany all types of activities.

This unit's vocabulary can also be acted out in any variety of role-plays. These sentences are very practical and can be used throughout the year. Therefore, they are not divided into units.

Level: Level One
Theme: In-Class Vocabulary
Unit 1-3: IhewA-ysht - sh.eeshdk - nwuhoo-yt

Vocabulary List

1. EETLem
To sing.
2. ya.mEEEnsh
To like something.
3. shpaTSn
Hemp.
4. TSeQUm
To write.
5. hhezOOm
Big.
6. QUemEE.ma.
Small.
7. TSannUm
Bell rings.
8. shA-yshee.
To play.
9. QUA-nata
Look
10. quoo.
Water.
11. Iha.hhAnsh
To eat.
12. TLEEda
Keep still.
13. shnOOya
Money.
14. QUee-yA-wim
To pick berries.

15. wuh el shchEEEn
I love you.
16. guOOwuhela.
To sleigh-ride.
17. bEE hh-m
To hunt.
18. wuhash EEt
To walk.
19. wuhAnda
Hurry up (when somebody is behind).
20. wuhyeeyAkshda
Hurry up (when doing something).
21. QUeeym
To roast on an open fire.

nlha.kApmhh Language Program

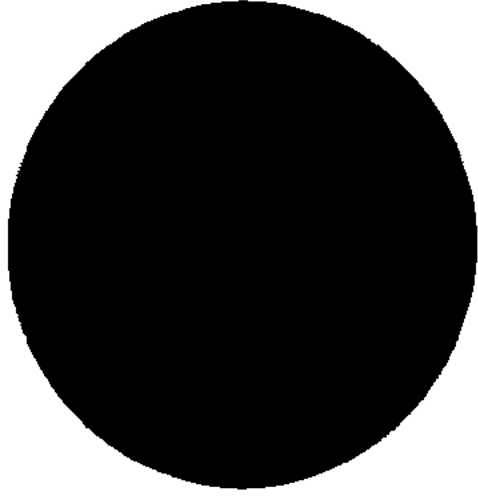
Program	Nursery Kindergarten
Level	One
Theme	In-Class Vocabulary

Theme Information and Suggestions

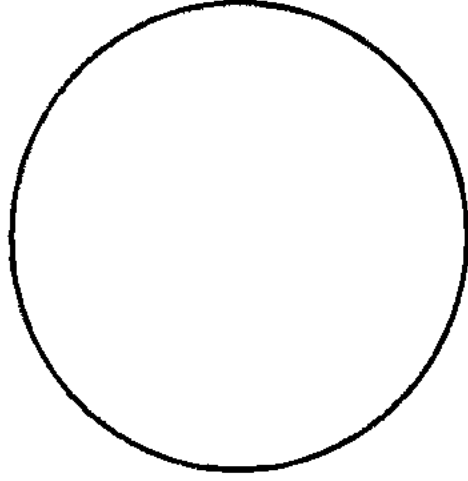
These selections of vocabulary have been chosen by the nursery kindergarten teachers as commonly used words that will be encountered by the students throughout the year. These are frequently used words and phrases, which could easily be spoken in the nlha.kApmhh language, instead of English, in order to reinforce their usage and understanding. Once the teacher has learned the language using the accompanying audiocassette tape, there will be ample opportunity to fit them into any context during the day in order to accompany all types of activities.

This unit's vocabulary can also be acted out in any variety of role-plays or by showing some of the visual aids or actual objects of the vocabulary to have students remember verbally what they are called.

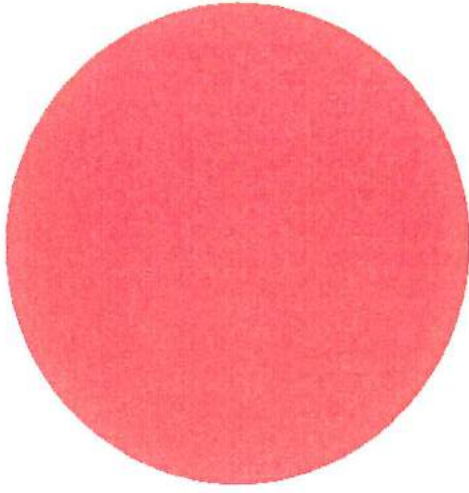
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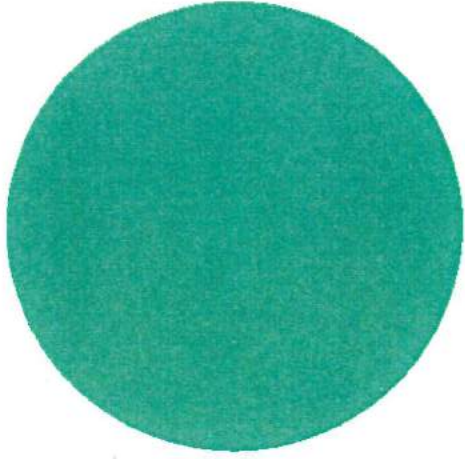
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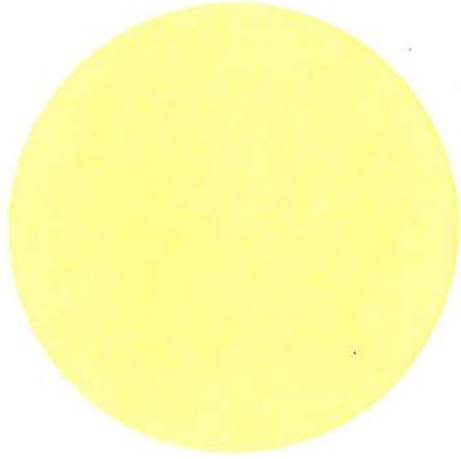
shchequ



shdequlA-yt



qua-lqua-l



Level: Level One
Theme: Colours
Unit 1: lhewA-ysht

Vocabulary

shdlpdipt	black
shche <u>g</u>	red
shdlpe <u>k</u>	white

Phrases

1. a shdlpdipt a shba.Ach
The bear is black.
2. a shdlpek hh.a
This is white.
3. a shcheg hh.a
This is red.
4. a shdlpdipt hh.a
This is black.

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Colours

Theme Information and Suggestions

All colours are a part of any nursery kindergarten program, and in native language program, only a few of the colours have been chosen in the first two units, these have been chosen according to their ease of pronunciation. For example colours black, red, and white have been selected for unit 1, because they are easier to pronounce for beginning nlha.kApmhh language speakers, such as nursery kindergarten student. These colours are also important to the culture, as three of the four colours are also important to the culture as three of the four colours of the medicine wheel. Once the students have mastered the first unit, they will learn green and yellow in unit two. With more colours added in the next curriculum level.

The objective is to naturally incorporate the colours vocabulary into any activity in the nursery kindergarten program where those colours happen to be the colours of the objects being discussed. Perhaps during a painting activity, for example, the teacher can refer to red, whenever she observes a student using the colour red. Another time, she might refer to the colour of a red object that the student is using or playing with. During other activities, such as walks putting on outer clothing to go outside, the teacher can make reference to the colour of the students' clothes. Also when picking up toys or objects from the floor the teacher can make reference to the colours using the nlha.kApmhh vocabulary instead of the English, in this way the language is being used as often as possible during the regular course of the student's day.

There are many nursery songs, rhymes, or stories, which make reference to these colours, and the teacher can replace the English words for the colours instead with nlha.kApmhh words.

Colours in picture cards can be used by the teacher to ask the students to remember what they are. Any variety of games can be made up using colour cards to make it fun for children. Any time there is laughter accompanying language usage, the brain will store the vocabulary into memory.

Level: Level One
Theme: Colours
Unit 2: sh.eeshdk

Vocabulary

shde <u>qu</u> A- <u>yt</u>	green
<u>qua</u> - <u>lqua</u> -l	yellow

Phrases

1. a shdequA-yt hh.a
This is green.
2. qua-lqua-l hh.a
This is yellow

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Colours

Theme Information and Suggestions

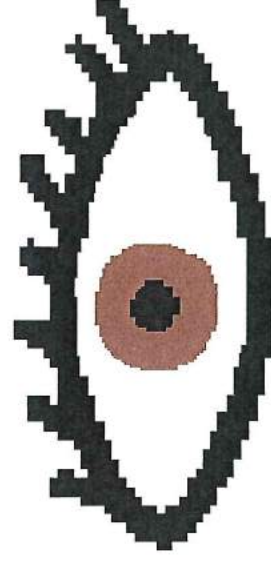
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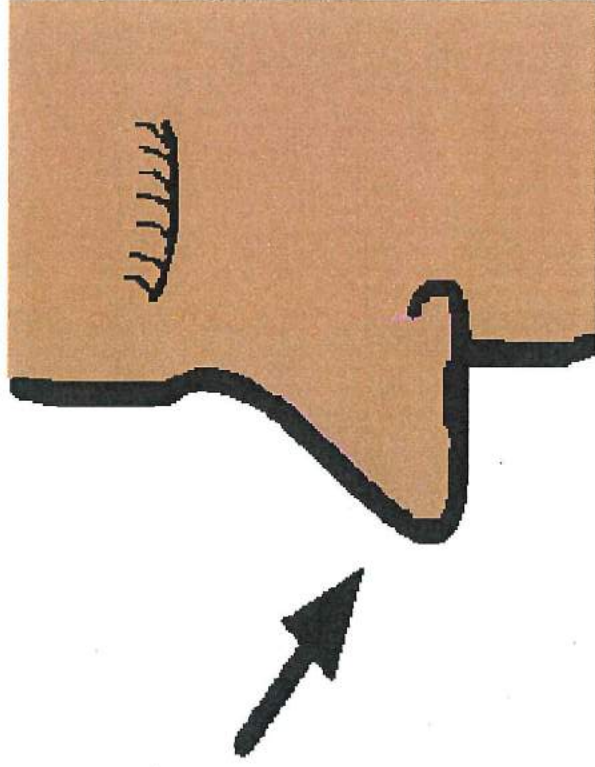
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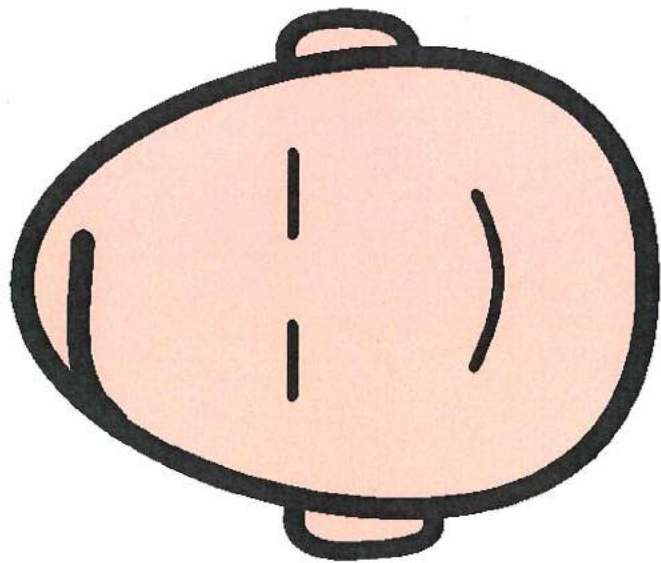
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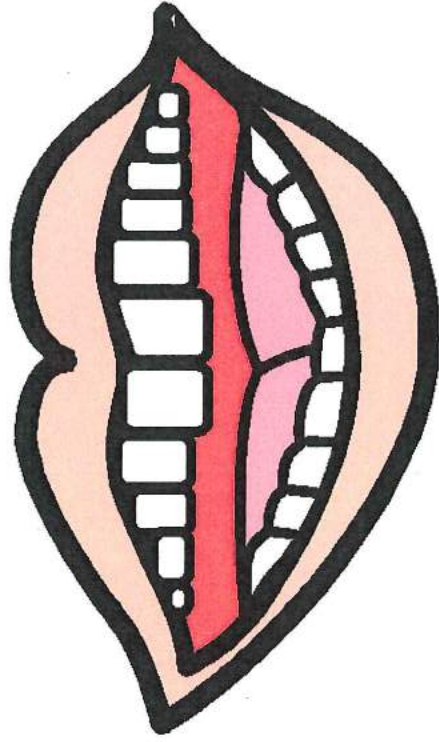
npshaksh^htn



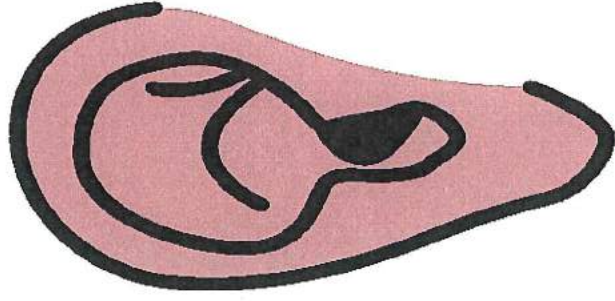
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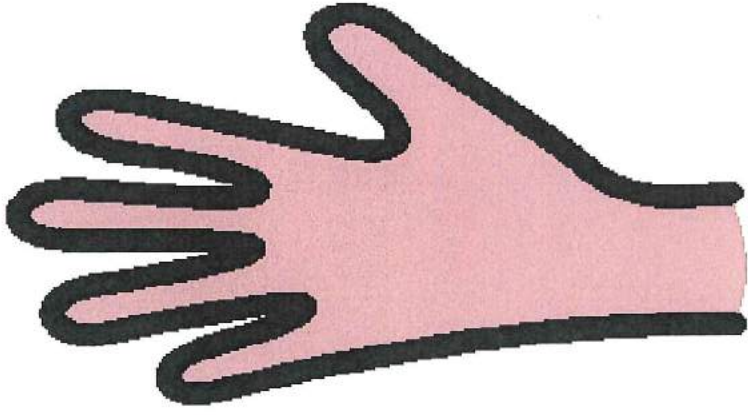
shblOOchen



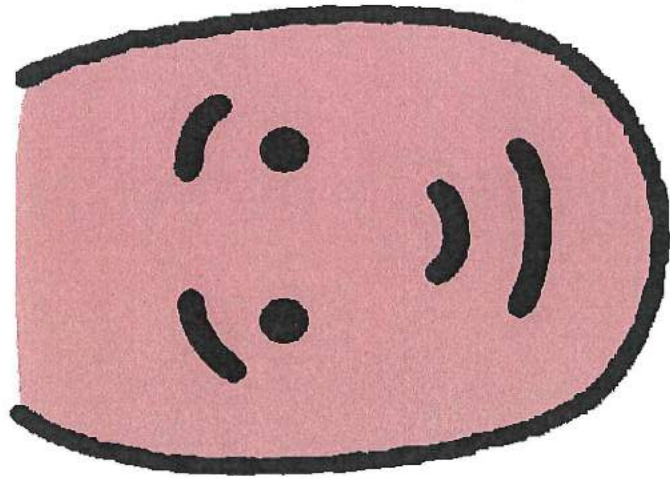
TLA-nee



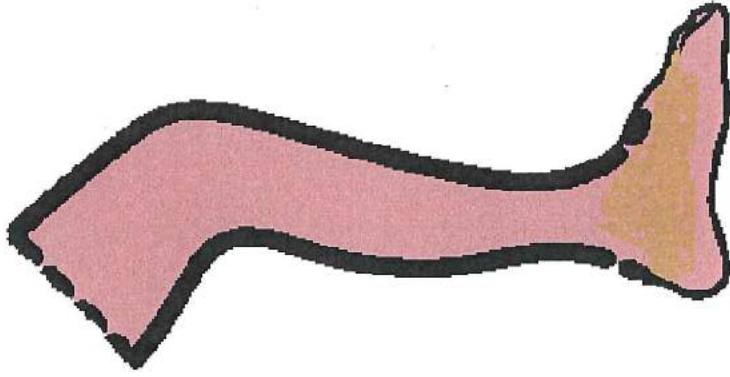
kayhh



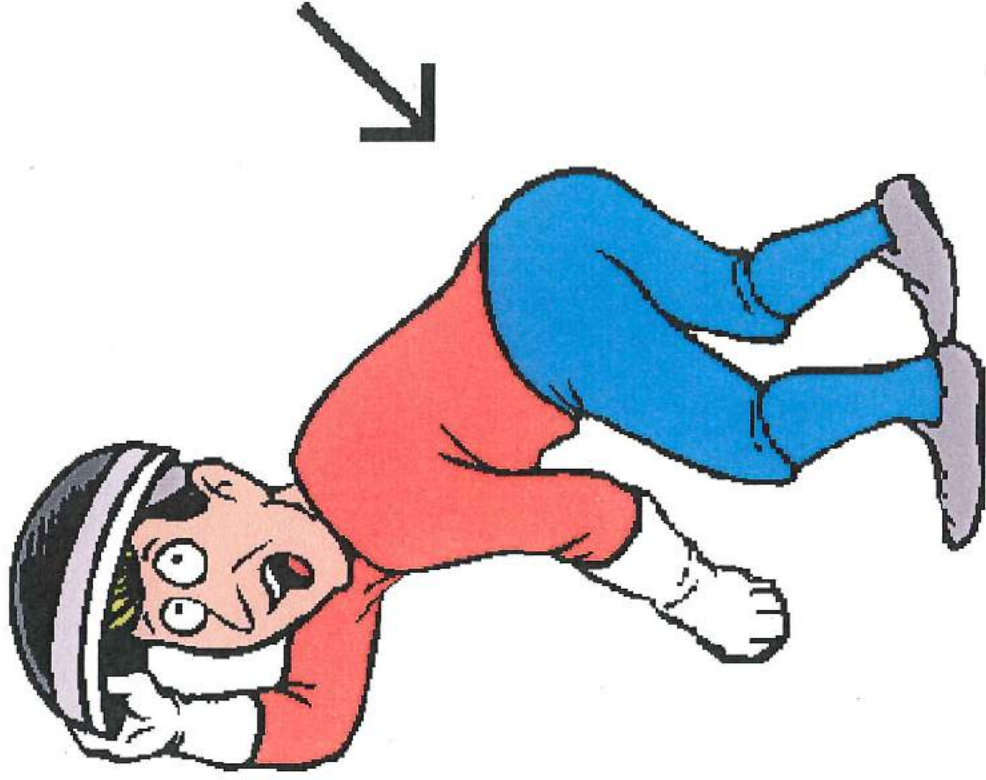
shQUTLoosh



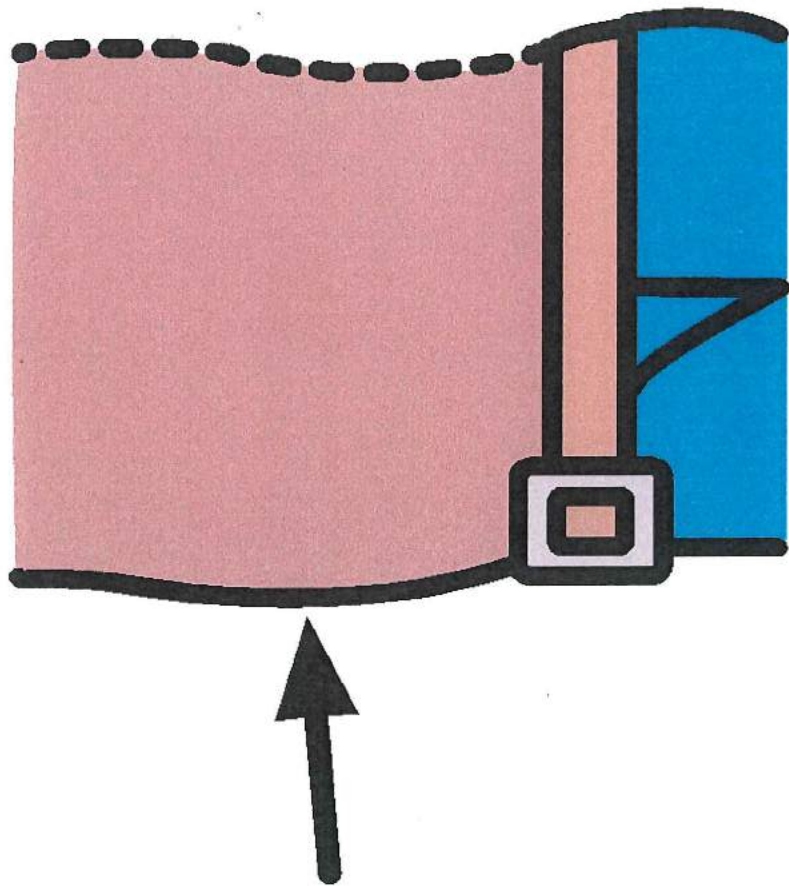
shQUahht



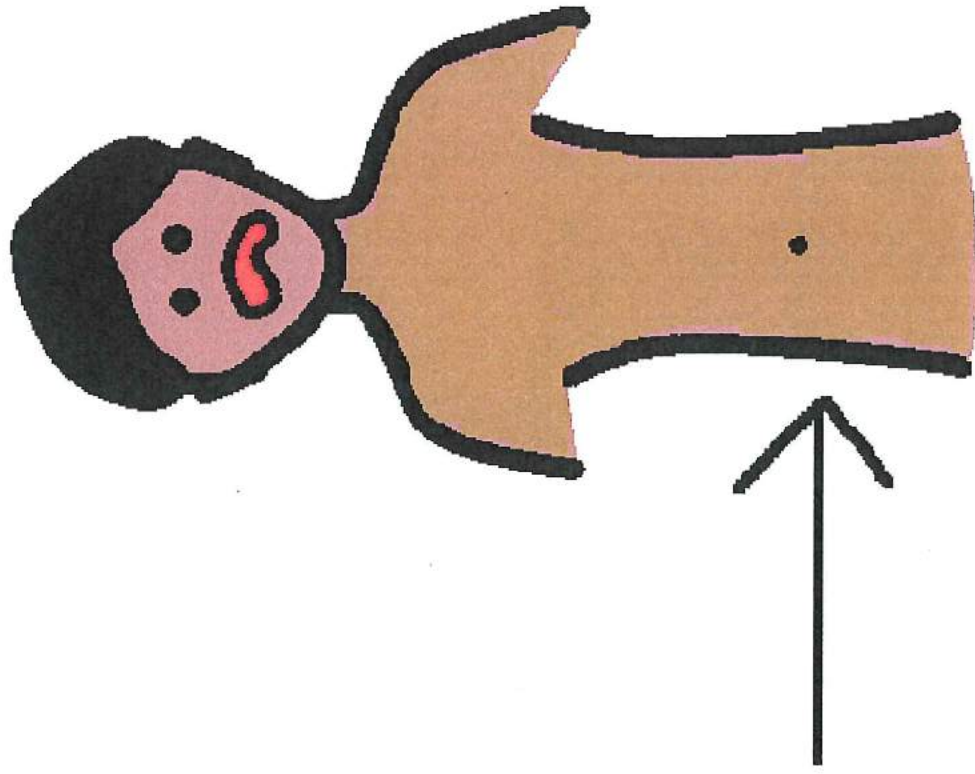
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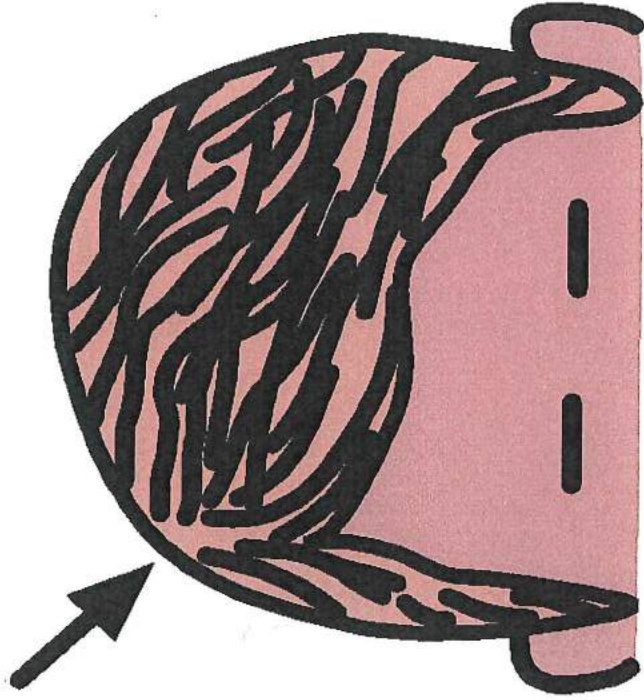
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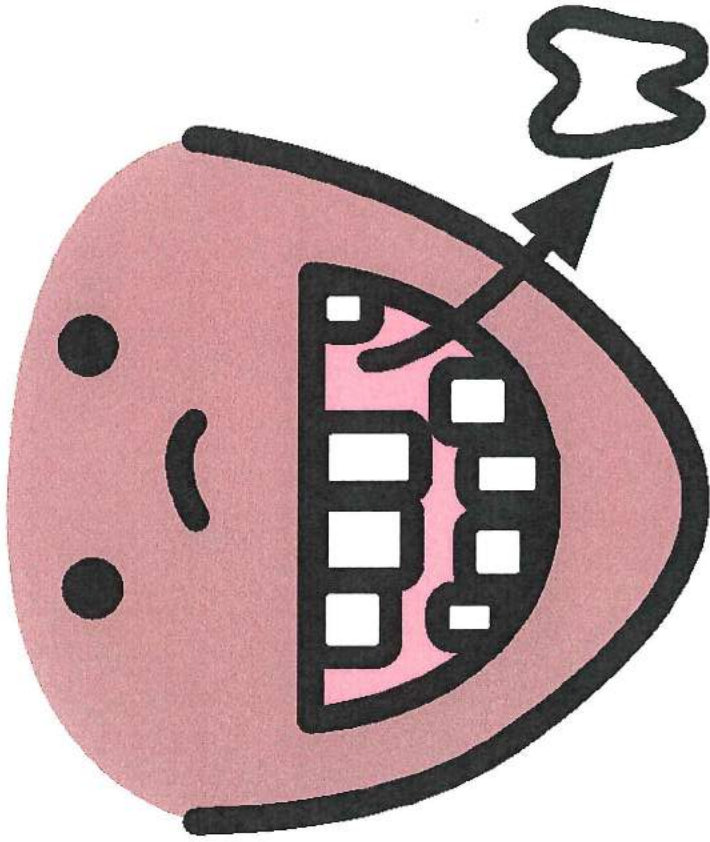
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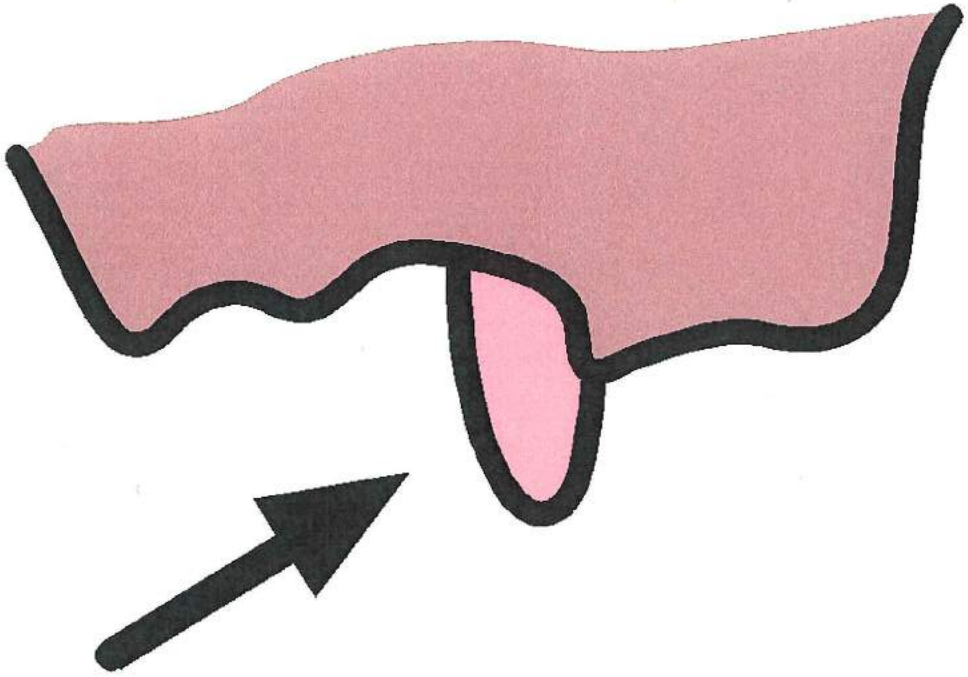
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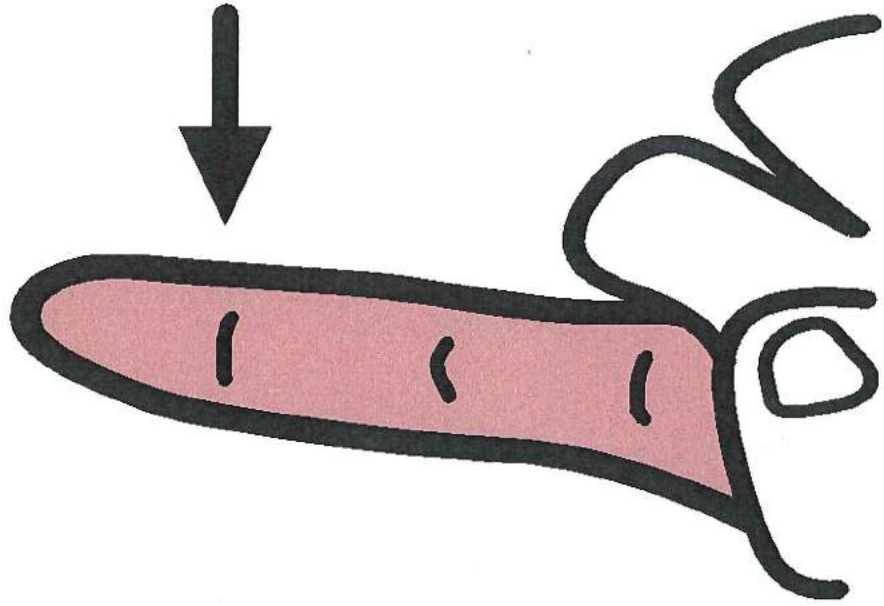
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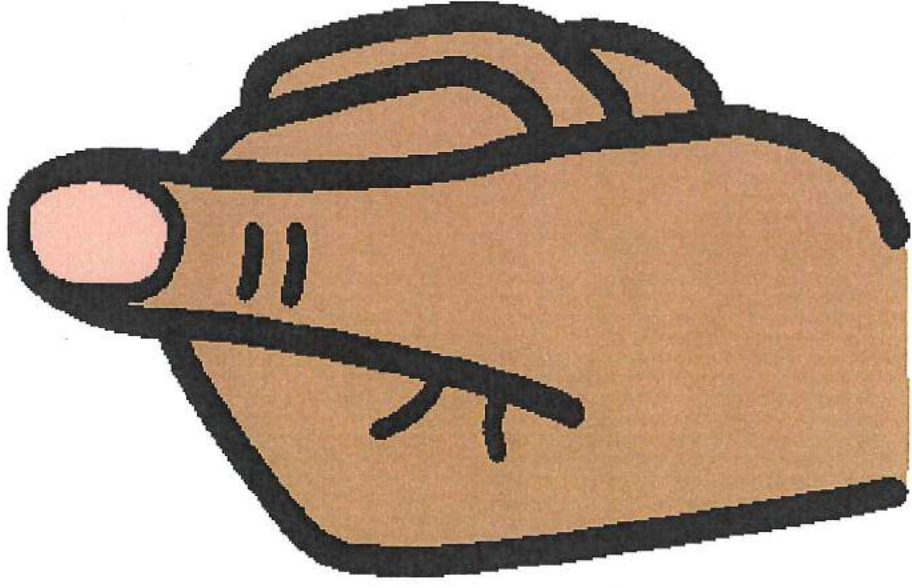
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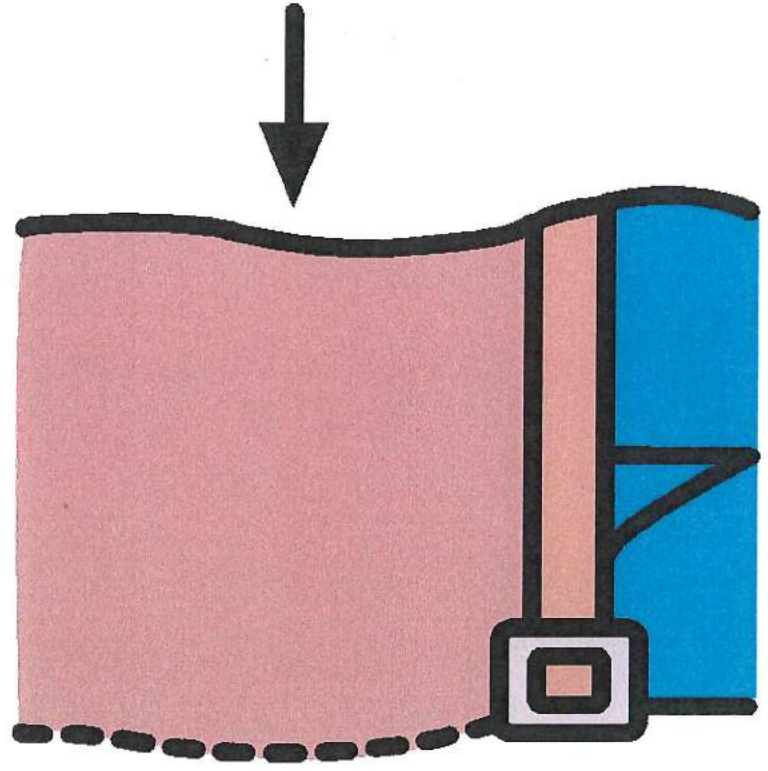
IEhhkesht



shkeeya. kEE-nksh



shhheTSK-n



Level: Level One
Theme: Body Parts
Unit 1: IhewA-ysht

Vocabulary

nQUTLOOshd-n	eye
npshakshtn	nose
quOOmkn	head
shblOOchen	mouth
TLA-nee	ear

Phrases

1. TSa. hh.a n quOOmkn
This is my head
2. qua.quEE.t n TLA-nee
My ear hurts.
3. QuA-nhhchima tan nQUTLOOshd-n
Look at my eyes
4. tektAta hha. npshakshtn
Touch your nose.
5. shka. kash ash TLA-nee
Do you have an ear?
6. ha.EE ash TLA-nee kn
Yes, I have an ear.

nIha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Body Parts

Theme Information and Suggestions

Human body parts are discussed as part of the core nursery kindergarten curriculum as young students become familiar with the world around them, starting with themselves. The first unit of this theme begins with the head; eyes, nose, mouth, and ears, and can accompany lessons on the senses as well. The second unit extends outward to limbs, stomach area and hair. The third becomes more specific again, but overall, vocabulary for these units have been chosen for ease of the pronunciation for the beginner level nIha.kApmhh language speaker.

There are accompanying visual aids to this theme, which can be used to point to the specific body parts of each unit. Repetition, of course is essential to mastering language. A teacher can easily review the body parts a few times a week by using these visual aids. Any variety of memory and rhyming games can be created to assist in making the repetition fun and interesting for the students. Whenever possible the teacher can use the nIha.kApmhh language words for these body parts during the course of a regular day.

Sentences are included in most units in order to help students hear the core vocabulary in context, as the words in any language are not normally used in isolation. It is easier to teach speech patterns when they are taught as early as possible. The teacher can sit the students in a circle and ask the various questions about body parts, pointing to the part being discussed each time. The teacher can liven up this activity by 'acting' the sentence where one part is 'hurting'. For example, she can hold her thumb while saying it hurts. The students will associate the actions with the language, which furthers their understanding. Looking at each other's teeth can provide for some fun as can sticking out their tongues at each other while repeating the vocabulary for tongue or "look at my tongue". The sentences are designed so that many kinds of active movements can be used with saying them to assist with language memory.

Level: Level One
Theme: Body Parts
Unit 3: nwuhoo-yt

Vocabulary

<u>hheyAwuh</u>	tooth
tOlha.	tongue
IE <u>hhkesht</u>	finger
shkeeya. <u>kEE</u> -nksh	thumb
sh <u>hhe</u> TSK-n	back

Phrases

1. TSa. hh.a n hheyAwuh
This is my tooth.
2. qu a. quee.t n IEhhkesht
My finger hurts.
3. QUA-nhhchima tan tOlha.
Look at my tongue.
4. tektAta hha IEhhkesht
Touch your finger.
5. chka. ka.sh a sh hheTSK-n
Do you have a back?

nIha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Body Parts

Theme Information and Suggestions

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Level: Level One
Theme: Body Parts
Unit 2: sh.eeshdk

Vocabulary

kayhh	hand
shQUTLoosh	face
shQUahht	leg / foot
shpeeyAp	bum
<u>woa</u> OOyen	stomach
tawmk	belly button
shkApkn	hair

Phrases

1. TSa. hh.a n gwooyen
This is my stomach.
2. qua. quee.t n sh QUahht
My foot hurts.
3. QUa-nhhchima tan shQUTLoosh
Look at my face.
4. tektAta a sh QUahht
Touch your foot.
5. shKa.ka. sh a woaOOyen
Do you have a stomach?

nIha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Body Parts

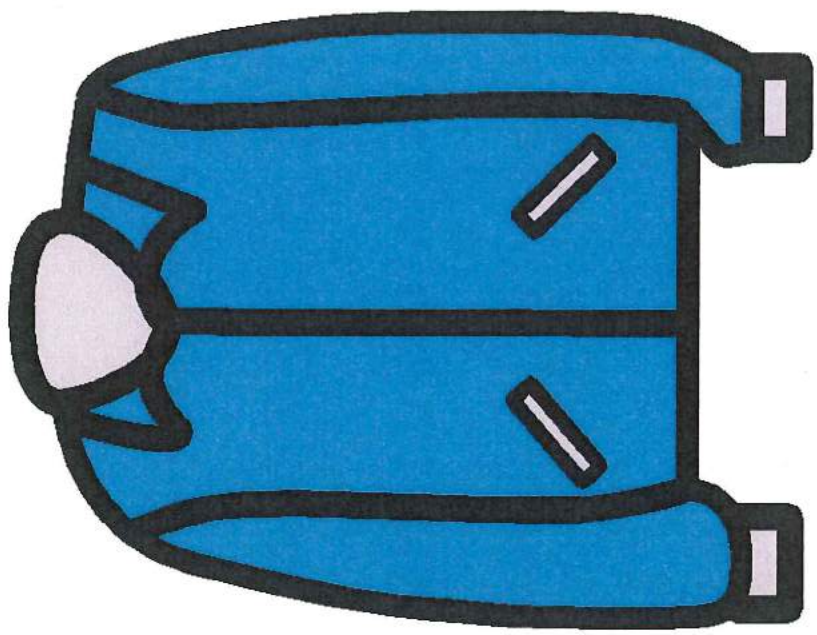
Theme Information and Suggestions

Human body parts are discussed as part of the core nursery kindergarten curriculum as young students become familiar with the world around them, starting with themselves. The first unit of this theme begins with the head; eyes, nose, mouth, and ears, and can accompany lessons on the senses as well. The second unit extends outward to limbs, stomach area and hair. The third becomes more specific again, but overall, vocabulary for these units have been chosen for ease of the pronunciation for the beginner level nIha.kApmhh language speaker.

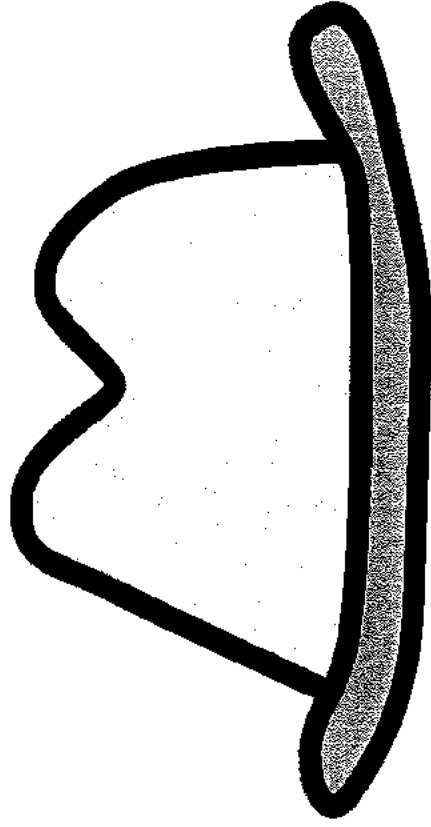
There are accompanying visual aids to this theme, which can be used to point to the specific body parts of each unit. Repetition, of course is essential to mastering language. A teacher can easily review the body parts a few times a week by using these visual aids. Any variety of memory and rhyming games can be created to assist in making the repetition fun and interesting for the students. Whenever possible the teacher can use the nIha.kApmhh language words for these body parts during the course of a regular day.

Sentences are included in most units in order to help students hear the core vocabulary in context, as the words in any language are not normally used in isolation. It is easier to teach speech patterns when they are taught as early as possible. The teacher can sit the students in a circle and ask the various questions about body parts, pointing to the part being discussed each time. The teacher can liven up this activity by 'acting' the sentence where one part is 'hurting'. For example, she can hold her thumb while saying it hurts. The students will associate the actions with the language, which furthers their understanding. Looking at each other's teeth can provide for some fun as can sticking out their tongues at each other while repeating the vocabulary for tongue or "look at my tongue". The sentences are designed so that many kinds of active movements can be used with saying them to assist with language memory.

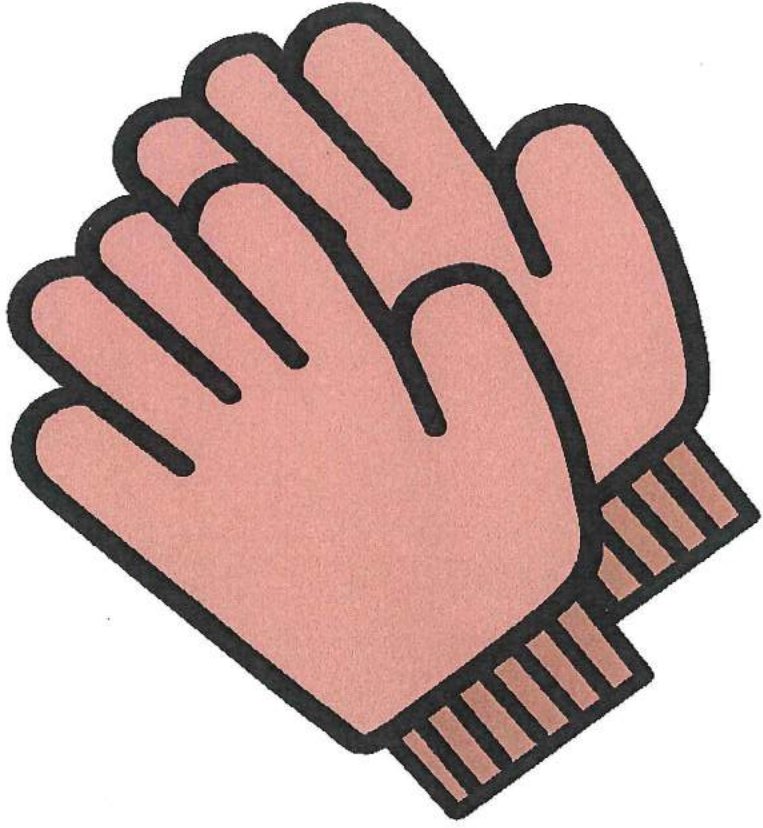
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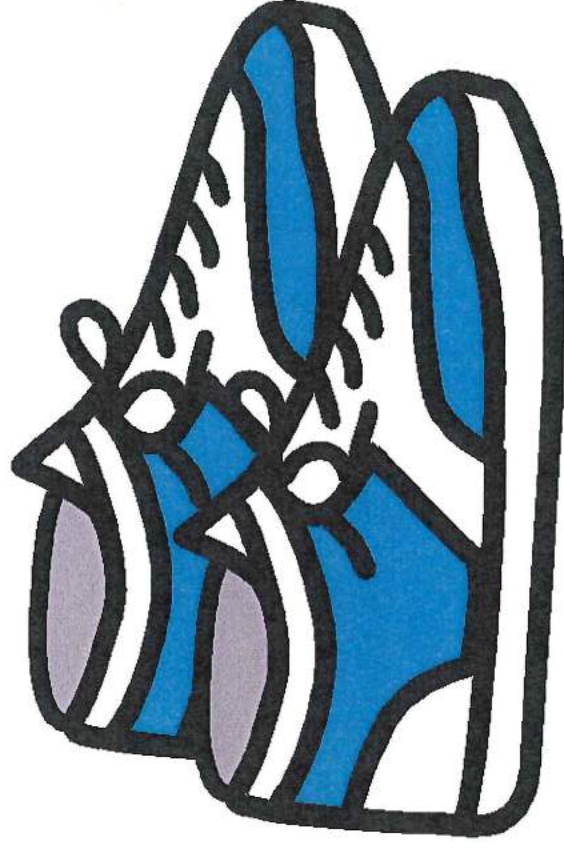
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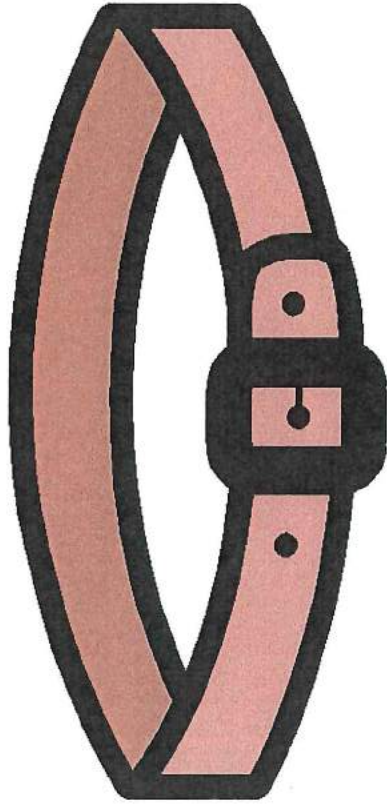
shbAka.



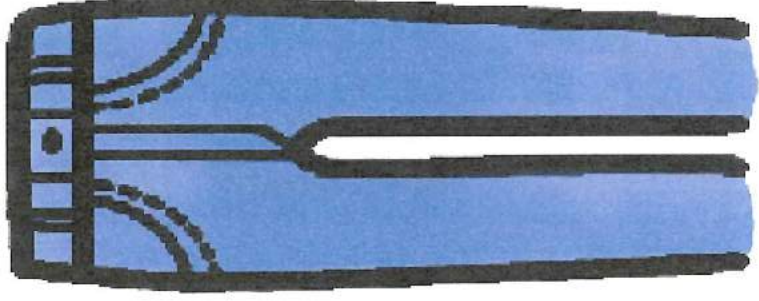
shEEIhTSoO.



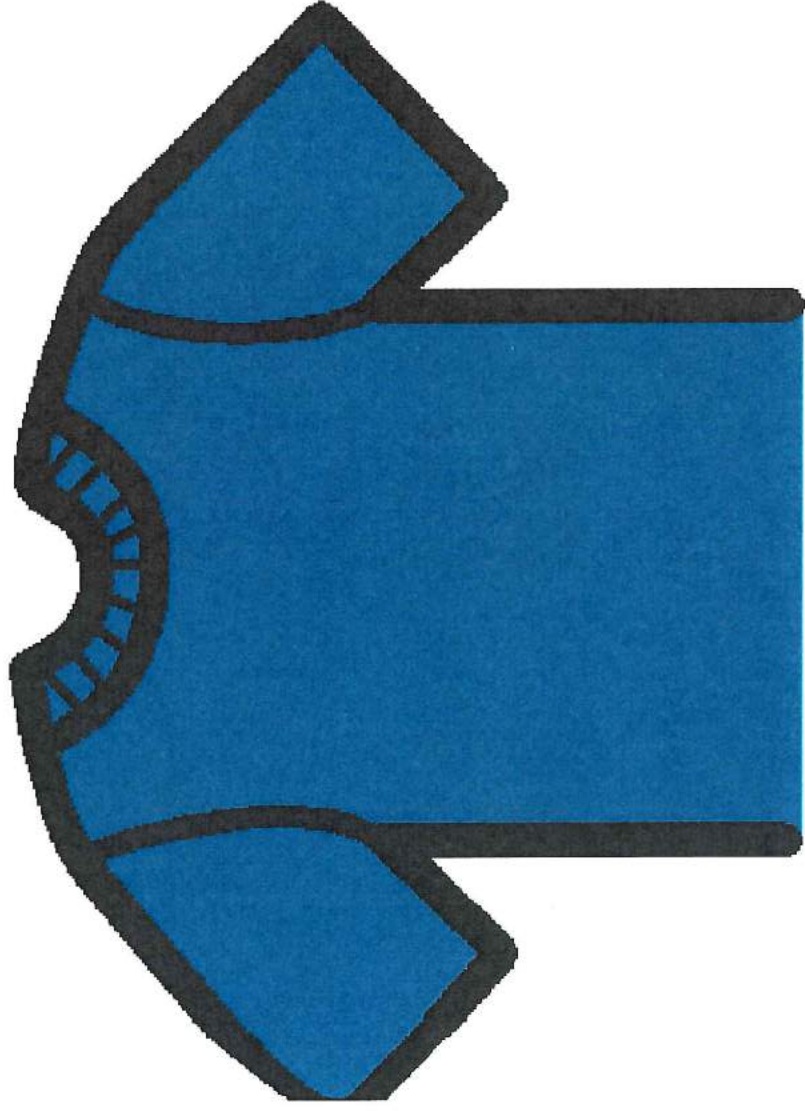
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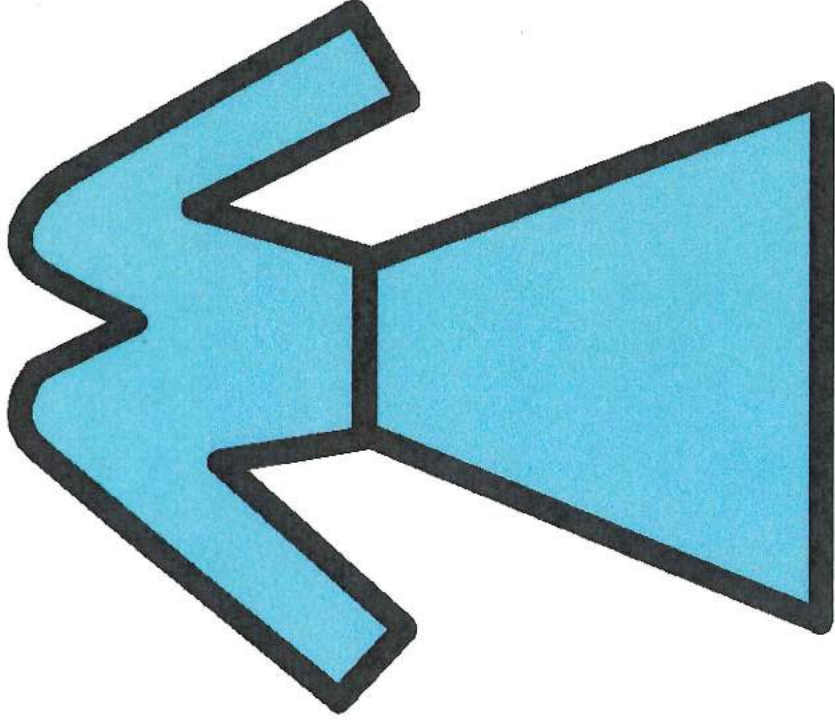
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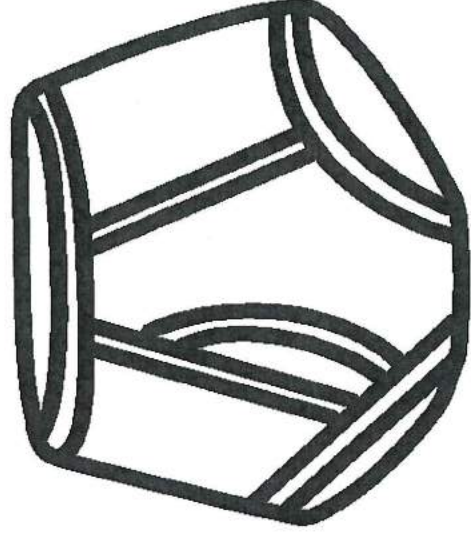
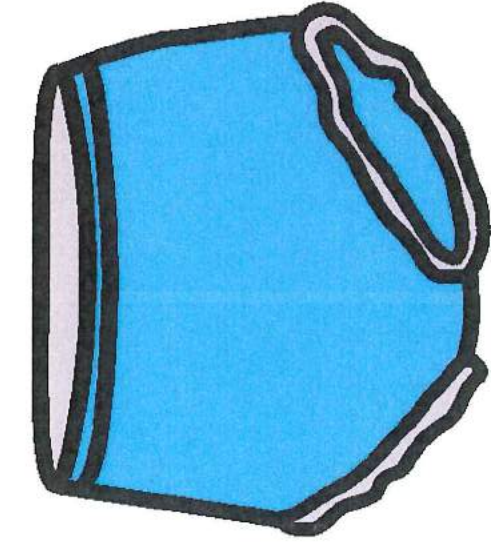
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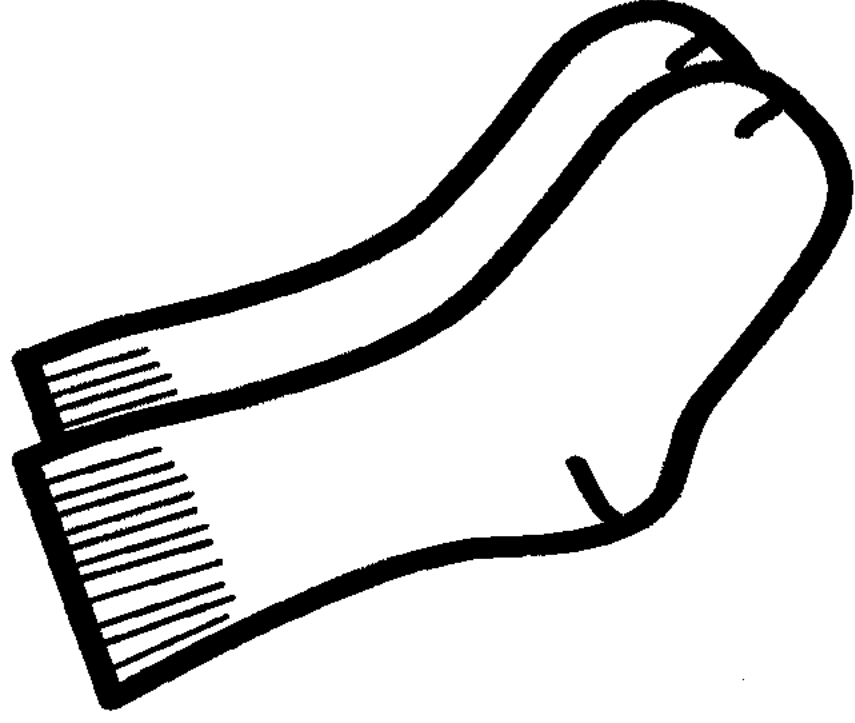
IhahOowuh



nTTL.pAyOOsh



nTLzAhhadi-n



nlha.kApmhh Language Program

Level: Level One
Theme: Clothing
Unit 1: lhewA-ysht

Vocabulary

kapOO	coat
kemOOT	hat
shbAka.	gloves
shEElhTSoo.	shoes
kayeepA-wshtn	belt

Phrases

1. ha-n lha. kapOO
Where is your coat?
2. lhOOmata lha. kapOO
Put on your coat.

nIha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Clothing

Theme Information and Suggestions

The theme of clothing has been included because of the value of languages development taking place around the articles placed within the nursery kindergarten students' environment. At hand, are the objects students see and uses every day; coats, hats, gloves, and shoes, are introduced first because of the great opportunities for repeated practice using the vocabulary being ever present during the first weeks of school. Hearing the names of the articles, which the students will be putting on, and taking off within the school environment will allow the vocabulary to be used over and over. Sentences have been developed in which the students hear the core vocabulary in context of the language. Mastering these daily used articles, the next unit moves on to clothing, which is used in the personal dressing of each student

As stated above, there is ample opportunity for teachers, to use the vocabulary within the context of the classroom on a daily basis. As well, examples of specific vocabulary games can be used to reinforce the commitment of the words and sentences to long-term memory. These are included on the next page.

Any of the vocabulary in this theme and others, can be used in any kind of art or drama activity.

Displays of the vocabulary being used should be on the walls of the classroom available for students to view at any time in order to reinforce language memory. Displays can be organized according to themes.

NAMES OF CLOTHING VOCABULARY GAMES

GAME 1:

OBJECTIVE: To Reinforce comprehension, memory and the language use of the various names of clothing

GRADE LEVEL: Can be adapted from nursery kindergarten through to primary and intermediate.

MATERIALS: Articles of clothing, hat, coat, shoes, gloves.

GAME: The language teacher tells one student to 'put on your coat,' then, 'take off your coat,' that person has to tell the next student something like; 'take off your shoes,' then, 'put on your shoes,' each person in a row takes a turn telling the next person a command to put on and take off an article of clothing.

GAME 2:

OBJECTIVE: To reinforce comprehension, memory and the language use of the various names of clothing.

GRADE LEVEL: Can be adapted from nursery kindergarten through to primary and intermediate.

MATERIALS: Articles of clothing; hat, coat, shoes, and gloves.

GAME: The language teacher asks the students to sit in a circle. The teacher tells a student to take off their coat, then another person tells them quickly to put on their coat. Whoever tells them first gets a point. The person with the most points wins.

GAME 3:

OBJECTIVE: To reinforce comprehension, memory and the language use of the various names of clothing.

GRADE LEVEL: Can be adapted form nursery kindergarten through to primary and intermediate.

MATERIALS: Pictures or articles of clothing.

GAME: The language teacher asks the students to sit in a circle. The teacher picks up an article of clothing and asks a student for its correct name. When the student has correctly answered, the student can pick up the next article of clothing or picture and ask another student for its correct name. This can be played until all the students have a turn.

GAME 4:

OBJECTIVE: To reinforce comprehension, memory and the language use of the various names of clothing.

GRADE LEVEL: Can be adapted form nursery kindergarten through to primary and intermediate.

MATERIALS: Pictures of clothing.

GAME: The language teacher asks the students to take one of the pictures. They are reminded how to say their particular picture vocabulary, each student holds their card in front of them and holds it up for the others to see when the teacher calls it our. When the teacher has called our one student, that student may call out the name of a piece of clothing that is on another students picture. That student then identifies him/herself by holding up their card for the others to see. Then it is that persons turn to choose another picture and son on.

Level: Level One
Theme: Clothing
Unit 2: sh.eeshdk

Vocabulary

shkEEyoosh	pants
nTLipEETSa.	shirt
Iha lhOOwuh	dress
nTL.pAyOOsh	underwear
nTLzAhadi-n	socks

Phrases

1. ha-n Iha. nTLipEETSa.
Where is your shirt?
2. lhOOMata a. nTLipEETSa.
Put on your shirt.

nIha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Clothing

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GAME 4:

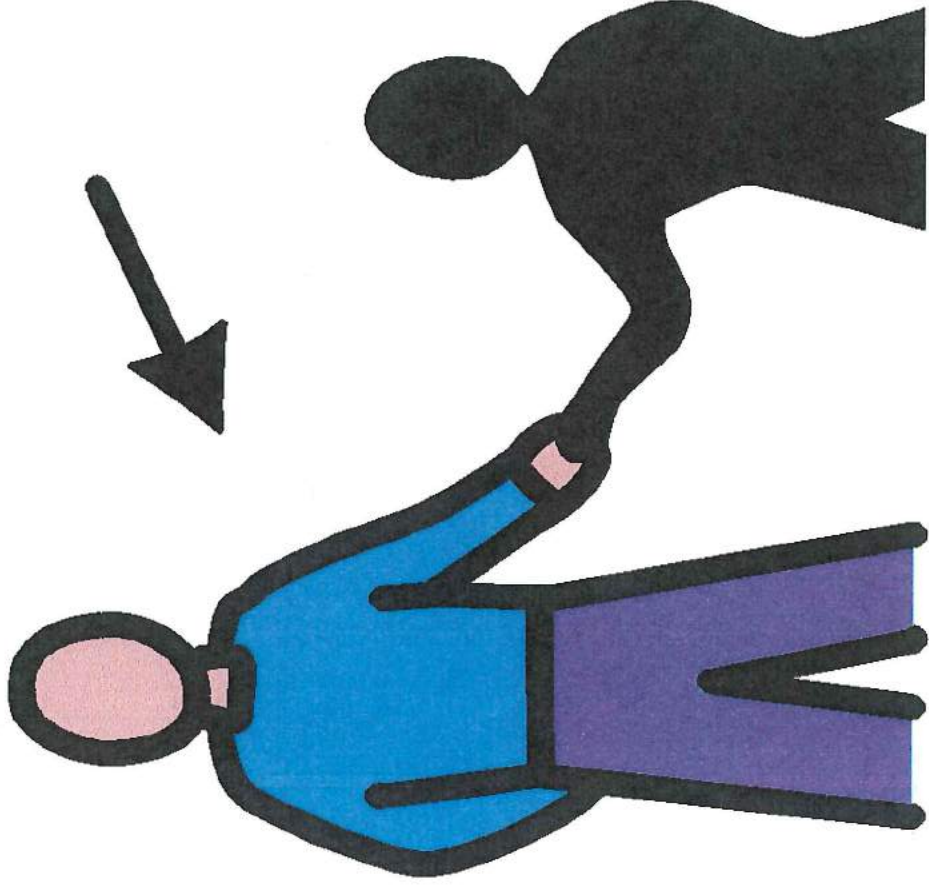
OBJECTIVE: To reinforce comprehension, memory and the language use of the various names of clothing.

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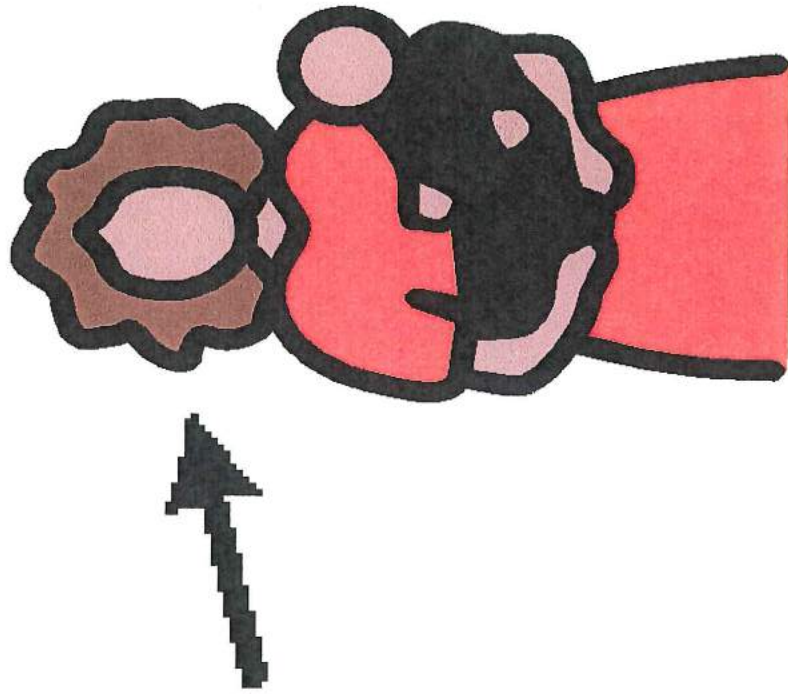
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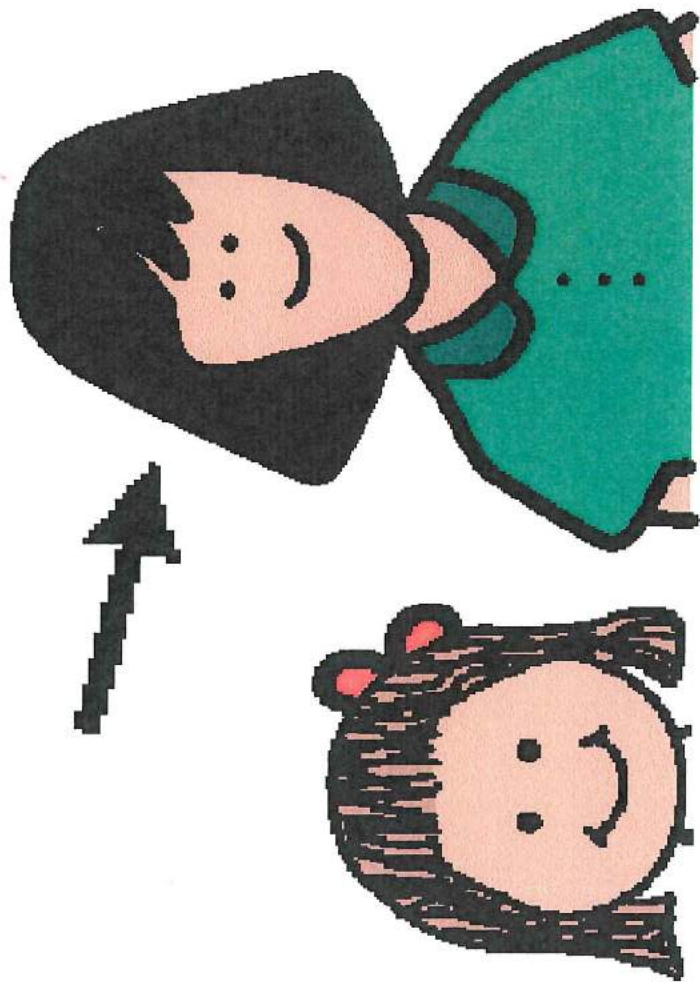
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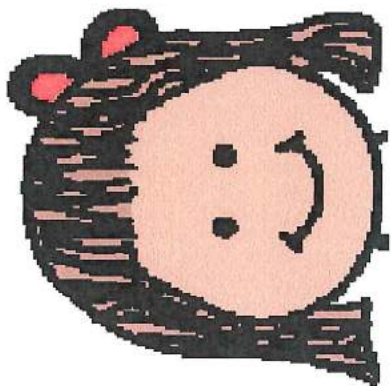
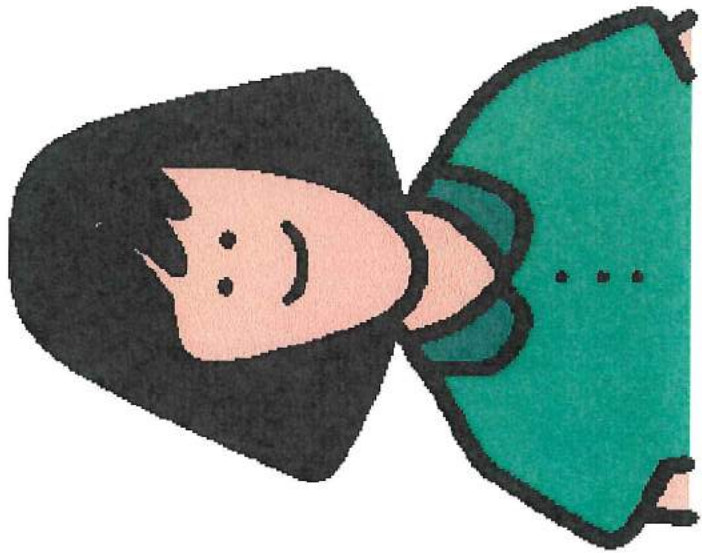
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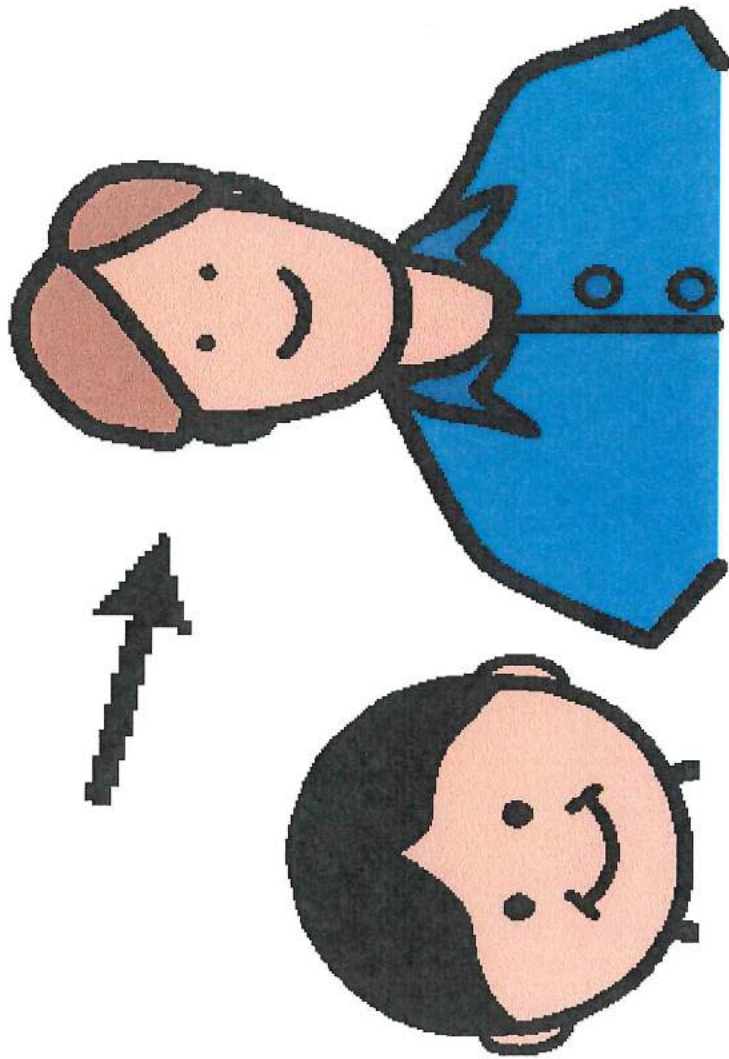
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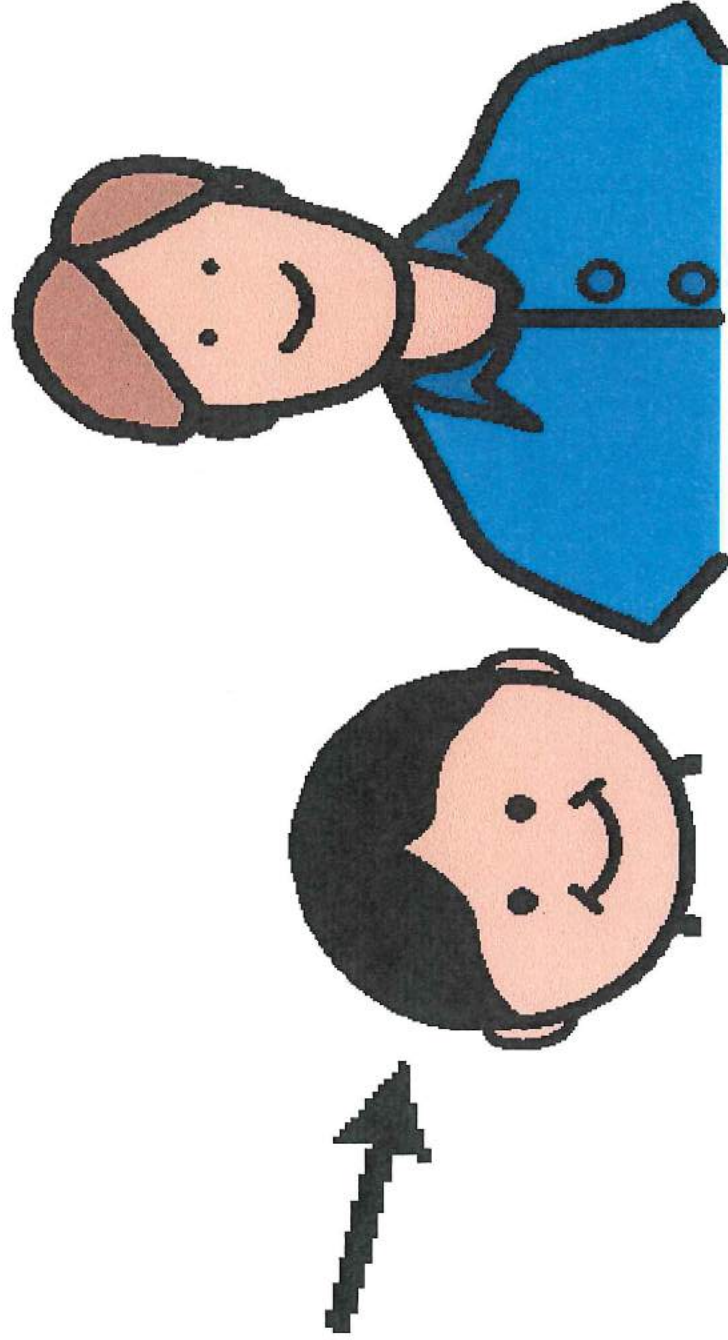
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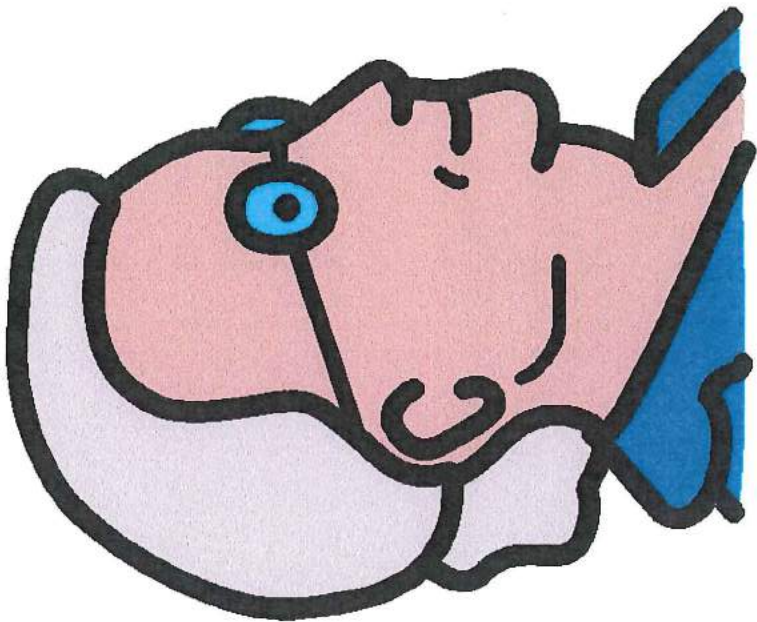
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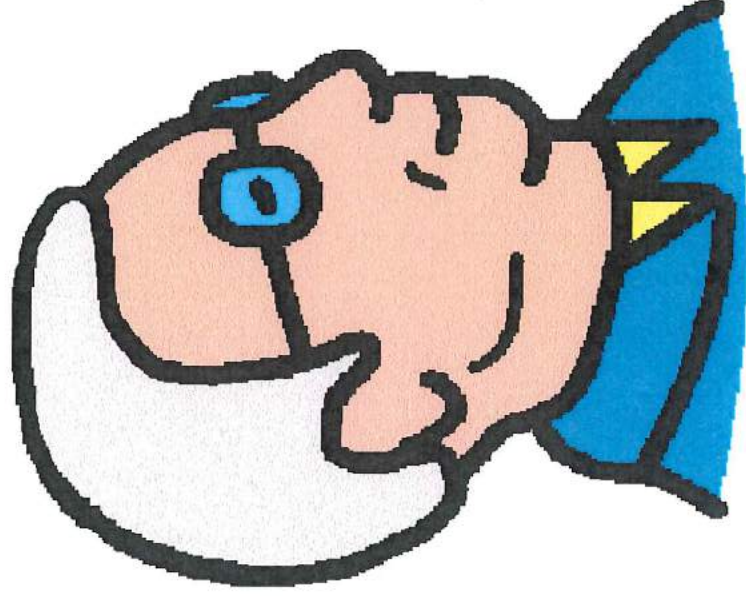
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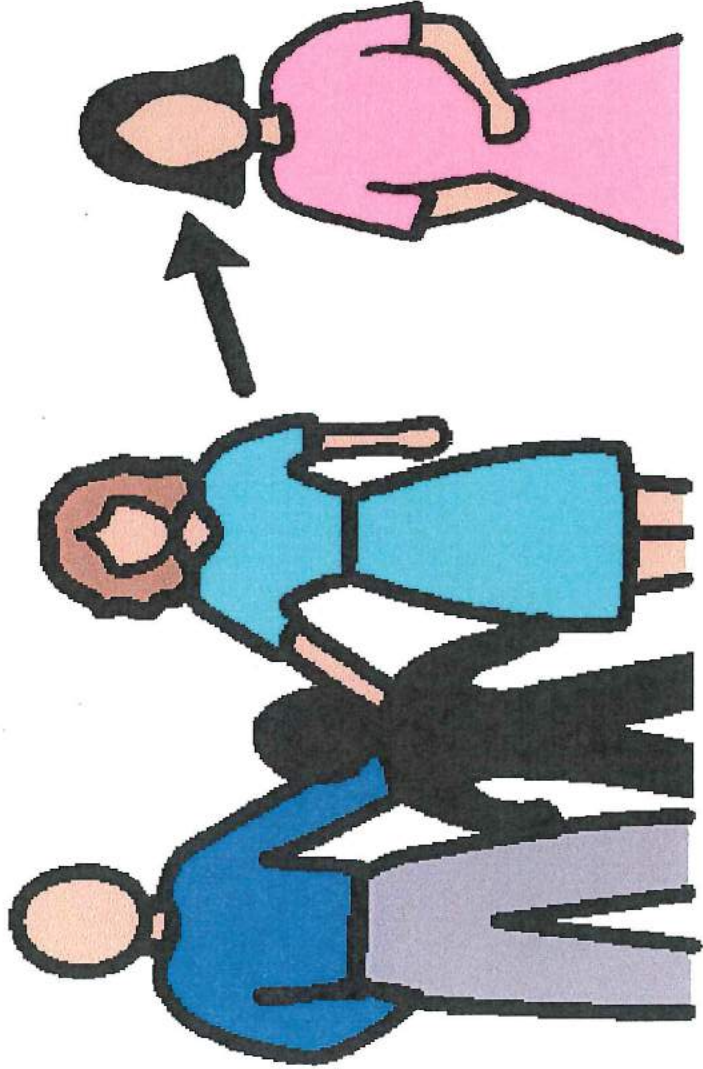
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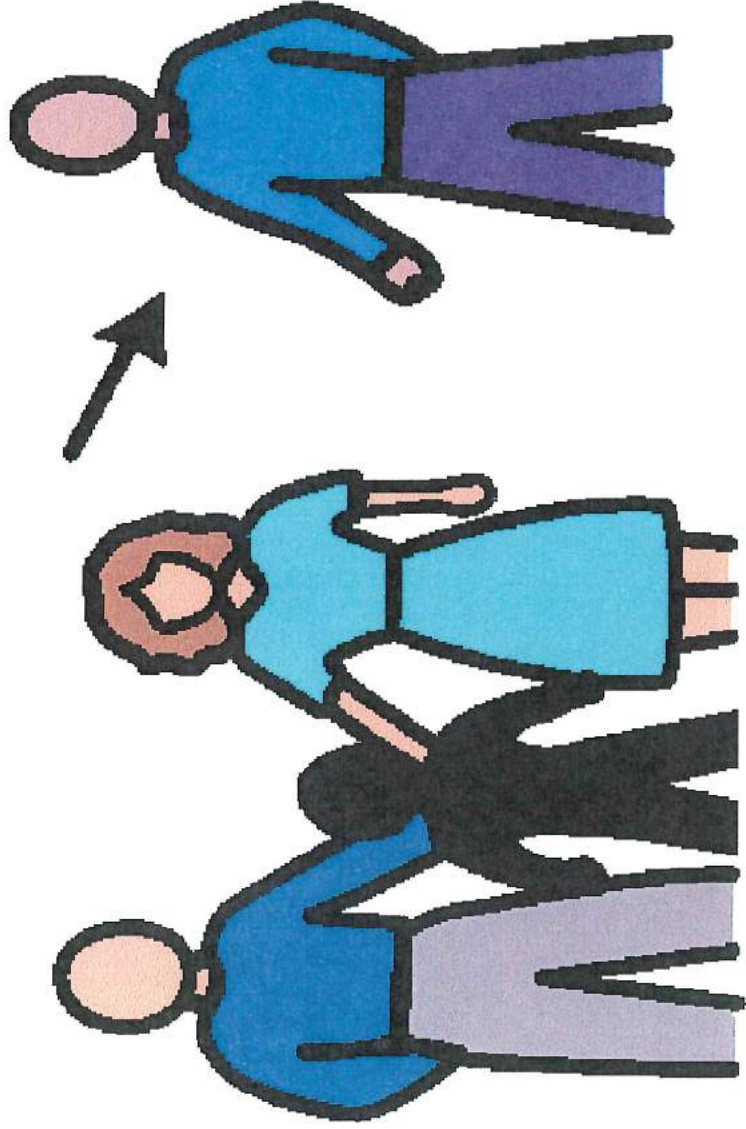
shbApeza.



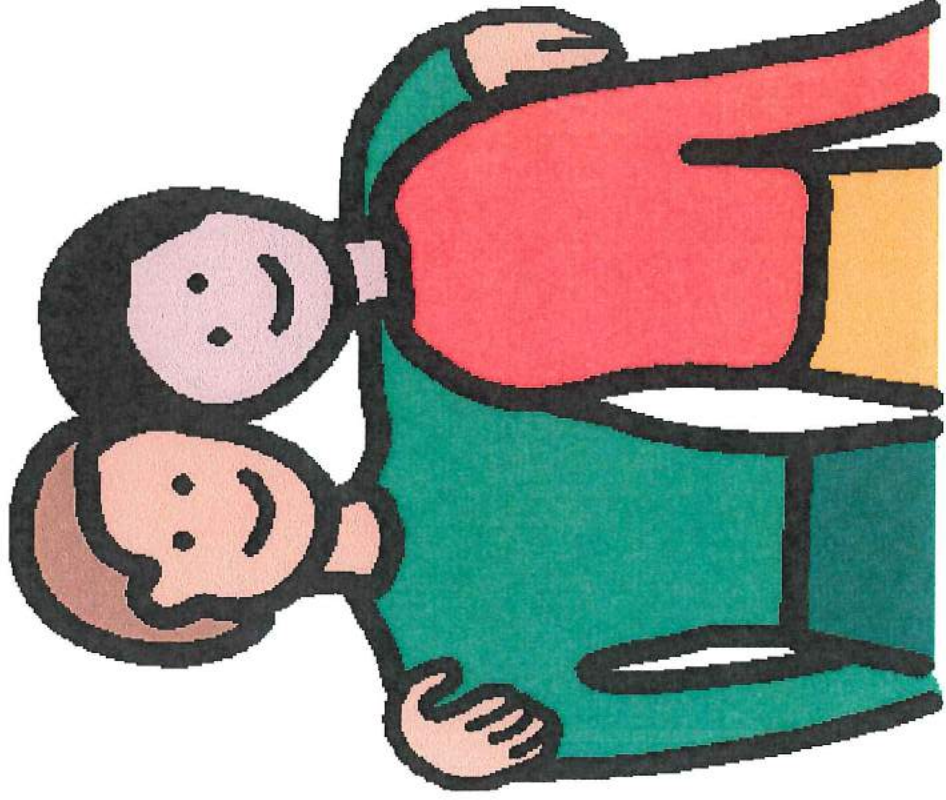
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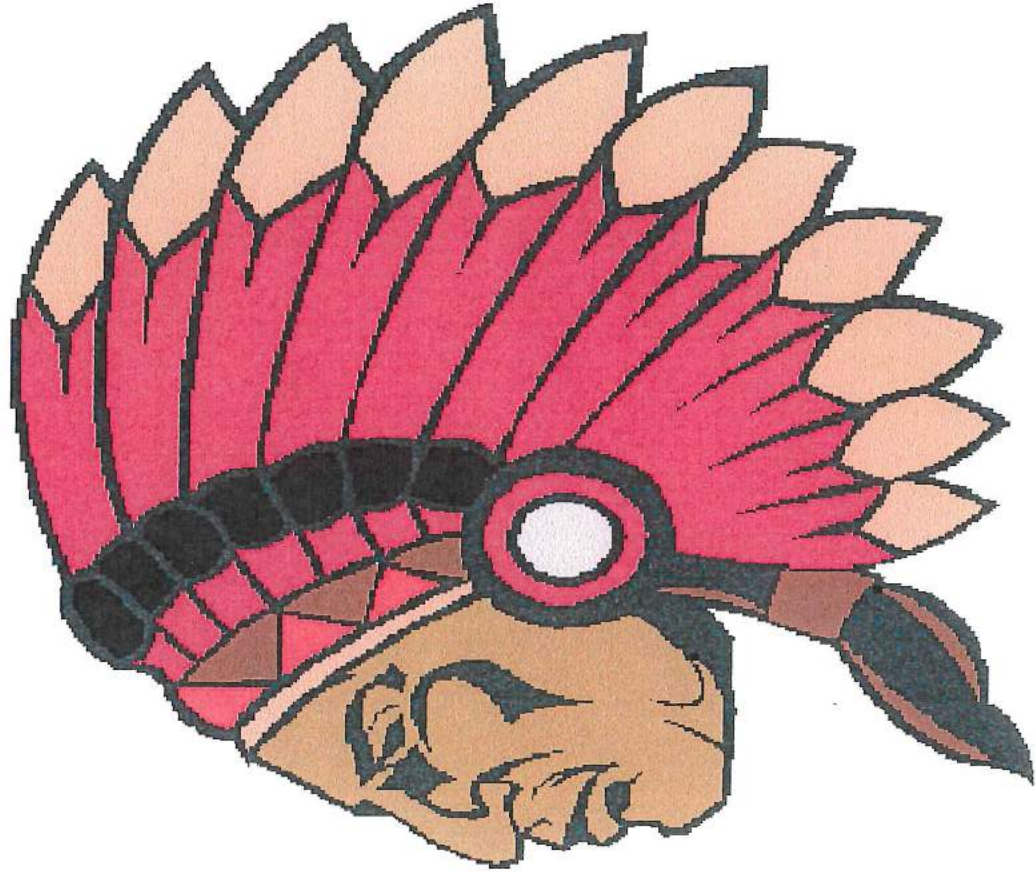
shEEshka.



shnooqua.



quOoqubee.



Level: Level One
Theme: Family
Unit 1: lhewA-ysht

Vocabulary

sh <u>k</u> echzA.	father
shKEEhhza.	mother
keehh	older sister
chAcha.	younger sister
<u>k</u> achk	older brother
shEE ⁿ chee.	younger brother

Phrases

1. shwat ka. shKEEhhza.
Who's your mother?
2. ha-nlha. ka. shkechzA.
Where is your father?
3. woolhOO.a
Over there.
4. n.Aya
Here.
5. n.Aya nan cheetwuh
Here at my house.

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Family

Theme Information and Suggestions

The theme of family plays a significant part in any nursery kindergarten program. It is especially important within the culture of the nlha.kApmhh community. Unit 1 starts with immediate family members; father, mother, older sister, younger sister, older brother, and younger brother. The nlha.kApmhh language distinguishes between younger and older siblings for cultural reasons. Traditionally, cultural values were placed upon positions within the family, and therefore, different vocabulary is assigned to those family positions. The family position can be discussed within a cultural context with older students. For the purposes of the nursery kindergarten aged student, the vocabulary is simply presented and is meant to be applied to the students' immediate environment. Unit 2 continues along family lines which are not as immediate to the student, but who are culturally very significant people in most community members' lives; grandmother, grandfather, auntie, uncle, and friend. Unit 3 introduces vocabulary for the chief so that the nursery kindergarten students can begin to reflect on the concept of chief as head of the nlha.kApmhh community 'family'. This is intended to extend the students world beyond, self, family, and into the notion of community.

There are many teaching suggestions, which accompany the core curriculum for nursery kindergarten on the family. Therefore the vocabulary and sample sentences can be used to coincide with any discussions and activities the nursery kindergarten teacher is conducting with the students. For example, at the beginning of the school year, the nursery kindergarten curriculum begins with self, and extends outward to family members immediately surrounding the student, visual displays can be created during the first weeks of school using students' photos of family members surrounding photos of themselves at the centre of each. As they are created, the nlha.kApmhh vocabulary can be used in place of or along with the English vocabulary for naming the family positions. The unit questions and sentences accompanying the vocabulary can provide meaningful social interactions and conversation about family to take place within the classroom while creating the posters.

Another example is for the teacher to create 'centres' in the classroom, one of which could be the 'house'. Within the centre, students can be 'acting out their self assigned roles as family members during imaginative play periods. The teacher can coach the students to use the appropriate family names as the play.

Another highly interactive activity to engage nursery kindergarten students in is the use of puppets to tell stories with. The puppets could be different family members, and as the 'talk' to each other acting out the story, the characters could be calling each other by the nlha.kApmhh language words for family members. This is an excellent way to reinforce the language as it is contextually used and not merely heard as isolated words. Puppets can be used again and again throughout all of the units as they can take on different roles at any time, eg. The hunter in a story about sasquatch, the two boys in the story, the right road, or any other native stories and legends. Puppets can also be imaginative play periods. Soon, they will be using names for the

different family members themselves as they make up their own stories.

Picture cards of family members can be created by the teacher and as the teacher holds up the cards, or as the students later handle the cards themselves, games can be played where the names of family members are called out as each picture is shown to the students.

A creative 'writing' session with nursery kindergarten students can be conducted where the teacher and students gather together to create their own story about the family members. The teacher, with the help of students, can draw the 'actions' of the story, as would be seen in a cartoon strip. To do this, a piece of cardboard is sectioned into different squares and the main actions of the story plot are drawn from beginning to end in each of the squares. The 'story' poster can be brought out repeatedly to discuss what is happening in each square of the story. As the story is discussed, more of the nlha.kApmhh language vocabulary is applied as they learn more. Kindergarten students are able to review previously learned vocabulary as they retell and discuss a story poster throughout the school year. As the year progresses, so do the number of story boards co-created by the class, each to be brought out and retold whenever it is possible. This is an ideal way for student not only to review previously learned language, but to also learn how to integrate new vocabulary. As well, the students take great 'ownership' and pride and the interest in the stories because they are co-creators of the stories. This activity comes highly recommended as a very effective tool in language development for any age level, old or young.

Any of the vocabulary in this theme and others, can be used in place of English words in nursery rhymes, singing, or story telling activities. Many stories about animals, for example, can make use of family names, and the characters can address each other by nlha.kApmhh family member names in place of animals' names.

Displays of the vocabulary being used could be on the walls of the classroom available for students to view at any time in order to reinforce language memory. Displays can be organized according to themes.

Level: Level One
Theme: Family
Unit 2: sh.eeshdk

Vocabulary

kezA.	grandmother
shbApeza.	grandfather
shQUooz	aunt
shEEshka.	uncle
shnOO <u>Q</u> Ua.	friend

Phrases

1. shwat ka. kezA.
Who's your grandmother?
2. ha-nlha ka. shbApeza.
Where is your grandfather?

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Family

Theme Information and Suggestions

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Level: Level One
Theme: Family
Unit 3: nwuhoo-yt

Vocabulary

quOOqubee. chief

Phrases

1. shwat ka. quOOqubee.
Who's your chief?
2. ha-nlha. ka. quOOqubee.
Where is your chief?

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Family

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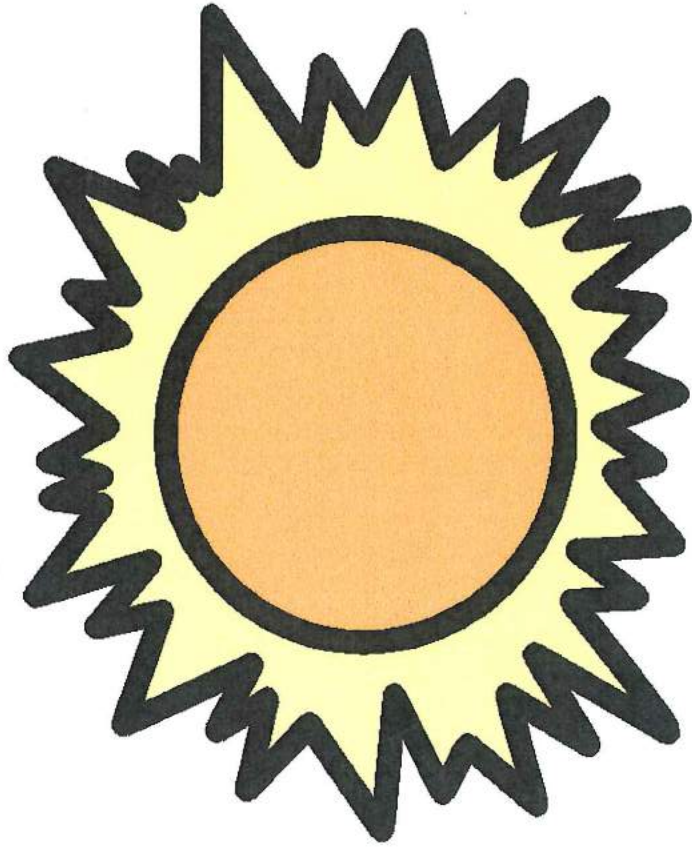
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A creative 'writing' session with nursery kindergarten students can be conducted where the teacher and students gather together to create their own story about the family members. The teacher, with the help of students, can draw the 'actions' of the story, as would be seen in a cartoon strip. To do this, a piece of cardboard is sectioned into different squares and the main actions of the story plot are drawn from beginning to end in each of the squares. The 'story' poster can be brought out repeatedly to discuss what is happening in each square of the story. As the story is discussed, more of the nlha.kApmhh language vocabulary is applied as they learn more. Kindergarten students are able to review previously learned vocabulary as they retell and discuss a story poster throughout the school year. As the year progresses, so do the number of story boards co-created by the class, each to be brought out and retold whenever it is possible. This is an ideal way for student not only to review previously learned language, but to also learn how to integrate new vocabulary. As well, the students take great 'ownership' and pride and the interest in the stories because they are co-creators of the stories. This activity comes highly recommended as a very effective tool in language development for any age level, old or young.

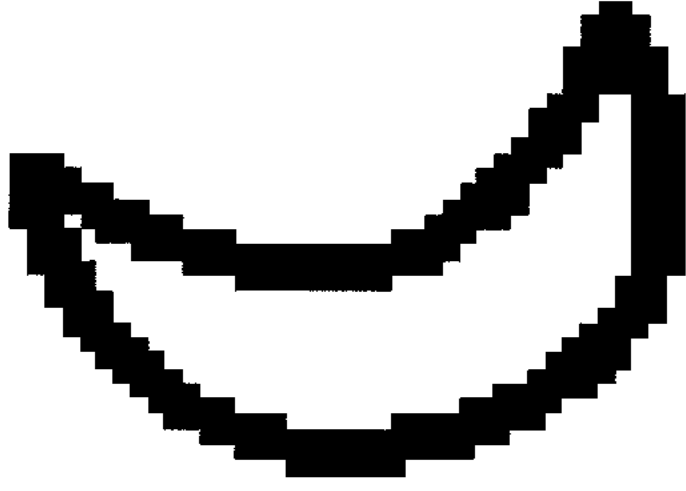
Any of the vocabulary in this theme and others, can be used in place of English words in nursery rhymes, singing, or story telling activities. Many stories about animals, for example, can make use of family names, and the characters can address each other by nlha.kApmhh family member names in place of animals' names.

Displays of the vocabulary being used could be on the walls of the classroom available for students to view at any time in order to reinforce language memory. Displays can be organized according to themes.

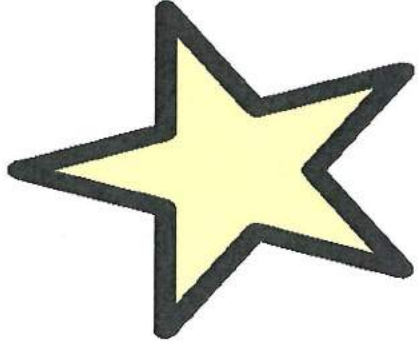
shQUAQUash



mAahhhadn



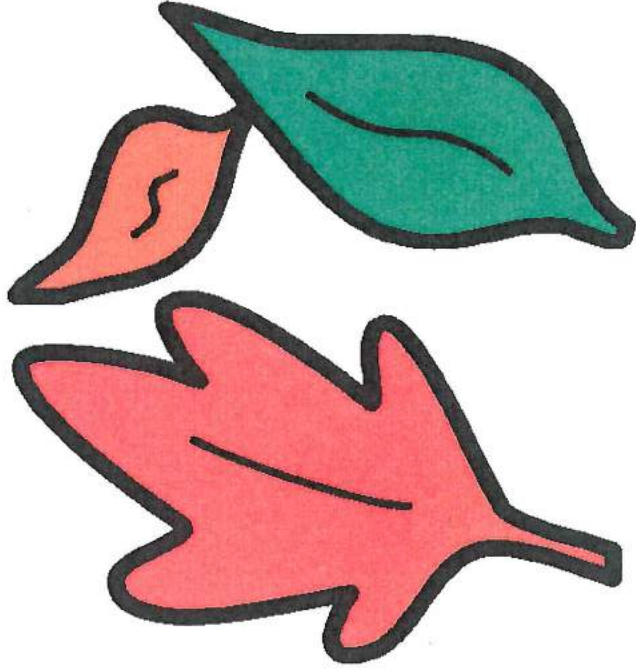
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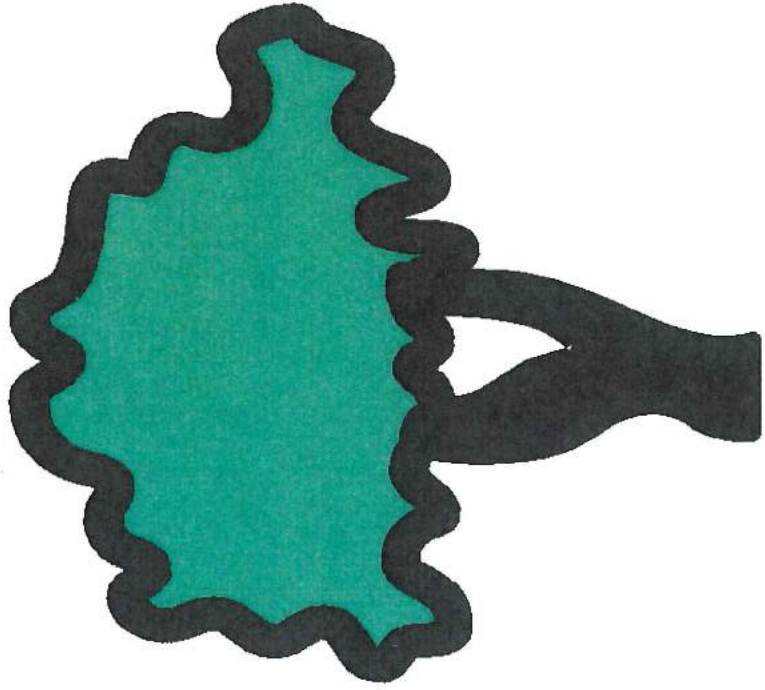
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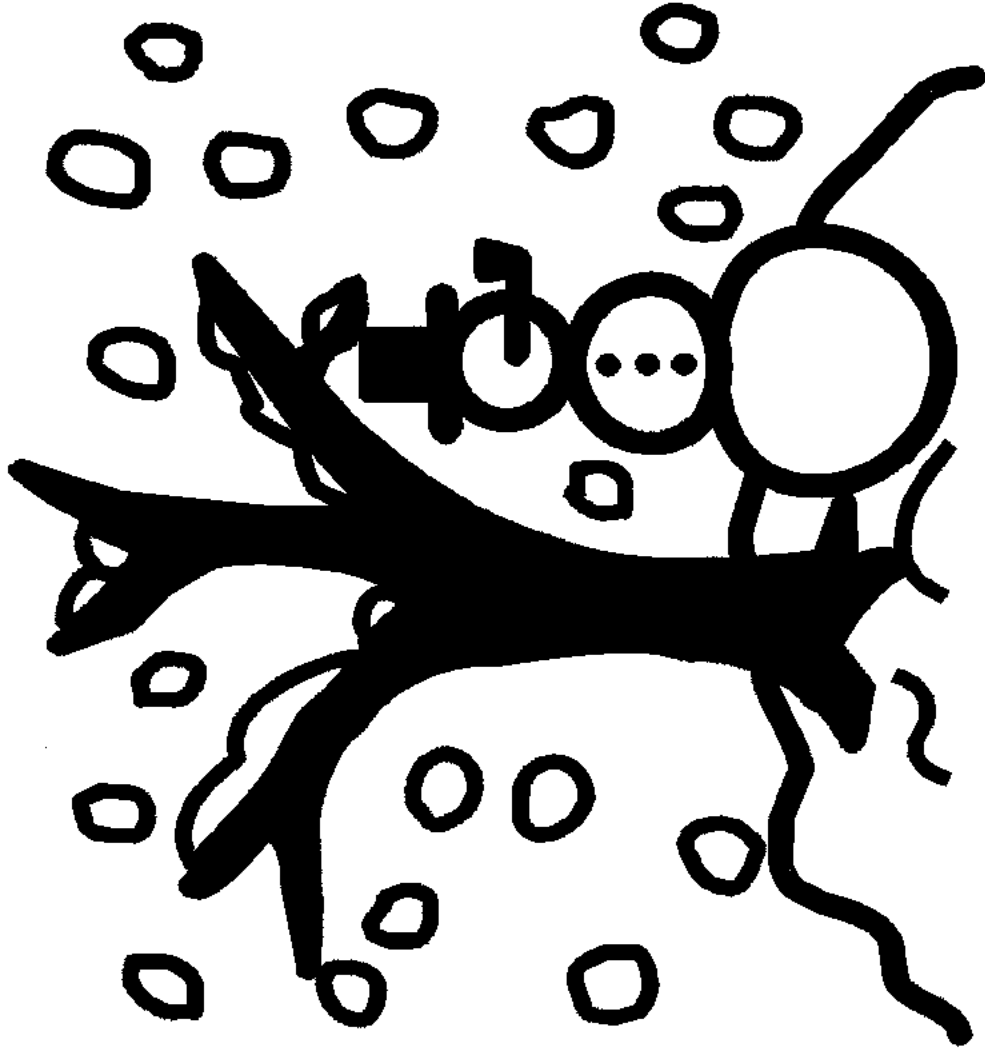
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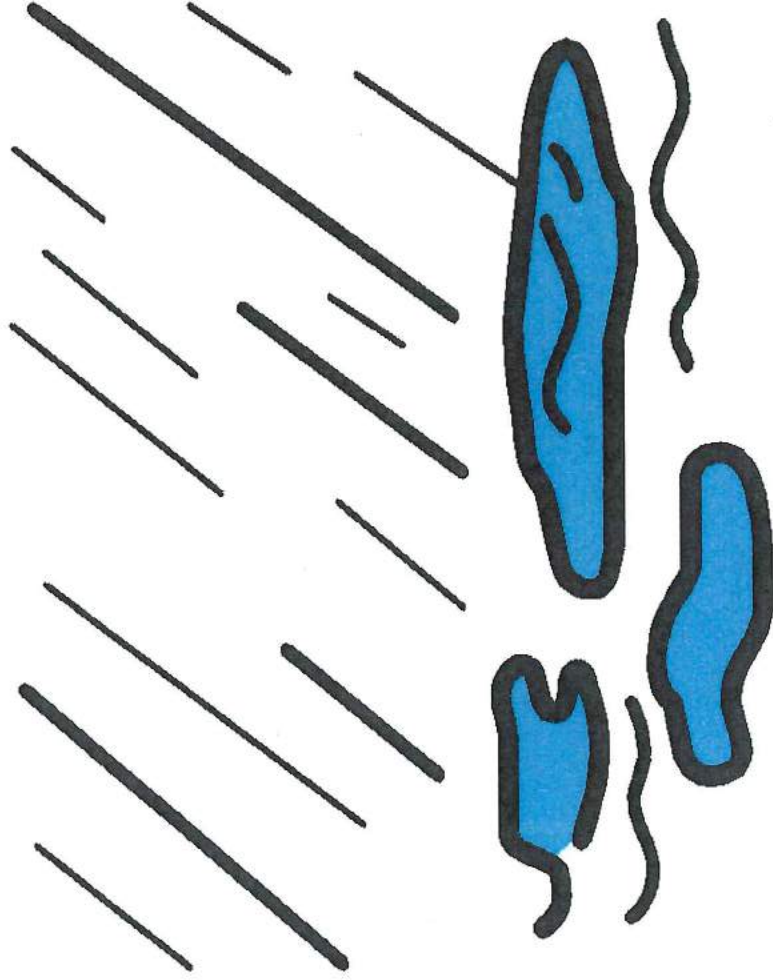
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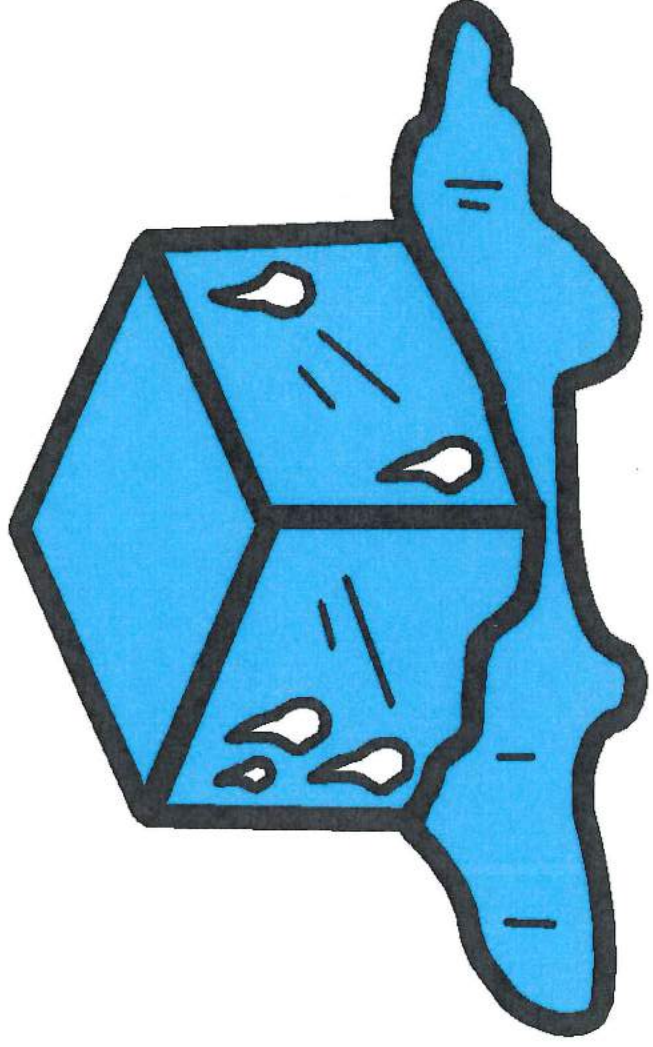
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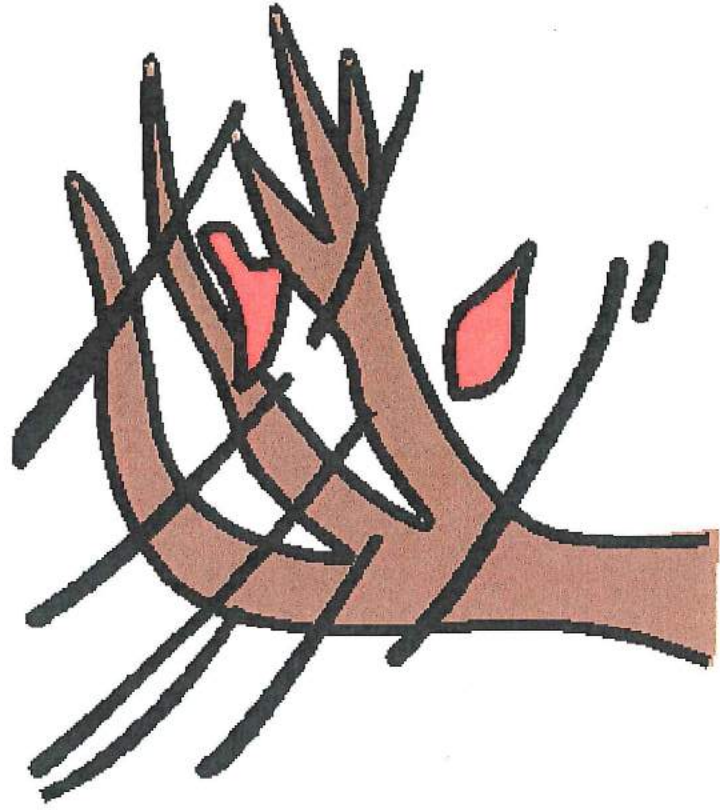
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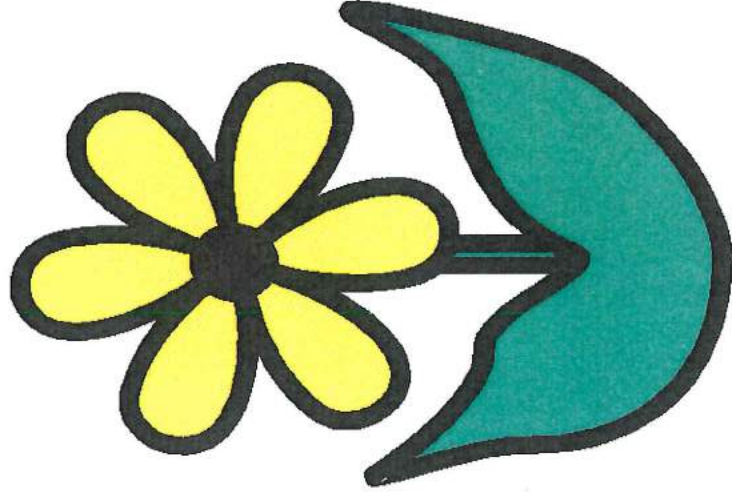
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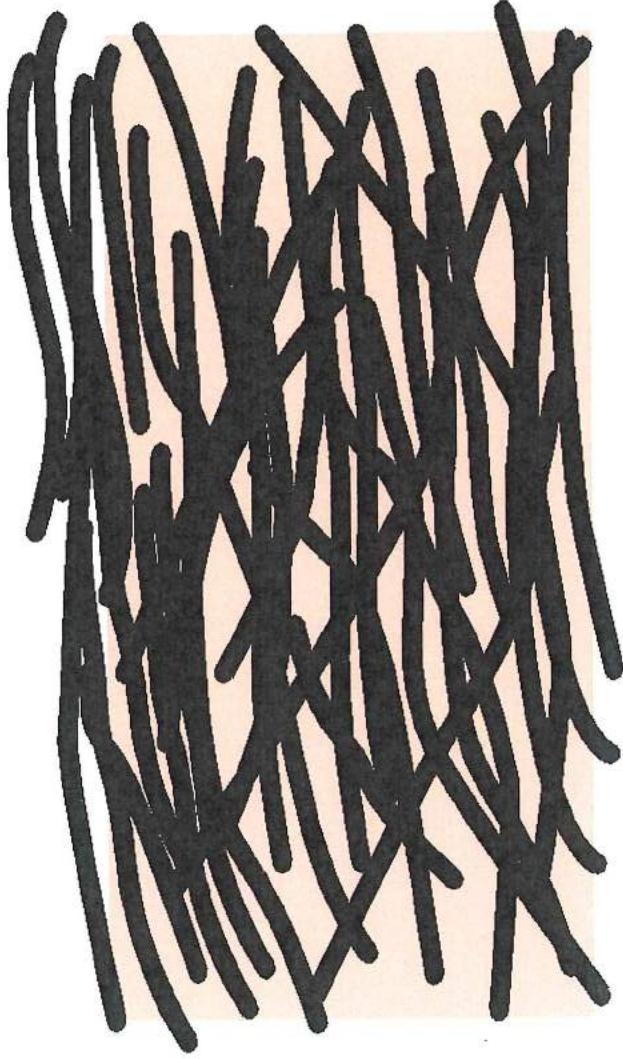
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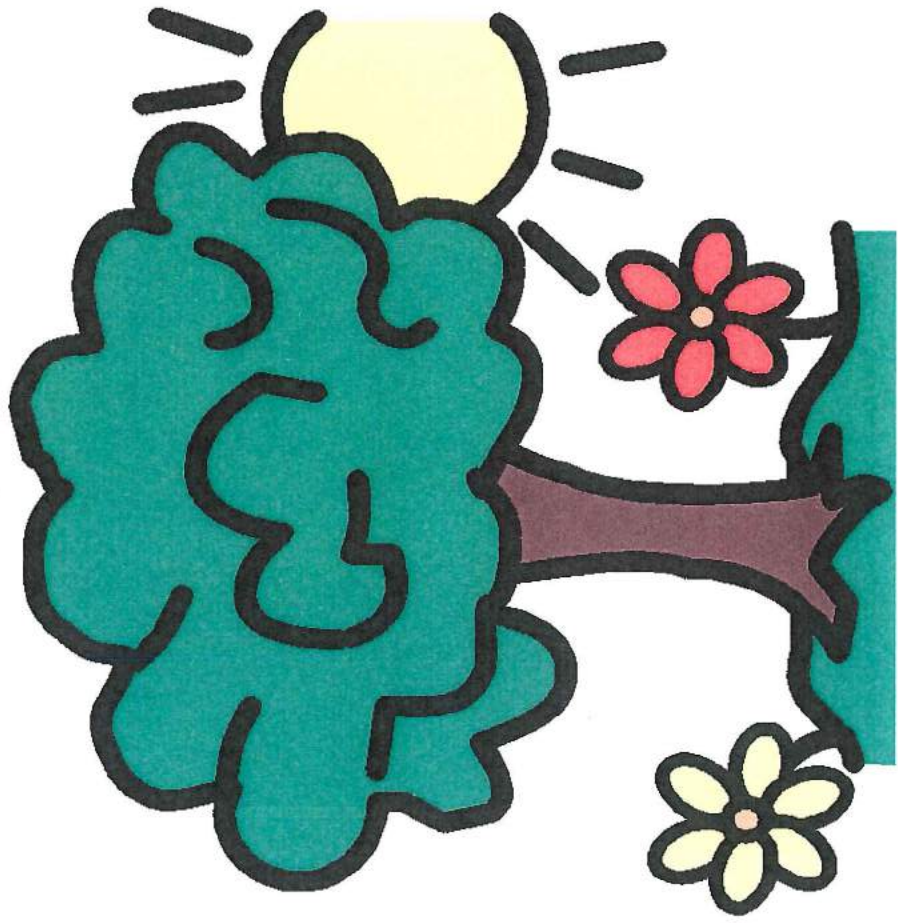
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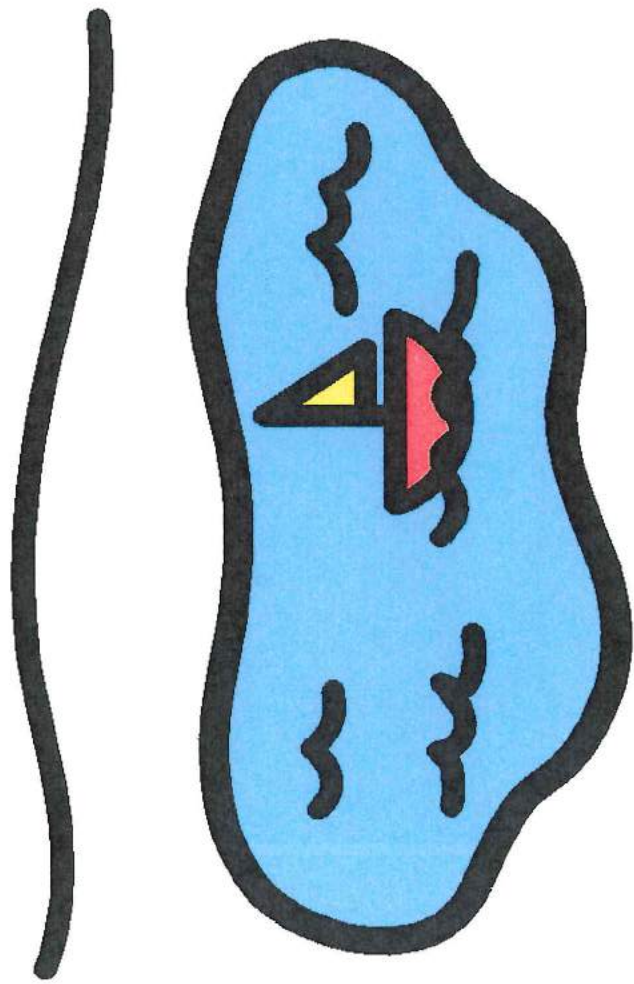
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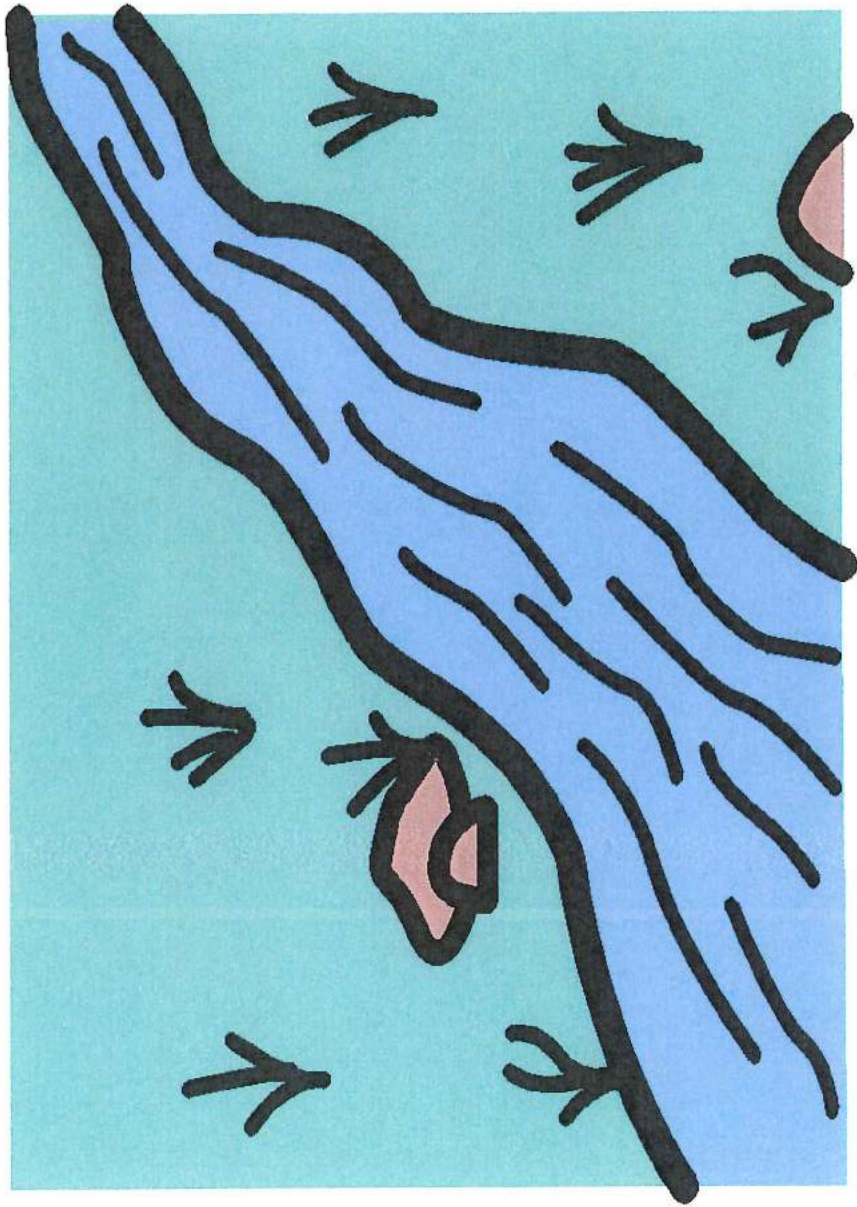
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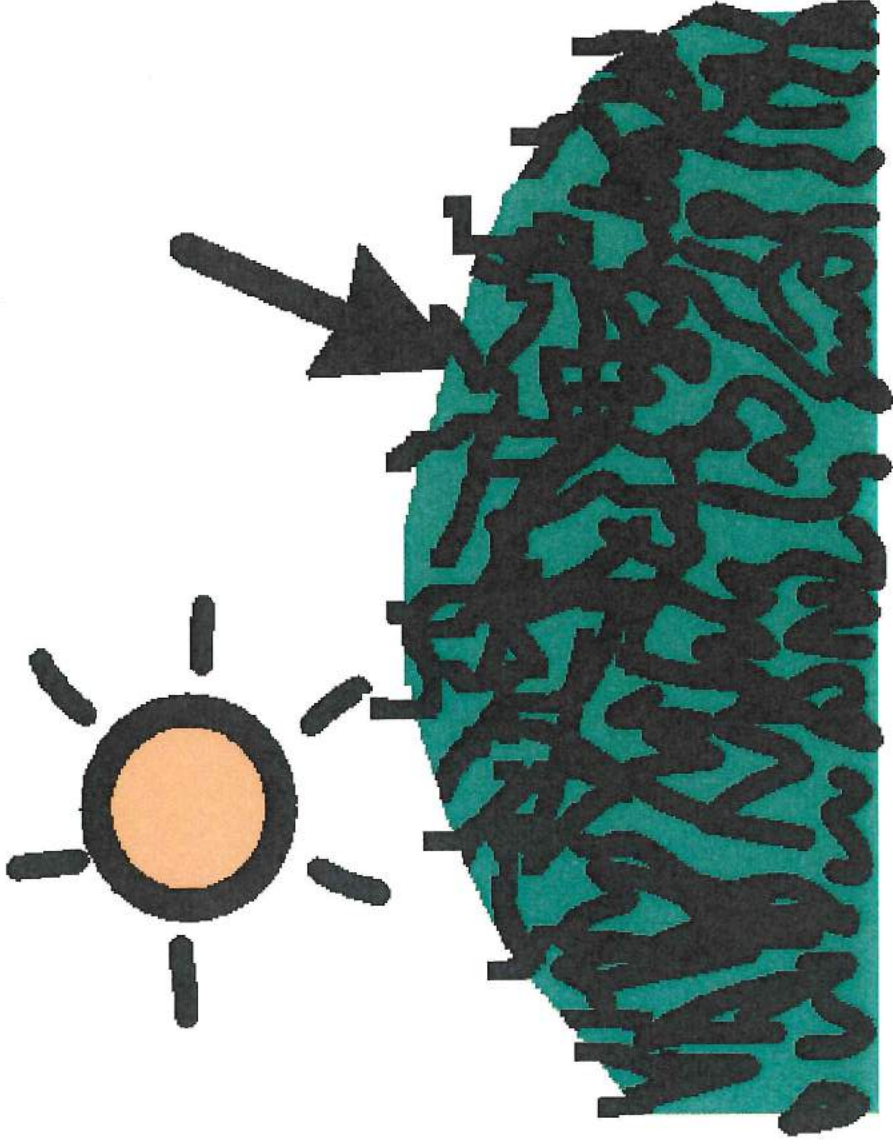
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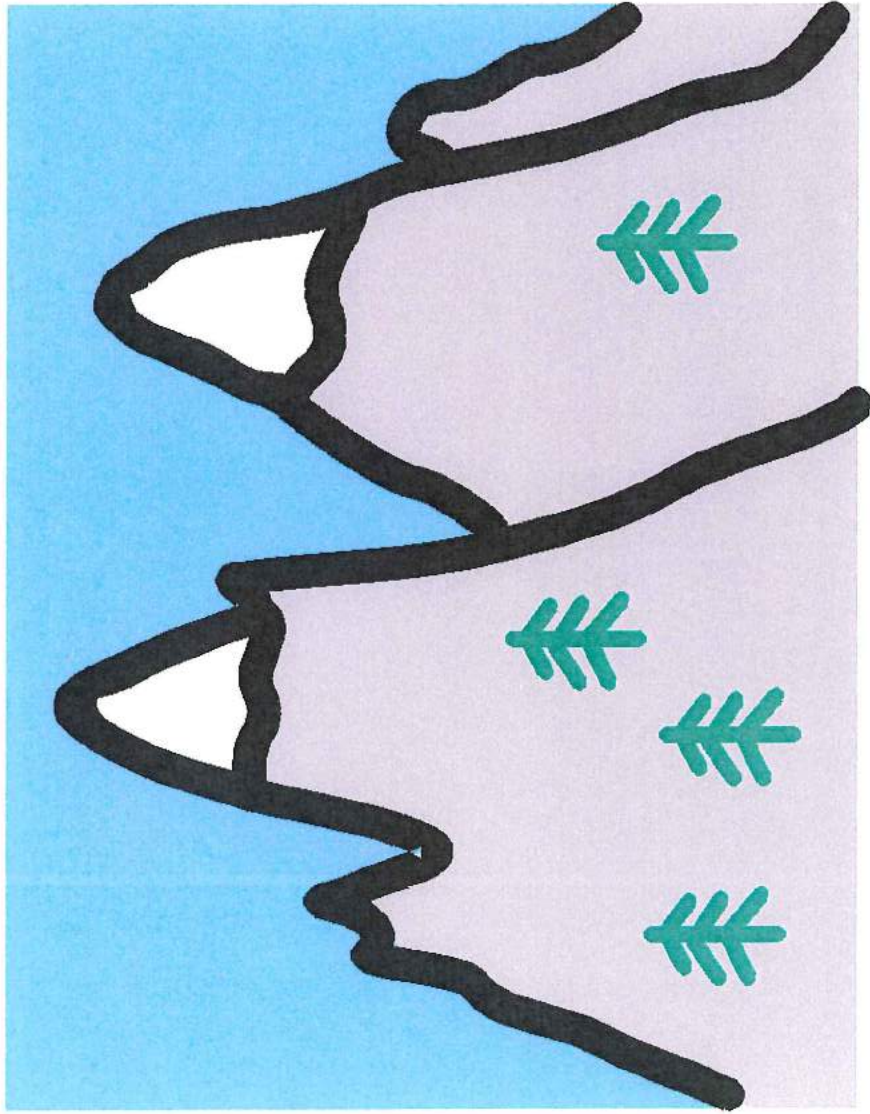
shchoowa-wuh



shquoomwuhoooh



shquoom



Level: Level One
Theme: Nature
Unit 1: IhewA-ysht

Vocabulary

shQUAQUash	sun
mAahhhadn	moon
nquaquOOsh-n	stars
IhewA-ysht	fall
pechEkIh	leaves
sheyg.Ap	tree (any)

Phrases

1. wEEkna a shQUAQUash
I see the sun.
2. wEEktwuh-n Ih shQUAQUash
Do you see the sun?
3. yee.A a-n nQUantnsh a mAahhhadn
The moon looks really good.
4. ch.ash tA.a a IhewA-ysht
Fall is coming.
5. a TLoO. hhA.a ash IhewA-ysht
It's becoming fall.
6. zaTLt a pechEkIh
The leaves are falling.

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Nature

Theme Information and Suggestions

Nature, its elements, and its weather patterns are included in this theme. The first unit starts with students identifying the familiar friends in the sky; sun, moon, and the stars. Because the school year begins with fall, vocabulary has been chosen to accompany this season. In unit 2, the elements and characteristics of winter are found, and in Unit 3, those that are familiar to spring and summer are included.

As a kindergarten teacher begins to review the seasons, and months of the year with the students, the nlha.kApmhh language words can easily be supplied to help identify the weather and names of the season.

The sun, moon, and stars are included in many native stories, which could be shared with the children, and during these times of story telling, the names could be substituted with the nlha.kApmhh language names.

There are accompanying visual aids to this theme, which can be used, which reflect the vocabulary of each unit. Repetition of course is essential to mastering language and the idea that the students need to hear the language repeated over and over. A teacher can easily review the nature vocabulary a few times a week by using these visual aids.

Any variety of memory and rhyming games can be created to assist in making the repetition fun and interesting for students. Some ideas for games are included in the curriculum. In addition, whenever possible, the teacher can substitute the English words for the seasons throughout the course of a regular day as nature is discussed on walks or in class.

The teacher can use the vocabulary in the context of the sentences provided. For example, as the leaves are falling, it is good opportunity for the teacher to draw the students' attention to them and repeat the sentences provided in unit 1. Similarly, as it begins to rain or snow, the teacher can provide the students with the opportunity to hear how this is expressed in the nlha.kApmhh language as many times over as is possible.

There are many art activities, which accompany the seasons, and language opportunities arise while the students are colouring, painting, and creating. While doing this, the teacher can reinforce the different nature vocabulary. As stated previously, the objective is to integrate the core vocabulary of this curriculum into the regular curriculum as much as possible to encourage long-term memory and usage.

Displays of the vocabulary being taught should be available on the walls of the classroom for students to view at any time in order to reinforce language memory.

Nature Vocabulary Games

- Game 1:** To reinforce comprehension, memory and language use of the various nature words
- Grade Level:** can be adapted from nursery kindergarten throughout primary and intermediate.
- Materials:** pictures of nature vocabulary.
- Game** The teacher spreads out pictures of nature on the floor, and when asked the students go get one picture and say its name. If they forget its name, they have to ask another student for the name. They have to keep asking until they are successful in getting the name.
- For grade 3 and up, the students can also be asked to use the animal names in a sentence about their animal.
- This game can be used with any of the other vocabulary objects, eg; clothing, foods, numbers, etc.
- Game 2:** to reinforce comprehension, memory and language use of the various nature words.
- Grade Level:** can be adapted from nursery kindergarten through to primary and intermediate
- Materials:** picture cards of nature words. Rolled up newspaper.
- Game:** students stand in a circle facing each other. The teacher assigns one nature word per student who each holds their card in front of them. One student stands in the middle with the wand of rolled up newspaper. To start, the language teacher calls the name of one of the nature words. The person who has been assigned that word has to call the name of another nature word in the circle before getting hit by the person in the middle. The person in the middle is constantly looking at the picture cards as names are being called out trying to remember which name belongs with which nature words in order to tap them on the head. The students holding the cards have to remember the other nature words in order not to get hit. When a person gets tapped on the head because they couldn't think of another nature word fast enough, he/she has to switch with the tapper and become the new person in the middle.

Level: Level One
Theme: Nature
Unit 2: sh.eeshdk

Vocabulary

sh.EEshdk	winter
shwuhoowuht	snow
taklh	rain
nba- <u>woa</u>	ice
shna-wt	wind

Phrases

1. wEEkna a shwuhoowuht
I see the snow.
2. wEEktwuh-n a shwuhoowuht
Do you see the snow?
3. a TLoO. hhA.a ash sh.EEshdksh
Winter is coming.
4. taklh nooqu
It's raining
5. na-wt nooqu
It's windy
6. na-m tek na-wt
It's windy
7. TLee.EEQU
It stopped (raining or snowing)
8. tooqupAksht
It stopped blowing

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Nature

Theme Information and Suggestions

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The sun, moon, and stars are included in many native stories, which could be shared with the children, and during these times of story telling, the names could be substituted with the nlha.kApmhh language names.

There are accompanying visual aids to this theme, which can be used, which reflect the vocabulary of each unit. Repetition of course is essential to mastering language and the idea that the students need to hear the language repeated over and over. A teacher can easily review the nature vocabulary a few times a week by using these visual aids.

Any variety of memory and rhyming games can be created to assist in making the repetition fun and interesting for students. Some ideas for games are included in the curriculum. In addition, whenever possible, the teacher can substitute the English words for the seasons throughout the course of a regular day as nature is discussed on walks or in class.

The teacher can use the vocabulary in the context of the sentences provided. For example, as the leaves are falling, it is good opportunity for the teacher to draw the students' attention to them and repeat the sentences provided in unit 1. Similarly, as it begins to rain or snow, the teacher can provide the students with the opportunity to hear how this is expressed in the nlha.kApmhh language as many times over as is possible.

There are many art activities, which accompany the seasons, and language opportunities arise while the students are colouring, painting, and creating. While doing this, the teacher can reinforce the different nature vocabulary. As stated previously, the objective is to integrate the core vocabulary of this curriculum into the regular curriculum as much as possible to encourage long-term memory and usage.

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Level: Level One
Theme: Nature
Unit 3: nwuhoo-yt

Vocabulary

nwuhoo-yt	spring
shbAK <u>em</u>	flower
shyAK <u>em</u>	hay
demlhEEk	summer
palhOOshquoo	lake
shchoowA-wuh	creek
shquoomwuhOOsh	hill
shquoom	mountain

Phrases

1. wEEkna a shbAKem
I see the flowers.
2. wEEkt-wuh-n a shbAKem
Do you see the flowers?
3. TSee ta yee.A a shyAKem
The hay looks really good.
4. ch.ash tA.a a nwuhoo-yt
Spring is coming.
5. a TLoO. hhA.a ash nwuhoo-yt sh
Spring is coming soon.
6. TLaKt a quoo.OOy
The river is rising.

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Nature

Theme Information and Suggestions

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There are accompanying visual aids to this theme, which can be used, which reflect the vocabulary of each unit. Repetition of course is essential to mastering language and the idea that the students need to hear the language repeated over and over. A teacher can easily review the nature vocabulary a few times a week by using these visual aids.

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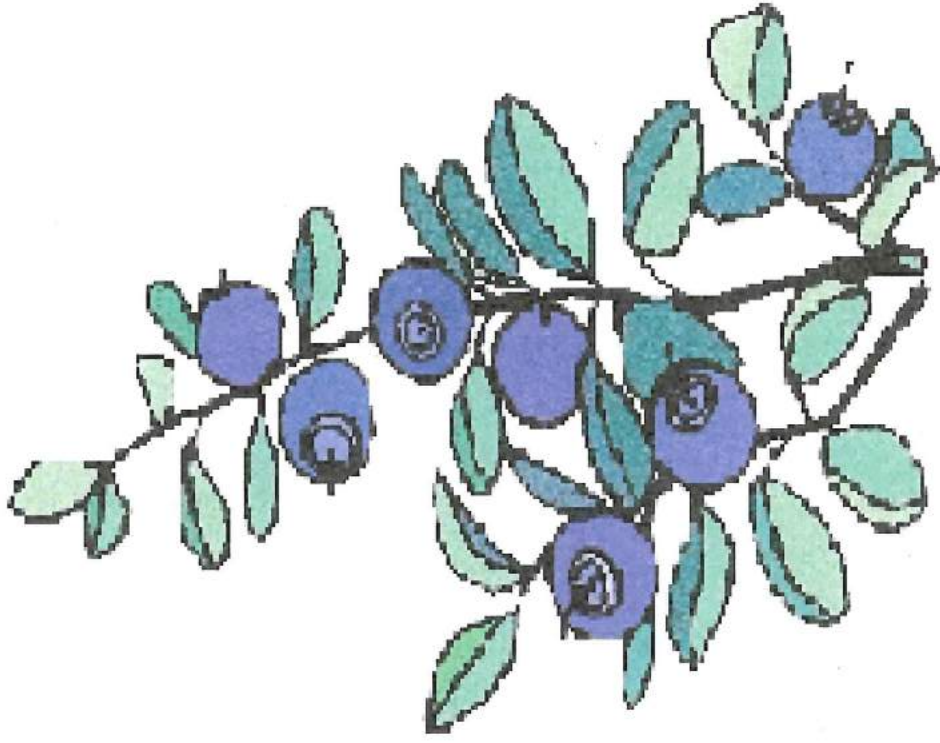
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Displays of the vocabulary being taught should be available on the walls of the classroom for students to view at any time in order to reinforce language memory.

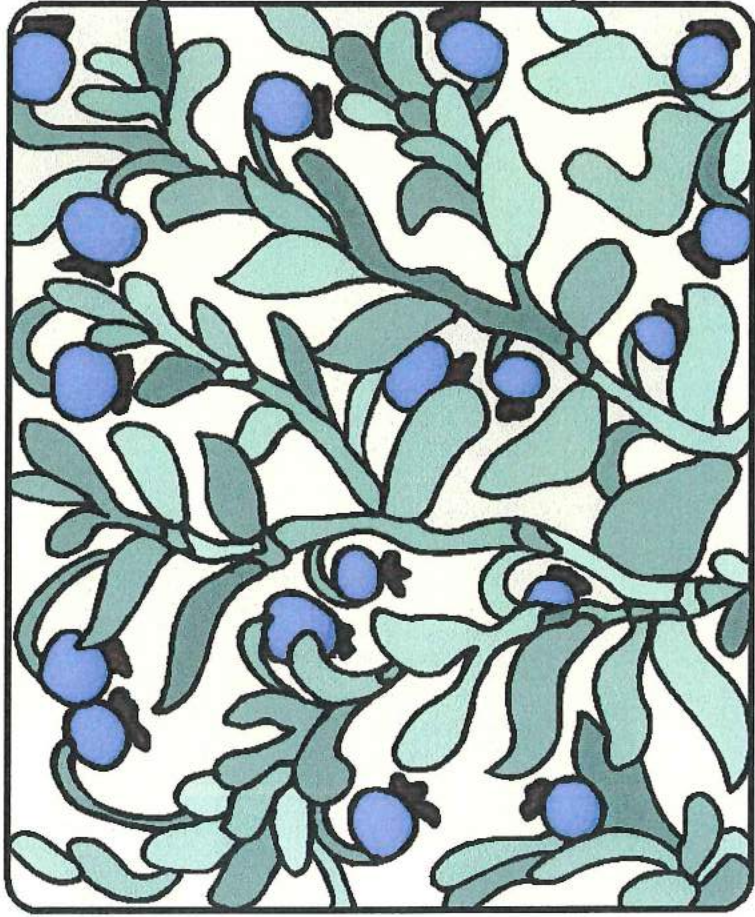
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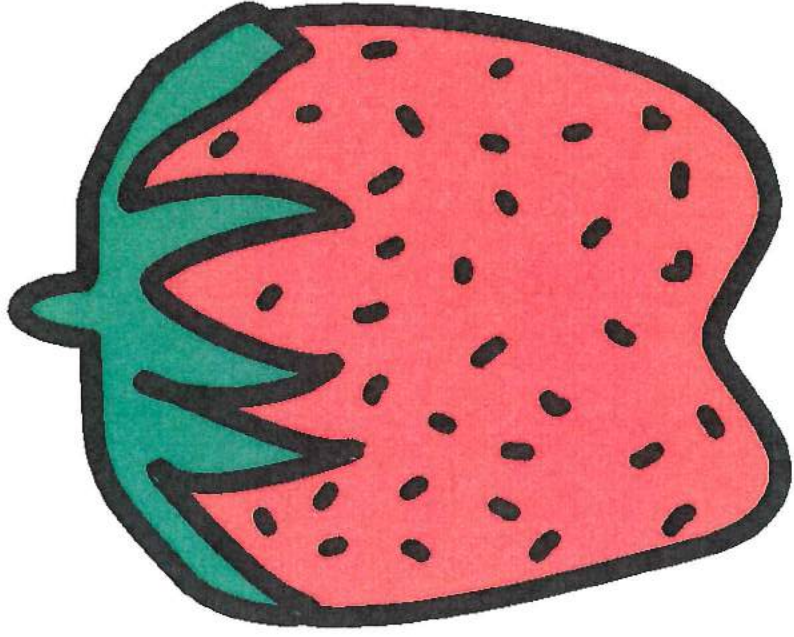
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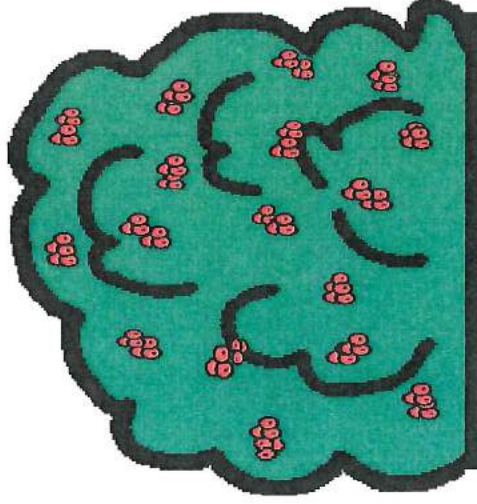
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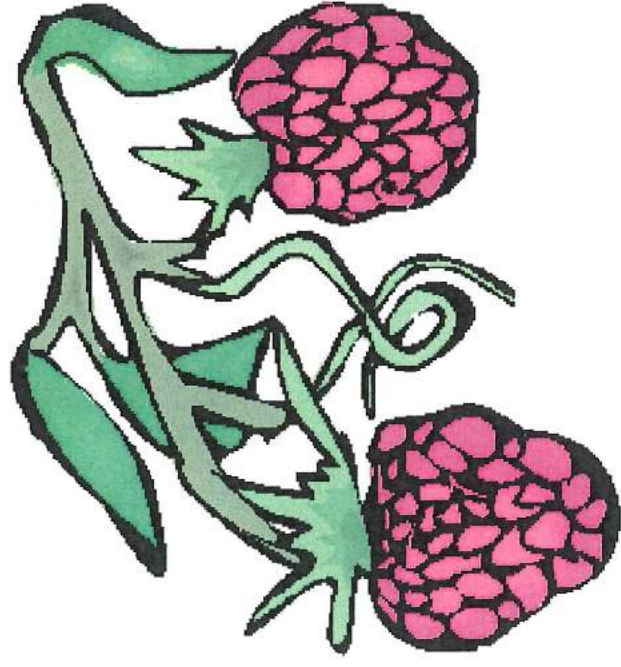
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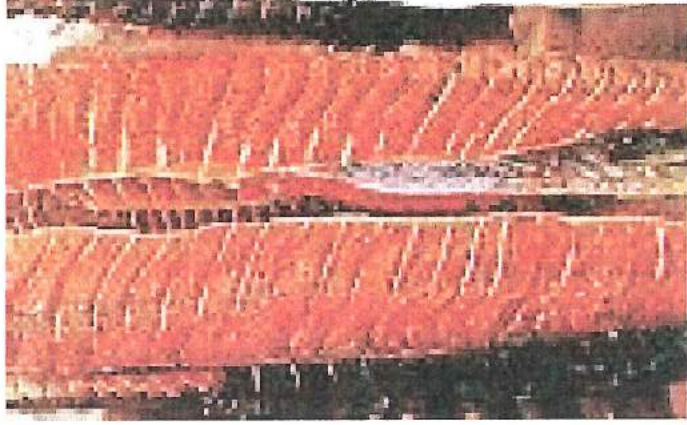
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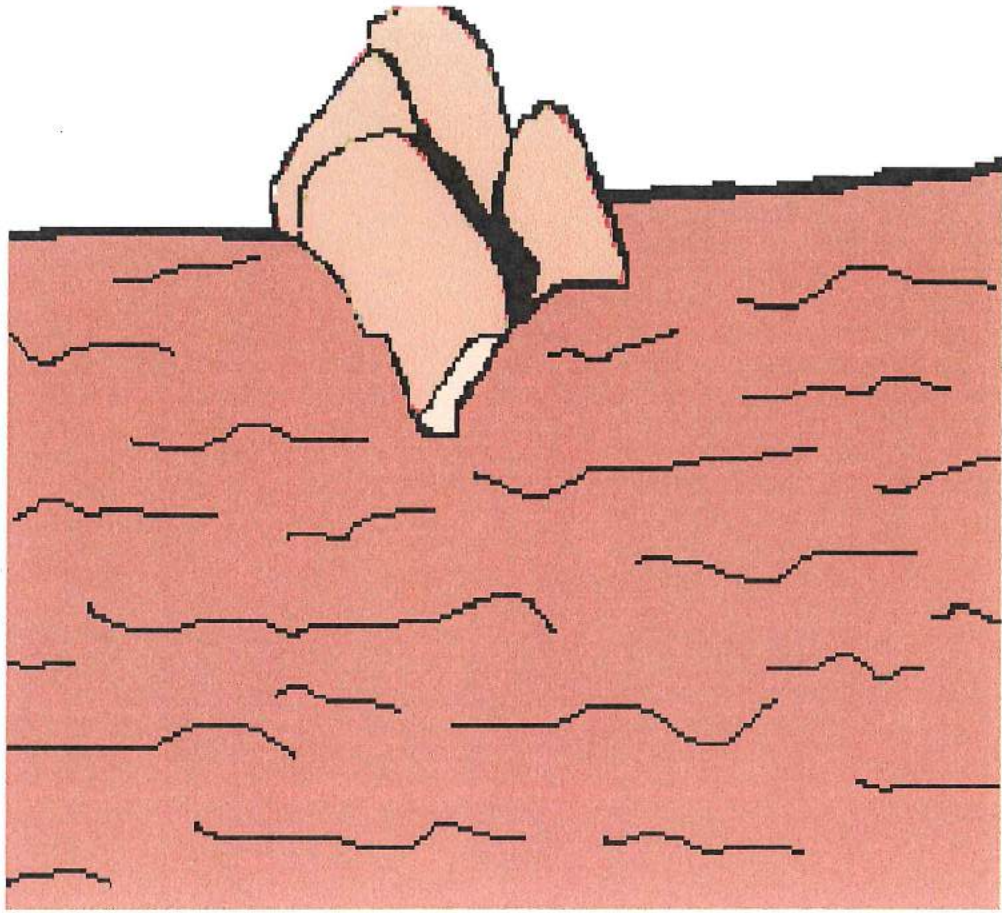
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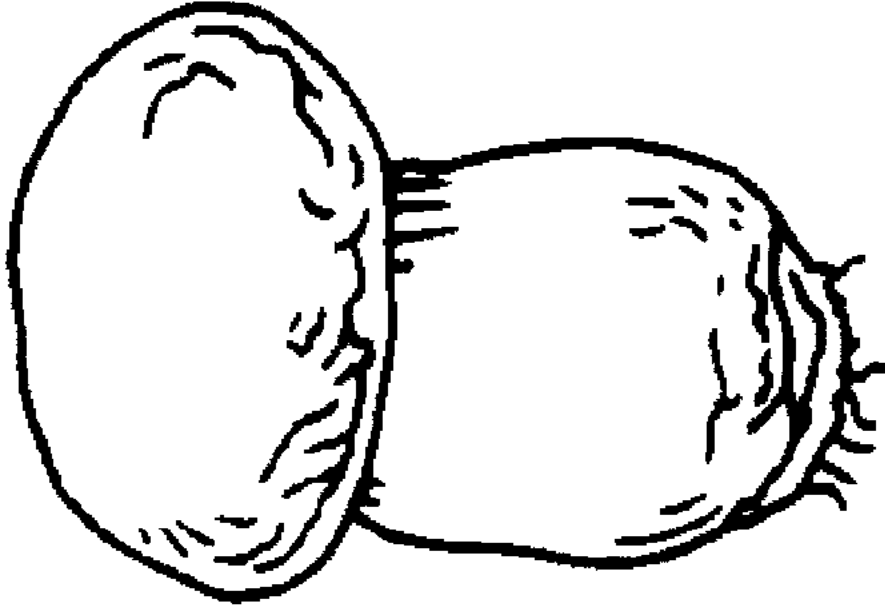
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Ke-mAshayQU



Ke-mAsh



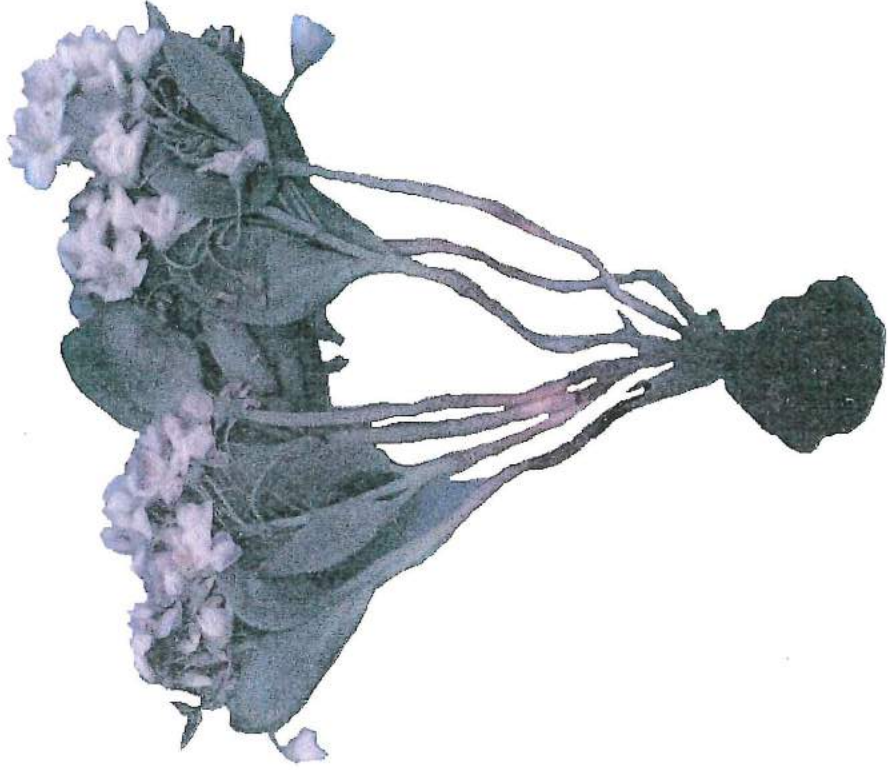
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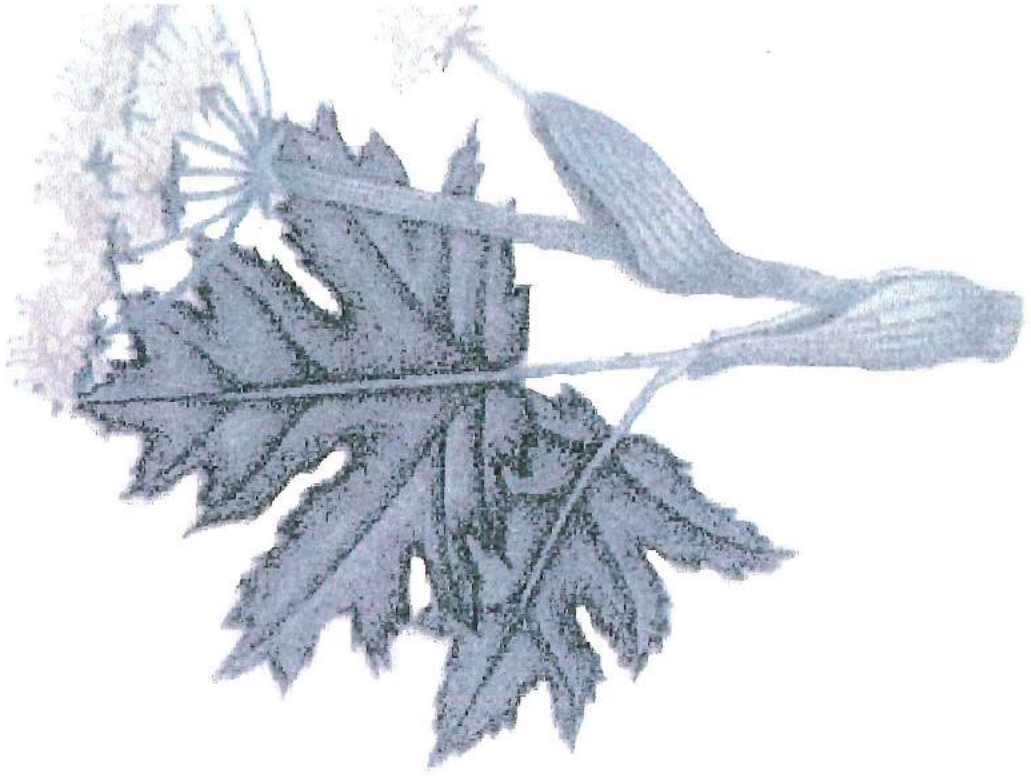
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Level: Level One
Theme: Wild Foods
Unit 1: IhewA-ysht

Vocabulary

TSaITSAIa	huckleberry
shchagum	saskatoon berry
shQUaQUee-yAp	strawberry
shwuhOOshem	soapberry
sh.A-yachqu	raspberry

Phrases

1. hAchoo nash QUee-yA-wim tek TSaITSAIa
Let's go (just two) pick some huckleberries.
2. hAchooza na-yeet QUee-yA-wim tek TSaITSAIa
Let's go (a bunch) pick some huckleberries.
3. na.A awsh choowOO a TSaITSAIa
Huckleberries grow there.
4. hAchooza nash wuhee.im tek TSaITSAIa
Let's go looking for some huckleberries.
5. nchEE.a a wEEKim kn ta TSaITSAIa
I saw some huckleberries there.
6. wuhee.kt pA-yim tek TSaITSAIa
We're going to dry some huckleberries.

nIha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Wild Foods

Theme Information and Suggestions

The wild foods theme is a central theme to the whole of the nursery kindergarten native language curriculum. At certain times of the year, field trips are conducted to gather and to observe the wild foods that were indigenous to the nIha.kApmhh people growing in the surrounding natural habitat. In unit 1, fall berries are included such as huckleberries, saskatoons, strawberries, soapberries, and raspberries. Unit 2, winter, discusses indigenous foods eaten during winter such as dried fish, meat and berries, as well as dried mushrooms and tea. Unit 3, spring/summer, includes wild foods that can be observed by the students growing as they take their field trips; wild celery, sunflowers, wild potatoes, sap, and cows parsnip. The text by Nancy Turner, ET AL, Thompson ethno botany: knowledge and usage of plants by the nIha.kApmhh people of British Columbia, is an excellent resource for the classroom and native languages teachers, for it contains much information about plants indigenous to the nIha.kApmhh people

The wild foods theme and its vocabulary and sentences all relate to picking and gathering the foods. The sentences are meant to assist the teacher as he/she walks the students through the steps of first deciding to pick the foods, to seeing where they grow (identifying the species) and to the process of drying the foods or preparing them in some traditional way. Specific field trips and related activities have been included in this curriculum which can be cross referenced to support this theme, such as; outdoor activities, projects, drying fish, and field trips, salmon run, berries, plants.

The teacher can make much use of these foods as part of the nursery kindergarten curriculum, for the students can bring back the foods from their field trips, and follow up at the school with lessons and experiences on how to prepare them for winter, or in some other way favourite to the nIha.kApmhh people. For instance, berries can be picked, dried, eaten with ice cream, baked into pies, made into jellies and preserves, canned and even made into ice cream (soapberries). The concepts of sharing foods and inviting guests to eat together in feast or simply inviting parents to 'tea' can be fun for this age group.

In every activity conducted with these foods, nIha.kApmhh names and language can be used which will provide a context for students to relate the actual foods to the language being spoken. Again, repetition is important for students to be able to store the language into long-term memory. As much physical activity and experiences relating to the vocabulary will assist in the process of storing the vocabulary to long-term memory.

Visual aids have been provided to accompany the vocabulary used in these themes. The teacher can use these aids to reinforce the learning of wild foods, vocabulary and sentences.

Displays of the vocabulary being taught should be available on the walls of the classroom for students to view at any time in order to reinforce language memory.

nlha.kApmhh Language Program

Level: Level One
Theme: Wild Foods
Unit 2: sh.eeshdk

Vocabulary

shTSwan	dried salmon
Kahh tek shchagum	dried saskatoon
Kahh tek shmeeych	dried meat
<u>Ke-mAshayQU</u>	cottonwood mushrooms
<u>Ke-mAsh</u>	pine mushrooms

Phrases

1. wuhee. kn kahh lh TSee.
I'm going to dry meat.
2. hAchoo nayeet Ke-mAshm
Let's go gather pine mushrooms.
3. nA.a awsh choowoo a Ke-mAshayQU
Cottonwood mushrooms grow there.
4. hAchoo nash wuhee.m tek ke-mAshayQU
Let's go looking for some cottonwood mushrooms.
5. wEEKim kn ta Ke-mAshm
I saw some pine mushrooms.
6. wuhee.kt pA-yim tek shchagum
We're going to dry some saskatoons.
7. meshtAhhchima tan shTSwan
Try my dried salmon.
8. wuhee. nAshna an shkeeyAyd n wa nTSwantn
I'm going to carry my fish to the cellar.
9. QUOOyemna nooqu a shTSwan
I'm hungry for some dried salmon.

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Wild Foods

Theme Information and Suggestions

The wild foods theme is a central theme to the whole of the nursery kindergarten native language curriculum. At certain times of the year, field trips are conducted to gather and to observe the wild foods that were indigenous to the nlha.kApmhh people growing in the surrounding natural habitat. In unit 1, fall berries are included such as huckleberries, saskatoons, strawberries, soapberries, and raspberries. Unit 2, winter, discusses indigenous foods eaten during winter such as dried fish, meat and berries, as well as dried mushrooms and tea. Unit 3, spring/summer, includes wild foods that can be observed by the students growing as they take their field trips; wild celery, sunflowers, wild potatoes, sap, and cows parsnip. The text by Nancy Turner, ET AL, Thompson ethno botany; knowledge and usage of plants by the nlha.kApmhh people of British Columbia, is an excellent resource for the classroom and native languages teachers, for it contains much information about plants indigenous to the nlha.kApmhh people

The wild foods theme and its vocabulary and sentences all relate to picking and gathering the foods. The sentences are meant to assist the teacher as he/she walks the students through the steps of first deciding to pick the foods, to seeing where they grow (identifying the species) and to the process of drying the foods or preparing them in some traditional way. Specific field trips and related activities have been included in this curriculum which can be cross referenced to support this theme, such as; outdoor activities, projects, drying fish, and field trips, salmon run, berries, plants.

The teacher can make much use of these foods as part of the nursery kindergarten curriculum, for the students can bring back the foods from their field trips, and follow up at the school with lessons and experiences on how to prepare them for winter, or in some other way favourite to the nlha.kApmhh people. For instance, berries can be picked, dried, eaten with ice cream, baked into pies, made into jellies and preserves, canned and even made into ice cream (soapberries). The concepts of sharing foods and inviting guests to eat together in feast or simply inviting parents to 'tea' can be fun for this age group.

In every activity conducted with these foods, nlha.kApmhh names and language can be used which will provide a context for students to relate the actual foods to the language being spoken. Again, repetition is important for students to be able to store the language into long-term memory. As much physical activity and experiences relating to the vocabulary will assist in the process of storing the vocabulary to long-term memory.

Visual aids have been provided to accompany the vocabulary used in these themes. The teacher can use these aids to reinforce the learning of wild foods, vocabulary and sentences.

Displays of the vocabulary being taught should be available on the walls of the classroom for students to view at any time in order to reinforce language memory.

Level: Level One
Theme: Wild Foods
Unit 3: nwuhoo-yt

Vocabulary

TSawAta.	wild celery
showuh-m	sunflowers
tatOOwe-n	wild potatoes
ndoo.	sap
hAquoo.	cow parsnips

Phrases

1. nA.a awsh choowOO a tatOOwe-n
Wild potatoes grow there.
2. hAchoo nash wuhEE.im tek tatOOwe-n
Let's go looking for some wild potatoes.
3. weekim kn ta tatOOwe-n
I saw some wild potatoes.
4. hAchoo nash quanAm tek ndoo.
Let's go get some sap.
5. QUOOyemna nooqu k tatOOwe-n
I'm hungry for some wild potatoes.

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Wild Foods

Theme Information and Suggestions

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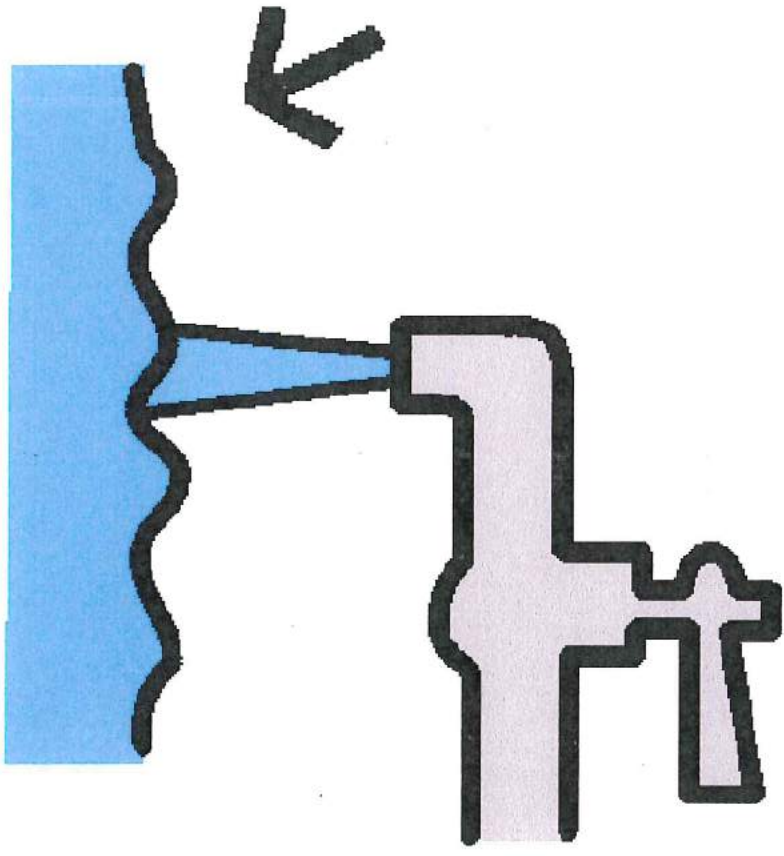
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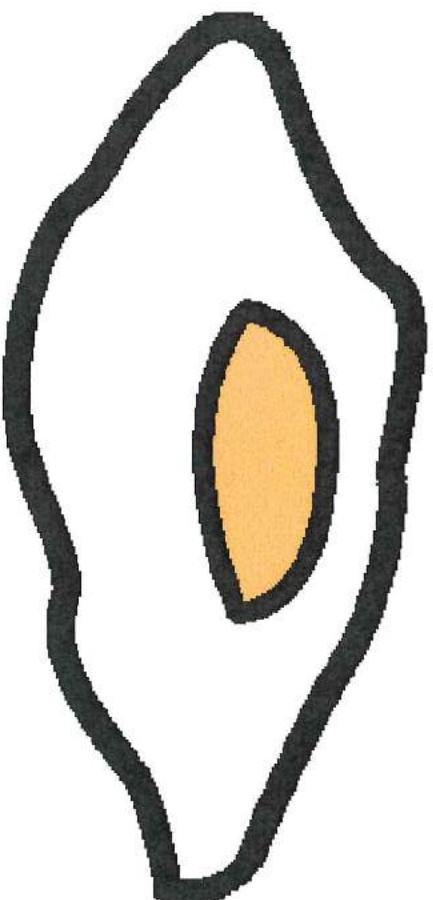
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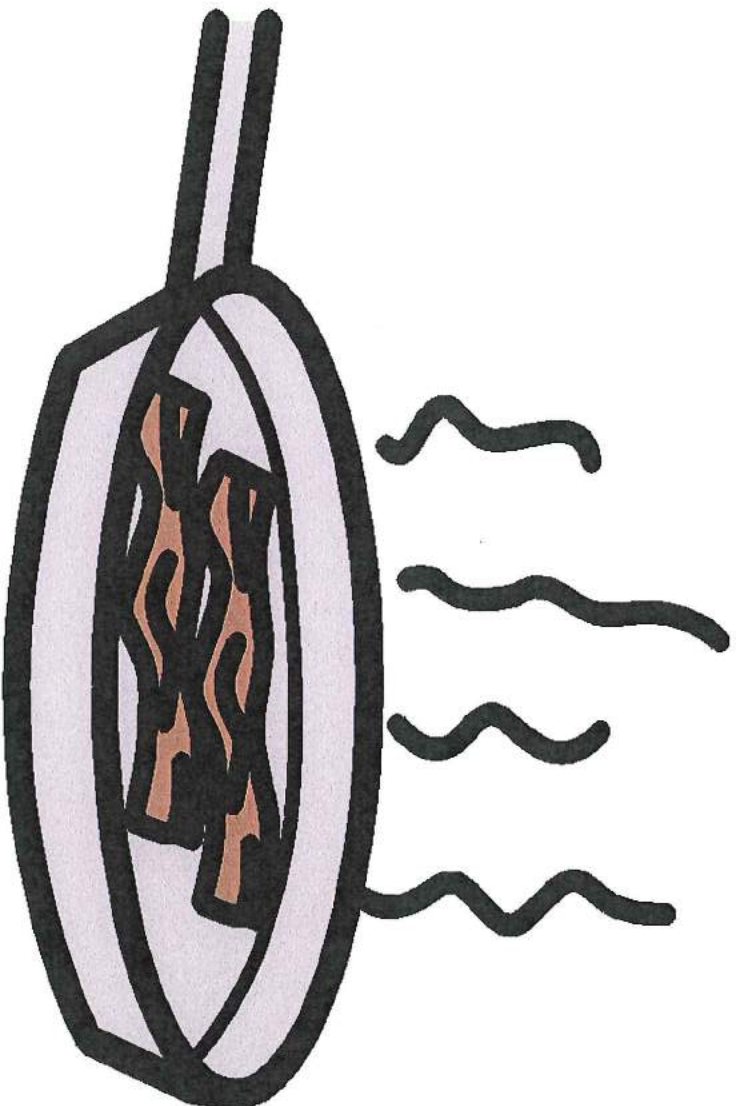


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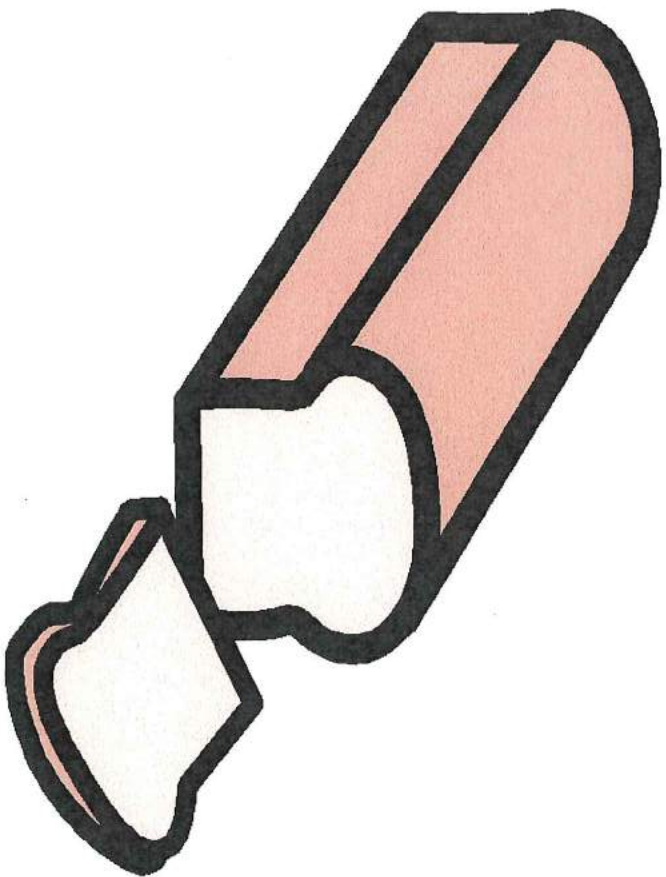
ha.OOsha.



KEhnhim



shap|E|E|



nIha.kApmhh Language Program

Level: Level One
Theme: Known Foods
Unit 1: IhewA-ysht

Vocabulary

<u>quoo.</u>	water
ha.OOsha.	eggs
<u>KEhhim</u>	to fry
shapIEEI	bread

Phrases

1. quAhhchima tek quoo. nhhA-wem kn
Get me some water, I'm thirsty.
2. shda. ka.sh shTLAKeeya
What do you have for lunch?
3. shda. ka.sh chahaknma tek shTLAkee-ya.
What are you packing for lunch?
4. nwuhOlhgumhha tek ha.OOsha.
Boil some eggs.
5. KEhhim ha tek ha.OOsha.
Fry some eggs.
6. mOguata a ha.OOsha.
Collect the eggs.
7. KEhhim a tek shapIEEI tayt kn nooqu
Fry some bread (I'm hungry).

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Known Foods

Theme Information and Suggestions

The vocabulary and sentences for the theme, known foods, were kept very simple for this age group. nlha.kApmhh language program focuses mainly on wild or indigenous foods as seen in the previous theme, wild foods, because of the cultural component taught in partnership with the native language program. These particular known foods were chosen because of their ease of pronunciation given the nursery kindergarten student age group. Water, eggs and fry bread are well known foods to these students; a favourite sentence among students, "what do you have for lunch?" has been chosen to teach because of its ability to be used everyday in the classroom.

The nursery kindergarten teacher can easily make a cooking lesson using the vocabulary for fry bread and eggs. Every student will enjoy a delicious piece of bannock with jam and butter. Often these are served at school functions, parent teacher meetings, and as fundraisers for classroom activities. Even nursery kindergarten students can enjoy a lesson on how to make these foods. Eggs can be boiled and made into nutritious sandwiches, potato salads, and eaten as snacks when teaching about nutrition to this age group. The idea is to create curriculum around vocabulary and sentences and enjoy the experience of cooking, cleaning and eating together.

Water is a necessary component of any students' day, so it is a natural word to use in the classroom by the teacher and the students as often as possible. Water play is also included in the nursery kindergarten core curriculum.

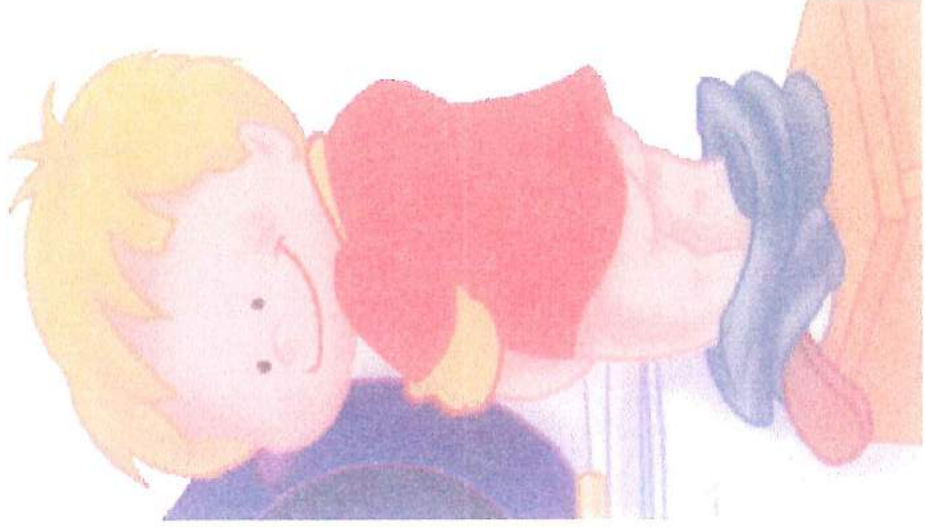
At Easter time, eggs can be decorated in class and while doing so the English term for egg should be substituted for the nlha.kApmhh vocabulary. Later during an egg hunt for Easter, the language can again be reinforced.

Displays of the vocabulary being taught should be available on the walls of the classroom for students to view at any time in order to reinforce language memory.

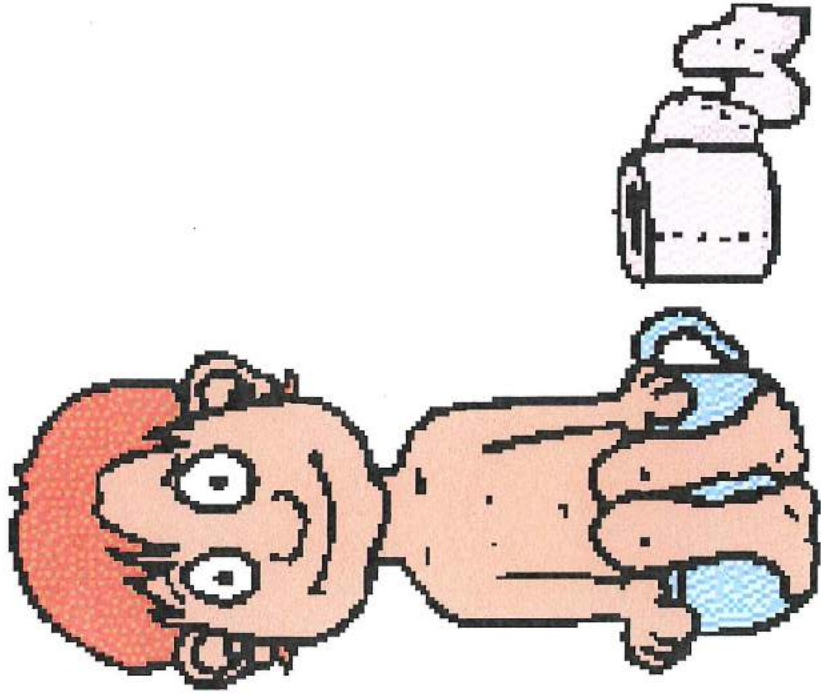
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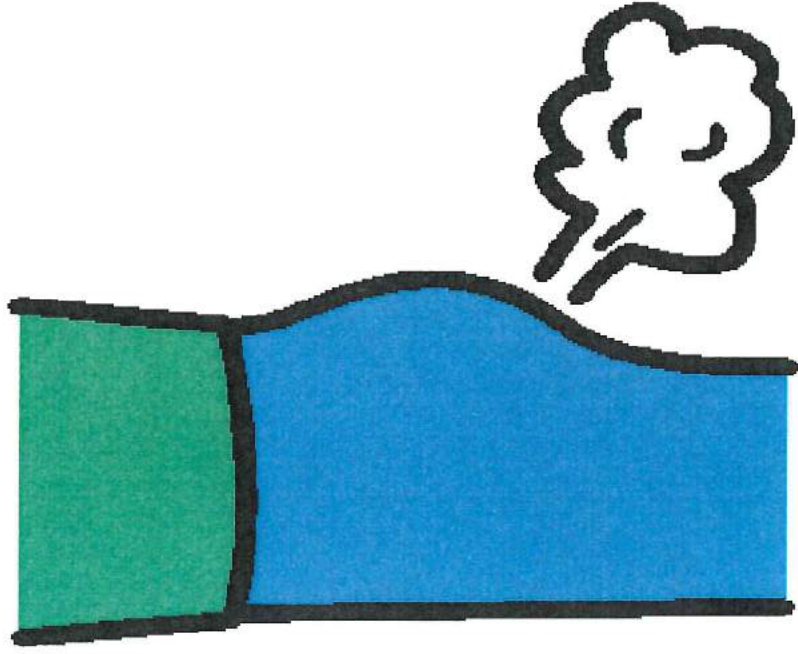
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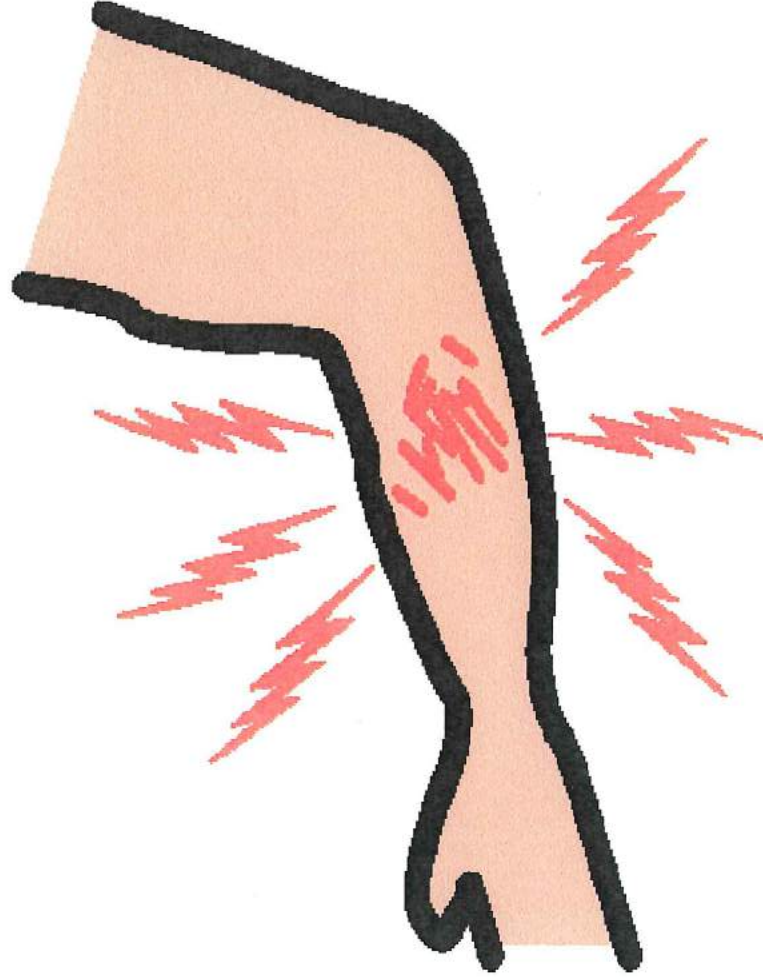
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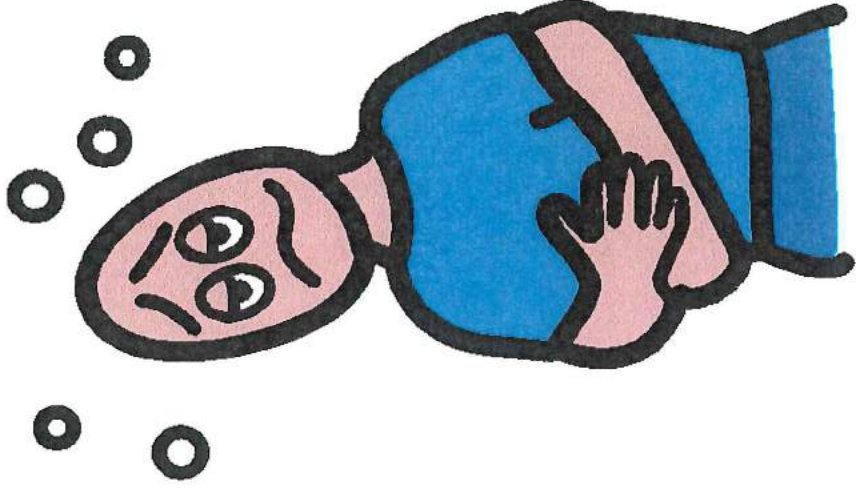
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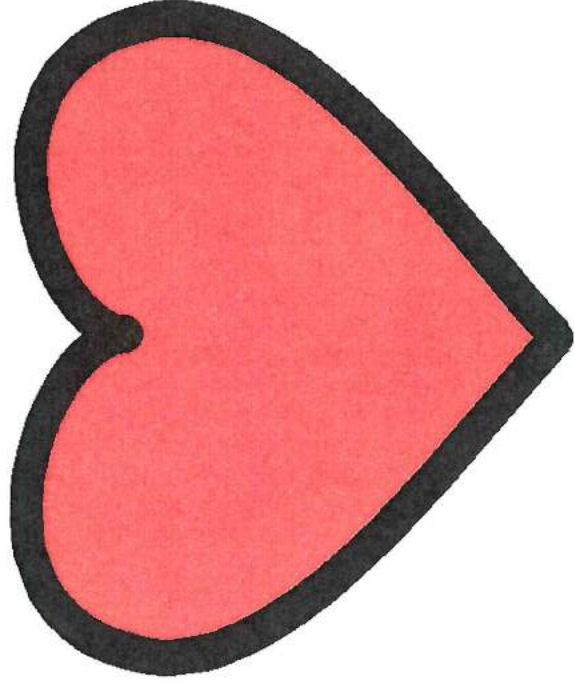
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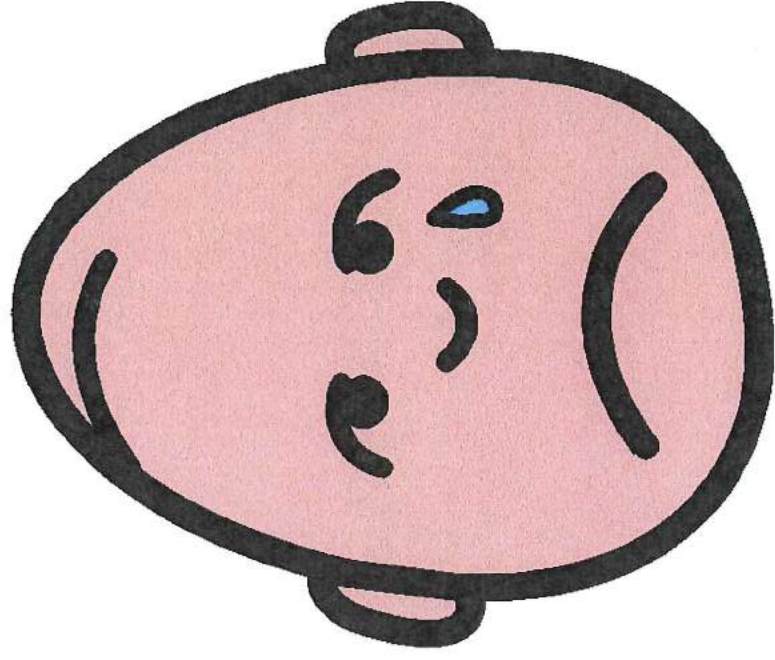
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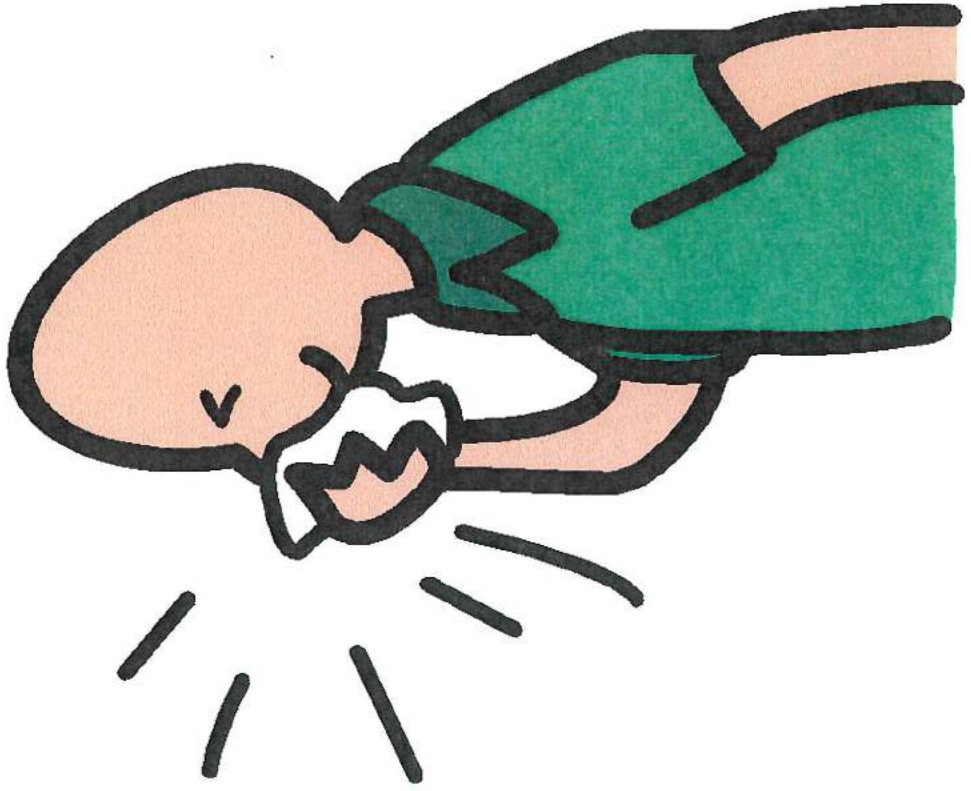
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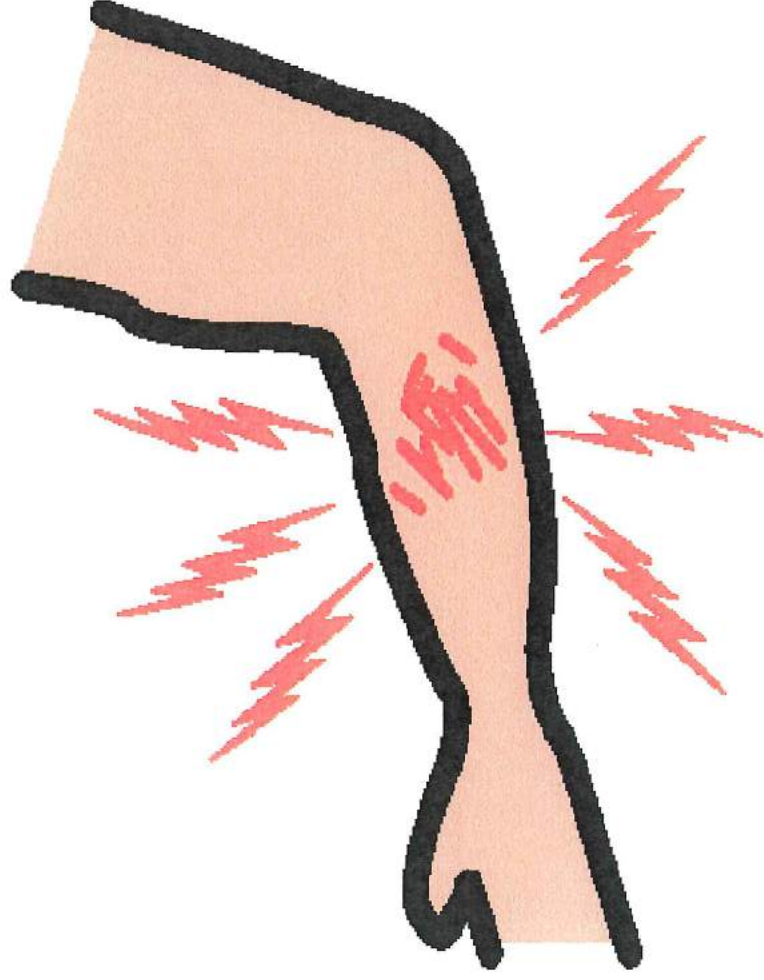
nqenwuhAihTSee.



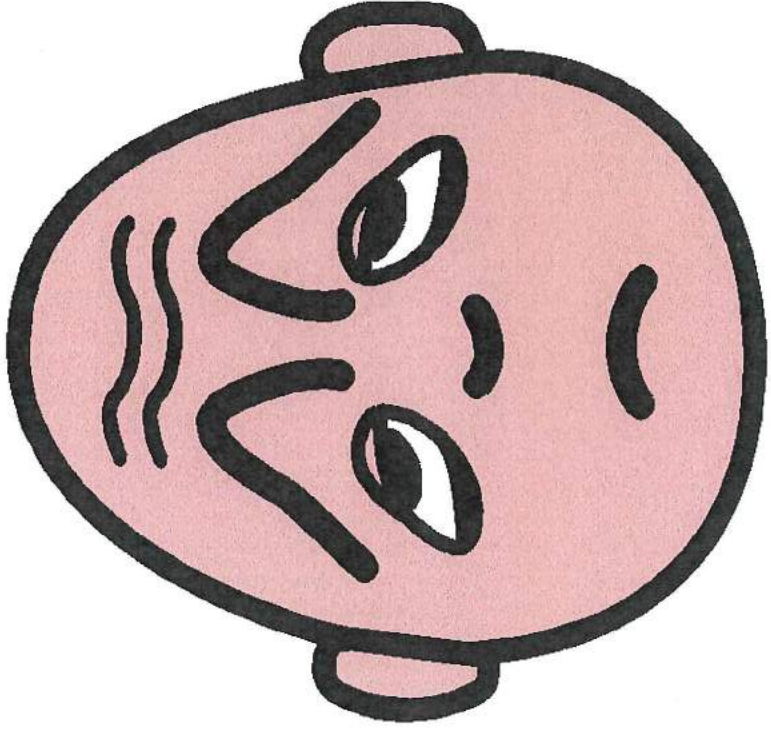
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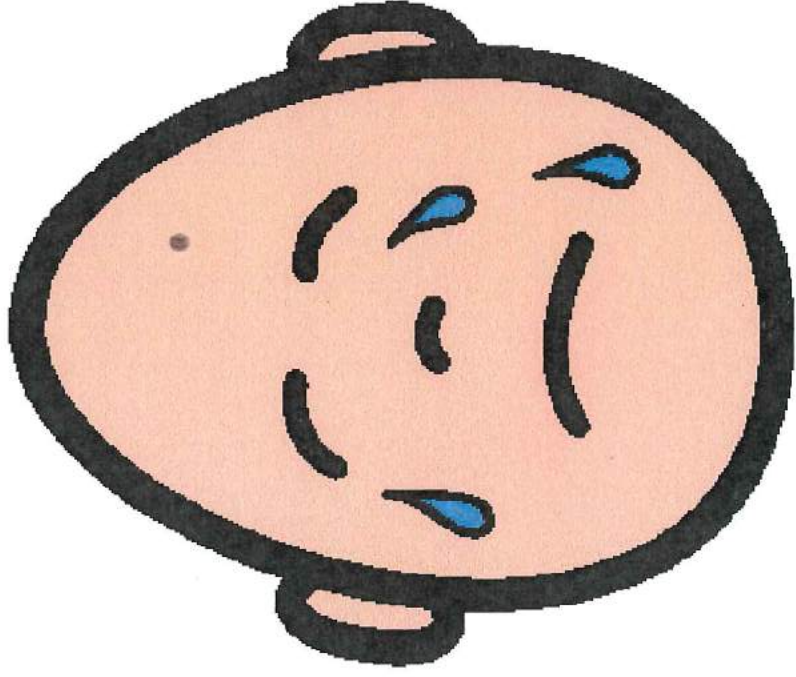
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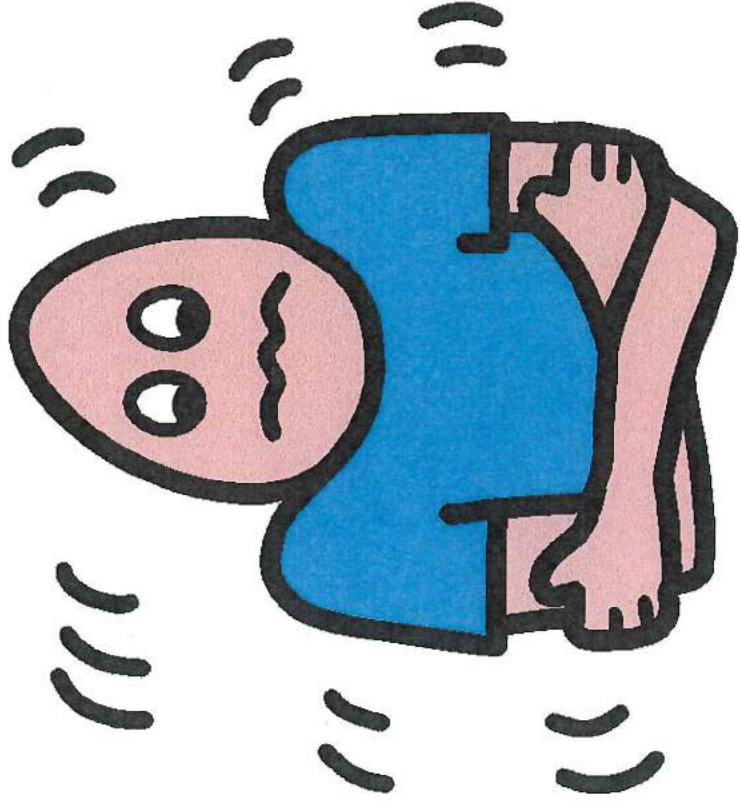
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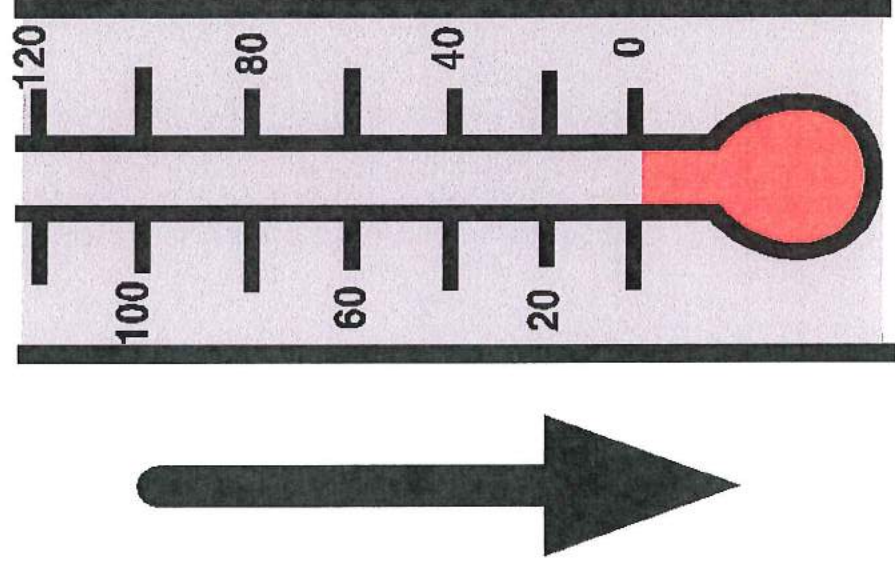
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IhAh^hheeey



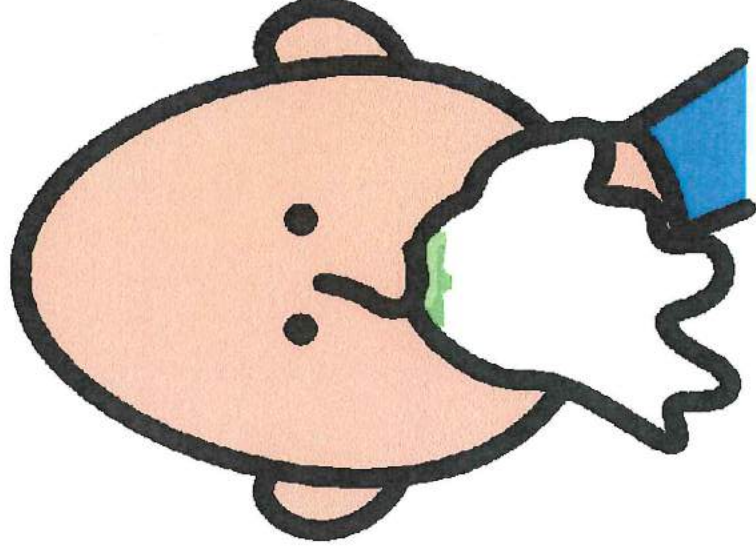
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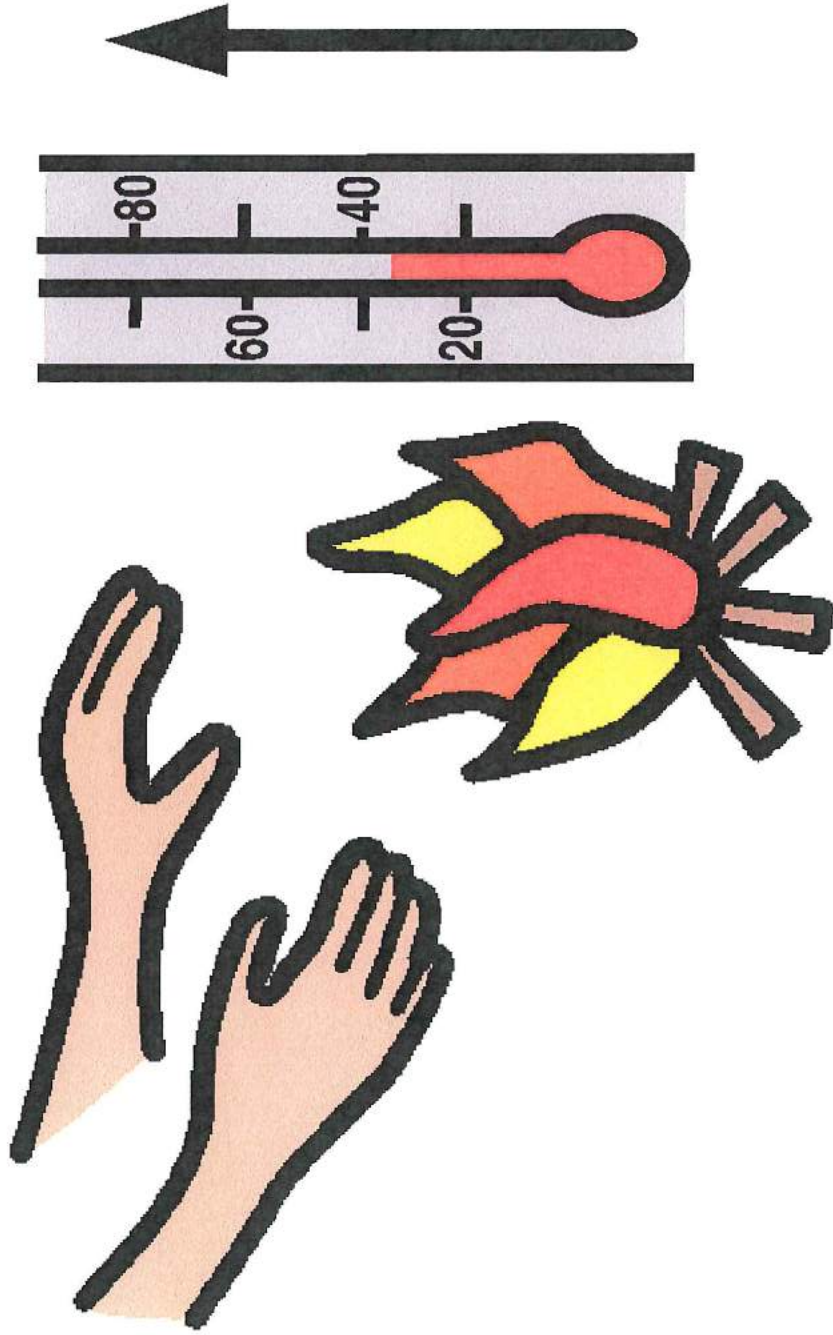
qua. Ach kn



Ash hha



kemEp kn



nha.kApmhh Language Program

Level: Level One
Theme: Health/Self
Unit 1: lhewA-ysht

Vocabulary

tkA-yem	to pee
wuheeyTS	to poop
Poo.OOm	to fart
<u>quA.quee.t</u>	to hurt
<u>quenOwuh</u>	to be sick

Phrases

1. wuhee. kn nash tkA-yem
I need to pee.
2. tkA-yee. mamin kn nooqu
I want to pee.
3. quA.quee.t kn
I'm hurt.
4. quenOwuh kn
I'm sick.
5. nha-n k quA.quee.toosh
Where does it hurt?

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Health

Theme Information and Suggestions

Health plays a major role in nursery kindergarten core curriculum, and it is included in the nlha.kApmhh language curriculum in its most practical sense. Factors regarding health related body functions and concepts readily identifiable by the nursery kindergarten students were taken into consideration when choosing the vocabulary for these units. As well, ease of pronunciation played a role in their selection. Unit 1, therefore, includes words found in normal body functions experienced in the daily world of the nursery kindergarten student. Unit 2 includes vocabulary about feelings and emotions, body temperature, and basic health while Unit 3 expands on these further.

The student can be taught these vocabulary and sentences as soon as the school year begins. For example, when a student needs to communicate that he/she has to use the toilet, the teacher can teach the sentences in unit 1.

Oftentimes, students will hurt themselves on the playground or begin to feel sick while attending school. Again, sentences are provided for the teacher and students to use when these things happen.

A standard component of the nursery kindergarten core curriculum is the instruction of emotional health and safety. An example is the teachings of the CARE KIT or other self esteem units where students begin to learn how to identify and recognize certain feelings and emotion. The teacher can reinforce the nlha.kApmhh language curriculum by substituting the English vocabulary and sentences during these lessons.

Furthermore, students of this age group often express emotions. They readily admit to feeling happy or sad, especially when hurt. These circumstances can provide opportunities to use the nlha.kApmhh language vocabulary and sentences.

As they are used repeatedly within the classroom context, the vocabulary and sentences will be committed to memory and will be apt to be used even when the students are at home.

There are accompanying visual aids to this theme, which can be used, which reflect the vocabulary of each unit. A teacher can easily review the health vocabulary a few times a week by using these visual aids. Any variety of songs and rhyming games can be created to assist in making the repetition fun and interesting for the students.

There are many art activities, which accompany the seasons, and language opportunities arise while the students are colouring, painting, creating. While doing this, the teacher can reinforce the different health vocabulary. As stated previously, the objective is to integrate the core vocabulary of this curriculum into regular curriculum as much as possible to encourage long-term memory and usage.

The theme body parts, cross references to these units on health, and can be used by

the teacher to express when someone is hurt; which body part in particular hurts? The vocabulary can be expanded and built upon using the sentences from the health theme and vice versa.

When nurses or other guests make health related presentations to the students, again niha.kApmhh language can be substituted for concepts and body parts whenever possible.

Displays of the vocabulary being taught should be available on the walls of the classroom for students to view at any time in order to reinforce language memory.

Level: Level One
Theme: Health/Self
Unit 2: sh.eeshdk

Vocabulary

shwuhaw <u>qu</u>	heart
nguenwuhAlhTSee.	sad
Ashha	to sneeze
<u>qu</u> A.guee.t	to hurt
<u>ka</u> .Az	to be tired
wawEEyhh	to cry
lhAh <u>heey</u>	be cold
TSelht	cold (weather)

Phrases

1. yee.A n shwuhawqu
I'm happy (my heart is good).
2. yee.A -n ka. shwuhawqu
Are you happy?
3. kanm a.sh nguenwuhAlhTSee.
What's the matter, you look sad?
4. ka.Az kn
I'm tired.
5. ka.kAsh ka.Az
Are you tired?
6. chka.kAsh ka.Az
Are you tired?
7. wa wEEyhh lh Debbie
Debbie is crying
8. ahh nooqu woochEE.a kahh kayee.shchOOt
Someone is laughing over there.
9. TSalhaksht kn
My hands are cold.

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Health

Theme Information and Suggestions

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The student can be taught these vocabulary and sentences as soon as the school year begins. For example, when a student needs to communicate that he/she has to use the toilet, the teacher can teach the sentences in unit 1.

Ofentimes, students will hurt themselves on the playground or begin to feel sick while attending school. Again, sentences are provided for the teacher and students to use when these things happen.

A standard component of the nursery kindergarten core curriculum is the instruction of emotional health and safety. An example is the teachings of the CARE KIT or other self esteem units where students begin to learn how to identify and recognize certain feelings and emotion. The teacher can reinforce the nlha.kApmhh language curriculum by substituting the English vocabulary and sentences during these lessons.

Furthermore, students of this age group often express emotions. They readily admit to feeling happy or sad, especially when hurt. These circumstances can provide opportunities to use the nlha.kApmhh language vocabulary and sentences.

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Level: Level One
Theme: Health/Self
Unit 3: nwuhoo-yt

Vocabulary

neeKt	to get cut
sh <u>wuh</u> TLE <u>ksh</u>	snot
waTLk	to vomit
<u>qua</u> .Ach kn	to feel warm
<u>kemEp</u> kn	I am getting warm

Phrases

1. neeKt qui-n
Did you get cut?
2. neeKt kn
I got cut.
3. APata a. shpshakshdn
Wipe your nose.
4. APata a. sh wuh enTLEksh
Wipe your snot.
5. wuhee. kn waTLk
I'm going to vomit.
6. qua.Ach qu-n
Are you warm?
7. kemEp qu-n
Are you warm?
8. ha.EE qua.Ach kn
Yes, I'm warm.

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Health

Theme Information and Suggestions

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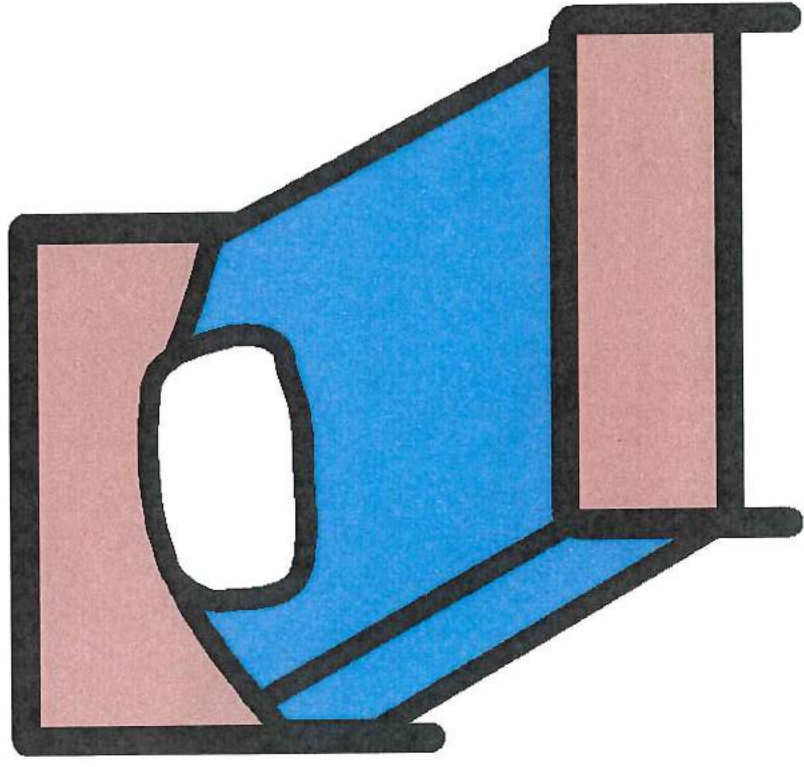
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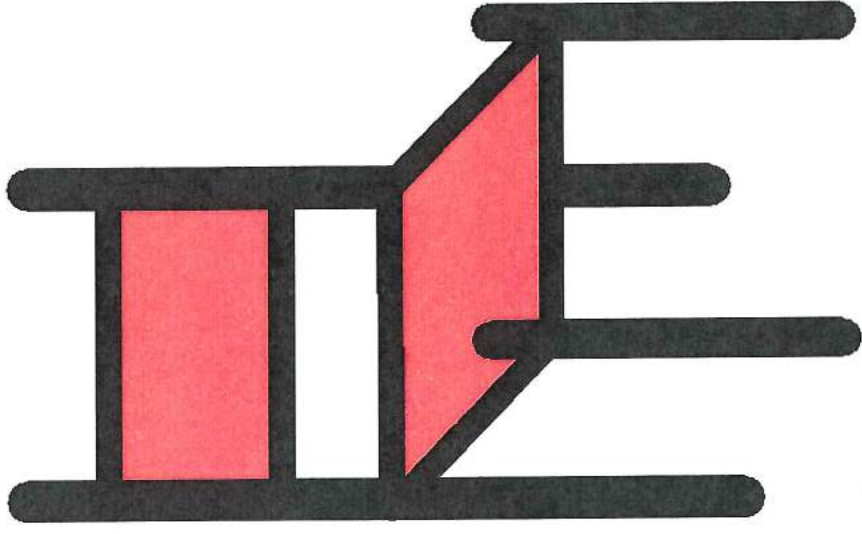
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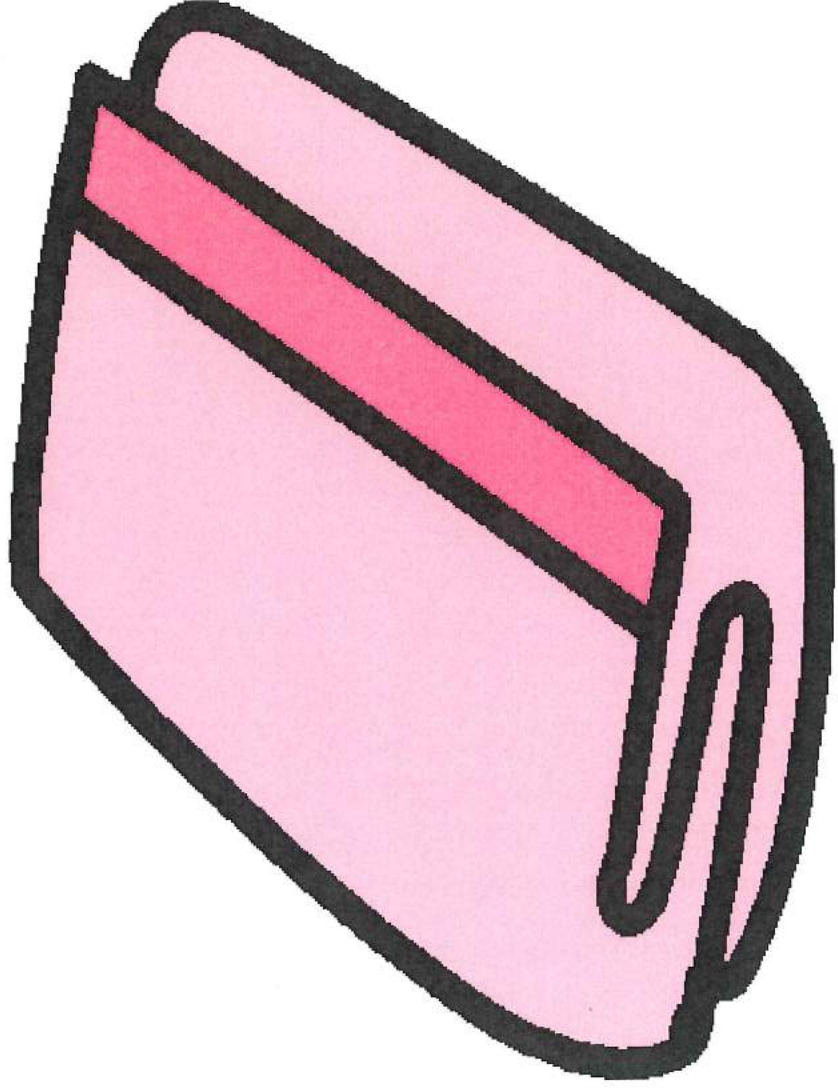
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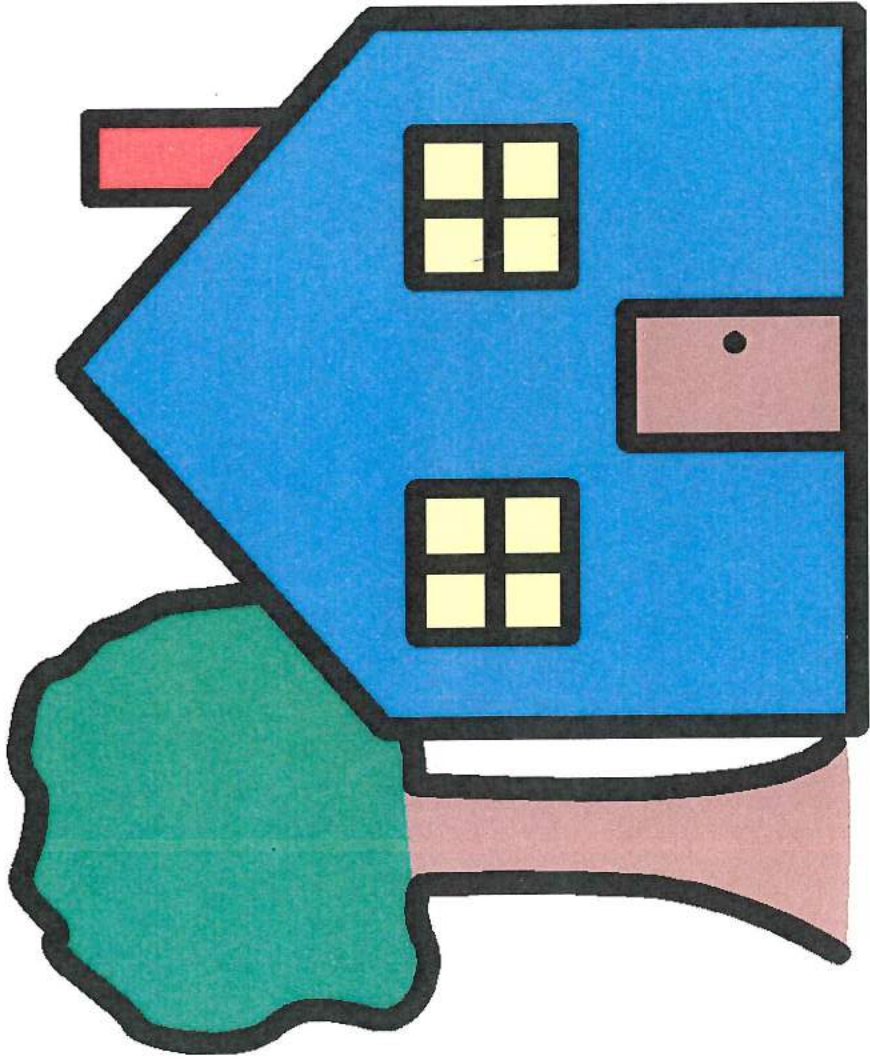
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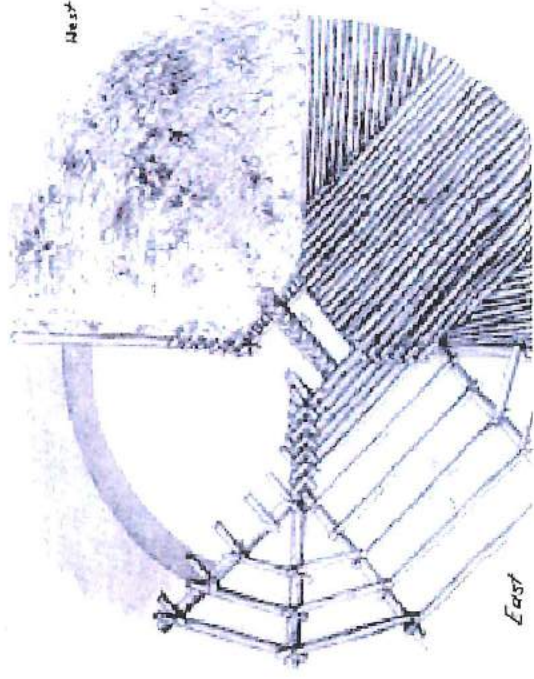
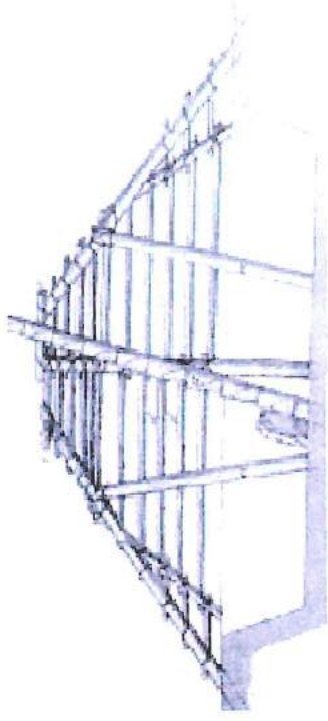
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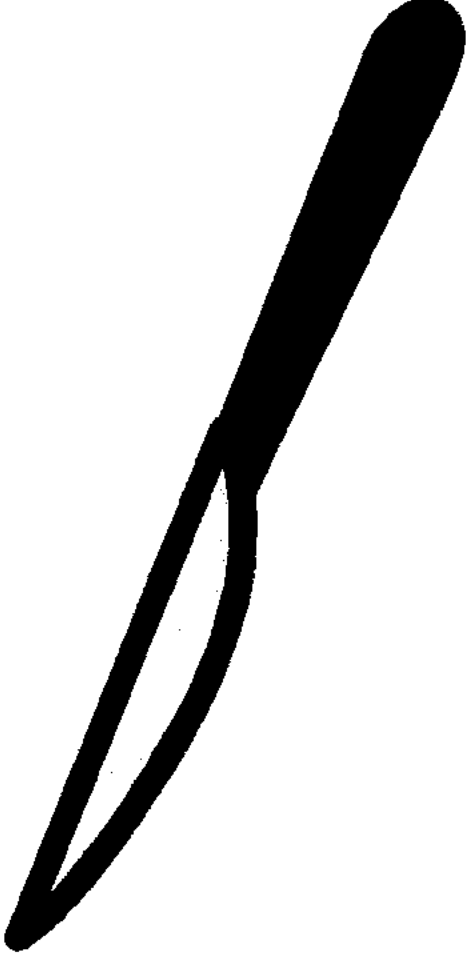
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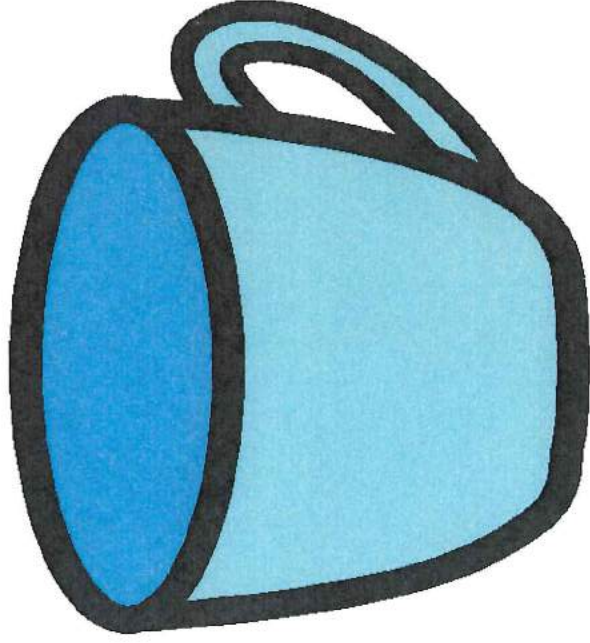
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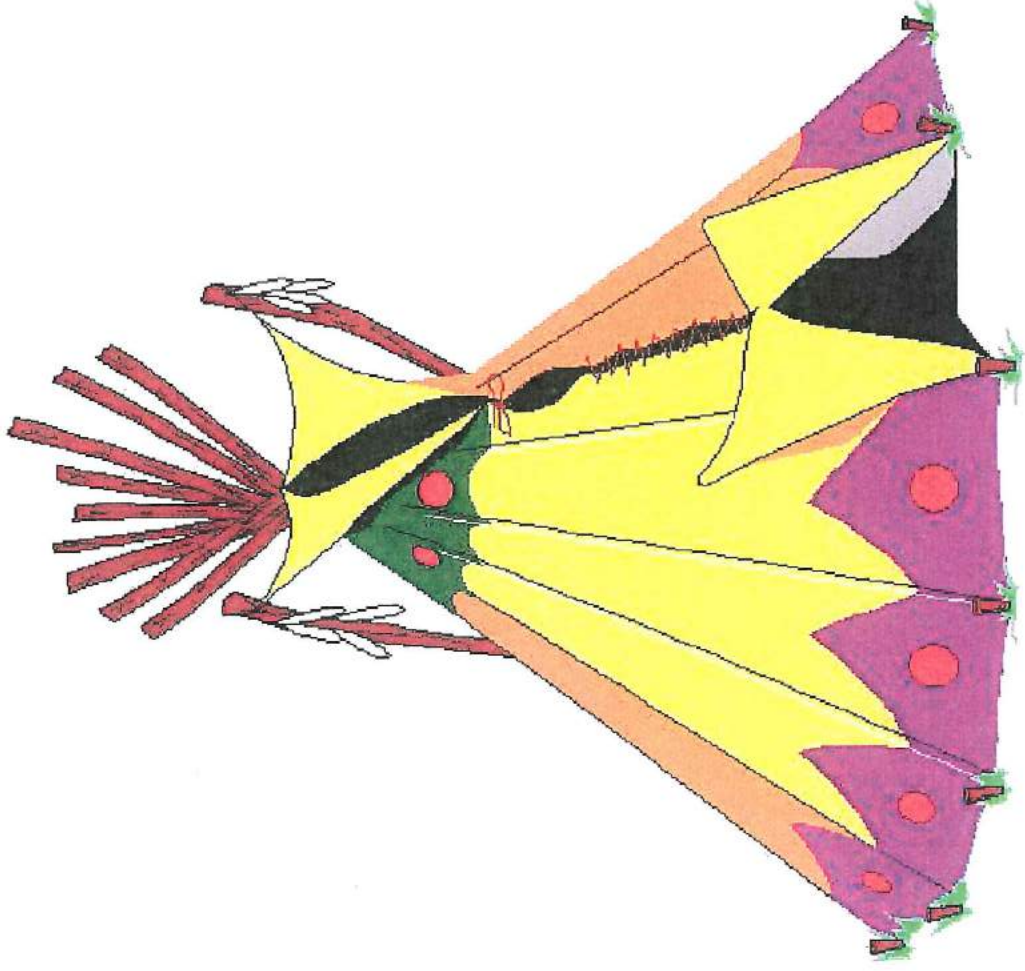
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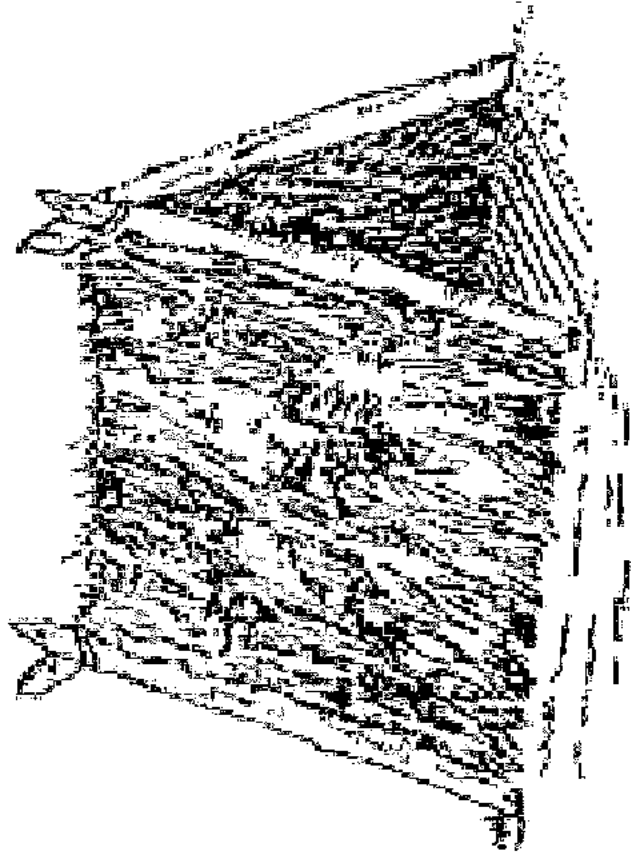
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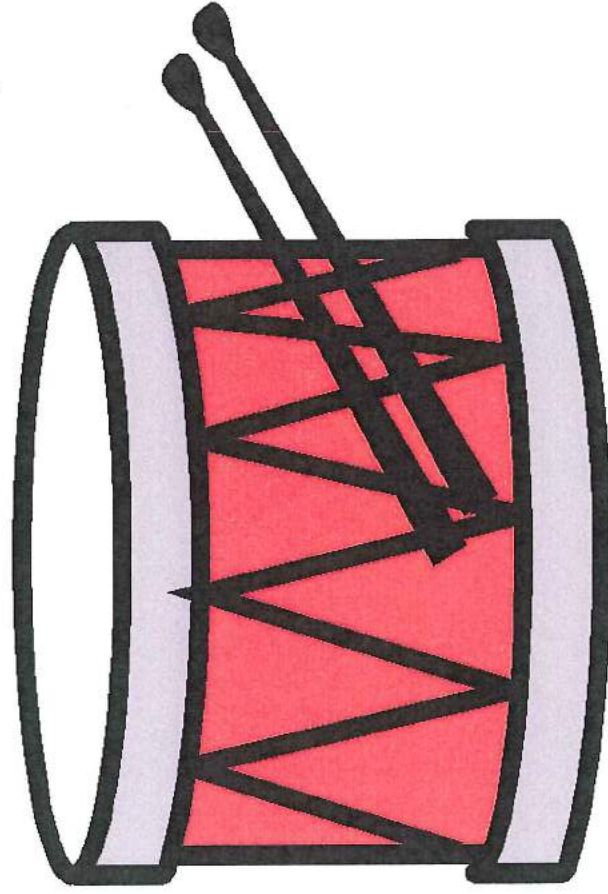
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boomEEn



nlha.kApmhh Language Program

Level: Level One
Theme: Objects
Unit 1: IhewA-ysht

Vocabulary

npOOydin	bed
nlhquApdin	chair
shEETSem	blanket

Phrases

1. TSa-n hhA.a ka. npOOydin
Is that your bed?
2. ha.EE TSa hhA.a n npOOydin
Yes, that is my bed.
3. mEEchaka nA.a na nlhquApdin
Sit down on the chair.
4. dAlheehha dOOwa nlhquApdin
Stand up from the chair.
5. quAnta a shEETSem
Get your blanket.
6. pa-n shta a shEETSem
Bring your blanket back.

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Objects

Theme Information and Suggestions

The objects chosen as vocabulary for the nursery kindergarten native language program were selected on the basis of their ease of pronunciation, plus their relationships to what might be found inside a house. In addition, the cultural component of the native language program deals with traditional objects found in traditional houses; both winter and summerhouses and the lean-to. This makes it possible for the classroom and the native language teachers to engage the students in bi-cultural activities throughout the school year.

There are a number of ideas that can be followed using the vocabulary, bed chair, and blanket provided in unit 1. The questions have been composed so that nursery kindergarten students can be actively engaged in a house centre or unit while using the vocabulary.

Reinforcement from the teacher can come from putting actions with the sentences. "Total Physical Response" methodology can thus be employed to assist students in committing the vocabulary and the sentences to long-term memory. It is easy; therefore, for teachers to make simple action games with this unit such as asking students to sit on the chair then stand up from the chair. When the students practice relates to hearing the commands, they are more apt to store the language into long-term memory because muscular action assists with this process. Simple games where one student after another stands in the middle of the circle, giving the commands to sit down or stand up from their chairs can be invented by the teacher. These sentences can even be made into songs.

In Unit 2, terms for house and traditional winter house are introduced, along with knife and cup. The sentences in which they are used, such as "where is your house?" and the possible replies are designed to make similar action games as above. When out walking, for example, the teacher can ask the student to point out their houses, which requires the action of pointing to the house and relating the vocabulary to their own houses. This can be reinforced even if the teacher is providing the nlha.kApmhh language replies every time a student's reply is English.

Eventually, as more walks are taken and repetition occurs, the student will answer in nlha.kApmhh language.

The traditional winter house provides the classroom setting for the nlha.kApmhh language lessons at the Lytton school and this will easily become a familiar word to the student.

The nlha.kApmhh language teacher can make action games using the knife and cup vocabulary and sentences included in Unit 2. For example, the cup can be placed at a distance from the student and commands "get me a cup" and "put the cup back" can be used repetitively as a game.

In Unit 3, the nIha.kApmhh teacher might demonstrate the making of a summerhouse and lean-to to the students as part of their cultural program.

The Hand drum can be used frequently in the classroom when the students are having time to sing songs. As well, the vocabulary and sentences can be cross referenced with other themes provided in this curriculum; activities; games; music; hands on project; hand drums.

The vocabulary from the health units relating to feelings and emotions can be expressed when students are having fun engaging in any of the activities listed above.

As they are used repeatedly within the classroom context, the vocabulary and sentences will be committed to memory and will be apt to be used even when the students are at home.

There are accompanying visual aids to this theme, which can be used, which reflect the vocabulary of each unit. A teacher can easily review the objects vocabulary a few times a week by using these visual aids. Any variety of songs and rhyming games can be created to assist in making the repetition fun and interesting for the students.

There are many art activities, which accompany the units, and the language opportunities arise while the students are colouring, painting, and creating. While doing this, the teacher can use the different objects vocabulary. As stated previously, the objective is to integrate the core vocabulary of this curriculum into the regular curriculum as much as possible to encourage long-term memory and usage.

Level: Level One
Theme: Objects
Unit 2: sh.eeshdk

Vocabulary

cheetwuh	house
sh.eeshtkn	winter house
sha.IEEsh	knife
zA-wd-n	cup

Phrases

1. woohA-n Iha. cheetwuh
Where is your house?
2. woolhOO.a
Over there.
3. nchEE.a
Right there.
4. n.Aya
Here.
5. TSa hhA.a an cheetwuh
That's my house.
6. wuhee. kt nash woolh sh.eesht kn
We're going to the winter house.
7. yee.A nooqu a sha.IEEsh.
Your knife is good.
8. yee.A-n a sha.IEEsh
Is your knife good?
9. quOOmgumt a. sha.IEEsh
Your knife is really good.
10. quAhhchima tek zA-wd-n
Get me a cup.
11. PA-ntshda a zA-wd-n
Put the cup back
12. TSA-wata a zA-wd-n
Wash the cup.

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Objects

Theme Information and Suggestions

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nIha.kApmhh Language Program

Level: Level One
Theme: Objects
Unit 3: nwuhoo-yt

Vocabulary

shpaTSenalhwuh	summer house (teepee)
sTSalhwuh	lean-to
boomEEn	drum

Phrases

1. hAchoo choowOOm tek shpaTSenalhwuh
Let's make a teepee.
2. QUa-nata a sTSalhwuh
Look at the lean-to.
3. wuhee.kt choowOOm tek sTSalhwuh
We're going to make a lean-to
4. wuhee.kt choowOOm tek boomEEn.
We're going to make a drum.
5. wuhee. queztam a boomEEn a EETLem oowuh
We're going to use the drum when you sing.

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Objects

Theme Information and Suggestions

The objects chosen as vocabulary for the nursery kindergarten native language program were selected on the basis of their ease of pronunciation, plus their relationships to what might be found inside a house. In addition, the cultural component of the native language program deals with traditional objects found in traditional houses; both winter and summerhouses and the lean-to. This makes it possible for the classroom and the native language teachers to engage the students in bi-cultural activities throughout the school year.

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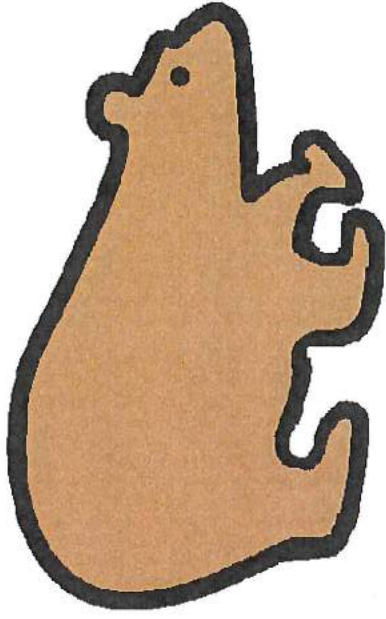
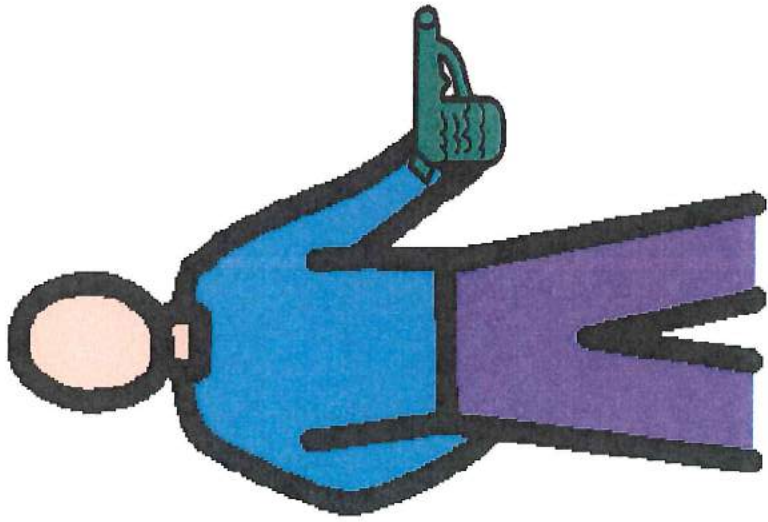
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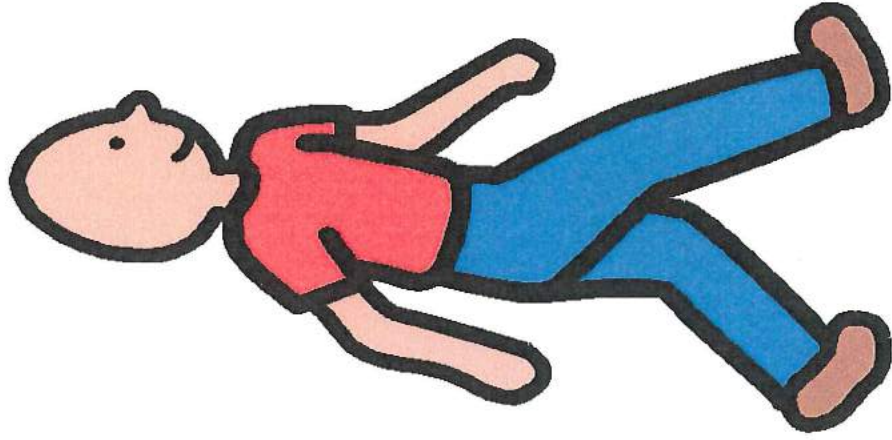
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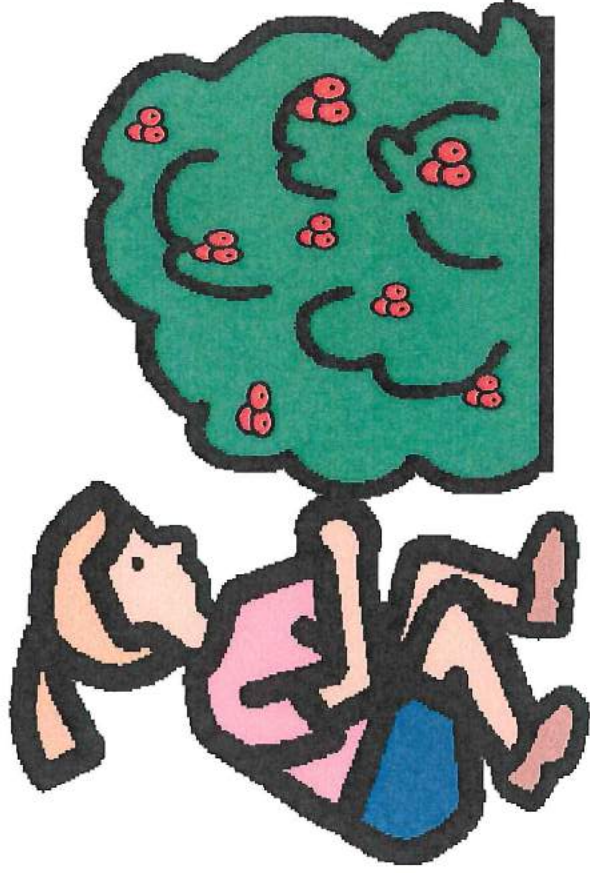
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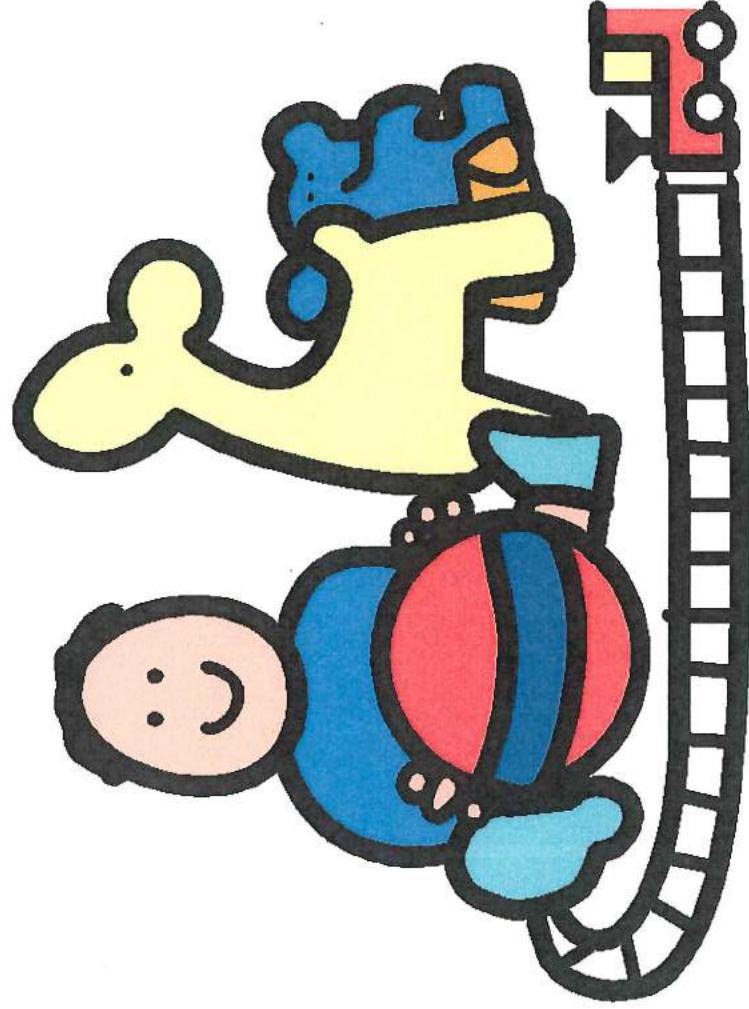
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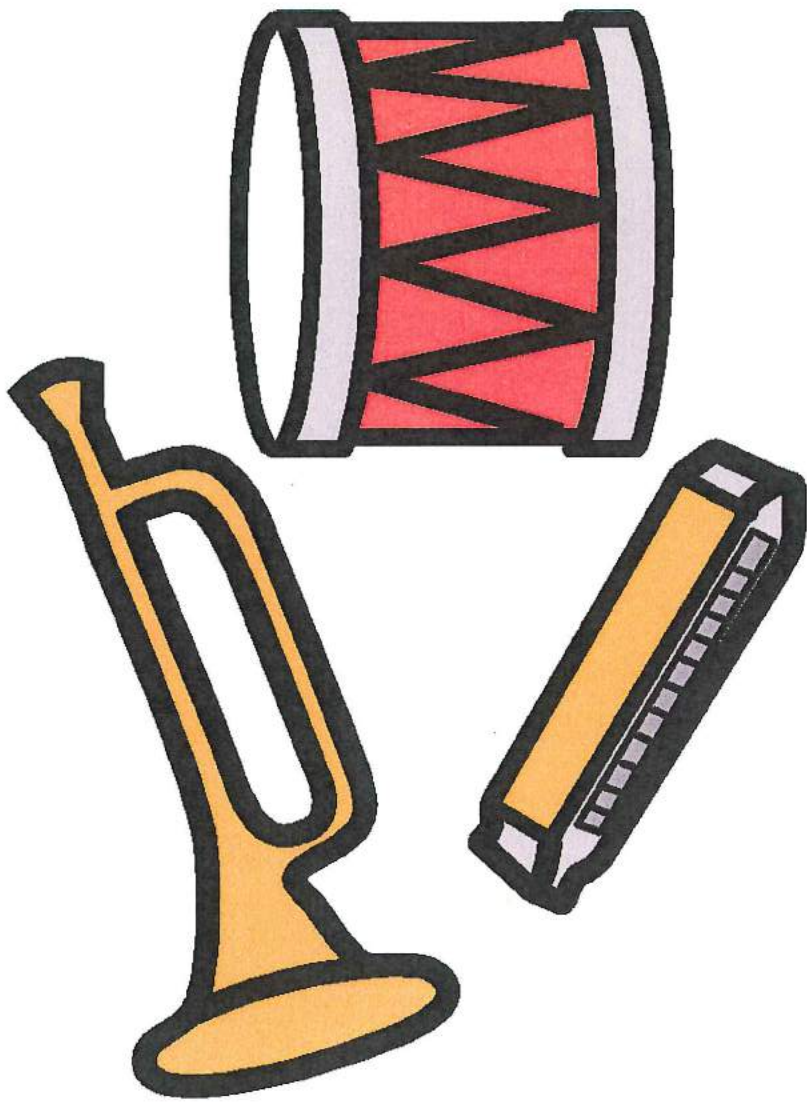
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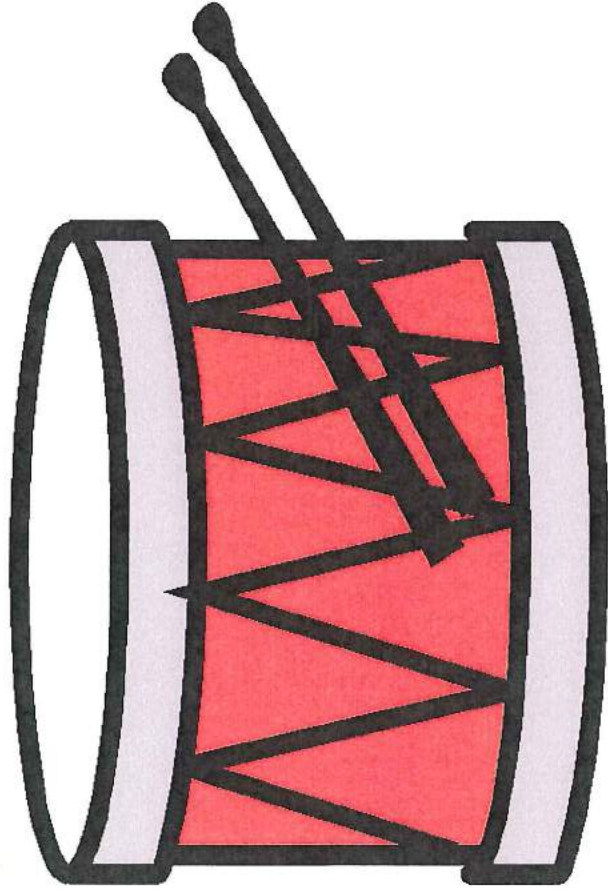
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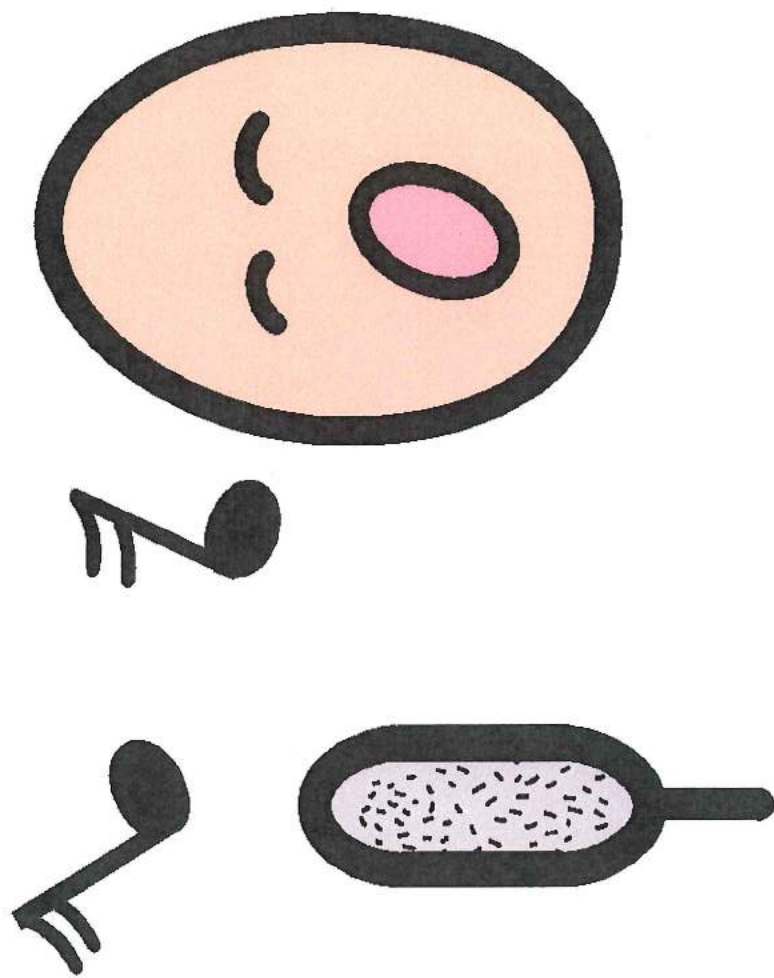
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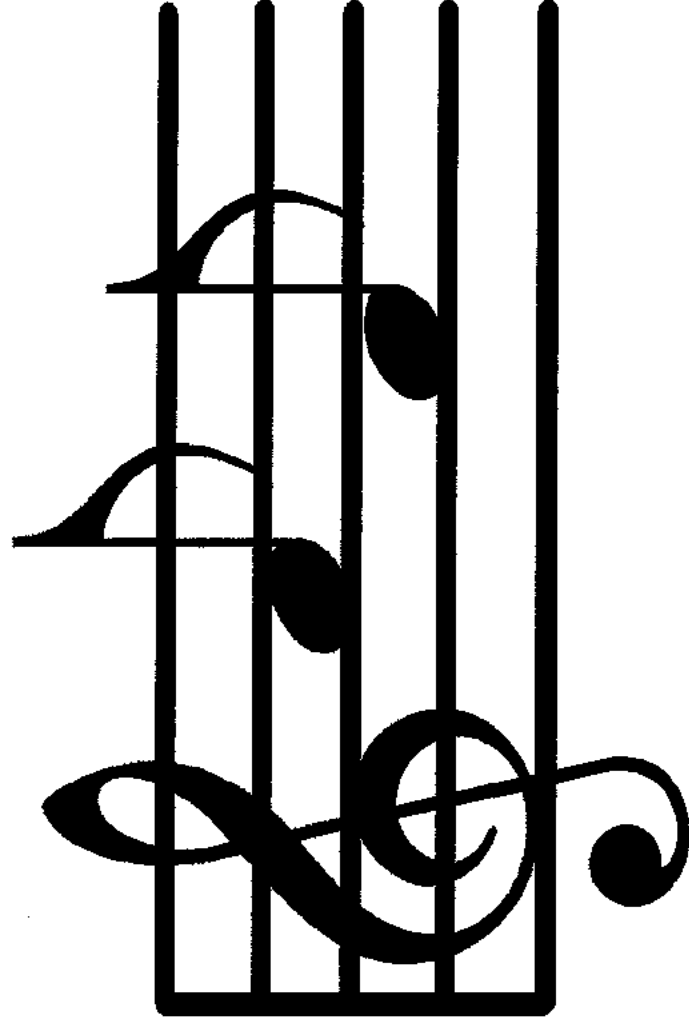
boomEEn



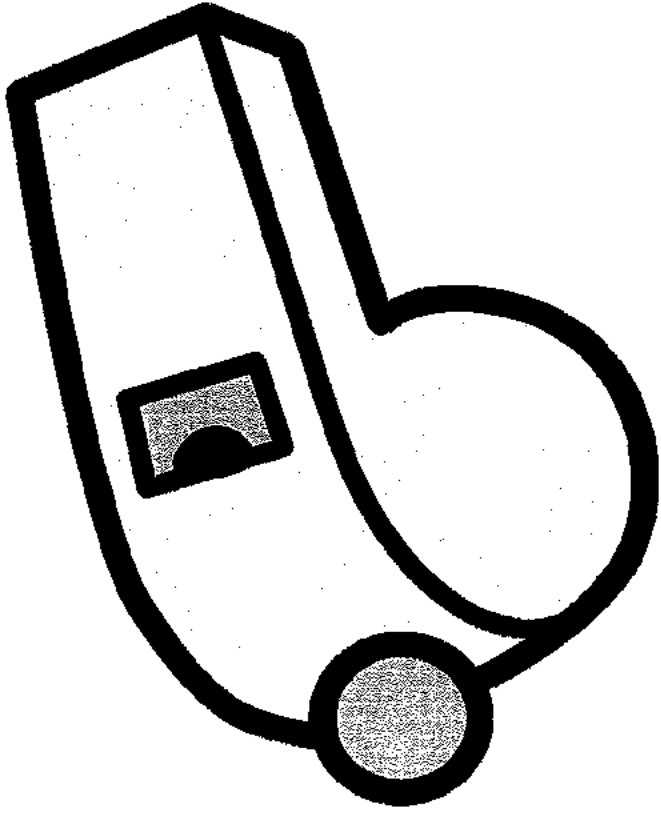
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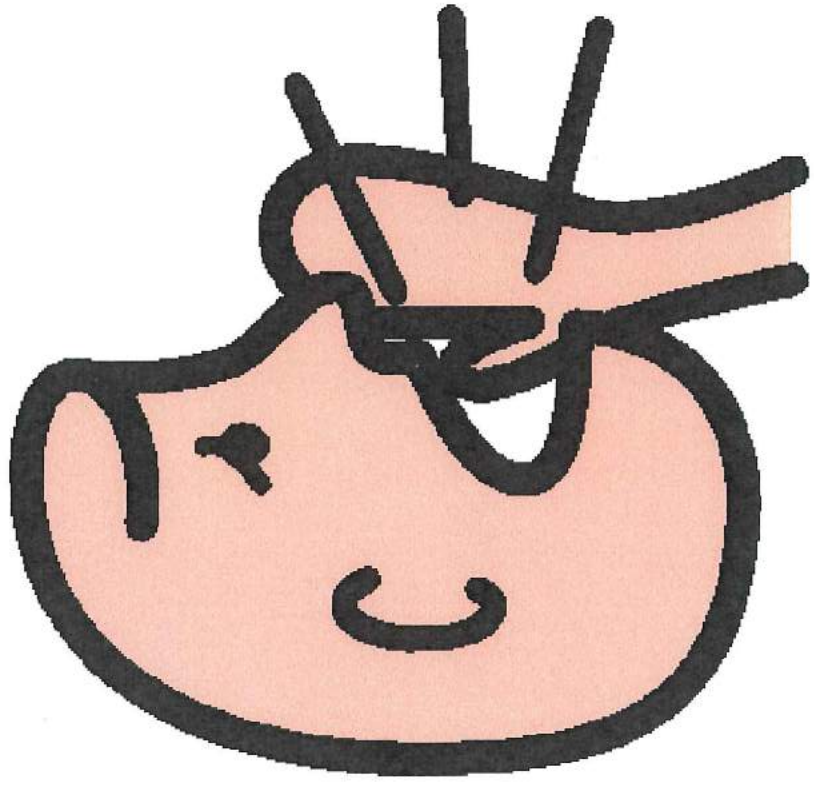
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wuheetdm



KA. hhnim



nlha.kApmhh Language Program

Level: Level One
Theme: Activities: Outdoors
Unit 1: lhewA-ysht

Vocabulary

bee <u>h</u> l-m	to hunt
wuhashEEt	to walk
QUee-yA-wim	to pick berries

Phrases

1. hAchoo nash bEEhl-m
Let's go hunting.
2. wuhee. kn nash bEEhl-m
I'm going hunting.
3. wechEE.a a wuhashEEtoosh
He walked in that direction.
4. ahh kn QUee-yA-wim ta TSaITSAIa
I am picking huckleberries.
5. hAchoo nash QUee-yA-wim tek shchaqum
Let's go pick some saskatoons.

the acquisition of the vocabulary of each unit. A teacher can easily review the activities vocabulary a few times a week by using these visual aids. Any variety of songs and rhyming games can be created to assist in making the repetition fun and interesting for the students.

There are many art activities, which accompany the units, and language opportunities arise while the students are colouring, painting, and creating. While doing this, the teacher can reinforce the different activities vocabulary. As stated previously, the objective is to integrate the core vocabulary of this curriculum as much as possible to encourage long-term memory and usage.

Displays of the vocabulary being taught should be available on the walls of the classroom for students to view at any time in order to reinforce language memory.

nIha.kApmhh Language Program

Level: Level One
Theme: Activities: Music
Unit 3: nwuhoo-yt

Vocabulary

wuhOOwuhladn	musical instrument
boomEEen	drum
EETLem	sing
shna.m	song
wuheetdm	to whistle
<u>Ka.hhnim</u>	to holler (for a boat etc.)

Phrases

1. quAnda hha wuhOOwuhladn
Get your instrument.
2. ha-nIha. wuhOOwuhladn
Where's your instrument?
3. shektAta hha. boomEEen
Hit your drum.
4. EETLemoot
Let's sing.
5. eeTLemOOza
Everybody sing.
6. shda. ka.sh shna.m
What's your song?
7. shda. wuhee. ka.sh EETLem
What are you going to sing?
8. wuheetdm
Whistle.
9. wuhee. kn wuheetdm
I'm going to whistle.
10. Ka.hhnim nooqu
Someone is hollering.

nIha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Activities: Outdoors

Theme Information and Suggestions

The outdoor activities vocabulary and sentences included in this theme are; hunting, walking and picking. This unit can be used in conjunction with the following theme Units; animal kingdom, vocabulary, nature, wild foods, objects, hands on projects; drying fish, hide tanning; and field trips; tea gathering; salmon run; berry picking and identification.

Many teaching suggestions have been included in the themes listed above and can be cross-referenced with the outdoors activities.

Role-playing within the Nursery Kindergarten classroom makes further practice using this unit's vocabulary possible. Students of this age group are very imaginative and can fall into 'make believe' instantly when given the choice. The teacher can take advantage of this wonderful ability and suggest a variety of scenarios for the students to act out or dramatize. For example, the teacher could read a story or create one, and he/she can prompt the students' actions through the narrative. Story telling is culturally very important to the nIha.kApmhh people, so it is a natural blending of core and language/cultural curriculum objectives whenever role-playing is employed. Story lines can easily be invented relating a hunter out walking, who sees a bear, gets frightened by the bear, and runs away. The teacher, thus relating experience and muscle action to the language heard by the students, can use the vocabulary from the animal kingdom and this unit. This kind of fun activity can help commit the language to long-term memory for the students.

Other make believe role-plays can be created when the teacher asks the students to take on the different animals and the hunter(s). Now the students can create the sounds and the movements those animals make. Simple games can be created as well for Physical Education where half the students might be deer and half might be hunters. This can be applied in a similar way to the idea of 'frozen tag', where the hunters catch the particular animals and when they are caught, the animals 'freeze'.

nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Activities: Outdoors

Theme Information

The game activities vocabulary and sentences included in this theme are; bone games and play. This unit can be used in conjunction with the following theme units; activities; music; hands on projects; making hand drums; and field trips which relate to playing bone games within the school and at other community gatherings and special events.

Teaching Suggestions

The main idea with this unit is to use the vocabulary while the students play Bone games together. The Bone game provides the context for the students to hear and practice the vocabulary and sentences while committing them to long-term memory.

Theme activities: music

Theme information

The music activities vocabulary and sentences included in the theme are; music makers, hand drum, sing, song, whistle and holler. This unit can be used in conjunction with the following theme units; activities; Bone Games; hands on projects; making hand drums; and field trips which relate to playing Bone Games within the school and at other community gatherings and special events.

Teaching suggestions

Music making is an important activity in both the native language cultural program and the Nursery kindergarten core curriculum. Enough can't be said about the importance of music in developing language skills in children. Whenever the class engages in music making and singing activities, the teacher can be using the nlha.kApmhh language vocabulary and sentences included in this unit

This unit coincides nicely with the Bone Games unit because of the way singing and drumming are central to how the game is conducted therefore, these units are interchangeable with one another.

At some point, the class may engage in the hand drum-making project as has been done previously at the nlha.kApmhh School. This project provides plenty of opportunities to use the vocabulary and sentences from the activities and from the making hand drum units. The hand drum can be used frequently in the Nursery Kindergarten classroom when the students are having time to sing songs.

As they are used repeatedly within the classroom context, the vocabulary and sentences will be committed to memory and will be apt to be used even when the students are at home.

There are accompanying visual aids to these themes, which can be used to reinforce

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nIha.kApmhh Language Program

Level: Level One
Theme: Activities: Games
Unit 2: sh.eeshdk

Vocabulary

ze-lpEEhh	stickgame
shA-yshee.	play

Phrases

1. wuhee. ze-lpEEhh a shAytknmahh
The people are going to play stickgames.
2. wuhee. qu-n ze-lpEEhh
Are you going to go play the stickgame?
3. hAchoo nash shA-yshee.
Let's go play.
4. wuhee. kn shA-yshee.
I am going to play.
5. wuhee. qu-n shA-yshee.
Are you going to go play?

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nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
Theme	Activities: Outdoors

Theme Information and Suggestions

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Many teaching suggestions have been included in the themes listed above and can be cross-referenced with the outdoors activities.

Role-playing within the Nursery Kindergarten classroom makes further practice using this unit's vocabulary possible. Students of this age group are very imaginative and can fall into 'make believe' instantly when given the choice. The teacher can take advantage of this wonderful ability and suggest a variety of scenarios for the students to act out or dramatize. For example, the teacher could read a story or create one, and he/she can prompt the students' actions through the narrative. Story telling is culturally very important to the nlha.kApmhh people, so it is a natural blending of core and language/cultural curriculum objectives whenever role-playing is employed. Story lines can easily be invented relating a hunter out walking, who sees a bear, gets frightened by the bear, and runs away. The teacher, thus relating experience and muscle action to the language heard by the students, can use the vocabulary from the animal kingdom and this unit. This kind of fun activity can help commit the language to long-term memory for the students.

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nlha.kApmhh Language Program

Program	Nursery Kindergarten
Level	One
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