

Cuý e Secwepemctsném-kt

Re Tkemlúpsemc re Xwqwelténs
(Kamloops - Western Dialect)

**A Secwepemc Language Package
for Grades K - 3**

by

**Secwepemc Language Curriculum Committee
1996**

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The 1996-97 Secwepemc Language Curriculum Committee included representatives from each of the seven Secwepemc Bands in District No. 24/73 thus representing the distinct dialects and speech communities within the area. Band-delegated representatives on the committee were:

| | | |
|-----------------------|---|--|
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| Kamloops Band | - | Mr. Daniel Seymour |
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The working sessions of the Secwepemc Language Curriculum Committee and the writing of this Secwepemc Language Package, as well as the Integrated Resource Package which accompanies it, were facilitated by Dr. Marianne B. Ignace.

Jessica Baker drew the illustrations which follow the Secwepemc Language Content section of each unit.

Yirí7 skukwstép-kuc !

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Introduction:

Objectives of this Secwepemc Language Package

Along with the Integrated Resource Package developed for the K-3 Primary Secwepemc Language program in School District No. 73, this Secwepemc Language Package will help the children of Kamloops and other Aboriginal and Non-Aboriginal children of the area to learn their language through daily instruction provided at the local public Elementary Schools, as well as the local Band operated school. This Secwepemc Language Package provides a guidebook for teachers on what to teach and in what order to teach Secwepemc language at the Early and Late Primary levels. As a curriculum guide, organized according to a set of 12 thematic units suitable for the K-3 level, it lists locally appropriate and useful language content (vocabulary, phrases and sentence patterns as well as expressions) for each unit. It also provides goals, objectives and rationales for each unit, along with learning outcomes, a list of suitable teaching strategies and activities, and a list of learning resources. Further learning resources for these and other thematic units will be developed in the future. Secwepemc language teachers are also encouraged to use, make and find further local resources. Besides the general assessment strategies given in the accompanying Integrated Resource Package, each thematic unit also gives suggestions for unit-specific assessment strategies. In addition, this Secwepemc Language Package provides a list of illustrated materials which can be used as hand-outs and for other classroom purposes by the teacher.

The Process:

This Secwepemc Language Package is developed from three earlier versions of Secwepemc Language Curriculum Guides: The Savona School and Skeetchestn Band School Secwepemc Language Curriculum Guides (1993/94 and 1994/95), and the Bonaparte Band and School District No. 30 Secwepemc Language Curriculum Guide. The Secwepemc Language Curriculum Committee would like to thank Skeetchestn and Bonaparte Bands for permission to use these Guides in developing the present one. In order to develop the present Secwepemc Language Package, the members of the Secwepemc Language Curriculum Committee, all of whom are fluent speakers representing their

communities, reviewed the list and sequence of K-3 thematic units with Marianne Ignace and Mona Jules. We also reviewed and revised the goals and objectives, learning outcomes, learning resources, learning activities and suggested assessment strategies of each thematic unit. Most importantly, we reviewed, for the dialect and speech of each one of the seven communities, the Secwepemc language content of each thematic unit, including all words and phrases. This Secwepemc Language Package is issued in five versions, one for each of Skeetchestn, Kamloops, Whispering Pines (Clinton) and North Thompson, and one for the three communities in the Chase area (Adams Lake, Neskonlith and Little Shuswap).

Goals and Objectives, K-3 Secwepemc Language Program:

Through the Secwepemc language program, the children from Kamloops, and other Aboriginal and Non-Aboriginal children from the area, will learn to appreciate the linguistic and cultural heritage of the Secwepemc, in particular the Tkemlúps (people of Kamloops). However, beyond appreciation, we see this language program as the first step in the process of reintroducing the language to the younger speakers of the community, and eventually to produce Secwepemc/English bilingualism in the community's children and younger adults. This, by necessity, will go hand in hand with efforts to reintroduce the language and promote its use which will go on in the family, reserve community and in adult education.

Our goal is for the children from the Kamloops Band to be introduced to understanding and eventually speaking their elders' Secwepemc language. The initial focus will be on comprehension, with expression (speaking) as a secondary goal. We also see the language as a key to the children learning about Secwepemc culture and values. In a holistic way, the teaching of the language must address the social and cultural needs, personal needs, as well as educational and academic needs of our children and our community.

The focus on the language program will be on the children learning functional language in everyday settings, as well as expressions, terms and phrases relating to traditional Secwepemc activities and values, such as hunting, fishing, plant gathering, family and kinship, the community and geography of the area, self and others, material culture, dancing and singing.

Rationale:

Our aboriginal language contains the essence of our culture. For many generations, our culture, our philosophy, our humor and our ways of interacting with one another have been expressed through the language. As a result of the devastating impact of colonization, in particular the residential schools, the Secwepemc language is in danger of extinction. In Kamloops, as in many other aboriginal communities of the Interior, it is rarely spoken by people other than elders, and the latter only speak it when among one another. With few exceptions, no young or even middle aged people speak Secwepemetsín, although a number of adults understand it quite well. The elders of the Secwepemc Language Curriculum Working Group see this intensive primary language program, combined with community efforts to reintroduce the language, as a vital and necessary step towards preventing the extinction of our language.

Approach:

This Primary School curriculum for the Secwepemc language emphasizes an **oral approach** to the language. Besides vocabulary and phrases which feature traditional cultural activities and values, students will be introduced to a range of vocabulary and expressions which are part of everyday functional language, including those which emphasize and enhance general learning expectations at the primary level. While literacy (reading and writing the Secwepemc language) is not a specific learning outcome of the primary grades, the students will be gradually introduced to the written form of the language through written labels used in the classroom, in the resource materials, and in materials from this Secwepemc Language Package. This package, then, will present mainly visual materials (drawings and photographs) along with some written language which will stimulate and assist the students in learning and practicing Secwepemetsín.

The materials are arranged in order of thematic units. These thematic units roughly follow the traditional seasonal round of the Kamloops people, and are also in somewhat progressive order. The language materials for the units, along with illustrations which can be used as hand-outs in class, are accompanied by a listing of learning

outcomes, resources available for these units, and suggested activities. The Secwepemc K-3 Integrated Resource Package will furthermore list the learning outcomes, resources, teaching strategies and suggested assessment strategies.

Method of Instruction:

The method of instruction for Secwepemctsín K-3 will involve **partial immersion**: throughout the daily period of instruction (about 50 min.), the teacher(s), who will be one or more fluent speaker(s) of the Secwepemc language from the local community, will speak only Secwepemctsín with the students. In addition, on a weekly basis, elders, parents and other community members who speak the language or have an interest in it, will visit the classroom and share their knowledge with the children. A daily classroom routine will be established, which will include a combination of singing, greeting, a Calendar Routine, a Total Physical Response (TPR) session by way of games; and further TPR activities through teachers' commands and demonstrations, show and tell, stories, games and crafts. On a daily or at least weekly basis, records will be kept in the form of lesson plans. As part of the overall assessment procedure, teachers are encouraged to keep check-lists of student progress in following instructions and commands given in Secwepemctsín.

Classroom Routines:

Together with on a selection from the above thematic units during the school year, a number of everyday routines will be established which include:

- 1) Morning Prayer or Welcome Song
- 2) Calendar:
 - seasons and events in nature
 - weather
 - months
 - days of the week
 - telling time

- 3) Games like "Tsut re Simon" ("Simon Says") or "Pancho Comancho" (see B. Segal, Teaching English Through Action) to teach basic commands.
- 4) Showing objects and demonstrating activities and giving commands/instructions to teach comprehension, vocabulary and sentence patterns.
- 5) In addition, the following activities can be rotated throughout the week:
 - story time
 - show and tell by students or elders;
 - Secwepemc math time (see Math Unit, p.) - can be done daily or about 3 times per week, or partially integrated into quiet activity time.
 - making things and workbook time (colouring, labeling, cut and paste, drawing, painting; working on activities in hand-outs, Secwepemc Language Package). This will be quiet activity time, but children will be supervised by the language teacher and aid or parents/grandparents and **will be spoken to in Secwepemctsín, as well as encouraged to express themselves in Secwepemctsín;**
 - singing and drumming time
 - learning centre time (language master; audiotapes, videotapes, and other language learning aids suitable for primary age).

In our experience, it is difficult to integrate those primary curriculum thematic units which do not relate to Aboriginal culture (e.g. dinosaurs, whales, exotic animals) into the Secwepemc language curriculum. School District No. 73 teachers are therefore encouraged to integrate thematic units which are relevant and meaningful to Secwepemc culture into their choice of thematic units for the year.

1. Re Xetéqs: Introductory Unit (Unit 1)

Everyday commands and expressions through games, songs and exercises.
Establishment of classroom routines and daily calendar routines;
Review and assessment of student skills in Grades 1-3

1. Unit Objective:

This introductory unit will introduce the children to:

1. The classroom routines and their sequence, including Calendar Routine (calendar season and month, weather) Total Physical Response games and routines, other games, show and tell, centres, crafts, etc.;
2. a certain number of commands that are important for carrying out the lessons in Secwepemc;
3. greetings, introductions, simple ways to ask questions about people and objects;
4. pointing words (deictics) and some nouns;
5. numbers 1-10

This unit provides an introduction to the above words and phrases. All of them will be routinely used throughout the year. Therefore, the emphasis is on presentation of, rather than mastery over, the language content.

2. Rationale:

The above expressions and vocabulary are essential for conducting instruction in Secwepemctsin. They provide the students with the very basic vocabulary for asking and answering questions about objects and people, identifying them, greeting one another and elders, and following the teacher's instructions.

3. Learning Outcomes:

After this unit, it is expected that students will:

- * understand and follow at least 10 commands accurately;
- * count from one to five in Secwepemc and understand numbers 1-10;
- * identify number of objects up to ten (five for K-1);
- * say and respond to Secwepemc greetings and questions about names;
- * understand three pointing words (**yi7éne**, **yiréy**, **yirí7**);
- * understand the terms for at least 5 objects in the classroom;
- * be able to say their name when prompted in Secwepemctsín

6. Suggested Instructional Strategies:

- open the day with a Greeting song (e.g. "Weyt-k" Song) or a prayer in Secwepemctsín.

Follow this daily with the Calendar Routine:

- With the weather charts/posters, teacher asks daily what kind of weather it is, then sets dial on weather chart and repeats kind of weather along with children.
- the same is done for season, month, day of the week on a daily basis;
- after the children get used to the routine, one child can be selected daily as a helper (**knúcwten** or **knúcwmen**).
- Bring plants/items into classroom and/or take children for outings to talk about seasons (e.g. fall - fallen leaves, winter - snow and ice; spring - fresh plants/flowers; summer - berries, swimming, etc.);
- dress the seasons tree; have children do this and comment on the season, e.g. What colour are the leaves on the tree?

- Have a daily routine of 5-10 minutes. **Total Physical Response** exercises with commands; this can also include: pointing at objects, asking questions about these objects, handling objects and having children see, feel and touch, hear and smell objects.

The above are followed by either of or a combination of the following:

- **Show and tell:** invite students (taking turns) to bring an object and ask kyé7e or xpé7e at home what it is called. Have them talk about it in class, or better yet: bring kyé7e into class.
- **Storytime:** teacher can tell a story verbally, or invite an elder into class to share a simple story (preferably using Secwepemctsín).
- **Or:** read and show an English language early reader book to the class. **Or:** adapt some local stories in Secwepemctsín, have someone illustrate them and laminate them as large books.
- **A Song:** a translated nursery rhyme can be used here (e.g. K̓woyí7se te Skéki7 ("Eensy Weensy Spider"), W7ec lu7 re kyéy7e ("There was an old woman who swallowed a fly").
- **Arts and crafts:** this includes 15-20 minutes of supervised crafts, drawing, painting, colouring, where the students' work is commented on by the teacher (individually or in small groups) as they are working on their projects.
- **Centres Time:** the learning centres in the primary classroom can be adapted to include Secwepemc centres time. This might include: language master and/or tape-recorder centre; Secwepemc book (+tape) centre, play-centre (where children are supervised by the teacher or aid speaking the language to them).
- The **end** of the lesson should be marked with a song, e.g. the "Kukwstsémc" song.

7. Learning Resources:

- ⇒ Illustrations of Secwepemc Language Package;
- ⇒ songs on Ethel Billy Tape/Song Book by SCES;
- ⇒ Nels Mitchell tape (from SCES);
- ⇒ seasons chart (can be adapted from primary level seasons chart);
- ⇒ flashcards with weather words and pictures;
- ⇒ illustrated language master cards and language master;
- ⇒ objects that can be counted - see also math unit;
- ⇒ SCES Counting Book;
- ⇒ English language story books that can be told in Secwepemctsín;
- ⇒ weather charts and season charts;
- ⇒ birthday chart;
- ⇒ a calendar chart (can be adapted from English language calendar) or made from scratch with each month/ or with month names/pictures which can be tacked on);
- ⇒ weather outside and nature; nature walks to point out (in Secwepemctsín) changes in seasons;
- ⇒ leaves, plants, scissors, glue, etc. Make pictures of leaves in fall; pressed flowers in late summer or late spring; cut out snow flakes.

8. Suggested Assessment Strategies:

- ◆ Observe students as they are carrying out TPR commands, do check-list of students carrying out TPR commands (see Berty Segal, Learning English Through Action);
- ◆ keep collection of children's art work and of completed hand-outs.

8. Language Content

(Vocabulary, phrases and expressions):

A Note for the Teacher:

The following words and expressions will be taught and used **orally** in the classroom. While the children may be exposed to written language on charts, posters, flashcards, language master cards and labeled objects, the learning outcomes at this grade level involve only oral comprehension and some expression (speaking) in words and short phrases. Children are not assessed on reading or writing skills.

The lists of words and phrases for this unit and for all following units are examples and give a range of phrases identified by the Secwepemc language curriculum working group as useful and locally appropriate. The Secwepemc language teacher may add further terms or expressions, or substitute some terms and expressions for the ones listed below.

Following the listing of the language content is a set of illustrated pages which repeat the vocabulary and give examples of phrases and expressions. Teachers can use these as hand-outs for colouring, for show and tell, and for assessment purposes.

a) Me7 Xilem-kp! Everyday Commands:

(teachers will use singular forms (-ce or -e ending), or plural forms (with - cwiye ending)

| | |
|--|-----------------------|
| k̓elél̓nem-ce/-cwiye | listen (one/many) |
| tukwtúkwt-ce/-cwiye | be quiet |
| emút-ce/ lléqel-cwiye | sit down (one/many) |
| est̓íl̓-ce/-cwiye | stop, be still |
| ts'el̓íl̓-ce/-cwiye | stand up |
| pelít-ce/-cwiye; stsíl̓-ce/-cwiye | lie down |
| kectsetsme/kectsetsel-miye | give me...(something) |
| él̓kwente/él̓kwent-iye | put it away |
| tsxwénte/tsxwént-iye | come here(one/many) |

| | |
|---------------------------------|--------------------------|
| tskwénte/tskwént-iye | bring it here (one/many) |
| k'wétem-ce/k'wétem-cwiye | walk (one/many) |
| cwísel-ce/-cwiye | run (one/many) |
| cúytsem | again |
| cú7tsem | more |

b) Greetings, Etiquette and Introductions:

| | |
|-----------------------------------|-------------------------|
| weyt-k/weyt-kp | hello (to one/many) |
| pútucw/pútucw-iye | good bye (to one/many) |
| tá7a /ta7í7ri7 | no |
| mé7e | yes |
| cuý e... | let's |
| yirí7 sle7s | that's good |
| yirí7 sxexé7s | that's smart |
| me7 wíktsen/me7 wíktlmen | I'll see you (one/many) |
| kukwstsétsemc / kukwstsemc | thank you |
| kwé7e | here you are |
| Swéti7 ke7 skwest? | What's your name? |
| Sarah re nskwékwst. | My name is Sarah. |
| Thé7e k st'7ék-ucw? | Where do you come from? |
| Te Tk'emlúps re sté7kwen. | I come from Kamloops. |

c) Some Pointing Words:

| | |
|---------------|----------------------------------|
| yi7éne | this |
| yiréy | that (close to person spoken to) |
| yirí7 | that over there or, (that's it!) |

d Nouns:

Some ideas for terms and objects around the classroom are:

| | |
|-------------|------------|
| letép | table |
| ts'elcwílep | chair |
| q̓iméke7 | pen/pencil |
| pumín | drum |
| clúqwmén | cup |
| stsq̓ey̓ | paper |
| speqwéltcw | book |
| skwi7éye | doll |

In addition, stuffed animals (e.g. **kenkéknem**, **sqéqxe**, **pups**, **sníne**) or other toys can be used.

e) Numbers

| | |
|----------------|-------|
| nekú7 | one |
| seséle | two |
| kellés | three |
| mus | four |
| tsilkst | five |
| teq̓mékst | six |
| tsútsllke7 | seven |
| nek'w7ú7ps | eight |
| temllenkúk'w7e | nine |
| úpekst | ten |

Sentence patterns:(Teacher prompts answer with **mé7e** or **tá7a** - yes/no)

- | | |
|-----------------------------------|------------------------------------|
| 1. Stémi yi7éne? (yiréy, ri7) | What's this (that, that near you)? |
| 2. Ts'elcwílep yi7éne. | This is a chair. |
| 3. Swéti7 yiréy? | Who is that over there? |
| 4. Swéti7 ri7? | Who is that (over there)? |
| 5. Swéti7 yi7éne? | Who is this ? |
| 6. Qimékeñ yi7ene? | Is this a <u>pencil/pen/chalk</u> |
| 7. Letépen ri7 yi7éne? | Is this a table? |
| 8. Kectsétsme re kwalt te stsqéy! | Give me the yellow paper. |
| 9. Élkwente re7 qiméke7. | Put away your pencil. |

Calendar Routine:

1) The Secwepemc Calendar

Calendar.

1. Pellc7ell7úllcwteñ - "entering month"

Yi7éne te mégcen m-ell7úllcwes re Secwepemc ne Long time ago the Secwepemc had their own calendar. An annual seasonal round, termed **swuct** ("snow") consisted of thirteen months or moons (**mégcen**), with the month names derived from the activity people were carrying out at that time of the year or the characteristics of the weather or nature at that time. The annual seasonal cycle started with the late fall month, **Pellc7ell7úllcwteñ**, the "entering month", when people first entered their **c7ístkteñ** or winter underground home, and ended with **Pesllwélsten**, the fall-month, when people hunted and trapped game in the mountains. Here are the names of the thirteen lunar months in the Secwepemc c7es7ístkteñs.

2. Pelltetéqem - "cross-over month"

M-téqmes re mégcen m-yews re syectwílcs re sitqt. Yirí7 lu7 m-ts7écwes re Secwepemc, m-yews re stíéys. M-lé7es re stsecentés re c7es7ístkteñs. Necwentés lu7 re stsmémelt re stsegweyéns re stetex7éms.

3. Pell7emetmín/Pellkweñmin - "stay at home month"

Yi7éne te mégcen m-kíyéyes re tmicw, yirí7 m-tá7ews put k s7estpèñlléxws re Secwepemc te c7es7ístkteñs

4. Pelltsipweñten - "cache pit month"

Ts'ellte7úy ey e sq7es.s e spíxems, re m-yews m-s7ell7íllens stémi k s7elkwstsíllen ne ctsípweñtens.

5. Pellsqepts - "spring wind"

Yi7éne te mégcen wes re tsímtes re swuct ne ctsetém.

M-tsétskwe7mes te sgwígwe ne setétkwe. M-yews re snesnés te pspésellkwe e syéwems te k písell.

6. Pesll7éwten - "melting month"

Yi7éne te mégcen wes re tsímtes re swuct, yúmell ne sqeltús. M-pexpíxmes te ts'i7 ne sqeltús.

7. Pell7e7llqten - "digging month"

Yi7éne te mégcen m-yews re s7e7llqs re Secwepemc te skwenkwínem ell te tséts'elq, ell m-t7íqwelqwmes. M-yews re snesnés te t7íweltk e syéwems te k ximésell.

8. Pelltspántsk - "midsummer month"

M-yews re spems te sxúsem. M-menípmes te kekésu7 ne setétkwe, ell m-ǵwentésés re kekésu7 ne tswec.

9. Pelltqwelǵwélt - "getting ripe month"

M-tqwelǵwéltes xwexwéyt re speqpéq: re speqpeq7úwi, re tqítǵe, re wenéx, re sesép. M-yews re sǵwléwems re Secwepemc.

10. Pesqelqlélten - "many salmon month"

M-yews re swéwlems te sǵlélten ell m-cwikem te swewll.

11. Pelltemllik - "spawned out"

Re m-píxem ell re m-kécem re Secwepemc.

12.-13. Pesllwelsten - "abandoning month"

M-yews re spíxems ell re skécems cú7tsem, ell m-yews re sképems. M-tscentés re c7ístkteñs ell re ctsípweñtens.

2. Seasons:

| | |
|----------------------|--------|
| sqepts | spring |
| sexqélqeltemc | summer |
| llwélsten | fall |
| s7istk | winter |

3. Days of the Week/ Day words:

| | |
|-----------------------|-----------|
| Nekwésq̓t | Monday |
| Selésq̓t | Tuesday |
| Kelésq̓t | Wednesday |
| Mesésq̓t | Thursday |
| Tselkstésq̓t | Friday |
| Teq̓mekstésq̓t | Saturday |
| Xetspésq̓t | Sunday |

| | |
|-----------------------------|----------------------|
| pyin te sitq̓t | today |
| pexyéwt | tomorrow |
| nekú7 te sxetspésq̓t | one week |
| nekú7 te mégcen | one month |
| nekú7 te swucwt | one year |
| le pexyéwtes | yesterday |
| kwellpexyéwt | day before yesterday |

Me7 kénem-kt pyin te sitq̓t? What are we going to do today?

Me7 kénem-kp pexyéwt? What are you (pl.) doing tomorrow?

M-kénem-kp lu7 le pexyéwtes? What did you (pl.) do yesterday?

4. Weather Words and Phrases:

Stémi k tsúwet.s re tmicw?

Ts'kénem re tmicw?

swucwt

W7ec re wúcwtes

skllékstem

W7ec re kllékstmes

segwsés

snewt

W7ec re néwtes.

nénut

stsets'lolse

spútent

tektemtémt

teqúíqt

stíqt

Kiyéy re tmicw.

Ts'ellt re tmicw.

Xyep re tmicw.

cts'elltém

xwqwetstém

skwék7es

mégcen

sekúseñt

skúlenst

What is the weather like?

What kind of weather is it?

snow

It is snowing.

rain

It is raining.

sunny

wind

The wind is blowing.

breeze

hail

fog

overcast

clouds

sky

It is freezing cold.

It is cold outside.

It is hot outside.

it is cold inside

house/room is warm

sun, clock, watch

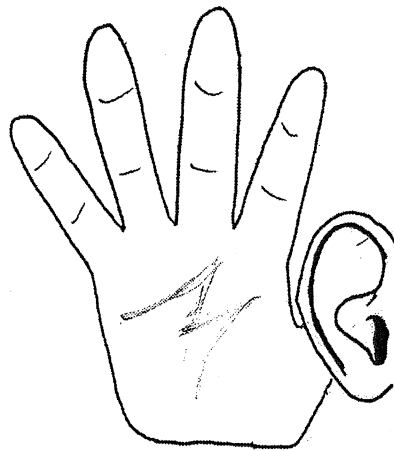
moon

star

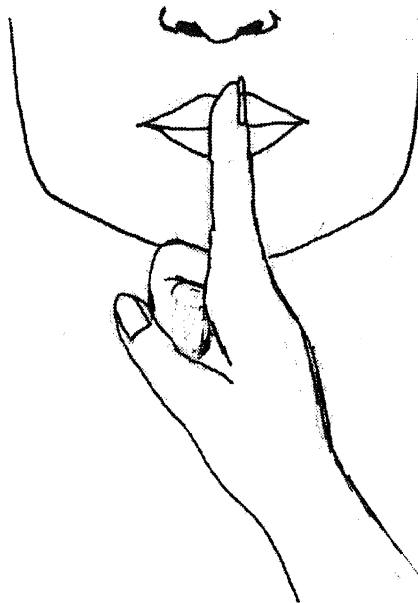
rainbow

5. Birthday/Age

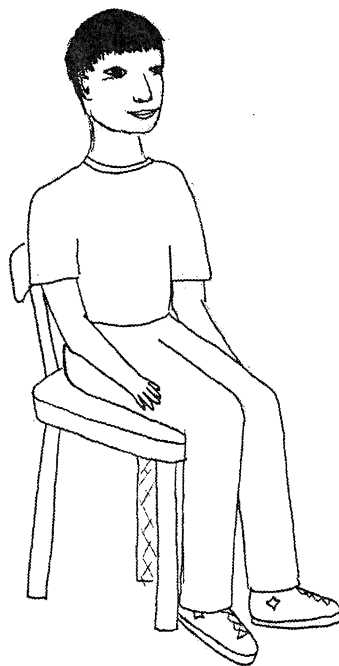
| | |
|------------------------------|-----------------------|
| sítq̓t te kúltucw | birthday |
| Kwenlltyénecwem-k? | How old are you? |
| melltyénecwem | four years old |
| Melltyéynecwem-ken. | I am four years old. |
| tsilklltyénecwem | five years old |
| Tsilklltyéynecwem-ken. | I am five years old. |
| teq̓meklltyénecwem | six years old |
| teq̓meklltyéynecwem-ken. | I am six years old. |
| tsutsllktyénecwem | seven years old |
| Tsutsllktyéynecwem-ken. | I am seven years old. |
| nek̓w7u7plltyénecwem | eight years old |
| Nek̓w7u7plltyéynecwem-ken. | I am eight years old. |
| temllenku7plltyénecwem | nine years old |
| Temllenku7plltyéynecwem-ken. | I am nine years old. |
| upeklltyénecwem | ten years old |
| Upeklltyéynecwem-ken. | I am ten years old. |



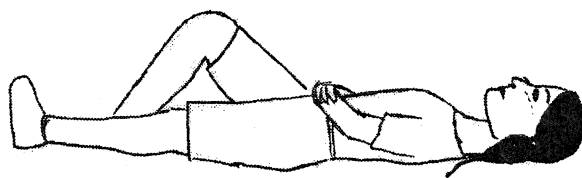
Kelélnem-ce.



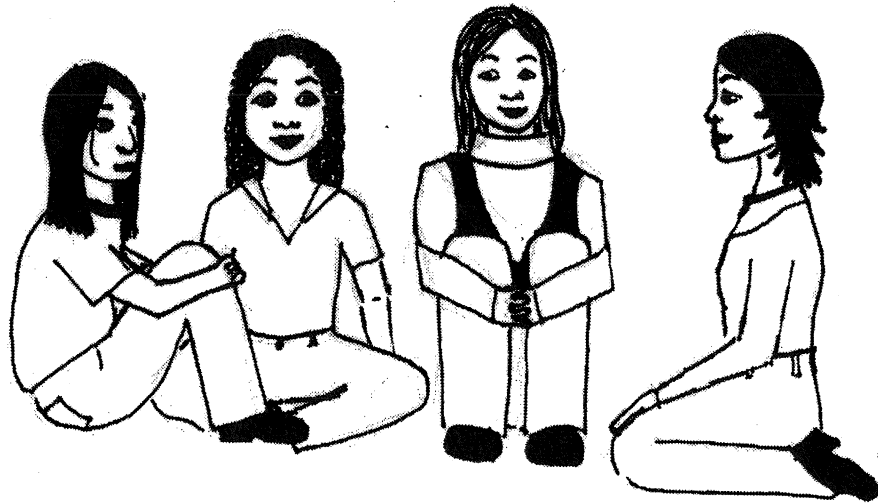
Tukwtúkwt-ce.



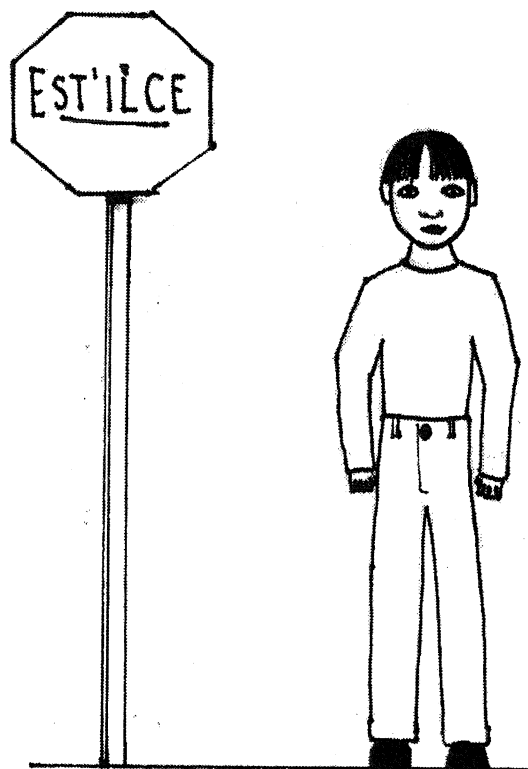
Emút-ce



Stsíl-ce /Pelít-ce



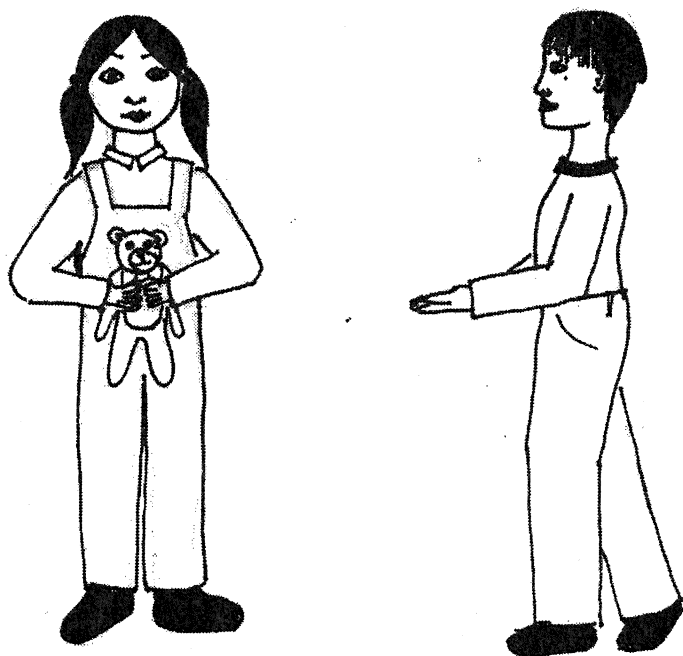
Lléqel-cwiye



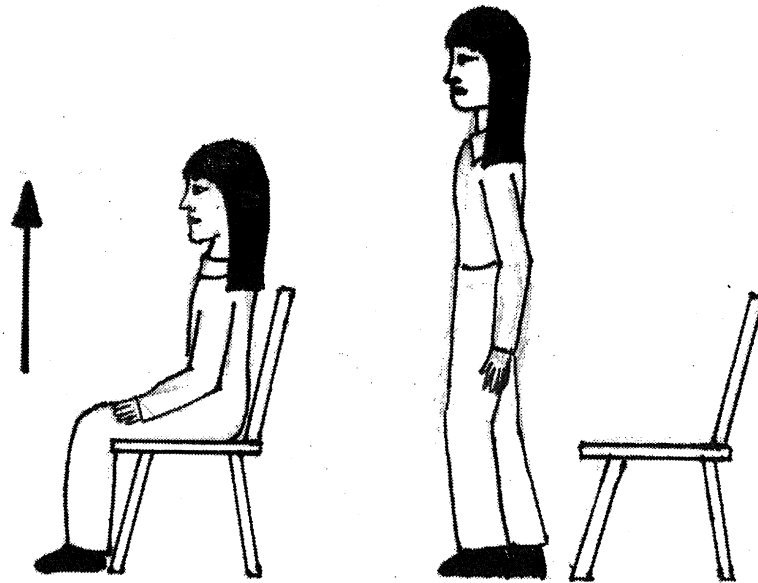
Est'íl-ce



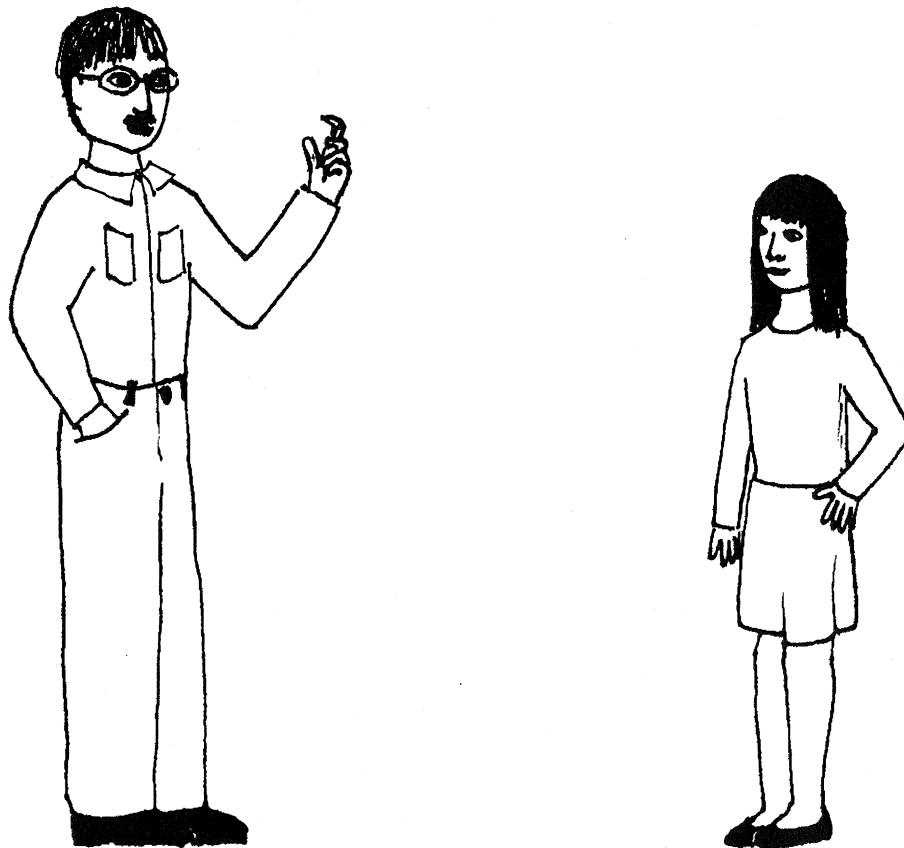
Élkw'ente re7 syéksten.



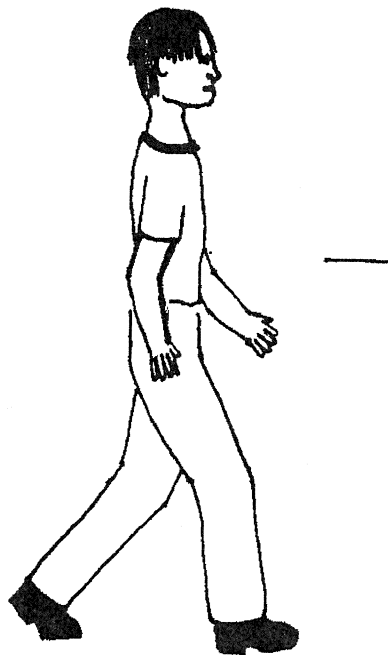
Kectsétsme yeréy!



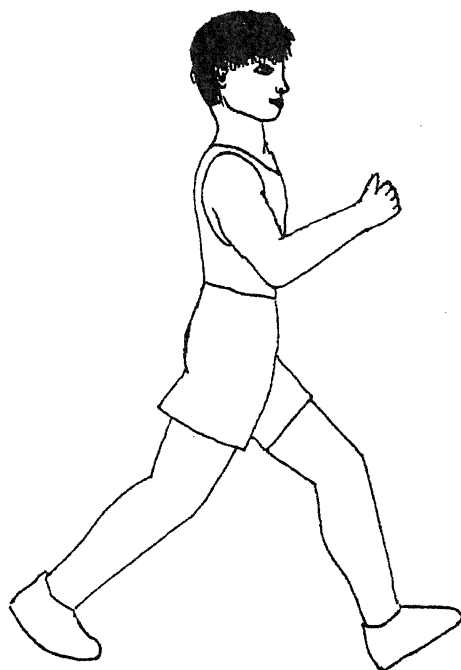
Ts'elíl-ce !



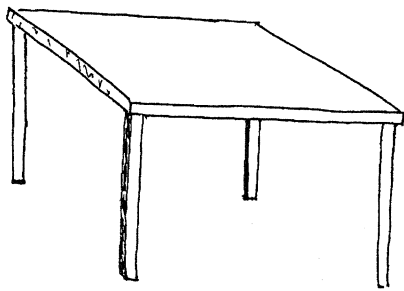
Tsxwénte !



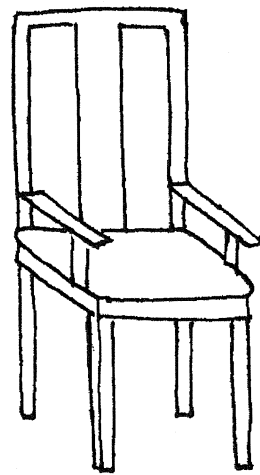
Kwétem-ce !



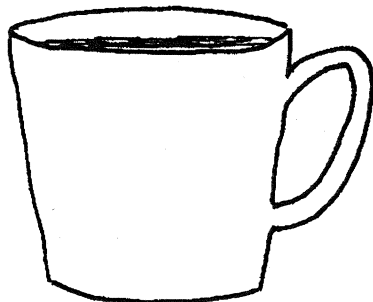
Cwísel-ce !



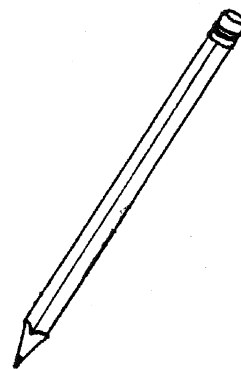
letép



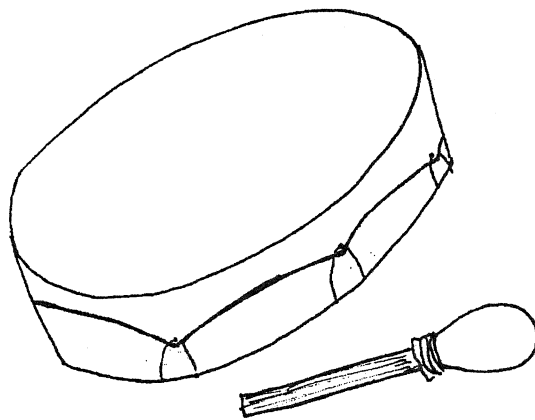
tselcwílep



ellúqwmén



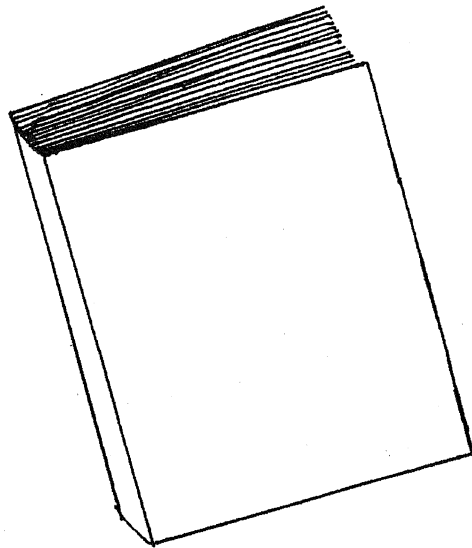
qíméke7



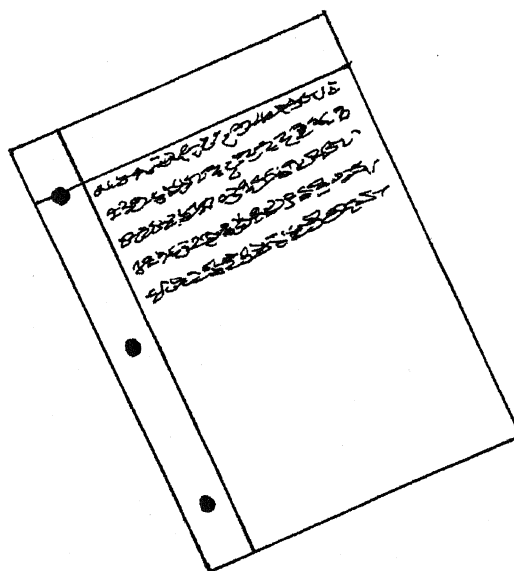
pumín



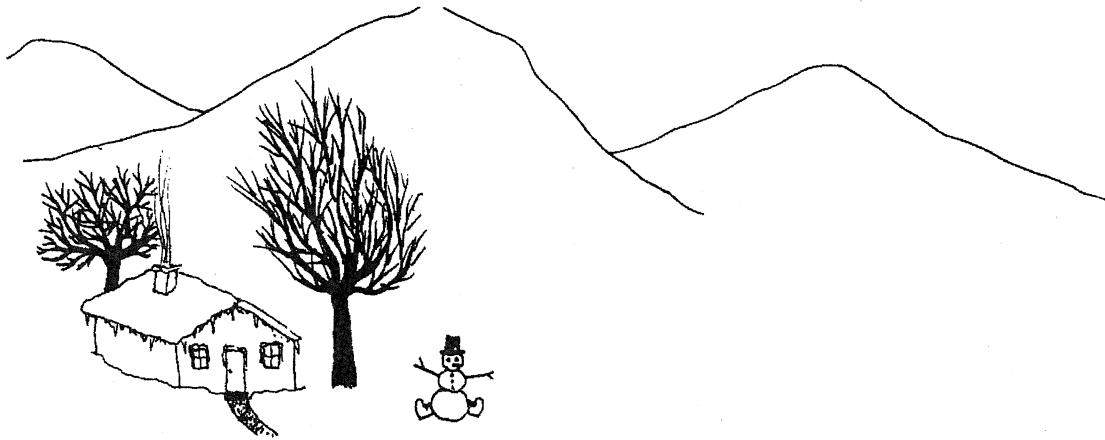
skwi7éye



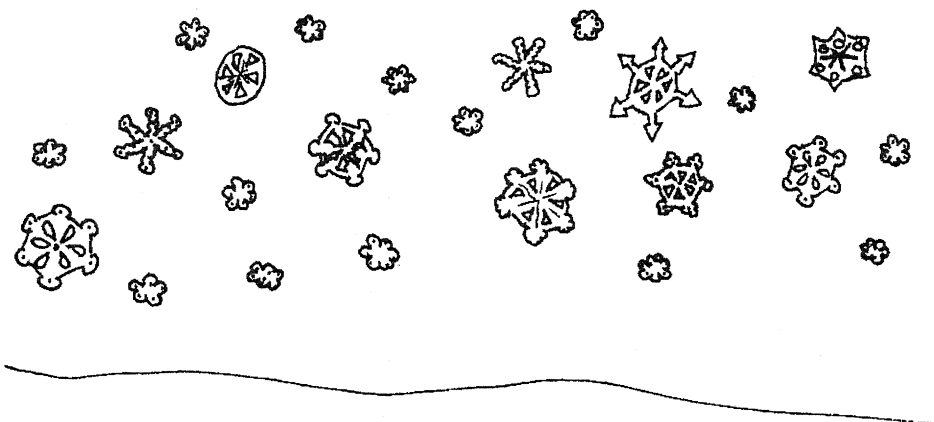
speqwéltcw



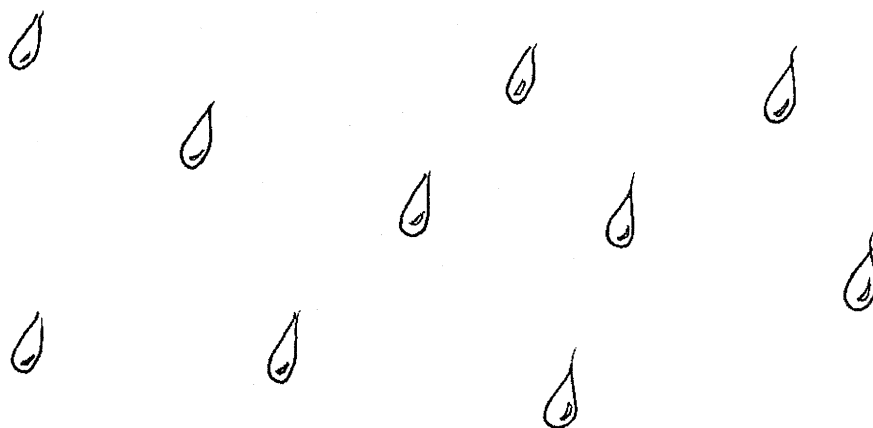
stsqey



swucwt



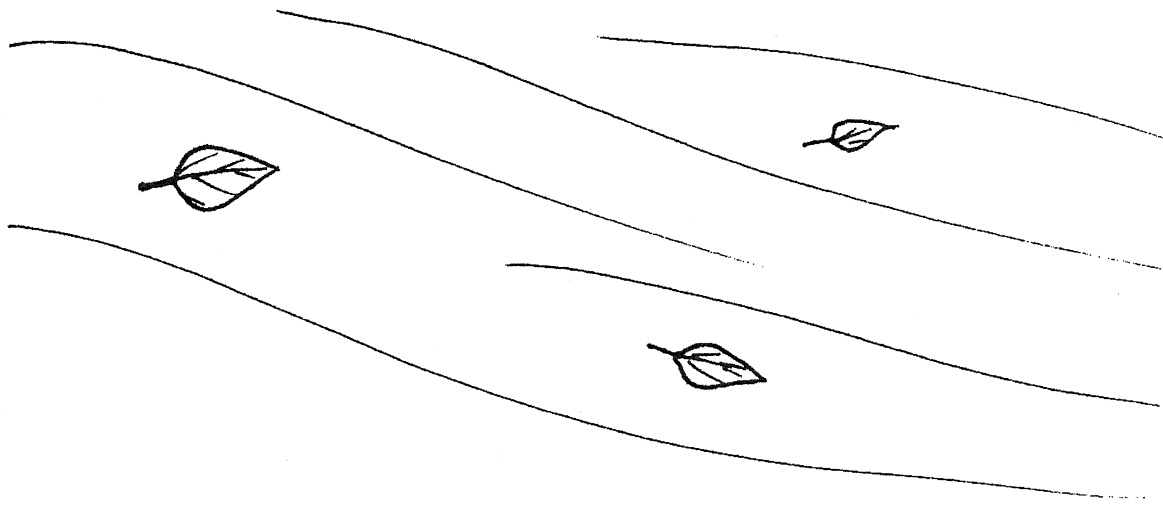
W7ec re wúcwtes.



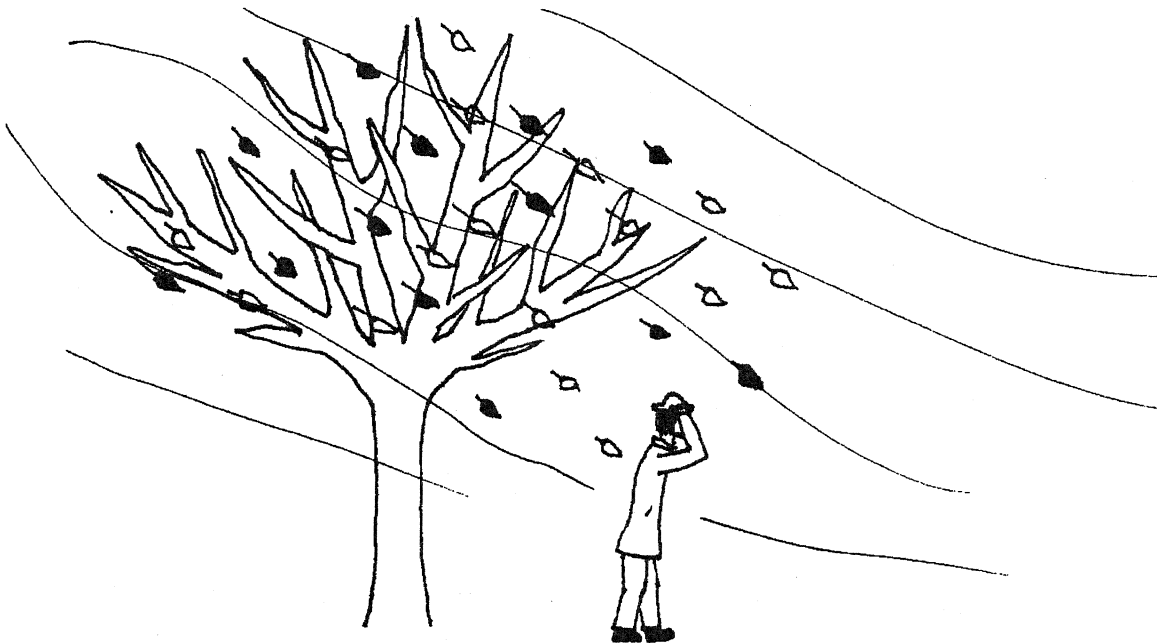
skllékstem



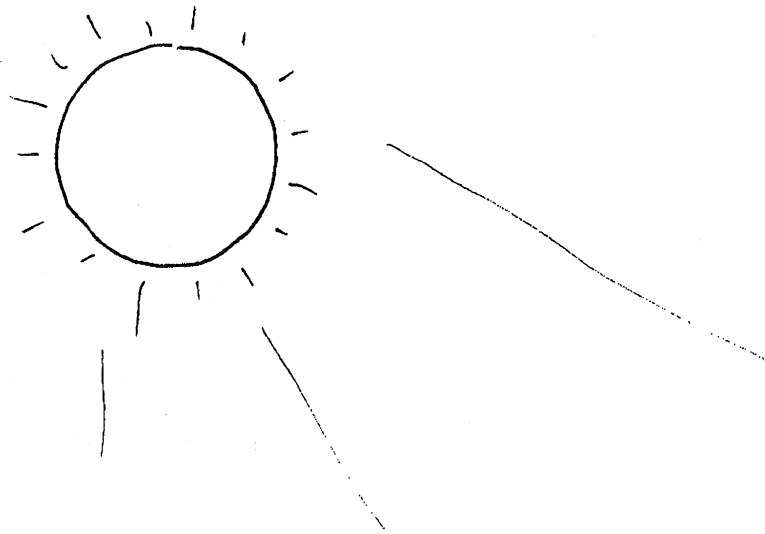
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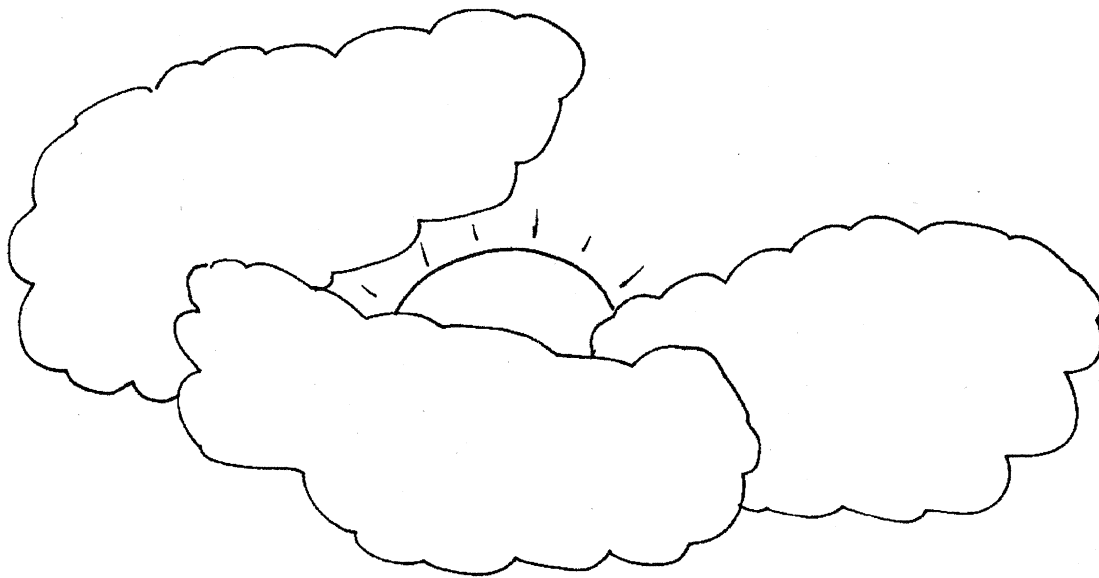
snewt



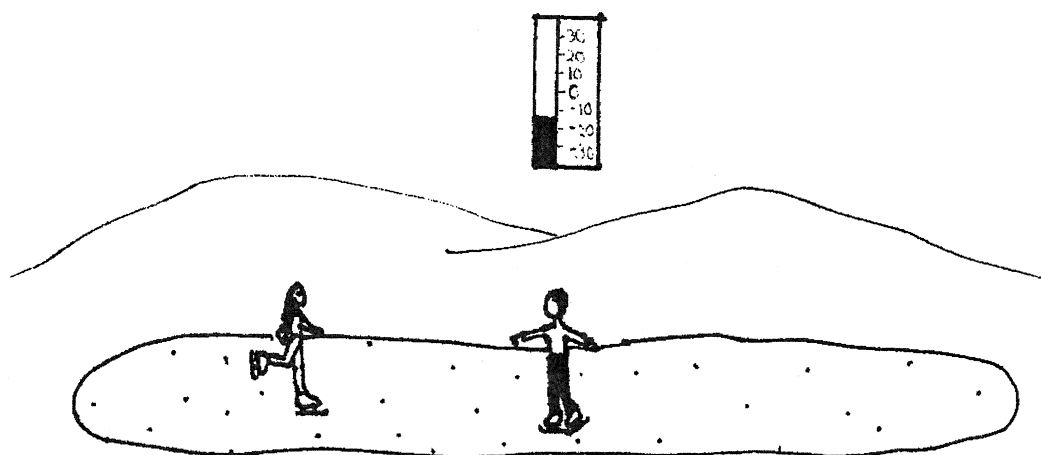
W7ec re n wt s.



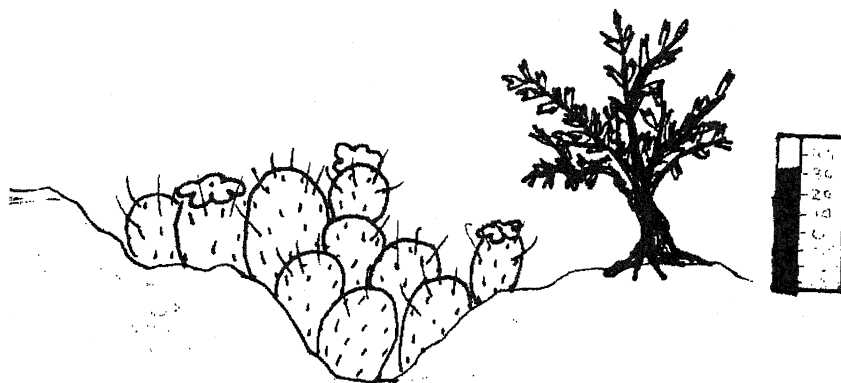
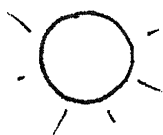
segwsés / gwesgwést



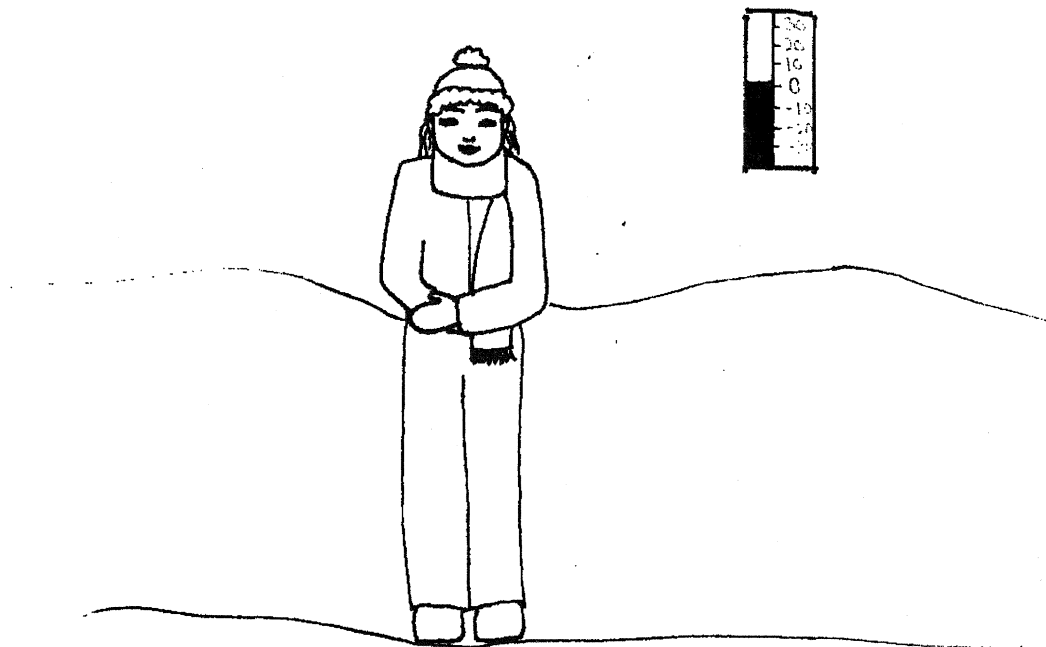
steqúqt



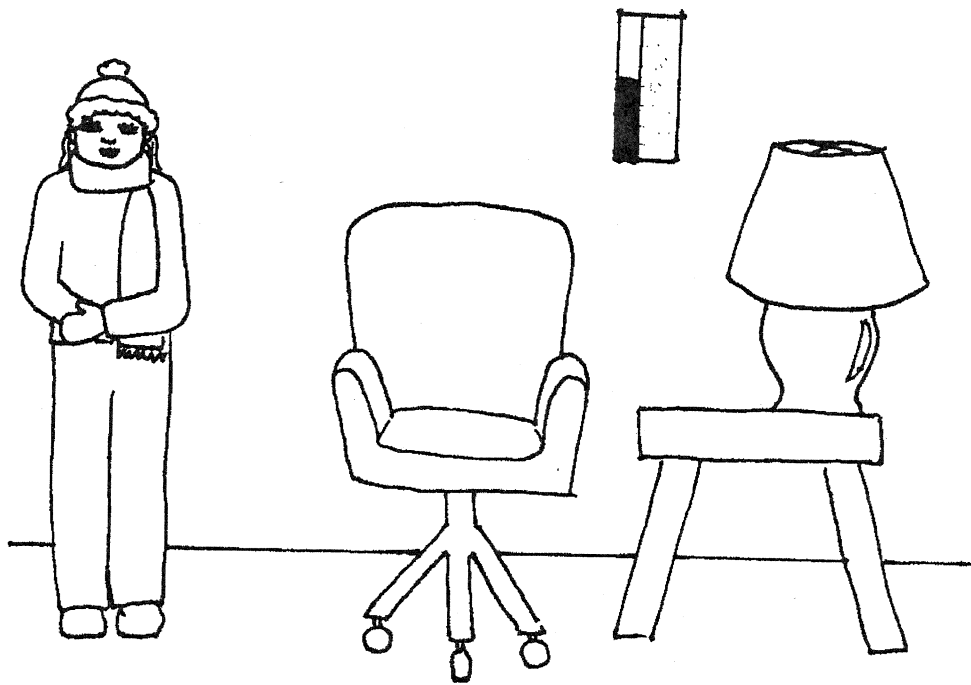
Kiyéy re tmiw.



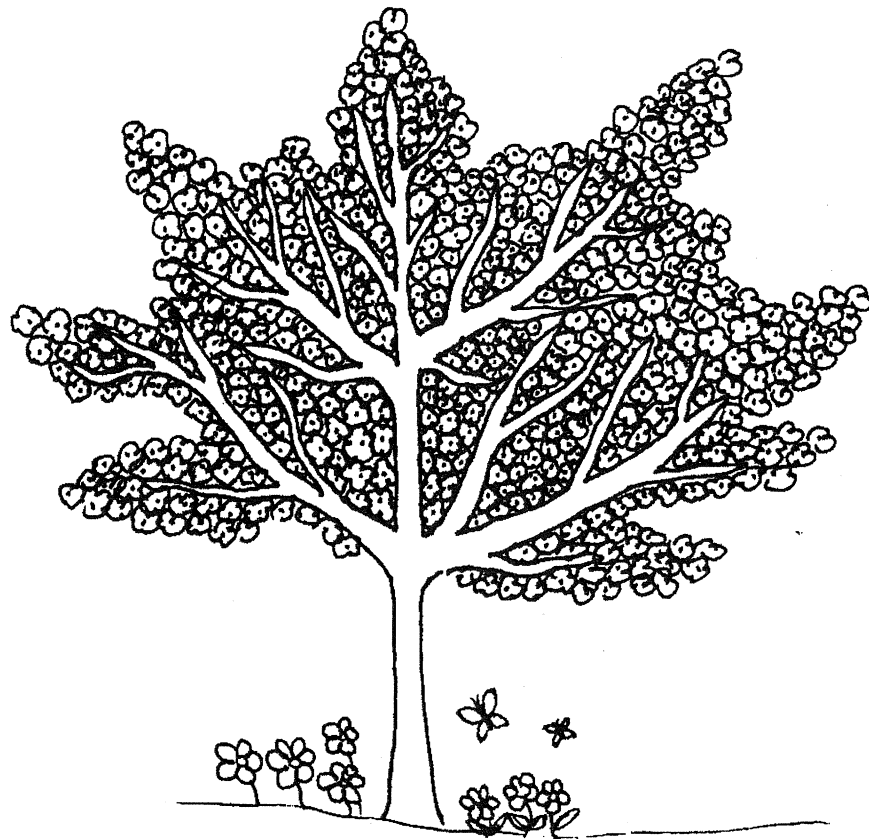
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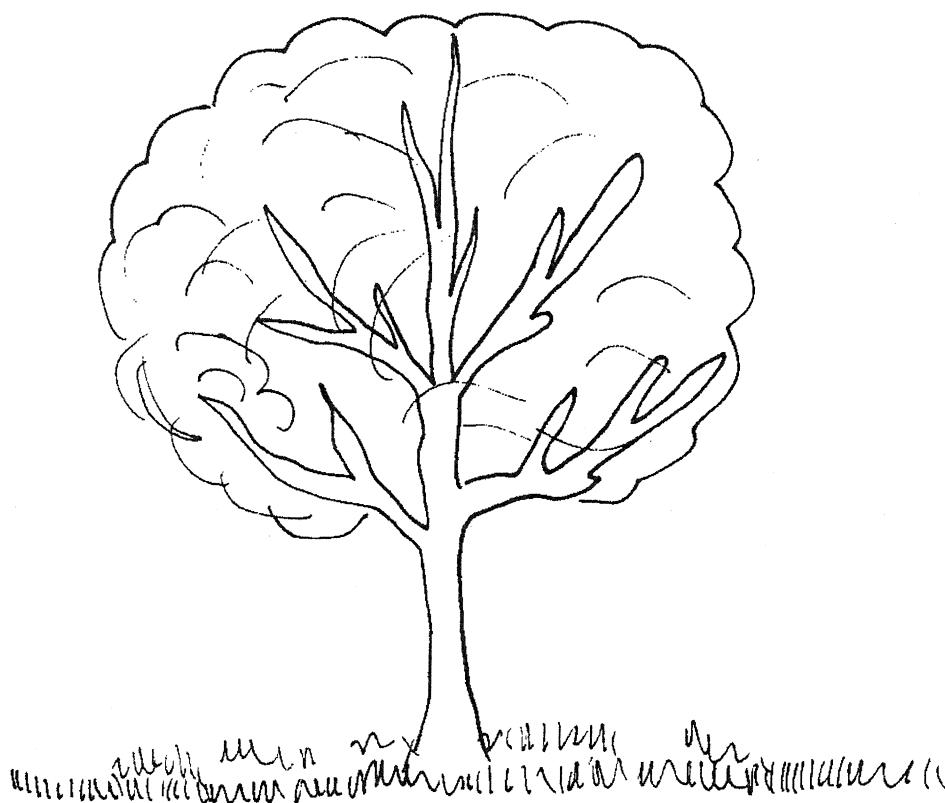
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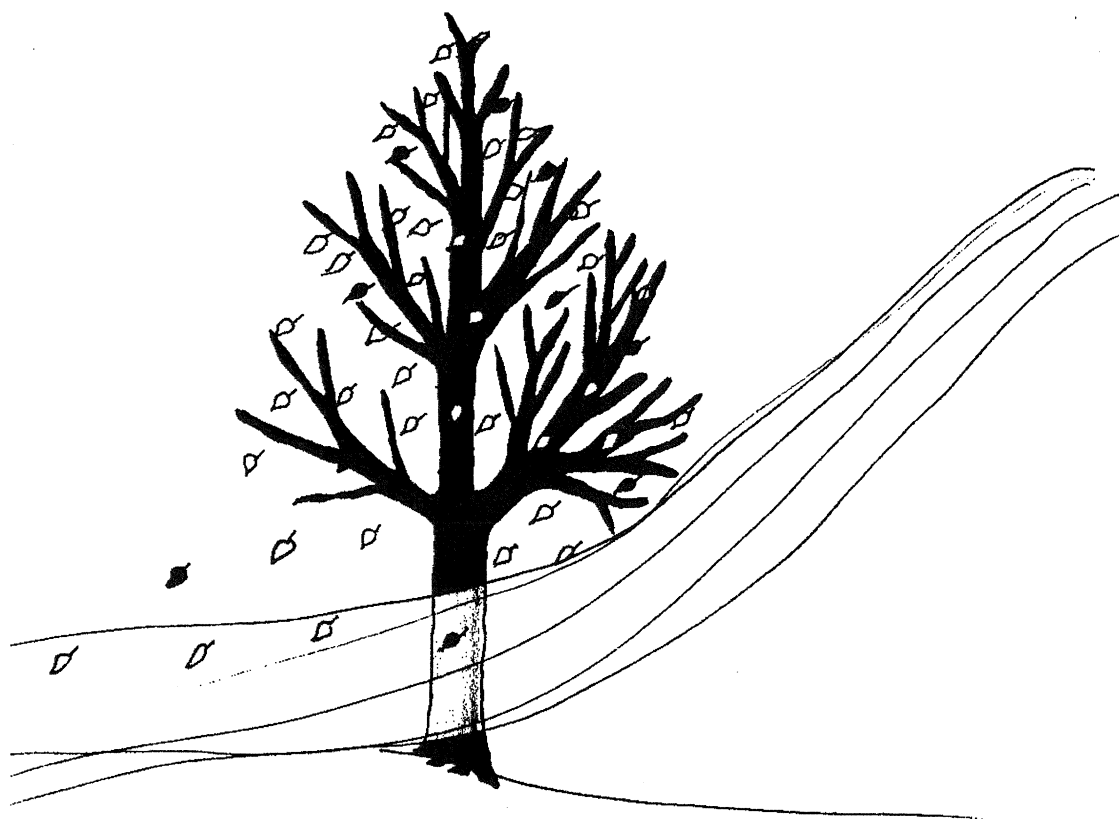
Cts'elltém



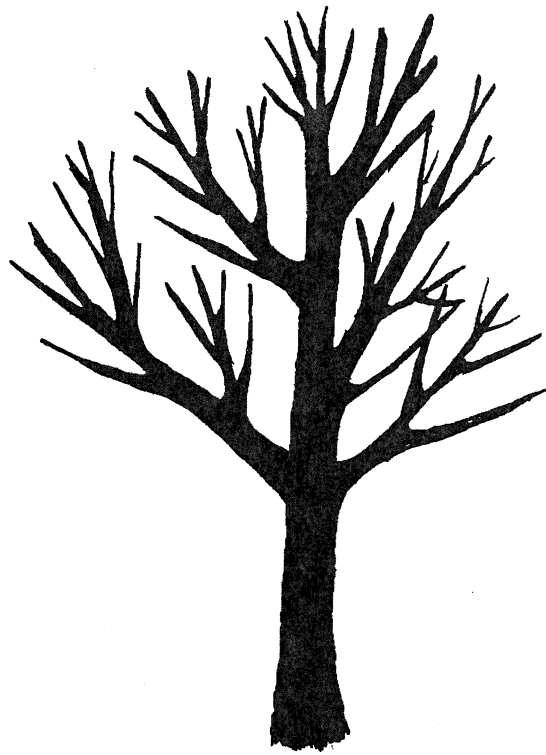
sqepts



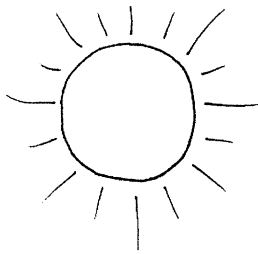
sexqélqeltemc



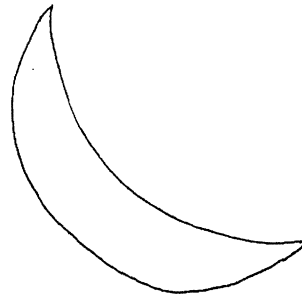
llwélsten



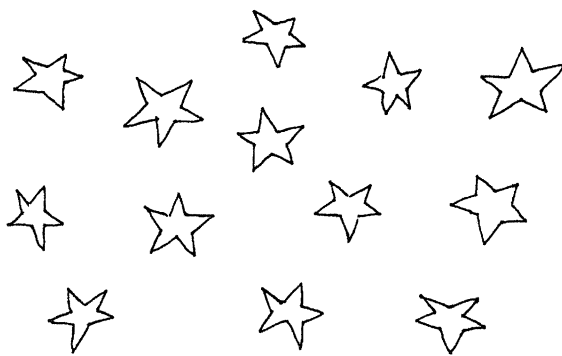
s7istk



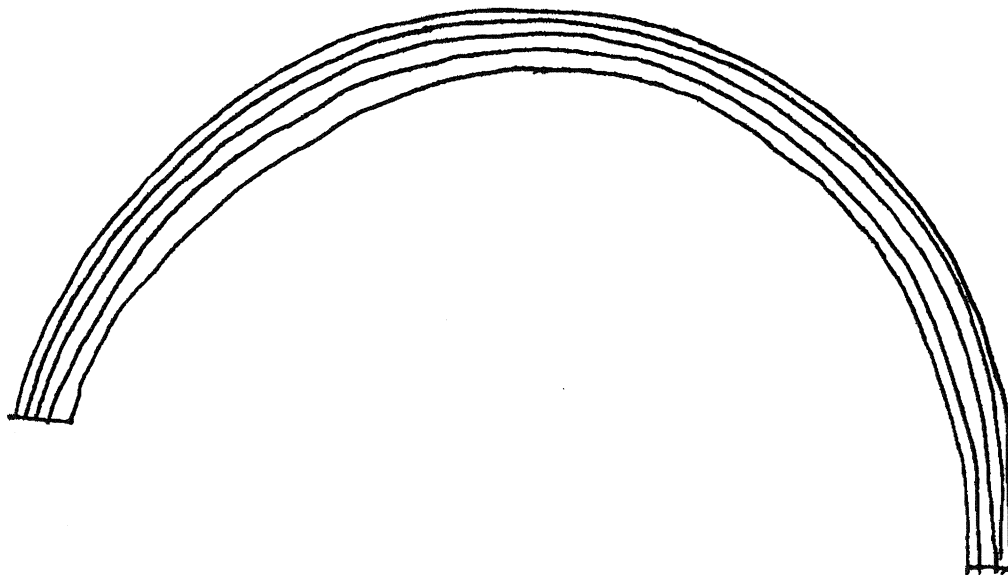
skwekw7es



megcen



sekúseṇt



skúlenst



sitqt te kúltes

Kwenlltyénecwem-k?

4 **mel**ltyénecwem



5 **tsilk**ltyénecwem



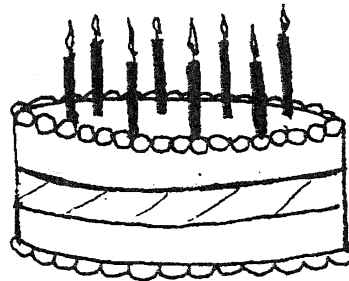
6 **teqme**kltyénecwem



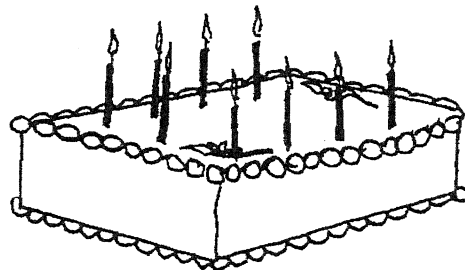
7 tsutsklltyénecwem



8 nek'w7u7plltyénecwem



9 temllen'ku7plltyénecwem



Unit 2: Me7 Élkstmentem re Sxyénem:**Secwepemc Mathematics**

(Ongoing Unit and Routine throughout the year)

1. Unit Objective:

Through the ongoing presentation of the materials in this unit throughout Grades K-3, students will be reinforced on basic concepts of mathematics as they are taught in the primary grades and will learn to express and understand mathematical concepts in Secwepemtsín.

2. Rationale:

Numbers, quantities and mathematical operations of determining quantities, comparison, grouping, adding, subtracting, etc. are part of essential vocabulary of the Secwepemc language. They moreover are an essential part of Instructional Strategies and objectives throughout the primary grades in general. Therefore, it is meaningful to reinforce these concepts in Secwepemtsín and introduce the linguistic skills of expressing them.

3. Time:

Secwepemc mathematics can be part of the 50 minute lessons for 10-15 minutes at least three days per week. Some of this work can be done through work sheets included in this Secwepemc Language Package, or through further primary math materials adapted to the language.

4. Learning Outcomes:

Following the demonstration of vocabulary and concepts listed below on an ongoing basis, as well as the completion of work sheets throughout the primary grades, it is expected that students will:

express numbers 1 - 100 in Secwepemc;

- * count in Secwepemc in groups of two, five, ten, etc.;
- * add and subtract numbers up to one hundred;
- * count in two's, five's, tens and other groupings of numbers up to one hundred;

- * compare sizes and shapes of objects;
- * discriminate same vs. different;
- * group objects according to size, kind and shape.

5. Suggested Instructional Strategies:

- Count objects on charts, flashcards, real objects in the room;
- have students bring in objects and count them;
- do likewise for adding, subtracting;
- bring in objects of different shapes, colours, kind and consistency for comparison, counting and discrimination;
- have students work on this unit in the Secwepemc Language Package illustrations or complete additional work sheets; supervise them using Secwepemctsin.

6. Suggested Learning Resources:

- ⇒ work sheets attached (teacher can make further hand-outs);
- ⇒ objects to count and manipulate (have students bring in from home countable items, i.e. bottle-caps, tags, buttons, bingo-chips, pens, etc.);
- ⇒ a 100 chart for counting with number lexical suffixes

7. Suggested Assessment Strategies:

- ◇ As per observation in the classroom during counting, adding, subtracting activities;
- ◇ through completed pages and work sheets, see below;
- ◇ through items students bring in from home and count and/or compare and manipulate in the classroom

8. Language Content:**a) Numbers:****Cuý e xyénem-kt!****Let's count!**

| | |
|----------------------------|---------|
| nekú7 | one |
| seséle | two |
| kellés | three |
| mus | four |
| tsilkst | five |
| teqmékst | six |
| tsútsllke7 | seven |
| nekw7ú7ps | eight |
| temllenkúkw7e | nine |
| úpekst | ten |
| úpekst ell nekú7 | eleven |
| úpekst ell seséle | twelve |
| sell7úpekst | twenty |
| kell7úpekst | thirty |
| mell7úpekst | forty |
| tselkll7úpekst | fifty |
| teqmekll7úpekst | sixty |
| tsetskll7úpekst | seventy |
| nekw7u7pll7úpekst | eighty |
| temllenkwell7úpekst | ninety |
| xetspqíqenkst | hundred |

b) Adding:

| | |
|------------------------------------|------------------|
| nekú7 ell seséle me7 kellés | 1 + 2 = 3 |
|------------------------------------|------------------|

| | |
|---|------------------|
| tsilkst ell kellés me7 nekw7ú7ps | 5 + 3 = 8 |
|---|------------------|

c) Subtracting:

teq̓mékst **me7 kllentéc k** seséle **me7** mus $6 - 2 = 4$

tsilkst me7 kllentéc k kellés me7 seséle $5 - 3 = 2$

d) Comparison:

tsellts'ílle

same

íicwell

different

íext

tall person

qweqwéq̓wme7t

short person

- e) Grouping Objects into Kinds:** See Integrated Resource Package.
Teach this through use of counting words/numerals for animals, people, and numerals + lexical suffixes.

Note: that the skills introduced here are at the level of presentation rather than mastery.

Counting People:

| | |
|----------------|--------------|
| tnk'we7 | one person |
| tekséle | two people |
| tkellés | three people |
| tmúsmes | four people |

Counting Animals:

| | |
|-------------------|-------------------------------|
| nekúkw7e | one animal or small object |
| sesésle | two animals or small object |
| kellélls | three animals or small object |
| mums | four animals or small object |
| tsítselkst | five animals or small object |
| teqmém'kst | six animals or small object |
| tsútsllke7 | seven animals or small object |

Counting round things (berries, balls, marbles, apples, etc.):

| | |
|--------------------|------------------------------------|
| tnekwúse7 | one berry/fruit, ball, apple |
| selúse7 | two berries/fruit, balls, apples |
| kellúse7 | three berries/fruit, balls, apples |
| mesúse7 | four berries/fruit, balls, apples |
| tselkstúse7 | five berries/fruit, balls, apples |

Counting (pens, sticks, etc.)

-élqw suffix:

| | |
|-----------------|-----------------------------|
| nekwélqw | one pen, pencil, stick |
| selélqw | two pens, pencils, sticks |
| kellélqw | three pens, pencils, sticks |

Counting Sheets of Paper or flat thin objects:

-éłtcw suffix, e.g.

nekwéłtcw

one sheet of paper/thin object

seléłtcw

two sheets of paper/thin objects

kelléłtcw

three sheets of paper/thin objects

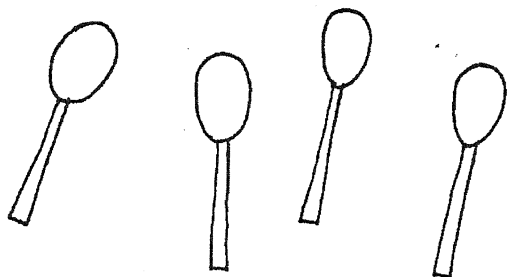
Élkstmentem re Sxyénem:
Cuŷ e xyénem-kt !

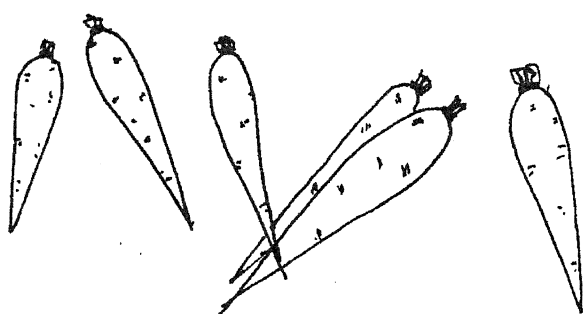
| | |
|-----------------|-----------------------------|
| 1 nekú7 | 11 úpekst ell nekú7 |
| 2 seséle | 12 úpekst ell seséle |
| 3 kellés | 13 úpekst ell kellés |
| 4 mus | 14 úpekst ell mus |
| 5 tsilkst | 15 úpekst ell tsilkst |
| 6 teŷmékst | 16 úpekst ell teŷmékst |
| 7 tsútsllke7 | 17 úpekst ell tsútsllke7 |
| 8 nekw7ú7ps | 18 úpekst ell nekw7ú7ps |
| 9 temllenkúkw7e | 19 úpekst ell temllenkúkw7e |
| 10 úpekst | 20 sell7úpekst |

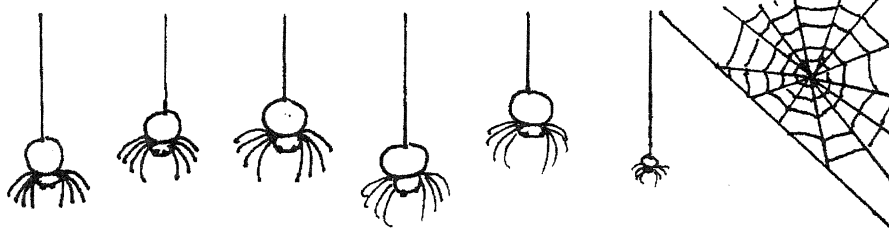
Kwinc? (Identify the number in Secwepemctsín).

| | | | | | |
|-----------|-----------|----------|-----------|-----------|-----------|
| 3 | 8 | 5 | 11 | 4 | 2 |
| 9 | 7 | 6 | 1 | 12 | 13 |
| 16 | 19 | 8 | 10 | 15 | 2 |
| 14 | 18 | 4 | 9 | 17 | 20 |

Kwinc ? - Xyéнем-ce!



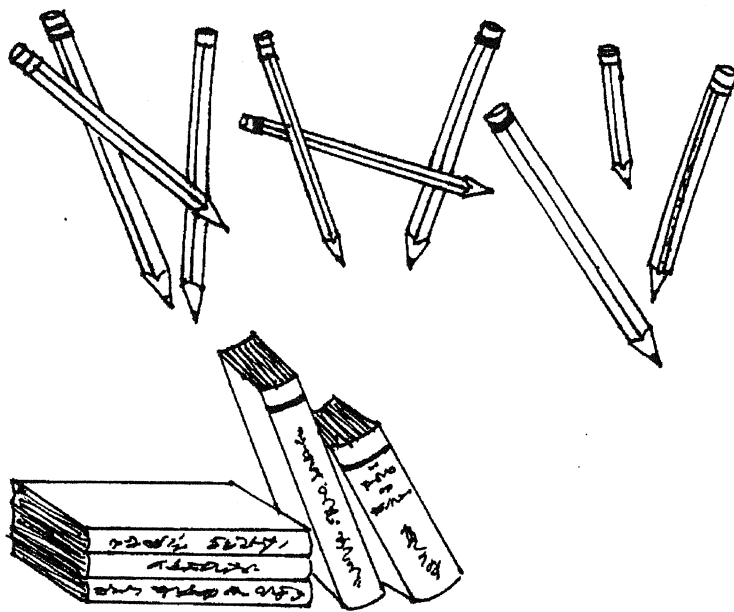


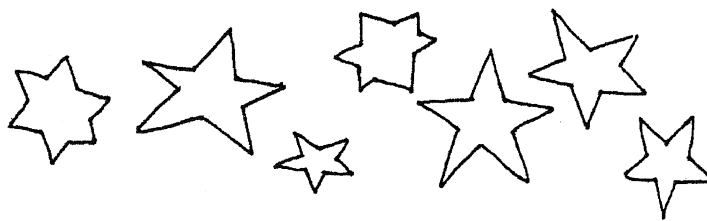


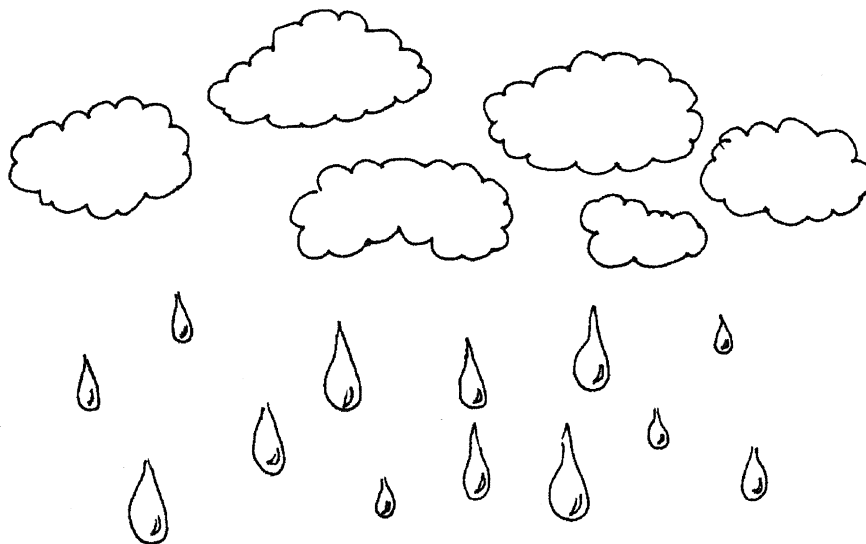




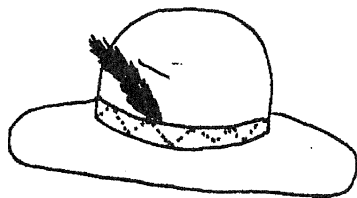
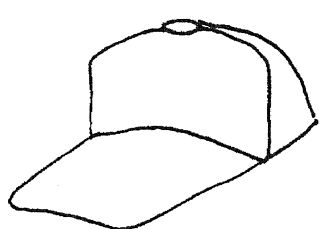
Kwinc ? - Xyénem-ce

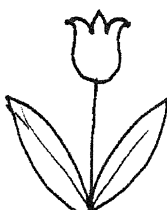




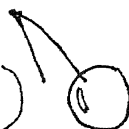
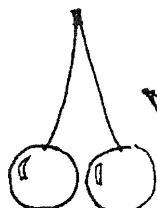


Kwinc ? - Xyéнем-ce



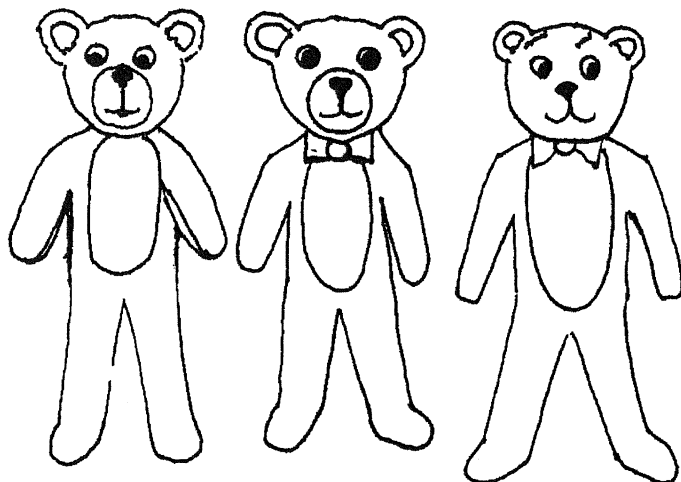


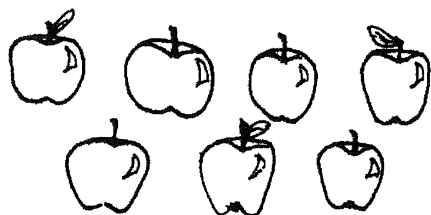


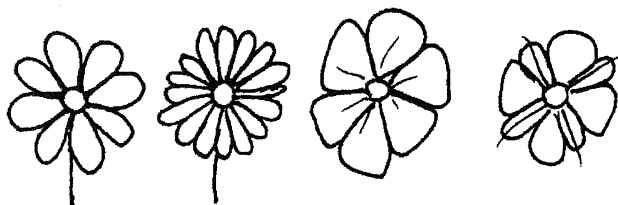




Kwinc ? - Xyéнем-ce

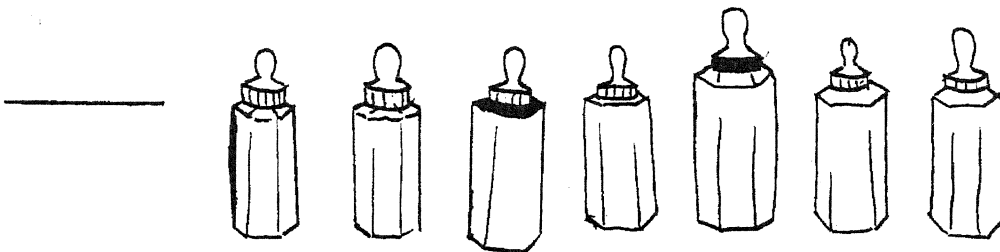
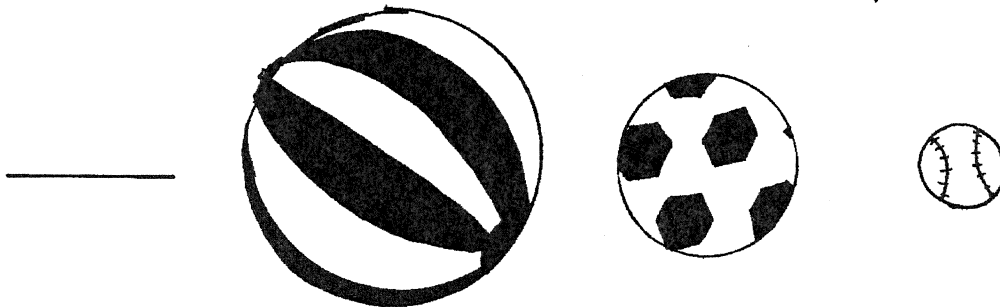
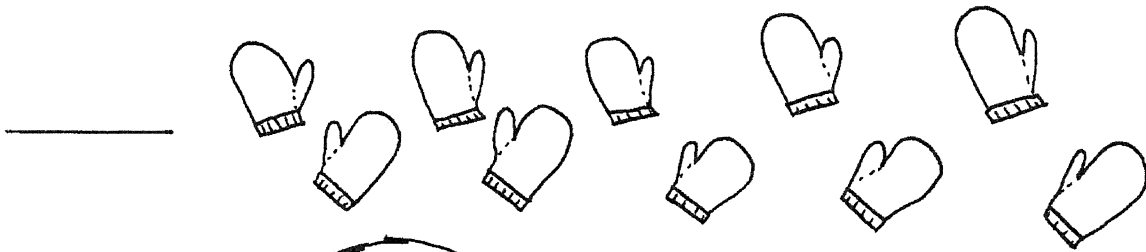
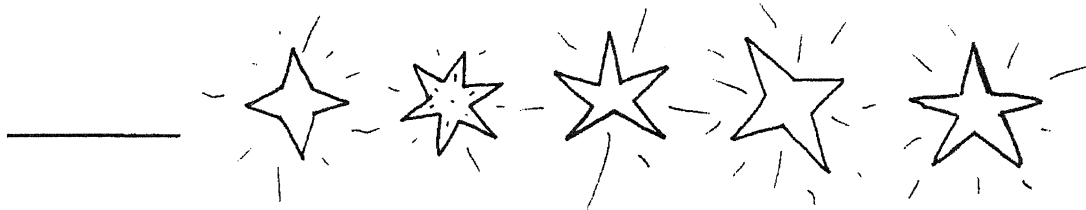
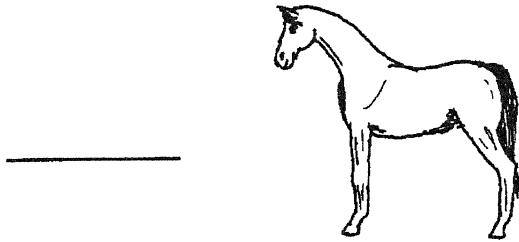




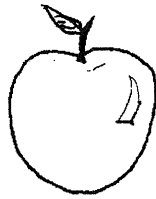




Kwinc ? - Xyénem-ce



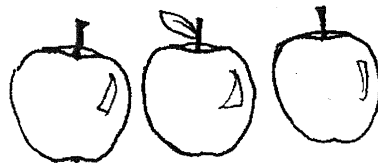
Kwinc te ápels ? - Xyéнем-ce!



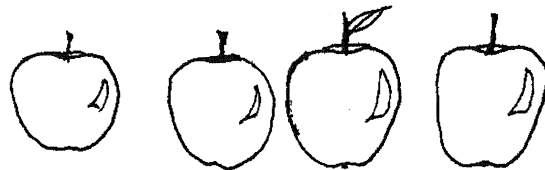
nekw'use7



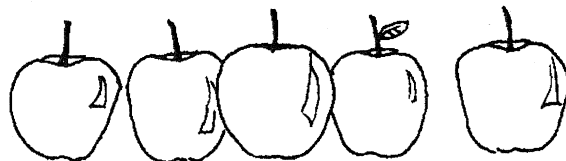
seluse7



kelluse7



mesuse7



tsilkstuse7

Kwinc te speqwéłtcw ? - Xyéncem-ce!



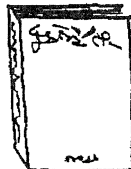
nekw'7ełtcw



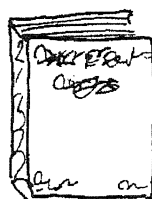
selełtcw



kellełtcw



mesełtcw

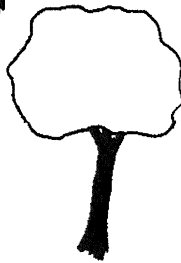


tsełkstełtcw

Kwinc te tsreprép ? - Xyéнем-ce!



nekw'7ellp



selellp



kellellp



mesellp



tsilkstellp

Unit 3: Wéwlem - Fishing

1. Unit Objective:

To introduce the learners to the essential vocabulary and phrases for kinds of fish that are caught by Secwepemc people at Kamloops. It will also introduce children to the preparation of food from fish, the fish habitats, the locations they are caught in and the methods of fishing. In addition, cultural aspects of fishing will be covered, e.g. being respectful to the animals, not wasting fish, sharing the catch, and stories surrounding the origin of salmon.

2. Rationale:

For the Secwepemc, and the Tkemlúpsemc in particular, salmon fishing was, and still is, an important part of their livelihood and traditions. By learning about fish and fishing in the Secwepemc language, children will learn to appreciate the cultural and practical importance and will be able to keep their knowledge and skills alive for future generations. In addition, they will be able to understand and communicate with elders who know about fishing and/or continue to fish with traditional and adapted methods.

3. Time:

4 weeks, 50 minutes daily

4a. Learning Outcomes (K - 1)

By the end of this unit, it is expected that students will:

- * begin to have appreciation of the cultural values about respecting nature and animals and sharing food, that are associated with fishing;
- * understand and say in Secwepemetsín the terms for, and simple phrases according to patterns introduced in Unit 1, for several kinds of fish;
- * distinguish salmon from other kinds of fish in pictures/illustrations;

- * understand the Secwepemc names for some of the important fishing grounds of the Tkemlúpsm;
- * use and understand a few adjectives to describe and compare qualities of fish (e.g. big - small; red - gray; old - young; fat - skinny);
- * understand a couple of terms for important ways of preparing and cooking fish (scwik; ékwén);
- * understand three to four terms for fish habitat and fishing
- * (e.g. séwllkwe, setétkwe, pésellkwe, tswec);
- * draw a picture of salmon and name it in Secwepemctsín.

4b. Learning Outcomes (Grades 2 - 3):

By the end of this unit, it is expected that students will:

- * Have increased appreciation and some knowledge about traditional values associated with fish and fishing, i.e. respect, sharing, not wasting, the relationship of animals to humans and nature;
- * distinguish sockeye and Chinook salmon (in concept and through Secwepemctsín) and a few other kinds of fish;
- * understand, point to and say in Secwepemctsín the names for many body parts of fish and understand a few simple terms and phrases about salmon life cycle (eggs, fry; swimming upstream, spawning);
- * understand and point to, at least six terms for areas of fish habitat (e.g. water, lake, river, shore, creek, mouth of river);
- * understand the terms for common traditional fishing gear (dip-net, harpoon spear, gaff, creek spear, gill net rod);
- * describe how to make a gaff-hook, net, spear or dip-net in English using some Secwepemctsín;

- * catch a fish using the above method.

5. Suggested Instructional Strategies:

- field trip to Sq̓pe7 (on South Thompson River) or to Heffley Lake;
- field trip to fish hatchery in your community or nearby;
- raise some fry in an aquarium in the classroom and release them;
- cutting out parts of fish from picture and colouring them, naming parts in Secwepemtsín;
- having an elder or parent bring different kinds of fish food to class (i.e. scwík, ékwén);
- showing how to filet a fish;
- eating and sharing cooked fish;
- counting fish on a felt board (use animal counting system);
- showing pictures of fish on posters, photographs, illustrations;
- stories about fish and fishing (can be read at least part in English)
- have children act out a fish story.

6. Learning Resources:

⇒ Video film of fishing at your fishing ground;

⇒ video film of salmon fishing at Ck'emtsín; posters and pictures of different kinds of fish and developmental stages of fish (can be adapted from Department of Fisheries and Ocean posters);

- ⇒ stories of origin of fish in the mid-Fraser and Thompson Rivers;
- ⇒ English language storybooks and resource books to be adapted and read in Secwepemctsín;
- ⇒ actual fishing gear brought into class by resource people;
- ⇒ enlarged photographs of people fishing for display in classroom.

7. Suggested Assessment Strategies:

- ◇ based on observation of children's activities; continue to keep checklist of terms accurately understood and used,
- ◇ have each child keep a portfolio of drawings, colouring book pages, crafts, etc. for this unit. This could include drawings of fishing activities, fish in their habitat, collages, a child's map of fishing grounds.

8. Language Content:

a) Kinds of fish:

| | |
|--------------|-------------------------|
| swewll | fish (any kind) |
| sqlélten | salmon |
| sqlelten7úwi | sockeye salmon |
| kekésu7 | spring (Chinook) salmon |
| shéni7 | humpback (pink) salmon |
| sxeyqs | coho salmon |
| sgwígwe | steelhead |
| písell | trout |

b) words for fishing and fishing gear:

| | |
|------------|------------------------------|
| wéwlem | to fish |
| yéwem | to fish with a dip-net |
| qítem | to fish with a rod |
| úpsem | to gaff -hook |
| menípem | to fish with a harpoon spear |
| wewtsk | three-pronged creek-spear |
| stúkwtsen | dip-net |
| qíte | fishing rod |
| ups | gaff-hook |
| meníp | harpoon |
| ctálkweten | gill-net |

c) fish body parts:

| | |
|----------------|--------------|
| skepqén | head |
| sqúcén | tail |
| qweqú7ll | bones |
| esxém | back bone |
| cwkwetkwíústen | eye (plural) |
| splútsen | mouth |

| | |
|---------------|------------------|
| ékwen | fish roe |
| íxelc | to swim upstream |
| clélc, éxwelc | to spawn |
| qwtseq | to die |
| tuwstéc | you have wasted |
| xyemstéc | to respect |
| scwik | dried fish |
| cwíkem | to dry fish |
| pésellkwe | lake |
| setétkwe | river |
| tswec | creek |
| q̣wemtsín | shore |
| ckemtsín | mouth of river |

d) Fishing areas:

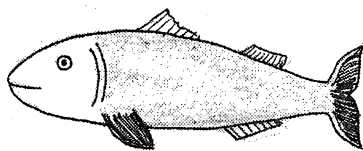
| | |
|-------------|---|
| Sq̣pe7 | South Thompson River across from Barnhartvale |
| Tkékyelstem | Heffley Lake |
| Xixyúm | Hi-hium Lake |

e) Adjectives/Qualities:

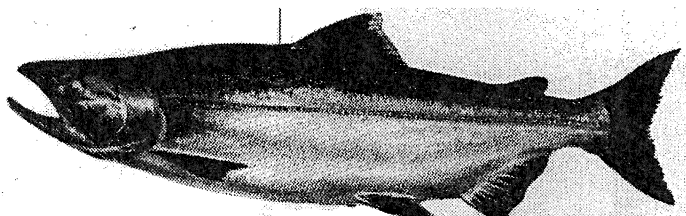
| | |
|-----------|--------|
| xyum | big |
| ḳwoyí7se | small |
| tsiqw | red |
| megmégt | gray |
| le7 | good |
| q̣utst | fat |
| tsq̣wexw | skinny |
| tuwíwt | young |
| tskéwelc | old |

f) Sentence Patterns:

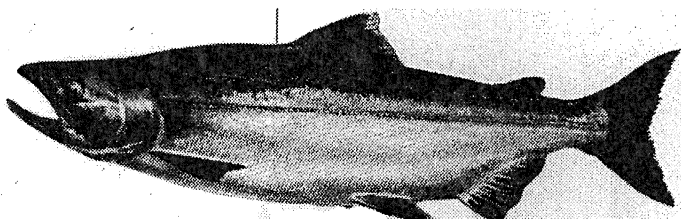
1. Thé7en re _____ (setetkwe; tswec) Where is the
 _____ (river, creek)
2. W7ec k kénmes re7 xpé7e? What is your grandfather doing?
3. W7ec wéwelmes/menípmes ren xpé7e. My grandfather is fishing.



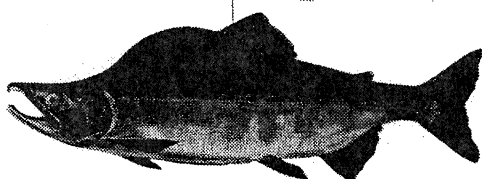
Swewll yi7éne.



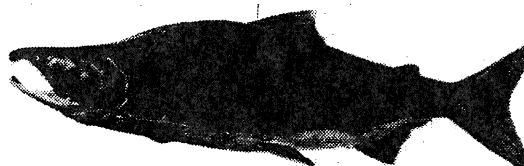
kekésu7



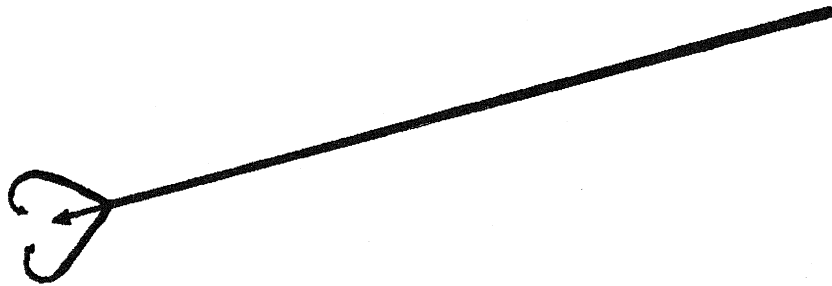
sxeyqs



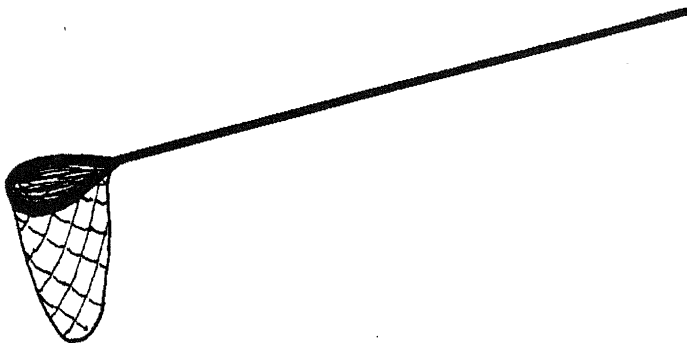
shéni7



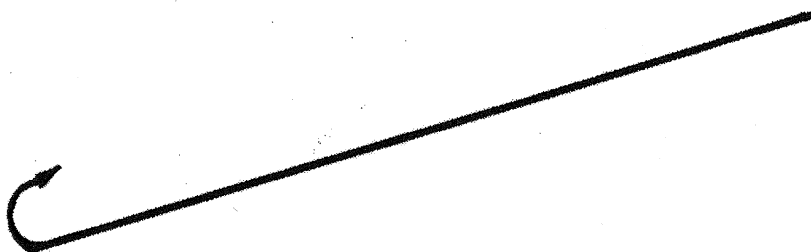
sqlelten7úwi



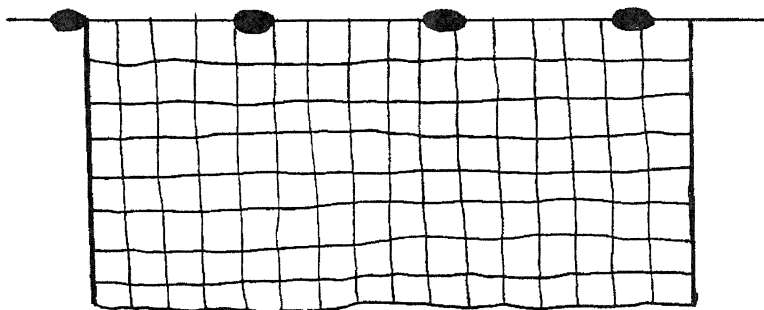
wewtsk



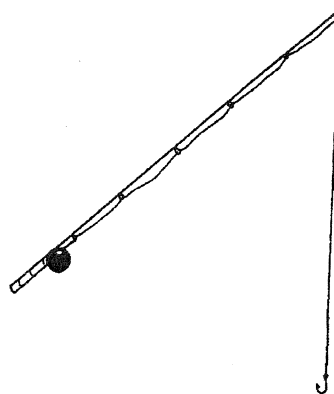
stúkwtsen



ups



ctálkweten



qíte

Unit 4: **Píxem ell re Twupt te Qwémqwemt**

Hunting and Wild Animals

1. Unit Objective:

This unit will introduce the children to:

- a) a few terms and phrases regarding hunting, animals that are hunted and/or important in the culture of the Secwepemc, and hunting gear and practices;
- b) some cultural values and beliefs with regard to respect for animals and foods obtained from nature.

2. Rationale:

Hunting is and was an important traditional activity which is still practiced by many families in Kamloops, although methods have changed. The values associated with killing and utilizing animal foods are important cultural traditions to pass on to younger generations.

3. Time:

4 weeks, 45 minutes daily

4a. Learning Outcomes (K-1)

After this unit, it is expected that students will:

- * understand and use the term for hunting, "píxem" and simple phrases using it;
- * understand, point to and say with some accuracy the names of and simple phrases pointing to, several wild animals that are and were hunted;
- * understand, point to, and say with some accuracy, the names of a few other wild animals occurring in Secwepemc territory;
- * appreciate a simple story about animals told by the teacher, at least partially in Secwepemtsín with lots of body language (e.g. Beaver and Porcupine; Coyote and Fox, etc.).

4b. Learning Outcomes (Grades 2 - 3)

In addition to retaining/ having reviewed the vocabulary and phrases for K-1, it is expected that students will:

- * appreciate the notion of respect for animals and nature that accompany hunting, and that one should not waste food, especially food that is obtained through hunting;
- * name and use simple phrases using words for hunting gear and implements;
- * understand and be able to partially retell, using some Secwepemc words, one or two stories of animals;
- * be able to act out a simple story told by the teacher in Secwepemetsín;
- * recognize and describe in Secwepemc the tracks of a few important animals.

5. Suggested Instructional Strategies:

- show pictures of animals (real photographs, pictures cut and laminated from wildlife calendars, zoo-books);
- show pictures of people hunting, with a kill; identify animals, comment on what animals/people are doing;
- show pictures of hunting gear;
- various flashcards;
- bring implements to class, have elder show and tell;
- have children draw scenes, pictures of hunting and invite children to explain pictures, attempting to use Secwepemc words;

- show attached pictures of animal tracks, scramble tracks and animals, have children match animals and their tracks;
- tell stories (as much as possible in Secwepemetsín) of animals and hunting;
- short videos of elders telling animal stories or hunting stories;
- show students how sk'ec is made and share some with students in class;
- have students act out animals and animal behavior;
- sing the song about Blue Jay or the nature song (Nels Mitchell tape).

6. Learning Resources:

- ⇒ Secwepemc Language Package hand-outs and pictures;
- ⇒ animal songs (e.g. Blue Jay song on Nels Mitchell tape; Swan song; Porcupine song);
- ⇒ laminated photographs from wildlife calendars;
- ⇒ video(s) of animal stories and hunting;
- ⇒ Secwepemc stories (better told not read);
- ⇒ adapted English language books (e.g. zoo books);
- ⇒ story of beaver and porcupine (told and acted out orally);
- ⇒ story of salmon.

7. Assessment Strategies:

- ◇ observation of children during sessions with pictures, flashcards, etc.
- ◇ TPR check-list of commands and other TPR exercises;
- ◇ collection of children's art-work of animals and hunting.

8. Language Content:

a) vocabulary for hunting

| | |
|-----------------------------|--------------------|
| píxem | hunt |
| tsqélnem | shoot |
| cikt | missed |
| tícwts'e | to make a kill |
| Stémi ke7 stícwts'e? | What did you kill? |
| neqéyt | wounded |
| pecw-pecw | bang-bang |
| tsméts'e | bringing in a kill |
| estúllen | butcher |
| swelmínk | gun |
| sekwmín | knife |
| cwítekst | hunting knife |
| tskwínek | bow |
| stskwil | bullets |
| q̣w7um | set traps |
| léwsem | snare |
| stékcén | tracks |
| ḳwéncnem | tracking animals |
| ts'i7 | deer, meat |
| ṣkec | dried meat |
| ḳúlem te ṣkec | make dried meat |

b) animals:

| | |
|---------------------|-----------------|
| sxwlécken | buck |
| stqweq̣wi7pe | black tail deer |
| sukwtúps | white tail deer |
| teníye | moose |
| sqwyíts | rabbit |
| kenkéknem | black bear |
| skerncís | grizzly bear |

| | |
|-------------------|-----------|
| sqlu7úwi | beaver |
| skú7pecen | porcupine |
| estsék | squirrel |
| qets'wéwye | chipmunk |
| s7ésícwem | duck |
| kwsicw | goose |
| sklep | coyote |
| xwgewélemc | fox |

c) adjectives/qualities:

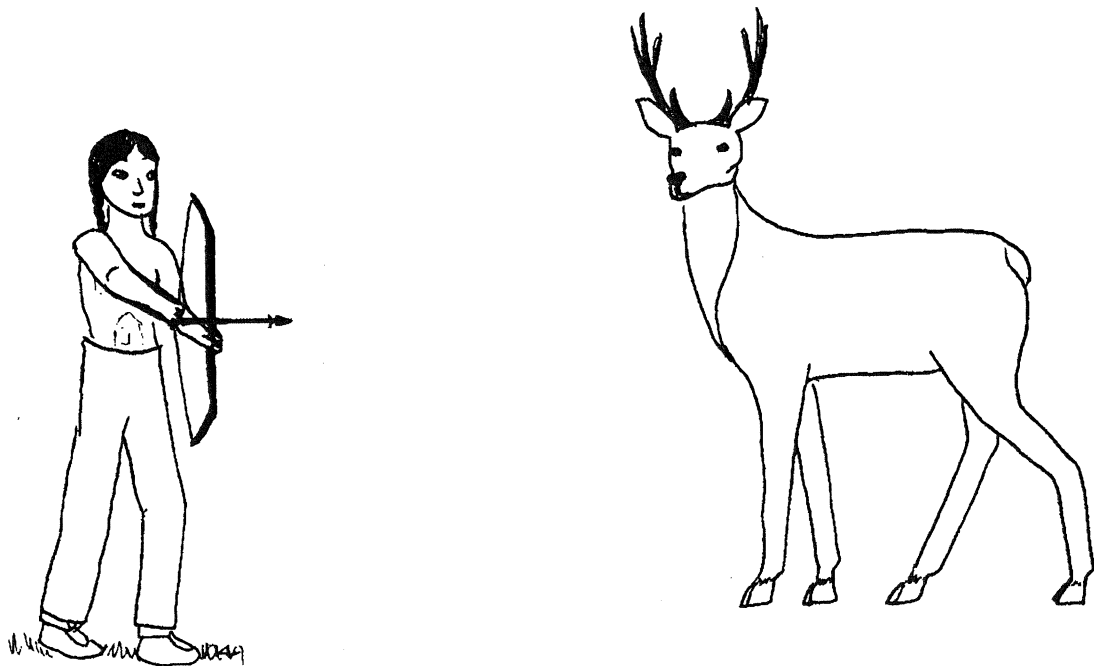
| | |
|-----------------|-------|
| xexé7 | smart |
| cswitúll | lazy |
| xwent | fast |
| yuyúwt | slow |

d) habitat:

| | |
|-------------------|-----------------|
| sqeltús | mountains |
| skwelkwélt | snowy mountains |
| nekéct | woods/forest |
| ctsetém | valley |

e) Sentence Patterns:

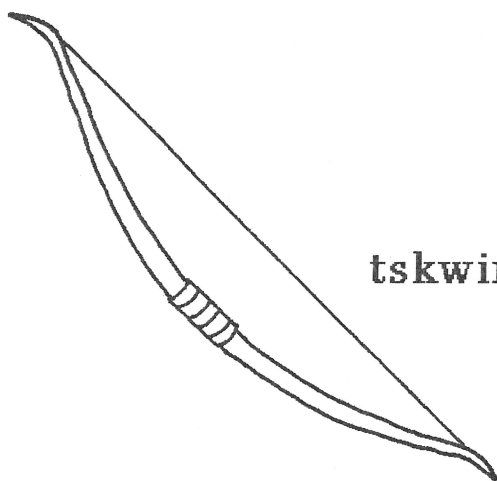
- | | |
|---------------------------------------|--------------------------------|
| 1. W7ec píxmes re kúkwi7. | The chief is hunting |
| 2. Stémi k spíxems re John. | What is John hunting? |
| 3. Swéti7 k w7ec k píxmes? | Who is hunting? |
| 4. Thé7en k píxmes? | Where is he/she hunting? |
| 5. Tri7 thé7en. | Here and there! |
| 6. Swéti7 k tnésmens re xpe7e? | Who is going with grandfather? |



Le q7es te qelmúcw m-píxmes
m-kwens re tskwínek ell re tuqw.



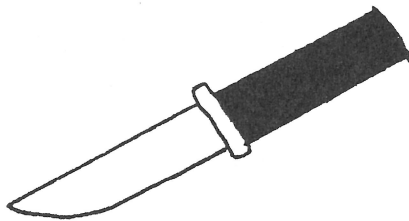
stskwele7uwi



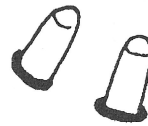
tskwinek



swelmin̓k

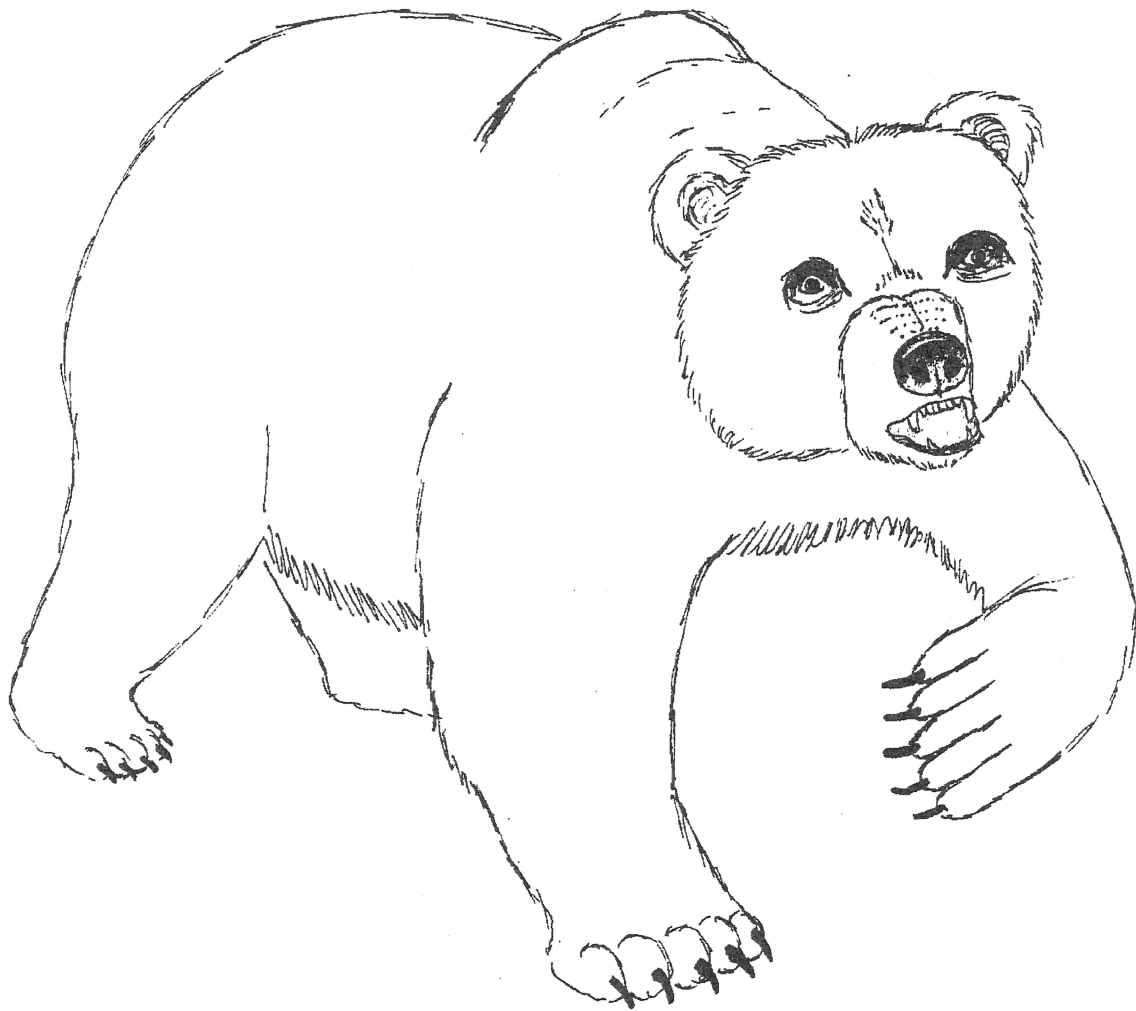
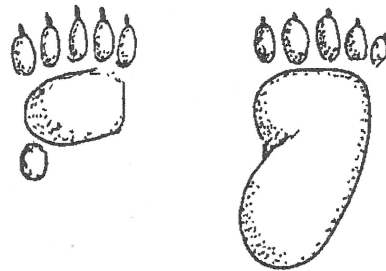


sekw'min

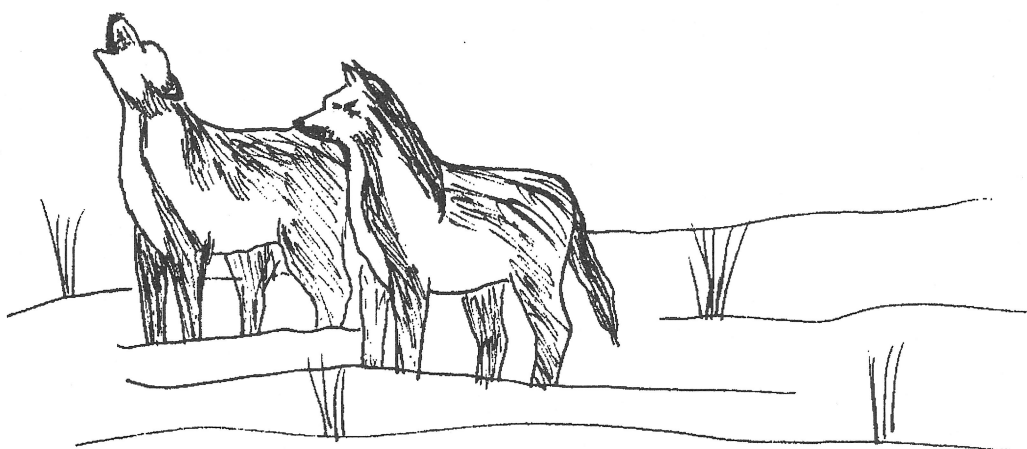


stskwil

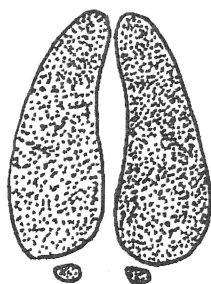
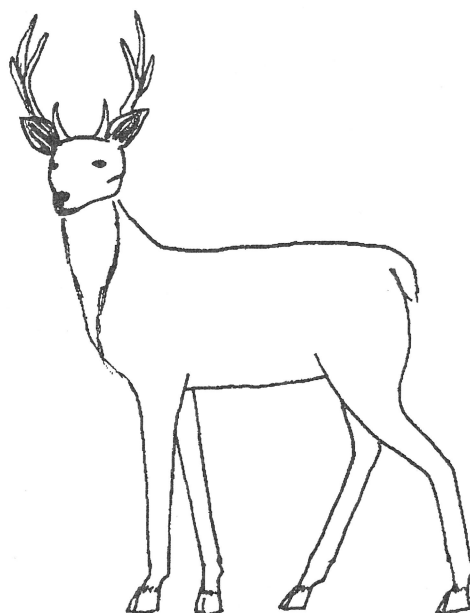
Píqwente re stékcéns re twupwúpt !



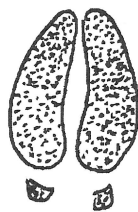
re kenkéknem re stékcéns



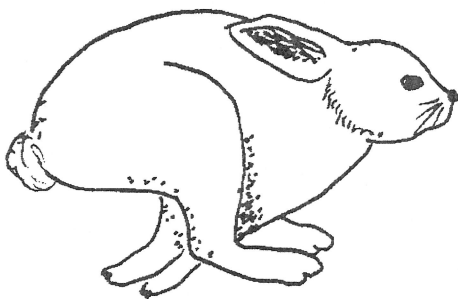
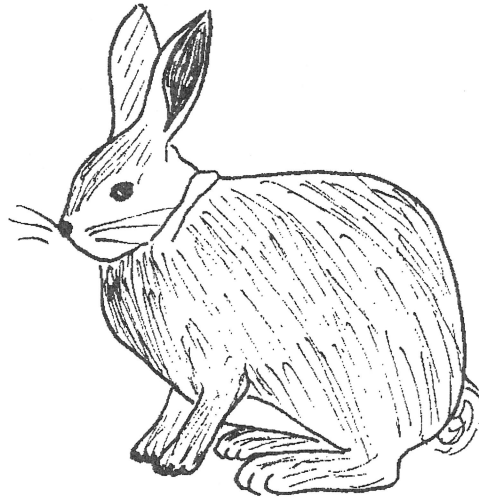
re sklep re stekcéns



re ts'i7 re stekcéns



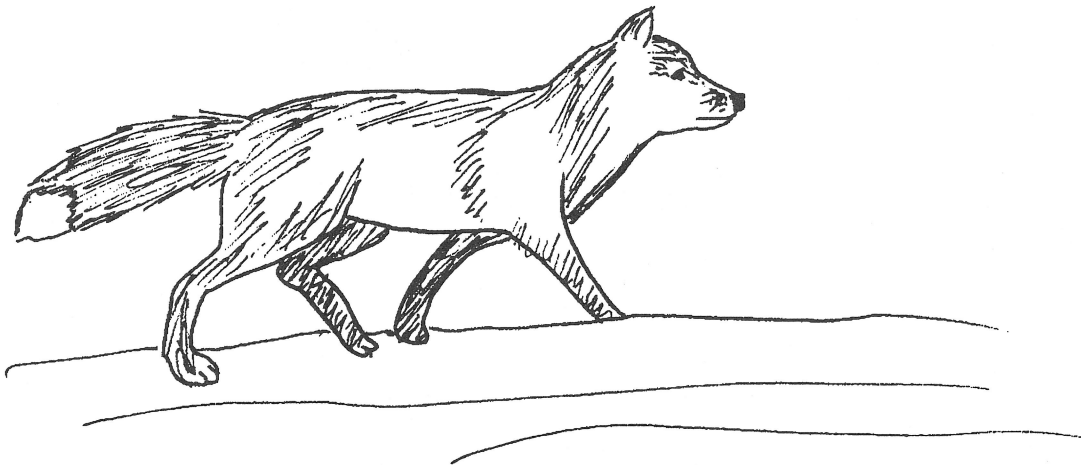
re teníye re stekcéns



re sqwyits re stekcéns



Xexé7 re sklep.



Yi7éne re xgwelemc, re sklep úqwis ri7.

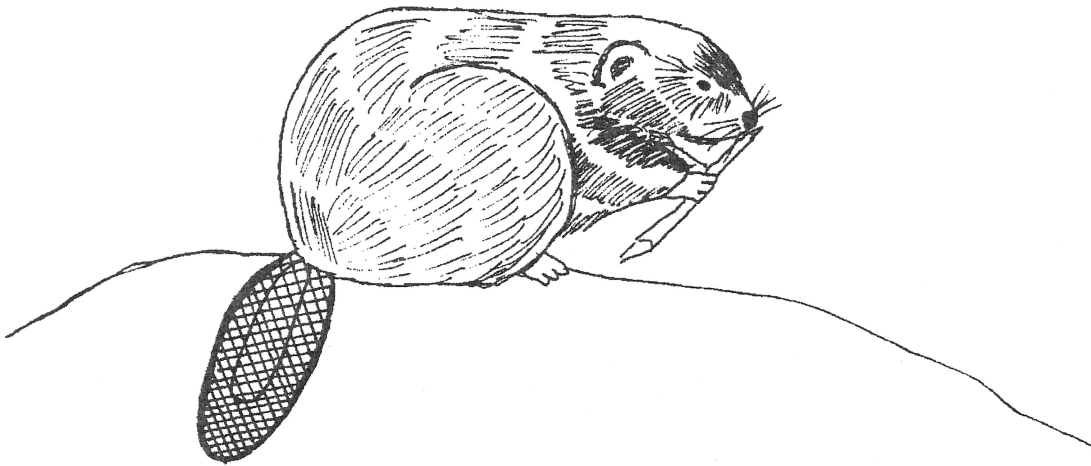
Re Sqlew ell re Skú7pecen

M-í7ék-ekwe í7i7 re sqlew.

Re skú7pecen í7ucw mut.

Ta7 k sxexwístés e s7elkst.s.

Re sqlew w7ec élkstes tekwemtús.



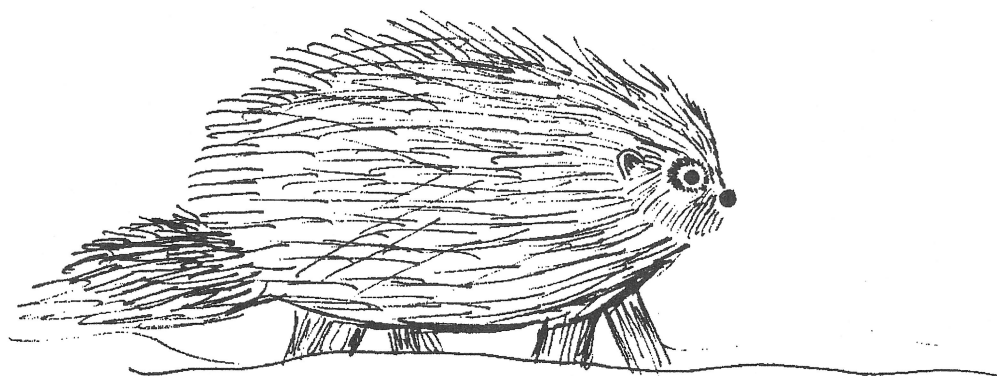
Cetséwsmens re úqwis.

Kwens, pé7ens te kekéw.

M-tseq́mínses.

M-kítscstmes ne skwelkwélt, m-klékstmentmes.

"T7élye me7 w7éc-ucw!



Neréy, t̓rey te tmicw, pepén-k t̓rey tek stsíllen tek stem."

Sqlew pelq́íl̓c. Llwélens re úqwis te skwelkwélt.

M-tsúnses, "Nerí7 me7 w7éc-ucw."

M-pelq́ílcwes ne tmicws.

M-7élkstes cú7tsem re sqlew̓.

Cetséwsmens e stsmetstés re úq̓wis 7e stsíllens.

Ta7 k sxexwistés re skú7pecen e s7elkst.s.

M-tsce7mútes, cswitúll.

Yirí7 Stsukws.

(re Ida William slexéyems yi7éne te stsptékwle.
Te Simpcwúlecw re st7ékwes.)

Unit 5: Re Secwepemc re Stsílens

Traditional Foods

1. Unit Objective:

The objectives of this unit are:

- to introduce basic vocabulary and phrases about traditional and modern foods of the Secwepemc
- to introduce, through commands and actions, terms and phrases for utensils for eating, conversation related to foods, values associated with eating and procedures for preparing some foods.

2. Rationale:

Topics related to eating, foods and preservation/preparation of foods and eating are an essential part of everyday functional vocabulary. Many cultural values are expressed through topics of food, the etiquette of eating, ways of preserving and preparing food, attitudes towards food (i.e. not wasting, respecting the plants or animals it comes from, and showing this by giving thanks to them and the creator).

3. Time:

4-5 weeks, 45 minutes a week

4a. Learning Outcomes (Grades K-1):

After this unit, the students will be able to:

- * Understand the terms for about 10 items of traditional and modern food as per list below;
- * follow some instructions and answer to questions (with mé7e, tá7a) at meal time involving foods and utensils;
- * understand the preparation of some foods (fried bread, Indian ice cream);
- * begin to appreciate values of sharing, respect for animals and plants that provide food, conservation of food and the etiquette of eating.

4b. Learning Outcomes (Grades 2-3)

After this unit, the students will be able to:

- * Understand and say, using simple phrases, the terms for about 15 items of food;
- * follow and give simple instructions regarding food and utensils at meal time;
- * understand the way of preparation of some traditional foods (i.e. dried meat, dried fish);
- * appreciate, and understand in Secwepemctsín, words that express values of sharing, respect for animals, and plants that provide food, conservation of plants and animals, and proper ways of eating;
- * follow a story in Secwepemctsín involving foods,
i.e. Ant and Grasshopper.

5. Suggested Teaching Strategies:

- Have mealtime in class; do role-playing with children, ask if they like food, ask them to set the table, to pass foods, if they are full, want some more, to put foods away.
- Show native food chart, and explain, in Secwepemctsín, the different foods, show real-life samples of these foods, have children taste the foods.
- sort foods into traditional and modern foods; into good foods and junk foods;
- ask children to draw foods, draw preparation of food, mealtime, animals and plants that provide foods;
- have children complete items on set-the-table drawing.

- invite elder or parent in to prepare some traditional food items (e.g. spíxle7cw, sxúsem);
- read and act out story of ant and grasshopper.

6. Learning Resources:

- ⇒ hand-outs and work sheets below;
- ⇒ Secwepemc Foods chart (SCES);
- ⇒ actual foods, prepared, raw, dried;
- ⇒ elders who bring and prepare food;
- ⇒ real utensils and set table;
- ⇒ story of ant and grasshopper;
- ⇒ coyote story about food

7. Suggested Assessment Strategies:

- ◇ TPR check-lists of commands and phrases to be done in groups or individually;
- ◇ portfolio of children's art-work;
- ◇ Grades 2-3: have children write, in English (perhaps using some Secwepemc words) the procedures for making certain foods.
- ◇ observe children in interaction during meal sharing time.

8. Language Content:**a) Words:**

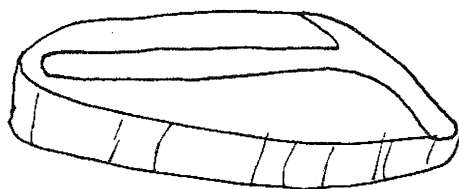
| | |
|----------------------|------------------------------|
| íllen | eat |
| stsíllen | food |
| cepqínem | to eat lunch/dinner |
| stékle | (packed) lunch |
| ts'i7 | meat |
| swewll | fish |
| lekelét | bread |
| spíxle7cw | fried bread, bannock |
| speqpéq | berries |
| sxúsem | soapberries/Indian ice cream |
| lekemín | flour soup |
| skec | dried meat |
| scwik | dried fish |
| peták | potatoes |
| ú7se | egg |
| lesél | salt |
| lepwáwa | pepper |
| ste7 | drink |
| syelt | plate |
| tseckpúpcw | bowl |
| clúqwmén | cup |
| lletkwtsínten | fork |
| stcímen | spoon |
| sekwmin | knife |
| letép | table |
| ts'elcwílep | chair |
| meq | full |
| teyt | hungry |
| nexéwem | thirsty |
| tiléwsem | to set the table |

q'7es te stsíllen
pyin te stsíllen
le7 te stsíllen

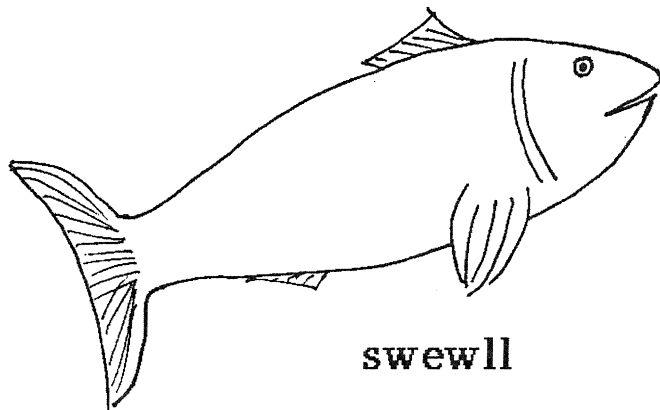
food from long time ago; traditional food
 present day (modern) food
 good food

b) Phrases: (substitute foods and utensils)

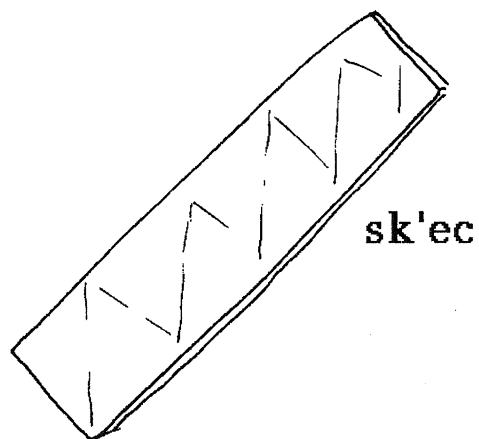
1. **Tsxwénte me7 ílln-ucw.** Come and eat (one).
2. **Tsxwént-iye me7 c7ílln-ep.** Come and eat (many).
3. **Nes-ce me7 ílln-ucw** Go and eat (one)!
4. **Nes-cwiye me7 illn-ep** Go and eat (many)!
5. **Teyten-k?** Are you hungry (one)?
6. **Teyten-kp?** Are you hungry (many)?
7. **Nexéwemen-k?** Are you thirsty (one)?
8. **Nexéwemen-kp?** Are you thirsty (many)?
9. **Meq'en-k?** Are you full (one)?
10. **Meqmeq'en-kp?** Are you full (many)?
11. **Yen ri7 ke7 smeq?** Are you full? (one)?
12. **Memq-ken nukw.** I am full.
13. **Emút-ce me7 ílln-ucw!** Sit down and eat!
14. **Lé7en ke7 s7íllen?** Is your food good?
15. **Qwenénen-k cú7tsem tek xelxlélcw?** Do you want more corn?
16. **Xwexwyémen-k cú7tsem tek scwik?** Would you like more dried fish?
17. **Kectsétsme tek séwllkwe.** Give me some water.
18. **Tiléwsem-ce!** Set the table (one)!
19. **Tiléwsem-cwiye!** Set the table (many)!
20. **Élkwente re7 syelt!** Put your plate away(one)!
21. **Élkwent-iye re syelyélt-emp!** Put your plates away (many)!



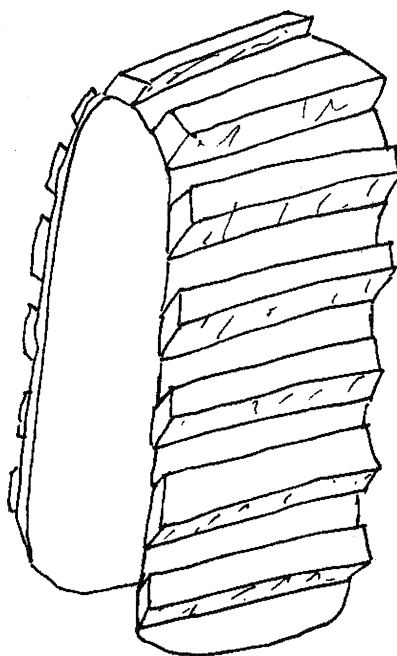
ts'i7



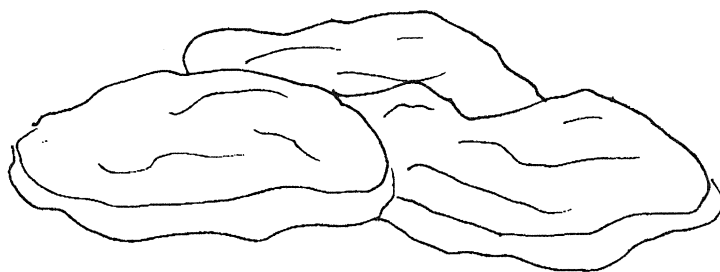
swewll



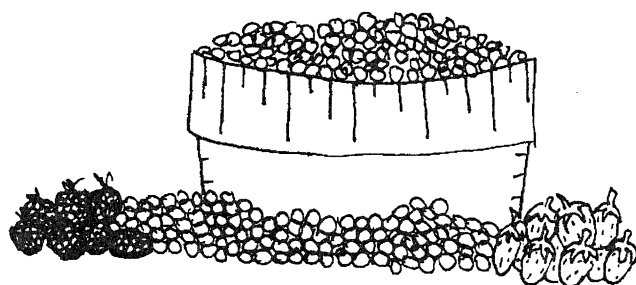
sk'ec



scwik'

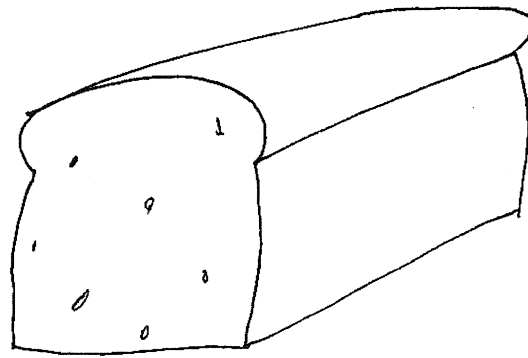


sp'ixle7cw

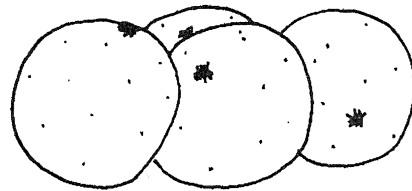


speqpeq

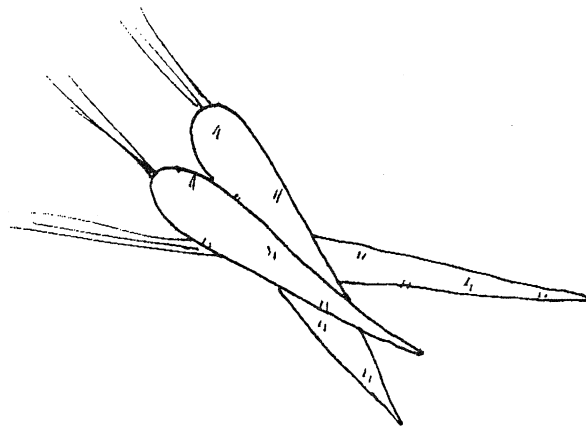
petak



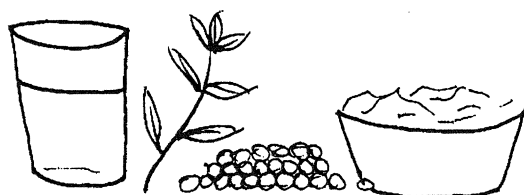
lekelet



kwelołse



gayu7



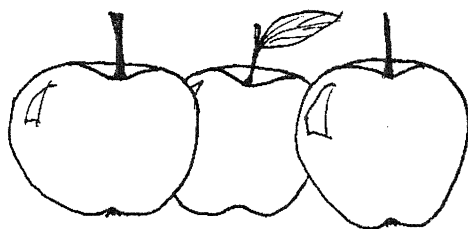
sxusem



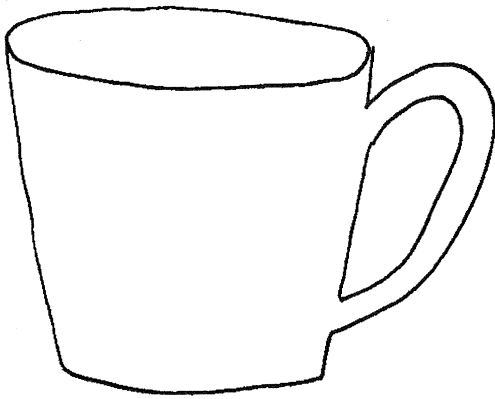
lekemin



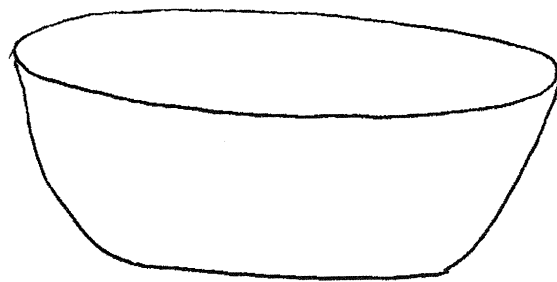
sq7em (sp'emcw)



apels



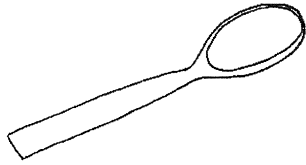
clúqwmén



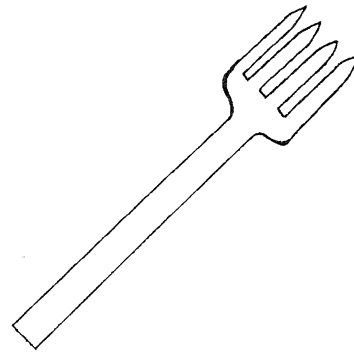
tseckpúpcw



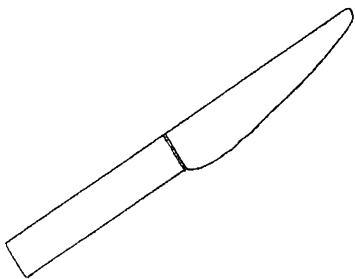
syelt



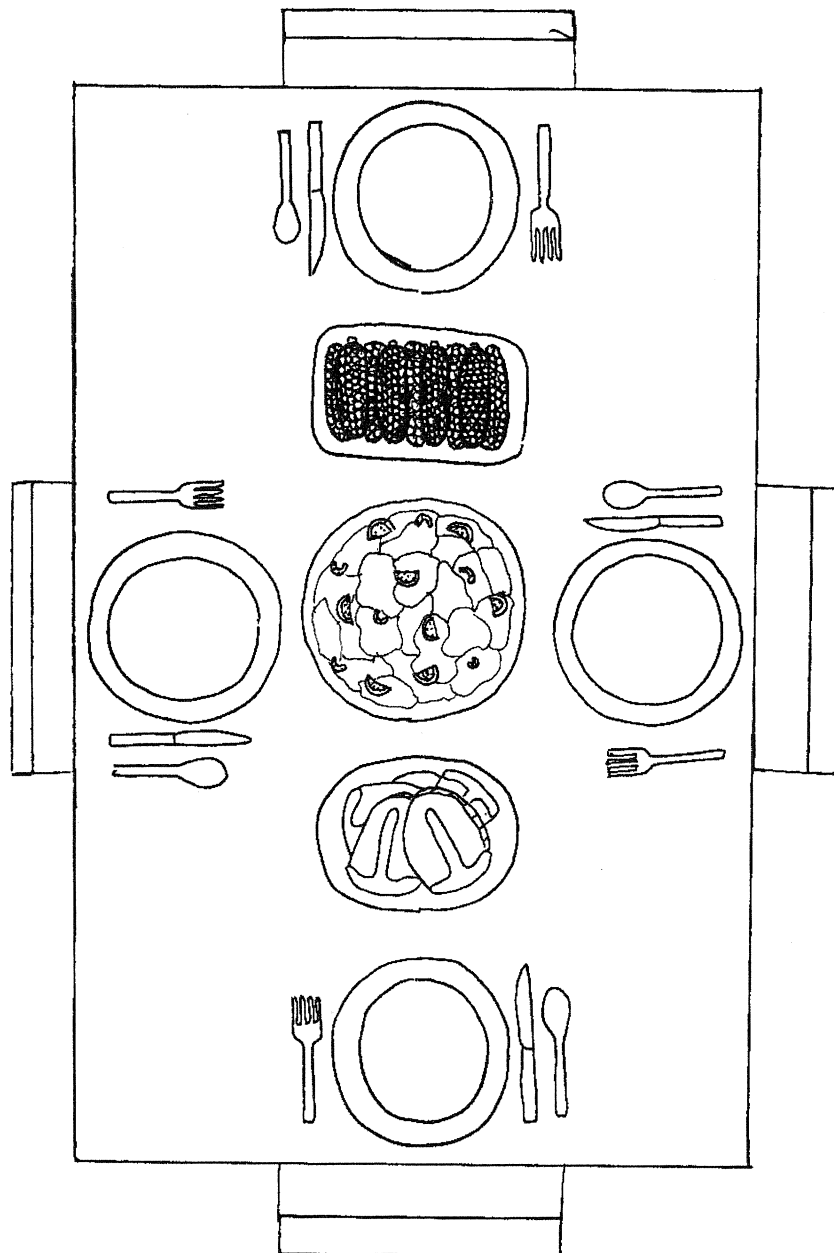
s̓ícímen



lletkwtsínten

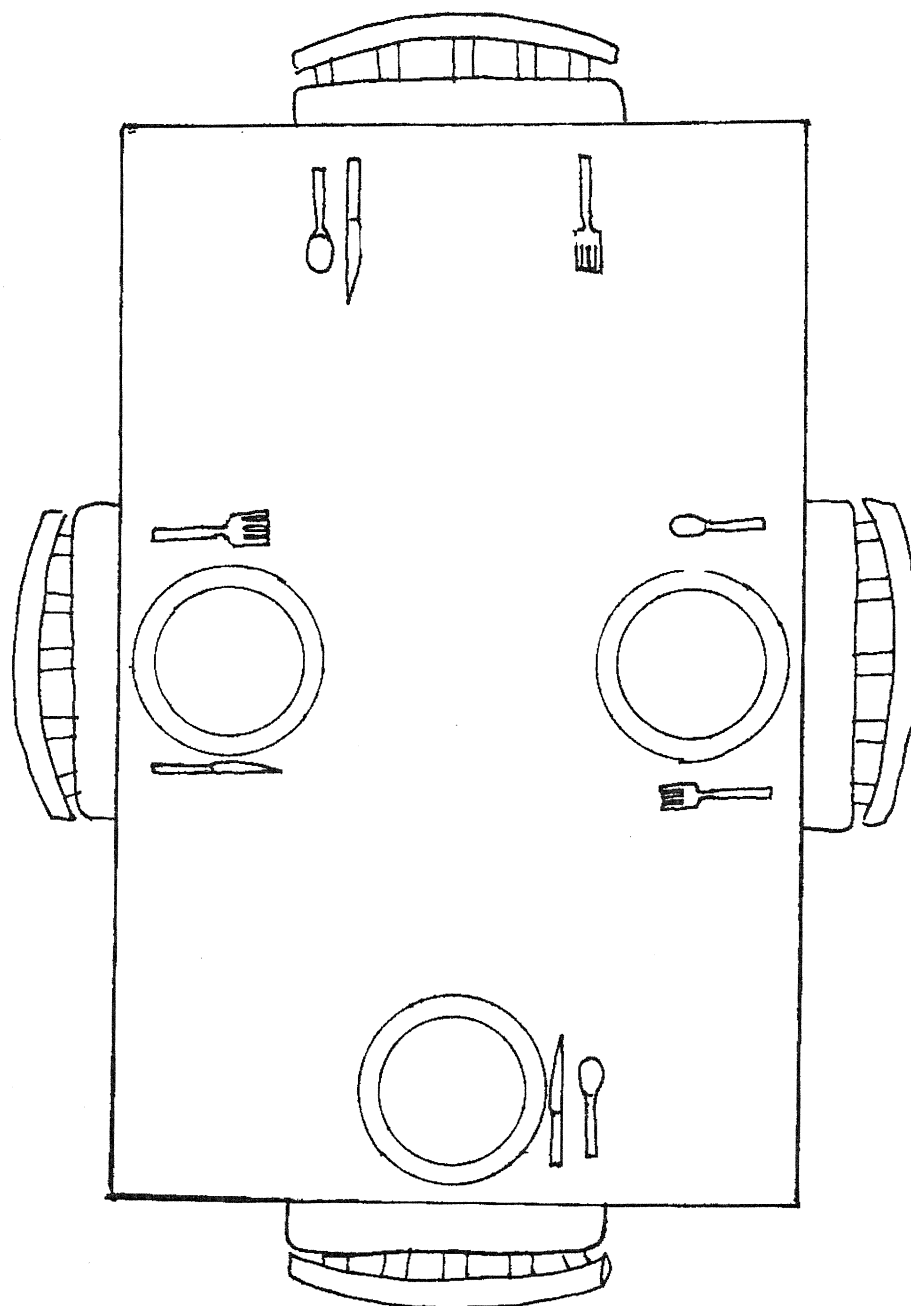


sekwmín̓



Tiléwsem-ce !

Stémi ke7 swíkem ne letép ?



Píqwente yi7éne te stiléwsem. M-llépentmen íri7 k stem?

Re Scwicwéye ell re Skelkléts

Le q7éses ren kyé7e slexéyems-ucw.

W7ec re scwicwéye élkstes,

kwyúsmes, all summer! wel re m-llwélsten.

Kell w7ec re skelkléts tyegínekmes.

Xwqwyéllts'em tri7 te sqweqwyílc.

Tri7 stem re tsúwet.s.

S7istk!

Yirí7 stektsíllens.

Yirí7 stektéxelcmens-ekwe re scwicwéye.

Yirí7 scpupéwtsens-ekwe.

W7ec-ekwe...ckelltsíctem te scwicwéye.

Ts7úllcw-ekwe.

Qwenqwént-ekwe!

M-yews re s7ucw7úcw.t.s tucw.

Tá7-ekwe k pell-stsektsúsems, re skelkléts.

Kítsentmes re scwicwéye te skelkléts, qen7élt.

Tsúntem-ekwe í7éne,

"Kénem-k?"

"Yirí7 íucw well re7 qwse7 stektsíllens.

Kénem ke7 pell-stsíllen e smetéc-kuc?"

"Ah, íri7 tyegínekc-te!

Tyegínekc-te íri7 me7 ltwilc !,

Me7 meqméq !

Qwenqwént íri7,

yirí7-enke k m-sxweyt.s re skelkléts.

Ant and Grasshopper

by Nellie Taylor, Skeetchestn Band

as told by her great-grandmother Agathe (Llecwpusétkwe),
also from Skeetchestn.

Long time ago, my grandmother used to tell me:

(The) ants were busy working.
They suffered all summer until fall.
But the grasshoppers were playing guitar.
They had so much fun dancing.
They had all kinds of fun activities going.

It was winter.
There, they starved. (grasshoppers)
They charged over to the ants.
There, they knocked on the door.
They were very pitiful when they were freezing.
They opened the door for them, (the ants).
They entered.

They didn't have wood, (the grasshoppers).
When they got to the ants, the grasshoppers knocked on the door.
When the ants answered the door the grasshopper begged for food.
They were asked this,
“What's the matter with you?”

“Your nephews are starving!
Do you have any food to feed us?”

“Ah, just play guitar for them!
Play the guitar for them, then they will feel better,
They'll get full stomachs.”

Poor things, they must have died,
the grasshoppers.

Unit 6: Le Q̓7es te Tsetsítcw ell Pyin:

Dwellings Long Ago and at Present:

1. Unit Objective:

This unit will introduce students to some types of traditional and modern dwellings of the Secwepemc, and the lifestyle associated with them. It will focus on how different kinds of dwellings look, on telling differences and similarities between modern and old-style houses. It will also allow students to understand the different parts of a house, and words for directions and locations within the house.

Within the annual seasonal round, this unit is suitable for late fall (November), when traditionally, people moved into their winter-homes and had their provisions for winter stored away.

2. Rationale:

The traditional dwellings, in particular the c7ístkteñ or winter home, were an ingenious way to live and stay warm during the cold season or stay comfortable and mobile during the summer. The construction of, and traditions associated with houses also show some of the skills and crafts people had in the old days.

3. Time:

4 weeks, 45 minutes a day

4. Learning Outcomes:

After this unit, it is expected that students will:

- * understand the words for house, to live, camp, pit-house, cache-pit, tent and sweat house;
- * understand words for simple questions about who lives in what house, whose house is this/that, etc.;
- * respond with at least a single word to such questions;

- * understand the differences between traditional houses and modern houses;
- * appreciate the way pit-houses are constructed and how they kept people warm and comfortable during the winter months;
- * understand the terms for and simple phrases using, words for portions of the house (walls, ceiling, door, window) and questions and instructions about them and directions involving them;
- * understand some terms for cleaning and tidying the house;
- * understand the importance of summer dwellings (tents) and winter-homes within the traditional seasonal round.

5. Suggested Teaching Strategies:

- do show and tell with pictures of different types of dwellings;
- show pictures of and invite comparison of traditional dwellings and modern dwellings;
- draw your house, show windows and door;
- Visit pithouses at Secwepemc Heritage Park in Kamloops or visit remains of pithouses in the area. Explain construction. Have children experience being inside a winter home.
- Have children draw a c7ístkten.
- Have children complete the drawing of the house below (add in windows, door, etc.);
- discuss how animals, like bears, hibernate and find their place to hibernate when winter comes.

- Tell (or retell) story of Ant and Grasshopper to show the value of getting ready for winter and storing away provisions. This can be done in English using some key words in Secwepemctsin.
- Have an elder come to class to tell story about the old way of life;
- have field trip or walk through the community; point out houses and who lives where.
- TPR exercises involving commands about opening and closing windows, touching doors, walls, windows, pointing to ceiling.
- Show and have children copy role-play with knocking on door, entering and introducing oneself.

6. Learning Resources:

⇒ pictures of winter-homes, tents, lean-to's;

⇒ pictures of houses in the community;

⇒ illustrations and work-sheets in Secwepemc Language Package;

⇒ story of Grasshopper and Ant;

⇒ field trip through community;

⇒ winter-homes, lean-tos and summer lodges at Secwepemc Heritage Park;

⇒ elders' visit;

⇒ model of a pithouse;

⇒ paper, pens, felts for drawing;

⇒ construction paper;

⇒ popsicle sticks and toothpicks for making model frame of tent or winter home.

7. Suggested Assessment Strategies:

- ◇ check-list of children carrying out TPR commands;
- ◇ portfolio of children's drawings and completed work sheets

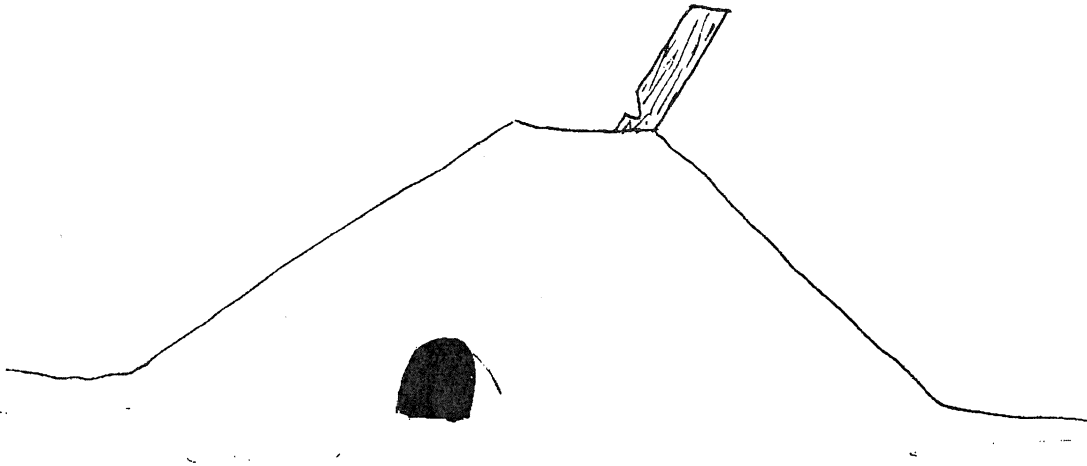
checking response to questions about objects on pictures (in small groups and individually).

8. Language Content:**Vocabulary:**

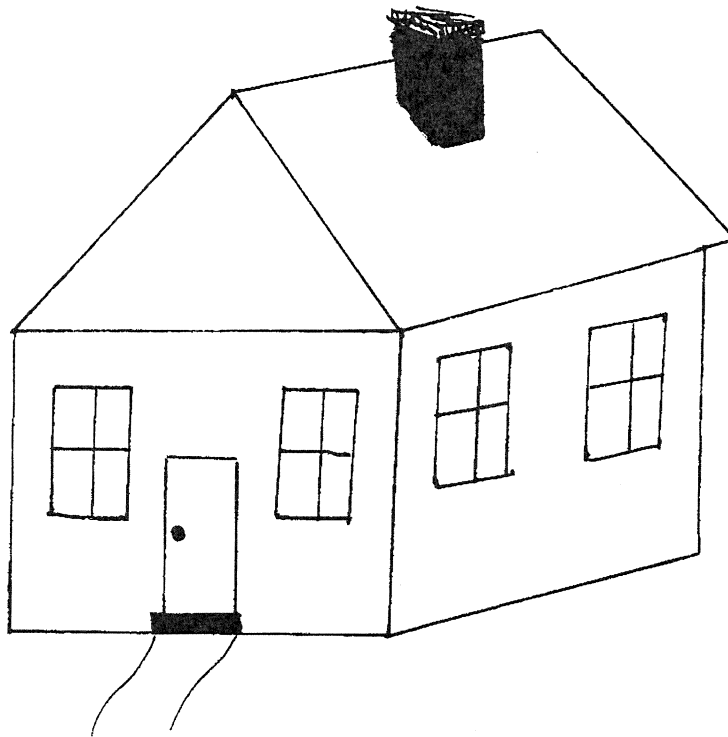
| | |
|---------------------|-----------------------------|
| tsitcw | house |
| ckemtsenélcw | door |
| necnústeñ | window |
| ckméles | floor (any floor) |
| xlílep | plank floor |
| tkemqín | roof |
| tekmíken | roof |
| sxlem | wall |
| ckmenkélcw | ceiling; wall |
| mut | to live (one) or be sitting |
| tsyem | to live (many) or sitting |
| c7ístkten | pit-house, winter-house |
| sqílye | sweat-house |
| ctsípweñten | cache-pit; root cellar |
| letánt | tent |
| yist | to camp |
| cyistéñ | camping ground |
| cts'éwllcw | to clean up (whole house) |
| épem | to wipe |
| cts'éwlesem | to wash the floor |
| íxwem | to sweep |
| sípem | to shake out |
| ctsuts'éwem | to wash dishes |
| ts7ullcw | to enter |
| ullcw | entered |
| estpeñlléxw | exit |

Phrases:

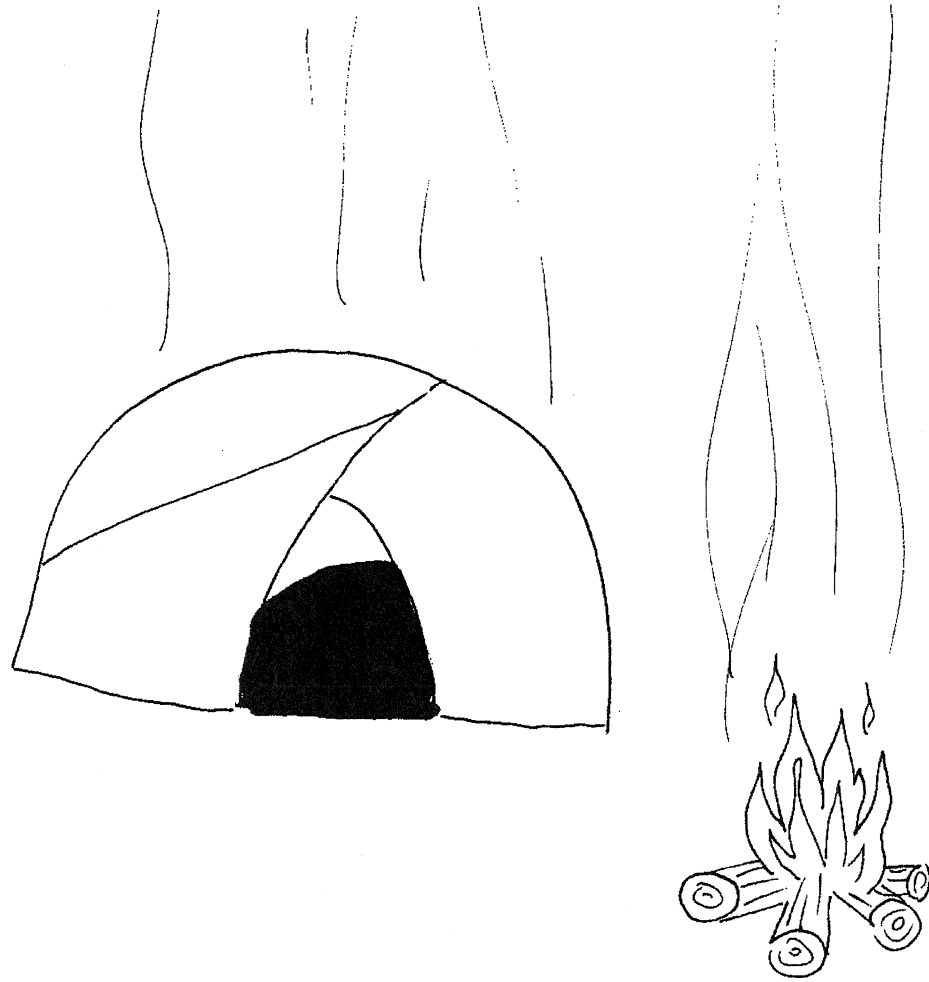
1. **Thé7en k tsitcws re Alice?** Where is Alice's house?
2. **Thé7en k mútes re7 kyé7e?** Where does your granny live?
3. **Thé7en k mútes re John?** Where does John live?
4. **Thé7en k mút-ucw?** Where do you live?
5. **Thé7en re7 kyé7e k tsitcws?** Where is your granny's house?
6. **Swéti7 k tsitcws yi7éne?** Whose house is this?
7. **Swéti7 k pelltsitcw yi7éne?** Whose house is this?
8. **Re tsitcws re John ri7.** Its John's house.
9. **Xqíxtseñte re ckemtsenéllecw.** Shut the door.
10. **Necentsín̄te re ckemtsenéllecw.** Close the door.
11. **Ckelltsín̄te re ckemtsenéllecw.** Open the door.
12. **Tkeñstéke re ckmenkéllecw.** Touch the wall (ceiling)!
13. **Sípente re necnélesten!** Shake out the mat!
14. **Cts'éwlesente re xlílep!** Wash the floor!
15. **Íxwente re xlílep!** Sweep the floor!
16. **Cts'éwlesem-ce!** Wash the floors!
17. **Me7 cts'éwellcw-k!** Clean the house!
18. **Ts7úllcwe!** Come in!
19. **Estp̄en̄lléxwe!** Go outside!
20. **Swéti7 k w7ec k cpupéwtsenmes?** Who is knocking at the door?



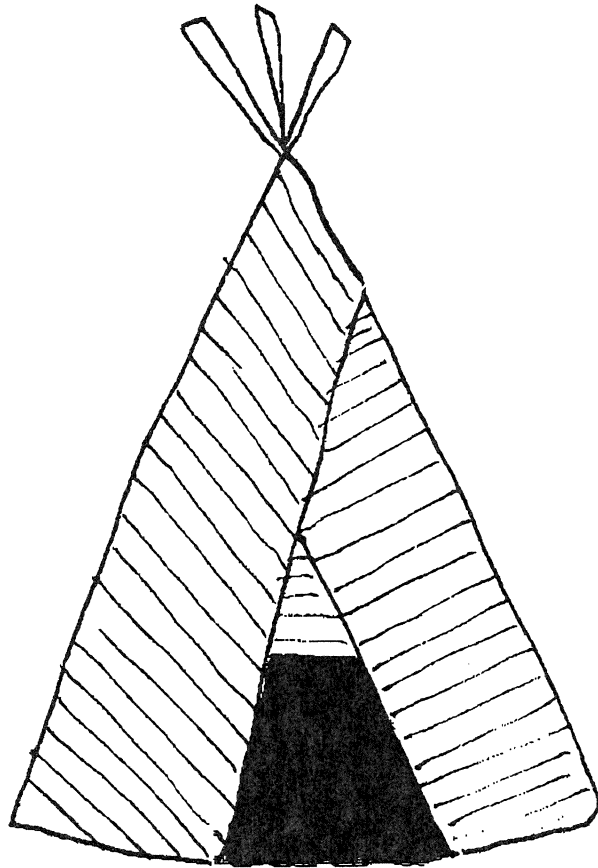
Le q7es te tsitcw, c7ístkten' stse7métstem.



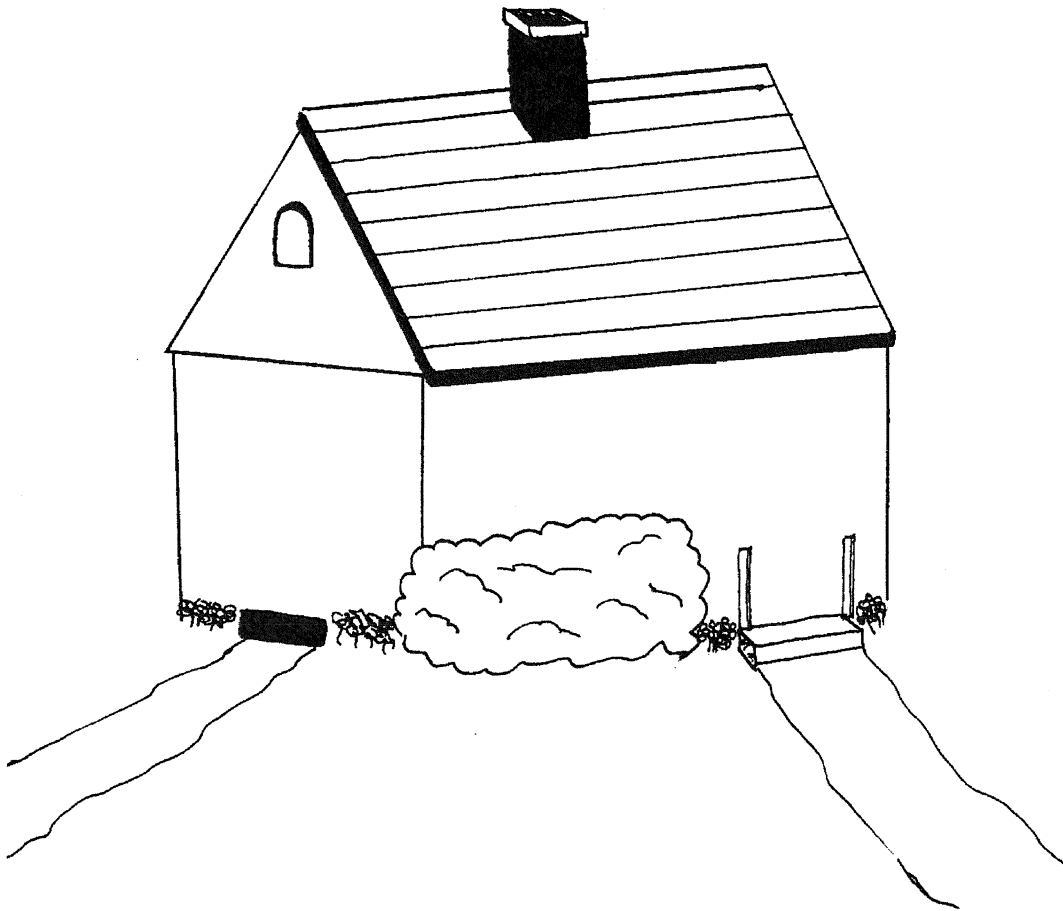
pyin te tsitcw



Sqilye yi7éne.

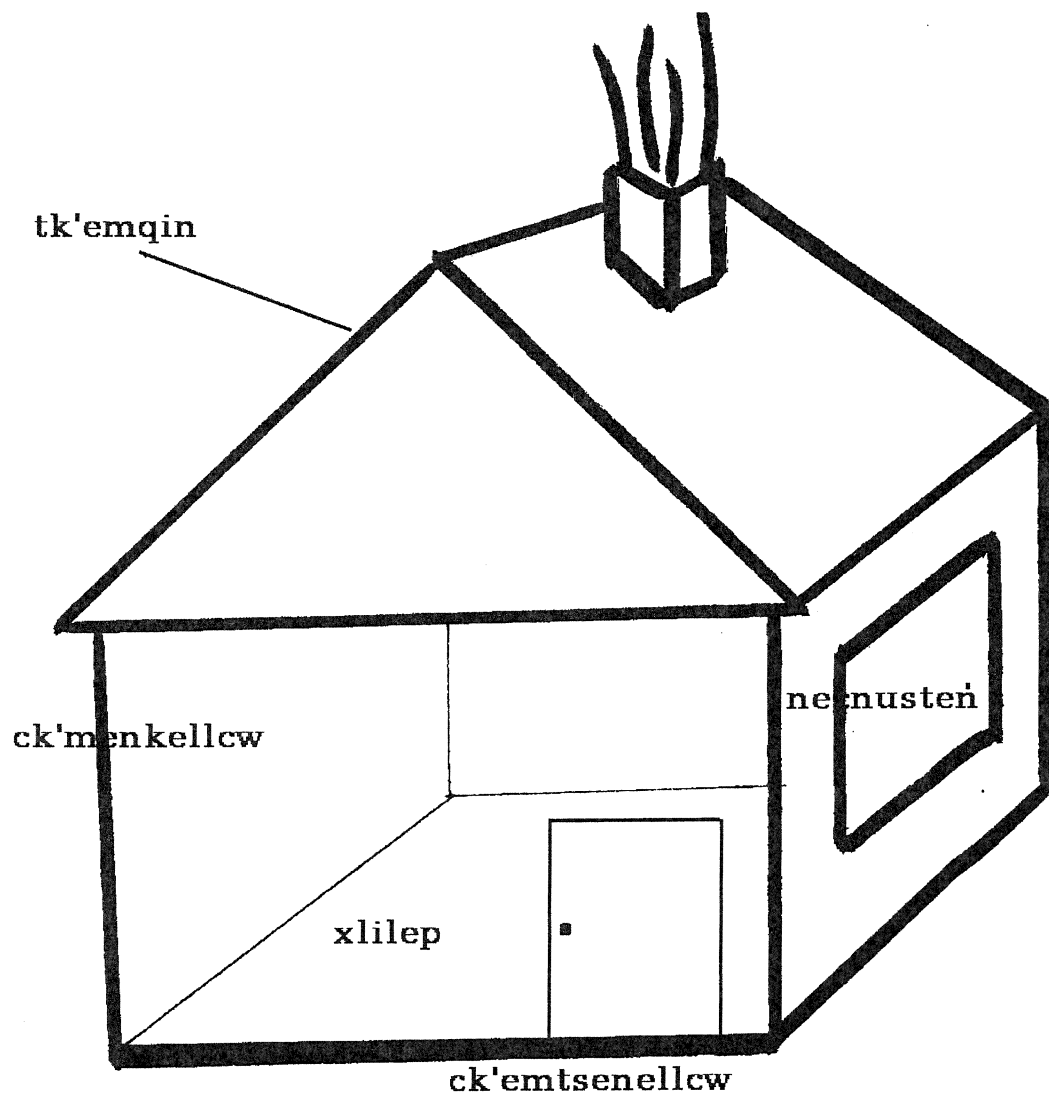


Sts'elcwéllcw yi7éne.
Yirí7 re tsitcws le q7es te qelmúcw ne sexqélqeltemc.



Píqwente yi7éne re tsitcw. Stémi k ta7 k stsetsét.s ne tsitcw?

Melmálqwente !



Unit 7: Ren Tsétswe7 - Myself

1. Unit Objective:

The objective of this unit is to introduce the students to the vocabulary, sentence patterns, as well as concepts and cultural values associated with a number of aspects of oneself. They include:

- the human body (body parts, looking after oneself)
- clothing (traditional and modern)
- feelings (about oneself and others)
- training oneself (hygiene and safety).

2. Rationale:

The vocabulary associated with the human body is part of the basic vocabulary needed for understanding and speaking Secwepemctsín. A large number of Secwepemctsín lexical suffixes for shapes (-eqs, -enk, -tsin, ekst, -cen, etc.) are also based on body parts. Likewise, the vocabulary and phrases for putting on and taking off items of clothing is an important part of the language. In Secwepemc culture, learning to look after oneself and respecting others, in body and in mind, is part of the training all children should go through.

3. Time

Approximately 8 weeks. This unit can be broken down into sections of 2-4 weeks and taught over two or more years of the Primary level.

4. Learning Outcomes:

After this unit, it is expected that students will:

- * say and recognize the Secwepemc terms for approximately 15 main human body parts;
- * understand simple sentences and answer questions using deictics (yi7éne, yirí7, yiréy) and body parts;

- * understand the question marker **-en** and answer simple questions with mé7e(yes) and tá7a (no);
- * begin to understand possessive forms for "my", "your", and "his/her/its" in conjunction with body parts;
- * understand and say approximately five important verbs relating to the body in motion and command forms (i.e. go, come, jump, get up, lie down, wake up);
- * understand first and third person singular of motion verbs;
- * say and recognize Secwepemc terms for several articles of clothing;- understand and use possessive forms for first, second and third person singular in conjunction with articles of clothing;
- * understand and say commands in conjunction with clothing, i.e. "put on your...", "take off your..." "put away your...", "go and... " get your..."

understand and discriminate quality words and verbs expressing feelings in Secwepemctsín; i.e. happy/sad, smile/cry, angry, smart, etc.

- * understand some terms for body hygiene, washing and grooming oneself.
- * understand and appreciate some cultural values and sayings related to taking care of oneself and one's body, and respecting others' feelings.

5. Suggested Teaching Strategies:

- TPR sessions or "Tsut re Simon" (Simon says) using body parts or articles of clothing;
- pointing game with body parts chart;
- dress-up with actual clothes; teacher gives instructions on putting on and taking off articles of clothing. After some time practicing this, students can give commands to one another.
- use dress-up dolls and have children play with them dressing and undressing, comment on their actions and have them comment on their and one another's actions.
- make cut-out dolls and dress them up. Have children point to articles of clothing and body parts as the teacher names them. Ask children to identify body parts and articles of clothing.
- Use activity chart for feelings. Ask questions using question marker about whether faces look happy, sad, etc.
- have children draw persons with happy, sad, angry faces;
- Review TPR verbs for various motions; add new motion verbs.
- Show and tell with articles of clothing (modern and traditional);
- bring in soap, toothpaste and toothbrush, comb, brush, etc.
- act out washing and grooming oneself. Have children play roles.

6. Learning Resources:

- ⇒ Illustrations and work-sheets of Secwepemc Language Package;
- ⇒ Live props: Everyone's bodies for body parts; actual size and doll size articles of clothing;
- ⇒ traditional articles of clothing (buckskin vests, jackets, moccasins, etc.) and modern articles of clothing;
- ⇒ cut out dolls;
- ⇒ actual dolls with clothes;
- ⇒ pictures of people and clothes (for traditional items of clothing, see J. Teit, 1909, The Shuswap, and 1900, The Thompson Indians).

7. Suggested Assessment Strategies:

- ◇ TPR check-list of commands about body-parts, dressing and clothes, personal hygiene;
- ◇ observe students individually and in small groups about comprehension of body part terms and clothing terms, and terms for feelings, for hygiene.
- ◇ portfolio of student art work and completed work sheets.

8. Language Content:a) **re suwénc** the body:

| | |
|----------------------------------|--------------|
| sképqen | head |
| qéwten | hair |
| cwkwíústen/cwkwetkwíústen | eye(s) |
| téne, tenténe | ear(s) |
| sp̓seqs | nose |
| splútsen | mouth |
| kelc , kelkélc | hand(s) |
| lexlíxkst, lexlexlíxkst | finger(s) |
| tkméne | shoulder |
| tkméles | chest |
| gwelánk | stomach |
| qu7 | belly-button |
| ckmínken | back |
| slep | buttocks |
| sqwext, sqwexwq́wéxt | leg(s) |
| lexlíxcen, lexlexlíxcen | toe(s) |
| púsmen | heart |

Sentence Patterns:

1. **Yi7éne ren sp̓sesqs, (téne)** This is my (nose,ear)
2. **Yiréy re7 stúnc.** That is your nephew.
3. **Yirí7 re sekúys.** That is his/her aunt.(uncle's wife)
4. **Ren sp̓sesqsen yi7éne? (mé7e, tá7a).** Is this my nose? (yes/no)
5. **Tsútsnem̓ctsme te7 kelc.** Show me your hands.
6. **Thé7en ke7 qmut?** Where is your hat?
7. **Tkeñstéke re7 lexlíxcen.** Touch your toes.

b) re stemstítemt clothing:

| | |
|---------------------|---------------------|
| stemstítemt | clothes, belongings |
| qmut | hat |
| stektúts'e7 | shirt |
| sxétemcen | pants |
| spéke7 | gloves |
| lekepú | coat |
| pílce | skirt |
| llecúcw | dress, coat |
| ckúpceñ | sock(s) |
| síllts'u | shoes |
| tkweltkéleqs | underwear |

Possessives:

| | |
|-----------------------------|------------------------|
| ren qmumt | my hat |
| re7 qmut | your hat |
| re qmut.s | his/her hat |
| re qmut-kt | (all) our hats |
| re qmut.s-kuc | our hat (not yours) |
| re qmut-emp | you people's hats |
| ren ckwtústen | my eye(s) |
| re7 ckwtústen | your eye(s) |
| re ckwtústens | his/her eye(s) |
| re ckwetkwústén-kt | (all) our eyes |
| re ckwetkwústéns-kuc | our eyes but not yours |
| re ckwetkwústén-emp | you people's eyes |

Colours:

| | |
|-----------------|--------------|
| tsiqw | red |
| kwalt | green/yellow |
| qwiqwyit | blue |
| qwiqwyít | black |
| piq | white |

Ts'kenmélqw re tsitcw? What colour is the house?

Commands:

- | | |
|--|--|
| 1. Élkwente re7 spéke7! | Put your gloves away! |
| 2. Llcwentéke re7 llellúcw! | Put on your dress! |
| 3. Qmútem-ce. | Put on your hat. |
| 4. Pékeṁ-ce. | Put on your gloves! |
| 5. Llecwllúcwneṁ-ce | Put on your shoes! |
| 6. Ckúpcneṁ-ce | Put on your socks! |
| 7. Tektíts'eṁ-ce. | Put on your shirt! |
| 8. Xétemcnem-ce. | Put on your pants! |
| 9. Pílcme | Put on your skirt! |
| 10. Yexentsút-ce! | Dress yourself! |
| 11. Nékleqsem-ce | Change your clothes! |
| 12. Stutíwcen-k | Your shoes are reversed (i.e. left on right and vice-versa) |
| 12. Ctsecpelqéleqs-k! | Your clothes are on inside out! |
| 13. Tkense7wít re7 stektíts'e7! | Your shirt is on backwards! |
| 14. Kllentéke re7 síllts'u. | Take off your shoes. |
| 15. Tskwénte re7 qmut. | Bring your hat here! |

Verbs of Motion:

| | |
|-----------------------------|------------------------------|
| nes | go/went |
| nes-ce/nes-cwiye | go! (one/many) |
| sí7ek | coming |
| llgwil-ce! | jump! |
| tʔenmép-ce | back up |
| ce7múte | get up |
| qillte! | wake up! |
| Qíllente re7 síntse. | Wake up your little brother. |
| ts'niqwt | fight |

Verb forms:

| | |
|-----------------|-----------|
| nens-ken | I go |
| nes-k | you go |
| nes | s/he goes |

Qualities/Adjectives:

| | |
|-------------------------|-------------------------|
| le7 | good |
| le7 ren púpsmen | I'm happy, feeling good |
| k7ep | sick |
| k7ep ren púpsmen | I am sad |
| geyép | angry |
| ts7ecw | happy |
| xéne | hurt |
| xenstés | to hurt someone |
| xenstsút | to hurt oneself |
| ts'um | cry |

Negative Commands and Forms:

- | | |
|--|--------------------------------|
| 1. Tá7ews ke7 sts'um ! | Don't cry! |
| 2. Tá7ews k sxeñstéc! | Don't hurt him/her |
| 3. Tá7ews k sts'níqwt-emp! | Don't fight!(to several) |
| 4. Tá7ews k skwenc. | Don't take it! |
| 5. Tá7ews k skwectc te syékstens, llellúcw, síllts'us, qíméke7s | Don't take _____ from him/her! |
| 6. Tsúkwes ke7 sgeyép ! | Stop being angry! |
| 7. Tsúkwes ke7 sts'7um. | Stop crying! |
| 8. Tsúkwes ke7 séyse. | Stop playing! |
| 9. Tsúkwes ke7 sts'niqwt. | Stop fighting |
| 10. Tsúkwes k sts'níqwt-emp! | Stop fighting (many) |
| 11. Ta7 k s kíst.s re melámen. | The medicine is not bad. |
| 12. Ta7 k sk7eps re Jennifer. | Jennifer is not sick. |
| 13. Ta7 ken slél7e. | I'm not feeling well. |

Étsxem - Training and Hygiene:

| | |
|-----------------|----------------------|
| yucwmentsút-ce | look after yourself! |
| sécwem | bathe |
| sécwem-ce | bathe, have a bath! |
| ts'éwsten | soap |
| wucwqínem | to comb one's hair |
| wucwqínem-ce | comb your hair! |
| csécwmen | bathtub |
| estcwél | smell |
| stcwelúps | smelly bum |
| stcwelcéñ | smelly feet |
| stcwelékst | smelly fingers/hands |
| cts'éwtsnem-ce! | brush your teeth |
| cts'éweñs-me! | brush your teeth |
| ts'éwsem-ce ! | wash your face! |

ts'éwkstem-ce !

wash your hands!

q̓ílye-ce

have a sweat bath

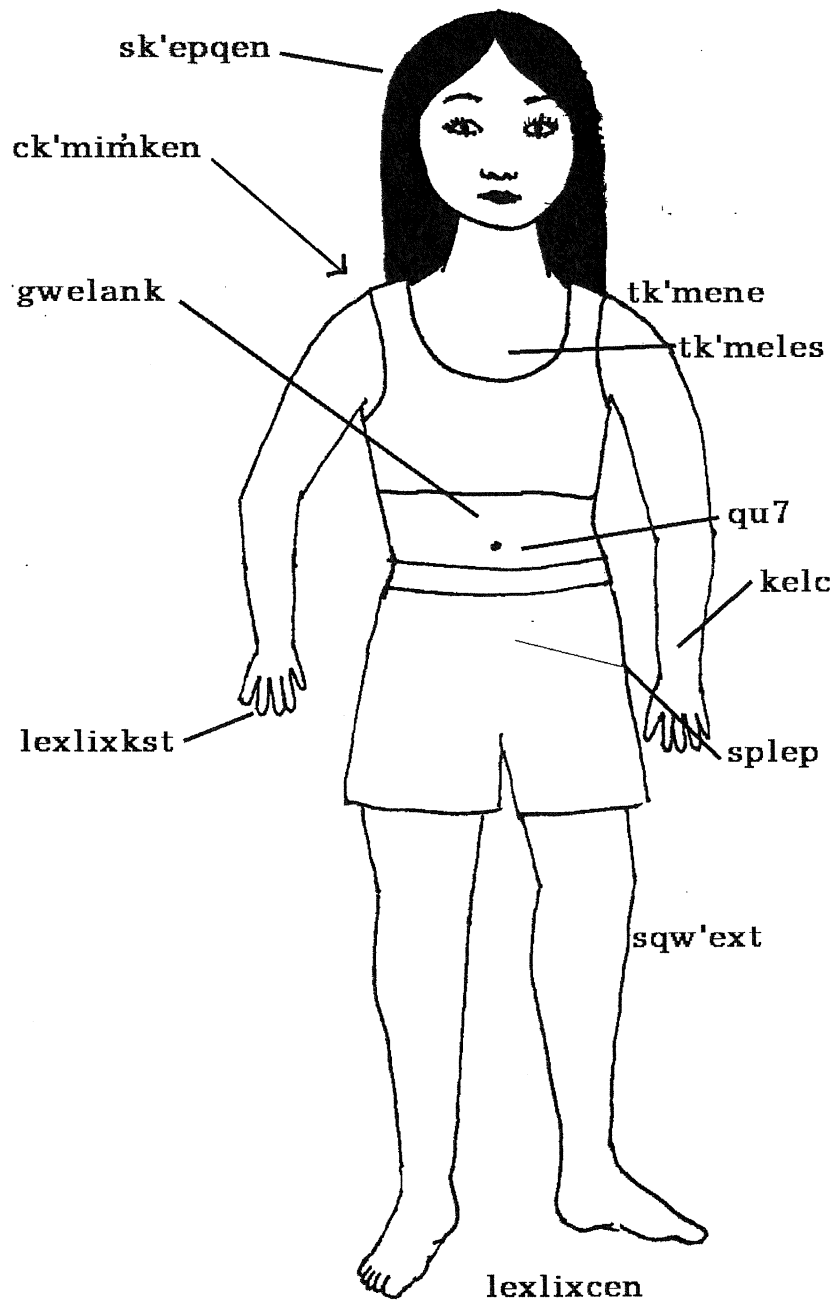
tkéyem

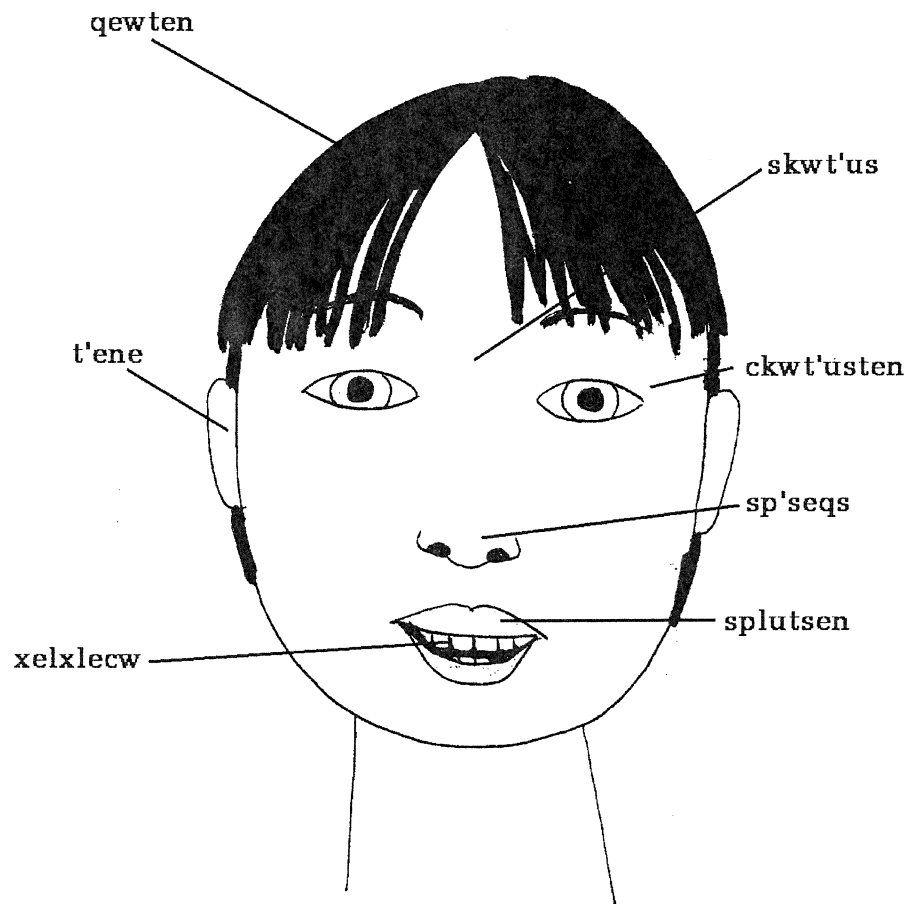
urinate

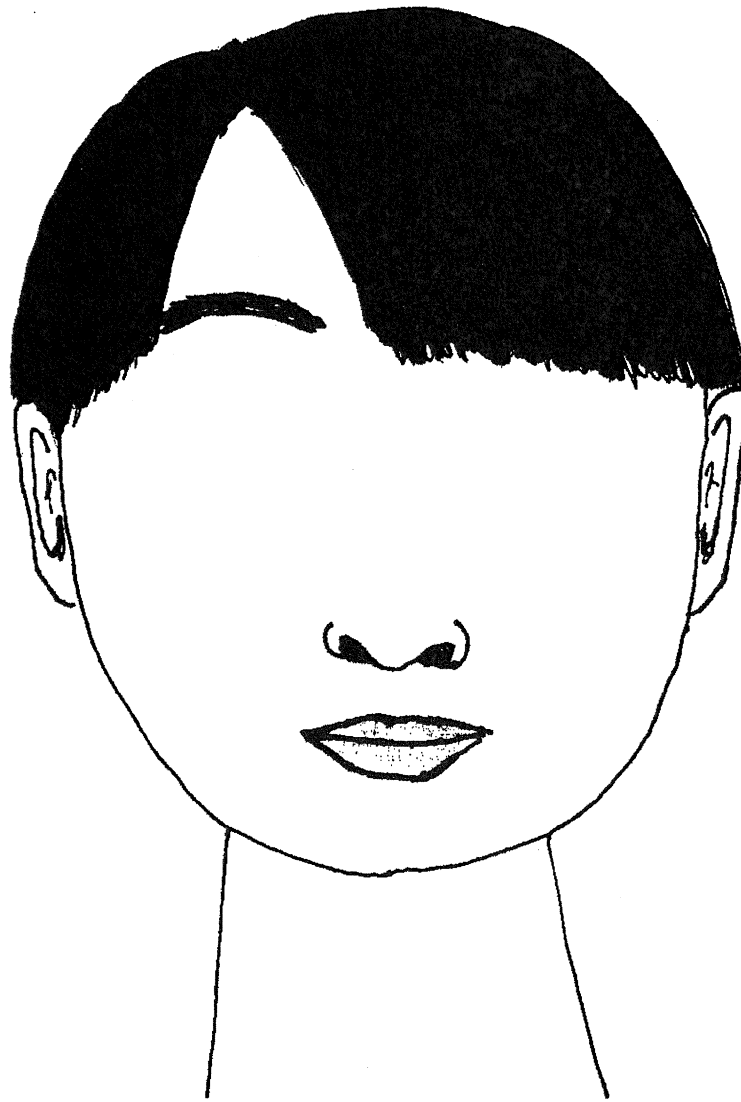
menékem

defacate

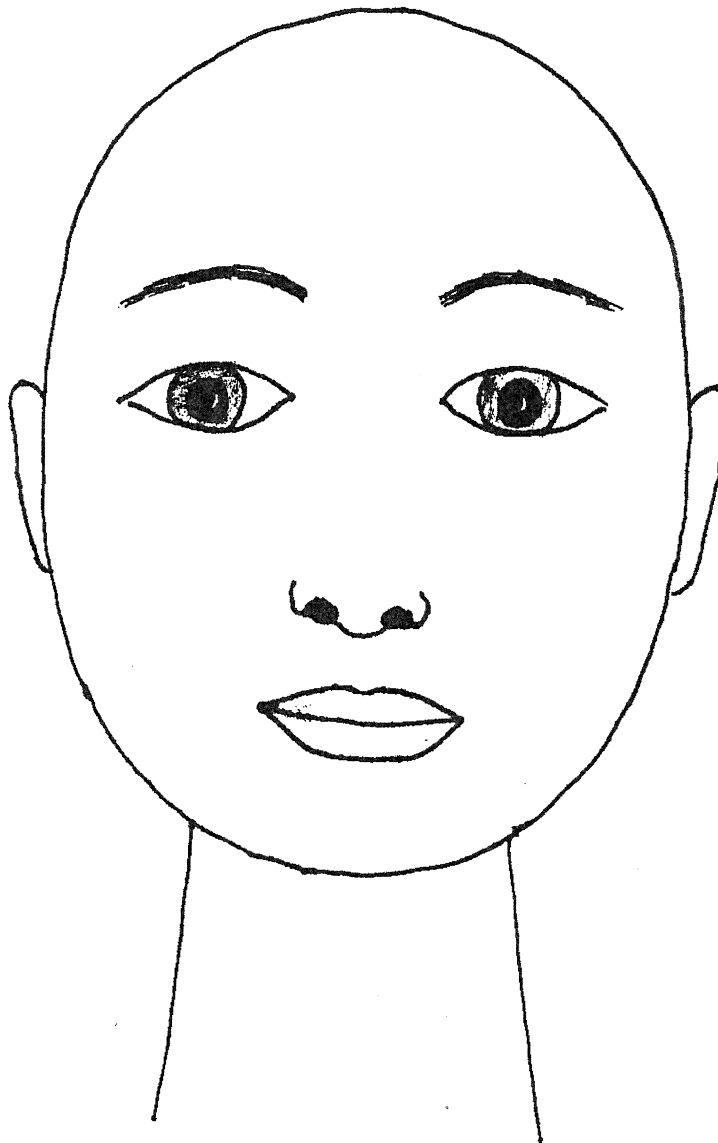
Tsutst-ken e nsnens te cnésmeñ. I have to go to the bathroom.



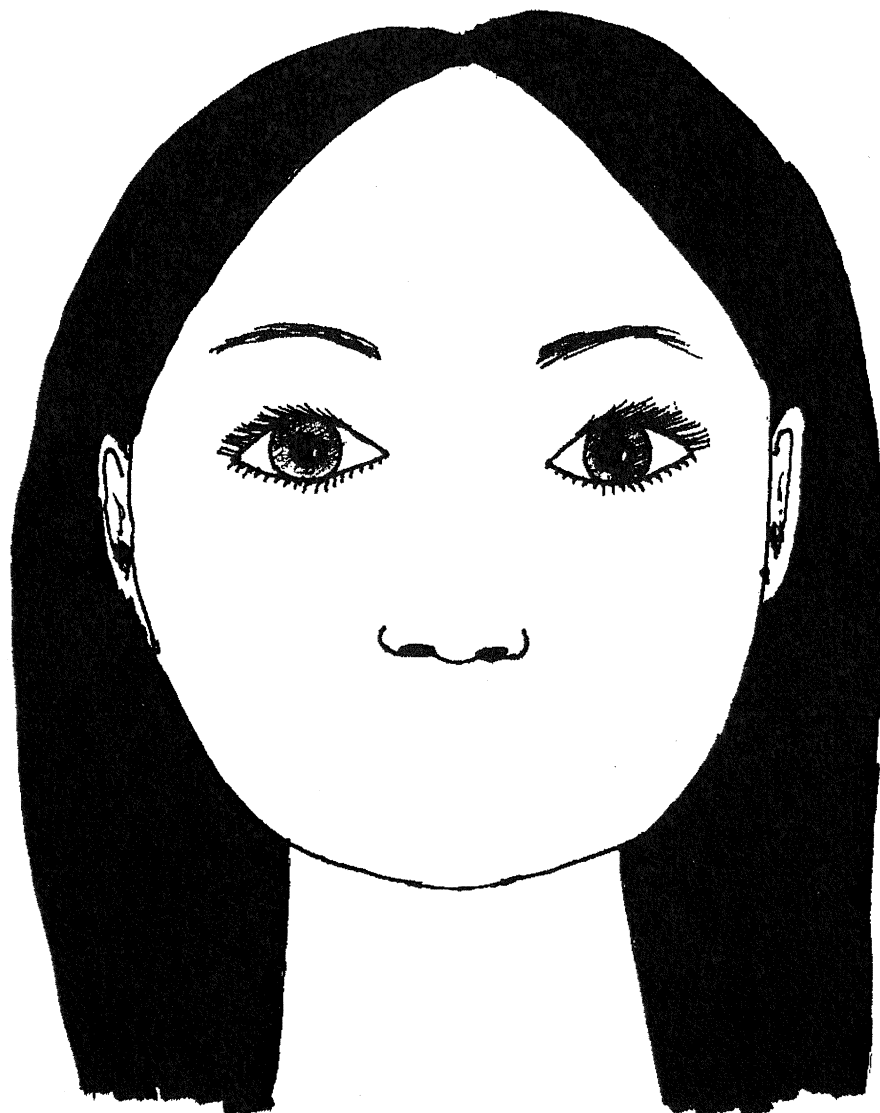




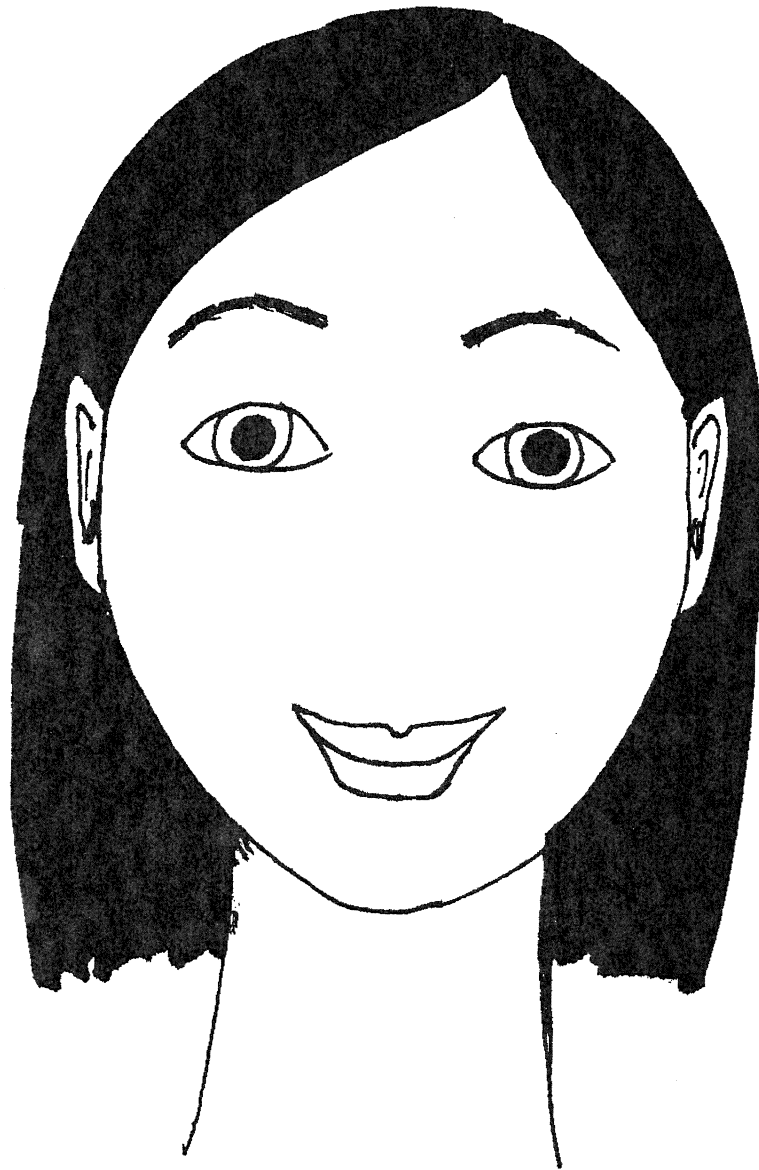
Stémi k ta7 k stsetsét.s ne7éne ne skwíus?
Wí7ste re skwíus !



Wí7ste yi7éne te skwtus !

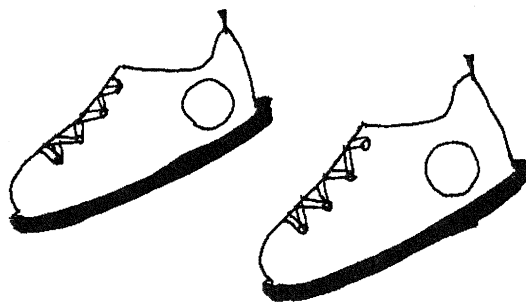


Wí7ste yi7éne te skwtus !



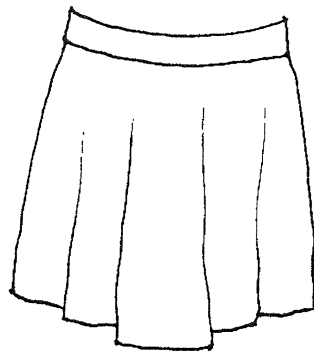
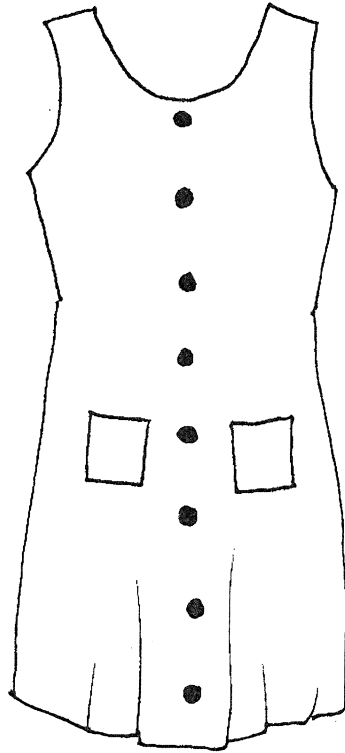
Wí7ste yi7éne te skwtus !

lekapú

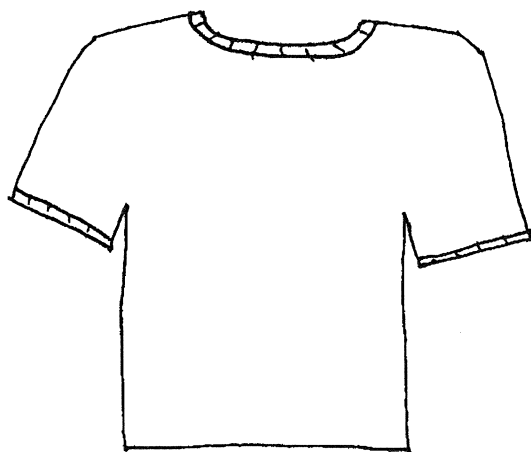


síllts'u

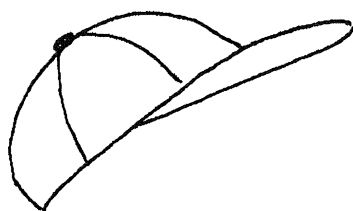
llellúcw



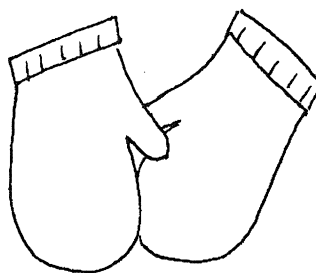
pílce



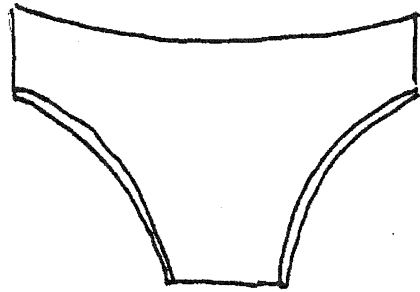
stektits'e7



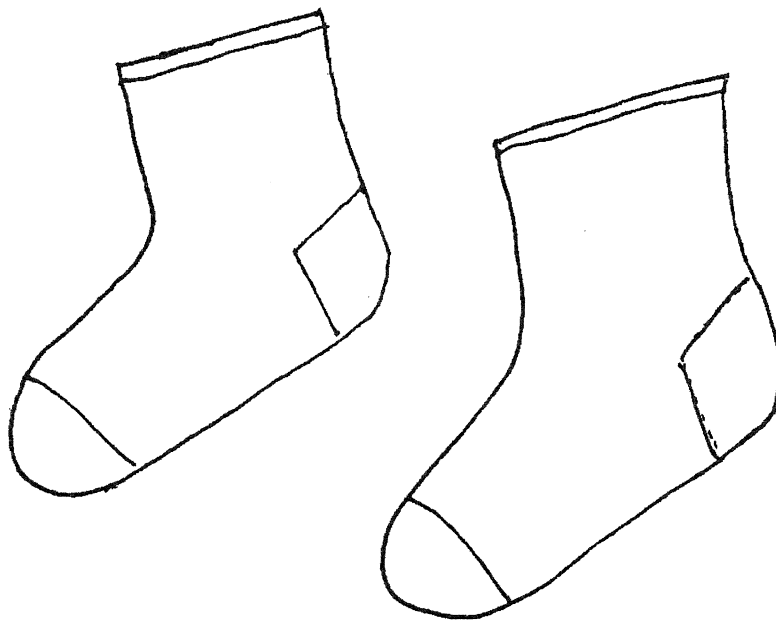
qmut



speke7



tkweltqelqs



ckupceñ

Unit 8: **Ren Kwséseltkten:** My Relatives and Family

1. Unit Objective:

The overall goal of this unit is to introduce the children to the values and traditions associated with family relations and kinship in Secwepemc society. This includes the Secwepemetsín terms for various relatives and family members, as well as meaningful questions and phrases to say and respond to involving family members.

Note: Many children in class may not live in nuclear families or two-parent families. It is important not to stress or emphasize these forms of family as the only types of family or the only proper kinds of family. Many children may live in single parent families or three generation families, or with step-parents instead, which must be included in what is a family. Other children may have important family members (uncles, a parent who does not live with them) who are not members of their household but whom they feel are family. In Secwepemc society, the extended family, not the nuclear family, is the important family.

2. Rationale:

In traditional and contemporary Secwepemc society, family and kinship play and played an important part in determining a person's role in the community and his or her overall network of obligations and expectations towards others. Importantly, the concepts and norms of who is reckoned as relatives and how their relationship to oneself is defined are different from the concepts of European and Anglo-Canadian society.

3. Time:

4 weeks/50 minutes daily

4. Learning Outcomes (Grades K - 1):

After this unit, it is expected that students will:

- * understand the Secwepemctsín terms for several relatives, i.e. grandfather/grandmother, mother/father, brother/sister (= sibling of opposite sex/same sex, cousin, grandchild);
- * understand the Secwepemc third person singular possessive, i.e. "John's grandmother;"
- * understand the first person singular possessive for family member words, i.e. "my mother", "my sister;"
- * appreciate the importance and traditions of the Secwepemc extended family.

4b. Learning Outcomes (Grades 2-3):

After this unit, it is expected that students will:

- * understand and correctly use the Secwepemc language terms presented by the teacher (see language content below);
- * understand and be able to express first, second and third person singular possessives in conjunction with terms of relation;
- * tell the difference between kinds of relatives and their roles;
- * understand the value of family ties and roles.
- * (note: the Secwepemc terms for aunts and uncles are very complicated. While the teacher can present them at this Grade level, it is not expected that students will know or master them.)

5. Suggested Teaching Strategies:

- Have pictures of elders and people in the community, point them out as relatives of children, oneself and others;
- invite children to bring photographs of grandparents, parents, siblings. Identify in Secwepemctsín who is whose relatives;
- have children draw pictures of their family, household, and family members;
- have elders and community members come to class who can identify their family members and relatives among the children;
- listen to and learn the "Tsétse" song on the Nels Mitchell tape.

6. Learning Resources:

- ⇒ hand-outs and work-sheets from Secwepemc Language Package;
- ⇒ photographs of elders and family members (provided by teacher and/or brought in by students and their elders);
- ⇒ paper, felts, pens for drawing and colouring;
- ⇒ elders;
- ⇒ Nels Mitchell tape ("Tsétse" song).

7. Suggested Assessment Strategies:

- ◇ observation of children during show and tell in the classroom;
- ◇ collection of children's art-work

8. Language Content:**Terms for Relatives:**

| | |
|--------------------|-----------------------------------|
| k'wséltkten | relatives, family |
| xpé7e | grandfather |
| kyé7e | grandmother |
| qé7tse | father |
| kí7ce | mother |
| úqwi | sibling or cousin of same sex |
| smé7stem | sibling or cousin of opposite sex |
| stémkél't | daughter |
| sqwse7 | son |
| síntse | younger brother |
| qetsk | older brother |
| tsétse | younger sister |
| kic | older sister |
| skúye | baby of a family |
| skwimémelt | infant |

Possessives:

| | |
|---------------------------|----------------|
| ren xpé7e | my grandfather |
| ren kyé7e | my grandmother |
| ren k'wsésel'tkten | my relatives |

(2nd person singular)

| | |
|------------------------|------------------|
| re7 xpé7e | your grandfather |
| re7 kyé7e | your grandmother |
| re7 k'wséltkten | your relatives |

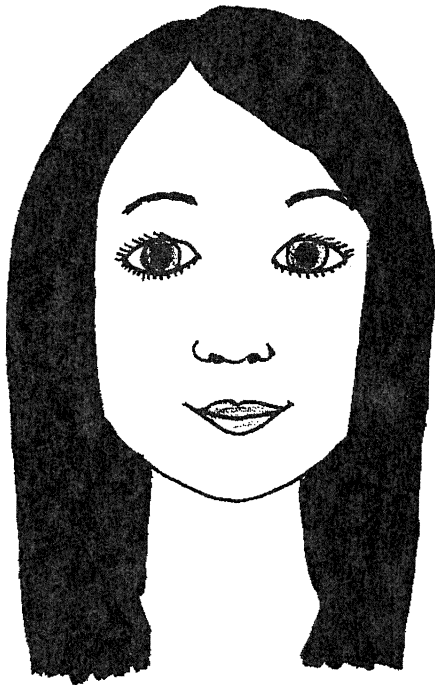
3rd person singular

| | |
|---------------------------------|--------------------|
| re xpé7es re John | John's grandfather |
| re kyé7es re John | John's grandmother |
| re k'wséltk'tens re John | John's relatives |

Questions and Answers:

1. Swéti7 k úqwis re Mary? Who is Mary's sister/cousin?
2. Swéti7 ke7 úqwi ? Who is your brother/sister?
3. Tek'séle re smé7stems re George. George has two sisters,
re skweskwést.s Lisa ell Marie. their names are Lisa and Marie.

Ren kwsésltken.



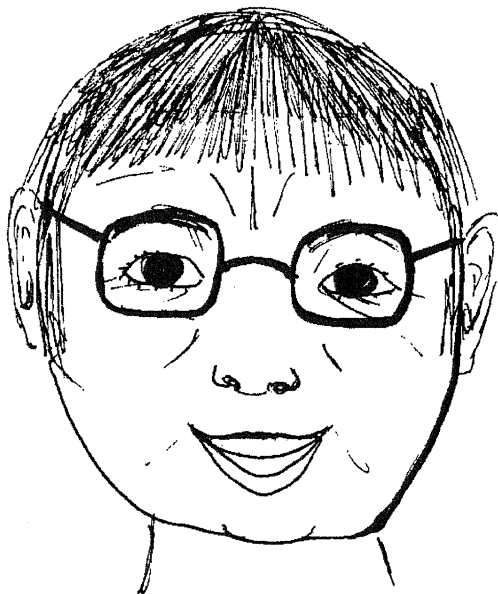
kí7ce



qé7tse



kyé7e



xpé7e



síntse



qetsk



tsétse



kic

Unit 9: Re Tmicw-kt:**The Community and its Surroundings****1. Unit Objective:**

This is a primary level social studies/geography unit carried out through the Secwepemc language. The goal of the unit is to familiarize the children with some of the important place names of their surroundings, and some of the spatial and social dimensions of the geographic features of the community they live in.

2. Rationale

Knowledge about important place names constitutes some essential cultural and linguistic knowledge for Kamloops Secwepemc people. Terms for geographic and spatial features are part of the basic vocabulary of the language.

3. Time

4 weeks/45 minutes daily

4. Learning Outcomes (Grades K-1):

After this unit, it is expected that the students will:

- * understand 2-3 place names associated with Kamloops Reserve and its surroundings;
- * understand and be able to point to several nouns for geographic features (lake, creek, river, mountains, etc.);
- * practice terms and concepts for direction and relative location

4b. Learning Outcomes (Grades 2-3):

After this unit, it is expected that the students will:

- * understand and say about 6 place names associated with Kamloops Reserve and its surroundings;
- * understand, be able to point to, and say short phrases using several nouns for geographic features (lake, creek, river, mountains, etc.);
- * understand in Secwepemtsín, and be able to use in Secwepemtsín, some concepts of and terms for spatial direction and locations (in front of, behind, in the middle, on top, below, left, right)

5. Suggested Teaching Strategies:

- children go on a field trip through the reserve community (K-1) and area (Grade 2-3). Teacher points out, asks questions about, and talks about buildings, road, bridges, creek, hills, and other geographic features.
- Have elders/speakers of the language show geographic features and buildings to them.
- Have children draw a picture of the school, band-office, reserve, etc. identify them in Secwepemtsín. Work with children individually or in small groups discussing what they have drawn.
- Identify buildings, roads, bridge, place names on photographs;
- have large map suitable for primary grades on display;
- (note that primary age children do not know how to transpose three-dimensional landscapes into two-dimensional maps; however, by adapting a map that shows the landscape, along with buildings, landmarks, etc., children can learn this skill).

6. Learning Resources:

- ⇒ Secwepemc Language Package work-sheets and illustrations;
- ⇒ pictures and enlarged photographs of places in the community;
- ⇒ pictures and drawings of: houses, churches, bridges, community gym, fire hall, etc.
- ⇒ pens, crayons, felts, paper for drawing;
- ⇒ child-size community map.

7. Suggested Assessment Strategies:

- ◇ Total Physical Response (TPR) check-lists on directions, naming place names and geographic features;
- ◇ through observation of children and question games with pictures and objects in the classroom;
- ◇ through children's art-work.

8. Language Content:**Place Names:**

Tkemlúps
Tkemlúpe

Kamloops
 point of land at confluence of N.
 and S. Thompson River

Tkékyelstem
Scwe7ú7llcw
Ckemqenétkwe

Heffley Lake
 Paul Creek by Husky Gas Station
 Scheidam Flats

Nouns:

tmicw
pésellkwe
setétkwe
tswec
tsqwum
sqeltús
nexléwsten
cucwéll
tsitcw
xwqwentsín̓ten
cyucwmení̓leten
skul
ctseñ̓meksel̓ten
c7étsxe7ten
ctselxemwíl̓cten
clleq̓mél̓ten
cwqwelél̓lcw
cwq̓wyilcmél̓lcw
cmel̓kw̓mél̓lcw
cllepsmél̓lcw

land, country, earth, weather
 lake
 river
 creek
 hill
 mountain
 bridge
 road
 house
 church
 daycare
 school
 school
 school
 school
 school
 band office (or court house)
 dance hall
 meeting hall
 fire hall

Directions and locations:

| | |
|------------------------|--------------------------------|
| extekékst | right |
| sts'ekwe7ékst | left |
| tqeltk | high |
| ne tqeltks | on top of ... |
| tkweltkémt | underneath (space) |
| re tkweltkémt.s | under a table, chair, bed etc. |
| se7wít | behind |
| xetéqs | first, foremost |
| tken7élye | this side of |
| tkenú7 | other side of |

Phrases:

1. **Thé7en ke7 xwqwentsín̓ten?**

Where is your church?

2. **Thé7en k tsitcws re7 xpé7e?**

Where is your grandfather's house?

3. **Thé7en k tsyémes re Joan ell re Ann?**

Where do Joan and Ann live?

4. **Ren kyé7e re tsitcws...se7wít te ntsitstcw.**

My grandmother's house is behind my house.

5. **Tkenú7 te ntsitstcw re nkyé7e re tsitcws.**

My grandmother's house is on the other side of my house.

6. **Xetéqs te ntsitstcw ren kyé7e re tsitcws.**

My grandmother's house is in front of my house.

7. **Tken7élye te ntsitstcw ren kyé7e re tsitcws.**

Grandmother's house is on this side of my house.

8. Skmews te nkyé7e ell te nkí7ce re tssetsítcws ren tsitstcw.

My house is in between my grandmother's and my mother's house.

9. Tekcí7 te tssetsitcws ren kyé7e ell ren kí7ce ren tsitstcw.

My house is in between my grandma's and my mother's house.

10. Múmt-ken ne seqút.s ren kyé7e ell ren kí7ce.

I live next to my grandma and my mother.

Unit 10: Re Séme7 re Tmescéñs ell re Spyu7s:

Farm Animals and Ranch Activities

1. Unit Objective:

To introduce to the students a number of domestic animals named and utilized by the Secwepemc, and to point out differences and similarities in size, shape, colour and habit of animals.

To learn about baby animals.

2. Rationale

Terms for domestic animals are a useful and essential part of Secwepemc vocabulary. Secwepemc people's relationship with nature involve wild as well as domestic animals. For the children on the reserve, domestic animals and farm animals were a part of everyday life. This unit should best be presented in spring, which is also the time when domestic and wild animals have their young ones.

3. Time

3-4 weeks, 45 minutes daily

4. Learning Outcomes:

After this unit, it is expected that students will:

- * Recognize (K-1) and pronounce with some accuracy (2-3) the words for about ten domestic animals in Secwepemtsín;
- * respond to simple questions asking for animals;
 e.g. **Stémi yi7éne?** What is this?;
 W7ec k kénmes re ts'i7? What is the deer doing?;
- * understand numerous verbs and adjectives which make reference to size, colour, and use of animals;
- * appreciate some Secwepemc stories which tell about relationships between animals and qualities of animals;

- * recognize counting words up to five for animals;
- * appreciate the importance of horses, cattle and ranching in present and past Secwepemc culture.

5. Suggested Teaching Strategies:

- use mounted pictures of animals and animal activities;
- practice vocabulary with flash cards, mounted pictures and photos;
- Have children draw pictures of animals. The teacher will work with students individually or in small groups and comment on their work, ask questions about pictures, etc.
- Paste and cut pictures about domestic animals and ranch life out of magazines. The teacher will work with students individually or in small groups and comment on their work, ask questions about pictures, etc.
- have children draw their favorite pet;
- visit a farm or ranch in the area to see ranch animals, especially baby animals (lambs, calves or horses);
- have elder(s) come to class to tell an animal story.
- listen to the "Pinto Pony" song; practice the song with children.
- tell and act out rhyme about Five Little Puppies/Tsítselkst te Sqexqexe7éye (see tape by Bridget Dan, this is the Secwepemetsín version of "Five Little Monkeys");
- sing with children the adapted song, in Secwepemetsín, There was an Old Lady who Swallowed a Fly

6. Learning Resources:

- ⇒ Secwepemc Language Package illustrations and hand-outs;
- ⇒ mounted photographs of domestic animals;
- ⇒ hand puppets;
- ⇒ Monkey mitts (animal words; counting animals);
- ⇒ paper, pencil, crayons or felts and glue;
- ⇒ elders in class;
- ⇒ field trip;
- ⇒ SCES song tapes and song-book

7. Suggested Assessment Strategies:

- ◇ Observation in the classroom,
- ◇ pictures drawn by the children
- ◇ checking individual and group's responses during TPR and show and tell sessions.

8. Language Content:

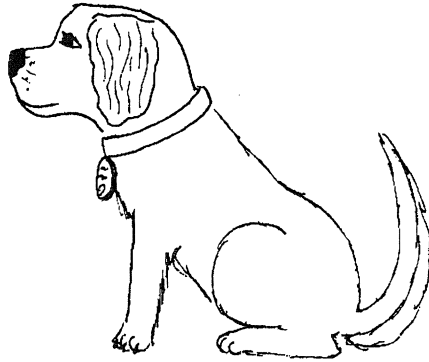
| | |
|-------------------|------------|
| spyu7 | bird |
| słamált | cow |
| kóso | pig |
| nts'e7sqéxe7 | horse |
| q̣yí7ek | foal, colt |
| nuxwenénxw | chicken |
| lequqw/sqelélémcw | rooster |
| sqéxe | dog |
| pus | cat |
| cpesíselt | kitten |
| ḳwsicw | goose |
| s7éstcwem | duck |

Riding Horses:

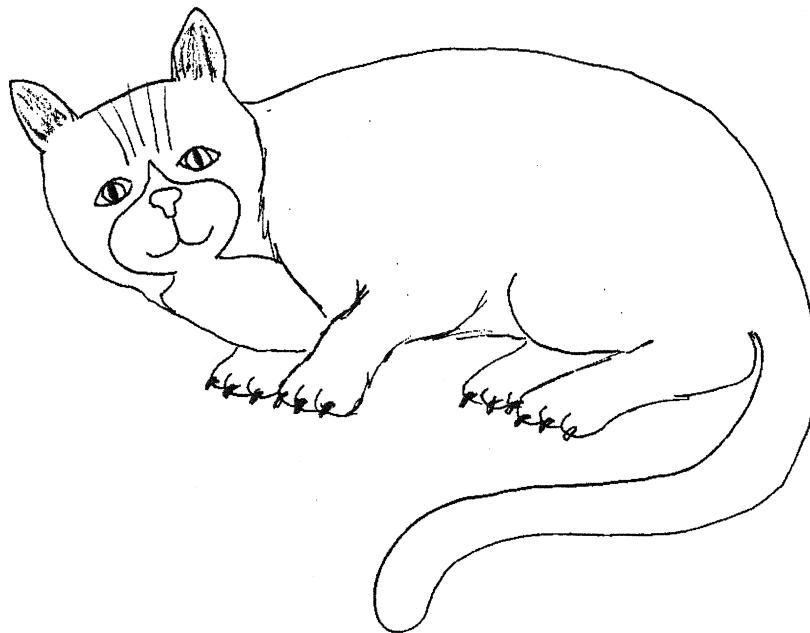
| | |
|--------------------|-------------------|
| temtéws | to ride |
| ts'elcwíkeṇ | saddle |
| ts'elcwe7sqéxe7 | to saddle a horse |
| getsqéxe7ten | bridle |
| léwqsten | halter |
| tégtske7, getsmín, | rope |
| kwénelḳten | lead rope |

Qualities/Adjectives:

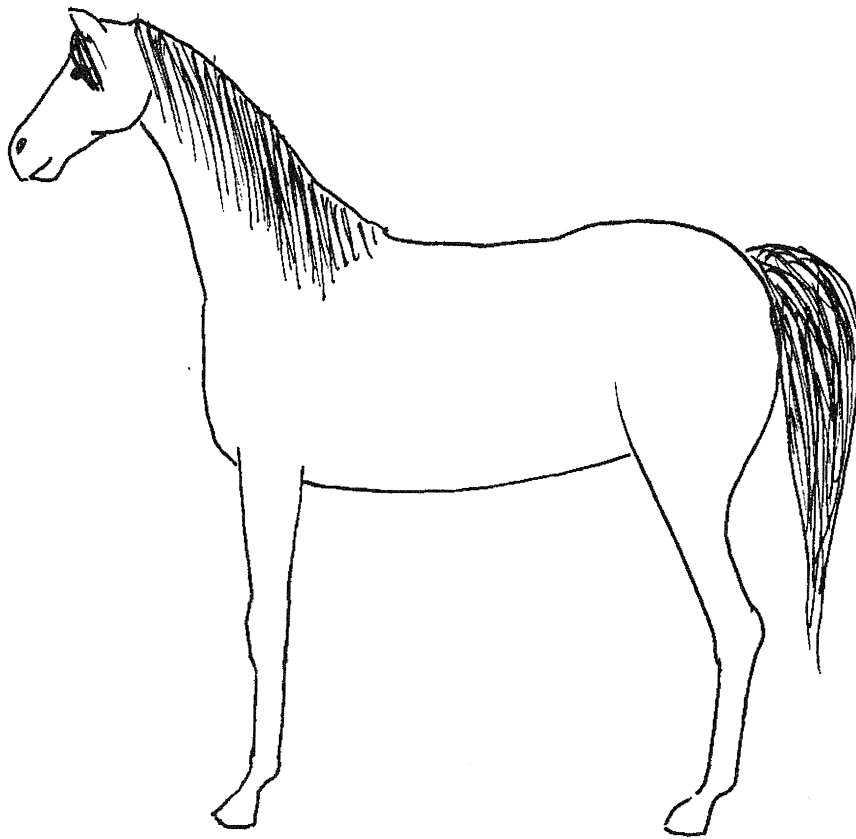
| | |
|-----------|--------------------------|
| xyum | big |
| ḳwoyí7se | little |
| q̣utst | fat |
| tsq̣wexw | skinny |
| tsḳéwelc | old (people and animals) |
| tuwíwt | young |
| ḳult | to be born |
| yucwt | newborn |



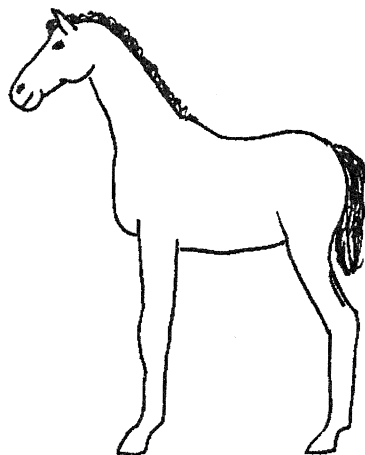
Sqéxe yi7éne.



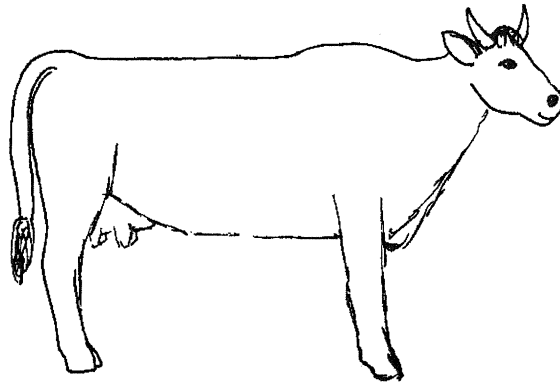
Pus yi7éne.



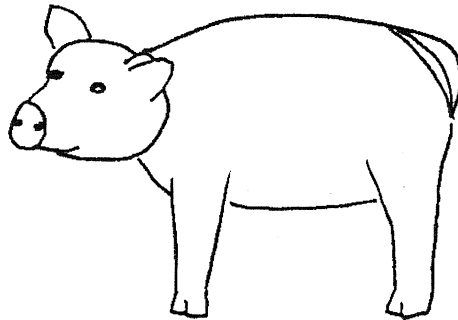
Nts'e7sqéxe7 yi7éne.



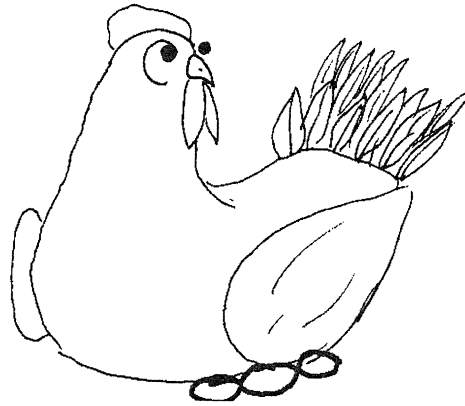
Qyí7ek yi7éne.



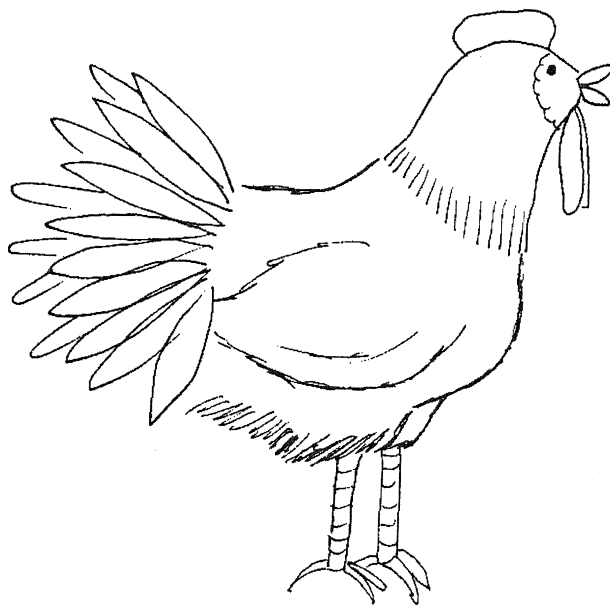
S̓amált yi7éne.



Kóso yi7éne.

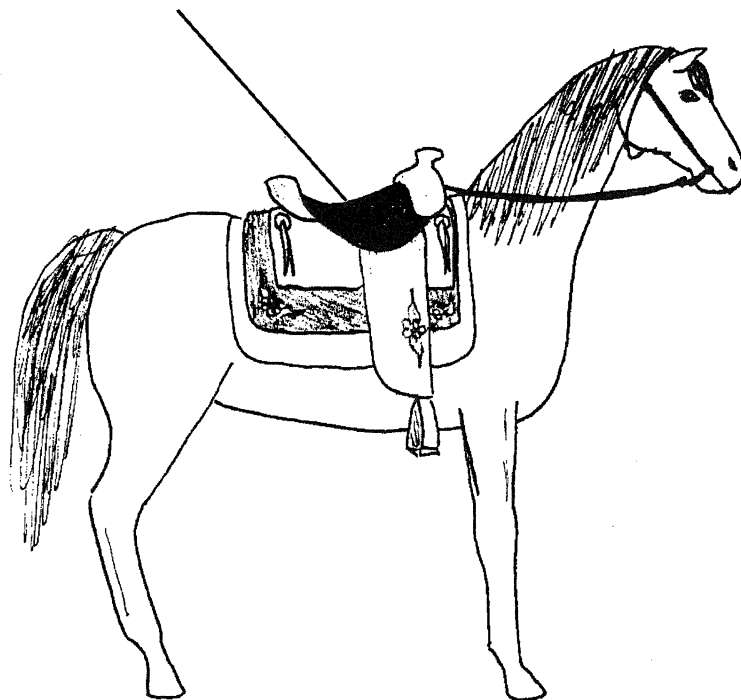


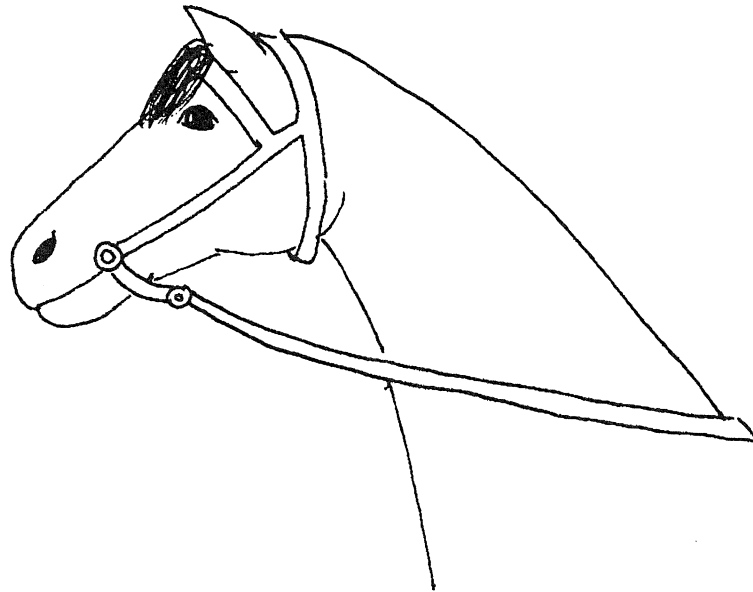
Nuxwenénxw yi7éne.



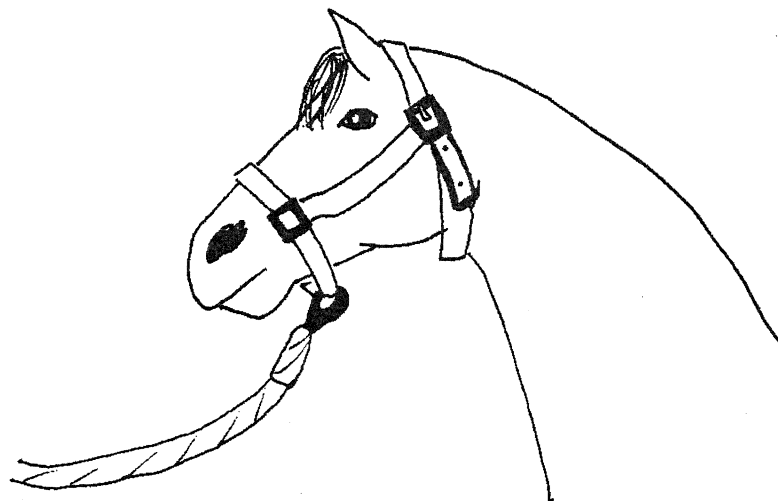
Leqwúqw/sqelélémcw yi7éne.

ts'elcwiken





Getsqéxe7ten yi7éne.



Léwqsten ri7 yi7éne.

Unit 11: Re S7e7llq ell re Skweñllq

Plants and Plant Gathering

1. Unit Objective:

This unit coincides with mid to late spring, the time when some of the first plant foods were traditionally ready to harvest (roots, fresh shoots of plants, cambium), and when flowers and other plants are out. The unit will introduce children to terms and phrases involving generic terms for plants, as well as a few specific ones; to an appreciation of important food and medicinal plants, and an appreciation of nature and plant life according to traditional Secwepemc values.

2. Rationale

In traditional Secwepemc culture, plants played an important role as food, medicine, in many aspects of technology and in terms of spiritual values and beliefs associated with them.

3. Time:

3-4 weeks/45 min. daily

4. Learning Outcomes:

After completing this unit, the students will be able to:

- * Recognize and pronounce with some accuracy the names for about a dozen important plants in Secwepemc culture;
- * understand some basic phrases that make references to qualities of plants (size, colour, number, taste), and activities associated with them (to make, k'úlem; to pick, q'wléwem; to dig, e7llq);
- * understand activity words (see above) associated with plant gathering and going places, and begin to understand the use of the intransitive plural paradigm (i.e. we go, you all go, etc.);
- * appreciate the respect that the Secwepemc people showed for plant life as part of the living universe;

- * appreciate the lessons which stories teach about the environment and nature.

5. Suggested Teaching Strategies:

- nature walk(s) around Kamloops, reserve;
- a trip to McLean Lake, Paul Lake, Todd Mountain, or some other area that features a lot of wild plants that could be useful. Name plants, teacher makes comments about them, shows how they are collected and used.
- Take children out to collect birch bark, teaching them how to strip bark of the tree and how to show proper respect to the trees.
- Make miniature "birch bark baskets" out of cut-out paper patterns, letting the children sew them together.
- Berry-picking Song by Ethel Billy or Nels Mitchell;
- listen to, and then teach children to sing and drum the Nature song, Nels Mitchell tape.
- Tell orally, and act out, the Story of "Coyote Juggles His Eyes" which teaches (among other things) about trees and their ecological zones.
- go on a trip up Mount Lolo or Todd Mountain Road (where there are lodgepole pine trees) and make st7íqwełqw (lodgepole pine cambium);
- collect plants (especially flowers) in plant press and make a plant collection of flowers and leaves or whole plants which students can name and label;
- have the children make a portfolio of dried and pressed plants and label them;

- gather Indian hemp (spéts'en) in fall and show children how to make rope;
- draw pictures of impressions from field trips, go over them with teacher;
- make Indian Ice Cream in class;
- invite elder to share knowledge of plants and plant foods;
- have an earth oven cook-out and share food with families.

6. Learning Resources:

- ⇒ real plants in nature and brought to class;
- ⇒ plant press (can be purchased at the Learning Link, Kamloops, or made as follows: cut about 8-10 sheets of 1/2 inch plywood. stack on top of one another, put sheets of newspaper in between. Plants can be put in between each sheet of plywood When the press is full, or after collecting, tie the package with a piece of string and store in a cool dry place).
- ⇒ wild flowers, wild plants, etc.
- ⇒ mounted plants;
- ⇒ First Nations plant books (as teachers' resource):
 - Lloyd, Parish and Coupe, 1996, Southern Interior Plant Guide
 - Nancy Turner and Marianne Ignace, Secwepemc Ethnobotany (in preparation);
- ⇒ Secwepemc-kuc (Ethnobotany CD-ROM), SCES;
- ⇒ SCES pitcooking book;
- ⇒ elders who come into class and share their knowledge of plants.

7. Suggested Assessment Strategies:

- ◇ Through observation of children during activities in the classroom;
- ◇ TPR check-lists;
- ◇ pictures drawn by children;
- ◇ collage of flowers and plants or pressed flowers.

8. Language Content:

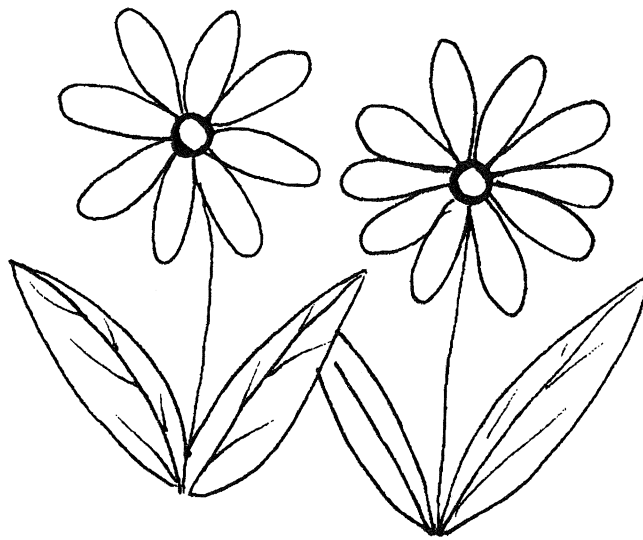
Nouns and Verbs:

| | |
|-------------|--------------------------|
| skwenkwínem | wild potatoe |
| e7llq | to dig up plant foods |
| pétse | digging stick |
| speqpéq | berries |
| speqpeq7úwi | saskatoon berries |
| stséqwem | saskatoons with seeds |
| sxúsem | soap-berries |
| qwléwe | wild onions |
| sulénsem | flower |
| kwlékwle | grass |
| kéwku | sage |
| geyú7 | carrot |
| tséts'elq | balsam root |
| kúlem | make |
| kult | grow, be made |
| qwléwem | pick |
| kwenllq | to plant a garden |
| ckwénllqten | garden |
| tsrep | tree |
| tsqellp | fir tree |
| qwli7t | lodgepole pine, jackpine |
| st7íqwelq | lodgepole pine cambium |
| qwllin | birch |
| mirnc | basket |
| spéts'en | Indian hemp |

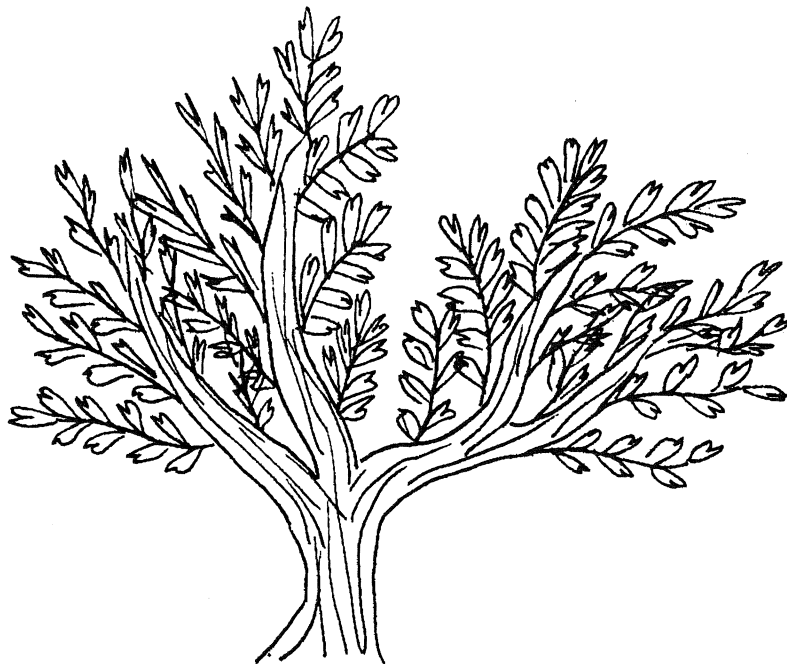
Phrases:

Substitute other plant foods for practice.

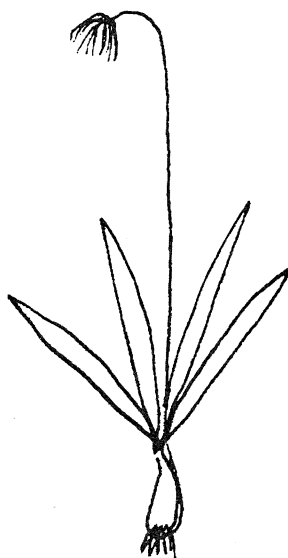
- | | |
|------------------------------|-------------------------------------|
| 1. Píqwente re mím̓c. | Look at the basket. |
| 2. Cw7it re qwléwe ne7élye. | There is lots of wild onions here. |
| 3. Le7 re skwenkwínem | The wild potatoes are good. |
| 4. Thé7en k kúltes re geyú7? | Where do the carrots grow? |
| 5. Me7 kúlem-kt tek sxúsem . | We will make some Indian ice cream. |



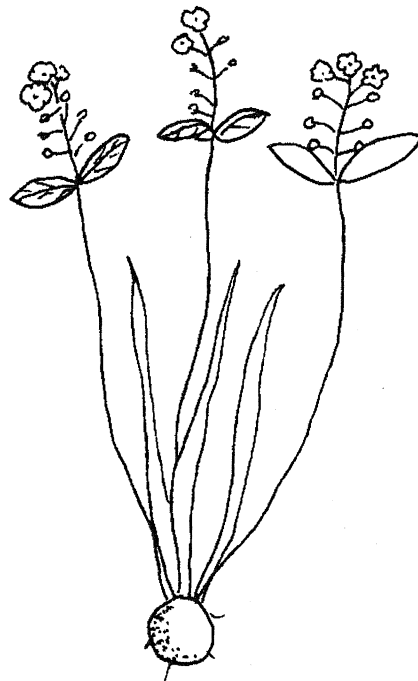
Suleñsem yi7éne.



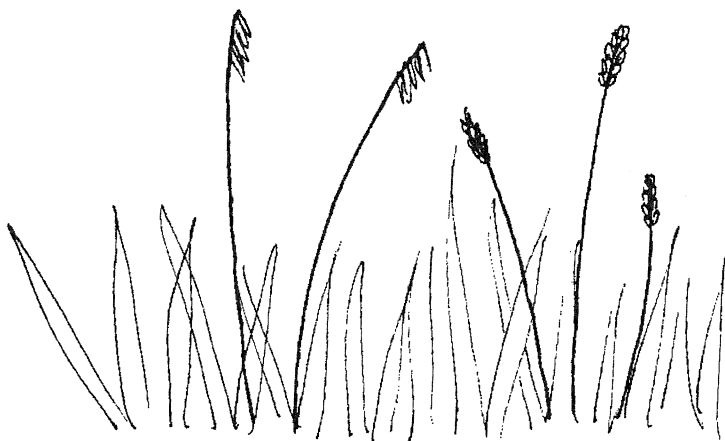
Tsrep yi7éne. Mulc re stse7mét.stem.



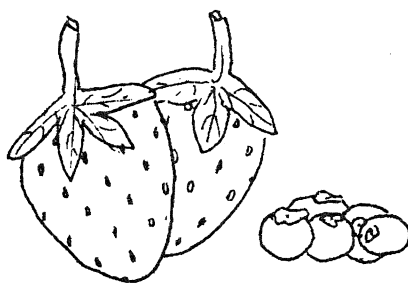
Qwléwe yi7éne. Le7 te stsíllen.



Skwenkwínem ri7. Me7 é7llqenc e qéptsmes.



Kwlékwle ri7.



Speqpéq yi7éne. Súcwenc-en re tqítq̓e ell re wenéx ?

Unit 12: Re Setsínem ell re Sllekméwes:

Traditional Song and Game

1. Unit Objective:

The objectives of this unit are to introduce the students to the appreciation of the Secwepemc traditional songs and games, including dance songs, nature songs and berry picking/ traveling songs, as well as bone-game songs. This includes appreciation and some understanding of the lyrics, melodies, rhythm and beat of these kinds of songs, their relationship to Secwepemc culture and people's sense of nature. Students will also appreciate the existence and manner of playing the traditional bone game, llekméwes.

2. Rationale

Along with the other Interior Salish peoples, the Secwepemc had their own traditional ways of expressing and shaping their culture through their songs, dances, and cultural activities like bone games. Bone games were an important way in the old days to keep social ties between villages, to redistribute goods, and to provide comfort and purpose for families and guests at funerals.

3. Time

This unit can be taught as a distinct unit of 2-3 weeks/50 minutes a day, or the material can be incorporated into other units.

4. Learning Outcomes:

After this unit, it is expected that the students will:

- * appreciate the aesthetic features of Interior Salish and Secwepemc music (melodies, rhythm, lyrics, beat);
- * develop their sense of rhythm, beat, and melody in general;
- * accompany a song by beating on a drum;
- * sing in groups one or more Secwepemc songs;

- * recognize the Secwepemc bone game;
- * recognize bone game songs as different from other kinds of songs (by beat and rhythm);
- * understand the basic principles of playing the bone game (llekméwes).

5. Learning Activities:

- listen to songs in class; have children dance to them, and experience rhythm of different kinds of songs;
- practice performance of songs by singing along with tape; have one or more students take turns with drumming as well; children can also tap on their desks or use makeshift drums, or clap.
- Teacher (or visiting elder) drums with song and sings, students join in;
- watch bone game video tape;
- have bone game in class or community, after children have learned at least one bone game song; involve elders and other bone-game players;
- have children perform song(s) at school; or in the community at special functions or at assembly.

Learning Resources:

- ⇒ drum(s) and drum stick(s);
- ⇒ set of bones (2 sets of 2), counting sticks, boards and beating sticks;
- ⇒ vocabulary and pictures in Secwepemc Language Package;
- ⇒ bring in an elder who plays and drums songs;
- ⇒ class drum and/or drums which students have made or have been made for them;
- ⇒ bone game tape;
- ⇒ taped songs in curriculum kit (Nels Mitchell; Louisa Basil; Ethel Billy; James Teit songs).

7. Suggested Assessment Strategies:

- ◇ as before, through observation in the classroom;
- ◇ child's performance in group activity.

8. Language Content:

| | |
|--------------------------|------------------------------|
| setsínem | sing |
| setsínten | song |
| pumín | drum |
| puwúm | to drum |
| puméke7 | drum stick |
| cu' e setsínem-kt | let's sing! |
| llekméwes | bone game/stick game |
| tsúqwen-te! | point!, shoot as in guessing |
| tcwum | win |
| séyse | play |

(plus lyrics of/ words of specific songs)

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