Cuł a Secwápmecsnám-kt!

Ra Secwápmec ra sqwáqwuluts

A Secwepemc Language Package
for Grades K - 3
(Eastern Shuswap Dialect)

by

Secwepemc Language Curriculum Committee
1996

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and

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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
- Little Shuswap Band - Mrs. Clara Charlie
- Neskonlith Band - Mrs. Sarah Deneault
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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.

Yiri7 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.24, this Secwepemc Language Package will help the children of the three Secwepemc communities in the Chase area, and other aboriginal and non-aboriginal children of the area, 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 #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 together 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 will be 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 the Chase area, and other aboriginal and non-aboriginal children from the area, will learn to appreciate the linguistic and cultural heritage of the Secwepemc, in particular that of the Eastern Secwepemc people. 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 area 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 humour 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 Adams Lake, Neskonlith and Little Shuswap, 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 Secwepemetsin,
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 Secwepemctsin.

The materials are arranged in order of thematic units. These thematic units roughly follow the traditional seasonal round of the Eastern Secwepemc 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 Secwepemctsin 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 Secwepemctsin 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 Secwepemctsin.

**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, labelling, 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 Secwepemctsin, as well as encouraged to express themselves in Secwepemctsin;
- 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.24 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. Resxetaqs: 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 Secwepemctsin;
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 Secwepemctsin and understand numbers 1-10;
* identify number of objects up to ten (five for K-1);
* say and respond to Secwepemctsin greetings and questions about name;
* understand three pointing words (yi7ene, yirey, yiri7);
* understand the terms for at least 5 objects in the classroom;
* be able to say their name when prompted in Secwepemctsin

6. **Suggested Instructional Strategies:**

- open the day with a Greeting song (e.g. "Weytk" Song) or a prayer in Secwepemctsin.

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 weak on a daily basis;

- after the children get used to the routine, one child can be selected daily as a helper (knucwten or knucwma).

- 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 min. **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 kya7a or sle7e at home what it is called. Have them talk about it in class, or better yet: bring kye7e into class.

- **Storytime:** teacher can tell a story verbally, or invite an elder into class to share a simple story (preferably using Secwepemctsin). Or: read and show an English language early reader book to the class. Or:
adapt some local stories in Secwepemetsin, have someone illustrate them and laminate them as large books.

- **A Song:** a translated nursery rhyme can be used here (e.g. kw’oyi7sa te skék’i7 (“eensy weensy spider”), w7ac lu7 te kya7a (“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 "kukwstsame" 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 Secwepemetsin;
⇒ 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 Secwepemcetsin) 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 checklist 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 labelled 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) Ma7 xila-kp! Everyday Commands:

(teachers will use singular forms (-ca or -a ending), or plural forms (with - cwiya ending)

k'elañema/k'elañacwiya - listen (one/many)
tukwtukwta/-cwiya - be quiet
amuta/lleqelcwiya - sit down (one/many)
ast'ila/-cwiya - be still
ts'elilca/cwiya - stand up
pelita/-cwiya; stsilca/cwiya - lie down
kectsama/kectsaamiya - give me...(something)
alk'wate/alk'watiya - put it away
tsxwante/tsxwantcwiya - come here
tskwanta/tskwantcwiya - bring it here
k'uuetama/k'uwatacwiya - walk
nagwelca/cwiya - run
cwu7tsa - more; again
b) Greetings, Etiquette and Introductions:

waytk/waytkp - hallo (to one/many)
pútucw/pútucwiya - good bye (to one/many)
táh7ah - no
má7a - yes
cuý a... - let's......
yiri7 ra sla7s - that's good
yiri ra sxaxá7s - that's smart
ma7 wíktsi / ma7 wiktelma - I'll see you (one/many)
kukwstsámc - thank you
kwá7a - here you are (when giving someone something)
swáti7 ka7 skwast? - what's your name?
____ ra skwast - my name is ________
telhá7a k st'7ákucw? - Where do you come from?
te (Sk'atsín Cstålen, Qw7áwt) ra st'7ákwa - I come from Neskolinlith Reserve, Adams Lake, Little Shuswap.

c) Some Pointing Words:

yi7ána - this
yiráy - that (close to person spoken to)
yirí7 - that over there

d) Nouns:
Some ideas for terms and objects around the classroom are:

letáp - table
ts'elcwilap - chair
q'imákala7 - pen/pencil
pumín - drum
cllúqwma7 - cup
stsq'aý - paper
speqwáltcwu - book
skwí7áya - doll
In addition, stuffed animals (e.g. sqwlaqs, sqáxa, pus, snína) or other toys can be used.
e) Numbers:

nek'ú7 - one
sesála - two
kallás - three
mus - four
tsilkst - five
teq'mákst - six
tsútsllka7 - seven
nekw'7ú7ps - eight
tallenkúkw'7a - nine
úpekst - ten

Sentence patterns:

Stámi yi7ána? (yiráy, yirí7) - What's this (that, that near you)?
_____ yi7ána (yiráy, yirí7)- this (that; that near you)is a _____
Swáti7 yiráy? - Who is that (near you)?
Swáti7 yiri7? - Who is that (over there)?
Swáti7 yi7ána? - Who is this ?

_______-a yi7ana? - Is this a _______
_____ -a yiri7 ? - Is that a _______
(Teacher prompts answer with ma7a or tah7ah - yes/no)

kechtsáma ra/tek _______! - give me the/a __________
álk'wata ra7 __________ put away your __________
Calendar Routine:

1) The Secwepemc Calendar

Long time ago the Secwepemc had their own calendar. An annual seasonal round, termed swuct ("snow") consisted of thirteen months or moons (magca), 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, Pellc7allcw7úlccwten, the "entering month", when people first entered their c7ísstkten or winter underground home, and ended with Pesllwálsten, the fall-month, when people hunted and trapped game in the mountains. Here are the names of the thirteen lunar months in the Secwepemc Calendar.

1. Pellc7allcw7úlccwten (November) - "entering month"
Yi7ána temágca m-c7allcw7úlccwes ra Secwápemic ne c7es7ísstkteňs.

2. Pelltetáq'em (December) - "cross-over month"
M-táq'mes ra mágcra ra m-yaws ri7 re syectwílcs ra sitq't. Yirí7 lu7 m-táq'cwcwes re Secwápemc, m-yaws ri7 re stitáys. M-la7s re stscatášsa ra c7es7ísstkteňs. Necwátáš la7 testsmámelt ra stscawáyas ra stet'exe7áms.

3. Pell7amtmín (January) - "stay at home month"
Yi7ána te mágcra m-k'iyáyes re tmicw, yirí7 re m-ta7ews put k stp'a7lláxwes ra Secwápemc tec7es7ísstkteňs

4. Pelltsipwa7ten (February) - "cache pit month"
Ts'ellte-úwi ay e sq'7as-úwi e spíxas, re m-yaws ri7 t'ucw re m-all7íllens stármi es el7álkw'emc ne ctsipweňtens.

5. Pellsqápts (March) - "spring wind"
Yi7ána temágca ra tsimt ra swuct ne c7etáám. M-tsátswás te sgwígwla ne setátkwa. M-yaws ri7 ra snesnás tepásellkwa e syáwas tepísell.

6. Pesll7awten (April) - "melting month"
Yi7ána temágca ra tsimtés xwexwáyt re swuct, yem ell ne sqeltús. M-píxmes te xwlácka ne sqeltús. M-wáwlas tepísall ra stet'exe7ám.
7. Pell7á7llqten (May) - "digging month"
Yi7ána temágca m-yaws ri7 re s7á7llqs re Secwépemc te skwakwínal te tsáts’elq, all ra m-t7íqw’elqw’mes. M-yaws ri7 re snesnás te tqaltk es yáwa te pisell.

8. Pelltspántsk (June) - midsummer month
M-yaws ri7 re sp’ams te sxúsa. M-ménipmes te kekásu7 ne setátkwa, all m-qw’entáses ra kekásu7 ne tswac.

9. Pelltqwelqw’ált (July) - "getting ripe month"
M-tqwelqw’áltes xwexwáyt re speqpal: ra speqpaq-úwi, ra tqítq’a, ra wenáx, re sesáp. M-yaws ra sqwiláwems re Secwépemc.

10. Pesqelqlálten (August) - "many salmon month"
M-yaws ri7 ra swówlas tesqálten all m-yaws ra scwik’as teswáll.

11. Pelltamllík’t (September) - "spawned out"
M-yaws ra spíxas all re sk’ácas ra Secwépemc.

12.-13. Pesllwálsten (October) - "abandoning month"
M-yaws ra spíxas all ra sk’ácas cú7tsem, ell m-yaws ra sk’ápas. M-yaws re stscatás ra cístkteňs all ra ctsípweňtens.
2. Seasons:

sqapts - spring
skelúlecw - summer
sllwálsten - fall
s7istk - winter

3. Days of the Week/ Day words:

nekw'ásq't - Monday
selásq't - Tuesday
kallasq't - Wednesday
mesásq't - Thursday
tselkstásq't - Friday
teq'mekstásq't - Saturday
xetspásq't - Sunday

pyin te sitq't - today
paxyáwt - tomorrow
nekk'ú7 te xetspásq'et - one week
nekk'ú7 te mágca - one month
nekk'ú7 te swucwt - one year
le paxyáwtes; ne paxyáwt - yesterday
kw'ellpaxyáwt - day before yesterday
Má7 kána-kt pyin tek sitq't? - What are we going to do today?
Má7 kána-kp paxyáwt? - What are you (pl.) doing tomorrow?
M-kána-kp lu7 ne paxyáwt? - What did you do yesterday?

4. Weather Words and Phrases:

Stámi k tsúwets ra tmicw? - What is the weather like?
ts'kána ra tmicw?  What kind of weather is it?
swucwt - snow
w7ec ra wúcwtes - it is snowing
klláksta - rain
ac ra kllákstmes - it is raining
sagwsás - sunny
snawt - wind
ac ra náwtes - windy
nanútes - breezy
stseslóisa - hail
spút'ent - foggy
tktatámt - overcast
taq'tíqt - clouds
st'iqt - sky
kik'yáy ra tmicw - it is freezing cold
ts'allt ra tmicw - it is cold outside
xiyáp ra tmicw - it is hot outside
cts'alltám - it is cold inside
qwétstám - it is warm inside
skwák'w7as - sun
mágca - moon
sekúsá7t - star
sk'úlénst - rainbow

5. Birthday/Age

sitq't te k'últes - birthday
kw'enlltyánacwu-k? - how old are you?
melltyánacwu - four years old
melltyánacwu-ka - I am four years old
tsilklltyánacwu - five years old
tsilklltyánacwu-ka - I am five years old
teq'maklltyánacwu - six years old
teq'maklltyánacwu-ka - I am six years old
tsutsllktyánacwu - seven years old
tsutsllktyánacwu-ka - I am seven years old
nekw'7u7plltyánacwu - eight years old
nekw'7u7plltyánacwu - nine years old
tallenku7pstýánacwu-ka - I am nine years old
upekllyánacwu - ten years old
upekllyánacwu-ka - I am ten years old
k'eláñama

tukwtúkwta
amúta

stsílca / palíta
ákw'ata!

kectsáma!
ts'elíca!

txwánta!
k’uwátama!

nágwálca!
pumín

skwi7áýa
skllákstem

ac ra kllákstmes
sagwsós / gwestgwást

steqt′iqt
ki'ýáy ra tmicw

xiyáp ra tmicw
ts'allt ra tmicw
cts'elltám
sk'elúlecw
llwälsten
skwákw'7es

mágca

sekúsa7t

sk'úlenst
sitq’t te k’úłtes
Kw'enlltyanacwu -k ?

4 melltyánacwu

5 tsilklltyánacwu

6 teq'meklltyánacwu
7 tsutsllktyánacwu

8 nekw'7u7plntyánacwu

9 tallenku7plntyánacwu
Unit 2: Ma7 álkstmenta ra sxyána:  
Secwepemc Math  
(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 Secwepemctsin.

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 Secwepemctsin and introduce the linguistic skills of expressing them.

3. Time:  
Secwepemc math can be part of the 50 min. lessons for 10-15 min. 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 Secwepemcts in.

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. 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:
cu'y a xyana-kt! Let's count!

nek'u7 - one
sesale - two
kallas - three
mus - four
tsilkst - five
teq'makst - six
tsutsllka7 - seven
nekw'7u7ps - eight
tallenkukw'7a - nine
upekst - ten
upekst all nek'u7 - eleven
upekst all sesale etc. - twelve
sell7upekst - twenty
kell7upekst - thirty
mell7upekst - forty
tselkst7upekst - fifty
teq'mekst7upekst - sixty
tsutsll7upekst - seventy
nekw'7u7pll7upekst - eighty
tallenkukw'7upekst - ninety
xetspqiqen'kst - hundred

b) Adding:
nek'u7 all sesala ma7 kallas / 1 + 2 = 3
tsilkst all kallas ma7 nekw'7u7ps / 5 + 3 = 8

c) Subtracting:
teq'makst ma7 kllatac k sesala ma7 mus / 6 - 2 = 4

d) Comparison:
tsallts'illa - the same
t'icwell - different
e) Grouping Objects into Kinds:
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. See Integrated Resource Package.

**Counting People:**
tnekw'á7 - one person
teksála - two people
tekkállas - three people
tmúsmes - four people

**Counting Animals:**
nekúkw'a7 - one animal
esésásla - two animals
kallálls - three animals etc.
múms
tsítselfst
teq'má7kst
tsútsllka7

**Counting round things (berries, balls, marbles, apples, etc.):**
nekw'7úsá7
selúsá7
ekellúsá7
mesúsá7
tselkstúsá7

**Counting pointed objects (pens, sticks, etc.)**
-áka7 suffix, e.g.
nekw'7áka7
seláka7
ekelláka7, etc.

**Counting Sheets of Paper or flat thin objects:**
áltcw suffix, e.g.
nekw'7áltcw
seláltcw
ekelláltcw etc.
Alkstmenta ra sxyana:
Cuý a xyana-kt!

1 nek'ú7 11 úpekst all nek'ú7
2 sesálá 12 úpekst all sesálá
3 kellás 13 úpekst all kellás
4 mus 14 úpekst all mus
5 tsilkst 15 úpekst all tsilkst
6 teq'mákst 16 úpekst all teq'mákst
7 tsútsllka7 17 úpekst all tsútsllka7
8 nekw'7ú7ps 18 úpekst all nekw'7ú7ps
9 tallenkúkw'7a 19 úpekst all tallenkúkw'7a
10 úpekst 20 sell7úpekst
kw'inc? (identify the number in Secwepemctsin)

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Kw’inc? - Xyánaca!

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Kw'inc ? - Xyánaca !
Kw’inc? - Xyánaca!
Kw'inc ? - Xyánaca !
Kw’inc? - Xyánaca!
Kw'inc te áhpels? - Xyánaca!

nekw'úsa7

selúsa7

kellúsa7

mesúsa7

tselkstúsa7
Kw'inc te speqwál’tcwu? - Xyánaca!

nekwáltcw

seláltcw

kelláltcw

mesáltcw

tselkstáltcw
Kw'inc te tsrap? - Xyánaca!

nekw'7állp

selállp

kellállp

mesállp

tselkstállp
Unit 3: Ra swáwla - Fish and Fishing

1. Unit Objective:
To introduce the learners to the essential vocabulary and phrases for kinds of fish that are caught by Eastern Secwepemc people. 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, 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 min. 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 Secwepemc 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 Sexqaltkac;

* use and understand a few adjectives to describe and compare qualities of fish (e.g. big - small; red - grey; old - young; fat - skinny);

* understand a couple of terms for important ways of preparing and cooking fish (scwik'; akw'en);
* understand three to four terms for fish habitat and fishing (e.g. sawllkwe, setatkwe, pasallkwe, tswac);

* draw a picture of salmon and name it in Secwepemctsin.

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 Secwepemctsin) and a few other kinds of fish;

* understand, point to and say in Secwepemctsin 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 Secwepemctsin;

* catch a fish using the above method.

5. **Suggested Instructional Strategies:**

* field trip to the mouth of Adams River or to Lagwiken;

* field trip to fish hatchery 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 Secwepemetsin;

• having an elder or parent bring different kinds of fish food to class (i.e. scwik', ekw'en);

• 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 (SCES), 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 Secwepemetsin;

⇒ 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:

swáwl - fish (any kind)
sqálten - salmon
sqálten7úwi - sockeye salmon
kekású7 - spring (chinook) salmon
sháni7 - humpback (pink) salmon
sxayqs - coho salmon
sgwígw1a - steelhead; lake trout
pisall - trout

b) words for fishing and gear:

wáwla - to fish
yawa - to fish with a dip-net
qít'a - to fish with a rod
úp'sa - to gaff-hook
menípa - to fish with a harpoon spear
wawtsk - three-pronged creek-spear
stúkwtsi - dip-net
qít'ka7 - fishing rod
up's - gaff-hook
meníp - harpoon-spear
sták'kwá - gill-net

c) Fish body parts:

sk'epqíñ - head
súpa7 - tail
qwaqw'ú7ll - bones
ck'mí7ka - back
c(kwet)kw'tústen - eye (plural)
splútsi ; splútsa - mouth
ák'w'a - eggs
t'áxelc - to swim upstream
áxwelc - to spawn
qwtsaq - to die
túwstac - you waste
xeymstác - you respect

scwik' - dried fish
cwik'a - to dry fish
pásellkwe - lake
setátkwa - river
tswac - creek
k'atsín - shore
eck'atsín - mouth of river

d) Fishing areas:

Tswac - Adams River (?)
Lagwíka - Bear Creek
Sk’emí7ka - fishing ground behind Chase

e) Adjectives/Qualities:

xyum - big
kw’oyí7sa - small
tsiqw - red
magmaqt - grey
la7 - good
q'utst - fat
tsqw’axw - skinny
tuwíwt - young
tsk’áwelc - old

f) Sentence Patterns:

t’há7a ra _______ (setátkwa; tswac, ...) - Where is the _______ (river, creek, etc.)?
ac ra kánmes ra (slá7a, qá7tsa, [name])? - What is _____ doing?
ac ra _______ (wáwlemes, menípmes...) ra _______. _______ is (fishing, harpooning, etc.)
swawll  yi7ána

kekásu7

sxayqs

sháni7

sqlalten7úwi
wawtsk

menip

up's
stáhlikwa

stúkwtsi

qít’ka7
5. **Ra spixa:** Hunting and Wild Animals
   (Unit 3)

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 Secwepemc families in the Chase area, 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 excepted that students will:

   * understand and use the term for hunting, "pixa" 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 Secwepemcstsin 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 Secwepemctsin;

* 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 Secwepemctsin) of animals and hunting;
• short videos of elders telling animal stories or hunting stories;
• show students how sk'ac is made and share some with students in class;
• have students act out animals and animal behaviour;
• 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

péxa - to hunt
tsqálens - he/she shoots it
cik't - missed
tícwts'a - to make a kill
stámí ka7 stícwts'a? - what did you kill?
neqáyas - he wounds an animal
pecw-pécw - sound of shooting a gun
tsmáts'a - the act of bringing in a kill
astúllen - to butcher
swelmíňk - gun
sekw' mín - knife
tskwínek - bow
stskwil - ammunition
qw'7um - to trap
láwśa - to snare
st'ekcán - tracks
kw'áńcna - to track down animals
ts'i7 - deer; meat
sk'ac - dried meat
k'úla te sk'ac - to make dried meat

b) animals:

sxwlácka - buck
stqwéqw'i7pa? - doe; blacktail deer
suk'túps - white tail deer
teníya - moose
seqwyits - rabbit
sqwlaqs - black bear
ska7cis - grizzly bear
sqlu7úwi - beaver
kú7paca - porcupine
estsák' - squirrel
qets'wáwyá - chipmunk
s7ást'cwu - duck
kw'sicw - goose
snexwéxwlecw; sk'elap - coyote
xgwálacw - fox
c) adjectives/qualities:

xaxá7 - smart
cswítull - lazy
xwant - fast
yuyúwt - slow

d) habitat:

sqeltús- mountains
skwelkw’ált - snowy mountains
nekáct - woods/forest
csetámt - valley

e) Sentence Patterns:

ac ra píxmes ra ______ . ________ is hunting
stámi ks píxas ra _________ . what is _________ hunting?
Swáti7 ac k píxmes? - who is hunting?
t’há7a k píxmes? - where is he/she hunting?
T’ri7 t’ha7n... - "here and there...!
swáti7 k tnásmas ra ___ (slá7a). - Who is going with ___?a) vocabulary for hunting
Le q’7áses ra qelmúcw píxa te tskwínek all te tskwele7úwi.
stskwele7úwi

tskwinek
swelmińk

sekw'min

stskwil
Píqwata ra st’ekcáns ra twepwúpt!

re sqwlaqs all ra st’ekcáns
ra snexwéxwlecw all ra st'ekcán
ra ts'i7 all ra st'ekcáns
ra teniya all ra st'ekcáns
Xaxa7 ra snexwéxwlecw

Yi7ana ra xgwálacw. Ra snexwéxwlecw ra úqw’is ri7.
Ra Sqlaw ell ra kú7paca

M-t'7ak-ekwe t'ri7 ra sqlaw.

T'ucw mut ra kú7paca.

Ta7 k sxwistás a s7alksts.

Sqlaw  ac ra álkstes te kwemtús.
Cetsáwsmens ra úq'wis.
Kwans, p'á7as t'e kekáw.
M-tseq'mínse.
M-kítsctmes na skwelkw'ált, m-kllákstmenses.
"T'7álye ma7 w7ácucw!

Neráy, t'ray tmičw, pepán-k t'ray tek stsíllen t'ek stam.
Sqlaw pelq'ílc. Llwálens ra úq'wis t'e skwelkw'ált.
M-tsúnses, "Nerí7 ma7 w7ácucw."
M-pelq'ílcwes na tmicws.

M-álkstes cu7tsa ra sqlaw.

Cetsáwsmens a stsmetstás ra úq'wis t'e stsíllens.

Ta7 k sxwistáses ra kú7paca a s7alksts.

M-tsce7mútes, cswitull. Yirí7 ra stsukws.

(re Ida William slexéyas yi7ána te stspétákwl. Te Simpcwúilecw ra st'7ákwares.)
Unit 5: Ra Secwapemc ra stsilens
Traditional and Modern 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 min/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 me7e, ta7a) 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 Secwepemctsin, 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 Secwepemctsin 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 Secwepemctsin, 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. sp'ixle7cw, sxusem);

- 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 - to eat
stísíllen - food
cëp après - to eat lunch/dinner
sták’la - (packed) lunch
ts'i7 - meat
swawll - fish
lekelát - bread
sp’ixlá7cw - fried bread, bannock
speqáaq - berries
sxása - soapberries/Indian ice cream
lekamín - soup
sk'ac - dried meat
scwik’ - dried fish
petáhk - potatoes
ú’lsa - egg
lesál - salt
lepwáhwah - pepper
sta7 - drink
syalt - plate
tseck’púpcw - bowl
cllúqw’má7 - cup
llektkw’entsútén - fork
set’címa - spoon
sekw’mín - (hunting) knife
cwt’akst - knife
letáp - table
ts’élcwílep - chair
maq’ - full
tayt - hungry
nexáwu - thirsty
tiláwsa - to set the table
q’7as te stísíllen - food from long time ago; traditional food
pyin te stísíllen - present day (modern) food
la7 te stísíllen - good food

b) Phrases:
tsxwánt páte ma7 íllnucw! - come and eat (one)!
tsxwántcwiye ma7 c7állnenep - come and eat (many)!
nása ma7 íllnucw - go and eat (one)
násawiye ma7 íllnenep - go and eat (many)!
tayt-en-k? - are you hungry (one)?
tayt-en-kp? - are you hungry (many)?
nexáwu-a-k? - are you thirsty (one)?
nexáwu-a-kp? - are you thirsty (many)?
maq'-a-k? - are you full (one)?
meqmáq'-en-kp? - are you full (many)?
Yen ri7 ka7 smaq'? - are you full? (one)?
maq'-ka - I am full
amúta ma7 illenucw! - sit down and eat!
la7-a ka7 stsíllen? - is your food good?
qwenán-a-k cú7tsa tek ______? - do you want some more ______?
xwexwiyám-a-k cú7tsa tek ______? - would you like some more_______?
kectsáma tek _________- give me some _________!
tiláwsma! - set the table (one)!
tiláwsaawiya! - set the table (many)!
álkw'ate ra7 syalt! - put your plate away(one)! - substitute fork, spoon, etc.
álkw'atiye ra syáltap! - put your plates away (many)!
ts'i7

swawll
petáhk

lekelát
sp'íxla7cw

speqpáq
sxúsa

le kemín
sq7am (sp'amcw)

áhpels
cluqwa7

tseekpupcw

syalt
set'cima

lletkw'entsúten

sekw'mín / cwt'akst
tiláwsma!

stámi kaž świka ne letáp?
Piqwata yi7ana te stilawsa. M-llapas-en t'ri7 tek stam?
Ra Scwicwáya all ra Kelkláts

Le q'7áses ra kyá7a re slexlexá'yas:

Ra scwicwáya w7ac ra álkstes

Kw'iýúsa ne skw'iýúlecw wel ra llwálsten

K'ell w7ac ra kelkláts tigáynekmes

Xqwiýállts'a t'ri7 te sqw'yiłc.

T'ri7 stam ra tsúwets.

S7istk.

Yiri7 ra stektsíllens

Yiri7 ra stext'áxelcmas-ekwe ra scwicwáya.

Yiri7 ra scpupáwtsmes-ekwe.

W7ac-ekwe re ckelltsícta te scwicwáya:

"Ts7ullcwa!"

Ts7ullcw-ekwe.

Qwaqwánt-ekwe m-yaws ra s7ucw7úcwtes t'ucw.

Ta7-ekwe k pell-stsektúsas, ra kelkláts.

Kítsita ra scwicwáya te kelkláts, q'en7ált.

Tsínta-ekwe t'7éne,

"Kána-k?"
"Yirí7 t’ucw well ra7 qwsa7 w7ac ra tektsíllenes.
Kána ka7 pell-stsíllen ra smetáć-kuc?"

"Ah, t’ri7 tigáynekca!
Tigáynekcta t’ri7 ma7 ltwilc-k !,
Ma7 maq’-k !
Qwaqwánt t’ri7, yirí7enke k m-sxwayts ra skelkláts.

Story about Ant and Grasshopper
(Adapted into Eastern dialect from a story by Nellie Taylor, Skeetchestn Indian Reserve, as told by her great-grandmother Agathe (Llecwpusetkwe), also from Skeetchestn.)

Long time ago, my grandmother used to tell me:
(The) ants were busy working.
They were suffering all summer until fall.
but the grasshoppers were playing guitar.
They had fun dancing.
They had all kinds of activities.
It was winter.
There, they starved.
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, they begged for food.
they were asked this,
What's the matter with you?
There, your nephews are starving.
do you have any food to feed us?
ah, there, play guitar for them!
play guitar for them, then they will feel better,
They'll get full."
Poor things, they must have died, the grasshoppers.
Unit 6: Le q'7áses ra tsetsítcws:  
Dwellings of People and Animals

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 c7ístkten' 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 min/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 at Ck'emtsin; or visit remains of pithouses at Back Valley. Explain construction. Have children experience being inside a winter home.

* Have children draw a c7istkt'en'.

* 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
ck'atsenálcw - door
necnústeń - window
ck'máles - floor (any floor)
xílép - plank floor
tk'emin - roof
tk'míka7 - roof
sxłam? - wall
ck'makálĺcw - ceiling; wall
mut - to live (one)
tsyam - to live (many)
c7ístkteń - pit-house, winter-house
sqílya - sweat-house
ctsípwa7ten - cache-pit; root cellar
letähnt - tent
yst - to camp
cystán - camping ground
cts'awllcw - to clean up (whole house)
ap'a - to wipe
cts'áwlesem - to wash the floor
íxwata! - sweep it (the floor)!
sípata - shake it out (the mat)!
ctsuts'áwa - to wash
ts7ullcw - to enter this way
ullcw - to enter
astp'a7lláxw - to go outside

Phrases:

T'há7a k tsitcw ra __________? Where is __________'s house?
T'há7a k mútes ra7 kyá7a? - Where does your granny live?
T'há7a k mútes ra __________? Where does ______ live?
T'há7a k mútcw? - Where do you live?
T'há7a ra7 kyá7a k tsitcw? - Where is your granny's house?
Swáti7 k tsitcw yi7ána? - Whose house is this?
Swáti7 k pelltsítcw? - Whose house is this?
__ pelltsítcw. ______'s house.
Xq'ixtsata ra ck'atsenálcw! - lock the door!
Celmatsínta ra ck'atsenálcw! - close the door!
ckelltsíínta ra ck'atsenálacw! - Open the door!
katóka ra ck'menkálacw - touch the wall (ceiling)!
sípata ra necnálesten! - shake out the mat!
cts'áwata ra xliilep (ra necnusten, ra ck'atsenálacw etc)! - wash the floor (window, door, etc)!
ixwata ra xliilep! - sweep the floor!
cts'áwlesaca! - wash the floor!
Ma7 cts'áwallcw-k! - clean the house!
ts7úllcwa! - come in!
astp'a7lláxwa! - go outside!
Swáti7 ac k cpupáwtsmes? - who is knocking at the door?
Le q'7as te tsitcw. C7ístkten' yiri7 sts7amátsta.

Pyin te tsitcw
Sq'ilya y17ána
letánhnt yi7ána. Yiri7 ra scystá7s le q'7áses ra qelmúcw ne sk'élúlecw.
Píqwata yi7ána te tsitcw. Stámi k ta7 k stsetset.s na7ána te tsitcw ?
Melmáhlqwata !
Unit 7: Rantsáwa7 - 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 Secwepemctsin. A large number of Secwepemctsin 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 (yí7ana, yíri7, yíray) and body parts;

* understand the question marker -en and answer simple questions with má7a(yes) and tah7ah (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, moccassins, 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) ra suwanq - the body:
      sk'áq'a - head
      qátten - hair
      ckw'tústen; ckwenkw'tústen - eye(s)
      t'ána, tent'ána - ear(s)
      sp'saaq - nose
      splútsi; splútsa - mouth
      kalc, kelkálc - hand(s)
      lexlíxkat, lexlexlíxkat - finger(s)
      tk'mána - shoulder
      tk'málas - chest
      gwélánk - belly
      qu7 - belly-button
      ck'míka - back
      spláq - buttocks
      sqw'axt, sqwexqwqw'áxt - leg(s)
      lexlíxqa, lexlexlíxqa - toe(s)
      p'úsma - heart

   Sentence Patterns:
   yi7ána ra _______ (sp'saaq, t'ána,..) This is my (nose, ear)
   yiráy ra7 ________ That (near you) is your ________
   yirí7 ra ________s. - That is his/her __________.
   ra sp'saaq-a yi7ána? (ma7a, tah7ah). Is this my nose? (yes/no)
   tsúnemcetsma ra7 ________ Show me your ________!
   T'há7a ra7 ________? Show me your ________
   tkenstaka ra7 ________ Touch your ________

   b) re tsyax - clothing
       stastita7t - clothes, belongings
       qmút - hat
       stektits'á7 - shirt
       sxát'aqa - pants
       spáká7 - gloves
       lekapú - coat
       píca - skirt
       llellúcw - dress, coat
       ckúpca7 - sock(s)
       síllts'u - shoe
       tkwelktqwaqs - underwear
Possessives:
ra qmut - my hat
ra7 qmut - your hat
ra qmuts - his/her hat
ra qmut-kt - (all) our hat
ra qmuts-kuc - our hat (not yours)
ra qmut-ap - you people’s hats
ra ckwt’ústen - my eye(s)
ra7 ckwt’ústen - your eye(s)
ra ckwt’ustens - his/her eye(s)
ra ckwetkw’tústen-kt - (all) our eyes
ra ckwetkw’tústen-kuc - our eyes (including you)
ra ckwetkw’tústen-emp - you people’s eyes

Colours:
tsiqw - red
kwahlt - green/yellow
qwiqwyít - blue
qwiqwyít - black
piq - white
tsk’amáiqw ra _______? - What colour is the _______?

Commands:
alkw’ata ra7 _______! Put your _______ away!
llcwatáka ra7 _______! Put on your _______!
qmútaca - Put on your hat
páka7ca - put on your gloves!
llcwllúcwcma! - Put on your shoes!
ckúpcama - put on your socks!
lekipúma! put on your coat!
tektits’a7ma - put on your shirt!
xét’emcanema - put on your pants!
pílcama - put on your skirt!
t’hánas ra7 spáka7 (qmut, etc.) where is your glove (hat, etc.)?
yaxatsúta! - get dressed!
nák’lesma! - change your clothes!
stutuíwca-k - your shoes are reversed (i.e. left on right and vice-versa)
cctsecepelq’áiqs-k! - your clothes are on inside out!
tkensa7wit ra7 stektits’a7 ! - your shirt is on backwards!
kllatáka ra7 _______ - Take off your ________
tskwánta ra7 _______ - bring your ________ here!
Verbs of Motion:
nas - to go
násca/náscwiya - go! (one/many)
st'7ak - to come
llgwlca! - jump, bounce!
astp'amápca - back up
camúta - get up
qíllta! - wake up!
qíllenta ra ______! - wake up ______(somebody)!
ts'niqwt - to fight

Verb forms:
nas-ka - I go
nas-k - you go
nas - he goes

Qualities/Adjectives:
la7 - good
la7 ra p'úsma - I'm happy, feeling good
k7ap - sick
k7ap ra p'úsma - I am sad
geyáp - angry
ts7acw - happy
xána - hurt
xenstás - to hurt someone
xenstsút - to hurt oneself
ts'7um - to cry

Negative Commands and Forms:
tá7aws ka7s _______! - don't (to one person)_______!
tá7aws _______! - don't________
tá7aws k sts'níqwtap! - don't fight!
tá7aws k skwanc - don't take it!
tá7aws kwactc (te syákstens, te llellúcws, te síllts'us, te q'imaká7s, etc.) - don't take it from him/her!
tsúkwes ka7 s____! stop (orenoough) ________!
tsúkwes ka7 sts'7um - stop crying!
tsúkwes ka7 sáysa - stop playing!
tsúkwes ka7 sts'niqwt - stop fighting
tsúkwes k sts'niqwta - stop fighting (many)
ta7 k s (quality) _____ ra _______ (person/object) - _______ is not_______.
ta7 k sk7aps ra Jennifer - Jennifer is not sick.
ta7 ka sla7. - I am not feeling good

Ra atsxamin - training and hygiene
yuqwastsúta! - look after yourself!
sácwu - to bathe
sácwma! - bathe, have a bath!
ts'áwsten - soap
ucqwína - to comb one's hair
ucqwíńa-k! - comb your hair!
čácwma7 - bathtub
stcwai - to smell
(stcwelúps, stcwelcán, stcwelákst, etc.) - (smelly bum, smelly feet, smelly fingers, etc.)
ctsáwtsnemca! - brush your teeth (with -tsen [mouth] suffix)
ts'áwusma ! - wash your face!
ts'áwkwsta! - wash your hands!

q'ílya - to have a sweat bath
tkáya - to urinate
menáka - to have a poop
ra nas-ka - I have to go to the bathroom
stámi k ta7 k stsetsát.s na7ána te skwt'us?
wi7sta ra skwt'us !
wí7sta yi7ána te skwt’us !
wi7sta yi7a ne skw7us!
wi7sta yi7ána te skwt’us!
lekapú

sillts'u
llellúcw

pílica
stektits'a7

qmut

spáka7
tkweltkalqs

kúpca7
ucwqínama!
cts'áwtsnemca
chts’áwusma!

sácwema!
stecmín

csácwma7

ts'áwsten
Unit 8: *Ra kw'saltkten:*
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 Secwepemetsin 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 Secwepemetsin 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 Secwepemctsin 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 "Tsetse" 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 ("tsetse" 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:
kw'sáltkten - relatives, family
slá7a - grandfather
kyá7a - grandmother
qa7tsa - father
ki7ca - mother
úqw'i - sibling or cousin of same sex
sma7sta - sibling or cousin of opposite sex
st'amkált - daughter
sqwsa7 - son
sintsa - younger brother
qatsk - older brother
tsátsa - younger sister
kíc - older sister
skúya - baby of a family
skw'imámelt - infant

Possessives:
ra slá7a - my grandfather
ra kyá7a - my grandmother
ra kw'sáltkten - my relatives

(2nd person singular)
ra7 slá7a - your grandfather
ra7 kyá7a - your grandmother
ra7 kw'sáltkten - your relatives

3rd person singular
slá7as (ra John) - his grandfather
kyá7as (ra John) - her grandmother
kw'sáltkten (ra John) - his relatives

Questions and Answers:
Swáti7 k úqw'is ra _______ ? - Who is _______'s brother/sister
swáti7 ka7 úqw'i ? - Who is your brother/sister?
teksála ra smá7stas (tsátsas) ra George; skwasts ______ all
_________ . George has two sisters (younger sisters). Their names
are_______ and________.
Rā kw’sáltkten:

ki̓7ca

qa̓7tsa
kyá7a

slá7a
Unit 9: Ratmicw-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 Chase Secwepemc people. Terms for geographic and spatial features are part of the basic vocabulary of the language.

3. Time
4 weeks/45 min. daily

4. Learning Outcomes (Grades K-1):
After this unit, it is expected that the students will:

* understand 2-3 place names associated with the Chase area reserves and their 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 the Chase area reserves and their surroundings;
* understand, be able to point to, and say short phrases using several nouns for geographic features (lake, creek, river, mountains, etc.);

* understand in Secwepemctsin, and be able to use in Secwepemctsin, 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 Secwepemctsin. 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:

♦ 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:
Sexqaltqín - where Adams River comes from Little Shuswap Lake
Cstálen - Adams Lake Reserve
Sk'atsín - Neskonlith Reserve
Qw7áwt - Squilax Reserve
Legwíka7 - Bear Creek area
Tk'emlúps - Kamloops

Nouns:
tmícw - land, country, earth
pasállkwa - lake
setátkwa - river
tswac - creek
tsqwum - hill
sqeltús - mountain
nexláwsten - bridge
cucwáll - road
tsitcw - house
xqwatsínten - church
yucwmeníieten - daycare
skul - school
cté̓nmeksáiten - school
c7átxsə7ten - school
ctsxəmwiicten - school
cleq'máiten - school
(* language committee suggested all or any of the words above for school)
xqwelállecw - band office (or court house)
xqw'yiilcmállecw - dance hall
cmelkw'mállecw - meeting hall
clepsemállecw - fire hall

Directions and locations:
extrákst - right
ts'e'lacwákst - left
tqaltk - top
ne tqaltks - on top of
kw'elltk'ámť - bottom
ra kw'ellk'ámťs - under
sa7wit - behind
xetáqs - in front of
tken7álye - this side of
tkenú7 - other side of

Phrases:
T'ňá7a ka7 xqwentsí'nten? - where is your church?
T'ňá7a k tsitcws ra7 slá7a? - Where is your grandfather's house?
T'ňá7a k tsyámes ra ______ all ra ______? Where do ______ and ______ live?
sa7wit ten tsitcws ra kyá7a ra tsitcws - my grandmother's house is behind my house
or: tkenú7 ten tsitcws ra kyá7a ra tsitcws
xetáqs ten tsitcws ra kyá7a ra tsitcws - my grandmother's house is in front of my house.
or: tken7álye ten tsitcws ra kyá7a ra tsitcws
sek'máws ten kyá7a all ten kí7ca ra tsitsítcws ra tsitsítcws - my house is in between my grandmother's and my mother's house.
or: t'ëkci7 ten tsitsítcws ra kyá7a ra tsitcws.
ra tsitcws ne seq'út.s ra kyá7a all ra kí7ca ra tsitcws - my house is next to my granny's and my mother's house.
Unit 10: Ra sáma7 ra tmescáñs all ra spipyúy7as:
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, habits, etc, 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 min./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 Secwepwmctsín;

* Respond to simple questions asking for animals, e.g. Stam'i yi7ana? (What is this?); W7ac k kanmes ra______? What is the _____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 favourite 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* te sqexqaxa7ay'a (see tape by Bridget Dan, this is the Secwepemctsin version of "five little monkeys").
- Sing with children the adapted song, in Secwepemctsin, *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 mits (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
st'amáhlt - cow
kwéso - pig
nekt'sa7sqáxa7 - horse
q'yí7ak - foal, colt
tsíken - chicken
lekwókw - rooster
sqáxa - dog
pus - cat
cpesíseit - kitten
kw'sicw - goose
s7ást'cwu - duck

Riding horses:
temtáw's - to ride
ts'elcwíka7 - saddle
ts'elckwa7sqáxa7 - to saddle a horse
getsqaxa7ten - bridle
láwqsten - halter
tagtske7, tagtsketen, gatsmin - lead rope

Qualities/Adjectives:
xyum - big
kw'oyi7sa - little
q'utst - fat
tsqw'exw - skinny
tsk'áwelc - old (people and animals)
tuwiwt - young
k'ult - to be born
yucwt - newborn (animals)
sqáxa yi7ána

gus yi7ána
nek'ts'a7sqáxa7 yi7ána

qw'yi7ak yi7ána
st'amáhlt yi7ána

kwéso ri7
tsíken yízána

lekwókw ri7
getsqáxa7ten yi7ána

láwqsten yiri7
Unit 11: Ra s7a7llq all ra skw'anllq
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'ula; to pick, q'wlewa; to dig, a7llq);

* 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 the reserve or near the school;

- a trip to Neskonlith Lake and Neskonlith Meadows, Bear Creek 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.

- **Berrypicking 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 Adams Plateau (where there are lodgepole pine trees) and make st7iqw'al'qw (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 (spets'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:
skwawina - wild potato
a7llq - to dig
pátsa - digging stick
speqpaq - berries
speqpeq7úwi - saskatoon berries
stsáqwú - black-caps
sxusa - soap-berries
qwláwa - wild onions
sts7a7kw' - flower
supúlecw - grass
káwku - sage
gayú7 - carrot
tsâts'elq - balsam root
k'úla - to make
k'ult - to grow
qw'láwa - to pick
kw'aníllq - to garden
ckw'áníllqten - garden
tsráp - tree
tsq'allp - fir tree
qwli7t - lodgepole pine, jackpine
st7íqw'elqw - lodgepole pine cambium
qwllní - birch
miñc - basket
spáts'en - Indian hemp

Phrases:
Piqwata yiri7 _____. Look at this ____ (plant)
cw7it te _____ na7álya. - there is lots of ______ here.
la7 ra skwawina (qwláwa, speqpaq) The Indian potatoes are
good (wild onions, berries).
T'há7a k k'últes ra ______? Where does ______ grow?
Ma7 k'úla-k'tek sxusa (st7íqw'elqw) - let's make some Indian ice
cream (cambium).
sts7a7kw' yi7ána

Tsráp yi7ána. Mulc ri7 sts7amátsta.
Qwláwa yi7ána. La7 te stsíllen.
Skakwína ri7. Ma7 á7llqenc a qáptsmes.
supúlecw ri7

Speqpáq yi7ána. Me7 súcwacw ra tqitq’a all ra wenáx!
Unit 12: Ra setsína all ra słekmáwes:  
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/ travelling 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, l'lekm'wews.

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 min./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 (llek'mews).

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 classroom;
♦ child's performance in group.
8. Language Content:
setsína - to sing
setsínten - song
pumín - drum
puwúm - to drum
pumáka7 - drum stick
cuý a setsína-kt - let's sing!
llekmáwes - bone game
tsúqw'ata! - shoot (point)!
t'cwum - to bet, to win
saysa - to play

(plus lyrics of/ words of specific songs)