



LANGUAGE

Learning Animals and Places in Takelma!

ESSENTIAL UNDERSTANDINGS

- **Since Time Immemorial**
- **History**
- **Lifeways**

LEARNING OUTCOMES

Students will learn to say and recognize words in the Takelma language through games.

ESSENTIAL QUESTIONS

How can we learn the Takelma language?

LOGISTICS

- Where does the activity take place?
Classroom and home
- How are the students organized?
 - Whole class
 - Teams: 2 – 4
 - Pairs
 - Individually

TIME REQUIRED

Three to six hours of classroom time.

Overview

In this lesson, students will practice the words from the Takelma language books 1 and 2. They will participate in a variety of activities and games to practice identifying and labeling Takelma words to the corresponding animal or location.

Background for teachers

The development of language and reading skills in these activities is based on the science of reading and evidence-based approaches to understanding and applying language. Many of the activities focus on oral practice of phonetics and sounds, while connecting this to graphemes and letters. Additional information about the science of reading is available at <https://journal.imse.com/what-is-the-science-of-reading/>

Phonetic spelling examples in activity 2 are based on https://www.ling.upenn.edu/courses/Fall_2014/ling115/phonetics.html and should be used as a guide for the sound, but should not be used as a way to show spelling. It is a reference for teachers sharing the language pronunciation and sounds.



Language revitalization efforts are ongoing. While this lesson is grounded in grade 1 standards, the strategies are appropriate for any age level.

It is also important to note that languages and sound patterns evolve over time, across individuals and contexts. The Takelma language has been spoken since time immemorial and has changed and adapted over time. There may be discrepancies between the pronunciations listed in the text and the pronunciations used by individual speakers. The chart included in this lesson was provided by David Prine, the applied linguist of the Cow Creek Band of Umpqua Tribe of Indians.

This lesson includes examples of Takelma words that are divided into syllables, individual phonemes, and the sound-spelling. While the lesson offers only a few examples, this process should be repeated for each word in a given text. Once students are comfortable or proficient in naming animals, they can move on to naming places. Students do not have to be fully expert in naming animals before moving on to places. Students should be given multiple opportunities to use these words, both orally and in writing.

STANDARDS

Oregon English language arts standards

1.13 – Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities. *(History)*

1.14 – Make connections between the student's family and other families, the student's school and other schools. *(History)*

Oregon social studies standards

1.RF.2 – Demonstrate understanding of spoken words, syllables, and phonemes.*

1.RF.2c – Isolate and pronounce the initial, medial vowel, and final phonemes in spoken single-syllable words.*

1.RF.2d – Segment spoken single-syllable words, including words with initial and ending blends, into their complete sequence of individual phonemes.*

MATERIALS

What will be needed for students to engage in this activity?

- Takelma Language book 1- Animals and book 2- Places
- My Takelma Word Book
- Takelma word cards (optional)
- A large board or screen for projecting spelling patterns
- Student whiteboards and marker or paper for students
- 7-10 counters for each student



Considerations for teachers

Assessment

- Teachers will observe students' pronunciation of words and understanding of their meaning.
- Students will be able to self-monitor and correct on some activities.
- Teachers will be able to review student My Takelma Word Book pages for completion and correction.

Practices

Choral student responses - Most of this lesson focuses on oral practice of language. Some students need additional time to hear, understand, and say the syllable, sound, or word. The teacher should let students know the expectation (say the first sound) then provide a brief pause. This should be followed by a visual cue (such as pointing to a letter placement spot, holding up a finger or moving the hand in a stop position, then dropping it flat by the side) so that all students are answering at the same time. This prevents the students from blurting out answers.

Correction and praise - Teachers will need to carefully listen to students' oral responses. If all students are responding correctly, teachers should state "yes" or "correct" or another form of short praise, then repeat the correct response. Correction should be stated as "Let's try again" then remodeling the correct response, restating the expectation, redoing the visual cue, and having students respond. As students are learning the language, it

KEY VOCABULARY

Syllable – A unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the entire word or part of a word. (For example, there are two syllables in *water* and three in *inferno*.)

Phoneme – Any of the perceptually distinct units of sound in a specified language that distinguish one word from another. (For example *p*, *b*, *d*, and *t* in the English words *pad*, *pat*, *bad*, and *bat*.)

Book 1 - Animals

Takelma	Phonetic spelling	English
<i>mená</i>	<i>meh-NAH</i>	<i>bear</i>
<i>yáak^hw</i>	<i>YAHKW</i>	<i>wildcat</i>
<i>yulúm</i>	<i>yoo-LOOM</i>	<i>eagle</i>
<i>lipíis</i>	<i>lih-BEES</i>	<i>crawfish</i>
<i>páaxtis</i>	<i>BAH-x-dihs</i>	<i>wolf</i>
<i>húulk^h</i>	<i>HOOLK</i>	<i>cougar</i>
<i>p'yín</i>	<i>p'-ih-YIHN</i>	<i>deer</i>
<i>t^hkám</i>	<i>t-GAHM</i>	<i>elk</i>

Book 2 - Places

Takelma	Phonetic spelling	English
<i>péem-kwalá</i>	<i>BEHM-gwah-LAH</i>	<i>forest</i>
<i>t'akám</i>	<i>t'-ah-GAHM</i>	<i>lake</i>
<i>kelám</i>	<i>geh-LAHM</i>	<i>river</i>
<i>tiiyú</i>	<i>dee-YOO</i>	<i>waterfall</i>
<i>húlúün</i>	<i>hoo-LQON</i>	<i>ocean</i>
<i>k'umóy</i>	<i>k'-oo-MOH-ih</i>	<i>wetlands</i>
<i>sówm</i>	<i>SOH-oom</i>	<i>mountain</i>



is important to model the correct pronunciation, rather than telling them they are doing it incorrectly. If all students are not answering in a choral response, provide the correction process. If students are still reluctant to share, have them turn to a partner to whisper the word, then say the word at normal volume. They can then turn to a different partner to repeat the word.

Learning targets

- I will be able to say eight animal names in Takelma
- I will be able to say seven places names in Takelma

Options/extensions

- Post picture cards in different areas around the classroom and have students “read the room” with a partner. Students go to each animal or place picture and say the name. Teachers may choose to have students write the name on sticky notes and post them next to the picture.
- Student pairs or small groups may participate in a center or workshop activity by practicing the Takelma words as flash cards. Students may compete to get the most words correct or to identify them the fastest. Students may also practice writing the names.
- Students can be given the option of drawing a picture to depict the word. Pictures should include a written definition of the word and can be posted around the room for additional practice.

ADAPTATIONS FOR DISTANCE LEARNING



The lesson is structured around listening and practicing language, which is best supported through social interaction and repetition. The majority of the lesson may be completed as a whole-class virtual instruction, but several pieces can be pulled out and used as standalone content and activities for distance learning or independent learning purposes. Following is a suggested sequence. Be sure all students have either print or electronic access to the materials described.

Preparation

- Ensure students have copies of all handouts through electronic access (e.g., email, your school’s online classroom platform).
- Prepare to share your screen with students to allow them to see visuals/slides; or, share a copy of the slide deck as a PDF—along with all handouts—through electronic access.

Additionally, Takelma language e-books, a talking dictionary, and videos are available at <https://www.cowcreekeducation.com/takelma-language/>

Activity 1: Alternative Activities

1. Use the slide deck to share the Takelma names of animals or places. Alternatively, you may use the e-book with the “Read to Me” feature available at https://read.bookcreator.com/OffgG9LEwTbFT0R1C6oyCstWpqx1/Q1uybBjdQJuXeMutUgE7_g (Animals) <https://read.bookcreator.com/OffgG9LEwTbFT0R1C6oyCstWpqx1/BLaZT0mXSL2vn8jYDpd98w> (Places). Use the pause function for each page to allow students to practice the words.

(Continued on next page)

- Students may draw one of the animal or place terms shared and create a story using the Takelma term.
- Students can identify individual sounds (for example, /ə/) or spellings (for example, á) in one word and find the same sound or spelling in other words. Say: *What other Takelma words have the /ə/ sound like in mená?*
- As students are passively waiting in between activities (such as lining up) the teacher can provide a word and ask the student the individual phonemes for segmentation, “*How many sounds in mená?*” Alternatively, the teacher can say the individual sounds and have the student respond with the whole word for blending. Say: /m/ /ɛ/ /n/ /ə/, *what word?*

Reflection/closure

Sum up the lesson by asking students to read one of the Takelma language books (animals or places) and then complete the My Takelma Word Book.

Appendix

Materials included in the electronic folder that support this lesson are:

- Slide deck
- My Takelma Word Book
- Takelma word cards

ADAPTATIONS FOR DISTANCE LEARNING

(Continued)



Activity 1: Alternative Activities

2. After students have practiced saying the words and identifying the syllables, organize them into pairs or small groups and send them to breakout rooms to practice with each other using the My Takelma Word Book page 2.

Activity 2: Alternative Activities

1. Use the slide deck and a drawing tool to model drawing dots for individual sounds instead of using counters. Have students use readily available manipulatives (paper clips, pencils) to identify sounds. Students may use the Takelma word cards for practice.

Additional Options

1. Encourage students to explore the Takelma dictionary at <https://www.cowcreekeeducation.com/dictionary/>

Activity 1

Let's hear the sounds!

Instructions

Share the Takelma Language Book 1 - Animals or use the slide deck with images.

Explain that animals have names in various languages and they will be hearing animal names in Takelma, which is the traditional language of the Cow Creek Tribe.

Read it once to model how the words sound.

Then reread with an emphasis on one animal at a time to listen closely to the syllables, then each sound within a syllable. Model for students that a way to identify the number of syllables in a word is to hold your hand beneath your chin. As you say the word, your chin will drop for each syllable as a response to the vowel sound. Ask students to repeat the word orally multiple times.

Bear - mená-|meh-NAH| - two syllables

Wildcat - yáak^hw- | YAHKW |- one syllable

Say:

Today, we're going to study how to say certain animal names in Takelma. You may already know some of these animals, which is great. You may only know their names in English, which is fine. But today we're going to really focus on how to pronounce them in Takelma. As you listen I want you to pay special attention to the sounds. At first we're going to listen to the syllables in each word. A syllable is made up of vowel sounds. You can feel when a syllable is made by placing your hand underneath your chin when you talk. Every time you say a vowel sound, you automatically drop your chin a little bit. Let's try some words before we read.

Activity 1 (Continued)

Have students practice with simple single-syllable words (book, ball, dice) and then move on to other words with multiple syllables (pencil, marker, paper). Model again using a student's name, then have them try out their name, then turn to a partner to try out another student's name.

We have lots of sounds in words that we hear, and as we read in Takelma today, I want you to hear the words I say, then we will practice with syllables. I will read, then I will show you how many syllables. I want you to practice saying the word with your mouth, then we will practice saying the word with our voices. We will say each word a few times, and then I will ask "How many syllables in (the word)?" Then you will say "There are ____ (number) ____ syllables in ____ (the word) ____."

As you read each page in the book, start at a regular, comfortable speed, then emphasize the syllables, modeling with your hand beneath your chin. Have students practice mouthing the word silently while using the chin method to emphasize the syllables. Have students orally practice the word multiple times while you also enunciate the word. When students are correctly saying the word, ask "How many syllables in (the word)?" and have students answer back in a complete sentence, "There are (number) syllables in (the word)?"

Example: Teacher says:

Reading at a normal pace "mená"

Reading to emphasize syllables "meh-NAH" (repeat with students)

Asking students "How many syllables in the word "mená"?"

Students reply "There are two syllables in the word mená."

Repeat this routine for each term in the book. After instruction, students can practice using the My Takelma Word Book page 2.

Activity 2

Phoneme segmentation and blending

Students will break down the individual sounds in a word (segmentation). They will use manipulatives to help identify the number of sounds in the word. They will also practice blending individual sounds. This practice will all be done orally so that students are connecting the images and concepts to the Takelma words. Students will need at least seven counter items for this activity. Teachers may choose to use the slide deck or the word cards to share with students, as they do not contain text.

Instructions

Let students know that they will listen to the names of the animals in Takelma again. Acknowledge their good work in finding the syllables of words, and let them know that now they will be finding the individual sounds in each word. Give each student a set of counters for this activity.

Say:

We will be practicing listening to the individual sounds in each of the animal words we are learning in Takelma. We looked at the syllables, and now we are going to find the sounds. Let's listen closely to this word. [Show the mená card or slide or page in the book and say the word mená.] We know this word has two syllables, and now let's explore how many sounds this word has. Let's use the counters to hear each sound. This will help us hear the individual sounds in the word. Put the counters in a pile. Each time we hear a sound you will pull out a counter. Let's practice - [Say the complete word at a normal pace] mená [then enunciate each individual sound and model pulling a counter for each sound.] /m/ [pull counter] /ɛ/ [pull counter] /n/ [pull counter] /ə/ [pull counter]. How many sounds in the word mená? [students answer] Four, yes there are four sounds in mená. /m/ [touch first counter] /ɛ/ [touch second counter] /n/ [touch third counter] /ə/ [touch fourth counter].

Activity 2 (Continued)

Repeat so that students are proficient in segmenting each sound. Then move on to identifying initial and ending sounds. Students will hear and say the sounds multiple times in question, response, and confirmation cycles.

Say:

OK! You have done a great job identifying and saying each sound in the word mená. Now I want you to tell me the first sound in the word mená. You will touch the counter and say the sound in your head, you can even mouth the sound. I will say the word and ask "What's the first sound?" When I give you the signal, we will say the sound together. Mená, what's the first sound? [Watch students touch the counter, wait one or two seconds, then signal for a choral response.] /m/, yes! The first sound in mená is /m/.

Let's try the last sound in mená. What is the last sound in mená? [Watch students touch the last counter, wait one or two seconds then signal for a choral response] /ə/, yes the last sound in mená is /ə/!

Repeat with each animal word in the text.

Activity 3

Sound spelling correspondence

Students will match the sounds in the word to the spelling pattern in Takelma. This activity should be done after students are fairly proficient with the sounds. It is helpful to have a sound-spelling chart to match the sounds in Takelma with their spelling patterns (graphemes). Students can use whiteboards or paper to individually apply the group learning.

Instructions

Let students know that they will listen to the names of the animals in Takelma again. Acknowledge their good work in finding the syllables of words, and let them know that now they will be finding the individual sounds in each word. Give each student a set of counters for this activity.

Say:

You have been doing such a great job listening to the animal names, saying the animal names, identifying how many syllables are in each word, and even identifying the individual sounds in each of the words. Now, we're going to write the names of the animals we've been hearing about. Let's practice with mená. First how many syllables? [signal for choral response] two, yes there are two syllables in mená. Let's try sounds [signal for choral response] /m/ /ɛ/ /n/ /ə/. Good job, there are four sounds in mená. [Draw four lines or spaces on the board while repeating each sound.] We're going to say a sound and then we're going to write how to spell this sound. Some letters will look familiar and some will look slightly different. Tell me the first sound in mená [signal for choral response] /m/. Yes. It is spelled with an "m," so we're going to put the "m" in the first spot. Tell me the second sound in mená [signal for choral response] /ɛ/. Yes. It is spelled with an "e," so we're going to put the letter "e" in the second spot in the word. Tell me the third sound in mená [signal for choral response] /n/. Yes. It is spelled with an "n," so we're going to put the "n" in the third spot. Tell me the last sound in mená [signal for choral response] /ə/. Yes. It is spelled with an "a," so I'm going to put the "a" at the last spot in the word.

Activity 3 *(Continued)*

Continue connecting the individual sounds to the Takelma spelling patterns. Model for students the spelling on the board or screen, then have them write each sound-spelling pattern individually on white boards or paper. Repeat this routine for each term in the book. After instruction, students can practice using the My Takelma Word Book pages 3-4.

Repeat all three activities for Takelma Book 2 - Places.