

Learning by Using: Pedagogical Strategies

Using the action words from a story
Crisca Bierwert

Daily Plan

1. Start by summarizing what you will be doing.
2. Play a recording or tell the story so the students can hear it in Lushootseed and English.
3. Explain to the class that they are going to learn to say the key action words, and also act them out. They will work on this for a few days because there are a LOT of actions words in the story.
4. Each day,, review some of the words from the last class, and before.
RECALL is what helps us REMEMBER.
5. Then, go over the names of the key characters in the story, because they will be in the sentences.
6. Then name the action words for the day. Use the words in the sentences from the story, and repeat each individual word.
7. Have the students pronounce each word in a group to start.
8. Then, **do an exercise that will involve everyone acting out each word while saying it.** (We will do one today.)

Going Deeper with your daily plan

9. You can also **do charades**, after they have acted the words while saying them.

You can model it first, asking	stab kʷi dsuhuy?	What am I doing? (while you climb.)
They can answer for example	kʷataj čəd	I am climbing up.

Then, have the students in small groups act out and ask, stab kʷi dsuhuy? What am I doing?
Have them take turns, going in a circle in their group.

This is very very good for recall.

10. Later, **expand the word use to conversational sequences, connecting to everyday life.**
Exercises that connect to everyday experience reinforce the learning in several ways:
By using a *new context* which improves learning, by mapping onto real experience, and potentially transferring to everyday life.
See the last page for some example exercises that move the story's vocabulary to daily life.
11. Try to **develop sequences that go beyond one Q & A.**
12. **Ask the students for little scripts to translate**, using the core vocabulary you are building up.

For today, we are just going to do an acting out exercise, using the vocabulary from Rock and Coyote. The story comes from Edward (Hagan) Sam, as told by Vi Hilbert.

Our Plan: sbiaw ʔi ti hikʷ čłá

Here is an example script of our lesson today.

1. Now I start with a few words to **summarize and frame** our activity. This lets all you students know what's coming: This is a good idea to do at the start of a new exercise.

Here is our plan for this part of the lesson today:

We are going to listen to a small part of the Rock and Coyote story and we are going to learn three key action words -- and we are going to learn them by saying them and by acting them out.

First, listen to the lines from the story.

Then hear me tell you the names of the characters.

Then I'll tell you the action words and ask you to repeat them.

Then, listen carefully because I will have half the class be Coyote and half be his relatives.

I will ask you to act out the action words as you say them.

Then we will switch the acting roles.

Listen to all my instructions and we will have fun with this.

There are just three action words we are going to focus on, and I think our exercise will help you will remember the words very well !

And finally we will listen to the lines from the story again.

2. I will introduce the story and storytellers.... I'm going to play just part of the story (I'm sad to say) because we don't have time in the workshop to hear it all.

3. Here are the names of the characters to review, to start:

sbiaw	Coyote
ʔiışəds	Relatives
čłá	Rock

(Another day, add this name: susuqʷaʔ, "Little brothers" (advisors))

4. Now, at each table, everyone count off please "1, 2." Now, for all the "1s" please take the orange cards on the tables, and the "2s" take the green cards. Those with the orange cards will be sbiaw; those with the green will be ʔiışəd. Later on, you will switch who is Coyote and who are the relatives. Okay now, who are the sbiaw Coyote? Okay, who are? iışəds? His relatives.

5. Here are the action verbs we are going to learn today:

- a. Say a couple of times, translate, and then have the students say the Lushootseed word.

ʔuxʷ, ʔuxʷəxʷ Go, goes, goes now

ʔəydxʷ, ʔəydxʷəxʷ Meet, meet now

ʔəsqʷuʔ Gather

- b. Now repeat the sentences where we heard the words in the story.

tuʔuxʷ tə sbiaw.

ʔuʔəydxʷ ti ʔiışəds.

ʔəsqʷuʔ ʔal ti hikʷ čłá.

6. Now, we will get into action. Everyone stand up please, and step back from the tables.

We will start with the sbiaw. Who are the Coyotes? Orange? The others, stay still for now.

Now, coyotes, you will walk around. let's go!

ʔuʔuxʷ tə sbiaw. ʔuxʷ

Now, tell the students to say the words as you go, "ʔuxʷ čəd". I am going.

Have them say as they go, and repeat, "ʔuxʷ čəd,"

After a short while, say ʃʷubiləxʷ, be quiet. Shhh. Repeat, ʃʷubiləxʷ.

Say, gʷəłəlad, stop, stay still. Repeat, gʷəłəlad.

7. Okay, now who are the relatives? Green? Now the relatives will go.

ʔuʔuxʷ ti ʔiišəd. ʔuxʷ.

Now, say the words as you go, "ʔuxʷ čəd". I am going.

Have them say as they go, and repeat, "ʔuxʷ čəd,"

Now, say ʃʷubiləxʷ, be quiet. Shhh. Repeat, ʃʷubiləxʷ.

Say, gʷəłəlad, stop, stay still. Repeat, gʷəłəlad.

8. Okay now, let's have all the relatives stand still. Now you others, you will are sbiaw.

And you will meet the relatives. Walk around and when I say ʔəydxʷ, that means "meet," then you go up to a relative and meet.

Okay, ʔuxʷ tə sbiaw, ʔuxʷ.

Be quiet now, so you can hear me. Shh. ʃʷubiləxʷ.

Now, ʔəydxʷ, meet, ʔəydxʷ tad ʔiišəd, meet your relative. Walk up to one relative.

Now say, as best you can, ʔuʔəydxʷ čəd tidʔiišəd, ʔuʔəydxʷ čəd tidʔiišəd, I meet my relatives.

9. Okay now, ʔuxʷ ti ʔiišəd, go relatives, go, ʔuxʷ,

Now you folks, ʔəydxʷ, ʔəydxʷ, meet, ʔəydxʷ tə sbiaw, meet Coyote.

Say it now, ʔuʔəydxʷ čəd te sbiaw, ʔuʔəydxʷ čəd te sbiaw, I meet Coyote.

[You might repeat these sequences.]

10. Okay, now we will gather together back at our tables.

ʔəsqʷuʔ ʔal tə tibu. ʔəsqʷuʔ, gather, ʔal tə tibu, at the table.

Say it now, ʔəsqʷuʔ čət. We gather....ʔal tə tibu, at the table.

ʔəsqʷuʔ čət ʔal tə tibu,

Now repeat it over and over.

ʔəsqʷuʔ čət ʔal tə tibu,

11. Okay, great, let's do it all again. Let's switch though, and the ones who were sbiaw now be the ʔiišəd, the relatives, and the relatives be sbiaw.

Who are Coyotes? Now the green cards. Who are relatives? Orange cards. Okay.
ʔuxʷ tə sɓiaw !
Now, say it as you go, ʔuxʷ čəd, I am going.
Okay, gʷəłələd ! ʃʷubil !

12. Huy gʷəl (next), the relatives.

ʔuxʷ ti ʔiišəd.
Now, say it as you go, ʔuxʷ čəd, I am going.
Okay, gʷəłələd ! ʃʷubil !

13. Okay. Now you meet again. ʔuʔəydxʷ

Sɓiaw, ʔuxʷ tə sɓiaw ʔi ʔəydxʷ ti ʔiišəds. ʔəydxʷ.
Say it everyone, ʔəydxʷ čət (We're meeting) ʔəydxʷ čət

14. Okay, (gesturing to gather together)

ʔəsqʷuʔ ʔal ti tibu.
Say it everyone, ʔəsqʷuʔ čət (we're gathering) ʔəsqʷuʔ čət
Okay, gʷəłələd ! ʃʷubil !

ʃubəxʷ, Good !
gʷədiləxʷ, Sit down now.

That was great.

15. Now we'll listen to the beginning of the story again, and you will know some of the words!

ʔal tudi ti hakʷ. That means, a long time ago,
tuʔuxʷ tə sɓiaw.
ʔuʔəydxʷ ti ʔiišəds.
ʔəsqʷuʔ ʔal tə hikʷ čła.

Okay, that means,
Coyote went,
He met his relatives,
They were gathered Where? Were they at the table? No...
They were gathered at a Big Rock, hikʷ čła.
But most of the words are words we used today.
We will remember them for next time, and continue the story.

ʃubəxʷ. Very good.

For the next lessons

Here are sets of action words to use from later parts of this story, in the order they appear in the story. Each set of words can be a lesson.

- | | | | | |
|----|------------------------|------------------|---------------|--------------------------------------|
| a. | ʔibəš | walk.... | ʔabyid.... | give |
| | kʷataj.... | climb up... | xʷtagʷil... | get down |
| b. | luudəxʷ... | hear... | tuḵʷucut... | thump |
| | dʒalqʷus... | turn the head... | čalad... | chase |
| | təlawil | run | | |
| c. | laʒadxʷ | remember | ʒiqagʷil | come out |
| | gʷəčəb | look for | šulagʷil | crawl in |
| | dəgʷagʷil | go back in | | |
| d. | dʒalqcut | turn around | qadacut | back up |
| | ʔəstagʷəxʷ | be hungry | ʔəstaqʷuʔəxʷ | be thirsty |
| e. | qəwab | howl | xʷəbxʷəbaladi | shake your head back and forth |
| | ʔuxʷ lilcut | go far away | čəlalikʷ | win |
| f. | Also teach these words | | | |
| | diḥ shuys | that's all | həbuʔ | (choral response to the storyteller) |

Here are some suggestions for relating the vocabulary to everyday life, in conversational sequences.

- | | | |
|----|---------------------------------|---|
| a. | lədxʷčadəxʷ čəxʷ? | Where are you going? |
| | ʔuxʷəxʷ čəd ʔal ti _____. | I am going to _____ [fill with another vocabulary set] |
| | ṭutəlawil čəxʷ ʔu ? | Will you run? |
| | ṭuʔibəš čəxʷ ʔu ? | Will you walk? |
| b. | gʷat kʷi tadʔəydxʷ | |
| | ʔal tə xʷuyubʔaltxʷ | Who did you meet at the store? |
| | ʔəydxʷ čəd tid ʔəpus | I met <u>my aunt</u> . [fill in with vocabulary of relatives, etc.] |
| c. | ʔəydxʷ čəxʷ tiʔ səxʷxal | Find <u>the pencil</u> . [and fill with another vocabulary set] |
| | ʔəydxʷ čəd. | I found it. |
| | Čəd kʷadʔəydxʷ ? | Where did you find it? |
| | cʔəydxʷ čəd šəqabac ʔal ti tibu | I found it <u>on top of the table</u> . [use more vocabulary sets] |
| d. | ṭuqʷuʔ čət ʔal ti _____ | Let's gather at the ____ [fill with another vocabulary set] |
| | ṭuṣudubicid čəd ʔal tiʔəʔ. | I'll see you there. |

Here are some examples for other words from later in the story.

- | | | |
|----|---------------------------------|---|
| e. | ʔəstagʷəxʷ čəxʷ ʔu ? | Are you hungry? |
| | ʔi... ʔəstagʷəxʷ čəd. | Yes, I'm hungry. |
| | ṭusʔətəd čət ʔu ? | Shall we eat? |
| | ṭuʔuxʷ čət ! | Let's go ! |
| f. | Stab kʷadsuluudəxʷ? | What do you hear? |
| | ʔəsluud čəd tiʔiʔ waqʷwaq | I hear <u>the frogs</u> . [fill with another vocabulary set] |
| | ʔuluudəxʷ čəxʷ ʔu tiʔiʔ waqʷwaq | Do you hear the frogs? |