

New Words 8/27/98

tkw' anatik - all of you walk
ayiktk - all of you sit down

tk - is a dual / plural command suffix

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TPR IN THE CLASSROOM Virginia Beavert

tkwaayki - slowly
anach'oxi - again
wiyaklik anach'oxi - turn again

Introducing the First Lesson

It is best to have a large classroom where the students can walk, run, and turn around without running into each other or the furniture. For the first five weeks, students will not have homework, only physical activity and some reading on a blackboard.

The classroom will be divided into two sections. One half of the students on one side, and the other half on the other side, with enough space in the center for lots of activity. Place the chairs in a straight line with the students facing each other..

At one end of the classroom, the instructor will place his/her chair in the center with two empty chairs on each side.

INSTRUCTOR:

Ask (using hand gesture) two students to come [winam], in Yakima chishkin language, and ask each student to [ayikatam] 'come sit down' [aykawaaspa] 'in the chair' (indicate with your hand) for each one to sit in the chair you indicate.

Explain to the students, thoroughly, what you are about to do. Tell them to do everything you do until they are told to stop [aw!]. There must a certain length of time allowed between commands to give the student time to perform. Say the first command to one student at a time [tutik] 'stand up', [ayik] 'sit down', and you do what you command. Say these words several times (five), until the student understands without having to imitate you.

Tell the student to [ayik]. Now ask the other student to go through the same routine until he/she can perform the commands without your help. Tell both students to [winak aw ayikatak imipaynk aykawaaspa] 'now go sit down in your own chair'.

Call two more students to come forward. Go through the same routine until you have all of the students perform this activity. You may call the student by name and ask him/her to come [winam John] [winam Alice] Give commands using the students name [Jim tutik] [Jim ayik] [Mary, tutik.] [Ayikatam] means 'come over and sit down'.

Vocabulary

These words are added the students progress in their comprehension of the vocabulary.

Commands	Tutik	Stand up	tuti - verb stem
	Ayik	Sit down	tutisha (is) standing
	Tutik		ayek - no verb stem
	Tkw' anatik	Walk	ayiksha - sitting down

ka'atutik → walking → stop immediately
moving motion like drawing →

Katutik Stop
Tkw'anatik

Wiyasklik Turn around (remember Indians always turn to the left)
Wiyasklik
Tkw'anatik
Katutik
Wiyasklik Turn around (now student should be near home base)
Ayik.

When the instructor asks a new student to come forward, he must go through the same routine each time.

The next step is to ask a set of two students to come to home base chairs. Go through the same sequence of commands: **tutik**, **ayik**, **tkw'anatik**, **katutik** and **wiyaskik**, but add the elements **kitu** 'fast' and **lwaayki** 'slowly'.

Tutik.
Tkw'anatik.
Katutik.
Wiyasklik.
Tkw'anatik.
Katutik.
Wiyasklik.
Tkw'anatik **kitu**. (help hand gestures 'to walk fast')
Kaatutik
Tkw'anatik **lwaayki** (help again with hand gestures 'to walk slowly')

Work with individual students periodically to test their understanding with a new combination such as:

Tkw'anatik.
Katutik.
Tkw'anatik.
Katutik.
Wiyasklik **lwaayki**. (This is a new combination the student has not heard before):

The student should perform without a problem. This technique is called "Jump the gap, watch the trap."

Mr. Garcia writes, "with the new elements, slowly and fast, the teacher has increased his repertoire considerably because when you combine these two adverbial forms with the commands, stand up, sit down, walk, and turn around, you have now twelve possible combinations."

Some teachers using TPR introduce commands with many students acting at once—often the entire class, and this approach can be effective.

The next commands that are added in the first lesson are:

Awapashak awshniksh-nan. Touch the floor.
Wapashak nawat. Touch your stomach.
Wapashak łamtix. Touch your head.

Follow the same routine with a set of new students. Keep modeling the commands when there appears to be a problem. Go over the material again and using the old commands along with the new.

Pina-wapashak łamtixpa łwaayki. Touch your head slowly.
Awapashak awshniksh-nan kitu. Touch the floor fast.

Introduce the number [napaam] 'twice' in chishkin, and develop a number of new combinations with it:

Pina-sapa-wiislik napaam. Turn around twice.
Wapashak nawat napaam. Touch your stomach twice.

The rest of this first lesson will be completed by adding a few supporting vocabulary commands: **wapashak**, **awapashak**, **touch** (verb), **touch!** (command).

Walk around the classroom adding items like: [**aykawaas**] chair, [**lataam**] table, [**pchish**] door, [**awshniksh**] floor, [**timatpama**] blackboard.

When a new item is introduced, keep going back to the original commands and working with them.

Tkw'anatik.
Katutik.
Awapashak lataam-nan. Touch the table.
Wiyasklik.
Tkwanatik.
Katutik.

The new word **lataam** is incorporated by combining and recombining.

Awapashak lataam-nan napaam. Touch the table twice.
Walapak'ik lataam-pa. Sit on the table.
Awapashak lataamnan łwaayki. Touch the table slowly.