The N’Cii Wanapum Canoe Family of the Confederated Tribes spent the weekend at the Lummis Nation in Washington, as they make their way to the final destination at Muckleshoot.

The family is scheduled to arrive at the Swinomish Tribal Community this Wednesday, July 26, and then travel the following day to Camas, Washington.

Friday they are to arrive at Tulalip then paddle to Suquamish, both tribal communities. After a Saturday stay at Suquamish, they travel to Alki Beach at Seattle, then July 14 to August 14 they are at Muckleshoot.

Like the many other tribal canoe families on the Journey to Muckleshoot, the Warm Springs family follows the protocol of meeting other tribal communities while on the journey, including the formal presentation of canoes. The Canoe Families travel by waterways to the destination, accompanied by family and friends who drive and help with the logistics.

You can follow their journey at their Facebook page: N’Cii Wanapum.

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**Canoe Family on Journey to Muckleshoot**

**Scenes from N’Cii Wanapum Canoe Family Journey to Muckleshoot – Photos courtesy of the Family.**

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**Museum 30-year anniversary exhibit opens**

The Museum at Warm Springs 30-Year Anniversary exhibition opens the Wednesday evening, July 26. The opening reception will be at 5:30 p.m., and the public program to follow at 7. The exhibition opening reception and public program are free and open to the public.

**The exhibit**

The exhibit chronicles the history of the museum through original archival documents, historic photographs, audio and video components and engaging text. The exhibit also includes original architectural designs, models and artwork from the collection of Donald J. Stastny, representing the architects of record Stastny & Burke Architecture, and additional artwork from the museum collections.

Besides his work as architect, Mr. Stastny was a long-time member of the museum board of directors, and past board member of the museum board of directors.

A special thank you to the Oregon Heritage Commission for support of the exhibition.


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**Tamimso Fire update**

The Simnasho Fire had burned across about 1,500 acres, as of the Fire Management report earlier this week.

The blaze at the time was about 40 percent contained, burning in grasses and some timber about five miles west of Simnasho, and two miles east of Highway 26.

The fire started the evening of Friday, July 21 in the vicinity of the water towers on the round side of Highway 9, east of Highway 26.

Structure protection was in place by late Friday, as crews worked through the night. Wind was a factor in the initial spread of the fire.

Highway 26 was closed for a time Friday night, and Highway 9 was closed for much of the weekend.

Aerial support was assisting Fire Management engine crews and hand crews.

The boundaries of fire as of earlier this week: Highway 26 to the west, Highway 9 to the north, the railroad to the east, and the Warm Springs River to the south. The test, north and east flanks were solid, with firefighters working their way inwards.

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**You need a Jackpot?**

**We have over 40 options.**

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**Coyote News, est. 1976**

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**Coyote News, est. 1976**

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**Coyote News, est. 1976**

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**Coyote News, est. 1976**

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**Coyote News, est. 1976**
Helping address chronic homelessness

The Housing Authority is overseeing a new housing project that will help address chronic homelessness among Warm Springs tribal members. The 10-unit project includes a Service Center and is located in the Trailer Court neighborhood in the Dips. The project also includes a duplex unit on Wasco Street that is for chronically homeless families with children.

The infrastructure and foundation work on the project—called Permanent Supportive Housing—began about a month ago. When finished, the single-family sized houses will be available to tribal members who experience long-term homelessness.

The residents who live there will have to pay rent based on their income. Counseling services will be available at the Service Center, said Danielle Wood, Housing Executive Director.

Housing was able to fund most of the project through a grant from the state of Oregon that is intended to address chronic homelessness. The goal at Housing is to improve the lives of the homeless members, as well as the community overall.

“Tribal members who live on tribal lands may be eligible for a reduction of $75 on talk and text plans with Cricket. You can sign up for the service with the Warm Springs Community Action Team. WSCAT will have sign-up sessions from 2 to 4 p.m. at their office on the following dates: Thursday, July 27; August 10 and 24; September 7 and 21; and October 5. For more information call Sara at WSCAT, 541-553-3148. Or call the Cricket office in Madras at 541-615-1544. Or you can visit the Cricket office at 374 SW Fifth St, Madras.

Youth sports physicals

The 2023 sports physical dates at Warm Springs IHS are this Wednesday, July 26 and again on September 1. The state of Oregon requires annual physicals prior to participating in any school sport. Call IHS to schedule your child’s appointment for a sports physical, 541-553-2610. Parent or guardian attendance at the appointment is required.

The cost for a sports physical is $50 in-district and $12 out-of-district.

Leslie Henderson, Colton and Norah were browsing for toys while visiting the Jefferson County Fair last weekend. (Fair livestock results in the next Spilyay.)
The Confederated Tribes of Warm Springs Senior Program will be transporting elders seniors to the Tulalip Tribes Annual Potlatch. The event will be Thursday, August 17 at the Tulalip Tribes Gathering Hall, 7512 Totem Beach Road, Tulalip, Washington. Doors will open at 9 a.m., and lunchtime is noon.

You can sign-up for the Warm Springs Senior Program transportation service at the Senior Center. Also, space is limited at the lunch, so please RSVP by August 10 at 360-716-4684; or email: seniorcenter@tulaliptribesnsn.gov

The event is for tribal elders and their spouses 57 years and over (please bring your ID). Seniors going to Tulalip Potlatch

Individuals who wish to ride with the Senior Program are responsible for their own trip expenses such as the hotel cost, meals and spending money during travel, to and from the Tulalip Tribes 2023 Annual Potlatch. The Senior Program has reserved 10 hotel rooms at the Quality Inn Near Seattle Premium Outlets, Arlington. This expense is a shared cost with a rooming buddy that will be assigned by the Senior Program.

The Senior Program has two vehicles and two drivers to take approximately 16-18 elders who wish to sign up to go. If you would like more information, contact Lavina Colwash at the Senior Program, 541-553-3313. Email: lavinal.colwash@wstribes.org

The Culture and Heritage Language Program will be teaching the three languages—Ichishkin, Kiksht, and Numu—at the Warm Springs Academy for the 2023-24 school year. The sign-up forms are available at Culture and Heritage in the Education building; and on the kwso.org website.

You can return the completed form to Culture and Heritage, the Warm Springs Academy, or email: radine.johnson@wstribes.org

For information contact 541 553-3290. The parent or guardian signature is needed on the sign-up form. The signature allows Culture and Heritage teachers to take class pictures and videos for school use only.

Also on the form, please choose two of the three languages that the student may wish to learn, in case one of the classes is full: Indicate the preferred language, and the back-up. Culture and Heritage shares:

"Research shows that learning a second language boosts problem-solving, critical thinking, and listening skills, in addition to improving memory, concentration and the ability to multi-task. Children proficient in other languages also show signs of enhanced creativity and mental flexibility."

Sign-up now for MHS fall sports

Madras High School fall sports are now taking registration for students interested in participating. You can register online at: familyid.com/or- ganizations/madras-high-school

Make sure you have an up-to-date physical by the first practice on August 14. If you do not have an up-to-date physical or have not registered you cannot practice.

Joe Styers (at center) gave the blessing at the Agency Fire Station during the final weekend of the Spay-a-Thon.

W.S. Academy students can sign up now for 2023-24 Language classes

The Culture and Heritage Language Program will be teaching the three languages—Ichishkin, Kiksht, and Numu—at the Warm Springs Academy for the 2023-24 school year. The sign-up forms are available at Culture and Heritage in the Education building; and on the kwso.org website.

You can return the completed form to Culture and Heritage, the Warm Springs Academy, or email: radine.johnson@wstribes.org

For information contact 541 553-3290. The parent or guardian signature is needed on the sign-up form. The signature allows Culture and Heritage teachers to take class pictures and videos for school use only.

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Joe Styers (at center) gave the blessing at the Agency Fire Station during the final weekend of the Spay-a-Thon.
Klamath dam removal largest in the U.S.

The first of four hydroelectric dams along the Oregon-California border has been breached, setting the stage for the main span of the Klamath River to once again flow naturally. Pacific Power, the utility that owns the last of the four dams, known as Klamath 2, has stationed crews at the dam and plans to remove the structure. It's one of the last steps in a project that will release billions of cubic yards of sediment downstream, allowing young coho salmon to migrate to the ocean. Following dam breaching, Pacific Power has stated that the remaining two Klamath River dams will be removed in the next several months. The deconstruction and removal operations are expected to take several months, with the last dam scheduled for removal in late 2023.
In the Tribal Court of the Confederated Tribes of Warm Springs

Note: All proceedings are held at the Tribal Courthouse.

Exclusion Order: Warm Springs Reservation of Oregon, 09/01/1992, defendant, Case No. JV180-01. By this notice you are summoned to appear in this matter at a hearing scheduled for the 10th day of AUGUST, 2023 @ 10:00 AM.

CTWS, Petitioner, vs BRANDI STWYER, Respondent; Case No. JV141-18. TO: BRANDI STWYER, 10TH day of AUGUST, 2023 @ 10:00 AM.

CTWS, Petitioner, vs KAYLYN WOLFE, Respondent; Case No. JV186-18. TO: KAYLYN WOLFE, 30TH day of AUGUST, 2023 @ 10:00 AM.

CTWS, Petitioner, vs JESSICA WINISHUT, Respondent, Case No. JV186-18. TO: JESSICA WINISHUT, 10TH day of AUGUST, 2023 @ 10:00 AM.

CTWS, Petitioner, vs KATIE SPARKS, Respondent; Case No. JV186-18. TO: KATIE SPARKS, 10TH day of AUGUST, 2023 @ 10:00 AM.

CTWS, Petitioner, vs JEREMY DEWEY, Respondent; Case No. JV178-18. TO: JEREMY DEWEY, 20TH day of AUGUST, 2023 @ 10:00 AM.

Veteran's message

(from page 5)

Create a Winning Team Culture

Another way to improve your people's morale is to have a 'listening session.' You could have an organization memo and maneuver the team choice. You should create an environment where everyone feels important and feels like they are part of something bigger than themselves.

Sensing sessions and open critique

Another way to improve your people's morale is to have a 'sensing session,' or prior to it in the form of a suggestion box, where they can make recommendations and feel like they are part of something bigger than themselves.

It is also good to add address the rumor mill and set minds at ease.

If some issues can be immediately addressed or questions answered, a leader should do so.

It is also important to take into consideration there are established policies, laws and regulations that apply to the organization, and that they do not change what has been said, and what cannot be said and what can be controlled and what cannot.

Holding these meetings on the last day of the week, work, at the Smith, Respondent; Case No. JV160-18. TO: SYNNED SMITH, 10TH day of AUGUST, 2023 @ 10:00 AM.

CTWS, Petitioner, vs CHARLIE FELIX, Respondent; Case No. JV161-18. TO: CHARLIE FELIX, 10TH day of AUGUST, 2023 @ 10:00 AM.

CTWS, Petitioner, vs EUGENIA HAGER, Respondent; Case No. JV160-18. TO: EUGENIA HAGER, 10TH day of AUGUST, 2023 @ 10:00 AM.

CTWS, Petitioner, vs JAYDEAN GILBERT, Respondent; Case No. JV160-18. TO: JAYDEAN GILBERT, 10TH day of AUGUST, 2023 @ 10:00 AM.

CTWS, Petitioner, vs ALANDI RUZI, Respondent, Case No. JV160-18. TO: ALANDI RUZI, 10TH day of AUGUST, 2023 @ 10:00 AM.

CTWS, Petitioner, vs CALVIN WILLIAMS, Respondent; Case No. JV160-18. TO: CALVIN WILLIAMS, 10TH day of AUGUST, 2023 @ 10:00 AM.

CTWS, Petitioner, vs MARIA MACHIC, Respondent; Case No. JV160-18. TO: MARIA MACHIC, 10TH day of AUGUST, 2023 @ 10:00 AM.

CTWS, Petitioner, vs FRANCISCO MACHIAP, Respondent; Case No. JV160-18. TO: FRANCISCO MACHIAP, 10TH day of AUGUST, 2023 @ 10:00 AM.

CTWS, Petitioner, vs MARTHA ALVAREZ, Respondent; Case No. JV160-18. TO: MARTHA ALVAREZ, 10TH day of AUGUST, 2023 @ 10:00 AM.

Veteran's message

Your people have their opinions and concerns, which should be addressed on a regular basis; their time is to be heard, air cleared, elephants in the room are to be addressed on a regular basis; people's morale is to have a 'sensing session' where everyone feels important and feels like they are part of something bigger than themselves.

This is the burden of leadership.

With all that being said it is just as important to reach your subordinates, those who follow us, a leader, Hold us accountable for your leadership.

Do, what you decide we make...A good leader takes responsibility and owns all of those things. A bad leader will not.

A bad leader deflects the blame to others or has no responsibility for company failures and doesn't care about the load, but they do serve as an example of what NOT to do.

A bad leader deflects the blame to others or has no responsibility for company failures and doesn't care about the load, but they do serve as an example of what NOT to do.

I know the frustration and confusion I've had in the past. I'm very well. DD-214. Don't have it? You can get it by filling out a 'Stolen Valor Act' form online at www.va.gov/REACH/default.asp and remember you will never be asked for money by a legitimate organization to fill out and submitted, Ever! You can get help filling out the form yourself, read it thoroughly and follow the directions. I know these forms and claims on your own at the Department of Veterans Affairs website.

In Oregon, you can reach one of the Human Service or CTWS Tribal Veterans, please do so. I would have for you to fill out a DD-214 for a back-up copy. If you do not have that or if you have lost your original DD-214 (other state's military documents) copy of that and have them archived too.

I am sick of this... If you have lost your original DD-214 for some other record of discharge, then they likely not a veteran.

All veterans have known, they have had a copy, a DD-214 for a back-up copy. If your 'vet' can't produce one? Don't believe them about their veteran status.

I hope these articles in our newspaper that help you and your veterans, Veterans.
In the Tribal Court of the Confederated Tribes of Warm Springs

From the Probate Department

By Victoria Aquapitalis
Public Administrator

Once again, please remember, the Probate Department would like to remind you of the importance of putting your affairs in order before they die. If you have an executor or a will, it is important to review it periodically to make sure it still meets your needs. If you do not have an executor or a will, the court will appoint an executor or administrator to handle your affairs.

The probate process is a legal process that transfers ownership of assets from the estate of a deceased person to the beneficiaries named in the will or as specified by law. If you own property jointly with the right of survivorship, this process will be unnecessary. However, if you do not have a will or other means to control the disposition of your property, the court will appoint an executor or administrator to handle your affairs.

Arguments often raised include: why the executor or administrator should be given the power to manage the estate; why the executor or administrator should be required to give an accounting of the estate; and why the executor or administrator should be entitled to compensation for services rendered.

Probate proceedings typically involve the following steps:

1. Filing a Petition: The first step in the probate process is filing a petition with the court. The petition typically includes information about the deceased person, their assets, and beneficiaries.

2. Appointment of Executor/Administrator: The court will appoint an executor or administrator to manage the estate. The executor or administrator will be responsible for distributing the estate's assets to the beneficiaries named in the will or as specified by law.

3. Administration of Estate: The executor or administrator will be responsible for administering the estate, which includes collecting the assets, paying off any debts, and distributing the remaining assets to the beneficiaries.

4. Distribution of Assets: The executor or administrator will distribute the estate's assets to the beneficiaries named in the will or as specified by law. If there is no will, the court will appoint an administrator to distribute the assets according to the laws of intestacy.

5. Payment of Debts: The executor or administrator will pay off any debts owed by the deceased person before distributing the remaining assets to the beneficiaries.

6. Tax Filing: The executor or administrator will file any necessary tax returns and pay any taxes owed by the deceased person.

7. Court Approval: The court will approve the executor's or administrator's accounting of the estate and distribution of assets.

8. Closing of Estate: The court will issue an order closing the estate, which marks the end of the probate process.

Settling any disputes; and

issuing a court order distributing the estate.

The probate process may be unnecessary and costly litigation, especially if there are disputes among beneficiaries. For example, in most states, a spouse is entitled to a certain amount of property under intestate laws. However, if the deceased person did not leave a will, the court will appoint an administrator to distribute the estate according to the laws of intestacy.

The legal process for transferring ownership of property upon a person's death is known as "probate." Although probate customs and laws have changed over time, the purpose of probate has remained the same: people formalize their intentions for managing their property after their death. The probate process usually involves the following steps:

1. Filing a Petition: The first step in the probate process is filing a petition with the court. The petition typically includes information about the deceased person, their assets, and beneficiaries.

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Why do I need a will?

A will is simply a formal way of setting forth your wishes regarding how your property should be distributed upon your death. Everyone who has property is entitled to a will. Even if you don't have a lot of property, you may want a will just to ensure that your property is distributed according to your wishes. Even if you are single, married, or have children, you should have a will. Why?

- You want to plan for the distribution of your property after your death.
- You want to provide for your dependents.
- You want to avoid probate or pay the lowest possible probate costs.
- You want to avoid probate or pay the lowest possible probate costs.
- You want to prevent probate or pay the lowest possible probate costs.
- You want to prevent probate or pay the lowest possible probate costs.
- You want to prevent probate or pay the lowest possible probate costs.
- You want to prevent probate or pay the lowest possible probate costs.
- You want to prevent probate or pay the lowest possible probate costs.
- You want to prevent probate or pay the lowest possible probate costs.

Reminders

The address for our office is distributed from Vital Stands for all heirs (as long as they are enrolled members of the Warm Springs Tribe). For your protection, please remember to pick up our address from Vital Stands and make note of it in your plans. Each jurisdiction usually pre-embargoed Standing to Inherit. A person other-than the spouse is entitled to a certain amount of property. Each jurisdiction usually pre-embargoed Standing to Inherit. A person other-than the spouse is entitled to a certain amount of property.

The probate process itself involves carrying out a number of steps, each of which has its own legal requirements. This is why it is important to seek the advice of an attorney who specializes in probate law. The attorney can help you understand the probate process and ensure that your property is distributed according to your wishes.
~ Culture & Heritage Language Lesson ~
Ichishkiin ~ Warm Springs

~ Student lessons for the classroom ~
Ichishkiin ~ Warm Springs

UNIT: Spatial Awareness
B1: Sahaptin Language Team
LEVEL: Beginning
FOR: Community Classes
LESSON: DIRECTIONS
TIME: 15 MINUTES PER SESSION

GOAL:
For the students to learn the phrases for Spatial Awareness, with simple sentences included in this lesson.

OBJECTIVES: The student will be able to:
1. Ask basic questions about DIRECTION for full control.
2. Understand FOUR words for talking to another person about Spatial Directions for partial control.
3. Read and pronounce the words in the vocabulary table included, for partial control.
4. Know that there are different words for giving & receiving spatial directions for conceptual control.

PROCEDURES:
1. Introduction:
Show the diagram below to the class. Read the phrases in Kiksht, point to the diagram & insert the proper direction in the proper spot, use minimal English, as needed, so the students can better understand. Inform the students they will be tested with T.R.R. in this block of instruction to immediately instill the lesson.

Suffixes for usage:
- yu = to, going, movement
- pa = in, on or at
- lan = towards
- krí on the / from

2. Implementation:
Write a sample sentence on the board.
Add the following words to the Spatial Diagram on the board. Explain the meaning of each word & write the English that term next to the Ichishkiin word.

Ichishkiin classroom lesson continues on page 9 ~

~ Student lessons for the classroom ~
Kiksht ~ Wasq’u

特征 & 藥權語文課堂教學 ~
Kiksht ~ Wasq’u

UNIT: TIME
B1: Stedman Thompson, Melodie Hicsuff, Valerie Aguilera, Lesse Warnen, Alice Palmer
LEVEL: Beginning
FOR: Community Classes
LESSON: TELLING THE TIME *A*
TIME: 15 MINUTES PER SESSION

GOAL:
For the students to learn questions to ask about time, with the simple sentences included in this lesson.

OBJECTIVES: The student will be able to:
1. Ask basic question about TIME for full control.
2. Say four words for talking to another person about TIME for partial control.
3. Read and pronounce the Question & Answer phrases in the vocabulary table included, for partial control.
4. Know that there are different phrases for asking about time and talking to others about time, for conceptual control.

PROCEDURES:
1. Introduction:
Show your time instruction device to the class. Read the sentences in Kiksht, point to the pictures, and use a little bit of English so the students can understand.

Qëichiptqa aas aal? What time is it?
Clarification for the suffix - laa:
- laa = laa, now
- -yaa, at or on

2. Implementation:
Write on the board.
Have students write the following words on the board. Explain in English the meaning of each word. Write that term next to the word.

~ Kiksht classroom lesson continues on page 9 ~

Numu ~ Paiute

Numu classroom lesson is on page 9 ~

~ Numu classroom lesson is on page 9 ~

~ Numu classroom lesson is on page 9 ~

~ Numu classroom lesson is on page 9 ~
~ Student lessons for the classroom ~

Numu ~ Paiute

PAULTE LANGUAGE PROGRAM
LESSON PLAN

UNIT: SONGS UNIT
BY: Peter Miller, Shirley Tufts, Alice Harmon

LEVEL: Beginning
FOR: Home-Based Learning

LESSON: Kammu Se
TIME: 15 Minutes at a Time

GOAL:
For the students to learn the sounds of Paiute while they enjoy learning and singing a song.

OBJECTIVES:
The student will be able to:
1. Sing the song in a group, for full control.
2. Tell what the key words mean, for full control.
3. Fill in the blanks on a handout with missing words, for partial control.

PROCEDURES:
1. Introduction:
Tell the class that we’ll learn a new Paiute song. This is a fun kids song, a dance song, and a song in the legend of Rabbit Girl.

2. Implementation:
Sing the song in Paiute. Break the song into words and phrases and have the students listen and repeat. Then have them sing along.

Kammu Se, kammu se
Tammee tuke kammu se
Yoooho tusu, yoooho tusu.

The Words
Tell the students what the key words mean.

kammu rabbit
se guts
tamme we all
tuke eating
yoooho fat
taua' girl

Reading & Fill-In the Blanks
Give the students a handout. Tell them to listen as you sing or say the words, and write in the Paiute words the best they can. Tell them they don’t have to be perfect—just try to try to write what they hear. DO NOT correct their spelling! But, if the students ask, you can write the words on the board and let them check their handouts. Let the students compare their work with each other.

3. Closure:
Sing the song again.

4. Follow-Up:
Tell the legend of Rabbit Girl.

RESOURCES:
• Fill-in handout

EVALUATION:
The teachers will observe the students and keep a checklist of their accomplishments.

SONGS UNIT
Listen & Fill-In

KAMMU SE

Kammu se, kammu se
tammee tuke kammu se
yoooho tusu, yoooho tusu.

Note Taking:
Have the students write their notes in a notebook & advocate that they spell each correctly as well as how they hear it PHONETICALLY, for their own study.

4. Follow-Up:
Have students take their notes home and encourage them to use the words they have learned with their family in the classroom daily. Also use throughout the class time as review or

RESOURCES:
• Colors Lesson Plan.
• Pick-Up-Put-Down Lesson Plan
• Body-Parts Lesson Plan.
• White board, Pens, pencils, crayons, etc. for drawing.

EVALUATION:
The teachers will observe the students and keep a checklist of their accomplishments. Ensure daily review of this subject, paying special attention to pronunciation, punctuation & reading the correct time.

~ Confederated Tribes of Warm Springs
Culture & Heritage Department ~

Ichishkiin ~ Warm Springs
(from page 8)

2. Implementation:
Write the following words to theSpatial Diagram on the board. Explain the meaning of each word & write the English that term next to the ichishkiin word.

<table>
<thead>
<tr>
<th>Ichishkiin</th>
<th>Syllable</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wàat' ne</td>
<td>Wa tch ne</td>
<td>Front</td>
</tr>
<tr>
<td>PÁ'upa</td>
<td>Pa (cha)</td>
<td>Center</td>
</tr>
<tr>
<td>été ne</td>
<td>Ah oh ne</td>
<td>Back</td>
</tr>
<tr>
<td>Xwammi</td>
<td>Xi aa ne</td>
<td>Above</td>
</tr>
<tr>
<td>Káwàwít</td>
<td>Ka la wa hi</td>
<td>Below</td>
</tr>
<tr>
<td>Wàápialkí</td>
<td>Wa qui tall up ne</td>
<td>Left</td>
</tr>
<tr>
<td>Nàwllík</td>
<td>New wi le</td>
<td>Right</td>
</tr>
<tr>
<td>Yúsk</td>
<td>Tuck</td>
<td>Over there</td>
</tr>
<tr>
<td>C'áa</td>
<td>Teka</td>
<td>Near</td>
</tr>
</tbody>
</table>

3. Suffix Additions:

Icchshikí | Syllable | English |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wàápialkí</td>
<td>Wa qui tall up</td>
<td>Towards the Left</td>
</tr>
<tr>
<td>Nàwllík</td>
<td>New wi le</td>
<td>Towards the Right</td>
</tr>
</tbody>
</table>

Note Taking:
Have the students write their notes in a notebook & advocate that they spell each correctly as well as how they hear it PHONETICALLY, for their own study.

4. Follow-Up:
Have students take their notes home and encourage them to use the words they have learned with their family in the classroom daily. Also use throughout the class time as review or

Kiksht ~ Wasq'u
(from page 8)

Note Taking:
Have the students write their notes in a notebook & advocate that they spell each correctly as well as how they hear it PHONETICALLY, for their own study.

5. Closure:
Question & Answer @Bu:
Give the time instruction clock to the students. Have one student ask a "time question" a student of their choice. When the student answers the question correctly, have that student take the clock device and ask another student a "time question" and continue until everyone has held the clock and asked a question at least once. Help them to read, sound out & pronounce the words & phrases correctly.

4. Follow-Up:
Periodically ask the students "time questions" when they arrive for class, and encourage them to use the words they have learned with their own family & friends.

RESOURCES:
• Numbers Lesson Plan (1-13 minimum).
• Time Lesson Plan, "Asking the time."
• Working Clock (digital or analog) and/or Instructional Clock.
• White board, Pens, pencils, crayons, etc. for drawing.

EVALUATION:
The teachers will observe the students and keep a checklist of their accomplishments in this Lesson unit.

Additional Terms:

<table>
<thead>
<tr>
<th>Ichishkiin</th>
<th>Syllable</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qwi'aykí wasqúpiae</td>
<td>Qwi'-aykí waq pu-le ba</td>
<td>Midnight</td>
</tr>
<tr>
<td>Qiwi'aykí wasqúpiae</td>
<td>Qiwi'-aykí waq pu-le</td>
<td>Morning</td>
</tr>
<tr>
<td>Siwum samah pu'pa'ba</td>
<td>Siwum samah pu'pa'ba</td>
<td>Noon</td>
</tr>
<tr>
<td>Siihom ápípiq-ax</td>
<td>Siihom ápípiq-ax</td>
<td>Noon</td>
</tr>
<tr>
<td>Siihom sam</td>
<td>Siihom sam</td>
<td>Noon</td>
</tr>
<tr>
<td>Siow pu'pa'</td>
<td>Siow pu'pa'</td>
<td>Noon</td>
</tr>
<tr>
<td>Siihom tuk'le-bi</td>
<td>Siihom tuk'le-bi</td>
<td>Noon</td>
</tr>
<tr>
<td>Chéhókí basä</td>
<td>Chéhókí basä</td>
<td>Noon</td>
</tr>
<tr>
<td>Chéhókí basä</td>
<td>Chéhókí basä</td>
<td>Noon</td>
</tr>
</tbody>
</table>

ctwhspspytlangless@gmail.com

If you have questions or want education materials write us at:
Coyote Language Lessons
PO Box C
Attn: Coyote @ C & H Dept.
Warm Springs, OR 97761

Gotta use a pencil like in the OLD DAYS!!
The Oregon Health Authority and Oregon State University recently recognized the work of the Confederated Tribes of Warm Springs, tribal health workers, and the wastewater treatment system operators for their help during the COVID-19 pandemic.

Testing the collective wastewater of a community is a method of detecting the degree of possible COVID-19 among the local population. The Oregon Health Authority and Oregon State University want to send a hearty ‘Thank you’ to the wastewater utilities whose staff have been voluntarily collecting and sending wastewater samples to OSU over the past two and a half years,” the recent OHA statement reads.

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