

Wóuŋspe 2

PG. 18

Context

In My Bedroom
Landscape around my house

Structure

Articles: waŋ, waŋží, waŋžini

waŋ = a certain one, a specific one
waŋží = a non-specific one
waŋžini = non-existing one

íŋš-eyá = he/she/it too (either in negative st.)
míš-eyá = me too (either in negative st.)
níš-eyá = you too (either in negative st.)

Review:

- the verbs yuhá, čhín, waŋyáŋka and their conjugations
- mitháwa, niťháwa, tháwa
- negation with šni

Vocabulary

New: haótkeye, ózaŋ, itówapi tháŋka, ináhiče, ipáhiŋ, omás'aphela, akáŋwowapi, owáihpeye, oyúŋke, owíŋža.

Communicative Skills

Expressing ownership of everyday items.

Cultural Focus

The place of traditional cultural items in the house, traditional music, landscape of Lakota country.

Materials

Flash cards

PG. 18 / BLIHÉLWIČHAYA YO/YE

obviously have. Accept answers only when the student says the whole sentence.

Ask: _____ **waŋží luhá he?**

Elicit: **Háŋ, oákaŋke waŋ bluhá.**

WAÚDSPEWÍČHAKHIYE THÁWÓKSAPE

“Teacher’s wisdom”

It’s very easy for students to give yes or no answers to your questions, but it doesn’t help them learn better. When asking students questions, try these tips to get students to make better responses:

- “Hear” the students’ answers only when they are said in Lakota.
- Give warm praise when students answer with full sentences in Lakota, even if they make mistakes.
- Use open questions (that begin with “how” or “why”) or choice questions (ex: “Are they at home or at school?”)
- If students are struggling with a question, rephrase it or narrow the “choice” in the question. For example, “Where are they at?” can be narrowed to “Are they at home or in New York?” In the second question, the choice is clear and this will help the student answer.
- Don’t use English! Ask the question in Lakota, and you’re more likely to get a response in Lakota!

PG. 18 / BLIHÉLWIČHAYA YO/YE

Closed books. Whole class. Modeling. Prepare several objects on your desk. Hold up an object and say, “_____ **waŋ bluhá.**” Repeat this with several objects.

Have the students mimic you and repeat the phrase after you, holding up their own objects as you do.

Now, gesture and question the students about things they have. Demonstrate with yourself first: **Oákaŋke waŋží bluhá he? Háŋ, oákaŋke waŋ bluhá.** Ask the students only for things that they

PG. 19 / ÓTHÓKAHE

Closed books Whole class. Modeling. Now, make some negative statements about things you don’t have in the class. Ask and answer yourself to demonstrate: **Iyéčhiŋkyaŋke waŋží bluhá he? Iyéčhiŋkyaŋke waŋžini bluhá šni.** Write it on the board. Demonstrate this with several other items.

Then ask some students about things that probably they don’t have. Ask students at random until all of the students can produce the correct responses.

PG. 19 / ÓTĤOKAHE CONT.

Open books. Whole class. Holding your book and pointing, ask the students what some things are in the comic.

Then ask them about some things that are not in the comic. Point and say, for example **Čhuwígnaka waŋží yuhá he? Čhuwígnaka waŋžíni yuhá šni.** Demonstrate this several times, before asking the students directly.

Do not move on to question 1 until all the students are comfortable with this form.

PG. 19 / 1

DO NOT ASK THE STUDENTS TO READ ALL THE WAY THROUGH THE COMIC AT ONCE. Go through the questions one by one. Give students feedback after each question. This will help build the students' confidence that they can figure out the text.

Have one student read the instructions. Give the students time to read through the comic and circle the answer. When they are finished, have them compare answers with a partner. Call on a pair at random to share their answer.

KEY
šiyóthąŋka

PG. 19 / 2

Individual work. Have one student read the question. When the students have marked their answers, call on a student at random to share their answer. Do not say whether the student's answer was correct or not - just ask how many other students agree with it. See if any student has a different answer. Then, give the correct answer, and point out the part of the text that gives the answer.

KEY
b) Bob thųŋkášitku

PG. 19 / 3

Pairwork. Have one student read the question. Also, tell the student to underline the part of the text where they find their answer. Students should answer the question with a partner. When they are all finished, call on a pair to share their answer.

KEY
čhiyéku

PG. 19 / 4

Individual work. Have one student read the question. When the students are all finished, they should check their answer with a partner.

PG. 19 / 5

Group work. Have the students work together in small groups to number the pictures. While they are working, walk around and check their work.

KEY
1, 5, 4, 2, 3

PG. 19 / 6

Individual work. Have one student read the question. When the students are all finished, they should check their answer with a partner.

KEY
Miš-eyá Lakhóta lowąŋpi kiŋ líla waštéwalake ló.

PG. 19 / 7

Group work. Have the students work together in small groups. Call on one group to share their answers.

KEY
c) Iyéčhiŋkyaŋke waŋ waŋyąŋg hí.

PG. 19 / 8

Group work. Have the students work together in small groups. Call on one group to share their answers. Walk around and monitor the students while they are working.

KEY
bluhá, luhá, yuhá

Whole class. Have one student read the instructions. Tell the students to look through the text and mark the place with their finger. Tell them that when they think they have found it, they should raise their hand.

When the students have all found the correct spot, call on a student at random to identify which part means "I have."

KEY

Hiyá, šiyóthąŋka waŋžíni bluhá šni. - bluhá

Whole class. Have one student read the instructions. Give the students a few minutes to prepare their answers. Then, call on students at random to share their answers.

KEY

tókhe appears twice. Mike is surprised first because Bob has a drum and again because Bob has a model airplane.

Individual work. Have one student read the instructions. Give the students a few minutes to prepare their answers. Then, call on a student at random to share their answers.

KEY

khilí appears twice. The feeling is excitement.

Review: **waphóštaŋ, šųŋkawakháŋ, kiŋyékhiiyapi, ožąŋžąŋlepi, pĥetížaŋžąŋ, wíyake, čháŋčheęa, makhócheowapi, pĥetížaŋžąŋ, ikháŋčhola, oákaŋke,**

New: **haótkeye, ózaŋ, itówapi tháŋka, ináhiče, ipáhiŋ, omás'aphela, akáŋwowapi, owáihpeye, oyúŋke, owíŋža.**

Closed books. Whole class. Review the old vocabulary using flashcards. When the class can identify all of the review vocabulary words, add three of the

new words. When the students can identify those three without any problem, add three more. When students can identify those new words, add the rest of the new words, and drill all of the vocabulary, old and new.

Closed books. Modeling. Tell the students to pretend that the classroom is your room. Walk around and comment on your things that you see.

Occasionally, leave your statements incomplete, so that students must supply you with the correct word. For example:

Say and gesture at your desk: **Lé _____ mitháwa.**

Elicit: **Akáŋwowapi.**

Say: **Háŋ, Lé akáŋwowapi mitháwa.**

Try to find as many examples of the vocabulary words as possible around the room. Pause every few seconds and indicate that the students should try to help you complete your sentences. Occasionally use the wrong word and indicate that the students should correct you.

When the students can successfully help you complete the statements, start asking them questions about what they see in the room. Elicit only positive responses.

Ask: **Oákaŋke waŋží bluhá he?**

Elicit: **Oákaŋke waŋ luhá.**

Do this for as many of the vocabulary words as you can. Have the students also ask you if you have some things.

Ask: _____ **waŋží luhá he?**

Elicit: **Háŋ _____ waŋ bluhá.**

Then have the students try asking a partner some questions.

After the students have become comfortable with

this, introduce them to the negative statement. Say and write on the board.: **Hiyá, _____ waŋžini bluhá šni.** Demonstrate several negative statements. Then ask the students, eliciting only negative statements. Invite them to ask you questions, too.

Ask: _____ **waŋží luhá he?**

Elicit : **Hiyá, _____ waŋžini bluhá šni.**

PG. 20 / 1 A

Reading. Individual work. Ask the students to read the text and look at the picture, and answer the questions. While the students are working, walk around and monitor their progress.

When they are finished, go over the questions as a class. Take time to discuss each question before moving on to the next. Ask the students to point out where the evidence is in the text or in the picture. Some of the questions have unclear answers that you can debate at length as a class.

KEY

hán, hiyá, hán, hiyá, hiyá

PG. 20 / 1 B

Speaking. Pairwork. Divide the class into pairs. Demonstrate the dialogue on page 20. Ask each student to write down 8 items they want to ask their partners about. Tell the students to use the dialogue as a model, and ask their partners about items in the room.

PG. 21 / ÓTĤOKAHE

Whole class. Left hand column only! First have the students look at the sentences in the left hand column. Read sentence 1 out loud as a class. Do this for all of the sentences. Give students time after sentences 7-12 to write in the gaps.

Whole class. Right hand column only! Do questions 1 and 2 as a whole class.

Let them try sentence 3 individually. Stop at question 3 and see if everybody has the correct answer.

Have them do 4 individually, and then check with a partner.

Then have them do questions 5-12 with a partner. Call on pairs at random to share their answers.

KEY

- 1) and 2) are done.
- 3) waŋ yuhá.
- 4) waŋžini yuhá šni.
- 5) Hiyá, . . . waŋžini yuhá šni.
- 6) Hiyá, . . . waŋžini yuhá šni.
- 7) Hán, wíyake waŋ yuhá.
- 8) Hiyá, wóuŋspe omnáye waŋžini yuhá šni.
- 9) Hán, ináhiče waŋ yuhá.
- 10) Hán, čhánčege waŋ yuhá.
- 11) Hán, owíŋža waŋ yuhá.
- 12) Hiyá, šiná šá waŋžini yuhá šni.

PG. 21 / 2

A) Individual work. Read the first two sentences of the instructions “Does Bob have a teddy bear? First look at Bob’s room and mark what he has with a check.” Answer the first question as a class.

Ask: **Bob mathó waŋží yuhá he?**

Elicit: **Hiyá, Bob mathó waŋžini yuhá šni.**

Now, let the students do the rest of the exercise individually. While students are checking off the words, walk around the room and monitor their progress. When everyone is finished, announce that the class is moving onto part B.

B) Divide the class into pairs. Demonstrate the dialogue on the right, having the students repeat after you. Then let the students work with their partner.

When the class has finished, call on random partners to report on what they found.

Individual work. When students are finished, call on random students to share their answers. Write their answers on the board.

KEY

waŋží , waŋ, waŋžini

PG. 22 / ÓTĤOKAHE

Whole class. Modeling. Hold a book in your hand, and gesturing at it say, “**Wówapi waŋ bluhá.**” Put the book away. Gesture with open hands, shrug and say, “**Wówapi waŋžini bluhá šni.**”

Point at your chair and say, “**Oákaŋke waŋ bluhá.**” Write the sentence on the board. Now, gesture again with open hands to show that you don’t have anything, and say, “**Oákaŋke waŋžini bluhá šni.**” Write that on the board, too.

Below the first two statements, write “**Oákaŋke waŋží luhá he?**” on the board. Choose a student at random and ask

Ask: **Oákaŋke waŋží luhá he?**

Elicit: **Oákaŋke waŋ bluhá.**

Choose another student.

Ask: **Níš tók? Kiŋyékhiyapi waŋží luhá he?**

Elicit: **Kiŋyékhiyapi waŋžini bluhá šni.**

Ask a few more students questions, eliciting both positive and negative answers.

PG. 22 / 1

Individual work. Ask one student to read the instructions. When the students think they have the answer, write it on the board. Circle the “I” and “you” forms of **yuhá** on the board.

PG. 22 / 2

Individual work. Have one student read the instructions. While the class is working, walk around and make sure they’re all writing in the correct column. Don’t move on to the next activity until everyone has finished.

Speaking. Groupwork. Note: Students write their answers in the columns above the activity. Divide the class into groups of three. Have one student read the instructions. While the students are doing the activity, walk around the room and listen to the students’ pronunciation. Correct them simply by providing the correct example and having them repeat it.

PG. 23 / ÓTĤOKAHE

Whole class. Prepare some items on your desk. Pick up an item and comment on it.

Ask: **(Item) waŋ bluhá. (Item) waŋží luhá he?**

Elicit: **(Item) waŋ bluhá. / (Item) waŋžini bluhá šni.**

Write down two or three things that you have / don’t have on the board: **(Item) waŋ bluhá / (Item) waŋžini bluhá šni.**

PG. 23 / 1 QUESTIONS B)

Individual work. Ask one student to read the instructions. When students are finished, call on some students at random to share their answers with the class. **DO NOT MOVE ON** to the other questions until the whole class has finished and have checked their answers.

WAÚDSPEWIČHAKHIYE TĤAWÓKSAPE

Students can get bored always working with the same partner. When you change activities, also have the students change partners. This can be a nice change of pace, and also a chance for students to stand up and move around while they’re looking for their new partner.

Try to have the students change partners early and often, so that they don’t get too attached to one person.

Whole class. Closed books. Modeling. Say and write on the board. **(Item) waŋžíni bluhá šni, éyaš (item) waŋží wačhínj.**

Say some other things that you want, and ask some students what they want.

Ask: **Čháŋčhega waŋží yačhínj he?**

Elicit: **(Item) waŋží wačhínj.**

Ask: **Táku yačhínj he?**

Elicit: **(Item) waŋží wačhínj.**

Write some of the items on the board.

Open books. Individual work. Have students answer one question C).

Individual work. Have one student read the instructions for question D). While students are writing walk around the room checking some of their answers.

Pairwork. Speaking and writing. Divide the class into pairs. Students should ask their partner the questions that they wrote in activity D) and report their partner's answers in third person statements. While students are working, walk around the room and monitor their work.

Individual work. Have the students complete all the exercises. When all the students are finished, have them check their answers with a partner. Walk around the classroom and monitor their progress.

Call on pairs at random to share their answers with the class. Provide praise and support in Lakota for their answers.

KEY

2. waŋží, waŋ, waŋžíni, waŋží

3. a) waŋžíni c) waŋ
b) waŋží d) waŋží

4. bluhá, luhá, yuhá

Speaking. Pairwork. Have one student read the instructions. Choose two students to demonstrate the dialogue. Then divide the class into pairs. While the students are working walk around and listen to their speaking. Correct any mistakes by demonstrating the proper sentence.

Closed books. Whole class. The class may need a quick review of color and size vocabulary. Spend a few minutes speaking to the class about size and color of items in the classroom.

Open books. Tell the students to take out two colored pens or pencils of different colors. Have one student read the instructions. Students should work individually, and check their answers with a partner afterwards.

Individual work. First, have the students fill in the answers on their own.

Whole class. Call on students at random to identify the sentences as true or false. Say the sentence as a question to the student - if it is true, the student should respond with a yes or no statement.

Ask: **Wakšíča čik'ala kiŋ hé Mike tháwa he?**

Elicit: **Háŋ, wakšíča čik'ala kiŋ hé Mike tháwa.**

Ask: **Wówapi thózi kiŋ hé Mike tháwa he?**

Elicit: **Hiyá, wówapi thózi kiŋ hé Mike tháwa šni.**

Do this for all the statements.

KEY

T	T
F	T
T	T

Individual work. Choose one student to read the instructions. Call on students at random to check their answers.

Ask: **Wíyatke šá kiŋ hé tuwá tháwa he?**

Elicit: **Hé Kimi tháwa.**

Pairwork. Speaking. Have one student read the instructions. Divide the class into pairs. While the students are working, walk around the room and listen to their pronunciation. Correct problems by saying the correct version.

Whole class. Ask the students to choose one thing each to bring to your desk. Collect all the things on your desk.

Demonstrate the activity to the class. Hold up one of your own items from your desk. Ask who owns it. Say and write on the board: **Lé tuwá tháwa he?**

Point to yourself, raise your hand, then say and write on the board “**Hé mitháwa.**”

Hold up another object from the desk.

Ask: **Lé tuwá tháwa he?**

Elicit (from the owner of the object): **Hé mitháwa.**

When the owner has been identified, give the object back. Do this until all the objects have been returned.

WAÚDSPEWIČHAKHIYE THAWÓKSAPE

Flashcards can be fun! Try some of these variations during your next flashcard activity:

- Find several different images for each word. This way, the students will try to remember the meaning of the word, not just the picture.
- “Flash” the cards differently. Try showing them upside down or sideways.
- Slowly reveal them or pull them out from behind something, just showing a little bit of the image at a time.

Closed books. Whole class. Review landscape vocabulary using the flashcards. Start with just three flashcards. When the students recognize them without fail, add three more. When students can recognize all 6 flashcards, add three more new cards. Continue like this until you have gone through all the vocabulary.

Open books. Whole class. Have one student read the instructions. Demonstrate the first one yourself. Read the first sentence out loud: **Obláye waᅇ waᅇbláke. Niš táku čha waᅇláka he?** Have the students help you identify the correct picture.

Call on a student at random and have them read the next sentence. Identify the picture as a whole class. Do this with all the sentences.

Whole class. Call on students at random to answer the questions. Ask them to show the text on the page that gives them the answer.

KEY

háᅇ	háᅇ
hiyá	hiyá
hiyá	hiyá
hiyá	hiyá

Pairwork. Speaking. Have one student read the instructions. While the students are speaking with each other, walk around and listen to them. Offer help and corrections.

Individual work. Have one student read the instructions. When students finish, they should check their answers with a partner.

KEY

waᅇbláke, waᅇláka, waᅇyáᅇke, yes

Whole class. Do not translate this text! Tell the students that they don't have to understand every word, but to do their best to draw what Bob is describing. You will see if the students understand the text by what they draw in their pictures.

Call on a student at random to read the first sentence. Help them with difficult words by simply saying the correct version. Randomly call on another student to read the second sentence and so on, until the class has finished the text.

When the text is finished, have students draw their pictures. Walk around and monitor their drawing. When everyone has finished, let the students show their pictures in small groups.

Individual work. First, have students fill in the missing words of the left column.

Then, ask a student to read the instructions. Students should imagine what they see through their window at home. This can be used as a HW assignment.

When the class is finished, divide the students into pairs. They should ask their partner the same questions and write the partner's answer in the right hand column.

KEY

The images are: 1) Čhánj, 2) Ĥé, 3) Wakpála, 4) Obláye, 5) Pahá, 6) Čhúnjšoke, 7) Thípi, 8) ČHánjkú, 9) Iyéčhínkyaŋke, 10) Wanáhča / Waňča, 11) Čhúnkaške

Closed books. Modeling. Choose two students who both have the same item (ex: both have hats) to use as an example.

Show how both students have the same item. Say and write on the board: **(Name of student 1) waphóštaŋ waŋ yuhá**. Indicate the other student, then say and write on the board: **(Name of student 2) íŋš-eyá waphóštaŋ waŋ yuhá**. Be sure to underline **íŋš-eyá**.

Choose another two students who have the same items and demonstrate again.

Pairwork. Speaking. Divide the class into pairs. Have one student read the instructions. While the students are working with their partners, walk around the room and listen. Correct any students that are having trouble.

Closed books. Say and write on the board: **James igmú waŋžini yuhá šni**. Show, in your book, the picture with James. Now, show the picture with Thášina and say: **Thášina íŋš-eyá igmú waŋžini yuhá šni**.

Open books. Pairwork. Ask one student to read the instructions. Read through the words in the green box, and have the students identify the items in the room. Divide the class into new pairs and have them speak following the model.

Closed books. Choose two students to demonstrate with. Identify one item that Student 1 visibly has, that Student 2 obviously doesn't have. Say and write on the board: **(Name of student) (item) waŋ yuhá**. Indicate the other student. Say and write on the board: **Éyaš (name of student) (item) waŋžini yuhá šni**. Ask the students to point out another item that only one of the students has, and use that item to make another example.

Open books. Pairwork. Ask one student to read the instructions. Divide the class into new pairs and have them speak following the model.

Individual work. Writing. Have one student read the instructions. While the students are writing, walk around the room and check on their work. When the students are finished, they should share their answers with a partner.

Individual work. Writing. Have one student read the instructions. When the students are finished, call on several at random and write their answers on the board. If there are any mistakes, ask the class to help you correct them on the board.

Have one student read the instructions. Play the track one time just for the students to listen. Then, play the track a second time, pausing after every section to give the students time to write. If necessary, play the track a third time, all the way through without stopping.

When students have finished writing their answers, they should check their answers with a partner.



Track 2

MATHÓ: *Šúnka waj bluhá, éyaš šúnkawakháň wajžini bluhá šni. Wóuŋspe omnáye wajžini bluhá šni. Omás'aphela wajži wačhíň.*

TĚAŠÍNA: *Šúnka waj bluhá naháň nakúň šúnkawakháň waj bluhá. Omás'aphela wajžini bluhá šni. Wóuŋspe omnáye wajži wačhíň.*

KIMI: *Omás'aphela waj bluhá, éyaš wóuŋspe omnáye wajžini bluhá šni. Šúnkawakháň wajži wačhíň. Šúnka wajžini bluhá šni.*

MIKE: *Šúnkawakháň waj bluhá, éyaš šúnka wajžini bluhá šni. Wóuŋspe omnáye waj bluhá. Omás'aphela wajži lila wačhíň yeló.*

KEY

Mathó	Těašina	Kimi	Mike
yuhá šni	yuhá	čhíň	yuhá
yuhá šni	čhíň	yuhá šni	yuhá
yuhá	yuhá	yuhá šni	yuhá šni
čhíň	yuhá šni	yuhá	čhíň

Individual work. Writing. Have one student read the instructions. While the students are working, walk around the room and check their work. When the class has finished, put the students into small groups and let them share their writing.

Reading. Whole class. Have one student read the instructions. Give the students only a minute to scan the text and then call on a student at random to share their answer. Ask them to show where in the text they found the answer.

Reading. Individual work. Tell the students to keep their eyes open for the answers to questions 2-6. Read the questions out loud. Then, give the students time to read the text and answer the questions by themselves.

While the students are reading, walk around the room to make sure that they stay on task, and to be available for any questions.

When they are finished, have them check their answers with a partner. Call on students at random to share their answers. Even if the answers are incorrect, ask the student to show where they found the answer in the text.

KEY

2. Georgine, Lisa
3. Georgine
4. wóuŋspe omnáye (first image)
5. a) true, b) true, c) false, d) true
6. šúnka (third image)

The review activities provide the students with additional reinforcement of the introduced vocabulary and structures. They also give the teacher feedback on the students progress. Check their answers to see what needs extra work.