

Introduction

FORMAT OF THE TEACHER'S GUIDE

Each unit begins with an overview box. Each activity is noted in the Teacher's Guide with a descriptive approach to the material. Using the teacher's guide to prepare for lessons will make the teacher's job easier and their time in the classroom more effective.

Activity labels show the page and activity number.

PG 2 / 1	EXAMPLE
	Each instruction will begin with specific activity information: Individual work/Pairwork/Groupwork Open books/Closed books Reading/Writing/Listening
	KEY An answer key is included only when necessary.

REOCCURRING SECTIONS

Throughout the textbook, several elements are repeated in every unit. Every unit begins with a Comic Strip page and ends with a Long Reading text. Within each unit there are also Illustrated Vocabulary pages.

TEACHING READING

Each unit begins with a comic strip and ends with a long reading text. The comic strip introduces the basic vocabulary and structures for the unit. For every reading activity, there are some key points to remember:

- DO NOT translate the text. Students need to develop the skills to understand Lakhóta on its own, rather than using English as a crutch. They may be frustrated at first, but they will become fluent more quickly in Lakhóta if they don't rely on English.

- Your students are successful readers if they can do all or many of the questions. They do NOT need to understand every word.

Some of the vocabulary and structures are

TEACHING READING CONT.

“passive” at this point. In addition to helping students develop Lakhóta fluency by NOT translating everything for them you are also helping them to develop important analytical skills.

- Use positive feedback! There are some things in the reading that will remain ambiguous or not clear for your students. That is fine, as long as they can answer the questions. You will need to be very encouraging, supporting each little break-through, even if only of one word. Make sure to praise them for every good step and every correct answer.

It is important to help your students analyze the context or situation of reading activities, so that they can guess the meaning of new or unknown words more easily. Invite your students to explore the situation. Read the first set of directions and try to identify the type of text.

The content of some kinds of texts, like recipes or labels on clothing, is easy to understand. Use this as a jumping off point for analyzing the rest of the text. Put the list of their ideas on the board. These are their hypotheses about what might be in the text. After you read the text, you can ask them to see how many of their ideas were right or partly right!

TEACHING VOCABULARY

Use flashcards to introduce new vocabulary, as you did with Levels 1 and 2. In the textbook there are illustrated pages that present new vocabulary, in addition to new vocabulary spread through each unit.

- There are always three kinds of vocabulary:

1. review, from earlier books and chapters,
2. new words meant to be active in the chapter you are teaching,
3. passive vocabulary, that students need to begin to get used to seeing, but don't use actively yet.

When you are preparing to teach new vocabulary, divide the list of new words into smaller sections. Work with only five or six new words in the beginning, until students seem comfortable with those. Then add 2 or 3 more, work with the students

TEACHING VOCABULARY CONT.

until they are comfortable with those. Then 2 or 3 more, and so on, until you have finished the entire set.

Plan to review individual words often. Students cannot learn vocabulary with only one or two repetitions. You will need to go over the new words (and the words from levels 1 and 2) many, many times.

A good approach is to start/end your classes with a flashcard review activity, asking all students to give you the corresponding word out loud. You can then use this time to work on their pronunciation of individual words and sounds as needed. Choral repetition, intermixed with individual pronunciation, is a good way to get everyone involved, and is a non-threatening way to “warm up” at the beginning of a class.

ASK/ELICIT DIALOGUES

In the Teacher’s Guide, many activities contain a set of “Ask” and “Elicit” questions. In this case “Ask” is meant to be used as prompts to get the students thinking and responding in Lakhóta. “Elicit” means simply that this is the desired response.

You should not accept one-word responses, or incorrect responses! If a student answers incorrectly, indicate (through silent gestures or body language) that they should try again for the correct version. Give praise for every step in the right direction. Keep prompting and encouraging the students until they produce the correct, elicited answer.

The students need to get used to responding to you in Lakhóta. Do not let them respond in English!

MODELING

Information in textbooks can be cold and impersonal - it cannot provide everything necessary to teach a language. Teachers are the real keys, and good teaching involves setting an example yourself.

Demonstrating outside of the textbook is the most effective way to get your students to internalize the target language skills. This is called modeling.

MODELING

When modeling new vocabulary or a new structure, you supply the students with a living, breathing context; you make the material real and relevant. If students are expected to produce the language outside of the textbook, they must spend time learning and experiencing the language outside of the textbook.

Here are some important points to remember:

- Never ask students to say something that you haven’t modeled.
- Model both the question and the answer, and any possible variations to the question and answer before you pass it to the students.
- Don’t waste time explaining the sentence and the structures, just model their correct usage yourself.

Here’s an example of good modeling. This is just one example - remember that modeling can take many forms. You have space to be creative with it.

Teaching kinship terms:

On the board, draw a simplified family tree of your family, with just your mother and father. Tell your class the names of your family members: **(ex: Iná) _____ ečiyapi.**

Slowly expand the tree with grandma and grandpa. Then add aunts and uncles. Finally, introduce your cousins. Make sure the students understand and can pronounce all the kinship terms.

Now, have the students take out a piece of paper and make their own family tree.

Ask random students what their family members are named. Make sure they’re using the proper kinship terms.

Ask: **Táku (ex: nihún) ečiyapi he?**

Elicit. **(ex: Iná) _____ ečiyapi.**

CLASSROOM PHRASES

Speak in Lakǎóta as often as possible during class times. Every time you speak English, it takes the students out of the target language, and will slow down their overall progress.

Get into the habit of using Lakǎóta as much as possible. Use these common classroom phrases:

- Wówapi kiŋ nathákapi** *closed books*
Wówapi kiŋ yuǵáŋpi *opened books*
Núŋmnuŋm škáj po/pe. *work in pairs*
Wóečhuŋ *Activity*
Blihélwičhaya yo/ye *Encourage them (warm up)*
Óthokahe *beginning/ intro*
Tuwá wóyakiyaka he? *Who did you talk to?*
Tákeya he? *What did he/she say?*
Niglúštaŋpi he? *Are you (all) done?*
Akhé eyá yo/ye. *Say it again.*
Tuwá wínuŋǵa he? *Who did you ask questions?*
Yámni wíyungǵa yo/ye. *Ask three people.*
Anáǵoptaŋ yaŋká po/pe. *Listen.*
Ahítuŋwaŋ po/pe. *Look here (towards the teacher).*
Owá po/pe. *Write it.*
Wówiyuŋǵe thókáheya ayúpta po/pe. *Answer the first question.*

CORRECTIONS AND SUPPLEMENTARY MATERIAL

Corrections will be noted in the Teacher’s Guide to repair any inconsistencies or errors that occur in the student’s book.

There is also supplementary material in the Teacher’s Guide. You can photocopy these pages and activities to use them in class.

WAÚDSPEWIČHAKHIYE TĤAWÓKSAPE

Throughout the Level 3 Teacher’s Guide you will see these boxes:

Waúŋspewičhakiye tĥawóksape
“Teacher’s wisdom”

These boxes contain useful tips or information that will make your job easier and your time in the classroom more effective. These bits of advice are placed conveniently near relevant activities - try them out right away! Keep track of the ones that work for you and make them a regular part of your lessons.

Wóuŋspe 1

PG. 4

Context

Tanyáŋ yaǵlípí - Welcome back
Places around Lakǵóta country,
visiting relatives,
summer travel and activities.

Structure

conjugation of the verb í
(1s: waí, 2s: yaí, 3s: í)
(place name) ektá waí.
(family member) waŋǵlág waí.
The verb é (Lé Bob é. = This is Bob.)

Vocabulary

New: ektá; í, íŋš-eyá (míš-eyá, níš-eyá), é,
lílá, úŋ (waúŋ), wóšpí (wówašpí), wóžapí
Review: kinship terms, summer activities

Communicative Skills

Polite social phrases
Greetings; How are you?; Welcome

Cultural Focus

Proper use of kinship terms, Lakǵóta tribal flags,
places in Lakǵóta country with historical or
geographical significance.

Materials

Map of South Dakota
Flash cards (colors, clothes, hokšíla, wičhíŋčala)

PG. 5 / 1 COMIC STRIP

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.

Ask the students to take out a piece of paper and cover the comic page, except for the top line. Write this on the board: **Le tuwé he? Bob naíŋš Mike?**

Ask the students this question and give them a half minute to look at the first line of the comic strip to find the answer. Write the answer on the board.

Ask one student to read the instructions for question 1. Give the students only a minute to answer the three questions.

PG. 5 / 1 COMIC STRIP CONT

Call on students at random to give their answers. Ask them to read the part of the comic strip where they found the information.

WAÚDSPEWIČHAKHIYE TĤAWÓKSAPE

“Teacher’s wisdom”

Ask the students questions to lead them into speaking Lakǵóta. For some activities there are suggested questions (“Ask:”) and also the desired answer (“Elicit:”) that you should try to draw from the students.

Don’t accept one-word or incorrect responses! Also, avoid falling back into English. Indicate that the students, helping each other, should keep trying to formulate the correct answer. Give praise for every step in the right direction.

PG. 5 / 2

Ask one student to read the instructions. Tell the students to remove their papers and look at the whole comic.

Individual work. Tell the students that they have a minute to circle the information in the text. Afterwards, check their understanding by asking incorrect questions.

Ask: **Mike New York ektá í he?**

Elicit: **Hiyá, Mathó Thípila ektá í. / Hiyá, New York ektá í šni.**

Ask: **Lisa Mnilúzahe Othúŋwahe ektá í he?**

Elicit: **Hiyá, Mnilúzahe Othúŋwahe ektá í šni. / Hiyá, Cascade Falls ektá í.**

Ask: **Tĥášína Bismarck ektá í he?**

Elicit: **Hiyá, Bismarck ektá í šni. / Hiyá, Ĥeská Othúŋwahe ektá í.**

Ask the students to show which part of the text answers the question.

PG. 5 / 3 COMIC STRIP

Whole class. Give the students a minute to find the answer. Write the answer on the board:

Lisa kĥúŋšitku waŋǵlág í.

PG. 5 / 4

Individual work. When students have finished the task, have them check their answers with a partner. Call on four different pairs to share their answers with the class.

PG. 5 / 5

Individual work. When students have finished the task, have them check their answers with a partner. Call on four different pairs to share their answers with the class.

KEY

Mike: Mathó Thípila, Třašina: Ĥeská Othúnwahe, Lisa: Cascade Falls

PG. 5 / 6

Individual work. When students have finished the task, have them check their answers with a partner. Call on four different pairs to share their answers with the class.

KEY

Mike: nuᵇwé
Třašina: šuᵇk'ákaᵇyaᵇke / owápazo thípi waᵇyaᵇke
Lisa: nuᵇwé

PG. 5 / 7

Groupwork. Write some example sentences on the board about where you went during the summer. For example: **Minneapolis ektá waí. Ĥeská Othúnwahe ektá waí.**

Above this write the question:
Tókhiya yaí he/hwo?

Using yourself as a model, say the question out loud, and then the answer. Ask a student the question.

Ask: **Tókhiya yaí he/hwo?**

Elicit: (Place name) **ektá waí.**

Divide the class into groups of four. Have the students follow the model and interview their classmates.

PG. 5 / 8

Writing. Individual work. Tell the students to take out a piece of scrap paper. They should write 3 sentences. While the students are writing, walk around and check their work. Call on random students to share their answers.

PG. 6 / ÓTĤOKAHE

Goals:

- Introducing the constructions: **Lé tuwé he?** and **Lé (person's name) é.**
- Describing people by clothing they're wearing.

A) Closed books. Use the Level 1 flashcards to review colors, clothes and the words **hokšíla, wičhíᵇčala.**

B) Closed books. Modeling. (Explanation of “modeling” can be found on page 2.)

Write “**Lé tuwé he?**” on the board.

Repeat “**Lé tuwé he?**” while holding up your book and pointing at the image of Bob.

Answer yourself with: **Hokšíla waᵇ ógle šá waᵇ úᵇ kiᵇ hé Bob é.** And write the sentence on the board.

PG. 6 / BLIHÉLWIČHAYA YO

Open books. Point at Bob again and repeat: **Lé Bob é.** and write it on the board next to **Lé tuwé he?**

Say the second sentence: **Wičhíᵇčala waᵇ ógle šá waᵇ úᵇ kiᵇ hé Lisa é.**

Point to the wrong character (e.g. Mike)

Ask: **Lé Lisa é he?**

Elicit: **Hiyá.**

Now try this form:

Ask: **Wičhíᵇčala tukté waᵇží Lisa é he?**

Elicit: **Lé Lisa é.**

The students should point to the correct image.

PG. 6 / 1

Open books. Groupwork. Have a student read the next sentence and repeat the activity as a class.

Ask the students to complete the task individually. When they are finished, ask the students to check their answers in pairs.

Ask 5-6 students at random about the characters; point at a character.

Ask: **Lé tuwé he?**

Elicit: **Lé (name) é.**

KEY

Faces left to right top:	Figures left to right:
(Bob), James, Třařína,	(Bob), Mike, Mařó,
Summer. Bottom:	James, Kimi, Lisa,
Mike, Mařó, Kimi,	Třařína, Summer
Lisa	

PG. 6 / 2

Pairwork. Ask the students to work in pairs by saying **Núŋmnuŋm řkáŋ po/pe**, and making appropriate gestures.

Point at the image to the right of the instructions as an example and ask the students to do the activity like in the model.

PG. 6 / 3

Ask the students to change partners and complete activity 3 in new pairs.

PG. 6 / 4

Choose one pair of students to demonstrate the new question and answer structure. Students then complete the activity with their partners.

WAÚDSPEWIČHAKHIYE TŘAWÓKSAPE

After students have done an activity and you need to check their answers, then make sure to call on them at random.

PG. 6 / 5

Ask individual students at random while pointing at their partner.

Ask: **Hé tuwé he?**

Elicit **Lé (name of partner) é.**

PG. 6 / 6

Alternatively you can work in a circle and ask about the students (**Lé David é he?**) to elicit **Háŋ, hé é.** or **Hiyá, hé é řni.**

Have individual students ask about their classmates.

PG. 7 / 1

Open books. Say and write **“níř tók?”** and **“míš-eyá”** on the board.

Demonstrate the first dialogue by choosing one student and reading the dialogue with them in front of the class.

Ask the students “What does **“níř tók?”** and **“míš-eyá”** mean?”

Groupwork. Divide the class in half and read the second dialogue, each group reading for one character.

Ask again “What does **“níř tók?”** and **“míš-eyá”** mean?” to confirm understanding.

PG. 7 / 2

Read the different versions of “How are you?” and the replies while the students repeat after you.

Pairwork. Divide the class into pairs and invite the students to try every combination with their partner.

PG. 7 / 3

Closed books. Modeling. Choose one student to demonstrate with you.

Invite the demonstrating student to ask again **“Tókheřkhe yaúŋ he?”** and respond, smiling, with the second phrase **“Taŋyáŋ waúŋ.”** Ask the students to copy you and repeat the phrase.

Draw the five different smiley faces, with the checks and minuses, on the board. Invite the student to ask “How are you?” and with a very big smile, you respond: “**Líla tanyáŋ waúŋ.**” Ask the students to copy your face and repeat the phrase after you.

Continue this for all of the replies. Use the faces on the board to practice saying the phrases as a class.

When finished, call on students at random, and ask them “**Tókheškhe yaúŋ he?**” Students should use one of the replies from the activity.

PG. 7 / 4

Whole class. Open books. Demonstrate the phrases to the class and have them repeat after you. Call on random students to check pronunciation.

Demonstrate by introducing yourself to several different students.

Ask: _____ **emáčiyapi. Táku eníčiyapi he?**

Elicit: _____ **emáčiyapi.**

Shake their hand: **Iyúškiŋyaŋ waŋčhíyaŋke.**

Elicit: **Míš-eyá iyúškiŋyaŋ waŋčhíyaŋke.**

Then give the class a few minutes to walk around the room and introduce themselves to their classmates.

PG. 7 / 5

Groupwork. Modeling. Before you begin the activity, choose one student and secretly ask them to leave the room and come back in. Write **Tanyáŋ yahí** and **Philámayaye** on the board. Let the student leave.

When the student re-enters, welcome them warmly saying **Tanyáŋ yahí** and indicate that they should respond with **Philámayaye**.

Choose another student and try this again. Have the class welcome the student with you.

Try this with welcoming a group of students back into the room, and using the **-pi** plural suffix.

“Teacher’s wisdom”

When students are practicing pronunciation, liven it up by trying to speak with different tones and emotions.

It can be lighthearted - feel free to act! Try to say the phrase very slowly or very quickly, in a high voice or a low voice, in a sad voice or a laughing voice. If you are having fun with the activity, the students will enjoy it too.

PG. 7 / 6, 7, 8, 9

Save this activity for the end of the class hour, if possible.

Say each phrase out loud, and have the students repeat after you. Say the phrase again, showing some strong emotion. Have the students copy your emotion when they repeat.

Exaggerate the emotions and be dramatic! Try these emotions: very very happy, sad, bored, angry.

PG. 7 / 10

Pairwork. **Núŋmnuŋm škáŋ po/pe.** Open books. Have the students try out the phrases on page 7 with their partners. They should use both the phrases and the replies.

Close books. Try the activity for a little while with closed books. Challenge the students to remember and use at least 10 different phrases.

PG. 8 / BLIHÉLWIČHAYA YO

Open books. Go back to the comic strip on page 4.

Ask: How do you ask where someone went during the summer?

Elicit: **Blokétu k’uŋ héhaŋ tókhiya yaí he?**

Write the question on the board. Below it, write _____ **ektá waí.** Point at the phrases and demonstrate by asking yourself the question, and answering yourself.

Then ask students at random. Have students ask their nearest classmates.

PG. 8 / 1

Turn back to page 8 and have the students complete the task individually.

Then, have them check their answers with a partner.

KEY

Lisa: hiyá,

Bob: háŋ,

Mike: háŋ,

Summer: hiyá

Tǎšína: háŋ

James: háŋ

PG. 8 / 2

Closed books. Using your book (page 9) or a larger map of Lakǎóta places, ask the students to point out all the places that they know or visited during the summer.

PG. 8 / 3

Open books. Writing. Have one student read the instructions out loud. Students complete the task individually and then check their answers with a partner.

Walk around the classroom and check some of the students' answers yourself. Correct mistakes and give praise for good writing.

PG. 8 / 4

Writing. Have one student read the instructions out loud. Students complete the task individually. Call on random students to share their answers out loud.

PG. 8 / 5

Group work. A) Ask the students to fill in the missing words in the first column.

B) Divide the class into groups of 4. Have the students survey each other about their summer travels.

PG. 8 / 6

Writing. Using the information that the students collected in activity 5, ask the students to write three true or false sentences, like in the model.

PG. 9 / STICKER PAGE

Individual work. Students should use the stickers in the back of the book, and put them in the correct spot on the map.

Students should check their answers in a small group.

PG. 10 / BLIHÉLWIČHAYA YO

Closed books. Modeling. On the board, draw a simplified family tree of your family, with just your mother and father. Tell your class the names of your family members: **(ex: Iná)** _____ **ečiyapi.**

Slowly expand the tree with grandma and grandpa. Then add aunts and uncles. Finally, introduce your cousins. Make sure the students understand and can pronounce all the kinship terms.

Now, have the students take out a piece of paper and make their own family tree.

Ask random students what their family members are named. Make sure they're using the proper kinship terms.

Ask: **Táku (ex: nihúŋ) ečiyapi he?**

Elicit. **(ex: Iná)** _____ **ečiyapi.**

Let the students try this with a partner. Ask them to report what their partner has told them.

PG. 10 / 1

Ask one student to read the instructions out loud. Individual work: Ask the students to figure out the answers by themselves. Check on them at random with: **Lisa (atkúku kiŋ) táku ečiyapi he?**

KEY

Family tree (boxes left to right):

Vivian, Peter, Mary, Chris, Amelia, Steve, John, Lisa, Bob, Betty

PG. 10 / 2

Pairwork. Students should work together to complete the exercise. When they are finished, call pairs at random to share their answers. Praise all correct answers.

KEY

Lisa, Amelia, Mary, Steve, Chris, John

Pairwork. Students should work together to complete the exercise. When they are finished, call pairs at random to share their answers with the whole class. Praise all correct answers.

KEY

húnku, čepňanšitku, thunwínču, lekšítku, atkúku, šič'ěšitku

Closed books. Review the vocabulary with the students using flashcards. Point to the pictures of Lisa's family and help the student identify. **wínúhčala, wičháhčala, kňoškalaka, wínyaŋ, wičháša, hokšila, wikňoškalaka, wičhínčala**

Pairwork. Have students work with a partner. Ask random students for their answers.

Pairwork. Have one student read the instructions. While the students are doing the activity, walk around the room and listen to them. Correct any problems and help the students improve their pronunciation.

Have one student read the instructions. Students should complete the task individually. Ask several students at random to share their answers. Write the answers on the board.

Pairwork. Invite the students to stand up and find a new partner. Have them interview their new partner and fill in the blanks on the right hand column. Meanwhile, walk around the room and check on the pairs. Correct any mistakes by example.

Writing. Read the instructions and use one of the students as an example. Write the example sentence on the board with the student's information. Then, have students write three sentences of their own, using the information they have from activity 4.

Closed books. Modeling. Using yourself as an example, tell students who (in your family) you went to see during the summer. Write two examples on the board. Make sure the students understand the meaning of **wanġlág waí**.

Open books. Whole class. Have one student read the instructions. Use Lisa as an example. Write and say the question on the board: **Blokétu k'uŋ héhaŋ Lisa tuwá wanġyáŋ í he?**

Write and say the answer below it: **Lisa kňúŋšitku kiŋ wanġlág í.**

Now, call on random students to answer the same question about the rest of the characters.

Alternatively, you can let the student who just answered choose who to ask next, and ask the question themselves. Have the students continue passing the question around the room until everyone has spoken.

Have one student read the instructions. Students should complete the activity individually and then check their answers with a partner. When they are finished, they should close their books to show that they are done.

KEY

háŋ,
hiyá,
hiyá,
hiyá
háŋ
hiyá

A) Closed books. Write these two words on the board: **uŋčí nikhúŋši**

Point to yourself and say **Blokétu k'uŋ héhaŋ uŋčí wanġlág waí.**

Write it on the board and repeat the phrase, emphasizing **uŋčí** and **waí**.

Point to the students and say **Blokétu k'uŋ héhaŋ nikhúŋši kiŋ waŋglág yaí.**

Write it on the board and repeat it, emphasizing **nikhúŋši** and **yaí.**

The students should mimic you pointing to yourself and repeat the phrases after you. Try repeating this with different kinship terms.

B) Open books. Have the students answer the questions individually. When they are finished, call on random students to check their answers.

A) Ask some students for their answers in activity. Use their answers to write sentences about the students on the board.

Ask: **Blokétu k'uŋ héhaŋ nikhúŋši kiŋ waŋglág yaí he?**

Elicit: **Blokétu k'uŋ héhaŋ uŋčí waŋglág waí.**

Write on the board (Name of student) **k'húŋšitku kiŋ waŋglág í.**

Repeat this using other kinship terms with different students.

B) Tell the students to interview two of the classmates sitting near them, and fill in the information in the appropriate columns in activity 4.

Have one student read the instructions. Write **čéphaŋši** on the board. Choose two female students to demonstrate the first cousin terms.

Write **thañhánši** on the board. Choose two male students to demonstrate the second cousin terms.

Write **haŋkáši** and **šič'éši** on the board. Finally choose one male and one female student to demonstrate the last two terms.

Now choose pairs of students at random. Help them use the proper kinship terms.

Read the instructions out loud to the class. Give the class five minutes to walk around, shake hands, and use the proper cousin terms.

Note: there is an error in the text. Have your students cross out “**Haŋkášitku**” and write in “**thañhánšitku**”. Have one student read the instructions. Play the track and give students a minute to finish writing. Then play the track again. Let students check their answers with a partner.



Track 1

SUMMER: *Blokétu k'uŋ héhaŋ šič'éši waŋglág waí. Little Bighorn ektá thí. Héčhiya lila uŋnúŋwaŋpi.*

BOB: *Blokétu k'uŋ héhaŋ kaká waŋglág waí. Waŋná lila káŋ, waníyetu wikčémna šaglógaŋ sáŋm záptaŋ. Kaká Robert ečiyapi na Íŋyaŋ Woslál Háŋ ektá thí.*

JAMES: *Blokétu k'uŋ héhaŋ lekší waŋglág waí. Mnilúzahe Othúŋwahe ektá thí na iyéčhiŋkiŋyaŋke aphiyapi wówaši ečhúŋ.*

TĤAŠÍNA: *Blokétu k'uŋ héhaŋ thúŋwíŋ waŋglág waí. Ĥeská Othúŋwahe ektá thí. Héčhiya Owápazo Thípi waŋ waŋbláke.*

MATHÓ: *Blokétu k'uŋ héhaŋ Pipe Stone ektá waí. Héčhiya thañhánši thí čha waŋglág waí. Thañhánši lila šúŋkawakhán óta wičháyuha.*

KIMI: *Blokétu k'uŋ héhaŋ uŋčí waŋglág waí. Uŋčí lila thewáhila. Uŋčí Waŋblí Pahá ektá thí na Cecilia ečiyapi. Héčhiya lila oiyokiphi uŋyúhapi.*

KEY

Summer: šič'éšitku, Little Bighorn.

Bob: thañkášitku (Robert), Íŋyaŋ Woslál Háŋ.

James: lekšitku, Mnilúzahe Othúŋwahe

Tĥašína: thúŋwíŋču, Ĥeská Othúŋwahe

Mathó: thañhánšitku, Pipe Stone.

Kimi: k'húŋšitku, Waŋblí Pahá.

PG. 13 / 2

Writing. Student should write three sentences individually. Call on random students to share their answers out loud.

PG. 13 / 3

Writing. Student should write four sentences individually. Call on random students to share their answers out loud.

PG. 13 / 4 KIKSÚYA PO/PE

Students should work individually. When they are finished, they should check their answers with a partner. Walk around the room and check pairs of students at random.

KEY

- | | |
|--------|------------------------|
| 1) waí | 4) waí |
| 2) yaí | 5) Nikhúŋši --- yaí |
| 3) í | 6) Khúŋšitku waŋglág í |

PG. 14 / 1

Whole class. Write **Blokétu k’uŋ héhaŋ ták-tókħanuŋpi he?** on the board. Read Bob’s response, and mime the action. Have the students repeat after you and also mime the action.

Do this for each of the different responses.

Have each student choose their favorite. Go around the room and have each student say their favorite activity phrase while miming the action.

PG. 14 / 2

Have the students complete the exercise individually. Call on random students to give the answers.

PG. 14 / 3

Have the students complete the exercise individually.

When they are finished, divide the class into pairs. Ask the students to sit back to back with their partner. The partners should take turns asking the question or reading their answers.

PG. 15 / 1

A) Open books. Whole class. Ask a student to read the instructions. Ask the students at random to point out places where the verb changes.

B) Have the students complete the activity individually. Check the answers as a class.

PG. 15 / 2

Pairwork. Have one student read the instructions. Then let the students work in pairs to answer the question. Choose several pairs to report their answers (in third person statements).

WAÚDSPEWIČHAKHIYE TĤAWÓKSAPE

While the class is working on a silent, individual activity, like writing, walk around the room and check on the student’s progress.

PG. 15 / 3

Writing. Have the students write their answers individually. As the students are working, walk around and check their progress.

When they are all finished, have them check their answers with a partner.

PG. 15 / 4

Writing. Have the students all take out a piece of scrap paper. Ask them to write four sentences about what they did or didn’t do last summer. While they are writing, walk around the room and check their work.

When they are finished, select students at random to stand up and read their writing out loud to the class.

PG. 16 / 1 WAYÁWAPI

Skimming/scanning questions Ask the students to look at the greetings for each email and decide if the person being written to is a boy or a girl. Call on random students to give their answers. Ask them how they know.

KEY

- Lisa: wičhíŋčala.
- Bob: wičhíŋčala.
- Tħášína: hokšíla

PG. 16 / 2 WAYÁWAPI

Choose one student to read the instructions. Tell the students to read very quickly through the emails and make some guesses. Don't give the class more than a minute or two to skim! Write Lisa, Bob and Třařína on the board. Call on random students to share their guesses, and write them on the board next to the names of the characters.

Now have the students go back and check their guesses. Give the class time to read more carefully. Call on random students to share their answers. Praise all of the correct answers, and ask them to show where the key information is in the email.

PG. 16 / 3 WAYÁWAPI

Writing. Ask the students to write about four or five sentences. They should write about what the characters did during the summer, like in the model.

When they are finished, they should read their writing out loud to a partner. Walk around and listen to some of the students reading. Give praise for good writing, and correct by example.

PG. 16 / 4 WAYÁWAPI

Choose one student to read the instructions. Have them answer individually, and then check the answer as a class. Ask the students to show where they see the information that tells them the answer.

PG. 16 / 5 WAYÁWAPI

Writing. Ask one student to read the instructions. Students should work individually. While the students are working, walk around and check if they need help or correction.

When they are finished, choose students at random to stand up and read their writing to the class.

PG. 17 / WÓUDSPE 1 REVIEW

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.

UNIT 1 TEST ANSWER KEY

1. niyé, miyé, Lé, é
2. Tókel yaún he? Tanýán waún. Niř tók? Miř-eyá tanýán waún.
3. yaí, waí, í, í řní
4. Húnku/wínýan, Uńčí/winúhčala, Čhiyé/khořkálaka, Misúnka/hokříla, Lekří/wičhářa
5. Nithúnwín..., Niyáte ..., Nithánke ..., Nithíblo ...
6. yaí, wanýlág waí řni, wanýlág waí, í řni, wanýlág í.
7. wówařpi, wawáči, řunĳ'ákanwanĳke, wanúnĳwe

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.**

WAÚDSPEWIČHAKHIYE THAWÓKSAPE

“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 / BLIHÉLWIČHAYA YO

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 / BLIHÉLWIČHAYA YO 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 COMIC STRIP

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 waŋyáŋg 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, kiŋyékhiyapi, ožąŋžąŋlepi, pĥetížąŋžą, wíyake, čhąŋčheęa, makhócheowapi, pĥetížąŋžą, ikháŋčhola, oákaŋke,**

New: **haótkeye, ózaŋ, itówapi tháŋka, ináhiče, ipáhiŋ, omás'aphela, akąŋwowapi, 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: **Akąŋwowapi.**

Say: **Hąŋ, Lé akąŋwowapi 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: **Hąŋ _____ 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, _____ waŋžíni 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

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.

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.

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.

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.**

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.

PG. 23 / 1 QUESTION C)

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 only question C).

PG. 23 / 1 QUESTION D)

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

PG. 23 / 1 QUESTION E)

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.

PG. 23 / KIKSÚYA PO/PE

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

PG. 24 / 1

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.

PG. 25 / 1

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.

PG. 25 / 2

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 čík'ala kiŋ hé Mike tháwa he?**

Elicit: **Háŋ, wakšíča čík'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

PG. 25 / 3

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, waᅇyaᅇke, 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) ínš-eyá waphóštaŋ waŋ yuhá**. Be sure to underline **ínš-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 ínš-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

MATHŮ: *Šúnka waŋ bluhá, éyaš šúnkawakháhŋ waŋžini bluhá šni. Wóuŋspe omnáye waŋžini bluhá šni. Omás'aphela waŋží wačhínŋ.*

TĚŠÁŠINA: *Šúnka waŋ bluhá naháhŋ nakúŋŋ šúnkawakháhŋ waŋ bluhá. Omás'aphela waŋžini bluhá šni. Wóuŋspe omnáye waŋží wačhínŋ.*

KIMI: *Omás'aphela waŋ bluhá, éyaš wóuŋspe omnáye waŋžini bluhá šni. Šúnkawakháhŋ waŋží wačhínŋ. Šúnka waŋžini bluhá šni.*

MIKE: *Šúnkawakháhŋ waŋ bluhá, éyaš šúnka waŋžini bluhá šni. Wóuŋspe omnáye waŋ bluhá. Omás'aphela waŋží líla wačhínŋ yeló.*

KEY

Mathů	Těšášina	Kimi	Mike
yuhá šni	yuhá	čhínŋ	yuhá
yuhá šni	čhínŋ	yuhá šni	yuhá
yuhá	yuhá	yuhá šni	yuhá šni
čhínŋ	yuhá šni	yuhá	čhínŋ

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.

Skimming/scanning questions. 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.

Wóuŋspe 3

PG. 32

Context

Aŋpétu čháŋna škíŋmičiye.

I stay active during the day.

Structure

Times of day: **aŋpétu, haŋhépi, áŋpa, ħtayétu, wí hinápħA, híŋhaŋni, wíčhokaŋ hiyáyA, wíčhokaŋ sáŋm iyáyA, haŋčhókaŋyaŋ**

Expressing time of activities: **čháŋna, ečháŋni, waŋná**

Using **čháŋna** to express co-occurring events

Using plural articles **eyá, etáŋ, tákuni**

Vocabulary

Nouns: **oíglužaža, míyoglas'iy, itípakhiŋte, ózaŋ, mníanasli, híiyužaža, híipažaža, napóyužaža, oíh-eye mnińúha, nasúŋpakče, pħehíŋ iyúžaža, iyúslí, haípažaža, mas'ónuŋwe.**

Verbs: **pħehíŋ, glakčá, škíŋčiya, iyúŋka, kiktá, iglúžaža, hi-kpážaža**

Review

Verbs - **ištíŋmA, yútA, škáA, wayáwa, hakíč'uŋ, ha-glúšloka, wékta**

Communicative Skills

Expressing daily habits

Cultural Focus

Traditional divisions of time of the day, daily cycle of activities, knowledge about animal habits.

Materials

Flash cards, bathroom item props

PG. 33 / 2

Individual work. Ask the students to read the instructions silently. 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.

PG. 33 / 3

Wówapi kiŋ nathákapi, *closed books*. Modeling. **Ahítuŋwaŋ po/pe**. *Look here (towards the teacher)*. Say and write on the board:

Ĥtálehaŋ híŋhaŋni (asáŋpi) blatké.

Híŋhaŋni (asáŋpi) blatké.

Say some other examples of things you drink for breakfast.

Híŋhaŋni kiŋ híŋhaŋni ečhíyataŋhaŋ akhé (asáŋpi) blatkíŋ kte.

Híŋhaŋni čháŋna, (asáŋpi) blatké. Níš tók?

Ask: **Híŋhaŋni čháŋna, táku čha latkáŋ he?**

Elicit: **Híŋhaŋni čháŋna, _____ blatké. Níš tók?**

Have the class read the sentences out loud with you. Answer the question in several different ways.

Ask the students to complete the activity individually. When the students are finished, they should share their answer with a partner, using the example sentences on the board. Call on random students to share their answers.

PG. 33 / 1 COMICSTRIP

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.

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.

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Individual work. Students should complete only the **miyé** column.

When all the students are finished, call on students at random to share their answers.

Groupwork. Divide the class into groups of three. Students should interview their partners and fill out the other two columns. While students are working, walk around the room and monitor their progress.

“**Núŋmnuŋm škáj po/pe**”, *work in pairs*. Ask the students to find a partner and complete the activity. Add that students should underline the verbs the first time they appear in the text.

When all the pairs are finished, call on pairs at random to share their answers. The students must be able to point out in the text where they found the verb.

KEY PG. 33

1. 3rd pic. – apple juice / tháspáj haŋpí
2. a)
5. verb order 6, 2, 1, 3, 4, 5

Individual work. Students should complete the task, and then check their answers with a partner.

WAÚDSPEWIČHAKHIYE TĤAWÓKSAPE

Mistakes are a necessary part of learning a language. The best way for students to learn from their mistakes is to self-correct. Good teachers help students notice their mistakes.

Help students self correct by helping them zero in on the specific error.

Example: As you walk around the room, point out places with mistakes, but wait for students to self-correct. If they can't, then you can point out the type of mistake, eg: “Look at spelling” or “Look at the verb conjugation”

Whole class. First, ask the class to go through the text and circle all the kinship terms.

Call on a random student to answer the first question. If the answer is not 100% correct, do not accept it or correct it. Ask if another student can build on or improve the answer. If no students volunteer, call on one at random to improve the answer. Continue until the class has made a 100% correct answer.

Then move onto the second question and repeat this process until the class can produce a 100% correct answer. Do this also for the last question.

When the all the questions have been answered, review by calling on random students to re-answer the first two questions.

KEY

mother & daughter. Iná used 3 times, čuŋkši and čuŋkš once each.

Wówapi kiŋ yuǵáŋpi, *opened books*. Individual work. Ask the students to read the instructions. Begin by asking the students when they sleep. Give an example about yourself first: **Haŋhépi čháŋna mištíŋme. Níš tók?**

Ask: **Aŋpétu čháŋna naiŋš haŋhépi čháŋna ništíŋma he?**

Elicit: **Haŋhépi čháŋna mištíŋme.**

Have the students complete the activity alone, and then check their answers with a partner.

KEY

(aŋpétu, haŋhépi done),	
haŋhépi	aŋpétu
haŋhépi	haŋhépi

“**Núŋmnuŋm škáj po/pe**”, *work in pairs*. Have the students complete the activity with a partner. When the pairs are finished, call on pairs at random to share their answers with the class.

KEY

(aŋpétu, haŋhépi done)	
aŋpétu	haŋhépi
aŋpétu	aŋpétu

Individual work. Give the class a few minutes to complete the activity. If they have trouble with words, invite them to use a dictionary instead of translating for them. When all the students are finished, call on students at random to share their answers.

KEY

- Igmú kiŋ haŋhépi . . .	-Ptewániyaŋpi kiŋ
- Wičhítegleǵa kiŋ	aŋpétu . . .
haŋhépi . . .	- Šuŋǵíla kiŋ aŋpétu . . .

Individual work. When the students are all finished, they should check their answer with a partner.

KEY

anpétu, hanhépi; hanhépi, anpétu

Whole class. **Wówapi kiŋ yuǵáŋpi**, *opened books*. Materials: print out labels with the time terms, or write all the words on the board ahead of time. Draw three clocks on the board with the following times (mark “am” or “pm”): 8 am, 12:30 pm, and 4 pm. Eliciting help from your students, place the terms **híghaŋni**, **wíčhokaŋ hiyáyA** and **wíčhokaŋ sáŋm iyáyA** on the correct clocks.

Now, draw three more clocks with 6am, 7pm and midnight. Choose one student at random to label a clock with **wí hinápĥA**. Choose two other students to label the other clocks with **wí mahél iyáyA** and **hančhókanyaŋ**. Read all of the times of day out loud with the class and have them repeat with you.

Wówapi kiŋ yuǵáŋpi, *opened books*. Whole class. With all students standing at their desks, act out all the things that Bob does. Narrate the activities out loud, having the students repeat after you.

1) “**Núŋmnuŋm škáŋ po/pe**”, *work in pairs*. Ask the class a few questions about when Bob usually does his activities. For example:

Ask: **Toháŋtu čháŋna Bob (hakíč’uŋ) he?**
When does Bob (usually) get dressed.

Elicit: **Híghaŋni čháŋna hakíč’uŋ.**

Then, have the students answer the question in pairs. When the class is finished, call on students at random to share their answers.

2) Have students make a list of times of the day and things that they do during those times. Then the should compare their timetables in small groups. When the students are finished, ask them to report what similarities they found.

Tuwá wóyakiyaka he? *Who did you talk to?*

Tákeya he? *What did he/she say?*

Individual work. When the students have finished, have them check their work with a partner. Call on students at random to share their answers with the class. Students should say all three parts of their answer.

Individual work. When all on studentns have finished, call on students at random to share some of their answer. There are many possibilities for each answer.

Individual work. Ask the students to take out a piece of paper and write their sentences. While the students are writing, walk around the room and check their work.

Correct their mistakes by providing the students with the correct example. Do not use English!

When the students are all finished, call on students at random to write a sentence that they’re unsure about on the board. Work with the whole class to correct the sentence if there are any mistakes.

Wówapi kiŋ nathákapi, *closed books*. Whole class. Game. When all the students have finished their writing, have them all bring their chairs to sit in a circle. Leave one chair out, so that one student is left standing in the middle of the circle.

Explain the rules to the class: the student in the middle should read one of the items on their written list. Any students who wrote the same thing must stand up and quickly find new seats. The last person standing without a seat will be “it” and must read an item from their list to start the game again.

Repeat until all the students have had a turn to be “it.”

Individual work. Ask the students to take out a piece of paper and write their sentences.

Have the students share their sentences in small groups.

When all the students are finished ask them to report what some of their classmates said.

Tuwá wóyakiyaka he? *Who did you talk to?*

Tákeya he? *What did he/she say?*

1) **Wówapi kiŋ nathákapi**, *closed books*. Whole class. Say and write on the board:

Bob híghaŋni čháŋna kiktá.

Gesture to yourself and add:

Híghaŋni čháŋna, wékta.

Finally, gesture towards the students and add:

Níš tók. Toháŋl šna yékta he?

Call on a student at random to answer the question. Then, let that student choose a classmate to ask. Continue until all the students have had a chance to ask and answer.

2) Then, call on students at random:

Ask: **Toháŋl šna yékta he?**

Elicit: **Híghaŋni čháŋna, wékta.**

Ask: **Toháŋl šna inúŋka he?**

Elicit: **Ĥtayétu čháŋna, imúŋke.**

Again, with the class brainstorm other possible questions. Write them on the board below the other answers. Read them aloud with the students, and have the students repeat after you.

Wówapi kiŋ yuǵáŋpi, *opened books*. “**Núŋmnuŋm škáŋ po/pe**”, *work in pairs*.

Note: An alternative structure of the question is: **Toháŋtu čháŋna šna yékta he?** *When do you usually get up?*

Divide the class into pairs and tell them to make and ask as many questions as they can. Partners should take turns formulating and answering questions. While students are working, walk around the room and listen. Help any students that are having problems.

1) **Wówapi kiŋ nathákapi**, *closed books*. Whole class. Say and write on the board: **Ĥtayétu čháŋna, takúku wáte.**

Above it, write the question:

Ĥtayétu čháŋna, táku tókhanuŋ he?

Ask the question to several students at random. Then try a different question:

Híghaŋni čháŋna, táku tókhanuŋ he?

With the class, brainstorm several replies and write two of them on the board. Let the students work with a partner to ask and answer some of the questions on the board.

2) Now, say and write: **Wíčhokaŋ hiyáya čháŋna, táku tókhanuŋ he?**

Again, brainstorm some replies with the class. Suggest some nonsensical options and indicate that the students should correct you. Read the questions and replies out loud and have the students repeat after you.

Then have the students work in small groups, asking and answering the questions. Ask students to report what their partners have said.

Tuwá wóyakiyaka he? *Who did you talk to?*

Tákeya he? *What did he/she say?*

Wówapi kiŋ yuǵáŋpi, *opened books*. Individual work. Say and write on the board **Ĥtayétu čháŋna, táku tókhanuŋ he?** and **Wíčhokaŋ sáŋm iyáya čháŋna, táku tókhanuŋ he?** Give some replies, using yourself as a model.

Students should take out a piece of scrap paper and write down three replies to each question.

When all the students are finished, they should ask the same questions and share their answers with a partner.

Wówapi kiŋ nathákapi, *closed books*. Whole class. Say and write on the board: **Angpétu kiŋ lé hi-yákpažaža he?**

Model the answer; gesture to yourself, nod and answer affirmatively with: **Háj, hi-wákpažaža**. Write it on the board, and read it out loud with the whole class. Now, ask random students the same question and help them say the answer.

Now, repeat the question using an activity which you have not done yet: **Angpétu kiŋ lé hi-yákpažaža he?** Say and write it on the board. Answer yourself with a negative reply: **Hiyá, naháhčičiŋ imúŋke šni**. Write it on the board.

Underline **naháhčičiŋ** and **šni**. Ask several students at random and help them form their answer.

Wówapi kiŋ yuğáŋpi, *opened books*. “**Núŋmnuŋm škáj po/pe**”, *work in pairs*. While the students are working, walk around the room and monitor their progress.

Wówapi kiŋ yuğáŋpi, *opened books*. “**Núŋmnuŋm škáj po/pe**”, *work in pairs*. Students should complete the answer with a partner. When all the students are finished, call on students at random to share their answers. Give praise for correct answers.

Individual work. Give the students a few minutes to compose their answers to the questions. Then, call on students at random to share their answers.

Remember, if a student give an incorrect answer, tell them to reconsider (okay, a good try! but listen!) and then ask another student. When a student provides the correct answer, ask them how they know. Go back to the first student and ask if they know how to correct their answer now.

Wówapi kiŋ nathákapi, *closed books*. Whole class. Use images of different fruits and vegetables to drill new and old vocabulary. Use the sentence

patterns shown in the model of the activity. If you're using flashcards or large images, after drilling a few times, try presenting the images in a different way. For example, hide the image behind a larger paper and slowly reveal parts of it until the students identify it. Or, use many different images for the same vocabulary item.

Wówapi kiŋ yuğáŋpi, *opened books*. “**Núŋmnuŋm škáj po/pe**”, *work in pairs*. Have the students read the instructions and do the activity with their partners. While students are working with their partners, walk around the room and check their progress. When everyone is finished, call on students at random to share their answers.

Wówapi kiŋ nathákapi, *closed books*. Whole class. Give a student some plums (real or an image). Write on the board and ask: **Kháŋta etáŋ luhá he?**

Indicate that the student should answer affirmatively. Help them answer by saying and writing on the board **Háj, kháŋta eyá bluhá**. Draw a big checkmark at the beginning of the sentence. Repeat this using several different items and different students.

Show, with open hands that you don't have any plums. Say and write on the board: **Kháŋta tákuni bluhá šni**. Draw a big X at the beginning of the negative sentence. Ask some other students at random the question

Ask: **Kháŋta etáŋ luhá he?**

Elicit: **Hiyá, kháŋta tákuni bluhá šni**.

Now, say the question and both replies out loud, with the students repeating after you. Choose students at random to say a sentence from the board.

Wówapi kiŋ yuğáŋpi, *opened books*. Individual work. When student have finished the activity, including the bonus questions, they should check their answers with a partner. Call on random students to share their answers. Answer the bonus question with the whole class.

“**Núǵmnuǵm škáŋ po/pe**”, *work in pairs*. Students should take a minute to write their questions on a piece of scrap paper before asking their partner. While the students are speaking with their partners, walk around the room and monitor their work.

Individual work. When all the students have finished, choose several at random to share their answers. Write their answers on the board.

KEY

etáŋ, eyá, tákuni, etáŋ

“**Núǵmnuǵm škáŋ po/pe**”, *work in pairs*. While the students are working in pairs, walk around the room and monitor them. If the students are having trouble, point out how the **eyá** in the first example (right column) changes to **tákuni** when the sentences is negative. When everyone is finished, call on random students to provide their answers.

If a student gives an incorrect answer, ask the class if anyone can help. After the correct answer is revealed, repeat the question to the student with the incorrect answer. That student should now be able to answer correctly.

Wówapi kiŋ yuǵáŋpi, *opened books*. “**Núǵmnuǵm škáŋ po/pe**”, *work in pairs*. If students have been working with the same partners for a long time, have them find a new partner. Partners can sit back to back, with their books in hand, in order to avoid giving away their choice.

First, one partner should choose their plate. Then the second partner may begin questioning.

When the second partner guesses correctly, the partners switch roles. While the students are working, walk around and monitor them. Pay special attention to their pronunciation at this time.

Individual work. Writing. Students should complete their work individually. When they are all finished, invite several students at random to write their answers on the board.

If the student’s writing has mistakes, ask the class if they see any mistakes. Invite the class to correct the sentence.

Test the students by asking them “Are there any mistakes?” about a correct sentence. They should become confident to say “no” when they think it’s correct.

Individual work. When all the students have finished, choose several at random to share their answers.

KEY

yáta, wáte, yúta he?, yúte šní

WAÚDSPEWIČHAKHIYE TĤAWÓKSAPE

Flashcards can be an important addition to the lesson. In order to make the most of your time warming up with flashcards, try to use the following techniques:

- Show only a few cards at a time, and slowly add cards to the pile.
- When the students recognise the card, don’t remove it totally. Put the “easy” cards in to a separate pile to be reviewed later.
- Review all the cards at the end of the warm up.
- Every few weeks, include old cards to refresh the students’ memories.
- Encourage students to practice at home if they can. If there is extra class time, help the students make their own set of flashcards, or assign it as homework.

Wówapi kiŋ nathákapi, *closed books*. Using flashcards or other images, review the vocabulary for beverages.

Now, without images, tell the students a word,

either a food or a drink. The students should respond with **blatké** or **wáte** as appropriate.

Now, write the on the board: **Híhhaŋni čháŋna mní blatké.**

Now, say and write on the board: **Híhhaŋni čháŋna táku čha latkán he?**

Below it, write the answer, like this: **Híhhaŋni čháŋna šna _____ blatké.**

Ask and answer yourself out loud. Then, choose students at random to ask. Help them form their answers, without speaking English. Make sure each student has a chance to speak.

Wówapi kiŋ yuǵáŋpi, *opened books*. Individual work. When all the students are finished, call on students at random to share their answers.

Individual work. Student should fill in the **miyé** column first. Walk around the class and monitor their work until all the students are finished.

Whole class. Students should take their books with them and find one person to interview. When all students have completed their first interviews, they may find new partners for the second.

When each student is finished, he or she should return to their seat. When the whole class is seated, call on students at random to report on their partner's answers.

Tuwá wóyakiyaka he? *Who did you talk to?*

Tákeya he? *What did he/she say?*

Individual work. Student should first fill in the blanks of the sentences. Call on random students to check their answers. Then, students should complete the **miyé** column.

Pairwork. While the students are working with their partners, walk around the room and monitor their progress. Point out

Individual work. Writing. Tell the students to take out a pencil and a piece of scrap paper. They should write two sentences about each partner.

While the students are writing, walk around the room and check their work.

Wówapi kiŋ nathákapi, *closed books*. Modeling. **Ahítuŋwaŋ po/pe.** *Look here (towards the teacher).* Using yourself as an example, say and write on the board a sentence about what you ate in the morning: **Híhhaŋni _____ eyá wáte.** Above it, write the question: **Níš tók? Híhhaŋni táku čha yáta he?** Call on students at random to follow your model and answer the question themselves.

Wówapi kiŋ yuǵáŋpi, *opened books*. Individual work. When students are finished, they should check their answers with a partner.

Individual work. Student should fill in the **miyé** column first. Walk around the class and check on work until all the students are finished.

Whole class. Students should take their books with them and find one person to interview. When each student is finished, he or she should return to their seat. When the whole class is seated, call on students at random to report on their partner's answers.

Tuwá wóyakiyaka he? *Who did you talk to?*

Tákeya he? *What did he/she say?*

Individual work. Writing. Tell the students to take out a pencil and a piece of scrap paper. They should write three sentences about their partner.

While the students are writing, walk around the room and check their work.

Anáǵoptaŋ yaŋká po/pe. *Listen.* Ask students to take out a piece of scrap paper. Play the first part of the track, only listening to Bob. Answer the first question as a class, and write the answer on the board. Then, play the whole track, pausing after every section to give the students time to write. Play it a second time in the same way. 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.

The transcript is here for your use only - if you show it to the students or translate it will help them for a second, but it will ultimately disrupt their learning.



Track 3

BOB: *Híjhaŋni wašín čhosyápi eyá é na wítka eyá wáte. Naháŋ nakúŋ wagmúšpaŋšni eyá wátin na tháspáŋzi haŋpi eyá blatké.*

LISA: *Híjhaŋni aǵúyapi na asáŋpi sutá wáte. Nakúŋ zíškopela waŋ wáte. Na tháspáŋ haŋpi eyá blatké.*

THÁŠÍNA: *Híjhaŋni aǵúyapi na waštágyapi wáte. Naháŋ nakúŋ suphéstola eyá wátin na tháspáŋzi haŋpi eyá blatké.*

KIMI: *Híjhaŋni sunákpaŋla eyá é na wažúšteča eyá wáte. Waǵpé na asáŋpi eyá blatké.*

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Whole class. Read and repeat the new vocabulary out loud with the class.

Individual work. When the students have finished, they should check their answers with a partner.

Follow-up: do some fast drills with flashcards or images to practice the new vocabulary. Play a vocabulary game with the class, or as pairwork.

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“Núǵmnuǵm škáŋ po/pe”, *work in pairs.* Students should work together to find the words. Call on pairs at random to share their answers.

Wówapi kiŋ nathákapi, *closed books.* Whole class. Review personal bathroom items 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.

Modeling. **Ahítuŋwaŋ po/pe.** *Look here (towards the teacher).* Using images or the real objects, put three personal bathroom items on your desk. Holding the items one at a time, say what you have: _____ **waŋ bluhá.** Ask the class true/false questions about what you have, for example:

Ask: **Híipažaža waŋží bluhá he?**

Elicit: **Háŋ, waŋ híipažaža luhá.**

Ask: **Mas'ónuŋwe waŋží bluhá he?**

Elicit: **Hiyá, mas'ónuŋwe waŋžini luhá šni.**

Now, give the images/items to random students in the class. Ask them true/false questions about what they have. Be sure to ask some false questions, for example:

Ask: **Iyúsli waŋží luhá he?**

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

Continue this around the room until most students have participated.

PG. 43 / 1

Wówapi kiŋ yuǵáŋpi, *opened books.* “Núǵmnuǵm škáŋ po/pe”, *work in pairs.* Speaking. 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.

Wówapi kiŋ nathákapi, *closed books*. Say and write the question on the board: **Kimi nasúŋpakče tháwa kiŋ oówa tókča he?** Let the students look at the pictures to find their answer. Call on a student at random to answer. Write the answer on the board, and work with the class to correct it.

Individual work. Writing. While students are writing, walk around and monitor their progress.

KEY

Colors of belongings:

Kimi - already done

Summer - ģí

Mathó - zíša

Lisa - zí

Mike - ská

James - thózi

Bob - thózi

Thášina - šá

Individual work. Writing. While students are writing, walk around and monitor their progress.

When all the students have finished their writing, have the students ask the questions to a partner. While the pairs are speaking, walk round and listen to them. Offer corrections when needed. Give praise for correct speaking and sentence construction.

KEY

Mathó (already done), James, Mathó

Skimming/scanning questions. **DO NOT TRANSLATE THE TEXT INTO ENGLISH!** Give only a short time to find the answer. Call on a student at random to share their answer. Right or wrong, ask the student to read the section where they found their answer in the text. If the student is wrong, ask if another student can help them with the correct answer.

When the correct answer has been found, make sure all students know where to find it in the text.

KEY

pic.4

Individual work. Reading. Students should read the text again, slower, and answer the questions. While the students are reading, walk around the room and monitor their progress. If a student needs help understanding a word, **DO NOT TRANSLATE**. Use miming or explain in Lakota until the student understands.

When all the students have finished, they should check their answers with a partner. Call on students at random to share their answers with the class.

KEY

2. a)

3. b)

“Núŋmnuŋm škáŋ po/pe”, *work in pairs*. Add that students should underline the part of the text that gives them the information. While the class is working, walk around and see if they are finding the information in the text correctly.

When all the students have finished, call on pairs at random to share their answer. Ask them to show where they found their answer in the text.

KEY

4. b), č), g)

5. b), e), ģ)

Individual work. When the students are finished, they should check their answers with a partner. Call on students at random to share their answer.

KEY

6. a), č), g), h)

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.

Wóuŋspe 4

PG. 46

Context

Waníyaŋpi wičháyuŋhapi

Having Animals

Structure

- **kta (future)**
- **kiŋ** with times of the day to mark future (**h̄tayétu kiŋ**)
- **kte héčha (have to)**
- **affix wičha (plural animate object)**
- **suffix -pi for animate plural subject**
- **SOV - subject object verb (word order)**

Vocabulary

postpositions of location (on, above, next to, ..)

Review

čhaŋna, yuhá, waŋyaŋka

Communicative Skills

Talking about responsibilities

Materials

A shoe box and tennis ball,

PG. 47 / 1 COMICSTRIP

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.

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

šá thó h̄óta

PG. 47 / 2

Individual work. Ask the students to read the instructions silently. When the students have marked their answers, call on a student at random to share their answer.

KEY

záptaŋ

PG. 47 / 3

Individual work. Ask the students to read the instructions silently. When the students have marked their answers, call on a student at random to share their answer. Ask students to show where in the text they found their answer.

KEY

1) B, 2) D, 3) E, 4) F, 5) A, 6) C

PG. 47 / 4, 5

Whole class. Hold a vote on the correct answer. Ask students to show in the text what information supports their answers. Give the correct answer and show what part of the comic supports that answer.

Then, move onto activity 5 and do the same as for the previous activity.

KEY

4. Háŋ

5. Háŋ

PG. 47 / 6

Individual work. Students will have to use their stickers. After finishing the activity, the students should share their answer with a partner.

While the pairs are speaking with each other, walk around the room and monitor them.

PG. 47 / 6

Individual work. Students should prepare their answers. When the class is ready, call on students at random to share their answers. Write their answers on the board.

WAÚDSPEWIČHAKHIYE THAWÓKSAPE

You will often rely on gestures to aid your teaching, so it is helpful to standardize your gestures. Because you will need them most often, is recommended to choose standardized gestures to indicate the following:

- past, present and future tenses.
- to indicate that a student should respond.
- to indicate a mistake.
- to indicate that everything is correct.

Wówapi kiŋ nathákapi *closed books*. Modeling. Using the times of day (**híŋhaŋni**, **wíčhokaŋ**, **ħtayétu kiŋ**) tell the class in Lakota what you did in the morning, and what you will do in the evening. Use gestures to help indicate time.

Repeat your example, this time writing it on the board while you speak.

Draw the diagram (shown in the book on top of pg 48). Next to the section of **híŋhaŋni**, write “**Híŋhaŋni Lisa** _____.” Brainstorm with the students possible ways to finish the sentence. What activities could Lisa have done in the morning? Write appropriate suggestions on the board.

Now, move to the other side of the diagram

and next to **ħtayétu kiŋ**, write “**ħtayétu kiŋ Lisa** _____ **kte**.” Underline “**kte**.” Brainstorm with students things Lisa probably will do in the evening. Write suggestions from students on the board.

Wówapi kiŋ yuǵáŋpi *opened books*. Whole class. Call on students at random to read the examples given and mime the activity. Then have the students answer the question in the orange box. Call on a student at random to check their answer. Write the correct answer on the board.

Núŋmnuŋm škáŋ po/pe. *work in pairs*. When students have finished, they should check their answers with another pair of students. Call on students at random to share their answers with the class.

Individual work. First, have the students match the verbs with the picture. Students should check their answers with a partner. Then ask the second question. Call on a student at random to share their answer with the class.

Finally, have them read the **Kiksúya po** and answer the last question. Call on a student at random, and write their answer on the board.

Individual work. Writing. Ask the students to take out scratch paper and a pencil. While the students are writing, walk around the room and check their progress.

When all the students have finished their writing, call on students at random to write one of the sentences on the board. If a student writes their sentence incorrectly, correct it as a class.

Wówapi kiŋ nathákapi *closed books*. Write the example on the board:

Híŋhaŋni Kimi nuŋwíŋ.

Híŋhaŋni kiŋ Kimi nuŋwíŋ kte.

Call on one student to circle the words that shows that Kimi will take a bath tomorrow morning. Make sure students notice that both **kiŋ** and **kte** must be in the sentence.

Now, write the next example on the board. Make sure the students notice the change to first person.

Híŋhaŋni waškáte.

Call on students to come to the board and make one change each until the sentence is in future form. If a student writes something incorrectly, the next student should fix it. The final result should be:

Híŋhaŋni kiŋ waškátíŋ kte.

Wówapi kiŋ yuǵáŋpi *opened books*. Individual work. Reading. Students should read the text to themselves and answer the first set of **haŋ** / **hiyá** questions. When all the students have finished, ask the questions to different students and have them give their answers.

Now, have the students move onto the second set of questions. When they finish, they should check their answers with a partner by asking and answering the questions. Call on pairs at random to ask and answer the questions in front of the class.

KEY

(lefthand box)

hiyá háŋ hiyá háŋ hiyá háŋ hiyá háŋ

(righthand box)
 Škáte.
 Wačí kte.
 Šuŋk'ákaŋyaŋke.
 Íŋyaŋkiŋ kte.
 Ištíŋmiŋ kte
 Lowáŋ kte.
 Ištíŋme.
 Nuŋwíŋ kte.

WAÚDSPEWIČHAKHIYE TĤAWÓKSAPE

Mistakes are a necessary part of learning a language. The best way for students to learn from their mistakes is to self-correct. Good teachers help students notice their mistakes.

Help students self correct by helping them zero in on the specific error.

Example: As you walk around the room, point out places with mistakes, but wait for students to self-correct. If they can't, then you can point out the type of mistake, eg: "Look at spelling" or "Look at the verb conjugation"

Núŋmnuŋm škáj po/pe. *work in pairs.* Ask students to raise their hands to show which person in the pair will give the interview first. Allow time for them to ask questions, and then tell the class to switch roles with their partners.

When both partners have finished asking their questions, tell them students to take out scrap paper and write three sentences about what their partner said.

When everyone is finished writing, call on students at random to report what their partner said.

Núŋmnuŋm škáj po/pe. *work in pairs.* Students should find new partners. Repeat the steps as in activity 2.

When everyone is finished writing, call on students at random to report what their partner said.

Wówapi kiŋ nathákapi *closed books.* Whole class. Tell the class you have a dog, and make a list on the board of things you have to do for/with the dog. Mime the activities so that students understand without translating to English. Elicit from the class and write on the board:

Šúŋka kiŋ hé wók'u kte héčha.

Šúŋka kiŋ mnik'ú kte héčha.

Šúŋka kiŋ tháčhésli pahí kte héčha.

Šúŋka kiŋ máni-khiyiŋ kte héčha.

Then, add some things that you wouldn't do with the dog, for example:

Šúŋka kiŋ kičí wawáčí kte héčha šni.

Šúŋka kiŋ kičí owáblawa kte héčha šni.

Wówapi kiŋ yuǵáŋpi *opened books.* Individual work. Have the students read the instructions and do the activity. When the class is finished, call on students at random to share their answers.

Follow-up activity: choose a different animal (**maštíŋčala, kimímela, waŋbli**, etc) and write another set of "dos and don'ts" on the board. Make sure to use only vocabulary that the students know well. This time, have the students give all the answers.

Wówapi kiŋ nathákapi *closed books.* Review numbers with the class. Have several classroom items prepared on your desk. Show one item, and say (for example):

Wówapi waŋ bluhá.

Now take several more of the item and using the number say (for example):

Wówapi tópa bluhá.

Repeat this with several items, and elicit sentences from the students. Invite them to make their own sentences.

Wówapi kiŋ yuǵáŋpi *opened books*. Individual work. Have the students answer the questions on their own. When they're finished, call on students at random to share their answers.

PG. 50 / 2 BLIHÉLWIČHAYA YO

Wówapi kiŋ nathákapi *closed books*. Modeling. Choose several inanimate objects, for example four pencils and two cups. Say and write **Wíčazo tópa bluhá. Wíyatke núŋm bluhá.** on the board, showing your four pencils and two cups.

Now, draw three cats and two dogs on the board (they don't need to be perfect!), then say and write **Igmú yámni wičhábluha. Šúŋka núŋm wičhábluha.**

Call on a student at random to come to the board and underline the difference in the verb. Ask the students why the cats have **-wicha-** in the verb and the pencils do not. If they are having trouble coming to the correct answer, ask the students which of your things are alive - the pencils or the cats? They should choose the cats.

Do this activity again (showing, saying and writing on the board) with different object and living things. For example: three books, three boys and three chairs. Ask the students which verb should have **-wicha-**. Note: don't talk about your children or relatives as the verb yuhá is generally not used with kinship terms.

Repeat using different objects and living things until the students are comfortable with identifying when to add **-wicha-**. Then move onto the activity.

PG. 50 / 2

Individual work. Have the students answer the questions on their own. When they're finished, let them check their answers with a partner.

Ask the students again if there is any difference between saying "**Wíčazo tópa bluhá.**" and "**Šúŋka tópa wičhábluha.**" Ask them how they know when to use **-wiča-**.

PG. 50 / KIKSÚYA PO/PE

Individual work. Have the students answer the questions on their own. When they're finished, call on students at random to share their answers.

Individual work. When the students have finished, let them check their answers with a partner.

PG. 51 / 2

Núŋmnuŋm škáŋ po/pe. *work in pairs*. Choose one student and model the game. Then divide the class into pairs and let them play. When the class has finished, let the students find new partners and try again.

While the students are working with each other, walk around the room and listen to their conversations. Help the students whenever you can.

PG. 52 / 1 BLIHÉLWIČHAYA YO

Wówapi kiŋ nathákapi *closed books*. On the board, draw a standing stick figure, and below it write:

Hokšila kiŋ lé nážiŋ.

Now, draw two standing stick figures, and below them write:

Hokšila kiŋ lená nážiŋpi.

Call on one student to come to the board and underline what is different between the two sentences. They should underline **lená** and **-pi**.

Now, draw one female stick figure running. Invite a student to come to the board and write a sentence under it. They should write

Wičhíŋčala kiŋ lé íŋyaŋke.

If the first student cannot write the sentence correctly, invite other students to come up until the class has composed a correct sentence.

Then, draw two female stick figures running, and again invite students to the board to compose a sentence. They should write:

Wičhíŋčala kiŋ lená íŋyaŋkapi.

Ask the class which of the two example verbs is an ablaut verb. When they identify **íŋyaŋka** as the ablaut verb, call on student at random to identify what is different between the two verbs when they add **-pi**. The students should identify **é** in the singular and **á** in the plural forms.

“Teacher’s wisdom”

If your students are having trouble answering your prompt questions, try asking them questions that can be answered with one correct word. Try simple questions like this:

Ták tokhúŋ he?

Le tuwé he?

Le táku he?

PG. 52 / 1

Wówapi kiŋ yuǵáŋpi *opened books. Núŋmnuŋm škáŋ po/pe. work in pairs.* Students should complete the exercise with a partner. When the class is finished, call on pairs at random to share their answers.

PG. 52 / 2

Individual work. Have the students answer the questions on their own. While students are working, walk around the classroom and check their work. When they’re finished, students should check their answers with a partner.

PG. 53 / 1 BLIHÉLWIČHAYA YO

Wówapi kiŋ nathákapi *closed books.* Modelling. On the board, draw a standing stick figure and a walking stick figure. Say and write:

Hokšíla waŋ waŋbláke.

Indicate that you don’t know which one your talking about and ask yourself the question:

Hokšíla kiŋ hé táku tókhuŋ he?

Repeat the question and write it on the board.

Then, circle the boy you are talking about. Write and say.

Hokšíla kiŋ hé nážiŋ.

Now, draw two female stick figures, one sitting and one running. Call on a student to say what they see, like what you just modelled, eliciting:

Wičhíŋčala waŋ waŋbláke.

PG. 53 / 1 BLIHÉLWIČHAYA YO CONT.

Ask: **Wičhíŋčala kiŋ hé táku tókhuŋ he?**

Students should be able to identify which figure they chose to look at.

Repeat this with several other stick figures doing different activities.

PG. 53 / 1

Wówapi kiŋ yuǵáŋpi *opened books.* Individual work. Students should complete the sentences using **waŋ** and **kiŋ he**, like in the model. While the class is working, walk around the room and help where needed.

PG. 53 / 2

Núŋmnuŋm škáŋ po/pe. *work in pairs.* Model with a student first. Then students should work with a partner asking and answering questions. While the partners are working together, walk around the room, listen and help.

PG. 53 / 3 BLIHÉLWIČHAYA YO

Wówapi kiŋ nathákapi *closed books.* Modelling. On the board, draw two standing stick figures and two walking stick figures. Say and write:

Hokšíla eyá waŋwíčablake.

Indicate that you don’t know which one your talking about and ask yourself the question:

Hokšíla kiŋ hená táku tókhuŋ he?

Repeat the question and write it on the board. Then, circle the boys you are talking about. Write and say.

Hokšíla hiŋ hená nážiŋpi.

Ask the class what is different when they’re talking about one or two boys. Call on a student to circle the differences on the board. Practice this with the class using a few more examples.

PG. 53 / 3

Wówapi kiŋ yuǵáŋpi *opened books.* Individual work. Students should complete the sentences according to which picture they choose. While the class is working, walk around the room and help where needed.

When students are finished, they should compare their answers with a partner.

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 number the pictures. 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 4

1. *Itówapi kiŋ lé él mağáksiča yámni waŋwičhablake ló. Mağáksiča kiŋ hená nuŋwáŋpe ló. Naháŋ nakúŋ šúŋkawakhán núnpa waŋwičhablake. Šúŋkawakhán kiŋ hená nážiŋpi. Šúŋka waŋ é na igmú waŋ waŋwičhablake. Hená inyaŋkapi.*
2. *Itówapi kiŋ lé él šúŋkawakhán núnŋm waŋwičhablake ló. Hená nážiŋpe ló. Naháŋ nakúŋ šúŋka yámni waŋwičhablake. Hená khúl yaŋkapi. Igmú núnŋm*

PG. 54 / 1 CONT.

- waŋwičhablakij na hená inš khúl ħpáyape ló. Mağáksiča tópa waŋwičhablake. Hená inš kiŋyáŋpe ló.*
3. *Itówapi kiŋ lé él šúŋkawakhán waŋ waŋbláke. Hé inš inyaŋke. Šúŋka yámni waŋwičhablake. Hená inš khúl yaŋkapi. Mağáksiča tópa waŋwičhablake. Mağáksiča kiŋ hená nuŋwáŋpe ló. Igmú waŋ waŋbláke ló, igmú kiŋ lé inyaŋke ló.*
 4. *Itówapi kiŋ lé él igmú núnŋm waŋwičhablake ló. Igmú kiŋ hená ħpáyape ló. Šúŋka waŋ waŋbláke. Šúŋka kiŋ hé inyaŋke. Šúŋkawakhán waŋ waŋbláke. Hé inš-eyá inyaŋke. Mağáksiča tópa waŋwičhablake. Mağáksiča kiŋ hená kiŋyáŋpe ló.*

PG. 54 / 2

Individual work. When all the students have finished, call on students at random to share their answers.

PG. 54 / 3

Individual work. Ask the students to take out scrap paper. While students are writing, walk around the room and monitor their progress.

When students finish writing, they should read their description to a partner, and the partner should guess which picture is being described.

Whole class. **Wówapi kiŋ nathákapi** *closed books*. Modelling. The best you can, on the board, draw a cat eating a mouse.

Ask: **Igmú kiŋ lé táku tókħuŋ he?**

Elicit: **Igmú kiŋ lé yúte.**

Ask: **Igmú kiŋ lé táku čha yúta he?**

Elicit: **Igmú kiŋ lé ithúŋkala waŋ yúte.**

Write the elicited responses on the board. Ask the class where in the sentence they should put the animal doing the eating. Students should say that the first part of the sentence is where you put the active animal.

Now ask where they should put the animal being eaten. Students should say “after the animal doing the eating.”

Give them another two words: **maštíŋčala** and **pħeží**. Have the class brainstorm a new sentence one word at a time using **maštíŋčala** and **pħeží**, and write it on the board. You can help them by adding a few words yourself - students will probably forget to add **eyá** They should write: **Maštíŋčala kiŋ lé pħeží eyá yúte.**

PG. 54 / 4

Wówapi kiŋ yuğáŋpi *opened books*. Individual work. Students should complete the activity and check their answers with a partner. Call on students at random to share their answers.

PG. 54 / 5

Whole class. Write the following sentence parts (taken from the book example) on the board:

pħeží eyá

heháke kiŋ

yútapi

Ask the students to arrange the sentence in order so that is correctly shows who is eating what. Students should write :

Heháka kiŋ pħeží eyá yútapi.

Individual work. Now, students should complete the activity. When the class is finished, call on students at random to share their answers.

PG. 55 / 1 BLIHÉLWIČHAYA YO

Wówapi kiŋ nathákapi *closed books*. Whole class. Place a box (like a shoebox) and a tennis ball (or some other object smaller than the box) on your desk. Write on the board and say **akáŋl**, then demonstrate with the ball and box while repeating the word. Have the students repeat the word after you. Have the students mime your actions using their own textbooks and pencils. Now do the same steps with the words **iwáŋkab** and **iyóhlathe**.

After these first three words, drill the students with the three words written on the board. When you indicate a word, students should say the word and show it with their books and pencils.

Now, repeat all the steps using the next four words: **isákib**, **ogná**, **ithókab**, **ilázata**.

PG. 55 / 1

Wówapi kiŋ yuǵáŋpi *opened books*. **Núŋmnuŋm škáŋ po/pe** *work in pairs*. One person in the pair should use their textbook and a pencil to demonstrate postpositions, and the other should have their textbook open. One partner should call out one of the postpositions, and the other should try to correctly demonstrate it. After a few minutes, all partners should switch roles.

While the students are working, walk around the room and monitor them.

PG. 55 / 2

Individual work. While the students are working, walk around the room and monitor their progress. Students should check their work with a partner.

PG. 55 / 3

Núŋmnuŋm škáŋ po/pe. *work in pairs*. Call on one student at random to come to the front of the room. Using their textbook, demonstrate the game to the class. Let the student choose one of the puppies, and guess which one it is.

After the demonstration, let the students work in pairs. While the students are working, walk around the room and listen to them. Help any students who have problems with pronunciation.

PG. 57 / 1

Whole class. Every student should look at the picture on pg 56. Read the example sentences and show on the picture where you see it.

Individual work. Students should take out a piece of scrap paper. While the class is working, walk around the room and check their writing.

When all the students have finished, call on students at random to share their sentences.

PG. 57 / 2

Individual work. Students should take out a piece of scrap paper. While the class is working, walk around the room and check their writing.

When all the students have finished, they should read their sentences to a partner. Call on students at random to come write one of their sentences on the board. Correct any mistakes with the whole class.

PG. 57 / 3

Individual work. When the class has finished, call on students at random to read one sentence (with the correct postposition) from the exercise.

PG. 57 / 4

Núŋmnuŋm škáŋ po/pe. *work in pairs*. Call on a student to help you demonstrate. Ask the chosen student to choose one of the people in the picture, but not tell who they chose. Ask them questions, like in the example, until you find out who the student is in the picture.

When the demonstration is over, students should work in pairs. While the pairs are working, walk around the room and monitor them.

Individual work. Students should take out a piece of scrap paper. While they are writing their sentences, walk around the room and help any students who are having trouble.

When the class is finished, call on students to come to the board and write a sentence. Ask the class to answer the questions.

PG. 58 / 1 SKIMMING/SCANNING

Individual work. Students should scan the texts and fill out their answers quickly. Emphasis that they are not supposed to read the text, just find their answers. When all the students are finished, call on students at random to share their answers.

PG. 58 / 2 READING

Individual work. First, call on students at random to read the questions out loud. Students should look for the answers to these questions while doing their reading.

Now students can take a longer time to read the text. Ask the students to find only the first two questions.

When the class is finished, call on students at random to share their answer. Ask them to show where in the text they found their answer.

Continue through the questions two at a time.

KEY

1 híŋhaŋni čháŋna (al-ready done)	5 tšaló, wathóthoka
2 yámni	6 tšaló
3 núŋpa	7 pšezí, pšaŋgí zizí, wažúšteča
4 núŋpa	

PG. 58 / 3 READING

Individual work. When students have finished, they should check their answers with a partner. When the class is finished, call on pairs at random to share their answer. Ask them to show where in the text they found their answer.

KEY

1 Háŋ	3 Hiyá
2 Háŋ	4 Háŋ

Individual work. Make sure students complete one set of questions before moving onto the next activity. Answers may be checked after every section, at the end, or graded privately by the teacher.

It is very important for students to fill out the “How much are you learning?” question honestly. This feedback is an important tool for the teacher.

WAÚDSPEWIČHAKHIYE TŠAWÓKSAPE

Both positive and negative types of feedback from students can be helpful for a teacher. Negative feedback should not be taken personally. It can show a teacher that the student is having trouble learning the material. When many students give negative feedback, it can show that the teacher should consider approaching the material differently.

A teacher’s goal is to create successful students, so if students are having trouble, it is good for the teacher to change their teaching strategy in order to reach the students better.

UNIT 4 TEST ANSWER KEY

- Híŋhaŋni, wíčhokaŋ hiyáye, htayétu kiŋ, haŋčhókaŋyaŋ
- answers may vary
- Šúŋkawakháŋ núŋm wíčháyuha. Wíčazo waŋ yuhá. Haŋpóšpula tópa yuhá. Igmú waŋ yuhá.
- answers may vary
- waŋwíčhablake, nážiŋpi, psíče
- drawing should be correct

Wóuŋspe 5

PG. 60

Context

Aŋpétu tókča he?

What is the weather like?

Structure

- frequency adverbs
- ____ **ektá mníj kte**
- conditional sentences with **háŋtaŋš / eháŋtaŋš**

Vocabulary

weather terms, **kitáŋla / líla**

Review

ktA for marking future events, numbers up to 200

Communicative Skills

talking about weather, describing plans based on weather conditions

Cultural Focus

Geography of Lakota country (review), geography of the United States

Materials

Weather flashcards

PG. 60 / 1 COMICSTRIP

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.

Ask the class what they think, judging by their first glance, the comic will be about.

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.

PG. 61 / 2, 3

Individual work. Remind the students that they are still skimming and scanning, and that they shouldn't read the comic closely yet.

Ask the students to read the instructions silently. When the students have marked their answers, call on a student at random to share their answer.

PG. 61 / 4

Individual work. Tell the students that this time they should read the comic slowly and closely to find their answers.

When the class has finished, call on students at random to share their answer.

PG. 61 / 5

Individual work. Call on a student at random to answer what **yo** and **ye** mean. Then move on to the task.

While the class is working, walk around the room and check on each student's progress. When the students are finished they should check their answer with a partner.

PG. 61 / 6

Individual work. Students should write their answers down. When all the students have their answers, call on a student to come and write it on the board. Ask the other students to correct any mistakes.

PG. 61 / 7

Núŋmnuŋm škáj po/pe. *work in pairs.* Students should find their answers. Write three possible answers (**thimá, tháŋkál, thiyáta**) on the board, and let each pair vote for the correct answer. After, reveal the correct answer, and where it is in the comic.

PG. 61 / 8

Individual work. Students should write their answers down. When all the students have their answers, call on a student to come and write it on the board. Ask the other students to correct any mistakes.

PG. 62 / 1 BLIHÉLWIČHAYA YO

Wówapi kiŋ nathákapi *closed books.* Modeling. Use the weather flashcards. Start with only three flashcards. Show them one after the other to the students, saying the words and writing them on the board. When students can correctly name all the images while using them in a drill, add three more

cards to the pile. When you show the new cards, say the words and write them on the board.

Repeat these steps, adding three cards at a time until students can recognise all the cards and all the words are on the board.

Now, ask the students to take out a peice of paper. Using the words on the board, ask the students to make themselves a study sheet by drawing and labeling a simple picture for each of the words. There should be no English words on their paper, only Lakota and illustrations.

When the class has finished, the students may open their books to page 62 and check their study sheet. The students should compare their study sheet with a partner and correct anything they have mislabeled.

Wówapi kiŋ yuǵáŋpi *opened books*. Whole class. Students should be able to say what the weather is like today.

Individual work. While the students are working, walk around the room and monitor their progress. When students are finished, they may check their work with a partner. Call on students at random to share their answers.

Núŋmnuŋm škáŋ po/pe. *work in pairs*. First, choose a student to model the activity with you. Using the map on pg 62, ask the student about the weather in a city, and the student should respond according to the map, like this:

Ask: **Chicago ektá aŋpétu tókča he?**

Elicit: **Chicago ektá osní na mašté.**

While the students are working in pairs, walk around the room and listen to their conversations.

Núŋmnuŋm škáŋ po/pe. *work in pairs*. Choose another student to model the activity with you. Using the map on pg 62, ask the student to pretend that they are in one of the cities. You will ask them questions about the weather to find out which city they have chosen, like this:

Ask: **Wakíŋyaŋ ukíye he?**

Elicit: **Háŋ, wakíŋyaŋ ukíye.**

Ask: **Miami él niyé he?**

Elicit: **Háŋ, Miami él miyé.**

While the students are working in pairs, walk around the room and listen to their conversations.

Núŋmnuŋm škáŋ po/pe. *work in pairs*. Students may find new partners. Following the steps illustrated in the activity, students should play the game with a partner.

While the students are working, walk around the room and make sure that the students are going through the steps properly. Take a minute to listen closely to each pair and help students who are struggling.

Wówapi kiŋ nathákapi *closed books*. Whole class. As best you can, on the board draw a cloud and some falling snowflakes. Elicit from the class **wáhiŋhé** and write the word on the board.

Now, above that picture, draw another cloud with only a couple of snowflakes. Next to this say and write **kitáŋla wáhiŋhé**. Then, below those two pictures draw a third cloud with much more snowflakes than the first two pictures. Say and label this picture with **lila wáhiŋhé**.

Finally, on the other side of the board, draw three different pictures of **wakíŋyaŋ tuŋwáŋpi**, each one with more lightning than the last. Call on three students at random to come to the board and label one picture each. Students should write: **kitáŋla wakíŋyaŋ tuŋwáŋpi, wakíŋyaŋ tuŋwáŋpi, lila wakíŋyaŋ tuŋwáŋpi**

PG. 64 / 1

Individual work. Students should fill in the missing parts of the chart. When they are finished, they can check their answers with a partner. Call on students at random to read their answers out loud.

PG. 64 / 2

Individual work. When the students are finished, call on students at random to read their answers out loud.

PG. 64 / 3

Núgmnuŋm škáj po/pe. *work in pairs.* Students should first draw the arrows for themselves, and then they should compare their decisions with a partner. When they are finished, call on students at random to read their answers out loud.

PG. 64 / 4

Núgmnuŋm škáj po/pe. *work in pairs.* Students should read the chart and make their decisions with a partner. When all the pairs have finished, they should check their answers with another pair. While the students are working with their partners, walk around the room and monitor their progress.

KEY	
F T	F T
T F	T F
F T	T F

PG. 64 / 5

Núgmnuŋm škáj po/pe. *work in pairs.* First, choose a student at random to demonstrate the activity with. Ask them about one day on the chart, and they should respond with the weather from that day.

Then, divide the class into pairs. While the pairs are doing the activity, walk around the room and listen.

PG. 65 / 1 BLIHÉLWIČHAYA YO

Whole class. Modeling. Write the names of the four seasons in four columns on the board. Call on students to come up to the board and write a weather word into one of the columns. Words can be used more than once! You can check the students' understanding by trying to write something incorrect onto the chart, like snow in summer, and have the class correct you.

PG. 65 / 1

Individual work. When the class seems to have their answers, call on students at random to share their answers. Write the correct answers on the board.

PG. 65 / 2

Individual work. When the class is finished, students may check their answers with a partner. Call on students at random to read their answers to the class.

KEY	
T T	F T
T F	T F
F T	

PG. 65 / 3

Núgmnuŋm škáj po/pe. *work in pairs.* Students should work with a partner to decide on what to write. When they are finished, call on students at random to read their answers out loud to the class.

KEY
There can be more than one correct answer to these questions.

PG. 65 / 4

Individual work. Ask the students to take out a piece of paper. Encourage students to write their sentences nicely and very clearly, so that they can show their family at home.

While the class is working, walk around and monitor their work. Look for spelling errors or any problems writing the alphabet.

PG. 66 / 1 BLIHÉLWIČHAYA YO

Wówapi kiŋ nathákapi *closed books.* Whole class. Modeling. Using yourself as an example, start in one part of the room and say which part of the room you will go to next, using **ektá mníŋ kte.** Say where you will go, and then go there. Repeat this several times.

Now, say and write on the board where you are now (in school). **Anpétu kiŋ lé owáyawa kiŋ él waúŋ.** Below that, say where you will go, assumedly after school. Tell the class you are going

to travel during the weekend, and write a sentence on the board saying where you will go on the weekend.

Choose a student to demonstrate asking and answering questions like this:

Ask: **Bismarck ektá mníj kte. Níš tók, tókhiya níj kta he?**

Elicit: **Alliance ektá mníj kte.**

Wówapi kiŋ yuǵáŋpi *opened books*. Whole class. Ask the students to think of the answer to the question. Then call on students at random to share their answer. The class should be able to identify **mníj kte** as “I will go.”

Also ask them to identify how to say “you will go.” Write the correct answer on the board.

Núŋmnuŋm škáj po/pe. *work in pairs*. While the students are asking and answering questions, walk around the room and monitor their conversations.

Individual work. First, have the students read the task and fill out the sentence about Mike. Call on a student at random to come write their sentence on the board. If there are any mistakes in the sentence, ask the class to help correct it.

Then, ask the students to take out a piece of scrap paper and write sentences about the other children. While the students are writing, walk around the room and check their work.

When the class is finished, call on students at random to read one of their sentences.

Núŋmnuŋm škáj po/pe. *work in pairs*. First, ask the students to decide on where they will go tomorrow. It’s okay to just pretend. Then, let the students walk around the room and ask three other classmates.

When the class is finished and back in their seats, call on students at random to report on their classmates.

Individual work. While the students are writing, walk around the room and monitor their progress. When they have finished, students may check their answers with a partner.

Wówapi kiŋ nathákapi *closed books*. Modeling. Start with **anpétu kiŋ lé**. Say and write it on the board with a little sun picture. Say some things about the day such as what day of the week it is, what you are doing and what the weather is like. Do not use any English!

Now, behind it say and write **haŋhépi**, drawing a little moon with it. Say that you were sleeping.

Then, behind **haŋhépi**, say and write **hťálehaŋ**, also with a sun picture. Say what day of the week it was, and what the weather was like (which you can also draw).

Add to diagram on the board **waŋná** and **héktakiya**.

Wówapi kiŋ yuǵáŋpi *opened books*. Whole class.

On the board, make a timeline of three days with the moon and sun to show night and day. Tell the student that the middle day is current. The day before is yesterday and the final day shown is tomorrow. Call on students at random to come to the board and label the times of day and night.

Draw the **hťokátakiya** on the board after **waŋná** and **héktakiya**.

Individual work. Students should fill in the information and check their answers with a partner when they’re finished. Call on students at random to share their answers.

KEY
 nuŋwé
 iŋyaŋkiŋ kte
 hťab-škáte
 škáte
 lowáŋ kte
 hťab-škátiiŋ kte

Individual work. Answer the first question with the whole class. Make sure students can identify where they found the answer.

When the students finish writing they may check their answers with a partner.

Individual work. Ask the students to take out a piece of scrap paper. While the students are working, walk around the room and check their writing.

When the students finish writing they may share their answers with a partner.

KEY

Waḡná Owáḡka Yužážapi. (done)

Waḡná Aḡpétu Tópa. (done)

Aḡpétu Yámni

Aḡpétu Záptaḡ

Aḡpétu Yámni

Aḡpétu Tópa

Aḡpétu Wakháḡ

Aḡpétu Tópa

Individual work. First, ask students to glance at the exercise and ask them the question “Can you guess the Lakota word for “if?”” Write the answer, **háḡtaḡš**, on the board.

Then, have the students match the sentence halves on their own. When they are finished, call on students at random to read their answers out loud.

Wówapi kiḡ nathákapi *closed books*. Whole class. Write the first two example sentences on the board (with some pictures if you can), and fill in the blanks (**owáštečake**, **ošičeča**) with the class.

Híḡhaḡni kiḡ _____ **háḡtaḡš**, **wanúḡwiḡ kte.**

Híḡhaḡni kiḡ _____ **háḡtaḡš**, **thimá waškátíḡ kte.**

Wówapi kiḡ yuḡáḡpi *opened books*. Individual work. Students should fill in the remaining two sentences. Call on two students at random to write the sentences on the board.

Individual work. Writing. Students should use the space provided to write their sentences. While the class is writing, walk around the room and monitor their progress.

When the class is finished, have each student read one of their sentences out loud.

Individual work. Listening. Students should listen and place the stickers correctly. When the listening activity is over, they should compare their maps of Lakota country in small groups. Encourage any open discussion about the weather at different times of the year around these places.



Track 5

Háu, tóna wawáḡyaḡ naḡkápi kiḡ aḡpétu wašté yuhá po, ečhíčiyapi. Híḡhaḡni kiḡ aḡpétu tókča kte kiḡ hé iwówaglakiḡ kte.

Íḡyaḡ Woslál Háḡ ektá wá híḡhíḡ kte.

Wakpá Wašté ektá p'ó kte.

Wazí Aháḡhaḡ ektá maḡpíya akáḡpiḡ kte.

Sičháḡḡu Oyáḡke ektá maḡážu kte.

Mnilúzahe Othúḡwahe ektá lila tháté na osní kte.

Sioux Falls ektá kitáḡla maḡpíya kte.

Bde-hdákiḡyaḡ ektá maḡpíya aóhaḡzi kte.

Wówapi kiḡ nathákapi *closed books*. Whole class. Using flashcards or writing on the board, drill the students on reading numbers 1-150. They should warm up both writing the words and saying them outloud. Take 5-8 minutes warming up.

Wówapi kiḡ yuḡáḡpi *opened books*. Individual work. First, using the real temperature of the day, write it on the board.

Then, ask the students to complete the task. When the class is finished, write several of the numbers on the board and call on students at random to write out the words.

Individual work. Ask the students to complete the task. When the class is finished, write several of the numbers on the board and call on students at random to write out the words.

For further practice, have the students give their partner 3-5 temperatures to write out.

Núŋmnuŋm škáŋ po/pe. *work in pairs.* Choose two students to demonstrate the model conversation for the activity. When they have finished demonstrating, improvise another short conversation with one of the students. Then, let the class work in pairs.

While the students are working, walk around the room and monitor their conversations.

Individual work. Writing. First, call on one of the students to read the example sentences aloud.

Then, students should take out scrap paper to write on. While the class is writing, walk around the room and monitor their progress.

Individual work. Students should scan the text and find the answers quickly. When the class is finished, call on students at random to share their answers.

Whether or not a student is correct, ask them to point out where in the text they found their answer.

Check all students' answers; don't move forward until all the students have finished and understand the correct answer.

KEY

1. Bob > 1, Lisa > 2, Tšašína > 3, Mike > 4
2. obvious

Individual work. Students should complete the chart on their own. When they are finished, they may check their answers with a partner.

Call on pairs to share their answers, and make them point out the part of the text that gave them their answer.

Individual work. Remind students that this is only a scanning task: they don't need to read the text closely. Students should scan the text and find the answers quickly. When the class is finished, call on students at random to share their answers.

Whether or not a student is correct, ask them to point out where in the text they found their answer.

Individual work. Encourage the students to read more closely this time. When the class is finished answering the questions, call on students at random to share their answers. Always ask the students to show where in the text they found their answers, whether they are right or wrong.

Check the answers to the first question before moving on to the next question.

KEY

2. Héska Othúŋwawe > wá hiŋhé
Santa Fe > maŋpiya thó, okháte
Tucson > okháte
3. HO: > mašté kte
SF: > tháté kte
T: > wakíŋyaŋ úkiyiŋ kte

Individual work. Students should use the text to answer the questions. Call on students at random to share their answers.

Finish the first question before moving onto the second.

KEY

4. SF: > thañkál takúku yúte
T: > nuŋwé
HO: > owápazo thípi ektá i

5. T: > wičhítanaškaŋškaŋ othí ektá yíŋ kte
HO: > NOTE: Neither of the options are written on the postcard. Bob only plans to do one thing, so the only possible answer is: iná na até ób wamákħaškaŋ etáŋ waŋwíčhayaŋŋ yíŋ kte. I also think that two of the sentences in the postcard are in the wrong order, but that's another issue.
SF: > šuŋk'ákaŋyaŋkiŋ kte

Wóuŋspe 6

PG. 74

Context

Pteyúha othí ektá

On a ranch

Structure

- reported speech using **kéyA**
- verbs of coming and going

Vocabulary

tools, ranch vocabulary

Review

-wičha-, čháŋna

Communicative Skills

indirect speech

Cultural Focus

Ranch life

Materials

Ranch activity flashcards

WAÚDSPEWIČHAKHIYE TĤAWÓKSAPE

Students are often intimidated by large blocks of material to be read, and will have trouble getting into the text if the instruction from their teacher is just “read this.” Skimming and scanning questions give the students a specific goal that will be easy for them, and make them feel positive about their ability to handle the text first.

Needing to read the same text many times before understanding everything is normal! The goal for reading (and listening) activities, is NOT to understand every word, but rather to be able to understand the text at a simple level and answer the questions.

PG. 75 / 4

Individual work. Tell the students that this time they should read the comic slowly and closely to find their answers.

When the class has finished, call on students at random to share their answer.

PG. 75 / 5

Individual work. While the class is working, walk around the room and check on each student’s progress. When the students are finished they should check their answer with a partner.

PG. 75 / 6

Individual work. Students should write their answers down. When all the students have their answers, have the class vote by a show of hands for the correct answer. Write the answer on the board, and ask the students to point out where in the text they found it.

PG. 75 / 7

Núŋmnuŋm škáj po/pe. *work in pairs.* While the class is working, walk around the room and check on each student’s progress. When the students are finished they should check their answer with another pair.

PG. 77 / ÓTĤOKAHE

Wówapi kiŋ yuğáŋpi *opened books.* Use this splash page for several word recognition drills, so that students get used to the vocabulary. These

PG. 75 / 1 COMIC STRIP

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.

Ask the class what they think, judging by their first glance, the comic will be about.

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.

PG. 75 / 2, 3

Individual work. Remind the students that they are still skimming and scanning, and that they shouldn’t read the comic closely yet.

Ask the students to read the instructions silently. When the students have marked their answers, call on a student at random to share their answer.

drills can be any of the following:

1. Say the word and have the students find it on the page. When the student finds the word they should raise their hand and say the word out loud.
2. Describe what you are looking at and have the students guess the word. For example, from the description “**Ĝí, tĥáŋka, ožáŋžanglepi yuhá,**” students identify “**Thípi.**”
3. Choose a large object on the page and ask students what other things they see around it.

PG. 77 / 1

Individual work. While the students are working, walk around the room and monitor their progress. When students are finished, they may check their work with a partner. Call on students at random to share their answers.

KEY

- Waglékšuj tóna waŋwíchalaka he?
 . . Waglékšuj záptaŋ waŋwíchablake.
 Thípi tóna waŋláka he?
 . . Thípi waŋžíla waŋbláke.
 Šuŋk’íthokšu tóna waŋláka he?
 . . Šuŋk’íthokšu waŋžíla waŋbláke.
 Ptewániyaŋpi tóna waŋwíchalaka he?
 . . Ptewániyaŋpi tópa waŋwíchablake.
 Šúŋka tóna waŋwíchalaka he?
 . . Šúŋka waŋžíla waŋwíchablake.
 Owóžu tóna waŋláka he?
 . . Owóžu núŋpa waŋbláke.
 Waníyaŋpi othí waŋláka he?
 . . Waníyaŋpi othí waŋžíla waŋbláke.
 Bloíyublu tóna waŋláka he?
 . . Bloíyublu waŋžíla waŋbláke.
 Iyéčhiŋkiŋyaŋke tóna waŋláka he?
 . . Iyéčhiŋkiŋyaŋke núŋpa waŋbláke.
 Igmú tóna waŋwíchalaka he?
 . . Igmú núŋpa waŋwíchablake.

PG. 77 / 2

Individual work. When students finish writing their sentences, they should read them to a partner. Call on students at random to come write one of their sentences on the board.

Núŋmnuŋm škáŋ po/pe. *work in pairs.* Students should fill in the missing parts of the chart. Call on students at random to read their answers out loud.

PG. 78 / 1

Individual work. Choose three students to read the model sentences out loud. While the class is writing, walk around and monitor their progress. Call on students at random to read their sentences out loud.

PG. 78 / 2

Individual work. Call on a student to read the instructions out loud. Then while the class is writing, walk around and monitor their progress. Call on students at random to read their answers to the class.

PG. 78 / 3

Whole class. Discuss these questions as a class. Call on students to offer their answers or ideas. When all the questions have been answered, have the students work in pairs to write short instructions on how to use “ktA,” as if for a younger sister or brother. Call on pairs at random to share their instructions.

PG. 78 / 4

Núŋmnuŋm škáŋ po/pe. *work in pairs.* Call on two students to demonstrate the model conversation. While the students are talking, walk around the room and monitor their conversations.

PG. 79 / 1

Núŋmnuŋm škáŋ po/pe. *work in pairs.* First, ask the students to answer the “you” questions. When they’re finished, let the students divide into pairs.

Choose a student at random to demonstrate the dialogue with. After modeling the dialogue, let the students work with their partners. While the students are working, walk around the room and monitor their conversations.

When students have finished with their first round of interviews, let them find new partners and repeat the process.

Individual work. Using the space on the page, ask students to write two sentences, like in the model. When the students have finished, call on students at random to read one of their sentences out loud.

Individual work. Students should read their sentences to a partner. Students should write their sentences according to what their partners say. When the students have finished, call on students at random to read one of their sentences out loud and report on their partner.

Whole class. Go through the new words with the class using a vocabulary exercise; for example, describe an object and have the students identify it. Students can also play this among themselves.

Individual work. Students should complete the task using the stickers in the back of the book. When students are finished, they should check their work with a partner.

Нўғмнуғм шкўй по/пе. *work in pairs.* Choose a student to model the activity with. After the demonstration, let the students work with a partner to do the activity. While the students are working, walk around the room and monitor their conversations.

Individual work. Writing. Students should write two or more sentences. When they are finished, they should read their sentences to their partner. Call on several students to write their sentences on the board.

Remind students that they can show their writing to their parents or grandparents after school!

Wówapi kiŋ nathákapi *closed books.* Whole class. Modelling. Choose about five students to use in your demonstration. Ask the students to stand on the opposite side of the room from you. Then, write two columns on the board: **ú kte** and **ú kte šni**.

Demonstrate with the first student standing on the far side of the room. Ask the class “(Name of student) **ú kta he?**” and show that you don’t know. Then, gesture to the student that they should come to you. If they do, write their name in **ú kte** column, and if not, in the **ú kte šni** column.

Now, invite the next student to come to the board (use gestures without speaking, except to say maybe “**Ú wo/we!**”). Put their name in the proper column. Repeat this demonstration with all five of the students.

When all the students are back in their seats. Ask the whole class “**Tuwá ú kta he?**” and have them raise their hands to show who will come. Write the names of some of those students in the column. Now, ask “**Tuwá ú kte šni he?**” and write down the names of those students in the correct column on the board, too.

Additional warm-up. With flashcards, have one student ask others to bring him/her different tools, using the sentences in exercise 2 as a model. Remember, girls should use “**we**” instead of “**wo**.”

Wówapi kiŋ yuğǎŋpi *opened books.* Individual work. When the class seems to have their answers, let the students check their answers with a partner. While the students are working, walk around the room and monitor them.

Wówapi kiŋ nathákapi *closed books.* Whole class. Modeling. Write on the board and ask the class again “**Tuwá ú kta he?**” and see which students raise their hands. Invite only two students to come up to the board.

While the students are standing at the board, make three columns on the board: **ú kta**, **waŋná hí** and

naháŋhčiq hí šni. Ask again, “**Tuwá ú kta he?**” and write the names of two students that will come. Then write the names of the two students already at the board in the **wagná hí** column. Then choose two students from the class at random to write in the **naháŋhčiq hí šni** column.

Invite up the two new students who wanted to come.

Ask “**Tuwá ú kta he?**” one more time. Move the names of the last two students from **ú kta** to **wagná hí**, and write the names of two new students into the **ú kta** column.

Through repeated modeling, make sure the class understands what **wagná hí** and **naháŋhčiq hí šni** mean. Do not translate.

It is important to remember:

1. We want students to understand this from repeated modeling and practice.
2. We want to make sure that you as a teacher are clear on the dictionary definitions, so we include them here in part.

ú: to be coming here, to be approaching (ongoing, unfinished)

hí: to arrive here, to reach here (finished)

Wówapi kiŋ yuǵáŋpi *opened books.* Individual work. When the students are finished, they should check their work with a partner.

Individual work. First, quickly review kinships terms with the class. Then, let the students complete the activity on their own. When the students are finished, they should act out the dialogues with a partner.

Individual work. Choose one student to read the instructions out loud. Although it is a survey, students should be able to complete the survey on their own, without leaving their seats. When the students are finished, they should check their results in small groups.

Whole class survey. Choose one student to read the instructions out loud. Invite the students to walk freely around the room and interview their classmates. While the class is doing the survey, walk around and monitor their conversations. You can do the survey, too!

Whole class. Ask the students to find the answer in the comic and put their finger on it. Then, call on a student at random to share their answer. Write the correct answer on the board.

Whole class. Repeat this like the last activity. Ask the students to find the answer in the comic and put their finger on it. Then, call on a student at random to share their answer. Write the correct answer on the board.

Individual work. Have the students choose their answer. Then, call on a student at random to share their answer with the class.

Individual work. When the students are finished, they should check their answers with a partner. Then, call on a student at random to share their answer with the class.

WAÚDSPEWIČHAKHIYE TĤAWÓKSAPE

Using translation encourages the student to “think” in English. Translation slows down the opportunity to develop the skills that students need to cope with Lakota. Using translation often encourages students to use English structures in Lakota sentences, so that their Lakota mirrors English.

It’s better to use pictures, gestures, and situations to convey ideas - avoid literal translation (word by word translation) with your students. It is more difficult this way, but using only Lakota pays off!

Núymnuym škáj po/pe. *work in pairs.* Students should decide on their answers with a partner. Write the activity with the blanks on the board. Choose several pairs to share their answers and then have the students vote on which to write on the board. If the students do not choose the correct answers for the board, gently lead them towards the correct answer by using examples from the book.

Whole class. Ask the students to think about their answers, and then call on a student at random to share their answer. Students should mark the correct answer in the book.

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.

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



Track 6

MATHŮ: *Háj, waú kte ló.*

KIMI: *Háj, míš-eyá waú kte.*

MIKE: *Míš waú kte šni, owákíhi šni.*

SUMMER: *Míš-eyá waú kte šni. Omákħaj kte šni.*

Teacher's Note:

Your students will need a lot more practice with these verbs before they are choosing correctly between **ú**, **í**, and **hí**. So, make sure, as a warm-up, or as a change-of-pace activity, you include a small

group activity that invites someone to come here (**ú we/wo**), says "I am coming" **waú kte**, states arrival (**wahí**) and welcomes the person "**taŋyáj yahí**" like the short dialogues on page 84. Repeating this many times over the weeks will help solidify your students' use of these verbs.

Wówapi kiŋ nathákapi *closed books.* Whole class. Using flashcards or writing on the board, drill the students on seasons of the year. Then, review vocabulary for ranch work activities. Show the card, say the word, and mime the action, then have the students copy you.

Individual work. While the students are working, walk around and check their work, to make sure they understood the vocabulary. When the students are finished, they should share their work with a partner. Call on students at random to read one of the sentences out loud to the class.

Individual work. First, demonstrate the first to third person transformation on the board, using several verbs not on the list. Write the "I" form on the board and elicit the "he/she" form from the students.

Then, the students should complete the activity individually. When the class is finished, call on students at random to give their answers.

Individual work. Students should scan the text and find the answers quickly. When the class is finished, call on students at random to share their answers.

Whether or not a student is correct, ask them to point out where in the text they found their answer.

KEY

kħokħóyaħ'aŋla (pic.1), šúŋkawakħáj (pic.2).

Individual work. Students should read the text more carefully this time. Call on students at random to answer the questions. When the student gives their answer, whether right or wrong, ask them to point out where in the text they found their answer.

KEY

2. čaŋínakseye (pic.2).
3. wíyuhomni (pic 2), mas'íyapħe (pic 5)
4. waħpé wókheya (pic 5)

PG. 86 / 5, 6 WAYÁWAPI

Individual work. Students should read the text more carefully this time. When the students have finished answering the questions, they should check their answers with a partner.

When the class is finished, call on students at random to share their answers.

KEY

5. underline Kimi, circle Lisa and Mike

6. Mathó - waḥpéwokheya káḡe

Mike - wítka mnayé, ptewók'u

Lisa - khokhóyah'aḅla wówičhak'u

Kimi - wanákseye

PG. 87 / 1 WÓUDSPE 6 REVIEW

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.

Wóunſpe 7

PG. 88

Context
Wóph̄ethunpi
Shopping

Structure

- 1st dual, 1st plural
- making suggestions with héči

Review

plural articles etáŋ, eyá, tákuni; uncountable/mass nouns

Vocabulary

money

Communicative Skills

Discussing prices, making shopping lists, shopping, making suggestions about things to do

PG. 89 / 1 COMIC STRIP

Wówapi kiŋ nathákapi *closed books*. Whole class. Review food items using flashcards and vocabulary drills.

Wówapi kiŋ yuğáŋpi *opened books*. Remind the students to only skim the text while their looking for the answer. When the student thinks that they have their answer, they should raise their hand. Call on several students to share part of their answers. Write the items on the board until they are all there.

Always ask students to point out where they found the answer in the text.

KEY

t̄haspáŋ, omníča	čhaŋháŋpi, wak̄hályapi,
yužázapi, uŋžíŋziŋtka,	waskúyeča maswóg-
mniskúya, ağúyapi,	naka.

PG. 89 / 2 SKIMMING/SCANNING

Whole class. Ask the students the question, and tell them to raise their hands when they think they have the answer. Don't call on the first student who raises their hand. Wait until most of the class has the answer, and then call on a student at random to share their answer.

KEY
2

PG. 89 / 3

Individual work. This time, read the question out loud and ask the students to read the whole comic strip carefully. Tell them to circle the frame that gives the answer to the question. Then, call on a student at random to give their answer.

KEY
3

PG. 89 / 4

Whole class. Students should look at the frame they circled to find the answer. Call on different students to answer each part of the question.

KEY
picture 3, mother talking.

PG. 89 / 5, 6

Individual work. When the students have finished marking their answers, they should check their answer with a partner. Call on pairs at random to share their answers.

KEY

5. mniskúya, ağúyapi, čhaŋháŋpi, wak̄hályapi.
6. šašá (red)

PG. 89 / 7

Individual work. Write A, B and C on the board. When the students have finished marking their answers, have a vote for the correct answers. Remind the students they can vote more than once, since there can be more than one correct answer.

Then, tell the students the correct answer, and show them where it is written in the text.

KEY
A, C.

PG. 89 / 8, 9

Individual work. When the students have finished marking their answers, they should check their answer with a partner. Call on pairs at random to share their answers.

KEY
8. Hiyá
9. Háŋ

Whole class. First, have the students find the answers themselves. Then, call on students at random to answer the questions. If a student answers incorrectly, ask the class if anyone can help them correct it. Decide on all correct answers as a group.

KEY

uᅇyúhapi, uᅇ. . pi

Group work. Ask the students to take out scrap paper and individually write their guesses.

Then, put the students into small groups to share and discuss their answers. Ask the groups to each decide on a final answer. Call on each group to come write their answer on the board. Choose the best answer and reward the students with praise.

Wówapi kiᅇ yuᅇáᅇpi *opened books*. Whole class. Choose one student to read the directions. Answer the question as a whole class. Afterwards, repeat the activity by using other verbs.

Individual work. Students should answer the first question on their own. Call on a student at random to answer the question.

Then, move onto the second question. When students have finished filling in the blanks, they may check their answer with a partner. Call on students at random to share their answers with the class.

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.

Ask the students what is the difference between this activity and the first activity. Students should notice the placement of **wa**.

Individual work. Have one student read the question. When the students have marked their answers, they should check their answers with a partner.

Then, call on students at random to share their answers.

First, ask the students to look at the example dialogues. Tell the class that these suggestions are more polite than the phrases on the previous page. Ask them which word is special that makes the suggestion more polite?

Now, look at the activity and answer the questions as a class.

Núᅇmnuᅇm škáᅇ po/pe. *work in pairs*. First, choose a student to demonstrate with, using the first question as an example. Then, let the students work with a partner. While the students are working, walk around the room and monitor their conversations.

Whole class. Ask the question and work with the students to come up with a correct answer to write on the board.

When the class has their answer, work with the class to make “instructions” about when to use **-úᅇ-** and **-úᅇ- -pi**. Have the students make suggestions to refine the instructions so that their younger siblings could understand it.

Individual work. When the students have finished writing their answers, call on students at random to share their answers with the class.

Wówapi kiᅇ nathákapi *closed books*. Whole class. First, review what an ablaut verb is. Ask students to give some examples and write them on the board. Call on students at random to come to the board and write the “I”, “you” and “he/she” forms of the example verbs.

If you are teaching a class of older or more advanced students you may continue the chart. Write also the dictionary form of some of the verbs (for ex. **nuḡwÁŋ**, **wačhí**, **škátA**).

Wówapi kiŋ yuğáŋpi *opened books*. Individual work. When the students have finished filling in the chart, they should check their answers with a partner or in small groups. Call on students at random to read their answers out loud.

Individual work. Writing. First, write an example sentence on the board.

Then, while the students are writing, walk around the room and check their work. Help struggling students by focusing only on one problem at a time. When everybody is finished, ask the students to share their sentences with a partner.

Núŋmnuŋm škáj po/pe. *work in pairs*. Call on pairs of students to say what they decided to do. Help the students correct any pronunciation problems by demonstrating the correct pronunciation yourself. Do not use English!

Whole class. Have one student read the instructions. Answer the question as a class, and write the answer on the board.

Group work. Divide the class into groups of three. First, have one group demonstrate the activity. Then, while the students are working, walk around the room and monitor their conversations.

Using flashcards or just the board, review numbers with the students.

Then, brainstorm all the different types of money, making a little picture of each one on the board. For example: dimes, quarters, one dollar bill, five dollar bill, etc.

Wówapi kiŋ yuğáŋpi *opened books*. **Núŋmnuŋm škáj po/pe.** *work in pairs*. Write ten different prices on the board, for example \$12.58, \$1.25, \$136.85 and so on. Then, have the students work in pairs and on a piece of scrap paper, write out what coins and bills they need to make each sum. It's okay if they have different answers, as long as it adds up correctly.

When the pairs have finished, have them switch papers and check if the other group's money adds up.

Individual work. Materials: play money (bills and coins). First, students should add up the money. Call on students at random to share their answers.

Then, ask the students to identify whose wallet is whose. Ask them follow-up questions in Lakota like these:

Mazáska waŋžila tóna luhá he?

Lisa mazáska waŋžila tóna yuhá he?

KEY

from left to right, the wallets belong to:
Lisa Bob Tħášína Mike

Núŋmnuŋm škáj po/pe. *work in pairs*. Have the students work with a partner to complete the activity. When the pairs finish, have them compare their answers with another pair. Call on pairs at random to share their answers with the class.

KEY

Bob, Lisa, Tħášína, Mike

Individual work. Before you begin, brainstorm some possible prices for the first item, the backpack, with the class. What would be an expensive price for the backpack? What would be an inexpensive price? Realistic price? Elicit from the class **othéħika** or **wašákala** prices (“expensive” and “cheap”).

Then, let the students work individually. While the students are working, walk around the room and monitor their progress.

Núgmnuym škáj po/pe. *work in pairs.* Demonstrate the asking and answering of **Wóžuha kiŋ hé mázaska tóna he?** with a student.

While the pairs are working, walk around and listen to their conversations.

Group work. Then put two pairs together to compare their prices. Demonstrate using the phrase **“Uŋzóže kiŋ hé mázaska wikčémna tópa”** with several examples.

While the groups are working, spend a little time monitoring and talking with each group separately. Speak only Lakota!

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 7

Dad: Bló etáŋ ophéuŋthúŋ he?

Bob: Háŋ, bló eyá ophéuŋthúŋ.

Dad: Získopela etáŋ ophéuŋthúŋ he?

Bob: Háŋ, získopela eyá ophéuŋthúŋ.

Dad: Aǵúyapi etáŋ ophéuŋthúŋ he?

Bob: Hiyá, aǵúyapi tákuni ophéuŋthúŋ šni.

Dad: Asáŋpi etáŋ ophéuŋthúŋ he?

Bob: Háŋ, asáŋpi eyá ophéuŋthúŋ.

Dad: Mniskúya etáŋ ophéuŋthúŋ he?

Bob: Háŋ, mniskúya eyá ophéuŋthúŋ.

Dad: Čhaŋháŋpi etáŋ ophéuŋthúŋ he?

Bob: Hiyá, čhaŋháŋpi tákuni ophéuŋthúŋ šni.

Dad: Tháspáŋ haŋpí etáŋ ophéuŋthúŋ he?

Bob: Háŋ, tháspáŋ haŋpí eyá ophéuŋthúŋ.

Dad: Wítka etáŋ ophéuŋthúŋ he?

Bob: Háŋ, wítka eyá ophéuŋthúŋ.

Dad: Tháspáŋ etáŋ ophéuŋthúŋ he?

Bob: Hiyá, tháspáŋ tákuni ophéuŋthúŋ šni.

Dad: Asáŋpi sutá etáŋ ophéuŋthúŋ he?

Bob: Hiyá, asáŋpi sutá tákuni ophéuŋthúŋ šni.

Dad: Omníča etáŋ ophéuŋthúŋ he?

Bob: Háŋ, omníča eyá ophéuŋthúŋ.

Dad: Psíŋ etáŋ ophéuŋthúŋ he?

Bob: Háŋ, psíŋ eyá ophéuŋthúŋ.

Dad: Uŋžíŋžiŋtka etáŋ ophéuŋthúŋ he?

Bob: Hiyá, uŋžíŋžiŋtka tákuni ophéuŋthúŋ šni.

Dad: Čhuŋwíyapehe etáŋ ophéuŋthúŋ he?

Bob: Háŋ, čhuŋwíyapehe eyá ophéuŋthúŋ.

Dad: Pšíŋ etáŋ ophéuŋthúŋ he?

Bob: Hiyá, pšíŋ tákuni ophéuŋthúŋ šni.

Dad: Tháspáŋzi haŋpí etáŋ ophéuŋthúŋ he?

Bob: Háŋ, tháspáŋ haŋpí eyá ophéuŋthúŋ.

Dad: Wagmíza etáŋ ophéuŋthúŋ he?

Bob: Háŋ, wagmíza eyá ophéuŋthúŋ.

Dad: Tháspáŋzi etáŋ ophéuŋthúŋ he?

Bob: Hiyá, tháspáŋzi tákuni ophéuŋthúŋ šni.

Dad: Asáŋpi wígli etáŋ ophéuŋthúŋ he?

Bob: Háŋ, asáŋpi wígli eyá ophéuŋthúŋ.

Dad: Tháspáŋ phéstola etáŋ ophéuŋthúŋ he?

Bob: Hiyá, tháspáŋ phéstola tákuni ophéuŋthúŋ šni.

Writing. Individual work. Write the sample statements on the board and read them out loud. Then, while the students are writing, walk around the room and monitor their progress.

Núgmnuym škáj po/pe. *work in pairs.* First, choose two students to read the sample dialogue. Then, ask the students to choose their shopping bag, but not to tell anybody.

Then, while the students are working with their partner, spend some time with each pair listening and helping their speech.

Individual work. Model answering the questions by saying and writing on the board your personal answer to the sample question. You can also say and write your personal answer to the first real question. Then, while the students are writing, walk around the room and monitor the class.

When everyone is finished, call on students at random to stand and read one of their answers out loud. Try to give each student a chance.

Group work. First, have students choose the objects they want to bring by themselves and put their stickers on the page. Then, put them into groups.

Remind the students to hide their pages, so that the people in the group cannot see what they have chosen! They must use Lakota to ask for what they cannot see.

Finally, have each group take out a piece of scrap paper. They should write a few sentences about what the group is taking and who is bringing what. Call on the groups at random to report what they're bringing.

PG. 99 / 1

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.

Remind the students to write their prices clearly on the paper.



Track 8

SELLER: *Wówapi kiŋ lé mázaska wikčémna.*
Míyoglas`iŋ kiŋ lé mázaska waŋžíla.
Ičábu kiŋ lé mázaska záptaŋ.
Waphóštaŋla kiŋ lé mázaska šaglógaŋ.
Haŋpóšpula kiŋ lé mázaska yámni.
CD kiŋ lená mázaska šakówiŋ.
Šíŋkawakháŋ kiŋ lé mázaska yámni.
Omás`aphela kiŋ lé mázaska wikčémna núŋpa.
Čhánčhega kiŋ lé mázaska akénapčiyuŋka.
Iyéčhiŋkyaŋke kiŋ lé mázaska tópa.
Kiŋyékhiyapi kiŋ lé mázaska šákpe.
Háŋpa kiŋ lená akénuŋpa.
Wičazo kiŋ lená mázašala wikčémna záptaŋ.
Thápa kiŋ lé mázašala wikčémna šakówiŋ akézaptaŋ.

PG. 99 / 2

Núŋmnuŋm škáj po/pe. *work in pairs.* Choose one student to model the questions with. Then, divide the class into pairs. While the pairs are checking their answers, walk around the room and model their conversations.

Individual work. Writing. Write a few or your own examples on the board. Then, while the students are writing, walk around the room and check their work.

When all the students are finished, call on students at random to share one or more of their sentences.

PG. 99 / 4

Núŋmnuŋm škáj po/pe. *work in pairs.* Choose a student to model the conversation with. Ask the students about his or her sentences. Then let the student ask you as well, using your sentences on the board to answer.

When the pairs are finished with the questions, call on students at random to report on what their partner wants from the flea market.

PG. 100 / 1 WAYÁWAPI

Individual work. Reading. Call on a student at random to read the instructions out loud. Remind the class that the first question is for skimming and scanning - they don't need to read the text closely to answer the question.

Have the students scan the text and raise their hands as soon as they have the answer. Call on a student at random to share their answer. Whether or not the answer is correct, ask the student to point out where in the text they found it.

KEY

Family members' names:

Até = Paul, Iná = Sandra, Čhuŋkší = Thášina,
 Čhiŋkší = Jim

PG. 100 / 2 - 6 WAYÁWAPI

Individual work. Reading. Out loud, read the questions for exercise 2-6. This is the information the students should be looking for while they read. This time, tell the students to go through the text slowly and read carefully. Ask them to circle the part in the text where they found their answer.

When they are finished, they should check their answers with a partner. Call on students at random to share their answers with the class. Always ask the students where in the text they found their answers.

PG. 100 / 7 WAYÁWAPI

Individual work. When the students have their answers, they should put down their pencils and look at the board. Call on a student at random to come put their answer on the board. Don't move on to the next activity until everyone has finished.

PG. 100 / 8 WAYÁWAPI

Individual work. When the students have finished writing their answers, they should check their answer with a partner. Call on a student to come write their answer on the board. Correct any mistakes as a whole class.

PG. 101 / WÓUDSPE 7 REVIEW.

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.

Wóuŋspe 8

PG. 102

Context
Ptéhčaka
Buffalo

Structure

- demonstratives
 - singular: lé, hé, ká
 - dual: lenáyos, henáyos, kanáyos
 - plura: lená, hená, kaná
- sequencing words (thokáheya, hehánj, ehákehčín)

Vocabulary

buffalo terminology, buffalo habits and behavior

Review

the suffix -pi (animate distributive plural)

Communicative Skills

Describing spacial positioning of items

Cultural Focus

Buffalo and its place in pre-reservation Lakota society, Some traditional activities of men and women

PG. 103 / 1 COMICSTRIP

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.

Give the students a short time to find their answer and write it in the blank. Then, call on a student at random to give the answer.

PG. 103 / 2 SKIMMING/SCANNING

Whole class. Remind the students that they don't need to read the text closely to find the answer to this question. Ask the students to raise their hands if they think they've found the answer. Don't call on the first student, but wait until at least 80% of the class has their hands up. Then call on a student at random to share their answer.

PG. 103 / 3

Individual work. Tell the class to find the frame that has the answer to the question. When they find it, ask the students to first cross out the worst answer,

PG. 103 / 3

and then decide between the other two.

Call on a student to share their answer.

KEY
b

PG. 103 / 4

Whole class. Remind the students that they don't need to read the text closely to find the answer to this question.

Ask the students to raise their hands if they think they've found the answer. Don't call on the first student, but wait until at least 80% of the class has their hands up. Then call on a student at random to share their answer.

KEY
Takómní mahéna yaŋká po. Thąŋkál yápi šni yo.

PG. 103 / 5

Individual work. Tell the class to find the frame that has the answer to the question. When they find it, ask the students to first cross out the worst answer, and then decide between the other two.

Call on a student to share their answer.

KEY
d

PG. 103 / 6, 7, 8

Individual work. Tell the students to read the comic more closely. When all the students have filled in their answers, call on students at random to share their answers.

KEY
6. cheží
7. slípapi
8. mniskúya

PG. 103 / 9

Individual work. Ask the students to first cross out the worst answer, and then decide between the other two.

Call on a student to share their answer.

KEY
d

Núymnuym škáj po/pe. *work in pairs.* Each student should collaborate with their partner to come up with the best answer. When the class is finished, call on one pair to write their answers on the board. If there are any mistakes, ask another pair to come and try to correct it.

KEY

c, b, a, d, e, f

Anáǵoptaŋ yaŋká po/pe. *Listen.* Read the example sentence out loud. Then, play the whole track, pausing after every section to give the students time to write. Play it a second time in the same way. If necessary, play the track a third time, all the way through without stopping.

When students have finished writing their answers, call on students at random to share their answers.

The transcript is here for your use only. Don't translate!



Track 8

RANGER:

*Híŋhaŋni na ħtayétu čháŋna šna pĥeží yašlápi.
Aŋpétu ópta wayáthapi.
Ípuzapi čháŋna mni-yátkaŋpi.
Haŋhépi čháŋna ištíŋmapi.
Blokétu čháŋna thátháŋka kiŋ kičhízapi.
Waníyetu čháŋna wá pablúpi na pĥeží olépi.
Wétu čháŋna ptehíŋčala waŋžíla thúŋpi.
Ptehíŋčala kiŋ ómakĥa waŋžíla heháŋyaŋ aziŋpi.
Wétu čháŋna ikpáwazapi na híŋ paĥpápi.
Óhiŋniyaŋ mniskúya slípapi.
Watóhaŋšna ikpáptaŋptaŋpi.
Thátháŋka kiŋ tuktéktel hothúŋpi.
Thátháŋka kiŋ izéhaŋ glópi.
Óhiŋniyaŋ optáye él ophíič'iyapi. (Óhiŋniyaŋ ptáya
phíič'iyapi / ptáyela ophíič'iyapi)*

Anáǵoptaŋ yaŋká po/pe. *Listen.* Continue listening in the same manner as before.

When students have finished writing their answers, call on students at random to share their answers.

Remember, don't share the transcript or translate anything!

Whole class. Ask students to raise their hands if they think they know the answer. Call on several students to share their answers. You can be sensitive to regional differences in vocabulary.

WAÚDSPEWIČHAKHIYE TĤAWÓKSAPE

If in your area the words for buffalo, male animal etc are organized differently, you can be sensitive to, and teach, what your students will hear the most frequently. It is also useful, however, to have them see variants from different places, so they can develop an understanding of those as well. This is no more difficult for your students than learning the difference between “elevator,” used in the United States, and “lift,” used in England.

Individual work. While the students are working, walk around the room and monitor their progress. Students may need to check the previous illustrations. When they are finished, they may check their answers with a partner. Call on students at random to share their answers. The students should be able to show where in the text they found their answer.

Whole class. Ask only the first question, and call on a student at random to answer.

Then, ask the second question. Again, call on students at random to answer the question.

Individual work. Now, have students fill in the missing parts of the sentences. When they are finished, call on students at random to read one of the sentences each.

Núymnuym škáj po/pe. *work in pairs.* First, have the pairs match the sentence parts. While they're working, walk around the room and check their progress. When they are finished, call on students at random to give the answers.

Then, ask the second question. Give the students time to write their answer. Call on a student to come write their answer on the board.

PG. 107 / 1 BLIHÉLWIČHAYA YO

1) **Wówapi kiŋ nathákapi**, *closed books*. Whole class. Give each student a flashcard (use only flashcards of objects they know well). Leave a flashcard next to you as well. Gesture to the flashcard next to you, and say and write on the board: **Lé (object) hécha**.

Then gesture at the object next to a student (stay where you are in the room, don't walk over to the student). Addressing the student, say and write **Hé (object) hécha**.

Finally, stay where you are and gesture to the far object. Say and write **Ká (object) hécha**.

Give yourself a new flashcard and repeat the modeling. Do it a third time and make some obvious mistakes and encourage the students to correct you.

Choose a student and have them copy what you just did, using the flashcards around them.. Repeat with several different students. Make some obvious mistakes and encourage the students to correct you.

PG. 107 / 1

Individual work. Have the students take out a piece of scrap paper. While they are writing, walk around the room and check their work.

When they are finished, call on some students to read their sentences out loud.

PG. 107 / KIKSÚYA PO/PE

Individual work. When the students are finished, they should check their answers with a partner. Call on three students at random to write their answers on the board.

PG. 107 / 2

Núŋmnuŋm škáj po/pe. *work in pairs*. Distribute several flashcards to each pair. Make sure there is a flashcard displayed at each desk. Choose one pair stand up and give each partner a turn to demonstrate using the flashcards. Then, go through the class and give each pair a chance to stand up and demonstrate in front of the class. Use this time to help students who are having trouble.

PG. 107 / 2 CONT.

Then, have the student sit and work just with their partner, doing the same activity. The partners should take turns speaking. While the students are working together, walk around the room and spend time with each pair, listening and helping them improve.

This can also be good vocabulary practice. Give each pair new flashcards every short while.

PG. 108 / 1 BLIHÉLWIČHAYA YO CONT.

1) **Wówapi kiŋ nathákapi**, *closed books*. Whole class. Take two of three different objects (for example, two books, two pencils and two chairs) and place one pair of objects next to you, one pair next to a student, and one pair on the far side of the room. Gesture to the objects next to you, and say and write on the board: **Lenáos (object) héchapi**.

Then gesture at the pair of objects next to the student (stay where you are in the room, don't walk over to the student). Say and write **Henáos (object) héchapi**.

Finally, stay where you are and gesture to the far pair of objects. Say and write **Kanáos (object) héchapi**.

Ask the students when they should use **lé, hé** and **ká**, and when they should use **lenáos, henáos** and **kanáos**.

PG. 108 / 1

Individual work. Have the students take out a piece of scrap paper. While they are writing, walk around the room and check their work.

When they are finished, call on some students to read their sentences out loud.

PG. 108 / KIKSÚYA PO/PE

Individual work. When the students are finished, they should check their answers with a partner. Call on three students at random to write their answers on the board.

Núŋmnuŋm škáj po/pe. *work in pairs.* Distribute several pairs of flashcards to each pair. Pairs of classroom objects would also be okay. The partners should take turns speaking. While the students are working together, spend time with each pair, listening and helping them improve.

This can also be good vocabulary practice. Give out new pairs of flashcards or objects every short while.

PG. 109 / 1 BLIHÉLWIČHAYA YO

1) **Wówapi kiŋ nathákapi,** *closed books.* Whole class. Take three or more of three different objects (for example, four books, six pencils and three chairs) and place one set of objects next to you, one set next to a student, and one set on the far side of the room. Gesture to the objects next to you, and say and write on the board: **Lená (object) héčhapi.**

Then gesture at the set of objects next to the student (stay where you are in the room, don't walk over to the student). Say and write **Hená (object) héčhapi.**

Finally, stay where you are and gesture to the far set of objects. Say and write **Kaná (object) héčhapi.**

Ask the students when they should use **lé, hé** and **ká,** when they should use **lenáos, henáos** and **kanáos** and when they should use **lená, hená** and **kaná.** Make several example situations and ask the students to properly identify which form to use.

PG. 109 / 1

Individual work. Have the students take out a piece of scrap paper. While they are writing, walk around the room and check their work.

When they are finished, call on some students to read their sentences out loud.

PG. 109 / KIKSÚYA PO/PE

Individual work. When the students are finished, they should check their answers with a partner. Call on three students at random to write their answers on the board.

Whole class. Modeling. Say and mime the sentences. If you need, use props placed around the room, or draw tracks and a buffalo on the board.

Then, repeat and have the students follow your miming and copy your words and actions.

Pay attention to pronunciation. Then, you can pronounce the sentences out loud with the students, so they feel comfortable pronouncing these longer sentences. Then, have students work in pairs, one saying a sentence, and the other miming the correct action.

Then, give random sentences to the class, and have the students respond by showing the mime.

Individual work. Students should match the verbs at the bottom of the page and check their answers with a partner. Call on students at random to share their answers.

WAÚDSPEWIČHAKHIYE TĤAWÓKSAPE

“Teacher’s wisdom”

It is important for teachers and students to develop tolerance for ambiguity: This helps us larger chunks of language successfully without understanding every word in the sentence.

The “tolerance” is to tolerate the pieces you don't understand, and focus on using what you do get.

For students to go on developing fluency on their own, they need to learn to accept that they won't always understand every word of every sentence, but to keep processing working with what they do know. This helps build fluency for longer/larger chunks of language. This is a skill we need to teach them, along with words and grammar rules.

PG. 111 / 1

Whole class. First, the students should read the text and make up their own version of the story in their heads. Then call on students at random to write their understanding of a sentence on the board.

If they are not 100% correct, erase the incorrect parts of their statement on the board, and have the class help to come up with the correct missing parts. Keep a positive attitude about correcting the mistakes.

Wówapi kiŋ nathákapi *closed books*. Whole class. Review the words **tháló**, **ptehá**, **ptehé** and **hohú**. This can be done using flashcards or vocabulary drills.

Individual work. While the students are writing their answers, walk around the room and monitor their progress.

When the class is finished, call on students at random to share their answers. Ask the students to show which illustration gave them their answer.

Núŋmnuŋm škáj po/pe. *work in pairs*. While the students are writing their answers, walk around the room and monitor their progress.

When the class is finished, call on students at random to share their answers. Ask the students to show which illustration gave them their answer.

KEY

Wičháša (done), wičháša, wíŋyaŋ, wičháša, wičháša, wičháša, wíŋyaŋ, wíŋyaŋ, wičháša, wíŋyaŋ

Individual work. While the students are writing their answers, walk around the room and monitor their progress.

When the class is finished let the students check their answers with a partner. Call on students at random to share their answers.

KEY

Thókáheya	Heháŋl
Heháŋl	Thókáheya
Ehákeħčij	Ehákeħčij
Thókáheya	Ehákeħčij
Ehákeħčij	Heháŋl
Heháŋl	Thókáheya

Individual work. Writing. Ask the students to take out a piece of scrap paper. Remind the class to write their sentences nicely.

When the students are finished, let them read their sentences to a partner. Afterwards, call on students at random to report on what their partner said.

Individual work. While the students are matching the verbs, walk around the room and monitor their work.

When the class is finished, call on students at random to read one set of verbs.

Wówapi kiŋ nathákapi *closed books*. Whole class. Take five minutes to review the material from pages 107-109.

Ask the students when they should use **lé**, **hé** and **ká**, when they should use **lenáos**, **henáos** and **kanáos** and when they should use **lená**, **hená** and **kaná**.

Put the students into small groups. Have the students write “instructions” on when to use which verbs, as if they were writing for a younger sibling. Call on the groups to share their instructions out loud.

Anáǵoptaŋ yaŋká po/pe. *Listen.* Read the example sentence out loud. Then, play the whole track, pausing after every section to give the students time to write. Play it a second time in the same way. If necessary, play the track a third time, all the way through without stopping.

When students have finished checking what Bob owns, call on students at random to share their answers.

Remember, don't share the transcript or translate anything!



Track 9

BOB:

Iyéčhiŋkyaŋke kiŋ kaná mitháwa.

Waphóstaŋ kiŋ hé mitháwa.

Thápa kiŋ lé mitháwa.

Kiŋyékhiyapi kiŋ hé mitháwa.

Šúŋka kiŋ lé mitháwa.

Iyéčhiŋkyaŋke kiŋ henáyos mitháwa.

Waphóstaŋ kiŋ ká mitháwa.

Núŋmnuŋm škáj po/pe. *work in pairs.* First, have the students read the text and underline buffalo words. How many times is each used? Call on several students to share what information they underlined.

Then, have the students work in pairs to answer the first question about weight and color. Call on pairs at random to share their answers.

Núŋmnuŋm škáj po/pe. *work in pairs.* Now, have the pairs work together to answer the next question.

Call on pairs at random to share their answers.

Núŋmnuŋm škáj po/pe. *work in pairs.* Students should read the text again carefully and answer the questions. While the students are working, walk around the room and monitor their progress.

If students are stuck, help them find the part of the

text that can give them their answer. First, decide with the student which answer is the worst, and cross it out. Then, decide which of the remaining two answers is the best.

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.

Wóunjspe 9

PG. 116

Context

Olól'ih'anj ektá

In the kitchen

Structure

- command enclitics, male: **yo/wo, po**; female: **ye/we, pe**
- indefinite object marker **wa-** with the verbs **yútA** and **yatkÁŋ (wótA, wayátkAŋ)**

Vocabulary

kitchen items

Review

verbs **yatkÁŋ, wayátkAŋ, yútA, wótA**; household items

Communicative Skills

giving commands

Cultural Focus

Making traditional mint tea, making **wóžapi** (traditional pudding)

Materials

Flash cards

PG. 117 / 1 COMICSTRIP

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.

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.

PG. 33 / 2 SKIMMING/SCANNING

Individual work. Ask the students to read the instructions silently. 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

PG. 33 / 2 SKIMMING/SCANNING CONT.

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.

PG. 117 / 3

Individual work. When the students are finished, they should check their answer with a partner. Call on random students to share their answers.

Whether they're correct or not, ask them to show where in the text they found their answer.

PG. 117 / 4

Individual work. When the students are finished, they should check their answer with a partner. Call on random students to write one of their answers on the board.

PG. 117 / 5

Individual work. When the students are finished, they should check their answer with a partner. Call on random students to share their answers.

Whether they're correct or not, ask them the show where in the text they found their answer.

PG. 117 / 6

Individual work. When the students are finished, call on a student at random to share their answer. Ask the class what is different in the picture.

Whether they're correct or not, ask them the show where in the text they found their answer.

PG. 117 / 7, 8

Individual work. When the students are finished, they should check their answer with a partner. Call on random students to share their answers.

Whether they're correct or not, ask them the show where in the text they found their answer.

Wówapi kiŋ yuǵáŋpi *opened books*. Whole class. Choose three students to read the parts of the example dialogue out loud.

Ask the students to look only at the parents' sentences. Why are the words different for mom and dad?

Individual work. When all of the students have finished, call on students at random to share some of their answers.

Follow-up. Ask the students for some other ablaut verbs. Write a few of their examples on the board and ask them how to write them as a command.

Individual work. When all of the students have finished, they may check their answer with a partner.

Whole class. Give the command and mime the action with it. The students should repeat after you and mime the action, too. Do this for all the commands.

Then, make a circle with all the students. Going around the circle or calling on students at random, give each student a turn to give a command that the class will repeat and mime.

Núŋmnuŋm škáj po/pe. *work in pairs*. While the pairs are working together, walk around the room and monitor their progress. You can also stop and play the game with the students. Give praise whenever you can.

Group work. Divide the class into groups of four. The students will take turns giving commands, and the rest of the students in the group must reply in a full sentence. Demonstrate to the class:

Command: **Mní kiŋ ičáhi ye.**

Response: **Oháj, tókša héčamuŋ kte.**

Wówapi kiŋ yuǵáŋpi *opened books*. Whole class. Choose four students to read the parts of the example dialogue out loud.

Ask the students to look only at the parents' sentences. Ask the students if these are commands or questions? Why are the words different for mom and dad and grandpa?

Individual work. When all of the students have finished, call on students at random to share some of their answers.

Follow-up. Ask the students for some verbs with each kind of ending. Write a few of their examples on the board and ask them how to write them as a command.

Individual work. When all of the students have finished, call on students at random to share some of their answers.

Individual work. When all of the students have finished, they may check their answers with a partner.

Then, call on students at random to share some of their answers with the class.

WAÚDSPEWIČHAKHIYE TĤAWÓKSAPE

“Teacher’s wisdom”

If you are doing many exercises that are very similar, take a break and change the activity for a while.

You can break up the repetition by playing a game, or having a vocabulary contest. If the class has been vocal and physical, do a quiet activity for a while. If there have been so many quiet activities that the students are looking a little sleepy, try a lively physical activity for a change. When the students are refreshed, then return to your original lesson plan.

Wówapi kiŋ yuǵáŋpi *opened books*. Whole class. Choose four students to read the parts of the example dialogue out loud.

Ask the students to look only at the parents' sentences. Why are the words different for mom and dad and grandma?

Individual work. When all of the students have finished, call on students at random to share some of their answers.

Follow-up. Ask the students for some more ablaut verbs. Write a few of their examples on the board and ask them how to write them as a command.

Individual work. When all of the students have finished, call on students at random to share some of their answers.

Individual work. When all of the students have finished, they may check their answers with a partner.

Then, call on students at random to share some of their answers with the class.

Group work. Divide the class into groups of four. The students will take turns giving commands, and the rest of the students in the group must reply in a full sentence. Demonstrate to the class:

Command: **Bló kiŋ kaskú ye.**

Response: **Oháŋ, tókša héčhamuŋ kte.**

Be sure to mime the actions as you say them. Have the students repeat after you and mime the actions with you.

Wówapi kiŋ nathákapi, *closed books*. Whole class. Make an example using a silly type of sandwich, for example a banana sandwich. Say and write on the board **Tħókáheya aǵúyapi owásleče núnpa**

ičú wo. If you have props, use them, or draw a rough picture of the bread on the board. Use a doll, bear or volunteer student to represent the person you are giving the commands to. Move the doll to show the actions.

Then, say and write on the board **Heháŋl žaŋžáŋla kiŋ yuǵáŋ yo.** Again, draw or use props to demonstrate the sentence. Make the doll or volunteer act out the command.

Next, say and write on the board **Heháŋl yaħúǵapi wasná kiŋ aǵúyapi akášluta yo.** Again, draw or use props to demonstrate the sentence.

Finally say and write on the board **Ehákeħčŋ aǵúyapi kiŋ yúta yo.**

Wówapi kiŋ yuǵáŋpi *opened books*. Whole class. Ask and answer the questions one by one. When the students have finished reading the sandwich instructions, call on a student at random to answer the last two questions.

Núnmuŋm škáŋ po/pe. *work in pairs*. While the pairs are working, walk around the room and monitor their progress. When the call is finished, call on a different pair for each question to read their answers out loud. If there are any mistakes, ask the class to help find the correct answer.

Individual work. When all of the students have finished, they may check their answers with a partner.

Then, call on students at random to share some of their answers with the class.

Closed books. Whole class. Review drinks vocabulary using the flashcards. Then, review and practice times of the day with the class. This can be done with clock drawings on the board, verbally, or both.

PG. 122 / 1

Whole class. Call on students at random to read the example sentences out loud. Then, ask some comprehension questions, for example **Tuwá mní yatkáŋ he?**

Ask the students if they notice anything different about the sentences in the right hand column. What do they think the **wa-** stands for?

PG. 122 / 2 KIKSÚYA PO/PE

Individual work. When all of the students have finished, call on students at random to share some of their answers.

PG. 122 / 3

Individual work. First, ask the students to fill out only the left hand column. When all on students have finished, call on students at random to write one of their sentences on the board.

Then, ask the students to finish the right hand column, changing the sentences they wrote, just like in the example. When they are finished, the students may share their answers with a partner.

Finally, with the whole class, write the right hand column sentences for the sentences written on the board by students.

PG. 122 / 4

Whole class. Survey. While the students are walking around the room and surveying other students, walk around the room also and monitor their work. Using your own book, you can survey students as well!

PG. 123 / 1

Whole class. Call on students at random to read the example sentences out loud. Then, ask some comprehension questions, for example **Tuwá mní yatkáŋ he?**

Ask the students if they notice anything different about the sentences in the right hand column. Do they remember what the **wa-** stands in for? Ask the students to give an example of another verb where they can use **wa-**.

PG. 123 / 2 KIKSÚYA PO/PE

Individual work. When all of the students have finished, call on students at random to share some of their answers.

PG. 123 / 3

Individual work. First, ask the students fill out only the left hand column. When all on students have finished, call on students at random to write one of their sentences on the board.

Then, ask the students to finish the right hand column, changing the sentences they wrote, just like in the example. When they are finished, the students may share their answers with a partner.

Finally, with the whole class, write the right hand column sentences for the sentences written on the board by students.

PG. 123 / 4 KIKSÚYA PO/PE

Whole class. Give the students a few minutes to write their answer for the first question. When they have the answer, they should show it by raising their hands. When most of the class has their hands raised, call on a student at random to share their answer. If their answer is incorrect, ask if any other student could help them.

Now, repeat this with the next two questions. Do each question and answer one at a time.

PG. 124 / ÓTĤOKAHE

Wówapi kiŋ nathákapi, *closed books*. Whole class. Use flash cards or actual objects to present the new and old vocabulary.

First, introduce only three new words, saying the word out loud so that the students can repeat after you and showing the flashcard. If possible, say the word and make up a mime to go with it. For example, if the word is čhiŋšká, mime lifting the spoon to your mouth. Have the students copy you.

Add only three new words at a time. Once the students have mastered these words and remember the old ones, add three new words to the drill.

If you're using flashcards or large images, after drilling a few times, try presenting the images in a

PG. 124 / ÓTĤOKAHE CONT.

different way. For example, hide the image behind a larger paper and slowly reveal parts of it until the students identify it. Or, use many different images for the same vocabulary item.

PG. 125 / 1

Individual work. When all of the students have finished, they may check their answers with a partner.

Then, call on students at random to answer the questions.

PG. 125 / 2

Individual work. While the class is working, walk around the room and monitor their progress. When all of students have finished, call on students at random to answer the questions.

PG. 125 / 3

Núŋmnuŋm škáj po/pe. *work in pairs.* Choose one student to model the activity with.

Ask: **Lisa táku tókĥuŋ he?**

Elicit: **Lisa wakší-pakĥiŋte.**

While the class is working, walk around the room and monitor their progress. When all of the students have finished, call on pairs at random to report.

PG. 125 / 4

Núŋmnuŋm škáj po/pe. *work in pairs.* Choose one student to model the activity with.

Ask: **Wíyatke kiŋ lé oówa tókča he?**

Elicit: **Wíyatke kiŋ lé šá.**

While the class is working, walk around the room and monitor their progress. When all on students have finished, call on pairs at random to report.

PG. 126 / ÓTĤOKAHE

Wówapi kiŋ nathákapi, *closed books.* Whole class. Use flash cards or actual objects to present the new and old vocabulary. Add only three new words at a time. Once the students have mastered these words and remember the old ones, add three new words to the drill.

PG. 126 / 1

Individual work. When all of the students have finished they should check their answers with a partner, call on students at random to share some of their answers.

PG. 126 / 2 STICKER PAGE

Individual work. While the class is working, walk around the room and monitor their progress. When all of the students have finished they should compare their work with a partner.

PG. 127 / 1

Núŋmnuŋm škáj po/pe. *work in pairs.* Choose one student to model the activity with.

Ask: **Wíyatke waŋží wačĥiŋ.**

Elicit: **Olól'iĥaŋ-ta yá ye.**

While the class is working, walk around the room and monitor their progress. When all on students have finished, call on pairs at random to report.

PG. 127 / 2

Individual work. Do the first question as a whole class. While the students are choosing their answers, walk around the room and monitor their progress. When all on students have finished, call on students at random to share their answers.

PG. 127 / 3

Anáŋoptaŋ yaŋká po/pe. *Listen.* Read the example sentence out loud. Then, play the whole track, pausing after every section to give the students time to write. Play it a second time in the same way. If necessary, play the track a third time, all the way through without stopping.

When students have finished checking what Bob owns, call on students at random to share their answers.



Track 10

Lisa: Míla na čĥiŋšká na ičĥápĥe kiŋ awáu kte.

Bob: Čĥéŋa waŋží é na wakší blaská etáŋ awáu kte.

Kimi: Wikĥalye waŋží é na wíyatke etáŋ awáu kte.

Mike: Wičapte waŋží é na iyúĥepe waŋží é na wakšíškokpa etáŋ awáu kte.

Individual work. When all of the students have finished, they may check their answers with a partner. Call on students at random to share their answers.

KEY

ptehínčala	oňpáye
oíheye	čhéğa
oásnikiyé	wíkħalye
oyúnke	húnku
oákaņke	tħaspáņzi

PG. 128 / 1 WAYÁWAPI

Individual work. Read question 2 out loud and tell the students to look out for that information while they're reading. Ask them to circle parts of the text that can help them answer the question.

While the students are reading, walk around the room and monitor their progress.

PG. 128 / 2 WAYÁWAPI

Individual work. Now the students may answer question 2. Call on students at random to share their answers.

PG. 128 / 3 WAYÁWAPI

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

When the students have finished checking, have the whole class stand up. Call on a student at random to give the first step. Have the class mime the action. Then call on another student to give the second step. Again, have the whole class mime the action. Repeat this with all the steps. Keep the miming fun, it doesn't have to be too serious!

To add energy, go through all the steps, saying and doing the actions one more time, and challenge the students to go as fast as they can.

KEY

5, 3, 2, 6, 1, 4

Individual work. Writing. While the students are writing, walk around the room and monitor them. When they are finished, let them share their answers with a partner.

Call on one student to say whether the author of the recipe was a man or a woman. Ask them how they know. Once they have decided, ask them if they can rewrite the comments from the other perspective.

Then, call on students at random to read parts of their version of the recipe.

PG. 129 / WÓUDSPE 9 REVIEW.

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.

Wóunſpe 10

PG. 130

Context

Tuktél niyázaŋ he?

Where are you hurt?

Structure

- combining command enclitics with **šni** (**šni yo**, **šni ye**)
- conjunction **ča**

Vocabulary

yazaŋ, **ečháš**, **tókša**; emotions and feelings

Review

ča hé uŋ, second singular, **kte héča**, **háŋtaŋš** (conditional); **čháŋna** (habitual), **iŋ**-ablaut

Communicative Skills

giving negative commands, describing illness/affliction with a doctor; making promises, appealing to someone

Cultural Focus

Preserving the natural environment (proper behavior in national parks)

Materials

Flash cards

PG. 131 / 1 COMICSTRIP

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.

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.

PG. 131 / 2 SKIMMING/SCANNING

Individual work. Ask the students to read the instructions silently. 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.

PG. 131 / 3

Individual work. When the students are finished, they should check their answer with a partner. Call on random students to share their answers.

Whether they're correct or not, ask them to show where in the text they found their answer.

PG. 131 / 4

Individual work. When the students are finished, they should check their answer with a partner. Call on random students to write one of their answers on the board.

PG. 131 / 5

Individual work. When the students are finished, they should check their answer with a partner. Call on random students to share their answers.

Whether they're correct or not, ask them to show where in the text they found their answer.

KEY

b = 1 (Tšokáheya)

č = 2 (Heháŋl)

a = 3 (Ehákehčij)

PG. 131 / 6

Individual work. When the students are finished, call on a student at random to share their answer.

Whether they're correct or not, ask them to show where in the text they found their answer.

PG. 131 / 7

Individual work. When the students are finished, they should check their answer with a partner. Call on random students to share their answers.

Whether they're correct or not, ask them the show where in the text they found their answer.

PG. 132 / 1

Open books. Whole class. Choose four students to read the parts of the example dialogue out loud.

Ask the students to look only at the left hand sentences. Why are the words different for the boys and the girls?

PG. 132 / 2 KIKSÚYA PO/PE

Individual work. When all of the students have finished, call on students at random to share some of their answers.

Follow-up. Ask the students for some other ablaut verbs. Write a few of their examples on the board and ask them how to write them as a command.

PG. 132 / 3

Individual work. When all of the students have finished, they may check their answer with a partner. Ask the students if there is anything else they would add to the list. Write their suggestions on the board.

PG. 132 / 4

Whole class. Give the command and mime the action with it. The students should repeat after you and mime the action, too. Be sure to use “don’t do” commands as well.

Then, make a circle with all the students. Going around the circle or calling on students at random, give each student a turn to give a command that the class will repeat and mime.

PG. 133 / 1

Individual work. When the students are finished, they should check their answer with a partner. Call on random students to share their answers.

PG. 132 / 2

Pair work. While the students are working together, walk around the room and monitor their progress. Call on random students to share their answers.

PG. 132 / 3

Individual work. While the students are writing, walk around the room and monitor their progress. Remind students to write about their bad habits as well as the good ones. When the students are finished, they may read their sentences to a partner.

Call on students at random to read one of their sentences to the class.

PG. 132 / 4

Individual work. While the students are writing, walk around the room and monitor their progress. When the students are finished, put them into small groups to share their resolutions. Have each group choose one most important resolution for themselves.

Have each group write their one resolution on the board. Have the class vote on which resolution will be for the whole class.

PG. 134 / 1

Open books. Whole class. Choose four students to read the parts of the example dialogue out loud.

Ask the students to look only at the left hand sentences. Why are the words different for the boys and the girls? Why do we add **-pi** at the end of the verb?

PG. 134 / 2 KIKSÚYA PO/PE

Individual work. When all of the students have finished, call on students at random to share some of their answers.

When the students are finished, have them work in small groups to write “instructions” on how to make commands. They should make a list of rules that could be understandable to a younger sibling.

PG. 134 / 3

Individual work. When the students are finished, they should check their answer with a partner. Call on random students to share their answers.

PG. 134 / 4

Whole class. Give the command and mime the action with it. The students should repeat after you and mime the action, too. Be sure to use “don’t do” commands as well.

Then, let the students play the game in small groups, taking turns being the leader. While the students are working, walk around and monitor their play. You can play a little while with each group, if you want!

Individual work. When the students are finished, they should check their answers with a partner. Call on random students to share their answers.

PG. 135 / 2 BΛIHÉΛWICHAYA YO

Whole class. Have all the students stand in a circle. Say and mime one of the commands and have the students copy you. The miming can be a little bit silly, and speeding up or slowing down can also make the practice more fun.

After doing this for a few times, give each of the students a chance to give one of the commands to the class.

PG. 135 / 3

Pair work. While the students are playing the game, walk around the room and monitor them. Take some time with each pair - you can even play a round with them.

PG. 136 / ÓTHŌKAHE

Closed books. Whole class. Review body part 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.

If you can, try speeding up the recognition. Try singing a Lakota version “Head, shoulders, knees and toes,” or playing Simon Says (which will also review giving commands).

PG. 136 / 1

Whole class. Open books. Choose two students to read the dialogue. Call on two students at random to answer the questions.

PG. 136 / 2

Individual work. When the students are finished, call on a student to write their answers on the board.

If the answers are incorrect in any way, give praise for the correct parts, and then ask if anyone in the class can help. Choose a volunteer or a student at random to come to the board and make their corrections. Give praise often, to raise their confidence.

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 labeling their answers, they should check their answers with a partner.



Track 10

DR. ASSIST.: *Bob iškáhu yazáŋ.*
James hí yazáŋ.
Mathó natá yazáŋ.
Mike napé yazáŋ.
Thášína thezí yazáŋ.
Lisa čhuwí yazáŋ.
Kimi loté yazáŋ.
Summer sí yazáŋ.

PG. 136 / 4

Pair work. Choose one student to model the activity with.

Ask: **Tuktél niyazáŋ he?**

Elicit: **Thezí mazáŋŋ.**

While the class is working, walk around the room and monitor their progress. When all of the students have finished, call on pairs at random to report.

PG. 136 / 4

Pair work. Choose one student to model the activity with.

Ask: **Bob tuktél yazáŋ he?**

Elicit: **Bob iškáhu yazáŋ.**

Have the students choose new partners. While the class is working, walk around the room and monitor their progress. When all of the students have finished, call on pairs at random to report.

PG. 137 / 1 BΛIHÉΛWICHAYA YO

Choose one student to model the activity with.

Ask: **Mnikáphōpapi óta yatké šni yo.**

Elicit: **Mnikáphōpapi óta blatkíŋ kte šni.**

Then, repeat the phrase, adding emphasis on **ečháš**.

Encourage the student to respond with **tókša**.

Ask: **Ečháš mnikáphopapi óta yatké šni yo!**

Elicit: **Tókša mnikáphopapi óta blatkíj kte šni.**

Using the next command in the model, say and write it on the board. Choose a second student to model it with.

While the class is working, walk around the room and monitor their progress. When all of the students have finished, call on students at random to share their answers.

Individual work. While the students are working, walk around the room and monitor their work. When the students are finished, they should check their answer with a partner.

Whole class. Open books. Choose different students to read the dialogues. After each sentence, get the students' reactions on what emotion they think is shown in the picture.

Then, with the whole class, read the sentences again and make the appropriate face or gesture to show the emotions.

Individual work. When the students think that they have their answer, they should write it and raise their hands to show that they're done. When most of the class has their hands up, call on a student at random to share their answer.

Individual work. When the students are finished, they should check their answer with a partner. Call on random students to share their answers.

Individual work. When the students are finished, they should check their answer with a partner. Call on random students to share their answers.

Whole class. Ask the question, then say and write the first example on the board. Now, say and write the first part of the answer. Elicit the second part of the answer from the class.

Individual work. While the students are working, walk around the room and monitor. When the students are finished, call on students to share their answers.

Individual work. Writing. Ask the students to take out a piece of scrap paper. While the students are working, walk around the room and monitor. When the students are finished, they should share some of their answers with a partner.

Call on students at random to share one of their sentences.

Individual work. While the students are working, walk around the room and monitor their work. When the students are finished, they should check their answer with a partner. Call on students at random to share their answers.

Whole class. Modeling. Say some things that you like to do. Be as expressive as possible and make a gesture for each activity. Do not use English! The students will understand from your gestures and intonation.

Then, read the sentences out loud and make an action for each of them. Then, say them again, and have the students repeat after you and do the actions with you.

Pair work. Choose one student to model the activity with.

Ask: Máni awášteyalake he?

Elicit: Háñ, máni awáštewalake.

While the class is working, walk around the room and monitor their progress. When all of the students have finished, call on pairs at random to report.

Individual work. Writing. Ask the students to take out a piece of scrap paper. While the students are working, walk around the room and monitor.

Call on students at random to share one of their sentences.

Individual work. Writing. Ask the students to take out a piece of scrap paper. While the students are working, walk around the room and monitor. When the students are finished, they may show their answers to a partner.

Call on students at random to share one of their sentences. Remind them that they can also share their writing with their family when they get home!

Whole class. Choose one student to read the model sentences with. Then, ask the students to each write their personal answer. Then, have each student read their sentence out loud to the class.

Whole class. Choose one student to read the model sentences with. Then, ask the students to each write their personal answer. Then, have each student read their sentence out loud to a partner

Whole class. Choose one student to read the model sentences with. Then, ask the students to each write their personal answer. Then, have each student read their sentence out loud to the class.

Keep a list on the board for answers that are the same. Put a tally for each answer that is repeated.

Individual work. When the students are finished, they should check their answer with a partner. Call on random students to share their answers.

Group work. Have the students write all their answers on one piece of scrap paper. While they are working, walk around the room and monitor their progress.

Extra idea: Use a very large piece of paper and colored markers. Have each group write a list of one group of verbs. Each group should be in a column and have a special color. Then, invite the students to draw some decorations on it.

You can hang this poster in the classroom as decoration and a reminder about the verb groups.

Individual work. Read the questions out loud and tell the students to look out for that information while they're reading. Ask them to circle parts of the text that can help them answer the question.

While the students are reading, walk around the room and monitor their progress.

When the students are finished, call on students at random to answer the questions.

Individual work. Do questions 1 - 4 first. When the students finish, they should check their answers with a partner. Call on students at random to share their answers.

Then, move on to the questions 5 - 8. When the students finish, they should check their answers with a partner. Call on students at random to share their answers.

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.