

# 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	
<b>KEY</b> An answer key is included only when necessary.	

## TEACHING READING

Many of the units contain longer stories or texts for reading. For every reading activity, there are some key points to remember:

- DO NOT translate the text. Students need to develop the skills to understand Lakota on its own, rather than using English as a crutch. They may be frustrated at first, but they will become fluent more quickly in Lakota 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 "passive" at this point. In addition to helping students develop Lakota 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 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 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 textbooks levels 1, 2 and 3) 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

## TEACHING VOCABULARY CONT.

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 Lakota. “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 Lakota. 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. 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 modeling. This is just one example - remember that modeling can take many forms. You have space to be creative with it.

Whole class. Closed books. Use colored chalk if possible. On the board, draw a picture of a small leaf. Next to it, say and write **Čhaŋwápe kiŋ čík’ala**. Then draw a picture of a big leaf, saying and writing next to it **Čhaŋwápe kiŋ thǎŋka**. Below those, draw and write similar sentences showing the plural forms. Your board should look something like this:



Čhaŋwápe kiŋ lé čík’ala.



Čhaŋwápe kiŋ lé thǎŋka.



Čhaŋwápe kiŋ lená číkčík’ala.



Čhaŋwápe kiŋ lená thǎŋkíŋkiŋyaŋ.

Now, draw a tall tree and write under it **Čhǎŋ kiŋ lé háŋske**. Then draw several tall trees and leave the sentence under it unfinished: **Čhǎŋ kiŋ lená \_\_\_\_\_**.

Call on a student at random to come to the board and try to finish the sentence. If they are not correct, invite another student up to the board to correct it.

Ask the students what they need to change when they are describing more than one of an object.

## CLASSROOM PHRASES

Speak in Lakota 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 Lakota as much as possible. Use these common classroom phrases:

**Wówapi kiŋ nathákapi** *closed books*

**Wówapi kiŋ yuǵáŋpi** *opened books*

**Núŋmnuŋm škáŋ 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?*  
**Niglúšťanpi he?** *Are you (all) done?*  
**Akhé eyá yo/ye.** *Say it again.*  
**Tuwá winuŋǵa he?** *Who did you ask questions?*  
**Yámni wíyuŋǵa 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.*

#### WAÚDSPEWIČHAKHIYE THAWÓKSAPE

Throughout the Level 4 Teacher's Guide you will see these boxes:

#### **Waúdspewičhakhiye thawóksape** *"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.

#### CORRECTIONS

Corrections will be noted in the Teacher's Guide to repair any inconsistencies or errors that occur in the student's book. Please take these into consideration when giving your lesson.

#### PREPARING YOUR LESSON

Read the Teachers' Guide section on the unit or activities you are about to teach. Make sure you understand the purpose and goal of each activity (for example teaching the contrast between *waŋ* and *waŋží*). Become familiar with the sequence of steps taken in introducing the grammar point or vocabulary to be introduced. The sequencing of activities is usually very important to successfully teaching new language material to the students.

#### PREPARING MATERIALS BEFORE CLASS

If you are not spending time preparing for your lessons, you should try it. Good preparation before class makes a huge difference in the success of a lesson!

It is important to read ahead through the pages you plan on using for your next lesson and see if any activities require preparation. Also read through the Teacher's Guide for the same activities. Check if any of the activities are marked with a symbol or special instructions.

If you see the listening symbol -



you will need to find the correct cd and a cd player before class. Play the track once to make sure it is the correct recording. The first track is an introduction to the audio tracks.

Sometimes a lesson will require flashcards. If you do not have the flashcards that are appropriate for the activity, you will need to make your own. You can do this by drawing your own pictures or by finding images on the internet and printing them. There should only be one image on each page, and it's best if the picture takes up the whole page.

Many activities require you to copy and cut out small cards. The pages you need to photocopy are in the Teacher's Guide. You will need to make enough for all the students in your class, and a few extras, just in case. Some of these activities have the cards in the students' textbook. In this case, make sure you have enough scissors for the class to cut out their cards.

Other activities will require you to prepare signs or large pictures to put around the room. You will need to make the signs and put them up before the students arrive.

Finally, real objects are the best examples. Whenever possible, use the actual thing instead of a picture; for example, use a real apple instead of a picture of an apple. When you plan your lesson in advance, you have time to find these objects at home or at school. Using real items makes your lesson more alive, and the students are more likely to remember it!

---

## USING THE TEXTBOOK INTRODUCTION

At the beginning of each student's textbook there are a few pages of introduction. They are meant to motivate and encourage students - go through them during your first lesson with a new class. There is a short introduction for the students, but also one for parents and other supporters. Encourage your students to show their parents or guardians the introduction as well. Your students will need all the support and motivation they can get, so that they are successful in their language learning.

Before you look at page vii with the class, ask if the students can name some traditional Lakota values. Write them on the board as students name them. Talk with the students about how these values can be applied in daily life. Then, look at page vii and talk about how these values can be applied to language learning.

During the school year, you can return to this page and talk to the students about what they're learning and how the values can keep them focused and motivated.

Finally, invite your students to fill out their own information on page viii. You can do this in class or assign it as homework. Make time in class for students to share their information in small groups, or present their own or a partner's information to the class.

It is very important that the students feel responsible for the book and for their own language learning. Encourage them to use the book both inside and outside of class!

# Wóŋspe 1

PG 1

## Context

Horse Care, Horse Body Parts, Riding Gear,  
Colors of Horses

## Structures

- review - 3rd sg. object (“0-marking”)
- ma- (1<sup>st</sup> sg. object)
- ma- ... -pi (plural)
- waštélaka and wahtélašni

## Pronunciation

a, e, i, o, u

## Reading

Grandpa’s War Path Story

## Materials and Props

flashcards of different colored horses, flashcards of  
horse activities, small household and classroom items,  
flashcards of items to be used as ‘gifts’

### PG 1 / 1 TADYÁD OWÁYAWA-TA YAGLÍPI!

Introduce only the first four commands.

1. Say them out loud and model the desired action.
2. Then, have the students copy you, saying the command while miming or doing the action.
3. When the class seems confident with these commands and actions, give one of the four commands and test if they respond with the correct action. If the students are incorrect, mime the correct action yourself. It is important not to use any English!
4. Repeat this several times until the students follow the commands by miming the correct actions.

Then, introduce and model the next four actions on the list. Repeat all the steps above until the class has mastered this set of commands. When the class is confident with these four, try all eight commands that they know so far. Give the command and have the students mime the action.

Now, introduce the next four commands from the list, doing all the steps that you did with the other sets of commands. When the students have mastered those, introduce the next four commands.

Finally, using the whole list, give commands at random and see if the students can mime the correct action. If the students are incorrect, kindly mime the correct reaction. Be careful not to switch to English!

### WAÚDSPEWICHAKHIYE TĤAWÓKSAPE

#### *“Teacher’s wisdom”*

The first lesson is a great opportunity to establish habits for the rest of the year. Start off by welcoming the students to class in Lakota!

Keep the contextualized classroom language (such as instructions) in Lakota as much as possible. Students will understand you if you help them with gestures, miming, pointing, pictures and other hints. If you use classroom language consistently in Lakota students will learn a great deal of language from this.

Using Lakota as much as possible creates a special language environment in the classroom. Just be sure to always keep in mind the level of the students’ Lakota, so that they are exposed to the language, but not overwhelmed.

### PG 1 / 2 TADYÁD OWÁYAWA-TA YAGLÍPI!

Pair work. First, choose a student and model giving a command. Then let the student give you a command.

Divide the class into pairs. While the students are working, walk around the room and monitor their work. Make sure they switch roles.

### PG 1 / RE-INTRODUCING THE CHARACTERS

Whole class. Ask the students if they recognise any of the characters from the previous textbook. Identify any characters the class cannot recognise.

Optional: Ask the students if they can remember any information about the characters. Who is from Rosebud? Who has a dog? Don’t worry if the students cannot remember this information! Getting to know the characters is just for fun.



Whole class. Open books. Instruct the class: “Who do Bob and Lisa see coming out of the bus? Listen carefully and number the characters’ names as Bob and Lisa talk about them.” Play the recording once, then give students time to finish marking their answers.



## TRACK 2

BOB: *Třašina waŋláka he?*

LISA: *Háj, waŋbláke.*

BOB: *Mike waŋláka he?*

LISA: *Hiyá, waŋbláke šni.*

BOB: *Summer waŋláka he?*

LISA: *Hiyá, waŋbláke šni.*

LISA: *Mathó waŋláka he?*

BOB: *Háj, waŋbláke.*

LISA: *Kimi waŋláka he?*

BOB: *Hiyá, waŋbláke šni.*

LISA: *James waŋláka he?*

BOB: *Háj, waŋbláke.*

Play the recording a second time. When students have finished writing down their answers, let them check their answers with a partner. Then, call on students at random to share their answers with the class.

## KEY

Mike2	Kimi 5	Summer 3
Třašina 1	James 6	Mathó 4

## PG 2 / 2 BLIHÉLWIČHAYA YO

Whole class. Closed books. Write the model sentences on the board:

**Třašina** \_\_\_\_ **he?**

**Háj,** \_\_\_\_.

Then, call on a student at random to answer the first question, according to what they learned from the recording. Let the student write their answer on the board.

If there are any mistakes, call on other students to come to the board and make the correction.

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

When all of the students are finished, let them check their answers with a partner.

## KEY

Třašina waŋláka he? Háj, waŋbláke.

Mike waŋláka he? Hiyá, waŋbláke šni.

Summer waŋláka he? Hiyá, waŋbláke šni.

Mathó waŋláka he? Háj, waŋbláke.

Kimi waŋláka he? Hiyá, waŋbláke šni.

James waŋláka he? Háj, waŋbláke.

Open books. Modeling. Choose one student to model the activity with. Ask the student to secretly choose one of the groups of children. Then ask them questions until you figure out which group he or she chose.

Ask: **Kimi waŋláka he?**

Elicit: **Hiyá, waŋbláke šni!**

Pair work. Divide the students into pairs. While the students are working with their partners, walk around the room and listen to their conversations.

If a student is having problems with pronunciation, first indicate that there is a mistake and give them a chance to self-correct. If the students cannot self-correct, demonstrate the correct pronunciation of the single word and have the student repeat after you. Then, ask the student to start from the beginning, using the corrected pronunciation.

Material preparation: Gather twenty or more classroom or household items. Keep them hidden until it's time for the activity.

Whole class. Divide the class into larger teams, so that there are at least three teams in the classroom. Place the items you collected onto your desk, or a table where all the students can see. When everything is on the table, announce that the 10 seconds are going to begin. Use a watch or count slowly to

ten. Then, use a blanket to cover the items, or quickly put them all back into the box.

Then, the students should work with each other to write down a list of all the items they remember seeing. When they are finished, let each team take a turn asking you what you see (in the box or under the blanket). They get a point for every correct item they remember. The team with the most points wins!

## PG 3 / 5

Whole class. Open books. Play the recording once, then give students time to finish marking their answers.



## TRACK 3

- Summer: Héкта блокétу k'un héhaŋ Kimi waŋláka he?
- James: Háŋ, waŋčala Kimi waŋbláke.
- Summer: Mathó waŋláka he?
- James: Háŋ, tóna akhígle Mathó waŋbláke.
- Summer: Tšašina waŋláka he?
- James: Hiyá, hé íŋš waŋbláke šni.
- Summer: Mike waŋláka he?
- James: Háŋ, hé nakún waŋbláke. Tóna akhígle kičí waškáte.
- Summer: Lisa waŋláka he?
- James: Háŋ, waŋbláke. Htálehaŋ hé thúnpi thááŋpetu.
- Summer: Bob waŋláka he?
- James: Hiyá, waŋbláke šni. Khúnšitku thí kiŋ ektá ún.

Play the recording a second time. When students have finished writing down their answers, call on students at random to share their answers with the class.

Invite a volunteer to write the answer to the bonus question on the board.

## KEY

cross out: Tšašina, Bob  
bonus question: Lisa

Whole class. Modelling. Choose one student to model the activity with. Question them about which classmates they saw during the summer.

Ask: **Tuwá waŋláka he?**

Elicit: **(name of classmate) waŋbláke.**

Ask: **(name of classmate) waŋláka he?**

Elicit: **Háŋ, waŋbláke. / Hiyá, waŋbláke šni.**

Let the student ask you questions as well.

Pairwork. While the students are working with their partners, walk around the room and listen to their conversations.

## PG 3 / 7

Whole class. Open books. First, play the first two sentences of the recording only.



## TRACK 4

- LISA: *Iná čhuwígnaka waŋ mak'ú.*  
*Até háŋpa eyá mak'ú.*  
*Mike thápa waŋ mak'ú.*  
*Uŋčí owíŋža waŋ mak'ú.*  
*Mathó CD eyá mak'ú.*  
*Summer wanáp'iy waŋ mak'ú.*  
*Bob wówapi waŋ mak'ú.*  
*Tšašina wanáhčea eyá mak'ú.*  
*Kimi haŋpóšpula waŋ mak'ú.*

Write the sentence **“Iná čhuwígnaka waŋ mak'ú.”** on the board. Call on a student at random to come to the board and circle the part that means “me.”

Play the whole recording without stopping. Give the students time to finish matching their answers. If necessary, play the recording a second time. When students have finished writing down their answers, call on students at random to share their answers with the class.

## KEY

Iná čhuwígnaka	Summer wanáp'iy
Até háŋpa	Bob wówapi
Mike thápa	Tšašina wanáhčea
Uŋčí owíŋža	Kimi haŋpóšpula
Mathó CD	

## PG 3 / 8 BLIHÉLWIČHAYA YO

Whole class. Closed books. Write the model sentences on the board:

**Kimi** \_\_\_\_ **waŋ** \_\_\_\_.  
**Até** \_\_\_\_ **eya** \_\_\_\_.

Then, call on a student at random to answer the first question, according to what they learned from the recording. Let the student write their answer on the board.

If there are any mistakes, call on other students to come to the board and make the correction.

## KEY

Kimi haŋpóšpula waŋ mak'ú.

Até háŋpa eyá mak'ú.

Iná čuwígnaka waŋ mak'ú.

Uŋčí owíŋža waŋ mak'ú.

Mathó CD eyá mak'ú.

Summer wanáp'ij waŋ mak'ú.

Bob wówapi waŋ mak'ú.

Tšašina wanáhča eyá mak'ú.

Mike thápa waŋ mak'ú.

## PG 3 / 8

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

When all of the students are finished, let them check their answers with a partner.

## PG 4 / 9

Whole class. Modelling. Choose one student to model the activity with. Question them about who gave what to Lisa for her birthday.

Ask: **Bob Lisa wówapi kiŋ k'ú he?**

Elicit: **Háŋ, k'ú.**

Ask: **Tuwá Lisa thápa kiŋ k'ú he?**

Elicit: **Mike Lisa thápa kiŋ k'ú.**

Pairwork. While the students are working with their partners, walk around the room and listen to their conversations.

## PG 4 / 10

Writing. While the students are writing in their answers, walk around the room and monitor their progress. Make sure that students are writing the diacritic marks ( ' and ˇ ) and the letter “ŋ” clearly.

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

## PG 4 / 11

Whole class. Modeling. Choose one student and have them read one of their sentences to the class. On the board, say and write a report of what the student got for his or her birthday, for example: **David Jimmy thápa waŋ k'ú.** Have the student read another sentence, and again write the report on the board.

Pair work. Writing. Have each student exchange their sentences with a partner. When all the students are finished, call on pairs at random to report on their partner and read their sentences to the class.

## PG 4 / 12

Whole class. Open books. First, play the first two sentences of the recording only.



## TRACK 5

LISA: *Bob waŋmáyaŋg hí.*

*Tšašina waŋmáyaŋg hí.*

*Mike waŋmáyaŋg hí šni.*

*James waŋmáyaŋg hí šni.*

*Kimi waŋmáyaŋg hí.*

Write the sentence “**Bob waŋmáyaŋg hí.**” on the board. Call on a student at random to come to the board and circle the part that means “me.”

Play the whole recording without stopping. Give the students time to finish matching their answers. If necessary, play the recording a second time. When students have finished writing down their answers, call on students at random to share their answers with the class.

## KEY

Bob, Tšašina, Kimi waŋmáyaŋg hí.

Mike, James waŋmáyaŋg hí šni.



PG 5 / 13 ABLÉZA PO!

Whole class. Open books. Write **mak'ú** on the board. Call on a student at random to come to the board and circle the part of the word that means “me.” If the student is incorrect, ask the class to help correct it.

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

Now, move onto question two. There are several possible correct sentences for each picture. When the class is finished, call on several students at random to share their answers with the class.

KEY

Answers are up to the students.

PG 5 / 14

Writing. While the students are writing in their answers, walk around the room and monitor their progress.

When all of the students are finished, call on students at random to come to the board and write their answers there. If there are any mistakes, let other students come to the board and make corrections.

KEY

mak'ú, wómak'u, waŋmáyaŋ hí, phóskil mayúze, mas'ámakiphe, íimáputhake.

PG 6 / 15 BLIHÉLWIČHAYA YO

Skimming and scanning. Ask the students to quickly skim through the text and find out who gave Lisa gifts. They should make a list on a piece of scrap paper. Call on students at random to share their answer. Whether their answer is correct or not, ask the student to point out where he or she found it in the text.

Now, ask the students to skim through the text again, this time to find what gift each of the friends and relatives gave Lisa. They should write the item next to the correct person on their list. When the class is finished, they should check their answers with a partner. Call on students at random to share their answers.

PG 6 / 15

Reading. Tell the students to read through the text carefully now. When they have answered questions a) and b) they should check their answers with a partner.

Call on students at random to share their answers. Ask them to point out where in the text they found their answers.

KEY

check waphóštaŋ

“x” čhuwígnaka, ógle zigzíča

PG 6 / 16 ABLÉZA PO!

Individual work. Have the students draw their answers. When they are finished, ask the students to listen to you as you read the sentences to see if they are correct. Read the first sentence - **Lisa waphóštaŋ kiŋ waštélake.** - very happily and with a smile. Then, read the second sentence - **Lisa čhuwígnake kiŋ wahtélašni.** - less happy and without the big smile.

Ask the students to raise their hands if they answered both correctly. Give praise for these correct answers.

PG 6 / 17

Whole class. Open books. Pointing at the first picture, show that Bob is happy and smiling. Then, say and write on the board: **Bob iyéčhiŋkyaŋke kiŋ waštélake.**

Writing. Walk around the room and check their work while the students are writing. When the class is finished call on students at random to write one sentence each on the board. If there are any mistakes, correct them as a class.

PG 6 / 18

Material preparation: You will need small cards with pictures of items to represent gifts. These can be flash cards, pictures of objects, or even the real objects if they are small enough. You will need at least one for every student.

Whole class. Have all of the students stand in a big circle. Give each of the students a “gift.” Then, tell the students to give their objects to the student on

their right.

After receiving a gift, the student should report what they got and whether or not they like it, like the model sentences in the textbook.

If the students need more practice, have them pass the gifts again to the right, and report whether or not they like the new gifts. Continue until students seem confident with these phrases.

#### PG 6 / 19

Modeling. Tell the class about something that you got, for example: **Susie thápa waŋ mak'ú. Thápa kiŋ lé waštéwalake.** Then, choose a student and indicate that they should do the same. When the student finishes, write about the student on the board, for example: **Jamie Carl wíčazo waŋ k'ú. Wíčazo kiŋ lé wahtélašni.**

Group work. Writing. Put the students into groups of three or four. Have the students take turns telling each other what they got and whether they liked it.

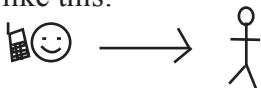
Then, have the students take out a piece of scrap paper and write a sentence about each classmate they heard from. Call on students at random to read one of their sentences aloud for the class.

#### PG 7 / 20 BLIHÉLWICHAYA YO

Modeling. Draw a stick figure on the board. This will represent you.



Now draw something that happened to you yesterday, for example, your mother called. Write the sentence under it, like this:



**Iná mas'ámakiphe.**

Draw and label several other things that happened to you around the stick figure on the board. Then call on students at random to ask if they had the same experience.

Ask: **Iná mas'ámakiphe. Níš tók?**

Elicit: **Háŋ, míš eyá. Iná mas'ámakiphe.**

Do this for all of the examples you have put on the board.

#### PG 7 / 20

Whole class. Choose one of the pictures and read the sentence out loud, miming the actions while you speak. Give the students time to react and find the correct numbered picture. Encourage the students to say the numbers in Lakota. If necessary, repeat one or two more times. Then, move on to the next sentence.

When all of the sentences have been used, begin again. But, this time when all of the students have found the correct picture (they can show this by putting their finger on the picture), they should also repeat the sentence after you and copy your miming.

Finally, for activity c), say the number of a picture in Lakota, and the students should say the correct sentence. Optional: call on students at random to say a sentence. Make sure all students get a chance.

#### PG 7 / 21

Whole class. Open books. Divide the students into groups of three or four. While the students are playing charades, walk around the classroom and monitor their work. Listen to their pronunciation and help if students are having trouble figuring out a particular mime.

#### PG 8 / 22

Individual work. Writing. Write the example a) on the board, and write the answer below it. Make sure the students notice the correct word order.

While the students are writing, walk around the room and monitor their progress. When the class is finished, call on students at random to share one of their answers.

#### KEY

Kimi Lisa thehíla.

Kimi Thášína pǎhóskil yúze.

Mike Mathó ačhánzeke.

Bob Mike mas'ákiphe.

Hokšíla kiŋ James hé aihat'e.

Individual work. Writing. Write the example a) on the board, and write the answer below it. Make sure the students notice the correct word order, and how direct speech differs from reported speech.

While the students are writing, walk around the room and monitor their progress. When the students are finished, they should check their writing with a partner.

**KEY**

Robert napé mayúze.

Summer womák'u.

Třašina amáphe.

Šúnkawakhán kiň namáhtake.

Individual work. Writing. Students should remember about their last birthday; who came, and what did they get for gifts.

While the students are writing, walk around the room and monitor their progress. When the class is finished, call on a few students at random to read their answers to the class. Also, encourage students to read their writing for their parents, grandparents or other relatives!

Whole class. Open books. Write the first two example sentences.

**Aímaĥat'e. Aímaĥat'api.**

Underline the **-pi** suffix in the second example. Ask the students what is different in the second picture, that might be a reason for the **-pi** suffix. Make sure the students understand that this suffix is used to indicate that more than one person is doing the action.

Individual work. When the students have finished filling in the answers and circling the ablaut verbs, they should check their work with a partner.

Call on a student at random to point out which verbs are ablaut verbs, and ask how they can tell.

Individual work. While the students are working, walk around the classroom and monitor their work.

When all the students are finished, call on students to share their answers with the class.

Whole class. Open books. Play the recording once, then give students time to finish marking their answers.

**TRACK 6**

NARRATOR: *Ĥtálehaŋ wičhiŋčala waŋ iĥá amáyuta.  
Haŋhépi hokšíla waŋ mas'amakipĥe.  
Ĥtálehaŋ wakĥánġheža eyá  
aímaĥat'api.  
Hiŋhaŋni wakĥánġheža eyá él mahípi.*

Play the recording a second time. When students have finished writing down their answers, call on students at random to share their answers with the class.

**KEY**

1) one, 2) one, 3) many, 4) many.

Whole class. Open books. Listen to each vowel separately. For each vowel, play the recording once and encourage students to repeat after the recording.

For the rhythm activities, be flexible. You can follow the stress patterns suggested in the image, or make your own. These can also be done with clapping or drumming.

The pronunciation sentence should be first tried slowly before students try to say it at another speed. It is more important to say it correctly than quickly. Make sure each student has a chance to demonstrate their pronunciation.

**TRACK 7**

A

1) *há, na, ká, lá, šá, wá, yá*

2) *hála, sápa, waná, kaná, čháŋna, škáta, čhápa  
Hála waŋ lúta čha škáta čha ablúta.*



# TRACK 8

E

- 1) *hé, lé, h́é, we, ye, é*
- 2) *napé, até, bébela, khéya, hená, h́écha, hehehé*  
*Khéya wan šápe kiŋ lé p̣hěží háŋska yúte.*



# TRACK 9

I

- 1) *sí, zí, hí, ní, ģí, khí, phi*
- 2) *sihá, iná, zičá, p̣hěží, uŋčí, thípi, thezí, máni*  
*Iná thípi wan zí kiŋ thimá í.*



# TRACK 10

O

- 1) *ó, po, bló, wo, yo, žó, čhó, hó, hwo, thó, khó*
- 2) *oówa, óta, mathó, ógle, tópa, tóna, h́óta, istó*  
*Mathó wan ištá thóthó kiŋ istó popó.*



# TRACK 11

U

- 1) *ú, sú, hú, kú, bú, čhú, ģú,*
- 2) *úta, makhú, ikhú, p̣hasú, púza, khukhúše*  
*Khukhúše wan úta wan púza čha ayúta.*

## PG 12 / 29

Pair work. Divide the students into pairs. While the pairs are working, walk around the room and monitor their progress.

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

Optional follow-up: Closed books. Divide the class into small groups. On the board or on a piece of paper for each group, draw a simple image of a horse. How many new words can the students remember? This can also be used as a warm-up activity for the next time you have class.

## KEY

missing words: nakpá, hú, thezí, wíkhan

## PG 12 / 30 BLIHÉLWIČHAYA YO

Whole class. Closed books. In Lakota, tell the class you have a horse. Then say and mime all the activities you do with the horse. Use these verbs: **kaúŋspe**, **čhánwak'iy** **iyákaškA**, **šunġk'ákanyanġkA**, **čhánwak'iy khí**, **kastó**, **wók'u**.

Then, let the students open their books to page 12. Have the students say the verbs and mime the actions with you.

When the students seem confident with these new verbs, divide them into groups and spend a few minutes playing charades with these verbs. One student will act out the verb, and the others must say which action it is. While the students are doing this, walk around the room and spend a few seconds with each group.

## PG 12 / 30

Individual work. Writing. While the students are composing their sentences, walk around the room and check their work.

When the class is finished, they should share their answers with a partner. Call on students at random to also share their answers with the class. Or, do a survey to see which students know someone who does the activities. If they do, ask them who. Encourage students to respond in full sentences.

## PG 13 / 31

Individual work. Students should make their answer. When the class is finished, point or use flashcards to show the correct names of the horses.

Optional follow-up: make a set of flashcards for these horses and challenge the students to a flashcard drill. Or, let the students pick two flashcards; one from a set of horse pictures, and another from a set of activity pictures. Can they form a sentence saying what they do with that color horse?

Whole class. Open books. Play the recording once, then give students time to finish marking their answers.



## TRACK 12

BOB: -*Até hínĥota kiŋ kaúŋspe kta čha ičápsinġe waŋ ičú.*

-*Lalá šunġská kiŋ akányanġkiŋ kta čha čhánwak'in iýákaške ló.*

-*Lekší hínzi kiŋ akányanġkiŋ kta čha itéha waŋ ičú.*

-*Thánhánši James šunġléška kiŋ kastó kta čha šunġ'íčasto kiŋ ičú.*

-*Thunwín hínša kiŋ wók'u kta čha pĥeží eyá ičú.*

-*Haŋkáši Lisa šunġ'ákanyanġ iglúštan čha šunġsápa čhanwák'in khí.*

Play the recording a second time. When students have finished matching the pictures, call on students at random to share their answers with the class.

## KEY

-Até, hínĥota, kaúŋspe, ičápsinġe

-Lalá, šunġská, akányanġkiŋ kta, čhánwak'in, iýákaške

-Lekší, hínzi, akányanġkiŋ kta, itéha

-James, šunġléška, kastó, šunġ'íčasto

-Thunwín, hínša, wók'u, pĥeží

-Lisa, šunġsápa, šunġ'ákanyanġ iglúštan, čhanwák'in.

Modeling. Open books. Choose a student to model the dialogue with. Have the student secretly choose one of the barns to talk about. Then, ask the student questions about what is in their barn. For example:

Ask: **Šunġsápa waŋží waŋláka he?**

Elicit: **Hán, šunġsápa waŋ waŋbláke.**

Ask: **Šunġsímaza waŋží waŋláka he?**

Elicit: **Hán, šunġsímaza waŋ waŋbláke.**

Ask: **Ehánun! Thózi kiŋ hé é he?**

Elicit: **Hán, thózi kiŋ hé é.**

Then, divide the class into pairs. While the students are working with their partners, walk around the room and check on each pair.

Individual work. Introduce the context of the story. Show the students where they can find the glossary in their textbooks, and give them time to find the underlined words.

Write all of the words on the board: **zuyá yápi, šunġmánun, thóka, ihúnichatĥa**. Call on students at random to come to the board and write a definition for the word.

Pairwork. Skimming and scanning. Ask the students to work with a partner. They should quickly look through the text and pictures, and think up a title for the story. Challenge them to choose a Lakota title.

When everyone is finished, give each pair a chance to share their titles with the class.

Whole class. Open books. Read the story aloud to the class - be very animated and use gestures where ever possible to show the action in the story. Do not use English or translate any of the texts.

Then, choose three or four students who will act out the text. Assign them roles as the young narrator, the friend and the enemy.

Call on a student at random to read the first text, and direct the 'actors' to show the story. Have the actors mime the action. Encourage them to have fun with it, too! Do this for every text.

At the end, don't forget to applaud your actors and readers!

Individual work. Before the students do the activities, give them time to carefully read the text one more time to themselves. While the students are reading, walk around the room and offer help for any students that are still having trouble understanding the text.

When the whole class seems finished reading, let them make their answers to this activity.



Make a column on the board for each of the subjects: **tǎ́oka, šúŋka, šúŋkawakháŋ, kǎ́oláya waŋ**. Call on students at random to come and write one of the things from the list in the correct column. Ask each student to point out the part of the story where they found their answer.

**KEY**

tǎ́oka - waŋyáŋka, khuwá, khízA, apha, wošná, khuté

šúŋka - waŋyáŋka, pǎ́pha

šúŋkawakháŋ- paŋpa

kǎ́oláya waŋ- ókiya, kiglégA

**PG 16 / 36 WAYÁWAPI**

Individual work. While the students are filling in the missing words, walk around the room and monitor their progress.

When the students are finished, let them check their answers with a partner. Call on students at random to read their completed sentences to the class.

**PG 16 / 37 BLIHÉLWIČHAYA YO**

Whole class. Write the sentence “**Šúŋka waŋ pǎ́pha.**” on the board. Ask the class where they need to insert the **-ma** to make the sentence about them. Call on a student to come write it on the board. Ask the students to compare the sentences in activity 36 to the text under activity 34. How are the verbs different?

**PG 16 / 37**

Writing. While the students are working, walk around the room and check their writing. Correct mistakes by giving the correct version directly in Lakota. Try not to use English.

Be sure to give praise (in Lakota) to students who are working well!

**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.

# Wóunſpe 2

PG 18

## Context

Hunting, Fishing and Camping

## Structures

- ni-(2nd sg. object)
- ni-...-pi
- possessive verbs with wičha-, singular and plural

## Pronunciation

aŋ, iŋ, uŋ

## Reading

Bob's Hunting Adventure

## Materials and Props

flashcards of camping gear, flashcards or pictures of common objects, flashcards of hunting items, 'who called me' role play cards

### PG 18 / 1 BLIHÉLWIČHAYA YO

Material preparation: flashcards with pictures of a tent, tent pegs, a knife, a blanket, fishing line, rope, bait, and a fishing net. The real objects would be even better!

Whole class. Closed books. Using flashcards with pictures (and no English), preteach the following words: **thiyóblečha** - tent, **wihínſpaspa** - tent pegs, **owínſža** - blankets, **míla** - knife, **hoičhuwa** - fishing line, **wíkħaŋ** - rope, **wathán** - bait, **hoíyupsiče** - fishing net.

Optional activity: when the class has learned these new words, divide the students into groups and play charades. Students can reference page 18 in their textbooks for the new words.

### PG 18 / 1

Whole class. Open books. Play the recording once, then give students time to finish numbering the items



TRACK 13

JAMES: *Háu Mathó, ták tókħanuŋ he?*

MATHÓ: *Hokhúwa mnín kta čha mighúwinyeya.*

JAMES: *Táku kiŋ hená nitháwa he?*

MATHÓ: *Hán, lená mithítakuye kiŋ mak'úpi.*

JAMES: *Khilí. Tuwá thiyóblečha kiŋ hé nič'ú he?*

MATHÓ: *Lekší thiyóblečha kiŋ hé mak'ú.*

JAMES: *Na tuwá wihínſpaspa kiŋ hená nič'ú he?*

MATHÓ: *Thúŋwín lená mak'ú.*

JAMES: *Nahán tuwá owínſža kiŋ hená nič'ú he?*

MATHÓ: *Iná owínſža kiŋ lená mak'ú.*

JAMES: *Nahán tuwá míla kiŋ hé nič'ú he?*

MATHÓ: *Čhiyé míla kiŋ lé mak'ú.*

JAMES: *Nahán tuwá hoičhuwa kiŋ hé nič'ú he?*

MATHÓ: *Kaká mak'ú.*

JAMES: *Nahán tuwá wíkħaŋ kiŋ hé nič'ú he?*

MATHÓ: *Hé nakún kaká mak'ú.*

JAMES: *Nahán tuwá wathán kiŋ hé nič'ú he?*

MATHÓ: *Até wathán kiŋ lé é na nakún hoípatħe kiŋ lé mak'ú.*

JAMES: *Nahán tuwá hoíyupsiče kiŋ hé nič'ú he?*

MATHÓ: *Lekší hoíyupsiče kiŋ lé mak'ú.*

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

## KEY

- |                |                |
|----------------|----------------|
| 1. mithítakuye | 6. hoičhuwa    |
| 2. thiyóblečha | 7. wíkħaŋ      |
| 3. wihínſpaspa | 8. wathán      |
| 4. owínſža     | 9. hoípatħe    |
| 5. míla        | 10. hoíyupsiče |

### PG 18 / 2

Individual work. Warn the class that some people gave more than one item. Play the recording again, and then give students time to think and match their answers. If necessary, play the recording a third time.

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

Follow-up activity: Pair work. Say and write on the board: **Mathó húŋku kiŋ Mathó owínſža kiŋ k'ú.** Have the students work with a partner and write their answers in full sentences. Help the students put their sentences together. When the class is finished, invite students to write their answers on the board.

## KEY

- |                     |                      |
|---------------------|----------------------|
| Lekší thiyóblečha   | Kaká hoičhuwa,       |
| Thúŋwín wihínſpaspa | wíkħaŋ               |
| Iná owínſža         | Até wathán, hoípatħe |
| Čhiyé míla          | Lekší hoíyupsiče     |

PG 19 / 3

Whole class. Read the dialogue out loud for the class. Give the students time to answer question a), b) and c) by themselves.

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

If any students are having trouble with these questions, it is very important to help them now. Take the time to carefully explain the material to any struggling students. If they do not understand these concepts now, they will have great difficulties throughout the rest of the unit.

PG 19 / 4

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

When the class is finished, they should check their answer with a partner. Call on pairs at random to read out loud one of the four dialogues to the class.

KEY

nič'ú , mak'ú.

PG 19 / 5

Individual work. Writing. While the students are composing their sentences, walk around the room and check their work.

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

KEY

Possible answer (answers may vary)

Bob húnku kiŋ Bob owínža waŋ k'ú.

Bob Thúnwínla kiŋ Bob wihínpaspa waŋ k'ú.

Bob Čhiyéku kiŋ Bob míla waŋ k'ú.

Bob thúnkášila kiŋ Bob hoíchuwa waŋ k'ú.

PG 20 / 6 BLIHÉLWIČHAYA YO

Whole class. Closed books. Say and write on the board: **Bob atkúku kiŋ Bob thiyóblečha waŋ k'ú.**

Ask the class to point out who are the two people and the object. First, underline **thiyóblečha waŋ**. Then, look at the two people and ask the class to point out

which one of the people is giving the object. Draw a circle around **Bob atkúku kiŋ**. Finally, ask the students who is receiving the object. Draw a square around **Bob**.

PG 20 / 6

Individual work. Students should mark the giver, receiver and object in each sentence. While the students are working, walk around the room and monitor their progress.

When the class is finished, they should check their work with a partner.

PG 20 / 7

Pair work. Do the first sentence on the board. While the students are working, walk around the room and monitor their progress.

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

KEY

Iná owínža kiŋ lená mak'ú.

Čhiyé míla kiŋ lé mak'ú.

Nilékši kiŋ thiyóblečha waŋ nič'ú.

Nithúnkašila kiŋ wikhán waŋ nič'ú.

Niyáte kiŋ wathán eyá nič'ú.

Nithúnwín kiŋ wihínpaspa kiŋ lená nič'ú.

PG 20 / 8

Whole class. Open books. Play the recording once, and watch for the students snapping.



TRACK 13

See transcript on pg 11.

Material preparation: You'll need flashcards with pictures of common objects, one for each student.

Modeling. Choose two students to demonstrate with. Give one student a flashcard, and indicate that they should give it to the other student. When the second student gets the card, ask them about it, for example:

Ask: **Joey, táku nič'ú he?**

Elicit: **Haṇpóšpula waṇ mak'ú.**

Whole class. Make a circle. Each student should give their card to the person on their right. Then, taking turns around the circle, they should ask the person on their left what they got. Give every student a chance to speak.

*Tšašína: Summer mas'ámakiphe.*  
*Mathó: Kimi mas'ámakiphe.*  
*Bob: Lisa mas'ámakiphe.*  
*Kimi: James mas'ámakiphe.*  
*Summer: Mathó mas'ámakiphe.*

Play the recording one more time.

Walk around the room and check their work. When the students are finished, they should check their answers with a partner.

#### KEY

Kimi --> Lisa

Kimi --> Mathó

Mike --> James

Lisa --> Bob

Bob --> Mike

James --> Kimi

Summer --> Tšašína

Mathó --> Summer

Pairwork. Divide the class into pairs. Each pair should work together to make six drawings on a piece of scrap paper. When they're finished, they should divide the paper and take three drawings each.

Then, each student should give away his or her drawings to students other than their partner.

Model the last step by choosing a student to demonstrate with.

Ask: **Tuwá ... (wówapi) ... kiṇ lé nič'ú he?**

Elicit: **( Peter ) ... (wówapi) ... kiṇ lé mak'ú.**

Finally, each student should rejoin his or her partner. They should ask each other about what drawings they received from other students, like you modeled before.

While the students are working with their partner, walk around the room and spend a little time with each pair.

Whole class. Open books. Play the recording once, then give students time to finish drawing the arrows.



#### TRACK 14

NARRATOR: *Lisa: Kimi mas'ámakiphe.*  
*James: Mike mas'ámakiphe.*  
*Mike: Bob mas'ámakiphe.*

Individual work. Play the recording again. While 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.

#### KEY

Háṇ, Hiyá, Hiyá, Hiyá, Hiyá.

Individual work. Writing. First, call on a student at random and ask him or her about the last activity:

Ask: **James Kimi mas'ákipha he?**

Elicit: **Háṇ, James Kimi mas'ákiphe.**

Then, say and write on the board: **James Kimi mas'ákiphe.** Students should use this model for their writing.

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 write their answers on the board.

Material preparation: you will need to copy and cut out the role play cards for this activity. Make sure there are more than enough for each student.

Modeling. Choose a student to demonstrate with. Give them a card and prompt them to answer, like this:

Ask: **Tuwá mas'áničipħa he?**

Elicit: **(Čhažé) mas'ámakipħe.**

Take a card yourself and indicate that the student should ask you, too.

Then, ask the student what time he or she was called.

Ask: **Tóhaŋ (Čhažé) mas'áničipħa he?**

Elicit: **(Čhažé) (time) mas'ámakipħe.**

Again, let the student ask you the same question and respond using your role play card.

#### PG 22 / 14

Pairwork. Distribute the role play cards and tell the students to find a partner. Tell the students to write down the information their partner tells them.

While the partners are working together, walk around the room and check their work. When both partners have finished asking and answering the questions, call on students at random to report on their partner.

Ask: **Tuwá (Čhažé) mas'ákičipħa he?**

Elicit: **(Čhažé) mas'ákičipħa.**

Ask: **Tóhaŋ (Čhažé) mas'ákičipħa he?**

Elicit: **(Čhažé) (time) mas'ákičipħa.**

#### PG 22 / 15 ABLÉZA PO!

Individual work. Write the example on the board. Ask the class how they see **k'** change after **ni**. Then, have the students draw lines to match the pairs of words. Then, ask the students to look at each pair of words and underline the change.

Then, ask the students to answer the four questions. When the class is finished, call on students at random to share their answers. Ask them to point out which word pairs demonstrate each change.

#### PG 22 / 16

Individual work. First, ask the students to underline the part of the words that mean "me." Call on students at random to share their answers with the class.

Then, ask the students to re-write the verbs in the "you" forms. Do the first two or three verbs on the board as a whole class before asking the students to do it alone.

While the students are working, walk around the room and check their progress. If a student has made a mistake, show them which example verb from activity 15 they can use as a model.

When the class is finished, let the students check their answers with a partner.

#### KEY

mas'ámakipħe - mas'áničipħe

mak'ú - nič'ú

napé mayúze - napé niyúze

themáħila - theníħila

wómak'u - wónič'u

makíglege - ničíglege

yuš'inyemaye - yuš'inyeniye

waŋmáyaŋke - waŋníyaŋke

makhíze - ničíze

ómakiye - óničiye

omále - oníle

makhúwa - ničúwa

makhé - ničhé

omáyuspe - oníyuspe

makhúte - ničúte

aímaħat'e - aíníħat'e

makípazo - ničípazo

amáčhaŋzeke - aničhaŋzeke

amápħe- anípħe

#### PG 23 / 17 BLIHÉLWIČHAYA YO

Material preparation: flashcards or large pictures of **maswígmunke**, **mázawakħáŋ**, **waŋhínkpe**, **mázasu**, **tháħča oyé**, **igmúthāŋka oyé** and **itázipa**.

Play a vocabulary game or drill the students on the new vocabulary several times.

#### PG 23 / 17A

Individual work. When the class is finished filling in the missing words, call on students at random to share their answers with the class.

#### KEY

hoíčhuwa, hoíyupsiche, hoípatħe, wathán



Group work. Have as many dictionaries as possible at hand for the students. Divide students into small groups or pairs, and give each group a dictionary. Students that don't have access to a physical dictionary may use the one online at:

<http://www.lakotadictionary.org/nldo.php>

While the students are working, walk around the room and monitor their progress. When the class is finished, call on students at random to say which picture the word belongs to.

#### KEY

Some words may work for multiple pictures.

Here is a possible answer:

picture 1: ómna, otháphA, gmúnkA, kiglégA,

khuté, ó, šuthÁ, wakhúl yÁ, waákhita

picture 2: khuwá, naphÁ, kiglégA, khuté, ó,

šuthÁ, wakhúl yÁ, waákhita

picture 3: gmúnkA, kiglégA, hokhúwa

Individual work. Writing. Say and write the example sentence on the board: **Howákhuwa čháŋna hoičhuwa ilágwaye**. Then, call on a student at random to underline the object. Call on another student to underline the verb.

While the students are writing, walk around the room and check their work. When the class is finished, call on students at random to write their sentence on the board and read some of their sentences to the class.

Skimming and scanning. Remind the students that they shouldn't read the text closely, just skim it quickly. When the students have finished answering the first question, call on a student at random to share their answer with the class.

Then, call on two students to read questions 2 and 3 aloud to the class. Tell students to keep these questions in mind while they skim the text again. When the class is finished, call on students at random to share their answers.

#### KEY

1) wakhúl yápi

3) igmúthąŋka

2) waglékšun

Skimming and scanning. While the students are skimming and writing the verbs on paper, walk around the room and monitor their progress.

When the class is finished, let the students check their answer with a partner. Then, call on students at random to share their answers with the class.

Individual work. Give the students time to read through the text slowly. Optional: choose two students to dramatize the text and read aloud to the class. Do not move onto the questions until all the students have finished reading the story.

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

#### KEY

1) Wówičakhe šni

5) Wówičakhe šni

2) Wówičakhe šni

6) Wówičakhe

3) Wówičakhe šni

7) Wówičakhe

4) Wówičakhe šni

Individual work. Set the context for your students: two deer friends are talking about how one of them escaped from some hunters.

When the students have completed the dialogue, call on several students to perform the dialogue, using the questions they wrote in.

#### KEY

Nanih'unpi he?

Níchútepi he?

Aníyutapi he?

Niópi he?

Ónimnapi he?

Šuníthapi he?

Othánipthapi he?

Níchúwapi he?

Whole class. Say and write the following verb pairs on the board:

**waŋníyaŋke | waŋníyaŋkapi**

**waŋmáyaŋke | waŋmáyaŋkapi**

Call on students at random to come to the board and circle the verb that shows more than one person doing the activity. Then, call on another student to underline the letters that show this.

Individual work. Students should number the order for story A, and then check their work with a partner. Call on a student at random to share their numbering with the class. Then choose several students to read the sentences out loud, in the correct order.

Number the first picture of story B as a class. Then let the students work individually. When the students are finished, call on several students to read the sentences out loud, in order.

Students should number story Č individually. Then, call on several students to read the story out loud, with the sentences in order.

Group work. Let the students work in small groups. First, ask the students only to find the five words from the comic strips. When all the students are finished, call on a student at random to write the five words on the board.

Hand out a dictionary for each group. Then, let the students fill out the right hand column of the activity.

When the class is finished, call on a student to come to the board and write the dictionary form next to each verb. If there are any mistakes, ask another student to come to the board and correct them.

**KEY**

ópi - ó	waŋyáŋkA
p'hátapi - p'hátA	waákhítapi - waákhita
waŋyáŋkapi -	naħ'úŋpi - naħ'úŋ

Pair work. Divide the class into pairs. Give the pairs several minutes to practice performing their story. Then, call "closed books time" and encourage the students to rehearse their story without using the book. If students forget their part, give them a hint, or let them peek at the book.

While the students are preparing, walk around the class and spend a minute helping each pair.

When the students are prepared, give each pair a chance to perform their story. Treat this as a fun opportunity for the students - let the students applaud their classmates after each performance!

Individual work. Note: these pictures are follow-ups for activity 21. First, for each picture, read the sentences out loud. Make gestures and act out the meaning of the sentences as best you can. Do not use English!

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

Individual work. Writing. While the students are working, walk around the room and check their work. If you spot a mistake, indicate to the student where it is and give them a chance to self correct.

When the students are finished, they should switch papers with a partner and check for mistakes.

Then, divide the class into groups of three. Ask the students to take turns reading their stories aloud to their groups. Remind the students that they can also read their stories to the parents or family at home! Optional: Let students write their stories on the board and work on spelling.

Whole class. Open books. Listen to each vowel separately. For each vowel, play the recording once and encourage students to repeat after the recording.

The pronunciation sentence should be first tried slowly before students try to say it at another speed. It is more important to say it correctly than quickly. Make sure each student has a chance to demonstrate their pronunciation.

**TRACK 15**

*Aŋ*

*áŋpa, háŋpa, waŋbli, čháŋ, sáŋ, káŋ, páŋ, háŋ, waŋží*  
*Aŋpétu waŋ él waŋbli waŋ waŋbláke.*

**TRACK 16**

*Iŋ*

*íŋyaŋ, wíŋyaŋ, íŋkpa, híŋhaŋni sɪntéħla, híŋhán,*  
*p'hahín, owín*  
*Wíŋyaŋ kíŋ hé sɪntéħla kíŋ hé yuš'íŋš'íŋ.*



## TRACK 17

Uŋ

šúŋka, iṭhúŋkala, uŋčí, huŋyákhūŋ, osúŋ, úŋšila  
 Šúŋka k'uŋ hé huŋyákhūŋ k'uŋ hená úŋ.

## PG 30 / 29

Whole class. Divide the class into teams. Optional: let the students choose a name for their team, in Lakota.

Say each word only twice. Mark the teams' points on the board. Give praise for both teams when the game is finished.

## PG 30 / 30

Individual work. Play the recording twice, giving students time in between to mark their answers.



## TRACK 18

á, áŋ, í, íŋ, ú, úŋ, ská, skáŋ, iyúthá, iyútháŋ,  
 ničhípi, ničhíŋpi, k'ú, k'uŋ, tuwá, tuŋwáŋ, wayáka,  
 wayáŋka, há, háŋ, ká, káŋ

When the students are ready, call on a student at random to share their answers. If necessary, play the recording a third time so students may listen closely for the words they got wrong.

## PG 31 / WÓUDSPE 2 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.

# Wóun̄spe 3

## Context

Vision Quest, Camping

## Structures

- maya- (you – me)
- čhi- (I – you)
- ni- (you)
- conjugation of y-stem verbs

## Pronunciation

č, čh

## Reading

Sam's Vision Quest, Correcting Children's Behavior

## Materials and Props

Flashcards of firepit items, camping job role play cards, animal flashcards

## PG 32 / 1 BLIHÉLWIČHAYA YO

Whole class. Open a discussion with your class about vision quests. What do the students know about it? Do they know someone who has been on a vision quest? What do they know about Bear Butte? Be open minded about different experiences and opinions.

Encourage the students to follow up on their questions after school, by asking an elder or family member.

## PG 32 / 1

Individual work. Read the messages out loud to the class. Then, let the students read quietly by themselves and answer the questions.

While the students are working, walk around the room and monitor their work. When the class is finished, call on students at random to share their answers. Ask the students to point out where they found their answer in the text.

## KEY

- |                   |                      |
|-------------------|----------------------|
| 1) akézaptan      | 5) Mathó Pahá eyápi. |
| 2) Paháta yín kte | 6) Wóihan̄ble        |
| 3) han̄bléčheya   | 7) Hiyá              |
| 4) an̄pétu tób na | 8) Hiyá              |
| han̄hépi tób      |                      |

## PG 33 / 2

Whole class. Open books. Instruct the students to cover the dialogue. First, play the first two sentences of the recording only.



## TRACK 19

SAM: *Owín̄ža wan̄ží mayák'u kta he?*

GRANDPA: *Hán̄, owín̄ža wan̄ží čhič'ú kte.*

SAM: *Han̄píkčeka etán̄ mayák'u kta he?*

G: *Hiyá, han̄píkčeka tákuni čhič'ú kte šni.*

SAM: *Wasná etán̄ mayák'u kta he?*

G: *Hán̄, wasná etán̄ čhič'ú kte.*

SAM: *Ptep̄há wan̄ží mayák'u kta he?*

G: *Hán̄, ptep̄há wan̄ čhič'ú kte.*

SAM: *P̄hežíhota etán̄ mayák'u kta he?*

G: *Hán̄, p̄hežíhota etán̄ čhič'ú kte.*

SAM: *Wachán̄ga etán̄ mayák'u kta he?*

G: *Hán̄, wachán̄ga etán̄ čhič'ú kte.*

SAM: *Čhán̄čeğa wan̄ží mayák'u kta he?*

G: *Hán̄, čhán̄čeğa wan̄ čhič'ú kte.*

SAM: *Ičábu wan̄ží mayák'u kta he?*

G: *Hán̄, ičábu wan̄ží čhič'ú kte.*

SAM: *Mní etán̄ mayák'u kta he?*

G: *Hiyá, mní tákuni čhič'ú kte šni.*

Ask the students if they circled anything. Call on a student at random to share what they circled.

Play the whole recording without stopping. Give the students time to finish their answers. When students have finished, call on students at random to share their answers with the class.

## PG 33 / 3

Individual work. Instruct the students to uncover the dialogue. First, look at the two speech bubbles. What word does Sam use to ask what will be given *to himself*? Call on a student to write it on the board. Then, what word does grandpa use to say he will give something *to Sam*?

Play the recording again, and then give the students time to fill in their answers. If necessary, play the recording a third time.

When the class is finished, call on students at random to read part of the dialogue and share their answers.

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

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

**KEY**

k'ú: he/she gave it to him/her  
mak'ú: he/she gave it to me  
mayák'u: you gave it to me  
nič'ú: he/she gave it to you  
čhič'ú: I gave it to you.

Individual work. Writing. First, write the example sentences on the board: the positive example (**Sam tšunškášitku kiŋ owiŋža waŋ k'ú kte.**) and a negative example (**Sam tšunškášitku kiŋ haŋpíkčeka waŋžini k'ú kte šni.**). Call on a student to come to the board and underline the differences in the two sentences, except for the noun.

Then, while the students are writing, walk around the room and monitor their progress. When students are finished, give students a chance to read one of their sentences out loud.

Closed books. Draw two stick figures on the board. Give one figure a speech bubble that says “**Wígli-uŋ-káŋapi etáŋ mayák'u kta he?**” and the second a speech bubble that says “**Háŋ, wígli-uŋ-káŋapi eyá čhič'ú kte.**” So that neither stick figure is holding it, draw a small circle between them, to represent the flatbread.

Call on a student to come to the board and underline the verb in each sentence. Then, ask the student which figure is the giver and which is the receiver. Ask a student to come to the board and draw the flatbread in the giver's hand.

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

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

**KEY**

-Wígli-uŋ-káŋapi etáŋ mayák'u kta he?  
Háŋ, wígli-uŋ-káŋapi eyá čhič'ú kte.  
-Mnikápŋopapi etáŋ mayák'u kta he?  
Háŋ, mnikápŋopapi eyá čhič'ú kte.  
-Ağúyapsaka etáŋ mayák'u kta he?  
Háŋ, ağúyapsaka eyá čhič'ú kte.  
-Čhaŋmháŋska etáŋ mayák'u kta he?  
Háŋ, čhaŋmháŋska eyá čhič'ú kte.  
-Bloókpaŋla etáŋ mayák'u kta he?  
Háŋ, Bloókpaŋla eyá čhič'ú kte.  
-Ağúyapi etáŋ mayák'u kta he?  
Háŋ, ağúyapi eyá čhič'ú kte.

Material preparation: You need to either prepare the role play cards yourself, so that each student has one, or let the student cut theirs out from the appendix of their textbooks.

Closed books. Using flashcards, review the camping item vocabulary.

Then, have the students open up their textbooks to the role play cards. Just talking with the students, hold up a flashcard and ask them which jobs use the tool shown.

Optional material preparation: create small images of the camping items, at least ten of each item. When the students get their role play cards, let them also take pictures of the items that they “have.” This way, the role play will seem even more real, and they will be able to give another student the object if asked.

Modeling. Choose one student to demonstrate with and give them a role play card. Take a role play card yourself. Looking at your role play card, ask the student if they have and will give you one of the items you need. The student should say yes or no,



according to what items they “have” on their card.

Ask: **Wihínpaspa etáŋ mayák’u kta he?**

Elicit: **Háŋ, wihínpaspa eyá čhič’ú kte.**

Group work. Divide the students into groups of four or five. Distribute the role play cards, or make sure that all the students in the group have different cards. Let the students take object cards (if they have been prepared).

While the students are working, walk around the room and spend some time with each group. If students are having a problem properly forming sentences or with pronunciation, demonstrate the correct version yourself. Correct and give praise in Lakota.

#### PG 35 / 8

Whole class. Open books. Play the recording once, then give students time to finish marking their answers.



#### TRACK 20

MIKE: *Lisa, thabškátapi kiŋ ektá waŋmáyalaka he?*

LISA: *Háŋ, waŋčhíyaŋke.*

MIKE: *Bob, thabškátapi kiŋ ektá waŋmáyalaka he?*

BOB: *Hiyá, waŋčhíyaŋke šni. Thabškátapi kiŋ ektá waí šni.*

MIKE: *Mathó, niš tók, waŋmáyalaka he?*

MATHÓ: *Háŋ, waŋčhíyaŋke. Lila yuphiya thabyáškate.*

MIKE: *Thášína, thabškátapi kiŋ ektá waŋmáyalaka he?*

THÁŠÍNA: *Hiyá, ektá waí šni čha waŋčhíyaŋke šni.*

Play the recording a second time. When students have finished writing down their answers, call on students at random to share their answers with the class.

Invite a volunteer to write the answer to the bonus question on the board.

#### KEY

Lisa and Mathó saw Mike.

#### PG 35 / 9

Individual work. Play the recording again and give the students time to finish filling in the blanks.

When the class is finished, choose five students to perform the dialogue.

#### PG 35 / 10 ABLÉZA PO!

Individual work. Write the first example on the board and ask the class to help you fill in the blanks. Call on a student to come to the board and write in the answers that the class agrees on.

While the class is writing, walk around the room and monitor their progress. When the class is finished, call on students at random to share their answers.

#### KEY

waŋyaŋke: he/she saw him/her

waŋmáyaŋke: he/she saw me

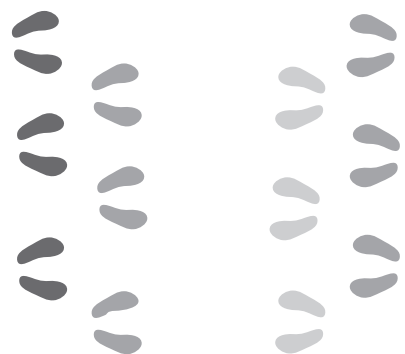
waŋmáyalake: you saw me

waŋníyaŋke: he/she saw you

waŋčhíyaŋke: I saw you

#### PG 35 / 11

Whole class. Divide the class in half. Each half should stand in two staggered rows, like the diagram below:



Direction facing

Direction facing

Modeling. Stand in one team’s line. Ask a student on the opposite team if they can see you.

Ask: **David, waŋmáyalaka he?**

Elicit: **Háŋ, waŋčhíyaŋke.**

Now, ask a student on your own team. They should

PG 35 / 11 CONT.

be facing away from you, and respond negatively.

Ask: **Jill, waŋmáyalaka he?**

Elicit: **Hiyá, waŋčhíyanke šni.**

Choose one student at random to follow your example and be first. Give each student a chance to ask both one person on the opposite team and one person on their own team if they can be seen.

PG 36 / 12 BLIHÉLWIČHAYA YO

Material preparation: small cards with animal pictures on them.

Draw a simple bear and a mouse on the board. Then, indicate that you are acting as the bear, say and write **Mathó hemácha. Omáyaluspiŋ kta he?** Use gestures to show what **oyúspA** means. Say and write the mouse's response, again using gestures to communicate meaning: **Hiyá, iŋhúŋkala hemácha. Očhíyuspiŋ kte šni.**

Ask the students to tell you some animal that can catch the bear. Draw that animal on the board, and say and write their speech: **Háŋ, \_\_\_\_\_ hemácha. Očhíyuspiŋ kte!**

Now, take an animal card, and give one to a student. Can the student catch you? Can you catch them?

PG 36 / 12

Whole class. Give each student an animal card. Let the students walk around until they've talked with three classmates.

While the students are working, walk around and monitor their progress. Take an animal card yourself so that you can do the activity with any students that might find themselves momentarily without a partner.

PG 36 / 13A ABLÉZA PO!

Whole class. Write the two examples on the board: **yuhá -- > luhá** "YOU had it" and **waŋyáŋka --> waŋláke** "YOU saw him/her/it".

Call on a student to come to the board and underline the letters that change in each verb.

Individual work. When the students have finished, let them check their work with a partner. Then, call on students at random to share their answers with the class.

KEY

ayúptA - alúpte

ayúta - alúta

yuhíčA - luŋhíče

ayúštaŋ - alúštaŋ

oyákA - oláke

oyúspA - olúspe

PG 36 / 13B ABLÉZA PO!

Whole class. Write the two examples on the board: "YOU caught ME" - **omáyaluspe.** and "YOU woke ME" - **mayáluŋhíče.**

Call on a student to come to the board and underline the letters that show that it is an action "done by you to me."

Individual work. When the students have finished, call on a student at random to share their answer with the class.

PG 36 / 14A

Individual work. When the students have finished, call on a student at random to share their answer with the class.

KEY

1) awáŋlake - awáŋmayalake

2) alúpte - amáyalúpte

3) alúta - amáyaluta

4) alúštaŋ - amáyalúštaŋ

5) waŋláke - waŋmáyalake

6) oláke - omáyalake

PG 36 / 14B

Whole class. Call on students at random. Using the list of y-stem verbs, call on students at random and give them one form of the verb. Each student should respond with the other form of the verb. Give praise and ask for corrections in Lakota.

Individual work. Play the recording once, then give students time to finish marking their answers.



## TRACK 21

GRANDMA: *Iktómi mathó wan yuhíče. Mathó kiŋ táku eyá he?*

*Mathó kiŋ: "Iktó, mayáluhiče ló/kštó. Amáyuštan yo/ye."*

*Iktómi pehán wan nahtáke. Pehán kiŋ táku eyá he?*

*Pehán kiŋ: "Iktó, namáyahtake ló/kštó. Amáyuštan yo/ye."*

*Iktómi hinhán wan ayúta. Hinhán kiŋ táku eyá he?*

*Hinhán kiŋ: "Iktó, amáyaluta yeló/kštó. Amáyuštan yo/ye."*

*Iktómi šunġmánitu wan yahtáke. Šunġmánitu kiŋ táku eyá he?*

*Šunġmánitu kiŋ: "Iktó, mayálahtake ló/kštó. Amáyuštan yo/ye."*

*Iktómi šunġíla wan gnáye. Šunġíla kiŋ táku eyá he?*

*Šunġíla kiŋ: "Iktó, mayágnaye ló/kštó. Amáyuštan yo/ye."*

*Iktómi tháthánka wan aphe. Tháthánka kiŋ táku eyá he?*

*Tháthánka kiŋ: "Iktó, amáyaphe ló. Amáyuštan yo."*

Play the recording a second time. When students have finished writing down their answers, call on students at random to share their answers with the class.

Follow-up: In the recording, Grandma is speaking for the animals. What two words do we need to add when we repeat what someone else says? Tell the students to circle these two words around each of the animals' sentences, in their textbooks.

Whole class. Play the recording again. This time, pause it after every Iktomi line, and have the students say the animals' response. Be enthusiastic and encourage the students to say the lines loud and clear!

Individual work. Play the recording once, then give students time to finish marking their answers.



## TRACK 22

GRANDPA: *Lisa, wíkhāŋ etāŋ mayákau he?*

LISA: *Hāŋ, lalá, wíkhāŋ eyá čhičáu.*

GRANDPA: *Bob, nazúŋspe wanží mayákau he?*

BOB: *Hāŋ, kaká, nazúŋspe wanží čhičáu.*

GRANDPA: *James, míla wanží mayákau he?*

JAMES: *Hiyá, kaká, míla wanžíni čhičáu šni.*

*Éwektuŋže ló.*

GRANDPA: *Mike, thiyóblecha wanží mayákau he?*

MIKE: *Hāŋ, kaká, thiyóblecha kiŋ čhičáu.*

GRANDPA: *Mathó, yuilepi etāŋ mayákau he?*

MATHÓ: *Hāŋ, lalá, yuilepi etāŋ čhičáu.*

GRANDPA: *Summer, wihíŋpaspa etāŋ mayákau he?*

SUMMER: *Hiyá, kaká, wihíŋpaspa tákuni čhičáu šni.*

GRANDPA: *Thášína, owíŋža etāŋ mayákau he?*

TĤAŠÍNA: *Hāŋ, lalá, owíŋža etāŋ čhičáu.*

GRANDPA: *Kimi, pailepi wanží mayákau he?*

KIMI: *Hiyá, kaká, pailepi wanžíni čhičáu šni.*  
*Émičikuŋža ye.*

When all the students have finished marking their answers, call on students at random to share with the class.

## KEY

Lisa: wíkhāŋ

Bob: nazúŋspe

James: míla

Mike: thiyóblecha

Mathó: yuilepi

Summer: wihíŋpaspa

Thášína: owíŋža

Kimi: pailepi

Whole class. Play the recording one more time. Call on a student at random to share their answer with the class.

## KEY

James, Summer and Kimi forgot.

## PG 38 / 18A

Whole class. Read the dialogue out loud, changing your voice for each character. When you're finished, ask the students to read the dialogue by themselves and answer the question.

When the students are finished, call on a student at random to share their answer.

## KEY

Mike hit Bob.

## PG 38 / 18B

Whole class. Choose three students to read the second dialogue out loud. Then, choose three more students to read the third dialogue.

Give the students time to read the dialogues again and do the activity. While the students are reading and working, walk around the room and monitor their progress.

When the class is finished, call on students to share their answers. Ask them to point out where they found their answer in the text.

## KEY

Mike / Bob / apǎ́

Summer / Kimi / oyáke

Mike / Lisa / yuǎ́tse

## PG 38 / 18Č

Group work. Divide the class into groups of three. Each group should choose one of the dialogues to memorise and perform.

While the groups are working, walk around and spend time with each group. Coach the students on pronunciation and intonation. Announce a "closed book" time so that the students practice the dialogues without peeking at the text.

When all the groups are prepared, give each group an opportunity to perform for their classmates.

## PG 38 / 18E

Pair work. Tell the students to find a partner. While the students are writing, walk around the room and check on each pair.

When the class is finished, each pair should exchange papers with another pair and check for mistakes. Help the students correct each other.

## PG 38 / 18G

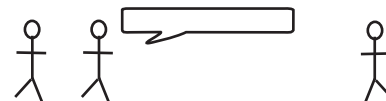
Individual work. Each pair should have a chance to perform their dialogue for the class.

While the performances are happening, the students who are not performing should draw a picture for each performance they see.

When all the performances are finished, applaud the performers and ask the students to display their drawings on their desks. You can also display them on the wall. Give the students a few minutes to enjoy the "gallery" and walk around looking at the art work.

## PG 39 / 19 BLIHÉLWIČHAYA YO

Whole class. Open books. Draw two stick figures on the board, and label them Sam and Dad. Then draw another figure further away, and label that figure Grandpa.



In Dad's speech bubble, write the two example sentences on the board: **Lol'ih'angpi unspéchihiyĩ kte. Lol'ih'angpi unspénihiyĩ kte.** Underline **chi** and **ni** in the two sentences.

Ask the class which one of Dad's sentences means that Dad himself will teach Sam how to cook. Invite a student to come to the board and circle it. Then, ask the students who will teach Sam in the second sentence - Dad or Grandpa?

## PG 39 / 19

Individual work. Play the recording once, then give students time to finish checking off their answers.



## TRACK 23

SAM: *Até, thiyóblecha ithíčaǵapi unspémayakhiyĩ kta he?*

DAD: *Hiyá, niléksi kiŋ thiyóblecha églepi unspénihiyĩ kte.*

SAM: *Até, čhánčheǵa kabúbupi unspémayakhiyĩ kta he?*

DAD: *Hán, tókša hiŋhaŋni kiŋ čhánčheǵa kabúbupi unspéchihiyĩ kte.*

SAM: *Até, wačhípi unspémayakhiyĩ kta he?*

DAD: *Čhiyé lila yuphiya wačhí čha hé é čha wačhípi unspénihiyĩ kte ló.*

SAM: *Até, lol'ih'angpi unspémayakhiyĩ kta he?*

DAD: *Hán, lol'ih'angpi malílaka čha unspéchihiyĩ kte.*

SAM: *Até, hokhúwapi uṣpémayakhiyṇ kta he?*

DAD: *Čhiyé hokhúwapi uṣpéničhiyṇ kte.*

SAM: *Até, iyéčhiṇkiṇyaṇke kaḥápapi  
uṣpémayakhiyṇ kta he?*

DAD: *Háṇ, tókša thókata okó kiṇ kaḥápapi  
uṣpéčhičhiyṇ kte.*

Warn the students that some of the options are not in the recording. Play the recording a second time. Read the correct answers to the class.

**KEY**

thiyóbleča ithíčaḡapi - Lekšítku

čhaṇkábupi - Atkúku

čhethípi - Atkúku

lol'íḥ'aṇpi - Atkúku

hokhúwapi - Čhiyéku

šiyóthaṇka yažópi- Atkúku

**PG 39 / 20 BLIHÉLWIČHAYA YO**

Material preparation: either prepare the role play cards before class, or give students time to cut them out of their textbooks.

Modeling. Take a role play card and choose two students to demonstrate with. Find out what you need to learn and ask the student if they can teach you.

Ask: **Lol'íḥ'aṇpi uṣpémayakhiyṇ kta he?**

Elicit: **Hiyá, lol'íḥ'aṇpi uṣpéčhičhiyṇ kte šni.**

Encourage the student to also ask you. If that student cannot teach you what you need to learn, try the next student. Perform the dialogue with both helper students.

**PG 39 / 20**

Whole class. Make sure each student has a role play card. If you want, take one too and participate in the activity with the students.

While the students are interacting, walk around the room and check on their conversations. Some students might have difficulty finding a person with the right role play card to teach them, but give them encouragement. The goal of this activity is to talk, not to totally fulfill the task.

**PG 39 / 21**

Writing. While the students are working, walk around the classroom and monitor their work. When all the students are finished, call on students to read one of their sentences to the class.

**PG 40 / 22**

Individual work. Write the first sentence on the board: **Pḥežihota etáṇ olé ye**. Erase **ye** and call on a student to come to the board and change the verb to third person plural. Draw attention to the added **-pi**.

When the students finish writing, call on students at random to share their answers. with the class.

**KEY**

1) Pḥežihota eyá olépi.

2) Čhaṇlí etáṇ yuhá wačhékiyapi.

3) Čhaṇlí kiṇ waúṇyaṇpi.

4) Pḥežihota kiṇ yušlášla mánipi.

5) Pḥežihota kiṇ pusyá otkéyapi.

**PG 40 / 23**

Whole class. Open books. Play the recording once, then give students time to finish marking their answers.



**TRACK 24**

GRANDPA: *Makhínapte waṇží makáu wo.*

*Íṇyaṇ etáṇ makáu wo.*

*Čháṇ etáṇ makáu wo.*

*Nazúṇspe waṇží makáu wo.*

*Čhaṇíwakse waṇží makáu wo.*

*Yuílepi etáṇ makáu wo.*

*Čhaṇókpaṇ etáṇ makáu wo.*

*Čhéḡa waṇží makáu wo.*

**PG 40 / 23 CONT.**

Play the recording a second time. When students have finished writing down their answers, call on students at random to share their answers with the class.

**KEY**

Makhínapte waṇží makáu wo.

Íṇyaṇ etáṇ makáu wo.

Čháṇ etáṇ makáu wo.

Nazúṇspe waṇží makáu wo.

Čhaṇíwakse waṇží makáu wo.

Yuílepi etáṇ makáu wo.

Čhaṇókpaṇ etáṇ makáu wo.

Čhéḡa waṇží makáu wo.



Material preparation: picture flashcards of all the fire pit vocabulary - **šóta, čeĥnáġa, pĥéta, očéthi, íŋyaŋ, čhán, nazúŋspe, čhaŋíwakse, yuilepi, čhaŋókpaŋ, makhínapte, čhéġa, mní, pĥešníža.**

Whole class. Closed books. Show the students only three flashcards at first. Show the picture and say the word in Lakota, then let the students repeat the word after you. When the students recognise all three flashcards, add three more. When the class has mastered those six, add three more. Continue like this until the students have learned all the cards.

Then, let the students open their books to page 41. When the students seem confident with these new words, divide them into groups and spend a few minutes playing charades. One student will act out the word, and the others must identify it. While the students are doing this, walk around the room and spend a few seconds with each group.

## PG 41 / 24A

Individual work. Tell the students to think about all the steps for making a fire. Ask your students: what is the first step? “**Thokéya očéthi waŋží káġa yo.**” is already labeled as the first step, so what should come after that?

When the students have finished numbering the frames, let them check their work with a partner.

To check all the students’ work, act out the steps in the correct order. Ask all the students to stand up, and follow you as you mime the steps in the correct order.

## PG 41 / 24B

Pair work. Make sure partners take turns giving commands. While the students are working, walk around the room and spend time monitoring each pair.

## PG 42 / 25

Individual work. Challenge the students to do the activity only from memory.

When the class is finished, students should check their work with a partner.

Individual work. Read the first question out loud to the class. Ask the students to look at activity 25 and say if the reminder should start with **hán** or **hiyá**. Then, write the reminder on the board.

While the students are writing, walk around the room and monitor their progress. When the class is finished, call on students at random to read one of their answers out loud.

## KEY

1. Hán, očéthi waŋží yakáġiŋ kte héčha.
2. Hiyá, čhán etán yakáksaksa kte šni héčha.
3. Hán, čhaŋókpaŋ kiŋ iléyayiŋ kte héčha.
4. Hiyá, čhaŋókpaŋ etán yapáhi kte šni héčha.
5. Hiyá, čhán etán ayáuŋ kte šni héčha.
6. Hán, pĥéta kiŋ awáŋuŋyaŋkapi kte héčha.
7. Hán, pĥéta kiŋ yapóġaŋ kte héčha.

## PG 42 / 27

Individual work. While the students are writing, walk around the room and monitor their progress. When the class is finished, call on students at random to say one of the things that Sam cannot do or have.

Then, divide the class in half. One half will read Sam’s first line, and the other half will read Grandpa’s. The students reading Grandpa’s lines should cross their arms when it’s something Sam cannot have or do, and open their arms when it is something he can have or do.

Then, switch roles for the second half of the dialogue. Each half of the class should get one chance to be Grandpa.

## PG 43 / 28

Individual work. Students may reference previous activities to figure out the order.

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

## KEY

- |                          |                           |
|--------------------------|---------------------------|
| 10__ kú kte              | 2__ tákuni yatkín kte šni |
| 1__ yaŋkín kte           | 4__ wačhékiyiŋ kte        |
| 3__ tákuni yátin kte šni | 5__ ločhín kte            |

6\_\_ ípuziŋ kte  
7\_\_ ħwá kte  
8\_\_ ištíŋmiŋ kte

9\_\_ wóihanble wanží  
wanyánkiŋ kte

PG 43 / 29 WAYÁWAPI

Whole class. Skimming and scanning. Read the context to the class, and ask them only the first question, in Lakota. The students should quickly scan the text for the answer. To show that they have found the answer, they should put their finger on the place where they found it and raise their other hand.

When the whole class is showing that they're ready, call on a student at random to share their answer.

Then, read the rest of the questions out loud for the class. Give the students time to read the text quietly for themselves and answer the questions.

When the class is finished, call on students at random to share their answers. Always ask the students to show exactly where in the text they found their answers.

If a student gives an incorrect answer, don't tell the the answer right away. Call on another student to correct it.

KEY

1) a	3) a, e	5) b	7) b, e
2) č	4) b	6) č	

PG 44 / 30

Whole class. Open books. Listen to each vowel separately. Play the recording once and encourage students to repeat after the recording.

The pronunciation sentence should be first tried slowly before students try to say it at another speed. It is more important to say it correctly than quickly. Make sure each student has a chance to demonstrate their pronunciation.



TRACK 24

čh  
čhó, čhuwíta, čhuwígnaka, čhóla,  
čhičhi, čhočhó, čhočhóla  
Čhápa čhépa wan čhanmáhel čhéye.

PG 44 / 31

Whole class. Open books. Listen to each vowel separately. Play the recording once and encourage students to repeat after the recording.

The pronunciation sentence should be first tried slowly before students try to say it at another speed. It is more important to say it correctly than quickly. Make sure each student has a chance to demonstrate their pronunciation.

Note: you might need to explain what a **čiči** is for students that are not familiar with the word.



TRACK 26

č  
ičú, čiči, čikčik'ala, čísčila, čočo,  
čočoła, zičá, théča, héči, uŋčí  
Čiči wan čéphaŋši ičú.

PG 44 / 32

Individual work. Pause after each word. The second time, play the recording all the way through without stopping.

When the class is finished, call on students at random to share their answer. They should try to say the word that they circled with proper pronunciation.



TRACK 27

uŋníčapi | uŋníčhapi, čhičhi | čiči, ečékče |  
ečhékče, héčha | hečá, héchi | héči, ičháge | ičáge,  
kíčaŋge | kíčaŋge, uŋčí | uŋčhiŋ, uŋčíši | uŋčíhiši,  
uŋkíčaŋgapi | uŋkíčaŋgapi, uŋkíčupi | uŋkíčhupi,  
wičhákha | wičákha, wičála | wičhála, kíčila |  
kičhíla

PG 45 / WÓUDSPE 3 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.

# Wóŋspe 4

PG 46

## Context

Going to the Powwow

## Structures

- possessive verbs
- ma- (1sg object) with possessive verbs

## Pronunciation

- ħ, ǵ

## Reading

Mathó's Dance Contest

## Materials and Props

flash cards of powwow vocabulary, regalia vocabulary, drawing materials and paper.

PG 46 / 1 BLIHÉLWIČHAYA YO

Material preparation: picture flashcards of all the powwow vocabulary - **oákaŋke**, **wóyute**, **mní**, **čhánčheǵa**, **owíŋža**, **čhuwígnake**, **ičálu**, **haŋpíkčeka**, **šiná**

Whole class. Closed books. Show the students only three flashcards at first. Show the picture and say the word in Lakota, then let the students repeat the word after you. When the students recognise all three flashcards, add three more. When the class has mastered those six, add three more. Continue like this until the students have learned all the cards.

Then, let the students open their books to page 46. Ask the students which of these items do they see in the two pictures. Call on students at random to point out which items they see.

PG 46 / 1A

Whole class. Open books. Play the recording once, then give students time to finish marking their answers. Call on a student to share their answers.



TRACK 28

MOM: Čhínkš, owíŋža kiŋ ičú we.  
Čhínkš, oákaŋke kiŋ hená ičú we.  
Čhínkš, wóyute kiŋ ičú we.  
Čhínkš, mní kiŋ ičú we.  
Čhínkš, čhánčheǵa kiŋ ičú we.

Play the recording a second time. When students have finished writing down their answers, let them check their answers with a partner. Then, call on students at random to share their answers with the class.

## KEY

Bob takes: owíŋža, oákaŋke, wóyute, mní, čhánčheǵa

PG 46 / 1B

Whole class. Open books. Play the recording once, then give students time to finish marking their answers. Call on a student to share their answers.



TRACK 29

DAD: Čhínkš, owíŋža kiŋ ikíkču wo.  
Čhínkš, čhuwígnake kiŋ ikíkču wo.  
Čhínkš, ičálu kiŋ ikíkču wo.  
Čhínkš, haŋpíkčeka kiŋ ikíkču wo.  
Čhínkš, šiná kiŋ ikíkču wo.

Play the recording a second time. When students have finished writing down their answers, let them check their answers with a partner. Then, call on students at random to share their answers with the class.

## KEY

Lisa takes: owíŋža, čhuwígnake, ičálu, haŋpíkčeka, šiná

PG 46 / 2A ABLÉZA PO!

Whole class. Write the model sentences on the board:

**Wówapi kiŋ ičú wo/we.**

**Wówapi kiŋ ikíkču wo/we.**

Then, call on a student at random to come to the board and circle the difference they see in the two comments. If there are any mistakes, call on other students to come to the board and make the correction.

## PG 46 / 2B ABLÉZA PO!

Whole class. Closed books. Use the model sentences that you've already written on the board.

Ask the class which of these two commands tells you to take the book, and which command tells you to take your own book. Give them the hint to remember the recording with Bob and Lisa. Call on a student at random to answer the question.

Open books. Let the students answer the same questions for the two commands in the book. Call on a student at random to share their answers with the class.

## PG 47 / 3

Individual work. Give the commands slowly and clearly, pausing after each one.

**Haṇpíkčeka kiṇ iḱíḱču wo/we.**

**Čhuwígnake kiṇ iḱíḱču wo/we.**

**Wóyute kiṇ ičú wo/we.**

**Mní kiṇ ičú wo/we.**

**Čhánčheḡa kiṇ ičú wo/we.**

**Owínža kiṇ iḱíḱču wo/we.**

**Ičálu kiṇ iḱíḱču wo/we.**

**Oákaṇke kiṇ hená ičú wo/we.**

**Šiná kiṇ iḱíḱču wo/we.**

When the class is finished, let the students show their drawings to a partner. Call on two students at random to tell the class what they've drawn in each column.

## KEY

"My own things": Haṇpíkčeka, Čhuwígnake, Owínža, Ičálu, Šiná

"Communal things": Wóyute, Mní, Čhánčheḡa, Oákaṇke

## PG 47 / 4

Whole class. Give the students time to put their things on their desks. Then, ask the students to stand and prepare for the commands - they should only pick up something from their desk if they hear the possessive form.

If a student takes one of their own items at the wrong time, they should sit down. The last student (or students) left standing wins.

## PG 47 / 5A, B

Individual work. Read the two parts of the dialogue, changing your voice for each character. Then, give the students time to answer the questions.

When the class is finished, call on a student at random to share their answers with the class.

## PG 47 / 6 WAYÁWAPI

Individual work. While the students are reading, walk around the room and be available to help. Students may look in their glossaries for words that they do not know. When the students have finished, let them check their answer with a partner.

Call on pairs at random to share their answers with the class.

Optional follow-up: Divide the class into pairs, and have the students practice the dialogue. Encourage the students to learn the dialogue well enough to perform it without their books.

## PG 48 / 7

Whole class. Open books. Play the recording once, then give students time to finish marking their answers. Call on a student to share their answers.



## TRACK 30

MATĤÓ: *Haṇpíkčeka kiṇ iyékču he?*

SISTER: *Hán, haṇpíkčeka kiṇ iwékču.*

SISTER: *Níš tók, haṇpíkčeka kiṇ iyékču he?*

MATĤÓ: *Hán, míš-eyá haṇpíkčeka kiṇ iwékču.*

SISTER: *Ičábu kiṇ iyékču he?*

MATĤÓ: *Tóš ičábu kiṇ iwékču weló. Tasé ičábu  
čhóla mnín kte ka!*

MATĤÓ: *Šiná kiṇ iyékču he?*

SISTER: *Hiyá, nahánhčín šiná kiṇ iwékču šni.  
Tókša iwékču kte.*

MATĤÓ: *Čhuwígnaka kiṇ iyékču he?*

SISTER: *Tóš čhuwígnaka kiṇ iwékču we.*

MATĤÓ: *Wanáp'ín kiṇ iyékču he?*

SISTER: *Hiyá, iwékču kte éyaš éwektuṇže.*

## KEY

They already took: haṇpíkčeka, ičábu, čhuwígnaka

Individual work. Play the recording a second time. When students have finished writing down their answers, let them check their answers with a partner. Then, call on students at random to share their answers with the class.

Optional follow-up: Divide the class into pairs, and have the students practice the dialogue. Encourage the students to learn the dialogue well enough to perform it without their books.

## PG 48 / 9 BLIHÉLWIČHAYA YO

Whole class. Call on a student at random to come to the board and write the words for “to have” and “I have” in Lakota.

Write the example sentence - **Haŋpíkčeka kiŋ waglúha.** - on the board. Ask the class: How is this form of the verb different from the other? What does this form mean?

## PG 48 / 9

Individual work. Writing. While the students are writing, walk around the room and monitor their progress. When the class is finished, call on students at random to share one of their answers.

## KEY

Haŋpíkčeka kiŋ waglúha.  
Huŋská kiŋ waglúha.  
Ičábu kiŋ waglúha.  
Čháŋčhega kiŋ waglúha.

## PG 49 / 10

Whole class. Play the recording and give the students time to draw the things that Mathó has on a piece of scrap paper (they are not pictured). Then, call on a student at random to share their answers.



## TRACK 31

MOTHER: Čhínkš, oákaŋke kiŋ yaglúha he?  
MATHÓ: Háy, iná, oákaŋke kiŋ waglúha.

MOTHER: Čhínkš, owínža kiŋ yaglúha he?  
MATHÓ: Hiyá, iná, owínža kiŋ waglúha šni.  
Iwékču kte.

MOTHER: Čhínkš, waphóštaŋ kiŋ yaglúha he?

MATHÓ: Hiyá, iná, waphóštaŋ kiŋ waglúha šni. Éwektuŋže ló.

MOTHER: Čhínkš, thiyóbleča kiŋ yaglúha he?

MATHÓ: Háy, iná, thiyóbleča kiŋ waglúha yeló.

MOTHER: Čhínkš, huŋyákhuŋ kiŋ yaglúha he?

MATHÓ: Hiyá, iná, huŋyákhuŋ kiŋ waglúha šni yeló. Owákile kte ló.

## KEY

Mathó has: oákaŋke, thiyóbleča

## PG 49 / 11

Individual work. Play the recording again. Then, read the individual phrases out loud to the class. Give the students time to mark their answers.

When all the students are finished, let them check their answers with a partner. Call on students at random to share their individual answers.

## PG 49 / 12

Modeling. Choose a student to demonstrate with. Ask them about an object that they have with them today, like the example:

Ask: **Wówapi kiŋ yaglúha he?**

Elicit: **Hiyá, wówapi kiŋ waglúha šni.**

Then, let them ask you a question as well.

Pair work. While the students are talking, walk around the room and listen in on their conversations. Help students with pronunciation and intonation by demonstrating the correct form yourself. Use only Lakota whenever possible.

## PG 49 / 13 ABLÉZA PO!

Individual work. Give the students time to mark their answers and then let them check their answers with a partner. Call on students at random to write their answers on the board.

## KEY

a)waglúha

b)yaglúha



## PG 49 / 14A, B

Individual work. When all the students are finished, let them check their answers with a partner. Call on students at random to share their individual answers.

## PG 49 / 15

Individual work. When all the students are finished, let them check their answers with a partner. Call on students at random to share their individual answers.

Call on another student at random to answer the extra question about ablauts.

## KEY

ičú: ikíkču	yútA: glútA
yuhá: gluhá	yatkÁŋ: glatkÁŋ
yužáža: glužáža	

## PG 50 / 16

Individual work. When all the students are finished, let them check their answers with a partner. Call on students at random to share their individual answers.

Optional follow-up: Using flashcards, drill the students on the possessive and non-possessive verb pairs. When they see one form of the verb, they should say the other, and visa versa.

## KEY

olé: okíle	yuǵán: gluǵán
pazó: kpazó	oyúspA: oglúspA
pahí: kpahí	

## PG 50 / 17A

Individual work. Give the students time to mark their answers. Call on students at random to write their answers on the board.

## KEY

owákile: okíle, owáguspe: oglúspe, wakpázo: kpazó, wakpáhi: kpahí, waglúǵan: gluǵán, waglátke: glatké, waglúte: glúte, waglúha: gluhá, waglúžaža: glužáža, iwékču: ikíkču.

## PG 50 / 17B, Č

Whole class. Call on students at random to write their answers on the board. Then move on to question č).

After students have answered question č) call on a student to come write their answer on the board.

## PG 50 / 17E

Group work. Divide the class into groups of four or five. Clear the space between where the groups are sitting and the board so that the students have a clear path for running.

Have each team declare a runner, and give that student something to write on the board with. Write the verb on the board and say “go” for the students to start running to the board. Call “stop” only when one of the students has the totally correct form written on the board - including accents and clear penmanship.

Keep track of points. The team with the fastest and most correct answers wins.

## PG 51 / 18, 19

Whole class. Open books. Listen to each sound separately. For each word, play the recording once and encourage students to repeat after the recording.

The pronunciation sentence should be first tried slowly before students try to say it at another speed. It is more important to say it correctly than quickly. Make sure each student has a chance to demonstrate their pronunciation.



## TRACK 32

Ĥ

ĥé, ĥá, ĥóta, ĥáŋ  
Ĥláĥla kiŋ yuĥláĥla na iĥáĥa.



## TRACK 33

Ǧ

ǧí, ǧú, ǧáŋ, ǧópA  
Aǧúyapi aǧúǧu káǧe.

## PG 52 / 20 BLIHÉLWIČHAYA YO

Material preparation: poster of the male dancer.

Whole class. Closed books. On the board, write these new vocabulary words: **haŋpíkčeka, napókaške, ĥaŋtkáŋoyuze, iškáhu ĥláĥla, tĥahú ičhósye, ipĥíyake, uŋkčéla káǧapi, pĥešá, huŋská, ógle, čhegnáke, huhú wanáp'ij.** Then, saying the words, point to the items of regalia on the poster.

Call on student at random to do the same. Say a regalia item, and the student should point it out on the poster. Repeat this until each student has had a chance.

Whole class. Play the recording and give the students time to mark their answers. Then, to check the answers, play the recording again. Pause after each word and have the students repeat the word.



## TRACK 34

**NARRATOR:**

*haŋpíkčeka, napókaške, haŋtkáŋoyuze, iškáhu h́láhla, t́hahú ičhósye, iphíyake, uŋkčéla kágapi, phéša, huŋská, ógle, čhegnáke, huhú wanáp'ij.*

Finally, have the students match the words with the items on the picture. When the class is finished, let the students check their answers with a partner.

## PG 53 / 21A, B

Pair work. Divide the students into pairs. Make sure that there are dictionaries available in the classroom. While the pairs are working, walk around the room and monitor their progress.

When the class is finished with activity a), call on partners at random to share their answers.

Call on a student at random to answer question b).

Optional follow-up: What other types of dancers are there? Do the students dance, or know anybody who does? What differences do the students see in the costumes of the two dancers?

**KEY**

missing words: šiná, ičálu, wíŋyaŋ t́hahúŋska, haŋpíkčeka

## PG 53 / 22

Individual work. Writing. Have the students finish their drawings first. When the students have finished move on to writing and wait until the end of the activity to present the drawings.

While the students are writing, walk around the room and monitor their progress. When the class is finished, divide the class into small groups to share their drawings and writing.

Remind the students that they can show this work to their family at home, especially to the family members who dance!

Pair work. While the students are working with their partners, walk around the room and monitor their progress. When the class is finished, have the students switch roles.

Call on students at random to show their pictures, their partners' pictures and read a few lines of their writing.

## PG 54 / 24

Individual work. While the students are writing, walk around the room and monitor their progress. When the class is finished, call on students at random to share one of their answers.

**KEY**

1) gluḡáŋ, 2) oyúspA, 3) ičú, 4) okíle, 5) iyéye, 6) kpazó, 7) pahí

## PG 54 / 25

Whole class. Open books. Play the recording once, then give students time to finish marking their answers.



## TRACK 35

**NOTE: Lisa is reading the lines for all the children**

*LISA: H́tálehaŋ wačhípi waŋ ektá waí. Lila mašté čha waphóštaŋ waŋ iwékču.*

*H́tálehaŋ lila maḡážu na h́lihĺla, čha hánpa kiŋ waglúžaža kte héčha.*

*H́tálehaŋ lila okh́atiŋ na ímapuza čha mní eyá blatké.*

*H́tálehaŋ uŋčí wanáp'ij t́héčha waŋ mak'ú. Anpétu kiŋ lé wanáp'ij kiŋ wakpázo.*

*Šuŋhpála waŋ kičhí waškáte. Šuŋhpála kiŋ naph́á čha oblúspe.*

*Hanhépi wabláwa kta čha wówapi waŋ bluḡáŋ.*

Play the recording a second time. When students have finished circling their answers, call on students at random to share their answers with the class.

**KEY**

waphóštaŋ - t́háwa, hánpa - t́háwa, mní - t́háwa šni, wanáp'ij - t́háwa, šuŋhpála - t́háwa šni, wówapi - t́háwa šni

Modeling. Choose one student to demonstrate with. Let the student choose one of the commands from the list. Do the command and say what you're doing. Then switch with the student. Make sure they say what they're doing when they perform the command.

Pair work. While the students are working with their partners, walk around the room and monitor their progress. Make sure the students switch roles with their partners.

Individual work. Writing. While the students are writing, walk around the room and monitor their progress. When the class is finished, call on students at random to share their answers.

**KEY**

Haŋpíkčeka kiŋ owákile.  
 Šuŋh̄pála kiŋ owágluspe.  
 Čhuwígnaka kiŋ wakpázo.  
 Šiná kiŋ wakpáhi.  
 Čháŋkhoka kiŋ waglúgaŋ.  
 Haŋpí kiŋ waglátke.  
 Zíškopela kiŋ waglúte.  
 Ší kiŋ waglúžaža.  
 Ičálu kiŋ iwékču.

Before this activity, review all the verbs that the students have learned the possessive form of.

Individual work. When the students have finished choosing their answers, call on a student at random to share their answer with the class. Ask the students what clues helped them make their answers.

**KEY**

b, c

Modeling. Choose one student to demonstrate with. Looking at the foods on pg 56, ask them what they are going to eat or drink, like the example:

Ask: **Táku čha yátŋ kta he?**

Elicit: \_\_\_\_ **kiŋ wátŋ kte.**

Then switch with the student and let them ask you the same. Then try again saying what you will not eat.

Pair work. While the students are working with their partners, walk around the room and monitor their progress. Make sure the students switch roles with their partners.

Whole class. Open books. Play the recording once, then give students time to finish marking their answers.

**TRACK 36**

NARRATOR: *Tšašina, táku yáta he?*

TĤAŠÍNA: *Tšaspán waŋ wáte.*

NARRATOR: *Mathó, táku yáta he?*

MATHÓ: *Aǵúyapi waŋ waglúte.*

NARRATOR: *James, táku yáta he?*

JAMES: *Aǵúyapi eyá wáte.*

NARRATOR: *Kimi, táku yáta he?*

KIMI: *Tšaspánzi waŋ waglúte.*

NARRATOR: *Mike, táku yáta he?*

MIKE: *Pħaŋǵí zizí eyá waglúte.*

Play the recording a second time. When students have finished circling their answers, call on students at random to share their answers with the class.

**KEY**

- a) Tšašina: Tšaspán, Mathó: Aǵúyapi waŋ, James: Aǵúyapi eyá, Kimi: Tšaspánzi, Mike: Pħaŋǵí zizí
- b) shared items: Tšaspán, Aǵúyapi eyá

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

**KEY**

Tšašina: Lisa mas'áwakipħe. Kimi: James mas'áwakipħe. Bob: Mike mas'áwakipħe. Mathó: Summer mas'áwakipħe.

**PG 57 / 32**

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

Call on students at random to share their answers with the class.

**PG 58 / 33A WAYÁWAPI**

Skimming and scanning. Introduce the context of the story. Give the students time to scan the story and figure out what kind of dancer Mathó is. Call on a student to give the answer in Lakota.

Then, direct the students to frame seven. What is he looking for. Call on a student to share their answer with the class.

**KEY**

a) Pěží mignáka wačí

**PG 58 / 33B, Č WAYÁWAPI**

Whole class. Direct the students to frame seven. What is he looking for? Call on a student to share their answer with the class.

Then, give the students a chance to answer question č). Take a vote among the students for what they think is the proper answer. Then, reveal the correct meaning.

**KEY**

b) Haŋpíkčeka

č) b

**PG 58 / 33E WAYÁWAPI**

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

Call on students at random to point out some of the verbs they found.

**KEY**

e) owákile, waglúgaŋ, iwékču, waglúžaža, wak-páhi, oglúspa, wéč'unŋ, waglúha, glušlókŋ

**PG 60 / 34 WAYÁWAPI**

Individual work. Give the students time to read through the text carefully before they answer these comprehension questions. While the students are reading and working, walk around the room and monitor their progress.

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

**KEY**

1) háŋ, 2) hiyá, 3) hiyá, 4) hiyá, 5) háŋ

**PG 60 / 35**

Whole class. Give students time to consider the question and then hold a vote for the correct answers. Reveal the correct answer afterwards.

**KEY**

a

**PG 60 / 36**

Individual work. Read the questions out loud and answer them yourself, saying and writing your answers on the board.

Students should write their answers in Lakota, using full sentences wherever possible. While the students are working, walk around the room and monitor their progress.

**PG 60 / 37**

Group work. Tell the students to compare their survey answers with two other students. While the students are sharing their surveys, walk around the room and check on each group.

**PG 60 / 38**

Individual work. Read the questions out loud and answer them yourself, saying and writing your answers on the board.

Students should write their answers in Lakota, using full sentences wherever possible. While the students are working, walk around the room and monitor their progress.

Pairwork. Divide the class into pairs. While the pairs are comparing their sentences, walk around the room and spend a little time with each group.

When the students have finished the activity, call on students at random to report on their partner.

#### PG 61 / WÓUDSPE 4 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 5

PG 62

## Context

Free Time Activities and Hobbies

## Structures

- how often (frequency adverbs)
- -pi unspé – to know how to do an activity
- awáštewalake – to like doing an activity

## Pronunciation

k / kh, p / ph, t / th

## Reading

Interviews About Favorite Activities

## Materials and Props

Flashcards of free time activities

PG 62 / 1 ÓTĤOKAHE

Material preparation: picture flashcards of some of the free time activities vocabulary - **nuḡwáŋpi, wakšúpi, wówapi yawápi, síthapa škátapi, wakágapi, thab'áphapi, lowáŋpi, thabškátapi.**

Whole class. Closed books. Show the students only three flashcards at first. Show the picture and say the word in Lakota, then let the students repeat the word after you. When the students recognise all three flashcards, add three more. When the class has mastered those six, add three more. Continue like this until the students have learned all the cards.

PG 62 / 1 BLIHÉLWIČHAYA YO

Whole class. Introduce the context and read the introductory lines. Draw two columns on the board, one for Lisa and one for Bob. Call on students at random to come to the board and write one activity that they think Bob or Lisa will like, under the character's name.

PG 62 / 1 WAYÁWAPI

Individual work. While the students are reading, walk around the room and be available to help. Students may look in their glossaries for words that they do not know. When the students have finished, call on students at random to share their answers with the class.

PG 62 / 2 WAYÁWAPI

Individual work. While the students are working, walk around the room and be available to help. Students may look in their glossaries for words that they do not know.

When the students have finished, let them check their answers with a partner. Then call on students at random to share their answers. Ask each student to point out where in the text they found them.

## KEY

Bob: nuḡwáŋ, wačhí, lowáŋ, yawá

Lisa: nuḡwáŋ, wakšú, wačhí, lowáŋ, yawá

PG 63 / 3

Closed books. Modeling. Quickly review the adverbs of frequency: **tóhaŋni ... šni, enána, watóhaŋlšna, s'a, óhiŋniyaŋ.**

Write on the board some activities that you do, and comment on how often you do them.

Open books. Individual work. First, look at Summer's example in the textbook. Give the students time to mark their answers. Walk around and check on their progress. Call on students at random to write their answers on the board.

## KEY

Bob: **tóhaŋni wawákšu šni, watóhaŋlšna wawáchi, walówaŋ s'a, čhaŋwákabu s'a, óhiŋniyaŋ líglila wanúŋwe, óhiŋniyaŋ wówapi blawá.**

Lisa: **enána wanúŋwe, watóhaŋlšna wawákšu, Líglila wawáchi, walówaŋ s'a, óhiŋniyaŋ wówapi blawá.**

PG 63 / 4 ABLÉZA PO!

Pair work. When the class is finished with the first activity, call on pairs at random to share their answers with the class.

Then, move onto the second activity. Call on students at random to share their answers.

Writing. Give the students time to read the article carefully. Ask them to write their answers in full sentences. While the students are working, walk around the room and check their writing.

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

**KEY**

- |                 |              |
|-----------------|--------------|
| 1) onúŋwe thípi | 3) khúŋšitku |
| 2) wakpá        | 4) hán       |

Individual work. Writing. While the students are working, walk around the room and monitor their progress.

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

**KEY**

Bob: Nuŋwáŋpi hayápi thó kiŋ lé mitháwa.  
Wówapi thózi kiŋ lé mitháwa. Thápa kiŋ lé mitháwa.  
Lisa: Nuŋwáŋpi hayápi šasaŋ kiŋ lé mitháwa.  
Wówapi ša kiŋ lé mitháwa. Čuwígnaka kiŋ lé mitháwa.

Whole class. Open books. Play the recording once, then give students time to finish marking their answers. Call on a student to share their answers.

**TRACK 37**

REPORTER: Wayáchi he?  
MIKE: Hán, áta óhiŋniyaŋ wawáchi.  
REPORTER: Nisúŋka kiŋ iŋš wačí he?  
MIKE: Hiyá, misúŋ kiŋ wačí hče šni, éyaš lila lowáŋ.  
REPORTER: Šuŋk'ákaŋnaŋka he?  
MIKE: Hán, blokétu čháŋna lila šuŋk'ákaŋmaŋke.  
REPORTER: Na nisúŋka kiŋ iŋš šuŋk'ákaŋyaŋka he?  
MIKE: Hiyá, misúŋkala kiŋ eháš čík'ala.  
REPORTER: Thábyáškata he?  
MIKE: Hán, thábwášcate.  
REPORTER: Nahán iŋš thábskáta he?  
MIKE: Hán, misúŋ iŋš-eyá thábskáte.

REPORTER: Tháŋglúškehaŋ he?

MIKE: Hán, tháŋglúškehe.

REPORTER: Tháŋyáglúškehaŋ he?

MIKE: Hán, miš-eyá tháŋwáglúškehe.

REPORTER: Wayákšu he?

MIKE: Hiyá, tasé wawákšu ka!

REPORTER: Wakšú he?

MIKE: Hiyá, iŋš-eyá héčhuŋ šni.

REPORTER: Wówapi lawá he?

MIKE: Hán, wówapi blawá, éyaš misúŋ yawá šni.

Play the recording again. When all the students are finished, let them check their answers with a partner. Call on students at random to share their individual answers.

**KEY**

yawápi: Mike - hán, Mike's brother - hiyá  
lowáŋpi: Mike - hiyá, Mike's brother - hán  
wačípi: Mike - hán, Mike's brother - hiyá  
thábskátaŋpi: Mike - hán, Mike's brother - hán  
tháŋglúškehaŋpi: Mike - hán, Mike's brother - hán  
wakšúpi: Mike - hiyá, Mike's brother -hiyá

Individual work. Write the first example on the board, and answer the question yourself, saying and writing the sentence on the board. Do this for the second example as well.

While the students are working, walk around the room and monitor their progress. When the class is finished, call on students at random to share their answers. Answers may vary between students.

**KEY**

Yanúŋwaŋ he?	Hunáhomnipi
Wayáchi he?	akáŋnaŋka he?
yalówaŋ he?	Wówapi lawá he?
Wayákšu he?	Šúŋka waŋží awáŋlaka he?
Thábyáškata he?	Wamákháškaŋ etáŋ
Yaíŋnaŋka he?	wičháluha he?
Šuŋk'ákaŋnaŋka he?	Tháŋyáglúškehaŋ he?

Group work. Let the students find and interview two other classmates. Make sure they take notes about their interviews. While the students are working,

PG 64 / 8B CONT.

walk around the room and monitor their conversations. When the class is finished, call on students at random to report on their classmates.

PG 65 / 9 BLIHÉLWIČHAYA YO

Whole class. Modeling. Say and write the words **uṇspé** and **uṇspé šni** on the board. Using flashcards or pictures of free time activities, say which ones you know how to do and which ones you don't. Be very expressive while doing this. For example: Smiling and nodding, show the picture of basketball playing and say: **Thabškátapi uṇmáspe!** Then choose and activity you don't know and shake your head or shrug and say: **(Síthapa) uṇmáspe šni**. Mention several more activities.

PG 65 / 9A

Whole class. Open books. Play the recording once, then give students time to finish marking their answers. Call on a student to share their answers.



TRACK 38

LISA: *Thabškátapi uṇníspe he?*  
 AUNT: *Hán, thabškátapi uṇmáspe.*  
 LISA: *Thab'áphapi uṇníspe he?*  
 AUNT: *Hiyá, thab'áphapi uṇmáspe šni.*  
 LISA: *Síthapa uṇníspe he?*  
 AUNT: *Hiyá, síthapa uṇmáspe šni kštó.*  
 LISA: *Khiṇyaṇkapi uṇníspe he?*  
 AUNT: *Hiyá, khiṇyaṇkapi uṇmáspe šni.*  
 LISA: *Nuṇwáṇpi uṇníspe he?*  
 AUNT: *Hán, čiṇtók nuṇwáṇpi uṇmáspe.*  
 LISA: *Hánpaphečhunpi uṇníspe he?*  
 AUNT: *Hán, hánpaphečhunpi uṇmáspe.*  
 LISA: *Wakhúl yápi uṇníspe he?*  
 AUNT: *Hiyá, wakhúl yápi uṇmáspe šni.*  
 LISA: *Wakšúpi uṇníspe he?*  
 AUNT: *Hán, wakšúpi uṇmáspe.*  
 LISA: *Lowáṇpi uṇníspe he?*  
 AUNT: *Hán, lowáṇpi uṇmáspe.*  
 LISA: *Wakáḡapi uṇníspe he?*  
 AUNT: *Hán, wakáḡapi uṇmáspe.*

KEY

x = uṇspé  
 7) hánpaphečhunpi x  
 4) síthapa škátapi  
 5) khiṇyaṇkapi  
 11) wakáḡapi x  
 1) šuṇk'ákanyanḡapi x

6) nuṇwáṇpi x	9) wakšúpi x
10) lowáṇpi x	2) thabškátapi x
8) wakhúl yápi	3) thab'áphapi

PG 65 / 9B

Play the recording again. When all the students are finished, let them check their answers with a partner. Call on students at random to share their individual answers.

PG 65 / 10

Individual work. Writing. While the students are writing, walk around the room and monitor their progress. When the class is finished, call on students at random to share one of their answers.

KEY

1) uṇspé šni	5) uṇspé šni
2) uṇspé šni	6) uṇspé
3) uṇspé	7) uṇspé
4) uṇspé	8) uṇspé

PG 66 / 11

Individual work. Writing. While the students are writing, walk around the room and monitor their progress. Make yourself available to help.

When the class is finished, the students should share their answers with a partner. Call on students at random to share one of their answers.

PG 66 / 12

Pair work. While the students are interviewing their partner, walk around the room and spend some time with each pair. Pay attention to their pronunciation - help them fix mistakes by setting an example of the correct version in Lakota.

When the pairs are finished, call on students at random to report on their partner.

Whole class. Modeling. Say and write the word **awáštewalake** on the board. Using flashcards or pictures of free time activities, say which ones you like. Be very expressive while doing this. For example: Smiling and giving a thumbs up, show the picture of basketball playing and say: **Lowánj awáštewalake!** Mention several more activities.

Choose a student to demonstrate with. Ask them what they like to do, like this:

Ask: **Táku tókħuŋ awášteyalaka he?**

Elicit: **(Thabškál) awáštewalake.**

Let them also ask you the question. Do this with several different students.

## PG 66 / 13

Whole class. Open books. Play the recording once, then give students time to finish marking their answers.



## TRACK 39

BOB: *Thášína, táku tókħuŋ awášteyalaka he?*

TĤAŠÍNA: *Lowánj awáštewalake.*

BOB: *Mike, táku tókħuŋ awášteyalaka he?*

MIKE: *Khiínyang awáštewalake.*

BOB: *Summer, táku tókħuŋ awášteyalaka he?*

SUMMER: *Wáchí awáštewalake.*

BOB: *Mathó, táku tókħuŋ awášteyalaka he?*

MATHÓ: *Thabškál awáštewalake.*

BOB: *James, táku tókħuŋ awášteyalaka he?*

JAMES: *Wakáh awáštewalake.*

BOB: *Kimi, táku tókħuŋ awášteyalaka he?*

KIMI: *Wakšú awáštewalake.*

BOB: *Lisa, táku tókħuŋ awášteyalaka he?*

LISA: *Wakhúl yá awáštewalake.*

Play the recording a second time. When students have finished matching their answers, call on students at random to share their answers with the class.

## KEY

Thášína : Lowánj

James: Wakáh

Mike: Khiínyang

Kimi: Wakšú

Summer: Wáchí

Lisa: Wakhúl yá

Mathó: Thabškál

Individual work. When all the students are finished, let them check their answers with a partner. Call on students at random to share their answers.

## PG 67 / 15 ABLÉZA PO!

Whole class. Closed books. Write the two examples on the board:

**tħabškátA -- tħabškál awáštewalake**

**lowánj -- lowánj awáštewalake**

Ask the class which verb gets shortened when it's with **awáštewalake**. Call on a student at random to come to the board and circle it.

Individual work. Open books. Students should open their books to page 66 and circle all the verbs that shorten before **awáštewalake**. Then they should write the number on page 67. When the class is finished, call on students at random to report on which verbs do this.

## PG 67 / 16A

Individual work. Writing. While the students are working, walk around the room and monitor their progress.

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

## PG 67 / 16B

Group work. Let the students find and interview two other classmates. Make sure they take notes about their interviews. While the students are working, walk around the room and monitor their conversations.

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

## PG 67 / 16Č

Individual work. Writing. While the students are working, walk around the room and monitor their progress.

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

Skimming and scanning. Introduce the context of the story. Give the students time to scan the story and figure out what hobbies the reporter asks about. Call on a student to give the answer in Lakota.

Then, give the students time to read the text carefully. 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.

Optional follow-up: Put students into groups of three and give them time to learn and act out the dialogue. While the groups are practicing, walk around the room and spend some time with each group. Encourage them to really act out the parts.

**KEY**

- 1) Kimi - háŋ, Tǎšína - háŋ
- 2) Kimi - háŋ, Tǎšína - háŋ
- 3) Kimi - háŋ, Tǎšína - háŋ
- 4) Kimi - , Tǎšína - háŋ
- 5) Kimi - háŋ, Tǎšína - háŋ
- 6) Kimi - háŋ , Tǎšína - háŋ
- 7) Kimi - háŋ , Tǎšína - háŋ

Whole class. Open books. Read both of the dialogues out loud to the class, changing your voice for both parts. Then, ask the students to circle the difference. Call on a student at random to share what they circled.

Then, continue to the two questions below the dialogue. Give the students time to answer the questions. Call on students at random to share their answers with the class.

Whole class. Closed books. Say and write the first sentence on the board: **Šuŋk'ákaŋnaŋka he ?** Call on a student at random to come to the board and make the sentence a question for more than one person.

Individual work. Writing. Note: **Yanúŋwaŋ he?** appears twice. While the students are writing, walk around the room and check their work.

When the class is finished, let students check their answers with a partner.

**KEY**

1. Šuŋk'ákaŋnankapi he?
2. Wayáčhipi he?
3. Yaíŋnaŋkapi he?
4. Yanúŋwaŋpi he?
5. Wayákšupi he?
6. Yanúŋwaŋpi he?
7. Tǎbškáł awášt eyelakapi he?

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

When the class is finished, call on students at random to share some of their new questions.

Group work. Let the students find and interview three other classmates. Make sure they take notes about their interviews. While the students are working, walk around the room and monitor their conversations.

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

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

When the class is finished, call on students at random to share some of their questions.

**KEY**

- a) Šuŋk'ákaŋnanka he?
- b) Wówapi lawápi he?
- č) Tǎbyáškáŋtapi he?
- e) Wayáči he?



Whole class. Open books. Listen to each word separately. For each word, play the recording once and encourage students to repeat after the recording. Encourage the students to really check the aspiration by holding their hands or a piece of paper in front of their mouths while they practice. Demonstrate this by doing it yourself for each of the different sounds.

The pronunciation sentences should be first tried slowly before students try to say it at another speed. It is more important to say it correctly than quickly. Make sure each student has a chance to demonstrate their pronunciation.



## TRACK 40

KH

*khukhúše, khuwá, khíza, khéya, khi, khuté*  
*Khukhúše waŋ khúža škhé.*



## TRACK 41

K

*ská, ká, kóze, kíze, kiŋ, kú, kúŋ, kéye*  
*Ká kimímela ská kiŋ kú.*



## TRACK 42

PH

*phí, philámayaye, phizí, iphiyake, wóphila, íphi*  
*Yuphíphiya wíphi čha iyókphi.*



## TRACK 43

P

*spáya, pahá, pemní, pi, píza, pispíza, po, púza*  
*Pispíza ípuzapi eyá pablúpi.*



## TRACK 44

TH

*thí, thípi, thiyópa, thiyóle, čethí, éthi, theńíla*  
*Thibló éthi na čethí.*



## TRACK 45

T

*stáka, táku, ité, tóna, tuwá, tuktél*  
*Iktó otútuya pté wašté waŋ yustósto.*

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.

# Wóun̄spe 6

PG 72

## Context

Giving Directions, Important Places Around Town, Visiting People

## Structures

- yÁ - 'to go there'
- mn̄iŋ kte, n̄iŋ kte, ȳiŋ kte, uŋȳiŋ kte, yápi kte
- héci, for making suggestions or invitations to an activity
- iyáyA, yÁ, í

## Reading

Mathó Goes to Town

## Materials and Props

Large labels with the names of places around town.

PG 72 / 1A

Whole class. Open books. Play the recording once, then give students time to finish marking their answers. Call on students at random to share their answers.



TRACK 46

BOB: *Lisa, tókhiya n̄iŋ kta he?*

LISA: *Uŋcí th̄i kiŋ ektá mn̄iŋ kte.*

BOB: *Kimi, n̄iš tók, tókhiya n̄iŋ kta he?*

KIMI: *Thibló th̄i kiŋ ektá mn̄iŋ kte.*

BOB: *Mike, okóihan̄ke kiŋ tókhiya n̄iŋ kta he?*

MIKE: *Čhiyé th̄i kiŋ ektá mn̄iŋ kte.*

BOB: *Th̄ašína, tókhiya n̄iŋ kta he?*

TH̄AŠÍNA: *Čépħaŋši th̄i kiŋ ektá mn̄iŋ kte.*

BOB: *James, n̄iš tók, tókhiya n̄iŋ kta he?*

JAMES: *Mike th̄i kiŋ ektá mn̄iŋ kte.*

BOB: *Mathó, okóihan̄ke kiŋ tókhiya n̄iŋ kta he?*

MATHÓ: *Th̄uŋw̄iŋ th̄i kiŋ ektá mn̄iŋ kte.*

BOB: *Summer, n̄iš tók, okóihan̄ke kiŋ tókhiya n̄iŋ kta he?*

SUMMER: *Lisa th̄i kiŋ ektá mn̄iŋ kte.*

## KEY

Lisa: uŋcí

Kimi: thibló

Mike: čhiyé

Th̄ašína: čépħaŋši

James: Mike

Mathó: th̄uŋw̄iŋ

Summer: Lisa

PG 72 / 1B

Individual work. Play the recording a second time. After the students have finished writing in their answers, let them check their answers with a partner.

PG 72 / 2A

Writing. Ask the class to write their answers in full sentences. While the students are working, walk around the room and check their writing.

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

PG 72 / 2B

Group work. Divide the class into groups of four. While the students are interviewing their classmates, walk around the room and spend some time with each group. Pay attention to their pronunciation - help them fix mistakes by setting an example of the correct version in Lakota.

When the groups are finished, call on students at random to report on their classmates.

PG 72 / 2Č

Writing. Ask them to write their answers in full sentences. While the students are working, walk around the room and check their writing.

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

PG. 73 / 3 ÓTHOKAHE

Closed books. Whole class. Review building name 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. Include landscape vocabulary if it's appropriate.

PG 73 / 3 BLIHÉLWIČHAYA YO

Whole class. Modeling. Find a large map of the town where the school is located. Or, using a small map as reference, draw a large simple map of the town on the board.

Go through the major buildings in the town and comment on them and say their names in Lakota. Start by pointing out the school, and then the other important buildings nearby. Also point out rivers and parks.

PG 73 / 3

Individual work. While students are labelling the town, walk around the room and check their work.

When the class is finished, they should check their answers with a partner. Review all the correct answers as a class.

KEY

missing labels:	pǎ́éta oínažin
owóte thípi	owáčekiye
wígli oínažin	mas'óphiye
owáyawa	oíchimani thípi
mázaská thípi	oyúžužu thípi
owáyazaŋ othí	

PG 73 / 4

Whole class. Open books. Choose one of the groups of children. Select a character, and then a place on the map for them to go. Then say and write the full sentence on the board, for example: **Mike owóte thípi-ta yín kte**. Do this for another character in the group as well.

Individual work. Writing. While the students are working, walk around the room and monitor their progress. When the class is finished, let students correct their papers with a partner. Call on students at random to share some of their sentences with the class.

PG 73 / 5 BLIHÉLWIČHAYA YO

Whole class. Modeling. Choose a student to demonstrate with. Ask them where one of their characters is going, like this:

Ask: **Mike tókhiya yín kte he?**

Elicit: **Mike wówapi othí-ta yín kte**.

Let them also ask you the question. Do this with several different students.

PG 73 / 5

Pair work. First, have the student draw the character's paths on the map, without showing anyone. Then, let the students find a partner and begin asking questions.

Optional exercise: Have the students guess where their partner's characters are going, rather than just asking. If you choose to do this exercise, demonstrate with a student, like this:

Ask: **Mike wówapi othí-ta yín kte he?**

Elicit: **Hiyá, Mike wówapi othí-ta yín kte šni**.

Ask: **Mike owóškate-ta yín kte he?**

Elicit: **Háj, Mike owóškate-ta yín kte!**

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

PG 73 / 6 BLIHÉLWIČHAYA YO

Material preparation: large signs with the names of buildings and tape or tack to stick them up with. Note: try to put the labels up while you're walking around checking the students during the previous activity, or put up the labels before the lesson begins. If you have to put them up *while* the students are unoccupied, involve them in the process - ask for their input on where to hang the labels. Or, give each label to a student and have the student decide where to put it. The privilege of putting up a label can be used as a reward for good students.

Whole class. Modeling. Choose a student to demonstrate with. Ask them where the student will go, like this:

Ask: **David, tókhiya nín kte he?**

Elicit: **Owóte thípi-ta mnín kte**.

Then, let the student go to that place. Repeat this with several other students.

Whole class. Invite all the students to stand with you at the board. Then, one by one, ask them where they will go. If the student responds with a correctly formed sentence, let them go to that place. If they make any mistakes, help them find the correct statement.

Continue until all the students have gone somewhere in the room.

## PG 74 / 7A BLIHÉLWIČHAYA YO

Whole class. Modeling. Ask the students if anyone remembers how to make a polite invitation. Call on a student or say and write the word **héči** on the board yourself.

Choose a student to demonstrate with. Indicate that you are going to one of the places labeled in the room, and you would like the student to go with you. Ask them to go, and help them make their answer, like this:

Ask: **Bill, wačhípi-ta uŋyáŋ héči?**

Elicit: **Háŋ, uŋyíŋ kte.**

Say and write both the question and answer on the board. Let the student also ask you the question. Do this with several different students.

## KEY

Lisa-Tšašína: wačhípi, háŋ

Lisa-Bob: t̥habškátapi, hiyá

Mike-James: mas'óphiye, háŋ

Kimi-Mathó: wičhítanaškaŋškaŋ othí, hiyá

Tšašína-Summer: owóte thípi, háŋ

## PG 74 / 7A

Whole class. Open books. Play the recording once, then give students time to finish marking their answers.



## TRACK 47

LISA: *Bob, t̥habškátapi-ta uŋyáŋ héči?*

BOB: *Hiyá, uŋyíŋ kte šni.*

MIKE: *James, mas'óphiye-ta uŋyáŋ héči?*

JAMES: *Háŋ, uŋyíŋ kte.*

KIMI: *Mathó, wičhítanaškaŋškaŋ othí-ta uŋyáŋ héči?*

MATHÓ: *Hiyá, uŋyíŋ kte šni.*

TŠAŠÍNA: *Summer, owóte thípi-ta uŋyáŋ héči?*

SUMMER: *Háŋ, uŋyíŋ kte.*

Play the recording a second time. When students have finished marking their answers, call on students at random to share their answers with the class.

## PG 74 / 8

Individual work. Writing. Say and write the sample sentence on the board. While the students are working, walk around the room and monitor their progress.

Group work. Let the students find and interview two other classmates. Make sure they take notes about their interviews. While the students are working, walk around the room and monitor their conversations.

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

## PG 74 / 9

Individual work. Writing. Say and write the sample sentence on the board. While the students are working, walk around the room and monitor their progress.

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

## PG 75 / 10 ABLÉZA PO!

Whole class. Closed books. Write the example on the board:

**Lisa Tšašína kičhí wačhípi-ta yápi kte.**

Call on a student at random to come to the board and circle the word that is added to show that the girls are going together. Also ask the students what other special markers tell us they recognise and what they mean.

## PG 75 / 11

Individual work. Writing. First, ask the students to solve the puzzle. Let them check their answers with a partner. After that, ask them to begin the writing.

While the students are working, walk around the

room and monitor their progress.

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

**KEY**

- 1) James Summer kičhí owóškate-ta yápi kte.
- 2) Kimi Lisa kičhí oyúžužu thípi -ta yápi kte.
- 3) Mathó Mike kičhí owáyawa-ta yápi kte.
- 4) Bob Thášína kičhí wígli oínažin-ta yápi kte.

**PG 75 / 12 BLIHÉLWIČHAYA YO**

Whole class. Closed books. **Part A)** Call on a student at random to come to the board and be your example. Choose the farthest labeled place in the room for the student. Say and write the first sentence on the board: **(Student) (place)-ta yín kte.** Then, tell the student to walk very slowly and go to that place.

As the student is leaving the starting point, pause the student, then say and write on the board: **(Student) (place)-ta iyáya.**

Don't let the student go any further. As if you've already forgotten, ask the class:

Ask: **(Student) tókhi iyáya he?**

Elicit: **(Student) (place)-ta iyáya!**

Then let the student finish the trip to where they are going.

**Part B)** Write two sentences on the board:

1. **Lisa wačhípi-ta yin kte.**
2. **Lisa wačhípi-ta iyáya.**

Introduce the situation: "Lisa's Mom has been making lunch for Lisa and all of her friends! But when she calls them, she realizes that they have all left for somewhere already!"

Ask the students if they should use **iyáya** or **yÁ** for this situation. When the correct answer has been made, ask the class what they need to change to say that Bob is going too. Call on a student at random to come to the board and make the changes to the sentence.

**PG 75 / 12**

Individual work. Writing. While the students are working, walk around the room and monitor their progress.

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

**KEY**

- 1) James Summer kičhí owóškate-ta iyáyapi.
- 2) Kimi Lisa kičhí oyúžužu thípi -ta iyáyapi.
- 3) Mathó Mike kičhí owáyawa-ta iyáyapi.
- 4) Bob Thášína kičhí wígli oínažin-ta iyáyapi.

**PG 76 / 13 ABLÉZA PO!**

Whole class. Open books. Read both of the dialogues out loud to the class, changing your voice for both parts. Then, ask the students to write in their answers. Call on students at random to share their answers with the class.

**PG 76 / 14 BLIHÉLWIČHAYA YO**

Material preparation: small cards with a different destination in town on each, enough for each student to have one.

Closed books. Modeling. Choose a student to help you demonstrate. Take one of the destination cards and invite the student to go with you. Encourage them to accept, like this:

Ask: **Tháb'áphapi-ta unyín kta he?**

Elicit: **Hán, unyín kte.**

Then report to the class where you two are going, saying and writing on the board: **Tháb'áphapi-ta unyánpí kte.**

Now choose two students. Give one a new destination card and encourage them to invite the other student. When the second student accepts, indicate that they should report their plan to you.

**PG 76 / 14**

Pair work. Give one student in each pair a destination card. When the students have made their invitations and acceptances, they should come report to you. When the students report to you, give them a new card so that the other partner has a chance to invite.



Individual work. First, let the students make their guesses. Then, play the recording. How many times were the students correct?



## TRACK 48

NARRATOR: *Tókhiya lá he?*

MATHÓ: *Wáchípi-ta blé.*

NARRATOR: *Tókhiya lá he?*

GIRL: *Wówapi othí-ta blé.*

NARRATOR: *Tókhiya lá he?*

WOMAN: *Mas'óphiye-ta blé.*

NARRATOR: *Tókhiya lá he?*

MIKE: *Wakpá-ta blé.*

NARRATOR: *Tókhiya lá he?*

WOMAN: *Owóškate-ta blé.*

NARRATOR: *Tókhiya lá he?*

BOY: *Owáyazaŋ othí-ta blé.*

NARRATOR: *Tókhiya lá he?*

BOB: *Tǎb'áphapi-ta blé.*

## KEY

- 1) Wáchípi-ta blé.
- 2) Wówapi othí-ta blé.
- 3) Mas'óphiye-ta blé.
- 4) Wakpá-ta blé.
- 5) Owóškate-ta blé.
- 6) Owáyazaŋ othí-ta blé.
- 7) Tǎb'áphapi-ta blé.

## PG 77 / 16 BLIHÉLWIČHAYA YO

Whole class. Modeling. Choose a student to demonstrate with. Let them choose one of the characters. Guess which character the student is by asking him or her where they are going, like this:

Ask: **Owáyazaŋ othí-ta lá he?**

Elicit: **Háŋ, owáyazaŋ othí-ta blé!**

Then, switch roles and let them also ask you the questions.

## PG 77 / 16

Pair work. While the students are working, walk around the room and monitor their progress. Make sure the students switch roles. They can start the game again and play another round if there is still time.

Individual work. Writing. Say and write the sample sentence on the board. While the students are working, walk around the room and monitor their progress.

Pair work. Let each student find a partner. While the students are working, walk around the room and monitor their conversations.

## PG 77 / 18

Modeling. Choose a student to demonstrate with. Let them choose one of the destinations. Ask him or her where they are going, like this:

Ask: **Tókhiya lá he?**

Elicit: **(Place)-ta blé.**

Say and write a note about the student on the board, like this: **David (place)-ta yé.** Then, have the student ask you. Make sure the students write down a note about your answer, too.

Pair work. While the students are working, walk around the room and monitor their progress. When the class is finished, call on students at random to share their notes.

## PG 78 / 19 BLIHÉLWIČHAYA YO

Whole class. Modeling. Choose a student to demonstrate with. Have the student stand at the board, and choose a destination for him or her to walk to. When the student starts off, announce **iyáye!**, and then follow the student repeating **yé** until they arrive. When the student gets to the destination, announce **í!**

Choose another destination for the student. Comment as the student goes again, using **iyáye**, **yé**, and **í** at the appropriate times.

## PG 78 / 19

Individual work. Writing. Say and write the sample sentence on the board. While the students are working, walk around the room and monitor their progress.

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

Whole class. Modeling. Choose a student to demonstrate with. Let them choose one of the characters. Ask them who ran at which time:

Ask: **Tuwá 3:55 k'uŋ héhaŋ í?**

Elicit: **Bob 3:55 k'uŋ héhaŋ í!**

Then, switch roles and let them also ask you the questions.

Pair work. While the students are working, walk around the room and monitor their progress. Make sure the students switch roles.

Individual work. Writing. First, give the students time to do the math and put the runners into order. Let the students check with a partner, and then call on students at random to write the characters in order on the board.

Then, give the students time to write their sentences. Say and write the sample sentence on the board. While the students are working, walk around the room and monitor their progress.

Call on a student at random to share their answers with the class.

**KEY**

Mathó oŋ'ąŋkŋo wikčémna núŋm sáŋm waŋží heháŋyaŋ yé.

Summer oŋ'ąŋkŋo wikčémna núŋm sáŋm záptaŋ heháŋyaŋ yé.

Bob oŋ'ąŋkŋo akézaptaŋ heháŋyaŋ yé.

Mike oŋ'ąŋkŋo šakówiŋ heháŋyaŋ yé.

James oŋ'ąŋkŋo wikčémna heháŋyaŋ yé.

Lisa oŋ'ąŋkŋo akéwaŋží heháŋyaŋ yé.

Tšašina oŋ'ąŋkŋo napčiyuŋka heháŋyaŋ yé.

(Kimi wayázaŋ čha thiyátani ħpáye.)

Individual work. First, let the students make their guesses. Then, play the recording. How many times were the students correct?

**TRACK 49**

NARRATOR: *Lisa, nikħúŋši thí kiŋ ektá yaí he?*

LISA: *Háŋ, waí.*

NARRATOR: *Mike, ničhiye thí kiŋ ektá yaí he?*

MIKE: *Hiyá, waí šni. Owóškate-ta waí.*

NARRATOR: *Kimi, nithiblo thí kiŋ ektá yaí he?*

KIMI: *Háŋ, waí.*

NARRATOR: *Bob, wówapi othí-ta yaí he?*

BOB: *Háŋ, waí.*

NARRATOR: *Tšašina, ničépħaŋši thí kiŋ ektá yaí he?*

TŠAŠÍNA: *Hiyá, waí šni.*

NARRATOR: *James, Mike thí kiŋ ektá yaí he?*

JAMES: *Hiyá, waí šni. Owáyazaŋ othí-ta waí.*

NARRATOR: *Summer, mas 'óphiye-ta yaí he?*

SUMMER: *Hiyá, waí šni. Nithúŋwiŋ thí kiŋ ektá waí.*

NARRATOR: *Mathó, nithúŋwiŋ thí kiŋ ektá yaí he?*

MATHÓ: *Háŋ, waí.*

**KEY**

Children who went where they said they would go: Lisa, Kimi, Bob, and Mathó.

Individual work. Writing. While the students are working, walk around the room and monitor their progress.

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

Group work. Divide the class into groups of four. While the students are interviewing their classmates, walk around the room and spend some time with each group. Pay attention to their pronunciation - help them fix mistakes by setting an example of the correct version in Lakota.

When the groups are finished, call on students at random to report on their classmates.

Individual work. Writing. While the students are working, walk around the room and monitor their progress.

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

Skimming and scanning. Introduce the context of the story. Tell the students to quickly look through the text and find how much money Mathó has when he gets home.

Call on a student at random to share their answer.

**KEY**

Mathó has no money.

Individual work. Before the students do the activities, give them time to carefully read the text one more time to themselves. While the students are reading, walk around the room and offer help for any students that are still having trouble understanding the text.

When the whole class seems finished reading, let them make their answers to these activities.

**KEY**

a) 1 Mike thí kin 4 Mas'óphiye  
3 Owóte thípi 2 Wígli oínažin

b) "Bló etán é na wagnúšpaňšni waňži é na wagníza etán ophěthun we."

Individual work. Optional method: Read the story again as a class, giving each student one line to read out loud. While the students are reading, walk around the room and offer help for any students that are still having trouble with pronunciation.

When the whole class seems finished reading, let them make their answers to these activities. Then, call on students at random to share their answers.

**KEY**

a) Mike thí kin g) čaňmháňska  
b) Hiyá ģ) Aġúyapi oštéka  
č) Wígli oínažin h) tákuni  
e) čaňmháňska

Individual work. First, play the recording and give students time to mark their answers. Then, play the recording again and have students check if they're correct. Call on students at random to share their answers with the class.

**TRACK 50**

BOB: *James, ħtálehaň tókhiya yaí he?*

JAMES: *Lekší thí kin ektá waí.*

BOB: *Lisa, ħtálehaň tókhiya yaí he?*

LISA: *Uňčí thí kin ektá waí.*

BOB: *Summer, ħtálehaň tókhiya yaí he?*

SUMMER: *Kaká thí kin ektá waí.*

BOB: *Mike, ħtálehaň tókhiya yaí he?*

MIKE: *Čhiyé thí kin ektá mnín kte éyaš él yaňké šni.*

*Ho čha thaňhánšni thí kin ektá waí.*

BOB: *Mathó, ħtálehaň tókhiya yaí he?*

MATHÓ: *Thunwín thí kin ektá waí.*

BOB: *Thášina, ħtálehaň tókhiya yaí he?*

THÁŠINA: *Čěpňanšni thí kin ektá waí.*

BOB: *Kimi, ħtálehaň tókhiya yaí he?*

KIMI: *Thibló thí kin ektá mnín kte éyaš éeye čhuwé thí kin ektá waí.*

**KEY**

James: Lekší thí kin

Lisa: Uňčí thí kin

Summer: Kaká thí kin

Mike: Čhiyé thí kin, thaňhánšni thí kin

Mathó: Thunwín thí kin

Thášina: Čěpňanšni thí kin

Kimi: Thibló thí kin, éeye čhuwé thí kin

Individual work. Play the recording pausing between each instruction. Give students time to mark their answers. Then, play the recording again, without pausing. When the class is finished, call on a student to share their answer with the class.

**TRACK 51**

MOM: *1. Mázaská thípi kin hetánhaň iyáya yo/ye.*

*2. Thóká, owóthánla yá ye.*

*3. Hehánl, čhatkáyatakiya yá ye.*

*4. Owáyawa kin iyópteya yá ye.*

*5. Išláyatakiya yá ye.*

*6. Ehákeħčij wičhítanaškaňškan othi kin wówapi othi kin isákhíb hé.*

Material preparation: Label places in your classroom with the names of places around town.

Whole class. Modeling. Say and write on the board the three basic direction commands: **ópta yá yo, aóhomni(yaŋ) yá yo, óptakiya yo**. Make a basic picture for each of them.

Choose a student to demonstrate with. Without telling them where they're going, choose a place in the room and direct the student there. When the student thinks they know where they're going they should say: \_\_\_\_\_ **-ta mníŋ kte**.

Whole class. Closed books. Choose students at random and repeat this process with each of them. Make sure each student gets a turn.

Optional follow-up: After this, let students work in pairs and do the same activity. This would work best with a smaller class or in a larger space.

Pair work. Students should draw this on the map on pg 81, or on a separate photocopy of the map (not on the two little maps below). One partner can open their book to page 81 for the map, and the other can have their book open to page 82 for the instructions

Let each student find a partner. While the students are working, walk around the room and monitor their conversations.

Pair work. While the students are working, walk around the room and monitor their conversations. Make sure the students switch roles.

Individual work. When the students finish drawing their maps, they should show them to a partner.

Individual work. Writing. While the students are working, walk around the room and monitor their progress.

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

Pair work. While the students are working, walk around the room and monitor their conversations. Make sure the students switch roles.

Call on students at random to say "where they went" on the map.

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 84

## Context

Trees and the Usage of Trees in Lakota Tradition

## Structures

- you and I (1st dual)
- un – its forms and positions in verbs
- 1st dual versus 1st plural
- reduplication of stative verbs

## Pronunciation

- kh, ph, th

## Reading

Iktómi Wants to Make Arrows

## Materials and Props

Large labels with city names, large cards with tree parts on them, tree leaves, blank scrap paper and drawing supplies

PG 84 / 1

Whole class. Open books. Play the recording once, then give students time to finish marking their answers. Call on students at random to share their answers.



TRACK 52

LISA: *Summer, owóte-thípi-ta unyín kta he?*

SUMMER: *Ohán, unyín kte. Waúnyutiŋ kte.*

LISA *Tšašína, wówapi othí-ta unyín kta he?*

TŠAŠÍNA: *Unyín kte. Waúnyawa kte.*

LISA: *Bob, wígli oínažin-ta unyín kta he?*

BOB: *Unyín kte šni. Waŋná omákhaŋ šni.*

LISA: *Mike, wakpá-ta unyín kta he?*

MIKE: *Unyín kte. Uŋnúŋwiŋ kte.*

LISA: *Kimi, wačhípi-ta unyín kta he?*

KIMI: *Unyín kte šni. Owákihi šni.*

LISA: *James, mas'óphiye-ta unyín kta he?*

JAMES: *Unyín kte šni. Mázaska maníče.*

LISA: *Mathó, šunŋ'ónažin-ta unyín kta he?*

MATHÓ: *Unyín kte. Šunŋ'ákaŋunyanŋin kte.*

## KEY

Summer, owóte-thípi	Kimi, wačhípi
Tšašína, wówapi othí	James, mas'óphiye
Bob, wígli oínažin	Mathó, šunŋ'ónažin
Mike, wakpá	

PG 84 / 2

Pair work. Play the recording again, this time pausing between every conversation that Lisa has. If necessary, play the recording a third time, without pausing.

When the students are finished, let them check their answers with a partner. Then, call on students at random to share their answers with the class.

## KEY

Circle: Summer, Tšašína, Mike, Mathó

PG 84 / 3

Whole class. Give the students a minute to answer the question in the book. Then, call on a student at random to write their answer on the board.

On the board under **Unyín kte.** draw and label two stick figures to represent Lisa and a friend. Then, write the other three sentences (**Mníŋ kte. Uŋyáŋpi kte.** and **Yápi kte.**) on the board. Call on several students at random to come to the board and illustrate one of the sentences with stick figures.

Call on other students to make corrections until there are correct stick figure illustrations for each sentence. If the students are having trouble, give them hints to lead them towards the answer, without simply giving the answer yourself.

## KEY

unyín kte.

PG 84 / 4 BLIHÉLWIČHAYA YO

Material preparation: Large signs with city names, placed around the classroom.

Whole class. Modeling. Choose a student to demonstrate with. Invite them, and let them accept or decline.

Ask: **Michael, Waŋblí Pahá-ta unyín kta he?**

Elicit: **Ohán, unyín kte.**

Go with the student to that place in the room. After that, let the student invite you somewhere. Accept the offer, and go with the student to that place.

Repeat this sequence rejecting the invitation as well.



Pair work. All the students should start with their partners in the front of the room. Give the students time to make their invitations. Then, call on pairs at random to report where they're going.

Ask: **Tókhiya uṅyáŋpi kta he?**

Elicit: **Waṅblí Pahá-ta uṅyáŋpi kte.**

When all the pairs have reported, let the students go to the places they chose. Tell the students to switch roles and have the other partner make an invitation. Remind the students that they may reject the first invitation if they want.

Again, call on pairs at random to report where they're going. Then, let the students go to their new destinations. Repeat the activity several times until the students are comfortable with making and accepting the invitations.

#### PG 85 / 5 BLIHÉLWIČHAYA YO

Whole class. Modeling. Using flashcards or miming, review free time activities. This is a good time to play a lively game while reviewing vocabulary.

#### PG 85 / 5 WAYÁWAPI

Individual work. Skimming and scanning. Tell the students to quickly check through the text for all the activities Bob and Lisa mention. While they're matching the words and pictures, walk around the room and monitor their progress.

Then, let students check their answers with a partner. While the students are checking, walk around and check their work yourself as well.

#### PG 85 / 6A WAYÁWAPI

Pair work. Ask the students to follow along in their books while you read, following the line of text with their fingers or a ruler. Read the dialogue out loud to the class, changing your voice between the two characters.

Let the students work on the task with a partner. When the class is finished, call on students at random to come write their answers on the board.

Individual work. Tell the students to read the text carefully this time. While the students are reading and working, walk around the room and check on their progress.

When the students are finished, call on students at random to share their answers. Ask them to point out where in the text they found their answers.

#### KEY

- |         |         |         |
|---------|---------|---------|
| 1. hiyá | 4. hiyá | 7. hiyá |
| 2. hiyá | 5. hiyá | 8. háŋ  |
| 3. hiyá | 6. hiyá |         |

#### PG 86 / 7 ABLÉZA PO!

Whole class. Closed books. Draw a column on the board. Then, say and write on the head of the column "personal affix." In the column write **-uŋ-**, then call on students at random to come to the board and write other personal affixes that they know. If the students are having trouble getting started, let them look in their books for inspiration, or give them some hints.

Pair work. Open book. Have the students complete the activities together. While the class is working, walk around the room and check on each pair. When the class is finished, call on students at random to share their answers.

#### PG 86 / 8

Group work. Divide the class into small groups so that each group has access to a dictionary.

While the class is working, walk around the room and check on each pair. When the class is finished, call on students at random to write their answers on the board.

#### KEY

- uŋ- uŋlówaŋ, naúŋžin, maúŋni  
 uŋk- iyóuŋkiphi, uŋkóle  
 uŋk'- uŋk'íŋyaŋke  
 'uŋ(k)- slol'únye

PG 86 / 9A, B ABLÉZA PO!

Whole class. Open books. Call on students at random to share their guesses with the class. Then, reveal which answer is correct. Ask the students to point out which verbs have their affixes in different places. Then, ask the class which verb has its affixes in the same place.

Then, move onto activity b). Let the students work with their dictionary groups. While the students are working, walk around the room and monitor their progress.

When the class is finished, call on students at random to write some of their answers on the board.

PG 86 / 10

Individual work. Writing. Say and write the example sentence on the board. Then, call on a student to choose another word from the list, and improvise another example sentence on the board.

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

PG 87 / 11 BLIHÉLWIČHAYA YO

Whole class. Closed books. Ask the class how they make an invitation. Give the example on the board **Waúŋkšupi kte?** Then, write several more verbs in dictionary form on the board. Call on pairs of students at random to come to the board and write the verb in an invitation.

Then call on students at random to verbally accept or decline the invitations written on the board.

Finally, ask the students to work with a partner. One partner should choose an invitation to make. The other should accept it. Then, they should come to the board and write down an announcement about where they're going. Help the students form the correct form of the verb (1st person plural).

PG 87 / 11A, B

Pair work. Open books. Let the students work with a partner to answer the two questions. When the students are finished, call on students at random to share their answers with the class.

PG 87 / 12

Individual work. Writing. While the students are working, walk around the room and monitor their progress. When the students are finished, let them check their answers with a partner. Call on students at random to come to the board and write one of their answers.

KEY

pic 1: Hoúŋkhuwa kte. pic 3: Uŋnúŋwanpi kte.  
pic 2: Waúŋkšupi kte. pic 4: Waúŋčhi kte.

PG 87 / 13

Group work. Divide the students into groups of three. Choose one group and help them demonstrate the dialogue.

While the students are working, walk around the room and spend some time with each group.

Then, give the students time to individually write down their reports on a piece of paper. Call on students at random to share their "plans" with the class.

PG 88 / 14 ÓTĤOKAHE

Whole class. Closed books. If it is possible, take your class outside to see a real tree, or bring a small tree to the classroom. If neither of these options are possible, use a large image of a tree or draw it on the board.

Walk the students through all the parts of the tree. Don't forget to mention the insides and underground parts of the tree.

Use several different kinds of trees for examples, including coniferous and deciduous trees.

PG 88 / 14 BLIHÉLWIČHAYA YO

Whole class. Closed books. Ask the students if they can give some reasons why trees are important. Call on students at random to write some of their reasons on the board.

Then, ask the class to name some reasons why trees are important to Lakota culture. Let them work in small groups and write down some reasons on a piece of paper. When the students are finished, call on each group to share their reasons.

Pair work. Open books. Let the students work in pairs or small groups, with a dictionary available to each group.

Introduce the context of the activity. While the students are working, walk around the room and monitor their progress. Draw a large tree on the board. When the students are finished, call on students at random come to the board and label the tree illustration.

**KEY**

sú, čaṇwápe, wanáhča, čáh, hú, čaṇhútkḥaṇ, čaṇhá

Material preparation: large cards with tree parts on them.

Whole class. Closed books. Clear the center of the room and line up all the students at the board. Call out the parts of the tree in order, and direct the students holding those cards to stand or sit in the proper spot. This should slowly build a tree! You can try different types of trees (some with flowers, some very small). After this, see if the students can arrange themselves in a tree. Encourage them to use the Lakota words throughout the activity.

Individual work. Give the students time to look through both pages of the tree guide and circle the trees they recognise. When the students are finished, call on students at random to share their answers with the class.

Individual work. Let the students read through the text more carefully and circle their answers. When the students are finished, let the students check their answers with a partner.

Call on students at random to share their answers with the class. Ask them to point out where in the tree guide they saw their answers.

Pair work. Writing. Say and write the first example on the board. While the students are working together, walk around the room and monitor their progress.

When the class is finished, call on several students at random to come to the board and write their answers.

**KEY**

čoḥwáṇžiča: Čaṇhá kiṇ ġí. Wanáhča kiṇ zí.

Čaṇwápe kiṇ háṅskaska.

kḥáṇtahu čáh: Čaṇhá kiṇ hótá. Kḥáṇta kiṇ šá.

Čaṇwápe kiṇ čikčik'ala.

wágačhaṇ: Čaṇhá kiṇ hótá. Čaṇwápe kiṇ oíse-yámni.

Whole class. Closed books. Use colored chalk if possible. On the board, draw a picture of a small leaf. Next to it, say and write **Čaṇwápe kiṇ čik'ala**. Then draw a picture of a big leaf, saying and writing next to it **Čaṇwápe kiṇ tháṅka**. Below those, draw and write similar sentences showing the plural forms. Your board should look something like this:



Čaṇwápe kiṇ lé čik'ala.



Čaṇwápe kiṇ lé tháṅka.



Čaṇwápe kiṇ lená čikčik'ala.



Čaṇwápe kiṇ lená tháṅkínkiṇyaṇ.

Now, draw a tall tree and write under it **Čáh kiṇ lé háṅske**. Then draw several tall trees and leave the sentence under it unfinished: **Čáh kiṇ lená \_\_\_\_\_**.

Call on a student at random to come to the board and try to finish the sentence. If they are not correct, invite another student up to the board to correct it.

Ask the students what they need to change when they are describing more than one of an object.

PG 91 / 18A ABLÉZA PO!

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

Call on a student at random to share their answers. Ask them what parts of the sentences show them that they are plural.

PG 91 / 18B ABLÉZA PO!

Individual work. Let the student prepare their answers on a piece of scrap paper.

When the class is finished, call on students at random to share their answers. Make sure the students notice that not all words reduplicate in the same way.

PG 91 / 19

Group work. Put the students into small groups so that each group has access to a dictionary. While the students are working together, walk around the room and monitor their progress.

When the class is finished, let each group write one or more of their answers on the board.

PG 91 / 20

Pair work. Remind students that even though they are working with a partner, they need to write down their answers individually.

While the students are working, walk around the room and spend a little time with each pair. When the class is finished, call on students at random to share their answers with the class.

KEY

Wanáǰča kiŋ lé ská.  
 Wanáhča kiŋ lená skaská.  
 Ikǰán kiŋ lé háŋske.  
 Ikǰán kiŋ lená háŋskaska.  
 Tǰápa kiŋ lé tǰánka.  
 Tǰápa kiŋ lená tǰánkiŋkiŋyaŋ.  
 Pǰešníža kiŋ lé kǰáte.  
 Pǰešníža kiŋ lená kǰalkǰáte.  
 Tǰápa kiŋ lé čík'ala.  
 Tǰápa kiŋ lená čikčik'ala.  
 Míla kiŋ lé pǰé.  
 Míla kiŋ lená pǰephé.  
 Šiná kiŋ lé šóke.  
 Šiná kiŋ lená šokšóke.

PG 92 / 21

Preparation before class: either ask students to bring a leaf to class, have leaves ready to give out to the students, or take the class outside to collect their own leaves.

Individual work. While the students are writing, walk around the room and monitor their progress. When the class is finished, let the students share their writing with a partner.

PG 92 / 22

Material preparation: blank scrap paper and drawing supplies. Also, ask students to bring their own if possible.

Individual work. Ask the students to write down notes from the recording about what the tree should look like. Play the recording once, pausing between each sentence. Give students a short time to start their drawings from their notes.



TRACK 53

BOB: *Líla háŋska ǰče šni. Kitánla ptéčela. Čhaŋáletka záptaŋ yukǰé. Čhaŋwápe kiŋ čikčik'ala na thózi. Čhaŋhútkǰaŋ kiŋ háŋskaska. Hú kiŋ zizípe-la. Čhaŋhá kiŋ hótá. Blokétu čháŋna kǰánta yukǰé.*

Then, play the recording a second time, again stopping between each sentence. Give students time to draw. Finally, play the recording all the way through without stopping. Let students finish their drawings and figure out which tree Bob described.

Let the students share their drawings in small groups. Call on a student at random to tell the class which tree Bob described.

KEY

kǰántahu čháŋ

PG 92 / 23

Pair work. While the students are working with their partners, walk around the room and monitor their progress.

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

KEY

Wazíyaphǰhli kiŋ lé sní. - Pǰešníža kiŋ lé kǰáte

Wówapska kiŋ lé ská. - Čaǵlí kiŋ lé sápe.  
 Íŋyaŋ kiŋ lé tké. - Wíyaka sú kiŋ lé kap'óžela.  
 Wáčiŋhiŋ kiŋ lé pǵaŋžela. - Íŋyaŋ kiŋ lé sutá.  
 Čaŋhúta kiŋ lé šóke. - Čaŋsákala kiŋ lé zípela.  
 Waŋhínkpe kiŋ lé owóthaŋla. - Zíškopela kiŋ lé škópe.  
 Thápa kiŋ lé gmigméla. - Waŋhí kiŋ lé pǵéstola.

#### PG 93 / 24

Individual work. Writing. If possible, quickly review the vocabulary words using flashcards or a drill.

While the students are filling in their answers, walk around the room and monitor their progress. When the class is finished, call on students at random to come to the board and write their answers.

#### KEY

1. Waziyaphǵahli kiŋ lená snisní.
2. Wówapska kiŋ lená skaská.
3. Íŋyaŋ kiŋ lená tketké.
4. Wáčiŋhiŋ kiŋ lená pǵaŋšpǵaŋžela.
5. Čaŋhúta kiŋ lená šokšóke.
6. Waŋhínkpe kiŋ lená owóthaŋthaŋla.
7. Thápa kiŋ lená gmigmégmela.
8. Pǵešníža kiŋ lená kǵalkǵáte.
9. Čaǵlí kiŋ lená sapsápe.
10. Wáǵačhaŋ sú kiŋ lená kap'óšp'óžela.
11. Íŋyaŋ kiŋ lená suksúta.
12. Čaŋsákala kiŋ lená zibzípela.
13. Zíškopela kiŋ lená škoškópe.
14. Waŋhí kiŋ lená pǵéstóstola.

#### PG 93 / 25A BLIHÉLWIČHAYA YO

Whole class. Closed books. Modeling. Choose a student to demonstrate with. Draw five objects on the board, for example: a rock, a banana, a leaf and a flower. Indicate that you are thinking about one of the objects, for example the rock, and tell the student one description of the rock. The student should guess which of the five objects you're thinking of, like this:

Ask: **Táku kiŋ lé tké.**

Elicit: **Lé íŋyaŋ héčha he?**

If the student doesn't guess on the first try, keep giving different descriptions until the student guesses correctly. Then, let the student choose an object, and give a description while you guess.

#### PG 93 / 25A

Pair work. The students will probably not know the uses for all of these trees. Let the students brainstorm with a partner, and mark as many answers as they can. Then, call on pairs at random to share their answers with the class. Correct their answer, if it is wrong, and write the correct answer on the board.

You can use this activity to begin a discussion about other uses of trees. Can the students see any wooden things in the room? Do they know what kind of wood it is?

#### PG 93 / 25B BLIHÉLWIČHAYA YO

Whole class. Closed books. Modeling. Choose a student to demonstrate with. Draw five groups of objects on the board, for example: rocks, bananas, leaves and flowers. Indicate that you are thinking about one of the groups, for example the rocks, and tell the student one description of the rocks. The student should guess which of the five groups you're thinking of, like this:

Ask: **Táku kiŋ lená tketké.**

Elicit: **Lená íŋyaŋ héčha he?**

If the student doesn't guess on the first try, keep giving different descriptions until the student guesses correctly. Then, let the student choose a group, and give a description while you guess.

#### PG 93 / 25B

Pair work. Open books. Again, encourage students to think up other objects to describe.

While the pairs are working, walk around and spend a little time with each pair. Pay special attention to how they form the reduplications, and help them if they are having any problems.



PG 94 / 26 BLIHÉLWICHAYA YO

Whole class. Closed books. With the class, brainstorm some ways that people use trees and products from trees. Write the ideas on the board.

Then, with the class, brainstorm some ways that trees are used in Lakota culture. What things can we make out of trees? Are there other ways we use trees? What are some important trees for the Lakota? Why are they important?

Encourage the students to be open-minded about different practices and regional differences. Be equal with all students and demonstrate acceptance and open-mindedness to your class.

PG 94 / 26A

Pair work. While the students are working with their partners, walk around the room and monitor their progress.

When all the students are finished, call on pairs at random to share their answers with the class. It is possible that some of the uses are not obvious to the students, so give them hints to find the correct answers.

PG 94 / 26B

Pair work. Demonstrate the first two matches to the students, and write them on the board. While the students are working with their partners, walk around the room and monitor their progress.

When all the students are finished, call on pairs at random to read their answers with the class.

KEY

- Iníthiyuktan kágapi čháŋna šna čhoŋwánžiča ilágyapi.
- Čanĥánpi kágapi čháŋna šna čanšúška ilágyapi.
- Čanl kágapi čháŋna šna čanšáša ilágyapi.
- Wiwányanġ wačhípi čháŋna šna wágačhan ilágyapi.
- Waĥpé wókheya kágapi čháŋna šna wazí ilágyapi.
- Wóžapi kágapi čháŋna šna kĥánta ilágyapi.
- Itázipa kágapi čháŋna šna pséhtin čan ilágyapi.
- Wanĥinġke kágapi čháŋna šna pséhtin čan ilágyapi.
- Čanġnúnġpa ihúpa kágapi čháŋna šna pséhtin čan ilágyapi.
- Wíhupa kágapi čháŋna šna pséhtin čan ilágyapi.
- Čanġwákšiča kágapi čháŋna šna pséhtin čan

naíŋš wágačhan ilágyapi.

- Čanġanġpi kágapi čháŋna šna wazí naíŋš wágačhan ilágyapi.
- Wazílyapi čháŋna šna ĥanté ilágyapi.

PG 94 / 27A WAYÁWAPI

Individual work. Skimming and scanning. Introduce the context of the story, and emphasize that Iktómi is really silly and always gets in trouble. Tell the students to quickly look through the text and find the thing that Iktómi wants to make.

Call on a student at random to share their answer. Ask him or her where in the text the answer is.

KEY

- a) Iktómi wants to make arrows.

PG 94 / 27B WAYÁWAPI

Individual work. Skimming and scanning. Tell the students to quickly look through the text again and write down each of the trees Iktómi tries to use.

Call on a student at random to come write their answers on the board. Ask them to show where in the text they saw their answer.

KEY

- b) kĥánta čán, wágačhan, ĥanté čán, čanšúška, pséhtin čan

PG 95 / 28 WAYÁWAPI

Individual work. Tell the students to read the text now slowly. While the students are reading, walk around the room and offer help for any students that are still having trouble with pronunciation.

When the whole class seems finished reading, let them make their answers. Then, call on students at random to share their answers, and point out where they found it in the text.

KEY

- gnugnúška ---- kĥánta čán
- tháhča ---- wágačhan
- pĥahġ ---- ĥanté čán
- igmúthanka ----- čanšúška
- mathó ----- pséhtin čan

Individual work. Writing. Look at a type of wood that Iktómi can't use, for example **kḥáŋta**. Ask the students why this tree might not be good for making arrow shafts. Write the reasons on the board.

Then, say and write the model sentence on the board. **Kḥáŋta čhaŋsákala kiŋ lila eháš pḥaŋšpḥáŋžela čhaŋkhé tókḥa ilágwaye šni.** Underline the two variables **kḥáŋta** and **pḥaŋšpḥáŋžela**. Tell the students to use this sentence as a model for their writing.

While the students are writing, walk around the room and monitor their work. When the class is finished, call on students at random to write some of their sentences on the board. Invite them to share the sentence that they think is most likely wrong. If the sentence is incorrect, call on other students to come to the board and help correct it.

## PG 95 / 30A, B, Č, E WAYÁWAPI

Individual work. Before the students do the activities, give them time to carefully read the text one more time to themselves. While the students are reading, walk around the room and offer help for any students that are still having trouble understanding the text.

When the whole class seems finished reading, let them make their answers to these questions. When the students have finished, let them check their answers with a partner. Then, call on students at random to share their answers with the class.

## KEY

- |                 |                     |
|-----------------|---------------------|
| a) pséhtiŋ čhaŋ | e) Ičhiŋ kḥaŋǵi kiŋ |
| b) Mathó        | tḥáwa.              |
| č) Kḥaŋǵi       |                     |

## PG 96 / 31-33

Whole class. Open books. Listen to each sound separately. For each sound, play the recording once and encourage students to repeat after the recording.

The pronunciation sentence should be first tried slowly before students try to say it at another speed.

It is more important to say it correctly than quickly. Make sure each student has a chance to demonstrate their pronunciation.



## TRACK 54

*Kḥ, kḥáŋta*  
*kḥolá, kḥúŋšitku, kḥoškálaka, okḥáte, ómakḥa,*  
*watúkḥa, kḥalkḥáte, kḥalyé.*  
*Kḥolá kḥó wačhiŋkḥo.*



## TRACK 55

*Pḥ, pḥahin*  
*pḥaŋšpḥáŋžela, pḥaphá, pḥasú, owápḥe,*  
*mas'ápḥe, epḥé, kápḥe.*  
*Pḥahin waŋ čépḥaŋši naphéye.*



## TRACK 56

*Tḥ, tḥathánka*  
*tḥaŋhánši, tḥáwa, tḥaŋkší, tḥaŋnila, tḥaspán,*  
*tḥašúpa, tḥéča, tḥéhaŋ, tḥothó.*  
*Tḥaŋkší wathótho eyá tḥebyé.*

## PG 97 / 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.

# Wóŋspe 8

PG 98

## Context

Making Helpful Suggestions, Describing Animals and Their Body Parts

## Structures

- stative verbs
- review of commands
- yukhÁŋ and waníčA

## Pronunciation

- t', č', k', p', ħ', s', š'

## Reading

Storytime with Grandpa

## Materials and Props

Activity cards with problems, props (a chair, blankets, water, fake medicine, a comb, soap, and bread or fake food), small cards with pictures of animals (that the students know in Lakota)

PG 98 / 1A

Whole class. Closed books. Tell the class that they are going to hear a conversation between James and Mike. Read the dialogue between James and Mike out loud, changing your voice for each character. First, ask the class where James is going. Then, ask them if Mike agrees to go along.

Ask: **Tókhiya yá he?**

Elicit: **Kaká thí kiŋ ektá yé.**

Ask: **Mike kičhí Kaká thí kiŋ ektá yá he?**

Elicit: **Háŋ.**

Individual work. Open books. Let the students read through the dialogue again and then answer question a). When the students are finished, call on a student at random to share their answer.

KEY

a) listen to stories

PG 98 / 1B

Individual work. Now, ask the students to read the dialogue one more time and circle the word that means “stories.” Call on a student at random to come write that word on the board.

KEY

b) ohúnkakan

PG 98 / 2A, B, Č

Individual work. While the students are working, walk around the room and monitor their progress. When the class is finished, let the students check their answers with a partner. Then, call on students at random to share their answers with the class.

KEY

a) háŋ

b) hiyá

č) háŋ

PG 99 / 3

Pair work. Make sure the students have access to some dictionaries, or let them use their glossaries. While the students are working, walk around the room and check on each pair.

When the class is finished, call on students at random to come to the board and write one of the dictionary forms with all of its words.

PG 99 / 4A-E

Individual work. Read the second part of the dialogue out loud, changing your voice for each character. Then, let the students read through the dialogue and mark their answers. Walk around the room and check their work while the students are working.

Students should check their answers with a partner when they are finished. Then, call on students at random to share their answers with the class.

KEY

a) háŋ

b) hiyá

č) hiyá

e) hiyá

PG 99 / 5A-G

Individual work. Read the third part of the dialogue out loud, changing your voice for each character. Then, let the students read through the dialogue and mark their answers. Walk around the room and check their work while the students are working.

Students should check their answers with a partner when they are finished. Then, call on students at random to share their answers with the class.

Optional follow-up: Divide the class into pairs. Assign each pair one of the three sections of dialogue to practice and memorize. Give the students time to rehearse the dialogue, first with books and then only with closed books. While the students are practicing, walk around the room and spend time with each pair, giving them tips on pronunciation and intonation.

When the students are ready, let each pair perform their dialogue in front of the class. Perform the sections in order.

**KEY**

a) háŋ b) háŋ c) hiyá e) háŋ g) hiyá

**PG 99 / 6**

Individual work. While the students are working, walk around the room and check their work. When the class is finished, call on students at random to come to the board and write one of their completed sentences.

**PG 100 / 7 BLIHÉLWIČHAYA YO**

Whole class. Closed books. Using pictures or drawings on the board, review these vocabulary items: **mnikáphopapi**, **oákaŋke**, **šiná**, **phežúta**, **ağúyapi**, **mní**, **haípažaža**, **wíglasto**.

**PG 100 / 7**

Individual work. Note that the picture of bottled water is used twice, once as the example, and again in the activity. While the students are working, walk around the room and monitor their progress.

When the class is finished, check the students answers by telling them the problem and having them respond with the correct solution.

Optional follow-up: Have the students work in pairs. Have one partner close their book. The student with the open book should say a problem. The other

student, without peeking at the book, should try to say the solution. The students should switch roles halfway through.

**KEY**

Húmastake. - Oákaŋke waŋží ičú wo/we.

Kitánla wamáyazaŋ. - Phežúta waŋží ičú wo/we.

Líla napé mašápe. - Haípažaža waŋží ičú wo/we.

Líla mačhúwita. - Šiná waŋží ičú wo/we.

Líla mağáŋ. - Wíglasto waŋží ičú wo/we.

Akiĥ'aŋmat'e. - Ağúyapi waŋží ičú wo/we.

Líla omákhate. - Mní etáŋ ičú wo/we.

**PG 100 / 8**

Material preparation: activity cards with problems and physical objects (a chair, blankets, water, fake medicine, a comb, soap, and bread or fake food).

Have the class stand in a big circle, with the objects in the middle. Choose one student to stand in the middle, or start in the middle yourself. Give each student a problem card.

Choose a student to stand and read off their problem. The person in the middle should give advice on what to do. The student with the problem should come to the middle and get the object that will help them, while the person in the middle goes to the circle. The student who had the problem will now give advice.

Call on another student to say their problem to the person in the middle. Repeat this process until all the students have had a turn.

**PG 100 / 9**

Individual work. While the students are working, walk around the room and check their work. When the class is finished, call on students at random to come to the board and write one set of verbs on the board.

**PG 100 / 10**

Group work. Closed books. Divide the students into groups of four. One student may have an open book, and choose one of the problems to mime. One or all of the students in the group should give some advice.

While the groups are working, walk around the room and spend some time with each group. Feel free to participate!

Group work. Closed books. Divide the students into groups of four. Choose one group to have the problem, while the other groups give advice. Say the problem, and the students in the group should mime it. The other groups should work together to come up with some advice. Say and write the first example on the board.

Ask: **Ípuzapi.**

Elicit: **Mnikáphopapi wanžígži wičhák'u po/pe.**

Repeat this so that each group has a turn being the group with a problem.

## PG 101 / 12A WAYÁWAPI

Skimming and scanning. Remind the students that they shouldn't read the text closely, just skim it quickly. Then, call on a student to read only question a). Call on a student at random to share the answer. Ask the student to show where in the text they found their answer.

## KEY

a) ománi

## PG 101 / 12B-E WAYÁWAPI

Individual work. Tell the students to read grandpa's dialogue more carefully. While the students are reading and answering the questions, walk around the room and monitor their progress.

When the students have finished working, let them check their answers with a partner. Then, call on students at random to share their answers with the class.

## KEY

b) ptephá ċ) ithúnkala e) ptephá kin

## PG 102 / 13 BLIHÉLWIČHAYA YO

Whole class. Closed books. Using pictures or drawings on the board, review these vocabulary items for body parts: **hú, wiyaka, sišáke, ap'héyohan, siñté, hé, hín, hí, heháka.**

Also, this can be used for miming games with the students.

## PG 102 / 13A WAYÁWAPI

Skimming and scanning. Read the context and question a) only. Remind the students that they shouldn't read the text closely, just skim it quickly and make their lists. Call on students at random to come write some of their answers on the board.

## KEY

a) hú, sišáke, siñté, hé, hín, hí

## PG 102 / 13B, Ć WAYÁWAPI

Individual work. Choose one student to read the text out loud with you. Then, ask the students to read the text slowly and carefully to themselves. When the students are finished reading, they should answer only questions b) and ċ).

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

## KEY

b) mayúkhe ċ) mawániča

## PG 102 / 13E WAYÁWAPI

Individual work. Students should re-read the text and answer only question e).

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

## KEY

e) niyúkhan

## PG 102 / 13G WAYÁWAPI

Pair work. When the students are finished reading, they should answer only question g).

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

Optional follow-up: Divide the class into pairs. Have one partner close their book. The student with the open book should ask the same questions Iktómi asks. The other student, without peeking at the book, should try to reply as the buffalo did. Halfway through the students should switch roles.

## KEY

g) ptéhčaka



PG 102 / 14 ABLÉZA PO!

Individual work. Point out to the students the special verb that the buffalo uses when talking about his own body parts. Ask the students if it is the same as how the buffalo might say that he has a house or a car. Then, ask the students to answer the four questions.

When the class is finished, let the students check their answers with a partner. Then, call on students at random to share their answers.

PG 103 / 15 WAYÁWAPI

Individual work. Ask the students to read the text slowly and carefully to themselves. While the students are writing in their answers, walk around the room and monitor their progress.

When the students are finished, call on students at random to read the text out loud with you.

PG 103 / 16 WAYÁWAPI

Individual work. Choose one student to read the text out loud with you. Then, ask the students to read the text slowly and carefully to themselves. While the students are writing in their answers, walk around the room and monitor their progress.

When the students are finished, call on a student at random to reveal what the animal is. Ask them what clues tell them what the animal is.

**KEY**  
kħanǵí

PG103 / 17 ABLÉZA PO!

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

When the class is finished, call on two students to come write their answers on the board.

PG 104 / 18 WAYÁWAPI

Pair work. Ask the students to read the text slowly and carefully to themselves. Then, divide the class into pairs and let the students fill in the blanks with a partner. While the students are writing in their

answers, walk around the room and monitor their progress.

When the students are finished, call on students at random to read the text out loud with you.

**KEY**

Čeží mahánske.  
Hú mahánskaska.  
Hú matópa.  
Há maǵí na mayúh'i .  
Hí mawániče.  
Í mathánka.  
Ištá magmígmigma na mathánkinǵinǵan.  
Siǵté maphéstola.  
Phuté maptéčela na maphéstola.  
Hé mawániče.

PG 104 / 19

Individual work. Call on a student to come and write the answer to the first question on the board. Ask them to point out where they see it in the text.

Then, let the students move on to the second question. When the class is finished, call on students at random to share their answers.

PG 105 / 20 BLIHÉLWIČHAYA YO

Whole class. Closed books. Using pictures or drawings on the board, review these vocabulary items for body parts: **siǵté, siǵtúpi, wíyaka, hín, hopášku, phuthínhiñ, hí, phuté, pħasú, hoápe, hú, hé, thukíha, napé, sišáke, šaké, čeží, ištá, apé, ħupáhu, nakpá, iyóħa.**

When you say the word, also mime the body part. Show a picture as well. Have the students repeat after you and mime the body part as well.

When the students have learned the words, say the word, and the students should correctly mime the body part. Then, switch and mime the body part, while the students call out the correct word.

If the students need more practice, write all the words on the board, and let them play the miming guessing game in small groups. You can use this as a review warm-up at the beginning of your next class meeting!

Make sure the students recognise these animals: **heñáka, uŋkčékhíŋa, p̃hatkáša, hoğáŋ.**

Individual work. Let the students prepare their answers in their textbooks. Meanwhile, on the board make a column for each of the four animals. When all the students are finished, call on students at random to write a word in the correct column on the board.

Material preparation: small cards with pictures of animals (that the students know in Lakota)

Whole class. All the students should stand in a big circle. Give one animal card to each student, and tell the students to keep their animal secret. Choose one student and ask them a question about their card. Then, invite a different student to ask another question. Let the students question their classmate until they figure out which animal their classmate has, like this:

Ask: **Hí niyúkħaŋ he?**

Elicit: **Háŋ, hí mayúkħe.**

Ask: **Wíyaka niyúkħaŋ he?**

Elicit: **Hiyá, wíyaka mawániče.**

When the animal is guessed, choose a new student and let the class question them. Do this until every student has had a chance to be questioned.

Closed books. Modeling. Choose an animal and write six descriptive sentences about them. Ask the students to help you and make suggestions. Say and write the sentences on the board.

Open books. Individual work. Writing. While the students are working, walk around the room and spend a minute with each student correcting their work or helping them think up another sentence.

When the class is finished, call on students at random to come to the board and write their worst sentence. With the class, help the student correct their sentence. Be sure not to reveal which animal the sentence is about!

Modeling. Choose a student to demonstrate with. Let the student read you their description. Then, ask them questions about their animal until you guess the animal, like this:

Ask: \_\_\_\_\_ **henícha he?**

Elicit: **Hiyá, \_\_\_\_\_ hemácha šni.**

Pair work. While the students are working with their partners, walk around the room and spend a little time working with each pair. When the class is finished, call on students at random to report on what animal their partner was describing.

Whole class. Open books. Listen to all three recordings in a row, pausing between each one. The students should number the animals while they're listening.

Note: It may be difficult for your students to concentrate through such a long recording. You can keep their attention by listening and reacting to the recording yourself. For example, listening to the first recording, when Iktómi asks about legs, draw some stick legs on the board. Animatedly listen for the answer, and put a check or an "x" by the body part. Do this for all the body parts mentioned, and encourage the students to follow you or make their own lists as they listen.



## TRACK 57

IKTÓMI: *Hú nitóna he?*

KĤADĜÍ: *Hú manúŋpa.*

IKTÓMI: *Hí niyúkħaŋ he?*

KĤADĜÍ: *Hiyá, hí mawániče.*

IKTÓMI: *Hé niyúkħaŋ he?*

KĤADĜÍ: *Hiyá, hé mawániče.*

IKTÓMI: *P̃hasú niyúkħaŋ he?*

KĤADĜÍ: *Háŋ, p̃hasú mayúkħe.*

IKTÓMI: *P̃hasú toníkča he?*

KĤADĜÍ: *P̃hasú matháŋka na owómathaŋla.*

IKTÓMI: *Ĥupáhu toníkča he?*

KĤADĜÍ: *Ĥupáhu masápsape.*

IKTÓMI: *Siŋtúpi toníkča he?*

KĤADĜÍ: *Siŋtúpi maptéčela.*

IKTÓMI: *Oháŋ, waŋná slolwáye. Kħaŋgi henícha.*

KĤADĜÍ: *Háŋ, kħaŋgi hemácha. Iyúškiŋyaŋ waŋčhiyaŋke.*



# TRACK 58

IKTÓMI: *Hú nitóna he?*  
 ŠÚŇKAWAKĤÁŇ: *Hú matópa. Wahútopa hemácha.*  
 IKTÓMI: *Hú toníkča he?*  
 ŠÚŇKAWAKĤÁŇ: *Hú maháŋskaska na maš'ákš'ake.*  
 IKTÓMI: *Hé niyúkħaŋ he?*  
 ŠÚŇKAWAKĤÁŇ: *Hiyá, hé maniče.*  
 IKTÓMI: *Siŋté niyúkħaŋ he?*  
 ŠÚŇKAWAKĤÁŇ: *Háŋ, siŋté mayúkħe.*  
 IKTÓMI: *Siŋté toníkča he?*  
 ŠÚŇKAWAKĤÁŇ: *Siŋté lila maháŋske.*  
 IKTÓMI: *Hí niyúkħaŋ he?*  
 ŠÚŇKAWAKĤÁŇ: *Háŋ, hí mayúkħe. Hí maóta na matháŋkiŋkiŋyaŋ, éyaš maphéphe šni.*  
 IKTÓMI: *Šaké niyúkħaŋ he?*  
 ŠÚŇKAWAKĤÁŇ: *Háŋ, šaké mayúkħe*  
 IKTÓMI: *Šaké toníkča he?*  
 ŠÚŇKAWAKĤÁŇ: *Šaké matháŋkiŋkiŋyaŋ.*  
 IKTÓMI: *Nakpá toníkča he?*  
 ŠÚŇKAWAKĤÁŇ: *Nakpá matháŋkiŋkiŋyaŋ.*  
 IKTÓMI: *Phuté toníkča he?*  
 ŠÚŇKAWAKĤÁŇ: *Phuté matháŋka.*  
 IKTÓMI: *Aphéyohaŋ niyúkħaŋ he?*  
 ŠÚŇKAWAKĤÁŇ: *Háŋ, aphéyohaŋ mayúkħe.*  
 IKTÓMI: *Oháŋ, waŋná nitáku kiŋ slolwáye.*  
 Šúŋkawakħáŋ heniča.  
 ŠÚŇKAWAKĤÁŇ: *Wičáyakħe. Šúŋkawakħáŋ hemácha.*



# TRACK 59

IKTÓMI: *Hú nitóna he?*  
 TĤÁĤČA: *Hú matópa. Wahútopa hemácha.*  
 IKTÓMI: *Hú toníkča he?*  
 TĤÁĤČA: *Hú maháŋskaska.*  
 IKTÓMI: *Siŋté niyúkħaŋ he?*  
 TĤÁĤČA: *Háŋ, siŋté mayúkħe.*  
 IKTÓMI: *Siŋté toníkča he?*  
 TĤÁĤČA: *Siŋté maptéčela na maská.*  
 IKTÓMI: *Hí niyúkħaŋ he?*  
 TĤÁĤČA: *Háŋ, hí maóta.*  
 IKTÓMI: *Šaké niyúkħaŋ he?*

TĤÁĤČA: *Háŋ, šaké mayúkħe.*  
 IKTÓMI: *Šaké toníkča he?*  
 TĤÁĤČA: *Šaké mačikčik'ala.*  
 IKTÓMI: *Aphéyohaŋ niyúkħaŋ he?*  
 TĤÁĤČA: *Hiyá, aphéyohaŋ mawániče .*  
 IKTÓMI: *Hé niyúkħaŋ he?*  
 TĤÁĤČA: *Háŋ, hé mayúkħe.*  
 IKTÓMI: *Ištá toníkča he?*  
 TĤÁĤČA: *Ištá matháŋkiŋkiŋyaŋ na magmígmeg mela.*  
 IKTÓMI: *Oháŋ, nakéš nitáku kiŋ slolwáye. TĤáhča heniča.*  
 TĤÁĤČA: *Háŋ, tĤáhča hemácha. Áta nikhili.*

## PG 107 / 24B

Individual work. Erase everything on the board and tell students to put away their lists if they made any during the last activity. Tell the students to put a check next to the things the animal has, and put a question mark next to the ones that Iktómi doesn't ask about. Play the recordings straight through.

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

## PG 107 / 24Č

Individual work. Before this exercise, quickly review types of body parts: short, long, round, etc.

Tell the students to circle the correct description of each body part. Play the recordings straight through.

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

## PG 107 / 25

Individual work. Now, the students should circle the things that the animals don't have. They should put a question mark next to the body parts that Iktómi doesn't ask about. Play the recordings straight through.

Call on students at random to share their answers with the class.

Whole class. Open books. Listen to each vowel separately. For each sound, play the recording once and encourage students to repeat after the recording.



## TRACK 60

*t': t'á, t'é, ihát'a, t'at'á, t'at'áič'iya, t'ečá, t'osyéla, t'ungyá*



## TRACK 61

*č': č'ó, č'oyéla, eíč'iya, kič'ún, kač'ún, naič'izih, óič'ie*



## TRACK 62

*k': k'á, k'ú, k'éyaš, k'ih, k'ó, k'uh, uhk'úhpi*



## TRACK 63

*p': p'ó, p'oyéla, p'é, p'éčhaŋ, čhap'óle, haŋp'ikčeka, kap'óžela, wanáp'ih*



## TRACK 64

*h': h'án, kah'ól, h'anhi, h'anh'án s'e, h'eħ'éyela, h'úht'e*



## TRACK 65

*s': s'a, s'e, s'ih, s'elé, s'ih's'ihyaŋ, as'ih, atáhs'e, ahíyokas'ih*



## TRACK 66

*š': š'á, š'é, š'éš'e, yuš'ihš'ih, waš'áke, iš'ós'oya, mniš'éš'e*

7. *Khes'ámna kiŋ šič'éku kiŋ iš'ós'oya yuš'ihš'ih.*

8. *Khes'ámna kiŋ s'ih's'ihyaŋ wóte.*

9. *Khes'ámna waŋ čik'ala čha lila waħ'ánič'ila.*

10. *Mathápih'a waŋ khes'ámna waŋ iš'ós'oya mas'ákiphe.*

## PG 109 / WÓUDSPE 8 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.

Whole class. Open books. The pronunciation sentence should be first tried slowly before students try to say it at another speed. It is more important to say it correctly than quickly. Make sure each student has a chance to demonstrate their pronunciation.



## TRACK 67

1. *Miyoglas'ih waŋ él waŋič'iglake.*
2. *Mathápih'a waŋ khes'ámna waŋ mas'ákiphe.*
3. *Šič'éku kiŋ haŋp'ikčeka s'amná eyá k'ú.*
4. *P'ó čha kap'óšp'ožela máni.*
5. *Watúkha čha t'at'áič'ie.*
6. *Khes'ámna kiŋ iglúš'ihš'ih.*

# Wóŋspe 9

PG 110

## Context

Describing Body Parts and Animals

## Structures

- review of 1st dual
- generic versus specific
- stative verbs with reduplication and with -pi
- review of demonstratives

## Pronunciation

- s, š
- z, ž

## Reading

The Porcupine and Its Uses in Lakota Tradition

## Materials and Props

role play cards with weekend activities, “Lisa’s puppy” handout, role play cards showing things done for the puppies.

### PG 110 / 1A WAYÁWAPI

Introduce the topic by asking your students to name some animals that they like or think are interesting. Are there any local animals that the students can name?

Skimming and scanning. Ask the students to quickly look through the comic strip and answer only question a). While the students are working, walk around the room and monitor their progress.

When the class is finished, call on students at random to share their answer with the class. Ask them to point out where in the comic they found their answer.

**KEY**  
a) tháhčha oyé

### PG 110 / 1B, Č WAYÁWAPI

Skimming and scanning. Now, let the students move onto the next two questions. While the students are skimming and writing, walk around the room and monitor their progress.

When the class is finished, let the students check their answer with a partner. Then, call on students at random to share their answers with the class.

**KEY**  
b) pahá č) pǎhín

### PG 111 / 2

Note: There is a misprint in the book - **thébyA** should be **thěbyÁ**.

Whole class. Let the students think about the question and mark their answers in their textbooks. Then, have a vote for the best answer. Ask for a show of hands for each answer, count the votes, and then reveal the correct answer. Show the picture in the comic that demonstrates the verb.

### PG 111 / 3

Group work. Divide the class into small groups, so that each group has access to a dictionary.

When the students have found their answers, call on two students at random to give the definitions of the two words. Then, call on two more students to give their answers to the questions.

**KEY**  
a) hiyá b) hán

### PG 111 / 4 WAYÁWAPI

Individual work. Tell the students to read the text carefully now. While the students are reading and working, walk around the room and monitor their progress.

When the class is finished, let the students check their answer with a partner. Then, call on students at random to share their answers with the class. Ask each student to point out where in the text they found their answer.

**KEY**  
a) pǎhín                      č) hiyá  
b) hiyá                        e) wówapi waŋ él



PG 111 / 5 WAYÁWAPI

Pair work. While the students are reading and working, walk around the room and monitor their progress.

When the class is finished, call on two students at random to come write their answers on the board. If there are any mistakes, ask other students to help correct them.

KEY

- 1) Waníyetu čháŋna šna čhaŋhá ečéla yútapi kéčhaŋmi.
- 2) Blokétu čháŋna p̃háŋiŋ kiŋ čhaŋwápe é na waptáye yútapi.

PG 111 / 6

Whole class. Read the question out loud, and then give the students some time to think of their answer. Then, call on a student at random to share their answer. If they are incorrect, call on another student.

KEY

wówapi

PG 112 / 7

Pair work. Start with only the first exercise. When the class is finished, call on students at random to come write the verbs they found on the board.

Then ask the students to try the second exercise. When the class is finished, call on students at random to share their answers.

PG 112 / 8A

Material preparation: role play cards with weekend activities.

Whole class. Closed books. Give a role play card to each student, and take one yourself. Choose a student at random to demonstrate with. Invite the student to do the activity on your card, and have them respond, like this:

Ask: **Wakhúl uŋyíŋ kte.**

Elicit: **Oháŋ, wakhúl uŋyíŋ kte.**

If that student rejects your offer, ask another student. Then, send that student off to invite another student to do the activity on his or her card. Finally, let all the students try the activity.

PG 112 / 8B

Pair work. While the students are writing reports on their “weekend plans,” walk around the room and monitor their progress. When the students are finished writing, call on students at random to share their plans.

PG 112 / 9 WAYÁWAPI

Skimming and scanning. Remind the students that they shouldn’t read the text closely, just skim it quickly. When the students have finished answering the first question, call on a student at random to share their answer with the class.

PG 112 / 10 WAYÁWAPI

Individual work. Tell the students to read the text carefully this time. While the class is reading and marking their answers, walk around the room and monitor their work.

When the class is finished, call on students at random to share their answers with the class. Ask them to point out exactly where in the text they found their answer.

KEY

- a) gmigméla
- b) čikčík’alapi
- č) ptéčelapi
- e) mimémelapi na čikčík’alapi
- g) pteptéčelapi na š’agš’ákapi
- ğ) ģiğípi naíŋš ĥolĥótapi
- h) háŋskaskapi na škoškópapi
- ĥ) p̃hephé ótapi

PG 113 / 11

Whole class. Read the text out loud, and as you read the key words **ťhaŋčháŋ** and **oómna**, gesture to indicate the meaning. Then, give the students time to answer the two questions.

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

KEY

ťhaŋčháŋ - gmigméla  
oómna - šičámna

PG 113 / 12 BLIHÉLWIČHAYA YO

Whole class. Closed books. With the students, brainstorm different things that animals do during the day. Let students come and write these activities on the board (in Lakota). Try to guide the students to all the activities mentioned in the text.

PG 113 / 12 WAYÁWAPI

Individual work. Open books. Give the students time to read the text carefully and mark their answers. When the students are finished, they should check their answers with a partner.

When the class is finished, the students should check their answers by correctly miming the activity mentioned while you read the text. Read the text out loud, and stop after every sentence to see the students' miming. Do the correct mime yourself. Then, move onto the next sentence. Continue like this through the whole text.

PG 114 / 13 ABLÉZA PO!

Individual work. Give the students time to make their answers. Then, call on students at random to share their answers with the class.

After, ask the students what they remember about the daily habits of porcupines. How can we write a statement about them? On the board, compose two or three sentences using input from the students.

PG 114 / 14A

Individual work. While the students are working, walk around the room and monitor their progress. When the class is finished, call on students at random to come write their answers on the board.

KEY

1. Heháka kiŋ wayášłapi.
2. Ptéhčaka kiŋ iŋyankapi.
3. Šúŋka kiŋ phaphápi.
4. Hoğáŋ kiŋ nuŋwáŋpi.
5. Zičá kiŋ čhaŋ-álipi.
6. Maštiŋčala kiŋ psíčapi .
7. Zuzéča kiŋ sloháŋpi.
8. Ziŋtkála kiŋ kiŋyáŋpi.

PG 114 / 14B

Individual work. Writing. While the students are working, walk around the room and monitor their progress. When the class is finished, let the students share their sentences with a partner. Then, invite students at random to come write one of their sentences on the board - the one that they are least sure about.

If there are any mistakes in the sentence, let other students help correct it.

PG 114 / 15 ABLÉZA PO!

Whole class. Read the questions out loud, and give the students time to think about their answers. Write the two sentences on the board. Then, call on a student at random to come and write **waŋžila** and **iyúha** next to the correct sentences on the board.

PG 115 / 16

Individual work. Introduce the story. Have the students complete only the first column. When the students are finished, they should check their answers with a partner.

Then let the students move onto the next column. When the class is finished, call on students at random to share their answers with the class.

KEY

Talking about a particular horse:

- 1) siŋté - háŋske
- 2) natá - tháŋka
- 3) phuté -háŋske
- 4) hú háŋskaska
- 5) nakpá tháŋkínkiŋyaŋ
- 6) hí skaská
- 7) šaké suksúta
- 8) ištá thóthó

talking about all horses

- 1) siŋté háŋskapi
- 2) natá tháŋkapi
- 3) phuté háŋskapi
- 4) hú háŋskaskapi
- 5) nakpá tháŋkínkiŋyaŋpi
- 6) hí skaskápi
- 7) šaké suksútapi
- 8) ištá thóthópi šni

## PG 115 / 17

Whole class. Read the question and give the students time to look through the lists and find their answer. Tell the students that if they think they know the answer, they should raise their hands.

Call on students at random to share their answers with the class. If students are having trouble identifying the blue eyes, give them some hints.

## KEY

Šúnkawkáhn kiŋ lé ištá thóthó.

## PG 116 / 18

Individual work. Say and write the example sentences on the board: **Ithúnkala kiŋ phuté čík'alapi. Ithúnkala kiŋ ištá čikčik'alapi.** Can the students remember what it is called when a word repeats part of itself (answer: reduplication)?

While the students are working, walk around the room and check their work. When the class is finished, students should check their answers with a partner.

## KEY

- |                          |                        |
|--------------------------|------------------------|
| 1) ...phuté čík'alapi.   | 5) ...hú pteptéčelapi. |
| 2) ...ištá čikčik'alapi. | 6) ...nakpá ptéčelapi. |
| 3) ...sinté háŋskapi.    | 7) ...páhín ótapi.     |
| 4) ...hú háŋskaskapi.    | 8) ...ištá mimémelapi. |

## PG 116 / 19

Pair work. While the class is working, walk around the room and spend some time with each pair to check their work.

When the class is finished, call on students at random to come write their word combinations on the board.

## PG 116 / 20

Pair work. Remind the students to talk about the body parts of the animals that are highlighted red. Choose one student to demonstrate with, first you describing an animal and then the student.

While the class is working, walk around the room and spend some time with each pair. Listen to their pronunciation and help them form statements about the animals.

## PG 117 / 21 WAYÁWAPI

Skimming and scanning. Remind the students that they shouldn't read the text closely, just skim it quickly.

Call on two students to read questions 1 and 2 aloud to the class. Tell students to keep these questions in mind while they skim the text. When the class is finished, call on students at random to share their answers.

## KEY

- 1) hiyá 2) hán

## PG 117 / 22A, B WAYÁWAPI

Individual work. Give the students time to read through the text slowly. Do not move onto the questions until all the students have finished reading the story.

Ask the students to do the first activity only. When the class is finished answering the question, call on students at random to share their answers.

Then move onto the next question. Give the students time to think and mark down their answers. When they're finished they should check their answers with a partner. Finally, call on students at random to share their answers with the class. Always ask the student to point out where in the text they found their answer.

## KEY

- a) ithúnkala, zičá, pispíza, chápa, siŋkphé  
b) waŋpé, čaŋsákala, waptáye

## PG 117 / 23

Group work. Have as many dictionaries as possible at hand for the students. Divide students into small groups or pairs, and give each group a dictionary. Students that don't have access to a physical dictionary may use the one online at:

<http://www.lakotadictionary.org/nldo.php>

While the students are working, walk around the room and monitor their progress. When the class

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

**KEY**

- 1) háŋ 2) hiyá

**PG117 / 24**

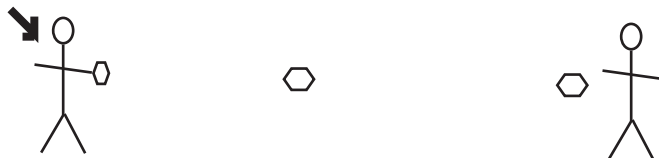
Individual work. When the class is finished filling in the missing words, call on students at random to come write their answers on the board.

**KEY**

- 1) wazí čhaŋhá mahétaŋhaŋ  
2) mniskúya

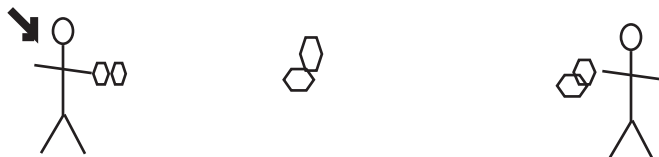
**PG 118 / 25 BLIHÉLWIČHAYA YO**

Whole class. Closed books. On the board, draw two stick figures and objects at three distances, like this:



Show that the perspective is from the left stick figure by marking it with an arrow or something. For each of the three objects, label them with **lé**, **hé** or **ká**.

Then, add one more to each of the objects so that your board looks like this:



Call on students at random to come to the board and correctly label **lenáos**, **henáos** and **kanáos**.

Finally, add a bunch more to each group of objects and call on students at random to come to the board and label **lená**, **hená** and **kaná**.

**PG 118 / 25**

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

When the class is finished, call on a student to come

to the board and write one of their answers. If there are any mistakes, ask another student to come to the board and correct them.

Optional follow-up: With their partner, give the students time to learn the dialogue. Give the pairs several minutes to practice performing their story. Then, call “closed books time” and encourage the students to rehearse their story without using the book. If students forget their part, give them a hint, or let them peek at the book.

While the students are preparing, walk around the class and spend a minute helping each pair.

When the students are prepared, give each pair a chance to perform their story. Treat this as a fun opportunity for the students - let the students applaud their classmates after each performance!

**PG 119 / 26**

Pair work. Divide the class into pairs. Quickly review all the food items possible. Then, choose a student to demonstrate with. You suggest a food to eat, and the student should guess which animal you both are like this:

Say: **Pěží uŋyútiŋ kte.**

Elicit: **Eháŋuŋ, šúŋkawakháŋ heúŋčha.**

Then switch roles with the student and let them make a suggestion.

While the students are working, walk around the room and spend some time with each pair.

**PG 119 / 27**

Individual work. Students should number the sentences in order, and then check their work with a partner. Call on a student at random to share their numbering with the class.

Then choose several students to read the sentences out loud, in the correct order. As the sentences are read, lead all the students to mime the sentence.

Whole class. Play the recording once, pausing between each sentence. Give the students time to make their marks.

If needed, play the recording again all the way through without stopping. When the students are finished writing their answers, call on students at random to answer the questions.



## TRACK 68

*Wamákháškaŋ kiŋ lená hú tópaŋi.*

*Wamákháškaŋ kiŋ lená hú háŋskaskapi čhaŋkhé lila lúzahaŋpi na oħ'áŋkhóya iŋyaŋkapi. Na nakúŋ tanyáŋ nuŋwáŋpi.*

*Wamákháškaŋ kiŋ lená aŋpétu čháŋna šna nahmá ištíŋmapi.*

*Wamákháškaŋ kiŋ lená haŋhépi čháŋna šna kiktá úŋpi na wígnipi.*

*Wamákháškaŋ kiŋ lená čháŋ alípi šni.*

*Wamákháškaŋ kiŋ lená hupáhu níčapi čhaŋkhé kiŋyaŋpi šni.*

*Wamákháškaŋ kiŋ lená siŋté háŋskapi na pħóħ'ápi.*

*Wamákháškaŋ kiŋ lená šaké yukháŋpi, éyaš igmú s'e pħestótolapi šni.*

*Wamákháškaŋ kiŋ lená hiŋšmápi čhaŋkhé waniyetu čháŋna čhuwítapi šni.*

*Wamákháškaŋ kiŋ lená nakpá tháŋkíŋkiŋyaŋpi čhaŋkhé lila tanyáŋ nuŋhš'ákapi.*

*Wamákháškaŋ kiŋ lená hé níčapi.*

*Wamákháškaŋ kiŋ lená thálo yútapi čhaŋkhé hí pħephéstolapi.*

*Wamákháškaŋ kiŋ lená phuté háŋskapi.*

## KEY

- |         |         |          |
|---------|---------|----------|
| 1) hiyá | 6) háŋ  | 11) hiyá |
| 2) háŋ  | 7) hiyá | 12) hiyá |
| 3) háŋ  | 8) hiyá | 13) hiyá |
| 4) háŋ  | 9) hiyá |          |
| 5) hiyá | 10) háŋ |          |

Individual work. Writing. Play the recording a third time, and give the students time to write their answers. While the students are writing, walk around the room and monitor their progress. Check for any spelling and penmanship errors in their writing.

When the class is finished, call on students at random to come write an answer on the board.

## KEY

- 1) Hu háŋskapi čha hé uŋ.
- 2) Hupáhu níčapi čha hé uŋ.
- 3) Hiŋšmápi čha hé uŋ.
- 4) Thálo yútapi čha hé uŋ.

Individual work. Ask the students to secretly guess which animal is being described. Ask them to take notes of the reasons they think it is that animal while they listen to the recording.

Play the recording again. Then, have a vote on which animal is describing itself. Reveal the correct answer at the end.

## KEY

č) šuŋgmánitu tháŋka

Material preparation: Copy and hand out a “Lisa’s puppy” handout (in the appendix).

Individual work. Hand out the worksheet about Lisa and her puppy. Go through the questions one by one, stopping to check on the answers between each question. This should be review material.

Individual work. Give the students time to read the first paragraph only and then fill in the blanks. While the students are working, walk around the room and monitor their progress.

When the students are finished, call on students at random to read a sentence each in the first paragraph. Read through the whole paragraph with correct answers before moving onto the next paragraph.

Repeat this process for the second paragraph.

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



Individual work. Writing. Write the sample sentences on the board, and brainstorm one or two more with the students. While the students are writing, walk around the room and spend time with each student to check their work.

When the class is finished, call on students at random to come write one of their sentences on the board. Encourage them to write the sentence that they are least sure of. Then, correct the sentences as a class.

Material preparation: role play cards showing things done for the puppies.

Modeling. Closed books. Take a card for yourself and give one to a student. Ask the student what they have done, and they should respond with the activities on the card. Then, let the student ask you about what you have done.

Whole class. Each student should find a partner and ask them about what he or she has done for the puppies. When each pair is finished with their conversation, each student should find a new partner and ask again. While the students are working, walk around the room and monitor their conversations. Let the students switch partners about three or four times.

Closed books. Modeling. Take the example sentence **Šuŋhpála kiŋ lila šabšápapi.**, and write it on the board. Then, ask the students to help you choose what to do. Suggest a few of the incorrect choices for the students to reject before suggesting the correct choice. When the students finally choose the correct sentence, say and write it on the board.

Open books. Pair work. While the students are working with their partners, walk around the room and monitor their progress.

**KEY**

Šuŋhpála kiŋ lila šabšápapi. - Wičhúnyužaža héči.

Šuŋhpála kiŋ lila ločhíŋpi. - Wówičhunġ'u héči.

Šuŋhpála kiŋ lila ípuzapi. - Mniwíčhunġ'u héči.  
Šuŋhpála kiŋ iyókišičapi. - Phóskil wičhúnyuža héči.

Šuŋhpála kiŋ watúkħapi. - Iyúŋg-wičhúŋkhiya héči.

Whole class. Read the sentences out loud and give the students time to make their answers. Then, call on students at random to share their answer with the class.

Whole class. Open books. Listen to each vowel separately. For each vowel, play the recording once and encourage students to repeat after the recording.

The pronunciation sentence should be first tried slowly before students try to say it at another speed. It is more important to say it correctly than quickly. Make sure each student has a chance to demonstrate their pronunciation.

**TRACK 69**

*S, sí, siŋté, snásna, sápe, sní, skúye, sóso, sagyé, sán*

**TRACK 70**

*Š, šiná, šákpe, šašté, šlošló, šišóka, šiyóša, šlušlúte*

**TRACK 71**

*Z, zí, zizi, zičá, zaŋní, záptan, zuzéča, zizípela, thezi*

**TRACK 72**

*Ž, žizi, waŋží, žožó, thakóža, žaŋžánla, čhažé, yužúžu, uŋžínžinġka*

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 124

## Context

Sharing and Taking Things

## Structures

- heyé: “ - , “ eyé (direct speech)
- eháš and eyáš
- átaya, átayaš . . . šni, kitánla
- dative (ikíču, kiyútA, kiyátkAŋ, kiyáħepA, tħebkhíyA, kiún)

## Reading

Pħehín Žiži Win

## Materials and Props

cards with food, physical objects on them, a bag of candy or some treat to hand out to students.

### PG 124 / 1 BLIHÉLWIČHAYA YO

Whole class. Introduce the activity and explain to the students who Iktomi is. Ask them if they remember him or something that he'd done in any previous units.

Then, look at the animals and look at the objects. Ask the students to predict which objects belong to which animal.

### PG 124 / 1

Pair work. While the students are reading and matching, walk around the room and check on each pair. Then, when the class is finished, call on students at random to read their answers to the class.

### PG 124 / 2

Material preparation: cards with food or physical objects on them.

Whole class. Have the students sit in a circle. Give one card to each student. Demonstrate the game to the class. First, tell the students that you are going to be Iktómi, and have all the students close their eyes and hold out their cards. Then, walk around the room and take one student's card.

Call for all the students to open their eyes. Is anyone missing their card? The student should say what Iktómi has taken, like in the textbook example.

Now, choose another student at random to be the next Iktómi. All the student should close their eyes. Let the student playing Iktómi choose a card to take. When the student is finished, call for the class to open their eyes and report if Iktómi has taken anything.

Repeat this until all the students have had a chance to play Iktómi.

### PG 124 / 3A BLIHÉLWIČHAYA YO

Material preparation: cards with physical objects on them.

Closed books. Quickly review the word makíyušiče. Say it and write it on the board. Can the students remember its dictionary form? What does it mean?

Modeling. Take a card and show it to the class. Gesture that the object was broken and look sad. Then say: **Mithánkala** (object) **waŋ makíyušiče**. Take another card and ask yourself: **Táku tókħa he?** And then answer yourself: **Mithánkala** (object) **waŋ makíyušiče**. Say and write these two phrases on the board.

Choose a student at random to demonstrate with. Give the student a card. Lead them through the question and answer using the phrases from the board, like this:

Ask: **Táku tókħa he?**

Elicit: **Mithánkala** (object) **waŋ makíyušiče**.

Then, repeat this with another student.

### PG 124 / 3A

Pair work. Distribute a card to each student. Let the students walk around the room and ask several of their classmates. While the pairs are working, walk around the room and monitor their progress.

### PG 124 / 3B

Individual work. Writing. While the students are writing down their sentences, walk around the room and monitor their progress. If a student cannot remember the information from the exercise, help them make up some sentences.

When the class is finished, call on students at random to come write a sentence on the board. Call on other students to make corrections, if there are any mistakes.

## PG 125 / 4A

Pair work. Writing. Introduce Iron Hawk to the students. Demonstrate the first sentence (for the bear) by saying and writing the correct sentence on the board.

While the students are working, walk around the room and spend some time checking the work of each pair. When the class is finished, call on students at random to read a sentence out loud.

## KEY

mathó : Čhetán Máza, hoǵán kiŋ imákiču wo.

zičá : Čhetán Máza, sú kiŋ imákiču wo.

ithúnkala : Čhetán Máza, makǵátomniča kiŋ imákiču wo.

šúnka : Čhetán Máza, huhú kiŋ imákiču wo.

kǵaŋǵi : Čhetán Máza, čaŋphá kiŋ imákiču wo.

šiśóka : Čhetán Máza, wítka kiŋ imákiču wo.

## KEY

a) šúnka, kǵaŋǵi

## PG 125 / 5B

Play the recording again. Then, have the students write their sentences on a piece of scrap paper using the model sentences. While the students are working, walk around the room and monitor their progress.

Then, call on students at random to write some of their answers on the board.

## KEY

b) Šúnka: Ičhín Iktómi huhú kiŋ makíyušiče.

Kǵaŋǵi: Ičhín Iktómi čaŋphá kiŋ thebmákhiye.

## PG 125 / 4B

Pair work. Give the pairs several minutes to practice performing the animals' lines. Then, call "closed books time" and encourage the students to try again from memory. If students forget their part, give them a hint, or let them peek at the book.

While the students are talking, walk around the class and spend a minute helping each pair.

## PG 125 / 5A

Note: There is an error in the text book - **huhú** should be **šúnka**. Please warn your students about this error.

Whole class. Open books. Play the recording once. Let the students mark their answers. When the class is finished, call on students at random to share their answers.



## TRACK 73

SQUIRREL: Čhetán Máza sú kiŋ imákiču.

MOUSE : Čhetán Máza makǵátomniča kiŋ imákiču.

DOG: Čhetán Máza huhú kiŋ imákiču šni, ičhín Iktómi huhú kiŋ mayúšiče.

CROW: Čhetán Máza čaŋphá kiŋ imákiču šni, ičhín Iktómi čaŋphá kiŋ thebmákhiye.

ROBIN: Čhetán Máza wítka eyá imákiču.

## PG 125 / 6 ABLÉZA PO!

Individual work. When the students have finished making their answers, let them check their work with a partner. Then, call on students at random to share their answers.

When the class has finished with the activity, ask each student to rate how much sense this makes to them, from 1-10. If some students are having trouble with this concept, spend some extra time with them explaining through examples. Go back through the activities that the class has already done and point out how this construction works.

## PG 126 / 7 WAYÁWAPI

Skimming and scanning. Remind the students that they shouldn't read the text closely, just skim it quickly.

When the students have finished reading and writing out their answers, call on students at random to share their answers. Ask them to point out where in the text they found their answers.

## KEY

wóžapi, waǵpé, šiná

PG 126 / 8 WAYÁWAPI

Individual work. Ask the students to cover the rest of the text with a piece of paper. Give the students time to read through the first paragraph slowly. Do not move onto the questions until all the students have finished reading the story.

While the class is reading and writing, walk around the room and quickly check the work of each student. When the class is finished writing their answers, call on students at random to share their answers. Ask the students to point out exactly where in the text they found their answers.

**KEY**

- |                  |                |
|------------------|----------------|
| 1) čhaŋmáhel     | 4) Thiyópa kiŋ |
| 2) thiíkčeya waŋ | 5) thimá iyáye |
| 3) étkiya yé     |                |

PG 126 / 9 WAYÁWAPI

Individual work. Call on students at random to read the second paragraph out loud, one sentence each. Then, let the students write their answers.

While the students are writing their sentences, walk around the room and check their work. When the students have finished, they should work with a partner to number the sentences.

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

**KEY**

2. Wóžapi kiŋ lé líla eháš sní kštó.
1. Wóžapi kiŋ lé líla eháš kháte kštó.
3. Wóžapi kiŋ léš eyáš wahéhaŋyaŋ.

PG 126 / 10

Whole class. Read the question and give the students time to think of their answer. Call on students at random to share their guesses. Then, ask a student to check in the dictionary and declare the correct answer.

**KEY**

to taste

PG 128 / 11A

Whole class. Say and write the example sentences on the board:

1. Uŋzóže kiŋ lená eháš tháŋka.

2. Uŋzóže kiŋ lená eháš čík'ala.

3. Uŋzóže kiŋ lená eyáš wahéhaŋyaŋ.

As you read them, mime the size of the pants. Then, have the students say and mime the sentences with you. Call on a student at random to answer the question. If they are incorrect, call on another student.

PG 128 / 11B

Individual work. When the students have their answers, call on students at random to come to the board and write one of the matching pairs of expressions.

**KEY**

átaya - completely	kitáŋla - a little
átayaš ... šni - not at all	

PG 128 / 12 WAYÁWAPI

Individual work. Ask the students to read the third paragraph slowly before answering the questions. While the students are reading and marking their answers, walk around the room and monitor their progress.

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

**KEY**

a) 2 b) 1 c) 3 e) 4

PG 129 / 13A-Č WAYÁWAPI

Skimming and scanning. Remind the students that they shouldn't read the text closely, just skim it quickly. Have the students cover the other paragraphs on the page with a piece of paper.

Call on three students to read questions a), b) and c) aloud to the class. Tell students to keep these questions in mind while they skim the text. When the class is finished, call on students at random to share their answers.

**KEY**

NOTE: The answers for a) and b) are reversed in the book.

a) sentence b1      b) sentence a3      č) 2

**PG 129 / 14 ABLÉZA PO!**

Whole class. Give the students a chance to think about and write down their answers. Then call on several students at random to come to the board and write their answers.

Then, write on the board several things that P̄hehín Žiži Wiŋ said in the story. Let the students work with a partner to transform the statements into reported speech, like the example. While the students are working, walk around the room and check their progress.

When all the students are finished, call on pairs at random to come write their sentences on the board.

**PG 129 / 15**

Individual work. Writing. Draw a stick figure on the board, label it “Bob” and give him a speech bubble saying “**Ĥtálehaŋ walówaŋ.**” Ask the students for help to make a reported speech sentence using **heyé** and **eyé**. Call on students to come to the board and write or correct the sentence. With your help, the students should create the sentence: **Bob heyé: “Ĥtálehaŋ walówaŋ.” eyé.**

Then, let the students make reported speech sentences from the rest of the quotes. While the students are writing, walk around the room and monitor their progress. When the class is finished, call on students at random to write their sentences on the board.

**PG 130 / 16 WAYÁWAPI**

Skimming and scanning. Remind the students that they shouldn’t read the text closely, just skim it quickly. While the students are reading and writing their answers, walk around the class and monitor their progress.

When the class is finished, call on students at random to share their answers. Ask the student to point out exactly where in the text they found their answer.

**KEY**

wakšiškokpa, wíyatke, šiná

**PG 131 / 17 WAYÁWAPI**

Individual work. Give the students time to read through the text slowly. Cover up the other paragraphs with a piece of paper.

Ask the students to do the first activity only. When the class is finished answering the question, call on students at random to share their answers.

**PG 131 / 18 WAYÁWAPI**

Individual work. Now let the students move onto the next paragraph. When the class is finished answering the question, call on students at random to share their answers. Ask the students to point out where in the text they found their answers

**PG 131 / 19 WAYÁWAPI**

Individual work. Now let the students move onto the third paragraph. When the class is finished answering the question, call on students at random to share their answers. Ask the students to point out where in the text they found their answers

**PG 131 / 20 WAYÁWAPI**

Note: The pictures for **ištíŋme** and **waŋwíčhayanke** have been switched.

Individual work. Now let the students move onto the fourth paragraph. When the class is finished answering the question, call on students at random to come write their answers on the board. Ask the students to point out where in the text they found their answers

**PG 131 / 21 WAYÁWAPI**

Individual work. Call on several students at random to read sentences from the fourth paragraph out loud. Tell the students to read the questions to themselves. Then give the students time to read the last paragraph and answer the questions.

When the class is finished answering the questions, call on students at random to come write their answers on the board. Ask the students to point out where in the text they found their answers

**KEY**

a) thiyópa waŋ	č) hiyá
b) čhaŋyátakiya	e) hiyá



## PG 132 / 22A

Individual work. When students have finished circling in their textbooks, call on students at random to write the words they found on the board.

## PG 132 / 22B

Pair work. When students have finished writing their verbs down, they should work with a partner to match the words correctly. Then, call on pairs at random to write their word pairs on the board.

## KEY

t̃hebmákhiye -	makíyatke - kiyátke
t̃hebkhiye	makíyute - kiyúte
imákiču - ikíču	makíyušiče - kiyúšiče
makíyahepe - kiyáhepe	

## PG 132 / 23 ABLÉZA PO!

Individual work. When the students have finished making their answers, let them check their work with a partner. Then, call on students at random to share their answers.

## PG 132 / 24

Pair work. Writing. While the students are working, walk around the room and spend some time with each pair. Check their writing and make sure they haven't missed something from the story.

When the class is finished, call on nine pairs at random to come write one of their sentences on the board.

## PG 133 / 25 BLIHÉLWIČHAYA YO

Closed books. Modeling. Arrange ahead of time for a student to help you. Tell your student that when you turn around, he or she should take two of the items off your desk. Put three of something on your desk (for example, three pens or three books).

Then, turn your back and the student should take two of the items as planned. When you turn back around, look surprised and say: **Tuwá (items) núŋm imákiču!** Say again and write that phrase on the board.

Possibly the other students will give away who took your things - if not, make guesses until you "find" the correct student.

## PG 133 / 25A, B

Individual work. When the students have finished making their answers, let them check their work with a partner. Then, call on students at random to share their answers.

## KEY

- a) Mike k̃h̃anta waŋ ičú. T̃hašína k̃h̃anta waŋ ičú.
- b) Slol'úŋyaŋpi šni.

## PG 133 / 25Č, E

Pair work. When the class is finished, call on students at random to come write their answers on the board.

## KEY

- č) K̃h̃anta kiŋ Bob t̃háwa.
- e) T̃hašína Bob k̃h̃anta waŋ ikíču. Mike Bob k̃h̃anta waŋ ikíču.

## PG 133 / 26A, B ABLÉZA PO!

Individual work. When the students have finished making their answers, let them check their work with a partner. Then, call on students at random to share their answers.

Optional follow-up: brainstorm with the students other situations where they would say **ikíču** instead of **ičú**. On the board, make two columns, one for **ikíču** and one for **ičú**. Write the situations that the students come up with into the correct column.

## PG 134 / 27A

Material preparation: a bag of candy or some treat to hand out to students.

Whole class. All the students should sit in a circle. Put the bag or bowl of treats in the middle of the room. Say and write the command **Waskúyeča waŋži ičú wo/we.** on the board. Say it again out loud and demonstrate by going to the bag of treats and taking one for yourself.

Remind the students not to eat the treats until you say. Command one of the students to get a treat from

the bag by saying: **Waskúyeča waŋží ičú wo/we**. When that student gets their treat and sits back down, let them command another student to do the same.

Each student should pass the command to another until all the students have gotten a treat. Again, remind the students not to eat their treats yet!

#### PG 134 / 27B

Whole class. The students should still be sitting in the circle. Tell them that you are going to play Iktómi. Ask them to close their eyes and hold out their treats. While the students have their eyes closed, write on the board **Iktómi waskúyeča kiŋ imákiču**. Choose one student and take their treat. Ask the class to open their eyes again and ask the students if Iktómi took anything.

The student with the missing candy should say: **Iktómi waskúyeča kiŋ imákiču**. You can point to the phrase on the board to help him or her. Now, let that student be Iktómi, and repeat the activity. Continue to play until all the students have had a chance to be Iktómi.

#### PG 134 / 27C

Individual work. Writing. Say and write the model sentence **Iktómi** (name of a student) **waskúyeča waŋ ikiču**. on the board. The students should write three or four sentences about what Iktómi did.

While the students are writing, walk around the room and check their work. When the class is finished, call on several students at random to write some of their sentences on the board.

#### PG 134 / 28

Individual work. Read the speech bubbles out loud while the students follow along in their books. Then, read the question. Give time for the students to mark their answers, and then call on a student at random to share their answer with the class.

#### KEY

To take a candy for her.

#### PG 134 / 29 ABLÉZA PO!

Individual work. Ask the students to answer only question a). Call on a student at random to share their answer, and ask them to point out what example in the book supports their answer.

Then, move on to question b). Call on a student at random to answer the question.

#### PG 135 / 30

Closed books. Modeling. Say and write on the board **Wičazo waŋží imákiču niŋhó**. Say it again and have the class repeat it with you. Then, choose one student to demonstrate with. Let that student sit at their desk and request something, using the phrase on the board, like the model:

Ask: **Wičazo waŋží imákiču niŋhó**.

Elicit: **Oháŋ, waŋží ičhíiču kte**.

Bring the student the item, for example, a pen.

Ask: **Waŋ lé waŋ, lé ičhíiču**.

Elicit: **Philámayaye kštó**.

Group work. Divide the class into pairs. One of the partners should sit at their desk, and the other should stand ready to help. The student at the desk should request something, and their partner should bring it. Let the partners switch roles and try this twice each. While the students are working, walk around the room and monitor their conversations.

#### PG 135 / 31

Whole class. Have the whole class sit in a circle. Give each student a card with a picture of a thing or an animal on it. Choose one student to demonstrate with. Ask them about their card, like this:

Ask: **Matňó waŋží ničípazo he?**

Elicit: **Hiyá, matňó waŋžini makípazo šni**.

When you have guessed the student's card, let them guess yours.

Then, the students should work with a partner sitting next to them. While the class is working, walk around the room and spend some time with each pair to monitor their progress.

PG 135 / 32A

Individual work. Have the students make their lists on a piece of scrap paper. Be available to help students with words - they may want to show their friends something they have at home but don't know how to say!

When the class is finished, call on students at random to share some of the things from their lists.

PG 135 / 32B, Č

Pair work. Choose a student to demonstrate with. Use the sample sentences, and write them on the board as you say them:

Ask: **Hínhaŋni kiŋ waŋčhiyang waú kte.**  
**Táku čha mayákipazo kta he?**

Elicit: **Iyéčhiŋkyaŋke waŋ čhičipazo kte.**

Then let the student ask you. After this, let the students work with their partners. While the students are working with their partners, walk around the room and monitor their progress. Let the students switch partners several times.

When the class is finished let the students draw their pictures. The students should show the pictures to their classmates when they're done.

PG 136 / 33

Individual work. Writing. While the students are working, walk around the room and monitor their progress. When the class is finished, let the students share their sentences with a partner. Then, invite students at random to come write one of their sentences on the board - the one that they are least sure about.

If there are any mistakes in the sentence, let other students help correct it.

**KEY**

Ečéš, tuwá asáŋpi kiŋ makíyatke.  
Tuwá asáŋpi kiŋ makíyaŋhepe.  
Tuwá wóžapi kiŋ makíyute.  
Tuwá wóžapi kiŋ thebmákhiye.  
Tuwá haŋpóšpula kiŋ makiyúšiče.  
Tuwá ógle zigzíča kiŋ makiyúšiče.

PG 136 / 34A, B, Č

Pair work. While the students are working, walk around the room and monitor their progress. When the class is finished, call on students at random to come write their answers on the board.

PG 136 / 35

Individual work. While the students are working, walk around the room and monitor their progress. When the class is finished, let the students check their answers with a partner.

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

**KEY**

your own things: 2 3 5 7 9

to/for someone else: 1 4 6 8 10

PG 137 / 36 WAYÁWAPI

Individual work. Skimming and scanning. Remind the students that they shouldn't read the text closely, just skim it quickly and answer the question. When the class is finished, call on a student at random to share their answers.

PG 137 / 37 WAYÁWAPI

Individual work. Choose several students at random to read one part of the dialogue out loud. Then, let the students read the text quietly to themselves.

When the students are finished reading, they should answer the questions. While the students are reading and answering the questions, walk around the room and monitor their progress. Then, call on students at random to share their answers with the class.

**KEY**

1) hiyá	5) hiyá	9) hán
2) hán	6) hiyá	10) hiyá
3) hiyá	7) hiyá	11) hiyá
4) hiyá	8) hiyá	12) hán

Individual work. Writing. With the class, brainstorm a few sentences and write them on the board, using the words from the three columns.

Then, while the students are writing, walk around the room and check each student's work. When the class is finished, call on students at random to write one of their sentences on the board.

Pair work. Demonstrate the first sentence on the board. Write the sentence on the board and hold a vote for the correct answers. Circle the correct answer on the board.

While the students are working, walk around the room and check their work. Call on students at random to come to the board and write their correct sentences on the board.

Pair work. Remind the students that this is their chance to show how much they've learned! While the students are working with their partners, walk around the room and monitor their progress.

When the class is finished, call on pairs at random to fill out a part of the chart on the board.

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.

Make enough photocopies of this page so that each student will have at least one activity card.  
Cut out the activity cards along the dotted line.



**Tóhaŋ: ohínhaŋni**



**Tóhaŋ: ohínhaŋni**



**Tóhaŋ: wíchokaŋsamíyaye kin**



**Tóhaŋ: haŋhépi**



**Tóhaŋ: ohtáyetu**



**Tóhaŋ: ohínhaŋni**



**Tóhaŋ: ohtáyetu**



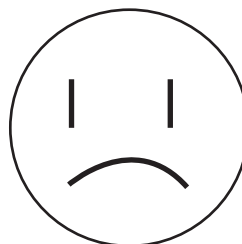
**Tóhaŋ: wíchokaŋsamíyaye kin**



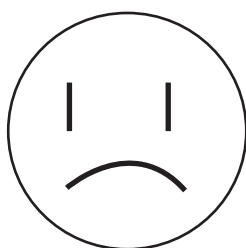
**Akíh'aṇmat'e.**



**Húmastake.**



**Kitánla wamáyazaṇ.**



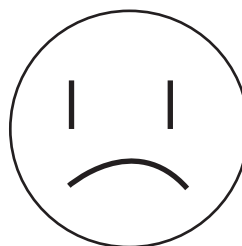
**Líla napé mašápe.**



**Líla mačhúwita.**



**Líla mağán.**



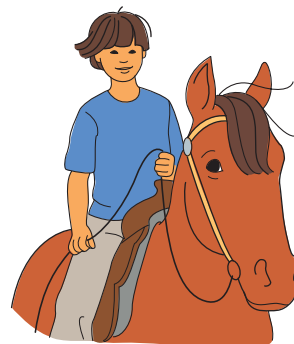
**Líla omákħate.**



**Ímapuze.**



Make enough photocopies of this page so that each student will have at least one activity card.  
Cut out the activity cards along the dotted line.



# Lisa found a puppy!

**1** While Bob was hunting with his father, Lisa was taking a walk in the woods. While she was walking, she found a lost animal!

Skim through the text and find out what kind of animal she found. Write it here \_\_\_\_\_

What did she name it? Write the name here \_\_\_\_\_.

What is the verb for “she named”? Write it here \_\_\_\_\_



Šunġpála waŋ  
waŋbláke.



Šunġpála kiŋ hé iwáču.



Líla šápa čha blužáža.



Líla ločhíŋ čha  
wówak’u.



Líla ípuza čha  
mniwák’u.



Líla iyókšiča čha  
pħóskil blúze.



Na heháŋl “Maħpíya”  
eyá čhašwátħuŋ.



Na heháŋl kičhí  
waškáte.

**2** Now, stand up and read outloud with the whole class.

For everything Lisa does, act it out yourself.

**3** Using Lisa’s story, answer the following questions by writing your answer in a full sentence.

1) Tákuwe šunġpála kiŋ wók’u he?

\_\_\_\_\_

2) Tákuwe Lisa šunġpála kiŋ hé yužáža he?

\_\_\_\_\_

**4**

**a** Imagine you have a new puppy, what would you do with it?  
Check the boxes of the things you would do.

- ☐ Kičhí mištíŋmiŋ kte. ☐ Wówak’u kte.
- ☐ Kičhí tħabwáškatiŋ kte. ☐ Wátin kte.
- ☐ Hí wéčipažaža kte. ☐ Awápħin kte.

**b**

Now tell your partner what you plan to do with the puppy. Also listen to your partner.  
Do you have the same plan?

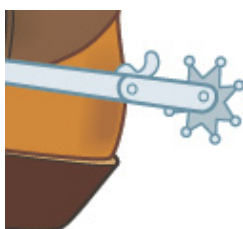
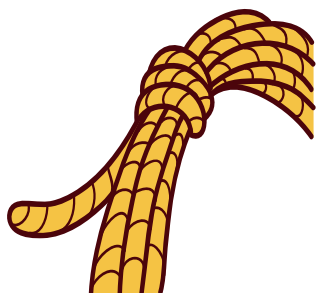
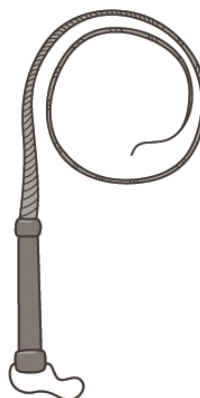
Make enough photocopies of this page so that each student will have at least one activity card.  
Cut out the activity cards along the dotted line.



# Flashcard Appendix

Note for teachers printing from a pdf: These flashcards are double sided, so please double check that the pages are correctly matched while you are printing. Try doing a test print of just one set of flashcards (two pdf pages) to make sure all the settings are ready.





**apǎ́éyohaŋ**

**čháŋwak'iy**

**hú**

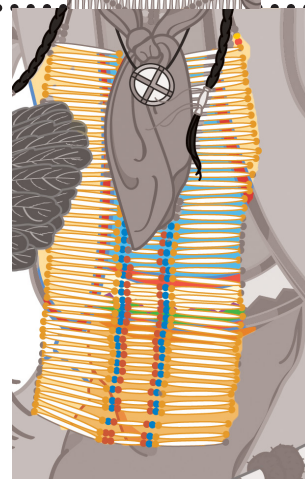
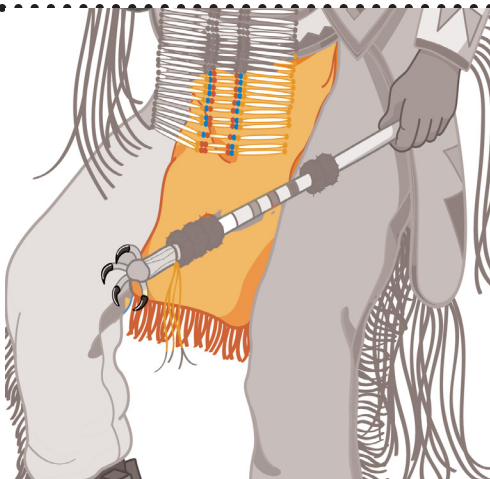
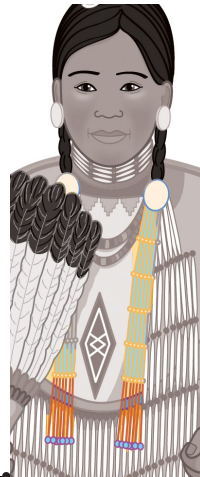
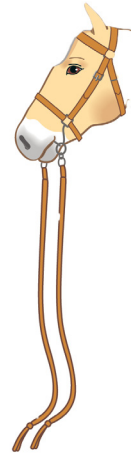
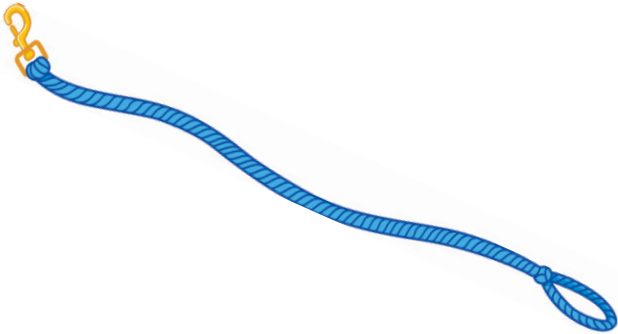
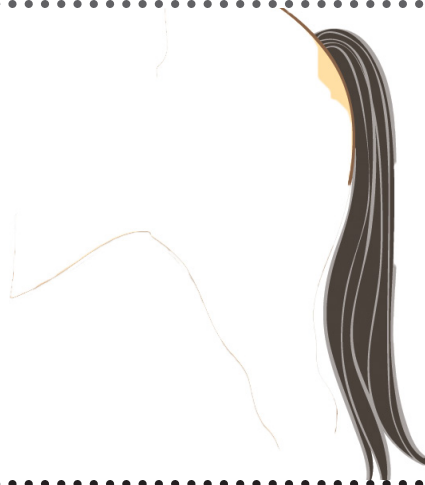
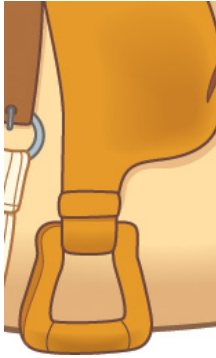
**ičápsiŋte**

**wíkǎŋ**

**ípǎǎhte**

**mas'ínaǎtake**

**masčháŋyapǎ**



**siínataŋ**

**šun̄ksín̄te**

**ikh̄án̄**

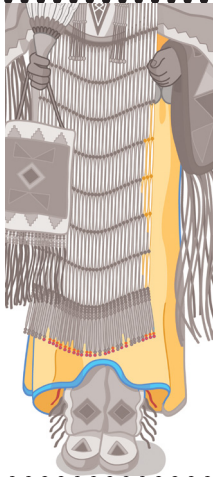
**itéha**

**h̄an̄tkán̄oyuze**

**aškíyuwi**

**čhegnáke**

**huhú wanáp'in̄**





**huṇská**

**ḥláḥla**

**napókaške**

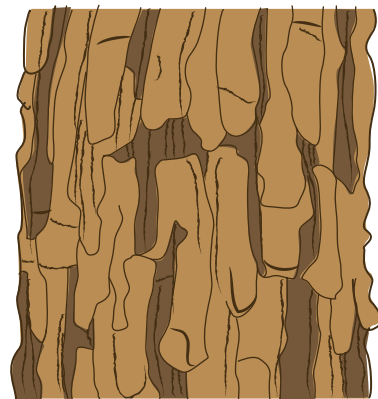
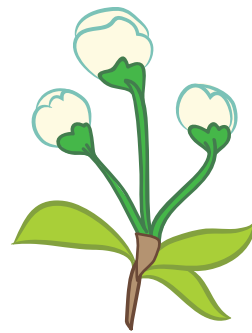
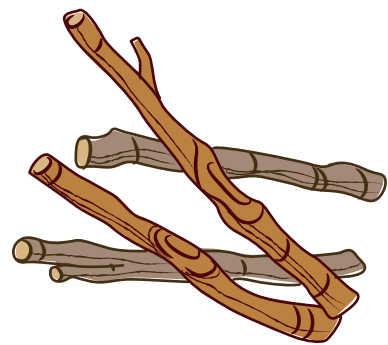
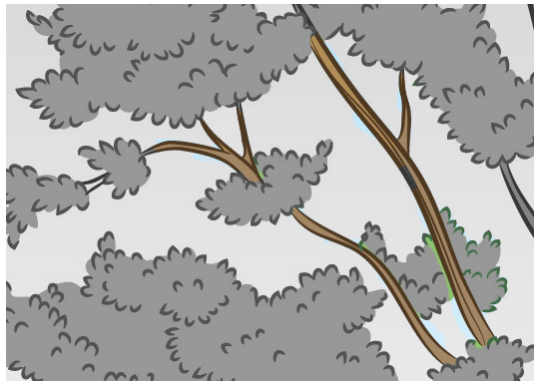
**owíṇla**

**tḥahá  
čhuwígnaka**

**wáčhiṇhiṇ**

**wanáp'ṇ**

**wapḥégnake**



**wawóslata**  
**wanáp’iŋ**

**čhaŋáletka**

**čhaŋhútkħaŋ**

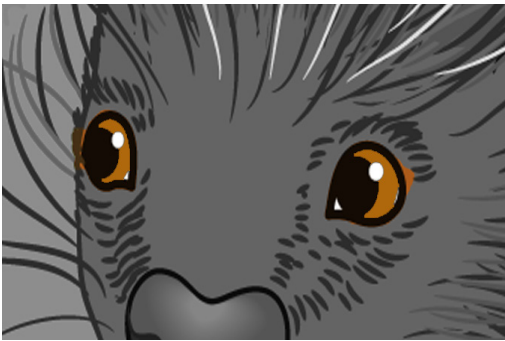
**čhaŋsákala**

**čhaŋšíŋ**

**čhíŋkpa**

**hoyúħ’i**

**pħasú**



**thezí**

**hí**

**ištá**

**nakpá**

**natá**

**phuté**

**sí**

**siókaza**