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’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 Чанвáпе кiŋ čík’ala. Then draw a picture of a big leaf, saying and writing next to it Чанвáпе кiŋ тȟáŋka. Below those, draw and write similar sentences showing the plural forms. Your board should look something like this:

Чанвáпе кiŋ лé čík’ala. Чанвáпе кiŋ лé тȟáŋka.

Чанвáпе кiŋ лéнá čikčík’ala. Чанвáпе кiŋ лéнá тȟaŋkíŋkiŋyaŋ.

Now, draw a tall tree and write under it Чáŋ кiŋ лé háŋske. Then draw several tall trees and leave the sentence under it unfinished: Чáŋ кiŋ лéнá ____.

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 кiŋ нaтȟáкапи closed books
Wówapi кiŋ югáппи opened books
Núŋмnuŋм škáŋ po/pe, work in pairs
Wóčhuŋ Activity
Throughout the Level 4 Teacher’s Guide you will see these boxes:

**Waúŋspewičhakhiye tȟawóksape**  
“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!
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!
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!

“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.

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.

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**

<table>
<thead>
<tr>
<th>BOB:</th>
<th>Tḥaśín̂a waŋláka he?</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISA:</td>
<td>Háŋ, waŋbláke.</td>
</tr>
<tr>
<td>BOB:</td>
<td>Mike waŋláka he?</td>
</tr>
<tr>
<td>LISA:</td>
<td>Hiyá, waŋbláke šni.</td>
</tr>
<tr>
<td>BOB:</td>
<td>Summer waŋláka he?</td>
</tr>
<tr>
<td>LISA:</td>
<td>Hiyá, waŋbláke šni.</td>
</tr>
<tr>
<td>LISA:</td>
<td>Matȟó waŋláka he?</td>
</tr>
<tr>
<td>BOB:</td>
<td>Háŋ, waŋbláke.</td>
</tr>
<tr>
<td>LISA:</td>
<td>Kimi waŋláka he?</td>
</tr>
<tr>
<td>BOB:</td>
<td>Hiyá, waŋbláke šni.</td>
</tr>
<tr>
<td>LISA:</td>
<td>James waŋláka he?</td>
</tr>
<tr>
<td>BOB:</td>
<td>Háŋ, waŋbláke.</td>
</tr>
</tbody>
</table>

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**

- Tḥaśín̂a waŋláka he? Háŋ, waŋbláke.
- Mike waŋláka he? Hiyá, waŋbláke šni.
- Summer waŋláka he? Hiyá, waŋbláke šni.
- Matȟó waŋláka he? Háŋ, waŋbláke.
- Kimi waŋláka he? Hiyá, waŋbláke šni.
- James waŋláka he? Háŋ, waŋbláke.

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**

- Tḥaśín̂a waŋláka he? Háŋ, waŋbláke.
- Mike waŋláka he? Hiyá, waŋbláke šni.
- Summer waŋláka he? Hiyá, waŋbláke šni.
- Matȟó waŋláka he? Háŋ, waŋbláke.
- Kimi waŋláka he? Hiyá, waŋbláke šni.
- James waŋláka he? Háŋ, 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
Whole class. Modelling. Choose one student to model the activity with. Question them about which classmates they saw during the summer.

Ask: *Tuwaŋ 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.

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

**TRACK 3**

Summer: *Hékta blokétu k’uŋ héhaŋ Kimi waŋláka he?*
James: *Háŋ, wáŋčala Kimi waŋbláke.*
Summer: *Mathó waŋláka he?*
James: *Háŋ, tóna akhigle Mathó waŋbláke.*
Summer: *Tȟašína waŋláka he?*
James: *Hiyá, hé inš waŋbláke šni.*
Summer: *Mike waŋláka he?*
James: *Háŋ, hé nakúŋ waŋbláke. Tóna akhigle kichi waškáte.*
Summer: *Lisa waŋláka he?*
James: *Háŋ, waŋbláke. Ńtálehaŋ hé thúŋpi tháŋpetu.*
Summer: *Bob waŋláka he?*

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**

*Iná čhuwígnaka*  "me"
*Até háŋpa*  "you"
*Mike thápa*  "my"
*Uŋčí owíŋža*  "his"
*Mathó CD*  "your"
*Summer wanáp’iŋ*  "our"
*Bob wówapi*  "we"
*Tȟašína wanáȟča*  "her"
*Kimi haŋpóšpula*  "his"

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’iŋ waŋ mak’ú.*
    *Bob wówapi waŋ mak’ú.*
    *Tȟašína wanáȟča 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*  "me"
*Até háŋpa*  "you"
*Mike thápa*  "my"
*Uŋčí owíŋža*  "his"
*Mathó CD*  "your"
*Summer wanáp’iŋ*  "our"
*Bob wówapi*  "we"
*Tȟašína wanáȟča*  "her"
*Kimi haŋpóšpula*  "his"
Whole class. Closed books. Write the model sentences on the board:

Kimi ___ waŋ ___.  
Até ___ eyá ___.

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 čhuwignaka waŋ mak’ú.  
Uŋčí owíŋža waŋ mak’ú.  
Mathó CD eyá mak’ú.  
Summer wanáp’iŋ waŋ mak’ú.  
Bob wówapi waŋ mak’ú.  
Tхаšina wanáfča eyá mak’ú.  
Mike thápa waŋ mak’ú.

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.

Whole class. Modelling. 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.

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

**TRACK 5**

**LISA:**  
Bob waŋmáyaŋg hí.  
Tхаšina 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, Tхаšina, Kimi waŋmáyaŋg hí.  
Mike, James waŋmáyaŋg hí šni.
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 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 they to point out where in the text they found their answers.

**KEY**

check wapȟóstaŋ
“x” čhuwignaka, ógle zigziča

**PG 6 / 16**

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 wapȟóstaŋ kiŋ waštélake. - very happily and with a smile. Then, read the second sentence - Lisa čhuwignake kiŋ waȟtélašni. - 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 several students at random to share their answers with the 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.

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 waȟtélašni.**

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** **BLIHÉLWIČHAYA 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:

![Image](image)

**Iná mas’ámakipȟe.**

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’ámakipȟe. Niš tók?**

Elicit: ** Háŋ, miš eyá. Iná mas’ámakipȟe.**

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

**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**

<table>
<thead>
<tr>
<th>Kimi Lisa theȟíla.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kimi Tȟašína pȟóskil yúze.</td>
</tr>
<tr>
<td>Mike Mathó ačháŋzeke.</td>
</tr>
<tr>
<td>Bob Mike mas’ákipȟe.</td>
</tr>
<tr>
<td>Hokšíla kiŋ James hé aňhat’e.</td>
</tr>
</tbody>
</table>
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.
- Thašina amápȟe.
- Śúŋkawakȟáŋ kiŋ namáȟhtake.

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 students are finished, they should check their writing with a partner.

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.

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

**Aímaȟat’e. Aímaȟat’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.

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

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, čhá¿ma, škáta, čhápa
Hála way lúta čha škáta čha ablúta.
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, čháŋwak’iŋ iyákaškA, šuŋk’ákaŋyaŋkA, čháŋwak’iŋ 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.

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.

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: -Áté híŋȟota kiŋ kaúŋspe kta čha ičápsiŋte waŋ ńičú.
-Łala šuŋgská kiŋ akáŋyaŋkiŋ kta čha čháŋwak’įŋ iyákaške lo.
-Lekší híŋzi kiŋ akáŋyaŋkiŋ kta čha itéha waŋ ńičú.
-Ťhaŋháiší James šuŋgléška kiŋ kastó kta čha šuŋk’ičasto kiŋ ńičú.
-Ťhuŋwiŋ híŋša kiŋ wók’u kta čha pheží eyá ńičú.
-Ťhaŋkáší Lisa šuŋk’ákaŋyaŋ iglúštaŋ čha šuŋgsápa čháŋwák’įŋ 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**

-Áté, híŋȟota, kaúŋspe, ičápsiŋte
-Łala, šuŋgská, akáŋyaŋkiŋ kte, čháŋwak’įŋ, iyákaške
-Lekší, híŋzi, akáŋyaŋkiŋ kte, itéha
-James, šuŋgléška, kastó,šuŋk’ičasto
-Ťhuŋwiŋ, híŋša, wók’u, pheží
-Ťhaŋkáší, šuŋgsápa, šuŋk’ákaŋyaŋg iglúštaŋ, čháŋwák’įŋ

Whole class. 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: Šuŋgsápa waŋží waŋláka he?
Elicit: Háŋ, šuŋgsápa waŋ waŋbláke.

Ask: Šuŋksímaza waŋží waŋláka he?
Elicit: Háŋ, šuŋksímaza waŋ waŋbláke.

Ask: Eháŋuŋ! Thózi kiŋ hé é he?
Elicit: Háŋ, 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. 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: tȟóka, šúŋka, šúŋkawakȟáŋ, kȟoláya 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**
thóka - waŋyáŋkA, khuwá, khízA, apȟÁ, wošná, khtúé
šúŋka - waŋyáŋkA, pȟápȟá
šúŋkawakȟáŋ- paȟpÁ
kȟoláya waŋ- ókiyA, kigléǧA

**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 pȟápȟá.” 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/WÓUŊSPE 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.
Wóuŋspe 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, wihíŋpaspa - tent pegs, owíŋža - blankets, míla - knife, hoíčhuwa - fishing line, wíkȟaŋ - rope, watȟáŋ - 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 Matȟó, ták tókȟanuŋ he?
MATȟÓ: Hokhiwa mniŋ kta čha miglúwiŋyeya.
JAMES: Táku kiŋ hená nítháwa he?

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

KEY
1. mithítakuye 6. hoíčhuwa
2. thiyóblečha 7. wíkȟaŋ
3. wihíŋpaspa 8. watȟáŋ
4. owíŋža 9. hoípatȟe
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: Matȟó húŋku kiŋ Matȟó owíŋža 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 6. hoíčhuwa,
Thuŋwiŋ wihíŋpaspa 7. wíkȟaŋ
Iná owíŋža 8. watȟáŋ, hoípatȟe
Čhiyé míla 9. hoíyupsiče

PG 18 / 1

JAMES: Háu Matȟó, ták tókȟanuŋ he?
MATȟÓ: Hokhiwa mniŋ kta čha miglúwiŋyeya.
JAMES: Táku kiŋ hená nítháwa he?

Yang, 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, wihíŋpaspa - tent pegs, owíŋža - blankets, míla - knife, hoíčhuwa - fishing line, wíkȟaŋ - rope, watȟáŋ - 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.

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TRACK 13
JAMES: Háu Matȟó, ták tókȟanuŋ he?
MATȟÓ: Hokhiwa mniŋ kta čha miglúwiŋyeya.
JAMES: Táku kiŋ hená nítháwa he?

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

KEY
1. mithítakuye 6. hoíčhuwa
2. thiyóblečha 7. wíkȟaŋ
3. wihíŋpaspa 8. watȟáŋ
4. owíŋža 9. hoípatȟe
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: Matȟó húŋku kiŋ Matȟó owíŋža 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 6. hoíčhuwa,
Thuŋwiŋ wihíŋpaspa 7. wíkȟaŋ
Iná owíŋža 8. watȟáŋ, hoípatȟe
Čhiyé míla 9. hoíyupsiče
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.

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.

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.

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.

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.

Whole class. Closed books. Say and write on the board: Bob akáku 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 akáku kiŋ. Finally, ask the students who is receiving the object. Draw a square around Bob.

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.

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.

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

See transcript on pg 11.
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: Joey, táku nič’ú he?
Elicit: Haŋ póšpula waŋ 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.

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: Tuwá ... (wówapi) ... kiŋ lé nič’ú he?
Elicit: (Peter) ... (wówapi) ... kiŋ lé mak’ú.

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

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

Ask: James Kimi mas’ákipȟa he?
Elicit: Háŋ, James Kimi mas’ákipȟa.

Then, say and write on the board: James Kimi mas’ákipȟa. Students should use this model for their 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.

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.

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
Mike --> James
Bob --> Mike
Summer --> Tȟašína
Kimi --> Mathó
Kimi --> Mathó
Mathó --> Bob
Kimi --> Summer

BLIHÉLWIČHAYA YO

Tȟašína: Summer mas’ákipȟe.
Mathó: Kimi mas’ákipȟe.
Bob: Lisa mas’ákipȟe.
Kimi: James mas’ákipȟe.
Summer: Mathó mas’ákipȟe.
Modeling. Choose a student to demonstrate with. Give them a card and prompt them to answer, like this:

Ask: Tuwá mas’áničipȟa he?
Elicit: (Čhažé) mas’ámkapiŋe.

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’áničipȟa he?
Elicit: (Čhažé) (time) mas’ámkapiŋe.

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

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’ákičipȟa he?
Elicit: (Čhažé) mas’ámkapiŋe.

Ask: Tóhaŋ (Čhažé) mas’ákičipȟa he?
Elicit: (Čhažé) (time) mas’ámkapiŋe.

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.

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’ámkapiŋe - mas’áničipȟe
mak’ú - nič’ú
napé mayúze - napé niyúze
themáŋila - theníŋila
wómak’ú - wónič’ú
makígleǧe - ničígleǧe
yuš’íŋyemaye - yuš’íŋyeniye
waŋmáyaŋke - waŋniyaŋke
makhíze - ničhíze
ómakiye - óničiye
omále - oníle
makhúwa - ničhúwa
makhé - ničhé
omáyuspe - oniyuspe
makhúte - ničhúte
aímaȟat’e - aíniȟat’e
makípazo - ničípazo
amáčhanzeke - aničhanzeke
amápȟe - aniŋpe

Material preparation: flashcards or large pictures of maswigmuŋke, mázawakȟáŋ, waŋhíŋkpe, mázasu, tȟáȟča oyé, igmútȟaŋka oyé and itázipa.

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

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, hoíyupsiče, hoípatȟe, watȟáŋ
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, othápȟA, gmúŋkA, kigléģA, khuté, ó, šutȟÁ, wakhúl yÁ, waákhitá
picture 2: khowá, napȟÁ, kigléģA, khuté, ó, šutȟÁ, wakhúl yÁ, waákhitá
picture 3: gmúŋkA, kigléģA, hokhúwa

Individual work. Writing. Say and write the example sentence on the board: Howákhuwa čháŋna hoíčhuwa 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.

**PG 23 / 17B**

**PG 26 / 19**

**Individual work.** 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.

**PG 23 / 17C**

**PG 24 / 18A WAYÁWAPI**

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.

**PG 25 / 18Č WAYÁWAPI**

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) Wówičakȟe śni 5) Wówičakȟe śni
2) Wówičakȟe śni 6) Wówičakȟe
3) Wówičakȟe śni 7) Wówičakȟe
4) Wówičakȟe śni

**PG 24 / 18B WAYÁWAPI**

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.

**PG 26 / 18Č WAYÁWAPI**

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) Wówičakȟe śni 5) Wówičakȟe śni
2) Wówičakȟe śni 6) Wówičakȟe
3) Wówičakȟe śni 7) Wówičakȟe
4) Wówičakȟe śni

**PG 26 / 19**

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**

1) Naniȟ’uŋpi he? 6) Níčhútepi he?
2) Aníyutapi he? 7) Niópi he?
3) Önimnapi he? 8) Śunítȟapi he?
4) Otȟánipȟapi he? 9) Ničhúwapi he?
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.

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.

KEY

ópi - ó
phátapi - phátA
waŋyáŋkapi - waŋyáŋkA
waákhitapi - waákhitA
naȟ’úŋpi - naȟ’úŋA

TRACK 15

Aŋ
ánpa, hánpa, waŋblí, čháŋ, sáŋ, káŋ, páŋ, háŋ, waŋží
Aŋpétu waŋ él waŋblí waŋ waŋbláke.

TRACK 16

Iŋ
iŋyaŋ, wiŋyaŋ, iŋkpa, hiŋháŋni siŋtéŋla, hiŋháŋ, phahíŋ, owíŋ
Wiŋyaŋ kiŋ hé siŋtéŋla kiŋ hé yuš ˈiŋʃˈiŋ.
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.

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

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.

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 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.

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.

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’ú: you gave it to me
- nič’ú: he/she gave it to you
- čhič’ú: I gave it to you.

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**
- Wigli-uŋ-káŋapi etáŋ mayák’ú kta he?
  Háŋ, wígli-uŋ-káŋapi eyá čhič’ú kte.
- Mnikápȟopapi etáŋ mayák’ú kta he?
  Háŋ, mnikápȟopapi eyá čhič’ú kte.
- Ağúyapsaka etáŋ mayák’ú kta he?
  Háŋ, ağúyapsaka eyá čhič’ú kte.
- Čhaŋmháŋska etáŋ mayák’ú kta he?
  Háŋ, čhaŋmháŋska eyá čhič’ú kte.
- Bloókpaŋla etáŋ mayák’ú kta he?
  Háŋ, Bloókpaŋla eyá čhič’ú kte.
- Ağúyapi etáŋ mayák’ú kta he?
  Háŋ, ağúyapi eyá čhič’ú kte.

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.

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: **Wihíŋpaspa etáŋ mayák’u kta he?**

Elicit: **Háŋ, wihíŋpaspa 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, tȟabškátapi kiŋ ektá waŋmáyalaka he?
**LISA:** Háŋ, waŋčhíyaŋke.

**MIKE:** Bob, tȟabškátapi kiŋ ektá waŋmáyalaka he?
**BOB:** Híyá, waŋčhíyaŋke šni. Tȟabškátapi kiŋ ektá wáí šni.

**MIKE:** Matȟó, niš tók, waŋmáyalaka he?
**MATȟÓ:** Háŋ, waŋčhíyaŋke. Líla yuphiya tȟabyáškate.

**MIKE:** Tȟašína, tȟabškátapi kiŋ ekát waŋmáyalaka he?
**TȟAŠÍNA:** Híyá, ekát wáí 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.

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

**KEY**

Lisa and Matȟó 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**

waŋyáŋke: 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:

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 Matȟó saw Mike.

Now, ask a student on your own team. They should
be facing away from you, and respond negatively.

Ask: Jill, waŋmáyalaka he?
Elicit: Hiyá, waŋčhiŋke 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.

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 Matȟó hemáčha. Omáyaluspiŋ kta he? Use gestures to show what oyúspA means. Say and write the mouse’s response, again using gestures to communicate meaning: Hiyá, itȟúŋkala hemáčha. Očhiyuspiŋ 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, _______ hemáčha. Očhiyuspiŋ kte!

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

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.

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

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.

Whole class. Write the two examples on the board: yuhá -- > luȟá “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.

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

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.

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

<table>
<thead>
<tr>
<th>TRACK 21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRANDMA:</strong> Iktómi matȟó waŋ yuȟiče. Matȟó kiŋ tákú eyá he?</td>
</tr>
<tr>
<td>Iktómi peháŋ waŋ naȟtáke. Peháŋ kiŋ tákú eyá he?</td>
</tr>
<tr>
<td>Iktómi hiŋháŋ waŋ ayúta. Hiŋháŋ kiŋ tákú eyá he?</td>
</tr>
<tr>
<td>Iktómi šuŋgmánitu waŋ yaȟtáke. Šuŋgmánitu kiŋ tákú eyá he?</td>
</tr>
<tr>
<td>Iktómi šuŋǧíla waŋ gnáye. Šuŋǧíla kiŋ tákú eyá he?</td>
</tr>
<tr>
<td>Iktómi tȟatȟáŋka waŋ apȟé. Tȟatȟáŋka kiŋ tákú eyá he?</td>
</tr>
<tr>
<td>Tȟatȟáŋka kiŋ: “Iktó, amáyapȟe ló. Amáyuštaŋ yo.”</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>TRACK 22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRANDPA:</strong> Lisa, wikȟaŋ etáŋ mayákau he?</td>
</tr>
<tr>
<td>LISA: Háŋ, lalá, wikȟaŋ eyá čhičáu.</td>
</tr>
<tr>
<td>GRANDPA: Bob, nazúŋspe waŋží mayákau he?</td>
</tr>
<tr>
<td>BOB: Háŋ, kaká, nazúŋspe waŋží čhičáu.</td>
</tr>
<tr>
<td>GRANDPA: James, mila waŋží mayákau he?</td>
</tr>
<tr>
<td>JAMES: Hiyá, kaká, mila waŋžíni čhičáu sns. Éwektuŋže ló.</td>
</tr>
<tr>
<td>GRANDPA: Mike, thiyóblečha waŋží mayákau he?</td>
</tr>
<tr>
<td>MIKE: Háŋ, kaká, thiyóblečha kiŋ čhičáu.</td>
</tr>
<tr>
<td>GRANDPA: Matȟó, yuílepi etáŋ mayákau he?</td>
</tr>
<tr>
<td>MATȟÓ: Háŋ, lalá, yuílepi etáŋ čhičáu.</td>
</tr>
<tr>
<td>GRANDPA: Summer, wihíŋpaspa etáŋ mayákau he?</td>
</tr>
<tr>
<td>SUMMER: Hiyá, kaká, wihíŋpaspa tákuni čhičáu sns.</td>
</tr>
<tr>
<td>GRANDPA: Tȟašína, owíŋža etáŋ mayákau he?</td>
</tr>
<tr>
<td>TȟAŠÍNA: Háŋ, lalá, owíŋža etáŋ čhičáu.</td>
</tr>
<tr>
<td>GRANDPA: Kimi, paílepi waŋží mayákau he?</td>
</tr>
<tr>
<td>KIMI: Hiyá, kaká, paílepi waŋžíni čhičáu sns. Émičiktuŋža ye.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa: wikȟaŋ</td>
</tr>
<tr>
<td>Bob: nazúŋspe</td>
</tr>
<tr>
<td>James,: mila</td>
</tr>
<tr>
<td>Mike: thiyóblečha</td>
</tr>
<tr>
<td>Matȟó: yuílepi</td>
</tr>
<tr>
<td>Summer: wihíŋpaspa</td>
</tr>
<tr>
<td>Thašína: owíŋža</td>
</tr>
<tr>
<td>Kimi: paílepi</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>James, Summer and Kimi forgot.</td>
</tr>
</tbody>
</table>

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

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 / apȟé
Summer / Kimi / oyáke
Mike / Lisa / yuȟíče

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.

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.

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.

**KEY**
Mike hit Bob.

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’íȟ’aŋpi uŋspéčhičhiyiŋ kte. Lol’íȟ’aŋpi uŋspéničhiyiŋ kte.* Underline čhi 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?

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

**TRACK 23**

SAM: *Até, thiyóblečha ithíčaǧapi uŋspémayakhiyiŋ kta he?*
DAD: *Hiyá, nilékši kiŋ thiysotéčha églepi uŋspéničhiyiŋ kte.*
SAM: *Até, čhuntchešga kabúbupi uŋspémayakhiyiŋ kta he?*
DAD: *Háŋ, tókša híŋhaŋni kiŋ čhuntchešga kabúbupi uŋspéčhičhiyiŋ kte.*
SAM: *Até, wačhípi uŋspémayakhiyiŋ kta he?*
DAD: *Chiyé líla yuphiya wačhi čha hé čha wačhípi uŋspéničhiyiŋ kte ló.*
SAM: *Até, lol’íȟ’aŋpi uŋspémayakhiyiŋ kta he?*
DAD: *Háŋ, lol’íȟ’aŋpi malílaka čha uŋspéčhičhiyiŋ kte.*
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: \( \text{Lol’íȟ’aŋpi uŋspémayakhiyiŋ kta he?} \)

Elicit: \( \text{Hiyá, lol’íȟ’aŋpi uŋspéčhičhiyiŋ kte šni.} \)

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.

Individual work. Write the first sentence on the board: \( \text{Pȟežíȟota etáŋ olé ye.} \) Erase \( \text{ye} \) and call on a student to come to the board and change the verb to third person plural. Draw attention to the added -\( \text{pi} \).

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

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.
Material preparation: picture flashcards of all the fire pit vocabulary - šóta, čheȟnáǧa, pȟéta, očhéthi, íŋyaŋ, čháŋ, nazúŋspe, čhanjwakse, yuílepi, čháŋókpaŋ, makhínapte, čhéga, mní, pȟešníža.

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.

Individual work. Tell the students to think about all the steps for making a fire. Ask your students: what is the first step? “Thökéya očhéthi waŋží káǧa 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.

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

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 háŋ 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. Háŋ, očhéthi waŋží yakáǧiŋ kte héčha.
2. Hiyá, čháŋ etáŋ yakáksaksaka kte šni héčha.
3. Háŋ, čhanjókpaŋ kiŋ iléyayiŋ kte héčha.
4. Hiyá, čhanjókpaŋ etáŋ yapáhi kte šni héčha.
5. Hiyá, čháŋ etáŋ ayáuŋ kte šni héčha.
6. Háŋ, pȟéta kiŋ awáŋyúŋyánkapi kte héčha.
7. Hán, pȟéta kiŋ yapóǧaŋ kte héčha.

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.

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
1__ yaŋkíŋ kte
2__ tákuni yátiny kte šni
4__ wáčhékiyiŋ kte
3__ tákuni yátiŋ kte šni
5__ ločhíŋ kte
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 čičí is for students that are not familiar with the word.

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.

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.
Going to the Powwow

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

Pronunciation
-ȟ, ğ

Reading
Mathó’s Dance Contest

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

Material preparation: picture flashcards of all the powwow vocabulary - óákaŋke, wóyute, mní, čháŋčheǧa, owíŋža, čhuwígnake, ičálu, haŋpíkčeka, šíná

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.

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, óákaŋke, wóyute, mní, čháŋčheǧa

PG 46 / IB

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.

PLAY TRACK 29

DAD: Čhúŋkš, owíŋža kiŋ ikíkču wo.
Čhúŋkš, čhuwígnake kiŋ ikíkču wo.
Čhúŋkš, ičálu kiŋ ikíkču wo.
Čhúŋkš, haŋpíkčeka kiŋ ikíkču wo.
Čhúŋkš, šíná 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, šíná

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.

PLAY TRACK 28

MOM: Čhíŋkš, owíŋža kiŋ ičú we.
Čhíŋkš, óákaŋke kiŋ hená ičú we.
Čhíŋkš, wóyute kiŋ ičú we.
Čhíŋkš, mní kiŋ ičú we.
Čhíŋkš, čháŋčheǧa kiŋ ičú we.

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

KEY
Lisa takes: owíŋža, čhuwígnake, ičálu, haŋpíkčeka, šíná

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

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

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.

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.

<table>
<thead>
<tr>
<th>TRACK 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATÍHÓ: Hanpíkčeka kiŋ iyékču he?</td>
</tr>
<tr>
<td>SISTER: Háŋ, hanpíkčeka kiŋ iwékču.</td>
</tr>
<tr>
<td>SISTER: Niš tók, hanpíkčeka kiŋ iyékču he?</td>
</tr>
<tr>
<td>MATÍHÓ: Háŋ, miš-eyá hanpíkčeka kiŋ iwékču.</td>
</tr>
<tr>
<td>SISTER: Ičábu kiŋ iyékču he?</td>
</tr>
<tr>
<td>MATÍHÓ: Tóš ičábu kiŋ iwékču weló. Tasé ičábu čhóla mníŋ kte ka!</td>
</tr>
<tr>
<td>MATÍHÓ: Šiná kiŋ iyékču he?</td>
</tr>
<tr>
<td>SISTER: Hiyá, naháŋȟčíŋ šiná kiŋ iwékču šni. Tókša iwékču kte.</td>
</tr>
<tr>
<td>MATÍHÓ: Chuwígnaka kiŋ iyékču he?</td>
</tr>
<tr>
<td>SISTER: Tóš chuwígnaka kiŋ iwékču we.</td>
</tr>
<tr>
<td>MATÍHÓ: Wanáp’iŋ kiŋ iyékču he?</td>
</tr>
<tr>
<td>SISTER: Hiyá, iwékču kte éyaš éwektunže.</td>
</tr>
</tbody>
</table>

**KEY**

They already took: hanpíkčeka, ičábu, chuwígnaka
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.

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

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.

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.

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: Híyá, wówapi kiŋ yaglúha 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.

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

Matȟó has: oákaŋke, thiyóblečha
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: ikíču
- yuhá: gluhá
- yužáža: glužáža

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
- pazó: kpazó
- pahí: kpahí
- yuğáŋ: gluğáŋ
- oyúspA: oglúspA

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
- owágluspe: oglúsp
- wakpázo: kpahí

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 52 / 20**

Material preparation: poster of the male dancer.

Whole class. Closed books. On the board, write these new vocabulary words: haŋpikčeka, napókaške, haŋtkánjoyuze, iškáhu ńlálá, ńláchú ičhóhy, iphiyake, uŋkčéla káŋapi, pheká, huŋská, ógle, čhegnáke, huŋu wańp'įŋ. Then, saying the words, point to the items of regalia on the poster.

Call on a 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, haŋtkájoyuze, iškáhu ṣláhlá, tháhú ičhósye, iphyake, uŋkčéla kágapi, phése, huŋská, ógle, čhegnáke, huhú wanáp’iŋ.

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 / 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!

**PG 53 / 23**

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) gluğaŋ, 2) oyúspA, 3) ičú, 4) okíle, 5) iyéye, 6) kpazó, 7) pahi

**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

**利亚:** Ḥtálehaŋ wačhípi waŋ ektá wáí. Líla mašté čha waphóštaŋ waŋ iwékčú.

Ḥtálehaŋ líla maŋajá na Ḥtíhlíla, čha háŋpa kuŋ waglúžaža kte héčha.

Ḥtálehaŋ líla okhátiŋ na imapuza čha mni eyá blatké.

Ḥtálehaŋ uŋčí wanáp’iŋ théča waŋ mak ’ú. Aŋpétu kuŋ lé wanáp’iŋ kuŋ wakpázo.

Ṣungþpála waŋ kichi waškáte. Šungþpála kuŋ napá čha oblúspe.

Haŋhépi wabláwa kta čha wówapi waŋ bluğaŋ.

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 - tháwa, háŋpa - tháwa, mni - tháwa šni, wanáp’iŋ - tháwa, Šungþpála - tháwa šni, wówapi - tháwa 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.
Šuŋȟpála kiŋ owágluspe.
Čhuwignaka kiŋ wakpázo.
Šiná kiŋ wakpáhi.
Čhánkuhoka kiŋ waglúgaŋ.
Haŋpi kiŋ waglátke.
Ziškopela 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 yátiŋ kta he?**
Elicit: ____ kiŋ wátiŋ 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: Tȟašína, táku yáta he?
TȟAŠIÑA: Tȟaspáŋ waŋ wáte.
NARRATOR: Mathó, táku yáta he?
MATȟÔ: Aǧúyapi waŋ waglúte.
NARRATOR: James, táku yáta he?
JAMES: Aǧúyapi eyá wáte.
NARRATOR: Kimi, táku yáta he?
KIMI: Tȟaspáŋzi waŋ waglúte.
NARRATOR: Mike, táku yáta he?
MIKE: Pȟaŋǧí 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) Tȟašíña: Tȟaspáŋ, Mathó: Aǧúyapi waŋ, James: Aǧúyapi eyá, Kimi: Tȟaspáŋzi, Mike: Pȟaŋǧí zizí
b) shared items: Tȟaspáŋ, Aǧúyapi eyá

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

**KEY**

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.

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.

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

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

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.

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.

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, waglúġaŋ, iwékču, waglúžaža, wak-páhi, oglúspa, wēč’uŋ, waglúha, glušlókiŋ
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.

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.
**Context**
Free Time Activities and Hobbies

**Structures**
- how often (frequency adverbs)
- -pi uŋspé – 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

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**ÓTȞOKAHE**

Material preparation: picture flashcards of some of the free time activities vocabulary - nuŋwáŋpi, wakšúpi, wówapiyawápi, sítȟapaškátapi, wakáǧapi, tȟab’ápȟapi, lowáŋpi, tȟabškátapi.

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.

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**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.

---

**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 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: nuŋwáŋ, wačhí, lowáŋ, yawá
Lisa: nuŋwáŋ, wakšú, wačhí, lowáŋ, yawá

---

**WAYÁWAPI**

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 wawáčhi, walówaŋ s’a, čhaŋwákabu s’a, óhiŋniyaŋ líglila wanúŋwe, óhiŋniyaŋ wówapi blawá.
Lisa: enána wanúŋwe, watóhaŋlšna wawáčhi, Líglila wawáčhi, walówaŋ s’a, óhiŋniyaŋ wówapi blawá.

---

**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) khúŋsitku
2) wakpá 4) háŋ

---

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 mitȟáwa. Wówapi thózi kiŋ lé mitȟáwa. Thápa kiŋ lé mitȟáwa.
Lisa: Nuŋwáŋpi hayápi šásaŋ kiŋ lé mitȟáwa. Wówapi šá kiŋ lé mitȟáwa. Čhuwignaka kiŋ lé mitȟáwa.

---

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.

**REPORTER:** Tȟaŋglúškehaŋ he?
**MIKE:** Háŋ, tȟaŋglúškehaŋ.
**REPORTER:** Tȟaŋyágluškehaŋ he?
**MIKE:** Háŋ, wówapi lawá šni.

---

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
Wayáčhi he? akáŋnaŋka he?
yalówaŋ he? Wówapi lawá he?
Wayákšu he? Šúŋka wawí awáŋlaka he?
Tȟabyáškata he? Wamákȟaškaŋ etáŋ
Yaíŋnaŋka he? wičháluha he?
Šúŋk’ákaŋnaŋka he? Tȟaŋyágluškehaŋ 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,
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 report on their classmates.

Whole class. Modeling. Say and write the words **uŋspé** and **uŋspé 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: **Thábskátapi uŋmáspe!** Then choose and activity you don’t know and shake your head or shrug and say: *(Sitȟapa)* **uŋmáspe šni.** Mention several more activities.

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.

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.

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.

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: *Lowáŋ awáštewalake!* Mention several more activities.

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

**Ask:** Táku tókhúŋ awáštewalaka he?

**Elicit:** (Tȟabškál) awáštewalake.

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

---

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

**TRACK 39**

BOB: Tȟašína, táku tókhúŋ awáštewalaka he?
THAŠÍNA: Lowáŋ awáštewalake.
BOB: Mike, táku tókhúŋ awáštewalaka he?
MIKE: Khiíŋyaŋg awáštewalake.
BOB: Summer, táku tókhúŋ awáštewalaka he?
SUMMER: Wačhí awáštewalake.
BOB: Matȟó, táku tókhúŋ awáštewalaka he?
MATȟÓ: Tȟabškál awáštewalake.
BOB: James, táku tókhúŋ awáštewalaka he?
JAMES: Wakáȟ awáštewalake.
BOB: Kimi, táku tókhúŋ awáštewalaka he?
KIMI: Wakšú awáštewalake.
BOB: Lisa, táku tókhúŋ awáštewalaka 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**

Tȟašína: Lowáŋ  
Mike: Khiíŋyaŋg  
Summer: Wačhí  
Matȟó: Tȟabškál

James: Wakáȟ  
Kimi: Wakšú  
Lisa: Wakhúl yá

---

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.

---

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

thábškátA -- thábškál awáštela

lowáŋ -- lowáŋ awáštela

Ask the class which verb gets shortened when it’s with *awáštela*. 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 *awáštela*. 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.

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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. 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.

---

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.
Wóŋspe 5

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.

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

PG 69 / 19

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. Šunj’ákaŋnankapi he?
2. Wayáčhipi he?
3. Yaíŋnaŋkapi he?
4. Yanúŋwaŋpi he?
5. Wayákšupi he?
6. Yanúŋwaŋpi he?
7. Tȟabškál awášteyelakapi he?

PG 69 / 20

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.

KEY
1) Šunj’ákaŋnanka he?
2) Wówapi lawápi he?
3) Tȟabyáškátapi he?
4) Wayáčhi 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.

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.

**TRACK 40**

**KH**

khukhúše, khuwá, khiza, khéya, khí, khuté
Khukhúše wáŋ khúža škhé.

**TRACK 41**

**K**

ská, ká, kóze, kíze, kiŋ, kú, kúŋ, kéye
Ká kimimela ská kiŋ kú.

**TRACK 42**

**PH**

phí, philámayaye, phizi, iphiyake, wóphila, íphi
Yuphiphiya wíphi čha iyókphi.

**TRACK 43**

**P**

spáya, pahá, pemní, pi, píza, pispiña, po, púza
Pispiña ipuzapi eyá pablúpi.

**TRACK 44**

**TH**

thí, thípi, thiyópa, thiyóle, čhethí, éthi, theňila
Thibló éthi na čhethí.

**TRACK 45**

**T**

stáka, táku, ité, tóna, tuwá, tuktél
Iktó otıțiya pté wašté wáŋ yustósto.
Context
Giving Directions, Important Places Around Town, Visiting People

Structures
• yÁ - ‘to go there’
• mníŋ kte, niŋ kte, yiŋ kte, unyíŋ kte, yápi kte
• héči, for making suggestions or invitations to an activity
• iyáyA, yÁ, i

Reading
Mathó Goes to Town

Materials and Props
Large labels with the names of places around town.

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.

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.

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.

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.

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.
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.

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.

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.

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 one of their characters is going, like this:

Ask: Mike wówapi othí-ta yíŋ kta he?
Elicit: Mike wówapi othí-ta yíŋ kte.
Let them also ask you the question. Do this with several different students.

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 yíŋ kta he?
Elicit: Hiyá, Mike wówapi othí-ta yíŋ kta šni.
Ask: Mike owóškate-ta yíŋ kta he?
Elicit: Háŋ, Mike owóškate-ta yíŋ kte!
While the students are working, walk around the room and monitor their progress.
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.

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.

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.

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

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) Matȟó Mike kičhí owáyawa-ta yápi kte.
4) Bob Tȟašína kičhí wígli oínažiŋ-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 yíŋ 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 yíŋ 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 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: *Tȟab’ápȟapi-ta uŋyíŋ kta he?*
Elicit: *Háŋ, uŋyíŋ kte.*

Then report to the class where you two are going, saying and writing on the board: *Tȟab’ápȟapi-ta uŋyáŋpi 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?
MATȟÓ: Wačhípi-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: Tȟab’ápȟapi-ta blé.

KEY
1) Wačhípi-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) Tȟab’ápȟapi-ta blé.

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.

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.

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.

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.

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

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.
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.

**KEY**
Matȟó has no money.
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.

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.

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.
Context

Trees and the Usage of Trees in Lakota Tradition

Structures

• you and I (1st dual)
• uŋ – its forms and positions in verbs
• 1st dual versus 1st plural
• reduplication of stative verbs

Pronunciation

• kȟ, pȟ, tȟ

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

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 uŋyín kta he?
SUMMER: Oháŋ, uŋyín kte. Waúŋyutiŋ kte.
LISA Tȟašína, wówapi othí-ta uŋyín kta he?
TȟAŠÍNA: Uŋyín kte. Waúŋyawa kte.
LISA: Bob, wígli oinažiŋ-ta uŋyín kta he?
BOB: Uŋyín kte śni. Waŋná omákȟaŋ śni.
LISA: Mike, wakpá-ta uŋyín kta he?
LISA: Kimi, wačhipí-ta uŋyín kta he?
LISA: James, mas’óphiye-ta uŋyín kta he?
JAMES: Uŋyín kte śni. Mázaska maníče.
LISA: Matȟó, šuŋk’ónažiŋ-ta uŋyín kta he?
MATȟÓ: Uŋyín kte. Šuŋk’ákaŋyanyang kte.

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 Uŋyín kte, draw and label two stick figures to represent Lisa and a friend. Then, write the other three sentences (Mníŋ kte. Uŋýąppi 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
uŋyín kte.

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 uŋyín kta he?
Elicit: Oháŋ, uŋyín 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 ʊŋyáŋpi kta he?
Elicit: Waŋblí Pahá-ta ʊŋyáŋpi 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.

Whole class. Modeling. Using flashcards or miming, review free time activities. This is a good time to play a lively game while reviewing vocabulary.

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.

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.

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 share their answers.

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
2. hiyá
3. hiyá
4. hiyá
5. hiyá
6. hiyá
7. hiyá
8. háŋ
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.

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.

Whole class. Closed books. Ask the class how they make an invitation. Give the example on the board. 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).

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.

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.

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.

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.

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 to come to the board and label the tree illustration.

**KEY**
sú, čhaŋwápe, wanáȟča, čháŋ, hú, čhaŋhútkȟan, čhaŋhá

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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.

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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.

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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.
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.

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.

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.

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**

Wanáȟča kiŋ lé ská.
Wanáȟča kiŋ lená skaská.
Ikȟáŋ kiŋ lé háŋske.
Ikȟáŋ kiŋ lená háŋskaska.
Tȟápa kiŋ lé tȟáŋka.
Tȟápa kiŋ lená tȟaŋkíŋkiŋyaŋ.
Pȟešníža kiŋ lé kȟáte.
Pȟešníža kiŋ lená kȟalkȟáte.
Tȟápa kiŋ lé čík’ala.
Tȟápa kiŋ lená čikčík’ala.
Míla kiŋ lé phé.
Míla kiŋ lená pȟépȟé.
Šiná kiŋ lé šóke.
Šiná kiŋ lená šokšóke.

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.

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.

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**

kháŋtahu čháŋ

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**

Wazíyaphaȟli kiŋ lé sní. - Pȟešníža kiŋ lé kȟáte
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?

**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. Wazíyapháhli kiŋ lená snisní.
2. Wówapska kiŋ lená skaská.
3. Íŋyaŋ kiŋ lená tketké.
4. Wáchíhíŋhíŋ kiŋ lená pȟanžpȟanžela.
5. Čhaŋhúta kiŋ lená šokšóke.
6. Waŋhiŋkpe kiŋ lená owóthaŋthaŋla.
7. Thápa kiŋ lená gmigmégmela.
8. Pȟešníaža kiŋ lená khalḵáte.
9. Čhaŋlí kiŋ lená sapsápe.
10. Wágačhaŋ sú kiŋ lená kap’óšp’ožela.
11. Íŋyaŋ kiŋ lená suksúta.
12. Čhaŋsákala kiŋ lená zibızípela.
14. Waŋhi kiŋ lená pʰéstóšóta.

**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.

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**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.

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12. Čhaŋsákala kiŋ lená zibızípela.
14. Waŋhi kiŋ lená pʰéstóšóta.

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**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.

**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 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.

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*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.
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.

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.

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.

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.

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.

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.
Individual work. Writing. Look at a type of wood that Iktómi can’t use, for example kȟáŋta. 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. **Kȟáŋta čhaŋsákala kiŋ líla čhaš phaŋšpháŋžela čhankhé tókha ilágwaye šni.** Underline the two variables kȟáŋta and phaŋšpháŋžela. 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.

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. 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.
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) ohúŋkakaŋ

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 c) háŋ

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.

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 c) hiyá e) hiyá

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.

**KEY**

a) listen to stories
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  č) hiyá  e) háŋ  g) hiyá

PG 100 / 7 BLIHÉLWIČHAYA YO

Whole class. Closed books. Using pictures or drawings on the board, review these vocabulary items: mnikáphopapi, óakaŋke, šiná, pȟežúta, aǧúyapi, mní, haípažaža, wiglasto.

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.
Kitáŋla wamáyazaŋ. - Pȟežúta waŋží ičú wo/we.
Líla náŋ mašápe. - Haípažaža waŋží ičú wo/we.
Líla mačhúwita. - Šiná waŋží ičú wo/we.
Líla maŋáŋ. - Wiglasto waŋží ičú wo/we.
Akíȟ’aŋmat’e. - Aǧúyapi waŋží ičú wo/we.
Líla omákháte.- Mni 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: Mnikáhpapi waŋžígži wičhák’u pópe.
Repeat this so that each group has a turn being the group with a problem.

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

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.

KEY
b) ptepȟá  č) itȟúŋkala  e) ptepȟá kiŋ

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) niyúkȟaŋ

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) ptéȟčaka

Whole class. Closed books. Using pictures or drawings on the board, review these vocabulary items for body parts: ḥú, wíyaka, sišáke, apȟéyohaŋ, siŋté, hé, hiŋ, hi, heȟáka.

Also, this can be used for miming games with the students.
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.

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.

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.

Whole class. Closed books. Using pictures or drawings on the board, review these vocabulary items for body parts: siŋté, siŋtúpi, wiyaka, hín, hopášku, phuthíŋhiŋ, hí, phuté, pʰasú, hoápe, hú, hé, thu Kyle, napé, sišáke, šaké, čheží, ištá, apé, ḥupáhu, nakpá, iyóha.

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:  
**heȟáka, unjkčékhiŋa, phátkása, hoŋğaŋ.**

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 niyúkȟaŋ he?**  
**Elicit:** Háŋ, hí mayúkȟe.  
**Ask:** **Wíyaka niyúkȟaŋ he?**  
**Elicit:** Híyá, 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:** ___________ heníčha he?  
**Elicit:** Híyá, ___________ hemáčha 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 58**

IKTÓMI: Hú nitóna he?
SÚDKAWAKHÁD: Hú matópa. Wahútopa hemáčha.

IKTÓMI: Hú tonikča he?
SÚDKAWAKHÁD: Hú maháŋsksaka na maš’áks’ake.

IKTÓMI: Hé niyúkȟaŋ he?
SÚDKAWAKHÁD: Hú matópa. Wahútopa hemáčha.

IKTÓMI: Sinjé niyúkȟaŋ he?
SÚDKAWAKHÁD: Háŋ, sinjé mayúkȟe.

IKTÓMI: Sinjé tonikča he?
SÚDKAWAKHÁD: Sinjé lila maháŋske.

IKTÓMI: Hi niyúkȟaŋ he?
SÚDKAWAKHÁD: Háŋ, hi mayúkȟe. Hi maóta na matháŋkiŋkiŋyaŋ, éyaś mapȟépȟe šni.

IKTÓMI: Šaké niyúkȟaŋ he?
SÚDKAWAKHÁD: Háŋ, šaké mayúkȟe.

IKTÓMI: Šaké tonikča he?
SÚDKAWAKHÁD: Σhaké mačíkčik’ala.

IKTÓMI: Apȟéyohaŋ niyúkȟaŋ he?
SÚDKAWAKHÁD: Hiyá, apȟéyohaŋ mawániče.

IKTÓMI: Hé niyúkȟaŋ he?
SÚDKAWAKHÁD: Háŋ, hé mayúkȟe.

IKTÓMI: Ištá tonikča he?
SÚDKAWAKHÁD: Ištá matháŋkiŋkiŋyaŋ na magmigmeg mela.

IKTÓMI: Oháŋ, nakéš nitáku kiŋ slolwáye. Tháȟča heničha.

SÚDKAWAKHÁD: Húŋ, tháȟča hemáčha. Áta nikhili.

**TRACK 59**

IKTÓMI: Hú nitóna he?
THÁḪČA: Hú matópa. Wahútopa hemáčha.

IKTÓMI: Hú tonikča he?
THÁḪČA: Hú maháŋsksaka.

IKTÓMI: Sinjé niyúkȟaŋ he?
THÁḪČA: Háŋ, sinjé mayúkȟe.

IKTÓMI: Sinjé tonikča he?
THÁḪČA: Sinjé mapiṭčela na maská.

IKTÓMI: Hi niyúkȟaŋ he?
THÁḪČA: Háŋ, hi maóta.

IKTÓMI: Šaké niyúkȟaŋ he?
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. Listen to each vowel separately. For each sound, play the recording once and encourage students to repeat after the recording.

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.
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) tháŋča oyé

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) phahiŋ
b) hiyá
c) hiyá
e) wówapi waŋ él
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 phahíŋ 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
c) ptéčelapi
d) mimémelapi na čikčík’alapi
e) pteptéčelapi na š’agš’ákapi
f) šičámna
h) háŋskaskapi na škoškópapi
i) pȟepȟé ótapi

**PG 113 / 11**
Whole class. Read the text out loud, and as you read the key words thąŋčháŋ 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**

thąŋčháŋ - gmigméla
oómna - šičámna
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.

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.

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.

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.

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.

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 waŋžíla and iyúha next to the correct sentences on the board.

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.

Talking about a particular horse:
1) siŋté - háŋske
2) natá - ȟáŋske
3) phuté - hú háŋska
4) hú háŋskaska
5) nakpá ȟátȟáŋkiŋyaŋ
6) hí skaská
7) šaké suksúta
8) ištá ȟthotȟó

Talking about all horses
1) siŋté háŋskapi
2) natá ȟáŋskapi
3) phuté háŋskapi
4) hú háŋskaskapi
5) nakpá ȟátȟáŋkiŋyaŋpi
6) hí skaskápi
7) šaké suksútapi
8) ištá ȟthotȟópi šni
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.

KEY
Šúŋkawakȟáŋ kiŋ lé ištá ṭhōthó.

PG 116 / 18

Individual work. Say and write the example sentences on the board: İthúŋkala kiŋ phuté čík’alapi. İthúŋkala kiŋ ištá číkčík’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 číkčík’alapi. 6) ...nakpá ptečelapi.
3) ...siŋté háŋskapi. 7) ...phahíŋ 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.

KEY
a) itȟúŋkala, zičá, pispíza, čhápa, siŋkpȟé
b) waȟpé, čhaŋsákala, waptáye

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) háŋ

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) itȟúŋkala, zičá, pispíza, čhápa, siŋkpȟé
b) waȟpé, čhaŋsákala, 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) wazi 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 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: Pȟeží uŋyútiŋ kte.

Elicit: Eháŋuŋ, šúŋkawakȟáŋ 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.

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 / 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**

*Wamákȟaškaŋ kiŋ lená hú tópapi.*

*Wamákȟaškaŋ kiŋ lená hú hánškaskapi čhaŋkhé líla lúzahaŋpi na oȟ ˈánjkhoa Ḭiyanjaŋpi. Na nákuŋ tyáŋyúŋ nugwáŋpi.*

*Wamákȟaškaŋ kiŋ lená anpétu cháŋma šna nahmá ištínŋampi.*

*Wamákȟaškaŋ kiŋ lená haŋhépi cháŋma šna kiktá tůŋpi na wignipi.*

*Wamákȟaškaŋ kiŋ lená čháŋ alípi šní.*

*Wamákȟaškaŋ kiŋ lená Hupáhu ničapi čhaŋkhé kinyáŋpi šní.*

*Wamákȟaškaŋ kiŋ lená siŋté hánškapi na pʰohˈápi.*

*Wamákȟaškaŋ kiŋ lená šaké yuṅháŋpi, éyuš igmú s’e pʰestóstolapi šní.*

*Wamákȟaškaŋ kiŋ lená hiŋšmápi čhaŋkhé wanyetu chámpi čhuwítapi šní.*

*Wamákȟaškaŋ kiŋ lená nakpá čhaŋkhé iŋyaŋpi čhaŋkhé líla tyáŋyúŋ nughšˈákapi.*

*Wamákȟaškaŋ kiŋ lená hú ničapi.*

*Wamákȟaškaŋ kiŋ lená tháló yútapi čhaŋkhé hi pʰepʰéstolapi.*

*Wamákȟaškaŋ kiŋ lená phuté hánshkapi.*

**Key**

1) hiyá  
2) háŋ  
3) hiyá  
4) háŋ  
5) hiyá  
6) háŋ  
7) hiyá  
8) hiyá  
9) hiyá  
10) háŋ  
11) hiyá  
12) hiyá  
13) hiyá

When the class is finished, call on students at random to come write an answer on the board.

**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.

**Key**

 č) šʊŋgmánitu tháŋka

**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**

1) Hu háŋskapi čha hé uŋ.  
2) Hupáhu ničapi čha hé uŋ.  
3) Hiŋšmápi čha hé uŋ.  
4) Tháló yútapi čha hé uŋ.

**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.

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. 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.

Open books. Pair work. While the students are working with their partners, walk around the room and monitor their progress.

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.
Context
Sharing and Taking Things

Structures
• heyé: “- ,” eyé (direct speech)
• eháš and eyáš
• átaya, átayaš . . . šni, kitáŋla
• dative (ikiču, kiyútA, kiyátkAŋ, kiyáȟepA, tȟebkhíyA, kiúŋ)

Reading
Pȟehíŋ Žiží Wiŋ

Materials and Props
cards with food, physical objects on them, a bag of candy or some treat to hand out to students.

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.

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.

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.

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: Mitȟáŋkala (object) waŋ makíyušiče. Take another card and ask yourself: Táku tókña he? And then answer yourself: Mitȟáŋkala (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 tókña he?
Elicit: Mitȟáŋkala (object) waŋ makíyušiče.

Then, repeat this with another student.

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.

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.
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**

matȟó : Čhetáŋ Máza, hoǧáŋ kiŋ imákiču wo.
zičá : Čhetáŋ Máza, sú kiŋ imákiču wo.
itȟúŋkala : Čhetáŋ Máza, makȟatómmiča kiŋ imákiču wo.
šúŋka : Čhetáŋ Máza, huhú kiŋ imákiču wo.
kȟaŋǧí : Čhetáŋ Máza, čhaŋpȟá kiŋ imákiču wo.
šišóka : Čhetáŋ Máza, witka kiŋ imákiču wo.

**Note:** There is an error in the textbook - huhú should be šúŋka. 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.

**KEY**

a) šűŋka, kȟaŋǧí

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) šűŋka: Ičhiŋ Iktómi huhú kiŋ makíyušiče.
Kȟaŋǧí: Ičhiŋ Iktómi čhaŋpȟá kiŋ thebámákiye.

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.

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, waȟpé, šiná
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
2) thiíkčeya waŋ
3) étkiya yé
4) Thiyópa kiŋ
5) thimá iyáye

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**
1. Wóžapi kiŋ lé líla eháš sní kštó.
2. Wóžapi kiŋ lé líla eháš kȟáte kštó.
3. Wóžapi kiŋ léš eyáš wahéhaŋyaŋ.
4) Thiyópa kiŋ
5) thimá iyáye

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**
1) atáyaš ... šni - not at all
2) atáya - completely
3) kitáŋla - a little

Individual work. Ask 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**
1) čhaŋmáhel
2) thiíkčeya waŋ
3) étkiya yé
4) Thiyópa kiŋ
5) thimá iyáye

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**
1) atáyaš ... šni - not at all
2) atáya - completely
3) kitáŋla - a little
4) Thiyópa kiŋ
5) thimá iyáye

Whole class. Say and write the example sentences on the board:

1. Uŋzóǧe kiŋ lená eháš tháŋka.
2. Uŋzóǧe kiŋ lená eháš čík’ala.
3. Uŋzóǧe 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.

**KEY**
1) čhaŋmáhel
2) thiíkčeya waŋ
3) étkiya yé
4) Thiyópa kiŋ
5) thimá iyáye

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**
1) atáyaš ... šni - not at all
2) atáya - completely
3) kitáŋla - a little
4) Thiyópa kiŋ
5) thimá iyáye

Individual work. Ask the students 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**
1. Wóžapi kiŋ lé líla eháš sní kštó.
2. Wóžapi kiŋ lé líla eháš kȟáte kštó.
3. Wóžapi kiŋ léš eyáš wahéhaŋyaŋ.
4) Thiyópa kiŋ
5) thimá iyáye

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**
1) atáyaš ... šni - not at all
2) atáya - completely
3) kitáŋla - a little

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**
1) atáyaš ... šni - not at all
2) atáya - completely
3) kitáŋla - a little

Individual work. 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**
1) čhaŋmáhel
2) thiíkčeya waŋ
3) étkiya yé
4) Thiyópa kiŋ
5) thimá iyáye

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**
1) atáyaš ... šni - not at all
2) atáya - completely
3) kitáŋla - a little
4) Thiyópa kiŋ
5) thimá iyáye

Individual work. Ask the students 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**
1. Wóžapi kiŋ lé líla eháš sní kštó.
2. Wóžapi kiŋ lé líla eháš kȟáte kštó.
3. Wóžapi kiŋ léš eyáš wahéhaŋyaŋ.
4) Thiyópa kiŋ
5) thimá iyáye

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**
1) atáyaš ... šni - not at all
2) atáya - completely
3) kitáŋla - a little
Wóŋspe 10

Individual work. Writing. Draw a stick figure on the board, label it “Bob” and give him a speech bubble saying “Ȟtálehaŋ 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: “Ȟtálehaŋ 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 all the students are finished, call on pairs at random to come write their sentences on the board.

Individual work. 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 Pȟehíŋ Žiží 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.

Individual work. 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.

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.

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.

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.

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.

Note: The pictures for ištíŋme and waŋwičhayanke 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.

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

The answers for a) and b) are reversed in the book.

a) sentence b1 b) sentence a3 č) 2

Key

wakšíškokpa, wiyatke, šiná

a) thiyópa waŋ č) hiyá
b) čhaŋyátakiya e) hiyá
Individual work. When students have finished circling in their textbooks, call on students at random to write the words they found on the board.

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**
- thebmákihiye - makiyatke - kiyátke
- theebkhiye - makiyute - kiyúte
- imákiču - ikiču - makiyušiče - kiyúšiče
- makiyaȟepe - kiyáȟepe

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.

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 kȟáŋta waŋ ičú. Tȟašína kȟáŋta waŋ ičú.
- b) Slol’úŋyaŋpi šni.

Pair work. When the class is finished, call on students at random to come write their answers on the board.

**KEY**
- č) Kȟáŋta kiŋ Bob tȟáwa.
- e) Tȟašína Bob kȟáŋta waŋ ikiču. Mike Bob kȟáŋta waŋ ikiču.

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 wanží 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: Wóŋspe 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 Itkómi (name of a student) waskúyeča waŋ ikíču. 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.
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.

Pair work. Choose a student to demonstrate with. Use the sample sentences, and write them on the board as you say them:

**Ask:** Híŋhaŋni kiŋ waŋčhiyang waú kte. Táku čha mayákipazo kta he?

**Elicit:** Iyéčhiŋkyaŋke waŋ čhičípazo 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.

Individual work. Writing. 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

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 come write their answers on the board.

If there are any mistakes in the sentence, let other students help correct it.

**KEY**
Ečéš, tuwá asáŋpi kiŋ makiyatke.
Tuwá asáŋpi kiŋ makiyaȟepe.
Tuwá wóžapi kiŋ makiyute.
Tuwá wóžapi kiŋ tȟebmákhiye.
Tuwá haŋpóšpula kiŋ makiyúšiče.
Tuwá ógle zigziča kiŋ makiyúšiče.
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.
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.
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 ________________

2 Now, stand up and read out loud 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 šuŋȟpála kiŋ wók’u he?

2) Tákuwe Lisa suŋȟpála kiŋ hé yužáža he?

4 Imagine you have a new puppy, what would you do with it? Check the boxes of the things you would do.

- Kičí mištíŋmiŋ kte.
- Kičí tȟabwáškatiŋ kte.
- Hí wéčipažaža kte.
- Wówak’u kte.
- Wátiŋ kte.
- Awápȟiŋ kte.

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.
Flashcard vocabulary: Horse
<table>
<thead>
<tr>
<th>apȟéyohaŋ</th>
<th>čháŋwak’iŋ</th>
</tr>
</thead>
<tbody>
<tr>
<td>hú</td>
<td>ičápsiŋte</td>
</tr>
<tr>
<td>wíkȟaŋ</td>
<td>ípḥaḥte</td>
</tr>
<tr>
<td>mas’ínaḥtake</td>
<td>masčḥáŋyapha</td>
</tr>
</tbody>
</table>
Flashcard vocabulary: Horse, Regalia
<table>
<thead>
<tr>
<th>siínataŋ</th>
<th>šuŋksíŋte</th>
</tr>
</thead>
<tbody>
<tr>
<td>ikȟáŋ</td>
<td>itéha</td>
</tr>
<tr>
<td>ḥaŋtkáŋoyuze</td>
<td>aškíyuwi</td>
</tr>
<tr>
<td>čhegnáke</td>
<td>huhú wanáp’iŋ</td>
</tr>
</tbody>
</table>
Flashcard vocabulary: Regalia
<table>
<thead>
<tr>
<th>huŋská</th>
<th>ȟláȟla</th>
</tr>
</thead>
<tbody>
<tr>
<td>napókaške</td>
<td>owíŋla</td>
</tr>
<tr>
<td>tȟahá čhuwígnaka</td>
<td>wáčhiŋhiŋ</td>
</tr>
<tr>
<td>wanáp’iŋ</td>
<td>waphégnake</td>
</tr>
</tbody>
</table>
Flashcard vocabulary: Regalia, Tree
Flashcard vocabulary: Regalia, Tree

- wawóslata
- čhaŋhútkȟaŋ
- čhaŋšíŋ
- hoyúȟ’i

- wanáp’iŋ
- čhaŋáletka
- čhaŋsákala
- čhíŋkpa

- pȟasú
Flashcard vocabulary: Animal Body
Flashcard vocabulary: Animal Body

thezí  hí
ištá  nakpá
natá  phuté
sí  siókaza