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DAKOTA

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DAKOTA/SIOUX

LANGUAGE COURSE

BOOK I

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MANITOBA DEPARTMENT OF EDUCATION  
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- (4) Paul Vohvis - Linguist, Brandon University.

## FORWARD

Language is a vehicle by which ideas are transmitted from one individual to another. A language uses a set of sounds and structures commonly accepted by those who speak it. A language is learned by listening and speaking.

The first step in language acquisition is listening. By listening to the different sounds and language patterns made by the people in one's culture milieu, the student, by abstracting the meaning from that which he hears, begins to distinguish these sounds, patterns and structures, and begins to use them in speech.

With increasing competence in the use of language, it is essential that the student be simultaneously provided with extension and enrichment activities so as to positively reinforce what has been learned. Skillfully, the teacher manipulates words and phrases in new and meaningful contexts which help the student towards mastery. Pronunciation and memorizations of dialogues are also helpful at this stage. The primary objective is fluency in the native language; it can be evaluated when the student is conversing within the limits of his vocabulary and experiential background.

This Sioux/Dakota course Book I, II, & III reflects the desire to provide a program which can meet a variety of needs and interests. The Books I, II and III may be used to:

- (1) Introduce a Native language as a second language instruction program at any point in time and,
- (2) provide a continuous and sequential program of instruction.

### NOTE TO INSTRUCTOR

Plan each daily lesson very carefully so that you know exactly what you wish to achieve. Have the necessary materials and activities well organized and ready so as not to lose any valuable class time.

Although the instructors are encouraged to design their own daily lesson outline, the following is a sample outline for preparing a 30-minute lesson:

1. Greet the class - Included can be general greetings, weather topic, day of the week, etc. (3 minutes).
2. Warm-up - stimulate student interest by asking questions for learners to answer on any topic of interest to learners. (5 minutes)
3. Action song or game - learning must be enjoyable and most students like to sing or play games. (5 minutes)
4. Review - a quick-moving "look back" at things already taught. Previously taught material must be well-known before proceeding to something new. (4 minutes)
5. Introducing new material, concepts, etc. - the main part of the lesson may be a new structure, new vocabulary, a dialogue, etc. (8 minutes)
6. Quiet activity or seatwork - this is important as it will settle the learners down after rapid pace in the previous activities. (5 minutes)

UNIT I

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
1. To teach students the usage and understanding of the Native Language	ho - han washte tuwe neya meya de he - ga eyu eyub naze nazem eyutunku eyutunkab hechatoo	hello fine who you me this that say it say it get up get up sit sit right	
<b>OVERALL OBJECTIVES</b>			
1. The expression hello, ho/han	gu - wa or heyu guwub - heyub uka	come here come here again	
2. The pronouns: tuwe, neya, meya.	cheya	question indicator	
3. The imperatives: naze, nazem, eyutunku, eyutunkab.			
4. The demonstrative pronouns: de, he, ga.			
5. The terms: uka, hechatoo.			
6. The question signal: cheya			

NOTE TO TEACHER

Phonetic writing is used to teach these lessons sounds that the students are already familiar with. The only two sounds you would need to draw your students' attention to are the guttural h g.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ho/han washte/tuyu tuwe neya meya	hello fine who you me	Puppets

LESSON OBJECTIVE(S)

To teach the greeting:  
Hello, how are you?  
Ho - Han  
Fine Washte, tuyu

To teach the pronouns:  
you - neyu  
me - meya

APPROACH

1. Introduce puppet (give name)
2. Greet the students through the puppet using Ho and Han
3. Respond to puppet
4. Repeat 1
5. Student and teacher repond together
  - a) Have dialogue with puppet
6. Say Mrs. Pratt meya, pointing to self (repeat several times).
7. Point to puppet and say neya, repeating with several students alternatively pointing to self and say meya.
8. Have a student point to self and say meya John, and point to classmate and say Mary Neya. Repeat with other students e.g. till everyone has had a chance to introduce self.

NOTE TO TEACHER

The names of Mary and John have been assigned to indicate names. However names of actual students in the Native Language can be used.

e.g., Chuskay (first born boy)  
Hape (second born boy)  
Hepe (third born boy)  
Wenoona (first born girl)  
Hupa (second born girl)  
hupste (third born girl)

The use of puppets is greatly encouraged.



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Ne-toowa he?	who are you
Mary meyu.	I am Mary

## OBJECTIVES

1. To ask the question  
Who are you?
2. Teach the response:  
I am \_\_\_\_\_

## APPROACH

1. Review lesson 1.
2. Say he toowa he? pointing to a student. The student should respond John meya.
3. Ask a student Ne-toowa-he? and when responds point to self and ask Matoowa-he?  
The student should respond neya. Repeat with several students.
4. In a circle situation as in Lesson 1 have students begin by saying Maya. Then turning to next student, Mary asks netoowa he? then student answers John neya, he turns to the next students and asks Netoowa he? and so on.

## NOTE TO TEACHER

If he says only his name, accept it saying tuyu hechatoo, then have him point to himself and say John meya.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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come here	guwa
come here	guwab
get up	enuze
get up	enuzeem
sit	eyutungu
sit	eyutungub

OBJECTIVES

To teach the imperative verbs:

APPROACH

1. Greet students as they come in. Begin with a roll call having students respond by putting up hand and reply meya when name is called.
2. Call a student guwa Mary gesturing, repeating with several students, then say guwab, gesturing to all.
3. When they come, say eyutugub, sitting down on the floor yourself and gesturing to them to do likewise. To an individual student say eyutunga.
4. Review Lesson 1 and 2 as needed using same ideas as contained in those lessons.
5. Get up and say enuzeem (gesturing). To an individual student say enuze Mary (Mary get up).
6. Say eyutunga Mary; Mary sits down. Repeat procedure till all the children had a turn.

NOTE TO TEACHER

The Native Language uses gestures that signify meaning. Use them.

OTHER SUGGESTED ACTIVITIES

Play "Musical Chairs"

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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de, he, ga	this that		
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LESSON OBJECTIVES

To teach the demonstrative pronouns:

To review previous Lesson.

APPROACH

1. Greet students and review meya, neya having individual students point to themselves and say meya Mary. Then point to another student and say neya John.
2. Say, guwa Mary, to a student. When she is close to you say de Mary, some distance away and say he John. Repeat several times encouraging students to say it with you. Then say eyutunga to student.
3. Continue review as considered necessary.

NOTE TO TEACHER

UNIT 11

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hokshedu	boy	
	wecheyanu	girl	
	shunku	dog	
	maguksechu	duck	
	taku	what	
	heya	no	
	han/ho	yes	
	anuhoptu	listen (imp. sg.)	
	anuhoptum	listen (imp. pl.)	

OBJECTIVES

1. To teach the student the understanding and usage to the expressions:  
heyu, han - ho.
2. The interrogative pronoun:  
taku
3. The imperative verbs:  
anuhoptu, anuhoptum.
4. The animate nouns:  
hokshedu.  
wecheyanu, shoonku,  
maguksechu.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hokshedu	boy	
	wecheyanu	girl	
	shoonku	dog	
	magukseku	duck	
	taku	what	
	heyu	no	
	han - ho	yes	
	anuhoptu	listen	
	anuhoptum	listen pl.	

## OBJECTIVES

To teach the responses

(no) heyu

(yes) han - ho

To teach the Imperative verbs:

(listen) anuhoptu

(listen) anuhoptum

## APPROACH

1. Review meya and heyu (unit 1)
2. Point to a student and say \_\_\_\_\_? (Using name of some other student.) Repeat several times, encourage student to reply Heyu.
3. Repeat above using correct name, teaching the responses han - ho.
4. Turn the radio on, point to a student and say anuhoptu, John/Mary. Hold index finger close to mouth to indicate silence, point to ear to indicate that you want them to listen. Repeat.
4. Repeat Step 4, with all the students and say anuhoptum.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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hokshedu	boy		
wecheyanu	girl		

## OBJECTIVES

To teach the ~~animate~~ nouns:

boy - hokshedu  
girl - wecheyanu

## APPROACH

1. Greet students individually expecting correct response from each
2. Point to a boy and say hokshedu. Repeat several times with different boys. Point to a girl and say wecheyanu using same procedure.
3. Repeat the above having students say the words with you.
4. Alternately indicate boys and girls, repeat.
5. Say to a girl guwa, then when she comes say de wecheyanu. Indicate a boy some distance away - then say he hokshedu. Repeat several times changing the order. Insure that the students have the opportunity to say the words several times.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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OBJECTIVES

To teach the animate nouns:

dog - shoonku  
duck - maguksechu

To teach the Interrogative pronouns:

(what) taku.

APPROACH

1. Greet students and review lesson 2.
2. Point to a picture of a girl and say de tuwe? eliciting the response de wecheyanu.
3. Similarly elicit the response de hokshedu.
4. Using a picture of a dog say shoonku clearly several times, then de shoonku. Ask the children de taku? eliciting the response he/ga shoonku.
5. Similarly present the picture of a duck.
6. Review the words for the four pictures.

NOTE TO TEACHER

UNIT 111

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wowape	book	
	eyogupte	cup	
	chueyogutgupe	chair	
	wahneyotupe	table	
	teopu	door	
	owanya	window	
	he	that	
	ehnugu	put/place it (imp. sg., tr.)	
	ded	here	
	eenenu yungu	sit quietly (imp. sg.)	
	eenenu yungub	sit quietly (imp. pl.)	
	aoo	bring it (imp. sg., tr.)	
	de	this	

OBJECTIVES

1. To teach students the usage and understanding of the inanimate nouns:  
wowape, eyokupta,  
chueyugutgupe, wahneyutupe,  
teopu, owanya.
2. The imperative verbs:  
ahnugu, eenenu, eenenu, auoo
3. The demonstrative pronouns:  
ga, ded.
4. The adverb: ded.

APPROACH

NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	eyogupte	cup	
	wowape	book	
	de	this	
	he/ga	that	

OBJECTIVES

To teach the nouns: book  
wowape  
cup  
eyogupta

To teach the demonstrative pro-  
nouns: this de  
          he  
          that ga

APPROACH

1. Review
2. Show the cup to the students and say eyogute several times clearly - de eyogupte.
3. Hand the cup to a student and have him say de eyogupte.
4. Have the students take turns holding the cup and say: de eyogupte.
5. When it reaches the last student, say he eyogupte, having the children repeat after you. (Except the one holding the cup.)
6. Take turns again, the student holding the cup says: de eyogupte, all the others say he eyogupte.
7. Teach wowape using a similar procedure.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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OBJECTIVES

To teach the inanimate nouns:

(chair) chueyogutgupe  
(table) wahneyotupe

APPROACH

1. Review wowape, eyogupte, de he/ga.
2. Point to a chair and say de chueyogutgupe, several times and point to a chair further away and say he/ga chuyagutgupe. Give students opportunity to say it.
3. Ask de taku? eliciting the response he/ga chuyogutgupe.
4. Similarly teach wahneyotupe.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chueyogutgupēē	chair	
	wahneyotupe	table	
	teopu	door	
	owanya	window	
	ahnugu	put/place it	
	ded	here	
	ao	bring it	

## OBJECTIVES

To teach the imperatives:  
 bring it ao  
 put it or place it ahnugu

To teach the adverb:  
 here ded

## APPROACH

1. Show a book to the students, de wowape. Ask de take? having them respond he/ga wowape.
2. Put the book on the table some distance away. Say guwa Mary, wowape ao. Repeat the exercise with other students.
3. When this has been understood say wowapeg ao and when he brings it, say ded ahnugu indicating where you want him to put it.
4. Reinforce ded by such exercises ded eyutunga John.
5. Lesson could be repeated using a cup instead of a book. De wowapeg ded ahnugu.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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## OBJECTIVES

To teach the inanimate nouns:

door           teyopu  
window       owanya

## APPROACH

1. Point to window and say owanya several times, then de owanya or he/ga. If you are close to it. Have children say it.
2. Similarly teach teyopu.
3. Question students pointing to various windows and doors eliciting the responses de owanya and he/ga teyopu.
4. Review. Test understanding of verbs taught so far by giving commands to individuals or whole class such as:

wowapeg aoo       eyutungu  
ded ahnugu       eyub  
eyogaptag aoo   eenenu  
naze               uka

## NOTE TO TEACHER

UNIT IV

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hea ye	it's there	
	he ya	he/she goes	
	hed ya	go there (imp. sg.)	
	wowape	book (locative)	
	eyokupte	cup (locative)	
	chueyugutgupe	chair (locative)	
	owanyeg	window (locative)	
	he tug toku he?	what's he/she doing	
	eyungahan	run (imp. sg.)	
	eyunguheem	run (imp. pl)	
	waemnuha	I run	
	hed bda	I go there	
	he eyutunka	he/she sits	
	tokeyu	where	

OBJECTIVES

1. To teach students the usage and understanding of the verbs: hea, ya, eyutunka
2. The possessive phrases: waemnuha, hed bda.
3. The Interrogatives: tokeyu, tog, he tugtoku he?

APPROACH

NOTE TO TEACHER

This unit deals with familiar objects in the child's Immediate surroundings and with everyday common actions (to go, to do..)

Procedures should therefore be simple and straight forward, using real objects and actions.

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
			Pictures: books cup, chair, window, boy, girl, dog.  Real objects: cup, chair.

## OBJECTIVES

To teach the verb forms:  
 ye (he/she goes there)  
 hed yu (go there)  
 gud yu (go there)

To teach the locative:

owanyag

## APPROACH

1. Walk to the window and say owanyatu bda. Repeat several times.
2. Say to a student owanyatu yu indicating that you want him to go to the window. Repeat several times using different students.
3. While a student is going to the window say John owanya tu ya getting students to say it with you while pointing to the student who is going to the window. Repeat several times.
4. Review.
5. Set up the following action situation and dialogue.  
Example:

T - aa chey ded woapeg

S - Ho/Han Hayu

T - Wowaoe cheya aa chuyugutgure.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wowape tu eyogupta tu	book (locative) cup (locative)	A book, pictures of a cup.  Pictures: book, chair, table, cup window  Real objects: cup

## OBJECTIVES

To teach the expressions:  
a (is)

To teach the locatives:  
wowape (in the book)  
eyogupte (in the cup)

## APPROACH

1. Place a toy cup into large cup and say eyoguptadug eyoguptaged oo. Repeat several times having students say it with you.
2. Place picture of a cup in a book and say eyoguptag wowapeg ed oo owub.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he tugtoku he? eyunguhu eyunguhum waennugu ha	what's he/she doing run (imp. sg.) run (imp. pl.) I run	

## OBJECTIVES

To teach forms of the verb run

run (imp. sg.) eyungu he  
run (imp. pl.) eyungu hum  
I run                      wa emnughe

To teach the interrogative:

(what's he/she doing)  
He tugtoku he?

## APPROACH

1. Review previous lessons (verbs).
2. Run say: waennuguhe point to self. Repeat several times.
3. Indicate to one of the students to run say eyunguhe. Repeat several times with students.
4. After individuals have run, say eyunguhum having all of them run.
5. Motion to a student to sit on a chair by saying Mary eyutunku then ask the students,  
T - Mary tugtoku he?  
S - Mary eyutunka.

Repeat creating situations where the students will be asking one another the question.

## NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chueyugutgupe tu	chair (locative)	Real objects: chair

## OBJECTIVES

To teach the verb: eyutunku  
(sit)

To teach the locative:  
chueyugutgupe (chair)

To introduce the term: tuktea  
(where is he/she/it?)

## APPROACH

1. Review animate nouns: dog, duck, boy, girl.
2. Say gu wa Mary, having a student come to the front to sit on a chair. Point to the student and say eyutunga Mary.
3. Say to the other students Mary akun eyutunka.
4. Repeat procedure with other students having other students say Mary chueyugutgupe ukun eyutunka.
5. Set up a series of questions and activities so that students can respond to tuktea.

T - John tuktea  
S - John dea  
T - Mary tuktea  
S - Mary dea

## NOTE TO TEACHER

Repeat activity several times  
and provide students with the  
opportunity to play teacher role.

UNIT V

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hokshapedu	boys	
	wecheyumpedu	girls	
	maguksechu	ducks	
	wanzi	one	
	noompu	two	
	yanne	three	
	teopug	doors	
	wowapeg	books	
	eyogupte	cups	
	denu	these	
	henu/ganu	those	
	tonu/tonukchu	how many	
	shunku	dogs	
	takupe	what	

OBJECTIVES

1. To teach students usage and understanding of the plural forms of the animate nouns: hokshapedu, wecheyumpedu, maguksechu, shoonku.
2. The plural forms of inanimate nouns: teopu, wowape, eyogupte.
3. The plural forms of the demonstrative pronouns: denu, henu, ganu.
4. The plural form of the interrogative pronouns taku, tonu.
5. The numbers: wanzi, noompu, yanne.

NOTE TO TEACHER

As for previous units, use objects in the child's immediate surroundings wherever possible, and use pictures for reinforcement and review.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wanzi niImpu yamne	one two three	Pictures: boys, girls, dogs, ducks doors  Real objects: 3 books, 3 cups

OBJECTIVES

To introduce numbers:

one     wanzi  
two     noompu  
three   yamne

APPROACH

1. Review meya, neya, de meya, de neya?
2. Demonstrate by counting on fingers first wanzi, noompu, yamne. Repeat having students count fingers.
3. Use students for counting wanzi, noompu, yamne.
4. Have individual students come and count the students.
5. Count students in unison. Give other students opportunity to be counted.
5. Review (imperative) verbs: naze, guwa, eyunguhu, eyutungu.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hokshapedu wecheyumpedu maguksechu	boys girls ducks	Pictures: boys, girls, dogs, ducks

OBJECTIVES

To teach the plural nouns:

boys	hokshapedu
girls	wecheyumpedu
ducks	maguksechub
dogs	shoongub

To teach the term: tonu  
(how many)

APPROACH

1. Review nouns: boy, girl, duck, dog, - using pictures and students in the room.
2. Call students (boys) individually and put in groups of one and two.
3. Point to the one boy: say hokshedu wanzi several times. Then indicate the group of two boys and say hokshedu noom. Repeat both.
4. Gesture to include all three boys and say hokshedu noom. Have students count the boys. Wanzi, noompu, yamne.
5. Repeat several times - having individual response or unison. Introduce the question tonu pe he?
6. Use above procedure for introducing wecheyumpedu.
7. Use similar procedure with pictures to review maguksechu and introduce maguksechug.
8. Repeat procedure with shoonku and shoonkug.

NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wowape chestine	little book	Pictures: dogs, ducks, boys, girls  Real objects: a small book, large book, pencil, chair, book, cup
	wowape metawa	my book	
	wowape netawa	your book	
	chueyugutgupe netawa	your chair	
	wowape chugu	pencil	
	owa	write	
	owawa	I write	
	oyawa	you write	
	he owa	he/she writes	
	owa oo	I bring it	
	dena	these	
	hena/gana	these/those	
	aya oo	you bring it	

## OBJECTIVES

1. To teach the usage and understanding of the diminutive: wowape chestine.
2. The possessive nouns: wowape metawa, wowape netawa, chueyugutgupe netawa.
3. The noun: wowape chugu.
4. The Imperative verb: owa
5. The verb: he/owa.
6. The possessive phrases: owawa, oya wa, awa oo, aya oo.
7. The demonstrative pronouns: dena, hena/gana.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wowape chestina wowape metawa wowape netawa	little book my book your book	Real objects: a small book, a large book, a book for each child

OBJECTIVES

To teach the diminutive:  
wowape chestine

To teach the possessive:  
wowape metawa  
wowape netawa

APPROACH

1. Hold up the larger book and say de wowape.  
T - de takuhe?  
S - he/wowape chestina.
2. Hold up the smaller book. Say wowape chestina. Repeat several times.  
T - de taku he?  
S - he wowape chestina.
3. Hold up a book pointing to the book and self and say wowape metawa. Repeat several times.
4. Point to a child and the child's book and say wowape netawa. Repeat with several children. Point to a child's book and say to him de taku he? If he responds wowape chestina, say han. Then ask de taku he? the response wowape metawa.
5. Then point to your book say de taku he? the response wowape netawa. Repeat.
6. Can be played in a circle formations.  
T - de taku he?  
S - wowape metawa.  
Then that child says de taku he? to the next one.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wowape chugu he owa owawa oyawa owa	pencil he/she writes I write you write write	Real objects: pencil and paper for each

OBJECTIVES

To teach the noun: wowape chuga

To teach the forms of verb:

he owa  
owawa  
oyawa  
owa

APPROACH

1. Hold up a pencil and say de wowape chugu. Repeat several times showing various pens, pencils, etc. (one at a time).
2. Get each student to hold up a pencil say: de wowape chugu.
3. T - de taku he?  
S - de wowape chugu.  
Students can take turns to ask the question, other students responding.
4. Go through motions of writing (pencil or paper) say: wowape chugu to them. Say (pointing to each of them) oyawa. Point to one student saying to the other John owa.

NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	awa oo aya oo chueyugutgupe netawa	I bring it you bring it your chair	Real objects: chair, book, cup

OBJECTIVES

To teach the forms of the verb:

awa oo

aya oo

To teach the possessive:

chueyugutgupe netawa

APPROACH

1. Review possessives: wowape netawa, wowape metawa.
2. Ask students (as many as there are chairs) to come up. heyub ded: Mary ahan John.
3. Have each student stand by a chair. Say to each student in turn pointing to a chair and to a student de chueyugutgupe. eyutunka Mary. Repeat with other students.
4. Review ahoo.
5. Say to a student, point to a cup ahoo he eyogupte. Repeat several times as he/she is bringing it, say eyoguptug he John ahoo.
6. Follow same procedure using a book and a chair.
7. Take a book to a student, say wowape chestina awa oo. Repeat using different students.
8. Have students follow procedure in (7). Ask one student to bring you a book (cup, chair). As he is bringing it ask him what he is bringing.  
T - tug toku he?  
S - wowape chestina awa oo.
9. While he is bringing it, you could say to him wowape chestina aya oo, eyogupta, chueyugutgupe.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hena/gana	those/these	Pictures: dogs, ducks, boys, girls

OBJECTIVES

To teach the plural demonstrative pronouns for: hena/gana

APPROACH

1. Review de/he and hena/dena. Indicate a boy close to you, he hokshedu. Point to a boy at some distance de hoksheda. Continue review until it is thoroughly understood, using pictures.  
T - de tnew he?  
S - he maguksechu
2. Hold up a picture of ducks. Say dena maguksechu. Move it further away (or have an additional picture). Say hena maguksechu.
3. Use other pictures:
  - T - dena taku he?
  - S - hena maguksechu
  - S - hena hokshapeda
  - S - hena wecheyanape
4. Ask yes and no questions.  
dena maguksechu pe he?  
heya, hena maguksechu.

NOTE TO TEACHER

UNIT VII

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	aguyupe	bannock	Pictures: one mitt, two mitts  Real objects: bread, bannock, mitts, cap, hat, shoe
	aguyupe	bread	
	aguyupe chestinu	little bannock	
	nupeenkpυ	mitt	
	nupeenkpυ	mitts	
	wapaha	hat	
	wapaha	cap	
	humpu	shoe	
	wapaha netawa	your cap	
	humpa netawa	your shoe	
	aco	bring it	
	awaco	I bring it	
	he aoo	he/she brings it	

OBJECTIVES

1. To teach students the usage and understanding of nouns: agayupe, nupeenka.
2. The diminutive: agayupe.
3. The nouns: wapaha, shoe.
4. The possessive phrases: wapuhu netuwa, humpu netuwa.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	agayupe ekchegu agayupe	bannock bread	Real objects: bannock, a piece of bannock, bread

OBJECTIVES

To teach the noun.  
agayupe ekchegu

APPROACH

1. Hold up bannock to introduce agayupe ekchegu, ask: de taku? helping them with the answer ahayupe ekchegu. Repeat.
2. Ask:  
T - De taku?  
S - De agayupe ekchegu.  
Allow the students to take role of teacher.
3. Review using pictures.
4. Allow students to each the bannock (bread).

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	nupéenka nupéenka	mitt mitts	Pictures of one mitt, two mitts  Real objects: a pair of mitts

OBJECTIVES

To teach the word napeenkpu  
(mitt)  
and the plural napeenkpu  
(mitts).

APPROACH

1. Hold up a mitt say: de napeenkpu several times.  
T - De taku?  
S - De napeenkpu.
2. Hold up a pair of mitts say: denu napeenkpu several times, then:  
T - Denu taku?  
S - Henu napeenkpu.
3. Continue with other mitts, asking the question of individual students and of the group.
4. Review using pictures of mitts.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wapuha	hat	Real objects:
	wapuha	cap	cap, hat, shoe
	humpu	shoe	
	wapuhu netuwa	your cap	
	humpu netuwa	your shoe	

## OBJECTIVES

To teach the items of clothing:  
wapuha (cap)  
 wapuha zegzechu (toque)  
 humpu (shoe)

The possessives:  
 wapuha netuwa (your cap)  
 humpu netuwa (your shoe)

## APPROACH

1. Take a student's cap, holding it up, say de wapuha several times.  
 T - De taku he?  
 S - De wapuha.
2. Give each student the opportunity to hold his cap and ask the class, De taku he?, getting the class to respond.
3. Use the same procedure to teach humpu and wapuha zegzechu.
4. Point to the student's shoe and say to him de humpu netuwa he? Do this with several students. Then point to your shoe.  
 T - De taku he?  
 S - He/Ga humpu netuwa.
5. Get students to ask the question he taku he? While pointing to a shoe, getting the class to respond.
6. Similarly teach wapuha netuwa, with students wearing caps.
7. Review nouns using pictures.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	aoo	bring it	Bannock, mitts
	awao	I bring it	
	aoo	He/she brings it	

## OBJECTIVES

To teach the verb forms:

aoo (bring it)  
 a wao (I bring it)  
 he aoo (He/she brings it)

## APPROACH

1. Have bread on a table some distance away. Pointing to it say: T - de taku he?  
S - de agayupe ekchegu.

Then, addressing a student, say agayupe aoo, indicating that you want him to bring it. Repeat procedure with other students.

2. Let students play the role of the teacher, if they are able to.
3. Take the bread to a student say agayupe awao. Go back to your former place and say to that student John agayupeg aoo and while he is bringing it say, John agayupeg he aoo.
4. Repeat several times having the rest of the class say John, agayupeg he aoo.

## NOTE TO TEACHER

UNIT VIII

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	topu	four	
	zuptu	five	
	shukpa	six	
	wuhuksechu	bear	
	wuhuksechupe	bears	
	wuhuksechdu	little bear	
	wukshechu	dish	
	owayhdepe	bed	
	owayhdepe	beds	
	owayhdepe chestinu	little bed	
	chueyugutgape	little chair	
	chueyugutgape tawa	his/her chair	
	owahdepe tawa	his/her bed	
	wowape tawa	his/her book	
	chueyugutgupe	chairs	

OBJECTIVES

1. To teach students the usage and understanding of the numbers: topu, zuptu, shukpa.
2. The singular, plural and diminutive of: wuhuksechu, wuhuksechudug.
3. The inanimate nouns: wukshechu.
4. The singular, plural and diminutive of: owhdepe, owhdepedug.
5. The diminutive and plural: chueyugutgapedug.
6. The possessives: chueyugutgapedugtuway, wowapetuway.
7. The story of "The Three Bears".

NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	topu zuptu shukpa	four five six	Real objects: 6 chairs and 6 books

OBJECTIVES

To teach the numbers:

topu            four  
zuptu          five  
shukpa        six

APPROACH

1. Review previous numbers, from one to three, using three students.
2. Call three more students, then count wanzi, noompu, yamni. Then introduce topu, zuptu, shukpa. Repeat several times.
3. Have individual student come and count.
4. Review numbers with questions and answer, example:  
T - Hokshedu tonupe he?  
S - Hokshedu noompu pe.  
T - Maguksechu tonu pe he?  
S - Maguksechu zuptu pe.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wuhunksechu	bear	Pictures: a father bear, a mother bear, a baby bear
	wuhunksechug	bears	
	wuhunksechudug	little bear	

## OBJECTIVES

## APPROACH

To teach the noun: wuhunksechu  
(bear)

1. Hold up a picture of a bear and say to students de wuhunksechu. Repeat several times.  
T - de tuwe?

The plural: wuhunksechu (bears)

S - de wuhunksechu.

The diminutive: wuhunksechudug  
(little bears)

2. Hold up a picture of bears. Say to students, De taku he?, repeating several times:  
T - Denu taku pe he?  
S - Henu/ganu wuhunksechu pe.

3. Allow students to take role of the teacher.

4. Hold up a picture of a bear and say de wuhunksechu. Then take the picture of the little bear and say de wuhunksechudug several times until students identify the large bear and the little bear.

5. Through questioning review, using the three pictures insuring that the students know the correct ending.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
			Pictures: dish, bed, beds
			Real objects: dish, chairs, doll

OBJECTIVES

To teach the nouns:

wukshechu (bowl or dish)  
owahdepe (bed)  
owahdepeg (beds)  
chueyugutgupeg (chairs)

APPROACH

1. Hold a dish and say to students de wukshechu, several times.  
T - de tuku he?  
S - he/ga owahdepe.
2. Use the above procedure to introduce owahdepe, with pictures if necessary.
3. Hold the picture of the bed and say de owahdepe, then the picture of the beds denu owahdepe, repeating several times.  
T - denu taku he?  
S - henu/ganu owahdepe.
4. Point to a chair and say de chueyugutgupe. Then point to three chairs and say henu/gana chueyugutgupe.
5. Review numbers to six having students count chairs in unison or individually.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wukshedhu	dish	Pictures: a large bed, a little bed
	owhdepe	bed	
	owhdepeg	beds	Real objects: chair, a small chair
	owhdapedug	little bed	
	chuyugutgupe	chairs	
	chueyugutgapedug	little chairs	

OBJECTIVES

To teach the diminutives:  
 owahdepedug (little bed)  
 chueyugutgapedug (little chairs)

APPROACH

1. Hold the picture of a large bed and say de owhdepe, repeating several times, T - de taku he?  
 S - he owhdepe.
2. Then hold up a picture of a small bed and say de owahepeda, repeating several times.  
 T - de taku he?  
 S - he/ga owahdepedu.
3. Use similar procedure as above for chueyugutgapedug, use real chairs from classroom, a large chair and a small chair.
4. Review nouns learned in this Unit: bear, bears, little bear, bowl, bowls, bed, beds.

NOTE TO TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chuyugutgape tuwug owhdepe tuwug wowape tuwug	his/her chair his/her bed his/her book	Pictures: a bed  Real Objects: a chair, a book

OBJECTIVES

To teach the possessives:

chueyugutgupe tawug

(his/her chair)

owhdepe tawug

(his/her bed)

wowape tawug

(his/her book)

APPROACH

1. Review possessives from Unit 6.
2. Have a chair in front of the room. Call a student by name Guwa John. Then say eyutunka John, pointing to the chair.
3. Indicate to other students that it is his chair, (it could have his name on it) and say de chueyugutgupe tawa. Repeat several times.
4. Repeat with another student, another chair with his name on it.
5. Call up a student. Give him a book and say to him de wowape tawa. Repeat with another and other books.
6. Use the same procedure to each owhdepe with a picture of a bed.
7. Check understandings by such commands as, Mary, John wowape tawug aoo, John, Mary chueyugutgupe tawug aoo.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	topu	four	Pictures: beds, a little bed, bears, bowls
	zuptu	five	
	shukpa	six	Real objects: chair, book, small chair
	wuhuksechu	bear	
	wuhuksechupe	bears	
	wuhuksechdu	little bear	
	wukshechu	dish	
	owayhdepe	bed	
	owayhdepe	beds	
	owayhdepe chestinu	little bed	
	chueyugutgape	little chair	
	chueyugutgape tawa	his/her chair	
	owahdepe tawa	his/her bed	
	wowape tawa	his/her book	
	chueyugutgupe	chairs	

OBJECTIVE

To teach the students the story of "The Three Bears".

SUGGESTED PROCEDURES

introduce the words necessary for telling the story of "The Three Bears". Pups could be used for telling the story.

NOTE TO TEACHER

UNIT 9

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	nazecha	he/she runs away	
	eshteemba	sleep	
	he eshteemba	he/she sleeps	
	wanyuku	see him/her	
	wanyuku	see him/her	
	wanyuku	see it	
	oyukuhnehu	you understand	
	Dakota eea	speak	
	he chaya	he/she cries	
	tuwa	someone	
	he yuta	he/she eats it	

OBJECTIVES

APPROACH

1. To teach students the useage and understanding of the verbs: nazecha, he eshteemba, he chaya, he yuta.
2. The imperative verbs: eshteemba, wanyuku, wanyuku, Dakota eea.
3. The interrogative: oyukuhnehu.
4. The pronoun: tuwe.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	eshteemba eyutunku he eshteemba euy tunka	sleep rise from bed he/she sleeps he/she rises from bed	

OBJECTIVES

To introduce verb forms:

eshteema (sleep)  
eyutunku (rise from bed)  
he eshteema (he/she sleeps)  
eyutunka  
 (he/she rises from bed)

APPROACH

1. Say to a student eshteemba indicating through gestures that he is to lie down
2. When he is "asleep" say John eshteema. Repeat, having other students say it with you.
3. Follow this procedure with several other students.
4. Say to a student, John eyutunku, indicating that you want him to get up. As he is getting up say to others John eyutunku.
5. Repeat with other students that are laying down.

NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chaya nazecha wanduku wanyuka	he/she cries he/she runs away see him/her see it	

OBJECTIVES

To teach the verb:

chaya (he/she cries)  
nazecha (he/she runs away)  
wanduku (see him/her)  
wanyuka (see it)

APPROACH

1. Hold up the picture of the child crying and say, wecheyanu chaya wanyuku. Use gestures to indicate chaya, wanduka.
2. Hold up a picture of a boy running away from a bear and say hokshedu nazecha or a dog running away from a cat shunku nazecha.
3. Puppet may be used to introduce or reinforce chaya.
4. Hold up a book, and say wowape wayuku oo, use gestures to indicate wanyuka.
5. Make a list of the inanimate nouns learned so far. Discuss each one, using the proper verb wanduku for animate, wanyuku for inanimate.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Pictures: a boy  
or girl eating an  
egg

Real objects:  
boiled egg

OBJECTIVES

To teach the verb: yuta/wotu  
(he/she eats)

To teach the pronoun: tuwa  
(someone)

APPROACH

1. Hold up the egg, give to a student to eat and say de yuta.
2. Hold up the picture and say John/Mary de wota.
3. Review vocabulary taught up to date in Units 8 and 9 in preparation for telling the story of the three bears.
4. If understanding is good, you may want to tell the story at this point or save it for a separate lesson.
5. The word wetgu will be introduced in further lessons, but it can be used to tell a story about the picture:  
John tugtoku he.  
Mary wetgu yuta.  
John wetgu yuta.

NOTE TO TEACHER

You will use tuwa (someone) in the story of "The Three Bears". Introduce it incidentally whenever possible.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
To bring out the importance of family life and need for respect among the members.	he wambduka he wanduka wambduka wanduka mushteenchu puseda he ska eena ata achoonu teembo	I see him/her you see him/her I see it you see it rabbit cat he/she is white my mother my father my older sister my older brother	

UNIT OBJECTIVESAPPROACH

- To teach students the usage and understanding of the kinship terms: eena, ata.
- The nouns: muchteenchu, pusedu.
- The color: ska.
- The forms of: wancheyuka, wanduka.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he wambduka he wanduka wambduka wanduka	I see him/her you see him/her I see it you see it	Cardboard role or cardboard with small hole.  Real objects: cardboard with small hole, book, chair

## OBJECTIVES

To teach the forms:

wacheyuka	(I see you)
wanduka	(you see him/her)
wamduku	(I see it)
wambuka	(you see it)

## APPROACH

1. Review wanduka and wanyuku.
2. Put cardboard up to your eye. Look through it at a student. Say wacheyuka. Repeat several times looking at various students.
3. Have a student look through the cardboard and ask, wacheyuka he? Repeat several times, wacheyuka.
4. Pointing to a book some distance away say wowapeg wambduka. Repeat several times.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	mushteenchu puseda he ska	rabbit cat he/she is white	Pictures: white rabbits, white cat, black cat  Real objects: numerous white objects, chalk, mitt, dog

OBJECTIVES

To teach the names of animals:

mushteenchu (rabbit)

puseda (cat)

de ska (white)

APPROACH

1. Review wambduka and wunduka.
2. Hold up a picture of a rabbit. Then say de mushteenchu. Repeat several times.  
T - de taku?  
S - de mushteenchu.
3. Use same procedure as above for cat.
4. Hold up a picture of a rabbit, say de mushteenchu ska. Repeat several times. Similarly hold up a picture of a white cat and say de pusedu ska.
5. Choose other objects, to be described as white, e.g. chalk, mitt, dog, bread.
6. Hold up a picture of a black cat, ask de sha he? The student's response heya.
7. Hold up other pictures, questioning to establish the concept of white.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	eena ata achoonu teembo	my mother my father my older sister my older brother	Pictures that students have pointed before-hand of their families. Ask classroom teacher ahead of time to help you, having her label each member, father, mother. If family photograph are available, including teacher use them, also magazines.

## OBJECTIVES

To teach the kinship terms:  
eena (my mother)  
ata (my father)

## APPROACH

1. Have family pictures displayed on classroom walls, painted pictures, photographs, etc.
2. Teacher points to picture of her family and says, this is me, this is my mother, this is my father.
3. Ask the students about their pictures:  
 De tuwe he?  
 He eena a.  
 He ata a.

## NOTE TO TEACHER

There may be some difficulty with this lesson, for some children who have lost their parents or who are foster children, etc. The teacher may decide to teach "the mother" and "the father".

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	dowan wadowan yadowam he dowan tepe ska mesu/metu	sing I sing you sing he/she sings house It is white my younger brother or sister	

OBJECTIVES

APPROACH

To teach students the usage and understanding of the verb forms:  
wadowa, yadowan, dowan, dowan.

The nouns: tepe, wakeya.

The color ska.

The Interrogative: tokechu.

NOTE TO TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	dowa wadowa yadowam he dowa	sing I sing you sing he/she sings	

OBJECTIVES

dowa (sing)  
wadowa (I sing)  
yadowa (you sing)  
dowa (he/she sings)

APPROACH

1. Sing a short song for the students, one they already know. Say wadowa.
2. Say Mary dowa, singing along with the students.
3. When she's through singing say to the rest of the class, Mary dowa.
4. Have another student sing, afterwards say to him, yadowa.
5. Repeat several times with various students.

NOTE TO TEACHER

A puppet could be used to introduce dowa.



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tepe ska wukaya	house it is white tent	Pictures: house, tent  Real objects: color chart

## OBJECTIVES

To introduce words for home:  
tepe (house)  
wukaya (tent)  
ska (white)

## APPROACH

1. Display picture of house and say de tepe. Repeat several times.  
Ask: T - De taku he?  
S - He tepe.
2. Use similar procedure for teaching wukaya.
3. Point to the white on the color chart and say ska.
4. Display picture of a white tent and say wukaya ska.
5. Review with yes and no questions to test concept of ska, using coloured and white objects or pictures,  
T - de ska he?  
S - Han/heyu.

## NOTE TO TEACHER

Be sure to have these objects ready for the lesson. Then your questioning can be done quickly so there will be no loss of interest. Six or eight should be enough.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	mesu/metu	my younger brother or sister	Pictures: family pictures of immediate families.
	tokechu	why	Real objects: puppet

OBJECTIVES

To teach the kinship term:  
mesoo/metu (younger brother  
or sister)

To teach the interrogative:  
tokechu/tokunu (why)

APPROACH

1. Review previous lesson on kinship terms, Unit 10, Lesson 3
2. Show pictures of your younger brother and sister and say de mesoo.
3. So students can have a chance to say mesoo, use some family pictures as in Unit 11, Lesson 3.
4. Introduce tokechu/tokunu on suitable occasions or introduce with the use of a puppet. (Puppet will be sick or crying).

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he wuachoo wuachumoo wuachunoo hdu wahdu pa eta nape wa heeha wa	he/she works I work you work go home I'm going home head face hand it's snowing snow	

OBJECTIVES

1. To teach students the usage and understanding of verb forms: wuachoo, wuachumoo, wuachunoo, dha, wahda.
2. The animate noun: wa.
3. The inanimate nouns: nupa, dta, pa.
4. The weather expression: wa heeha.

APPROACHNOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he wuachoo wuachumoo wuachunoo	he/she works I work you work	Real objects: broom, brush, duster, pail, cloth

OBJECTIVES

To learn verb forms:

wuachoo (he/she works)

wuachunoo (you work)

wuachunoo (I work)

APPROACH

1. Demonstrate using each of the above work objects and say wuachumoo.
2. Give an object to each child, saying to each, wuachoo.
3. While they are working say Mary wuachu, pointing to the student.
4. Work along with students pointing to self wuachumoo, then point to students and say wuachunoo, while he is working, sweeping the floor, etc.
5. After the work period, if there is time, arrange to have a quiet time with a book about work, or perhaps a film strip, ask questions about work activities:  
T - John/Mary taktoku he?  
S - John/Mary wuachu.

NOTE TO TEACHER

Arrange a work period with the classroom teacher ahead of time either in the classroom or outside. You may wish to schedule another work period at a later date.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	pa eta nape	head face hand	Pictures: hand, face, head, boy, girl, cap, shoe

## OBJECTIVES

To teach parts of the body:

pa head  
eta face  
nape hand

## APPROACH

1. Review: boy, girl, mitt, cap, shoe, Unit 2 and 7.
2. Hold a picture of a head and say de pa. Then touch your head saying de pa metuwa.
3. Touch students head and say de pa netuwa. Have students repeat with you.
4. T - de taku he?  
S - de pa metuwa.  
Repeat question with several students.
5. Use similar procedure for teaching eta and nape.
6. Review by raising hand and say T - de taku he? S - de nape. Similarly review face and head, giving students opportunity to be teacher.
7. Teach a song about parts of the body.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wa heeha wa hdu wahdu	It's snowing snow go home I'm going home	Pictures: snow and snowing, child gesturing to a dog to go home  Real objects: coat, hat, mitts

OBJECTIVES

To teach the noun: wa (snow)

To teach the weather expression:  
wa heeha (it is snowing)

To teach verbs: \_\_\_\_\_  
hdu (go home)  
wahda (I'm going home)

APPROACH

1. Hold a picture of snow, say de wa. Repeat several times. Have students repeat with you.
2. Ask students, de taku he? S - de wa.
3. Display a picture of snowing and say wa heeha. Repeat several times along with students.
4. Hold a picture of a child, approaching school bus and dog following. Child pointing to dog and say hda-wo. Point, using the same gesture as boy. Say, hda-wo several times letting students know what the boy is saying to the dog. Then say "Hda-wo" eya hoksheda.
5. Put your jacket on, pretend you are going home, walk to the door and say wahde. Repeat. Have students repeat the actions as they repeat the word.

NOTE TO TEACHER

You may need to use several pictures to give understanding of snow. Ideally it should be taught in winter or real snow should be used to introduce the word. The same would be true for, it is snowing.

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	zeetgudu	bird	
	wenuhchu	woman	
	wechushtu	man	
	psechu	jump	
	wapsecha	I jump	
	yapsecha	you jump	
	he psecha	he/she jumps	
	shagowee	seven	
	shahdogan	eight	

## OBJECTIVES

## APPROACH

To teach students the usage and understanding of:

- 1) The nouns zeetgudu, wenuhchu, wenchushtu
- 2) The verb forms: psechu, wapsecha and yapsecha and he psecha
- 3) The numbers shagowee, shahdogan

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	zeetgudu wecuhchu wechushtu	bird woman man	Pictures: man, woman, bird

## OBJECTIVES

To teach the nouns:

wechushtu (man)  
wenuhchu (woman)  
zeetgudu (bird)

## APPROACH

1. Display picture of woman and say de wenuhchu. Repeat several times. Ask students de tuwe he? pointing to the picture of the woman, soliciting the response, de wenuhchu.
2. Follow the same procedure for introducing wechushta, zeetgudu.

## NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	shagowee shahdogan	seven eight	Real objects: beads, books, chairs

## OBJECTIVES

To teach the numbers:  
shagowee (seven)  
shahdogan (eight)

To teach the noun: Dakota  
(person)

## APPROACH

1. Review numbers taught previously, counting to six, using books.
2. Have student count chueyugutgupe shagowe, then chueyugutgupe shahdogan. Have individual students count until the numbers are known.
3. To teach the noun Dakota. Show picture of an Indian person. Say to students de Dakota. Repeat several times, then ask, de tuwe he? the response de Dakota. Show picture of non Indian person and ask, De Dakota he? --- Heyu. Repeat with other pictures.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	psecha wapsecha yapsecha he psecha	jump I jump you jump he/she jumps	Real objects: skipping rope

## OBJECTIVES

psecha	(jump)
wapsecha	(I jump)
yapsecha	(you jump)
psecha	(he/she jumps)

## APPROACH

1. Have students sit in a circle, call one student up and say psecha, gesturing him to jump. Repeat with other students
2. Question students, T - Mary tugtoku he? S - Mary psecha.
3. For review use skipping rope taking turns skipping. Teacher would say to student, handing to student the skipping rope, psecha.

## NOTE TO TEACHER

When demonstrating some action for the students, be especially careful that they hear what you say, for example, while jumping, one's words may not be heard.

UNIT XIV

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	we	sun	
	umposgun	It is day	
	hunyatoo	it is night	
	hokshedgagupe	doll	
	hokshedgagupedu	dolls	
	weshkuta	toy	
	weshkuta	toys	
	shechachu	child	
	cushie	grandmother	
	unku	grandfather	
	chuchagu	drum	
	he wuguhaha	he/she sews	
	chunoompu	pipe	
	wutu	boat	
	woyuka	he/she tells a story	

OBJECTIVES

1. To teach students the usage and understanding of the kinship terms: cushie, oonka.
2. The animate nouns: we, hokshedgagupe, hokshedgagupedu, shechachu, chuchagu, chuchagu.
3. The nouns: hokshedgagupe, hokshedgagupedu, wutu.
4. The verbs: oyaka, gugaga.
5. The expressions: umpetoo, hunyatoo.

NOTE TO TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	we umpetoo hunyatoo	sun It is day it is night	Pictures: of day, night, sun and moon. Flannel- graphs  Real objects: flannelboard, flannel cut-outs of sun or moon

## OBJECTIVES

To teach the expressions:  
umpatoo (it is day)  
hunyatoo (it is night)

To animate nouns: we (sun)

## APPROACH

1. Display picture of day, say, umpetoo. Point to picture of sun and say, de we. Repeat several times.
2. Question students, T - De taku he? S - De we.
3. Similarly teach night and moon.
4. To reinforce the concept of sun and moon. Develop on flannelboard, pictures in which the sun and moon, can be alternately placed. Have students place sun or moon on flannelboard. Say, we/hunweg de ehmagu. Review Unit nine especially sleeping and getting up. Develop structures. Display various pictures - sleeping, getting up, working, etc.  
T - umpatoo? - hunyatoo?

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	cushie unku gugaga oyaka	grandmother grandfather he/she sews tells	Pictures: grand- mother sewing, grandfather tel- ling a story

## OBJECTIVES

To teach the kinship terms:  
cushie (grandmother)  
unku (grandfather)

To teach the verbs:  
gagaha (sew)  
oyaka (tell)

## APPROACH

1. Review kinship terms learned thus far.
2. Using kinship pictures, introduce, cushie, and unku.
3. Hold up picture of grandmother sewing and say, cushie, wugagaha.
4. Use action to demonstrate you are sewing. Then question students, T - Tugtoku he?  
S - Cushie wugagaha.
5. Similarly teach unku oyaka. Picture of grandfather telling a story.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hokshedgugupe hokshedgugupedu weshguta weshgateg shechachu	doll dolls toy toys child	Pictures: boy, girl, man, woman  Real objects: doll, numerous small toys, pic- tures of a child, man, woman

## OBJECTIVES

To teach the nouns:

shechachu (child)  
hokshedgugupe (doll)  
hokshedgugupedu (dolls)

To teach the words:

weshguta (toy)  
weshgateg (toys)

## APPROACH

1. Review boy, girl, man, woman, using pictures.
2. Point to picture of the boy, say de shechachu, this is a child.
3. Pointing to individual student, say de shechachu, say it for each student pointing to each in turn.
4. Pick up doll say de weshguta. Several times, ask,  
T - De taku he? T - Denu taku he?  
S - De weshgata. S - Denu hokshedgugupe.  
Repeat, use two or more dolls to teach hokshedgugupe.
5. Pick up a toy and say de weshgata he? Go where there are several toys and say denu weshgata. Wave hand indicating all of toys. Test students by picking several toys and other objects and question for each,  
T - De weshgata eesh hokshedgugupe?  
S - Han he weshgata.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chunoo <u>pu</u> wu <u>tu</u> chuch <u>agu</u>	pipe boat drum	Pictures: of pipe drum, boat  Real objects: pipe, drum, toy boat

## OBJECTIVES

To teach the nouns:

chunoopu (pipe)  
chuchagu (drum)  
wutu (boat)

## APPROACH

1. Display picture of pipe and say *de chunoopu*. Several times, then ask T - *De taku he?*  
S - *De chunoopu*.
2. You would use real pipe first, if none, use picture of pipe.
3. You would explain the use and value of pipe in the Indian culture. The respect they have for their pipes.
4. Similarly use pictures to teach the words for drum and boat.
5. Arrange to have a drum and have a pow-wow with the children.

## NOTE TO TEACHER

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UNIT XV

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	sha	it is red	
	sha	it is red	
	to	it is blue/green	
	nupchewing	nine	
	wekchamnu	ten	
	umpahotoona	chicken	
	mane	walk	
	he mane	he/she walks	
	mawane	I walk	
	mayane	you walk	

OBJECTIVES

APPROACH

1. To teach students the usage and understanding of the numbers; nupchewing, wekchamnu.
2. The verb forms: mane, mane, mawane, mayane.
3. The colors: sha, to.
4. The noun: umpahotoona.

NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	sha to	it is red it is blue/green	Pictures: red and green things  Real objects: color, chart, red mitts

## OBJECTIVES

To continue teaching color expressions:

sha (it is red)  
to (it is green)

## APPROACH

1. Review articles of clothing taken thus far (Unit I).
2. Point to red on the color chart. Say sha several times.
3. Pick up a red cap. Say sha repeating several times, then de wapuha sha. Repeat with other inanimate red objects.
4. Question students, T - de sha he? S - Han, de sha. or Heya. Ask the question about various objects around the room until the concept of sha is established.
5. Hold up one red mitt, say sha, then de nupeenkpa sha.
6. Use similar procedure for teaching it is green with inanimate objects.
7. Review the color expressions through questioning.
8. Play the game Red Light! Green Light!

## NOTE TO TEACHER

Not all children at this point recognize colors. Consult with the classroom teacher regarding the children's readiness for this.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	nupchewing wekchamnu umpahotoona	nine ten chicken	Pictures: chicken ducks, dogs, bears, rabbit, cat  Real objects: counting beads

## OBJECTIVES

To teach with numbers:

nupchewing (nine)  
wekchamnu (ten)

To teach the noun: umpahotoona  
(chicken)

## APPROACH

1. Review numbers one to eight. Then introduce nupchewing, wekchamnu.
2. Have students count with you up to ten several times.
3. Give each student ten beads to count. Count with the students.
4. Review duck, dog, bear, rabbit, cat.
5. Point to the picture of the chicken and say de umpahotoona, several times.  
T - De taku he?  
S - De umpahotoona.
6. Teach the song "Hen and Rooster".

## NOTE TO TEACHER

## UNIT XV

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	mane mane mawane mayane	walk he/she walks I walk you walk	

OBJECTIVES

To teach the verb forms:

<u>mane</u>	(walk)
<u>mane</u>	(he/she walks)
<u>mawane</u>	(I walk)
<u>mayane</u>	(you walk)

APPROACH

1. Review the verb "run" thoroughly as taught in Unit 4.
2. Walk a short distance and say mawane, repeating the word several times.
3. Gesture to a student to come, guwa Mary. While she is walking, point to her and say to the other students, Mary mane.
4. Have a student walk with you and say to him mayane.
5. Repeat with several students.

NOTE TO TEACHER

If wind-up toys are available, they provide an understanding way to teach walk. He/She walks or the (imperative) walk.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hotoongudu	mouse	
	ptewaneyumpe	cow	
	kukushe	pig	
	henukugu	owl	
	oospa	axe	
	yuhda	you're going home	
	hda	he/she goes home	
	hechooshne	don't	
	muku	skunk	

## OBJECTIVES

## APPROACH

1. To teach students the usage and understanding of the nouns: hotoongudu, ptewaneyumpe, kukushe, henukugu, muku.
2. The noun: oospa.
3. The verb forms: yuhda, hda.
4. The negative: hechooshne.

NOTE TO TEACHER.

## UNIT XIV

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chunooPu wutu chuchagu	pipe boat drum	Pictures: of pipe drum, boat  Real objects: pipe, drum, toy boat

## OBJECTIVES

To teach the nouns:  
 chunooPu (pipe)  
 chuchagu (drum)  
 wutu (boat)

## APPROACH

1. Display picture of pipe and say de chunooPu. Several times, then ask  
 T - De taku he?  
 S - De chunooPu.
2. You would use real pipe first, if none, use picture of pipe.
3. You would explain the use and value of pipe in the Indian culture. The respect they have for their pipes.
4. Similarly use pictures to teach the words for drum and boat.
5. Arrange to have a drum and have a pow-wow with the children.

## NOTE TO TEACHER

UNIT XV

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	sha	it is red	
	sha	it is red	
	to	it is blue/green	
	nupchewing	nine	
	wekchannu	ten	
	umpahotoona	chicken	
	mane	walk	
	he mane	he/she walks	
	mawane	I walk	
	mayane	you walk	

OBJECTIVES

1. To teach students the usage and understanding of the numbers; nupchewing, wekchannu.
2. The verb forms: mane, mane, mawane, mayane.
3. The colors: sha, to.
4. The noun: umpahotoona.

APPROACH

NOTE TO TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	sha to	it is red it is blue/green	Pictures: red and green things  Real objects: color, chart, red mitts

## OBJECTIVES

To continue teaching color expressions:

sha (it is red)  
to (it is green)

## APPROACH

1. Review articles of clothing taken thus far (Unit I).
2. Point to red on the color chart. Say sha several times.
3. Pick up a red cap. Say sha repeating several times, then de wapuha sha. Repeat with other inanimate red objects.
4. Question students, T - de sha he? S - Han, de sha. or Heya. Ask the question about various objects around the room until the concept of sha is established.
5. Hold up one red mitt, say sha, then de nupeenkpá sha.
6. Use similar procedure for teaching it is green with inanimate objects.
7. Review the color expressions through questioning.
8. Play the game Red Light! Green Light!

## NOTE TO TEACHER

Not all children at this point recognize colors. Consult with the classroom teacher regarding the children's readiness for this.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	nupchewung wekchamnu umpahotoona	nine ten chicken	Pictures: chicken ducks, dogs, bears, rabbit, cat  Real objects: counting beads

OBJECTIVES

To teach with numbers:  
 nupchewung (nine)  
 wekchamnu (ten)

To teach the noun: umpahotoona  
 (chicken)

APPROACH

1. Review numbers one to eight. Then introduce nupchewung, wekchamnu.
2. Have students count with you up to ten several times.
3. Give each student ten beads to count. Count with the students.
4. Review duck, dog, bear, rabbit, cat.
5. Point to the picture of the chicken and say de umpahotoona, several times.  
 T - De taku he?  
 S - De umpahotoona.
6. Teach the song "Hen and Rooster".

NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	mane	walk	
	mane	he/she walks	
	mawane	I walk	
	mayane	you walk	

## OBJECTIVES

To teach the verb forms:

<u>mane</u>	(walk)
<u>mane</u>	(he/she walks)
<u>mawane</u>	(I walk)
<u>mayane</u>	(you walk)

## APPROACH

1. Review the verb "run" thoroughly as taught in Unit 4.
2. Walk a short distance and say mawane, repeating the word several times.
3. Gesture to a student to come, guwa Mary. While she is walking, point to her and say to the other students, Mary mane.
4. Have a student walk with you and say to him mayane.
5. Repeat with several students.

## NOTE TO TEACHER

If wind-up toys are available, they provide an understanding way to teach walk. He/She walks or the (imperative) walk.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hotoongudu	mouse	
	ptewaneyumpe	cow	
	kukushe	pig	
	henukugu	owl	
	oospa	axe	
	yuhda	you're going home	
	hda	he/she goes home	
	hechooshne	don't	
	muku	skunk	

## OBJECTIVES

## APPROACH

1. To teach students the usage and understanding of the nouns: hotoongudu, ptewaneyumpe, kukushe, henukugu, muku.
2. The noun: oospa.
3. The verb forms: yahda, hda.
4. The negative: hechooshne.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chunoo <u>pu</u> wutu chuchagu	pipe boat drum	Pictures: of pipe drum, boat  Real objects: pipe, drum, toy boat

## OBJECTIVES

To teach the nouns:

chunoopu (pipe)  
chuchagu (drum)  
wutu (boat)

## APPROACH

1. Display picture of pipe and say de chunoopu. Several times, then ask T - De taku he?  
S - De chunoopu.
2. You would use real pipe first, if none, use picture of pipe.
3. You would explain the use and value of pipe in the Indian culture. The respect they have for their pipes.
4. Similarly use pictures to teach the words for drum and boat.
5. Arrange to have a drum and have a pow-wow with the children.

## NOTE TO TEACHER

UNIT XV

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	sha	It is red	
	sha	It is red	
	to	It is blue/green	
	nupchewing	nine	
	wekchamnu	ten	
	umpahotoona	chicken	
	mane	walk	
	he mane	he/she walks	
	mawane	I walk	
	mayane	you walk	

OBJECTIVES

1. To teach students the usage and understanding of the numbers; nupchewing, wekchamnu.
2. The verb forms: mane, mane, mawane, mayane.
3. The colors: sha, to.
4. The noun: umpahotoona.

APPROACH

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	sha to	it is red It is blue/green	Pictures: red and green things  Real objects: color, chart, red mitts

## OBJECTIVES

To continue teaching color expressions:

sha (It is red)  
to (It is green)

## APPROACH

1. Review articles of clothing taken thus far (Unit I).
2. Point to red on the color chart. Say sha several times.
3. Pick up a red cap. Say sha repeating several times, then de wapuha sha. Repeat with other Inanimate red objects.
4. Question students, T - de sha he? S - Han, de sha. or Heya. Ask the question about various objects around the room until the concept of sha is established.
5. Hold up one red mitt, say sha, then de nupéenka sha.
6. Use similar procedure for teaching it is green with Inanimate objects.
7. Review the color expressions through questioning.
8. Play the game Red Light! Green Light!

## NOTE TO TEACHER

Not all children at this point recognize colors. Consult with the classroom teacher regarding the children's readiness for this.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	nupchewing wekchamnu umpahotoona	nine ten chicken	Pictures: chicken ducks, dogs, bears, rabbit, cat  Real objects: counting beads

OBJECTIVES

To teach with numbers:  
 nupchewing (nine)  
 wekchamnu (ten)

To teach the noun: umpahotoona  
 (chicken)

APPROACH

1. Review numbers one to eight. Then introduce nupchewing, wekchamnu.
2. Have students count with you up to ten several times.
3. Give each student ten beads to count. Count with the students.
4. Review duck, dog, bear, rabbit, cat.
5. Point to the picture of the chicken and say de umpahotoona, several times.  
 T - De taku he?  
 S - De umpahotoona.
6. Teach the song "Hen and Rooster".

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	mane	walk	
	mane	he/she walks	
	mawane	I walk	
	mayane	you walk	

## OBJECTIVES

To teach the verb forms:

<u>mane</u>	(walk)
<u>mane</u>	(he/she walks)
<u>mawane</u>	(I walk)
<u>mayane</u>	(you walk)

## APPROACH

1. Review the verb "run" thoroughly as taught in Unit 4.
2. Walk a short distance and say mawane, repeating the word several times.
3. Gesture to a student to come, guwa Mary. While she is walking, point to her and say to the other students, Mary, mane.
4. Have a student walk with you and say to him mayane.
5. Repeat with several students.

## NOTE TO TEACHER

If wind-up toys are available, they provide an understanding way to teach walk. He/She walks or the (imperative) walk.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hotoongudu	mouse	
	ptewaneyumpe	cow	
	kukushe	pig	
	henukugu	owl	
	oospa	axe	
	yuhda	you're going home	
	hda	he/she goes home	
	hechooshne	don't	
	muku	skunk	

## OBJECTIVES

## APPROACH

1. To teach students the usage and understanding of the nouns: hotoongudu, ptewaneyumpe, kukushe, henukugu, muku.
2. The noun: oospa.
3. The verb forms: yahda, hda.
4. The negative: hechooshne.

## NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hotoongadu pte waneyumpe oospe	mouse cow axe	Pictures: mouse, cow, axe  Real objects: an axe

## OBJECTIVES

To teach the noun:

hotoongudu (mouse)  
ptewaneyumpe (cow)  
oospa (axe)

## APPROACH

1. Display picture of mouse and say de hotoongudu.
2. Then have the student repeat he hotoongudu.
3. Ask: T - De taku he? S - He hotoongudu.
4. Continue same procedure for ptewaneyumpe.
5. Hold up small axe and say oospa, several times, pointing to real axe as well, T - de taku? S - de oospa.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	muku kukushe henukugu	skunk pig owl	Pictures: skunk, pig, owl

## OBJECTIVES

To teach the nouns:

muku (skunk)  
kukushe (pig)  
henukugu (owl)

## APPROACH

1. Review names of animals learned thus far.
2. Point to picture of the skunk and say muku.
3. Have students repeat with you de muku.
4. Question students: T - de taku he? S - de muku.
5. Use same procedure for kukushe, henukugu.
6. To reinforce your lesson, introducing song (Farmers in the Dell), using names of animals learned thus far.
7. Using pictures of animals studied thus far, ask a variety of yes and no questions, Example: de hotungudu he?

## NOTE TO TEACHER

## AIM

NATIVE LANGUAGE  
CONTENTENGLISH LANGUAGE  
TRANSLATION

## MATERIALS

yuhde  
he hde

you're going home  
he/she goes home

Picture of boy  
getting off bus  
and going to  
house. Picture  
from Unit 12.

## OBJECTIVES

To teach the verb forms:

hde (he/she goes home)  
yuhde (you're going home)

## APPROACH

1. Review imperative hdu, Unit 12.
2. Hold picture of the boy going home and say, hokshedu hdu, repeating several times, insisting students to repeat:  
T - Hokshedug tog ya he? S - Hokshedu hdu.
3. Dramatization: Guwa John. Put on his coat and say John hda. As he goes say to him, yuhdu, and to the other student John hdu.
4. Do this with several students.
5. T - Mary tog ya he? S - Mary hdu.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	uka-wanzl uka-noompa de-wanu wayuzunka wamayuzunka waneyuzunka te wate yate udeyaya wutugeya	eleven twelve right away he/she is sick I'm sick you're sick his/her home my home your home he/she goes aboard airplane	

## OBJECTIVES

## APPROACH

1. To teach the students the usage and understanding of the numbers: uka-wanzl, uka-noompa.
2. The animate and locative noun: wutugeya.
3. The verb forms: wayuzunka, wamayuzunka, waneyuzunka, udeyaya.
4. The subjunctive forms: te, wate, yate.
5. The adverb: de wanu.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	uka wanzi uka noompu he te wa te ya te	eleven twelve his/her home my home your home	Pictures: that students have painted of their homes, going to his house.  Real objects: counting beads

## OBJECTIVES

To teach the numbers:

To teach the verb forms:

ukawanzi	(eleven)
ukanoompa	(twelve)
te	(his/her home)
wate	(my home)
yate	(your home)

## APPROACH

1. Review the number one to ten. Continue with eleven and twelve.
2. Review hde, yuhdu. Repeat the dramatization of the previous Unit 16.
3. Hold picture of boy going home. Remind them: hokshedu hdu. Then point to the house and back to the boy, say ded te.  
T - de taku he?      S - Hokshedu ded te.
4. Go to the painted pictures on display. Say John hed te gesturing in the direction of the picture. When the student goes to point to his picture say, T - de taku he?  
S - Ded wate.  
Teacher helps students with answer to the class:  
T - de taku he?      S - Mary hed to.
5. Point to your home and say ded wate. Repeat, have each student point to their homes and say ded wate.

## NOTE TO TEACHER

Arrange with the classroom teacher to have students paint or draw pictures of their homes. Be sure the names of the student is on the picture. De-wanu will be a teacher used word, introduce as the occasion arises.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he wayuzunka wanayuzunka waneyuzunka	he/she is sick I'm sick you're sick	Pictures of child who is sick, measles?  Real objects: Doctor's and Nurse set

OBJECTIVES

To teach the verbs:  
 wayuzunka (he/she is sick)  
 wamayuzunka (I'm sick)  
 waneyuzunka (you're sick)

APPROACH

1. Display picture of sick child, wayuzunka. Repeat several times.
2. Role play a sick person. Say waneyuzunka.
3. Indicate to the students that they are all to play the role of a sick person, any type. Say to one of them Mary wamayuzunka. Repeat with several students.
4. Call one student to the front. Ask him to play the role of a sick person, wamayuzunka, then say to the other students, wayuzunka. Repeat with several students, T - toked ya oon he? S - waneyuzunka. Have students say wayuzunka.
5. Role play of hospital situation. Roles could include doctor, nurse, patients and visitors. Vocabulary that could be used: sleep, get up, go home, hello, bring book, he/she is sick, etc.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he opa wutugeyu wutugeyu mahed	he/she goes aboard airplane in the airplane	Pictures of air- plane with person boarding

## OBJECTIVES

To teach the animate and locative form of: wutugeya.  
(airplane)

To teach the verb:  
ude eyuya (he/she goes aboard)

## APPROACH

1. Show picture of airplane, say de wutugeya. Repeat several times.
2. Ask: T - de taku he? S - de wutugeya.
3. Indicate the person in picture boarding the airplane and say wuyugeya ude eyaya. Repeat several times.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	showakan zee-gee hehan teg ehtu hetoogusu chapu wehne - wechushtu seenkpa neway	horse it is yellow/brown and at his/her home weasel beaver trapper muskrat he/she swims	

## OBJECTIVES

1. To teach the students the usage and understanding of the animate nouns: showakan, hetoogusu, chapu, wehne-wechushtu, seenkpa.
2. The color zee or gee.
3. The locative nouns, teg ekta.
4. The verb neway.
5. The conjunction, hehan.

## APPROACH

## NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	showakan hetoogush chapa wehne wechushtu seenkpa	horse weasel beaver trapper muskrat	Picture: horse, weasel, beaver, muskrat, trapper. Animals and people learned up to now.

## OBJECTIVES

To teach animal names:

showakan	(horse)
hetoogusu	(weasel)
chapu	(beaver)
seenkpa	(muskrat)
wehne wechushtu	(trapper)

## APPROACH

1. Review De taku he? Using pictures of animals and people learned thus far.
2. Hold up picture of horse and say de showanuan, several times.  
T - De taku he?  
S - He showakan.
3. Do both group and individual questioning.
4. Use similar procedure for teaching names of hetoogusu, seenkpa, chapu.
5. Hold the picture of the trapper and say de tuwe he?, several times helping students say it. T - De tuwe he?  
S - De wehne wechushtu.
6. Teach students the trapper song.
7. Hold up the picture of the trapper. Then showing various pictures of animals, elicit from students which animals would the trapper trap. Such animals as weasel, beaver, horse, cow, muskrat, pig, skunk, duck, rabbit, cat, mouse, etc. Next do it without the animals pictures, the word only.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	teg ektu ne way	at his/her home he/she swims	Pictures: a house, a boy, a boy swimming, a going to his house (Unit 16)

## OBJECTIVES

To teach the locatives:  
teg ektu (at his/her home)

To teach the verb form: neway  
(he/she swims)

## APPROACH

1. Review: te, wate, yate, hde.
2. Hold up picture of house and say de tepe.  
T - de taku he? S - de tepe.
3. Using picture from Unit 16 a boy going to house, point to it and say hde, John teg ektu hde, repeating several times.
4. Hold up picture of a boy and say de hokshedu. Then hold up the picture of a boy swimming and say hokshedu neway. Repeat several times.
5. T - Hokshedu tugtoku he?  
S - Hokshedu neway.  
Repeat several times.

## NOTE TO TEACHER

To word "house" is reviewed here to help students to distinguish between "house" and "home".

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	zee/gee nakoo	it is yellow/brown and	Real objects: color chart, mitts, yellow bristol board, and construction paper

## OBJECTIVES

To introduce the color expression for objects: zee (it is yellow)

## APPROACH

1. Review napeenkpa.
2. Review colors done thus far.
3. Point to yellow on the color chart and say, zee. Also display yellow bristol board or construction paper and say zee.
4. Then take the yellow mit: T - de taku he? S - de napeenkpa.

## NOTE TO TEACHER

UNIT XIX

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	waneyatoo weheyayadu chagu petu he eyutung yungupe ochunkoo sehug ma sehug ne sehug	it's winter clock pall fire he/she leaves they're sitting road his/her foot my foot your foot	

OBJECTIVES

1. The nouns: weheyayadu, chaqu and ochungoo.
2. The season expression waneyatoo, petu.
3. The body parts: sehug, nesehu, masehu.
4. The verb form of: eyuyua, and kud yungupe.

APPROACH

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	weheyayadu chagu	clock pail	Real objects: clock and pail

OBJECTIVES

To teach the nouns: weheyayadu  
(clock)  
chagu (pail)

APPROACH

1. Point to classroom clock and say, de weheyayadu. Repeat several times, T - de taku he? S - De weheyayadu.
2. Hold up a pail and pointing to it say, de chagu. Repeat several times. T - de taku he? S - De chagu.
3. Repeat with individual students and with group.
4. T - de wecheyayadu hehan de chagu.
5. Review: count up to twelve by counting the hours on the clock. Have students count with you while you point to numbers. Allow individuals to try counting alone.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	waneyatoo petu	it's winter fire	Pictures: of winter and fire- place

## OBJECTIVES

To teach the season expression:  
waneyatoo (It is winter)  
petu (bonfire or fireplace)

## APPROACH

1. Review wa and waheeha.
2. Pointing to the picture of winter and say, waneyatoo, repeating several times.
3. Hold up the picture of the fireplace and say, de petu, repeating several times. T - de taku he? S - He petu.
4. Have pictures to review on board ledge. Name pictures and ask student to bring it. Student brings picture and all the students identify it.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he eyutung yungupe	he/she leaves they're sitting	Pictures: of boy walking away from house carrying a suitcase

## OBJECTIVES

To introduce the verb form:  
 eyuyua (he/she goes away)  
 kud yungupe (they're sitting)

## APPROACH

1. Have a group of three students come to the front. Say to them eyutunga. When they are sitting down point to them and say to the other students kud yungupe.
2. T - tugtoku pe he?      S - kud yungupe.
3. Variation: have two girls and two boys sitting at the front, say pointing to girls: wecheyanu kud yungupe, pointing to boys: hokshedu kud yungape. Then indicating all, wecheyanu hehan hokshedu kud yungape.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ochunkoo sehug ma sehug ne sehug	road his/her foot my foot your foot	Pictures: road, foot

OBJECTIVES

To teach the noun: ochunkoo  
(road)

To teach the parts of the body:

sehug (his/her foot)  
nesehu (your foot)  
mesehu (my foot)

APPROACH

1. Hold up the picture of the road and say, de chungoo, repeating several times. T - de taku he? S - de chungoo. Repeat.
2. Review parts of body taught thus far, head, face, hand.
3. Then hold up the picture of the foot and say, de sehug, question, T - de taku he? S - de sehug.
4. Point to picture of your foot. Say, de mesehu. Then point to a student's foot, say de nesehu.

NOTE TO TEACHER



UNIT XX

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wanu	now, at present	
	umpetoo wakan ehangu	Monday	
	umpetoo noompu	Tuesday	
	umpetoo yamne	Wednesday	
	umpetoo topu	Thursday	
	umpetoo zuptu	Friday	
	wetage	January	
	bdogatoo	it's summer	

OBJECTIVES

APPROACH

1. To teach students the usage and understanding of days of the week: umpetoo-wakan-chungu, umpetoo-noompu, umpetoo-yamne, umpetoo-topu, umpetoo-zuptu.
2. The month: wetage.
3. The season expression: bdogatoo.
4. The adverb: wanu.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	umpetoo wakan ehangu	Monday	Seasonal pictures
	umpetoo noompu	Tuesday	A calendar
	umpetoo yamne	Wednesday	
	umpetoo topu	Thursday	
	umpetoo zuptu	Friday	

## OBJECTIVES

To teach the days of the week:

umpetoo wakan chungu (Monday)

umpetoo noompu (Tuesday)

umpetoo yamne (Wednesday)

umpetoo topu (Thursday)

umpetoo zuptu (Friday)

## APPROACH

1. Use the calendar, pointing to Monday say umpetoo wakan chungu, repeat several times.
2. Repeat Step 1 with umpetoo noompu, continue with other days.
3. Review waneyatoo.
4. Display picture of summer and say to students wanu bdogatoo. Repeat several times. Holding seasonal picture encourage the students to tell you what they see. Example: wanu waneyatoo, wanu bdogatoo.
5. Show picture of winter and question, T - de bdogatoo he?  
S - heya.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	Wetage	January	Calendar, pictures of seasons learned thus far

## OBJECTIVES

To teach the month:  
wetage (January)

## APPROACH

1. Review seasons learned thus far.
2. Review days of the week.
3. Display calendar to students, to teach the month January. Pointing to month January, have students repeat with you by and say de wetage.
4. Question students by asking what month is this pointing to January, T - de wetage he? S - Ho/han de wetage.

## NOTE TO TEACHER

UNIT XXI

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	htunehan umpetoo wakan wayawa tepe tepe wakan ptuyatoo	yesterday Sunday school church It's autumn	

OBJECTIVES

1. The day of the week: umpetoo wakan.
2. The nouns: wayawatepe.
3. The season: ptuyatoo.
4. The adverb: htunehan.

APPROACH

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	htunehan umpetoo wakan	yesterday Sunday	Real objects: calendar

## OBJECTIVES

To teach the adverb:  
htunehan (yesterday)

To teach the day of the week:  
umpetoo wakan (Sunday)

## APPROACH

1. Review days of the week, from previous lessons, Unit 20.
2. Introduce umpetoo wakan, repeat several times.
3. Reviewing the days of the week Introduce htunehan. Have them say htunehan with you. Using calendar, point to current day, then point to previous day to illustrate htunehan.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ptuyatoo wayawa tepe	It's autumn school	Pictures: seasonal pictures school

## OBJECTIVES

To teach the season: ptuyatoo  
(It's autumn)

To teach the noun: wayawatepe  
(school)

## APPROACH

1. Review seasons learned thus far: waneyatoo, bdogatoo, then introduce ptuyatoo.
2. Hold up picture of autumn and say, ptuyatoo, then pictures of waneyatoo and bdogatoo.
3. Then question students, first as groups then ask individual students,  
T - de ptuyatoo he?      S - Ho/Han de ptuyatoo.
4. Hold picture of winter and ask students,  
T - De bdogatoo he?      S - Heya.
5. For review continue with yes and no questions.
6. Display picture of school and say de wayawatepe. Repeat several times. Have individual students say the word with you.
7. Call students up front, have him hold picture of school and say to other students, S - de taku he?      T - de wayawatepe.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wanu tepe wakan wayawa tepe	now, at present church school	Picture: school Real objects: calendar

## OBJECTIVES

To teach the nouns:

wayawa tepe (school)  
tepe wakan (church)  
wanu (now, at present)

## APPROACH

- Review days of the week and htunehan. Assuming today is Thursday, say to the students, de umpetoo topu.  
T - De umpetoo tonu he? S - de umpetoo topu.
- Point to Wednesday on the calendar and say htunehan umpetoo yamne.  
T - Htunehan umpetoo tonu he? S - Htunehan umpetoo yamne.
- Hold up a picture of a school and say de wayawatepe. Pointing to the school ask the student,  
T - Htunehan yahe he? S - Han/Ho - Heya.  
Repeat Step 3 using examples of places where students frequently go. Example: church, store, home, hospital, etc.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	de umpetoo tonu he? uhtunu owangu yuzazape watoo tohan	what day is today yesterday Saturday it's spring when	

## OBJECTIVES

1. The day of the week: owangu yuzazape
2. The season: watoo
3. The adverb: uhtunu
4. The interrogatives: tohan, de umpetoo tonu he?

## APPROACH

## NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	de umpetoo tonu ahuna owunka yuzuzupe	what day is it today tomorrow Saturday	A calendar

## OBJECTIVES

To teach adverb: uhunu  
(tomorrow)

To complete the days of the  
week: owangu yuzazape  
(Saturday)

To teach the question de  
umpetoo tonu he?

## APPROACH

1. Review days of the week on a calendar.
2. Say, umpetoo yamne (whatever the current day is), uhumu umpetoo topu pointing on calendar. Repeat several times.
3. Using calendar, pointing to the day of the week, and when you get to Saturday introduce owangu yuzazape. Repeat several times.
4. Using calendar ask the question, de umpetoo tonu he? Repeat several times.  
T - de umpetoo tonu he?      S - De umpetoo yamne.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wato tohan	it's spring when	Pictures of all four seasons

## OBJECTIVES

To teach the word for the sea-  
son: wato (spring)

To introduce the expression:  
tohan (when)

## APPROACH

1. Review seasons learned thus far: winter, summer, autumn, spring.
2. Hold up the picture representing autumn and say, wato, repeating several times and ask, T - wato he? S - Ho/Han wato.
3. Continue with yes and no questions using the four pictures.
4. Gather magazine pictures of seasonal activities such as swimming, camping, hockey, skating, sliding, harvesting, picking berries, planting garden, etc. Have students specify seasons represented or ask yes/no questions.

NOTE TO TEACHER.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ahana otoweentu	tomorrow town	Picture of a town

## OBJECTIVES

Review the students understanding of unit words.

## APPROACH

1. Review ye and ahana.
2. Point to oneself and picture of town and say, ahana, otoweentu bda kte.
3. Have two students, one at a time to repeat Step 2. Follow dialogue: S - 1 uhunu otoweentu bda kte (point to oneself) S - 2 ununu otoweentu de kta he? (point to S. 1)
4. Repeat Step 3. Student 3 will say to student 1 and student 2. uhunu otoweentu ya.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	oape wota wotu wotub	hour he/she eats eat eat	

## OBJECTIVES

## APPROACH

1. To teach students the usage and understanding of the verb forms: wota, wotu, wotub.
2. The month.
3. The nouns: oape.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wotu wotub	eat (imp. sg.) eat (imp. pl.)	Picture of someone eating  Real objects: two place settings

## OBJECTIVES

To teach verb forms: wotu  
(eat)  
wotub  
(eat) pl

## APPROACH

1. Review Unit 9, he yuta and he chaya.
2. Hold up picture of someone eating, and say wotu, repeat several times.
3. Have table set for two with food. Sit down at one place and call individual student up front. Tell him to sit down at the other place. Then say, wotu indicating that he is to eat.
4. Pointing to him as he is eating, say to the other students, wotu.
5. Ask two or more students to come and eat and say wotub. Ask another to give out the command wotub.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	oape we	hour month	Picture of clock  Real objects: clock, calendar

OBJECTIVES

To teach the month: we (month)

To teach the noun: oape (hour)

APPROACH

1. Review the month wetage.
2. Display calendar and start with January then introduce . Have individual students come up front and repeat the two months of the year.
3. Review the weheyuyadu first. Point to classroom clock, saying de weheyuyadu.
4. Draw picture of clock on chalk board, showing two o'clock. Then point to clock say tonu oape. Move the hour hand to three and say tonu oape. Continue with several numbers until students are familiar with the phrases for stating the hour.

NOTE TO TEACHER

Determine the familiarity of students with such things as calendar or clock before teaching it - by discussion with the classroom teacher, working together with the teacher can make your job easier.

UNIT XXIV

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wawate	I eat	
	wayate	you eat	
	esun	knife	
	wechupe	fork	
	togehu	spoon	
	wukshedehe	set the table	
	wukshedehe	he/she set the table	

OBJECTIVES

APPROACH

1. To teach the students the usage and understanding of the verb forms: wawate, wayate.
2. The imperative verbs: wukshedehe.
3. The noun: togehu.
4. The nouns: esun, wechupe

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wawate wayute	I eat you eat	Picture of some- one eating

OBJECTIVES

To teach the verb forms:

wawate (I eat)

wayate (you eat)

APPROACH

1. Review previous lesson, other forms of verbs.
2. Eat some of the food and say wawate, several times.
3. Have students up front giving him some of the food say wotu. While he is eating say woyate, and pointing to him, say to the other students, wotub.
4. Give food to all other students and say wotu to each. Ask each student what he is doing so he can say, wawate.

NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	esu	knife	Real objects:
	wechupe	fork	small table,
	togehu	spoon	knife, fork,
	wahneyutupe ahde	set the table (Imp. sg.)	spoon
	wahneyutupe aohdeptu	let's set the table	

## OBJECTIVES

To teach the table items:  
esan (knife)  
togehu (spoon)  
wechupe (fork)  
wukshedehe (set the table)

## APPROACH

1. Holding up fork, say to students, de wechupe. Ask, T - de taku he? S - de wechupe. Repeat with individual students.
2. Similarly introduce knife and spoon.
3. Call the students up to the front and demonstrate how to set the table, then pick up the articles, give them to a student indicating he is to set the table and say Mary, wukshedehe. Helping student if he is unsure.
4. Repeat with other students saying in each case wukshedehe and naming the items as they are put in place.
5. Point to the student who is setting the table and say, Mary/John wukshedeheb. T - Mary/John tugtoku he? S - Mary/John wukshedeheb.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	yutu	eat it	
	yutu	eat it	
	pugezeze	carrot	
	bdo	potatoe	
	chuhumpe	sugar	
	kukusheeshee	bacon	
	tado	meat	
	hogu	fish	

## OBJECTIVES

## APPROACH

1. To reach students the usage and understanding of the imperative verbs: yutu.
2. The animate nouns: pugezeze, bdo, hogu.
3. The inanimate nouns: chuhumpe, kukusheeshee, tado.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hogu puguzeze yutu yutu	fish carrot eat it (imp. sg.) eat it (imp. pl.)	Pictures: fish, bacon, carrots  Real objects: carrot

## OBJECTIVES

To teach the foods:

pugezeze (carrot)  
hogu (fish)  
bdo (potatoes)

To teach the expression:

yutu (eat it)

## APPROACH

1. Hold up a carrot, say de puguzeze. Have student repeat with you. T - de taku he? S - de pugezeze.
2. Repeat the same dialogue to introduce hogu and bdo.
3. Demonstrate be eating a carrot, then hand a carrot to student, de pugezeze yuta. Repeat with other students, making certain there is a carrot for each student.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	kukusheeshee tado yutu	bacon meat eat it	Pictures: bacon carrot, meat  Real objects: cooked meat

## OBJECTIVES

To teach the foods:

kukusheeshee (bacon)

tado (meat)

To teach the verb: yutu (eat)

## APPROACH

1. Review lessons for carrot.
2. Holding a small tray of bacon, say de kukusheeshee, several times. Hold up a picture of bacon and say de kukusheesee.
3. Display picture of meat and say de tado. Question students by pointing to picture of bacon.  
T - de tado he? S - heya.
4. Hand a piece of cooked meat to student, say de tado yutu. Repeat with all students.

NOTE TO TEACHER.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	pugeezeezee chuhumpe bdo	carrot sugar potatoes	Pictures: sugar, bacon, meat, carrot, fish, potatoes  Real objects: cube of sugar for each child

## OBJECTIVES

To teach the noun: chuhumpe  
(sugar)

## APPROACH

1. Hand each student a cube of sugar. Hold a cube of sugar and say de chuhumpe.
2. Question individual student, holding cube of sugar.  
T - de taku he?      S - De chuhumpe.
3. Have students taste and eat their cube of sugar and say de chuhumpe yutu.
4. Review names of foods by asking yes/no questions using pictures, example:  
T - de chuhumpe he?      T - De puguzeze he?

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	yutgu usumpe mneskooyu mne wehde mne skooyu wod aohdepte wahumpe yutga wehde ska	drink milk pop water grease salt let's all set the table soup he/she drinks lard	

## OBJECTIVES

## APPROACH

1. To teach the students the usage and understanding of the imperative verbs: wod aohdepte, yutgu.
2. The verb: yutgu.
3. The verbs: mne, wehde, mne skooyu, wahumpe, wehde ska.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	yutgu	drink	Real objects:
	usumpe	milk	milk cartons, pop
	mneskuyu	pop	bottles, juice
	mne	water	can, glass of water

## OBJECTIVES

To teach the names of things to  
usumpe (milk)  
mneskuyu (soft drink)  
mne (water)

## APPROACH

1. Review the vocabulary learned in the previous Unit of things to eat.
2. Hold up glass of water and say de mne, repeating several times. Encourage students to say it with you de mne.
3. Have individual students come up and hold glass of water and say de mne. Student then plays the role of the teacher.  
T - de taku he?      S - de mne.
4. Use the same procedure to teach mneskuyu and usumpe.
5. Review by asking students to bring the object (or picture) to you, usumpe aoo, etc.
6. Arrange to have some juice for students.
7. Review foods learned thus far.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	yutgu	drink it	Glass of water or
	yutgu	he/she drinks it	milk or juice

## OBJECTIVES

To teach the verb forms:

## APPROACH

1. Review the names of things to drink learned thus far.
2. Give students some water, milk or juice in a glass and say yutgu, letting him know through gestures that he is to drink.
3. When the student is drinking point to him and say to the other students yutgu.
4. Then ask, T - Mary tugtoku he? S - Mary yutgu.

## NOTE TO TEACHER

It may be possible for you to make arrangements with the classroom teacher to have this lesson during the lunch time when students have milk or juice. Other words could then be reviewed as well.



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wehde ska mneskuyu wahumpe	lard salt soup	Real objects: a tin of soup, a lard carton, salt

## OBJECTIVES

To teach the nouns:

wehde ska (lard)  
mne skuyu (salt)  
wahumpe (soup)

## APPROACH

1. Review vocabulary learned in previous lessons about things to eat and drink.
2. Hold up a can of soup. Say de wahumpe. Repeat several times.
3. Ask, T - de taku he? S - de wahumpe. Repeat with individual student, then again with the group.
4. Hold up the lard carton. Say de wehde ska. Question to encourage students to say it, T - de taku he? S - de wehde ska.
5. Use the same procedure to teach salt. Let them taste some salt.
6. Using pictures or objects review all the foods and things to drink done thus far. They might bring them to you, or point to them in response to e.g. where is the carrot?

## NOTE TO TEACHER

Wehde includes shortening, butter, and oils that are brought from store. To separate one from the other, each is described e.g. wehde ska.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wodahde wodahdepe wod aohdepte	set the table they set the table we set the table	Real objects: knife, fork, spoon, plate, table mat, or serviette.

## OBJECTIVES

To teach the verb expression:

## APPROACH

1. With all the materials in your hand, call up a student and say to him, wod aohdepte. Then give him the knife, fork, and spoon to place while you put down the plate and table mat.
2. Divide the students into small groups, select a leader for each group. The leader will say wod aohdepte as they begin to set the table. Repeat, until all the students understand and can say aohdepte.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	zuzuechedu paheen wachee he yuwa he eshtuwechuyuzu we	snake procupine want to he/she reads antlers March	

## OBJECTIVES

## APPROACH

1. To teach students the usage and understanding of the verb: wowape yuwa.
2. The animate nouns: zuzuechedu, paheen, he.
3. The month: Eshtu wechuyuzu we.
4. The proverb: wachee

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ha zuzuechedu paheen	antlers snake porcupine	Large pictures: snake, porcupine, antlers  Real objects: antlers

## OBJECTIVES

To teach the nouns:

zuzuechedu (snake)  
paheen (porcupine)  
he (antlers)

## APPROACH

1. Review words for animals learned thus far.
2. Hold pictures of porcupine say de paheen. Repeat several times, have students repeat with you.
3. Question individual students: T - de taku he? S - De paheen.
4. Use similar procedure to teach the other nouns. But use real antlers other than pictures.
5. Have students make themselves look like or move like the snake, porcupine, deer with antlers.
6. Have pictures of animals and birds, example: De paheen he? De mushteenchu he? Be sure to have some yes/no questions.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wa chee he yuwa eshtuwechuyuzu we	want to he/she reads March	Pictures: boy/ girl reading  Real objects: book, calendar

## OBJECTIVES

To teach the verb forms:  
wowape yuwa (he/she reads)

To teach the month:  
Estu wechuyuzu we (March)

To teach the proverb:  
wachee (want to)

## APPROACH

1. Hold picture of someone reading, say wowape yuwa, repeat several times.
2. Question students: T - Tugtiku he? S - wowape yuwa.
3. Have student sit on a chair, hand him a book. Gesture for him to read say to student wowape yuwa. Repeat with other students.
4. Indicate that John/Mary want to read to them and say John wowape yuwa, use a book that you have prepared ahead of time. Students may want a repeat of The Three Bears or other animal books.
5. Point to John who is just about to read and say, T - John tugotoku he? S - John wowape yuwa kta.
6. Review months January, February.
7. Point to the calendar to introduce Eshtu wechuyuzu we. Repeat several times, along with students.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	uka yamne	thirteen	
	uka topu	fourteen	
	uka zuptu	fifteen	
	wukshed opeya	cupboard	
	gege	orange	
	ooncheshechu	crow	
	gemamana	butterfly	
	psepsechadu	grasshopper	
	wubdushkudu	worm	
	tohmoogu	bee	
	honagadu	fly	
	oagu ogadw we	April	
	okuta	it's warm	

## OBJECTIVES

1. To reach students the usage and understanding of the numbers: uka yamne, uka topu, uka zuptu.
2. The nouns: ooncheshechu, gemamana, psepsechadu, wubdushkudu, tohmoogu, honagadu.
3. The inanimate nouns: wukshed opeya.
4. The color: ge sha.
5. The month: Oagu Ogadw we
6. The weather expression: okuta.

## APPROACH

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	uka yamne uka topu uka zuptu Oagu Ogadw We	thirteen fourteen fifteen April	Real objects: beads, pencils, calendar

## OBJECTIVES

To teach the numbers:

uka yamne (thirteen)  
uka topu (fourteen)  
uka zuptu (fifteen)

To teach the month:

Oagu Ogadw We (April)

## APPROACH

1. Review numbers learned thus far, introducing uka yamne, uka topu, uka zuptu.
2. Have students count from one to twelve then say uka yamne, uka topu, uka zuptu.
3. Question students, by counting beads, T - de tonu he? S - he uka yamne.
4. Using calendar, review months learned thus far. Then continue with Oagu Ogadw We.
5. Review days of the week using calendar.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	psepsechadu wubdushkudu honagudu gemamaha tohmoogu	grasshopper worm housefly butterfly bee	Pictures of crow, butterfly, grass- hopper, bug, housefly, and a bee

## OBJECTIVES

To teach the nouns:  
ooncheshechu (crow)

To teach the insect words:

gemamana (butterfly)  
psepsechadu (grasshopper)  
honagudu (housefly)  
wubdushkudu (worm)  
tohmoogu (bee)

## APPROACH

1. Display picture of Crow and say de ooncheshechu pointing to picture. Repeat several times. T - de/he taku he?  
S - de/he ooncheshechu.
2. Use similar procedure to teach words for insects.

## NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wukshedapea he zee/ge akuta	cupboard It's orange It's warm	Pictures: of a cold day and a warm day  Real objects: color charts, cupboard

## OBJECTIVES

To teach the noun:  
wukshedopeya (cupboard)

To teach the color: ge-sah  
(orange)

To teach the weather expression:  
okuta (It's warm)

## APPROACH

1. Review previous colors.
2. Point to orange on color chart and say gesha. Have students repeat with you. Question students.  
T - de tokechechu he? S - De ge-sha.
3. Point to classroom cupboard if any, or picture saying, is the cupboard taken out. Request students individually to put something back into the cupboard. Say, wukshedopeyag ed ohnugu.
4. Review weather expressions learned so far. Display pictures and say  
T - tungud tokechu he? S - okuta.  
T - tungud tokechu he? S - owash te chuge.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chu ochate chate chawate neya chate he chate henu/ganu tukte a he chu guksuksu howayu	wood stove make a fire I make a fire you make a fire he/she makes a fire where are those he/she chops wood go for it	

## OBJECTIVES

## APPROACH

1. To teach students the usage and understanding of the verb forms: chawate, neya chate, he chate, he chu guksuksu.
2. The imperative verbs: chate, howayu.
3. The inanimate noun: chu
4. The animate noun: ochate
5. The Interrogative: henu/ganu tukte a he?

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chu	wood	Pictures: stove
	ochate	stove	
	chate	make a fire	Real objects:
	chawate	I make a fire	wood, fireplace
	chate	you make a fire	
	he chate	he/she makes a fire	

## OBJECTIVES

To teach the noun:

ochate (stove)

chate (make a fire)

chawate (I make a fire)

chate (you make a fire)

he chate (he/she makes a fire)

## APPROACH

1. Review ochate (Unit 19)
2. Point to stove in classroom and/or to picture of stove and say, de ochate.
3. Using various pictures question students,  
T - De ochate he?      S - Ho/Han de ochate.
4. Go outside to the place prepared for the fire. Gather wood having students help you.
5. Light fire saying, chawate.
6. Hand student a stick of wood and say, chate. Gesture that student is to put wood on fire. While he does this say, chate to him and he chate to the other student. Repeat with other students.
7. Point to the fire while it is burning, say  
T -Tugtikunu he?      S - Chawate.
8. Bring out food to be roasted.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	henu tukta a he he chu gukse howayu	where are those he/she chops wood go for it	Pictures: some- one cutting wood  Real objects: pieces of fire- wood

## OBJECTIVES

To teach the interrogative:  
tokeyu/tog oompe he?  
(where are they)

To teach the imperative verb:  
howayu (go for it)

To teach the word: chu (wood)

To teach the verb:  
he chu guksuksusu  
(he/she chops wood)

## APPROACH

1. Hold several pieces of wood and say denu chu, several times. T - denu taku he? S - henu chu.
2. Put wood in corner of classroom. Call student to the front pointing to the wood and gesturing say, chu howaya. Repeat with other individual students.
3. Have student put heads down. Hide the pieces of wood. Have the students open their eyes again and then ask them, chu toktenu a he?
4. When they locate the wood, repeat the game.
5. Allow a student to hide the wood and ask the question, chug toktenu a he?
6. Hold up picture of man cutting and say he chu guksaksa several times. Then say chu guksaksa. Encourage students to say it with you.  
T - tug toku he? S - Chu guksaksa.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wozu wo oozu pta he wozu wayazu pshee tepsina wuhchuhchu maku koga wowazu	sow let's all sow/plant he/she sows/plants you sow/plant onion turnip flower earth/soil box I sow/plant	

## OBJECTIVES

## APPROACH

- To teach students the useage and understanding of the verb forms:  
wozu, wo oozu pa,  
he wozu, wayazu, wowazu.
- The animate nouns:  
pshee, tepsina, wuhchuhchu.
- The inanimate nouns:  
maku, kogu.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wuhchuhchu	flower	A box of planting
	maku	earth/soil	flower seeds,
	kogu	box	soil, picture of
	he wozu	he/she sows/plants	a flower, small
	woyazu	you sow/plant	shovel, or can
	wowazu	I sow/plant	for moving soil.

## OBJECTIVES

To teach the noun: maku  
(soil)

To teach the verbs:  
wozu (sow)  
wowazu (I sow)  
woyazu (you sow)

To teach the nouns:  
wuhchuhchu (flower)  
kogu (box)

## APPROACH

1. Hold up box and say de kogu, several times, encouraging students to repeat with you.
2. Point to the soil and say de maku. Put some soil in box, explaining what you are doing.
3. Show picture of flower and say de wuhchuhchu, repeating several times.
4. Take the package of flower seeds, taking out one seed, plant it and say wuhchuhchu woyazu. Give the seeds to a student to plant say, woyazu.
5. Prepare short rows or depressions in soil to put seeds in. Have individual students come up and give them each a seed to plant say, wuhchuhchu wozu.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wo oozu ptaya pshee tepsina	let's all sow/plant onion turnip	Pictures: a turnip  Real objects: box of soil, onion stems

## OBJECTIVES

To teach with verb terms of plant:  
he wozu (he/she sows)  
wo oozu pta (let us all sow)

To teach the vegetables:  
pshee (onion)  
tepsina (turnip)

## APPROACH

1. Review box, soil, plant of previous lesson.
2. Show an onion to the students say, de pshee. Repeat several times. T - de taku he? S - de pshee.
3. Say wo wazu kta. Have them watch you, plant one of the onion sets in the box and say wowazu. Explain to each, pshee, ooyazu pta.
4. Hold up the turnip, say de taku he? if they say turnip, say de tepsina che. Cut up the turnip so all may have a taste.
5. You may want to have students taste the large onion.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	aguyupe bdo aguyupe guhu owas aguyupe ooguge pta chagu putu mne eduya wenu pohyu owas oontupta he aguyupe guha	flour bake bannock let's all bake bannock frying pan kettle baking powder let's all eat it he/she bakes bannock	

## OBJECTIVES

1. To teach students the usage and understanding of the imperative verbs: aguyupe guhu, aguyupe oogugu pta, owas oontupta.
2. The verb: he aguyupe guhu.
3. The nouns: aguyupe bdo, chagu putu, mne ekudyu.
4. The noun: wenu pohyu.

## APPROACH

## NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wenupohya owas oontupta awas aguyupe ooguhu pta aguyupe gugu aguyupe bdoos	baking powder let's all eat it let's all bake bannock bake bannock flour	Real objects: flour, baking powder, bowl for mixing

## OBJECTIVES

To teach the ingredients of bannock: wenu pohya  
(baking powder)  
aguyupe bdoos  
(flour)

To teach the imperative verb:  
aguyupe gugu  
(bake bannock)  
owas oontupta  
(let's all eat it)  
aguyupe ooguhu pta  
(let's bake bannock)

## APPROACH

1. Call students to come around the table where you will mix the bannock. Say, aguyupe ooguhupte.
2. Review names of ingredients as you work with them. You might ask them yes/no questions.
3. Call students and say, Mary aguyupe gugu, letting her know by gestures that she is to mix the ingredients. Give other students an opportunity to mix well and say aguyupe gugu.

## NOTE TO TEACHER

Students should have an opportunity to eat the bannock when it is baked, say aguyupe oontupte.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chaguputu mne ekudya	frying pan kettle	Pictures: fry pan, tea kettle  Real objects: frying pan, tea kettle

## OBJECTIVES

To introduce the utensils:  
chuguputu (frying pan)  
mne ekudya (kettle)

## APPROACH

1. Hold up the frying pan, say de chaguputu. Repeat several times. Ask, T - de taku he? S - de chaguputu.
2. Ask students what they would cook in the fry pan, eliciting each answer as eggs, bacon, meat, fish, etc. Encourage them to say words in Dakota. You may have to help them with the first words to ensure they understand the question.
3. Hold up the kettle and say, de wuppe ekudya. Repeat several times. Ask, T - de taku he? S - he wuhpe ekudya.
4. Ask them what you put in a tea kettle. They should answer water.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wuachoo	work	
	owao wuachookoo pta	let's all work	
	tungud	outside	
	choogushga	fence	
	tukushechu ahpeyupe	garbage	
	museyupa	hammer	
	eechoo	pick it up	
	puhe	pick it up	
	taheega neenu	hard	
	weyuheentu yuheentu	rake	

OBJECTIVESAPPROACH

1. To teach students the usage and understanding of the Imperative verbs: wuachoo, wuachoo koo pta, puhe, eechoo.
2. The nouns: choogushga, tukushechu ahpeyupe, museyupa, weyuheenta.
3. The adverbs: taheega, neenu.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wuachoo	work	Picture: rake
	owas wuachoo koopta	let's all work	
	tungud	outside	
	taheega	hard	
	weyuheentu yuheento	rake	

## OBJECTIVES

To teach the Imperative verbs:

wuachoo (work)

wuachoo koopta  
(let's all work)

To teach the noun:

yuheentu (rake)

To teach the adverb:

teheegu (neena) (hard)

tungud (outside)

## APPROACH

1. Review the lesson on work Unit 12. Have the student recall the work period.
2. Display picture of rake and say, *de weyuheenta*, repeating several times. T - *de taku he?* S - *he weyuheentu.*
3. Pantomime the action of raking and say, *wabduheenta*. Ask a student to come up on the front to rake with you and say, *Mary w uachoo*. Call other students one by one to you and have them go through the action of raking.
4. Have them watch you. Pantomime raking slowly and say, *wuachamoo*, then rake more quickly and with great effort to say *taheega wuachomoo*.
5. Say to the students *wuachoo*, having them rake slowly, then speed up saying, *teheega wuachoo*.
6. If possible have a work period arranged outside where everyone can work at something for a short period to teach *tungud*. Repeat Step 5 outdoors and say, *tungud wuachookoo pta*.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	choogushge tugushechu	fence garbage	Picture: of a fence  Real objects: garbage bag, dis- card paper and boxes

## OBJECTIVES

To teach the nouns: choogushge  
(fence)  
tugushechu ahpeyupe (garbage)

## APPROACH

1. Show the picture of the fence and say, de choogushge.  
T - de taku he?      S - he choogushge.
2. Pointing to garbage can say, de tugushechuahpeyupe.  
T - de taku he?      S - he tugushechuahpeyupe.
3. Have students pick up garbage off the floor and say  
tugushechug puhe.
4. Holding up one by one the objects in the bag, ask  
students, de tugushechu.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	museyupe echoo puhe	hammer pick it up pick it up	Pictures: of hammer  Real objects: hammer, books

## OBJECTIVES

To teach the noun museyupa,  
(hammer)

To teach the imperative verbs:

echoo (pick it up)  
puhe (pick it up)

## APPROACH

1. Have one student come to the front. Say to him, wowape echoo, indicating that he is to take the book. Ask him to put it down near you, ahnugu. Repeat with several students.
2. Ask several students to come up together. Say to them, wowapeg puhe, indicating that they are to pick up the books.
3. Show the picture of the hammer, say de museyupe.
4. Test students understanding of nouns learned using object. (see materials)

## NOTE TO TEACHER

Arrange ahead of time with the classroom teacher so that nothing will be misplaced or put back incorrectly.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	temuhed wukshedchu yuzuzu owungu gaheentu owungechuheentu wepuzuzu sneyuhde kogu	indoors wash dishes sweep floors broom soap fridge	

## OBJECTIVES

1. To teach students the usage and understanding of the adverb: temuhed.
2. The Imperative verbs: wukshechu yuzuzu, owunga gaheentu.
3. The nouns: owungu, gaheentu, sneyuhde kogu
4. The noun: wepuzuzu.

## APPROACH

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	owung echuheentu wepazuzu sheya hde kogu	broom soap fridge	Pictures: fridge  Real objects: broom, soap

## OBJECTIVES

To teach the nouns:  
owunguchuheentu (broom)  
sneyuhde kogu (fridge)

To teach the noun: wepuzuzu  
(soap)

## APPROACH

1. Hold up broom and say, owungechuheentu, several times.
2. Ask the students, T - de taku he? S - de owunguchuheentu.
3. Ask individual students the question, then the group. Allow student to play role of teacher. Use the same procedure to teach fridge. To teach wepuzuzu use the proper pronouns.  
T - de taku he? S - he wepuzuzu.
4. Review the lesson by asking, for example; is this a fridge?
5. To test their understanding of the lesson and their knowledge of previous lessons ask students yes/no questions or comprehension questions, some of which might be ridiculous, for example; what would we put in the fridge? eggs, turnip, hammer, bannock, garbage, etc.

NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	temuhed wukshedyuzuzu owangu gaheentu	Indoors wash dishes sweep floors	Pictures: girl sweeping the floor and washing dishes, to represent inside  Real objects: dish pan, broom

## OBJECTIVES

To teach the imperative verbs:

wukshechu yuzuzu  
(wash dishes)

owung gaheentu  
(sweep the floor)

To teach the concept:

temuhed (indoors)

## APPROACH

1. Hold up the picture of the girl sweeping the floor and say owung gaheentu, several times.
2. Call a student to the front. Hand her the broom and say, owunga gaheentu. Repeat with other students.
3. Hold up the picture of the washing dishes and say wukshed yuzuzu, several times.
4. Call a student to the front, say wukshechu yuzuzu, this could be an actual situation or it may be role playing.
5. To test understanding of verbs, play a "What am I doing?" game with yes/no questions. For example: Am I sweeping the floor? (while washing face)
6. Point to picture of inside and say temuhed. Encourage students to say it with you.
7. Give a list of objects and/or actions, students are to specify whether they are inside or not. Questions can be formed to have yes/no answers.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	sheena sheena muhetu epuhee gugu oogugu pta otuwee eyachegumne ota chonana	blanket sheet pillow make it let's all make it town automobile lots/many a little bit	

## OBJECTIVES

1. To teach students the usage and understanding of the nouns: sheena, epuhee, sheena muhetu, eyachegumne.
2. The Imperative verbs: oogugu pta, gugu
3. The locative: otuwee.
4. The adjectives: ota, chonana.

## APPROACH

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	sheena mahetusheena epuheen	blanket sheet pillow	Pictures: blanket, pillow, sheet  Real objects: blanket, pillow, sheet

## OBJECTIVES

To introduce bedding terms:

sheena (blanket)  
sheena muhetu (sheet)  
epuheee (pillow)

## APPROACH

1. Hold blanket and say de sheena. Repeat several times. Have student repeat with you.
2. T - de taku he? S - he sheena. Repeat with individual students.
3. Use same procedure to introduce the following: sheena muhetu, epuheee.
4. Review using pictures. Ask yes/no questions.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	gugu owas oogugu pta	make it let's all make it	Real objects: sheet, blanket, and pillow

## OBJECTIVES

To teach the imperative verbs:  
gugu (make it)  
oogugu pta (let's all make it)

## APPROACH

1. Review Unit 8, Lesson 4, owhdepe.
2. Demonstrate by making a bed. Then call up a student, owhdepe gugu.
3. Call up students and Mary/John owhdepe gugu. Gesture to the students to make the bed. Repeat with other students.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	otuwee eyachegumne	town automobile	Pictures: of a car, boy going to town, town and cities

## OBJECTIVES

To teach the inanimate noun:  
eyachegumna (car)

To teach the locative noun:  
otuwee (town)

## APPROACH

1. Hold up picture of a car and say, de eyachegumne. Have students repeat with you.
2. Have students come to the window, De taku he? pointing to the car outdoors. Answer with them and say, he eyachegumne.
3. Hold a picture of town and say T - otuwee. S - otuwee.
4. Using various pictures of towns, cities, you say, otuwee, S - Ho/Han, Heya.
5. Hold up a picture of boy going to town and say John otuwee ye. Repeat several times with individual students.
6. Review, dramatize going to town.

## NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ota chonana	lots/many a little bit	Real objects: paper cups, pitcher

## OBJECTIVES

To teach expressions of  
quantity: ota (much)  
chonana (a little bit)

## APPROACH

1. Hand paper cups to students. Demonstrate pouring water into paper cups filling to rim and say de mne ota. Pouring a little into another cup say, de mne chonana.
2. Use this procedure for milk at lunch time for students.
3. Review: fill pitcher or other container with water and let students water the plants.
4. Review Unit 30.

NOTE TO TEACHER.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ogehduzazapedu	let's all wash our face	
	etepukeentu	towel	
	ehduzaza	take a both	
	hdukchu	comb your hair	
	hdukchub	comb your hair (pl.)	
	gakchu	comb	
	bdu he	I have it	
	du he	you have it	
	yu ha	he/she has it	

## OBJECTIVES

1. To teach students the usage and understanding of the possessives:  
bdu he, du he, yu he.
2. The nouns: etapukeentu,  
gakchu.
3. The imperative verbs:  
ogehduzazapedu, ehduzaza,  
hdukchu, hdukshub.

## APPROACH

## NOTE TO TEACHER

UNIT XXXVI

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tueeshpa eyushdu huhoontu	sewing needle scissors thread	

OBJECTIVES

APPROACH

NOTE TO TEACHER