

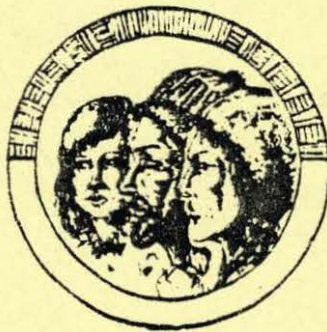


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**Book II**

**DAKOTA/SIOUX  
Language Course**



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DAKOTA/SIOUX  
LANGUAGE COURSE  
BOOK II

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## 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 experimental background.

The 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, 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)

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	han/ho	hello, how are you	
	washte tayu	fine	
	tuwe	who	
	neya	you	
	meya	I, me	
	de	this	
	he	that	
	eyu	say it	
	eyub	say it (plural)	
	enuze	get up	
	enuzem	get up (plural)	
	eyutungu	sit	
	eyutungub	sit (plural)	
	guwa	come here	
	heyu	come here	
	uka	again	

OBJECTIVES

1. To teach the greetings:  
han/ho, washte, tayu.
2. To teach the pronouns:  
tuwe, meya, neya.
3. To teach the imperative verbs:  
enuze, enuzem, eyutungu, eyutungub, guwa, heyu, eyu, eyub.
4. To teach the demonstrative pronouns:  
de, he/ga.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ho/han washte/tayu	hello fine	

OBJECTIVES

To teach the greetings:  
han/ho (hello, how are you)  
washte/tayu (fine)

PROCEDURES

1. Greet the students and say han/ho and gesture to the students to respond with washte/tayu.
2. Ask each student individually (same as above).
3. The students should say these expressions and responses to each other.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tuwe neya meya	who you me	

## OBJECTIVES

To teach the pronouns:

meya (I, me)

neya (you)

tuwe (who)

## PROCEDURES

1. Point to yourself and say meya.
2. Point to one of the students and say neya.
3. The above expression should be repeated several times.
4. Point to yourself and ask ma tuwe? Students will answer ne tuwe. Ask similar questions to some of the other students ne tuwe? The students should respond and say wanoona meya or chaska meya.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	enuze	get up	Puppets
	enuzem	get up	
	eyutungu	sit	Tapes
	eyutungub	sit	
	guwa	come here	Flashcards
	guwab	come here	

## OBJECTIVES

To teach the imperatives:

enuze (get up)

enuzem (get up) plural

eyutungu (sit)

guwa - heyu (come here)

guwab - heyub (come here) pl

## PROCEDURES

1. Point to a student and say enuze, eyutungu, guwa - heyu. Repeat procedure with other students.
2. In pairs or groups repeat procedure and say enuze, guwab - heyub.

## Group Activities:

Have a leader for each group to say the words enuze, call name of students. Example: enuze John, eyutungu John, guwa - heyu John. Then say to all in groups enuzem, guwab - heyub. The students do what they are asked. Exchange leaders from the groups, giving everyone a chance to give commands.

## Use Puppets:

Give commands to the puppets with a made-up name, and say enuze, eyutungu. use two or more puppets for the plural commands.

## NOTE TO THE TEACHER

The Dakota name for a firstborn son is Chuskay. It can be used in place of John. Or Hapu used for second son, or Hapee (third son).

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	de	this	
	he	that	
	eyu	say it	
	eyub	say	

## OBJECTIVES

To teach demonstrative pronouns:  
de (this)  
ne - ga (that)

## PROCEDURES

1. Bring a student to the front and ask de tuwe? S - John meya, Mary meya, T - de John, de Mary, (touching student). Repeat, have several other individuals come to the front, one at a time.
2. Walk around the classroom. Touch a student and say de John, de Mary. S - de John, de Mary, first in a large group then as individuals.
3. Ask a student de tuwe? S - John meya, Mary meya. Send student to the other end of the classroom, point at him and say he John, he Mary. Repeat using several other students.
4. Point to several students, say he-ga Mary, he-ga John. Have the students repeat after you.
5. To contrast the use of de, he-ga, touch one student and ask another, T - de-tuwe, S - de John, de Mary. Then, while pointing to a student further away, say he-ga tuwe? S - he-ga John, he-ga Mary. Repeat, making sure everyone can use the expressions correctly.

## NOTE TO THE TEACHER

In describing objects within reach, use de plus the noun. Objects further, use he-ga plus the noun.

Wenoona could be used in place of Mary (Wenoona is for a first born girl. Hupu, for second girl and Hupstee for third.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hokshedu	boy	
	wecheyana	girl	
	shunka	dog	
	maguksechu	duck	
	taku	what	
	heyu	no	
	han/ho	yes	
	anuhoptum	listen	

## OBJECTIVES

1. To teach the students understanding and usage of the animate nouns:  
hokshedu, wecheyana,  
shunka, maguksechu.
2. To teach the responses:  
heyu, han/ho.
3. To teach the imperative verbs:  
anuhoptu, anuhoptum.
4. To enable students to use and understand the expression:  
taku-

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hokshedu wecheyana	boy girl	Pictures of a boy and girl  Boy puppet and girl puppet  Flannelboard  Flannel cut-outs of a boy and girl

## OBJECTIVES

To teach the nouns:  
hokshedu (boy)  
wecheyana (girl)

## PROCEDURES

- Use students in the classroom:
  - point to a boy and say hokshedu,
  - point to a girl and say wecheyana.
 Have students repeat after you.
- Repeat above step using de hokshedu, de wecheyana.
- Point to a boy/girl and ask someone de tuwe? S - de wecheyana/hokshedu. Repeat, give everyone a chance to respond.
- Use pictures, repeat steps 1, 2, and 3.
- Use puppets of a boy and girl, repeat steps 1, 2, and 3.
- Use flannel board cut-outs, repeat steps 1, 2, and 3.
- Have students group in pairs and give each pair a picture of a boy and a girl. Then have them ask each other who each picture represents.  
Q - de tuwe? R - de wecheyana/hokshedu.

## NOTE TO THE TEACHER

The teacher may wish to apply some of the suggestions found in the lesson on shunka and maguksechu here, i.e. ITEM 6: draw a boy and girl (a boy draws himself, a girl herself). This could be put in a scrapbook.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	shunka maguksechu	dog duck	Real objects: toy duck and dog, scissors, glue, scrapbook  Tape recording of a dog and duck sounds

OBJECTIVES

To teach the nouns:  
shunka (dog)  
maguksechu (duck)

PROCEDURES

1. Use a toy or real duck and dog, or pictures of a dog and a duck, proceed with the following dialogue:  
T - de shunka, de taku he?  
S - de shunka.  
T - de shunka he?
2. Repeat activity 1, use maguksechu.
3. Use a tape recording of the sounds of a dog or a duck, ask students to identify the animal and the sounds.
4. Imitate the sounds of the animals and have the students identify the animals.
5. Have the students imitate sounds of the animal of their choice and respond de shunka or de maguksechu.
6. Have students draw a picture of a dog or a duck.
7. Make up a song about a dog or a duck.
8. Students can make a collage of a dog or a duck using seeds, macaroni, cloth, etc.
9. Students can make simple puppets of dogs and ducks.
10. Students find a picture of a dog and a duck and glue the pictures in their scrapbooks.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	taku heyu han/ho anuhoptu anuhoptum	what no yes listen listen	Pictures of: boy, girl, dog and duck  Number flashcards  Tape recording or record  Tape recorder or record player

OBJECTIVES

To provide opportunities to respond using:

heyu (no)

han/ho (yes)

To have students understand and respond to the commands:

anuhoptu (listen)

anuhoptum (listen) plural

To enable students to use and understand the expression:

taku (what)

PROCEDURES

1. Use illustrations of a boy, girl, dog and duck, and have children respond to questions with "yes" or "no" answer. Use only the vocabulary taught so far: T - de maguksechu? S - han/ho.
2. Use number flashcards, ask questions to provide yes and no answers.  
Example: T - de zuptu (hold up a number 5), S - han/ho,  
T - de noompu (hold up a number 3), S - heyu.
3. Cup your ear and say to a student: anuhoptu, repeat several times. Now say to entire class while your arms are cupping your ears: anuhoptum, repeat several times.
4. Carry out a series of actions which require a student or students to listen. Examples: play a tape or record, clap your hands, slap your knee, drop a pin on the floor, stomp your foot.
5. Use dialogue below to enable students to understand and use the expression: taku. Call a student by name, T - John/Mary, S - taku.

NOTE TO THE TEACHER

Students should be encouraged to respond taku whenever he/she is called by name.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wowape	book	
	eyogupta	cup	
	chueyugutgupe	chair	
	wahneyutupe	table	
	teopu	door	
	owanyua	window	
	he ga	that	
	ehnagu	put it, place it	
	ded	here	
	eneenu yungub	be quiet	
	eneenu yungub	be quite (plural)	
	aoo	bring it	
	de	this	

## OBJECTIVES

1. To teach the students understanding and usage of the inanimate nouns:  
wowape, eyogupta,  
chueyugutgupe,  
wahneyutupe, teopu,  
owanya.
2. To teach the demonstrative pronouns:  
de, he/ga.
3. To teach the imperatives:  
ded ehnagu, ded aoo,  
eneenu yungub,  
eneenu yungub.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wowape	book	Pictures
	eyogupte	cup	
	chueyugutgupe	chair	Flashcards
	wahneyutupe	table	
	teopu	door	Real objects of the above nouns
	owanye	window	

OBJECTIVES

To teach students understanding and usage of the inanimate nouns:

- wowape (book)
- eyogupta (cup)
- chueyugutgupe (chair)
- wahneyutupe (table)
- teopu (door)
- owanya (window)

PROCEDURES

1. Using real objects point to each object and say wowape, eyogupta, chueyugutgupe, wahneyutupe, teopu, owanya. Repeat several times and have students do the same.
2. Ask questions for each object mentioned in step 1. Have students respond appropriately.
3. Using pictures repeat steps 1 and 2 for the group.
4. Using flashcards for small groups and individuals, repeat steps 1 and 2.
5. Locate and identify the cup, chair, book, table, door and window in pictures.

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he de	that this	Pictures  Real objects that are inanimate

OBJECTIVES

To teach students understanding and usage of the demonstrative pronouns:

de (this)

he ga (that)

PROCEDURES

1. Placing books, cups and chairs around the classroom, touch each object and say de wowape, de eyogupta, de chueyugutgu, repeat.
2. Stand backusing the same objects, point to them and say he wowape, he/ga eyogupta, he/ga chueyugutgupe, repeat.
3. Have individual students act out steps 1 and 2.
4. Use an illustration with inanimate objects in the foreground and background to teach: de and he/ga.

NOTE TO THE TEACHER

de is used for an object that is within reach. he/ga is used for an object that is a little further away. This applies to inanimate nouns only.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ded aoo ehnugu	here bring it put, place it	Real objects: a book, a cup and a chair

OBJECTIVES

To teach students understanding and usage of the word:

ded (here)

To teach the imperative verbs:

ded ehnagu (put it here/  
place it here)

ded aoo (bring it here)

PROCEDURES

1. Point to a chair nearest you and say ded eyutungu.

2. Through your demonstrations the following sentence structures are taught:

T - de wowape  
(walk to another place and say) wowape ded ehnagu.

T - de eyogupta  
(walk to another place and say) eyogupta ded ehnagu.

T - de chueyugutgupe  
(walk to another place and say) chueyugutgupe ded ehnagu.

T - he wowape  
(point to a book further away and say) wowape aoo.

T - he eyogupte  
(point to a cup further away and say) eyogupte aoo.

T - he chueyugutgupe  
(point to a chair further away and say) chueyugutgupe aoo.

NOTE TO THE TEACHER

Have the individual students imitate the above and repeat the sentences.

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hea	It's there	
	ya	he/she goes	
	eyaya	go	
	wowapeg	book (locative)	
	eyoguptag	cup (locative)	
	chueyugutgupeg	chair (locative)	
	owanyeg	window (locative)	
	tugtoku he	what is he/she doing	
	eyunguhu	run	
	eyunguhum	run (plural)	
	waemnaguhe	I run	
	hed bda	I go there	
	tuktod, tokeyu	where	
	eyutunku	he/she sits	

**OBJECTIVES**

1. To teach the nouns in the locative case:  
wowapeg, eyoguptage, chueyugutgupeg, owanyeg.
2. To teach the questions:  
tuktod and tokeyu.
3. To teach the verbs:  
eyunguhu, eyunguhum, eyutunku, eyayu, ya, waemnaguhe, hed bda, and hea.

**NOTE TO THE TEACHER**

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wowape eyogupte chueyugutgupe owanye	book cup chair window	Pictures of a cup, a book, a chair, and a  Real objects of a cup, a book, a chair, and a

## OBJECTIVES

To teach the inanimate nouns  
in the locative case:  
wowapeg (book) locative  
eyogupteg (cup) locative  
chueyugutgupeg (chair) locative  
owanyeg (window) locative

## PROCEDURES

1. Obtain pictures of the above four items and review object identification by asking: de taku?
2. Set up the following situation: place a book on the chair and point to the book.  
T - hea wowape?  
S - han/no or heyu.  
T - hea chueyugutgupeg?  
S - han/no, hea chueyugutgupeg.
3. Practice the above several times until students are fluent.
4. Let individual students play the teacher role for the above dialogue.
5. Repeat steps 2 and 4 using the following: a cup on a book, a cup on a chair, a chair by a window, a cup by a window, a book by a window.

## NOTE TO THE TEACHER

You should encourage the students to express themselves in full sentences whenever possible. The phrase chee eyu could be used when you wish a complete sentence.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	waemnaguhe eyunguhu eyunguhum	I run run run	

OBJECTIVES

To teach the verbs:

eyunguhu (run) imp. sg.

eyunguhum (run) imp. sg.

waemnaguhe (I run)

SUGGESTED PROCEDURES

1. Be a model to introduce the above verbs. Run on the spot and say waemnaguhe.
2. Have students imitate your actions and repeat waemnaguhe. Repeat this several times.
3. Ask students individually to run on the spot, by saying eyunguhu. Repeat this till students understand the command.
4. While students are running on the spot say eyunguhum.
5. Follow the dialogue:  
T - waemnaguhe (teacher runs on the spot).  
T - eyunguhu (student runs on the spot when told).  
T - eyunguhum (all students run on spot when told).
6. Repeat step 5 as necessary.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ya ekta eyaya	go go there	

OBJECTIVES

To teach the imperative:  
ekta eyaya (go there)

PROCEDURES

1. Tell individual students to go to the window owanyeg ekta ya.
2. Student goes to the window then returns to his place and asks another student to go to the window. This procedure continues until a number of children have had a chance to go to the window and repeat the statement.
3. Walk to various locations in the room and say hed bda, teopu ta bda, owanyeg hed bda.
4. Call on individual students to imitate the above actions and to repeat the appropriate statements with the action.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tukte a he tokeyu eyutunka	where is it where he/she sits	

## OBJECTIVES

To teach the expressions:  
tukte a he (where is it)  
eyutunka (he/she sits)

## PROCEDURE

1. Set up a series of questions and activities so that students can respond to tukte.
  - T - tukte he wowapeg?
  - S - hea wowapeg.
  - T - tukte he chueyugutgupe?
  - S - he a chueyugutgupe.
2. Repeat activity several times and provide students with the opportunity to play the teacher role.
3. To present eyutunka, have a student come to the front and sit down. T - eyutunka John eyutunka. Repeat with other students. Then get them to practice the new word by such questions as:
  - T - John eyutunka he?
  - S - John eyutunka.
  - T - John eyuguhu he?
  - S - Heyu John eyutunka.

## NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he hed ya he tug toku he	he/she goes there what is he/she doing	

OBJECTIVES

To teach:

he hed ya (he/she goes there)

To teach the expression:

he tug toku he (what is he/she  
doing)

PROCEDURES

1. Follow this dialogue and action with a child as a model.  
T - eyutunku.  
T - he tug toku he?  
T - chueyugutgupe tu eyaya.  
T - he tug toku he?  
S - chueyugutgupe tu eyaya.
2. Repeat the dialogue with a student going to the window.
3. Repeat the dialogue several times with different students.
4. Use pictures of people sitting in a chair or on a table.  
You say the following sentence patterns:  
T - hokshedug chueyugutgupe ukun eyutunka.  
T - wecheyanug chueyugutgupe ukun eyutunka.  
Students repeat the sentences.
5. Students ask each other questions, pointing at pictures.  
S - tug toku he?  
S - he chueyugutgupe ukun yunka.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
OBJECTIVES	hokshapedug wecheyapedug maguksechug wanzi noompu yanne teopu eyoguptu denu henu taku tonu/tonukschu wowapeg shunkug	boys girls ducks one two three doors cups these those what (plural) how many books dogs	
To teach students understanding and usage of:			
1. Animate plurals hokshapedug, wecheyapedug, shunkug, maguksechug.			
2. Inanimate plurals <u>teopu</u> , <u>wowapeg</u> , <u>eyoguptu</u> .			
3. The numbers <u>wanzi</u> , <u>noompu</u> , <u>yanne</u> .			
4. Plural forms of demonstrative pronouns denu/henu.			
5. Demonstrative pronoun <u>taku</u> .			
6. Expression tonu/tonukschu.			

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hokshedu	boys	Real objects
	wecheyanu	girls	
	muhuksechu	ducks	Flannelboard cut-outs and pictures
	shunku	dogs	of boys, girls,
	teopu	doors	dogs, ducks, cups
	wowape	books	books and doors
	eyogupte	cups	
	wanze	one	
	noompa	two	
	yamne	three	

OBJECTIVES

To teach the students understanding and usage of plural nouns:

hokshapedug (boy)

wecheyapedug (girls)

shunkug (dogs)

maguksechu (ducks)

wanzi (one)

noompu (two)

yamne (three)

teopug (doors)

wowapeg (books)

eyogupteg (cups)

PROCEDURES

1. Use pictures to teach the plural forms of the animate nouns:  
hokshapedug, wecheyapedug, shunkug, maguksechu.
2. Use flannelboard cut-outs to teach these plural forms.
3. To teach numbers one, two and three count various objects in the room.
4. Use pictures to teach the plural forms of the inanimate nouns: eyogupte, wowapeg and teopu.
5. Use flannelboard cut-outs to teach the plural forms of the inanimate nouns.
6. Have students practise counting animate and inanimate objects referred to in this lesson.

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tonu denu henu/ganu taku	how many these those what	Real objects and/ or pictures of inanimate objects learned so far, these can include books, doors, cups, chairs, and windows

OBJECTIVES

To teach students understanding of the plural forms of demonstrative pronouns:

denu (these)  
henu/ganu (those)

To teach students to understand and use the expressions:  
denu/henu tonu he?  
(how many of these/those)

To teach students understanding and usage of the plural form of the interrogative pronoun:  
taku (what)

PROCEDURES

1. Introduce the difference between denu and henu/ganu by placing stacks of books in front of you, have one stack near you, the other at a distance away from you. Be sure the students understand that objects nearest you require an denu response. Objects further away require an henu/ganu response.
2. Provide additional practise with illustrations of chairs, doors, windows, etc.
3. Introduce tonu, touch a stack of three books and ask,  
T - denu wowape tonu he?  
S - wowape yamne.  
T - henu wowape tonu he?  
S - henu wowape yamne.  
Repeat using teopu and eyogupte. Get students to ask each other.
4. Introduce taku when placing stacks of books in front of you. Point to the books and ask denu taku. Move the books further away and ask, henu taku?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chestinu	little	
	wowape metawug	my book	
	wowape netawug	your book	
	chueyugutgupe netawug	your chair	
	wowapechuga	pencil	
	owa	write	
	owawa	I write	
	oyawa	you write	
	he owa	he/she writes	
	awaoo	I bring it (inan)	
	ayao	you bring it	
	ao	bring it	
	denu	these (anim)	
	henu/ganu	those (anim)	

OBJECTIVES

To teach students to understand and use:

1. Diminutive: chestinu
2. Possessives:  
wowape metawug,  
wowape netawug,  
chueyugutgupe netawug.
3. Noun: wowapechuga
4. Verbs: owa, owawa, he owa,  
awaoo, ayao, ao.
5. Demonstrative pronouns:  
denu, henu/ganu.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wowape chestinu	little book	Large and small book for each child
	wowape metawa	my book	
	wowape netawa	your book	
	chueyugutgupe netawa	your chair	
			Classroom chairs

OBJECTIVES

To teach students understanding and usage of the diminutive:

wowape chestinu (little book)

Possessives:

wowape metawug (my book)

wowape netawug (your book)

chueyugutgupe netawug  
(your chair)

PROCEDURES

1. Introduce the concept in the following way. Ensure that each child has two books, one large and one small. Point to the large book and say de wowape. Point to the small book and say de wowape chestinu. Repeat this several times. Then point to the books alternately and ask the students de taku?
2. Point to your own book and say wowape metawug. Point to a student's book and say wowape netawug.
3. Point to a student's chair and say chueyugutgupe netawug.
4. Have the students work in pairs to practise the above possessives and diminutive words.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wowape chugu wowape guga wowape waguga wowape yaguga wowape guga	pencil write I write you write he/she writes	Pencil

OBJECTIVES

To teach students understanding and usage of the noun:

wowapechuga (pencil)

Verb forms:

owa (write)

owawa (I write).

oyawa (you write)

he owa (he/she writes)

PROCEDURES

1. Show students a pencil and ask them to identify it.
2. Write something on the chalkboard and then through gesture, conjugate the verb "to write". Use students to help demonstrate.
3. Have the students help you set up some situations in which they can conjugate the verb "to write".

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	awao	I bring it	A book
	ayoo	you bring it	
	denu	these	Pictures of a duck, a dog, a girl, and a boy
	henu	those	

OBJECTIVES

To teach students understanding and usage of the verb forms: to bring  
awao (I bring it) inan  
ayoo (you bring it) inan  
he/aoo (he/she brings it) inan

Demonstrative pronouns:  
denu (these)  
henu/ganu (those)

PROCEDURES

1. Set up a role-playing situation where you ask students to bring you a book. Ask them what they did. Encourage them to use the forms of (to bring) with other inanimate objects.
2. Introduce the concept of denu and henu/ganu, by having two groups of boys or girls, one close at hand, the other some distance away. Be sure that the class understands that the students nearest you require a denu response. Students further away require henu/ganu.
3. Provide additional practise with denu and henu/ganu using animate objects.
4. Review denu and henu/ganu at this time from Unit 5.

NOTE TO THE TEACHER

Review Unit 6,  
 Book 1



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	aguyupe ekchagu aguyupe nupeenka nupeenpug wupahu humpu wupahug netawug humpu netawug aoo awaoo he aoo wapahu	bannock bread mitt mitts cap shoe your cap your shoe bring it I bring it he/she brings it hat	Large pictures: bread, bannock  Real objects: bread, bannock

OBJECTIVES

1. To teach students understanding and usage of the nouns: aguyape ekchagu, humpu, nupeenka, nupeenpug, wapahu, wupahug, aguyupe.
2. Possessive nouns: wapahu netawa, humpu netawa.
3. The animate transitive verbs: aoo, awaoo, he aoo.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	aguyupe ekchagu aguyupe	bannock bread	Large pictures: bread, bannock  Real objects: bread, bannock

## OBJECTIVES

To teach students the understanding and usage of the words:

aguyupe ekchagu (bannock)  
aguyupe (bread)

## APPROACH

1. Introduce the foods, aguyupe ekchagu, aguyupe to the class, using pictures in the following dialogue.  
T - de aguyupe ekchagu.  
T - de aguyupe ekchagu.  
T - de aguyupe.  
Have the students repeat the words after you.
2. Reinforce understanding and usage of holding up pictures of bannock or bread, or real food, brought from home, and asking students:  
T - de taku he? (holding bannock or bread)  
S - de aguyupe ekchagu.  
T - de taku he? (holding a small bannock)  
S - de aguyupe.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	napeenkpa	mitt	
	napeenkpa	mitts	
	wapaha	hat	
	wapaha	cap	

OBJECTIVES

To teach the students understanding and usage of the clothing words:

napeenkpa (mitt)  
napeenkpu (mitts)  
humpu (shoe)  
wapaha (hat)  
wapaha (cap)

APPROACH

1. Introduce napeenkpu and napeenkpu by using pictures or real objects.  
T - de napeenku.  
T - de taku he?  
S - de napeenkpu.  
T - denu napeenkpa.  
S - denu taku he?  
S - denu napeenkpa.
2. Repeat with other students.
3. Carry on a similar dialogue with humpu, wapaha, and wapaha.
4. Reinforce the learning by asking students what is worn on the head, hands or feet when it's cold outdoors.

NOTE TO THE TEACHER

Encourage the children to use de, de, denu as endings to make complete sentences.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wapaha netawa humpa netawa	your cap your shoe	Hat and a shoe  Paper for making paper caps

## OBJECTIVES

To teach students understanding and usage of the possessive phrases:

wapaha netawa (your cap)  
humpa netawa (your shoe)

## APPROACH

Have students make paper caps.

1. Introduce wapaha netawa by pointing to student's cap.  
T - de wapaha, de taku he?  
S - de wapaha.
2. Have students work in groups to practise.
3. Introduce humpa as above. Be sure the students understand and can use the expressions in the right situations.
4. Teach can get students to use possessive nouns from Unit 6 for review and for contrast with the new ones.  
wowape metawa,  
wowape netawa,  
chueyugutgupe netawa.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	aoo awaoo he aoo	bring it I bring it he/she brings it	Toys: a dog, cat, and a duck

OBJECTIVES

To teach students understanding and usage of the animate verb forms:

aoo (bring it)

awaoo (I bring it)

he aoo (he/she brings it)

APPROACH

1. Introduce aoo and he aoo. Ask individual students to bring various toys.  
T - shunku he aoo or pusedu aoo.  
T - Mary shunku he aoo or Mary pusedu he aoo (when Mary is bringing the toy). Have students help you set up situations in which they can practise this exercise.
2. Introduce the verb form awaoo by taking a child by the hand and leading her/him to a chair/door. Tell the other students:  
T - De wecheyanu awaoo.  
T - De hokshedu awaoo.  
Repeat procedure.
3. Reinforce students' understanding and usage by bringing various animate objects to various places. E.g. De nupeenka awaoo. Repeat the procedure using a cat, a dog, or a duck. Make sure all students have a chance to use awaoo correctly.
4. Get a student to bring something somewhere, then get him to say what he is doing, example:  
T - Mary, shunku de aoo. Mary tuktoku he?  
S - De shunku awaoo.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
OBJECTIVES	topu zuptu skakpe wuhuksechu wuhuksechug wuhuksechudug wukshechu owahdepe owahdepe woahdepedug chueyugutgape chueyugutuapedug chueyugutgape tawa owahdepe tawa wowape tawa	four five six bear bears little bears dish bed beds little bed chair little chair his/her chair his/her bed his/her book	
1. To teach students understanding and usage of the numbers: <u>topu</u> , <u>zuptu</u> , <u>shakpe</u> .  2. Animate nouns: wuhuksechu, wuhuksechug.  3. Inanimate nouns: wukshechu, owahdepe, owahdepe.  4. Diminutive nouns: wuhuksechudug, owahdepedug, chueyugutgapedug.  5. Possessive nouns: chueyugutgape tawa, owahdepe tawa, wowape tawa.			

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	topa zuptu shakpe	four five six	Real objects: blocks, pegs, beads and pencils

OBJECTIVES

To teach students understanding and usage of numbers:

topu (four)  
zuptu (five)  
shakpe (six)

APPROACH

1. Review numbers one, two, and three and introduce numbers four, five and six by counting different objects with the children. First count by yourself, then count along with the students. Finally have individuals or groups of students count by themselves. Make sure of the question: tonu/tonuschu he? (how many)

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wuhuksecha wuhuksecha wuhuksecha chestina	bear bears little bears	Pictures, illustrated books of bears  Flannelboard cut-outs

## OBJECTIVES

To teach students understanding and usage of the animate nouns:  
 wuhuksechu (bear)  
 wuhuksechug (bears)  
 wuhuksechudug (little bears)

## PROCEDURES

1. Use a picture of a bear as you introduce wuhuksechu.  
 T - de wuhuksechu.  
 T - de taku he?  
 S - de wuhuanksechu.
2. Introduce wuhuksechu in the same way. Be sure students understand the difference between wuhuksechu and wuhuksechupe.
3. Introduce wuhuksechudug using the same procedure as above.
4. Practice with students, using questions to which you are likely to get positive and negative answers.

## NOTE TO THE TEACHER

Tell a story of The Three Bears in Dakota show pictures of a bear, bears, and a little bear.



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wukshecha owahdepe owahdepeg chueyugutgupe	dish bed beds chair	Real objects: plate, beds and chairs  Pictures: plate, beds, and a chair  Flannelboard cut-outs: plate, beds, and a chair

## OBJECTIVES

To teach students understanding and usage of the nouns:

wukshechu (dish)

owahdepe (bed)

owahdepeg (beds)

chueyugutgupe (chair)

## PROCEDURES

## 1. Ask locative questions using:

e.g. De taku he?

He taku he?

Ga taku he?

Denu taku he?

Henu taku he?

Ganu taku he?

Students will give appropriate answers:

de/he/ga wukshechu

owahdepe

chueyugutgupe

denu/henu/ganu wukshechu

owahdepe

chueyugutgupe

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	owahdepe chestina chueyugutgupe chestina	little bed  little chair	Pictures and a story book of The Three Bears

OBJECTIVES

To teach the students the understanding and usage of the diminutive nouns:  
owahdepedu chestina  
chueyugutgupe chestina

PROCEDURES

- Using pictures of story book, point to little baby bear's bed.  
T - owahdepe chestina.  
T - De taku he?  
S - Owahdepe chestina.
- Introduce chueyugutgupe chestina in the same manner as Step 1.
- Continue until the students fully understand and can say the new words distinctly.
- Provide additional practice by using a picture of a big chair and little chair, a big bed and a little bed.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chueyugutgupe tawa	his/her	Book, chairs
	wowape tawa	his/her	
	owahdepe tawa	his/her bed	Pictures of books, chairs, and beds

## OBJECTIVES

To teach the students understanding and usage of the possessive nouns:

chueyugutgupe tawa  
(his/her chair)

owahdepe tawa (his/her bed)  
wowape tawa (his/her book)

## PROCEDURES

- Using real objects introduce: wowape tawa.  
T - de John wowape tawa. (point to John's book)  
T De taku he?  
S - He John wowape tawa.
- Introduce chueyugutgupe tawa in the same manner as Step 1.
- Provide additional practice and make sure the students understand.
- Using a picture introduce owahdepe tawa, by following the sequence in Step 1.
- Practice with the students using questions you are likely to get positive or negative answers to.
- Use flannelboard cut-outs for additional practice.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	naze cha	he/she runs away	
	eeshteemba	sleep	
	eeshteemba	he/she is sleeping	
	wanyuku	see him/her	
	wanyuku	see it	
	oya ga hne hu	you understand	
	chaya	he/she cries	
	eyutunka	he/she rises	
	eyutunka	rise	
	tuwa	someone	
	yuta	he/she eats it	

## OBJECTIVES

1. To teach students to understand and use the verbs:  
naze cha, eeshteemba,  
chaya, eyutunka, yuta  
oya ga hne hu.
2. Imperatives: eeshteemba,  
eyutunka, wanyuku, wanyuku.
3. Pronoun: tuwu.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	nazeecha	he/she runs away	Pictures of animals and people sleeping
	eeshteema	sleep	
	he eeshteemba	he/she sleeps	Real objects: books, cups, box, and a paper bag
	wanyaku	see it	
	wanyaku	see him/her	

## OBJECTIVES

To teach students understanding and usage of the verbs:

nazeecha (he/she runs away)  
eeshteemu (sleep)  
eeshteemba (he/she sleeps)  
wanyuku (see it)  
wambduku (see him/her)

## APPROACH

1. Introduce the action nazeecha by using a variety of pictures.  
T - de nazeecha.  
S - de nazeecha.  
Using pictures, practise the word nazeecha. Contrast with eyungahe by getting a student to demonstrate both expressions.
2. Introduce eeshteemba by using a variety of pictures of people and animals sleeping.  
T - de eeshteemba.  
S - Eeshteemba John.  
Be sure students understand. If necessary provide additional practise. Introduce eeshteemu. Have students work in pairs to practise.
3. To introduce wanyuku hold a book in your hand and say de wowape wanyuku, de wukshechu wanyuku. Practise the concept with other inanimate objects.
4. Introduce wambduka in the same way, using animate objects. Be sure students understand.

## NOTE TO THE TEACHER

Provide practise of wambduka and wanyuku by handing a student an object and getting him to ask another student to look at it. Use a box, paper bag with objects inside. Tell students he wanyuku.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chaya wota eyutunka eyutunka	he/she cries he/she eats he/she rises rise	Pictures: to illustrate crying, eating, and rising  Flannelboard cut- outs of above pictures

OBJECTIVES

To teach students understanding and usage of the verb:

chaya (he/she cries)  
yuta (he/she eats it)  
eyutunka (he/she rises)  
eyuntunka (rise)

PROCEDURES

1. Introduce verbs chaya, yuta using a variety of pictures. Use procedure as outlined in the previous lesson.  
T - de tuktoku he?  
T - de chaya.  
S - de chaya.
2. Introduce verb eyutunka. Use some pictures. Be sure the students understand.  
T - hokshedu eyutunka, he tuktoku he?  
S - wecheyana eyutunka.
3. To introduce eyuntunku, ask students to pretend to sleep and call students by name, example: eeshteemba Mary, eyuntunka Mary, have students work in pairs to practise. The song neeshtemba he? can be taught.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	oyagahnega Dakota a	you understand speak	Tape recorder  Cassette

OBJECTIVES

To teach the command:

Dakota ee a (speak Dakota)

Verb:

oya ga hne hu he?

(you understand)

PROCEDURES

1. Use the word Dakota ee a from the first lesson. Every time the students reply in English, say Dakota ee a. Have the students repeat after you until they understand and say it distinctly.
2. Introduce the expression, oya gu hne hu he? in the following way. Play a little bit of a cassette tape at the wrong speed.  
T - oya gu hne hu he?  
S - heyu.

Then play it at the correct speed.

T - oya gu hne hu he?

S - han/ho.

Another possibility is to play a portion of a tape of someone speaking a language the children do not understand. Ask the same questions. Get students to ask each other.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tuwe	someone	

## OBJECTIVES

To teach students understanding and usage of the pronoun:

tuwa (someone)

## PROCEDURES

1. Have a number of students leave the room and tell one of them to knock on the door. Carry on the following question-answer exercise with the class:

T - tuwe teopu gatoto he?

S - tuwa.

Then get the student who is knocking to open the door and come in so the others can see who it is.

T - tuwe teopu gatoto he? John.

S - John.

2. Repeat the above step several time for practice.

## NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wambduka	I see him/her	
	wanduka	you see him/her	
	wambduka	I see It	
	wanduka	you see It	
	mushteenchu	rabbit	
	pusedu	cat	
	ska ya	he/it is white (anim obj)	
	eena	my mother	
	ata	my father	
	achoonna	my older sister	
	cheya	my older brother	

OBJECTIVES

- To teach students to understand and use verb forms: wanduka, wambduka, wanduka, wambudka
- Nouns: mushteenchu, pusedu
- Kinshi terms: eena, ata, achoonna, cheya
- Color: ska

SUGGESTED PROCEDURES

Use the family portrait or photo album to teach the kinship terms or have the students make up their own family portrait by cutting out from a catalogue and pasting into scrap books.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	eena metawa ata metawa achooona metawa	my mother my father my older sister	Family photo album

## OBJECTIVES

To teach students understanding and usage of the kinship terms:

eena (my mother)

ata (my father)

achooona (my older sister)

## PROCEDURES

1. Show students picture of your immediate family from your family album, indicating yourself, your mother, your father, older sister, and older brother.
2. Have the students make an illustration of their immediate family. Ask individual students to point out and name their family members.
3. Show the students their pictures. Discuss who they see and what they see. Elicit responses that include the kinship eena, ata, achooona, achooona.

## NOTE TO THE TEACHER

There may be some difficulty with this lesson for some children who have no parents or maybe are foster children, ALS, etc. Some sensitivity will be required.

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wambduka	I see him/her	Pictures of a boy, a girl, a dog, a book, a chair, and a window
	wambduka	you see him/her	
	wambduka	I see it	
	wanduka	you see it	

OBJECTIVES

To teach students understanding and usage of the verb forms:

wambduka (I see him/her) anim  
anim obj.

wanduka (you see him/her/it)  
anim obj.

wambduka (I see it) inan obj.

wanduka (you see it) inan obj.

PROCEDURES

1. Show a picture of a boy to the students.

T - hokshedug wanduku he?

S - han/ho.

Put it behind your back so the students can't see it.

T - hokshedug wanduku he?

S - heyu.

2. Repeat this procedure so as to demonstrate wambduka. Hold the picture behind your back, or shut your eyes, so you can't see it.

T - hokshedug wanduku he?

S - heyu.

3. Get students to repeat the words after you several times to practice pronunciation, then get them to use the words.

T - hokshedug wanduku he? (hold up picture)

S - hokshedug wambduka.

T - eshito hmoza. (shut your eyes)

S - heyu.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	mushteenchu pusedu he ska	rabbit cat he/she is white	A picture of a rabbit, a cat, and animate objects that are white  Pictures of animate objects which are not white

OBJECTIVES

To teach the students understanding and usage of the nouns:

mushteenchu (rabbit)  
pusedu (cat)

The color:  
ska (white)

PROCEDURES

1. Show students a picture of a rabbit and ask them to identify it.
2. Repeat the same procedure for the cat.
3. Show the students a picture of a white cat and a white  
T - mushteenchu ska.  
T - pusedu ska.
4. Use other animate objects that are white to provide further practice.  
T - wuhuksechu ska.  
T - wuhuksechu ska chestina.
5. Ask questions to elicit yes/no answers, using pictures of white and non-white animate objects.  
T - mushteenchug ska he?  
S - han/ho mushteenchug ska ye/do.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	dowu	sing	
	wadowu	I sing	
	yadowu	you sing	
	dowu	he/she sings	
	tepe	house	
	ska	It is white (inan obj.)	
	mesooku, metunku	my younger brother/ sister	
	toketcha, tokunu	why	

## OBJECTIVES -

To teach students understanding  
and usage of the imperative:

~~dowu~~

Animate noun: mesooku.

Inanimate nouns: tepe.

Colors: ~~ska~~

Verbs: wadowu, yadowu, dowu

Questions: toketcha, tokunu

- NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	dowa wadowa ya dowa he dowa	sing I sing you sing he/she sings	Songbook, puppet, musical instru- ment

OBJECTIVES

To teach the imperative verb:  
dowu (sing)

To teach the verb forms:  
wadowu (I sing)  
yadowu (you sing)  
he dowu (he/she sings)

PROCEDURES

1. Introduce the verb dowu and conjugate in the following manner.
2. Sing along with students three or four times something which they are familiar with. Sing the song alone and when finished say wadowu. Ask students to sing by pointing to a student and say dowu. After the singing is done say he dowu pointing to student. Ask another student to sing, each time and say dowu. Look at the student who has just finished and say yadowu. It might be helpful for the student if some type of musical instrument were used.
3. If students are hesitant to sing, the teacher can use a puppet to demonstrate. It is important that each of the four words learned thus far be pronounced and used correctly. Get the students to practice using the forms by asking questions requiring yes/no answers, example:  
T - wadowu he?  
S - han/no wadowu.  
T - wadowu he?  
S - heyu wadowa shne.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tepe tepe	house tipi	Picture of a house and a tipi  Real objects: toy house and toy tipi

## OBJECTIVES

To teach students understanding and usage of the nouns:  
tepe (house)  
wakeyu ekchagu (tipi)

## PROCEDURES

- Repeat tepe, wakeyu ekchagu several times. Point to the picture, if pictures are used, or show toys to class. Then have the whole class repeat after you and correct for any mispronunciation. Ask each individual student to say the nouns. Draw a picture of a house and a tipi on the chalkboard, saying de tepe and dewakeyu ekchagu. Ask students to draw a house and a tipi. Get students to practice the new words by such questions as:  
T - de tepe he? (show a picture or a toy)  
S - han/ho de tepe.  
T - de toku he?  
S - de tepe ye.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS				
	ska mesoo, tunka	it is white my younger brother or sister	Picture of a house				
	toketcha	why	Real objects: glue, scrapbook, color chart				
			Flannelboard, flannel cut-outs of a family sense, catalogue, catalogue cut- outs of a family of seven.				
<b>OBJECTIVES</b>	<b>PROCEDURES</b>						
To teach student understanding mesoo, metunku (my younger brother or sister) toketcha, tokunu (why?) <u>ska</u> (it is white) inan obj.	<ol style="list-style-type: none"> <li>1. Use flannelboard. Review <u>eena</u>, <u>ata</u>, <u>schoona</u>, and <u>achoonaa</u>.</li> <li>2. Make additional pictures of a smaller boy and a girl to add to the family. Place boy on flannelboard along with the rest of the family and say <u>messoo</u>. Do the same with the little girl.</li> <li>3. Each student should be given the seven family cut-outs to place on the flannelboard and each time identify each person: <u>de meya</u>, <u>de eena</u>, <u>de ata</u>, <u>de achoona</u> and <u>de mesoo</u>.</li> <li>4. For catalogue cut-outs, each student should cut a picture of a father, a mother, a big brother, a big sister, small boy and small girl. Have students glue the pictures into the scrapbook.</li> <li>5. Point to the color white on the color chart and say <u>ska</u> three times. Then each student will be asked to say it alone. Get student to practice by using inanimate objects (or pictures of them) or various colors, example,  <table data-bbox="692 1452 1430 1504"> <tr> <td>T - de tepeg to he?</td> <td>S - heyu.</td> </tr> <tr> <td>T - de tepeg ska he?</td> <td>S - he tepeg ska.</td> </tr> </table> </li> </ol>			T - de tepeg to he?	S - heyu.	T - de tepeg ska he?	S - he tepeg ska.
T - de tepeg to he?	S - heyu.						
T - de tepeg ska he?	S - he tepeg ska.						
<b>NOTE TO THE TEACHER</b>							
Tokecha should not be taught formally, but introduced informally, when the teacher wants to know: - what is wrong?, - what is the matter?, - or why?							

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wa echoo wa echamoo was echanoo teyatu hdu wa hde pa eta nape wa he ha wa	he/she works I'm working you're working go home I'm going home head face hand it's snowing snow	Pictures and filmstrip of people working at different tasks

## OBJECTIVES

1. To teach students understanding and usage of the verb forms:  
wa echanoo, wa echamoo,  
wa hde, wa echoo.
2. Expression: wa he ha.
3. Imperative: teya tu hdu.
4. Nouns: pa, eta, nape, wa.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wuachu moo wæchu noo he wæchoo	I work you work he/she works	Pictures and filmstrips of people working at different tasks

OBJECTIVES

To teach students understanding and usage of the verbs:  
wæchoo (he/she works)  
wa echamoo (I work)  
was echunoo (you work)

PROCEDURES

1. Show a picture of a boy working, (shovelling snow, getting water, etc.)  
T - hokshedug wa echoo.  
Repeat with various other pictures, then ask the students,  
T - tug toku he? (show a picture of a woman working)  
S - wa echoo.  
Use different pictures, giving everyone a chance to respond.
2. Show a picture of a woman working and get the students to pretend it's you.  
T - de meya (pointing to woman and you yourself)  
T - wa echamoo.  
Repeat, using other pictures of women working. Then hold up a picture of a boy working and say to a student,  
T - de neya he?  
T - tug tokunoo he?  
S - Wa echamoo.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hda wahde	go home I'm going home	Puppet, a toy house and a tipi

## OBJECTIVES

To teach students understanding and usage of the verbs:  
hdu (go home)  
wahde (I go home)

## PROCEDURES

- Place the toy house (or tipi) on your desk. Introduce the puppet you are holding, and get it to say the following:  
 P - han/ho, John meya.  
 P - tepeg me tuwa. (puppet touches the house)  
 Move away from the house with the puppet. Then move towards the house and as you do, have the puppet say,  
 P - wahde.  
 T - tug tokunoo he?  
 P - wahde.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	pa eta nape	head face hand	Pictures: a head, a face, a hand

## OBJECTIVES

To teach students understanding and usage of the parts of the body:

pa (head)  
eta (face)  
nape (hand)

## PROCEDURES

1. Use a student to teach the parts of the body (face, hand, and head). Point to each part of the body and say its name.
2. Have students repeat after you.
3. Use a chalkboard illustration and repeat Steps 1 and 2.
4. Ask questions to get students to use the words. Point to each part and get a student to tell you what it is.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wa he ha wa	it's snowing snow	A winter scene

## OBJECTIVES

To teach students understanding and usage of the expression:  
wa he ha (it's snowing)  
wa (snow)

## PROCEDURES

1. Introduce wa, wa he ha by pointing to the picture with the winter scene.
2. Be sure the students understand the difference between wa and wa he ha by asking questions:  
 T - de tuku he?  
 S - he wa.  
 T - owashte chugu he?  
 S - wa he ha.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	zeetgudu	bird	
	wenuhchu	woman	
	wechushtu	man	
	Dakota		
	psechu	jump	
	wapsechu	I jump	
	yapsechu	you jump	
	he psechu	he/she jump	
	shagowe	seven	
	shahdogan	eight	

### OBJECTIVES

1. To teach students understanding and usage of animate nouns:  
zeetgudu, wenuhchu,  
wechushtu, Dakota
2. Imperative verb: psechu
3. The verb form: wapsechu,  
yapsechu, he psechu.
4. Numbers: shagowe,  
shahdogan.

### NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	zeetgudu	bird	Pictures of a bird, a man, a woman and an Indian person
	wenuhcha	woman	
	wechushta	man	
	Dakota	Dakota	

## OBJECTIVES

To teach students understanding and usage of nouns.

zeetgudu (bird)

wenuhchu (woman)

wechushtu (man)

Dakota (Indian person)

## PROCEDURES

1. Introduce the animate noun: zeetgudu by using a picture of a bird.  
T - hezeetgudu.  
Repeat several times.  
T - he tuwa?  
S - he zeetgudu.
2. Repeat the procedure with wenuhchu and wechushtu, using pictures of a man and a woman.
3. Obtain a picture of a man. Picture should be an Indian man. Point to the picture of the Indian and say he Dakota. Have students repeat after you.
4. Ask questions requiring yes/no answers to practise each new word, example:  
T - de wechushtu he? (picture of a woman)  
S - heyu, he wenuhchu.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	psecha wapsecha ya psecha he psecha	jump I jump you jump he/she jumps	Picture of children jumping  A skipping rope

OBJECTIVES

To teach students understanding and usage of the verbs:

psechu (jump)

wapsechu (I jump)

yapsechu (you jump)

he psechu (he/she jumps)

PROCEDURES

1. Get the students to demonstrate with you. First get a picture of someone jumping.

T - he psechu.

T - wapsechu. (demonstrate by jumping)

T - psechu John.

T - John yapsechu.

After learning all the words ask questions such as:

T - John, tug toku he?

S - John psechu.

T - tug tokumu he? (demonstrate by jumping)

S - ya psechu.

NOTE TO THE TEACHER

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

OBJECTIVES

To teach numbers:  
shagowe (seven)  
shahdogan (eight)

PROCEDURES

1. Put objects on the table or desk in full view of the students. Then start putting beads aside from the other, counting as you go, from wanzi to shakpe.
2. Then introduce shagowe. Repeat shagowe until students can say it and understand its use.
3. Use same procedure with shahdogan.
4. Put up your hand, thumb and forefinger of your other hand and ask students, de tonu he? Students should be able to reply he shagowe.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
OBJECTIVES -	<p>we umpetoo hunyattoo hoksheedgugupe hoksheedgugupedu weshguta weshguta shechachu cushie unku chuchagu wagugaga chunoompa wu tu he</p>	<p>sun It is day It is night doll - anim dolls - anim toy - inan toys - inan child grandmother grandfather drum he/she sews pipe boat he/she tells a story</p>	<p>Pictures of the sun and the moon, a night picture displaying the moon, a day picture displaying the sun</p>
<p>1. To teach the students understanding and usage of the nouns: <u>we</u>, umpetoo, weshguta, chuchagu, chunoompa, hoksheedgugupe.</p> <p>2. The nouns: weshguta, weshguta, wutu.</p> <p>3. The kinship terms: cushie, <del>unku</del>.</p> <p>4. Verbs: wagugagu, <del>he</del>.</p>			

- NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	we umpetoo hunyatoo	sun it is day it is night	Pictures of the sun and the moon, a night picture displaying the moon, a day picture displaying the sun

## OBJECTIVES

To teach students understanding and usage of the noun:  
we (sun)  
 umpetoo (it is day)  
 hunyatoo (it is night)

## PROCEDURES

- Using pictures introduce the animate noun we.  
 T - he wega  
 T - he taku he?  
 S - he wega
- Introduce the difference between umpetoo and hunyatoo as in Step 1, using pictures of daytime and nighttime.
- Have students draw, cut out and paste in their Dakota books the pictures of the sun, the moon, night and daytime scenes.
- Be sure the students understand and can say the words correctly and distinguish between night and day.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hokshedgugape	doll	Real objects:
	hokshedgugapeda	dolls	toys, dolls
	weshguta	toy	
	weshguta	toys	
	shechachu	child	

## OBJECTIVES

To teach the nouns:

shechachu (child)

hoksheedgagupe (doll)

hoksheedgagupedu (dolls)

weshguta (toy)

weshgutug (toys)

## PROCEDURES

- Holding up the doll, introduce hoksheedgagupe.  
T - de hoksheedgagupe.  
T - he tuku he?  
S - he hoksheedgagupe.
- Introduce weshguta, repeat Step 1, using two or more dolls.
- Pointing to a student, say de shechachu. Pointing to individual students,  
T - de shechachu.  
T - de tuku he?  
S - he shechachu.
- Be sure the students understand and know the difference between shechachu and hoksheedgagupe.
- Introduce weshguta and weshgutug in the same manner as in Step 1, using an inanimate object.
- Practice with individual students, using questions you are likely to get positive or negative answers to.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	cushie unku he wagugaga he woyaka	grandmother grandfather he/she sews he/she tells a story	Pictures: grand- mother sewing, grandfather telling a story  Flannelboard, flannel cut-outs of a family mem- ber from previous units

OBJECTIVES

To teach kinship terms:

cushie (grandmother)

unku (grandfather)

The verbs:

wagugaga (he/she sews)

heentoogugu (he/she tells  
a story)

PROCEDURES

1. Use a picture of a grandmother to introduce cushie.  
T - de cushie.  
T - de tuwa he?  
S - de cushie.
2. Introduce unku in the same manner as in Step 1.
3. Provide additional practice.
4. Review other family members using flannelboard cut-outs. Add grandmother and grandfather.
5. To introduce the verb wagugaga, use a picture of grandmother sewing and say to the students, cushie wagugaga. Repeat several times.  
T - cushie tug tuku he?  
S - cushie wagugaga.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chunoompa wuta chuchagu	pipe boat drum	Real objects: toy drum, toy pipe, toy boat

OBJECTIVES

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

PROCEDURES

1. Holding out a drum, say to the students he chuchagu. Have them say it several times.
2. Follow Step 1 for chunoompa.
3. Use a toy boat and repeat Step 1 for wutu.
4. Have students draw the above items.
5. Ask questions to get students to use the new words.  
T - he tuku he? (point to pipe)  
S - he chunoompa.  
T - he tuku he? (point to boat)  
S - he wutu.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	sha ya	it is red (inan)	
	to	it is blue (inan)	
	sha	it is red (anim)	
	nupchewong	nine	
	wekchannee	ten	
	umpuhtuna	chicken	
	mane	walk (imp sg)	
	mane	he/she is walking	
	mawane	i walk	
	mayane	you walk	

OBJECTIVES

1. To teach students understanding and usage of colors:  
sha ya, to, sha
2. Numbers: nupchewong, wekchannee
3. Verbs: mawane, mayane, mane
4. Imperative: mane
5. Noun: umpuhtuna

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	sha	red	Pictures of a red mitt and a red bird

## OBJECTIVES

To teach the color:  
sha (red)

## PROCEDURES

1. Use animate objects colored red, e.g. bird, mitts, etc.
2. Using these animate objects, say to the pupils zeetgudu sha, nupeenkpug sha.
3. Ask students by pointing to the picture, Students respond zeetgudu sha. Repeat this procedure with other animate objects colored red following Step 3.
4. Review ska ya, using Step 1 - 3.
5. Then review colors: sha, to using inanimate objects.
6. Review all words taught in Unit 15 if you have time.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	sha he sha he to	it is red it is red it is blue/green	Red, blue and green construc- tion paper  Red, blue and green cloth  Worksheet to include chair, book, door, and dish

OBJECTIVES

To teach the color expressions:  
sha (it is red)  
to (it is blue/green)

PROCEDURES

1. Use construction paper or pieces of cloth, colored red and green. Raise a red object, point and say de sha. Repeat several times until the students understand the word and meaning.
2. This same procedure should be repeated with a green object. Have the students repeat the color after the teacher.
3. Hand out the work sheets, instruct the students to color the objects red, blue and green. Using these colored objects, point to the object and say chueyugutgupe sha? chueyugutgupe to.
4. Ask the pupils all together or one at a time the question de chueyugutgupe tokeh chu? The students or student should respond sha or to chueyugutgupe. Could be repeated with other inanimate objects (not only those listed above).

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	nupchewong wekchamnee	nine ten	Real objects: flashcard numbers number cut-outs, pic- tures containing 1-10 objects

OBJECTIVES

To teach the numbers:

nupchewong (nine)

wekchamnee (ten)

PROCEDURES

1. Count up to 10, using ten objects.
2. Have the students count orally 1 to 10, making sure they pronounce nupchewong and wekchamnee correctly. Repeat this 2 or 3 times.
3. Using flashcards with numbers 9 and 10, ask students tonu he? These students should respond nupchewong or wekchamnee. This could also be done when reviewing numbers 1 to 8.
4. Use flannelboard, cut-outs of animate and inanimate objects. Put them on the flannelboard, count them orally, then ask denu muguksechug tonu he? tonu he? The students should respond by saying muguksechu nupchewong, muguksechu wekchamnee. This could be repeated with other numbers taught previously.

Also, you can use real objects for counting. You can also do actions by jumping, clapping or whistling and have the students count as you are doing the action. Then let the students do the actions while counting at the same time.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	umpahotoona	chicken	Picture of a chicken, puppet of a chicken, mouse, policeman, tape and tape recorder

## OBJECTIVES

To teach the noun:  
umpuhtuna (chicken)

## PROCEDURES

1. Pointing to the picture say, he umpuhtuna. Repeat this several times so students can hear the word distinctly.
2. Sing the Chicken Song. Have students act out the song. Actors: 1 chicken and 1 rooster fighting while squatting. Sing verse 1, 3 or 4 times.
3. Hand out pictures of chickens for pupils to color.
4. Have a puppet show while playing tape of Chicken Song, using puppets of chickens, mouse, policeman, etc.
5. Make sure students can say the new words by asking he taku he? (while pointing to a chicken)

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	mane mawane mayane he mane	walk I walk you walk he/she walks	Wind-up duck or Pictures of people walking

## OBJECTIVES

To teach the verb forms:

mawane (I walk)

mayane (you walk)

he mane (he/she walks)

mane (walk)

## PROCEDURES

1. Demonstrate by walking around the classroom, pointing to yourself and saying mawane. Repeat the word four or five times so the pupils can understand and pronounce it correctly.
2. Ask one of the students to walk by, telling him John mane. Then say to John while he is walking mayane. Repeat this three or four times so the students can hear and understand the word. Then ask the rest of the students John fug toku he? The students should respond John he mane. Ask the question several times so students have a chance to say and understand the word.
3. Use store-bought toys that you wind-up to walk, e.g. a duck. Wind up the duck and say to the student maguksechu he mane. Then ask the question maguksechu he fog toku he? The student should respond maguksechu he mane.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ptewaneyumpe kukushe maku heetoogudu heenagugu oospa hdu hda hachushne	cow pig skunk mouse owl axe you go home he/she goes home don't	

## OBJECTIVES

1. To teach students understanding and usage of the animate nouns:  
ptewaneyumpe, kukushe, maku, heetoogudu, heenagugu
2. The intransitive verbs:  
hda, hdu
3. The inanimate noun: oospa
4. The adverb: hachushne
5. To provide opportunities for students to make picture stories about the animate nouns and relate their stories to the class.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<p>heentoogudu                      ptewaneyumpe                      kukushe                      heenagugu                      maku</p>	<p>mouse                      cow                      pig                      owl                      skunk</p>	<p>Pictures: cow, pig, skunk, mouse and owl.                      Tape recording of sounds of animals (cow, owl &amp; pig).                      Old magazines for cut-outs to make animate picture stories.                      Tape recorder for taping stories about animals.</p>

OBJECTIVES

To teach students understanding and usage of the following nouns:  
 ptewaneyampe (cow)  
 kukushe (pig)  
 maku (skunk)  
 heentoogudu (mouse)  
 heenagugu (owl)

PROCEDURES

1. Show picture of a cow to class.
2. Say, de ptewaneyumpe.
3. Point to the picture and repeat several times
4. Point to the picture. Ask: de taku he? Class reply, he ptewaneyumpe.
5. Play the recorder with the sound of ptewaneyumpe. Say anuhoptum.
6. Ask, de taku he? Students will respond, de ptewaneyumpe.
7. Using Steps 1 to 6, introduce each of these animals: kukushe and heenagugu.
8. Using Steps 1, 2, 3 and 4 introduce each of these animals: magu, heentoogudu.
9. Repeat with individual students so they know and pronounce the name of the animal on the picture correctly.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	oospa hachushnee	axe don't	Pictures of an axe, a man with an axe

## OBJECTIVES

To teach the inanimate noun:  
hachushne (don't)

## PROCEDURES

1. Show picture of an axe. Say de oospa. Repeat several times.
2. Show pictures of a man with an axe cutting wood, point to the axe in the picture. Ask de taku he? Students will reply he oospa.
3. Show a picture of an axe.  
T - he chueyagutgape?  
S - heyu.  
T - de taku he?  
S - he oospa.

Repeat this with a group of students several times, then with individual students.

## NOTE TO THE TEACHER

hechooshne is not to be taught formally but is a word used in general communication in the classroom.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ya hda he hde	you're going home he/she goes home	Picture of a boy/girl going towards a house  Puppet, toy house or tipi

OBJECTIVES

To teach the verbs:

hde (he/she goes home)

ya hde (you're going home)

PROCEDURES

1. Review wahde and hdu from Unit 12. Use a puppet and a toy house as in Lesson 2, Unit 12.
2. To teach hde show a picture of a child going towards a house.  
T - shechachug hde. Repeat.  
T - shechachug tug toku he?  
S - shechachug hde.  
Repeat with individuals to make sure they understand and pronounce the word correctly.
3. To teach ya hde, ask one student to walk towards a picture of the house of the board, or a toy house.  
T - ya hde. (to the student, as he is walking)  
T - tug toku he?  
S - hde.

Then walk to the house yourself and ask tug tokunu he?

S - ya hde.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	uka wanzi	eleven	
	uka noompa	twelve	
	wanu	right away	
	wayazunka	he/she is sick	
	wamayazunka	I'm sick	
	waneyuzunka	you're sick	
	tee	his/her home	
	wa tee	my home	
	ya tee	your home	
	he ope	he/she goes aboard	
	wutu geya	airplane (anim)	
	wutu unkun/ohna	in/on/at the airplane	

## OBJECTIVES

1. To teach the students understanding and usage of the numbers:  
uka wanzi, uka noompa
2. Adverbs: wanu
3. Verbs: wayazunka, wamayazunka, waneyuzunka, he ope
4. Possessive nouns: tee, wa tee, ya tee
5. Noun: wutu geya
6. Locative: wutu unkun/ohna

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	uka wanze uka noompa	eleven twelve	Number flashcards 1 - 12  Flannelbord cut- outs of numbers 1 - 12  Pencils, erasers

## OBJECTIVES

To teach students understanding and usage of numbers:

uka wanze (eleven)  
uka noompa (twelve)

## PROCEDURES

1. Use number flashcards to review the numbers 1 - 10 and to introduce the numbers: uka wanzi and uka noompa.
2. Have individual rows of students counting various objects such as pencils, erasers, boys and girls.
3. Various other methods can be used such as ages of students, using flannelboard and flannel cut-outs of numbers.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wanu de he opa wuta geya wuta geya ohna	right away/immediately he/she goes airplane in the airplane	Pictures of a boy/girl boarding airplane  Toy airplane  Flannelboard cut-outs of an airplane, boy/ girl going aboard

## OBJECTIVES

To teach students understanding and usage of the verb: ope (he/she goes aboard)

The adverb: wanu (right away)

The inanimate noun:  
wutu geya (airplane)

The locative noun:  
wutu geya ukun/ohna  
(in/on/at the airplane)

## NOTE TO THE TEACHER

## PROCEDURES

1. Introduce the words, wutu geya and ope using large pictures.  
T - de wutu geya. (have students repeat the word after you several times)
2. Show a picture of a person boarding an airplane and proceed as follows:  
T - John wutu geya ope.  
T - Mary wutu geya ope.
3. Further reinforcing of student understanding could be done using toy planes.
4. Using flannelboard cut-outs, have several students demonstrating the act of persons going aboard and ask one other question such as:  
T - John tug toku he?  
S - John wutu geya ope.
5. Introduce the expression wanu, show pictures of a boy and girl boarding an airplane or about to board.  
T - John, wanu ope kte he?  
S - han/ho John wanu ope kte ya.  
T - Mary wanu ope kte he?  
S - han/ho, Mary wanu ope kte ya.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wamayazunka waneyazunka he wayazunka	I'm sick you're sick he/she is sick	Pictures of a boy and girl who are sick  Toy doctor/nurse kit

OBJECTIVES

To teach students understanding and usage of the expression:

- wayazunka (he/she is sick)
- wamayazunka (I'm sick)
- waneyazunka (you're sick)

PROCEDURES

1. Introduce the verb wayazunka, showing a picture of a sick boy or girl.  
T - de hokshedu/wecheyanu wayazunka.
2. Show a picture of a sick boy or girl and ask,  
T - John wanyazunku he?  
S - han/ho John wanyuzunka.  
T - Mary wayazunku he?  
S - han/ho Mary wayazunka.
3. Pretend to be sick, tell students wamayazunka,  
T - wamayazunka.  
T - waneyuzunku he?  
S - han wamayazunka.
4. Students can role-play doctor, nurse and patient.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wate yate he te	my home your home his/her home	Pictures of houses or tipis  Slides of houses  Flannelboard cut- outs of houses

OBJECTIVES

To teach students understanding and usage of the possessive nouns:  
tee (his/her home)  
watee (my home)  
 ya tee (your home)

PROCEDURES

1. Introduce the word watee, by showing a slide or photograph of your home and say, de maya watee.
2. Have students draw their homes, do the following exercise and use the dialogue below:  
 T - de yateeg a. (showing picture of your home)  
 T - tukte yateeg a. (asking one of your home)  
 S - de yatee he? (showing his home)  
 Have students ask each other the questions above.
3. Pick up all the pictures of their homes and holding them up one at a time ask,  
 T - de tuwe tee he?  
 S - de watee.  
 S - John tee.
4. Repeat procedure using several other homes. Tipi or flannelboard cut-outs of homes can be used.

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	showakan zee/ge	horse (anim) It is yellow/brown (Inan obj.)	
	nakoo teeged	and at his/her home	
	hetoogasa	weasel (anim)	
	chapa	beaver (anim)	
	wahmooga wechusta	trapper (anim)	
	seekpe	muskrat (anim)	
	neway	he/she swims	

## OBJECTIVES

1. To teach students understanding and usage of the nouns: showakan, hetoogusa, seekpe, wahmooga, chapa.
2. Color: zee/ge
3. Locative noun: teeged
4. Conjunction: nakoo
5. Verb form: neway

## NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	showakan hetoogasa chapa seekpa wahmooga wechushta	horse weasel beaver muskrat trapper	Pictures: horse, weasel, beaver, muskrat, and trapper  Flannelboard, flannelboard cut- outs of horse, weasel, beaver, muskrat, trapper  Scrapbook

OBJECTIVES

To teach the nouns:

showakan (horse)

hetoogasa (weasel)

chapa (beaver)

seekpe (muskrat)

wahmooga wechushta (trapper)

PROCEDURES

1. Introduce the pictures of each animal and the trapper. Tell the students about each animal. Have students identify and pronounce each animal correctly.
2. Use flannelboard and cut-outs of animals. Have the students utter the correct response when you point to each animal.
3. Have students find animal pictures and paste them in their scrapbooks. Make up a story or song about animals.
4. Have a picture of a trapper on his trapline and explain to the students what kind of animals he traps, and what is done with the furs.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	zeesha neway	yellow/orange swim	Picture of a boy and girl swimming  Prepared pictures for coloring  Real objects: yellow, orange and a blue book

## OBJECTIVES

To teach the color:  
zeesha (it is yellow/orange)

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

## PROCEDURES

1. Display a yellow or orange book and say to the students.  
T - de wowape zeesha.  
S - de wowape zeesha.  
Repeat
2. Display the blue book and ask the students:  
T - de wowape sha?  
S - heyu, he wowape zeesha.
3. Have students color with the colors blue, green, red, yellow and orange, using prepared pictures of objects. When they are done they can come up and tell you what color they have colored the objects.
4. Display a picture of a boy swimming and say:  
T - hokshedu neway.  
T - hokshedu tug toku he?  
S - hokshedu neway.
5. Have different students pretend to swim and say:  
T - John neway wambduka, Mary neway wambduka.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	nakoo	and	Flashcards, real objects, pictures of animate and inanimate objects taught in previous lessons

## OBJECTIVES

To teach the conjunction:  
nakoo (and)

## PROCEDURES

1. By using animate and inanimate objects taught in previous lessons, using flashcards hold different pictures in each hand, (e.g. chair and cup) say, chueyugutgupe nakoo, eyogupta. Then ask the students de taku he? This procedure can be repeated with the other illustrations. Have students take part. Have them take turns to select their own pictures and tell the class what they have (using nakoo). They in turn will ask another student de toku he?, and the student should respond right away, describing what he/she is holding.
2. Procedure can be followed by pointing to objects in the classroom. Point to two objects at a time. Ask student, de toku he? e.g. point to the window and the door and ask de toku he? Students should respond, owanyeg nakoo, teapu. Have the students take turns by pointing to objects they choose and asking the others, de toku he? The others should respond, describing whatever the student is pointing at.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	teeg ed	at his/her home	Pictures: boy walking to his house, a girl eating at her home, a man sleeping at his house

OBJECTIVES

To teach students understanding and usage of the teeg ed (at his/her home)

PROCEDURES

1. To introduce teeg ed, hold a picture of a boy walking to his house. Point to the house and say,
  - T - de hokshedug tee.
  - T - hokshedug tog eyaya he?
  - S - hokshedug teeg ektu eyaya.

Repeat using picture of a boy eating at his home.

S - hokshedug teyutu wota.

Repeat using picture of a man sleeping at his home.

S - wechushtug eeshteema.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	waneyatoo	it's winter	
	weheyuyadu	clock (anim)	
	chagu	pail (anim)	
	petu	fire (anim)	
	kehde	he/she leaves	
	eyutunke pe	they're sitting	
	chugoo	road (inan)	
	shehug	his/her foot (Inan)	
	masehug	my foot (Inan)	
	nesehug	your foot (inan)	

### OBJECTIVES

1. To teach students understanding and usage of nouns:  
petu, chugoo
2. Animate nouns:  
weheyuyadu, chagu
3. Verbs: kehde, eyutunku pe
4. Season: waneyatoo
5. Possessives: shehug, masehug, nesehug

### NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	weheyuyadu chagu	clock pail	Real objects: clock, pail, scrapbook  Stencil: clock  Flannelboard, flannel cut-outs of a pail and clock

OBJECTIVES

To teach students understanding and usage of the nouns:

weheyuyadu (clock)  
chagu (pail)

PROCEDURES

1. Introduce the word weheyuyadu to the students, using a real clock, and say to the students, de weheyuyadu.
2. Use a flannelboard clock and repeat Step 1.
3. Provide an illustration of a clock and have students cut it out and paste it in their scrapbooks.
4. Repeat Steps 1 - 4 for the word chagu.
5. Get students to practice the new words,  
T - de taku he? (point to the pail)  
S - de chagu.  
T - de taku he? (point to the clock)  
S - de weheyuyadu.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chugoo peta maseha naseha he sehag	road fire my foot your foot his/her foot	Pictures: fire, foot, road

## OBJECTIVES

To teach the inanimate nouns:

petu (fire)  
chugoo (road)  
seha (his/her foot)  
maseha (my foot)  
naseha (your foot)

## PROCEDURES

1. Have pictures of nouns to introduce the words: petu, seha, chugoo.
2. Show the class the pictures of each saying, de petu, de seha, de chugoo.
3. Use the pictures again, to see if students can use the vocabulary. Follow this dialogue,  
T - de petu he? (holding a picture of a foot)  
S - heyu, he seha.  
T - de chagu he? (holding a picture of a bonfire)  
S - heyu, he petu.  
T - de petu he? (holding a picture of a bonfire)  
S - han/ho he petu.
4. Continue questions until you are sure each student understands and can use the new vocabulary correctly.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	eyuya (kehde) eyutunkupe	he/she leaves they're sitting	Pictures of someone going away and someone coming, people sitting

OBJECTIVES

To teach students understanding and usage of 3rd person singular verb:  
kehde (he/she goes away)

Plural form:  
eyutunkupe (they're sitting)

PROCEDURES

- To introduce kehde, ask a student to leave the room. As he leaves the room say, kehde John. Repeat the procedure again using another student having the students say kehde John, with you.
- Hold up a picture of a man going away and ask,  
T - wechushtu kehde. wechushte tug toku he?  
S - wechushtu kehde.
- Use a picture of a man coming, and say,  
T - wechushte kehde he?  
S - heyu.  
Continue questions until all the students have mastered the word.
- Review eyutunku. Hold up a picture of people sitting and say, eyutunkepe.  
T - he tug toku he?  
S - eyutunkepe.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	waneyatoo	it's winter	Pictures: winter, summer, snowing scenes

OBJECTIVES

To teach students understanding and usage of the word:

waneyatoo (it is winter)

PROCEDURES

1. Use a large picture depicting a winter scene. Say de waneyatoo, two to three.
2. Using a number of flashcards depicting different scenes, always come back to the same picture of the winter scene, till students fully understand that the scene depicts, waneyatoo. Students can draw a picture of a winter scene. Example: hold up a picture of a summer scene.
  - T - de waneyatoo he?
  - S - heyu.
  - T - de waneyatoo he? (hold up a picture of a winter scene)
  - S - han/ho he waneyatoo.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wanu	now, at present	
	Umpetoo wakan ehanhu	Monday	
	Umpetoo Noompu	Tuesday	
	Umpetoo Yamne	Wednesday	
	Umpetoo Topu	Thursday	
	Umpetoo Zuptu	Friday	
	Wetage We	January	
	bdogatoo	summer	

## OBJECTIVES

1. To teach students understanding and usage of the days of the week:  
Umpetoo wakan ehanhu,  
Umpetoo noompu,  
Umpetoo yamne,  
Umpetoo topu,  
Umpetoo zuptu.
2. Month: Wetage We
3. Adverb: wanu
4. Season: bdogatoo

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	Umpetoo wakan ehanhu	Monday	Calendar
	Umpetoo Noompa	Tuesday	
	Umpetoo Yamne	Wednesday	
	Umpetoo Topa	Thursday	
	Umpetoo Zupta	Friday	
	Wetage We	January	

## OBJECTIVES

To teach students understanding and usage of the vocabulary for the month:  
Wetage We (January)

The days of the week:  
Umpetoo wakan ehanhu (Monday)  
Umpetoo Noompu (Tuesday)  
Umpetoo Yamne (Wednesday)  
Umpetoo Topu (Thursday)  
Umpetoo Zuptu (Friday)

## PROCEDURES

- Use the calendar as you practise the month Wetage we.  
T - de Wetage We?  
S - de Wetage We.  
Provide additional practise. Be sure students understand.
- Use calendar to teach days of the week (Monday-Friday). Repeat procedure number 1 using the question, de umpetoo, tonu he?
- Do not expect the children to know the days of the week after this initial exposure. Continue to practice the days of the week in future lessons.

## NOTE TO THE TEACHER

Explain to the students that January is a very cold month, with sharp noises: cracking of the ice on the lake or river, howling of dogs, coyote and wolves, the snapping of twigs, the crunching of snow, the howling wind. Try to teach this at the beginning of January.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	bdogatoo wanu dehan	it's summer now, at present	Picture of summer scenes and winter scenes  Calendar

OBJECTIVES

To teach the students understanding and usage of the word: bdogatoo (it is summer)

Adverb: wanu (now)

PROCEDURES

1. Show students a picture of a summer scene and tell the students, de bdogatoo. Ask students to repeat the expression after you. Discuss the illustration in further detail. Review winter from Unit 19 and compare and contrast the two seasons.
2. In reviewing the days of the week, have students illustrate different things that are done on different days, e.g. during the school week, Tuesday - gymn, Wednesday - films, etc.
3. Point outside at the snow (assuming it's winter) and say wanu waneyatoo. Repeat getting students to repeat after you. Then ask bdogatoo he? pointing outside. Get students to reply,  
S - heyu.  
S - wanu waneyatoo.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	htunehan Umpetoo wakan wayawa tepe tepe wakan ptuyatoo	yesterday Sunday school (inan) church (inan) it's autumn	

## OBJECTIVES

1. To teach students understanding and usage of nouns: wayawa tepe, tepe wakan
2. Season: ptuyatoo
3. Day of the week: Umpetoo wakan
4. Adverb: htunehan

## SUGGESTED PROCEDURES

To use the (touch technique), the teacher will ask a question, touch or tap picture and give the answer until students can respond to the question on their own. It is important that students respond only after you touch or tap the picture. The (touch technique) makes the student alert, eager and ready to respond.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	htunehan Unpetoo wakan	yesterday Sunday	Calendar

## OBJECTIVES

To teach students understanding and usage of the adverb: htunehan (yesterday)

The day of the week:  
Unpetoo wakan (Sunday)

## PROCEDURES

1. Review Monday to Friday from Unit 20 with the students.
  2. Introduce Unpetoo wakan, by discussing Sunday activities, going to church visiting friends, etc.
  3. Repeat the word slowly several times.
  4. Have the students say Unpetoo wakan, along with you.
  5. Have the students say Unpetoo wakan by themselves, pointing to Sunday.
  6. To teach htunehan, use the calendar.  
T - wanu Unpetoo wakan. (point to Monday)  
T - htunehan Unpetoo wakan. (point to Sunday)
- Repeat, then get students to use the word.  
T - wanu Unpetoo wakan ehanhu. (point to Monday)  
T - htunehan Unpetoo yanne. (point to Wednesday)  
S - heyu, htunehan Unpetoo wakan.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wayawa tepe tepe wakan	school church	Pictures: school, church

OBJECTIVES

To teach students understanding and usage of the nouns:

wayawa tepe (school)  
tepe wakan (church)

PROCEDURES

1. Display pictures of a school and church. These are long difficult words to say for the non-Dakota speaker. Proceed slowly and clap out the syllables, if necessary.
2. Do not aim for complete mastery initially, but provide opportunities for review in future units. Use the touch techniques:
  - T - de taku he? (touch picture)
  - T - he wayawa tepe.
  - T - de taku he? (touch picture)
  - T - de wayawa tepe.
  - T - neshnana eyub. (motion to all)
  - S - de wayawa tepe.
3. Repeat #2 for tepe wakan. (church)

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ptuyatoo	it's autumn	Pictures of the four seasons

## OBJECTIVES

To teach understanding and usage of the season:  
ptuyatoo (it is autumn)

## PROCEDURES

1. Show the students a picture of an autumn scene and say ded ptuyatoo. Discuss the different activities that take place in the fall.
2. Have the students make a picture of a fall scene.
3. Using illustrations of summer, fall and winter, ask questions such as these:  
T - waneyatoo he? (while pointing to summer scenes)  
S - heyu bdogatoo.  
Repeat for fall and winter scenes.

## NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	kta he	future tense marker question marker	Calendar  Weather pictures to include rain, snow, cold, and warm weather

## OBJECTIVES .

Understanding and usage of:  
~~kta~~ (future tense marker)  
~~he~~ (question marker)

## PROCEDURES .

1. Ask the students tungud toke chu he? They respond according to today's weather.
2. Then ask htunehan toke chu he? Point to yesterday on the calendar. The students should respond to what the weather was like yesterday. Repeat Step 1 with every student, making sure they can use he correctly.
3. T - John wowape guga kta.  
T - de wanu tug toku he?  
S - wowape guga.  
T - htunehan tug toku he?  
S - wowape guga kta.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	de umpetoo tonuhe? ahuna owangu yuzazape wato tohan	what day is today tomorrow Saturday Spring when	

## OBJECTIVES

1. To teach students understanding and usage of the question:  
de umpetoo tonu he?
2. Day of the week:  
owangu yuzazape
3. Adverb: ahuna
4. Interrogative: tohne

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	umpetoo tonu he? ahuna Owunga Yuzazape wattoo tohan	What day is today? tomorrow Saturday it's spring when	Pictures: seasons of the year  Calendar, book

## OBJECTIVES

To teach the interrogative:  
tohne, tohan (when)

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

To teach seasons of the year:  
wattoo (Spring)

To teach the adverb:  
ahunu (tomorrow)

To teach the question:  
de umpetoo tonu he?  
(what day is today)

## PROCEDURES

1. Point to Monday on the calendar and say to the class, umpetoo wakan ehunha. Point to Tuesday and say umpetoo noompu. Have students repeat the statements after you.
2. Review all days of the week and add owangu yuzazape. Repeat until they know owangu yuzazape, and can say it, use the questions de umpetoo tonu he?
3. Review the seasons of the year that have been learned thus far. Review all pictures including the picture of spring, and then give individuals pictures of seasons and have them come up to the front and tell what season they have. Have them draw pictures of scenes of Spring.
4. Use words they have learned previously to teach the adverb tohne, tohan.

## NOTE TO THE TEACHER

## AIM

NATIVE LANGUAGE  
CONTENTENGLISH LANGUAGE  
TRANSLATION

## MATERIALS

kta

future tense ~  
1st personPictures of  
someone running,  
someone jumping,  
and someone  
writing

Calendar

## OBJECTIVES

To teach the future tense  
marker: kta .

## PROCEDURES

- To teach kta ask questions, e.g.  
Ahuna umpetoo tona kta he?

Answer:

Ahuna umpetoo yanne kta.

## NOTE TO THE TEACHER

## AIM

NATIVE LANGUAGE  
CONTENTENGLISH LANGUAGE  
TRANSLATION

## MATERIALS

Wechu ta We  
oupe  
he wotu  
wotu  
wotub

February  
hour  
he/she eats  
eat (imp sg)  
eat (imp pl)

## OBJECTIVES

1. To teach students understanding and usage of the month: Wechu ta We.
2. Noun: oupe
3. Verbs: he wotu, wotu, wotub

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	Wechuta Wé	February	Calendar

OBJECTIVES

To teach students understanding and usage of the month: Wechuta We (February)

PROCEDURES

1. Use a calendar to introduce February. Point to the month of February and say Wechuta We. Repeat then have the students repeat the word several times.
2. Tell the children a story about wechuta we. Tell how it got its name and what the Indians did during that month.

NOTE TO THE TEACHER

Try to teach this lesson near the beginning of the month.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he wota wotu wotub	he/she eats eat (imp sg) eat (imp pl)	Pictures of people eating, pictures of animals eating

## OBJECTIVES

To teach students understanding and usage of the verb forms:

he wota (he/she eats)

wotu (eat) imp sg.

wotub (eat) imp pl.

## PROCEDURES

1. Introduce the verb, he wota, showing pictures of a person eating. Say John/Mary he wota.
2. Show a picture of an animal eating and say showakan wotu.
3. Use a variety of animal pictures. Ask students tug toku, he? for each animal picture shown.
4. Dramatize the action of eating. Teach the verbs, wotu and wotub by having the students actually eat something.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	oape	hour	A clock with moving hands

## OBJECTIVES

To teach the hour:  
oupe (hour)

## PROCEDURES

1. Help students make clocks.
2. Review the numbers from one to twelve.
3. Set the hands of the clock at one and say to the students, wanzl oupe.
4. Repeat this procedure with subsequent hours.
5. Repeat Steps 3 and 4 as necessary.
6. Ask students (what is the hour?) de tonu pa he? Students should respond according to the hour that you set the clock.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wawate	I eat	
	wayate	you eat	
	esu	knife	
	wechupe	fork	
	togeha	spoon	
	wukshed ahde	set the table (imp sg)	
	he wukshed ahde	he/she sets the table)	

OBJECTIVES

1. To teach students understanding and usage of the verbs: wawate, wayate, he wukshed ahde
2. The inanimate nouns: esu, wechupe
3. The animate noun: togeha
4. The imperative: wukshed ahde

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wowate wayate	i eat you eat	Picture of boy/ girl eating  Real objects: utensils, plastic food

OBJECTIVES

To teach students understanding and usage of the verb forms:

wawate (I eat)

wayate (you eat)

PROCEDURES

1. Review he wotu from previous unit.
  - a) Show a picture of a boy or girl eating.
  - b) Say: John/Mary he wotu.
  - c) Repeat Steps a and b with individuals.
  - d) T - Mary/John tug toku he?  
S - Mary/John he wotu.
2. Ask a student to help you demonstrate the action words wawate and wayate.
  - a) Have two places set. You and student pretend to eat.
  - b) Point to self and say: wawate.
  - c) Point to student with you and say: wayate.
3. Repeat the above steps with individuals so they all have an opportunity to understand and use the expressions wawate and wayate correctly. Use question to elicit the forms tug tokunu he?, tug tokunu he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	esa wechupe togeha	knife fork spoon	A real knife, fork and a spoon  Pictures of a knife, fork and spoon  Flannelboard cut- outs of spoon, fork and knife

OBJECTIVES

To teach the nouns:

esu (knife)

wechupe (fork)

togeha (spoon)

PROCEDURES

1. Show pictures of a knife.  
T - he esu.  
Repeat.
2. Ask: he taku he?  
S - he esu.
3. Using Steps 1 - 2 introduce the word wechupe.
4. Using flannelboard cut-outs, repeat Steps 1 - 3.
5. Using Steps 1 - 2 introduce the animate noun: togeha.  
Teacher shows a picture of a spoon, de togeha. All repeat:  
S - togeha  
T - he taku he?  
S - he togeha.
6. Repeat with individual students so they each have an opportunity to pronounce the vocabulary correctly and understand the difference between the objects.
7. Using concrete objects repeat Steps 1 - 6.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wukshed ahde	set the table	Spoon, knife, fork and plate, table

OBJECTIVES

To teach the verb:

he wukshed ahde

(he/she sets the table)

The Imperative:

wukshed ahde (set the table)

PROCEDURES

1. To introduce wukshed ahde, tell a student to set a place on the desk or table.

T - John/Mary wukshed ahde.

Repeat several times to ensure students understand the proper usage of the verb.

2. Have utensils handy, repeat Step 1 as you introduce wukshed ahde.

T - Mary tug toku he?

(point to Mary as she sets the table)

S - Mary wukshed ahde.

Repeat.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	yuytu	eat it (imp sg tr anim)	
	puhezeze	carrot (anim)	
	bdo	potatoes (anim)	
	chuhumpe	sugar (inan)	
	kukusheeshee	bacon (inan)	
	tado	meat (inan)	
	hogan	fish (inan)	
	oo she ma da	please	

OBJECTIVES

1. To teach students understanding and usage of imperative verbs: yutu
2. The names of food: puhezeze, bdo, chuhumpe, kukusheeshee, tado, hogan.
3. The expression: oo she ma da

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	puhezeze bdo chuhumpe	carrot potatoes sugar	Pictures of potatoes  Flannelboard cut-outs of a carrot and sugar

OBJECTIVES

To teach students understanding and usage of the foods:

bdog (potatoes)

puhezeze (carrots)

chuhumpe (sugar)

PROCEDURES

1. Show pictures of potatoes and say bdog. Pointing to picture, ask individual students de taku he? Student responds henu dgog.

2. Using the flannelboard dialogue with your students:

T - John de taku he?

S - he puhezezeg.

T - he puhezezeg chee. (pointing to flannelboard)

Mary de taku he? (while holding up sugar)

S - de chuhumpe.

T - chuhumpe chee.

Repeat several times.

When the students know the dialogue let different students play role of teacher.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	kukusheeshee tado hogan	bacon meat fish	Materials of lesson one  Flannelboard, flannel cut-outs of bacon, meat, and fish

OBJECTIVES

To teach students understanding and usage of foods:  
kukusheeshee (bacon)  
tado (meat)  
hogan (fish)

PROCEDURES

1. Use the same dialogue as in the previous lesson.
2. Repeat Step 1 using kukusheeshee, tado, hogan.
3. Dramatize the following for animate foods:  
T - hogan aoo Mary. tug tokuna he?  
S - hogan awaoo.
4. Repeat Step 3 for inanimate foods:  
T - tado aoo John. tug tokunu he?  
S - tado awaoo.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	yuta yuta	eat it eat it	Real objects: sugar, meat, wiener, carrot, potatoes, and bannock

OBJECTIVES

To teach students understanding and usage of the transitive verb:  
yutu (eat it)

PROCEDURES

1. Use students as models to teach the verb: yutu.
2. Have a few foods on hand such as carrots, bananas, an orange or apple and sugar cubes. Handing a student a lump of sugar, say to him chuhumpe yutu. Repeat for tado. de yutu, handing a student a wiener.
3. Do the same drill using different animate foods such as bdog, puhezeg. Drill the students in the correct usage of yutu.
  - T - de puhezeze.
  - S - puhezeze yutu.
  - T - de aguyupe.
  - S - aguyupe yutu.
  - T - de kukusheeshee.
  - S - kukusheeshee yutu.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	oo she ma da	have pity on me (a form of saying please)	Dishes with real food

OBJECTIVES

To teach the expression:  
oo she ma da (please)

Used only in rare occasions.

If you're pleading with  
someone.

There is no word in Dakota  
for please.

PROCEDURES

Sit around the table with the students. Introduce the word heyu makeyu. Say it several times until the students understand and can say it distinctly. Then have each student say it. Have them say tado heyu makeyu. With same procedure you can substitute chueyugutgupe, wowape. Give each student what he asks for.

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	yutgu	drink (imp sg)	
	usumpe	milk (inan)	
	mneskooya	pop (inan)	
	mne	water (inan)	
	wehde	grease (inan)	
	mneskooya	salt (inan)	
	wuksheed aohdepte	let's all set the table	
	wahumpe	soup (inan)	
	yutga	he/she drinks	
	wehde ska	lard (inan)	

## OBJECTIVES

- To teach students understanding and usage of the imperatives:  
yutgu, wuksheed aohdepte
- The verb: yutga
- The Inanimate nouns: mne,  
mneskooya, usumpe, wehde,  
ska, wahumpe mneskooya,  
wehde

## SUGGESTED PROCEDURES

- A lot of action is involved in teaching the vocabulary in Section A.
- Use real objects wherever possible.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he yutga yutga	he/she drinks drink (as a command)	A cup of water

OBJECTIVES

To teach the command:  
yutga (drink)

The verb:  
he yutga (he/she drinks)

PROCEDURES

1. Introduce the word yutgu, repeating it three times.
2. Tell the students, he yutgu, students will respond yutgu.
3. Handing a cup of water to a student, say he yutgu, John/Mary. Repeat with individual students.
4. Introduce he yutgu as John/Mary is drinking the cup of water. Point to John/Mary and say, John/Mary yutgu.  
T - tug tokunu he, John/Mary.  
S - John/Mary he yutgu.
5. Repeat several times to ensure understanding and proper usage of vocabulary.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	usumpe mne skooya mne	milk soft drink, juice water	Pictures of water, pop, milk, boy/girl drinking pop, milk or water, a puppy or kitten drinking milk  Real objects: a cup of water

## OBJECTIVES

To teach the inanimate nouns:  
mne (water)  
mne skooya (pop)  
usumpe (milk)

## PROCEDURES

- Show a glass of water and say de mne.
- Repeat several times.
- Ask de taku he? Student will respond de mne.
- Repeat with class and individuals.
- To introduce the inanimate nouns: mne skooya and usumpe do Steps 1, 2, 3, and 4 with each Inanimate noun.
- Show pictures of boy and girl drinking water.  
T - hokshedu/wechayanu mne yutgu.
- T - tug tokunu he?  
S - hokshedu/wechayanu mne yutgu.
- Repeat Steps 6 and 7, using mne skooya and usumpe. Use appropriate pictures.
- Show pictures of a puppy drinking milk or water and do Steps 6 and 7.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wahumpe	soup	Pictures of a bowl of soup, a boy/girl eating soup

OBJECTIVES

To teach the noun:  
wahumpe (soup)

PROCEDURES

1. Show a picture of a bowl of soup. Point to the soup and say de wahumpe. Repeat.
2. Ask students de taku he? Point to soup in the picture. Students respond, he wahumpe.
3. Repeat Steps 1 and 2 to ensure students are understanding and pronouncing the word correctly.
4. Show a picture of a boy or girl eating soup. Point to the boy or girl eating soup. Say hokshedu/wechayanu wahumpe yuta pe.
5. Work with individual students. Let him or her hold the picture and examine it closely.
6. Ask taku wanduku he? Some responses may be wecheyanu wa wambduka.
7. Ask wecheyanu/hokshedu tug toku he? Encourage students to answer using complete sentences. Students' response should be wecheyanu/hokshedu wahumpe yutgu.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wehde ska mne skooya wehde	lard salt grease	Pictures of salt and lard  Real objects: salt and lard containers, salt and sugar

## OBJECTIVES .

To teach the nouns:  
mneskuya. (salt)  
wehde ska. (lard)  
~~wehde~~ (grease)

## PROCEDURES

1. Hold pictures up one at a time so children can see.
  2. Show a picture of salt, and say de mneskuya. Repeat.
  3. Ask de taku he? Students should respond de mneskuya.
  4. Repeat Steps 2 and 3 with group and then with individuals.
  5. Show pictures of lard and grease. Do Steps 2, 3, and 4.
  6. Use empty containers of salt and lard. Repeat Steps 1, 2, 3, and 4 for each.
  7. Using small containers of real sugar and salt, ask:  
T - de chuhumpe he?  
S - heyu. de mneskuya.
- Repeat using the real sugar.  
T - de chuhumpe he?  
S - han/ho de chuhumpe.

## NOTE TO THE TEACHER

wehde includes shortening,  
butter, lard, and oils that  
are bought from stores.

To separate one from the  
other, each is described,  
e.g. wehde ska (lard).

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wuksheed aoo hdepte	let's all set the table	Real objects: spoon, fork, knife, cup and plate

OBJECTIVES

To teach the expression:  
wuksheed aoo hde pta  
(let's all set the table)

PROCEDURES

1. Review the word wuksheed aoo hde pta.
2. Have utensils ready.
3. T - ayub wuksheed aoo hde pta.  
S - wuksheed aoo hde pta. At this point you will tell a student to set a place on the desk or table and say wuksheed aoo hde pta John/Mary.
4. To introduce wuksheed aoo hde pta, have a child at the front of the class to help you set the table.
5. Repeat with several individuals.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	zoozoochedu pahee wageya che yawa ha Eшту wechuyazu we	snake (anim) porcupine (anim) pigeon (anim) want to he/she reads antlers (anim) March	

## OBJECTIVES

1. To teach the animate nouns:  
zoozoochedu, pahee,  
wageya, ha
2. To teach the preverb: che.
3. To teach the intransitive  
verb: yawa
4. To teach the month:  
Eшту wechuyazu we

## NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	Eshtuwecheyazu We	March	Calendar

OBJECTIVES

To teach the month:  
Eshtu wecheyazu we (March)

PROCEDURES

- At the beginning of the month, post a blank weather chart. Each school day ask one child to color on the appropriate weather symbols:

Symbols should be:

- sun for sunny day
- clouds for cloudy day
- raindrops for rain
- for a windy day

On Friday guess what the weather will be like of Saturday and Sunday. On Monday look back and talk about what it was like.

- Explain what Eshtu wecheyazu we means.

NOTE TO THE TEACHER

Teach this lesson during the month of March.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	che	want to	Pictures: girl, bear, bed

## OBJECTIVES

To teach the preverb:  
che (want to)

## PROCEDURES

1. Hold up the pictures of the girl and the bear.  
T - de Mary, de wuhunksechu. Point to each one.  
Mary nazeche che.  
Repeat, then get students to repeat the expression after you.
2. Hold up the pictures of the girl and the bed.  
T - de Mary, de owahdepe.  
Mary eeshteemba che.  
Repeat, then get the students to repeat.
3. Hold up the pictures of the girl and the bear.  
T - de tuwa?  
S - de Mary.  
T - de tuwa?  
S - de wuhunksechu.  
T - Mary tug tokuwu che? Ask several individuals.  
S - Mary nazeche che.  
Use similar questions to elicit che in the expressions yutu che and eeshteemba che.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he yawa	he/she reads	Pictures of people reading

## OBJECTIVES

To teach the intransitive  
verb: yawa (he/she reads)

## PROCEDURES

1. Have two students in front of the class and have them read silently to themselves.
2. Point to each student and say: Mary yawa,  
John yawa.

Repeat the procedure 2 or 3 times with different students.  
Then ask students pointing to each individual, John tug,  
toku he? Students should say, John yawa.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ha	antlers	Use pictures of animals (deer) with antlers

OBJECTIVES

To teach the animate noun:  
ha (antlers)

PROCEDURES

1. Hold up the antlers and say denu ha. Repeat, then ask the class denu ha? The students should reply henu ha. Repeat this once or twice, then ask individual students.
2. If there is time, students can draw pictures of antlers using the display object as a model.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	zoozoocheda pahee wageyada	snake porcupine pigeon	Pictures: snake, porcupine, pigeon  Filmstrips: wild- life of Canada

OBJECTIVES

To teach students understanding and usage of nouns:  
zoozoocheda (snake)  
pahee (porcupine)  
wageyada (pigeon)

PROCEDURES

1. Use flashcards or pictures to introduce the three animate objects. Point to the flashcard and say de zoozoocheda. Repeat this several times. Repeat the procedure with pahee and wageyada. Ask de taku he? for each picture.
2. Show filmstrips on wildlife of Canada. Study how the three animals live, what they eat, where they live, etc. and how they are useful to man.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	uka yamnee uka topa uka zuptu wukshedopeya gege psepsechadu wabdooshkada tohmooha honogada Maguokadu we okuta	thirteen fourteen fifteen cupboard (inan) orange (inan obj) grasshopper (anim) worm (anim) bee (anim) fly (anim) April it's warm	

## OBJECTIVES

1. To teach students understanding and usage of the numbers: uka yamnee, uka topa, uka zuptu.
2. The inanimate noun: wukshedopeya
3. The animate nouns: psepsechadu, honogada, wabdooshkada, tohmooha
4. The color: gege
5. The month: Maguokadu we
6. The weather expression: okuta

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	Uka yamne Uka topa Uka zuptu	thirteen fourteen fifteen	Flashcards, beads, flannel- board cut-outs of plural nouns already learned (ducks, books, cups, dogs, mittens or bears)

OBJECTIVES

To teach students understanding and usage of the number expressions:

Uka yamne (thirteen)

Uka topa (fourteen)

uka zuptu (fifteen)

PROCEDURES

1. Have students count up to 12 using flashcards or beads. Introduce Uka yamnee, Uka topa, Uka zuptu.
2. Ask how many objects there are on the flannelboard, using flannelboard cut-outs.

Do the same for 14 and 15. Give each student a chance to answer, using different cut-outs.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wukshedopeyu gege	cupboard it's orange	Colored inanimate objects including orange ones, cupboard, and pictures

## OBJECTIVES

To teach understanding and usage of the nouns:  
wukshedopeya (cupboard)

The color expression:  
gege (it's orange)

## PROCEDURES

1. If your classroom does not have a cupboard in it, use a picture of one. Touch the cupboard and say to the class, de wukshedopeya. Repeat several times and then ask students, de tuku he? Students should respond, de wukshedopeya. Use pictures of other objects, and a picture of a cupboard.

## NOTE TO THE TEACHER

It's a good idea to teach ge (brown) and gege (orange) together because of the similarities.



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	psepsechadu wabdooshkada tohmooha honagada	grasshopper worm bee housefly	Pictures: grass- hopper, housefly, bee, and worm

## OBJECTIVES

To teach the students understanding and usage of the nouns:

psepsechadu (grasshopper)

tohmooha (bee)

honagada (housefly)

wabdooshkada (worm)

## PROCEDURES

- Use pictures of a grasshopper, bee, housefly, and a worm. Hold up a picture of a grasshopper.  
T - de taku he?  
S - he psepsechadu.  
Repeat this procedure with the other four pictures.
- Hold up all four pictures one at a time and say de wabdooshkada. Ask de taku he? Students should respond de wabdooshkadu. Then hold up a picture of an insect again and ask de wabdooshkada he?
- Using all the pictures, ask questions to practice the expressions learned.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	okuta Maguoguda We	it's warm April	Picture depicting a warm day  Calendar

## OBJECTIVES

To teach students understanding and usage of the expression for the month of year: Maguokadu We (April)

The weather expression:  
okuta (it's warm)

## PROCEDURES

1. Using the calendar, have the students say the month they have already learned. Introduce the month of April: Maguokadu We.
2. Use a picture or a weather chart depicting a warm day to the class.  
T - okuta.

Have them repeat the word several times after you. Then question:

T - okuta he?

S - han/ho or heyu. Depending on the type of weather it is.

Ask about yesterday's weather:

T - htunehan umpetoo tokechu he?

S - htunehan okuta.

## NOTE TO THE TEACHER

Teach this lesson at the beginning of April.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chu ochate chate cha wate cha yate cha te chu gakse huwaya	wood (inan) stove (inan) make a fire (imp sg) I make a fire you make a fire he/she makes a fire he/she chops wood go for it (imp sg tr anim)	

## OBJECTIVES

1. To teach students understanding and usage of the noun: ochate
2. The inanimate noun: chu
3. The verb forms: chate,  
cha wate, cha yate, cha te,  
chu gakse, huwaya

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chu ochate chate cha wate chə yate cha te	wood stove make a fire I make a fire you make a fire he/she makes a fire	Toy stove with sticks for wood

## OBJECTIVES

To teach students understanding and usage of nouns:  
chu (wood)  
ochate (stove)

The verb forms:

chate (make a fire)  
 cha wate (I make a fire)  
 cha yate (you make a fire)  
 cha te (he/she makes a fire)

## PROCEDURES

1. Raising the toy stove say de ochate. Have students repeat ochate several times.  
 T - de taku he?  
 S - ochate. Repeat with different students.
2. Introduce the word chu by pointing to the pile beside the toy stove, saying denu chu. Repeat several times. Ask students denu taku he? Reply should be henu chu. Repeat with individuals.
3. To introduce cha wate, pick up the wood and put it in the stove. Say to the students, chawate. Ask one of your students to demonstrate and say, Mary chate. After she had demonstrated say to the other students, Mary chate. To Mary say chayate he, Mary? Then get one student to tell another to make a fire. Practice until the students can use the words easily.

## NOTE TO THE TEACHER

You can also use a picture of someone lighting a fire to demonstrate chate.

Use wall charts as necessary to practice the new vocabulary.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	huwaya	go for it	Toy stove, wood

OBJECTIVES

To teach students understanding and usage of the expression:

huwaya (go for it)

PROCEDURES

1. Ask students chu tokte he? When you are pretending to make a fire.

S - denu chu. (point to wood)

T - chu huwaya.

Students get the wood for you, or you can put books on a table and ask students:

T - wowape tukte he, John?

S - chueyugutgupe ukun.

T - wowape huwaya, John.

John should bring you the books. Repeat this procedure with the rest of your students until they understand the meaning of tukte he? and huwaya.

NOTE TO THE TEACHER

You can have students bring thing to you, to teach huwaya.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chugakse	he/she chops wood	Pictures of a man or boy cutting wood

## OBJECTIVES

To teach the meaning of the verb form:  
chu gaksa (he/she cuts wood)

## PROCEDURES

- Place the picture where all your students can see it. Point to the man cutting wood and say to your students, wechushtu chu gaksa. Repeat several times. Pointing to the man, ask a student,  
T - John, wechushtu tog toku he?  
S - wechushtu chu gaksa.

Repeat with the rest of students until they all understand and can use the word correctly.

NOTE TO THE TEACHER.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wozu wo oozu pte ozu oyazu owazu pshee tepsenu wuhchuhchu maku kogu	sow (imp sg) let's all sow/plant he/she sows/plants you sow/plant I sow/plant onion (anim) turnip (anim) flower (anim) earth/soil (inan) box (inan)	

OBJECTIVES

1. To teach students understanding and usage of the verb forms: ozu, oyazu, owazu
2. The imperatives: wozu, wo oozupte
3. The animate nouns: wuhchuhchu, tepsenu, pshee
4. The inanimate nouns: maku, kogu

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wozu owazu oyazu ozu wo oozu pte	sow/plant I sow/plant you sow/plant he/she sows/plants let's all sow/plant	Pictures of someone planting a garden  Containers of soil (enough for each child to have one) and beans to plant

OBJECTIVES

To teach students understanding and usage of the imperative verbs:

wozu (sow)

wo oozu pte (let's all sow)

The verbs:

ozu (he/she sows)

oyazu (you sow)

owazu (I sow)

PROCEDURES

1. To teach oyazu, show a picture of a man planting a garden.  
T - wechushtu oyazu. Repeat, getting students to repeat after you.

Then ask:

T - wechushtu tog toku he?

S - wechushtu oyazu. Repeat with other students.

2. To teach owazu, bring out a container of soil, and as you plant a bean, say owazu. Repeat getting students to repeat after you.

3. Tell a student John wozu. Have him come and plant a bean. As he is planting, say:

T - oyazu. tog tokunu he?

S - owazu.

Plant your seed again and ask students:

T - tug tokuna he?

S - oyazu.

Get this student to tell another student to plant a seed. Ask him what he is doing.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	pshe * tepsina wuhchahcha	onion turnip flower	Real objects: onions, turnips, flower

## OBJECTIVES

To teach students understanding and usage of the nouns:

pshe (onion)  
tepsina (turnip)  
wuhchahchu (flower)

## PROCEDURES

1. Bring a real onion and turnip to school. Have the students touch and feel the vegetables. Show the students the onion.  
T - de pshe. de taku he?  
S - de pshe.
2. Repeat the same procedure with tepsina and wuhchahcha.
3. Review all three words, making sure students know them.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	maku kogu	earth/soil box	Real objects: soil, flower box, seeds, other boxes

## OBJECTIVES

To teach students understanding and usage of the nouns:

maku (earth/soil)

kogu (box)

## PROCEDURES

- Bring some soil in a box to the classroom.
  - T - de maku. de taku he?
  - S - de maku.
  - T - de kogu. de taku he? Point to the flower box first, then use other boxes.
  - S - de kogu.
 Plant some flower seeds in the flower box. As you do, use some of the new vocabulary from Lesson 1.
- Ask questions for identification for all the new nouns in this unit. Use the objects or pictures of them.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	agayupe bdo agayupe guga agayupe gugu owas agayupe oogugupta chahoputu mne ekudyu wenupohyu owas oontuptu	flour he/she bakes bannock bake bannock (imp sg)  let's all bake bannock frying pan (anim) kettle (anim) baking powder (inan) let's all eat it (tr anim)	

## OBJECTIVES

1. To teach students understanding and usage of the Imperatives: agayupe gugu, owas agayupe oogugupta, owas oontuptu
2. The animate nouns: chaguputu, mne ekudyu, agayupe bdo
3. The inanimate nouns: wenupohyu
4. The verb: agayupe guga.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chahoputu mne ekudye wenupohyu	frying pan kettle baking powder	Real objects: frying pan, tea kettle, baking powder

## OBJECTIVES

To teach students understanding and usage of nouns:  
 chahoputu (frying pan)  
 mne ekudyu (kettle)  
 wenupohyu (baking powder)

## PROCEDURES

1. Explain to the children that you will be making bannock together at the end of the week. First they must learn some new words so they will be able to take while making bannock.

Hold up the frying pan (or picture of one).

T - de chahoputu. de taku he?

S - ga/he chahoputu.

Repeat procedure with each of the other nouns listed above. Be sure to use the inanimate pronouns de taku he? with wenupohyu.

Place all the objects on the table away from your desk. Ask students to bring objects to your desk. Be sure to use ao with wenupohyu.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	aguyape bdo aguyape guga aguyape oogugupta owas contuptu	flour bake bannock let's all bake bannock let's all eat it	Picture of someone making bannock, some play food or some crackers, etc., bannock-making ingredients, (empty containers of flour, baking powder, salt, lard) and uten- sils (frying pan, spoon, fork, kettle, or toy frying pan, etc.)

## OBJECTIVES

To teach students under-  
standing and usage of the  
imperative verbs:  
aguyupe gugu (bake bannock)  
aguyupe oogugupedu  
(let's all bake bannock)  
owas oontu pta  
(let's all eat bannock)

The noun:  
aguyupe bdo (flour)

The verb:  
aguyupe guge  
(he/she bakes bannock)

## PROCEDURES

- Hold up the picture of someone making bannock.  
T - chahoputu tukte a he? Ask one student to come up and point to the frying pan in the picture.  
T - aguyupe bdo tukte a he? Ask another student.  
T - wehdeg tukte a he? Ask another student.  
T - achate tukte a he? Ask another student.  
T - he eenu he. Point to mother.  
eenu aguyupe guge. Repeat, then get students to repeat after you.  
T - he tog tuku he? Ask several individuals.  
S - he aguyupe guge.
- Tell a student to come to the table and get him/her to pretend to make bannock.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
			Pictures, real objects (or empty containers): salt, lard, water, wood, bonfire, fork, spoon, stove  Picture of some- one making a fire

## OBJECTIVES

To review some previously learned expressions which they will need to use while making bannock:

petu (bonfire)  
 mne skooya (salt)  
wehde (lard)  
 mne (water)  
chu (wood)  
 wechu pe (fork)  
 ochate (stove)  
togeha (spoon)

## PROCEDURES

i. Review the nouns in the following manner. Hand out the pictures and objects. Get the students to bring you these, one at a time.  
 T - aguyupe oongugupedu.

a) Mary, he aoo. Get Mary to bring you the object or picture she is holding.  
 Mary, he he han?  
 Mary - he togeha.

b) Repeat i. a) for each of the review nouns. For the nouns be sure to use the verb form aoo and the inanimate pronouns. Review the Lesson 1 nouns (from this unit) as well if you have time.

Use the two word illustrations achateg chate. Give each child a chance to ask:  
 S - he tug toku he?  
 S - he chate.

## NOTE TO THE TEACHER

If you are not planning to cook the bannock over an open fire, you may not want to review chu, petu, and chate.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
			Bannock-making Ingredients and utensils

## OBJECTIVES

To give students an opportunity to use the expressions they have learned while making bannock:

togehu (spoon)

mne ekudyu (kettle)

aguyupe bdoo (flour)

wehde ska (lard)

mne skooya

mne

wechupe

wenupohyu (baking)

aguyupe

(he/she bakes bannock)

aguyupe shpyuy (bake bannock)

aguyupe oogugupty

(let's all bake bannock)

## PROCEDURES

1. Have all the ingredients and utensils on the table.

T - wanu owas aguyupe oogugupedu.

Mary go aoo. Point to something and get Mary to bring it to you.

he taku he, Mary.

Mary - wehde ska che?

T - han, he wehde skag aoo.

Get each child to bring you something, as you need it.

When it is time to knead the dough, show how it is done, then get student to do it.

T - John aguyupe gugu. Ask the class John tug toku he?

S - John aguyupe gugu.

Get John to ask someone else to come and take his place.

John - Mary aguyupe gugu.

T - Mary tug toku he?

S - Mary aguyupe gugu.

Continue in this way until everyone has had a turn.

## NOTE TO THE TEACHER

You'll probably just have time to make the dough in one 30-minute class period. You can take it home, put it in the fridge, and bring it the next day for cooking and eating. Explain this beforehand so the students will not be disappointed.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	Review of Unit Words		Bannock dough (made from previous day, or by teacher at home), frying pan, stove, hot plate or bonfire, butter, jam, and knives for eating.

OBJECTIVES

To give students and opportunity to use the expressions they learned while cooking and eating bannock.

Animate nouns:

- chahoputu (frying pan)
- ochate (stove)
- aguyupe bdo (flour)

Verb:

- owas oontu pta  
(let's all eat it)

PROCEDURES

1. Give each student a piece of dough to shape for cooking. Let each one help cook his own, if possible. Get them to use chahoputu and ochate, aguyupe bdo during the process. When everyone is ready to eat their bannock say owas aguyupe oontu pta.

NOTE TO THE TEACHER

Review unit words

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wuachoo wuachoo koo pta tungud choogushge tugooshechu museyape echoo	works (imp sg) let's all work outside fence (inan) garbage (inan) hammer (inan) pick it up (imp sg tr inan) pick it up (imp pl tr inan) hard rake (inan)	

## OBJECTIVES

1. To teach students understanding and usage of the imperative verb forms:  
wuachoo, wuachoo koo pta,  
echoo, echoob
2. The nouns: choogushge,  
tugooshechu, museyape,  
weyuheetu
3. The adverbs:  
tagegu, tungud

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wuachoo wuachoo koo pta	work let's all work	Variety of pictures of people working

OBJECTIVES

To teach students understanding and usage of the verbs:

wuachoo (work)

wuachoo koo pta (let's work)

PROCEDURES

1. Review wuachoo from Unit 12. Using a variety of pictures, use the following question-response sequences:

T - hokshedu wuachoo. Repeat and have students repeat after you.

T - hokshedu tug toku he? (Pointing to a picture of a boy working)

S - hokshedu wuachoo.

Get a student to work.

T - John, wuachoo.

T - John tug toku he?

S - wuachoo.

Repeat procedure several times. Then get one student to tell another to work.

S - Mary wuachoo.

T - Mary tug toku he?

S - Mary wuachoo.

Repeat with several students.

NOTE TO THE TEACHER

wuachoo and wuachoo koo pta should be taught incidentally in the classroom.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tungud	outside, outdoors	Pictures: outdoor scenes, indoor scenes, Language Arts Wall Charts

OBJECTIVES

To teach students understanding and usage of the adverb: tungud (outside)

PROCEDURES

1. Introduce this word by having pictures (slides, overhead projector, films or flashcards) of the outside world. Tell students, tungud. Repeat several times and have students repeat after you. Tell students, he tungud. Take all the students outside and say, de tungud. Show the children a series of indoor scenes and outdoor scenes, intermixed. Have the student call out if the picture is an outside scene.  
T - de tungud che? Use the Language Arts Wall Charts for this lesson.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	choogushge tugooshechu museyape weyu heentu	fence garbage hammer rake	Pictures of a fence, hammer, garbage, rake  Real objects: overhead projec- tor drawings of a hammer, rake, garbage

## OBJECTIVES

To teach students understanding usage of the inanimate nouns:  
choogushge (fence)  
museyape (hammer)  
tugooshechu (garbage)  
weyuheentu (rake)

## PROCEDURES

1. Using pictures, say de choogushge. Repeat several times so students understand what it is. Ask students, de taku he? Students reply de choogushge. Follow this procedure with the three other new words.
2. Using flashcards, actual objects, drawings on the overhead projector, repeat procedure number 2.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	echoo echoob	pick it up pick it up	Book

OBJECTIVES

To teach students understanding and usage of the Imperative verbs:

echu (pick it up)

echu (pick it up)

PROCEDURES

1. You and a student will demonstrate the word echu by saying to the student he wowapeg echu. As you say this, point to a book which is on your desk and the student will pick up the book. Repeat this procedure several times with several other students.

By grouping students into pairs, students can repeat the above procedure with one another. You and a student demonstrate first, so the other students know what to say.

To teach the verb echu, say to the whole class, echu. Students will pick up their books.

Repeat the above procedure using chairs or other inanimate objects.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tagega	hard, effort	Rope

## OBJECTIVES \*

To teach students understanding and usage of the adverb:

tagega (hard)

henna - hard

## PROCEDURES

1. Set up different kinds of games for the students. One example is tug-of-war. Go to the team that is losing and say tagega. Students will then try harder to win.

When giving out a test or work for the students, say wuachoo tagegu.

## NOTE TO THE TEACHER

There are two words for hard in Dakota depending on the context in which it is used.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	te mahed wuksheed yazaza owunka gaheentu owung eechuheentu wepazaza sneya kogu	Indoors wash dishes (imp sg) sweep floors (imp sg) broom (inan) soap (inan) fridge	

## OBJECTIVES

1. To teach students understanding and usage of the animate noun: wepazaza
2. The inanimate nouns:  
sneya kogu,  
owung eechuheentu
3. The Imperative verbs:  
owunku gaheenta,  
wuksheed yuzaza
4. The adverb: te mahed

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	temahed	Indoors	Pictures: a house and a tipi with opening doors, and the inside of the house and tipi

## OBJECTIVES

To teach the adverb:  
temahed (indoor)

## PROCEDURES

- Use a picture of a house or tipi with doors that open and close. Open doors and say temahed. To practice, ask questions such as the following:
  - T - temahed. (Show a picture of the inside of a house or tipi)
  - T - de tukte too he?
  - S - he temahed.
  - T - tungud too. (Show picture of outside of the house or tipi)
  - S - han he temahed too.

## NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	owung eechuheenta wepazaza sneya kogu	broom soap fridge	Pictures: a broom, soap, fridge

## OBJECTIVES

To teach the nouns:  
owung eechuheenta (broom)  
wepazaza (soap)  
sneya kogu (fridge)

## PROCEDURES

- i. Use a picture of a broom and fridge as you practice the following:  
T - de taku he?  
S - he owung eechuheenta.

Use a picture of a bar of soap.

T - de taku he?

S - he wepazaza.

Be sure the students understand and can use the words correctly.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wuksheed yuzaza owunka gaheenta	wash dishes sweep floors	Real objects: dishpan, dish and broom

OBJECTIVES

To teach the Imperatives:  
wuksheed yuzaza (wash dishes)  
owunka gaheentu (sweep floors)

PROCEDURES

- By washing dishes in a dishpan introduce the word wuksheed yuzaza.  
 T - Mary wuksheed yuzaza cha a. (Mary comes and washes dishes)  
 S - John wuksheed yuzaza cha a. (Mary gets John to come and wash dishes)

By using the command, each student gets another to come and take his place doing the work.

- Repeat procedure for owunka gaheentu.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	sheena mahatu sheena ska epuheen gugu	blanket (inan) sheet (inan) pillow (inan) make it (imp sg tr inan)	
	oogugu pta	let's all make it (tr inan)	
	ootuween eyachegamne ota chonana	town (locative) automobile (inan) lots/many little bit	

## OBJECTIVES

1. To teach students understanding and usage of the inanimate nouns: sheenu, epuheen, mahata sheena ska, eyachegamne
2. The locative noun: ootuweenta
3. The imperatives: gugu, oogugu pta
4. The adjectives: ota, chonana

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	sheena mahata sheena ska epuheen	'blanket sheet pillow	Picture: a blanket, pillow, sheet

OBJECTIVES

To teach students understanding and usage of the nouns:

sheena (blanket)

epuheen (pillow)

mahata sheenu ska (sheet)

PROCEDURES

1. Holding a picture of a blanket, point to the picture and say sheenu. Repeat it several times then have the whole class repeat it after you. Students should repeat it several times.

T - de taku he?

S - de sheenu.

Repeat same procedure for epuheen and mahata sheenu ska.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	gagu oogagu pta	make let's all make it	Flannelboard cut- outs of a bed, pillow, blanket, and a sheet

OBJECTIVES

To teach students understanding and usage of the imperatives:

gagu (make it)

oogagu pta (let's all make it)

PROCEDURES

1. Use the flannelboard and cut-outs to teach gagu. Review the vocabulary for pillow, blanket and sheet. Ask a student to make up the bed, gagu. Call on a number of students to help you and give the instructions:

oogagu pta.

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	otuween eyachegamne	in/to town automobile	Pictures: a city, a boy  Real objects: a toy car  Flannelboard, flannel cut-outs of a car

## OBJECTIVES

To teach students understanding and usage of the locative nouns:

otuween ta (town)

eyachegamne (automobile)

## PROCEDURES

1. Holding up a toy car say, eyachegamne. Repeat several times, then ask students to repeat after you. Holding up a picture of flannelboard cut-out of a car, ask a student, de taku he? Response should be he eyachegamne. Ask the same question to several other students. Repeat several times.
2. Review the noun, otuween. Hold up a picture of a city, point at it and say, otuween. Make them repeat it several times.

Hold up a picture of a city street, and place a picture of a boy on it.

T - hokshedu otuween ya. hokshedu fug ya he?

S - otuween.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ota chonana	lots/many a little bit	2 water glasses, 2 boxes, water and toy money

OBJECTIVES

To teach students understanding and usage of the adjectives:

ota (lots/many)  
chonana (a little bit)

PROCEDURES

- i. Take two glasses and pour water in them. Fill one glass and pour only a little water in the other glass. Hold up the glasses up for the students to see. Point to the glass that is full and say, mne ota. Point to the glass that is not full and say, mne chonana.

Repeat the above procedure with a box full of toy money and another box with little money in it.

T - mazuska ota.  
mazuska chonana.

Ask questions to get students using the new words.

T - de mazuska ota he?  
S - heyu, mazuska chonana he.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	oogehdoozazapta  eetepukeentu oogehdoozazapta paheen hdukchu paheen hdukchu epukchu bduha duha heyuha	let's all wash our faces  towe (inan) take a bath (imp sg) comb your hair (imp sg) comb your hair (imp sg) comb (inan) I have it (tr inan) You hav it (tr inan) he/she has it (tr inan)	

OBJECTIVES

1. To teach students understanding and usage of the nouns: eetepukeentu, epukchu
2. The imperative verbs: oogehdoozazapta, oogehdoozazapta, paheen hdukchu, paheen hdukchu
3. The possessive phrases: bduha, duha, heyuha

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	eetepukeentu epukchu	towel comb	Pictures: a comb and a towel  Real objects: a comb and a towel

## OBJECTIVES

To teach students understanding and usage of the inanimate nouns:  
eetepukeentu (towel)  
epukchu (comb)

## PROCEDURES

- Use pictures to introduce the nouns: eetepukeentu and epukchu.  
 T - de epukchu. de taku he?  
 T - he epukchu.  
 T - de eetepukeentu. de taku he?  
 S - he eetepukeentu.

When students have fully understood and are able to identify the pictures, use real objects to reinforce their learnings.

- T - de taku he? (Holding up a towel)  
 S - he eetepukeentu.  
 T - de taku he? (Holding up a comb)  
 S - he epukchu.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	oogehdoozazapta	let's all wash our faces	Pictures: children bathing and washing their faces
	oogehdoozazapta paheen hdukchu paheen hdukchu	take a bath comb your hair comb your hair	

OBJECTIVES

To teach students understanding and usage of the following verbs:

oogehduzaza pte

(let's all wash our faces)

oogehduzaza pte (take a bath)

paheen hdukchu (comb your hair)

paheen hdukchu (comb your hair)

PROCEDURES

- To introduce the verbs above, do the actions with volunteer students. Mary eta oogehduzaza pte. (You and Mary pretend to wash your faces). The student asks another student to join him, saying, oogehduzaza pte. Repeat procedure with several individuals switching roles. Show pictures of children washing or bathing and instruct student volunteers to imitate the pictures. oogehduzaza pte John. Introduce the imperative paheen hdukchu, by having an individual comb his/her hair. Next, have two students come to the front and say, John nakoo Mary, paheen hdukchu. Repeat the procedure with other students.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	bdu ha du ha yu ha	I have it you have it he/she has it	Real objects: comb, plate, book

## OBJECTIVES

To teach students understanding and usage of the possessive forms of have:

bdu he (I have it)

du he (you have it)

yu he (he/she has it)

## PROCEDURES

1. First introduce the vocabulary, bduhe, duhe, yuhe. Name various items on hand belonging to you. Show each item and say epukchu bduha. wowape bduha. etepukeentu bduhe. Use the same procedure to present duha. Example, epukchu duhe or wukshechu duhe? Students answer han/ho epukchu/etepukeentu bduha. yuha can also be taught using the same procedure as in Number 2 and 3.

John wowape yuha.

John epukchu yuha.

Hand out various objects to several individuals. Then ask a series of questions to make sure students understand and can use the new words.

T - Mary wowape yuha he? (give Mary a comb)

S - heyu, Mary epukchu yuha.

T - John wowape yuha he? (give John a book)

S - han/ho John wowape yuha.

## NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	taeshpu gecheda eeyushdu huhoontu	sewing needle scissors thread	

OBJECTIVES

1. To teach students understanding and usage of the nouns:

ta eeshpu gecheda,  
eeyushdu

2. The animate noun: huhoontu

SUGGESTED PROCEDURES

The vocabulary in this last unit is listed. Therefore, considerable time can be spent reviewing Units 30 - 35.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ta eeshpu gecheda eeyushda huhoontu	sewing needle scissors thread	A needle, a spool of thread, a pair of scissors  Pictures of the above items

## OBJECTIVES

To teach students understanding and usage of the nouns:

taeeshpu gecheda (needle)  
eeyushdu (scissors)  
huhoontu (thread)

## PROCEDURES

1. Present each of the following items individually and use the basic dialogue:  
T - de taku he?  
S - he taeeshpu gecheda.  
Repeat the same procedure for eeyushdu.  
Use pictures of a needle, and scissors and repeat Steps 1 and 2. Present a spool of thread and use the dialogue:  
T - de taku he?  
S - he huhoontu.

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