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**Book III**

**DAKOTA/SIOUX  
Language Course**



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# Book III

# DAKOTA/SIOUX Language Course

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DAKOTA/SIOUX  
LANGUAGE COURSE  
BOOK III

"NAKAWETA" was originally published in Saulteaux by the  
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MANITOBA DEPARTMENT OF EDUCATION  
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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.

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### 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).

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
<u>UNIT OBJECTIVES</u>	han/ho toked ya oo wahte tuyu aka hachatoo meya neya de he/ga tuwa eyutunka eyutunkab guwa/heyu guwab/heyub eya eyab enuze enuzeem	hello, how are you? fine again correct I, me you this that who sit sit come here come here say it say it get up get up	picture of a table or chair with one leg missing (several copies) plasticine, puzzle, pencils, and paper, chalk- board, puppet.
<u>Understanding and Speaking:</u>			
At the end of this unit, the student should be able to:			
a) respond with <u>washte tuyu</u> when someone says <u>han/ho, toked ya oo.</u>			
b) ask and answer the questions <u>Mary/John neya he?</u> and <u>tuwa neya he?</u> (meya John/Mary.)	<u>NEW WORDS</u>		
c) use the correct demonstrative pronouns when asking and answering the question <u>de tuwa?</u> , referring to other students.	gaga yushtu wowape gaga nechuzo	make it finish it write it your name	
d) respond correctly to commands and give commands to other students:			
e) repeat the actions indicated by the above commands when <u>aka</u> is used. (e.g. <u>aka eya.</u> )			
f) understand <u>hachatoo</u> when used by the teacher.			
g) write his name when asked to do so: <u>nechuze gaga.</u>			
	<u>SUGGESTED GENERAL PROCEDURES</u>		
		The main purpose for this unit is to make sure the class understands some functional words required for minimal classroom communications. These words should be used as needed in following units. Detailed procedures and suggestions are given in the following lessons. Briefly review each previous lesson before going to the new lesson. Each lesson should be covered in one class period, but if you are not able to complete a lesson one day, you can finish it the next day before beginning the new lesson.	

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	han/ho toked yaoo washte/taya	hello, how are you? fine	puppet

OBJECTIVES

Student should be able to greet others by saying han/ho and respond washte tuy when someone greets him with han/ho toked ya oo.

PROCEDURES

1. Greet the puppet by saying han/ho toked ya oo. Have the puppet respond washte tuy. Repeat, then have the puppet greet the class: han/ho toked ya oo. Response: washte tuy.
2.
  - a) Greet the students by saying han/ho toked ya oo. Gesture them to respond with: washte tuy.
  - b) Ask each student individually (same as in a).
  - c) The students should greet each other using these expressions.

NOTE TO THE TEACHER

You will be using the puppet again throughout the following units. By always referring to him by the same name, it will help develop a character for him. This should make him more interesting for the students.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tuwa	who	
	hacha-too	correct	
	meya	I/me	
	neya	you	
	de	this	

OBJECTIVES

- Student should be able to ask the question de tuwa? and respond to the same question: de John/Mary.
- Student should be able to understand the expression hachatoo when used by the teacher.
- Student should be able to ask the questions John/Mary meya? and neya John/Mary? and reply appropriately: John/Mary meya.

PROCEDURES

Review lesson 1.  
Choose a student to come up to the front, point to the student and say: de Mary. Then ask the students: de tuwa. Encourage the students to respond by saying: he Mary. Repeat, asking different students to come to the front each time. Then get different students to ask de tuwa? about their classmates. Get other students to answer.  
To review hachatoo, say it whenever a student replies correctly throughout the whole unit.  
Ask the class John meya? Response: washte tuya. Ask Mrs. Bear meya? Response: han/ho. Then ask a student John meya he? Response: John meya. Ask several students, then get them to ask each other these questions and respond to each other.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	aka	again	
	eyutunka	sit	
	eyutunkab	sit (pl)	
	guwa - heyu	come here	
	guwab - heyub	come here	
	eya	say it	
	eyab	say it	
	enuzee	get up	
	enuzeem	get up	

OBJECTIVES

At the end of this lesson, the student should be able to respond correctly to these commands and give commands to other students.

eyutunka, eyutunkab, guwa/heyu, guwab, heyub, eya, eyab, enuze, enuzeem. He should also respond to the teacher saying aka eya, by repeating what he has just said.

PROCEDURES

1. a) Use a picture to introduce eya and eyub. Point to the picture of Mary and say de Mary. Ask one student to say "Mary" by saying to him: Mary eya. Repeat with other individuals.
- b) Now encourage the whole class to say "Mary" by saying Mary eyab. Gesture to a student with your hand to stand up.
2. a) Gesture to a student with your hand to stand up and say enuze. Repeat, asking different students to stand up.
- b) Gesture to the whole class with your hands and say enuzeem. Repeat.
3. a) Ask one student to stand up: enuze, then ask them to sit down: eyutunka. Repeat two or three times.
- b) Ask the whole class to stand up: enuzeem, then ask them to sit down: eyutunkab. Repeat two or three times.
4. a) Motion a student to come to you: guwa/heyu. Repeat with several individuals.
- b) Motion a group of students to come to you: John nakoo Mary guwab. Repeat several times with different groups.
5. a) To get the students to practice the singular imperative (eyutunka, guwa/heyu, enuze, eya), have one student come to the front. Let the others take turns telling him what to do. Give several students a turn at being the one receiving commands.
- b) To get the students to practice the plural imperative forms (eyab, enuzeem, guwab, heyub, eyutunkab), get a student to come to the front and give commands to the whole class. Make sure they respond correctly. Give several students a turn at giving the commands. To review aka, after a student has said something, tell him aka eya or aka. Repeat with other students.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>NEW WORDS</u>		plasticine, puzzle, picture of a table or chair with one leg missing, chalkboard and chalk.
	gagu yushta owa	make it finish it write it	

OBJECTIVES

At the end of this lesson, the student should be able to give and respond to the commands oowa and yushta, as well as write his/her own name when asked to do so: nechuze, gaga.

PROCEDURES

- a) Distribute plasticine to the students. Make a plasticine model (e.g. a chair). Show the class, then turn to one student and say: gaga, and motion to the student to make a chair with his plasticine. Then get one student to give the plasticine to another student and say: gaga. Let everyone have a turn giving the command.
- b) Hold up a plasticine chair which has not been completed. Ask one student to finish it: yushtu. Repeat with other students.
- c) Display a puzzle with one or two pieces not in place. Have one student come up to your desk and say to him: yushtu. Repeat several times using different students each time.
- d) Distribute pictures of a table or chair with a leg missing, and ask one student to finish the picture by saying to him: yushtu. Then get one student to tell another: yushtu. Let everyone have a turn giving the command.  
Have a student come to the chalkboard. Ask him tuwe neya he? S - John meya. Hand him the chalk, motion to the chalkboard, and say nechuza gaga. Help him do it if necessary. Give each child a turn at coming up to the board until each child has written his name.

NOTE TO THE TEACHER

This lesson's words are new words.

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
			puzzle, plasticine, chalkboard and chalk

OBJECTIVES

Using the B - UNIT OBJECTIVES as a guide, review the material covered in this unit, making sure the students have learned the material. This will not involve individualized testing, so when asking the questions, make sure each student gets a chance to answer several questions. Make notes about the general level of performance of each student.

PROCEDURES

1. Greet the students: han/ho toked yaoo. Students should respond: washte tuya. Have several individuals greet each other.
2. Ask questions of the following types:  
tuwe neya he? (S - John Meya.)  
de tuwe? (S - he John)  
John neya he? (S - han/ho John meya)  
Mary neya he? (S - heyu, Mrs. Bear meya)  
 Ask several students, then get students to ask each other these questions.

Give the following singular commands to several individuals, making sure each one responds correctly. Then get students to give the commands:

- enuze.
- eyutunka.
- guwa/heyu.
- gaga. (Show student a plasticine chair and give him plasticine to make one too.)
- yushtu. (Give student a puzzle which has not been finished.)
- nechuze eya.
- nechaza gaga. (on the chalkboard.)

Give the following plural commands to a group of students, then have students take turns giving the commands to a group of their fellow students.

- enuzeem.
- eyutunkab.
- guwab/heyub.
- han/ho toked yaoo eyab.

Give one of the above commands. After the student responds correctly, get him to repeat the action by saying

- aka.
- e.g. T - toked yaoo eyab. (S - toked yaoo.)
- T - aka (S - toked yaoo.)

Ask several students.

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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REVIEW WORDS

hokshedu	boy
wecheyana	girl
maguksecha	duck
shunka	dog
taku?	what?
heyu	no
han/ho	yes
anuhoptan	listen (sg)
anuhoptum	listen (pl)

picture cards of a dog, duck, boy and girl, radio, puppet.

NEW WORDS

shunku metawa	my dog
shunku netawa	your dog
shunku tawa	his/her dog
maguksecha metawa	my duck
maguksecha netawa	your duck
maguksecha tawa	his/her duck

SUGGESTED PROCEDURES

Review the previous lesson before going on to the new lesson.

UNIT OBJECTIVESUnderstanding and Speaking:

At the end of this unit, the student should be able to: ask and answer correctly the question de taku he? when reference is made to objects or pictures representing these animate nouns: hokshedu, wecheyana, maguksecha, shunku. Repeat what he has said when the teacher say taku? or aka eyab. Respond correctly using heyu or han/ho when asked questions such as de shunku metawa he? with reference to pictures or objects representing this unit's noun form. Respond correctly to the commands anuhoptan and anuhoptum and give these commands to others.

Answer correctly the question tuwe shunka tawa he? when these possessive nouns are demonstrated: shunka metawa, shunka netawa, shunka tawa, maguksecha metawa, maguksecha netawa, maguksecha tawa.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hoksheda wecheyana mugaksecha shunka taku?	boy girl duck dog what?	picture cards: a boy, a girl, a dog, a duck.

OBJECTIVES

At the end of this lesson, the student should be able to ask and answer correctly the question de taku he? when reference is made to objects or pictures representing these animate nouns: hokshedu, wecheyana, maguksecha, shunku. When asked questions of this type: de maguksecha he? he should respond using han/ho or heyu in his answer.

PROCEDURES

- a) Display a picture of a boy. Point to it and say: hokshedu. Have the students repeat. Call a boy to the front of the classroom, point to him, and say: de hokshedu.
- b) Repeat the procedure for wecheyana, maguksecha, and shunku, using appropriate pictures. Use pictures of a boy, girl, dog, and duck. Point to the boy and ask the students: de hokshedu he? Students reply: han/ho or han/ho he hokshedu. Then ask de taku he? S - he hokshedu. Point to the picture of the dog and ask: de maguksecha he? Response: heyu or heyu he maguksecha. Then ask de taku he? S - he shunku. Use these questions with other pictures. Hand a student one of the picture cards and get him to ask another student de taku he? The other student should respond correctly. Repeat, using different picture cards and getting different students to ask the question.

NOTE TO THE TEACHER

heyu he maguksecha. is equivalent to the English expression "This isn't a duck". heyu, he maguksecha. is equivalent to the English expression "No, this is a duck."

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	heya han/ho anahoptu anahoptum	no yes listen (sg) listen (pl)	radio

OBJECTIVES

At the end of this lesson, the student should be able to give and respond to the commands anuhoptan and anuhoptum, and repeat what he has just said when the teacher says taku? or taku? aka eya.

PROCEDURES

- Cup one ear and say to one student: anuhoptan. Repeat the word several times.
- Cup your ear and say to all students: anuhoptum.
- As you turn the radio on say: anuhoptum to all the students. Then call up one student at a time and as you turn on the radio say: anuhopta. Ask one of the students to say something to you in a low tone of voice. To show that you didn't hear say: taku? aka eya. The student should repeat what he said, speaking louder. Ask several students.

NOTE TO THE TEACHER

The gesture of cupping one's ear may have to be used in situations when students do not seem to comprehend the expression.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>NEW WORDS</u>		three cut-outs of a dog, puppet.
	shunka metawa	my dog	
	shunka netawa	your dog	
	shunka tawag	his/her dog	

OBJECTIVES

At the end of this lesson, the student should be able to use the correct possessive form (shunku metawa, shunku netawa, or shunku tawa when asked he shunku tuwe tawa?)

PROCEDURES

- hold a cut-out of a dog close to your body and say: shunku metawa. Give the cut-out to a student and ask him shunku tuwe he tawa? Student should reply: shunku netawa. Repeat this procedure with other students.
- Select two students. Distribute cut-outs of dogs to them. You should be holding one also.
  - Hug your dog and say: shunku metawa. Ask each student shunke tuwe he tawa? Each student should say shunke netawa. Now point to one of the student's dogs and while looking at that student say to him: he shunku netawa. Repeat with other students. Then ask he shunku tuwe tawa?, pointing to your own dog. S - shunku metawa. Ask several students. Now speak to student A while pointing to Student B's dog and say shunku tawa. Ask: he shunku tuwe tawa? S - he shunku tawa.

Have the puppet and his dog (cut-outs) enact this dialogue for the children.

Puppet - toked yao.

Students - washte/taya

Puppet - chaske/winona meya. he shunku metawa. shunku metawa nechuzaya.

Dog - shunku meya.

Puppet - hachatoo. enuzee. (Dog stands on hind legs.)

Puppet - hachatoo. eyutunku. (Dog sits)

Puppet - hachatoo. guwa/heyu. (Dog runs away)

Puppet - heyu. ded guwa/heyu. (Dog returns)  
hachatoo.

(Get the students to clap.) If there is time remaining, let two students come up. Give the puppet to one, and the dog to the other. Let them enact a similar dialogue, using their own words.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	mugaksecha metawa mugaksecha netawa mugaksecha he tawa	my duck your duck his/her duck	3 cut-outs of ducks, puppet, dog cut-out

OBJECTIVES

At the end of this lesson, the student should be able to answer correctly the question maguksecha tuwe he tawa he? When these possessive nouns are demonstrated: maguksecha metawa, maguksecha netawa, maguksecha tawa.

PROCEDURES

Use the procedure outlined in the last lesson (Unit 2, Lesson 3), using the duck cut-outs in place of the dog cut-outs. Use the puppet and one dog cut-out and one duck cut-out. Review shunke metawa, shunku netawa, and shunku tawa. Hold the dog cut-out close to the puppet and say chaske/winona maguksecha tawa. For practice, ask questions such as these:

- A) T - he shunke tuwe tawa he?  
S - chaske/winona shunku tawa.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
<u>UNIT OBJECTIVES.</u>	<u>REVIEW WORDS.</u>		Picture cards: book, cup, chair, table, window, door, bread, copies of Unit 3 worksheets, 3 styrofoam cups, book
<u>Understanding and Speaking:</u>	owanya wowape eyogupta chueyagutgape wahneyutgape teopa de ga/he ded aoo ahnagu eneena yunka eneena yunkab	window book cup chair table door this that here bring it put it, place it sit quietly (sg) sit quietly (pl)	
At the end of this unit, the student should be able to:	<u>NEW WORDS.</u>		
a) answer the question <u>de taku he?</u> using the structure <u>ga/he wowape</u> , when shown objects or pictures representing these nouns: <u>wowape, eyogupta, teopa, wahneyutgape, chueyugutgape, owanya.</u> use the possessive nouns forms: <u>eyogupta metawa, eyogupta netawa, eyogupta tawa, wahneyutgape metawa, wahneyutgape netawa, wahneyutgape tawa, teopa metawa, teopa netawa, teopa tawa,</u> when asked <u>eyogutgape tuwe tawa he?</u> (etc.) Respond correctly to these commands: <u>ded ehnagu</u> and <u>ded aoo</u> , when referring to nouns. Respond correctly to the teacher's commands: <u>eneena yunka, eneena yunkab.</u>	eyogupta metawa eyogupta netawa eyogupta tawa wahneyutgape metawa wahneyutgape netawa wahneyutgape tawa teopa metawa teopa netawa teopa tawa	my cup your cup his/her cup my table your table his/her table my door your door his/her door	
	<u>SUGGESTED GENERAL PROCEDURES.</u>		
	The students should be taught to recognize a number of sight words. For each unit you can draw up a list of some words taken from the Unit vocabulary. Make flashcards of these written words and drill them with the students. Keep adding to this list of sight words and drilling them as the course progresses. The purpose is to have the student recognize a whole word by sight, without sounding it out.		

NOTE TO THE TEACHER.



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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REVIEW WORDS

wowape	book
eyogupta	cup
chueyagutgape	chair
wahneyutape	table
teopa	door

OBJECTIVESUnderstanding and Speaking:

AT the end of this lesson, the student should be able to answer the question de taku he? when shown pictures or objects represented by these nouns: wowape, eyogutgape, chueyagutgape, owanya, teopa, wahneyutgape. He should be able to use the correct demonstrative pronoun in his answer: de/he.

PROCEDURES

Review the nouns listed above by pointing to the objects in the classroom, one at a time, and say the name of each object. Review the demonstrative pronouns de and he by first standing close to a chair, pointing to it, and say de chueyagutgape. Then back away from it, point at it, and say he chueyagutgape. Repeat with other nouns. Ask de taku he?, holding up a book. S - he wowape. Ask several students. Repeat the procedure for the other nouns: chueyagutgape, eyogupta, owanya, teopa, and wahneyutgape. Hold up a picture of some bread or bannock, ask the students de taku he? and write the response on the blackboard: aguyagpe. Then ask them to tell you which of the words you say starts with the same sound as aguyape. Say a number of words starting with different sounds, and include some of these: enuzee, aoo, wanze, eyungahan, wehde ska, waneyatoo, zeetgudu, umpahotuna, weheyuadu, wutu geyu. When the students identify a word beginning with p write it on the blackboard. Get the students to repeat these words.

NOTE TO THE TEACHER

eneena yunku and eneena yunkab will not be taught formally in this unit. Instead, use them throughout this unit's lessons whenever you want a student or the whole class to sit quietly.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	de he ded aoo ahnagu	this that here bring it put it, place it	real objects: book, cup, chair, enough copies of the lesson 2 worksheet so that each child has one.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to respond correctly to these commands and give them to other students: ded ahnagu and ded aoo, when referring to nouns.

PROCEDURES

Point to a student's book and ask him what it is: he taku he? S - he wowape. Motion him to bring it to your desk, saying ded aoo. When he has brought it, point to a spot on your desk and say ded ahnagu. After he has done this, tell him to return to his seat: eyutunku. Repeat with other students, making sure they respond correctly to the two commands. Get the students to give these commands to each other. Give one student a cup. Get another student to tell him to bring it to him, and then to put it in a certain place. Give several students a chance. Hand out the lesson 2 worksheets and get the students to complete them. Make sure they understand the worksheet instructions. Review the name of each picture on the worksheet before they begin.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>NEW WORDS</u>		3 styrofoam cups. Pictures: 3 separate pictures of tables, 3 separate pictures of doors. Enough copies of the lesson 3 worksheet for all the students.
	eyogupta metawa eyogupta netawa eyogupta tawa wahneyutape metawa wahneyutape netawa wahneyutape tawa teopa metawa teopa netawa teopa tawa	my cup your cup his/her cup my table your table his/her table my door your door his/her door	

OBJECTIVES

Understanding and Speaking:  
At the end of this lesson, the student should be able to respond correctly to the question de tuwe tawa he? When these possessive nouns are demonstrated: eyogupta metawa, eyogupta netawa, eyogupta tawa, wahneyutgape metawa, wahneyutgape netawa, wahneyutgape tawa, teopa metawa, teopa netawa, teopa tawa.

PROCEDURES

To teach eyogupta metawa and eyogupta netawa, give a cup to a student and keep one yourself. Hold up your cup and ask de taku he? S - he eyogupta. T - han/ho, he eyogupta. Repeat, then point to the student's cup and ask him eyogupta tuwe tawa he? S - he eyogupta metawa. Give the cup to other students and repeat the question. Next, repeat the question, eyogupta tuwe tawa he? pointing to your own cup. This time the students should respond eyogupta metawa. Ask several students. To teach eyogupta tawa, point to a student's cup and say to the other students he eyogupta tawa. John eyogupta tawa. Ask a student Mary, tuwe eyogupta tawa he? pointing to John's cup. Mary - John eyogupta tawa.

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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book, sufficient  
copies of lesson  
5 worksheets.  
Picture cards:  
cup, book, table  
chair, door,  
window.

OBJECTIVES

Using the B - UNIT OBJECTIVES as a guide, review the material covered in this unit, making sure the students have learned the material. This will not involve individualized testing, so be sure to ask each student several questions. Make notes about the general level of performance of each student.

PROCEDURESUnderstanding and Speaking

- a) Hold up a book or a picture of a book and ask de taku he? Student should respond he wowape. Repeat the procedure in testing eyogupta, chueyugutgape, wabneyutgape, teopa, owanya.
- b) Test for the possessive forms by asking tuwe de wabneyutgape tawa he? as you demonstrate the three forms. (I.e., hold a picture of a table close to you. Student should respond he wabneyutgape netawa. to your question.) Give the student the picture and ask him the same question, pointing to his picture. S - de teopa metawa. Ask a different student, pointing to the student holding the picture. S - he wabneyutgape tawa. (or John wabneyutgape tawa.) Use this procedure to test for the remaining possessive forms.
- c) Give a student a book. Go to your desk, and say ded aoo. When he has brought it to your desk, touch a spot on your desk and say ded ahnagu. Student should place the book in the place indicated.
- d) At some point during this lesson when the children are being noisy or disruptive, say eneena yunkab to them, and to individuals say John, eneena yunku. Make sure they respond correctly.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>REVIEW WORDS</u>		cup, book, chair cut-outs: duck, dog, boy, girl.
<u>UNIT OBJECTIVES</u>			
<u>Understanding and Speaking:</u>	wowape	book	
At the end of this unit, the student should be able to:	eyogupta	cup	
a) respond <u>wowape ukun, owange</u>	owange	window	
<u>mahed. chueyugatgape ukun,</u>	chueyugatgape	chair	
<u>eyogupta mahed.</u> when the	yunke	It is, It is sitting	
teacher puts a cup on a	hed yunke	he/she is sitting	
book, near a window, on a	hed ya	go there	
chair, or in another cup,	hed ya	he/she goes there	
and asks <u>eyogupta toke</u>	eeyaguha	run	
<u>hu he?</u>	eeyagahum	he/she runs	
b) respond <u>chueyugatgape/owange</u>	wa eeyaguha	I run	
<u>hed yunke,</u> when the teacher	tog eyaya he?	where is he/she	
points to a person sitting	tug toku he?	as he/she is doing.	
on a chair or standing by a	<u>NEW WORDS</u>		
window and asks <u>Mary tog</u>	tokeya	where	
<u>eyaya he?</u>	ooge yutunke kta	let's sit down	
c) respond correctly to the	ehnaga	put it, place it	
commands <u>hed ya. ded ehnaga,</u>	<u>SUGGESTED PROCEDURES</u>		
<u>oogeyutunke kte.</u> and			
<u>eeyagaha.</u> by performing the			
actions indicated. <u>ded</u> can			
be replaced by locative noun			
forms such as <u>owange</u> and			
<u>chueyugatgape.</u>			
d) give commands in 1c) to			
other students.			
e) respond <u>eeyagahum</u> when the			
teacher points to a person			
running and asked <u>he tug</u>			
<u>toku he?</u> , respond <u>he</u>			
<u>eyutunke</u> when the teacher			
points to a person sitting			
down and asks <u>he tug toku</u>			
<u>he?</u> , and respond <u>owange hed</u>			
<u>ya.</u> when the teacher points			
to a person going to the			
window and asks <u>he tug toku</u>			
<u>he?</u>			

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES (Cont'd)

- f) respond owange hed bda when he is going to the window and the teacher tug toku he?
- g) respond wa eeyagaha when he is running and the teacher asks tug tokunu he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>REVIEW WORDS</u>		cup, book, chair
	wowape	book	
	eyogupta	cup	
	owanye	window	
	chueyugutgupe	chair	
	eyutunka	It is, It is sitting	
	he eyutunka	he/she is, he/she sits	

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- respond wowape ukun when the teacher puts a cup on a book and asks eyogupta tugted yunke he?
- respond in the same way, using the other locative nouns:  
eyogupta, owange, chueyugatgape when the object is placed in, on or beside a cup, a window and a chair.

PROCEDURES

Hold a cup and ask de taku he? S - he eyogupta. Hold up a book and ask the same question. Then place the cup on the book and say eyogupta wowape ukun yunke. Repeat, then ask eyogupta wowape ukun yunke he? S - heyu.

Repeat the above procedure in teaching eyogupta, owange, and chueyugatgape. When teaching eyogupta, place a book on or under cup and ask wowape tugted yunke he? S - Eyogupta ukun.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ya	go there	enough copies of
	hed ya	he/she goes there	the lesson 2
	hed bda	I go there	worksheets
	eyungahan	run	
	he eyungahan	he/she runs	
	wa emnagahe	I run	

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- respond correctly to the commands eeyaguha and hed ya owanyeg chueyugatgape.
- give these commands to other students.
- respond eeyagahum when the teacher points to a person running and asked he tug toku he? and respond owanyeghed ya when the teacher points to someone going to the window and asks he tug toku he?
- respond owange hed bda when he is going to the window and the teacher asks he tug toku he?
- respond wa eeyaguha when he is running and the teacher asks he tug toku he?

PROCEDURES

Walk to the window and as you are walking say owange hed bda. Walk to a chair and say chueyugatgape hed bda.

Repeat as you perform the actions. Then tell a student owange hed ya, point towards the window. After he has done this, tell him chueyugatgape hed ya. After he has completed this action, give the commands to other students.

Then as a student is walking to the window or chair, ask him tug tokunu he? S ~ chueyugatgape/owange hed bda.

Repeat with several students, getting them to use hed bda.

Repeat this procedure, substituting wa eeyugahan and eeyuguha. Get one student to tell another chueyugatgape hed ya.

As he is walking, say John chueyugatgape hed ya.

Repeat, then as John is walking ask another student

John tug toku he? chueyugatgape hed ya. Give other

students a turn at giving commands and ask each one tug tokunu he? with reference to the student performing the action.

Repeat the procedure in 3., substituting eeyaguha and eeyuguhum.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>NEW WORDS</u> tokeya oogeyutunka kte ehngaga	where let's sit down put it, place it	chair, window, sufficient copies of lesson 3 work- sheet.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond chueyugatgape/owanyeg hed yunke. when the teacher points to a student by a chair or a window and ask John tog eyaya he?
- b) respond John hed yunge when the teacher points to a student sitting down and asks John tug toku he?

PROCEDURES

1. Tell a student to go to the window and ask someone else John tug toku he? S - John owange hed ya. When he has reached the window ask John tog eyaya he? Give the reply yourself first: John owange hed yunke. Then ask several students the question. Ask the question about a child sitting on a chair. Get the children to ask each other.
2. Tell a student to run: eeyuguhaé Ask someone else John tug toku he? S - he eeyuguha. Then ask the first student to sit down: eyutunke. Ask another student John tug toku he? S - he eyutunke. Ask the question several times with reference to a student who is sitting down, to get them to use eyutunke.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wowape	book	cup, book, cut-
	eyogupta	cup	outs: duck, dog
	owange	window	boy girl (use
	chueyugatgape	chair	pictures from
	yunke	It is, It is sitting	unit 2)
	hed yunke	he/she is sitting	
	hed ya	go there	
	hed ya	he/she goes there	
	eeyaguha	run	
	eeyagahum	he/she runs	
	wa eeyaguha	I run	
	tog eyaya he?	where is he/she	
	tug toku he?	as he/she is doing	
	tokeya	where	
	ooge yutunke kta	let's sit down	
	ehnaga	put it, place it	

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to respond correctly to the imperative ooge yutunke kta and ded ehnaga when referring to nouns.

PROCEDURES

Using the cut-outs, review the nouns magusecha, shunku, wecheyana, hokshedu. Ask de taku he? as you hold up each cut-out. Then give a duck cut-out to a student, point to a spot on your desk and tell him ded ehnaga. After he has completed the action, repeat the question to several other students to whom you have given one of the cut-outs. Review ded ehnaga from unit 3. Repeat the procedure in 1, using the nouns eyogupta and wowape. Instead of the cut-outs, use a book and a cup.

Hand out the cup, book, and cut-outs and get the students to practice ded ehnaga by giving these commands to each other. Make sure they use ehnaga with the nouns.

Review eyutunka and eyutunkab. Give these commands to the students and check comprehension by making sure they perform the correct actions. Then get everyone to stand up again, including yourself, and say ooge yutunke kta. Everyone, including you, should sit down. Repeat. Then get two students to come to you: guwab/heyub. Say to them ded ooge yutunkab kta, indicating a spot in the room. All three of you should sit down. Repeat this with other groups of students.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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cup, book, window cut-outs of a duck, dog, boy and girl, sufficient copies of the lesson 5 worksheet.

OBJECTIVES

Using the B-Unit Objectives as a guide, review the material covered in this unit, making sure the students have learned the material. This will not involve individualized testing, so be sure to ask each student several questions. Make notes about the general level of performance of each student.

PROCEDURES

Put a cup or a book on a chair and ask tokeya eyogupta/wowape yunke he? S - chueyugatgape ukun yunke. Repeat the question placing the object on, in or beside a window, a cup and a book, to test for owange, eyogupta, and wowape.

Put a cut-out of a duck on a chair and ask magusecha tog eyaya he? chueyugatgape hed yunke. Repeat the question, placing the duck on, in or beside the window, a cup and a book.

Test the student's response to these commands: ooge yutunke kta, eeyaguha, hed ya, and ded ehnaga. ded can be replaced by one of the locative noun forms such as owange. In testing ded ehnaga, use one of the animal cut-outs.

Test the student's usage of the commands by getting them to give commands in 3. to each other.

Test for the remaining verb forms by asking these questions in the appropriate situations:

- a) John tug toku he? (as John is running) eeyagahu.  
 (as John is going to the window) owange hed ya.  
 (as John is sitting) hed yunke.

- b) Tug tokunu he?  
 (as the student you are talking to is running) wa eeyaguha.  
 (as the student you are talking to is going to the window) owange hed bda.

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
<u>UNIT OBJECTIVES</u>	<u>REVIEW WORDS</u>		CUP Picture cards: one, two, three dogs, boys, girls, ducks, cup, books, and doors.
<p><u>Understanding and Speaking:</u> At the end of this unit, the student should be able to:</p> <p>a) answer the question <u>dena taku he?</u> correctly when shown objects or illustrations representing <u>hokshedug</u> and <u>wecheyana</u>, <u>maguksechug</u>, and <u>shungkug</u>. The correct demonstrative pronoun should be used in his response (<u>dena</u>, <u>hena/ganu</u>).</p> <p>b) answer the question <u>dena toku he?</u> correctly when show objects or illustration representing <u>teopug</u>, <u>wowapeg</u>, <u>eyoguptug</u>. The correct demonstrative pronoun should be used in his response (<u>dena</u>, <u>hena/gana</u>).</p> <p>c) answer the question <u>maguksechug/shungkug dena tuwe tawa he?</u> when these possessive forms are demonstrated: <u>maguksechug metawa</u>, <u>maguksechug netawa</u>, <u>shungkug metawa</u>, <u>shungkug netawa</u>, and use the correct demonstrative pronoun in his response.</p> <p>d) answer the question <u>dena maguksechug tonu he?</u> when shown a picture of one, two,</p>	<p>shungkug hokshedug wecheyanug maguksechug teopug wowapeg eyogupta dena hena/ganu dena hena/gana wanze noompa yamne tonu tukte ehe? tokatoo he?</p>	<p>dogs boys girls duck doors books cups these those these those one two three how many where is it? where is it?</p>	
	<u>NEW WORDS</u>	<p>magusechu metawa my ducks magusechug netawa your ducks shungkug metawa my dogs shungkug netawa your dogs</p>	

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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OBJECTIVES (Cont'd)

- or three ducks: hena/gana  
maguksechug noompa. He  
should be able to understand  
and use any of this unit's  
plural nouns in his answer  
and question structure.
- e) Answer the question eyogupta  
tukte ehe? when the teacher  
points to a cup by the  
window, on a book, or on a  
chair, using the structure  
owange/wowapeg/chueyugatgape  
hed yunke.
- f) ask another student the  
questions in (d) and (e).

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>REVIEW WORDS</u>		picture cards: boy, boys, girl, girls, duck, ducks, dog and dogs.
	shunkug hokshedug wecheyanug	dogs boys girls	

OBJECTIVES

Understanding and Speaking:  
At the end of this lesson, the student should be able to answer the question dena toku he? using the correct demonstrative pronoun, when shown objects or pictures of these plural nouns: hokshedug, wecheyanug, shunkug, maguksechug.

PROCEDURES

Touch a boy and ask de taku he? S - he/ga hokshedug. Then put two boys together and ask denu taku he? Give the answer yourself first: dena hokshedug. and then ask several students. The response should be: hena/gana hokshedug. Repeat procedure 1, touching two girls instead, to review wecheyanug. Then use pictures of ducks and dogs to review maguksechug and shunkug in the same way.

NOTE TO THE TEACHER

If the students are not able to use dena and hena/gana correctly, provide further review by standing close to two boys saying dena hokshedug., then backing away from them saying hena/gana hokshedug.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	teyopug wowapeg eyopugtag	doors papers cups	picture cards: door, doors, cup, cups, book, books, copies of the lesson 2 worksheet (one for each student)

OBJECTIVES

Understanding and Speaking:  
At the end of this lesson, the student should be able to answer the question dena taku he?, using the correct demonstrative pronoun, when shown objects or pictures representing these plural nouns: teopug, wowapeg, eyoguptug.

PROCEDURES

Touch a cup or picture-card of a cup. Ask de taku he? S - he eyogupta. Then touch two or more cups and ask dena taku he? Give the answer yourself: dena eyoguptug. Then ask several students. The response should be: hena/gana eyoguptug. Repeat procedure 1, using books and doors, to review wowapeg and teopug.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>NEW WORDS</u>		picture cards: ducks, dogs.
	maguksechug metawa maguksechug netawa shunkug metawa shunkug netawa	my ducks your ducks my dogs your dogs	

OBJECTIVES

Understanding and Speaking:  
At the end of this unit, the student should be able to answer the question dena tuwe maguksechu/shunku tawa he? when these possessive forms are demonstrated: maguksechug metawa, maguksechug netawa, shunkug metawa, and shunkug netawa.

PROCEDURES

Hold a picture-card of ducks close to you and ask dena taku he? S - hena/gana maguksechug. Teacher: han/ho dena maguksechug metawa. Repeat: maguksechug metawa. Give them to a student and say hena/gana maguksechug netawa. Repeat: maguksechug netawa. Then ask the student dena tuwe maguksechug tawa he?, pointing to his ducks. S - dena maguksechug metawa. Give the ducks to another student and ask the same question. Give several students a turn at holding the ducks and ask each the same question. Each one should respond dena maguksechug metawa. Then hold the ducks yourself and ask dena tuwe maguksechug tawa he? S - maguksechug netawa. Ask several students. Repeat procedure 1. using a picture-card of dogs, to teach shunkug metawa and shunkug netawa.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>REVIEW WORDS</u>		
	wanze	one	cup, picture cards: 1 duck,
	noompa	two	2 ducks, 3 ducks,
	yamne	three	1 book, 2 books,
	topa	four	3 books.
	tukte a he?	where is it?	

OBJECTIVES

Understanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond: hena/gana maguksechug noompa. when shown a picture of two ducks and asked denu maguksechug tonu he? He should be able to use correctly any of this unit's plural nouns in this structure as well as the other numbers: wanze and noompa.
- b) answer the question eyoguptu tukte ehe? when the teacher points to a cup by the window, on a book, or on a chair, using the structure owange/wowapeg chueyugatgapeg hed yunke.
- c) ask another student the two questions: dena maguksechug tonu he? eyoguptug tukte ehe?, in appropriate situations.

PROCEDURES

Hold up a picture of one duck and say maguksechu wanze., hold up two ducks and say maguksechug noompa., and then hold up three ducks and say maguksechug yamne. Then hold up one duck again and ask dena maguksechug tonu he? S - he/ga maguksechu wanze. Hold up two ducks and ask the same question. S - hena/gana maguksechug noompa. Hold up three ducks and repeat the question. S - hena/gana maguksechug yamne. Repeat procedure 1. using books or picture-cards of books. Use the pronouns. Hand out the picture-cards of books and ducks and get the students to ask each other dena maguksechug tonu he? or dena wowapeg tonu he? They should answer each other correctly, according to the number of ducks or books the student is holding. Put a cup on a book and ask eyoguptu tukte ehe? S - wowapeg ukun yunke. Then put it on a chair and then near a window, repeating the question. Get the students to ask each other the question, placing the cup in one of the above locations.

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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cup, picture-cards or objects representing one, two, or three of: boys, girls, dogs, doors, cups, books, copies of the lesson 5 worksheet.

OBJECTIVES

Using the B-Unit Objectives as guide, review the material covered in this unit, making sure the students have learned the material. This will not involve individualized testing, so be sure to ask each student several questions. Make notes about the general level of performance of each student.

PROCEDURESUnderstanding and Speaking:

- a) hold up a picture-card representing two boys. Ask denu hokshedug tonu he? S - henu/ganu hokshedug noompa. Repeat this question structure using picture-cards of one, two or three of these nouns: wecheyanug, shunkug, maguksechug, wowapeg, teopug, eyoguptug. The question and response should use the correct demonstrative pronoun.
- b) Point to a cup on a chair and ask eyoguptug tokte ehe? S - chueyugatgupeg ukun yunke. Move the cup to a book, and then to a window, asking the same question.
- c) Give a picture-card of some ducks to a student, point to them and ask denu maguksechug tuwe tawa he? S - denu maguksechug metawa. Now hold the ducks close to you and ask dena maguksechug tuwe tawa he? S - dena maguksechug netawa.
- d) Repeat procedure 1c) using a picturecard of some dogs, to test for shunkug metawa, shunkug netawa. T - denu tuwe shunkug tawa he? S - dena shunkug metawa.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wowape cheestinu wowape chuga wowape metawa wowape netawa owa owawa oyawa	little book pencil my book your book write I write you write	pencil, book, booklet, notebooks, student's books, teacher's book (any book)
<u>UNIT OBJECTIVES</u>	he owa awao	he/she writes I bring it	
<u>Understanding and Speaking:</u> At the end of this unit, the student should be able to:	ao he ao	you bring it he/she brings it	
a) respond <u>he wowape cheestinu.</u> <u>NEW WORDS</u> when shown a little book and asked <u>de taku he?</u>	wowapeg metawa	my books	
b) respond <u>wowape metawa</u> <u>wowapeg metawa, wowape netawa, wowapeg netawa</u> <u>de wowape tawa.</u> when each of these possessive noun forms are demonstrated and when asked <u>de wowape tuwe tawa he?</u> The plural pronouns <u>dena</u> and <u>hena</u> should be used with the three plural nouns.	wowapeg netawa wowapeg tawa	your books his/her book	
c) respond <u>he/ga wowape chuga.</u> when shown a pencil and asked <u>de taku he?</u>			
d) respond to the comand <u>owa</u> by writing.			
e) respond <u>owawa/wowape ao.</u> when he is writing/bringing a book and you ask him <u>tug tokunu he?</u>			
f) respond <u>oyawa/wowape ao.</u> when you are writing/bringing a book and you ask him <u>tug tokunu he?</u>			
g) respond <u>he owa/wowape he ao</u> when he sees someone writing/bringing a book and you ask him <u>he tug toku he?</u>			

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>REVIEW WORDS</u>		pencil, booklet, or small book, book.
	wowape chestena wowape chuga wowape metawa wowape netawa	little book pencil my book your book	
	<u>NEW WORDS</u>		
	wowape metawa wowape netawa wowape tawa	my book your book his/her book	

OBJECTIVES

- Understanding and Speaking:  
At the end of this lesson, the student should be able to:
- a) respond he/ga wowape chuga. when shown a pencil and asked de taku he?
  - b) respond he wowape chestinu. when shown a little book and asked de taku he?
  - c) respond de wowape metawa/ he wowape netawa. when these possessive noun forms are demonstrated and when asked tuwe de/he wowapeg tawa he?

PROCEDURES

- Hold up a pencil and ask de taku he? S - de wowape chuga. Ask several students.
- Hold up a book and ask de taku he? S - he wowape. Then hold up the little book or booklet and say de wowape chestinu. Repeat, then ask de taku he? S - he wowape chuga. Ask as many students as possible.
- Point to one of the student's book and say to him de wowape netawa. Repeat with several students. Then point to your own book and ask de tuwe wowapeg tawa he? S - de wowape netawa. Ask several students. Point to your own book again and say de wowape metawa. Point to a student's book and ask him de tuwe wowapeg tawa he? S - he wowape metawa.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	dena	these	Books - student's books, teacher's books, enough copies of lesson 2 work sheets so that each student has one.
	hena	those	
	dena	these	
	hena	those	

OBJECTIVES

Understanding and Speaking:  
At the end of this lesson, the student should be able to: when presented with objects or pictures of objects, respond correctly to these questions and ask them of other students: tuwe dena/hena.

PROCEDURES

After establishing that dena/hena/tuwe and wowapeg are familiar to the students, touch the books on your desk and say to the students dena wowape metawa. Point to Mary's books and say to her hena wowape netawa. Point to John's books and say to all the students dena wowape tawa. Repeat with other students several times making sure that students can distinguish the three possessive forms of wowape. Touch your books and ask dena tuwe wowapeg tawa he? Students point to your books and say dena wowapeg netawa. Touch Mary's books and ask dena tuwe wowapeg tawa he? Mary, touching her books, says dena wowape metawa. Touch John's books and ask all the students dena tuwe wowapeg tawa he? S - hena John wowapeg tawa. Repeat with other students making sure they respond correctly to the questions. Get the students to ask each other these questions and make the correct responses. Hand out the lesson 2 worksheets and get the students to complete them. Review the name of each picture on the worksheets.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	owa owawa oyawa	write I write you write	pencils and sheets of paper for each student, pictures of a boy and a girl writing, enough copies of the lesson 3 work- sheet for all the students.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond to the command owa by writing.
- b) respond owawa when he is writing and you ask him he tug tokunu he?
- c) respond oyawa when you are writing and you ask him he tug tokunu he?
- d) respond he owa when he sees someone writing and you ask him he tug toku he.

PROCEDURES

Take a pencil and paper and write. While doing this action say owawa. T - tug tokunu he? S - oyawa. Repeat with several students making sure they respond correctly.

Hand a pencil and paper to John and say John owa. Tell the students he John owa. Ask John tug toku he? S - John he owa. Repeat with other students.

Get the students to give the commands to each other. Give several students a chance.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	awa oo aoo he aoo	I bring it you bring it he/she brings it	you and every student have his own book on his desk before the lesson begins.

OBJECTIVES

Understanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond wowape awaoo when he is bringing a book and you ask him he tokunu he?
- b) respond aoo when you are bringing a book and you ask tug tokunu he?
- c) respond wowape he aoo when he sees someone bring a book and you ask him echoo eyached.

PROCEDURES

Tell John - John wowape metawa aoo. Ask the other students while he is bringing his book, John tug toku he? S - John wowape tawa aoo. Repeat procedure with several students.

Tell another student Mary wowape netawa aoo. Ask Mary, tug tokunu he? Mary - wowape metawa awaoo. Repeat with other students. Take your book to a group of students and say wowape metawa awaoo. Ask the students tug tokumu he.

S - wowape netawa aoo. Get the students to give the commands and questions in 1, 2, and 3 to one another. Give several students a chance.

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
<p><u>UNIT OBJECTIVES</u></p> <p><u>Understanding and Speaking:</u> At the end of this unit, the student should be able to:</p> <p>a) answer the question <u>de taku he?</u> correctly when presented with objects or illustrations representing the nouns in this unit: <u>aguyupe, aguyupe skooya, napeenkpa, wapaha, humpa, napeenkpug.</u> (for <u>napeenkpug</u>, ask <u>denu taku he?</u>)</p> <p>b) answer <u>he humpa netawa</u> when asked <u>denu tuwe humpa tawa he?</u> by the teacher pointing to her own shoe, using all the possessive nouns listed above.</p> <p>c) use the correct form of the demonstrative pronoun with each of the nouns (singular/plural) when asked <u>de taku he?</u></p> <p>d) respond correctly to commands and give commands to other students: <u>oo, heyage gechoo, heyage hdushdoge.</u></p> <p>e) answer these questions correctly when the indicated actions are being performed: <u>tug tokumu he?</u> <u>awoo + noun.</u> <u>heyage wachoo + clothing</u></p>	<p><u>REVIEW WORDS</u></p> <p>aguyupe aguyupe skooya napeenkpa napeenkpug wapaha humpa wapaha netawag humpa netawag awoo awoo he aoo</p> <p><u>NEW WORDS</u></p> <p>aguyupe metawa aguyupe netawa aguyupe tawa humpa metawa humpa netawa heyage gechoo heyage wachoo heyage yachoo he heyage gechoo heyage hdushdoge</p> <p><u>SUGGESTED GENERAL PROCEDURES</u></p> <p>In teaching verbs, it is often easiest to begin with present tense. Avoid teaching conjugations of verbs. It is better to teach language in a natural context. (i.e., use pictures or actions corresponding to the expressions.)</p>	<p>bannock, bread cookie mitt mitts hat, cap shoe your hat your shoe bring it I bring it he/she brings it</p> <p>my bannock your bannock his/her bannock my shoes your shoes put on an article of clothing. I put on an article of clothing. you put on an article of clothing. he/she puts on an article of clothing. take off an article of clothing.</p>	<p>pair of mitts, hat, cap, shoes, I large bannock.</p>



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES (Cont'd)

noun.

tug tokunu he?heyage gechoo + clothing

noun.

tug toku he?he aoo + noun.he heyage gechoo + clothing

noun.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>REVIEW WORDS</u>		1 large bannock, 1 cookie or pictures of these.
	aguyape aguyape skooya	bannock, bread small bannock, cookie	
	<u>NEW WORDS</u>		
	aguyape metawa aguyape netawa aguyape tawa	my bannock your bannock his/her bannock	

OBJECTIVESUnderstanding and Speaking:

AT the end of this lesson, the student should be able to:

- answer the question de taku he? using the correct demonstrative pronoun, when shown pictures or objects of these nouns: aguyupe (bread or bannock) aguyupe skooya (cookie) and
- answer denu tuwe tawa he? the possessive form: aguyupe metawa, (my bannock) aguyupe netawa (your bannock), aguyupe tawa (his/her bannock).

PROCEDURES

- To review nouns show the students a large bannock and say: de aguyupe.
- Repeat procedure for aguyupe skooya.
- Ask de taku he? using first the bannock, then the cookie. To teach the possessive forms, hold the bannock, point to it, and to yourself and say de aguyupe metawa. Get the class to repeat the words. Then ask de tuwe aguyupe tawa he? of the student holding the bannock. S - de aguyupe metawa. Point to your own bannock and repeat the question. S - de aguyupe netawa. Then point to the student holding the bannock and look at the other students as you say he aguyupe tawa. Ask he aguyupe metawa chee? S - de aguyupe tawa. Make sure each individual has a chance to use the three possessive forms, through answering the questions.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	humpa humpa netawag humpa metawa humpa netawa	shoe your shoe my shoes your shoes	shoes copies of lesson 2 work- sheet.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to answer the questions de tuwe humpa tawa he? denu tuwe humpa tawa he? when these possessive noun forms are demonstrated: humpa netawa (your shoe), humpa metawa (my shoe), humpa metawag (your shoes).

PROCEDURES

- To review the noun, show the class a shoe and say de humpa. de taku he? S - he humpa.
- To review the possessive form, point to a student's shoe and say Mary, humpa netawa. to the student. Repeat this with several students. Then point to your own shoe and ask de humpa metawa he? S he humpa netawag. Ask several students.

To teach the plural possessives, take your shoes off, hold them up, and say de humpa metawa. Touch a student's shoes and say to that student de humpa netawa. Pointing to your own shoes, ask denu tuwe humpa tawa he? S - henu humpa netawag. Pointing to a student's shoes, ask him/her denu tuwe humpa tawa he? S - he humpa tawa.

Ask the questions enough so that everyone has a chance to respond using both humpa netawag and humpa tawa. Hand out the lesson 2 worksheets and have the students complete them. Make sure they understand the worksheet instructions. Review (by asking de taku he?) the name of each picture on the worksheet before they begin.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	napeenkpa	mitt	pair of mittens,
	napeenkpug	mitts	hat
	wapaha	hat, cap	
	wapaha netawag	your hat	
	aoo	bring it	
	awao	I bring it	
	he aoo	he/she bring it	

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the

- student should be able to answer the question de taku he? when shown objects representing nouns napeenkpa (mitten), napeenkpug (mitts) and the noun wapaha (hat).
- student should be able to respond correctly to the command aoo + noun and give this command to another student.
- student should be able to answer these questions in appropriate situations, using the correct verb forms of 'bring':  
tug tokunu he?  
awao + noun.  
he tug toku he?  
he aoo + noun.

PROCEDURES

Nouns: Hold a mitten and ask de taku he? S - he napeenka.

Ask several students. Repeat this procedure with napeenkpug and wapaha. Be sure to use pronouns with wapaha. Use denu taku taku he? with napeenkpug.

Verbs:

- Bring a mitten to a table and say wahneyutape hed napeenkpa awao. Repeat going to different locations.
- Then ask a child to bring a mitt to your desk. T - Mary napeenkpa aoo wahneyutape metawa hed. Ask someone else tug toku he? pointing at Mary. S - napeenkpa he aoo. As Mary is walking to your desk, ask her tug tokunu he? Mary - napeenkpa awao. Repeat the procedure outlined in 2b), giving each child a turn to bring something to your desk.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	heyage gechoo	put on an article of clothing.	hat, shoe
	heyage wachoo	I put on an article of clothing.	
	heyage yachoo	you put on an article of clothing.	
	he heyage gechoo	he/she puts on an article of clothing.	
	heyage hdushdoge	take off an article of clothing.	

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student

- a) should be able to respond correctly to the commands heyage gechoo + clothing noun, and heyage hdushdoge + clothing noun and give these commands to other students.
- b) should be able to answer these questions correctly, when the indicated actions are being performed:  
tug tokunu he?  
heyage waechoo + clothing noun.  
tug tokumu he?  
heyage yaechoo + clothing noun.  
tug toku he?  
he heyage gechoo + clothing noun.

PROCEDURES

- a) Put on the hat and as you are doing so, say wapaha waechoo. Repeat, then ask humpa waechoo chee? S - heyu.
- b) Give the hat to the student and say wapaha gechoo. As he is putting it on, say wapaha yaechoo. Ask tug tokunu he? He should reply wapaha waechoo. Put the hat on yourself and ask tug tokumu he? S - wapaha yaechoo. Repeat (b), giving every student a chance to practice heyage waechoo and heyage yaechoo.
- c) Tell a student humpa gechoo as you give her a shoe. Tell the class Mary humpa gechoo. Ask tug toku he? S - he humpa gechoo. Get one student to give a second student a shoe or hat and give the command humpa gechoo or wapaha gechoo. As the student is putting it on, ask tug tokunu he? Students should reply humpa/wapaha gechoo. To teach heyage hdushdoge, tell student Mary, wapaha gechoo. After she puts it on, say wapaha shushdoge. Help her take it off. Then repeat this procedure with one or two other students. Then get the students to take turns in giving the commands to other students.

NOTE TO THE TEACHER

Use a funny hat if you can find one.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
<u>UNIT OBJECTIVES</u>	<u>REVIEW WORDS</u>		PICTURE CARDS OR CUT-OUTS: bear, cub, bears, (3 bears, 4 bears, 5 bears, and 6 bears), chair, little chairs, bed, little bed, beds (2 beds, 3 beds), book dish, girl. Picture of girl going upstairs in a house. Booklet: three bears.
<p><u>Understanding and Speaking:</u> At the end of this unit, the student should be able to:</p> <p>a) respond <u>he wuhuksecha</u> when asked <u>de taku he?</u> with reference to a picture of a bear, and respond using the same structure and the correct pronoun, for these noun forms: <u>wuhuksecha, wuhuksecha cheestinu, wukshecha, owayhdepe, owayhdepeg, chueyugatgape, chueyugatgape cheestinu.</u></p> <p>b) respond <u>de owayhdepe tawa</u> when asked <u>de tuwe owayhdepe tawa he?</u> with reference to a picture of someone else's bed, and using the same structure and the appropriate demonstrative pronoun, respond using these possessive noun forms when they are demonstrated: <u>wowape tawa, chueyugatgape tawa, wukshecha metawa, wukshecha netawa, wukshecha tawa, owayhdepe netawa, owayhdepe tawa.</u></p> <p>c) respond <u>topa, zupta, shakpe</u> when asked <u>de tonukchu he?</u> with reference to four, five, or six objects.</p>	<p>topa zupta shakpe wuhuksecha wuhuksechag wuhuksecha cheestinu owayhdepe owayhdepeg owayhdepe cheestinu owayhdepe tawa chueyugatgape chueyugatgape cheestinu chueyugatgape tawa wowape tawa wukshecha</p> <p>four five six bear bears little bear bed beds little bed his/her bed chair little chair his/her chair his/her book dish, bowl</p>	<u>NEW WORDS</u>	
	<u>NEW WORDS</u>	<p>wukshecha metawa my dish wukshecha netawa your dish wukshecha tawa his/her dish owayhdepe netawa your bed owayhdepe cheestinu nls/her little bed tawa owayhdepe cheestinu on his/her little bed ukun upstairs</p>	
	<u>SUGGESTED GENERAL PROCEDURES</u>	<p>Use the story of The Three Bears in this unit. The first three lessons will be spent in learning or reviewing some of the vocabulary needed to understand this story in Dakota. In lesson 4, the story is read to the children, with the aim of contextualizing the language which has been learned. Alternatively, the book may be used to present the new language in Lesson 1, 2, and 3.</p>	

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES (Cont'd)

- d) respond owayhdepe tawa wuhksecha cheestinu ukun yunke. when asked wuhksecha cheestinu tog eyaya he? with reference to a picture of a little bear on his bed.
- e) respond wecheyana waguntepe he yae. when asked wecheyana tokeyaya he? with reference to a picture of a girl going upstairs in a house.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<p>topa            zupta            shakpe            wuhuksecha            wuhuksechug            wuhuksecha cheestena</p>	<p>four            five            six            bear            bears            little bears</p>	<p>picture-cards:            bear, bear-cub            bears, chair,            little chair.            You will need            separate pictures            of three bears,            four bears, five            bears and six            bears.</p>

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond de wuhuksecha/ wuhuksecha cheestinu when asked de taku he? with reference to a bear/little bear; respond henu wuhuksechag when asked denu taku he? with reference to a group of bears; respond chueyugatgape/Chueyugatgape cheestinu when asked de taku he? with reference to a chair/little chair.
- b) respond topa, zupta, shakpe, wuhuksecha when asked wuhuksecha tonu pe he? with reference to four, five, or six bears.

PROCEDURES

Hold up a picture of a bear and ask de taku he? S - he wuhuksecha. Repeat, using a picture of a bear-cub: S - he wuhuksechu cheestinu. Use a picture of a group of bears and ask denu taku he? S - henu wuhuksechug. Ask wuhuksechug tonukchu he? Student should respond wuhuksechug topa or whatever number of bears illustrated. Using a picture of a chair/little chair, ask de taku he? S - he chueyugatgape/chueyugatgape cheestinu. Pass out all the picture-cards and ask each student one or more of the above questions about the picture he is holding. Have them exchange cards and repeat the questions.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	owahdepe netawa	your bed	bear puppet or cut-out,
	owahdepe cheestena tawa	his/her little bed	cut-outs: bed, little bed, beds,
	owahdepe cheestena		(2 beds, 3 beds),
	owayhdepe	bed	chair, book,
	owayhdepeg cheestena	little bed	copies of the lesson 2 work-sheet.
	owayhdepeg tawa	his/her bed	
	chueyugutgape	chair	
	chueyugutgupe cheestena	little chair	
	chueyugutgupe tawa	his/her chair	

OBJECTIVES

Understanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond de owaydepe/ owaydepe cheestinu. when asked de taku he? with reference to a picture of a bed/little bed, and hena owaydepeg. when asked denu taku he? with reference to a group of beds.
- b) respond owaydepe netawa/ owaydepe tawa/owaydepe cheestinu tawa/wowape tawa/de chueyugatgape tawa. when asked de tuwe owaydepe tawa/owaydepe cheestinu tawa/wowape tawa/ chueyugatgape tawa? with reference to these possessive noun forms demonstrated.

PROCEDURES

Hold up a picture of a bed and ask de taku he? S - he owaydepe. Repeat the question with a cut-out of a little bed. Hold up a cut-out of two or three beds and ask owayhdepe tonu he? S - owayhdepe noompa, yanne. Repeat the above questions enough so that you can use these three noun forms correctly.

Use a bear puppet, or if you don't have one, a cut-out of a bear. Have him greet the class: han/ho toked yao. and have them respond: washte/taya. Use the cut-outs of a bed, a chair, and a book. Hold each one close to the bear and say de owayhdepe tawa/ he chueyugatgape tawa/wowape tawa. Then ask the students de tuwe chueyugatgape tawa he? holding up the bear and his chair. S - he chueyugatgape tawa he. Then ask tuwe de owayhdepe tawa he/wowape tawa he? using first the picture of the bed, then the book. Ask several students each questions. Hold the bed cut-out close to you and say de owayhdepe metawa. Give it to a student, point to it, and say de owayhdepe netawa. Repeat. Then hold it close to you and ask de tuwe owayhdepe tawa he? S - he owayhdepe netawa he. Ask several students.

Hold up cut-outs of a little bear and a little bed. Ask de taku he? for each one. Then hold them together and ask de tuwe owayhdepe cheestinu tawa he? S - he owayhdepe cheestinu tawa he. Ask several students.

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<p><u>NEW WORDS</u></p> <p>wukshecha metawa  wukshecha netawa  wukshecha tawa</p>	<p>my dish, bowl  your dish, bowl  his/her dish</p>	<p>cut-outs:  dish, bowl,  little bear,  little bed,  picture of a girl  going upstairs in  a house, copies  of lesson 3 work-  sheets.</p>

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- respond wukshecha metawa/wukshecha netawa/wukshecha tawa. when asked de tuwe wukshecha tawa he? with reference to a dish or bowl when each possessive form is demonstrated.
- respond owahdepe cheestinu tawa hed yunkue. when asked tug eyaya he? with reference to a little bear on his bed.
- respond wecheyana wakantepe hed yae. when asked wecheyana tug eyaya he? with reference to a picture of a girl going upstairs in a house.

PROCEDURES

Hold up the cut-out of a dish or bowl and ask de taku he? S - he wukshecha. Hold it close to yourself and say de wukshecha metawa. Repeat. Give it to a student, point to it and say he wukshecha netawa. Repeat with another student. Hold it up with the little bear and say he wukshecha tawa. Repeat. Then ask de tuwe tawa he? as you demonstrate each of the three possessive forms in the ways just described. Give many students a chance to answer the question each time. Hold up the little bear cut-out on the little bed cut-out and say he owahdepe cheestinu tawa. Repeat, then ask wukunksechu cheestinu tog eyaya he? Ask several students, making sure each one understands and can say owahdepe cheestinu tawa ukun yunke. correctly. Point to the little girl in the picture of a girl going upstairs and ask de taku he? W - de wecheyana. Say wecheyana waguntepe hed yae. Repeat, then ask wecheyana tug eyaya he? S - wecheyana waguntepe hed yae. Ask several students, making sure they have mastered the use of the adverb waguntepe.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
			The book <u>wukunksechu yanne</u>

OBJECTIVESUnderstanding and Speaking:

After the teacher has read aloud the booklet, the student should be able to orally give one descriptive expression about any one of the illustrations in the book, when asked to do so by the teacher.

PROCEDURES

Have the children seated around you so they can all see the pictures in the book wukunksecha yanne. Then read it to them, holding it so that they can see the pictures. As you go along, ask them questions about what you have just read to check their comprehension. (e.g., wuhunksecha cheestlnu tug eyaya he? de owahdepe cheestlnu tuwe tawa he? de tuwe chueyugatgape hed yunke he? etc. You will probably want to limit your questions to the vocabulary and structures learned thus far. When you have finished the story in the above manner, read it through once more, this time without stopping. (optional)

NOTE TO THE TEACHER

The story wuhunksecha yanne contains some vocabulary and structures not yet formally learned by your students. However, they should be able to comprehend it through context and because they know the story in English.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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booklet:  
wuhunksecha  
yamne;  
 picture-cards or  
 cut-outs: bed,  
 dish, 4 bears,  
 6 bears;  
 picture: girl  
 going upstairs.

OBJECTIVES

Using the B-Unit Objectives as a guide, review the materials covered in this unit, making sure the students have learned the material. This will not involve individualized testing, so be sure to ask students several questions. Make notes about the general level of performance of each student.

PROCEDURES

Use pictures in the story of the three bears to test for these noun forms: wuhunksecha, wuhunksecha cheestinu, wukshecha, owahdepe, owahdepeg, owahdepe cheestinu, chueyugatgape, chueyugatgape oneestinu, chueyugatgape tawa, wowape tawa, wukshecha tawa, wowape cheestinu tawa, and owahdepe cheestinu tawa, ukun. Ask an appropriate question and point to an appropriate picture to elicit each noun form.

(see lessons 1 - 3)

Hold up a picture of a girl going upstairs and ask wecheyana tug eyaya he? S - wakuntepe he yae.

Demonstrate these first and second person possessive noun forms: wukshecha metawa, wukshecha netawa, owahdepe netawa, using the picture-cards or cut-outs. For example, hold the dish close to you and ask de wukshecha tawa he? S - he wukshecha netawa he. Give the dish to a student and ask de tuwe wukshecha tawa he? S - de wukshecha metawa.

Hold up the picture-card of 4 bears and ask de wuhunksecha tonu he? S - hena wuhunksecha topa. Repeat the question, using the picture-cards of 5 bears and 6 bears.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tuwa eshteemba he eshteemba wahyuk wanyuku oyagahnegu he? Dakota ea he chaya he wota geektu he geektu he nuzeecha	someone sleep he/she sleeps see him/her see it you understand speak Dakota he/she cries he/she eats it wake up he/she wakes up he/she runs away	story book: wuhunksecha yamne, puppet, book, toy dog, toy food, picture-cards: boy, girl, dog. Pictures: person feeding a dog, person sleeping with face covered, person sleeping with his face showing, little girl crying. Copies of worksheets.
<u>UNIT OBJECTIVES</u>			
<u>Understanding and Speaking:</u> At the end of this unit, the student should be able to:			
a) respond <u>he tuwe eshteemba he?</u> when shown a picture of someone sleeping and is asked <u>he tuwe eshteemba he?</u> and respond <u>chaske/wenoona he eshteemba.</u> when he sees who it is who is sleeping.	<u>NEW WORDS</u> hoksheda wecheyana shunku wokoo he wokoo wowakoo woyakoo chumahed eyaya	boy girl dog feed him/her he/she feeds him I feed him/her you feed him/her he/she goes into the woods	
b) respond <u>han/ho - heyu</u> when asked <u>oyagahnegu he?</u>			
c) respond correctly to these commands: <u>Dakota ea, geektu, eshteemba, shunku wokoo, hoksheda/wecheyana wahuku, wowape wanyuku.</u>	<u>SUGGESTED GENERAL PROCEDURES</u>		
d) Give these commands to other students.			
e) respond <u>he eshteemba/he chaya/wahumpe yute/he nuzeecha/chumahed eyaya.</u>			You can use the story-book wuhunksecha yamne again in this unit - in lesson 2. The expression <u>Dakota ea</u> and <u>oyagahnegu he?</u> will be useful in the classroom. You should continue to use them frequently in the following units.
f) respond <u>shunku wowakoo</u> when he is pretending to feed a dog and is asked, <u>tug tokunu he?</u>			
g) respond <u>shunku woyakoo</u> when you are pretending to feed a dog and you ask him <u>tug tokumu he?</u>			
<u>NOTE TO THE TEACHER</u>			

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tuwa eshteemba he esteemba oyagahnega gekta	someone sleep he/she sleeps you understand wake up	puppet, 2 pictures of someone sleeping; one with sleeper's face covered, the other with his face visible.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- respond he tuwe eshteemba he? when he sees a picture of someone sleeping and he is not sure who it is, and when he is asked tuwe eshteemba he?
- respond to the commands eshteemba, geektu, Dakota ea. by pretending to sleep, pretending to wake up or speaking Dakota.
- tell a puppet eshteemba, geektu, Dakota ea.
- respond han/ho - heyu when he is asked oyagahnegu he? to whether or not he understands what has just been said.

PROCEDURES

Say a long, complicated expression in Dakota very fast. Ask student oyagahnegu he? Student should reply heyu. Then say something the students can understand and ask oyagahnegu he? S - han/ho. Repeat this procedure several times, sometimes saying something they don't understand.

Hold up a puppet and tell it eshteemba. Make the puppet pretend to sleep. Then tell it geektu, and make it wake up. Repeat, then give these commands to several students, one at a time. Then let them take turns giving the commands to the puppet. Refer to the puppet by his name: wenoona/chaske. Hold up the picture of someone sleeping. Say he tuwe eshteemba. Repeat. Then hold the picture of the person sleeping with his/her face showing, and say hoksheda he eshteemba or wecheyana he eshteemba. Show the first picture again and ask he tuwe eshteemba he? Student should reply he tuwa eshteemba. Ask several students. Then show the second picture and repeat the question. S - wecheyana/hoksheda he eshteemba.

NOTE TO THE TEACHER

Instead of using pictures in procedure 3, you can use flannelboard cut-outs. Use three cut-outs: a boy sleeping in a bed, a girl sleeping and a blanket. When you want students to respond he tuwe he eshteemba put the blanket over the boy so they can't see who he/she is. Then pull the blanket down so they will respond hokshedu/wecheya he eshteemba.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chayae wota he gekta he nazecha	he/she cries he/she eats he/she wakes up he/she runs away	storybook: <u>wuhunksecha</u> <u>yamne</u> .

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to use these verb forms in his response to the question toked yao he?: he chaya, he geektu, he nuzeecha, chumahed eyaya, wahumpe yute., with reference to illustrations of each of these actions.

PROCEDURES

All of the above verbs are illustrated in the story-book wuhunksecha yamne. Ask toked yao he? to elicit each verb as you point to the appropriate situation.

- tug toku he? (point to the little bear going to the woods with his parents). Give the response yourself: chumahed eyaya. Then repeat the question and get the students to respond.
- tug toku he? (point to the little bear eating his soup).  
S - wahumpe yute.
- wecheyana tug toku he? (point to Goldilocks waking up)  
S - wecheyana he geektu.
- wecheyana tug toku he? (point to Goldilocks running away)  
S - wecheyana he nuzeecha.
- wuhunksechu cheestinu tug toku he? (point to little bear crying)  
S - he chaya.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wambduka	see him/her	book, puppet,
	wanyaku	see it	picture-cards:
	wowape tawa	his/her book	boy, girl, dog
	hokseda	boy	
	wecheyana	girl	
	shunka	dog	

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to give these commands to a puppet and make the puppet respond correctly: hoksheda/shunku/wecheyana wahyuku and wowape wanyuku.

PROCEDURES

Hold up the puppet in one hand and a picture-card of a girl in the other hand. Have the puppet look away from the picture-card. Tell the puppet wecheyana wahyuku. Make the puppet turn around so it is looking right at the picture-card. Tell him: hachoo too! Repeat the above procedure using first the picture-card of the boy, then the dog. When you want the puppet to look at the book, use the form: wowape wanyuku.

Place all four objects (book, 3 picture-cards) on the floor in front of the students. Tell the puppet wecheyana wahyuku and make it go over to the picture-card of the girl and look at it. Repeat for the other objects. Then call two students to the front. Give one the puppet. Have the other one tell the puppet to look at one of the objects. The student holding the puppet should make the puppet look at the object. Give all the students a turn at both giving the commands to the puppet and making the puppet respond correctly.

NOTE TO THE TEACHER

Refer to the puppet by his name: wenoona/chaske.



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wakoo he wako wo wakoo wo yakoo	feed him/her he/she feeds him I feed him/her you feed him/her	puppet, toy dog, toy food (or classroom pet and real food for it - see NOTE TO THE TEACHER below), picture of someone feeding a dog.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to respond:

- shunku he wokoo. when shown a picture of a person feeding a dog and asked tug toku he?
- shunku wowakoo. when he is pretending to feed a dog and someone asks him tug tokunu he?
- shunku woyakoo. when you are feeding a dog and you ask tug tokumu he?
- give the command shunku wokoo. and perform this action when given the same command.

PROCEDURES

Hold up the picture of someone feeding a dog and say shunku he wokoo. or hoksheda shunku he wokoo. Repeat, then ask hoksheda he tug toku he? S - shunku he wokoo. Ask several students.

Show the picture of the woman giving food to the girl. Say wecheyana he wokoo. Repeat, then ask wenuhchu tug toku he? S - wecheyana he wokoo. Ask hoksheda he wokoo he? S - heyu wecheyana he wokoo. Ask similar questions with other students, allowing for practice of hoksheda and wecheyana. Pretend to feed the toy dog. Say shunku wowakoo. Repeat, then tell a student to feed the dog: shunku he wokoo. Give him the toy food as he is performing the action, and ask him tug tokunu he? S - shunku wowakoo. Repeat the procedure with different students.

Pretend to feed the dog and ask a student tug tokumu he? S - shunku woyakoo. Ask several students. Have a student tell the puppet to feed to dog.

NOTE TO THE TEACHER

Many classrooms have pets in them such as mice or rabbits. If yours does, teach the students the Dakota word for the pet and use it to teach this lesson.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
			copies of lesson 5 worksheet, <u>Wuhunksecha yamne</u> , puppet, pictures: little girl crying, person sleeping with face hidden, person sleeping with face showing, person feeding a dog, toy dog, toy food, picture-cards: boy and girl.

OBJECTIVES

Using the B-Unit Objectives as a guide, review the material covered in this unit, making sure the students have learned the material. This will not involve individualized testing, so be sure to ask each student several questions. Make notes about the general level of performance of each student.

PROCEDURES

Using illustrations from wuhunksecha yamne, or pictures, ask the students tug toku he? to elicit each of these expressions: tuwe he eshteemba he? chaske/wenoona he eshteemba. he chaya. he wahumpe yutu. he geekta, shunku he wokoo. chumahed eyaya. Give the puppet to a student and have the puppet respond correctly to these commands: eshteemba, geekta, Dakota ea, shunku woko, shunku wahyuku, wowape wanyuku. Have these objects ready for the student to use: toy dog, toy food, book.

Tell a student to feed the toy dog: shunku he wokoo. As he is doing this, ask tug tokunu he? S - shunku wowakoo. As you are pretending to feed the dog, ask tug tokumu he? S - shunku woyakoo.

Say something you are sure the students cannot understand and ask someone oyagahnega he? S - heyu. Repeat, asking something they do understand. Respond should be han/ho.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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REVIEW WORDS

mushteencha	rabbit
puseda	cat
ska	It is white
eena	my mother
ata	my father
achoonaa	my big sister
teemba	my big brother
wambduka	I see him/her
wanduka	you see him/her
wabduka	I see it

real objects:  
book, cup,  
puppet.  
family photo-  
graphs or  
drawings: each  
person in the  
class should  
have one,  
including the  
teacher.

UNIT OBJECTIVESUnderstanding and Speaking:

At the end of this unit, the student should be able to:

a) respond han/ho mushteencha/  
puseda wambduka when shown  
a picture of a rabbit/cat  
and asked mushteencha/  
puseda wanduka he?

b) respond han/ho mushteencha/  
puseda wanduka when you  
are looking at a rabbit/cat  
and you ask the student  
mushteencha/puseda wambduka  
he?

c) respond as in (a) and (b)  
using the forms wabduka/  
wanduka.

d) respond correctly to: owa  
tokechu he? using the  
structure mushteencha/puseda  
ska when shown a picture  
of a white rabbit/cat.

e) respond using the correct  
kinship terms when shown a  
picture of his own family:  
eena, ata, teemba, or  
achoonaa. When shown a  
picture of your own family:  
nehongu, neyata, metemba/  
necheya, cheyagoo/temdogoo.

NEW WORDS

tungud ya	go outside
tungud bda	I go outside
tungud ya	you go outside
he tungud ye	he/she goes outside
he hoongu	your mother
hoongu	his/her mother
neyata	your father
he atagugu	his/her father
nechoo	your big sister
chugu	his/her big sister
girl: necheya	your big brother
boy: netemba	your big brother
girl: cheyagoo	his/her big brother
boy: temdogoo	his/her big brother

SUGGESTED GENERAL PROCEDURES

When teaching kinship terms using photos or drawings of each student's family, some sensitivity may be needed in dealing with children who do not live with their mother and/or father.

Before beginning, you will have to colour the picture of the rabbits and cats as follows: 1 white rabbit, 1 brown rabbit, 1 white cat, 1 black cat, (lesson 3).

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES (Cont'd)

- and when shown a picture of another student's family: hoongu, he atagugu, cheyagoo/tembdogoo, or chugu. In each case he should be asked he tuwe he?
- f) respond by going outside the classroom when told tungud ya.
- g) respond tungud bda, as he is going outside, when asked tug tokunu he? and respond tungud ya, as you are going outside and ask tug toku he?

NOTE TO THE TEACHER.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>REVIEW WORDS</u>		real objects: book, cup.
	wambduka	I see it	
	wanduka	you see it	
	mushteencha	rabbit	
	puseda	cat	
	wambduka	I see him/her/it	
	wanduka	you see him/her/it	

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) answer the questions mushteencha/puseda wanduka he? and wowape wanduka he? using the structures han/ho, heyu, mushteencha/puseda wanduka. and han/ho, heyu, wowape wabduka, depending on whether he sees a rabbit/cat/book.
- b) answer the questions mushteencha/puseda wambduka he? and wowape wabduka he, using the structures han/ho, heyu mushteencha/puseda wanduka. and wowape wanduka, depending on whether you see a rabbit/cat/book.

PROCEDURES

Review mushteencha and puseda by displaying pictures of them, one at a time, saying the name of each animal and then asking de taku he?

- a) To review wambduka and wanduka, hold the picture of the rabbit in front of you, look at it, and say mushteencha wambduka. Repeat, then take the picture away so you can't see it, and say heyu, mushteencha wambduka. Show the picture to a student and say mushteencha wanduka he. Repeat, then take the picture away and say heyu, mushteencha wanduka.
- b) Use the pictures of the rabbit and cat. Hold up one and ask one of the students mushteencha wanduka he? S - han/ho mushteencha wambduka. Continue asking questions until the students can use wambduka and wanduka correctly.

Review and practice wabduka and wanduka as in procedure 2. Substitute nouns for mushteencha and puseda (e.g. wowape and eyogupta). Use a cup and a book.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	eena ata achoona teembdo nehoo hoongu neyata he atagugu nechoo chooga ne cheeya ne tebdo	my mother my father my big sister my big brother your mother his/her mother your father his/her father your big sister his/her big sister your big brother his/her big brother	copies of worksheet, family photographs or drawings: each person in the class should have one, including teacher.

OBJECTIVES

- Understanding and Speaking:  
 At the end of this lesson, the student should be able to answer the question de tuwe he? using the correct kinship term:
- a) when shown a picture of his own family: eena, ata, tembdo, achoona.
  - b) when shown a picture of your family: nehoo, neyata, netebdo/necheya, and nechoo.
  - c) when shown a picture of someone else's family: hoongu, he atagugu, cheyagoo/tembdogoo, or choogu.

PROCEDURES

- To begin with, use this unit's picture depicting a family.
- a) point to yourself and say de meya. Point to the mother and say de eena. Repeat, then point to the father and say de ata. Repeat, then point to the big sister and say de achoona. Repeat.
  - b) Point to yourself and a student. Tell the student de neya he? Point to the mother and say de nehoongu. Repeat, then ask the student de tuwe he? S - de eena. Point to the father and say de neyata. Repeat, then ask de tuwe he? S - he ata. Point to the big sister and say de achoona. Point to the big brother and say de tembdo. Repeat, then ask de tuwe he? S - he tembdo.
  - c) Repeat procedure (b) with one or two other students. Have the students take a few minutes to each draw a picture of his/her own family. Have them write meya on the drawing of themselves. To teach hoongu, neatagugu, chugu, cheyagoo/tembdogoo, choose a child who has all of these family members represented in his drawing. Ask him to come to the front with his drawing. Point to the person in the drawing who represents your student and ask de neya he? S - han/ho he meya. Point to his mother and tell the class he chaske hoongu. Ask the class de tuwe he? Response - he chaske hoongu. Point to his father (chasko he atagugu.), his big brother (chaske he cheyagoo/tembdogoo.) and his big sister (de chaske chugu.). Ask the class de tuwe he? about each one.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	owayanke tokechechu owa tokechechu	what color is it?	puppet

OBJECTIVESUnderstanding and Speaking:

AT the end of this lesson, the student should be able to:

- a) respond mushteencha/puseda ska when shown pictures of a white rabbit/cat and asked de owayuka tokechechu he?
- b) respond by going outside the class when told tungud ya.

PROCEDURES

Hold the puppet and tell it wenoona/chaske, tungud ya. Point to the door. Make the puppet go outside the door. Then tell it to come back to your desk: wenoona/chaske wahneyutape metawa hed oo. Repeat the command to a student, and then to the other students.

Hold up a picture of a white rabbit and a brown rabbit. Touch the white one and say mushteencha ska. Ask the students mushteencha ska he? S - han/ho mushteencha ska. Point to the brown rabbit and repeat the question. S - heyu, mushteencha ska. Point to the white one again and ask de mushteencha owa tokechu he? S - mushteencha ska. Ask several students. Repeat procedure 2) using the pictures of the white cat and the black cat.

NOTE TO THE TEACHER

Before beginning this lesson, remember to colour the pictures of the rabbits and cats as described in D - Suggested General Procedures for this unit.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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NEW WORDS

tungud ya	go outside
tungud bda	I go outside
tungud ya	you go outside
he tungud ya	he/she goes outside

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- respond tungud bda as he is going outside the classroom, when asked tug tokunu he?
- respond tungud ya as you are going outside, when you ask him tug tokumu he?
- respond he tungud ya when shown a picture of someone going outside and when asked he tug toku he?

PROCEDURES

- Tell a student to leave the room - point to the door and say tungud ya. As she is leaving, tell the class wenoona tungud ya. Repeat, then ask her to come back in.
  - Then tell another student chaske tungud ya. Ask chaske tug toku he? Repeat procedure 1b) once or twice, using a different student each time.
- Walk to the door and pretend to leave the room. As you are doing so, say tungud bda. Repeat.
  - Then ask a student to leave. As she is leaving the room, tell her tungud ya. Ask her tug tokunu he? S - tungud bda. Repeat procedure 2b) several times, using a different student each time. To get them to practice saying tungud ya, leave the room and ask tug tokumu he?

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
			Family photographs or drawings.

OBJECTIVES

Using the Unit Objectives as a guide, review the materials covered in this unit, making sure the students have learned the material. This will not involve individualized testing, so be sure to ask each student questions. Make notes about the general level of performance of each student.

PROCEDURES

- a) Show the students pictures of the rabbit in lesson 1 and ask one student mushteencha wanduka he? S - han/ho mushteencha wambduka.
- b) Repeat, using the picture of the cat. T - puseda wanduka he? S - han/ho puseda wambduka.
- c) Repeat, holding up a book. T - eyogupta wanduka he? S - heyu, wowape wambduka.  
Show the picture of the white rabbit in lesson 1. Ask owa tokechu he? S - mushteencha ska.  
Show the picture of a person going outside (lesson 4).
- a) Ask he tug toku he? S - he tungud ye.
- b) Then tell a student - tungud ya.
- c) As he is going outside ask him tug tokunu he? S - tungud bda.
- d) Have a student tell you to go outside. S - tungud ya. T - (as you are leaving), tug tokumu he? S - tungud ya.  
To review the kinship terms, use family photographs, drawings made by the children, or the picture of a family in lesson 2.
- a) Tell a student to pretend that the middle-sized child in the picture is him (use photographs or drawings of real families if available.)  
Ask him who each family member is by asking de tuwe he? as point to the mother (S - he eena.), the big sister (S - de achoona.) and the big brother (S - de teembo.), the father (S - de ata.)
- b) Tell a student to pretend that the middle-sized child is yourself: de meya. Again, ask about each family member. Students should use these forms: neyata, nehoongu, nechoo, and netebdo/necheya.
- c) Ask one student about another student's family. Responses should include these forms: he atagugu, hoongu, chugu and cheyagoo/tembdogoo.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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REVIEW WORDS

tepe	house
ska	white
dowa	sing (sg)
dowam	sing (pl)
wadowa	I sing
yadowa	you sing
me soonku	my little brother/ sister
tokecha	why?

Pictures  
tepe, enough  
pictures of a  
house for each  
student,  
a family with  
four children,  
a young brother  
and sister,  
groups of  
coloured objects  
with at least one  
coloured white in  
each group.

NEW WORDS

wateg	my house
yateg	your house
teg	his/her house
dowa	he/she sings
ne soonka	your little brother
soonkagu	his/her brother/sister

UNIT OBJECTIVES

Understanding and Speaking:

At the end of this unit, the student should be able to:

- answer the question de taku he? when shown pictures or objects represented by these nouns: tepe (house), tepe (t!pl).
- use the possessive noun forms wateg, yateg, teg, mesoonku, nesoonku, soonkagu, when asked de tuwe tee he?/tuwe soonkagu he? he meya he/he tepe/nesoonka? etc.
- respond correctly to commands: dowa, dowam.
- respond wadowa, yadowa, dowa when the action is performed and you ask him tug tokuno he/tokunu he/ toku he?

SUGGESTED GENERAL PROCEDURES

Tokechu will not be taught formally in this unit. Instead use it whenever you want to know what the trouble is.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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REVIEW WORDS

tepe	tipi
tepe	house
ska	It is white

Pictures of:  
a house and a  
tipi. Pictures  
of several  
coloured objects  
represented by  
some of the nouns  
learned thus far.  
e.g. chair,  
table, house,  
tipi, book, cups,  
etc.  
At least one of  
the objects  
should be white  
In each picture.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- answer the question de/he taku he? when shown pictures or objects represented by this noun: tepe.
- respond han/ho heyu, he/de ska he. when a picture or object represented by a noun is shown and you ask him he/de ska he?

PROCEDURES

Review the noun tepe. Hold up picture of a tepe and ask de taku he? S - he tepe. Repeat this with several students. Hold up a picture of a group of chairs and say de chueyugatgape. Touching the white chair in the picture say de chueyugatgape ska. Repeat this procedure using pictures of other objects such as a book, house or tipi, etc. Pick a picture of a single white chair and ask the students de chueyugatgape ska he? S - han/ho he chueyugatgape ska. Pick one that is not white and ask de chueyugatgape ska he? S - heyu, he chueyugatgape ska shnee.

Hold up a picture of a dog, ask the students de taku he? and write the response on the chalkboard: shunku. Then ask them to tell you which group of three words begins with the same sound as shunku. Say the following words:

- maguksecha, chagu, wowape
- oospe, wenuhchu, he
- eyutunku, mane eshteemba
- wechushtu, ehmagu, chueyugatgape, tepe, tepe, de

When the students identify the word beginning with a, write it on the chalkboard. Get the students to repeat these words.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>NEW WORDS</u>  wa teg ya teg teg	my house your house his/her house	enough cut-outs of a house so each student and you have one each you call your house. enough copies of the lesson 2 worksheet so that each student has one.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond de/he wate. when you touch/point to his picture of a house and you ask him de yate he?
- b) respond de yate. when you show him a picture of your house and you ask him de wate he?
- c) respond chaske de/he teg. when you hand him a picture of chaske's house and you ask him chaske he tee he?

PROCEDURES

Hold up your house and say de wateg. Repeat several times making sure that children understand that the house is yours. Touching your house ask chaske: de yate he? chaske - heyu, he neya yateg. Touch wenoona's house and say de/he yateg. several times and with different students. Touch wenoona's house and ask her de wate he? S - heyu, he wateg. Tell chaske, wenoona de/he teg. while you are touching/ pointing at wenoona's house. Ask chaske, wenoona de tee he? chaske - han/ho, wenoona he tee. Repeat 1, 2, and 3 until you're sure the students can distinguish the three possessive forms.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	dowa	sing (sg)	a tape recorder,
	dowam	sing (pl)	a tape of the
	wadowa	I sing	song <u>neshteemba</u>
	yadowa	you sing	<u>he?</u> , picture of
	dowa	he/she sings	someone singing,
			a puppet.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- respond correctly to these commands and give them to other students:  
dowa and dowam.
- respond yadowa when you are singing and you ask him tug tokumu he?
- respond wadowa when he is singing and you ask him tug tokunu he?
- respond dowa when he sees someone singing and you ask him tug toku he?

PROCEDURES

Understanding and Speaking: Teach the song Neshteemba he?

- Listen to the song Neshteemba he? on tape. Sing the first verse and say wadowa. Repeat several times making sure the students understand the action and who is performing the action. By asking the students tug tokunu he? elicit the response yadowa.
- Sing the first two lines of the song. Tell the students dowam, making sure that they understand and that they all respond to the command. Ask wenoona, tug tokunu he? and elicit the response wadowa.
- Tell the puppet dowa. The puppet responds by singing the first two lines. This time the puppet tells you dowa. You respond by singing - the puppet says he dowa. etc. The puppet this time tells wenoona - wenoona dowa. (select a capable singer)
- The puppet tells you dowa. You should respond by singing. The puppet asks you tug tokunu he? You should respond wadowa.
- Tell the puppet dowa. Ask the students he tug toku he? Elicit the response dowa. Repeat a, b, c and d getting the students to give the commands to the puppet and vice-versa.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	me soonka	my little brother/ sister	picture of family
	ne soonka	your little brother/ sister	
	soonka gu	his/her little brother	

OBJECTIVES

## Understanding and Speaking:

At the end of this lesson, the students should be able to:

- a) respond de mesoonka when you show him a picture of his kid-brother/sister and you ask de tuwe he? or de nesoonka he?
- b) respond de nesoonka when the puppet shows him a picture of his young brother or sister and the puppet asks him de tuwe he? or he tuwe soonkagu he?
- c) respond he wenoona/Chaske soonkagu when shown a picture of someone else's young brother or sister and is asked de tuwe he? or he tuwe soonkagu he?

PROCEDURES

## Understanding and Speaking:

- a) Tell the student you are going to play a game. Present the picture of the family. Touch the seven-year-old girl in the picture and say de/he wenoona. Write the word wenoona under the picture. Ask wenoona guwa/heyu wenoona. Touching the picture of wenoona, say to her de neya. Touch each of the parents and ask de tuwe he? S - de eena/ata. Touch the picture of the three-year-old girl and ask de tuwe he? Elicit the response de mesoonku. Repeat the procedure for the four-year-old boy so the students will understand that mesoonku includes both of the younger children in the picture.
- b) chaske says guwa/heyu chaske. He points to:
  - seven-year-old boy in the picture and says de meya. de wenoona/chaske.
  - father and say de ata.
  - mother and says de eena.
  - four-year-old boy and says de tuwe he? chaske responds de nesoonku.
 Repeat the above procedure for the three-year-old girl. Get several students to take chaske's place.
- c) Touching the three-year-old in the picture, ask chaske, de tuwe he? chaske: de mesoonka. Ask the students de tuwe he? Elicit the response de chaske/wenoona soonkagu. Repeat for the four-year-old boy. Get the students to talk to chaske and ask the questions.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Picture of tipi, cut-outs of a house and brothers and sisters sufficient for all students, enough copies of the lesson 5 worksheet. Pictures of houses with at least one white house. Picture of tipis with one white tipi.

### OBJECTIVES

Using the B-Unit Objectives as a guide, review the material covered in this unit, making sure the students have learned the material. Be sure to ask each student several questions. Make notes about the general level of performance of each student.

### PROCEDURES

Understanding and Speaking:

- a) Hold up a picture of a house and ask de taku he? Student should respond he tepe. Repeat procedure in testing tepe (house).
- b) Test for the possessive forms by asking de tuwe teehe? as you touch chaske's cut-out of a house. Students respond he chaske teg. Hold up your own cut-out and ask de tuwe teg he? Students: he yateg. Touch wenoona's cut-out of a house and ask her de tuwe teg. wenoona: he wateg. Use this procedure to test for mesoonku, nesoonku, soonkagu.
- c) Touch a red tipi in the picture and ask de tepe sha he? S - heyu, he tepe sha shnee. Touch a white house and ask de tepe sha he? S - han/ho he tepe sha.

### NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>REVIEW WORDS</u>		notebooks, puppet student's winter clothing
	pa	head	
	eta	face	
	nape	hand	
	wa	snow	
	waheeha	It's snowing	
	hdu	go home	
	wahde	I'm going home	
	wa achoo	he/she works	
	wa achumoo	I work	
	wa achunoo	you work	
<u>UNIT OBJECTIVES</u>	<u>NEW WORDS</u>		
<u>Understanding and Speaking:</u>	etub	already	
At the end of this unit, the student should be able to:	ehdoowe	put on your clothes	
a) respond <u>de pa/eta/nape.</u>	ehdooshdoga	take off your clothes	
when shown picture of a person's body and asked <u>de taku he?</u> with reference to the head, face and hand.	mpetoo tokecha he?	What's the weather like?	
b) respond <u>de wa.</u> when shown a picture of snow and asked <u>de taku he?</u>	owashte chuge	It's a nice day	
c) respond by putting on/ taking off his winter clothing (hats, mitts, coat, etc.) when told <u>ehdowee/ ehdooshdoga.</u>			
d) ask and answer the question <u>mpetoo tokecha he?</u> according to the day's weather using the expression <u>waheeha/ owashte chuge.</u>			
e) make a puppet respond correctly to the command <u>hdu.</u>			
f) respond <u>han/ho, heyu</u> when asked <u>etub he?</u> depending on whether or not he is ready to go outside.			
g) respond <u>wa achoo</u> when shown various pictures of someone working and asked <u>de tug toku he?</u>			



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES (Cont'd)

- h) respond wahde/wa achamoo.  
when he is pretending to go  
home/working, and is asked  
tug tokunu he?
- l) respond wa achunoo. while  
you are working, when you  
ask him tug tokumu he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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REVIEW WORDS

pa	head
eta	face
nape	hand

OBJECTIVESUnderstanding and Speaking

At the end of this lesson, the student should be able to answer the question de taku he? when the teacher points to the head, face and hand of a person's body: de pa/eta/nape.

PROCEDURES

Touch the picture of the hand and say de nape. Ask the students de taku he? Repeat for the face and head. Have the class touch their head, face, hands, repeating after you pa, eta, nape.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wa wa heeha hdu wahde	snow it's snowing go home I'm going home	toy house, or house drawn on chalkboard, puppet

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- respond de wa when the teacher points to snow and asks de taku he?
- ask and answer the question umpetoo tokechu he? according to the day's weather using the expression waheeha/owashte chuge.
- make a puppet respond correctly to the command hdu.
- respond wahde when he is pretending to go home and is asked tug tokunu he?

PROCEDURES

Touch the illustrations of snow and ask de taku he? S - he wa. Ask several students. Point to the scene depicting a nice day and say owashte chuge. Point to the snowing scene and say waheeha. Repeat. Then ask umpetoo tokechu he?, pointing to each of the pictures and outside as well.

(If the weather outside cannot be described by either waheeha or owashte chuge, you can ask wanude waheeha he? Students should reply heyu, wanude waheeha shnee.)

Ask several students.

Bring out the puppet and the toy house (or draw a house on the chalkboard).

a) Tell the puppet chaske de yateg as you touch the house. Then tell him chaske hdu and make him walk to his house.

Repeat this procedure with a student. Tell the student de yateg. Tell him chaske hdu. Repeat this with other students, then give the puppet to a student and have him give the command to the puppet and make the puppet respond correctly. Give several students a turn.

b) Repeat procedure 3a), asking tug tokunu he? each time after the puppet or student has responded to the command hdu and is in the process of going "home". The response should be wahde.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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NEW WORDS

etub	already
ehdoowe	put on your clothes
ehdooshdogu	take off your clothes
umpetoo tokecha he?	What's the weather like?
owashte chu ge?	it's a nice day

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond correctly to the commands ehdoowe and ehdooshdogu by putting on or taking off his winter clothing.
- b) respond han/ho, heyu when asked etub he? depending on whether or not he is all dressed and ready to go outside.

PROCEDURES

Have a student bring his winter clothing up to the front and tell him ehdoowe. Help put on the clothing if necessary. When he is all dressed, ask him etub he? He should respond han/ho. Tell him ehdooshdogu and help him take off his clothes. Repeat this procedure with other students.

NOTE TO THE TEACHER

If your class is held just before recess or before the children go home for the day, you can use the commands taught in this lesson while the children are getting their clothes on to go outside.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wa achoo wa achumoo wa achunoo	he/she works I work your work	variety of pictures of people in various work situations.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- respond wa achoo when shown a picture of someone working and asked he tug toku he?
- respond wa achumoo when he is working and is asked tug tokunu he?
- respond wa achunoo when you are working and you ask him tug tokumu he?

PROCEDURES

Show various pictures of people working at a variety of tasks. Each time, say de wa achoo. Then ask tug toku he?, as you point to each picture.

Use classroom work situations to teach wa achumoo and wa achunoo. Pick up the broom and sweep the floor. Say wa achumoo. Wipe off the chalkboard, your desk, or a window, and say wa achumoo. Sit at your desk writing and reading and say wa achumoo. Then hand a student the broom and tell him wa achoo. While he is sweeping, ask tug tokunu he?

S - wa achumoo. Have the students take turns doing the various kinds of work. Ask each one as he is working tug tokunu he? S - wa achumoo. Then, as you are doing the various kinds of work, ask tug tokumu he? S - wa achunoo. Repeat often. Let everyone have a chance to respond.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Use the illustrations in lessons 1 - 4.  
puppet, winter clothing, copies of worksheet, toy house.

OBJECTIVES

Using the B - Unit Objectives as a guide, review the material covered in this unit, making sure the students have learned the material. This will not involve individualized testing, so be sure to ask each student questions. Make notes about the general level of performance of each student.

PROCEDURES

Touch each of the pictures of body parts taught and ask de taku he? S - de pa/eta/nape. Point to the picture of snow and ask de taku he? S - de wa.  
Bring out some winter clothing and give the command ehdoowe. When the student is not yet all dressed, ask him etub he? S - heyu. When he is all ready, ask again. S - han/ho. Then tell him ehdooshdogu. He should take the clothes off. Point to each of the weather illustrations, and outside, asking each time umpetoo tokechu he? Bring out the toy house and tell a student de yateg. Tell him hdu. As he is walking toward the house, ask him tug tokunu he? S - wahde.  
Touching each of the illustrations of people working, ask tug toku he? S - wa achoo. Sweep the floor, clean off your desk and the chalkboard, and do some writing at your desk. As you are performing each of these actions, ask tug tokumu he? Each time the response should be wa achunoo.  
As a student is performing the above actions, ask him tug tokunu he? Each time he should reply wa achunoo.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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REVIEW WORDS

zeetgudu	bird
wenuhchu	woman
wechushta	man
hahatoowe	Cree Indian
shagowe	seven
shahdogan	eight
psechu	jump
wapsechu	I jump
ya psechu	you jump
he psechu	he/she jumps

copies of work-sheets, puppet, cup, scarf, picture-cards: man, woman, Cree Indian, dog cut-outs: eight birds

UNIT OBJECTIVES

Understanding and Speaking:

At the end of this unit, the student should be able to:

- a) respond by looking at the person speaking when that person says wamayuka, and and by jumping when told psechu.
- b) respond wamayaduka. when asked de wambduka he?, when the person asking the question is looking at him.
- c) respond heyu, chaske/ wenoona meya wambyuka. when asked chaske/wenoona shunku wayaku he?, In a situation where chaske/wenoona sees a person responding, not a dog.
- d) when asked tuwe nakoo he psechu?, responds according to the situations: meza nakoo wa psechu/neza nakoo ya psechu/ or eeza nakoo psechu.
- e) when asked denu zeetgudug tonukchu he?, respond henu zeetgudug shagowee/ shahdogan., depending on the number of birds illustrated.
- f) respond wenuhchu/wechushtu/ hahatoowe. when shown a picture of a woman/man/Cree Indian and asked de taku he?

NEW WORDS

meza	me too
neza	you too
eeza	him/her too
nakoo	also, and
wamayuka	see me
wamayaduka	you see me
wamayuka	he/she sees me
zeetgudug	birds

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	zeetgudu wenuhchu wechushta shagowe shahdogan	bird woman man seven eight	cup, picture-cards: man, woman, Cree Indian flannelboard cut-outs: eight birds.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond wenuhchu/wechushtu/hahatoowe when the teacher when the teacher shows him a picture of a woman/man Cree Indian and asks de taku he?
- b) respond denu zeetgudug shagowee/shahdogan when shown a picture of seven/eight birds and asked zeetgudug tonukchu he?

PROCEDURES

Review the nouns by holding up picture-cards of each one and asking de taku he? each time. Hold up one bird cut-out and say de zeetgudu wanze. Hold up two bird cut-outs and say denu zeetgudug noompu. Ask denu zeetgudug tonukchu he? S - henu zeetgudug noompu. Repeat using three, four, five, six, seven and eight bird cut-outs. Then mix the numbers up - hold up four birds and ask the question, then eight birds, etc.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	psechu wapsecha ya psechu he psechu	Jump I jump you jump he/she jumps	copies of lesson 2 work- sheet, skipping ropes
	<u>NEW WORDS</u>		
	meza neza eeza nakoo	me too you too him/her too also, and	

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- respond by jumping when given the command.
- respond, according to the situation, meza nakoo wapsechu/neza nakoo wapsechu/eeza nakoo psechu.

PROCEDURES

- As you jump, say wapsechu. Tell a student to jump: psechu. As he is jumping, tell him chaske yapsechu. Ask someone else chaske tug toku he? S - chaske he psechu.
- Ask tug toku he? as you are jumping. S - yapsechu. T - han/ho wapsechu. eeza nakoo chaske psechu. (point to the student who is jumping.) tuwe nakoo psechu he? S - eeza nakoo chaske psechu. Tell another student to jump: psechu. and then tell her neza nakoo yapsechu., as you point to her. Point to yourself and ask her tuwe nakoo psechu. S - neza nakoo yapsechu. Point to the other student jumping and ask tuwe nakoo psechu. S - eeza nakoo chaske psechu. Point to the student you are asking and ask tuwe nakoo psechu. S - meza nakoo wapsechu.
- Repeat these sorts of questions in 1b) with other students.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wanyaku wamayadaku wamayake	see me you see me he/she sees me	copies of the lesson 3 worksheet, puppet, scarf.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- respond by looking at the person speaking when the person says waneyaku.
- give this command to other student.
- respond wamayadaku when asked tuwe wanduka he?, when the person asking the question is looking at him.

NOTE TO THE TEACHER

Remember to use the puppet's name wenoona/chaske. The children should use it too.

PROCEDURES

Review wambduka by holding up a picture of a dog, pointing to it, and saying to a student shunku wambduka. when he has looked at it, say shunku wayaku shnee. and have him shut his eyes or turn away so he can't see it. Repeat this procedure with several students. Then point to yourself and say wameyaku. After he has looked at you, tell him wameyaku shnee. Have him shut his eyes or turn away so he can't see you.

Repeat this procedure 1, giving the commands to a puppet instead. Then have the students take turns in giving the commands wamayaku/wamayaku shnee. to the puppet. The student giving the commands should make the puppet respond correctly to each command.

Bring a student up to the front of the class. Point to yourself and tell him to look at you: wamayuka. Tell him wamayaduka. as you continue pointing to yourself. Then hold the scarf in front of your face and tell him heyu, wamayaduka shnee. Repeat once or twice, taking the scarf away as you say wamayuduka. and placing it over your face as you say heyu, wamayaduka shnee. Then ask the student wamayaduka he? If he can see you he should respond han/ho, if not heyu. Hold the puppet and give the scarf to a student. Have the student tell the puppet wamayaduka. Then have him put the scarf in front of his face and have him say to the puppet heyu, wamayuduka shnee. Give several students a turn at this.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wenoona chaske	first born girl first born boy	puppet picture-card: dog.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to respond heyu, chaske wamayuka. when asked chaske shunku wanduka he? according to whether chaske sees him or a dog.

PROCEDURES

- a) introduce the puppet by name: de wenoona/chaske. Have the children greet him: wenoona/chaske, toked yaoo? Have one student come up and hold the puppet. Stand on the opposite side of your desk from him, and say to the puppet chaske wamayuka. Hold up the picture-card of the dog and say to the puppet chaske, shunku wanduka he? Each time the student should make the puppet respond correctly.
- b) then crouch down behind your desk so the puppet can't see you, but so that you still see the rest of the students. Tell the other students chaske wamayku shnee. heyu, shunku wanduka shnee. Then hold up the dog and say chaske shunku wayaku he? Stand up yourself so the puppet can see you and say chaske moya wamayaku.
- c) get a student to replace you in procedure 1b). Get him to crouch down so the puppet can't see him or the dog picture-card. Ask him chaske, shunku wanduka he? S - heyu. Tell the student to stand up: enuzee. and ask him again chaske shunku wanduka he? Get the student to reply using wamayuka: heyu, chaske meya wamayuka. Have the other students repeat this procedure, getting them to practice using wamayaku in the proper context.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Review Unit words

copies of the lesson 5 worksheet, puppet picture-cards: Cree Indian, man woman.  
Cut-outs: one bird, seven birds eight birds.

### OBJECTIVES

Using the B - Unit Objectives as a guide, review the material covered in this unit, making sure the students have learned the material. Make notes about the general level of performance of each student. (you will not have time to test each student individually on each item, so be sure when asking questions, to not leave any students out.)

### PROCEDURES

Hold up the pictures of a man, woman, and a Cree Indian. Ask each time te taku he? S - de wechushtu, wenuhchu, hahatoowe. Hold up a bird cut-out and ask de taku he? S - he zœtgudu. Then hold up seven and ask zœtgudu tonukchu he? S - henu zœtgudug shagowee. Repeat using eight birds.

Give a student the puppet and have the student make the puppet respond correctly to these commands: pœchu, shunku wanduka, wamayaku.

Have two students come up to the front and tell each one pœchu. Start jumping yourself as well. Point to one of the students jumping and ask the other one chaske tug toku he? S - chaske he pœchu. Then point to yourself and ask tuwe nakoo pœchu he? S - neza nakoo yapœchu. Bring a student to the front. Hold a puppet and tell the puppet to look at you: chaske, wamayaku. Tell the student chaske wamayaku. Then turn the puppet to look at the student and ask the student chaske nakoo wamayaku he? S - heyu chaske waneyaku shnee.

### NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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REVIEW WORDS

we hanwe	sun, moon
shechachu	child
hokshedgagupe	doll
weshgate	toy
chuchugu	drum
chunoompa	pipe
wutu	boat
kushee	grandmother
unku	grandfather
hunyatoo	It is night
umpasgan	It is day
wo oyake oyage	he/she tells a story
wagagaga	he/she sews

ball, copies of worksheets, blank pieces of paper.

UNIT OBJECTIVES

Understanding and Speaking:

At the end of this unit, the student should be able to:

- a) describe pictures of: a child playing: shechachu shgate. a grandmother sewing: kushee wagagaga. and a grandfather telling a story: unku wooyakeoyage. a nativity scene: shechachu hee.
- b) name pictures of: sun, moon: wehanwe, doll: hokshedgagupe, toy: weshgate, toys: weshgate, drum: chuchagu, pipe: chunoompa, boat: wutu.
- c) being playing ball when told shgate/shgatupe.
- d) describe his own actions while playing: washgate., when he is asked tug tokunu he?
- e) describe your actions while you are playing: yashgate., when you ask him tug tokumu he?

NEW WORDS

chu	bat
topa	ball
hee	arrive
shgatu	play
shgatupe	play
washgate	I play
yashgate	you play
shgate	he/she plays
oocheshechadu	crow
nekushee	your grandmother
unku netawag	your grandfather
tug wakan echugu	Christmas Day
umpetoo	

SUGGESTED GENERAL PROCEDURES

Some of this unit's vocabulary can be used at Christmas time. (tug wakan echugu umpetoo, hee) If you do not wish to use a Christmas nativity scene to teach lesson 4, the vocabulary can be taught in some other way.

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	we hanwe shechachu hokshed gagupe weshgatu weshgate	sun, moon child doll toy toys	Real objects if available: doll, drum, pipe, bat and ball, toys

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson the student should be able to name these objects when shown pictures of them.

PROCEDURES

1. Touch each of the objects illustrated and ask de/denu/henu taku he? Use the correct pronoun in your questions and get the student to use the correct one in his response.  
T - de taku he?  
S - de shechachu/hokshedgagupe/wehanwe/chuchagu/chunoompa/topa.  
T - denu taku he?  
S - henu wutu/weshgate/chu.  
T - henu taku he?  
S - henu weshgate.
2. Touch the picture of the child and ask de hokshedgagape?  
S - heyu, he shechachu. Ask similar questions about each of the other objects. Concentrate on the new words (oocheshechadu/chu/topa).

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	shgatu shgatape washgate yashgate shgate	play (sg) play (pl) I play you play he/she plays	Ball, copies of the worksheet

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to describe the indicated actions when asked:

T - tug tokunu he?

S - washgate.

T - tug tokunu he?

S - yashgate.

T - tug toku he?

S - he shgate.

and should play ball when handed a ball and told shgate.

PROCEDURES

1. Review topa. Point to the picture of a child playing in lesson 1 and ask tug toku he? Give the reply yourself: shgate. Then repeat the question several times, asking different students. Ask wa achoo he? You should get a negative response. Point to the picture of a boy playing ball and ask the same question.
2. Bounce the ball against the wall and ask tug tokunu he? Give the answer: washgate. Throw the ball to a student and have him throw it back to you. As you continue playing, point to him and tell him yashgate, then ask him tug tokunu he? S - washgate. Ask him tug tokunu he? S - yashgate. Repeat the two questions as you get different student to play ball with you.
3. Hand the ball to a student and tell him chaske shgate. Have him bounce the ball against the wall. Repeat with other individuals. Then indicate a group of students and tell them chaske nakoo wenoona shgate etc. Have them play ball together. Repeat with other groups of students.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wo oyake oyage wagagaga umpasgan hunyatoo	he/she tells a story he/she sews It is day It is night	

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) describe a night-time scene: hunyatoo and a day-time scene: umpasgan.
- b) describe a picture of a grandfather telling a story: unku wo oyake oyage and a grandmother sewing: kushee wagagaga.

PROCEDURES

1. Point to the picture of a night-time scene and say hunyatoo. Point to the day-time scene and say umpasgan. Have the students repeat the words after you. Then point to the day-time scene and ask de umpasgan he? S - han/ho, he umpasgan. Point to the outside and ask de wanu umpasgan? S - han/ho de wanu umpasgan. Point to the night-time scene and ask de umpasgan he? S - heyu, he, hunyatoo. Ask de hunyatoo he? as you point to the day-time scene. S - heyu, he umpasgan. Repeat the questions.
2. Touch the picture of the grandmother and say de kushee. Repeat with the grandfather: de unku. Ask de tuwe he? to get the students to practice using the two words.
3. a) To teach he kushee, touch the picture of the grandchild watching the grandmother sewing and tell a student de neya. Then touch the picture of the grandmother and say de ne kushee. Repeat with other students.  
b) To teach unku netaweg as in 3 a), using the picture of the grandfather.
4. Point to the grandmother sewing and say kushee wagagaga. Ask kushee tug toku he? S - kushee wagagaga. Ask ne kushee shgate? or ne kushee eshteemba he? (etc.) S - heyu, kushee wagagaga.
5. Repeat the procedure in 3 to review wowayake oyage. Ask unku netaweg tug toku he? S - unku wowayake oyage.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Calendar showing  
December 25th

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to describe a nativity scene:

- a) using the phrase shechachu hee.
- b) by answering han/ho,  
wanude tug wakan echuga  
umpetoo when asked wanude  
tug wakan echuga umpetoo,  
he?
- c) by answering de he atagugu/  
hoongu when asked de tuwe  
he? with reference to Mary  
and Joseph.

PROCEDURES

1. Point to the nativity scene and to the calendar indicating December 25th to get the students to practice the word.  
Ask de wehanwe tonukchu he?
2. Touch the Christ-child and say de shechachu/shechachu hee.  
Have the children repeat this last phrase several times as you point to the baby.
3. Touch Joseph and say de ata. Touch Mary and say de eena.  
Ask de tuwe he? as you touch each picture.

NOTE TO THE TEACHER

Help the students to extend their meaning of hee by using it to describe, for example, someone arriving in the classroom.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chuchaga	drum	Ball
	chunoompa	pipe	
	wutu	boat	Illustrations
	kushee	grandmother	from Lessons 1-4
	unku	grandfather	
	oo cheshechadu	crow	Copies of work-
	ne kushee	your grandmother	sheet
	unku netawag	your grandfather	
	chu	bat	
	tapa	ball	
	hee	he/she arrives	

OBJECTIVES

Using the B-Unit Objectives as a guide, review the material covered in this unit, making sure the students have learned the material. This will not involve individualized testing, so be sure to ask each student several questions. Make notes about the general level of performance of each student.

PROCEDURES

## 1. Understanding and Speaking:

- a) Touch each of the pictures of these objects (Lesson 1) and ask he taku he? sun: he wehanwe, drum: he chuchagu, pipe: he chunoompa, crow: he oocheshechada, ball: he topa.  
Ask de taku he? for boat: de wutu, toy: de weshgate, bat: de chu.  
Ask denu taku he? with reference to several toys: he weshgate.
- b) Point to the night-time scene and the calendar (Lesson 3) and ask de umpasgan he? S - heyu, he hunyatoo. Point outside and ask wanude hunyatoo he? S - heyu, wanude umpasgan.
- c) Using the nativity scene and the calendar (Lesson 4) ask wanude tug wakan echagu umpetoo. S - han/ho wanude tug wakan ochagu umpetoo.  
Ask shechachu hee he? S - han/ho shechachu hee.
- d) Point to the picture of (I) a child playing (Lesson 1). Ask shechachu tug toku he? S - shechachu shgate. (II) a grandmother sewing (Lesson 3). Ask kushee tug toku he? S - kushee wagagaga. (III) a grandfather telling a story (Lesson 3). Ask unku tug toku he? S - unku wo oyake oyage.
- e) Have two students come up to the front and give them a ball. Tell them shgate. When they are in the process of throwing the ball to each other, ask one of them tug tokunu he? S - washgate. Join in the game and ask tug tokunu he? S - yashgate.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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umpahotoona	chicken
sha	It is red
to	It is green
nupchewong	nine
wekchamna	ten
mane	walk
he mane	he/she walks
mawane	I walk
mayane	you walk
umpahotoona	chick
umpahotoona bdga	rooster
umpetoo tonukcha?	What day of the month is it?

UNIT OBJECTIVES

1. Understanding and Speaking:

At the end of this unit, the student should be able to:

- a) respond waneyatoo mashagowee (according to his age) when asked waneyatoo netona, and ask another student this question.
- b) respond umpetoo wehanwe wechamne (according to the date) when asked for dated from the first of the month through the tenth of the month. umpetoo tonukcha he?
- c) respond de umpahotuna/umpahotuna chee chuda/umpahotuna bdogo, when shown a picture of a chicken/chick/rooster and asked de taku he?
- d) respond umpahotuna sha, when shown a picture of a red chicken and asked de taku he?

waneya too ma	
shagowee	I'm seven years old.
waneyatoo ma	
shagowee	I'm eight years old.
waneyatoo netona	How old are you?

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES (Cont'd)

- e) respond he sha/to, when shown a red/green object representing a noun, and asked owa toke chu he?
- f) respond by walking when told mane.
- g) respond he mane, when shown a picture of someone walking and asked tug toku he?
- h) respond mawane, while he is walking, when he is asked tug tokunu he? And respond mayane while you are walking, when you ask tug tokumuhe?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	de umpetoo tonukcha he? nupchewong wekchamna	What day of the month is it? nine ten	

OBJECTIVES

Understanding and Speaking:

At the end of this lesson, the student should be able to respond nupchewong/wekchamna umpetoo we hanwe. (according to the date indicated on the calendar) when asked de umpetoo tonukcha he? for dates from the first of the month through the tenth of the month.

PROCEDURES

1. Point to the first of the month and ask de umpetoo tonukche he? Give the response yourself: umpetoo we hanwe wanze. Then ask the question again, getting the student to respond. Repeat this procedure for the second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth of the month. Then provide practice by pointing to different days of the month (1-10) and asking de umpetoo tonukcha he?

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	umpahotuna sha sha umpahotun chechade umpahotun bdogo to	chicken It is red it is red chick rooster it is green	Copies of work- sheet

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond umpahotuna/umpahotuna chechude/umpahotuna bdogo when shown a picture of a chicken/chick/rooster and asked de taku he?
- b) respond umpahotuna sha/umpahotuna bdogo sha when shown a picture of a red chicken/rooster and asked owatokechee he?

PROCEDURES

1. Touch the picture of the chicken and ask de taku he? If there is no response, say de umpahotuna. Then repeat the question, getting several students to respond. Repeat this procedure to teach umpahotuna chechude/umpahotuna bdogo, using the pictures of the chick and the rooster.
2. Point to the red chicken and ask tokechu he? Give the response yourself first: umpahotuna sha. Point to the white chicken and say umpahotuna sha chee? Heya. Point to the red one and ask umpahotuna sha chee.
3. Repeat procedure 2 using the picture of the rooster.
4. Touch one of the boats and ask dena taku he? De wata. Touch the red one and ask tokechu he? Give the answer yourself first: wata sha. Then ask several students. Then touch the green boat and say wata to. Repeat, then ask tokechu he? Ask several students.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	waneyatoo mashagowe waneyatoo mashahdogan waneyatoo ne tona?	I'm seven years old I'm eight years old How old are you?	

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to ask the question waneyatoo ne tona? Response (according to the student's age):  
Waneyatoo mashagowee/waneyatoo mashahdogan/waneyatoo mawechamna.

PROCEDURES

- i. Touch chaske/wln and say de wln/chas. Ask de tuwe he? De chaske/winona. Touch her older sister and say de chooga.
- a) Ask de tuwe he? De chooga. Indicate the candles on the birthday cake and ask tona he? Have the students count them: wancha, noompa, yamne, topa, zapta, shakpe, shagowe. Teacher: de shagow hachetoo.
- b) Pretend to be chaske/wlnona: point to yourself and to the cake and say meya wln/chaske. Waneyatoo mashagowee. Repeat.
- c) Then tell a student to neya chas/wln. Help the student respond waneyatoo netona? Repeat procedure 1c) with several students. waneyatoo mashagowee.
- d) Tell a student to pretend to be an older sister: neya chooga. Tell her to ask how old she is. Waneyatoo tomukcha he? Waneyatoo netona? Waneyatoo mashagowe. Repeat procedure 1d) using different pairs of students.
- e) Repeat procedure 1d), point to each of the three birthday cakes in turn. First be chaske yourself, then have students be chaske chooga - waneyatoo netona? (Point to the birthday cake with eight candles) chaske - waneyatoo mashahdogan. Repeat the procedure with the other two cakes to teach waneyatoo mawekchamna. Ask several students in the class how old each is. Make sure they respond correctly, according to their actual age.

NOTE TO THE TEACHER

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

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond by walking when told mane.
- b) respond he mane when shown a picture of someone walking and asked he tug toku he?
- c) respond mawane while he is walking and is asked tug tokunu he?
- d) respond mayane while you are walking, when you ask him tug tokumu he?

PROCEDURES

1. Touch the picture of the woman walking and ask wenuhchu tug toku he? S - he mane. Touch the little girl and ask wecheyane tug toku he? S - he mane. Tell a student to walk: chaske mane. While he is walking, ask someone else tug toku he? S - he mane. Ask chaske tug tokunu he? or mayane he? chaske: han/ho mawane. Begin walking around yourself, and ask tug tokumu he? or mawane he? S - han/ho mayane.
2. Contrast the verb he mane with other verbs studied previously such as he eyungahan (he runs) and he owa (he writes). For example, sit at your desk writing and ask mawane he? S - heyu, wowapeg owawa. Or tell a student to run: eyungahan and as he is running ask him mayane he? S - heyu, mawane. mawane.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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OBJECTIVES

Using the B - Unit Objectives as a guide, review the material covered in this unit, making sure the students have learned this material. This will not involve individualized testing, so be sure to ask each student several questions. Make notes about the general level of performance of each student.

PROCEDURES

1. Understanding and Speaking:
  - a) Ask several students how old they are: waneyatoo netona he? S - waneyatoo mashagowee/waneyatoo mashahdogan/waneyatoo mawekchamna (according; to the student's age). Ask a student to ask another how she is: waneyatoo tonunekcha he?
  - b) Using the calendar in Lesson 1, ask students the date as you point to different days of the month (1-10).  
T - de umpetoo tonukchu he? (point to the second)  
S - umpetoo wanze.
  - c) Touch the pictures of the chicken, chick and rooster (Lesson 2) and each time ask, de taku he? S - he umpahotuna/umpahotuna cheechude/umpahotuna bdogo.
  - d) Show the picture of the red chicken (Lesson 2) and ask owa tokechachu he? S - owa sha.
  - e) Show the picture of the red canoe (Lesson 2) and ask owa tokechachu he? S - wutu sha. Green canoe: wutu to.
  - f) Begin walking around the room. Tell a student to walk: mane. Ask several others to walk as well. Ask one student about another who is walking tug toku he?  
S - he mane.  
Ask a student who is walking tug tokunu he?  
S - mawane.  
Ask a student about yourself: tug tokumu he?  
S - mayane.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hotungada	mouse	
	p̄te waneyampe	cow	
	magu	skunk	
	henaguga	owl	
	kukushee	pig	
	oospe	axe	
	he hde	he/she goes home	
	ya hde	you're going home	
	hachushne	don't	
	eeshteamba	as he/she is sleeping	
	hdegechun	as he/she is going home	
	chayegechun	as he/she is crying	
	he geeya	he/she files up	
	tazushka	ant	
	wahde	I'm going home	
	dea	here it is	
	hea	here it is	

### UNIT OBJECTIVES

#### Understanding and Speaking:

At the end of the unit, the student should be able to:

- answer the question hotungaga tog eyaya he? using the structure dea hotungada. when shown objects representing these nouns: cow, skunk, owl, pig, ant. Answer the question oospe tukte ahe? by picking out the correct object from a group of objects and responding hea oospe.
- respond correctly to negative commands e.g. hde shne - eshteamba shne - mane shne.
- respond he hde/wa hde/ya hde when he sees the action performed and you ask him tug toku he? tug tokuna he? tug tokuma he? respond hegeeya when he sees the action demonstrated and you ask him tug toku he?

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES (Cont'd)

- d) respond kukushee wambduka/  
hoksheda eshteemba when he  
is looking at a picture of  
kukushee/hoksheda performing  
the action and you ask him  
tug tonunu he?  
respond John/Mary wambduka  
hdeg achun when he sees a  
picture of Mary/John going  
home and you ask him tug  
tokunu he?  
respond shechache/wecheyana  
chayeg achun wambduka when  
he sees a picture of a  
child/girl cry and you ask  
tug tokunu he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hotungadu ptewaneyumpe magu henaguga kukushee tazushka de a he a	mouse cow skunk owl pig ant here it is here it is	Pictures or cut- outs presenting these objects: mouse, cow, skunk, pig, owl, and ant

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to choose an object correctly from a group of objects and answer dea. Hotungada/ptewaneyumpe/magu/kukushee/henguga Tazushka asked hotungada Togeyaya he?

PROCEDURES

1. Review the nouns representing the above by displaying the pictures one at a time, and saying their names with the students.
2. Display all the pictures. Ask, John/Mary hotungada Tog eyayahe? the response hotungads dea, as the student picks out hotungada from the display of pictures. Repeat this procedure with the other objects using as many of the students as time will permit.
3. Hold up the picture of Tazushka, ask the students de taku he? and write the response Tazushka on the chalkboard.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wahde he hde ya hde	I go home he/she goes home you're going home	Picture of boy/ girl going home  Three spaces in the classroom designated as homes for certain students  Worksheets—enough copies so each student has one

OBJECTIVES

Understanding and Speaking:

PROCEDURES

1. Understanding and Speaking:

With chalk draw three (3) large cir

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hachushne eshteemba hdegachun he geeya oospe	don't he/she is sleeping he/she is going home he/she flies up axe	Picture of a duck or any other bird flying up  Picture of an axe  Picture of a group of four or five objects including an axe

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- respond maguksechu he geeya when he sees an object such as a duck or a bird fly up and is asked tug toku he?
- respond correctly to negative commands.  
e.g. eshteemba shnee, mane shnee, hde shnee, and give them to others.
- select oospe from a group of objects and answer hea oospe when asked oospe tokuhu he?

PROCEDURESi. Understanding and Speaking:

- Hold up a picture of a duck flying up and say de magubsechu, magubsechu he several times. Then ask magubsechee tug toku he? Elicit the response magubsechu he geeya. Repeat this procedure several times using pictures of other birds such as henugagu flying up.
- Review some commands such as mane. Give this command to several students one at a time until four or five are walking. While they are walking tell one of them John/ Mary mane shnee. Prompt the student not to walk anymore. Repeat for the remaining students who are still walking. Give the commands mane and mane shnee alternately. Try other commands.
- Show the picture of the axe and say de oospe. Ask de taku he? De oospe. Ask oospe tokanu he? as you display the picture of the group of objects. Oospe hea as she picks out the axe in the picture.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chayeg achun	as he/she is crying	<p>Picture of a woman sleeping, a pig sleeping, a girl crying, and a boy going home</p> <p>Lesson 4 work-sheets, enough copies for all the students</p>

OBJECTIVESUnderstanding the Speaking:

At the end of this lesson, the student should be able to:

- a) respond kukushee/wenuhchu eesteemba wambduka when he is looking at a picture of kukuahee, wenuhchu etc. sleeping and you ask him tagtokunu he?
- b) respond wecheyana/hokesheda chayegachun wambduka, when he sees a girl/boy crying and you ask him tug tokunu he?
- c) respond when he sees Mary/John going home and you ask him hdeg achun wambduka.

PROCEDURES1. Understanding and Speaking:

- a) Show the picture of the pig sleeping. Ask de taku he? He kukushee. Again ask kukushee tug toku he? Kukushee he eeshteemba. Get a student to look at the picture and ask him tug tokunu he? Elicit the response kukushee eshteemba wambduks. Repeat several times with different students. Use the same procedure using the picture of the woman sleeping.
- b) Show the picture of the girl crying, ask de taku he? He wecheyana. Again ask wecheyana tug toku he? Wecheyana he chaya. Get the students to look at the picture and ask tug tokunu he? Wecheyana cheyag echun wambduka.
- c) Repeat the procedure in a) and b) using hobsheda he hde, echun wambduka.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	uka wanze uka noompa wayazunka wamayazunka wane yazunka wate yate opa wuta ge ya	eleven twelve he/she is sick I'm sick you're sick my home your home he/she goes aboard airplane	Pictures: weather pictures to include snowing, windy, cloudy scenes. Children and their homes, a group of children to consist of not less than 12, a sick girl.
	<u>NEW WORDS</u>  owape opa o pa pe tatayumpa amakpeya yuha	I go aboard you go aboard they go aboard It's windy It's cloudy open it	Real objects: puppet, flannel-board & cut-outs: airplane, boy, girl, woman (the airplane should have its steps coming down from the door).
<u>UNIT OBJECTIVES</u>  <u>Understanding and Speaking:</u>  At the end of this unit, the student should be able to:			
a) respond <u>ukanoompa</u> , <u>ukawanze</u> , when asked <u>uka tonu he?</u> with reference to the eleventh/twelfth child in the picture.	<u>PROCEDURES</u>		
b) respond <u>wate</u> , <u>yate</u> , <u>te</u> , when asked <u>de tuwe te he?</u> with reference to his own, yours, or someone else's home.	1. When giving a negative response, encourage the student to respond in a complete sentence adding the negative suffix to the verb.	- Is he/she sick? - yes, he/she is sick. - no, he/she is not sick.	- he wayazanka he? - han/ho he wayazanka. - he he wayazanka shne.
c) respond <u>opa</u> , <u>opape</u> <u>wutageyag</u> when shown a picture of a person/people boarding an airplane and when asked <u>tug toku pe he?</u>			
d) respond <u>han/ho wamayazunka/ waneyazunka</u> when asked <u>owape oya pe watugeyung</u> .			
e) respond <u>heya wamayazunka shne</u> when asked <u>waneyazunka shne. wanayazunka he?</u>			



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES, (Cont'd)

- f) respond correctly han/ho  
wayazunka heya. when asked  
waneyazunka? with reference  
to two pictures of a girl -  
one in which she is sick,  
the other in which she is  
well. we cheyanung  
wayazunka he?
- g) respond tatyumpa/amakpeya.  
when asked umpetoo to keche  
cha he? with reference to  
weather illustrations.

NOTE TO THE TEACHER.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tateyumpa amahpeya	It's cloudy it's cloudy	Pictures: weather pictures to include snowing, cloudy and windy scenes.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson,  
the student should be able  
to:

- a) respond tateyumpa/amahpeya  
when asked umpetoo to  
keche chu? with reference  
to weather illustrations.

PROCEDURES

1. Review wa using the illustrations. Ask umpetoo tokeche  
cha he? Teach tate yampa and amahpeya, by pointing to  
each of the illustrations as you say these words, then  
asking umpetoo toke checha he? as you point to each of  
them.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wate yate te yuhu wanude	my home your home his/her home open it Immediately	Pictures: children in their homes.  Real objects: puppet

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the students should be able to:

- a) answer correctly the question de tuwe te he? when the teacher points to her, the student's or someone else's home, using the expressions de wate, de yate, de te.
- b) give these commands to the puppet and make the puppet

PROCEDURES

1. To teach te, touch one of the children in the picture and say John/Mary te. Ask he tuwe te he? Then point to the child's home and say de John te.
2. To teach yate and yate, touch one of the children in the picture and say to a student netawa. Touch the home and say de ya te. Touch an adult in the picture and point to yourself and say de metawa. Point to the home and say de wate. Then ask de ya te? De ya te. Point to the student again and child in the picture and say netawa. Ask de tuwe te he? De wate.
3. To teach yuga, hold up the puppet and say to it, Jack teopa yuga. Make the puppet open the door. Repeat once or twice, then have different students take the puppet, tell it yuga or make it open the door.
4. To teach dewana, first give the puppet a command such as eshteema, gekta. Make the puppet respond to the command but not too quickly. Then tell it wana eshteema. wanu eyutanka. wanu yuga and make it fall over and go to sleep right away (or jump up as if walking up suddenly, or hurry and shut the door immediately). Have the students give these commands to the puppet or to other students.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	uka wanze uka noompa wamayazunka waneyazunka he wayazunka	eleven twelve I am sick you are sick he/she is sick	Pictures: a group of children to consist not less than 12, a sick girl.  Real objects: copies of work- sheet

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond unka wanze, unka noompa, when asked unka tonu he? with reference to the eleventh/twelfth child in the picture.
- b) respond correctly han/ho wayazunka/heyha wayazunka shne, when asked wecheyanung de wayazunka he? with reference to two pictures of a girl, one which is sick, the other which she is well.
- c) respond he wamayazunka/waneyazunka. Heyha wamayazunka shne/heyha waneyazunka shne when asked wamayazunka/waneyazunka ha?

PROCEDURES

1. Pointing to all the children in the picture, ask the students: shechachug de tonu pe he? Students will count the number of children in the picture and respond unka wanze, unka noompa. Review numbers 1 - 12.
2. Point to the picture of the girl who is sick and say wecheyanung de wayazunka he? S - Han/ho wecheyanung de wayazunka. Point to the girl who is not sick, or to one of the students in the classroom, and ask the same question: S - Heyha, wecheyanung de wayazunka shne.
3. Ask a student a) waneyazunka he? b) wamayazunka he? The response should be a) heyha, wamayazunka shne and b) heyha, waneyazunka shne, unless you or the student want to pretend to be sick.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	owape oyape opape he opa wutu geyu	I go aboard you go aboard they go aboard he/she goes aboard airplane	Real objects: flannelboard and cut-outs: air- plane, boy, girl, woman. (The air- plane should have its steps coming down from the door).  Blank pieces of paper.

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to:

- a) respond opa. opa/wechota wutageya opa pe when shown a picture of a person/people boarding an airplane and when asked tug toku he?/tug toku pe he?
- b) respond heya wutageyung owape shne. Han/ho wutageyung owape when asked wutageyung oya pa he? or tug toka nu he?
- c) respond heya wutageyung owape shne, ha wutageyung owape when asked wutageyung oya pa he? tug toka nu he?

NOTE TO THE TEACHERPROCEDURES

1. Touch the airplane and ask de taku he? S - de wutageya. Ask several students. Touch the boy and say de hoksheda. Hokshedug opa. Hokshedug wutageya opa. Touch the girl and ask wecheyanung tug toku he? S - wecheyanung wutugeyag opa.
2. Touch both the boy and girl and ask wecheyumpedug a hokshepedug tug to kupe he? First, give the response yourself: wecheyanung a hokshepedug wuta geyangapa pe. Then ask several different students.
3. Use the flannelboard cut-outs to teach owape and oyape. Place the airplane cut-out on the flannelboard, as well as the boy and girl. Say to one of the students in your class de neya. as you touch the boy cut-out. Make the boy board the airplane and say to the student wutageyung oyape. Ask him wutageyung oya pe he? S - han/ho wutageyung owape. Repeat procedure with several other students. Then hold up the woman cut-out and say he/ga meya. Make the woman board the airplane and say ha wutageyung owape. Ask wutageyung oyape he? S - ha/han wutageyung owape.
4. To provide further practice oyape and owape, ask the questions tug tokunu he and he tug toku he? as you make the different cut-outs "board the airplane."

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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OBJECTIVES

Review the material taught for the first time/or reviewed in this Unit, making sure the students have learned the material. As you will not have time for individualized testing, make a special effort to include each student in your class in questioning. Keep a record of the general level of performance of each student.

PROCEDURES

- I. Understanding and Speaking:
  - a) Touch the picture of the airplane and ask de taku he?  
S - de wutageya.
  - b) Ask umpetoo toke che cha he? as you point to the illustration (Lesson 1) of a windy day (S - tateyempa) and a cloudy day (S - amahpeya).
  - c) Using the pictures in Lesson 3, ask wecheyanung de wayazunka ha? S - han/ho wecheyanung de wayazunka ya. Touch the girl and point to yourself and say de meya, wamayazunka he? S - han waneya zunka. Touch the girl and point to one of the students, saying de neya, waneyazunka he? S - han wamayazunka.
  - d) Ask tug tokanu he? as you touch one of the children in the picture in Lesson 4. S - wutageyung oyape. Touch both of the children and ask tugtoku pe he? S - wutgeyung opa pe. Touch the woman in the picture, point to yourself and say de meya. tug toku na he? S - wuteyung oya pa. Touch one of the children in the picture, point to one of the students and say de neya, tug toka nu he? wutageyung owape.
  - e) Ask de tuwe te he? as you point to the boy and to his house in the picture in Lesson 2. S - de hokshedug te. Touch the woman in the picture and point to yourself, saying de meya. Ask de tuwe te he? S - de yate. Touch one of the children in the picture, point to one of the students and say de netawa. Ask de tuwe te he? S - de wate.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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PROCEDURES (Cont'd)

- f) Point to the classroom door and tell a student yuha. He should open the door. Tell him teopag de yuha wanna de. He should hurry to the door and open it right away.
- g) Point to the 11th and 12th child in the picture (Lesson 3) and, each time, ask shechachu de fonu pe he? S - shechachu uka wanze, shechu uka noompa.

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	showakan shunkawakan zee/gee to heentu gasee chapu mazahtukeya seenkpe he neway	horse  it is yellow/brown it is blue weasel beaver trap muskrat he/she swims	Pictures: horses, weasels, beavers, muskrats, trapper and trapline.  Beaver and muskrat swimming, people swimming.  Real objects: yellow and blue books, copies of worksheets.
	<u>NEW WORDS</u>		
<u>UNIT OBJECTIVES</u>	showakang heentugasu chapu wa neway seenkpe he neway	horses weasels beavers i swim muskrats he/she swims	
<u>Understanding and Speaking:</u>			
At the end of this unit, the student should be able to:			
a) Identify these animals using both singular and plural nouns, when shown pictures of them and asked <u>de taku he? S - showakan/ heenugan/chapu/seenkpe or dena taku pehe?</u> <u>S - Showakang/heentugasu/ chapu/seenkpe, these are.</u>			
b) Identify a trapper. <u>S - de wehne wechusta.</u> when the teacher points to his picture and asks <u>de tuwe he?</u>			
c) respond <u>wahmoogeg ed wuachoo,</u> when asked <u>de tug toku he?</u> with reference to a picture of a trapper working on his trapline.			
d) use <u>hehan</u> in responding to the question <u>dena taku he?</u> when the teacher touches two different animals (e.g. <u>S - wowapi hehan chueyugutgape</u> ).			



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES (Cont'd)

- e) respond wowapi hena to  
when shown a blue book  
and asked toka che cha  
he? and respond wowapi  
zee when show a picture  
of a yellow book.
- f) respond he neway/he neway  
when shown a picture of a  
person or animal swimming  
and asked he tug toku he?
- g) respond wa neway when  
asked tug toka nu he? and  
respond ya neway when  
asked tug toka nu he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	shogowakan	horse	Pictures: horse, weasel, beaver, trapper, trapline
	heentogussa	weasel	
	chapa	beaver	
	seenkpe	muskrats	
	wahmooga	trapper	
	shogowakan	horses	
	heentugussa	weasels	
	chapa	beavers	
	seenkpe	muskrats	
	owahmoga	trapline	

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond showakan, heentugsee, chapu, seenkpe, maza htu keya. when asked de tuwe he? with reference to a picture of a horse/weasel/beaver/muskrat/trapper.
- b) respond wahmoogeg ed wuachoo when shown a picture of a trapper working on his trapline, and asked he tug toku he?

PROCEDURES

1. Review the nouns illustrated in the picture (horse, weasel, beaver, muskrat, trapper). Ask de tuwe he? S - showakan, heentugsee, chapu, seenkpe, maza htu keya.
2. Indicate the trapline in the picture and say wahmoogeg de. Ask de taku he? Də chagoo he? S - Ha. T - de wahmoogeg? S - Ha wahmoogeg. Have the students practice the word by asking de taku he?
3. Ask maza htu keya tug toku he? Give the reasons yourself first: he wa achoo. Then ask the student the same question. Then ask tokeya mazahutkeya wa achoo he? Give the response yourself, then ask the students. Response: wa achoo maza htu keya.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Pictures: horses,  
weasels, beavers,  
muskrats.

Real objects:  
copies of work-  
sheets.

### OBJECTIVES

#### Understanding and Speaking:

At the end of this Lesson, the student should be able to answer the question dena taku he? when shown:

- a) pictures representing plural nouns: dena showakan/heentugasu/chapa/seenkpe pe.
- b) pictures representing two different animals. (E.g. a weasel and a beaver: heentugasu ga chapa.)

### PROCEDURES

1. Use the picture in Lesson 1 to teach the plural nouns: showakan, heentugasu, chapa. Point to a single animal and ask de taku he? S - de showakan. Point to two of the same animals and ask dena taku pehe? Give the response yourself first, then ask several students. Response: hena showakan pe. Teach and practise each of the nouns in this way.
2. Point to the picture and ask dena showakan tona pe he? Repeat the questions using each of the above plural nouns.
3. To review hehan, have two students come up to the front. Say de wenoona/de chaske. dena wenoon hehan chuska aape. Ask dena tuwepe he? S - dena weenoona hehan chaske aape. Repeat with different students. For further practice, ask dena taku he, with reference to two inanimate objects. (E.g. S - wowapega hehan chueyagutgape.) Use the picture in Lesson 1 and touch two different animals. Ask dena taku pehe? S - (showakaga hehan chapa pe.)

### NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	waneway yaneway he neway	I swim you swim he/she swims	Pictures: beaver, muskrat swimming, people swimming.  Real objects: copies of work- sheets.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond wa neway when asked tug tokanu he? and ya neway when asked tug tokanu he?
- b) respond he neway/he new umpe when shown a picture of a person or animal swimming and asked tug toku pe he?

PROCEDURES

1. Point to the beaver swimming and ask chapa g tug toku he? S - chapa g neway. Point to the muskrat and ask seenkpeg tug toku he? S - seenkpeg neway.
2. Touch one of the people swimming and say de meya waneway. Touch another person swimming and say de neya. Ask her tug toku he? S - wa neway. Ask: tug toku ne he?, as you touch the person you are pretending is you. S - Ya neway. Repeat procedure 2 until you feel each student can use wa neway and ya neway correctly.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he to he zee nakoo	It is blue It is yellow and, also	Real objects: copies of work- sheets. Be sure to color this Lesson's picture before beginning the Lesson (yel- low book, blue book).

OBJECTIVES

Understanding and Speaking:

At the end of this lesson, the student should be able to respond wowapeg to, when shown a blue book and asked toke che cha he? and respond wowapi zee when shown a picture of a yellow book and asked the same question.

PROCEDURES

1. Touch the yellow book and ask toke che cha he? If necessary (these are review words so the students may know them). Give the answer yourself first, then ask the students. Response: wowapi zee.
2. Touch the blue book and ask toke che cha he? S - wowapi to.
3. Provide practice of zee and to by touching various blue or yellow objects around the room, including those in the picture. If you wish, you can review red from Unit 15, in the same way.

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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OBJECTIVES

Using the Unit B Objectives as a guide, review the material covered in this Unit, making sure the students have learned the material. Make notes about the general level of performance of each student.

PROCEDURES1. Understanding and Speaking:

- a) Using the picture in Lesson 1, test for these words: showanke/showanke, doksheencha/doksheencha, chapa/chapa, seenkpa/seenkpa, mazahtukeya, de wehne wechusta he. wanna. Ask de taku he? when referring to a single object, and ask dena taku he? when referring to more than one of the same objects, (e.g. S - dena showanke pe) or to two different objects, (e.g. dena chapa ahan seekpa pe.)
- b) Using the pictures of the yellow and blue book in Lesson 4, ask toke cha che he? Blue book: S - wowapi to. Yellow book: S - wowapi zee.
- c) Point to the beaver swimming in the Lesson 3 picture and ask chapa tug toku he? S - toka nu he? S - neway. Tell a student de neya. as you touch one of the swimmers in the picture. Ask him tug tokanu he? s - neway.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	waneyatoo weheyayeda chagu peta keehde eyuya chagoo seha	It's winter clock pall bonfire he/she departs/leaves road foot	Pictures: a foot, bonfire, child, medicine, clock, girl blowing out candles, path, road, pall, a picture display to include path, road, pall, foot, clock, airplane, mouse, cow, axe.
	<u>NEW WORDS</u>		
	weheyayeda metawa weheyayeda netawa weheyayeda tawa chagu metawa chagu netawa chagu tawa maseha neseha he seha chagoo ahunke ahawake ahuyake pazuweta yuzeecha	my clock your clock his/her clock my pall your pall his/her pall my foot your foot his/her foot path it's his/her birthday it's my birthday it's your birthday medicine stretch	Real objects: construction paper, scissors, soluble marker, copies of Lesson worksheet from each Unit.
<u>UNIT OBJECTIVES</u>			
<u>Understanding and Speaking:</u>			
At the end of this unit, the student should be able to:			
a) answer the question <u>chagoo?</u> by correctly choosing the object and using the structure <u>de chagoo</u> . when shown objects or pictures representing the nouns <u>seha, peta, chagoo, pazuweta</u> . Answer the question <u>weheyayeda chagu?</u> by choosing and using the structure <u>weheyayeda/ chagu</u> , when shown the objects or pictures representing the two nouns.			
b) Use the correct possessive forms <u>masehe, neseha, he sehag John/Mary</u> . when he sees his foot, your foot, etc. when you ask him <u>de tuwe sehag?</u> Use the correct possessive forms <u>chagu metawa, chagu metawa. Chagu tawa Mary/John</u> . when he sees his pall, John's/ Mary's pali and ask him <u>he tuwe chagu tawa?</u>			

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES (Cont'd)

- c) respond ahunke. ahawake.  
ahuyake. Keehde when he  
sees the action performed  
and you ask him he tug toku  
pe he John/Mary? Tug toku.  
pe he?
- d) respond correctly to the  
command yuzeecha and give  
it to others.
- e) say and choose waneyatoo  
correctly when show pic-  
tures representing the four  
seasons and you ask him de  
tuhan tu he?

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	seha peta pazuweta waneyatoo maseha neseha seha	foot bonfire medicine It is winter my foot your foot his/her foot	Picture: foot, bonfire, medicine and child.  Real objects: construction paper, scissors.

OBJECTIVESUnderstanding and Speaking:

At the end of this Unit, the student should be able to:

- a) point to the object and answer seha/peta/pazuweta when you show him a group of pictures including seha, peta, pazuweta and you ask seha/peta/pazuweta tog yuka he?
- b) distinguish and answer waneyatoo when show pictures representing the four seasons of the year and you ask him de tuhan tu he?
- c) use the correct possessive forms maseha, neseha, John/Mary he sehag. when he sees his foot, your foot, or someone's foot and you ask him de tuwe seha tawa he?

PROCEDURES

1. Review the nouns by displaying the objects or pictures including foot, bonfire and medicine and saying with the students the names of the three objects.
  - a) With the display still up, ask seha/peta/pazuweta togyu ka he? S - dena seha/peta/pazuweta. Repeat using different students to question and answer.
2. Get the students to trace one of their feet on construction paper and cut it out. Have each student print his name on it.
  - a) Take Mary's cut-out foot and ask the other students de tuwe seya tawa he? Elicit the response De Mary sehag tawa.
  - b) Take your own cut-out and ask the students de tuwe tawa he? Elicit the response neseha. Repeat this procedure several times with different students. Get the students to ask the questions and others to give the response.
3. To review waneyatoo, display the pictures of the four seasons. Touch the snow in the winter scene and ask de taku he? S - de wa. Ask toke cha che he? S - wa he ha. Say waneyatoo. Repeat. Touch the winter scene and ask de tuhantu he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	weheyuyadu weheyayedu metawa weheyayedu netawa weheyayedu tawa chagu metawa chagu netawa chagu tawa	clock my clock your clock his/her clock my pail your pail his/her pail	Pictures: clock  Real objects: enough copies of the Lesson 2 worksheet for all students.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) use the correction possessive forms: weheyayeda metawa, weheyayeda netawa, chagu netawa, John/Mary weheyayeda tawa. when he sees his clock/pail, your clock/pail and Mary's/John's pail and you ask him de tuwe chagu tawa he?
- b) respond correctly to the command yuzeecha and give the command to others.

PROCEDURES

1. Review weheyayeda netawa by handing out the pictures of the clock so that everyone including yourself has one. Get the students to write their names on their clocks. Display yours on the chalkboard ledge and say weheyayeda. Get the students to repeat the word. Ask de tuwe tawahe? S - weheyayeda tawa he?
- a) Get the students to display their clocks on the ledge beside yours. Ask one of the students weheyayeda netawa he? By touching his clock, elicit the response weheyayeda metawa. Repeat the procedure with another five students.
- b) Touching the picture of your clock, ask: weheyayeda tuwe tawa he? Elicit the response weheyayeda netawa. Repeat with several students.
- c) Touch John/Mary's clock and ask the other students de tuwe weheyayeda tawa he? Elicit the response de John/Mary weheyayeda tawa. Repeat.
- d) Tell the students owozda yaka, while they are sitting still, tell one of them John/Mary enazee, yuzeecha. To teach yuzeecha, demonstrate yuzeecha. The student performs the action as you give the command. Repeat with others.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ahunke ahunwake ahunyake	It's his/her birthday It's my birthday It's your birthday	Pictures: a girl blowing candles on a birthday cake.  Real objects: copies of work- sheet.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond keehde pe John/Mary. He sees John/Mary going away and you ask him John/Mary tug toku pe he?
- b) respond John/Mary ahunke. when he sees a boy/girl having a birthday and you ask John/Mary tug toku he?
- c) respond ahawake when he's having a birthday and you ask him tug toku he?
- d) respond ahayake. when he sees you having a birthday and you ask him tug toku he?
- e) respond wana ahunke. when he has seen someone who already had a birthday and you ask him wana Mary/John ahunke.

PROCEDURES

1. Say heyu to to five students. Tell one of them eyeya John. Ask another student John tug toku he? Elicit the response eyeya John. Repeat this procedure until they understand the command and are able to give it to others.
2. Hold up the picture of the child with a birthday cake. Say wayaka de shechachu. shechachu ahunke. shechachu tug toku he? S - shechachu ahunke. Repeat with different students.
3. Tell one student heyu ded John/Mary. Point to John/Mary's name on the child in the picture saying de neya John/Mary. When you're sure the student understands that the child in the picture is himself, ask him tug tokanu he? Elicit the response ahawake. Again repeat with several students.
4. Hold up the picture of the woman having a birthday. Say wayake de weya. weyag ahunke. Then ask weyag tug toku he? S - weyag ahunke. Print your name on the woman saying de meya ahawake. Ask tug toku he? Elicit the response ahayake. Repeat 2, 3 and 4, letting some of the students ask the questions while the others respond.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chunkoo chagu	road pali	Pictures: path, road, pail, picture display to include path, road, pail, foot, clock, airplane, mouse, cow, axe.

OBJECTIVESUnderstanding and Speaking:

At the end of Lesson 4, the student should be able to:

- a) pick out correctly the object, from a group of others, and answer de chagoo/chagoo when you ask him tug te chagoo/chagoo? Pick out chagu and answer de chagu when you ask tukte chagu?
- b) respond correctly to the question de chagu tuwe tawa he? when these possessive nouns are demonstrated: chagu tawa, chaga netawa, chaga metawa.

PROCEDURES1. Understanding and Speaking:

- a) review the names of the objects represented in the display by asking and pointing at the object de taku he/de tuwe he? S - de oospe/de hotungada. then ask chagoo/chagoo, tukte he? Elicit the response de chagoo/chagoo. as the student touches chagoo/chagoo. Repeat the same procedure for the object chagu using the question chagu tukte he? and response de ye chagug.
- b) Distribute pictures of the pail to each student and yourself. Hold your picture of the pail and ask de taku he? S - he chagu. Point to a student's picture of a pail and ask de tuwe tawa he? S - he chagu. Point to another student's picture and ask de tuwe chagu tawa he? Elicit the response Mary/John chagu tawa. Repeat with other students. Point to a student's pail and ask him de tuwe chagu tawa he? Elicit the response de chagu metawa. Repeat with other students. Point to your pail and ask de tuwe chagu tawa he? Elicit the response he netawa.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	umpetoo wakan ehangu umpetoo noompa umpetoo yanne umpetoo topa umpetoo zaptu wetahe we bdogatoo wanu de	Monday Tuesday Wednesday Thursday Friday January It is summer now, at present	- calendar - pictures (In text) - a large number of small ob- jects such as paper clips - toy food or crackers - Unit 20 reading /readiness worksheets
	<u>NEW WORDS</u>		
	osne meshteemba neshteemba hee chee	it is cold I sleep you sleep tooth want to	
<u>UNIT OBJECTIVES</u>			
<u>Understanding and Speaking:</u>			

At the end of this Unit, the student should be able to:

- respond de hee as he/she picks out the correct picture from a group of pictures when asked heeg tokte he?
- respond umpetoo wakan ehangu/umpetoo noompa/wanu de when the teacher points to a day on the calendar and asks umpetoo tona wanude? for the weekdays (Monday through Friday).
- name the current month of the year when shown a calendar and asked wanu de.
- respond meshteemba/neshhteemba correctly when the action is performed and you ask him tug toku he/tug toku he?
- use chee - correctly with the verbs wota, eshteemba, wakan and tadoo ytua, when shown an appropriate picture and asked he tug toku he?

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES (Cont'd)

- f) respond bdogatoo ded.  
while picking out a picture  
of summer from pictures  
representing winter and  
summer.
- g) respond osne. when he sees  
a picture of a cold winter  
scene and is asked he toke  
cha che he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	umpetoo wakan ehanhu Wetage wetage	It is Monday January	Pictures: tooth, head, foot, hand, face, nose.  Calendar showing <u>wetage we</u> and days of the week.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- respond de hee and pick out the correct picture from a group of pictures when asked heeg tog te he?
- respond correctly when asked wana de toke cha che he? by saying wana de umpetoo wakan changu. When this day is indicated on a calendar.
- respond wetage we when shown this month on a calendar and asked de wetage we he?

PROCEDURES

- Hold up a picture of a tooth and say de hee several times. Then ask several students de taku he? Review the other body parts learned thus far: pah, seha, eshto, eta.
- Have the students pick out the correct picture by asking heeg tok ta he?, etc. S - heeg de.
- Show the calendar. Touch the name of the month and say wetage we. Repeat then ask Practice.
- Assuming today is Monday, point to umpetoo wakan ehangu on the calendar and say de umpetoo wakan ehangu. Practice by asking wana de tog che cha he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	Umpetoo noompa	It Is Tuesday	calendar, copies of Lesson 2 work- sheets.

OBJECTIVESUnderstanding and Speaking:

- a) respond de umpetoo noompa.  
with reference to this day  
on a calendar when asked  
de umpetoo tona he?

PROCEDURESUnderstanding and Speaking:

- a) Using the calendar, review umpetoo wakan ehangu.  
Introduce umpetoo noompa.  
T - umpetoo tona he? (Point to umpetoo noompa.)  
S - de umpetoo noompa.  
T - wana de umpetoo wakan ehangu he?  
S - heya, de umpetoo noompa.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	bdogato waneyatoo	It is summer winter	pictures: winter and summer, weather pictures, calendar.

OBJECTIVESUnderstanding and Speaking:

- a) respond umpetoo yanne with reference to this day on a calendar when asked: de umpetoo tona he?
- b) respond bdogatoo while picking out a picture of summer from pictures representing winter and summer.
- c) respond osne when he sees a picture of a cold winter scene and is asked: umpetoo toke cha che he?

PROCEDURESUnderstanding and Speaking:

- a) Use a calendar to review umpetoo wakan ehangu and umpetoo noompa. Introduce umpetoo yanne. Provide practice of all three, using question umpetoo tona he?
- b) Use the picture of winter and summer. Review waneyatoo. Then review bdogatoo. Ask wana de umpetoo toke cha che he?  
Response: bdogatoo/waneyatoo wana de.
- c) Use the weather pictures to review wahe he and tateympa from the previous Units. Use the question umpetoo toke cha che he.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	meshteemba neshteemba Umpetoo Yamne chee	I sleep you sleep It is Wednesday want to	pictures illustrating <u>eshteemba wota, eshteemba chee, wota chee</u> , calendar.

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to:

- respond meshteemba/neshtheemba when he/you perform the action and you ask him tug toka nu he/tug toka mu he?
- understand and use chee - correctly with these verbs: wota and eshteemba, when shown an appropriate picture and when asked de tug toku he?
- respond de umpetoo topa with reference to this day on a calendar when asked de umpetoo tona he?

PROCEDURESUnderstanding and Speaking:

- Review umpetoo wakan ehangu, umpetoo noompa, umpetoo yamne. Introduce umpetoo zaptu. Provide practice of all four, using the question: de umpetoo tona he?
- To teach eshteemba and neshteemba, show a picture of someone sleeping and say he eshteemba. Pretend to sleep. Say meshteemba. Practice, using the questions he tug toku he? and tu tokumu he?
- Review wota, using a picture of a person or animal eating.
- To teach chee, show the picture of the person wanting to sleep and say eshteemba chee. Show the picture of the person or animal wanting to eat and say wota chee. Contrast with someone already eating he wota, and someone already sleeping he eshteemba. Provide practice by asking tug toku he? and tug tokokanu ha chee he? or wota chee he? eshteemba chee he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	Umpetoo Topa Impetoo Zupta	It Is Thursday It Is Friday	calendar, pictures of someone eating meat and a bird flying away. toy food or crackers.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- respond correctly when asked de umpetoo tona he? for the days of the week, Monday through Friday.
- understand and use chee - correctly with other verbs and in first, second and third person forms.

NOTE TO THE TEACHERPROCEDUREUnderstanding and Speaking:

- Use the calendar again to review the days of the week previously taught. Then teach umpetoo zaptu.
- Wahwata and wayta. Pretend to eat, using toy food or crackers. Say wahwata. Give some to a student and while he is eating say wayta.
- Pretend to be very hungry and say wahwata wa chee. Have the student pretend to be hungry and ask him wahte ha, chee he?  
S - Ha, wahwate wa chee.

Pretend to be very tired and say meshteemba wa chee. Have a student do the same and ask him Neshteemba ha chee he?  
-S - ha meshteemba wa chee.

Practice by asking questions:

T - (pretend to be hungry) wahwata wa chee he?  
S - ha, wahta ya chee.  
T - wahta ya chee he?  
S - ha, wahwata wa chee. (student should act this out).  
T - (pretend to be hungry) meshteemba wa chee he?  
S - heya, wahwate wa chee.  
T - neshteemba ya chee he?  
S - ha/heya meshteemba wa chee. (student should act this out).

- Teach chee - with these verbs, using the pictures: tadoo wahta wa chee. Practice, using questions such as neshteemba ya chee ha?

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
<u>UNIT OBJECTIVES</u>	<u>REVIEW WORDS</u>		calendar pictures: church, school, a child/elder/ clergyman praying. pictures repre- senting seasons - autumn. a tree showing leaves falling as in autumn. Unit 21 Reading- readiness work- sheets.
<u>Understanding and Speaking:</u>	<u>NEW WORDS</u>		
At the end of this Unit, the student should be able to:	he hanya chayapa hehpaya wacha गया wacha oogeyapta ptee han wa chawageya wachageya owas	last night leaves are falling pray let's all pray last fall I pray you pray all	
a) respond <u>de wayawa tepe</u> , when shown a picture of a church/school and is asked <u>de taku he?</u>			
b) respond <u>wachageya</u> when shown a picture of a person praying and is asked <u>he tug toku he?</u>			
c) respond <u>wachawageya/ wachegeya</u> when shown a picture of a person praying and is told <u>neya/meya ded</u> and asked <u>tug toka nu he/ tug toka mu he?</u>			
d) respond <u>umpetoo wakan</u> when shown Sunday on a calendar and is asked <u>de umpetoo tona he?</u>			
e) respond <u>ptuyatoo</u> when shown a picture representing autumn and is asked <u>de umpetoo tona he?</u>			

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES (cont'd)

- f) perform the action when the command wacha ogeyapta/ wachegeya are given and be able to give the commands to others.
- g) respond he hanya when asked tohne neshteema he?
- h) respond hayapa hehpaya when shown a picture of leaves falling and is asked umpetoo toke cha chu?
- i) answer ptu yatoo when asked tohan umpetoo topa he?
- j) use htunehan appropriately when expressing action that has already been performed.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	Umpetoo Wakan wachageya wachaoogeuypte wachawageya wachageyu wachageya	Sunday pray let's pray I pray you pray he/she prays	pictures: several pictures of persons praying, including a child, an elder and a clergyman. a picture of a church.

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to:

- a) respond de wayawa tepe ya when shown a picture of a school/church and is asked de taku he?
- b) describe the indicated action when shown a picture and is asked tug toku he? e.g.,  
T - wecheyanang/hokshedug tug toku he?  
S - wecheyanang/hokshedug wachageya pe.
- c) respond wachwageya/wachageya when shown a picture of a church and is asked de tug tokanu/takamu chae ya?
- d) respond umpetoo wakan when asked de umpetoo tona he?

PROCEDURES

- a) Show a large picture of a church and ask de taku he?  
S - tepe wakan.  
Repeat the procedure for wayawa tepe. Make sure that the students can say these long words correctly.
- b) Show the picture of the child praying and ask:  
T - hoksheda/wechana tug tokupe he?  
S - wachageya pe.  
Using the other pictures, repeat the procedure. Make sure that the students understand the meaning of wachageya.
- c) Show a picture of a church and ask tug tokanu he ded?  
Elicit the response wa chawageya. Show the picture of the church again and ask ded tug tokamu he?  
S - wachageya. Repeat the procedure until the students know the difference between wa chawageya and wachageya.
- d) Show a calendar. Review the days the students already know. Point to Sunday on the calendar and ask umpeto tona he?  
S - umpetoo wakan.  
Point to Sunday on the calendar and ask tohan umpetoo wakan he?  
S - htunehan.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ptuyatoo	It is autumn	pictures representing the four seasons

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to:

- respond ptu ya too when shown a picture representing autumn and is asked de tuhan tu he?
- perform actions expressed by the commands wacha oogeyapta and wachageya and give them to others.
- use chee correctly when expressing action that has already been performed.

PROCEDURES

- Review wa chawageya and wachageya by saying a few lines of the Lord's Prayer in Sioux and asking tug tokamu he? S - wachageya. Have the student repeat the first line and ask him tug tokanu he? S - wa chawageya. Then say wacha oogeyapta and then repeat the first few lines with them. Repeat several times. Ask one student: John/Mary wachageya. Allow several students to give these commands.
- Use pictures to review bdogao and wanayatoo. Show the picture of autumn and ask de tuhan tu he? Elicit the response de ptu ya too.
- Review several verbs like eshteemba, wacha ge ya and wota. Then ask:  
 T - tohan neshteemba ha? S - he hanya neshteemba.  
 T - tohan meshteemba ha? S - he hanya neshteemba.  
 T - tohan John/Mary eshteemba pe ha? S - he hanya John/Mary eshteemba pe.  
 Repeat the procedure using wachageya and htunehan means yesterday and that for actions performed in those periods, pe is used with the verb to indicate that the action was performed in the past.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	pteehan owas	last fall all	a picture of trees with leaves falling. ten cups twelve books

OBJECTIVESUnderstanding and Speaking:

At the end of Lesson 3, the student should be able to:

- a) respond ptu ya too when shown a picture of trees with falling leaves and is asked: de umpetoo toke cha che ha?
- b) respond ptee han when shown the picture in a), and is asked tohan ptu ya too ha?
- c) Use owas correctly.

PROCEDURES

- a) Show the picture of falling leaves and ask de umpetoo toke cha che ha? Elicit the answer ptu ya too.
- b) Show the same picture again and ask tohan ptu ya too ha? Elicit the response ptee han.
- c) Spread the cups and books on a table and dramatize the following drill:  
 T - dena taku he?  
 S - wowapi and wakshecha  
 T - John, wowapi owas ahu. Wowapi tona ayahe ha?  
 S - Owas.  
 Use this drill with several students.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	osneka	It is cold	pictures: weather: <u>osne</u> , <u>wanayatoo</u> . seasons: <u>ptu ya</u> , <u>too</u> , <u>wanayatoo</u> , <u>bdgatoo</u> . months: <u>wetahe we</u> .

OBJECTIVESUnderstanding and Speaking:

At the end of Lesson 4, the student should be able to answer questions about the weather during certain times of the year, using vocabulary learned so far. e.g.,  
wanayatoo osne ha?

PROCEDURES

- a) Using the pictures, review the vocabulary listed above under MATERIALS. Then ask questions about the weather during each of the seasons and months listed. As you ask each question, put the two pictures together.

T - wanayatoo osne ha? (pictures osne, wanayatoo)

S - ha, wanayatoo osne.

T - wanayatoo cha waheeha che ha? (pictures: wa, wanayatoo)

S - wanayatoo cha waheeha che ha?

T - bdgatoo cha waheeha che ha?

S - heya, bdogatoo cha waheeha shnee.

T - chayapa hehpaya cha ha ptee han cha.

S - Ha chayapa hehpaya cha ya ptee han cha.

T - wetahe we cha osne cha he?

S - ha osne che wetahe we cha.

T - ptu ya too chee chayapa hehpaya chee ha?

S - heya, chayapa hehpaya shnee chee ya ptu ya  
too cha.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>REVIEW WORDS</u>		Pictures: summer au
turn, winter	ahannato owanga yuzazape wato tohan-tohne kta	tomorrow Saturday It's spring when tense marker	scenes, noon with girl eating, evening with boy going to bed. Real objects:
	<u>NEW WORDS</u>		copies of work-sheet, large calendar,
<u>UNIT OBJECTIVES</u>	weyatohan	It's noon	crackers (or toy
<u>Understanding and Speaking:</u>	htuyatoo	It's evening	food), clock with
At the end of this Unit, the student should be able to:	wota	he/she eats	moveable hands,
	wayate	you eat	chair and table.
	wawate	I eat	
	<u>SUGGESTED GENERAL PROCEDURES</u>		
a) say <u>wato</u> when shown an illustration of the season spring and asked <u>de umpetoo tona he?</u>		When practicing using the future markers (lesson 4), you can review some of the verbs taught previously.	
b) say <u>owanga yuzazape</u> when asked <u>tohne kta he ahanna?</u> on a Friday.			
c) say <u>ha wota kta ahanna</u> when asked <u>wecheyana ahanna wota kta he?</u>			
d) say <u>ha wota kta ahanna</u> when asked <u>wota kte he ahanna?</u>			
e) say <u>ha wawate kta ahanna</u> when asked <u>wayate kta he ahanna?</u>			
f) say <u>weyatohan</u> when shown a clock at the 12:00 point and asked <u>tonepaha?</u>			

UNIT 22  
LESSON INTRO

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES (cont'd)

- g) say wechayana wota when told wana wawate and asked wechanyana tug toku he?
- h) say wechanyana eshteemba when told wanna htuyatoo and asked wechayana tug.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	owangu yuzazape	Saturday summer, autumn and winter from previous units.	Pictures: of

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to:

- a) say watoo when shown an illustration of the season spring and asked de umpetoo tona he?
- b) say ahanna owanga yuzazape when asked tohne kta he ahanna? on a Friday.

PROCEDURES

1. Using the pictures of seasons in previous Units, review bdogatoo, waneyatoo and pteehan. Then show the picture of spring in this unit and ask de tohne he?  
S - watoo. Ask several students.
2. Using the calendar, review the days of the week (Sunday through Friday). Then point to Friday and say wanna de umpetoo zupta. Point to Saturday and say ahanna owanga yuzazape. Repeat, then ask umpetoo tohne kta he ahanna?  
S - ahanna owanga yuzazape kta. Ask several students.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>NEW WORDS</u> weyotahan htuyatoo	it's noon it's evening	Pictures: of noon and evenings, girl eating, boy sleeping. Real objects: copies of work-sheet, clock with movable hands.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) say de weyotahan when shown a clock at twelve o'clock and asked tona pa he?
- b) say wecheyana wota when told 2. wanna weyotahan and asked wecheyana tug toku he?
- c) say wechayana eshteemba when told wanna htuyatoo and asked wechayana tug toku he?
- d) say de htuyatoo when shown the evening scene and asked de umpetoo tona he?

PROCEDURES

1. Point to the first picture (illustrating noon-time) and say de weyotahan. Point to the girl and say wecheyana wota. Point to the clock and ask tona pa he?
  - S - weyotahan. Point to the girl as you say de weyotahan. Wechayana tug toku he?
  - S - wechayana wota. Ask several students the above questions
2. Point to the second picture (illustrating evening) and say wanna de htuyatoo. Ask wecheyana tug toku he?
  - S - wecheyana eshteemba. Ask de tuhantu he?
  - S - Wanna de htuyatoo. Ask several students the two questions.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tohan/tohne kta wota wawate wayate ahanna	when past tense marker he/she eats I eat you eat tomorrow	Pictures: from Lesson 2. Real objects: copies of work-sheet, crackers or cookies (or toy food).

OBJECTIVESUnderstanding and Speaking:

At the end of this Unit, the student should be able to:

- a) ha, de wota kte ahanna when asked wecheyana ahanna wota kte he?
- b) ha, wayate kte ahanna when asked wayate kte ha ahanna?
- c) ha wawate kte ahanna when asked wayate kte ha ahanna?

PROCEDURES

1. Use the picture of the girl eating (Lesson 2). Ask echeyana tug toku he?  
S - wechayana wote kte he? T - hecha too. wanna he?  
wota kte he wecheyana ahanna? ha ahanna wecheyana wote kte. Ask several students.
2. Give a student a cracker (or some toy food) and tell him wota. Ask him tug tokanu he?  
S - de wawate. T - hacha too. ahanna han? wayate kte he ahanna? S - ha, wawate kte ahanna. Ask several students.
3. As you yourself pretend to eat, say de wawate. Ask wayate kte he ahanna? Ask several students.
4. Repeat the questions in the above steps enough so that the students can use the future markers correctly.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Real objects:  
chair, table.

### OBJECTIVES

#### Understanding and Speaking:

At the end of this Lesson, the student should be able to understand and use correctly the future preverbs (kte, han) with some or all of these previously learned verbs:

waneway ( I swim), yaneway (you swim), he neway (he/she swims), wanyaka (he/she sees me), wambduka (I see it), waduka (you see it).

### PROCEDURES

1. Ask a student yaneway he wanna? S - heya, de wanna.  
T - ahanna eshto? \*S - ha, ahanna waneway kte.  
(\*If necessary, you can provide a sentence for these students to model their response on): e.g., yaneway kte he ahanna? de wanna waneway he? S - heya, de wanna.  
Ask yaneway kte he ahanna? S - heya.
2. Point to a chair in the classroom. Ask someone de chuenugutgupe wadukuea he? S - ha, de chuenugutgupe hecha. Ask chuenugutgupe waduka he? S - ha chuenugutgupe wabduka kte ahanna. (This is assuming tomorrow is a school day. If the weekend begins tomorrow, the student should reply heya, as he will not see that particular chair tomorrow.
3. Ask a student John waduka he? S - Ha, John wabduka.  
T - ahanna han? S - ha, ahanna John wabduka kte.

### NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Real objects:  
glue & scissors.

OBJECTIVESPROCEDURES

Use this Lesson to review the material covered in Lesson 1 - 4 with those students who feel they need extra help. For those students who you feel have learned the material, hand out the Lesson 5 worksheet for them to complete in class. Any students who have not finished the worksheet by the end of this Lesson can take it home to complete.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>REVIEW WORDS</u>		Pictures: cat, gum, candy, berries. Real objects: calendar, clock with movable hands, crackers, gum, copies of worksheets.
	wechu ta we	February	
	oupe	hour	
	wota	eat	
	wotub	eat	
	<u>NEW WORDS</u>		
	waskoosyacha	berries	
	champscha sha	candy	
	chashee	gum	
	washte	It's delicious	
	yuta	he/she eats it	
	washte	It's delicious	

UNIT OBJECTIVESUnderstanding and Speaking:

At the end of this Unit, the student should be able to:

- respond woncha, noompa, yamni oupe (etc.) according to the time shown on a clock, when asked tona pah he?
- respond de umpetoo wechu ta we when asked de umpetoo tona he?
- respond correctly to the commands wota and wotab and give these commands to others.
- ask and answer correctly the questions chashee washte he? and champscha sha washte he?
- describe a picture of someone eating a candy: champscha sha yuta.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	oape Wechutawe	hour February	Real objects: large calendar, large clock with movable hands.

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to:

- a) say what time it is on a clock when asked tona pah ha?, using the structure woncha, noempa, yamni oape, etc.
- b) say the names of the current month: de wechu we. when asked de umpetoo tona he?

PROCEDURES

1. Position the clock's hands at one o'clock. Say woncha oape. Ask tona paha? S - wonze oape. Repeat this procedure for two o'clock through twelve o'clock. Then give the clock to the student, have him set the clock at one of these times and then have him ask another student de tona paha?
2. Turn the calendar back to January and review wetahe we. Then turn it to February and say wechu we. Repeat, then ask de umpetoo tona he? S - wechu we. Ask several students.
3. Find out which children have their birthdays in February and mark these on the calendar. Ask wechu we tuwe ahunke he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wotu	eat (sg)	Pictures: gum, candy, berries. Real objects: crackers (or toy food), gum, copies of work-sheet.
	wotub	eat (pl)	
	chumpshasha	candy	
	wuskuyachu	berries	
	chushee	gum	
	yutu	he/she eats it	

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to:

- a) respond correctly to the commands wota, and wotab, and give these commands to others.
- b) Identify pictures of these foods: chumpshasha, wus kuyachu, chushee when asked what they are.

PROCEDURES

1. Give a cracker to a student and tell her Mary, wota. Repeat with other individuals. Then have one student give another student a cracker and tell him John wota.
2. Give crackers to a group of two or three students and tell him John ahan Mary wota pe. Repeat with other students, then let students take turns giving the command.
3. Use the illustration to teach chumshasha, wus kuyacha, chushee. If you have some real gum, use it instead when teaching chushee.
  - a) de taku he? (some gum) S - he chushee.
  - b) de taku he? (a candy) S - he chumpshasha.
  - c) de taku he? (berries) S - he wus kuyachu.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Real objects:  
copies of work-  
sheet.

OBJECTIVESPROCEDURESUnderstanding and Speaking:

Use the illustration in Lesson 2.

At the end of this lesson, the student should be able to:

- a) Ask and answer the questions chumsha sha washte he? and chushee washte he?
- b) describe a picture of someone eating a candy: de chupshasha yuta.

1. Point to the child eating candy and say de chumpshasha yuta. Repeat, then ask tug toku he? S - he chumpsha sha yuta. Ask several students.
2. Check for mastery of the above material by pointing to the various children and each time asking he tug toku he?
3. Point to the child eating the candy and say chumpsha sha washte. Point to the gum chushee washte. Then point to the candy again and ask chumpsha sha washte he? Continue practising in this way.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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OBJECTIVES

Use this Lesson for extra work on this Unit's material with those students who you feel need it. For the others, there is the Lesson 4 worksheet to work on. At the end of the class period, anyone who has not finished the worksheet should take it home to complete it. Make sure the students understand the worksheet instructions by doing one item with them before they begin.

To practice telling them in Sioux, as well as the numbers one to twelve, the children can play the game "What time is it, Mr. Bear?"

PROCEDURES

You will need a large area where there is plenty of room to run. Choose one of the children to be Mr. Bear. The others can be rabbits. The bear chooses a spot for their hole. Any rabbit can come as close as he dares to the bear and ask the time. The bear may answer anytime he chooses. A rabbit is safe to wander around unless the bear answers twelve o'clock. When he says that, the rabbit must run to their hole for safety because the bear will try to tag them. Any rabbit tagged before he reaches the safety of his hole is taken away by the bear to his den. He must help the bear catch the other rabbits. When all the rabbits have been caught the game is over and a new bear is chosen.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
<p><b>OBJECTIVES</b></p> <p><u>Understanding and Speaking:</u></p> <p>At the end of this Unit, the student should be able to:</p> <p>a) say <u>he wachacompe</u> when shown a picture of a woman baking/cooking indoors and when asked <u>he tug toku he?</u></p> <p>b) say <u>wukshed ahde</u> when shown a picture of someone setting a table and when asked <u>te tug toku he?</u></p> <p>c) respond correctly to the command <u>wukshed ahde</u>, and give the command to another student.</p> <p>d) say <u>de weetga/dena weetgug a</u> when shown a picture of an egg/several eggs and when asked <u>de taku he/dena taku he?</u></p>	<p><u>REVIEW WORDS</u></p> <p>esu wechupe wukshed ahde toge ha</p>	<p>knife fork set the table spoon</p>	<p>Pictures: eggs, woman baking meat and bannock indoors, girl and boy setting the table, bear.</p> <p>Real objects:</p>
	<p><u>NEW WORDS</u></p> <p>esa metawa esa netawa esa tawa toge ha metawa toge ha tawa wechupe metawa wechupe netawa wechupe tawa wahneyutub ahde weetga - weetgug he wacha oope temahed washpaya</p>	<p>my knife your knife his/her knife my spoon his/her spoon my fork your fork his/her fork he/she sets the table eggs he/she bakes/cooks indoors</p>	<p>toy dishes, (knives, spoons, forks, cups, plates/bowls - at least three of each), copies of worksheet.</p>

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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OBJECTIVES (cont'd)

- e) when setting three places at a table, identify the utensils (knives, forks, spoons) as to who they belong to, using these possessive forms: esa metawa, esa netawa, esa tawa, wechupe metawa, wechupe netawa, wechupe tawa, togeha metawa, togeha netawa, and togeha tawa.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wukshed ahde weetgu weetgug	he/she bakes he/she sets the table egg eggs	Pictures: eggs, woman baking bannock and meat Indoors, girl and boy setting the table.

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to:

- a) say he washpaya, when shown a picture of a woman baking/cooking indoors and when asked he tug toku he?
- b) Say wukshed ahde when shown a picture of someone setting a table and when asked he tug toku he?
- c) say dena weetga/weetgug, when shown a picture of an egg or several eggs and when asked dena taku he/ dena tuku he?

PROCEDURES

1. Point to the egg and say dena weetga? Ask de taku he? S - dena weetga. Practice this several times, then point to the group of eggs and say dena weetgag aha? Ask dena taku he? S - dena weetga. Ask several students.
2. Point to the woman baking bannock. Ask de tuwe he? S - de wenuhcha. Point to the bannock and ask de taku he? S - de aguyape ya. Then ask de tug toku pe he? Give the response yourself first, then ask several students: washpapa pe he?
3. Point to the woman cooking meat. Point to the meat and ask de taku he? S - he tadoo. Ask he tug toku pe he? S - washpapa pe. Ask several students.
4. Point to the girl setting the table and ask wecheyanung tug toku he? Give the response yourself first, then ask several students: wecheyanung wukshed ahde.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	esa togeha wechape wukshed ahde	knife spoon fork set the table	Real objects: toy dishes (knives, forks, spoons, bowls, cups), copies of worksheets.

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to:

- a) Identify a knife (esa), a fork (wechupe), and a spoon (togeha), when shown each of these objects and when asked de taku he?
- b) set the table, using the toy dishes when told wukshed ahde.
- c) give the command wukshed ahde to another student.

PROCEDURES

1. Review the five nouns by holding each of the utensils up and asking:
 

a) <u>de taku he?</u>	S - <u>de togeha</u>
b) <u>de taku he?</u>	S - <u>de esu</u>
c) <u>de taku he?</u>	S - <u>de wechupe</u>
d) <u>de taku he?</u>	S - <u>de wukshecha</u>
e) <u>de taku he?</u>	S - <u>de eyogupta</u>
2. If necessary, review wukshed ahde from Lesson 1. Hand one student some toy dishes and tell him wukshed ahde. Tell him ded esa ahde. Ded wechupe ahde. Ded wukshecha ahde. After he sets the table, tell another student wukshed ahde. Then have one student tell another. Repeat with as many students as possible.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	esa metawa	my knife	Pictures: bear.
	esa netawa	your knife	Real objects:
	esa tawa	his/her knife	toy dishes
	togeha metawa	my spoon	(knives, spoons,
	togeha netawa	your spoon	forks, cups,
	togeha tawa	his/her spoon	bowls, at least
	wechape metawa	my fork	three of each),
	wechape netawa	your fork	copies of work-
	wechape tawa	his/her fork	sheet.

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to identify the utensils (knives, forks and spoons), as to who they belong to when setting three places at the table, using these possessive forms: esa metawa, esa netawa, esa tawa, wechape metawa, wechape netawa, wechape tawa, togeha metawa, togeha netawa, togeha tawa.

PROCEDURES

Bring out the dishes and have the students set three places at the table, each with a knife, fork, spoon, cup and bowl. (Use commands from Lesson 2: wahneyutub ahde. ahde ded). Then sit down at one of the places which has been set, and choose two students to sit at the other two places with you.

- a) review wukshecha tawa, wukshecha netawa, wukshecha metawa. First touch your own bowl and say wukshecha metawa. Touch a student's bowl and tell her wukshecha netawa. Tell the other students de wukshecha Mary tawa. Then ask de tuwe wukshecha tawa he?, as you point to each of the three bowls, to have the students practice wukshecha metawa, wukshecha netawa, wukshecha tawa.
- b) repeat procedure 1. a), in reviewing eyogupta metawa, eyogupta netawa, eyogupta tawa, pointing to each of the three cups.
- c) to teach the possessive forms of knife, fork and spoon as listed in the objectives above, first review the name of each utensil by asking: de taku he? de tuwe tawa he?, and then follow procedure 1. a). Be sure the pronoun de is used with togeha.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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OBJECTIVES

Use this Lesson for doing extra work with those students who have not yet learned the material in this unit. Use the material in Lesson 1-3 to review where needed. For the others, hand out the Lesson 4 worksheet for them to work on. Anyone who has not finished the worksheet by the end of the class period should take it home to complete it. Make sure everyone understands the worksheet instructions by doing one item with them before they start.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
<p><u>UNIT OBJECTIVES.</u></p> <p><u>Understanding and Speaking:</u></p> <p>At the end of this unit, the student should be able to describe the picture included with this unit, using the following statements.</p> <p>a) <u>Puge zeezee/yuta. Yuta tado/kukusheeshee.</u></p> <p>b) <u>Puge zeezee washte, chuhumpe washte/skooya, kukusheeshee washte.</u></p> <p>c) <u>Mushteencha shpaya. Tado shpaya.</u></p> <p>d) <u>Mushteencha shpayaga yuta. Tado shpayaga yuta.</u></p>	<p><u>REVIEW WORDS.</u></p> <p>yuta yutub puge zeezee bdo chuhumpe kukusheeshee tado hogan</p> <p><u>NEW WORDS.</u></p> <p>wushpuya yuta de wanu</p>	<p>eat it eat it carrot potatoes sugar bacon meat fish</p> <p>he/she cooks it as he/she eats while, right now, presently</p>	<p>Pictures: man eating meal, girl eating carrot, someone swimming and eating, fish, carrot, sugar, bacon, potatoes, candy, gum, crow woman cooking fish, meat, rabbit, dry meat, boy cooking meat. Real objects: toy food (meat, carrot, potatoes, fish), toy dishes and copies of worksheets.</p>

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES (cont'd)

The student should also be able to respond to the commands Pugezeezee yuta/bdo/hogan, and Tado yutub/kukusheeshee/chuhumpe., by pretending to eat toy food, and ask for food to be passed to him at the table by saying, i.e., Mneskooyeg he yu ya.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	puge zeezee chuhumpe kukusheeshee hogan bdo tado yuta	carrots sugar bacon fish potatoes meat eat it (sg)	Pictures: man eating meat, girl eating a carrot, someone swimming and singing, fish, carrot, bacon, sugar potatoes.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to describe what people in the picture are eating:

a) When asked De tuku he?

S - De hogan.

- De pugezeezee.

- De kukusheeshee.

- De chuhumpe.

- De tado.

When asked Denu tuku he?

S - Denu bdo.

b) When asked De tugtokuhe?

tado/kukusheeshee yuta.

S - Pugezeezee/hogan yuta.

APPROACH

1. Review the nouns listed in objective 1. a) above. Point to each food in the picture as you ask a question. Make sure to ask every student.

2. To review yuta, point to the man eating meat and ask Wechushta tugtoku he? Wechushta wukshed ahde he? S Heya. If no one responds with the right answer, give it yourself first: Wechushta tado yuta he? Then repeat the question, asking many students: Wechushta tugtoku he?

3. To review yuta, first use the picture of the girl eating a carrot. Say Wecheyanu pugezeezee yuta. Repeat, then ask Wecheyanu tugtoku he? S Pugezeezee yute. Ask several students, then have them practice Hogan yuta. and Bdo yuta., in the same way.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	yuta yutab	he/she eats it eat it (pl)	Pictures: candy, gum, banana, crow. Real Objects: toy food (meat, carrot, potatoes, fish), toy dishes.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) respond correctly using Washte or when asked De pugezeezee/hogan washte he. or De tado/chuhumpe/kukusheshee washte he.
- b) respond correctly to the commands pugezeezee yuta and tado yuta by pretending to eat toy food and give these commands to another student.
- c) ask for food to be passed to him at the table by saying, Mneskooyeg he yu ya., and pass food to someone else when asked to do so in this way.

NOTE TO THE TEACHERAPPROACH

1. Review Washte from Unit 23. Point to the candy in the picture and ask Chumpshasha washte he? S - Heya. Point to the banana, gum and ask Chushee washte? S - Han, chushee washte. Then ask similar questions about the foods in this Unit's picture:

- T - Pugezeezee/Hogan washte he?  
S - Han, pugezeezee/hogan washte.  
T - Tado/chuhumpe/washte he?  
S - Han chuhumpe/tado washte.

2. Have the students set the table using the toy dishes. If you have time, review some of the related vocabulary from Unit 24. Then have two or three students sit down at the table with you. Place the toy food on the table.

- a) Hand a student some food and tell him to eat it. Repeat for each of the different foods on the table. The student should pretend to eat the food you give him.

- T - Pugezeezee yuta. Hogan yuta. Tado yutub.  
Kukusheshee yutub.

- b) Have the students give each other these commands. Tell a student Pugezeezee yuta. Then Pugezeezee Mary Ku. He should hand the carrot to Mary and she should pretend to eat it. Continue in this way.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	woshpuya wushpuya	he/she cooks it he/she cooks it	Pictures: woman cooking, fish meat, rabbit, dry meat. Real objects: copies of reading-readiness worksheets.

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to describe what each of the women are doing in this Lesson's picture, using these structures: Hogan shpaya. Tado shpaya.

APPROACH

## 1. Use the picture in the Lesson.

- a) Point to one woman cooking fish and ask Wenuhchu tugtoku he? Give the answer yourself first: Wenuhchu hoga shpaya. Repeat, then ask several students.
- b) Point to the other woman cooking meat and say Wenuhchu tado shpaya., then ask several students Wenuhchu tugtoku he? S - Wenuhchu tado shpaya.

2. Provide further practice of Wushpaya and Shpaya by asking other sorts of questions: e.g.,  
T - Wenuhchu mushteenchu shpaya?  
T - Wenuhchu tado spaya? (Point to the women cooking dry meat.)

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Pictures:  
 woman cooking  
 rabbit, boy  
 cooking at.  
 Real Objects:  
 copies of work-  
 sheet.

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to describe what the mother and the boy are doing in the Unit's picture, using these structures:

Wenuhchu mushteenchu shpayaga yuta.

Wenuhchu tado shpayaga yuta.

PROCEDURES

1. Use this Unit's picture to teach Shpayaga yuta. Point to the woman cooking a rabbit and ask Wenuhchu tugtoku he? S - Wenuhchu mushteenchu shpaya. (Point to what she is eating). S - Wenuhchu yuta. Wenuhchu mushteencha spayaga yuta. Repeat this last sentence, pointing to the pot of rabbit soup as you say: Yuta. Then ask a student Wenuhchu tugtokuhe? S - Wenuhchu mushteenchu shpayaga yuta. Ask many students.
2. For further practice of yuta, point to the picture of the boy cooking meat and repeat the above procedure. (S - Wenuhchu tado shpayaga yuta.)

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Pictures: this Unit's pictures.  
Real Objects: copies of worksheet.

OBJECTIVES

At the end of this Lesson, the student should be able to describe this Unit's picture by answering the teacher's questions. The second half of the Lesson can be used for extra review with those students who need it. The others can work on the Lesson 5 worksheet.

APPROACH

To review this Unit's material, use the Unit picture and point to the action or object you want the student to describe, as you ask these questions:

- |                                  |   |
|----------------------------------|---|
| a) <u>De tugtoku he?</u>         | S - <u>Tado/Kukusheeshee yuta.</u>        |
|                                  | S - <u>Pugezeezee yuta.</u>               |
| b) <u>De tado washte he?</u>     | S - <u>Han, tado washte.</u>              |
|                                  | S - <u>Pugezeezee/hogan washtehe?</u>     |
|                                  | S - <u>Han, pugezeezee washte. (etc.)</u> |
| c) <u>De wenuhcha tugtokuhe?</u> | S - <u>Wenuhchu tado spaya ga yuta.</u>   |

NOTE TO THE TEACHER

UNIT 26  
LESSON INTRO

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	yutgu	drink	
	asumpe	milk	
	mne skuya	pop	
	mne	water	
	mne skuya	salt	
	wuksheed aoohe da	Let's all set the table	
	wahumpe	soup	
	yutgu	he/she drinks	
	wehde skada	lard	
	asumpe hde	butter	
	mneskuyasapa	pepper	
	bduka	I drink	
	datka	you drink	
	ogehe	can, be able	
	Dakota ewaya	I speak Sioux	
	Dakota eyuya	You speak Sioux	
	Dakota ea	he/she speaks Sioux	
	yutga	as he/she drinks	
<u>UNIT OBJECTIVES</u>			
<u>Understanding and Speaking:</u>			
At the end of this Unit, the student should be able to:			
a) describe the Unit's pictures when asked questions about the actions and objects in it:			
<u>De tugtoku he?</u>			
S - <u>De hokshedu asumpe yutga.</u>			
S - <u>Wenuhchu wahumpe yutga.</u>			
<u>De taku he?</u>			
S - <u>De mne skuya/mne/mne skuya/asumpe hde.</u> <u>mne skuya sapa/ wehde skada.</u>			
b) participate in setting a table along with other students and the teacher when told <u>wuksheed aoohe da.</u>			

**Unit 26**  
**LESSON INTRO**

**AIM**

**NATIVE LANGUAGE  
CONTENT**

**ENGLISH LANGUAGE  
TRANSLATION**

**MATERIALS**

**UNIT OBJECTIVE (cont'd)**

**c) respond correctly to the command Mne yutgu, and tell another student this.**

**d) respond either heyu or han to questions.**

**NOTE TO THE TEACHER**

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	ogehe Dakota ea Dakota awayu Dakota eyuya	can, be able to he/she speaks Dakota I speak Dakota You speak Dakota	Pictures: from Unit 18. Real Objects: puppet.

OBJECTIVES

Understanding and Speaking:

At the end of this Lesson, the student should be able to use the preverb ogebe correctly with the verbs Dakota ea and he neway, in first, second and third person singular form when asked an appropriate question.

APPROACH

1. Use the pictures in Unit 18. Point to the beaver swimming and ask Chapu tuktoku he? S - Chapu neway. Han, chapa neway. Chapu neway oge he he? Point to a beaver which is not swimming and ask Chapu neway he? Heyu. Hacha too. De chapu neway oge he. Han, chapu neway ogehe. Point to the muskrat which is not swimming and ask Seenkpe neway ogehe he? Han, neway ogehe. Then point to the weasel and ask Heentoogussa neway ogehe he? Heyu.
2. Tell the puppet Dakota eyu. Have it say something in Dakota e.g., Dakota awayu. John Dakota eya ogehe he? Han, John Dakota ea ogehe.

NOTE TO THE TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	mne skuya mne wehde skada mne skuya asumpe hde mneskuyasapa wuksheed aohde da	soft drink water lard salt butter pepper let's set the table	Pictures: pop, Juices, lard, butter, salt and pepper. Real Objects: toy dishes (including cups), water, puppet.

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to:

- a) Identify these foods and drinks when asked De taku he?, with reference to the picture: mne skuyu, mne, asumpehde, wehede skada, mne skuyu, mne skuyusapa.
- b) help to set a table, using toy dishes, when told wuksheed aohde da.
- c) take a drink from a cup of water when told Mne yutgu. Tell another student this.

NOTE TO THE TEACHERAPPROACH

1. Review these nouns: mne skuya, mne, wehede skada, mne skuya, by touching pictures of them and asking De taku he?
2. Teach asumpe hde by touching the picture of butter and saying De asumpe hde., two or three times, and then asking several students De taku he?
3. Teach mne skuyu spa by first reviewing mne skuyu, and then saying De mneskuyu spa., as you touch the picture of pepper. Ask several students De taku he?
4. Put the toy dishes on the table and tell one student to set the table: John wuksheed aohdeda. After he has started to do this, say to one or two other students Wuksheed aohde da. Both you and the other students should help John set the table. Gather the dishes up and repeat the command Wuksheed aohde da, having a different set of students help you set the table.
5. Set the table with cups for four people. Fill the cup with water. Have three students sit down at the table with you. Tell the puppet Mne yutga. Pretend to give him some of your water to drink. Then tell each of the students: Mary/John mne yutga. Repeat using other students.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	du tka bdu tka yutga asumpe	you drink I drink as he/she drinks milk	Pictures: boy drinking milk, woman drinking juice. Real Objects: copies of work-sheet, cups, water.

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to:

- respond Mne yutga when drinking water and when he is asked He tugtoku he?
- respond Mne bdu tka when you are drinking water and you ask him Tugtoku he?
- respond Asumpe, mne skuyu, mne, yutga, when asked He tugtoku he?

APPROACH

- Point to the boy drinking milk in the picture and ask Hokshedu tugtoku he? Give the answer yourself first: Asumpe yutga. Then ask several students. Point to the woman drinking and ask Wenuhcha tugtoku he?
- Give a cup of water to a student and tell her Mne yutga. As she is drinking, ask the class Mary tugtoku he? Mary mne yutga. Then tell Mary, mne bdu tka. Drink some water yourself and say Mne yutga. Ask a student Tugtoku he? Mne bdu tka. Ask Mary tugtoku he? Mary mne yutga. Ask as many students as possible the above questions. You can vary the routine by asking questions which require a negative answer such as:

Mary, mneskuyu yutga.

Heya, asumpe yutga or Mne yutga.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	yutgu yutga humpe wahumpe	drink he/she drinks juice soup	Pictures: woman cooking soup, policeman. Real Objects: copies of work- sheet.

OBJECTIVESUnderstanding and Speaking:

At the end of this Lesson, the student should be able to describe what the woman is doing in the picture when asked Wenuhchu tugtoku he? and using these structures:

- a) Wenuhchu yutga.
- b) Wenuhchu wahumpe yutga.
- c) Wenuhchu mne skuya yutga.

APPROACH

1. Point to the woman cooking soup. Ask Wenuhchu tugtoku he? First, elicit Wenuhchu yutga., from the students by pointing to the glass she is drinking from as you ask the question. After this is established, elicit Wenuhchu wahumpe yutga., by pointing to the pot of soup she is holding as you ask the question.
2. To teach Wenuhchu yutga, again point to the woman and ask Wenuhchu tugtoku he? First give the correct answer yourself, Wenuhchu Tugtoku he? Wenuhchu wahumpe yutga. Provide for a considerable amount of practice of this expression.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Pictures: from  
previous Lessons.  
Real Objects:  
copies of work-  
sheet.

OBJECTIVESUnderstanding and Speaking:

The student should be able to demonstrate his knowledge of this Unit's material in the ways described in the Unit 26 Objectives.

APPROACH

1. In reviewing, focus on this Unit's picture. By pointing to the various objects and actions as you ask questions, students should give you these responses:

a) De taku he? mne skuya/mne/wehde skada/wahumpe/  
asumpe ehde mne skuyu/mne skuyu supa.

b) Tugtoku he? Asumpe yutgu.

Mneskuya yutgu.

Wahumpe yutgu.

2. Have a student pretend he is the boy in the picture. Tell him He neya. Ask him tugtokunoo he? Asumpe b lutka. Repeat with several students. Then pretend you are the woman in the picture. Say He meya and ask Tugtokunoo he? Dutka.

3. Ask a student Dakota eya oyakeha. Han Dakota ewayu.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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REVIEW WORDS

zoozooechadu	snake
pahee	porcupine
yuwa	he/she reads
hau	antlers
eshta wechayaza we	March
chushka	hawk

Pictures: a girl  
snake, moose,  
deer, hawk,  
pigeon, robin,  
pelican, nest,  
birds flying.

Real Objects:  
large calendar,  
copies of work-  
sheet.

NEW WORDS

tahahu	deer
ta	moose
wambdee	eagle
wahohpe	nest
geyumpe	they fly
geya	he/she flies

OBJECTIVES

Understanding and Speaking:

At the end of this Unit, the student should be able to:

PROCEDURES

Teach Eshta wechayaza we at the beginning of the month of March.

- a) Identify these animals and birds when shown pictures of them and asked De taku he?  
zoozooechadu, pahee, pahee, tahchu, ta, wambdee, chushka.
- b) Identify these objects when shown pictures of them and asked:  
Denu taku he? De wahohpe.  
Denu hau.
- c) Identify these actions when shown pictures of them and when asked:  
Tugtoku he? Yuwa.  
Tugtokoopme he? Geyumpe.
- d) Identify those children with birthdays in March when asked:  
Tuwe eshta wechayaza we ed ahunke he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	Eshitu Wechuyazu We	March	Pictures: a girl reading.  Real Objects: large calendar, copies of work-sheets.

OBJECTIVES

Understanding and Speaking:  
At the end of this lesson, the student should be able to:

- a) Identify the students in the class who have birthdays in March by saying John Eshta Wechayaza We ed ahunke. when asked Tuwe esht a wechayazu we ed ahunke he?
- b) respond Wecheyana yuwa. when shown picture of a girl reading and when asked Wecheyanu tugtoku he?

PROCEDURES

Using the calendar and asking De we tonu he? review the months learned thus far: Wetage we, wechutawe. Then turn the calendar to March and say De eshta wechayazu we. Ask several students De we tonu he? Then ask Tuwe eshta wechayazu we ed ahunke he? Mark all the birthdays on the calendar. Then ask the students: Tuwe eshta wechayazu we ed ahunke. John/Mary, eshta wechayaza we ed ahunke.

Show a picture of a girl reading. Say Wecheyanu yuwa. Repeat then ask Wecheyanu tugtoku he? ask other questions which require a negative response such as Wecheyana he owa? or Wecheyanu yutga.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	zoozooechadu pahee	snake porcupine	Pictures: snake, moose, deer.
	tahchu hau	deer antlers	Real Objects: copies of work- sheet.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to:

- a) Identify these animals when shown pictures of them and when asked De taku he? De zoozooechadu/pahee/tahcha/ta.
- b) Identify the antlers on a deer or moose: Denu hay. when asked Denu taku he?

PROCEDURES

Review zoozooechadu by holding up a picture of a snake and saying De zoozooechadu.

Ask De taku he? Ask several students, then review Pahee in the same way.

Teach Tahcha and ta just as you reviewed zoozooechadu and pahee.

Point to the deer's antlers and say denu hau. Then ask Denu taku he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chushka	hawk	Pictures: hawk, eagle, nest  Real Objects: copies of work- sheets.

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the end of this Lesson, the student should be able to:

- a) Identify these birds when shown pictures of them and when asked  
De taku he? Chushka/ta.

PROCEDURES

Practice the names of the birds listed above, using pictures and asking: Denu taku he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	geya	fly	Pictures: birds flying.  Real Objects: copies of work-sheet.

OBJECTIVES

Understanding and Speaking:  
At the end of this Unit, the student should be able to:

- a) respond Zeetgudu geya when shown a picture of a bird flying and when asked Zeetgudu tuktoku he?
- b) respond Zeetgudu geya when shown a picture of birds flying and when asked Zeetgudu tuktoku he?
- c) respond correctly either heya or han, using a whole sentence, when asked questions such as Chushka geya he?

PROCEDURES

Point to a bird flying and say Zeetgudu geya. Repeat, then ask several students Zeetgudu tuktoku he? Zeetgudu geya.

Teach geyumpe in the same way. Point to a group of birds flying and say Zeetgudu geyumpe. Then ask Zetgudu tuktoku he?

Teach geyumpe in the same way. Point to a group of birds flying say Zeetgudu geyumpe. Then ask Zetgudu tuktoku he?

Ask a number of questions, using the preverb ogehe, the three verbs taught in this Unit, yuwa, geya, geyumpe, as well as other words you want to review from previous Units, (e.g. yutgu). Here are some possible questions:

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
			Real Objects: copies of work- sheets as nec- essary.

OBJECTIVES

Use this Lesson to review thoroughly

PROCEDURES

Depending on individual students' needs, you can use any of the following procedures:

Have students complete the Units 27, Lesson 5 worksheet.

Have students redo final (review) worksheets from Unit 19, 24, 25 and 26.

Unit 19, Lesson 3 worksheet:

Unit 24, Lesson 4 worksheet:

Unit 25, Lesson 5 worksheet:

Unit 26, Lesson 5 worksheet:

In their reading-readiness and notebooks, have the students make lists of words ending in each sound. They can draw pictures to accompany those words which can be illustrated.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	uka yamne	thirteen	
	uka topa	fourteen	
	uka zupta	fifteen	
	psepsechadu	grasshopper	
	tohmooga	bee	
	honahadu	fly	
	magu ogadu we	April	
	okutu	it's warm	
	<u>NEW WORDS</u>		
	chupoonka	mosquito	
	uka shukpe	sixteen	
	uka shagowe	seventeen	
	uka nupchewong	nineteen	
	wekchamne noon	twenty	
	he cheestina	small	
	he tunku	he/she is big	

UNIT OBJECTIVES

Understanding and Speaking: At the end of this Unit, the student should be able to:

- Identify these insects when asked De taku he? De tohmooga/honahadu/psepsechadu/chupoonka.
- respond correctly either he chestinu or he tunka when shown a picture of a small animal or insect or a large animal.
- count up to twenty insects when asked de tonu pe he?
- respond magu ogadu we when shown April on the calendar and asked De we tonu he?

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	tohmooga honahadu psepsechadu <u>NEW WORDS</u> chupoonka	bee, wasp housefly grasshopper  mosquito	Pictures: dragon fly, house fly, bee, mosquito.

OBJECTIVES

Understanding and Speaking: At the end of this Unit, the student should be able to:

- a) Identify the insects shown to him when asked De taku he? tohmooga/honahadu/psepsechadu/chupoonka.
- b) count up to twenty insects when asked.

APPROACH

1. Using pictures, review the names of the insects. Chupoonka is a new word so you might want to spend extra time with it. You can ask De taku he?, or you can ask questions requiring a "yes" or "no" answer such as De tohmooga he?  
(as you show a picture of a bee) Han, de tohmooga. De chupoonka.,  
(as you show a picture of a fly). Heya, de honahadu.
2. Review numbers from one to thirteen by having the students count up to thirteen insects (cover seven of the twenty insects with a piece of paper so that there are thirteen left). Then have the students count after you from one to twenty as you point to the correct number of insects. Repeat once or twice, then ask different students to count the twenty insects on their own. Ask tonu pe he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	Maguogadu We he chestinu he tunke	April he/she is small he/she is big	Pictures: of Insects, moose, bear. Real Objects: calendar copies of work- sheets.

OBJECTIVES

Understanding and Speaking: At the end of this Lesson, the student should be able to:

- a) respond Magu ogadu we when shown April on the calendar and asked De we tonu he?
- b) respond correctly either he chestinu or he tunka when shown a picture of a small animal or insect, or a large animal.

APPROACH

1. Using the calendar, review Wetage we, Wechutawe, Eshta wechayazu we. Introduce Magu ogadu we, then ask several students De we tonu he? as you display April on the calendar. Ask who has birthdays in April: Tuwe magu ogadu we ed ahunke he? Mark each birthday on the calendar.
2. Draw a small girl on the chalkboard. Say he chestinu. Draw a bigger girl and say he tunka. Have the children repeat each work after you.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Pictures, weather pictures.  
Real Objects: calendar, copies of worksheets.

### OBJECTIVES

Understanding and Speaking: At the end of this Lesson, the student should be able to describe pictures depicting various kinds of weather, when asked umpetoo to kechu?, using the preverb neena and the weather expressions learned thus far: Wa. Neena waheeha. Osne. Okuta. Owashte chue ge. Anuhpeya. Tateyumpa. Neena tateyumpa.

### APPROACH:

1. Review wa Osne. Owashte chue ge. Anuhpeya and neena tateyumpa, using pictures of each. Ask: Umpetoo tokecha he?
2. Review okuta in the same way.
3. Teach neena using four weather pictures: Wa, Neena waheeha, Tateyumpa and Neena tateyumpa. Contrast Wa with neena waheeha, using pictures. Contrast tateyumpa, with neena tateyumpa. Use the question Umpetoo tokechu he?
4. After all the above weather expressions have been practised, ask some questions relating weather to various months they have learned.

### NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Real objects:  
large calendar,  
copies of work-  
sheets.

OBJECTIVES

Understanding and Speaking: The student should be able to demonstrate his knowledge of this Unit's material in the ways described in the Unit 28 Objectives,

APPROACH:

1. Using the first half of the Lesson to review this Unit's material with the students. Use the Unit Objectives as a guide, and make use of this Unit's pictures.
2. Use the second half of the Lesson to provide further review for those students who need it.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	Chu	wood	Pictures: stove with wood piled beside it, leaves Woman and child making a fire, going for wood, seasons, hot & cold days. Real objects: copies of work-sheets, puppet, some twigs to represent fire-wood, water, a cup or small pail
	ochate	stove	
	chate	make a fire	
	chawate	I make a fire	
	chate	You make a fire	
	chate	He/She makes a fire	
	tuktenna ahe	Where are those	
	chu gakse	He/She makes a fire	
	hoowayu	go for it	
	<u>NEW WORDS</u>		
	chuwape	leaf	
	chuwapug	leaves	
	chu	tree	
	chuwape heenape	leaves are	
	magazoo	It's raining	
	mne hoowayu	go for water	
	mne hwabda	I go for water	
	mne hwada	You go for water	
	mne hwabda	He/She Goes for water	
	he ptecheda	He/She is short	
<u>OBJECTIVES</u>			
<u>Understanding and Speaking:</u>			
At the end of this unit, they should be able to:			
a) describe the season spring by saying: <u>chuwape henupe; okuta; magazoo.</u>			
b) pick out and describe a short tree: <u>chu cheestlnu;</u> and a tall tree; <u>chu hunska</u>			
c) describe what people are doing when shown pictures and asked: <u>tug toku he? He chate. He chugakse. Mne hwayu.</u>			
d) point out and describe where the pile of wood is in a picture when asked; <u>Chu tukte a he? Temahed ochate mahed.</u>			
e) describe his own actions when he is pretending to be the person in the picture and when asked: <u>Tug to kunu he? Chawate./Mne hwayu.</u>			
f) describe his own actions when he is pretending to be the person in the picture when she asks <u>Tug toku he? Chate./Mne hwabda.</u>			
g) point out and describe where a leaf is in the picture when asked: <u>Chuwape tukte a he? Chuwape ded yanka./Chuwape gud yanka. Chuwapug tuktenna a he? Chuwapug ded/hed/gud yanka.</u>			

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chu ochate <u>NEW WORDS</u> chuwape chuwapug	wood stove  leaf leaves	Pictures: stove with wood piled beside it, leaves.

OBJECTIVES

Understanding and Speaking: At the end of this lesson, the student should be able to:

- point out and describe where the pile of wood is in a picture when asked: Chung tukte a he? Ochate mahed. Chung ded yanka or gud yanka.
- point out and describe where a leaf is in the picture when asked; Chuwapug tukted yanka he? Ded chuwapug yanka. Hed chuwapug yanka. Gud chuwapug yanka.

APPROACH

- Point to some wood and ask; Denu taku he? Dena chu. Point to the stove and ask; De taku he? De ochate. Practice these two words, (chu & ochate). Then, holding up the picture of the wood piled beside the woodstove, ask; chung tukte a he? Have a student point to the wood and respond with; ochate mahed.
- Touch a single leaf in the picture and say; chuwape ded yanka. Repeat, then ask, De taku he? Then, get the students to show or point to the leaves and say chuwapug ded yanka. Repeat, then ask; dena taku he? Then, get the students to show you where the leaves are. Ask; chuwape tukte a he? Chuwape ded, hed, gud yanka. (As he/she touches the leaf). Chuwapug tuktenna a he? Chuwapug ded/hed/gud/yanka.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chate chuwate chate chu gakse mne hwayu mne hwabda mne hwayu	make a fire I make a fire you make a fire he/she cuts wood go for water I go for water you go for water	Pictures: Woman and child making a fire, going for wood. Real objects: Copies of Lesson 2 worksheet.

OBJECTIVES

Understanding and Speaking: At the end of this lesson, the student should be able to:

- a) describe what people are doing in pictures he is shown when asked: tug toku he? He chate. He chugakse. Mne hwayu.
- b) describe his own actions when he is pretending to be the person in the picture and when asked: tug tokunu he? Chawate. Mne hwabda.

APPROACH:

1. To review chate and chugaske. Hold up the pictures of a woman making a fire and say: wenuhcha chate. Ask: wenuhchu he tug toku he? Review chugakse in the same way.
2. Teach mne hwayu in the same way you reviewed chate and chugaske. Provide sufficient practise of all three verbs.
3. Point to the woman making the fire and say wenuhchu chate. Repeat then tell the student hokshedu/wecheyanu as you point to the child making the fire. Say chate. Ask tug tokunu he? Chawate. Point to the woman and to yourself and say wenuhchu chate. Again, ask tug tokunu he? Chate. Repeat to provide sufficient practise of chawate and chate.
4. Repeat procedure 3 to teach mne hwabda and mne hwayda. Use the picture of the woman and the child going for water.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	hwayu he hunsku he ptechedu	he/she goes for is tall is short	Pictures: some- one getting water  Real objects: puppet, some twigs to repre- sent firewood, water, a cup or a small pail.

OBJECTIVESAPPROACH

- I. Understanding and Speaking: At the end of this Lesson, the student should be able to:
- Give these commands to a puppet and make the puppet obey, chate, mne hwayu, chu hwayu.
  - Pick out and describe a short tree: chu ptechedu and a tall tree: chu hunsku.  
When the teacher asks: De chung tohunkchu he?
- Put the puppet on your hand and tell him chu hwayu. Repeat, then make the puppet go and get some wood and bring it back to your desk or a table where the students can see, then tell him chate, and make him pretend to make a fire. When he has arranged the wood properly, make him as for a match; chunkuedape first. Draw a match on the chalkboard and say chunkuedape. Tell him de chunkuedape. then have the puppet say, de chunkuedape.
  - Tell the puppet mne hwaye. Have him say mne hwayu. Show him the picture of someone getting water and repeat the command. Give him a cup or a small pail and have him go and fill it up and then bring it back to you.
  - Have the students take turns giving the commands to the puppet and making him obey. One student should give the commands and another should make him respond.
  - Point to a tree and say chu. Repeat, then ask Chu de tohunkchu he? Chu hunsku. Point to the short tree, and ask Chu de tohunkchu he? Repeat, then point to the short tree and say chu ptechedu. Demonstrate short and tall with your hands. Hold your hand up high and say hunsku. Ask, ptechedu? The student should point to the short tree and say chu ptechedu. Ask hunsku? The student should point to the tall tree and say chu hunsku. Repeat these questions to provide plenty of practice.

NOTE TO THE TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chuwape henape okuta magu zoo	leaves are budding It's warm It's raining	Pictures: of seasons, hot and cold days.  Real objects: copies of the worksheets.

UNIT OBJECTIVES

1. Understanding and Speaking:  
At the end of this Lesson, the student should be able to describe the season "spring", by saying:  
Chuwape henape. Okute.  
Maguzoo.

APPROACH

1. Hold up a picture of spring and ask de waneyatoo? S - heyu, watoo. Ask: pteehan? (If review is necessary, use the illustration of pteehan from Unit 21). S - Heyu. T - hechatoo. Chuwapa henape. De chuwapa henape he? Hold up the picture of "spring" and say. watoo. de chuwapa henape he?
2. Hold up the illustrations of okute. Ask osne he? (If review is necessary, use the illustration of osne from Unit 20). S - Heyu. T - hechatoo. Okute. After asking several students, hold up the picture of "spring" again and say watoo. Unpetoo tokecha he? S - Watoo.
3. Hold up the illustration of magazoo. and say magazoo. Repeat, then ask umpetoo toku cha he? If they answer okute, say hechatoo. S - magazoo.
4. If you have time, review some of the other seasons and ask umpetoo taiecha he? about each one.  
e.g. Waneyatoo. Wa  
Pteehan. Osne.

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
<p><u>OBJECTIVES</u></p> <p>1. <u>Understanding and Speaking:</u> The student should be able to demonstrate his knowledge of this Unit's materials on the ways described in the <u>Unit 29 OBJECTIVES</u>.</p>	<p><u>REVIEW WORDS</u></p> <p>Chu ochate chate chawate chate chate tuktenna ahe chu gakse hoowayu</p>	<p>wood stove make a fire I make a fire You make a fire He/She makes a fire Where are those He/She chops wood go for it</p>	<p>Real objects: puppet, twigs, water, cup</p>
	<p><u>NEW WORDS</u></p> <p>chuwape chwuapug chu chuwape heenape magazoo mne hoowayu mne hwabda mne hwada mne hwayu he ptecheda</p>	<p>leaf leaves tree leaves are budding It's raining go for water I go for water You go for water He/She goes for water He/She is short</p>	
	<p><u>APPROACH</u></p>	<p>1. Use the first half of the Lesson to review this Unit's material. Use the <u>UNIT OBJECTIVES</u> as a guide, and make use of the pictures in this Unit.</p>	

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>REVIEW WORDS</u>		Real objects: large calendar, small boxes filled with soil, enough for all the students
	wozu wo oozupte oyazu owazu pshee tapseena wuhchahcha maka koga tayu echagu pe tayu echagu	sow let's sow/plant he/she sows you sow onion turnip flower earth/soil box they grow well it grows well	
	<u>NEW WORDS</u>		
<u>OBJECTIVES</u>	wozupe we koga cheestinu wamnaheza eyaya eyawaya eyayaya gege/zee wozug echun tayu echage tayu echagu pe	May a little box corn he/she finds it I find it You find it orange/yellow as he/she sows it grows well they grow well	
i. <u>Understanding and Speaking:</u>			
At the end of this Unit, the student should be able to:			
a) pick out and describe the colors of a flower when when asked <u>de wuhchahcha</u> <u>zee eesh gege he?</u>			
b) describe the color of a carrot/sun/corn: <u>gege,</u> <u>zee, pugezeezee, we,</u> <u>wamnaheza.</u> when asked <u>owa tokechu he?</u>			
c) describe picture of (i) someone finding an egg In a nest: <u>Wetga wahohpe</u> <u>ohna eyaya.</u> (ii) someone planting seeds in soil: <u>Maka ed ozu.</u>			
d) describe his own actions when he is planting some- thing in a box: <u>Koga ohna</u> <u>owazu.</u> and when he finds something: <u>Kogag ohna</u> <u>eyawaya.</u>			
e) describe the teacher's actions when she plants something: <u>oyazu,</u> and when she finds something: <u>eyayuya.</u>			

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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OBJECTIVES (Cont'd)

- f) describe someone finding a small box as he is planting: wozug echun kogu cheestinu eyaya.
- g) respond correctly to these commands: wozu, wo-oozupte.
- h) answer correctly the question: De wozupe we he?

NOTE TO THE TEACHER

Other questions that can be used and expanded.

Tuwe wozu he?

Taku oyazu he?

Woyazu he?

Wannaheza, pshee, tepseena,  
wahchahcha oyazu he?

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wozu he wozu maka eyaya	plant he/she plants earth or soil he finds it	Pictures: yellow flower, woman planting, girl finding an egg in a nest  Real objects: calendar

OBJECTIVES

1. Understanding and Speaking:  
At the end of this Lesson, the student should be able to:
  - a) pick out and describe the color of a flower when asked owa tokechecha he?
  - b) describe pictures: (I) someone finding an egg in a nest: wetga wuhohpe ohna eyaya. (II) someone planting seeds in soil: makag ed ozu.
  - c. answer correctly when asked: De wozupe we he?

PROCEDURES

1. Hold up a picture of a flower and say de wahchahcha. De taku he? De wahchahcha.
2. Review gege/zee by pointing to the yellow flower and saying Wahchahchag zee. Owatokechecha? S - Wahchahcha zee.
3. Point to the soil in the picture and say De maka. Ask De taku he? S - He maku. Point to the woman planting and say he wozu? S - Han/ho - heyu wozu do/ye.
4. Hold up the picture of the girl finding an egg in a nest. Review wahohpe. and wetga. Say wecheyanag wetga eyaya. Ask wecheyanung tugtoku he? S - wetga eyaya. Ask several students.
5. Hold up the calendar and review maguogadu we. Turn the calendar to May and say Wozupe we. Show the picture illustrating wozupe (Unit 29) to give some background to the name of the month. Mark each birthday on the calendar. Ask De wozupe we he?

NOTE TO THE TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wozu owazu oyazu wozupe	plant I plant you plant they plant	<p>Pictures: woman and child planting seeds.</p> <p>Real objects: seeds (beans are easy to grow) small boxes filled with earth for planting.</p>

OBJECTIVES

1. Understanding and Speaking: At the end of this Lesson, the student should be able to use these forms of wozu, owazu, oyazu, wo/zupte in the situation created when each child plants a seed in a box.

PROCEDURES

1. Hold up the picture of the woman and child planting. Ask Denu tugtoku pe he? S - Henu wozupe. Point to the woman and say de meya. Owazu. Repeat then point to the child and say to a student de neya. Oyazu. Repeat, then ask Tug tokunu? S - oyazu. Point to the woman again and to yourself and ask Tug tokumo he? S - owazu. Repeat the questions.
2. Say wo, oozupte, as you give each child a seed and a box filled with earth.
- a) When everyone has one, plant your own seed and ask Tug to kumo? S - Kogu ohna oyazu.
- b) Tell a student wenoona wozu. As she is planting, ask her Tug to kunu he? S - Koga ohna wowazu. Repeat procedure b), with two or three other students, then tell the whole class wo/oozupe and have everyone plant his seed.

NOTE TO THE TEACHER:

When all the seeds have been planted, place the boxes in a sunny window and have the students water them. They can continue to care for them as they grow. Transplant them outside when it is warm enough.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	pshee tepseena oyawaya oyayuya	onion turnip I find it you find it	Pictures: girl finding an egg in a nest, turnip, onion.  Real objects: book.

OBJECTIVES

1. Understanding and Speaking:  
At the end of this Lesson, the student should be able to:
- use these forms of eyaya in appropriate situations: eyawaya, eyayuya.
  - use these verbs: tayu echuge, taya echuga and these nouns: pshee, tepseena when asked these questions.
    - tepsina tayu echuga?
    - pshee tayu echuga?
    - tespeenung tayu chuga?
    - psheeng tayu echuga?

PROCEDURES

- Review eyaya using the picture of the girl finding an egg in a nest. S - Wetga wahohpe ohna eyaya.
- Tell a student, as you point to the girl in the picture. De neay. Wetga eyayuya. Ask her wowapeg eyayuyu he?
- Hold up a book and tell a student wowapeeg wayuku. Then have him cover his eyes as you hide the book under your desk. Ask him wowapeeg tuktea he? to get him to look for it. When he finds it, tell him wowapeeg wahneyutub ohduta eyayuyu he? Ask him tukted wowapeeg eyayuyu he? S - Wahneyutub ohdateya eyawaya. Repeat this game with one to two other students, getting them to practice oyawaya and eyayuya.
- Review tepseena and pshee, using the pictures of them. Draw a picture of a small flower (or another kind of plant) on the chalkboard. Beside it, draw a series of flowers, getting gradually bigger. Wahchahcha taya echuge. Repeat, then ask Wahchahcha taya echuge he? S - Han wahchahcha taya echuge. Ask several students then show the picture of the turnip and ask Tepseena taya echuge he? S - Han tepseena taya echuge. Ask several students. Then hold up the picture of the onion and repeat the procedure, using the animate form asking Pshee taya echuge. Then introduce Tepseenung, by placing the flower and turnip together and asking denu tepseena he? S - Han/Ho henu tepseena. Substitute other plural animate nouns in practicing psheeng.

NOTE TO THE TEACHER:

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	zee wamaneza koga cheestinu	yellow corn small box	Pictures: carrot, sun, corn, girl finding an egg in a nest, girl finding a little box as she is planting

OBJECTIVES

1. Understanding and Speaking:  
At the end of this Lesson, the students should be able to:

a) describe the color of a carrot/sun/corn:  
pugezeezee gee/wee zee/  
wamnaheza zee. when asked  
owa tokeche chu he?

b) describe someone finding a small box as he is planting  
koga cheestina  
eyaya wozu echan.

PROCEDURES

1. Hold up the picture of the carrot and ask de taku he? S - de pugezeezee. T - hechatoo. De pugezeezee. Repeat, then ask pugezeezee gee he? S - Han/ho pugezeezee gee. Then ask Owa tokeche chu he?, as you point to the carrot. Ask several students.
2. Repeat the above procedure to teach wee zee and wamnaheza zee.
3. Review eyaya, using the picture of the girl finding an egg in a nest. Ask de taku eyaya he? Review wozu, using the picture of someone planting. Then hold up the picture of the girl finding a little box as she is planting. Touch the little box and say de koga cheestinu. Repeat, then ask several students de taku he? Point to the girl and ask wecheyanu tugtaku he? Try to get two answers from the students wozu and koga cheestinu eyaya. Say hechatoo. for each answer, and then say Koga cheestinu eyaya wozu echan.

NOTE TO THE TEACHER:



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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OBJECTIVES

1. Use this Lesson to review the Unit 30 vocabulary and structure, and also to provide an opportunity for the students to contextualize this and the previously learned material.

APPROACH

- To review and contextualize the Unit 30 vocabulary and structures, use either or both activities listed here.
1. Use the sequence of eight pictures on the next page, showing a girl planting seeds.
    - a) Make up a story-line for the pictures, using the Unit 30 vocabulary and structures. Use a limited number of new words. Write one statement for each picture.
    - b) Have the students look at the pictures as you read the story-line. Repeat.
    - c) Ask the students to tell you the story in their own words.
    - d) Have the students turn to these pictures to their workbooks. The last picture illustrating wuhchacha taya echuge, is missing. Have the students finish it.

NOTE TO TEACHER

Use picture #5 to teach koga cheestlnu, (e.g. wozu echun koga cheestlnu eyaya.)

Have the students use their imagination to tell you how the little box might have gotten there, and what might be in it.

Guessing game: Choose a student and let him pick an object in the classroom or in the Lessons, without telling the other students what it is. The other students should ask any questions they want, to try to guess which object he has chosen. The first one to guess gets the next turn. Here are some questions they should be able to ask and answer.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>REVIEW WORDS</u>		Real objects: frying pan, hot-plate or stove, fork, kettle, saucepan, mixing box, flour, baking powder, salt, water and lard.
	aguyape bud aguyupe gugu aguyupe oogugapeda chakopatu mne ekudya wenapohya owus oontapta he agayape gugua	flour bake bannock Let's all bake bannock frying pan kettle baking powder Let's all eat it. he/she bakes bannock	
	<u>NEW WORDS</u>		
	agayape woguga aguyape gugu	I make bannock you bake bannock	A picture of person(s) making bannock

UNIT OBJECTIVES

1. Understanding and Speaking:  
The student should be able to understand and use this Unit's vocabulary while making bannock in the classroom. He should be able to:

a) bring an object to the teacher and name it:

T - mne ekudya awaoo.

S - de mne ekudya  
(as he brings the kettle)

T - de wenapohya

S - wenapohya awaoo  
(as he brings the baking powder.)

The student will need to know these animate nouns: chahopatu, aguyapebdu, mne ekudya and these inanimate nouns: mne wehdeska, mne skuya, wenapohya.

b) say agayape wagage when you are pretending to make bannock and say agayape gage when he is pretending to make bannock.

SUGGESTED GENERAL PROCEDURES

Lessons 1 and 2 will be used to learn the vocabulary connected with making bannock, lesson 3 will be used to make the bannock, and Lesson 4 will be used to cook and eat the bannock.

Aguyape bdu - (flour) should be taught as a new lexical item, even though it was learned previously (meaning bread or bannock). Of course, if a different word for "flour" is used in your area, use that word.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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UNIT OBJECTIVES (Cont'd)

- c) he agayape guga when  
someone else is making  
bannock.
- d) use and understand the  
imperative verbs in this  
Unit; agayape guga, agayape  
oo gaga pte, o was contapta.

NOTE TO TEACHER:

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wehdeska chagopatu wenapohya aguyape bdu	lard frying pan baking powder flour	Real objects: frying pan, flour spoon, kettle, lard, water, salt fork, baking powder

OBJECTIVESUnderstanding and Speaking:

At the end of this lesson, the student should be able to understand and use correctly the nouns he will need to know for making, cooking, and eating bannock.

chahopatu, agayape bdu, wenapohya, wehdeska mne, mne skuya, wenapohya. Additional vocabulary: see note to the teacher below.

PROCEDURE

Explain to the students that the class will be making bannock in a couple of days. First they must spend some time learning the words they will need to talk about making bannock.

1. Place all the above objects on a table away from your desk. Then ask the students to bring them to you, one at a time, and name them.
  - a. animate nouns:
 

T - mne ekudya aoo. S - de mne ekudya. (As she brings the kettle to you). If the student does not say the name of the object, ask a question: de taku he,  
T - chahopatu, agayape bdu/tugeha awaoo.  
S - dechahopatu agayape bdu tugeha.
  - b. inanimate nouns:
 

T - wenapohya awaoo. S - de wenapohya. (As he brings the baking powder.  
T - wehdeska mne/mne skuya awaoo.  
S - de wehde ska/mne/mne skuya.
2. Using pictures from previous Units, review any vocabulary needed for cooking the bannock.

NOTE TO TEACHER

Decide how you are going to cook the bannock. Then review in this lesson, the related vocabulary.

- a) cooking outdoors:  
tagud washpuya.
- b) cooking indoors:  
tamahed washpuya.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	aguyape gagu	make bannock	
	aguyape guga	he/she makes bannock	
	aguyape oo guga du	let's make bannock	

OBJECTIVES

1. Understanding and Speaking: At the end of this lesson, the student should be able to understand and use correctly the verbs he will need to know for making, cooking and eating bannock. He should be able to:
  - a) say agayape wagaga, when he is pretending to make bannock.
  - b) say agayape gage when you are pretending to make bannock.
  - c) say he agayape gage, when someone else is making bannock.
  - d) use and understand these imperative verbs: agayape gage.

APPROACH

1. Hold up the picture of a woman making bannock. Say wanuhcha agayape guge. Ask wenuhcha dagtokuhe? S - wenuhcha agayape guge. Ask several students. Then point to the woman and to yourself, saying dug dogtokuma he? S - agayape agayape guge. Ask several students. Then tell a student as you point to the woman. Tell her agayape guge. then ask her tugtojunu he? S - agayape waguge. Repeat with other students.
2. Place the bannock-making ingredients on a table and pretend to make bannock. Say: agayape waguge as you are stirring it. Then tell a student to make bannock, \_\_\_\_\_ agayape guge. Let her take your place and pretend to make bannock. Then get her to tell another student: agayape guge. Continue until several children have a turn.
3. Pass out the crackers or cookies. When each child has one say: owas oontapta and signal everyone to start eating.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Real objects:  
 spoon, fork, ket-  
 tle, saucepan,  
 mixing bowl,  
 flour, baking  
 powder, salt,  
 lard, water, hot-  
 plate or stove to  
 melt the lard and  
 heat the water.

OBJECTIVES

APPROACH

1. Understanding and Speaking:  
 During this lesson, the student should demonstrate his ability to understand and use previously learned vocabulary while making bannock.

1. Use attached recipe to make the bannock. Have the students bring you the ingredients and cooking utensils as you need them. Have them name each one as they bring it. Let them help mix the dough in the bowl and then knead it on the table. Use as much Sioux as possible in the process. Use the verb forms: he aguyupe guga which have been taught: agayape guge, agayupe oongugapta, aguyape waguga, aguyape guge. When the dough has been made, cover it or wrap it up and store in a cool place until the next lesson, when the students will cook it.

NOTE TO TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	aguyape wagugu aguyape yagugu aguyape oo ta du	I make bannock you make bannock let's eat it	The materials needed will depend on how you decide to cook the bannock. Some of the things you might need are: frying pan, stove or hotplate, wood for fire, sticks for baking the bannock on, and butter, jam or honey for eating with the bannock.

OBJECTIVES1. Understanding and Speaking:

While cooking and eating the bannock, the student should demonstrate his ability to understand and use the following previously-learned vocabulary:

okudya gauga he/she bakes  
 wushte it's delicious  
 yutu eat it  
 yuta he/she eats it  
 oontada, ootaktu  
 let's eat it  
 aguyape bannock

APPROACH

1. Give each student a piece of the bannock dough, and let each one cook his own, if possible. While they are cooking and eating the bannock, use as much Dakota as possible. Here are some things which can be said:

1. T - tug tokunu he?  
 S - aguyape guga.
2. T - asumpe hde heyu ma keya.  
 T - Wanu aguyape hduṭa. (Eat your bannock)  
 T - Tug tokunu he?  
 S - Aguyape wuṭa.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
<u>UNIT OBJECTIVES</u>	<u>REVIEW WORDS</u> wuachoo wuachookupte tungud chugushge tagushechu museyape echu, puhee echub, puheeb neena weyuheenta <u>NEW WORDS</u> owung peya owung peya peooyapte yuheenta pahee pakeentu	work let's all work outside fence garbage hammer pick it up pick it up hard rake  clean up he/she cleans up let's all clean up he/she rakes he/she picks up wipe	
<p>1. <u>Understanding and Speaking:</u>            At the end of this Unit,            the student should be able            to:</p> <p>a) Identify these objects            in the picture when asked            what they are:  <u>de chugushge, de museyape,</u>  <u>de weyuheenta, echub,</u>  <u>puheeb.</u></p> <p>b) describe the actions            of individuals in the pic-            ture when asked what each            is doing: <u>owung peya,</u>  <u>uheenta, peooyapte.</u></p> <p>c) respond correctly to            these commands: <u>wuachoo,</u>  <u>neena wuachoo, echu, puhee,</u>  <u>owung peya, wuachookupte.</u></p> <p>d) respond correctly when            asked, with reference to            someone working either in-            doors or outdoors,  <u>tungud wuachoo he?</u></p>			
<u>NOTE TO TEACHER</u>			



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	chugushge museeyape weyuheentu tagushecha tungud wu achoo	fence hammer rake garbage outside work	Pictures: out- door scene with people working to include fence.

OBJECTIVES

1. Understanding and Speaking:  
The student should be able to:
  - a) identify these objects in the picture when asked what they are: chugushge/ fence, museeyape, weyuheenta, tagushechu.
  - b) respond correctly either temahed wuachoo or tungud wuachoo when shown a picture of someone working either outdoors or indoors, and when asked, de tungud wuachoo he?

APPROACH

1. Using the picture illustrating an outdoor scene, review these nouns: chugushge, museeyape, weyuheenta, tagushechu when asked what they are: what's this?
2. Point to each of the people working outside and each time say wu achoo. tungud wuachoo. If the students do not seem to understand tungud, then point to the person working indoors and ask, de tungud wuachoo he? S - no Continue asking this question, de tungud wuachoo he? pointing to a person working either outdoors or indoors. Make sure, by listening to the students' response, that they understand and can say tungud.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	weyuheenta echu/paha owung peya	he/she rakes he/she picks it up clean up or tidy up	Pictures: out- door scene to in- clude people at work.

OBJECTIVES

APPROACH

1. Understanding and Speaking: The student should be able to describe the actions of individuals in the pictures when asked what each is doing: owung peya, yuheenta, he pahee.
2. Reading-readiness: The students should be able to recognize certain nouns and their diminutive forms by matching each work to the correct picture.

1. Review yuheenta by pointing to the person raking leaves in the picture. After saying the word twice, ask de tug toku he? S - Yuheenta. Ask several students.
2. Reach owung peya by pointing to the various pictures of people cleaning up, both indoors and outdoors. After saying the word several times as you point to the pictures
3. Point to the picture of a person picking up a hammer, and say, museyape eechoo. Repeat, then point to the person picking up a rake and say weyuheenta eechoo. Repeat, then point to a person picking up garbage and say, tugushechee pahee. Then point to each of the people picking up an object and ask, tug toku he? If a student has trouble answering, ask tugushe chee pahee he? (or a similar question).

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wuachoo neena wuachoo echoo / pahee echoob / paheeb	work work hard take or lpck up take or pick up (plural)	Real objects: puppet, dusting cloths, a mop for cleaning the floor, a chalk- board eraser.

OBJECTIVES

1. Understanding and Speaking:  
The student should be able to respond correctly to these commands: wuachoo, neena wuachoo, echoo or pahee, echoob, paheeb. (as well as give these commands to other students).

APPROACH

- Tell the puppet to pick up the chalkboard eraser: John de echoo. Then tell him to work and to clean the chalkboard: John, wuachoo pakeentu. Each time, repeat the command and make the puppet carry out your instructions.
  - Then tell him to pick up a dust cloth: mnehohag de echoo and to work and clean your desk: wehneyutub peya/ pakeentu.
  - Repeat this procedure a third time, getting the puppet to pick up the mop or sponge and clean the floor with it.
- Hand the puppet to a student. Repeat procedural, having the student make the puppet follow your instruction.
- Review neena by telling the puppet wuachoo. Make him work at something. Then tell him neena wuachoo. Make him work harder at what he is doing. Then hand the puppet to a student and give the commands again, letting the student make the puppet follow the instruction.
- Point to the mop and tell a student de eechoo. Then tell two students, John, Mary kche eechub de/ de eechub. Get them both to pick up the mop and then say, peooyupta. You yourself should join them in cleaning up. Repeat this procedure 4 twice or three times, using different students each time.
- Have the students take turns giving other students the commands taught in this lesson.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Flashcards of various foods, for which the Dakota words have been learned (banana, onion, carrot, potatoes, salt, pepper, candy, gum, butter, corn, bread, cookies, baking powder, turnip, soft drink, juice soup, sugar, berries, eggs, bacon fish, and meat.)

### OBJECTIVES

1. Use this Lesson to review the Unit 32 vocabulary and structure and also to provide an opportunity for the students to contextualize this and previously learned material.

### APPROACH

1. Briefly review the Unit 32 material, using the Unit Objectives as a guide.
2. Contextualization: Guessing Foods and Drinks  
Let the students look at all the flashcards. Then have a student pick one without letting the others see which one he has chosen. The others can ask any questions they like to find out which food or drink he has chosen. They should know how to ask about its color, its taste, and whether it is to be eaten or drunk. You might want to write the correctly guessed clues on the chalkboard to help the students to remember. The first one to guess the food or drink correctly gets the next turn.

### NOTE TO TEACHER

To make the flashcards of foods, use the pictures from the worksheets. Most are found in the Lessons 3 and 4 worksheets for Unit 34.

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	temahed wuksheed yuzaza owung gaheenta owung echuheenta wepazuzu koga sne wuksheed opeya	indoors wash dishes sweep floors broom soap fridge cupboard	Real objects: puppet, toy dishes, broom, large calendar.

UNIT OBJECTIVES

APPROACH

1. Understanding and Speaking:

At the end of this Unit, the student should be able to:

a) Identify the color and name of each of the objects in the picture when asked:

owa tokechechu he?

S - koga sne - zee.

S - owung echaheenta sha.

S - wepazuzu ska.

S - wuksheedaopya zee/ge.

b) Say whether an object is indoors or outdoors when asked where it is.

e.g. Koga sneg temahed hu he?

S - Han/Ho temahed he.

c) Respond correctly to these commands and give them to other students:

Owung gaheentu/wuksheed yuzaza.

d) Describe what people in the picture are doing:

owung gaheentu/ owung pazuzu/ wuksheed yuzaza.

e) name the children who have birthdays in June when asked: De tahun ahunke he? John/Mary ahunke.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	wuksheed opeya koga sneya hdepe wepazuzu owung echuheenta gaheentu wuksheed yuzaza	cupboard fridge soap broom sweep do the dishes	Pictures: fridge, cupboard, soap, broom.  Real objects: soap, broom.

OBJECTIVES

1. Understanding and Speaking:  
The student should be able to say the color and name of each object in the picture when asked:  
owa tokechegu he?  
tug eya chegu he?  
Koga sne zee.  
Owung echuheenta sha.  
Wuksheed opeya zee/ge.  
Wepazuzu ska.

APPROACH

1. Point to the soap in the picture and say de wepazuzu. Repeat, then ask several student de taku he? Then say wepazuzu ska. Repeat, then ask several students Tokechegu he?
2. To review de koga sne. and koga sne zee. point to the fridge in the picture and ask: owa tokechegu he?
3. Repeat procedure 2. to review de owungechahuenta and owungechu heenta sha. Point to the broom.
4. Repeat procedure 2. to review de wuksheed opeya. and wuksheed opeya sha. Point to the cupboard.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	temahed	Indoors	Pictures: outdoor scene with people working to include fence, house, indoor scene with people working to include fridge, broom, cupboard.

OBJECTIVES

1. Understanding and Speaking:  
The student should be able to say whether an object is indoors or outdoors when asked where it is. Koga sneeg temahed hu he eesh tungud? S - Temahed he.

APPROACH

1. Review temahed by contrasting it with tungud. Use the Unit 32 picture depicting people working outdoors. Point to one of those people and say tungud wuachoo he? Repeat, then point to a person working indoors in the Unit 32 picture and say Temahed wuachoo he? Repeat. Then point outdoors and say tundug, and point inside the classroom and say temahed.
2. Hold up the two pictures, the indoor scene from Unit 32 and the indoor scene from Unit 33. Ask whether the various objects in the pictures are indoors or outdoors.  
e.g. T - Koga sneeg temahed hu he?  
S - Ho/han temahed he.  
T - De temahed hu he eesh tungud hu he?

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he owanga yuzaza	he/she scrubs the floor	Real objects: puppet, toy dishes
	he owanga gaheentu	he/she sweeps	broom, dishpan,
	he wuksheed yuzaza	he/she does the dishes	dish cloth.
	owang peya	tidy up	
	wukshechu	plate	

OBJECTIVES

1. Understanding and Speaking:  
The student should be able to:
- describe what people in the picture are doing:  
owung gaheenta. wuksheed yuzaza. owung yuzaza.
  - respond correctly to these commands and give them to other students:  
owunga gaheentu. wuksheed yuzaza.

APPROACH

- Hold the puppet and give the commands:
  - John owunga gaheentu. (Make the puppet sweep the floor with the broom.)
  - Mary wuksheed yuzaza. (Set up the toy dishes, dish pan, and dish cloth, and make the puppet pretend to wash the dishes.)
- Give the puppet to a student. Get the student to give the puppet each of the above commands and then make it obey the commands.
- Display the Units picture.
  - Point to the person sweeping and ask Tugtoku he? (The student should be able to guess the answer because the Imperative form owunga gaheentu has already been learned). S - Owunga gaheentu. Ask several students.
  - Teach wuksheecha yuzaza as in 3. a). Point to the person doing the dishes.
  - Teach owunga pazaza by pointing to the person scrubbing the floor. Say the work several times, then have several students answer the question De tug toku he?

NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	Wazushtacha sha we ahunke	June birthday	Real objects: a large calendar

OBJECTIVES

1. Understanding and Speaking:  
The student should be able to:
  - a) name the students in the class who have birthdays in June when asked De tohan ahunke he? Weeg de tuwe ahunke pe he? S - Mary/John weeg de ahunke pe.
  - b) describe the objects and action illustrated in the Unit's picture, in the ways outlined in the Unit Objectives.

APPROACH

1. Using the calendar, review each of the names of months already taught. Teach Wazushtecha Sha We. Then ask who has birthdays in June: Weeg de tuwe ahunke pe he? Students should reply. Mark each June birthday on the calendar. Then ask several students to name the children with birthdays in June. Ask: Weeg de tuwe ahunke pe he? John/Mary weeg de ahunke pe.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>REVIEW WORDS</u>		
	sheena	blanket	Pictures: bedroom
	sheena ska	sheet	
	eepahee	pillow	Real objects:
	owus ungagu pte	let's all make it	puppet, water, two
	otuwee	town	glasses, flannel-
	eyachemne	automobile	board, flannel-
	ota	lots/many	board cut-outs
	chonana	a little bit	(bed, sheet, pil-
	<u>NEW WORDS</u>		low, blanket)
	owahdepe owunga	bedroom	
	cheestinu	small	
	tunka	big	

OBJECTIVES1. Understanding and Speaking:

At the end of this Unit, the student should be able to:

- answer the question asampe tonukchu he? when shown a picture, by saying either ota or chonana.
- describe the size of a car when asked tohunkchu he? S - eyachemne cheestinu.
- describe a picture of a person driving to town in a car when asked: tug toku he? S - eyachemne gugage.
- describe the objects he sees in a bedroom when asked: owahdepe owunga ed taku he he? S - owahdepe and describe the objects on the bed when asked: owahdepe akan tauk yuka he? S - sheena ga/ sheena ska ga/ eepuhee ga.
- help the teacher pretend to make a bed, using flannelboard cut-outs, when old Owus owahdepe ugagupte.

SUGGESTED GENERAL PROCEDURES

Be sure to color the cars in the picture you will use for Lesson 3. Each one should be one of these colors: red, orange, yellow, green, blue and white.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	sheena epaheo sheena ska	blanket pillow sheet	Picture: bedroom

OBJECTIVES

APPROACH

1. Understanding and Speaking:  
At the end of this Lesson, the student should be able to:
  - a) describe the objects he sees in a bedroom when asked owahdepe owungag ed taku wanduku he? S - owahdepe wu wambduku.
  - b) describe the objects he sees on the bed when asked owahdepe akan taku yanuk he?  
sheena ga/ eepuheega/sheena ska ga/ ahna.

- Use the picture of a bedroom.
1. Touch the bed and say de owahdepe. Ask several students de taku he? Then motion with your hand to indicate the whole bedroom and say de owahdepe owunga. Repeat, then ask several students de taku he?
  2. Ask owahdepe he? First, give the response yourself: owahdepe owunga. Owahdepe owunga ed owahdepe he. Then ask several students.
  3. Ask Owahdepe owunga ed taku hu he? The students should name as many objects in the picture as possible. Here are some possible answers: owahdepe/hayuke opeya (dresser/ chueyugutgape.
  4. Review the names of each of the objects on the bed. Ask de taku he? as you point to each of them. S - sheena/ eepuhee/sheena ska. Then ask taku akun yunka? Students should reply sheena/eepuhee/sheena ska owahdepe akun yunka.

NOTE TO TEACHER

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	oogugadu	let's make it	Real objects: flannelboard, flannelboard cut- outs (bed, sheet, pillow, blanket), puppet

OBJECTIVES

1. Understanding and Speaking:  
The student should be able to:
  - a) help the teacher pretend to make a bed, using flannelboard cut-outs, when told owahdepe gagu/owahdepe ugugadu.

APPROACH

1. Use the flannelboard and the puppet to review owahdepe gagu. Tell the puppet John owahdepe guga. Have the puppet "make" the bed on the flannelboard (i.e. place the pillow, sheet and blanket properly on the bed). Bring two students to the flannelboard. Let one of them give the command John, owahdepe gagu. Let the other one hold the puppet and make it respond to the command. Then let another two students take their place.
2. Teach uguga du by saying to a student and the puppet: John, Mary kche owahdepe gugub. Then all three of you should help make the bed. Repeat this procedure with other students.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	eyacheemne	car	Pictures: someone driving a car.  Real objects: toy cars (small and big)

OBJECTIVES

1. Understanding and Speaking:  
The student should be able to:
- A) describe the size of a car when asked tohunkcha he? S - eyachemne cheestine/tunka.
- B) describe a picture of a person driving to town in a car when asked de tug toku he?  
eyachemne gagupe.

APPROACH

1. Review eyachemne, using the picture.
2. a) Display the two cars: e.g. Point to the big car and ask: eyachemne tohunkcha he? S - eyachemne tunka.  
b) Point to a small car and ask eyachemne tohunkcha he?  
S - eyachemne cheestinu.
3. Display the picture of someone driving to town in a car. Say gagupe/eyoptekeya. Motion towards the town as you say otuweentu ya. Repeat, then ask tog ya he? S - gagupe/eyoptekeya. Ask several students. Then point to a person in the car and say eyachemne eyoptekeya. eyoptekeya ga otuweentu ya. Repeat this last sentence. Then ask tug to ku he? as you point to the person in the car. S - eyachemne eyoptekeya. Ask several students.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Real objects: 2  
glasses, water.

### OBJECTIVES

1. Understanding and Speaking:  
The student should be able to answer the question asampe tonukcha he?, when shown a picture, by saying either ota or chonana.

### APPROACH

1. Pour a little water in one glass and say mne chonana. Repeat: mne chonana. Make sure all the children can see there is only a little water in the glass.
2. Pour water into the other glass so that it is almost full. Say mne ota. Repeat: mne ota, making sure all the children can see there is lots of water in the glass.
3. Ask mne ota u he? Hold up either the full glass or the glass with just a little water in it. Students should reply either ota or chonana. Ask several students.
4. Use the pictures illustrating chonana or ota and continue asking students how much there is. Continue asking this sort of question until the students use ota and chonana correctly.

### NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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OBJECTIVES

Use this lesson for contextualization of vocabulary and structures the students have learned.

APPROACH

1. Ho/han and heya.  
Make a statement such as the following, using pictures.  
Students should decide if a statement is true or false and say han/ho or heya.
  - a) T - Tungud magazu he?  
S - Heya
  - b) T - Tungud owashtecha ga he?  
S - Han/ho
  
2. De taku he?/He taku he?  
One student chooses a picture of an object or animal. The other students can ask any question which can be answered by han/ho or heya. In this way they can guess what the object is. They can ask questions about its color, location where it is usually found, its height, its size, whether it is an animal, a bird or an insect, whether it can perform certain activities, whether it can be eaten, and whether it tastes good. The student who guessed the object correctly gets the next turn at choosing a picture.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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REVIEW WORDS

eta oohduzaza pte	let's all wash our faces
etepakehtu	towel
ehduzaza	take a bath
hdukcha	comb your hair
epukcha	comb
bduha	I have It
duha	you have It
yuha	he/she has it

Pictures: a person combing hair and taking a bath

Real objects: puppet, towel, two combs, soap, washbasin, water, facecloth, flannelboard and flannelboard cut-outs (child, bath tub)

NEW WORDS

eta hduzaza	he/she washes face
eta hudzaza	wash you face
etapakeentu metawa	my towel
etapakeentu netawa	your towel
etapakeentu tawa	his/her towel
epukcha metawa	my comb
epukcha netawa	your comb
epukcha tawa	his/her comb
soog	he/she braids
pahee gakchu	he/she combs hair
ehduzaza	he/she bathes

OBJECTIVES

I. Understanding and Speaking:

At the end of this Unit, the student should be able to:

a) describe what people are doing in the picture: ehduzaza, pahee gakchu, etahduzaza, geesoo.

b) describe the objects in the picture: etapakeentu, epukcha.

c) show he can understand and use these imperative forms, using a puppet of flannelboard cut-outs if necessary.

eta oohduzaza pte.

eta hduzaza.

ehduzaza. hdukcha.

hdukchub.

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AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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OBJECTIVES (Cont'd)

d) show he can understand and use these possessives nouns forms, using real objects, flannelboard cut-outs, or the picture:

epukcha metawa, epakchu,  
netawa, epakchu tawa,  
etapakeentu metawa,  
etapakeentu, netawa,  
etapakeentu tawa, when  
asked de epakchu/  
etapakeentu netawa he?

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	etepukeenta epukcha otepukeenta metawa otepukeenta netawa etepukeenta tawa epukcha metawa opukcha netawa epukcha tawa	towel comb my towel your towel his/her towel my comb your comb his/her comb	Real objects: towel, comb, soap flannelboard, flannelboard cut- outs (towel, soap comb)

OBJECTIVES

1. Understanding and Speaking:  
The student should be able to:
- describe these objects in the picture:  
etapakeentu/epakcha.
  - show he understands and can use these possessive noun forms, using real objects, flannelboard cut-outs or the picture;  
etapakeentu metawa,  
etapakeentu netawa,  
etapakeentu nawa, epukcha metawa, epukcha netawa,  
epukcha tawa. when asked  
etapakeentu/epukcha de tuwe tawa he?

APPROACH

- Review the two nouns, using real objects, flannelboard cut-outs, or the picture. Ask de taku he? S - etapakeentu/epukcha.
- Hold a towel close to you and say de etapukeentu metawa. Repeat, then give a towel to a student and tell her de etapukeentu netawa. Repeat. Then point to this same student's towel and tell the rest of the class de Mary etapukeentu metawa. Repeat. Give the towel to another student and tell him de etapukeentu metawa. Then ask him etapukeentug de tuwe tawa he? S - de etapukeentu metawa. Ask the rest of the class etapukeentug de tuwe tawa he? S - he etapukeentug John tawa. Continue in this way, giving the towel to different students, and having them practise the three possessive nouns forms.
- Teach these three possessive forms of epukcha as in procedure 2: epukcha metawa, epukcha netawa, epukcha tawa.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he pahee geesoo	he/she braids his/her hair	Picture: person combing hair and taking a bath.
	he ehduzaza he hdukcha	he/she bathes he/she combs his/her hair	
	he eta hduzaza	he/she washes his/her face	

OBJECTIVES

1. Understanding and Speaking:  
The student should be able to describe what people are doing in the picture:  
ehduzaza, pahee gakcha, eta hduzaza, gesoo.

APPROACH

1. Teach pahee gakchu by pointing to the person combing his hair in the picture and saying de John. Point to the comb and ask de epakchu tawa he? S - He John epakchu tawa. Then point to the boy and say John pahee gakchu. Ask several students John tug toku he?
2. Teach ehduzaza in the same way, using the picture of the person taking a bath. First have the students identify the bath water and the towel when you ask de taku he? S - de mne/de etapukeentu.
3. Teach etahduzaza in the same way as ehduzaza, using the picture of the person washing his face.
4. Teach soo as in procedural, using the picture of a person braiding her hair.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	eta hduzazab eta oohdoozazapta ehduzaza hdakchu hdakchub	wash your faces let's wash our faces bathe comb your hair (sg) comb your hair (pl)	Real objects: puppet, towel, two combs, soap, washbasin, water, facecloth, flannelboard, flannelboard and cut-outs (child, bath tub).

OBJECTIVES

1. Understanding and Speaking:  
The student should be able to show he can understand and use these imperative forms, using a puppet or flannelboard cut-outs if necessary:  
eta hduzaza, eta oohduzaza pte, ehduzaza, hdakcha, hdakchub.

APPROACH

Review the imperative forms in these ways.

1. Eta oohduzaza pta. Have a student come to the front of the room, say eta oohduzaza pta. and motion him to join you in washing your faces, use the washbasin, water soap, facecloth and towel. Repeat the word. Then have this student ask another student to join him in washing. Have him say Mary eta oohduzaza pta. Let all the students take turns doing this.
2. Eta hduzaza. Hold the puppet on your hand. Tell the puppet and a student John/Mary kche eta hduzaza pe. Make the puppet pretend to wash its face, along with the student. Then give the puppet to a student, letting this student tell the puppet and the other student Mary/John kche eta hduzaza pe. Let several students have a turn giving this command.
3. Hdukcha. Tell the puppet John pahee gechukcha. Give the comb to him and have him comb his hair. Repeat, then have the two students take your place. Give the puppet and the comb to the student and have the other give the command: John, pahee gechukcha.
4. Hdukchub. Use two combs - hand one to a student, and the other to another student holding the puppet. Say John/Mary hdukchub. Let students take turns playing different roles.
5. Ehduzaza. Use the flannelboard cut-outs. Assign a name to the cut-out child. say de Mary. Point to the cut-out bathtub and say Mary ehduzaza chee.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	bdooha dooha yooha	I have it you have it he/she has it	Real objects: towel, comb, book

OBJECTIVES

1. Understanding and Speaking:  
The student should be able to show he understands and can use these verb forms: bduha, duha, yuha, using a comb and a book.

APPROACH

1. Point to the person with a comb in the picture and say epakchu yuha. Repeat. Ask wuksheechu yuha he? S - heya. Epakchu yuha. Point to the person with a towel and say etapukeentu yuha. Repeat. Ask etapukeentu yuha he? S - heya. Etapukeentu yuha. Ask other questions, getting the students to practise yuha.
2. Hold a comb in your hand and say epukcha bduha. Give it to a student and say epukcha duha. Ask the student epukcha bduha he? S - heya. T - tuwe epukcha yuha he? Wowape duha. Continue asking these sorts of questions, getting the students to practice bduha and duha.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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OBJECTIVES

1. Use this Lesson to review the Unit 35 vocabulary and structures and also to provide an opportunity for students to contextualize this and previously learned materials.

APPROACH

1. Briefly review the Unit 35 material, using the Unit Objectives as a guide.
2. Contextualization:
  - a) Tugtoku he?  
Have the student come to the front of the classroom and whisper an action to him. He should act this action for the other students. They should try and guess what he is pretending to do when the teacher asks John, tugtoku he? e.g. whisper to a student geesoo. The student should braid his hair, or pretend to. Ask the other students tugtoku he? The first one to say geesoo should get the next turn to act out an adverb.  
Other verbs: COMMAND - tugtoku he?

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	<u>REVIEW WORDS</u> tueeshpagecheda hahunta eyushda	needle thread scissors	Pictures: a little girl watching a group of women sewing, to show thread, scissors, needle, moccasins
	<u>NEW WORDS</u> gagege gagege/peya yuksa mnehoha waha taha humpa gage	sew mend it cut it out cloth hide leather he/she makes shoes	

OBJECTIVES1. Understanding and Speaking:

At the end of this Unit, the student should be able to:

a) describe what people are doing in the picture when asked de tugtoku he?

S - humpa guga. wagagege.

b) pick out and name the tools and materials needed to make moccasins and to sew: mnehoha, taha, wawaha, tueeshpagecheda, eyushda, hahunta.

c) respond correctly to these commands. gagege, yuksa. wagagege.

APPROACHNOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	huksa humpa wagahe he humpa guga gugaga <u>UNIT 36</u> <u>REVIEW WORDS</u> taeshpu hahootu eyushda	cut it I make shoes/ moccasins he/she makes shoes sew needle thread scissors	Pictures: a lady sewing to show thread, scissors, needles, moccasins. Real objects: cloth, scissors

OBJECTIVES

1. Understanding and Speaking:  
 The student should be able to:
  - a) describe what people are doing in the picture when asked: tugtoku he?  
 S - humpa guga, gugaga, waguege.
  - b) name these objects when asked what they are:  
de taeshpa  
de eyushda  
de hahunta  
de humpa  
de mnehoha.
  - c) respond correctly to the command yuksa, gugaga.

APPROACH

1. a) Review de taesgpa and eyushda by touching each object in the picture and asking de taku he? Review hahunta by pointing to the thread and asking de taku he? Review humpa by pointing to the shoe and asking de taku he? Ask several students each time.  
 b) Review gugaga by pointing to each of the women sewing and asking tugtoku he? Similarly teach waguege.
2. a) Teach mne hoha by pointing to the cloth and saying de mnehoha. Repeat, then ask several students de taku he?  
 b) Point to the person cutting the cloth and say yuksa. mnehoha yuksa. Repeat Give a needle and thread to the person who cut the cloth and say gugaga. mne hoha gugaga.  
 c) Teach gugaga and humpa guga. as in 2. b), pointing to the pictures of the woman mending cloths and the woman making moccasins.
3. Test the students to make sure they can tell you what each of the people in the picture are doing by asking tugtoku he?

NOTE TO TEACHER



AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	he gugaga	he/she is mending	<p>Pictures: some-one mending and sewing moccasins.</p> <p>Real objects: cloth, needle, thread.</p>

OBJECTIVES

1. Understanding and Speaking:  
The student should be able to respond correctly to the commands: gugaga.

APPROACH

1. Using the Unit picture and asking tugotku he? review wagugege and humpa guga.
2. Teach wagugege by handing out the pieces of cloth, needles and thread. Each student should ask for each object. mnehoha, taeshpa, huhunta wachee. When each student has threaded his needle (with your help if necessary), tell students one at a time to sew: Mary, wagugege.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
	taha mnehoha	hide cloth	Pictures: of a little girl watching a woman sewing moccasins.

OBJECTIVES

1. Understanding and Speaking:  
The student should be able to pick out and name the tools and materials needed
  - a) to make moccasins and
  - b) to sew.

APPROACH

1. Point to the little girl watching the woman working in the picture and say de wecheyanu. Wecheyanung humpa gugu ogehe.
2. Have a student point to and name each of the things in the picture when wecheyanu will need to make moccasins. S - taeshpagecheduga, huhuntaga, wawahaga nakoo taha.

NOTE TO TEACHER

AIM	NATIVE LANGUAGE CONTENT	ENGLISH LANGUAGE TRANSLATION	MATERIALS
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Flashcards, scissors, soap, needles, hide, cloth, moccasins, blanket, comb, towel, pillow, plates, broom, (6 of each, depending on the number of students).

Real objects:  
scissors.

### OBJECTIVES

- Understanding and Speaking:  
To have the students use the Language they have learned and practised in a more natural communicative situation.

### PROCEDURE

#### MAKING MOCASSINS

Give each student the picture of moccasins and tell them you want them to pretend to make moccasins. Demonstrate with one student.

T - de eyushda

T - humpa yuksa

S - cuts out moccasins

T - gugage.

S - pretends to sew them.

Hand out the scissors. Give the directions to each student, or have one student tell another. The moccasins can be taped or glued or stapled together.

### NOTE TO TEACHER

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