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**Native Language
Instruction Guide
Levels I to IV
(K-3)
DAKOTA**

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Native Language Instruction Guide

LEVELS I to IV (K-3)

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DAKOTA



Province of Manitoba
DEPARTMENT OF EDUCATION

NATIVE LANGUAGE INSTRUCTION GUIDE

LEVELS I TO IV

DAKOTA

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M. I. C. E. C.
119 SUTHERLAND AVENUE,
WINNIPEG, MANITOBA.

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1979

Revised Edition 1981

This guide has been developed as part of an overall Native languages instruction program for schools in Manitoba and comprises the first four levels of the program. The document incorporates ideas and suggestions from teachers in the field who speak and teach or have taught a Native language.

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This guide was designed and authored by the Native Languages Advisory Committee. The members of the Committee are as follows:

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INTRODUCTORY STATEMENT

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

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

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

This Native Language Instruction Guide - LEVEL I to IV is designed to help the student acquire competence and confidence in using the native language in meaningful conversation. By Level IV, the student will be ready to be introduced to the written syllabic representations of the languages being studied. The student will increasingly become aware that words can be represented by symbols, recorded on paper, and read.

Each person progresses towards the mastery of language at an individual speed; therefore, the teaching of language requires the diagnosis of individual requirements, and the planning for and evaluation of the individual's progress.

The content of each unit in the four levels of this guide, reflects a desire to provide a program which can meet a wide variety of needs and interests. In order to meet the various needs of individual students, groups of students and classes, this guide may be used to:

- 1) introduce a Native language as a second language instruction program at any point
- 2) provide a continuous and sequential program of instruction.

It is assumed by the authors of this guide that teachers using it as a tool for instruction will be familiar with the local dialect of their students and have some knowledge of second language teaching methods and techniques. The instructor should also be familiar with the related materials and teaching aids listed on page vi.

The basic philosophy of the Native Language Instruction Guide Levels I to IV is as follows:

1. The approach is to be multi-sensory (i.e. oral-aural, audio-visual) and based on the teacher's intensive involvement in communication with the pupils at each of the four levels;
2. Oral language particularly is to be emphasized at the first three levels;
3. The textual materials are suggested in order to augment the teacher's expertise and to expose students to Native languages materials which will stimulate their curiosity in language learning;
4. A gradual and systematic development of oral competence, from the discrimination and production of distinctive sounds to grammatical understanding through usage, will be possible through multi-method, multi-sensory and multi-material approaches;
5. Continuous drill and evaluation should aim primarily at facilitating student progress.

At the end of Level IV, the student should be able to speak the Native language at an elementary level on familiar topics.

In order to insure the success of this program, not less than thirty minutes per day should be spent in Levels I to IV.

ABOUT THE GUIDE

There are four levels in this guide, each having twelve units. The teacher is responsible for planning each lesson and making necessary adjustments in consideration of the student(s) ability, time available, and dialect. The teacher is encouraged to utilize to the fullest extent possible, the community and its people as resources.

LEVEL I

- The emphasis is on informal language learning in the present tense.
- Introduce the Native language using the audio-lingual/visual method.
- By the end of Level I, children should be able to name simple nouns and verbs orally and use them in simple sentences.

LEVEL II

- The emphasis on informal language learning is continued.
- Learn to use orally simple nouns and verbs in sentence forms, emphasizing the present tense.
- Introduce the use of gender.
- By the end of Level II, students should have learned enough oral vocabulary and sentence forms to begin learning the grammatical structure of language.

LEVEL III

- Students begin to learn grammatical structures.
- Continue to use simple nouns and verbs in oral sentence patterns.
- Introduce plurals, animate and inanimate objects, past tense, and demonstrative forms.
- Introduce syllabics informally by matching words with corresponding pictures. By the end of Level III, students should be able to recognize syllabic symbols for words thus far learned.

LEVEL IV

- Introduce the future tense.
- Continue oral language development.
- Formally introduce syllabics by teaching the syllabic alphabet; introduce syllabic writing.
- By the end of Level IV students should be aware of present, past and future tenses, and should be able to read and write in syllabics all the vocabulary thus far learned in sentence forms.

IMPORTANT NOTE

- As much as possible, only the Native language should be used by both the teacher and the students during classtime.
- The Supplementary Units XI and XII of each level should be used at the appropriate time.

SUPPORT MATERIALS

Related Materials

Cree Dictionary
How to Learn to Read and Write Cree Syllabics
How to Learn to Read and Write Odjibwe Syllabics
Cree Phrase Book
Odjibwe Phrase Book
This Is Hunting
Songs and Poems in the Cree Language
A Collection of Saulteaux (Odjibwe) Lessons
Murdo's Memoirs
 - Trail Blazers of the North
 - Life on the Trapline
 - Canoe Freighting in the North
Contemporary Cree Story Book
Cree Readers
Odjibwe Readers
Tanisi Readers
Anamikakweini Readers

Teaching Aids

Northern Experience Charts
Traditional Native Lifestyles
Native Tribes of Canada Charts
Handbook on Early Childhood
Cree Kit
Action Charts
Syllabics Charts

*All the above materials are available from the Manitoba Text Book Bureau.

NOTE TO INSTRUCTOR

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

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

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

LEVEL I

NOTE TO TEACHERS

The emphasis in Level I is on informal language learning in the present tense, using the audio-lingual/visual method of teaching. Learners should learn the vocabulary and practice using the learned words in sentences (structures). The teacher will have to use his/her own judgement in each situation to pace sentence development. It is important to realize that vocabulary alone will not lead to fluency. Right from the beginning, the teacher must strive to help the learner use his/her vocabulary in structures in order to learn how words "fit together".

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To begin to establish a working vocabulary in the Cree language.</p>	<p>Hello! What is your name? My name is . . . What is his/her name? His/her name is . . .</p>	<p>Game 1 (for an introduction) Sit in a circle. Teacher rolls a ball to a student, says his/her name. Student has to do the same. Roll to a different student each time.</p>	<p>- ball - puppets - art supplies - toys - number chart</p>
<p>OBJECTIVES</p>	<p>teacher school</p>		
<p>Following instruction, the learner will:</p> <ol style="list-style-type: none"> 1. know vocabulary and terms for common greeting forms; 2. be able to identify and introduce himself; 3. be able to count from 1 to 5; 4. know how to use listed personal pronouns . . . 	<p>boy, boys girl, girls yes, no I am a boy. girl. child. me, you, I, him/her, friend numbers 1, 2, 3, 4, 5 and</p>	<p>Game 2 (same as above, progressing to sentences) Hello, my name is . . . What is your name?</p> <p>Teacher may reinforce vocabulary through use of puppets first by the teacher then by the children. They can make their own puppets as a follow up activity.</p> <p>Children draw pictures of themselves. Show picture to the class and say, I am a girl/boy. My name is . . ., etc.</p> <p>Teacher holds up each picture and says, her name is . . ., his name is . . ., etc.</p> <p>Teacher asks student, "How old are you?"</p>	
<p><u>Note to teacher:</u></p> <p>It is important that you use only the native language in class.</p>			



VOCABULARY

Level I

Unit I

ENGLISH	DAKOTA	Instructor's Notes
Hello	Ho - boy Han - girl	
What is your name	Token-eniciyapi he	
My name is e ma ki ya pi	
What is his/her name?	To ken eci ya pi he	
His/Her name is eci ya pi	
teacher	Waonspe kiye - (Waya wa wica kiye)	
school	Wayawatipi	
boy, boys	Hoksidan, Hoksi pi da	
girl, girls	Wiciniana, Wicinya pida	
yes, no	han, hiya	
I am a boy.	Ho maksidan.	
I am a girl.	Wi macinyanna.	
I am a child.	Hoksiyopa he maca.	
me, you, I, him/her	miye, niye, mupe, I'ye/Iye	
friend, my	Koda, mitawa	
numbers 1, 2, 3, 4, 5,	wanca, nonpa, yamni, topa, zaptan	
and	Ka	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To learn the vocabulary about our peysical self.</p> <p>To apply personal pronouns.</p>	<p>head eye ear nose mouth tooth hair neck arm hand leg foot toe finger</p>	<p>Games - Simon says, Touch your eye, ear, nose, mouth, etc.</p> <p>On follow ups, paste body parts on body, or head parts on head.</p> <p>Show parts of the body and have students identify.</p>	<p>- catalogue - scissors - paper - paste - magazines - song and game activi relative to body par - anatomy chart</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know the vocabulary pertaining to their body parts; 2. be able to apply personal pronouns; 3. be able to identify and respond to questions pertaining to his body parts. <p>(See suggested activities.)</p>	<p>mine yours his/hers</p> <p>What is this? This is my . . . This is your . . . This is his/hers . . .</p> <p>touch</p>	<p>Question drills:</p> <p>T. What is this, Johnny? S. This is my nose.</p> <p>T. Is this your arm, Susan? S. No, that is my ear.</p> <p>Etc.</p>	

VOCABULARY

Level I

Unit II

ENGLISH	DAKOTA	Instructor's Notes
head	Pa	
eye	Ista	
ear	No'ge	
nose	Po ge	
mouth	I	
tooth	Hi	
hair	Pahin	
neck	Tahu	
arm	Isto	
hand	Nape	
leg	Hu	
foot	Siha	
toe	Sipa	
finger	Napsukaza	
mine, yours, hers	Mitawa, nitawa, tawa, tawa	
What is this?	De taku	
This is my	De mitawa	
This is your	De nitawa	
This is hers/his	De tawa, detawa	
touch	Yutan	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To develop a vocabulary of our family.</p> <p>To learn the various terms for relatives.</p>	<p>mother father brother sister baby grandmother grandfather uncle aunt me</p>	<p>- Each child paints a picture of himself and of the different members of his family.</p> <p>-- He introduces his family to his class.</p> <p>-- Have children bring photographs of family to school (each child, if possible).</p>	<p>- catalogues, magazines - assorted art material - scissors - crayons, paste, etc. - family photographs - plasticine - playhouse - pictures or illustrations of dog(s) and cat(s).</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and be able to use basic vocabulary and terms for his/her family members; 2. understand and be able to use possessive pronouns pertaining to his family; 3. understand and know present tense of the verb "cook". 4. know vocabulary and be able to name and identify the most common family pets. 	<p>use of my, your, her, his, with above relatives</p> <p>present tense of the verb to cook</p> <p>That is my . . . Here is my . . . There is my . . .</p> <p>The proper names of different members of the family.</p> <p>cat dog</p>	<p>- Use plasticine and make different members of the family.</p> <p>- Use cutouts from catalogues. Students could paste each member of the family on large manila tag and display on wall, or in scrap-book.</p> <p>-- Play house assuming roles of different family members.</p> <p>-- Have learners draw and colour a picture of a dog or cat.</p> <p>Sentence development:</p> <p>Teacher points, saying "This is a ____". The students give the answer.</p> <p>T. What is this, Mary? S. That is a ____.</p> <p>Etc.</p>	

VOCABULARY

Level I

Unit III

ENGLISH	DAKOTA	Instructor's Notes
mother	ina	
father	ate	
brother	cinye	
sister	micun	
baby	hoksiyokopa	
grandmother	kunsi	
grandfather	uncan	
uncle	deksi	
aunt	tonwin	
me	miye	
my, your, her/his	mitawa, nitawa, tawa/tawa	
cook	sparyan	
That is my	He mitawa	
There is my	He mitawa	
Here is my	De mitawa	
cat	pusida	
dog	sunka	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To familiarize children with the vocabulary of clothing items.</p> <p>To reinforce concepts of personal possessive nouns.</p>	<p>coat parka hat boots mocassins, mukluks mittens pants shirt dress underwear blouse sweater socks scarf</p> <p>possessives - my, your, etc.</p> <p>Put on . . . Take off . . . Hang up . . .</p> <p>dry</p>	<p>Have students bring their outer clothing to their seats and have them take off and put on various articles. Vary this by having students take turns at commanding.</p> <p>Put clothing belonging to various children together in a pile. Each child identifies his own and says, This is my coat, hat, shoes, etc.</p>	<ul style="list-style-type: none"> - outdoor clothing - children's own outdoor clothing or any clothing - catalogues of winter summer clothing - posters and charts pertaining to clothing wear . . .
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know vocabulary and be able to identify common clothing items; 2. be able to demonstrate an expanded understanding of possessive pronouns; 3. be able to understand and demonstrate use of command forms pertaining to their clothing . . . 		<p>Sentence development drills:</p> <p>T. This is a coat. Students repeat, "This is a coat".</p> <p>T. That is a hat. S. That is a hat.</p> <p>Etc.</p> <p>The teacher must continue to be creative and drill children according to their interest and ability.</p> <p>Compare summer and winter clothing.</p>	

VOCABULARY

Level I

Unit IV

ENGLISH	DAKOTA	Instructor's Notes
coat	o'hde	
parka		
hat	wapaha	
boots	canhanpa	
mocassins, mukluks	hanpikceka	
mittens	napinkpa	
pants	onze oge	
shirt	wicaunpi	
dress	sanksanica	
underwear	mahemunpi	
blouse	o'hdegangan	
sweater	o'hde zigzica	
socks	iyahdehunska	
scarf	dote ocoza	
my, your, his/her	mitawa, nitawa, tawa/tawa	
Put on	kicun	
Take off	yusdoka	
Hang up	otkeya	
dry	pusya	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To learn basic vocabulary pertaining to the home.</p>	<p>house my house, your house upstairs downstairs</p>	<ul style="list-style-type: none"> - Make a playhouse and furniture, with boxes, cardboard, manila tag, etc. 	<ul style="list-style-type: none"> - pictures - catalogues - playhouse with furni - a furnished doll hou
<p>OBJECTIVES</p>	<p>washroom outhouse</p>	<ul style="list-style-type: none"> - Cut out furniture and home pictures from old catalogues and magazines. 	<ul style="list-style-type: none"> - plasticine modelling - arts and crafts - materials
<p>Following instruction the learner will:</p>	<p>table chair cupboard stove</p>	<ul style="list-style-type: none"> - Make a "My Home" scrapbook. 	<ul style="list-style-type: none"> - blocks
<p>1. understand and be able to use common words pertaining to the home environment;</p>	<p>bed</p>	<ul style="list-style-type: none"> - Flannel board activities. 	
<p>2. through demonstration be able to identify the different parts of a house and furnishings.</p>	<p>(The instructor may add others.)</p>	<ul style="list-style-type: none"> - Art classes with "Home" theme. - Make up songs, poems, and nursery rhymes related to the home. Make them up. 	
		<p>- Class could visit the teacher's home.</p> <p>Continue to drill personal possessive pronouns, etc.</p>	

VOCABULARY

Level I

Unit V

	ENGLISH	DAKOTA	Instructor's Notes
	house my house, your house upstairs downstairs washroom outhouse table chair cupboard stove bed	wasicun-tipi tipi-mitawa, tipi-nitawa wakan-tipi kuyan-tipi ihduzaza cyanke tankan-tipi wahnawotapi can'akanyankapi waksinopiye ma 'zaoceti o-he-hde-pi	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To acquaint the learner with vocabulary pertaining to games and playing.</p>	<p>play friend win, winning lose, losing sing, singing song dancing share, sharing jump run ball soccer hockey skating tobogganing toboggan slow, fast first</p>	<p>- Name various games and the equipment used for each game. - Have a different student in charge of equipment each day. - Learn some songs in the Native language.</p>	<p>- bats - balls - hockey equipment - ropes</p>
<p>OBJECTIVES</p>			
<p>Following instruction, the learner will:</p> <ol style="list-style-type: none"> 1. understand and be able to use common words about the games they play. 2. be able to identify objects and follow simple instructions. 		<p>Continue sentence development, stressing singular, plural, present, past, and future.</p>	<p>"Songs and Poems in the Cree Language" could be translated into other languages.</p>

VOCABULARY

Level I

Unit VI

ENGLISH	DAKOTA	Instructor's Notes
play	ska ta	
friend, my	koda-mitawa	
win, winning	ohiya	
lose, losing	tok'ehpeya, tok'ehpeya	
sing, singing	dowan, dowanpi	
song	odowan	
dancing	wacipi	
share, sharing	onspaku, onspawicaku	
jump	ipseca	
run	inyanke	
ball	tapa	
soccer		
hockey		
skating	okazekecun	
toboggan	canwiyusdohe	
tobogganing	osdohekcun	
slow, fast	hanhi, duzahan	
first	tokaheya	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To familiarize the students with vocabulary associated with the different tasks in the home and in the school.</p>	<p>work together co-operation early late cleaning babysitting cooking housework sweeping washing clothes ironing mending sewing helping</p>	<ul style="list-style-type: none"> - Dramatize working together such as playing house. - Make scrapbooks with cutouts from magazines. 	<ul style="list-style-type: none"> - magazines, catalogues - props for dramatizing - old clothing for dress up - puppets - standard art supplies - toys, games
<p>OBJECTIVES</p>			
<p>Following instruction, the learner will understand and be able to use terms pertaining to and associated with domestic tasks.</p>		<p>Continue sentence development as in previous units . . .</p>	

VOCABULARY

Level I

Unit VII

ENGLISH	DAKOTA	Instructor's Notes
work	waecon	
together	wi'taya	
co-operation	okiya	
early	ecadan	
late	te'han	
cleaning	yuzazapi	
babysitting	hoksiyopa-awanyaka	
cooking	waspanyan	
housework	ti-wa-he-wicohan	
sweeping	kahin e'yaya	
washing clothes	heyake yuzaza	
ironing	wa'pamdaye	
mending	kagege	
sewing	wakagegepi	
helping	okiye	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To familiarize students with vocabulary pertaining to community.</p> <p>To know general geography of community along with related terms.</p>	<p>chief teacher priest doctor nurse police storekeeper reserve constable fisherman hunter trapper farmer pilot driver river lake road</p>	<ul style="list-style-type: none"> - Invite the various community helpers into the classroom. - Build a model of the community using blocks. - Have the class tour the facilities. - Make pictorial experience charts on any tours. - Tell stories about community helpers. - Dramatize roles of different helpers. - Do a map of the community. - Bring photographs of various buildings in community. - Draw pictures of the buildings in the community. - Make pictures and stories of various means of transportation. 	<ul style="list-style-type: none"> - standard art supplies - photographs - toys, such as cars and planes - blocks - plasticine - magazines, catalogues - clothing, costumes
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. understand and be able to use vocabulary pertaining to people in the community and community helpers; 2. know terms relevant to community geography. 			

VOCABULARY

Level I

Unit VIII

ENGLISH	DAKOTA	Instructor's Notes
chief	itancan	
teacher	wayawa wicakiya	
priest	wicaste wakan	
doctor	pezuta-wicasta	
nurse	wuyanza awanyanka	
police	akicita-wawanyake	
storekeeper	mazopiye-awanyake	
reserve constable	Dakota-wawanyake	
fisherman	hokuwa-wicasta	
hunter	wotihnisa	
trapper	wahnunkes'a	
farmer	wozuwicasta	
pilot	wata-kirye kahapa	
driver	wakahapa	
river	wakpa	
lake	mde	
road	canku	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To teach the vocabulary related to animals and pets.</p> <p>To continue improving learners' skills in sentence usage.</p>	<p>dog cat horse cow rabbit bear beaver moose caribou deer elk bird fish chicken turkey sheep muskrat mouse lynx wolf fox buffalo bug spider</p>	<p>- Categorize tame and wild animals.</p> <p>- Categorize as to where animals live, such as on land, in the water, in the trees, in our homes, or, who can fly.</p> <p>- Imitate sounds of different animals or birds.</p> <p>- Identify fish, birds, and animals.</p> <p>- Make an animal mural.</p> <p>- Draw pictures.</p> <p>- Sing "Old MacDonald Had A Farm".</p> <p>- Make animals with plasticine.</p> <p>- Tell animal stories.</p>	<p>- pictures - nursery puzzles of animals - teacher made puzzles - cutouts - puppets - flannel board - art materials</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learners will:</p> <ol style="list-style-type: none"> 1. be able to name and identify familiar animals and pets; 2. be capable of distinguishing between wild and domestic animals; 3. know the basic difference between birds, fish, and animals . . . 		<p>Continue to practice sentence development . . . e.g.</p> <p>T. This (that) animal is called a _____ . (students repeat)</p> <p>T. What is this animal called, Mary?</p> <p>S. That animal is a wolf.</p> <p>Etc.</p>	

VOCABULARY

Level I Unit IX

ENGLISH	DAKOTA	Instructor's Notes
dog	sun'ka	
cat	pusida	
horse	sun'ka-wakan	
cow	pte-waniyapi	
rabbit	mastinca	
bear	wahanksica	
beaver	ca'pa	
moose	ta	
caribou	siha-tanka	
deer	ta'hca	
elk	hehaka(m) upan(f)	
bird	zitkadan	
fish	hogan	
chicken; wild	siyo	
turkey; wild	zicatanka-ikceka	
sheep	tahcaska	
muskrat	sinkpe	
mouse	hitunkadan	
lynx	inmu	
wolf	sunka tokeca	
fox	sungidan	
buffalo	ta tanka	
bug, spider	wamduskada, unktomi	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To learn vocabulary on health habits such as - body care, clothes care, nutrition, physical fitness, safety.</p>	<p>health clean, dirty wash hands wash face eating drinking milk berries, fruit food vegetables meats bread sleeping resting comb to comb</p>	<ul style="list-style-type: none"> - Demonstrations are important in the area of personal cleanliness. - Measure height and weight each month. - Make food charts. - Make food in classroom. - Games such as: <ul style="list-style-type: none"> • Do As I Do • Simon Says • Feel It, Smell It, Hear It - Songs such as: <ul style="list-style-type: none"> • Hear We Go Looby Loo • This Is The Way We Wash Our Hands - Exercise - Demonstrate good posture. - Make posters. 	<ul style="list-style-type: none"> - pictures of signs of good health - tools as necessary for personal cleanliness such as:
<p>OBJECTIVES</p>			<ul style="list-style-type: none"> brushes combs soap towels toothpaste toothbrushes shampoo nail clippers nail files mirrors weigh scales
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. be able to use words related to health, food and body care; 2. understand the concepts of "clean" and "dirty" as it pertains to health; 3. be able to name and identify common foods which are considered healthy. 		<ul style="list-style-type: none"> - Continue sentence development. 	

VOCABULARY

Level I

Unit X

	ENGLISH	DAKOTA	Instructor's Notes
	Health	wuzani	
	clean, dirty	sapesni, sapa	
	wash hands	nape yuzaza	
	wash face	ite yuzaza	
	eating, drinking	wote, wayatkanpi	
	food	woyute	
	milk	asanpi	
	berries	waskuyeca	
	fruits	waskuyeca	
	vegetables	ta kusnisni wozupi	
	meats	tado	
	bread	aguyapi	
	sleeping	wicistinma	
	resting	ozikiyapi	
	comb	ipakca	
	to comb	hda kca	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Learn vocabulary related to the four seasons and their effects on us.</p>	<p>sun moon star sky wind rain fog cloud thunder lightning clear cloudy hot cold mud hail</p>	<p>- Make and keep a calendar record of weather with direction of wind, clear or cloudy, and temperature.</p>	<p>- cardboard - felt pens - coloured chalk - calendar - scrapbook - thermometer - art supplies - bristol board - weather chart</p>
<p>OBJECTIVES</p>		<p>- Collect various pictures for the seasons.</p>	
<p>Following instruction the learner will:</p>	<p>north, west, south, east</p>	<p>- Draw pictures for each session.</p>	
<p>1. be able to name and identify common objects in the sky;</p>	<p>fall - leaves changing leaves falling harvesting</p>	<p>- Make a scrapbook of different activities, clothing, and sports for each season.</p>	
<p>2. know the basic differences between the four seasons and related terms;</p>	<p>winter - frost freeze up snow ice cold storm frost bite</p>	<p>- Categorize.</p>	
<p>3. be able to identify general weather conditions;</p>	<p>spring - melt, thaw break up mud new leaves flowers</p>	<p>- Field trips to discover the changing of the seasons such as, the changing of the leaves or falling, the new leaves, etc.</p>	
<p>4. know terms for directions, etc.</p>	<p>summer - hot heat, sweat</p>	<p>- Draw or collect pictures of various seasonal vehicles.</p> <p>Sentence drills</p> <p>- It is cold (warm, cloudy, etc.).</p> <p>- It was hot, foggy, etc.</p> <p>T. What is the weather like today?</p> <p>S. It is cold and cloudy, etc.</p>	

VOCABULARY

Level I

Unit XI

ENGLISH	DAKOTA	Instructor's Notes
sun, moon	anpetuwi, hanyetu wi	
star, sky	wicanhpi, mahpiya	
wind, rain	tate, magazu	
fog, cloud	opo, amahpiya	
thunder, lightning	wakinyanhoton, wakanhdi	
clear, cloudy	kasota, amahpiya	
hot, cold	ka'ta, sni	
mud, hail	upsiza, wasu	
North, South	waziyata, itokaga ta	
East, West	wihohiyanpata, wiyohpeyata	
Fall - leaves changing leaves falling harvesting	Ptanyetu - canwapa yutokeca canwapa hinhpaya wa-su-ton-pi	
Winter - frost freeze-up snow ice cold storm frost, bite	Waniyetu - hewanka tasake wa cage sni icamna tasake	
Spring - melt, thaw break up mud new leaves flowers	Wetu - skan, stuta ka-zuzu upsiza canwapa teca wahcahca	
Summer - hot heat, sweat	Mdoketu - ka'ta kanya, temni	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Learn vocabulary about our holidays and related terms.</p>	<p>Thanksgiving - harvest turkey feast giving thanks, other relevant terms</p>	<p>- Class party</p> <p>- Decorate room appropriate to the event.</p>	<p>- art supplies - pumpkins - fresh harvest produce from gardens</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know vocabulary for our common holidays; 2. be able to identify holiday objects such as valentines, jack-o-lantern, etc. 3. be able to demonstrate what holiday objects belong where, i.e. hearts belong to valentine's day, Christ belongs to Christmas, etc. 	<p>Halloween - pumpkin jack-o-lantern witch black cat full moon trick or treat costumes mask ghosts, goblins</p> <p>Christmas - Christ Jesus' birthday manger Santa Claus reindeer gifts feast</p> <p>Valentine's Day</p> <ul style="list-style-type: none"> - heart - valentine - arrow - cupid <p>Good Friday and Easter</p> <ul style="list-style-type: none"> - cross - crucifix - other religious terms - bunny - Easter eggs - see Unit XI on spring <p>Mother's Day</p> <p>Father's Day</p>	<p>- Related reading, poems, songs, stories.</p> <p>- Concerts, exchange of gifts or cards.</p> <p>- Learn songs appropriate for the special event.</p> <p>- Continue sentence development:</p> <ul style="list-style-type: none"> a) commands b) interrogative c) statements etc. 	<p>- bread, bannock - traditional foods as holiday - Christmas tree - posters and pictures - magazines, etc.</p>

VOCABULARY

Level I

Unit XII

ENGLISH	DAKOTA	Instructor's Notes
Thanks Thanksgiving - harvest turkey feast	wasuton zicatanka kicicopi	
Hallowe'en - pumpkin jack-o-lantern witch black cat full moon trick or treat costumes masks ghosts	wamnu pusidan sapa hanwi mibe oihduze itekagapi wanagi	
Christmas - Christ Jesus' birthday manger Santa Claus reindeer gifts feast	Jesus ton'pi anpetu wakantanka cinhintku Jesus tonpi-anpetu ohnawotapi waziya waziyata tahca ta'ku-wicaku kicicopi (wutapi)	
Valentine's Day - heart valentine arrow cupid	cante wanhinkpe wocantahde	
Good Friday and Easter cross crucifix bunny Easter eggs	woekicetu-anpetu canicipawege Jesus-icipawega-kagapi mastinca cinca witka	
Mother's Day Father's Day	Hun-ka anpetu Atkuku anpetu	

TEACHER'S NOTES

LEVEL II

NOTE TO TEACHERS

In Level II, the emphasis on informal language learning is continued. The use of simple verbs and nouns should be practiced orally in sentence forms, with emphasis in the present tense. A variety of sentence forms appropriate to a wide range of situations should be practiced. The use of gender should also be introduced at this level. By the end of Level II, the learners should know enough vocabulary and structured forms to begin learning the grammatical structure of the language.

LEVEL II UNIT I LET'S BE FRIENDS - 2 WEEKS

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To increase the learner's ability to speak a Native language.</p> <p>To learn to use simple nouns and verbs in sentence form emphasizing the present tense.</p> <p>To introduce the use of gender.</p>	<p>Review greetings and personal pronouns.</p> <p><u>New Vocabulary:</u></p> <p>woman man talk, talking speak, speaking who how many count (imperative) numbers 5, 6, 7, 8, 9, 20</p>	<p>- Role playing</p> <p>- <u>Questions and Answers</u></p> <p>T. Who is man teacher? S. The man teacher is _____.</p> <p>T. Who is woman teacher? S. The woman teacher is _____.</p> <p>T. How many female teachers? S. There is (are) _____ female teachers.</p> <p>T. How many male teachers? S. There is (are) _____ male teachers.</p> <p>T. How many boys in our class? S. There are _____ boys in our class.</p> <p>T. How many girls in our class? S. There are _____ girls in our class.</p> <p>- Commands (imperative)</p> <ul style="list-style-type: none"> • Billy, count to 10. • Florence, stand up. • Stop talking, class. 	<p>- pictures of people</p> <p>- number charts</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know the new vocabulary and their meaning; 2. be able to use the verbs and nouns appropriately in phrases and simple sentences; 3. be able to answer simple questions with a phrase or simple sentence; 4. be able to follow a command; 5. know how to count to 10. 	<p><u>Note:</u> The teacher may add additional nouns and verbs if he or she sees fit to do so.</p>	<p><u>NOTE TO TEACHER:</u></p> <p>It is important that the teacher develops a variety of sentences for oral drills with students ...</p>	

VOCABULARY

Level II Unit I

ENGLISH	DAKOTA	Instructor's Notes
woman man talk speak who how many count numbers 5 - 10	winyan wi casta i'a e'ya tu-we to'nakeca yawa wayawapi, zaptan, sakpe, sakowin, sahdogan, napciwanka, wikcemna	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To expand vocabulary of physical self.	Review vocabulary of body parts, Level I, Unit II. <u>New Vocabulary:</u>	- Learn vocabulary in sentence forms. • I have a headache. • She has a headache. • I have two hands. • She has two hands. Etc.	- pictures, illustrations and experience charts of human beings - dolls - cut-outs of body parts that can be placed together.
OBJECTIVES	hurt headache have has eyebrows cheek	- Game - Have 3 or 4 children stand in front of the class holding the part of their body that is 'sick'. The rest of the children describe what is wrong with the 'acting sick'.	
Following instruction the child will be able to: 1. name parts of common objects pertaining to physical self; 2. identify his/her own body parts; 3. answer questions with a phrase or simple sentence.	sick chin touch tongue body left right other finger, fingers toe, toes back stomach heel ankle knee elbow	- Game - Touch your toe, touch your tongue. - <u>Sample questions and answers.</u> T. How many eyes do (you, I, he, she) have? S. (I, you) have two eyes. Etc. T. Where is your stomach? S. (Student pointing) My stomach is here. Etc. - Have learners follow commands by pointing out different body parts.	

VOCABULARY

Level II Unit II

ENGLISH	DAKOTA	Instructor's Notes
hurt	ksu'weya	
headache	pa yazan	
have	yuha	
has	yuha	
eyebrows	istahehin	
cheek	tapon	
sick	wayanzanka	
chin	iku	
touch	yutan	
tongue	cezi	
body	tancan	
left	catka	
right	etapa	
other	urman	
finger, fingers	napsukaza, napsukaza	
toe, toes	sipa, siyukaza	
back	cankahu	
stomach	tezi	
heel	siyete	
ankle	iskahu	
knee	hupaho	
elbow	ispaakihe	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To expand the vocabulary involving family and home life.</p>	<p>Review Level I, Unit III</p> <p><u>New Vocabulary:</u></p> <p>wife husband young, or new old, little big is where help helping bakes, baking eat sleep babysitting doing age</p>	<p>- Extensive use of vocabulary in oral sentences.</p> <ul style="list-style-type: none"> • What is your mother doing? • She is baking. • She is sleeping. 	<ul style="list-style-type: none"> - objects to differentiate between old and new, young and old, big and little, etc. - magazine pictures, photographs, drawings
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and be able to use vocabulary in phrases and simple sentences; 2. be able to use words to describe familiar actions and objects related to family life. 		<p>- Height comparison for development of the words - big, little, etc.</p> <p>- Sample exercises for vocabulary and structural development:</p> <p>T. Who is bigger, Don or Emma Jane? S. Don is bigger.</p> <p>T. How old are you, Joan? S. I am 6 years old.</p> <p>T. What is mother doing? S. Mother is baking.</p> <p>T. Stella, are you baking? S. No, I am eating.</p> <p>Etc.</p> <p>- Discuss activities of people in pictures, illustrations, etc.</p>	

VOCAUIARY

Level II

Unit III

ENGLISH	DAKOTA	Instructor's Notes
his wife	tawicu	
her husband	hihnaku	
young, or new	teca	
old	ehanna	
little	ci'stinna	
big	tanka	
is	e'e	
where	to'kiye	
help	o'kiye	
helping	okiyapi	
bakes, baking	spayan	
eat	wote	
sleep	istinma	
babysitting	hoksiyopa-awanyaka	
doing	e-con'	
age	oicage	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To promote speaking ability with reference to clothing and the care of clothing.</p>	<p>Review Level I, Unit IV</p> <p><u>New Vocabulary:</u></p> <p>wash clothes hang up put on take off iron (the verb) mend fix sew folding wear wearing</p>	<p>- Teachers should introduce lesson with an interesting story related to the lesson.</p> <p>- Role play with imperative</p> <ul style="list-style-type: none"> • put on • take off • hang up • fold your coat • mend your hat <p>Etc.</p>	<p>- catalogues and magazines illustrating clothing, old or new, torn or patched, etc.</p> <p>- iron, needle, thread</p> <p>- items related to clothing</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand new vocabulary; 2. be able to follow simple commands; 3. understand the meaning of related action words (verbs) pertaining to clothing . . . 		<p>- Sample drills:</p> <p>T. Put on your hat, John. (The student puts on his hat)</p> <p>T. What am I doing, Florence?</p> <p>S. You are putting on your cap.</p> <p>Etc.</p>	

VOCABULARY

Level II

Unit IV

ENGLISH	DAKOTA	Instructor's Notes
wash clothes hang up clothes put on take off iron, the verb mend fix sew folding wear wearing	heyake yuzaza heyake otkeya kicun yusdoka wapamdaye kagege piya kagege pehan un unyanke	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To enlarge on the basic vocabulary pertaining to the home.</p>	<p>Review vocabulary Level I, Unit V, especially the personal pronouns.</p> <p><u>New Vocabulary:</u></p>	<ul style="list-style-type: none"> - Make model homes, or draw. - Use models to illustrate vocabulary. - Plenty of oral sentence activities, questions and answers. - Pantomime, role playing. - Visit the teacher's home. - Sentence drill by talking about things we do in the home. - Sample pronoun drills: <ul style="list-style-type: none"> T. (I am, you are, she is) sleeping. Have students repeat . . . T. They are outside, we are inside, etc. 	<ul style="list-style-type: none"> - play house, furniture - catalogue
<p>OBJECTIVES</p>	<p>inside outside</p>		
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know the new vocabulary pertaining to activities in the home; 2. be able to use simple structures (sentences) related to the home environment; 3. know how to use certain personal pronouns in sentences. 	<p>sleep, eat, cleaning washing clothes, sweeping cooking, sit, sitting come in, go out floor wash the floor door, window, light open, close make the fire broom pail, water wash dishes dry dishes</p>	<p><u>Note to teachers:</u></p> <p>Think of appropriate exercises for pronoun development.</p>	

VOCABULARY

Level II

Unit V

ENGLISH	DAKOTA	Instructor's Notes
inside	mahen	
outside	tankan	
sleep, eat	istinma, wote	
cleaning	yuzazapi	
washing clothes		
sweeping	kahinta	
cooking	waspanyan	
sit, sitting	iyotanka, iyotankahen-un	
come in	u-mahen	
go out	iyaya tankan	
floor	owanka	
wash the floor	owanka yuzaza	
door	tiyopa	
window	owanye	
light	izanzan	
open	yugan	
close	ecen iyeya	
make the fire	ceti	
broom	owanka ecahinte	
pail, water	cega, mni	
wash dishes	waksica yuzaza	
dry dishes	waksica pakinta	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Enlarge vocabulary in relation to play and good sportsmanship.</p> <p>To use sentences with the vocabulary already taught.</p>	<p>Review Level I, Unit VI</p> <p><u>New Vocabulary:</u></p> <p>swim, swimming dive swing, swinging tag race first, second, third shout fun listen loud cheat cry laugh fall down, get hurt whistle, go, stop bat, skip, skates toboggan rope, slide</p>	<p>- Discuss pictures of playing.</p> <p>- Question and answer sentences.</p> <p><u>Example:</u></p> <p>T. What am I doing? S. You are laughing.</p>	<p>- experience charts - playground equipment - books of sports - scrapbooks - catalogues, magazines</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand the new vocabulary; 2. be able to understand the imperative verb forms pertaining to the new vocabulary; 3. be able to use appropriate vocabulary while playing with others . . . 		<p>(Pointing to picture the teacher asks questions.)</p> <p>T. What is she doing? S. She is swimming.</p> <p>T. Is that boy laughing? S. No, he is crying.</p> <p>- Play games</p> <p>Have children follow commands to run, walk, sit, stand, crawl, etc.</p> <p>- Sing song to the tune of Frere Jacques but substitute lyrics, e.g.: "We are running, I am running, run, run, run, run, run, run, etc. Now we all are running (repeat)</p> <p>Etc.</p>	

VOCABULARY

Level II

Unit VI

ENGLISH	DAKOTA	Instructor's Notes
swim, he is swimming dive swing, he is swinging tag race first second third shout fun listen loud cheat cry laugh fall down get hurt whistle go stop bat skip skates toboggan rope slide walk run stand sit ride	niwan kihmuka ho'tadan, ho'tadan kikcun oyutan ki-iryanke tokaheya icinopa iyamni pan wowiha anagoptan ho-tanka hna'yan ce'ya iha ku'ya hinhpaya ksu weya zo iyaye inazin takicapope psica mazaokeze canwiyusdohe wikan osdohan'kicun mani iryanka inajin iyotanka hiyaya	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To enhance vocabulary related to jobs, chores, and tasks in the home and school.</p>	<p>Review Level I, Unit VII</p> <p><u>New Vocabulary:</u></p> <p>clean up make the bed chop wood get wood get water bring wood inside ice hole chisel garbage burn the garbage throw out the "slop" pail</p>	<p>- Discussion, pictures of working, question and answer, drawing, dramatizing, role playing.</p> <p>- Role playing game:</p>	<p>- books, magazines - catalogues - puppets - play house - play furniture</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand new vocabulary; 2. be able to give and respond to commands, using appropriate pronouns and verb forms. 	<p><u>Note to teachers:</u></p> <p>It is important that all the vocabulary taught, both old and new, is reviewed and practiced daily.</p>	<p>Have student(s) act out an activity (e.g. chopping wood, carrying wood, etc.). Other students guess what actor(s) is doing.</p> <p>- Practice sentence developing:</p> <p>T. What is Johnny doing? S. Johnny is chopping wood.</p> <p>T. What is Stella doing? S. Stella is making her bed.</p> <p>Etc.</p>	

VOCABULARY

Level II

Unit VII

ENGLISH	DAKOTA	Instructor's Notes
clean up	ihduzaza	
make the bed	owanka-piya	
chop wood	can-kaksa-ksa	
get wood	can-icu	
get water	mni-icu	
bring wood inside	can timahen-au	
ice hole	ca'ga-ohdoka	
chisel	canicahdoke	
garbage	ta'kuehpeyapi	
burn the garbage	takuehpeyapi hena ideya	
throw out the slop pail	mni-sica papson	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
Increase vocabulary related to community and occupations.	Review Level I, Unit VIII <u>New Vocabulary:</u> net fishing angling church nursing station hunting big game hunting ducks trapping fly (verb) buy job drive an engine beadwork carpenter pray sick feel better, well plane, boat gun vehicle skin an animal pelt of an animal fur of an animal snare, to snare trap, to trap net, to net beads immunization build, hammer, nails, saw boards	<ul style="list-style-type: none"> - Call resource people from the various occupations. - Role playing, field trips. - Draw pictures. - Show and tell. - Question and answer. - Pictures and stories of various means of transportation. - Phrase and sentence drill using old and new vocabulary. 	<ul style="list-style-type: none"> - clothing and equipment associated with the different occupations - experience charts - pictures of communities and various occupations
OBJECTIVES			
Following instruction, the learner will:			
1. know and be able to use the new vocabulary in complete utterances (phrases and sentences);			
2. name familiar objects seen in the community (actual objects or pictures);			
3. be able to use words and phrases to describe familiar activities pertaining to the community.			
		<u>Note to teachers:</u> Increasingly more, teach complete utterances, that is, language in phrases and sentences that one would actually use in conversation, e.g. rather than simply teaching the word "church", teach "that is a church", etc.	

VOCABULARY

Level II

Unit VIII

ENGLISH	DAKOTA	Instructor's Notes
net fishing angling church nursing station big game hunting duck hunting trapping fly, the verb buy job drive an engine beadwork carpenter pray sick feel better, well plane boat gun vehicle skin an animal pelt of an animal fur of an animal snare, to snare trap, to trap net, to net bead, beads immunization build hammer nails saw boards	ho-icuwa ho'psica tipi-wakan wayazanka oyanka wotihnipi maga-ksica-odepi wa-hmunke kinyan opeton woecon hemani kahapa wagu cankazipa ce'kiya wayanzanka ma-waste, waste wata-kinyan wata ma'zakan he-mani woteca ha woteca wawaha woteca hin hmunka, wi'humunka mazahtakiyapi, hmunka ho, hmunka wanapin, wanapina capa kaga maziyaape mazaiyokatan canibaksa canmdaska	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Increased vocabulary and sentence development pertaining to animals.</p>	<p>Review Level I, Unit IX</p> <p><u>New Vocabulary:</u></p> <p>wild animals tame animals baby animals young large moose, bull, calf yearling fish - pickeral, whitefish, sturgeon, trout, jackfish birds - raven, duck, goose, whiskey jack, owl, pelican, gull, grouse egg bush land prairie, sky tree, grass antlers</p>	<p>- Imitate sounds of animals and have students identify them, e.g.</p> <p>T. What animal makes this sound "quack, quack"?</p> <p>S. A duck makes that sound.</p>	<p>- Charts from: "Fish and Wildlife Branch Box 22 1495 St. James Street Winnipeg, Manitoba</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know new vocabulary and phrases; 2. be able to identify orally/verbally different types of animals, fish and birds (pictures or actual); 3. be able to talk about animals, birds and fish in their environment. 		<p>- Tell stories to the class about animals.</p> <p>- Show slides and/or films about animals.</p> <p>- Make scrapbooks of animal pictures, etc.</p>	<p>- pictures of common animals fish and birds - appropriate slides, films and stories if available - furs, feathers, nests, antlers, etc.</p>

VOCABULARY

Level II

Unit IX

ENGLISH	DAKOTA	Instructor's Notes
wild animals	woteca-ikceon	
tame animals	wanunwayapi wahbana	
the baby animals	wanunwayapi cinca	
young	nakaha	
large	tan'ka	
small	ci'stinna	
moose	ta	
bull moose	ta bdoka	
cow moose	ta wiye	
yearling moose	ta cinca	
fish	hogan	
pickerel	psoka	
whitefish	ho'ska ska da	
sturgeon	canhun	
trout	hogan wistasni	
jackfish	tamahe	
birds	zitkadan	
raven	kangi	
duck	magaksica	
goose	maga	
whiskey jack		
owl	hinyankaga	
pelican	mde ga	
gull	wicatantankada	
ruffed grouse	siyo	
egg	witka	
bush	otehi	
land	makoce	
prairie	tin ta	
sky	mahpiya	
tree	can	
grass	wato	
antlers	he yuhaha	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Increase students vocabulary in the area of health habits and food items.</p>	<p>Review Level I, Unit X</p> <p><u>New Vocabulary:</u></p> <p>strawberry raspberry saskatoons blueberry cranberry potatoes carrots onions bathing washing face chewing taste smell stink sweet, sour tastes good tastes bad dressing, swallowing brushing teeth dirt, soap fingernails, dirty nose mirror, louse pork, beef, bacon moose meat gun, chewing gum</p>	<p>- Have demonstrations on how to properly brush teeth, clean nails, etc.;</p> <p>- Have blind folded tasting sessions. The student identifies what he/she is tasting;</p> <p>- Tell students the importance of proper diet, food chewing, grooming, sleeping, etc.</p> <p>- Have students identify different food items and objects using pictures, etc. e.g.</p> <p>T. (Holding up picture) What is this, John? S. That is an onion. T. Do you like onions, Mike? S. Yes, I like onions. Etc.</p> <p>- Bring in a nurse or mother to talk to students (in their Native language) about food and health.</p>	<p>- food charts - health charts - miscellaneous food items - tooth brush - tooth paste</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand new vocabulary; 2. be able to use new vocabulary in utterances; 3. be able to identify orally/verbally items included in the new vocabulary (pictures or actual). 			

VOCABULARY

Level II

Unit X

ENGLISH	DAKOTA	Instructor's Notes
strawberry raspberry saskatoon blueberry cranberry potato carrot onion bathing washing his face chewing taste smell stink sweet sour tastes good tastes bad dressing swallowing brushing his teeth dirt soap fingernails dirty nose mirror louse pork beef bacon moosemeat gum chewing gum	wazusteca takanheca wipazoca aunyeyapi potpanka bdo pangizizi psin ihduzazapi ite ihduzaza yata u'ta o'mna sicamna skuya skumna u'ta waste u'ta sica oyazan pikiya napca hi pezaza sapa wipazaza napsukaza sake poge sapa ihdiyomdasin he ya kukuse wasin tado wasin ta-tado cansin cansin yata	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
Increase vocabulary regarding seasons.	Review Level I, Unit XI <u>New Vocabulary:</u>	- Have students keep record of the weather by making a weather chart and recording the weather . . .	- For months of the year and days of the week, refer to pages 237 & 239 "Guide to Spoken Cree."
OBJECTIVES	night	- Go on seasonal field trips and discuss weather, climate, and landscape, etc.	- weather chart
Following instruction the learner will:	day	- Discuss with the learners the importance of the sun as it relates to seasons . . .	- pictures showing scenes of the different seasons
1. know the new vocabulary pertaining to the four seasons and climate generally;	calm	- Sample drill	- thermometer
2. be able to use new vocabulary in utterances;	wet	T. Is it sunny outside?	
3. be able to ask and/or respond to sentences about the weather or seasons, etc.	soon	S. No, it is cloudy outside.	
	months of the year	T. The wind is blowing today.	
	days of the week	C. (Repeats) The wind is blowing today.	
	rainbow	Etc.	
	muddy		
	temperature		

VOCABULARY

Level II

Unit XI

ENGLISH	DAKOTA	Instructor's Notes
night	hanyetu	
day	anpetu	
warm	ka'ta	
windy	tate yanpa	
calm	amdakedan	
wet	spa'ya	
soon	ecadan	
rainbow	wihmunke	
muddy	upsiza	
temperature	osni is maste	

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Increase and enhance the ability to speak a Native language in relation to special events and holidays.</p>	<p>Review Level I, Unit XII</p> <p><u>New Vocabulary:</u></p> <p>Remembrance Day war the dead soldiers festival, sports day wedding birthday Treaty Day New Year's Day kissing Valentine's Day love sweetheart Colours red blue yellow black white</p>	<p>- Lessons should be done at the appropriate holiday times.</p> <p>- Following the teaching of the vocabulary, emphasis should be placed on sentence development through oral practice.</p> <p>- Ideas for above:</p> <p>a) using appropriate pictures and objects, the teacher should ask questions, with students responding in complete sentence form;</p> <p>b) the students may drill each other under teacher supervision given certain sentences;</p> <p>c) simply have students repeat what the teacher is saying...</p> <p>*Rarely are words used independently in conversation. The emphasis must always be on structural development.</p> <p>*Also see Level I, Unit XII, for suggested activities . . .</p>	<p>Refer to Level I, Unit XI.</p> <p>- objects, pictures and posters pertaining to Special Events.</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and be able to use new vocabulary in phrases and simple sentences; 2. know vocabulary colours and be able to differentiate between them; 3. know the significance of each holiday they celebrate. 			

VOCABULARY

Level II

Unit XII

	ENGLISH	DAKOTA	Instructor's Notes
	Remembrance Day	Wokiksuye anpetu	
	war	wokicize	
	the dead	wicata	
	soldiers	akicita	
	festival, Sports Day	wi'yuskinpi, skatapi	
	wedding	wakankiciyuzapi	
	birthday	tonpi anpetu	
	Treaty Day	oyate wowapiyutanpi	
	New Year's Day	omakateca	
	kissing	i'itputakapi	
	Valentine's Day		
	Love	wastedaka	
	sweetheart	tuwewasteda	
	red	sa	
	blue	to	
	yellow	zi	
	black	sapa	
	white	ska	

TEACHER'S NOTES

LEVEL III

NOTE TO TEACHERS

Following the development of new vocabulary in Level III, the instructor must continue to stress use of simple nouns and verbs in sentence patterns orally. In Level III, the plural form, animate and inanimate objects, past tense, and demonstrative forms should be introduced. Learners should begin to learn grammatical structures as well.

The use of syllabic symbols should be also introduced at this level. This can be done by informally matching words with corresponding pictures, items etc. The objective should be that learners should be able to recognize syllabic symbols for words thus far learned.

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To introduce plurals, animate and inanimate.</p> <p>To introduce the past tense.</p> <p>To introduce the demonstrative forms, this, that, who is, that is, what is.</p> <p>To introduce the verb bring.</p> <p>To start the use of syllabics by labelling nouns.</p>	<p>Review vocabulary from Levels I and II</p> <p><u>New Vocabulary:</u></p> <p>this, that what is this who is this chair, chairs schools pencil, pencils book, books window, windows door, doors shoe, shoes coat, coats house, houses table, tables bring</p>	<ul style="list-style-type: none"> - Use pictures of single objects and have them identified as animate and inanimate. - Bring in items into the classroom. - Label all objects. - Prepare worksheets of animate and inanimate nouns, to label and colour. <p>*In Level III, increasingly more have learners practice speaking in phrases and sentences using all known vocabulary from the previous levels and the new vocabulary.</p>	<p>For reference, see "Guide to Spoken Cree", Lessons 6, 7, and 9.</p> <ul style="list-style-type: none"> - pictures and charts of related objects in the classroom... - objects in the classroom - a colour chart
<p style="text-align: center;">OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. differentiate between animate and inanimate objects; 2. know and be able to use the new vocabulary; 3. understand and be able to use demonstrative pronoun forms list under new vocabulary; 4. be able to use plural forms for listed nouns; 5. know and be able to write syllabic symbols for listed nouns; 6. know and be able to use vocabulary for basic colours. 		<ul style="list-style-type: none"> - Teach singular and plural forms. - Give a brief history of syllabics (James Evans) and show them the various symbols used and related sounds... <p><u>Sample sentence drills:</u></p> <p>This is a _____.</p> <p>That is a _____.</p> <p>Those are _____.</p> <p>What is this?</p> <p>What are those?</p> <p>Etc.</p>	<p>*A syllabics chart...</p>

VOCABULARY

Level III

Unit I

ENGLISH	DAKOTA	Instructor's Notes
this that what is this what is that who is this who is that chair chairs schools pencil, pencils book, books window, windows door, doors shoe, shoes coat, coats house, houses table, tables bring	de he de taku he taku de tuwe he tuwe can-akan yanka can-akan yanka pi wayawatipi wowapi-icazo wowapi, wowapidena owanye, owanyedena tiyopa, tiyopadena can'hanpa, can'hanpa dena akan onpi, akan onpi dena wasicutipi, wasicutipi dena wahna wotapi, wahna wotapi dena au	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Teach application of plural forms to personal pronouns of body parts.</p> <p>Teach syllabic forms.</p> <p>Review and identify inanimate nouns in plural forms.</p>	<p>Review vocabulary from Levels I and II</p> <p><u>New Vocabulary:</u></p> <p>my ear, my ears your ear, your ears his/her ear, his/her ears eye, eyes tooth, teeth arm, arms hand, hands leg, legs toe, toes finger, fingers numbers 10, 11, 12, 13, 14, 15</p>	<p>- Draw picture of self and label parts.</p> <p>- Cut out parts of pictures and make a person.</p> <p>- Practice with labels and identify body parts, both singular and plural.</p> <p>- Practice counting.</p> <p><u>Sample sentence drills:</u></p> <p>T. What is this? (teacher asks) C. That is an ear. (class answers)</p> <p>T. What are these? C. Those are teeth.</p>	<p>For reference see "Guide to Spoken Cree", Lessons 74 and 75.</p> <p>- chart of the human body (anatomy) - numbers chart</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <p>1. know vocabulary for basic parts of the human anatomy both singular and plural;</p>			
<p>2. know plural forms for inanimate nouns;</p> <p>3. be able to apply personal pronouns to singular and plural forms of body parts;</p> <p>4. be able to count from 1 to 15;</p> <p>5. be able to use new vocabulary in phrases and sentences;</p> <p>6. be able to reproduce some vocabulary in syllabics.</p>		<p>T. What is this? C. That is a tooth.</p> <p>T. Does John have one leg or two legs? C. John has two legs.</p> <p>T. How many toes do you have? C. We have ten toes.</p> <p><u>Learners follow commands:</u></p> <p>T. Show me your eyes. C. (They point to their eyes; or other body parts; saying) These are my eyes, etc.</p>	

VOCABULARY

Level III

Unit II

ENGLISH	DAKOTA	Instructor's Notes
my ear, my ears your ear, your ears his/her ear, his her ears eye, eyes tooth, teeth arm, arms hand, hands leg, legs toe, toes finger, fingers ten, eleven, twelve, thirteen, fourteen, fifteen	mi noge, mi noge kin ni noge, ni noge kin noge tawa, noge tawa kin ista, ista kin hi, hi kin isto, isto kin nape, nape kin hu, hu kin sipa, sipa kin napsukaza, napsukaza kin wikcemna, akewanzi, akenonpa akeyamni, aketopa, ake zaptan	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To introduce animate plural forms using vocabulary relative to family.</p> <p>To teach syllabic forms.</p>	<p>Vocabulary taught in previous Levels.</p> <p><u>New Vocabulary:</u></p> <p>sister, sisters brother, brothers baby, babies grandmother, grandmothers grandfather, grandfathers uncle, uncles aunt, aunts cat, cats dog, dogs younger brothers and sisters</p>	<ul style="list-style-type: none"> - Talk about people in the family. What work does each family member do? - Using photos and pictures, talk about people and animals, always distinguishing between singular and plural, animate and inanimate. - Have children cut out pictures of different family members and paste them into "family books". <p><u>Sentence development:</u></p> <p>T. How many brothers do you have?</p>	<ul style="list-style-type: none"> - appropriate stories about family - labelled pictures - pictures of families - animal pictures - magazines . . .
<p><u>OBJECTIVES</u></p> <p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know the animate plural forms for vocabulary pertaining to the family; 2. be able to talk about the family in phrases and simple sentences; 		<p>S. I have one brother.</p> <p>T. Do you have a younger sister?</p> <p>S. I have two younger sisters . . .</p> <p>Etc.</p>	
<ol style="list-style-type: none"> 3. be able to ask questions and give answers to questions using vocabulary related to the family; 4. know and be able to write syllabic forms of vocabulary. 			

VOCABULARY

Level III

Unit III

ENGLISH	DAKOTA	Instructor's Notes
sister, sisters, my my brother, brothers baby, babies my grandmother, grandmothers my grandfather, grandfathers uncle, uncles, my my aunt, aunts cat, cats dog, dogs younger brothers & sisters, my	tankaku, mitanka (younger) sunkaku, misunka (younger) hoksiyokopa, hoksiyokopa kin kunsi, kunsi uncan, unkan deksi, deksi tonwin, tonwin pusida, pusida kin sunka, sunka kin misunka, mitanka	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To introduce the past tense.</p> <p>To continue teaching syllabics.</p> <p>To make and use sentences in describing clothing.</p>	<p>Vocabulary of Levels I and II, Unit IV.</p> <p><u>New Vocabulary:</u></p> <p>today yesterday it was cold hot warm outside inside</p>	<ul style="list-style-type: none"> - Using a chart for seasons, match the type of clothing for each season. - Play dress up. - Make scrapbooks and have learners label clothing (perhaps with syllabic symbols) <p><u>Sentence drill:</u></p> <p>T. Is it cold today? S. No, it is warm today.</p> <p>T. Was it warm outside yesterday? S. No, it was cold outside yesterday.</p>	<p>See "Guide to Spoken Cree", Lessons 92 and 93.</p> <ul style="list-style-type: none"> - box of clothing - summer catalogues - winter catalogues - scrapbooks - pictures of people wearing different clothing - magazines
<p>OBJECTIVES</p> <p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know listed vocabulary and be able to use it in structures; 2. know the difference between present and past tense; 3. be able to describe weather and appropriate clothing to wear; 4. know syllabic symbols for new vocabulary. 		<p>T. What is it like outside today? S. It is nice outside today.</p> <p>T. How was the weather yesterday? S. It was hot yesterday.</p> <ul style="list-style-type: none"> - Talk about clothes we wear for different seasons. - Have students describe the weather, etc. 	

VOCABUIARY

Level III

Unit IV

ENGLISH	DAKOTA	Instructor's Notes
today	nakaha	
yesterday	htanehan	
It was	(generally unexpressed in Dakota)	
cold	sni	
hot	ka ta	
warm	ka ta	
outside	tankan	
inside	mahen	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To introduce the use of listed vocabulary with inanimate nouns.</p> <p>To identify and label different nouns in the home.</p> <p>To continue teaching syllabic symbols.</p>	<p>Vocabulary of Units V in Levels I and II</p> <p><u>New Vocabulary:</u></p> <p>cups knives plates washrooms tables chairs cupboards windows doors lights</p>	<ul style="list-style-type: none"> - Have students identify and label using syllabics. - Use the sentence patterns <ul style="list-style-type: none"> • These are my . . . • This is my . . . • These are your . . . • This is your . . . - Using pictures and objects, introduce new vocabulary. - Make a chart for vocabulary items and have learners identify the items; - Have a syllabics symbol quiz. - Sentence drill: 	<p>Use "Guide to Spoken Cree" Lessons 5 and 67</p> <ul style="list-style-type: none"> - pictures of listed vocabulary items - actual articles such as cups, knives, plates, etc.
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. understand the distinction between animate and inanimate objects; 2. be able to identify objects pertaining to vocabulary in structures or sentence forms; 3. be able to ask and answer questions about objects in question; 4. know syllabic forms for vocabulary. 	<p>my, your this these</p>	<ul style="list-style-type: none"> T. What is (are) this (these)? S. This (those) is (are) a cup(s). T. Is this your chair? S. No, that is my chair. T. Are those my plates? S. No, those are my plates. T. Peter, give me a knife, please. S. Here is a knife, Mrs. ____. Etc. 	

VOCABUIARY

Level III

Unit V

	ENGLISH	DAKOTA	Instructor's Notes
	cups knives plates washrooms tables chairs cupboards windows doors lights my, your this these	wi yatke isan waksicamdaska iduzaza oyanke wa'hawutapi can'akan'yankapi wak'sinopiye owanye tiyopa petizanzan mitawa, nitawa de dena	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To teach different verbs with personal pronouns.</p> <p>To reinforce the past tense.</p> <p>To expand students' use of the syllabics system.</p>	<p>Review Levels I and II, Units VI</p> <p><u>New Vocabulary:</u></p> <p>playing, played walk, walking front, back near, far same, different run, running stand, standing sit, sitting ride, riding catch him catch it bounce kick throw</p>	<ul style="list-style-type: none"> - Identify and label game equipment. Have pictures of activities with proper verbs underneath. - Use shoes or mitts to introduce same and different. -- Prepare worksheets with things that are the same or different. -- Use play equipment to indicate near or far. <p><u>Sentence development</u></p> <ul style="list-style-type: none"> • I play (walk, etc.). • I am playing, (walking, etc.). • I played (walked, etc.). • This is near, that is far. • He is running. They are running. • They are standing there. • He stood there. • We are sitting. • We sat. We will sit. • It bounced. He kicked the ball. <p>Etc.</p> <p>P.S. - The above are sample sentences that the teacher can use in developing structures, etc. Also have question and answer drill.</p>	<ul style="list-style-type: none"> - use relevant playground and physical education equipment - appropriate pictures from magazines and catalogues
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <p>1. know new vocabulary;</p> <p>2. know how to use the different verbs with personal pronouns;</p>			
<p>3. know past tense of the verbs;</p> <p>4. be able to ask and answer questions in complete structures;</p> <p>5. be able to give commands and follow instructions;</p> <p>6. know the syllabics spelling for listed vocabulary.</p>			

VOCABULARY

Level III

Unit VI

ENGLISH	DAKOTA	Instructor's Notes
he is playing	ska'ta yanke	
he played	ska'ta	
he is walking	mani	
walk, imperative	mani	
front	i'tokam	
back	heyata	
near	ikiyeddan	
far	tehan	
same	a'kidecece	
different	tokeca	
run, imperative	inyanka	
he is running	inyankapi	
stand, imperative	na'zin	
he is standing	na zinhan nazin	
sit, imperative	iyotanka	
he is sitting	iyotankahan un	
ride, imperative	akanyotanka	
he is riding	akanyanka	
catch him	yuza	
catch it	icu	
bounce	wakaniyeya	
kick	nahtaka	
throw	kahoiyeya	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To build the vocabulary about jobs and working together.</p> <p>To introduce the concept of money.</p> <p>Identify vocabulary in the other levels by syllabics.</p>	<p>Review Levels I and II, Units VII</p> <p><u>New Vocabulary:</u></p> <p>going to the store buying groceries money dollar, penny quarter buy sell flour, lard, butter milk, salt, cans, and other items usually bought at the grocery store</p>	<ul style="list-style-type: none"> - Play store. Label grocery items. - Make play money. Write out the price from 1 to 15 cents or dollars. - Count money. - Sentence drills. - Question and answer drills. - Syllabics symbol drill. - Syllabics worksheets to be completed by students. - A field trip to the store. 	<p>For reference see Lesson or Money page 39, "Guide to Spoken Cree".</p> <ul style="list-style-type: none"> - toy money (monopoly) - empty grocery containers - pictures of a store and groceries - syllabics chart - a food category chart: meats, fruit, vegetables, milk products.
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and be able to use new vocabulary in phrases and sentences; 2. be able to identify coin and paper money; 3. understand how money is used . . . ; 4. be able to ask and answer questions pertaining to money; 5. be able to play store with classmates; 6. be able to use syllabics to identify items pertaining to the store, groceries, etc. 		<ul style="list-style-type: none"> - Have common conversation about store(s), grocery shopping, etc. - Place words into increasingly complex (generic) categories, e.g. fruit, vegetables, meat = food. 	

VOCABULARY

Level III

Unit VII

ENGLISH	DAKOTA	Instructor's Notes
<p>I am going to the store. I am buying groceries. money dollar, one penny quarter buy sell flour lard butter milk salt cans</p>	<p>mazopiye ta bhe woyute opewaton maza ska maza ska wanzi maza sa wanzi kaspapi wanzi opeton wiyopeya aguyapi-mdu kukuse ihdi asanpi ihdi asanpi miniskuya mazakokadan</p>	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To learn to identify different occupations in the community.</p> <p>To make sentences about different occupations both orally and in syllabics.</p> <p>To practice the use of plurals in animate form.</p>	<p>Review Levels I and II, Units VII</p> <p><u>New Vocabulary:</u></p> <p>post office mail letters ambulance medicine police car</p>	<ul style="list-style-type: none"> - Draw pictures of the people discussed and label them using syllabics. - Bring resource people in from the community who are actually involved in the jobs. Ask them to bring any tools or equipment that they might use in their work, e.g. policemen, nurses, etc. - Play hospital. 	<ul style="list-style-type: none"> - appropriate pictures and charts - magazines and catalogues - a syllabics chart should by now be a classroom fixture - various job related objects.
<p style="text-align: center;">OBJECTIVES</p> <p>Following instruction the learner will:</p>	<p>Go through the previous levels and put occupations in plural forms.</p>	<ul style="list-style-type: none"> - Have a play session in class where different students role-play different occupations. - Give students a written syllabics exercise using only symbols that students are well acquainted with . . . 	
<ol style="list-style-type: none"> 1. know and be able to use new vocabulary in phrases and sentences; 2. be able to write simple sentences in syllabics; 3. know the plural animate forms for vocabulary related to occupations; 4. be able to identify different occupations in the community using structures (phrases and sentences). 5. be able to ask and respond to questions pertaining to community occupation vocabulary. 		<ul style="list-style-type: none"> - Make up different sentence drills for class. Oral language development should be the primary objective. 	

VOCABULARY

Level III Unit VIII

ENGLISH	DAKOTA	Instructor's Notes
post office mail letters ambulance medicine police car	wowapiyuzuzu wowapi wowapi wayazan toksu pezuta akicita wawanyake-iyecimani	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Review vocabulary of animals in the previous levels and introduce the written word for the animals.</p> <p>To use sentences in talking of animals.</p> <p>Distinguish between the plural animate and the plural inanimate of animals.</p>	<p>Review Levels I and II, Units IX</p> <p><u>New Vocabulary:</u></p> <p>trees spruce tamarack jack pine birch poplar willows flower, flowers nest musket squirrel, chipmunk mink, weasel marten badger wolverine otter coyote skunk fisher muskrat or beaver lodge beaver dam crane, swan sucker, tullibee</p>	<ul style="list-style-type: none"> - Use pictures of animals and their young. Mix and match. Ask children "Is this a . . .?" - Draw pictures or collect pictures of different mammals and birds and their habitats. Label them using syllabic symbols. - Each child should have a complete set of pictures. - Have a "show and tell" of things related to vocabulary items . . . - Sample sentence drill: 	<p>For reference see Lessons 18-24, Teaching Suggestion pages 73-74, "Guide to Spoken Cree".</p> <ul style="list-style-type: none"> - pictures of trees, birds, animals, etc. - a tree chart depicting the various trees listed, etc. - flower chart . . .
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p>			
<ol style="list-style-type: none"> 1. know new vocabulary; 2. be able to distinguish between the plural animate and plural inanimate of animals; 3. be able to use vocabulary in phrases, sentences and various structures; 4. be able to label vocabulary items using syllabics; 5. be able to ask and answer questions in sentence form . . . 		<p>T. This is a <u>(beaver)</u>.</p> <p>That is a <u>(tree)</u>.</p> <p>These are <u>(trees)</u>.</p> <p>Those are <u>(beavers)</u>.</p> <ul style="list-style-type: none"> - Learners should: <ol style="list-style-type: none"> 1. orally complete the sentence. 2. repeat the entire sentence. - Other drills: <p>T. What is this?</p> <p>S. That is a (skunk, nest, etc.)</p> <p>T. What are these?</p> <p>S. Those are (birds, trees, etc.)</p> <p>P.S. - Much sentence drill is important to attain oral language competency.</p>	

VOCABULARY

Level III

Unit IX

	ENGLISH	DAKOTA	Instructor's Notes
	trees spruce tamarack jack pine birch poplar willows flower, flowers nest muskeg squirrel chipmunk mink weasel marten badger wolverine otter coyote skunk fisher muskrat or beaver lodge beaver dam crane swan sucker, fish tullibee	can wazican sinta wazican tanpa can wahcinca cohwanzica wahca, wahcahca wahohpi zica tasnaheca doksinca hitunkasan nakpAGICA hoka sunk-to-ke-ca ptan mica-sunk-to-ke-ca manka skeca sinkpe-ti capa-ti capa mininataka pehan magatanka pahteca-hogan	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To review vocabulary of previous levels and introduce the syllabics for the words.</p> <p>To introduce vocabulary indicating time of day.</p> <p>To use the past tense with the time of day, and different activities.</p>	<p>Review Levels I and II, Units X</p> <p><u>New Vocabulary:</u></p> <p>morning noon evening night breakfast lunch dinner supper eat, ate bacon, eggs bannock, bread oatmeal, soup</p>	<ul style="list-style-type: none"> - Draw pictures and label what they had for breakfast, dinner, or supper using syllabics. - Cut out and paste people doing various activities and compile into scrapbooks. Brushing teeth, combing hair, eating, washing, etc. - Ask students to tell you what each is about and write it in syllabics for them. - Sentence development drill: <p>T. I ate breakfast this morning. (students repeat)</p>	<ul style="list-style-type: none"> - a clock dial complete with moveable hands - food chart - health chart
<p style="text-align: center;">OBJECTIVES</p> <p>1. know the new vocabulary;</p>			
<p>2. be able to state the time of day;</p> <p>3. understand and be able to use the present and past tense with regards to the time of day;</p> <p>3. be able to label the new vocabulary in syllabic form.</p>		<p>T. Do you eat supper in the morning?</p> <p>S. No, we (I) eat supper in the evening.</p> <p>T. What did you bake last night?</p> <p>S. I baked bannock last night.</p> <ul style="list-style-type: none"> - Using clock dial, practice time . . . Have students state time in complete sentences, e.g. <p>T. What time is it, Ruby?</p> <p>S. It is 10 o'clock, etc.</p>	

VOCABULARY

Level III

Unit X

	ENGLISH	DAKOTA	Instructor's Notes
	morning noon evening night breakfast lunch dinner, supper eat, imperative he ate bacon eggs bannock bread oatmeal soup	han-han-na wiyotanhan htayetu hanyetu hanhama wotapi inahni wotapi wiyo tan wotapi, htaye tuwotapi yuta wote kukuse cosyapi witka aguyapi-ikceca aguyapi wokseksepi wahanpi	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
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To review the vocabulary of previous levels and introduce the written word for them in syllabics form.

To identify the animate and inanimate for this unit.

To use present and past tense in making sentences pertaining to weather.

Review Levels I and II, Units XI

New Vocabulary:

last night
last summer
last winter
last spring
last fall
this morning
yesterday
day before yesterday
past tense of weather

- Keep a calendar with a record of the weather.
- Make stories about the weather.
- Have learners draw a picture of a weather scene. Have them label it in syllabic form.
- Each learner can take a turn and tell the class the time of year and weather condition of the drawing. Teacher and students may also ask relevant questions.
- Sentence drill samples:
(Students repeat after teacher)

- calendar
- weather chart
- thermometer
- pictures of the different seasons

OBJECTIVES

Following instruction the learner will:

1. know and understand new vocabulary in listed phrases;
2. know the spelling of vocabulary using syllabic symbols;
3. be able to identify the animate and inanimate;
4. be able to differentiate between present and past tense;
5. be able to communicate orally about the seasons and weather using complete structures.

- Last night it was raining.
- The day before yesterday it was snowing.
- This morning we will work hard, etc.
- T. When was it snowing?
- S. It snowed last night.
- T. When was your birthday?
- S. My birthday was last winter.
- * Note to teacher:
The teacher must make up a variety of sentences to cover all the listed objectives.

VOCABULARY

Level III

Unit XI

ENGLISH	DAKOTA	Instructor's Notes
last night	hinhan	
last summer	hekta mdukehan	
last winter	hekta wanehan	
last spring	hekta wetuhehan	
last fall	hekta ptayetu hehan	
this morning	de hanhanna	
this afternoon	de wiyotan sanpa	
yesterday	htenehan	
day before yesterday	htanehan sanpa	

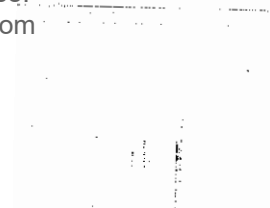
AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To continue learning syllabics in the vocabulary of special events.</p> <p>To use the present and past tense in the relating of special events.</p> <p>To use the plural forms, animate and inanimate.</p> <p>To talk of the future tense in relation to holidays.</p>	<p>Review Levels I and II, Units XII.</p> <p><u>New Vocabulary:</u></p> <p>want give toy, toys doll, dolls bicycle candy decorate decorations song, songs sing, singing sang new clothes celebrate celebration feast next</p>	<ul style="list-style-type: none"> - Draw pictures and label using syllabic symbols. - Review previous levels especially syllabics for nouns. -- Expand on the previous suggested activities in Unit XII of previous Levels. <p>Oral sentence drills: (Samples)</p> <p>T. When will we celebrate (Christmas, Easter, etc.)? S. We celebrate Christmas in December.</p>	<p>See materials listed in Units XII of Levels I and II</p> <ul style="list-style-type: none"> - appropriate songs for respective Special Event along with decorations - pictures of scenes depicting the various Special Events - stories pertaining to Special Events - appropriate skits and plays - construction paper
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know new vocabulary; 2. be able to use new vocabulary in structures using singular and plural forms; 3. be able to differentiate between animate and inanimate forms and use them correctly in phrases and sentences; 4. know present and future tense when talking about holidays; 5. the syllabics for new vocabulary. 		<p>T. What do we celebrate next month? S. Next month we will celebrate Easter.</p> <p>T. Did you receive a doll for Christmas? S. No, I received a bicycle for Christmas.</p> <p>Etc.</p> <p>*Develop various structural forms for vocabulary development.</p>	

VOCABULARY

Level III Unit XII

	ENGLISH	DAKOTA	Instructor's Notes
	I want	wacin	
	I give	waku	
	toy, toys	woskata, woskata-dena	
	doll, dolls	hoksinkagapi, hoksinkagapi	
	bicycle	canhdeska kan yan kapi	
	candy	canhanpisasa	
	decorate	yu waste	
	decorations	yu waste pi	
	song, songs	odowan	
	sing, singing	dowan, dowan pi	
	sang	dowan	
	new clothes	heyake te'ca	
	celebrate	yuonihan	
	celebration	woyuonihan	
	feast	kicicopi (wotapi)	
	next	o'kihe	

TEACHER'S NOTES



LEVEL IV

NOTE TO TEACHERS

In Level IV, syllabic symbols should be formally introduced by teaching the syllabic alphabet and the introduction of syllabic writing.

Oral language development for fluency must be continued throughout this level.

The future tense should be introduced at this level as well.

By the end of Level IV, students should have an awareness of present, past and future tenses and should be able to read and write in syllabics all the vocabulary thus far taught in sentence form as well as carry on a conversation.

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To use "that" (near and far), in answering questions about distances.</p> <p>To learn the use of "those", (near and far), in questions about distances.</p> <p>To learn the use of interrogative forms such as:</p> <p>Are these . . . Is this a . . . Are those . . . Is that a . . .</p> <p>To continue developing syllabics.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>those (near) those (far) write writing pen desk scribble paper paste principal pupil Cree language English language French language rulers pictures erasers</p>	<ul style="list-style-type: none"> - Have children take turns asking questions. What are these? What are those? (near or far) - Group and individual answers to questions. - Use pictures or actual objects to demonstrate distances. - Categorize into animate and inanimate forms. - Use colours to ask questions. Are those red? Are those black? Is that yellow? <p><u>Sample sentence drills:</u></p> <p>T. What colour is that house? S. That house is white.</p> <p>T. Are those pencils on the desk? S. No, those are pens.</p> <p>T. Is this a scribbler? S. Yes, that is a scribbler.</p> <p>T. What language are we learning? S. We are learning the Cree language.</p> <p>T. Does this eraser belong to you? S. Yes, that eraser belongs to me.</p> <p>*Begin to make a picture dictionary and label pictures in syllabics.</p>	<p>For explanation of distance refer to "Guide to Spoken Cree", Introduction to Lessons 1 to 4, page 1.</p> <p>Lessons 5, 6, 7, & 9, "Guide to Spoken Cree".</p> <ul style="list-style-type: none"> - use classroom objects and pictures
<p>OBJECTIVES</p>			<p>SUGGESTED ACTIVITIES (cont)</p>
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. be able to differentiate between "that and those" with respect to distance; 2. know the new vocabulary; 3. be able to ask and give answers to questions; 4. be able to write the new vocabulary in syllabics form. 			<p><u>Sample sentence drills:</u> (continued)</p> <ul style="list-style-type: none"> - Have students place various items listed in vocabulary in a box and then students will take turns asking the class who items belong to e.g. T. Who does this pencil belong to? S. That pencil belongs to me, etc.

VOCABULARY

Level IV

Unit I

	ENGLISH	DAKOTA	Instructor's Notes
	those (near)	de na	
	those (far)	ka na	
	write	wowapi cage	
	writing	wowapi cage	
	pen	wowapi icage	
	desk	wowapi akan cagepi	
	scribble	token cin cin owa	
	paper	wowapi	
	paste	a'shanya	
	principal	waonspekiye-itancan	
	pupil	wayawa-siceca	
	Cree language	mastinca-oyate iapi	
	English language	wasicun iapi	
	French language	wasicunikeceka iapi	
	ruler, rulers	ahna-icazopi, ahna-icazopi-dena	
	picture, pictures	iteowapi, iteowapi	
	eraser, erasers	ipazuzu, ipazuzu	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To introduce numbers 15 to 20.</p> <p>To increase the vocabulary in talking of self.</p> <p>To label and identify parts of the human anatomy.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>heart throat neck bone, bones rib, ribs hip head forehead blood heartbeat breathe in breathe out breathe brain shoulder</p>	<ul style="list-style-type: none"> - Identify and label in syllabics parts of the human anatomy. - Add to your dictionary the parts of the anatomy labelled with syllabic symbols. - Drill for vocabulary understanding by playing "Simon Says" with the class. - Have learners count up to 20; also have them count objects in the classroom, etc. 	<p>See Unit II in previous levels for materials.</p> <ul style="list-style-type: none"> - films, books - numbers chart - chart of human anatomy depicting main outer body parts: limbs, head etc.
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. be able to count to 20; 2. be able to identify and talk about his own body parts; 3. be able to label body parts with appropriate syllabic symbols; 4. have a thorough knowledge about vocabulary pertaining to the human anatomy. 		<p><u>Sentence drills:</u></p> <p>(Pointing to different body parts the teacher asks.)</p> <ol style="list-style-type: none"> T. Tell me what this and that is. S. This is my head and that is my hip. <ul style="list-style-type: none"> - Discuss with the students the function of the various parts of the body. - Draw pictures - noses, ears, tails, antlers, etc. of various animals on cards and have students identify the animal to which the feature belongs. <p>Etc.</p>	

VOCABUIARY

Level IV

Unit II

ENGLISH	DAKOTA	Instructor's Notes
heart throat neck bone, bones rib hip head forehead blood heartbeat breathe in breathe out breathe brain shoulder	cante dote tahu huhu, huhu cucuste nite (hipbone, nisehu) pa ite we cante iyapa niya sni niya niya nasu hiyete	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To practice the use of "those" and "these" in animate and inanimate form.</p> <p>To introduce the names in syllabics and to practice writing them.</p> <p>To introduce some descriptive words.</p> <p>To use adjectives.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>tall short skinny fat big little old young nice happy sad pretty ugly</p>	<p>See Activities of Unit III in previous levels.</p> <ul style="list-style-type: none"> - Compile drawings of each child into a book with labels for oral practice. - Label clothing, desks, pictures in syllabics. - Display pictures and posters of people doing different things. Label using syllabics. - Take pictures of children for display. - Teach them to write their names in syllabics. - Add to your dictionary appropriate drawings labelled in syllabics. - Have students illustrate or bring pictures of their families. Discuss with them similarities and differences. - Role playing family members. <p>Sentence drills for adjective development:</p>	<p>Materials suggested in Unit III of previous level</p> <ul style="list-style-type: none"> - catalogues, magazines - photographs - a variety of pictures showing different types of people, etc.
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and be able to distinguish between "those" and "these" pertaining to animate and inanimate forms; 2. be able to write their own names in syllabics; 3. know and be able to use adjectives as listed, in phrases and sentences; 4. know the meaning of opposites such as: <ul style="list-style-type: none"> . tall - short . old - young . happy - sad <p>Etc.</p>		<p>T. Give me the name of a tall person in class.</p> <p>S. _____ is a tall person.</p> <p>T. Who is the tallest in class?</p> <p>S. _____ is the tallest.</p>	<p>SUGGESTED ACTIVITIES (con'd)</p> <p>T. Show me someone with a happy face.</p> <p>S. (Pointing) Susan has a happy face.</p>

VOCABULARY

Level IV

Unit III

ENGLISH	DAKOTA	Instructor's Notes
tall	han'ska	
short	pte cedan	
skinny	ta-ma-he-ca	
fat	ce'pa	
big	tanka	
little	cistinna	
old	ehanna	
young	nakaha	
nice	waste	
happy	cantewaste	
sad	cante sica	
pretty	owanyawaste	
ugly	owanyagsica	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>Review nouns associated with clothing.</p> <p>To apply "these" and "those" with the nouns.</p> <p>Review colours.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>night gown night wear skirt ring watch slip apron belt</p>	<p>- Pictures of items in "singular" and "plural" labelled.</p> <p>- Have substitution drills.</p> <p><u>Sentence drills:</u></p> <ul style="list-style-type: none"> • This belt is mine. • These belts are yours. • Those belts are his/her. • This person _____ . • These persons (people) _____ . • Those persons (people) _____ . • Etc. 	<p>See materials in Units of previous levels.</p> <p>Lessons 92 and 93 in "Guide to Spoken Cree"</p> <ul style="list-style-type: none"> - colour chart - syllabics chart - use clothes that students are wearing to drill "colours" - scrapbooks - magazines and catalogue - etc.
<p style="text-align: center;">OBJECTIVES</p>			
<p>Following instruction, the learner will:</p> <ol style="list-style-type: none"> 1. know and understand the new vocabulary 2. be able to use "these" and "those" as adjectives and pronoun with nouns, in correct sentence patterns; 3. be able to distinguish between different colours; 4. be able to give appropriate responses to conversational questions; 5. be able to use plural forms of new and previous vocabulary with adjectives and pronouns. 	<p>use colours</p> <p>use plural forms</p>	<p>- Display colour chart and various colorful items and have learners identify and locate colours in complete sentences, e.g.</p> <p>T. Show me the blue colour on the chart.</p> <p>S. (Student pointing) That is the blue colour.</p> <p>T. Show me a shirt that is red.</p> <p>S. (Pointing to someone) John's shirt is red.</p> <p>(Sentence structures can and should vary.)</p> <p>- Expand the syllabics/picture dictionary.</p>	

VOCABULARY

Level IV Unit IV

ENGLISH	DAKOTA	Instructor's Notes
night gown night wear skirt ring watch slip apron belt	onwanka pi sanksanica onwanka pi sanksanica maza kicupidan wihiyayedan mahenonpi maku akahpa ipiyaka	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To practice the use of syllabics in writing about the home.</p> <p>To expand on the vocabulary pertaining to homes.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>pump fence garden bedroom dresser mattress dining room curtain wall kitchen frying frying pan roasting boil, boiling</p>	<p>Refer back to Suggested Activities in Unit V of previous levels</p> <ul style="list-style-type: none"> - Write in syllabics, my house, your house, his house. These are two syllable words easy to learn. Have spelling tests. - Make pictures and posters and label them. - Visit the teacher's home. - Draw plans of own homes and label them. - Have students practice syllabics writing in their notebooks. - Tell them stories about homes long ago. - Compare homes of today with homes of long ago. 	<p>See Unit V of previous levels for listing of materials.</p> <ul style="list-style-type: none"> - pictures and actual items of things listed under new vocabulary - syllabics chart - syllabics "practice" notebooks for students.
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand the new vocabulary; 2. be able to write simple sentences using syllabics; 3. be able to differentiate between animate and inanimate objects; 4. be able to express orally basic ideas, feelings and needs about home-life. 			
		<ul style="list-style-type: none"> - Increasingly more involve learners in dialogue and conversations . . . - Develop oral sentence exercises to drill vocabulary and sentence structures . . . <p>*The dictionary may be continued at the teacher's discretion . . .</p>	

VOCABULARY

Level IV

Unit V

	ENGLISH	DAKOTA	Instructor's Notes
	pump	miniicu	
	fence	con'kaske	
	garden	mahcistina	
	bedroom	istinma tipi	
	dresser	heyake opiye	
	mattress	owinzasoka	
	dining room	owota tipi	
	curtain	owanye ozanpi	
	wall	ti-onaptanye	
	kitchen	owohetipi	
	frying	ceguguya	
	frying pan	ceh-hupaton-na	
	roasting	ceonpa	
	boiling, it is	ohanpi	
	boil, imperative	ipihyapi	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To develop vocabulary for use with recreational activities.</p> <p>To expand oral fluency.</p> <p>To increase use of syllabics.</p> <p>To develop good playing manners and sportsmanship.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>musical instrument record player, record guitar television radio camera photograph taking a photograph telephone phoning in phoning out ringing singing watching playing music playing listening playing cards, noun and verb beadwork bead, beads leather</p>	<p>Review previous Suggested Activities</p> <ul style="list-style-type: none"> - Have the real things in the classroom. Toy phones or televisions will do. - Demonstrate and practice the use of same. - Have a class dance. - Divide class into small groups and have them discuss and dramatize their own skits depicting playing situations. - Use two toy telephones to have the students phone each other for specific purposes: <ul style="list-style-type: none"> a) to come to play b) to come to a party c) to come for crafts, etc. - <u>Using syllabics give learners writing practice exercises.</u> 	<ul style="list-style-type: none"> - record player - records - radio - camera - telephone - beadwork - beads and leather - sporting goods catalogue - magazines
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know new vocabulary; 2. be able to use new vocabulary in various sentence structures; 3. be able to carry on conversation; 			
<ol style="list-style-type: none"> 4. know present/past tense of verbs; 5. be able to apply personal pronouns with various verbs; 6. know syllabics for new vocabulary. 		<ul style="list-style-type: none"> - Continue sentence development drills, reinforcing structures thus far learned. 	

VOCABULARY

Level IV

Unit VI

ENGLISH	DAKOTA	Instructor's Notes
musical instrument record player record guitar television radio camera photograph taking a photograph telephone phoning in phoning out ringing singing watching playing music playing listening playing cards, noun playing cards, verb beadwork bead, beads leather, tanned	can dowankiyapi dowankiyapi odowanpi-owa kahotupi iteowapi-opiye ite icupi wi-cite-icu omaz-ape maz ape maz ape yuhda dowanpi wa-ya-ke odowan-ska-ta ska-ta anogoptan pika-ska-ta pika-skata wazo ska skadan, ska skadan taha kpanyan	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To understand the reserve band and its role in the community.</p> <p>Understanding the importance of how everything in the community is a part of working together.</p> <p>To be aware of all the facilities in the community.</p> <p>To use the numbers 20 to 25.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>reserve chief councillors meeting hall band office hotel pool hall fish packing station bank court house jail restaurant asylum beer parlor recreation hall where at the . . . going over there numbers 20, 21, 22, 23, 24, 25</p>	<ul style="list-style-type: none"> - Visit the band office. - Ask an elder to come and tell legends. - Play the various roles of each facility. - Make posters. - Draw map of the community and label landmarks and buildings. - Play store with real or toy money. Have prices marked on goods. - Invite a police officer, chief, band councillor, etc. to speak to the class. - Have learners act out various community roles and have the class guess what role or occupation they are acting out. - Play a matching game linking picture with syllabic labels. 	<p>See suggested materials in Unit VII of previous levels.</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know vocabulary centred on life in the community; 2. be familiar with the reserve band structure; 			
<ol style="list-style-type: none"> 3. understand the inter-relationship and inter-dependency of the people in the community; 4. be able to discuss various services and facilities in the community. 	<p>quarter (money) police</p>	<ul style="list-style-type: none"> - Practice sentence structures by drilling and quizzing students orally. 	

VOCABULARY

Level IV

Unit VII

ENGLISH	DAKOTA	Instructor's Notes
reserve chief councillors meeting hall band office hotel pool hall fish packing bank court house jail restaurant asylum beer parlor recreation hall where at the going over there quarter, money twenty twenty-one twenty-two twenty-three twenty-four twenty-five	Dakota makoce itancan itancanpi omniciye omniciye tipi okodakiciye-tipi owote tipi obokape hogan koka-ohnaka maza ska tipi owohdake tipi owicakaske tipi owote tipi wicaonsikatipi oyatkan tipi woskate tipi tokiya ekta de ye kakiya caspapiwanzi, mazaska wikcemna nonpa wikcemna non-sanpa wanzi wikcemna non-sanpa nonpa wikcemna non-sanpa yamni wikcemna non-sanpa topa wikcemna non-sanpa zanptan	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To learn terminology for different modes of travel.</p> <p>General geography awareness.</p> <p>To apply the present and past tense of ride.</p> <p>To use the future tenses of ride, drive and fly.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>bus taxi motorboat canoe plane paddle, noun and verb fly, will fly in a boat off a boat train skidoo bombardier dog sled driving a dog sled ride, rode, will ride drive, he drove, he will drive</p>	<ul style="list-style-type: none"> - Display pictures and posters of the different modes of travel. Label in syllabics. - Categorize means of travel into traditional and modern classes. - Practice spelling (syllabics) of new vocabulary and have spelling contest. <p><u>Sample sentence drills:</u></p> <p>(Present and Past)</p> <ul style="list-style-type: none"> • I ride (rode) ... (you, he, they) • I am riding ... • We will fly home. • They will ride on a boat. • He drove... I drive... • They will drive..., etc. 	<p>See suggested materials in Unit VIII of previous levels.</p> <ul style="list-style-type: none"> - pictures of various transportation vehicles both modern and traditional - syllabics chart
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand the new vocabulary; 2. be able to apply the present and past tense for "ride"; 	<p>lake, river, road bush snowshoe, noun and verb bridge, dock hill, hole in ground</p>	<ul style="list-style-type: none"> - Identify the vehicles used in the community through the use of pictures and observations. 	
<ol style="list-style-type: none"> 3. know the future tenses of different verbs related to travel; 4. know the syllabics spellings for new vocabulary. 		<ul style="list-style-type: none"> - Discuss the advantages and disadvantages of different types of travel. 	

VOCABULARY

Level IV Unit VIII

ENGLISH	DAKOTA	Instructor's Notes
bus taxi motorboat canoe plane paddle, noun paddle, verb fly will fly in a boat getting off a boat train skidoo bombardier dog sled driving a dog sled he rides he rode he will ride he drives he drove he will drive lake river road bush snowshoe, noun snowshoe, verb bridge, dock hill hole in ground	wicastatoksu wicastatoksu wata hemani wata wata kiryan watopa watopa kiryan kiryan kte wata mahen wata etahan token iyaye hemani sunka-canwiyusdo he sunka-canwiyusdo he-kahapa akanyotanka akanyotanka akanyotanka kte kahapa kahapa kahapa kte mde wakpa canku can wopamna pso pso cankaga-wataoahuni p'aha maka ed ohdoka	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To expand vocabulary pertaining to animals especially birds.</p> <p>To learn vocabulary for some of our common insects.</p>	<p>Review previous levels.</p> <p><u>New Vocabulary:</u></p> <p>chickadee blackbird flicker woodpecker robin swallow snipe osprey magpie loon frog snake mosquito sandfly dragonfly horsefly butterfly bite</p>	<ul style="list-style-type: none"> - Identify various birds and insects. - Practice writing of syllabics for new vocabulary. - Discuss the value of insects. - Discuss diet of insects. - Discuss habitats and means of locomotion for birds and insects. - Make a bird and insect chart and label. - Prepare activity cards of make up stories related to animals. Ideas for each might involve: <ul style="list-style-type: none"> • mixing up words • matching animals with their homes, etc. • listing food each animal eats • describing animal movements 	<ul style="list-style-type: none"> - Junior Wildlife - National Geographic encyclopedia - bird and insect charts - animal picture cards - show wildlife film or slides
<p style="text-align: center;">OBJECTIVES</p> <p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand new vocabulary; 2. be able to distinguish between different birds and insects; 3. be able to associate certain animals with particular environments; 			
<ol style="list-style-type: none"> 4. know syllabic spelling for new vocabulary; 5. be able to describe movements and habits of different animals orally using simple structures. 		<ul style="list-style-type: none"> - Increasingly discuss open ended discussion with such questions as: <ul style="list-style-type: none"> • What is your favourite bird (animal)? • Why do animals change for the winter? • What would you rather be, a fly or moose? - Etc. 	

VOCABULARY

Level IV Unit IX

ENGLISH	DAKOTA	Instructor's Notes
chickadee blackbird flicker woodpecker robin swallow snipe osprey magpi loon frog snake mosquito sandfly dragonfly horsefly butterfly bit by an insect he was bitten will bite	zitka tanka tan in in can kato-to sisoka icapsinpsinca dan hu ton tona unkcekiha mdoza hna'ska zuzuhecedan caponka honagidan hdeska sosbece tatawarmduska kimamana watutka yahtake yahtaka pi yahtaka kte	

AIMS

VOCABULARY

SUGGESTED ACTIVITIES

MATERIALS

To add more vocabulary pertaining to health habits.

To introduce new words for present, past, and future times of day.

To learn some terminology related to bad health habits.

OBJECTIVES

Following instruction the learner will:

1. know new vocabulary;
2. be able to use appropriate vocabulary for "time" - present, past and future;
3. have an awareness of good and bad health habits;
4. be able to take part in discussion on personal health and food;
5. know the hazards of drugs, alcohol and smoking;
6. be able to spell new vocabulary using syllabics.

Review previous levels.

New Vocabulary:

shave, shaving
 shaver
 hair cut
 curling the hair
 beard
 today, yesterday
 tomorrow
 this morning
 afternoon
 this afternoon
 tonight
 this evening
 the day after tomorrow
 smoking
 liquor
 poison
 drugs
 first aid
 bandage
 cough, coughing
 yawn, yawning
 vomit, vomiting
 cramps in the stomach
 cramp in the leg
 sneeze
 a cold
 bad thing, good thing

- Discuss implications of some of the health habits.
- Have class make a food chart. Categorize food into "foods" that are good for you and "foods" that are not so good for you.

Example:

Good Food	Junk Food
fruit	coffee
milk	candy
whole wheat bread	pop
fish	french fries
etc.	etc.

Sentence drills on time:

- Yesterday I had a cold...
- Today he had a haircut...
- Tomorrow we will have fish...

- Practice syllabics writing and spelling ...

- Practice "or" questions such as:

T. Do you want tea or milk?

S. I want milk.

- Etc.

See materials suggested for Unit X in other levels

- first aid chart
- posters of various foods
- poster or chart of dangerous foods and drugs.

VOCABULARY

Level IV Unit X

	ENGLISH	DAKOTA	Instructor's Notes
	shave, shaving	kasan, hdasar	
	shaver	icasan	
	hair cut, male	hdesda	
	curling the hair	pahin nahaha kiye	
	beard	putihin	
	today	de anpetu kin	
	yesterday	hte ninhan	
	tomorrow	ha hna	
	this morning past	naka han hanna	
	afternoon	wiyutanhan-sanpa	
	this afternoon	de wiyotanhan sanpa	
	tonight	de hanyetu	
	this evening	de htayeto	
	the day after tomorrow	hahna-sanpa kin han	
	smoking	can nope	
	liquor	miniwakan	
	poison	pezuta sica	
	drugs	pezuta	
	first aid	woyazan-okiye	
	bandage	yuskiskita	
	cough, coughing	hohpa, hohpa yanke	
	yawn, yawning	iyowa, iyowa yanke	
	vomit, vomiting	hdepe, hdepe yanke	
	cramps in the stomach	tezi mahen natipe	
	cramp in the leg	hu natipe	
	sneeze	psa	
	a cold	huhpa	
	bad thing	taku sica	
	good thing	taku waste	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To use present, past, and future tense in relation to weather.</p> <p>To introduce new weather vocabulary.</p> <p>To introduce numbers 25 to 35.</p>	<p>Review previous vocabulary of the four seasons.</p> <p><u>New Vocabulary:</u></p> <p>last winter last summer last spring last fall last year next summer next fall next winter next spring next year this year this summer this spring this fall this winter early later now before after late water conditions: calm big waves warm water cold water break up of ice dangerous ice crack in ice</p>	<p>- Have students make their own weather chart.</p> <p>- Extensive oral sentence drill practicing past, present and future tense of weather.</p> <p>- Make a scrapbook of different activities, sports, and clothing for each season.</p> <p>- Using syllabics label and categorize nouns and verbs.</p> <p>- Discuss clothing for different seasons.</p> <p>- Using pictures and sketches, write simple descriptive sentences about the weather.</p> <p>- Extend the number chart and practice counting.</p> <p>- Continue to stress animate and inanimate where possible.</p>	<p>See materials suggested in Unit XI of previous level</p> <p>- illustrations and pictures depicting seasons - art materials - thermometer - barometer</p>
OBJECTIVES			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and be able to use new vocabulary in complete utterances; 2. be able to count numbers from 1 to 35; 3. be able to spell new vocabulary in syllabics; 4. be able to apply various tenses in relation to the weather; 		<p>*It is important that the teacher incorporates the various grammatical structures in all oral sentence drills thus far learned.</p>	

VOCABULARY

Level IV

Unit XI

ENGLISH	DAKOTA	Instructor's Notes
last winter last summer last spring last fall last year next summer next fall next winter next spring next year this year this spring this fall this summer this winter early later now before after late calm big waves warm water cold water break up of ice dangerous ice crack in ice	hekta wanihan hekta mdokehan hekta wehan hekta ptanyetu hekta wanihan tokata mdoketu tokata ptanyetu tokata waniyetu tokata wetu tokata waniyetu de waniyetu de wetu de ptanyetu de mdoketu de waniyeto ecaden iyohakem wana itokam iyohakam te han amdakedan taza tanka mini kata mini sni caga kazuzu caga okokipe caga nasdeca	

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
<p>To learn to read and write about special events in simple sentences in syllabics script.</p> <p>To apply present, past, and future tense to special events.</p>	<p>Review previous vocabulary.</p> <p><u>New Vocabulary:</u></p> <p>the married couple wedding dress banns of marriage communion bridesmaid bestman dance wedding ring Treaty Day x-ray tuberculosis RCMP Indian agent Good Friday Easter pray die Died on the Cross Resurrection Baptism Confirmation Blessing Saviour Holy Spirit hymn</p>	<p>- Simple, written stories of special events. Prepare booklets on special events and keep in classroom library.</p> <p>- Use experience charts to develop oral skills, conversation, etc.</p> <p>- Learn songs appropriate to the special event.</p> <p>- Make posters of the meaning of the special events to each individual. Label using syllabics.</p> <p>- Make posters of coming events, weddings, dances, Treaty Day, etc. Post in school hallways.</p> <p>- Teachers should consider a newsletter from the students written in syllabics, with all students participating.</p> <p>- Cook "feast foods" in school if you have the facilities.</p> <p>- Have extensive oral exercises, drilling the vocabulary in various sentence structures.</p> <p>- Practice syllabics writing of new vocabulary.</p>	<p>- art supplies</p> <p>- foods appropriate for the special event</p> <p>- pictures of scenes depicting different special events</p> <p>- appropriate poems, songs and stories about the different events listed etc.</p>
<p>OBJECTIVES</p>			
<p>Following instruction the learner will:</p> <ol style="list-style-type: none"> 1. know and understand the new vocabulary; 2. be able to spell new vocabulary and write simple sentences using syllabics; 3. be familiar with and be able to converse about special events; 4. be able to apply proper tenses in speaking and writing. 			

VOCABULARY

Level IV Unit XII

	ENGLISH	DAKOTA	Instructor's Notes
	the married couple wedding dress banns of marriage Communion bridesmaid best man dance wedding ring Treaty Day X-ray tuberculosis R C M P Indian agent Good Friday Easter pray die Died on the Cross Resurrection Baptism Confirmation Blessing Saviour Holy Spirit hymn	he wakankicuyuzapi wakankicuyuzapi heyake wakankicuyuzapi yaotanin yutapi wakan hihnatonkta-nakicizin tawicutonkte nakicizin wacipi mazakecupeda oyate-wowapiyutanpi kagho-wayakapi cago sica akicita ate yapi anpetu wakan woekicetoanpetu wacekiye ta canicipawege hakan ta woekicetu mniakastanpi wicayusutapi woyawaste wanikiye nagi-wakan odowan	

TEACHER'S NOTES
