

Teacher's Guide

Teaching a language is a specialized undertaking that requires resources, ingenuity, and devotion. The Level 2 Lakota language textbook can be a very important tool in your effort to teach Lakota. This Teacher's Guide aims to impart many of the fundamentals of language instruction. And while no book or guide can replace experience, workshops, and a natural teaching ability, a careful reading of this Teacher's Guide section and applying the instructional techniques described within, can go a long way in providing effective and successful teaching habits. Your students will honor and remember you for it.

Language Teaching Tips

Young children are usually very eager and highly motivated learners. Teaching them can therefore be very rewarding. However, many teachers find it also very demanding. When teaching elementary school students, try to keep patient, maintain a well-balanced class and motivate properly. Some basic advice when working with elementary school students is:

- Be patient. Children naturally do certain things more slowly.
- Create an atmosphere of trust in your classroom. Encourage the students to learn and allow them to make errors on their way.
- Be positive. Focus on what the children do right rather than on what they do wrong.
- Do not explain grammar rules. Instead, demonstrate or have the children figure them out through contextual examples. The textbook is full of such activities.
- Don't push unwilling students to talk Lakota. Often their fear of failure comes from a lack of confidence. Inexperienced teachers sometimes misinterpret such behavior and think that the child is completely disinterested or not intelligent enough. In fact, a child acting this way calls for extra help. Teachers should devote time and patience to positively encourage such children. Show them that they can do the language learning tasks. Help them develop a positive self-image.
- Scolding or giving bad grades to elementary school children in language classes does not make them study harder. Children may end up disliking the teacher and the subject irreparably.
- Divide your instruction equally between *stirring activities* (moving around the classroom, singing, interacting or being otherwise active) and *calming activities* (coloring, drawing, writing, matching and copying). The latter help children to process concepts learned earlier and to rest between active periods.
- Divide your instruction equally between *head-up* and *head-down* activities (*head-up*: students look at the teacher, at the board or at their classmate to receive information or communicate; *head-down*: writing, listening, reading, coloring, cutting-out and similar).
- If you carefully balance these two sets of activity types, you will have a better chance of keeping the children motivated and focused on learning. They are more likely to enjoy Lakota classes and learn.
- Don't do any one activity for longer than 5–7 minutes. Exercises that involve coloring or matching can be longer. Young children are generally unable to concentrate on a single activity as long as adults do.
- Monitor the children's behavior very closely in order to determine when they are no longer able to concentrate on the given activity. If so, change to a different activity type.
- Make the children personally involved. Have them talk about their own interests and things they like and dislike. Make them feel that their personal response is welcome. It often helps if they can display their work and be praised for it.
- Use commands and other repetitive contextual sentences in Lakota. Try not to over-use Lakota in cases where the children could not guess the meaning – this could intimidate them. Don't hesitate to use English when you need to explain an activity.
- Make it clear that ridiculing another student's performance is not tolerated in your class.
- Try to avoid rewards. Most research suggests that rewards make the child focus on external awards rather than on their own feelings of success and satisfaction. In addition, by giving rewards to some students you actually punish those that are not given any. At an early stage it is extremely discouraging to be punished for not knowing something or for knowing less than others.
- Whenever possible, use language learning activities that are appropriate to the students' age and abilities. Activities that are too easy may quickly become unappealing, and those that are too difficult may discourage them.
- Don't be discouraged if you're not a fluent Lakota speaker yourself. Fundamental teaching skills form the basis for any good language program. A teacher's fluency in Lakota language at these early stages is less important than the ability to motivate and inspire the children to learn.

The ultimate goal of your teaching should be to inspire and make it possible for the children to eventually raise their

own children in Lakota. Your good work is critical to making this happen.

Using the Textbook

The exercises from each unit are described in detail in this Teacher's Guide. You can always find the matching Teacher's Guide pages referenced at the beginning of each unit within the main textbook section. The page number will be in the upper right corner of the page as in:

TG: 148

This textbook is designed to review and reinforce the vocabulary and sentence structure introduced in the Level 1 textbook. This approach helps young learners achieve lasting knowledge in the language. The units in Level 2 broaden the Level 1 content through more active usage of grammar rules.

Try to use this textbook in conjunction with the Level 1 textbook. Teachers should continue to employ the TPR activities utilized in the Level 1 textbook. The Level 1 textbook emphasizes oral activities and serves to contextualize vocabulary through pictures and TPR exercises. This textbook, on the other hand, is directed towards having the students gradually grasp the written form of Lakota. The four language skills are practiced: listening – speaking – reading – writing. The main focus is on understanding and recognizing words in their spoken and written form (listening and reading). The textbook provides a large number of exercises and activities to practice and check these language skills.

Although it is important that students start speaking relatively early, it is also necessary to allow what is called the "silent period." All children learning a language need a certain period of time when they only listen to the language before they start speaking it themselves. In natural language acquisition, the length of this period varies from 2 to 3 years. In the classroom environment we have to allow the young students to go through a silent period as well. It can be done by using methods and activities that enable the students to show that they comprehend without having to speak. It enables them to feel safe and welcome in the learning process. This way they will be able to start speaking with more confidence when the time comes.

Many of the instructional exercises and activities take place outside the textbook. The "outside the textbook" activities, such as TPR, games with flashcards, interaction with student's personal involvement etc. have the biggest impact. The exercises inside the textbook are only to reinforce and supplement what happens in the classroom. They are not designed to be used as a stand-alone method of teaching. Effective instruction of Lakota requires considerable outside the textbook learning activities. This teacher's guide provides step-by-step instructions and

suggestions for both outside the book and inside the book activities. Moreover, the Lakota Language Consortium provides the teachers with additional materials for the listening/writing exercises. These can be found on www.lakhota.org under "Teacher Support".

Types of Exercises and Activities

All units share similar exercises and activities designed to fulfill the goals of the textbook. With very few exceptions, the exercises were designed to teach and practice Lakota vocabulary and sentences without translation to English. The teachers should avoid translation whenever possible since it is not considered an effective way of teaching.

The contents of each unit consist of:

Introducing vocabulary: each unit begins with a page or two that introduce the new vocabulary using visual context.

Vocabulary reinforcement is realized by various exercises, such as matching words with pictures, matching pictures representing words that begin with the same letter, grouping words by various criteria, crossing out words that don't belong to a group, word-finds and crosswords.

Demonstration: in this type of exercise Bob and Lisa demonstrate the activity that the students (and sometimes the teacher) should do in the classroom.

Reading and writing exercises: students learn how to read and write Lakota letters and diacritics. These exercises should always be preceded by activities involving flashcards of Lakota letters. Teachers can download printable sheets and flashcards of all Lakota letters from the Lakota Language Consortium web-site: www.lakhota.org. Print and distribute them to students. Students then raise the appropriate flashcard upon hearing the letter. They also connect consonants with vowels to create the Lakota syllables they hear from the teacher or from the CD.

Before the writing exercises, demonstrate that diacritics have to be written immediately after the letter they belong to is written, and not after the word is finished. Check that the students do this.

Listen and fill in the missing letter:


This type of exercise is designed to reinforce the students' recognition of Lakota sounds and allow them to practice writing the appropriate letters. The pictures keep the children interested in the exercise and also help in reinforcing the vocabulary.

If you need longer pauses between individual words in order for the students to fill in the missing sounds, pause the CD manually. Alternatively, you can read the words yourself (they are given in the Teacher's Guide).

Deducing grammar rules: from Bob and Lisa's dialog, students should be able to deduce simple grammar rules and sentence structures. The questions in the textbook give hints to the students. It is extremely IMPORTANT that the teachers let the students deduce as many rules as possible

on their own. Such an approach gives the children confidence that they can learn the language. It gives students the satisfaction of finding out something new and makes them remember what they discover longer.

Comprehension exercises serve to reinforce and practice the learned grammar rules. They also provide feedback for the students and the teacher on the quality of the students' progress.

Each exercise with an audio version is marked with the loudspeaker icon before the exercise number. 

Unit 1 p. 1

Introductory motivation: Talk briefly about your *oyáŋke* {reservation, community, place of residence}; ask the children if they have any relatives on any other *oyáŋke*; ask if they know the names of the other Lakota *oyáŋke*; tell them they are going to learn the Lakota name of their *oyáŋke* and home towns. They are also going to learn how to introduce themselves and say where they are from. Inform them that all of these things are important to know. It will help them know who they are, where they come from and who are their tribal relatives. **Notice:** Unit one is rather long and teachers should take their time to go through all the exercises carefully.

Divide these motivations into sections employing them at the beginning of each class during Unit 1.

1. What are their names? p. 1

The picture demonstrates what the teacher and the students in the classroom should do. The activity starts with the teacher introducing himself/herself as in [Mary] *emáčiyapi*. {My name is [Mary].} This will demonstrate both the meaning of the sentence and the activity. Teacher then asks individual students: *Táku eničiyapi hwo/he?* {What is your name?}

2. Saying your name p. 2

- Have the children look at the pictures.
- Play the two dialogs from the CD.
- Ask the children if they notice any difference in the way the boy and the girl ask, "What is your name?"
- Have the children answer the written questions and check their answers by asking other students.
- Have the students ask each other their names. You may want to have a couple of better students demonstrate.

3. Reading and writing Lakota oral vowels p. 3

- **Outside the book:** Use flashcards with the oral vowels (on the board or in your hand). Point at **a** and play the CD (or say it). Students repeat. Do the same with the other vowels.
- "Point at what you hear!" (Say the five vowels at random, students react by pointing at the flashcard with the letter they hear).

- **Inside the book:** Students listen to vowel **a**, and practice saying and writing it. Repeat with the other vowels.
- If the children can't do all five vowels without getting bored, divide the activity into two sections with a different activity type in between.

NOTICE: make sure that you refer to Lakota vowels by their Lakota pronunciation consistently. If you refer to "e" and "i" the way they are called in English, the students will be confused. Explain that the vowels have different names in Lakota than they do in English. Additionally, you may want to do a TPR with cards of "e" and "i" only.

4. Listen and write a, e, i, o, u (oral vowels) p. 4

- Precede this exercise with a TPR from Level 1 using a flashcard activity from Level 1 or a similar "head-up", "stirring" exercise or a "head-down" drawing activity.
- If the children can't complete the entire page at once, divide it into smaller sections with activities of a different type in between.
- Pause the CD after each letter if you feel the pauses between individual words are not long enough for the children to fill in the letter.

Answers: *čhápa, pispíza, ĥoká, matúška, khéya, hečá, thó, zí, khukhúše, wíyaka, išta, wábloša, upížata, wóžapi, pheží sápa, ptegléška, mathó, zičá, wíyukse*

5. Reading and writing nasal vowels p. 5

- Precede this exercise with a TPR from Level 1, using the flashcard activity from unit 13 or a similar "head-up", "stirring" type of exercise.
- **Outside the book:** Use cards with the nasal vowels. Raise the flashcard with **aŋ** and play the CD (or say it). Students repeat. Do the same with the other vowels.
- "Point at what you hear!" (Say the five vowels at random, students react by pointing at the flashcard with the letter they hear).
- **Inside the book:** Have the children listen to the vowel **aŋ**, repeat it, then practice writing it. Repeat with the other nasal vowels one by one.

6. Listening: aŋ, iŋ, uŋ (nasal vowels) p. 6

- Precede this exercise with a TPR from Level 1 using a flashcard activity from Level 1 or a similar "head-up", or "stirring" exercise.
- If the children can't complete the whole activity, divide it into smaller sections with activities of different types in between.
- Pause the CD if you feel the pauses between individual words are not long enough for the children to write the letter.

Answers: *waŋblí, iŋyaŋ, uŋčí, čháj sáj, šúŋka, ithúŋkala, siŋtéħla čhaŋphá, hiŋhán, waŋží, pħahíŋ, huŋyákhun wíŋyaŋ, uŋzóŋe, šuŋgmánitu, háŋpa, siŋkphě*

7. Lakǎóta Makǎóče p. 8

- Have the students look at the page and ask them if they recognize the map.
- Ask them which **oyánke** is their home and if they have relatives or friends on any of the other Lakota **oyánke**.
- Have the students listen to the CD and read the children's dialogs to find out the Lakota names of the **oyánke**.
- Ask the children to point at the **oyánke** you name in Lakota (name at random).
- Ask them to name the child that comes from the **oyánke** you name in Lakota (name at random).
- Listen again to find out what is Bob and Lisa's hometown.
- Ask the children to say where they live using constructions like [Porcupine] **él wathí**. {I live in [Porcupine]}.

The children should learn how to say the Lakota name of their **oyánke** and hometown and to say where they live in Lakota. This activity's goal is not to memorize the Lakota names for all the **oyánke**, this will come at a higher level.

8. Where did the itǎánčhaŋ settle? p. 8

A TPR or a break activity should precede this exercise.

A)

Ask the children to look at the page and tell you if they know any of the **itǎánčhaŋ** in the pictures.

- Introduce them to the English translation of the names: **Tǎatǎánka Íyotake** {Sitting Bull}, **Sitǎánka** {Big Foot}, **Maǎpíya Lúta** {Red Cloud}, **Siŋté Glešká** {Spotted Tail}.
- Ask the children to read the labels and listen to the CD to find out the Lakota names of the headmen.
- Then ask them to point at the headman you name in Lakota. It is not the purpose of this exercise, however, that the students memorize the headmen's Lakota names at this point. They should only recognize them.

B)

- Ask the children if they know how many Lakota tribes (or bands) there are and if they know which of them they come from, or if they have relatives in the other Lakota tribes.
- Talk about the seven Lakota tribes and where they live on the four large **oyánke** (plus some other smaller **oyánke**, such as Lower Brule).
- Have them listen to the CD and point at the tribal name they hear.
- Name the tribal names at random and have the children point at the **oyánke** which is the home of the named tribe.

Older students should memorize both the Lakota names of the seven tribes and their **oyánke**.

9. Listening: oral or nasal vowels p. 9

- This exercise is divided into three sections and reinforces the reading and writing of oral and nasal vowels.
- Focus on the proper recognition of oral and nasal vowels by the students.
- Pause the CD according to their ability to recognize the sound and write the proper letter in time.

Answers: **sáŋ, ská, čhápa, čhaŋpǎá, tǎaspáŋ pǎíŋ, sí, siŋkpǎé, íŋyaŋ, pheží, uŋzóge, pǎasú, osúŋ, huŋyákǎuŋ, hú**

10. What are their names? p. 10

- Have the students listen to the six children introducing themselves.
- Play the CD again, pausing after each child, and ask the students to write the names into the speech bubbles.

11. Can you finish the sentences? p. 10

- Ask the children if they remember (from Level 1) how to say "boy" and "girl" in Lakota (**hokšíla, wičhíčala**).
- Say male and female names at random, have students react with **hokšíla** or **wičhíčala** accordingly.
- **Inside the book:** Explain that **hokšíla kiŋ** means "the boy" and **wičhíčala kiŋ** means "the girl."
- Based on the previous activity, have students fill in the names and translations in this exercise. **Answers:** 1) Ben, 2) Mary, 3) Tom, 4) Tina, 5) Lucy, 6) Brian

12. Writing the stress mark p. 11

- Explain that "stress" means that one part (syllable) of the word is pronounced with an emphasis.
- Add that in order for the students to know where the stress is, it needs to be marked with a little line above the stressed vowel. It is called the "stress mark."
- Then play the CD and have the students listen to the words with the stress on the first and the second syllable.
- Have them practice writing vowels with the stress mark.
- "Point at!" Do a TPR – put flashcards with numerals 1 and 2 on each side of the board and ask the children to point at them according to whether they hear the stress on the first or second vowel.

13. Listen and write the first vowel stress mark p. 11

Have students listen to the CD and write the stress mark on the first vowel: **píško, čhápa, šúŋka, tǎáǎča, khéya**

14. Listening: second vowel stress p. 11

Have students listen and write the stress mark on the second vowel: **maká, hiŋháŋ, igmú, gnašká, matǎó**

15. Listening: stress mark p. 12

- Precede this exercise with a break or a TPR activity. Do a TPR activity from Level 1-Unit 15 between the two exercises (unless a class break occurs between them).

- If the children can't concentrate for the whole activity, divide it into smaller sections with "head-up" activities in between.
- Pause the CD according to their ability to recognize the sound and write the proper letter.

Answers:

hečá, blóza, zičá, ěoká, wábloša
tópa, pahá, wóžapi, wáta, ěóta
wazí, kimímela, íštá, íčalu, íčábu
ógle, háŋpa, mağá, sápa, šiná

16. Read about Tina p. 13

The exercise is self-explanatory. Children should be able to do it on their own or with a little help from the teacher. This is a review of what they learned previously, except that the word **hemátanhan** {I am from} is new. It is given contextually here and the students don't have to use it on their own.

17. Reading and writing ě p. 14

- Explain to the students that the Lakota **ě** sounds a little harder than the English **ch** in **rich** but sounds not quite as hard as the English **j** in **jar**. Have them repeat **ě** after you or the CD.
- Demonstrate how to mark the diacritic (the little wedge) in **ě**.
- Have them listen to the CD, repeat the syllables with **ě** and practice writing the letter and the diacritic.
- Make sure that students write the diacritic wedge immediately upon writing **c**, and not after they finish the following vowel!
- Have students point at (or raise cards with) the various syllables with **ě**: **ča, če, ěi, ěo, čaŋ, ěiŋ, ěuŋ**. This is to practice **ě** and to reinforce the vowels.

18. Reading and writing ěh p. 14

- Explain to the students that the Lakota **ěh** sounds like the English **ch** in **chair**.
- Have them listen to the CD and practice writing the letter and the diacritic.
- Make sure that students write the wedge immediately after they finish writing **c** and not after they write **h**.
- Have students point at (or raise cards with) the various syllables with **ěh**: **ča, če, ěhi, ěho, čaŋ, ěhiŋ, ěhuŋ**.

19. Which do you hear? Point! p. 15

- Play the CD and have the children point at the syllable they hear.
- Ideally, do this outside the book. Use flashcards with **ě** and **ěh** to practice the syllables with **ě** and **ěh**. Have students point at the flashcard with the letter they hear or raise the flashcards with the correct letter.

20. Listen and write ě p. 15

- **answers:** íčalu, zičá, hečá, uŋěí, wíčazo

21. Listen and write ěh p. 15

- **answers:**
- **ěhéğa, ěhanťé, ěhanwápe, ěhápa, wiěháša**

22. Listen, do you hear ě or ěh? p. 15

Answers:

ěhanphá, ěhanjú, ěhán, wikěémna, íčábu ěháněheğa, uŋkěéla, tháhěča, ěhuwígnaka waěčá, waháěhanĵka, omníěča, wakšíěča ěhéya, uŋkěékiěha, ěhegnáke, thiíkěeya

Unit 2 p. 17

Introductory motivation: Talk with the children about animals. Ask if they know the animals of the plains. Tell them that animals played an important part in the life of Lakota people and that it is important to learn about them and to know their Lakota names.

1. Repeat the sentences p. 17

- Lisa and Bob demonstrate the activity that is supposed to be done **"outside the book"**.
- **Inside the book:** Have the students point at the picture of animals they hear in the recording.
- Do the TPR activities with flashcards listed in the Level 1 textbook to reinforce the animal vocabulary. If the students are already familiar with the animals in this unit, use those in Level 1, units 13, 15, 23 and/or 24.

2. Ask and answer as the kids in the picture p. 18

- **Outside the book:** Introduce the question **Lé táku hwo/he?** {What is this?} by demonstrating it with some animal flashcards: **Lé táku hwo/he? – Lé šúnĵka héěha.**
- Ask the question to individual students about various animal flashcards soliciting the reply **Lé _____ héěha.**
- **Inside the book:** Children work in pairs and point at the animals drawn on the hide. Ask should each other **"Lé táku hwo/he?"** {What is this?}
- The traditional style of drawing should make children interested in the process of comparing these with the more realistic illustrations on the previous page.
- Don't mind younger students answering with a single word, saying **ěhápa** instead of **Lé ěhápa héěha.**

3. Lakota s sounds like the English s in sit p. 19

- Students listen to the recording and practice writing **s**.
- **Outside the book:** use cards with **s** and the vowels to practice syllables with **s**. Students should connect two cards to create the syllable they hear or point at the card on the board.

4. Lakota š sounds like the English sh in share p. 19

- Students listen to the recording and practice writing **š**.
- **Outside the book:** use cards with **š** and the vowels to practice syllables with **š**. Students should connect two cards to create the syllable they hear.

5. Listening: s or š p. 20

- Display flashcards with **s** and **š** in different places.
- Play exercise 5 and ask the students to point at the one they hear (play only about half of the words).
- Have them listen to the CD again, this time filling in the missing letter in the words.

Answers:

ská, šá, asáŋpi, wábloša, wábloška
psíŋ, pšíŋ, ištá, istó, hokšíla
šakówiŋ, siŋtéŋla, tšaspáŋ, khukhúše, siŋkpŋě
gnašká, píško, oíse yámmi, wakšíča, čhúŋšoke

6. Háŋ and hiyá ("Yes" and "no") p. 21

- **Outside the book:** Demonstrate the usage and meaning of **háŋ** and **hiyá**. Detailed instructions on how to demonstrate the words for "yes" and "no" are in Level 1, page 13.
- **Inside the book:** Bob and Lisa demonstrate how to create a question and how to say "yes" and "no".
- Ask the students to look at Bob and Lisa and follow what they say while you play their dialog.
- Based on the dialogs and the previous demonstrations they should be able to answer the questions below.
- Use Level 1 flashcards or illustrations on pages 17 and 18 of this book. Show a flashcard or point at an animal and ask: "Lé [kimímela] héčha hwo/he?" {Is that a [butterfly]?} – The students reply with **háŋ** or **hiyá**.
- Play one of the guessing games from Level 1, page 91.

7. Repeat the dialog with your classmate p. 21

Have students repeat Bob and Lisa's activity in pairs.

8. Answer the questions (comprehension exer.) p. 22

Self explanatory.

9. Lakota z sounds like the English z in zero p. 23

- Students listen to the recording and practice writing **z**.
- **Outside the book:** use cards with **z** and the vowels to practice syllables with **z**. Students should connect two cards to create the syllable they hear.

10. Lakota ž sounds like the English z in azure p. 23

- Students listen to the recording and practice writing **ž**.
- **Outside the book:** use cards with **ž** and the vowels to practice syllables with **ž**. Have students connect two cards to create the syllable they hear.

11. Listening: z or ž p. 24

- A TPR activity with flashcards should precede.
- Display flashcards with **z** and **ž** in different places.
 - Play part of the exercise 11 audio and ask the students to point at the letter they hear.
 - Have them listen to the CD again, this time filling in the missing letter in the words.

• Answers:

zí, waŋží, záptaŋ, wóžapi, wažúšteča
pheží, pispíza, mağážu, wazí, wagmaza
upízata, tšózi, hoyázela, zičá, tšážúška
zíškopela, wóžuha, uŋzóge, ožáŋžanġlepi

12. Making negative sentences p. 25

Outside the book: demonstrate the negative sentence:

- Ask the students about a flashcard with a cat: **Lé šúnġka héčha hwo/he?** They reply with **hiyá** and you add: **Lé šúnġka héčha šni**. Repeat with other flashcards.
- **Inside the book:** Bob and Lisa's dialog demonstrates how to create the negative sentences.
- Play the CD, have students listen and follow in the book.
- Ask them to find out how to say "not" (**šni**) in Lakota and where to place it (behind **héčha** or at the end).

13. Read Bob and Lisa's examples p. 25

- A) Bob and Lisa demonstrate the activity: students pick a flashcard or point at a picture of an animal and say what it is "not": **Lé igmú héčha šni**. {This is not a cat.}
- B) The teacher shows pictures of animals and says sentences like this: **Lé igmú héčha**. {This is a cat}. If the sentence is true, students say **Háŋ**, if it is false they say: **Hiyá, lé igmú héčha šni**.

14. Circle the correct sentence p. 26

- Have students circle the correct sentence.

15. Word-find with 22 animals p. 27

Answers can be found on www.lakhota.org

16. Which animals are big and which small? p. 27

- **Outside the book:** It helps if this activity is done with animal-name cards first (see Level 1, p. 55), and later followed by the textbook exercise or as homework.
- Make the students feel that the decision is really up to them. Children usually base such decisions by comparing the size of an animal with themselves. Alternatively, you can make them agree that animals bigger than a dog are big, the rest are small.

17. Connect the animals that begin with... p. 28

Answers: šúnġkawakháŋ-šúnġka; maštíŋska-maká-matšó;
igmú-iktómi-itšúnġkala; tšatšánġka-tšáŋčha; gnuŋnúška-gnašká

18. Grass or meat? p. 28

- **Outside the book:** use word-cards with the animal names and have students match them with **tšaló** or **pheží** cards at the board.
- **Inside the book:** Have students draw lines to **tšaló** or **pheží**, and then color the circles red or green.

This exercise checks if the students know the vocabulary. It also reinforces additional knowledge of the natural world (what animals eat). You may also explain that some of the animals are not strictly carnivores or herbivores.

1. Listen and point at p. 29

- TPR/flashcard activities from Level 1 (pp. 90–93) should be used to introduce or review the classroom vocabulary.
- Play the CD and have the students point at the word/picture they hear. Make sure you pause the CD to give them enough time to recognize the word.
- Do some of the Level 1 (unit 1) TPR activities with flashcards to reinforce the classroom vocabulary.
- Play the CD again and have the students point at the things in the large picture.

2. Find the halves and match them with words p. 30

Self explanatory.

3. Listen and write k, p, and t p. 31

Introduction: **k, p, t** (and **č**) are called **plain stops**. They are among the most common Lakota consonants and the most frequent of the four types of stops. Therefore, proper and consistent practice of their pronunciation at an early stage of learning Lakota is essential. Plain stops need special attention also because they are very rare in English and so most students are not familiar with them. It is important to teach Lakota plain stops before teaching aspirated stops, whose pronunciation is closer to English stops. A detailed explanation of teaching plain stops can be found in Level 1 on page 96. The best way to demonstrate the proper pronunciation of plain stops is to use English words where **k, p** or **t** follow **s** (skill, still, spill, skate, stake, spoon etc.) In this position the stops lack the puff of air that follows aspirated stops (most English stops are aspirated).

- Have the students listen and repeat the words and syllables recorded for this exercise.
- Have them practice writing the stops.
- Use flashcards with **k, p, t** placed in different spots of the classroom to have the children point at the one they hear in a Lakota word (read or play the words from exercise 6).

4. Listen and write k, p and t p. 32

Answers:

K: kimímela, čhaŋšká, gnašká, maká

P: pispíza, píško, upízata, čhápa

T: tópa, maštínska, matúška, iktómi

5. How many objects are there? p. 33

This is a comprehension exercise to check and reinforce the knowledge of the classroom vocabulary. It should keep students motivated by having them count and find all the objects. Have them compare the results with their classmates. Help them decide on the proper numbers.

6. Listen and write k, p or t p. 34

- Display flashcards with **k, p, t** in different places.
- Play the exercise 6 audio and ask the students to point at the letter of the sound they hear.
- Have them listen to the CD again, this time filling in the missing letter in the words.

Answers:

halháta, gnugnúška, ĥoká, siŋtéĥla
ská, ištá, sápa, išpá, čhaŋkú
píško, šakówiŋ, istó, napé, heĥáka
háŋpa, pahá, kuŋkúŋ, wáta, čhaŋté

7. When do we say lé (this) and hé (that)? p. 35

- Do a demonstration of **lé** {this} and **hé** {that} with an object: First hold it in your hand or touch it and say: **lé**. Then step away from it and point at it saying **lé**. Repeat with other objects. Do the same with the whole sentence: **Lé/Hé wíyatke héĥa**.
- Bob and Lisa demonstrate the meaning and usage of **lé** {this} and **hé** {that}.
- Have the students make a rule by answering the questions at the bottom of the page.
- Hold objects or flashcards near or far from individual students and ask them to react with **lé** or **hé** (older or more skillful students can react with full sentences).

8. Write lé or hé p. 36

Self-explanatory.

9. Find a partner p. 37

- Bob and Lisa demonstrate the students' activity.

10. Find a partner p. 37

- The students should ideally stand in a circle during this activity using flashcards they hold in their hands.

11. Find a partner p. 38

Bob and Lisa demonstrate one of the guessing activities (explained also in Level 1 textbook).

12. Commands p. 38

- Have the students listen to the CD and follow the pictures. They should be able to guess the commands.
- Use these commands in your classes consistently.

13. Crossword p. 39

14. Word find p. 40

Answers can be found on www.lakhota.org

15. Draw a circle around the animals ... p. 40

Self explanatory.

1. Listen and write the numbers p. 41

- Have students listen to the CD and write the missing numbers. Then they match the words with the digits.
- Detailed instructions on teaching Lakota numbers are in Level 1, page 17.

2. Match the numbers with the things p. 42

- Have students match digits with pictures and descriptions. Notice: This is the first time they are exposed to the modifier position (number follows the noun). It will be demonstrated later on and there is no need to explain it in this unit.

3. Are the numbers correct? p. 43

Comprehension exercise.

4. How many words for numbers can you find? p. 44

Answers on www.lakhota.org

5. Commands p. 44

Students listen to the recording and follow the pictures. Try to use these commands consistently in your classes.

6. Reading and writing h p. 45

Write the syllables and listen to them.

7. Reading and writing ħ p. 45

Write the syllables and listen to them.

8. Listen and write h or ħ p. 46

- This activity should be preceded by a break or a TPR activity.
- Display flashcards with **h** and **ħ** in different places.
- Play the CD and ask the students to point at the letter they hear in the words.
- Have them listen to the CD again, this time having them fill in the missing letter in the words (make sure to pause the CD if the students need more time to fill in the letter).

Answer:

hokšila, ħé, hoká, ħoká, hú
 háŋpa, waħčá, hoyázela, hečá, ħóta
 maħpiya, huŋská, wičháħpi, hí, hiŋhán
 waħpé, halháta, siŋtéħla, mahéluŋpi

9. How old are they? p. 47

The children in the illustrations demonstrate the question-and-answer dialog for age.

- Students listen to the CD and follow the dialogs in the book. If they can't guess it, help them figure out the meaning of **Waníyetu nitóna hwo/he?** {How old are you?}
- Give them hints on how to write their age.

- Ask individual students: **Waníyetu nitóna hwo/he?** They reply in Lakota.

10. How old are they? p. 48

A comprehension exercise to reinforce understanding and using the learned vocabulary, sentences and dialogs.

- Have the students read what the children say and fill in the number of years in the sentences below.
- When they are finished, ask the students: **Mary waníyetu tóna hwo/he?** – They reply **Mary waníyetu šákpe.** Then you can ask about the other characters or have the students ask each other about them.

11. What time is it? p. 49

Bob and Lisa demonstrate how to ask and tell the time. **Owápħe** (or **oápħe**) {hour} and **mázaškaŋškaŋ** {clock} are equally correct.

- Have students listen to the CD and follow the dialogs in the textbook.
- Help them practice saying the new words and sentences. Have your skillful students ask each other about the time using the clocks on the following page.

12. Write the numbers in Lakota p. 50

Second graders might need some help with this writing exercise. Older students should be able to write the numbers without a problem.

13. What is your telephone number? p. 51

- Introduce the students to the word **tákuni** {nothing} for expressing the meaning of "zero". In fast speech it is pronounced **tágni**.
- Have students read the dialog between Tina and Lucy.
- Then they convert the phone numbers from words to figures.
- They can add their friends' or their own phone-numbers in Lakota.

14. Connect the numbers p. 52

- Have students connect the numbers to find out what animal is hidden in the picture.

15. Can you add and subtract in Lakota? p. 52

Self-explanatory.

16. Odd one out! p. 52

Have students cross out the word that does not belong in each line.

Unit 5

p. 53

Topic/vocabulary: groceries, mainly fruit and vegetables. Teachers should broaden the vocabulary in this unit by using units 10 and 12 of Level 1 textbook.

1. Lisa and Bob went grocery shopping p. 53

- Have students listen to the CD and then match the groceries with their descriptions. They can figure out the correct match with the help of the numbers.
- Play the CD again and ask the students to point at the item they hear.

2. Can you match the pictures with the words? p. 54

- Do a flashcard-TPR activity from Level 1.
- The students should be able to match the pictures with the words based on exercise 1 and the previous TPR activity.

3. Mary likes plums p. 54

- Have students draw and write what they like.
- Practice saying *waštéwalake* {I like}.
- Ask them to tell you their sentence (e.g. *Tħaspáŋ waštéwalake*.)

4. What do they like? p. 55

- Play the CD, have students listen and follow along with the dialogs in the book.
- Stimulate the students' understanding of the dialogs by eliciting questions, such as, "What do you think the boy is asking Tina?" and, "What do you think the girl is asking Brian?"
- Help students answer the questions in the box below.

5. What do you like? p. 55

- Help the students practice saying *waštéwalake* {I like it.}
- Ask individual students: *Táku waštéyalaka hwo/he?* {What do you like?}
- Have the students ask each other in pairs.

6. Who likes what? p. 56

A comprehension exercise.

- Have students read what the children say. Match what the children say with the pictures of food and finish the sentences below.
- Teachers should give appropriate help and check by asking as follows: *Lucy táku wáštélaka hwo/he?*

7. Reading and writing *kħ*, *pħ*, *tħ* p. 57

Intro: These are aspirated stops with guttural aspiration. They are the most frequent of the four types of Lakota stops. They occur consistently before **a**, **aŋ**, **o**, **uŋ** and very occasionally before **iŋ**. Also, whenever **e** or **iŋ** are the results of ablauted final **a**, the aspiration before them is guttural as in: *epħá* {I said} => *epħé ló* {I said} => *epħiŋ kte* {I will say}.

Furthermore, aspiration can be either guttural or soft before the vowel **e**, depending on the individual speakers or local speech habits. Thus the following pairs of pronunciation can be heard: *kħéya-khéya*, *pħehiŋ-phehiŋ*, *tħéča-théča*.

Pronunciation of **kħ**, **pħ**, **tħ** is very close to the English stops, but with guttural aspiration. Students must practice these.

- Have the students listen and repeat the words and syllables recorded for this exercise, one stop at a time. Show them how to pronounce **kħ** by putting together **k** and **ħ** (both of which they learned in previous units). Have them pronounce the two letters as one sound.
- Have them practice writing the stops. Demonstrate how the students must get into the habit of always writing the diacritics above **ħ** immediately and not waiting until they finish the syllable or word.
- Place the **kħ**, **pħ**, **tħ** flashcards in different locations around the classroom to have the students point at the one they hear in a Lakota word (read or play the words from exercise 10 of this unit).
- Have the students point at the **kħ**, **pħ**, **tħ** flashcard syllables.

Note: This type of stop occurs only in Lakota dialect and in the western Dakota dialect (Yankton-Yanktonai). In the eastern Dakota dialects (Santee-Sisseton) only the regular aspirated stops (**kh**, **ph**, **th**) are pronounced.

8. Listen and write *kħ*, *pħ*, and *tħ* p. 58

Answers:

kħ: *kħáŋta*, *kħokħóyaħ'aŋla*, *kħaŋǵí*, *makħóčhe*

pħ: *pħahiŋ*, *pħasú*, *čhaŋpħá*, *pħaŋǵí zizí*

tħ: *tħatħáŋka*, *tħápa*, *tħózi*, *matħó*

9. How many are there? p. 59

- Have students count and then write the correct number next to the food words.
- They can check each other's answers or the teacher may check by asking, *Ziškopela tóna he?* {How many bananas are there?}

10. Listen and write *kħ*, *pħ*, or *tħ* p. 60

- Display flashcards with **kħ**, **pħ**, **tħ** in different places.
- Play the CD and ask the students to point at the letter they hear in the words.
- Have them listen to the CD again, this time filling in the missing letter. Make sure to pause the CD if the students need more time to fill in the letter.

Answers:

Lakħóta, *wapħóštaŋ*, *tħápa*, *čhapħúŋka*, *tħó*

kħáŋta, *tħuŋkášila*, *kħaŋǵí*, *tħašnáheča*

tħaspáŋ, *pħatkáša*, *tħáħča*, *siŋkpħé*, *huŋyákħuŋ*

tħaló, *pħahiŋ*, *tħašiyagnuŋpa*, *makħá*, *pħéta*

11. Who likes milk? p. 61

- Ask the students: "What do you think Lisa is asking the children?" She is asking them: "Do you like milk?"

- Have the students read the children's answers and then circle the correct sentence below.
- Additional: Name various groceries (or show their flashcards) and ask the students to react with *waštéwalake* {I like it} or *waštéwalake šni* {I don't like it}. Do this activity at the beginning of every other class asking about other favorites (colors, animals, clothes etc). This is a good activity to create a positive mood at the beginning of a class.

12. Match...

p. 62

Answers:

wagmíza-waglékšun, tšaspán-tšiatšánka, kšánŋa-kšánŋí, zíškopa-záptaŋ, bló-blóza, wagmúšpaŋšni-wakšíča, wažúšteča-waŋží, thínpsila-thiyópa, pšín-pispíza, uŋžínžinŋka-uŋcí, pšánŋí zizí-pšahín, tšaspánzi-tšáhča

Unit 6

p. 63

Comments:

1) Some speakers use the word *hóta* {grey} with a changeable *a*, thus it becomes *hóte* in certain positions in a sentence. Other speakers do not make this change.

2) The variations for *šasaŋ* {pink} are *šastaŋ* and *šamná*. *Šasaŋ* is easy for children to remember as it is a combination of two colors.

Motivation: The natural world is very colorful. Colors are everywhere around us and make the world beautiful. Ask the children about their favorite colors. Tell them that in this unit they are going to learn how to say colors in Lakota and how to describe things with colors.

1. Repeat the colors

p. 63

- Have students listen to the CD, point at the colors and repeat their Lakota names.

2. Mixing colors

p. 63

Notice: Creating new colors by combining color names based on mixing real paints is very common in Lakota. Elders in the old days used this method even more frequently than is done today. Examples include *získa* {faded yellow}, *zíšapa* {dark yellow} (*zí* {yellow}, *šápa* {dirty}) and *šáŋi* {auburn}.

Other common variants for pink are *šastaŋ* and *šamná*.

- Play the CD with the combined colors.
- Ask the children to look at the picture and think how the Lakota terms are formed for green, purple, orange, dark blue, light blue and pink, and if they know why.
- If you can, let children experiment with mixing water-colors to find out the outcome of mixing two colors. This experience will help them remember the combined Lakota color terms.

3. Fill the puzzle with colors

p. 64

- A motivating activity to reinforce the students' knowledge of color terms.

4. This is a black dog

p. 65

Note: Modifiers, like color are positioned behind the noun in Lakota. This is the first time it introduced.

- **Outside the book:** Use pairs of objects that have two different colors (e.g. a yellow cup and a red cup) or flashcards of colors and animals.
- Point at one and say: *Lé šúnka sápe*. {This is a black dog}, point at the other and say *Lé šúnka ská*. {This is a white dog}. Continue with other pairs.
- Then ask the children to point at the objects or flashcards you name around the classroom and say e.g.: *Oákaŋke tšó* {Blue chair}, *Wówapi tšózi* {Green book}.
- Then do some of the Level 1 flashcard/TPR activities that reinforce color in the modifier position.
- Have the students draw an object (or an animal) on a sheet of paper and then ask the class what color it is, e.g. *Lé igmú ģí*. – {This is a brown cat.}
- **Inside the book:** Bob and Lisa demonstrate the new sentence structure and the position of the color modifier.
- Students should deduce the rule match the words in the white boxes. Provide them with adequate help or with eliciting questions.
- Have students practice the rule by pointing at the pictures below and saying sentences like *Lé wóžuha tšó*. Notice: This is the first time that the students are exposed to a sentence where the verb "to be" is not specifically present but still understood *Lé šúnka sápe*. {This is a black dog}.

5. Listen and repeat!

p. 66

- Have students listen to the CD and repeat. These nouns have been introduced in previous units or in Level 1. The combination of hearing and seeing the pictures reinforces the knowledge of the noun-color order.
- After listening you may repeat as a reading or pointing exercise.

6. Number the sentences

p. 60

- Have students use their knowledge of colors and nouns to match the written descriptions with the pictures by numbering them.

7. Reading and writing kh, ph, th

p. 67

Before you start the listening exercise tell the children that **k**, **p** and **t** are in some cases followed by a puff of air. Take a sheet of paper, hold it at the upper margin and place it in front of your mouth. Stand sideways to the children and say the words "kin," "pin," "till." This demonstrates the puff of air following **k**, **p**, **t** and represented by letter **h** (as in **čh**, **kh**, **ph**, **th**). Ask the students to feel the puff of air by placing the palm of their hand near their mouth and saying "kill", "pill", "till". Then explain that in Lakota we mark this puff of air with the letter **h**. And it is called aspiration. Go to Level 1 page 97 for detailed explanation.

Notes: Aspirated stops are significantly less common than plain stops (**k, p, t**) and stops with guttural aspiration (**kh, ph, th**). The soft (or glottal) aspiration occurs before these vowels: **i, iŋ, u** and sometimes **e**.

As noted above in exercise 7, unit 5, aspiration before **e** can be either soft or guttural (**khéya/khíeya, pheží/pheží, thezí/thezí**). This book uses some words with aspiration before **e** because there are few nouns beginning with aspirated stops well-suited as illustrations.

8. What do you hear? Listen and point p. 68

Have students point at the syllables they hear.

9. Listen and write kh p. 69

khukhúše, khuté, makhú, khéya, khušléča

10. Listen and write ph p. 69

phuté, phetížaŋžaŋ, phehán, phežíňota

11. Listen and write th p. 69

thípi, thiikčeya, thezí, thíŋpsila, thuswéča

12. What color is the outcome? p. 70

- As a review, have students color the images and write the combined colors: **zíša, thóša, thósaŋ, šasaŋ, thósa** and **thózi**.

13. The dog is black p. 71

Bob demonstrates the following new grammar rules:

1) The sentence, "This is a dog" can be said without **héča** at the end. Both of these sentence types are correct and mean the same: **Lé šŋka. / Lé šŋka héča**.

2) Definite article **kiŋ** {the} follows the word it belongs to.

3) The sentence, "The dog is black" is **Šŋka kiŋ sápe**. It does not need a separate verb "to be". The verb is the color here; **sápe** = {it is black}.

Do not explain these rules. Demonstrate them as is done in the textbook.

- Using flashcards or real objects students should say a pair of sentences, such as: **Lé wówapi**. {This is a book.} – **Wówapi kiŋ thó**. {The book is blue.}
- After practicing many of these sentences, have students fill in the words in the white boxes of this section.

14. This chair is red p. 71

This matching comprehension exercise reinforces the newly learned rules and sentence structure. It adds the pronoun **lé** {this} and shows that it follows **kiŋ** {the}.

15. The dog is NOT white p. 72

This is a comprehension exercise to check and reinforce the newly acquired knowledge.

16. Read the two dialogs p. 73

Have students discover the different types of questions used when either asking the color of things or the color of animals (especially those that have hair or fur).

Demonstrate this grammar rule outside the book in a way similar to Bob and Lisa. Afterwards, ask the students to react with **oówa tókča** or **hiŋ tókča** when you point at flashcards of animals or things.

Provide the students with adequate help filling in the missing words in the grammar box.

17. Fur or color? p. 74

Have students choose the proper type of question.

18. Listen and write kh, ph or th p. 75

- Display flashcards with **kh, ph, th** in different places.
- Play the CD and ask the students to point at the letter they hear in the words.
- Have them listen to the CD again, this time filling in the missing letter in the words. Make sure to pause the CD if the students need more time to fill in the letter.

Answers:

khukhúše, phetížaŋžaŋ, makhú, thiikčeya pheží, thíŋpsila, kiŋyékhiyapi, khúža, phehán ikhú, thuswéča, mas'óphiye, phuté, thezí thípi, iphiyaka, thehmúga, khéya, khušléča

19. Choose the correct sentence p. 76

Review of **lé** {this} and **hé** {that}. Reinforcement of the new sentence structure: *noun kiŋ lé color*.

20. Commands p. 76

Have the students look at the pictures as you say the commands. They should be able to guess their meaning. Use these commands in your classes consistently.

21. Can you find the differences? p. 77

Self-explanatory. Alert the students that the words to fill in are on the next page.

22. Color the puzzle p. 78

Self-explanatory.

23. Odd one out! p. 78

Self-explanatory.

Unit 7 p. 79

1. Listen and point at the color you hear p. 79

- Ask the students to listen carefully to Lisa. When they hear a word for color they should point at that color in Lisa's speech bubble.
- Have them listen again, this time paying attention to the word for clothing as well.
- Repeat with Bob's speech.
- Have the students read or repeat the words for clothing from the CD.

2. Match the words with the pictures p. 80

- Have students match the correct colors. This reinforces the new vocabulary for clothes.
- Do TPR/flashcard activities (Level 1, page 90–93) to reinforce the clothes vocabulary.
- Additional activities with clothing vocabulary can be found in Level 1, page 32–33.

3. Lakota g p. 81

Have students listen to the syllables and practice pronunciation and writing. Note that Lakota **g** never occurs before vowels.

4. Lakota ğ p. 81

Have students listen to the syllables and practice pronunciation and writing. Demonstrate the writing of the diacritic and explain that the students should write it immediately after they finish **g**.

Help the students practice pronouncing **ğ**. Explain that it is almost the same as **h**, but is a little stronger (**ğ** is voiced, **h** is voiceless).

Note that Lakota **ğ** occurs only before vowels.

5. Listen and write g or ğ p. 82

- Make sure this exercise does not follow immediately after the previous one. A TPR activity should precede this exercise.
- Place the **g** and **ğ** flashcards in separate spots.
- Play the CD and ask the students to point at the letter they hear in the words.
- Have them listen to the CD again, this time filling in the missing letter in the words. Make sure to pause the CD if the students need more time to fill in the letter.

Answers:

gnašká, ğí, waglekšun, aǵúyapi, núŋǵe
uŋzóǵe, šunǵíla, wadmíza, tħašiyagnunpa, hoǵán
wáǵačhaŋ, igmú, čhuwígnaka, kħaŋǵí, maǵáksiča
wičhítegleǵa, maǵá, ógle, wáglotapi, čhánčheǵa

6. Match clothes with things or animals... p. 83

Have students match words based on the beginning letter. Note: the match for **uŋzóǵe** {pants} is **uŋčí** {grandmother} which will be introduced in the next unit. Students can easily match the pictures as “pants” is the last one to pick. While there is a specific word for “T-shirt” in Lakota (**ógle-zigziča**), native speakers most often refer to it with the generic term for shirt, which is **ógle**.

7. Word-find p. 84

Search for words for clothing.
Answers at www.lakhota.org

8. Odd one out! p. 84

Self explanatory.

9. True or false? p. 84

Students circle **hán** or **hiyá**.

10. My shirt is yellow p. 85

Lisa and Tom introduce new rules:

- 1) The Lakota word for “my” is **mitħáwa**.
- 2) **mitħáwa** follows the noun it belongs to: **ógle mitħáwa** {my shirt}.
- 3) The sentence **Ógle mitħáwa kiŋ šá** means {My shirt is red}.

Have the students practice the word **mitħáwa** {my}.

Teachers demonstrate these rules and sentence structures outside the book first, using real clothes. Then they provide adequate help in filling in the missing words in this exercise.

11. Point at your things and say... p. 86

Have students say sentences like this: **Lé [ógle] mitħáwa**, {This is my [shirt]} while pointing at the mentioned pieces of clothing at the same time.

12. What color are your clothes? p. 86

- Have students color the items and then finish the sentences with the matching color term.
- After they are finished, ask them about their things like this: **Ógle nitħáwa kiŋ óowa tókča he?** => They answer: **Ógle mitħáwa kiŋ zí**.
- They can also question-and-answer the same way in pairs.

13. Who is who? p. 87

This is a comprehension exercise that reinforces new vocabulary and sentence structure. Students are seeing the word **tħáwa** {his/her} for the first time, but should be able to guess it from the context.

Precede this exercise with a TPR activity (this and the following five exercises should not be done in a row but with other types of activities (TPR) between them).

14. His shirt is blue p. 88

Precede this exercise with a TPR activity. Have students use the text of the previous exercise to find out how to say his and her (**tħáwa**).

15. Paul's shirt is blue p. 88

Precede this exercise with a TPR activity. Have students finish the sentences based on the pictures of children on the left hand page.

16. Are the following sentences true? p. 88

Precede this exercise with a TPR activity. Students circle **hán** or **hiyá** based on the pictures of children on the left hand page.

17. Mary's and Lucy's clothes p. 89

Precede this exercise with a TPR activity. This is a comprehension exercise. Have students read what the girls say and match clothes based on the color.

18. True or false? p. 90

This is the first time that the word *lená* (plural form of *lé* {this}) is used. Try to have the students guess its meaning from the context.

19. Commands p. 90

- Have the students read the commands as you say them and follow the pictures. They should be able to guess their meaning. Use these commands in your classes consistently.

Unit 8 p. 91

Introductory motivation: Briefly talk about the importance of kinship in Lakota culture. Ask the children to tell you if they have many relatives. Tell them that in this unit they will learn how to address their relatives in Lakota. Also tell them, that in the traditional way it was customary to address relatives with kinship terms rather than personal names. By doing so, one showed his/her respect and love for their relatives. Ask the students if they know any Lakota kinship terms already. Most should know at least *uŋčí*, *kaká/lalá* and *tšunkášila*.

1. Listen to how Bob addresses his relatives p. 91

- Ask the students to listen carefully to Bob and decide whom he is addressing each time.
- Pause after each of Bob's greetings and ask the students to identify whom Bob is addressing; e.g. *Háu [até]*. => "He is greeting his [father]."
- Pause after each response to Bob and ask the students what kinship term is used: *Háu [čhiŋkší]*. => "Son."
- After you finish playing all the greetings, play the CD once again without pausing.
- After taking a break or doing an unrelated activity, use the CD again to work on proper pronunciation of the terms.

2. Who is who? p. 92

Matching exercise to reinforce the kinship vocabulary.

3. Listen to how Lisa addresses her relatives p. 93

Precede this exercise by a TPR activity or other "out-of-the-book" activity.

- Repeat the same steps as in exercise 1.

4. Who is who? p. 94

This is a matching exercise to reinforce the kinship vocabulary. English terms are available to make sure that students understand who is represented by each picture.

5. Lakota l, m, n p. 95

Have students listen to the syllables with **l**, **m** and **n** and practice their pronunciation and writing. Practice pronouncing and creating the individual syllables by using flashcards.

6. Draw members of your family... p. 95

Have students draw their family members or family tree and write how they address their relatives using Lakota kinship terms.

7. Listen and write l, m or n p. 96

- Have the students listen to the CD again and fill in the missing letter in the words. These letters have almost identical pronunciation in Lakota and English, so they should not be difficult for the students.

Answers:

núnŋe, omníča, miméla, oblóthun, napíŋkpa maŋážu, waŋbli, ógle, napčiyuŋka, gnašká šiná, pšéstola, mašpiya, blóza, nitéhepi waglékšun, mní, maŋá, íčalu, omás'aphe

8. Who is who? p. 97

- Have students learn the names of Bob's siblings and fill them in the speech bubbles and in the boxes saying *Lé Rick é*. {This is Rick}.
- Ask the male students about their brothers' and sisters' names; *Čhiyéyaye kiŋ táku ečiyapi hwo/he?* {What is your older brother's name?}. => *Čhiyéwaye kiŋ [Jeff] ečiyapi*. {My older brother's name is [Jeff]}.

9. Who is who? p. 98

- A TPR or other outside the book activity should precede this exercise.
- Same activity as 8. Make sure you don't do the two activities in a row.
- Ask the female students about their brothers' and sisters' names; *Thiblóyaye kiŋ táku ečiyapi hwo/he?* {What is your older brother's name?}. => *Thiblówaye kiŋ [Steve] ečiyapi*. {My older brother's name is [Steve]}.

10. Kinship words and their meaning p. 99

Matching exercise.

11. Draw a line from each kinship word p. 99

Have students decide which term is for males and which for females.

12. Matching "my" form of kinship words p. 100

Matching exercise.

13. Which of the kinship terms ... p. 100

Students may need some help understanding this activity. They are to match the picture of a boy with all kinship terms that boys use for their relatives. The picture of Lisa should be matched with kinship terms used by a girl (not

for a girl). Some kinship terms are used by both (*até, iná, t̥huŋkášila, uŋčí, mis̥uŋka*).

14. Word-find (kinship terms) p. 101

Answers can be found at www.lakhota.org

15. Listen and write *ḥ* or *ǵ* p. 102

This exercise reviews and reinforces reading, writing and pronouncing *ḥ* and *ǵ*.

- Display flashcards with *ḥ* and *ǵ* in different places.
- Play the CD and ask the students to point at the letter they hear in the words.
- Have them listen to the CD again, this time filling in the missing letter in the words (make sure to pause the CD if the students need more time to fill in the letter.)

Answers:

uŋzǵe, *ḥé*, *heḥáka*, *aǵúyapi*, *núnǵe*
wanáḥča, *hoǵán*, *čháncheǵa*, *ḥoká*, *wáǵačhaŋ*
šunǵíla, *maǵážu*, *maḥpiya*, *khaŋǵí*, *maǵáksiča*
wicḥíteleǵa, *maǵá*, *wałḥpé*, *wicḥáḥpi*, *čhéǵa*

Unit 9 p. 103

During the work on this unit, teachers should review the vocabulary and sentences introduced in units 9 and 16 of the Level 1 textbook (pages 40 and 64).

1. Look at the picture and listen... p. 103

Have students listen to the CD and point at the body parts on the picture. They should repeat on the second listening. Additionally, you should play "Simon Says" in Lakota and other TPR activities on body parts (several of them are described in detail on page 41 in the Level 1 textbook).

2. Look at the picture of a dog and listen p. 104

Have students listen to the CD and point at the dog's body parts on the picture. On the second listening they repeat.

3. Compare p. 104

Have students compare the picture of the dog with the picture of a girl to find out what the given words mean, and to identify which of the body parts are the same for humans and animals.

4. Lakota *b*, *w*, *y* p. 105

Have students listen to the syllables with *b*, *w* and *y* and practice their pronunciation and writing. Practice pronouncing and creating the individual syllables by using flashcards.

5. Listen and write *b*, *w*, *y* p. 106

Play the CD for the students to fill in *b*, *w* or *y*:

Answers:

wígmun̄ke, *bló*, *ičábu*, *oblót̥huŋ*, *wicḥiḥčala*
yámni, *waŋblí*, *wagmíza*, *wicḥáḥpi*, *wíyukse*
wáǵačhaŋ, *wíyaka*, *blóza*, *maḥpiya*, *bébeta*
wapḥóštaŋ, *blé*, *wałḥpé*, *wíyatke*, *wáglotapi*

6. Matching p. 107

Have students review their knowledge of animal body parts by matching the Lakota words with the body parts of a cat.

7. Word-find (body parts) p. 108

See answers on www.lakhota.org

8. Review of sounds. Listen and write *s* or *š* p. 109

- Play the CD for the students and have them fill in *s* or *š*. This is a review of the two letters. Answers:
šunǵíla, *siŋté*, *oíse yámni*, *p̄hasú*, *waglékšun*
p̄hatkáša, *it̥ḥuŋkasaŋ*, *huŋská*, *t̄hašnáheča*

9. Review of sounds. Listen and write *z* or *ž* p. 109

- Play the CD for the students and have them fill in *z* or *ž*. This is a review of the two letters. Answers:
wazí, *wóžapi*, *wagmíza*, *upižata*, *blóza*
t̄hažúška, *zičá*, *phetížaŋžaŋ*, *waŋží*, *zuzéča*

10. Matching p. 110

Have students review their knowledge of human body parts by matching the Lakota words with the body parts of a man.

11. Body parts and clothes p. 111

Have students match words for clothes with their pictures and the body parts they usually cover.

12. How many body parts does a dog have? p. 112

Have students match body parts with their number.

13. How many legs? p. 112

Have students match words for animals with the number of legs each animal has. Younger students may need some visual help with spider (*iktómi*), mosquito (*čhap̄ḥuŋka*), ant (*t̄hažúška*).

Unit 10 p. 113

Motivating introduction:

All creatures in nature are in constant movement or activity. Animals run, jump, graze, hunt. People eat, work, learn, play etc. We are going to learn some verbs that name activities that people and animals do.

1. Listen and see what the animals are doing p. 113

- Play the CD and ask the students to point at the animal they hear.
- Ask the students to tell you in English what each of the animals is doing.
- Then have them listen to the CD again and try to find out how to name those activities in Lakota.
- Have them repeat the verbs.
- Have students name the appropriate animal in response to different verbs that you say.
- Have students say one of the verbs in reaction to your naming one of the animals.
- Have students do the same activity in pairs.

- The above activities should not follow in a row, but need to be divided into 5 minute periods.

2. Writing verbs p. 114

- Ask the students to complete the sentences with the verbs about the animals in exercise 1.
- Play the CD again for the children to check.

3. Look at the animals again p. 114

This activity should not follow the previous two, but should take place after a break, at the beginning of a new class or after an "outside the book" activity.

- Introduce the students to **Táku tókħuŋ hwo/he?** {What is he/she/it doing?} Point at an animal in exercise 1 and ask: **Hé táku tókħuŋ hwo/he?** {What is it doing?} – Students should respond with the appropriate verbs. Repeat three or four times.
- Ask the students to repeat after you: **Táku tókħuŋ hwo/he?** {What is it doing?}
- The students should then work in pairs pointing at animals and asking each other as demonstrated by Bob and Lisa.

4. Answer with háŋ or hiyá p. 115

This is a comprehension exercise to reinforce the sentence structure and the verbs, and review **šni**. Have students circle the correct answer.

5. Verbs ending with final A p. 116

Here, students are introduced to the final changeable **a** (marked with capital letter in the dictionary: **A/Aŋ**). They are not expected to actively use the rules of changeable **a/aŋ** at this stage, only to be aware of it.

They should be able to deduce that the **a/aŋ** changes at the end of a sentence and before **šni**. Other rules will be introduced in higher levels.

- To exercise the changeable **a/aŋ**, point at animals in exercises 1 or 4 and ask questions using appropriate verbs like this: **Psíča hwo/he?** Have students respond with a negative verb: **Psíče šni**.

6. Ask and answer about the animals p. 116

- Students ask "yes/no" questions about the animals in exercise 4.
- If you work with skillful students encourage them to reply with full sentences: **Háŋ, psíče**. or **Hiyá, psíče šni**.

7. Ejective stops p. 117

Although they occur in some very common words, ejective stops are the least frequent sounds in Lakota. Ejective stops are formed by a fast release of compressed air in the mouth (at the position of the stop and in the larynx at the glottis). This release of compressed air gives the characteristic "crack". Since ejective stops are not found in English, the students will need to practice pronouncing them. Students should not be pressured to fully master them at this level,

since there are very few words with ejective stops in the Level 1 and Level 2 curricula. They will be practiced further in subsequent levels.

- Ask the students to listen and repeat the four words: **č'ó** (splashing sound; variants are **č'oč'ó**, **č'oyéla**); **k'á** {to dig}; **p'ó** {fog}; **t'á** {to die}

- Demonstrate how the four ejective stops have an apostrophe and have students practice writing them.

8. Glottal stop p. 118

Glottal stop occurs after **ħ**, **s** and **š** and it is also a part of the ejective stops introduced in exercise 7.

- Demonstrate and explain to the students that the glottal stop is an abrupt stop of the air coming from the mouth when we talk.
- Play the CD and have the students point at the letter they hear. Alternatively, use flashcards placed around the classroom or have the students make their own little flashcards with the letters and show the appropriate one upon hearing.

There are very few Lakota nouns with ejective stops and the glottal stop well-suited for illustration. **Answers:**

p'é, k'ú, t'á, p'ó, ħ'áŋ
s'a, š'é, č'ó, k'íŋ, š'á
t'ečá, šič'é, yuħ'í, yus'ó, mnič'á
t'óza, čik'ala, š'ákeča, kaħ'ú, kap'óža

9. What are the mice doing? p. 119

Have students finish the sentences with the proper verb using the color of each mouse's swimming suit as the key.

10. Listen and fill in č or čh (review) p. 120

This is a review of plain **č** and aspirated **čh**.

Answers:

čhaŋháŋpi, čhaŋkú, wikčémna, čhapħúŋka, ičábu
čháŋčheğa, uŋkčéla, tháħča, zičá, čhaŋkpé
wanáħča, wičhítegleğa, hečá, omniča, wakšiča
wašiču, čhaŋté, uŋčí, uŋkčépagmigma, čháŋ

11. Bob says "I am standing" p. 121

This exercise introduces the students to the 1st person singular form of the learned verbs.

- Have the students listen to the CD and recognize the verbs. Have them point at the appropriate picture.
- During the second listening they should repeat the verbs.

12. The word nawážiŋ means "I stand" p. 122

As a follow-up to the previous exercise, have students match the 1st person singular form with the 3rd person singular form of each verb.

13. Work in pairs p. 122

Ask the students to work in pairs. One of them says a verb in 1st singular, the other acts out the appropriate verb.

Unit 11

p. 123

Motivation: Before opening their books, ask the students if they know what the four stages of life are. Tell them that they are children now, but one day they are going to grow up and have responsibility.

1. The four stages of life

p. 123

- Ask the students to look at the picture and guess what the Lakota words inside the circle mean. Have them follow the arrows beginning with Bob and Lisa (boy, girl; young man, young woman; woman, man; old woman, old man)
- Ask the students if they know what the Lakota words outside the circle mean (children, youth, adults, elders).
- Ask the students to listen to the CD to find out how to say all these words in Lakota. Have students listen, point and repeat.
- Do a Level 1 TPR activity to reinforce the vocabulary.

Cultural note: The circle shows the symbolism of the four directions. The children are associated with the west (blue or black), youth with north (red), adults with east (yellow), elders with south (white).

Vocabulary note: 1) *wakǰáŋheža* {children} is pronounced *wakǰáŋyeža* in the fast speech. The root of the word is *kǰáŋhéža*, an archaic word no longer in use that means "weak". However, native speakers like to associate *wakǰáŋyeža* with *wakǰáŋ* {sacred} thus stressing the importance of children in Lakota culture. The word *kǰáŋhéža* is still used in some of the Dakota dialects.

2) *tǰéča* means "young" or "new".

3) Variations of *tǰáŋka kiŋ* are: *tǰáŋkake kiŋ*, *tǰáŋkake čiŋ*, *tǰáŋkaka*. All of them are also used for "elders". The basic meaning of *tǰáŋka* is "big".

4) The word *wakáŋ* {elder} should not be confused with *wakǰáŋ* {sacred}. The root of *wakáŋ* is *káŋ* {old}. Several variations are in use: *wakáŋka kiŋ*, *káŋ kiŋ*, *wakáŋla kiŋ*, *wakáŋke čiŋ*. The last two are especially common in Cheyenne River Reservation. In the Dakota dialects the word *wakáŋka* means "old woman."

5) Three of the terms for stages of life are usually used with the definite article (*kiŋ*) as they are of verbal origin (to be young, to be big, to be old).

2. "I am a Lakota boy"

p. 124

- Have the students listen to the CD and guess what the dancers say.
- Then ask them to find out which part of the phrases means "I am" (the underlined and bold *-ma-* syllable inserted in the noun).
- Ask them to say what they are in Lakota, "I am a boy" or "I am a girl" etc.
- They can play a game in pairs. One of them says, "I am a [woman]" choosing from the eight options. The other points at the proper picture in the textbook.

- As a review of kinship terms, have the students go back to their drawings of family members and add speech bubbles to each family member saying who he or she is, "I am a Lakota elder" etc.

3. Match word for people with the pictures

p. 125

Have students match the people with their Lakota designations.

4. What are the names of the people above?

p. 125

Using the information from exercise 3, have students finish the sentences with names of the people. This exercise reinforces the new vocabulary and reviews sentence structure with *kiŋ*.

5. Who says what?

p. 126

As a review of exercise 2, have students match what the people say.

6. There are two ways to say "I am a boy"

p. 126

Students are introduced to an alternative way of saying, "I am a boy." Have them match the two options and the translation.

7. Review of sounds: k, p, t and kǰ, pǰ, tǰ

p. 127

Before listening, review what the students know about plain and guttural stops. The little puff of air is missing at the first type, but present at the latter. Do a TPR activity with word-cards. Have students point at the letter they hear. Then have them listen to the CD and fill in the proper letter.

Answers:

ská, *anǰkǰasaŋ*, *hoká*, *maká*, *makǰá*
pǰatkáša, *pǰisko*, *wapǰóštaŋ*, *pahá*, *čhapǰúŋka*
tǰašnáheča, *ištá*, *tópa*, *tǰápa*, *tǰaló*, *čhaŋté*

8. Word-find

p. 128

Answers on www.lakhota.org

9. Odd one out!

p. 128

Self-explanatory.

10. Match the words for people with the stages

p. 129

This exercise should be done with word-cards placed on the board first.

A game: Before the lesson, place word-cards with the four stages of life in Lakota in the four corners of the classroom. Give each student a card with one of the eight words for people. Then have the students walk around the classroom and at your signal walk quickly to the appropriate corner. Have them mingle in the room again. Then say, "Those of you who have 'boy' exchange cards with 'woman'; 'old man' exchange labels with 'young woman' etc. or "All who have female labels go to the window, those with male labels go to the board" and similar commands. The game can be played with other variations they become bored by it. It can be repeated as a review in other classes.

If you like, try similar flashcard games with other vocabulary sets, such as animals with horns versus those without, animals that eat meat and those that don't etc.

11. Matching p. 129

Have students decide which of the words are for males and which for females.

12. Review of sounds: k, p, t and kh, ph, th p. 130

Before listening, review what the students know about plain and aspirated stops. The little puff of air is missing at the first type, but present at the latter. Do a TPR activity with word-cards. Have students point at the letter they hear. Then have them listen to the CD and fill in the proper letter. **Answers:**

čaňšká, khukhúše, khuté, kimímela, kukúň, khušléča
píško, pheháň, upízata, phuté, čhápa, iphíyaka
siŋtéhla, thípi, thehmúga, halháta, iktómi, thezi

13. Nitáku na nitúwe hwo/he? p. 131

Students are introduced to two questions:

Hé táku hwo/he? {What is he/she?} This is used to ask about someone's national identity, tribal membership, stage of life or occupation. The reply uses the verb héčha {he/she is such}.

Hé tuwé hwo/he? {Who is he/she?} This is used to ask about personal identity, usually a name or relation to somebody. The reply uses the verb é {to be the one}.

These two concepts are rather complex for second graders and teachers may want to introduce and practice them one at a time. Students can play the label game again, this time asking each other Nitáku hwo/he? {What are you?} when assigned a task to find someone.

14. What and who are they? p. 132

In this exercise, have students finish the answers to the two questions with the appropriate information. As the example shows, the first question should be replied with a word for boy, girl, man, woman etc., the second with the person's name.

Unit 12 p. 133

General review unit.

1. Read what they say... p. 133

- Have the students quickly look at the text to see if they can find out what the people's names are. Then ask:
- Hokšila kiŋ táku ečiyapi hwo/he? – Hokšila kiŋ Ben ečiyapi. (and so on about the others at random).
- Ask the students if they can find out what the people like. Then ask:
- Wičháša kiŋ táku waštélaka hwo/he? – Wičháša kiŋ kháŋta waštélake. And so on about the others at random.
- Ask the students if they can find out where the people live. Then ask:

- Wiŋyaŋ kiŋ tuktél thí hwo/he? – Wiŋyaŋ kiŋ Wakpá Wašté él thí. And so on about the others at random.
- You should not attempt to do the whole activity at once. Divide it into sections with TPR activities in between.

2. Read what the people say... p. 134

This exercise should not follow immediately after the previous one; TPR activities should take place between them. Have students look at the previous page again and fill in the proper information. Have them do only two or three sections at a time.

3. Review of all Lakota letters, part A p. 135

This reviews the student's knowledge of Lakota letters. They should be familiar with these words by now. Each Lakota letter appears only once. You may want to create a handout for the children listing all of the letters. Make sure you have the children fill in only one row at a time.

Answers:

čhápa, waŋblí, uŋčí, thuŋkášila, khéya
ská, igmú, ithúŋkala, bló, thaspáŋ
ištá, čhaŋphá, waphóštaŋ, gnašká
phású, uŋzóge, mathó, wiŋyaŋ, haŋpa

Review of all Lakota letters, part B p. 135

Answers:

wikčémna, iphíyaka, šuŋkawakháň, hokšila
maštiŋska, heháka, šaglógaŋ, iktómi, asáŋpi
thiyópa, hé, waŋží, nuŋge, napé
p'ó, t'á, k'á, č'ó

4. Who is swimming? p. 137

Review of verbs and people.

- First have the students recognize the activities depicted.
- Say the Lakota verbs and ask the students to point.
- Then say the words for people and ask students to reply with verbs. Then ask with: Tuwá iŋyaŋka hwo/he? – Khoškálaka kiŋ iŋyaŋke. etc.
- Have the students finish the sentences below the pictures.

5. Who does what? p. 137

- Have the students fill in the words for people according to the pictures and sentences in exercise 4.

Color to find out the hidden picture p. 138

6. What letter do these words begin with? p. 139

A review of Lakota letters and some vocabulary.

7. Match the things with their usual color p. 140

This can be done alternatively with word-cards. Some of the things or animals can have two colors.

8. Color words in animal names p. 141

This exercise is designed to review the color terms in a new way. Have students read the animal names and try to guess

a part of the underlying meanings. The purpose of the exercise is not for them to understand and remember all the names and meanings. Notes:

anúnkñasan: **anúnkña** {on both sides} + **sán** {whitish}
wábloša: **wa-** {something} + **abló** {shoulder} + **šá** {red}
wábloska: **wa-** {something} + **abló** {shoulder} + **ská** {white}
pňatkáša: **pňatká** {perhaps refers to jugular vein} + **šá** {red}; the color term refers to the red marks on the turtle's shell and skin, especially on the bottom side of the shell
niğésanla: **niğé** {belly} + **sán** {whitish} **-la** {diminutive}
maštínska: the color term **ská** refers to the white tail
itňúnkasan: **itňúnka** {rodent} + **sán** {whitish}
šunzícia: **šún** {tail feathers} + **zí** {yellow} **-ka** {such}; the red form or northern flicker is called **šunlúta**, where **lúta** means {scarlet}
itóptasapa: **ité** {face} + **ópta** {across} + **sápa** {black}

šunğíla: **šúnka** {dog} + **ğí** {brown} + **-la** {diminutive}
ziŋtkátño: **ziŋtká** {bird} + **tňó** {blue}
ikhúsanla: **ikhú** {chin} + **sán** {whitish} + **-la** {diminutive}
siŋtésapela: **siŋté** {tail} + **sápa** {black} + **-la** {diminutive}
wánťño: **wán** {arrow} + **tňó** {blue}

9. Compare the two pictures p. 142

Review of numbers and the noun-number word order.

10. Match the Lakota names of the oyánke p. 143

A review of Lakota names for **oyánke** and tribes.

11. Odd one out! p. 143

Vocabulary review.

13. True or false? p. 144

Comprehension exercise.

Lakota – English Glossary

ağúyapi — bread
akánwowapi — desk
akénuŋpa — twelve
akéwanŋzi — eleven
akíčhita — policeman (*in Rosebud*)
anúnkñasan — bald eagle
asánpi — milk
asánpi sutá — cheese
até — father
anpáwi — sun
bébela — baby
blé — lake
bló — potato
blokétu — summer
blóza — pelican
čhápa — beaver
čhapňúnka — mosquito
čhán — wood, tree
čhanbláska — board, blackboard
čhánčheğa — drum
čhanhánpi — sugar
čhankpé — knee
čhanksá yuhá — policeman (*in Pine Ridge*)
čhanjú — road
čhanpňá — chokecherry
Čhanpňá Wakpá — Cherry Creek, SD
čhanjšká — redtailed hawk
čhanté — heart
čhanwápe — leaf
čhéğa — pot, kettle, bucket
čhegnáke — loin cloth
čhekpá — belly-button

čhéyA — to cry
čheží — tongue
čhiyé — man's older brother
čhiŋkší — son
čhuwé — woman's older sister
čhuwí — back (of the body)
čhuwígnakA — dress
Čhúnkaške — Fort Yates, ND
čhuŋkší — daughter
čhúnjšoke — forest
čhuŋwíyapehe — grapes, grapevine
čik'ala — small
čónala — few
č'ó — splashing sound
é — he/she is that one
ečiyapi — his/her name is
él — in
él wathí — I live in
emáčiyapi — my name is
eničiyapi — your name is
épazo — to point at
gnašká — frog
gnugnúška — grasshopper
ğí — brown
halháta — magpie
hán — yes
hanhépi wí — moon
hánpa — shoes
hanpikčeka — moccasins
hanpóšpu — doll
hánskA — long, tall
hanwí — moon
hayápi — clothes
hé — that

he? — question ending
hečá — turkey buzzard
héčha — it is such
heňáka — elk
hemátaŋhan — I am from
hená — those, they
hí — tooth
hiyá — no
Hiyú wo/we! — Come here!
hín — fur, hair
hiŋhán — owl
hiŋyéte — shoulder
hoğán — fish
hoká — heron
hokšíla — boy
hokšipaslohe — pram
hoyázela — kingfisher
hú — leg
Húnkpaňña — Standing Rock Lakota tribe
huŋská — leggings
huŋyákhuŋ — socks
hwo? — man's formal question ending
ňé — mountain
ňemáni — train
ňoká — badger
ňóta, ňótA — grey
ň'án — to act, to behave
í — mouth
ičábu — drum stick
ičalu — fan
ičázopi — line
igmú — cat

igmútňanġka — mountain lion
ihá — lip
ikhú — chin
ikhúsaŋla — mink
iktómi — spider
iná — mother
Iníla yaŋká yo/ye! — Be quiet!
iphíyakA — belt
istó — arm
išpá — elbow
ištá — eye
ištámaza — eye glasses
ištáliehiŋ — eyebrow
ištíŋmA — to sleep
Itázipčho — No Bows (a Cheyenne River tibe)
ité — face
itňúŋkala — mouse
itňúŋkasaŋ — weasel
itóptasapa — ferret
itówapi — picture
iwátňokšu — truck
Iyáya yo/ye! — Go! Leave!
iyéchiŋkiŋyaŋke — car
iyók'ijpa — traditional cradle
ijyaŋ — stone
Íjyaŋ Woslál Háj — Standing Rock Reservation
ijyaŋka — to run
kaká — grandfather (informal)
kaň'ú — to peel
kapňópapi — pop, coca cola
kap'óza — light in weight
khéya — snapping turtle
khukhúše — pig
Khúl Wičháša Oyáŋke — Lower Brule Reservation
khušléča — kingfisher
khuté — to shoot
khúžA — to be sick
kľiaŋġí — crow
kľiaŋta — plum
kľokľióyali'anjla — chicken
kľoškalaka — young man
kimímela — butterfly
kiŋ — the
kiŋyékhiyapi — airplane
kištó, kštó — female gender ending
kuŋkúnġ — cucumber
k'Á — to dig
k'ij — to carry
k'ú — to give
Lakľióta — Lakota

lalá — grandfather (informal)
lé — this
lená — these
lowáj — to sing
maġá — goose
maġáksiča — duck
maġážu — rain, to rain
mahélunġpi — underwear
maňpiya — sky, cloud
Maňpiya Lúta — Red Cloud
maká — skunk
makhú — chest
makľhá — earth, ground, dirt
makľóče — country
máni — to walk
maštíŋska — rabbit
mas'óphiye — store
matňó — bear
matúška — crawfish
mázaškaŋškaŋ — clock, hour
miméla — circle
misúŋka — my younger brother
mitňáŋka(la) — my younger sister (woman speaking)
mitňáwa — my
mní — water
mníč'Á — to dig for water
Mnikľówožu — Planters Near Water (a Cheyenne River tribe)
mniskúya — salt
nakpá — animal ears
napčíyunġka — nine
napé — hand
napíŋkpa — gloves
napsúkaza — finger
natá — head
nawáte — temples
nážij — to stand
nitéhapi — skirt
nitňáwa — your
nitóna — how many you are
núnġe — human ears
núnpa — two
nuŋwÁŋ — to swim
oákaŋke — chair
oápľie — hour
oblóťhuŋ — square
oblóťhuŋ háŋska — rectangle
Oġlála — Pine Ridge tribe
óġle — shirt
óġle šókela — jacket
óġle zigziča — sweater
oíse yámni — triangle

omás'apľie — telephone
omníča — bean
Oóhenuŋpa — Two Kettles (a Cheyenne River tribe)
oówa — color; letter
oówaptaya — alphabet
osúnġ — braid
óta — many, much
otňúŋwahe — town
Owá yo/ye! — Write! Color!
owápľie — hour
owáyawa — school
owáyawa itňókšu — school bus
oyáte itňókšu — bus
oyáŋke — place of residence; reservation
ožáŋžanġlepi — window
pahá — hill
peháj — crane
pheží — grass
phežíľota — sage
phetížaŋžaŋ — lamp
phuté — snout
pľahíŋ — porcupine
pľanġí zizi — carrot
pľahíte — forehead
pľasú — nose
pľatkáša — western painted turtle
pľehíŋ — human hair
pľéstola — diamond
pľéta — fire
pišpíza — prairie dog
piško — night hawk
psiča — to jump
psij — rice
pšij — onion
ptanġyétu — fall
ptécela — short
ptegléška — cow, cattle
p'é — elm
p'ó — fog
sáj — whitish, dull white
sápA — black
sí — foot
sičháj — thigh
Sičhájġu — Rosebud tribe
Sičhájġu Oyáŋke — Rosebud Reservation
Sihásapa — Blackfeet (a Cheyenne River Lakota tribe)
Sitňáŋka — Big Foot
siókaza — toe
siŋkphé — muskrat

siŋté — tail
Siŋté Glešká — Spotted Tail
siŋtéřila — rattlesnake
siŋtésapela — blacktailed deer
ská — white
s'a — as if, seemingly
šá — red
šaglóřaŋ — eight
šakówiŋ — seven
šákpe — six
šásaŋ — pink
šástaŋ — pink
šič'é — woman's brother in law
šiná — blanket
šni — not
šuŋřipála — puppy
šuŋřila — red fox
šuŋgmánitu — coyote
šúŋka — dog
šúŋkawakřáŋ — horse
šunziča — northern flicker
š'á — to shout
š'ákeča — powerful, strong
š'é — to drip
táku — what, something
tákuni — nothing
tanyáŋ — well (**matányáŋ** – I am well/fine)
theřmúřa — fly
thezi — stomach, belly
thibló — woman's older brother
thiřkčeya — conical tent
thiřpsila — turnip
thípi — house, dwelling
thiyópa — door
thuswéča — dragonfly
třahú — neck
třáhřa — deer
třakóřa — grandchild
třaló — meat
třápa — ball
třapřúŋ — cheek
třařiyagnuřpa — meadowlark
třařnáheča — ground squirrel
třaspáŋ — apple
třaspáŋ přěstola — pear
třaspáŋzi — orange (fruit)
třatřáŋka — buffalo, buffalo bull
Třatřáŋka řyotake — Sitting Bull
třáwa — his/her
třařúřka (třařúřřka) — ant
třaŋčháŋ — body
třáŋka kiŋ — adult

třaŋké — man's older sister
třaŋkři — man's younger sister
třéča kiŋ — youth
třó — blue (also green)
třóřa — purple
třósaŋ — light blue
třósapa — dark blue
třózi — green
třuŋkářila — grandfather (formal)
tókča — how, what, what type
tókřuŋ — to do what
Tókřa akhé — See you again
tóna — how many, how much
Toníkheča he? — How are you?
Toníktuka he? — How are you?
tópa — four
Tuktél yathí hwo/he? — Where do you live?
tuktél — where
t'Á — to die
t'ečá — lukewarm, tepid
t'óza — dull
tuwé — who
upízata — swallow
úta — acorn
úŋ — to wear
uŋči — grandmother
uŋkčékiřa — magpie
uŋkčéla — cactus
uŋkčépagmigma — dung beetle
uŋzé — buttock
uŋžíŋžíŋtka — tomato
uŋžóře — pants
wáblořa — redwinged blackbird
wábloska — lark bunting
wachípi — pow-wow, dance, dancing
waglékřuŋ — turkey
wáglotapi — table
wagmíza — corn
wagmúřpaŋřni — watermelon
wářačhaŋ — cottonwood tree
waháčhaŋka — shield
waháŋpi — soup
wahřá — flower
wahřé — leaf
wahřé ikářiži — lettuce
wakáŋ kiŋ — elders, elderly
wakřáŋheča — children
wakpá — river
wakpála — creek
Wakpá Wařté — Cheyenne River ('Good River')
wakříča — bowl, plate

wamákrřařkaŋ — animal
wanářřa — flower
wanář'riŋ — necklace
waničA — none, to have none
waniyetu — winter, year
Waniyetu nitóna hwo/he? — How old are you?
wapřóřtaŋ — hat, cap
waskúyecha — fruit
waříču — white man
wařtélaKa — to like
wařtéwalake — I like
wařtéyalake — you like
wáta — boat
wathí — I live, I dwell
watřióřřo — vegetables
waúřspekřiya — teacher
wawóyuspa — policeman (*in Standing Rock, Cheyenne River*)
wazí — pine tree
Wazí Aháŋhaŋ — Pine Ridge Reservation
waziřkeča — strawberry
wařúřteča — strawberry
waŋblí — golden eagle
Waŋblí Pahá — Eagle Butte (town)
waŋřřo — blue racer
waŋři — one
wétu — spring
wíčazo — pen, pencil
wíčářnařka — black currant
wíčáhříčala — old man
wíčáhřipi — star
wíčáhřa — man
wíčhíŋčala — girl
wíčhítegleřa — raccoon
wířmuŋke — rainbow
wikčémna — ten
wikříóřřkalaka — young woman
winúříčala — old woman
wítka — egg
wíyaka — feather
wíyaskabye — glue
wíyatke — cup
wíyukse — scissors
wíyuppi — paint
wířyaŋ — woman
wóuřspe — lesson, teaching
wóuřspe omnáye — computer
wówapi — book, writing
wówapi ská — paper
Wówapi kiŋ yuřáŋ yo/ye! — Open the books.

wóyute — food
wóžapi — pudding
wóžuha — bag
yámni — three
yathí — you live, you dwell
yaŋká — to sit

yeló — man's gender ending
yuŋká — to lie
yus'ó — to swim as a duck
záptaŋ — five
zí — yellow
zičá — squirrel

ziša — orange (color)
ziškopa, ziškopela — banana
ziŋtkátŋio — mountain bluebird
zuzéča — snake
žó — to whistle

English – Lakota

acorn — úta
act — ħ'áŋ
adult — tšáŋka kiŋ
airplane — kinyékhiyapi
alphabet — oówaptaya
animal — wamákháškaŋ
ant — tšážúška (tšážúška)
apple — tšaspáŋ
arm — istó
baby — bébela
back (body) — čuwí
badger — ħoká
bag — wóžuha
bald eagle — anúŋkhasaŋ
ball — tšápa
banana — ziškopa, ziškopela
be — héčha (of that kind), é (be the one)
Be quiet! — Iníla yaŋká yo/ye!
be such — héčha
bean — omníča
bear — mathó
beaver — chápa
behave — ħ'áŋ
belly — thezí
belly-button — čhekpá
belt — iphíyaka
Big Foot — Sitšáŋka
bike — hunúŋp nagmíyaŋpi
black — sápa
blackbird — wábloša (redwinged)
blacktailed deer — siŋtésapela
blanket — šiná
blue — tšó; tšósasaŋ (light), tšósapa (dark)
blue (also green) — tšó
blue racer — wáŋtšio
board, blackboard — čhaŋbláska
boat — wáta
body — tšaŋčhán
book, writing — wówapi
bowl, plate — wakšiča
boy — hokšíla
braid — osúŋ

bread — aǵúyapi
brother — čhiyé (man's older -), misúŋka (younger -), — thibló (woman's older -)
brother-in-law (woman's) — šič'é
brown — ħí
bucket — čhéga
buffalo, buffalo bull — tšatšáŋka
bus — oyáte itšókšu, owáyawa itšókšu (school -)
butterfly — kimímela
buttock — uŋzé
buzzard — hečá
cactus — uŋkčéla
car — iyéčhiŋkiŋyaŋke
carrot — pšáŋǵi zizí
carry — k'íŋ
cat — igmú
cattle — ptegléška
chair — oákaŋke
cheek — tšapšúŋ
cheese — asáŋpi sutá
Cherry Creek, SD — Čhaŋpšá Wakpá
chest — makhú
Cheyenne River ('Good River') — Wakpá Wašté
Cheyenne River tribe(s) — Itázipčho (No Bows), Mnikšówožu (Planter near the water), Oóhenuŋpa (Two Kettles), Sihásapa (Blackfeet)
chicken — kšokšóyaš'añla
children — wakšáŋheža
chin — ikhú
chokecherry — čhaŋpšá
circle — miméla
clock — mázaškaŋškaŋ
clothes — hayápi
cloud — mašpiya
color; letter — oówa
Come here! — Hiyú wo/we!
computer — wóuŋspe omnáye
conical tent — thiíkčeya

corn — wadmíza
cottonwood tree — wágačhaŋ
country — makšóčhe
cow, cattle — ptegléška
coyote — šuŋgmáŋitu
cradle (traditional) — iyók'inqpa
crane — pheháŋ
crawfish — matúška
creek — wakpála
crow — kšáŋǵi
cry — čhéya
cucumber — kuŋkún
cup — wíyatke
currant (black) — wičháŋnaška
dark blue — tšósapa
daughter — čhuŋkší
deer — tšáliša (generic term), siŋtésapela (blacktailed -)
desk — akáŋwowapi
diamond — pšéstola
die — t'Á
dig — k'Á
dig for water — mnič'Á
dirt — makšá
do what — tókšun
dog — šúŋka
doll — haŋpóšpu
door — thiyópa
dragonfly — thuswéčha
dress — čhuwígnaka
drip — š'é
drum — čháŋčhega
drum stick — ičábu
duck — maǵáksiča
dull — t'óza
dung beetle — uŋkčépagmigma
eagle — waŋblí (golden -), anúŋkhasaŋ (bald -)
Eagle Butte (town) — Waŋblí Pahá
ears — núŋge (human -); nakpá (animal -)
earth — makšá
egg — wítka
eight — šaglógaŋ

elbow — išpá	hair — p̄héhíŋ (<i>human</i>), híŋ (<i>usually ref. to animals</i>)	magpie — uŋkčékiha (<i>all reservations</i>), halháta (<i>southern reservations only</i>)
elders — wakáŋ kiŋ	hand — napé	man — wičháša, wičháħčala (<i>old</i>), k̄hoškálaka (<i>young</i>)
eleven — akéwan̄ži	hat, cap — wap̄hóštan̄	many, much — óta
elk — heháka	hawk — čhaŋšká (<i>redtailed -</i>)	meadowlark — t̄hašiyagnuŋpa
elm — p'é	he/she is that one — é	meat — t̄haló
eye — ištá	head — natá	milk — asáŋpi
eye glasses — ištámaza	heart — čhaŋté	mink — ikhúsaŋla
eyebrow — ištáħehiŋ	her/his — t̄háwa	moccasins — haŋpíkčeka
face — ité	heron — hoka	moon — haŋwí, haŋhépi wí
fall (season) — ptaŋyétu	hill — pahá	mosquito — čhap̄húŋka
fan — íčalu	his/her — t̄háwa	mother — iná
father — até	horse — šúŋkawak̄híŋ	mountain — ěé
feather — wíyaka	hour — oáp̄ħe, owáp̄ħe, mázaškaŋškaŋ	mountain bluebird — ziŋtkát̄ho
ferret — itóptasapa	house — thípi	mountain lion — igmút̄haŋka
few — čónala	how many you are — nitóna	mouse — ithúŋkala
finger — napsúkaza	how many, how much — tóna	mouth — í
fire — p̄héta	How are you? — Toníkheča hwo/he?; Toníktuka hwo/he?	muskrat — siŋkp̄hě
fish — hoğáŋ	How old are you? — Waníyetu nitóna hwo/he?	my — mit̄háwa
five — záptaŋ	how, what type — tókča	my name is — emáciyapi
flower — wanáħča	I am from — hemátan̄haŋ	name (his/her name is) — ečíyapi
flower — waħčá	I like — waštéwalake	neck — t̄hahú
fly — theħmúğa	I live in — él wathí	necklace — wanáp'íŋ
fog — p'ó	I live, I dwell — wathí	night hawk — píško
food — wóyute	in — él	nine — napčiyuŋka
foot — sí	jacket — ógle šókela	no — hiyá
forehead — p̄ħahité	jump — psičA	none, to have none — waníčA
forest — čhúŋškoke	kettle — čhéğa	northern flicker — šuŋziča
Fort Yates, ND — Čhúŋkaške	kingfisher — hoyázela, khušléča	nose — p̄ħasú
four — tópa	knee — čhaŋkpé	not — šni
frog — gnaška	lake — blé	nothing — tákuni
fruit — waskúyeča	Lakota — Lakhóta	old man — wičháħčala
fur, hair — híŋ	lamp — phetízanaŋ, phetízanaŋ	old woman — winúħčala
girl — wičhíŋčala	lark bunting — wábloska	one — wan̄ži
give — k'ú	leaf — čhaŋwápe, waħpé	onion — p̄šíŋ
gloves — napíŋkpa	Leave! — Iyáya yo/ye!	Open the books! — Wówapi kiŋ yuğáŋ yo/ye!
glue — wíyaskabye	leg — hú	orange (color) — zíša
Go! — Iyáya yo/ye!	leggings — huŋská	orange (fruit) — t̄ħaspáŋzi
golden eagle — wan̄blí	lesson — wóuŋspe	owl — hiŋhán̄
goose — mağá	lettuce — waħpé ikážiži	paint — wíyuŋpi
grandchild — t̄ħakóža	lie — yuŋkÁ	pants — uŋzóğe
grandfather (formal) — t̄huŋkášila	light in weight — kap'óža	peel — kaħ'ú
grandfather (informal) — kaká (<i>Pine Ridge and Rosebud</i>), lalá (<i>Cheyenne River and Standing Rock</i>)	like — waštélakA	pelican — blóza
grandmother — uŋčí	line — ičázopi	pen — wíčazo
grass — pheží	lip — ihá	pencil — wíčazo
grasshopper — gnugnúška	loin cloth — čhegnáke	picture — itówapi
green — t̄hózi	long — háŋska	pig — khukhúše
grey — ěóta, ěótA	Lower Brule Reservation — Khúl	Pine Ridge Reservation — Wazí
ground — makħá	lukewarm — t'ěčá	Ahán̄haŋ
ground squirrel — t̄ħašnáheča		Pine Ridge tribe — Oglála

pine tree — wazí	(man's younger -); mit'hánka(la)	toe — siókaza
pink — šásaŋ, šástaŋ	(woman's younger -)	tomato — uŋžínžintka
plum — k'hánŋa	sit — yaŋkÁ	tongue — čheží
point at — épazo	Sitting Bull — T'hat'hánŋa Íyotake	tooth — hí
police man — čhaŋksá yuhá (Pine Ridge), akíčhita (Rosebud), wawóyuspa (north)	six — šákpe	town — ot'húnŋwahe
porcupine — p'hihín	skirt — nitéhepi	train — hémáni
pot — čhéga	skunk — maká	tree — čhán
potato — bló	sky — ma'hípiya	triangle — oíse yámni
powerful — š'ákeča	sleep — ištínŋa	truck — iwát'hokšu
prairie dog — pispíza	small — čík'ala	turkey — waglekšun
pram — hokšípaslohe	snake — zuzéča	turkey buzzard — hečá
pudding — wózapi	snapping turtle — khéya	turnip — thínpsila, thínpsinla
puppy — šun'hpála	snout — phuté	turtle — p'hatkáša (western painted), khéya (snapping)
purple — thóša	socks — huŋyák'huŋ	twelve — akénuŋpa
question ending — he?	something — táku	two — núŋpa
question ending — hwo?	son — čhin'kší	underwear — mahéluŋpi
rabbit — maštínŋska	soup — wahánpi	vegetable — wat'hót'ho
raccoon — wič'híteglega	spider — iktómi	walk — máni
rain, to rain — ma'gážu	splashing sound — č'ó	water — mní
rainbow — wígmun'ke	Spotted Tail — Siŋté Glešká	watermelon — wagemúšpaŋšni
rattlesnake — siŋtéhila	spring (season) — wétu	wear (to) — ún
rectangle — oblóthun hánŋska	square — oblóthun	weasel — it'húnkasaŋ
red — šá	squirrel — zicá, thášnáheča (ground)	well — taŋyán
Red Cloud — Ma'hípiya Lúta	stand — nážin	western painted turtle — p'hatkáša
red fox — šun'gíla	Standing Rock Reservation — Íŋyaŋ Woslál Hán	what — táku
redtailed hawk — čhaŋšká	Standing Rock tribe — Húnkpa'p'ha	What is your name? — Táku eníčiyapi hwo/he?
redwinged blackbird — wábloša	star — wič'há'hi	what type — tókča
reservation — oyánke	stomach — thezí	where — tuktél
rice — psín	stone — ínŋyaŋ	Where do you live? — Tuktél yathí hwo/he?
river — wakpá	store — mas'óphiye	whistle — žó
road — čhaŋkú	strawberry — wažúšteča, wazíškeča	white — ská
Rosebud Reservation — Sič'hán'gu Oyánke	strong — š'ákeča	white man — wašiču
Rosebud tribe — Sič'hán'gu	sugar — čhaŋhánpi	whitish, dull white — sán
run — ínŋyaŋkA	summer — blokétu	who — tuwé
sage — pheží'hoŋa	sun — anpáwi, anpétu wí	window — ožánžanglepi
salt — mniskúya	swallow — upízata	winter, year — waniyetu
scissors — wíyukse; iyúšla	swim — nuŋw'án	woman — wínŋyaŋ, winúhčala (old), wik'hóškalaka (young)
seemingly — s'a	swim as a duck — yus'ó	wood — čhán
seven — šakówiŋ	table — wáglotapi	Write! Color! — Owá yo/ye!
shield — waháčhaŋka	tail — siŋté	yellow — zí
shirt — ógle	tall — hánŋskA	yes — hán
shoes — hánpa	teacher — waún'spekhiya	you like — waštéyalake
shoot — khuté	telephone — omás'ap'he	you live, you dwell — yathí
short — ptéčela	temples — nawáte	young man — k'hoškálaka
shoulder — hiŋyéte	ten — wikčémna	young woman — wik'hóškalaka
shout — š'á	that — hé	your — nit'háwa
sick (to be) — khúžA	the — kiŋ	your name is — eníčiyapi
sing — lowán	these — lená	youth — théča kiŋ
sister — čhuwé (woman's older -), thánké (man's older -), thánkší	thigh — sič'hán	zero — tákuni, tágni
	this — lé	
	those, they — hená	
	three — yámni	