

Bears and Animals

Week 9: October 21 - October 24

Themes:

Berenstain Bears

Bears and Other Animals

What do Bears do in the Fall?

The children use simple language patterns to learn about what bears do throughout the seasons:

Wétu čháŋna šna mathó tak-tókħunpi he?

What do bears do in the spring?

Wétu čháŋna šna mathó kiktápi.

In the spring, bears wake up.

Blokétu čháŋna šna mathó tak-tókħunpi he?

What do bears do in the summer?

Blokétu čháŋna šna mathó pheží na wanáħča yútapi.

In the summer, bears eat grass and flowers.

Ptaŋyétu čháŋna šna mathó tak-tókħunpi he?

What do bears do in the fall?

Ptaŋyétu čháŋna šna mathó yahúğapi na waskúyeča yútapi. In the fall, bears eat nuts and berries.

Waníyetu čháŋna šna mathó tak-tókħunpi he?

What do bears do in the winter?

Waníyetu čháŋna šna mathó išťíŋmapi.

In the winter, bears sleep.

You can do this same structure using different animals (squirrels, birds, porcupines, etc.) and ask about what they do throughout the year. There is a list of animals included in the vocabulary section.

This pattern can also be used in many other ways, not just with animals and the seasons!

Try making your own sentences with other time words (like night, morning and other seasons) as well as other verbs, like sleeping or running.

_____ čháŋna šna tak-tókħanun he?

What do you do in the _____?

Waníyetu čháŋna šna tak-tókħanun he?

What do you do in the winter?

Waníyetu čháŋna šna mahéna maŋké.

In the winter, I stay(sitting)inside.

Híŋhaŋna čháŋna šna tak-tókħanun he?

What do you do in the mornings?

Híŋhaŋna čháŋna šna wakhályapi blatké.

In the mornings, I drink coffee.

The Lakota Berenstain Bears - Mathó Waúŋšila Thiwáhe

Some history:

“The Lakota Berenstain Bears Project is a joint venture of the Standing Rock Sioux Tribe and the Lakota Language Consortium, with the goal of bringing the Lakota language to family television sets across all Lakota-speaking communities in North and South Dakota, and well beyond.”

The Voices:

“Voices of the characters are all from the Lakota-speaking Standing Rock, Cheyenne River, Pine Ridge, and Rosebud communities of North and South Dakota, and reflect all local dialects of the language.” There is a Standing Rock Dakota speaker as well!



Why the Berenstain Bears?

“The original Berenstain Bears series lines up very well to Lakota values, which was very important in the making of this series. Lakota values such as bravery, respect, generosity, and fortitude all play significant roles throughout the 20-episode series. Lots of different family interactions reflecting day-to-day life, as well as many idiomatic expressions help keep the language use real and relevant in every episode.”

Visit the Mathó Waúŋšila Thiwáhe website: www.lakotabears.com. here you can watch all 20 episodes for free. Each episode is around 13mins long and includes downloadable resources: a full script, a vocabulary list and a set of comprehension questions.

The Lakota Berenstain Bears can be a great alternate to English television and the downloadable resources can be a great tool for parents and families looking to expand their own vocabulary.

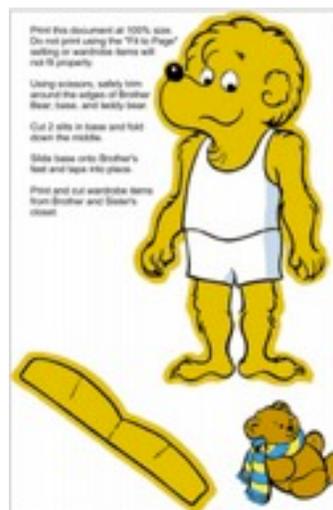
A note to new parents based on observations by the teachers last year:

Initially, the children were not very engaged when watching the Lakota Berenstain Bears, which makes sense - they are still building their vocabulary and their attention spans are short. It's even hard for adults to be engaged in the series with no background in Lakota! Eventually, as the year went on the children became more engaged as they learned and became more familiar with the language - so, do not be disheartened if they do not take to it right away!

Bears & Clothing

The children played with clothing while learning about the Berenstain Bears. For your own cutout of the materials used in the classroom, visit <http://www.berenstainbears.com/> (This is the English version of the Berenstain Bears' website, with many fun activities for children to do!)

uŋzóže	pants
ógle	shirt
ógle háŋska	coat
ógle šóka	jacket/coat
mahél'uŋpi	underwear
huŋyákħuŋ	socks
háŋpa	shoes/
moccasins	
haŋpíkčeka	moccasins
waphóštaŋ	hat
tħahúičhosye	scarf
iškáhuhaŋska	boots
iphíyakA	belt



Reinforce the clothing terms at home on an everyday basis:

Ógle kithúŋ we/wo!	Put on your shirt!
Waphóštaŋ yéthuŋ he?	Did you put on your hat?
Háŋ, waphóštaŋ wéthuŋ.	Yes, I put on my hat.
Ógle háŋska uŋkithuŋpi kte.	We will put on our coats.

Háŋpa glušlóka ye/yo!	Take off your shoes!
Huŋyákħuŋ yaglúsloka he?	Did you take off your socks?
Háŋ, huŋyákħuŋ waglušloke.	Yes, I took off my socks.

If you're in a rush, you can simply say the following without mentioning the clothing item:

Hakithuŋ we/wo!	Get dressed!
Hayéthuŋ he?	Did you get dressed?
Háŋ, hawéthuŋ.	Yes, I got dressed.

Haglúsloka ye/yo!	Take off your clothes!/Get undressed!
Hayáglúsloka he?	Did you get undressed?
Hiyá, hawáglušloke šni.	No, I did not get undressed.

Singing & Transitivity

There are two different ways to talk about singing, the first uses the verb lowánj (to sing) while the second uses the verb ahíyayA (to sing smth [a song]). We do not make this distinction in English since we use the same verb both times.

The real difference is a grammatical one concerning **transitivity**, and it's a difference we will continue to see in Lakota verbs¹. The verb lowánj is **intransitive** (does not have an object, like “a song” or “smth”) while the verb ahíyayA is **transitive** (has an object, like “a song” or “smth”). Look at the following examples and see how we translate them into English:

Intransitive (no object)	Lowánj to sing	Walówaŋ.	I sang.
Transitive (has an object)	AhíyayA to sing smth (a song)	Awáhiyaye.	I sang it.
		Olówaŋ waŋ awáhiyaye.	I sang a song.

Notice that even when we talk about singing something, even without specifically naming the song, we are still referencing “it” and use the verb “ahíyayA” rather than “lowánj”.

When using the verb lowánj we never refer to **what** is being sung!

We use lowánj when talking about singing in general (i.e. Yesterday I sang; I love to sing; sing quietly)

Olówaŋ waŋ awáhiyayiŋ kte.

I will sing a song.

Olówaŋ waŋ uŋkáhiyayapi kte.

We are going to sing a song.

Tukté waŋží uŋkáhiyayapi kta he?

Which one (song) will we sing?

“Iktómia Čísčila” uŋkáhiyayapi kte.

We will sing “Iktómia Čísčila”

Singing Differently

The children love singing in different ways: either fast or slow / loud or quiet.

Hóth̃aŋkaya lowánj ye!

Sing loudly!

Iníla lowánj ye!

Sing quietly!

Oħ'áŋkħoya lowánj ye!

Sing quickly!

Ĥ'añhíya lowánj ye!

Sing slowly!

¹ We see this different above, between glušlóka / haglúšłoka and kiťhúŋ / hakíťhúŋ

Vocabulary

English	Lakota	Conjugation
spring	wétu	
summer	blokétu	
fall	ptanýétu	
winter	waníyetu	
bear	mathó	
squirrel	zičá	
deer	táhčá	
fox	šunǵíla	
raccoon	wichítegleǵa	
beaver	čhápa	
bat	hupákiǵlake	
skunk	maká	
whenever/usually	čháǵna šna	
to wake/ get up	kiktá	1s: wékta 2s: yékta 1p: unǵíktapi
grass	pheží	
flowers	wanáhčá	
nuts/peanuts	yahúǵapi	
fruit	waskúyeča	
to eat smth	yúta	1s: wáte 2s: yáte 1p: unyútapi

English	Lakota	Conjugation
to sleep	ištíŋmA	1s: mištíŋme 2s: ništíŋme 1p: uŋkíštíŋmapi
staying inside	mahéna	
to sit/to remain somewhere	yaŋkÁ	1s: maŋké 2s: naŋké 1p: uŋyaŋkapi
morning	híŋhagna/híŋhagni	
night	haŋhépi	
coffee	wakhályapi	
to drink smth	yatkÁŋ	1s: blatké 2s: latké 1p: uŋyátkapi
to get dressed	hakíthŋ	1s: hawéthŋ 2s: hayéthŋ 1p: haúŋkithŋpi
take off one's clothes/ get undressed	haglúšloka	1s: hawáglušloke 2s: hayáglušloke 1p: haúŋglušlokapi
to put smth on/ use one's own	kitíthŋ	1s: wéthŋ 2s: yéthŋ 1p: uŋkítíthŋpi
to take off one's own (usually shoes or clothes)	glušlóka	1s: waglušloke 2s: yaglušloke 1p: uŋglušlokapi
pants	uŋzóŋe	
shirt	ógle	
coat	ógle háŋska	

English	Lakota	Conjugation
jacket/coat	ógle šóka	
underwear	mahél'ugpi	
socks	hugyákħuŋ	
shoes/moccasins	háŋpa	
moccasins	haŋpíkčeka	
hat	waphóštaŋ	
scarf	tħahúičhosye	
boots (with high ankles)	iškáhuhaŋska	
belt	iphíyakA	
to sing	lowáŋ	1s: walówaŋ 2s: yalówaŋ 1p: uŋlówaŋpi
to sing smth (a song)	ahíyayA	1s: awáhiyaye 2s: ayáhiyaye 1p: uŋkáhiyayapi
song	olówaŋ	
which one	tutké waŋží	
loudly	hóthāŋka	
quietly	iníla	
quickly	oħ'áŋkħoya	
slowly	ħ'āŋhíya	