



# Hoocak Language Instruction

# Teacher's Handbook

## Grades K-5





To the Parents::

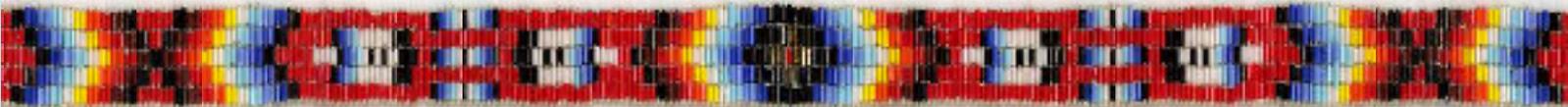
The Ho-Chunk Nation's Language Division, with funding through the Administration for Native Americans, has created this book to help our community develop young Hooçak Language speakers. This is part of a series of language books that is to be used through teacher directed activities. This book is a tool for learning new vocabulary and concepts.

We are now working to support the use of Hooçak in communities, not only with our people, but with everyone. We want to celebrate the rich culture and language of our Hooçak people and develop speakers who will advance their Hooçak Language skills and acquire the confidence and self esteem to become our future speakers and leaders.



Developed and produced by the Hooçak Waaziija Hacı Language Division through the support of the Ho-Chunk Nation and the Administration for Native Americans

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## **Welcome to Teaching the Hoocak Language!**

This is book one in a series created to increase the use and fluency of our youth in the Hoocak language through culture-based language instruction. This book is your guide to helping create young speakers. The lessons within this book are designed to revolve around Hoocak life during the four seasons; yesterday and today.

The Ho-Chunk Nation's Language Division, with funding through ANA, has created this curriculum to help our community teach the Hoocak Language within the area school systems to develop young speakers who will advance their Hoocak Language skills and acquire the confidence and self esteem to become our future speakers and leaders. The K-4<sup>th</sup> grade materials will focus on vocabulary building and sight recognition for students. The 5<sup>th</sup> grade will introduce the alphabet and students will begin learning to read and write.

The pre and post assessments within this book are designed to help you evaluate the knowledge of the Hoocak language of your students.<sup>1</sup> Students will learn the vocabulary through flashcards and games created to assist the lessons. Should your students wish to play more games with their vocabulary lessons, there is a list of additional activities that you can do with your students in the back of this book.

As you will notice throughout the book, there are two different ways of writing Ho-Chunk/ Hoocak. The spelling Ho-Chunk refers to our federally recognized government, the Ho-Chunk Nation of Wisconsin. Hoocak refers to our language and our culture. Hoocak also

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<sup>1</sup> See Assessments, page 6.

refers to us as a group of people; those people who are a part of the Ho-Chunk Nation, the Winnebago Tribe of Nebraska, and descendants.

Throughout this teacher's handbook, we use Hoocąk to help you and your students develop a deeper understanding of our culture and our language. Later, there will be learning materials to help you and your student develop a better understanding of our Ho-Chunk Nation's position within the state and community.

## **A Brief History of the Hoocak People**

Our story begins with the beginning of time. We have lived in Wisconsin since time immemorial. Our people were placed into this area during our creation. Our history can be traced back to this land for thousands of years. Before our meeting with Europeans, we kept track of our history by storytelling. Our story is that of people who loved the land of Wisconsin. Our story is one of hardship and overcoming tremendous odds to stay here.

The written history of the Hoocak began in 1634 when Jean Nicolet, a French explorer, came ashore at Red Banks (Moogašuc). Our people welcomed him. Based on terms given by other tribes, we were then called the Winnebago Tribe. The exact number of our people was not known at that time, however, our territory extended from Green Bay, beyond Lake Winnebago to the Wisconsin River, and to the Rock River in Illinois.

From 1634 to the 1820s, Hoocak people tried to live in peace with the Europeans. We were not just hunters and gatherers, but we were also excellent farmers. For example, our history tells of corn fields south of Wisconsin Dells that were “as large as the distance covered when you shoot an arrow three times.” The land gave us bountiful hunting and harvesting, everything that we needed to live happily.

Our troubles began in the 1820s when lead miners began to come into southwestern Wisconsin against the promises made by the U.S. government stating that lead miners were not to cross into our territory.

At that time, the U.S. Government recognized the Hoocak as a sovereign nation. They recognized that we held title to more than seven million acres of some of the finest land in America. We were told that those who came into our territory would be punished, but soon the U.S. Government changed its decision. Lead miners and farmers were allowed in and Hoocak people were forced to sell their land for empty promises to the U.S. Government.

When our land was sold, we were forcefully removed to land in Northeastern Iowa. Ten years later, that land was sold, and we were removed to a wooded area in Northern Minnesota. We were placed there as a buffer between warring Sioux and Chippewa tribes. As a result, many of our people were victims of raids by both sides. At our request, we were moved to a better area near the Mississippi River. Whites in the area objected, and, before we could move, we were taken further west. Within four years of this move, our reservation was cut in half to appease more White farmers.

In winter of 1862, there was a battle between the Sioux and White farmers in the area, near Mankato, MN. White farmers joined together to punish all Indians in the state of Minnesota. They would line up along the borders of our reservation and try to kill any Hoocąk that crossed the border. In 1863, we were loaded and shipped like cattle to a reservation in South Dakota. The journey took many months and we arrived in Fort Thompson in the winter, with no time to plant and produce food or prepare for winter so we could survive. Many Hoocąk people would float down the river in small boats to live near the more friendly Omaha people in Nebraska. In 1865, the U.S. Government allowed the Hoocąk people to exchange their land in Fort Thompson for land next to the Omaha.

Throughout this time, many Hoocąk refused to live on the increasingly poor area away from their abundant homelands in Wisconsin. Many of our people traveled through the swamps and forests, moving only at night to make it back home. They hid within the forests of Wisconsin until they were finally allowed to purchase Homesteads within the state of Wisconsin. Today, the Wisconsin Hoocąk do not have lands reserved (a reservation). All of the Ho-Chunk tribal lands are lands that we once owned but that we have had to buy back.

In addition to being forcefully removed from our home, our children were taken and stolen from our families and sent to boarding schools starting in the late 1800s. In these schools our children were expected to assimilate to Euro-American culture by cutting their hair, only speaking English, and even changing their names. Our children were forced to forget their way of life in exchange for a new one. After a time it was decided that Hoocąk

children could go to school with the White children, but they were still not allowed to speak their language without being punished.

By 1972, the Indian Education Act was passed and acknowledged that tribes could control their own education systems within the guidelines set by the U.S. Government. Finally in 1990, the Native American Languages Act was passed (PUBLIC LAW 101-477 enacted by Congress on October 30, 1990), which declared a policy that Native Americans were entitled to use their own language.

This means that Hooçak is now able to be taught in American schools, which is where you come into play! To reverse the colonization efforts put on us in the past, we are now working to support the use of Hooçak in our communities, not only with our people, but with everyone. We want to celebrate the rich culture and language of our people and develop young speakers who will advance their Hooçak Language skills and acquire the confidence and self esteem to become our future speakers and leaders.

Our long story is continuing today and now you are a part of it!

## Hooçak Language Assessments

As you will notice within this book, there are Pre-Assessments and Post- Assessments at the beginning and end of the chapters. The assessments are designed to help you evaluate the knowledge of the Hooçak language of your students. The assessments should be done by units, and you have the ability to do a complete review with any of the activities at any point of your choosing to help reinforce the language already learned. These assessments will be especially important in grades 2 through 5 as the language lessons will build off of each other and the materials learned in the Kindergarten-1<sup>st</sup> grade chapter as the students move forward.

Through the language pre-assessment you should be able to answer the following question about each of your students:

- Are there Hooçak terms that they already recognize?
- Are there terms that the student can already recognize in both Hooçak and English?
- Are the students willing to learn new vocabulary terms or are they excited to learn?

Through the language post-assessment you should be able to answer the following question about each of your students:

- Are there Hooçak terms that the student has trouble recognizing?

- Are there terms that the student can easily recognize in both Hoocak and English after the unit?
- Does the student show excitement in their knowledge of the material?
- Are there areas that the student could use additional lessons on in the unit?

Instructions for you to conduct the assessments:

- Make a copy of the language assessment sheet for each of your students.
- You may ask as a group for students to answer questions about the different terms to see if they know the words in Hoocak or not.
- You may also ask students individually to answer questions about the different terms. Another suggestion is to listen to students in their workgroups to see if they are accurately using the terms.
- If the student/students know the answer, make a note of it on their named sheet.
- If the student/students do not know the answer, then you know where to work more on the terminology. The first assessment will likely not have many responses, especially in the Kindergarten-1<sup>st</sup> grade materials.
- You may use the point system included on the sheets if you would like to grade the students at the end of the units. The point system included denotes one point per word, resulting in the total at the end of each unit and at the end of each chapter.

## About the Hooçak Alphabet

As you will notice, the Hooçak alphabet is somewhat similar to the English alphabet, but with a lot of extra letters included! In fact, there are 42 letters within the Hooçak alphabet<sup>2</sup>.

- The Hooçak alphabet uses Latin characters with 2 additions.
  - ˇ = The **wookanək** is used over the letters g, s, and z to create ģ, š, and ž. Which sound like gh, sh, and zh respectively.<sup>3</sup>
  - ̣ = The **sij̣c** is used under the a, i, and u, to indicate a nasal vowel like ą, ĩ, and ũ.<sup>3</sup> The sij̣c character is also used on double vowels like ąą, ĩĩ, and ũũ.
- Long vowels are written as double vowels, meaning they should be dragged out. The vowel length can be distinctive.
- Another character with a different meaning from the English is the:
  - ' = This mark is known as an ejective. This ' represents a short abrupt pause in between two vowels, similar to the pause in uh-oh.

<sup>2</sup> See Hooçak Woowagax -Alphabet Chart, page 9.

<sup>3</sup> See Pronunciation Guide, page 10-11.



# Hoocak Alphabet Pronunciation Guide

Letter	English sound alike	Hoocak example word	English meaning
a	<b>a</b> udio	peežeg <b>a</b>	who
aa	wa <b>tt</b> ch	<b>caa</b>	deer
ą	po <b>nd</b> (nasalized)	nı̄p <b>ą</b> ną	soup
ąą	fa <b>tt</b> her (nasalized)	h <b>ąą</b> p	day
b	<b>b</b> oy	<b>b</b> agaaxge	chicken
c	<b>ch</b> ild	<b>co</b> oka	grandpa
e	<b>b</b> ay	pee <b>e</b>	forehead
ee	br <b>ea</b> k	se <b>ee</b> p	black
g	<b>g</b> ood	<b>ga</b> aga	grandma
ğ	-	<b>ğ</b> aak	(to) cry
h	<b>h</b> ot	<b>H</b> oocak	Hoocak
i	<b>e</b> normous	cuug <b>i</b>	spoon
ii	se <b>en</b>	<b>ci</b> inak	town
ı̄	ma <b>ch</b> ine (nasalized)	hoc <b>ı̄</b> cı̄	boy
ı̄ı̄	se <b>en</b> (nasalized)	p <b>ı̄ı̄</b>	good
j	<b>j</b> ump	<b>ja</b> asge	how
k	<b>k</b> itten	<b>kere</b> paną	ten
k'	<b>k</b> itten (with short, abrupt pause after k)	<b>k'</b> ee	(to) dig
m	<b>m</b> op	<b>mı̄ı̄</b> nak	(to) sit
n	<b>n</b> ew	<b>nı̄ı̄</b>	water

# Hoocak Alphabet Pronunciation Guide

Letter	English sound alike	Hoocak example word	English meaning
o	pony	xoro	snore
oo	sole	coo	blue, green
p	pen	paa	nose
p'	pen (with short and abrupt pause after p)	p'oop'oš	fluffy, fuzzy
r	-	raacgą	drink
s	say	sii	foot
s'	say (with short and abrupt pause after s)	rus'is'i	shake
š	she	šųųk	dog
š'	she (with short and abrupt pause after sh)	giš'ak	respect
t	dot	taanı	three, tobacco
t'	dot (with short and abrupt pause after d)	t'ąąp	get down
u	boot	waaruc	table
uu	moon	huu	leg
ų	tune (nasalized)	wiigųs	clock
ųų	moon (nasalized)	hųųc	bear
w	walk	waa	snow
x	-	xuu	skin
x'	-	x'ooke	parents
y	yes	yaaperes	I know
z	zipper	zii	yellow, brown
ž	seizure	žuura	money
,	uh'oh	te'e	this

Practice these words which have an ejective/glottal stop in them.

k'	k'oo	thunder
p'	p'ąp'ac	soft and spongy
s'	s'aare	must be
t'	t'ąą	to fly
x'	x'ooke	parent
š'	š'ųų	you do

Hąąhą'a      yes

Ka'o          no

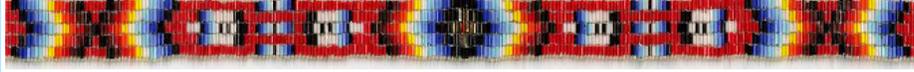
te'e          this

že'e          that

Žige'aare    Say it again.

Hųk'une      Give it to me.

Wa'iniğiņąpšąą    Thank you.



# Hoocak Language Workbook

## Grades K-1





# K-1 Hoocak Language Pre-Assessment

Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

## Daily Language

Hąni pıi- Good morning	Jaanısge şanık? – How are you?	Pıi-Good	Hąhą'a – Yes	Ka- No

Pıınagigi – Thank you	Nąanı - Mother	Jaaji- Father	Cooka - Grandfather	Gaaga - Grandmother

Vocabulary: \_\_\_\_\_ / \_\_\_\_\_ 10

Comments:

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## Numbers

hiżakiira 1	nųp 2	taanı 3	joop 4	saaca 5

hakewe 6	şagowı 7	haruwak 8	hiżakicuşgunı 9	kerepanaiża 10

Numbers: \_\_\_\_\_ / \_\_\_\_\_ 10

Comments:

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## Colors

şuuc-red	xąawı coo- green	coo-blue	zii-yellow	ważazi-orange

seep-black				

Colors: \_\_\_\_\_ / \_\_\_\_\_ 6

Comments:

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## Shapes

nəçge- heart	taanipase-triangle	paraparac-square	parapara serec-rectangle	wi iragušge-star

giis-circle			

Shapes: \_\_\_\_\_ / 6

Comments:

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## Animals

caa- deer	šujuk- dog	wijuk – cat	wanjik – bird	hoo- fish

cee - cow	šujukxete – horse	ziik – squirrel	ceexji – buffalo	huyuc - bear

Animals: \_\_\_\_\_ / 10

Comments:

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## Weather/Seasons

weenə-spring	took-summer	cañi-fall	mañi-winter	Caageja taakacje. - It's hot outside.

Caageja hosinihije. - It's cold outside.	Caageja nižuje. - It's raining outside.	Caageja maaxihije. - It's cloudy outside.	Hap pihije! - It's a good day.

wicawas-corn	Hapra jaasge jee? - What is the day like?		

Weather/seasons: \_\_\_\_\_ / 11

Comments:

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# 1.1 Daily Language

<p><b>Overview &amp; Purpose</b> (What will be learned overall)</p>	<ul style="list-style-type: none"> <li>• Students will learn basic Hoocak Greetings</li> <li>• Students will be able to greet others using the Hoocak Language.</li> </ul>
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p><u>Students will learn basic greetings</u></p> <ul style="list-style-type: none"> <li>• Good Morning- <b>Hajini pij</b></li> <li>• How are you? - <b>Jaanisge şanak?</b></li> <li>• Good – <b>Pij</b></li> <li>• Yes- <b>Hahaha'a</b></li> <li>• No- <b>Ka</b></li> <li>• Thank You- <b>Pijnagigi</b></li> </ul>
<p><b>Materials</b> (What resources/supplies etc do you need?)</p>	<p>Greeting Flashcards Audio CD</p>
<p><b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)</p>	<p><u>Intro to Basic Greetings:</u></p> <ul style="list-style-type: none"> <li>• Display the flashcard with the Hoocak word of the day</li> <li>• Play the audio CD to demonstrate the word</li> <li>• Have the students listen to the audio and practice saying the word.</li> <li>• Encourage them to use the word throughout the day</li> <li>• Build vocabulary over a period of time:             <ul style="list-style-type: none"> <li>○ Example:                 <ul style="list-style-type: none"> <li>▪ Week 1- Good morning, Good, and How are you?</li> <li>▪ Week 2- Yes, No, and Thank you.</li> </ul> </li> </ul> </li> </ul>
<p><b>Standards addressed:</b></p>	<p>Academic Standards for Foreign Languages: D.1</p>

## 1.2 Hoocak Family Kinship- Wažą hokį

<p><b>Overview &amp; Purpose</b> (What will be learned overall)</p>	<p>Students will learn how to address their immediate family in Hoocak.</p>
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p>The Ho-Chunk Nation of Wisconsin has a kinship system in which each family member has a title. Along with that title comes duties and responsibilities that one must carry out. This kinship system has been used in the past and is still used today for addressing family members. <b>Wažą hokį</b> means relatives.</p> <ul style="list-style-type: none"> <li>• Mother- <b>Nąanı</b></li> <li>• Father- <b>Jaaji</b></li> <li>• Grandfather- <b>Cooka</b></li> <li>• Grandmother- <b>Gaaga</b></li> </ul>
<p><b>Materials</b> (What resources/supplies etc do you need?)</p>	<p>Show students the kinship charts and explain how it works. Practice pronouncing the kinship words in Hoocak. (audio CD)</p>
<p><b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> <li>• Discuss with the class how the Hoocak language has different words for our immediate family.</li> <li>• Introduce one family member term at a time and listen to Audio CD.</li> <li>• Have students cut out and glue together the kinship dice template.</li> <li>• Students can practice with a partner by taking turns rolling the dice and saying the correct word for the picture showing on top.</li> </ul>
<p><b>Standards addressed:</b></p>	<p>Academic Standards for Foreign Languages: B.1, D.3</p>



1. Cut out the shape, fold along the lines, put glue on "Glue" tabs and form a square dice.
2. Take turns with a partner rolling the dice and say the correct word in Hooçak.

## 1.3 Counting 1-10 Lesson- Woikarapra

<p><b>Overview &amp; Purpose</b> (What will be learned overall)</p>	<p>Students will learn to count 1-10 using the Hoocak language.</p>		
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p>Students will practice and count 1-10 using the Hoocak language:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1-<b>hižakiira</b> 2-<b>nup</b> 3-<b>taanj</b> 4-<b>joop</b> 5-<b>saaca</b></p> </td> <td style="width: 50%; vertical-align: top;"> <p>6-<b>hakewe</b> 7-<b>šaagowj</b> 8-<b>haruwak</b> 9-<b>hižakicušgunj</b> 10-<b>kerepañaiža</b></p> </td> </tr> </table>	<p>1-<b>hižakiira</b> 2-<b>nup</b> 3-<b>taanj</b> 4-<b>joop</b> 5-<b>saaca</b></p>	<p>6-<b>hakewe</b> 7-<b>šaagowj</b> 8-<b>haruwak</b> 9-<b>hižakicušgunj</b> 10-<b>kerepañaiža</b></p>
<p>1-<b>hižakiira</b> 2-<b>nup</b> 3-<b>taanj</b> 4-<b>joop</b> 5-<b>saaca</b></p>	<p>6-<b>hakewe</b> 7-<b>šaagowj</b> 8-<b>haruwak</b> 9-<b>hižakicušgunj</b> 10-<b>kerepañaiža</b></p>		
<p><b>Materials</b> (What resources/supplies etc do you need?)</p>	<p>Number cards Audio CD</p>		
<p><b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> <li>• Have students practice by presenting each number card as the Audio CD is played.</li> <li>• Students will work in groups of 3-6 players.             <ul style="list-style-type: none"> <li>○ Each student is dealt 5 cards. All remaining cards are placed face down in a draw pile.</li> <li>○ Begin playing Go Fish.</li> <li>○ The player whose turn it is to play asks another player for his or her cards of a particular number. Players give just one card when they're asked.</li> <li>○ The player will ask using the Hoocak term.</li> <li>○ Players form and lay down pairs.</li> <li>○ Go Fish continues until either someone has no cards left in their hand or the draw pile runs out.</li> <li>○ The winner is the player who then has the most pairs.</li> </ul> </li> <li>• Students can take home a coloring book with the numbers 1-10 for practice.</li> <li>• Play bingo to practice using new vocabulary.</li> </ul>		
<p><b>Standards addressed:</b></p>	<p>Academic Standards for Foreign Languages: B.1</p>		

## 1.4 Colors - Hokirac

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will identify colors using Hoocak vocabulary.
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will identify red, green, blue, yellow, orange, black using Hoocak vocabulary: <ul style="list-style-type: none"> <li>• Red - <b>Šuuc</b></li> <li>• Green - <b>Xaawı coo</b></li> <li>• Blue - <b>Coo</b></li> <li>• Yellow - <b>Zii</b></li> <li>• Orange - <b>Wažazi</b></li> <li>• Black - <b>Seep</b></li> </ul>
<b>Materials</b> (What resources/supplies etc do you need?)	Audio CD Slam worksheet *Additional practice “Colors” Worksheet
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Play the Audio CD to introduce the colors in Hoocak.</li> <li>• Have the students color in the “SLAM” worksheet with the correct color in the correct hand</li> <li>• When they have finished coloring, tell the students you will play a game called “SLAM”.</li> <li>• The teacher will call out a color name in Hoocak and the students will find the correct colored hand as quickly as possible.</li> <li>• This is a practice activity and everyone is a winner!</li> <li>• Have students color the additional worksheet for extra practice with the Hoocak color vocabulary.</li> </ul>
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1

**SLAM**

# Colors

Name \_\_\_\_\_

Color each hand with the correct color.



**Šuuc** (red)



**Xaawı COO** (green)



**COO** (blue)



**Zii** (yellow)



**Wažazi** (orange)



**Seep** (black)

# Colors

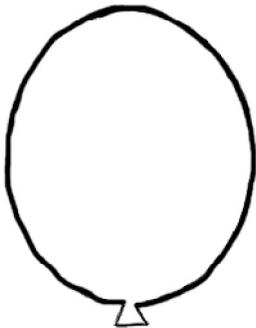
Color the picture using these colors.



zii (yellow) = banana



šuuc (red) = apple

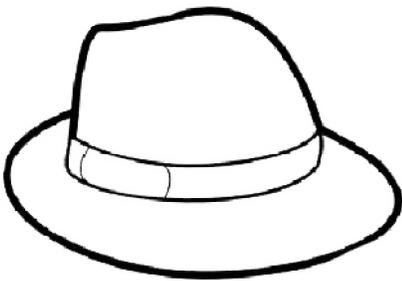


coo (blue) = balloon



wažązi (orange) = pumpkin

seep (black) = hat



xąwı coo (green) = leaf



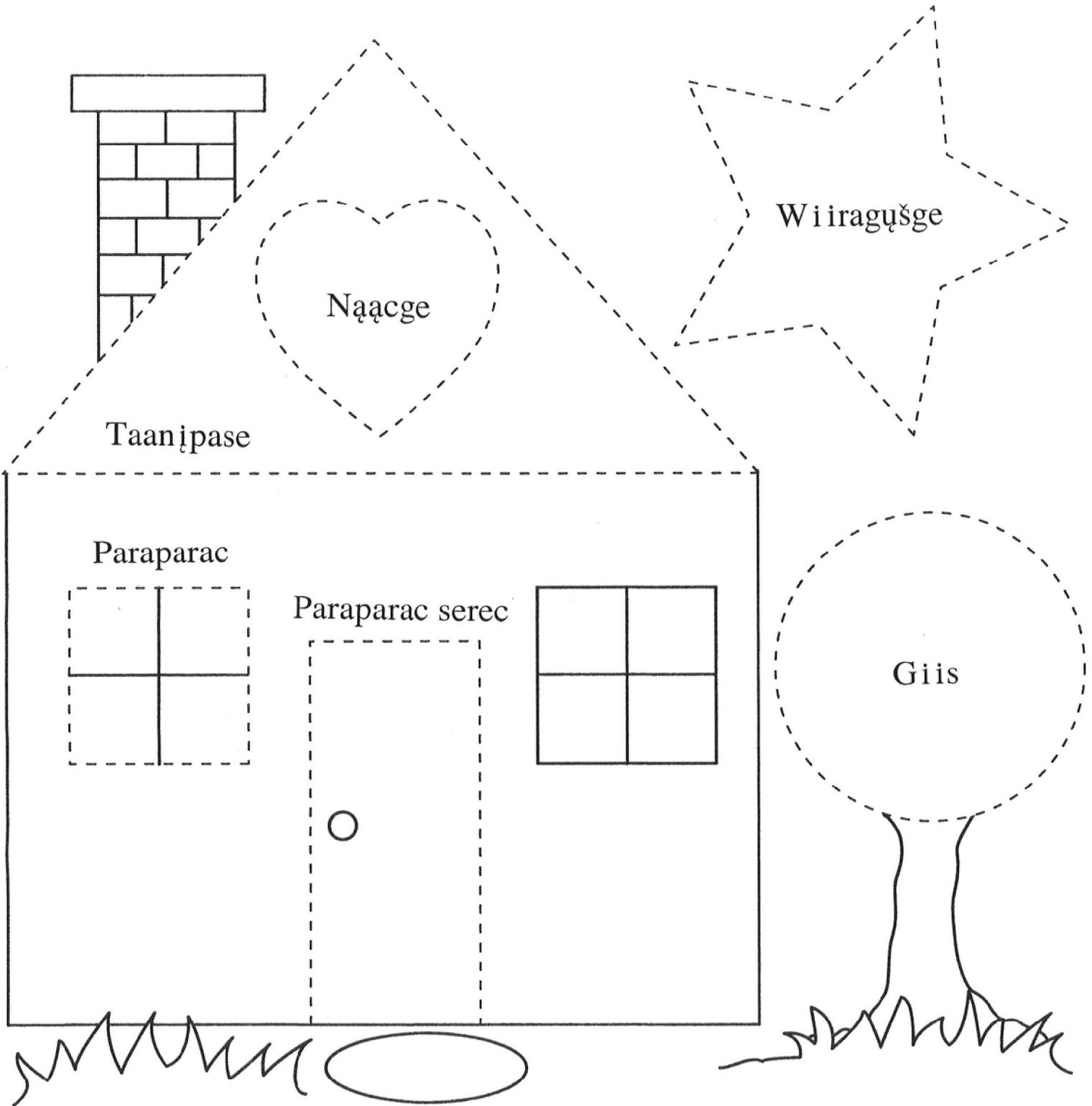
## 1.5 Shapes- Waža hok irac

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will become familiar with vocabulary for shapes using Hooçak language.
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will identify the following terms in Hooçak: <ul style="list-style-type: none"> <li>• heart -<b>nāçge</b></li> <li>• triangle -<b>taanipase</b></li> <li>• square -<b>paraparac</b></li> <li>• rectangle -<b>paraparac serec</b></li> <li>• star -<b>wiiragüşge</b></li> <li>• circle -<b>giis</b></li> </ul>
<b>Materials</b> (What resources/supplies etc do you need?)	Shapes Coloring Book Shapes Worksheet
<b>Step-By-Step Procedures:</b>	<ul style="list-style-type: none"> <li>• In a whole group setting introduce each shape using the flashcards and audio CD provided.</li> <li>• Have the students look for similar shapes around the room.</li> <li>• Give each student a Shape Coloring Book. This book will review the shapes and colors that have been taught.</li> <li>• Finally, have students trace the shapes on the Shapes Worksheet. Once the shapes are traced, have the students color in the shapes. As an additional practice, you can assign a color from those learned in the previous lesson to the shapes on the worksheet.</li> </ul>
<b>Standards Addressed:</b>	Academic Standards for Foreign Languages: B.1, E.1

Name \_\_\_\_\_

# Shapes

Trace and name the shapes. Color the picture.



## 1.6 Animals- Wanoicge

<p><b>Overview &amp; Purpose</b> (What will be learned overall)</p>	<p>Students will become familiar with the names of animals in Hoocak.</p>
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p>Students will practice speaking and recognizing the names of animals in Hoocak.</p> <ul style="list-style-type: none"> <li>• <b>caa</b> –deer</li> <li>• <b>šųk</b> - dog</li> <li>• <b>wjuk</b> - cat</li> <li>• <b>wanık</b> -bird</li> <li>• <b>hoo</b> –fish</li> <li>• <b>cee</b> - cow</li> <li>• <b>šųkxete</b> – horse</li> <li>• <b>ziik</b> –squirrel</li> <li>• <b>ceexjı</b> – buffalo</li> <li>• <b>hųc</b> – bear</li> </ul>
<p><b>Materials</b> (What resources/supplies etc do you need?)</p>	<p>Hoocak Animal Flash Cards          Bingo Cards          Counters, pennies, beans, or something to mark the space on the card</p>
<p><b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> <li>• In a whole group setting introduce each animal using the flashcards and audio CD provided.</li> <li>• To practice using the terms, students will play bingo using Hoocak animal words.</li> <li>• Each student receives a card and counters</li> <li>• Call out a name of the animals in Hoocak and encourage students to look for the correct animal and mark it with a counter.</li> <li>• The first student to get 3 in a row wins! Have the winner call the animals back to you in Hoocak for added practice!</li> </ul>
<p><b>Standards addressed:</b></p>	<p>Academic Standards for Foreign Languages: B.1</p>

## 1.7 Animals- Wanoicge Continued

<p><b>Overview &amp; Purpose</b> (What will be learned overall)</p>	<p>Students will practice using the terms of animals in Hoocak in a review from lesson 1.6.</p>
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p>Students will play Go Fish practicing speaking and recognizing the names of animals in Hoocak.</p> <ul style="list-style-type: none"> <li>• <b>caa</b> –deer</li> <li>• <b>šųk</b> - dog</li> <li>• <b>wjuk</b> - cat</li> <li>• <b>wanjik</b> -bird</li> <li>• <b>hoo</b> –fish</li> <li>• <b>cee</b> – cow</li> <li>• <b>šųkxete</b> - horse</li> <li>• <b>ziik</b> –squirrel</li> <li>• <b>ceexji</b> - buffalo</li> <li>• <b>hųc</b> - bear</li> </ul>
<p><b>Materials</b> (What resources/supplies etc do you need?)</p>	<p>Hoocak Number/Animal cards Audio CD</p>
<p><b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> <li>• In a whole group setting review each animal using the flashcards and audio CD provided.</li> <li>• Students will work in groups of 3-6 players.</li> <li>• Each student is dealt 5 cards. All remaining cards are placed face down in a draw pile.</li> <li>• Begin playing Go Fish.</li> <li>• The player whose turn it is to play asks another player for his or her cards of a particular animal. Players give just one card when they're asked.</li> <li>• The player will ask using the Hoocak term.             <ul style="list-style-type: none"> <li>○ Player 1: “Do you have a <b>caa</b>?”</li> <li>○ Player 2: “<b>Ka'o</b> (<b>Ka</b> can also be used)” or “<b>Haaha'a</b>”</li> </ul> </li> <li>• Players form and lay down pairs.</li> <li>• Go Fish continues until either someone has no cards left in their hand or the draw pile runs out.</li> <li>• The winner is the player who then has the most pairs.</li> </ul>
<p><b>Standards addressed:</b></p>	<p>Academic Standards for Foreign Languages: B.1, F.1</p>

## 1.8 Weather/Seasons- Maahijaja Joop

<p><b>Overview &amp; Purpose</b> (What will be learned overall)</p>	<p>Students will identify the Four Seasons and different types of weather using Hoocak vocabulary. Maahijaja Joop translates to the four changes of the year. Joop (4) is a vocabulary word from the 3<sup>rd</sup> lesson. Students will be able to answer the question <b>Haapra jaasge jee?</b> (What is the day like?).</p>
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p><u>Students will identify the 4 Seasons:</u></p> <ul style="list-style-type: none"> <li>• Spring -<b>Weena</b></li> <li>• Summer -<b>Took</b></li> <li>• Fall -<b>Caani</b></li> <li>• Winter -<b>Maani</b></li> </ul> <p><u>Identify different Weather features including:</u></p> <ul style="list-style-type: none"> <li>• It's hot outside. -<b>Caageja taakacje.</b></li> <li>• It's cold outside. -<b>Caageja hosini hije.</b></li> <li>• It's raining outside. -<b>Caageja niizuje.</b></li> <li>• It's cloudy outside. -<b>Caageja maaxihije.</b></li> <li>• It's a good day! – <b>Haap pihije!</b></li> </ul> <p><b>Caageja</b> means outside. <b>Jee</b> means it is or it currently is there.</p>
<p><b>Materials</b> (What resources/supplies etc do you need?)</p>	<p>“Maahijaja Joop/ Haapra Jaasge Jee?”- Big book(with audio CD)  “Maahijaja Joop”- Coloring Book</p>
<p><b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> <li>• Introduce the <u>Weather/Seasons</u> (Maahijaja Joop/ Haapra Jaasge Jee?) Big Book.</li> <li>• As a whole group read the Big Book and listen to the CD.</li> <li>• Use the questions at the end of the book to discuss and review. <ul style="list-style-type: none"> <li>○ Use questions to ask about what the day is like. <b>Haapra jaasge jee?</b></li> </ul> </li> <li>• Give each student a coloring book to practice and reinforce new vocabulary introduced in the big book.</li> </ul>
<p><b>Standards addressed:</b></p>	<p>Academic Standards for Foreign Languages: B.1, E.1</p>

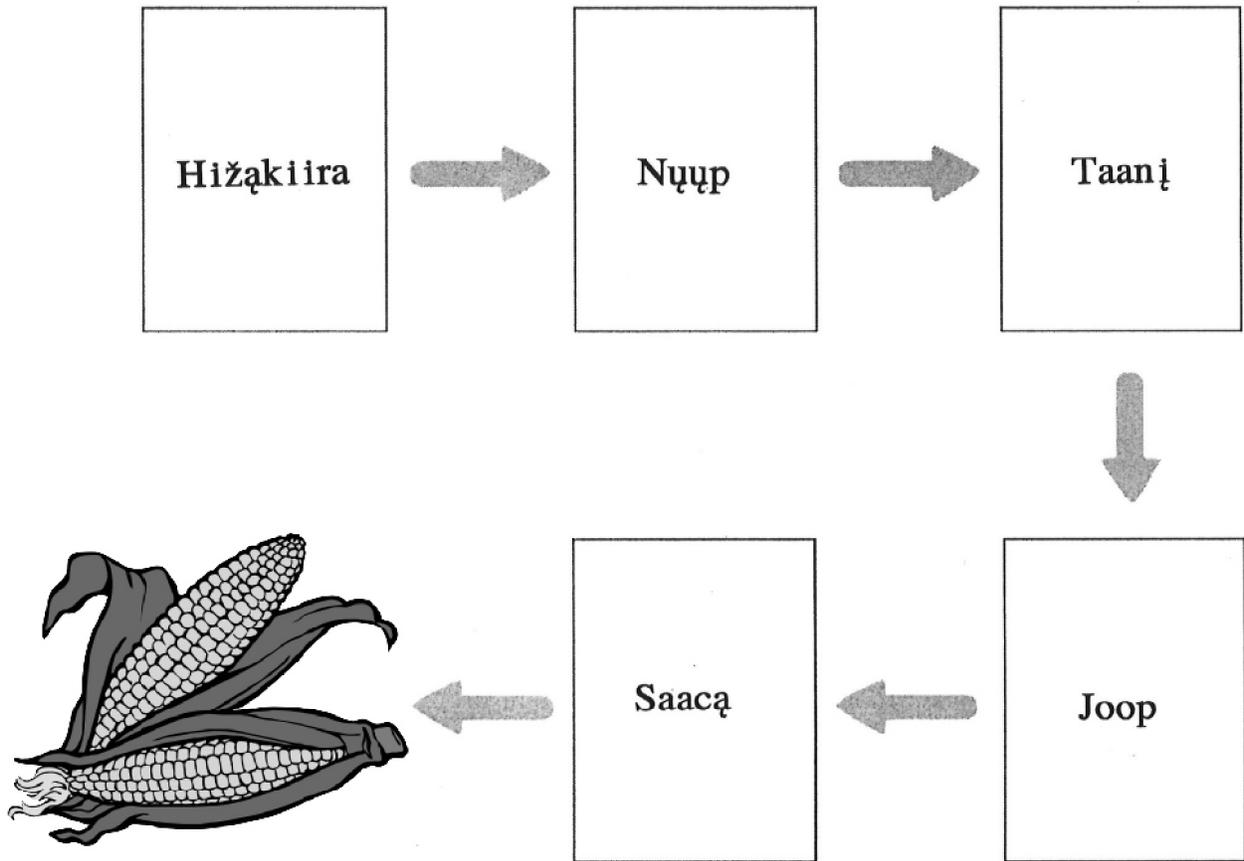
## 1.9 A Farm Story

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will hear a story about a farm that talks about seasons and how plants grow. They will review the terms for the four seasons, and learn one additional term in Hoocak.
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will learn the Hoocak word for corn, and will review the Hoocak terms for Spring, Summer, Fall, and Winter. Corn- <b>wicawax</b> Spring- <b>Weenax</b> Summer- <b>Took</b> Fall- <b>Caxanix</b> Winter- <b>Maxanix</b>
<b>Materials</b> (What resources/supplies etc do you need?)	A Farm Story Audio CD “How Does Corn Grow?” worksheet
<b>Step-By-Step Procedures:</b>	<ul style="list-style-type: none"><li>• In a whole group setting discuss prior knowledge about how plants grow.</li><li>• Read the book together as the Audio CD is played in Hoocak and English.</li><li>• Have each student a “How Does Corn Grow?” worksheet.</li><li>• Students will cut out the five pieces at the bottom of the worksheet.</li><li>• Then have the students paste the pieces in the order of growth.</li></ul>
<b>Standards Addressed:</b>	Academic Standards for Foreign Languages: B.1, E.1

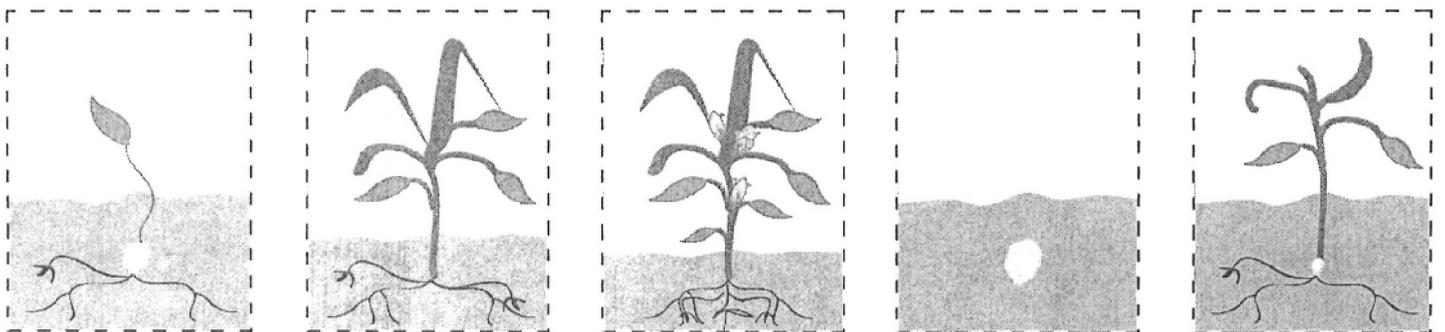
# A Farm Story

## How Does Corn Grow?

Fun Fact: An average ear of corn has 800 kernels.



CUT OUT THE PIECES AND PASTE THEM IN ORDER OF GROWTH

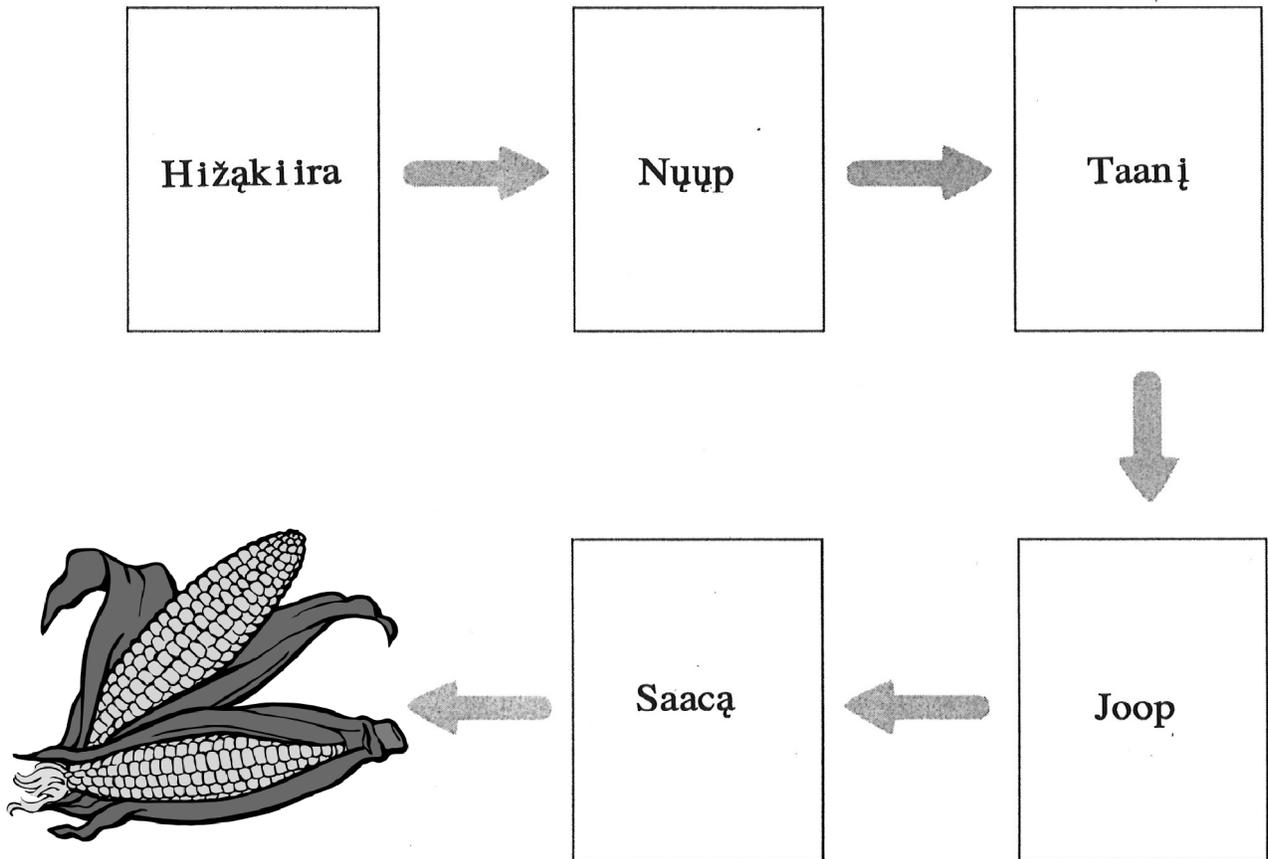


# A Farm Story

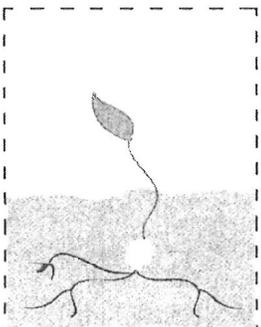


## How Does Corn Grow?

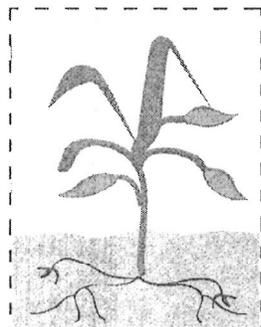
Fun Fact: An average ear of corn has 800 kernels.



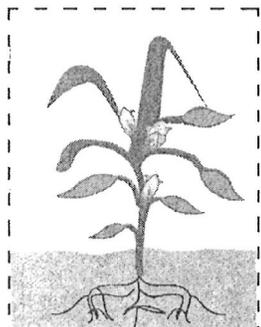
CUT OUT THE PIECES AND PASTE THEM IN ORDER OF GROWTH



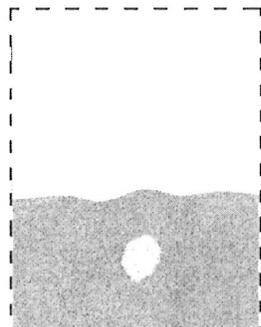
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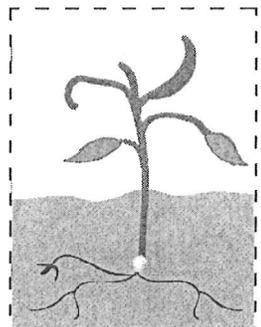
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5



1



3

## 1.10 Weather – Maahijaja Joop

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will become familiar with vocabulary for different kinds of weather in Hoocak.
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will review the following phrases to discuss the weather of the day: <ul style="list-style-type: none"> <li>• It's hot outside. - <b>Caaageja taakacje.</b></li> <li>• It's raining outside. - <b>Caaageja niizuje.</b></li> <li>• It's cold outside. - <b>Caaageja hosini hije.</b></li> <li>• It's cloudy outside. - <b>Caaageja maaxihije.</b></li> </ul>
<b>Materials</b> (What resources/supplies etc do you need?)	Maahijaja Joop/ Haapra Jaasge Jee? Big book "Weather" worksheet
<b>Step-By-Step Procedures:</b>	<ul style="list-style-type: none"> <li>• Use the "Weather/Seasons" <b>Maahijaja Joop/ Haapra Jaasge Jee?</b> Big book to review the weather phrases.</li> <li>• Use the Weather worksheet to further practice using Hoocak vocabulary introduced in the "Weather/Seasons" (<b>Maahijaja Joop/ Haapra Jaasge Jee?</b>) Big book.</li> <li>• Students will draw a picture of each of the seasons by using the clues at the top of each box.</li> </ul>
<b>Standards Addressed:</b>	Academic Standards for Foreign Languages: B.1

# Weather

In each box draw a picture of “what it is like outside.”

Draw a picture of cąągeja nı̄ ı̄żuje.



Draw a picture of cąągeja taakacje.



Draw a picture of cąągeja hosı̄nı̄hije.



Draw a picture of cąągeja maaxije.



# K – 1st Grade Hoocak Vocabulary List

## Hoocak

## English

### Hinikaragi

### Greetings

Hajini pij _____	Good morning
Jaanisge šanak? _____	How are you?
Pij _____	Good
Hahah'a _____	Yes
Ka _____	No
Pijinagigi _____	Thank you

### Wažahokij

### Relative

Najanij _____	Mother
Jaajij _____	Father
Cooka _____	Grandfather
Gaaga _____	Grandmother

### Woikarapra

### Numbers

hižakira _____	1
nup _____	2
taanij _____	3
joop _____	4
saaca _____	5
hakewe _____	6
šaagowij _____	7
haruwak _____	8
hižakicušgunij _____	9
kerepanaiža _____	10

### Hokirac

### Colors

šuuc _____	red
xawij coo _____	green
coo _____	blue
zii _____	yellow
wažazi _____	orange
seep _____	black
sgaa _____	white

## K – 1st Grade Hoocak Vocabulary List

### Wažą hok irac

nąacge_____	heart
taanipase_____	triangle
paraparac_____	square
parapara serec_____	rectangle
wi iraguşge_____	star
gi is_____	circle

### Wano icge

caa _____	deer
şuuk _____	dog
wi juk_____	cat
wan ik_____	bird
hoo _____	fish
cee_____	cow
şuukxete_____	horse
zi ik_____	squirrel
ceexji_____	buffalo
huuc_____	bear

### Maahijają Joop

Weena_____	Spring
Took_____	Summer
Cąanı_____	Fall
Maanı_____	Winter
Cąągeja taakacje._____	It's hot outside.
Cąągeja hos inihije._____	It's cold outside.
Cąągeja ni ižuje._____	It's raining outside.
Cąągeja maax ihije._____	It's cloudy outside.
Haap pihije. _____	It is a good day.
Wicawas_____	Corn
Haapra jaasge jee?_____	What is the day like?



# K-1 Hoocak Language Post-Assessment

Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

## Daily language

Hajini pii - Good morning	Jaanisge šanak? – How are you?	Pii - Good	Hahaha'a – Yes	Ka - No

Piinagigi – Thank you	Naanı - Mother	Jaaji - Father	Cooka - Grandfather	Gaaga - Grandmother
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Vocabulary: \_\_\_\_\_ / 10

Comments:

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## Numbers

hižakiira - 1	nup - 2	taanı - 3	joop - 4	saaca - 5

hakewe - 6	šaagowı - 7	haruwak - 8	hižakicušgunı - 9	kerepanaiža - 10

Numbers: \_\_\_\_\_ / 10

Comments:

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## Colors

šuuç - red	xawı coo - green	coo - blue	zii - yellow	wažazi - orange

seep - black				

Colors: \_\_\_\_\_ / 6

Comments:

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## Shapes

naqage - heart	taanipase - triangle	paraparac - square	parapara serec - rectangle	wiiragušge - star

giis - circle			

Shapes: \_\_\_\_\_ / 6

Comments:

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## Animals

caa - deer	šųk - dog	wijuk - cat	wanık - bird	hoo - fish

cee - cow	šųkxete - horse	ziik - squirrel	ceexji - buffalo	hųc - bear

Animals: \_\_\_\_\_ / 10

Comments:

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## Weather/Seasons

Weena - Spring	Took - Summer	Caanı - Fall	Maanı - Winter	Caageja taakacje. - It's hot outside

Caageja hosinijje. - It's cold outside.	Caageja niizuje. - It's raining outside.	Caageja maaxihije. - It's cloudy outside.	Haap pihije! - It's a good day.

wicawas - corn	Haapra jaasge jee? - What is the day like?		

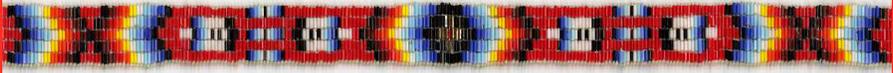
Weather/seasons: \_\_\_\_\_ / 11

Comments:

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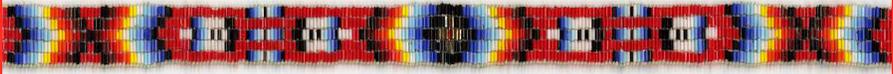


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# Hoocak Language Workbook

## Grade 2





## 2<sup>nd</sup> Grade Hoocak Language Pre-Assessment

Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

### Body parts

n̄as̄u - head	hišjasu - eye	n̄acawa - ear	paa - nose	ii - mouth

Body parts: \_\_\_\_\_ / 5

Comments:

### Everyday vocabulary

H̄ini p̄i - Good morning	Jaan̄sge raje? - How are you? (standing)	Jaan̄sge šan̄ak? - How are you? (sitting)	P̄i - Good	H̄aḥa'a - Yes

Ka'o - No	P̄inaḡigi - Thank you	M̄inaḡre - Sit down	N̄aḡine - Stand up

### Kinship

N̄ani - Mother	Jaaji - Father	Cooka - Grandfather	Gaaga - Grandmother

### Male kinship

N̄ini - Older brother	N̄un̄u - Older sister	His̄uk - Younger brother	Waicge - Younger sister

### Female kinship

Tooto - Older brother	N̄un̄u - Older sister	His̄uk - Younger brother	Hic̄ak - Younger sister

Everyday Lang: \_\_\_\_\_ / 21

Comments:

## Animals

caa - deer	şuukxete – horse	huuc - bear	waka - snake	wasjik - rabbit

bagaaxge - chicken	wjukwamanuke - mouse	wikiri - insect	ziizike - turkey	wanik – bird

şuuk - dog	ziik – squirrel	ceexji – buffalo	keecak - turtle	caaxsep - eagle

wake - raccoon	hoo - fish	cee - cow	wjuk – cat	

Animals: \_\_\_\_\_ / 19

Comments:

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## Weather/Seasons

Weena - Spring	Took - Summer	Caani - Fall	Maan - Winter	Caageja taakacje. - It's hot outside.

Caageja hosinihije. - It's cold outside.	Caageja maaxihije. - It's cloudy outside	Caageja niizuje. - It's raining outside.	Caageja matajewehije. - It's windy outside.	Caageja waahuhije. - It's snowing outside.

Happa jaasge jee? - How is the weather today?	niip - swimming	waruuc - eat	xawwi coo - green	hosini - cold

naa - trees	niizu - rain	xawwi hoxere - flowers	wanoicge - animals	sgaac - play

nąą'ap - leaves	šuuć - red	taakac - hot	wanoicge nįk - baby animals	racgą - drink

Weather/seasons: \_\_\_\_\_ / 25

Comments:

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Total: \_\_\_\_\_ / 70

## 2.1 Body Parts- Roohira

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will learn 5 body parts using Hoocak language.
<b>Objectives</b> (Specify skills/information that will be learned.)	<ul style="list-style-type: none"> <li>• Head -<b>n̄āsu</b></li> <li>• Eye -<b>hījasu</b></li> <li>• Ear -<b>n̄acawa</b></li> <li>• Nose -<b>paa</b></li> </ul>
<b>Materials</b> (What resources/supplies etc do you need?)	Flashcards Audio CD Body Parts worksheet
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Use flashcards with images of body parts to incorporate a visual element in the classroom while helping students learn new body-related vocabulary.</li> <li>• Use audio CD for correct pronunciation.</li> <li>• Use flashcards at the front of the room to quiz the entire class, or break students up into pairs to practice with each other.</li> <li>• Give each student a “Body Parts” worksheet to complete.</li> <li>• Students will cut out the parts from the first sheet and paste them to the sheet with the head.</li> </ul>
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1

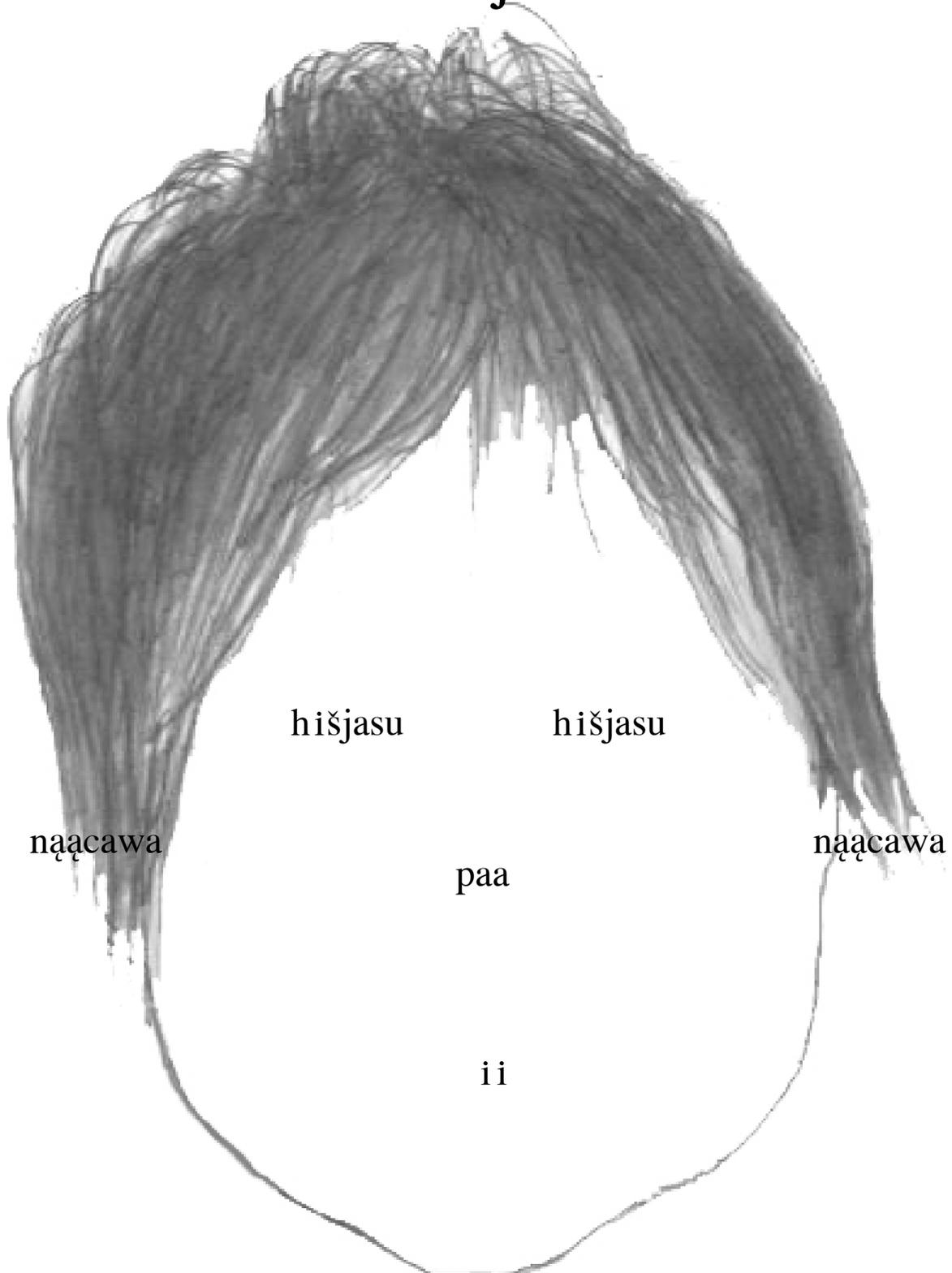
# Body Parts

Raašra \_\_\_\_\_

Make a face!

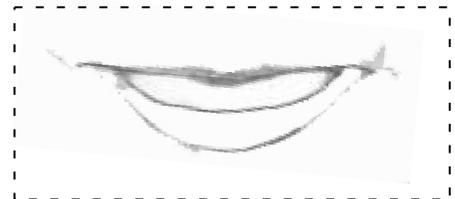
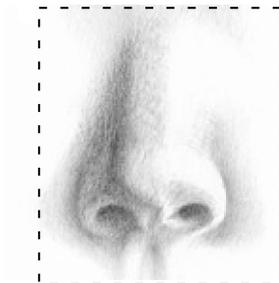
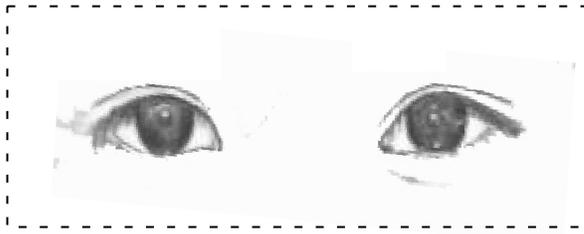
1. Cut out the body parts found on page 8.
2. Glue in the correct place on this sheet.

## Hišja



# Make a Face

Cut and paste each body part on to the face on page 7.



## 2.2 Common Phrases

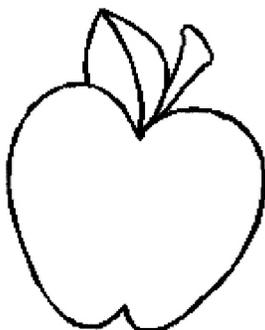
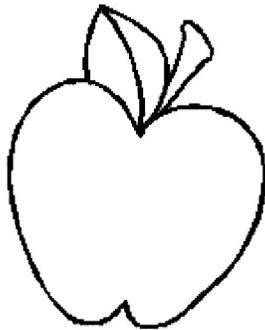
<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will learn basic Hoocak greetings and will be able to greet others using the Hoocak language.
<b>Objectives</b> (Specify skills/information that will be learned.)	<u>Intro to Basic Greetings:</u> <ul style="list-style-type: none"> <li>• Good Morning –<b>Hajini pii</b></li> <li>• How are you? (standing) -<b>Jaanisge raje?</b></li> <li>• How are you? (sitting) – <b>Jaanisge šanak?</b></li> <li>• Good- <b>Pii</b></li> <li>• Yes -<b>Haha'a</b></li> <li>• No –<b>Ka'o</b></li> <li>• Thank You –<b>Piinagigi</b></li> <li>• Sit down -<b>Mijnakre</b></li> <li>• Stand up -<b>Naazine</b></li> </ul>
<b>Materials</b> (What resources/supplies etc do you need?)	Greeting Flashcards Audio CD
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Display the flashcard with the Hoocak word of the day</li> <li>• Play the audio CD to demonstrate the word</li> <li>• Have the students listen to the audio and practice saying the word.</li> <li>• Encourage them to use the word throughout the day</li> <li>• Build vocabulary over a period of time:           <ul style="list-style-type: none"> <li>○ Example: Week 1- Good morning and How are you?</li> <li>                  Week 2- Yes and no</li> <li>                  Week 3- Sit down and stand up</li> </ul> </li> </ul>
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: Developing A.5, D.1

## 2.3 Kinship- Waža hokj

<p><b>Overview &amp; Purpose</b> (What will be learned overall)</p>	<p>Students will learn how to address their immediate family in Hooçak.</p> <p>The Ho-Chunk Nation of Wisconsin has a kinship system in which each family member has a title. Along with that title comes duties and responsibilities that one must carry out. This kinship system has been used in the past and is still used today for addressing family members.</p>
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p><u>Terms:</u>          Mother -<b>Nąąni</b>          Father -<b>Jaaji</b>          Grandfather -<b>Cooka</b>          Grandmother -<b>Gaaga</b></p> <p style="text-align: center;"><b>Male</b></p> <p style="text-align: center;">Older brother -<b>Niini</b>      Older sister -<b>Nuunu</b>          Younger brother -<b>Hisuk</b>      Younger sister -<b>Waicge</b></p> <p style="text-align: center;"><b>Female</b></p> <p style="text-align: center;">Older brother -<b>Tooto</b>      Older sister -<b>Nuunu</b>          Younger brother -<b>Hisuk</b>      Younger sister -<b>Hicak</b></p>
<p><b>Materials</b> (What resources/supplies etc do you need?)</p>	<p>Kinship charts          Audio CD</p>
<p><b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> <li>• Show students the kinship charts and explain how it works.</li> <li>• Practice pronouncing the kinships in Hooçak. (audio CD)</li> <li>• Have students label each family member in the center of the apple with their names and the Hooçak kinship term. (OPTIONAL: glue a photo to the center of each apple)</li> <li>• Cut the apples out and glue them onto the tree, starting with the student at the top. Include siblings near the top as well.</li> <li>• The next row should include parents and the final row on the bottom should include the grandparents.</li> </ul> <div style="text-align: center;">  </div>
<p><b>Standards addressed:</b></p>	<p>Academic Standards for Foreign Languages: B.1, D.3</p>

# Kinship/Family

1. Write the name of each of your family members in the center of each apple.
2. Cut out each apple and glue on to the tree on page 47. Put yourself at the top of the tree.

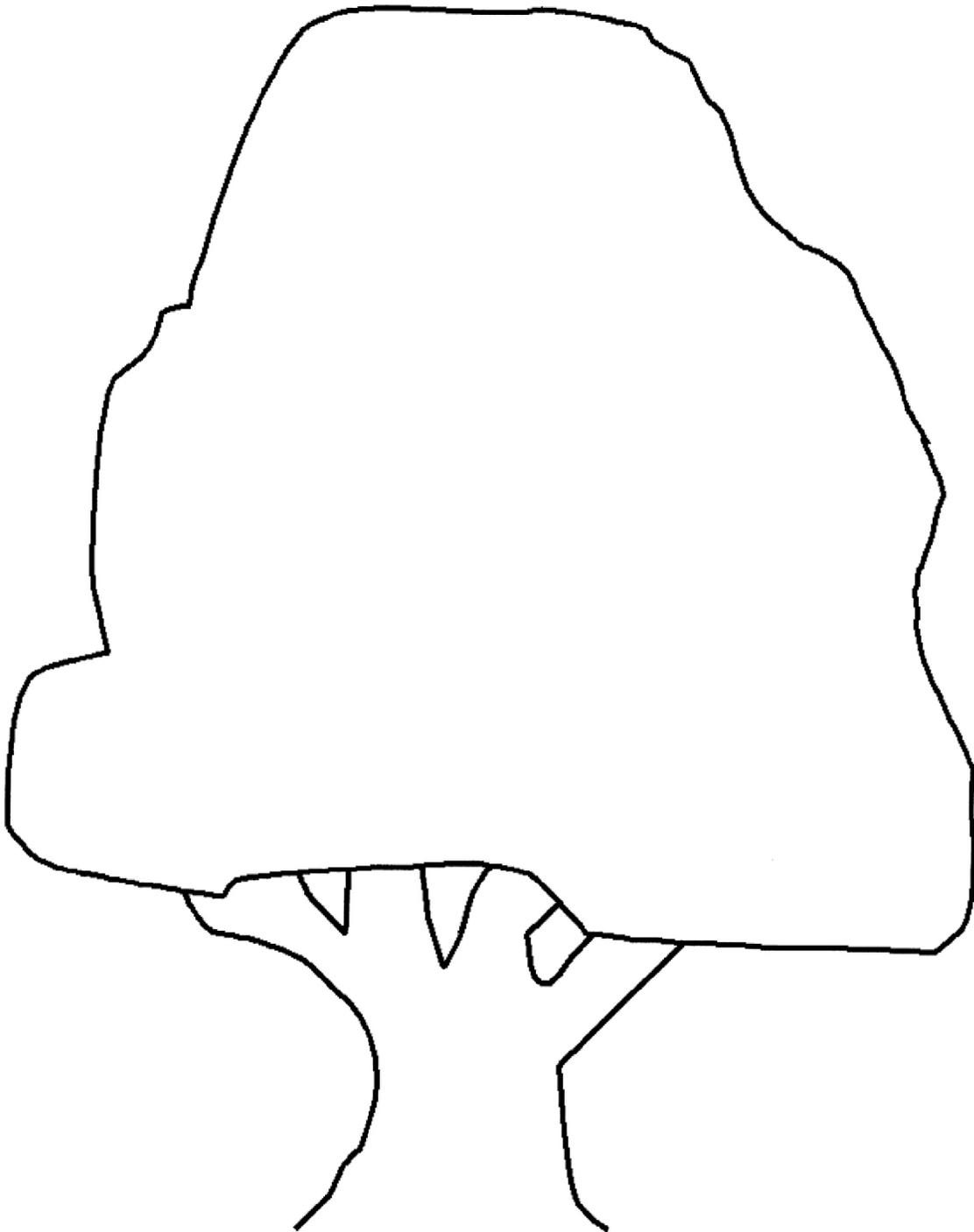


# Kinship/Family

Raašra \_\_\_\_\_

Make your Family Tree.

1. Cut out the apples found on page 46, after you write your family members name on them.
2. Glue the apples on this sheet to form your Family Tree. Put yourself at the top of the tree.



## 2.4 Animals - Wanoicge

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will build Hoocak animal vocabulary.
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will review/learn Hoocak animal terms: Deer – <b>caa</b> Horse – <b>šųkxete</b> Bear – <b>hųc</b> Snake – <b>waką</b> Rabbit – <b>wašjik</b> Chicken – <b>bagaaxge</b> Mouse – <b>wjukwamaņuke</b> Insect – <b>wikiri</b> Turkey – <b>ziizike</b> Bird – <b>wanik</b> Dog – <b>šųk</b> Squirrel – <b>ziik</b> Buffalo – <b>ceexji</b> Turtle – <b>keecak</b> Eagle – <b>caaxšep</b> Raccoon – <b>wake</b> Fish – <b>hoo</b> Cow – <b>cee</b> Cat – <b>wjuk</b>
<b>Materials</b> (What resources/supplies etc do you need?)	Animal/Number cards Audio CD
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Practice and review 5 animals at a time. Listen to the audio CD for correct pronunciation.</li> <li>• After the students have time to practice hearing and saying the words tell them you will continue to practice with a partner by playing a game called “What’s missing?”</li> <li>• Scatter 5 flashcards face up on the table. Give the students a minute to look at them, and then have them close their eyes and take away one flashcard. Tell the students to open their eyes and ask, “What’s missing?” Make sure they use their new Hoocak vocabulary!</li> </ul>
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1

## 2.5 Seasons- Maahijaja Joop

<p><b>Overview &amp; Purpose</b> (What will be learned overall)</p>	<p>Students will complete the seasons of the year worksheet to reinforce the Hoocak words for the Four Seasons (<b>Maahijaja Joop</b>).</p>
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p><u>Students will identify the 4 seasons:</u>          Spring –<b>Weena</b>          Summer -<b>Took</b>          Fall -<b>Caani</b>          Winter -<b>Maani</b></p>
<p><b>Materials</b> (What resources/supplies etc do you need?)</p>	<p>Audio CD          “Weena, Took, Caani, Maani” worksheet</p>
<p><b>Step-By-Step Procedures:</b></p>	<ul style="list-style-type: none"> <li>• In a whole group setting review Four Seasons and the Hoocak word for each season. Use the audio CD.</li> <li>• Display the 8 different pictures and discuss what season they belong to with your students.</li> <li>• Give each student a “ Weena, Took, Caani, Maani ” worksheet to complete.</li> <li>• Have the students cut out the pictures and paste them into the square with the correct season.</li> </ul>
<p><b>Standards Addressed:</b></p>	<p>Academic Standards for Foreign Languages: B.1</p>

# Weena, Took, Caani, Maani

Directions: Cut out the picture cards at the bottom of the page.  
Sort the pictures and paste them with the matching season.

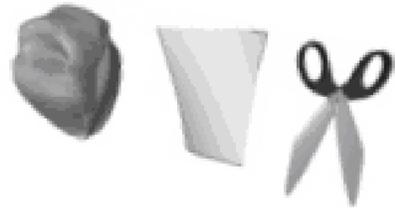
Weena	Took
Caani	Maani



## 2.6 Weather- “Rock, Paper, Scissors”

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will learn weather words in Hoocak.
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will learn to say the following sentences about the weather. <ul style="list-style-type: none"> <li>• It’s hot outside. – <b>Caaɣeja taakacje.</b></li> <li>• It’s cold outside. – <b>Caaɣeja hosinɨije.</b></li> <li>• It’s cloudy outside. – <b>Caaɣeja maaxihije.</b></li> <li>• It’s raining outside. – <b>Caaɣeja niɨɨɨje.</b></li> <li>• It’s windy outside. – <b>Caaɣeja maɨtajewehije.</b></li> <li>• It’s snowing outside. – <b>Caaɣeja waahuhije.</b></li> <li>• How is the weather today? – <b>Haapra jaasge jee?</b></li> </ul>
<b>Materials</b> (What resources/supplies etc do you need?)	Flashcards Audio CD “Rock , paper, scissors” worksheet
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Use flash cards with images of different kinds of weather. (Use audio CD for correct pronunciation) Use flashcards at the front of the room to quiz the entire class, or break students up into pairs to practice with each other.</li> <li>• Students can work in pairs and play a game of “rock, paper, scissors” to practice using new Hoocak weather words.</li> <li>• The student can move their counter forward by winning the rock, paper, scissor match, and by saying the correct Hoocak term. If they do not say the word correctly, then they cannot move forward.</li> <li>• The first player to reach the finish line is the winner.</li> </ul>
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1, A.5

# Rock, Paper, Scissors!



How to play: Take turns doing 'Rock, Paper, Scissors' with a partner. The winner moves their counter one space and says the word. The first person to reach 'Finish' wins!

## Finish!



## Start!



## 2.7- Seasons – Maahijaja Joop

<p><b>Overview &amp; Purpose</b> (What will be learned overall)</p>	<p>Students will review the Four Seasons in Hoocak and sort pictures into the right season.</p>																				
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p><u>Students will identify the 4 seasons:</u>          Spring –<b>Weena</b>          Summer -<b>Took</b>          Fall -<b>Caanj</b>          Winter -<b>Maanj</b></p> <p><u>Everyday Language to practice:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Swimming -<b>nijp</b></td> <td style="width: 50%;">Red -<b>šuuç</b></td> </tr> <tr> <td>Eat -<b>waruuc</b></td> <td>Hot -<b>taakac</b></td> </tr> <tr> <td>Green –<b>xaawico coo</b></td> <td>Baby animals -<b>wanoicge nijk</b></td> </tr> <tr> <td>Cold –<b>hosinj</b></td> <td>Drink -<b>racga</b></td> </tr> <tr> <td>Trees -<b>naa</b></td> <td></td> </tr> <tr> <td>Rain -<b>nijžu</b></td> <td></td> </tr> <tr> <td>Flowers -<b>xaawj hoxere</b></td> <td></td> </tr> <tr> <td>Animals -<b>wanoicge</b></td> <td></td> </tr> <tr> <td>Play -<b>šgaac</b></td> <td></td> </tr> <tr> <td>Leaves -<b>naa'ap</b></td> <td></td> </tr> </table>	Swimming - <b>nijp</b>	Red - <b>šuuç</b>	Eat - <b>waruuc</b>	Hot - <b>taakac</b>	Green – <b>xaawico coo</b>	Baby animals - <b>wanoicge nijk</b>	Cold – <b>hosinj</b>	Drink - <b>racga</b>	Trees - <b>naa</b>		Rain - <b>nijžu</b>		Flowers - <b>xaawj hoxere</b>		Animals - <b>wanoicge</b>		Play - <b>šgaac</b>		Leaves - <b>naa'ap</b>	
Swimming - <b>nijp</b>	Red - <b>šuuç</b>																				
Eat - <b>waruuc</b>	Hot - <b>taakac</b>																				
Green – <b>xaawico coo</b>	Baby animals - <b>wanoicge nijk</b>																				
Cold – <b>hosinj</b>	Drink - <b>racga</b>																				
Trees - <b>naa</b>																					
Rain - <b>nijžu</b>																					
Flowers - <b>xaawj hoxere</b>																					
Animals - <b>wanoicge</b>																					
Play - <b>šgaac</b>																					
Leaves - <b>naa'ap</b>																					
<p><b>Materials</b> (What resources/supplies etc do you need?)</p>	<p>Audio CD          “Weena, Took, Caanj, Maanj” worksheet          Blank sheet of paper</p>																				
<p><b>Step-By-Step Procedures:</b></p>	<ul style="list-style-type: none"> <li>• In a whole group setting review Four Seasons and brainstorm different activities that describe each season.</li> <li>• Give each student a “Weena, Took, Caanj, Maanj” worksheet to complete. This worksheet has a 4 x 4 square with 13 clues within the squares.</li> <li>• Give each student a blank piece of paper.</li> <li>• Have the students cut out each Season and glue it to the top of the page.</li> <li>• Next the students will cut out each clue and paste them in a column under the correct season header.</li> </ul>																				
<p><b>Standards addressed:</b></p>	<p>Academic Standards for Foreign Languages: B.1</p>																				

# Weena, Took, Caani, Maani

Directions: Cut out the season names and glue them to a separate piece of paper. Next cut out the clues below and glue them into the correct seasonal column. There are 4 for each column. Read your clues carefully. Place them where you think they go before gluing them.

Caani	Maani	Took	Weena
-------	-------	------	-------

<p>nijp swimming</p>	<p>naa tree</p>	<p>xaawij coo green</p>	<p>nijzu rain</p>
<p>hosini cold</p>	<p>naa'ap leaves</p>	<p>hoo fish</p>	<p>waa snow</p>
<p>wicawa corn</p>	<p>wanoicge nijk baby animals</p>	<p>sgaac play</p>	<p>zii yellow</p>
<p>coo blue</p>			

# Weena, Took, Caaṅi, Maṅi

Directions: Cut out the season names and glue them to a separate piece of paper. Next cut out the clues below and glue them into the correct seasonal column. There are 4 for each column. Read your clues carefully. Place them where you think they go before gluing them.

Caaṅi	Maṅi	Took	Weena
-------	------	------	-------

niip swimming <b>Took</b>	naa tree <b>Weena</b>	xaawii coo green <b>Took</b>	niizu rain <b>Weena</b>
hosini cold <b>Maṅi</b>	naa'ap leaves <b>Caaṅi</b>	hoo fish <b>Took</b>	waa snow <b>Maṅi</b>
wicawa corn <b>Caaṅi</b>	wanoicge niik baby animals <b>Weena</b>	šgaac play <b>Took</b>	zii yellow <b>Caaṅi</b>
coo blue <b>Maṅi</b>			

## 2<sup>nd</sup> Grade Hoocak Vocabulary List

### Hoocak

### English

#### Roohira

#### The Body

Naaasu \_\_\_\_\_ Head

Hišjasu \_\_\_\_\_ Eye

Naaçawa \_\_\_\_\_ Ear

Paa \_\_\_\_\_ Nose

Ii \_\_\_\_\_ Mouth

#### Hinikaragi

#### Greetings

Hajini pii \_\_\_\_\_ Good morning

Jaanisge raje? \_\_\_\_\_ How are you?(standing)

Jaanisge šanak? \_\_\_\_\_ How are you?(sitting)

Pii \_\_\_\_\_ Good

Haaħa'a \_\_\_\_\_ Yes

Ka'o \_\_\_\_\_ No

Piinagigi \_\_\_\_\_ Thank you

Miinakre \_\_\_\_\_ Sit down

Naažine \_\_\_\_\_ Stand up

#### Waža hoki

#### Relative

Naanj \_\_\_\_\_ Mother

Jaaji \_\_\_\_\_ Father

Cooka \_\_\_\_\_ Grandfather

Gaaga \_\_\_\_\_ Grandmother

#### Waaħ Waža hoki

#### Male's relative

Nijin \_\_\_\_\_ Older Brother

Nuunu \_\_\_\_\_ Older Sister

Hisuk \_\_\_\_\_ Younger Brother

Waicge \_\_\_\_\_ Younger Sister

## 2<sup>nd</sup> Grade Hoocak Vocabulary List

<b>Hinuk Wažą hokį</b>	<b>Female's relative</b>
Tooto_____	Older Brother
Nūūnū_____	Older Sister
Hisuk_____	Younger Brother
Hicak_____	Younger Sister

<b>Wanoicge</b>	<b>Animals</b>
Caa_____	Deer
Šūukxete_____	Horse
Hūuc_____	Bear
Waką_____	Snake
Wašjik_____	Rabbit
Bagaaxge_____	Chicken
Wijukwamanūke_____	Mouse
Wikiri_____	Insect
Ziizike_____	Turkey
Wanik_____	Bird
Šūuk_____	Dog
Ziik_____	Squirrel
Ceexji_____	Buffalo
Keecak_____	Turtle
Caaxšep_____	Eagle
Wake_____	Raccoon
Hoo_____	Fish
Cee_____	Cow
Wijuk_____	Cat

<b>Mąahiją Joop</b>	<b>Seasons</b>
Weena_____	Spring
Took_____	Summer
Cąąńi_____	Fall
Mąąńi_____	Winter
Cąągeja taakacje._____	It's hot outside.
Cąągeja hosįńhije._____	It's cold outside.
Cąągeja mąąxihije._____	It's cloudy outside.

## 2<sup>nd</sup> Grade Hoocak Vocabulary List

Caaageja ni iizuje.	_____	It's raining outside.
Caaageja maıtajewehije.	_____	It's windy outside.
Caaageja waahuhije.	_____	It's snowing outside.
Haapra jaasge jee?	_____	How is the weather today?
Ni ip	_____	Swimming
Waruuc	_____	Eat
Xaawı coo	_____	Green
Hosini	_____	Cold
Naa	_____	Trees
Ni iizu	_____	Rain
Xaawı hoxere	_____	Flowers
Wanoicge	_____	Animals
Šgaac	_____	Play
Naa'ap	_____	Leaves
Šuuc	_____	Red
Taakac	_____	Hot
Wanoicge ni ik	_____	Baby animals
Racga	_____	Drink



## 2<sup>nd</sup> Grade Hoocak Language Post-Assessment

Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

### Body parts

n̄as̄u - head	hišjasu - eye	n̄acawa - ear	paa - nose	ii - mouth

Body parts: \_\_\_\_\_ / 5

Comments:

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### Everyday vocabulary

H̄aini pii - Good morning	Jaanisge raje? - How are you? (standing)	Jaanisge šan̄ak? - How are you? (sitting)	Pii - Good	H̄aḥa'a - Yes

Ka'o - No	Piin̄agigi - Thank you	Miin̄akre - Sit down	N̄ažine - Stand up

### Kinship

N̄aani - Mother	Jaaji - Father	Cooka - Grandfather	Gaaga - Grandmother

### Male kinship

N̄iini - Older brother	N̄un̄u - Older sister	Hisuk - Younger brother	Waicge - Younger sister

### Female kinship

Tooto - Older brother	N̄un̄u - Older sister	Hisuk - Younger brother	Hicak - Younger sister

Everyday Lang: \_\_\_\_\_ / 21

Comments:

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## Animals

caa - deer	şuukxete – horse	huuc - bear	waka - snake	waşjik - rabbit

bagaaxge - chicken	wiukwamañuke - mouse	wikiri - insect	ziizike - turkey	wanik – bird

şuuk - dog	ziik – squirrel	ceexji – buffalo	keecak - turtle	caaxşep - eagle

wake – raccoon	hoo - fish	cee - cow	wiuk – cat	

Animals: \_\_\_\_\_ / 19

Comments:

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## Weather/Seasons

Weena - Spring	Took – Summer	Caani - Fall	Maani - Winter	Caageja taakacje. - It's hot outside.

Caageja hosinihije. - It's cold outside.	Caageja maaxihije. - It's cloudy outside	Caageja niizuje. - It's raining outside.	Caageja matajewehije. - It's windy outside.	Caageja waahuhije. - It's snowing outside.

Haapra jaasge jee? - How is the weather today?	niip - swimming	waruuc - eat	xaawj coo - green	hosini - cold

naa - trees	niizu - rain	xaawj hoxere - flowers	wanoicge - animals	şgaac - play

n̄ąą'ap - leaves	š̄suuc - red	taakac - hot	wanoicge n̄iik - baby animals	racgą - drink

Weather/seasons: \_\_\_\_\_ / 25

Comments:

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Total: \_\_\_\_\_ / 70



# Hoocak Language Workbook

## Grade 3





# 3<sup>rd</sup> Grade Hoocak Language Pre-Assessment

Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

## Body Parts

naasu - head	naaju - hair	hišjasu - eye	naacawa - ear	ii - mouth

huu - leg	naap - hand	paa - nose	aa - arm	sii - foot

Body parts: \_\_\_\_\_ / 10

Comments:

## Questions

Peežega? - Who?	Peežega hašja? - Who do you see?	Jaagu? - What?	Jaagu š'ų? – What did you do?	Jaajanagi – When?

Jaajanagi hihikjanawi? - When will we be there?	Where - Hacıija	Hacıija racii? - Where do you live?	Jaagu'ų - why?	Jaagu'ų waš'ų? - Why did you do that?

Questions: \_\_\_\_\_ / 10

Comments:

## Clothing

woonaži - shirt	roogaje - pants	siirasa - socks	wookaṅak - hat	waje - dress

woonaži xete-coat	naap horužuc -gloves	kšaikšu -mittens	waguje - shoes	woonaži ziizik - sweater

Clothing: \_\_\_\_\_ / \_\_\_\_\_ 10

Comments:

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---

### Seasons

weena - spring	took - summer	caani - fall	maani - winter	maaxi - cloud

haap wii - sun	hošəšin - snowflake	nijzu - rain	maɪtajewehi - wind

taakac - hot	hosini - cold	jaajap - lightning		

Seasons: \_\_\_\_\_ / \_\_\_\_\_ 12

Comments:

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### Animals

caa - deer	šujak - wolf	cee - cow	waka - snake	caaxsep - eagle

xguuxguiše - pig	mijmike - butterfly	wjukwamaņuke - mouse	bagaaxge - chicken	šuxxete - horse

hoo - fish	šuxk - dog	ziik - squirrel	ziizike - turkey	keecak - turtle

heezik - bee	wašjik - rabbit	wikiri - insect	guuŋge - skunk	wake - raccoon

wanjik - bird	wjuk - cat	ceexji - buffalo	huuc - bear	haapok - owl

wjx - duck				

Animals: \_\_\_\_\_ / 26

Comments:

Corn

wąkšik wicawas kirikiriš - multicolored corn	woosak - corn cob	wašgu – taking corn off the cob	

Corn: \_\_\_\_\_ / 2

Comments:

Total: \_\_\_\_\_ /70



## 3.2 Questions/Phrases – Higiwax

<p><b>Overview &amp; Purpose</b> (What will be learned overall)</p>	<p>Students will learn to ask questions using Hoocak vocabulary.</p>
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p>Who -<b>Peežega</b> – pay-zhay-gah Who do you see? -<b>Peežega hašja?</b></p> <p>What -<b>Jaagu</b> – jah-goo What did you do? -<b>Jaagu š'ų?</b></p> <p>When -<b>Jaajanągi</b> –jah-jah-n(ah)-gee When will we be there? -<b>Jaajanągi hįhikjanąwi?</b></p> <p>Where -<b>Hacıįja</b> –Hah-ch(ee)n-jah Where do you live? -<b>Hacıįja racii raje?</b></p> <p>Why -<b>Jaagu'ų</b> - jah-goo'(oo) Why did you do that? -<b>Jaagu'ų waš'ų?</b></p>
<p><b>Materials</b> (What resources/supplies etc do you need?)</p>	<p>Index cards with Question words written on them (one word per card). Enough for each student. Audio CD</p>
<p><b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> <li>• Play the question words for the students through the audio CD so they can hear the correct pronunciation.</li> <li>• Practice saying the words with the students as a whole group.</li> <li>• When done, give each student 5 index cards with one word per card written on it: <b>Peežega, Jaagu, Jaajanągi, Hacıįja, Jaagu'ų.</b></li> <li>• Students will work in pairs to practice individual words.</li> <li>• When they have the question words down, have them try to say the full questions to form a full sentence.</li> <li>• Students will practice with their partner saying the sentence while working on pronunciation.</li> </ul>
<p><b>Standards addressed:</b></p>	<p>Academic Standards for Foreign Languages: Developing A.5</p>

## 3.3 Clothing- Waini

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will learn different kinds of clothing using Hooçak vocabulary by playing Bingo.
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will review clothing vocabulary using flashcards: <ul style="list-style-type: none"> <li>• Shirt -<b>woonažį</b></li> <li>• Pants -<b>roogaje</b></li> <li>• Socks -<b>siirasa</b></li> <li>• Hat -<b>wookanək</b></li> <li>• Dress -<b>waje</b></li> <li>• Coat -<b>woonažįxete</b></li> <li>• Gloves -<b>naap horužuc</b></li> <li>• Mittens -<b>kšaikšu</b></li> <li>• Shoes -<b>waguje</b></li> <li>• Sweater -<b>woonažį ziizik</b></li> </ul>
<b>Materials</b> (What resources/supplies etc do you need?)	Clothing flashcards Bingo cards
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• As a whole group go through the flashcards and listen to the audio CD provided.</li> <li>• Listen and practice a few times</li> <li>• Students can work in pairs to practice using new Hooçak vocabulary.</li> <li>• Play Clothing bingo to reinforce and practice the new vocabulary!</li> </ul>
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1

## 3.4 Weather/Season Dominoes

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will learn different kinds of weather using Hoocak vocabulary.
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will review weather vocabulary using flashcards: <ul style="list-style-type: none"> <li>• Spring –weena</li> <li>• Summer -took</li> <li>• Fall -caani</li> <li>• Winter -maani</li> <li>• Cloud -maaxi</li> <li>• Sun -haap wii</li> <li>• Snowflake -hošešini</li> <li>• Rain -niizu</li> <li>• Wind -majtajewehi</li> </ul>
<b>Materials</b> (What resources/supplies etc do you need?)	Flashcards Domino cards
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• As a whole group go through the flashcards and listen to the audio CD provided.</li> <li>• Listen and practice a few times</li> <li>• Students can work in pairs to practice using new weather vocabulary while playing a game of dominoes.</li> </ul>
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1, A.5

## 3.5 Weather/Seasons- Maahijaja Joop

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will learn different kinds of weather using Hoocak vocabulary.
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will review weather vocabulary using flashcards: <ul style="list-style-type: none"> <li>• Spring -weena</li> <li>• Summer –took</li> <li>• Fall -caani</li> <li>• Winter -maani</li> <li>• Cloud -maaxi</li> <li>• Sun -haap wii</li> <li>• Snowflake -hošesini</li> <li>• Rain -niizu</li> <li>• Wind -majtajewehi</li> <li>• Hot –taakac</li> <li>• Cold –hosini</li> <li>• Lightning -jaajap</li> </ul>
<b>Materials</b> (What resources/supplies etc do you need?)	Weather flashcards Audio CD *Additional practice- Circle the correct word worksheet
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• As a whole group practice the words using the flashcards.</li> <li>• Basic Flashcard fun:           <ul style="list-style-type: none"> <li>○ Hold up a flash card and ask students to answer.</li> <li>○ This can be done in teams with points awarded for the correct answers.</li> </ul> </li> <li>• For additional practice with the words, students can complete the Weather/Seasons worksheet</li> </ul>
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1

# Weather/Seasons

Circle the word that matches the picture in each line.

1.



mą̄xi

hą̄p

hos̄ni

2.



taakac

mą̄xi

hos̄ni

3.



hos̄ni

hą̄p

mą̄xi

4.



n̄iżu

p̄i

hos̄ni

5.



mą̄ni

took

hos̄ni

6.



wecną

cą̄ni

mą̄xi

# Weather/Seasons

Circle the word that matches the picture in each line.

1.



mąax i

hąap

hos iñi

2.



taakac

mąax i

hos iñi

3.



hos iñi

hąap

mąax i

4.



n i i ž u

p i i

hos iñi

5.



mąanı

took

hos iñi

6.



w een a

caanı

mąax i

## 3.6 Animals- Wanoicge

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will build Hooçak animal vocabulary by using flashcards.																														
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will review Wanoicge vocabulary from previous lessons and continue to build their vocabulary with the following terms:  <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Wolf -<b>şuqjak</b></td> <td style="width: 33%;">Dog -<b>şuq</b></td> <td style="width: 33%;">Cat -<b>wjuk</b></td> </tr> <tr> <td>Cow -<b>cee</b></td> <td>Squirrel -<b>ziik</b></td> <td>Buffalo-<b>ceexji</b></td> </tr> <tr> <td>Snake -<b>waka</b></td> <td>Turkey -<b>ziizik</b></td> <td>Bear-<b>huuc</b></td> </tr> <tr> <td>Eagle -<b>caaxsep</b></td> <td>Turtle -<b>keecak</b></td> <td>Owl -<b>haapok</b></td> </tr> <tr> <td>Pig - <b>xguuxguise</b></td> <td>Bee-<b>heezik</b></td> <td>Duck -<b>wjix</b></td> </tr> <tr> <td>Butterfly -<b>mijimike</b></td> <td>Rabbit-<b>wasjik</b></td> <td>Deer -<b>caa</b></td> </tr> <tr> <td>Mouse-<b>wjukwamanuke</b></td> <td>Insect -<b>wikiri</b></td> <td></td> </tr> <tr> <td>Chicken -<b>bagaaxge</b></td> <td>Skunk -<b>guuşge</b></td> <td></td> </tr> <tr> <td>Horse -<b>şuqxete</b></td> <td>Raccoon -<b>wake</b></td> <td></td> </tr> <tr> <td>Fish -<b>hoo</b></td> <td>Bird-<b>wanik</b></td> <td></td> </tr> </table>	Wolf - <b>şuqjak</b>	Dog - <b>şuq</b>	Cat - <b>wjuk</b>	Cow - <b>cee</b>	Squirrel - <b>ziik</b>	Buffalo- <b>ceexji</b>	Snake - <b>waka</b>	Turkey - <b>ziizik</b>	Bear- <b>huuc</b>	Eagle - <b>caaxsep</b>	Turtle - <b>keecak</b>	Owl - <b>haapok</b>	Pig - <b>xguuxguise</b>	Bee- <b>heezik</b>	Duck - <b>wjix</b>	Butterfly - <b>mijimike</b>	Rabbit- <b>wasjik</b>	Deer - <b>caa</b>	Mouse- <b>wjukwamanuke</b>	Insect - <b>wikiri</b>		Chicken - <b>bagaaxge</b>	Skunk - <b>guuşge</b>		Horse - <b>şuqxete</b>	Raccoon - <b>wake</b>		Fish - <b>hoo</b>	Bird- <b>wanik</b>	
Wolf - <b>şuqjak</b>	Dog - <b>şuq</b>	Cat - <b>wjuk</b>																													
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Fish - <b>hoo</b>	Bird- <b>wanik</b>																														
<b>Materials</b> (What resources/supplies etc do you need?)	Animal Flashcards Fly swatters (2-3)																														
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• As a whole group go through the flashcards and listen to the audio CD provided.</li> <li>• Listen and practice vocabulary a few times.</li> <li>• Divide the class into 2 teams. Put the flashcards in a circle on the floor.</li> <li>• Then the teacher says the name of an animal in Hooçak.</li> <li>• Students have to run to the card with the correct animal, hit it with their flyswatter and identify the animal in Hooçak correctly to earn a point for their team. (you can decide how many points a team should earn to win the game).</li> <li>• Students will alternate turns for each round.</li> </ul>																														
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: A.5, B.1																														

## 3.7 Seasons-Drying Corn

<p><b>Overview &amp; Purpose</b> (What will be learned overall)</p>	<p>Hoocak people used to devote the end of the summer to drying corn for the winter. Students will learn more about the process of drying corn and its many uses.</p>
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p>Students will learn the following new terms:</p> <ul style="list-style-type: none"> <li>• <b>Wąąksik wicawas kirikiriš</b> - multicolored corn</li> <li>• <b>Woosak</b> – corn cob</li> <li>• <b>Wašgu</b> – take the kernels off the corn cob</li> </ul>
<p><b>Materials</b> (What resources/supplies etc do you need?)</p>	<p>Drying Corn worksheet Corn Harvesting Video</p>
<p><b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> <li>• Students will watch a short video that demonstrates the process.</li> <li>• Students will read a short story and answer questions</li> </ul>
<p><b>Standards addressed:</b></p>	<p>Academic Standards for Foreign Languages: B.4, D.2</p>

## Drying Corn

In the past, Hoocak people saved corn to eat during the winter months by drying it. The dried corn kept the people from starving during the winter. The colorful corn was used as a main ingredient in ceremonial food. Sweet corn was saved in the same manner. Sweet corn was used for day-to-day life.

The colorful corn (waakšik wicawas kirikiriš) was picked while still “milky”, shucked, and put in a kettle of boiling water. The corn was boiled until it changed color. Then the kernels were (wašgu) taken off the cob (woosak) and dried in the sun. Corn saved this way could be kept for a very long time.

The corn could be crushed and used in bread, cereal and grits. It could be kept whole and used in soup. A small amount of dried corn can make a large kettle of soup. A little went a long way!

Family members worked together to finish this long process. Drying corn takes a lot of hard work. This was a great time to catch up with the family.

1. Put these steps in the correct order:

The corn is shucked	_____
The kernels are taken off the corn and sun-dried	_____
The corn is picked	_____
The corn is boiled	_____

2. What are some ways corn is used by Ho-Chunk people?

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3. True or False - Drying corn is an easy process.

4. True or False - A small amount of corn could go a long way.

## Drying Corn

In the past, Hoocak people saved corn to eat during the winter months by drying it. The dried corn kept the people from starving during the winter. The colorful corn was used as a main ingredient in ceremonial food. Sweet corn was saved in the same manner. Sweet corn was used for day-to-day life.

The colorful corn (waakšik wicawas kirikiriš) was picked while still “milky”, shucked, and put in a kettle of boiling water. The corn was boiled until it changed color. Then the kernels were (wašgu) taken off the cob (woosak) and dried in the sun. Corn saved this way could be kept for a very long time.

The corn could be crushed and used in bread, cereal and grits. It could be kept whole and used in soup. A small amount of dried corn can make a large kettle of soup. A little went a long way!

Family members worked together to finish this long process. Drying corn takes a lot of hard work. This was a great time to catch up with the family.

1. Put these steps in the correct order:

The corn is shucked	_____ <u>2</u> _____
The kernels are taken off the corn and sun-dried	_____ <u>4</u> _____
The corn is picked	_____ <u>1</u> _____
The corn is boiled	_____ <u>3</u> _____

2. What are some ways corn is used by Ho-Chunk people?

The corn can be used in bread, cereal and grits. It can also be kept to use in soup.

3. True or **False** - Drying corn is an easy process.
4. **True** or False - A small amount of corn could go a long way.

## 3<sup>rd</sup> Grade Hoocak Vocabulary List

### Hoocak

### English

#### Roohira

#### The Body

Naa <u>su</u>	Head
Naa <u>ju</u>	Hair
Hi <u>šjasu</u>	Eye
Naa <u>cawa</u>	Ear
I <u>i</u>	Mouth
H <u>uu</u>	Leg
Naa <u>p</u>	Hand
Paa <u></u>	Nose
Aa <u></u>	Arm
S <u>i i</u>	Foot

#### Higiwax

#### Ask

Pee <u>žega</u>	Who
Pee <u>žega hašja?</u>	Who do you see?
Ja <u>agu</u>	What
Ja <u>agu š'u?</u>	What did you do?
Ja <u>ajanagi</u>	When
Ja <u>ajanagi hihikjanawi?</u>	When will we be there?
Hac <u>iija</u>	Where
Hac <u>iija racii raje?</u>	Where do you live?
Ja <u>agu u</u>	Why
Ja <u>agu u waš'u?</u>	Why did you do that?

#### Waini

#### Clothing

Woon <u>azi</u>	Shirt
Roog <u>aje</u>	Pants
Si <u>irasa</u>	Socks
Wook <u>anax</u>	Hat
Waj <u>e</u>	Dress
Woon <u>azi xete</u>	Coat
Naa <u>p horužuc</u>	Gloves
Kšai <u>kšu</u>	Mittens
Wagu <u>je</u>	Shoes
Woon <u>azi ziizik</u>	Sweater

**Maahijaja Joop****Seasons**

Weena_____	Spring
Took_____	Summer
Caani_____	Fall
Maani_____	Winter
Maaxi_____	Cloud
Haap wii_____	Sun
Hoššini_____	Snowflake
Nižžu_____	Rain
Maıtajewehi_____	Wind
Taakac_____	Hot
Hosini_____	Cold
Jaajap_____	Lightning

**Wanoicge****Animals**

Caa_____	Deer
Šuukjak_____	Wolf
Cee_____	Cow
Waka_____	Snake
Caaxšep_____	Eagle
Xguuxguiše_____	Pig
Mijmike_____	Butterfly
Wjukwamanuke_____	Mouse
Bagaaxge_____	Chicken
Šuukxete_____	Horse
Hoo_____	Fish
Šuuk_____	Dog
Ziik_____	Squirrel
Ziizike_____	Turkey
Keccak_____	Turtle
Heezik_____	Bee
Wašjik_____	Rabbit
Wikiri_____	Insect
Guşge_____	Skunk
Wake_____	Raccoon
Wanjik_____	Bird
Wjuk_____	Cat
Ceexji_____	Buffalo
Huuc_____	Bear
Haapok_____	Owl
Wijix_____	Duck

Wąkšik wicawas kirikiriš \_\_\_\_\_ Multicolored corn  
Wašgu \_\_\_\_\_ Taking corn off of corn cob  
Woosak \_\_\_\_\_ Corn cob



# 3<sup>rd</sup> Grade Hoocak Language Post-Assessment

Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

## Body Parts

naasu - head	naaju - hair	hişjasu - eye	naacawa - ear	ii - mouth

huu - leg	naap - hand	paa - nose	aa - arm	sii - foot

Body parts: \_\_\_\_\_ / 10

Comments:

## Questions

Peežega? - Who?	Peežega haşja? - Who do you see?	Jaagu? - What?	Jaagu ş'ų? – What did you do?	Jaajanagi - When?

Jaajanagi hihikjanawi? - When will we be there?	Where - Hacıija	Hacıija racii? - Where do you live?	Jaagu'ų - why?	Jaagu'ų waş'ų? - Why did you do that?

Questions: \_\_\_\_\_ / 10

Comments:

## Clothing

woonaži - shirt	roogaje - pants	siirasa - socks	wookaņak - hat	waje - dress

woonaži xete-coat	naap horužuc -gloves	kšaikšu -mittens	waguje - shoes	woonaži ziizik - sweater

Clothing: \_\_\_\_\_ / \_\_\_\_\_ 10

Comments:

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### Seasons

weena - spring	took - summer	caani - fall	maani - winter	maaxi - cloud

haap wii - sun	hošəšin - snowflake	nijzu - rain	maɪtajewehi - wind

taakac - hot	hosini - cold	jaajap - lightning		

Seasons: \_\_\_\_\_ / \_\_\_\_\_ 12

Comments:

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### Animals

caa - deer	šujak - wolf	cee - cow	waka - snake	caaxsep - eagle

xguuxguiše - pig	mijmike - butterfly	wjukwamaņuke - mouse	bagaaxge - chicken	šuxxete - horse

hoo - fish	šuxk - dog	ziik - squirrel	ziizike - turkey	keecak - turtle

heezik - bee	wašjik - rabbit	wikiri - insect	guuŕge - skunk	wake - raccoon

wanjik - bird	wjuk - cat	ceexji - buffalo	huuc - bear	haapok - owl

wjx - duck				

Animals: \_\_\_\_\_ / 26

Comments:

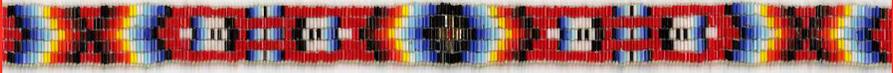
Corn

wąkšik wicawas kirikiriš - multicolored corn	woosak - corn cob	wašgu – taking corn off the cob	

Corn: \_\_\_\_\_ / 2

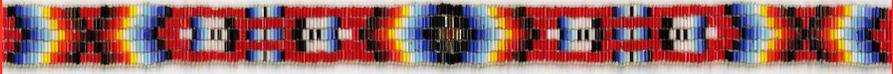
Comments:

Total:       /70



# Hoocak Language Workbook

## Grade 4





# 4<sup>th</sup> Grade Hoocak Language Pre-Assessment

Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

## Numbers 1-20

hižakiira - 1	nųp - 2	taanı - 3	joop - 4	saaca - 5

hakewe - 6	šaagowı - 7	haruwak - 8	hižakicuşgunı - 9	kerepaııza - 10

hižakırašana - 11	nųpašana - 12	taanıšana - 13	joopašana - 14	saacašana - 15

hakweašana - 16	šaagowıašana - 17	haruwakašana - 18	hižakicuşgunıašana - 19	kerepaıı nųp - 20

Numbers: \_\_\_\_\_ / 20

Comments:

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## Days of the week

Haramıhe haap - Sunday	Haapec - Monday	Haa Hinupaha - Tuesday	Haa Hitaniha - Wednesday	Haa Hijopaha - Thursday

Haa Hisaaca - Friday	Waruıhaap or Haa Hoinige - Saturday	Haaıra jaaguıza raipi? - What is your favorite day of the week?	Haa haipina - My favorite day is _____	

Days of the week: \_\_\_\_\_ / 9

Comments:

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## Kinship

Naaŋi - Mother	Jaaji - Father	Cooqa - Grandfather	Gaaga - Grandmother	Cuwwi - Aunt

Teega - Uncle				

### Male

Niŋiŋi - Older brother	Nuŋuŋu - Older sister	Hisuŋ - Younger brother	Waicge - Younger sister	

### Female

Tooto - Older brother	Nuŋuŋu - Older sister	Hisuŋ - Younger brother	Hicak - Younger sister	

Kinship: \_\_\_\_\_ / 14

Comments:

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## Outside/Nature

maani - winter	waa - snow	weena - spring	caani - fall	took - summer

naa'ap - leaf	'iŋiŋi - rock	xaawi - grass	wanoicge - animal	maax - field

naakikara - to hunt	majtajewehi - windy	seewe - high or deep		

Outside/Nature: \_\_\_\_\_ / 13

Comments:

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## Commands

Mij̄n̄akre. – Sit down.	N̄az̄ine. – Stand up.	Māan̄ine. – Walk.	Hiyušare. – Stop.	Guure. – Come here.

Toon̄ikewehi? - Are you hungry?	Ruusre. – Take It.	Ruuc̄re. – Eat It.	In̄iwus? – Are you thirsty?	Rac̄gane. – Drink It.

Commands: \_\_\_\_\_ / \_\_\_\_\_ 10

Comments:

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## Berries

haast̄ik – blueberry	haascek – strawberry	hazešucge – raspberry	

Commands: \_\_\_\_\_ / \_\_\_\_\_ 3

Comments:

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## Animals

š̄uuk̄jak – wolf	ḡook – badger	caa – deer	waka – snake	caaxšep – eagle

wake – raccoon	ceex̄ji – buffalo	ziik – squirrel	ziizike – turkey	wikiri – insect

haapok – owl	māan̄ikaksik – coyote	š̄uuk – dog	š̄iikokok – robin	cee – cow

keecāk – turtle	bagaaxge – chicken	xguuxguiše – pig	wijuk – cat	guušge – skunk

mijmike – butterfly	heezik – bee	wijx – duck	hųc – bear	kereju – hawk

hoo – fish	šųkxete – horse	wašjik – rabbit	wanik – bird	wjukwamanųke – mouse

Animals: \_\_\_\_\_ / 30

Comments:

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Total: \_\_\_\_\_ /99

## 4.1 Counting 1-20 Lesson- Woikarapra

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will learn to count 1-20 using Hoocak language.
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will review 1-10, and learn the Hoocak terms for 11-20. 1 -hižakiira 2 -nuup 3 -taanj 4 -joop 5 -saaca 6 -hakewe 7 -šaagowj 8 -haruwak 9 -hižakicušgunj 10 -kerepanaiza 11 -hižakirašana 12 -nuupašana 13 -taanjašana 14 -joopašana 15 -saacašana 16 -hakewešana 17 -šaagowjašana 18 -haruwakašana 19 -hižakicušgunjašana 20 -kerepana nuup
<b>Materials</b> (What resources/supplies etc do you need?)	Number flashcards Audio CD
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Play the audio CD once for the students so they hear the numbers.</li> <li>• Have students practice by presenting each number card as the audio CD is played.</li> <li>• As a whole group go through the flashcards and listen to the audio CD provided.</li> <li>• Listen and practice vocabulary a few times.</li> <li>• Divide the class into 2 teams. Put the flashcards in a circle on the floor.</li> <li>• Then the teacher says the number word in Hoocak.</li> <li>• Students have to run to the card showing the number called hit it with their flyswatter and identify the number in Hoocak correctly to earn a point for their team. (You can decide how many points a team should earn to win the game, depending on how much time you have.)</li> </ul>
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1

## 4.2 Days of the Week- Haapra

<p><b>Overview &amp; Purpose</b> (What will be learned overall)</p>	<p>To learn the Hoocak words for the days of the week. They will practice saying the days of the week and responding to the question “What is your favorite day of the week?”</p>
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p><u>Days of the Week:</u>            Sunday -<b>Haramihe haap</b>            Monday -<b>Haapcek</b>            Tuesday -<b>Haap Hinupaha</b>            Wednesday -<b>Haap Hitanihā</b>            Thursday -<b>Haap Hijopaha</b>            Friday -<b>Haap Hisacaha</b>            Saturday -<b>Haap Hoinige</b> or <b>Waruwihāap</b></p> <p>What is your favorite day of the week?  <b>Haapra jaaguizā raipi?</b></p> <p>My favorite day is _____.  <b>Haap haipina</b> _____.</p>
<p><b>Materials</b> (What resources/supplies etc do you need?)</p>	<p>Flashcards for the days of the week            Audio CD            Haapra Worksheet</p>
<p><b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> <li>• Introduce the words one by one</li> <li>• Listen to the audio CD as you go through the days of the week</li> <li>• Students can pair up to practice matching the English word to the Hoocak word using flashcards.</li> <li>• Students ask classmates what their favorite day of the week is and keep a tally.</li> <li>• As a whole class makes a graph showing which day had the most votes.</li> <li>• Finally, have students complete the matching Haapra worksheet.</li> </ul>
<p><b>Standards addressed:</b></p>	<p>Academic Standards for Foreign Languages: A.2, A.3</p>

# Hąąpra

## Favorite Day of the Week

N  
U  
M  
B  
E  
R  
  
o  
f  
  
V  
O  
T  
E  
S

20							
19							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
#							

Harami he  
Hąąp

Hąąpcek

Hąąp  
Hinupahą

Hąąp  
Hitaniha

Hąąp  
Hijopahą

Hąąp  
Hisacahą

Hąąp  
Hoinige



Match the correct word with each day. Put the correct number on the line behind each day.

- |                  |       |                  |
|------------------|-------|------------------|
| <b>Monday</b>    | _____ | 1. Haap Hisacaha |
| <b>Tuesday</b>   | _____ | 2. Haapcek       |
| <b>Wednesday</b> | _____ | 3. Haap Hijopaha |
| <b>Thursday</b>  | _____ | 4. Haap Hinupaha |
| <b>Friday</b>    | _____ | 5. Haramihe Haap |
| <b>Saturday</b>  | _____ | 6. Haap Hitanaha |
| <b>Sunday</b>    | _____ | 7. Waruwihap     |

# Haapra

Match the correct word with each day. Put the correct number on the line behind each day.

Monday       2  

1. Haap Hisacaha

Tuesday       4  

2. Haapcek

Wednesday       6  

3. Haap Hijopaha

Thursday       3  

4. Haap Hinupaha

Friday       1  

5. Haramihe Haap

Saturday       7  

6. Haap Hitanaha

Sunday       5  

7. Waruwahaap

## 4.3 Hoocak Family – Waža hoki

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will develop an understanding of how extended family relates to immediate family.								
<b>Objectives</b> (Specify skills/information that will be learned.)	<p>The Ho-Chunk Nation of Wisconsin has a kinship system in which each family member has a title. Along with that title comes duties and responsibilities that one must carry out. This kinship system has been used in the past and is still used today for addressing family members.</p> <p><u>Terms:</u>          Mother -<b>Nąanı</b>          Father -<b>Jaaji</b>          Grandfather -<b>Cooka</b>          Grandmother -<b>Gaaga</b>          Aunt -<b>Cųwı</b>          Uncle -<b>Teega</b></p> <p style="text-align: center;"><u>Male</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Older brother -<b>Nııni</b></td> <td style="width: 50%;">Older sister -<b>Nųunu</b></td> </tr> <tr> <td>Younger brother -<b>Hisuk</b></td> <td>Younger sister -<b>Waicge</b></td> </tr> </table> <p style="text-align: center;"><u>Female</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Older brother -<b>Tooto</b></td> <td style="width: 50%;">Older sister -<b>Nųunu</b></td> </tr> <tr> <td>Younger brother -<b>Hisuk</b></td> <td>Younger sister -<b>Hicak</b></td> </tr> </table>	Older brother - <b>Nııni</b>	Older sister - <b>Nųunu</b>	Younger brother - <b>Hisuk</b>	Younger sister - <b>Waicge</b>	Older brother - <b>Tooto</b>	Older sister - <b>Nųunu</b>	Younger brother - <b>Hisuk</b>	Younger sister - <b>Hicak</b>
Older brother - <b>Nııni</b>	Older sister - <b>Nųunu</b>								
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Older brother - <b>Tooto</b>	Older sister - <b>Nųunu</b>								
Younger brother - <b>Hisuk</b>	Younger sister - <b>Hicak</b>								
<b>Materials</b> (What resources/supplies etc do you need?)	Kinship Chart Audio CD								
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Review Hoocak kinship with students.</li> <li>• Show students the kinship charts and explain how it works if they are unsure.</li> <li>• Practice pronouncing the kinships in Hoocak using the Audio CD.</li> <li>• Read the short story and fill in the blank kinship chart to show students how their family fits into Hoocak kinship.</li> </ul>								
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1, D.3								

## Cultural Background Information:

The Ho-Chunk Nation is a patrilineal society. This means that your clan, and your place in society, comes through your father. For example, if your father is from the Eagle clan, then you are also from the Eagle clan too.

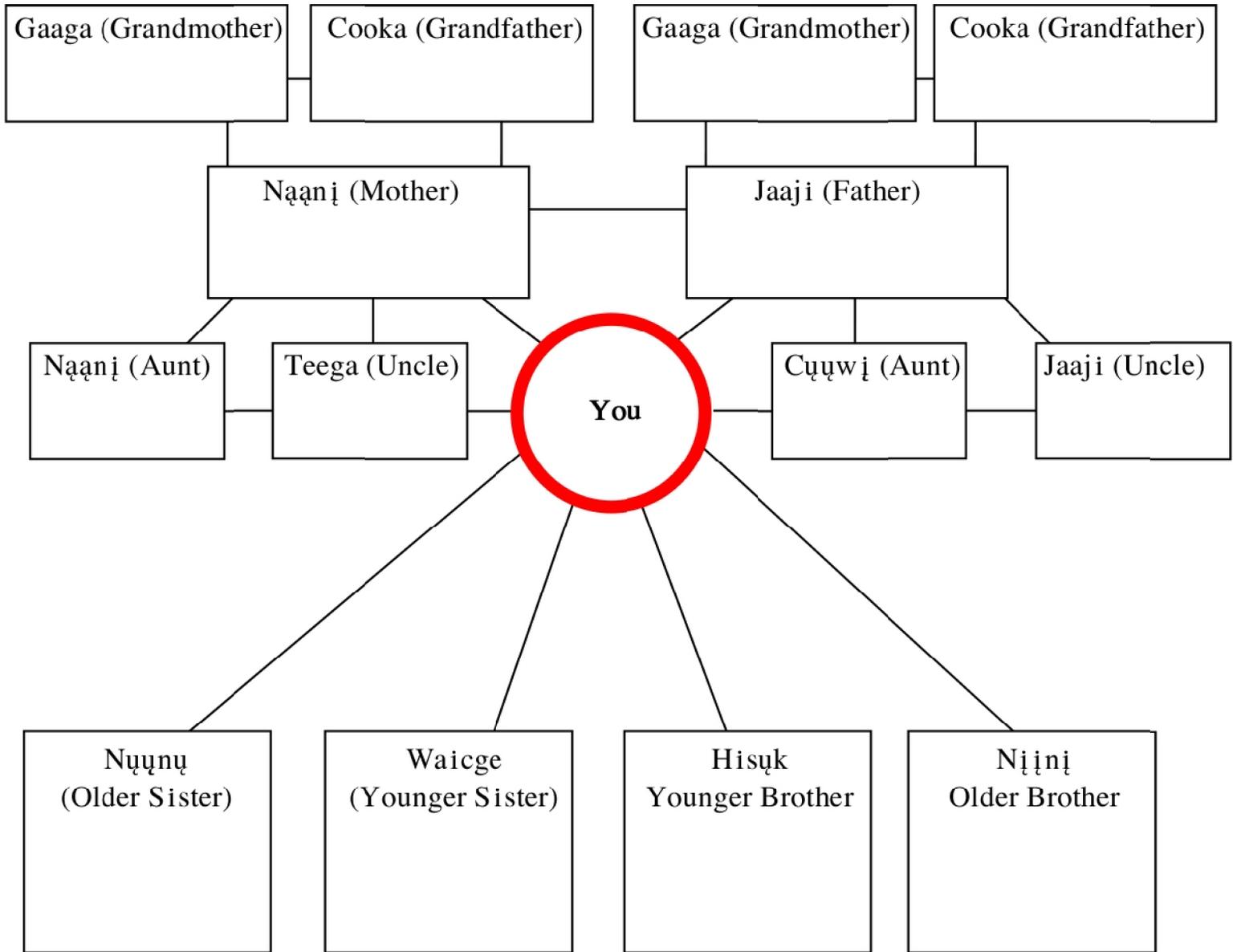
Uncles on your father's side, or your father's brothers, are called **Jaaji**. This means father. Aunts on your mother's side, or your mother's sisters, are called **Naañi**. This means mother. Your **Jaaji** and **Naañi** are there to "fill in" if there is ever a time that your father or mother is not there. They are to be respected and honored the same as your biological parents.

Uncles on your mother's side, or your mother's brothers, are called **Teega** (Day-ga). They are honored by their nieces and nephews because they have the right and responsibility to instruct and discipline them.

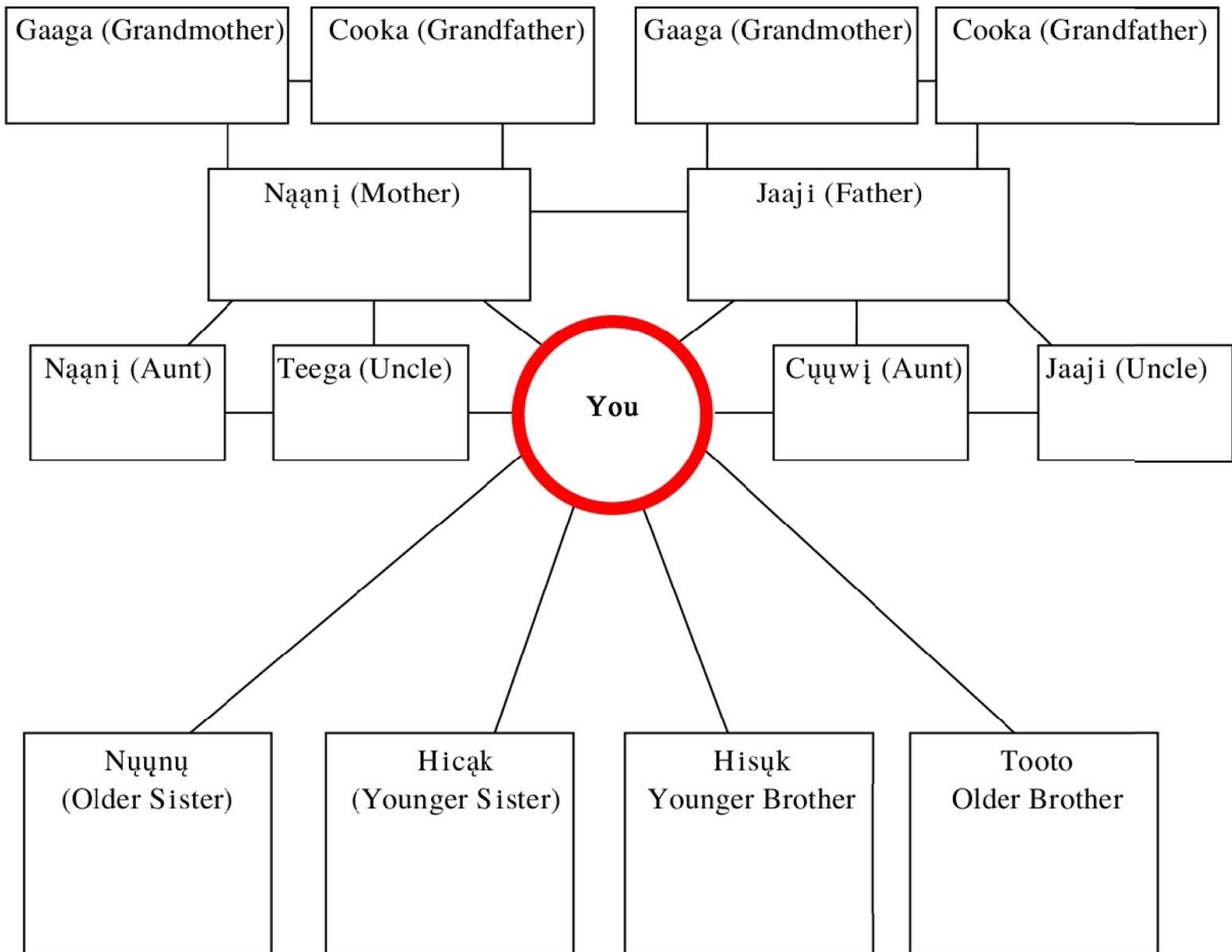
Aunts on your father's side, or your father's sisters, are called **Cuwwi**. They are teachers to their nieces and nephews. They can discuss special cultural information with them.

Grandparents are the elders. They are to be addressed as **Cooka** (grandfather) and **Gaaga** (grandmother). They are held in high regard and treated with high respect. They provide knowledge and wisdom of the culture. Elders say that it is important to know your family and extended family. We are all related and the kinship system should be honored.

# Hoocak Male Kinship



# Hoocak Female Kinship



## 4.4 Nature “Hoocak Hit'e aare”

<b>Overview &amp; Purpose</b>	<p>Students will learn phrases using outside/nature vocabulary.</p>
<b>Objectives</b> (Specify skills/information that will be learned.)	<p>Students will practice and review phrases by playing the card game “<b>Hoocak Hit'e aare</b>” individually and in pairs.</p> <p><u>Vocabulary</u></p> <p>Winter- <b>mąąni</b>          Snow – <b>waa</b>          Spring – <b>weeną</b>          Fall – <b>cąąni</b>          Summer – <b>took</b>          Leaf – <b>nąą'ap</b>          Rock – <b>'iini</b>          Grass – <b>xąąwi</b>          Animal - <b>wanoicge</b>          Field/garden – <b>mąąx</b>          to hunt – <b>nąąkikara</b>          windy – <b>mąitejewehi</b>          The snow is deep. – <b>Waara šeewe wa'ųąkšana.</b>          I planted flower seeds in the spring. – <b>Weenąregi xąąwi hokere suura mąąija waažu.</b>          Did you rake the grass into a pile? – <b>Weenąregi, wirugox (mąą hirugox) ceek hiža šurųwi?</b>          High or deep – <b>šeewe</b>          Last summer was hot. – <b>Took hįhuwira taakacšana.</b>          The leaves are changing colors. – <b>Nąą'apra hokerešra hija jiiinąkire.</b>          We are going to the lake to skip rocks. – <b>Teeja hahi anąąa 'iinińą niinińą hapapa waahakjanąwi.</b></p>
<b>Materials</b>	<p>Phrase flashcards          Card game- “<b>Hoocak Hit'e aare</b>”          Audio CD</p>
<b>Step-By-Step Procedures:</b>	<ul style="list-style-type: none"> <li>• Review outside/nature words and phrases using audio CD and flashcards</li> <li>• Have the students work in pairs with flashcards to test each other.</li> <li>• After several practice sessions the students can play “<b>Hoocak Hit'e aare</b>”.             <ul style="list-style-type: none"> <li>○ This is a game to practice saying the words and phrases taught during the lesson.</li> <li>○ Have the students stay in their pairs.</li> <li>○ They will continue to quiz each other with the Hoocak Hit'e aare flashcards, except they will keep score during this round.</li> <li>○ You can decide which score wins each game.</li> </ul> </li> </ul>
<b>Standards addressed:</b>	<p>Academic Standards for Foreign Languages: B.1</p>

## 4.5 Commands

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will watch a video and practice using 5 simple commands for everyday use.
<b>Objectives</b> (Specify skills/information that will be learned.)	Look, Listen and Learn 5 simple commands using the Hooçak language. <ul style="list-style-type: none"> <li>• Sit down -<b>Mjınakre</b></li> <li>• Stand up -<b>Naažine</b></li> <li>• Walk -<b>Maanine</b></li> <li>• Stop -<b>Hiyuşare</b></li> <li>• Come here -<b>Guure</b></li> </ul>
<b>Material</b> (What resources/supplies etc do you need?)	Hooçak Simple Commands video 1 Flashcards
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Have students watch the Hooçak Simple Command Video 1.</li> <li>• When you finish the video, go through the terms one or two more times with the students.</li> <li>• Students can then practice pronunciation with a partner using flashcards.</li> </ul> <p>Additional activity:</p> <ul style="list-style-type: none"> <li>• Using the commands learned, play a game of Simon Says.</li> </ul>
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1, A.5

## 4.6 Commands

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will watch a video and practice using 5 simple commands for everyday use.
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will look, listen and learn 5 simple commands using Hoocak language.  Are you hungry? – <b>Toonikewehi</b> Take It! - <b>Ruusre</b> Eat It! - <b>Ruucra</b> Are you thirsty? – <b>Ijijwus</b> Drink It! - <b>Racqane</b>
<b>Materials</b> (What resources/supplies etc do you need?)	Hoocak Words & Phrases video 2 Flashcards
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Have students watch the Hoocak Words &amp; Phrases video 2.</li> <li>• When you finish the video, go through the terms one or two more times with the students.</li> <li>• Students can then practice pronunciation with a partner using flashcards.</li> </ul> <p><b>Action!</b></p> <p>Materials Required: dice, teacher-made "action game cards"          Activity Time: 15-20 minutes</p> <p>Preparation: Make 5-9 action cards depending on class size. This activity should be done in groups of 3-5 and you will need 1 die and 1 card for each group. Action cards are simply index cards with numbered action verbs on them. The verbs should be numbered 1-6. Be sure to use some of the commands from lesson 4.6!</p> <ul style="list-style-type: none"> <li>• Each group receives one action card and one die.</li> <li>• The game begins when you call "action" and ends when you call "cut".</li> <li>• Rules: The first player rolls the dice and must read the verb with the corresponding number. Then, they must physically perform or act out the verb. If they are unable or unwilling to perform it, they lose their turn. This continues around the group until you call "cut".</li> </ul>
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1, A.5

## 4.7 Preserving Berries

<b>Overview &amp; Purpose</b> (What will be learned overall)	To inform students of the process and importance of preserving berries for winter.
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will learn the vocabulary for blueberries ( <b>haastjĭk</b> ), strawberries ( <b>haascek</b> ) and raspberries ( <b>haazešucge</b> ).
<b>Materials</b> (What resources/supplies etc do you need?)	Preserving Berries worksheet. Flashcards for blueberries
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	Students will read and discuss the preserving berries story and answer questions.
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.4, D.2

# Preserving Berries

In the past, Hooçak people relied on preserved berries for the winter months. Berries were used in ceremonies and for special treats. The dried berries were necessary for winter survival. Common berries used were blueberries (**haastjik**), strawberries (**haascek**) and raspberries (**hazeşucge**).

Some methods of finding berries were watching the birds or remembering previous berry patches. There were two common ways of knowing when berries could be picked. The first sign was when the fireflies came out. The second was at the end of the milkweed harvest. Each year the harvest would last weeks at a time. Families began picking early in the morning. The families would visit one another in the afternoons. Everyone needed to be happy and in a good frame of mind while picking berries. They said that bad feelings would sour the fruit.

Once picked, the berries were laid in direct sunlight so they would quickly dry. Smoke from village fires was also used to dry the berries. Berries could be mashed and cooked over the fire to create berry patties. These were stored away. Later these berry patties were broken down. They could be added to breads, puddings, rice dishes, and even beverages for flavoring.

Today, some families still have a berry feast. The feast promotes well being and is believed to bring strength to our people. The feast gives thanks for health.

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## Answer True or False:

1. True or False      One sign that it was berry season is when the fireflies came out.
2. True or False      Berries can be harvested at any time of the year.
3. True or False      Berries can only be preserved one way.

## Answer the questions:

4. What are some ways berries were used by Hooçak people?

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5. Name the 3 common berries mentioned in the story. In English and Hooçak.

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# Preserving Berries

In the past, Hooçak people relied on preserved berries for the winter months. Berries were used in ceremonies and for special treats. The dried berries were necessary for winter survival. Common berries used were blueberries (**haastjik**), strawberries (**haascek**) and raspberries (**hazeşucge**).

Some methods of finding berries were watching the birds or remembering previous berry patches. There were two common ways of knowing when berries could be picked. The first sign was when the fireflies came out. The second was at the end of the milkweed harvest. Each year the harvest would last weeks at a time. Families began picking early in the morning. The families would visit one another in the afternoons. Everyone needed to be happy and in a good frame of mind while picking berries. They said that bad feelings would sour the fruit.

Once picked, the berries were laid in direct sunlight so they would quickly dry. Smoke from village fires was also used to dry the berries. Berries could be mashed and cooked over the fire to create berry patties. These were stored away. Later these berry patties were broken down. They could be added to breads, puddings, rice dishes, and even beverages for flavoring.

Today, some families still have a berry feast. The feast promotes well being and is believed to bring strength to our people. The feast gives thanks for health.

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## Answer True or False:

1. **True** or False      One sign that it was berry season is when the fireflies came out.
2. True or **False**      Berries can be harvested at any time of the year.
3. **True** or False      Berries can only be preserved one way.

## Answer the questions:

4. What are some ways berries were used by Hooçak people?

**Berries were used to create patties to be used in breads, puddings, rice dishes and in beverages for flavoring.**

5. Name the 3 common berries mentioned in the story. In English and Hooçak.

**Blueberries**

**Strawberries**

**Raspberries**

## 4.8 Animals- Wanoicge

<b>Overview &amp; Purpose</b> (What will be learned overall)	Review Hoocak animal vocabulary and learn new terms.																																				
<b>Objectives</b> (Specify skills/information that will be learned.)	<p>Students will become familiar with the following Hoocak wanoicge terms:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Wolf –šųjək</td> <td style="width: 33%;">Dog -šųk</td> <td style="width: 33%;">Hawk –kereju</td> </tr> <tr> <td>Badger -gook</td> <td>Robin -šįkokok</td> <td>Fish -hoo</td> </tr> <tr> <td>Deer -caa</td> <td>Cow -cee</td> <td>Horse -šųkxete</td> </tr> <tr> <td>Snake -waka</td> <td>Turtle -keecak</td> <td>Rabbit -wašjik</td> </tr> <tr> <td>Eagle -caaxsep</td> <td>Chicken -bagaaxge</td> <td>Bird -wanik</td> </tr> <tr> <td>Raccoon -wake</td> <td>Pig -xguuxguise</td> <td>Mouse -wijukwamanuke</td> </tr> <tr> <td>Buffalo -ceexji</td> <td>Cat -wijuk</td> <td></td> </tr> <tr> <td>Squirrel -ziik</td> <td>Skunk -gųšge</td> <td></td> </tr> <tr> <td>Turkey -ziizike</td> <td>Butterfly -mįmįke</td> <td></td> </tr> <tr> <td>Insect -wikiri</td> <td>Bee -heezik</td> <td></td> </tr> <tr> <td>Owl -haapok</td> <td>Duck -wįx</td> <td></td> </tr> <tr> <td>Coyote -maņikaksik</td> <td>Bear -hųc</td> <td></td> </tr> </table>	Wolf –šųjək	Dog -šųk	Hawk –kereju	Badger -gook	Robin -šįkokok	Fish -hoo	Deer -caa	Cow -cee	Horse -šųkxete	Snake -waka	Turtle -keecak	Rabbit -wašjik	Eagle -caaxsep	Chicken -bagaaxge	Bird -wanik	Raccoon -wake	Pig -xguuxguise	Mouse -wijukwamanuke	Buffalo -ceexji	Cat -wijuk		Squirrel -ziik	Skunk -gųšge		Turkey -ziizike	Butterfly -mįmįke		Insect -wikiri	Bee -heezik		Owl -haapok	Duck -wįx		Coyote -maņikaksik	Bear -hųc	
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Coyote -maņikaksik	Bear -hųc																																				
<b>Materials</b> (What resources/supplies etc do you need?)	Animal Flashcards Audio CD																																				
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Go through the list of animals and listen to the audio CD provided.</li> <li>• Students can work in pairs, taking turns practicing correct pronunciation of the animal words.</li> <li>• After some practice time, have the students sit in a circle and tell them that they will be playing a game called “Memory Master”.</li> <li>• Designate one student to be the Memory Master by asking for a volunteer.</li> <li>• Arrange the flashcards face up in the center.</li> <li>• Each student chooses a flashcard and says the word. They cannot touch the flashcards.</li> <li>• After everyone has chosen, the Memory Master must hand the correct flash cards to each student.</li> </ul>																																				
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1																																				

## 4<sup>th</sup> Grade Hoocak Vocabulary List

### Hoocak English

Hoocak	English
<b>Woikarapra</b>	<b>Numbers</b>
Hižakiira	1
Nuup	2
Taanj	3
Joop	4
Saaca	5
Hakewe	6
Šaagowi	7
Haruwak	8
Hižakicušgunj	9
Kerepanaiža	10
Hižakirašana	11
Nuupašana	12
Tanjašana	13
Joopašana	14
Saacašana	15
Hakewašana	16
Šaagowjašana	17
Haruwakašana	18
Hižakicušgunjašana	19
Kerepana nuup	20

Happra	Days
Haramihe hap	Sunday
Hapcek	Monday
Hinupaha	Tuesday
Hap Hitaniha	Wednesday
Hap Hijopaha	Thursday
Hap Hisacaha	Friday
Waruwihap	Saturday

Hąąpra jaagu iŹą raipĭ? \_\_\_\_\_ What is your favorite  
 day of the week?  
 Hąąp haipĭna... \_\_\_\_\_ My favorite day is...

**WaŹą hokĭ**

**Relative**

Nąąnĭ \_\_\_\_\_ Mother  
 Jaaji \_\_\_\_\_ Father  
 Cooka \_\_\_\_\_ Grandfather  
 Gaaga \_\_\_\_\_ Grandmother  
 Cųųwĭ \_\_\_\_\_ Aunt  
 Teega \_\_\_\_\_ Uncle

**Wąąk WaŹą hokĭ**

**Male's relative**

Nĭ ĭnĭ \_\_\_\_\_ Older Brother  
 Nųųnų \_\_\_\_\_ Older Sister  
 Hisųk \_\_\_\_\_ Younger Brother  
 Waicge \_\_\_\_\_ Younger Sister

**Hinųk WaŹą hokĭ**

**Female's relative**

Tooto \_\_\_\_\_ Older Brother  
 Nųųnų \_\_\_\_\_ Older Sister  
 Hisųk \_\_\_\_\_ Younger Brother  
 Hicąk \_\_\_\_\_ Younger Sister

**Cąągeja**

**Outside**

Mąąnĭ \_\_\_\_\_ Winter  
 Waa \_\_\_\_\_ Snow  
 Weena \_\_\_\_\_ Spring  
 Cąąnĭ \_\_\_\_\_ Fall  
 Took \_\_\_\_\_ Summer  
 Nąą'ap \_\_\_\_\_ Leaf  
 'ĭ ĭnĭ \_\_\_\_\_ Rock  
 Xąąwĭ \_\_\_\_\_ Grass  
 Wanoicge \_\_\_\_\_ Animal

Maaꝥ	Fields
Naaꝥ ikara	To hunt
Maaꝥtajewehi	Windy
Šeewe	High or Deep

### Commands

Miꝥnaaꝥre	Sit down
Naaꝥziꝥne	Stand up
Maaꝥniꝥne	Walk
Hiyušare	Stop
Guure	Come here
Tooniꝥkewehi?	Are you hungry?
Ruusre	Take It
Ruucree	Eat It
Iiniꝥwus?	Are you thirsty?
Raaꝥgaꝥne!	Drink It!

### Haas

### Berries

Haastiꝥk	Blueberries
Haascek	Strawberries
Hazešucge	Raspberries

### Wanoicge

### Animals

Šuꝥkjaꝥk	Wolf
Šook	Badger
Caa	Deer
Wakaꝥ	Snake
Caaxšep	Eagle
Wake	Raccoon
Ceexji	Buffalo
Ziꝥk	Squirrel
Ziꝥzike	Turkey
Wikiri	Insect
Haaꝥpok	Owl
Maaꝥniꝥkaksiꝥk	Coyote

Šųk	Dog
Šįkokok	Robin
Cee	Cow
Keecąk	Turtle
Bagaaxge	Chicken
Xguuxguiše	Pig
Wijuk	Cat
Gųsge	Skunk
Mįmįke	Butterfly
Heezik	Bee
Wįix	Duck
Hųc	Bear
Kerejų	Hawk
Hoo	Fish
Šųkxete	Horse
Wašjik	Rabbit
Wanįk	Bird
Wijukwamanųke	Mouse



# 4<sup>th</sup> Grade Hoocak Language Post-Assessment

Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

## Numbers 1-20

hižakiira - 1	nųp - 2	taanı - 3	joop - 4	saaca - 5

hakewe - 6	šaagowı - 7	haruwak - 8	hižakicuşgunı - 9	kerepaııza - 10

hižakirašana - 11	nųpašana - 12	taanıšana - 13	joopašana - 14	saacašana - 15

hakweašana - 16	šaagowıašana - 17	haruwakašana - 18	hižakicuşgunıašana - 19	kerepaıı nųp - 20

Numbers: \_\_\_\_\_ / 20

Comments:

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## Days of the week

Haramıhe haap - Sunday	Haapcek - Monday	Haap Hinupaha - Tuesday	Haap Hitanıha - Wednesday	Haap Hijopaha - Thursday

Haap Hisaacaha - Friday	Waruwıhaap or Haap Hoinıge - Saturday	Haapra jaaguıza raipı? - What is your favorite day of the week?	Haap haipına - My favorite day is _____	

Days of the week: \_\_\_\_\_ / 9

Comments:

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## Kinship

Naaŋi - Mother	Jaaji - Father	Cooaka - Grandfather	Gaaga - Grandmother	Cuywi - Aunt

Teega - Uncle				

### Male

Niini - Older brother	Nuunu - Older sister	Hisuk - Younger brother	Waicge - Younger sister	

### Female

Tooto - Older brother	Nuunu - Older sister	Hisuk - Younger brother	Hicak - Younger sister	

Kinship: \_\_\_\_\_ / 14

Comments:

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## Outside/Nature

maani - winter	waa - snow	weena - spring	caani - fall	took - summer

naa'ap - leaf	'iini - rock	xaawi - grass	wanoicge - animal	maax - field

naakikara - to hunt	majtajewehi - windy	seewe - high or deep		

Outside/Nature: \_\_\_\_\_ / 13

Comments:

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## Commands

Mij̄n̄akre. – Sit down.	N̄aaz̄ine. – Stand up.	Māan̄ine. – Walk.	Hiyušare. – Stop.	Guure. – Come here.

Toon̄ikewehi? - Are you hungry?	Ruusre. – Take It.	Ruuc̄re. – Eat It.	In̄iwus? – Are you thirsty?	Rac̄gane. – Drink It.

Commands: \_\_\_\_\_ / \_\_\_\_\_ 10

Comments:

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## Berries

haast̄ik – blueberry	haascek – strawberry	hazešucge – raspberry	

Commands: \_\_\_\_\_ / \_\_\_\_\_ 3

Comments:

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## Animals

š̄uuk̄jak – wolf	ḡook – badger	caa – deer	waka – snake	caaxšep – eagle

wake – raccoon	ceex̄ji – buffalo	ziik – squirrel	ziizike – turkey	wikiri – insect

haapok – owl	māan̄ikaksik – coyote	š̄uuk – dog	š̄iikokok – robin	cee – cow

keecaḱ- turtle	bagaaxge-chicken	xguuxguiše – pig	wijuk – cat	guušge – skunk

mijmike – butterfly	heezik – bee	wijx – duck	huyuc – bear	kereju – hawk

hoo – fish	šuxxete – horse	wašjik – rabbit	wanik – bird	wjukwamanuke – mouse

Animals: \_\_\_\_\_ / 30

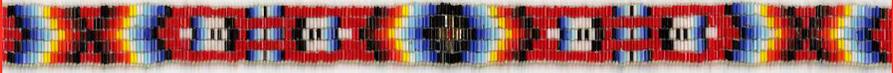
Comments:

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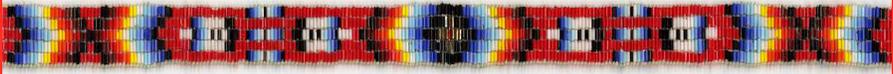
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Total: \_\_\_\_\_ /99



Hoocak Language  
Workbook

**Grade 5**





# 5<sup>th</sup> Grade Hoocak Language Pre-Assessment

Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

## Weather

mąąpııhi - nice weather	mąą'e - storm	ruują - fog	nııžu xocke - mist	wiipamąkere - rainbow

nııžu - rain	waa - snow	mąıtajewehi - wind	mąąxi - cloudy	jaajap - lightning

taakac - hot	k'oo - thunder	hosıni - cold		

Weather: \_\_\_\_\_ / \_\_\_\_\_ 13

Comments:

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## Body Parts

nąąsu - head	nąącawa - ear	huu - leg	nąąju - hair	ii - mouth

nąap - hand	hişjasu - eye	paa - nose	aa - arm	sii - foot

Body parts: \_\_\_\_\_ / \_\_\_\_\_ 10

Comments:

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## Mealtime

cuugi - spoon	wiiruc - fork	maahj - knife	wooracga - cup	wasgešoroš - bowl

nijigu - salt	sgii - pepper	taanjzu - sugar	wanj - meat	wasgeparas - plate

ziizike zii -carrots	kšee - apple	wažahē - banana	wicawas - corn	nijpana - soup

Mealtime: \_\_\_\_\_ / \_\_\_\_\_ 15

Comments:

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## Animals

šujukjak - wolf	šujuk - dog	wujuk - cat	wanjik - bird	hoo - fish

cee - cow	šujukxete - horse	ziik - squirrel	ceexji - buffalo	huyuc - bear

wjukwamaņuke - mouse	waka - snake	keecak - turtle	ziizike - turkey	caaxšep - eagle

bagaaxge - chicken	wikiri - insect	wašjik - rabbit	wake - raccoon	xguuxguiše - pig

guušge - skunk	heezik - bee	haapok - owl	mijimike - butterfly	wijx - duck

caa - deer	maanjaksik - coyote	gook - badger	šijkokok - robin	kereju - hawk

zaazacke - grasshopper	wikirihookere - spider	wikirihiipahi - fly	xorojajap - dragonfly	wikirihaaja šuuc - ladybug

raagakanašge - ant	raawaq - mosquito	caarasgapke - tick	waruha - lightning bug	wasereke - fox

Animals: \_\_\_\_\_ / 40

Comments:

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### Times of the Day

hąjń - morning	wiiraroocaje - noon	hoxjana - evening	haąhe - night	haąhekisak - midnight

Times of the day: \_\_\_\_\_ / 5

Comments:

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### Months of the Year

Hųc wiconįra wiira - January	Hųc wiihiraagnįra - February	Wake hikiruxe wiira - March	Hoo hiroginįna wiira - April	Mą hitawus hii wiira - May

Mą hina' u wiira - June	Waxoc wiira - July	Watajox hii wiira - August	Hųwų žuuk wiira - September	Caa mą hinaąo wiira - October

Caa hikiruxe wiira - November	Caa hee wakšu wiira - December			

Months of the year: \_\_\_\_\_ / 12

Comments:

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Total: \_\_\_\_\_ /95

## 5.1 Alphabet- Hoocak Woowagax

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will learn the Hoocak alphabet in order to begin writing with the Hoocak language.
<b>Objectives</b> (Specify skills/information that will be learned.)	Help students familiarize themselves with the Hoocak alphabet. There are 42 letters within the Hoocak alphabet. The Hoocak alphabet uses Latin letters with 2 additions. <ul style="list-style-type: none"> <li>• The wookanak on g, s, and z (ğ, ş, and ž)</li> <li>• The sııc on a, i, and u, used to mark a nasal vowel (a, i, and u).</li> <li>• Long vowels are written as double vowels, meaning they should be dragged out. The vowel length can be distinctive.</li> </ul>
<b>Materials</b> (What resources/supplies etc do you need?)	Audio CD Alphabet Worksheet 42 index cards for each student White board/Chalk board White board markers/chalk
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Go through the list of letters and listen to the audio CD provided.</li> <li>• Hand students each 42 index cards.</li> <li>• Have them write the each of the letters of the alphabet on the note cards (one per card).</li> <li>• Students can take turns quizzing each other, in pairs, on the different sounds/letters.</li> <li>• Have students fill out the missing alphabet letter worksheet to help familiarize them with the different letters.</li> </ul> <p>Alphabet Relay Game</p> <ul style="list-style-type: none"> <li>• Divide students into two teams and divide the board into two halves.</li> <li>• Students must write the alphabet as a team in the correct order</li> <li>• Have one student from each team run to the board</li> <li>• The first student must write “a”, then run to the back of the line.</li> <li>• The next student writes “aa”, and then he/she runs to the back of the line.</li> <li>• This continues until the alphabet is finished.</li> <li>• The first team to finish wins!</li> </ul> <p>Additional Alphabet Practice (On My Back)</p> <ul style="list-style-type: none"> <li>• Line up the students in two teams and have them face the front.</li> <li>• Show an alphabet flashcard to the student at the back of each line and have them use their finger to draw the letter on the back of the student in front.</li> <li>• The next student draws on the next student and so on.</li> <li>• The student at the front of each line then writes the letter on the board.</li> </ul>
<b>Standards addressed:</b>	

# Hoocąk Woowagax

Fill in the missing alphabet letter.

a \_\_\_\_\_ ą ąą

b \_\_\_\_\_ e \_\_\_\_\_ g ǵ

h i ii ı ıı \_\_\_\_\_

k k' m \_\_\_\_\_ o oo

\_\_\_\_\_ r s s' \_\_\_\_\_ š'

t t' u \_\_\_\_\_ ų ųų

w x x' \_\_\_\_\_ z ž '

# Hoocək Woowagax

Fill in the missing alphabet letter.

a aa ą ąą

b c e ee g ǧ

h i ii ı ıı j

k k' m n o oo

p p' r s s' š š'

t t' u uu ı ıı

w x x' y z ž '

## 5.2 Weather- Maahijaja Joop

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will learn and practice Hoocak Weather words.
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will practice speaking and will recognize the following Hoocak terms: Nice weather - <b>maapijhi</b> Wind - <b>matajewehi</b> Storm - <b>maa'e</b> Cloudy - <b>maaxi</b> Fog - <b>ruuja</b> Lightning - <b>jaajap</b> Mist - <b>nijzu xocke</b> Hot - <b>taakac</b> Rainbow - <b>wiipamakere</b> Thunder - <b>k'oo</b> Rain - <b>nijzu</b> Cold - <b>hosini</b> Snow - <b>waa</b>
<b>Materials</b> (What resources/supplies etc do you need?)	Audio CD Weather Flashcards
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Go through the list of weather words and listen to the audio CD provided.</li> <li>• Students can work in pairs, taking turns practicing correct pronunciation of the weather words.</li> <li>• After some practice time have the students sit in a circle and tell them that they will be playing a game called “Memory Master”. This can be done in small groups until students are ready for the challenge of a larger group.</li> <li>• Designate one student to be the Memory Master. Ask if there are any volunteers. Remind students that this activity is for practice and its okay to make mistakes.</li> <li>• Arrange the flashcards face up in the center.</li> <li>• Each student chooses a flashcard and says the word. They cannot touch the flashcards.</li> <li>• After everyone has chosen, the Memory Master must hand the correct flash cards to each student.</li> </ul> <p>Additional writing practice:</p> <ul style="list-style-type: none"> <li>• Have students create their own flashcards with the new Hoocak vocabulary terms.</li> </ul>
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1, A.5

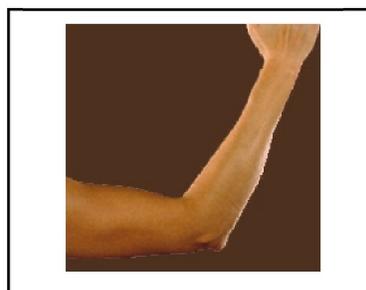
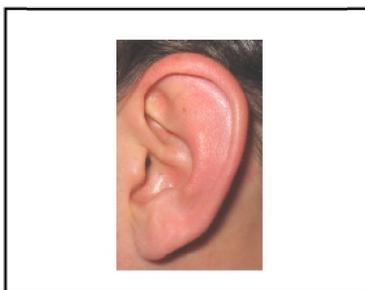
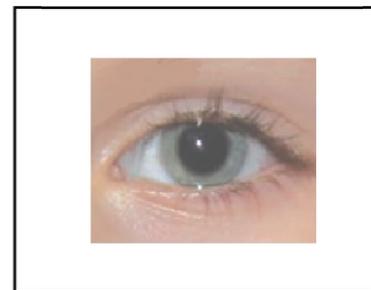
## 5.3 Body Parts- Roohira

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will review Hoocak body part vocabulary.
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will review and learn to spell the following Hoocak terms: Head - <b>naasu</b> Ear - <b>naacawa</b> Leg - <b>huu</b> Hair - <b>naaju</b> Mouth - <b>ii</b> Hand - <b>naap</b> Eye - <b>hişjasu</b> Nose - <b>paa</b> Arm - <b>aa</b> Foot- <b>sii</b>
<b>Materials</b> (What resources/supplies etc do you need?)	Body part flashcards Label the picture worksheet
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Students will work in pairs and take turns quizzing each other.</li> <li>• After plenty of practice time, have students complete the Label the Picture worksheet.</li> </ul> For additional practice: <ul style="list-style-type: none"> <li>• Play Simon Says.</li> <li>• Have students stand up.</li> <li>• Say a command with “Simon Says” or without. Those students that touch or do the wrong action must sit out until the next round.</li> <li>• For example: “Simon Says, ‘touch your paa’.” “Simon Says, ‘mjinakre’.” and then say “Naazine.” Those who stand on Naazine did not listen so they must sit out until the next round because “Simon Says” was not said.</li> <li>• Keep playing round until there is only one student left standing.</li> </ul>
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1

# Label the Picture

Pick a Hoocak word from the box and write the word under the correct picture.

huu	aa	hišjasu
naaju	naacawa	paa
ii	naasu	naap



# Label the Picture

Pick a Hoocak word from the box and write the word under the correct picture.

huu

aa

hišjasu

nəaju

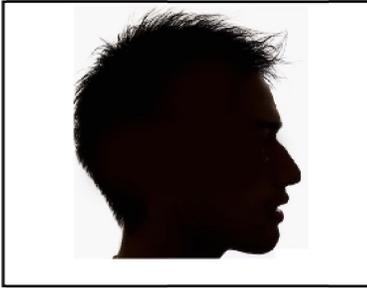
nəacawa

paa

ii

nəasu

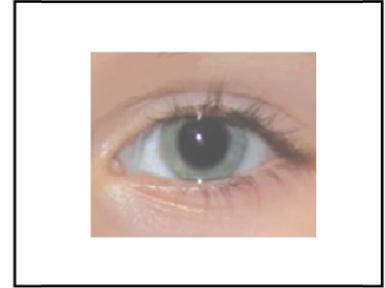
nəap



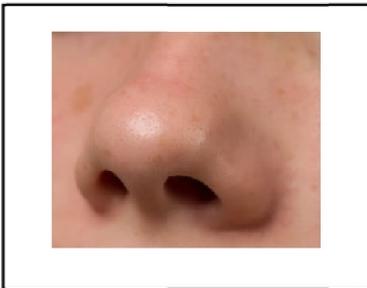
nəasu



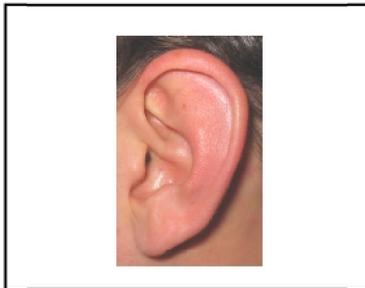
nəaju



hišjasu



paa



nəacawa



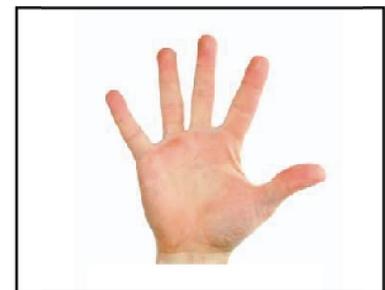
ii



huu



aa



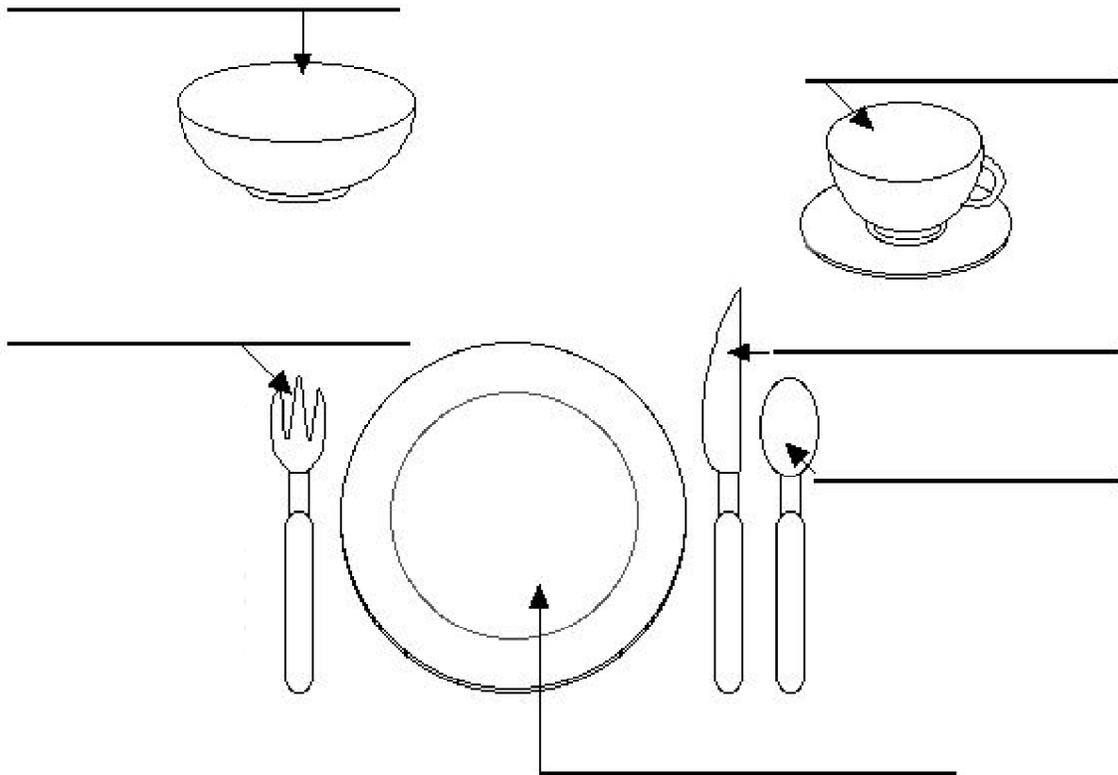
nəap

## 5.4 Mealtime- Woorucra herena

<b>Overview &amp; Purpose</b> (What will be learned overall)	Students will recognize, pronounce, and practice spelling the words for 15 mealtime food/utensils.																
<b>Objectives</b> (Specify skills/information that will be learned.)	Students will learn the following Hoocak terms:  <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Spoon -<b>cuugi</b></td> <td style="width: 50%;">Carrots -<b>ziizike zii</b></td> </tr> <tr> <td>Fork -<b>wiiruc</b></td> <td>Pepper -<b>sgii</b></td> </tr> <tr> <td>Knife -<b>maahj</b></td> <td>Sugar -<b>taanjzu</b></td> </tr> <tr> <td>Cup -<b>wooracga</b></td> <td>Meat -<b>wanj</b></td> </tr> <tr> <td>Soup -<b>nijpana</b></td> <td>Plate -<b>wasgeparas</b></td> </tr> <tr> <td>Salt -<b>nijsgu</b></td> <td>Banana -<b>wažah</b></td> </tr> <tr> <td>Apple -<b>ksee</b></td> <td>Corn -<b>wicawas</b></td> </tr> <tr> <td>Bowl -<b>wasgesoroš</b></td> <td></td> </tr> </table>	Spoon - <b>cuugi</b>	Carrots - <b>ziizike zii</b>	Fork - <b>wiiruc</b>	Pepper - <b>sgii</b>	Knife - <b>maahj</b>	Sugar - <b>taanjzu</b>	Cup - <b>wooracga</b>	Meat - <b>wanj</b>	Soup - <b>nijpana</b>	Plate - <b>wasgeparas</b>	Salt - <b>nijsgu</b>	Banana - <b>wažah</b>	Apple - <b>ksee</b>	Corn - <b>wicawas</b>	Bowl - <b>wasgesoroš</b>	
Spoon - <b>cuugi</b>	Carrots - <b>ziizike zii</b>																
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Apple - <b>ksee</b>	Corn - <b>wicawas</b>																
Bowl - <b>wasgesoroš</b>																	
<b>Materials</b> (What resources/supplies etc do you need?)	Mealtime Flashcards Audio CD Index cards/paper for each student Color pencils/ magazines Mealtime Worksheet																
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Display the mealtime flashcards as the class listens to the Audio CD.</li> <li>• Let the students practice by repeating after each word.</li> <li>• Have the students make two sets flash cards for the vocabulary words.</li> <li>• One set of the cards should have a picture of the word. The students can either draw the image or cut it out of a magazine.</li> <li>• The other set of cards should have the word written on it in Hoocak.</li> <li>• Use the flashcards to play memory match games individually or with a partner.</li> <li>• To practice writing again, have students complete the fill in the blank Mealtime worksheet.</li> </ul>																
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1, A.5																

# Mealtime

Write the correct Hoocak word for each picture.



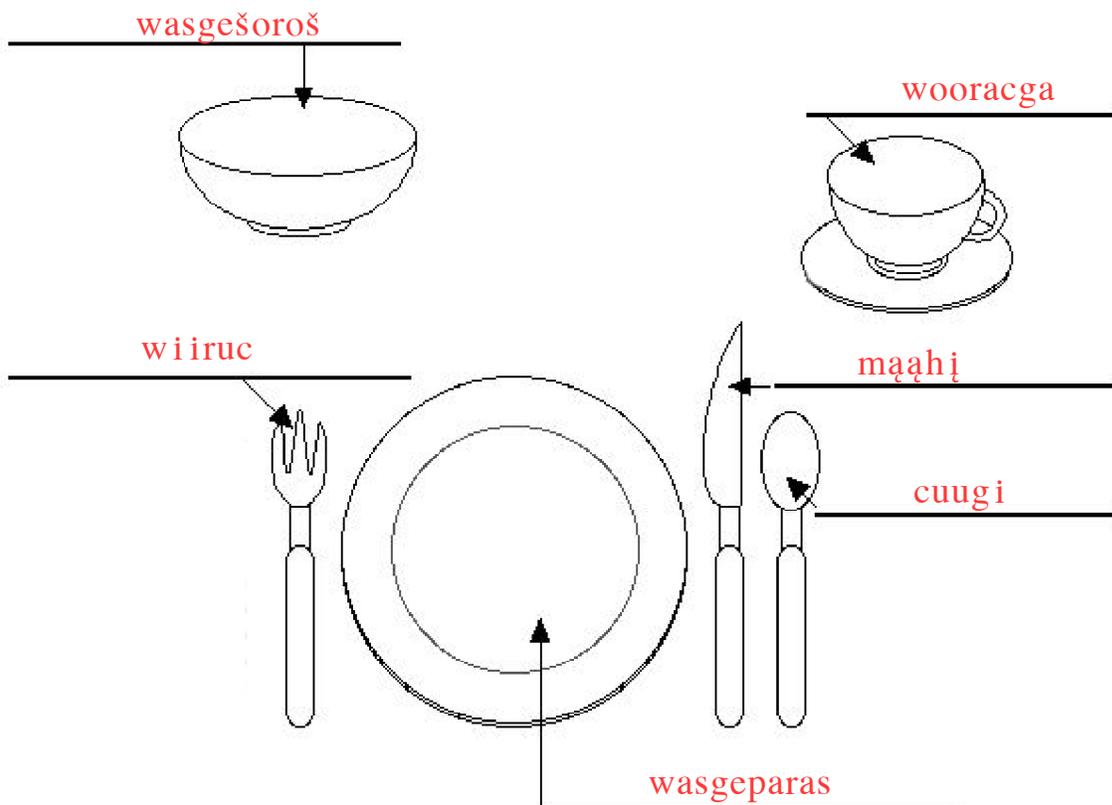
## Vocabulary:

spoon - cuugi  
 fork - wiiruc  
 knife - maąhi  
 cup - wooracga  
 plate - wasgeparas  
 bowl - wasgešoroš  
 apple - kšee  
 corn - wicawas

carrot - ziizike zii  
 pepper - sgi  
 sugar - taanižu  
 salt - niįsgu  
 meat - wani  
 soup - niįpana  
 banana - wažąhe

# Mealtime

Write the correct Hoocak word for each picture.



## Vocabulary:

spoon - cuugi  
fork - wiiruc  
knife - maḡḡi  
cup - wooracga  
plate - wasgeparas  
bowl - wasgešoroš  
apple - kšee  
corn - wicawas

carrot - ziizike zii  
pepper - sgi  
sugar - taanižu  
salt - niḡḡu  
meat - wani  
soup - niḡḡana  
banana - waḡḡe

## 5.5 Animals- Wanoicge

<b>Overview &amp; Purpose:</b>	Hoocak Animal vocabulary will be reinforced through a review and new terms will be learned.																																								
<b>Objectives:</b>	<p>Review of some Hoocak animal terms and new vocabulary will be learned.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Ant- raagakanaşge</td> <td style="width: 50%;">Hawk- kereju</td> </tr> <tr> <td>Badger – ğook</td> <td>Horse- şuqxete</td> </tr> <tr> <td>Bear- hıuc</td> <td>Insect- wikiri</td> </tr> <tr> <td>Bee- heezik</td> <td>Ladybug- wikirihaaja şuuc</td> </tr> <tr> <td>Bird- wanık</td> <td>Lightning bug- waruha</td> </tr> <tr> <td>Buffalo- ceexji</td> <td>Mosquito- raawak</td> </tr> <tr> <td>Butterfly- mişimike</td> <td>Mouse- wijukwamaşuke</td> </tr> <tr> <td>Cat- wijuk</td> <td>Owl- haşpok</td> </tr> <tr> <td>Chicken- bagaaxge</td> <td>Pig- xguuxguişe</td> </tr> <tr> <td>Cow-cee</td> <td>Rabbit- waşjik</td> </tr> <tr> <td>Coyote- maşanjaksik</td> <td>Raccoon- wake</td> </tr> <tr> <td>Deer- caa</td> <td>Robin- şijkokok</td> </tr> <tr> <td>Dog-şuuk</td> <td>Skunk- guuşge</td> </tr> <tr> <td>Dragonfly- xorojajap</td> <td>Snake- waka</td> </tr> <tr> <td>Duck- wiix</td> <td>Spider- wikirihookere</td> </tr> <tr> <td>Eagle- caaxşep</td> <td>Squirrel- ziik</td> </tr> <tr> <td>Fish- hoo</td> <td>Tick- caarasgap</td> </tr> <tr> <td>Fox – wasereke</td> <td>Turkey- ziizike</td> </tr> <tr> <td>Fly- wikirihi ipahi</td> <td>Turtle- keeçak</td> </tr> <tr> <td>Grasshopper- zaazacke</td> <td>Wolf- şuujak</td> </tr> </table>	Ant- raagakanaşge	Hawk- kereju	Badger – ğook	Horse- şuqxete	Bear- hıuc	Insect- wikiri	Bee- heezik	Ladybug- wikirihaaja şuuc	Bird- wanık	Lightning bug- waruha	Buffalo- ceexji	Mosquito- raawak	Butterfly- mişimike	Mouse- wijukwamaşuke	Cat- wijuk	Owl- haşpok	Chicken- bagaaxge	Pig- xguuxguişe	Cow-cee	Rabbit- waşjik	Coyote- maşanjaksik	Raccoon- wake	Deer- caa	Robin- şijkokok	Dog-şuuk	Skunk- guuşge	Dragonfly- xorojajap	Snake- waka	Duck- wiix	Spider- wikirihookere	Eagle- caaxşep	Squirrel- ziik	Fish- hoo	Tick- caarasgap	Fox – wasereke	Turkey- ziizike	Fly- wikirihi ipahi	Turtle- keeçak	Grasshopper- zaazacke	Wolf- şuujak
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<b>Materials:</b>	Animal/Insect Flashcards																																								
<b>Step-By-Step Procedures:</b>	<ul style="list-style-type: none"> <li>• Go through the list of animals and listen to the audio CD provided.</li> <li>• Students can work in pairs, taking turns practicing correct pronunciation of the animal words.</li> <li>• Have students sit in a circle</li> <li>• Designate one student to be the Memory Master. Ask if there are any volunteers.</li> <li>• Arrange the flashcards face up in the center.</li> <li>• Each student chooses a flashcard without touching it and says the word.</li> <li>• After everyone has chosen, the Memory Master must hand the correct flashcards to each student.</li> </ul> <p>Additional writing practice:</p> <ul style="list-style-type: none"> <li>• Have students create their own flashcards with the Wanoicge terms.</li> </ul> <p>Additional activity:</p> <ul style="list-style-type: none"> <li>• Put a piece of tape across the middle of the floor or draw an imaginary line dividing the room.</li> <li>• Designate one side as 'true' and the other side as 'false'.</li> <li>• Line up the students on the line, hold up a flashcard and say a word. If the students think you said the word that matches the flashcard, they should jump to the 'true' side, otherwise they should jump to the 'false' side.</li> <li>• Students who make a mistake should sit out until the next round</li> </ul>																																								
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1, A.5																																								

## 5.6 Times of the Day- Here

<b>Overview &amp; Purpose</b>	Students will learn the Hoocak words for the times of the day.
<b>Objectives</b> (Specify skills/information that will be learned.)	The terms that will be learned are:  Morning- <b>hąįni</b> Noon- <b>wiirarooçaje</b> Evening- <b>hoxjana</b> Night- <b>hąąhe</b> Midnight – <b>hąąhekisak</b>
<b>Materials</b> (What resources/supplies etc do you need?)	Audio CD Time of the Day flashcards Time of the Day worksheet
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Talk about the times of the day (morning, noon, evening, night).</li> <li>• Listen to the Audio CD for correct pronunciation of each word.</li> <li>• Students can practice with a partner using the Time of the Day flashcards.</li> <li>• Students will complete the Time of the Day worksheet to reinforce new vocabulary and practice writing the terms.</li> </ul>
<b>Standards addressed:</b>	Academic Standards for Foreign Languages: B.1

# Hąąp woorakra

## Time of Day



hąinį



wiiraroocąje



hoxjąną



hąąhe

Go to bed - \_\_\_\_\_

Eat dinner - \_\_\_\_\_

Wake up - \_\_\_\_\_

Have lunch - \_\_\_\_\_

Dream - \_\_\_\_\_

Start school - \_\_\_\_\_

Finish school - \_\_\_\_\_

Eat breakfast - \_\_\_\_\_

Play with your friends - \_\_\_\_\_

Watch TV - \_\_\_\_\_

Wear pajamas - \_\_\_\_\_

Get dressed - \_\_\_\_\_

# Hąąp woorakra

## Time of Day



hąįį



wi irarooąje



hoxąą



hąąhe

Go to bed -                     Hąąhe                    

Eat dinner -                     Hoxąą                    

Wake up -                     Hąįį                    

Have lunch -                     Wi irarooąje                    

Dream -                     Hąąhe                    

Start school -                     Hąįį                    

Finish school -                     Wi irarooąje                    

Eat breakfast -                     Hąįį                    

Play with your friends -                     Wi irarooąje                    

Watch TV -                     Hoxąą                    

Wear pajamas -                     Hąąhe                    

Get dressed -                     Hąįį

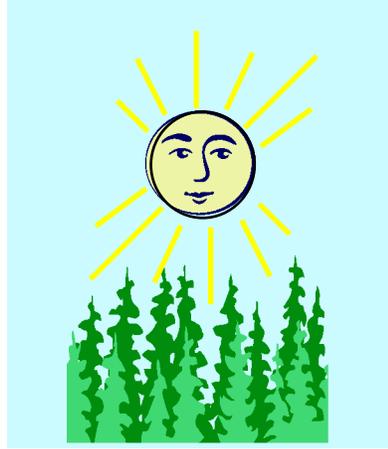
# Haap woorakra

While the correct Light Cycle of the Day under each picture.



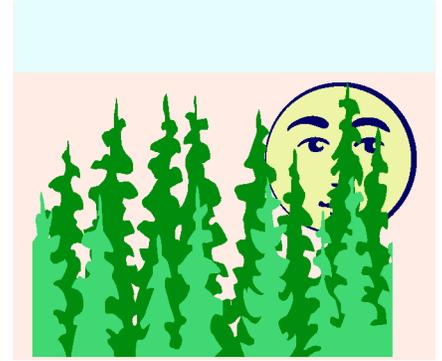
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morning



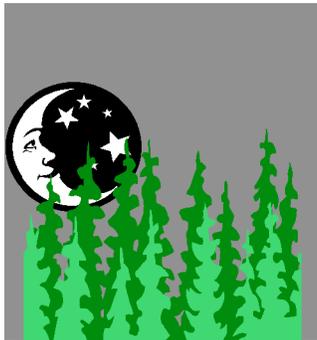
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noon



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evening



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night



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midnight

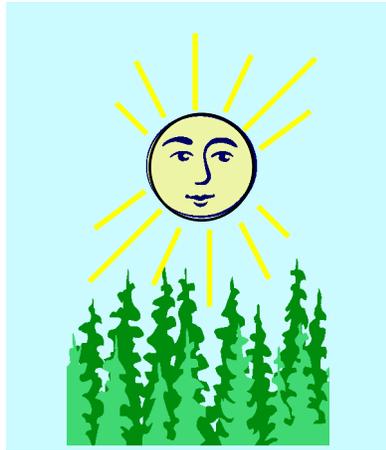
# Hąp woorakra

While the correct Light Cycle of the Day under each picture.



hąjńi

morning



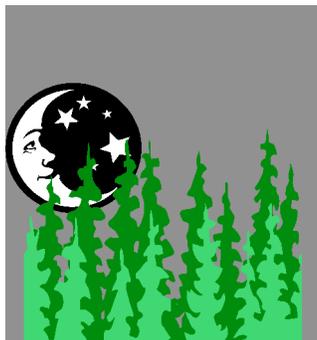
wi irarooćaje

noon



hoxjńą

evening



hąąhe

night

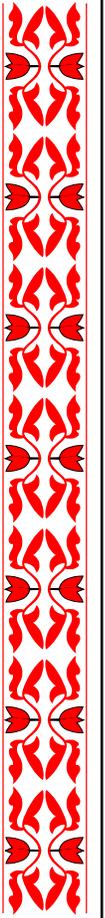


hąąhekisak

midnight

## 5.7 Months of the Year- Wiira

<b>Overview &amp; Purpose</b>	<p>Students will learn the Hoocak vocabulary for the Months of the Year. Students will label and illustrate their own calendar using the Hoocak months of the year. <b>Wiira</b> means the moon. Each of the month terms uses the word wiira to describe that moon. See if any of the students recognize other words used within the Wiira terms.</p>
<b>Objectives</b> (Specify skills/information that will be learned.)	<p>Students will learn these terms:</p> <p>January- <b>Huuc wiconira wiira</b>          February -<b>Huuc wihiraagnira</b>          March -<b>Wake hikiruze wiira</b>          April - <b>Hoo hiroginina wiira</b>          May -<b>Maa hitawus hii wiira</b>          June -<b>Maa hina' u wiira</b>          July -<b>Waxoc wiira</b>          August -<b>Watajox hii wiira</b>          September -<b>Huwwa zuuk wiira</b>          October- <b>Caa maa hinao wiira</b>          November -<b>Caa hikiruxe wiira</b>          December -<b>Caa hee wakxu wiira</b></p>
<b>Materials</b> (What resources/supplies etc do you need?)	<p>Blank Calendars(one blank page is provided please make copies to make a full calendar)          Magazines, crayons, markers          Months of the year flashcards          Audio CD          Wiira Worksheet</p>
<b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Introduce Months of the year in Hoocak.</li> <li>• Listen to the audio CD for correct pronunciation.</li> <li>• Discuss each month and what it represents.</li> <li>• Have students complete the Wiira matching worksheet.</li> <li>• Have each student make a calendar. Give each student the blank calendar sheet. Have them fill in the months of the year and days of the week using Hoocak vocabulary. They can add pictures from a magazine or draw pictures that represent each month.</li> </ul>
<b>Standards addressed:</b>	<p>Academic Standards for Foreign Languages: B.1</p>



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Haramihe Haap	Haapec	Haap Hinupaha	Haap Hitaniha	Haap Hijopaha	Haap Hisacaha	Waruwahaap



# Wiira



Match the correct word with each month. Put the correct number on the line.

<b>January</b>	_____	1. Waxoc wiira
<b>February</b>	_____	2. Caa hikiruxe wiira
<b>March</b>	_____	3. Caa maą hinažo wiira
<b>April</b>	_____	4. Caa hee wakšu wiira
<b>May</b>	_____	5. Hųc wiconįra wiira
<b>June</b>	_____	6. Hųc wiihiraagnįra
<b>July</b>	_____	7. Hųwų žuuk wiira
<b>August</b>	_____	8. Watajox hii wiira
<b>September</b>	_____	9. Maą hina'ų wiira
<b>October</b>	_____	10. Maą hitawus hii wiira
<b>November</b>	_____	11. Wake hikiruxe wiira
<b>December</b>	_____	12. Hoo hirogįnįna wiira

# Wiira

Match the correct word with each month. Put the correct number on the line.

<b>January</b>	<u>5</u>	1. Waxoc wiira
<b>February</b>	<u>6</u>	2. Caa hikiruxe wiira
<b>March</b>	<u>11</u>	3. Caa maą hinažo wiira
<b>April</b>	<u>12</u>	4. Caa hee wakšu wiira
<b>May</b>	<u>10</u>	5. Hųc wiconįra wiira
<b>June</b>	<u>9</u>	6. Hųc wiihiraagnįra
<b>July</b>	<u>1</u>	7. Hųwų žuuk wiira
<b>August</b>	<u>8</u>	8. Watajox hii wiira
<b>September</b>	<u>7</u>	9. Maą hina'ų wiira
<b>October</b>	<u>3</u>	10. Maą hitawus hii wiira
<b>November</b>	<u>2</u>	11. Wake hikiruxe wiira
<b>December</b>	<u>4</u>	12. Hoo hirogįnįna wiira

## 5.8 Hiža Hota- Number and Color Review

<p><b>Overview &amp; Purpose</b> (What will be learned overall)</p>	<p>Students will practice and reinforce using Hoocak Language in a fun way! Students will play <b>Hiža Hota</b> (played similar to the UNO card game).</p>
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p>Students will practice numbers 0-9, and colors red (<b>šuuç</b>), green (<b>xəwı çoo</b>), blue (<b>çoo</b>), and yellow (<b>ziı</b>) by playing “<b>Hiža Hota</b>”.</p> <p>Introduce the number 0. The Ho-Chunk word for 0 is <b>haake wažanı</b>. “<b>Hiža Hota</b>” means last one.</p>
<p><b>Materials</b> (What resources/supplies etc do you need?)</p>	<p>Deck of “<b>Hiža Hota</b>” cards</p>
<p><b>Step-By-Step Procedures:</b> (Describe the independent activity to reinforce this lesson)</p>	<p>Have students review the numbers and colors. Instructions are included but the overall objective is:</p> <ul style="list-style-type: none"> <li>• Students must speak Hoocak.</li> <li>• If a player speaks English when playing they must draw 6 cards.</li> <li>• To be the first player to score 500 points. Points are scored by getting rid of all the cards in your hand before your opponent’s. You score points for the cards left in your opponent’s hand.</li> <li>• For more directions see the instruction sheet that comes with the card game.</li> </ul>
<p><b>Standards addressed:</b></p>	<p>Academic Standards for Foreign Languages: B.1, A.5</p>

## 5<sup>th</sup> Grade Hoocak Vocabulary List

<b>Hoocak</b>	<b>English</b>
<b>Maa hijaja joop</b>	<b>Seasons</b>
Hosini _____	Cold
Jaajap _____	Lightning
K'oo _____	Thunder
Maa'e _____	Storm
Maa pi ihi _____	Nice weather
Maa xi _____	Cloudy
Maitajewehi _____	Wind
Niizu _____	Rain
Niizu xocke _____	Mist
Ruuja _____	Fog
Taakac _____	Hot
Waa _____	Snow
Wiipamakere _____	Rainbow
 <b>Roohira</b>	 <b>the Body</b>
Aa _____	Arm
Hišjasu _____	Eye
Huu _____	Leg
Ii _____	Mouth
Naacawa _____	Ear
Naa ju _____	Hair
Naa p _____	Hand
Naa su _____	Head
Paa _____	Nose
Sii _____	Foot
 <b>Woorucra herena</b>	 <b>Mealtime</b>
Cuugi _____	Spoon
Ksee _____	Apple

Maaḥi	Knife
Niḥpaṇa	Soup
Niḥsḡu	Salt
Sḡi	Pepper
Taanḥžu	Sugar
Wanḥ	Meat
Wasḡeparas	Plate
Wasḡešoroš	Bowl
Wažḥe	Banana
Wicawḥs	Corn
Wiiruc	Fork
Wooracḡa	Cup
Ziizikezii	Carrots

<b>Wanoicḡe</b>	<b>Animals</b>
Bagaaxḡe	Chicken
Caa	Deer
Caarasḡapke	Tick
Caaxšep	Eagle
Cee	Cow
Ceexḥi	Buffalo
Ĝook	Badger
Ḡuḥšḡe	Skunk
Hḥapok	Owl
Heezik	Bee
Hoo	Fish
Huḥc	Bear
Keecḥk	Turtle
Kereḥu	Hawk
Mḥḥḥikaksik	Coyote
Mḥḥimḥke	Butterfly
Raagakḥḥḥḥšḡe	Ant
Raawḥk	Mosquito
Šḥḥḥkokok	Robin
Šuḥkḥḥk	Wolf

Šuuk	Dog
Šuukxete	Horse
Waka	Snake
Wake	Raccoon
Wanjik	Bird
Waruha	Lightning Bug
Wasereke	Fox
Wašjik	Rabbit
Wiix	Duck
Wijuk	Cat
Wijukwamanuke	Mouse
Wikiri	Insect
Wikirihaaja šuuc	Ladybug
Wikirihi ipahi	Fly
Wikirihookere	Spider
Xguuxguise	Pig
Xorojajap	Dragonfly
Zaazacke	Grasshopper
Ziik	Squirrel
Ziizike	Turkey

<b>Here</b>	<b>Time</b>
Hajini	Morning
Wiiraroocaje	Noon
Hoxjana	Evening
Haahe	Night
Haahekisak	Midnight

<b>Wiira</b>	<b>Months of the Year</b>
Huc wiconira wiira	January
Huc wihiraagnira	February
Wake hikiruxe wiira	March
Hoo hiroginina wiira	April
Ma hitawus hii wiira	May
Ma hina' u wiira	June

Waxoc wiira_____	July
Watajox hii wiira_____	August
Hųųwą žuuk wiira_____	September
Caa maą hinažo wiira_____	October
Caa hikiruxe wiira_____	November
Caa hee wakšu wiira_____	December



# 5<sup>th</sup> Grade Hoocak Language Post-Assessment

Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

## Weather

mąąpııhi - nice weather	mąą'e - storm	ruują - fog	nııžu xocke - mist	wiipamąkere - rainbow

nııžu - rain	waa - snow	mąıtajewehi - wind	mąąxi - cloudy	jaajap - lightning

taakac - hot	k'oo - thunder	hosıni - cold		

Weather: \_\_\_\_\_ / \_\_\_\_\_ 13

Comments:

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## Body Parts

nąąsu - head	nąącawa - ear	huu - leg	nąąju - hair	ii - mouth

nąap - hand	hişjasu - eye	paa - nose	aa - arm	sii - foot

Body parts: \_\_\_\_\_ / \_\_\_\_\_ 10

Comments:

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## Mealtime

cuugi - spoon	wiiruc - fork	maahji - knife	wooracga - cup	wasgešoroš - bowl

nijigu - salt	sgii - pepper	taaniju - sugar	wanji - meat	wasgeparas - plate

ziizike zii - carrots	kšee - apple	wažahē - banana	wicawas - corn	nijpana - soup

Mealtime: \_\_\_\_\_ / \_\_\_\_\_ 15

Comments:

## Animals

šujukjak - wolf	šujuk - dog	wujuk - cat	wanik - bird	hoo - fish

cee - cow	šujukxete - horse	ziik - squirrel	ceexji - buffalo	huyuc - bear

wjukwamaņuke - mouse	waka - snake	keecak - turtle	ziizike - turkey	caaxšep - eagle

bagaaxge - chicken	wikiri - insect	wašjik - rabbit	wake - raccoon	xguuxguiše - pig

guušge - skunk	heezik - bee	haapok - owl	mijimike - butterfly	wijx - duck

caa - deer	maņnikaksik - coyote	gook - badger	šijkokok - robin	kereju - hawk

zaazacke - grasshopper	wikirihookere - spider	wikirihiipahi - fly	xorojajap - dragonfly	wikirihaaja šuuc - ladybug

raagakanašge - ant	raawaq - mosquito	caarasgapke - tick	waruha - lightning bug	wasereke - fox

Animals: \_\_\_\_\_ / 40

Comments:

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### Times of the Day

hąjń - morning	wiiraroocaje - noon	hoxjana - evening	haqhe - night	haqhekisak - midnight

Times of the day: \_\_\_\_\_ / 5

Comments:

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### Months of the Year

Hųc wiconra wiira - January	Hųc wihiraagnra - February	Wake hikiruxe wiira - March	Hoo hiroginna wiira - April	Mą hitawus hii wiira - May

Mą hina' u wiira - June	Waxoc wiira - July	Watajox hii wiira - August	Hųwų žuuk wiira - September	Caa mą hinažo wiira - October

Caa hikiruxe wiira - November	Caa hee wakšu wiira - December			

Months of the year: \_\_\_\_\_ / 12

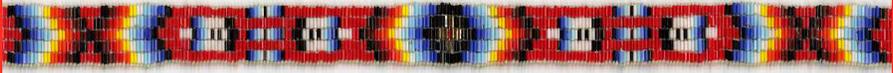
Comments:

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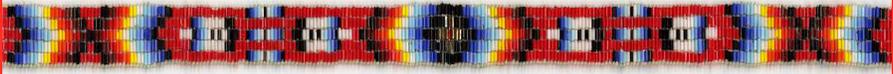
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Total: \_\_\_\_\_ /95



# Hoocak Language Workbook

## **Glossary**





## English- Hoocak Glossary

English	Hoocak
1 _____	Hižakiira
10 _____	Kerepaŋaiza
11 _____	Hižakirašana
12 _____	Nuupašana
13 _____	Taanjašana
14 _____	Joopašana
15 _____	Saacašana
16 _____	Hakeweašana
17 _____	Šaagowjašana
18 _____	Haruwakašana
19 _____	Hižakicušgunjašana
2 _____	Nuup
20 _____	Kerepaŋa nuup
3 _____	Taanj
4 _____	Joop
5 _____	Saaca
6 _____	Hakewe
7 _____	Šaagowj
8 _____	Haruwak
9 _____	Hižakicušgunj
Animal _____	Wanoicge
Ant _____	Raagakaŋašge
Apple _____	Kšee
April _____	Hoo hiroginina wiira
Are you hungry? _____	Toonjkewehi?
Are you thirsty _____	Ijijwus?
Arm _____	Aa
Ask _____	Higiwax
August _____	Watajox hii wiira
Aunt _____	Cuwi
Baby animal _____	Wanoicge nijk
Badger _____	Šook
Banana _____	Wažah
Bear _____	Huuc
Bee _____	Heezik

Berry _____	Haas
Bird _____	Wanjk
Black _____	Seep
Blue _____	Coo
Blueberry _____	Haastjk
Bowl _____	Wasgešoroš
Buffalo _____	Ceexji
Butterfly _____	Mijimike
Carrots _____	Ziizikezii
Cat _____	Wijuk
Chicken _____	Bagaaxge
Circle _____	Giis
Clothing _____	Wainj
Clouds _____	Maxxi
Coat _____	Woonaxxi xete
Cold _____	Hosinj
Colors _____	Hokirac
Come here _____	Guure
Corn _____	Wicaxax
Corn cob _____	Woosak
Cow _____	Cee
Coyote _____	Manaxkaksik
Cup _____	Wooracga
Day _____	Haxp
December _____	Caa hee wakxu wiira
Deep _____	Seewe
Deer _____	Caa
Dog _____	Šuxk
Dragonfly _____	Xorojajap
Dress _____	Waje
Drink _____	Racga
Drink it! _____	Racxane!
Duck _____	Wix
Eagle _____	Caaxsep
Ear _____	Naxcawa
Eat _____	Waruuc
Eat it _____	Ruucce
Evening _____	Hoxjana
Eye _____	Hišjasu
Fall _____	Caxni
Father _____	Jaaji

February _____	Hųç wiihiraagnıra
Female's relative _____	Hinųk waža hok i
Fields _____	Mąax
Fish _____	Hoo
Flowers _____	Xąaw i hoxere
Fly _____	Wikirihi ipahi
Fog _____	Ruuja
Foot _____	Sii
Fork _____	Wi iruc
Fox _____	Wasereke
Friday _____	Hąap Hisacąha
Gloves _____	Nąap horužuc
Good _____	P i i
Good morning _____	Hąini pi i
Grandfather _____	Cooka
Grandmother _____	Gaaga
Grass _____	Xąaw i
Grasshopper _____	Zaazacke
Green _____	Xąaw i coo
Greetings _____	Hin i karagi
Hair _____	Nąaju
Hand _____	Nąap
Hat _____	Wookąnak
Hawk _____	Kereju
Head _____	Nąasu
Heart _____	Nąacge
High _____	Šeewe
Horse _____	Šųkxete
Hot _____	Taakac
How are you?(sitting) _____	Jaan isge šanak?
How are you?(standing) _____	Jaan isge raje?
Insect _____	Wikiri
It's a good day. _____	Hąap pihi je.
It's cloudy outside. _____	Cąageja mąax ihije.
It's cold outside. _____	Cąageja hos in ihije.
It's hot outside. _____	Cąageja taakac je.
It's raining outside. _____	Cąageja ni i žuje.
It's snowing outside. _____	Cąageja waahuhije.
It's windy outside. _____	Cąageja ma i tajewehije.
January _____	Hųç wicon i rawi ira
July _____	Waxoc wi ira

June _____	Mąą hiną'ų wiira
Knife _____	Mąąh i
Ladybug _____	Wikirihaaja šuuc
Leaf _____	Nąą'ap
Leg _____	Huu
Lightning _____	Jaąjap
Lightning bug _____	Waruha
Male's relative _____	Wąąk ważą hok i
March _____	Wake hikiruxe wiira
May _____	Mąą hitawus hii wiira
Mealtime _____	Woorucra hereną
Meat _____	Wan i
Midnight _____	Hąąhekisak
Mist _____	N i jzu xocke
Mittens _____	Kšaikšu
Monday _____	Hąąpcek
Months of the Year _____	Wiira
Morning _____	Hą in i
Mosquito _____	Raawąk
Mother _____	Nąan i
Mouse _____	Wijukwamanųke
Mouth _____	Ii
Multicolored corn _____	Wąąksik wicąwus kirikiriš
My favorite day is ... _____	Hąąp haipina...
Nice weather _____	Mąąpihi
Night _____	Hąąhe
No _____	Ka /Ka'o
Noon _____	Wiirarocąje
Nose _____	Paa
November _____	Caa hikiruxe wiira
Numbers _____	Woikarapra
October _____	Caa mąą hinągo wiira
Older Brother (Female term) _____	Tooto
Older Brother (Male term) _____	N i jn i
Older sister _____	Nųųnų
Orange _____	Wazazi
Outside _____	Cąągeja
Owl _____	Hąąpok
Pants _____	Roogaje
Pepper _____	Sgii
Pig _____	Xguuxguiše

Plate	Wasgeparas
Play	Šgaac
Rabbit	Wašjik
Raccoon	Wake
Rain	Nižu
Rainbow	Wiipamakere
Raspberry	Hazešucge
Rectangle	Parapara serec
Red	Šuuc
Relative	Waža hoki
Robin	Šjikokok
Rock	'ini
Salt	Niigu
Saturday	Waruwihap
Seasons	Mahijaja Joop
September	Huwaw žuuk wiira
Shapes	Waža hokirac
Shirt	Woonazi
Shoes	Waguje
Sit down	Mijakre
Skunk	Gušge
Snake	Waka
Snow	Waa
Snowflake	Hošešini
Socks	Sirasa
Soup	Nijpana
Spider	Wikirihookere
Spoon	Cuugi
Spring	Weena
Square	Paraparac
Squirrel	Ziik
Stand up	Nazine
Star	Wiragusge
Stop	Hiyusare
Storm	Ma'e
Strawberry	Haascek
Sugar	Taanizu
Summer	Took
Sun	Hap wii
Sunday	Haramihe hap
Sweater	Woonazi ziizik

Swimming _____	Nijp
Take it _____	Ruusre
Take corn off the cob _____	Wašgu
Thank you _____	Pijnağigi
The body _____	Roohira
Thunder _____	K'oo
Thursday _____	Hąp Hijopahą
Tick _____	Caarasgapke
Time _____	Here
To hunt _____	Nąkikara
Tree _____	Ną
Triangle _____	Taanipase
Tuesday _____	Hinupahą
Turkey _____	Ziizike
Turtle _____	Keccak
Uncle _____	Teega
Walk _____	Mąninc
Wednesday _____	Hąp Hitanihą
What _____	Jaagu
What did you do? _____	Jaagu š'ų?
What is the day like? _____	Hąpra jaasge jee?
What is your favorite day of the week? _____	Hąpra jaagiža raipi?
When _____	Jaajanagi
When will we be there? _____	Jaajanagi hihikjanawi?
Where _____	Hacijja
Where do you live? _____	Hacijja racii raje?
White _____	Sgaa
Who _____	Peežega
Who do you see? _____	Peežega hašja?
Why _____	Jaagu'ų
Why did you do that? _____	Jaagu'ų waš'ų?
Wind _____	Mąitajewehi
Windy _____	Mąitaje
Winter _____	Mąninc
Wolf _____	Šuukjak
Yellow _____	Zii
Yes _____	Hąhą'a
Younger brother _____	Hisuk
Younger sister (Female term) _____	Hicak
Younger Sister (Male term) _____	Waicge

## Hoocak – English Glossary

Hoocak	English
'iini	Rock
Aa	Arm
Bagaaxge	Chicken
Caageja hosinihije.	It's cold outside.
Caageja maaxihije.	It's cloudy outside.
Caageja majitajewehije.	It's windy outside.
Caageja nijizuje.	It's raining outside.
Caageja taakacje.	It's hot outside.
Caageja waahuhije.	It's snowing outside.
Caageja	Outside
Caani	Fall
Caa hee wakšu wi ira	December
Caa hikiruxe wi ira	November
Caa maą hinaęo wi ira	October
Caa	Deer
Caarasgapke	Tick
Caaxsep	Eagle
Cee	Cow
Ceexji	Buffalo
Coo	Blue
Cooka	Grandfather
Cuųwi	Aunt
Cuugi	Spoon
Gaaga	Grandmother
Giis	Circle
Gųųşge	Skunk
Guure	Come here
Ĝook	Badger
Hąap haipina....	My favorite day is...
Hąąhą'a	Yes
Hąąhe	Night
Hąąhekisak	Midnight
Hąap Hijopahą	Thursday
Hąap Hisacąhą	Friday
Hąap Hitanihą	Wednesday

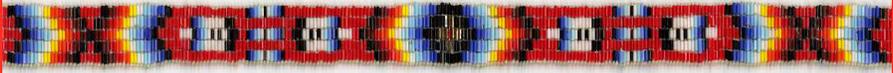
Hąap pihije. _____	It is a good day.
Hąap wii _____	Sun
Hąapcek _____	Monday
Hąapok _____	Owl
Hąapra jaaguiža raipi? _____	What is your favorite day of the week?
Hąapra jaasge jee? _____	How is the weather today?
Hąapra jaasge jee? _____	What is the day like?
Hąapra _____	Days
Haas _____	Berry
Haascek _____	Strawberry
Haciija racii raje? _____	Where do you live?
Haciija _____	Where
Hąini pii _____	Good morning
Hąini _____	Morning
Hakewe _____	6
Hakeweašana _____	16
Haramihe hąap _____	Sunday
Haruwak _____	8
Haruwakašana _____	18
Haastik _____	Blueberry
Hazešucge _____	Raspberry
Heezik _____	Bee
Here _____	Time
Hicak _____	Younger Sister (Female term)
Higiwax _____	Ask
Hinikaragi _____	Greetings
Hinuk waža hoki _____	Female's relative
Hinupaha _____	Tuesday
Hišjasu _____	Eye
Hisuk _____	Younger Brother
Hiyusare _____	Stop
Hižakicušguni _____	9
Hižakicušgunišana _____	19
Hižakira _____	1
Hižakirašana _____	11
Hokirac _____	Colors
Hoo hiroginina wiira _____	April
Hoo _____	Fish
Hošešini _____	Snowflake
Hosini _____	Cold

Hoxjana_____	Evening
Huuc wiconirawira_____	January
Huuc wihiraagnira_____	February
Huuc_____	Bear
Huwaw zuuk wiira_____	September
Huu_____	Leg
Ii_____	Mouth
Iinuwus?_____	Are you thirsty?
Jaajap_____	Lightning
Jaagu s'u?_____	What did you do?
Jaagu_____	What
Jaagu'u_____	Why
Jaagu'u was'u?_____	Why did you do that?
Jaajanagi hihikjanawi?_____	When will we be there?
Jaajanagi_____	When
Jaaji_____	Father
Jaanisge raje?_____	How are you?(standing)
Jaanisge šanak?_____	How are you?(sitting)
Joop_____	4
Joopašana_____	14
K'oo_____	Thunder
Ka /Ka'o_____	No
Keecak_____	Turtle
Kereju_____	Hawk
Kerepana nuup_____	20
Kerepanaiza_____	10
Kšaikšu_____	Mittens
Kšee_____	Apple
Maa hina'u wiira_____	June
Maa hitawus hii wiira_____	May
Maa'e_____	Storm
Maa hi_____	Knife
Maa hijaja Joop_____	Seasons
Maa ni_____	Winter
Maa nikaksik_____	Coyote
Maa pihi_____	Nice weather
Maa x_____	Fields
Maa xi_____	Cloud
Maa tajewehi _____	Wind
Maa ni ne_____	Walk
Maa i taje_____	Windy

Mijimike	Butterfly
Mijinakre	Sit down
Naa	Trees
Naa'ap	Leaf
Naacawa	Ear
Naaju	Hair
Naaikara	To hunt
Naanj	Mother
Naa horužuc	Gloves
Naa	Hand
Naaasu	Head
Naažine	Stand up
Naaage	Heart
Nijini	Older Brother (Male term)
Niip	Swimming
Niipana	Soup
Niisgu	Salt
Niizu	Rain
Niizu xocke	Mist
Nuunu	Older Sister
Nuup	2
Nuupašana	12
Paa	Nose
Parapara serec	Rectangle
Paraparac	Square
Peežega	Who
Peežega hašja?	Who do you see?
Pij	Good
Pijinagigi	Thank you
Raagakanašge	Ant
Raawak	Mosquito
Racga	Drink
Racgane!	Drink It!
Roogaje	Pants
Roohira	The Body
Ruucere	Eat It
Ruuja	Fog
Ruusre	Take It
Saaca	5
Saacašana	15
Seep	Black

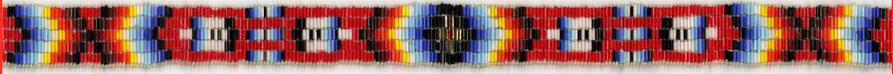
Sгаа	White
Sgii	Pepper
Sii	Foot
Siirasa	Socks
Šaagowj	7
Šaagowjašana	17
Šeewe	High or Deep
Šgaac	Play
Šijkokok	Robin
Šuukjak	Wolf
Šuuk	Dog
Šuukxete	Horse
Šuuc	Red
Taakac	Hot
Taanj	3
Taanjašana	13
Taanju	Sugar
Taanipase	Triangle
Teega	Uncle
Took	Summer
Toonikewehi?	Are you hungry?
Tooto	Older Brother (Female term)
Wąak waža hokj	Male's relative
Wąakšik wicawus kirikiriš	Multicolored corn
Waa	Snow
Waguje	Shoes
Waicge	Younger Sister (Male term)
Wainj	Clothing
Waje	Dress
Waką	Snake
Wake hikiruxe wiira	March
Wake	Raccoon
Wanj	Meat
Wanjik	Bird
Wanoicge	Animal
Wanoicge nijik	Baby animals
Waruha	Lightning Bug
Waruuc	Eat
Waruwjhaap	Saturday
Wašgu	Take corn off of the cob
Wašjik	Rabbit

Wasereke	Fox
Wasgeparas	Plate
Wasgešoroš	Bowl
Watajox hii wiira	August
Waxoc wiira	July
Wažą hokirac	Shapes
Wažą hoki	Relative
Wažąhe	Banana
Wazazi	Orange
Weena	Spring
Wiix	Duck
Wicawąs	Corn
Wiipamaķere	Rainbow
Wiira	Months of the Year
Wiiragusge	Star
Wiirarooćaje	Noon
Wiiruc	Fork
Wijuk	Cat
Wijukwamaņuke	Mouse
Wikiri	Insect
Wikirihaaja šuuc	Ladybug
Wikirihiipahi	Fly
Wikirihookere	Spider
Woikarapra	Numbers
Wookaņak	Hat
Woonąži xete	Coat
Woonąži	Shirt
Woonąži ziizik	Sweater
Wooracga	Cup
Woorucra herena	Mealtime
Woosak	Corn cob
Xaąwį hoxere	Flowers
Xaąwį	Grass
Xaąwį coo	Green
Xguuxguiše	Pig
Xorojajap	Dragonfly
Zaazacke	Grasshopper
Zii	Yellow
Ziik	Squirrel
Ziizike	Turkey
Ziizikezii	Carrots



Hoocak Language  
Workbook

**Additional  
Activities**





## **Additional Activities:**

### **Jumping the Line**

Put a piece of tape across the middle of the floor or draw an imaginary line dividing the room. Designate one side as 'true' and the other side as 'false'. Line up the students on the line, hold up a flashcard and say a word. If the students think you said the word that matches the flashcard, they should jump to the 'true' side, otherwise they should jump to the 'false' side. Students who make a mistake should sit out until the next round.

### **Flyswatter**

Write terms on the board. Divide the students into teams. One player from each team at a time comes to the board. You say a word and the student who slaps the board first with their flyswatter and the correct term gets a point.

### **Memory Master**

Have students sit in a circle. This can be done in small groups until students are ready for the challenge of a larger group. Designate one student to be the Memory Master. Ask if there are any volunteers. Remind students that this activity is for practice and it's okay to make mistakes. Arrange the flashcards face up in the center. Each student chooses a flashcard and says the word. They cannot touch the flashcards. After everyone has chosen, the Memory Master must hand the correct flash cards to each student.

### **Simon Says**

Have students stand up. Body parts Simon says: "Simon says touch your paa". "Simon says mîjînaḳre." "Nâḳḳîne." Those who stand on Nâḳḳîne must sit out until the next round. The more body parts and commands the students learn the more challenging the game will become.

### **Clothes Horse**

Get some large clothing (large enough that it may fit over your students' clothing). Try to gather two sets of each of the clothing words. Split the students into teams. Have the teams designate a "mannequin" for each round. Say the Hoocâk word and have the students put the clothing on the team's mannequin. The team that gets the correct item of clothing on their mannequin, in the fastest time, gains a point.

### **Pictionary**

Have a student come up to the front and show him/her a flashcard. That student should draw it on the board. The first student to guess the picture gets a point. This can also be played in teams. To make it more challenging, try a Draw it Relay

### **Draw It Relay**

Divide the students into two teams. Whisper a flashcard to the first member of both teams and have them run to the board and draw the word as fast as possible. Award points to the fastest team.

### **Run And Get It- Animal version**

Divide the class into teams and have them stand facing each other. Assign each team member a number from 1 to 4 (hižakiira, nųp, taanĭ, joop). Place a few flashcards in the middle of the teams. Call a number and a flashcard, e.g. "Taanĭ – Wijuk!" The students assigned that number must run into the center and touch the correct flashcard and shout "Wijuk". The member who touched and called first can take the flashcard to their side.

### **Ten**

Students stand in a circle and chorus counting from 1-10. Instruct the students to each call out hižakiira, nųp, taanĭ, joop, saaca in numerical order. The student who calls out 'kerepaŋaižā' must sit down. Continue until only one student is standing. That student wins the game.

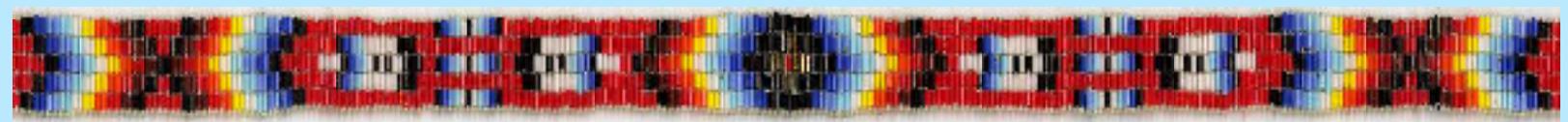
E.g. "hižakiira, nųp ", "taanĭ, joop, saaca", "hakewe", "šaagowĭ, haruwāk, hižakicušgūŋĭ", "kerepaŋaižā (sits down)", " hižakiira "..... Try playing it backwards as an extra challenge.

### **Paper Airplane Contest**

Give students a couple of minutes to make an airplane and one minute to test them. Divide the students into two teams and have the teams stand at the back of the room. Ask a student a question using the vocabulary words and if the answer is correct that student gets a throw. Assign points to different objects in the room (white board = 10pts., far wall = 15pts., etc.). These are just targets for the students to hit. Each student should be asked a question and teammates can help if needed.

### **Musical Chairs**

Line up the chairs and place a flashcard on each one. Play some music and have the students walk, skip, jump around the chairs. When the music stops, the students should sit down on a chair and shout out their flash cards. For more excitement remove a chair while the music is playing and make the chair-less student sit out until the next round.



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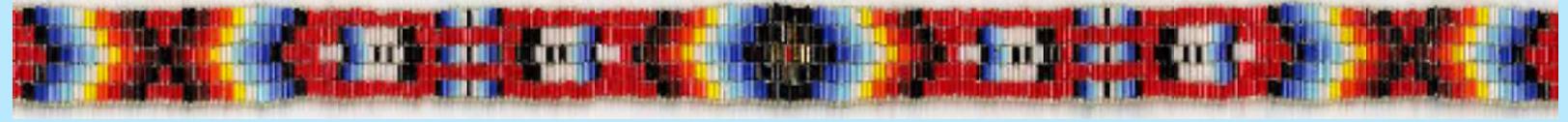
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