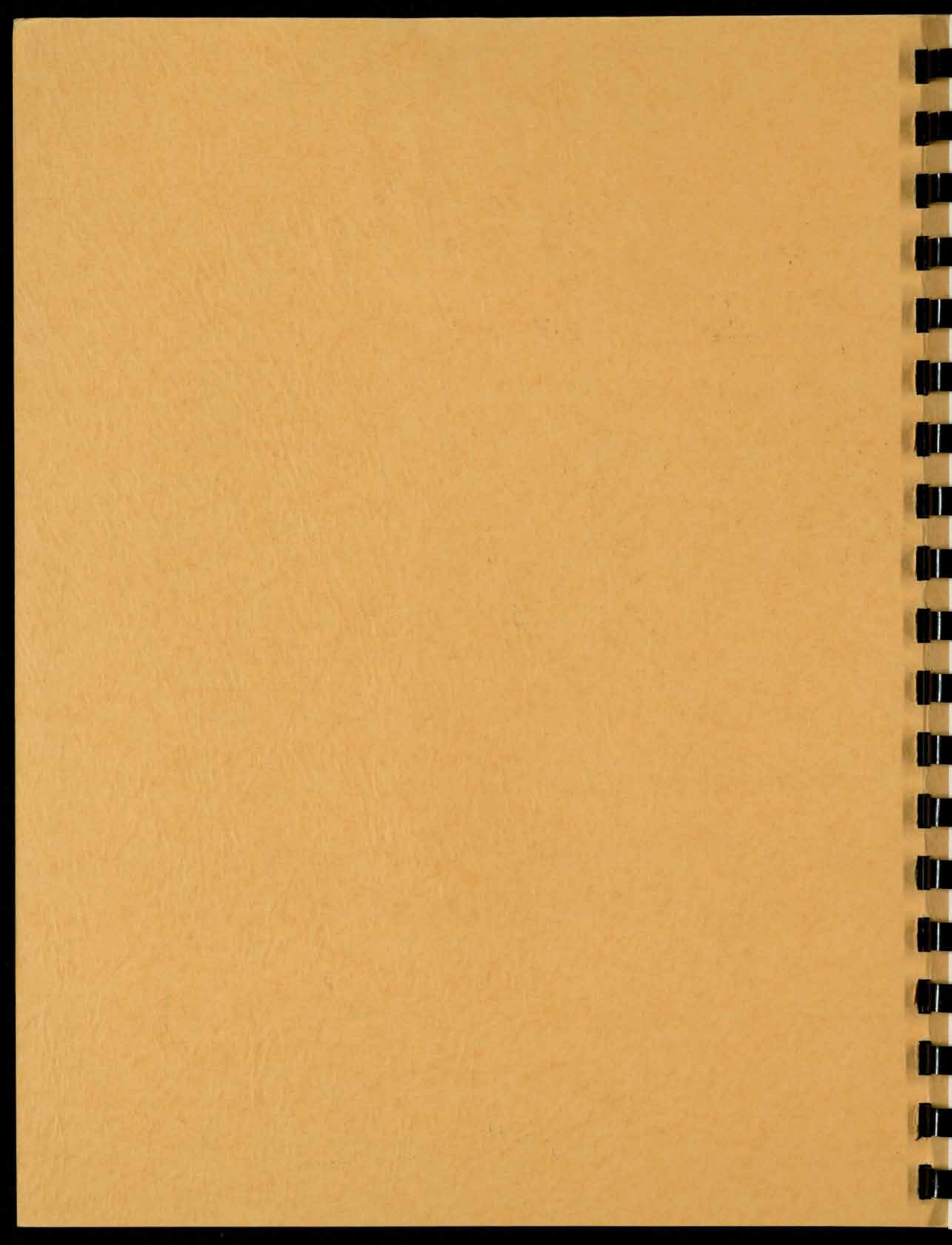




SPOKEN

KOYUKON



SPOKEN KOYUKON

A Production of the

Alaska Native Education Board
Alaska Bilingual Education Center
4510 International Airport Road
Anchorage, Alaska

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June 1975

The Alaska Native Education Board
Gratefully Acknowledges the Cooperation of the
Alaska Unorganized Borough School District
In Printing this Field Test Edition.

EMERSON KATUKI

A Facsimile of the

Alaska Native Education Board
Alaska Historical Education Center
4218 International Airport Road
Anchorage, Alaska

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Historical Education Center.

June 1975

Alaska Native Education Board
Alaska Historical Education Center
4218 International Airport Road
Anchorage, Alaska 99507

TEACHING UNITS ARE FOR

These units are for teaching spoken Koyukon to students who do not speak the language at home. They are also units to help children in their first year of understanding and speaking.

SPOKEN KOYUKON

These units are designed to present the most important and useful words, sentences, and phrases. Students learn to hear sounds of the Koyukon language by starting with the easiest, most familiar words first. In each of nine units, the first year of study, students learn to use at least 200 words of spoken Koyukon in questions, answers, and simple statements about daily life. They can practice the language and build some knowledge of Koyukon by using outside of school the questions and statements they have learned in language class.

Teaching Units

for

Beginning Second Language

TELL US

These are "field test" books. Please tell us of any changes or corrections that need to be made in the language or the teaching suggestions. Before the books are printed, you can help make them more useful and correct for all language teachers by giving us your comments. Your suggestions can make teaching materials better for the classroom.

Written by

The Koyukon Language Team

- Marjorie Attla
- Richard Dauenhauer
- Karen Willmore
- Marcia Marsh
- David Henry

HOW THE UNITS WORK TOGETHER

Each unit features numbered "Activities" which tell in step-by-step order how the teacher might help the students practice the lesson effectively.

June 1975

Alaska Bilingual Education Center
4510 International Airport Road
Anchorage, Alaska
99502

SHIRAZ KOTWALA

Teaching Units

for

Beginning Second Language

Written by

The Korean Language Team

Myungsik Ahn
Richard Daneman
Loren Mitchell
Karin Smith
David Young

June 1975

WHAT THESE UNITS ARE FOR

These units are for teaching spoken Koyukon to students who do not speak the language at home. There will be nine units to help children in their first year of understanding and speaking.

These units are designed to give the students the most important and useful words, sentences, and questions. Students learn to make sounds of the Koyukon language by starting with the easiest, most familiar sounds first. At the end of nine units, the first year of study, students should know and use at least 200 words of spoken Koyukon in questions, answers, and simple statements about daily life. They can practice the language and build more knowledge of Koyukon by using outside of school the questions and statements they have learned in language class.

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HOW THE UNITS ARE PUT TOGETHER

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Alaska Bilingual Education Center
4510 International Airport Road
Anchorage, Alaska
99502

WHAT THESE UNITS ARE FOR

These units are for teaching spoken Koyukon to students who do not speak the language at home. There will be nine units to help children in their first year of understanding and speaking.

These units are designed to give the students the most important and useful words, sentences, and questions. Students learn to make sounds of the Koyukon language by starting with the easiest, most familiar sounds first. At the end of nine units, the first year of study, students should know and use at least 200 words of spoken Koyukon in questions, answers, and simple statements about daily life. They can practice the language and build more knowledge of Koyukon by using outside of school the questions and statements they have learned in language class.

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These are "field test" books. Please tell us of any changes or corrections that need to be made in the language or the teaching suggestions. Before the books are printed, you can help make them more useful and correct for all Koyukon children by giving us your comments. Your experience and knowledge can help teaching materials better for the classroom.

HOW THE UNITS ARE PUT TOGETHER

Each unit features numbered "Activities" which call in step-by-step order how the teacher might help the students practice the lesson effectively.

Alaska Bilingual Education Center
4510 International Airport Road
Anchorage, Alaska
99505

Active Vocabulary

Passive Vocabulary

Active Vocabulary

Passive Vocabulary

dinas
dinasga
koola
koolo gisoo?
kildada
kooloo
sooga
diboo
lool
gool
el
lit
el shoney
dinas suyhunas?
bidil
iik
looh'a
dookh'aa
tadook
diliboo
hoel
hideoo
oho'

bidil to'la'
kooloo'kooloo'
koolo loodo...
kooloolat.
koolo sooga...
kooloolat.
kooloo'kooloo...
koolo diboo' hoel?

SPOKEN KOYUKON
Teaching Units
for
Beginning Second Language

UNIT I

Written by
The Koyukon Language Team

Marjorie Attla
Richard Dauenhauer
Karen Willmore
Marcia Marsh
David Henry

Patterns

Go la kooa.

June 1975

STUDENT WORKBOOK

Teaching Units
for
Beginning Second Language

UNIT 1

Edited by

The Korean Language Team

Richard Ganssauer
Karen Hillman
Francis Harsh
David Henry

June 1975

Active Vocabulary

dinaa
 dineega
 keela
 Goło ginee?
 nildaala
 kaazina
 sooga
 dibee
 leek
 gaal
 al
 lit
 al ahonee
 Ginee nughunee?
 bidziy
 guh
 look'a
 deenk'aa
 teekona
 dilbaga
 haal
 Nideen.
 Oho'.

Passive Vocabulary

Ditlik ts'in'.
 K'onozeeghultl'ee'
 Gon leedo.
 Oodeelkat.
 Koon koon.
 Soodeelkat.
 K'iyeeega' niltsee.
 Goło niyeeey hee?

Patterns

Go is dinaa.

Nugh is dibee.

_____.

_____.

ACTIVITY ONE (teacher to whole class)

VOCABULARY: dinaa dineega keela

MATERIALS: pictures of vocabulary items

OBJECTIVES: Students hear and understand:
 dinaa, dineega, keela
 Golo ginee?
 Go is dinaa.

1. Teacher says:

Ditlik ts'a. K'onozeeghultl'ee'.
 Gon leedo.

2. Students sit in a circle or semicircle on the floor or on chairs.

3. Teacher says, touching picture of man:

Go is dinaa.

4. Teacher asks, pointing with finger touching picture of man:

Golo ginee?

5. Teacher answers:

Go is dinaa.

6. Continue and repeat steps 3, 4, and 5 with other vocabulary.

UNIT I

KOYUKON

ACTIVITY TWO (Student to student)

VOCABULARY: dinaa

MATERIALS: pictures of vocabulary item

OBJECTIVES: Students hear and respond to oodeelkat and koon koon.
Students hear, understand, and say:

Go is dinaa.

Go!o ginee?

1. Teacher says to class:

Go is dinaa.

2. Teacher says and signals to class:

Koon koon.

3. Class responds:

Go is dinaa.

4. Teacher says to class, pointing with finger touching picture of man:

Go!o ginee?

5. Class, touching picture, answers:

Go is dinaa.

6. Teacher says to confident student, indicating first student to her left:

Oodeelkat.

7. Student asks other student, touching picture, then giving picture to student:

Go!o ginee?

8. Student answers, touching picture:

Go is dinaa.

9. Teacher signals student to ask next student the same question. Teacher says:

Oodeelkat.

Continued -

UNIT I

KOYUKON

ACTIVITY TWO Con't

10. Student asks next student, touching picture, then giving picture to next student:

Go lo ginee?

11. Next student answers, touching picture:

Go is dinaa.

12. Continue and repeat steps 9, 10, and 11 around the circle until student to teacher's right has asked teacher the question, passed the picture to the teacher, and teacher has answered.

ACTIVITY THREE (Student to student with new words)

VOCABULARY: keela dineega

MATERIALS pictures of vocabulary items

OBJECTIVES: Same as for Activity Two, but with new vocabulary
Students hear, understand, and say:

Go is keela.

Go is dineega.

1. Repeat Activity Two, substituting:

keela for dinaa

2. Repeat Activity Two, substituting:

dineega for dinaa

ACTIVITY FOUR (Teacher to student with new words)

VOCABULARY: nildaala, kaazina, sooga, dibee, leek
 (gaal, al, lit, al ahonee may also be introduced)

MATERIALS: pictures of vocabulary items

OBJECTIVES: Students become aware of the sentence pattern:

Go is _____.

Students hear, understand, and say the sentence with the new vocabulary.

1. Teacher gives each student a different picture.

2. Teacher goes to student with:

sooga

and, touching picture says:

Go is sooga.

3. Teacher signals and says:

Koon koon.

4. Student repeats:

Go is sooga.

5. Teacher touches picture and asks:

Go!o ginee?

6. Student answers, (with help if necessary) saying:

Go is sooga.

7. Teacher says and signals:

Koon koon.

8. Whole class repeats:

Go is sooga.

9. Repeat steps 2-8 with each student.

ACTIVITY THREE (Student to student with new words)

VOCABULARY: keela dineega

MATERIALS pictures of vocabulary items

OBJECTIVES: Same as for Activity Two, but with new vocabulary
Students hear, understand, and say:

Go is keela.
Go is dineega.

1. Repeat Activity Two, substituting:

keela for dinaa

2. Repeat Activity Two, substituting:

dineega for dinaa

ACTIVITY FOUR (Teacher to student with new words)

VOCABULARY: nildaala, kaazina, sooga, dibee, leek
 (gaal, ał, lit, ał ahonee may also be introduced)

MATERIALS: pictures of vocabulary items

OBJECTIVES: Students become aware of the sentence pattern:

Go is _____.
 Students hear, understand, and say the sentence
 with the new vocabulary.

1. Teacher gives each student a different picture.

2. Teacher goes to student with:

sooga

and, touching picture says:

Go is sooga.

3. Teacher signals and says:

Koon koon.

4. Student repeats:

Go is sooga.

5. Teacher touches picture and asks:

Goło ginee?

6. Student answers, (with help if necessary) saying:

Go is sooga.

7. Teacher says and signals:

Koon koon.

8. Whole class repeats:

Go is sooga.

9. Repeat steps 2-8 with each student.

ACTIVITY THREE (Student to student with new words)

VOCABULARY: keela dineega

MATERIALS pictures of vocabulary items

OBJECTIVES: Same as for Activity Two, but with new vocabulary
Students hear, understand, and say:

Go is keela.

Go is dineega.

1. Repeat Activity Two, substituting:

keela for dinaa

2. Repeat Activity Two, substituting:

dineega for dinaa

ACTIVITY FOUR (Teacher to student with new words)**VOCABULARY:** nildaala, kaazina, sooga, dibee, leek

(gaał, ał, lit, ał ahonee may also be introduced)

MATERIALS: pictures of vocabulary items**OBJECTIVES:** Students become aware of the sentence pattern:

Go is _____.

Students hear, understand, and say the sentence with the new vocabulary.

1. Teacher gives each student a different picture.

2. Teacher goes to student with:

sooga

and, touching picture says:

Go is sooga.

3. Teacher signals and says:

Koon koon.

4. Student repeats:

Go is sooga.

5. Teacher touches picture and asks:

Golo ginee?

6. Student answers, (with help if necessary) saying:

Go is sooga.

7. Teacher says and signals:

Koon koon.

8. Whole class repeats:

Go is sooga.

9. Repeat steps 2-8 with each student.

ACTIVITY FIVE (Student to student)

VOCABULARY: Same as Activity Four

MATERIALS: Stack of vocabulary pictures

OBJECTIVES: Students practice application of Go is _____ pattern.
Students practice saying and responding to
Go!o ginee?
Students practice understanding and saying new
vocabulary.

1. Teacher says to first student, touching picture of the marten:
Go!o ginee?
2. Student, touching picture, answers:
Go is sooga.
3. Teacher says to student, indicating first student to the right:
Oodeelkat.
4. Student asks, touching the picture:
Go!o ginee?
5. Student answers, touching picture:
Go is sooga.
6. Teacher says to student, indicating next student:
Oodeelkat.
7. Repeat steps 1, 2, 3, 4, and 5 until each student has answered and asked one question, with help if necessary.

ACTIVITY SIX (Teacher to student)

VOCABULARY: Same as Activities Four and Five, plus:

Nugh is

MATERIALS: pictures of vocabulary items

OBJECTIVES: Students hear and understand the difference between:

Go is and

Nugh is.

Students review vocabulary by listening.

1. Teacher places pictures around the room at a distance from herself and the circle of students.
2. Teacher goes and touches picture pointed to, saying:
Go is dibee.
3. Teacher returns to group, points to the picture, and says:
Nugh is dibee.
4. Repeat steps 1, 2, and 3 until all pictures have been named.

ACTIVITY FIVE (Student to student)

VOCABULARY: Same as Activity Four

MATERIALS: Stack of vocabulary pictures

OBJECTIVES: Students practice application of Go is _____ pattern.
Students practice saying and responding to
Go!o ginee?
Students practice understanding and saying new
vocabulary.

1. Teacher says to first student, touching picture of the marten:

Go!o ginee?

2. Student, touching picture, answers:

Go is sooga.

3. Teacher says to student, indicating first student to the right:

Oodeelkat.

4. Student asks, touching the picture:

Go!o ginee?

5. Student answers, touching picture:

Go is sooga.

6. Teacher says to student, indicating next student:

Oodeelkat.

7. Repeat steps 1, 2, 3, 4, and 5 until each student has answered and asked one question, with help if necessary.

ACTIVITY SIX (Teacher to student)

VOCABULARY: Same as Activities Four and Five, plus:

Nugh is

MATERIALS: pictures of vocabulary items

OBJECTIVES: Students hear and understand the difference between:

Go is and

Nugh is.

Students review vocabulary by listening.

1. Teacher places pictures around the room at a distance from herself and the circle of students.
2. Teacher goes and touches picture pointed to, saying:
Go is dibee.
3. Teacher returns to group, points to the picture, and says:
Nugh is dibee.
4. Repeat steps 1, 2, and 3 until all pictures have been named.

ACTIVITY SEVEN (Teacher to student)

VOCABULARY: Same as Activity Six

MATERIALS: pictures of vocabulary items set at a distance

OBJECTIVES: Students practice the vocabulary in the Nugh is pattern.
 Students practice the difference between:
 Go is and
 Nugh is.

1. Teacher names a student and asks, pointing to the picture:
 Ginee nughunee?
2. Student answers, (with help if necessary):
 Nugh is dibee.
3. Teacher signals class and says:
 Koon koon.
4. Teacher goes over to picture and asks:
 Go!o ginee.
5. Student, (helped by teacher's signals if necessary), goes and touches picture and says:
 Go is dibee.
6. Continue and repeat steps 1, 2, 3, 4, and 5, asking different students and including all pictures until each student has had at least one turn and all have answered correctly.

ACTIVITY EIGHT (Student to student)

VOCABULARY: Same as Activity Six

MATERIALS: Same as Activity Six

OBJECTIVES: All students practice saying and gesturing;
Ginee nughunee?

1. Teacher, pointing to a picture of a dog across the room, asks confident student:

Ginee nughunee?

2. Student, pointing to same picture says:

Nugh is leek.

3. Teacher signals and says to student:

Oodeelkat.

4. Student points to another picture across the room, signaling and saying:

Ginee nughunee?

5. Student answers, pointing:

Nugh is dineega.

6. Repeat steps 1, 2, 3, 4, and 5 until all students have answered and asked a question.

* Game recommended at this point.

ACTIVITY NINE (Teacher to student)

VOCABULARY: too, saaya, dikin, ili, dool

MATERIALS: vocabulary pictures from Activity Six, plus real objects for new vocabulary, arranged on teacher's desk

OBJECTIVES: Students recognize and respond to Soodeelkat.
 Students learn new vocabulary through familiar patterns.
 Students reinforce and practice familiar patterns.
 Students repeat new vocabulary in familiar sentences.

1. Teacher names a confident student, points to herself, then to an object and says:

Soodeelkat.

2. Student named asks either:

Golo ginee? (touching something) or,

Ginee nughunee? (pointing to something).

3. Teacher gives appropriate answer.
4. When teacher names one of the objects on her desk (new vocabulary) in answer to a student's question, she should signal for the class to repeat her answer.
5. Continue and repeat steps 1, 2, 3, and 4 with each student. Students should be encouraged to ask about the objects on teacher's desk, and to use both kinds of questions.

UNIT I

KOYUKON

ACTIVITY TEN (Teacher to student)

VOCABULARY: bidziy, guh, look'a, deenk'aa, teekona, dilbaga, haal

MATERIALS: Same as Activity Nine, plus posted pictures of new items.

OBJECTIVES: Same as Activities Eight and Nine
Students learn to recognize as different from English
the new sounds: y g h k k'
Students practice the new sounds.
Students learn new vocabulary in familiar patterns.
Students reinforce Go is and Nugh is patterns by
observing and participating.

1. Teacher points to picture of a new item and tells a confident student:

Soodeelkat

2. Student points to the new object and asks:

Ginee nughunee?

(Teacher may help form the question if necessary.)

3. Teacher takes the object, keeping hand on it, answering:

Go is _____.

4. Teacher names another student and asks, taking the object again:

Go!o ginee?

5. Student named answers (with help if necessary), pointing:

Nugh is _____.

6. Continue and repeat steps 1, 2, 3, 4, and 5 with new students until each student has had at least one turn and the new vocabulary has been practiced.

UNIT I

KOYUKON

ACTIVITY ELEVEN (Student to student)

VOCABULARY: Same as Activity Ten

MATERIALS: Same as Activity Ten

OBJECTIVES: Same as Activity Ten

1. Teacher names a student, and signals that he should ask. Teacher says, indicating another student somewhere else in the circle:

Oodeelkat.

2. Named student asks, pointing to something named before:

Ginee nughunee?

3. Asked student answers, touching or taking it:

Go is _____.

4. While answerer is touching the object, teachers says, indicating another student:

Oodeelkat.

5. Student touching object asks (with help if necessary):

Go!o ginee?

6. Student asked says, pointing:

Nugh is _____.

7. Teacher says to last student who answered, indicating another student:

Oodeelkat.

8. Continue and repeat steps 2, 3, 4, 5, and 6 until each student has had a chance to ask:

Ginee nughunee? and
Go!o ginee?

UNIT IACTIVITY TWELVE

VOCABULARY: Selected by students from review words available to them

MATERIALS: pencils, crayons, drawing paper for all students

OBJECTIVES: Students have an opportunity to draw things they can name on the basis of what they know. They can give themselves challenge or security in the following activity depending upon their choice for drawing.

1. Teacher distributes drawing materials to students.
2. Teacher says:

K'iyeeega' niltsee.
Oonzeey niltsee.
3. Teacher repeats the directions in English.
4. Teacher repeats Native directions again and starts drawing her own picture on chalkboard or paper.
5. Students draw. Teacher may encourage slow starters or answer any questions students may have about the directions. When all students are well started, teacher may continue her drawing.
6. At the end of class time, teacher collects drawings, crayons, and paper.

ACTIVITY THIRTEEN (Teacher to student)

VOCABULARY: Same as Activity Twelve

MATERIALS: Student art work from Activity Twelve

OBJECTIVES: Students hear and understand:
 Golo niyeey hee?
 Students hear and repeat, with physical action:
 Nideen and
 Oho'.

1. For each student, teacher holds up a picture at random.
2. Teacher asks student, making meaning clear by gestures:
 Golo niyeey hee?
- *3. Teacher tells students who say "no" in English or shake their heads:
 Nideen.
4. Student repeats, shaking his head:
 Nideen.
- *5. Teacher tells students who say "yes" in English or nod their heads:
 Oho'.
6. Student repeats, nodding and taking the picture:
 Oho'.
7. If necessary, teacher may re-distribute crayons as in Activity Twelve and give students time to complete their drawings.

*Teacher will recognize local signals other than nodding or head-shaking.

ACTIVITY TWELVE

ACTIVITY THIRTEEN

OBJECTIVES

VOCABULARY

PROCEDURE

MATERIALS

1. For each student, teacher holds up a picture as follows:
 (a) A picture of a boy holding a book.
 (b) A picture of a girl holding a book.
 (c) A picture of a boy holding a book and a girl holding a book.
 (d) A picture of a boy holding a book and a girl holding a book.

2. Teacher asks student, making meaning clear by gestures:

3. Teacher tells students who say "no" in English or signs their heads:

4. Student repeats, making his head:

5. Teacher tells students who say "yes" in English or nod their heads:

6. Student repeats, nodding and taking the picture:

7. If necessary, teacher may re-distribute crayons as to Activity Twelve and give students time to complete their drawings.

8. Teacher will recognize facial signals other than nodding or head-shaking.

SPOKEN KOYUKON

Teaching Units

for

Beginning Second Language

UNIT II

Written by

The Koyukon Language Team

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Richard Dauenhauer
Karen Willmore
Marcia Marsh
David Henry

June 1975

SPoken English

Teaching Unit

for

Beginning Second Language

UNIT 11

WRITTEN BY

The Foreign Language Team

Richard Anderson
Karen Williams
Marta Lewis
David Kelly

June 1975

Dialog One

Do-eent'aa?

Do-eelst'aa-aa.

Nin doo'?

See koon, do-eelst'aa-aa.

Dialog Two

Nidaa ts'i na-ooza'?

Margie sa-ooza'.

Dibaa bidnaa' eenlaan?

Mary bidnaa' aslaan.

Dialog Three

Dinaak'a haneehaayee?

Nideen.

Dinaak'a hudohdigi-eeh.

Oho', neelyil hudohdisol-eeh.

ACTIVITY ONE

VOCABULARY:

MATERIALS:

OBJECTIVES:

Continued--

ACTIVITY ONE (Teacher and one half of class. One half class to One half class.)

VOCABULARY:

Dialog One

MATERIALS:

picture illustrating dialog situation

OBJECTIVES:

Students hear and understand Dialog One.
 Students ask and answer questions in the first half of Dialog One.
 Students become aware of and practice language as conversation.
 Students use standard forms of greeting and response.

1. Using the picture, the teacher introduces the entire dialog in as natural a conversational manner as possible.

2. Teacher divides class into two groups.

3. Teacher says to first group:

Do-eent'aa?

4. Teacher says:

Kpon koon.

5. First group says:

Do-eent'aa?

6. Teacher says to second group:

Do-eelst'aa-aa.

7. Teacher says:

Koon koon.

Continued---

ACTIVITY ONE Con't

8. Second group says:

Do-eelst'aa-aa.

9. Teacher uses backward buildup if necessary.

10. Teacher repeats above steps until both groups are confident with both parts.

UNIT II

KOYUKON

ACTIVITY TWO (Teacher to student)

VOCABULARY: Same as Activity One

MATERIALS: Same as Activity One

OBJECTIVES: Same, but with continued practice

1. Teacher, using the picture, reviews the entire dialog.
2. Teacher says to confident student:

Do-eent'aa?

3. Student answers:

Do-eelst'aa-aa.

4. Teacher says:

Soodeelkat.

5. Student asks teacher, with help if necessary:

Do-eent'aa?

6. Teacher answers:

Do-eelst'aa-aa.

7. Teacher repeats steps 2, 3, 4, 5, and 6 with all students.

ACTIVITY THREE (Student to student)

VOCABULARY: Same as Activity One

MATERIALS: Same as Activity One

OBJECTIVES: Same as Activity One

1. Teacher selects two confident students.
2. Teacher says to first student, indicating second student:
Oodeeikat.
3. Student asks, with help if necessary:
Do-eent'aa?
4. Other student responds, with help if necessary:
Do-eelst'aa-aa.
5. Teacher repeats steps 1, 2, 3, and 4 with new pairs of students.

Continued---

ACTIVITY FOUR

- VOCABULARY: Same as Activity One
- MATERIALS: Same as Activity One
- OBJECTIVES: Same, but for remainder of dialog

1. Teacher follows steps outlined in Activities One, Two, and Three to introduce the remainder of the dialog.

Nin doo'?

See koon, do-eelst'aa-aa.

2. Practice until students are confident.

ACTIVITY FIVE

VOCABULARY: Dialog One

MATERIALS: pictures

OBJECTIVES: Same as Activity One, but extended to entire Dialog One
Students practice entire dialog with meaning.

1. Teacher, using a picture, presents the dialog in as natural a conversational manner as possible.
2. Teacher says to a student:
Do-eent'aa?
3. Student answers:
Do-eelst'aa-aa.
4. Teacher signals that student should continue; if necessary, teacher says:
Soodeelkat.
5. Student, with further help if necessary, asks:
Nin doo'?
6. Teacher answers:
See koon, do-eelst'aa-aa.
7. Teacher says and signals, indicating another student:
Oodeelkat.
8. First student, with help if necessary, asks:
Do-eent'aa?

Continued---

UNIT II

UNIT TWO

ACTIVITY FIVE con't

ACTIVITY FIVE

Do-eelst'aa-aa.

VOCCABULARY:

9. Second student answers:

MATERIALS:

Nin doo'?

OBJECTIVES:

10. Second student asks, with help if necessary:

See koon, do-eelst'aa-aa.

11. First student answers:

Oodeelkat.

12. Teacher tells second student, indicating another student:

13. Repeat steps 8, 9, 10, 11, and 12 until all students have spoken both parts in the four lines of dialog.

Continued--

ACTIVITY SIX

- VOCABULARY: Dialog Two
- MATERIALS: None
- OBJECTIVES: Same as Activities One through Five

1. Teacher follows steps outlined in Activities One, Two, Three, Four, and Five to introduce Dialog Two.

Continued--

ACTIVITY SEVEN

VOCABULARY: First half of Dialog Two

MATERIALS: None

OBJECTIVES: Students understand, ask, and answer questions about names.
Students talk to each other, recalling names.

1. Teacher repeats several times, gesturing to herself and using her name:

Margie sa-ooza'.

2. Teacher asks a confident student:

Nidaa ts'i na-ooza'?

3. Students answers, with help if necessary, using his name:

_____ sa-ooza'.

4. Repeat steps 2 and 3 with about half of the rest of the students.

5. Teacher tells a confident student, indicating a student who has not given his name:

Oodeeikat.

6. Student asks indicated student, with help if necessary:

Nidaa ts'i na-ooza'?

7. Indicated student answers:

_____ sa-ooza'.

8. Repeat steps 5, 6, and 7 until all students have asked and answered the question.

Continued---

ACTIVITY SEVEN con't

9. Teacher repeats each student's name, indicating the student named and saying:
 _____ ba-ooza'.
10. Teacher asks a student, indicating another student:
 Nidaa ts'i ba-ooza'?
11. Student answers:
 _____ ba-ooza'.
12. Teacher tells student, indicating student named:
 Oodeelkat.
13. Student asks with help if necessary, indicating another student:
 Nidaa ts'i ba-ooza'?
14. Student answers:
 _____ ba-ooza'.
15. Repeat steps 11, 12, and 13 until all students have asked and answered the question and all students have been named again.

ACTIVITY EIGHT

VOCABULARY: Second half of Dialog Two

MATERIALS: None

OBJECTIVES: Students understand, ask, and answer questions about parents.
Students practice using language with each other in a personal way.

1. Teacher repeats several times, gesturing to herself:

Mary bidnaa' aslaan.

2. Teacher asks a student:

Dibaa bidnaa' eenlaan?

3. Student answers, with help if necessary:

_____ bidnaa' aslaan.

4. Repeat steps 2 and 3 with each student.

5. Teacher asks another student:

Nidaa ts'i na-ooza'.

6. Student answers correctly:

_____ sa-ooza'.

7. Teacher asks same student:

Dibaa bidnaa' eenlaan?

8. Student answers correctly:

_____ bidnaa' aslaan.

Continued---

ACTIVITY EIGHT con't

9. Teacher says, indicating another student:

Oodeeikat.

10. Repeat steps 5, 6, 7, 8, and 9, students asking the questions, until all have asked and answered the pair of questions.

UNIT II

KOYUKON

ACTIVITY NINE

VOCABULARY: Second half of Dialog Two , plus nilaan

MATERIALS: None

OBJECTIVES: Students distinguish between: aslaan, eenlaan, and nilaan.
Students use language to talk about each other.

1. Teacher asks student:

Dibaa bidnaa' eenlaan?

2. Student answers:

_____ bidnaa' aslaan.

3. Teacher says to new student, talking about first student:

_____ bidnaa' nilaan.

4. Teacher asks new student, talking about first student:

Dibaa bidnaa' nilaan?

5. Student answers, talking about first student:

_____ bidnaa' nilaan.

6. Repeat steps 1 through 5 until all students have answered.

UNIT III

KOYUKON

Active Vocabulary

Since shog?

SPOKEN KOYUKON

Teaching Units

for

Beginning Second Language

Passive Vocabulary

Since shog'oo'oo'oo?

Since shog'oo'oo'oo?

Since shog'oo'oo'oo?

UNIT III

Since shog'oo'oo'oo?

Since shog'oo'oo'oo?

Since shog'oo'oo'oo?

Written by

The Koyukon Language Team

Marjorie Attla
Richard Dauenhauer
Karen Willmore
Marcia Marsh
David Henry

Passive Vocabulary

Since shog?

Since shog'oo'oo'oo'oo?

Since shog'oo'oo'oo'oo?

Since shog'oo'oo'oo'oo?

Since shog'oo'oo'oo'oo?

June 1975

UNIT 12

OBJECTIVES

1. To understand the importance of the teacher's role in the classroom.

2. To identify the various roles of a teacher in the classroom.

3. To discuss the qualities and characteristics of a good teacher.

1. Teacher and student

Teacher is the guide, student is the learner.

2. Teacher and subject

Teacher should have a deep knowledge of the subject.

3. Teacher and the curriculum

Teacher should follow the curriculum.

4. Teacher and the school

The school is the teacher's workplace.

5. Teacher and the community

Teacher should be a good citizen.

6. Teacher and the profession

Teacher should be a member of the profession.

June 1978

Active Vocabulary

ACTIVITY ONE

Ginee ahon?

VOCABULARY:

Patterns

OBJECTIVES:

___ oko aank'onisdoy.

___ oko aank'o-eedoy.

___ na-atl-uhtl.

___ na-al-uhtl.

___ nilaan ason.

___ nilaan ahon.

Passive Vocabulary

Hodee?

Ginee oko aank'oneedoy?

Ginee eey ninl-uhdlee?

Nok'isodon'.

Ginee nahon?

UNIT III

KOYUKON

ACTIVITY ONE

VOCABULARY: Names of animals from Unit One

MATERIALS: Animal pictures from Unit I

OBJECTIVES: Whole class reviews vocabulary and questions and answers from Unit I.

1. Teacher takes first picture from stack and, pointing to familiar object in picture asks, signaling whole class response:

Go!o ginee?

2. Class answers:

Nugh is _____.

ACTIVITY TWO (Teacher to student)

VOCABULARY: Same as Activity One

MATERIALS: Same as Activity One

OBJECTIVES: Students review material from Unit I individually.

1. Teacher takes first picture from stack and points to familiar object in picture, asking a confident student:

Gofo ginee?

2. Student responds correctly (with help if necessary):

Nugh is _____.

3. Repeat steps 1 and 2 with each picture, calling on a different student each time.

ACTIVITY THREE (Teacher to students)

VOCABULARY: Animals from Unit I
 _____ oko aank'onisdoy.

MATERIALS: Animal pictures hidden around room (partly visible)

OBJECTIVES: Students hear and understand hodee question and Ginee oko aank'oneedoy? question. Students hear, understand, and repeat animal names in statements about hunting. Students reinforce _____ oko aank'onisdoy pattern by action.

1. Describing moose in gestures and acting out "where?", teacher says:

Dineega hodee?

2. Teacher repeats step 1 until students show understanding and some interest.

3. Acting part of hunter and signaling for students to do the same, teacher says:

Dineega oko aank'onisdoy

4. As soon as any students start to act like hunters too, teacher says to one:

Dineega oko aank'onisdoy.
 Ginee oko aank'oneedoy?

5. Teacher quickly follows step 4 by saying:

Koon koon.

then saying again:

Dineega oko aank'onisdoy.

and signaling:

Koon koon.

6. Class repeats:

Dineega oko aank'onisdoy.

UNIT III

KOYUKON

ACTIVITY THREE con't

7. Teacher repeats step 4 with same student as before.
8. Student answers, (with help if necessary):
Dineega oko aank'onisdoy.
9. Teacher says and signals:
Koon koon.
10. Class repeats:
Dineega oko aank'onisdoy.
11. Repeat steps 7, 8, 9, and 10 with different students until one finds the right picture.
12. Continue to repeat Activity Three until all animal pictures the teacher chooses to review have been found ... Steps 5, 6, and 7 can be left out if student answers correctly the first time he is asked. Ask different student first each time the Activity is repeated.

ACTIVITY FOUR (Teacher to student)

VOCABULARY: Same as Activity Three

Same as Activity Three

MATERIALS:

OBJECTIVES: Students practice _____ oko aank'onisdoy individually.
Students have some choice of animal.
Students hear and understand:
Ginee oko aank'oneedoy?

1. Teacher asks student:

Ginee oko aank'oneedoy?

2. If student doesn't respond, teacher may ask:

Dineega? Dibee?

naming different animals until.....

3. Student responds, (with help if necessary):

_____ oko aank'onisdoy.

4. Teacher says:

_____ oko aank'onisdoy.

signaling: Koon koon.

5. Class repeats:

_____ oko aank'onisdoy.

6. Student keeps looking until he finds the picture.

7. Student returns to seat, keeping picture.

8. Repeat steps 1, 2, 3, 4, 5, 6, and 7 until all students have pictures.

ACTIVITY FIVE (student to student)

VOCABULARY: Same as Activity Four

MATERIALS: _____ oko aank'o-eedoy.
Same as Activity Four

OBJECTIVES: Students learn to make hunting statements about each other.

1. Teacher asks student:

Ginee oko aank'oneedoy?

2. Student responds:

Dineega oko aank'onisdoy.

3. Teacher, indicating first student, signals to another student:

Dineega oko aank'o-eedoy.

4. Teacher asks another student, pointing back to first student:

Ginee oko aank'o-eedoy?

5. Student responds, giving name of animal:

Dibee oko aank'o-eedoy.

6. Teacher asks same student:

John ginee oko aank'o-eedoy?

7. Student answers:

John dibee oko aank'o-eedoy.

8. Teacher signals class:

Koon koon.

9. Repeat steps 1, 2, 3, 4, 5, 6, 7, and 8 until all students have answered both questions.

Continued—

ACTIVITY SIX (Teacher to student)

VOCABULARY: _____ na-atl-uhtl.

MATERIALS: One animal picture in the hands of each student, and one for the teacher.

OBJECTIVES: Students understand and practice animal names with _____ na-atl-uhtl.
Students understand and respond to Ginee eey ninl-uhdlee?

1. Teacher, acting out butchering, displays his picture and repeats several times:

Dineega na-atl-uhtl.

2. Teacher tells class:

Koon koon.

3. Teacher asks confident student:

Ginee eey ninl-uhdlee?

4. Students answers, (with help if necessary):

Dibee na-atl-uhtl.

5. Teacher says:

Koon koon.

6. Class repeats:

Dibee na-atl-uhtl.

7. Repeat steps 3 thru 6 until each student has answered.

UNIT III

KOYUKON

ACTIVITY SEVEN (student to student)

VOCABULARY: Same as Activity Six
_____ na-ał-uhtł.

MATERIALS: Same as Activity Six

OBJECTIVES: Students hear, understand and practice vocabulary with:

_____ na-ał-uhtł. and
Ginee na-ał-uhtł?

1. Teacher indicates a student, saying student's name and animal:

John dineega na-ał-uhtł.

while students continue to act out preparation of creature.

2. Teacher says:

Koon koon.

3. Class repeats:

John dineega na-ał-uhtł.

4. Repeat steps 1, 2, and 3 until all students and their pictured animals have been named.

5. Teacher asks a confident student:

John ginee na-ał-uhtł?

6. Student answers, (with help if necessary):

(name of student and animal)

John dineega na-ał-uhtł.

7. Teacher signals:

Koon koon.

Continued---

ACTIVITY SEVEN con't

8. Class repeats (name of student and animal):

John dineega na-ai-uhtɪ.

9. Teacher says to same student, indicating named student:

Oodeeɪkat.

10. First student, (with help if necessary) asks about another student:

Dave ginee na-ai-uhtɪ?

11. Second student answers:

Dave dibee na-ai-uhtɪ.

12. Repeat steps 2 through 11 until all students have asked and answered.

Continued--

ACTIVITY EIGHT (Teacher to student)

VOCABULARY: Same as Activity Seven
 _____ nilaan ason.

MATERIALS: Same as Activity Seven

OBJECTIVES: Students hear, understand, and practice
 vocabulary with _____ nilaan ason.
 Students understand and respond to:
 Ginee nahon?

1. Teacher pretends to start eating, gesturing to include entire class and saying:
 Nok 'isodon'.
2. Repeat step 1 until most of the class has joined in the eating pantomime.
3. Teacher says:
 Dineega nilaan ason.
4. Teacher signals and class repeats:
 Dineega nilaan ason.
5. Then teacher asks a confident student who is using the eating motions:
 Ginee nahon?
6. Student answers, (with help if necessary):
 Dibee nilaan ason.
7. Teacher signals to class and class repeats:
 Dibee nilaan ason.
8. Repeat steps 5, 6, and 7 with each student using his own animal.

ACTIVITY NINE (Teacher to student)

VOCABULARY: Same as Activity Seven and Eight

_____ nilaan ahon.

MATERIALS: Same as Activity Eight

OBJECTIVES: Students understand and practice

John ginee ahon?

John dineega nilaan ahon.

1. Teacher indicates each student in turn, saying student's name and animal until all students and their pictured animals have been named:

John dineega nilaan ahon.

2. Teacher asks a confident student about another student:

John ginee ahon?

3. Student answers, (with help if necessary) giving name of student and animal:

John dineega nilaan ahon.

4. Teacher signals and class repeats:

John dineega nilaan ahon.

5. Teacher says to same student indicating named student:

Oodeekkat.

6. First student, (with help if necessary) asks the second student about a third student:

Ginee ahon?

7. Second student answers, giving name of other student and animal:

Dave dibee nilaan ahon.

8. Repeat steps 2 through 7 until all students have asked and answered.

SPOKEN KOYUKON

Teaching Units

for

Beginning Second Language

UNIT IV

Written by

The Koyukon Language Team

Marjorie Attla
Richard Dauenhauer
Karen Willmore
Marcia Marsh
David Henry

June 1975

RESEARCH REPORT (Number 10)

RESEARCHER: JOHN H. ...
 TITLE: ...
 SUBJECT: ...
 DATE: ...

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...

BY: ...
 ...
 ...

1911

Vocabulary

baan

bito'

bidaadza'

bitsoo

bitseeya

boogha

Dibaa gonee?

Dibaa nughunee?

Eeylo _____ hee?

eenaa-a

eetaa-a

sidaadza'

sitsoo

sitseeya

soogha

non

nito'

nidaadza'

nitsoo

nitseeya

noogha

Patterns

Go is bito'.
baan.
bitsoo.

Nugh is bitseeya.
boogha.
baan.

ACTIVITY ONE

VOCABULARY: baan, bito', bitsoo, bitseeya
Go is _____.

MATERIALS: Family Activity Picture

OBJECTIVES: Students hear and understand names of relatives and "hers" and "his" in reference to pictured people.

Students practice making simple identification statements about pictured relatives using "his" and "hers".

1. Teacher displays family activity picture.
2. Teacher identifies the boy in the picture by name, saying:
Go is Tom.
3. Teacher identifies other people in the picture by their relationship to Tom, pointing to the picture and saying:
Go is baan.
bito'.
4. Students repeat each statement.

ACTIVITY TWO

VOCABULARY: Same as Activity One plus Dibaa gonee?
Dibaa nughunee?

MATERIALS: Family Activity Picture

OBJECTIVES: Students identify pictured relatives in response to:
Dibaa gonee?

Students ask Dibaa gonee? and answer Nugh is _____
in regard to a third person's immediate family.

1. Teacher asks students:

Dibaa gonee?

and students identify each member of Tom's family pictured,
using

Go is _____ or Nugh is _____.

as appropriate.

2. Teacher points to the girl and says:

Go is Mary.

then asks students to identify other family members in relation
to her, asking:

Dibaa gonee?

Students may have to be supplied some of the relative terms.

3. Pointing to different people in the picture, students ask each other:

Dibaa gonee?

Dibaa nughunee?

and answer:

Go is Mary.

Nugh is Mary.

ACTIVITY THREE

VOCABULARY: eenaa-a, eetaa-a, sidaadza', sitsoo, sitseeya, soogha

MATERIALS: Drawing materials

OBJECTIVES: Students apply relative identifications to their own families.

Students practice using "my" with identifications of relatives.

Students make and manipulate their own teaching materials.

1. Teacher gives students art materials asking them:

Nildon' kaa yeega naghon.

Draw an individual picture of each member of your family.

2. Teacher identifies his own family members by showing each picture and saying:

Go is eenaa-a.

eetaa-a.

3. Teacher asks each student about at least two of his pictures, saying:

Dibaa gonee?

Student answers:

Go is _____.

(Teacher may need to supply and practice with class Native language for family members not in the original big picture.)

ACTIVITY FOUR

VOCABULARY: Same as Activity Three plus hodee?

MATERIALS: Students' own family pictures

OBJECTIVES: Students use: Go is (my).

in response to: Nidaadz hodee?

Students relate language practiced to their own families and their own teaching materials.

1. Students have their family pictures, or pictures are posted in the room.

2. Teacher asks each student:

Nidaadz hodee?

Nito' "

about at least two family members, concentrating in each case on relatives the student hasn't already identified. (Know your students well enough not to ask about someone who is missing from their families.)

3. Each student answers, touching the right picture:

Go is (my).

ACTIVITY FIVE (Optional)

VOCABULARY: 3rd. person possessive forms of relatives
(his, hers)

MATERIALS: Students' own family pictures

OBJECTIVES: Students practice relatives and third person possessives
in statements about each other's pictures.

Students understand and respond to: Bito' hodee?

Students practice using both name and possessive form
in statements about relatives.

Students learn a little about each other's families.

1. Teacher reviews at least one relative per student, pointing to pictures and saying:

Go is Tom baan.

2. Teacher asks:

Tom baan hodee?

asking about at least one relative per student.

3. Individual students answer by touching the right picture and saying:

Go is Tom baan.

ACTIVITY SIX

VOCABULARY: First and second person possessive forms of relatives:
"my" and "yours"

MATERIALS: Students' own family pictures

OBJECTIVES: In response to yes/no questions, students practice:

Oho', go is _____.
Nideen.

Students practice asking yes/no questions about each other's relatives.

Dibaa gonee?
Dibaa nughunee?

1. Each student gets his own pictures back and selects one to keep face down on his desk.
2. Teacher asks one student:

Eeylo nidaadza' hee?

and when student answers:

Nideen.

teacher has other students ask until student shows his picture

and says:

Oho', go is (my) _____.

3. Student who asked the last question must answer other students' questions until the pictures on student desks have been identified.

UNIT IV

ACTIVITY SIX

VOCABULARY: First and second person possessive forms (my, your, his, her, its, our, their)

OBJECTIVES: To use possessive forms in sentences.

MATERIALS: Students' own family pictures

OBJECTIVES: To use possessive forms in sentences. In response to yes/no questions, students practice.

OBJECTIVES: To use possessive forms in sentences. To use possessive forms in sentences.

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ACTIVITY ONE

VOCABULARY:

SPOKEN KOYUKON

MATERIALS:

Teaching Units

OBJECTIVES:

for

Beginning Second Language

UNIT V

1. The teacher points into the big family activity picture, reviewing:

Written by

The Koyukon Language Team

Marjorie Attla
Richard Dauenhauer
Karen Willmore

3. After all relatives are identified by students, the teacher reviews names of students to repeat. Example:

June 1975

SPOTER ROYBORN

Teaching Units
for
Beginning Second Language

UNIT V

Written by

The Royborn Language Team

Richard Rosenblatt
Karen Williams
Marilyn Smith
David Henry

June 1975

ACTIVITY ONE

VOCABULARY: Baan nilaan anaaghalniytł. Bito' kun' nodilghuk.
 Bitseeya tsaay azis. Bidaadza' tł'ok ato-alaah.
 Bitsoo kaatsul k'odilkon'.

MATERIALS: Family Activity Picture

OBJECTIVES: Students review third person possessives and identification of relatives in response to:

Dibaa gonee?
 bitsoo, bito', baan, etc.

Students hear and understand action statements that tell what each relative pictured is doing.

Students practice making action statements about pictured relatives as listed above under "vocabulary."

1. The teacher again uses the big family activity picture, reviewing:

Dibaa gonee?

with students about each family member. Student names family member.

2. After each student identification, the teacher says what the relative is doing: Example:

Oho', go is baan.
 Baan nilaan anaaghalniytł.

3. After all relatives pictured have been identified by students, the teacher reviews action statements for students to repeat. Example:

Bitseeya tsaay azis.

ACTIVITY TWO

VOCABULARY: Same as Activity One, plus _____ dot'aan?

MATERIALS: Family Activity Picture

OBJECTIVES: Students make action statements about pictured relatives in response to:

Baan dot'aan?

Students make action statements about pictured relatives in response to:

Q. Dibaa tsaay azis?

A. Bitseeya tsaay azis.

Students practice asking and answering questions about relatives doing things, both:

_____ dot'aan? and
Dibaa _____ ?

1. The teacher uses the big family picture and says:

Go is Tom.

Baan dot'aan?

until all activities of relatives pictured have been talked about.

2. An individual student answers each teacher question and the class repeats each answer.

3. The teacher reviews activities of relatives pictured by asking:

Dibaa tsaay azis?

4. Individual students answer, and the class repeats each answer.

5. The teacher directs students to ask each other questions about who is doing what in the picture, until all students have asked and answered and all activities have been named. Students may ask either:

_____ dot'aan?

or:

Dibaa kun' nodilghuk?

UNIT V

KOYUKON

ACTIVITY THREE

VOCABULARY: Boogha bidziy nilaan ahon?

MATERIALS: Family Activity Picture, pictures of food animals (Guh, etc.).

OBJECTIVES: Students review food animals in statements about eating.

Students ask and answer questions about what a pictured person is eating.

(The teacher may want to review all relatives and their actions in relation to the little girl before starting Activity Three.)

1. Review pictures of food animals that are posted in the room. The teacher indicates the boy in the family activity picture and asks a student:

Mary boogha ginee ahon?

2. The teacher points to one of the animal pictures to help the student answer:

Mary boogha bidziy nilaan ahon.

3. By telling students to Oodeelkat and by pointing to different animal pictures, the teacher helps students to ask each other and to answer the question:

Boogha ginee ahon?

until each student has had a turn.

ACTIVITY FOUR

VOCABULARY: Baan _____ anaaghalniytł.

MATERIALS: Same as Activity Three

OBJECTIVES: Students review food animals in statements about cooking. Students ask and answer questions about what a pictured person is cooking.

1. Using the big family picture and the posted animal pictures as in Activity Three, the teacher gets students to ask and answer the question:

Baan ginee anaaghalniytł?

Baan bidziy nilaan anaaghalniytł.

ACTIVITY FIVE

VOCABULARY: too, tsaaya, milk, coffee
asnoon, nidinoon, nizis

MATERIALS: Different things to drink

OBJECTIVES: Students practice drinking.
 statement about different beverages.

Students practice names of beverages in answer to:

Ginee nidinoon?

Ginee nizis?

Student reinforce vocabulary and action statement by using the real things.

1. Teacher provides each student and herself with something to drink, using as many different drinks as possible (water, tea, milk, juice).
2. Teacher names each drink as she gives it to the student and has class repeat.

Example: Go is tsaay. Koon koon.

3. Teacher sips her drink a few times, repeating:

Tsaay azis.

and then asks a student: Ginee nidinoon?

4. Each student answers, with help if necessary:

Milk asnoon.

until all students have answered and class has repeated each answer.

5. The teacher may have to drill separately on verbs for sipping and drinking different beverages before combining them in the same activity.

ACTIVITY SIX (Optional)

VOCABULARY: Same as Activity Five

MATERIALS: Same as Activity Five

OBJECTIVES: Students practice asking and answering third person questions about;

Ginee adinoon?

Milk adinoon.

Students reinforce new names of drinks by adding a game atmosphere to practice.

1. While a student drinks his drink, the teacher signals another student:

Soodeelkat.

2. The student, with help if necessary, asks the teacher:

Ginee adinoon?

or

Dot'aan?

and the teacher whispers back:

Too adinoon

3. The teacher signals another student to ask the first questioner, and so on until the whispered question and answer has gone around the class.
4. This activity may be a contest, which the drinker loses if he stops drinking or laughs; classmates lose if he finishes his drink before the question gets around the group. The last questioner becomes the new drinker.

ACTIVITY SEVEN

VOCABULARY: _____ k'oditikon'.

MATERIALS: objects that can be sewn, such as mocassins, mittens, boots, parka, etc.

OBJECTIVES: Students practice making _____ k'oditikon' statement about different real objects.

Students practice names of clothing items in answer to:
Ginee k'odeelkon'

Students reinforce "sewing" action word by pantomime.

1. The teacher brings to class mocassins, mittens, boots, and other objects which can be sewn, giving each student an item and keeping one herself.
2. Pretending to sew, the teacher says:

Kaatsul k'oditikon'.

and has class repeat and then asks a student:

Dont'aan?

3. Student answers, with help, then asks another student, until all students have asked and answered and the class has repeated each answer. Students should also pretend to sew. For example:

Q. Dont'aan?

A. Kaakin k'oditikon'.

ACTIVITY EIGHT (Optional)

VOCABULARY: Ghulaa',

MATERIALS: Same as Activity Seven

OBJECTIVES: Students practice asking and answering third person questions about:

Dot'aan?

Ginee k'odilkon'?

Students reinforce new names of objects and sewing action by adding a game atmosphere.

1. While students are pretending to sew, the teacher whispers to a student, indicating another student:

Soodeelkat.

When the student asks: Ginee k'odilkon'? or

Dot'aan?

the teacher gestures "I don't know" and whispers the question to someone else, until the question has gone around the group.

2. When the question gets back to the teacher, the teacher asks the student talked about:

Ginee eey k'odeelkonee?

repeating the question after each answer and pretending not to hear until the student shouts:

Kaatsul k'oditikon'.

3. The teacher then shouts to the class:

Kaatsul k'odilkon'!

and the class shouts back:

Kaatsul k'odilkon'!

4. The victim of this procedure may start the same series of questioning about another student.
5. Instead of a gesture in step 1, the teacher may say "Ghulaa' " (I don't know.)

ACTIVITY NINE

VOCABULARY: Review from Unit V

MATERIALS: Drawing materials

OBJECTIVES: Students make and manipulate their own teaching materials.

Students relate language learned to their own and each other's families.

Students incidentally recognize some cultural information, such as locally accepted sex and age role.

Students practice asking and answering personal questions about relatives and daily activities.

Students learn appropriate new vocabulary on demand.

1. The teacher gives students art materials and asks students to make one action picture of each of two of their relatives:

K'iyeeega niltsee.

2. When pictures are finished, the teacher directs students to ask and answer each other:

Q. Dibaa gonee? Dot'aan?

A. Go is sitsoo. Gits k'odilkon'.

3. The teacher has entire class repeat any statements that require new vocabulary because of new ideas represented in student drawings.

ACTIVITY

ACTIVITY

Review from Unit V

Review from Unit V

Drawing materials

Students make and manipulate the following materials:

- 1. The teacher gives students appropriate new vocabulary as demand.
- 2. When pictures are finished, the teacher directs students to ask and answer each other.
- 3. The teacher has entire class repeat any statements that require new vocabulary because of new information and student statements.

1. The teacher gives students appropriate new vocabulary as demand. Students learn appropriate new vocabulary as demand.

2. When pictures are finished, the teacher directs students to ask and answer each other.

3. The teacher has entire class repeat any statements that require new vocabulary because of new information and student statements.

4. The teacher gives students appropriate new vocabulary as demand.

5. The teacher has entire class repeat any statements that require new vocabulary because of new information and student statements.

ACTIVITY ONE

VOCABULARY: Joe hito' huta' yoo hana.

SPOKEN KOYUKON

Teaching Units

for

Beginning Second Language

UNIT VI

1. Teacher places "father" figure and "sister" on flannelboard, gesturing as necessary and saying several times:

Joe hito' huta' yoo hana.

2. Teacher may ask students to repeat when she asks a confident student:

Written by

The Koyukon Language Team

3. Student answers:

Marjorie Attla
Richard Dauenhauer
Karen Willmore
Marcia Marsh
David Henry

Teacher signals:

and the question continues around the group until each student has asked and answered the question.

June 1975

4. Using 2 different flannelboard figures for each person, repeat statement, question, and question-answer chain with:

hita' yoo hana, huta' yoo hana, huta' yoo hana

5. Switch figures around, asking different students:

Hita' huta' yoo hana

A complete correct answer would be:

Joe hito' huta' yoo hana.

6. [Optional] Repeat steps 1-5 using "Mary" instead of "Joe".

BROKEN ROYALTY

Teaching Units

for

Beginning Second Language

UNIT VI

Written by

The Royal Canadian Mounted Police

Majorie A. A. A.
Richard G. G.
Karen W. W.
Marta M.
David D.

June 1975

ACTIVITY ONE

VOCABULARY: Joe bito' hutl yee hulaa.

MATERIALS: flannelboard with flannelboard figures of relatives and sled

OBJECTIVES: Students learn to say: Joe bito' hutl yee hulaa.

in response to: Joe bito' dot'aan?

and: Joe _____ hutl yee hulaa.

in response to: Dibaa hutl yee hulaa?

1. Teacher places "father" figure and "sled" on flannelboard, gesturing as necessary and saying several times:

Joe bito' hutl yee hulaa.

2. Teacher may ask students to repeat; then she asks a confident student:

Joe bito' dot'aan?

3. Student answers:

Joe bito' hutl yee hulaa.

Teacher signals:

Oodeelkat,

and the question continues around the group until each student has asked and answered the question.

4. Using a different flannelboard figure for each person, repeat statement, question, and question-answer chain with:

bitseeya, bil-aa, boogha

5. Switch figures around, asking different students:

Dibaa hutl yee hulaa?

A complete correct answer would be:

Joe bitseeya hutl yee hulaa.

6. (Optional) Repeat steps 1-5 using "Mary" instead of "Joe".

ACTIVITY TWO

VOCABULARY:

Gon nidaa ts'i dinak'a ts'oozee?
 Joe bito' haaltin' huts'i tohoł.

haal, gaabeeł, saaya, baaba, oy

MATERIALS:

same as Activity One, plus art materials for making felt objects or for making felt-backed pictures

OBJECTIVES:

Students learn to understand and respond to:

Ginee dodeetołt'aa'?

Students participate in making their own teaching materials and learn the names of what they make.

Students practice using the question:

Gon nidaa ts'i dinaak'a ts'oozee?

- Using a flannelboard figure and sled, teacher says several times, indicating pictured or real traps in the room:

Joe bito' haaltin' huts'i tohoł.

Students may be asked to repeat.

- Teacher asks:

Ginee dodeetołt'aa'?

and then, using unnecessary items, each illustrated, asks:

Haal hee?

or

Haal dodeetołt'aa hee?

- Accepting short answers from student volunteers, teacher asks again:

Ginee dodeetołt'aa'?

- (Optional) Teacher restates each answer in sentence form and has class repeat. Examples:

Saaya dodeetołt'aa'.

Baaba

Oy

- Teacher gives students art materials for making felt objects or for making felt-backed pictures and tells them:

Joe bito' yidodeetołt'aa-ee niltsee.

Encourage students to make things that have not been named in class before.

(continued)

ACTIVITY TWO (continued)

ACTIVITY THREE

VOCABULARY:

6. Teacher checks on what students are doing, asking questions like:

Golo tsaay hee?

Eeylo tsibeega hee?

She also tells students to ask her:

Soodeelkat.

Gon nidaa ts'i dinaak'a ts'oozee?

so that students hear and practice the names of the new objects they are making.

ACTIVITY THREE

VOCABULARY: Names of objects students have drawn

MATERIALS: same as Activities One and Two

OBJECTIVES: Students learn to ask each other and answer:

_____ dodeetoit'aa' hee?
Oho', _____ dodeetoit'aa'?

1. Teacher, using flannelboard figure and sled, says:
Joe bito' haaltin' huts'i tohoł.
Ginee dodeetoit'aa'?
2. Students volunteer the objects they have drawn, loading them on the flannelboard sled and saying (with help if necessary):

Joe bito' oy _____ dodeetoit'aa'.

Class repeats each statement, until each student has loaded at least one thing on the sled.

3. Teacher removes the loaded objects from the flannelboard one at a time, naming each as she takes it.
oy, haal, gaabeel, etc.
4. Teacher takes one object, holds it up and asks a student who did not make that object:

Gon dodeetoit'aa' hee?

Putting the object back on the sled, the student answers:

Oho', _____ dodeetoit'aa'.

5. Teacher says: Oodeelkat.
indicating another student and signaling for the first student to choose an object from the stack.
6. Teacher helps student to ask, with whole class repeating the question:

_____ dodeetoit'aa' hee?

The indicated student answers, putting the object on the flannelboard sled.

_____ dodeetoit'aa'.

7. Repeat steps 5 and 6 until each student has asked and answered the question, and all objects have been replaced on the flannelboard.

ACTIVITY THREE (continued)

- 8 Teacher takes one object from the flannel board, saying and gesturing:

_____ dodeetolt'aa'.

9. Teacher signals a confident student to take another object from the flannelboard, asking him:

Ginee dodeetolt'aa' hee?

and helping him to answer as he takes another object from the flannelboard:

_____ dodeetolt'aa'.

10. Teacher helps first student ask another student:

Ginee dodeetolt'aa'?

11. Second student takes an object from the flannelboard and answers:

_____ dodeetolt'aa'.

12. Repeat question and answer chain until all students have had a chance to ask and answer the question as they take objects off the flannelboard.

UNIT VI

KOYUKON

ACTIVITY FOUR (Optional)

VOCABULARY: _____ haaltin' huts'i tohol.
Ohodon

MATERIALS: flannelboard picture of man with loaded sled,
including traps

OBJECTIVES: Students respond to: Dibaa haaltin' huts'i tohol?
by answering: Joe bito' haaltin' huts'i tohol.
Students learn to ask each other and answer the same
question:

1. Teacher shows flannelboard picture of man and loaded toboggan,
including traps. Indicating man and traps, teacher asks:

Dibaa haaltin' huts'i tohol?

2. A student volunteers the correct answer and class repeats:

Joe bito' haaltin' huts'i tohol.

Teacher replies, removing first figure:

Oho', Joe bito' ohdon hanodeediyo.

3. Teacher repeats steps 1 and 2 until each student has answered the
question and all male relatives have been named.

4. A student is called to the flannelboard, selects a relative from
the stack and holds the picture behind him. Teacher asks him:

Dibaa haaltin' huts'i tohol?

Non koon haaltin' huts'i toholee?

student answers: Nideen.

and teacher tells another student: Oodeelkat.

5. Each student in turn asks the first student:

Nil-aa haaltin' huts'i toholee?

until student places the figure on the flannelboard and answers:

Oho', sil-aa haaltin' huts'i tohol.

The student who asked the last question gets to choose a figure and
others ask him, until each student has had a turn at the flannelboard.

UNIT VI

KOYUKON

ACTIVITY FIVE

VOCABULARY: nohbaaya, kaazina, teekona, taahgoodza, sooga,
niltseel

MATERIALS: same as Activity Five plus pictures of animals which
are trapped

OBJECTIVES: Students learn names of animals which are trapped using
the question and answer:

Goło ginee?

Go is _____ . or Nugh is _____ .

Students ask each other and answer:

Ginee oko haal neetolaal?

Sooga oko haal neetolaal.

1. Teacher uses animal pictures to introduce animals to be trapped,
making statements like:

Go is nohbaaya.

Go is kaazina.

then asking students and having them ask each other:

Goło ginee?

Gon nidaa ts'i dinaak'a ts'oozee?

2. Referring to flannelboard picture of man with loaded sled, teacher
says several times:

Joe bito' haaltin' huts'i tohol.

Ginee oko haal neetolaal?

3. When the meaning of the question seems clear, teacher asks a
confident student:

Ginee oko haal neetolaal?

Student answers, with help if necessary:

Nohbaaya gho haal tolo'.

Continued -

ACTIVITY FIVE Continued

4. Using: Oodeelkat.

teacher starts a chain of questions and answers which continues until each student has asked and answered:

Ginee oko haal neetolaal?
Sooga gho haal tolo'.

and all new animals have been named in the answers.

UNIT VI

KOYUKON

ACTIVITY SIX

VOCABULARY: names of animals to be trapped (niltseel, sooga, etc.)
soodaal k'islaalaa

MATERIALS: pictures of animals which can be trapped

OBJECTIVES: Students learn to respond to:

Ginee haal yee aleelaan?

Students practice names of trapped animals in a game atmosphere.

1. Teacher says: Haaltin' huts'i soodaal.
and shows students how to make "traps" using their two hands.
2. Teacher takes pictures of animals to be trapped, puts them in envelopes, and walks around the class, touching an envelope into each pair of hands until one student's "trap" closes tightly on the envelope. Repeat this until each student has "trapped" at least one envelope.

3. Teacher asks each student individually:

Ginee haal yee aleelaan?

Student opens envelope, and if he correctly names the animal, he may keep the picture.

4. If the student does not trap the animal envelope in his hands, he says:

K'islaalaa.

UNIT VI

KOYUKON

ACTIVITY SEVEN

VOCABULARY: review of Unit VI

MATERIALS: flannelboard and flannelboard objects from Unit VI

OBJECTIVES: students practice using language naturally

1. Using the flannelboard and as much action as possible, the teacher tells a short, simple story with the patterns and vocabulary from Unit VI.
2. Then each student makes up and tells his own story, using the flannelboard for illustration.

UNIT VII

NOTES

ACTIVITY ONE

VOCABULARY: *chertyi*, *alim*, *alxan*, *alyal*, *alyala*, *afan*,
alxan, *ak'ida-og*, *ak'ida-og*, *ak'ida-og*,
ak'ida-og

SPOKEN KOYUKON

MATERIALS: WORKBOOK

OBJECTIVES: Students learn to ask each other and answer:

Teaching Units

for

Beginning Second Language

1. Teacher holds up a picture and says
several times and then has students
repeat:
alyal or *chertyi alyal*

2. Teacher asks a question and helps student answer:

UNIT VII

and helps student answer:

Written by

3. Teacher asks several questions and then has students
ask each other under similar conditions.

The Koyukon Language Team

4. Repeat steps 1-3 under other conditions.

Marjorie Attla
Richard Dauenhauer
Karen Willmore
Marcia Marsh
David Henry

June 1975

UNIT VI

ACTIVITY 1000

OBJECTIVES: Review of the unit. The student will be able to identify the main ideas and supporting details of the text. The student will be able to identify the main idea and supporting details of the text.

1. Before the class begins, the teacher will give the students a list of words to use in their writing.
2. The teacher will give the students a list of words to use in their writing.

Written by

The National Language Test

Richard B. Smith
John W. Smith
David W. Smith

June 1952

ACTIVITY ONE

VOCABULARY: tleeeltiy , alkon, alkonee, alyoɔ, alyolee, adzoo
adzoohee, hak'idee-on, hak'idee-onee, hadeets'iy ,
hadeets'iyee

MATERIALS: weather pictures

OBJECTIVES: Students learn to ask each other and answer:
Tleeeltiy alyolee?
Oho', tleeeltiy alyoɔ. etc.

1. Teacher holds up appropriate weather picture and says several times until students understand and then has students repeat:

Alyoɔ. or Tleeeltiy alyoɔ.

2. Teacher asks a confident student:

Alyolee?

and helps student answer:

Oho'. Tleeeltiy alyoɔ.

3. Teacher asks several more students and then has students ask each other and answer.

4. Repeat steps 1-3 with new weather conditions.

UNIT VII

KOYUKON

ACTIVITY TWO

VOCABULARY: Tleełtiy _____ hoolaan. dohoot'aa, adzoo,
Huyeega niltsee.

MATERIALS: same as Activity One plus drawing materials

OBJECTIVES: Students practice making statements about weather with as much realistic reinforcement and involvement as possible.

1. Teacher looks out window, reacts to the weather she sees (shivers, smiles, etc.), asks a confident student until he understands and has him repeat:

Tleełtiy dohoot'aa?

2. Teacher has student ask him:

Tleełtiy dohoot'aa?

3. Teacher answers, reinforcing her answer by action as in #1 and having class repeat with action:

Tleełtiy adzoo hoolaan.

4. Repeat steps 1-3 with teacher pantomiming new weather conditions, until all students have asked the question:

Tleełtiy dohoot'aa?

5. Teacher gives drawing materials to students and says, giving chalkboard demonstration if necessary until all students are drawing weather pictures:

Tleełtiy dohoot'aa?
Huyeega niltsee.

6. When pictures are completed, students ask each other and answer:

Tleełtiy dohoot'aa?
Tleełtiy _____ hoolaan.

Pictures can be posted around the room to be used as review.

UNIT VII

KOYUKON

ACTIVITY THREE

VOCABULARY: Goło nits'agh hee? Eeyło bits'agh hee?
 Nughło bits'agh hee?

MATERIALS: a funny hat

OBJECTIVES: Students review "this" and "that" in reference to items of clothing.

Students practice statements using the possessive forms with clothing.

Students practice the negative form of statement in answer to a question.

Students hear and understand: Dibaa ts'agh gonee?

Students hear, understand, answer and may use:
Goło nits'agh hee?
Eeyło bits'agh hee?

1. Teacher has a funny hat, puts it on, takes it off, looks at it disapprovingly and says:

Go is sits'agh eeldlaa-aa.

2. Teacher says to a student:

Go is sits'agh eeldlaa-aa.
Goło nits'agh hee?

3. Student takes hat and says (helped by teacher's "no" signal if necessary):

Go is sits'agh eeldlaa-aa.

4. Teacher says: Dibaa ts'agh gonee? Eeyło bits'agh hee?

5. First student responds either:

Oho', go is bits'agh.

or prompted by teacher asks second student:

Goło nits'agh hee?

6. Repeat steps 4 and 5 until each student has rejected the hat.

ACTIVITY FOUR

VOCABULARY: Nits'agh niltsee.

MATERIALS: paper, cloth, yarn, glue, markers, etc.

OBJECTIVES: Students make and manipulate their own teaching materials.

1. Teacher gives students paper, cloth, yarn, glue, markers, etc. and using the funny hat from Activity Three as an example, says:

Nits'agh niltsee.

2. Teacher demonstrates and helps students to make hats. Each hat is marked inside with the student's name. Teacher collects finished hats.

UNIT VII

KOYUKON

ACTIVITY FIVE

VOCABULARY: Go is sits'agha'. Nideen, go is sits'agh eeldlaa-aa.
Oho', go is siyeeya'. Dodeenlt'aa.

MATERIALS: student-made hats

OBJECTIVES: Students respond negatively to:

Nughlo nits'agh hee?

Students hear and understand:

Nits'agh hodee?

Nits'agh dodeenlt'aa.

Students make affirmative statement of ownership with appropriate gestures.

Students hear, understand and respond correctly to:

Nughlo niyeeya' hee?

1. Each student has someone else's hat. Teacher says to a student:

Nughlo nits'agh hee?

Student answers either: Nideen, go is sits'agh eeldlaa-aa.

or: Nideen, go is Tom ts'agha'.

2. Teacher says: Nits'agh hodee? Nits'agh dodeenlt'aa.

and gestures for student to get his own hat.

3. Student gets his hat from another student and says:

Go is sits'agha'.

4. Repeat steps 2 and 3 with each student, hatless student first, until every student has his own hat.

5. Teacher says, holding up her own funny hat:

Go is sits'agh'.

Go is siyeeya'.

and class repeats, each holding his own hat:

Go is sits'agha'.

Go is siyeeya'.

continued ---

UNIT III

KOYUKON

ACTIVITY FIVE con't

6. Teacher asks each student:

Nughio niyeeya'.

and each student answers:

Go is siyeeya'.

Go is sits'agha'.

UNIT VII

KOYUKON

ACTIVITY SIX

VOCABULARY: Sits'agh nidaalga-on.
Nits'agh ninodeedoy.
Sits'agh ninodaaga-on.

MATERIALS: same as Activity Five

OBJECTIVES: Students hear, understand, and respond actively to:
Nits'agh ninodeedoy.

Students hear, understand, and use correctly:

Sits'agh nidaalga-on.

Students hear, understand and respond to:

Nits'agh ninodeedoy, sideenee.

Nits'agh ninodeedoy, bideenee.

Students practice telling each other to: Nits'agh ninodeedoy.

answering: Sits'agh ninodaaga-on.

1. Teacher says, putting on her own hat:

Sits'agh nidaalga-on.

2. Teacher says to student, gesturing until student puts it on:

Nits'agh ninodeedoy.

3. Teacher says and has student repeat:

Sits'agh nidaalga-on.

4. Repeat steps 2 and 3 until every student is wearing his hat and has made the statement.

5. Teacher says to a confident student:

Nits'agh ninodeedoy, sideenee.

6. Student says: Nits'agh ninodeedoy

and teacher responds, with gestures, hat on head:

Sits'agh ninodaaga-on.

continued ---

ACTIVITY SIX con't

7. Teacher says to same student:

Nits'agh ninodeedoy, bideenee.

and helps students tell and answer each other, until each has said both:

Nits'agh ninodeedoy.

and:

Sits'agh ninodaaga-on.

ACTIVITY SEVEN

VOCABULARY: Sida-aaga' , sakaakina' , situla'

MATERIALS: Items of clothing

OBJECTIVES: Student hear and understand names of personal clothing.

Students hear, understand, and respond correctly to "Where" questions about personal clothing.

Students ask "Where" question, and reinforce understanding of names of personal clothing by hearing them used in statements about wearing.

1. Teacher demonstrates with his own clothing and repeats:

Go is sida-aaga'.

Go is sakaakina'.

Go is situla'.

2. Teacher asks each student one of the following questions:

Nida-aaga' hodee?

Nakaakina' hodee?

Nitula' hodee?

until each student has answered at least once by touching the clothing named and repeating the appropriate statement from step 1.

4. After repeating step 3 about another student and his hat, teacher says to class:

and then asks a confident student:

Student answers:

ACTIVITY EIGHT

VOCABULARY:

Sida-aaga nidaalgikool.
Sakaakina yee daalga-aatl.
Nida-aaga ninodeelkool.
Sida-aaga ninodaagikool.

MATERIALS:

Items of clothing

OBJECTIVES:

Students learn to hear, understand and use correctly statements about wearing and putting on items of clothing.

1. Repeat Activity Six, replacing hat sentences with:

Sida-aaga nidaalgikool.
Nida-aaga ninodeelkool.
Sida-aaga ninodaagikool.

2. Repeat Activity Six, replacing hat sentences with:

Sakaakin yee daalga-aatl.
Nakaakin yee nodeel-aatl.
Kaakin yee nodaaga-aatl.
Situl yee daalga-aatl.

ACTIVITY NINE

VOCABULARY: dits'agha' , nidaal-on, ninodeedoy, nidaalkool,
daadl-aatl

MATERIALS: same as Activity Seven

OBJECTIVES: Students review directions and questions about clothing.
Students practice third person forms of possession and wearing.
Students reinforce previous exposure to Athapaskan verb structure.

1. Teacher tells students:

Nits'agh ninodeedoy.

and after they have done it, says about one student and has class repeat:

Joe dits'agh nidaal-on.

2. Teacher tells students:

Nida-aaga ninodeelkool.

and after they have done it, says about one student and has class repeat:

Mary dida-aaga nidaalkool.

3. Teacher asks another student:

Tom da-aaga hodee?

and student answers, with help if necessary:

Tom da-aaga nidaalkool.

4. After repeating step 3 about another student and his hat, teacher says to class:

Nakaakin yee nodeel-aatl.

and then asks a confident student:

Shirley kaakin hodee?

Student answers:

Shirley dakaakin yee daadl-aatl.

UNIT VII

KOYUKON

ACTIVITY NINE con't

ACTIVITY NINE

5. Repeat step 3 or steps 3 and 4, using sweater and pants.

k'ogho da-aak

baasbaagee

kaatsul

ACTIVITY ONE

VOCABULARY:

SPOKEN KOYUKON

MATERIALS:

Teaching Units

OBJECTIVES:

Beginning Second Language

UNIT VIII

1. Teacher says several times, indicating Christmas decorations or pictures, and students repeat:

Written by

2. Teacher says, and students repeat:

The Koyukon Language Team

3. (optional) Teacher shows pictures of relatives if necessary:

Marjorie Attla
Richard Dauenhauer
Karen Willmore
Marcia Marsh
David Henry

4. Teacher asks a confident student:

5. Student answers, with help if necessary:

June 1975

6. Repeat steps 4 and 5 with each student, naming a different relative each time.

7. Teacher says again for class to repeat:

ACTIVITY SHEET

STUDENT NAME

Write the following words in the correct form.

- 1. happy
- 2. sad
- 3. angry
- 4. tired
- 5. excited
- 6. nervous
- 7. surprised
- 8. disappointed
- 9. bored
- 10. lonely

UNIT VIII

Written by

The National Language Centre

Ministry of Education
 National Curriculum Framework
 for School Education
 National Council for Educational Research and Training
 New Delhi

June 2020

ACTIVITY ONE

VOCABULARY:

Dinaahuto' hooldlaan didzaan hootolaa'.
 Dibaa een ditlik hateedlleedaa.
 Eenaa-a tedlleedaa.

MATERIALS:

illustrations of relatives; Christmas decorations.

OBJECTIVES:

Students hear, understand, and establish as a setting for this and following units the idea that:
 Dinaahuto' hooldlaan didzaan hootolaa'.

Students relate classroom activities to a coming holiday.

Students hear, understand, and apply the idea that:

Dibaa een ditlik hateedlleedaa.

Students review relatives and first-person possessives.

Students get ready to talk about actions.

1. Teacher says several times, indicating Christmas decorations or pictures, and students repeat:

Dinaahuto' hooldlaan didzaan hootolaa'.

2. Teacher says, acting "busy," and students repeat:

Dibaa een ditlik hateedlleedaa.

3. (optional) Teacher says, indicating pictures of relatives if necessary:

Eetaa-a teedlleedaa.

Eenaa-a teedlleedaa.

Soogha teedlleedaa.

4. Teacher asks a confident student:

Nil-aa teedlleedaa hee'?

5. Student answers, with help if necessary:

Oho', sil-aa teedlleedaa.

6. Repeat steps 4 and 5 with each student, naming a different relative each time.

7. Teacher says again for class to repeat:

Dinaahuto' hooldlaan didzaan hootolaa'.

Dibaa een ditlik hateedlleedaa.

UNIT VIII

KOYUKON

ACTIVITY TWO

VOCABULARY: eenaa-a, sibaats'a', soda', sitsoo;
gits, kaakina, kaatsuł, tuł; aghon

MATERIALS: pictures of new vocabulary

OBJECTIVES: Students review Christmas, busy, and relatives.

Students hear, understand and respond to:

Dibaa ka kin aghon?

Students understand and use new vocabulary
in the statement:

_____ aghon. Eenaa-a gits aghon. etc.

1. Teacher says with gestures:

Dinaahuto' hooldlaan didzaan hootolaa'.

Dibaa een ditlik hateedlleedaa.

and adds for students to repeat:

Sibaats'a' kaakin aghon.

2. Teacher indicates a picture of something and asks:

Dibaa kaakin aghon?

several times, until one or more students appear willing to answer.

3. Teacher addresses the same question to a confident student, who responds, with help if necessary:

Sibaats'a' kaakin aghon.

4. Repeat steps 2 and 3, allowing extra time for naming totally new vocabulary items, until each student has answered at least once and all pictures have been named. Encourage each student to name a different relative.

ACTIVITY THREE

VOCABULARY: eetaa-a, sitseeya, sil-aa, soogha, sitoya;
saaya, beedoya, hutl, bileedaa; aitsee

MATERIALS: pictures of new vocabulary

OBJECTIVES: Students review Christmas, busy, and relatives.

Students hear, understand and respond to

Dibaa saay aitsee?

Students understand and use new vocabulary
in the statement:

Eetaa-a saay aitsee.

Sil-aa hutl aitsee.

1. Teacher says with gestures:

Dinaahuto' hooldlaan didzaan hootolaa'.

Dibaa een ditlik hateedlleedaa.

and adds for students to repeat:

Sil-aa hutl aitsee.

2. Teacher indicates a picture of something and asks:

Dibaa saay aitsee?

several times, until one or more students appear willing to answer.

3. Teacher addresses the same question to a confident student, who responds, with help if necessary:

Sitseey saay aitsee.

4. Repeat steps 2 and 3, allowing extra time for naming totally new vocabulary items, until each student has answered at least once and all pictures have been named. Encourage each student to name a different relative.

UNIT VIII

KOYUKUN

ACTIVITY FOUR

VOCABULARY: _____ atitsee.
Ginee eey niltseeyee? _____ asghon.

MATERIALS: same as Activity Two, plus art materials

OBJECTIVES: Students practice asking and answering:
Q. Ginee eey niltseeyee?
A. Sil-aa hutl atitsee.
Students review names of objects.

Students begin to relate pre-Christmas activities to themselves and to each other.

1. Teacher gives students art materials and tells them:

K'iyeeega niltsee. Dinaahuto' hooldlaan didzaan oho k'eeitsee.

2. Teacher says several times, showing the picture she is making:

Gits asghon. or Da-aak atitsee.

3. Teacher asks a confident student:

Ginee eey niltseeyee?

4. Student shows his picture and answers, with help if necessary:

Hutl atitsee.

5. Teacher tells student, indicating another student:

Oodeelkat.

6. Repeat steps (2), 3, 4, and 5, teacher helping as necessary, until each student has asked and answered the question while continuing art activity.

7. (optional) Teacher reviews by saying:

Dinaahuto hooldlaan didzaan hootolaa'.

Dibaa een ditlik hateedlleedaa.

Dibaa gits aghon?

Mary gits aghon.

Tom oy aghon.

Joe hutl atitsee.

Bill saay atitsee.

until all student pictures have been named again. Class may repeat each statement.

UNIT VIII

KOYUKON

ACTIVITY FIVE

VOCABULARY: _____ oho.

MATERIALS: Student art work in progress.

OBJECTIVES: Students practice expanding statements learned in the first three Activities by adding:

_____ oho.

Students review first and third person forms of "making" statement.

_____ atitsee; _____ altsee; _____ asghon, _____ aghon

Students pay attention to and remember what others in the classroom are doing and for whom.

1. Teacher shows her picture and says several times:

Gits asghon. Eenaa-a oho gits asghon.

Saay atitsee. Bill oho saay atitsee.

2. Teacher asks a confident student:

Dibaa oho kaakin naghon? or Dibaa oho saay altsee?

3. Student answers, with help if necessary:

Bill oho saay altsee.

4. Repeat steps 2 and 3 until all students have answered the question.

5. Teacher reviews statements for students to repeat, as in step 6, Activity Three, and then encourages students to give each statement in response to gestures.

EXAMPLE: Teacher says: Dinaahuto' hooldlaan didzaan hootolaa'.
Dibaa een ditlik yoogh ginee altsee?
Joe, Tom oho hutl altsee.
Mary, Sue oho tul aghon.

6. _____ and students repeat.

7. Then teacher: (gestures to Christmas pictures)

Students say: Dinaahuto' hooldlaan didzaan hootolaa'.

Teacher: (gestures to Tom, his picture, & Joe)

Students say: Tom, Joe oho hutl altsee.

8. Repeat steps 5, 6 and 7 until all students have answered both questions.

Etc.

6. Teacher should try to review the different words used.

ACTIVITY SIX

VOCABULARY: _____ lititseen.
 _____ ghasghon'.

MATERIALS: completed student pictures

OBJECTIVES: Students practice first-person statements about completed action in relation to their pictures.

Students interact with each other and prepare for the following Activity.

Students review _____ oho and names of objects.

1. Teacher says, showing her completed picture:

Saay lititseen. Bill oho saay lititseen. OR
Kaakin ghasghon'. Mary oho kaakin ghasghon'.

and gives picture to student named.

2. Teacher asks student named:

Ginee leeitseen?

3. Student answers, with help if necessary:

Huti lititseen.
Joe oho huti lititseen.

giving picture to student named.

4. Repeat steps 2 and 3 until all students have answered the question and each has someone

ACTIVITY SEVEN

VOCABULARY: _____ ast'aan. Sodigits'eey.

Ginee eent'aan? Nin doo', sodeelts'eeyee?

MATERIALS: completed student pictures, each in another student's hands

OBJECTIVES: Students follow up on present-making.

Students practice asking and answering;

Ginee eent'aan? _____ ast'aan.

Students review vocabulary with statements and pictures.

Students practice first emotional expressions, using Christmas situation and

Sodigits'eey. Nin doo', sodeelts'eeyee?

1. Teacher says, smiling and indicating the picture she has:

Hutl ast'aan.

Sodigits'eey.

2. Teacher asks several times:

Ginee ent'aan?

Nin doo', sodeelts'eeyee?

3. Teacher says: Soodeelkat.

and students repeat both questions from step 2.

4. Teacher answers:

Gits ast'aan.

Oho, sodigits'eey.

5. Teacher tells one student, indicating another:

Oodeelkat.

6. Student asks questions from step 2.

7. Second student answers, with help if necessary:

Kaakin ast'aan.

Oho', sodigits'eey.

8. Repeat steps 5, 6 and 7 until each student has asked and answered both questions.

9. Teacher says:

Dinaahuto' hooldlaan didzaan hootolaa'.

Sodigits'eey.

UNIT VIII

KOYUKON

ACTIVITY EIGHT

- VOCABULARY: Tom sa-oy gheeghon'. Dibaa na-oy gheehon'?
Joe saghudla' atitseen. Dibaa naghudla' atitseen?
- MATERIALS: Same as Activity Six
- OBJECTIVES: Students ask and answer "Who" question with third person answer in regard to what has been made.
Students review vocabulary in context.

1. Teacher says several times:
Tom saghudla' atitseen.
2. Teacher asks a student:
Dibaa naghudla' atitseen?
3. Student answers, with help if necessary:
Joe saghudla' atitseen.
4. Teacher says, indicating another student:
Oodeelkat.
5. Repeat steps 2, 3, and 4 until all students have asked and answered the question.

ACTIVITY NINE

VOCABULARY: Dibaa gits at'aan?
Gits ast'aan.

MATERIALS: Same as Activity Seven

OBJECTIVES: Students practice third person question and answer with at'aan

Students practice saying _____ ast'aan with correct name of object pictured.

1. Teacher asks several times, with gestures:

Dibaa gits at'aan?

2. Teacher may add the following and repeat the original question:

Kaakin ast'aan.

3. A student volunteer answers:

Gits ast'aan.

4. Teacher says and students repeat:

Susan gits at'aan.

5. Repeat steps 2, 3, and 4 until all objects have been named and each student has answered.

UNIT VIII

KOYUKON

ACTIVITY TEN

VOCABULARY: Gits eent'aanee? Nideen.

MATERIALS: Same as Activity Seven, plus posted object pictures

OBJECTIVES: Students practice asking and answering according to fact:

Gits eent'aanee?

Dibaa gits at'aan?

Students use questions on each other to get information that may not be clearly established for everyone.

Students review: Kaakin eent'aanee? Oho', kaakin ast'aan.
Dibaa kaakin at'aan? Kaakin ast'aan.

Students practice other names of objects.

1. Teacher asks a student:

Gits eent'aanee?

and student answers: Oho'. OR Nideen.

Then teacher asks same student:

Dibaa gits at'aan?

2. Student answers correctly:

Jack gits at'aan.

3. Teacher indicates a posted picture of another object and tells student who answered, indicating named student:

Oodeelkat.

4. Repeat steps 1, 2, and 3, students asking, until all things are located.

ACTIVITY ONE

SPOKEN KOYUKON

Teaching Units

MATERIALS: none required for

OBJECTIVES: Student Beginning Second Language

Students understand and respond to

basic words

Students revise role relations with "my" and "your" saying:

UNIT IX

1. Teacher says, for students to repeat:

Ullaa hoto' hoollooh dindag hoollooh
Ullaa hoo hoollooh

Written by

2. Teacher says for The Koyukon Language Team

Ullaa hoo hoollooh
Ullaa hoollooh

Marjorie Attla
Richard Dauenhauer
Karen Willmore
Marcia Marsh
David Henry

3. Teacher asks:

Ullaa hoollooh?
Ullaa hoollooh?

Students answer:

Ullaa hoo hoollooh.
Ullaa hoollooh.

June 1975

4. Teacher says for students to repeat:

Ullaa hoo hoollooh.
Ullaa hoollooh.

5. Repeat steps 3 and 4, substituting "my, your, uncles, my, your brothers," etc. into teacher statement and class response to question.

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ACTIVITY ONE

VOCABULARY: Dinaa kaa haaltin' huts'in naahtodol.
Eetaa-a haaltin' huts'in notodol.

Dinaahuto' hooldlaan didzaan hootolaa'.

MATERIALS: none required

OBJECTIVES: Students review Christmas situation and language.

Students understand and respond to;

Dibaa notodol?

Students review male relatives with "my" and "your" saying:

Eetaa-a sitoya sil-aa soogha sikiti'a'
Sitseeya silin dinaa kaa siyiiniyoo

1. Teacher says, for students to repeat:

Dinaa huto' hooldlaan didzaan hootolaa'.
Dinaa kaa naahtodol.

2. Teacher says for students to repeat:

Dinaa kaa haaltin' huts'in naahtodol.
Eetaa-a haaltin' huts'in notodol.

3. Teacher asks:

Dibaa notodol?
Dibaa naahtodolee?

Students answer:

Dinaa kaa naahtodol.
Eetaa-a notodol.

4. Teacher says for students to repeat:

Oho', dinaa kaa naahtodol.
Oho', nito' notodol.

5. Repeat steps 3 and 4, substituting "my, your uncles; my, your brothers," etc. into teacher statement and class response to question.

ACTIVITY TWO

VOCABULARY: Dibaa notodoł? Nidaagħ huts'in?

MATERIALS: none required

OBJECTIVES: Students understand and respond correctly to;
Dibaa? Dibaa notodoł?
Nidaagħa? Nidaagħ huts'in?
Students review male relatives with "my" and "your".

1. Teacher says for students to repeat:

Dinaahuto' hooldlaan didzaan hootolaa'.

Dinaakaa haaltin' huts'in naahtodoł.

2. Teacher asks:

Dibaa? Dibaa notodoł?

Nidaagħa? Nidaagħa huts'in?

Students respond:

Eetaa-a notodoł.

Haaltin' huts'in.

3. Repeat step 2, substituting:

sitoya, soogha, etc.

4. Teacher asks a student:

Dibaa haaltin' huts'in notodoł?

Student answers:

Soogha haaltin' huts'in notodoł.

5. Teacher asks another student:

Nidaagħa huts'in nito' notodoł?

Student answers:

Haaltin' huts'in eetaa-a notodoł.

6. Repeat steps 4 and 5 until all male relatives have been named and each student has answered at least one question.

ACTIVITY THREE

VOCABULARY: Ditlik ts'in' huteedlleedaa.
 Soit'in kaa sookaanee naahtoltseeł.
 (sookaanee; k'oondzaah; nonaałdloda; deek'oodzee)

MATERIALS: real foods or pictures of foods named

OBJECTIVES: Students extend their understanding and ability to talk about preparations for Christmas.

Students understand and repeat;

Ditlik ts'in' huteedlleedaa.

Students understand and repeat new vocabulary.

See vocabulary above.

1. Teacher says and students repeat:

Dinaahuto' hooldlaan didzaan hootolaa'.

Dinaa kaa haaltin' huts'in naahtodoł.

Ditlik ts'in' huteedlleedaa.

2. Teacher says and students repeat:

Ditlik ts'in' huteedlleedaa.

Soit'in kaa sookaanee naahtoltseeł.

3. Repeat step 2, substituting:

sookaanee; k'oondzaah; nonaałdloda; deek'oodzee

4. Teacher signals sentence response, using objects or pictures to cue response, asking:

Ginee soitin kaa naahtoltseeł?

Students respond:

Sookaanee

K'oondzaah

Nonaałdloda

Deek'oodzee

naahtoltseeł.

ACTIVITY FOUR

VOCABULARY: _____ nosoltseeł.
 _____ naahtoltseeł.
 _____ nots'iltsee.
 _____ naahaltsee.

MATERIALS: Ingredients to make: bread dough; Indian pudding; Indian ice cream; cake or cookies.

OBJECTIVES: Students use materials to reinforce meaning of repeated statement: _____ nots'iltsee,

Students observe others using materials to reinforce meaning of repeated statement: _____ naahaltsee.

Students work together on projects.

1. Teacher divides class into three groups, giving each group materials for making one of the food items to be made.
2. Teacher says, indicating group one:

Sookaanee naahtoltseeł.

Other groups repeat.
3. Teacher joins group one and says:

Sookaanee nosoltseeł.

Group one repeats.
4. Teacher and group one start making bread. Teacher says while working:

Sookaanee nots'iltsee.

Group one repeats.
5. Teacher pulls out of group one while they continue working and says:

Sookaanee naahaltsee.

Other groups repeat.
6. Repeat steps 2, 3, 4, and 5 with each group and its product.

ACTIVITY FIVE

VOCABULARY: _____ naahatitseen.
 _____ nots'ititseen.
 _____ noltitseen.
 _____ no-atitseen.

MATERIALS: Completed foods made from materials in Activity Four

OBJECTIVES: Students use result of previous Activity to reinforce meaning of repeated statements.

Students review by asking each other and answering:
 Sookaanee nots'ititseen. Ginee noleeelts'een?
 Sookaanee noltitseen.

1. When projects are done, teacher says, indicating groups appropriately:

Sookaanee naahatitseen.
K'oondzaah
Nonaaldloda
Deek'oodzee

and the two "outgroups" in each case repeat each statement.

2. Teacher says, joining each group in turn:

Sookaanee nots'ititseen.
K'oondzaah
Nonaaldloda

and each group repeats its own statement.

3. Teacher asks a member of group one:

Ginee noleeeltseen?

Student answers:

Sookaanee noltitseen.

4. Teacher uses "Ask him" to start a student chain of questions and answers about:

Q. Ginee noleeeltseen?
 A. _____ noltitseen.

5. After chain is completed, teacher asks a student about another student:

Joe, ginee no-atitseen?

ACTIVITY FIVE Con't

ACTIVITY FIVE

Student answers correctly:

Sookaane no-atitseen.

6. Repeat steps 3 and 4 with a couple of members of each group.

VOCABULARY: _____
no-atitseen _____
no-atitseen _____
no-atitseen _____

ACTIVITY SIX

VOCABULARY: Dinaa kaa; oho; dibaa een ditliga; sołt'in kaa; dinaayilniyoo kaa; sakaay kaa; tsoogaał kaa; sitseeey kaa.

MATERIALS: none required

OBJECTIVES: Students expand statement from Activity Three by adding:

Dinaa kaa oho.

Students understand and respond correctly to questions about: Dibaa? Dibaa oho? Ginee?

Students respond affirmatively to yes/no questions reviewing female relatives in

Ginee naa-aitsee?

Sookaanee naa-aitsee.

1. Teacher says for students to repeat:

Dinaahuto' hooldlaan didzaan hootolaa'.
Dinaa kaa haaltin' huts'in naahtodidił.
Sołt'in kaa sookaanee naahtoltseeł.

2. Teacher says for students to repeat:

Sołt'in kaa sookaanee yił nonaakdloda yił naahatołtseeł .
Dibaa een ditlik oho.

3. Teacher asks:

Dibaa sookaanee notoltseeł?

Students respond:

Sakaay kaa oho notoltseeł.

4. Teacher asks the following questions, getting the same response as in step 3:

Ginee? Ginee no-aitsee?
Dibaa oho?

5. Teacher asks:

Non sookaanee notoltseelee?

Students respond: Sookaanee sakaay kaa oho notoltseeł.

6. Repeat step 5, substituting "your sister, your aunt, your grandmother".

ACTIVITY SIX

ACTIVITY SIX

VOCABULARY: Give each student a card with a word from the list. Ask them to write a sentence using the word.

Students write sentences.

OBJECTIVES: Students expand their vocabulary and use it in writing.

Students understand and respond correctly to questions about the text.

Students respond affirmatively to yes/no questions reviewing the text.

1. Teacher says for students to repeat: 'The teacher is very kind.'

2. Teacher says for students to repeat: 'The teacher is very kind.'

3. Teacher asks: 'Is the teacher kind?'

Students respond: 'Yes, the teacher is kind.'

4. Teacher asks the following questions, getting the same response as in step 3: 'Is the teacher kind?'

5. Teacher asks: 'Is the teacher kind?'

6. Teacher asks: 'Is the teacher kind?'

Students respond: 'Yes, the teacher is kind.'

7. Repeat step 5, substituting 'your sister, your aunt, your grandmother.'

