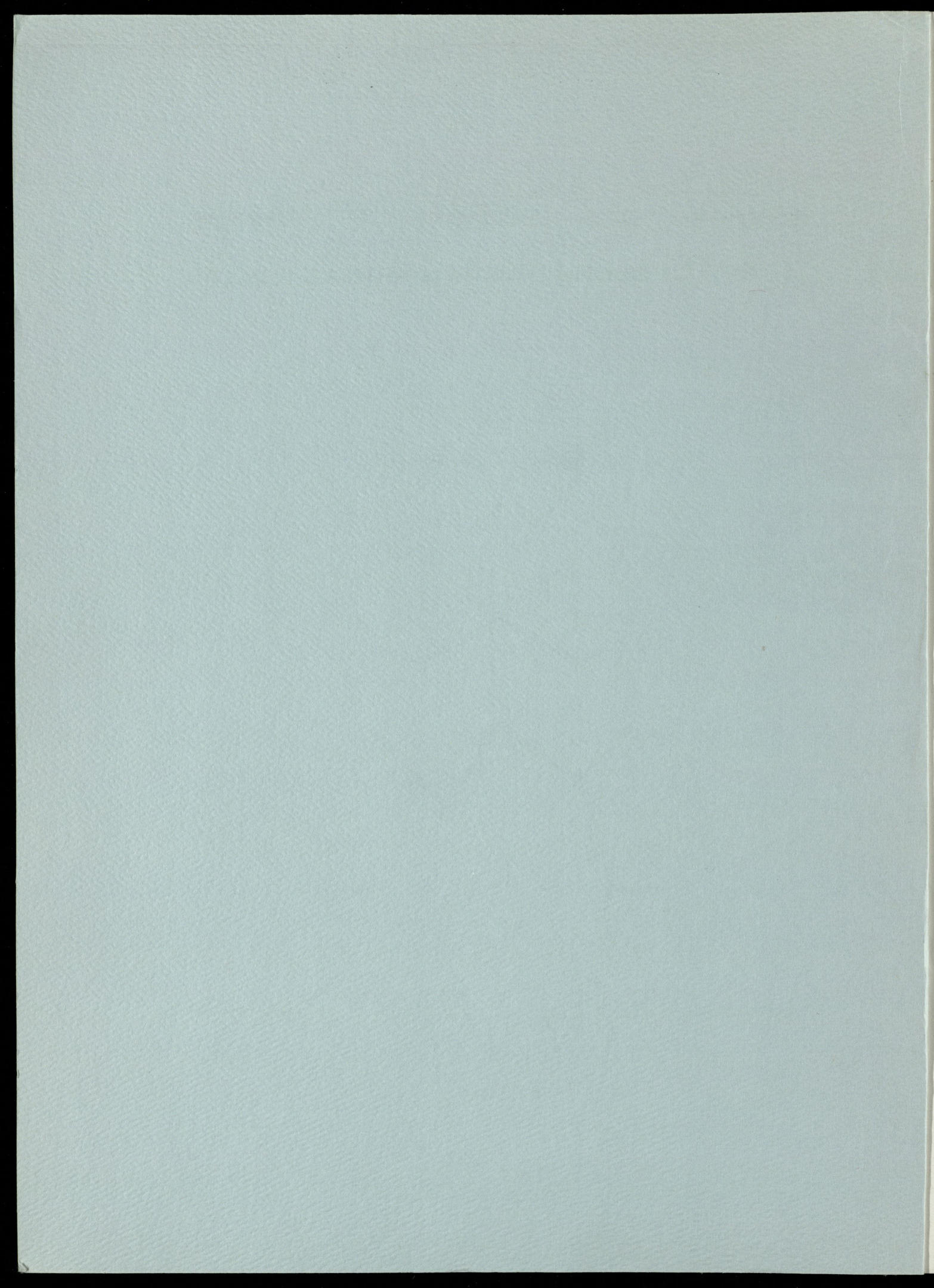


# Lessons and Games for Inupiat as a Second Language



Prepared By Edna Ahgeak MacLean







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LESSONS AND GAMES FOR INUPIAQ AS A SECOND LANGUAGE

Prepared by Edna Ahgeak MacLean

A Production of the Alaska Native Language Center  
a Division of the Center for Northern Educational  
Research, University of Alaska, Fairbanks, Alaska

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August, 1974



To the Bilingual Teacher:

These lesson plans are prepared as suggestions for any Inupiaq Bilingual Teacher to use if she wants to. The Bilingual Teacher should not restrict her vocabulary to the list of action verbs listed in this booklet, but should speak Inupiaq as much as possible to the children. The children may not understand too much at first, but later on the child will understand much more, and that is what we want.

The Bilingual Teacher is the best judge of her students and if the children already know the word that is in the list of action verbs within this booklet, she should have them say it quickly anyway, but go on to another word.



## Iñupiaq Oral-Aural Activity Lesson I

### Pattern Practice

- A. Objective: to let the students learn the verb:

Aqpattuq. He is running.

Question: Suva una? What is this doing?

(This objective can be used over and over again by changing the verb.)

- B. Materials needed:

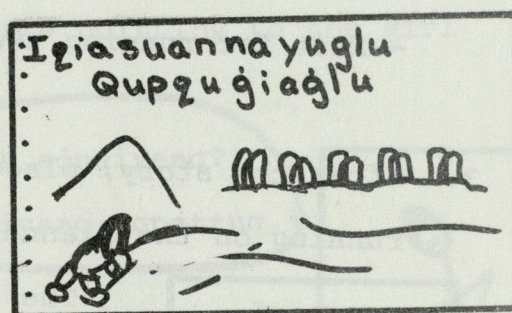
1. A picture card depicting the action of the verb.

2. Flannel board and flannel characters.

3. Text of the reader

Suva Una?

4. An exciting story based on running Ex: Harold Kaveolook's story, Iqaisuannayuglu Qupqugiaglu.



- C. Space needed: A classroom in which children would be able to perform the action of the verb.
- D. Time needed: 15 to 30 minutes as pattern practice.
- E. The students should already know the Iñupiaq words for girl, and boy.

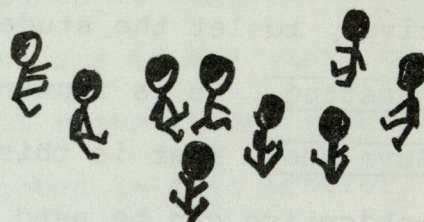
aḡnaiyaaq

aḡutaiyaaq

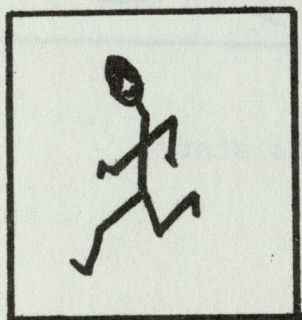


F. Suggestion on how to present the lesson:

1. Let the children sit on the floor as a group.



2. Tell the story, Iqiasuannayuglu Qupqugiaġlu., Harold Kaveolook, emphasizing the running of the man away from the bear. The teacher can have the children slap their laps - slowly for walking, and - fast for running away from the bear.
3. After the story, place the picture card of a girl running on the flannel board.



The teacher pointing to the picture says:

Teacher: "Aġnaiyaaq aqpatuq."  
three times.

Then she tells the whole class to say it.

Whole class says: "Aġnaiyaaq aqpatuq."

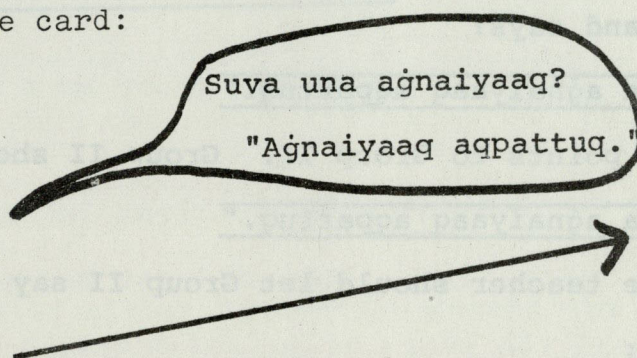
3 times. Before the class says it together, the teacher should say it for them first.



4. Then repeat the exercise using  
a flannel boy.



5. Then the teacher says while pointing to the girl  
picture card:



then repeats it once.

Then she tells the students to say together:

"Suva una aḡnaiyaaq?"

after she says it.

After that she tells the students to say  
together:

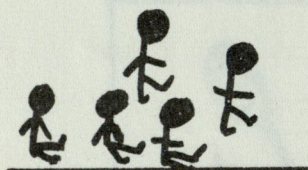
"Aḡnaiyaaq aqpattuq."

after she says it.

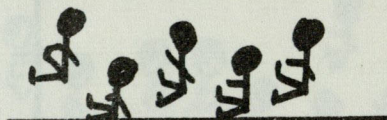


6. Next she divides the class into two groups.

I



II



With her pointer she indicates which group is to speak after her.

The teacher says: "Suva una aḡnaiyaaq?"

and points to Group I. Group I should say:

"Suva una aḡnaiyaaq."

Then the teacher points back to the picture card and says:

"Una aḡnaiyaaq aḡpattuq."

and points to Group II. Group II should say:

"Una aḡnaiyaaq aḡpattuq."

Then the teacher should let Group II say after she says it:

"Suva una aḡnaiyaaq?"

and Group I responds with:

"Una aḡnaiyaaq aḡpattuq."

after she says it.

7. Then the teacher tells the class that she is going to tap someone on the shoulder after she says:

"Suva una aḡnaiyaaq?"

and she wants that child to say it.



Then she says:

Una aḡnaiyaaq aqpattuq.

and taps someone else on the shoulder.

8. And the teacher should repeat 6 and 7 using:

aḡutaiyaaq

in the

Suva una

and

Una

aqpattuq.



## Iñupiaq Oral Activity: Lesson II

### Pattern Practice

- A. Objective: To let the students review the verb

aqpattuq and Suva una and to learn the verb pisuaqtuq.

- B. Materials needed:

- 1) picture card of a girl running.
- 2) picture card of a girl walking.
- 3) Iqiasuannayuglu Qupqugiaglu, H. Kavealook.

- C. Lesson

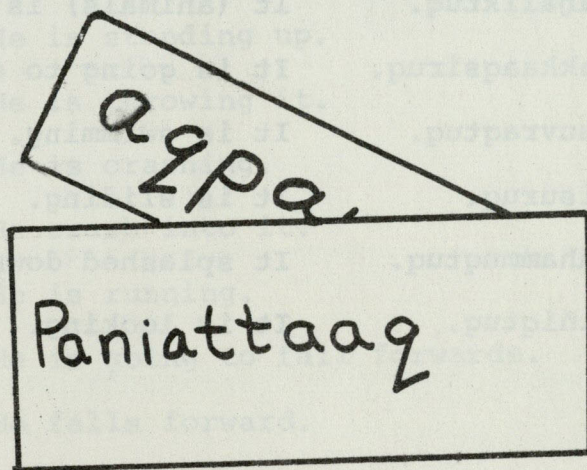
1. Let the students sit on the floor as a group.
2. Place the picture card of the girl running and review it using F6 of the first lesson and F7 of the first lesson, for at least two minutes.
3. Then tell the story of Iqiasuannayuglu Qupqugiaglu placing the emphasis on the man walking away from the village and walking quietly up to the ten-legged polar bear, and also include the running of the man away from the bear, and have the man safely in the crack within the iceberg.
4. After the story place the picture card of the girl walking, on the board and follow the lesson activity F numbered, 3, 4, 5, 6, and 7 of lesson I replacing aqpattuq with pisuaqtuq.



To the teacher: I

- A. The picture cards can be hung on the wall after each action verb has been presented to the class formally during the pattern practice period.
- B. Then at the beginning of each pattern practice period of Iñupiaq the teacher can quickly review the verbs using the picture cards with the children.
- C. After a week or so of reviewing the verbs, the teacher can take one child at a time to the picture card and ask "Suva una agnaiyaaq:" and if the student can say without hesitation Una agnaiyaaq aqpattuq. or just Aqpattuq., then the teacher can mark off that child as "owning" that Iñupiaq verb. She should do this with every child.

When the child gives the correct answer the teacher may write the word for the student on a 3 x 5 card and give it to him to put into an envelope. Then the child can start collecting Iñupiaq verbs for use in games later on.





D. The lesson plans I and II may be used over and over with the following verbs:

Aqpattuq.	It is running.
Pisuaqtuq.	It is walking.
Misiktuq.	It is leaping.
Minniqtuq.	It is jumping.
Paammaktuq.	It is crawling.
Imiqtuq.	It is drinking.
Nigiruuq.	It is eating.
Aqqaqtuq.	It is coming down.
Mayuqtuq.	It is climbing up.
Nutqaqtuq.	It is stopping.
Aluktuq.	It is lapping (licking).
Qamuktuq.	It is pulling.
Tamuqtuq.	It is chewing.
Tiniruuq.	It took off flying.
Tinmiruuq.	It is flying.
Mitchaaqtuq.	It is landing.
Minniqtuqtuq.	It is hopping.
Aatchauqtuq.	It is yawning.
Paṇaliktuq.	It (animals) is running.
Nakkaaqsiruuq.	It is going to dive in.
Puuvraqtuq.	It is swimming.
Sisuruq.	It is sliding.
Tahammuqtuq.	It splashed down!
Qiniqtuq.	It is looking.



Aqsraaqtuq.	He is kicking _____.
Aqigaa.	He kicks it.
Akkuaḡaqsigaa.	He is going to catch it.
Akkuaḡaa.	He is catching it.
Quviasuktuq.	He is happy.
Isaaqtalaruq.	He is waving his arms.
Quviasuktuk.	They <sub>2</sub> are happy.
Isaaqtalaruk.	They <sub>2</sub> are waving their <sub>2</sub> arms.
Quviasuktut.	They <sub>3+</sub> are happy.
Isaaqtalarut.	They <sub>3+</sub> are waving their arms.
Akkuanitkaa.	He did not catch it.
Ipiqtusuktuq.	He is sad.
Quviasunitchuq.	He is unhappy.
Ipiqtusuktuk.	They <sub>2</sub> are sad.
Quviasunitchuk.	They <sub>2</sub> are unhappy.
Ipiqtusuktut.	They <sub>3+</sub> are sad.
Quviasunitchut.	They <sub>3+</sub> are unhappy.
Aquvitkaqsiruu.	He is going to sit down.
Aquvittuq.	He is sitting down.
Aquppiruu.	He is sitting.
Makittuq.	He is standing up.
Milūqsautigaa.	He is throwing it.
Apuqtuq.	He is crashing.
Apuḡaa.	He crash into it.
Aqpattuu.	He is running.
Putukkitkaqsiruu.	He is going to fall forwards.
Putukkitchuq.	He falls forward.



Pałluhaaqtuq.	He falls forward.
Pusikaqtuq.	He falls forward.
Kuniłukaqtuq.	He falls forward.
Makitaruq.	He is standing up.
Nutqaņaruq.	He has stopped.
Pisuaqsaqtuq.	He is beginning to walk.
Pusuaqtuq.	He is walking.
Nutqaqtuq.	He stopped.
Nivvaktaaqsiruq.	He is going to fall backwards.
Aquvsalaagagsiruq.	He is going to fall backwards on his bottom.
Aquvsalaaqtuq.	He falls backwards.
Qayaqtuqtuq.	He is canoeing.
Tautukkaa.	He sees it.
Pisiksagaa.	He is taking a shot at it.
Pisiņitkaa.	He did not shoot it.
Pisikkaa.	He shoot it.
Kalitkaa.	He is dragging it.
Pilakkaa.	She is cutting it up.
Niksiksuqtuq.	He is fishing.
Iqaluksiuqtuq.	He is fishing.
Niksiktuq.	He caught a fish.
Iqaluktuq.	He caught a fish.
Qaāņani.	---on top of it
Saāņani.	---in front of it
Tunuani.	---behind it
Ataani.	---under it



Kataktuq. He is falling down.

Aksraliuktuq. It is rolling off or down.

Pigliqtuq. It is bouncing.

The teacher may present all of these verbs and then present other verbs if she wants to.

The above verbs will be used in an early reader or reenforcement activities, so the students will be familiar with them at that time.

In fact, the teacher can ask the students if they know any Iñupiaq words that tell what they are doing--- like eating, running and so on, and make a list of them. If the students already know some action verbs then the teacher should go over them quickly anyway.



### Iñupiaq Oral-Aural Activity: Lesson III

#### Pattern Practice

##### A. Objective:

1. To let the students review the verbs aqpattuq and pisuaqtuq.
2. To let the students learn the future tense of the verbs aqpattuq and pisuaqtuq. The future tenses are aqpanniagtug and pisuagniaqtug respectively.

##### B. Materials needed:

1. Picture cards depicting:
  - a. girl<sub>1</sub> running
  - b. girl<sub>2</sub> walking
  - c. girl<sub>1</sub> standing still
  - d. girl<sub>2</sub> standing still
2. A flannel board large enough to display all of picture cards at once.

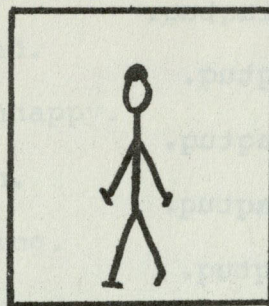
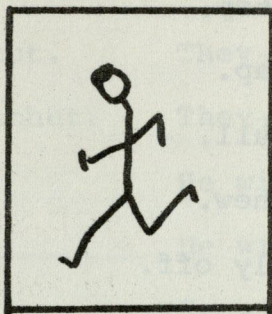
##### C. Lesson

1. Have the students sitting on the floor in front of the flannel board.
2. Place the picture card of the girl running. on the flannel board and ask the students: Suva una agnaiyaaq?  
If the students hesitate to give the response: Agnaiyaaq aqpattuq., the teacher should say it for them and then have the students say it.



Then repeat the procedure replacing aqpattuq with pisuaqtuq.

3. Then place the picture of the girl standing still, getting ready to run, next to the picture of the girl running



and say: Agnaiyaaq aqpanniaqtuq. 3 times.

4. Then have the students repeat Agnaiyaaq aqpanniaqtuq. after her three times as one group, as two groups and individually.
5. Then repeat 3 and 4 with the picture of the girl standing still next to the picture of a girl walking.

---

To the Teacher III.

The above lesson plan can be used over and over by using other verbs.

Also, the teacher can repeat C of To the Teacher on page 2 to make sure that each child "owns" the verb, such as aqpanniaqtuq, pisuañniaqtuq, and so on using the following list.

Aqpanniaqtuq.	It will run.
Pisuañniaqtuq.	It will walk
Misigniaqtuq.	It will leap.
Minñigniaqtuq.	It will jump.



Paammagniaqtuq.	It will crawl.
Imiġniaqtuq.	It will crawl.
Niġiñiaqtuq.	It will eat.
Aqqaġniaqtuq.	It will come down.
Mayuġniaqtuq.	It will climb up.
Nutqaġniaqtuq.	It will stop.
Aluġniaqtuq.	It will lap.
Qamuġniaqtuq.	It will pull.
Tamuġniaqtuq.	It will chew.
Tiñiniaqtuq.	It will fly off.
Tiñmiñiaqtuq.	It will fly.
Mitchaaġniaqtuq.	It will land.
Minñiqtaġniaqtuq.	It will jump up and down.
Aatchauġniaqtuq.	It will yawn.
Pañaligniaqtuq.	It will run on all fours.
Nakkaaġniaqtuq.	It will dive in.
Puuvraġniaqtuq.	It will swim.
Sisuniaqtuq.	It will slide.
Tahamuġniaqtuq.	It will splash down.
Qiñiġniaqtuq.	It will look.
Aqsraaġniaqtuq.	It will play kickball.
Aqiniagaa.	It will kick it.
Akkuagnaagaa.	It will catch it.
Quviasugniaqtuq.	It will be happy.
Isaaqtalaniaqtuq.	It will wave its arms.
Quviasugniaqtuk.	They <sub>2</sub> will be happy.
Isaaqtalaniaqtuk.	They <sub>2</sub> will wave their <sub>2</sub> arms.



Akkuagniaṅitkaa.	He will not catch it.
Ipiqtusugniaqtuq.	He will be sad.
Quviasugniaṅitchuq.	He will be unhappy.
Ipiqtusugniaqtuk.	They <sub>2</sub> will be sad.
Quviasugniaṅitchuk.	They <sub>2</sub> will be unhappy.
Ipiqtusugniaqtut.	They <sub>3</sub> will be sad.
Quviasugniaṅitchut.	They <sub>3</sub> will be unhappy.
Aquvinniaqtuq.	He will sit down.
Aquppiñiaqtuq.	He will be sitting.
Makinniaqtuq.	He will stand up.
Milugsautiniāgaa.	He will throw it.
Apugniaqtuq.	He will crash into.
Apugniāgaa.	He will crash into it.
Aqpanniaqtuq.	He will run.
Putukkiññiaqtuq.	He will fall forwards.
Paḷḷuhaagnaqtuq.	He will fall forwards.
Pusikagnaqtuq.	He will fall forwards.
Kuniḷukagnaqtuq.	He will fall forwards.
Makitaniaqtuq.	He will be standing.
Nutqananiaqtuq.	He will have stopped.
Pisuaqsagnaqtuq.	He will begin walking.
Pisuaḡniaqtuq.	He will walk.
Nutqagnaqtuq.	He will stop.
Nivvaktaaqsiñiaqtuq.	He will begin to fall backwards.
Nivvaktaagnaqtuq.	He will fall backwards.
Aquvsalaagnaqtuq.	He will fall backwards and land on his
Qayaqtuḡniaqtuq.	He will go canoeing. bottom.



Tautugniagaa.	He will see it.
Pisiksagniagaa.	He will take a shot at it.
Pisigniaḡaa.	He will shoot it.
Pisigniaḡitkaa.	He will not shoot it.
Kalinniagaa.	He will drag it.
Pilagniagaa.	She will cut it up.
Niksiksugniagtug.	He will be fishing.
Iqaluksiugniagtug.	He will be fishing.
Qaḡaniiniaagtug.	It will be on top of it.
Saananiinniaagtug.	It will be in front of it.
Tunuaniinniaagtug.	It will be behind it.
Katagniaagtug.	It will fall.
Aksraliugniagtug.	It will roll off.
Pigliḡniagtug.	It will bounce.

Sometimes, before telling the students what the action word is in Inupiaq, the teacher should ask the students and see if they know the word.



Iñupiaq Oral-Aural Activity: Lesson IV

Pattern Practice.

A. Objective:

1. To let the students review the verbs:

aqpattuq

aqpanniatuq

pisuatuq

pisuagniatuq quickly.

2. To let the students learn the -tuag ending as an ending for the past tense of the verbstems:

aqpat-

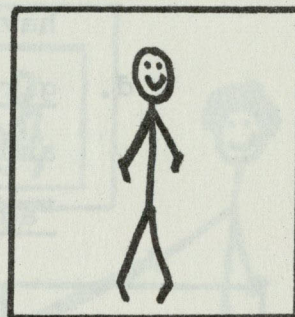
and

pisuag-

which are

Aqpattuag. = She was running.

Pisuaqtuag. = She was walking.



B. Materials needed:

1. Picture cards depicting:

- a. girl standing, running, and standing.

- b. girl standing, walking, and standing.

2. A flannel board large enough to place all six picture cards.

C. Lesson

1. Have the students sitting on the floor in front of the flannel board.



2. Place the picture cards on the flannel board in the following order,

a. girl running and say:

"Agnaiyaaq aqpattuq."

and have the students say it.

b. girl standing next to the girl running and say:

"agnaiyaaq aqpanniagtug"

and have the students say it.

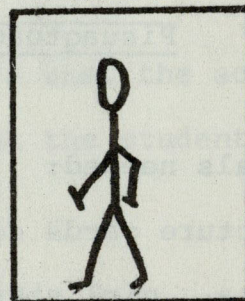
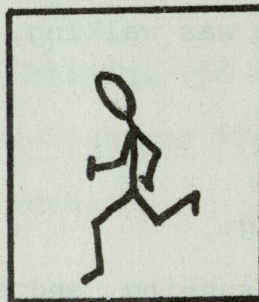
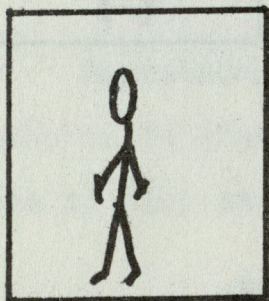
c. girl walking and say:

"agnaiyaaq pisuaqtug" and

have the students say it.

d. girl standing next to the girl walking and say:

"agnaiyaaq pisuagniaqtug"



3. Then place the picture card of the girl standing next to the girl running and say:

"aqpattuag agnaiyaaq"

3 times, then let the whole class say

"aqpattuag agnaiyaaq"

3 times after she says it, then divide the class



into three groups and have:

Group I say:

"agpanniagtug" after she says it.

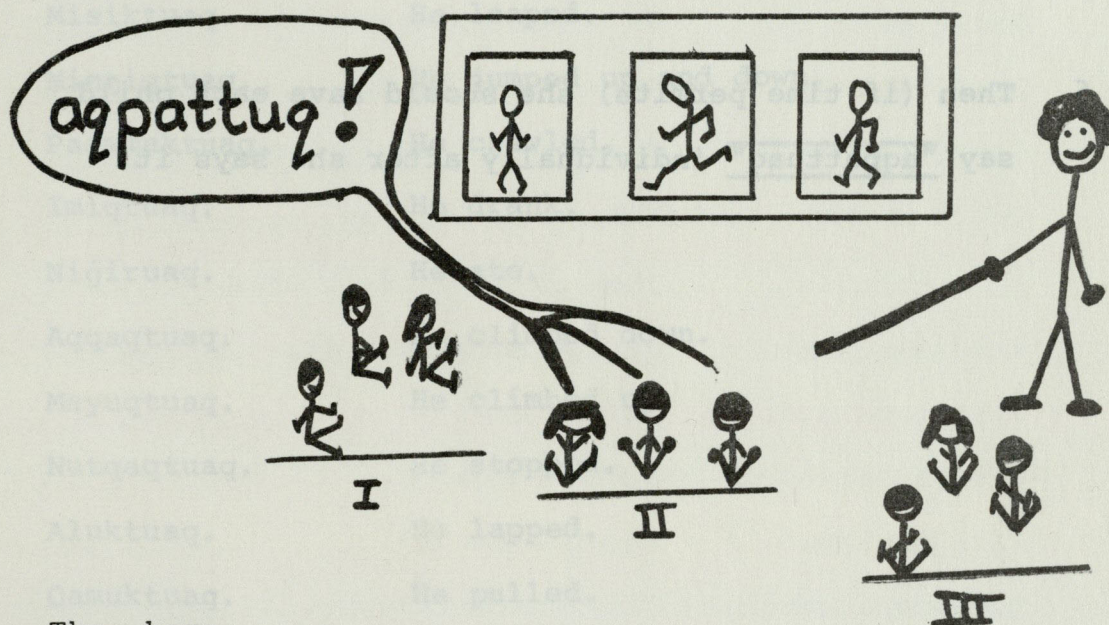
Group II say:

"agpattuq" after she says it.

Group III say:

"agpattuag" after she says it.

The teacher should point to the picture card and then to the group that is to say what word goes with each picture.



4. Then have:

Group II say:

"agpanniagtug" after she says it.

Group III say:

"agpattuq" after she says it.

Group I say:

"agpattuag" after she says it.



5. Then have:

Group III say:

"aqpanniagtug" after she says it.

Group I say:

"aqpattug" after she says it.

Group II say:

"aqpattuaq" after she says it.

6. Then (if time permits) she should have each child say "aqpattuaq" individually after she says it.



To The Teacher:

The above lesson plan may be used over and over again until all the verbs have been presented.

Also, the teacher can repeat C of To The Teacher on page 2 to make sure each child "owns" the verb such as

aqpattuaq

pisuaqtuaq

and so on using the following list.

Aqpattuaq.	He ran.
Pisuaqtuaq.	He walked.
Misiktuaq.	He leaped.
Minniqtuaq.	He jumped up and down.
Paammaktuaq.	He crawled.
Imiqtuaq.	He drank.
Nigiruaq.	He ate.
Aqqaqtuaq.	He climbed down.
Mayuqtuaq.	He climbed up.
Nutqaqtuaq.	He stopped.
Aluktuaq.	He lapped.
Qamuktuaq.	He pulled.
Tamuqtuaq.	He chewed.
Tiqiruaq.	He flew off.
Tiqmiruaq.	He flew.
Mitchaaqtuaq.	He landed.
Minniqtuaqtuaq.	He jumped up and down.



Aatchauqtuaq.	He yawned.
Paṇaliktuaq.	He ran on all fours.
Nakkaaqsiruaq.	He was going to dive in.
Puuvraqtuaq.	He swam.
Sisuruaq.	He slid down.
Tahammuqtuaq.	He splashed into---
Qifñiqtuaq.	He looked, saw.
Aqsraaqtuaq.	He was kicking (the ball.)
Aqiraṇa.	He kicked it.
Akkuaqtana.	He caught it.
Quviasuktuaq.	He was happy.
Isaaqtalaruaq.	He waved his arms.
Quviasuktuak.	They <sub>2</sub> were happy.
Isaaqtalaruak.	They <sub>2</sub> waved their arms.
Quviasuktuat.	They <sub>3+</sub> were happy.
Isaaqtalaruat.	They <sub>3+</sub> waved their arms.
Akkuaṇitchana.	He did not catch it.
Ipiqtusuktuaq.	He was sad.
Quviasuṇitchuaq.	He was unhappy.
Ipiqtusuktuat.	They <sub>2</sub> were sad.
Quviasuṇitchuak.	They <sub>2</sub> were unhappy.
Ipiqtusuktuat.	They <sub>3+</sub> were sad.
Quviasuṇitchuat.	They <sub>3+</sub> were unhappy.
Aquvitkaqsiruaq.	He was going to sit down.
Aquvittuaq.	He sat down.
Aquppiruaq.	He was sitting.
Makittuaq.	He stood up.
Milūqsautiraṇa.	He threw it.



Apuqtuaq.	He crashed.
Apuqtana.	He crashed into it.
Aqpattuaq.	He ran.
Putukkitkaqsiruaq.	
Putukkitchuaq.	He fell forwards.
Pałluhaaqtuaq.	He fell forwards.
Pusikaqtuaq.	He fell forwards.
Kuniłukaqtuaq.	He fell forwards.
Makitaruaq.	He was standing up.
Nutqaqtuaq.	He stopped.
Pisuaqsqaqtuaq.	He began to walk.
Pisuaqtuaq.	He walked.
Nivvaktaaqsiruaq.	He was going to fall backwards.
Aquvsalaagaqsiruaq.	He was going to fall backwards.
Aquvsalaaqtuaq.	He fell backwards.
Qayaqtuqtuaq.	He was canoeing.
Tautuktana.	He saw it.
Pisiksaqtana.	He took a shot at it.
Pisinqitchana.	He did not shoot it.
Pisiktana.	He shot it.
Kalittana.	He dragged it.
Pilaktana.	He cut it up.
Qaananiittuaq.	It was on top of it.
Saananiittuaq.	It was in front of it.
Tunuaniittuaq.	It was behind it.
Ataaniittuaq.	It was under it.
Kataktuaq.	It fell.
Aksraliuqtuaq.	It rolled off (down).
Pigliqtuaq.	It bounced.



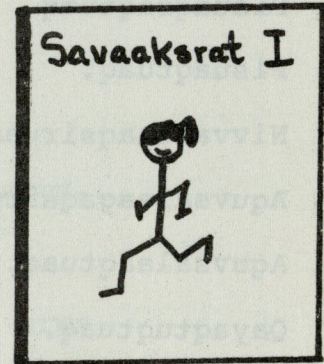
## Iñupiaq Oral, Aural and Written Lesson

### Pattern Practice

A. Objective: to let the students review the action verb aqpattug and to present the printed form.

B. Materials Needed:

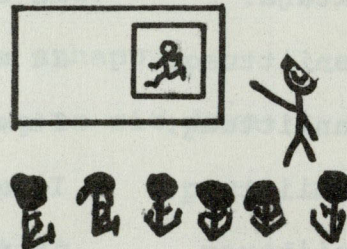
1. The picture card with the girl running which should be hanging on the wall already.
2. 2"x 8" tagboard strip to print aqpattug on.
3. Savaaksrat I, E. MacLean, a workbook for each student.



C. Prior to the lesson the teacher should have done C under the topic TO THE TEACHER I, page 2.

D. Lesson

1. Have the students sitting on the floor in front of the flannel board.



2. Place the picture card of the girl running on the flannel board.



3. The teacher says:

"Suva una agnaiyaaq?"

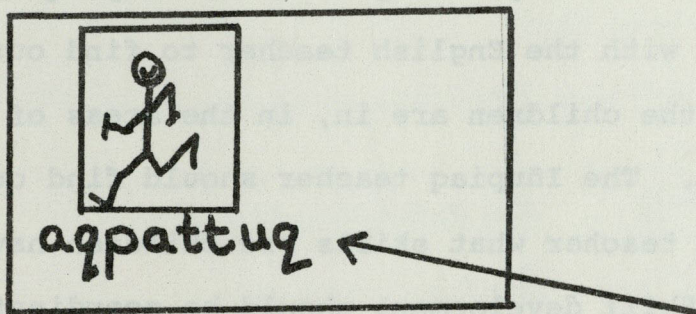
4. The children should respond immediately:

"Agnaiyaaq aqpattug."

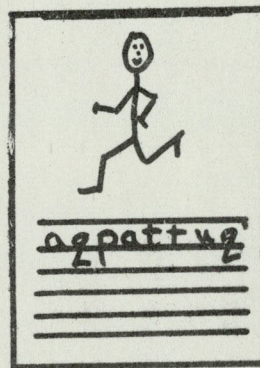
or

"Aqpattug"

5. Then the teacher places the tagboard strip under the picture and prints Aqpattug in large lower case letters, and have the students say it while she points to it.



6. Next, the teacher tells the students to open the workbook Savaaksrat I to the first exercise,



and tells them to copy aqpattug.

7. The teacher should print aqpattug in large lower case letters on the blackboard and tell the students to copy it on their worksheet.

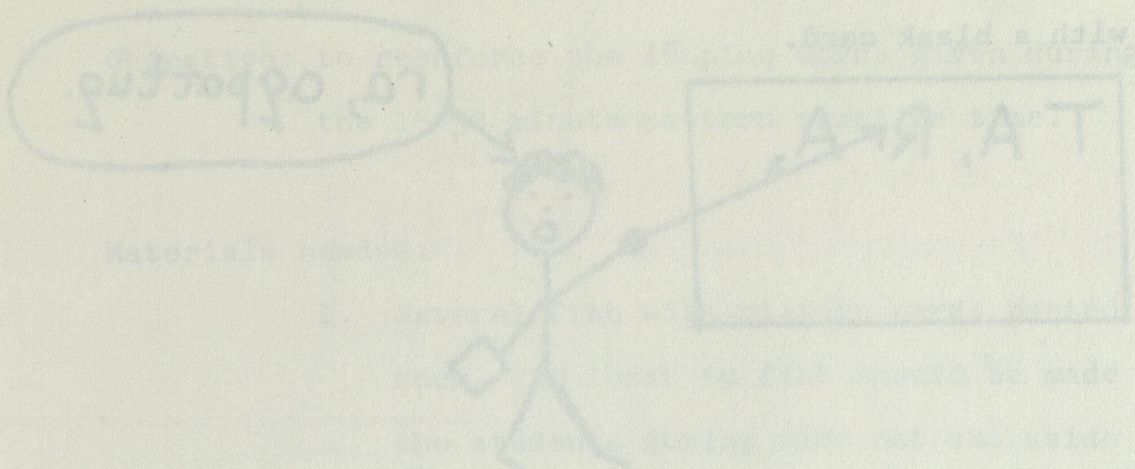


TO THE TEACHER: II

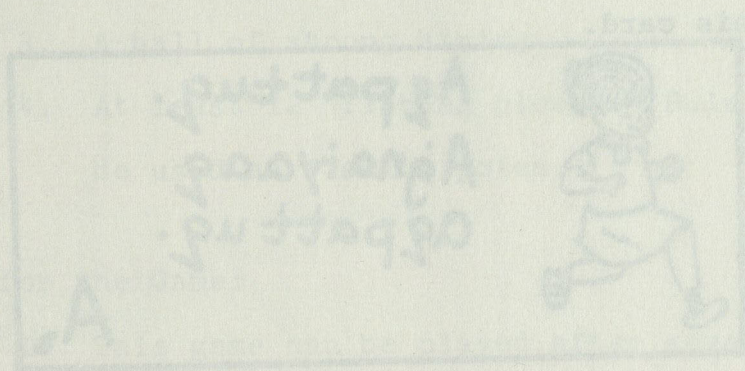
- A. The above lesson plan can be used over and over with the list of action verbs listed pages 8, 9, 10, 11, 14, 15, 16, 21, 22, 23.
- B. The teacher should present the printed form and ask the students to print only after the students have begun some type of printing whether in English or Iñupiaq. This will happen in the last several months of the kindergarten year. The Iñupiaq teacher should work with the English teacher to find out in what stage the children are in, in the areas of skill development. The Iñupiaq teacher should find out from the English teacher what skills the children have acquired. Skill development should be coordinated whenever possible.



5. To get the students on the right track, the teacher may point to the letter as she calls out a verb for the children to find on their game cards and cover



6. The teacher may say: "Pick a card." If the picks



the teacher should say it at least twice. Then place the

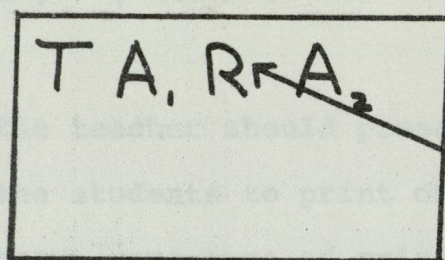
calling card in the box with an A, O, or I.

The TA, VA, I game can be played after the verbs on pages 9, 10, 11, and 12, and is reversed-presented.

The TA, VA, I game can be played after the verbs on pages 13, 14, 15, and 16, and 21, 22, and 23 have been



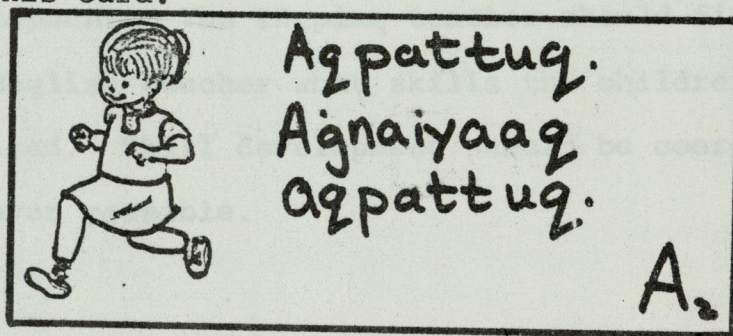
5. To get the students on the right track, the teacher may point to the letter as she calls out a verb for the children to find on their game cards and cover with a blank card.



ra, aqpattuq.

6. The teacher may say:

"A<sub>2</sub>, Aqpattuq. Agnaiyaaq aqpattuq. " if she picks this card.



She should say it at least twice. Then place the calling card in the box with an A<sub>2</sub> on it.

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The TA<sub>1</sub>VRA<sub>2</sub> I game can be played after the verbs on pages 8,9,10,11 and 14,15, and 16 have been presented.

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The TA<sub>1</sub>VRA<sub>2</sub> II game can be played after the verbs on pages 8, 9, 10, 11, and 14, 15, 16, and 21, 22, and 22 have been presented.



## Fishing Game

Objective: to reenforce the Inupiaq words given during the 15-30 minute pattern practice time.

### Materials needed:

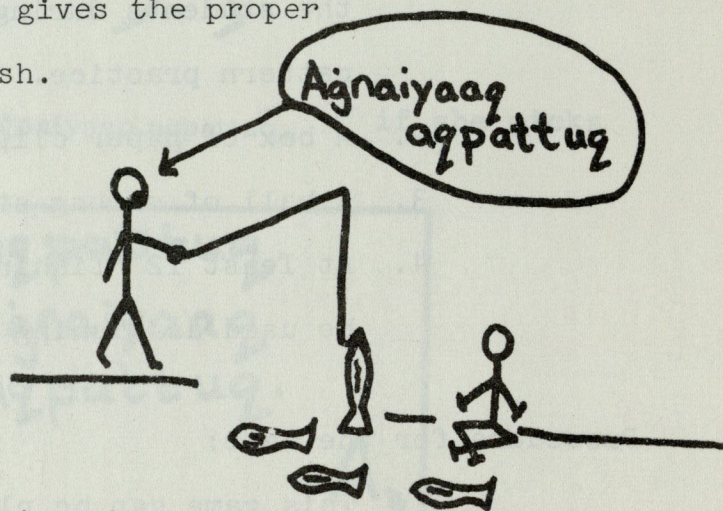
1. Several fish with picture cards pasted on them. At least 50 fish should be made by the students during time not set aside for pattern practice.
2. A box of paper clips.
3. A ball of strong string.
4. At least 12 "fishing ples". Rulers may be used as fishing poles.

### Procedure for the Game:

1. This game can be played after several formal pattern practice lessons have been given.
2. Divide the class into sets of 2 students each.
3. Give a fishing pole to one child of each set.



4. To the other child of each set give a bunch of fish with picture cards on them.
5. Assign each fishing set a place to fish within the classroom.
6. The student "standing in the water" with the fish hooks a fish onto the fishing pole. The "fisherman" pulls up the fish and gives the proper response per fish.



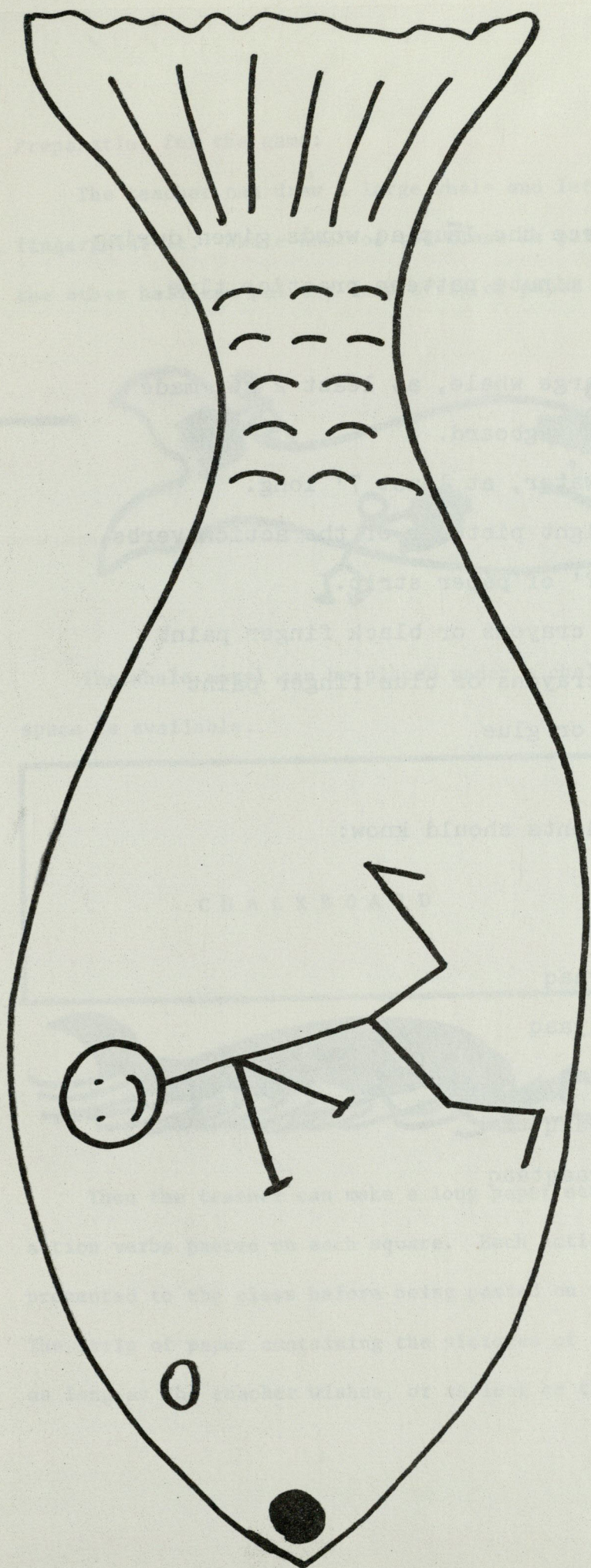
7. If he does not give the correct response, the fish goes back into the water.
8. Whichever set (team) goes through the fish first is the winner.

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Inupiaq words the children should know:

- |                   |                |
|-------------------|----------------|
| 1. iqaluk         | fish           |
| 2. niksik         | hook           |
| 3. Iqaluksiuqtuq. | He is fishing. |
| 4. Niksiksuqtuq.  | He is fishing. |
| 5. agnaiyaaq      | girl           |
| 6. anutaiyaaq     | boy            |





1. The children can cut out the fish and put scales and lines on it during time not set aside for Inupiaq pattern practice.
2. The teacher should make the fishing poles with the students.



## Whale Game

Objective: to reenforce the Inupiaq words given during the 15-30 minute pattern practice time.

Materials needed:

1. one large whale, at least 2'x6' made out of tagboard.
2. blue water, at least 7' long.
3. 4" height pictures of the action verbs.
4. 5" x ?' of paper strip.
5. black crayons or black finger paint  
blue crayons or blue finger paint
6. paste or glue

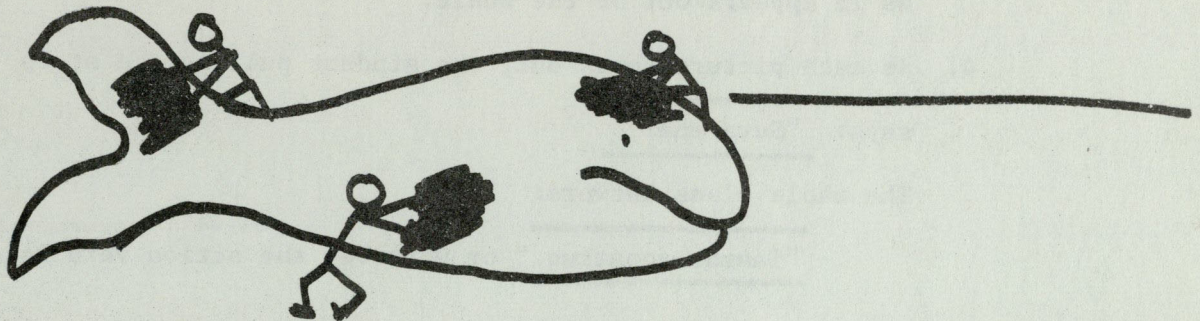
Inupiaq words the students should know:

1. agviq
2. tagiuq
3. agnaiyaaq
4. anutaiyaaq
5. aqpattuq
6. manaqtaa
7. sunauraaqtaa

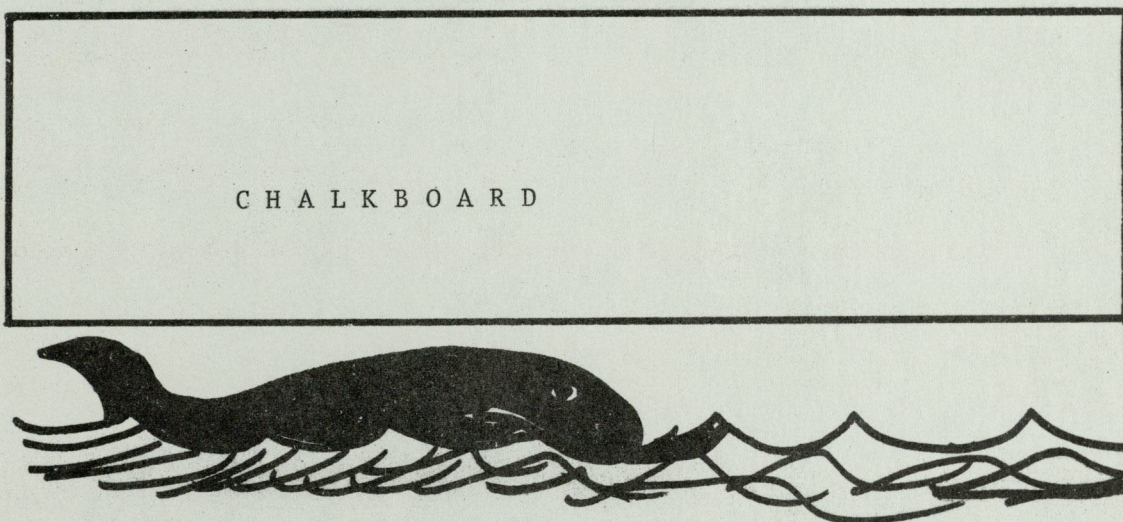


Preparation for the game:

The teacher can draw a large whale and let the students color or fingerprint it. While half of the class is painting the whale black, the other half can paint a long strip of paper blue for the water.



The whale mural can be placed under a chalkboard or whatever space is available.



Then the teacher can make a long paper strip with pictures of action verbs pasted on each square. Each action verb should have been presented to the class before being pasted on the paper strip. The strip of paper containing the pictures of action verbs can become as long as the teacher wishes, or as long as the whale is.

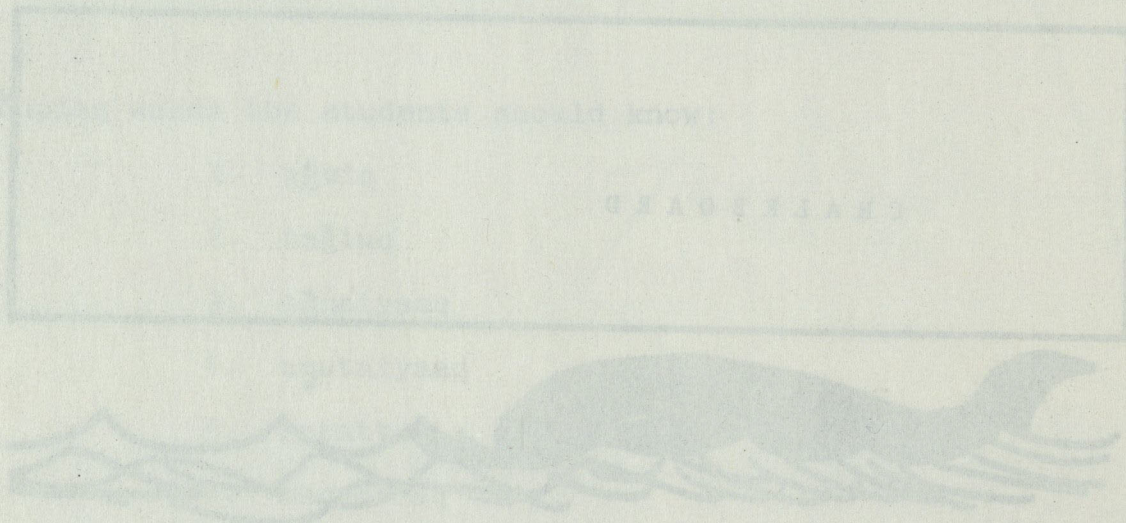


Procedure for the game:

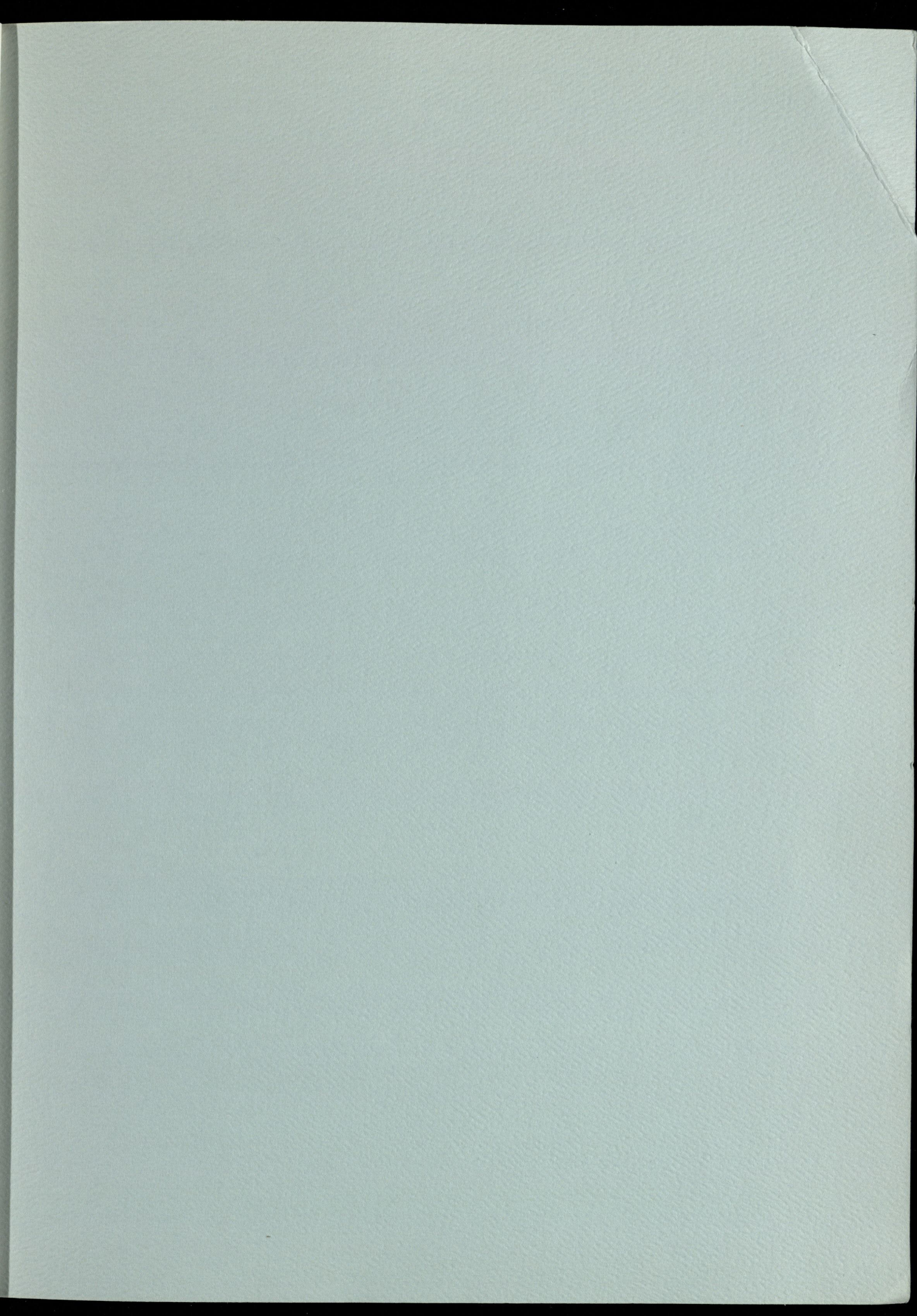
1. Before the children come into the classroom the teacher should let the whale swallow the paperstrip.
2. Select one student to pull the paperstrip out of the whale.
3. Select another student to point to the action verb picture as it appears out of the whale.
4. As each picture comes out, the student pulling the strip says: "Suva una?"

The whole class answers:

"Taamna aqpattuq." or whatever the action verb is.









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