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

These units are designed to teach 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. The first year of study, students will learn 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.

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 book is published, you can help make the book more useful and correct for all Koyukon teachers by giving us your comments. Your help will make teaching materials better for the classroom.

Written by
The Koyukon Language Team

Marjorie Attla
Richard Dauenhauer
Karen Willmore
Marcia Marsh
David Henry

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
1910 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.

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 Koyukon teachers by giving us your comments. Your experience and knowledge can make teaching materials better for the classroom.

HOW THE UNITS ARE PUT TOGETHER

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

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4510 International Airport Road
Anchorage, Alaska
99502
WHAT THESE UNITS ARE FOR

These units are for students to complete at home. They are not part of the regular classroom instruction. They are designed to help students reinforce and expand upon the material covered in class.

Tell us...

These units are "self-teach" packets. Please feel free to ask questions or fill out the connection that need to be made to the topics on the lesson and summarize the material. Before the lesson, please... You can review those from your classroom... who study this material... to understand this section...

How the Units Are Put Together

Each unit teaches important "activities" which call to mind...

After reflecting on the material, which helps to understand the concept.
SPOKEN KOYUKON

Teaching Units
for
Beginning Second Language

UNIT I

Written by
The Koyukon Language Team
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David Henry

June 1975
UNIT I KOYUKON

Active Vocabulary

dinna
bineeg
keela
Golo qinee?
nildaala
kaazina
sooga
dibee
leck
gaal
aż
lit
aż ahonee
Ginee nughunee?
bidziy
gh
łook'a
deenk'a
tekona
dilbaga
hala
Nidin.
Oho'.

Patterns

Go is dinna.  Nugh is dibee.

Passive Vocabulary

Ditzik ts'ín'.
Konozeeghult'ee'
Gon leedo.
Oodeelkat.
Koon koond.
Soodleelkat.
K'iyeegea' niltsee.
Golo niyeey hee?

1
UNIT I

ACTIVITY ONE  (teacher to whole class)

VOCABULARY:  dinaa  dineega  keela

MATERIALS:  pictures of vocabulary items

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

1. Teacher says:

   Ditlik ts'a. K'onozeeghult'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:

   Goło ginee?

5. Teacher answers:

   Go is dinaa.

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

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.

Golo 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:

Golo 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:

Golo 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

ACTIVITY TWO Con't

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

Golo' 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.
UNIT I

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
UNIT I

ACTIVITY FOUR (Teacher to student with new words)

VOCABULARY: nildaala, kaazina, sooga, dibee, ëek
( gaal, al, ëit, 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:

Goöo 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.
UNIT I

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 dineega

2. Repeat Activity Two, substituting:

dineega for dineega
UNIT I

ACTIVITY FOUR (Teacher to student with new words)

VOCABULARY: nildaala, kaazina, sooga, dibee, leek

(gaal, al, liit, 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:

   Go6lo 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.
UNIT I

KOYUKON

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 dineega

2. Repeat Activity Two, substituting:

dineega for go

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

4. Student asks, touching the picture:

5. Student answers, touching picture:

6. Teacher says to student, indicating next student:

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

Go to school.

Go to school.

Teacher says and asks:

Teacher says and asks:

Teacher says and asks:

Teacher says and asks:

Teacher says and asks:

Teacher says and asks:

Teacher says and asks:
UNIT I

KOYUKON

ACTIVITY FOUR (Teacher to student with new words)

VOCABULARY: nildaala, kaazina, sooga, dibee, lêek

( 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:

Goîl goîne?

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 Goło ginee?
Students practice understanding and saying new vocabulary.

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

   Goło 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:

   Goło 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.
UNIT I

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.
UNIT I

KOYUKON

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 Goło ginee? Students practice understanding and saying new vocabulary.

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

2. Student, touching picture, answers:
   Go is sooga.

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

4. Student asks, touching the picture:
   Goło ginee?

5. Student answers, touching picture:
   Go is sooga.

6. Teacher says to student, indicating next student:
   Oodeelŋat.

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

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:

   Golo 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.
UNIT I

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.
UNIT I

ACTIVITY NINE (Teacher to student)

VOCABULARY: too, saaya, dikin, lil, 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

ACTIVITY TEN (Teacher to student)

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

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

OBJECTIVES: 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:
    Golo 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 KUYUKON

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):

   Golo 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
   Golo ginee?
UNIT I

ACTIVITY 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.
UNIT I

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.
Student will be able to create a diagram of the process of photosynthesis.

Teacher will review the process and its importance.

Teacher will ask students to create a diagram of the process.

Student will create a diagram of the process of photosynthesis.

Teacher will review the diagrams and discuss any questions or concerns.

Student will be able to explain the process of photosynthesis to a classmate.

Teacher will ask students to create a diagram of the process of photosynthesis.

Student will create a diagram of the process of photosynthesis.

Teacher will review the diagrams and discuss any questions or concerns.

Student will be able to explain the process of photosynthesis to a classmate.
SPOKEN KOYUKON

Teaching Units

for

Beginning Second Language

UNIT II

Written by
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Marcia Marsh
David Henry

June 1975
UNIT II  COYUKON

Dialog One
Do-eent'aa?
Do-eelst'aa-aa.
Nin doo'?
See koop, 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.
UNIT II

KOYUKON

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:

   Koon koon.

5. First group says:

   Do-eent'aa?

6. Teacher says to second group:

   Do-eelst'aa-aa.

7. Teacher says:

   Koon koon.

Continued—
UNIT II

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.
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.
UNIT II

KOYUKON

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:
   Oodeelkat.
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.
UNIT II

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.
UNIT II

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

ACTIVITY FIVE con't

Do-eelst'aa-aa.

9. Second student answers:
   Nin doo'?

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.
UNIT II

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.
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:
   Oodeelkat.

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---
UNIT II

KOYUKON

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 bidna'a aslaan.

2. Teacher asks a student:

   Dibaa bidna'a eenlaan?

3. Student answers, with help if necessary:

   bidna'a 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 bidna'a eenlaan?

8. Student answers correctly:

   bidna'a aslaan.

Continued---
UNIT II

KOYUKON

ACTIVITY EIGHT cont'

9. Teacher says, indicating another student:
   Oodeelkat.

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.
SPOKEN KOYUKON

Teaching Units for
Beginning Second Language

UNIT III

Written by
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June 1975
UNIT III

KOYUKON

Active Vocabulary

Ginee ahon?

Patterns

_____ 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:
   Golo ginee?

2. Class answers:
   Nugh is ______.
UNIT III

KOYUKON

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:

   Golo 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.
UNIT III

ACTIVITY THREE (Teacher to students)

VOCABULARY: Animals from Unit I

MATERIALS: Animal pictures hidden around room (partly visible)

OBJECTIVES:

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.

Continued---
UNIT III

ACTIVITY THREE con't

7. Teacher repeats step 4 with same student as before.

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

Dineega oko aank'onisdooy.

9. Teacher says and signals:

Koon koon.

10. Class repeats:

Dineega oko aank'onisdooy.

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.
UNIT III

KOYUKON

ACTIVITY FOUR  (Teacher to student)

VOCABULARY:  Same as Activity Three

MATERIALS:  Same as Activity Three

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.
UNIT III

KOYUKON

ACTIVITY FIVE (student to student)

VOCABULARY:  Same as Activity Four

MATERIALS:   Same as Activity Four

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

1. Teacher asks student:
   Ginee oko aank'o-eedoy?

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.
UNIT III

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

ACTIVITY SEVEN (student to student)

VOCABULARY: Same as Activity Six

na-al-uhtl.

MATERIALS: Same as Activity Six

OBJECTIVES: Students hear, understand and practice vocabulary with:

na-al-uhtl. and

Ginee na-al-uhtl?

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

John dineega na-al-uhtl.

while students continue to act out preparation of creature.

2. Teacher says:

Koon koon.

3. Class repeats:

John dineega na-al-uhtl.

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-al-uhtl?

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

(name of student and animal)

John dineega na-al-uhtl.

7. Teacher signals:

Koon koon.

Continued---
ACTIVITY SEVEN con't

8. Class repeats (name of student and animal):
   John dineega na-al-uhtł.

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

10. First student, (with help if necessary) asks about another student:
    Dave ginee na-al-uhtł?

11. Second student answers:
    Dave dibee na-al-uhtł.

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

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.
UNIT III

KOYUKON

ACTIVITY NINE (Teacher to student)

VOCABULARY: Same as Activity Seven and Eight

MATERIALS: Same as Activity Eight

OBJECTIVES: Students understand and practice

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:

Oodeelkat.

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

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June 1975
UNIT IV
KOYUKON

Vocabulary

baan   eenaa-a   non
bito'  eetaa-a   nito'
bidadza'  sidaadza'  nidaadza'
bitsoo  sitsoo  nitsoo
bitseeya  sitseeya  nitseeya
boogha  soogha  noogha

Patterns

bito'.
Go is baan.
bitsoo.

Dibaa gonee?
Dibaa nughunee?
Eeylo _____ hee?
UNIT IV

KOYUKON

ACTIVITY ONE

VOCABULARY: baan, bito', bitsoo, bitseeya

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.
UNIT IV

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.
UNIT IV

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.)
UNIT IV

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 baap.

2. Teacher asks:
   Tom baap hodee?
   asking about at least one relative per student.

3. Individual students answer by touching the right picture and saying:
   Go is Tom baap.
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:

- 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.
SPOKEN KOYUKON

Teaching Units
for
Beginning Second Language

UNIT V

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UNIT V

ACTIVITY ONE

VOCABULARY: 
Baan nilaan anaaghalniytl. Bito' kun' nodilghuk. 
Bitseeya tsaay azis. Bidaadza' tl'ok ato-alaah. 
Bitsoo katsul 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 anaaghalniytl.

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

Bitseeya tsaay azis.
UNIT V
KOYUKON

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

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.
UNIT V

ACTIVITY FOUR

VOCABULARY:  

KOYUKON

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.
UNIT V

ACTIVITY FIVE

VOCABULARY: too, tsaay, 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.
UNIT V

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.
UNIT V  KOYUKON

ACTIVITY SEVEN

VOCABULARY:  _k'oditlkon_.

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

OBJECTIVES:  Students practice making Gits _k'oditlkon_.

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'oditlkon_.

and has class repeat and then asks a student: Don't'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. Don't'aan?

A. _Kaakin k'oditlkon_.
UNIT V

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'oditlkon'.

3.  The teacher then shouts to the class:
   Kaatsul k'oditlkon'!

   and the class shouts back:
   Kaatsul k'oditlkon'!

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.)
UNIT V

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.
UNIT V

ACTIVITY 1 (Section 1)

VOCABULARY: "Student"

ACQUISITION: Review Unit V

OBJECTIVES:
- Students practice asking and answering third person questions.
- Students state personal information.
- Students ask for and provide personal information.

MATERIALS:
- Student's notebook and materials

STRATEGIES:
- Student pairs guided practice
- Group discussion

1. While the teacher presents information about asking for personal information,
the students' notebooks are distributed to them.

2. The teacher asks a question about another student.
   - The student who is asked to answer says, "I don't know," and
   - The teacher asks the student a question.

3. The teacher repeats the question, and the student answers before the teacher
   finishes speaking. The teacher checks the answers to see if the students'
   answers are correct.

4. The teacher asks the students to say the name of the student.
   - The teacher may repeat the question or ask a new question.

5. Instead of a gesture in step 1, the teacher may say "student" (I don't know.)
UNIT VI

1. Teacher places "father" figure and "sled" on flannelboard, gesturing as necessary and saying several times:
   Joe Close butt yoo bulan.

2. Teacher may ask students to take turns then she asks a volunteer student:
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   David Henry

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.

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".
UNIT VI

ACTIVITY TWO

VOCABULARY:
Gon nidaa ts'i dinak'a ts'oozee?
Joe bito' haaltin' huts'i tohol.

~aal, ~aabeel, 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 dodeetolt'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 dinak'a ts'oozee?

1. Using a flannelboard figure and sled, teacher says several times, indicating pictured or real traps in the room:
Joe bito' haaltin' huts'i tohol.
Students may be asked to repeat.

2. Teacher asks:
Ginee dodeetolt'aa'?

and then, using unnecessary items, each illustrated, asks:
Haal hee? or Haal dodeetolt'aa hee?

3. Accepting short answers from student volunteers, teacher asks again:
Ginee dodeetolt'aa'?

4. (Optional) Teacher restates each answer in sentence form and has class repeat. Examples:
Saaya dodeetolt'aa'.
Baaba
Oy

5. Teacher gives students art materials for making felt objects or for making felt-backed pictures and tells them:
Joe bito' yidodeetolt'aa-ee niltsee.

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

(continued)
6. Teacher checks on what students are doing, asking questions like:
   Golo tsaa'y hee?
   Eeylo tsibeesga 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.
UNIT VI

KOYUKON

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:

____ dodeetolt'aa' hee?

Oho', _____ dodeetolt'aa?

1. Teacher, using flannelboard figure and sled, says:

Joe bito' haaltin' huts'i tohol.

Ginee dodeetolt'aa'?

2. Students volunteer the objects they have drawn, loading them on the flannelboard sled and saying (with help if necessary):

Joe bito' oy_____ dodeetolt'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 dodeetolt'aa' hee?

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

Oho', ___________ dodeetolt'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:

________ dodeetolt'aa' hee?

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

________ dodeetolt'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.

(continued)
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.
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:
Golo ginee?
Go is __________. or Nugh is ________.

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:
Golo ginee?
Gon nidaa ts'i dinaa' 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 -
UNIT VI

KOYUKON

ACTIVITY FIVE Continued


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.
ACTIVITY SIX

VOCABULARY: names of animals to be trapped (niltseeł, sooga, etc.)
soodał 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 soodał.

   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

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

SPOKEN KOYUKON

Teaching Units

for

Beginning Second Language

UNIT VII

Written by

The Koyukon Language Team

Marjorie Atla
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David Henry

June 1975
UNIT VI

ARTICUL: SLOW

VOCABULARY: review of-unit I

MATERIALS: illustrated and illustrated objects from UNIT I

OBJECTIVES: extend vocabulary naturally

1. Using the illustrated objects as much as possible, the teacher tells a short, simple story with the patterns and vocabulary from Unit I.

2. Then each student makes up and tells his own story, using the illustrated cards illustrated.

This is for your book.

The Language Teacher

Miss Betty Young

May 1945

Copy
UNIT VII

KOYUKON

ACTIVITY ONE

VOCABULARY: tleeltiy, alkon, alkonee, alyol, 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:
Tleeltiy alyolee?
Oho', tleeltiy alyol.

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

2. Teacher asks a confident student:
Alyolee?
and helps student answer:
Oho'. Tleeltiy alyol.

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

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

VOCABULARY: Tleeltiy 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:

   Tleeltiy dohoot'aa?

2. Teacher has student ask him:

   Tleeltiy dohoot'aa?

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

   Tleeltiy adzoo hoolaan.

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

   Tleeltiy dohoot'aa?

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

   Tleeltiy dohoott'aa?
   Huyeega niltsee.

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

   Tleeltiy dohoott'aa?
   Tleeltiy _______ hoolaan.

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

KOYUKON

ACTIVITY THREE

VOCABULARY:  Golo nits'agh hee?  Eeylo bits'agh hee?
              Nughlo 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:

Golo nits'agh hee?
Eeylo 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.
   Golo 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?  Eeylo bits'agh hee?

5. First student responds either:

   Oho', go is bits'agh.

   or prompted by teacher asks second student:

   Golo nits'agh hee?

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

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

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

ACTIVITY FIVE con't

6. Teacher asks each student:

   Nughlo niyeeya'.

and each student answers:

   Go is siyeeya'.
   Go is sits'agha'.

continued
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.
UNIT VII

KOYUKON

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.
UNIT VII
KOYUKON

ACTIVITY EIGHT

VOCABULARY:
Sida-aaga nidaalgikool.
Sakaakina yee daalga-aatł.
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-aatł.
   - Nakaakin yee nodeel-aatł.
   - Kaakin yee nodaaga-aatł.
   - Situl yee daalga-aatł.
UNIT VII

KOYUKON

ACTIVITY NINE

VOCABULARY: dits'agh, nidaal-on, ninodeedo, nidaalkool,
daadl-aatł

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 ninodeedo.
   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-aal.
   and then asks a confident student:
   Shirley kaakin hodee?

Student answers: Shirley dakaakin yee daadl-aatł.

continued ---
UNIT VII

ACTIVITY NINE con't

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

k'ogho da-aak
baasbaagee
kaatsul
SPOKEN KOYUKON

Teaching Units
for
Beginning Second Language

UNIT VIII

Written by
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June 1975
UNIT VIII

ACTIVITY ONE

VOCABULARY:
Dinaahuto' hooldlaan didzaan hootolaa'.
Dibaa een ditlik hateedlleedaa.
Eenaa-a teedlleedaa.

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, kaatsul, tul; 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.
UNIT VIII

ACTIVITY THREE

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

MATERIALS: pictures of new vocabulary

OBJECTIVES: Students review Christmas, busy, and relatives.
Students hear, understand and respond to
Dibaa saay altsee?
Students understand and use new vocabulary in the statement:
Eetaa-a saay altsee.
Sil-aa hutl altsee.

1. Teacher says with gestures:
Dinaahuto' hooldlaan didzaan hootolaa'.
Dibaa een ditlik hateedlleedaa.
and adds for students to repeat:
Sil-aa hutl altsee.

2. Teacher indicates a picture of something and asks:
Dibaa saay altsee?
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 altsee.

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

ACTIVITY FOUR

VOCABULARY: ___atltsee.
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 atltsee.
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'iyeega niltsee. Dinaahuto' hooldlaan didzaan oho k'eeitsee.

2. Teacher says several times, showing the picture she is making:
   Gits asghon. or Da-aak atltsee.

3. Teacher asks a confident student:
   Ginee eey niltseeyee?

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

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 hateedleeda.
   Dibaa gits aghon?
   Mary gits aghon.
   Tom of aghon.
   Joe hutl atltsee.
   Bill saay atltsee.

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

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.

________ ahtsee; ________ ahtsee; ________ 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 ahtsee. Bill oho saay ahtsee.

2. Teacher asks a confident student:
   Dibaa oho kaakin naghon? or Dibaa oho saay ahtsee?

3. Student answers, with help if necessary:
   Bill oho saay ahtsee.

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 yoorgh ginee ahtsee?
   Joe, Tom oho hutl ahtsee.
   Mary, Sue oho tul aghon.
   
   and students repeat.

   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 ahtsee.
   
   Etc.

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

ACTIVITY SIX

VOCABULARY:

____ litltseen.

____ 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 litltseen. Bill oho saay litltseen. OR
   Kaakin ghasghon'. Mary oho kaakin ghasghon'.

   and gives picture to student named.

2. Teacher asks student named:
   Ginee leel'tseen?

3. Student answers, with help if necessary:
   Hutl litltseen.
   Joe oho hutl litltseen.
   giving picture to student named.

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

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 eent’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’ atltseen. Dibaa naghudla' atltseen?  

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’ atltseen.  

2. Teacher asks a student:  
   Dibaa naghudla’ atltseen?  

3. Student answers, with help if necessary:  
   Joe saghudla’ atltseen.  

4. Teacher says, indicating another student:  
   Oodeelkat.  

5. Repeat steps 2, 3, and 4 until all students have asked and answered the question.
UNIT VIII

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

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.
SPOKEN KOYUKON

Teaching Units

for

Beginning Second Language

UNIT IX

Written by

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June 1975

ACTIVITY ONE

VOCABULARY

MATERIALS:

OBJECTIVES:

UNIT IX

1. Teacher says, for students to repeat.

2. Teacher says for students to repeat.

3. Teacher asks:

4. Teacher says for students to repeat.

5. Repeat steps 1 and 2, substituting "my, your sisters, my, your brothers," etc., into teacher statements and class responses to questions.
NAME PANS
ACTIVITIES FOR
POPCULARITY
MATERIALS: Readiness buttons, plus varied object pictures.
COMPLETED: Teacher prepares slides and materials according to fact.
Step 1: Activate, using readiness techniques.
Next, activate using readiness techniques on each other to get information that may not be clearly established for everyone.
Next, activate using readiness techniques.
Next, activate using readiness techniques.
Step 1: Activate other names of objects.

1. Teacher uses 4 students.
   - student
   - student
   - student
   - student

2. Student answers, showing multiple facts.

3. Teacher introduces a new object.
   - student
   - student
   - student
   - student

4. Teacher asks 4, 3, 2 students asking, until all things are covered.

June 21, 1973
UNIT IX

KOYUKON

ACTIVITY ONE

VOCABULARY:  Dinaa kaa haałtin' huts'in naahtodol.
              Eetaa-a haałtin' 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 soogba sikitl'a'
             Sitseeya silin dinaa kaa siyilniyoo

1. Teacher says, for students to repeat:
   Dinaa huto' hooldlaan didzaan hootolaa'.
   Dinaa kaa naahtodol.

2. Teacher says for students to repeat:
   Dinaa kaa haałtin' huts'in naahtodol.
   Eetaa-a haałtin' 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 notodol? Nidaagha huts'in?

MATERIALS:  none required

OBJECTIVES:  Students understand and respond correctly to:
               Dibaa?  Dibaa notodol?
               Nidaagha?  Nidaagha 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 naah todol.

2. Teacher asks:
   Dibaa?  Dibaa notodol?
   Nidaagha?  Nidaagha huts'in?

Students respond:
   Eetaa-a notodol.
   Haaltin' huts'in.

3. Repeat step 2, substituting:
   sitoya, soogha, etc.

4. Teacher asks a student:
   Dibaa haaltin' huts'in notodol?

Student answers:
   Soogha haaltin' huts'in notodol.

5. Teacher asks another student:
   Nidaagha huts'in nito' notodol?

Student answers:
   Haaltin' huts'in eetaa-a notodol.

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

ACTIVITY THREE

VOCABULARY: Ditlik ts'in' huteedlleedaa.
Sol't'in kaa sookaanee naahtoltseel.
(sookaanee; k'oodzaah; nonaaldloda; 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 naahtodol.
Ditlik ts'in' huteedlleedaa.

2. Teacher says and students repeat:
Ditlik ts'in' huteedlleedaa.
Sol't'in kaa sookaanee naahtoltseel.

3. Repeat step 2, substituting:
sookaanee; k'oodzaah; nonaaldloda; deek'oodzee

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

Ginee soltin kaa naahtoltseel?

Students respond:

Sookaanee
K'oondzaah
Nonaaldloda
Deek'oodzee

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

VOCABULARY:

nosoltseeel.

naahtolstseeel.

nats'iltseeel.

naahaltseeel.

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

OBJECTIVES: Students use materials to reinforce meaning of repeated statement:

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

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 naahtolstseeel.

Other groups repeat.

3. Teacher joins group one and says:

Sookaanee nosoltseeel.

Group one repeats.

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

Sookaanee nats'iltseeel.

Group one repeats.

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

Sookaanee naahaltseeel.

Other groups repeat.

6. Repeat steps 2, 3, 4, and 5 with each group and its product.
**UNIT IX**

**ACTIVITY FIVE**

**VOCABULARY:**
- naahatltseen.
- nots'itltseen.
- noltltseen.
- no-atltseen.

**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'itltseen. Ginee noltltseen?
Sookaanee noltltseen.

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

   Sookaanee naahatltseen.
   K'oondzaah
   Nonaalldooda
   Deek'oodzee

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

2. Teacher says, joining each group in turn:

   Sookaanee nots'itltseen.
   K'oondzaah
   Nonaalldooda

   and each group repeats its own statement.

3. Teacher asks a member of group one:

   Ginee noltltseen?

   Student answers:

   Sookaanee noltltseen.

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

   Q. Ginee noltltseen?
   A. ____ noltltseen.

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

   Joe, ginee no-atltseen?

**Continued -- --**
Student answers correctly:

Sookaane no-atltseen.

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

VOCABULARY: Dinaa kaa; oho; dibaa een ditliga; solt'in kaa; dinaayilniyoo kaa; sakaay kaa; tsoogaał kaa; sitseey 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-altsee?
Sookaanee naa-altsee.

1. Teacher says for students to repeat:
Dinaahuto' hooldlaan didzaan hootolaa'.
Dinaa kaa haaltin' huts' in naahtodidil.
Solt'in kaa sookaanee naahtoltseeel.

2. Teacher says for students to repeat:
Solt'in kaa sookaanee yil nonaalldoda yil naahatoaltseeł. 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-altsee?
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".