Teachers Supplement
to accompany the
Yup'ik-As-A-Second
Language
TEACHER'S SUPPLEMENT
TO ACCOMPANY THE
YUP'IK-AS-A-SECOND LANGUAGE CURRICULUM

Prepared by Cathy Collier,
Bilingual Education

Yup'ik Translations by
Marie Nick Blanchett
Paschal Afcan,
Yup'ik Language Workshop

Illustrated by Cathy Collier
TEACHER'S SUPPLEMENT

TO ACCOMPANY THE

YUP'IK-E'K-A-SECOND LANGUAGE CURRICULUM
A production of the Yup'ik Language Workshop
Kuskokwim Community College, Bethel, Alaska 99559

Development and production of the original YSL
Curriculum was funded by the Lower Kuskokwim
School District, the JOM Program of the
Dillingham School District, the Kuspuk School
District, and Kuskokwim Community College for the
Bilingual Bicultural Education Program. All
rights, including the right to reproduce all or
part of the contents in any form are reserved by
the Yup'ik Language Workshop.

Printed at KCC Print Shop (MG)
12-78-50
Standard Orthography
CONTENTS

Preface.................................................. 1
Vocabulary............................................. 3
Introducing Sounds/Morphemes.................... 5
Drills.................................................... 11
Dialogue............................................... 13
Songs................................................... 16
Cultural Enrichment................................. 17
Commands.............................................. 22
Basic Games.......................................... 23
    Simon Says........................................ 23
    Treasure Hunt.................................... 27
    Fish Pond......................................... 28
Cards Games......................................... 31
    Go Fish.......................................... 31
    Old Maid........................................ 34
    Concentration................................... 35
PREFACE

This supplement is to be used with the Yup'ik as a Second Language curriculum prepared in 1976. It has been written to provide new teachers with directions for some of the YSL activities and materials and to assist more experienced teachers with some suggested supplementary activities and techniques. The 1976 YSL curriculum was arranged in 108 lessons to be taught over the course of several school years, initially about 1 month per lesson. It has been found that this rate of progress varies greatly. The rate of progress through the lessons increases as the students become more proficient. Also, older students seem to be able to go through the course of study more quickly than younger children, especially where they have had some prior exposure to Yup'ik. The activities were written primarily for elementary school children and need modification when taught to high school students. This Teacher's Supplement has some suggestions for altering various activities for use with older students. However, as this material is also to be used as a supplement to the YSL revision by Ed Tennant, it is recommended that teachers also refer to the methods sections of, and introduction to, his material for a further description of adult and children's activities.
This supplement is to be used with the VUP'IK as a second language curriculum prepared in 1976. It has been written to provide new teachers with strategies for some of the VUP activities and materials and to assist more experienced teachers with some suggestions on supplementing activities and techniques.

The 1976 VUP curriculum was arranged in 108 lessons to be taught over the course of several school years. Initially some lessons per month per lesson. It has been found that this rate of progress varies greatly. The rate of progress through the lessons increases as the students become more proficient. Also, older students seem to progress through the course of study more quickly as they have had some prior exposure to Yup'ik. The activities were written primarily for elementary school children and were modified when taught to high school students.

This Teacher's Supplement has some suggestions for altering various activities for use with older students. However, as this material is also to be used as a supplement to the YUP revision, EK Tenenbaum, it is recommended that teachers also refer to the methods recommended for teachers also to be used for a further description of adults and children's activities.
The procedures, activities, materials, etc., suggested in the 1976 YSL lessons are in the process of evaluation, improvement, and modification. As new ideas are found successful and old ones found in need of modification, we have been altering (and will continue to alter) the present materials to reflect these improvements. These modifications have not been collected and published yet; however, the KCC and YSL staff are available for inservice training and as resource personnel in YSL program modification.

This supplement has been organized into the various components of the lessons, rather than detailing each individual lesson. Many lesson components are very similar and the YSL curriculum has some detailed instruction within each lesson. The format of each lesson is, generally, Introductory Vocabulary, Phonemes (Sounds), Vocabulary Development, Drills, Dialogue, Songs, Cultural Enrichment, and Commands. Games are used throughout the lessons and are discussed separately in this supplement.

"Morpheme is the formal name for words and syllables which are units of meaning in a language. For example, in English: cat, have, run, -ing, -s, song, the, un-, re-, etc. In Yup'ik: -ngers, -sa, -car, -ig, -sa-ka, -tal-ka, etc."
The projects, activities, experiments etc. suggested in the 1976 YSL lessons are in the process of evaluation and modification. As new ideas are found successful and a clear need for more of that function has been established, we have been adjusting and will continue to adjust the present materials to cater for these improvements. These modifications have not been collected and published yet; however, the KOC and YSL staff are available for assistance training and as resources personnel in YSL piloting materials modification.

This supplement has been organized into the various components of the lesson, i.e., rather than retaining each individual lesson, we have lesson components that are very similar and the YSL curriculum has some flexibility in the format of each instruction within each lesson. The lesson is: "Developing Introduction to Vocabulary Phrases, Sounds, Cultural Entertainments, and Commands. Games are used throughout the lessons and are discussed separately in this supplement."
Vocabulary

When introducing new words, be sure to give them orally first and in conjunction with a visual cue (picture or object). Only after the student has mastered the reading process should the teacher introduce the written form, initially paired with the picture or object.

Developing vocabulary elements and concepts can be done through the use of the games, songs, and cultural enrichment activities suggested within this supplement and in the curriculum.

Two activities which are especially useful for vocabulary development are chaining and round-robbins. In chaining, words are "linked" together syllable by syllable or morpheme by morpheme* to facilitate pronunciation.

For example=
putuku- toe
putukungqer- have a toe
putukungqertua I have a toe

This may also be done with a reverse chain=
-tua I
-ngqertua have a toe
putukungqertua I have a toe

*Morpheme is the formal name for words and syllables which are units of meaning in a language. For example, in English: cat, have, run, -ing, -s, song, the, un-, re-, etc. In Yup'ik: -ngqer-, -tua, -cuar, -llu, saska-, miila-, etc.
When introducing new words, be sure to give them clearly first and in context with a visual cue (picture or object). Only after the student has mastered the reading process should the teacher introduce the written form, initially pairing with the picture or object.

Initially, begin with the picture or object. Developing new vocabulary elements and concepts can be done through the use of the game's songs and cultural enrichment activities suggested within this supplement and in the curriculum.

Two activities which are especially useful for vocabulary development are chanting and toning:to "click" together syllables of syllables or words to work on "workhorse" to facilitate pronunciation.

For example, "butknudderer" I have a toe.

This way also goes with a reverse "train" to create...

I have a toe...

"Workhorse" is the "workhorse" name for words and syllables which are used at meaningful to a language. For example, in syllables, can have two, i.e., "to Yamburg, under." -tone- and "ul"asaki, middle. etc.
Chaining can also be quite extensive. For example, it can be used to teach sentences, memorize phrases, memorize poems, etc. Round-robin are found in many forms, but the basic is one student asking his neighbor a question, neighbor answers, then turns around and asks next in line the same or a related question. Examples—Students each have pictures of different types of clothing. #1 Asks #2 "What do you have?" or "What are you wearing?" #2 says "I have a ball" or "I'm wearing a coat" #2 asks #3 "What do you have?" or "What are you wearing?" and #3 answers "I have a ball" or "I'm wearing a coat", and on around the circle.

Round-robin can also be a memory game. For example, #1 says "My father went hunting and took his (gun)." The next student says "My father went hunting and took his (gun) and (boots)." #3 says "My father went hunting and took his (gun) (boots) and (coffee)." And on around the circle, each student adding their item to the list. Each student has to remember what the other student said. This can be played with visual cues, too.
Learning can also be quite entertaining for example... It can be used to teach sentences, memorize phrases, etc.

Round-robin is used in many forms and parts of the class. In one student asks his neighbor a question, and their partner answers. Then turns around and asks next in line the same or a related question. Examples: Students each have pictures of different types of clothing. Ask "What do you wear?" or "What are you wearing?" "I have a hat." or "I'm wearing a coat." "I have a pair." or "I'm wearing a coat.

Round-robin can also be a memory game. For example:

A student says "My father went hunting and took his gun." The next student says "My father went hunting and took his gun and took his gun." A student adds "My brother went hunting." And on.

Each student in turn adds to remember what the other student said. This can be played with visual cues too.
INTRODUCING SOUNDS/MORPHEMES*

Many of the introductory lessons begin with initial phonemes or sounds. Learning to identify individual sounds is primarily of use only when teaching reading and writing, not oral language. If the students are very young, 1st-3rd grade, it is recommended that the teacher concentrate primarily on the oral portions of the lessons, e.g., songs, dialogues, drills, etc., and use the activities for individual sounds only as supplementary games. If the class is composed of older students, the teacher should teach individual sounds as part of reading and writing lessons, and concentrate on the dialogues, drills, songs, etc., for teaching the spoken language. When teaching initial sounds, it is recommended that only a very brief time be spent on the individual sounds and that the teacher concentrate instead on the words (or morphemes*) which begin with the sound being learned. It is better to learn the sound in the context in which they are normally used. As students become proficient in identifying the sound at the beginning of a word, the teacher can introduce the written form. The teacher should not give letter names

*Morpheme is the formal name for words and syllables which are units of meaning in a language. For example, in English: cat, have, run, -ing, -s, song, the, un-, re-, etc. In Yup'ik: -ngger-, ngger-, -tua, -cuar, -llu, saska-, miila-, etc.
Introduction to Pronunciation and Initial phonemes of sounds. Learning to identify individual sounds is primarily of use only when teaching reading and writing, not oral language. In the elementary grades, the teacher concentrates primarily on the area of reading at a very young age, 3rd-4th grade. It is recommended that the teacher concentrate on the sounds of "d" sounds, "blends" like "grill" and "pl" and use the activities for individual sounds only as supplied. If the class is composed of other language students, the teacher should teach individual sounds as part of reading and writing lessons and concentrate on the phonemes "d" sounds, etc. for teaching the spoken language. When teaching initial sounds, it is recommended that only a very brief time be spent on the individual sounds and that the teacher concentrate in the context in which they are normally used. As in the context in which they are normally used. The teacher should not give letter names. Written forms like "th" can be taught by using words and syllables with their are initials. Words like "the" can be taught by using words like "about" and "under," etc.
to the written symbols when introducing them, but should use only the sounds of the letters. It is confusing for young children to be introduced to the sound, e.g. "p", by pointing to a symbol while saying "pee". For one thing, the sound "p" in Yup'ik is not like the sound at the beginning of the word "pee". The first introduction of very young children to initial sounds should be done orally, not with written letters. The written symbol may be introduced after the students associate the sound with the initial sound in the names of various objects, and after they have learned that sounds may be represented in symbol form (the reading process). Older students have usually already had this in learning to read in any language.

There are several suggestions in the curriculum for ways to expand the introductory lessons. Objects with names beginning with the sound begin learned, pictures of things whose names being with the sound(s), all may be used. Some additional activities to reinforce the students' recognition of the sounds are Treasure Hunts, Simon says, and Go Fish. These are all listed under Basic Games.
to the written symbols through introducing them.

Sounds used only the sounds of the letters.

The first introduction of very young children to initial sounds should be done orally, not with written letters. The written symbols may be introduced after the students associate the sound with the initial sound in the names of various objects, and after they have learned that sounds may be represented in symbol form (the reading process). Other students have usually already learned the sounds of letters. Therefore several suggestions in the curriculum for ways to expand the introductory lessons. Activities at picturesque points whose names begin with the sound(s) are used to develop recognition of the sounds in treasure hunts, Simon says, and Go Fishing. These are all listed under Basic Games.
EXAMPLE LESSON

(Translation)

T. (has a variety of objects on a table, some with names beginning with the learned sound, some which do not. T. shows the objects to S.)

T. This is a (beaver). (Beaver).
S. (Beaver)
T. This is a (toe). (Toe).
S. (Toe)
T. This is a (lid). (Lid).
S. (Lid)
T. This is a (tail). (Tail).
S. (Tail)
Etc.

T. (canek piciatun estuulum qaing catangqertuq, cat ilait atengqerril teng ilait-llu atrunateng.
T. -am S. -aamun cat nasvaurai.
T. Una (paluqtauguq). (Puluqtaq).
S. (Puluqtaq).
T. Una (putukkuuguq). (Putukuq).
S. (Putukuq)
T. Una (pamuuguq). (Pamuq).
S. (Pamuq)
T. Una (pamyuuguq) (Pamyuq)
S. (Pamyuq)

After introducing all the objects, T. goes through the objects once again, only this time she asks students to indicate whether the name of the object begins with "p" or not (by clapping or saying "p" or some other way). At first, T. should give the names each time, but as the S. learn the names, T. should just hold up the objects.

T. (shows S. an object.)
This is a (beaver).
S. "p"
T. (shows S. an object.)
This is a (Lid).
S. "p"
T. (shows S. a non-"p" object.)
This is a (shoe).
S. clap or say no or...
T. (shows S. a "p" object.)
This is a (tail).
S. "p"
EXAMPLE LESSON

(Translation)

This is a variant of objects on a table.

Before we start, remember some words:

Do not put these objects to 2.

This is a (tree) (toe).

This is a (bird) (bird).

This is a (cat) (tail).

This is a (dog) (tail).

This is a (cat) (tail).

This is a (tail).
T. (shows S. a non-"p" object)
   This is a (fox).

S. clap or whatever...

T. (shows S. a "p" object.)
   This is a (toe).

S. "p"
   (Continue)

T. (can also have S. group the objects
   into piles of "p" and non-"p" objects
   either individually or as teams.)

All of these same introductory lessons can be used with
words/morphemes as well as sounds. This is one way to
introduce new vocabulary words, eg., colors, objects,
etc. This is rather limited, however, as it is best
suited to naming words and, only with much explanation,
to action words. It is of some use with location,
however. Use actual objects if possible.

EXAMPLE LESSON

T. This is a ball.
   This is a table. (student repeat)

T. The ball is on the table. (T. moves
   ball to appropriate places)

S. The ball is on the table.

T. The ball is under the table.

S. The ball is under the table.

T. The ball is beside the table.

S. The ball is beside the table.

T. This is a box.

S. This is a box.

T. The ball is in the box.

S. The ball is in the box.

T. The box is on the table.

S. The box is on the table.

T. (nasvilluku S-aq "p"-ailngurmek
   Una (kaviruuq).

S. qacarrluni wa-llu caluni...

T. (nasvilluku S-aq "p"-alegmek)
   Una (putukuuguq).

S. "p"
   (Continue)

T. (S-aamun-llu cali quyurcecuungai
   "p"-alget "p"-ailnguut-llu wa-llu
   allanek mikelngurnek quyungqalriane
   ilalirluni)

T. Una angqauguq.
   Una estuuuluuguq. (elicarat/elitnaurat-
   llu aperlukek)

T. Angqaq estuuulum qaingantuq.
   (elicaristem/elitnauristem ca elliaqlluku
   natmun)

S. Angqaq estuuulum qaingantuq.

T. Angqaq estuuulum aciantuq.

S. Angqaq estuuulum aciantuq.

T. Angqaq estuuulum caniantuq.

S. Angqaq estuuulum caniantuq.

T. Una yaassiiuguq.

S. Una yaassiiuguq.

T. Angqaq yaassiiqem iluantuq.

S. Angqaq yaassiiqem iluantuq.

T. Yaassiiq estuuulum qaingantuq.

S. Yaassiiq estuuulum qaingantuq.
ALL of these same introductory lessons can be used with words, morphemes or as well as sounds. This is one way to introduce new vocabulary words, etc. colors, objects, etc. This is rather limited, however, as it is best suited to naming words and only with much explanation to action words. It is of some use with location, however. Use action objects if possible.

EXAMPLE LESSON

Use understanding
Understanding (e.g., remembering
If the student understands
A good understanding can sometimes
(understanding of) understanding
A good understanding is often
A good understanding is created
A good understanding can result
Use understanding
Use understanding
A good understanding is mutual
A good understanding is obtained
A good understanding is understood
A good understanding is developed
(Other objects should be introduced to further illustrate the morphemes used to identify location. (T. The cup is on the table. The shoe is on the table.)

T. should remember to repeat each of the phrases as many times as seems necessary for the S. to fully comprehend, and to have the S. say the phrase themselves several times to be sure that they are getting the pronunciation correct.

**EXAMPLE LESSON**

(Translation) (To introduce have)

T. (name some objects: ball, ring, box, cup, etc. Make sure students know what the items are.)

T. I have a ball. (hands it to S.)

What do you have?

S. I have a ball.

(repeats with other students)

T. I have a ring. (hands it to S.)

What do you have?

S. I have a ring.

(repeat with others)

T. I have a cup. (hands it to S.)

What do you have?

S. I have a cup.

Have S. ask one another "What do you have?" while handing around various objects.

T. may have to repeat pattern over several times initially to make it clear what is being asked. Demonstrate with one who knows.

There are, also, several other activities suggested in the curriculum for introducing new words, phrases, colors, etc.

(Aturluku camek pingqelleg -ngqer-)

T. (Cam atra aperluku: anggag, kulun, yaassiiik, saskaq, calialat. Elitnaurat/Elicarat nallunritarkaugaat cam nasvaumalriim atra.)

T. Angqangqertua. (tunluku S-aamun) Cangqercit?

S. Angqangqertua.

(repeats with other students.)

T. Kulutengqertua. (tunluku S-aamun) Cangqercit?

S. Kulutengqertua.

(repeats with other students)

T. Saskangqertua. (tunluku S-aamun) Cangqercit?

S. Saskangqertua.
EXAMPLE LESSON

(To introduce ideas)

1. (Cam era operator: angle)
   - Culture: Vasco, The calf
   - Shell: Echinoderm, Echinoderm,
   - Nutrition: Herbivore, Carnivore,
   - Speech: Students know what the items are.

2. (Teach other students)
   - Ask: What do you have?
   - Have a pill
   - Have a pill
   - Have a pill
   - Have a pill
   - Have a pill

3. (Teach students to introduce ideas)
   - Have 2 ask one another "What do you have?"
   - Have 2 ask one another "What do you have?"
   - Have 2 ask one another "What do you have?"
   - Have 2 ask one another "What do you have?"
   - Have 2 ask one another "What do you have?"

There are several other activities suggested in the curriculum for introducing new words, phrases, colors, etc.
DRILLS
These are frequently the heart of the lesson in terms of content. It is through the enlightened use of drills (and dialogues) that language structure and vocabulary can be taught. It is important to keep drills simple and lively.

After introducing vocabulary, the teacher should demonstrate the drill. For example, act out "What do you have?" "Cangqercit?" "I have a (boat)" "(angyangqertua)" or "What is this?" "Una cauga?" so that students understand the procedure of question and answer. Once the procedure is understood, the teacher should ask students individually and through group responses, "What do you have?" Once this is established have the students ask each other. Most of the drills are designed for use with small groups within the classroom. Do not be afraid to "drill" - repetition is one of the important language learning tools.

Substitution drills are a good way to learn structure and reinforce vocabulary in any language. By varying one element of the sentence, e.g. the subject, the verb, or the object, it becomes readily apparent where those
Drills are frequently the heart of the lesson in forms of content. It is through the enlightened use of drills (and dialogues) that language structure and vocabulary can be taught. It is important to keep drills simple and lively.

After introducing vocabulary, the teacher should demonstrate the drill. For example, say one word or phrase and ask "What am I?" or "Can you say...?"

You have "canterer" or "What is this?" "Une canard" so that students understand the procedure of questioning and answering. Once the procedure is understood, the teacher should ask students individually and thoroughly group responses. "What do you have?" "Once this is established have the students ask each other. What are the drills designed for use with small groups within the classroom. Do not be afraid to "grill." Repetition is one of the important language learning tools.

Substitution drills are a good way to learn structure and reinforce vocabulary in our language. By varying one element of the sentence, e.g. the subject, the verb, or the object, it becomes realistic and presents where those...
vocabulary elements fall within the structure of the language. Example,

Translation

This is my mother.
This is my father.
This is my sister.
or
He is running.
They are running.
We are running.
You are running.
or
He is looking in the boat.
He is sitting on the boat.
He is sleeping in the boat.
He is eating in the boat.

Una aanaqaga.
Una aataqaga.
Una aqagaqaga.
wa-llu
Aqvaqurtuq.
Aqvaqurtut.
Aqvaqurtukut.
Aqvaqurtuten.
wa-llu
Kiartuq angyami.
Aqumgauq angyami.
Qavartuq angyami.
Ner'ug angyami.

In some lessons, the subject is varied within the sentence. Example,

What are (you/you../you../we listening to?  Camek niicugni-(sit/cekek/ceci/ceta)?
(I am/we./we./are reading)  

This is another variation of the substitution drill. When having drill practice the teacher may have the whole group give all the parts, split the group into parts, or have individuals go through the drill. The best way is a combination of these.

(from lesson 25) EXAMPLE DRILL

T. Everyone repeat after me.
   How are you?
   How are you?
   We are (fine)
   We are (fine)
   What's the matter with him?
   What's the matter with him?

T. Tamarpeci qanraqama maligtalua.
   Cangaceci?
   Cangaceci?
   Cangatenritukut.
   Cangatenritukut.
   Qaillun pia?
   Qaillun pia?
acquaintary element in all within the structure of the language. Example:

Translation

This is my mother.
She is my father.
This is my sister.
Mr. Lin.

He is running.
They are running.
We are running.
You are running.

I'm looking in the post.
I'm standing in the post.
I'm standing in the post.
I'm sitting in the post.

In some lessons, the subject is varied within the sentence. Example:

What are you hearing? The teacher may have the whole group give all the parts, split the group into parts, or leave individual to perform the grill.

This is another variation of the substitution grill.

Lesson 27: EXAMINE THE DRILL

T. Even though you're alone, we're always here to support you.

Causes:

1. How are you?
2. How do you feel?
3. How are you feeling?
4. How are you feeling today?

T. Do you feel tired today?
T. Do you feel better?
T. Do you feel better today?
T. He is (sad)
all S. He is (sad)
T. Why is he (sad)?
all S. Why is he (sad)?
T. He is (sad) because he is (tired).
all S. He is (sad) because he is (tired).

T. (Angniituq).
all S. (Angniituq).
T. Ciin (angniita)?
all S. Ciin (angniita)?
T. (Angniituq) (mernuami).
all S. (Angniituq) (mernuami).

After everyone seems to know the drill elements

T. Now let's have this half of the group ask the questions and this half answer them.
Q₂ S. How are you?
A₁ S. We are (fine).
Q₂ S. What's the matter with him?
A₁ S. He is (sad).
Q₂ S. Why is he (sad)?
A₁ S. He is (sad) because he is (tired).

T. Tua-i nutaan quyurpeci avci aptaqluteng piniartut ukut-ilu avget kiuluteng.
Q₂ S. Cangaceci?
A₁ S. (Cangatenritukut).
Q₂ S. Qaillun pia?
A₁ S. (Angniituq).
Q₂ S. Ciin (angniita)?
A₁ S. (Angniituq) (mernuami).

Have all students practice the substitutions /we₂/we₃/
you₁/you₂/you₃/he/she during the drill. The (fine) can be varied according to what students wish to insert.

After all the students seem to have mastered the drill elements, these elements may be placed in a dialogue and practiced between individual students.

Cangaceci?

Cangatenritukut!
After everyone seems to know the grill elements have all students practice the substitutions we've been working on. You can vary your phrases according to what students wish to insert. After all the students seem to have mastered the grill elements these elements may be placed in a dialogue between individual students.

[Diagram of children at a table]
DIALOGUE

The most important thing about using dialogues for language instruction is the spoken word. It is sometimes helpful to use props, costumes, music, etc.; however, these elements should never detract from the spoken words themselves.

The dialogue may be spoken between groups of students or between individual students. The use of the group dialogue is useful when not everyone has fully mastered the phrases, because it allows the slower student to participate successfully. Also, hearing his neighbors give the phrase reinforces his learning of it. After the phrases have been learned in the group (similar to procedure used in Drill), they may be acted out in dialogue.

(from lesson 20) EXAMPLE DIALOGUE

4 children, ABCD, have parts. Each should practice their phrases with the group/teacher first. A acts like a sick patient. B acts like parent or concerned friend. C is the nurse. D is the doctor.

A: Ow, my feet hurt!
B: Why do your feet hurt?
A: My feet hurt because I climbed the mountain.
B: Should I call the nurse?
A: Yes, please, ouch!
B: Nurse!!
Akek'a it'ganka akngirnarqat!
Cin it'gaten akngirnarqat?
It'ganka akngirnarqut ingriq mayullruamku.
Iinriurta qayagaurlaku?
Ii-i, kitaki, akek'a!
Iinuriurtaa!!
Dialogue

The most important thing about using dialogue is...

Language instruction is the spoken word. It is sometimes helpful to use props, costumes, music, etc.

However, these elements should never detract from the spoken words themselves.

Dialogue may be spoken between groups of students or between individual students. The use of the group dialogue is useful when not everyone has fully mastered the phrases. Because it allows the slower student to participate successfully. Also, repeating the phrases gives the phrase reinforcement.

After the group phrases have been learned, in the group (similar to procedure used in Drill), the words are acted out in groups.

Example Dialogue

(from Lesson 20).

A: Now my feet hurt!
B: Why do your feet hurt?
A: My feet hurt because I climbed the mountain.
B: Should I call the nurse?
A: Yes, please, quick.
B: Nurse!!
C: Yes, I'm coming. What's the matter with you?
B: His feet are hurting.
C: Are your feet hurting?
A: Yes, my feet are hurting.
C: Let me look at your feet.
   (A shows feet)
C: Oh my! I'll call the doctor.
   Doctor!!!
   (Doctor comes running)
D: Let me look at your feet.
   (A shows feet)
   Oh, yes! Oh, my!
B, C&D: You'll have to come with us to the hospital!

Ii-i, taitatartua. Qall'pisit?
It'gai akngirnarqu.
It'gaten akngirnarqu?
Ii-i, it'ganka akngirnarqu.
It'gaten tanceretqerki.
(A shows feet)
Arenqiapaa! Yuungcarista qayagaugata'arqa. Yuungcaristaa!!!
   (Doctor comes running)
It'gaten tanceretqerki.
(A shows feet)
Aa-a! Arenqiapaa!
Maligtarkaugarpekut qenavigmun.

The use of dialogues puts life into the words the students are learning. Speaking and listening to dialogues reinforces the participant's knowledge of the words and phrases; dialogues can be simple exchanges or can represent complex social situations. In the latter case, the students learn correct behaviors as well as language.

The teacher should try making up simple dialogues on his own, based upon the vocabulary the students are learning. With older students, making their own dialogues would be a good learning experience; also their dialogues would probably be more relevant and interesting than ones out of the curriculum.
The use of gestures puts life into the words for students are learning, speaking and listening to. Gestures reinforce the participants' knowledge of the words and phrases. Gestures can be simple exchanges or can represent complex social situations.

In the latter case, the students learn correct parapraxis as well as language.

The teacher should try making up simple gestures as
his own based upon the vocabulary the student's are learning. With other students, making their own gestures would probably be more revelant and interesting than areas out of the curriculum.
A final note about the dialogues in the curriculum. The dialogues were first written in English by an English speaker and then translated into Yup'ik. This technique is all right in some situations, but is taught with possible pitfalls. Concepts do not always translate clearly from one culture to another, and much confusion may result. The phrases may make no sense at all in a second language. For example, the expression "They were flat broke" does not communicate the concept of poverty in Yup'ik "manigpak navgumallruut". In fact it doesn't make much sense at all. Dialogues must be communicative for students to learn from them. It is better to communicate the meaning of an exchange than to worry about a strict translation. It would be better for the teachers and students using YSL materials to make up their own dialogues rather than to rely exclusively on the sometimes rather contrived dialogue exchanges in the curriculum.

When making your own dialogue, be sure to use words that the students have already learned. This will reinforce their knowledge and lend fluency to the exchanges rather than rote memory. New words and phrases can be used if introduced prior to the dialogue (not too many at one time).
A final note about the changes in the curriculum.

The guidelines were first written in English by an English-speaking and then translated into Yup'ik. This English-speaking and then translated into Yup'ik. This technique is all right in some situations, but is fraught with possible pitfalls. Concepts are not always translated clearly from one culture to another, and much confusion may result. The phrases may make no sense at all in a second language. For example, the expression "they were first people" does not communicate the concept of poverty in Yup'ik. We should use Yup'ik nouns. Initially, they make much sense at all. Diachronous must be communicated for students to learn from them. It is better to communicate the meaning of an exchange than to worry about the strict translation. It would be better for the teachers and students using YST materials to make up their own guidelines rather than to rely exclusively on the sometimes tattler continuing guidelines.

When making your own guidelines, be sure to use words that the students have already learned. This will lead to reinforce their knowledge and lend fluency to the exchanges rather than take memory. New words and phrases can be used at an introductory point to the guidelines (not too many at one time).
SONGS

The songs were primarily written with young children in mind although some are appropriate for older students. Older students may wish to make up their own using familiar tunes.

Songs are a good learning device as many children will learn more vocabulary in this non-threatening way than in the straight drill or dialogue. One teacher reported that a boy who just couldn't say his ABC's learned to sing the Alphabet song quite well. The use of accompanying instruments helps students follow the rhythm of the tune.

The songs are all available on tape from the Yup'ik Language Workshop. Cat Niitarkat has published the music to some of these songs in the fall 1977.
Songs were primarily written with young children in mind although some are appropriate for older students. Other students may wish to make up their own using familiar tunes.

Songs are a good teaching device as many children will learn more automatically in this non-threatening way than in the straight drill or glitzy, the teacher reported.

That a boy who just couldn't say his ABC's learned to sing the alphabet song quite well. The use of accompaniment and instrumentation helps students follow the rhythm of the tune.

The sounds are all available on tape from the Yuk'ik Language Workshop. Carl Nilleraker, has published the music to some of these songs in the fall 1977.
CULTURAL ENRICHMENT

Topics for cultural enrichment are suggested in the curriculum. These can be handled several ways. The teacher may have resource people from the community come into the classroom and discuss and demonstrate the concepts. The teacher may have the children go out and observe, interview, etc. They may collect their cultural data into a booklet, make a film, print a paper, etc.

Example Lesson
(from lesson 30)

One day have the health aide come into the class and talk about the modern ways of treating illnesses. Then another day have some older local people come in and talk about the traditional way of treating illnesses. Show examples of the plants used. The next day the students can go out and collect some medicinal plants, and label them. Later, try preparing them with assistance from a local knowledgeable person. In the following days, other plants can be examined, collected and their use discussed. Food plants may also be covered in this way. It is especially important that the teacher emphasize that the use of medicinal plants is a good, viable,
CULTURAL ENRICHMENT

Topics for cultural enrichment are suggested in the curriculum. These can be handled several ways.

The teacher may have resource people from the community come into the classroom and discuss and demonstrate the concept. The teacher may give the children do our own research, interview, etc. They may collect their cultural data into a booklet, make a slide, print a poster, etc.

Example Lesson

(from Lesson 30)

One day, have the health aide come into the class and talk about the modern ways of treating illnesses. Then talk about the traditional way of treating illnesses.

Show examples of the plants used. The next day, the students can go out and collect some medicinal plants and label them. Later, bring them with resins. From a local knowledgeable person, in the following days, other plants can be examined, collected, and their uses discussed. Food plants can also be covered in this way. It is especially important that the teacher emphasize the use of medicinal plants in a good manner.

Size that the use of medicinal plants is a good example.
alternate method of treating ills. Also, it is good to learn the difference between medicinal and poisonous plants. This lesson is not "useless". Many people all over the world, including the lower '48, continue to use medicinal herbs and plants, many "chemical" medicines are derived from these same plants, and many people find the herb and plant medicines easier to obtain and use than chemical preparations. Also, modern research is finding many traditional medicines are quite effective in treating several illnesses for which there have been no other treatments. Modern and traditional medicine should be viewed as alternatives, each appropriate in its own way.

This "alternative way" approach is important to keep in mind for all cultural activities. Another thing to be cautious of is that some of the topics were suggested by non-natives, not Yup'ik. The teachers should review the lessons ahead of time to make it culturally appropriate for their particular village.

The cultural enrichment activities can be (should be) exciting ways to involve the whole community in the school.
appropriate method of treating ill. Also, it is good to
learn the differences between medicinal and poisonous
plants. This lesson is not "nonsense." Many people still
use native plants, including the lower 48, to treat
medicinal herbs and plants, many "chemically" medicinals
are derived from these same plants, and many people
find the herd and plant medicinals easier to obtain and
use than chemically prepared ones. A lot of modern research
is finding many traditional medicinal herbs are quite effective
in treating several illnesses, for which there have been
no other treatments. Modern and traditional medicines
should be viewed as alternatives, each appropriate in its
own way. This "alternative way" approach is important to keep in
mind for all cultural activities. Another thing to be
cautious of is that some of the topics were suggested
by non-Caribou, not Yup'ik. The teachers standing review
the lessons ahead of time to make it culturally appro-
appropriate for their particular audience. The cultural enrichment activities can be introduced for
exciting ways to involve the whole community in the
school.
Example Lesson
(from lesson 32)

Students discuss what they know about hunting; what kinds of animals, different weapons, traps, procedures, etc. The teacher has them choose which aspects they want to gather information on, dividing up into groups which will gather the information. During the next days or weeks, students go out during class time with tape recorders, cameras, (maybe just pencil and paper for notes and sketches, if equipment isn't available). They visit various men and women who can tell them about what they want to know. For example, some boys go to a man who demonstrates how to build a snare for rabbits. They record his description and take some pictures. They go to another person who demonstrates the use of a harpoon and tells a story which they record. Some girls visit a woman who tells them about how to prepare the skins after the hunters have brought them home. They tape record her discussion, and take some pictures. They go to another home and the grandmother tells a story about hunting, which they record. The students could then try to build some of these traps themselves. They could make a display of various traps and tools.
Example Lesson

(from lesson 35)

Students discuss what they know about hunting, what kinds of animals differ in size and shape, where procedures, etc. The teacher asks them to choose which aspect they want to gather information on, giving them a list of groups which will gather the information. During the next two days, students go out hunting class time with (tape recorder, camera, map, notebook and paper for notes and sketches). If equipment isn't available, they visit various men and women who can tell them some sport hunting which they want to know. For example, some sport hunters want to know the use of a partridge gun and tell a story which they record. Some girls visit a man who tells them about record hunting. They go to another person who demonstrates how to prepare the skins after the hunters have brought them from home. They take records of sketches and drawings from them. They could make a sketch of various traps and gears. They could make a glimpse of various traps and foods.
In this manner, many students and community members can be involved. The recordings and pictures could be made into a slide/tape presentation; they could also be placed in a scrapbook, or made into a booklet, etc... which can be shared with or shown to the community. The topics in the curriculum are very broad and teachers may use their discretion about how to go about presenting the information. However, the basic elements should be:

- Use local activities
- Use local people
- Involve the students in gathering the information
- Involve students in preparing presentations
- Let students try out some of the activities and crafts
- Emphasize that there are many alternate or different ways to do things, and that these are some of the ways that have worked.

Information about the way other people do things should come after the students learn how people in their community do things. For example, after finding out about how people in their village traditionally marked time and counted (lesson 21), the students could then try to find out how people in a village far away from theirs did it. They could do this through correspondence, interview, guest 'lecturer', etc...
In this manner, many students and community members can be involved in the recognition and collection of information. This can also be placed in a scrapbook or made into a booklet, etc., which can be shared with other schools in the community.

The topics in the curriculum are very broad and teachers may use their discretion to show how to start presentations and the basic elements of local activities.

Use local activities
Use local people

Involving students in determining the information
Involving students in preparing presentations
Let students try out some of the activities and create a presentation that involves different ways to go about these, and that these are some of the ways that have worked.

Information about the way other people go things working come after the students learn how people in their communities go things. For example, after finding out about how people in their village traditionally market their and countable (lesson 5), the students could then try to find out how people in a village far away from theirs did it.

They could do this through correspondence, interviews, guest lecturers, etc.
For instance, the people of the Kuskokwim count a bit differently than those on Nelson Island. Also, ways of telling time may differ from season to season and person to person and provides good opportunities for many community people to become involved. The trapper out on his line may have one way to mark time which is different from the grandmother who stays at home, and both may change from winter to summer. This is another place where modern/traditional may be compared as alternative ways.
For instance, the people of the KaskaKwa'um can find a pit for fishing, which is often different than those on Nelson Island. Also, ways of telling time may differ from season to season and person to person and provide good opportunities for many community people to become involved. The trip from the drumboat to the out post, where you may have one way to work time, is different from the drumboat to the out post, where you may have another place where modernization may be compared as alternative ways.
COMMANDS
The commands listed in the lessons may be learned through simple games such as "Simon says" or through songs such as "Stand Up, Sit Down". The teacher may introduce the commands by acting them out and having the students try them on each other.

EXAMPLE LESSON
Teacher stands away from group and says "David come here" "David Tai-Tai" using gestures.

David comes to him.
Teacher say "stop"
David stands still.
Teacher points to chair and says "sit down"
David sits.
Teacher gestures and says "stand up"
David stands up.
Teacher gestures and says "go back"

After repeating this several times with different students, choose one student and command him to come to you. When he has done so have him turn around and command another student to come. Then have them tell each other to sit and stand. Tell them to return to the group and repeat with another pair. Soon students should be able to command another student through the whole sequence. Have students use the commands they have learned whenever they are telling one another to do something.
The commands listed in the lesson may be taught through simple games such as "Simon says" or through songs such as "Stand Up Sit Down." The teacher may introduce the commands by acting them out and having the students try them on each other.

**Example Lesson**

Teacher stands away from group and says "David come here." "Stand up" and "Sit down" using gestures.

David comes to him... teacher says "Sit." David stands still. Teacher points to chair and says "Sit down." "Stand up" and "Do back" and teacher uses gestures. Students follow.

*After repeating this several times with different students, choose one student and command him to come to you.*

When he has gone so have him turn around and command another student to come. Then have them tell each other to sit and stand. Tell them to return to the group and repeat with another pair. Soon students should be able to command another student through the whole sequence. Have students use the commands they have learned whenever they are telling one another to go somewhere.
BASIC GAMES

These can be used in many ways. Through the use of different variations, the same game can be used for auditory discrimination, vocabulary drills, reading, and others. These games are mentioned briefly within the YSL curriculum, and are given in more detail herein.

Simon Says

This is a form of follow-the-leader which can be played in one place with action. In the basic game, the children copy the actions and/or follow the directions of the leader. Children may be seated or standing.

Land (stands in front of group) - L. (Ilami ciugerratni nangenggalunin)

"Simon says raise your hands"  "Simon-aq qanertuq' unateci yagciki quletmu

S. raise their hands  S. yaggluteng quletmun

L. "Simon says clap your hands"  L. "Simon-aq qanertuq patguurci"

S. clap their hands  S. patguurluteng

ETC...

L. may accompany his directions  L. pisquutni cali qailluqapair pisquciriluki

with the action being requested. piyugngai.

In a common variety of this game the children are to follow the leader's directions only when they are preceded by "Simon Says..." If the children see and hear "jump" or another command without "Simon says......" they are not supposed to follow. If a child follows a non-Simon direction, he may be asked to sit outside the group or other indication of being caught. In this way, the Teacher can develop the game into a contest for good listening.
These can be used in many ways. The teacher takes the role of the leader, following different instructions such as: "Simon says, "Children with baskets"." Children follow the instructions, and are told to follow the leader. Children may be seated or standing.

- Stand in front of the group.
- Say, "Simon says, "Children with baskets".
- Ask the children to follow the leader.
- "Simon says, "Children with baskets".
- Children follow the leader.
- Children may follow the leader.
- Children may join in the activity.
- The children follow the leader.

In a common activity at this game, the children are to follow the leader's instructions only when they are repeated. If the children say, "Simon says..." and the leader says, "Simon says..." they follow. If another command without "Simon says" the children are not supposed to follow. If a child follows a non-

Simon direction, the group may ask to sit outside the group. If the teacher can develop the game into a contest or good

- Teaching
"Simon says kick your foot"
Kick their feet
"Simon says jump"
jump
Clap your hands!
do nothing
Simon says raise your hands
raise their hands
ETC...

"Simon-aq qanertuq kitngigci"
kitngluteng
"Simon-aq qanertuq qeckarcn"
qeckarluteng
"Patguurci"
cavkenateng
"Simon-aq qanertuq quletmun yagci"
quletmun yaggluteng

CALI ALLANEK

Phoneme variation: Before playing this version, the teacher should compile lists of words beginning with the phonemes (sounds) the children are learning. For example: "p": patu, palayaq, paluqtaq, putukuq, etc...
The teacher conducts the game with one phoneme list at a time so that the children do not become confused as to which phoneme they are to identify. In this version of Simon Says, the teacher says a word from the list while doing some action. Example: patu-, claps hands, putukuq - jumps, etc. As children hear the "p" sound, they should copy the teacher's actions. Once the children understand that they are to listen for the "p" (in place of listening for "Simon Says..."), the teacher can start inserting non-"p" words into the game.
phoneme version: Before playing this version, the teacher should complete these of words beginning with phonemes (sounds) the children are learning. For example: "p": brain, played, battalion, breakdown, etc.

The teacher conducts the game with one phoneme list at a time so that the children can not become confused as to which phoneme they are to identify. In this version, Simon says, the teacher says a word from the list while copying some action. Example: baton. Children raise the "p" sound breakdown; jumps, etc. Children repeat the teacher's actions. Once the children understand that they are to listen for the "p" sound in place of "t" Simon says, "I like the game can start imitating you."
EXAMPLE GAME

Translation
T: 'lid' (claps hands)
S: "p" (claps hands)
T: 'beaver; (jumps)
S: "p" (jumps)
T: 'land' (raises hand)
S: don't follow
T: 'big toe' (raises hand)
S: "p" (raise hands)
T: 'woman' (claps hands)
S: don't follow
T: 'lid' (touches hip)
S: "p" (touches hip)
T: 'boat' (claps)
S: "p" (claps hands)

Yup'ik
T: patu (unategni malrurqugnek patguurlukek)
S: "p" (tamarmeng mikelinguut unafeteng patguurluki)
T: paluqtq (qeckarluni)
S: "p" (qeckarluteng)
T: nuna (unatnini mayurrluku)
S: (mikelinguut ayugelivkenaku)
T: putukuq (unatnini mayurrluku)
S: "p" (unateteng mayurrluki)
T: arnaq (unategni malrurqugnek patguurlukek)
S: (mikelinguut ayugelivkenaku)
T: patu (aqsiq patguurluku)
S: "p" (aqsateng patguurluki)
T: palayaq (unategni malrurqugnek patguurlukek)
S: "p" (tamarmeng mikelinguut unateteng patguurluki)

Continue with alternating (not every time) "p" and non-
"p" words. This game should be played for no more
than 15 minutes with young children. Their attention
span is short and the game should be kept lively and
not tiring. With older students the motions could be
left out. With the use of score cards, older students
could play this identification game as a race to see which
team/person identifies the most correct words. It can
also be used as a spelling race in this way, by having
the players write the "p" words down as they hear them.
This game can also be played with words/morphemes.
EXAMPLE GAME

Yup'ik

Translation

1. "qila'ax" (claws hands)
2. "q" (claws hands)
3. "q" (jump)
4. "q" (jump)
5. "q" (jump)

Note: The Russian words are not translated.

Continue with alternating "not ever (time)" and "now."

The Game should be played for no more than 12 minutes, within young children. Their attention span is short and the game should be kept lively and not tedious. With older students, the motions could be felt out. With the use of score cards, older students could play this identification game as a race to see which team/person identifies the most correct words. It can also be used as a spelling race to write words down as they hear them.

This game can also be played with Washakimorphemes.
EXAMPLE GAME

Teacher and students have pictures of cup, gun, needle, blade of grass, ball, etc. Object of this game is to identify 'have' 'ngqer-'.

Translation

T. I have a cup
S. (hold up picture of cup)
   I have a cup
T. I have a gun
S. (hold up picture of gun)
   I have a gun.
T. I have a dog
S. no,
T. I have a blade of grass
S. (hold up picture of grass)
   I have a blade of grass
T. I have a needle
S. (hold up picture and )
   I have a needle.

Yup'ik

T. Saskangqertua
S. Saskangqertua
T. nutenggertua
S. nutenggertua
T. qimugta.
S. qang'a
T. qimugtenggertua
S. qimugtenggertua
T. saskaq
S. qang'a
T. canengqertua
S. canengqertua
T. mingquengqertua
S. mingquengqertua
EXAMPLE GAME

Teacher and students have pictures of cups, gun, needle, plate of grass, ball, etc. Object of this game is to guess city 'have under'.

Translation

1. I have a cup
2. I have a gun
3. I have a needle
4. I have a ball
5. I have a plate of grass
6. I have a needle

Questions

1. Have a cup
2. Have a gun
3. Have a needle
4. Have a ball
5. Have a plate of grass
6. Have a needle
TREASURE HUNT

Teacher (or let students take turns*) hides things around the room. Children come in and look for them. Make sure that the students have already been introduced to the names of the objects/colors/pictures/etc., or whatever it is the teacher is having the students hunt for. Objects may be things with names which being with the same sound, or things which are used in a similar way (eating; spoon, fork, cup, plate, bowl, etc.) or animals being studied, or colors, etc. When student finds an object, he may come to the teacher and say "This is a ----" or after finding several (T. may set a specific limit) may come up and say "These all start with 'x', or "These swim in the water, or "These are red". In the later instance, the T. should be sure to place many items with the learned colors about the room and have each student gather several objects of a specific color, assigning teams or individuals "Red", "Blue", etc.

*It is a good idea with all these games and activities to let students take over the directions once they have fully mastered the procedures. This gives them a chance to use more forms of the words and it gives the teacher a chance to observe their performance and understanding.
TEACHER: (or let students take turns.) Please tingle around the room. Children: come in and look for them. Make sure that the students have already been introduced to the names of the objects/colors/colored pictures/words. Or what-over it is the teacher is having the students hunt for. Of course many be things with names which remind with the same sound: or things which are used in a similar way: books; spoon; fork; cup; plate; corn, etc. Or animals: bwelling-studied or colors etc. When students find an object, the may come to the teacher and say "This is a _______" or after finding several (T.) may set a specific limit may come up and say "These all start with 'x', "These all swim in the water or "These are red." To these things with the learned colors. Point the room and have each student gather several objects of a specific color. Assigning teams of individuals "Red," "Blue," etc.

It is a good idea within these games and activities to let students take teacher's chance to operate their performances and understanding.
FISH POND

This game is very versatile and can be played with pictures, words, letters, colors, numbers, etc. The basic game is played by having S. take items out of a container. This can be done very simply or more elaborately as desired. The children should not be able to see what they are catching as they fish. One simple version is to have the pond be an elevated barrel or trash can and strings already attached to the fish (cards or objects illustrating the lesson). One elaborate version is to have a student on one side of a screen attach fish to other students' fishing lines which are attached to poles. Another is to have small magnets as hooks on the fishing line and paper clips or other metal attached to fish.
This game is very versatile and can be played with pictures, words, letters, colors, numbers, etc. The basic game is playing by throwing 2 take turns out of a container. This can be done very simply or more elaborately as desired. The children should not be afraid to see what they are creating as they wish. One simple version is to have the pond on an elevated platform or objects illustrating the lesson. One elaborated version is to have a student on one side of a screen attached to the fish (cards) and students, illustrating how fish are attached to poles. Another is to have small magnets as hooks on the fishing line and paper clips or other metal attached to fish.
Color fishing
Cards have one color on each card, several cards of same color, eg. 4 red, 4 green, 4 black, 4 blue, etc. S. fish for one at a time and then must tell T. the color of their fish. If it is correct, S. can keep the fish; if wrong, must put fish back. T. should be sure, however, to tell S. correct name of color and have S. repeat it before putting fish back in pond. This can be played like a contest, winner being the one with the most fish. Also can be played with S. having to catch one of each color. (Be sure to have enough cards)

Picture fishing
Cards have pictures of objects illustrating vocabulary words, eg, body parts, animals, utensils, etc. Game can be played as above with students having to give name of object.

Word fishing
Cards have written vocabulary words; S. have to read the words correctly. May have bases, post bases, etc. In which case, S. not only read them but must fish enough morphemes to build words/sentences. (For older students).

Number fishing
Cards have numbers on them. Students must name and show number on fingers (for younger S.) With older students, can have addition, subtraction etc. problems
Color "Playing"

Cards have one color on each card. Several cards of the same color, e.g., a red, a green, a black, a blue, etc. 2 is worth for one. At a time, their must tell. If the color of their card is it is correct. If not, keep the cards in their hand. If wrong, must put their pack. I should be sure.

However, to tell 2 correct name of color and have 2 more cards. The player like a contest, winner being the one with the most first. Also can be played with 2 having to catch one of each color. (Be sure to have enough cards)

Picture "Playing"

Cards have pictures of objects illustrating vocabulary words, e.g., body parts, animals, utensils, etc. Game can be played as above with students having to give name of object.

Word "Playing"

Cards have written vocabulary words. 2 have to read the words correctly. May have passed, post passed, etc.

In which case, 2 not only read them but must first enough mathem涅s to build words/sentences. For older students.

Number "Playing"

Cards have numbers on them. Students must name and show number on fingers (for younger 2). With older students, can have addition, subtraction, etc. problems.
CARD GAMES

These card games are also very versatile ways of supplementing instruction. Each game can reinforce specific skills. Cards can be used to give and receive five cards. The rest of the pack is placed down in the center of the table, forming the "stock." The objective is to collect the most "sets" of a kind.

Good review questions for game lessons: substitute "fish." Do this every time a fish is spoken or given. When a player receives five cards, the rest of the pack is placed down in the center of the table, forming the "stock." The objective is to collect the most "sets" of a kind.

Object: To collect the most "sets" of a kind.

The cards are laid face down in a row. The first player draws any two cards and says the sum or the number of the playing cards. If the player's card is of the same color, the player must give up the cards and draw again. If the player's card is of the same number, the player collects the cards. If the player's card is of the same suit, the player collects the cards. If the player's card is of the same type, the player collects the cards.
That they must read and solve. Or carry out pictures.

of coins, money, to identify and count.

Teachers can adapt this game to supplement many
different lessons.
CARD GAMES

These card games are also very versatile ways of supplementing language lessons. Each game can be varied according to what lesson the wishes to reinforce. Cards can be colors, objects, states, numbers, equations, sentences, words, letters, etc.

Go fish

Good review supplement for many lessons. A substitute use for flash cards which is more fun than straight drill.

Players: Two to six (small groups give each student more opportunities to speak)

Dealing: Cards are dealt one at a time. Each player receives five cards. The rest of the pack is placed down in the center of the table to form the "stock".

Object: To collect the most sets of 4 of a kind.

The play: Starting with the first (students can choose first by names alphabetically, or ages, or etc.), each player in turn calls another by name and requests cards of a specified type, as: "David, give me your reds". "David, kavirliten taiski" or "David, give me your seals". "David nayiten taiski", or "David, give me your 'he is running" "David, 'aqvaqurtuq'-an taisgù". The card requested must be of a type of which the asker holds at least one card. Having one or more cards of the specified type, the player addressed must give up all of them. With none of the specified type, the player replies "Go Fish!" and the asker draws the top card of
These card games are also very versatile ways of supple-
menting language lesson. Each game can be varied
according to what lesson is wished to reinforce. Cards
can be colors, objects, states, numbers, equations,
sentences, words, letters, etc.

On This Page

Good review supplement for many lessons. A substitute
use for flash cards which is more fun than straight drill.
Players: Two to six (small groups give each student
more opportunities to speak.)

Dealing: Cards are dealt one at a time. Each player
receives five cards. The rest of the pack is
placed down in the center of the table to
form the "stock."

Object: To collect the most sets of a or a kind.
The play: Starting with the first (students can choose
first card names alphabetically or ages, or etc.). Each
player in turn calls another or name and teaches
cards of a specified type as: "David, give me your
red card. ""David, a Martian fitkii" or "David, give me
your seat." "David, which is the letter "L"? "David, advendung-ah lesson."
Your "L" is the letter "L"! The card selected must go to a type of which the asker
has at least one card. Having one or more cards of
the specified type, the player addresses must give up
all of them. With none of the specified type, the player
beats "o' fishil!" and the asker draws the top card of
the stock. A player's turn to ask continues so long as he is successful in getting the cards specified. If he is told to "go fish", and he happens to draw a card of the type he named, he may show this card, and his turn continues. If the draw from the stock completes a set in the hand, the set must as once be shown. As soon as any player gets a set (all four cards of one type), he must show them, give the name (eg. "Blue", "Moose", "He is running", etc.) and place them on the table in front of him. The one who collects the most sets wins the game.

The teacher can also require the student to identify the card that he requested before receiving it. For example, X asks "David, give me water animals". David holds up a card and asks "What is it?" X has to say "Seal or "water animal". (Whatever T. decides). Then David gives X the cards. If X can't identify the card then he doesn't get it.
The game continues so long as the stock does not run out. A player's turn is over when he draws a card of the wrong kind. This happens to draw a card of the kind to "do使之" and the player to draw a card of the kind to "do使之" and the player to turn the card over. The player may ask the name of the card, and then turn it over. If the player draws from the stock, he completes a set as soon as the kind of card is matched. The set must be once shown. As soon as the kind of card is matched, the player must show the name (e.g., "nine", "blue", "moose"). He is running, etc., and places them on the table in front of him. The one who collects the most sets wins the game. The teacher can also require the student to identify the cards that he is required to receive. For example, X asks "David" give me water animal". David holds up a card and asks "What is it?". X has to say "Seal" or "water animal". (Matched in German). Then David gives the cards. If X can't identify the card then he does not get it.
Sample Games of Go Fish

1. Cards have circle of color plus written word,
   4@ Red (Kaviriq), Blue (Qiquliq), Black (Tungulria)
   Green (Cungagliq), Yellow (Esirliq), Orange (Uulincaaq),
   Purple (Perpelaaq), White (Qatellria), Pink (Pingkaaq)
Children ask one another for colors. Use visual identification of colors first for younger children. After students learn to read, they can use the written names and the colors.

2. Cards have pictures and written names of local animals.
   4@ Beaver (Paluqtaq), Moose (Tuntuvak), Fox (Kaviag),
   Wolf (Kegluneq), Walrus (Asveq), Muskrat (Kanaqlak),
   Lemming (Avelningaq), Otter (Cenkaq or CuiginiLunguq),
   Seal (Maklak), Beluga (Cetuuaq), Ptarmigan (Qangqqiq)
   Goose (Tengmiaq)
Students ask for the animal they want. Students can play by picture and/or by written name depending on grade level.

3. Cards have equations on them. For example: (4+4, 2+6, 3+5, 9-1) (2+2, 1+3, 5-1, 6-2) (2+3, 1+4, 5+0, 7-2) and others. The student asks "David, give me 8"
   "David, pingayunleq taisgu", or "David, give me 3",
   "David, pingayug taisgu", etc.
Students must work the problems on their cards in their heads (not writing answers) in order to play. (For older students). As you can see, there are many possibilities for these games.
Sample Games of Go Fish

1. Cards have circles or color plus written word.
   A & Red (Heart/Club), Blue (Diamond), Black (Spade)
   Green (Clover), Yellow (Star), Orange (Unlabeled)
   Purple (Perfumed), White (Heart/Club), Pink (Diamond)

Children ask one another for colors. Use visual aid.

- Children ask one another for younger children.
- After students learn to read. Then can use the written names
  and the colors.

- Cards have pictures and written names of local animals.
- A & Beaver (Flurk), Moose (Tunland), Fox (Kenad)
- Wolf (Keoglu), Otter (Kenad or Cunland),
- Lemming (Aunland), Beluga (Calinda), Parmigian (Ouuland)
- Cheese (Tundurland)

Students ask for the animal they want. Students can
play by picture and/or written name. Depending on
your grade level:

Grade level

3. Cards have equations on them. For example: (4+2, 6+2)
   3+2, 4-1) (5+2, 6-2, 1+2, 8+0, 7-2)

   and others. The student asks "David, give me 8".
   "David, please give me 8" or "David, give me 3."
   "David, please give me 10," etc.

Students must work the problems on their cards in their
hands (not writing answers). In order to play, (for older
students). As you can see, there are many possibilities
for these games.
OLD MAID

The cards used for Go Fish can also be used in Old Maid, a simpler game. This game is especially good with younger children.

Dealing: Discard one card from one set of cards. Then the rest of the cards are dealt one at a time to each player. It does not matter if the distribution is unequal.

Discarding: Each player spreads his group of cards and picks out all pairs, which he discards face up in the center of the table. The teacher can have each pair as he discards them.

The play: When all hands have been reduced to non-paired cards, each player presents his cards to his left hand neighbor, who draws out one card. If it pairs with a card in her hand, she discards the pair, then shuffles her cards and presents it to her lefthand neighbor. Play continues in the same way, each player drawing a card from the hand at the right, paired cards being discarded, until only the odd card remains.

The player stuck with the odd card is "Old Maid" and out of the game. Teacher can require students to give the name of pairs before discarding.
The cards used for Go Fish can also be used in Old Maid, a simpler game. This game is especially good with younger children.

Dealing: Discard one card from one set of cards. Then dealing: The rest of the cards are dealt one at a time to each player. It does not matter if the distribution is unequal.

Discarding: Each player spreads his hand of cards and picks out all cards which he discards face up in the center of the table. The teacher can have each pair or the discards from each pair.

The play: When all hands have been reduced to ten cards, each player presents his cards to his left-handed neighbor, who draws out one card. If it pairs with a card in the hand, the discard is placed beneath the pair. Then shuffles his cards and presents it to his fellow neighbor. The play continues in the same way, each player drawing a card from the hand at the right, pairing cards, and discarding until only the odd card remains.

The player with the odd card is "Old Maid" and the name of a pair before discarding.
CONCENTRATION

Can use the same cards as Go Fish and Old Maid.
The layout: all the cards are dealt face down on a table so that no two cards touch. No effort should be made to put cards into orderly rows; the greater the irregularity, the better.
The play: Each player in turn turns two cards face up, one at a time, without moving either away from its position in the layout. If the two cards are a pair, he places them in front of him, and turns up two more cards. When he turns up two cards which are not a pair, he turns the cards face down, and the turn passes to his lefthand neighbor.
The player who gathers the most cards wins the game.
CONCENTRATION

Can use the same cards as Go Fish and Old Maid.

The layout: All the cards are dealt face down on a table so that no two cards touch. No effort should be made to put cards into orderly rows; the quicker the better.

The play: Each player in turn turns two cards face up, one at a time, without moving either away from its position in the layout. If the two cards are a pair, he places them in front of him and turns up two more cards. When he turns up two cards face down, and the cards are not a pair, he turns the cards face down, and the turn passes to his left-hand neighbor. The player who gathers the most cards wins the game.