

# TEACH YUKON NATIVE LANGUAGES



## A Guidebook for Native Language Instructors

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## Foreword to the Second Edition

Since its original publication in 1980, *Teaching Yukon Native Languages: A Guidebook for Native Language Instructors*, has been used extensively in Native Language classrooms not only in the Yukon, but also in Alaska, the Northwest Territories, British Columbia and Alberta. The Yukon Native Language Centre has received many positive comments on the usefulness of this guide from instructors in the field. The pioneering effort has served as the model for other guides such as the three Carrier versions developed by the Yinka Dene Language Institute (*Teaching Athapaskan Languages: A Guidebook for Native Language Instructors*, 1990).

Also since 1980, the conversation examples throughout the guide have been translated and recorded in all Yukon languages, and usually in several dialects. Twenty-six versions of the conversational *Language Lessons* are available as booklet and tape sets from the Yukon Native Language Centre. Besides versions in the Yukon languages Gwich'in, Hän, Upper Tanana, Northern Tutchone, Southern Tutchone, Kaska, Tagish and Tlingit, there are also versions from Lower Tanana, Upper Tanana, and Tanacross from Alaska. These local dialect booklets and tapes increase the effectiveness of the *Guidebook*. Beginning in 2002, the same material, both text and sound, as well as new colour images, has begun to appear on the Centre's web site as the Centre makes use of new technologies to improve native language teaching and documentation.

The original version of the *Guidebook* was developed by Collyne Bunn, John Ritter and Gertie Tom of the Yukon Native Languages Project, which has evolved into the Yukon Native Language Centre. The artwork on the cover and dividers is by the well-known Yukon artist Ted Harrison. Collyne Bunn's artwork, so useful in the original version, survives now in spirit as the model for the revised drawings by Evelyn Kirkaldy of MBA in Vancouver.

A revised and updated edition appeared in 1997. The basic structure and content of the first edition were not altered. The document was laid out in Microsoft Word 6.0.1 on a Macintosh, in Times font for the English and Yukon font for the Northern Tutchone text. The line drawings found throughout the *Guidebook* and especially in the *Materials* section were professionally redrawn. Minor corrections, additions and improvements were made throughout. Doug Hitch of YNLC contributed proof-reading and computer layout.

The second edition comes in response to the needs of the two teacher trainers at YNLC, Jo-Anne Johnson and Margaret Workman, who have each spent almost twenty years using the guide and training teachers to use it. The improvements made here over previous versions are substantial. The number of listed activities has increased from 73 to 127. The *Materials* section has been enlarged. The original edition had 53 pages, the revised edition increased this to 65 pages, and now it is 109 pages long, more than double the original. Many of the image pages in the *Materials* section have been reset in InDesign 1.5.2 on Macintosh. Other sections have had more modest size increases but each has been thoroughly reviewed and updated. The *Curriculum* section has been revised so that the teaching doctrine of the *five parts of a lesson* is clearly indicated and followed throughout.

Besides the project initiation and input from Johnson and Workman, several others have made contributions. Carol Pettigrew, coordinator in the early 1980's, developed several of the activities and materials now in this edition. Doug Hitch wrote or rewrote some passages, increased the number of images in the *Materials* section and reorganized them by topic, and was responsible for the camera-ready pages. Many of the new activities were designed or adapted and field tested by graduates of the Native Language Certificate and Diploma programs. Contributing in this way were Hannah Alexie, Eva Billy, Mikki Brown, Helen Charlie, Clara Donnessey, Evelyn Green, Jo-Anne Johnson, Annie Lord, Agnes McDonald, Jane Montgomery, Edward Roberts, Grace Roberts, Mary Snowshoe, and Rachel Tom Tom. Two activities, **85** and **89**, were adapted from activities developed by the U'mista Cultural Society. Two activities are based on old photocopies from now unknown sources. **105** uses the phrase "NASL classes." **118** is from a cerloxed book apparently used for teaching Shuswap. Some of the material on professionalism (T-7 to T-10) was taken from Mary L. Mitchell, *A Notebook for Native Language Teachers* (no date).

Yukon Native Language Centre Staff  
Whitehorse, Yukon  
January, 2003

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## **Note To Native Language Instructors**

You have a most important job with children. Not only are you teaching them your language but you are also encouraging them to want to learn more and to use their language outside of school. Equally important, the children are learning to be proud of their culture and history.

A school program alone cannot guarantee that your language will be preserved. As time goes by, it is hoped that your whole community will come up with programs directed at the retention of your language. Radio programs, day care centres, picnics, summer camps, cultural “days” and “weekends” do not necessarily have to be in English. In many communities it would be possible to hold these activities in your own language. The more exposure they get to your language, the more the children will learn.

We wrote this manual so it could be used to help you plan and carry out your language program. Parts of this manual will be looked at in detail with you during your training workshops. If you go over this manual carefully yourself, you will see the different ways you can make use of this material.

This curriculum guide is designed to help you with your work. It contains much information and many suggestions coming from years of classroom experience. But you, working in the classroom, may discover other ways of doing things. When you come up with ideas you and your class are enthusiastic about, feel free to try them. Plan to share the ideas that turn out well with the other language instructors, which you will meet at training sessions.

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## **Note To Co-Operating Teachers**

Often an interested teacher in a school will make all the difference in how successful a language program will be. It may be the first time your language instructors have worked in a school, and the little things that you and your fellow staff members do for them may make them feel welcome, and ready to tackle their job with a positive approach.

Some of the very practical things they may need help with are:

1. Using the photocopier and laminator.
2. Filling out a time-sheet.
3. Arranging a class space for the students.
4. Learning the school's schedule (recess, lunch-break, ...) and changes in it, such as sports day and field trips.
5. Finding the available teaching materials (construction paper, coloured chalk, teacher's scissors, stencils, a day book).
6. Obtaining special small items, such as felt squares, through the school's petty cash.
7. Using a computer.
8. Booking time in the computer lab to work with the native language computer story books or other multimedia instruction tools.
9. Arranging permissions for field trips.

You may be able to participate in the native language classes yourself. Many Yukon teachers have done this, not as a "teacher" but as a learner. If you do this you will find your class will model your enthusiasm, seeing how valuable and delightful their new knowledge can be in a community where many speak the language.



## **Note To Principals**

It is estimated that many hundreds, even thousands, of hours of exposure are needed for a person to become fluent in a second language. The native language program in your school will not produce perfect fluency in the students taking it for a year. It will be important for you to help your community and staff set reasonable goals. Solid, positive, but not unrealistic, results should be expected.

The native language program will expose children to the language and culture of the community they live in. Some of the rural native children understand much of what their parents and grandparents say. Many of these children can carry out quite complex instructions given to them in their native language. Such children will very quickly start to use their native language themselves if regular instruction takes place. Daily instruction gets the best results.

Many non-native children may want to take part in the native language classes. The language and cultural experiences will benefit these children just as they do the native children.

The native language teachers may benefit from special assistance with using school equipment, especially computers. The program will benefit from help received in organizing cultural activities such as field trips and elders' visits. Please not only permit, but encourage your native language teaching staff to attend training sessions at the Yukon Native Language Centre. At these sessions they improve teaching methods, learn technical information about their language, and develop materials. The sound recordings required for multimedia materials are usually recorded at a break in a training session.

Please encourage all your staff to take an interest in the native language program. We have found that in schools where there is this interest, the program runs smoothly, with very positive results and attitudes.

## **Yukon: A Second Language Situation**

The first language of most Yukon children is English. This is the language in which they are now most fluent and at ease. In many Yukon families the parents and grandparents may be speaking their own native language. Although some children understand a great deal of what they hear at home, they speak English with their playmates and at school. Their native language has become a second language to them.

The importance of the school in helping to retain the native language can not be underestimated. However, a community-based approach will bring about wider native language usage.

Day care centres, elders' suppers, potlatches, summer camps, "immersion" weekends and cultural days are some of the activities that can be carried out in the native language. If the First Nation, community and school work together in planning such activities, the children will be exposed to more of their own language.

## **Native Language Classes In School**

Native language programs have become established as a valuable component of school curriculum. Preparing for each year's classes can be done in advance. School scheduling and the hiring of an instructor should be done in May or June of the preceding school year.

Short, yet frequent classes are best, ideally held every school day. It is usually easier on the native language instructor to have their time in one "block" which remains the same every day. As an example, the instructor may be coming to the school from 9:00 to 11:00 a.m., or from 1:00 to 3:30 p.m. every day. The actual times depend on the local situation.

### **TYPICAL TIME ALLOTMENTS**

<i>Grade</i>	<i>Time Allotment</i>
K	15 minutes
1-2	15 minutes
3-4	20 minutes
5-6	20 minutes
7 and up	20 to 30 minutes

## **Literacy**

All Yukon native languages now have an orthography or writing system. While some have been developed in the 1970's, Gwich'in has had a written form for well more than a century. There are charts of all of the Yukon alphabets on the YNLC web site in the special section for each language.

In school programs, however, we have been emphasizing oral language teaching methods. Hearing and speaking are the first and most important steps in language acquisition. The introduction of written work will be taking place, if at all, in the higher grades only.

Some excellent written materials for adults have been published. These include noun dictionaries, legends, place name studies and local histories. Please contact the Native Language Centre for an updated list of publications, or check the on line catalog at [www.yukoncollege.yk.ca/ynlc](http://www.yukoncollege.yk.ca/ynlc). Many publications are available through the Department of Education's Learning Resources Centre.

## **For The Instructor: Using This Guidebook**

The curriculum in this guidebook is designed to be used with any Yukon native language, Athapaskan or Tlingit. The Big Salmon dialect of Northern Tutchone is the sample language used. However, since the first edition of this guide, all of the material has been translated into every Yukon language, often into several dialects. The *Language Lessons* booklet and tape sets are available for Gwich'in, Hän, Upper Tanana, Northern and Southern Tutchone, Kaska, Tagish, and Tlingit as well as Tanacross from Alaska.

You will be using your own language when you teach from this guidebook. If you find an expression that isn't used in quite the same way in your town, use good sense to leave it out, or to change it to something that is used locally. Keep in mind that we wish to teach the students sentence patterns they are most likely to hear around them in their community. These are common to any language.

A Tlingit instructor may also wish to consult Dick and Nora Dauenhauer's *Beginning Tlingit*, as well as the *Interior Tlingit Noun Dictionary* published by YNLC.

It would help if you read this guidebook before you start teaching. You will know where you are heading, and where certain items are that you may want to find when you plan your lessons.

# Skills

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## Objectives

The main intent of native language courses is to help children develop spontaneous use of their language. We want them to be able to communicate in that language with other people such as their parents, grandparents and relatives.

This is why whole expressions and question and answer patterns (sentences) are emphasized in the curriculum.

The following is a further description of what the students should be learning.

### (A) Sounds

The students should be learning how to pronounce and tell the difference among all the basic sounds of your language.

### (B) Sentence Structure

The students should be learning to construct and understand **simple** but **meaningful** sentences in your language. **This is very important.**

### (C) Vocabulary

The students should be gradually picking up basic core vocabulary. In this guidebook we have tried to co-ordinate vocabulary with the cultural seasonal calendar.

Words about fish are introduced while fishing is still taking place, trapping words during November, animal young in May, and so on. A more detailed list of topics follows.

## Seasonal Topics

**September** .....weather, people, berries, fish

**October** .....weather, animals, hunting, bush objects

**November** .....weather, food, bush objects

**December** .....relatives, pssessives

**January** .....body parts, household objects

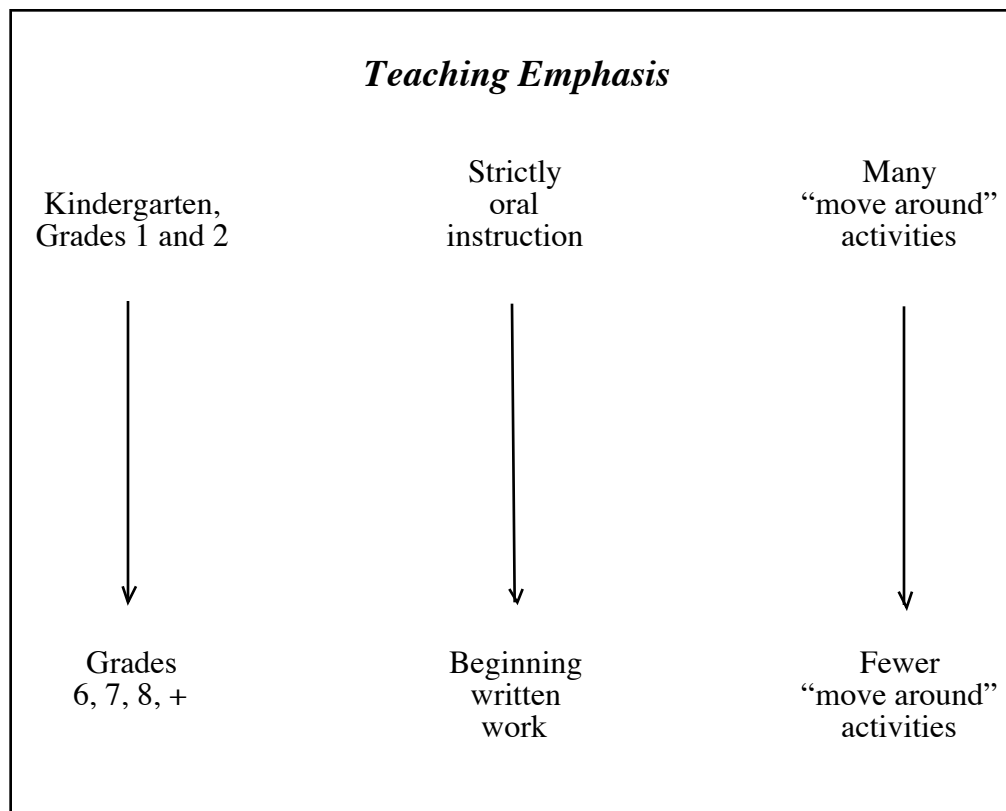
**February** .....places, clothing, making fire, commands

**March** .....numbers, sky, landforms

**April** .....spring, animal tracks, colours, birds, post-positions

**May** .....weather, tanning hides, insects, young animals

**June** .....plants, walking around





## Scope and Sequence, K-5

K – Grade 1	Grade 2 – 3	Grade 4 – 5
<b>Oral Conversation</b>	<b>Oral Conversation</b>	<b>Oral Conversation, Reading</b>
Greetings, for example, <i>How are you?</i> <i>I am fine.</i> Introductions Weather How is it outside?	Greetings, for example, <i>How are you?</i> <i>I'm fine/sick.</i> Introduce someone.  <i>It is cold/hot outside.</i>	Greetings, for example, <i>How are you?</i> <i>I'm fine. And you?</i> <i>Me too. I'm fine.</i> <i>Is it sunny?</i> Yes/No
<b>Sentence Structure</b>	<b>Sentence Structure</b>	<b>Sentence Structure</b>
<i>What is this?</i> <i>What do you see?</i> <i>What is he/she doing?</i> <i>He/she is _____?</i> <i>What do you want?</i>  Numbers 1-3	<i>Who is this?</i> <i>Who do you see?</i> <i>What are you doing?</i> <i>I am _____.</i> <i>What do you have?</i>  <i>Hand me _____. (general)</i> <i>Whose _____ is this?</i> <i>It is my _____.</i> <i>How many? 1 - 5</i>  <i>What tracks are these?</i>	<i>Is this a _____?</i> <i>Do you see a _____?</i> <i>What is the <u>man</u> doing?</i> <i>The <u>man</u> is _____.</i> <i>Do you want _____?</i> <i>Do you have _____?</i> <i>Give me the <u>rock</u>.</i> <i>Is this your _____?</i> Yes/No <i>How many <u>stars</u>?</i> <i>There are <u>two stars</u>.</i>  <i>Is this a <u>moose track</u>?</i> Big/little/many/none  And EXTRA
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
2 - 3 words	5 words	7 words
		<b>Listening Exercises</b>
		One word sentences
		<b>Reading</b>
		Sentences
		<b>Writing</b>
		Sentences

## Scope and Sequence, 6-12

Grade 6 – 7	Grade 8 – 9	Grade 10 – 12
<b>Oral Conversation, Reading, Writing</b>	<b>Oral Conversation, Reading, Writing</b>	<b>Oral Conversation, Reading, Writing</b>
Greetings, for example, <i>How are you?</i> <i>I'm _____.</i>  Seasons	Greetings, for example, <i>How are you today?</i>  <i>Is it sunny today?</i>	Greetings, for example, <i>How are you this <u>morning</u>?</i>  <i>Is it sunny this morning?</i> Months
<b>Sentence Structure</b>	<b>Sentence Structure</b>	<b>Sentence Structure</b>
NL Book Picking Berries <i>What am I doing?</i> <i>You are _____.</i> <i>What does he/she want?</i> <i>Give me the <u>paper</u>.</i> <i>Is this my _____?</i> Yes/No <i>How many <u>stars</u> do you see?</i>  NL Book At Home  And EXTRA	NL Book Moose Hunt <i>What is your grandpa doing?</i> My <u>grandpa</u> is _____. <i>What does your <u>dad</u> want?</i> <i>Give me the <u>tea</u> (<u>cup</u>).</i> Is this your dad's _____? Yes/No Numbers 1 - 10 Singular forms NL Book Meat Camp Ice Fishing And EXTRA	NL Book Fish Camp Know singular/plural forms.  Know singular/plural forms. All forms for give me. Know singular/plural forms. Numbers 1 - 20  Singular/plural forms NL Books Hiking Trapping
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
10 words	Singular forms of possessives and verbs	Singular and plural forms of possessives and verbs
<b>Listening Exerise</b>	<b>Listening Exercises</b>	<b>Listening Exercises</b>
Short Sentences	2 or more sounds	Tongue Twisters
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
NL Books	NL Books	NL Books
<b>Writing</b>	<b>Writing</b>	<b>Writing</b>
NL Books	NL Books	NL Books

## First Year's Curriculum Outline

### September

3 weeks  
instruction

1. What is this?  
This is \_\_\_\_\_.  
(people)
2. Is this a \_\_\_\_\_?  
Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.
3. What is \_\_\_\_\_ doing?  
\_\_\_\_\_ is fishing by hook.  
\_\_\_\_\_ is picking berries.

### October

4 weeks  
instruction

1. What do you see?  
I see \_\_\_\_\_.
2. Big, little, many, none
3. Hand me the \_\_\_\_\_.  
Here. Take it.  
(Hunting)
4. What is \_\_\_\_\_ doing?  
\_\_\_\_\_ is going hunting.

**November**

4 weeks  
instruction

1. Are you hungry?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

What do you want?

I want \_\_\_\_\_.

(food)

2. Are you thirsty?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

Do you want \_\_\_\_\_?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

(food, drink)

3. Where is the \_\_\_\_\_?

Here is the \_\_\_\_\_.

(trapping)

4. What are you eating?

I'm eating \_\_\_\_\_.

What are you drinking?

I'm drinking \_\_\_\_\_.

(food)

**December**

2 weeks  
instruction

1. Who is this?

This is \_\_\_\_\_.

Who do you see?

I see \_\_\_\_\_.

(relatives)

2. What is \_\_\_\_\_ doing?

\_\_\_\_\_ is sitting.

\_\_\_\_\_ is sleeping.

\_\_\_\_\_ is running.

\_\_\_\_\_ is dancing.

**January**

4 weeks  
instruction

1. my, your, his, hers

2. What is \_\_\_\_\_ doing?

\_\_\_\_\_ is sewing.

\_\_\_\_\_ is crying.

\_\_\_\_\_ is packing water.

\_\_\_\_\_ is playing.

3. Whose \_\_\_\_\_ is this?

This is my (your, his, hers) \_\_\_\_\_.

(body parts)

4. Is this your \_\_\_\_\_?

Yes \_\_\_\_\_.

No \_\_\_\_\_.

(belongings)

**February**

4 weeks  
instruction

1. Where are you walking to?  
I'm walking to \_\_\_\_\_.  
(places)
2. What do you have?  
I have \_\_\_\_\_.  
Do you have \_\_\_\_\_.  
Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.  
(clothing)
3. Commands
4. What is \_\_\_\_\_ doing?  
\_\_\_\_\_ is making fire.

**March**

3 weeks  
instruction

1. Numbers one to five  
(sky)
2. How many? \_\_\_\_\_  
How many do you see?  
I see \_\_\_\_\_.  
How many \_\_\_\_\_ are there?  
There are \_\_\_\_\_.
3. Go and get \_\_\_\_\_.  
Give me the \_\_\_\_\_.

**April**

4 weeks  
instruction

1. What is this?

These are animal tracks.

What tracks are these?

These are \_\_\_\_\_ tracks.

2. Colours

3. What is the bird doing?

The bird is flying around.

(birds)

4. Where is the \_\_\_\_\_?

The \_\_\_\_\_ is sitting **on** the \_\_\_\_\_.

The \_\_\_\_\_ is sitting **in** the \_\_\_\_\_.

**May**

4 weeks  
instruction

1. What is this?

This is \_\_\_\_\_ fur.

What is \_\_\_\_\_ doing?

\_\_\_\_\_ is tanning a \_\_\_\_\_ skin.

(animals)

2. What is \_\_\_\_\_ doing?

\_\_\_\_\_ is flying around.

\_\_\_\_\_ is crawling around.

(insects)

3. Review

(animal babies)

4. Go and get \_\_\_\_\_.

Give me \_\_\_\_\_.

**June**

2 weeks  
instruction

1. What is he doing?

He's walking around.

He's walking around **by** the \_\_\_\_\_.

He's walking around **on** the \_\_\_\_\_.

(land and water)

2. The \_\_\_\_\_ is growing.

(plants)



# Teaching

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## Authorized Time Allotments

Kindergarten	— 10 minutes
Grades 1, 2	— 15 minutes
Grades 3, 4	— 15 to 20 minutes
Grades 5, 6	— 20 minutes
Grades 7, 8, 9, 10	— 20 to 30 minutes

Teaching short but frequent lessons is best. Children seem to make very quick progress if they have a language class every school day, or at least three or four times a week.

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## Classroom Planning

In some schools it is possible for the native language instructors to have their own classroom, or part of a classroom. This makes it easy to store materials, put up posters and displays, and to arrange classroom activities. However, having a classroom set aside for this is often not possible. If this is the case, you may want to ask for a filing cabinet and an area of your own to store materials.

There are many ways of arranging a classroom. You may want young children to sit on the floor in a circle. You may prefer to have older students sit at their desks, in regular rows, or in half a circle, facing you.

Keep in mind it is best to be able to see every student, and to have them as close to you as possible.

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## In The Classroom

### (A) Oral Teaching Methods

Young children learn a language by listening and speaking. This is the way we would like to encourage you to teach. If your students are to learn your language enough to take part in simple conversations, they must have a great deal of listening and speaking practice with you.

Simple written work in your language might be a very small part of the older students' lessons, but it is not necessary.

### (B) Saying Things

No one speaks a language by saying, *book... fish... meat... house*. You can't communicate very much by calling out names of things by themselves. Instead, people usually use statements, questions, answers. That is, they say things about other things or situations. For this reason it is very important that you and your students use whole expressions when practicing your language.

Students will be learning to pronounce and tell the difference among all the basic sounds of your language. At the same time they should be learning simple but meaningful expressions. A gradual mastery of the basic vocabulary will come as the school year progresses.

### **(C) Use of English**

It is best to avoid use of English in the classroom wherever possible. Pictures, objects and gestures will help the students understand what you are saying.

For example, when you are telling them ***Be Quiet*** in your language, they will understand you right away if, at the same time, you put your finger to your lips.

Other classroom directives will quickly become clear to the students: ***Come here, Sit down, Now it's your turn...*** After the first few weeks of classes with you the students should all be familiar with these. Little or no English will then be needed for such directions.

But while it is best to avoid English as much as you can, there may be times when it is acceptable to fall back on it. For instance, if the class is experiencing a lot of difficulty understanding something, do use English to explain. Don't be afraid to use English to go over the rules for the activities, even though most of the class will be in your own language.

### **(D) Pacing — *The Five Parts of a Lesson***

At least five different things should be happening in a twenty minute lesson. This keeps the lesson brisk and energetic, and the students are far less likely to tire or disrupt the class. If, in one activity, the class has been sitting still, the next activity might let them move around a bit.

*The Five Parts of a Lesson* were developed to provide teachers with a systematic way to plan and give well paced lessons containing all the necessary components (see pages C-4, and T-12 to T-13 for more information).

A sample lesson should include these five parts:

CONVERSATION	Warm-up with conversational language
REVIEW	of material previously covered
NEW	vocabulary or sentence structure
ACTIVITY	There are 119 activities in the Activities section for practicing language
WIND-DOWN	A quiet activity

Switching activities fairly quickly helps the students continue to concentrate on what you teach. Using different activities also means you should spend some time preparing for your lesson, so everything is clear in your mind as to what you do, and all your materials are ready.

## **(E) Discipline**

Most children will really try to please you. Keeping your lessons energetic and interesting will usually help keep the class under good control. There are a few extra things, though, you might want to try if you are having trouble with one or more students.

At the start of each lesson wait until the whole class is quiet, settled down, and looking at you. Only then start your teaching.

At the beginning of the year, tell the classes how you want them to behave. Explain to them very clearly what you do or don't want them to do.

Separate children who sit together and whisper, giggle or cause trouble. Make sure they sit apart from each other. Sometimes it helps to keep children who have trouble behaving close to you.

As soon as students do something you don't want, stop them. Be strict. You can tell them, *No!*, *Stop!* or *Don't do that!* You can move a student over to another part of the room. You can try talking to a student alone. If he or she continues to misbehave you may consider talking to a teacher, principal, Community Education Liason Co-ordinator, or to his or her parents.

Supervise all the games and activities carefully and continuously. Make sure the class knows the rules before it starts playing.

Find out what your school's rules are, and help your classes follow them. Examples: Is gum-chewing allowed in your school? Are the students allowed to run down the hallways?

## **(F) Professionalism**

### ***What is a professional?***

A professional is a person who puts his/her job ahead of all other concerns. A Native Language teacher who puts the welfare of the Native Language Program ahead of all other concerns is acting in a professional manner. Although training and experience will help you make decisions that will always be in the best interest of your Native Language Program, being a professional has more to do with attitude than training or experience.

### ***Why is it important to have a professional attitude?***

As the Native Language teacher in your school, **you are the single most visible part of your program.** Everyone, including the principal and staff of the school, members of the Band and Community and most importantly, the children you teach, look to you for information that reflects the quality of the Native

Language Program. And it is not only what you say, it is the messages you give with your actions that tell them about the importance (or lack of importance) of the Program.

***How can I begin to become a professional?***

The first thing to do is to start thinking of yourself as a V.I.P. (a Very Important Person), with a V.I.J.T.D. (a Very Important Job To Do.) This is not hard for most of us to do, because this image of ourselves is very flattering. However, sometimes it isn't always easy to act like a V.I.P. with a V.I.J.T.D.

Sometimes, you will have to put your V.I.J.T.D. ahead of your personal concerns and interests to show everyone that you really think it is a Very Important Job. Sometimes it means giving up free time to do something that will benefit the program, or the students. Sometimes it means making adjustments in your personal and family life to continue your training. When you show that your work is more important than your personal preferences, you are showing a professional attitude. The personal sacrifices you make are difficult sometimes, but with the growth of your professional attitude, will come the beginning of **professional pride** in your work.

***How can I be a professional with my students?***

Your students are the most important part of your V.I.J.T.D. It is your responsibility to provide for them:

- a well-disciplined classroom, so that learning is possible.
- well-planned content in your lessons so learning is worthwhile.
- a well-organized presentation, so that learning is enjoyable.

Students are very sensitive to attitudes, so try not to have **favourites**. Let your love and enthusiasm for your Language come through in your words and actions every day. Show them that you **respect** them as persons and as language learners. You may talk about your students with other professional persons if you think this will help a student, or the program, but be very careful not to gossip about a student to anyone.



### ***How can I be a professional in my school?***

Treat your Principal as a *boss*. **Respect** her/him and follow her/his instructions. You may disagree with her/him, and you may discuss these disagreements with her/him, but do not discuss them with anyone else. This would be disloyal and unprofessional. Her/his job is to help you. Don't be shy to ask her/him for help if you need it.

Accept advice from other staff members graciously, and **share** materials and information about your program. Informed teachers are good allies.

**Co-operate** whenever possible. The best situation for you is when the Native Language teacher has no more (or no fewer) responsibilities or privileges than any other staff member.

**Respect** each staff member. Never criticize another teacher to anyone. Keep your disapproval to yourself. If a staff member interferes with your program, go to that person first with your objections and try to work them out (as difficult as that may be). Only when your best efforts have failed should you then go to the Principal for his help in the matter.

**Be loyal** to the school in the community.

### ***How can I be a professional in my community?***

Be loyal to the community in the school. Never gossip about community matters in the staffroom.

**Respect** the older members of the community who may be more skillful in the Language than you are; learn all you can from them, and honour them for who they are and what you learn from them.

Remember that your Native Language Program belongs to the Community. It is your responsibility to co-operate with the wishes of the School Council and Band Council regarding the program. The best way to avoid misunderstandings with these people is to keep them informed about the goals and progress of the Program. Any special efforts you make to keep **communication** open here will always pay off.

### ***REVIEW***

There are many kinds of teachers. Show them that you are a professional!

A ***professional teacher*** is somebody who never stops learning.

Learn more about the language you are teaching.

Learn more about the best way to teach.

A ***professional teacher*** is somebody the school can count on.

Be on time for work every day.

Do not miss work unless it is completely unavoidable.

If you must be away from work, let the school know right away.

A ***professional teacher*** is somebody who regards homework as part of his/her job.

Prepare lessons ahead of time. Write a good lesson plan every day.

Have your materials ready so no time is wasted.

Keep records of each student's progress.

A ***professional teacher*** is somebody who cares for the overall good of the Native Language Program.

Share your good ideas and materials.

Sacrifice your personal preferences when necessary.

Keep informed about Native Language Programs in other schools.

A ***professional teacher*** is somebody who ensures that each of his/her students receives:

-good discipline, so that learning is possible.

-good content, so that learning is worthwhile.

-good presentation, so that learning is enjoyable.

(Some of the material on professionalism was taken from Mary L. Mitchell, *A Notebook for Native Language Teachers*.)

## **(G) Team Teaching — *Sharing the Load***

### ***Lesson Planning***

Both instructors must be involved in planning every lesson. The assistant must go over the lesson before classes begin.

### ***Preparation Of Materials***

Both instructors should work on preparing materials.

### ***Lesson Teaching***

Both instructors must be involved in teaching every lesson. One possible way may be to have one instructor responsible for teaching and reviewing conversation. The other instructor would do the review. Both instructors should participate when teaching the new vocabulary and during activities.

### ***Activities***

Each instructor assists a team during a relay. When playing cards, board games, etc., divide your class into two groups. Each instructor works with a group of students. Students benefit as groups are smaller and each student has an opportunity to have a few more turns during an activity. In smaller groups it is easier to hear the individual student's pronunciation.

### ***Discipline***

While one instructor is teaching, the other instructor could be watching students to make sure they are behaving themselves. The assistant might choose to remove a student from the larger group and assign another task for that student to work on.

### ***Remember***

Decide on what dialect you will be teaching. Do not correct another instructor when he/she is teaching. Be willing to do as much as you can during the lesson.

## **(H) Substitute Teacher**

It can be very helpful to meet with your substitute teacher in your classroom before you are absent. You can then show them where you keep your lesson

plans, and you can go over the class procedure. Let them know when they will also fill in for you on supervisory duty at recess, lunch or after school.

### **Remember**

- Keep the lesson plan book on your desk and easy to find.
- Similarly, the timetable, the attendance book and the school handbook should be readily available.
- Have your materials prepared ahead of time and in a place where they can be easily found.
- Make sure your lesson plans are developed well ahead of time to cover any periods of absence.
- Assign a student to help the substitute teacher.

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## **Five Parts of a Lesson**

Try to make your lessons as interesting as possible. This means that you shouldn't be using pictures for twenty minutes, or any one activity for twenty minutes. The students will become tired, and misbehave.

Many years of experience in the classroom and with teacher training have led to the development of the Five Parts of a Lesson. Using this system, it is easier to plan lessons, and to keep students interested. It gives you a systematic way to cover and practice material and to add variety to your lessons.

The five parts are listed below. There is also more information on pages T-5 to T-6 and C-4.

### **(A) Conversation**

You and your students practice talking to each other, using questions and answers that might be heard often around town. Students could be learning to answer such questions as, *How are you?*, *Where are you going?*, and *What is the weather like today?*

## **(B) Review**

It will always be necessary to review what the class just finished learning, what they learned yesterday, and even what they learned last month.

The more often students hear and say something, the better they will know it and be able to use it. A review is something you must have in every lesson.

## **(C) New**

This is found in the *Curriculum* section of this guidebook. There you will find weekly teaching units planned out for you.

## **(D) Activities**

These are the language games you can play with the students. The key idea is that while the children play these games, they speak their native language, not English.

One short activity per lesson will help keep the children eager and interested. You can change the sentence patterns to many of the games so they fit what you are teaching the children at that time.

## **(E) Wind-Down**

The wind-down is a quiet activity. This permits the students to calm down and get quiet which is especially important after a noisy, active activity. An example is **119 Password**. The students line up at the door. You ask the first student a question. If they answer correctly, they may leave. If they do not answer correctly then they must go to the back of the line.

You yourself may come up with some very good teaching topics. In such a case, remember that this is only a guidebook. Please feel free to add your own ideas to your work with the students. In native language training sessions, you will be able to share some of the things you have tried and that the students responded to well.

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## Sample Lessons

The following pages contain two sample lessons, with approximate times for the various activities listed. The first sample lesson is for grades one and two. The second is for grades three and four. We hope these sample lessons show how important it is to keep a brisk pace, to change what you are doing often during a lesson, and to adapt lessons for different grade levels.

## Sample Lesson No. 1 — *Grades 1 and 2*

October — 20 Minutes

TIME		ACTIVITY
1 minute	<b>Class Settles</b>	The class becomes quiet.
4 minutes	<b>Conversation</b> (circle drill)	How are you?  I'm fine.  What's your name?  My name is _____.
2 minutes	<b>Review</b>	What is he/she doing?  He/she is fishing by hook.  He/she is picking berries.
5 minutes	<b>New</b> (vocabulary)	What is this?  This is a _____.  (bull moose, bear, fox, dog, rabbit)
5 minutes	<b>Activity</b> (44 Snatch)	What do you see? I see a _____. (animals)
3 minutes	<b>Wind-Down</b> (111 Whisper)	What do you see? I see a _____. (animals)

## Sample Lesson No. 2 — *Grades 3 and 4*

October — 20 Minutes

TIME		ACTIVITY
1 minute	<b>Class Settles</b>	The class becomes quiet.
4 minutes	<b>Conversation</b> (circle drill)	How are you?  I'm fine. And You?  I'm fine too.  What's your name?  My name is _____.  What's his name?  His name is _____.
2 minutes	<b>Review</b>	What is he/she doing?  He/she is fishing by hook.  He/she is picking berries.  What are you doing?  I'm fishing by hook.  I'm picking berries.
5 minutes	<b>New</b> (vocabulary)	What do you see?  I see a _____.  (squirrel, porcupine)



TIME	ACTIVITY	
5 minutes	<b>Activity</b> <b>(44 Snatch)</b>	<p>Is it a _____?</p> <p>Yes, it's a _____.</p> <p>No, it's not a _____.</p> <p>(squirrel, porcupine)</p>
3 minutes	<b>Wind-Down</b> <b>(111 Whisper)</b>	<p>What is this?</p> <p>It's a _____.</p> <p>What do you see?</p> <p>I see a _____.</p> <p>What is he doing?</p> <p>What are you doing?</p>

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## Grade Level Adaptation

### Primary — *Grades K–3*

In the first two or three years, your main purpose in teaching your language is to:

- (a) get the children used to oral language drills and classroom routines.
- (b) get the children to pronounce new sounds correctly.
- (c) provide some vocabulary and a few simple sentences for them to use.

Avoid teaching lists of words. Be sure the children use the words they know **in sentences**.

Also, take care to cover all the main topics in the curriculum guide, for example, food in November, relatives in December, etc. You will not be able to teach all the vocabulary and structures in the first year, but you should get a start on **each monthly topic**.

If the children begin in kindergarten, by the end of Grade 3, they should be able to use these structures easily:

What is this?

This is a \_\_\_\_\_.

What do you see?

I see a \_\_\_\_\_.

Give me the \_\_\_\_\_.

Here is the \_\_\_\_\_.

Where is the \_\_\_\_\_?

Here is the \_\_\_\_\_.

Who is this?

This is my \_\_\_\_\_ (relatives).

What is he doing? (playing, crying, fishing, hunting, running,  
walking, sitting, standing, eating, drinking)

He is \_\_\_\_\_.

### **Intermediate — Grades 4–6**

These students should have made an improvement in pronunciation, be able to learn new vocabulary, want to make longer sentences, and they should know the drill procedures and classroom routines.

As you encounter each topic in the curriculum guide, provide one new word and teach at least one more complex question and answer sequence. Be sure to review what they have learned before you introduce new words or sentences.

You would now introduce:

**Listening Exercises**      introduce sounds using short sentences

**Prepositions**              *in, under, on, beside, behind*

**Possessives**              *my, yours, his.* Use this new idea with relatives  
and body parts **only**

**Adjectives**

*many, none*

**Verbs**

in the primary grades they only learned the third person (He is playing, he is sleeping, etc.)

Teach: *I am playing*

*You are playing*

and matching question forms:

*What are you doing?*

*I am fishing.*

*What am I doing?*

*You are fishing.*

**Native Language Books** practice reading a native language story book like the *Moose Hunt* or a locally developed native language book

## **Upper Elementary — Grades 6–9**

The Students should know the basic question and answer sequences. For each topic in the curriculum guide add a new word and sentence structure. Remember the curriculum guide has a section called *EXTRA*. In this section you will find that questions and answer sequences are longer.

**Review (Oral)** could be combined with spelling

You would now introduce:

<b>Reading</b>	practice reading Native Language books (YNLC has produced many books)
<b>Writing</b>	review the alphabet and sounds using listening exercises
<b>Spelling</b>	practice spelling vocabulary in short sentences
<b>Dictation</b>	use Native Language books
<b>Culture</b>	legends, trapping, gathering (berries), making bannock, ice fishing, arts and crafts, etc.

## **High School — *Grades 10–12***

The high school student should distinguish glottals and master tones, reading and writing ability, and know the alphabet.

Components for high school Native Language classes must include oral language, linguistics, culture and history.

<b>Oral Language</b>	expand all sentence structures
<b>Reading</b>	use Native Language books and dialogues
<b>Writing</b>	dictation, listening exercises, spelling, and translation practice
<b>Culture and History</b>	elders visits, place names, hunting and trapping, family trees, medicine plants, etc.

<b>Resources</b>	<i>Part of the Land, Part of the Water</i> and articles
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## Native Language Lesson Plan

MONTH \_\_\_\_\_

DAY \_\_\_\_\_

CONTENT & METHOD	MATERIAL
<b>Conversation</b>	
<b>Review from previous lesson</b>	
<b>New Vocabulary or Sentence Structure</b>	
<b>Activity</b>	
<b>Wind-down</b>	

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## Long Range Planning

### What is a long-range plan?

A long-range plan is an outline of the material that you are going to teach during the school year. It names the seasonal topic (from the curriculum guide) for each month and lists the conversation, vocabulary and structures that you are going to review and teach each month. Sometimes it will list activities and materials that you plan to use.

### Why should I make a long-range plan?

Writing down a long-range plan for the year is useful to both yourself and your principal.

It helps to make the order of your material clear in your own mind. You will be less likely to get confused in your **daily lesson planning** if you have a long-range plan to refer to. It prevents the possibility of spending too much time on one topic and not enough on another.

Looking at the material you teach in monthly units will help you plan to **test regularly** at the end of each unit.

Having a record of what you have taught in one year will help you expand and plan for **new material** the next year. In case a new Native Language Instructor takes your place, he or she will have a good idea of what the children already know, and the new Instructor will know where to begin reviewing and teaching when they take over.

You should give a copy of your long-range plan to the **principal** at the beginning of each year. The principal should be informed about what the children are learning in your classroom. If a copy is kept in the office, he may refer to it when he is questioned by parents or people from the community. This is one way in which you can provide information about the Language Program to the **community**.

## How do I begin my long-range plan?

The best place to start is with your curriculum guide, **Teaching Yukon Native Languages**. Each month has a basic plan for material to be taught each week. Choose what is appropriate for each class, reviewing what they already know, and choosing new vocabulary and structures that are related to these ideas.

You will be given a form for your long-range planning. Be sure to follow the curriculum guide as carefully as you can when you are planning.

## What happens if I actually teach more or less than I have indicated in my long-range plan?

Your long-range plan is only a guide. If you find you cannot cover all that you have planned for in one month, **make a note** on your plan at the end of that month, and take this into account when you do your next long-range plan.

It is important to try to follow the plan as carefully as you can, and this will become easier to do as you gain experience. Do not worry too much about what you haven't been able to do. (Remember: teach a little bit well.) Leave the topic at the end of the month, making a note of what you didn't do with the class, and go on to the next month's material.

Some Instructors with very bright classes may teach more than what they planned for. The same rule applies. Make a note of the extra material at the end of each month, and go on to the next month's topic. You will be able to make a better plan next year when you become familiar with what each class is capable of learning.

Note: Long-Range Planning is something we expect of Advanced Native Language Instructors. You will be asked to bring your Long-Range Plans back to training sessions and we will ask to see them in the Office of your school when we come out for the Practicum and Evaluation visit.



Long Range Planning Chart for Elementary Schools

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
I Conversation				
II Vocabulary				
III Sentence Structure				
IV Activities				

Long Range Planning Chart for Secondary Schools

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
I Oral Language				
II Linguistics				
III Culture & History				

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# Testing

## Why is it Important?

It is important for parents to know how well their child is doing in Native Language.

Tests also show which students are learning, especially which students are listening and participating during Native Language lessons.

Marks can be used to see who is the best student for awards.

Marks also show how well you are doing as a teacher.

Poor attendance will also effect the students' marks.

Good marks encourage most students to try harder. These students will try harder and show an interest in learning more. They will also become more confident in Native Language. Students find marks meaningful.

## Helpful Hints

Do not let students cheat.

Take your time when administering tests.

Make sure students put their name on the test paper as soon as they receive it. Have students put their heads down when they have put

their names on their test paper.

Repeat the sentence structure twice, and repeat slowly.

Explain directions carefully.

Mark tests as soon as possible. (Students can assist.) Record the marks.

Double check percentages.

When you return test papers, go over answers. If you have made a mistake when marking tests, apologize and make any necessary changes.

A calculator saves a lot of time.

### **Making a Test**

You will find the materials section very helpful when preparing an oral language test. Simply photocopy those pages containing the pictures that match sentences on your oral test. Cut out the pictures. At the same time photocopy the Blank Test Form, which you will find on page M-107. Arrange and paste the pictures on the Blank Test Form. You can have 5, 10, 20, etc. pictures. Once you have the pictures pasted onto the form, you can then make photocopies for students. Remember – make a master or answer sheet. It makes marking tests fast and easy.

### **Record of Achievement**

You may use the form provided on the next page, or the form in the Daily Lesson Plan Books.

Make sure you fill in the blanks at the top of the page. Then, using your class list, fill in the students names. Put the last name first. For instance, the student Elijah Smith would be *Smith, Elijah*. Make sure the names are in alphabetical order. Record the mark.

If you have any questions, please talk to a coordinator or experienced native language teacher.

# Record of Achievement Form

**School** \_\_\_\_\_ **Subject** \_\_\_\_\_

**Teacher** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Date** \_\_\_\_\_

**STUDENT'S NAME**

## RECORD OF ACHIEVEMENT

[illegible]

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## Introducing Reading And Writing

The techniques used for teaching reading and writing are naturally somewhat different from the techniques used for teaching oral language. With oral language it is a good idea to teach using whole sentences rather than individual words. But with teaching written language this is not the case. It is necessary to teach the value of letters and this cannot be done exclusively with sentences.

### The Alphabet

The first step in teaching reading and writing is to familiarize students with the alphabet. Some of the native language letters are used in much the same way as in English, but many are used differently. Besides the differences in values of letters, there is also a big difference in the consistency of spelling between English and native language. With English you very often need to memorize how a word is spelled. But with native language, if you know the correct pronunciation of the word, and you know the alphabet, you can get the spelling right. Similarly, with reading native language, if you know the alphabet, you can pronounce a new word correctly from the way it is spelled. This is not necessarily true for English where people commonly mispronounce a new word when reading.

One of the most effective tools for teaching the alphabet is the listening exercise. This activity is described in the *Activities* section under **116 Listening Exercises** (A-114 to A-117). A listening exercise gives students practice in recognizing special native language sounds. The activities **120 Signal** and **121 Voting** (A-120 to A-121), are specifically designed to be used as listening exercises but many other activities can also be adapted to teaching the alphabet.

### Words

The next step in learning the alphabet is to teach the reading and writing of short words or phrases with simple spelling. This gives the students practice in writing the sounds of the language. You will need to make lists of words or phrases containing the target sounds. It is not a good idea to begin teaching reading and writing with long sentences. At this stage of teaching you might adapt

the activities **124 Spelling Bee** and **125 Dictation** found in the *Activities* section (A-122 to A-123).

## Sentences

After your students have some familiarity with the alphabet and can read and write some simple words, then you can move on to reading and writing sentences. It is best to begin with a dialogue or story with which they are already familiar from oral practice. They may be familiar with a dialogue like *White Wolf*, *Black Wolf*, or *Grizzly Tracks*, or they may have mastered a Story Book orally such as *Moose Hunt*, *Drying Fish*, *At Home* or *Camping*.

## Reading Sentences

One way to begin is to write the sentence that matches a picture in the dialogue, or the Story Book, on the white board. The students can practice reading aloud and writing the sentence.

Have them read aloud in small groups first until their confidence grows to the point where individuals are comfortable with reading aloud. Then try the reading activities included in the *Activities* section, **122 Match the Pictures** and **123 Sentence Scramble** (A-121 to A-122).

There are many other reading exercises. Watch your students carefully, and listen to their suggestions. Often you will get ideas for new reading activities this way. Also, look at primary reading books that are used in the regular classroom. These may suggest ways to use your curriculum material in reading activities. It is usually not a good idea to translate these readers into native language because the content is not always culturally relevant.

## Writing Sentences

The next step is to give them some practice in writing the sentences. There are many ways of doing this. You may find the reading activities in the *Activities* section a good place to start: **124 Spelling Bee**, **125 Dictation**, **126 Story Pages**, and **127 Fill in the Blanks** (A-122 to A-124). You should soon be able to develop your own activities.



Here are a few things you should be careful of when you begin reading and writing exercises:

- always instruct in this order:
  - **ORAL** (speaking and listening)
  - **ALPHABET**, including reading and writing short words and phrases
  - **READING SENTENCES**
  - **WRITING SENTENCES.**
- always **balance** each lesson with some oral work, followed by some reading or writing. Even advanced students still need to learn new oral language.
- after the alphabet has been mastered, avoid reading and writing single words. Always use words in a sentence.
- insist on **correct spelling every time**. This means that you must be able to spell correctly. If you make spelling mistakes, you are sure to confuse your students.
- avoid using English readers that have been translated to native language. The content of these books is often not culturally relevant. Stick to the curriculum guide, and adapt ideas from English materials to the words and sentences that your students have mastered already.

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## Remember

- ◆ *Plan your lesson ahead of time.*
- ◆ *Plan many different activities.*
- ◆ *Have all your materials ready.*
- ◆ *Praise the children when they do well.*
- ◆ *Keep reasonably firm control.*
- ◆ *Don't use English unless you find it necessary.*
- ◆ *Always use whole expressions when teaching oral language. Avoid using single words by themselves except when beginning to teach reading and writing.*

# Curriculum

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April .....	C-92
May .....	C-104
June .....	C-116



## What Is A Curriculum?

A curriculum is a guide that gives you ideas on what to teach during your weeks with the children at school.

You will have many very good ideas of your own, which we hope you will try. This guidebook, however, is meant to make it easy for you to teach a course in your language to any class, from beginning to advanced, and from preschool to adult.

This curriculum is not based on long word lists, but on sentence patterns and expressions. The sentence patterns build on each other. One week the class may learn, ***This is my gramma.*** Later in the course they may be able to say such things as, ***My gramma's tanning a caribou hide.***

## Planning

Although this guide may help you during the year, you will still have to put some of your own time into planning what to do each day.

This curriculum will tell you what to concentrate on each week. From this week's plan you can make up the three, four or five lessons you will be teaching.

## **The Five Parts of a Lesson**

Every daily lesson should contain five parts. Using these five parts makes daily lesson planning easier and gives you a systematic way to cover and practice material.

Complete sentences are always used in each of the five lesson parts. The teacher uses complete sentences for teaching, and the teacher insists that the students use full sentences at all times.

### **CONVERSATION**

Conversation is the basis of language. Learning both conversational answers and questions gives students the opportunity to communicate in Native Language outside the classroom.

### **REVIEW**

Going over past material gives students an opportunity to refresh their memory and gain confidence.

### **NEW**

Students are introduced to new material. This can be new vocabulary or sentence structure.

### **ACTIVITY**

With activities students have fun and enjoy learning a language. You may find that pronunciation improves as students become relaxed. Activities also help students learn new material through repetition.

### **WIND-DOWN**

A quiet activity, the wind-down can be something like **111. Whisper** or **119. Password**. The purpose of this part of the lesson is to help students calm down before they go to the next class.

## Layout Of This Curriculum

### (A) At the Start of Each Month

SEPTEMBER		CONVERSATION													
<div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 10px;">PLAN: 3 WEEKS</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p><b>CONVERSATION</b></p> <p><b>BASIC 1</b></p> <p>What is this?</p> <p>This is a _____. (people)</p> <p><b>BASIC 2</b></p> <p>Is this a _____?</p> <p>Yes _____. No _____. (berries, fish)</p> <p><b>BASIC 3</b></p> <p>What are you doing?</p> <p>What is _____ doing?</p> <p>_____ is fishing by hook. _____ is picking berries.</p> <p><b>EXTRA</b></p> </div> <div style="width: 15%; text-align: center; border: 1px solid black; border-radius: 50%; font-weight: bold; font-size: 1.2em;">A</div> </div>	<div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 10px;">CONVERSATION</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p><b>How are you?</b></p> <p>I'm fine. And you?</p> <p>Me too, I'm fine.</p> <p><b>Is it sunny?</b></p> <p>Yes, it's sunny. No, it's not sunny.</p> <p><b>Is it cloudy?</b></p> <p>Yes, it's cloudy. No, it's not cloudy.</p> <p><b>Is it raining?</b></p> <p>Yes, it's raining. No, it's not raining.</p> </div> <div style="width: 15%; text-align: center; border: 1px solid black; border-radius: 50%; font-weight: bold; font-size: 1.2em;">B</div> </div>														
NOTES		<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>NORTHERN TUTCHONE</b></p> <p>Dáninch'í ?</p> <p>Sáw dídlin. Nán k'ā ?</p> <p>Sehum, sáw dídlin.</p> <p>Se hínajina?</p> <p>Éhē, se hínajin.</p> <p>Hajú, eju se hínajin.</p> <p>K'o húmlina ?</p> <p>Éhē, k'o húmlin.</p> <p>Hajú, eju k'o húmlin.</p> <p>Che hùcheq ?</p> <p>Éhē, hùche.</p> <p>Hajú, eju hùche .</p> </div> <div style="width: 45%; text-align: center; border: 1px solid black; border-radius: 50%; font-weight: bold; font-size: 1.2em;">C</div> </div>													
<div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p><b>YOUR LANGUAGE</b></p> </div> <div style="width: 15%; text-align: center; border: 1px solid black; border-radius: 50%; font-weight: bold; font-size: 1.2em;">D</div> </div>		<div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 10px;">SOME CONVERSATION ACTIVITIES</div> <table style="width: 100%; font-size: 0.8em;"> <tr> <td>03. Circle Drill</td> <td>23. How Is It Outside?</td> <td>69. Calendar</td> </tr> <tr> <td>02. Group Drill</td> <td>06. Yes/No Drill</td> <td>07. Puppets</td> </tr> <tr> <td>21. Answer First</td> <td>36. Musical Stick</td> <td>47. Mime</td> </tr> <tr> <td>54. True or False?</td> <td>66. Spin the Bottle</td> <td>73. Field Trip</td> </tr> </table>		03. Circle Drill	23. How Is It Outside?	69. Calendar	02. Group Drill	06. Yes/No Drill	07. Puppets	21. Answer First	36. Musical Stick	47. Mime	54. True or False?	66. Spin the Bottle	73. Field Trip
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54. True or False?	66. Spin the Bottle	73. Field Trip													
C-13		C-14													

Above is what the first two pages look like for every month. Following are descriptions of what you will find in the boxes.

### Box A

This is titled, PLAN: \_\_\_\_ WEEKS. Here you will find an outline of what is planned for the whole month.

The monthly plan for September is copied here for you.

PLAN: 3 WEEKS

← How many weeks of classes you  
will probably have

CONVERSATION

← Found in Box B

WEEK 1

What is this?

This is a \_\_\_\_\_.  
(people)

← One week's work.

WEEK 2

Is this a \_\_\_\_\_?

Yes \_\_\_\_\_.

No \_\_\_\_\_.

(berries, fish)

← One week's work.

WEEK 3

What are you doing?

What is \_\_\_\_\_ doing?

\_\_\_\_\_ fishing by hook.

\_\_\_\_\_ picking berries.

← One week's work.

EXTRA

← Extra material, found at the end  
of each month.



Box **B**

CONVERSATION

How are you?

I'm fine. And you?

Me too, I'm fine.

Is it sunny?

Yes, it's sunny.

No, it's not sunny.

Is it cloudy?

Yes, it's cloudy.

No, it's not cloudy.

Is it raining?

Yes, it's raining.

No, it's not raining.

This box contains the conversation for your class for the month. The easiest way to teach this is to spend a few minutes on it **at the beginning** of each lesson. Commonly-heard questions and answers about the weather are also included.

Box **C**

This box is labelled NORTHERN TUTCHONE. It contains the same conversation, translated into Northern Tutchone (Athapaskan).

### Box D

This box contains space for you to write the conversation out in your own language, if you wish to do this during a literacy session. This written work is **not meant to be taught to your students**. It is for your own reference only.

### Box E

NOTES are extra bits of information that may help you in your lessons.

### Box F

This contains a list of some of the language activities that can be used to help you teach this month's **conversation**. The bold faced activities can be especially useful. The numbers will help you find the description of each activity in the *Activity* section of this guidebook.

## (B) Each Week

SEPTEMBER													
<div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 10px;">WEEK 1</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p>What is this?</p> <p>This is a _____.</p>       <p style="text-align: center;">man woman boy girl baby</p> </div> <div style="width: 10%; text-align: center; border: 1px solid black; padding: 5px;">A</div> </div>	<div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 10px;">NORTHERN TUTCHONE</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p>Yi ech'ō dajān ?</p> <p>Dajān _____ ech'i.</p>       <p style="text-align: center;">dek'án eyénjáél dek'ána eyénjáéla dunén zra</p> </div> <div style="width: 10%; text-align: center; border: 1px solid black; padding: 5px;">B</div> </div>												
<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p style="text-align: center; margin: 0;">POSSIBLE ACTIVITIES</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">03. Circle Drill</td> <td style="width: 33%;">28. Splash</td> <td style="width: 33%;">65. Match the Picture</td> </tr> <tr> <td>02. Group Drill</td> <td>04. Relay</td> <td>07. Puppets</td> </tr> <tr> <td>21. Answer First</td> <td>34. Clothespins</td> <td>35. Musical Bag</td> </tr> <tr> <td>34. Musical Stick</td> <td>47. Mime</td> <td>66. Spin the Bottle</td> </tr> </table> </div> <div style="text-align: right; margin-top: -20px; margin-right: 10px; border: 1px solid black; padding: 2px;">E</div>		03. Circle Drill	28. Splash	65. Match the Picture	02. Group Drill	04. Relay	07. Puppets	21. Answer First	34. Clothespins	35. Musical Bag	34. Musical Stick	47. Mime	66. Spin the Bottle
03. Circle Drill	28. Splash	65. Match the Picture											
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21. Answer First	34. Clothespins	35. Musical Bag											
34. Musical Stick	47. Mime	66. Spin the Bottle											
C-15													

YOUR LANGUAGE	SAMPLE LESSON
<div style="text-align: center; border: 1px solid black; height: 150px; margin: 0 auto; width: 80%;">C</div>	<div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div> <p><b>Circle Drill</b></p> <p>How are you? I'm fine. And you? Me too, I'm fine.</p> </div> <div style="text-align: center; border: 1px solid black; padding: 5px;">D</div> </div> <div style="margin-bottom: 10px;"> <p><b>Calendar</b></p> <p>Is it sunny? Yes, it's sunny.</p> </div> <div style="margin-bottom: 10px;"> <div style="display: flex; justify-content: space-between;"> <p><b>Group Drill</b></p> <p><i>REVIEW</i></p> </div> <p>What is this? This is a _____. (man, woman, boy)</p> </div> <div style="margin-bottom: 10px;"> <div style="display: flex; justify-content: space-between;"> <p><b>Vocabulary</b></p> <p><i>NEW</i></p> </div> <p>baby, girl</p> </div> <div style="margin-bottom: 10px;"> <div style="display: flex; justify-content: space-between;"> <p><b>Splash</b></p> <p><i>ACTIVITY</i></p> </div> <p>What is this?</p> </div> <div> <div style="display: flex; justify-content: space-between;"> <p><b>Match the Picture</b></p> <p><i>WIND-DOWN</i></p> </div> <p>What is this?</p> </div>
<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p style="text-align: center; margin: 0;">Notes</p> <p>Students usually enjoy putting on any clothes you can bring (old apron, cap, dress, cane) and pretending to be a man, woman or baby for the rest of the class.</p> </div> <div style="text-align: right; margin-top: -20px; margin-right: 10px; border: 1px solid black; padding: 2px;">F</div>	
C-16	

Each month is divided into weekly plans, called WEEK 1, WEEK 2, ...

Each WEEK is meant to be about a week's worth of lessons. Each week's work is described on two pages as shown above.

Box A

WEEK 1

What is this?

This is a \_\_\_\_\_.

man

woman

boy

girl

baby

This example shows the material that should be covered during the first week you teach in September. The most important part of your lessons for this week should revolve around the sentence patterns at the top of the box. By the end of the week your class should be able to understand and use these sentence patterns.

If you have a kindergarten, Grade 1 or Grade 2 class, you may want to cut down on the amount of material you teach in a week. Choose the most **important** sentence patterns to teach these young children.

## Boxes **B** and **C**

These boxes are for the translation of the week's work into Northern Tutchone and your own language.

### Box **D**

#### SAMPLE LESSON

##### **Circle Drill** *CONVERSATION*

How are you?  
I'm fine. And you?  
Me too, I'm fine.

##### **Calendar**

Is it sunny?  
Yes, it's sunny.

##### **Group Drill** *REVIEW*

What is this?  
This is a \_\_\_\_\_.  
(man, woman, boy)

##### **Vocabulary** *NEW*

baby, girl

##### **Splash** *ACTIVITY*

What is this?

##### **Match the Picture** *WIND-DOWN*

What is this?

This box contains an example of the type of lesson you could plan. At the right are noted the *Five Parts of a Lesson* (see page C-4). The first is *CONVERSATION*. The titles on the left are the names of language activities. The first is **Circle Drill**.

You may decide to pattern some of your lessons after these sample ones.

### **Box E**

This is a list of some of the language activities you may want to try to help teach this week's material.

### **Box F**

Special notes about this week's work.

## **(C) At the End of Each Month**

You may have a class that learns everything very quickly, or that has studied your language before. The two pages at the end of each month contain suggestions for extra material to teach, and extra language activities to try.

If, for example, your students learned the material for the third week of September (WEEK 3) extremely well, and extremely quickly, you may have time for the extra material for that week (WEEK 3 in the EXTRA section).

The extra material is particularly useful when adapting lessons for older or more advanced students.

## Useful Classroom Expressions

These can be used by you, in your own language, throughout the entire year of classes. The students will understand what you mean quite well, especially if you use hand gestures along with what you say.



Shsh.

Quiet.

Sit. (one student)

Sit. (a whole bunch)

Come here. (one student)

Come here. (a whole bunch)

Stand up. (one student)

Stand up. (a whole bunch)

Quiet.

Don't.

Stop it.

Enough.

Yes.

No.

I don't know.

Thank you.

Take care.

How about you?  
Good!  
You poor thing.  
Hot!  
Cold!  
Move!  
Be careful!  
Take it.  
Hurry up!  
Let me help you.  
See you tomorrow.  
Take care.  
Here!  
Good morning!  
Good afternoon!  
Good evening (good night)!  
Good day!  
May I go to the washroom?  
How do you say it in Native Language?  
What do you call it in Native Language?  
I can't hear you.  
Put your hand up/Raise your hand.  
I want a drink of water.  
Look at this.  
Do you understand me?  
Yes, I understand you.  
No, I don't understand you.



# Curriculum

## SEPTEMBER

PLAN: 3 WEEKS

### CONVERSATION

#### WEEK 1

What is this?

This is a \_\_\_\_\_.

(people)

#### WEEK 2

Is this a \_\_\_\_\_?

Yes \_\_\_\_\_.

No \_\_\_\_\_.

(berries, fish)

#### WEEK 3

What are you doing?

What is \_\_\_\_\_ doing?

\_\_\_\_\_ is fishing by hook.

\_\_\_\_\_ is picking berries.

### EXTRA

### CONVERSATION

How are you?

I'm fine. And you?

Me too, I'm fine.

Is it sunny?

Yes, it's sunny.

No, it's not sunny.

Is it cloudy?

Yes, it's cloudy.

No, it's not cloudy.

Is it raining?

Yes, it's raining.

No, it's not raining.

### NOTES

## CONVERSATION

### NORTHERN TUTCHONE

Dánninch'i ?

Sáw dīdlín. Nān k'ā ?

Sehum, sáw dīdlín.

Se hínajina?

Éhē, se hínajin.

Hajú, eju se hínajin.

K'o húmlina ?

Éhē, k'o húmlin.

Hajú, eju k'o húmlin.

Chẹ hùchè ?

Éhē, hùchè.

Hajú, eju hùchè.

### YOUR LANGUAGE

### SOME CONVERSATION ACTIVITIES

03. **Circle Drill**

02. Group Drill

21. Answer First

54. True or False?

23. **How Is It Outside?**

06. Yes/No Drill

36. Musical Stick

66. Spin the Bottle

69. **Calendar**

07. Puppets

47. Mime

73. Field Trip

## SEPTEMBER

### WEEK 1

What is this?

This is a \_\_\_\_\_.

man

woman

boy

girl

baby

### NORTHERN TUTCHONE

Yi ech'ō dajän ?

Dajän \_\_\_\_\_ ech'i.

dek'án

eyénjáél

dek'ána

eyénjáéla

dunén zra

### POSSIBLE ACTIVITIES

03. **Circle Drill**

02. Group Drill

21. Answer First

34. Musical Stick

28. **Splash**

04. Relay

34. Clothespins

47. Mime

65. **Match the Picture**

07. Puppets

35. Musical Bag

66. Spin the Bottle

## YOUR LANGUAGE

### Notes

Students usually enjoy putting on any clothes you can bring (old apron, cap, dress, cane) and pretending to be a man, woman or baby for the rest of the class.

## SAMPLE LESSON

### Circle Drill

### CONVERSATION

How are you?

I'm fine. And you?

Me too, I'm fine.

### Calendar

Is it sunny?

Yes, it's sunny.

### Group Drill

### REVIEW

What is this?

This is a \_\_\_\_\_.

(man, woman, boy)

### Group Drill

### NEW

What is this?

(girl, baby. Let students take turns being the teacher)

### Splash

### ACTIVITY

What is this?

### Match the Picture

### WIND-DOWN

What is this?

## SEPTEMBER

### WEEK 2

What is this?

This is a \_\_\_\_\_.

Is this a \_\_\_\_\_?

Yes, it's a \_\_\_\_\_.

No, it's not a \_\_\_\_\_.

It's a \_\_\_\_\_.

fish

king salmon

whitefish

berry

cranberry

spruce tree

### NORTHERN TUTCHONE

Yi ech'ō dajän ?

Dajän \_\_\_\_\_ ech'i.

Dajän \_\_\_\_\_ nā ech'ō ?

Éhē, dajän \_\_\_\_\_ ech'i.

Hajú, eju \_\_\_\_\_ ech'i.

\_\_\_\_\_ ech'i.

łu

gyo

łu dek'äl

jík

intl'át

ts'aw

### POSSIBLE ACTIVITIES

13. **Hangman**

58. **What am I Drawing?**

03. Circle Drill

09. Team Bingo

36. Musical Stick

47. **Mime**

62. **Pin the Picture**

07. Puppets

10. Lotto

73. Field Trip

52. **Pretend**

02. Group Drill

08. Bingo

21. Answer First

74. Bean Bag Toss

## YOUR LANGUAGE

## NOTES

Try to use real berries and bring in real fish. Students might also enjoy mixing and tasting soapberries.

## SAMPLE LESSON

### **Puppets**

### ***CONVERSATION***

How are you?

I'm fine. And you?

Me too, I'm fine.

### **Calendar**

Is it raining?

No, it's not raining.

### **Group Drill**

### ***REVIEW***

What is this?

This is a \_\_\_\_\_.

Is this a \_\_\_\_\_?

Yes, it's a \_\_\_\_\_.

No, it's not a \_\_\_\_\_.

It's a \_\_\_\_\_.

(fish, king salmon, berry,  
review words)

### **Circle Drill**

### ***NEW***

Is this a \_\_\_\_\_?

(whitefish, cranberry)

### **Hangman**

### ***ACTIVITY***

Is this a \_\_\_\_\_?

### **Pretend**

### ***WIND-DOWN***

Is this a \_\_\_\_\_?

## SEPTEMBER

### WEEK 3

What are you doing?

I'm fishing by hook.

I'm picking berries.

What is he doing?

He's fishing by hook.

He's picking berries.

What is \_\_\_\_\_ doing?

**the man**  
the woman  
the boy  
the girl  
the baby  
\_\_\_\_\_  
(name)

\_\_\_\_\_ is fishing by hook.

\_\_\_\_\_ is picking berries

### NORTHERN TUTCHONE

Yi dǎnin'in ninch'āw ?

Edèt'rǎ ìch'in.

Jík nètsi ìch'in.

Yi dá'in ech'āw ?

Edèt'rǎ ech'in.

Jík nètsi ech'in.

Yi dá'in ech'āw, \_\_\_\_\_ ?

**dek'án**  
eyénjáél  
dek'ána  
eyénjáéla  
dunén zra  
\_\_\_\_\_

\_\_\_\_\_ edèt'rǎ ech'in.

\_\_\_\_\_ jík nètsi ech'in.

### POSSIBLE ACTIVITIES

48. **Action Mime**

02. Group Drill

36. Musical Stick

66. Spin the Bottle

50. **Do What I Do**

03. Circle Drill

49. Team Mime

73. Field Trip

01. One-to-One Drill

21. Answer First

59. Draw the Picture

80. Champion and Challenger



## YOUR LANGUAGE

## NOTES

A small fishing rod and real berries  
will help any acting activities.

## SAMPLE LESSON

### Group Drill

### *CONVERSATION*

How are you?  
I'm fine. And you?  
Me too, I'm fine.

### Calendar

Is it cloudy?  
Yes, it's cloudy.  
Is it raining?  
No, it's not raining.

### Answer First

### *REVIEW*

What is this?  
Is this a \_\_\_\_\_?  
(whitefish, cranberry)

### Group Drill

### *NEW*

What is he doing?  
He's picking berries.  
He's fishing by hook.

### Action Mime

### *ACTIVITY*

What is he doing?  
He's picking berries.  
He's fishing by hook.

### Circle Drill

### *WIND-DOWN*

What is he doing?

## SEPTEMBER

### EXTRA

#### WEEK 2

What berry is this?

It's \_\_\_\_\_.

What fish is this?

It's \_\_\_\_\_.

#### WEEK 3

What are you fishing for?

I'm fishing for \_\_\_\_\_.

What is he fishing for?

He's fishing for \_\_\_\_\_.

What is \_\_\_\_\_ fishing for?

**the man**  
the woman  
the boy  
the girl  
\_\_\_\_\_

\_\_\_\_\_ is fishing for \_\_\_\_\_.

### NORTHERN TUTCHONE

Yi jík ech'ō dajān ?

\_\_\_\_\_ ech'i .

Yi lū ech'ō dajān ?

\_\_\_\_\_ ech'i .

Yi ke ed̄int'rá ?

\_\_\_\_\_ ke ed̄int'rá.

Yi ke edèt'rá ?

\_\_\_\_\_ ke edèt'rá.

Yi ke edèt'rá, \_\_\_\_\_ ?

**dek'án**  
eyénjáel  
dek'ána  
eyénjáela  
\_\_\_\_\_

\_\_\_\_\_ ke edèt'rá.

YOUR LANGUAGE

POSSIBLE ACTIVITIES

66. **Spin the Bottle**

01. One-to-One Drill

02. Group Drill

03. Circle Drill

04. Relay

21. Answer First

36. Musical Stick

73. Field Trip

**Berries**

**Fish**

## OCTOBER

### PLAN: 4 WEEKS

#### CONVERSATION

##### WEEK 1

What do you see?

I see \_\_\_\_\_.  
(animals)

##### WEEK 2

Big, little

Many, none  
(animals)

##### WEEK 3

Hand me \_\_\_\_\_.

Here. Take it. Thank you.  
(hunting)

##### WEEK 4

What is \_\_\_\_\_ doing?  
\_\_\_\_\_ is going hunting.

#### EXTRA

### CONVERSATION

What's your name?

My name is \_\_\_\_\_.

What's his name?

His name is \_\_\_\_\_.

Is it windy?

Yes, it's windy.

No, it's not windy.

How is it outside?

It's sunny.

It's cloudy.

It's raining.

It's windy.

It's getting to be fall.

### NOTES

Some native language instructors use the children's Indian names. Often the children are given Indian nicknames, such as, Squirrel, Robin, ...

## CONVERSATION

### NORTHERN TUTCHONE

### YOUR LANGUAGE

Dóhumyi húch'ō ?

Èyumzí \_\_\_\_\_ úyi.

Dóyi ech'ō ?

Uzí \_\_\_\_\_ úyi ech'i.

Hùts'ia ?

Éhē, hùts'i.

Hajú, eju hùts'i.

Dóhúch'i chéch'e ?

Se hínajin.

K'o húmlin.

Hùchē.

Hùts'i.

Nādedēkhay.

### SOME CONVERSATION ACTIVITIES

02. **Circle Drill**

03. Group Drill

75. **Ball Rolling**

59. Draw the Picture

23. **How Is It Outside?**

07. Puppets

47. Mime

66. Spin the Bottle

69. **Calendar**

21. Answer First

54. True or False

73. Field Trip

## OCTOBER

### WEEK 1

What do you see?

I see a \_\_\_\_\_ .

animal

bull moose

squirrel

dog

rabbit

porcupine

### NORTHERN TUTCHONE

Yi nìn'in ?

\_\_\_\_\_ nìn'in .

nená

denjík

dláy

tlin

ge

dech'aw

### POSSIBLE ACTIVITIES

21. **Answer First**

45. **Spin the Plate**

07. Puppets

28. Splash (29. Ouch)

58. What Am I Doing?

31. **Circle**

53. **What Do You See?**

11. Board Games

30. Wolf, Wolf

66. Spin the Bottle

44. **Snatch**

88. Fire in the Forest

16. Flannelboard

36. Musical Stick

77. Binoculars

## YOUR LANGUAGE

## NOTES

Putting your hand over your brow is one way to show *seeing*.



## SAMPLE LESSON

### Circle Drill

*CONVERSATION*

What's your name?

My name is \_\_\_\_\_.

### Calendar

How is it outside?

It's cloudy.

It's windy.

### Group Drill

*REVIEW*

What do you see?

I see a \_\_\_\_\_.

(squirrel, dog, rabbit)

### Group Drill

*NEW*

What is this?

Is this a \_\_\_\_\_?

What do you see?

(any new word)

### Spin the Bottle

*ACTIVITY*

What do you see?

### What Am I Drawing?

*WIND-Down*

What do you see?

# OCTOBER

## WEEK 2

What is this?

This is a big  
little \_\_\_\_\_.

Lots of  
No \_\_\_\_\_.

What do you see?

I see a big  
a little \_\_\_\_\_.

I see lots of \_\_\_\_\_.

No \_\_\_\_\_.

black bear

grizzly

gopher

mouse

horse

wolf

## NORTHERN TUTCHONE

Yi ech'o dajän ?

Dajän \_\_\_\_\_ cho  
zra ech'i.

\_\_\_\_\_ útle  
hajú .

Yi nìn'in ?

\_\_\_\_\_ cho  
zra nìn'in.

\_\_\_\_\_ útle nìn'in.

\_\_\_\_\_ hajú.

sra èzin

sra cho

tsäl

dlūma

gúdan

egay

## POSSIBLE ACTIVITIES

28. **Splash** (29. Ouch)

07. Puppets

10. Lotto

37. What Doesn't Belong?

53. What Do You See?

30. **Wolf, Wolf**

08. Bingo

31. Circle

38. Shake Hands

58. What Am I Drawing?

88. Fire in the Forest

09. Team Bingo

34. Clothespins

50. Do What I Do

77. Binoculars



## YOUR LANGUAGE

## NOTES

Students can act out *big* and *little*.

## SAMPLE LESSON

### One-to-One Drill *CONVERSATION*

What's your name?

My name is \_\_\_\_\_.

### Calendar

How is it outside?

It's raining.

It's windy.

### Group Drill *REVIEW*

What is this?

This is a \_\_\_\_\_.

(wolf, mouse, horse)

What is this?

This is a 

big
little

 \_\_\_\_\_.

What do you see?

I see a 

big
little

 \_\_\_\_\_.

### Group Drill *NEW*

What is this?

What do you see?

### Do What I Do *ACTIVITY*

This is a 

big
little

 \_\_\_\_\_.

### Bingo *WIND-DOWN*

This is a 

big
little

 \_\_\_\_\_.

(wolf, mouse, horse and other review words)

# OCTOBER

## WEEK 3

## NORTHERN TUTCHONE

Hand me \_\_\_\_\_.

Here, take it.

big  
little

+

knife

ax

gun

bullets

\_\_\_\_\_ jé.

Né.

mbra

chákhe +

cho  
zra

k'ónink'é

k'ónink'é tthī

## POSSIBLE ACTIVITIES

19. **Bring It First**

01. One-to-One Drill

15. Kim's Game

65. Match the Picture

20. **Do it First**

07. Puppets

17. Grandma Says

66. Spin the Bottle

56. **Pet Dog**

14. **Remember**

36. Musical Stick

73. Field Trip

## YOUR LANGUAGE

## NOTES

Possible objects would be a plastic knife, and a toy ax, gun, bullets.

## SAMPLE LESSON

### Group Drill

### CONVERSATION

What's his name?

His name is \_\_\_\_\_.

(point to the students you want the class to identify)

### Calendar

It's getting to be fall.

### One-to-One Drill

### REVIEW

Hand me \_\_\_\_\_.

Here, take it.

(knife, ax, gun)

(Each student takes a turn handing you something)

### Group Drill

### NEW

What is this:

This is a 

big
little

 \_\_\_\_\_.

(knife, ax, gun, animal)

### Musical Stick

### ACTIVITY

Hand me \_\_\_\_\_.

(Let students take turns being the teacher)

### Pet Dog

### WIND-DOWN

Hand me \_\_\_\_\_.

## OCTOBER

### WEEK 4

What are you doing?

I'm going hunting.

What is he doing?

He's going hunting.

What is \_\_\_\_\_ doing?

**the man**  
the woman  
the boy  
the girl  
\_\_\_\_\_

\_\_\_\_\_ is going hunting.

(Review picking berries and fishing.)

### NORTHERN TUTCHONE

Yi dānin'in ninch'āw?

Łädñye.

Yi dá'in ech'āw?

Łädéye.

Yi dá'in ech'āw, \_\_\_\_\_ ?

**dek'án**  
eyénjáél  
dek'ána  
eyénjáéla  
\_\_\_\_\_

\_\_\_\_\_ łädéye.

### POSSIBLE ACTIVITIES

48. **Action Mime**

02. Group Drill

36. Musical Stick

66. Spin the Bottle

50. **Do What I Do**

03. Circle Drill

49. Team Mime

95. **Line Game**

01. **One-to-One Drill**

21. Answer First

59. Draw the Picture

91. Flashcards and Dice

## YOUR LANGUAGE

## NOTES

Students could dress up and act out  
“the man is going hunting,” “the  
woman is going hunting,” ...

## SAMPLE LESSON

### **Spin the Bottle**

*CONVERSATION*

What's your name?

My name is \_\_\_\_\_.

What's his name?

His name is \_\_\_\_\_.

### **Calendar**

Is it windy?

Yes, it's windy.

It's getting to be fall.

### **Group Drill**

*REVIEW*

What is he doing?

He's going hunting.

### **Circle Drill**

*NEW*

What is he doing?

He's going hunting.

He's picking berries.

He's fishing by hook.

### **Action Mime**

*ACTIVITY*

What is he doing?

He's going hunting.

He's picking berries.

He's fishing by hook.

### **Flashcards and Dice**

*WIND-DOWN*

Is it windy?

What is he doing?

or Review vocabulary and sentence  
structure from the lesson.

## EXTRA

### HALLOWE'EN

Watch out!

cat

black cat

### WEEK 4

What do you see?

I see the man going hunting.

What are you going hunting for?

I'm going hunting for \_\_\_\_\_.

What is he going hunting for?

He's going hunting for \_\_\_\_\_.

What is **the man** going  
hunting for?

the woman

the boy

the girl

\_\_\_\_\_

is going hunting for \_\_\_\_\_.

## NORTHERN TUTCHONE

Dek'áninte!

dūza

dūza denèt'ro

Yi nìn'in ?

Dek'án lādéye nì'in.

Yi ke lādínye ?

\_\_\_\_\_ ke lādînye.

Yi ke lādéye ?

\_\_\_\_\_ ke lādéye.

Yi ke lādéye, **dek'án** ?

eyénjáél

dek'ána

eyénjáéla

\_\_\_\_\_

\_\_\_\_\_ ke lādéye.

YOUR LANGUAGE

POSSIBLE ACTIVITIES

03. **Circle Drill**

48. **Action Mime**

50. **Do What I Do**

01. One-to-One Drill

02. Group Drill

21. Answer First

36. Musical Stick

49. Team Mime

66. Spin the Bottle

*Moose Hunt* story book

## NOVEMBER

### PLAN: 4 WEEKS

#### CONVERSATION

##### WEEK 1

Are you hungry?

Yes \_\_\_\_\_.

No \_\_\_\_\_.

What do you want?

I want \_\_\_\_\_.

(food)

##### WEEK 2

Are you thirsty?

Yes \_\_\_\_\_.

No \_\_\_\_\_.

Do you want \_\_\_\_\_?

Yes \_\_\_\_\_.

No \_\_\_\_\_.

(food)

##### WEEK 3

Where is \_\_\_\_\_?

Here is \_\_\_\_\_.

(trapping)

##### WEEK 4

What are you eating?

I'm eating \_\_\_\_\_.

What are you drinking?

I'm drinking \_\_\_\_\_.

(food)

#### EXTRA

### CONVERSATION

Where do you come from?

I come from \_\_\_\_\_.

Is it snowing?

Yes, it's snowing.

No, it's not snowing.

How is it outside?

It's snowing.

It's getting to be winter.

It's getting to be freeze-up.

#### NOTES

Use small amounts of real food whenever possible. Before the students eat, make sure no one is allergic to any of the food.



## CONVERSATION

### NORTHERN TUTCHONE

### YOUR LANGUAGE

Dūm huts'in indal?  
 \_\_\_\_\_ huts'in ìsal.

Hùkhyáa?  
 Ėhĕ, hùkhyá.  
 Hajú, eju hùkhyá.

Dóhúch'i chéch'e?  
 Hùkhyá.

Yák'i hudedĕtsin.

Neshohudenĕtän.

### SOME CONVERSATION ACTIVITIES

23. **How Is It Outside?**

69. **Calendar**

17. Grandma Says

59. Draw the Picture

47. **Mime**

02. Group Drill

21. Answer First

75. Ball Rolling

50. **Do What I Do**

03. Circle Drill

36. Musical Stick

84. Bean Bag Concentration

## NOVEMBER

### WEEK 1

Are you hungry?

Yes, I'm hungry.

No, I'm not hungry.

What do you want?

I want \_\_\_\_\_.

food

dry meat

soup

bannock

potatoes

salt

### NORTHERN TUTCHONE

Dinmbáda ?

Éhē, òimbát.

Hajú, eju òimbát.

Yi nindhän ?

\_\_\_\_\_ òithän.

mbát

etthän gän

tadhäl

súnén ch'ó

(potatoes)

lesáél

### POSSIBLE ACTIVITIES

03. **Circle Drill**

08. Bingo

28. Splash (29 Ouch)

65. Match the Picture

30. **Wolf, Wolf**

09. Team Bingo

34. Clothespins

66. Spin the Bottle

41. **I'm Getting Dinner**

10. Lotto

40. Mice

67. Store/Trading Post

## YOUR LANGUAGE

## NOTES

Use small amounts of real food if possible. Students can have a small piece **after** they master a sentence such as, "I want dry meat."

## SAMPLE LESSON

### **Circle Drill** *CONVERSATION*

Where do you come from?

I come from \_\_\_\_\_.

### **Calendar**

Is it snowing?

Yes, it's snowing.

### **Group Drill** *REVIEW*

Are you hungry?

Yes, I'm hungry.

No, I'm not hungry.

### **Circle Drill** *NEW*

What do you want?

I want \_\_\_\_\_

(potatoes, soup, bannock)

### **Wolf, Wolf** *ACTIVITY*

Are you hungry?

No, I'm not hungry.

Key: Yes, I'm hungry.

### **Spin the Bottle** *WIND-DOWN*

Where do you come from?

Is it snowing?

Are you hungry?

What do you want?

## NOVEMBER

### WEEK 2

Are you thirsty?

Yes, I'm thirsty.

No, I'm not thirsty.

Do you want \_\_\_\_\_?

Yes, I want \_\_\_\_\_.

No, I don't want \_\_\_\_\_,

I want \_\_\_\_\_.

tea

water

meat

fish

dry fish

milk

### NORTHERN TUTCHONE

Nindádíngäna ?

Éhē, edádíngän.

Hajú, eju edádíngän.

\_\_\_\_\_ nindhäna ?

Éhē, \_\_\_\_\_ nìthän.

Hajú, eju \_\_\_\_\_ nìthän,

\_\_\_\_\_ nìthän.

dí

chu

etthän

hu

hu hegän

ch'u

### POSSIBLE ACTIVITIES

03. **Circle Drill**

01. One-to-One Drill

09. Team Bingo

30. Wolf, Wolf

36. **Musical Stick**

04. Relay

10. Lotto

34. Clothespins

67. **Store/Trading Post**

08. Bingo

28. Splash (29. Ouch)

66. Spin the Bottle

## YOUR LANGUAGE

## NOTES

Small amounts of real food or food packages can be used.

## SAMPLE LESSON

### Group Drill

*CONVERSATION*

What's your name?

My name is \_\_\_\_\_.

What's his name?

His name is \_\_\_\_\_.

### Calendar

It's getting to be winter.

### Splash

*REVIEW*

What do you want?

I want \_\_\_\_\_.

(tea, water, meat, fish,  
dry fish, milk, other  
review words)

### Circle Drill

*NEW*

Do you want \_\_\_\_\_?

Yes, I want \_\_\_\_\_.

No, I don't want \_\_\_\_\_.

I want \_\_\_\_\_.

### Trading Post

*ACTIVITY*

Set up a trading post for every 5 or six students. The storekeeper tries to sell his food, asking shoppers, "Do you want \_\_\_\_\_?"

### Lotto

*WIND-DOWN*

What do you want?

I want \_\_\_\_\_.

## NOVEMBER

### WEEK 3

Where is the \_\_\_\_\_?

Here is the \_\_\_\_\_.

trap

tent

snowshoes

packsack

bear

moose

wolf

squirrel

hide

### NORTHERN TUTCHONE

\_\_\_\_\_ já ?

Dajän lí \_\_\_\_\_.

kháél

tl'ekhēt

e

khael

sra

hande

egay

dláy

dhó

### POSSIBLE ACTIVITIES

07. **Puppets**

36. **Musical Stick**

18. Get There First

34. Clothespins

67. Store/Trading Post

14. **Remember**

01. One-to-One Drill

21. Answer First

35. Musical Bag

73. Field Trip

15. **Kim's Game**

02. Group Drill

28. Splash

66. Spin the Bottle

81. Chief

## YOUR LANGUAGE

## NOTES

You may want to bring a real trap, tent, packsack and pair of snowshoes to school for this week.

## SAMPLE LESSON

### **One-to-One Drill** *CONVERSATION*

Where do you come from?

I come from \_\_\_\_\_.

### **Calendar**

It's getting to be freeze-up.

### **Group Drill** *REVIEW*

Where is the \_\_\_\_\_?

Here is the \_\_\_\_\_.

(trap, tent, snowshoes,  
packsack)

### **Group Drill** *NEW*

Where is the moosehide?

Here is the moosehide.

### **Kim's Game** *ACTIVITY*

Where is the \_\_\_\_\_?

(new words and other review  
words)

### **Musical Bag** *WIND-DOWN*

Where is the \_\_\_\_\_?

Place objects in a bag.

When the music stops, the  
teacher asks the student  
with the bag where something  
is.

## NOVEMBER

### WEEK 3

### NORTHERN TUTCHONE

What are you eating?

I'm eating \_\_\_\_\_.

What are you drinking?

I'm drinking \_\_\_\_\_.

candy

\* Review food  
and drink words.

Yi nin'q̄ intthay ?

\_\_\_\_\_ itthay ich'in.

Yi nin'q̄ inde ?

\_\_\_\_\_ ide ich'in.

lekäna

### POSSIBLE ACTIVITIES

30. **Wolf, Wolf**

03. Circle Drill

35. Musical Bag

28. Splash

31. Circle

50. **Do What I Do**

07. Puppets

40. Mice

38. Shake Hands

67. Store/Trading Post

01. One-to-One Drill

21. Answer First

25. What Is It, Blindman?

37. What Doesn't Belong?

83. Pocket Board Concentration



## YOUR LANGUAGE

## NOTES

Real food or food packages  
can be used.

### **Tea, Lunch, Supper**

Arrange a small lunch, supper or tea  
for the students, their parents and  
grandparents. Use your own  
language during the meal.

## SAMPLE LESSON

### **Calendar**

### *CONVERSATION*

How is it outside?

It's snowing.

It's getting to be winter.

### **Group Drill**

### *REVIEW*

What is this?

This is \_\_\_\_\_.

(candy, food review  
words)

### **Circle Drill**

### *NEW*

What are you eating?

I'm eating?

### **Lotto**

### *ACTIVITY*

I want \_\_\_\_\_.

(food words)

### **One to One Drill**

### *WIND-DOWN*

What are you eating?

I'm eating?

## NOVEMBER

### EXTRA

#### WEEK 1

Is he hungry?

Yes, he's hungry.

No, \_\_\_\_\_.

What does he want?

He wants \_\_\_\_\_.

#### WEEK 2

Is he thirsty?

Yes, he's thirsty.

No, \_\_\_\_\_.

Does he want \_\_\_\_\_?

Yes, he wants \_\_\_\_\_.

No, \_\_\_\_\_.

#### WEEK 4

What are you doing?

I'm eating \_\_\_\_\_.

I'm drinking \_\_\_\_\_.

What is he doing?

He's eating \_\_\_\_\_.

He's drinking \_\_\_\_\_.

What are you hungry for?

I'm hungry for \_\_\_\_\_.

What are you thirsty for?

I'm thirsty for \_\_\_\_\_.

### NORTHERN TUTCHONE

Dembáda ?

Éhē, dembát.

Hajú, eju dembát.

Yi nindhän ?

\_\_\_\_\_ nindhän.

Udádíngäna ?

Éhē, udádíngän.

Hajú, eju udádíngän.

\_\_\_\_\_ nindhäna ?

Éhē, \_\_\_\_\_ nindhän.

Hajú, eju \_\_\_\_\_ nindhän.

Yí dānin'in ninch'āw ?

\_\_\_\_\_ ìtthay ìch'in.

\_\_\_\_\_ ìdē ìch'in.

Yí dá'in ech'āw ?

\_\_\_\_\_ etthay ech'in.

\_\_\_\_\_ edē ech'in.

Yi ts'ín dinmbát ?

\_\_\_\_\_ ts'ín dìmbát.

Yi ke nindádíngän ?

\_\_\_\_\_ ke edádíngän .

YOUR LANGUAGE

POSSIBLE ACTIVITIES

40. **Mice**

50. **Do What I Do**

07. Puppets

21. Answer First

28. Splash (29. Ouch)

34. Clothespins

36. Musical Stick

48. Action Mime

66. Spin the Bottle

## DECEMBER

PLAN: 2 WEEKS

CONVERSATION

### CONVERSATION

#### WEEK 1

Who is this?

This is \_\_\_\_\_.

Who do you see?

I see \_\_\_\_\_.

(relatives)

#### WEEK 2

What \_\_\_\_\_ doing?

\_\_\_\_\_ sitting.

\_\_\_\_\_ sleeping.

\_\_\_\_\_ running.

\_\_\_\_\_ dancing.

### EXTRA

Is it dark?

Yes, it's dark.

No, it's not dark.

There's lots of snow.

Is it snowing?

Yes, it's snowing.

No, it's not snowing.

### NOTES

Students may be willing to bring family photos to school.

#### **Christmas Concert**

Short Play    Legend

Songs        Hymns

Puppet Shows

Christmas Carol

(in your own language)

## CONVERSATION

### NORTHERN TUTCHONE

Hudenèt'roa ?

Éhē, hudenèt'ro.

Hajú, eju hudenèt'ro.

Ya útle.

Hùkhyáa ?

Éhē, hùkhyá.

Hajú, eju hùkhyá.

### YOUR OWN LANGUAGE

## SOME CONVERSATION ACTIVITIES

23. **How Is It Outside?**

02. Group Drill

36. Musical Stick

66. Spin the Bottle

59. **Draw the Picture**

03. Circle Drill

47. Mime

111. Whisper

69. **Calendar**

21. Answer First

54. True or False?

112. Tic Tac Toe

## DECEMBER

### WEEK 1

Who is this?

This is \_\_\_\_\_.

Who do you see?

I see \_\_\_\_\_.

my father

my mother

my grampa

my grandma

my younger brother

my younger sister

\_\_\_\_\_ (name)

### NORTHERN TUTCHONE

Me ech'ō dajān ?

Dajān \_\_\_\_\_ ech'i.

Me nìn'in ?

\_\_\_\_\_ nìn'in.

èté

ène

ètsí

ètsum

èchel

èjó

\_\_\_\_\_

### POSSIBLE ACTIVITIES

24. **Who Is It, Blindman?**

47. **Mime**

07. Puppets

36. Musical Stick

66. Spin the Bottle

26. **Stroking the Dog**

01. One-to-One Drill

21. Answer First

49. Team Mime

80. Champion & Challenger

27. **Who's the Cat?**

03. Circle Drill

28. Splash

73. Field Trip

76. Balloon Game

## YOUR LANGUAGE

## NOTES

Family photos can be used or a make believe family can be put together from magazine pictures.

## SAMPLE LESSON

### Calendar

### CONVERSATION

Is it snowing?  
Yes, it's snowing.  
There's lots of snow.

### Group Drill

### REVIEW

Who is this?  
This is \_\_\_\_\_.  
(my father, my mother,  
my younger brother, \_\_\_\_\_)

### One-to-One Drill

### NEW

Who do you see?  
I see \_\_\_\_\_.  
(my father, my mother,  
my younger brother, \_\_\_\_\_)

### Who Is It, Blindman?

### ACTIVITY

Who is this?

### Spin the Bottle

### WIND-DOWN

Who do you see?

## DECEMBER

### WEEK 2

What are you doing?

I'm sitting.  
I'm sleeping.  
I'm running.  
I'm dancing.

What is he doing?

He's sitting.  
He's sleeping.  
He's running.  
He's dancing.

What is **the man** doing?

the lady  
the boy  
the girl  
\_\_\_\_\_

is sitting.

is sleeping.

is running.

is dancing.

### NORTHERN TUTCHONE

Yi dânin'in ninch'āw ?

Dajūm hède.  
Chenèchin.  
Ìtl'ael.  
Ìlin.

Yi dá'in ech'āw ?

Dajūm hede.  
Chenechin.  
Etl'ael.  
Elin.

Yi dá'in ech'āw, **dek'án** ?

eyénjáél  
dek'ána  
eyénjáéla  
\_\_\_\_\_

dajūm hede.

chenechin.

etl'ael.

elin.

### POSSIBLE ACTIVITIES

48. **Action Mime**

01. One-to-One Drill

07. Puppets

10. Lotto

36. Musical Stick

49. **Team Mime**

02. Group Drill

08. Bingo

11. Board Games

71. Snap

50. **Do What I Do**

03. Circle Drill

09. Team Bingo

101. Squirrel Game

93. Hot Potato



## YOUR LANGUAGE

## NOTES

Students enjoy acting these out.

## SAMPLE LESSON

### **Calendar**

### ***CONVERSATION***

Is it dark?

Yes, it's dark.

Is it snowing?

No, it's not snowing.

### **Circle Drill**

### ***REVIEW***

Who do you see?

I see \_\_\_\_\_.

(my father, my mother,  
my younger brother, \_\_\_\_\_)

### **One-to-One Drill**

### ***NEW***

What are you doing?

I'm \_\_\_\_\_.

(sitting, sleeping, running)

### **Do What I Do**

### ***ACTIVITY***

I'm sitting.

I'm sleeping.

I'm running.

I'm dancing.

### **Draw the Picture**

### ***WIND-DOWN***

I'm \_\_\_\_\_.

(Teacher draws stick people)

## DECEMBER

### EXTRA

#### WEEK 2

What is your

grampa  
gramma  
father  
mother  
younger brother  
younger sister

doing?

My  is sitting.

My  is sleeping.

My  is running.

My  is dancing.

### NORTHERN TUTCHONE

Yi dá'in ech'āw,  ?

nintsí  
nintsum  
ninté  
ninne  
ninchel  
ninjó

è +  hede.

è +  chenechin.

è +  etl'ael.

è +  elin.

YOUR LANGUAGE

POSSIBLE ACTIVITIES

48. **Action Mime**

03. Circle Drill

36. Musical Stick

66. Spin the Bottle

# JANUARY

PLAN: 4 WEEKS

CONVERSATION

## CONVERSATION

### WEEK 1

my  
your  
his/hers

### WEEK 2

What \_\_\_\_\_ doing?  
\_\_\_\_\_ sewing.  
\_\_\_\_\_ crying.  
\_\_\_\_\_ packing water.  
\_\_\_\_\_ playing.  
(people)

### WEEK 3

Whose \_\_\_\_\_ is this?  
This is my \_\_\_\_\_.  
This is his \_\_\_\_\_.  
This is your \_\_\_\_\_.  
(body parts)

### WEEK 4

Is this your \_\_\_\_\_?  
Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.  
(belongings)

### EXTRA

Where do you live?

I live in

\_\_\_\_\_  
town  
the bush

It's too cold.

How is it outside?

It's snowing.

It's sunny.

It's cloudy.

It's windy.

There's lots of snow.

## NOTES

## CONVERSATION

### NORTHERN TUTCHONE

Dūm nínji ?

\_\_\_\_\_ yū

keyi yū

hute

nínji.

Chich'ō húk'ó.

Dóhúch'i chéch'e ?

Hùkhyá.

Se hínajin.

K'o húmlin.

Hūts'i.

Ya útle.

### YOUR LANGUAGE

### SOME CONVERSATION ACTIVITIES

23. **How Is It Outside?**

69. **Calendar**

17. Grandma Says

36. Musical Stick

47. **Mime**

02. Group Drill

20. Do It First

59. Draw the Picture

50. **Do What I Do**

03. Circle Drill

21. Answer First

66. Spin the Bottle

## WEEK 1

What is this?

This is my \_\_\_\_\_.

This is his \_\_\_\_\_.

This is your \_\_\_\_\_.

head

shoulders

eyes

nose

ears

knees

toes

hands

feet

## NORTHERN TUTCHONE

Yi ech'ō dajän ?

Dajän è + \_\_\_\_\_ ech'i.

Dajän u + \_\_\_\_\_ ech'i.

Dajän nin + \_\_\_\_\_ ech'i.

-tthí

-ts'úmgwát

-ndā

-tsin

-dzāy

-gwát

-kecho

-lé

-kí

## POSSIBLE ACTIVITIES

12. **Song** (*Head & Shoulders*)

02. Group Drill

09. Team Bingo

54. True or False?

59. Draw the Picture

16. **Flannelboard**

60. **Draw the Face**

07. Puppets

10. Lotto

61. Monsters

17. **Grandma Says**

63. **My, Yours, His, Hers**

08. Bingo

45. Spin the Bottle

100. Spinner Game

## YOUR LANGUAGE

## NOTES

*Head and Shoulders, Knees and Toes* is a good song. It is meant to be done with actions. Use the children's own bodies to show (my) head, (my) eyes and so on.

## SAMPLE LESSON

### Calendar

### CONVERSATION

How is it outside?

It's sunny.

It's too cold.

### Circle Drill

Where do you live?

I live in town

### Group Drill

### REVIEW

What are you doing?

I'm \_\_\_\_\_.

(sitting, sleeping, running)

### Group Drill

### NEW

What is this?

This is my \_\_\_\_\_.

(head, shoulders, knees,  
toes, eyes)

### Song

### ACTIVITY

Head and Shoulders,

Knees and Toes

### Draw the Picture

### WIND-DOWN

This is my \_\_\_\_\_.

# JANUARY

## WEEK 2

## NORTHERN TUTCHONE

What are you doing?

I'm sewing.

I'm crying.

I'm packing water.

I'm playing.

What is he doing?

He's sewing.

He's crying.

He's packing water.

He's playing.

What is **the man** doing?

the woman

the boy

the girl

the baby

is sewing.

is crying.

is packing water.

is playing.

Yi dānin'in ninch'āw ?

Néenìtu ìch'in.

Ìtsay ìch'in.

Chu táadike ìch'in.

Nóhùyì ìch'in.

Yi dá'in ech'āw ?

Nénelu ech'in.

Etsay.

Chu táadeke.

Nóhuyì.

Yi dá'in ech'āw, **dek'án** ?

eyénjáél

dek'ána

eyénjáéla

dunén zra

nénelu.

etsay.

chu táadeke.

nóhuyì.

## POSSIBLE ACTIVITIES

03. **Circle Drill**

07. **Puppets**

09. Team Bingo

28. Splash

71. Snap

48. **Action Mime**

02. Group Drill

10. Lotto

49. Team Mime

72. Concentration

50. **Do What I Do**

08. Bingo

11. Board Games

51. Copy the Teacher

109. Verb Game



## YOUR LANGUAGE

## NOTES

A needle and thread, old pail, and a ball or doll will help the students act these things out.

## SAMPLE LESSON

### Group Drill

*CONVERSATION*

Where do you live?

I live in \_\_\_\_\_.  
(name of town)

### Calendar

It's too cold.

There's lots of snow.

### Group Drill

*REVIEW*

What is this?

This is my \_\_\_\_\_.  
(head, shoulders, knees,  
toes, eyes)

### Circle Drill

*NEW*

What is he doing?

He's sewing.

He's crying.

He's packing water.

He's playing.

### Action Mime

*ACTIVITY*

What is he doing?

He's \_\_\_\_\_.

### Lotto

*WIND-DOWN*

What is he doing?

He's sewing.

He's crying.

He's packing water.

He's playing.

He's \_\_\_\_\_.

(review action words from  
December)

### WEEK 3

Whose \_\_\_\_\_ is this?

This is my \_\_\_\_\_.

This is his \_\_\_\_\_.

This is your \_\_\_\_\_.

teeth

belly

hair

arm

neck

\*review other parts  
of the body.

### NORTHERN TUTCHONE

Me \_\_\_\_\_ ech'ō dajän ?

Dajän è + \_\_\_\_\_ ech'i.

Dajän u + \_\_\_\_\_ ech'i.

Dajän nin + \_\_\_\_\_ ech'i.

-ghú

-mbát

-tthéyé

-gál

-k'ó

### POSSIBLE ACTIVITIES

12. **Song** (*Head & Shoulders*)

07. Puppets

10. Lotto

59. Draw the Picture

61. Monsters

16. **Flannelboard**

60. **Draw the Face**

08. Bingo

45. Spin the Plate

100. Spinner Game

17. **Grandma Says**

63. **My, Yours, His, Hers**

09. Team Bingo

54. True or False

80. Champion & Challenger

## YOUR LANGUAGE

## NOTES

Pointing to yourself, the children, and people in pictures will help teach *my*, *his*, and *your*.

## SAMPLE LESSON

### Calendar

### CONVERSATION

How is it outside?

It's windy.

It's cloudy.

### One-to-One Drill

Where do you live?

I live in \_\_\_\_\_.

### Song

### REVIEW

*Head and Shoulders,  
Knees and Toes*

### Group Drill

### NEW

What is this?

This is my \_\_\_\_\_.

This is your \_\_\_\_\_.

Whose \_\_\_\_\_ is this?

This is my \_\_\_\_\_.

This is your \_\_\_\_\_.

(teeth, belly, hair)

### My Yours, His, Hers

### ACTIVITY

Whose \_\_\_\_\_ is this?

This is his \_\_\_\_\_.

### Draw the Face

### WIND-DOWN

This is his \_\_\_\_\_.

# JANUARY

## WEEK 4

## NORTHERN TUTCHONE

Is this your \_\_\_\_\_?

Yes, it's my \_\_\_\_\_.

No, it's not my \_\_\_\_\_.

cup

spoon

plate

blanket

glasses

cane

Dajän nin + \_\_\_\_\_ ech'ō ?

Éhē, dajän è + \_\_\_\_\_ ech'i.

Hajú eju è + \_\_\_\_\_ ech'i.

k'uk'ā

ts'ál

tth'é

ts'át

dän ndā hele

tó

## POSSIBLE ACTIVITIES

03. **Circle Drill**

01. One-to-One Drill

09. Team Bingo

21. Answer First

66. Spin the Bottle

11. **Board Games**

07. Puppets

10. Lotto

36. Musical Stick

73. Field Trip

35. **Musical Bag**

08. Bingo

16. Flannelboard

54. True or False?

100. **Spinner Game**

## YOUR LANGUAGE

## NOTES

A real cup, spoon, plate, ...  
can be used.

## SAMPLE LESSON

### Group Drill

### CONVERSATION

Where do you live?

I live in \_\_\_\_\_.

### Calendar

How is it outside?

It's too cold.

There's lots of snow.

### Group Drill

### REVIEW

Whose \_\_\_\_\_ is this?

This is my \_\_\_\_\_.

This is your \_\_\_\_\_.

(teeth, belly, hair)

### One-to-One Drill

### NEW

What is this?

This is a \_\_\_\_\_.

(cup, spoon, blanket)

Is this your \_\_\_\_\_?

Yes, it's my \_\_\_\_\_.

No, it's not my \_\_\_\_\_.

### Board Game

### ACTIVITY

Is this your \_\_\_\_\_?

(cup, spoon, blanket, other  
review words)

### Circle Drill

### WIND-DOWN

Is this your \_\_\_\_\_?

# JANUARY

## EXTRA

### WEEK 1

What is this?

This is our \_\_\_\_\_.

### WEEK 2

What is your

**grampa**

doing?

gramma

father

mother

younger brother

younger sister

My  is sewing.

My  is crying.

My  is packing water.

My  is playing.

### WEEK 3

Whose \_\_\_\_\_ is this?

This is our \_\_\_\_\_.

## NORTHERN TUTCHONE

Yi ech'ō dajän ?

Dajän dà + \_\_\_\_\_ ech'i

Yi dá'in ech'o,

**nintsí**

?

nintsum

ninté

ninne

ninchel

ninjó

È +  néenelu.

È +  etsay.

È +  chu táadeke.

È +  nóhuyi.

Me \_\_\_\_\_ ech'ō dajän ?

Dajän dà + \_\_\_\_\_ ech'i.

## YOUR LANGUAGE

## POSSIBLE ACTIVITIES

63. **My, Your, His, Hers, Ours**

02. Group Drill

35. Musical Bag

36. Musical Stick

48. Action Mime

50. Do What I Do

51. Copy the Teacher

54. True or False?

66. Spin the Bottle

## FEBRUARY

PLAN: 4 WEEKS

CONVERSATION

### CONVERSATION

#### WEEK 1

Where are you walking to?

I'm walking to \_\_\_\_\_.  
(places)

#### WEEK 2

What do you have?

I have \_\_\_\_\_?

Do you have \_\_\_\_\_?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

(clothing)

#### WEEK 3

Commands

#### WEEK 4

What \_\_\_\_\_ doing?  
\_\_\_\_\_ making fire.

#### EXTRA

Do you understand Indian?

Yes, I understand.

No, I don't understand.

A little bit.

Are you cold?

Yes, I'm cold.

No, I'm not cold.

Go to **your mother** .

your house

the door

your chair

Johnny

Brenda

the baby

### NOTES

Practice the "Go to \_\_\_\_\_,"  
instructions every lesson.



## CONVERSATION

### NORTHERN TUTCHONE

### YOUR LANGUAGE

Dän denintth'ëa ?

Éhë, dän denitth'ë.

Hajú, eju dän denitth'ë.

Dän denitth'ë héedluma.

Hindlia ?

Éhë, hìdli.

Hajú, eju hìdli.

Ninne

Ninkúm

Dánintan

Uka detl'áts'edede

+ ts'ín indal.

Johnny

Brenda

dunén zra

### SOME CONVERSATION ACTIVITIES

17. **Grandma Says**

20. **Do it First**

32. **Hitball**

33. **Whistle**

56. **Pet Dog**

69. **Calendar**

03. Circle Drill

07. Puppets

16. Flannelboard

23. How Is It Outside?

111. Whisper

80. Champion & Challenger

## FEBRUARY

### WEEK 1

What do you see?

I see a \_\_\_\_\_.

Where are you walking to?

I'm walking to \_\_\_\_\_.

Where is he walking to?

He's walking to \_\_\_\_\_.

lake

dance hall

store

school

\_\_\_\_\_ 's house

### NORTHERN TUTCHONE

Yi nìn'in ?

\_\_\_\_\_ nì'in  
hunì'in .

Dūm huts'in indal ?

\_\_\_\_\_ huts'in ìsal  
ts'in .

Dūm huts'in endal ?

\_\_\_\_\_ huts'in endal  
ts'in .

män

elin kúm

ets'èkét kúm

dän häts'edän

\_\_\_\_\_ ukúm

### POSSIBLE ACTIVITIES

32. **Hitball**

07. Puppets

30. Wolf, Wolf

48. Action Mime

33. **Whistle**

16. Flannelboard

35. Musical Bag

105. Toy Village

03. Circle Drill

28. Splash

36. Musical Stick

66. Spin the Bottle

## YOUR LANGUAGE

## NOTES

Pictures or drawings of these places can be put up around the classroom to help the acting activities.

## SAMPLE LESSON

### Circle Drill

### CONVERSATION

Do you understand Indian?  
A little bit.

### Calendar

Are you cold?  
Yes, I'm cold.

### Group Drill

### REVIEW

What is this?  
This is a \_\_\_\_\_.  
(cup, spoon, blanket)  
Is this your \_\_\_\_\_?  
Yes, it's my \_\_\_\_\_.  
No, it's not my \_\_\_\_\_.

### Circle Drill

### NEW

What do you see?  
I see a \_\_\_\_\_.  
(lake, school, \_\_\_\_\_'s house)  
Where are you walking to?  
I'm walking to \_\_\_\_\_.

### Do What I Do

### ACTIVITY

I'm walking to \_\_\_\_\_.  
I'm eating \_\_\_\_\_.  
I'm picking berries.  
I'm fishing by hook.

### Whistle

### WIND-DOWN

Where are you walking to?

## WEEK 2

What do you have?

I have \_\_\_\_\_.

Do you have \_\_\_\_\_?

Yes, I have \_\_\_\_\_.

No, I don't have \_\_\_\_\_.

hat

mitts

jacket

moccasins (shoes)

pants

socks

## NORTHERN TUTCHONE

Yi inch'in ?

\_\_\_\_\_ ìch'in.

\_\_\_\_\_ inch'ina ?

Éhē, \_\_\_\_\_ ìch'in.

Hajú, eju \_\_\_\_\_ ìch'in.

ts'at

mbát

ká'ät

ki

tho

tl'ok'wǎn

## POSSIBLE ACTIVITIES

14. **Remember**

03. Circle Drill

16. Flannelboard

35. Musical Bag

65. Match the Picture

64. **Team Clothing Race**

07. Puppets

21. Answer First

36. Musical Stick

67. Store/Trading Post

70. **Fish**

15. Kim's Game

34. Clothespins

40. Mice

73. Field Trip

## YOUR LANGUAGE

## NOTES

Bring real clothes to class.  
Students may be able to help  
you bring some of these.

## SAMPLE LESSON

### Group Drill

### CONVERSATION

How are you?

I'm fine. And you?

Me too, I'm fine.

What's your name?

My name is \_\_\_\_\_.

Where do you come from?

I come from \_\_\_\_\_.

Do you understand Indian?

A little bit.

### Calendar

### REVIEW

Is it windy?

Yes, it's windy.

### Flannelboard

### NEW

What do you have?

I have \_\_\_\_\_.

Do you have \_\_\_\_\_.

Yes, I have \_\_\_\_\_.

No, I don't have \_\_\_\_\_.

(hat, mitts, jacket,  
moccasins, pants, socks)

### Remember

### ACTIVITY

Do you have \_\_\_\_\_?

(clothing, any other review  
words)

### Answer First

### WIND-DOWN

(clothing, any other review  
words)

## FEBRUARY

### WEEK 3

### NORTHERN TUTCHONE

Who is this?

This is \_\_\_\_\_.

Who do you see?

I see \_\_\_\_\_.

Eat.

Go to sleep now.

Go to \_\_\_\_\_.

Come here.

Pull \_\_\_\_\_.

Buy \_\_\_\_\_.

Drink it.

Go away.

Make fire.

Pack water.

\* Review people and relatives.

Me ech'ō ?

\_\_\_\_\_ ech'i.

Me nìn'in ?

\_\_\_\_\_ nìn'in.

Intthay.

Ninchí.

\_\_\_\_\_ ts'ín indal.

Anín.

\_\_\_\_\_ huninch'í.

\_\_\_\_\_ inkét.

Indẹ.

Dāy.

Kwǎn dínk'ế.

Chu tíhinké.

### POSSIBLE ACTIVITIES

07. **Puppets**

46. **Travel**

21. Answer First

17. **Grandma Says**

56. **Pet Dog**

36. Musical Stick

20. **Do It First**

02. Group Drill

66. Spin the Bottle

## YOUR LANGUAGE

## NOTES

Lots of brisk practice with these instructions is needed. When the students understand well, let them take turns being the teacher.

## SAMPLE LESSON

### Circle Drill

### CONVERSATION

Do you understand Indian?  
Yes, I understand Indian.  
No, I don't understand Indian.

### Calendar

How is it outside?  
It's snowing.

### Group Drill

### REVIEW

Who is this?  
This is my \_\_\_\_\_.  
(grampa, gramma, father,  
mother, sister, brother)

### Group Drill

### NEW

Go to \_\_\_\_\_.  
Eat.  
Go to sleep now.  
Come here.  
Make fire.

### Grandma Says

### ACTIVITY

(same orders as in above group drill)

### Puppets

### WIND-DOWN

Who do you see?  
I see my \_\_\_\_\_.  
(relatives)  
Do you understand Indian?  
A little bit.

## FEBRUARY

### WEEK 4

### NORTHERN TUTCHONE

Do you have \_\_\_\_\_?

Yes, I have \_\_\_\_\_.

No, I don't have \_\_\_\_\_.

What are you doing?

I'm making fire.

What is he doing?

He's making fire.

What is **the man** doing?

the woman  
the boy  
the girl  
\_\_\_\_\_

is making fire.

match  
firewood  
shavings (kindling)

\_\_\_\_\_ inch'ina ?

Éhē, \_\_\_\_\_ ìch'in.

Hajú, eju \_\_\_\_\_ ìch'in.

Yi dǎnin'in ninch'āw ?

Kwǎn dík'ẹ́ (ìch'in).

Yi dá'in ech'āw ?

Kwǎn dék'ẹ́ (ech'in).

Yi dá'in ech'āw, **dek'án** ?

eyénjáél  
dek'ána  
eyénjáéla  
\_\_\_\_\_

kwǎn dék'ẹ́.

tl'ael  
kwǎn tsō  
egá

### POSSIBLE ACTIVITIES

48. **Action Mime**

02. Group Drill

21. Answer First

52. Pretend

70. **Fish**

03. Circle Drill

36. Musical Stick

60. Draw the Picture

01. **One-to-One Drill**

110. **Stove Activity**

49. Team Mime

66. Spin the Bottle



## YOUR LANGUAGE

## NOTES

The last week in February is often short, due to Rendezvous.

## SAMPLE LESSON

### Calendar

### CONVERSATION

Are you cold?  
Yes, I'm cold.  
No, I'm not cold.

### One-to-One Drill

### REVIEW

What is he doing?  
He is making fire.

### Do What I Do

### NEW

He is making fire.  
He is sleeping.  
He is \_\_\_\_\_.

### Action Mime

### ACTIVITY

What is he doing?  
He's making fire.  
He's \_\_\_\_\_.  
(review actions)

### Circle Drill

### WIND-DOWN

Do you understand Indian?

## EXTRA

### WEEK 1

Where is **the man** walking to?

the woman  
the boy  
the girl  
\_\_\_\_\_

is walking to \_\_\_\_\_.

## NORTHERN TUTCHONE

Dūm huts'ín endal, **dek'án** ?

eyénjáél  
dek'ána  
eyénjáéla  
\_\_\_\_\_

\_\_\_\_\_ huts'ín endal .

YOUR LANGUAGE

POSSIBLE ACTIVITIES

32. **Hitball**

33. **Whistle**

01. One-to-One Drill

02. Group Drill

03. Circle Drill

07. Puppets

16. Flannelboard

36. Musical Stick

58. What Am I Drawing?

66. Spin the Bottle

## MARCH

PLAN: 3 WEEKS

CONVERSATION

### CONVERSATION

#### WEEK 1

Numbers 1 to 5  
(sky)

#### WEEK 2

How many?  
How many do you see?  
I see \_\_\_\_\_.  
How many \_\_\_\_\_?  
There are \_\_\_\_\_.

#### WEEK 3

Go and get \_\_\_\_\_.  
Give me the \_\_\_\_\_.

#### EXTRA

Do you speak Indian?

Yes, I speak Indian.

No, I don't speak Indian.

A little bit.

How is it outside?

It's cloudy.

It's windy.

It's sunny.

It's snowing.

Is it sunny?

Yes, it's sunny

No, it's not sunny.

### NOTES

Bring in many small objects  
for the class to count, (rocks,  
crayons, pictures...).

## NORTHERN TUTCHONE

## YOUR LANGUAGE

Dän k'í huninjia ?

Éhē, dän k'í hùsi.

Hajú, eju dän k'í hùsi.

Héedlūma dän k'í hùsi.

Dóhúch'i chéch'e ?

K'o húmlin.

Hùts'i.

Se hínajin.

Hùkhyá.

Se hínajina ?

Éhē, se hínajin.

Hajú, eju se hínajin.

## SOME CONVERSATION ACTIVITIES

23. **How Is It Outside?**

03. Circle Drill

21. Answer First

50. Do What I Do

69. **Calendar**

07. Puppets

36. Musical Stick

59. Draw the Picture

02. Group Drill

17. Grandma Says

47. Mime

75. Ball Rolling

# MARCH

## WEEK 1

What do you see?

I see

**one**

two

three

four

five

sun

moon

star

cloud

## NORTHERN TUTCHONE

Yi nìn'in ?

**hīgī**

lákí

tadech'i

lénínch'i

hulák'o

nì'in.

se

edzeze

thel

k'o

## POSSIBLE ACTIVITIES

34. **Clothespins**

53. **What Do You See?**

07. Puppets

10. Lotto

42. **Numbers**

59. **Draw the Picture**

08. Bingo

28. Splash

43. **How Many?**

61. **Monsters**

09. Team Bingo

73. Field Trip

## YOUR LANGUAGE

## NOTES

It may be possible to count real clouds. The sun, moon and stars are easy to draw.

## SAMPLE LESSON

### Circle Drill

### CONVERSATION

Do you speak Indian?

A little bit.

### Calendar

How is it outside?

It's windy.

Is it sunny?

Yes, it's sunny.

### Group Drill

### REVIEW

What is he doing?

He is making fire.

### Group Drill

### NEW

What do you see?

I see a \_\_\_\_\_.

(star, cloud)

What do you see?

I see \_\_\_\_\_.

(two stars, three clouds.)

### How Many?

### ACTIVITY

One, two, three

### Splash

### WIND-DOWN

I see

one

two

three

cloud

stars

rabbits

.

## WEEK 2

How many?

one  
two  
three  
four  
five

How many do you see?

I see

**one**  
two  
three  
four  
five

How many \_\_\_\_\_ do you see?

I see

one  
two  
three  
four  
five

\* Review any words learned so far.

## NORTHERN TUTCHONE

Dánínch'i ?

ǵgī  
ǵáki  
tadech'i  
ǵénínch'i  
hulák'o

Dánínch'i nìn'in ?

**ǵgī**  
ǵáki  
tadech'i  
ǵénínch'i  
hulák'o

nìn'in.

\_\_\_\_\_ dánínch'i nìn'in ?

\_\_\_\_\_

ǵgī  
ǵáki  
tadech'i  
ǵénínch'i  
hulák'o

nìn'in.

## POSSIBLE ACTIVITIES

35. **Musical Bag**

61. **Monsters**

07. Puppets

31. Circle

42. **Numbers**

01. One-to-One Drill

16. Flannelboard

34. Clothespins

43. **How Many?**

03. Circle Drill

21. Answer First

36. Musical Stick



## YOUR LANGUAGE

## NOTES

Many real objects such as spoons, plastic knives, food or food packages can be used.

## SAMPLE LESSON

### Calendar

### CONVERSATION

Is it snowing?

Yes, it's snowing.

### How Is It Outside?

It's \_\_\_\_\_.

(cloudy, windy, sunny,  
snowing, cold, dark)

### How Many?

One, two, three, four, five

### Circle Drill

### NEW

How many \_\_\_\_\_ do you see?

I see \_\_\_\_\_.

(one to five, with any  
review words)

How many do you see?

I see **lots of** \_\_\_\_\_.

### Draw the Picture

### ACTIVITY

There are \_\_\_\_\_.

### Circle

### WIND-DOWN

How many are there?

There are \_\_\_\_\_.

## MARCH

### WEEK 3

Go and get \_\_\_\_\_.  
(any review word)

Give me the **rock**  
penny .

Give me the tea in a cup  
water in a cup  
milk in a cup .

### NORTHERN TUTCHONE

\_\_\_\_\_ kínye.

**tthi**  
dànē + ètl'ín'é.

dí  
chu  
ch'u + ètl'ínké.

### POSSIBLE ACTIVITIES

- |                     |                           |                        |
|---------------------|---------------------------|------------------------|
| 04. <b>Relay</b>    | 19. <b>Bring It First</b> | 20. <b>Do It First</b> |
| 56. <b>Pet Dog</b>  | 01. One-to-One Drill      | 03. Circle Drill       |
| 07. Puppets         | 14. Remember              | 15. Kim's Game         |
| 16. Flannelboard    | 36. Musical Stick         | 65. Match the Picture  |
| 66. Spin the Bottle | 67. Store/Trading Post    | 81. Chief              |

## YOUR LANGUAGE

## NOTES

Use real objects, especially  
the rock, penny, tea, water and  
milk (in cups).

## SONG

*Twinkle, Twinkle Little Star*

## SAMPLE LESSON

### Group Drill

### CONVERSATION

Do you speak Indian?

Yes, I speak Indian.

No, I don't speak Indian.

A little bit.

(Use hand and head gestures  
to help the students answer)

### Calendar

How is it outside?

It's \_\_\_\_\_.

### Group Drill

### REVIEW

What is this?

This is a \_\_\_\_\_.

(rock, penny)

### One-to-One Drill

### NEW

Give me the \_\_\_\_\_.

(rock, penny)

### Relay

### ACTIVITY

Give me the \_\_\_\_\_.

(rock, penny)

### Spin the Bottle

### WIND-DOWN

Go and get the \_\_\_\_\_.

## MARCH

### EXTRA

#### WEEK 1

six

seven

eight

nine

ten

twenty

(Tlingit classes only)

#### WEEK 3

Give me the

**gun**  
stick

.

Give him the

**gun**  
stick

.

### NORTHERN TUTCHONE

**k'ónink'é**  
dechän

ètł'ínchín .

**k'ónink'é**  
dechän

utł'ínchín .

## MARCH

### YOUR LANGUAGE

--

### POSSIBLE ACTIVITIES

19. **Bring It First**

20. **Do It First**

42. **Numbers**

43. **How Many?**

56. **Pet Dog**

59. **Calendar**

07. Puppets

08. Bingo

09. Team Bingo

10. Lotto

11. Board Games

12. Songs

36. Musical Stick

54. True or False?

59. Draw the Picture

66. Spin the Bottle

67. Store/Trading Post

**Town Bingo**

(public, held in your own  
language)

## APRIL

PLAN: 4 WEEKS

CONVERSATION

### CONVERSATION

#### WEEK 1

What is this?

These are animal tracks.

What tracks are these?

These are \_\_\_\_\_ tracks.

#### WEEK 2

Colours

#### WEEK 3

What is the bird doing?

The bird is flying around.

#### WEEK 4

What is the \_\_\_\_\_?

The \_\_\_\_\_ is sitting on the  
\_\_\_\_\_.

The \_\_\_\_\_ is sitting in the  
\_\_\_\_\_.

#### EXTRA

How are you?

My \_\_\_\_\_ hurts.

I'm sick.

(Review body parts)

Is it light out?

Yes, it's light out.

No, it's not light out.

There's lots of mud.

The snow is melting.

### NOTES

The class can have a lot of fun  
acting out, "My \_\_\_\_\_ hurts.  
I'm sick."

## CONVERSATION

### NORTHERN TUTCHONE

### YOUR LANGUAGE

Dáinich'i ?

É + \_\_\_\_\_ jenēde.

Jeníde.

Húudach'ina, chèch'e ?

Éhē, húudach'in.

Hajú, eju húudach'in.

Łyó tth'ál húmlin.

Ya dedēlāt.

### SOME CONVERSATION ACTIVITIES

12. **Song** (Head and Shoulders)

02. Group Drill

36. Musical Stick

66. Spin the Bottle

23. **How Is It Outside?**

69. **Calendar**

03. Circle Drill

75. Ball Rolling

48. **Action Mime**

01. One-to-One Drill

07. Puppets

93. Hot Potato

## APRIL

### WEEK 1

### NORTHERN TUTCHONE

What is this?

These are animal tracks.

What tracks are these?

These are \_\_\_\_\_ tracks.

beaver

\*Review animals  
and people

Yi ech'ō dajän ?

Dajän nena kēk hūch'i.

Yi kēk huch'ō ?

Dajän \_\_\_\_\_ kēk hūch'i.

tsé

### POSSIBLE ACTIVITIES

08. **Bingo**

02. Group Drill

28. Splash

45. Spin the Plate

71. Snap

09. **Team Bingo**

07. Puppets

31. Circle

58. What Am I Drawing?

72. Concentration

10. **Lotto**

21. Answer First

44. Snatch

59. Draw the Picture

73. Field Trip



## YOUR LANGUAGE

## NOTES

You may want to go out on a field trip if there is a good place for finding tracks near your school.

## SAMPLE LESSON

### **Song**

### ***CONVERSATION***

Head and Shoulders,  
Knees and Toes

### **Puppets**

How are you?  
My \_\_\_\_\_ hurts. I'm sick.  
(any review parts of the body)

### **Circle Drill**

### ***REVIEW***

How are you?  
My \_\_\_\_\_ hurts. I'm sick.

### **Group Drill**

### ***NEW***

What is this?  
These are animal tracks.

### **Tracks**

### ***ACTIVITY***

Students trace their own tracks on paper.  
What tracks are these?  
These are \_\_\_\_\_ tracks.  
(boy, girl, people)

### **Answer First**

### ***WIND-DOWN***

How are you?  
What tracks are these?

## APRIL

### WEEK 2

What do you see?

I see a \_\_\_\_\_.

black  
white  
red  
blue  
brown

Do you want the \_\_\_\_\_?

Yes, I want the \_\_\_\_\_.

No, I don't want \_\_\_\_\_,

I want the \_\_\_\_\_.

Bring me the \_\_\_\_\_.

Here. Take it.

\* Use any review words.

### NORTHERN TUTCHONE

Yi nìn'in ?

\_\_\_\_\_ denèt'ro nìn'in.

dek'äl  
det'äl  
denintl'rum  
dettho

\_\_\_\_\_ nindhäna ?

Éhē, \_\_\_\_\_ nìnthän.

Hajú, eju \_\_\_\_\_ nìthän,

\_\_\_\_\_ nìthän.

\_\_\_\_\_ jé.

Né.

### POSSIBLE ACTIVITIES

16. **Flannelboard**

21. Answer First

37. What Doesn't Belong

58. What Am I Drawing?

19. **Bring It First**

03. Circle Drill

31. Circle

72. Concentration

59. **Draw the Picture**

07. Puppets

34. Clothespins

54. True or False?

## YOUR LANGUAGE

## NOTES

Real objects can be used. Your school will have coloured construction paper.

## SAMPLE LESSON

### Circle Drill

### CONVERSATION

How are you?

My \_\_\_\_\_ hurts. I'm sick.

### Calendar

There's lots of mud.

### Do What I Do

### REVIEW

I'm eating \_\_\_\_\_.

I'm dancing.

I'm walking to \_\_\_\_\_.

I'm \_\_\_\_\_.

(any review action)

### Group Drill

### NEW

Black, White

What do you see?

I see a

black

white

\_\_\_\_\_.

(any review words)

### Bring It First

### ACTIVITY

Bring me the

black

white

\_\_\_\_\_.

### What do you see?

### WIND-DOWN

What do you see?

I see the (black) (hat).

(red) (rock)

(blue) (plate)

## APRIL

### WEEK 3

### NORTHERN TUTCHONE

What do you see?

I see a \_\_\_\_\_.

Where is the \_\_\_\_\_?

Here is the \_\_\_\_\_.

What is the bird doing?

The bird is flying around.

bird  
raven  
goose  
owl  
duck  
grouse

Yi nìn'in ?

\_\_\_\_\_ nìn'in.

\_\_\_\_\_ já ?

Dajän lí \_\_\_\_\_.

Yi dá'in ech'āw, dzūma ?

Dzūma áanet'e.

dzūma  
ts'èk'i  
khe  
méddhin  
chát  
ji

### POSSIBLE ACTIVITIES

18. **Get There First**

02. Group Drill

10. Lotto

31. Circle

58. What Am I Doing?

47. **Mime**

08. Bingo

21. Answer First

44. Snatch

59. Draw the Picture

48. **Action Mime**

09. Team Bingo

28. Splash

45. Spin the Bottle

71. Snap

## YOUR LANGUAGE

## NOTES

## SAMPLE LESSON

### Group Drill

### CONVERSATION

How are you?

My \_\_\_\_\_ hurts. I'm sick.

### Calendar

It's sunny.

The snow is melting.

### Circle Drill

### REVIEW

What do you see?

I see a \_\_\_\_\_.

(black, white, (any review  
red, blue, item)  
brown)

### Group Drill

### NEW

What do you see?

I see a \_\_\_\_\_.

Where is the \_\_\_\_\_?

Here is the \_\_\_\_\_.

(raven, owl, duck, bird)

### Spin the Plate

### ACTIVITY

Where is the \_\_\_\_\_?

(birds, and other review words)

### Splash

### WIND-DOWN

What is the bird doing?

The bird is flying around.

# APRIL

## WEEK 4

What is the dog  
the raven  
\_\_\_\_\_  
(name) doing?

The dog  
The raven  
\_\_\_\_\_ is sitting.

Where is the dog  
the raven  
\_\_\_\_\_ ?

The dog  
The raven  
\_\_\_\_\_ is sitting **on** the \_\_\_\_\_.

The dog  
The raven  
\_\_\_\_\_ is sitting **in** the \_\_\_\_\_.

box  
house  
stove

## NORTHERN TUTCHONE

Yi dá'in ech'āw, tlin  
ts'èk'i  
\_\_\_\_\_ ?

Tlin  
Ts'èk'i  
\_\_\_\_\_ hede.

Tlin  
Ts'èk'i  
\_\_\_\_\_ já ?

Tlin  
Ts'èk'i  
\_\_\_\_\_ \_\_\_\_\_ + **ka** hede.

Tlin  
Ts'èk'i  
\_\_\_\_\_ \_\_\_\_\_ + **t'át** hede.

dechän łat  
kúm  
sdú

## POSSIBLE ACTIVITIES

05. <b>In and On Relay</b>	07. <b>Puppets</b>	16. <b>Flannelboard</b>
47. <b>Mime</b>	48. <b>Action Mime</b>	03. Circle Drill
08. Bingo	09. Team Bingo	10. Lotto
28. Splash	49. Team Mime	54. True or False?
59. Draw the Picture	66. Spin the Bottle	80. Champion & Challenger

## YOUR LANGUAGE

## NOTES

Bring in a big box. Students can act out “\_\_\_\_\_ is sitting **on** the box”, and “\_\_\_\_\_ is sitting **in** the box.” Dog and raven pictures or puppets can be moved **on** and **in** also.

## SAMPLE LESSON

### Puppets

### CONVERSATION

How are you?

My \_\_\_\_\_ hurts. I’m sick.

### Calendar

Is it light out?

Yes it’s light out.

### Group Drill

### REVIEW

What is this?

This is a box.

### One-to-One Drill

### NEW

What is \_\_\_\_\_ doing?

\_\_\_\_\_ is sitting.

Where is \_\_\_\_\_?

\_\_\_\_\_ is sitting **on** the box.

\_\_\_\_\_ is sitting **in** the box.

(the dog, the raven, \_\_\_\_\_)

### In and On Relay

### ACTIVITY

\_\_\_\_\_ is sitting **on** the box.

\_\_\_\_\_ is sitting **in** the box.

### Puppets

### WIND-DOWN

How are you?

What is this?

What is \_\_\_\_\_ doing?

Where is \_\_\_\_\_?

## APRIL

### EXTRA

#### WEEK 3

What are the birds doing?

The birds are flying around.

What is the **raven** doing?

goose  
owl  
duck  
grouse  
robin

The \_\_\_\_\_ is flying around.

#### WEEK 4

Where is the \_\_\_\_\_?

The \_\_\_\_\_ is sitting under the

### NORTHERN TUTCHONE

Yi dá'in ech'āw, dzūma ?

Dzūma áanedál.

Yi dá'in ech'āw, **ts'èk'i** ?

khe  
méddhin  
chát  
jì  
tútsi

\_\_\_\_\_ áanet'e.

\_\_\_\_\_ já ?

\_\_\_\_\_  t'e hede.



YOUR LANGUAGE

POSSIBLE ACTIVITIES

05. **In and On Relay** (add **Under**)

07. **Puppets**

16. **Flannelboard**

48. **Action Mime**

50. **Do What I Do**

51. **Copy the Teacher**

54. **True or False**

36. Musical Stick

66. Spin the Bottle

67. Store/Trading Post

## MAY

PLAN: 4 WEEKS

CONVERSATION

### CONVERSATION

#### WEEK 1

What is this?

This is \_\_\_\_\_ fur.

What \_\_\_\_\_ doing?

\_\_\_\_\_ tanning a \_\_\_\_\_ skin.  
(animals)

#### WEEK 2

Review sentences.

What's \_\_\_\_\_ doing?

\_\_\_\_\_ is flying around.

\_\_\_\_\_ is crawling around.  
(insects)

#### WEEK 3

Review sentences.

(animal babies)

#### WEEK 4

Go and get \_\_\_\_\_.

Give me \_\_\_\_\_.

### EXTRA

How is it outside?

It's sunny.

It's cloudy.

It's raining.

It's getting to be spring.

There's lots of dirt.

There's no rain. It's dry.

Is the ice breaking up?

Yes, it's breaking up.

No, it's not breaking up.

Is the ice moving yet?

The ice is moving.

Is the ice gone?

The ice is gone.

### NOTES

Going through an ordinary calendar,  
asking questions about the pictures  
is another way to review the weather.

## CONVERSATION

### NORTHERN TUTCHONE

### YOUR LANGUAGE

Dóhúch'i chèch'e ?

Se hínajin.

K'o húmlin.

Hùts'i.

Hùchè.

Edededēlāt .

Tsän útlẹ.

Chẹ hajú. Hügän.

Tän híngroa ?

Éhẹ, tän híngro.

Hajú, eju tän híngro.

Tän dí'edétl'éda ?

Tän dí'edétl'ét.

Tän hejútthẹ ?

Éhẹ, tän hejétthẹ.

### SOME CONVERSATION ACTIVITIES

23. **How Is It Outside?**

01. One-to-One Drill

07. Puppets

59. Draw the Picture

50. **Do What I Do**

02. Group Drill

47. Mime

66. Spin the Bottle

69. **Calendar**

03. Circle Drill

54. True or False?

73. Field Trip

# MAY

## WEEK 1

What is this?

This is \_\_\_\_\_ fur.

What are you doing?

I'm tanning a \_\_\_\_\_ skin.

What is she doing?

She's tanning a \_\_\_\_\_ skin.

What is \_\_\_\_\_ doing?

**the man**  
the woman  
the boy  
the girl  
\_\_\_\_\_

\_\_\_\_\_ is tanning a \_\_\_\_\_ skin.

Caribou

\* Review animals

## NORTHERN TUTCHONE

Yi ech'ō dajän?

Dajän \_\_\_\_\_ dhó ech'i.

Yi dänin'in ninch'āw ?

\_\_\_\_\_ dhó itho.

Yi dá'in ech'āw ?

\_\_\_\_\_ dhó edho (ech'in).

Yi dá'in ech'āw, \_\_\_\_\_ ?

**dek'án**  
eyénjáél  
dek'ána  
eyénjáéla  
\_\_\_\_\_

\_\_\_\_\_ dhó edho.

Hudzi

## POSSIBLE ACTIVITIES

48. **Action Mime**

07. Puppets

10. Lotto

49. Team Mime

73. Field Trip

50. **Do What I Do**

08. Bingo

28. Splash

54. True or False?

77. Binoculars

02. **Group Drill**

09. Team Bingo

36. Musical Stick

59. Draw the Picture

87. Spoon Game

## YOUR LANGUAGE

## NOTES

You may be able to take your students out to watch someone in your community tanning a hide. They usually enjoy helping for a short while.

## SAMPLE LESSON

### Calendar

### CONVERSATION

How is it outside?

It's sunny.

Is the ice breaking up?

No, it's not breaking up.

### Group Drill

### REVIEW

This is \_\_\_\_\_.

(caribou, review animals)

### Group Drill

### NEW

What is this?

This is \_\_\_\_\_ fur.

(animals)

What is she doing?

She's tanning a \_\_\_\_\_ skin.

### Action Mime

### ACTIVITY

What is he doing?

He's tanning a \_\_\_\_\_ skin.

He's \_\_\_\_\_.

(review action words)

### Lotto

### WIND-DOWN

What is he/she doing?

or, Weather

or, review of vocabulary and sentence structure

# MAY

## WEEK 2

## NORTHERN TUTCHONE

What is this?

This is a \_\_\_\_\_.

What do you see?

I see a \_\_\_\_\_.

Do you see a \_\_\_\_\_?

Yes, I see a \_\_\_\_\_.

No, I don't see a \_\_\_\_\_.

What is it doing?

The \_\_\_\_\_ is flying around.

The \_\_\_\_\_ is crawling around.

mosquito

fly

spider

worm

Yi ech'ō dajän ?

Dajän \_\_\_\_\_ ech'i.

Yi nìn'in ?

\_\_\_\_\_ nìn'in.

\_\_\_\_\_ nìn'ina ?

Éhē, \_\_\_\_\_ nìn'in.

Hajú, eju \_\_\_\_\_ nìn'in.

Yi dá'in ech'ō ?

\_\_\_\_\_ áanet'e.

\_\_\_\_\_ áanaju.

tth'in

ts'o

hutsí

gum

## POSSIBLE ACTIVITIES

51. **Copy the Teacher**

03. Circle Drill

09. Team Bingo

28. Splash

35. Musical Bag

73. **Field Trip**

04. Relay

10. Lotto

31. Circle

36. Musical Stick

02. Group Drill

08. Bingo

21. Answer First

34. Clothespins

47. Mime

## YOUR LANGUAGE

## NOTES

Live mosquitoes and other insects can be captured and kept in glass jars for use in the classroom.

## SAMPLE LESSON

### Calendar

### CONVERSATION

There's no rain. It's dry.  
Is the ice breaking up?  
Yes, it's breaking up.

### Group Drill

### REVIEW

What is this?  
What do you see?  
(any review object)

### Circle Drill

### NEW

What is this?  
What do you see?  
(mosquito, fly, spider, worm)

### Field Trip

### ACTIVITY

What is this?  
This is a \_\_\_\_\_.  
Take students outside and try  
to find a mosquito, fly, spider  
and worm.

### Circle

### WIND-DOWN

What do you see?  
I see a \_\_\_\_\_.  
(fly, worm, spider, mosquito)

# MAY

## WEEK 3

## NORTHERN TUTCHONE

What is this?

This is a \_\_\_\_\_.

Is this a \_\_\_\_\_?

Yes, it's a \_\_\_\_\_.

No, it's not a \_\_\_\_\_,  
it's a \_\_\_\_\_.

How many do you see?

I see \_\_\_\_\_.

one  
two  
three  
four  
five

moose calf

baby rabbit

bear cub

baby mouse

wolf cub

puppy

baby porcupine

baby gopher

colt

baby beaver

Yi ech'ō dajän ?

Dajän \_\_\_\_\_ ech'i.

Dajän \_\_\_\_\_ (nā) ech'ō ?

Éhē, \_\_\_\_\_ ech'i.

Hajú, eju \_\_\_\_\_ ech'í,  
\_\_\_\_\_ ech'i .

Dánínch'i nìn'in ?

\_\_\_\_\_ níngī nìn'in.

ńíngī  
ńákí  
tadech'i  
ńénínch'i  
hulák'o

detsika

gè zra

srà zra

dlūma zra

egay zra

tlin zra

dech'aw zra

tsàl zra

gúdan zra

tsé zra

## POSSIBLE ACTIVITIES

08. **Bingo**

09. Team Bingo

37. What Doesn't Belong?

44. Snatch

59. Draw the Picture

47. **Mime**

10. Lotto

38. Shake Hands

45. Spin the Plate

62. Pin the Picture

49. **Team Mime**

14. Remember

39. Find a Chair

58. What Am I Drawing?

72. Snap



## YOUR LANGUAGE

## NOTES

You may want to take the students to look at a puppy, kitten or baby rabbit.

## SAMPLE LESSON

### **How Is It Outside?** *CONVERSATION*

How is it outside?

It's \_\_\_\_\_.

(sunny, cloudy, windy,  
rainy)

### **Calendar**

Is the ice moving yet?

This ice is moving.

### **Group Drill** *REVIEW*

What is this?

This is \_\_\_\_\_ fur.

(animals)

### **Group Drill** *NEW*

Is this a \_\_\_\_\_?

Yes, it's a \_\_\_\_\_.

No, it's not a \_\_\_\_\_,

It's a \_\_\_\_\_.

(animal babies)

### **Pin the Picture** *ACTIVITY*

Is this a \_\_\_\_\_?

### **Draw the Picture** *WIND-DOWN*

This is a \_\_\_\_\_.

Let students take turns being  
the teacher.

# MAY

## WEEK 4

Go and get paper  
paper money  
blanket  
dog  
boy  
baby .

Give me the paper  
paper money  
blanket .

Give me the dog  
boy  
baby .

\* Review

Give me the rock  
penny .

Give me the tea in a cup  
milk in a cup  
water in a cup .

## NORTHERN TUTCHONE

k'ūk  
dànē  
ts'āt  
tlin  
dek'ána  
dunén zra kínye.

k'ūk  
dànē  
ts'āt ètl'ínchu.

tlin  
dek'ána  
dunén zra ètl'ínchí.

tthi  
dànē ètl'ín'é.

dí  
ch'u  
chu ètl'ínké.

## POSSIBLE ACTIVITIES

14. <b>Remember</b>	15. <b>Kim's Game</b>	19. <b>Bring It First</b>
20. <b>Do It First</b>	56. <b>Pet Dog</b>	67. Store/Trading Post
03. Circle Drill	07. Puppets	16. Flannelboard
36. Musical Stick	65. Match the Picture	66. Spin the Bottle

## YOUR LANGUAGE

## NOTES

Use real paper, a dollar bill, and blanket. Pictures of a dog, boy and baby will also be useful.

## SAMPLE LESSON

### **Calendar**

### ***CONVERSATION***

Is the ice gone?  
The ice is gone.  
How is it outside?  
It's cloudy.

### **Group Drill**

### ***REVIEW***

Give me the \_\_\_\_\_.  
(paper, paper money, blanket,  
rock, penny)

### **Group Drill**

### ***NEW***

Give me the \_\_\_\_\_.  
(paper, paper money, blanket)

### **Pet Dog**

### ***ACTIVITY***

Give me the \_\_\_\_\_.  
(paper, paper money, blanket)  
Let students take turns  
being the teacher.

### **Puppets**

### ***WIND-DOWN***

Give me the \_\_\_\_\_.  
(paper, paper money, blanket)  
Give me the \_\_\_\_\_.  
(rock, penny)

# MAY

## EXTRA

### WEEK 2

What are you doing?  
I'm crawling around.

What is **the man** doing?

the woman  
the boy  
the girl  
the baby  
\_\_\_\_\_

is crawling around.

### WEEK 4

Give me the \_\_\_\_\_ .

pennies  
rocks  
babies  
blankets  
papers

## NORTHERN TUTCHONE

Yi dǎnin'in ninch'āw ?  
ǎnìju ìch'in.

Yi dá'in ech'āw, **dek'án** ?

eyénjáél  
dek'ána  
eyénjáéla  
dunén zra  
\_\_\_\_\_

ánaaju .

dànē ètl'ínlí .

tthi  
dunén zra  
ts'át  
k'ūk

YOUR LANGUAGE

POSSIBLE ACTIVITIES

19. **Bring It First**

20. **Do It First**

48. **Action Mime**

56. **Pet Dog**

02. Group Drill

03. Circle Drill

07. Puppets

14. Remember

15. Kim's Game

36. Musical Stick

49. Team Mime

66. Spin the Bottle

67. Store/Trading Post

## JUNE

### PLAN: 2 WEEKS

### CONVERSATION

#### CONVERSATION

##### WEEK 1

What is he doing?

He's walking around.

What is he doing?

He's walking around by  
the \_\_\_\_\_.

What is he doing?

He's walking around on  
the \_\_\_\_\_.  
(land and water)

##### WEEK 2

The \_\_\_\_\_ is growing.  
(plants)

#### EXTRA

Are you hot?

Yes, I'm hot.

No, I'm not hot.

It's too hot.

How is it outside?

It's sunny.

It's cloudy.

It's windy.

It's raining.

Is it windy?

Yes, it's windy.

No, it's not windy.

#### NOTES

## CONVERSATION

### NORTHERN TUTCHONE

### YOUR LANGUAGE

Hindhäla ?

Éhē, hìdhäl.

Hajú, eju hìdhäl.

Chich'ō hùdhäl.

Dóhúch'i chèch'e ?

Se hínajin.

K'ō húmlin.

Hùts'i.

Hùche.

Hùts'ia ?

Éhē, hùts'i.

Hajú, eju hùts'i.

### SOME CONVERSATION ACTIVITIES

23. **How Is It Outside?**

02. Group Drill

47. Mime

66. Spin the Bottle

50. **Do What I Do**

07. Puppets

54. True or False?

95. Line Game

69. **Calendar**

21. Answer First

59. Draw the Picture

101. Squirrel Game

# JUNE

## WEEK 1

## NORTHERN TUTCHONE

What do you see?

I see a \_\_\_\_\_.

What is he doing?

He's walking around.

What is he doing?

He's walking around by the **lake** .  
creek  
river

What is he doing?

He's walking around  
on the **mountain** .  
hill

lake  
creek  
river  
mountain  
hill

Yi nìn'in ?

\_\_\_\_\_ nìn'in.

Yi dá'in ech'āw ?

ánade.

Yi dá'in ech'āw ?

**Män mbé** ánade.  
Tagía gé  
Tagé gé

Yi dá'in ech'āw ?

**Ddhäl** ka ánade.  
Tl'òtsän

män  
tagía (gé)  
tagé (gé)  
ddhäl  
tl'òtsän

## POSSIBLE ACTIVITIES

48. **Action Mime**

03. Circle Drill

31. Circle

49. Team Mime

73. Field Trip

53. **What Do You See?**

16. Flannelboard

34. Clothespins

59. Draw the Picture

74. Bean Bag Toss

02. Group Drill

21. Answer First

36. Musical Stick

65. Match the Picture

92. Heads Up 7-Up



## YOUR LANGUAGE

## NOTES

Pictures of a lake, river, creek, mountain and hill can be taped up around your classroom.  
(Action Mime and other activities.)

## SAMPLE LESSON

### Circle Drill

### CONVERSATION

Are you hot?

Yes, I'm hot.

No, I'm not hot.

### Calendar

It's too hot.

### Puppets

### REVIEW

What do you see?

I see a \_\_\_\_\_.

(lake, river, mountain)

### Group Drill

### NEW

What do you see?

I see a \_\_\_\_\_.

(lake, river, mountain)

### Flannelboard

### ACTIVITY

What is he doing?

He's walking by the \_\_\_\_\_.

(lake, river)

He's walking on the \_\_\_\_\_.

(mountain)

### Action Mime

### WIND-DOWN

What is he doing?

He's walking by the \_\_\_\_\_.

He's walking on the \_\_\_\_\_.

## JUNE

### WEEK 2

### NORTHERN TUTCHONE

What is this?

This is a \_\_\_\_\_.

Where is the \_\_\_\_\_?

Here is the \_\_\_\_\_.

The plant is growing.

The \_\_\_\_\_ is growing.

flower

crocus

roots

mushroom

spruce bough

Yi ech'ō dajān ?

Dajān \_\_\_\_\_ ech'i.

\_\_\_\_\_ já ?

Dajān lí \_\_\_\_\_.

Int'ẹ denékhẹ.

\_\_\_\_\_ hánínkhẹ.

int'ẹ

nakhael

khay

dláy nǵi

ts'aw

### POSSIBLE ACTIVITIES

07. **Puppets**

59. **Draw the Picture**

03. Circle Drill

45. Spin the Plate

73. Field Trip

18. **Get There First**

01. One-to-One Drill

28. Splash

71. Snap

91. Flashcards and Dice

35. **Musical Bag**

02. Group Drill

44. Snatch

72. Concentration

98. Scavenger Hunt



# JUNE

## EXTRA

### WEEK 1

What are you doing?

I'm walking around by the **lake** .  
creek  
river

I'm walking  
around on the **mountain** .  
hill

What is **the man** doing?  
the woman  
the boy  
the girl  
the baby  
\_\_\_\_\_

is walking by the **lake** .  
creek  
river

is walking around on the  
**mountain**  
hill .

### PLACE NAMES

## NORTHERN TUTCHONE

Yi dānin'in ninch'āw ?

**Män mbé** ánde.  
Tagía gé  
Tagé gé

**Ddhäl ka** ánde.  
Tl'òtsän ka

Yi dá'in ech'āw, **dek'án** ?  
eyénjáél  
dek'ána  
eyénjáéla  
dunén zra  
\_\_\_\_\_

**män mbé** ánade.  
tagía gé  
tagé gé

**ddhāl ka** ánade.  
tl'òtsän ka

YOUR LANGUAGE

POSSIBLE ACTIVITIES

16. **Flannelboard**

50. **Do What I Do**

02. Group Drill

07. Puppets

48. Action Mime

49. Team Mime

51. Copy the Teacher

**PLACE NAMES**

Simple maps

Stories

Legends

Photographs

Field Trips

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## **NOTE TO INSTRUCTORS**

These activities are learning games which can help children practice what you have taught. The key is that while the children play, they speak their native language, not English. Use at least one of these activities, or something else special each lesson.

Change the sentences that go with the activities so they fit into what you are teaching that week. Make the activity help the children speak and learn your native language. If they are not using much Native language, and just playing, then the activity shouldn't be used.

Before beginning a language game, explain the rules to the class. Make sure they understand. Go over the rules again if necessary. Then play.

Remain firmly in control. If the games get too noisy or boisterous, calm the class down. Bring each game to an end fairly quickly, while the class is still enjoying it. Most activities will last from two to ten minutes.

If an activity doesn't work with your class, don't think you must try it over and over. Don't use it. If an activity is enjoyed, plan to use it again, but first let a few days go by.

## **MATERIALS YOU MIGHT NEED**

Supplies such as construction and poster paper are available in the school. Some of the other materials you might find at home.

Your school usually has some money in petty cash. If there is something special you need but cannot find, ask the principal if you can buy it. Turn the receipt into him or her.

The MATERIALS section of this guidebook contains small pictures and patterns you can copy. These can be used in many of the activities described in this section.

## **REWARDS**

Most, if not all, activities are fun to play without a prize. For a game like Bingo a single raisin or a little piece of carrot can be a prize.

It is best not to have your students expect candy. They don't need it. It's bad for their health, and their parents may not want them to have it.

## **CHOOSING TEAMS**

It will usually be quicker and less confusing if you choose the teams yourself.

Using a blackboard/whiteboard or a piece of paper is one way of keeping track of points.

Team 1	Team 2

### In This Section:

\* a child

\*  
\* \*  
\* \* children in a circle  
\* \*

\* \* \* \* \* children in a line



Teacher (You)

***bold italics***

Whatever is printed  
in bold italics, although  
typed in English, is  
meant to be spoken in  
your own native language.

**REMEMBER**

***THE KEY TO THESE ACTIVITIES IS THAT WHILE THE CHILDREN PLAY, THEY SPEAK THEIR NATIVE LANGUAGE, NOT ENGLISH.***

- ◇ Make sure the students know the rules.
- ◇ Keep the activity under control.
- ◇ Use a variety of activities. Don't use any activity too often.
- ◇ Use the sentence patterns and expressions you are teaching at the time, while you play.

## 01. ONE-TO-ONE DRILL

### What do you need?

Picture or object

### What do you do?

Hold up the picture. Ask one student a question about it. He answers. Ask the next student the same question. He answers. Ask the next student. Carry on until all the students have answered you.

Example:

*What do you see?*

*I see a \_\_\_\_\_.*

\*\*\*\*\*

## 02. GROUP DRILL

### What do you need?

Picture or object

### What do you do?

Hold up the picture. Ask a question about it. Direct your question to all of the students, a small group, then individual students.

Whoever you asked must answer.

Examples:

*What is he doing?*

*He's \_\_\_\_\_.*

*Where is the \_\_\_\_\_?*

*Here is the \_\_\_\_\_.*

\*Instead of always asking a question, you can make statements. The students repeat these statements and copy any actions you make.

Examples

*I'm sitting.*

*I'm dancing.*

*I'm crying.*

This drill, as well as the ONE-TO-ONE DRILL, provides practice through repetition. Keep up a brisk, lively pace. Use pictures or objects that the students can see easily.

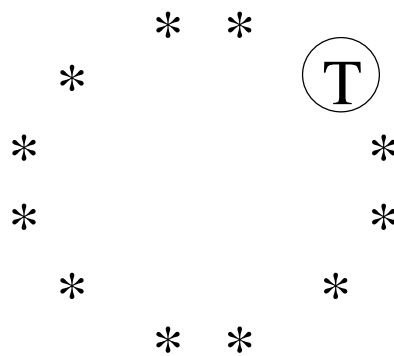
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### 03. CIRCLE DRILL

**What do you need?**

Picture or object to teach.

**What do you do?**





The teacher asks a question. The student beside the teacher answers. The student then turns to the student on the other side of him or her, and asks the same question. That student answers, then asks the next child in the circle. Go all the way around the circle back to the teacher. If there's an object or picture that goes with the conversation, pass it around the circle at the same time.

Example:                      ***What is your name?***  
                                      ***My name is \_\_\_\_\_.***

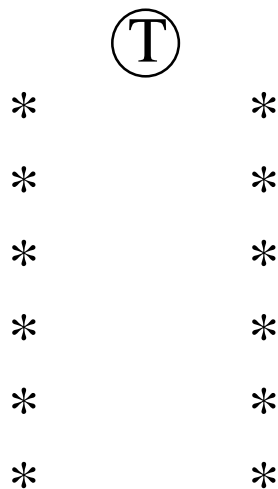
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#### **04. RELAY**

**What do you need?**

Two pictures or two objects.

**What do you do?**



Put the children into two lines. Make sure there is the same number of children in each line. If there is an extra child, he or she is your helper.

This is a race. The first ones finished, sitting quietly, are the winners.

Example:

You are teaching the sentence pattern.

***I want \_\_\_\_\_.***

You have some pennies.

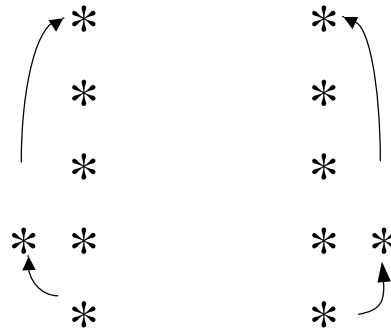
Practice with the whole class: ***I want the pennies.***

Give the first child in each line a handful of pennies. Start the games. “One, two, three, go!” The second child tells the first: ***I want the pennies.***

The first child gives them to him. Then the third child says: ***I want the pennies.***

The second child gives them to him...

When the last child has the pennies he or she runs to the front of the line.



The students ask for the pennies, then take them all the way down the line again.

The children last in line keep running to the front, until the lines are exactly the same as at the start of the game. The first team to do this then sits quietly.

Examples:

*I want a cup.*

*I want dry meat.*

*I want a \_\_\_\_\_.*

*Hand me the \_\_\_\_\_.*

*This is my \_\_\_\_\_.*

\*\*\*\*\*

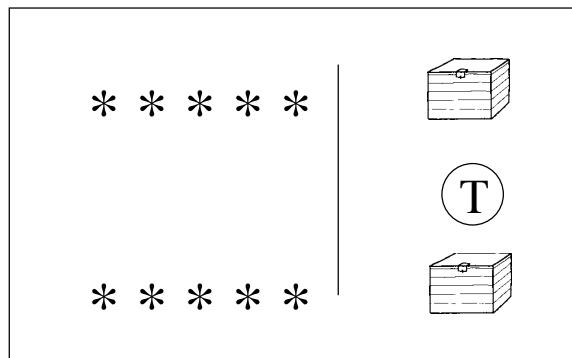
## 05. IN AND ON RELAY

**What do you need?**

Two objects

Two boxes

**What do you do?**



Put the children into two teams. Make sure there is the same number of children in each team. If there is an extra child, he is your helper.

Make a line with tape or chalk. They must stay behind this line until their turn comes.

Example:

You are teaching ***on*** and ***in***. You have two boxes and two pictures of a dog, both at the front of the room.

Move the dog, putting it on the box and in the box. Practice with the whole class:

***The dog is sitting on the box.***

***The dog is sitting in the box.***

Start the game. The first child in each team runs up to the box, puts the dog on it and says to you: ***The dog is sitting on the box.*** Those two children then run to the back of their team.

When they cross the line the second child in each team runs up to the box, puts the dog in it, and tells you: ***The dog is sitting in the box.*** They run to the back and the next children come, putting the dog ***on*** the box once again. Continue until all the children have had a turn.

The first team finished, sitting quietly, is the winner.

Further examples:

***The bird is sitting on the house.***

***The puppy is sleeping in the house.***

***The baby is sleeping on the bed.***

\*\*\*\*\*

## 06. YES/NO DRILL

### What do you need?

Puppet, toy, ball, or any special object.

### What do you do?

One student leaves the class. The class then quietly hides the special object.

Tell the student: *Come in. Where is the \_\_\_\_\_.*

The student searches for the object. When he comes close to it, the class says: *Yes. Yes.* When he goes away from it, the class says: *No. No.*

When he has found the object, he says: *Here is the \_\_\_\_\_.* Choose a different student and repeat the game. Don't play longer than five minutes.

Other Examples:     *You're hot. You're cold.*  
                          *You're close. You're far.*

\*\*\*\*\*

## 07. PUPPETS

### What do you need?

Two or more hand puppets.

### What do you do?

Teachers and students can make up short conversations with the puppets, practicing what they have learned in class.

Example: A review with a rabbit and bear puppet.

RABBIT: Holds up a picture of a dog. *What is this?*

BEAR: *It's a dog.*

RABBIT: *Good. Good.* Pats bear on the head, then holds up a picture of a cat. *What is this?*

BEAR: *It's a cat.*

RABBIT: *Good. Good.* Pats bear on the head, then holds up a picture of a fish. *What is this?*

BEAR: *It's a moose.*

RABBIT: Screams. *No. No. It's not a moose. What is it?*

BEAR: *It's a horse.*

RABBIT: Screams. *No. No. It's not a horse. What is it?*

BEAR: *It's a beaver.*

RABBIT: *No! No!* Picks up a stick and begins to swing it at Bear.

BEAR: *No! No!* Turns to children. *Help me! Help me! What is it? Quick!*

CLASS: *It's a fish.*

BEAR: *Thank you, Thank you. It's a fish.*

Make up your own short plays. These are lots of fun. You might even decide to have some parents in for tea and cookies to watch some puppet plays in your language.

Activities such as this may help the parents realize that they can be helping the students at home with their language.

\*\*\*\*\*

## 08. BINGO

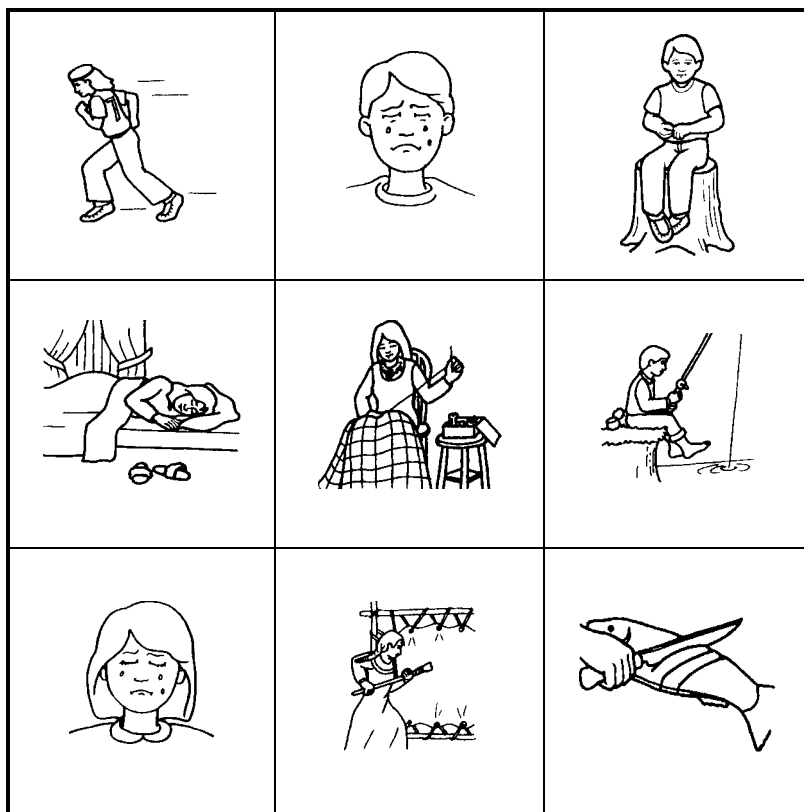
### What do you need?

A bingo card for each student.

Markers (paper) for each student.

A master set of pictures for the teacher.

Example:



### What do you do?

Give out the materials. Students can spend a few minutes helping you by making their own bingo cards.

Play bingo. Let the students who are ready for it take turns being the teacher.

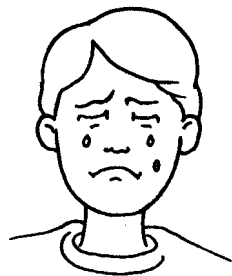
Use these bingo games to review. Use sentences whenever possible. Do not play more than once a week.

Examples of sentences and pictures:

*The boy is sitting.*



*The boy is crying.*



\*\*\*\*\*



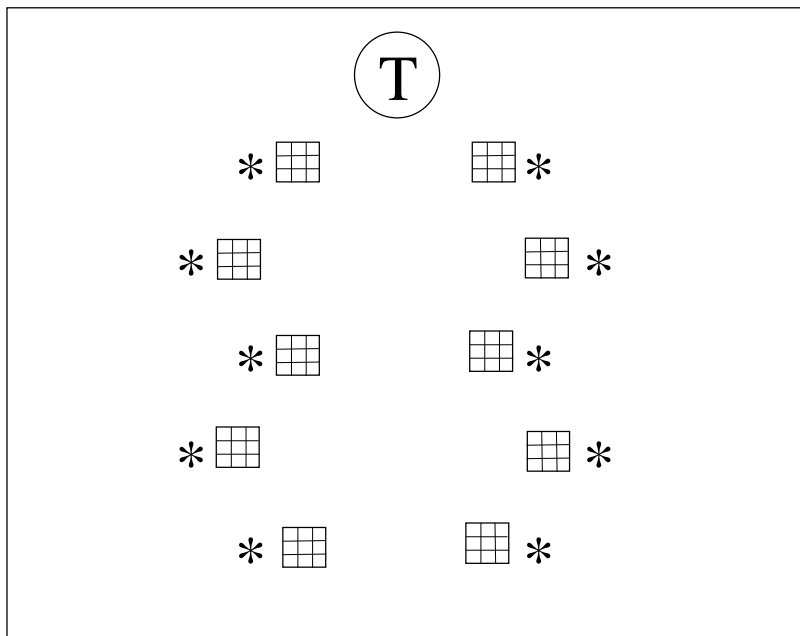
## 09. TEAM BINGO

### What do you need?

A bingo card and set of paper markers for each child.

A master set of pictures for the teacher.

### What do you do?



Divide the class into teams. Sit the teams apart. Hand out the materials.

Call out the bingo. The first child to get one calls, ***Bingo!*** His entire team must call out the winning bingo set of pictures to you. The child holds his card up and points to pictures.

That team gets one point. Keep track of the points and continue playing.

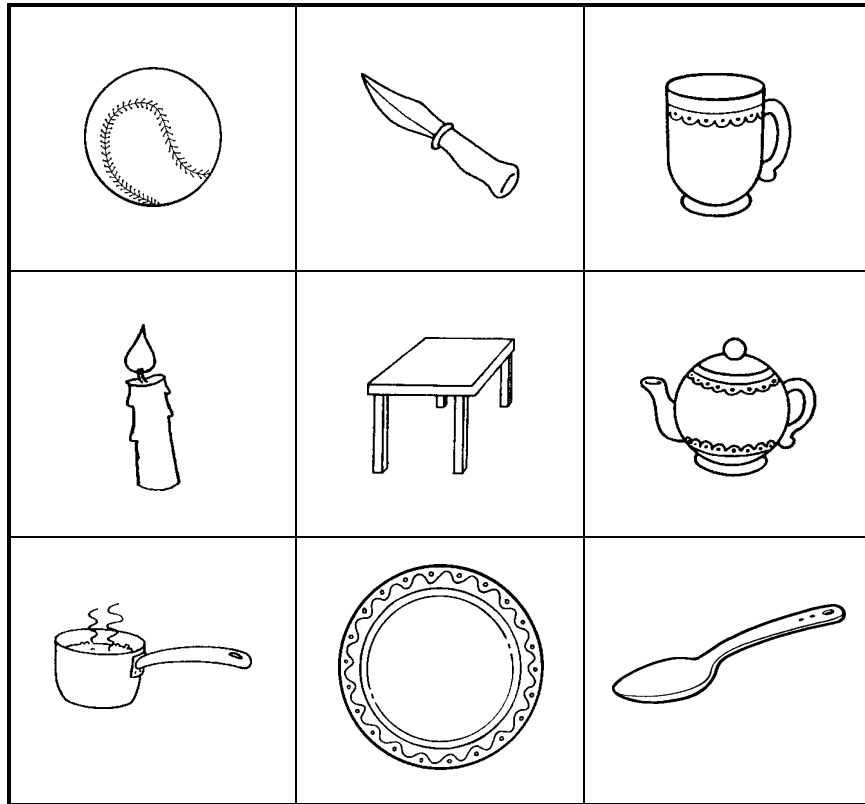
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## 10. LOTTO

**What do you need?**

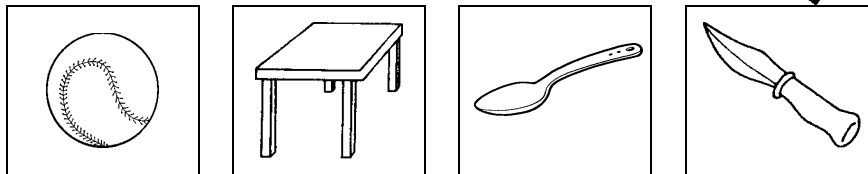
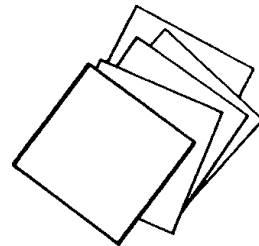
Small cards.

Example:



**What do you do?**

Give each student 4 small cards.



The teacher calls out the names of the pictures at random. If one of his special four pictures is called, the student turns that one over.

The first student to turn over all four pictures says *Lotto* or *I win*, and calls out his pictures to the teacher: *Here's a \_\_\_\_\_ and a \_\_\_\_\_*. Or: *I have a \_\_\_\_\_ and a \_\_\_\_\_*.

Students can change their four pictures around between games.

\*\*\*\*\*

## 11. BOARD GAMES

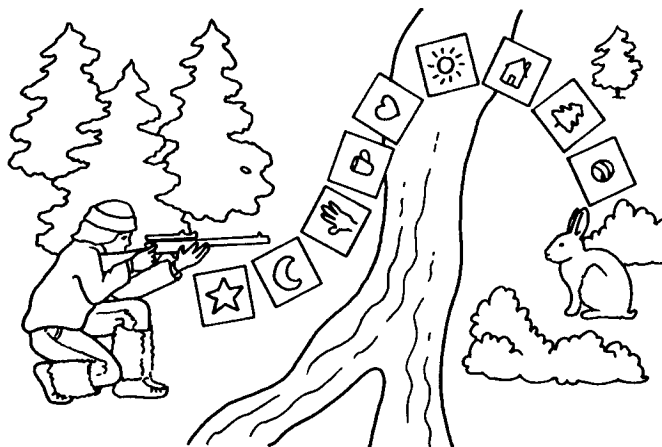
### What do you need?

For every four or five students:

- 1 board game
- 1 dice
- 5 markers
- 1 set of cards that reviews what you have taught

### What do you do?

(A)



Put the students into groups with no more than five students per group. One at a time, the students throw the dice, and move their markers to the new spot. They stay there if they can use the word or picture they land on in a sentence.

If not, other students or the instructor help them and they move back. The first student to reach the end of the trail wins the game.

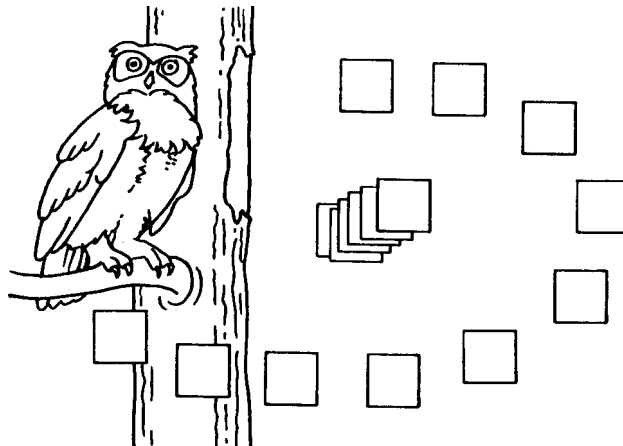
\*Another way: Put one student in charge. When other students throw the dice and travel to a new spot, the student in charge asks them a question about that picture, which they must answer to be able to stay there.

Example:

*What is that?*

*It's a \_\_\_\_\_.*

(B)



Each in turn, the students throw the dice, turn the top card over, and look at the picture. They then must use that word in a sentence to be able to move their marker along the trail.

\*\*\*\*\*

## 12. SONGS

### What do you do?

Many songs are easy to sing in your own language.

Examples:

*Twinkle, Twinkle Little Star*

*Head and Shoulders, Knees and Toes* (action song)

*If You're Happy and You Know It,*  
*Clap Your Hands* (action song)

*Are You Sleeping, Brother John?*

Teddy Bear

Christmas Carols

Hymns

There may be a few songs or dances from your own people you might want to teach the students.

\*\*\*\*\*

## 13. HANGMAN

### What do you need?

Ten or more review pictures or objects.

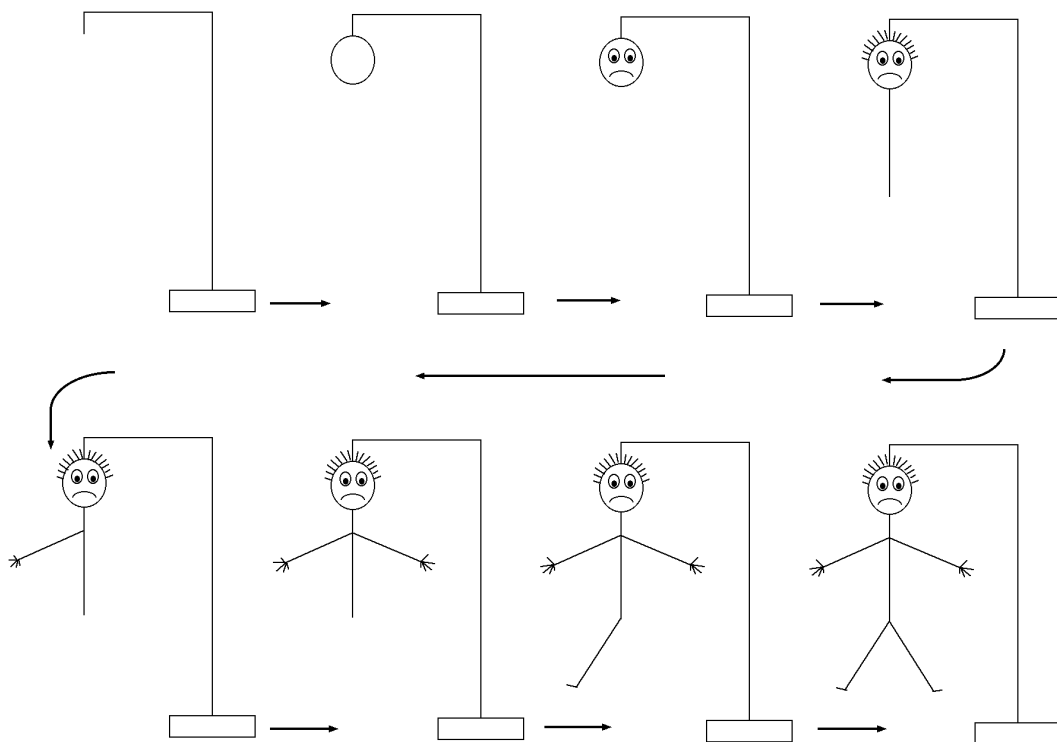
Blackboard, or newsprint to draw on (tape up on wall).

### What do you do?

Review all the objects or pictures. Choose one of them, but don't let the students know which one it is. (You can hide it in a paper bag.)

Students ask you, *Is it a* \_\_\_\_\_? You reply *No* or *Yes* to their question. They are trying to guess what you hid.

For each wrong guess, add a part to the hangman.



You win if you finish drawing the hangman before they guess the picture. They win if they guess correctly. Older students can take turns being the teacher.

Use questions and answers to play, not just single words.

\*\*\*\*\*

## 14. REMEMBER

### What do you need?

Paper bag.

Ten or more review objects.

### What do you do?

Review all the objects with a question/answer discussion such as: *What do you see? I see a \_\_\_\_\_.*

Put all the objects in a bag. Students try to get all the objects out of the bag by asking: *Is it a \_\_\_\_\_?* or *Give me the \_\_\_\_\_.* or *Do you have a \_\_\_\_\_?*

Take the objects out as they ask for each one. See if they can remember all the objects.

\*\*\*\*\*

## 15. KIM'S GAME

### What do you need?

An old blanket or sheet.

Many review objects or pictures.

### What do you do?

Play the same way as REMEMBER, only this time lay the objects on the blanket and fold the blanket over them to hide them.

\*\*\*\*\*

## 16. FLANNELBOARD

### What do you need?

Flannelboard (Felt board)

Felt

\*Felt patterns are in the MATERIALS part of the guidebook.

### **What do you do?**

The flannelboard is useful for reviewing such things as:

- parts of the body
- parts of a bird or animal
- action words
- legends
- clothing
- house objects

Example:

Hold up felt cut in the shape of hair.

***What is this?***

***It's his hair.***

Student who answered correctly may put the hair on the flannelboard.

Continue until an entire person is up on the flannelboard. This can then be taken apart similar to the way it was put together, or dressed.

Example:

Hold up a bird's feather (cut from felt).

***What do you see?***

***I see a feather.***

The correct student puts the feather on the flannelboard.

Continue with the other feathers, head, eye and beak until the bird is constructed.



Example:

Hold up a felt bear. Move the bear around.

Put it on top of a mountain (felt), hill,

rock... Each time ask questions such as:

*Where is the bear?*

*The bear is walking on the \_\_\_\_\_.*

*What is the man doing?*

*The man is walking on the \_\_\_\_\_.*

\*\*\*\*\*

## 17. GRANDMA SAYS

### What do you do?

This game reviews actions, clothing, commands and parts of the body.

The teacher says, for example:

*Grandma says touch your hands.*

*Grandma says touch your head.*

*Grandma says touch your foot.*

*Grandma says sit down.*

*Grandma says drink tea.*

*Grandma says it's cold.*

*Grandma says it's raining.*

Make up more instructions. Students all do what the teacher or Grandma says to do.

As soon as the teacher doesn't use the word Grandma, students must freeze.

Examples:                    ***Your Grandma says stand up.***  
   or  
   ***Bob says, Come here.***

Any student who doesn't freeze must stand up or move to a special part of the room and keep on playing.

When the students know enough of your language, let them take turns being the teacher.

\*\*\*\*\*

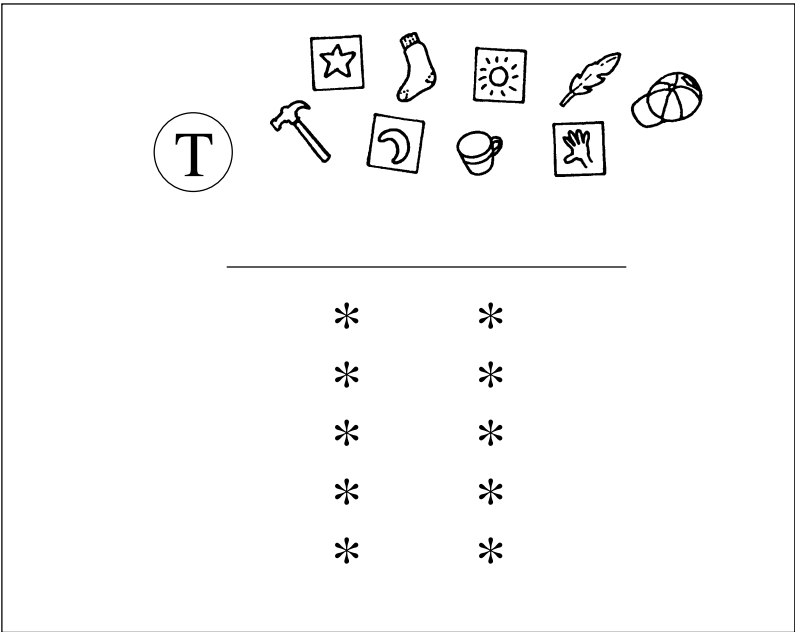
**18. GET THERE FIRST**

**What do you need?**

Ten or more objects or pictures.

**What do you do?**

Line the students up, in two teams. Make a line (with chalk or tape) that they must stay behind.



Put the pictures or objects ahead of the teams. The teacher asks, *Where is the* \_\_\_\_\_?

The first student in each line runs to the front and touches the correct item. The fastest student tells the teacher, *Here is the* \_\_\_\_\_, to get a point for his or her team.

After the first students in each team have had a turn, they go to the back of their lines. Then both second students try it, go to the back, and so on.

\*\*\*\*\*

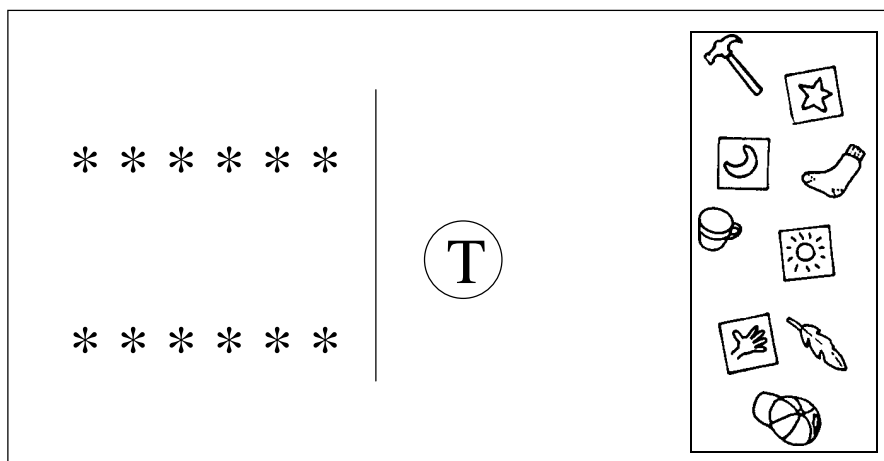
## 19. BRING IT FIRST

### What do you need?

Review pictures or objects.

### What do you do?

Make two teams and line them up at one end of the class or hall. At the other end scatter some objects or pictures.



The teacher stands in front of the teams and calls, ***I want a \_\_\_\_\_*** , or, ***Give me the \_\_\_\_\_*** , or ***Hand me the \_\_\_\_\_***.

The first person in each line runs to the objects and tries to get the correct object to the teacher first. Keep track of points.

\*With a small class, or a kindergarten or grade one class, play this without teams. Call out what you want, and then the name of the child you want to answer.

Example:     ***Hand me my \_\_\_\_\_ , Johnny.***

\*\*\*\*\*

## **20. DO IT FIRST**

### **What do you do?**

Play almost the same way as **GET THERE FIRST**, but students don't run to touch an object or to bring you anything.

Instead, the first student in each line must follow your instructions. Then the second student on each team tries it, and so on.

Examples:

***Give me your hand.***

***Sit down and be quiet.***

***Come here.***

***Give me the water.***

***Hand me the cup.***

The first student to do as the teacher asks earns a point for his team.

## 21. ANSWER FIRST

### **What do you need?**

Objects or pictures in a paper bag.

### **What do you do?**

Play this almost the same way as GET THERE FIRST, but students must answer a question about an object you pull from the bag.

Examples of questions:

*What do you see?*

*I see a \_\_\_\_\_.*

*Is this a cup?*

*No, it's a \_\_\_\_\_.*

*What is this?*

*It's a \_\_\_\_\_.*

*What's your name?*

*My name is \_\_\_\_\_.*

*Where is the \_\_\_\_\_?*

*Here is the \_\_\_\_\_.*

\*\*\*\*\*

## 22. TELL THE ACTION FIRST

### What do you do?

Play almost the same way as ANSWER FIRST, with two teams in lines, but the teacher/student, instead of holding up objects from a bag, acts something out.

The first person on each team tries to say what the teacher or student is doing.

Examples:

*You are crying.*

*You are sleeping.*

*You are dancing.*

*You are making fire.*

*You are hot.*

*You are cold.*

*You are eating bannock.*

The first correct student gets a point for his or her team. Then the two second students on each team try as the teacher/student acts out something different.

\*\*\*\*\*

## 23. HOW IS IT OUTSIDE?

### What do you do?

Play almost the same way as TELL THE ACTION FIRST, but the teacher acts out weather expressions.

Examples:

*It's cold out.*

*It's dark.*

*It's snowing.*

*It's raining.*

*The sun is shining.*

The students describe the weather that is acted out. The first correct student gets a point for his team. Then the two second students try as the teacher changes his actions.

\*\*\*\*\*

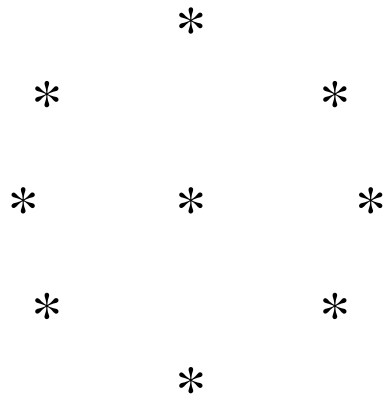
## 24. WHO IS IT, BLINDMAN?

**What do you need?**

Blindfold

**What do you do?**

Blindfold one child. This child is **It**. Other students form a big circle around **It**.



The students walk in a circle around **It**. When **It** claps three times, the class freezes. **It** moves. When he finds someone the class asks, all together, **Who is it?**

**It** guesses, *It's* \_\_\_\_\_.

The class answers, *Yes*, or, *No*. **Who is it?**

**It** gets three tries to figure out the name of the person he found. When he does this, choose another student to be **It**, and repeat the game.

\*\*\*\*\*

## **25. WHAT IS IT, BLINDMAN?**

**What do you need?**

Blindfold, and review objects.

**What do you do?**

Play almost the same way as WHO IS IT, BLINDMAN. In this game, though, give the students in the circle each an object to hold in their hand.

When **It** finds a student, that student gives **It** his object.

Class now asks, **What is it?**

**It** answers, *It's a* \_\_\_\_\_.



Another way: When **It** finds a student, that student puts **It's** hand on a part of his body (his hair, for example).

The class asks, *What is it?*

**It** answers, *It's his hair.*

\*\*\*\*\*

## 26. STROKING THE DOG

**What do you do?**

Choose one child to be the dog.



The dog hides his/her eyes. The teacher chooses another student, who comes and pats the dog as if it were a puppy.

The class asks together, *Who is it?* The dog then tries to guess who came over:  
*It's* \_\_\_\_\_.

The class answers, *Yes, it's* \_\_\_\_\_, or, *No. Who is it?*

The dog gets three tries. Then play again, changing students.

\*\*\*\*\*

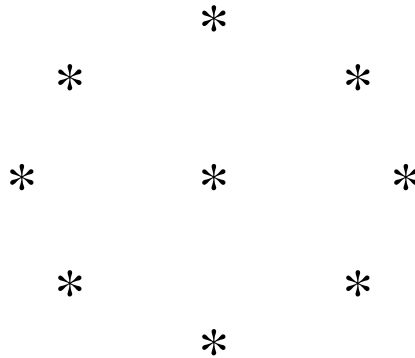
## 27. WHO'S THE CAT?

### What do you need?

Blindfold

### What do you do?

Choose a student as **It** and put him in the center of the circle.



The class says together, *Where's the cat?* **It** turns around three times, and points. The child pointed to is the cat, and must say *Miaow, Miaow*. The class then asks *Who is it?* **It** guesses, *It's \_\_\_\_\_*. The class replies, *Yes, it's \_\_\_\_\_*, or, *No, it's not \_\_\_\_\_*, *Who is it?*

Give **It** about three guesses.

\*Change the animal. This game could be:

Who's the dog?  
Who's the mouse?  
Who's the horse?  
Who's the squirrel?  
Who's the moose?

Students pretend to be these or other animals by making their sounds.

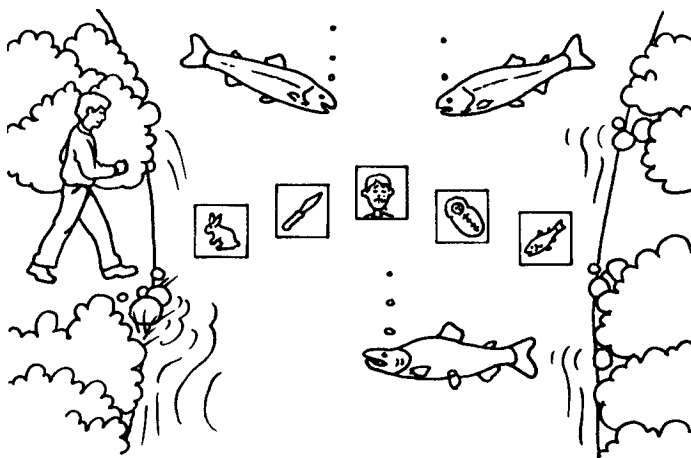
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## 28. SPLASH

### What do you need?

Five or six small review pictures.

Gameboard or picture on poster paper or blackboard, similar to the one below.



### What do you do?

Students try to hop across the creek or river on the rocks (or pictures) by using each picture in a sentence.

For the game above, a student might say:

*I see a rabbit.*

*This is a knife.*

*The boy is crying.*

*Here's a baby.*

*I want fish.*

Each student makes it safely if he gets all the way across fairly swiftly. If a student doesn't know a word, the students wait for a few seconds and then say together, *Splash. You fell in.*

Another student then tries.

\*Change the rocks (pictures) so they show what you want to review.

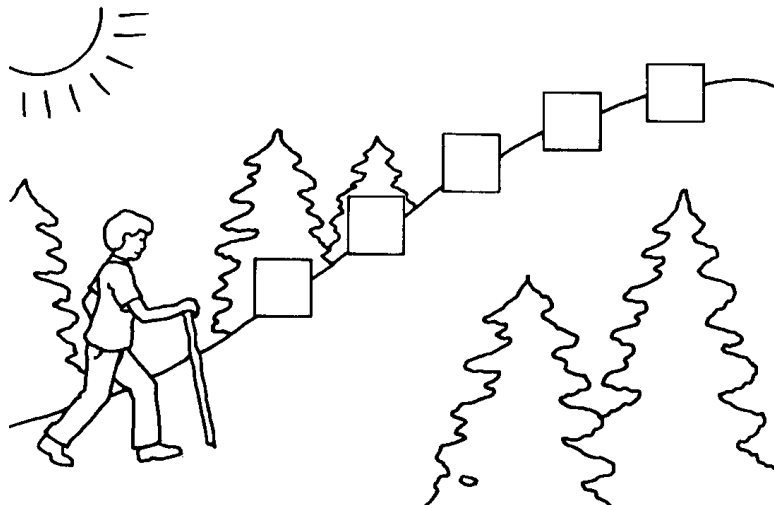
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## 29. OUCH

### What do you need?

Five or six small review pictures.

Picture on poster paper or blackboard, similar to the one below.



### What do you do?

Play almost like SPLASH, only students are now trying to climb up the mountain. If they don't make it, the class says, *Ouch. You fell down.*

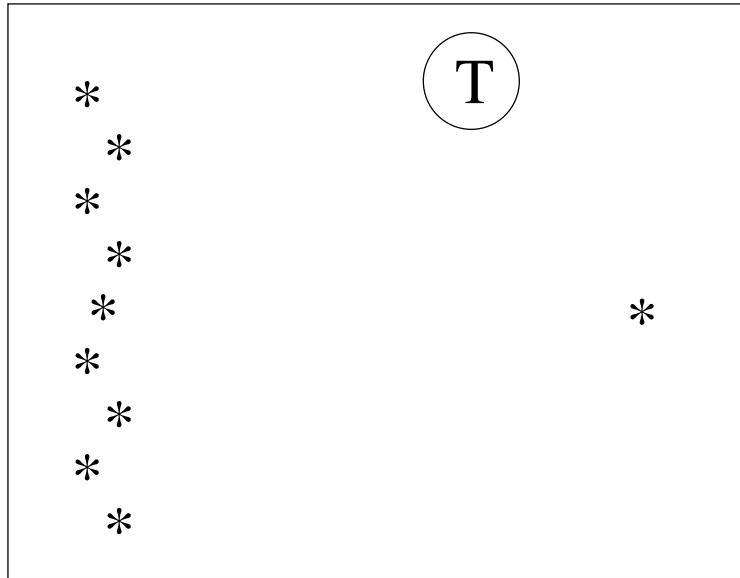
\*There are many games similar to SPLASH and OUCH. If you think of any, make a new picture and try them.

\*\*\*\*\*

### 30. WOLF, WOLF

#### What do you do?

Send the class down to one end of the room or hall. Put one student, the **Wolf**, at the other end.



The students ask, all together, a question such as, *What do you want?*

The **Wolf** may reply:

*I want dry meat.*

or

*I want rice.*

or

*I want caribou.*

or

*I want \_\_\_\_\_.*

After each reply, the students take three small steps towards **Wolf**. They can count together as they do it, *One, Two, Three*. Then they ask again, *What do you want?*

Repeat, until the **Wolf** answers with, ***I want a rabbit***, which is the key sentence.

At this point the students run back to where they came from. Anyone the **Wolf** touches becomes his helper.

Play until most of the students are caught.

Remember, the **Wolf** can wait until students are very close to him before saying the key sentence. Make sure the whole class knows what this key sentence is.

Examples of other questions and answers that can be used to play this game:

***What do you see?***

***I see \_\_\_\_\_.***

***What are you eating?***

***I'm eating \_\_\_\_\_.***

***Who do you want?***

***I want \_\_\_\_\_.***

\*This game can become too noisy and rough. Before the class plays, lay down certain rules such as **No pushing!** You might even want to have them crawl or hop away from the **Wolf**, instead of running (the **Wolf** must then crawl or hop too).

\*\*\*\*\*

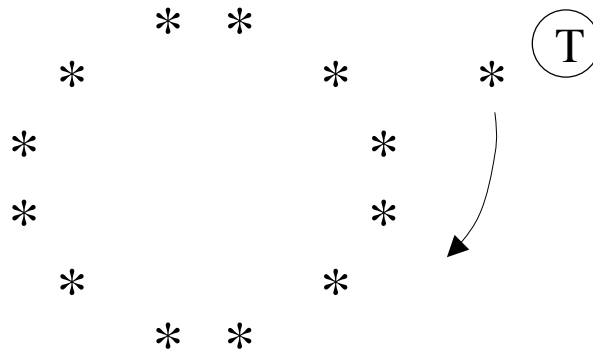
### 31. CIRCLE / GOPHER IN THE HOLE

#### What do you need?

One review picture or object for each student.

#### What do you do?

Put the students into a circle. One student, outside the circle, is **It**.



Each student sitting in the circle is given a picture or an object.

**It** walks or skips around the circle looking at the objects. When **It** says, for example, *I see a cup*, **It** should be directly behind the student with the cup.

**It** then runs around the circle one way, and that student runs around the other way. Both try to get back and sit in the place where the cup is.

The slowest one, who doesn't sit down, becomes **It**.

\*\*\*\*\*

## 32. HITBALL

### What do you need?

Small round ball made out of wool or nerf ball.

Pictures of places.

### What do you do?

Tape the pictures of the different places (a house, river, town, mountain, lake...) up around the room. Clear a space for the students to move. Tell the students they must crawl, hop, walk, or...

The teacher says, *Go to the* \_\_\_\_\_. The students all head in the direction of that picture.

The teacher throws the ball of wool at the students. If anyone is hit, the teacher asks that student, *Where are you walking to?*

The student answers, *I'm walking to the* \_\_\_\_\_.

\*\*\*\*\*

## 33. WHISTLE

### What do you need?

Whistle.

Picture of places.

### What do you do?

Play almost like HITBALL, only blow the whistle to catch students instead of throwing a ball of wool at them. Those students who are caught farthest from the picture must answer your question, *Where are you walking to?*

\*\*\*\*\*



### 34. CLOTHES PINS

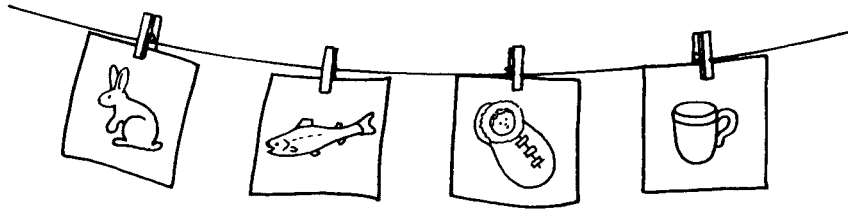
#### What do you need?

Line strung across room, or a corner of it.

Clothes pins.

About ten review pictures.

#### What do you do?



The students take turns trying to take off and hold in one hand as many clothes pins as they can. They must only use one hand.

As they take each clothes pin, they use the picture hanging on it in a sentence like, *I have a \_\_\_\_\_*, or, *Here is a \_\_\_\_\_*.

When a child drops a clothes pin the next child tries. See who can hold the most clothes pins.

\*If you have enough pictures and clothes pins, two or three students can be trying different places on the clothes line at the same time.

\*\*\*\*\*

### 35. MUSICAL BAG

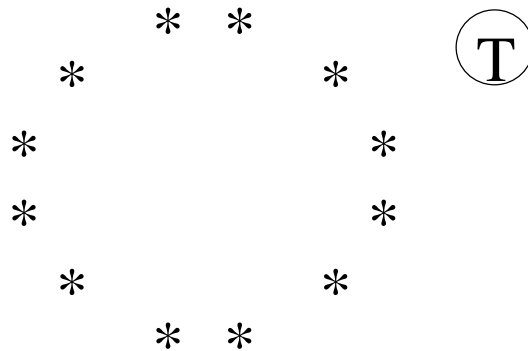
#### What do you need?

Paper bag(s).

Objects for review.

CD player, cassette player, radio, or drum.

#### What do you do?



Put the class in a circle. They start passing a paper bag with objects in it around the circle. You can use two paper bags if you start them at different places in the circle.

The teacher plays music, stopping it once in a while. When the music stops, the child holding the bag takes an item from it and uses it in a sentence.

Examples:

*I have a \_\_\_\_\_.*

*Here is a \_\_\_\_\_.*

*This is my \_\_\_\_\_.*

*I see my \_\_\_\_\_.*

\*\*\*\*\*

### 36. MUSICAL STICK

#### **What do you need?**

Short willow(s).

CD player and CD, or tape player and tape, or piano.

Objects.

#### **What do you do?**

Play almost the same way as MUSICAL BAG, but when the music stops the teacher asks each student holding a willow either to answer a question or to do something.

Examples:

*What's your name?*

*My name is \_\_\_\_\_.*

*Hand me \_\_\_\_\_.*

*Come Here.*

*How is it outside?*

*It's \_\_\_\_\_.*

*Where is Johnny?*

*Johnny is over there.*

\*\*\*\*\*

### 37. WHAT DOESN'T BELONG?

#### What do you do?

The teacher says three things in a row while the class listens carefully. The students try to find what doesn't belong.

Examples:

(A) The teacher says:

*I'm cold.*

*It's Tuesday.*

*I'm hot.*

The correct answer is: *It's Tuesday.*

(B) The teacher says:

*He's eating.*

*He's drinking tea.*

*He's crying.*

The correct answer is: *He's crying.*

(C) The teacher says:

*I see a moose.*

*I see a caribou.*

*I see a fish.*

The correct answer is: *I see a fish.*

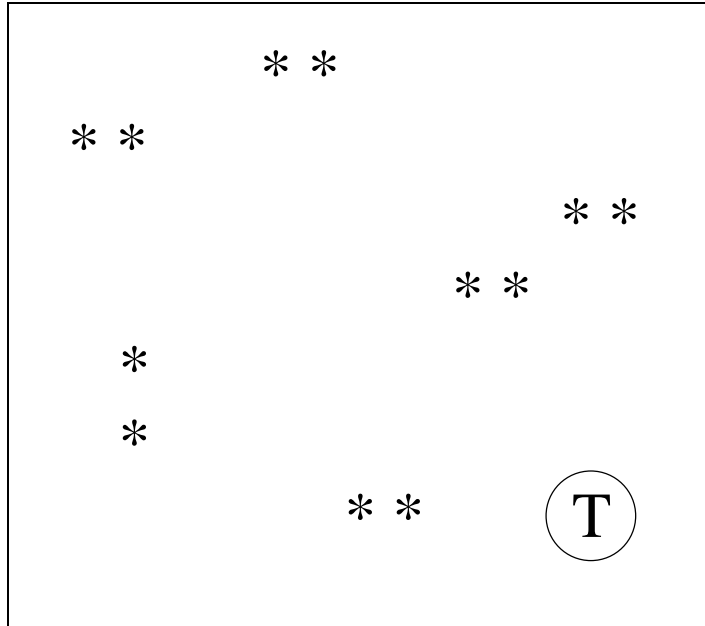
\*Students will quickly start thinking up their own examples.

\*\*\*\*\*

### 38. SHAKE HANDS

#### What do you do?

The students shake hands with each other. The teacher is left over.



The teacher calls out words or sentences that belong together.

Examples:    *I see a wolf.*  
                  *I see a bear.*  
                  *I see a moose.*

When the teacher calls out a sentence that doesn't belong, all the students must change partners.

Example:     *I see the moon.*

The teacher will run to find a partner too. The person left without a partner becomes the new teacher.

\*\*\*\*\*

### 39. FIND A CHAIR / MUSICAL CHAIRS

#### What do you need?

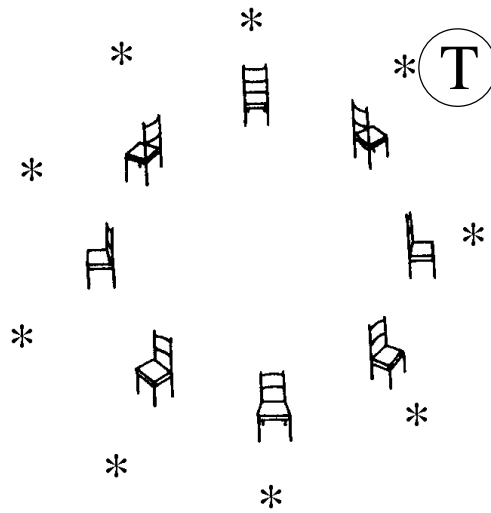
Chairs.

Example: for ten students you will need nine chairs.

Music. Drum, tape, etc. (optional).

#### What do you do?

Place the chairs in a circle, facing out. The students form a circle outside of the chairs.



The teacher starts speaking, naming sentences that belong together or plays music.

Examples:

*I see Johnny.*

*I have dry meat.*

*I see Carla.* or

*I have fish.*

*I see David.*

*I have soup.*

As the teacher talks or music plays, the students walk around the chairs.

When the teacher says something that doesn't fit with the other sentences, or the music stops, the students rush to sit on a chair.

Examples: *I see a moose.*  
*I have a kitten.*

One student won't have a chair, and is 'out'. That student can go to help the teacher (the teacher can use pictures that go with each sentence). Take away a chair and keep playing. Take one chair away each time the children sit.

Play until there is only one student left.

\*Another way: Divide the students into teams (example: They can carry red or green papers in their hands) and after five minutes see which team has the most people left.

\*\*\*\*\*

#### 40. MICE

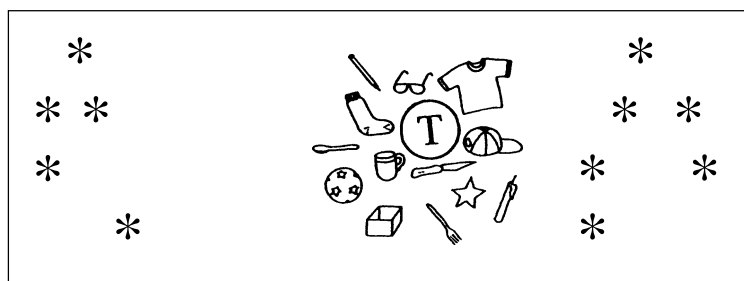
##### What do you need?

Review objects.

##### What do you do?

Form two teams of mice. Form only one team if you are doing this with a kindergarten, grade one or two class. Give each team a den.

\*Recommend four students at a time.



Sit in the middle and scatter many review objects around yourself. The mice from both teams creep up and try to take the objects. A mouse can take only one object at a time and must say, ***I have a \_\_\_\_\_***, for each object. The mouse then takes the object to his den.

The teacher sits in the middle, listening carefully. As soon as a mouse makes a mistake in his sentence, the teacher tries to catch all the mice (by touching them) before they get back to their dens.

Any mice caught must return their objects.

The team with the most objects in the end wins.

Students can take over as the teacher later on in the year.

Examples of sentences you could have the mice speak:

***I want a \_\_\_\_\_.***

***Here is a \_\_\_\_\_.***

***This is my \_\_\_\_\_.***

***I'm eating \_\_\_\_\_.***

\*\*\*\*\*



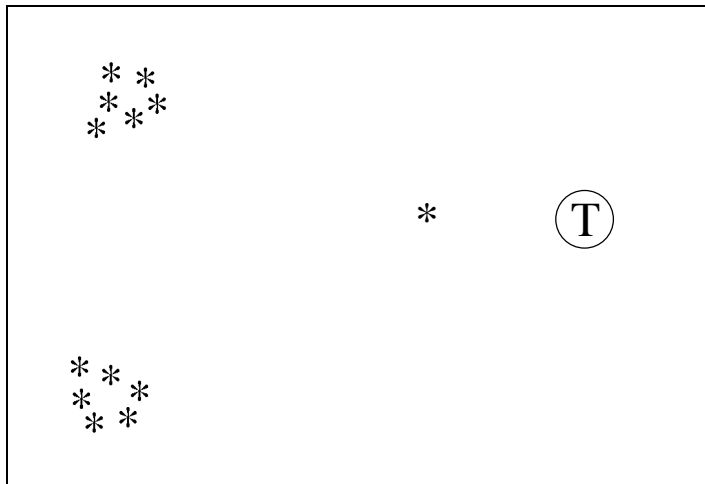
## 41. I'M GETTING DINNER

### What do you need?

Room or hallway the class can move around in.

### What do you do?

Divide the class into several teams. Give each team a food name. For example, your teams might be called *dry meat* and *soup*. Choose a student to be **It**. **It** is in the middle of the class.



The teacher says, *I'm getting dinner ready. I want* \_\_\_\_\_, naming a team.

That team runs to the teacher, trying not to be tagged by **It**.

Each team member that gets through must answer the teacher's question, *What do you want?*, to get a point for his team.

\*\*\*\*\*

## 42. NUMBERS

### What do you do?

The teacher says, *I'm thinking of two numbers that add up to eight.*

The students give combinations. Sample answers would be *two and six* or *three and five*.

Change numbers around. Keep up a quick pace. Play for a very short period of time.

\*\*\*\*\*

## 43. HOW MANY?

### What do you do?

The teacher knocks on her desk. The students listen and call out the correct number of times she knocked.

Example: The teacher raps five times. The student says *I hear five raps*.

Play only a very short time.

\*\*\*\*\*

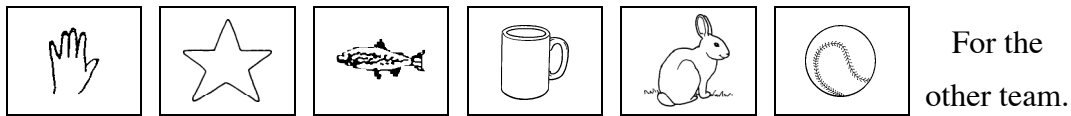
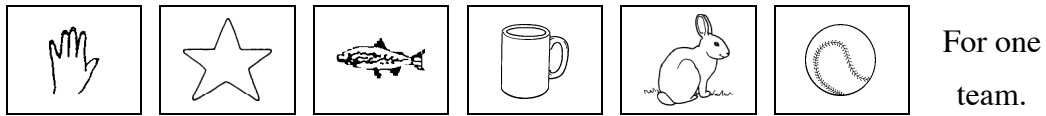
## 44. SNATCH

### What do you need?

Bean bag.

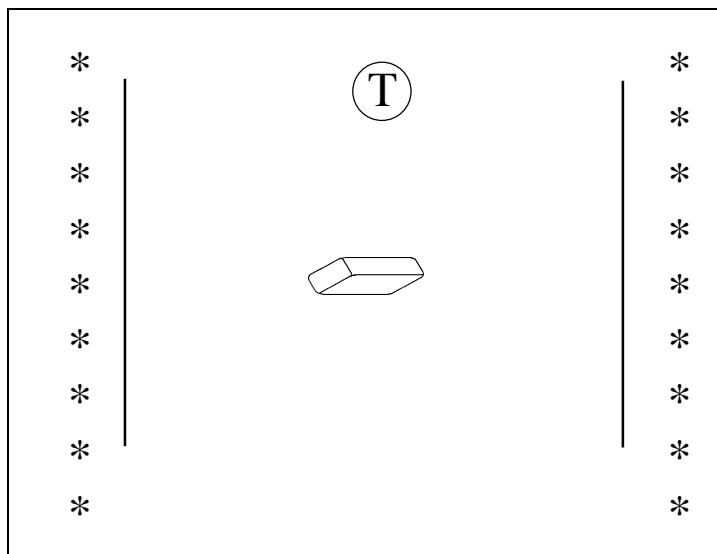
Two identical sets of pictures of objects.

Example:



### What do you do?

Sit the students in two straight rows. Mark lines with chalk or tape that they each have to sit behind.



Place the bean bag in the middle. Give each student on one team a picture. Give each student on the other team a picture from the other set.

Examples: Two rabbit pictures, so one student on each team will have a rabbit. Two cups, so one student on each team will have a cup.

The teacher stands back and asks, *Where is the* \_\_\_\_\_? Both students with that picture (one from each team) dive for the bean bag. The student who grabs it and says it in a sentence first gets a point for his team.

Keep track of points. Keep the teams behind the lines and the lines quite far apart.

\*For kindergarten classes don't use teams. Just give each child a different picture or object and play the game.

Other statements the teacher might make:

*I'm eating* \_\_\_\_\_.

*I'm drinking* \_\_\_\_\_.

*I see a* \_\_\_\_\_.

\*\*\*\*\*

#### **45. SPIN THE PLATE**

##### **What do you need?**

Two identical sets of pictures or objects.

A metal pie plate.

##### **What do you do?**

Play almost the same way as SNATCH but don't put a bean bag in the middle. Instead, just as you ask, *Where is the* \_\_\_\_\_?, spin the plate in the middle.

The first student with that picture or object to grab the pie plate while it is still spinning, without dropping it, gets a point for his team.

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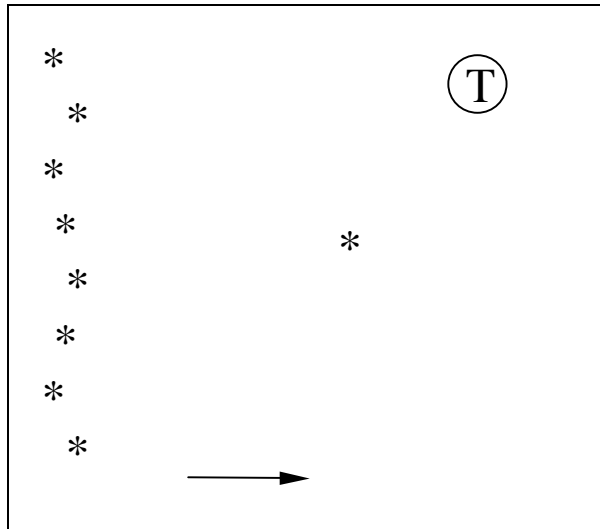
## 46. TRAVEL

### What do you need?

Paper bat (roll up a piece of paper).

### What do you do?

Send the class to one end of the classroom or hallway. **It** is in the middle with a paper bat.



The entire class asks, *What do we do?* or *What do we have to do?*

**It** then gives them a command such as *Jump, Run, Crawl, Walk, Cry, Dance...*

The students try to cross the room travelling the way they were told. While they move, **It** tries to tap them with his paper bat. **It** must also be hopping, crawling, or whatever **It** had said.

Whoever is tapped must freeze. The students who make it to the end of the room are safe.

Those tapped, are asked by **It**, ***What are you doing?*** Each must answer, ***I'm*** \_\_\_\_\_. (For example: ***I'm walking.***) They can then proceed to the end of the room.

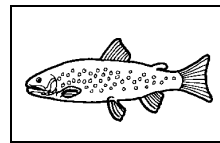
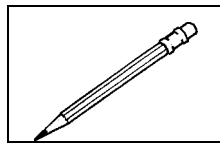
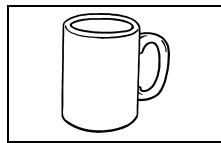
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#### 47. MIME

##### **What do you need?**

Set of review pictures.

Examples:



##### **What do you do?**

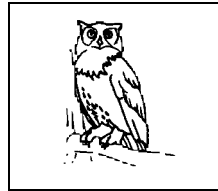
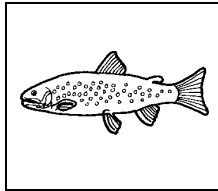
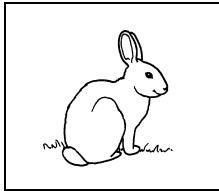
Choose any student or take a volunteer. This student is **It**. **It** comes to the teacher and turns face up one of the pictures from the set. The rest of the class can't see what the picture is.

**It** acts out what is in the picture. The teacher then asks the class ***What is it?***, ***Who is he?***, ***What is he eating?*** (whatever applies).

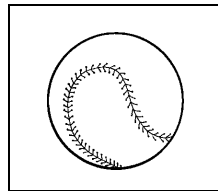
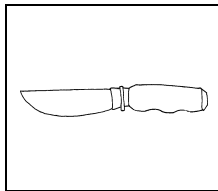
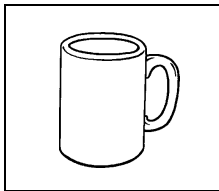
The students answer, trying to guess what **It** is acting out.

Examples from picture sets that can be acted out:

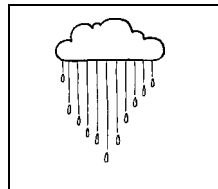
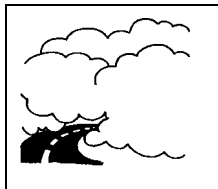
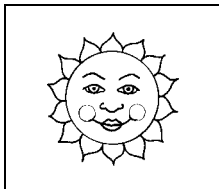
*animals*



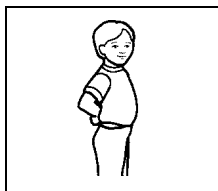
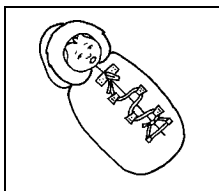
*objects*



*weather*



*people*



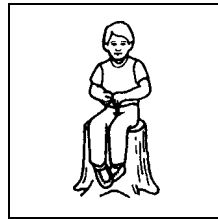
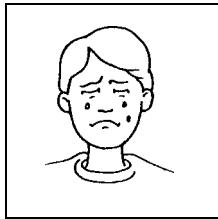
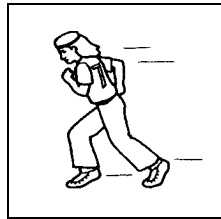
\*\*\*\*\*

## 48. ACTION MIME

### What do you need?

Set of action pictures.

Examples:



### What do you do?

Play just like MIME but use action pictures. **It** will do an action. The teacher asks, ***What is he doing?***, and the entire class answers,

***He is*** \_\_\_\_\_.

\*\*\*\*\*

## 49. TEAM MIME

### What do you need?

Review pictures (as for the MIME activity)

### What do you do?

Divide the class into two teams. Each team has a volunteer at the front of the room.





The first team's volunteer uncovers a picture and acts it out. **That team only** tries to guess what he is acting out. The other team must be quiet.

If the first team guesses correctly in thirty seconds, they get one point.

The second team's volunteer then does the same thing with the second team. The first team must now be quiet.

Keep track of points. Change volunteers once in a while.

\*\*\*\*\*

## 50. DO WHAT I DO

### What do you do?

The teacher calls out an action. Example: *In Carmacks, children run*. The teacher also acts this out.

The students copy the teacher's actions, repeating what she says.

After a short while, the teacher claps her hands. The class freezes. The teacher calls out a new action such as, ***In Pelly, children play.*** Then the game continues.

Stop after five or six action words.

Other examples of what the teacher might call out:

***I'm picking berries.***

***I'm fishing by hook.***

***I'm tanning a hide.***

***I'm dancing.***

***It's raining.***

***It's sunny.***

***It's snowing.***

***It's windy.***

***I'm eating dry meat.***

***I'm eating a carrot.***

***I'm eating bannock.***

***This is a big grizzly.***

***This is a little grizzly.***

***This is a big moose.***

\*\*\*\*\*

## 51. COPY THE TEACHER

### What do you do?

The teacher makes statements and carries out the actions at the same time.

Examples:

*A baby cries.*

*Birds fly.*

*Fish swim.*

*Kids play.*

*George sits.*

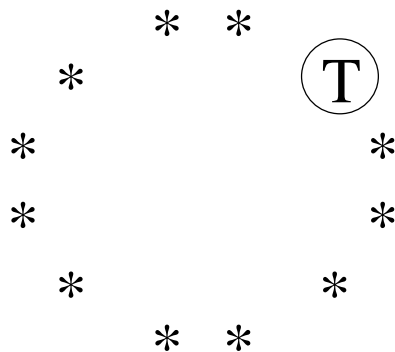
The students copy the teacher, repeating what she says. When the teacher says something **false** such as *Moose fly*, the students must freeze.

Continue the game at a brisk pace.

\*\*\*\*\*

## 52. PRETEND

### What do you do?



Sit in a circle. Each student takes a turn pretending he has something in his hands. Other students try to guess what it is.

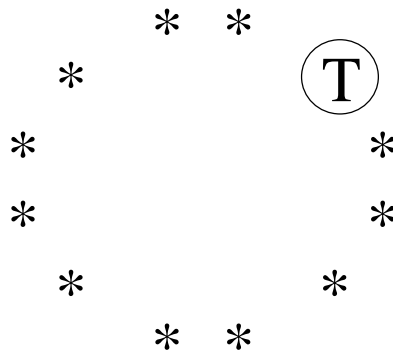
The students ask, *Is it a* \_\_\_\_\_?, or, *Do you have a* \_\_\_\_\_?

The student replies, *Yes*, or, *No*. If the students can't find out after four tries they ask, *What is it?* The student replies, *It's a* \_\_\_\_\_.

\*\*\*\*\*

### 53. WHAT DO YOU SEE?

**What do you do?**



Sit in a circle. Each student takes a turn drawing something in the air, or pretending to hold or touch something. That student then asks the class, *What do you see?*

The students try to guess. *I see a* \_\_\_\_\_.

\*\*\*\*\*

## 54. TRUE OR FALSE?

### What do you need?

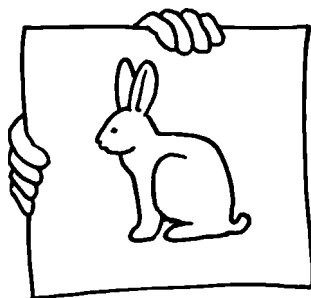
Set of review pictures or objects.

### What do you do?

The teacher holds up something and says a sentence about it. The class answers, *Yes*, or, *No*, depending on whether or not the teacher's statement was true.

Keep track of points. If the class makes a mistake you get a point. If everyone in the class is correct, the class gets a point.

Example:



Teacher:     *Here is a wolf.*

Class:       *No, it's a rabbit.*

The point goes to the class because they answered correctly.

\*\*\*\*\*

## 55. WHAT DO I HAVE?

### What do you need?

Paper bag.

Objects for review.

### What do you do?

Put a variety of objects in a bag. As you put each object in, review it with the class.

One child is **It** and chooses one thing from the bag, hiding it behind his back. **It** asks, *What do I have?*, or, *What is this?*

The class tries to guess what it is, asking, *Do you have a \_\_\_\_\_?*, or, *Is it a \_\_\_\_\_?*

**It** answers, *Yes*, or, *No*.

Whoever guesses correctly changes places with **It**.  
Continue the game.

\*\*\*\*\*

## 56. PET DOG

### What do you do?

Choose a student to be the Dog. It must do everything it is told. The teacher and class, one at a time, can give it commands.

See if the Dog understands what it is told to do.

Examples:

***Come here.***

***Go to Sandra.***

***Bring me a cup.***

***Jump.***

***Quiet.***

***Go to sleep, now.***

Take turns being the Dog.

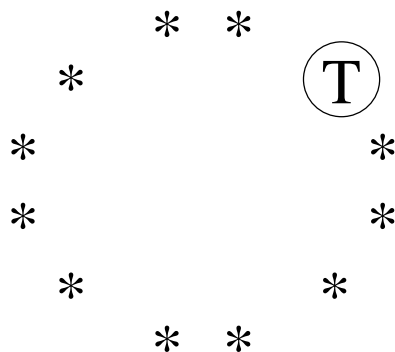
\*When the class has learned words like ***quickly, slowly, angrily,*** the dog can follow instructions in that way. It can ***Come quickly, Go to Sandra quickly,*** and so on.

\*\*\*\*\*

## **57. ADD A WORD**

**What do you do?**

Sit in a circle.



The teacher starts with a sentence such as, *I like to eat dry meat.* The student beside her says this and adds something such as, *I like to eat dry meat and potatoes.* The next student adds more again, saying perhaps, *I like to eat dry meat, potatoes and rice.*

Keep on, around the circle. See how much the children can remember.

Other examples:

*I see* \_\_\_\_\_.

*I see* \_\_\_\_\_ *and* \_\_\_\_\_.

*I want* \_\_\_\_\_.

*I want* \_\_\_\_\_ *and* \_\_\_\_\_.

*I have* \_\_\_\_\_.

*I have* \_\_\_\_\_ *and* \_\_\_\_\_.

\*\*\*\*\*

## 58. WHAT AM I DRAWING?

**What do you need?**

Blackboard or large piece of paper.

**What do you do?**

Think of something to draw. Start to draw it. After each line, ask *What is it?*, or, *What do you see?*

The students put hands up as they think of answers. *Is it a* \_\_\_\_\_?  
Each time a student guesses, add another line onto your drawing.



Keep going, making your drawing more and more complete. When a student guesses correctly, answer, ***Good. Yes, it's a*** \_\_\_\_\_. That student becomes the teacher and starts another drawing.

\*\*\*\*\*

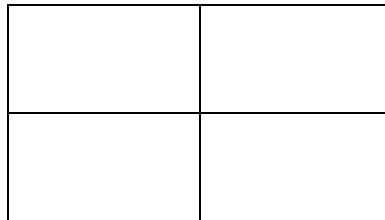
## **59. DRAW THE PICTURE**

### **What do you need?**

Pencils or crayons.

A piece of paper for each student.

They can divide the paper up like this:



### **What do you do?**

Each student has a paper and pencil. The teacher tells the students what to draw.

Examples:

***Draw a fish.***

***Draw a big red cup.***

***Draw a boy running.***

***Draw a black sock.***

***Draw a woman picking berries***

The students put their names on the papers and hand them in to the teacher.

These papers will show the teacher who understands well, and who doesn't.

\*\*\*\*\*

## 60. DRAW THE FACE

### What do you need?

Piece of paper and pencil for each student.

Blackboard.

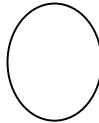
### What do you do?

The teacher starts drawing a face. After she draws each part, she tells about it.

The students repeat after her and draw the part on their paper.

Example:

*Here's his head.*



*Here are his eyes.*



*Here's his nose.*



Let students take turns being the teacher.

\*Draw people, houses, animals or other pictures this way. The students will end up with the same drawing each time as the teacher.

\*\*\*\*\*

## 61. MONSTERS

### What do you need?

Blackboard or large paper

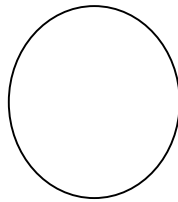
Coloured chalk or markers.

### What do you do?

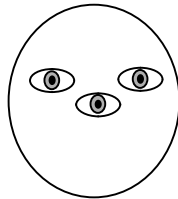
The students, one at a time, describe an object or make-believe monster to the teacher. The teacher must draw as the children describe it.

Example:

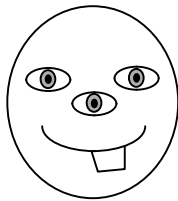
*He has a big head.*



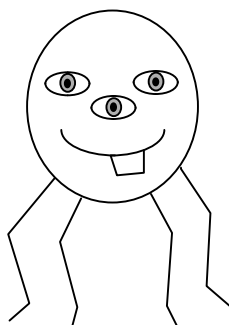
*He has three eyes.*



*He has a big tooth.*



*He has four legs.*



\*Change. Give each child a piece of paper, and the teacher describes a monster to them. The students draw what the teacher describes.

\*\*\*\*\*

## 62. PIN THE PICTURE

### What do you need?

Big safety pin.

Review pictures.

### What do you do?

Review all the pictures with the class. Choose a student to be **It**. **It** comes to the front of the class.

The teacher chooses one picture, keeps it a secret from **It**, and pins it on **It's** back.

**It** turns to show the class his picture, then starts asking the class, *Is it a \_\_\_\_\_?*, or, *Do I have a \_\_\_\_\_?* The class answers *Yes, It's a \_\_\_\_\_*, or, *No, It's not a \_\_\_\_\_*.

**It** gets four of five tries to guess what is pinned on his back. When he does guess, choose another student, and continue the game.

\*\*\*\*\*

### 63. MY, YOURS, HIS/HERS

#### What do you do?

Point to yourself. The students point to themselves. Everyone says *my*.

Point to each other. The students do also. Everyone says *your*.

Point to a picture of a boy or girl. Everyone else points, and says *his* or *hers*.

Keep the game brisk, but short.

\*Expand this activity. Point to your own hair. Everyone does it, and says, *This is my hair*. Carry on with *This is your hair*. *This is his hair* and so on.

\*\*\*\*\*

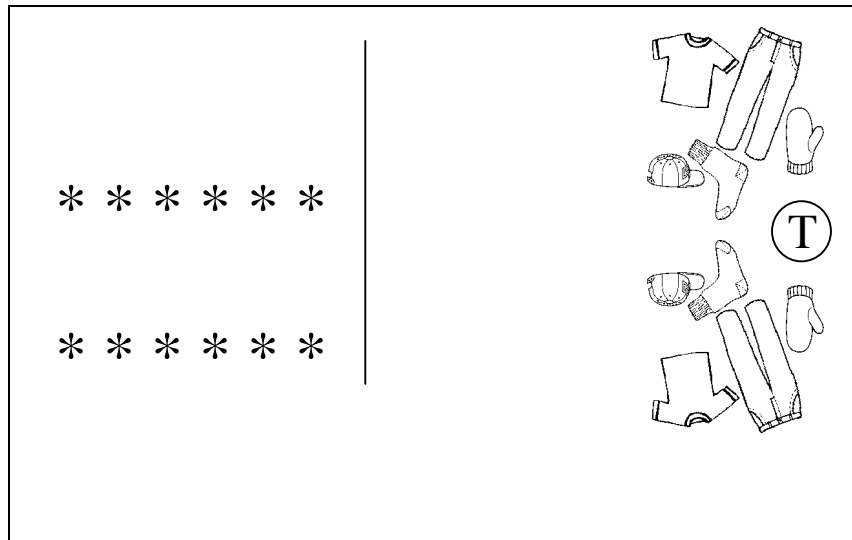
### 64. TEAM CLOTHING RACE

#### What do you need?

One piece of extra clothing for every student.

#### What do you do?

Divide the class into two teams. Mark a line (with tape or chalk). The students must stay behind this line. Scatter all the extra clothes in a pile at the other end of the classroom.



Start the race. The first student on each team runs to the clothing, takes something, tells you what he has, *This is a \_\_\_\_\_*, or *I have a \_\_\_\_\_*, puts it on, and runs to the end of his team.

When he crosses the line, the next person on his team runs up and does the same thing.

The first team all done sits quietly in a straight line. They are the winners.

\*You may want to use just one team for kindergarten or grade one classes.

\*The race can be continued by having the students run up and take off their extra clothes, telling you what they are taking off each time.

\*\*\*\*\*

## 65. MATCH THE PICTURE

### What do you need?

A pile of old magazines.

Review pictures.

### What do you do?

Each student has a magazine. The teacher shows the students a review picture, saying *I want a* \_\_\_\_\_, *Hand me* \_\_\_\_\_, or *Bring me* \_\_\_\_\_.

The students leaf through magazines, trying to find a picture of that thing.

The first student to do so shows the teacher his picture and tells her what it is: *This is a* \_\_\_\_\_, or *Here is a* \_\_\_\_\_, or *I have a* \_\_\_\_\_.

That student gets the teacher's review picture to keep until the language class is over. See who collects the most review pictures.

\*\*\*\*\*

## 66. SPIN THE BOTTLE

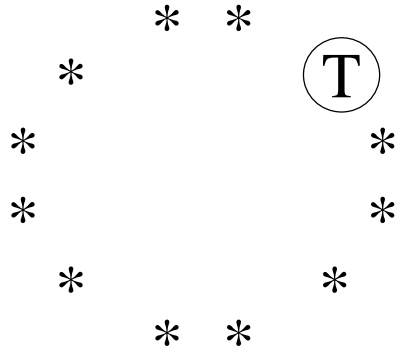
### What do you need?

Empty pop bottle.

Review pictures or objects.

### What do you do?

The class sits in a circle. Every student has a review picture or object in front of them.



The teacher spins the bottle. Whoever the bottle points to must use his picture or object in a sentence.

Examples:

***I have a \_\_\_\_\_.***

***This is a big \_\_\_\_\_.***

***This is my younger brother.***

That student then spins the bottle to continue the game.

\*You don't have to use pictures or review objects. You can practice question and answer conversations, or even give orders. Whoever the bottle points to must answer a question you ask. Then they spin the bottle and ask the next student a question.

Examples:

***What is your name?***

***My name is \_\_\_\_\_.***

***Where do you come from?***

***I come from \_\_\_\_\_.***

\*\*\*\*\*



## 67. STORE / TRADING POST

### What do you need?

Empty food cans, cereal boxes.

Old pots.

Store items.

Money.

\*Students can help supply these if asked.

### What do you do?

Set up a counter, as in a store. One or more students are bankers and storekeepers. The students use play money or pennies to buy things.

Talking is done in your own language.

Examples:

*How are you?*

*I'm fine.*

*What do you want?*

*I want the rice*

*Here it is.*

*Here's the money.*

*Thank you.*

Practice conversations and sentence patterns you have taught. Other examples might be, *Do you have* \_\_\_\_\_?, or, *Do you want* \_\_\_\_\_?

\*\*\*\*\*

## 68. ANAGRAMS

### What do you need?

Blackboard or large piece of paper.

A piece of paper and pencil for each student.

### What do you do?

This is for the older grades only, who might have learned how to spell some words.

The teacher takes a word such as *män* (lake in Tutchone) and mixes up the letters. It becomes *nmä*.

The students try to unscramble all the words the teacher gives them.

Examples:

*mnä* (*män* or “lake” in Tutchone)

*lnit* (*tlín* or “dog”)

*ädñ* (*dän* or “person”)

*ras* (*sra* or “bear”)

Give the students five to ten words to try. Don’t play too often.

\*\*\*\*\*

## 69. CALENDAR

### What do you need?

Big sheet of poster paper drawn to look like a calendar.

Example:

Ze May						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### What do you do?

If there is a name for the month or days in your language, add these to your calendar.
































Tape the calendar up on the wall of the classroom.

Each day you teach, quickly review the name of the day and the month. Look at the weather. The students can draw a picture on the calendar (clouds, rain...) in the correct space.

Discuss the weather. This is part of your everyday classroom conversation.

Special events could also be drawn, such as a moose kill, a potlatch, ice break-up or a local event.

Your calendar at the end of the month might look something like this:

Ze May						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 	2 	3 
4 	5 	6 	7 	8 	9 	10 
11 	12 	13 	14 	15 	16 	17 
18 	19 	20 	21 	22 	23 	24 
25 	26 	27 	28 	29 	30 	31 

Make a new calendar up for the next month.

\*\*\*\*\*

## 70. FISH (CARD GAME)

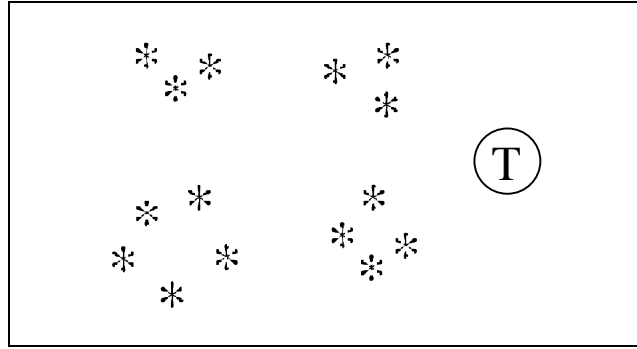
### What do you need?

One deck of cards for every three to five students.

(See *Materials* section of this guidebook.)

### What do you do?

The students sit in groups of three to five.



Play as in an ordinary game of *fish*, but using your special deck of cards.

The object is to get four pictures of the same thing (four rabbits, for example). When this happens the student places those four cards on the floor in front of him. This is one point for him. The student with the most points at the end of the game wins.

A group of students begins by shuffling the deck. Deal out seven cards to each student. Place all the cards left over face down in the middle.

Start to play. For example, the first student asks the person to his left, ***Do you have a cup?*** The one asked answers, ***Yes, I have a cup***, or, ***No, I don't have a cup***. If ***yes***, that student must give all his or her *cup* pictures to the first student.

If ***no***, he says, ***Fish***, and the first student (the one who asked) takes a card from the deck in the middle.

Then it is the next student's turn to ask the student beside him for something he or she needs, and so on.

Keep playing, either until all sets of four have been laid down, or else for a period of time (about ten minutes).

\*\*\*\*\*

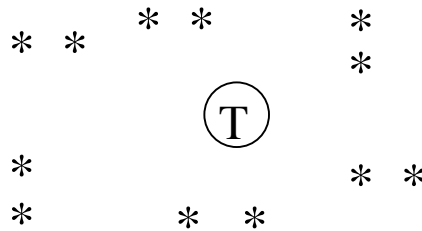
## 71. SNAP (CARD GAME)

### What do you need?

One deck of cards for every two or three students.

### What do you do?

The students sit facing each other.



Each group deals out the entire deck of cards. Students playing together slap down their top card, all at the same time.

If the two pictures differ, students stay quiet. If the two pictures are the same, the first student to say, *It's a* \_\_\_\_\_, correctly identifying the picture, wins all the cards on the floor so far.

Continue. Students keep quickly slapping cards down.

Play for a short time (five minutes). Whoever has the most cards at that time is the winner.

## **72. CONCENTRATION (CARD GAME)**

### **What do you need?**

One deck of cards.

### **What do you do?**

The students spread out all the cards face down.

One student starts, turning over any two cards. If the cards are the same, the student keeps them, provided he or she uses the word for that picture in a sentence. If successful, he or she takes another turn.

If the two pictures (cards) differ, the student turns them face down again and the next student in the group takes a turn.

The winner is the person who has the most cards at the end of the game, or at the end of five to ten minutes.

\*\*\*\*\*

## **73. FIELD TRIP**

You may want to take your class out of the school to show them things such as:

- birds
- animals
- plants
- berries
- fish
- place names
- relatives
- household items

The students usually benefit from and enjoy these trips. There are a few things you should check before you leave:

1. The instructor must find out the school procedures for organizing a school trip. Quite often several days advance notice is required.
2. The students should be dressed for the weather.
3. The class should be kept firmly in control and close to you (don't take too many students at once).
4. Parents or other school personnel may be willing to come and give you a hand supervising the students.

\*\*\*\*\*

## **74. BEAN BAG TOSS**

### **Game Objective:**

This game helps younger students memorize or learn new vocabulary and sentence structures. For older students this activity can be used for listening exercises when teaching literacy.

### **What do you need?**

Flashcards, objects or cards with target sounds (such as **t** and **t'**) on them.

2 boxes (optional).

### **How to play:**

Arrange the students into two teams. Put the two boxes in front of the teams. Put either a flashcard or object in front of each box. The first student in each team is given a bean bag. The teacher says a sentence, the first person to get the bean bag into the correct



box and repeat the sentence correctly is given a point. The first team to get five points is the winner.

**Advanced Student Version:** This activity can be easily adapted to be used for high school students and listening exercises. When using this activity for high school students you can add another box. When adapting this activity to a listening exercise, the teacher can put flashcards or the target sound in front of each box. The teacher says a word, the students throw the bean bag into the box with the same sound. The student who is first, and correct, scores a point for his/her team. The first team to get ten points is the winner.

\*\*\*\*\*

## **75. BALL ROLLING / NAME CARDS**

### **What do you need?**

Ball.

Name cards (optional).

### **What do you do?**

The teacher begins by rolling the ball to a student.

The teacher asks that student, ***What is your name?*** The student replies ***My name is \_\_\_\_\_***. Then the student rolls the ball to another student and repeats, ***What is your name?*** That student replies, ***My name is \_\_\_\_\_***.

This goes on until all the students have had a turn.

This can be used for any of the conversation lesson parts (***Where do you live? etc.***). The students can pretend to be someone else by using name cards. Make the name cards (print or type names which can be mounted onto cards). Some ideas for names are singers, politicians, bands (local and national), cartoon characters, teachers, etc.

\*\*\*\*\*

## 76. BALLOON GAME

### What do you need?

Two different colour balloons.

Small review cards.

### What do you do?

Put small review pictures into the balloons and then blow up the balloon. Give one balloon to each student on each team. When the teacher says "go" everyone tries to pop their balloon. If a student pops a balloon he/she will have to answer a question. The question uses the sentence structure you are teaching, for example, *What is this? This is a \_\_\_\_\_.*

The first team to pop all their balloons must sit quietly to be a winner.

\*\*\*\*\*

## 77. BINOCULARS

### What do you need?

Binoculars.

Flashcards/Objects.

### What do you do?

Group the students at one end of the classroom.

Stand at the opposite end of the classroom with the flashcards or objects.

One of the students should have a pair of binoculars.

Hold up a picture/object and the student with the binoculars should look through the binoculars to see the flashcard/object that you are holding.

He/she should then identify it using the sentence pattern being used.

Repeat until most of the students have participated.

Binoculars could also be used during a relay or fire in the forest.

This can be adapted to be used with other vocabulary/sentence structures (names, places, etc.)

\*\*\*\*\*

## **78. BOWLING**

### **What do you need?**

Flashcards.

Ball.

Five sheets of bristol board.

Small card pictures.

Paper clips.

### **What do you do?**

Roll the bristol board lengthwise, tape the edges to make cylinders and attach the small card pictures. Arrange the cylinders on the floor in bowling pin fashion.

Group the students in a straight line facing the cylinders. Give a ball to the first student and that student must roll the ball towards the cylinders to try and knock them down.

When the student knocks down a pin or pins, he/she must use the picture in a sentence.

\*\*\*\*\*

## **79. CAFE**

### **What do you need?**

Small pieces of paper.

Menu.

Tea, water, and juice.

Food, for example: soup, bannock, etc.

Play money.

### **What do you do?**

Choose two students, one student to be the waitress, and the other to be the cook. The rest of the students sit around tables. They are the customers.

The waitress takes the customers orders by asking, ***What do you want?*** The customer responds, ***I want*** \_\_\_\_\_. Then the waitress goes to the cook. The cook asks, ***What does he/she want?*** The waitress says, ***He/she wants*** \_\_\_\_\_.

The waitress takes the food to the customer and says, ***Here is the*** \_\_\_\_\_. The customer says, ***Thank you.***

While students are eating they should be using conversation they have learned so far, for example: ***How are you? Are you hungry?*** When they have finished eating, the waitress gives the customer the bill. The customer pays the bill.

As the customers leave the waitress says, ***Goodbye, take care.***

### **Other possible sentence structures are:**

Are you hungry?	Yes, I am hungry.
	No, I am not hungry.
Are you thirsty?	Yes, I am thirsty.
	No, I am not thirsty.
What are you eating?	I am eating _____.
What are you drinking?	I am drinking_____.

### **Or:**

What do you want to eat?	I want _____.
What do you want to drink?	I want _____.
What are you hungry for?	I am hungry for _____.
What are you thirsty for?	I am thirsty for _____.
What is he doing?	He is eating _____.
	He is drinking_____.
What are you doing?	I am eating _____.
	I am drinking _____.

## 80. CHAMPION AND CHALLENGER

### What do you need?

A set of flashcards or objects

### What do you do?

The champion stands beside the seat of another student (the challenger).

The teacher asks a question (that has previously been taught in class.) For example, *What do you see? How is it outside? What is your mother's name? what is this?* (Using flashcards or objects.)

The first student of these two, champion and challenger, to answer correctly becomes the champion and moves to stand beside the next seated student. The activity continues until all the students have been asked. The student who is the last one standing is the champion.

\*\*\*\*\*

## 81. CHIEF

### What do you need?

A deck of cards with sets of 4, e.g., 4 boys, 4 rabbits, 4 spoons, etc.

### What do you do?

Remove one card from the deck without showing it to anyone. Deal out the rest of the cards to the students. The student lays down each pair (or four of a kind in a longer game) in their hand and says a sentence. If the sentence is incorrect, they must hold the pair in their hand until the beginning of their turn.

In turn, each student first tries to lay down any pairs and use the correct sentence. If incorrect, the turn is over. If correct, the student draws a card from any other student. If they now have a pair, they must try to lay it down using the appropriate sentence. If incorrect, they pick up the pair and the turn is over. If correct, they continue to draw from any student. Play continues until one of the students has the last card. If the card matches the one the teacher has, he/she is the Chief.

## 82. MIXED COLOUR HATS

### What do you need?

Hats with different colours.

### What do you do?

Each student gets a hat. They need to learn a special sentence that goes with the colour of the hat. The teacher asks, ***What colour hat do you have?*** The student answers, ***I have a \_\_\_\_\_ hat,*** and they recite the special hat sentence for their colour.

### Sample Hat Sentences

My name is \_\_\_\_\_.

I wear my hat wherever I go.

Oh, here is a hat and it is **red**.

And it fits my head good.

When I wear my hat of **yellow**.

They tell me I look good in it.

I hope you like my hat of **blue**.

I'll put it on now just for you.

I wear my **grey** hat just for fun.

I wear my **white** hat on sunny days

It looks quite nice my friends all say.

I put on my **green** hat to visit the park.

But I take it off when it gets dark.

And when it is dark, I put on **brown**.

This hat is for a dream.

\*\*\*\*\*

### 83. POCKET BOARD CONCENTRATION

#### Game Objective.

This game provides older students some listening practice for discrimination of similar sounds. For younger students, a simpler version will provide general listening practice.

#### What do you need?

One large playing board with pockets.

Cards in pairs with pictures representing vocabulary or sounds.

#### What do you do?

Place cards at random, face down, in the pockets of the game board. Arrange students in two teams facing the game board on the wall or chalkboard. Draw a team score chart on the board, and circle a three above the chart as you will be playing three rounds.

Team one starts by choosing a pocket number. You turn the card face up and the student says the word in a sentence, for example, ***This is a cloud.*** Team one chooses a second card, and a player says the sentence. If the cards match, and the sentence was correct, that team keeps the pair and gets another turn. If the pair does not match, or a sentence was not correct, then team two gets a turn.

\*\*\*\*\*

### 84. BEAN BAG CONCENTRATION

#### What do you need?

Sixteen flashcards, small.

Two bean bags.

#### What do you do?

The students form two lines.

Spread the flashcards out face down on the floor.

	0	0	0	0	
x x x x x	0	0	0	0	x x x x x
students	0	0	0	0	students
	0	0	0	0	
	cards				

The teacher will have the names of all the cards on paper. Example: ***one moose, one person, one dog***, etc.

When the teacher uses the vocabulary in a sentence, the first two students will drop their bean bag where they think the picture is.

The teacher will turn up the two flashcards. If one of the students has the correct card the teacher will ask: ***What is this?*** If the student replies correctly he/she will get a point for his/her team.

Repeat until all students have had a turn. The team with the most points is the winner.

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## 85. PICTURE CUBE GAMES

### What do you need?

Picture cube. There is a pattern in the Materials section.

### What do you do?

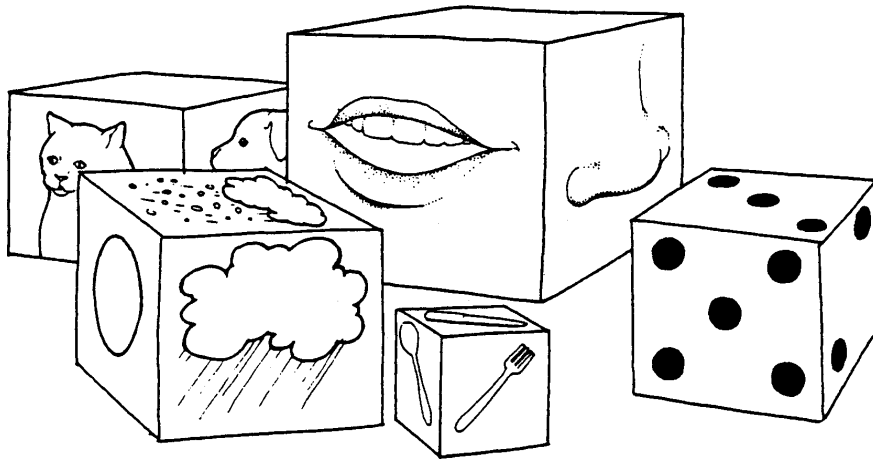
Learning cubes can be made from any perfectly square box or by cutting the pattern out of stiff paper and gluing the sides. Cut out or draw six pictures and glue one on each side of the cube.

You may want to take a class period and have students help make the cubes. This will generate a lot of teaching materials quickly. Students can cut pictures from magazines and catalogues or draw pictures for the sides.



Cubes are a great way to learn vocabulary words for weather (draw pictures of sun, clouds, snow, rain, wind, etc.), parts of the body, parts of the head, animals, birds, fish, people, buildings (hospital, store, school, church, etc.), dishes and utensils, clothing, colours, etc. If you have more than six vocabulary words, use another cube.

A smaller cube can function as a dice. You can even use two cubes to review counting: draw or glue the numbers 1, 2, 3, 4, 5 on one cube and 6, 7, 8, 9, 10 on the second cube. In the blank space remaining on each cube write *count* or *1-10*. when students roll that space, they must give all the numbers out loud.



\*\*\*\*\*

## 86. PARACHUTE

### What do you need?

Parachute.

Small cards, pairs.

### What do you do?

Give each student a small card. Students stand around the parachute. Each student should be opposite the person with the matching card.

Students slowly raise and lower the parachute. The Native Language teacher says a sentence. Students with the cards that match the sentence must switch places under the parachute before it is lowered.

## 87. SPOON GAME

### What do you need?

**Cards.** Make decks of cards which contain six sets of four items. These could be any pictures desired, sets of food, animals, clothing, etc. So a clothing deck could have, four shirts, four pants, four shoes, four hats, and four skirts.

**Spoons.** There will be one less spoon than players. For example, if there are five players there will be only four spoons.

**Scorekeeper.** The scorekeeper will need a pen and pencil.

### Players.

This game is suitable for any level. With a deck of twenty-four cards, from three to five players can take part. One student can be the scorekeeper. With six or more students it is better to make two decks of cards and have them play in groups, as it is difficult to reach the spoons with more players.

### What do you do?

Set the spoons out in the middle of the table where everyone can reach them easily. Pick a word to be the **loser word**, usually a short animal word, in your language.

Deal out the whole deck of cards.

Players sort cards into matching pictures.

Each player picks a card he doesn't need and places it face down in front of him.

The scorekeeper, or instructor, gives a command **Hukaw, Go, Pass** or something similar, and the players pass the card in front of them to the right.

Each player picks up the new card which was passed to him, and the play continues.

As soon as a player has a set of four matching pictures, he yells out the name of his set and grabs for a spoon.

As there is one less spoon than players, there will be one person who does not get a spoon. This person then receives a letter from the **loser** word chosen before play began. Often this is the word for **dog** in the teacher's language. The scorekeeper marks the letter by the name of the person who didn't get a spoon.

The object of the game is to always get a spoon and not get a letter. Once a player gets all the letters of the word, that person is out of the game. For example, if the loser word is **D-O-G** with three letters, and Mary has missed getting a spoon three times, she is out of the game. One spoon is removed and the others continue playing in the same way until only one winner is left.

### **Cautions:**

This game can become very noisy, so the students should be warned beforehand that play will be stopped if they get too noisy.

They must be careful when they grab for the spoons that no one has really long, sharp nails, or sharp rings which could scratch the other players.

\*\*\*\*\*

## **88. FIRE IN THE FOREST**

### **What do you need?**

Animal cards.

Pins.

Chairs in a circle facing inward.

### **What do you do?**

Give a different animal card to each student and review the animal names with them.

Have your students sit in the chairs and choose one student to be **It**.

The student that is **It** walks around the circle and says **I see a \_\_\_\_\_ and a \_\_\_\_\_** (names two animals). These two students are to exchange chairs and the one that is **It** tries to beat one of them to one of the empty chairs. The students must not go back to the same chair.

If the student that is **It** wants everybody to change chairs he/she must say, **Fire in the forest**, in Native language.

If one of the students returns to the same chair he/she will then be **It**.

## 89. MAGNET FISHING

### What do you need?

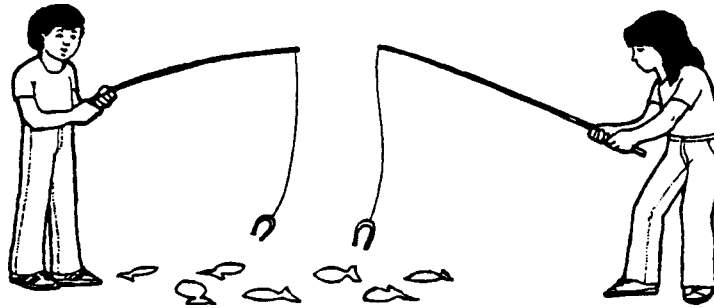
Magnet fish pole (stick or ruler with string or thread and a magnet)

Vocabulary fish

### What do you do?

This is a longer game that is good for very small children. You will need a small magnet and materials to make a fishing pole with the magnet as your lure or hook. Cut out fish shapes from coloured paper and paste vocabulary pictures on one side of each fish. Put several staples in each fish for the magnet to stick to.

Each player tries to fish using the magnet fishing pole. A player can keep the fish he catches if he can say the word in a Native language sentence.



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## 90. FISH NET

### What do you need?

Fish net.

Fish.

Small card pictures.

Chart.

Prize or stickers.

### What do you do?

First make the chart to record marks.

	Monday (Student One)	Tuesday (Student Two)	Wednesday (Student Three)	Thursday (Student Four)	Friday (Student Five)
Salmon	1	3	1		
Jackfish	4	2	3		
Sucker	3	1			
Whitefish	2	3			
<i>Total</i>	10	9			

Next the teacher sets the fish net and arranges the fish in the net. Choose a student to check the fish net on Monday to see what they have caught. They must say in Native language how many of each kind of fish they have. For instance they might say, *I caught three whitefish*, or *I caught two king salmon*, or, *I caught one sucker*. The student gets a point for each fish if they say the sentence correctly. The teacher resets the net and chooses a student to check for Tuesday's catch.

\*\*\*\*\*

## 91. FLASHCARDS AND DICE

### What do you need?

Dice.

Six review flashcards.

### What do you do?

When you have six vocabulary words to review, put the review cards on a chalkboard (print numbers above each card, 1-6).

1	2	3	4	5	6
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Students take turns rolling a die. They must correctly answer a question that matches the number they have rolled, such as,

*What is this? This is a \_\_\_\_\_.*

This game works best for smaller classes.

## 92. HEADS UP 7-UP

### What do you need?

Flashcards for half the students in the class.

### What do you do?

Pick out half of the students (usually students that have been good all through class).

Have them come up to the front of the class. Have the rest of the students put their heads down (no peeking).

Each student up front is given a flashcard. Each of them must give it to a student that has his/her head down.

After all the flashcards are given out the students come back to the front of the class and tell the other students to raise their heads.

The students that have just put their heads up must one at a time say in Native language what is on the flashcard and guess who gave it to them. If said and guessed correctly, then the student up front gets to keep his/her flashcard, and take another turn.

\*\*\*\*\*

## 93. HOT POTATO

### What do you need?

Flashcards or objects.

Bean bag or nerf ball.

Tape or CD player (optional).

### What do you do?

Review the flashcards or objects. Have the students form a circle. Give each student a flashcard. Show the students the bean bag, and tell them to think of it as a hot potato. As soon as they touch it they must pass it on to the next person.

Have the students start passing it around. The teacher closes her eyes and says, *Stop!* She asks the person with the hot potato a question. If the answer is incorrect, the

student is out of the circle. If it is correct, the student closes their eyes, passes the hot potato, waits a bit, says, ***Stop!*** and asks the question of the person with the potato.

The game goes on until everyone has had a turn, or until there is just one person left.

You can also do this activity with a tape or CD player, starting and stopping the music to control movement of the bean bag.

\*\*\*\*\*

#### **94. POSSESSIVE GAME**

##### **What do you need?**

Two spinner boards. One divided into three parts showing my, your, and his/her. The other divided into 10-20 sections showing body parts.

##### **What do you do?**

Review the body parts his/her, yours, and my.

Ask a student to spin both spinners. They must say a sentence using the information pointed to by each spinner. For instance, if one spinner shows ***my*** and the other shows ***arm***, the student might say, ***My arm hurts***, or ***I see my arm***.

You can have two teams.

\*\*\*\*\*

#### **95. LINE GAME**

##### **What do you need?**

Three large pictures or objects.

Masking tape for lines.

##### **What do you do?**

Have the students form one line in the middle with three pictures at the front.



picture	picture	picture
	student	
	student	
	student	
	student	
	student	

Review the names of the pictures. Have the students ask a question such as ***What is that?*** or ***What do you see?*** The teacher answers using one of the three words pictured in a sentence.

Students move behind the picture matching the sentence. The student/students who are too slow or are standing in the wrong place become the teachers' assistant. Play until there is a winner.

\*\*\*\*\*

## 96. POT OF SURPRISES!

### What do you need?

Game board.

Flashcards.

Flashcards with lists of treats or surprises.

### What do you do?

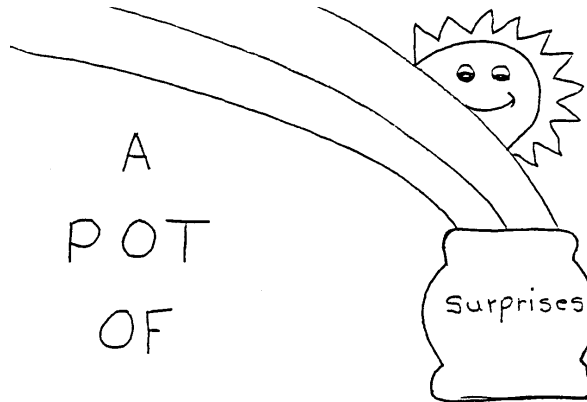
This is a good review activity before your monthly tests. Each student takes a turn in answering questions until all the flashcards are answered. For example, ***What is this? This is a \_\_\_\_\_.*** If the whole class answers correctly then the captain pulls one surprise from the pot. Whatever is written on the surprise card is the class's reward.

Note: Be sure you can provide any of the rewards immediately.



Suggested list of surprises:

drymeat for everyone  
popcorn party  
stickers  
favourite game outside  
favourite game inside  
lesson outside  
juice  
food treat



\*\*\*\*\*

## 97. RED LIGHT - GREEN LIGHT

### What do you do?

Players are at one end of the room. **It** stands on a line mark. He/she counts 1-3 (in Native language) and shouts **Green**, on which signal the players may advance. When he/she calls **Red**, anyone caught walking after this call must go back to the start.

Anyone reaching the **It** line without getting caught gains a point for his/her team, or themselves. The last player to touch the line becomes **It**. The game can be fast or slow depending on how quickly **It** calls.

Before the player gets a point he/she must answer correctly the following sample questions:

***How many do you see?***

***What is this?***

***What colour do you see?***

***What do you see?***

The students can play as individuals, or for team points. The first team **in** is the winner.

\*\*\*\*\*

## 98. SCAVENGER HUNT

### What do you need?

Paper bags.

Slips of paper.

Whistle.

### What do you do?

Divide your students into pairs. Each pair gets a paper bag containing a slip of paper with their object written in Native language. The object is secret. No-one knows what the other groups are supposed to get. Take the class outside. have them hunt for their objects and hide them in the paper bags. If they can not find the object, the slip substitutes for it. Blow the whistle to bring them back in five minutes. When the class is re-assembled in the classroom, they must guess what is in each bag, using the statement: *It is a \_\_\_\_\_*. The pair answers *yes* or *no*.

### Things to find:

2 rocks

a used match

something black

a needle from a pine tree

a feather

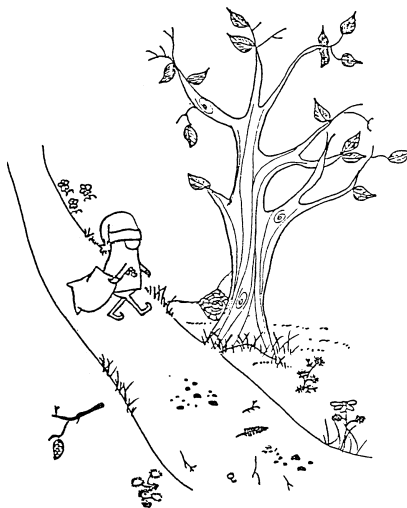
a stick

a leaf

something that crawls

a piece of bark

a piece of paper



**Note:** write these objects in Native language and review how to say each one before the hunt begins.

\*\*\*\*\*

## **99. SNAKES AND LADDERS**

### **What do you need?**

Snakes and Ladders game board with play pieces and two dice

Deck of cards with vocabulary pictures

### **What do you do?**

Play with Snakes and Ladders rules except that the students must take a card and answer a question about the picture before they roll the dice.

The teacher asks the first question. If the answer is correct, that student takes their turn. The next student draws a card and now the first student asks the question.

If the answer is incorrect, the student misses their turn and the next student gets a chance to answer the question and take a turn.

When the student's turn is over they ask the next student a question.

This encourages students to learn vocabulary and ask questions.

\*\*\*\*\*

## **100. SPINNER GAME**

### **What do you need?**

Spinner.

Spinner Game Board.

Small card pictures.

### **What do you do?**

Make the spinner board by using small card pictures and a large circle. Make sure you divide the circle into sections and put a number in each section. Make a hole in the center for the spinner.

Before you start the activity, explain how points are scored. The class plays against the teacher. Keep track of the score on a piece of paper or the chalkboard/whiteboard.

Choose a student to start the game. The student spins the spinner. When it stops spinning it points to a small card. Ask the student a question about the picture. If they answer correctly the class receives the points. If the student cannot answer correctly, the teacher receives the point.

The winner is the one who gets the most points at the end of the game.

Play this game for 5-10 minutes.

\*\*\*\*\*

## **101. SQUIRREL GAME**

### **What do you need?**

Squirrel game board.

A number of spruce cone pictures for the slots.

### **What do you do?**

Review each word in a sentence and place the spruce cone picture (in order of difficulty) in the slots on the spruce tree.

Divide the class into two teams.

Call on one member from each team to say each word in a sentence as you point to it. If he/she is correct he/she may place that spruce cone in the squirrel's nest. If he/she is incorrect or cannot remember, the class crows like a raven and the card is placed in the crow's nest.

The number of spruce cones in the squirrel's nest count as points for that student's team.

\*\*\*\*\*

## 102. STICK GAMBLING

### What do you need?

A drum or tape/CD of drumming.

A penny for each student.

Small review cards (instead of sticks).

### What do you do?

The players are divided into two teams. One person on each team is the Leader. This person is in charge of guessing which hand the members of the opposing team have their pennies hidden in.

At the start of the game both Leaders will decide which team will start by flipping a coin. A small set of review cards is set in the middle face down.

As in regular stick gambling, the Leader guesses which hand each player on the other team has hidden the penny in until they are caught with a penny. Then the opposing Leader starts guessing.

Each time a Leader misses a call on one of the players on the opposing team, that player gets to take a card and try to answer the review question. For instance, they might be asked, *What is this?* and have to answer, *This is a \_\_\_\_\_*. If they answer correctly they get to keep the card. Play continues until all the cards are won from the middle pile. After that, when a team wins a card they take it from the opposing team. This continues until one team wins all the cards or the time limit is reached.

When one team is hiding the pennies, the drummer usually drums and sings to add to the excitement.

\*\*\*\*\*

## 103. GIVING DIRECTIONS

### What do you need?

Ten or more objects or review cards.

Masking tape.

### **What do you do?**

Make a starting line with tape, and have the students stand behind it. Place all the objects or flashcards around the classroom. They can be on tables, shelves, chairs or any other place where they can be seen. You are making something like an obstacle course.

Tell the first student, *Go to the pine tree and touch it. Then go to the stump and step over it. Then go stand by the river.* If they follow the directions correctly, they get to go there. You keep giving instructions until they finish the course, or until they make a mistake, in which case they return to the beginning. Then the next student gets a chance. You should vary the order and content of the instructions to keep the students alert. For instance you might say, *Go across the river and sit on the stump.*

The first student to get through the entire course without mistakes is the winner.

\*\*\*\*\*

### **104. TEDDY BEAR SONG**

Teddy Bear, Teddy Bear turn around.  
Teddy Bear, Teddy Bear touch the ground.  
Teddy Bear, Teddy Bear reach up high.  
Teddy Bear, Teddy Bear shake hands with your partner.  
Teddy Bear, Teddy Bear touch your nose.  
Teddy Bear, Teddy Bear comb your hair.  
Teddy Bear, Teddy Bear run around.  
Teddy Bear, Teddy Bear pray.  
Teddy Bear, Teddy Bear go to sleep.  
Teddy Bear, Teddy Bear sew.  
Teddy Bear, Teddy Bear dance around.  
Teddy Bear, Teddy Bear cry.  
Teddy Bear, Teddy Bear whisper in your friend's ear.  
Teddy Bear, Teddy Bear I love you.

## 105. TOY VILLAGE

### What do you need?

Wooden blocks or small cardboard boxes.

Paint or markers

### What do you do?

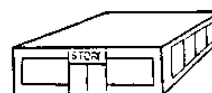
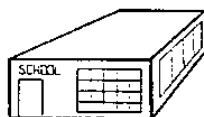
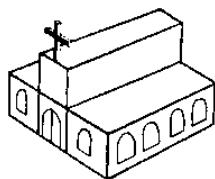
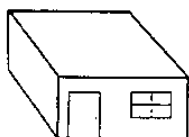
Collect odd ends of lumber or small boxes to be used as buildings. They can be of different sizes for different sized buildings. If using wood, sand the pieces well to prevent splinters from getting into hands.

Using paint or markers, make windows, doors, etc., to make each building appear as it should.

Pieces may be placed on a small table, and arranged to form the village.

### How to use the village for language teaching:

Topic	Examples
<i>Nouns</i>	school, store, house, church, etc.
<i>Possessives</i>	my house, your house, Johnny's house, our town, etc.
<i>Directions</i>	to the store, in the house, across the river, at the school, etc.
<i>Weather</i>	it's snowing (sprinkle laundry detergent); it's raining (clothes sprinkler); it's a nice day (use yellow cardboard sun), etc.
<i>Locations</i>	Where is the man, woman, etc., now?
<i>Prepositions</i>	on, in, beside, behind, in front of, etc



## 106. TRAPPERS GAME

### What do you need?

Trappers game board.

A marker for each student.

One die.

Trappers game board cards or small vocabulary cards.

Play money.

### Number of players:

4 - 6 students.

### What do you do?

Choose a banker. Each student starts the game with \$1,000.00. Players put their markers on the square marked **start**.

To start the game everyone rolls the die. The person who rolls the highest number goes first and moves their piece that many squares.

When a player lands on a square that has a picture of an animal, they collect money listed for its fur when they answer a question such as, ***What is this?*** or ***What do you see?***

If you land on the square with the question mark (?), you have to pick up a card.

A trap means miss a turn.

The rabbit means take another turn.

In the corners you either collect money or pay a bill.

The winner is the one with the most money at the end of the game.

This game may require a lot of time. Make sure you finish the game a few minutes before class ends so students can count their money.

\*\*\*\*\*



## 107. TWISTER

### What do you need?

Flashcards, two or four of each.

### What do you do?

Scatter picture flashcards on the floor.

The teacher or a student gives a command using the name of an animal or other vocabulary item on the flashcards and a body part. For example,

*Use your feet and touch a \_\_\_\_\_, or,*

*With your hand touch a \_\_\_\_\_ etc.*

The students then touch the flashcard with the appropriate parts of their body and call out the flashcards they are touching.

At the end of the game everyone should have all their parts touching a flashcard.

\*\*\*\*\*

## 108. VERB BEE

### What do you do?

Review these sentences: *What is she doing? She is sitting. What are you doing? I am sitting.*

Purpose of the game is to sharpen the student's hearing of the questions and give them practice in speaking the appropriate answers.

Divide the class into teams

Draw team lines on the board and mark the winning score like this:

*5 points to win*

Team 1	Team 2

Explain the rules:

1 point for each correct answer.

No help to be given.

If one team answers incorrectly, the same question goes to the other team.

Begin with the first person in Team 1. Ask either ***What is he doing?*** or ***What are you doing?*** (You may give a hint by pointing for very young children.)

If Team 1 answers correctly, award them a point. If the answer is incorrect, ask the same question of the first person in Team 2, and so on until a correct answer is given.

Mix up the questions to challenge the players to listen carefully. Insist on correct pronunciation in the answers.

\*\*\*\*\*

### **109. VERB GAME**

#### **What do you need?**

Verb game board

Die for advanced students

4 - 6 players.

Cards with currently learned vocabulary pictures.

#### **What do you do?**

Place the cards in a stack where indicated on the board. Place all the player pieces at the house.

Each player correctly identifies a vocabulary card before moving one space. To stay in that space, they must correctly describe the action next to that space in a complete sentence, or go back to where their turn started.

The first player to get back to the house wins.

For Advanced Students, one die can be rolled before a card is chosen. The player can choose a card and proceed only if he rolls an odd number

## 110. STOVE ACTIVITY

### What do you need?

Food containers.  
Pot.  
Kettle.  
Frying pan.  
Wood and kindling.  
Shavings.  
Empty match box.  
Stove.

### What do you do?

Review vocabulary you will be using during the activity.

The teacher asks a student, *Hand me the \_\_\_\_\_*. The student has to find the object, then give it to the teacher who says, *Thank you*.

Examples of other sentences that could be used are:

*Go and get \_\_\_\_\_.*

*Make a fire.*

*What is he doing? He is making a fire.*

*What are you doing? I am making a fire.*

When using this activity with experienced native language students, have a student ask for the objects.

\*\*\*\*\*

## 111. WHISPER

### Game Objective:

This game stresses the importance of listening, and can be used as a review or wind-down activity.

### What do you need?

List of sentences/phrases.

### What do you do?

The students sit in a circle. The teacher whispers a sentence or a phrase into one student's ear and then that student whispers what he/she heard into the ear of the next student. Remind the students that it must be quiet in the room and that they can only whisper once. Have the last student say out loud what he/she heard.

### Notes:

The first few times that you use this activity you should have a list of sentences. If students become restless, stop the activity and use another game.

Try using a tongue twister when doing this activity with older students.

Adapt the activity for different grade levels. For example:

*Grade 1 - I see a sock.*

*Grade 3 - I see a red sock.*

*Grade 5 - I see a big red sock and two little white socks.*

\*\*\*\*\*

## 112. TIC TAC TOE

### What do you need?

Chalkboard or whiteboard.

Chalk or whiteboard markers.

### What do you do?

The teacher puts two horizontal and two vertical lines on the chalkboard.

Make two teams. One is the O team and the others are X's.

The teacher asks questions previously taught in class.

Each correct answer gives the player a chance to put an *X* or an *O* on the gameboard.

The winning team is the first to get three letters in a line.

\*\*\*\*\*

### **113. WHO'S THE BOSS?**

#### **What do you need?**

A picture cube (See 85. PICTURE CUBE GAMES).

#### **What do you do?**

The students sit in a circle. The teacher is the boss to start, and asks a question like, *What do you see?* The first student rolls the cube and answers the question using the picture that comes up. They become the boss and ask the next student the question. The next student rolls and answers the question. If their picture is the same as the boss's picture, they become the boss. Otherwise the first student stays boss and asks the next following student the question.

\*\*\*\*\*

### **114. CUBE AND BOARD GAME**

#### **What do you need?**

A picture cube (See 85. PICTURE CUBE GAMES).

Any board game (Verb Game Board, Trapper's Game Board, Snakes and Ladder, Checkers, etc.).

#### **What do you do?**

Follow regular game rules except that each player must roll the cube and correctly say the target sentence before each turn.

## 115. YUKON NATIVE LANGUAGES

### **What do you need?**

Yukon Native Languages Game Board

2-4 students.

One die.

Cards with currently learned vocabulary, placed face down  
on the board where indicated.

### **What do you do?**

Unless the students are just learning the names of the languages, cover the legend with the language names on the game board.

Each student places their marker at Watson Lake.

The first student rolls the die to get the number of the next stop (Teslin) which is six. They have 3 chances.

If they roll a six, they must: (1) turn a card over and use the word in a sentence, (2) identify the language spoken at Teslin. If both are done correctly he may move his marker to Teslin. If they do not roll a six, they must remain in Watson Lake until their turn comes around again.

The first player to get to Old Crow wins.

The correctness of answers can be judged by the other players. They can be more demanding than the teacher.

### **For advanced students:**

The race can be continued back down to Watson Lake. Four players can work in two teams.

### **For beginning students:**

The game can be simplified by having the students use only the cards, or only the language identification.

\*\*\*\*\*

## 116. LISTENING EXERCISES

### What do you need?

A listening exercise. A sample listening exercise for Southern Tutchone **l** and **ɬ** follows on the next three pages, and there is a blank picture page at M-109.

Each exercise contains:

Three example words showing each sound

A list of ten sentences illustrating the target sounds.

A picture to match each of the ten sentences.

### What do you do?

Check your alphabet. Select the sounds you want to compare, for example, **t** and **t'**. Compose a list of sentences that contain the sounds.

Introduce the activity by comparing the sounds. Use at least three words containing each sound. When the students know the sounds, start the activity.

Give each student the sheet with the ten pictures which match your list of sentences. Make sure they put their name and grade on it, especially when using as a test. The students must put in the target sounds they hear and in the correct order. There can be more than one target sound in each sentence. Say the first sentence. You will have to repeat the sentence at least three times. Do the first sentence as an example. Check the students' work to see if they understand the activity. Once the students know how to do the listening exercise, complete the sentences and then check the answers.

Listening exercises can be adapted for different grade levels by using longer sentences, as the students' literacy improves.

Listening exercises can be used as a test or part of a test.

Activities **120 Signal** and **121 Voting** are special listening exercise activities. In addition, several activities can be easily adapted for identifying sounds. For instance, **95 Line Game** can be used with alphabet letters instead of pictures. The teacher says a word with the target sound and the students line up behind the sound.

## l and ł

Set 1 of 1

EXAMPLES

## Examples of l

1.   älj       *he or she is dancing*
2.   nàlàt    *boat*
3.   álà       *my hand*

## Examples of ł

1.   łu        *fish*
2.   łāw       *don't*
3.   álāya    *my friend*



## I and ɬ

Set 1 of 1

SENTENCES

*Write I and ɬ as you hear them.*


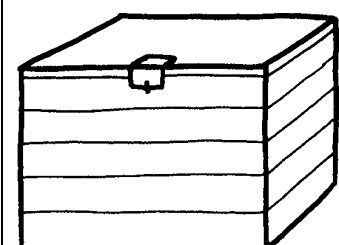




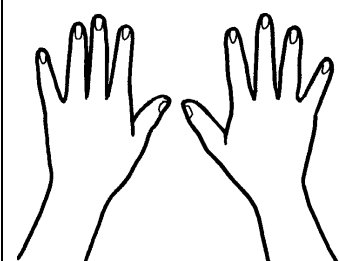
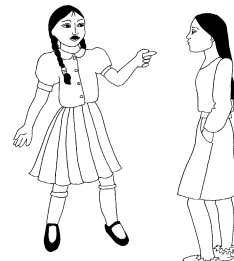
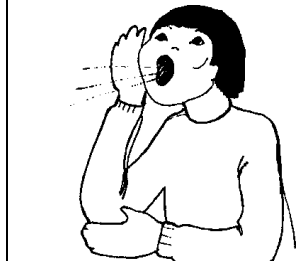
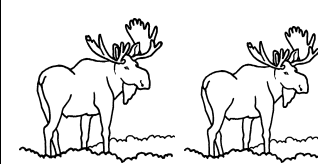
1. Łu ka dích'är.  
*I am fishing.*
2. Dazhän lát äch'e.  
*This is a box.*
3. Ándaya älj.  
*My older brother is dancing.*
4. Tàle k'inch'är.  
*He caught lots of jackfish.*
5. Ámą khèl nàlè.  
*Mom is setting traps.*
6. Łäkän yenìlj.  
*I like candy.*
7. Álà äk'ù.  
*My hands are cold.*
8. Łāw yed[shj.  
*I told him, don't do that.*
9. Däk'àna dātà ts'àn äzhäl.  
*The boy shouted to his dad.*
10. Kanday làki níj.  
*I saw two moose.*

I and ɪ

Set 1 of 1

PICTURES

Write I and ɪ as you hear them.

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

## 117. SUPPER TIME

### What do you need?

Table with complete setting (plates, cups, forks, spoons, etc.).

Empty food packages, or a real meal.

### What do you do?

Review the words for the food items and the items in the table setting, for example, **plate, fork, spoon**, etc.

Teach new words if not already known, for example, **glass, butter, knife, cup, sugar, spoon, salt, table, fork, pepper, soup, chair**, etc.

Set a table up in your classroom. Place a table setting for each student. Give lessons on the new vocabulary with the students seated around the table, handling the settings and the food items.

Sample structures:

*Are you hungry?*

*Yes, I am hungry.*

*Give me the \_\_\_\_\_.*

*Here is the \_\_\_\_\_.*

*Do you want \_\_\_\_\_.*

*Yes, I want \_\_\_\_\_.*

*No, I don't want \_\_\_\_\_.*

When the students have learned the vocabulary and structures quite well, you can plan a lunch at noon time. The students can bring selected food or everyone can share what is in their lunch bags on that day.

The students must use Native language to ask for things the whole time they are at the table. They should be allowed to help each other, or get help from you by using the *Say it in Native language* command.

\*\*\*\*\*

## 118. Go HUNTING

### What do you need?

32 animal flashcards, in 16 pairs.

4 wild cards.

2 players

### What do you do?

Make four wild cards that will look just like your animal cards from the back.

Player one shuffles the cards and deals out eight to each person. The rest of the deck goes between the two players, face down.

Player two is the first hunter and asks player one in Native language for an animal that will make a pair in their hand. If player one has that animal, they must hand it over. If they do not have it, they say, ***Go hunting.*** Then player two draws one card from the pile. If that new card makes a pair with anything in their hand, they can lay it down. If the new card doesn't make a pair, the hunter can still lay down any other pairs they have in their hand. Then their turn is over. Now player one becomes the hunter and gets to ask for a card. The first hunter to lay down all their cards as pairs wins. The winner deals the next game.

**Remember:** You can use a wild card to make a pair, but you'll be smart not to use them all right away. You can lay down pairs only when it is your turn and after you've asked for a card.



\*\*\*\*\*

## 119. PASSWORD

### What do you need?

Flashcards or objects.

### What do you do?

Have the students line up by the door. In order to leave the classroom, they have to use the correct password. The password is a sentence involving a vocabulary item or sentence structure. The teacher holds up the flashcard or object and asks a question. The student at the front of the line must answer correctly with a full sentence. If the answer is correct, they leave. If the answer is incorrect, they go to the back of the line. Then the teacher asks the next student for the password.

For instance the teacher could be reviewing weather and have flashcards with weather pictures. She holds up a picture of rain and asks the first student, "What is it like outside?" If the student correctly answers with, "It is raining outside," then that student may leave. They have used the password. If the answer was incorrect, or incomplete, they go to the back of the line and wait for another turn.

\*\*\*\*\*

## 120. SIGNAL — A LISTENING EXERCISE ACTIVITY

### What do you need?

A prepared list of words that do and do not contain the target sounds.

For younger students, picture flash cards to accompany the vocabulary.

### What do you do?

Tell the students that they will signal when they hear the target sound, such as **t**, **ts**, **tth**, etc. There are many ways to signal. They could touch their heads, put on a hat, or raise both hands. One good way is to arrange chairs in a semi-circle and have the students stand before them. Tell the students that they should sit down when they hear the target sound.

Play only one round of this game, and keep your list no longer than ten words.

\*\*\*\*\*

## 121. VOTING — A LISTENING EXERCISE ACTIVITY

### What do you need?

A list of five to ten sentences containing one instance of a target sound.

Picture cards of each target sound

### What do you do?

Select the sounds from your alphabet that you wish to compare such as **t** and **t'**.

Compose a list of sentences, each containing one case of one target sound.

Introduce the activity by comparing the sounds. Use three words containing each sound. When the students know the sounds, start the activity.

Give each student one card for each sound, such as a **t** and **t'** card. Say a sentence. The students try to raise the card containing the sound in the sentence.

Voting can be played in teams and for points.

\*\*\*\*\*

## 122. MATCH THE PICTURES — A READING ACTIVITY

### What do you need?

A list of short sentences. These could be from a native language book such as *The Moose Hunt*.

Small pictures that match the sentences.

### What do you do?

On a sheet of paper, put the sentences on the left and the pictures on the right. Make sure the pictures are scrambled out of order.

Review the sentences with the students, then give them the sheet. They try to draw a line between each sentence and its matching picture. Set a time limit, such as five or ten minutes.

There are many ways to correct the activity.

For example, the teacher could point to a picture and have the students try to read the

(native language sentence)	<input type="checkbox"/>
(native language sentence)	<input type="checkbox"/>
(native language sentence)	<input type="checkbox"/>
(native language sentence)	<input type="checkbox"/>
(native language sentence)	<input type="checkbox"/>

correct sentence. Or, one student could read the first sentence and a second student could try to identify the picture.

This activity is suitable for use in a test or exam.

\*\*\*\*\*

### **123. SENTENCE SCRAMBLE — A READING ACTIVITY**

#### **What do you need?**

A list of short sentences.

Posterboard

#### **What do you do?**

Make posterboard cards with one word on each. Every word from the sentences will be on a card. You can do this by hand, or use a computer, print the sentences in a very large font size, and then cut and paste each word on a card.

Mix the cards and spread them on the floor. Read a sentence and have a student try to 'write' the sentence using the cards. This is a reading activity, because the students have to be able to read the cards to create the sentence.

\*\*\*\*\*

### **124. SPELLING BEE — A WRITING ACTIVITY**

#### **What do you need?**

A list of ten sentences, each containing a target word.

#### **What do you do?**

Divide the class into two teams. Assign a number for each team (1 or 2). Start with the first person on team number one, say the word that you want the student to spell. Say it again in a sentence. Then repeat the word. A point is awarded when the student has spelled the word and used it in a sentence correctly.

Then team number two has a turn.

The team with the most points is the winner.

## 125. DICTATION — A WRITING ACTIVITY

### What do you need?

A list of short sentences. These could be from a native language book such as *The Moose Hunt*.

### What do you do?

Read the first native language sentence one time at normal speed, and then a second time slowly, with pauses between words. The students try to write the sentence. You may need to repeat the sentence more than once. Then read the second sentence, and so on, until the students have tried writing them all. Finally, read all the sentences, one after the other, so that the students can check their work.

You could also divide the students into teams, and have them try to write each sentence on the board, giving points for the best effort.

For older students, you can increase the length and number of sentences.

This activity is suitable for use in a test or exam.

\*\*\*\*\*

## 126. STORY PAGES — A WRITING ACTIVITY

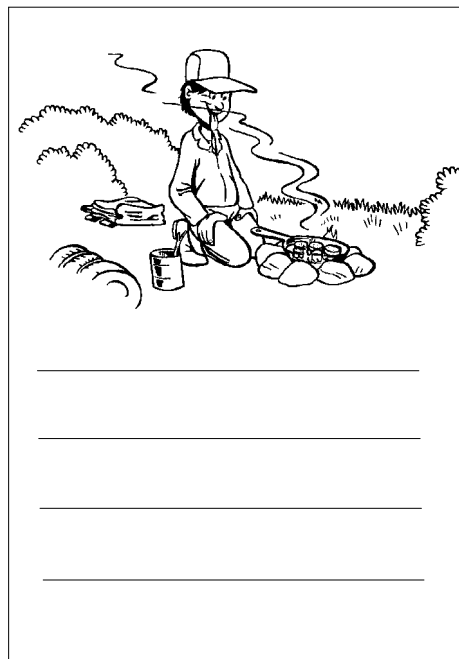
### What do you need?

A page from a native language book with blank lines, such as the page at left from *Camping*.

### What do you do?

The students try to write a sentence about the picture.

Older students can be given more pages and can be expected to write more and longer sentences.





## 127. FILL IN THE BLANKS — A WRITING ACTIVITY

### What do you need?

A list of short sentences that students are learning to write.. These could be from a native language book such as *The Moose Hunt*.

### What do you do?

Organize the students into two teams. Draw a scoreboard for Team 1 and Team 2, and put the number of points to win on the board in a circle.

On the blackboard or whiteboard, write the first sentence, leaving blanks for some letters. For instance, the Southern Tutchone sentence, *Dazhän ätthän ch'e*, "This is meat," could be written *Da\_\_än ätth\_n ch'e*. And the sentence, *Dazhän khe ch'e*, "This is grease," could be written, *\_\_zhän \_h\_ ch'e*.

Have the first member of Team 1 try to fill in the blanks on the board. You can give them a point for having the whole sentence correct, or a point for each correct letter. If there are mistakes, you could let the first member of Team 2 try to steal points.

Alternate between teams, using a different sentence, or different blanks in the sentences each time.

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## MATERIALS IN THIS SECTION

### Small Picture Set (M-7)

Some of their uses:

1. Bingo, Lotto cards
2. Circle game cards
3. Board game cards
4. Card decks (Snap, Fish)
5. Acting activities
6. Tests

Use only the pictures that are necessary to teach and review your work.

In order to make copies for the various activities:

1. Use your school's photocopier to make a copy,  
or  
scan onto a computer (if available),  
or  
simply trace by hand.
2. Make as many copies as you need.

### Feltboard Outlines (M-80)

These can be used as patterns, to be cut out on felt. Use colours which are as bright as possible. These outlines will stick on your feltboard.

In this section you will find outlines of fish, animals, birds, people, parts of the body, clothing and numbers.

You can use the outlines to help you in your lessons, for reviews, and to go along with legends or songs. Specific suggestions for teaching are in the *Activities* section of this guidebook.

### **Spinner Game Materials (M-96)**

You need to make two spinner boards. One contains *my*, *your*, and *his/her*. The other has small pictures. See activity 100, **Spinner Game** on page A-102 for more information.

### **Trappers Board Game Materials (M-99)**

You need two decks of cards. One deck of small picture cards with vocabulary you are reviewing. Make the other deck from pages M-99 and M-100. See activity 106, **Trappers Game** on page A-107 for more information.

### **Acting Activity Pictures (M-101)**

These are examples of simple pictures which can be used for the acting and mime language activities, as well as board games, lotto, circle, card games and so on.

### **Sample Calendar Sheet (M-103)**

This can be copied if you want each of your students to have their own small calendar. (See No. 69, **Calendar** in the *Activities* section of this guidebook).

With your help the students could add the name of the month (if there is a name in your own language), the days of the week, and the dates.

Each day the students could draw small weather pictures in the correct space on their calendars, after practicing the accompanying conversations with you.

### **Sample Bingo Card (M-105)**

This is an example of what a bingo card might look like. Each student must cut out his pictures, and glue them on a piece of construction paper, in his own order (so the bingo cards end up all being different). Some teachers prefer to create their own sets of cards using the computer to change the order of the pictures.

### **A Deck of Cards (M-106)**

It is possible to make up decks of cards which can be used for various card games. An example of such a deck is shown.

### **Blank Test Form (M–107)**

To prepare an oral language test

- photocopy the pictures which match the sentences on the test
- photocopy the blank test form on page M–107
- cut and paste the pictures on the test form to make a master test
- photocopy the master, making one copy for each student

Remember to make an answer sheet for yourself. It makes marking tests fast and easy.

### **Picture Cube (M–108)**

Photocopy the blank picture cube pattern on page M–108. Paste it onto box board. Cut out the pattern and assemble it into a cube, folding and gluing or taping where necessary. Photocopy six suitable pictures from the small picture set, M–7 to M–79 and attach one picture to each face of the cube. Picture cubes can be used in many ways instead of small cards. The Activities section has more information under 85, **Picture Cube Games** (page A–91), 113, **Who's the Boss?** (page A–112), and 114, **Cube and Board Game** (page A–112).

### **Blank Listening Exercise (M–109)**

Photocopy the blank listening exercise sheet on page M–109. Photocopy suitable pictures from the small picture set, M–7 to M–79. Cut and paste the pictures onto the listening exercise blank, then make photocopies for your students. Activity 116, **Listening Exercises**, pages A–114 to A–117, contains a description of the activity and a three-page sample from Southern Tutchone.

## **MATERIALS WHICH MAY BE IN YOUR SCHOOL**

Coloured construction paper  
Markers  
Scissors, Glue, Pens, Tape  
Coloured poster paper (bristol board)  
Newsprint, white paper  
Photocopier  
Paper cutter  
Large brown envelopes  
Laminator  
Computer

## **MATERIALS YOU SHOULD HAVE**

Native language picture sets, in files  
Flannelboard (feltboard)  
Some spare felt  
Felt unit - parts of the body  
Board games

## **WHAT TO SAVE**

Pictures from old magazines (add these to your files)  
Dice  
Blindfolds  
Game markers (coloured rocks, for example)  
Felt  
Samples of old clothing (sock, shirt...)  
Household objects such as a cup, spoon, or thread.  
Food packaging such as a tea box, lard pail or milk container.

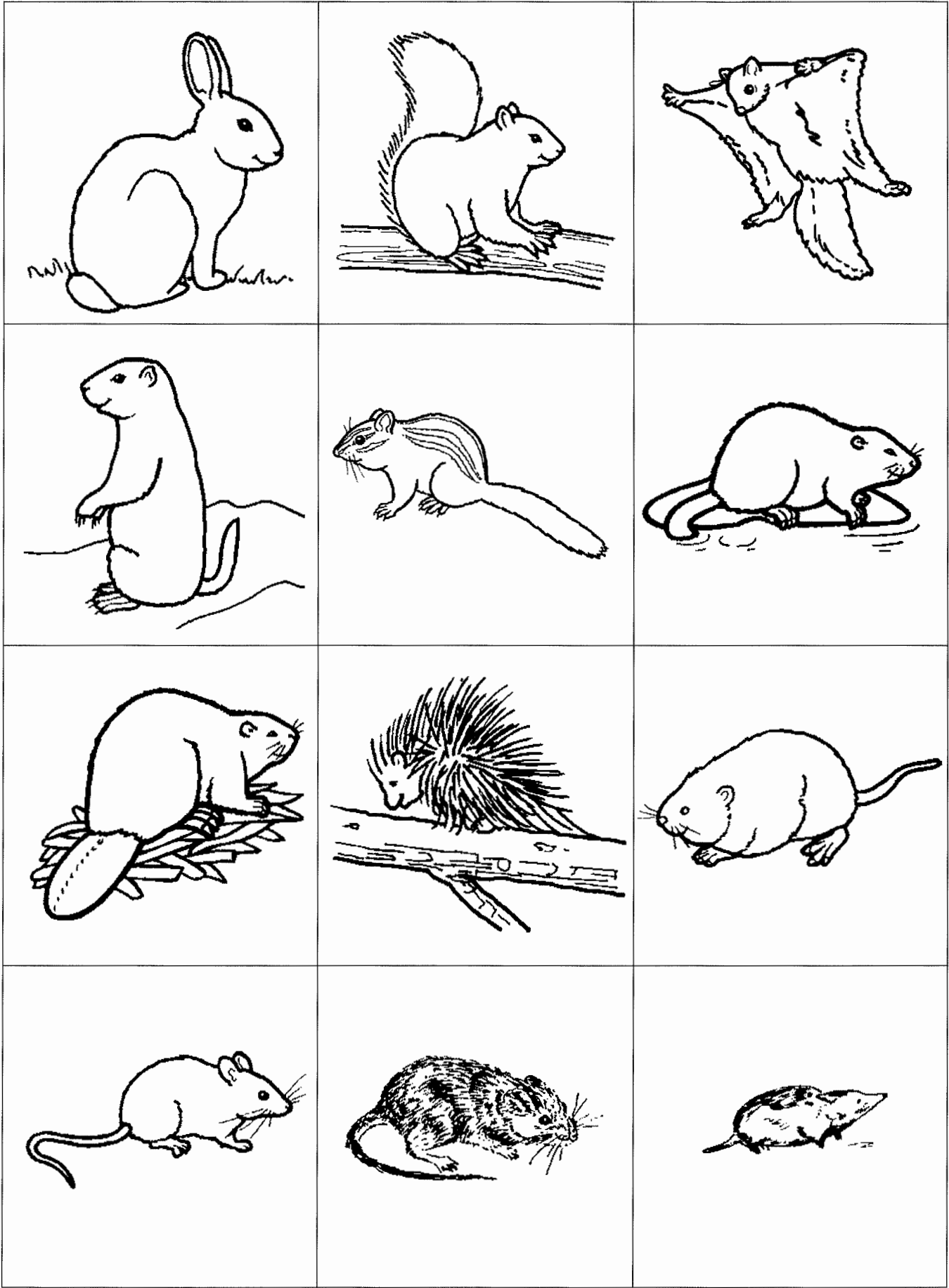
## **REMEMBER**

*Do not cut up the pages in this book!* Instead, make a photocopy of a page, replace the original in the binder, then cut up the copy.

Only use materials that show pictures of what you are teaching the students. Don't think you have to go through all the pictures in this guidebook or in your picture files.

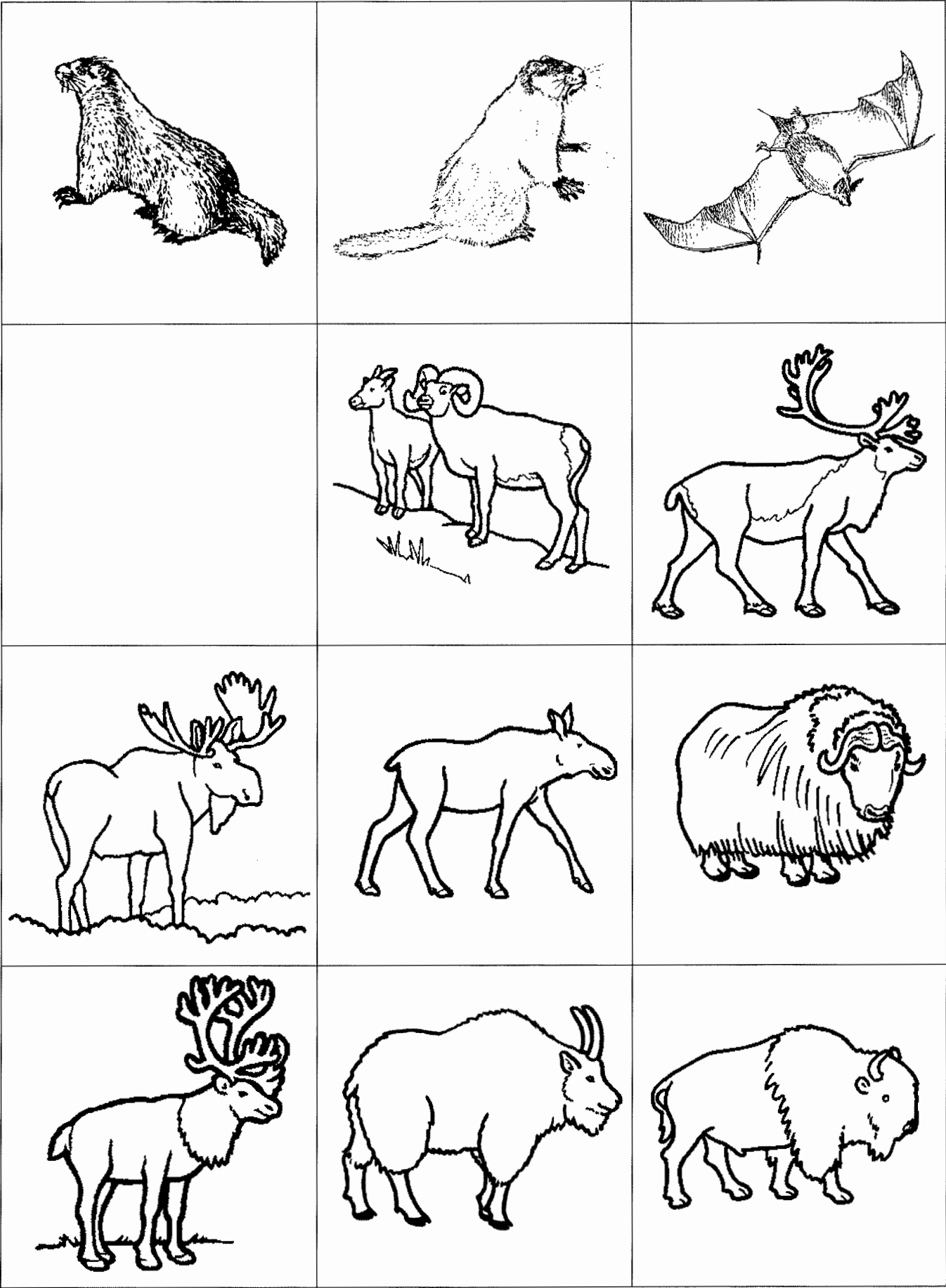
Your school will have computers, a photocopier and a laminator that can help you to make materials. Find out how to use this equipment and get comfortable with it.

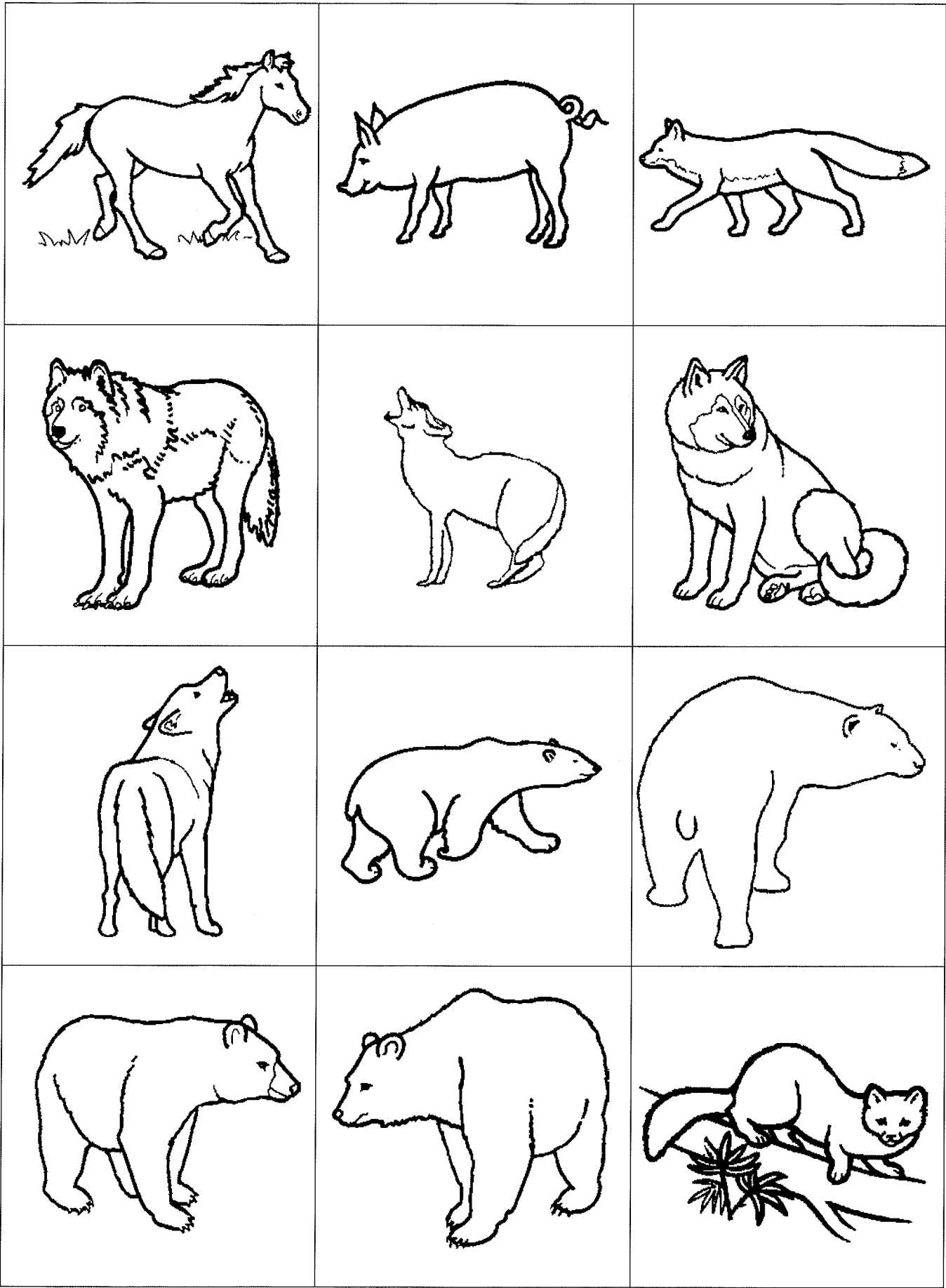
Periodically the Yukon Native Language Centre offers a basic computer course for diploma students. Your school will also have computer workshops that you should make every effort to attend.

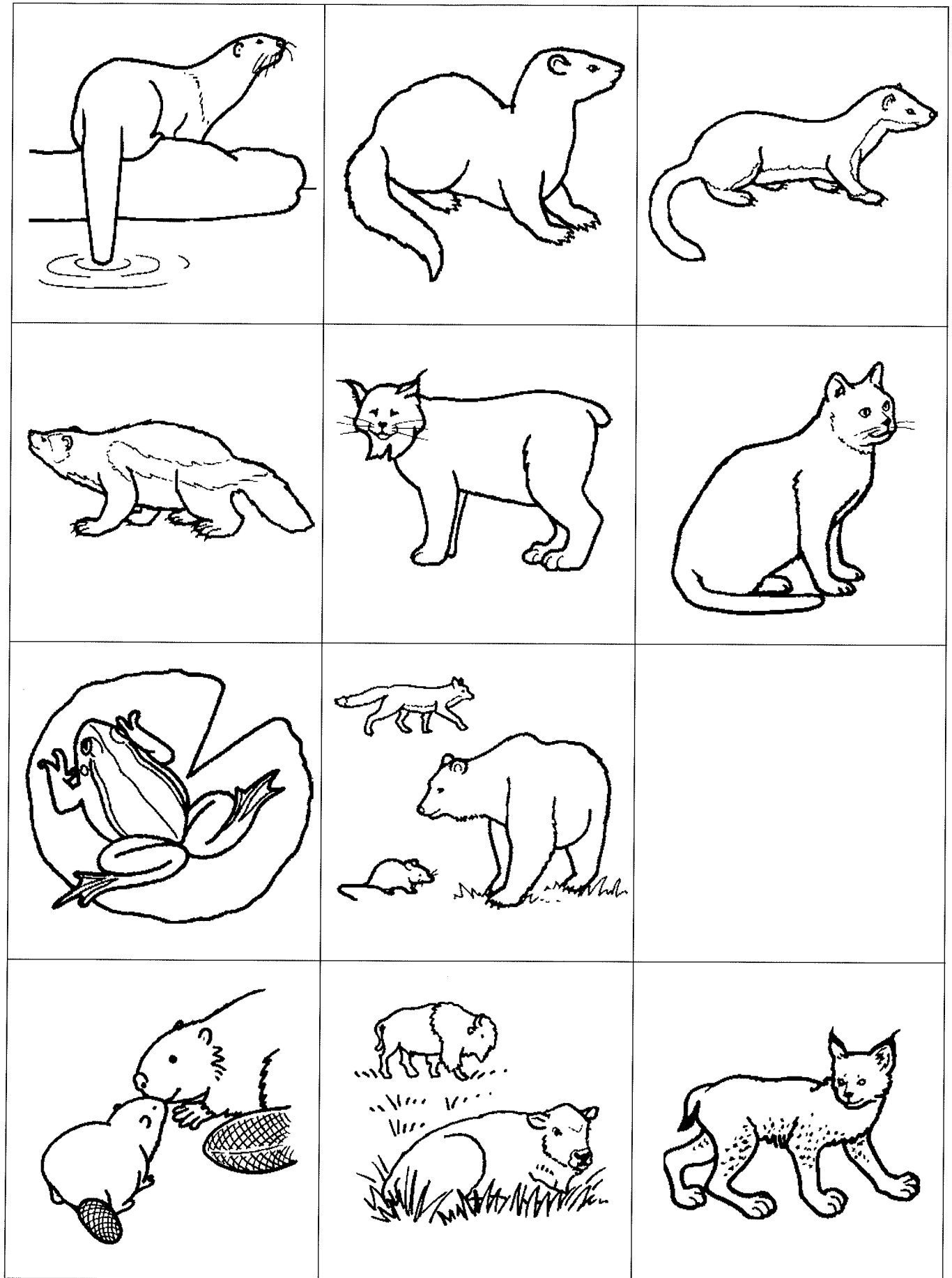




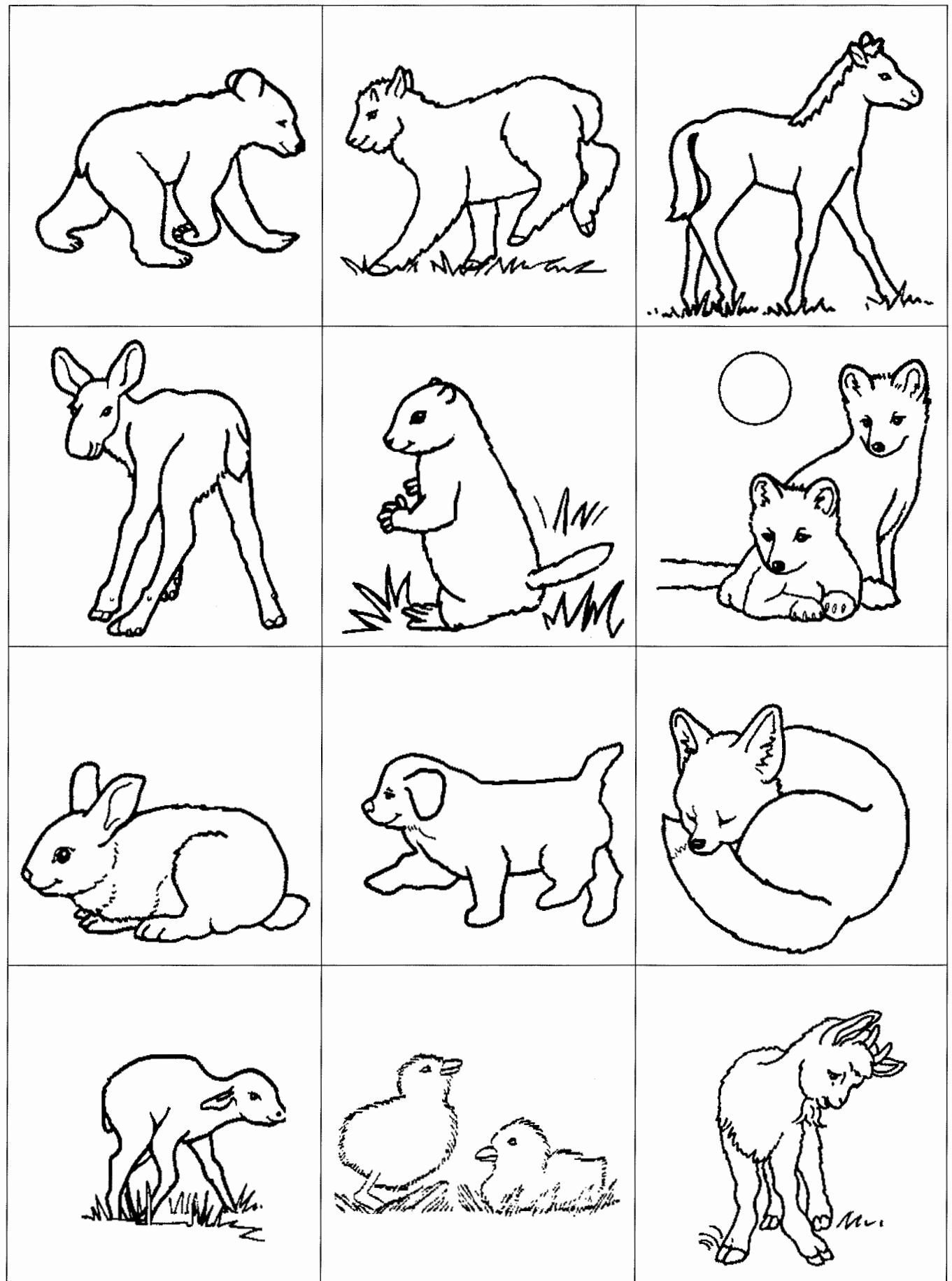
ANIMALS



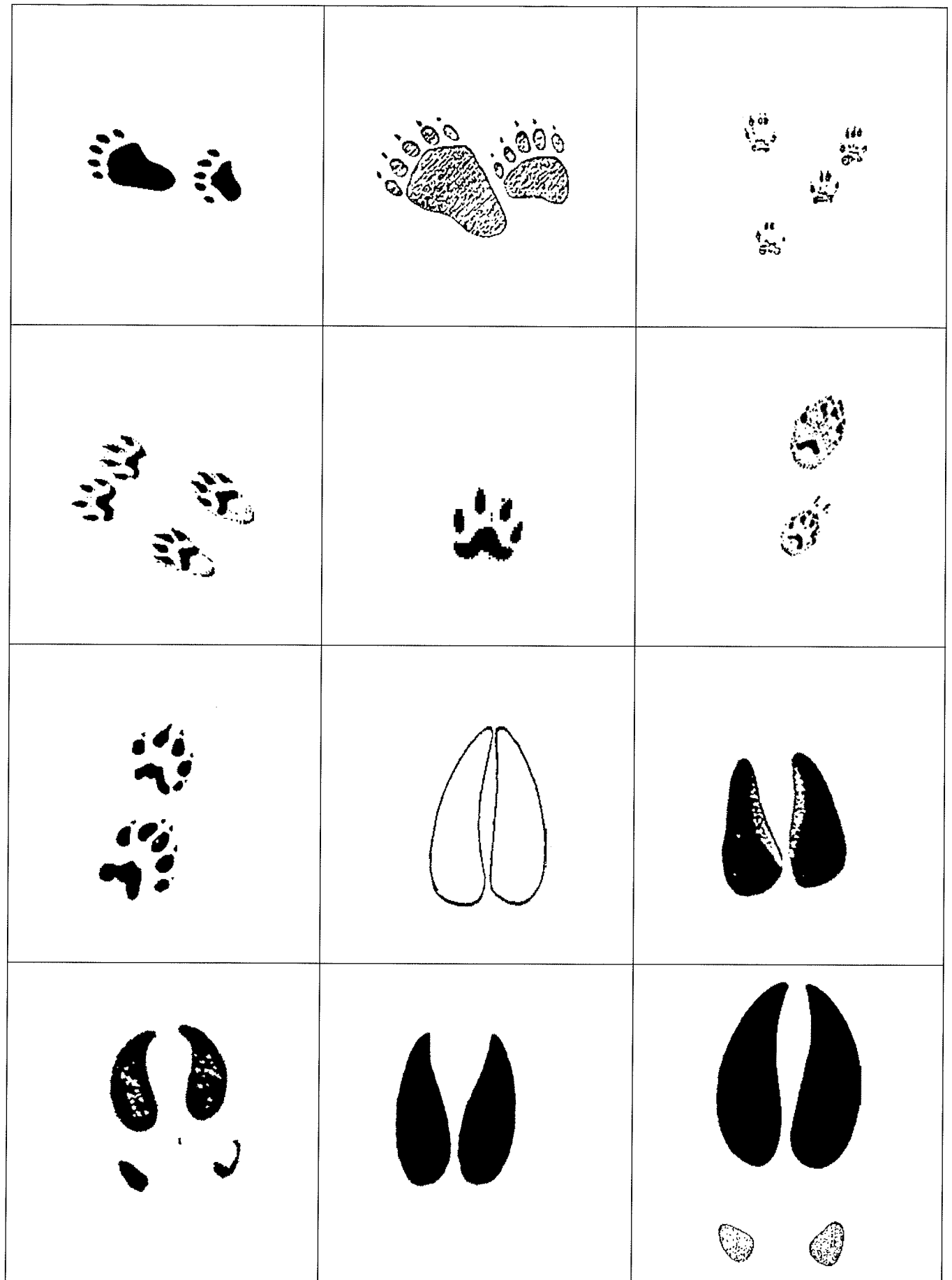




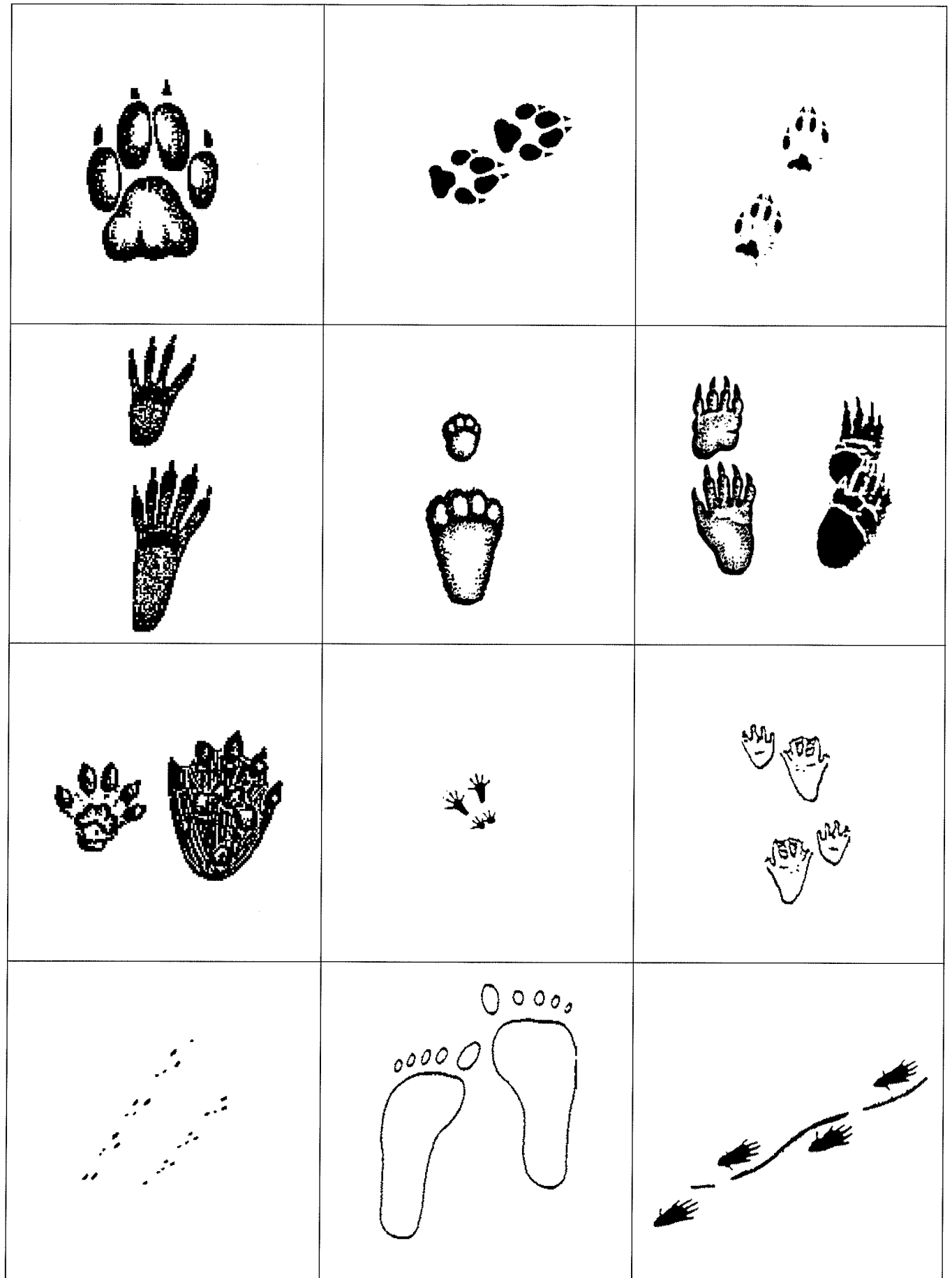
# ANIMAL YOUNG



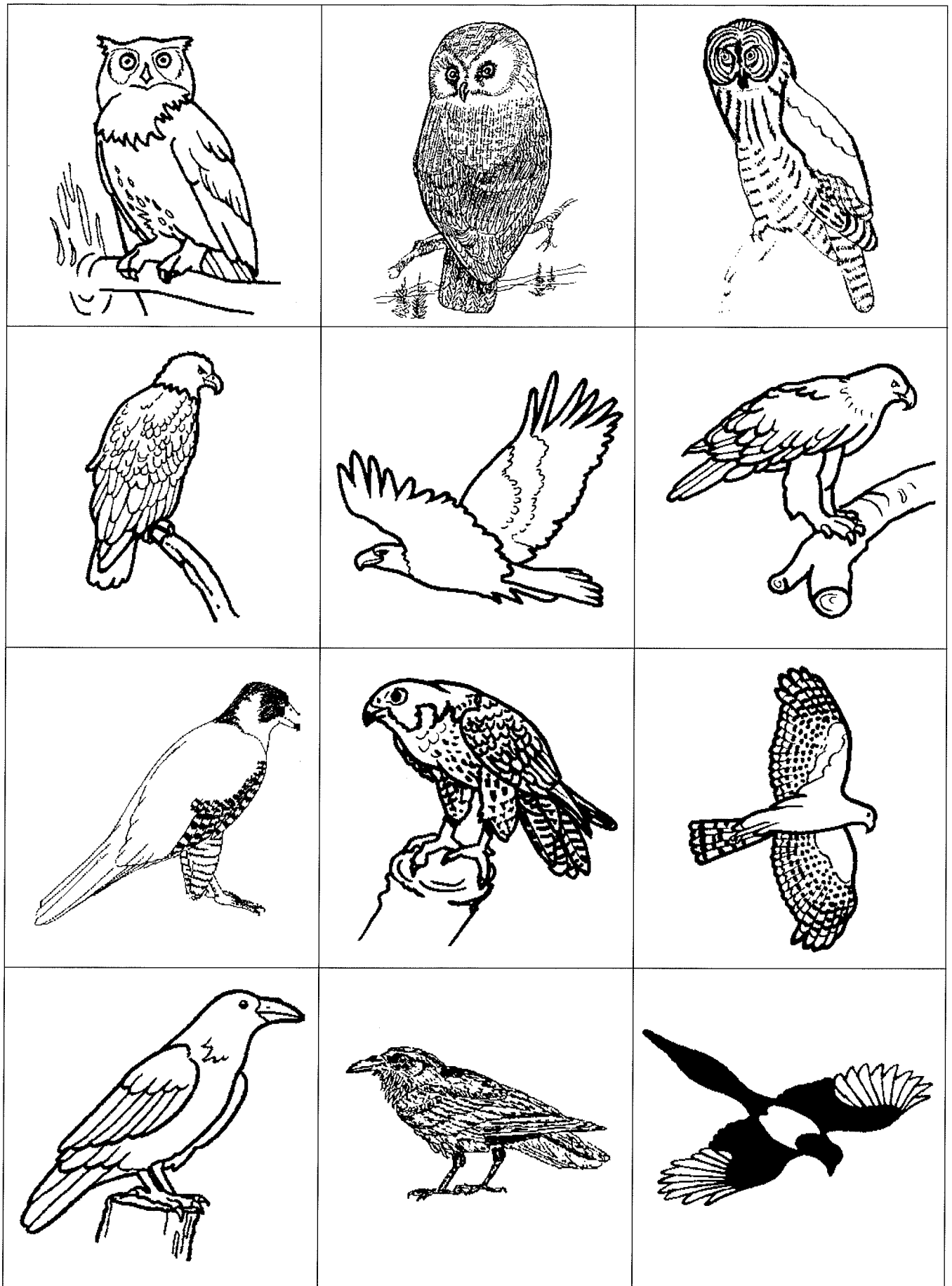
# ANIMAL TRACKS

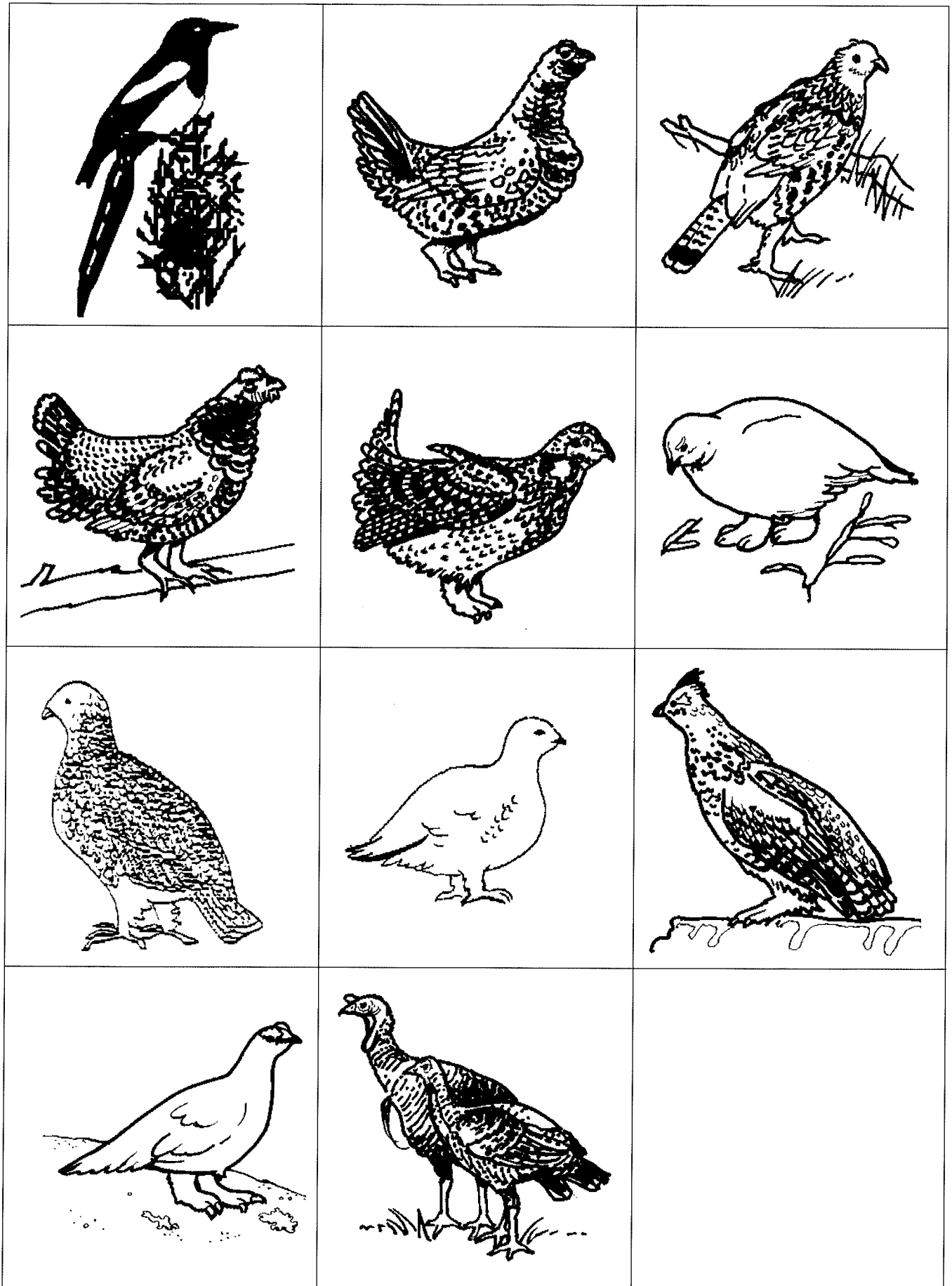


# ANIMAL TRACKS

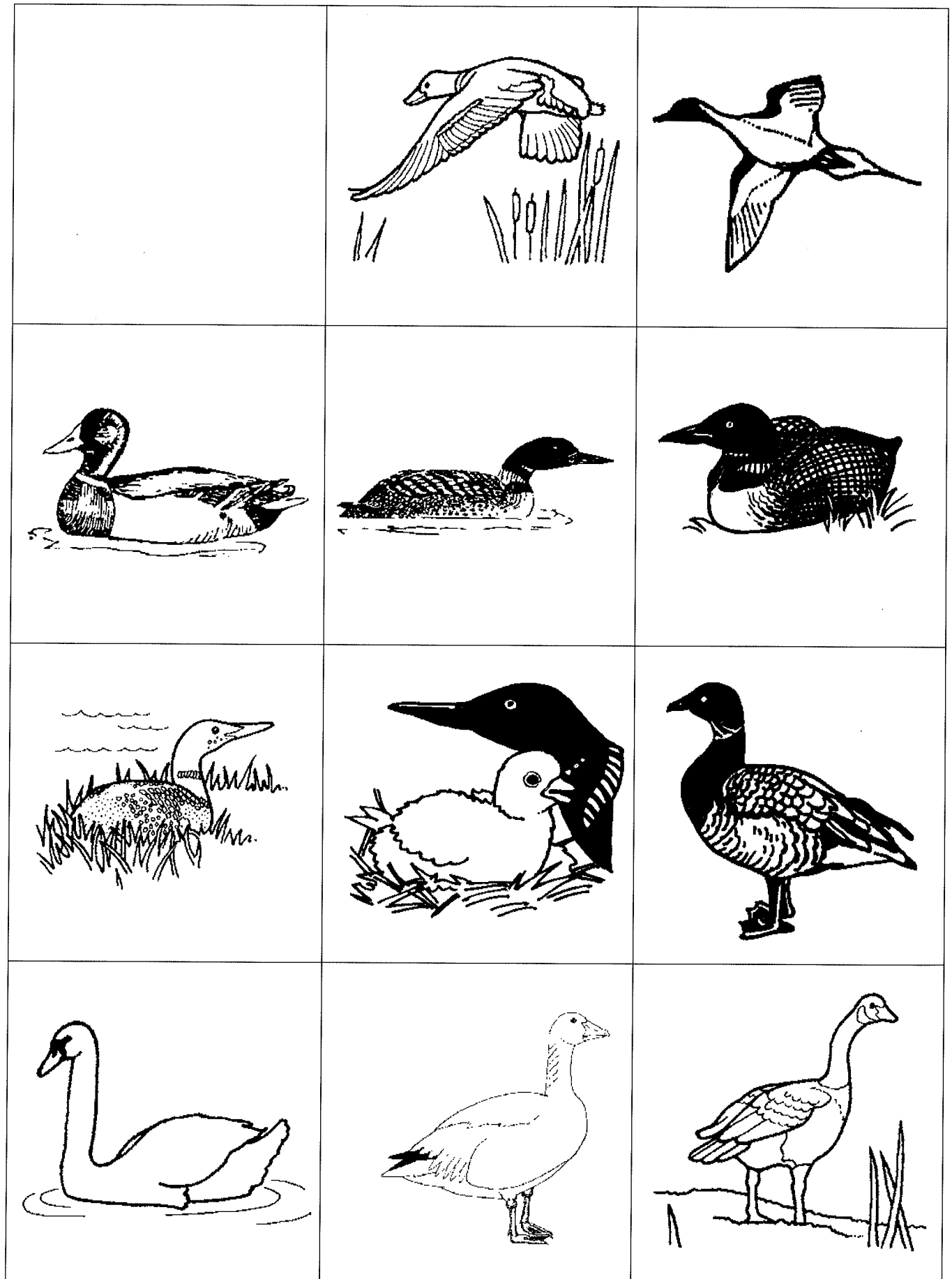


# BIRDS

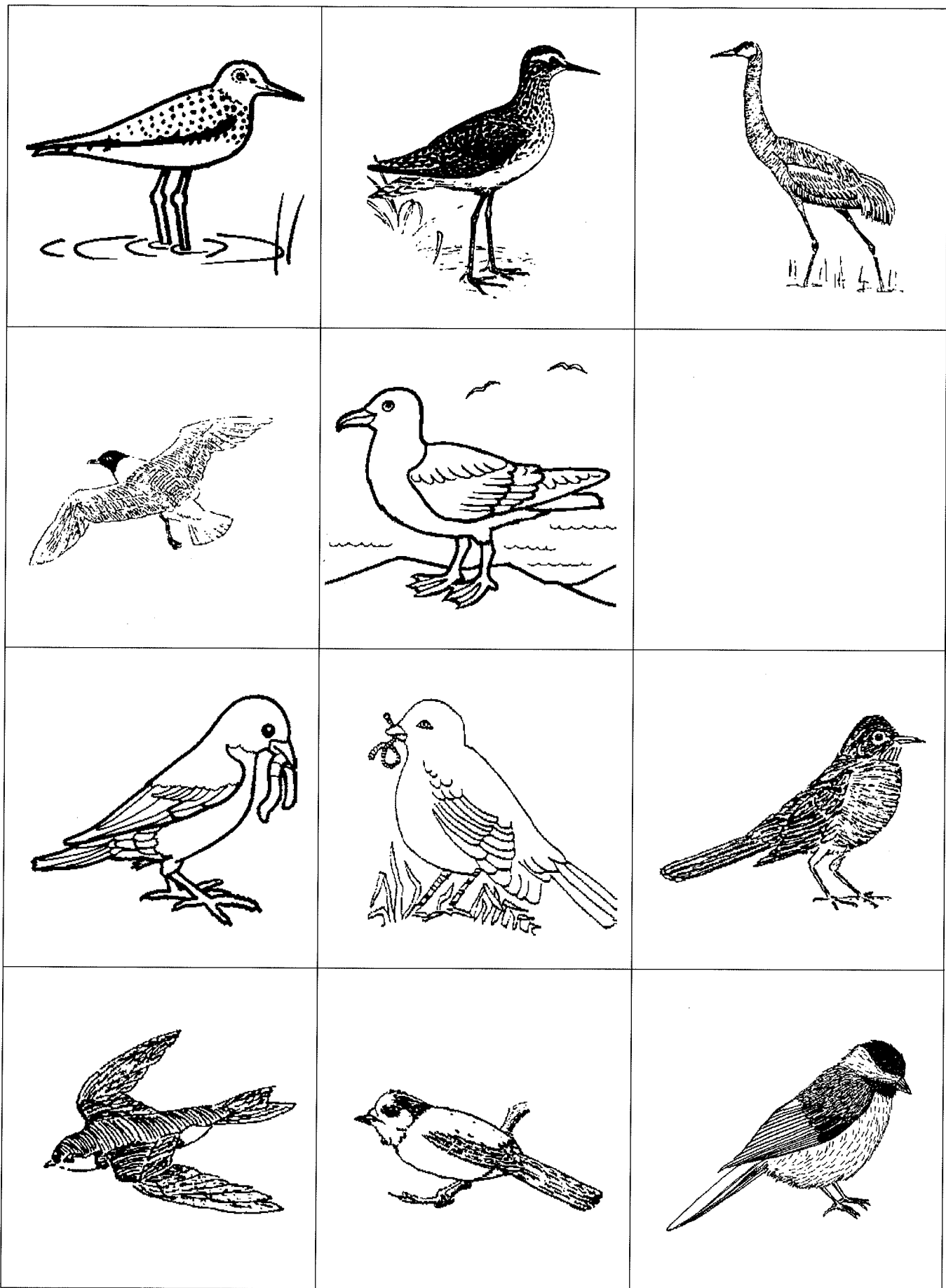


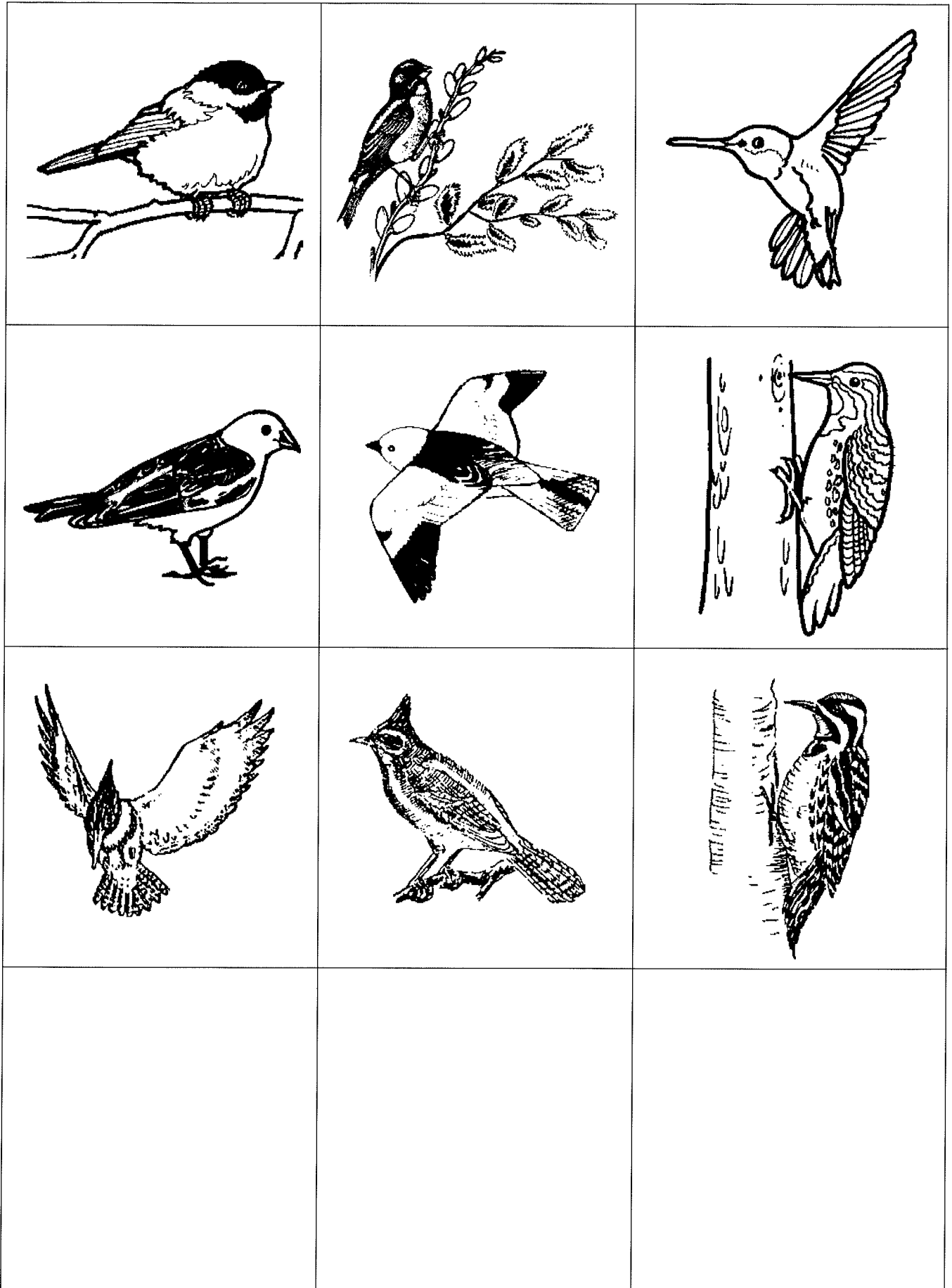


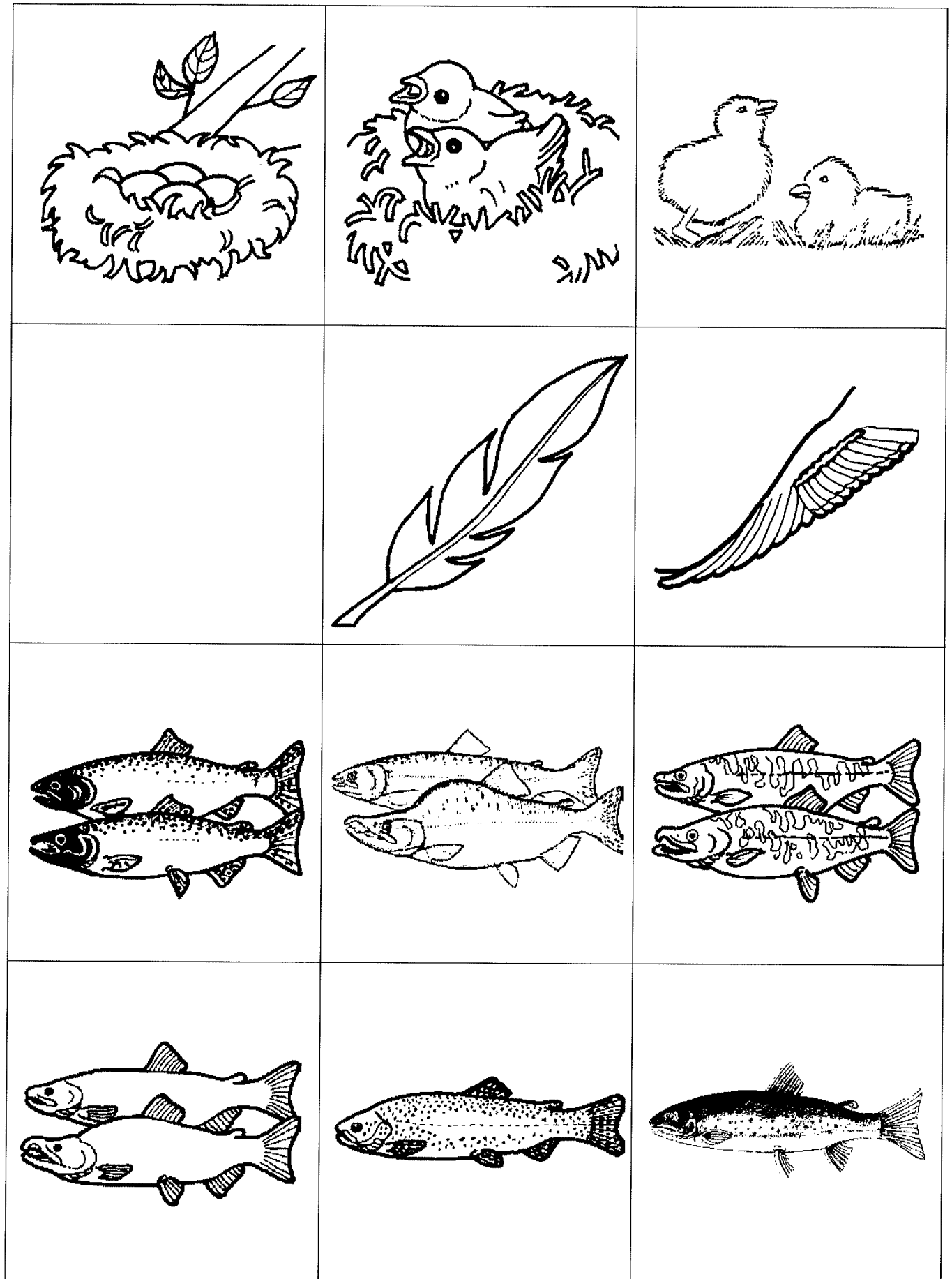




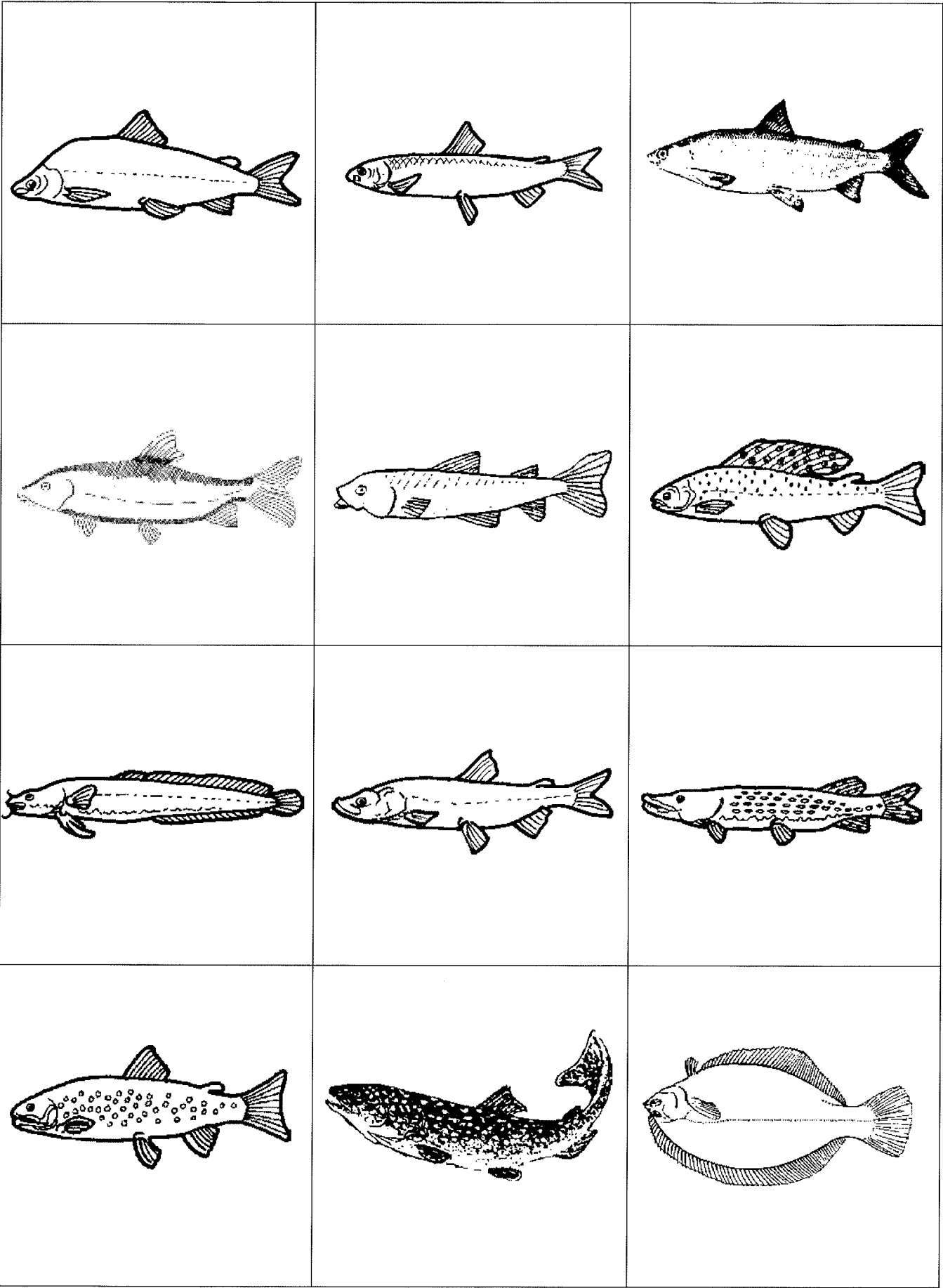
# BIRDS



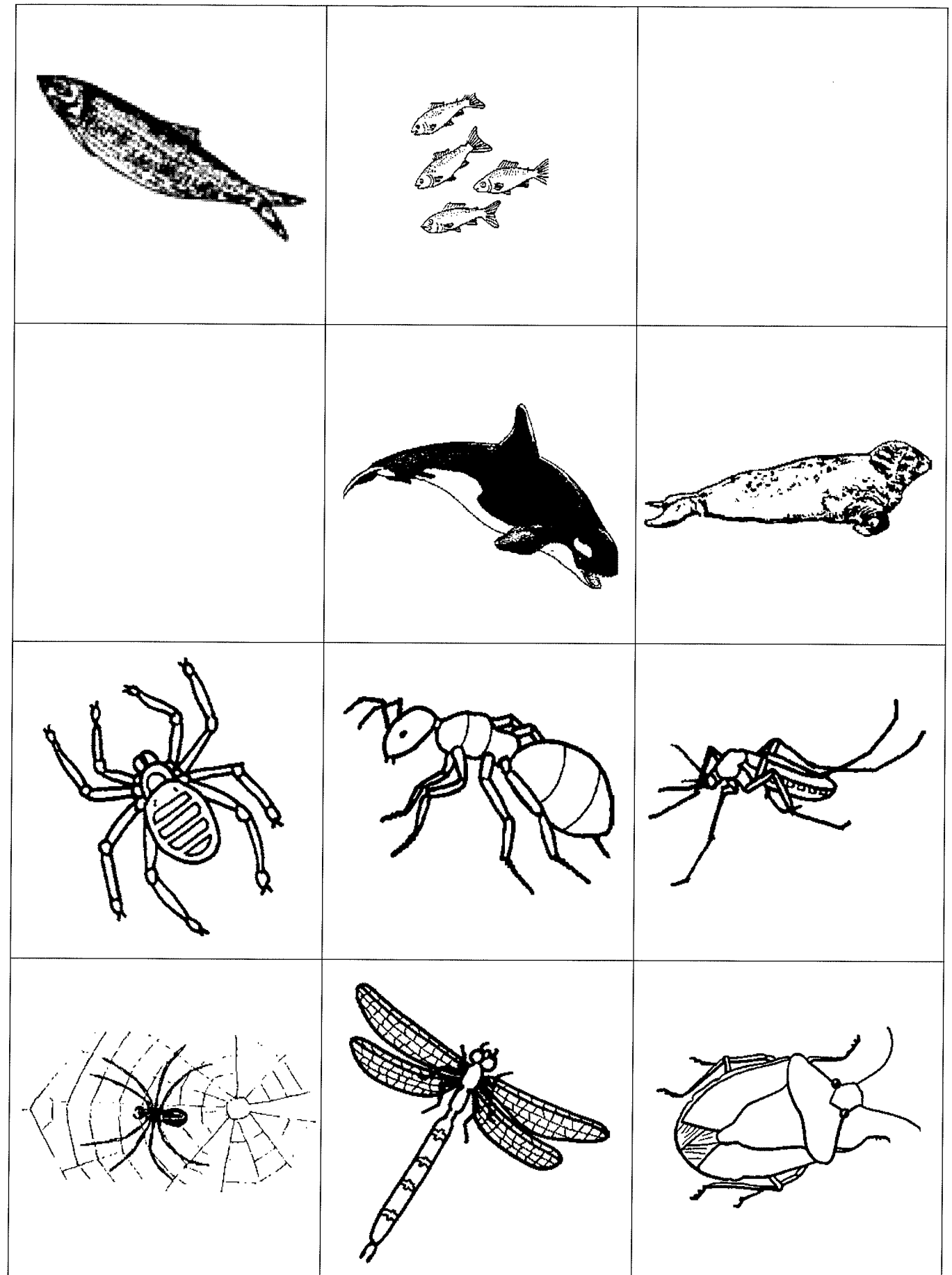


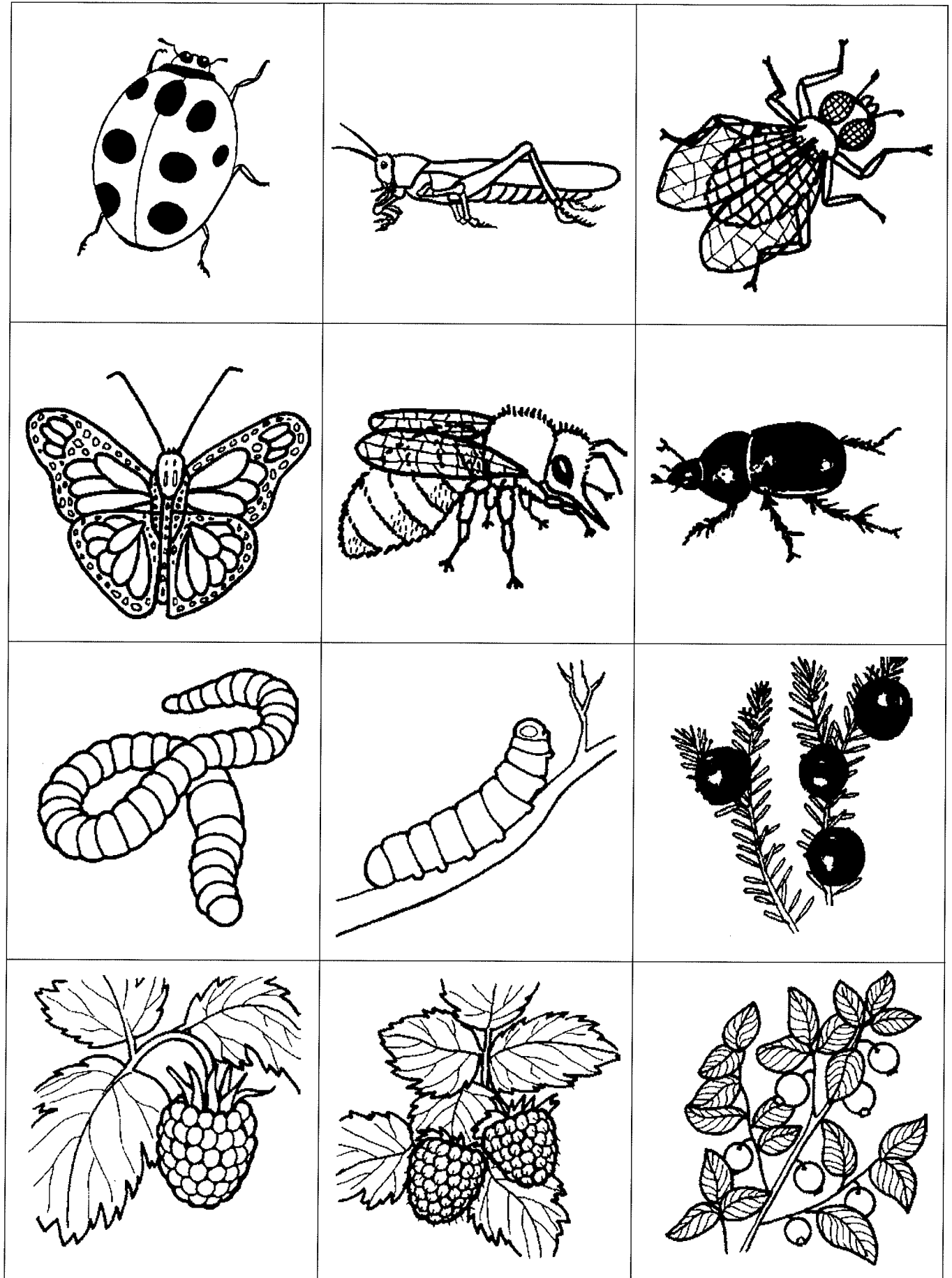


FISH

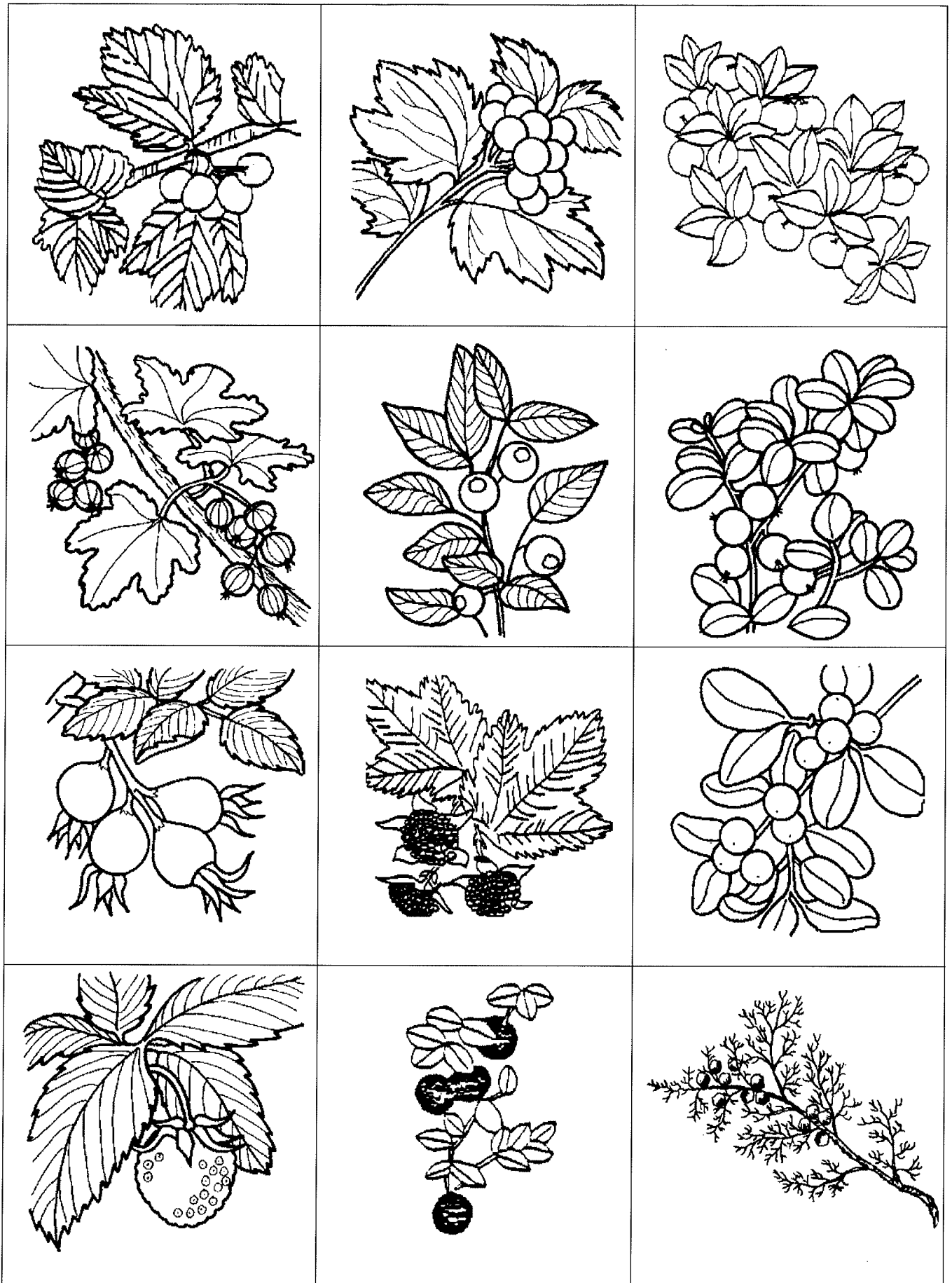


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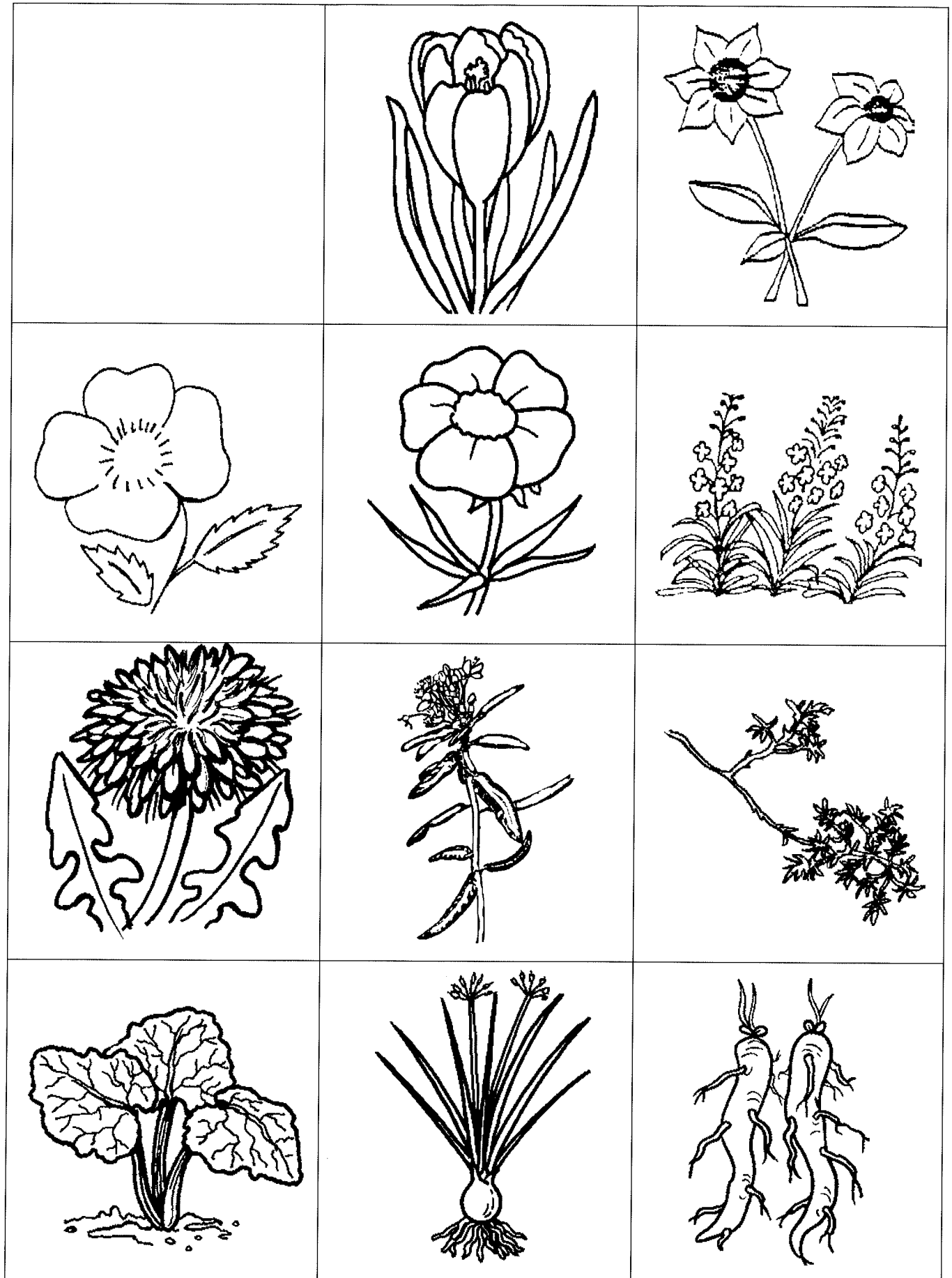


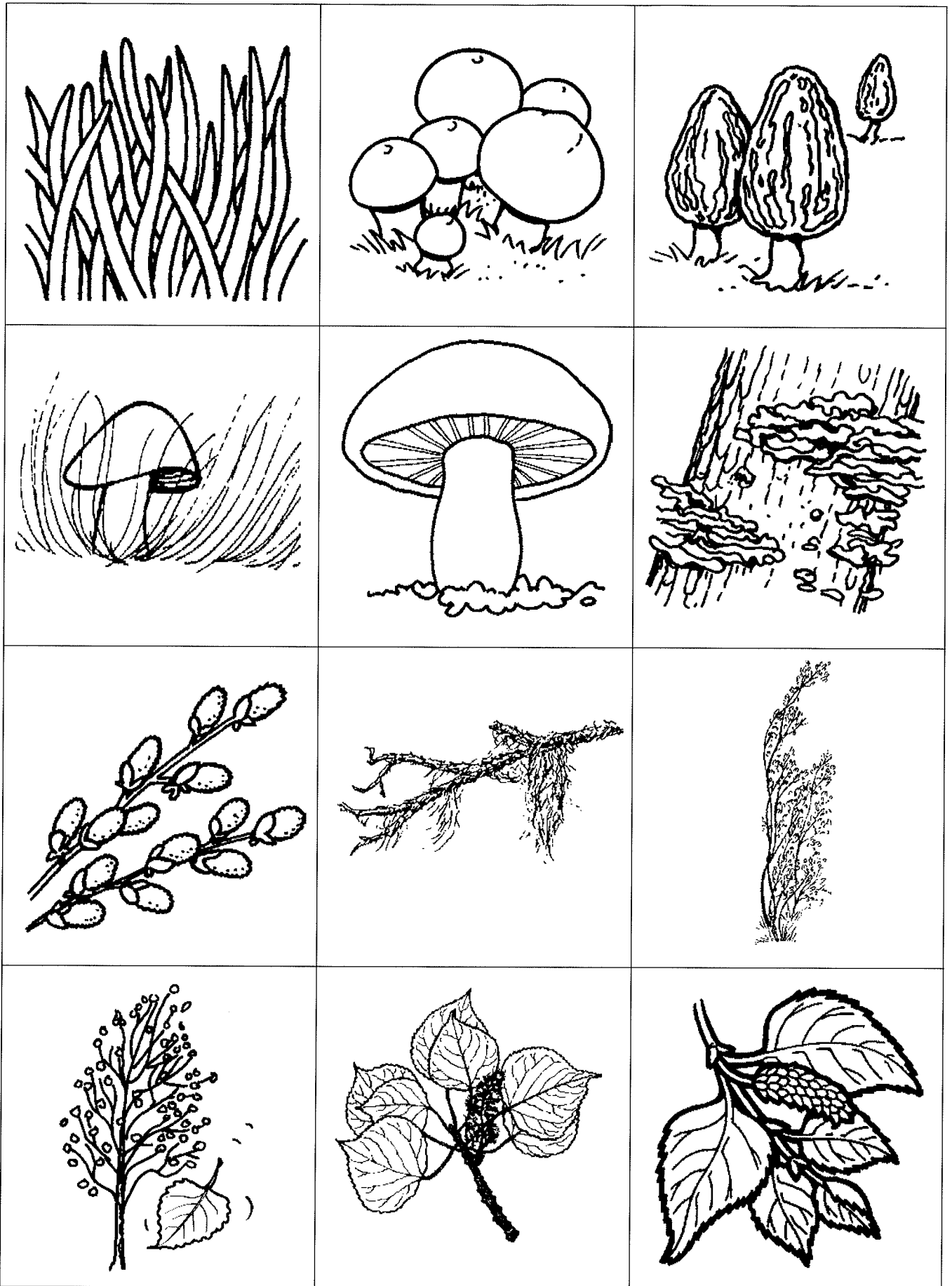


# BERRIES

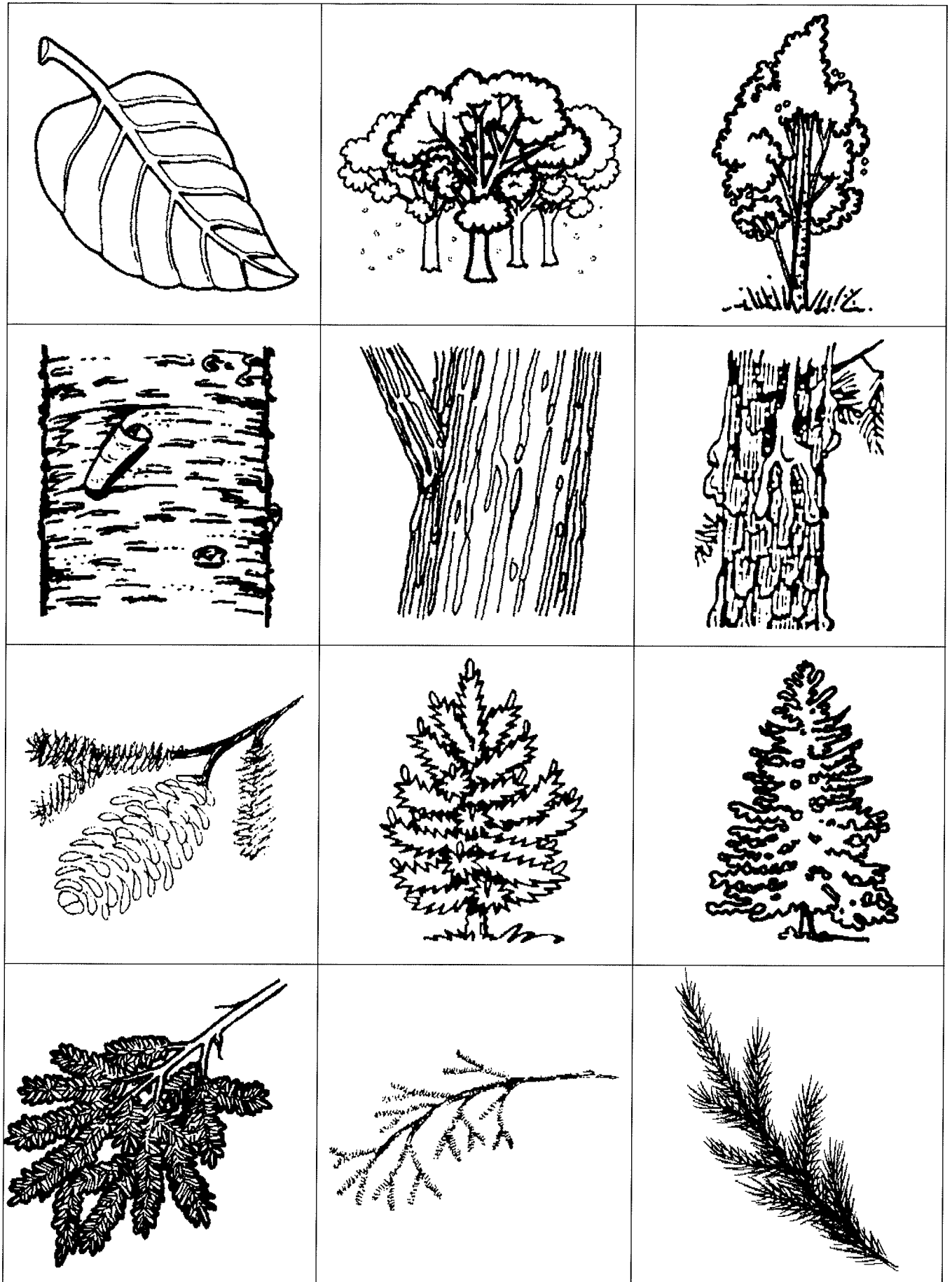




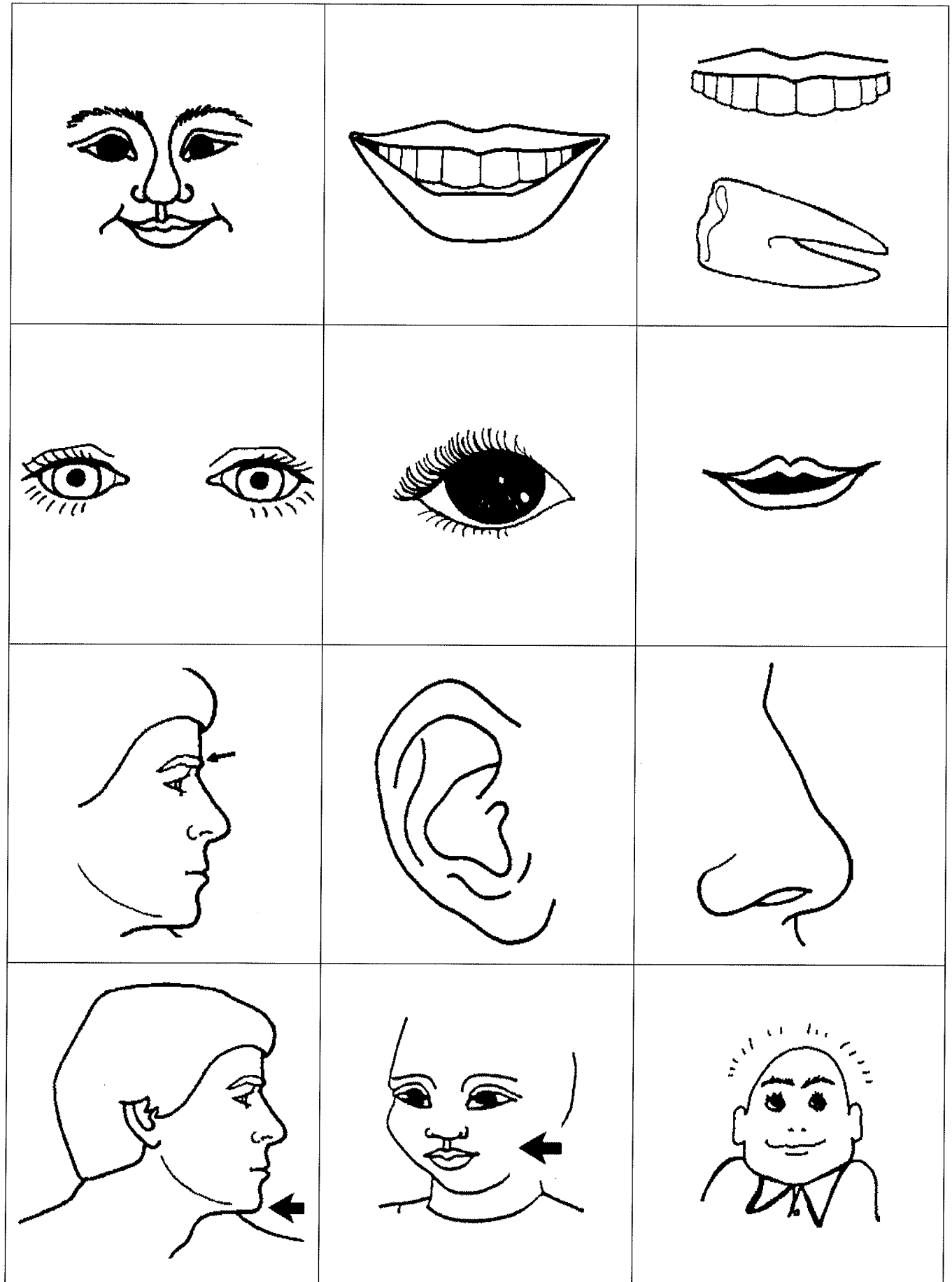




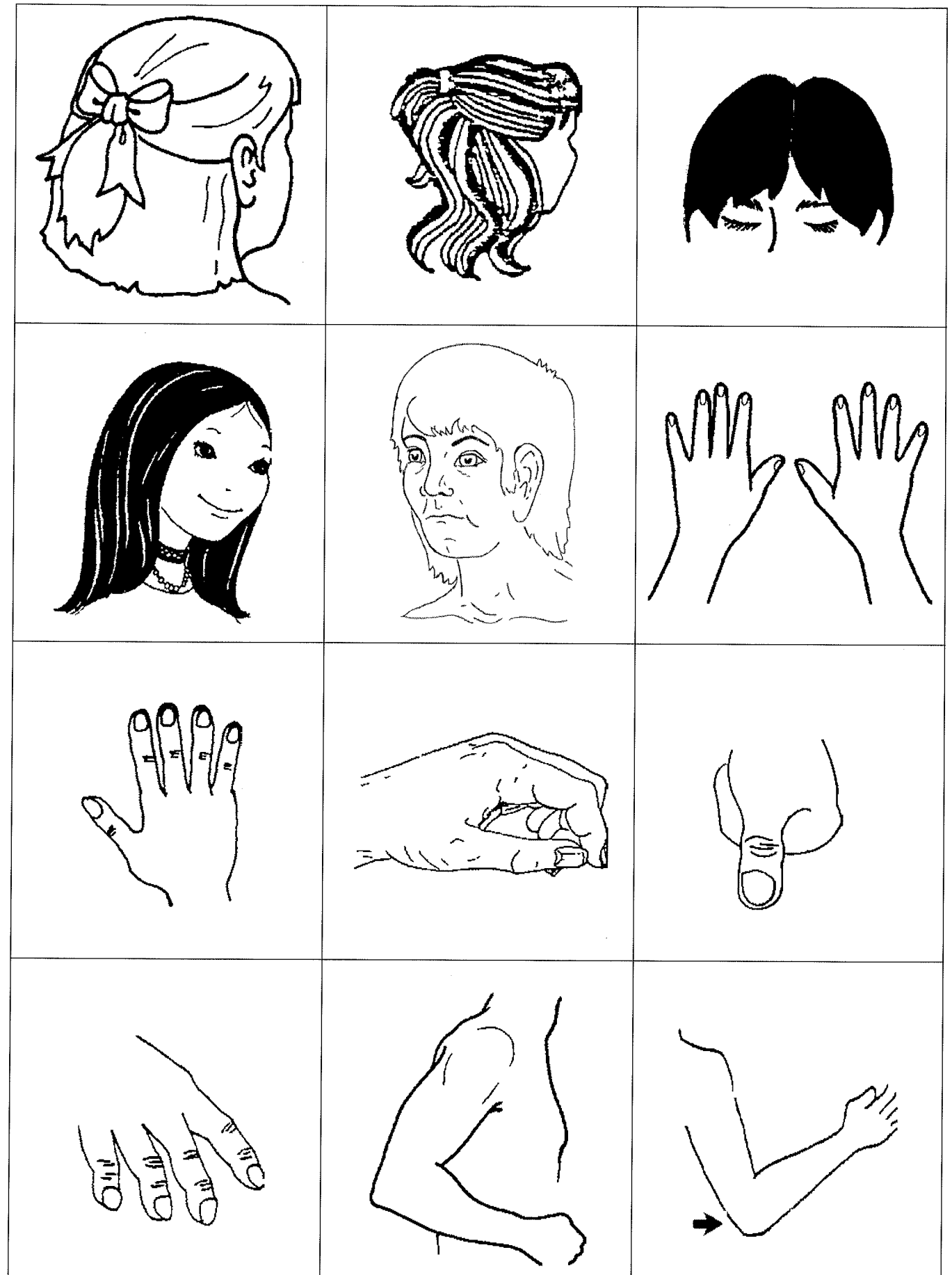
# TREES



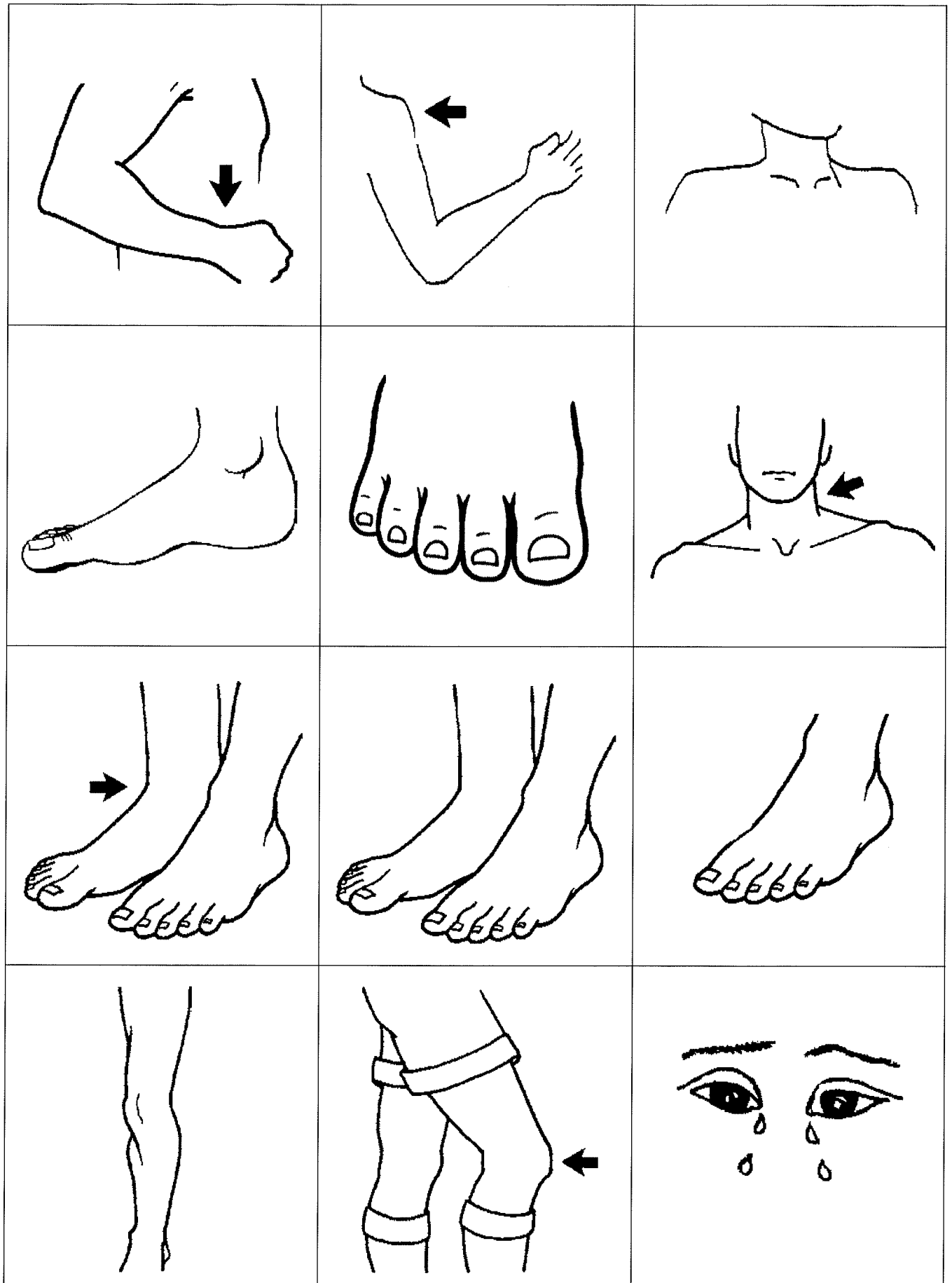
# BODY PARTS



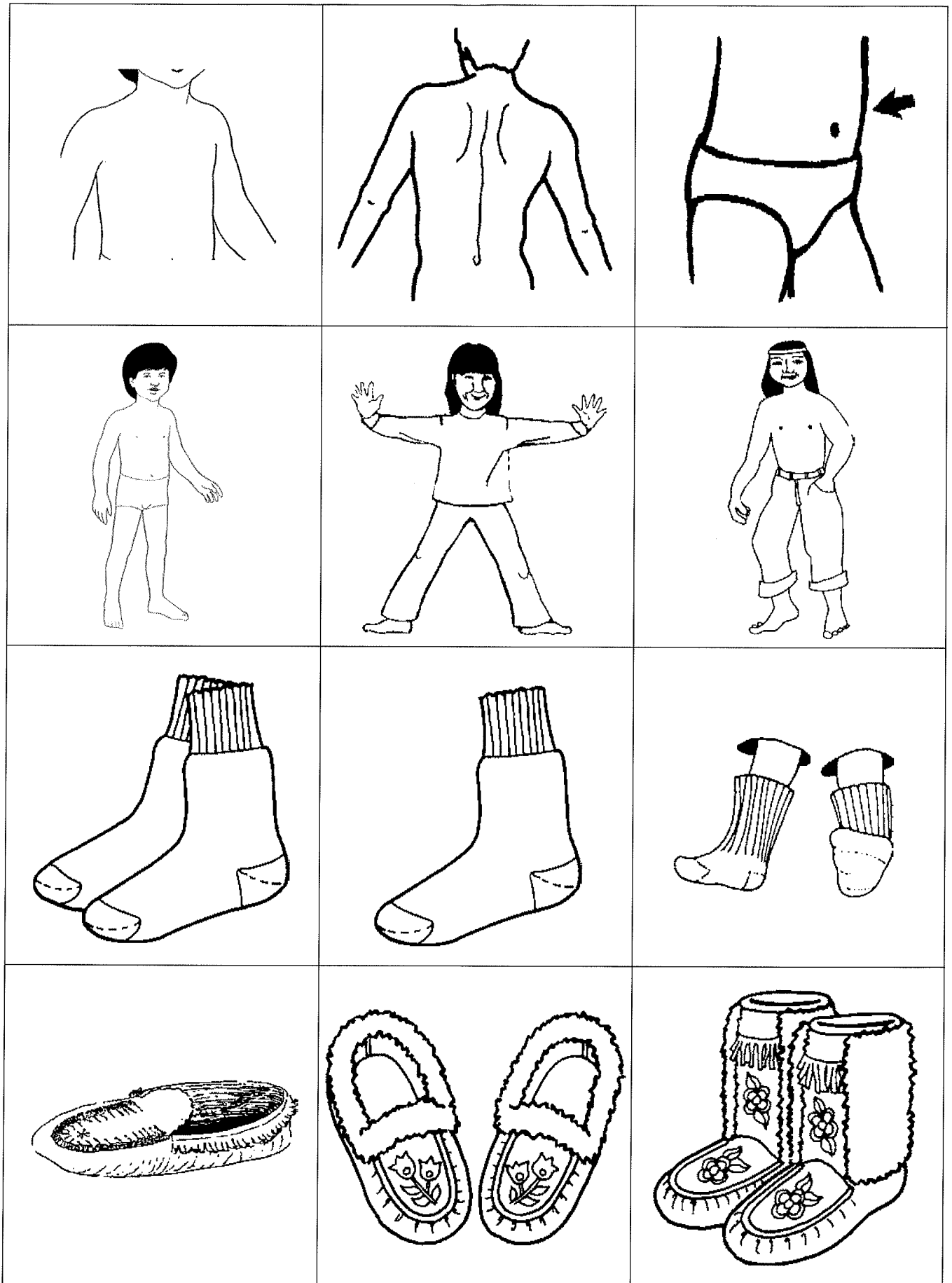
# BODY PARTS



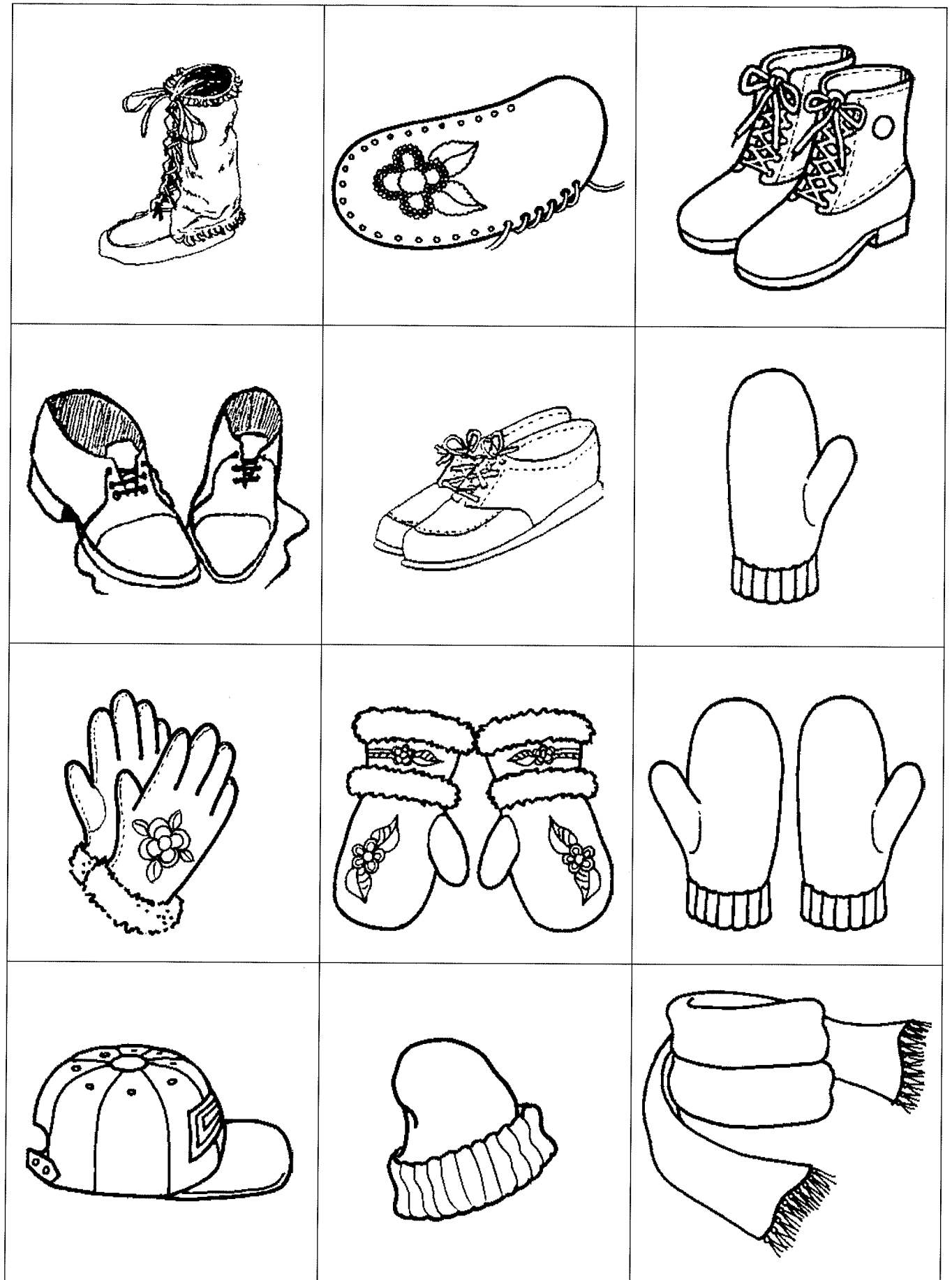
# BODY PARTS



# BODY PARTS – CLOTHING



# CLOTHING

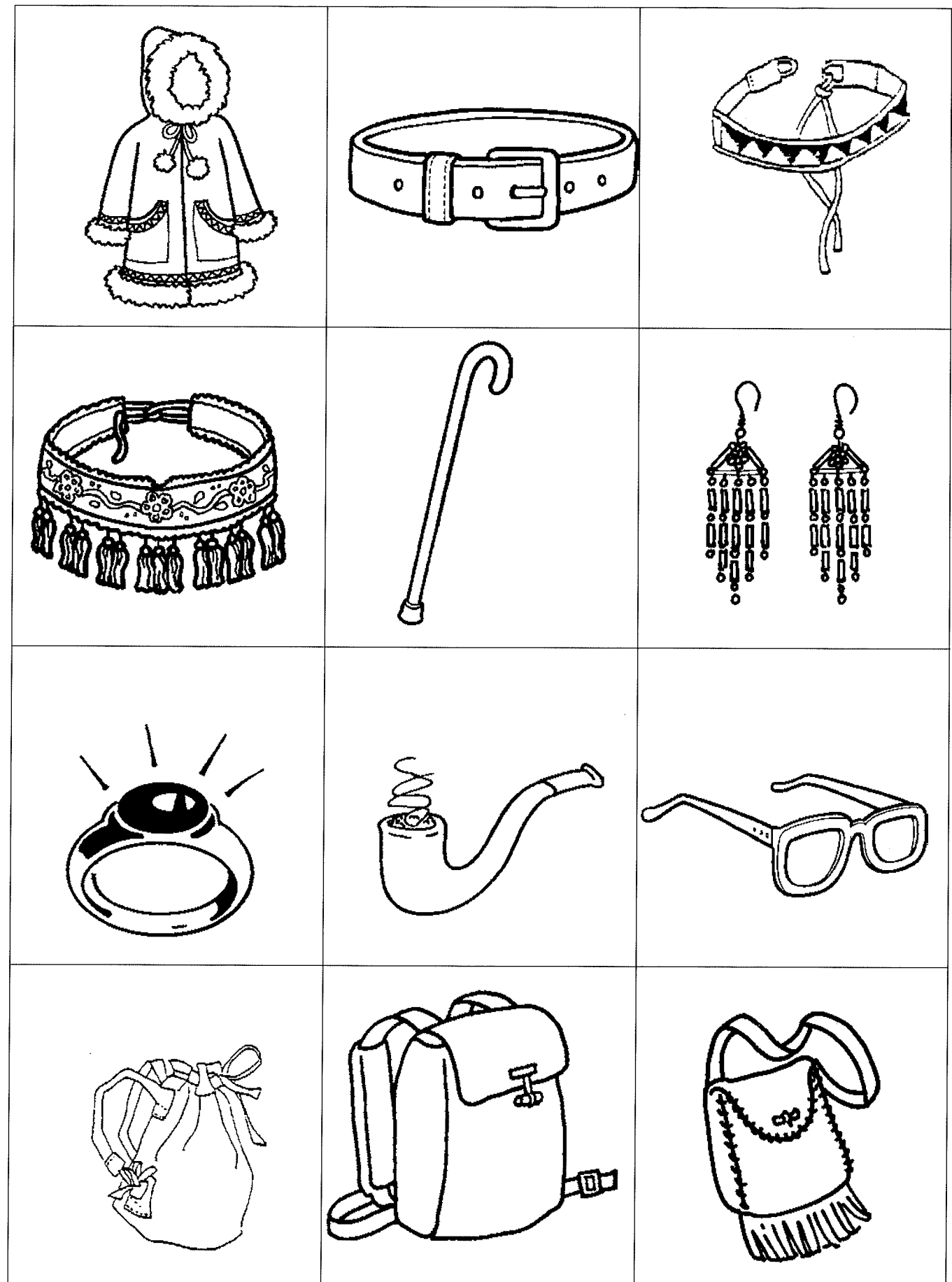




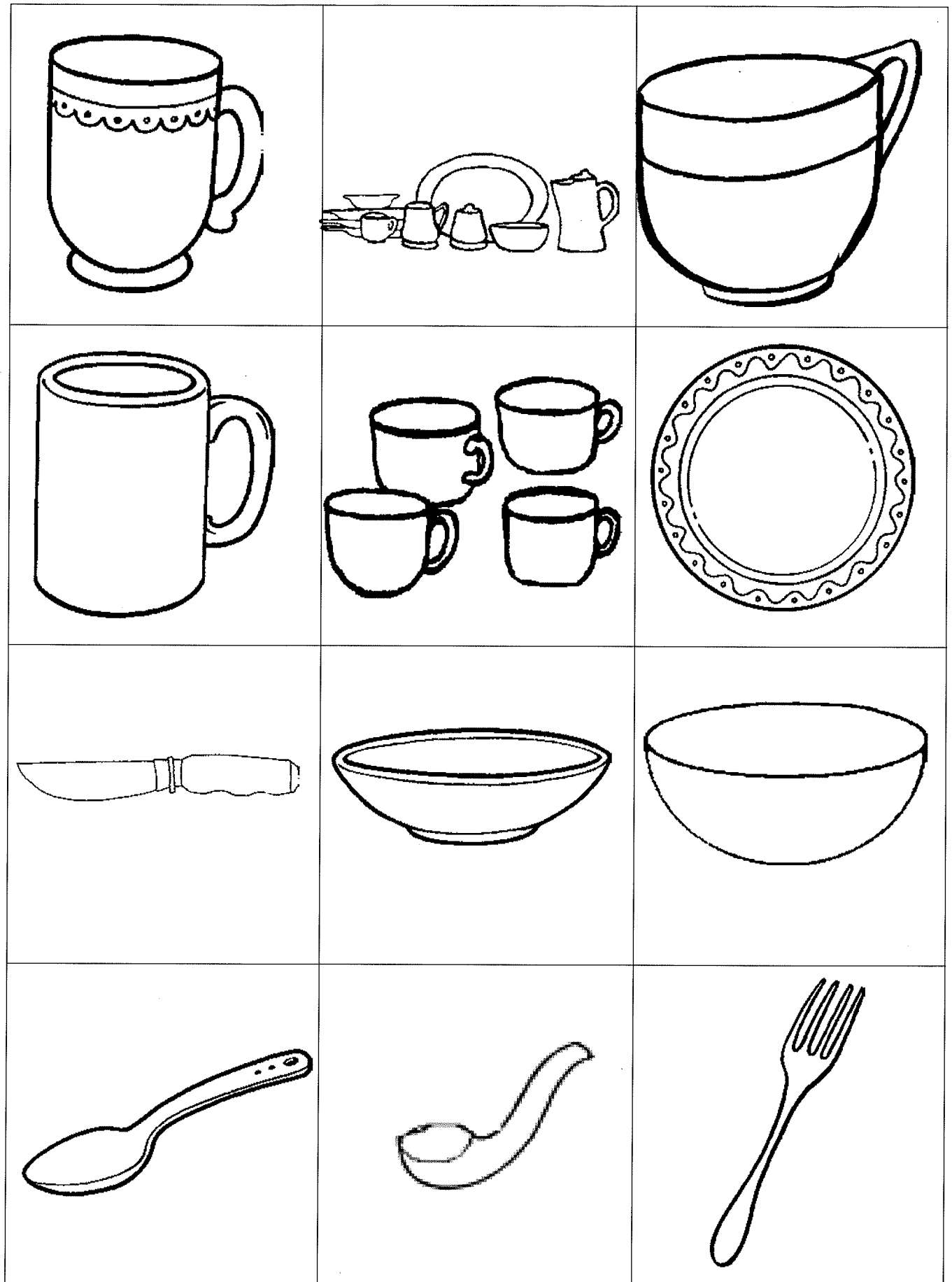
# CLOTHING



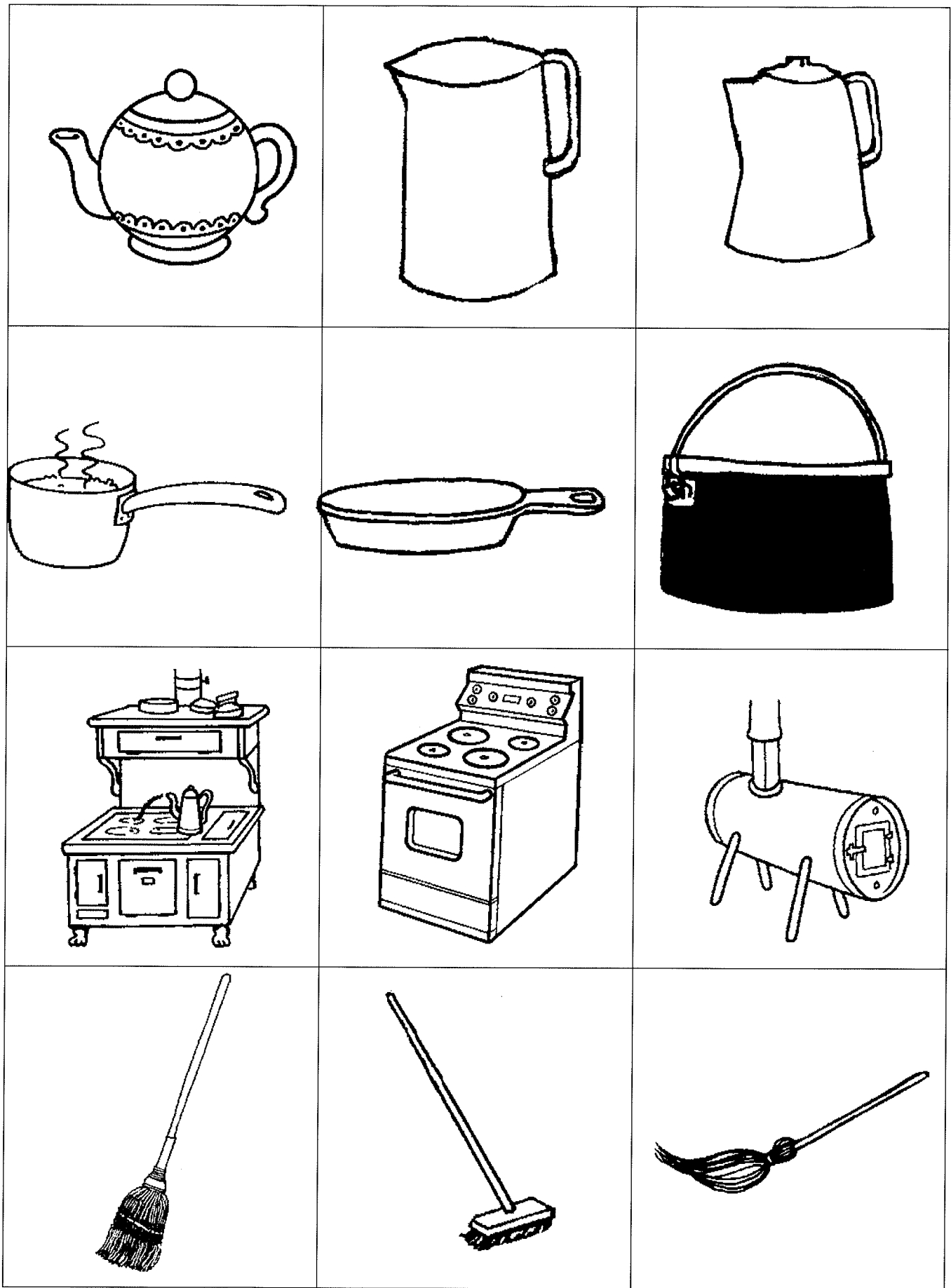
# CLOTHING



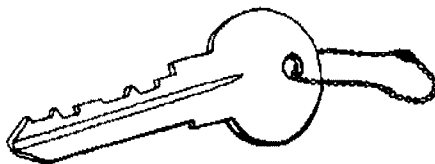
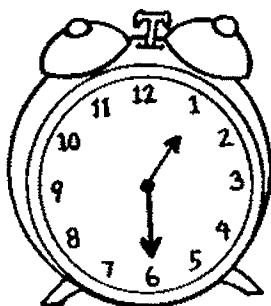
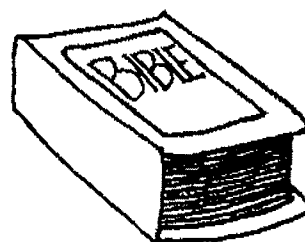
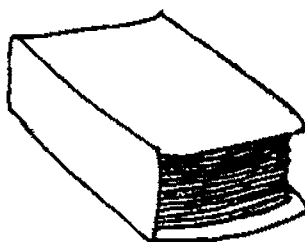
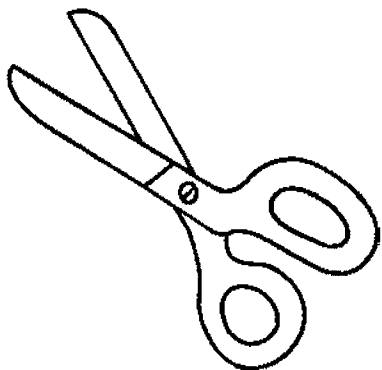
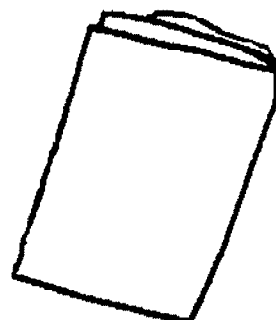
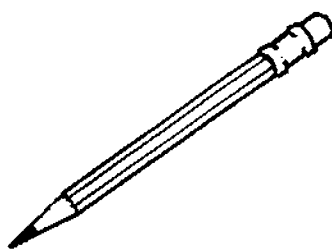
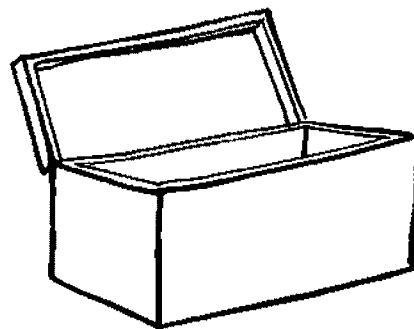
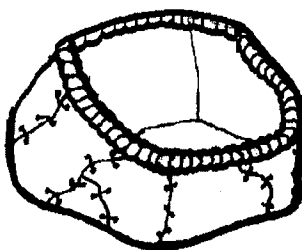
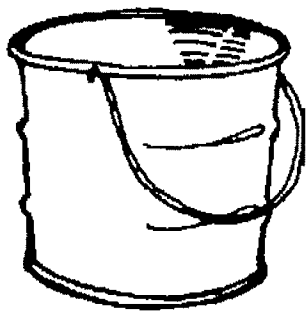
# KITCHEN OBJECTS



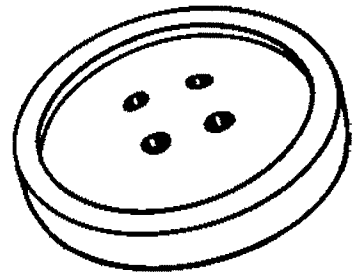
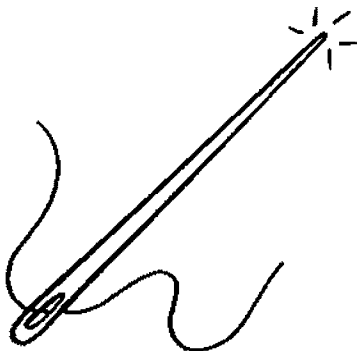
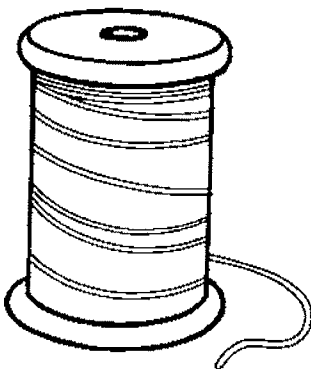
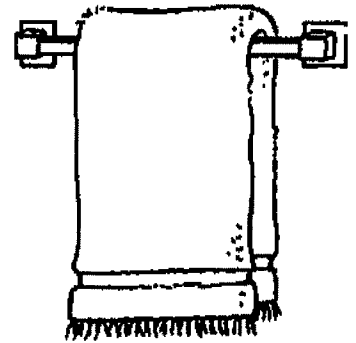
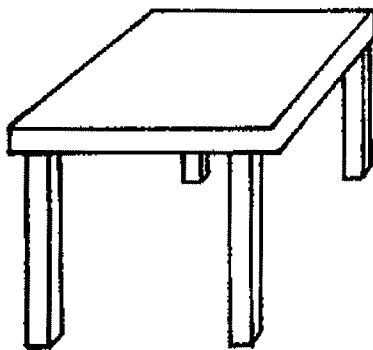
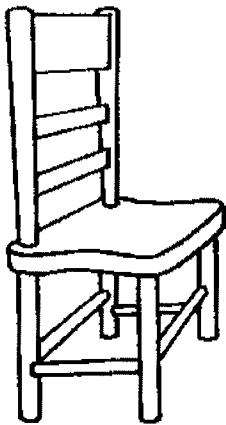
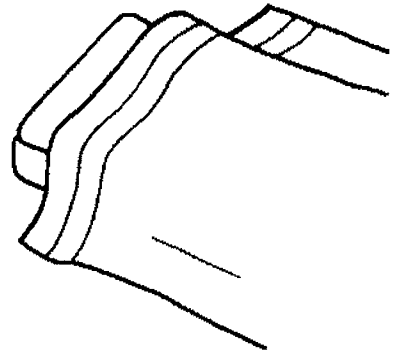
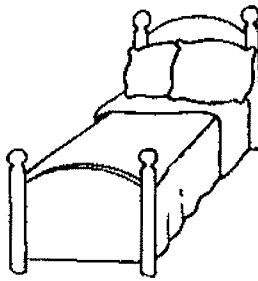
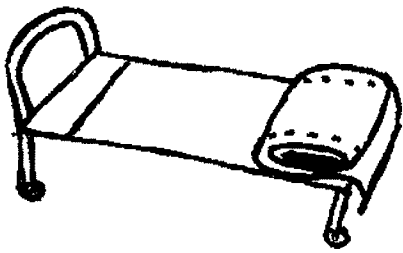
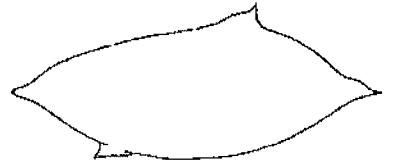
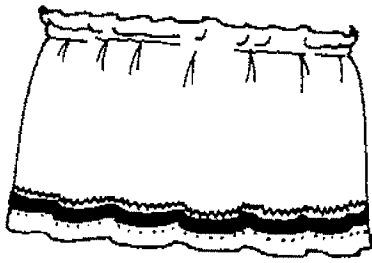
KITCHEN OBJECTS



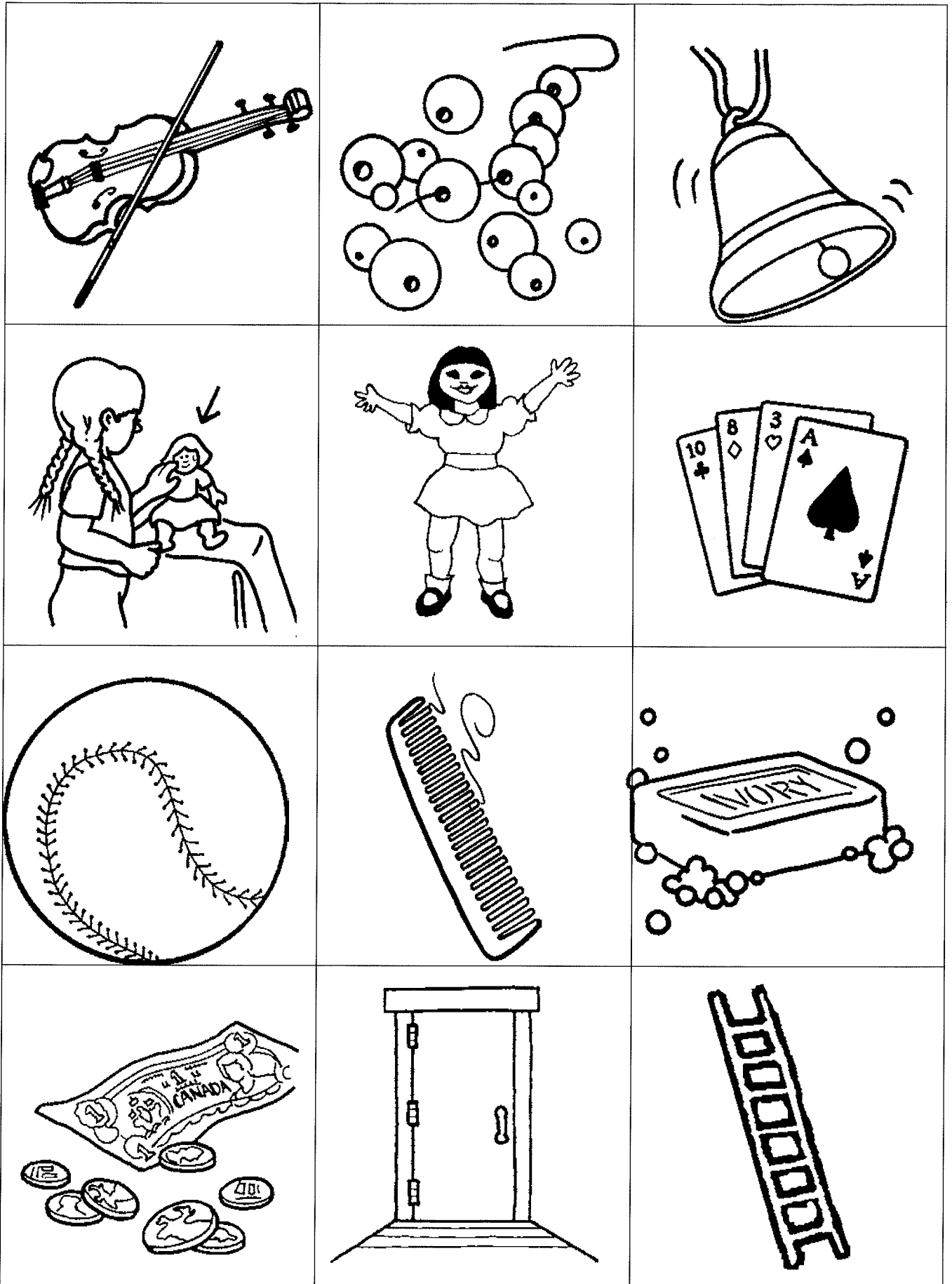
# KITCHEN OBJECTS – OTHER HOUSEHOLD OBJECTS



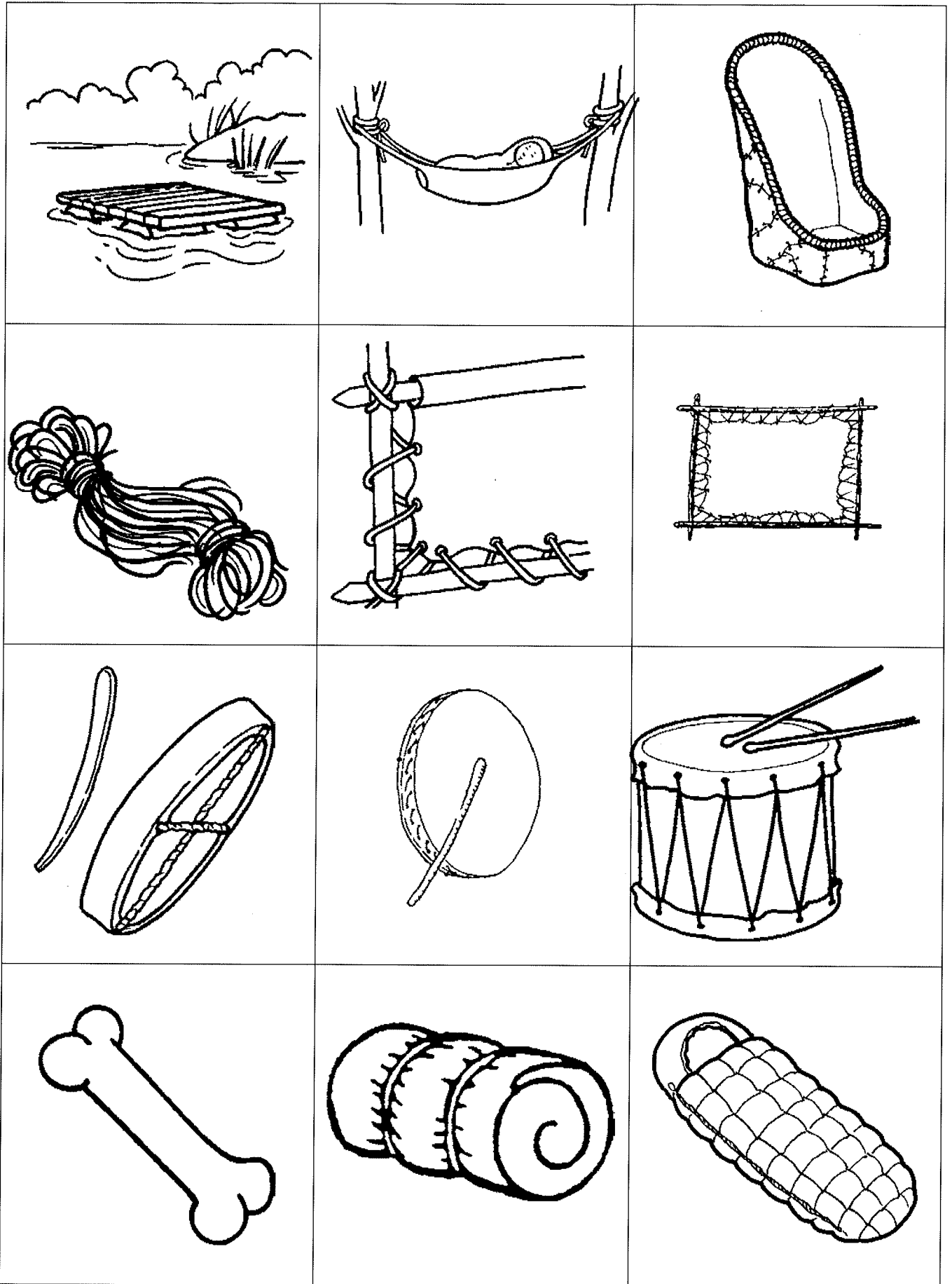
## OTHER HOUSEHOLD OBJECTS



# OTHER HOUSEHOLD OBJECTS

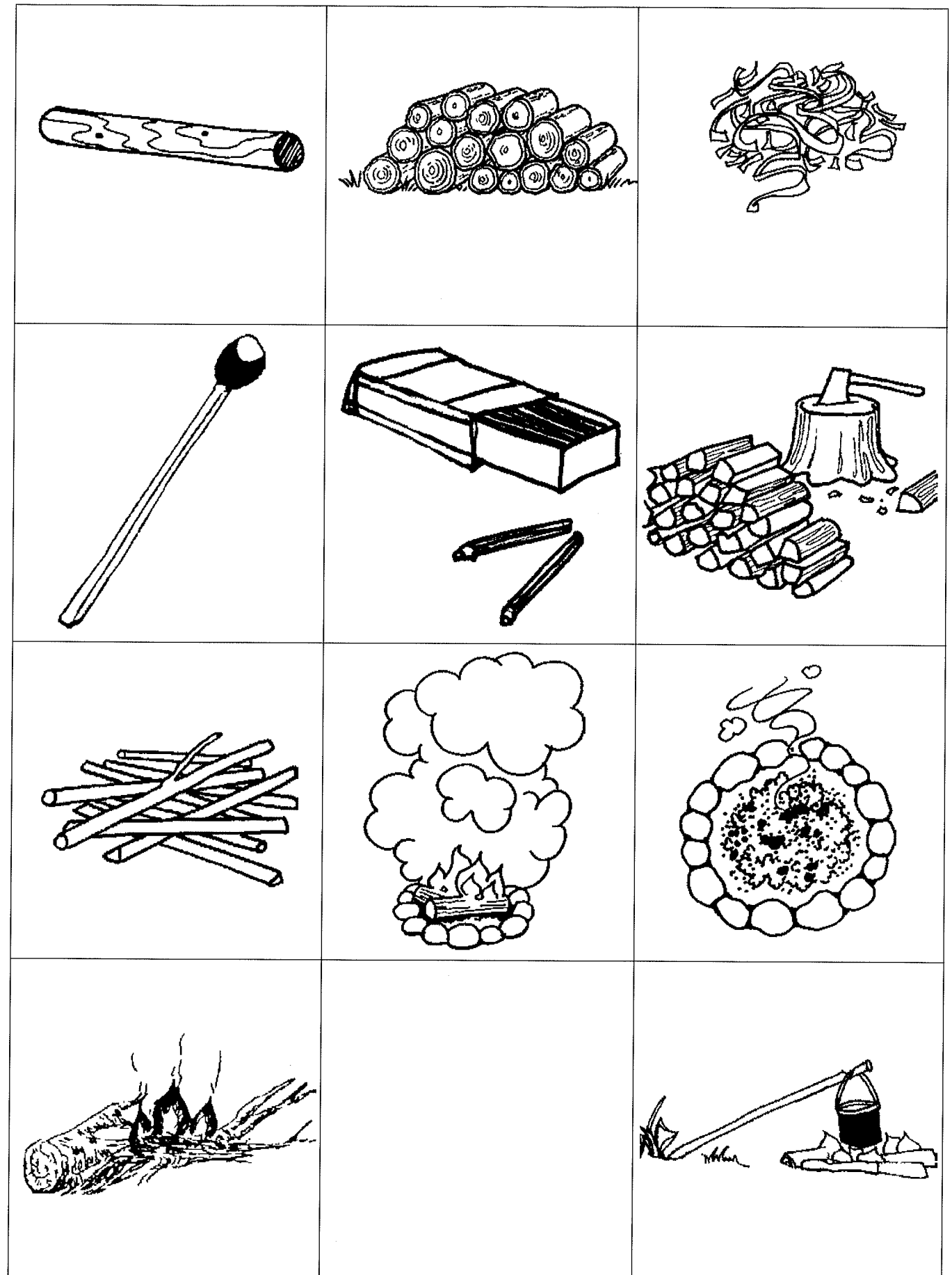


# BUSH OBJECTS

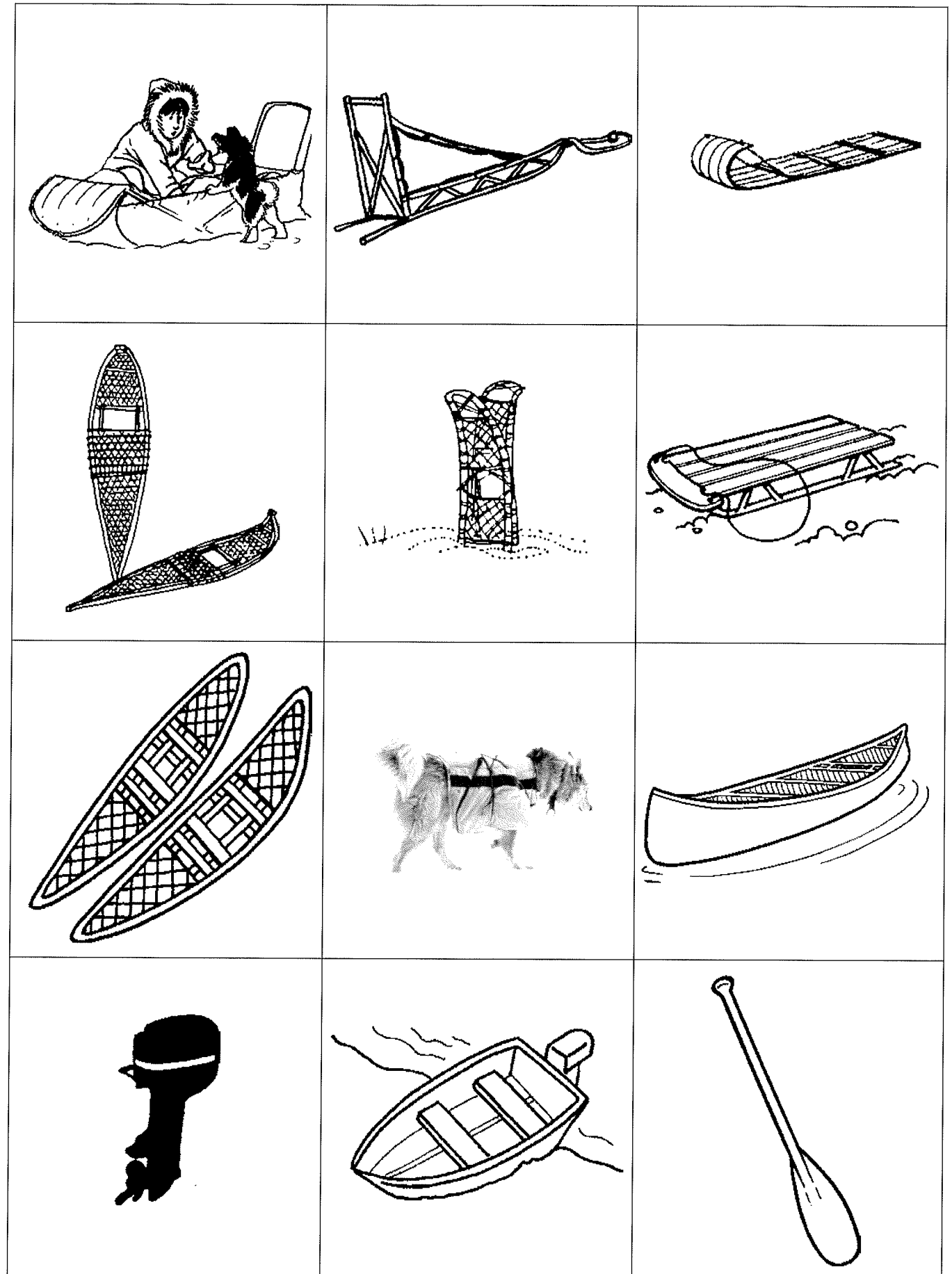





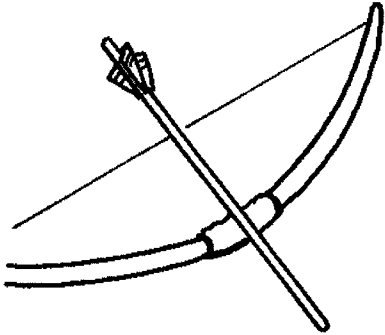
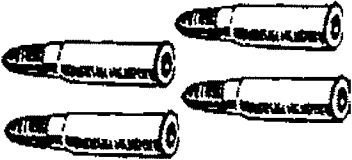

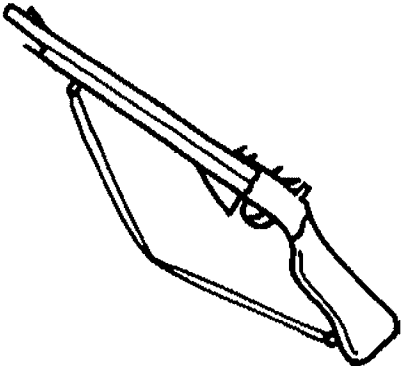
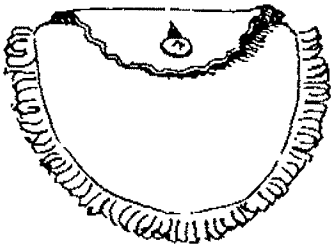

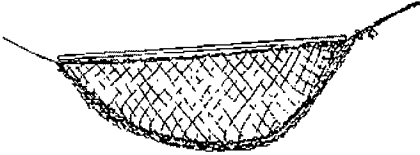
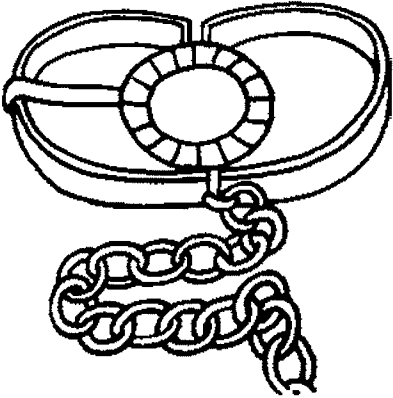
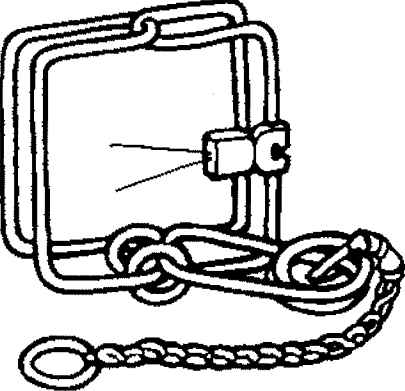
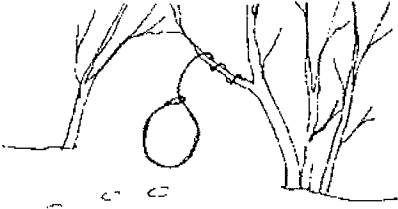
# BUSH OBJECTS



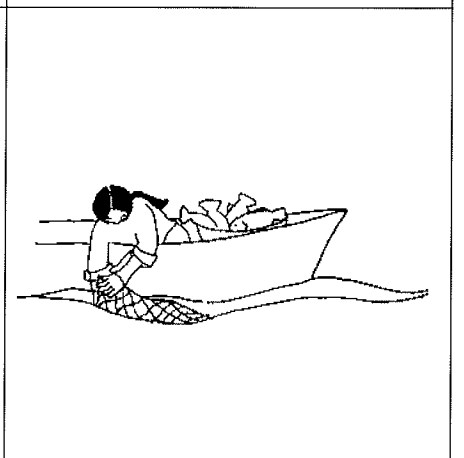
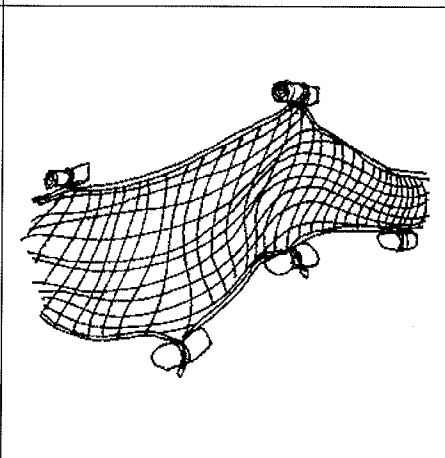
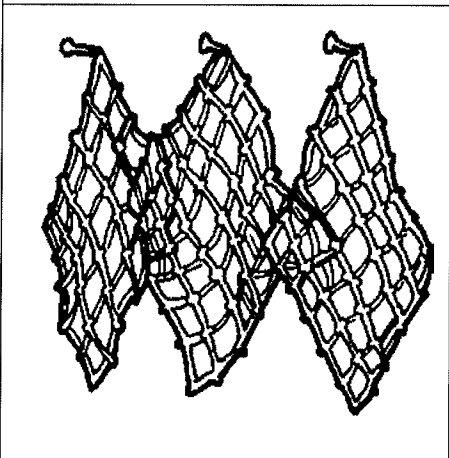
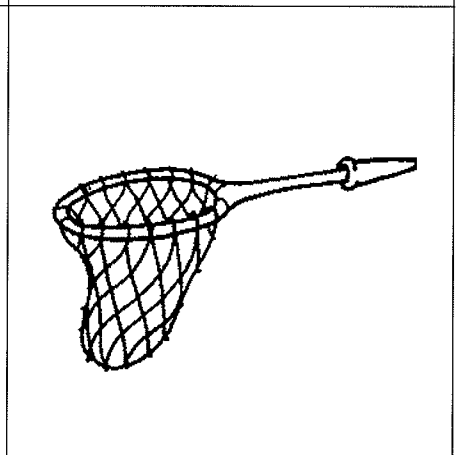
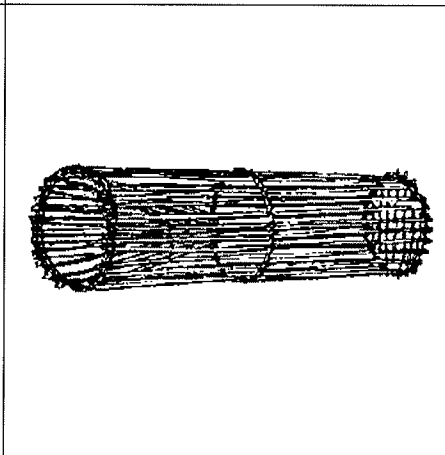
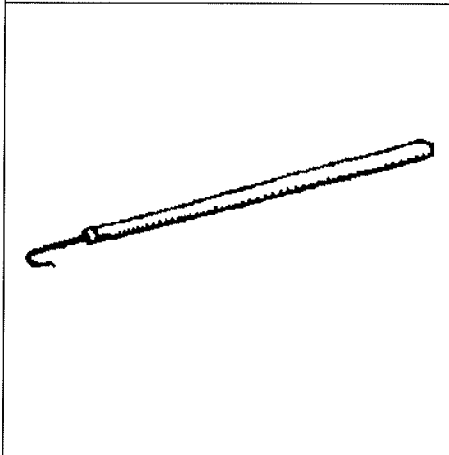
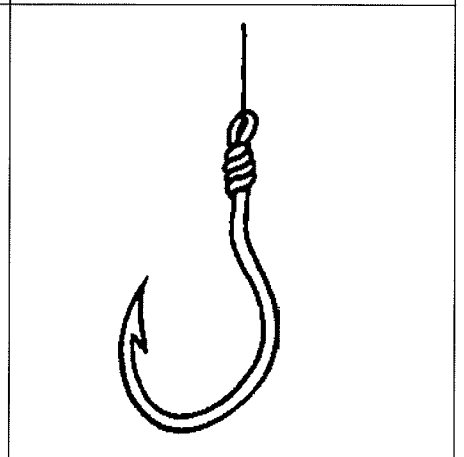
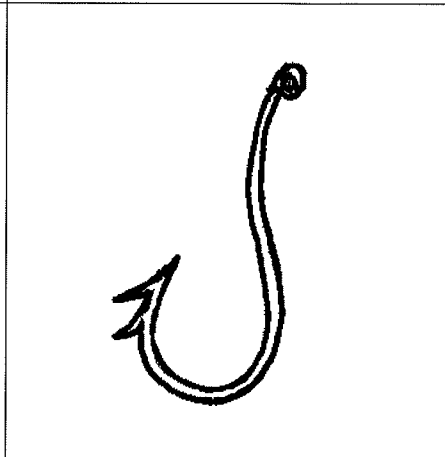
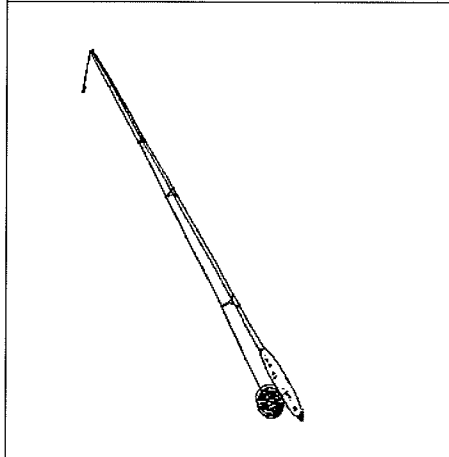
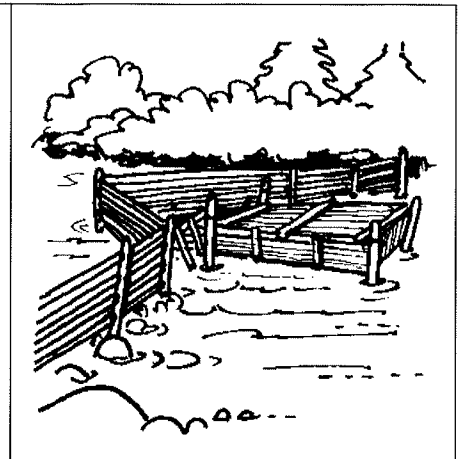
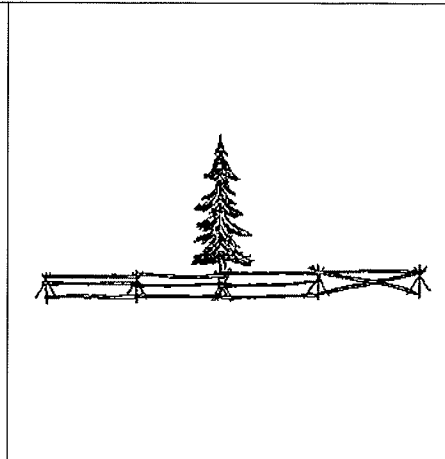
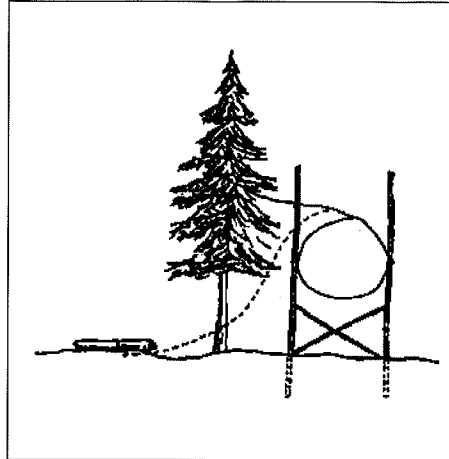
# BUSH OBJECTS



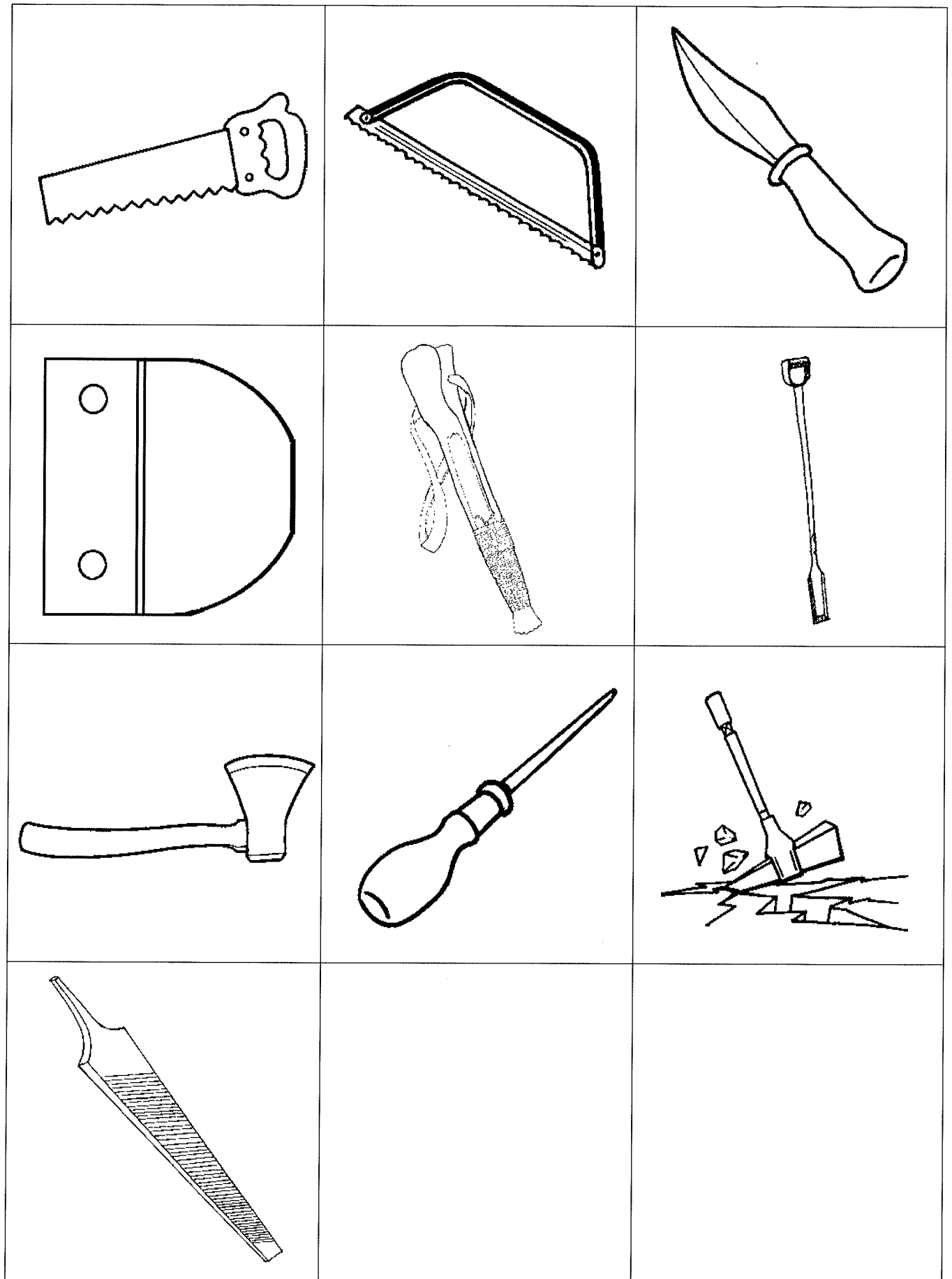
BUSH OBJECTS

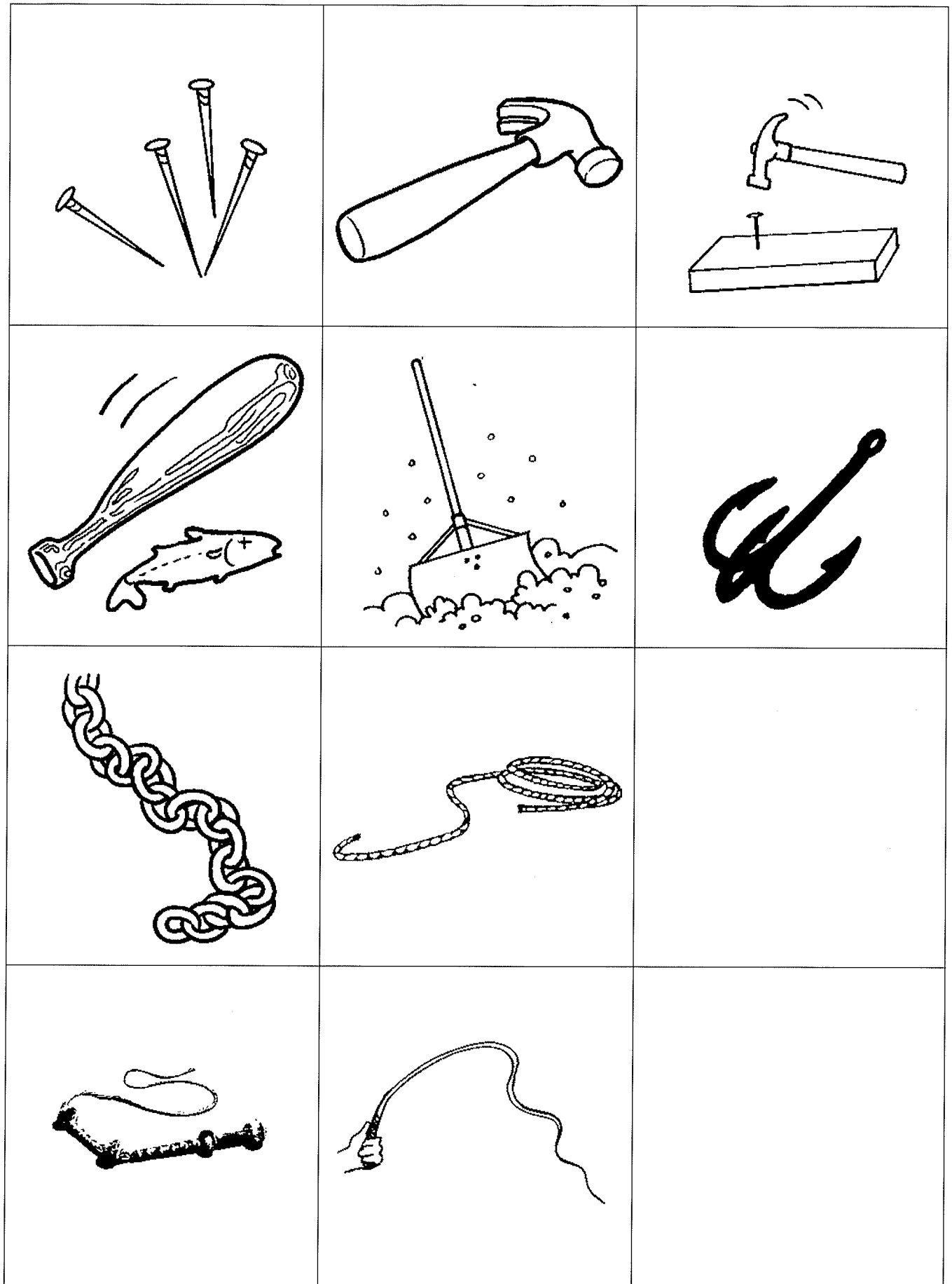
# BUSH OBJECTS



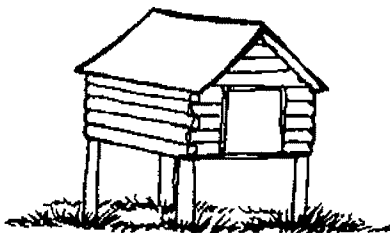
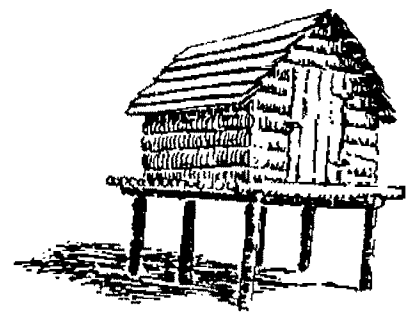
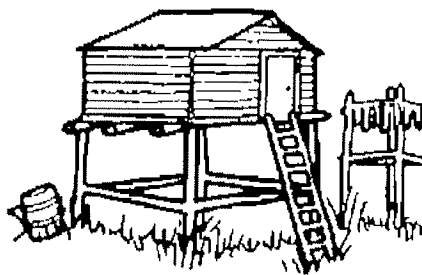
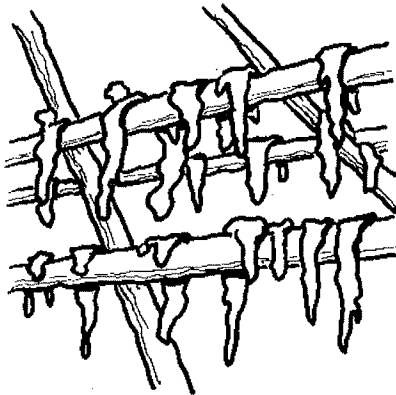
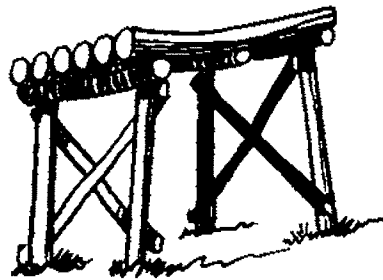
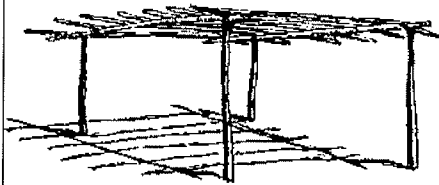
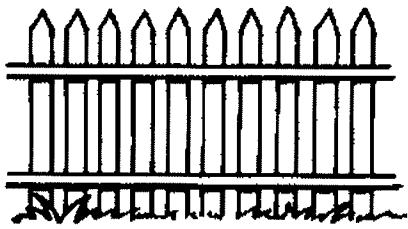
# TOOLS



# TOOLS



# CACHES, RACKS

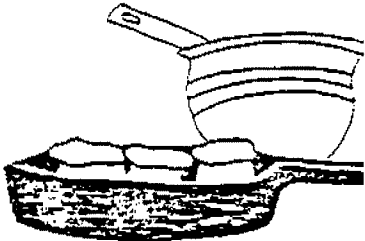
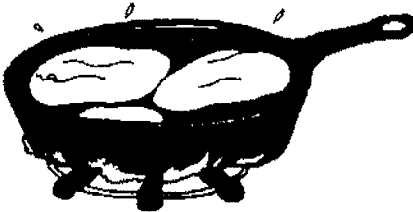

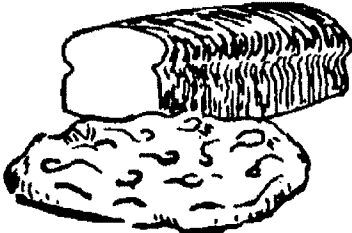
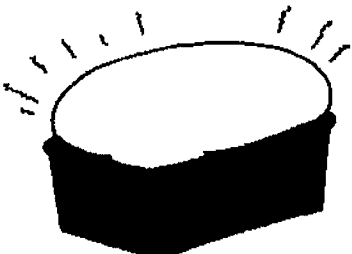
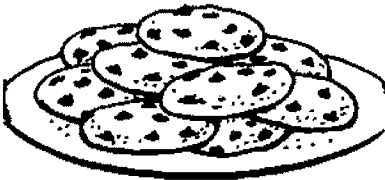
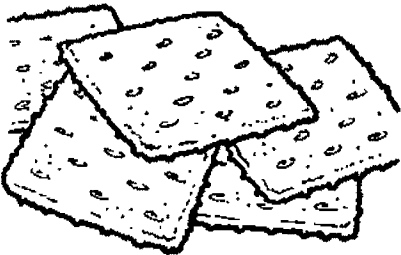
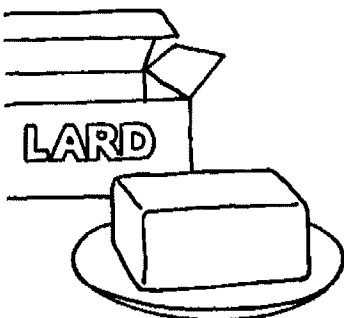
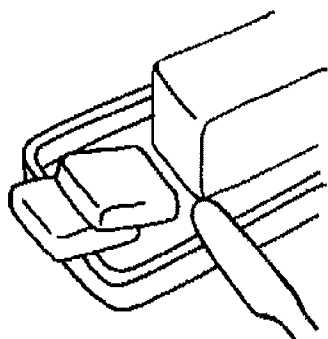

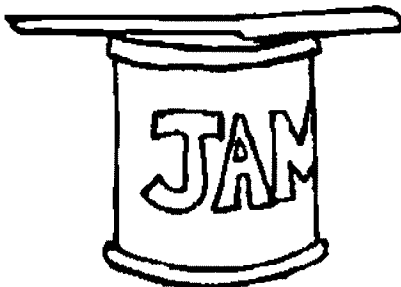


FOOD

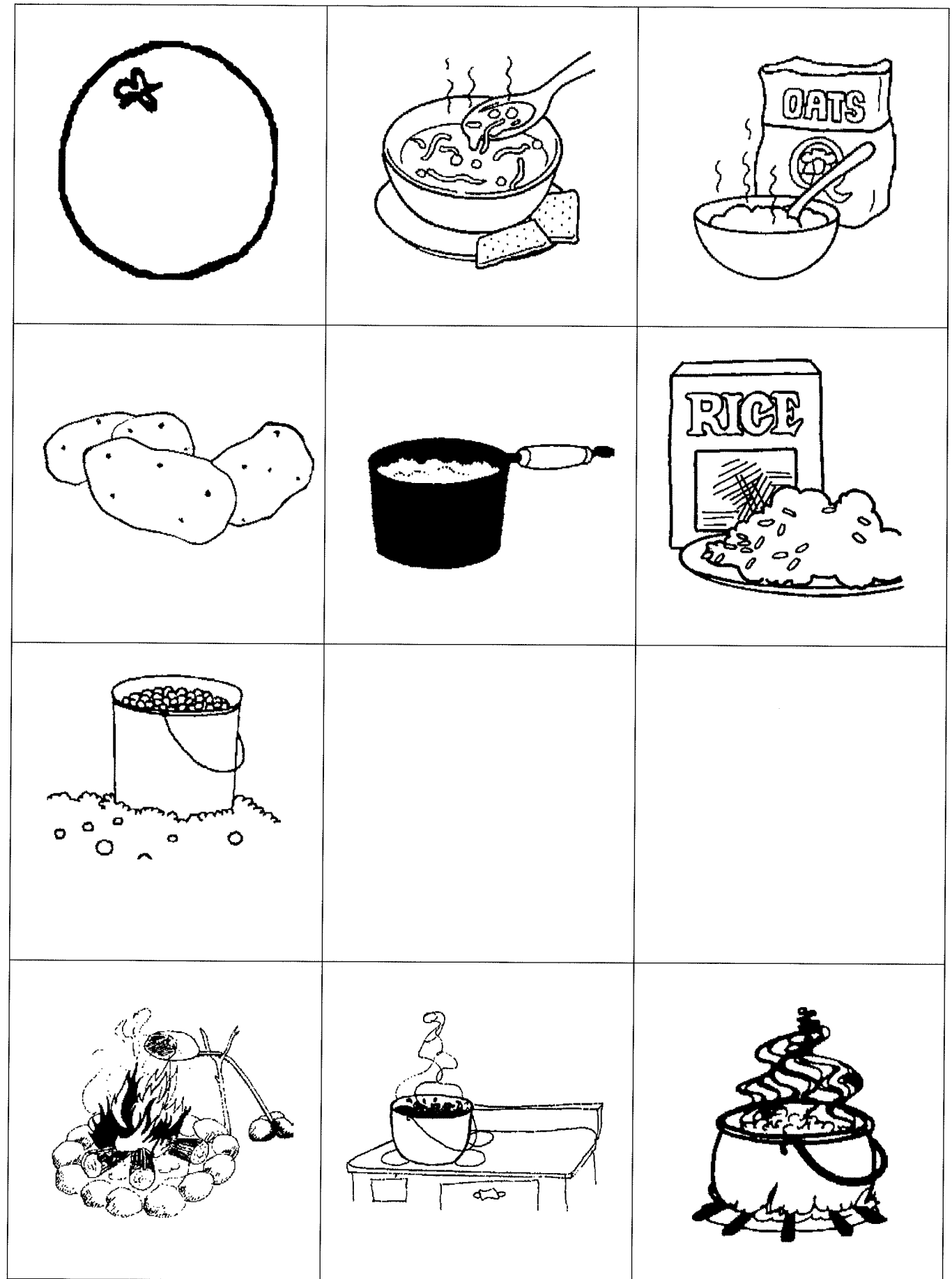




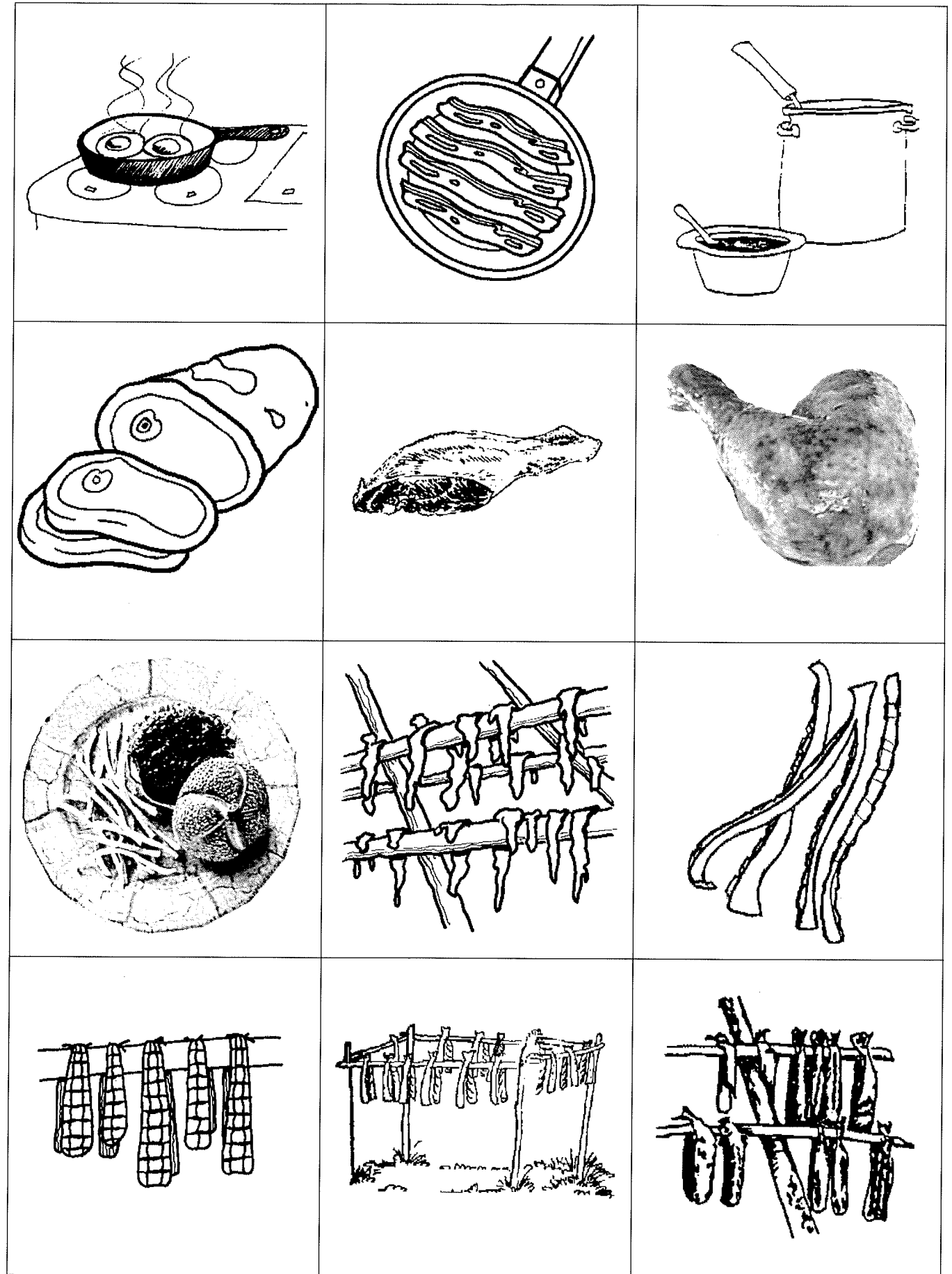
FOOD

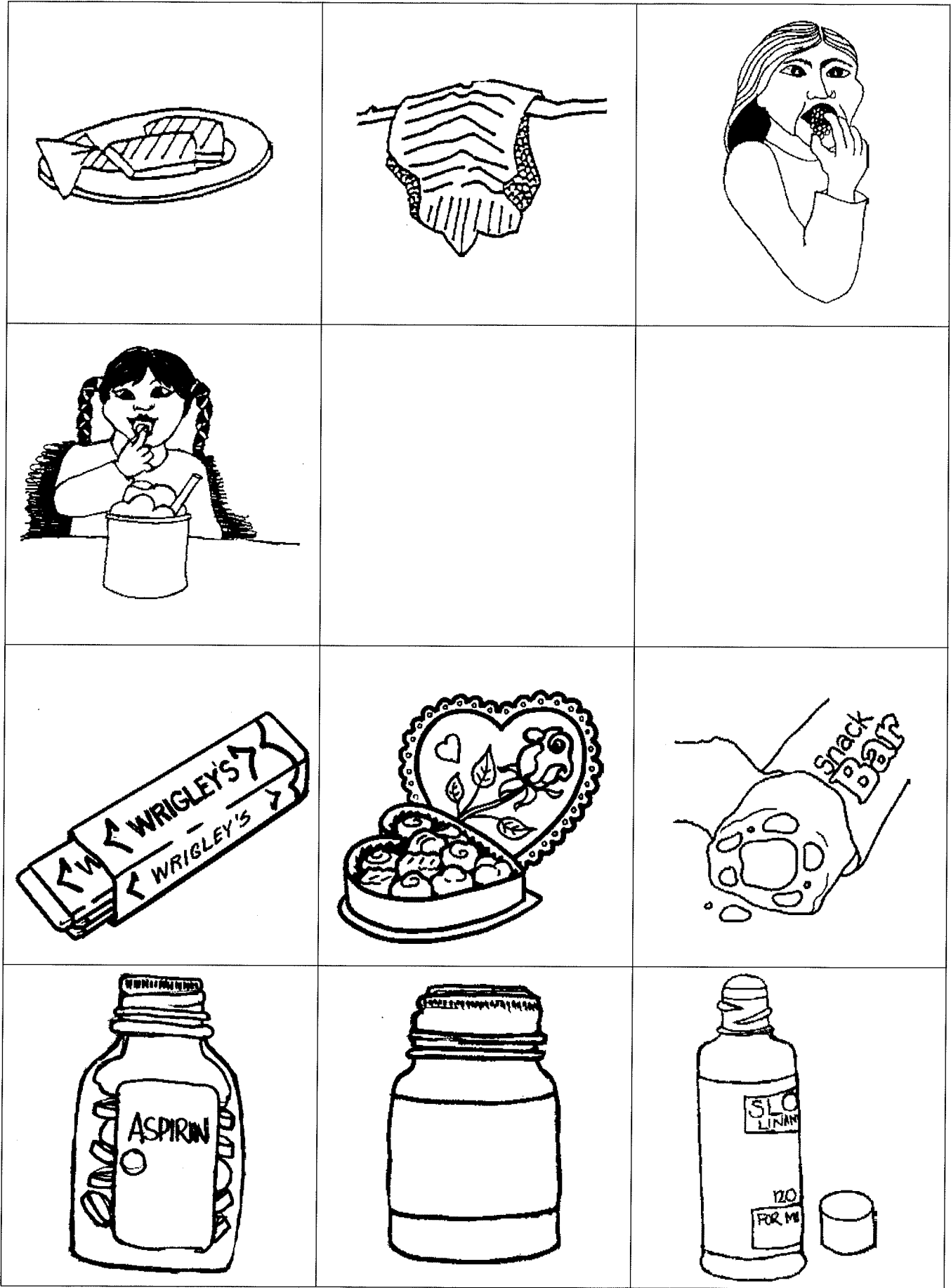
# FOOD



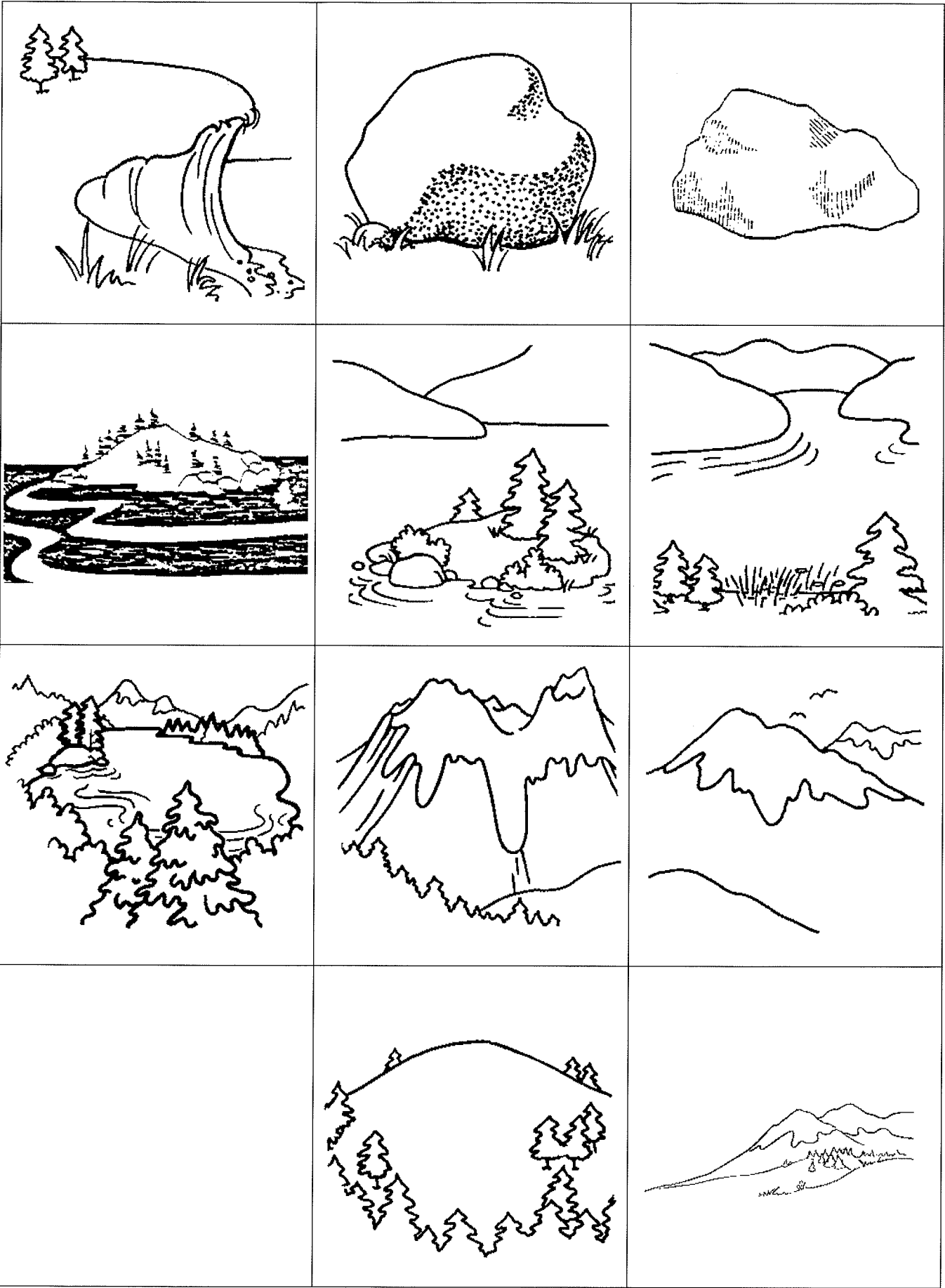
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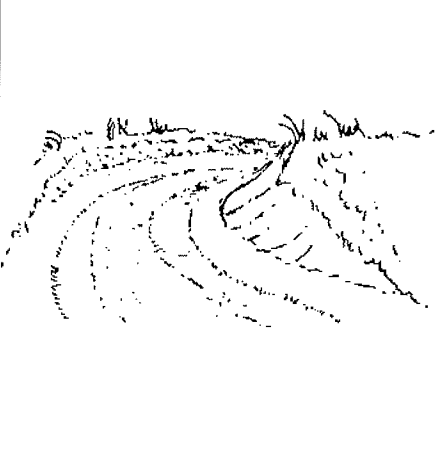
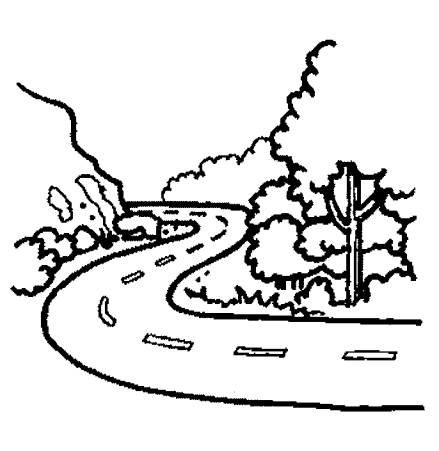
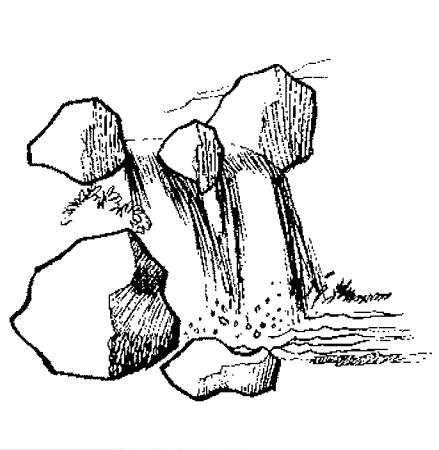
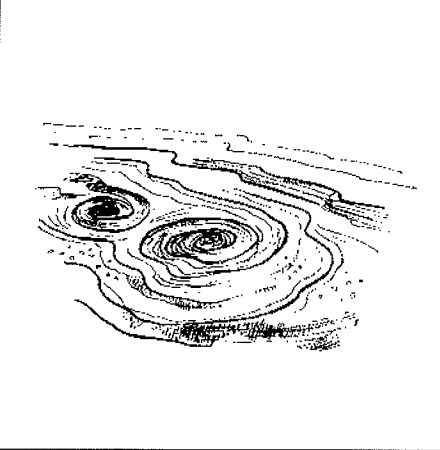
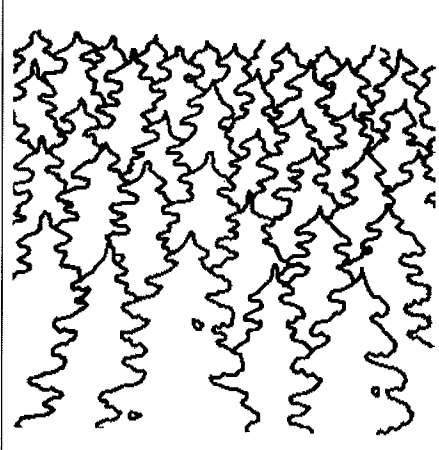
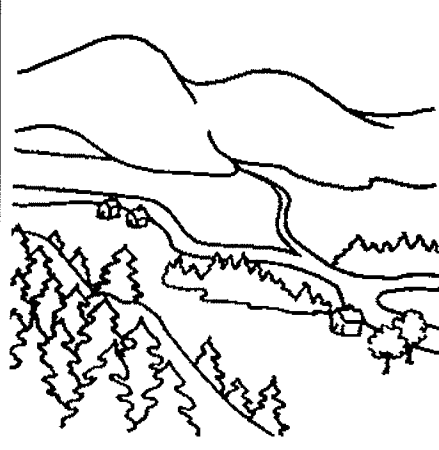
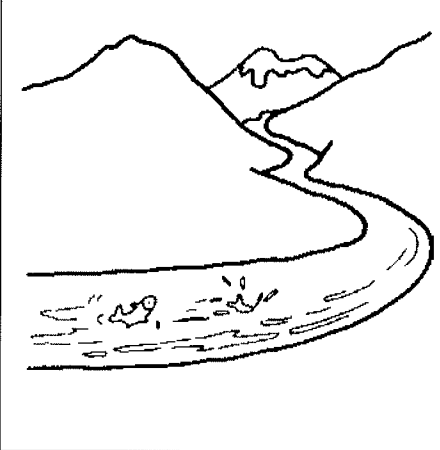
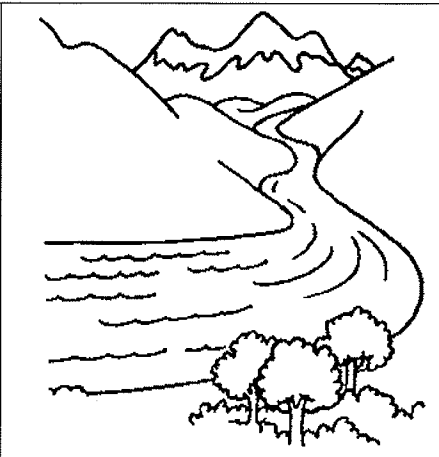
FOOD

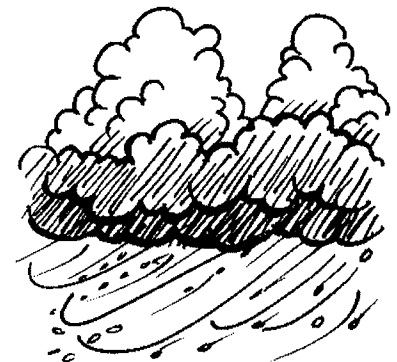
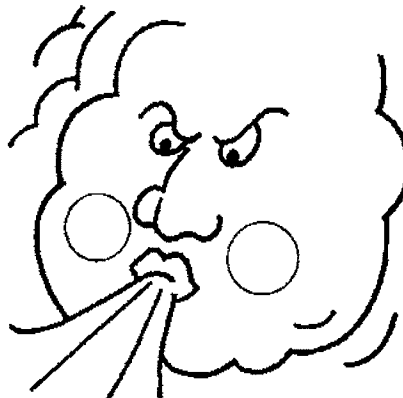
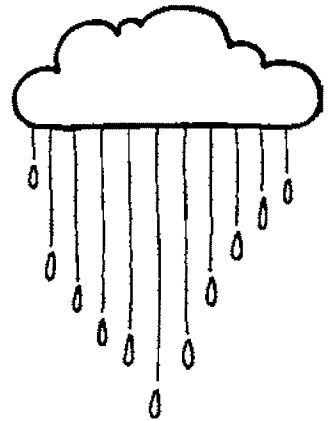
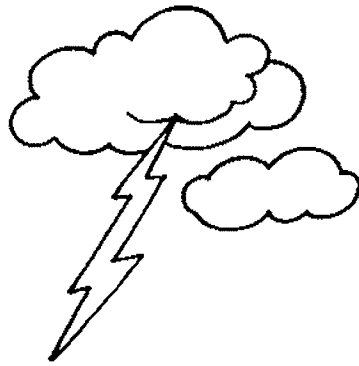
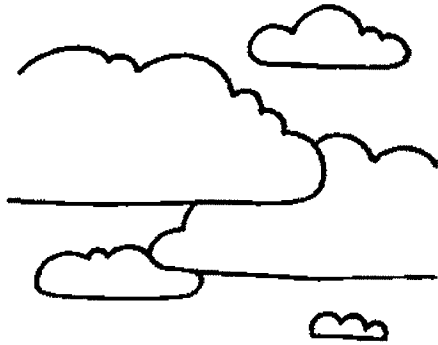
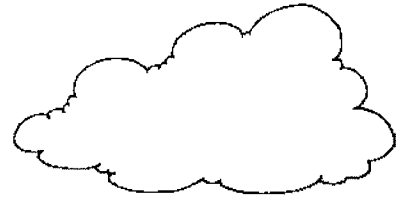
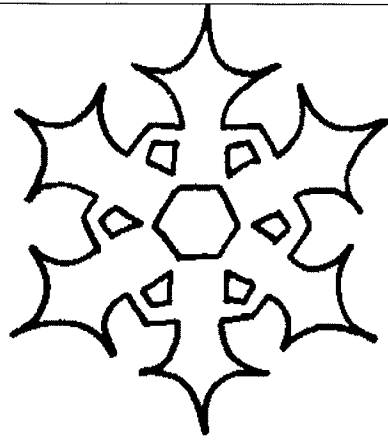
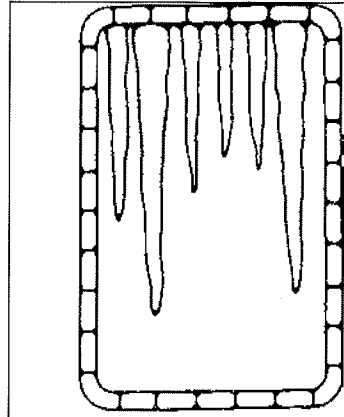


LAND FEATURES

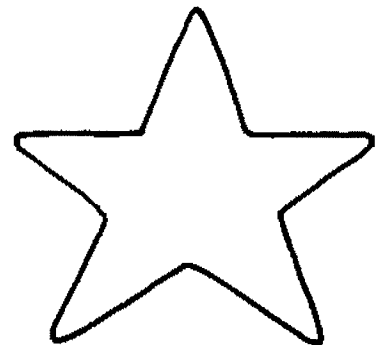
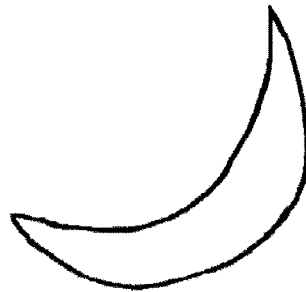
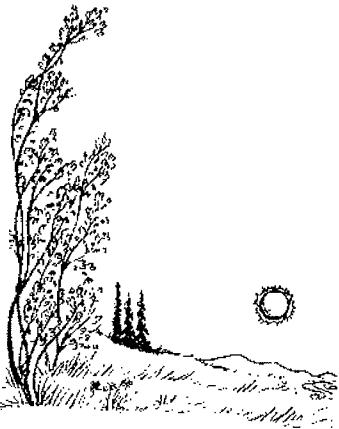
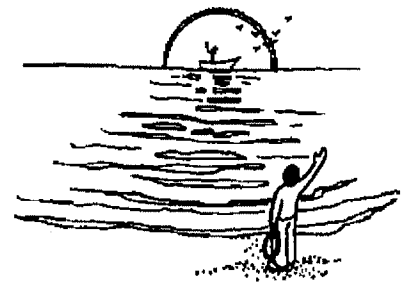
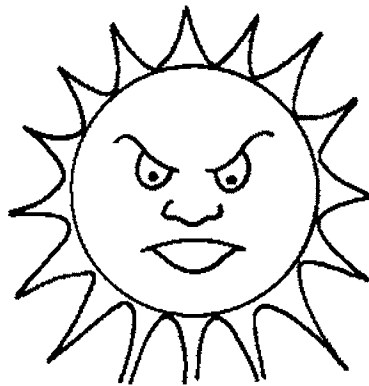
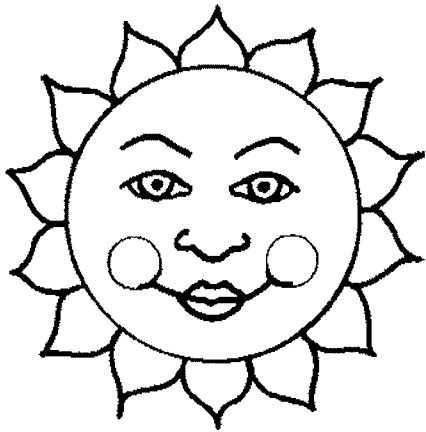
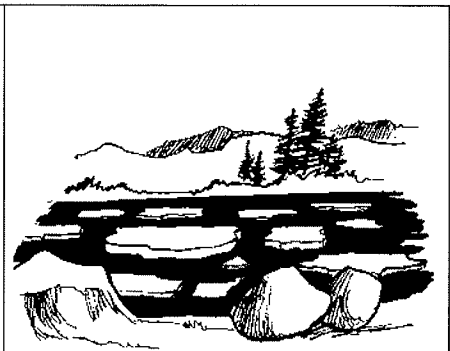
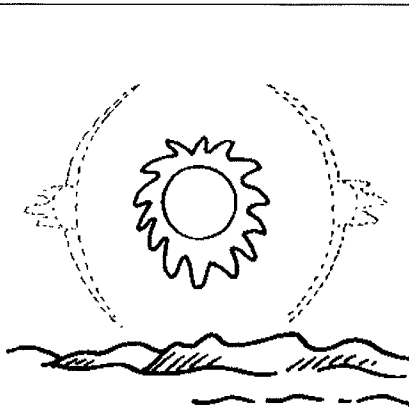
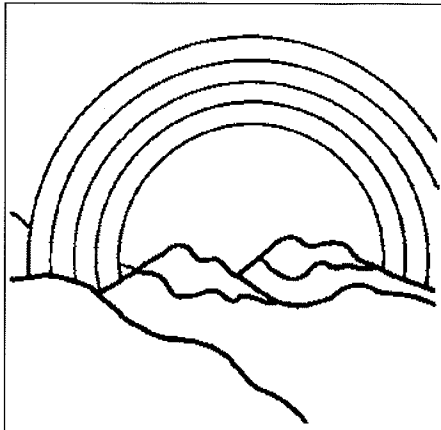


LAND FEATURES



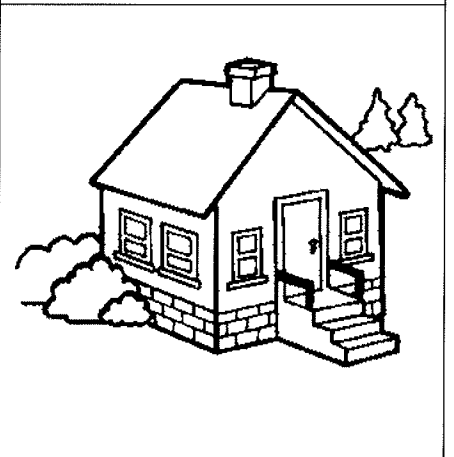
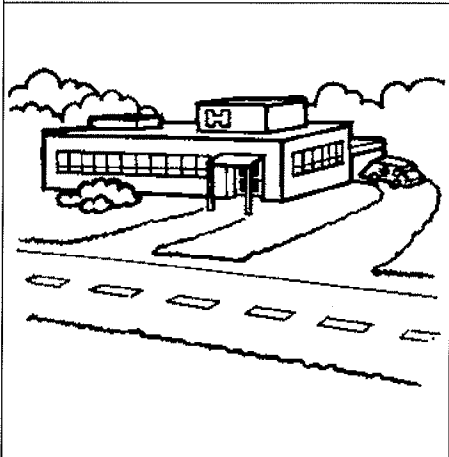
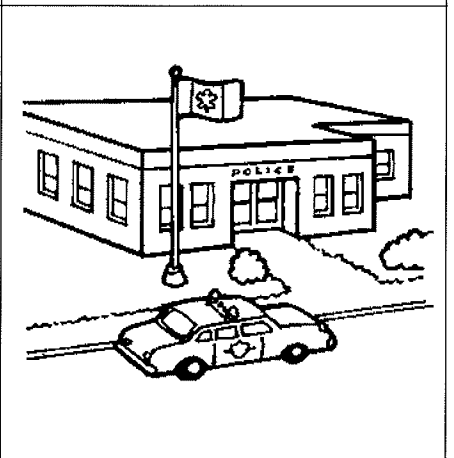
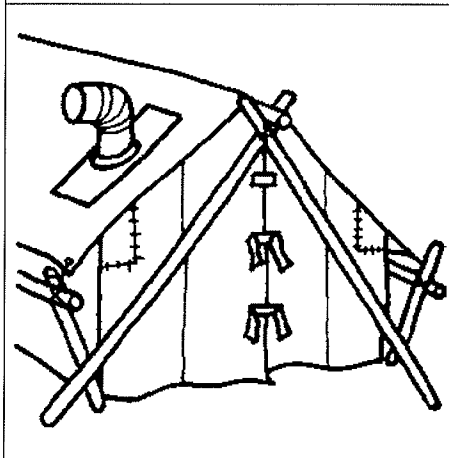
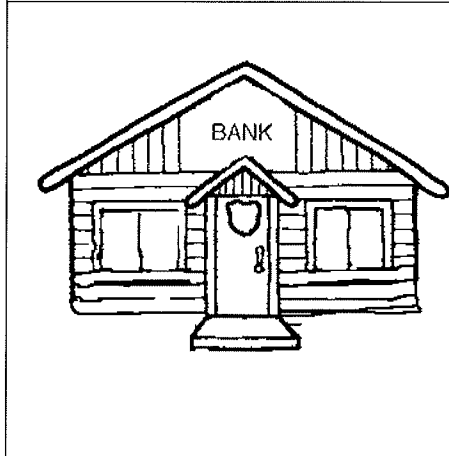
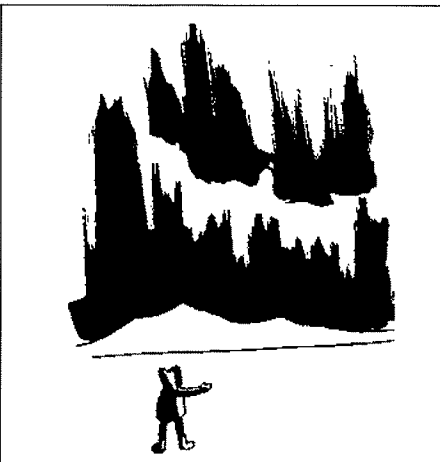


# WEATHER AND SKY

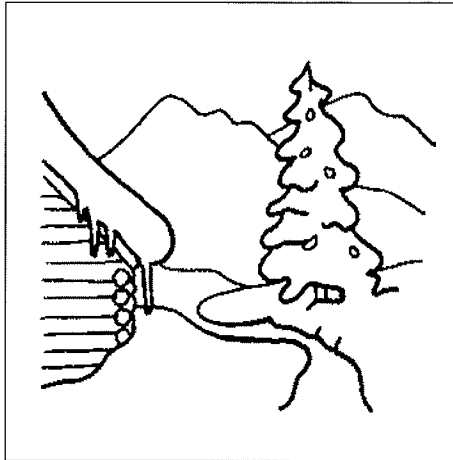
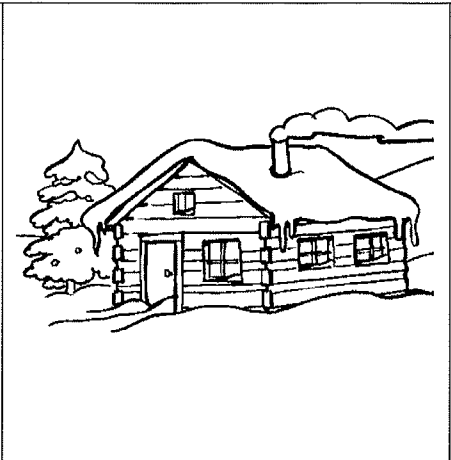
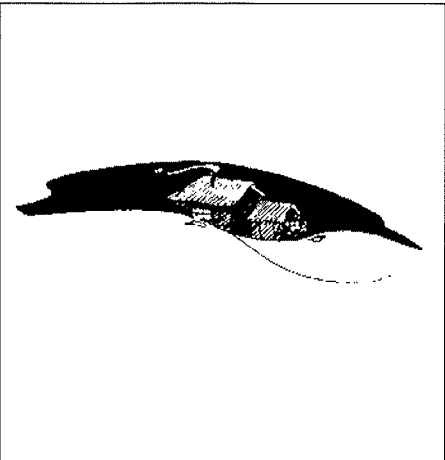

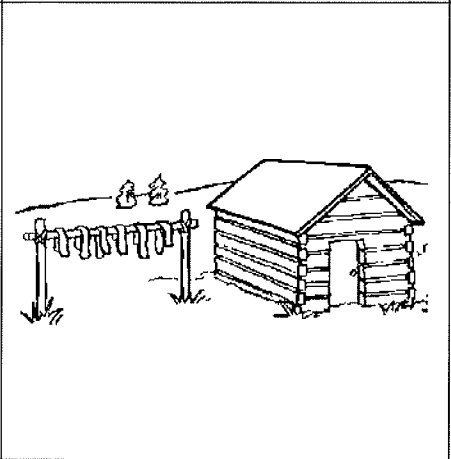




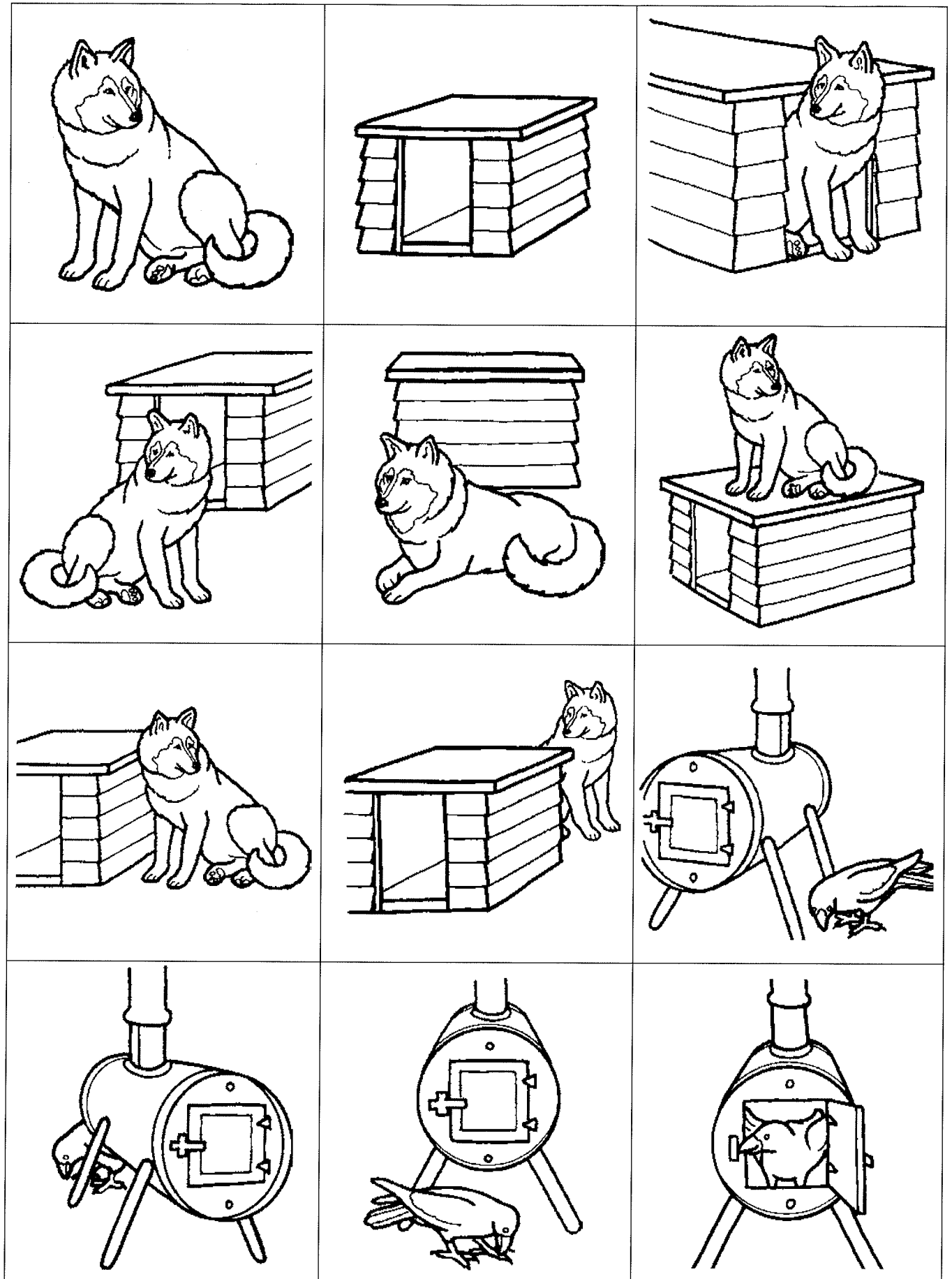
# BUILDINGS



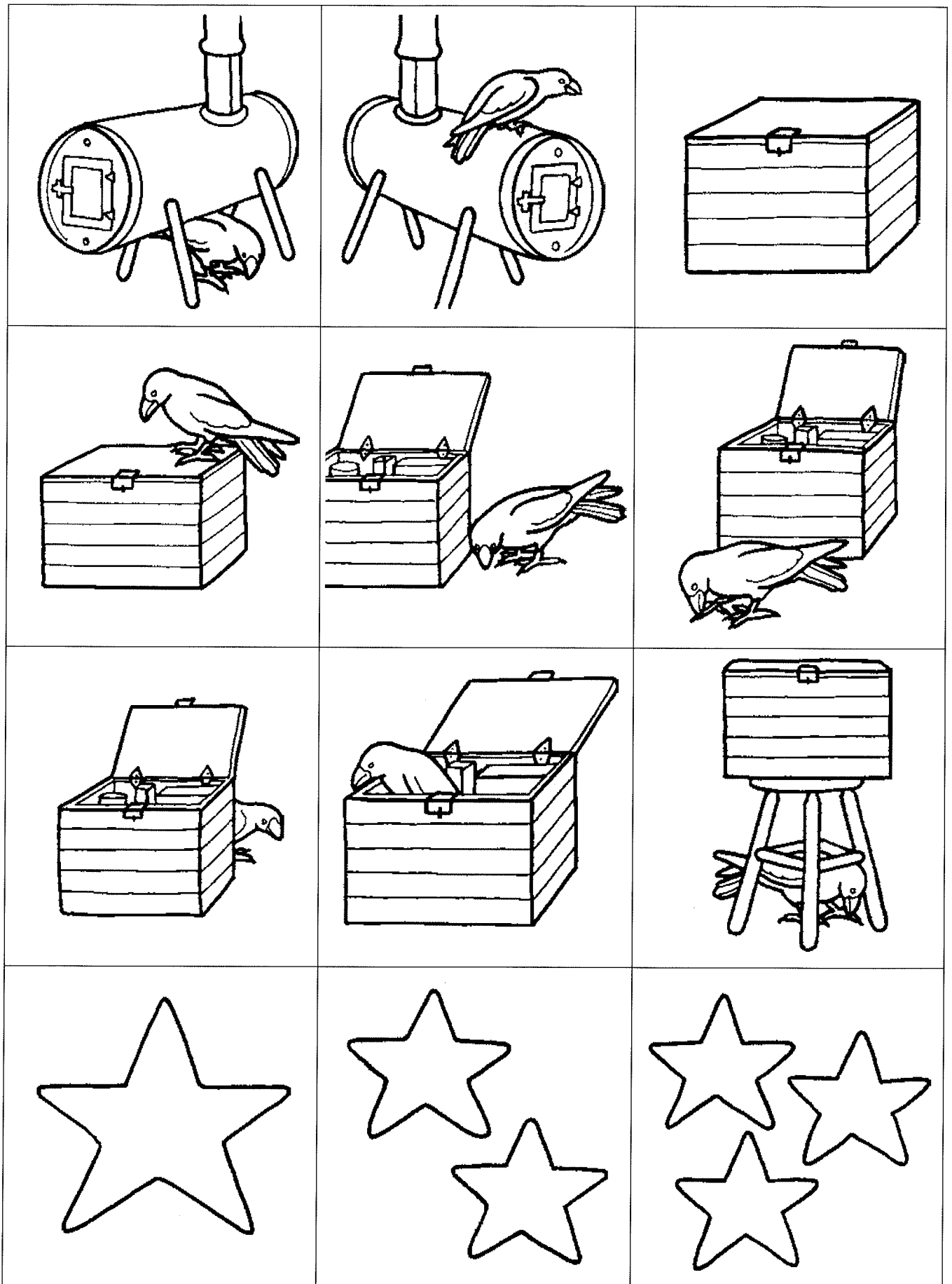
BUILDINGS

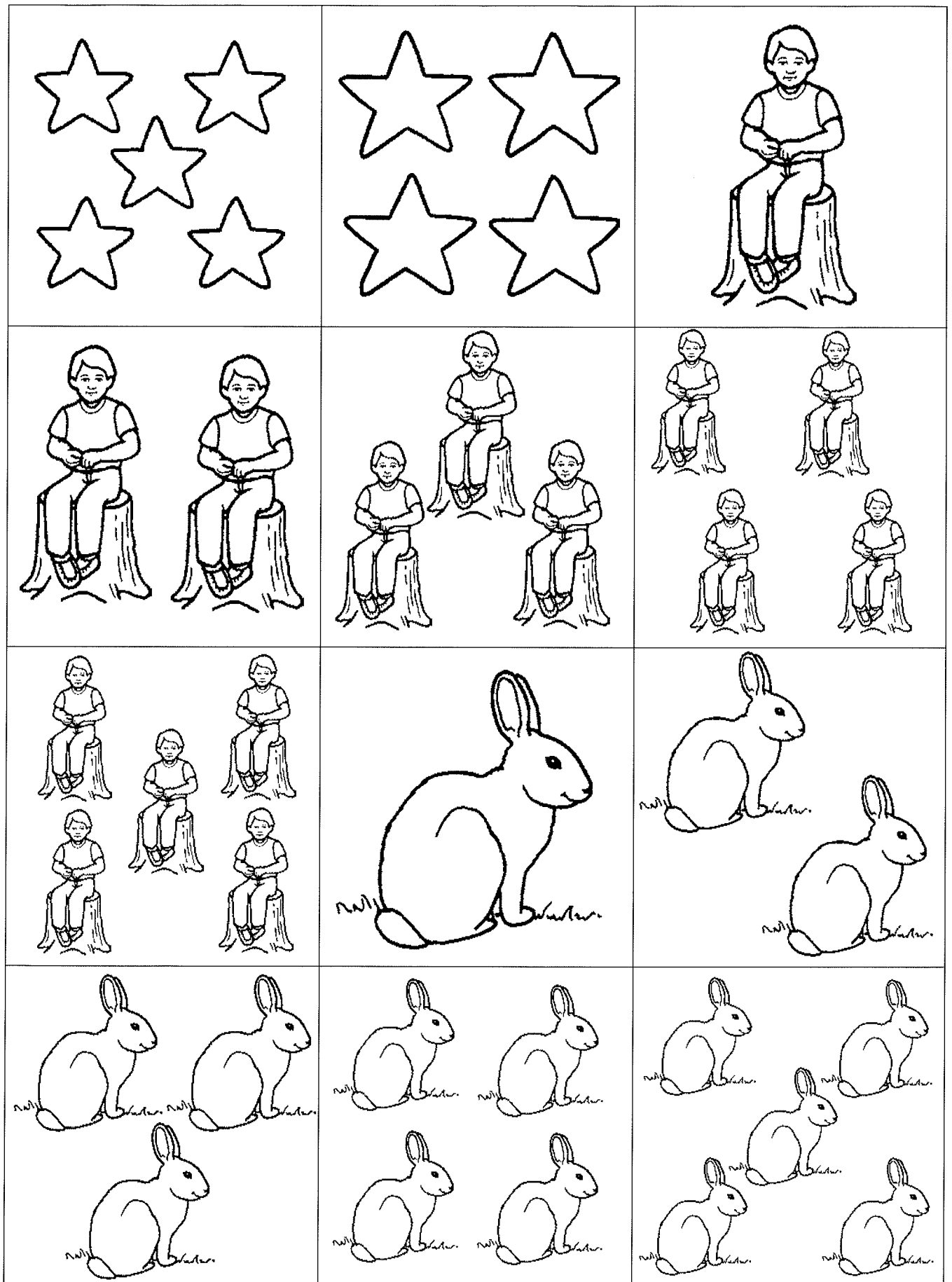
IN, ON, BESIDE, BEHIND, IN FRONT



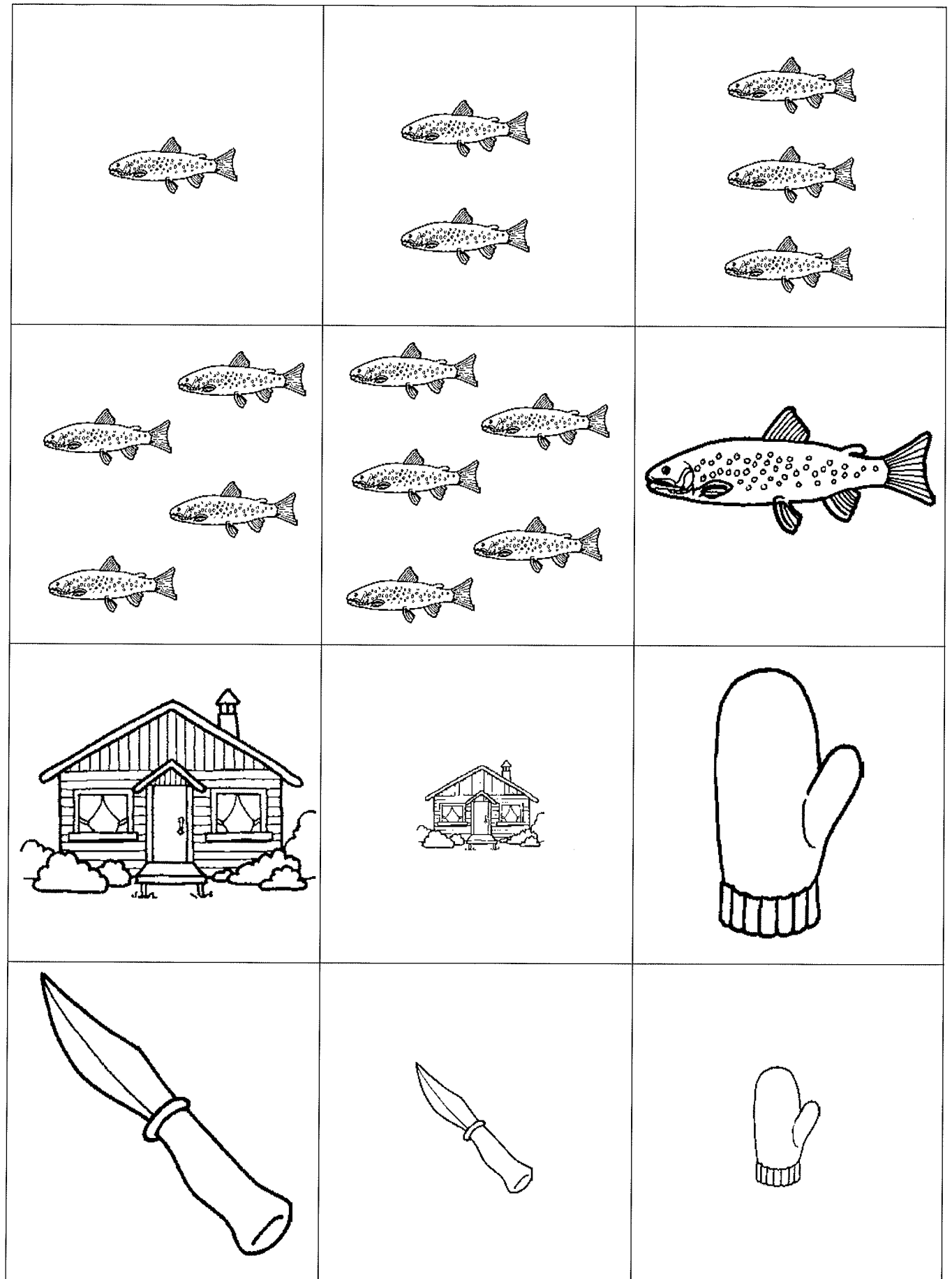
IN, ON, BESIDE, BEHIND, IN FRONT - COUNTING

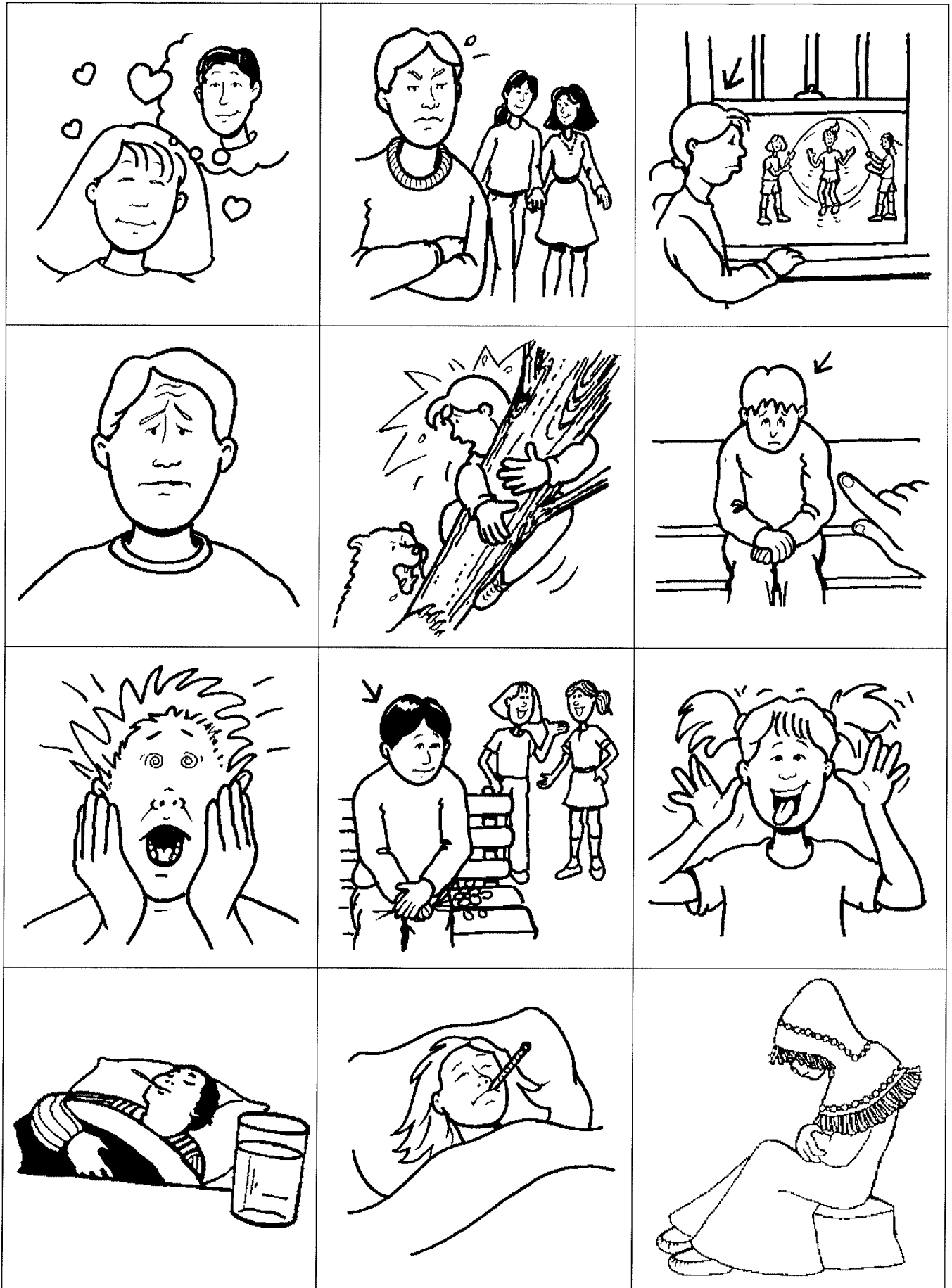


# COUNTING

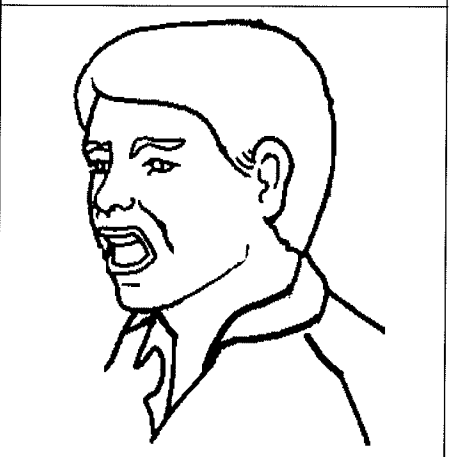
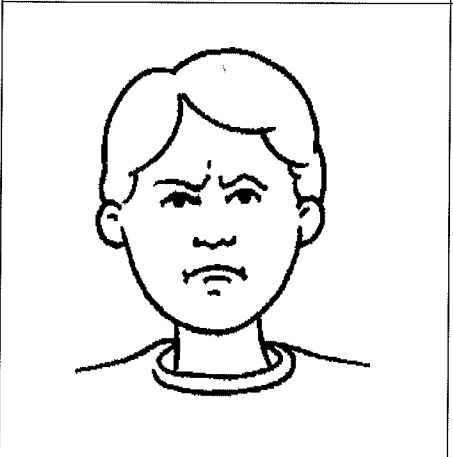
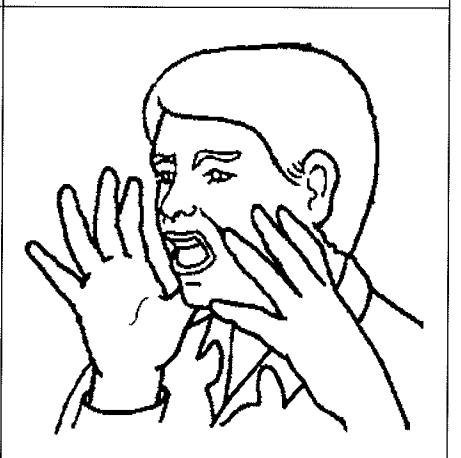
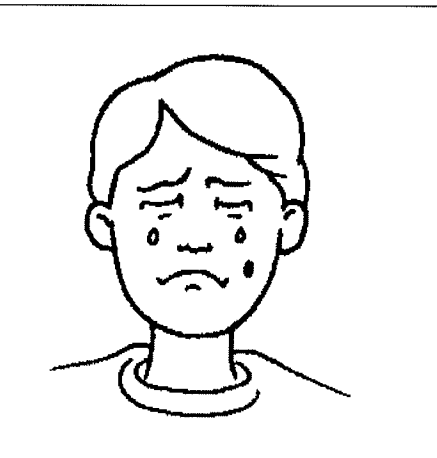
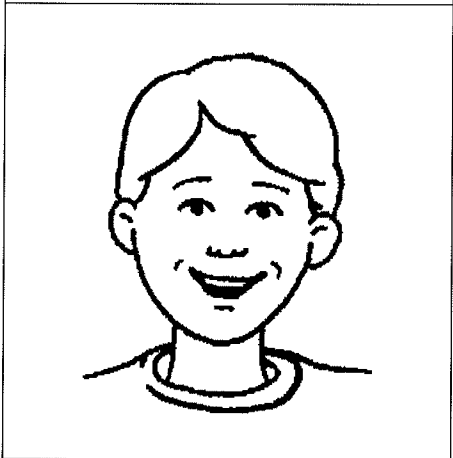
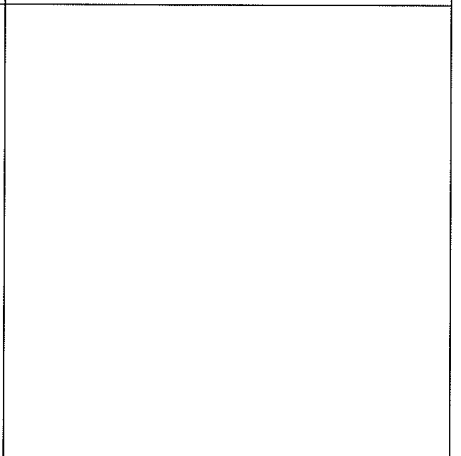
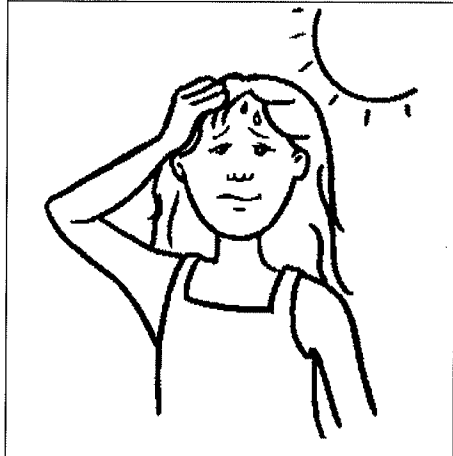
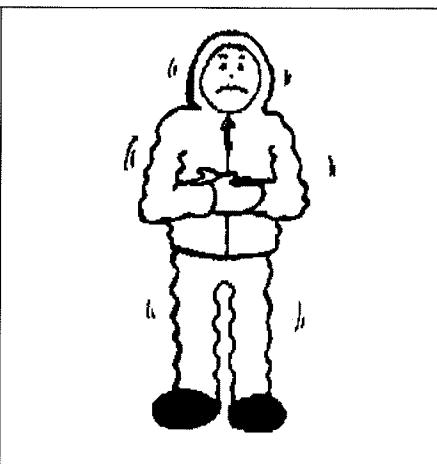


# COUNTING – BIG, SMALL

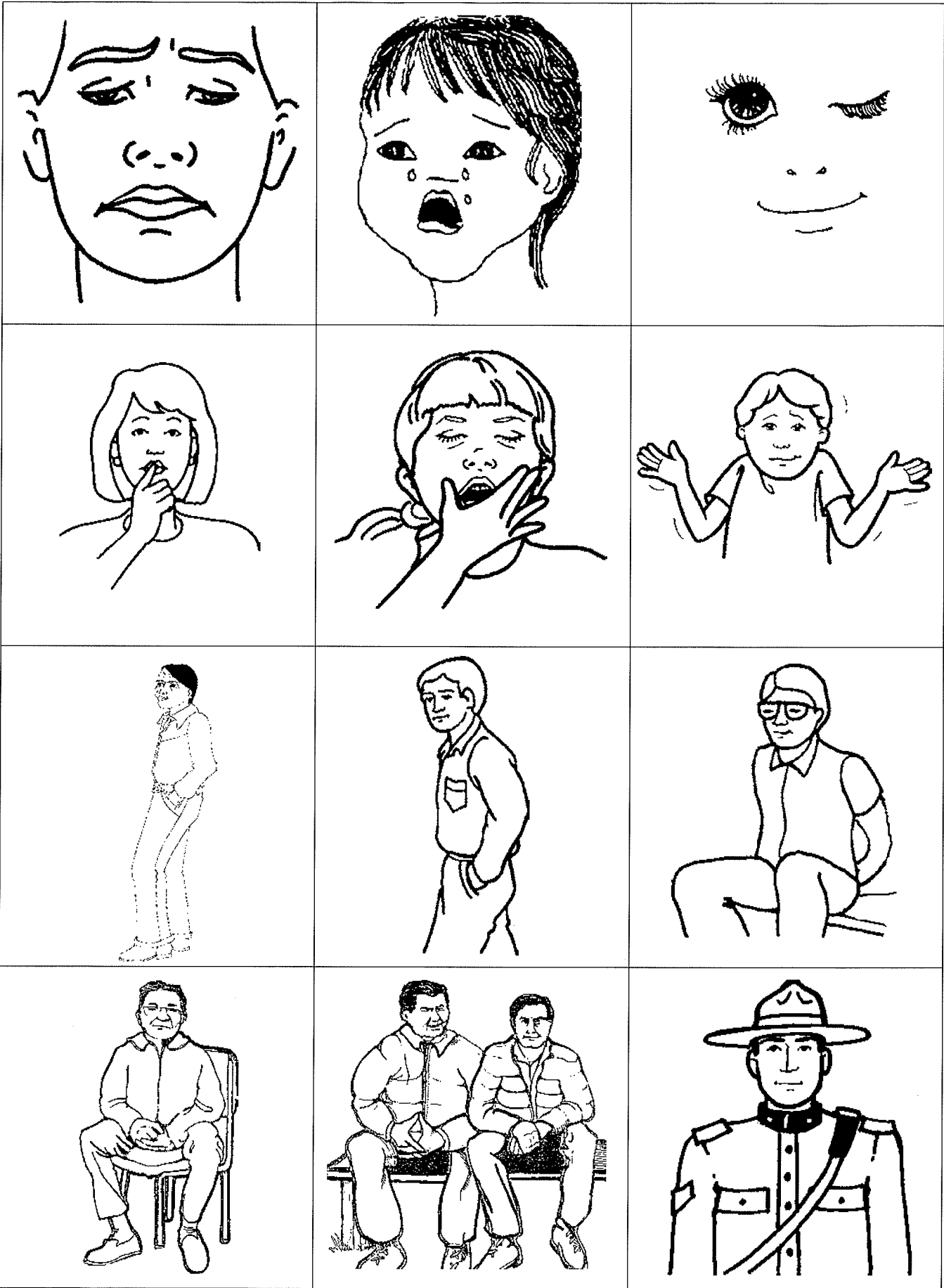




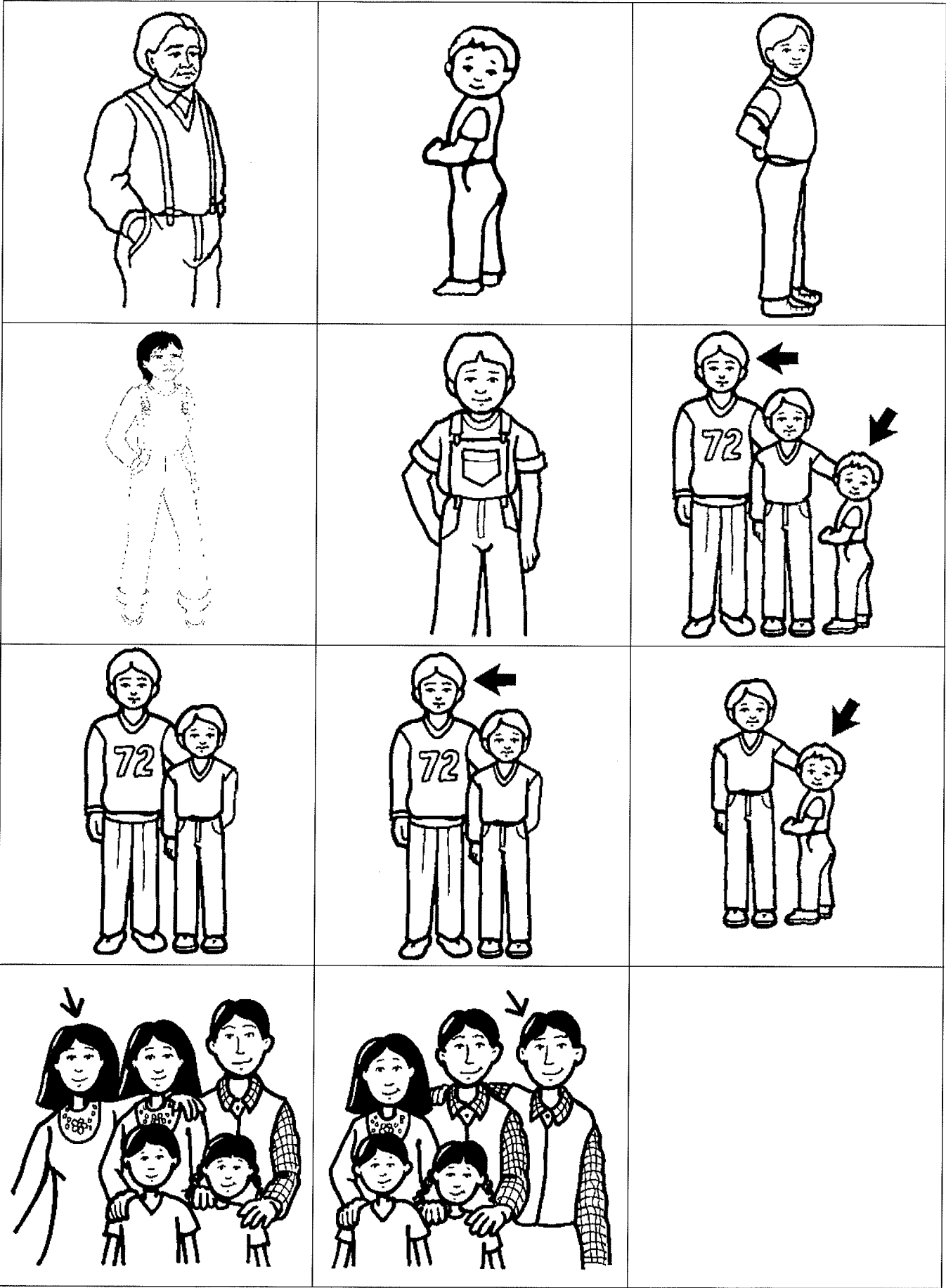
# FEELINGS, EXPRESSIONS

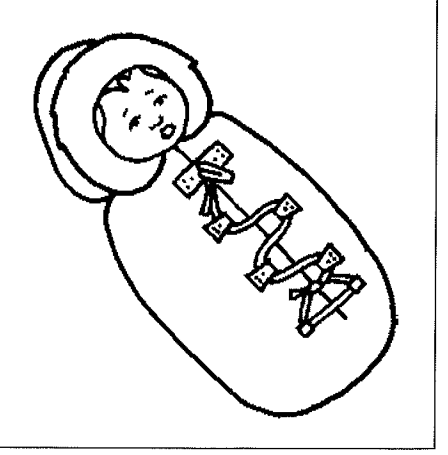
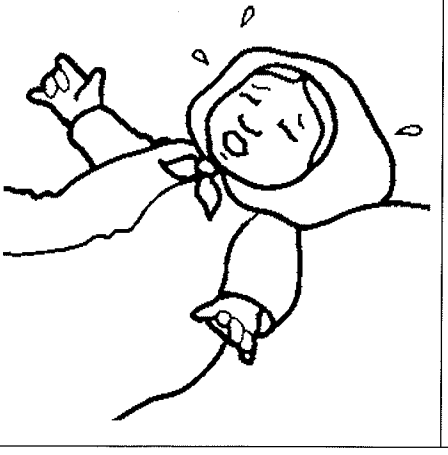
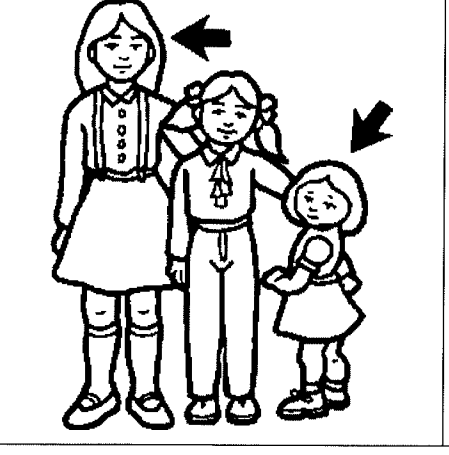
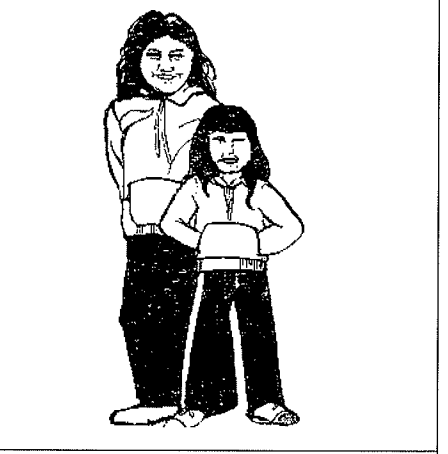
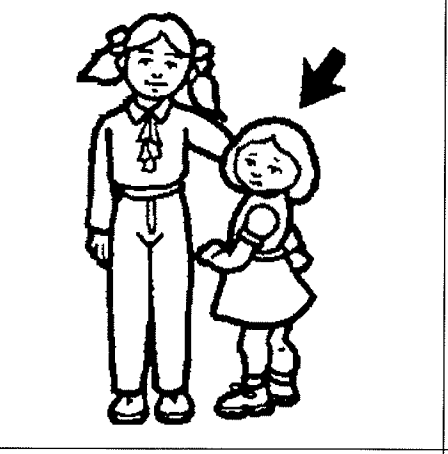
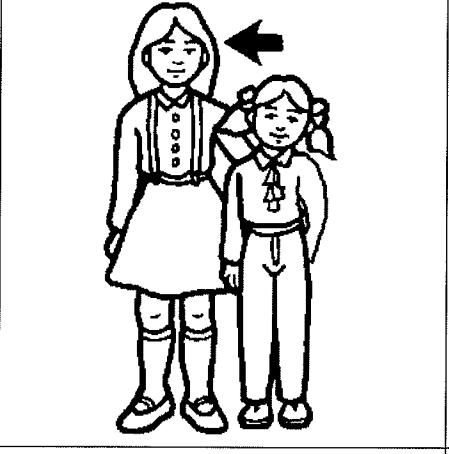
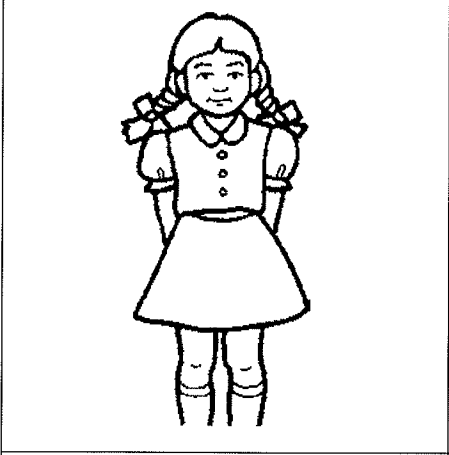
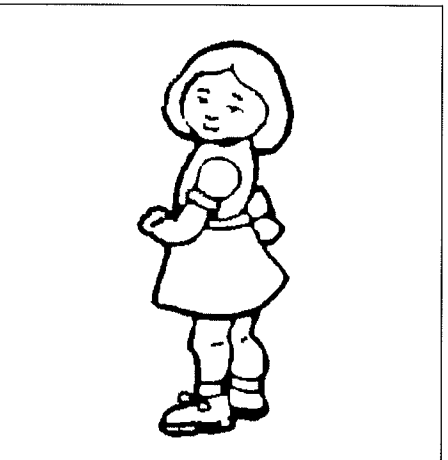
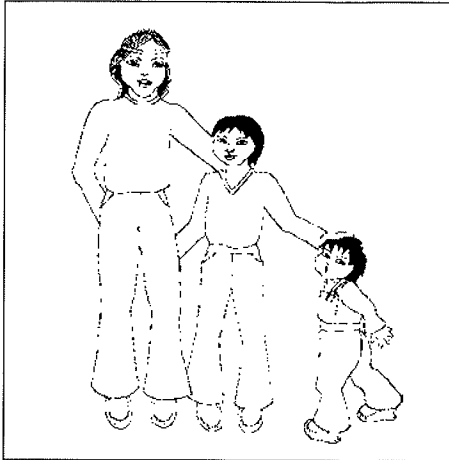




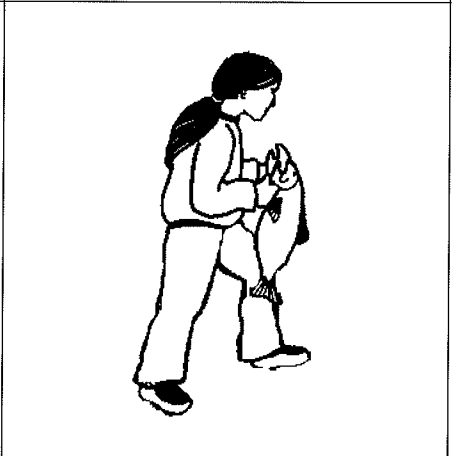
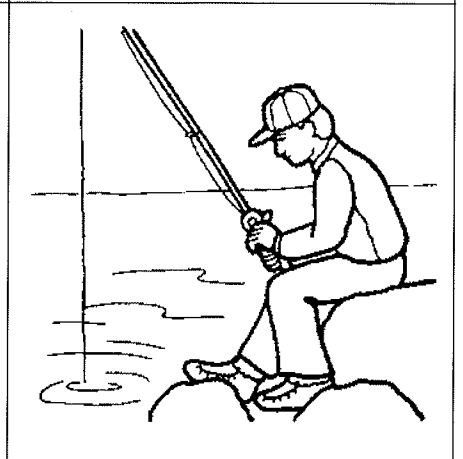
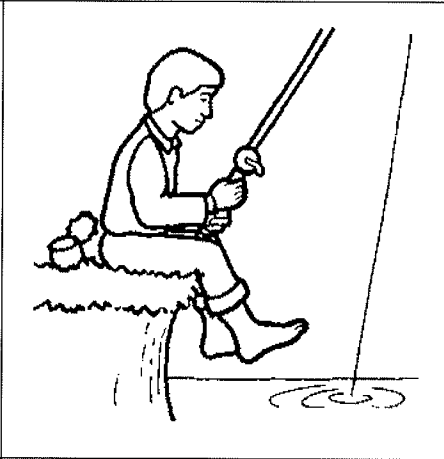
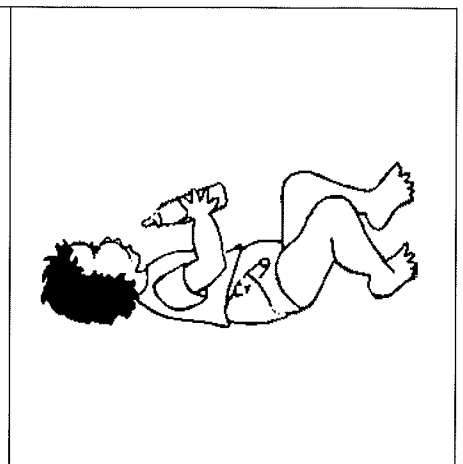
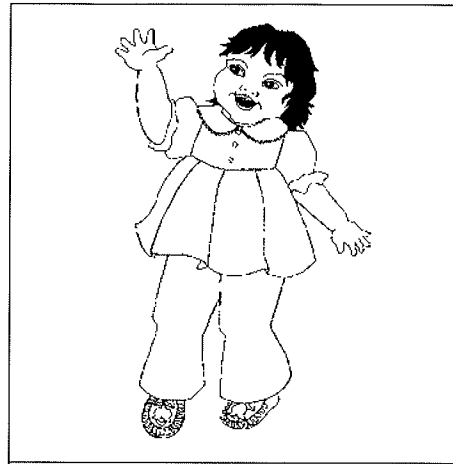




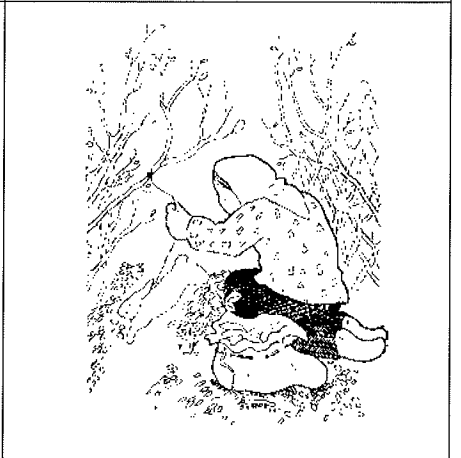
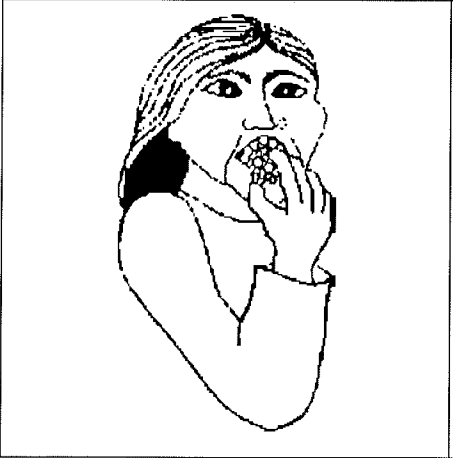
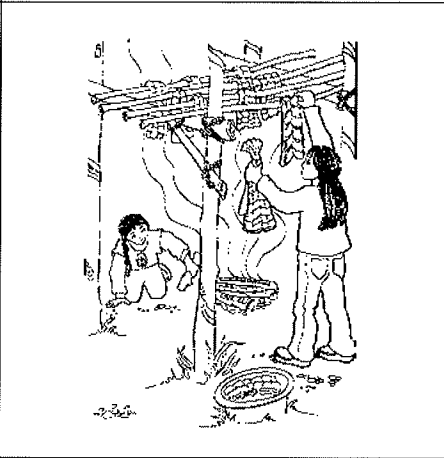
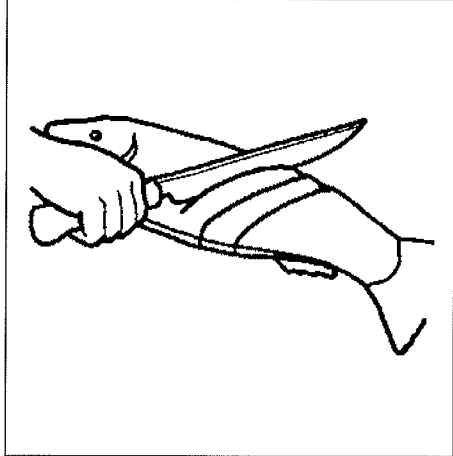
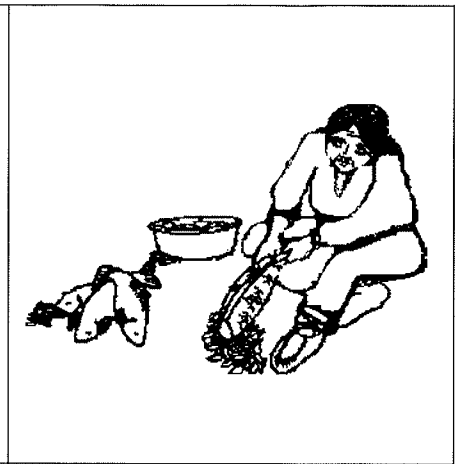
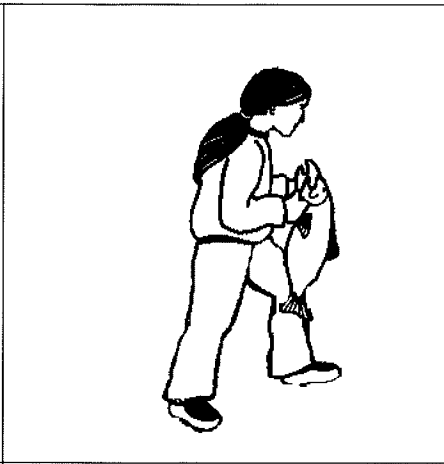
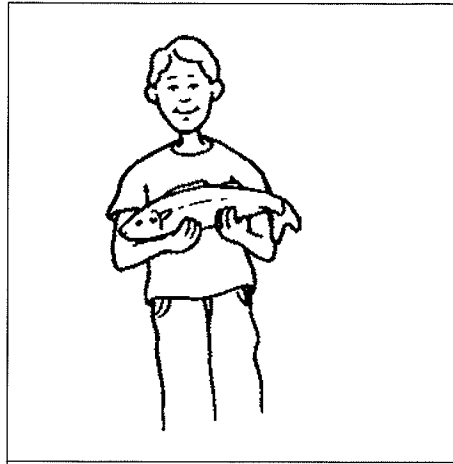




PEOPLE, RELATIVES – VERBS (ACTIVITIES), FOOD

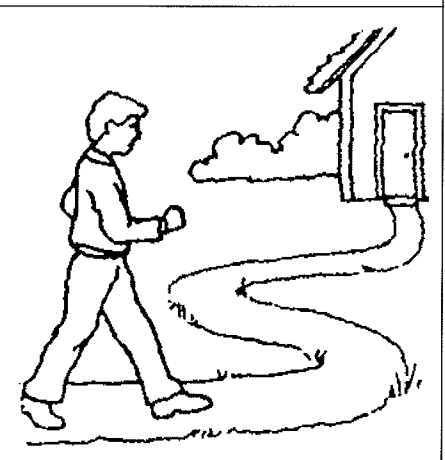
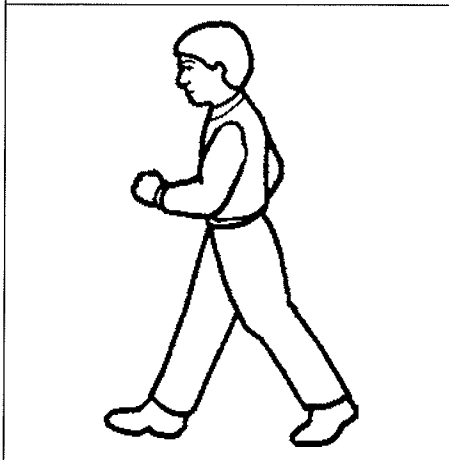
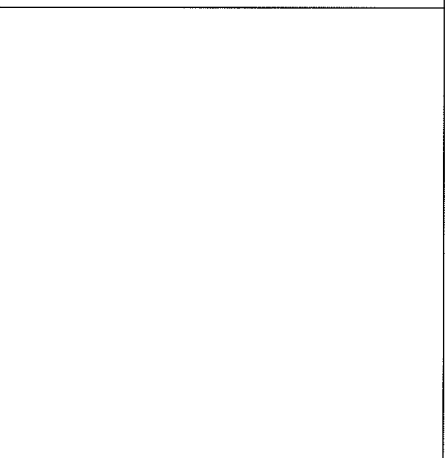
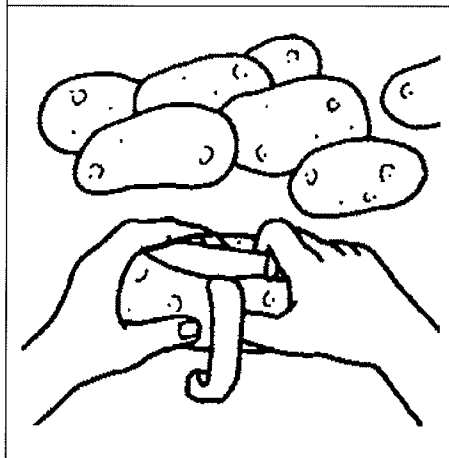
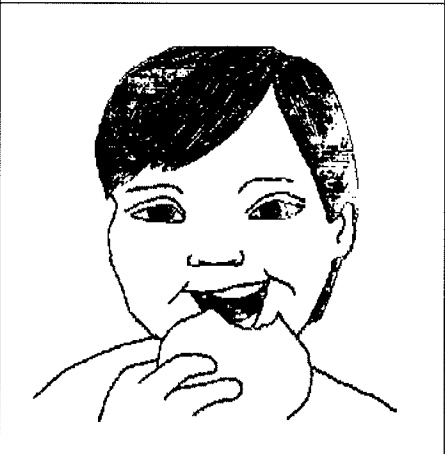
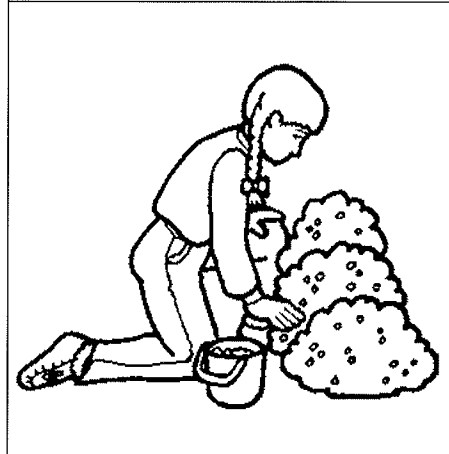
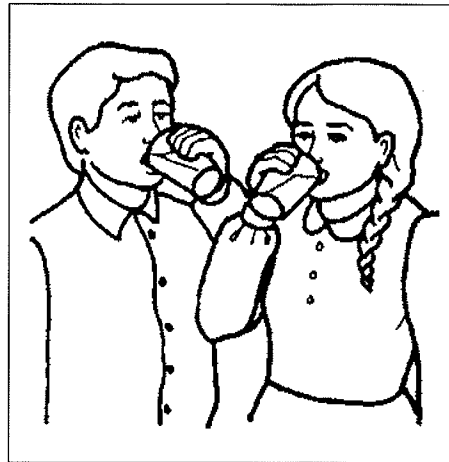


VERBS (ACTIVITIES), FOOD



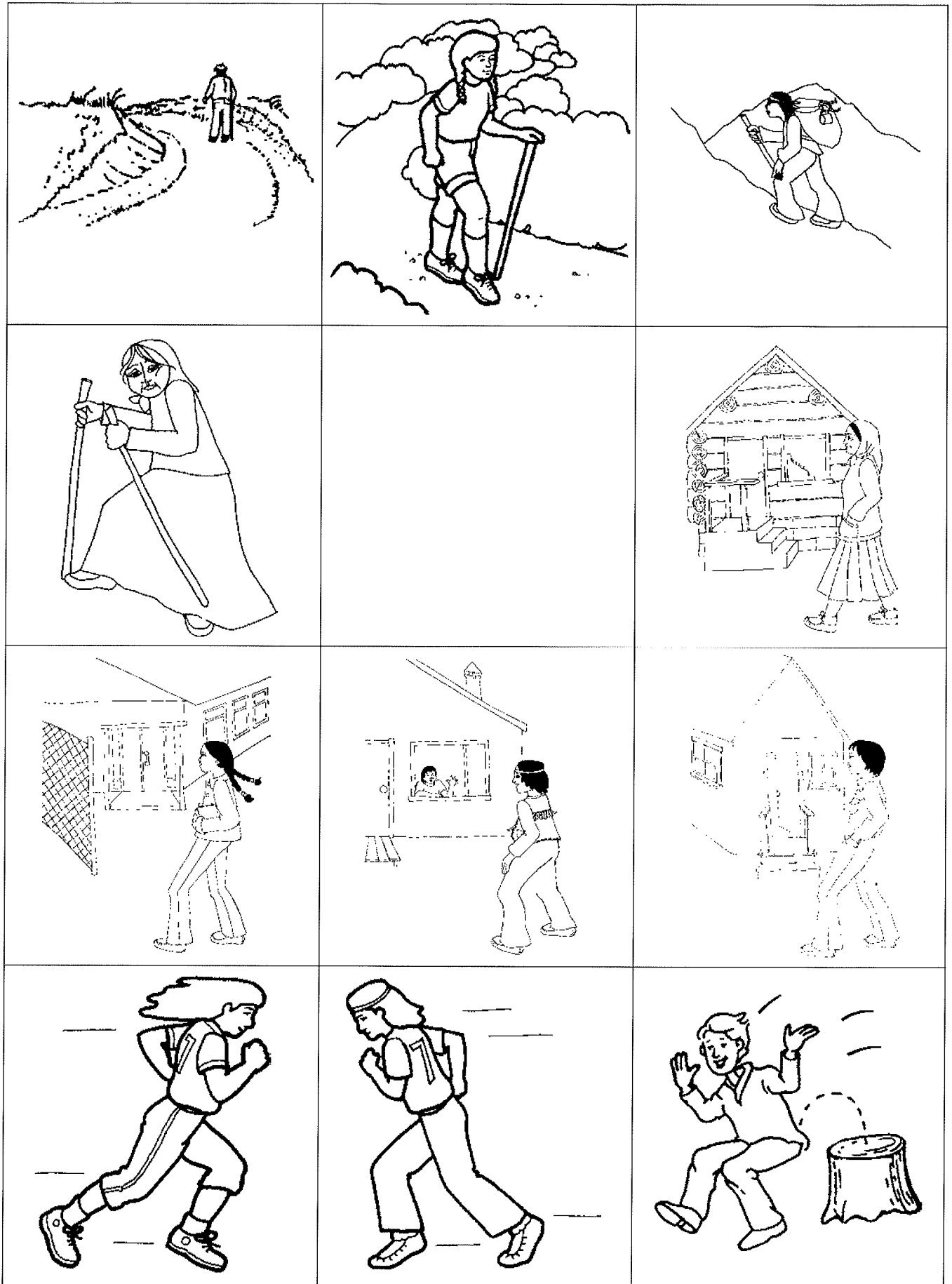


VERBS (ACTIVITIES), FOOD – VERBS (ACTIVITIES), GENERAL

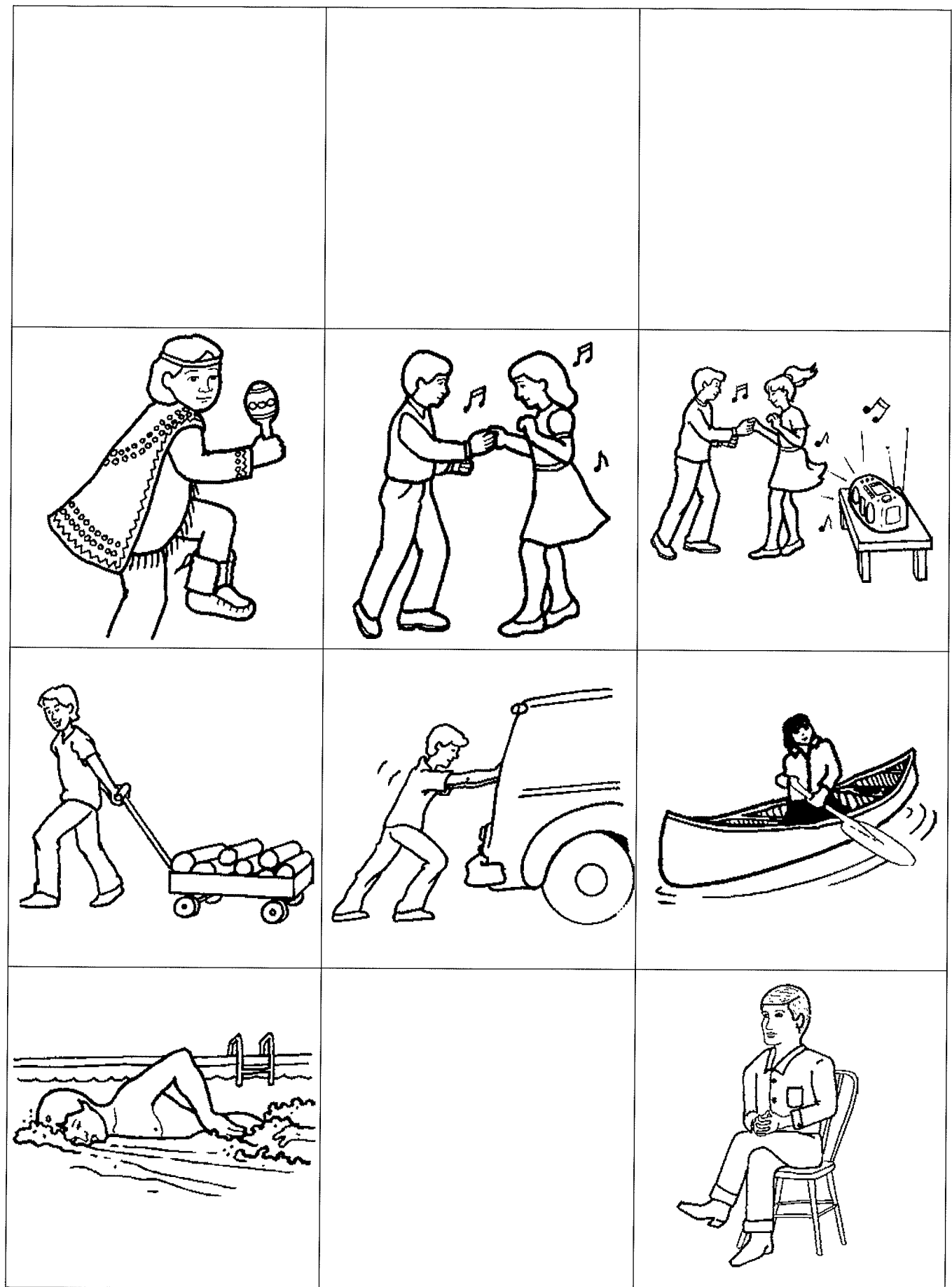




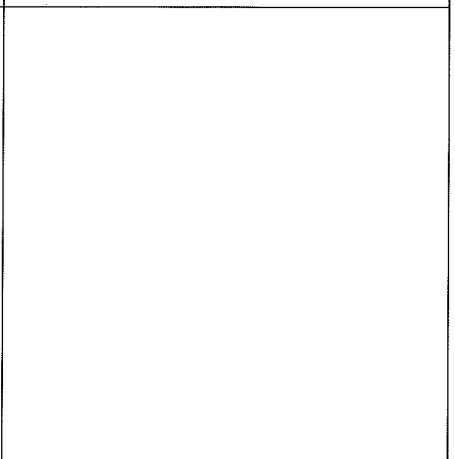
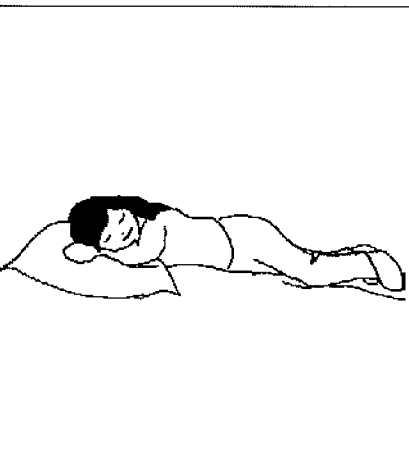
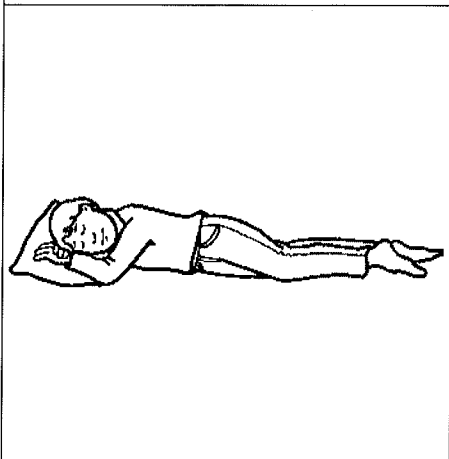
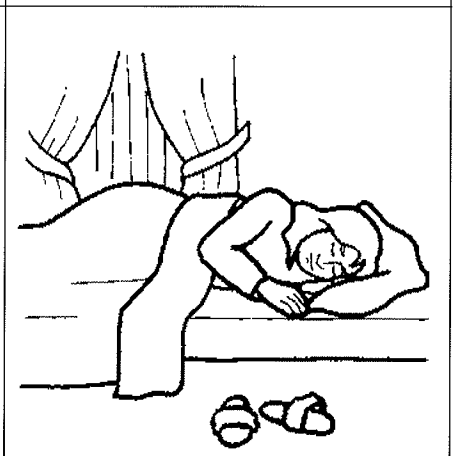
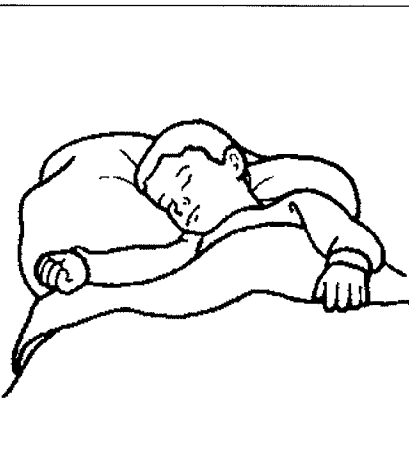
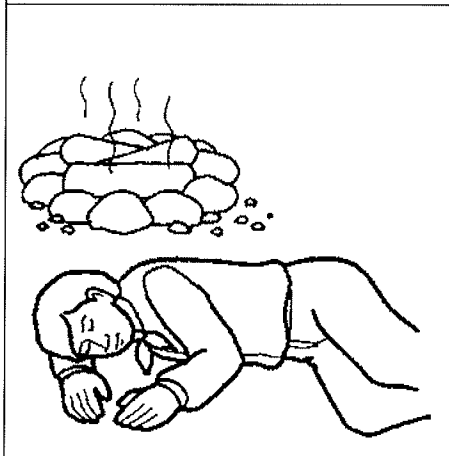
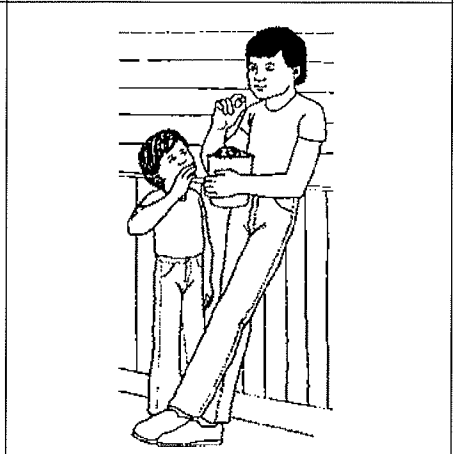
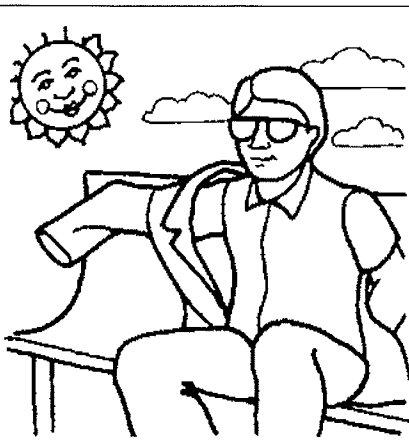
# VERBS (ACTIVITIES), GENERAL



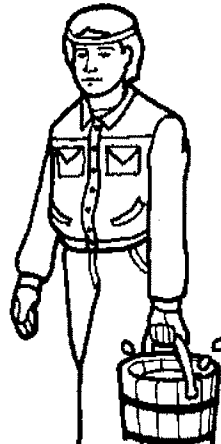
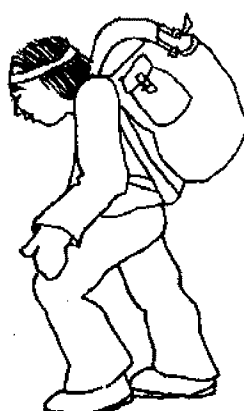
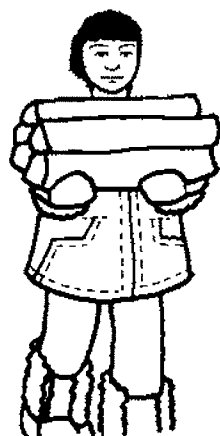
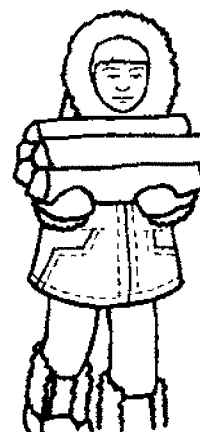
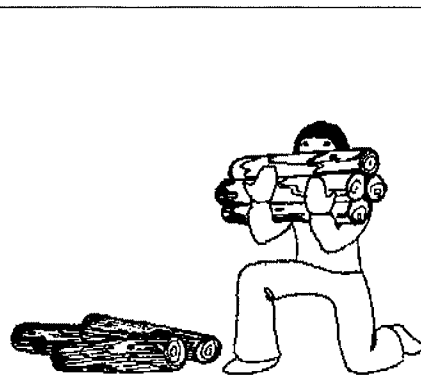
# VERBS (ACTIVITIES), GENERAL



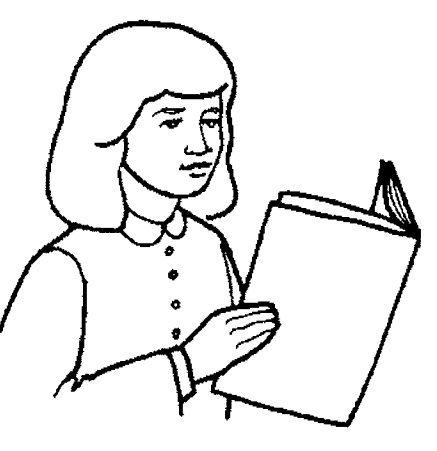
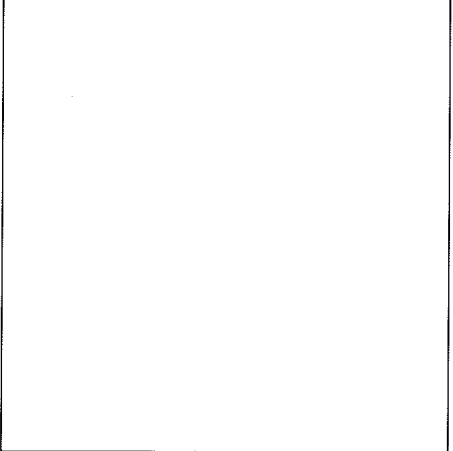
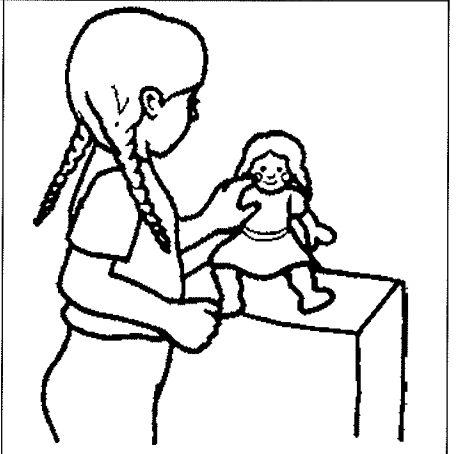
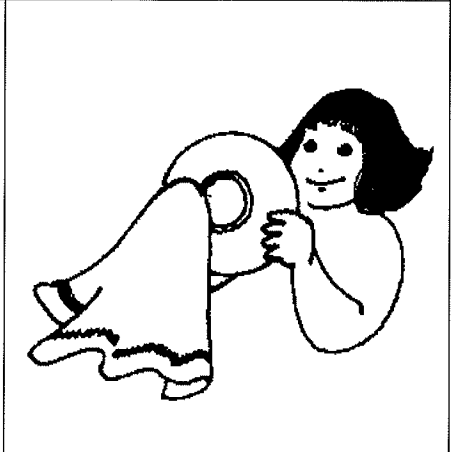
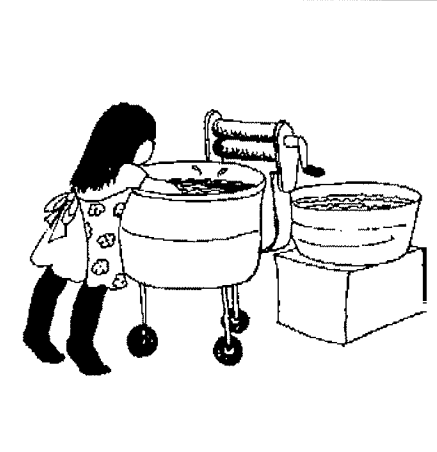
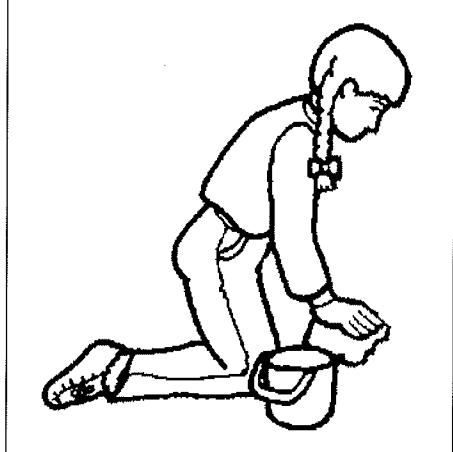
# VERBS (ACTIVITIES), GENERAL



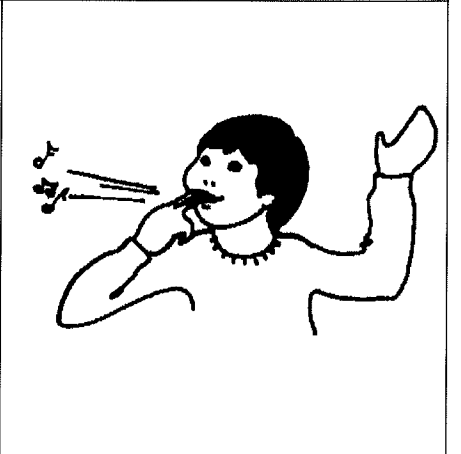
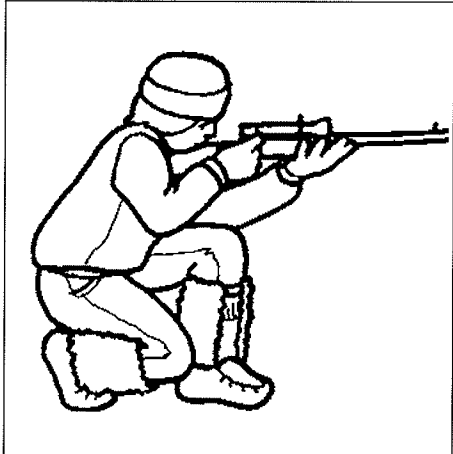
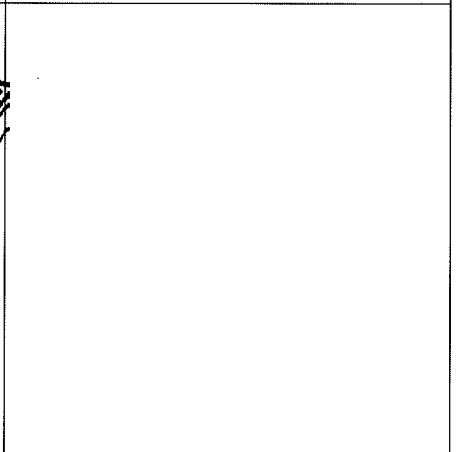
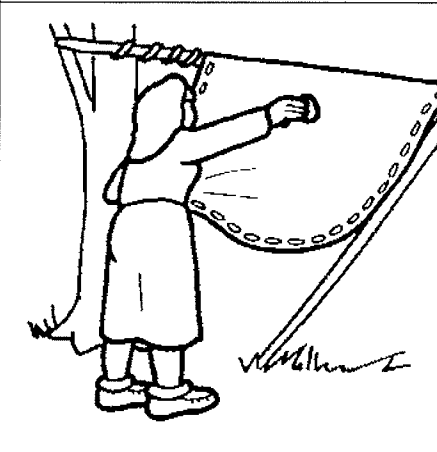
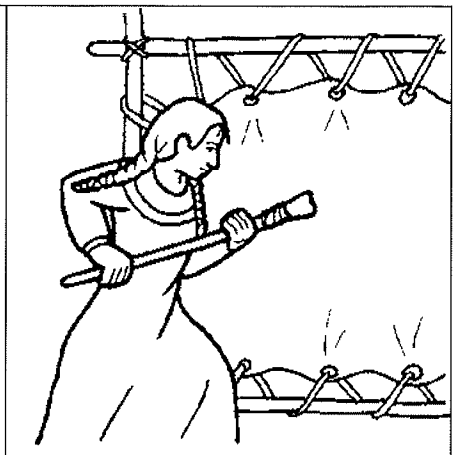
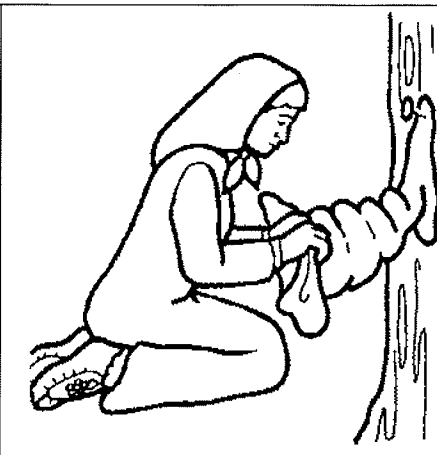
# VERBS (ACTIVITIES), GENERAL



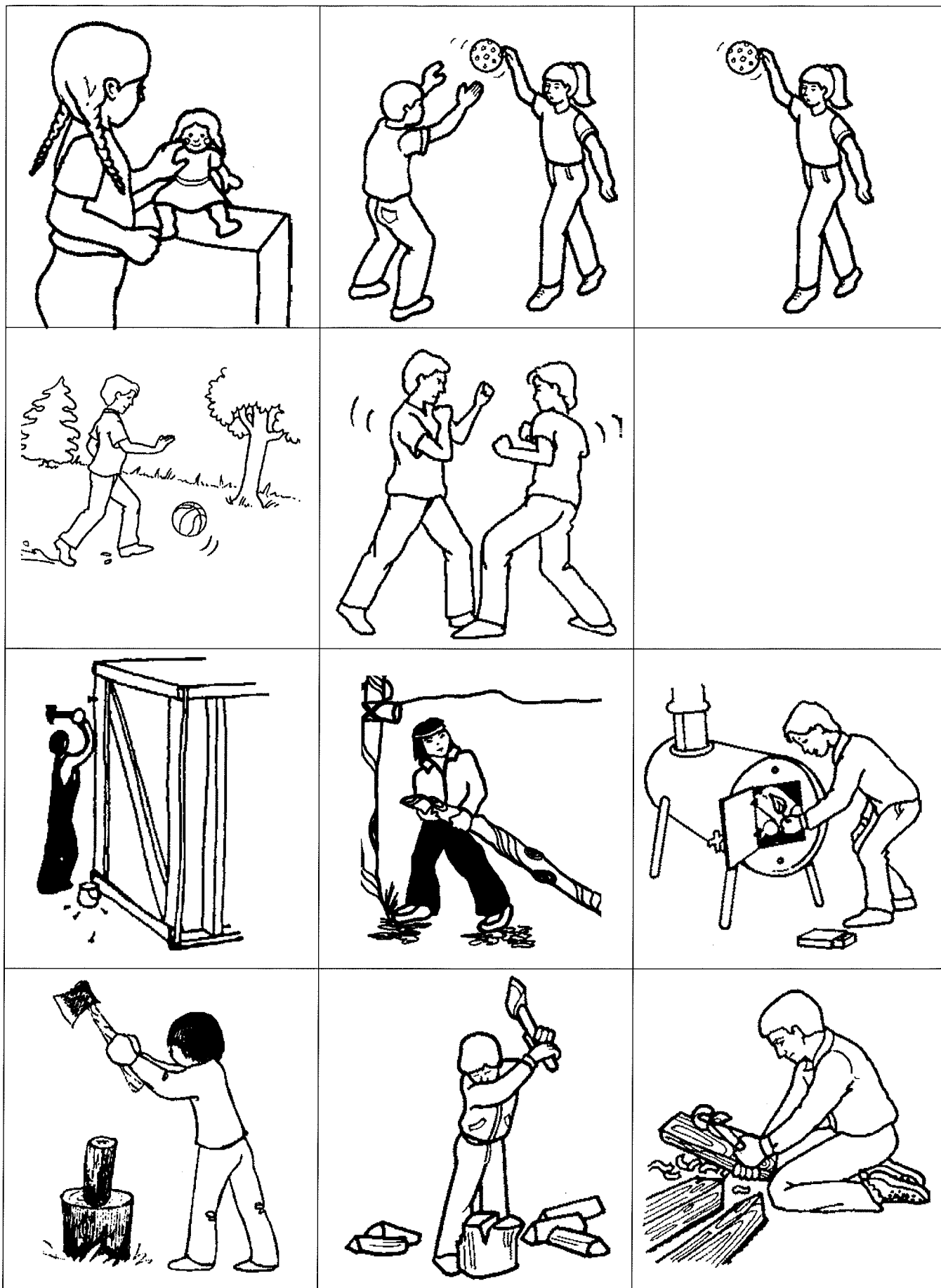
VERBS (ACTIVITIES), GENERAL



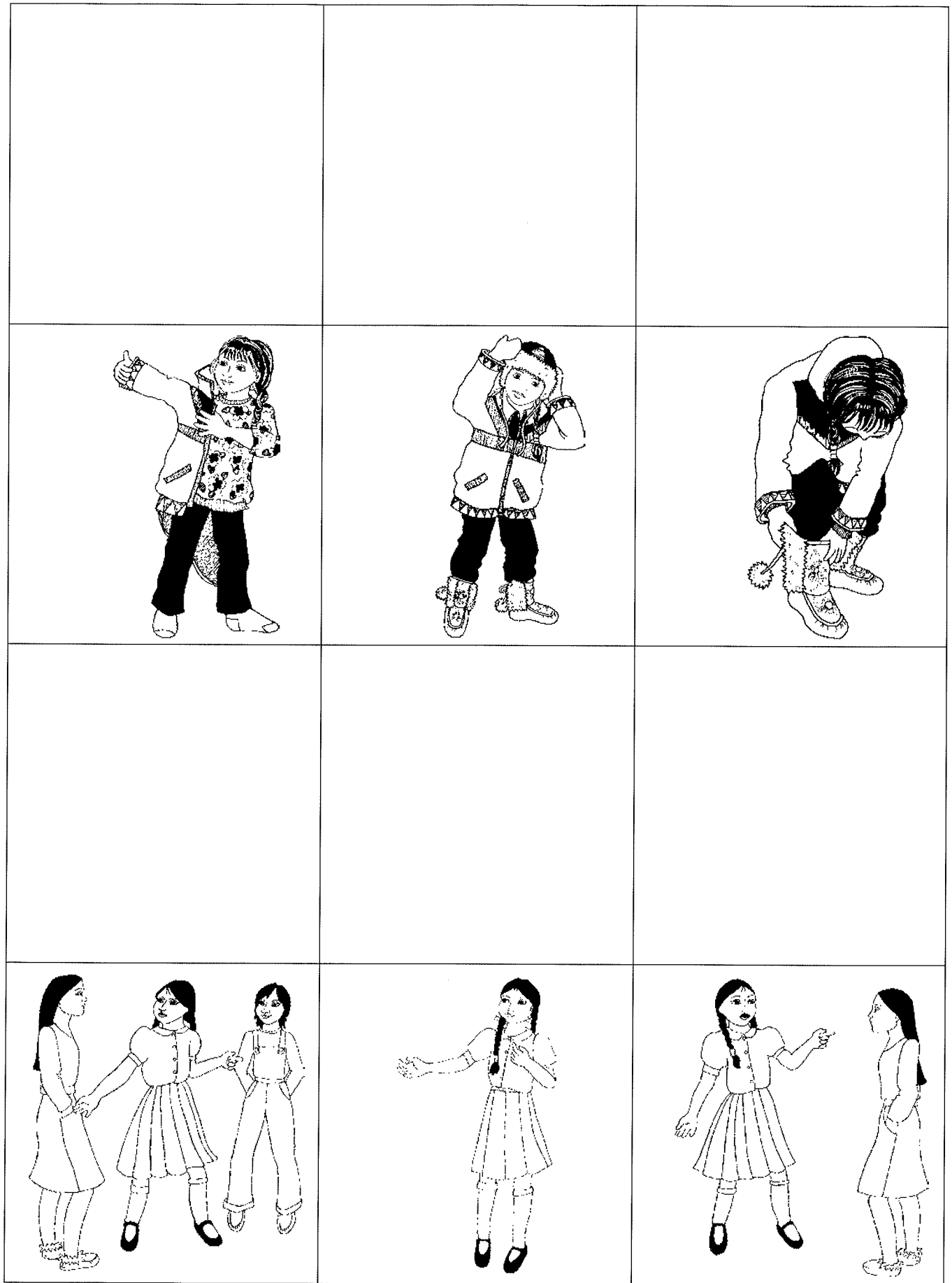
VERBS (ACTIVITIES), GENERAL



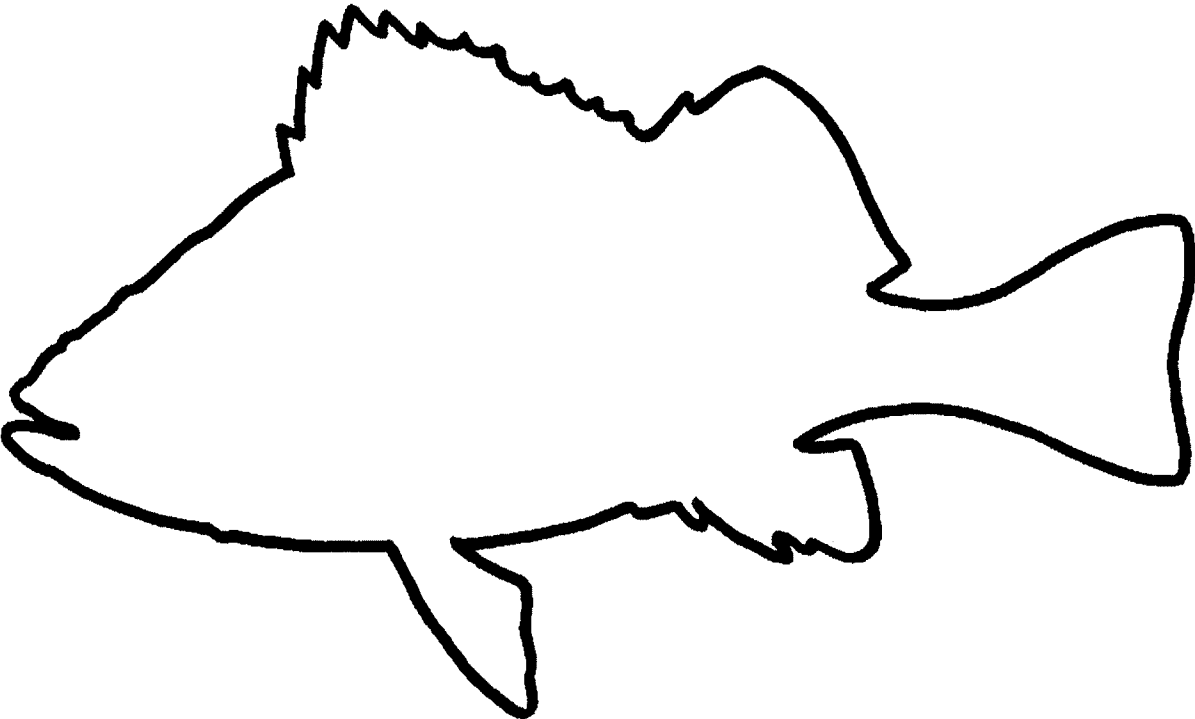
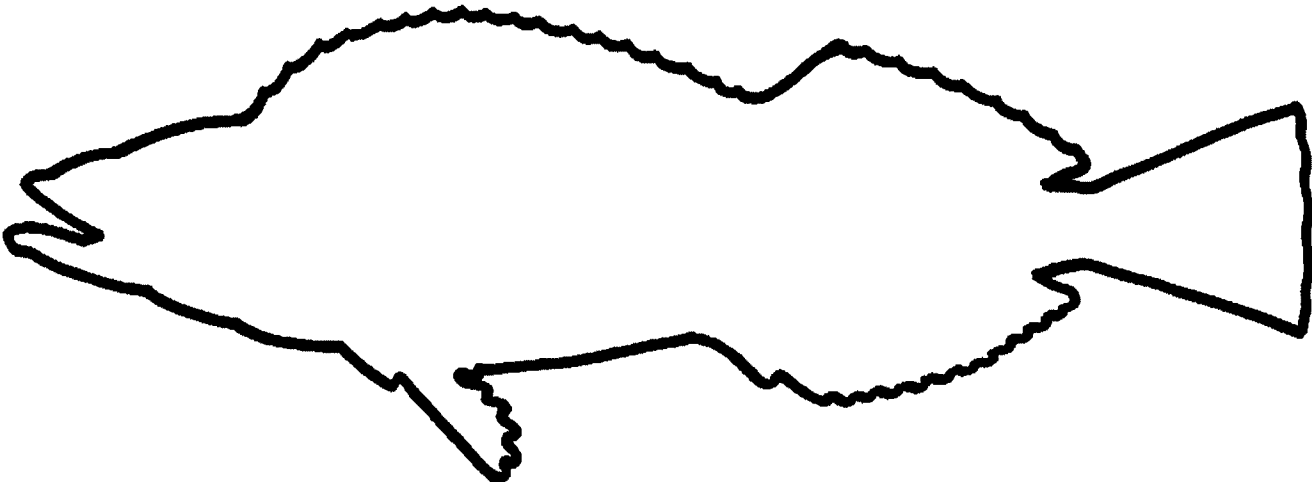
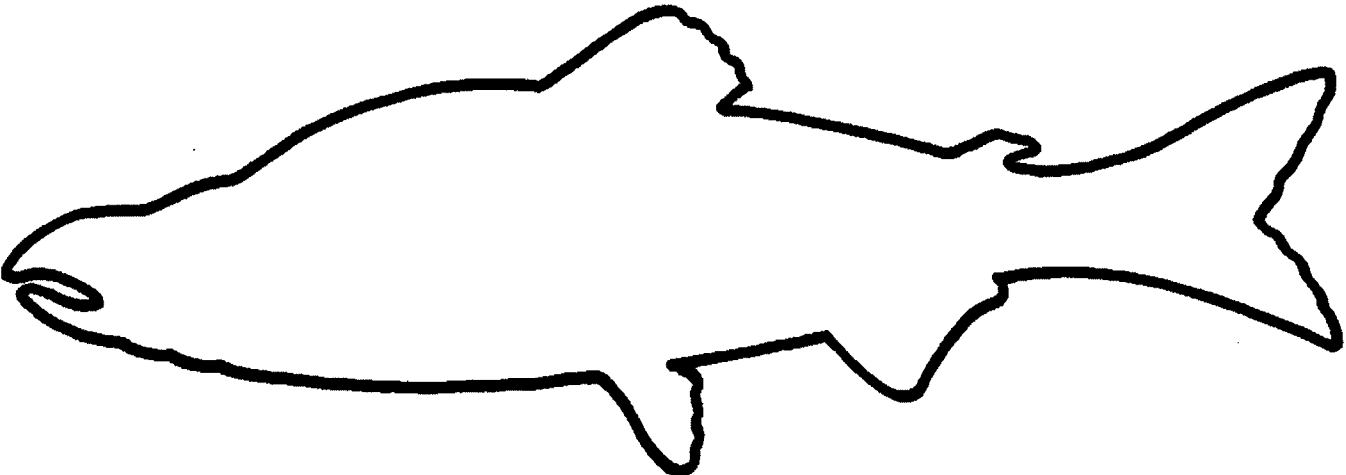
# VERBS (ACTIVITIES), GENERAL

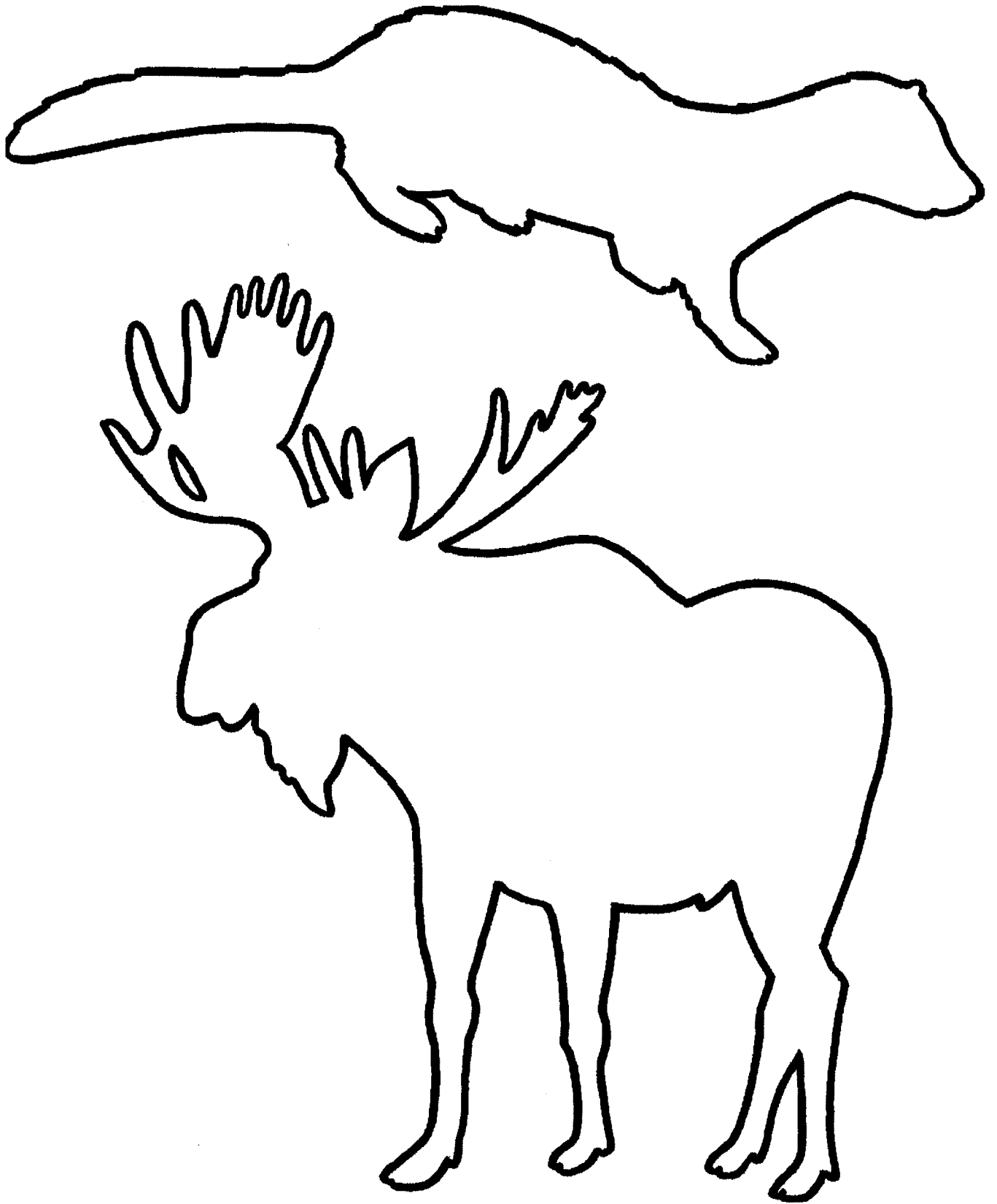


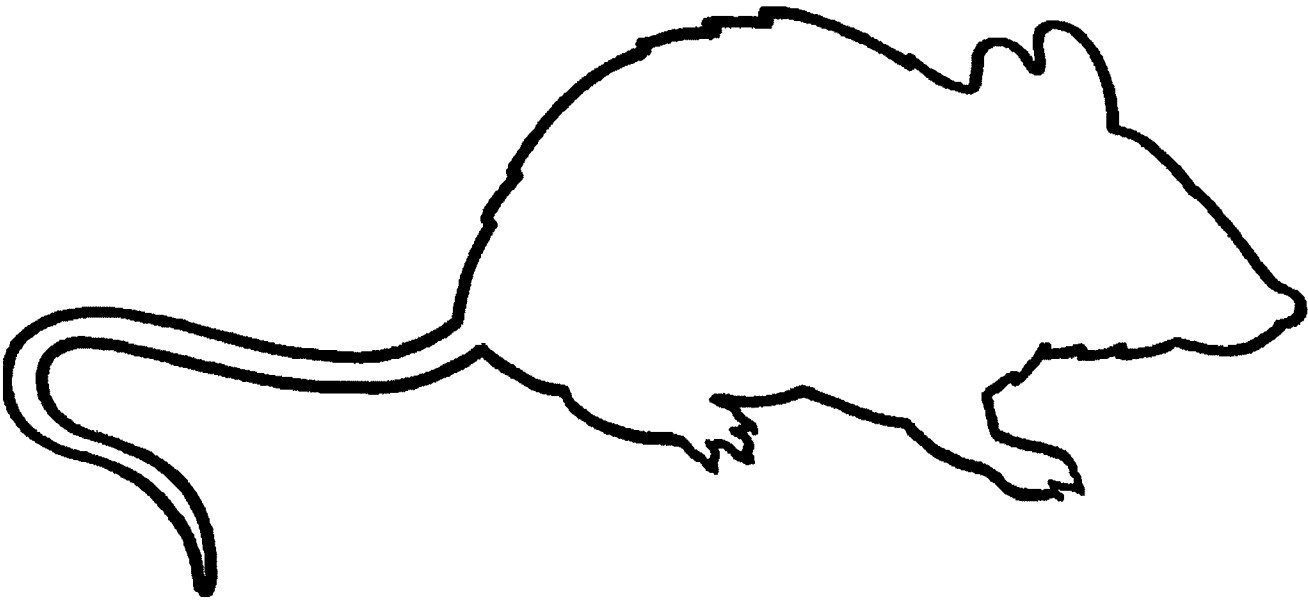
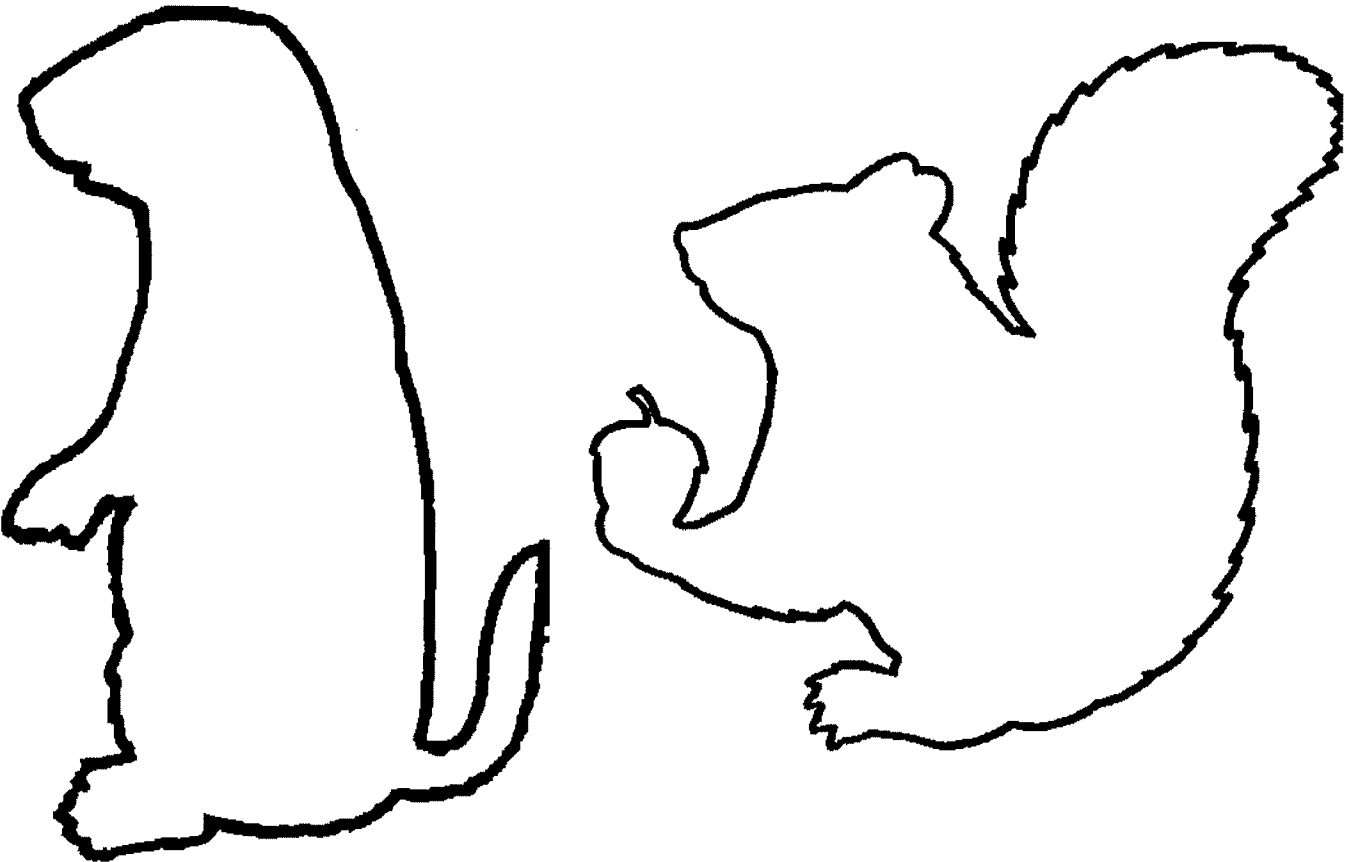
VERBS (ACTIVITIES), PUTTING ON — POSSESSIVES

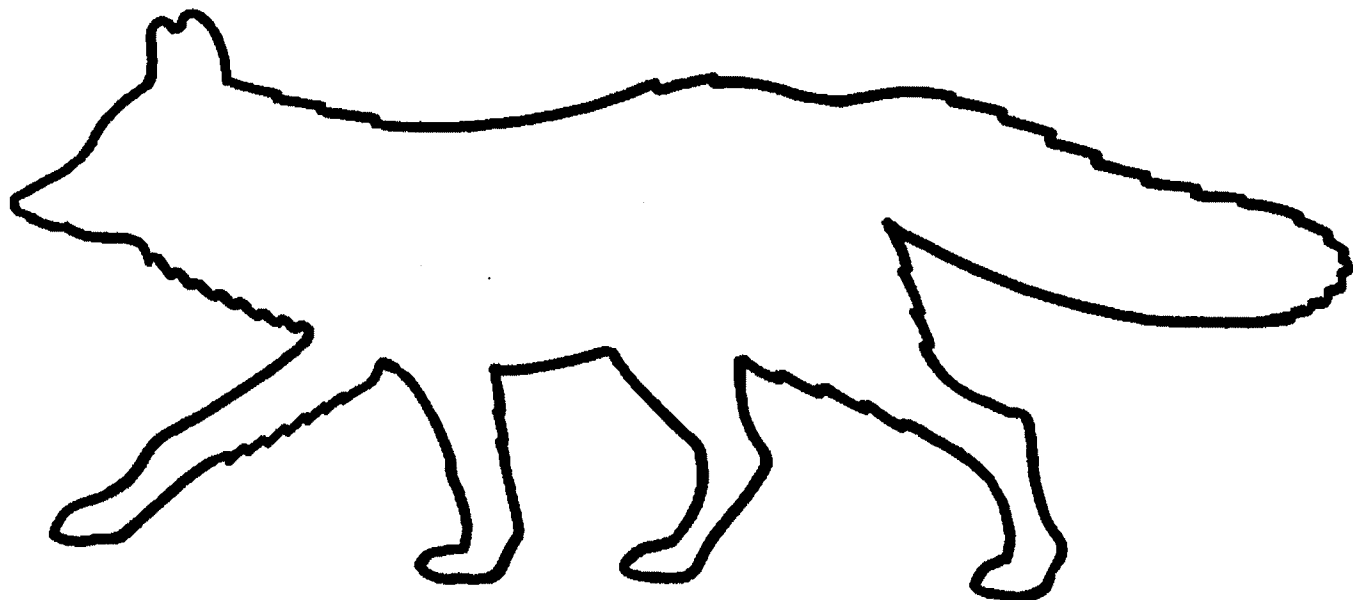
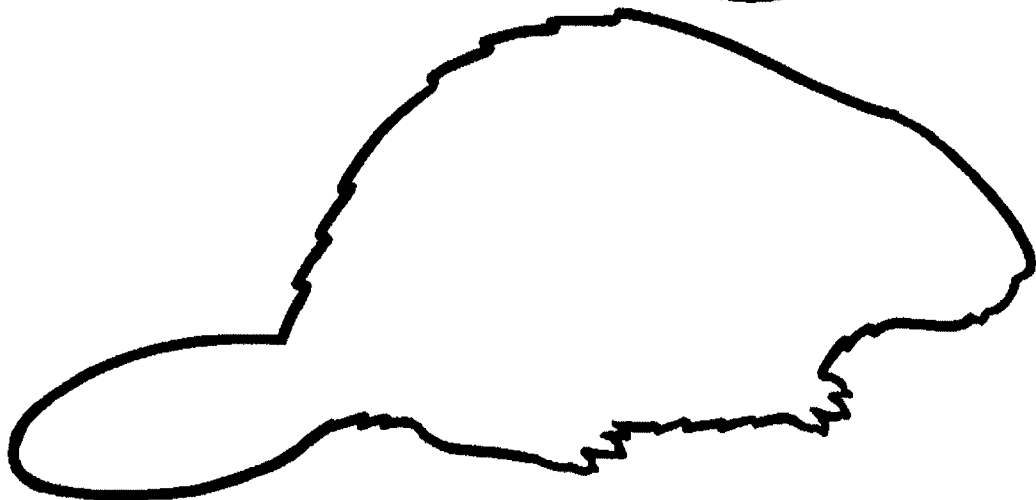
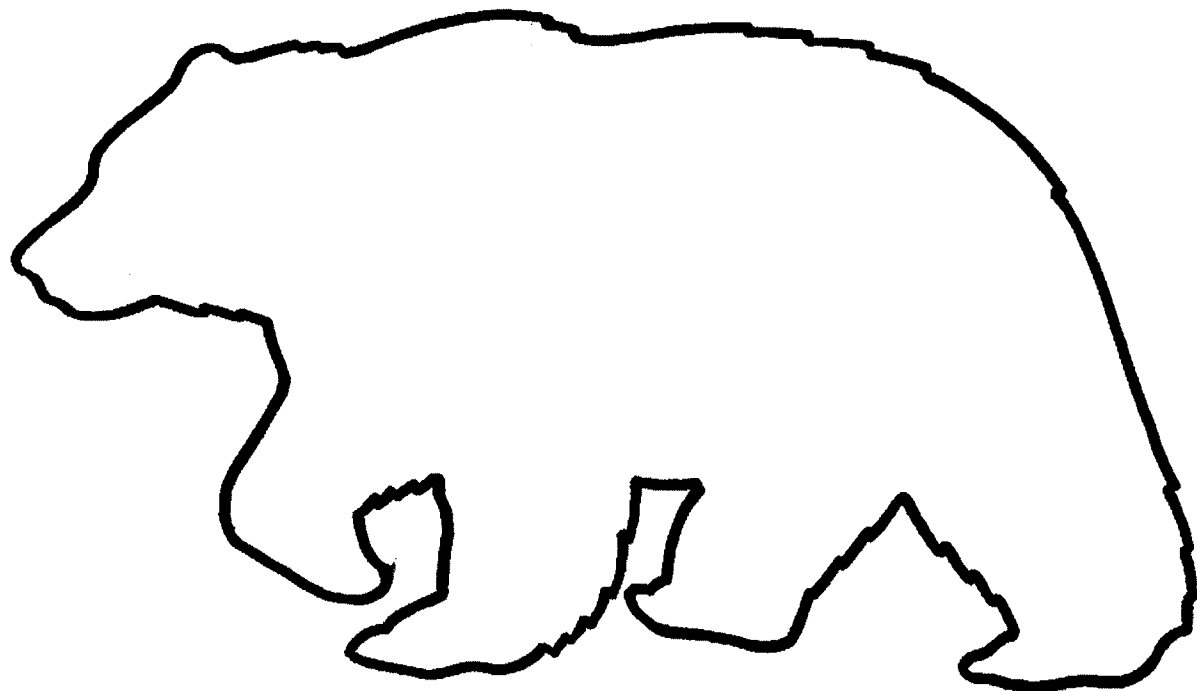


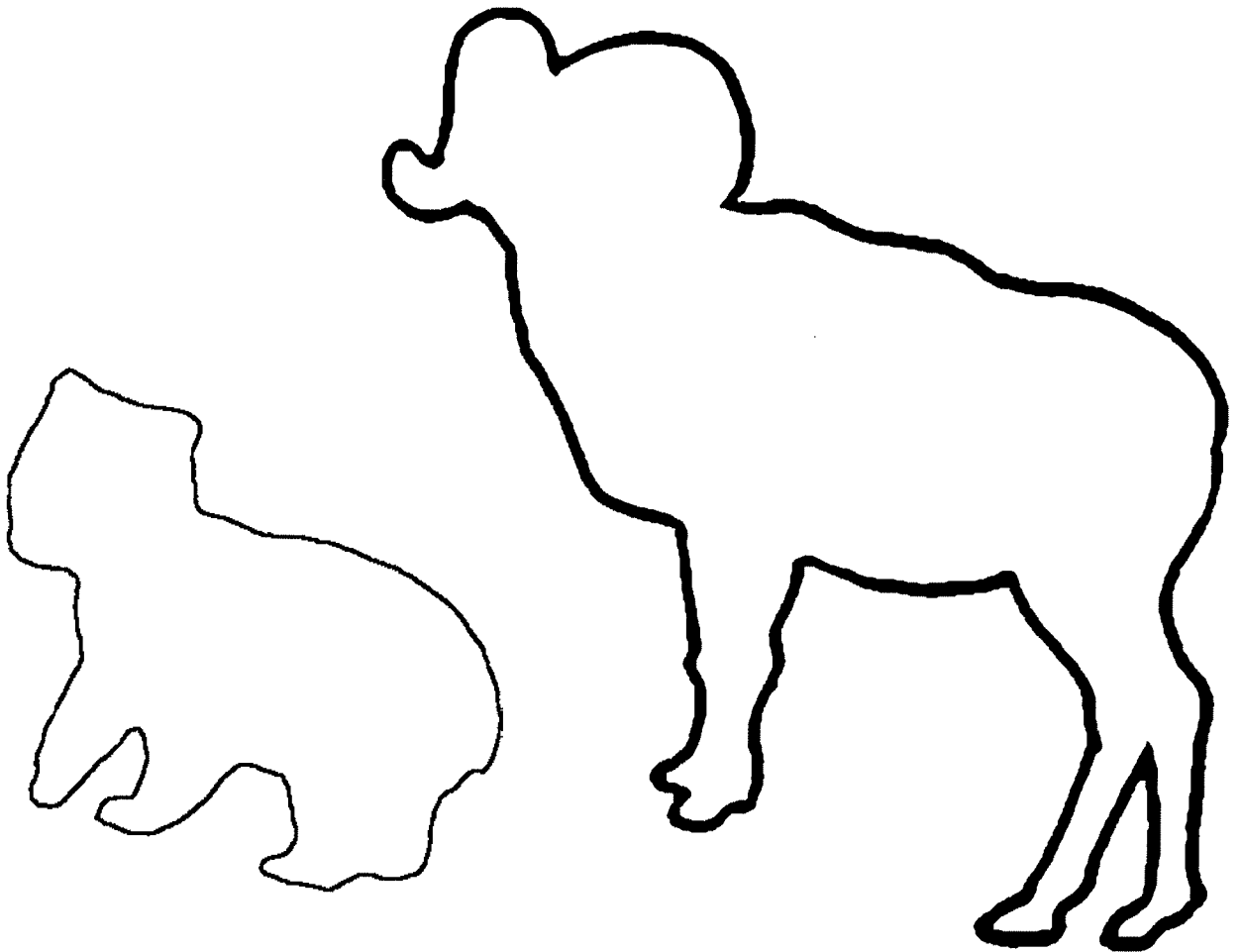
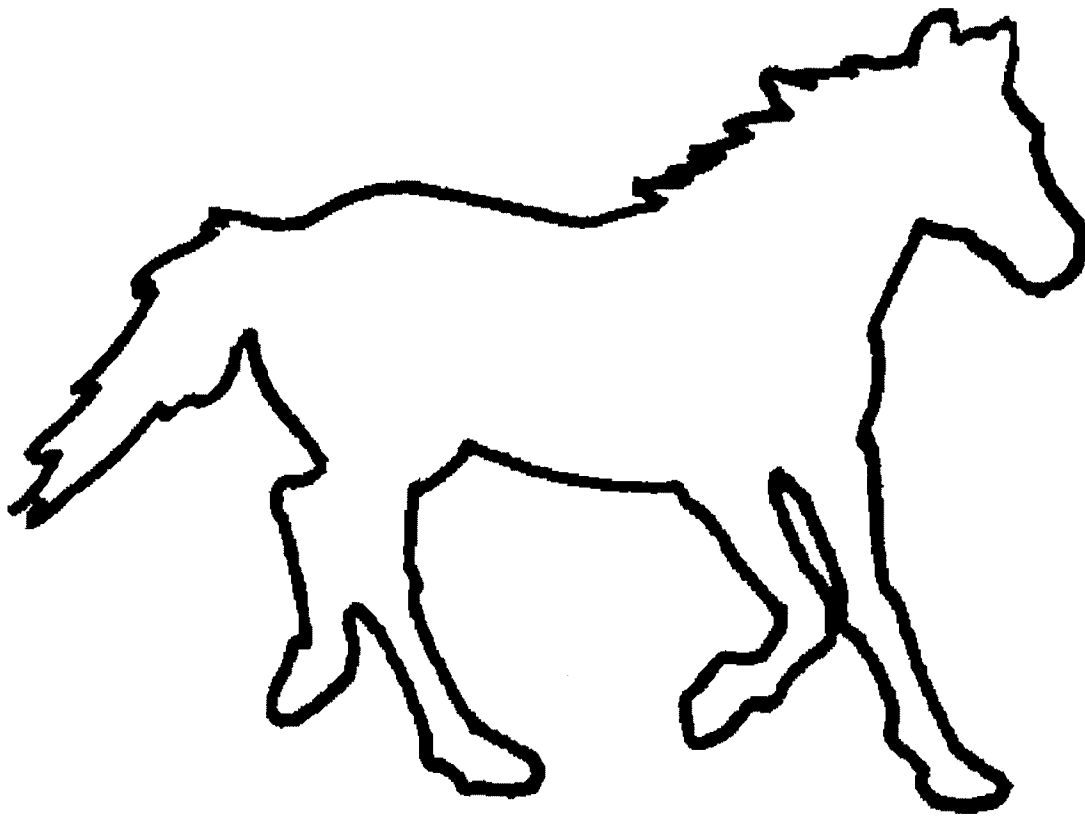


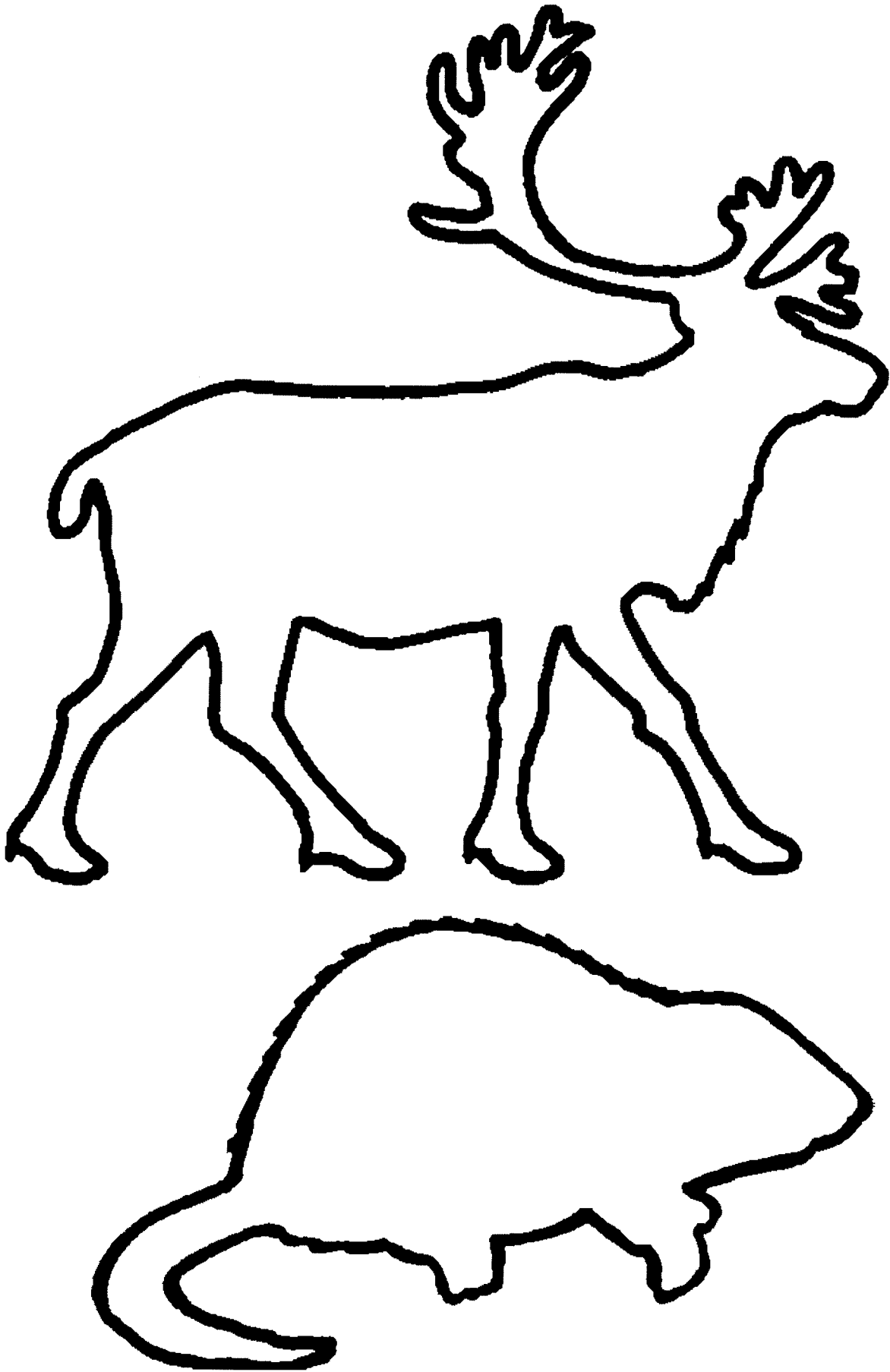


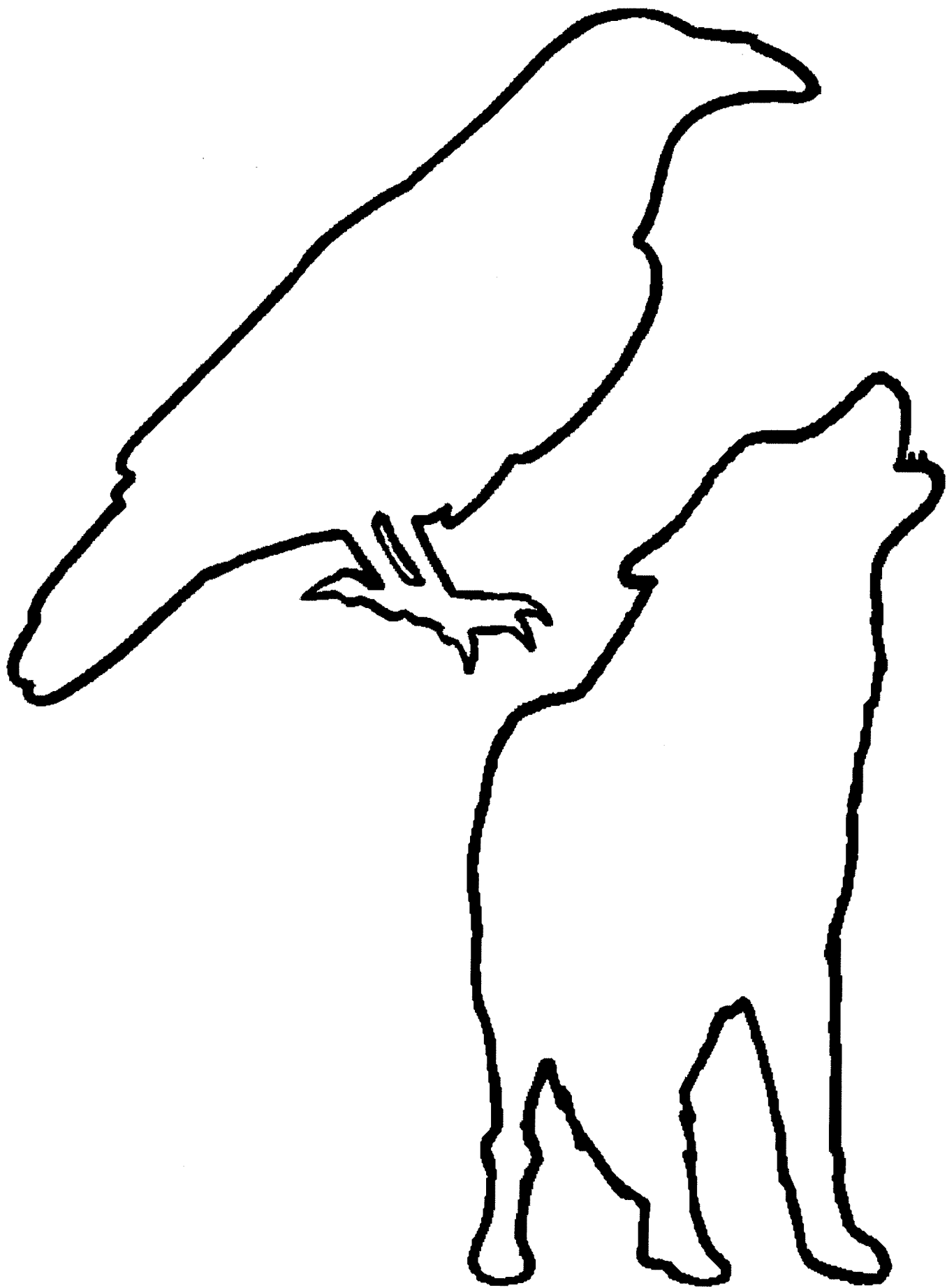


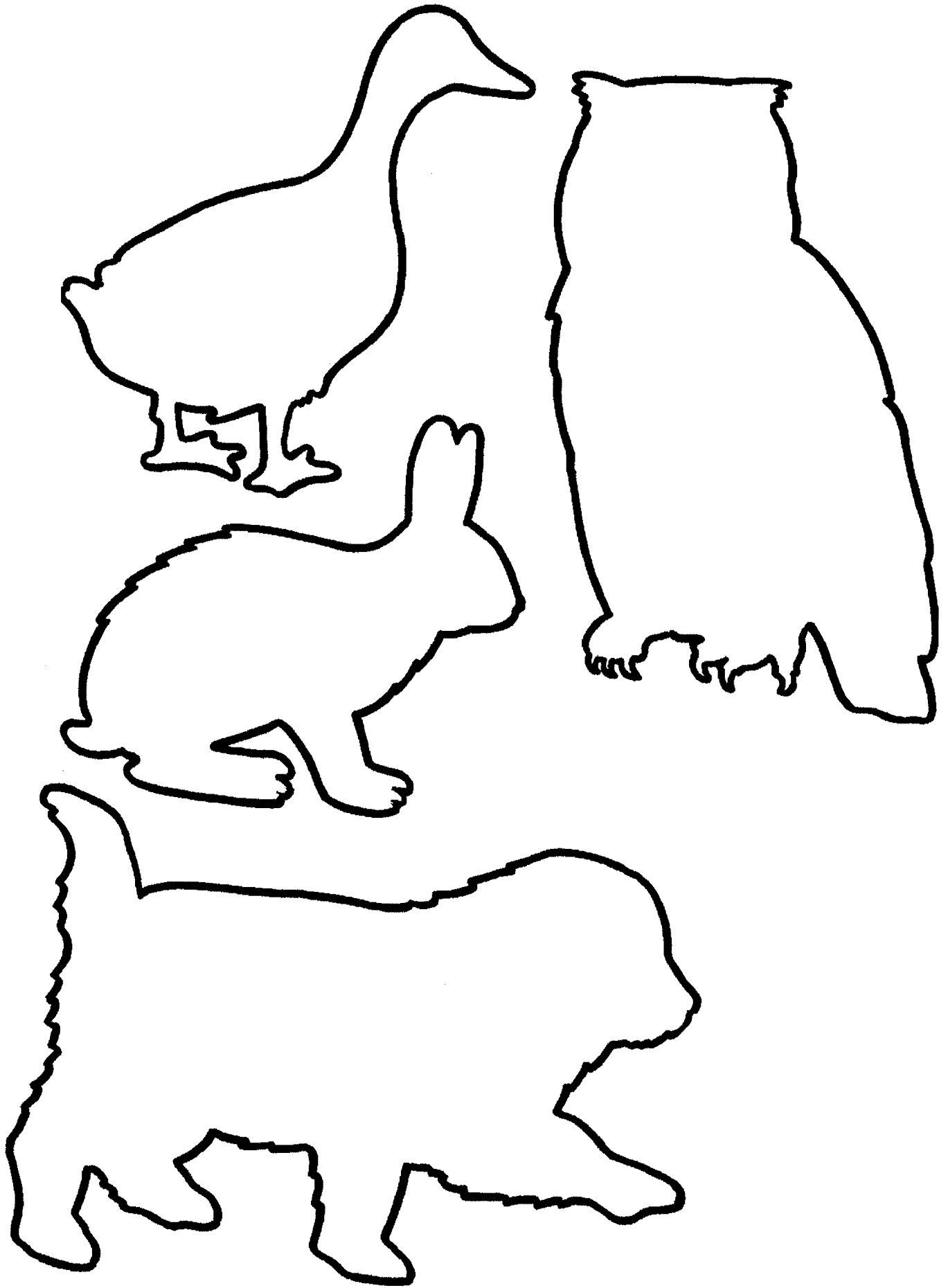




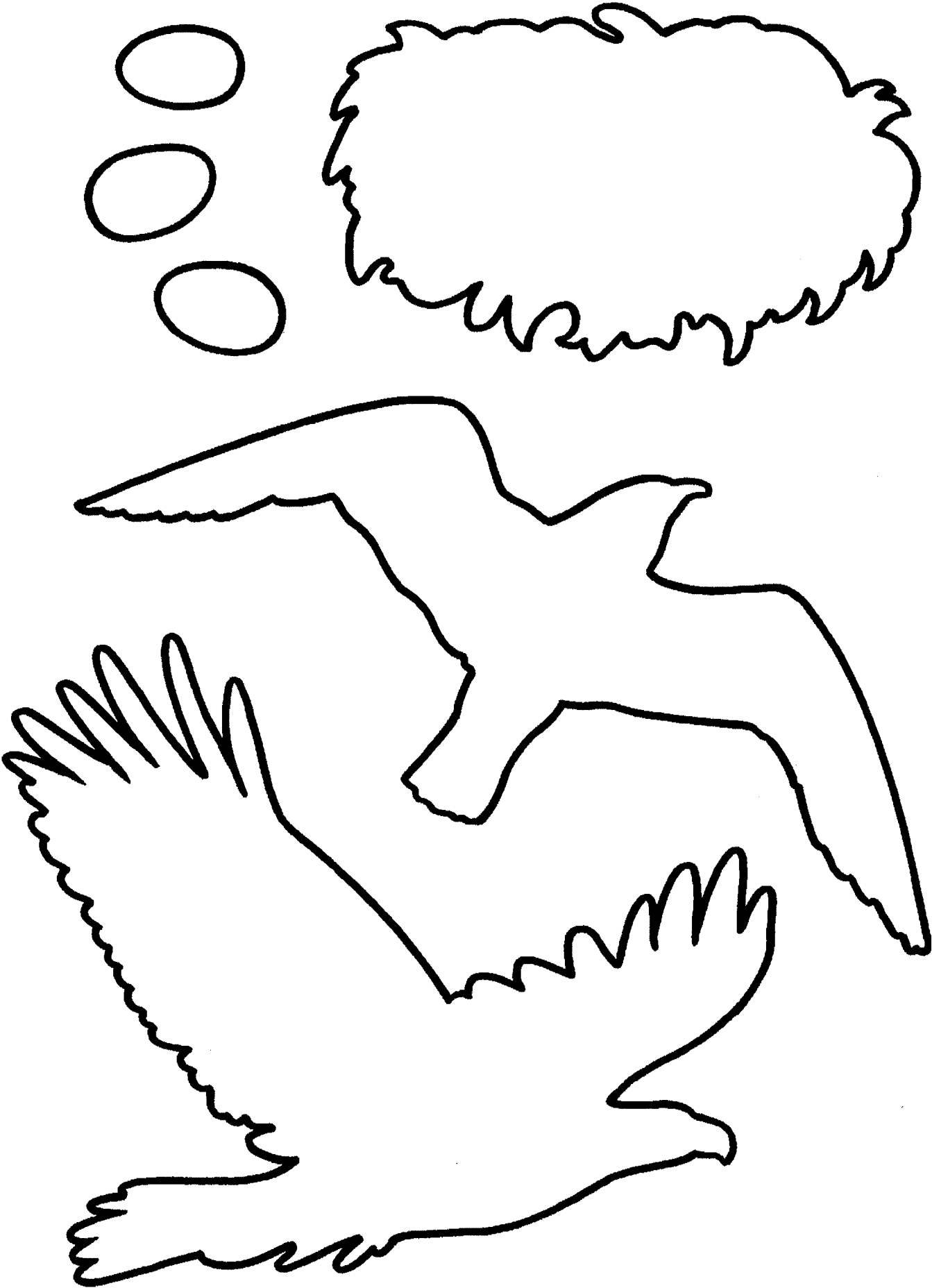


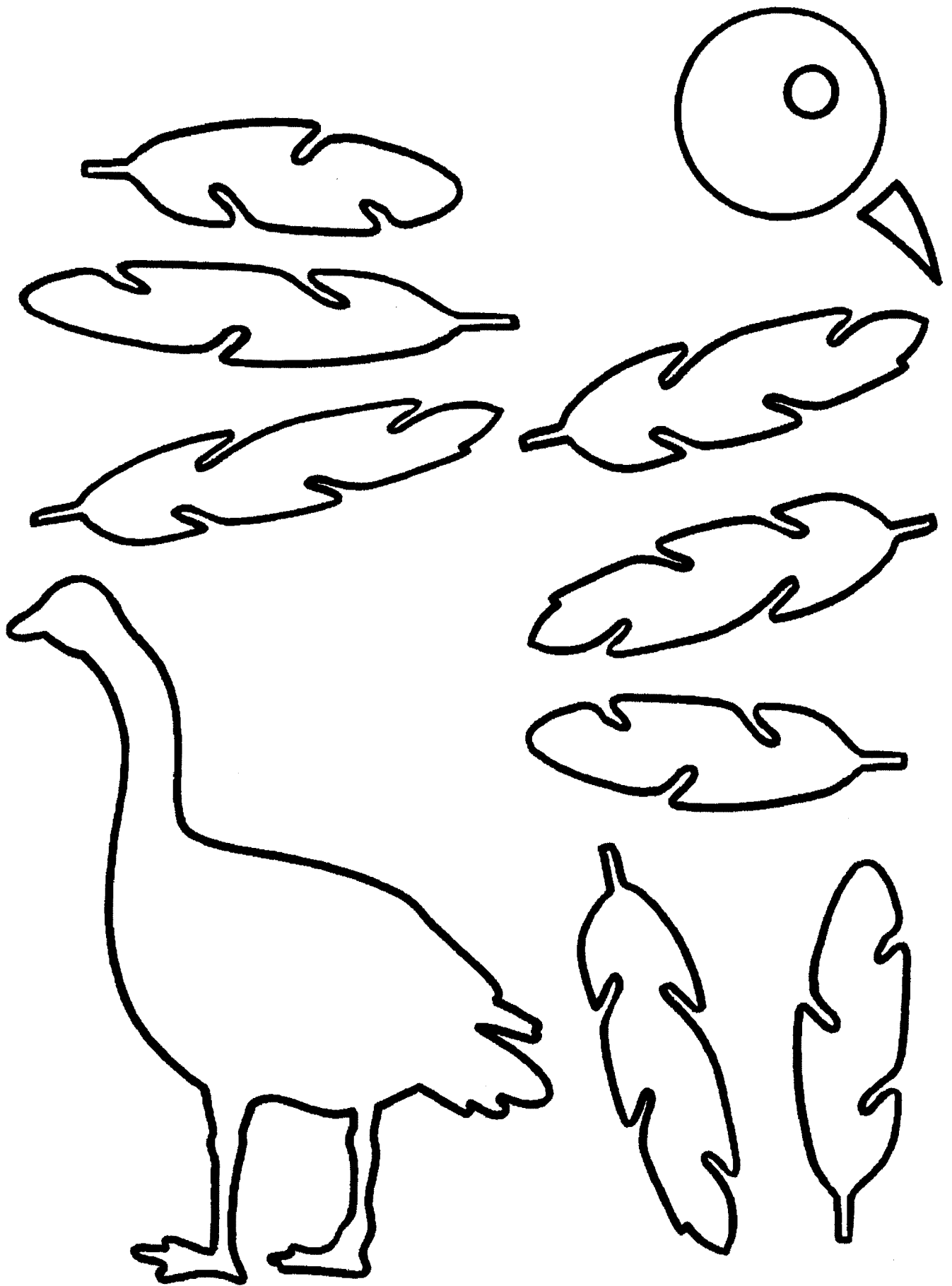




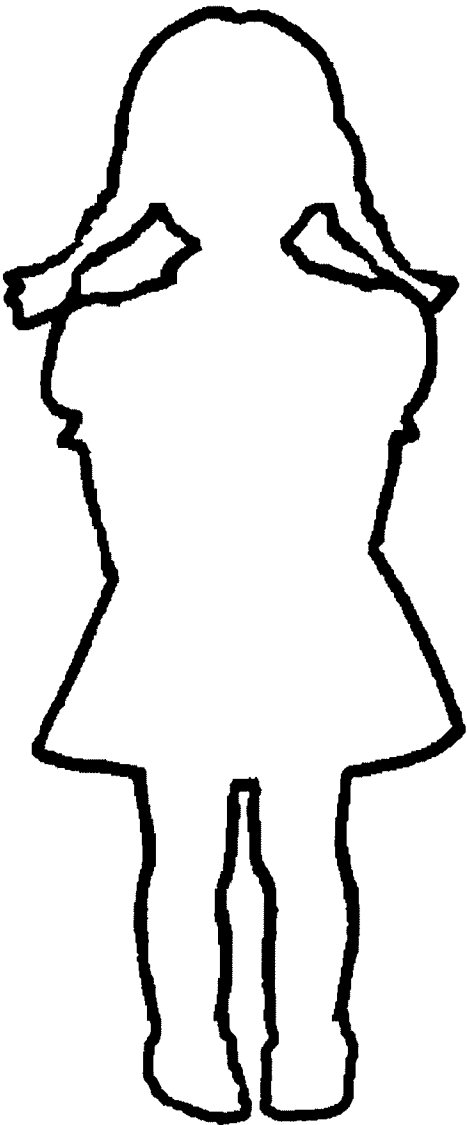
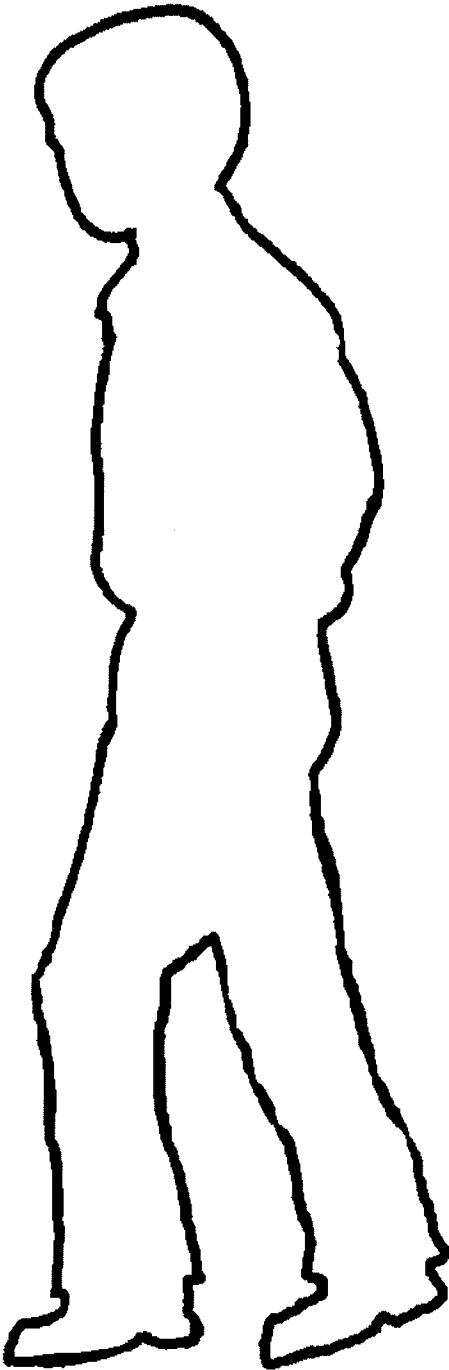
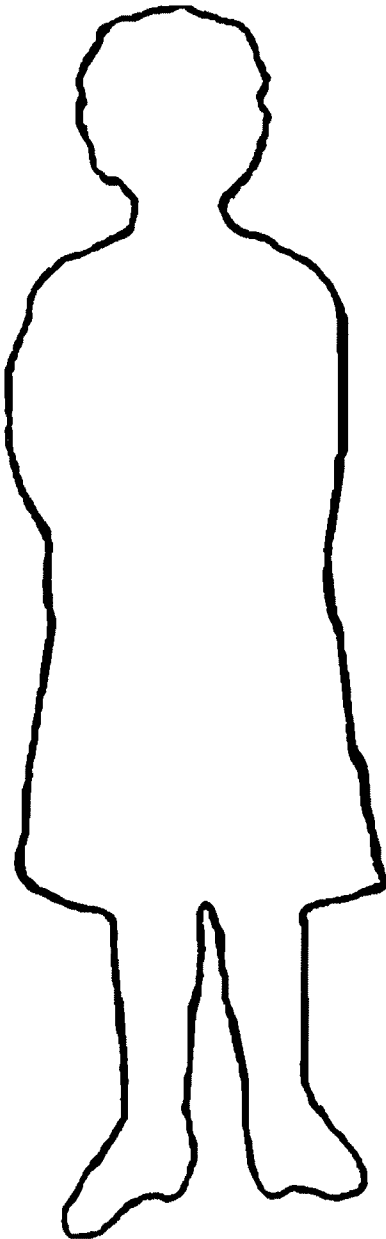


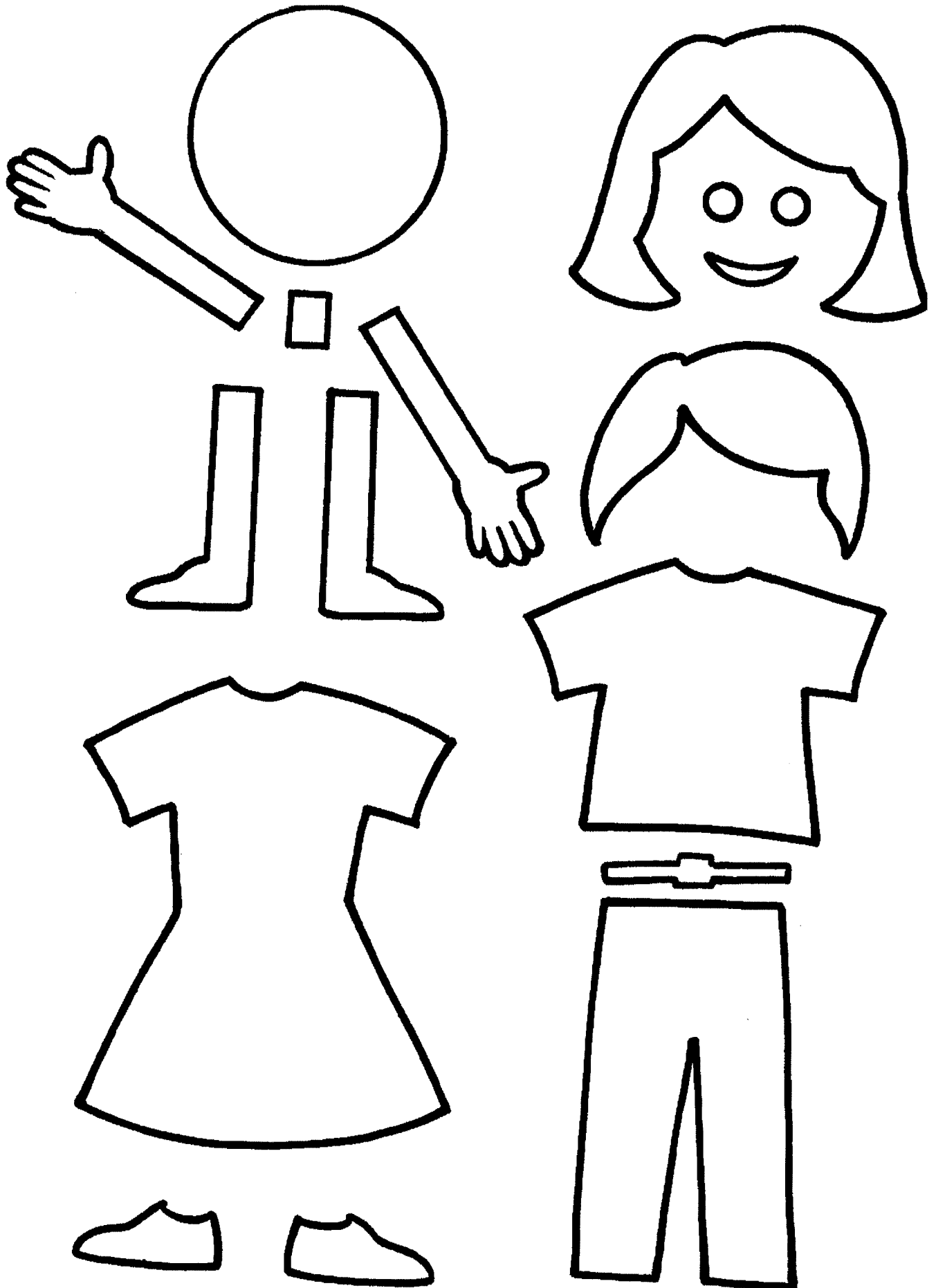


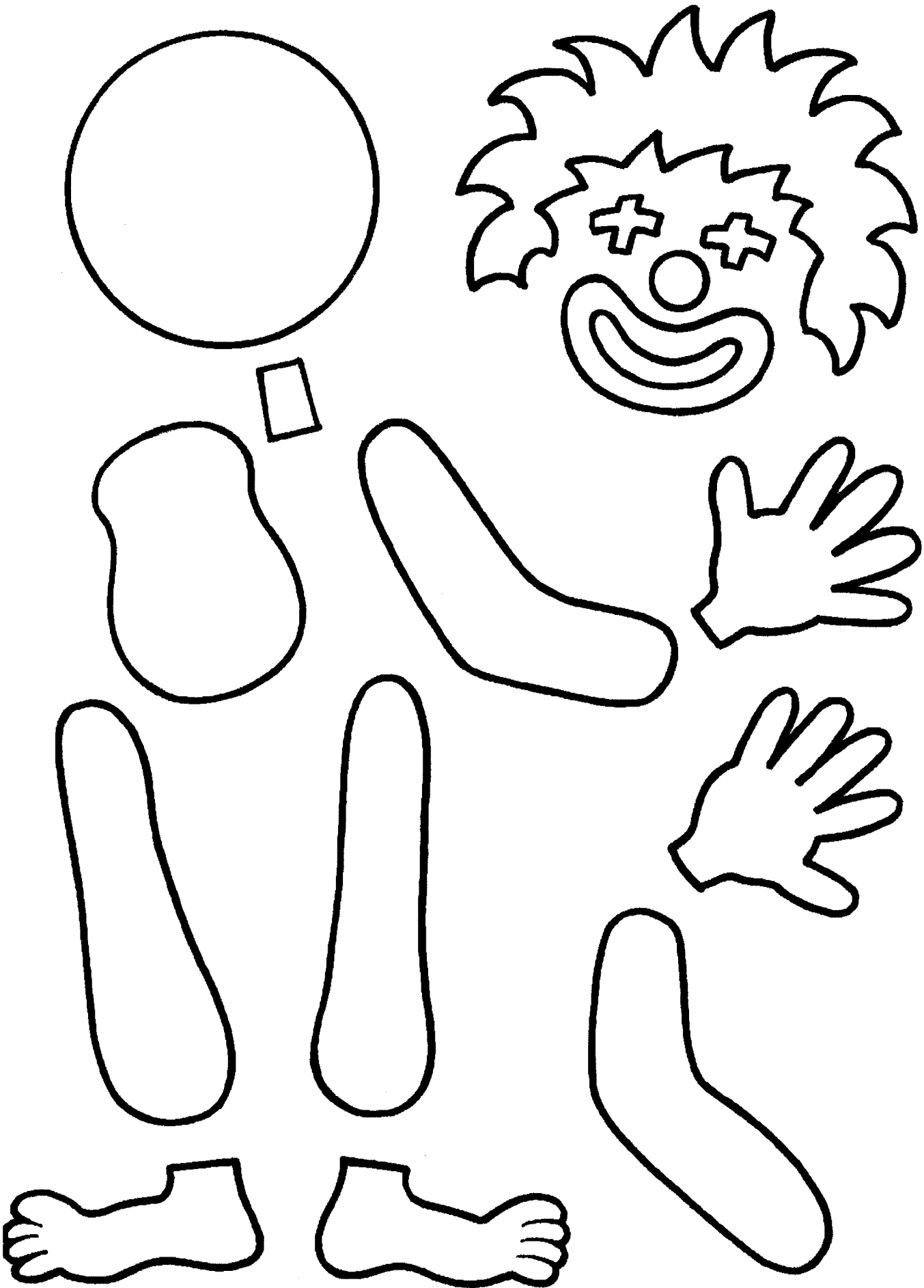


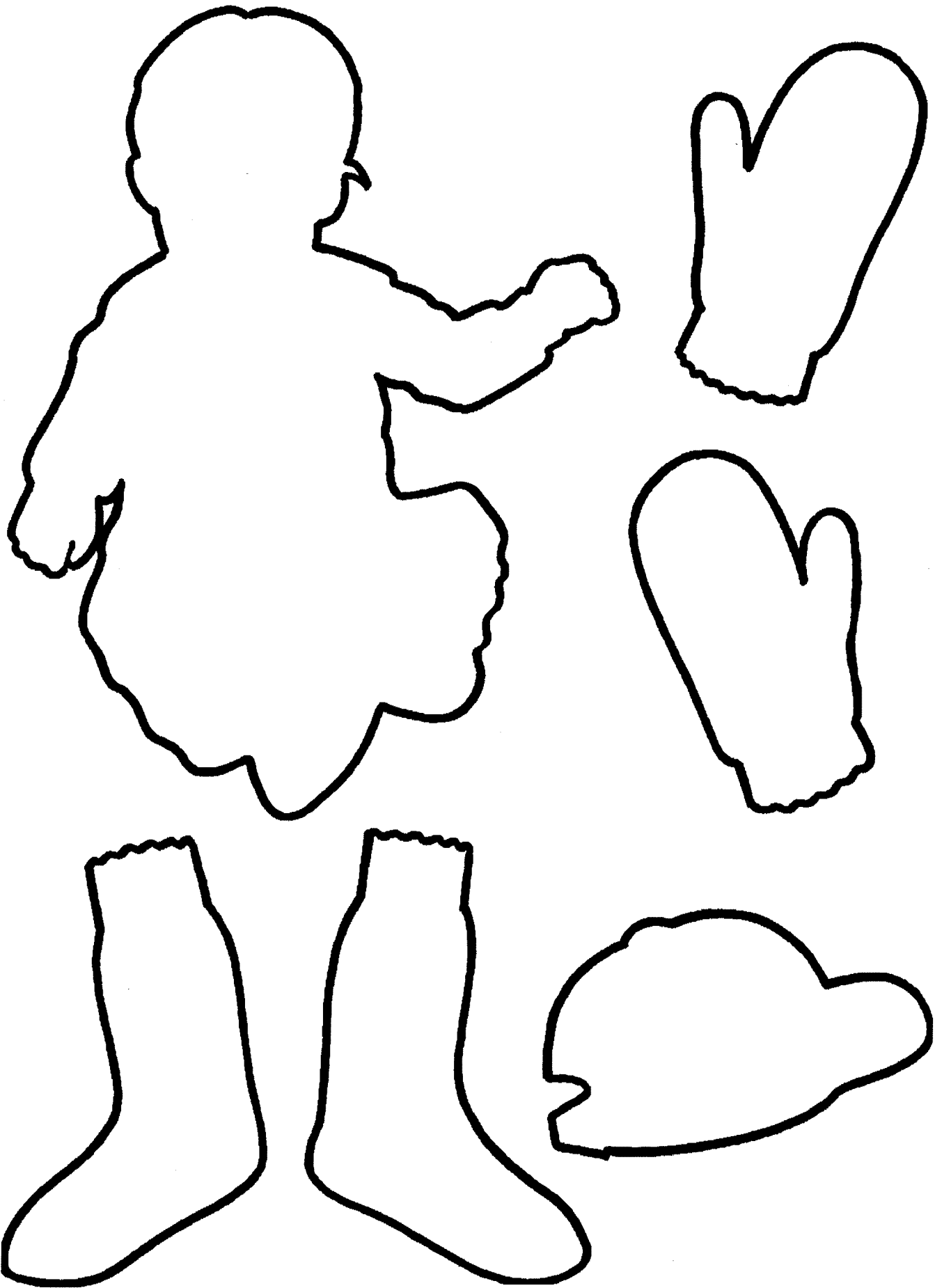


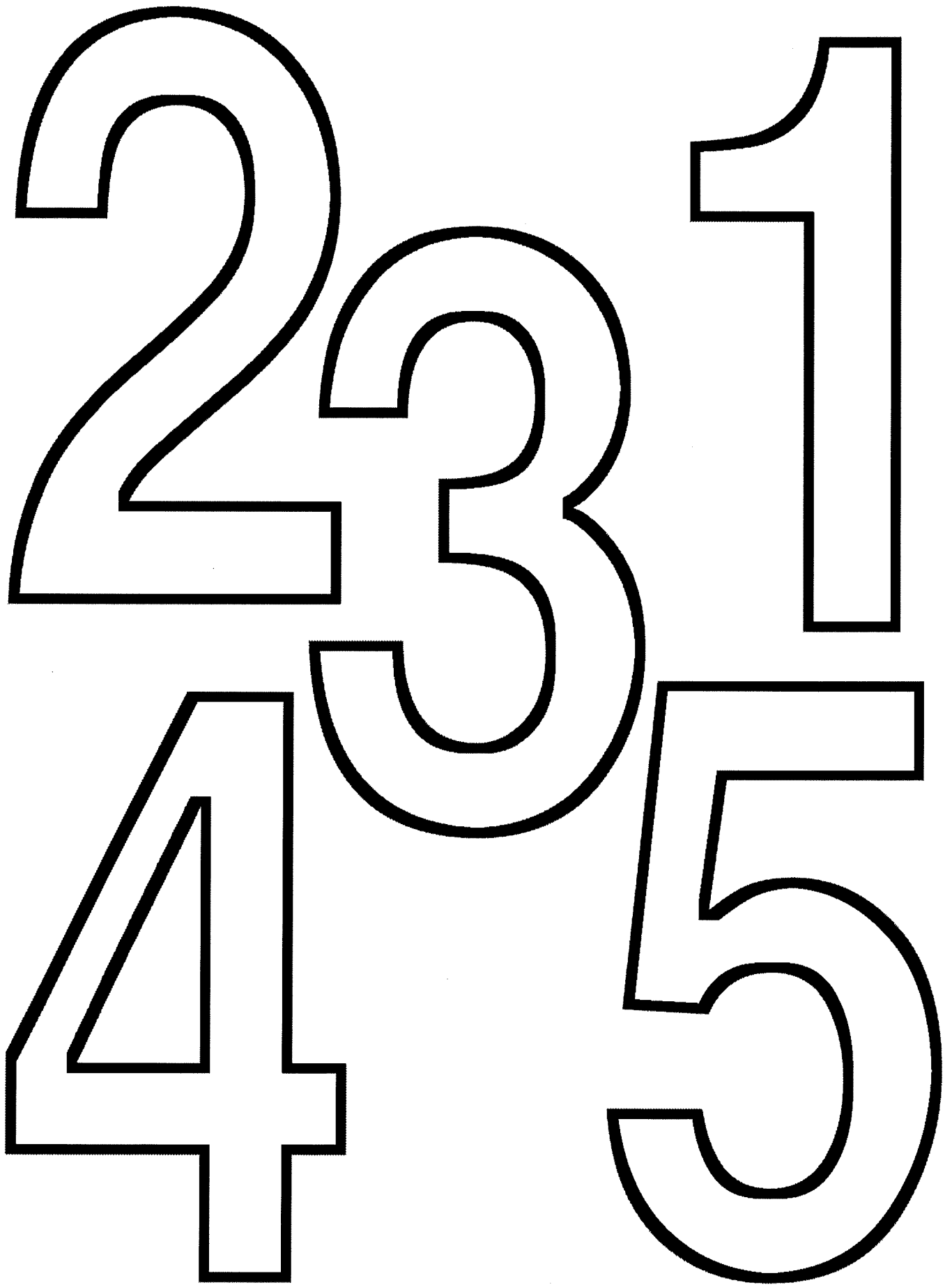










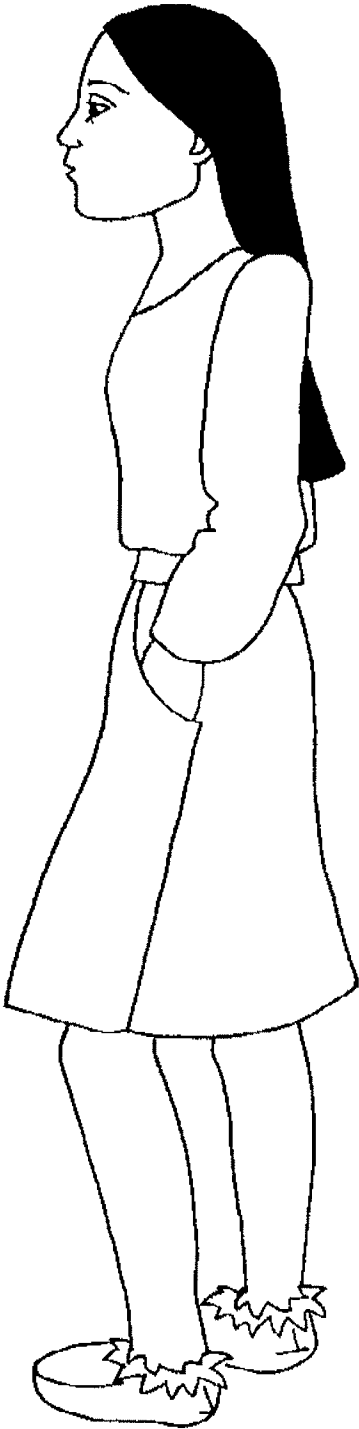
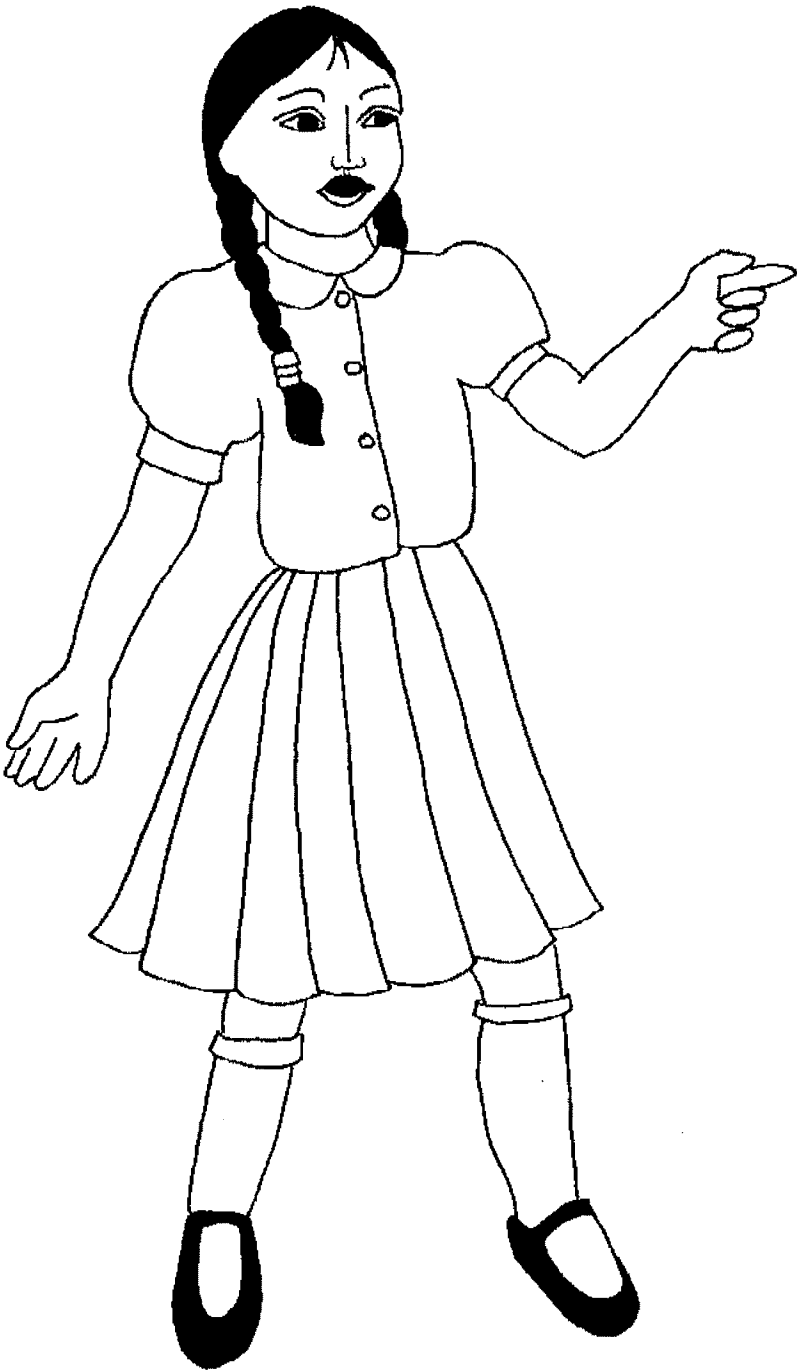




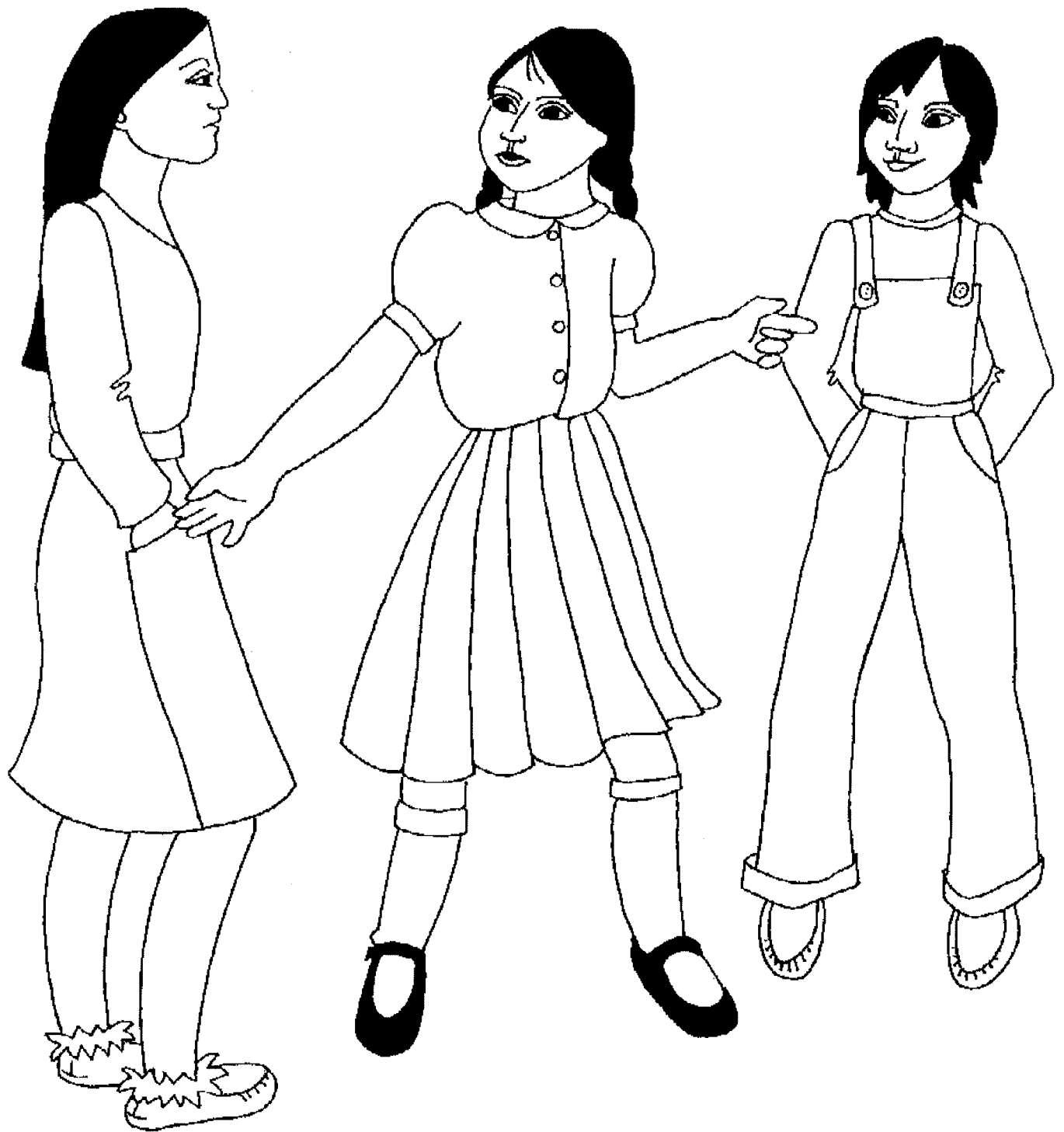
## SPINNER GAME MATERIALS



(mine)



(yours)



(hers/his/its)

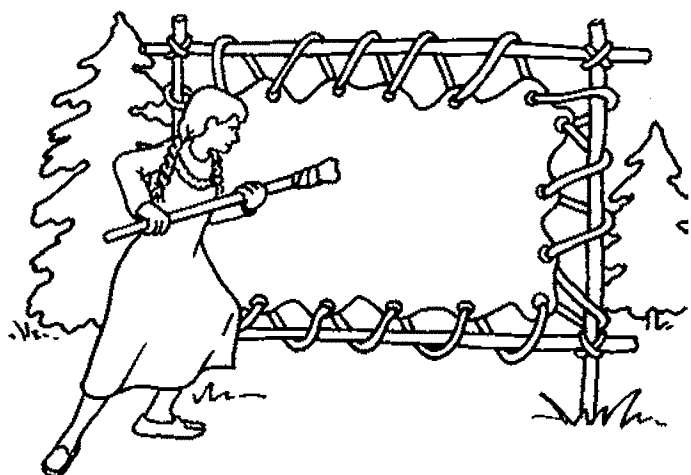
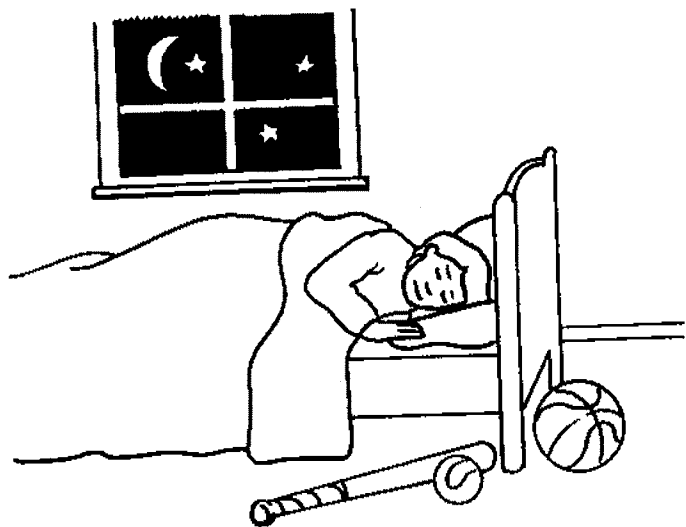
## TRAPPERS GAME MATERIALS

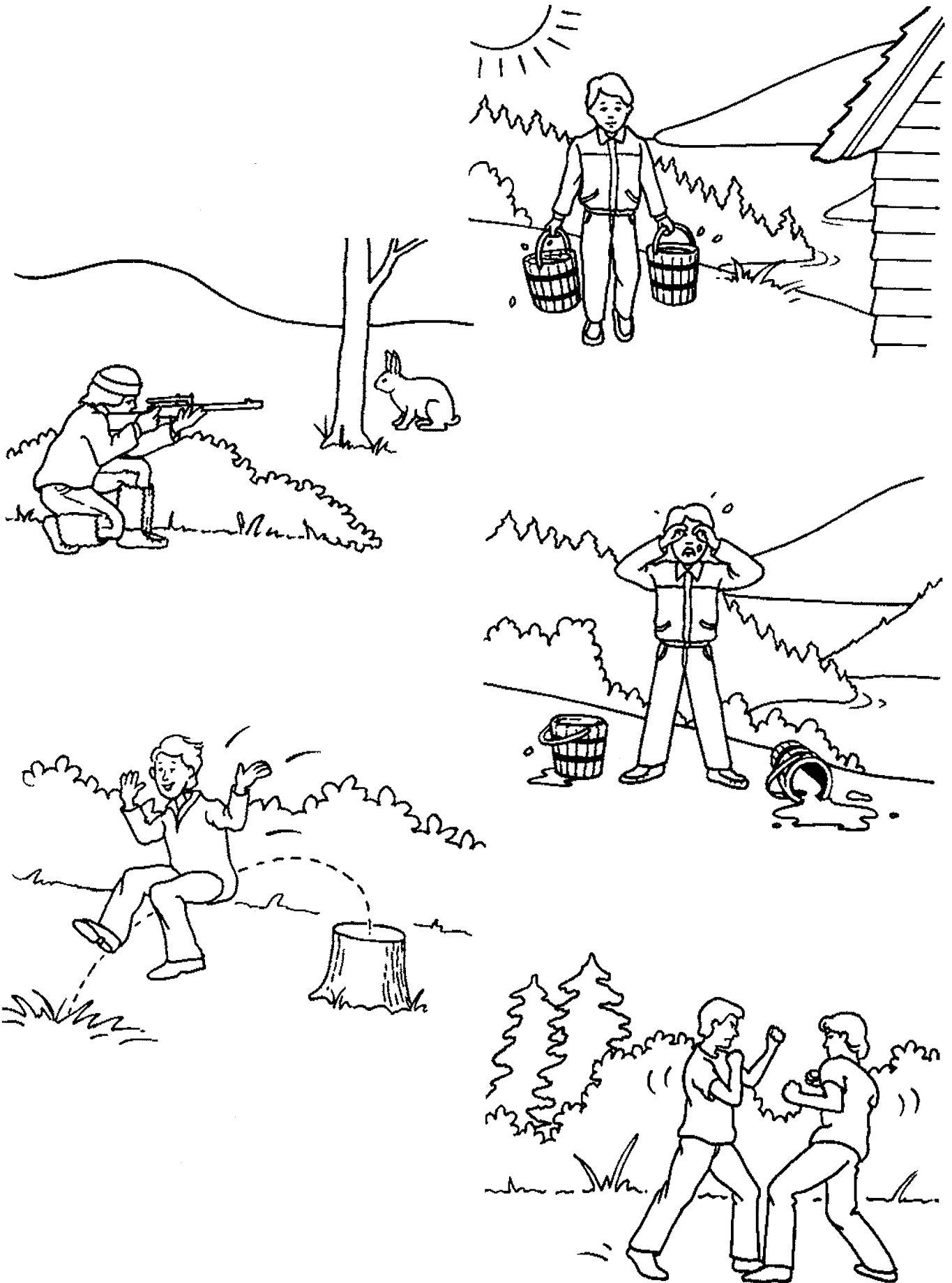
<p>BURNED OUT MOTOR</p> <p>PAY \$1,000 FOR A NEW MOTOR</p>	<p>OUT OF GROCERIES</p> <p>PAY YOUR BILL, WHICH IS \$500</p>
<p>MISS A TURN</p> <p>PAY \$150 FOR SUPPLIES</p>	<p>YOU HAVE THE FLU</p> <p>MISS A TURN WHILE YOU RECOVER</p>
<p>MISS A TURN WHILE YOU GO HUNTING</p>	<p>YOU SOLD SOME FUR</p> <p>COLLECT \$1,000</p>
<p>OUT OF DOG FOOD</p> <p>GO TO NEAREST STORE</p>	<p>NEED MORE TRAPS</p> <p>PAY \$350</p>

TRAPPERS GAME MATERIALS

<p>TENT BURNED DOWN</p> <p>PAY \$525 FOR A NEW TENT</p>	<p>DROPPED YOUR RIFLE IN THE RIVER</p> <p>PAY \$400 FOR A NEW RIFLE</p>
<p>OUT OF GAS</p> <p>PAY \$200 FOR GAS</p>	<p>YOUR DOG CHEWED THROUGH THE HARNESS</p> <p>PAY \$100 FOR A NEW HARNESS</p>
<p>SOLD 5 SQUIRREL SKINS</p> <p>COLLECT \$5</p>	<p>SKIDOO REPAIRS</p> <p>PAY \$250</p>
<p>WOLF ON THE TRAPLINE</p> <p>YOU LOOSE 5 BEAVER</p> <p>PAY \$200</p>	<p>YOUR TOBOGGAN NEEDS REPAIRS</p> <p>PAY \$40</p>

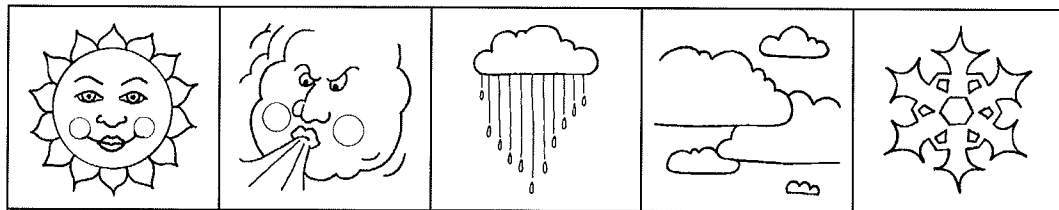
# SAMPLE PICTURES FOR THE MIME AND ACTING ACTIVITIES





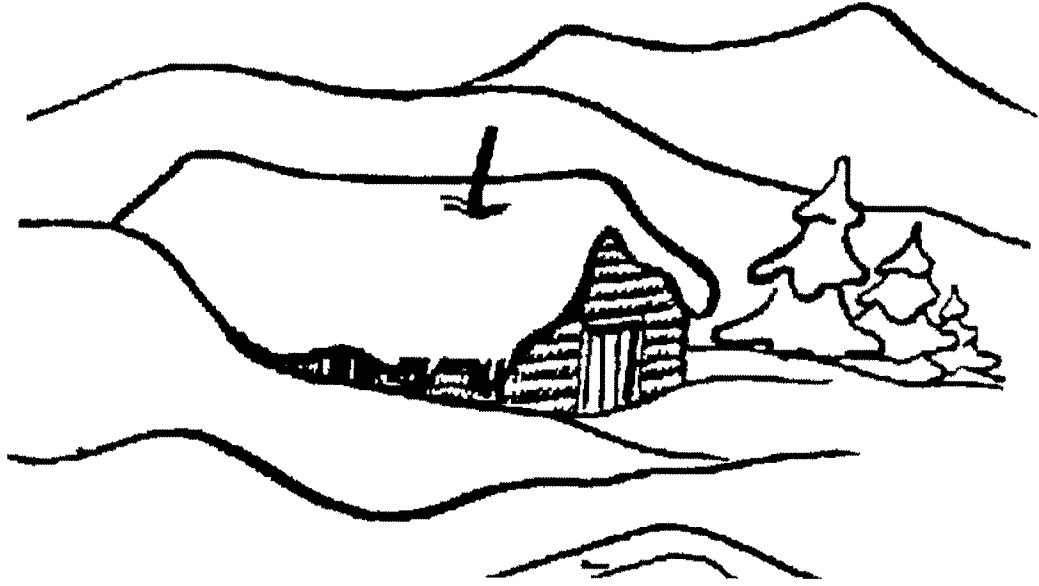
# SAMPLE CALENDAR SHEETS

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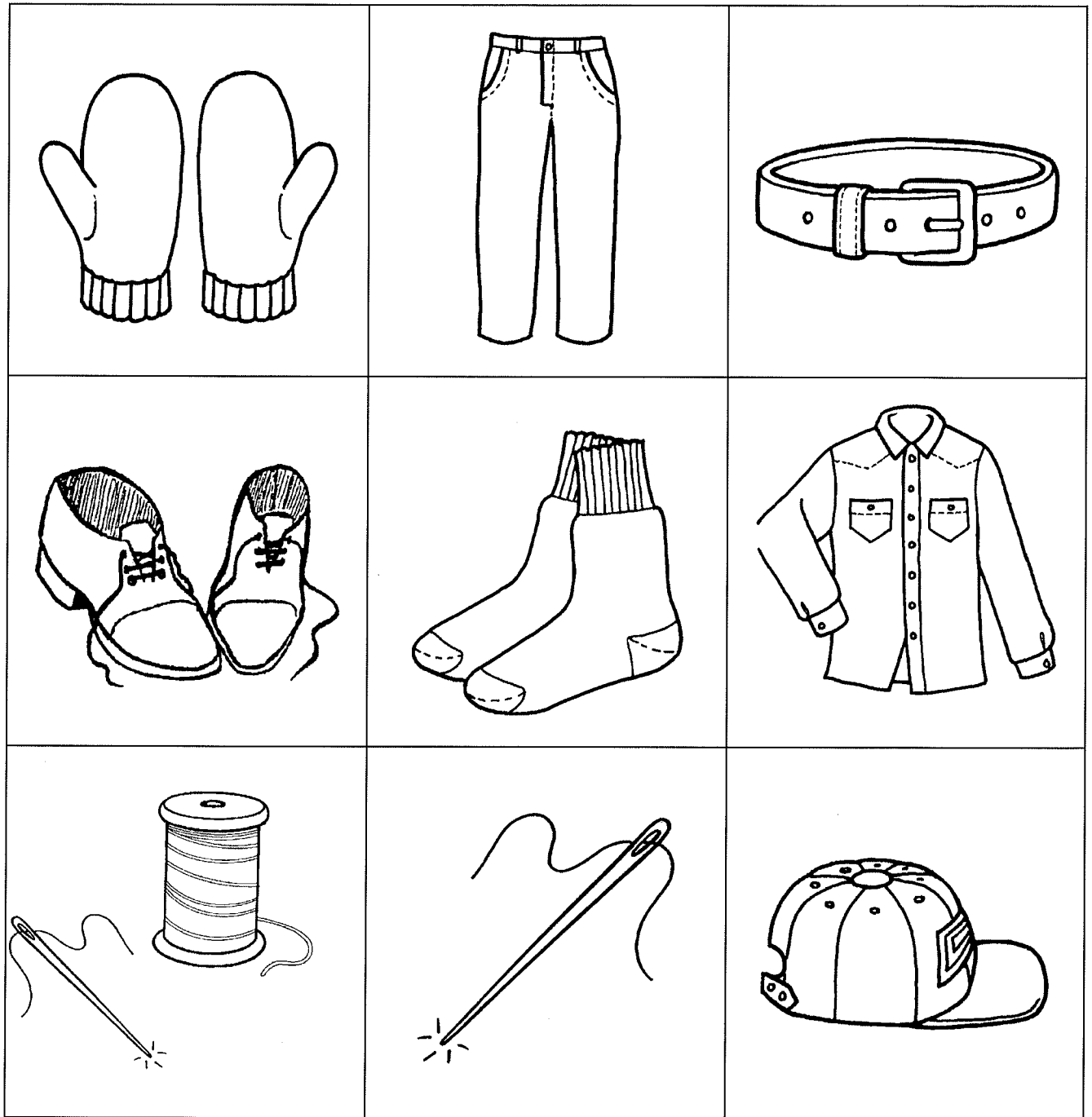

JANUARY



**Kwäk'ù N-zhā**  
coldest moon month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

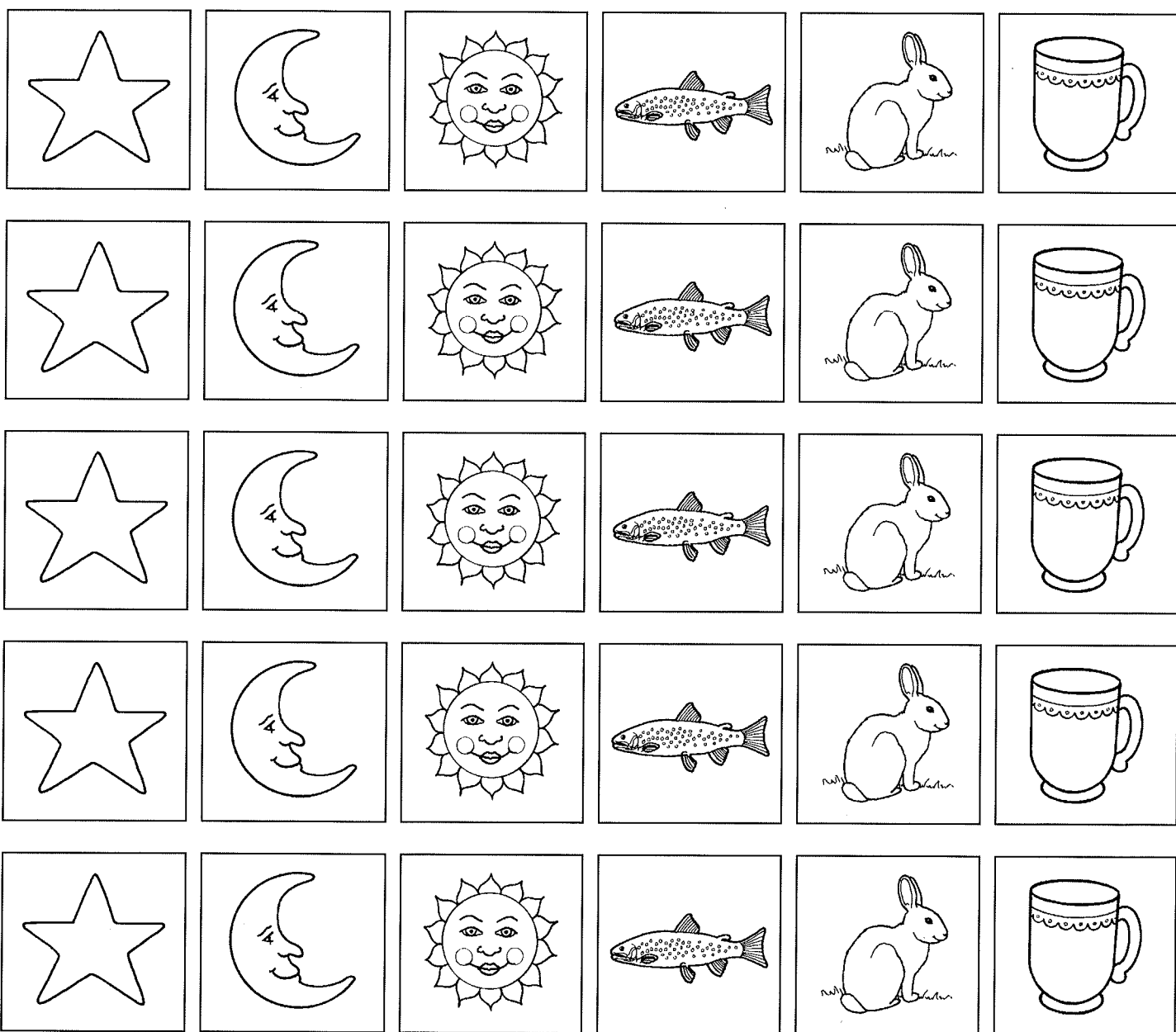
## SAMPLE BINGO CARD



# A DECK OF CARDS

It is possible to make up a deck of cards using small pictures of review objects. You will need four pictures of each object. These can be glued onto blank playing cards, or onto cards you cut out from stiff paper.

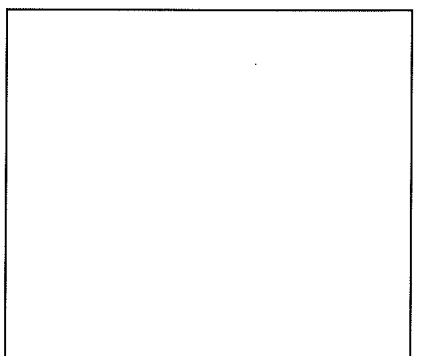
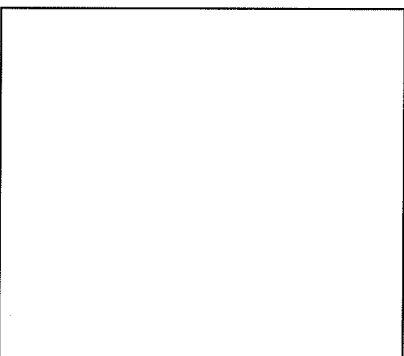
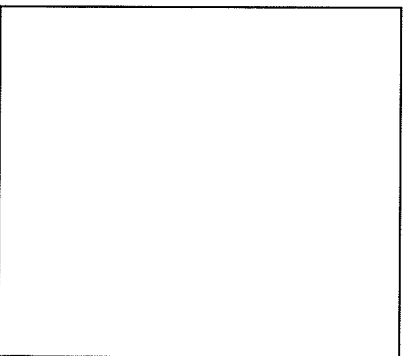
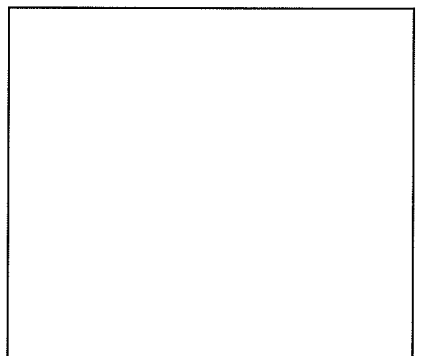
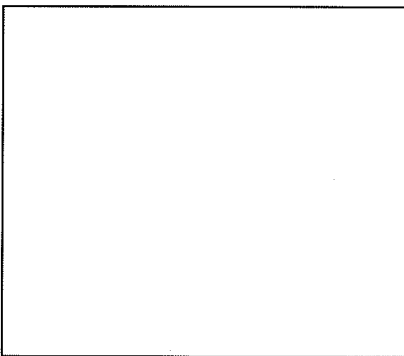
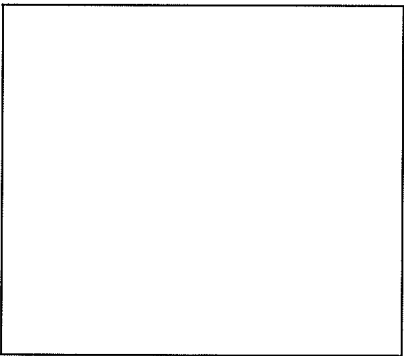
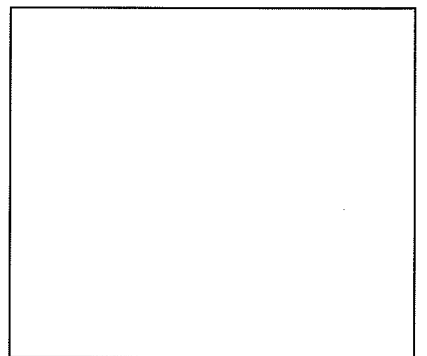
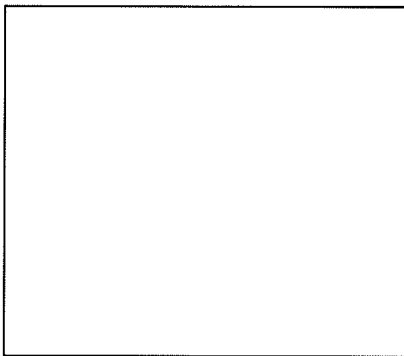
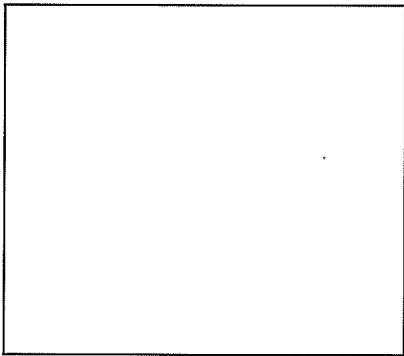
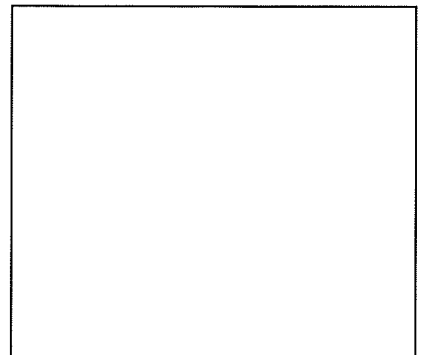
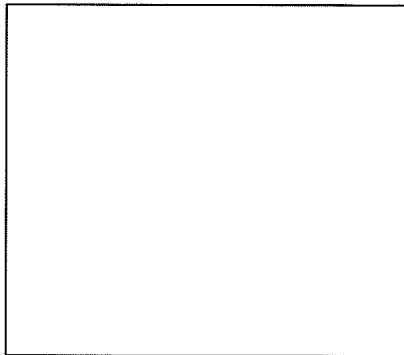
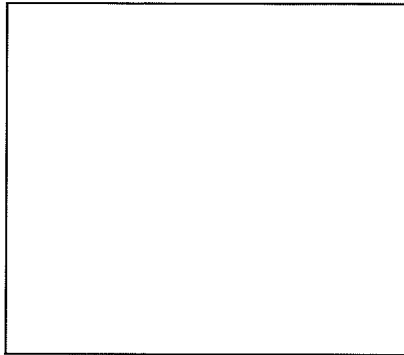
Forty cards seem to make a big enough deck to play the following games (ten review pictures).



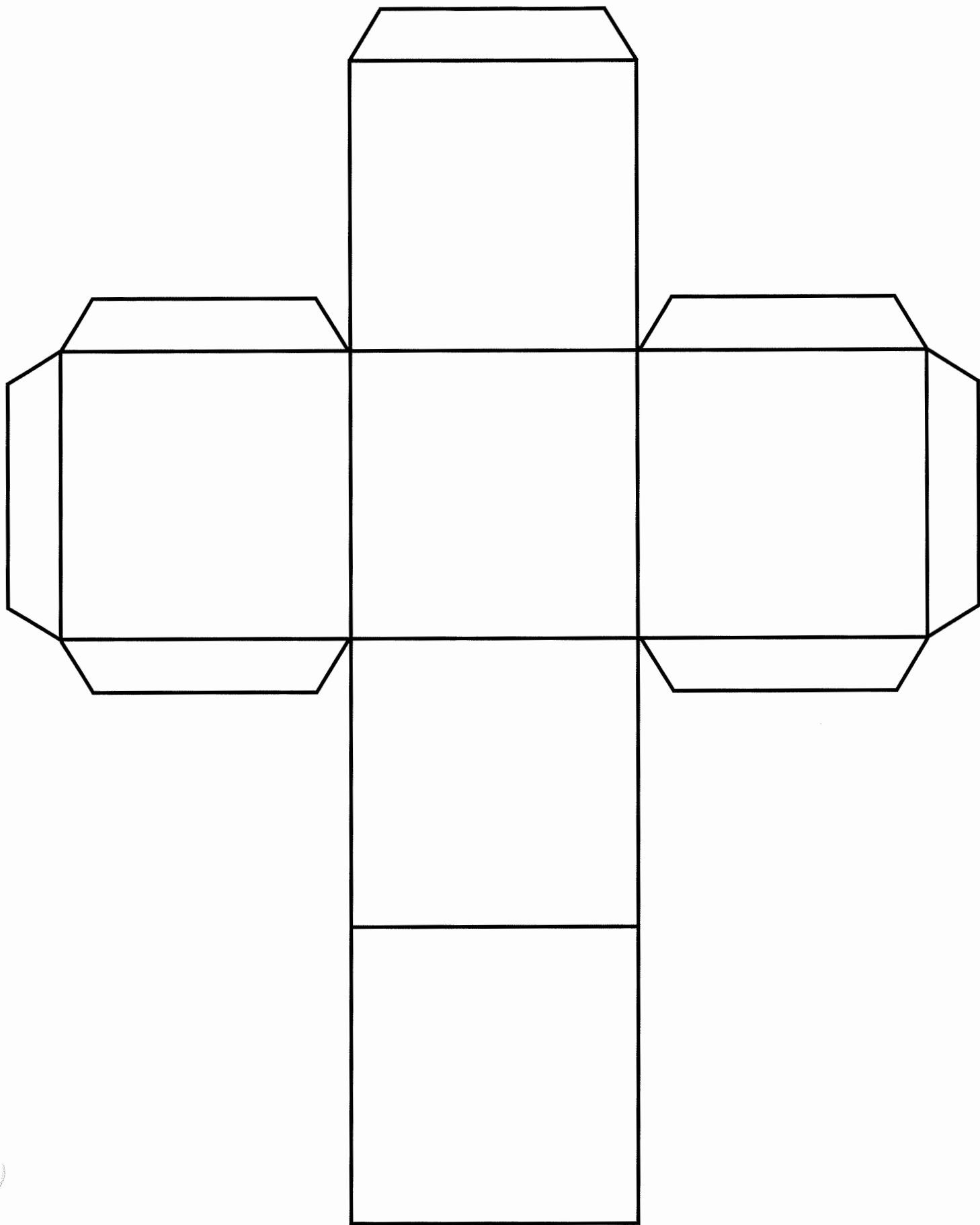
# BLANK TEST FORM

NAME \_\_\_\_\_

GRADE \_\_\_\_\_



PICTURE CUBE



Listening Exercise

Write \_\_\_\_ and \_\_\_\_ as you hear them

1	2	3	4	5	

6	7	8	9	10	