

# DINAAKK'A FOR CHILDREN

LESSON PLANS FOR TEACHING  
DINAAKK'A (KOYUKON)  
TO CHILDREN  
IN PRIMARY GRADES



by  
Chad Thompson  
Eliza Jones

HAN ZAADLIT'EE:  
Yukon Koyukuk School District  
Koyukon Language Curriculum

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by  
Chad Thompson  
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Alaska Native Language Center

Illustrated by Cindy Davis

Han Zaadlit'ee:  
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Dinaakk'a For Children

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## INTRODUCTION

These lessons are meant to aid instructors of Dinaakk'a (Koyukon). The lessons are not intended to teach written Dinaakk'a but rather to build oral skills in the language.

This book contains plans for sixty lessons of twenty-five minutes each. Supplementing the lesson plans are flash cards, tic-tac-toe boards, and a board game called *Nonaatldloda Hodee?* In addition, four books are recommended as material to be read to the students.

An often heard complaint by teachers of Athabaskan languages across the state concerns a general lack of materials. This book is meant to, in part, fill this void. Although specific lengths of time are given for each section of a lesson it is hoped that teachers will use their own judgment in deciding whether a particular activity needs more or less time than is recommended. Teachers of Dinaakk'a are encouraged to follow these guidelines, but the plans are meant to function as instructional aids and not as restrictions.

Our philosophy in writing this book is that Native languages being taught in public schools deserve the same degree of support and quality of materials given to other areas of the school curriculum. We also recognize the unique nature of Alaska Native languages and it is our intention that these lessons, and others meant to teach Native languages, will be more sensitive to local needs and wishes than other, more general, areas of study might be. For this reason, we invite suggestions from teachers or students of Dinaakk'a for changes or additions to the current volume.

Finally we would like to acknowledge the help given us in preparing the lessons. Niki McCurry, Carl Williams, Irene Reed and Donna McAlpine read drafts of some or all of these lessons and made valuable suggestions for change. Lorraine Basnar is also to be thanked for typesetting this book and editing the final version for consistency and style. Any errors, however, should be attributed to the authors and not to any of the aforementioned persons.

# Unit 1

## BASIC CONVERSATION





## Unit 1

### LESSON 1

#### 1. What is your name? – 10 minutes

Tell the class your name by saying:

(Your name) *sa'ooza'*.

Have the class repeat *sa'ooza'* after you.

Teacher: *sa'ooza'*

Class: *sa'ooza'*

Ask each student his or her name by saying *Nidaats'a na'ooza'*? and have each one answer by saying a name followed by *sa'ooza'*. Do not tell them the English translation unless they cannot figure out what to say. For example:

Teacher: *Nidaats'a na'ooza'*.

Student: ?

Teacher: Your name.

Student: Johnny.

Teacher: Say *Johnny sa'ooza'*.

Student: Johnny *sa'ooza'*.

#### 2. Puppets – 15 minutes

Get two puppets and put one on each hand. Make the puppets have the following conversation:

Puppet 1: *Do'eent'aa?*

Puppet 2: *Aszoonh.*

Turn the puppet towards one of the students and have the puppet ask:

*Do'eent'aa?*

Have the student answer *aszoonh*. Do not use English unless the student cannot answer. For example:

Puppet: *Do'eent'aa?*

Student: ?

Teacher: How are you?  
Student: ?  
Teacher: Say *Aszoonh*.  
Student: *Aszoonh*.  
Puppet: See koon *aszoonh*.

Do the same dialog with each student in the class:

Puppet: Do'eent'aa?  
Student: *Aszoonh*.  
Puppet: See koon *aszoonh*.

Sometimes have the puppet ask the student's name as well.

Puppet: Nidaats'a na'ooza'?  
Student: Susan sa'ooza'.  
Puppet: Do'eent'aa?  
Student: *Aszoonh*.  
Puppet: See koon *aszoonh*.

Give one of the students a puppet and have the student ask another student the same questions.  
Help the student if necessary:

Student: ?  
Teacher: Ask him his name.  
Student: ?  
Teacher: Nidaats'a na'ooza'?  
Student (to other student): Nidaats'a na'ooza'?  
Student 2: Johnny sa'ooza'  
Student: ?  
Teacher: Ask how he is.  
Student: ?  
Teacher: Say *Do'eent'aa*.  
Student: Do'eent'aa?  
Student 2: *Aszoonh*.

Pass the puppet around to each student and have him or her ask another student the same questions.

## Unit 1

### LESSON 2

*Material:* something hot to touch, something cold to touch

#### 1. Opening Review – 5 minutes

Ask one of the students:

Nidaats'a na'ooza'?

and have them say their name followed by *sa'ooza'*. Ask each student the same question.

Ask each student:

Do'eent'aa?

Have him or her answer:

Aszoonh.

#### 2. Hot and cold – 10 minutes

Have one of the students ask you *Do'eent'aa?* Answer by touching something cold and saying:

Adzoo asdlaanh!

Have the class repeat the word after you:

Teacher: Adzoo! (touching something cold)

Class: Adzoo! (touching something cold)

Ask one of the students *Do'eent'aa?* and have him or her answer *adzoo*. Do not say anything in English unless the student cannot answer. For example:

Teacher: Do'eent'aa?

Student: Aszoonh.

Teacher: No, say that you are cold.

Student: ?

Teacher: Adzoo asdlaanh.

Student: Adzoo asdlaanh.

Ask each one of the students *Do'eent'aa?* and have them answer *Adzoo!*  
Next touch something hot and say:

*Atlibaa'!*

Have the whole class repeat after you:

Teacher: *Atlibaa'* (touching something hot)

Class: *Atlibaa'* (touching something hot)

Ask each student *Do'eent'aa?* and have them answer *Atlibaa'!*

### 3. Line or circle drill – 10 minutes

Have all the students stand in a line or a circle. Tell them that they are to start at the beginning of the line (or circle) and ask each other *do'eent'aa*. The next student should answer and then ask the next student down *do'eent'aa*. The student answering the question has to use a different word than the one before him or her used. The object is to go all the way down the line (or around the circle) as quickly as possible. Below is an example of how it might go:

Student 1:	<i>Do'eent'aa?</i>
Student 2:	<i>Aszoonh</i> <i>Do'eent'aa?</i>
Student 3:	<i>Abaa asdlaanh.</i> <i>Do'eent'aa?</i>
Student 4:	<i>Adzoo asdlaanh.</i> <i>Do'eent'aa?</i>
Student 5:	<i>Aszoonh.</i> <i>Do'eent'aa?</i>
Student 6:	<i>Atlibaa'.</i>

If you have enough students, divide the class into two groups and have them see which group can do this drill the fastest.

## Unit 1

### LESSON 3

#### 1. Review – 5 minutes

Have the class repeat each of the words below after you and tell you what each one means in English:

Do'eent'aa? How are you?

Aszoonh. I am fine.

See koon aszoonh. I am fine, too.

adzoo cold

atlibaa' hot

Nidaats'a na'ooza'? What is your name?

sa'ooza' (my name)

#### 2. Line or circle drill – 5 minutes

Have them do the same drill as in Lesson 2, except that this time they must ask *Nidaats'a na'ooza'* before asking *do'eent'aa*. For example:

Johnny: Nidaats'a na'ooza'? *Fi*

Billy: Billy sa'ooza'.

Johnny: Do'eent'aa?

Billy: Adzoo asdlaanh.

Nidaats'a na'ooza'?

Sally: Sally sa'ooza'.

Billy: Do'eent'aa?

Sally: Aszoonh.

Nidaats'a na'ooza'? (to Peter)

Peter: Peter sa'ooza'.

...and so on.

#### 3. Commands – 10 minutes

Pick up something such as a pencil, a piece of chalk, or an eraser, and give it to one of the students while saying *Naa'* or *Nahaa'*. After they take it, stick your hand out and say *Nidaa'*. Tell the class that *naa'* means 'here, take it' while *nidaa'* means 'give it to me.' Give the object to the next student down and say *naa'*. Ask for it back by saying *nidaa'*. Do this until each student has held the object. Ask the

students to pass the object around the classroom. One student should say *nidaa'* and the one who has the object should say *naa'* and give it to the other.

#### 4. Review – 5 minutes

Say all the vocabulary words and have the students repeat each word after you and tell you what the word means:

Do'eent'aa? How are you?

Aszoonh. I am fine.

See koon aszoonh. I am fine, too.

adzoo cold

athibaa' hot

Nidaats'a na'ooza'? What is your name?

sa'ooza' my name

Nidaa'. Give it to me.

Naa' (Nahaa') Here, take it.

## LESSON 4

### 1. Review – 5 minutes

Have the class repeat each of the words below after you and tell you what each one means in English:

Do'eent'aa? How are you?

Aszoonh. I am fine.

See koon aszoonh. I am fine, too.

adzoo cold

athibaa' hot

Nidaats'a na'ooza'? What is your name?

sa'ooza' my name

Nidaa'. Give it to me.

Naa'. (Nahaa'.) Here, take it.

Ask individual students the questions *Nidaats'a na'ooza'?* and *Do'eent'aa?* and have them answer you.

### 2. New words – 5 minutes

Motion for one of the students to stand up and say:

Leehaanh.

and have him or her stand up. Motion for him or her to come to you and say:

Onee'.

and have him or her come to you. Motion for him or her to sit down and say:

Leedo.

and have him or her sit down. Give the same three commands to different students.

### 3. Commands – 10 minutes

Give an item (pencil, chalk...) to a student who is sitting and say *Naa' (Nahaa')*. Then say the following commands and questions and have the student do what you say, or answer your question.

**Leehaanh.** Student stands up.

**Onee'.** Student comes to you.

**Nidaats'a na'ooza'?** Student says their name and *sa'ooza'*.

**Do'eent'aa?** Student answers *aszoanh*, *abaa asdlaanh*, *adzoo asdlaanh*...

**Nidaa'.** Student gives you the object.

**Baasee'.** Student does nothing or says *Oho'*.

**Leedo.** Student sits down.

Say *naa'* (*nahaa'*) to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with each student in the classroom.

#### **4. Students give commands – 5 minutes**

In the remaining class time, have individual students get up and say commands and questions to other students or to you.



## Unit 2

# FOOD AND EATING



## Unit 2

### LESSON 5

**Material:** flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)

#### 1. Review – 10 minutes

Have the class repeat each of the words below after you and tell you what each one means in English:

Do'eent'aa? How are you?

Aszoonh. I am fine.

see koonh me, too

See koon aszoonh. I am fine, too.

adzoo cold

atlibaa' hot

abaa sick, it hurts

akee dirty, yucky, it doesn't hurt, it's not impressive

Nidaats'a na'ooza'? What is your name?

sa'ooza' my name

Nidaa'. Give it to me.

Naa'. (Nahaa'.) Here, take it.

Give an item (pencil, chalk...) to a student who is sitting and say *Naa' (Nahaa')*. Then say the following commands and questions and have the student do what you say, or answer your question.

Leehaanh. Student stands up.

Onee'. Student comes to you.

Nidaats'a na'ooza'? Student says their name and *sa'ooza'*.

Do'eent'aa? Student answers *aszoonh, abaa, adzoo...*

Nidaa'. Student gives you the object.

Baasee'. Student does nothing.

Leedo. Student sits down.

Say *naa' (nahaa')* to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with other students in the classroom.

#### 2. Food – 15 minutes

Show each of the flash cards to the class and say the name of each item:

Go eesee nilaana. (Go eesee too, Go eesee sookaanee...)

The class should repeat after you the food words:

· Nilaana. (Too, Sookaanee...)

Repeat as many times as necessary. Next, show the cards to the class, asking for each card:

Gin gonee?

The class should answer:

Eesee nilaana *or* Nilaana.

(Eesee too, Eesee sookaanee...)

Repeat the exercise above, but with individual students.

Give the flash cards to a student and have him or her question the other students, one at a time:

Student 1: Gin gonee?

Student 2: Eesee nilaana (too, sookaanee...)

Repeat with other students.

### 3. Ouch! – Optional Activity

You will have to decide whether or not this activity is appropriate for your classroom. Have the children take turns pinching or hitting one another lightly. The one who gets pinched or hit is to say either *Abaa!* (Ouch!) or *Akee* (It doesn't hurt).

Unit 2

LESSON 6

*Material:* flash cards of food from Lesson 5 (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)

1. Review Drill – 10 minutes

Show each of the flash cards to the class and ask:

Gin gonee?

The class should answer as a group. Show the cards to individual students and ask them:

Gin gonee?

2. Are you hungry? – 10 minutes

Act hungry (for example by rubbing your stomach) and say:

K'itlakk'aat.

Have the class repeat after you:

Teacher: K'itlakk'aat.

Class: K'itlakk'aat.

Ask a student if he or she is hungry:

K'itlakk'aadee'?

Help him or her to answer:

Oho', k'itlakk'aat.

Ask each student in the class the same question.

Teacher: K'itlakk'aadee'?

Student: Oho', k'itlakk'aat.

### 3. Vocabulary Review – 5 minutes

Say each of the words below and have the students repeat each one after you and give the translation:

K'itlakk'aadee'? Are you hungry?

Oho'. Yes.

Oho', k'itlakk'aat. Yes, I am hungry.

Gin kk'aat? What do you want?

Nilaan kk'aat. I want meat.

Do'eent'aa? How are you?

Aszoonh. I am fine.

See koon aszoonh. I am fine, too.

adzoo cold

atlibaa' hot

Nidaats'a na'ooza'? What is your name?

sa'ooza' my name

Nidaa'. Give it to me.

Naa'. (Nahaa'.) Here, take it.

Leehaanh. Stand up.

Leedo. Sit down.

Onee'. Come here.

lookk'a fish

nilaana meat

nildluda mush

lagguna dried fish

sookaanee bread

tol, tolit broth

tsaay tea

geega berries

tl'inh a bone

saahala sugar

boogee flour

## Unit 2

### LESSON 7

*Material:* flash cards of food from Lesson 5 (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)  
tic-tac-toe set (boards, cards, chips)

#### 1. Review Drill – 5 minutes

Show each of the flash cards to the class and ask:

Gin gonee?

The class should answer as a group. Show the cards to individual students and ask them:

Gin gonee?

#### 2. Are you hungry? – Review – 10 minutes

Ask a student if he or she is hungry:

K'itlakk'aadee'?

Help him or her to answer:

Oho', k'itlakk'aat.

Repeat this same process with the other students in the classroom.

#### 3. Tic-Tac-Toe – 10 minutes

Get out the tic-tac-toe game boards and the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Dinaakk'a name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins. If a student cannot recognize a word, he or she cannot put a chip or bean down.

Unit 2

LESSON 8

*Material:* flash cards of food from Lesson 5 (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)

1. Review Drill – 10 minutes

Show each of the flash cards to the class and ask:

Gin gonee?

The class should answer as a group. Show the cards to individual students and ask them:

Gin gonee?

2. What do you want? – 10 minutes

Act like you are hungry and say:

K'itlakk'aat.

Hold up the picture of meat and say:

Nilaan kk'aat.

Have the class repeat after you:

Teacher: Nilaan kk'aat.

Class: Nilaan kk'aat.

Ask one of the students:

Teacher: K'itlakk'aadee'?

Student: Oho', k'itlakk'aat.

Then ask what he or she wants by saying *Gin kk'aat?* Do not use English unless the student cannot answer. For example:

Teacher: Gin kk'aat?  
 Student: ?  
 Teacher: What do you want?  
 Student: Nilaana  
 Teacher: Say *Nilaan kk'aat*.  
 Student: Nilaan kk'aat.

Repeat the same process with other students.

### 3. Commands – 5 minutes

Give an item (pencil, chalk...) to a student who is sitting and say *Naa' (Nahaa')*. Then say the following commands and questions and have the student do what you say, or answer your question.

**Leehaanh.** Student stands up.  
**Onee'.** Student comes to you.  
**Nidaats'a na'ooza'?** Student says their name and *sa'ooza'*.  
**Do'eent'aa?** Student answers *aszoanh, abaa asdlaanh, adzoo asdlaanh...*  
**Nidaa'.** Student gives you the object.  
**Baasee'.** Student does nothing or answers *Oho'*.  
**Leedo.** Student sits down.

Say *naa' (nahaa')* to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with each student in the classroom.



## Unit 2

### LESSON 9

**Material:** flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)  
tic-tac-toe set (boards, cards, and chips)

#### 1. Review – 5 minutes

Give an item (pencil, chalk...) to a student who is sitting and say *Naa' (Nahaa')*. Then say the following commands and questions and have the student do what you say, or answer your question.

**Leehaanh.** Student stands up.

**Onee'.** Student comes to you.

**Nidaats'a na'ooza'?** Student says their name and *sa'ooza'*.

**Do'eent'aa?** Student answers *aszoanh, abaa, adzoo...*

**Nidaa'.** Student gives you the object.

**Baasee'.** Student does nothing or answers *Oho'*.

**Leedo.** Student sits down.

Say *naa' (nahaa')* to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with other students in the classroom.

#### 2. Tic-Tac-Toe – 10 minutes

Get out the tic-tac-toe game boards and the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Dinaakk'a name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

#### 3. Food Guessing Game – 10 minutes

**Object:** to guess which food the person who is "it" has.

The teacher is the first one to be "it." He or she chooses a card with a particular type of food on it, not letting the others see what it is. The student tells the teacher that they want a particular type of food. If it is the wrong one, the teacher says so. If it is the right one, the student wins and is "it." The dialog below is the one which should take place. The teacher should help the students learn the dialog by playing the game enough times so that the students can play without having to be told what to say.

It: K'itlakk'aadee'? *Are you hungry?*

Student: Oho', k'itlakk'aa dist'aa. *Yes, I am hungry.*

It: Gin kk'aat? *What do you want?*

Student: Looka (or whatever) kk'aat.

*I want fish (or whatever).*

It: (if wrong) Lookk'a (or whatever) kkalaa.

*There is no fish (or whatever).*

(if right) Oho'. Naa' (Nahaa').

*Yes. Take it.*

After a student has guessed the correct food, then he or she is "it" and can pick a card and play the game with another student.

## Unit 2

### LESSON 10

**Material:** flash cards of food from Lesson 5 (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)

#### 1. Review – 5 minutes

Give an item (pencil, chalk...) to a student who is sitting and say *Naa' (Nahaa')*. Then say the following commands and questions and have the student do what you say, or answer your question.

**Leehaanh.** Student stands up.

**Onee'.** Student comes to you.

**Nidaats'a na'ooza'?** Student says their name and *sa'ooza'*.

**Do'eent'aa?** Student answers *aszoanh, abaa, adzoo...*

**Nidaa'.** Student gives you the object.

**Baasee'.** Student does nothing or says *Oho'*.

**Leedo.** Student sits down.

Say *naa' (nahaa')* to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with other students in the classroom.

#### 2. Review Drill – 5 minutes

Show each of the flash cards to the class and ask:

Gin gonee?

The class should answer as a group. Show the cards to individual students and ask them:

Gin gonee?

#### 3. Chain Drill – 10 minutes

The class forms a circle and the teacher begins by saying:

Nilaan kk'aat.

He or she then asks the student to the right:

Gin kk'aat?

The student then has to add another food word and ask the next student what he or she wants.  
For example:

Nilaan yił nıldluda yił k'akk'aat.  
Gin kk'aat?

The next student has to remember the sentence and add a new word:

Nilaan yił nıldluda yił geega yił k'akk'aat.  
Gin kk'aat?

and so on. Any student who cannot recite their sentence is "out." The last student left is the winner.  
Below is a list of some of the food words which could be used in this game:

nilaana meat  
sookaanee bread  
lookk'a fish  
lagguna dried fish  
tsaaya tea  
too water  
baaba food  
geega berries  
nıldluda mush  
tolıł (toł) broth  
t'inh a bone

#### 4. Vocabulary Review – 5 minutes

Say each of the words below and have the students repeat each one after you and give the translation:

K'ıtlakk'aadee? Are you hungry?  
oho' yes  
Oho', k'ıtlakk'aat. Yes, I am hungry.  
Gin kk'aat? What do you want?  
Nilaan kk'aat. I want meat.  
Do'eent'aa? How are you?  
Aszoonh. I am fine.  
see koonh me too  
See koon aszoonh. I am fine, too.  
adzoo cold  
atılbaa' hot  
abaa sick, it hurts  
akee dirty, yucky

Nidaaats'a na'ooza? What is your name?

sa'ooza' my name

Nidaa'. Give it to me.

Naa'. Here, take it.

Leehaanh. Stand up.

Leedo. Sit down.

Once'. Come here.

lookk'a fish

nilaana meat

nildluda mush

lagunna dried fish

sookaanee bread

tol broth

tsaay tea

geega berries

t'inh a bone

saahala sugar

boogee flour

## Unit 2

### LESSON 11

**Material:** flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)  
flash cards of boy eating, girl drinking water, and man drinking tea  
tic-tac-toe set (boards, cards, and chips)

#### 1. Tic-Tac-Toe – 5 minutes

Get out the tic-tac-toe game boards and the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Dinaakk'a name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

#### 2. Eating and drinking – 10 minutes

Introduce the new vocabulary words:

Teacher: *(holding up a picture of boy eating)*  
k'ahonh

Class: k'ahonh

Teacher: *(holding up picture of girl drinking water)*  
k'idinoonh

Class: k'idinoonh

Teacher: *(holding up picture of man drinking tea)*  
k'izis

Class: k'izis

Repeat each of the words as often as necessary until everyone can say them correctly.

k'ahonh  
k'idinoonh  
k'izis

Hold up the picture of the boy eating and ask one of the students:

Dot'aanh? (Answer: K'ahonh.)

Hold up the picture of the girl drinking water and ask a student:

Dot'aanh? (Answer: K'idinoonh.)

Hold up the picture of the man drinking tea and ask a student:

Dot'aanh? (Answer: K'izis.)

Ask each student *Dot'aanh?* at least once, holding up one of these three pictures.

### 3. Chain Drill – 10 minutes

The class forms a circle and the teacher begins by saying:

Nilaa k'at.

He or she then asks the student to the right:

Gin k'at?

The student then has to add another food word and ask the next student what he or she wants. For example,

Nilaa yi nildluda yi k'akk'at.  
Gin k'at?

The next student has to remember the sentence and add a new word:

Nilaa yi nildluda yi geega yi k'akk'at.  
Gin k'at?

and so on. Any student who cannot recite their sentence is "out." The last student left is the winner.

Unit 2

LESSON 12

*Material:* flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)  
flash cards of boy eating, girl drinking water, and man drinking tea  
puppets

1. Eating and drinking – 10 minutes

Hold up the picture of the boy eating and ask:

Dot'aanh? (Answer: K'ahonh.)

Hold the picture of the boy eating in your left hand and with your right hand hold up the picture of the meat. Tell the class *Nilaan ahonh* twice and have them repeat it after you. Ask the class:

Gin ahonh? (Answer: Nilaan ahonh.)

Hold up the picture of the fish and say:

Gin ahonh? (Answer: Lookk'a ahonh.)

Hold up the picture of the dried fish in your right hand (still holding the picture of the boy eating with your left) and ask:

Gin ahonh? (Answer: Laggun ahonh.)

Hold up the picture of the mush and ask:

Gin ahonh? (Answer: Nildluda ahonh.)

Hold up the picture of the berries and ask:

Gin ahonh? (Answer: Geega ahonh.)

Hold up the picture of the bread and ask:

Gin ahonh? (Answer: Sookaanee ahonh.)

Hold up the picture of the girl drinking water and ask:



Dot'aanh? (Answer: K'idinoonh.)

Tell the class:

Too adinoonh.

Ask them:

Gin adinoonh? (Answer: Too adinoonh.)

Hold up the picture of the man drinking tea and ask:

Dot'aanh? (Answer: K'izis.)

Tell the class:

Tsaay azis.

Ask them:

Gin azis? (Answer: Tsaay azis.)

## 2. Puppet Show – 15 minutes

Ask for two students to volunteer to hold the puppets. The class should then plan a puppet show using as many of the words that they know as possible. Whenever a line is decided on, have the class as whole repeat the line, then have the person holding the puppet say the line. Let other students take turns holding the puppets.

# Unit 3

## HUNTING AND ANIMALS



## Unit 3

### LESSON 13

#### 1. Puppet Show – 5 minutes

Ask for two students to volunteer to hold the puppets. The class should then plan a puppet show or do the one made up from Lesson 12 again, using as many of the words that they know as possible.

#### 2. New Word Drill – 10 minutes

Introduce the following vocabulary items using the flash cards:

łeek  
dineega  
gguh  
dotson'  
bidziyh

Say each of the vocabulary items again as many times as necessary until the students can say the words correctly. Next, show the cards to the class one at a time and ask each time:

Gin gonee?

The class should answer:

Eesee dineega *or* Dineega  
(Eesee bidziyh, Eesee gguh...)

Do the same thing again, but ask individual students. Give the flash cards to a student and have him or her ask questions of the other students:

Student 1:     Gin gonee?  
Student 2:     Eesee dineega (bidziyh, gguh...)

Repeat with other students.

#### 3. Story – 10 minutes

Read the story *Paul Dineega Okko Antaalkkaanh* out loud to the students. Let them follow with the pictures in their books.

## Unit 3

### LESSON 14

**Material:** flash cards of food from Lesson 5 (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)  
flash cards of animals from Lesson 13

#### 1. Review Drill – 10 minutes

For the following drill, use both the animal and food sets of flash cards. Show each of the flash cards to the class and ask:

Gin gonee?

The class should answer as a group. Show the cards to individual students and ask them:

Gin gonee?

#### 2. Review Activity – 5 minutes

Give an item (pencil, chalk...) to a student who is sitting and say *Naa'*. Then say the following commands and questions and have the student do what you say, or answer your question.

**Leehaanh.** Student stands up.

**Onee'.** Student comes to you.

**Nidaats'a na'ooza'?** Student says their name and *sa'ooza'*.

**Do'eent'aa?** Student answers *aszoonh*, *abaa*, *adzoo...*

**Nidaa'.** Student gives you the object.

**Baasee'.** Student does nothing.

**Leedo.** Student sits down.

Say *naa'* (*nahaa'*) to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with other students in the classroom.

#### 3. New Words – 10 minutes

Introduce the following new words using the flash cards:

noya'a  
dikahona  
kaazina  
nohbaaya  
saanh ggaagga  
noghuya

Repeat each of these new words until the students can say them without any difficulty. Show each of the flash cards to the class and ask:

Gin gonee?

The class should answer as a group. Show the cards to individual students and ask them:

Gin gonee?

## Unit 3

### LESSON 15

**Material:** flash cards from Lessons 13 and 14  
tic-tac-toe set for animals (boards, cards, chips)

#### 1. Review – 5 minutes

Pass out the animal flash cards to the class so that each student has one card. Think of one of the animals and ask where it is. For example,

Dineega hodee? (*Where is the moose?*)

The student holding the picture of the moose should say:

Go eesee. *or* Go eesee dineega.

Say:

Nidaa'.

and have the student give you the picture. Ask where the other animals are one at a time.

Leek hodee?	Nidaa'.
Dotson' hodee?	Nidaa'.
Bidziyh hodee?	Nidaa'.
Noya'a hodee?	Nidaa'.
Gguh hodee?	Nidaa'.
Noghuya hodee?	Nidaa'.
Nohbaaya hodee?	Nidaa'.
Kaazin hodee?	Nidaa'.
Saanh ggagga hodee?	Nidaa'.
Dikahon hodee?	Nidaa'.

#### 2. Tic-Tac-Toe – 10 minutes

Get out the tic-tac-toe game boards for animals along with the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Dinaakk'a name

which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

### 3. Story – 10 minutes

Read *Paul Dineega Okko Antaalkkaanh* out loud to the students. Let them follow along looking at the pictures in their books.

Unit 3

LESSON 16

*Material:* flash cards of animals from Lessons 13 and 14  
board game set (board, cards, pieces)

1. Review – 5 minutes

Pass out the animal flash cards to the class so that each student has one card. Think of one of the animals and ask where it is. For example,

Dineega hodee? (*Where is the moose?*)

The student holding the picture of the moose should say:

Go eesee. *or* Go eesee dineega.

Say:

Nidaa'.

and have the student give you the picture. Ask where the other animals are one at a time.

Leek hodee?	Nidaa'.
Dotson' hodee?	Nidaa'.
Bidziyh hodee?	Nidaa'.
Noya'a hodee?	Nidaa'.
Gguh hodee?	Nidaa'.
Noghuya hodee?	Nidaa'.
Nohbaaya hodee?	Nidaa'.
Kaazin hodee?	Nidaa'.
Saanh ggagga hodee?	Nidaa'.
Dikahon hodee?	Nidaa'.

2. Review Activity – 5 minutes

Give an item (pencil, chalk...) to a student who is sitting and say *Naa' (Nahaa')*. Then say the following commands and questions and have the student do what you say, or answer your question.



Leehaanh. Student stands up.

Once'. Student comes to you.

Nidaats'a na'ooza'? Student says their name and sa'ooza'.

Do'eent'aa? Student answers *aszooh*, *abaa asdlaanh*, *adzoo asdlaanh*.

Nidaa'. Student gives you the object.

Baasee'. Student does nothing.

Leedo. Student sits down.

Say *naa'* (*nahaa'*) to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with other students in the classroom.

### 3. Board Game "Nonaatdloda hodee?" – 15 minutes

Players begin by putting their game pieces in START. Each player takes a turn by drawing a card. Most of the cards have a number on them. The player moves his or her game piece the number of spaces indicated on the card. If the player's piece is resting on a picture after having moved, the player must name the animal on the square. If the player draws a card with a picture on it, he or she can advance to the space with the picture corresponding to the card, but only if he or she can name the picture. The first player to reach the finish, the "nonaatdloda," is the winner.

## Unit 3

### LESSON 17

**Material:** flash cards from Lessons 13 and 14  
tic-tac-toe set for animals (boards, cards, chips)

#### 1. Review – 5 minutes

Pass out the animal flash cards to the class so that each student has one card. Think of one of the animals and ask where it is. For example,

Dineega hodee? (*Where is the moose?*)

The student holding the picture of the moose should say:

Go eesee dineega.

Say:

Nidaa'.

and have the student give you the picture. Ask where the other animals are one at a time.

Leek hodee?	Nidaa'.
Dotson' hodee?	Nidaa'.
Bidziyh hodee?	Nidaa'.
Noya'a hodee?	Nidaa'.
Gguh hodee?	Nidaa'.
Noghuya hodee?	Nidaa'.
Nohbaaya hodee?	Nidaa'.
Kaazin hodee?	Nidaa'.
Saanh ggagga hodee?	Nidaa'.
Dikahon hodee?	Nidaa'.

#### 2. Tic-Tac-Toe – 5 minutes

Get out the tic-tac-toe game boards for animals along with the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Dinaakk'a name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

### 3. Animal Chain – 10 minutes

The class forms a circle and the teacher begins by saying:

Łeek nitt-’aanh.

He or she then asks the student to the right:

Gin neent’aanh?

The student to his or her right then has to add another word and ask the next student what he or she sees. For example,

Łeek yił dineega yił k’initł-’aanh.  
Gin neent’aanh?

The next student has to remember the sentence and add a new noun:

Łeek yił dineega yił bidziyh yił k’initł-’aanh.  
Gin neent’aanh?

...and so on. Any students who cannot recite their sentence, are “out.” The last student left is the winner.

### 4. Story – 10 minutes

Read *Paul Dineega Okko Antaalkkaanh* out loud to the students. Let them follow along looking at the pictures in their books.

## LESSON 18

**Material:** board games  
animal flash cards from Lessons 13 and 14

### 1. Review Activity – 10 minutes

Give an animal flash card to a student who is sitting and say *Naa' (Nahaa')*. Then say the following commands and questions and have the student do what you say, or answer your question.

- Leehaanh.** Student stands up.
- Onee'.** Student comes to you.
- Nidaats'a na'ooza'?** Student says their name and *sa'ooza'*.
- Do'eent'aa?** Student answers *aszoanh, abaa asdlaanh, adzoo asdlaanh*.
- Nidaa'.** Student gives you the object.
- Baasee'.** Student does nothing.
- Leedo.** Student sits down.

Say *naa' (nahaa')* to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with all of the students in the classroom.

### 2. Board Game “Nonaaldloda hodee?” – 15 minutes

Players begin by putting their game pieces in START. Each player takes a turn by drawing a card. Most of the cards have a number on them. The player moves his or her game piece the number of spaces indicated on the card. If the player's piece is resting on a picture after having moved, the player must name the animal on the square. If the player draws a card with a picture on it, he or she can advance to the space with the picture corresponding to the card, but only if he or she can name the picture. The first player to reach the finish, the “nonaaldloda,” is the winner.

## Unit 3

### LESSON 19

*Material:* flash cards from Lessons 13 and 14

#### 1. Review – 5 minutes

Pass out the animal flash cards to the class so that each student has one card. Think of one of the animals and ask where it is. For example,

Dineega hodee? (*Where is the moose?*)

The student holding the picture of the moose should say:

Go eesee dineega.

Say:

Nidaa'.

and have the student give you the picture. Ask where the other animals are one at a time.

Leek hodee?	Nidaa'.
Dotson' hodee?	Nidaa'.
Bidziyh hodee?	Nidaa'.
Noya'a hodee?	Nidaa'.
Ggah hodee?	Nidaa'.
Noghaya hodee?	Nidaa'.
Nohbaaya hodee?	Nidaa'.
Kaazin hodee?	Nidaa'.
Saanh ggaagga hodee?	Nidaa'.
Dikahon hodee?	Nidaa'.

#### 2. Animal Chain – 10 minutes

The class forms a circle and the teacher begins by saying:

Leek nitt-'aanh.

He or she then asks the student to the right:

Gin neent'aanh?

The student to his or her right then has to add another word and ask the next student what he or she sees. For example,

Łeek yił dineega yił k'initł-'aanh.  
Gin neent'aanh?

The next student has to remember the sentence and add a new noun:

Łeek yił dineega yił bidziyh yił k'initł-'aanh.  
Gin neent'aanh?

...and so on. Any students who cannot recite their sentence, are "out." The last student left is the winner.

#### 4. Story – 10 minutes

Read *Paul Dineega Okko Antaalkkaanh* out loud to the students. Let them follow along looking at the pictures in their books. At each page, let the students try to remember what the Dinaakk'a line is before you read it to them.

## Unit 3

### LESSON 20

#### 1. Song – 10 minutes

Teach the class the song “Kaazina” or a song of your choice, preferably one having to do with animals and/or hunting. Begin each day remaining in this unit with this or another song.

#### 2. New Words – 5 minutes

Use flash cards to introduce the class to the following new words:

bikinaala  
sooga  
taahgoodza  
dibee

Say each of the words over and over again until you are satisfied that the class can say them correctly.

#### 3. Catching Animals – 10 minutes

Hold up the picture of a man and say:

John ba'ooza'.

Ask one of the students:

Nidaats'a ba'ooza'?

The student should answer “John” or “John ba'ooza'.” If he or she does not answer, say “What is his name?” Hold up the picture of John and the picture of a muskrat at the same time and say:

John bikinaal aldlaanh.

Ask one of the students:

Gin aldlaanh?

If he or she cannot answer, say “What did he catch?” and help the student say:

Bikinaal aldlaanh.

Do the same thing for each of the animals introduced this lesson.

John sooga aldlaanh.

John taahgoodza aldlaanh.

John dibee aldlaanh.

Next hold up the four animal pictures in a random order and ask each student:

Gin aldlaanh?



## Unit 3

### LESSON 21

#### 1. Song – 5 minutes

Have the class sing the song you taught them in Lesson 20.

#### 2. Animal Chain – 10 minutes

The class forms a circle and the teacher begins by saying:

Łeek nitł-'aanh.

He or she then asks the student to the right:

Gin neenł'aanh?

The student to his or her right then has to add another word and ask the next student what he or she sees. For example,

Łeek yił dineega yił k'initł-'aanh.

Gin neenł'aanh?

The next student has to remember the sentence and add a new noun:

Łeek yił dineega yił bidziyh yił k'initł-'aanh.

Gin neenł'aanh?

...and so on. Any students who cannot recite their sentence, are "out." The last student left is the winner.

#### 3. Catching Animals – 5 minutes

Review the material from Lesson 20 on catching animals. Ask the class *Gin aldlaanh?* while holding any of the animal pictures (including ones from a previous lesson). Have each student answer the question.

#### 4. Story – 10 minutes

Read *Paul Dineega Okko Antaalkkaanh* out loud to the students. Let them follow along looking at the pictures in their books. At each page, let the students try to remember what the Dinaakk'a line is before you read it to them.

Unit 3

LESSON 22

*Material:* flash cards from Lessons 13 and 14  
tic-tac-toe set for animals (boards, cards, chips)

1. Review – 10 minutes

Pass out the animal flash cards to the class so that each student has one card. Think of one of the animals and ask where it is. For example,

Dineega hodee? (*Where is the moose?*)

The student holding the picture of the moose should say:

Go eesee dineega.

Say:

Nidaa'.

and have the student give you the picture. Ask where the other animals are one at a time.

Leek hodee?	Nidaa'.
Dotson' hodee?	Nidaa'.
Bidziyh hodee?	Nidaa'.
Noya'a hodee?	Nidaa'.
Gguh hodee?	Nidaa'.
Noghuya hodee?	Nidaa'.
Nohbaaya hodee?	Nidaa'.
Kaazin hodee?	Nidaa'.
Saanh ggaagga hodee?	Nidaa'.
Dikahon hodee?	Nidaa'.
Bikinaal hodee?	Nidaa'.
Taahgoodza hodee?	Nidaa'.
Dibee hodee?	Nidaa'.
Sooga hodee?	Nidaa'.

## 2. Tic-Tac-Toe – 5 minutes

Get out the tic-tac-toe game boards for animals along with the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Dinaakk'a name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

## 3. Review – 10 minutes

Ask each student in the class:

Nidaats'a na'ooza'?

Next ask each student for the name of the student sitting next to them by saying:

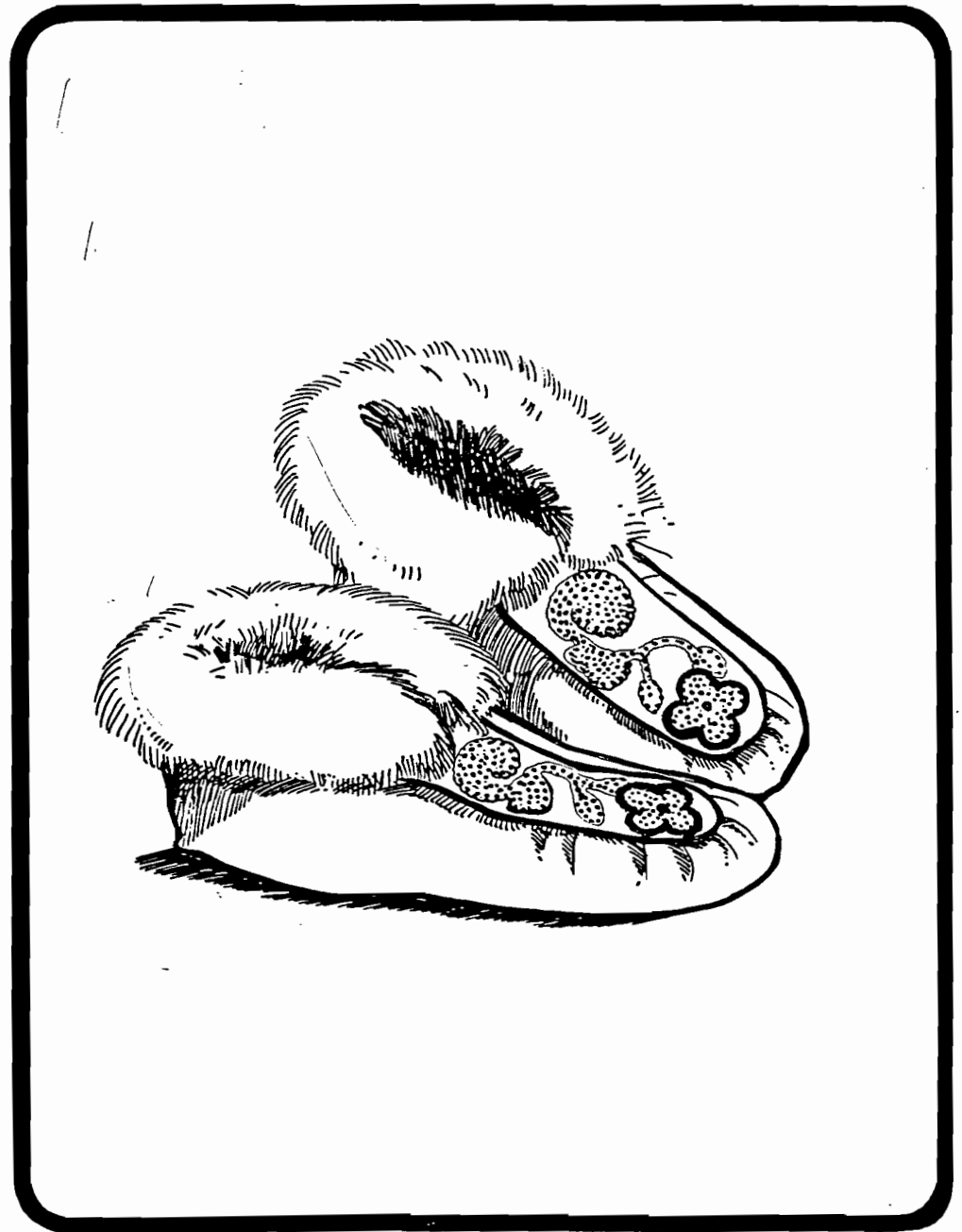
Nidaats'a ba'ooza'?

Ask each one how they are:

Do'eent'aa?

# Unit 4

## CLOTHING AND THE MORNING ROUTINE



LESSON 23

1. Review – 10 minutes

Ask each student in the class the questions *Nidaats'a na'ooza'*? and *Do'eent'aa?* Also ask each one what your name is with the question *Nidaats'a sa'ooza'*? Ask for names of other students in the classroom with the question *Nidaats'a ba'ooza'*?

2. Clothing – 10 minutes

Hold up a the flash card of socks and say:

Go eesee tił (tuł).

Have the class repeat after you:

Teacher: Go eesee tił (tuł).

Tił (Tuł).

Class: Tił (Tuł).

Ask each student:

Gin gonee?

and have him or her answer *tił* or *tuł*. Next hold up the picture of the mittens.

Teacher: Go eesee meendaaga (gits)

Meendaaga (gits)

Class: Meendaaga (gits)

Ask each student in the class:

Gin gonee?

and have him or her answer *meendaaga* or *gits*.

3. Possession – 5 minutes

Point to your own socks and say:

Go eesee sitila' (situla').

Have the class repeat after you:

Teacher: Sitila' (Situla')

Class: Sitila' (Situla')

Ask each student to point to his or her socks by saying:

Nitil hodee?

If a student does not understand, say in English "Where are your socks?" and have the student point to his or her socks. Ask the student:

Gin eeydee?

If the student does not understand, say "What is that?" or "What are those?" and have the student answer *sitila'* or *situla'*.

## Unit 4

### LESSON 24

#### 1. Review – 5 minutes

Ask each student in the class the questions *Nidaats'a na'ooza'?* and *Do'eent'aa?* Also ask each one what your name is with the question *Nidaats'a sa'ooza'?* Ask for names of other students in the classroom with the question *Nidaats'a ba'ooza'?*

#### 2. Clothing – 10 minutes

Hold up a the flash card of a parka and say:

Go eesee da'aak.

Have the class repeat after you:

Teacher: Go eesee da'aak.  
Da'aak.

Class: Da'aak.

Ask each student:

Gin gonee?

and have him or her answer *da'aak*. Next hold up the picture of the boots.

Teacher: Go eesee kkaakina.  
Kkaakina

Class: Kkaakina

Ask each student in the class:

Gin gonee?

and have him or her answer *kkaakina*.

#### 3. Possession – 10 minutes

Point to your own socks and say:



Go eesee sitila' (situla').

Have the class repeat after you:

Teacher: Sitila' (Situla')

Class: Sitila' (Situla')

Ask each student to point to his or her socks by saying:

Nitil hodee? (Nitul hodee)

If a student does not understand, say in English "Where are your socks?" and have the student point to his or her socks. Ask the student:

Gin eeydee?

If the student does not understand, say "What is that?" or "What are those?" and have the student answer *sitila'* or *situla'*. Repeat the above exercise with *simeendaaga'/nimeendaaga'* (*sigidza'/nigidza'*), *sakkaakina'/nakkaakina'*, and *sida'aaga'/nida'aaga'*.

Unit 4

LESSON 25

1. Review – 5 minutes

Ask each student in the class the questions *Nidaats'a na'ooza'?* and *Do'eent'aa?* Also ask each one what your name is with the question *Nidaats'a sa'ooza'?* Ask for names of other students in the classroom with the question *Nidaats'a ba'ooza'?*

2. Clothing – 10 minutes

Hold up a the flash card of a belt and say:

Go eesee *hił*.

Have the class repeat after you:

Teacher: Go eesee *hił*.  
*hił*.

Class: *hił*.

Ask each student:

Gin gonee?

and have him or her answer *hił*. Next hold up the picture of the hat.

Teacher: Go eesee *ts'ah*.  
*ts'ah*

Class: *ts'ah*

Ask each student in the class:

Gin gonee?

and have him or her answer *ts'ah*.

3. Possession – 10 minutes

Point to your own socks and say:

Go eesee sitila' (situla').

Have the class repeat after you:

Teacher: sitila' (situla')

Class: sitila' (situla')

Ask each student to point to his or her socks by saying:

Nitil (Nitul) hodee?

If a student does not understand, say in English "Where are your socks?" and have the student point to his or her socks. Ask the student:

Gin eeydee?

If the student does not understand, say "What is that?" or "What are those?" and have the student answer *sitila'* or *situla'*. Repeat the above exercise with *simeendaaga'/nimeendaaga'* (*sigidza'/nigidza'*), *sakkaakina'/nakkaakina'*, and *sida'aaga'/nida'aaga'*, as well as with *silila'/nilila'* and *sits'agha'/nits'agha'*.

## Unit 4

### LESSON 26

#### 1. Story – 10 minutes

Read the storybook *Dor'aanh* to the class. Have the whole class repeat each line after you.

#### 2. Flash Card Drill – 5 minutes

Hold up the flash cards of the clothing which the class has learned (socks, mittens, boots, parka, belt, and hat). Hold them up in random order asking a student:

Gin gonee?

#### 3. Clothing – 10 minutes

Hold up a the flash card of moccasins and say:

Go eesee kkaatsul.

Have the class repeat after you:

Teacher: Go eesee kkaatsul.  
kkaatsul

Class: kkaatsul

Ask each student:

Gin gonee?

and have him or her answer

kkaatsul.

Next hold up the picture of the pants.

Teacher: Go eesee kkaatseeeyh.  
kkaatseeeyh

Class: kkaatseeeyh

Ask each student in the class:

Gin gonee?

and have him or her answer

kkaatseeeyh.

## Unit 4

### LESSON 27

#### 1. Story – 10 minutes

Read the storybook *Dot'aanh* to the class. Have the whole class repeat each line after you.

#### 2. Flash Card Drill – 5 minutes

Hold up the flash cards of the clothing which the class has learned (moccasins, pants, socks, mittens, boots, parka, belt, and hat). Hold them up in random order asking a student:

Gin gonee?

#### 3. Tic-Tac-Toe – 10 minutes

Get out the tic-tac-toe game boards for clothing along with the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Dinaakk'a name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

Unit 4

LESSON 28

*Material:* flash cards of clothing

**1. Flash Card Drill – 5 minutes**

Hold up the flash cards of the clothing which the class has learned (socks, mittens, boots, parka, belt, and hat). Hold them up in random order asking a student:

Gin gonee?

**2. Hodee? – 15 minutes**

Show a student one of the flash cards and ask:

Gin gonee?

After the student has answered correctly, ask him or her to come to you by saying:

Onee'.

Ask the student to take the flash card by saying:

Kkaakin (*or whatever*) naa'.

Ask the student to sit by saying:

Leedo.

Repeat this process with other students until you do not have any flash cards left. At this point think of one of the flash cards and ask the class where it is. For example, if you think of *kkaakina*, ask:

Kkaakin hodee?

The student who has the picture should then say:

Gonee. (Go eesee.)

Ask that student to come to you, give you the flash card and then sit down:

Onee'.  
Kkaakin nidaa'.  
Baasee'.  
Leedo.

Repeat the above commands with the students holding the flash cards until you have all the cards again. Have individual students go to the front of the class and pass out the flash cards the same way you did and say:

Onee'.  
Kkaakin (*or whatever*) naa'.  
Leedo.

and then get the flash cards back by saying:

Kkaakin hodee?  
Onee'.  
Kkaakin nidaa'.  
Baasee'.  
Leedo.

Have each student do the same.

### 3. Review – 5 minutes

Ask each student in the class the questions *Nidaats'a na'ooza'?* and *Do'eent'aa?* Also ask each one what your name is with the question *Nidaats'a sa'ooza'?* Ask for names of other students in the classroom with the question *Nidaats'a ba'ooza'?*



## LESSON 29

*Material:* the book *Dot'aanh?*

### 1. Story – 10 minutes

Read the storybook *Dot'aanh?* to the class. Have the whole class repeat each line after you.

### 2. Washing Up – 10 minutes

Have the class turn to page 3 of the book *Dot'aanh?* and have them repeat the caption *aditonilyaah*. Pretend that you are washing up and say:

Aditionigiyaah.

Have the whole class repeat the word *aditonigiyaah* after you and pretend that they are washing up. Next ask one of the students to wash up by saying the student's name and *aditoneelyaah*. For example:

John, aditoneelyaah.

If the student does not understand, say "Wash up." While the student is "washing," ask:

Dont'aanh?

Help the student to answer:

Aditionigiyaah.

Repeat this process with each student in the classroom.

### 3. Tic-Tac-Toe – 10 minutes

Get out the tic-tac-toe game boards for clothing along with the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Dinaakk'a name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

Unit 4

LESSON 30

*Material:* clothing flash cards

**1. Flash Card Drill – 5 minutes**

Hold up the flash cards of the clothing which the class has learned (socks, mittens, boots, parka, belt, and hat). Hold them up in random order asking a student:

Gin gonee?

**2. Hodee? – 10 minutes**

Show a student one of the flash cards and ask:

Gin gonee?

After the student has answered correctly, ask him or her to come to you by saying:

Onee'.

Ask the student to take the flash card by saying:

Kkaakin (*or whatever*) naa'.

Ask the student to sit by saying:

Leedo.

Repeat this process with other students until you do not have any flash cards left. At this point think of one of the flash cards and ask the class where it is. For example, if you think of *kkaakina*, ask:

Kkaakin hodee?

The student who has the picture should then say:

Gonee (*or Go eesee*).

Ask that student to come to you, give you the flash card and then sit down:

Onee'.  
Kkaakin nidaa'.  
Baasee'.  
Leedo.

Ask for each of the flash cards until you have all of them again. Have individual students go to the front of the class and pass out the flash cards the same way you did saying:

Onee'.  
Kkaakin (*or whatever*) naa'.  
Leedo.

and then get the flash cards back by saying:

Kkaakin hodee?  
Onee.  
Kkaakin nidaa'.  
Baasee'.  
Leedo.

Have each student do the same.

### 3. Washing Up and Getting Dressed – 10 minutes

Ask one of the students to wash up by saying:

Aditoneelyaah.

If the student does not understand, say "Wash up." While the student is "washing," ask:

Dont'aanh?

Help the student to answer:

Aditonigiyaah.

Repeat this process with each student in the classroom. Next ask the class to look at the picture on page 4 of *Dor'aanh?* and have them repeat the caption, *no'adit'oo*, after you. Pretend that you are getting dressed and say:

No'asit'oo.

Have the class repeat this word after you and pretend that they are getting dressed. Next ask one of the students to "get dressed":

Nondit'oo.

If he or she does not understand, say "get dressed." Ask the student:

Dont'aanh?

Help him or her answer:

No'asit'oo.

Repeat this process with each student in the classroom.

# Unit 5 WEATHER



## Unit 5

### LESSON 31

**Material:** flash cards for weather (raining, snowing, windy, cold, cloudy)

#### 1. Review – 10 minutes

Ask each student in the class the questions *Nidaats'a na'ooza'?* and *Do'eent'aa?* Also ask each one what your name is with the question *Nidaats'a sa'ooza'?* Ask for names of other students in the classroom with the question *Nidaats'a ba'ooza'?*

#### 2. Weather – 10 minutes

Show the weather flash cards to the class and say what each one is. Have the class repeat each word after you.

Ałkonh  
Ałyoł  
Adzoo hoolaañh.  
Atłibaa' hoolaañh.  
Hadeets'iyh  
Dzaatsin' hoolaañh.  
Hudeezoonh

Tell the students what the weather is like today. For example, if it is snowing outside, you would say:

Doogh dzaan ałyoł.

Hold up the flash card (if there is one) corresponding to the current weather and ask one of the students:

Dohoot'aa?

If he or she cannot answer, say "What is the weather like?" If he or she still cannot answer, give the correct response. Ask each student in the classroom what the weather is like, using the same flash card for each student.

#### 3. Game – 5 minutes

Ask the class which game they would like to play, and play that game for the remaining time.

## LESSON 32

*Material:* animal flash cards, weather flash cards

### 1. Review – 10 minutes

Pass out the animal flash cards to the class so that each student has one card. Think of one of the animals and ask where it is. For example,

Dineega hodee? (*Where is the moose?*)

The student holding the picture of the moose should say:

Go eesee dineega.

Say:

Nidaa'.

and have the student give you the picture. Ask where the other animals are one at a time.

Leek hodee?	Nidaa'.
Dotson' hodee?	Nidaa'.
Bidziyh hodee?	Nidaa'.
Noya'a hodee?	Nidaa'.
Gguh hodee?	Nidaa'.
Noghuya hodee?	Nidaa'.
Nohbaaya hodee?	Nidaa'.
Kaazin hodee?	Nidaa'.
Saanh ggaagga hodee?	Nidaa'.
Dikahon hodee?	Nidaa'.
Bikinaal hodee?	Nidaa'.
Taahgoodza hodee?	Nidaa'.
Dibee hodee?	Nidaa'.
Sooga hodee?	Nidaa'.

### 2. Weather – 10 minutes

Show the weather flash cards to the class and say what each one is. Have the class repeat each word

after you.

Atkonh  
Atyot  
Adzoo hoolaanh.  
Atlibaa' hoolaanh.  
Hadeets'iyh  
Dzaatsin' hoolaanh.  
Hadeezoonh

Tell the students what the weather is like today; however, use a different word than you used yesterday. For example, if it was snowing yesterday and you taught them *atyot*, pick a different flash card even though it may still be snowing. For example:

Doogh dzaan hadeets'iyh.

Hold up the flash card (if there is one) corresponding to the current weather and ask one of the students:

Dohoot'aa?

If he or she cannot answer, say "What is the weather like?" If he or she still cannot answer, give the correct response. Ask each student in the classroom what the weather is like, using the same flash card for each student.

### 3. Board Game "Nonaaldloda hodee?" – 10 minutes

Players begin by putting their game pieces in START. Each player takes a turn by drawing a card. Most of the cards have a number on them. The player moves his or her game piece the number of spaces indicated on the card. If the player's piece is resting on a picture after having moved, the player must name the animal on the square. If the player draws a card with a picture on it, he or she can advance to the space with the picture corresponding to the card, but only if he or she can name the picture. The first player to reach the finish, the "nonaaldloda," is the winner.



## Unit 5

### LESSON 33

*Material:* flash cards for the weather

#### 1. Review – 8 minutes

Ask each student in the class the questions *Nidaats'a na'ooza'*? and *Do'eent'aa'*? Also ask each one what your name is with the question *Nidaats'a sa'ooza'*? Ask for names of other students in the classroom with the question *Nidaats'a ba'ooza'*?

#### 2. Clothing Review – 8 minutes

Ask students to find items of clothing in the classroom or on themselves. Ask a student:

Ts'ah hodee?

He or she then has to find a hat. Ask each student in the classroom to find something:

Ts'ah hodee?

Da'aak hodee?

Kkaakina hodee?

Gits (meendaaga) hodee?

Tił hodee?

Kkaatsul hodee?

Łił hodee?

#### 3. Weather – 10 minutes

Show the weather flash cards to the class and say what each one is. Have the class repeat each word after you.

Alkonh

Ałyoł

Adzoo hoolaanh.

Atłibaa' hoolaanh.

Hadeets'iyh

Dzaatsin' hoolaanh.

Hudeezoonh

Tell the students what the weather is like today. However, use a different word than you used yesterday or the day before. For example, if it was snowing yesterday and you taught them *ahyot*, pick a different flash card even though it may still be snowing. For example:

Doogh dzaan ałkonh.

Hold up the flash card (if there is one) corresponding to the weather today and ask one of the students:

Dohoot'aa?

If he or she cannot answer, say "What is the weather like?" If he or she still cannot answer, give the correct response. Ask each student in the classroom what the weather is like, using the same flash card for each student.

## LESSON 34

*Material:* flash cards for the weather, all the flash cards from Units 1-4

### 1. Review – 5 minutes

Ask each student in the class the questions *Nidaats'a na'ooza'?* and *Do'eent'aa?* Also ask each one what your name is with the question *Nidaats'a sa'ooza'?* Ask for names of other students in the classroom with the question *Nidaats'a ba'ooza'?*

### 2. Commands – 10 minutes

Play a game where you give commands to students and they do what you ask them. Ask each student one at a time to do something from the list below until they cannot do something. At that point, move on to the next student and give the commands to that student. The student who responds to the most number of commands is the winner.

Leehaanh.  
Leedo.  
Onee'.  
Naa'.  
Nidaa'.  
Aditoneelyaah.  
Nondit'oo.

If these questions are too easy for the students, you may use the flash cards from this and previous Units and ask one of the three questions below:

Gin gonee?  
Dohoot'aa?  
Dot'aanh?

### 3. Weather – 10 minutes

Show the weather flash cards to the class and say what each one is. Have the class repeat each word after you.

Ałkonh  
Ałyot  
Adzoo hoolaanh.  
Atlibaa' hoolaanh.  
Hadeets'iyh  
Dzaatsin' hoolaanh.  
Hudeezoonh

Tell the students what the weather is like today. However, use a different word than you used yesterday or the day before. For example, if it was snowing yesterday and you taught them *atkonh*, pick a different flash card even though it may still be raining. For example:

Doogh dzaan adzoo hoolaanh.

Hold up the flash card (if there is one) corresponding to the weather today and ask one of the students:

Dohoot'aa?

If he or she cannot answer, say "What is the weather like?" If he or she still cannot answer, give the correct response. Ask each student in the classroom what the weather is like, using the same flash card for each student.

## Unit 5

### LESSON 35

**Material:** flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)  
flash cards of boy eating, girl drinking water, and man drinking tea

#### Review – 5 minutes

Ask each student in the class the questions *Nidaats'a na'ooza'?* and *Do'eent'aa?* Also ask each one what your name is with the question *Nidaats'a sa'ooza?* Ask for names of other students in the classroom with the question *Nidaats'a ba'ooza?*

#### 2.Eating and Drinking – 10 minutes

Hold up the picture of the boy eating and ask:

Dot'aanh? (Answer: K'ahonh.)

Hold the picture of the boy eating in your left hand and with your right hand hold up the picture of the meat. Tell the class *Nilaan ahonh* twice and have them repeat it after you. Ask the class:

Gin ahonh? (Answer: Nilaan ahonh.)

Hold up the picture of the fish and say:

Gin ahonh? (Answer: Lookk'a ahonh.)

Hold up the picture of the dried fish in your right hand (still holding the picture of the boy eating in your left) and ask:

Gin ahonh? (Answer: Laggun ahonh.)

Hold up the picture of the mush and ask:

Gin ahonh? (Answer: Nildluda ahonh.)

Hold up the picture of the berries and ask:

Gin ahonh? (Answer: Geega ahonh.)

Hold up the picture of the bread and ask:

Gin ahonh? (*Answer: Sookaanee ahonh.*)

Hold up the picture of the girl drinking water and ask:

Dot'aanh? (*Answer: K'idinoonh*)

Tell the class:

Too adinoonh.

Ask them:

Gin adinoonh? (*Answer: Too adinoonh.*)

Hold up the picture of the man drinking tea and ask:

Dot'aanh? (*Answer: K'izis*)

Tell the class:

Tsaay azis.

Ask them:

Gin azis? (*Tsaay azis.*)

### 3. Weather – 10 minutes

Show the weather flash cards to the class and say what each one is. Have the class repeat each word after you.

Ałkonh

Ałyoł

Adzoo hoolaaanh.

Atlibaa' hoolaaanh.

Hadeets'iyh

Dzaatsin' hoolaaanh.

Hudeezoonh

Tell the students what the weather is like today. However, use a different word than you used yesterday or the day before. For example, if it was snowing yesterday and you taught them *adzoo hoolaaanh*, pick a different flash card even though it may still be raining. For example:

Doogh dzaan hudeezoonh.

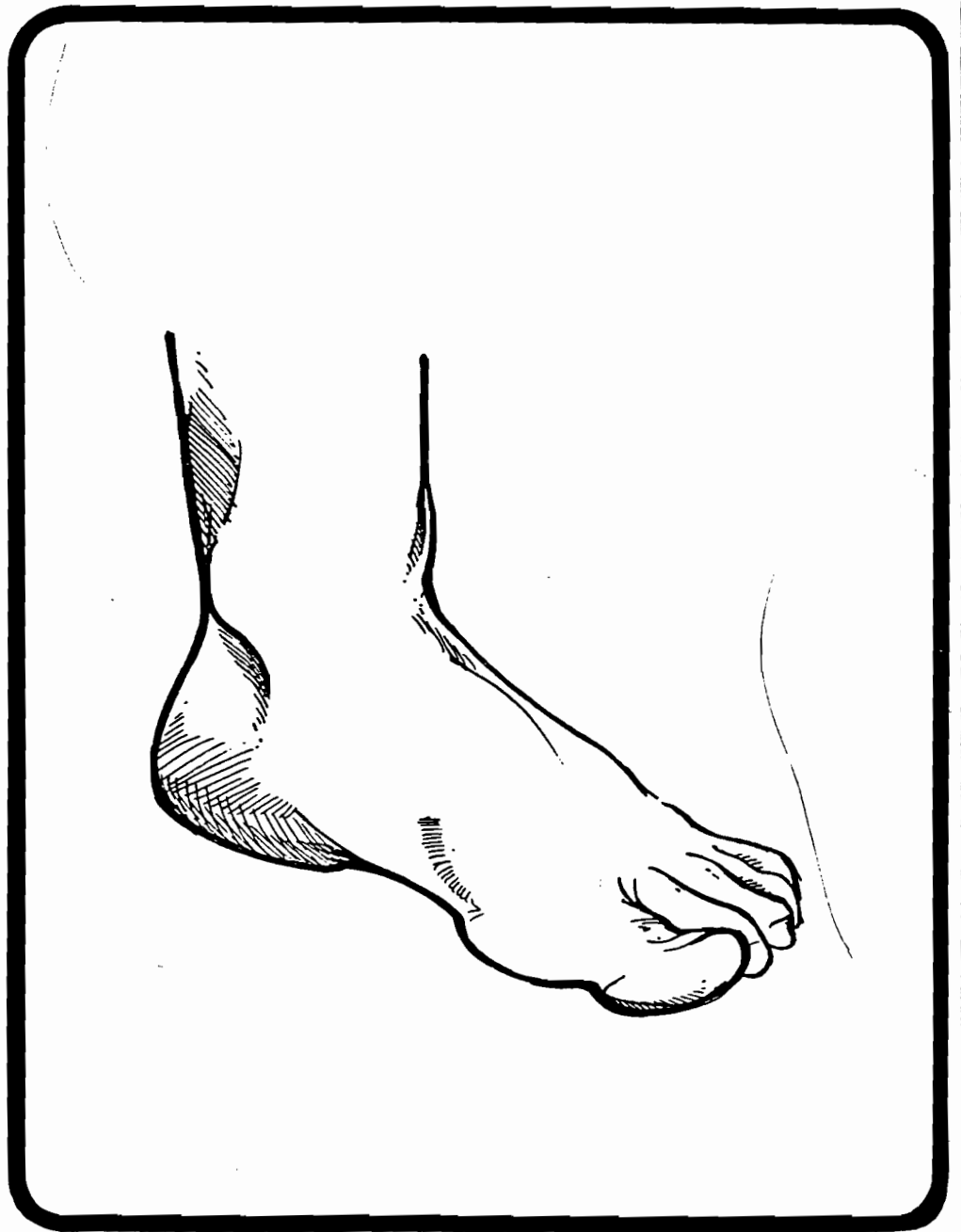
Hold up the flash card (if there is one) corresponding to the weather today and ask one of the students:

Dohoot'aa?

If he or she cannot answer, say "What is the weather like?" If he or she still cannot answer, give the correct response. Ask each student in the classroom what the weather is like, using the same flash card for each student.

## Unit 6

# BODY PARTS





## LESSON 36

### 1. Review – 5 minutes

Ask each student in the class the following questions:

Nidaats'a na'ooza'?

Do'eent'aa?

Doogh dzaanh dohoot'aa?

For the last two questions each student should have a different answer than the student before them.

### 2. Body Parts – 10 minutes

Teach the class the names for the parts of the body by pointing to each one on yourself and saying the word for it:

Go eesee sitlee'.

Go eesee silo'.

Go eesee sidzagha'.

Go eesee sakkaa'.

After you have said each word, start over, but this time ask the students to point to the part on themselves. Say:

Go eesee sitlee'. (sidzagha', silo'...)

Nitlee' hodee?

When everyone is pointing to the correct part, ask them what they are pointing to by saying:

Gin eeydee?

Have the class answer:

Go eesee sitlee'. (sinaan', silo'...)

Repeat with the other body parts.

Go eesee silo'.

Go eesee sidzagha'.

Go eesee sakkaa'.

### 3. Washing – 10 minutes

Pretend that you are washing your hands and say:

Silo' ato'aslaah.

Ask the class to pretend that they are washing their hands and have them say as a group:

Silo' ato'aslaah.

Ask one of the students to “wash his/her hands”:

Nilo' atonilaah.

While he or she is pretending to wash, ask:

Dont'aanh?

Help him or her to answer:

Silo' ato'aslaah.

Repeat this exercise with every student in the class.

## Unit 6

### LESSON 37

*Material:* body part flash cards: one showing a girl's face, the other showing the whole body

#### 1. Review – 5 minutes

Ask each student in the class the following questions:

Nidaats'a na'ooza'?'  
Do'eent'aa?  
Doogh dzaanh dohoot'aa?

For the last two questions each student should have a different answer than the student before them.

#### 2. Flash Cards – 10 minutes

Hold up the two flash cards showing body parts and give the girl a name. For example say:

Go eesee Ruth.  
Ruth ba'ooza'.

Ask one of the students:

Nidaats'a ba'ooza'?

The student should answer:

Ruth ba'ooza'.

Next ask the student to find the body parts which they learned yesterday and point to them on one of the pictures:

Bitlee' hodee?  
Bidzagha' hodee?  
Bilo' hodee?  
Bakkaa' hodee?

If the student cannot answer, help by saying in English "Where is her head?" Repeat this process with every student in the class.

### 3. Body Parts – 10 minutes

Teach the class the names for the parts of the body by pointing to each one on yourself and saying the word for it:

Go eesee sitloogha'.

Go eesee sinaan'.

Go eesee sintsiyh (seentsiyh, sineentsiyh).

After you have said each word, start over, but this time ask the students to point to the part on themselves. Say:

Go eesee sitloogha'. (sidzagha', sinaan'...)

Nitloogh hodee?

When everyone is pointing to the correct part, ask them what they are pointing to by saying:

Gin eeydee?

Have the class answer:

Go eesee sitloogha'. (sintsiyh, sinaan'...)

Repeat with the other body parts.

Go eesee sinaan'.

Go eesee sidzagha'.

Go eesee sintsiyh (seentsiyh, sineentsiyh).

Unit 6

LESSON 38

*Material:* body part flash cards: one showing a girl's face, the other showing the whole body  
tic-tac-toe game for body parts: boards, cards, and beans or chips

1. Flash Cards – 10 minutes

Hold up the two flash cards showing body parts and give the girl a name. For example say:

Go eesee Ruth.  
Ruth ba'ooza'.

Ask one of the students:

Nidaats'a ba'ooza'?

The student should answer:

Ruth ba'ooza'.

Next ask the student to find the body parts which they learned and point to them on one of the pictures:

Bittee' hodee?  
Bidzagha' hodee?  
Bilo' hodee?  
Bakkaa' hodee?  
Bittoogh hodee?  
Binaan' hodee?  
Bintsiyh hodee? (Beentsiyh, Mineentsiyh hodee?)

If the student cannot answer, help by saying in English "Where is her head?" Repeat this process with every student in the class.

2. Body Parts – 10 minutes

Teach the class the names for the parts of the body by pointing to each one on yourself and saying the word for it:

Go eesee sitt'ina'.  
Go eesee saggona'.  
Go eesee silot.

After you have said each word, start over, but this time ask the students to point to the part on themselves.  
Say:

Go eesee sitt'ina'.  
Nitt'ina' hodee?

When everyone is pointing to the correct part, ask them what they are pointing to by saying:

Gin eeydee?

Have the class answer:

Go eesee sitt'ina'.

Repeat with *saggona'* and *silot*:

Go eesee saggona'.  
Naggona' hodee?

### 3. Tic-Tac-Toe – 5 minutes

Play the body-part tic-tac-toe game.

## LESSON 39

*Material:* body part flash cards: one showing a girl's face, the other showing the whole body

### 1. Flash Cards – 10 minutes

Hold up the two flash cards showing body parts and give the girl a name. For example say:

Go eesee Ruth.  
Ruth ba'ooza'.

Ask one of the students:

Nidaats'a ba'ooza'?

The student should answer:

Ruth ba'ooza'.

Next ask the student to find the body parts which they learned and point to them on one of the pictures:

Bittee' hodee?  
Bidzagha' hodee?  
Bilo' hodee?  
Bakkaa' hodee?  
Bitloogh hodee?  
Binaan' hodee?  
Bintsiyh hodee?  
Baggona' hodee?  
Bit'ina' hodee?  
Bilot hodee?

If the student cannot answer, help by saying in English "Where is her head?" Repeat this process with every student in the class.

### 2. Nitlee' Hodee? – 10 minutes

Have the students all stand up and tell them to point to the correct body part when you ask where it is. You ask them by saying the body part and then *hodee*.

Nitlee' hodee?  
Nitloogh hodee?  
Nilo' hodee?  
Naggona' hodee?  
Ninaan' hodee?  
Nakkaa' hodee?  
Nintsiyh hodee?  
Nidzagha' hodee?  
Nilot hodee?  
Nitl'ina' hodee?

If any student points to the wrong body part, that student has to sit down. You keep playing until all the students are sitting down or they are getting everything correct. The last student who remains standing is the winner. The winner then gets to stand up in front of the class and ask the questions. If the game has no winner, then you choose someone to ask. You may have to remind the student by whispering to him or her the words for some body parts. After he or she finishes, someone new asks the questions. Repeat the game until you run out of time or the class gets tired of it. After you and the class have reached the point where you can play this game smoothly, have them point sometimes to something on yourself:

Nakkaa' hodee?  
Nilo' hodee?  
Sitlee' hodee?

Anyone who points to his or her own head is out.

### 3. Review – 5 minutes

Ask each student in the class the following questions:

Nidaats'a na'ooza'?'  
Do'eent'aa?  
Doogh dzaanh dohoot'aa?

For the last two questions each student should have a different answer than the student before them.



## LESSON 40

*Material:* tic-tac-toe games for body parts

### 1. Tic-Tac-Toe – 5 minutes

Play the body-part tic-tac-toe game.

### 2. Nitlee' Hodee? – 10 minutes

Have the students all stand up and tell them to point to the correct body part when you ask where it is. You ask them by saying the body part and then *hodee*.

Nitlee' hodee?  
Nitloogh hodee?  
Nilo' hodee?  
Naggona hodee?  
Ninaan' hodee?  
Nakkaa' hodee?  
Nintsiyh hodee?  
Nidzagha hodee?  
Nilot hodee?  
Nitt'ina hodee?

If any student points to the wrong body part, that student has to sit down. You keep playing until all the students are sitting down or they are getting everything correct. The last student who remains standing is the winner. The winner then gets to stand up in front of the class and ask the questions. If the game has no winner, then you choose someone to ask. You may have to remind the student by whispering to him or her the words for some body parts. After he or she finishes, someone new asks the questions. Repeat the game until you run out of time or the class gets tired of it. After you and the class have reached the point where you can play this game smoothly, have them point sometimes to something on yourself:

Nakkaa' hodee?  
Nilo' hodee?  
Sittee' hodee?

Anyone who points to his or her own head is out.

### 3. Washing – 5 minutes

Pretend that you are washing your hands and say:

Silo' ato'aslaah.

Ask the class to pretend that they are washing their hands and have them say as a group:

Silo' ato'aslaah.

Ask one of the students to “wash his/her hands”:

Nilo' atonilaah.

While he or she is pretending to wash, ask:

Dont'aanh?

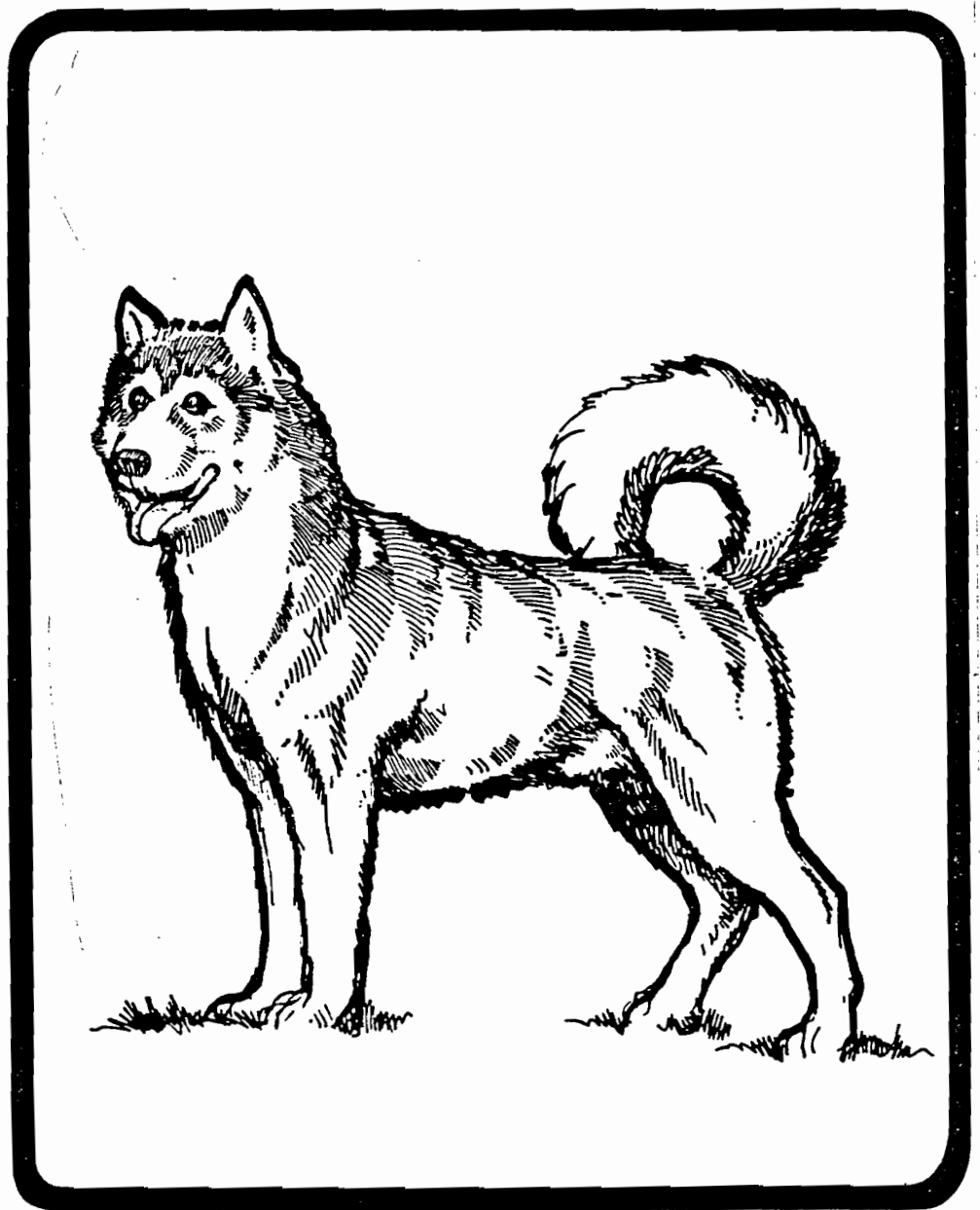
Help him or her to answer:

Silo' ato'aslaah.

Repeat this exercise with every student in the class.

# Unit 7

## DOGS AND SLEDS



Unit 7

LESSON 41

*Material:* flash cards of a dog, a sled, and a puppy  
the book, *Go Is Sileega'*

1. Review – 5 minutes

Ask each student in the class the following questions:

Nidaats'a na'ooza'?  
Do'eent'aa?  
Doogh dzaan dohoot'aa?

For the last two questions each student should give a different answer than the student before them.

2. Dogs – 10 minutes

Hold up the flash card of the dog and say:

Go eesee leek.

Have the class repeat the word *leek* after you. Ask one of the students:

Gin gonee?

If he or she does not answer, say "What is this?" Say *leek* again until he or she can answer. Ask *Gin gonee?* of each student in the classroom and have them answer *leek*.

Hold up the flashcard of the puppy and say:

Go eesee leek'oza.

Have them say the word *leek'oza* after you. Ask each of the students:

Gin gonee?

Have them answer:

leek'oza.

Hold up the picture of the sled and say:

Go eesee hut!

Have the class repeat the word *hut!* after you. Ask each one of the students:

Gin gonee?

Have them each answer *hut!*.

### 3. Story – 10 minutes

Read the book *Go Is Sileega'* to the class. Have them repeat each line after you.

## Unit 7

### LESSON 42

**Material:** flash cards of a dog, a sled, and a puppy  
the book, *Go Is Sileega'*  
the book, *Leek'oza*

#### 1. Review – 5 minutes

Ask each student in the class the following questions:

Nidaats'a na'ooza'?  
Do'eent'aa?  
Doogh dzaan dohoot'aa?

For the last two questions each student should give a different answer than the student before them.

#### 2. Dogs – 5 minutes

Show the three flash cards to the class and ask for each one:

Gin gonee?

Next show all three cards to individual students and ask

Gin gonee?

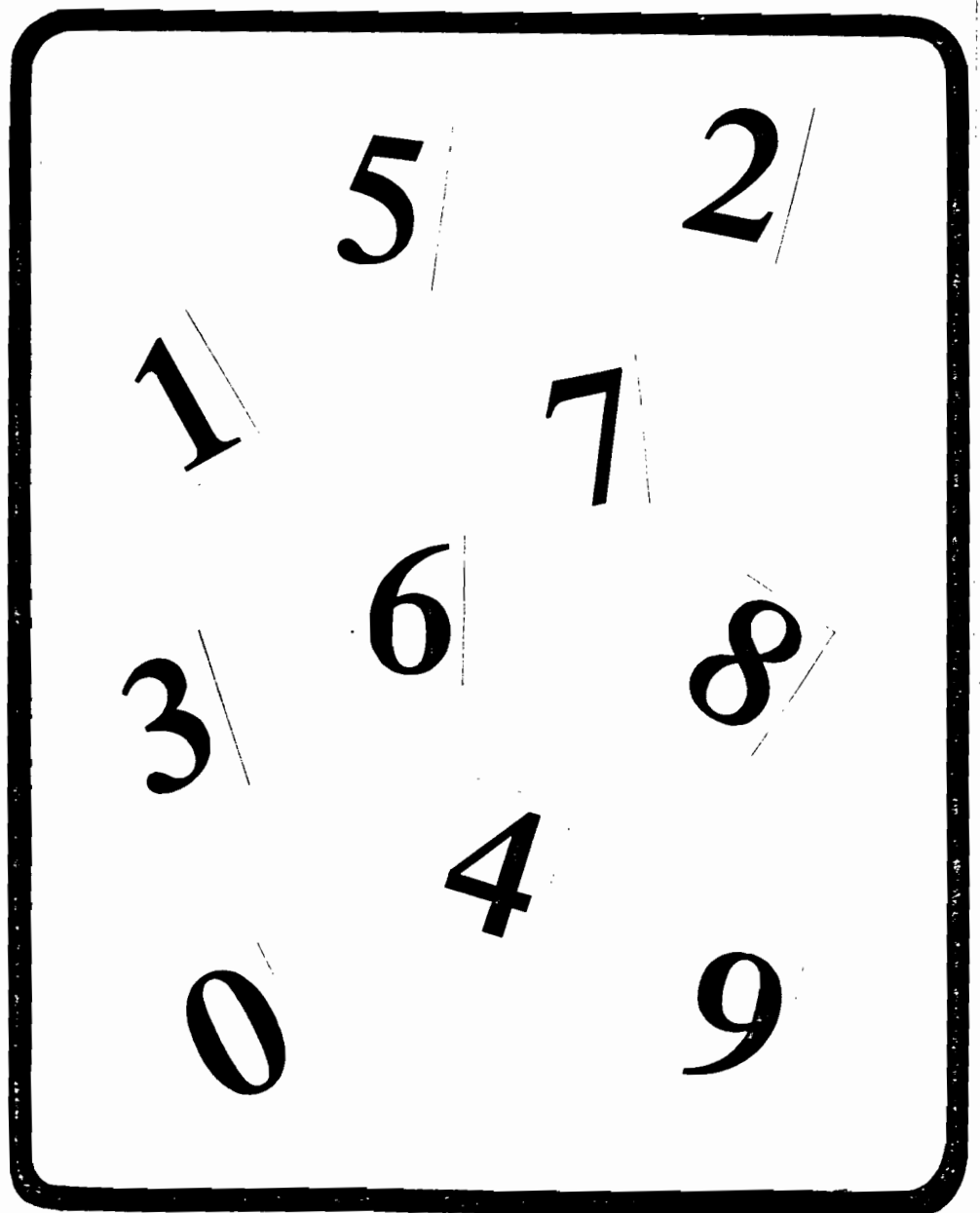
#### 3. Story 1 – *Leek'oza*. – 8 minutes

Read the story *Leek'oza* to the class. Have them repeat each line after you in Dinaakk'à. You may have to help by telling them the translations.

#### 4. Story 2 – *Go Is Sileega'* – 8 minutes

Read the book *Go Is Sileega'* to the class again. Have them repeat each line after you.

# Unit 8 NUMBERS



## LESSON 43

### 1. Review – 5 minutes

Ask each student in the class the following questions:

Nidaats'a na'ooza'?

Do'eent'aa?

Doogh dzaan dohoot'aa?

For the last two questions each student should give a different answer than the student before them.

### 2. Numbers – 10 minutes

Count to five in Dinaakk'a for the class, holding up your fingers as you count. Count again, this time pausing after each number and have the class repeat the number as a group. Count again, pausing after each word. Next have the class count with you, saying each word as you say it. Do this over and over again until you feel that the class is comfortable counting. Next ask each student to count to five by himself or herself. Help anyone who needs it.

### 3. Nitlee' Hodee? – 10 minutes

Play *Nitlee' hodee'*? with the class again. The instructions are given below in case you do not remember how. Have the students all stand up and tell them to point to the correct body part when you ask where it is. You ask them by saying the body part and then *hodee'*

Nitlee' hodee?

Nitloogh hodee?

Nilo' hodee?

Naggona hodee?

Ninaan' hodee?

Nakkaa' hodee?

Nintsiyh hodee?

Nidzagha hodee?

Nilot hodee?

Nitl'ina hodee?

If any student points to the wrong body part, that student has to sit down. You keep playing until all the students are sitting down or they are getting everything correct. The last student who remains



standing is the winner. The winner then gets to stand up in front of the class and ask the questions. If the game has no winner, then you choose someone to ask. You may have to remind the student by whispering to him or her the words for some body parts. After he or she finishes, someone new asks the questions. Repeat the game until you run out of time or the class gets tired of it. After you and the class have reached the point where you can play this game smoothly, have them point sometimes to something on yourself:

Nakkaa' hodee?

Nilo' hodee?

Sitfee' hodee?

Anyone who points to his or her own head is out.

## Unit 8

### LESSON 44

*Material:* flash cards of one dog, two moose, three birch trees, four hats, and five fish

#### 1. Review – 5 minutes

Ask each student in the class the following questions:

Nidaats'a na'ooza'?  
Do'eent'aa?  
Doogh dzaan dohoot'aa?

For the last two question each student should give a different answer than the preceeding student.

#### 2. Numbers – 10 minutes

Count to five again for the class. Have them count with you a number of times. Ask each student to count to five by himself or herself.

#### 3. How Many? – 10 minutes

Hold up the picture of the dog and ask:

Gin gonee?

After someone answers *leek*, ask one of the students how many dogs there are:

Leek donaalt'aayee?

He or she probably will not know what you are asking for, so say "How many dogs are there?"  
The student should answer:

k'eelakk'ee

Ask the student to say:

leek k'eelakk'ee

Hold up the picture of the two moose and ask another student:

Gin gonee?

The student should answer *dineega*. Ask how many moose there are:

Dineega donaalt'aayee?

The student should say:

dineega niteekk'ee

If he or she does not answer, count the moose for them (*k'eetakk'ee niteekk'ee*) and ask *Donaalt'aayee?* again. Hold up the picture of the three trees and say:

Go eesee kk'eeh.

Ask another student:

Kk'eeh donaalt'aayee?

(Answer: kk'eeh tokk'ee)

Repeat this process using the other pictures.

Ts'ah donaalt'aayee?

(ts'ah dink'ee)

Lookk'a donaalt'aayee?

(lookk'a k'eehts'idnaala)

Start again with the picture of the one dog and ask another student *leek donaalt'aayee?* Continue until all the students have answered you.

Unit 8

LESSON 45

*Material:* flash cards of one dog, two moose, three birch trees, four hats, and five fish

1. Numbers – 5 minutes

Count to five again for the class. Again have them count with you a number of times. Ask each student to count to five by himself or herself.

2. How Many? – 10 minutes

Hold up the picture of the dog and ask:

Gin gonee?

After someone answers *leek*, ask one of the students how many dogs there are:

Leek donaalt'aayee?

He or she probably will not know what you are asking for, so say "How many dogs are there?"  
The student should answer:

k'eelakk'ee

Ask the student to say:

leek k'eelakk'ee.

Repeat this process with each student in the class using the other pictures:

Gin gonee?

Dineega donaalt'aayee?

(dineega niteekk'ee)

Gin gonee?

Kk'eeyh donaalt'aayee?

(kk'eeyh tokk'ee)

Gin gonee?  
Ts'ah donaalt'aayee?  
(ts'ah dink'ee)

Gin gonee?  
Lookk'a donaalt'aayee?  
(lookk'a k'eeets'idnaala)

### 3. Numbers 6-10 – 10 minutes

Count from six to ten in Dinaakk'a for the class, holding up your fingers as you count. Count again, this time pausing after each number and have the class repeat the number as a group. Count again, pausing after each word. Next have the class count with you, saying each word as you say it. Do this over and over again until you feel that the class is comfortable counting. Next ask each student to count from six to ten by himself or herself. Help anyone who needs it.

Below is a list of the numbers from six to ten. Two words are given for 6, 8, and 10. Do *not* teach the class both words, but only the one which you use.

6 — neetkk'aa tokk'ee *or*  
donaan k'eeetakk'ee

7 — donaan niteekk'ee

8 — neetkk'aa dink'ee *or*  
donaan tok'ee

9 — donaan dinkk'ee

10 — k'eehudaaltona *or*

## Unit 8

### LESSON 46

*Material:* flash cards of one dog, two moose, three birch trees, four hats, and five fish  
tic-tac-toe game for numbers

#### 1. Review – 5 minutes

Ask each student in the class the following questions:

Nidaats'a na'ooza'?

Do'eent'aa?

Doogh dzaan dohoot'aa?

For the last two questions each student should give a different answer than the student before them.

#### 2. Numbers – 10 minutes

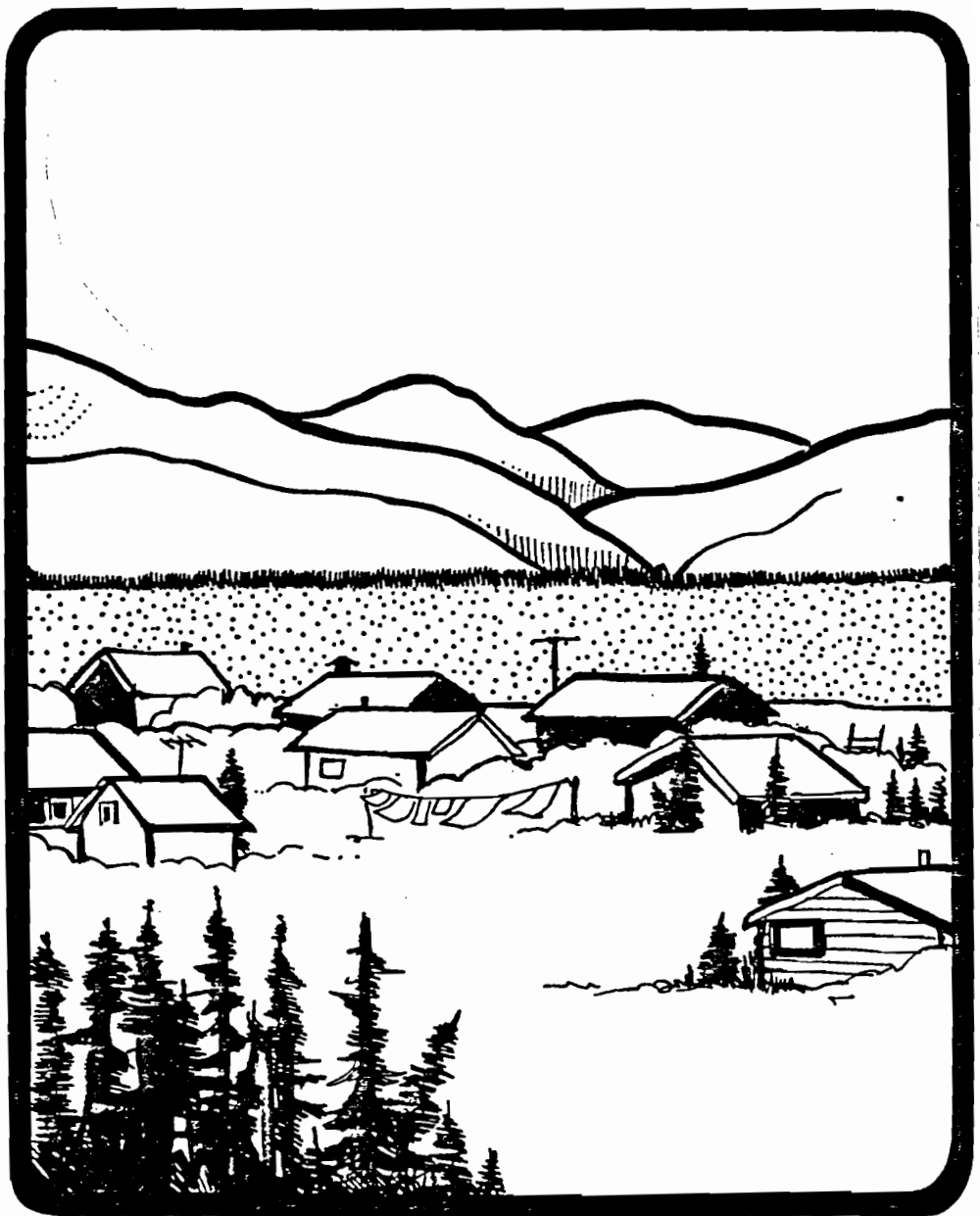
Count to ten for the class. Have them count with you several of times. Ask each student to count to ten by himself or herself.

#### 3. Tic-Tac-Toe – 10 minutes

Play tic-tac-toe using the set for numbers.

# Unit 9

## THE VILLAGE



LESSON 47

*Material:* flash cards of one dog, two moose, three trees, four hats, and five fish  
flash card of a village

1. Review – How Many? – 10 minutes

Count to ten with the class. Have them count with you again several times. Ask each student to count to ten by himself or herself. Hold up the picture of the dog and ask:

Gin gonee?

After someone answers *leek*, ask one of the students how many dogs there are:

Leek donaalt'aayee?

He or she probably will not know what you are asking for, so say "How many dogs are there?"  
The student should answer:

k'eelakk'ee

Ask the student to say:

leek k'eelakk'ee

Repeat this process with each student in the class using the other pictures:

Gin gonee?

Dineega donaalt'aayee?

(dineega niteekk'ee)

Gin gonee?

Kk'eeyh donaalt'aayee?

(kk'eeyh tokk'ee)

Gin gonee?

Ts'ah donaalt'aayee?

(ts'ah dink'ee)



Gin gonee?  
Łookk'a donaalt'aayee?  
(Łookk'a k'eełts'idnaala)

## 2. The Village – 10 minutes

Hold up the flash card of a village and say:

Go eesee kkaayah.

Have the class repeat *kkaayah* after you and then ask each one of them:

Gin gonee?

Each student should answer *kkaayah* or *eesee kkaayah*.

Kkaayah zaadlit'ee.

Have the class as a whole say the sentence above. Ask each student:

Nidaadinħ zaadlit'ee?

If he or she cannot answer, say "Where do we live?" Help him or her to answer:

Kkaayah zaadlit'ee.

Ask each student again:

Nidaadinħ zaadlit'ee?

Next tell the students the local village name in Dinaakk'a:

(*Village name*) zaadlit'ee.

Have the whole class say the sentence above. Ask each student:

Nidaadinħ zaadlit'ee?

If he or she cannot answer, say "Where do we live? Which village?" Help the student to answer:

(*Village name*) zaadlit'ee.

## 3. Conversational Review – 5 minutes

Ask each student in the classroom the following questions:

Do'eent'aa?

Nidaats'a na'ooza'?

Doogh dzaan dohoot'aa?

Unit 9

LESSON 48

*Material:* flash card of a village  
the book *Tom K'ookkaayah Nitaalyo*

1. Review – 5 minutes

Count to ten with the class. Have them count with you again several times. Ask each student to count to ten by himself or herself.

Ask each student in the classroom the following questions:

Do'eent'aa?  
Nidaats'a na'ooza'?  
Doogh dzaan dohoot'aa?

2. The Village – 10 minutes

Hold up the flash card of a village and say:

Go eesee kkaayah.

Have the class repeat *kkaayah* after you and then ask each one of them:

Gin gonee?

Each student should answer *kkaayah* or *eesee kkaayah*.  
Next, say the Dinaakk'a name of the local village.

(*Village name*) zaadlit'ee.

Have the class as a whole say the sentence above. Ask each student:

Nidaadinh zaadlit'ee?

If he or she cannot answer, say "Where do we live? Which village?" Help him or her to answer:

(*Village name*) zaadlit'ee.

### 3. Story – 10 minutes

Read the story *Tom K'ookkaayah Nitaalyo* to the class while they follow along looking at the pictures.

## Unit 9

### LESSON 49

*Material:* flash card of a village  
the book *Tom K'ookkaayah Nitaalyo*

#### 1. Review – 5 minutes

Count to ten with the class. Ask each student to count to ten by himself or herself. Ask each student in the classroom the following questions:

Do'eent'aa?  
Nidaats'a na'ooza'?  
Doogh dzaan dahoot'aa?  
Nidaadinh zaadlit'ee?

#### 2. The Village – 10 minutes

Hold up the flash card of a village and ask:

Gin gonee?

Each student should answer *kkaayah* or *eesee kkaayah*. Point to one of the the houses in the village and say:

Go eesee yah.

Have the class repeat *yah* after you. Ask each student in the classroom:

Gin gonee?

The answer should be *yah* or *eesee yah*.

Tell the class:

Yah lisdo.

Have them repeat the sentence after you. Next, ask each one of them:

Nidaadinh leedo?

They should answer *yah lisdo*. If someone says the name of their village, say:

Oho', nidaadinh koonh? (*Yes, what else?*)

### 3. Story – 10 minutes

Read the story *Tom K'ookkaayah Nitaalyo* to the class while they follow along looking at the pictures. Have the class as a whole repeat each sentence after you.

## Unit 9

### LESSON 50

*Material:* flash card of a village  
the book *Tom K'ookkaayah Nitaalyo*

#### 1. Review – 5 minutes

Count to ten with the class. Ask each student to count to ten by himself or herself. Ask each student in the classroom the following questions:

Do'eent'aa?  
Nidaats'a na'ooza'?  
Doogh dzaan dohoot'aa?  
Nidaadinh zaadlit'ee?

#### 2. The Village – 10 minutes

Hold up the flash card of a village and ask:

Gin gonee?

Each student should answer *kkaayah* or *eesee kkaayah*. Point to one of the the houses in the village and say:

Go eesee yah.

Have the class repeat *yah* after you. Ask each student in the classroom:

Gin gonee?

The answer should be *yah* or *eesee yah*.

Tell the class:

Yah lisdo.

Have them repeat the sentence after you. Next, ask each one of them:

Nidaadinh leedo?

They should answer *yah lisdo*. If someone says the name of their village, say:

Oho', *nidaadinh koonh?* (*Yes, what else?*)

**3. Story – 5 minutes**

Read the story *Tom K'ookkaayah Nitaalyo* to the class while they follow along looking at the pictures. Have the class as a whole repeat each sentence after you.

**4. Game – 5 minutes**

Have the class play one of the tic-tac-toe games or the board game, *Nonaatdloda*.



# Unit 10 COOKING



## Unit 10

### LESSON 51

**Material:** flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)  
tic-tac-toe set (boards, cards, and chips)

#### 1. Review – 5 minutes

Count to ten with the class. Ask each student to count to ten by himself or herself. Ask each student in the classroom the following questions:

Do'eent'aa?  
Nidaats'a na'ooza'?  
Doogh dzaan dohoot'aa?  
Nidaadinh zaadlit'ee?  
Nidaadinh leedo?

#### 2. Tic-Tac-Toe – 10 minutes

Get out the tic-tac-toe game boards the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Dinaakk'a name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

#### 3. Food Review – 10 minutes

Hold up each of the food flash cards and have the class answer as a whole when you ask:

Gin gonee?

Next ask *gin gonee?* of each student as you hold up a flash card. Have individual students come up to you and take one of the cards by giving the following commands:

Onee'  
Gin gonee? (*holding up a flash card*)  
Naa'.  
Leedo.

When all the cards are passed out, ask for each card back with the following commands and questions:

Nilaana hodee? (Too hodee?, Nildluda hodee?, *etc.*)

The student should answer:

Gonee. (Go eesee nilaana.)

Onee'.

Nilaan nidaa'.

Baasee'.

Leedo.

## Unit 10

### LESSON 52

**Material:** flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)

#### 1. Review – 5 minutes

Count to ten with the class. Ask each student to count to ten by himself or herself. Ask each student in the classroom the following questions:

Do'eent'aa?  
Nidaats'a na'ooza'?  
Doogh dzaan dahoot'aa?  
Nidaadinh zaadlit'ee?  
Nidaadinh leedo?

#### 2. Food Review – 10 minutes

Hold up each of the food flash cards and have the class answer as a whole when you ask:

Gin gonee?

Next ask *Gin gonee?* of each student as you hold up a flash card. Have individual students come up to you and take one of the cards by giving the following commands:

Onee'  
Gin gonee? (*holding up a flash card*)  
Naa'.  
Leedo.

When all the cards are passed out, ask for each card back with the following commands and questions:

Nilaaan hodee? (Too hodee?, Nildluda hodee?, *etc.*)

The student should answer:

Gonee. (Go eesee nilaana.)  
Onee'.  
Nilaan nidaa'.

Baasee'.  
Leedo.

### 3. Food Guessing Game – 10 minutes

*Object:* to guess which food the person who is "it" has

The teacher is the first one to be "it." He or she chooses a card with a particular type of food on it, not letting the others see what it is. The student tells the teacher that they want a particular type of food. If it is the wrong one, the teacher says so. If it is the right one, the student wins and is "it." The dialog below is the one which should take place. The teacher should help the students learn the dialog by playing the game enough times so that the students can play without having to be told what to say.

**It:** K'itlakk'aadee'? *Are you hungry?*

**Student:** Oho', k'itlakk'aa dist'aa. *Yes, I am hungry.*

**It:** Gin kk'aat? *What do you want?*

**Student:** Looka (or whatever) kk'aat.

*I want fish (or whatever).*

**It:** (if wrong) Lookk'a (or whatever) kkalaa.

*There is no fish (or whatever).*

(if right) Oho'. Naa' (Nahaa').

*Yes. Take it.*

After a student has guessed the correct food, then he or she is "it" and can pick a card and play the game with another student.

Unit 10

LESSON 53

*Material:* flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour) a frying pan  
tic-tac-toe set for food words

1. Review – 5 minutes

Count to ten with the class. Ask each student to count to ten by himself or herself. Ask each student in the classroom the following questions:

Do'eent'aa?  
Nidaats'a na'ooza'?  
Doogh dzaan dohoot'aa?  
Nidaadinh zaadlit'ee?  
Nidaadinh leedo?

2. Cooking Food – 10 minutes

Hold up the picture of meat and ask the class:

Gin gonee?

Put the flash card in a frying pan and pretend you are cooking it. Tell the class:

Nilaan atlt'aat.

Ask one of the students to come to you (*Onee'*) and give him or her the frying pan and the picture of the meat (*Naa'*). Tell the student to fry the meat (*Nilaan nit'aat*). While the student is frying the meat, ask:

Dont'aanh?

He or she should answer:

Nilaan atlt'aat.

Repeat this process so that each student in the classroom has a chance to come up and fry the meat.

### 3. Tic-Tac-Toe – 10 minutes

Get out the tic-tac-toe game boards and the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Dinaakk'a name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

Unit 10

LESSON 54

*Material:* flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)  
a frying pan  
a saucepan

1. Review – 5 minutes

Count to ten with the class. Ask each student to count to ten by himself or herself. Ask each student in the classroom the following questions:

Do'eent'aa?  
Nidaats'a na'ooza'?  
Doogh dzaan dohoot'aa?  
Nidaadinh zaadlit'ee?  
Nidaadinh leedo?

2. Cooking Food – 10 minutes

Hold up the picture of fish and ask the class:

Gin gonee?

Put the flash card in a frying pan and pretend you are cooking it. Tell the class:

Lookk'a atlt'aat.

Ask one of the students to come to you (*Onee'*) and give him or her the frying pan and the picture of the fish (*Naa'*). Tell the student to fry the fish (*Lookk'a nit'aat*). While the student is frying the fish, ask:

Dont'aanh?

He or she should answer:

Lookk'a atlt'aat.

Repeat this process so that each student in the classroom has a chance to come up and fry the fish.



### 3. Boiling Food – 10 minutes

Hold up the picture of the mush and ask:

Gin gonee?

Put the picture of the mush in the saucepan (if it will not fit, pretend to pour it in) and then pretend to cook it saying:

Nildluda atlbaats.

Have the class repeat *Nildluda atlbaats* after you. Ask each student to come up to the front of the class (*Onee'*) and give the saucepan and the mush to him or her (*Naa'*). Ask the student to boil the mush (*Nildluda nitbaats*). While the student is boiling the mush, ask:

Dont'aanh?

The student should answer:

Nildluda atlbaats.

Repeat the process with each student in the class so that each one has a chance to boil the mush.

## LESSON 55

*Material:* flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)  
a frying pan  
a saucepan

### 1. Review – 5 minutes

Count to ten with the class. Ask each student to count to ten by himself or herself. Ask each student in the classroom the following questions:

Do'eent'aa?  
Nidaats'a na'ooza'?  
Doogh dzaan dohoot'aa?  
Nidaadinh zaadlit'ee?  
Nidaadinh leedo?

### 2. Boiling Food – 10 minutes

Hold up the picture of the berries and ask:

Gin gonee?

Put the picture of the berries in the saucepan (if it will not fit, pretend to pour it in) and then pretend to cook it saying:

Geega atlbaats.

Have the class repeat *Geega atlbaats* after you. Ask each student to come up to the front of the class (*Onee'*) and give the saucepan and the berries to him or her (*Naa'*). Ask the student to boil the berries (*Geega nitlbaats*). While the student is boiling the berries, ask:

Dont'aanh?

The student should answer:

Geega atlbaats.

Repeat the process with each student in the class so that each one has a chance to boil the berries.

### 3. Cooking Food – 10 minutes

Take all the food pictures and the pans and put them on a desk in front of the class. Ask a student to come up to the front of the class and have him or her boil the meat.

Onee'.

Nilaan nitbaats.

*(student should select saucepan and the picture of meat and pretend to boil or stew the meat.)*

Dont'aanh?

*(student should say Nilaan nitbaats)*

Repeat this process with all the other students in the class, combining the food words and cooking words in various ways. Below are some of the commands which you could give:

Lagguna nitbaats.

Ti'inh nitbaats.

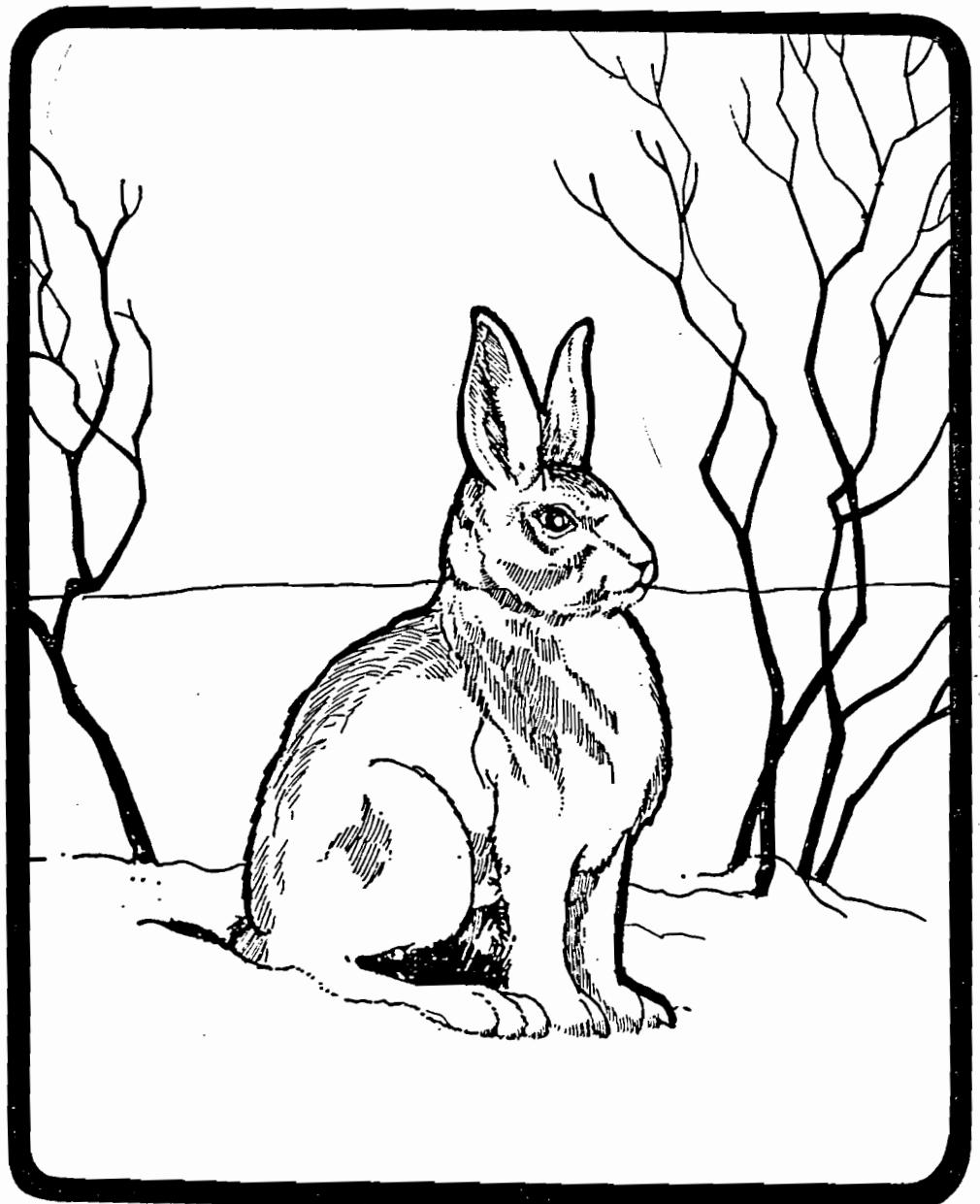
Nildluda nitbaats.

Lookk'a nit'aał.

Nilaana nit'aał.

Nilaana nitbaats.

Unit 11  
SITTING, STANDING,  
AND LYING DOWN



## LESSON 56

*Material:* flash cards of a man sitting, a rabbit sitting, and a dog sitting

### 1. Review – 5 minutes

Count to ten with the class. Ask each student to count to ten by himself or herself. Ask each student in the classroom the following questions:

Do'eent'aa?  
Nidaats'a na'ooza'?  
Doogh dzaan dohoot'aa?  
Nidaadinh zaadlit'ee?  
Nidaadinh leedo?

### 2. Sitting and Standing Review – 10 minutes

Tell one student to stand up by saying:

Leehaanh.

Ask him or her to sit down again:

Leedo.

Give these two directions to each student in the class. Have a student give the two commands to the others and to you. Let each student have a turn at giving the directions (*Leedo* and *Leehaanh*).

### 3. Sitting – 10 minutes

Hold up the picture of the man sitting and ask:

Gin gonee?

The class should answer:

Eesee dinaa.

Say:

Dinaa lido.

Have the class repeat *Dinaa lido* after you several times. Ask one of the students:

Dot'aanh?

He or she should answer:

Lido. (Dinaa lido.)

Ask the other students *Dot'aanh?* Next hold up the picture of the dog sitting and ask:

Gin gonee?

The class should answer:

Eesee leek.

Say *leek lido* and have the class repeat after you. Ask one of the students:

Dot'aanh?

He or she should answer:

Lido. (Leek lido.)

Do the same with the picture of the rabbit sitting:

Gin gonee?  
(Eesee gguh.)  
Gguh lido.  
Dot'aanh?  
(Gguh lido.)

Unit 11

LESSON 57

*Material:* flash cards of a man sitting, a rabbit sitting, and a dog sitting  
flash cards of a woman standing, a dog standing, a moose standing, and a caribou standing

1. Review – 5 minutes

Count to ten with the class. Ask each student to count to ten by himself or herself. Ask each student in the classroom the following questions:

Do'eent'aa?  
Nidaats'a na'ooza'?'  
Doogh dzaan dohoot'aa?  
Nidaadinh zaadlit'ee?  
Nidaadinh leedo?

Give the following directions to each student:

Leedo.  
Leehaanh.

2. Sitting – 10 minutes

Hold up the picture of the man sitting and ask:

Gin gonee?  
(Eesee dinaa.)  
Dinaa lido.  
Dot'aanh?  
(Dinaa lido.)

Hold up the picture of the dog sitting and ask each student the following:

Gin gonee?  
(Eesee leek.)  
Leek lido.  
Dot'aanh?  
(Leek lido.)

Do the same with the picture of the rabbit sitting:

Gin gonee?  
(Eesee gguh.)  
Gguh lido.  
Dot'aanh?  
(Gguh lido.)

### 3. Standing – 10 minutes

Hold up the picture of the woman standing and say:

Go eesee soft'aanh.

Have the class repeat *soft'aanh* after you. Ask each student:

Gin gonee?

He or she should answer:

Eesee soft'aanh.

Say:

Soft'aanh lahaanh.

and have the class repeat after you. Next ask each student:

Dot'aanh.

The answer should be *Soft'aanh lahaanh*.

Hold up the picture of the dog standing and go through the same process:

Gin gonee?  
Eesee leek  
Leek lahaanh.  
Dot'aanh?  
Leek lahaanh.

Do the same with the pictures of the moose and caribou standing:

Gin gonee?  
Eesee bidziyh (dineega).  
Bidziyh (dineega) lahaanh.  
Dot'aanh?  
Bidziyh (dineega) lahaanh.



LESSON 58

*Material:* flash cards of a man sitting, a rabbit sitting, and a dog sitting  
flash cards of a woman standing, a dog standing, a moose standing, and a caribou standing  
flash cards of a boy lying down, a dog lying down, and a caribou lying down

1. Review – 5 minutes

Count to ten with the class. Ask each student to count to ten by himself or herself. Ask each student in the classroom the following questions:

Do'eent'aa?  
Nidaats'a na'ooza'?  
Doogh dzaan dohoot'aa?  
Nidaadinh zaadlit'ee?  
Nidaadinh leedo?

Give the following directions to each student:

Leedo.  
Leehaanh.

2. Sitting and Standing – 10 minutes

Hold up all of the pictures of someone or something sitting or standing and ask:

Dot'aanh?

Answers:

Dinaa lido.  
Soht'aanh lahaanh.  
Gguh lido.  
Leek lido.  
Leek lahaanh.  
Bidziyh lahaanh.  
Dineega lahaanh.

Use three or four different pictures for each student.

### 3. Lying Down – 10 minutes

Hold up the picture of the boy lying down and say:

Go eesee keela.

Have the class repeat *keela* after you and then ask each student:

Gin gonee?

Each student should answer:

Eesee keela.

Say:

Keel litaanh.

Have the class repeat *Keel litaanh* after you several times and then ask one of the students:

Dot'aanh?

He or she should answer:

Keel litaanh.

Ask each student *Dot'aanh?*

Hold up the picture of the dog lying down and go through the same process:

Gin gonee?

Eesee leek.

Dot'aanh?

Leek litaanh.

Do the same with the picture of the caribou lying down:

Gin gonee?

Eesee bidziyh.

Dot'aanh?

Bidziyh litaanh.

## LESSON 59

*Material:* flash cards of a man sitting, a rabbit sitting, and a dog sitting  
flash cards of a woman standing, a dog standing, a moose standing, and a caribou standing  
flash cards of a boy lying down, a dog lying down, and a caribou lying down  
flash cards of one woman and three women, one man and three men, one boy and three boys, one white man and three white men

### 1. Review – 5 minutes

Count to ten with the class. Ask each student to count to ten by himself or herself. Ask each student in the classroom the following questions:

Do'eent'aa?  
Nidaats'a na'ooza'?'  
Doogh dzaan dohoot'aa?  
Nidaadinh zaadlit'ee?  
Nidaadinh leedo?

Give the following directions to each student:

Leedo.  
Leehaanh.

### 2. Sitting and Standing and Lying Down – 10 minutes

Hold up all of the pictures of someone or something sitting, lying down or standing and ask:

Dot'aanh?

Answers:

Dinaa lido.  
Soht'aanh lahaanh.  
Keel litaanh.  
Gguh lido.  
Leek lido.  
Leek litaanh.

Leek lahaanh.  
Bidziyh lahaanh.  
Bidziyh litaanh.  
Dineega lahaanh.

Use three or four different pictures for each student.

### 3. Human plurals – 10 minutes

Hold up the picture of a woman with one hand and say:

Go eesee soht'aanh.

Have the class repeat *soht'aanh* after you. Next hold up the picture of the women and say:

Go eesee soht'ina.

Have the class repeat *soht'ina* after you. Say both words and have the class repeat both words after you: /

soht'aanh  
soht'ina

Hold up one picture and then the other and have a student answer for both pictures:

Gin gonee?

Have each student answer *Gin gonee?* for each picture. Repeat this process with the other pairs of pictures:

Dinaa/Dinaayoo  
Keela/Keel kkaa  
Gisakk/Gisakk kkaa/Gisakk yoo

LESSON 60

*Material:* flash cards of a man sitting, a rabbit sitting, and a dog sitting  
flash cards of a woman standing, a dog standing, a moose standing, and a caribou standing  
flash cards of a boy lying down, a dog lying down, and a caribou lying down  
flash cards of one woman and three women, one man and three men, one boy and three boys, one white man and three white men  
flash card of a group of children

1. Review – 5 minutes

Count to ten with the class. Ask each student to count to ten by himself or herself. Ask each student in the classroom the following questions:

Do'eent'aa?  
Nidaats'a na'ooza'?  
Doogh dzaan dohoot'aa?  
Nidaadinh zaadlit'ee?  
Nidaadinh leedo?

Give the following directions to each student:

Leedo.  
Leehaanh.

2. Sitting and Standing and Lying Down – 10 minutes

Hold up all of the pictures of someone or something sitting, lying down or standing and ask:

Dot'aanh?

Answers:

Dinaa lido.  
Sot'aanh lahaanh.  
Keel litaanh.  
Gguh lido.  
Leek lido.  
Leek litaanh.

Leek lahaanh.  
Bidziyh lahaanh.  
Bidziyh litaanh.  
Dineega lahaanh.

Use three or four different pictures for each student.

### 3. Human plurals – 10 minutes

Hold up the picture of the group of children and say:

Go eesee saakkaaya.

Have the class repeat *saakkaaya* after you. Ask one of the students:

Gin gonce?

Ask each student the same question.

Ask each student *Gin gonee?* for the singular/plural pairs:

Soht'aanh/Soht'ina  
Dinaa/Dinaayoo  
Keela/Keel kkaa  
Gisakk/Gisakk kkaa/Gisakk yoo