Native Village of Afognak Alutiiq Language Program Preschool Curriculum

# **Sections**

# Routines and Rituals

(19 Plans)

**Emotions** 

(18 Plans)

Family

(7 Plans)

# **Kodiak Animals**

(13 Plans)

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# **Section 1**

**Routines and Rituals** 

(19 *Plans*)

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# **Alphabet Song**

# Routines & Rituals

Preschool / Kindergarten

#### Overview

Instructor guides students through Alutiiq alphabet song each morning to strengthen their pronunciation of all the Alutiiq sounds.

# **Objectives**

To sing and comprehend the alphabet song in Alutiiq.

#### **Activities**

- 1. Introduce the Alutiiq alphabet poster.
- 2. Sing and demonstrate the song for the students, repeating three times.
- 3. Encourage students to repeat and copy the gestures as they sing.
- 4. Review the exchange every day, so that it becomes an engrained response
- 5. Sing the song every morning until the students have mastered it, and then refresh as needed periodically.

# Aapit Atuun – The Alphabet Song

A, C, E, F, G, Gw, Hm,

Hn, Hng, I, K, Kw,

L, Ll, M, N,

Ng, P, Q, r, R, S,

T, U, W, cali Y

Quyanaa! Aturtuci suugni! – Thank you! Sing all you people!

Cali atunqigtaa'aluci! - And all of you sing again!

#### **About**

Sung to the tune of "ABC Song". Written by Kathy Nelson with John "JP" Pestrikoff, courtesy of Native Village of Port Lions.

#### **Materials**

Alutiiq alphabet poster

# Songs

• Aapit Atuun – Alphabet Song

- 1. quyanaa thanks
- 2. aapit alphabet
- 3. aturtuci sing (command) you (3+)
- 4. suugni all people (here together)
- 5. cali and
- 6. atuun; atuuteq song
- 7. aturlita let's all sing
- 8. atunqigtaa'aluci and all of you sing

# Classroom Introductions Part 1

Routines & Rituals

Preschool / Kindergarten

## Overview

Instructor guides students through Alutiiq introductions.

# **Objectives**

Students will learn to introduce themselves in Alutiiq.

## **Activities**

• Gather children in a group. Holding one flash card up at a time, guide the children through the introductions. After doing it as a group for a few rounds, let each child individually make their introductions (with as much guidance from the instructor as needed)

#### Materials

1. Vocabulary Flash Cards

# Songs

- 1. Cama'i- Hello
- 2. Gui- I am
- 3. Sunami eta'tua- I live in Kodiak
- 4. Kina ellpet- Who are you
- 5. Quyanaa- Thank you

# Classroom Introductions Part 2

Routines & Rituals

Preschool / Kindergarten

## Overview

Instructor guides students through Alutiiq introductions.

# **Objectives**

Students will learn to introduce themselves in Alutiiq.

#### **Activities**

• Gather children in a group. Holding one flash card up at a time, guide the children through the introductions. After doing it as a group for a few rounds, let each child individually make their introductions (with as much guidance from the instructor as needed)

#### Materials

1. Vocabulary Flash Cards

# Songs

# Vocabulary

1. Naama et'aarcit- Where do you live

# **Review Vocabulary**

- 2. Cama'i Hello
- 3. Kina ellpet? Who are you?
- 4. Gui I am
- 5. Naama et'aarcit? Where do you live?
- 6. Sunami et'aartua
  - I live in Kodiak

# Daily Schedule

#### Overview

As a standing routine to review the class schedule, each day the teacher will ask what the class is they're going to do that day, so that the kids can copycat the answer, practicing that common exchange

# **Objectives**

Practice interrogatives and future tense, as well as a variety of verbs

#### **Activities**

- Teacher: Calikutart'sta ernerpak?
- Point to the schedule: (\*Cuumi,) nerkutartukut.
- Direct students to copy-cat: Nerkutartukut.
- Point to the schedule: (\*Taumi,) waamkutartukut.
- Direct students to copy-cat: Waamkutartukut.
- Point to the schedule: (\*Taumi,) Alutiit'stun niugkutartukut.
- Direct students to copy-cat: Alutiit'stun niugkutartukut.

#### Extension/Alternative

- Use "Cuumi," (First) and "Taumi," (And then)
- Expand on the lesson by adding first and second person interrogatives: (Ellpet) Calikutarcit? What are you going to do? (Gui) Calikutarcia? What am I going to do? (Hmm...)
- Other activites: "Naaqikutartukut" (We are going to read), "Aturkutartukut" (We are going to sing), "Nunaniqsagkutartukut" (We are going to have fun)

#### Review

- Copy-cat: "Natmen?" Where to
- Copy-cat: "Natmen ag'kutart'sta?" Where are we all going to?

Routines & Rituals

Preschool / Kindergarten

[Class Dates]

#### **Materials**

- 1. Illustrated Schedule
- 2. Any props needed to act out statements

# Songs

3. NA

- 1. Calikutart'sta?
  - What are we going to do?
- 2. ernerpak today
- 3. unuaqu tomorrow
- 4. guangkuta we all
- 5. Nerkutartukut
  - We're going to eat
- 6. Wamkutartukut
- We're going to playAlutiit'stun niugkutartukut
  - We're going to speak Alutiiq

# Happy Birthday Song Part 1

Routines & Rituals

Preschool / Kindergarten

## Overview

Instructor guides students through Alutiiq song to commemorate each student's birthday.

# **Objectives**

To sing and comprehend the birthday song in Alutiiq.

#### **Activities**

- Instructor sings and demonstrates the song for the students, repeating three times.
- 2. Instructor encourages students to repeat and copy the gestures as they sing
- 3. Together students make a calendar of everyone's birthdays in the class on one sheet for use and display in the classroom.

## Extension/Alternative

- Instructor leads the students each month or time that a birthday arrives in recognizing whose birthday it is, and singing the happy birthday song.
- Students can make a birthday card for the person who is having a birthday, and practice writing a birthday phrase from the song
- Instructor can prompt and guide students in responding to any of the core questions 9-14 above. Question 14 should follow after learning to count

#### **About**

Sung to the tune of "*Happy Birthday*" by the Alutiiq Language Club, Courtesy of the Alutiiq Museum.

Ernerpak suucillran, ernerpak suucillran Today is your birthday (x2)

Atgurtua suullriaten I am happy you were born

Nunaniqsakina! Please have fun!

#### Materials

Annual birthday calendar

# Songs

Happy Birthday/Ernerpak
 Suucillran

- 1. Ernerpak-Today
- 2. Suucillran- Your birthday
- 3. Atgurtua- I am excited (happy)
- 4. Nunaniqsakina- You have fun

# Happy Birthday Song Part 2

Routines & Rituals

Preschool / Kindergarten

#### Overview

Instructor guides students through Alutiiq song to commemorate each student's birthday.

# **Objectives**

To sing and comprehend the birthday song in Alutiiq.

#### **Activities**

- Instructor sings and demonstrates the song for the students, repeating three times.
- 2. Instructor encourages students to repeat and copy the gestures as they sing
- 3. Together students make a calendar of everyone's birthdays in the class on one sheet for use and display in the classroom.

## Extension/Alternative

- Instructor leads the students each month or time that a birthday arrives in recognizing whose birthday it is, and singing the happy birthday song.
- Students can make a birthday card for the person who is having a birthday, and practice writing a birthday phrase from the song
- Instructor can prompt and guide students in responding to any of the core questions 9-14 above. Question 14 should follow after learning to count

#### **About**

Sung to the tune of "*Happy Birthday*" by the Alutiiq Language Club, Courtesy of the Alutiiq Museum.

Ernerpak suucillran, ernerpak suucillran Today is your birthday (x2)

Atgurtua suullriaten I am happy you were born

Nunaniqsakina! Please have fun!

#### **Materials**

1. Annual birthday calendar

# Songs

2. Happy Birthday/Ernerpak Suucillran

- 1. ernerpak today
- 2. suucillaq birthday
- 3. suucillran your birthday
- 4. suucillraqa my birthday
- 5. suucillra his birthday
- 6. atgurtua I am excited (happy)
- 7. nunaniqsakina you have fun
- 8. suic'kaaq candle

#### Routines & Rituals

# Happy Birthday Song

#### Overview

Instructor guides students through Alutiiq song to commemorate each student's birthday.

To sing and comprehend the birthday song in Alutiiq.

- 1. Instructor sings and demonstrates the song for the students, repeating
- 3. Together students make a calendar of everyone's birthdays in the class on one sheet for use and display in the classroom.

#### Extension/Alternative

- Instructor leads the students each month or time that a birthday arrives in recognizing whose birthday it is, and singing the happy birthday song.
- Students can make a birthday card for the person who is having a birthday, and practice writing a birthday phrase from the song
- Instructor can prompt and guide students in responding to any of the core questions 9-14 above. Question 14 shou

Sung to the tune of "Happy Birthday" by the Alutiiq Language Club, Courtesy of

Atgurtua suullriaten I am happy you were born \_\_\_\_\_

Nunaniqsakina! Please have fun!

1. Annual birthday calendar

# Songs

- 2. Happy Birthday/Ernerpak Suucillran
- 1. Kina suucuaq? ay is it?
- 2. Kinam suucillra ernerpak?
  - Whose birthday is today?
- 3. Gui suucillraqa. It's my birthday.
- 4. Qangwaq suullriaten?
  - When were you born? Qaugcinek uksungq'rcit? - How old are you? (How many winters do you have?)

# Line Up Chant P1

# Routines & Rituals

Preschool / Kindergarten

#### Overview

This translated and modified song is a group activity to get lined up to go from place to place as an organized group, demonstrating attention.

# **Objectives**

To practice group cooperation, rhythm, counting and description.

#### **Activities**

- 1. Demonstrate a series of body parts and actions of the lyrics being taught as noted above, while stating the word for each one and having the students (copycat) repeat the word as they do the action or identify the body part.
- 2. Act out as a group the descriptions within the song lyrics being taught.

# Line Up Chant

Aigagka guamnun lliimauk. - My hands are (put) to myself.

Nallqiglua nangarngauguanga. - I am standing up straight (and tall).

Iingalagka cutmen caumauk. - My eyes are facing toward forwards.

Kita! Agkaugua. - Come on! I'm ready to go. (I can go)

#### Materials

1. Chant language in pictographs

# Songs/Chant

2. Line Up Chant

- 1. aigagka my 2 hands
- 2. lliimauk 2 are put
- 3. guamnun to myself

# Line Up Chant P2

## Overview

This translated and modified song is a group activity to get lined up to go from place to place as an organized group, demonstrating attention.

# **Objectives**

To practice group cooperation, rhythm, counting and descriptions.

#### **Activities**

- 1. Begin by reviewing the song lyrics taught previously.
- 2. Demonstrate a series of body parts and actions of the lyrics being taught as noted above, while stating the word for each one and having the students (copycat) repeat the word as they do the action or identify the body part.
- 3. Act out as a group the descriptions within the song, repeating each line that has been taught of the pictographic lyrics sheet in order.

#### **Line-Up Song**

Aigagka guamnun lliimauk. - My hands are (put) to myself.

Nallqiglua nangarngauguanga. - I am standing up straight (and tall).

Iingalagka cutmen caumauk. - My eyes are facing toward forwards.

Kita! Agkaugua. - Come on! I'm ready to go. (I can go)

#### Routines & Rituals

#### Preschool / Kindergarten

## Materials

- Line Up Chant in pictographs
- Space to move

# Songs

• Line Up Chant

# Vocabulary

- 1. Nallqiglua- and I am straight
- Nangarngauguanga- I am standing up

# **Review Vocabulary**

- 1. Aigaka- My 2 hands
- 2. Lliimauk- 2 are put
- 3. Guamnun- To myself

# Line Up Chant P3

## Overview

This translated and modified song is a group activity to get lined up to go from place to place as an organized group, demonstrating attention.

# **Objectives**

To practice group cooperation, rhythm, counting and descriptions.

#### **Activities**

- 1. Begin by reviewing the song lyrics taught previously.
- 2. Demonstrate a series of body parts and actions of the lyrics being taught as noted above, while stating the word for each one and having the students (copycat) repeat the word as they do the action or identify the body part.
- 3. Act out as a group the descriptions within the song, repeating each line that has been taught of the pictographic lyrics sheet in order.

#### **Line-Up Song**

Aigagka guamnun lliimauk. - My hands are (put) to myself.

Nallqiglua nangarngauguanga. - I am standing up straight (and tall).

Iingalagka cutmen caumauk. - My eyes are facing toward forwards.

Kita! Agkaugua. - Come on! I'm ready to go. (I can go)

#### Routines & Rituals

#### Preschool / Kindergarten

## Materials

- Line Up Chant in pictographs
- Space to move

# Songs

• Line Up Chant

# Vocabulary

- 1. Iingalagka- My 2 eyes
- 2. Kita- Come on (lets do it)
- 3. Caumauk- 2 are facing
- 4. Cutmen- Towards forwards
- 5. Agkaugua- I can go

# Review Vocabulary

- 1. Aigaka- My 2 hands
- 2. Lliimauk- 2 are put
- 3. Guamnun- To myself
- 4. Nallqiglua- And I am straight
- Nangarngauguanga- I am standing up

# **Morning Greetings**

Routines & Rituals

Preschool / Kindergarten

#### Overview

Use greetings to acknowledge each student in the class.

# **Objectives**

Greet one another and ask names in Alutiiq.

#### **Activities**

- Have all the children gather in a circle on the circle rug or the common area.
- Introduce the song to the children by singing it several times, with a fellow teacher or adult who can answer the initial greeting.
- When they are able to sing along, pass the song around the circle, giving prompts when necessary to the children.

Cama'i Kina Ellpet

Cama'i Kina Ellpet

Cama'i Kina Ellpet

Cama'i Kina Ellpet

Gui (insert name here), kina-mi ellpet?

#### **Materials**

• Cama'i Kina Ellpet song cards

# Songs

• Cama'i Kina Ellpet

- 1. Cama'i- Hello
- 2. Kina ellpet- Who are you
- 3. Gui- I/Me
- 4. Kina-mi ellpet- And who are you

# **Snack Routine**

#### Overview

Offer children food, ask how it tastes and practice various conversational exchanges related to sharing food

# **Objectives**

Learn mealtime expressions, and the -yug- postbase

#### **Activities**

- Teacher offers child food, i.e. apple slices: "Yaaplakaaryugtuten-qaa?"
- If child wants food, the teacher tells them to take some: "Tuugiu vaaplakaamek."
- When child takes food, teacher tells them to eat: "Neri!" Teacher comments that the food is yummy: "Piturnirtuq."

#### Extension/Alternative

- Teacher can ask if they want more: "Yaaplakaaryugtuten-qaa cali?"
- Teacher can ask if its yummy: "Pirurnirtuq-qaa?"
- If child refuses food, teacher can ask why: "Qai-cali?" Guide student to respond: "Pingakan'itaqa." (I don't like it)
- Extend the exchanges by adding -tur-, pinake discussions, as well as a variety of other common polite food related discussion exchanges.

# Suggested Review before Lesson

Before game, have kids play "Caqiq una" with the names of the foods that will be offered.

#### Routines & Rituals

Preschool / Kindergarten

[Class Dates]

#### **Materials**

Snack Items

# Songs

Flavor Song

- \_(r)yugtuten-qaa?
  - Do you want?
- Aa'a, \_\_\_\_(r)yugtua.
  - Yes, I want
- Tuugiu mek.(1)
  - Take a
- Tuukii\_\_\_nek.
  - Take some (3+)
- Neri. Eat
- Piturnirtuq It tastes good.

# Take/Put

Routines & Rituals

Preschool / Kindergarten

## Overview

Teacher instructs child to take off and put away coat, hat & shoes.

# **Objectives**

Introduce different actions

#### **Activities**

- Teacher: Yuugiu atkun. (student takes off coat)
- Teacher: Iniru atkun (inimawigmen). (student hangs up coat)
- Teacher: Yuugiu slaapan / sutiis'taan. (student takes off hat / rain hat)
- Teacher: Lliigiu slaapan / sutiis'taan (location). (student puts hat in specified place)
- Teacher: Yuukuk pasmakiigken / aRapagken. (student takes off shoes/boots)
- Teacher: Lliikuk pasmakiigken / aRapagken (student puts shoes / boots in specified location)

#### Extension/Alternative

- Add location to put/hang clothes, i.e. "inimawigmen" (in the closet), "yaasiigmen" (in the box).
- Have students copycat vocab "Caqiq una?" -> "Una slaapaq / sutiis'taaq / atkuk" "Caqik ukuk?" -> "Ukuk pasmakiik / aRapak"
- Act out "yuugiu", "iniru", "lliigiu".
- Also helpful when using yuukuk/lliikuk to have the teacher act out motions but while holding up 2 fingers to indicate that these words have changed to mean two items

#### Materials

- 1. Place for coats, hats, shoes
- OPTIONAL- Poster with picture of labeled clothing item

# Songs

3. NA

## Vocabulary

- 1. Yuugiu take off
- 2. Lliigiu put on
- 3. Iniru hang it
- 4. atkun your coat
- 5. slaapan your hat
- 6. pasmakiigken your shoes
- 7. sutiis'taan your rainhat
- 3. aRapagken your boots

#### Review

# **Thank You Routine**

Routines & Rituals

Preschool / Kindergarten

#### Overview

Teacher introduces the visitor to the children, and teaches them how to thank guest for coming.

# **Objectives**

To learn thanking vocabulary.

#### **Activities**

- Teacher: Una allanertaq (2. Ukuk allanertak. 3. Ukut allanertat.)
- Teacher: Atra (guests name) (2. Atrak (name) cali. 3. Atrat (name) cali (name)
- Students: Cama'i (guests name)
- Thank You: Sing "Quyanaa Tailuci"
- Students (with teachers guidance):
- Quyanaa litnaurluta OR Quyanaa tailuten (2. tailutek 3. tailuci) OR Quyanaa waamluten (2. waamlutek 3. waamluci)

#### Extension/Alternative

- 2- for two visitors
- 3- for three visitors

#### Materials

1. For use when guests are present in the class

# Songs

2. Quyanaa Tailuci

- 3. Allanertaq visitor
- 4. Quyanaa thank you
- 5. Tailuten for coming
- 6. Litnaurluta for teaching us
- 7. Waamluten for playing

# Welcome This Morning Song

Routines & Rituals

Preschool / Kindergarten

#### Overview

Instructor guides students through Alutiiq song each morning.

# **Objectives**

To sing and comprehend the welcome song in Alutiiq.

#### **Activities**

- Introduce key vocabulary using only pictures or gestures; this is best done by demonstrating a greeting exchange between the instructor and aide
- Sing and demonstrate the song for the students, repeating three times
- Encourage students to repeat and copy the gestures as they sing
- Review the exchange every day, so that it becomes an engrained response
- Sing the song every morning until the students have mastered it, and then refresh as needed periodically

Cama'i, Unuarpak - Welcome, This Morning Song

Cama'i, unuarpak. Cama'i, unuarpak. - Welcome this morning. Hi, this morning. Asirtuten-qaa? Asirtuten-qaa? - Are you good? How are you? Asirtua, quyanaa. Asirtua, quyanaa. - I am good, thanks. I am good thanks. Cestun et'cit? Cestun et'cit? - How are you?

Sung to the tune of "Frere Jacques," courtesy of Teri Schneider.

## Materials

1. Cama'i Unuarpak song cards

# Songs

2. Cama'i Unuarpak

- 3. Cama'i Welcome; hi
- 4. Unuarpak This morning
- 5. Cestun et'cit? How are you?
- 6. Asirtuten-qaa? Are you good?
- 7. Asirtua(nga) I am good
- 8. Quyanaa Thanks

# We Want to be Kind: Group Behavior Agreements P1

Routines & Rituals

Preschool / Kindergarten

#### Overview

Teaches behavior rules and reminders on some important verb roots.

# **Objectives**

To maintain classroom order and practice body part terms and verb roots.

#### **Activities**

 Demonstrate body part locations by using TPR as students point to their own.

#### Materials

1. Behavior rules poster

# Songs

2. N/A

- 1. Iingalapet- Our (many) eyes
- 2. Aigagpet- Our (many) hands
- 3. Cuutegpet- Our (many) ears
- 4. Itgagpet- Our (many) feet

# We Want to be Kind: Group Behavior Agreements P2

Routines & Rituals

Preschool / Kindergarten

#### Overview

Teaches behavior rules and reminders on some important verb roots.

# **Objectives**

To maintain classroom order and practice body part terms and verb roots.

#### **Activities**

- Before starting this lesson, review the language from part 1 with the students before introducing the second part of the language.
- After reviewing the language, point to each body part saying the name, followed by the descriptions above. For example: Point to eyes and say "Iingalapet." After the children repeat the word, point to eyes again and say, "Tang'rsuutet."

# Language from Part 1 to Review:

- Iingalapet- Our (many) eyes
- Aigagpet- Our (many) hands
- Cuutegpet- Our (many) ears
- Itgagpet- Our (many) feet

#### **Materials**

1. Behavior rules poster

## Songs

2. N/A

- 1. Tang'rsuutet- Things for looking
- 2. Ikayugsuutet- Things for helping
- 3. Nitnirsuutet- Things for listening
- 4. Kuingsuutet- Things for walking

# We Want to be Kind: Group Behavior Agreements P3

Routines & Rituals

Preschool / Kindergarten

#### Overview

Teaches behavior rules and reminders on some important verb roots.

# **Objectives**

To maintain classroom order and practice body part terms and verb roots.

#### **Activities**

- This is the final lesson in this series. Begin by reviewing the previous lessons.
- Introduce the three new vocabulary words using flashcards, or the behavior rules poster.
- Demonstrate body part locations by using TPR as students point to (keniru) their own.
- After individual identification, group students together to have them all point together as they use the plural form of the body part words.
- Act out each of the verbs in reference to the body part, and have students act out the action using the command form of the verbs: tangru, ikayu, niicu, kuingten, nepaiya
- Practice saying the chant together while gesturing to body parts and behaviors.

#### **Materials**

1. Behavior rules poster

# Songs

2. N/A

# Vocabulary

- 1. Emturkunata- We are not loud
  - . Niuwaluta- We are talking
- 3. Ug'auru- Be kind

# **Daily Routines**

Repeat these phrases from the poster everyday as the class gathers together to start.

Iingalapet Tang'rsuutet - Our eyes are for looking Aigagpet Ikayugsuutet - Hands are for helping Cuutegpet Nitnirsuutet - Ears are for listening Emturkunata Niuwaluta - Our talk should not be too loud

Itgagpet Kuingsuutet - Our feet are for walking

# Language from Part 1&2 to Review:

- 1. Iingalapet- Our (many) eyes
- 2. Aigapet- Our (many) hands
- 3. Cuutegpet- Our (many) ears
- 4. Itgagpet- Our (many) feet
- 5. tang'rsuutet things for looking
- 6. ikayugsuutet things for helping
- 7. nitnirsuutet things for listening
- 8. kuingsuutet things for walking

# Where In My Community

Routines & Rituals

Preschool / Kindergarten

#### Overview

Help kids become more acquainted with places in their community

# **Objectives**

Help kids become more acquainted with places in their community

## **Activities**

• Ask the children "Naama agayuwik?" and students can either point to it on a large map, or if using a smaller map, drive a toy car to the agayuwik. Or they can appropriately respond "Taugna agayuwik" – "That's the church" as they point to it.

## Materials

1. Kodiak city map showing different buildings such as schools, stores, hospital, boat harbor, etc..

# Songs

N/A

- 1. agayuwik church
- 2. akirwik bank
- 3. kaanaRiiq cannery
- 4. laug'kaaq store
- 5. qena'uwik hospital
- 6. qam'rkwa'iwik firehouse
- 7. skauluq school
- 8. naaqisuutewik library Naama? - Where?

# **Section 2**

**Emotions** 

(18 *Plans*)

Are You Sick Part 1

Are You Sick Part 2

Baby Faces Part 1

Baby Faces Part 2

Baby Faces Part 3

**Empathy for Others** 

Feeling Expressions

Feelings

Forced Decisions Part 1

Forced Decisions Part 2

Forced Decisions Part 3

Head, Shoulders, Knees and Toes

Lets Make a Face Part 1

Lets Make a Face Part 2

Lets Make a Face Part 3

Lets Make a Face Part 4

Poor Thing Bear

When I Feel

# Are You Sick? P1

## Overview

Review body parts and engage in a conversational exchange to indicate an illness

# Objectives

Practice body parts and illness, using the -liqua ending

## **Activities**

- **1.** Gathering children in a group. Using flashcards, or pointing to self, review names of body parts.
- 2. Sing the Nasquq, Tuik, Cisquq, Angengquyut Song as review.
- **3.** The teacher will then act out a sickness (For example, rubbing belly and exclaiming "Aqsaliqua!")

#### **Emotions**

Preschool / Kindergarten

#### Materials

# Use this lesson after body parts have been taught

Picture cards of body parts, photos of sick people

# Songs

1. Head, shoulders, knees and toes

- 2. Nasquq Head
- 3. Aqsaq Stomach
- 4. Cuuteq Ears
- 5. Nasquliqua
  - I have a headache
- 6. Aqsaliqua
  - I have a stomach ache
- 7. Cuuteliqua I have an earache

# Are You Sick? P2

#### Overview

Review body parts and engage in a conversational exchange to indicate an illness

# **Objectives**

Practice body parts and illness, using the -liqua ending

#### **Activities**

- 1. Gathering children in a group. Using flashcards, or pointing to self, review names of body parts.
- 2. Sing the Nasquq, Tuik, Cisquq, Angengquyut Song as review.
- **3.** Model conversation between teachers; use props such as picture cards to illustrate sick people or in acting out a skit.
- **4.** Conversation example: First teacher talking about second teacher, "Ms. Jane qena'uq." When children understand, as second teacher, "Qayu-llu?" Second teacher responds by pointing at the sick part of her body, "Nasquiqua/Agsaliqua/Cuuteliqua" First teacher to second
  - "Nasquliqua/Aqsaliqua/Cuuteliqua" First teacher to second teacher answers sympathically with "A'ingwallraq."
- **5.** Pass the conversation around the circle, guiding the kids when needed as they each take turns asking each other "Qayu-llu?" or "Cestun et'cit?" and then their partner acts out and responds with one of the choices of pretend illnesses.

#### **Emotions**

Preschool / Kindergarten

#### **Materials**

# Use this lesson after body parts have been taught

Picture cards of body parts, photos of sick people

## Songs

1. Head, shoulders, knees and toes

- 2. Qena'uq S/he is sick
- 3. Qena'uten-qaa?
  - Are you sick?
- 4. Qayu-llu? What's wrong, (what happened)?
- 5. Cestun et'cit?
  - How are you?

# Baby Faces P1

#### Overview

This translated book is a fun way to practice emotional descriptions and common states of being.

# **Objectives**

To practice emotions and descriptions.

#### **Activities**

- 1. Show a series of props or photos of key images as noted (\*) above, while stating the name of each one and having the students repeat the word.
- Read the book slowly as a group, showing the appropriate prop in relation to the story as words are repeated. The addition of a prop for each word in the story further enforces the meaning of the word in different contexts. Only read as far the vocabulary list above.
- 3. Repeat regularly until memorized, and students can read the memorized book aloud to each other. Leave the board book for quiet time reflection will allow students to practice.

#### Extension

1. Play Peek-a-Boo before or after the book reading to reinforce the use of "Tang'ramken".

# **Baby Faces Script**

Carliam Giinait - Baby's Faces

Silugtuq. Imasuugtuq. - He is happy. He is sad.

Kangiilyugtuq. Nillgartuq. - He is curious. She is surprised (pleasantly).

Naama carliaq? Tang'ramken! - Where is the baby? I see you!

Kum'gtuq. Peng'artuq. - He is mad. He is worried (anxious).

Qia'uq. Englartuq. - He is crying. He is laughing.

Kaigtuq. Cingaraa. - He is hungry. She is kissing him.

Iqara. Eprituq. - He is dirty. He is clean.

Qawarniuq. Qawartuq. - He is sleepy. He is sleeping.

#### **Emotions**

Preschool / Kindergarten

#### Materials

 Baby Faces board book w/ Alutiiq translation stickers applied/other emotion faces

# Songs

2. NA

# Vocabulary

1. Cestun et'a? - How is he?

5. Nillgartuq - she is surprised

- 2. Silugtuq he is happy
- 3. Imasuugtuq he is sad
- 4. Kangiilyugtuq
  - he is curious

Administration for Native Americans, Grant #90NL0530-01-00 Kodiak Alutiiq Qik'rtarmiut Teacher Mentorship Project

# Baby Faces P2

#### Overview

This translated book is a fun way to practice emotional descriptions and common states of being.

# **Objectives**

To practice emotions and descriptions.

#### **Activities**

- 1. Show a series of props or photos of key images as noted (\*) above, while stating the name of each one and having the students repeat the word.
- Read the book slowly as a group, showing the appropriate prop in relation to the story as words are repeated. The addition of a prop for each word in the story further enforces the meaning of the word in different contexts. Only read as far the vocabulary list above.
- 3. Repeat regularly until memorized, and students can read the memorized book aloud to each other. Leave the board book for quiet time reflection, allowing them to practice.

#### Extension

1. Play Peek-a-Boo before or after the book reading to reinforce the use of "Tang'ramken".

# **Baby Faces Script**

Carliam Giinait - Baby's Faces

Silugtuq. Imasuugtuq. - He is happy. He is sad.

Kangiilyugtuq. Nillgartuq. - He is curious. She is surprised (pleasantly).

Naama carliaq? Tang'ramken! - Where is the baby? I see you!

Kum'gtuq. Peng'artuq. - He is mad. He is worried (anxious).

Qia'uq. Englartuq. - He is crying. He is laughing.

Kaigtuq. Cingaraa. - He is hungry. She is kissing him.

Iqara. Eprituq. - He is dirty. He is clean.

Qawarniuq. Qawartuq. - He is sleepy. He is sleeping.

#### **Emotions**

Preschool / Kindergarten

#### Materials

 Baby Faces board book w/ Alutiiq translation stickers applied/other emotion faces

# Songs

2. NA

- 1. Naama carliaq- Where is the baby?
- 2. Tang'ramken- I see you!
- 3. kum'gtuq he is mad
- 4. peng'artuq he is worried
- 5. qia'uq he is crying
- 6. englartuq he is laughing

# Baby Faces P3

## Overview

This translated book is a fun way to practice emotional descriptions and common states of being.

# **Objectives**

To practice emotions and descriptions.

#### **Activities**

- 1. Show a series of props or photos of key images as noted (\*) above, while stating the name of each one and having the students repeat the word.
- 2. Starting at the beginning of the book to review vocabulary, read the book slowly as a group, showing the appropriate prop in relation to the story as words are repeated. The addition of a prop for each word in the story further enforces the meaning of the word in different contexts. Only read as far the vocabulary list above.
- 3. Repeat regularly until memorized, and students can read the memorized book aloud to each other. Leave the board book for quiet time reflection will allow students to practice.

#### Extension/Alternative

1. Play Peek-a-Boo before or after the book reading to reinforce the use of "Tang'ramken".

#### Carliam Giinait - Baby's Faces

Silugtuq. Imasuugtuq. - He is happy. He is sad.
Kangiilyugtuq. Nillgartuq. - He is curious. She is surprised (pleasantly).
Naama carliaq? Tang'ramken! - Where is the baby? I see you!
Kum'gtuq. Peng'artuq. - He is mad. He is worried (anxious).
Qia'uq. Englartuq. - He is crying. He is laughing.
Kaigtuq. Cingaraa. - He is hungry. She is kissing him.
Iqara. Eprituq. - He is dirty. He is clean.
Qawarniuq. Qawartuq. - He is sleepy. He is sleeping.

#### **Emotions**

Preschool / Kindergarten

#### Materials

Baby Faces (board book) Alutiiq translation stickers (applied) a collection of other emotion faces

# Songs

1. NA

- 1. kaigtuq he is hungry
- 2. cingaraa
  - she is kissing him
- 3. iqara he is dirty
- 4. eprituq he is clean
- 5. qawarniuq he is sleepy
- 6. qawartuq he is sleeping

# **Empathy for Others**

## Overview

Introducing feeling vocabulary.

# Objectives

Introduce feelings using facial expressions

## **Activities**

- Introduce the feeling words by using the pre-drawn faces on the pictures saying, "Atgurtua (I am happy)" while holding up the smiling face. Let the students do the same when they are comfortable with the words.
- Draw pictures of their faces using pre-drawn face on picture
- Sing "When Your Happy and You Know It"

#### **Emotions**

Preschool / Kindergarten

#### Materials

1. Pictures of facial emotions using animals and children.

# Songs

2. When You're Happy and You Know It

- 1. Atgurtua I am happy
- 2. Imarsuutua I am sad
- 3. Qawartua I am sleepy
- 4. Alingua I am scared
- 5. Qikigua I am shy

# Feeling Expressions

#### **Emotions**

Preschool / Kindergarten

#### Overview

Practice vocabulary using pictures and cardboard cut outs.

# Objectives

To identify people's feelings by looking at facial images.

## **Activities**

- 1. Have students draw or use a playdough mat and make the different feeling expressions.
- 2. Have students make the faces and say the words in the first person endings

(Putumagua, englartua, etc.)

## Extension/Alternative

- Sing "If Your Happy and You Know It"
- Read "Carliam Giinait (Baby Faces)" with the class.

#### Materials

1. Cardboard cut outs of facial expressions.

# Songs

2. If You're Happy and You Know It

- 1. Qia'uq
  - He/she is crying
- 2. Englartuq
  - He/she is laughing
- 3. Englaryugtuq
- He/she is smiling
- 4. Putumauq
  - He/she is pouting

# Feelings

## Overview

Practice emotion vocabulary using pictures and cardboard cut outs.

# **Objectives**

To be able to identify pictures of people's feelings by looking at facial images

#### **Activities**

- Students place cut-outs of eyes, nose, etc when instructor makes faces
- Then ask the students: "Is she happy?" "Is she sad?" "Is she sleepy?" in Alutiiq

#### **Emotions**

Preschool / Kindergarten

#### Materials

1. Cardboard cut outs of facial expressions.

# Songs

2. If You're Happy and You Know It

- 1. Atgurtuq She is happy
- 2. Imasuugtuq She is sad
- 3. Qawarniuq She is sleepy
- 4. Alinguq She is scared
- 5. Qunuqamken I love you

# **Forced Decision Part 1**

#### **Emotions**

Preschool / Kindergarten

#### Overview

Using two different options, the children will learn how to say "I like" and "I don't like"

# **Objectives**

To reinforce usage of the verbs to like and dislike, as well as other selected opposites vocabulary.

#### **Activities**

- The leader (teacher) asks the key question, "Pinakan-qaa \_\_\_\_\_\_ ili \_\_\_\_\_?"
   "Do you like \_\_\_\_\_ or \_\_\_\_\_?" while gesturing to one side of the room for one option and the other side for the other option.
- 2. Students then have to run to their selected favorite side for the two choices. This helps the students get to know each other, and what they like, and gets them moving while following directions.
- 3. Direct the students to take turns as a group to repeat the phrase: "Pingakagpet \_\_\_\_\_." "We like\_\_\_\_\_."
- 4. Repeat the process 3-5 times with different options, changing it up for things that are surprising and popular at the time.

#### Extension/Alternative

 Students can take turns running this game as the one to call out the two choices.

#### Materials

 Forced Decision Part Two & Three

# Songs

2. NA

- 1. Pingakan-qaa?
  - Do you like it?
- 2. Pingakagpet.
  - We like it.
- 3. Pinakan'itan-qaa?
  - Do you not like it?
- 4. Pinakan'itagpet.
  - We don't like it.
- 5. (See suggested options in part two and three)

# Forced Decision P2

#### **Emotions**

Preschool / Kindergarten

#### Overview

Using two different options, the children will learn how to say "I like" and "I don't like"

# **Objectives**

To reinforce usage of the verbs to like and dislike, as well as other selected opposites vocabulary.

#### **Activities**

- 1. The leader (teacher) asks the key question, "Pinakan-qaa \_\_\_\_\_ ili \_\_\_\_\_?"

  "Do you like \_\_\_\_\_ or \_\_\_\_\_?" while gesturing to one side of the
  - room for one option and the other side for the other option.
- 2. Students then have to run to their selected favorite side for the two choices. This helps the students get to know each other, and what they like, and gets them moving while following directions.
- 3. Direct the students to take turns as a group to repeat the phrase: "Pingakagpet \_\_\_\_\_." "We like\_\_\_\_\_."
- 4. Repeat the process 3-5 times with different options, changing it up for things that are surprising and popular at the time.

## Extension/Alternative

Students can take turns running this game as the one to call out the two choices.

#### Materials

• Props to illustrate opposites (photos)

# Songs

NA

# Vocabulary

- 1. Iqalluk-Fish
- Tuntuq- Deer
- 3. Kuimarneq- Swimming
- 4. Pis'ikletalingeq- Biking
- 5. Kuunit- Horses
- 6. KaRauwat-Cows
- 7. Suaruaq- A doll
- 8. KaaRaruaq- Toy car
- 9. Unuaq- Morning
- 10. Unuk- Night
- 11. KuuRit'saaq- Chicken
- 12. Kemek- Meat/steak

#### **Review Vocabulary**

- 1. Pingakan-qaa?
  - Do you like it?
- 2. Pingakagpet.
  - We like it.
- 3. Pinakan'itan-qaa?
  - Do you not like it?
- 4. Pinakan'itagpet.
  - We don't like it.

1.

# Forced Decision P3

## **Emotions**

Preschool / Kindergarten

#### Overview

Using two different options, the children will learn how to say "I like" and "I don't like"

# **Objectives**

To reinforce usage of the verbs to like and dislike, as well as other selected opposites vocabulary.

#### **Activities**

- 1. The leader (teacher) asks the key question, "Pinakan-qaa \_\_\_\_\_ ili \_\_\_\_\_ ?"
  - "Do you like \_\_\_\_\_\_ or \_\_\_\_\_?" while gesturing to one side of the room for one option and the other side for the other option.
- 2. Students then have to run to their selected favorite side for the two choices. This helps the students get to know each other, and what they like, and gets them moving while following directions.
- 3. Direct the students to take turns as a group to repeat the phrase: "Pingakagpet \_\_\_\_\_." "We like\_\_\_\_\_."
- 4. Repeat the process 3-5 times with different options, changing it up for things that are surprising and popular at the time.

#### Materials

• Props to illustrate opposites

# Songs

NA

# Vocabulary

- 1. Imaq- Sea
- 2. Ingriq- Mountain
- 3. Aikuq- Dog
- 4. Kuskaq- Cat
- 5. Ul'ut- Pants
- 6. Taqmat- Dresses
- 7. Kuingneq- Walking
- 8. Q'cengneq-Running

#### **Review Vocabulary**

- 1. Pingakan-qaa?
  - Do you like it?
- 2. Pingakagpet.
  - We like it.
- 3. Pinakan'itan-qaa?
  - Do you not like it?
- . Pinakan'itagpet.
  - We don't like it.

# Head, Shoulders, Knees & Toes

#### **Emotions**

Preschool / Kindergarten

#### Overview

Instructor guides students through Alutiiq song to identify body parts

# **Objectives**

To identify common body parts

#### **Activities**

- 1. Introduce key vocabulary using only gestures to each body part
- 2. Direct students to point to "Keniru" or touch "Agturu" their different body parts (TPR)
- 3. Sing and demonstrate the song for the students, repeating three times
- 4. Encourage students to repeat and copy the gestures as they sing
- 5. Lead the students every week in singing the song, particularly when they need to get active or get focused
- 6. Call on individual students to answer "Naama \_\_\_\_\_?" allowing time for each student to have a chance to point if they feel able

# Nasquq, Tuik, Cisquk, Angengquyut

Nasquq, tuik\*, cisquk, angengquyut\*\*. - Head, shoulders, knees and toes. cisquk, angengquyut\*\*. - Knees and toes. cisquk, angengquyut\*\*. - Knees and toes.

Nasquq, tuik\*, cisquk, angengquyut\*\*. - Head, shoulders, knees and toes. Iingalak, cuutek, qaneq, cali qengeq. - Eyes, ears, mouth and nose.

A chant, similar to "Head, Shoulders, Knees and Toes" by Sophie Katelnikoff Shepherd and Susie Malutin, with the Alutiiq Language Club.

\*Alternative Southern pronunciation of "shoulder" - "tusek; tuwik" \*\* Alternative Southern Alutiiq use of "toes" - "putukut"

#### Materials

1. Alutiiq body poster

## Songs

2. Nasquq, Tuik, Cisquk, Angengquyut Song

- 3. nasquq head
- 4. tuik shoulder
- 5. cisquk knees (2)
- 6. angengquyut toes
- 7. iingalak eyes (2)
- 8. cuutek ears (2)
- 9. qaneq mouth
- 10. qengeq nose
- 11. keniru point at it (command)
- 12. agturu touch it (command)

# Lets Make a Face P1

#### Overview

Instructor guides students to make a face from playdough and describe their person

# **Objectives**

To identify facial features and third person possessive descriptions, as well as use the -li- postbase for make

#### **Activities**

- 1. Distribute a *Giinalilita Laminated Mat* to every student, along with several playdough jars
- 2. Teacher will tell students, "Giinalitlita" while making a face on their mat. Repeat until students understand what it means.
- 3. While teacher is making the face, identify what part is being made. For example, tilt mat to students and gesture at the part you made (make a pair of eyes, and say "Iingalak")
- 4. Direct students to make hair, eyes, ears, nose, mouth, etc... \_\_\_\_\_-lilita
- 5. When the lesson is complete and all the students have introduced their person, ask them to put away their playdough back into their containers, "Lliikii angitmen"

#### Extension

- Take a photo of each child's playdough creation to later print and share on the display wall and send home in their portfolio
- Repeat this lesson, adding more complex language and asking additional questions about their character

#### **Emotions**

Preschool / Kindergarten

#### Materials

- 1. Giinalilita Laminated Mat
- 2. Assorted Playdough
- 3. Picture Dictionary or Alutiiq Body Poster

# Songs

4. Head, Shoulders, Knees and Toes (Alutiiq Version)

- 1. giinalilita let's make a face
- 2. giinaa his face
- 3. nuyai his hair
- 4. iingalak his eyes
- 5. Lliikii angitmen- put away your playdough

# Lets Make a Face P2

#### Overview

Instructor guides students to make a face from playdough and describe their person

# **Objectives**

To identify facial features and third person possessive descriptions, as well as use the -li- postbase for make

#### **Activities**

- 1. Distribute a *Giinalilita Laminated Mat* to every student, along with several playdough jars
- 2. Teacher will tell students, "Giinalitlita" while making a face on their mat. Repeat until students understand what it means.
- 3. While teacher is making the face, identify what part is being made. For example, tilt mat to students and gesture at the part you made (make a pair of eyes, and say "Iingalak")
- 4. Direct students to make hair, eyes, ears, nose, mouth, etc... \_\_\_\_\_-lilita
- 5. When the lesson is complete and all the students have introduced their person, ask them to put away their playdough back into their containers, "*Lliikii angitmen*"

#### Extension

- Take a photo of each child's playdough creation to later print and share on the display wall and send home in their portfolio
- Repeat this lesson, adding more complex language and asking additional questions about their character

#### **Emotions**

Preschool / Kindergarten

#### **Materials**

- 1. Giinalilita Laminated Mat
- 2. Assorted Playdough
- 3. Picture Dictionary or Alutiiq Body Poster

# Songs

4. Head, Shoulders, Knees and Toes (Alutiiq Version)

# Vocabulary

- Qengaq- Nose
- 2. Qaneq- Mouth
- 3. Qaugluq- Eyebrow
- 4. Cuuteq- Ear

- 5. giinalilita let's make a face
- 6. giinaa his face
- 7. nuyai his hair
- 8. iingalak his eyes
- Lliikii angitmen- put away your playdough

# Lets Make a Face P3

#### Overview

Instructor guides students to make a face from playdough and describe their person

# **Objectives**

To identify facial features and third person possessive descriptions, as well as use the -li- postbase for make

#### **Activities**

- 1. Distribute a *Giinalilita Laminated Mat* to every student, along with several playdough jars
- 2. Teacher will tell students, "Giinalitlita" while making a face on their mat. Repeat until students understand what it means.
- 3. While teacher is making the face, identify what part is being made. For example, tilt mat to students and gesture at the part you made (make a pair of eyes, and say "Iingalak")
- 4. Direct students to make hair, eyes, ears, nose, mouth, etc... \_\_\_\_-lilita
- 5. When the lesson is complete and all the students have introduced their person, ask them to put away their playdough back into their containers, "Lliikii angitmen"

#### Extension

- Take a photo of each child's playdough creation to later print and share on the display wall and send home in their portfolio
- Repeat this lesson, adding more complex language and asking additional questions about their character

#### **Emotions**

Preschool / Kindergarten

#### Materials

- 1. Giinalilita Laminated Mat
- 2. Assorted Playdough
- 3. Picture Dictionary or Alutiiq Body Poster

# Songs

4. Head, Shoulders, Knees and Toes (Alutiiq Version)

# Vocabulary

- 1. tan'ertuq; tamlertuq it is black
- 2. sulutanaruartuq it is blonde
- 3. tan'eruartuq it is brown
- 4. kawirtuq it is red
- 5. cungartuq it is blue

- 6. Qengaq- Nose
- 7. Qaneq- Mouth
- 8. Qaugluq- Eyebrow
- 9. Cuuteq-Ear
- 10. giinalilita let's make a face
- 11. giinaa his face
- 12. nuyai his hair
- 13. iingalak his eyes
- 14. Lliikii angitmen- put away your playdough

# Lets Make a Face P4

#### Overview

Instructor guides students to make a face from playdough and describe their person

# **Objectives**

To identify facial features and third person possessive descriptions, as well as use the -li- postbase for make

#### **Activities**

- 1. Distribute a *Giinalilita Laminated Mat* to every student, along with several playdough jars
- 2. Teacher will tell students, "Giinalitlita" while making a face on their mat. Repeat until students understand what it means.
- 3. While teacher is making the face, identify what part is being made. For example, tilt mat to students and gesture at the part you made (make a pair of eyes, and say "Iingalak")
- 4. Direct students to make hair, eyes, ears, nose, mouth, etc... \_\_\_\_\_-lilita
- 5. When the lesson is complete and all the students have introduced their person, ask them to put away their playdough back into their containers, "Lliikii angitmen"

#### Extension

- Take a photo of each child's playdough creation to later print and share on the display wall and send home in their portfolio
- Repeat this lesson, adding more complex language and asking additional questions about their character

#### **Emotions**

Preschool / Kindergarten

#### **Materials**

- 1. Giinalilita Laminated Mat
- 2. Assorted Playdough
- 3. Picture Dictionary or Alutiiq Body Poster

# Songs

4. Head, Shoulders, Knees and Toes (Alutiiq Version)

# Vocabulary

- 1. ang'uq it is big
- 2. miktuq it is small
- 3. Caquciq kRaas'kaaq\_\_\_\_
  - Which color is \_\_\_\_\_?

- 4. Qengaq- Nose
- Qaneq- Mouth
- 6. Qaugluq- Eyebrow
- 7. Cuuteq- Ear
- 8. giinalilita let's make a face
- 9. giinaa his face
- 10. nuyai his hair
- 11. iingalak his eyes
- 12. Lliikii angitmen- put away your playdough
- 13. tan'ertuq; tamlertuq it is black
- 14. sulutanaruartuq it is blonde
- 15. tan'eruartuq it is brown
- 16. kawirtuq it is red
- 17. cungartuq it is blue

# **Poor Thing Bear**

#### Overview

This demonstration and activity is to distinguish between two actions and practice use of social phrases.

# **Objectives**

To practice words for sympathy and injury

#### **Activities**

- 1. Instructor holds stuffed bear and says *Una Taquka'aq*, showing for the class to repeat.
- 2. Instructor then has the bear act out falling from the table saying *Katagtuq*. Then, using exaggerated body language and facial expressions of shock, and says *Ayaa! Ainguall'raq!*
- 3. Picking up the *taquka'aq*, instructor asks it, *Asirtuten-qaa?* Then makes the bear nod its head, and say in a bear's voice, *Aa'a*. (somewhat pitifully). Repeat a number of times, and students can be invited to help, making the bear fall, and then acting out the instructor and bear's voices when asking if the bear is okay.
- 4. Next, the instructor follows the same pattern, but introduces the word *Angqutuq*, making the bear trip instead of fall. Instructor can also mimic tripping themselves to better show the difference, and then alternate between showing the bear tripping and falling to emphasize the difference to students.
- 5. Picking up the *taquka'aq*, instructor asks it, *Asirtuten-qaa?* Then makes the bear nod its head, and say in a bear's voice, *Aa'a*. (somewhat pitifully). This can be repeated a number of times, and students can help making the bear trip, and then acting out the instructor and bear's voices when asking if the bear is okay.
- 6. Finally, after the instructor believes the students have internalized the trip/fall distinction, the final bear response after the last trip or fall is *Qang'a*!

#### Extension/Alternative

- Instructor can show images of a bear or person tripping or falling after the bear demonstration to show the words are the same for a person or bear, and for added context.
- Students can take out other stuffed animals and act the script in pairs, taking turns with the animal's voice

#### **Emotions**

Preschool / Kindergarten

#### **Materials**

- a stuffed bear
- images of a person or animal falling and tripping (optional)

# Songs

NA

- 1. A'inguall'raq! Poor thing!
- 2. Una taquka'aq. This is bear.
- 3. Katagtuq. It is falling (off of something or fell just now)
- 4. Angqutuq. It tripped (just now).
- 5. Ayaa! Oh no!
- 6. Asirtuten-qaa? Are you okay?
- 7. Aa'a. Yes.
- 8. Qang'a! No!

# When I Feel

# **Emotions**

Preschool / Kindergarten

# Overview

Practice using pictures and cardboard cutouts to identify emotions

# Objectives

To be able to identify people's feelings by looking at facial images

# **Activities**

- After students have a good grasp of the feelings vocabulary, do an art activity where the students draw pictures, or use craft supplies to make pictures of the things they do when they have different feelings.
- Teachers should model this with obvious pictures they made or pictures of people with common feeling expressions.
- Have the students share their art with the class, and hang it on the wall to display.

# Extension/Alternative

- Sing "If You're Happy and You Know It"
- Make a book
- Read "Carliam Giinait (Baby Faces)" with the class.

### Materials

• Cut outs of facial expressions

# Songs

 If You're Happy and You Know It

- 1. Atgurt'kuma
  - when I am happy...
- 2. Imasuukuma
  - when I am sad ...
- 3. Qawarniukuma
  - when I am sleepy ...
- 4. Alingkuma
  - when I am scared...
- 5. Kum'gkuma
  - when I am mad...

# **Section 3**

Family

(7 Plans)

Families Part 1

Families Part 2

Family Introductions

Greetings & Animal Names Part 1

Greeting & Animal Names Part 2

Greeting & Animal Names Part 3

Mirror Play

# Families, Part 1

#### Overview

To identify correct family terms

# **Objectives**

To introduce nuclear family terms and encourage students to associate terms with their family members

#### **Activities**

- Instructor chooses five students, puts a hat or baby item with each that clearly delineates them as father, mother older brother, older sister and younger sibling
- Instructor points to each family member and says the corresponding Alutiiq word, making the students copy it 3 times (or until the students are able to answer independently)
- Instructor points to each family member, says the corresponding Alutiiq word, and students repeat individually, one by one
- Students put away dress up materials, bring their family pictures to the center of the group, and tell the group who each family member is

# Extension/Alternative

• Each student gets to choose a dress up item and other students guess which family member each student is, using Alutiiq words

### Family

Preschool / Kindergarten

#### **Materials**

- 1. Students personal family pictures
- 2. Dress up clothes

# Songs

3. N/A

- 1. Aana/Maama- Mother
- 2. Ataa/Taata- Father
- 3. Aakaa/Alqaq- Older sister
- 4. Aningaa- Older brother
- 5. Uyuwaq- Younger sibling
- 6. Ilaq- Family member

# Families, Part 2

# Overview

To identify correct family terms

# **Objectives**

To introduce nuclear family terms and encourage students to associate terms with their family members

#### **Activities**

- Using the song cards, instructor teaches the song one line at a time, until students are able to sing all the way through
- Song lyircs:

#### Ilakutukut

Ilakutukut We are family

Aninganka, alqanka, cali gui My brothers, sisters and

me

Ilakutukut We are family

Nangarci aturluci Get up everyone and

sing

Ilakutukut We are family My brothers, sisters and

Aninganka, alqanka, cali gui

me

Ilakutukut

Nangarci aturluci Get up everyone and

We are family

sing

# Extension/Alternative

After teaching the song, gather the children to play the same dress up games taught in part 1 to reinforce the language.

#### Review

Review Ilat- Families Part 1 before teaching this song

### Family

Preschool / Kindergarten

#### **Materials**

- 1. Students personal family pictures
- 2. Song Cards

# Songs

3. We Are Family

- Ilakutukut- We are family
- Nangarci- You all stand
- 3. Aturluci- And sing
- Alqanka- My older sisters (+3)
- Aninganka- My older brothers (+3)

# **Family Introductions**

#### Family

Preschool / Kindergarten

### Overview

To be able to introduce self and immediate family

# **Objectives**

To be able to introduce self and immediate family

### **Activities**

- Request family photo at the start of school so that it is available all year; or
- Guide students to cut family pictures from magazines representing family members.
- Kids will introduce "their family" using these pictures.

# Extension / Alternative

• Break children into small groups of 3-4, and provide them with dress-up supplies, to dress up as a family and practice introducing themselves to each other.

### Review

- Review instructor's family by showing pictures again. This family activity may take two sessions.
- Always review previous lessons (10-12 minutes)

### **Materials**

•

# Songs

•

- 1. gui I am
- 2. maamaqa my mom
- 3. taataqa my dad
- 4. paapuskaqa; emaaqa my grandmother
- 5. tetuskaqa; apaaqa my grandfather
- 6. aningaqa my older brother
- 7. alqaqa my older sister
- 8. wiiwaqa; uyuwaqa my younger sibling

# Greetings & Animal Names Part 1

### Family

Preschool / Kindergarten

### Overview

Use greetings to introduce animals.

Would be helpful to teach this after the children did a few animal name lessons for familiarity

# **Objectives**

Learn greetings and animal names.

# **Activities**

- 1. Gather the children together in a group and sing "Cama'i, Kina Ellpet" with the children for a few rounds until they are familiar with and understand the song.
- 2. Using two teachers, break the kids into two smaller groups
  - a. Class to first student: Cama'i, kina ellpet?
  - b. Student: Gui (name here) (faces student next to him) Kina-mi ellpet?

This conversation will continue until each student self-introduces

### **Materials**

 Cama'I Kina Ellpet Song Cards

# Songs

• Cama'I Kina Ellpet

- Cama'i, kina ellpet
   Hello, who are you?
- 2. gui Me; I; my
- 3. ellpet you (1)
- 4. Kina-mi ellpet?
  - (I wonder) who you are?

# Greetings & Animal Names Part 2

### Family

Preschool / Kindergarten

#### Overview

Use greetings to introduce animals.

Would be helpful to teach this after the children did a few animal name lessons for familiarity

# **Objectives**

Learn greetings and animal names.

#### **Activities**

- 1. Gather the children together in a group and sing "Cama'i, Kina Ellpet" with the children for a few rounds until they are familiar with and understand the song, and to review language taught in previous lesson.
- 2. Using two teachers, break the kids into two smaller groups. One at a time hold up an animal and say its name, allowing the children to repeat it a few times. This time when the children say their name, it will be the name as the animal they are holding. Example:
  - a. Class to first student: Cama'i, kina ellpet?
  - b. Student: Gui taquka'aq. (faces student next to him) Kina-mi ellpet?
  - c. This conversation will continue until each student self-introduces as an animal.
- **3.** If the children's interest holds, have them trade animals and keep the game going.

#### **Materials**

- Animal puppets/stuffed animals (enough for each student)
- Cama'l Kina Ellpet song cards

# Songs

Cama'I Kina Ellpet

# Vocabulary

- 1. taquka'aq- bear
- aikuq; piugta- dog
- 3. tuntuq deer
- 4. kuskaq cat
- 5. kum'agak eagle
- 6. isuwiq seal ...

#### **Review Vocabulary:**

- 7. Cama'i, kina ellpet
  - Hello, who are you?
- 8. gui Me; I; my
- 9. ellpet you (1)
- 10. Kina-mi ellpet?
  - (I wonder) who you are?

### Extension/Alternative

 Lead the students in a paper plate animal mask craft activity, with appropriate commands, and then do the song activity with their masks.

# Greetings & Animal Names Part 3

#### Family

Preschool / Kindergarten

#### Overview

Use greetings to introduce animals.

Would be helpful to teach this after the children did a few animal name

lessons for familiarity

# **Objectives**

Learn greetings and animal names.

#### **Activities**

- 1. Gather the children together in a group and sing "Cama'i, Kina Ellpet" with the children for a few rounds until they are familiar with and understand the song, and to review language taught in previous lesson.
- 2. Using two teachers, break the kids into two smaller groups. One at a time hold up an animal and say its name, allowing the children to repeat it a few times. This time when the children say their name, it will be the name as the animal they are holding. Example:
  - a. Class to first student: Cama'i, kina ellpet?
  - b. Student: Gui taquka'aq. (faces student next to him) Kina-mi ellpet?
  - This conversation will continue until each student self-introduces as an animal.
- **3.** If the children's interest holds, have them trade animals and keep the game going.

#### **Materials**

- Animal puppets/stuffed animals (enough for each student)
- Cama'I Kina Ellpet song cards

# Songs

• Cama'I Kina Ellpet

# Vocabulary

- Nani et'aarcit?
   Where do you live?
- 2. Et'aartua -mi
- I live in .

#### Review Vocabulary:

- 3. Cama'i, kina ellpet
- Hello, who are you?
- 4. gui Me; I; my
- 5. ellpet you (1)
- 6. Kina-mi ellpet?
  - (I wonder) who you are?
- taquka'aq- bear
- 8. aikuq; piugta- dog
- tuntuq deer
   kuskaq cat
- 11. kum'agak eagle
- 12. isuwiq seal ...

# Extension/Alternative

Lead the students in a paper plate animal mask craft activity, with appropriate commands, and then do the song activity with their masks. Alternative Craft Activity:

paper plates (one for each student), popsicle stick (to glue as a handle), scissors, glue, paint and paint supplies and colored markers

# Mirror Play

# Family

Preschool / Kindergarten

# Overview

Teacher asks kids who they see in the mirror to illicit the correct use of singular reflexive pronouns

# **Objectives**

To learn reflexive pronouns.

#### **Activities**

- 1. Guide each child to look in mirror, while the teacher asks *Kina tang'rcit saiRkalagun/tangriu'utagun?* Who do you see in the mirror?
- 2. Guide the child to respond: (\*Gui) guangnek tang'rtua.
- 3. Teacher (to kid): (\*Ellpet) ellpenek tang'rtuten.
- 4. Teacher (to other kids): Name ellminek tang'rtuq.
- 5. Reinforce the use of Kina and Ellpet by singing the Kina Ellpet song at the start or close of the mirror activity

# Extension/Alternative

Have kids copy-cat response to question

\*Include pronouns "gui" (I) and "ellpet" (you)

# Review

- "Gui" (point to self)
- "Ellpet" (point to someone else, look at them)
- "Taugna"(point to someone else, not looking at them)

#### **Materials**

1. A large mirror

# Songs

2. Cama'I Kina Ellpet

- 1. Kina Who? (1)
- 2. tang'rcit do you see?
- 3. saiRkalagun/tangriu'utagun
  - in the mirror
- 4. Guangnek tang'rtua
  - I see myself
- 5. Ellpenek tang'rtuten
  - You see yourself
- 6. Ellminek tang'rtuq He sees himself

<sup>\*&</sup>quot;Tang'riurtuq"- S/he's looking in the mirror

# **Section 4**

**Kodiak Animals** 

(13 Plans)

**Animal Actions** 

**Animal Habitats** 

Animal Identification: Birds

Animal Song Part 1

Animal Song Part 2

Animal Song Part 3

Felt Board Animals

Picture

Puffins

This Little Bear

What Animal is This

What is He Doing Part 1

What is He Doing Part 2

# **Animal Actions**

# Kodiak Animals

Preschool / Kindergarten

#### Overview

Image and activity identification

# Objectives

To teach usage of the postbase -sqaq and how it can be applied

# **Activities**

- *Una ar'uq kuimartuq* This whale is swimming
- *Una taquka'aq kuingtuq* This bear is walking
- Una wiinaq inarngauq This sea lion is laying down
- *Una tuntuq mayurtuq* This deer is climbing
- *Una kum'agyaq tengaurtuq* This eagle is flying

Work the class and ask them "Calia taquka'aq? Calia kum'agyaq?", etc. (What is the bear doing? What is the eagle doing?)

# Extension/ Alternative

Follow this up with asking the class "Naliak unguwallriaq tengausqaq?" (Which animal is the flying one?); "Naliak unguwallriaq kuimarsqaq?" (Which animal is the swimming one?")

#### **Materials**

 Picture of different animals doing the activities in the vocabulary list

# Songs

 Unguwallriat Attun- Animal Song

- 1. Kuimartuq. It is swimming.
- 2. Kuingtuq. It is walking.
- 3. Inarngauq. It is lying down.
- 4. Mayurtuq. It is climbing.
- 5. Tengaurtuq. He is flying.
- 6. ar'uq whale
- 7. taquka'aq bear
- 8. wiinaq sea lion
- 9. tuntuq deer
- 10. kum'agyaq eagle
- 11. Naliak? Which?
- 12. -sqaq this one / that one (is doing something)

# **Animal Habitats**

#### **Kodiak Animals**

Preschool / Kindergarten

### Overview

Teacher asks each student what animals do, students act out the answer.

# **Objectives**

To learn habitual postbase -taar

# **Activities**

- Teacher: (points to beaver) Calitaarta paluqtaq? (students make working motion)
- Teacher: (points to salmon) Calitaarta iqalluk? (students make swimming motion)

Teacher: (points to eagle) Calitaarta kum'agyak? (students make flying motion)

### Extension/Alternative

### Review

### Materials

- Animal puppets
- Beanie Babies
- Figurines

# Songs

• Unguwallriat Atuun

- 1. Calitaarta
  - What does \_\_ always do?
- 2. paluqtaq beaver
- 3. iqalluk salmon
- 4. kum'agyak eagle
- 5. Pektaartuq
  - S/he always works
- 6. Kuimartaartuq
  - S/he always swims
- 7. Tengaurtaartuq
  - S/he always flies

# **Animal Identification: Birds**

#### **Kodiak Animals**

Preschool / Kindergarten

#### Overview

Field trip to the Fish and Wildlife Visitor Center.

# **Objectives**

To identify birds in Alutiiq and describe their actions.

### **Activities**

- Students greet the visitor center employees with "Cama'i"
- Instructor directs students to stand together by the birds and not push the buttons (*Puukican'illki*! Don't push (button) them!).
- Instructor asks students "Niitan-qaa kum'agyak?" (Do you hear the eagle?)
  - Students answer negatively. "Qang'a niiten'llk'gka" or "Niiten'itaqa"
- Instructor then presses the button that makes the eagle sound, and asks again,

"Niitan-qaa kum'agyak?" (Do you hear the eagle?) Students answer positively, "Kum'agyak niitaqa." Repeat with all birds

#### Extension/Alternative

- While the students are here, review the previous lessons vocabulary of the actions the many birds are doing swimming, perching, flying, eating...
- The instructor could also ask *Naama* (insert bird name here)? to play *I* spy.
- Instructor gives each student a bird to keep hidden, then asks student to
  pretend to be that bird while other students guess, in Alutiiq, which bird it
  is.

#### **Materials**

 Wall of birds located at the Visitors Center

# Songs

2. NA

- 1. isiik owl
- 2. kum'agyak eagle
- 3. qallqayaq magpie
- 4. qalnga'aq raven
- 5. qatayaq seagull
- 6. saqul'aaq duck
- 7. tunngaq puffin
- 8. saqullkanaq songbird
- 9. ikuwitiiq sparrow
- 10. Misngauq It is perching
- 11. Tengaurtuq it is flying
- 12. Niitan? Do you hear it?
- 13. Niitaqa I hear it
- 14. Niici. (N) / Nicu'arci. (S) -you all listen command

# **Animal Song P1**

#### Overview

This classic teaching song is taught in three parts (animals, actions, locations) with several optional activities.

# **Objectives**

To practice group cooperation, rhythm, animal names, actions and location.

#### **Activities**

- 1. Demonstrate a series of animals and actions through sign language gestures and props. This phase may be skipped or shorted once the learners are already familiar with the vocabulary.
- 2. Act out as a group the descriptions within the song, repeating each line of the pictographic lyrics sheet in order.
- 3. Introduce the tune and practice singing the song slowly at first, gaining tempo.
- 4. Put the motions from the play acting with the song, and repeat regularly until memorized.

# **Unguwallriat Song**

Ar'uq, ar'uq

kuimartuq imarmi.

Tuntuq, tuntuq

mayurtuq ingrimi.

Kum'agyak, kum'agyak

tengaurtuq qilagmi.

Taquka'aq, taquka'aq

kuingtuq nunami.

Wiinaq, wiinaq

inarngauq yaamami!

Whale, whale

is swimming in the sea.

Deer, deer

is climbing on the mountain.

Eagle, eagle

is flying in the sky.

Bear, bear

is walking on the land.

Sea lion, sea lion

is laying on the rock.

#### **Kodiak Animals**

### Preschool / Kindergarten

#### **Materials**

- Song lyrics in pictograph
- Photos of landscape
- Stuffed toy animals
- Space to stand and move

# Songs

Unguwallriat Song

- 1. Ar'uq whale
- 2. Tuntuq deer
- 3. Kum'agyak eagle
- 4. Taquka'aq bear
- 5. Wiinaq sea lion

# **Animal Song P2**

#### Overview

This classic teaching song is taught in three parts (animals, actions, locations) with several optional activities.

# **Objectives**

To practice group cooperation, rhythm, animal names, actions and location.

#### **Activities**

- 1. Demonstrate a series of animals and actions through sign language gestures and props. This phase may be skipped or shorted once the learners are already familiar with the vocabulary.
- 2. Act out as a group the descriptions within the song, repeating each line of the pictographic lyrics sheet in order.
- 3. Introduce the tune and practice singing the song slowly at first, gaining tempo.
- 4. Put the motions from the play acting with the song, and repeat regularly until memorized.

# Unguwallriat Song

Ar'uq, ar'uq

kuimartuq imarmi.

Tuntuq, tuntuq

mayurtuq ingrimi.

Kum'agyak, kum'agyak

tengaurtuq qilagmi.

Taquka'aq, taquka'aq

kuingtuq nunami.

Wiinaq, wiinaq

inarngauq yaamami!

Whale, whale

is swimming in the sea.

Deer, deer

is climbing on the mountain.

Eagle, eagle

is flying in the sky.

Bear, bear

is walking on the land.

Sea lion, sea lion

is laying on the rock.

#### **Kodiak Animals**

### Preschool / Kindergarten

#### **Materials**

- Song lyrics in pictograph
- Photos of landscape
- Stuffed toy animals
- Space to stand and move

# Songs

Unguwallriat Song

# Vocabulary

- 1. kuimartuq he is swimming
- 2. mayurtuq he is climbing
- 3. tengaurtuq he is flying
- 4. kuingtuq he is walking
- 5. inarngauq he is laying down

- 6. ar'uq whale
- 7. tuntuq deer
- 8. kum'agyak eagle
- 9. taquka'aq bear
- 10. wiinaq sea lion

# **Animal Song P3**

#### Overview

This classic teaching song is taught in three parts (animals, actions, locations) with several optional activities.

# **Objectives**

To practice group cooperation, rhythm, animal names, actions and location.

#### **Activities**

- 1. Demonstrate a series of animals and actions through sign language gestures and props. This phase may be skipped or shorted once the learners are already familiar with the vocabulary.
- 2. Act out as a group the descriptions within the song, repeating each line of the pictographic lyrics sheet in order.
- 3. Introduce the tune and practice singing the song slowly at first, gaining tempo.
- 4. Put the motions from the play acting with the song, and repeat regularly until memorized.

# **Unguwallriat Song**

Ar'uq, ar'uq

kuimartuq imarmi.

Tuntuq, tuntuq

mayurtuq ingrimi.

Kum'agyak, kum'agyak

tengaurtuq qilagmi.

Taquka'aq, taquka'aq

kuingtuq nunami.

Wiinaq, wiinaq

inarngauq yaamami!

Whale, whale

is swimming in the sea.

Deer, deer

is climbing on the mountain.

Eagle, eagle

is flying in the sky.

Bear, bear

is walking on the land.

Sea lion, sea lion

is laying on the rock.

#### **Kodiak Animals**

### Preschool / Kindergarten

#### **Materials**

- Song lyrics in pictograph
- Photos of landscape
- Stuffed toy animals
- Space to stand and move

# Songs

Unguwallriat Song

# Vocabulary

- 1. Imarmi in the sea
- 2. Ingimi on the mountain
- 3. Oilagmi in the sky
- 4. Nunami on the land
- 5. Yaamami on the rock

- 6. Kuimartuq he is swimming
- 7. Mayurtuq he is climbing
- 8. Tengaurtuq he is flying
- 9. Kuingtuq he is walking
- 10. Inarngauq he is laying down
- 11. Ar'uq whale
- 12. Tuntuq deer
- 13. Kum'agyak eagle
- 14. Taquka'aq bear
- 15. Wiinaq sea lion

# **Felt Board Animals**

#### **Kodiak Animals**

Preschool / Kindergarten

#### Overview

Teacher moves or lets the kids move a felt animal around the board and narrates where it's going

# **Objectives**

Learn past tense, animal names, locations

#### **Activities**

- Move the bear to mountain, and ask: *Natmen ag'llria taquka'aq?* Then guide the kids to copy-cat: *Ingrimen* (\*ag'llria).
- Move the bear to the sea, and ask: *Natmen ag'llria taquka'aq?* Then guide the kids to copy-cat: *Imarmen* (\*ag'llria).
- Move the bear to the beach, and ask: *Natmen ag'llria taquka'aq?* Then guide the kids to copy-cat: *Qutmen (\*ag'llria)*.
- Move the bear to the house, and ask: *Natmen ag'llria taquka'aq*? Then guide the kids to copy-cat: *Englumen* (\*ag'llria).
- After the students have practiced the phrases on traveling to another place, they could sign the *Taquka'aq Ag'llria* song.

# Extension/Alternative

*Use other tenses:
Present: "Natmen ag'ta taquka'aq?" (Where is the bear going?)
"men ag'uq" (It is going to the)
Future: "Natmen ag'kutarta taquka'aq?" (Where is the bear going to go?)
"men ag'kutartuq" (It is going to go to the)

Add in the reverse of asking Natmek? - Where from?

#### Review

#### **Materials**

- 1. Felt board with labeled locations
- 2. Felt bear

# Songs

3. The Bear Went

- Natmen ag'llria?
  - Where did it go?
- 2. ag'llria It went
- 3. ingrimen to the mountain
- 4. imarmen to the sea
- 5. qutmen to the beach
- 6. englumen to the house

# **Picture**

Routines & Rituals

Preschool / Kindergarten

# Overview

This lesson combines animal vocabulary with action phrases in a demonstration format.

# **Objectives**

Identify and make action pictures while describing the actions in third person present tense.

#### **Activities**

- 1. Show the students pictures of animals in action, guiding them to repeat (copycat) the relevant action sentence.
- 2. Ask kids "PatRiitaliru taquka'aq kuingtuq." Draw a picture of a bear walking
- 3. Take turns commanding each other in a relevant description as available.

# Extension/Alternative

Kids can hold pictures of animals doing the actions, they will imitate the picture.

### Materials

- 1. Toy animals
- 2. Plain paper
- 3. Crayons

# Songs

4. NA

- 1. Kuingtuq S/he is walking
- 2. Qecenguq S/he is running
- 3. Aqumauq S/he is sitting
- 4. Agnguartuq S/he is dancing
- 5. taquka'aq bear
- 6. ar'uq whale
- 7. tuntuq deer
- 8. qatayaq seagull
- patRiitaliru make a picture (command)

# **Puffins**

# Overview

To teach the puffin song's words and what they mean while being immersed in the language

# **Objectives**

To teach the puffin song's words and what they mean while being immersed in the language

#### **Activities**

- Make a drawing of a cliffside with a man climbing down (or up) a rope to a puffin den. Draw a couple of puffins flying in the air to create the atmosphere of the song and what happens in real life. Talk about the picture with the students. Have a copy of the lyrics next to you so you can relate the words with their meaning in the picture
- Ugtua and Tekigatanka are difficult to teach the meaning so have a couple of "setups" around the classroom.
  - Having a bucket or different kinds of plastic or metal cartons in the room might be useful for "Ugtua."
- Leaving the classroom and coming back in a little bit of time could be one set up for "Tekigatanka."

# Extension/ Alternative

- When the kids understand of the words let them create a small skit using those words.
- Direct each student to say (Tekigatanka-I am arriving) as they walk in the door.
- Develop an obstacle course with a couple of crates. They could say (I am getting on top) at each one. In between they would hold their (pretend) guns and say (I am puffin hunting). After a short while they say (over there is the puffin den). (With hand motions of climbing) each person says (I am climbing) then say (I am climbing to that area up above).

Ugtua. Ugtua. I'm climbing on top of it. I'm climbing on top of it.

Tunngasurtua. I'm hunting puffins.

Ugtua. Ugtua. I'm climbing on top of it. I'm climbing on top of it.

Tunngasurtua. I'm hunting puffins.

Paaguut Mayurtua Heading up there I am climbing

tekigatanka legtait. I arrive at their den.

I'm climbing on top of it. I'm climbing on top of it. Ugtua. Ugtua.

Tunngasurtua. I'm hunting puffins.

#### **Kodiak Animals**

### Preschool / Kindergarten

#### Materials

- White board or Large paper
- Markers

# Songs

3. Puffin Song

- Tunngaq Puffin Paaguut That above us 2.
- 3. Ugtua - Getting on top
- Mayurtua I am climbing
- Tekigatanka I am arriving
- Legtait animals' dens
- Tunngarsurtua
  - I am puffin hunting

# This Little Bear

# Kodiak Animals

Preschool / Kindergarten

### Overview

This modified version of "This Little Piggy Went to Market" is a fun way to practice locations and past tense actions.

# **Objectives**

To practice past tense verb endings, locations, and -ngcuk postbase for small objects or people.

#### **Activities**

- Students greet the visitor center employees with "Cama'i"
- Instructor directs students to stand together by the birds and not push the buttons (*Puukican'illki*! Don't push (button) them!).
- Instructor asks students "Niitan-qaa kum'agyak?" (Do you hear the eagle?)
  - Students answer negatively. "Qang'a niiten'llk'gka" or "Niiten'itaqa"
- Instructor then presses the butt

#### Extension/Alternative

- There is a literal translation of "This Little Piggy Went to Market" available for reciting.
- Practice telling stories of what other little animals might have done, using the same vocabulary and practicing the -ngcuk ending onto other words the students know.

#### Una Taquka'angcuk Ag'llria Kuigmen - This Little Bear Went to the River Fingerplay

Una taquka'angcuk ag'llria kuigmen. - This little bear went to the river.

(Hold up a finger or toe for each pig, starting with the thumb/big toe.)

Una taquka'angcuk engluani\* et'llria. - This little bear stayed home.

(Wiggle second toe or finger)

Una taquka'angcuk iqallugturllria. - This little bear ate fish.

(Wiggle third toe or finger)

Una taquka'angcuk ner'en'ilnguq. - This little bear did not eat.

(Wiggle fourth toe or finger)

Taumi-llu una taquka'angcuk q'cengllria... - And this little bear ran...

(Wiggle fifth toe or finger)

I-I-I, engluanun\*! - whee-whee, to his home!

(tickle your baby!)

#### **Materials**

 Wall of birds located at the Visitors Center

# Songs

2. NA

- 1. isiik owl
- 2. kum'agyak eagle
- qallqayaq magpie
- 4. qalnga'aq raven
- 5. qatayaq seagull
- 6. saqul'aaq duck
- 7. tunngaq puffin
- 8. saqullkanaq songbird
- 9. ikuwitiiq sparrow
- 10. Misngauq It is perching
- 11. Tengaurtuq it is flying
- 12. Niitan? Do you hear it?
- 13. Niitaqa I hear it
- 14. Niici. (N) / Nicu'arci. (S) -you all listen command

# What Animal is This?

#### **Kodiak Animals**

Preschool / Kindergarten

# Overview

Teach / review animal names in Alutiiq using stuffed animals as props

# **Objectives**

To practice recognizing and saying Alutiiq animal names

### **Activities**

- 1. Instructor holds up each animal, models the Alutiiq name at least three times, and encourages students to repeat the names
- Instructor places stuffed animals in a box (large enough so students cannot see into it)
- 3. Instructor pulls out an animal and says caqiq una?
- 4. If no response, instructor says the name of the animal in Alutiiq, repeating it twice
- 5. Students repeat the word as a group
- 6. Students pass the animal around the circle, saying the word individually Instructor repeats the process for all the animals

#### Extension/Alternative

- Instructor uses pictures of animals instead of stuffed animals
- Instructor uses phrases such as *naama taquka'aq*? while walking around the room and pointing at other pictures or stuffed animals, with a questioning look. *Taquka'aq*? or *Taquka'aq-qaa*?

# Review

Instructor holds up each animal, says the name in Alutiiq, and students repeat once in unison

#### **Materials**

- Box
- Collection of stuffed animals

# Songs

NA

- 1. ar'uq whale
- 2. tuntuq deer
- 3. kum'agyak eagle
- 4. taquka'aq bear
- 5. isuwiq seal
- 6. wiinaq sea lion
- saqul'aaq duck
- 8. tunngaq puffin
- 9. Caqiq una? What is this?
- 10. Naama? Where is it?
- 11. -qaa? (Yes/No Question)?

# What is He Doing? P1

# Kodiak Animals

Preschool / Kindergarten

#### Overview

Instructor, using gestures, models Alutiiq action words

# **Objectives**

To say and enact Alutiiq action words

### **Activities**

- Instructor, while having a partner enact a verb, asks *Calia*? or acts it out themselves and asks *Calisa*?
- As a group, students are encouraged to mimic the action and repeat the correct Alutiiq phrase
- If students respond correctly, instructor repeats phrase once. If students respond incorrectly, instructor repeats phrase three times and continues

# Extension/Alternative

- After all the vocabulary words have been modeled, instructor models each verb a second and third time in random order, asking *Calia*? and waiting for students to respond correctly
- Instructor can continue the lesson, using fun photos of familiar people or animals
- Students can take turns leading the group by modeling an action and asking *calia*?
- Instructor can introduce first person and second person versions of verbs so that students begin correctly responding to the different singular verb forms of *Calia? Cali'it? Calisa?*

# Review

Instructor closes the lesson by modeling and saying each phrase once, with students repeating in unison

#### **Materials**

1. Pictures of relevant actions

# Songs

2. NA

- 1. Calia? What is he doing?
- 2. qecenguq s/he is running
- 3. kuingtuq s/he is walking
- 4. agnguartuq s/he is dancing
- 5. qetgertuq s/he is jumping
- 6. Calisa? What am I doing?
- 7. Cali'it? What are you doing?

# What is He Doing? P2

# Kodiak Animals

Preschool / Kindergarten

#### Overview

Instructor, using gestures, models Alutiiq action words

# **Objectives**

To say and enact Alutiiq action words

### **Activities**

- Instructor, while having a partner enact a verb, asks *Calia*? or acts it out themselves and asks *Calisa*?
- As a group, students are encouraged to mimic the action and repeat the correct Alutiiq phrase
- If students respond correctly, instructor repeats phrase once. If students respond incorrectly, instructor repeats phrase three times and continues

# Extension/Alternative

- After all the vocabulary words have been modeled, instructor models each verb a second and third time in random order, asking *Calia*? and waiting for students to respond correctly
- Instructor can continue the lesson, using fun photos of familiar people or animals
- Students can take turns leading the group by modeling an action and asking *calia*?
- Instructor can introduce first person and second person versions of verbs so that students begin correctly responding to the different singular verb forms of *Calia? Cali'it? Calisa?*

# Review

Instructor closes the lesson by modeling and saying each phrase once, with students repeating in unison

#### **Materials**

1. Pictures of relevant actions

# Songs

2. NA

# Vocabulary

- 1. mayartuq s/he is climbing
- 2. waamuq s/he is playing
- 3. pektuq s/he is working

#### Review Vocabulary:

- 4. Calia? What is he doing?
- 5. qecenguq s/he is running
- 6. kuingtuq s/he is walking
- 7. agnguartuq s/he is dancing
- 8. qetgertuq s/he is jumping
- 9. Calisa? What am I doing?10. Cali'it? What are you doing?

Administration for Native Americans, Grant #90NL0530-01-00 Kodiak Alutiiq Qik'rtarmiut Teacher Mentorship Project

# **Section 5**

# **Land Animals**

(13 Plans)

**Animal Identification Part 1** 

Animal Identification Part 2

Peek-A-Boo Alaska Part 1

Peek-A-Boo Alaska Part 2

Peek-A-Boo Alaska Part 3

Sensory Identification

The Hunting Song Part 1

The Hunting Song Part 2

The Hunting Song Part 3

The Hunting Song Part 4

Touch and Feel Part 1

Touch and Feel Part 2

Touch and Feel Part 3

# **Animal Identification P1**

# Overview

Using stuffed or felt animals, introduce and practice the names of land animals

# **Objectives**

To identify land animals in Alutiiq

# **Activities**

- 1. Students sit in a circle
- 2. Instructor holds up an animal and says its name in Alutiiq
- Students repeat in unison, then individually as animal is passed around the circle
- 4. Repeat with all animals

# Extension/ Alternative

- Instructor gives each child in the circle an animal and then asks *Caqiq una?* Students respond. When students learn the name of their animal, they can switch. Eventually they can ask each other.
- Instructor gives each student an animal to keep hidden, then asks student to pretend to be that animal while other students guess, in Alutiiq, which animal it is.
- Instructor can ask students to identify or place animals on a felt board.

#### Land Animal

Preschool / Kindergarten

### Materials

 Beanie baby box or felt board with land animals and landscapes

# Songs

 $\bullet$  NA

- 1. Amitatuk weasel
- 2. Kaganaq wolf
- 3. Tuntuq deer
- 4. Aaquyaq land otter
- 5. Cirnertulik elk
- 6. Cuutertuliq rabbit

# **Animal Identification P2**

# Overview

Using stuffed or felt animals, introduce and practice the names of land animals

# **Objectives**

To identify land animals in Alutiiq

# **Activities**

- 1. Students sit in a circle
- 2. Instructor holds up an animal and says its name in Alutiiq
- Students repeat in unison, then individually as animal is passed around the circle
- 4. Repeat with all animals

# Extension/ Alternative

- Instructor gives each child in the circle an animal and then asks *Caqiq una?* Students respond. When students learn the name of their animal, they can switch. Eventually they can ask each other.
- Instructor gives each student an animal to keep hidden, then asks student to
  pretend to be that animal while other students guess, in Alutiiq, which animal
  it is.
- Instructor can ask students to identify or place animals on a felt board.

#### Land Animal

### Preschool / Kindergarten

#### **Materials**

 Beanie baby box or felt board with land animals and landscapes

# Songs

• NA

# Vocabulary

- 1. Kuskaanaq snowshoe hare
- 2. Kaugya'aq fox
- 3. Paluqtaq beaver
- 4. Paranaq goat or sheep
- 5. Taquka'aq bear
- 6. Tunturpak moose
- 7. Ugna'aq vole

- 8. Amitatuk weasel
- 9. Kaganaq wolf
- 10. Tuntuq deer
- 11. Aaquyaq land otter
- 12. Cirnertulik elk
- 13. Cuutertuliq rabbit

# Peek A Boo Alaska P1

# Overview

This translated book is a fun way to practice locations and the transitive verb structure of "I \_\_\_\_\_ you."

# **Objectives**

To practice location description, animal names, and verb endings.

#### **Activities**

- 1. Show a series of props or photos of the vocabulary to be taught above, while stating the name of each one and having the students repeat the word.
- 2. Read the book slowly as a group to introduce the book and language to be taught.
- Repeat regularly until memorized, and students can read the memorized book aloud to each other. Leave the board book for quiet time reflection will allow students to practice.

# Extension/ Alternative

Play Peek-a-Boo before or after the book reading to reinforce the use of "Tang'ramken".

#### Alas'kaaq Tang'ramken - Peek-a-Boo Alaska (I see you)

Tunturpak - Moose

Tang'ramken Alas'kaaq - Peek-A-Boo Alaska

Caqiq nuuyamauq aniumi? Kuskanaq. - What is hiding in the snow? A rabbit.

Caqiq nuuyamauq paluqatam saputaani? Paluqtaq. - What is hiding in the dam? A beaver.

Caqiq nuuyamauq imarmi? Ar'uq. - What is hiding in the sea? A whale.

Caqiq nuuyamauq qilagmi? Ingriq. - What is hiding in the cloud? A mountain.

Caqiq nuuyamauq uqgwigmi? Nuuniq. - What is hiding in the alder? A porcupine.

Caqiq nuuyamauq legtami? Taquka'aq. - What is hiding in the den? A bear.

#### Land Animal

Preschool / Kindergarten

#### **Materials**

- Peek a Boo Alaska Book
- Map of Alaska
- Landscape images
- Beanie baby animals

# Songs

NA

- 1. Cagiq? What (item)?
- 2. Nuuyamauq s/he/it is hiding
- 3. Tang'ramken I see you
- 4. \*Alas'kaaq Alaska

# Peek A Boo Alaska P2

# Overview

This translated book is a fun way to practice locations and the transitive verb structure of "I \_\_\_\_\_ you."

# **Objectives**

To practice location description, animal names, and verb endings.

#### **Activities**

- 1. Show a series of props or photos of the vocabulary to be taught above, while stating the name of each one and having the students repeat the word.
- 2. Read the book slowly as a group to introduce the book and language to be taught.
- Repeat regularly until memorized, and students can read the memorized book aloud to each other. Leave the board book for quiet time reflection will allow students to practice.

# Extension/ Alternative

Play Peek-a-Boo before or after the book reading to reinforce the use of "Tang'ramken".

#### Alas'kaaq Tang'ramken - Peek-a-Boo Alaska (I see you)

Tunturpak - Moose

Tang'ramken Alas'kaaq - Peek-A-Boo Alaska

Caqiq nuuyamauq aniumi? Kuskanaq. - What is hiding in the snow? A rabbit.

Caqiq nuuyamauq paluqatam saputaani? Paluqtaq. - What is hiding in the dam? A beaver.

Caqiq nuuyamauq imarmi? Ar'uq. - What is hiding in the sea? A whale.

Caqiq nuuyamauq qilagmi? Ingriq. - What is hiding in the cloud? A mountain.

Caqiq nuuyamauq uqgwigmi? Nuuniq. - What is hiding in the alder? A porcupine.

Caqiq nuuyamauq legtami? Taquka'aq. - What is hiding in the den? A bear.

#### Land Animal

# Preschool / Kindergarten

#### **Materials**

- Peek a Boo Alaska Book
- Map of Alaska
- Landscape images
- Beanie baby animals

# Songs

NA

# Vocabulary

- 1. Tunturpak moose
- 2. \*Kuskanaq rabbit
- 3. \*Paluqtaq beaver
- 4. \*Ar'uq whale
- 5. \*Nuuniq porcupine
- 6. \*Taquka'aq bear

- 7. Caqiq? What (item)?
- 8. Nuuyamauq s/he/it is hiding
- 9. Tang'ramken I see you
- 10. \*Alas'kaaq Alaska

# Peek A Boo Alaska P3

# Overview

This translated book is a fun way to practice locations and the transitive verb structure of "I \_\_\_\_\_ you."

# **Objectives**

To practice location description, animal names, and verb endings.

#### **Activities**

- 1. Show a series of props or photos of the vocabulary to be taught above, while stating the name of each one and having the students repeat the word.
- 2. Read the book slowly as a group to introduce the book and language to be taught.
- 3. Repeat regularly until memorized, and students can read the memorized book aloud to each other. Leave the board book for quiet time reflection will allow students to practice.

# Extension/ Alternative

Play Peek-a-Boo before or after the book reading to reinforce the use of "Tang'ramken".

### Alas'kaaq Tang'ramken - Peek-a-Boo Alaska (I see you)

Tunturpak - Moose

Tang'ramken Alas'kaaq - Peek-A-Boo Alaska

Caqiq nuuyamauq aniumi? Kuskanaq. - What is hiding in the snow? A rabbit.

Caqiq nuuyamauq paluqatam saputaani? Paluqtaq. - What is hiding in the dam? A beaver.

Caqiq nuuyamauq imarmi? Ar'uq. - What is hiding in the sea? A whale.

Caqiq nuuyamauq qilagmi? Ingriq. - What is hiding in the cloud? A mountain.

Caqiq nuuyamauq uqgwigmi? Nuuniq. - What is hiding in the alder? A porcupine.

Caqiq nuuyamauq legtami? Taquka'aq. - What is hiding in the den? A bear.

#### Land Animal

# Preschool / Kindergarten

#### **Materials**

- Peek a Boo Alaska Book
- Map of Alaska
- Landscape images
- Beanie baby animals

# Songs

NA

# Vocabulary

- 1. \*Aniumi in the snow
- 2. \*Saputaani in a dam
- 3. \*Imarmi in the sea
- 4. \*Qilagmi in the sky
- 5. \*Uqgwigmi in an alder
- 6. \*Legtami in a den or cave

- 7. Caqiq? What (item)?
- 8. Nuuyamauq s/he/it is hiding
- 9. Tang'ramken I see you
- 10. \*Alas'kaaq Alaska
- 11. Tunturpak moose
- 12. \*Kuskanaq rabbit
- 13. \*Paluqtaq beaver
- 14. \*Ar'uq whale
- 15. \*Nuuniq porcupine
- 16. \*Taquka'aq bear

# Sensory Identification

#### Overview

Using objects, with photo references, introduce the opposites soft and hard, as well as the commands of touch and hold

# **Objectives**

Learn simple opposites, descriptions and short commands.

#### **Activities**

- 1. Place several plates lined up on the table for an identification game.
- 2. Select a student, and blindfold them
- 3. Onto each plate, place a soft or a hard item.
- 4. Guiding the blindfolded student, direct with: Agturu (touch it).
- 5. If they cannot guess what it is, give the command and Tuumiaru (hold it) to guess again.
- 6. Allow each student a turn to be blindfolded and guess. This is best accommodated in small groups with several adult table leaders

### Extension/ Alternative

- "Unaituq ili Teguq?" "Is it soft or hard?"
- Ask blindfolded student to guess "Caqiq una?" "What is it?"
- Extend or alter this guessing game to include tests of different senses: smell, taste, hear
- Instead of a series of plates, use a soft bag or a box to place items to reach inside for

#### Land Animal

### Preschool / Kindergarten

#### **Materials**

- Paper plates
- Cotton
- Rocks
- Fur pieces
- Glass cups
- Pencils
- Stuffed Animals
- Pair of socks

- 1. Unaituq It is soft
- 2. Teg'uq It is hard
- 3. Gagtuq It is rough
- 4. Agturu Touch it (command)
- 5. Tuumiaru Hold it (command)

# The Hunting Song P1

#### Overview

This classic teaching song is taught as a standard verse, with each performance an opportunity for the kids to choose different animals to add to the song.

# **Objectives**

To practice group cooperation, rhythm, animals, and descriptions.

#### **Activities**

- 1. To introduce/review the animal names, play Caqiq Una with the students...
- 2. Introduce the tune and sing the song for the students using gesturing movements and/or song lyrics sheet to indicate the meaning of the words. Each subsequent lesson will introduce more of the song vocabulary.

# Pisurtuq Song (Hunting Song)

Angutaq pisurtuq. The old man is hunting.

Taquka'aq tangraa! He sees a bear!

Nutaan-llu nangartuq... And now he stands up...

Ruuwaq cayugaa. He pulls back his arrow.

Gwaa'i taquka'aq, Here's a bear.
Tawa'i taquka'aq. There's a bear.
Gwani, tawani. Here, there.

Taquka'at tamiini. Bears everywhere.

Angutaq pisurtuq. The old many is hunting.

Pitaqaa! He got it.

Original "He is hunting" song, sung to the tune of "Old McDonald Had a Farm,"

by Irene Coyle and Alisha Drabek. Replace an animal name to sing a new verse...

Recording courtesy of the Alutiiq Museum. Generations CD Track 11.

#### Land Animal

### Preschool / Kindergarten

#### **Materials**

- Song lyrics in pictograph
- Beanie Baby Animals
- Space to stand and move

# Songs

Pisurtuq Song (HuntingSong)

- 1. Tuntuq deer
- Taquka'aq bear
- 3. Kuskaanaq rabbit

# The Hunting Song P2

#### Overview

This classic teaching song is taught as a standard verse, with each performance an opportunity for the kids to choose different animals to add to the song.

# **Objectives**

To practice group cooperation, rhythm, animals, and descriptions.

#### **Activities**

Taquka'at tamiini.

- 1. To introduce/review the animal names, play Caqiq Una with the students...
- 2. Introduce the tune and sing the song for the students using gesturing movements and/or song lyrics sheet to indicate the meaning of the words. Each subsequent lesson will introduce more of the song vocabulary.

# Pisurtuq Song (Hunting Song)

Angutaq pisurtuq. The old man is hunting.

Taquka'aq tangraa! He sees a bear!

Nutaan-llu nangartuq... And now he stands up...

Ruuwaq cayugaa. He pulls back his arrow.

Gwaa'i taquka'aq, Here's a bear.
Tawa'i taquka'aq. There's a bear.
Gwani, tawani. Here, there.

Angutaq pisurtuq. The old many is hunting.

Pitaqaa! He got it.

Original "He is hunting" song, sung to the tune of "Old McDonald Had a Farm,"

Bears everywhere.

by Irene Coyle and Alisha Drabek. Replace an animal name to sing a new verse...

Recording courtesy of the Alutiiq Museum. Generations CD Track 11.

#### Land Animal

# Preschool / Kindergarten

#### **Materials**

- Song lyrics in pictograph
- Beanie Baby Animals
- Space to stand and move

# Songs

• Pisurtuq Song (HuntingSong)

# Vocabulary

- 1. Gwaa'i here
- 2. Gwani here it is
- 3. Tawa'i there
- 4. Tawani there it is

- 5. Tuntuq deer
- 6. Taquka'aq bear
- 7. Kuskaanaq rabbit

# The Hunting Song P3

#### Overview

This classic teaching song is taught as a standard verse, with each performance an opportunity for the kids to choose different animals to add to the song.

# **Objectives**

To practice group cooperation, rhythm, animals, and descriptions.

#### **Activities**

- 1. To introduce/review the animal names, play Caqiq Una with the students...
- 2. Introduce the tune and sing the song for the students using gesturing movements and/or song lyrics sheet to indicate the meaning of the words. Each subsequent lesson will introduce more of the song vocabulary.

# Pisurtuq Song (Hunting Song)

Angutaq pisurtuq. The old man is hunting.

Taquka'aq tangraa! He sees a bear!

Nutaan-llu nangartuq... And now he stands up...

Ruuwaq cayugaa. He pulls back his arrow.

Gwaa'i taquka'aq, Here's a bear.
Tawa'i taquka'aq. There's a bear.

Gwani, tawani. Here, there.

Taquka'at tamiini. Bears everywhere.

Angutaq pisurtuq. The old many is hunting.

Pitaqaa! He got it.

Original "He is hunting" song, sung to the tune of "Old McDonald Had a Farm,"

by Irene Coyle and Alisha Drabek. Replace an animal name to sing a new verse...

Recording courtesy of the Alutiiq Museum. Generations CD Track 11.

#### Land Animal

#### Preschool / Kindergarten

#### **Materials**

- Song lyrics in pictograph
- Beanie Baby Animals
- Space to stand and move

## Songs

Pisurtuq Song (HuntingSong)

## Vocabulary

- 1. Tamiini everywhere
- 2. Pisurtuq he is hunting
- 3. Tangraa he sees it
- 4. Pitagaa he got it

#### **Review Vocabulary:**

- 5. Tuntuq deer
- 6. Taquka'aq bear
- 7. Kuskaanaq rabbit
- 8. Gwaa'i here
- 9. Gwani here it is
- 10. Tawa'i there
- 11. Tawani there it is

# The Hunting Song P4

#### Overview

This classic teaching song is taught as a standard verse, with each performance an opportunity for the kids to choose different animals to add to the song.

# **Objectives**

To practice group cooperation, rhythm, animals, and descriptions.

#### **Activities**

- 1. To introduce/review the animal names, play Caqiq Una with the students...
- 2. Introduce the tune and sing the song for the students using gesturing movements and/or song lyrics sheet to indicate the meaning of the words. Each subsequent lesson will introduce more of the song vocabulary.

# Pisurtuq Song (Hunting Song)

Angutaq pisurtuq. The old man is hunting.

Taquka'aq tangraa! He sees a bear!

Nutaan-llu nangartuq... And now he stands up...

Ruuwaq cayugaa. He pulls back his arrow.

Gwaa'i taquka'aq, Here's a bear.
Tawa'i taquka'aq. There's a bear.

Tawa'i taquka'aq. There's a bea Gwani, tawani. Here, there.

Taquka'at tamiini. Bears everywhere.

Angutaq pisurtuq. The old many is hunting.

Pitaqaa! He got it.

Original "He is hunting" song, sung to the tune of "Old McDonald Had a Farm,"

by Irene Coyle and Alisha Drabek. Replace an animal name to sing a new verse...

Recording courtesy of the Alutiiq Museum. Generations CD Track 11.

#### Land Animal

#### Preschool / Kindergarten

#### **Materials**

- Song lyrics in pictograph
- Beanie Baby Animals
- Space to stand and move

## Songs

• Pisurtuq Song (HuntingSong)

# Vocabulary

- 1. nutaan-llu and now
- 2. nangartuq he stands up

#### **Review Vocabulary:**

- 3. tuntuq deer
- 4. taquka'aq bear
- 5. kuskaanaq rabbit
- 6. gwaa'i here
- 7. gwani here it is
- 8. tawa'i there
- 9. tawani there it is
- 10. tamiini everywhere
- 11. pisurtuq he is hunting
- 12. tangraa he sees it
- 13. pitaqaa he got it

# Touch and Feel P1

#### Overview

This translated book is a fun way to practice descriptions and commands.

# **Objectives**

To practice commands, animal names, and texture descriptions.

#### **Activities**

- Using picture cards and texture items, introduce each word to the group, not moving on to the next until the children understand each command and texture.
- Read the book to the group, emphasizing the words that the students have just been taught.

# Alas'kaam Unguwallria'i Agturkii- Touch Alaska's Animals Story

Tunturpam qengaa unaisqaq unaru. Tunturpak. - Feel the moose's soft nose. Moose.

Tunngam qengaa tegsqaq kaurturu. Tunngaq. - Tap (hit) the puffin's hard nose (beak). Puffin.

Kum'agyam culu'ai unaisqat unaakii. Kum'agyak. - Feel the eagle's soft feathers. Eagle.

Nuunim cukitat agturkii mingutnik. Nuuniq. - *Touch the porcupine's bristly quills*. *Porcupine*.

Iqallum amia unaru. Iqalluk. - Feel the salmon's skin. Salmon.

Maama taquka'am nuyait rarsqat unaakii. Taquka'aq. - Feel the mama bear's rough fur. Bear.

#### Land Animal

#### Preschool / Kindergarten

#### **Materials**

- Touch and Feel Alaska's Animals Books
- Map of Alaska
- Beanie Baby Animals featured in the book
- Sensory box with the textures featured in the book

- 1. Agturu touch it
- 2. Agturkii touch them
- 3. Kaurturu tap; beat; hit it
- 4. Unaru feel it
- 5. Unaakii feel them
- 6. Unaisqaq soft one
- 7. Tegsqaq hard one

# Touch and Feel P2

#### Overview

This translated book is a fun way to practice descriptions and commands.

# **Objectives**

To practice commands, animal names, and texture descriptions.

#### **Activities**

- Using picture cards and texture items, introduce each word to the group, not moving on to the next until the children understand each command and texture.
- Read the book to the group, emphasizing the words that the students have just been taught.

# Alas'kaam Unguwallria'i Agturkii- Touch Alaska's Animals Story

Tunturpam qengaa unaisqaq unaru. Tunturpak. - Feel the moose's soft nose.

Moose

Tunngam qengaa tegsqaq kaurturu. Tunngaq. - Tap (hit) the puffin's hard nose (beak). Puffin.

Kum'agyam culu'ai unaisqat unaakii. Kum'agyak. - Feel the eagle's soft feathers. Eagle.

Nuunim cukitat agturkii mingutnik. Nuuniq. - *Touch the porcupine's bristly quills*. *Porcupine*.

Iqallum amia unaru. Iqalluk. - Feel the salmon's skin. Salmon.

Maama taquka'am nuyait rarsqat unaakii. Taquka'aq. - Feel the mama bear's rough fur. Bear.

#### Land Animal

## Preschool / Kindergarten

#### **Materials**

- Touch and Feel Alaska's Animals Books
- · Map of Alaska
- Beanie Baby Animals featured in the book
- Sensory box with the textures featured in the book

# Vocabulary

- 1. Cukitat quills or needles
- 2. Culu'ai its feathers
- 3. Nuyait its hair
- 4. Amia its skin

#### **Review Vocabulary**

- 5. Agturu touch it
- 6. Agturkii touch them
- 7. Kaurturu tap; beat; hit it
- 8. Unaru feel it
- 9. Unaakii feel them
- 10. Unaisqaq soft one
- 11. Tegsqaq hard one

# Touch and Feel P3

#### Overview

This translated book is a fun way to practice descriptions and commands.

# **Objectives**

To practice commands, animal names, and texture descriptions.

#### **Activities**

- Using picture cards and texture items, introduce each word to the group, not moving on to the next until the children understand each command and texture.
- Read the book to the group, emphasizing the words that the students have just been taught.

# Alas'kaam Unguwallria'i Agturkii- Touch Alaska's Animals Story

Tunturpam qengaa unaisqaq unaru. Tunturpak. - Feel the moose's soft nose.

Moose

Tunngam qengaa tegsqaq kaurturu. Tunngaq. - Tap (hit) the puffin's hard nose (beak). Puffin.

Kum'agyam culu'ai unaisqat unaakii. Kum'agyak. - Feel the eagle's soft feathers. Eagle.

Nuunim cukitat agturkii mingutnik. Nuuniq. - Touch the porcupine's bristly quills. Porcupine.

Iqallum amia unaru. Iqalluk. - Feel the salmon's skin. Salmon.

Maama taquka'am nuyait rarsqat unaakii. Taquka'aq. - Feel the mama bear's rough fur. Bear.

#### Land Animal

## Preschool / Kindergarten

#### **Materials**

- Touch and Feel Alaska's Animals Books
- · Map of Alaska
- Beanie Baby Animals featured in the book
- Sensory box with the textures featured in the book

## Vocabulary

- 1. Unguwallria'i animals (possessed)
- 2. \*Tunturpak moose
- 3. \*Tunngaq puffin
- 4. \*Kum'agyak eagle
- 5. \*Nuuniq porcupine
- 6. \*Iqalluk salmon
- 7. \*Taquka'aq bear

#### **Review Vocabulary**

- 8. Agturu touch it
- 9. Agturkii touch them
- 10. Kaurturu tap; beat; hit it
- 11. Unaru feel it
- 12. Unaakii feel them
- 13. Unaisqaq soft one
- 14. Tegsqaq hard one
- 15. Cukitat quills or needles
- 16. Culu'ai its feathers
- 17. Nuyait its hair
- 18. Amia its skin

# **Section 6**

## Sea Animals

(16 Plans)

Animal Identification: Sea Animals Part 1

Animal Identification: Sea Animals Part 2

Animal Identification: Sea Animals Part 3

Flavor Song Part 1

Flavor Song Part 2

Little Alutiit Song Part 1

Little Alutiit Song Part 2

**Nutritious Foods** 

Six Little Ducks Song Part 1

Six Little Ducks Song Part 2

Six Little Ducks Song Part 3

Size

Stone Soup Part 1

Stone Soup Part 2

Stone Soup Part 3

Stone Soup Part 4

# Animal Identification Sea Animals P1

Sea Animals

Preschool / Kindergarten

#### Overview

Using stuffed or felt animals, introduce and practice the names of sea animals

# **Objectives**

To identify sea animals in Alutiiq

#### **Activities**

- 1. Students sit in a circle
- 2. Instructor holds up an animal and says its name in Alutiiq
- 3. Students repeat in unison, then individually as animal is passed around the circle
- 4. Repeat with all animals

#### Extension/ Alternative

- Instructor gives each child in the circle an animal and then asks *Caqiq una?* Students respond. When students learn the name of their animal, they can switch. Eventually they can ask each other.
- Instructor gives each student an animal to keep hidden, then asks student to pretend to be that animal while other students guess, in Alutiiq, which animal it is
- Instructor can ask students to identify or place animals on a felt board

#### Materials

- Beanie Baby Animals OR
- Felt Board with animals and landscapes

# Songs

NA

- 1. Amikuq; utguiq octopus
- 2. Amikuruaq; utguiruaq squid
- 3. Arhnaq sea otter
- 4. Arlluk killer whale
- 5. Ar'uq; arwaq whale
- 6. Iqalluk fish or salmon

# Animal Identification Sea Animals P2

# Overview

Using stuffed or felt animals, introduce and practice the names of sea animals

# **Objectives**

To identify sea animals in Alutiiq

#### **Activities**

- 1. Students sit in a circle
- 2. Instructor holds up an animal and says its name in Alutiiq
- 3. Students repeat in unison, then individually as animal is passed around the circle
- 4. Repeat with all animals

#### Extension/ Alternative

- Instructor gives each child in the circle an animal and then asks *Caqiq una?* Students respond. When students learn the name of their animal, they can switch. Eventually they can ask each other.
- Instructor gives each student an animal to keep hidden, then asks student to pretend to be that animal while other students guess, in Alutiiq, which animal it is
- Instructor can ask students to identify or place animals on a felt board

#### Sea Animals

Preschool / Kindergarten

#### Materials

- Beanie Baby Animals OR
- Felt Board with animals and landscapes

# Songs

NA

### Vocabulary

- 1. Isuwiq seal
- 2. Iwalrayak; sakuuq crab
- 3. Mangaq porpoise
- 4. Qapilat mussels
- 5. Qaut barnacles
- 6. Sagiq halibut

#### **Review Vocabulary**

- 7. Amikuq; utguiq octopus
- 8. Amikuruaq; utguiruaq squid
- 9. Arhnaq sea otter
- 10. Arlluk killer whale
- 11. Ar'uq; arwaq whale
- 12. Iqalluk fish or salmon

# Animal Identification Sea Animals P3

#### Overview

Using stuffed or felt animals, introduce and practice the names of sea animals

# **Objectives**

To identify sea animals in Alutiiq

#### **Activities**

- 1. Students sit in a circle
- 2. Instructor holds up an animal and says its name in Alutiiq
- 3. Students repeat in unison, then individually as animal is passed around the circle
- 4. Repeat with all animals

#### Extension/ Alternative

- Instructor gives each child in the circle an animal and then asks *Caqiq una?* Students respond. When students learn the name of their animal, they can switch. Eventually they can ask each other.
- Instructor gives each student an animal to keep hidden, then asks student to pretend to be that animal while other students guess, in Alutiiq, which animal it is
- Instructor can ask students to identify or place animals on a felt board

#### Sea Animals

Preschool / Kindergarten

#### Materials

- Beanie Baby Animals OR
- Felt Board with animals and landscapes

# Songs

NA

### Vocabulary

- 1. Uriitaq chiton
- 2. Uutuk sea urchin
- 3. Wau'uq flounder
- 4. Wiinaq sea lion
- Wiinarpak walrus

#### **Review Vocabulary**

- 6. Amikuq; utguiq octopus
- 7. Amikuruaq; utguiruaq squid
- 8. Arhnaq sea otter
- 9. Arlluk killer whale
- 10. Ar'uq; arwaq whale
- 11. Iqalluk fish or salmon
- 12. Isuwiq seal
- 13. Iwalrayak; sakuuq crab
- 14. Mangaq porpoise
- 15. Qapilat mussels
- 16. Qaut barnacles
- 17. Sagiq halibut

# Flavor Song P1

#### Overview

Sing song while pointing to foods.

# **Objectives**

Learn flavor words and food names.

#### **Activities**

- 1. Lay out the flavor items for all the students to see and test
- Demonstrate each item, pointing at it to identify the item, followed by saying its flavor, while
  making the face
- 3. Have students take turns taste testing each flavor item and saying the correct flavor
- 4. Lead the students through a pictograph of the lyrics, and then practice singing the song Repeat the song regularly, reminding them with images or props, asking them questions about the flavor, with *Aa'a* or *Qang'a* answers. i.e. *Quuhnartuq-qaa?* Is it sour?

# Negnirtug Quuhnarluni- "Its Sweet and Sour" Song

Limuunaq quuhnartuq, (make sour face) The lemon is sour,
Limuunaq quuhnartuq, The lemon is sour,
Limuunaq quuhnartuq, The lemon is sour,

Quuhnartuq! Sour!

SaagaRaq neqnirtuq, (smile)
Sugar is sweet,
SaagaRaq neqnirtuq,
SaagaRaq neqnirtuq,
Sugar is sweet,
Sugar is sweet,
Neqnirtuq!
Sweet!

Sulunaq taryurtu'uq, (scrunch mouth) Salted fish is salty,
Sulunaq taryurtu'uq, Salted fish is salty,
Sulunaq taryurtu'uq, Salted fish is salty,

Taryurtu'uq! Salty!

PiiRitsaaq qatllinartuq Pepper is bitter/spicy,
PiiRitsaaq qatllinartuq, Pepper is bitter/spicy,
PiiRitsaaq qatllinartuq, Pepper is bitter/spicy,
Qatllinartuq! (ACHOO!) Bitter/spicy! (Achoo!)

#### Sea Animals

Preschool / Kindergarten

#### Materials

Images and/or actual food items referenced in song

## Songs

Neqnirtuq Quuhnarluni Song

- 1. Limuunaq lemon
- SaagaRaq sugar
- 3. PiiRitsaaq pepper
- 4. Taryuq; sauliq salt

# Flavor Song P2

#### Overview

Sing song while pointing to foods.

# **Objectives**

Learn flavor words and food names.

#### **Activities**

- 1. Lay out the flavor items for all the students to see and test
- Demonstrate each item, pointing at it to identify the item, followed by saying its flavor, while making the face
- 3. Have students take turns taste testing each flavor item and saying the correct flavor
- 4. Lead the students through a pictograph of the lyrics, and then practice singing the song Repeat the song regularly, reminding them with images or props, asking them questions about the flavor, with *Aa'a* or *Qang'a* answers. i.e. *Quuhnartuq-qaa?* Is it sour?

# Negnirtuq Quuhnarluni- "Its Sweet and Sour" Song

Limuunaq quuhnartuq, (make sour face) The lemon is sour,
Limuunaq quuhnartuq, The lemon is sour,
Limuunaq quuhnartuq, The lemon is sour,

Quuhnartuq! Sour!

SaagaRaq neqnirtuq, (smile)
Sugar is sweet,
SaagaRaq neqnirtuq,
Sugar is sweet,
SaagaRaq neqnirtuq,
Sugar is sweet,
Neqnirtuq!
Sweet!

Sulunaq taryurtu'uq, (scrunch mouth) Salted fish is salty,
Sulunaq taryurtu'uq, Salted fish is salty,
Sulunaq taryurtu'uq, Salted fish is salty,

Taryurtu'uq! Salty!

PiiRitsaaq qatllinartuq Pepper is bitter/spicy,
PiiRitsaaq qatllinartuq, Pepper is bitter/spicy,
PiiRitsaaq qatllinartuq, Pepper is bitter/spicy,
Qatllinartuq! (ACHOO!) Bitter/spicy! (Achoo!)

#### Sea Animals

Preschool / Kindergarten

#### Materials

Images and/or actual food items referenced in song

# Songs

Neqnirtuq Quuhnarluni Song

# Vocabulary

- 1. Sulunaq salted fish
- 2. Quuhnartuq it is sour
- 3. Negnirtug it is sweet
- 4. Taryurtu'uq it is salty
- 5. Qatllinartuq it is bitter; spicy

#### **Review Vocabulary**

- 6. Limuunaq lemon
- 7. SaagaRaq sugar
- 8. PiiRitsaaq pepper
- 9. Taryuq; sauliq salt

# Little Alutiit Song P1

#### Sea Animals

Preschool / Kindergarten

#### Overview

Instructor guides students through Alutiiq song to practice counting to 10

# **Objectives**

To count to ten in Alutiiq

#### **Activities**

- 1. Introduce key vocabulary using only pictures, objects or gestures
- 2. Sing and demonstrate the song for the students, repeating three times
- 3. Encourage students to repeat and copy the gestures as they sing
- 4. Lead the students each day or every week in singing the song Call on individual students to answer "Qaugcinek?" when raising fingers to the group, allowing time for each student to have a chance to respond if they feel able

# Qulen Alutiingcut- Ten Little Alutiit

Allringuq, Mal'uk, Pingayun Alutiit. - One, Two, Three Alutiit.
Staaman, Talliman, Arwilgen Alutiit. - Four, Five, Six Alutiit.
Mallruungin, Inglulgen, Qulnguyan Alutiit. - Seven, Eight, Nine Alutiit.
Qulen Alutiingcut. - Ten little Alutiit.

Qulen, Qulnguyan, Inglulgen Alutiit. - Ten, Nine, Eight Alutiit. Mallruungin, Arwilgen, Talliman Alutiit. - Seven, Six, Five Alutiit. Staaman, Pingayun, Mal'uk Alutiik. - Four, Three, Two Alutiik. Allringuq Alutiingcuk. - One little Alutiiq.

Sung to the tune of "Ten Little Indians"
courtesy of the Alutiiq Museum, April Laktonen Counceller, Florence Pestrikoff &
Nick Alokli
originally developed in the village of Old Harbor. Alternative pronunciation for
"One" - Allriluq

#### Materials

Alutiiq Numbers Poster

## Songs

Qulen Alutiingcut Song- Ten Little Alutiit Song

- 1. Allringuq- One
- 2. Mal'uk-Two
- 3. Pigayun-Three
- 4. Staaman- Four
- 5. Talliman-Five
- 6. Arwilgen- Six

# Little Alutiit Song P2

#### Sea Animals

Preschool / Kindergarten

#### Overview

Instructor guides students through Alutiiq song to practice counting to 10

# **Objectives**

To count to ten in Alutiiq

#### **Activities**

- 1. Introduce key vocabulary using only pictures, objects or gestures
- 2. Sing and demonstrate the song for the students, repeating three times
- 3. Encourage students to repeat and copy the gestures as they sing
- 4. Lead the students each day or every week in singing the song Call on individual students to answer "Qaugcinek?" when raising fingers to the group, allowing time for each student to have a chance to respond if they feel able

# Qulen Alutiingcut- Ten Little Alutiit

Allringuq, Mal'uk, Pingayun Alutiit. - One, Two, Three Alutiit.
Staaman, Talliman, Arwilgen Alutiit. - Four, Five, Six Alutiit.
Mallruungin, Inglulgen, Qulnguyan Alutiit. - Seven, Eight, Nine Alutiit.
Qulen Alutiingcut. - Ten little Alutiit.

Qulen, Qulnguyan, Inglulgen Alutiit. - Ten, Nine, Eight Alutiit. Mallruungin, Arwilgen, Talliman Alutiit. - Seven, Six, Five Alutiit. Staaman, Pingayun, Mal'uk Alutiik. - Four, Three, Two Alutiik. Allringuq Alutiingcuk. - One little Alutiiq.

Sung to the tune of "Ten Little Indians"
courtesy of the Alutiiq Museum, April Laktonen Counceller, Florence Pestrikoff &
Nick Alokli
originally developed in the village of Old Harbor. Alternative pronunciation for
"One" - Allriluq

#### Materials

Alutiiq Numbers Poster

## Songs

Qulen Alutiingcut Song- Ten Little Alutiit Song

# Vocabulary

- 1. Mallruungin- Seven
- 2. Inglulgen- Eight
- 3. Qulnguyan- Nine
- 4. Qulen- Ten
- 5. Qaugcinek? How many?
- 6. Alutiingcut Little Alutiit

#### **Review Vocabulary**

- 7. Allringuq- One
- 8. Mal'uk-Two
- 9. Pingayun-Three
- 10. Staaman-Four
- 11. Talliman- Five
- 12. Arwilgen- Six

# **Nutritious Foods**

#### D 1 1/77

Sea Animals

#### Preschool / Kindergarten

#### Overview

Teaching names of subsistence food, and following simple commands

# **Objectives**

Naming subsistence foods and visual identification

#### **Activities**

- 1. Instructor will demonstrate activity.
- 2. Instructor will say, "Lliikii tuntuq cali kaRtuugaaq qantamen."
- 3. Repeat phrase alternating what to put on plate.

#### Materials

• Pictures and actual food items referenced

# Songs

NA

- 1. Iqalluk salmon
- 2. Isuwiq seal
- 3. Saqul'aaq duck
- 4. Mamaayaq clam
- 5. Tuntuq deer
- 6. Qantaq plate
- 7. Lliigiu put it (1)
- 8. Lliikii put them (3+)
- 9. Luk onion
- 10. KaRtuugaaq potato

# Six Little Ducks P1

#### Sea Animals

Preschool / Kindergarten

#### Overview

This translated and modified song is a fun group activity to practice singular and plural nouns and descriptions.

# **Objectives**

To practice group cooperation, rhythm, counting, and descriptions.

#### **Activities**

- 1. Review with the students the numbers 1-10.
- 2. Read the rhyme to the children to introduce the language.

## Six Little Ducks Song

Arwilegnek saqul'aangcut nallun'illkenka - Six little ducks I once knew [Chorus] nanit'sqat, quilit'sqat, mayart'sqat cali - short ones, fat ones, skinny ones too allringuq saqul'aangcuk culuk pequani - but the one little duck with a feather on her back malirkarturluku, [quack, quack, quack] - she led the others with a quack, quack, quack [quack, quack, quack, quack, quack].

Nutaan, aciwarluteng kuigmen - Down to the river they did go [Verse 1] [wibble, wobble, wibble, wobble, ho, ho, ho] allringuq saqul'aangcuk culuk pequani - but the one little duck with a feather on her back malirkarturluku, [quack, quack, quack] - she led the others with a quack, quack, quack [quack, quack, quack, quack].

Nutaan, tailuteng kuigmek - Home from the river they did come [Verse 2] [wibble, wobble, wibble, wobble, ho, ho, ho] allringuq saqul'aangcuk culuk pequani - but the one little duck with a feather on her back malirkarturluku, [quack, quack, quack] - she led the others with a quack, quack, quack [quack, quack, quack, quack].

#### Materials

- A feather
- Toy duck
- Photo of river
- Photo of three sixed ducks referenced
- Alutiiq number poster

# Songs

Six Little Ducks Song

- 1. Allringuq one
- 2. Mal'uk two
- 3. Pingayun three
- 4. Staaman foud
- 5. Talliman five
- 6. Arwilgen six
- 7. Mallrungin seven
- 8. Inglulgen eight
- 9. Qulnguyan nine
- 10. Qulen ten

# Six Little Ducks P2

#### Sea Animals

Preschool / Kindergarten

#### Overview

This translated and modified song is a fun group activity to practice singular and plural nouns and descriptions.

# **Objectives**

To practice group cooperation, rhythm, counting, and descriptions.

#### **Activities**

- 1. Review with the students the numbers 1-10.
- 2. Read the rhyme to the children to introduce the language.

## Six Little Ducks Song

Arwilegnek saqul'aangcut nallun'illkenka - Six little ducks I once knew [Chorus] nanit'sqat, quilit'sqat, mayart'sqat cali - short ones, fat ones, skinny ones too allringuq saqul'aangcuk culuk pequani - but the one little duck with a feather on her back malirkarturluku, [quack, quack, quack] - she led the others with a quack, quack, quack [quack, quack, quack, quack, quack].

Nutaan, aciwarluteng kuigmen - Down to the river they did go [Verse 1] [wibble, wobble, wibble, ho, ho, ho] allringuq saqul'aangcuk culuk pequani - but the one little duck with a feather on her back malirkarturluku, [quack, quack, quack] - she led the others with a quack, quack, quack [quack, quack, quack, quack, quack].

Nutaan, tailuteng kuigmek - Home from the river they did come [Verse 2] [wibble, wobble, wibble, wobble, ho, ho, ho] allringuq saqul'aangcuk culuk pequani - but the one little duck with a feather on her back malirkarturluku, [quack, quack, quack] - she led the others with a quack, quack, quack [quack, quack, quack, quack, quack].

#### Materials

- A feather
- Toy duck
- Photo of river
- Photo of three sixed ducks referenced
- Alutiiq number poster

# Songs

Six Little Ducks Song

- 1. Saqul'aangcuk little duck
- 2. \*Nanit'sqat short ones
- 3. \*Quilit'sqat fat ones
- 4. \*Mayart'sqat skinny ones
- 5. Nallun'illkenka
  - I knew them
- 6. Malirkarturluku she is leading them

# Six Little Ducks P3

#### Sea Animals

Preschool / Kindergarten

#### Overview

This translated and modified song is a fun group activity to practice singular and plural nouns and descriptions.

# **Objectives**

To practice group cooperation, rhythm, counting, and descriptions.

#### **Activities**

- 1. Review with the students the numbers 1-10.
- 2. Read the rhyme to the children to introduce the language.

## Six Little Ducks Song

Arwilegnek saqul'aangcut nallun'illkenka - Six little ducks I once knew [Chorus] nanit'sqat, quilit'sqat, mayart'sqat cali - short ones, fat ones, skinny ones too allringuq saqul'aangcuk culuk pequani - but the one little duck with a feather on her back malirkarturluku, [quack, quack, quack] - she led the others with a quack, quack, quack [quack, quack, quack, quack, quack].

Nutaan, aciwarluteng kuigmen - Down to the river they did go [Verse 1] [wibble, wobble, wibble, wobble, ho, ho, ho] allringuq saqul'aangcuk culuk pequani - but the one little duck with a feather on her back malirkarturluku, [quack, quack, quack] - she led the others with a quack, quack, quack [quack, quack, quack, quack].

Nutaan, tailuteng kuigmek - Home from the river they did come [Verse 2] [wibble, wobble, wibble, wobble, ho, ho, ho] allringuq saqul'aangcuk culuk pequani - but the one little duck with a feather on her back malirkarturluku, [quack, quack, quack] - she led the others with a quack, quack, quack [quack, quack, quack, quack].

#### Materials

- A feather
- Toy duck
- Photo of river
- Photo of three sixed ducks referenced
- Alutiiq number poster

## Songs

Six Little Ducks Song

- 1. Allringuq one
- 2. Arwilegnek six
- 3. \*Saqul'aangcuk little duck
- 4. \*Culuk feather
- 5. Pequq back (body)
- 6. Pequani on its back
- 7. \*Kuik river
- 8. Kuigmen to the river
- 9. \*Nanit'sqat short ones
- 10. \*Quilit'sqat fat ones
- 11. \*Mayart'sqat skinny ones
- 12. Nallun'illkenka
  - I knew them
- 13. Malirkarturluku she is leading them

# Size

#### Sea Animals

#### Preschool / Kindergarten

#### Overview

Demonstrate the difference between large and small items through a location identification activity

# **Objectives**

Distinguishing basic size differences and descriptions

#### **Activities**

- 1. Direct students to identify "Naama iqalluk miktuq?" Where is the fish that is small?
- 2. Direct students to identify "Naama iqalluk ang'uq?" Where is the fish that is big?
- 3. Vary sentenced depending based on the objects and images available, always varying between large and small items.

#### Materials

• Big and little toy animals or household objects

# Songs

NA

- 1. Mikt'sqaq- Little
- 2. Ang'sqaq-Big
- 3. Naama? Where?
- 4. Various animal names or Various household objects

#### Overview

Learn about food vocabulary and verb options for "to make" -"pili-" or -"li-"

# **Objectives**

Learn about food vocabulary and verb options for "to make" -"pili-" or -"li-"

#### **Activities**

- Gather students in a circle, and have a discussion in English about cooking. Using photo cards, introduce the above phrases to the students.
- When students are familiar with the language, show them the photo cards and ask them to say the phrase for each.
- This activity could be carried through to the dramatic play area of the classroom. Set it up as a kitchen and encourage students to use the Alutiiq language to make soup.

# Stone Soup Song

Suupalilita, suupalilita, Let's make soup, Let's make soup
Tamamta suupamek pililita. Let's make soup. Let's make some soup.

Caqimek, caqimek,
Caqimek supalinayart'sta?

Out of what, out of what,
out of what should we make soup?

Yaamamek, yaamamek
Yaamamek suupalinayartukut.

From a rock, from a rock,
from a rock we should make soup.

Suupaliukut, suupaliukut, We're making soup, we're making soup, Yaamamek suupaliukut. From a rock we're making soup.

Nerlita, Nerlita Let's eat, let's eat
Supalilliakut... nerlita! We made soup.. let's eat!

#### Sea Animals

#### Preschool / Kindergarten

#### Materials

- Pot
- Stones
- Soup
- Play food items
- Stuffed animals
- Photo cards with vocab used

## Songs

Stone Soup Song

- Suupalinayartukut- We should make soup
- 2. Suupalilita- Let's all make soup
- 3. Suupaliukut- We are making soup
- 4. Suupalilliakut- We made soup

## Overview

Learn about food vocabulary and verb options for "to make" -"pili-" or -"li-"

# **Objectives**

Learn about food vocabulary and verb options for "to make" -"pili-" or -"li-"

#### **Activities**

- Gather students in a circle, and have a discussion in English about cooking. Using photo cards, introduce the above phrases to the students.
- When students are familiar with the language, show them the photo cards and ask them to say the phrase for each.
- This activity could be carried through to the dramatic play area of the classroom. Set it up as a kitchen and encourage students to use the Alutiiq language to make soup.

# Stone Soup Song

Suupalilita, suupalilita, Let's make soup, Let's make soup
Tamamta suupamek pililita. Let's make soup. Let's make some soup.

Caqimek, caqimek,
Caqimek supalinayart'sta?

Out of what, out of what,
out of what should we make soup?

Yaamamek, yaamamek
Yaamamek suupalinayartukut.

From a rock, from a rock,
from a rock we should make soup.

Suupaliukut, suupaliukut, We're making soup, we're making soup, Yaamamek suupaliukut. From a rock we're making soup.

Nerlita, Nerlita Let's eat, let's eat
Supalilliakut... nerlita! We made soup.. let's eat!

#### Sea Animals

#### Preschool / Kindergarten

#### Materials

- Pot
- Stones
- Soup
- Play food items
- Stuffed animals
- Photo cards with vocab used

## Songs

Stone Soup Song

- 1. Pililita- Let's make it
- 2. Nerlita- Let's all eat
- 3. Tamamta- All of us
- 4. Suupaq-Soup

#### Overview

Learn about food vocabulary and verb options for "to make" -"pili-" or -"li-"

# **Objectives**

Learn about food vocabulary and verb options for "to make" -"pili-" or -"li-"

#### **Activities**

- Gather students in a circle, and have a discussion in English about cooking. Using photo cards, introduce the above phrases to the students.
- When students are familiar with the language, show them the photo cards and ask them to say the phrase for each.
- This activity could be carried through to the dramatic play area of the classroom. Set it up as a kitchen and encourage students to use the Alutiiq language to make soup.

# Stone Soup Song

Suupalilita, suupalilita, Let's make soup, Let's make soup
Tamamta suupamek pililita. Let's make soup. Let's make some soup.

Caqimek, caqimek,
Caqimek supalinayart'sta?

Out of what, out of what,
out of what should we make soup?

Yaamamek, yaamamek
Yaamamek suupalinayartukut.

From a rock, from a rock,
from a rock we should make soup.

Suupaliukut, suupaliukut, We're making soup, we're making soup, Yaamamek suupaliukut. From a rock we're making soup.

Nerlita, Nerlita Let's eat, let's eat
Supalilliakut... nerlita! We made soup.. let's eat!

#### Sea Animals

#### Preschool / Kindergarten

#### Materials

- Pot
- Stones
- Soup
- Play food items
- Stuffed animals
- Photo cards with vocab used

### Songs

Stone Soup Song

- 1. Caqimek- Out of what?
- 2. Suupamek- From/of soup
- 3. Yaamaq- Rock
- 4. Yaamamek- From/of a rock
- 5. KaRtuugaamek- From a potato
- 6. Alip'kaamek- From a radish

#### Overview

Learn about food vocabulary and verb options for "to make" -"pili-" or -"li-"

# **Objectives**

Learn about food vocabulary and verb options for "to make" -"pili-" or -"li-"

#### **Activities**

- Gather students in a circle, and have a discussion in English about cooking. Using photo cards, introduce the above phrases to the students.
- When students are familiar with the language, show them the photo cards and ask them to say the phrase for each.
- This activity could be carried through to the dramatic play area of the classroom. Set it up as a kitchen and encourage students to use the Alutiiq language to make soup.

# Stone Soup Song

Suupalilita, suupalilita, Let's make soup, Let's make soup
Tamamta suupamek pililita. Let's make soup. Let's make some soup.

Caqimek, caqimek,
Caqimek supalinayart'sta?

Out of what, out of what,
out of what should we make soup?

Yaamamek, yaamamek

Yaamamek suupalinayartukut.

From a rock, from a rock,
from a rock we should make soup.

Suupaliukut, suupaliukut, We're making soup, we're making soup, Yaamamek suupaliukut. From a rock we're making soup.

Nerlita, Nerlita Let's eat, let's eat
Supalilliakut... nerlita! We made soup.. let's eat!

#### Sea Animals

#### Preschool / Kindergarten

#### Materials

- Pot
- Stones
- Soup
- Play food items
- Stuffed animals
- Photo cards with vocab used

### Songs

Stone Soup Song

- 1. Caqimek- Out of what?
- 2. Kemegmek- From meat
- 3. Iqallumek- From fish
- 4. Lugmek- From an onion
- 5. Tumaatuusaamek- From a tomato

# **Section 7**

#### All Around Me

(22 *Plans*)

Animal Identification: Birds Part 1

Animal Identification: Sea Birds Part 2

Colors Song, Part 1

Colors Song, Part 2

Colors Song, Part 3

Colors Song, Part 4

Draw Me A Star, Part 1

Draw Me A Star, Part 2

Draw Me A Star, Part 3

Draw Me A Star, Part 4

Duck, Duck Goose

I Hear It

Snow Song, Part 1

Snow Song, Part 2

Snow Song, Part 3

The Night Sky

The Sledding Song

Twinkle, Twinkle Little Star

Weather, Part 1

Weather, Part 2

When The Weather Is

Yesterdays Weather

# Animal Identification: Birds P1

All Around Me

Preschool / Kindergarten

#### Overview

To identify birds and their actions in Alutiiq

# **Objectives**

To identify birds and their actions in Alutiiq

#### **Activities**

- Students sit in a circle.
- Instructor holds up an bird and says its name in Alutiiq.
- Students repeat in unison, then individually as bird is passed around the circle.
- Repeat with all birds.
- After several bird names are learned, the group can expand by
  pretending to be the different types of birds and taking turns
  pretending to fly or pretending to perch, as the other students call
  out what the demonstrator is doing.

### Extension/ Alternative

- 1. Instructor gives each student a bird to keep hidden, then asks student to pretend to be that bird while other students guess, in Alutiiq, which bird it is.
- 2. Instructor can ask students to identify or place birds on a felt board.
- 3. In the dramatic play area, set up a felt board with landscape (trees/mountains/ocean scene) and allow children to put birds on board and identify if the bird is flying or perching.

#### **Materials**

 Beanie babies birds and/or felt boards with birds and landscape

# Songs

NA

- 1. isiik owl
- 2. kum'agyak eagle
- 3. qallqayaq magpie
- 4. qalnga'aq raven
- 5. qatayaq seagull
- 6. misngauq it is perching

# Animal Identification: Birds P2

All Around Me

Preschool / Kindergarten

#### Overview

To identify birds and their actions in Alutiiq

# **Objectives**

To identify birds and their actions in Alutiiq

#### **Activities**

- Students sit in a circle.
- Instructor holds up an bird and says its name in Alutiiq.
- Students repeat in unison, then individually as bird is passed around the circle.
- Repeat with all birds.
- After several bird names are learned, the group can expand by
  pretending to be the different types of birds and taking turns
  pretending to fly or pretending to perch, as the other students call
  out what the demonstrator is doing.

### Extension/ Alternative

- 1. Instructor gives each student a bird to keep hidden, then asks student to pretend to be that bird while other students guess, in Alutiiq, which bird it is.
- 2. Instructor can ask students to identify or place birds on a felt board.
- 3. In the dramatic play area, set up a felt board with landscape (trees/mountains/ocean scene) and allow children to put birds on board and identify if the bird is flying or perching.

#### **Materials**

 Beanie babies birds and/or felt boards with birds and landscape

# Songs

NA

- 1. saqul'aaq duck
- 2. tunngaq puffin
- 3. saqullkanaq bird
- 4. ikuwitiiq sparrow
- 5. tengaurtuq it is flying

#### All Around Me

Preschool / Kindergarten

#### Overview

Learn the colors and distinction between -sqaq and -tuq

# **Objectives**

Learn the colors and distinction between -sqaq and -tuq

## **Activities**

- Post either the labeled rainbow, or colors poster at the front of the classroom.
- Point to an individual color and use the vocabulary above to identify the colors.

#### Materials

• Colors poster or cards

## Songs

• NA

# Vocabulary

- 1. Kawirtuq It is red
- 2. Qaqairnartuq It is yellow
- 3. Cungaruartuq It is green
- 4. Cungartuq It is blue

#### Extension/ Alternative

## All Around Me

Preschool / Kindergarten

#### Overview

Learn the colors and distinction between –sqaq and -tuq

# **Objectives**

Learn the colors and distinction between -sqaq and -tuq

#### **Activities**

- Post either the labeled rainbow, or colors poster at the front of the classroom.
- Point to an individual color and use the vocabulary above to identify the colors.

## Extension/ Alternative

#### Materials

• Colors poster or cards

# Songs

NA

# Vocabulary

- 1. Kawisqaq a red one
- 2. Qaqairnasqaq a yellow one
- 3. Cungaruasqaq a green one
- 4. Cungasqaq a blue one

#### **Review Language:**

- 5. Kawirtuq It is red
- 6. Qaqairnartuq It is yellow
- 7. Cungaruartuq It is green
- 8. Cungartuq It is blue

#### All Around Me

Preschool / Kindergarten

#### Overview

Learn the colors and distinction between -sqaq and -tuq

# **Objectives**

Learn the colors and distinction between -sqaq and -tuq

### **Activities**

- Post either the labeled rainbow, or colors poster at the front of the classroom.
- Review the color language from the previous lesson plans.
- Ask *Cakuciq kRaas'kaaq una?* while pointing at each color on the rainbow or poster twice.
- Guide students in response, such as: *Taugna kawirtuq*. *That is red*.
- Next, guide students in response: *Cakuciq kRaas'kaaq taugna?* (point to next color)
- Guide students in response, such as: *Taugna cungartuq*. *That is blue*. (repeat)

## Guide students in response, such as: Taugna kawirtua

# Extension/ Alternative

#### **Materials**

• Colors poster or cards

# Songs

NA

# Vocabulary

- 1. Cakuciq kRaas'kaaq una?
  - What kind of color is this?
- Taugna \_\_\_\_\_.That is \_\_\_\_\_.

#### **Review Language:**

- 3. Kawirtuq It is red
- 4. Qaqairnartuq It is yellow
- 5. Cungaruartuq It is green
- 6. Cungartuq It is blue
- 7. Kawisqaq a red one
- 8. Qaqairnasqaq a yellow one
- 9. Cungaruasqaq a green one
- 10. Cungasqaq a blue one

#### Overview

Learn the colors and distinction between -sqaq and -tuq

# **Objectives**

Learn the colors and distinction between -sqaq and -tuq

### **Activities**

- Post either the labeled rainbow, or colors poster at the front of the classroom.
- Review the color language from the previous lesson plans.
- Ask about specific objects that are all the same except their color (i.e. ball or cup). Ask: *Cakuciq kRaas'kaaq mayaciik?*
- Taugna kawisqaq mayaciik. (pointing at the red ball)
- Taugna qaqairnasqaq mayaciik. (pointing at the yellow ball)
- Taugna cungaruasqaq mayaciik. (pointing at the green ball)
- Taugna cungasqaq mayaciik. (pointing at the blue ball)

#### Extension/ Alternative

#### All Around Me

Preschool / Kindergarten

#### **Materials**

• Colors poster or cards

## Songs

NA

# Vocabulary

- 1. Cakuciq kRaas'kaaq una?
  - What kind of color is this?
- 2. Taugna \_\_\_\_\_.
   That is \_\_\_\_\_.
- 3. Kawirtuq It is red
- 4. Qaqairnartuq It is yellow
- 5. Cungaruartuq It is green
- 6. Cungartuq It is blue
- 7. Kawisqaq a red one
- 8. Qaqairnasqaq a yellow one
- 9. Cungaruasqaq a green one
- 10. Cungasqaq- a blue one
- 11. Mayaciik- Ball

#### **Extension Vocabulary**

- 1. Qat'sqaq- White
- 2. Tan'esqaq- Black
- 3. Silutanesqaq-Golden

#### Overview

Extend night sky vocabulary (This lesson should come later in the curriculum due to more complex language)

#### **Activities**

- Post paper in front of classroom where students can see.
- Give students paper and crayons to draw with.
- For the first lesson, tell the students in English that you will be reading a poem about drawing the night sky. Encourage the children to draw while reading the poem aloud.

#### Draw Me A Star

Agyamek patRaitali'hnga. Taumi-llu munarta'istam agyamek pilikii. Asisqamek pilikii.

Iralumek patRaitali'hnga, agyam niugskii. Taumi-llu munarta'istam iralumek pilikii. Cucunasqamek pilikii.

Qilamek patRaitali'hnga, iralum niugskii. Taumi-llu munarta'istam agyamek pilikii. Tamlesqamek pilikii.

Isiigmek patRaitali'hnga, qilam niugskii. Taumi-llu munarta'istam isiigmek pilikii. Qat'sqamek pilikii.

Unuk patRaitali'hnga, isiik niugskii. Pilillianga cali! Munarta'istam niugskii. Draw me a star.
And the artist drew a star.

She made a good one.

Draw me a moon, said the star.

And the artist made it a moon.

She made it a pretty one.

Draw me a sky, said the moon.

And the artist made it a sky.

She made it a dark one.

Draw me an owl, said the sky.

And the artist made it an owl.

She made it a white one.

Draw me the night, said the owl.

I already have! said the artist.

#### All Around Me

#### Preschool / Kindergarten

#### Materials

- Large paper for teacher to draw on
- Paper
- Crayons

# Songs

NA

- 1. agyaq star
- 2. iraluq- moon
- qilaq- sky
- 4. isiik- owl
- 5. unuk- Night
- 6. \_\_\_ patRaitali'hnga draw me a \_\_\_
- 7. taumi-llu and then
- 8. munarta'ista artist
- 9. \_\_\_ pilikii - s/he made a \_\_\_ for \_
- 10. asisqamek a good one
- 11. cucunasqamek a pretty one
- 12. qat'sqamek a white one
- 13. tamlesqamek a dark one niuskii said to him

# All Around Me

Preschool / Kindergarten

#### Overview

Extend night sky vocabulary (This lesson should come later in the curriculum due to more complex language)

# **Activities**

- Using picture cards, review the night sky vocabulary above.
- After reviewing the vocabulary, read through the poem again, pausing when a word that was just reviewed is said, showing the students the photo card and allowing them to say the word in Alutiiq.

#### Draw Me A Star

Agyamek patRaitali'hnga.

Taumi-llu munarta'istam agyamek pilikii. Asisqamek pilikii.

Iralumek patRaitali'hnga, agyam niugskii. Taumi-llu munarta'istam iralumek pilikii. Cucunasqamek pilikii.

Qilamek patRaitali'hnga, iralum niugskii. Taumi-llu munarta'istam agyamek pilikii. Tamlesqamek pilikii.

Isiigmek patRaitali'hnga, qilam niugskii. Taumi-llu munarta'istam isiigmek pilikii. Qat'sqamek pilikii.

Unuk patRaitali'hnga, isiik niugskii. Pilillianga cali! Munarta'istam niugskii. Draw me a star. And the artist drew a star. She made a good one.

Draw me a moon, said the star.

And the artist made it a moon.

She made it a pretty one.

Draw me a sky, said the moon.

And the artist made it a sky.

She made it a dark one.

Draw me an owl, said the sky.

And the artist made it an owl.

She made it a white one.

Draw me the night, said the owl. I already have! said the artist.

#### Materials

- Large paper for teacher to draw on
- Paper
- Crayons

# Songs

NA

- 1. Agyaq star
- 2. Iraluq- moon
- 3. Qilaq-sky
- 4. Isiik- owl
- 5. Unuk- Night

#### Overview

Extend night sky vocabulary (This lesson should come later in the curriculum due to more complex language)

#### **Activities**

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Qilamek patRaitali'hnga, iralum niugskii. Taumi-llu munarta'istam agyamek pilikii. Tamlesqamek pilikii.

Isiigmek patRaitali'hnga, qilam niugskii. Taumi-llu munarta'istam isiigmek pilikii. Qat'sqamek pilikii.

Unuk patRaitali'hnga, isiik niugskii. Pilillianga cali! Munarta'istam niugskii. Draw me a star. And the artist drew a star.

And the artist made it a moon.

Draw me a moon, said the star.

She made a good one.

She made it a pretty one.

Draw me a sky, said the moon.

And the artist made it a sky.

She made it a dark one.

Draw me an owl, said the sky.

And the artist made it an owl.

She made it a white one.

Draw me the night, said the owl. I already have! said the artist.

#### All Around Me

#### Preschool / Kindergarten

#### Materials

- Large paper for teacher to draw on
- Paper
- Crayons

## Songs

NA

- 1. Asisqamek a good one
- 2. Cucunasqamek a pretty one
- 3. Qat'sqamek a white one
- 4. Tamlesqamek a dark one
- 5. Niuskii said to him

# Overview

Extend night sky vocabulary (This lesson should come later in the curriculum due to more complex language)

# **Activities**

- Using picture cards, review the night sky vocabulary above.
- After reviewing the vocabulary, read through the poem again, pausing when a word that was just reviewed is said, showing the students the photo card and allowing them to say the word in Alutiiq.

## Draw Me A Star

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Taumi-llu munarta'istam agyamek pilikii. Asisqamek pilikii.

Iralumek patRaitali'hnga, agyam niugskii. Taumi-llu munarta'istam iralumek pilikii. Cucunasqamek pilikii.

Qilamek patRaitali'hnga, iralum niugskii. Taumi-llu munarta'istam agyamek pilikii. Tamlesqamek pilikii.

Isiigmek patRaitali'hnga, qilam niugskii. Taumi-llu munarta'istam isiigmek pilikii. Qat'sqamek pilikii.

Unuk patRaitali'hnga, isiik niugskii. Pilillianga cali! Munarta'istam niugskii. Draw me a star.

And the artist drew a star.

he artist drew a star. She made a good one.

Draw me a moon, said the star.

And the artist made it a moon.

She made it a pretty one.

Draw me a sky, said the moon.

And the artist made it a sky.

She made it a dark one.

Draw me an owl, said the sky.

And the artist made it an owl.

She made it a white one.

Draw me the night, said the owl. I already have! said the artist.

#### All Around Me

#### Preschool / Kindergarten

#### **Materials**

- Large paper for teacher to draw on
- Paper
- Crayons

# Songs

NA

- 1. \_\_\_\_ patRaitali'hnga draw me a
- 2. taumi-llu and then
- 3. munarta'ista artist
- 4. \_\_\_ pilikii \_ s/he made a \_\_\_ for \_\_\_

# Duck, Duck Goose

# All Around Me

#### Preschool / Kindergarten

#### Overview

Everyone sits in a circle, one person goes around tapping the others' heads and chooses someone to chase them around the circle

# Objectives

Practice commands, and learn the words for duck and goose

#### **Activities**

- 1. Kid (tapping heads of people in circle): Saqul'aaq, saqul'aaq, saqul'aaq, saqul'aaq, saqul'aaq... Lagiq!
- 2. While the chosen person runs after the kid around the circle, the Teacher/Other kids yell Qecengi!
- 3. When the kid gets back to the chosen person's original spot, Teacher/Other kids yell: Aqumi!
- 4. Kid sits, chosen person becomes new head-tapper

#### Materials

- Space to play
- Photo cards of a duck and a goose

# Songs

NA

# Vocabulary

- 1. Saqul'aaq Duck
- 2. Lagiq Goose
- 3. Qecengi! Run!
- 4. Aqumi! Sit!

#### Review

- Show picture of duck, guiding kids to say: "Saqul'aaq"
- Show picture of goose, help kids say: "Lagiq"
- Practice responding to "Qecengi!" and "Aqumi!" (complementary with Simon Says)

# I Hear It

#### Overview

This guessing game uses the verb "to hear"

# **Objectives**

Use the sensory word "hear"

#### Activities

- Students practice song (any song will do) once through with the instructor.
- Students spread out in the room or outside and put their head down, or hide their eyes.
- The instructor taps someone on the shoulder to start singing the chosen song.
- The person who gets tapped then sings the song.
- Students who want to guess raise their hand and the teacher asks them, "Kina niitan?" "Who do you hear?" As they use a full sentence, they win. The object of the game is to correctly guess who the lone singer is.
- Students all sing the song together again as the teacher picks another student by tapping them on the shoulder.

# Extension/ Alternative

Ask the class "Did you all hear Sally singing?" "Niitaci-qaa Sally aturluni?"

#### All Around Me

Preschool / Kindergarten

#### Materials

Space to be loud

## Songs

 Any song all the children have memorized

- 1. Kina niitan? Who do you hear?
- 2. Niitaqa. I hear it/him/her
- 3. Niici. (N) / Nicu'arci. (S) -You all listen command

# **Snow Song P1**

#### Overview

To sing and understand the snow song in Alutiiq

# **Objectives**

To sing and understand the snow song in Alutiiq

#### **Activities**

- Instructor introduces vocabulary using only pictures, objects or gestures
- Instructor sings and demonstrates the song for the students, repeating three times
- Instructor encourages students to repeat and copy the gestures

#### Extension/ Alternative

- Students make paper snowflakes, while singing. Commands and instructions for cutting and
  making snowflakes could be integrated
- 2. Students build a snowman outside or with clay or puffballs, while singing

# Qaninguq

Qaninguq. Qaninguq. It's snow
Qaninguq. Qaninguq. Qaninguq.
Pingayunek angluki, aniumek mayaciilita.
Pingayunek angluki, aniumek mayaciilita.
Taumi allrilugmen, lliiluki, suarliluta.
Taumi allrilugmen, lliiluki, suarliluta.

It's snowing. It's snowing. It's snowing.

It's snowing. It's snowing. It's snowing.

It's snowing. It's snowing. It's snowing.

It's snowing. It's snowing.

It's snowing. It's snowing.

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It's snowing.

It's snowing.

It's snowing.

It's snowing.

Original "Snowman" song by Stella Krumrey and the Old Harbor youth, recorded by the Alutiiq Museum (2007) Generations CD Track 2.

#### All Around Me

#### Preschool / Kindergarten

#### **Materials**

- Ball or snw
- Photo of objects in the song
- Paper
- Scissors
- Crayons

# Songs

Qaninguq- Snow Song

- 1. Qaninguq- It is snowing
- 2. Aniuq- It is snow covered
- 3. Suk-Person/man
- 4. Mayaciik- Ball

# Snow Song P2

### Overview

To sing and understand the snow song in Alutiiq

# **Objectives**

To sing and understand the snow song in Alutiiq

### **Activities**

- · Instructor introduces vocabulary using only pictures, objects or gestures
- Instructor sings and demonstrates the song for the students, repeating three times
- Instructor encourages students to repeat and copy the gestures

### Extension/ Alternative

- Students make paper snowflakes, while singing. Commands and instructions for cutting and
  making snowflakes could be integrated
- 2. Students build a snowman outside or with clay or puffballs, while singing

# Qaninguq

Qaninguq. Qaninguq. It's snowin Qaninguq. Qaninguq. Qaninguq. Pingayunek angluki, aniumek mayaciilita. Pingayunek angluki, aniumek mayaciilita. Taumi allrilugmen, lliiluki, suarliluta. Taumi allrilugmen, lliiluki, suarliluta.

It's snowing. It's snowing. It's snowing.

It's snowing. It's snowing. It's snowing.

It's snowing. It's snowing. It's snowing.

It's snowing. It's snowing.

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It's snowing.

Original "Snowman" song by Stella Krumrey and the Old Harbor youth, recorded by the Alutiiq Museum (2007) Generations CD Track 2.

#### All Around Me

### Preschool / Kindergarten

#### **Materials**

- Ball or snw
- Photo of objects in the song
- Paper
- Scissors
- Crayons

# Songs

Qaninguq- Snow Song

- 1. Aniumek- From snow
- 2. Pingayunek- Three of them
- 3. Angluki- They are big
- 4. Mayaciilita- Let us all make a ball

# **Snow Song P3**

### Overview

To sing and understand the snow song in Alutiiq

# **Objectives**

To sing and understand the snow song in Alutiiq

### **Activities**

- · Instructor introduces vocabulary using only pictures, objects or gestures
- Instructor sings and demonstrates the song for the students, repeating three times
- Instructor encourages students to repeat and copy the gestures

### Extension/ Alternative

- Students make paper snowflakes, while singing. Commands and instructions for cutting and
  making snowflakes could be integrated
- 2. Students build a snowman outside or with clay or puffballs, while singing

# Qaninguq

Qaninguq. Qaninguq. It's snowin Qaninguq. Qaninguq. Qaninguq. Pingayunek angluki, aniumek mayaciilita. Pingayunek angluki, aniumek mayaciilita. Taumi allrilugmen, lliiluki, suarliluta. Taumi allrilugmen, lliiluki, suarliluta.

It's snowing. It's snowing. It's snowing.

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It's snowing.

Original "Snowman" song by Stella Krumrey and the Old Harbor youth, recorded by the Alutiiq Museum (2007) Generations CD Track 2.

#### All Around Me

### Preschool / Kindergarten

#### **Materials**

- Ball or snw
- Photo of objects in the song
- Paper
- Scissors
- Crayons

# Songs

Qaningug- Snow Song

- 1. Lliiluki- Put them
- 2. Suarliluta- We all make a man
- 3. Taumi- And then
- 4. Allrilugmen- Into one

# The Night Sky

### Overview

Use Alutiiq to identify elements of the night sky, using artwork and photographs

# **Objectives**

To identify elements of the night sky in Alutiiq

### **Activities**

- 1. Using photographs, instructor shows students different objects in the night sky, using Alutiiq words and acting out the meaning of the constellations
- 2. Students repeat the words as a group
- 3. Instructor checks for understanding by asking students, in Alutiiq, to identify the objects in the photos
- 4. Instructor asks students to draw pictures of the different objects and label them in Alutiiq
- 5. Instructor and students converse about the drawings, using the newly acquired Alutiiq vocabulary

# Review

- Show picture of duck, guiding kids to say: "Saqul'aaq"
- Show picture of goose, help kids say: "Lagiq"
- Practice responding to "Qecengi!" and "Aqumi!" (Complementary with Simon Says)

#### All Around Me

Preschool / Kindergarten

### Materials

- Photos of the night sky
- Paper
- Crayons

### Songs

NA

- 1. Iraluq moon
- 2. Agyaq star
- 3. Qilaq sky
- 4. Taquka'aq Cannes Major
- 5. Qalutaq The Big Dipper

# The Sledding Song

### Overview

To teach the Sledding Song and related vocabulary

# **Objectives**

To teach the Sledding Song and related vocabulary

### **Activities**

- Draw a picture of a man on a sled going down hill
- Also, make a picture of snow being picked up by wind and falling back down
- Point at the picture and say (he is sledding) while making a hand motion for sledding
- Walk to a corner and say (all of you come here "taici"), gesturing for the students
- Hold on to one of your pals (friends) and while being friendly say (my friend "angayumeng")
- Using second picture and (if there is snow outside) explain the word (snow on ground) vs. (snow falling)
- Using several set ups say (it is beautiful "*cucunarluni*") as the picture is beautiful, the snow is beautiful, your drawing is beautiful etc.

# Luuwarlita Song

Tailuci angayumeng, Iluuwarlita, Iluuwarlita. Tailuci angayumeng, Iluuwarlita, Iluuwarlita. Cucunarluni, aniuq katagtuq. Cucunarluni, aniuq katagtuq. Awa'i, ag'lita, awa'i! Come my friends,
let's all go sledding, let's all go sledding,
Come my friends,
let's all go sledding, let's all go sledding,
It is beautiful, the snow is falling.
It is beautiful, the snow is falling.
Enough, let's go, aready!

#### All Around Me

### Preschool / Kindergarten

#### **Materials**

- White board or large paper
- Markers or pens
- Sleds and an area to slide down

# Songs

Luuwarlita- SleddingSong

- 1. Lluuwartuq he is sledding
- 2. Tailuci all of you come
- 3. Angayumeng my friend
- 4. Aniuq snow on ground
- 5. Qaniq snow falling
- 6. Cucunarluni It is beautiful
- 7. Lluuwartua I am sledding
- 8. Ag'lita let's go
- 9. Lluuwartutenyou are sledding

# Twinkle, Twinkle, Little Star

#### All Around Me

Preschool / Kindergarten

### Overview

To teach Twinkle, twinkle little star song in Alutiiq

# **Objectives**

To teach Twinkle, twinkle little star song in Alutiiq

### **Activities**

- Using the vocab picture cards, introduce the song language one line at a time.
- When students can read along to the song cards, post the song poster and let the children sing the song with the poster for prompts.
- After teaching the "Draw me a Star" lesson and this lesson, students can use glue and glitter to make a picture of their own night sky.

# Cikmia, Cikmia Agyangcuk

Cikmia, cikmia, agyangcuk! Kangiilyugtua caqiq ellpet Llam'I qus'igpiarluten Puup'niiq ayuq'piarluku Cikmia, cikmia, agyangcuk! Kangiilyugtua caqiq ellpet Blink, blink, little star!
I don't know what you are
In the heavens you are way up high
Diamond you are like
Blink, blink, little star
I don't know what you are

### Materials

- Song Poster
- Vocab picture cards
- Paper
- Glue
- Glitter

# Songs

Cikmia, cikmia agyangcuk

# Vocabulary

1. See song lyrics below

# Weather P1

### Overview

Use weather pictures and poster to ask what type of weather they can identify

# **Objectives**

Learn to describe basic weather conditions in Alutiiq

### **Activities**

- 1. Arrange the kids in a circle around the weather posters and pictures.
- 2. Demonstrate to the group that you are taking turns identifying the weather they see.
- 3. Ask each child *Cestun lla et'a?* or *Cestun et'a llaami?* (What's the weather?).
- 4. Guide each child to ask each other and respond as it is sent around the group.
- 5. Review the previous lesson for at least 10 minutes before going on to it as a routine.

### Extension/ Alternative

- When identifying wind, you can do a wind experiment with the group.
  - Partner up the kids and give them each bubbles.
  - The teacher will stand in front of the group, giving commands.
  - One student will be blowing the bubbles to their partner.
  - The partner will then blow the bubbles upon command: up, down, right, left, etc.
- Children can also make weather posters using cotton balls for clouds and other craft items.
- Teacher can add additional weather terms from the Alutiiq Picture Dictionary as learned.

#### All Around Me

### Preschool / Kindergarten

#### **Materials**

- Weather pictures
- Weather posters
- Cotton balls
- Small white paper dots
- Small leaves
- Bubbles (optional)

### Songs

Kiak- Summer Song

- 1. Macanguq It is sunny
- 2. Qilagtuq It is cloudy
- 3. Aqllanguq It is windy
- 4. Qitenguq It is raining
- 5. Qaninguq It is snowing

# Weather P2

### Overview

Use weather pictures and poster to ask what type of weather they can identify

# **Objectives**

Learn to describe basic weather conditions in Alutiiq

### **Activities**

- 1. Arrange the kids in a circle around the weather posters and pictures.
- 2. Demonstrate to the group that you are taking turns identifying the weather they see.
- 3. Ask each child *Cestun lla et'a?* or *Cestun et'a llaami?* (What's the weather?).
- 4. Guide each child to ask each other and respond as it is sent around the group.
- 5. Review the previous lesson for at least 10 minutes before going on to it as a routine.

#### Extension/ Alternative

- When identifying wind, you can do a wind experiment with the group.
  - Partner up the kids and give them each bubbles.
  - The teacher will stand in front of the group, giving commands.
  - One student will be blowing the bubbles to their partner.
  - The partner will then blow the bubbles upon command: up, down, right, left, etc.
- Children can also make weather posters using cotton balls for clouds and other craft items.
- Teacher can add additional weather terms from the Alutiiq Picture Dictionary as learned.

#### All Around Me

### Preschool / Kindergarten

### **Materials**

- Weather pictures
- Weather posters
- Cotton balls
- Small white paper dots
- Small leaves
- Bubbles (optional)

### Songs

Kiak- Summer Song

# Vocabulary

- 1. Pama'ut (heading) upward
- 2. Acitmen (heading) to down
- 3. Angiqimen to the left
- 4. Tallirpimen to the right
- 5. llaatesurta weatherman

#### **Review Vocabulary**

- 6. Macanguq It is sunny
- 7. Qilagtuq It is cloudy
- 8. Aqllanguq It is windy
- 9. Qitenguq It is raining
- 10. Qaninguq It is snowing

# When The Weather Is..

### All Around Me

Preschool / Kindergarten

### Overview

Make art using everyday activities and the weather.

# **Objectives**

Learn to use the third person when/if ending with weather condition in Alutiiq

### Activities

- 1. After students have a good grasp of the weather vocabulary, do an art activity where the students draw pictures, or use craft supplies (those used for the weather words), to make pictures of the things they do when the weather is a certain way.
- 2. Teachers should model this with pictures they made or pictures of animals doing activities in the rain, snow, sun, and wind.
- 3. Have the students share their art with the class, and hang it on the wall to display, leading students to present their art pieces in Alutiiq.

### Extension/ Alternative

- Children can also make weather posters using cotton balls for clouds and other craft items.
- Teacher can add additional weather terms from the Alutiiq Picture Dictionary as learned.

#### Examples:

Macangkan, waamtaartua llaami. - When it is sunny, I always play outside. Qitengkan, naaqitaartua. - When it is rainy, I always read. Qaningkan, lluwartaartukut. - When it is snowing, we always go sledding.

#### **Materials**

- Paper
- Marker and Crayons
- Cotton balls
- String

# Songs

- Kiak- Summer Song
- Rain, rain go away
- Lluwarlita- Lets Go Sledding

- 1. Macangkan if/when it is sunny...
- 2. Qilangukan if/when it is cloudy...
- 3. Aqllangkan if/when it is windy...
- 4. Qitengkan if/when it is raining...
- 5. Qaningkan if/when it is snowing...
- 6. -taar- postbase always...

# Yesterday's Weather

### Overview

Use weather pictures and poster to ask what type of weather they can identify

# **Objectives**

Learn to describe basic weather conditions in past tense

### Activities

- Arrange the kids in a circle around the weather posters and pictures.
- After asking about today's weather, ask about yesterday's weather.
- Ask the children *Cestun lla et'llria?* or *Cestun et'llria llaami?* (How was the weather yesterday?).
- Ask the group or individuals, "Did it snow yesterday?", "Qaningllria akgua'aq?" You are looking for a positive response, so only ask questions that will get an affirmative answer. The language changes if it did not snow.
- Students should say "Aa'a, qaningllria akgua'aq." It snowed yesterday.

### Extension/ Alternative

- Children can also make weather posters using cotton balls for clouds and other craft items.
- Teacher can add additional weather terms from the Alutiiq Picture Dictionary as learned.

#### All Around Me

### Preschool / Kindergarten

#### **Materials**

- Weather pictures
- Weather posters
- Cotton balls
- Small white paper dots
- Small leaves
- Bubbles (optional, for a windy day)

### Songs

- Kiak (Summer song)
- Rain, rain go away

- 1. Macangllria It was sunny
- 2. Qilangllria It was cloudy
- 3. Aqllangllria It was windy
- 4. Qitengllria It was raining
- 5. Qaningllria It was snowing
- 6. Akgua'aq yesterday
- 7. Cestun lla et'llria akgua'aq? How was the weather yesterday?

# **Section 8**

School Days

(16 Plans)

Goldie Locks Part 1 Goldie

Locks Part 2 Mystery Box

Part 1 Mystery Box Part 2

Numbers, Part 1

Numbers, Part 2

Numbers, Part 3

Numbers Box Step, Part 1

Number Box Step, Part 2

Play Ball, Part 1

Play Ball, Part 2

Play Ball, Part 3

Shape Song, Part 1 Shape

Song, Part 2 Shape Song,

Part 3 Shape Song, Part 4

# Goldie Locks P1

School Days

Preschool / Kindergarten

### Overview

Differentiate between large and small items.

# Objectives

Learn size descriptions

### **Activities**

- 1. Begin by reading the story book to the kids, substituting *taquka'aq* for bear and *suuparwik* for bowl.
- 2. Using the two bowls play, "Caqiq una?" with the bowls to teach Ang'uq and Miktuq.
- 3. Play the game until the kids can say the words on their own.

### Materials

- Two soup bowls
- Goldie Locks and the Three Bears book

# Songs

•

- 1. Ang'uq It is big
- 2. Miktuq It is small

# Goldie Locks P2

School Days

Preschool / Kindergarten

### Overview

Differentiate between large and small items.

# Objectives

Learn size descriptions

### **Activities**

- 1. Begin by reading the storybook to the kids, substituting *taquka'aq* for bear and *suuparwik* for bowl.
- 2. Review size words for big and small with the students.
- 3. Using three bowls, begin to use copy cat method to identify the size of each bowl.
- 4. Conversation: Teacher points to the biggest *suupawik* and says *una* angwakartuq, points to the smallest and says *una* mikpakartuq, then point to the medium object and say *una* pita'uq. Continue the conversation until the children are familiar with it.

### Materials

- Two soup bowls
- Goldie Locks and the Three Bears book

# Songs

•

- 1. Ang'uq It is big
- 2. Miktuq It is small
- 3. Angwakartuq It is too big
- 4. MikpakartuqIt is too small
- 5. Pita'uq It is just right
- 6. Taquka'aq- Bear
- 7. Suuparwik- Bowl

# **Mystery Box P1**

School Days

Preschool / Kindergarten

### Overview

To reinforce language surrounding location and possession

# Objectives

To reinforce language surrounding location and possession

### **Activities**

- Have enough objects in the box so everyone can pull out a few objects. This game is great for repeating.
- Place different objects inside a box with a lid that has a small opening, so that a hand can go in but you can't see what is inside.
- Allow each child to pull out an object one at a time.
- Show the the appropriate sign and say the Alutiiq name with enthusiasm! Use appropriate command to encourage them to take one "Tuugiu."
- Students can be led to tell what they have "Pingq'rtua \_\_\_\_\_.
  or "\_\_\_\_-ngq'rtua."

### Materials

- Box with opening
- Rock
- Spoon
- Ball
- Doll
- Flower
- Toy animal and/or food item

### Songs

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- 1. Caqiq una? What is it?
- 2. Una yaasiik. This is a box.
- 3. Tuugiu allingumek / allilumek. Take one.
- 4. Tuugiu yaasiim llaatmek. Take it out of the box.
- 5. Caqimek pingq'rcit? What do you have?
- 6. \_\_\_\_-ngq'rtua. I have...

# Mystery Box P2

School Days

Preschool / Kindergarten

### Overview

To reinforce language surrounding location and possession

# Objectives

To reinforce language surrounding location and possession

### **Activities**

- Have enough objects in the box so everyone can pull out a few objects. This game is great for repeating.
- Place different objects inside a box with a lid that has a small opening, so that a hand can go in but you can't see what is inside.
- Allow each child to pull out an object one at a time.
- Show the the appropriate sign and say the Alutiiq name with enthusiasm! Use appropriate command to encourage them to take one "Tuugiu."
- Students can be led to tell what they have "Pingq'rtua \_\_\_\_." or "\_\_\_\_\_ngq'rtua."

### Materials

- Box with opening
- Rock
- Spoon
- Ball
- Doll
- Flower
- Toy animal and/or food item

### Songs

.

- 1. Una yaamaq. It's a rock.
- 2. Una laus'kaaq/luus'kaaq. It's a spoon.
- 3. Una mayaciik. It's a ball.
- 4. Una suit'kaaq. It's a flower.
- 5. Una suaruaq. It's a doll.
- 6. Suaruaq pingq'rtua. I have a doll.
- 7. Caqimek pingq'rcit? What do you have?
- 8. \_\_\_\_\_ngq'rtua. I have...

# Numbers P1

School Days

Preschool / Kindergarten

### Overview

Learn numbers 1-5

# Objectives

Begin visual identification of Alutiiq numbers

# **Activities**

- "Lynda, minaru Marya allringuq taquka'aq" (may need to show fingers as a hint)
- Continue using different animals and numbers

### Materials

• Sets of animals in the amounts being taught

# Songs

Qulen Alutiingcut

- 1. Allringuq- One
- 2. Mal'uk- Two
- 3. Pingayun- Three
- 4. Staaman- Four
- 5. Talliman- Five
- 6. Minaru- Give it

# Numbers P2

School Days

Preschool / Kindergarten

### Overview

Learn numbers 6-10

# Objectives

Begin visual identification of Alutiiq numbers

### **Activities**

- "Lynda, minaru Marya arwilgen taquka'aq" (may need to show fingers as a hint)
- Continue using different animals and numbers

### Materials

• Sets of animals in the amounts being taught

# Songs

• Qulen Alutiingcut

- 1. Arwilgen-Six
- 2. Mallruungin- Seven
- 3. Inglulgen- Eight
- 4. Qulnguyan- Nine
- 5. Qulen-Ten
- 6. Minaru- Give it

# Numbers P3

School Days

Preschool / Kindergarten

### Overview

Sound numbers out by syllables (staa / man, etc)

# Objectives

Continue learning numbers and pronunciation

### **Activities**

Using handouts, teacher will say number in Alutiiq and students will circle the correct number on the handout.

### Materials

- Pictures of animals/toys
- Handouts with groups of animals for counting and identification

# Songs

Qulen Alutiingcut

- 1. Allringuq- One
- 2. Mal'uk-Two
- 3. Pingayun-Three
- 4. Staaman- Four
- 5. Talliman- Five
- 6. Arwilgen- Six
- 7. Mallruungin- Seven
- 8. Inglulgen- Eight
- 9. Qulnguyan- Nine
- 10. Qulen-Ten
- 11. Minaru- Give it

# Number Box Step P1

School Days

Preschool / Kindergarten

### Overview

Teach numbers 1-10 (first lesson) 11-20 (second lesson)

# **Objectives**

Teach numbers 1-10 (first lesson) 11-20 (second lesson)

### **Activities**

- a. Take your number flashcards and pull them out one at a time to go over the language.
  - i. (Optional) Put the flash cards up on the wall so you don't have to hold them and use your fingers to count.
  - ii. Practice numbers a few times
- b. When you are about to start the box step show the kids once to get them familiarized with what you want them to do
- c. The box step is performed like this:
  - i. Step left (allringuq), step back (mal'uk), step right (pingayun), step forward (staaman)
  - ii. Step left with leg crossing like the scissor walk (talliman), then step right the same way (arwilgen)
  - iii. Twist body facing backwards by placing right foot over the left foot and turning (mallruungin)
  - iv. Same motion to twist forward (inglulgen)
  - v. Place right foot one step forward (qulnguyan)
  - vi. And take a bow (qulen)
  - vii. Repeat box step as necessary
    - Can use the same step or create your own for numbers 11-20

### Materials

- Number flashcards
- Space to move around

# Songs

Qulen Alutiingcut

- 1. Allringuq One
- 2. Mal'uk Two
- 3. Pingayun Three
- 4. Staaman Four
- 5. Talliman Five
- 6. Arwilgen Six
- 7. Mallruungin Seven
- 8. Inglulgen Eight
- 9. Qulnguyan Nine
- 10. Oulen Ten
- 11. Qula allringuq Eleven
- 12. Qula mal'uk Twelve
- 13. Qula pingayun Thirteen
- 14. Qula staaman Fourteen
- 15. Qula talliman Fifteen
- 16. Qula arwilgen Sixteen
- 17. Qula mallruungin- Seventeen
- 18. Qula inglugen Eighteen
- 19. Qula qulnguyan Nineteen
- 20. Suinaq Twenty

# Number Box Step P2

School Days

Preschool / Kindergarten

### Overview

Teach numbers 1-10 (first lesson) 11-20 (second lesson)

# **Objectives**

Teach numbers 1-10 (first lesson) 11-20 (second lesson)

### **Activities**

- a. Take your number flashcards and pull them out one at a time to go over the language.
  - i. (Optional) Put the flash cards up on the wall so you don't have to hold them and use your fingers to count.
  - ii. Practice numbers a few times
- b. When you are about to start the box step show the kids once to get them familiarized with what you want them to do
- c. The box step is performed like this:
  - i. Step left (qula allringuq), step back (qula mal'uk), step right (qula pingayun), step forward (qula staaman)
  - ii. Step left with leg crossing like the scissor walk (qula talliman), then step right the same way (qula arwilgen)
  - iii. Twist body facing backwards by placing right foot over the left foot and turning (qula mallruungin)
  - iv. Same motion to twist forward (qula inglulgen)
  - v. Place right foot one step forward (qula qulnguyan)
  - vi. And take a bow (suinaq)
  - vii. Repeat box step as necessary

### Materials

- Number flashcards
- Space to move around

# Songs

• Qulen Alutiingcut

- 1. Allringuq One
- 2. Mal'uk Two
- 3. Pingayun Three
- 4. Staaman Four
- 5. Talliman Five
- 6. Arwilgen Six
- 7. Mallruungin Seven
- 8. Inglulgen Eight
- 9. Qulnguyan Nine
- 10. Oulen Ten
- 11. Qula allringuq Eleven
- 12. Qula mal'uk Twelve
- 13. Qula pingayun Thirteen
- 14. Qula staaman Fourteen
- 15. Qula talliman Fifteen
- 16. Qula arwilgen Sixteen
- 17. Qula mallruungin- Seventeen
- 18. Qula inglugen Eighteen
- 19. Qula qulnguyan Nineteen
- 20. Suinaq Twenty

# Play Ball P1

School Days

Preschool / Kindergarten

### Overview

Learn commands

# Objectives

Learn commands

### **Activities**

- Holding up the ball, the teacher and assistant give above commands to one another to familiarize the children with the vocabulary.
- After children are comforatable with commands, teacher may give the commands to the studnets.
- Command the child: *Egesru* (\*mayaciik) (\*\_name\_-men)!

### Materials

- Ball
- Large open space to play

# Songs

NA

- 1. Mayaciik Ball
- 2. Egesru Throw it
- 3. Akagsgu Roll it
- 4. Akiq'aru Catch it

# Play Ball P2

School Days

Preschool / Kindergarten

### Overview

Learn commands

# **Objectives**

Learn commands

### **Activities**

- Review the previous lesson with the students.
- Teacher commands Akiq'aru (\*mayaciik!) to the student s/he is throwing the ball to
- If child catches it, teacher calls out: Akiq'ak'gken
- If child misses it, teacher calls out: *Uniuk'gken*.

### Materials

- Ball
- Large open space to play

# Songs

NA

# Vocabulary

- 1. Akig'ak'gken You caught it
- 2. Akigkaqa I caught it
- 3. Uniuk'gken You missed it Uniurtaqa I just missed it

### **Review Vocabulary**

- 4. Mayaciik Ball
- 5. Egesru Throw it
- 6. Akagsgu Roll it
- 7. Akiq'aru Catch it

# Play Ball P3

School Days

Preschool / Kindergarten

### Overview

Learn commands

# **Objectives**

Learn commands

### **Activities**

- Review the previous lesson with the students.
- Tell the child who to throw it to, i.e. "Julia-men"
- Add a blanket or parachute to the game, so that everyone can play and call out "Akagsgu"
  - Allow students to call out the command.

### Materials

- Ball
- Large open space to play

# Songs

NA

- 1. Mayaciik Ball
- 2. Egesru Throw it
- 3. Akagsgu Roll it
- 4. Akiq'aru Catch it
- 5. Akig'ak'gken You caught it
- 6. Akigkaqa I caught it
- 7. Uniuk'gken You missed it
- 8. Uniurtaqa I just missed it

School Days

Preschool / Kindergarten

### Overview

To learn the shape song.

# **Objectives**

To learn the shape song.

### **Activities**

• The vocabulary in the song can not easily be broken out, so teach the song one shape at a time.

### Materials

- Shape song poster
- Small shapes that can be passed around while singing the song

# Songs

• Shape Song sung to the tune of The Farmer in the Dell

# Shape Song, Part One

Akagngasqaq mayaciiruaq
Akagngasqaq mayaciiruaq
Akagtaartuq
Akagtaartuq
Akagtaariituq
Akagngasqaq mayaciiruaq
Akagngasqaq mayaciiruaq
Acircle is like a ball
It always rolls
It never stops
Akagngasqaq mayaciiruaq
Acircle is like a ball

School Days

Preschool / Kindergarten

### Overview

To learn the shape song.

# Objectives

To learn the shape song.

### **Activities**

• The vocabulary in the song can not easily be broken out, so teach the song one shape at a time.

### Materials

- Shape song poster
- Small shapes that can be passed around while singing the song

# Songs

• Shape Song sung to the tune of The Farmer in the Dell

# Shape Song, Part Two

Yaasiiguaq yaasiit'stun Yaasiiguaq yaasiit'stun Staaman caningq'rtuq Ayuqutut

Yaasiiguaq yaasiit'stun

A square is like a box A square is like a box It has four sides They are the same A square is like a box

School Days

Preschool / Kindergarten

### Overview

To learn the shape song.

# **Objectives**

To learn the shape song.

### **Activities**

The vocabulary in the song can not easily be broken out, so teach the song one shape at a time.

### Materials

- Shape song poster
- Small shapes that can be passed around while singing the song

# Songs

Shape Song sung to the tune of The Farmer in the Dell

# Shape Song, Part Three

Pingayun Caningq'rt'sqaq A triangle Ingrit'stun Pamaut ingrimen taumi acitmen Pingayun Caningq'rt'sqaq A triangle Ingrit'stun

Is like a mountain Up the mountain, Down, and back. Is like a mountain

School Days

Preschool / Kindergarten

### Overview

To learn the shape song.

# Objectives

To learn the shape song.

### **Activities**

• The vocabulary in the song can not easily be broken out, so teach the song one shape at a time.

### Materials

- Shape song poster
- Small shapes that can be passed around while singing the song

# Songs

• Shape Song sung to the tune of The Farmer in the Dell

# Shape Song, Part Four

Tak'sqaq yaasiigua A rectangle
Staaman caningq'rtuq has 4 sides
Mal'uk takllutek Two are long
Mal'uk nanillutek Tak'sqaq yaasiiguaq Staaman caningq'rtuq has 4 sides

# **Section 9**

At Home

(22 Plans)

Come Here, Part 1

Come Here, Part 2

Commands, Part 1

Commands, Part 2

Commands, Part 3

Doll Play, Part 1

Doll Play, Part 2

Getting Dressed, Part 1

Getting Dressed, Part 2

Let's Make a House, Part 1

Let's Make a House, Part 2

Nature and Planting

Red Light, Green Light

Red Rover, Part 1

Red Rover, Part 2

Red Rover, Part 3

School House Finger Play, Part 1

School House Finger Play, Part 2

Silly Walks Games, Part 1

Silly Walks Games, Part 2

Sorting Box Game

Take It

# Come Here Part 1

# At Home

Preschool / Kindergarten

### Overview

Everyone stands in line, teacher summons different numbers of kids to where the teacher is standing

# **Objectives**

Give and respond to commands directed to different numbers of people

### **Activities**

- 1. Teacher (points to 1 kid): Tai-gut! (Kid comes)
- 2. Teacher (points to 2 kids): Taitek! (Two kids come)
- 3. Teacher (points to 3 kids): Taici! (Three kids come)
- 4. Repeat until everyone has come to the place

### Materials

Space to move around in and be loud

# Songs

NA

- 1. Tai-gut Come here (1)
- 2. Taitek Come (to 2 people)
- 3. Taici Come (to 3+ people)
- 4. Guamnun to me

# Come Here Part 2

# At Home

Preschool / Kindergarten

### Overview

Everyone stands in line, teacher summons different numbers of kids to where the teacher is standing

# **Objectives**

Give and respond to commands directed to different numbers of people

### **Activities**

- 1. Teacher (points to 1 kid): Tai-gut! (Kid comes)
- 2. Teacher (points to 2 kids): Taitek! (Two kids come)
- 3. Teacher (points to 3 kids): Taici! (Three kids come)
- 4. Repeat until everyone has come to the place
- 5. After everyone is in place, tell them to go back:
- 6. "Angiten!" (Go back for 1 person)
- 7. "Angitek!" (Go back for 2 people)
- 8. "Angici!" (Go back for 3+ people)

### Materials

Space to move around in and be loud

# Songs

NA

- 1. Angiten- Go back (1 person)
- 2. Angitek- Go back (2 people)
- 3. Angici- Go back (3 people)

# Commands & Household Places Part 1

#### At Home

Preschool / Kindergarten

### Overview

To follow commands regarding household locations

# **Objectives**

To follow commands regarding household locations

### **Activities**

- 1. Instructor repeats each vocabulary word three times with corresponding gestures
- 2. Instructor encourages students to repeat the words and copy the gestures
- 3. For about 5 minutes, instructor directs the students to gesture or act out vocabulary
- 4. Instructor commands students around the room (as a group and individually), sending them to the door and chair
- Instructor should act out these commands so that students understand

### Materials

Classroom

### Songs

N/A

- 0. Qetqaa jump (command)
- 1. Agturu touch it (command)
- 2. Amiik door
- 3. Stuuluq table
- 4. Stuul'ciik chair
- 5. Gaaleq window

# Commands & Household Places Part 2

#### At Home

Preschool / Kindergarten

### Overview

To follow commands regarding household locations

# **Objectives**

To follow commands regarding household locations

### **Activities**

- 1. Instructor repeats each vocabulary word three times with corresponding gestures
- 2. Instructor encourages students to repeat the words and copy the gestures
- 3. For about 5 minutes, instructor directs the students to gesture or act out vocabulary
- 4. Instructor commands students around the room (as a group and individually), sending them to the door and chair
- Instructor should act out these commands so that students understand

### **Materials**

Classroom

### Songs

N/A

### Vocabulary

- 0. Amiigmen to the door
- 1. Amiigmek from the door
- 2. Stuulumen to the table
- 3. Stuulumek from the table

#### **Review Vocabulary**

- 4. Qetqaa jump (command)
- 5. Agturu touch it (command)
- 6. Amiik door
- 7. Stuuluq table
- 8. Stuul'ciik chair
- 9. Gaaleq window

# Commands & Household Places Part 3

#### At Home

Preschool / Kindergarten

### Overview

To follow commands regarding household locations

### **Objectives**

To follow commands regarding household locations

### **Activities**

- 1. Instructor repeats each vocabulary word three times with corresponding gestures
- Instructor encourages students to repeat the words and copy the gestures
- 3. For about 5 minutes, instructor directs the students to gesture or act out vocabulary
- 4. Instructor commands students around the room (as a group and individually), sending them to the door and chair
- Instructor should act out these commands so that students understand

### **Materials**

Classroom

### Songs

N/A

### Vocabulary

- 0. Stuul'cimen to the chair
- 1. Stuul'cimek from the chair
- 2. Gaalemen to the window
- 3. Gaalemek from the window

#### **Review Vocabulary**

- 4. Qetqaa jump (command)
- 5. Agturu touch it (command)
- 6. Amiik door
- 7. Stuuluq table
- 8. Stuul'ciik chair
- 9. Gaaleq window
- 10. Amiigmen to the door
- 11. Amiigmek from the door
- 12. Stuulumen to the table
- 13. Stuulumek from the table

# **Doll Play Part 1**

### Overview

Children play with dolls while teachers ask questions about them and the children respond

### **Objectives**

Learn terms for people

### **Activities**

- 1. Gather the children in a circle. Place the dolls in the center, hold up one doll and say, "*Una suaruaq*." Repeat this encouraging the children to say it with you.
- 2. After repeating it a few times, hold up a doll and ask, "Caqiq una?"
- 3. Prompt the students to reply, "Una suaruaq."
- 4. After the children are familiar with the word, extend it to include *arya'aq* (girl) and *tan'uraq* (boy). Hold up a girl doll and say "arya'aq" and let the children repeat. Teacher points to the girl students and says "arya'aq" so children understand. Repeat with the word tan'uraq holding up the boy doll and pointing to the boy students.
- 5. After children are familiar with the words, ask them "Arya'aq-qaa?" and "Tan'uraq-qaa" and have them respond "Aa'a / Qang'a" as appropriate.

#### At Home

Preschool / Kindergarten

### Materials

Boy and girl dolls

### Songs

N/A

- 0. Suaruaq doll
- 1. Arya'aq girl
- 2. Tan'uraq boy
- 3. Caqiq una? What is this?
- 4. Aa'a Yes
- 5. Qang'a No

# Doll Play Part 2

### At Home

Preschool / Kindergarten

### Overview

Children play with dolls while teachers ask questions about them and the children respond

# **Objectives**

Learn terms for people

### **Activities**

- 1. Teacher (holds up doll dress): *Una taqmak*.
- 2. To student: Asgu taqmak. (to direct the student to put the dress on doll)
- 3. Teacher (holds up doll hat): Una slaapaq.
- 4. To kid: Asgu slaapaq.
- 5. (Kid puts hat on doll)
- 6. Teacher (holds up doll hat): Una slaapaq.
- 7. To kid: Asgu slaapaq.
- 8. Teacher (holds up doll sweater): Una suitaRaq.
- 9. To kid: Asgu suitaRaq.

### Materials

Boy and girl dolls

### Songs

N/A

- 0. Suaruaq doll
- 1. Arya'aq girl
- 2. Tan'uraq boy
- 3. Caqiq una? What is this?
- 4. Aa'a Yes
- 5. Qang'a No
- 6. Taqmak dress
- 7. Slaapaq hat
- 8. SuitaRaq sweater
- 9. Asgu let/make it wear
- 10. Ul'uk-pants
- 11. Pasmakiik- shoes
- 12. Atkuk- coat
- 13. Plaa'tuuk- scarf

# **Getting Dressed P1**

### At Home

Preschool / Kindergarten

### Overview

Getting dressed using Aluttiq language.

# **Objectives**

To be able to talk about getting dressed, as well as being able to narrate the routine of getting dressed in the Alutiiq language.

### **Activities**

- Gather children in a circle and show them a doll that you are going to dress.
- Select one child to join you in the front of the group.
- Using the commands, instruct the child to put on different items of clothing. For this lesson, the items you will say in English. (In Getting Dressed Part 2, you will teach the Alutiq names)

### **Materials**

- A doll to dress
- Clothing items

# Songs

NA

- 1. Asgu Put it on (command)
- 2. Askek Put those 2 on " "
- 3. Ataqa I put it on
- 4. Atagka I put on these (2)
- 5. Atanka I put on these (3+)

# **Getting Dressed P2**

### At Home

Preschool / Kindergarten

### Overview

Getting dressed using Aluttiq language.

# **Objectives**

To be able to talk about getting dressed, as well as being able to narrate the routine of getting dressed in the Alutiiq language.

### **Activities**

- Gather children in a circle and show them a doll that you are going to dress
- Hold each clothing item up, and say the Alutiiq word 3 times, having the children repeat it.
- Call on students to put on pieces on the doll, using the Alutiiq commands and words.

### **Materials**

- A doll to dress
- Clothing items

# Songs

NA

- 1. Asgu Put it on (command)
- 2. Askek Put those 2 on " "
- 3. Ataqa I put it on
- 4. Atagka I put on these (2)
- 5. Atanka I put on these (3+)
- 6. Cuukiik socks
- 7. Tiup'laaq Tshirt
- 8. Pasmakiik shoes
- 9. Ackiik glasses
- 10. Ul'uk pants
- 11. Nacaq headdress
- 12. Taqmak dress

## Lets Make a House Part 1

#### At Home

Preschool / Kindergarten

#### Overview

To identify rooms of a house and household objects

## **Objectives**

To identify rooms of a house and household objects

#### **Activities**

- Distribute a *Unglulilita*; *Englulilita Laminated Mat* to every student, along with several playdough jars
- Direct students to make rooms etc... i.e. *Naama kenirwin*? (Where is your kitchen?)
- Direct students to put a household object in a specific room. i.e. *Lliigiu tanqik qawarwigmen* (Put a lamp in the bedroom)
- Allow free play to finish their houses to their liking, as the teacher and aide go around the room to talk about what they see in each child's house
- Ask each student to tell the group about their house, asking what is in each room.
  - i.e. Caqit kenirwigmi? (What is in the kitchen?)
- Take a photo of each child's playdough creation to later print and share on the display wall and send home in their portfolio
- When the lesson is complete and all the students have introduced their house, ask them to put away their playdough back into their containers, "Lliikii angitmen"

#### **Materials**

- Laminated House mat
- Assorted playdough
- Alutiiq Picture Dictionary
- Alutiiq House Poster

## Songs

N/A

- 0. Unglulilita let's make a house
- 1. Nuus'hniik
  - bathroom; toilet; outhouse
- 2. Siinaq arctic entry
- 3. Katurgwik living room
- 4. Kenirwik kitchen
- 5. Qawarwik bedroom
- 6. Inimawik closet

## Lets Make a House Part 2

#### At Home

Preschool / Kindergarten

#### Overview

To identify rooms of a house and household objects

## **Objectives**

To identify rooms of a house and household objects

#### **Activities**

- Distribute a *Unglulilita*; *Englulilita Laminated Mat* to every student, along with several playdough jars
- Direct students to make rooms etc... i.e. *Naama kenirwin*? (Where is your kitchen?)
- Direct students to put a household object in a specific room. i.e. *Lliigiu tanqik qawarwigmen* (Put a lamp in the bedroom)
- Allow free play to finish their houses to their liking, as the teacher and aide go around the room to talk about what they see in each child's house
- Ask each student to tell the group about their house, asking what is in each room.
  - i.e. Caqit kenirwigmi? (What is in the kitchen?)
- Take a photo of each child's playdough creation to later print and share on the display wall and send home in their portfolio
- When the lesson is complete and all the students have introduced their house, ask them to put away their playdough back into their containers, "Lliikii angitmen"

#### **Materials**

- Laminated House mat
- Assorted playdough
- Alutiiq Picture Dictionary
- Alutiiq House Poster

## Songs

N/A

- 0. Agum'agwik couch; chair
- 1. Stuuluq table
- 2. Kamuutaq dresser
- 3. Engleq bed
- 4. Laam'paaq; Tanqik lamp
- 5. Pat'sna'iwik refrigerator
- 6. Plit'aaq stove

## **Nature and Planting**

### Overview

Students learn nature vocabulary while creating nature scenes with construction paper

## **Objectives**

To introduce nature vocabulary words through art projects

#### **Activities**

- 1. Display plant vocabulary props and have students practice pronouncing and identifying each one
- Lead the students in each creating the parts of a tree from construction paper; or instructor creates a large tree trunk out of construction paper, displays it, and students create a variety of leaves to adhere
- 3. Students display their artwork or add their leaves to the instructor's trunk
- 4. Students repeat the vocabulary as a group and individually, as they tell about their creation(s)

#### At Home

Preschool / Kindergarten

### Materials

- Construction paper
- Scissors
- Glue
- Pieces of plants/ trees collected from out side
- Dirt

### Songs

NA

- 1. Cuyaq leaf
- 2. Puunga stem
- 3. Napaq spruce tree
- 4. Iqaq soil
- 5. Nekek roots
- 6. Sim'inaq seed

## Red Light Green Light

#### At Home

Preschool / Kindergarten

#### Overview

Everyone stands in horizontal line, teacher tells kids to go fast, slow or to stop; first to reach the teacher wins

## **Objectives**

Follow and give commands while learning fast, slow, and stop

#### **Activities**

- 1. Demonstrate the action commands with TPR and hand signs for clarity of motion
- 2. Direct students to followTeacher: Cukaluci!/Cukailuci!/Nagci! (If teacher sees a kid not doing the command that s/he said, s/he should tell that kid to return to the starting line)

#### Materials

- Construction paper
- Scissors
- Glue
- Pieces of plants/ trees collected from out side
- Dirt

### Songs

NA

- Cukarluci- Quickly!
- Cukailuci- Slowly!
- Nagci- Stop!

## Red Rover Part 1

#### At Home

Preschool / Kindergarten

#### Overview

Give commands to different number of people

## Objectives

Give commands to different number of people

#### **Activities**

- Line A of kids chants to call over one child: "Name, Name, taigut!"
- Send one kid from Line B to run to Line A, who tries to break through their clasped hands
- If the runner succeeds to break through, they get to take a person from Line A back to Line B, and the game is back in play again
- If they don't succeed, they become part of Line A, and the chanting begins again
- As encouragement the team members from Line B can chant "Agi!"

#### Materials

• Large open space to play and make noise

## Songs

N/A

- 0. Tai-gut! Come here! (to 1 person)
- 1. Agi! Go! (to 1 person)
- 2. Kinam kinguani?
  - Who is next?

## Red Rover Part 2

#### At Home

Preschool / Kindergarten

#### Overview

Give commands to different number of people

## Objectives

Give commands to different number of people

#### **Activities**

- Asking two kids at a time to come over:
- Line A of kids: "Name cali Name, taitek!"
- (Two kids from Line B run towards Line A and try to break through)
- As encouragement the team members from Line B can chant "Agitek!"

#### Materials

Large open space to play and make noise

### Songs

N/A

- 0. Cali and
- 1. Taitek! You two come!
- 2. Agitek! Go you 2!
- 3. Kinam kinguani?
  - Who is next?

## **Red Rover Part 3**

#### At Home

Preschool / Kindergarten

#### Overview

Give commands to different number of people

## Objectives

Give commands to different number of people

#### **Activities**

- Asking three kids at a time to come over:
- Line A of kids: "Name cali Name cali Name, taici!"
- (Three kids from Line B run towards Line A and try to break through)
- As encouragement the team members from Line B can chant "Agici!"

#### Materials

Large open space to play and make noise

## Songs

N/A

- 0. Cali and
- 1. Taici! You three+ come!
- 2. Agici! Go you all!
- 3. Kinam kinguani?
  - Who is next?

# School House Fingerplay Part 1

#### At Home

Preschool / Kindergarten

#### Overview

To practice commands, hand dexterity and group cooperation.

### **Objectives**

To practice commands, hand dexterity and group cooperation.

#### **Activities**

- Show a series of props or photos of key images and locations, while stating the name of each one and having the students repeat the word.
- 2. Review the images, and say tangru and caqiq una to test recall
- Demonstrate with the classroom door and/or box, open and closed, while repeating *ikirsru cali patugiu*. (the fingerplay does not include "closed", it can be said as the transition at the end of the poem to restart again).
- Demonstrate the fingerplay poem several times with the appropriate hand positions for each one
- 5. Encourage all the children to follow along with hand and words.

Adapted from the fingerplay "Here is the church..." this fingerplay can be recited by replacing the underlined 'litnaurwik' and 'flaaget' terms with 'agayuwik - church' and 'kRistaaq - cross', as originally intended; however it does not rhyme as well.

#### **School House Fingerplay**

Gwa'i litnaurwik. - Here is the school.
[Two fists held with nails touching each other]
Gwa'i flaaget. - Here are the flags.
[Extend both index and pinky fingers straight up to make 4]
Ikirsgu amiik. - Open up the door.
[Open thumbs as if they are a set of double doors]
Tangrkii sugpakat. - See all the people.
[Unfold hands and wiggle interlocking fingers]

For the second line of the adaptation: [Extend only index fingers to touch fingertips]

#### **Materials**

Large open space to play and make noise

### Songs

N/A

- 0. Gwa'i here
- 1. Ikirsru open it (command)
- 2. Patugiu close it (command)
- 3. Tangru look at it (command)
- . Tangrkii look at them (command)
  - 5. Tangru- look at it
  - 6. Caqiq una- what is this

## School House Fingerplay Part 2

#### At Home

Preschool / Kindergarten

#### Overview

To practice commands, hand dexterity and group cooperation.

## **Objectives**

To practice commands, hand dexterity and group cooperation.

#### **Activities**

- Show a series of props or photos of key images and locations, while stating the name of each one and having the students repeat the word.
- 2. Review the images, and say tangru and caqiq una to test recall
- 3. Demonstrate with the classroom door and/or box, open and closed, while repeating *ikirsru cali patugiu*. (the fingerplay does not include "closed", it can be said as the transition at the end of the poem to restart again).
- Demonstrate the fingerplay poem several times with the appropriate hand positions for each one
- 5. Encourage all the children to follow along with hand and words.

Adapted from the fingerplay "Here is the church..." this fingerplay can be recited by replacing the underlined 'litnaurwik' and 'flaaget' terms with 'agayuwik - church' and 'kRistaaq - cross', as originally intended; however it does not rhyme as well.

#### **School House Fingerplay**

Gwa'i litnaurwik. - Here is the school.
[Two fists held with nails touching each other]
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[Extend both index and pinky fingers straight up to make 4]
Ikirsgu amiik. - Open up the door.
[Open thumbs as if they are a set of double doors]
Tangrkii sugpakat. - See all the people.
[Unfold hands and wiggle interlocking fingers]

For the second line of the adaptation: [Extend only index fingers to touch fingertips]

#### **Materials**

• Large open space to play and make noise

### Songs

• N/A

- 0. Amiik\* door
- 1. Suuget\* people
- 2. Sugpakat\* lots of people
- 3. Flaaget\* flags (pl); flak (sing.)
- 4. KRistaaq\* cross
- Litnaurwik\*
  - school; learning place
- 7. Agayuwik\*
- church; prayer place

## Silly Walks Game Part 1

#### At Home

Preschool / Kindergarten

Large space to move around in.

#### Overview

Use a silly walk to introduce "like this/this way" and "like that/that way," while practicing various verbs

## Songs

Materials

• NA

## **Objectives**

Teaching "Like this" and "Like that"

#### **Activities**

- 1. Gather students in a large circle
- 2. Introduce the word "kuingtua" first, and demonstrate by walking around the classroom.
- 3. Let the children repeat the word as a group and/or individually, taking turns walking, encouraging them to add sillier walks each time
- **4.** Teacher then says, "kuingtua gwaten" and begins to do a silly walk around the classroom. Let each child say "kuingtua gwaten" and do their own silly walks around the classroom

- 1. Kuingtua I am walking
- 2. Gwaten This way/like this
- 3. Tawaten That way/like that

## Silly Walks Game Part 2

## At Home

Preschool / Kindergarten

#### Overview

Use a silly walk to introduce "like this/this way" and "like that/that way," while practicing various verbs

## **Objectives**

Teaching "Like this" and "Like that"

#### **Activities**

- 1. Gather students in a large circle
- 2. Introduce the word "*kuingtua*" first, and demonstrate by walking around the classroom.
- 3. Let the children repeat the word as a group and/or individually, taking turns walking, encouraging them to add sillier walks each time
- **4.** Teacher then says, "kuingtua gwaten" and begins to do a silly walk around the classroom. Let each child say "kuingtua gwaten" and do their own silly walks around the classroom
- Once the children are comfortable with "kuingtua gwaten" add "kuingtuq tawaten" instructing a teacher/student to walk, who would respond "kuingtua gwaten" and instruct a child to "kuingtuq tawaten."
- Pass it around until each person has a turn.
- Add in additional verbs for a charades like game:
  - Kuimartua I am swimming
  - Qecengua I am running
  - Aqumagua I am sitting

#### **Materials**

1. Large space to move around in.

## Songs

2. NA

- 1. Kuingtua- I am walking
- 2. Gwaten- This way/like this
- 3. Tawaten- That way/like that
- 4. Kuimartuq- I am swimming
- 5. Qecengua- I am running
- 6. Aqumagua- I am sitting

## **Sorting Box Game**

#### Overview

This object sorting game allows either learner directed play with teacher commentary or teacher commands for the learner to follow, depending on age and skill level. Modify this activity for the supplies or targeted vocabulary.

## **Objectives**

To follow the commands of 'put it' and 'take it' while learning object names, colors or shapes

#### **Activities**

Introduce each selected object by taking it in hand and saying "Tuuwaqa (name of object)" followed by "Lliiaqa (object) iluanun."

Using two instructors, have them introduce the commands though clear props and actions, as they pass the object around the group using the "Tuugiu" command.

#### At Home

Preschool / Kindergarten

#### **Materials**

Shape sorting box

### Songs

N/A

- 1. Tuuwaqa. I am taking it.
- 2. Tuugiu. Take it (command).
- 3. Lliiaqa. I am putting it.
- 4. Lliigiu. Put it (command).
- 5. Iluanun to inside it
- 6. Llaatnun to outside it

## Take It

#### At Home

Preschool / Kindergarten

#### Overview

Follow simple commands

## **Objectives**

Follow simple commands

#### **Activities**

- Using two instructors, have them introduce commands through clear props and actions, as they pass the object around the group using the "Tuugiu" command.
- Once the children understand the concept, introduce the object words in Alutiiq, again using two adults as examples for the appropriate exchanges.
- When the children are familiar with the Alutiiq commands, begin to pass the objects around the circle with the children.

#### Materials

A familiar object to be passed around

## Songs

N/A

- 1. Tuugiu- Take it
- 2. Tuwaqa- I am taking it

## **Section 10**

Games

(4 Plans)

Hide and Seek

Pictionary

Scavenger Hunt

Simon Says

## Hide and Seek

#### Overview

The hide-and-seek game introduces or reinforces core verbs in context (hide, find, search) and locatives.

## Objectives

This game allows students to expand their use of language using complex verbs and sentences related to hiding, searching and finding people and objects.

#### **Activities**

- 1. Select who is "it" to be the one to find everyone who is hiding.
- 2. Command the student who is it: *Patugkek iingalagken* "Close your eyes."
- 3. Command the group to hide: *Nuusaru*. Everyone hides.
- 4. Then, guide the student who is "it" to count: "Allringuq/allriluq, mal'uk, pinagayun, staaman, talliman. Agi!" 1, 2, 3, 4, 5. Go!
- 5. Direct the students to search.
- 6. When the student finds someone they call out "ikuk'gka!"

#### Extension

- Hide a special selected toy in the varous hiding locations in the room.
- Ask "Naama (item)?"

#### Games

Preschool / Kindergarten

#### **Materials**

- Several hiding places:
- (Under a blanket or table, inside a box or cupboard, behind a chair or couch, etc.)

### Songs

N/A

- 1. Naama? Where is it?
- 2. Nuuyate to hide (oneself) from him/her
- 3. Nuuyanguaq / nuuyataaq game of hide and seek
- Nuuyanguartut / nuuyaquu'utut they are playing hide-and-seek
- 5. Nuuyagiuq she is hiding it
- 6. Nuusaru hide it
- 7. Nuuyaa she is hiding it
- 8. Patugkek iingalagken close your eyes (1 person)
- 9. Patuci iingalaci close your eyes (many)
- 10. Ikugaa He found it
- 11. Ikuk'gka I found her/him
- 12. Iwa'iraa (N) / Iwayaa (S) she is searching
- 13. Kina? Who is it?

## **Pictionary**

#### Overview

Children pair up, secretly decide which item to draw. Come back and collaboratively draw. Others guess what they're drawing.

## **Objectives**

To introduce 3<sup>rd</sup> person dual form. Practice place name vocabulary.

#### **Activities**

- Guide students to draw either Ingriq / Napaq / Engluq (canayaak)
- While pointing at one two person team, ask other students "Caqiq canayaak?"
- If students guess correctly, that pair gets to draw next

#### Games

Preschool / Kindergarten

#### Materials

- Posters labeled with vocabulary
- Paper
- Markers

### Songs

N/A

- 1. Canayaak
  - two are drawing it
- 2. Napaq tree
- 3. Ingriq mountain
- 4. Engluq house
- 5. Caliak?
  - What are they doing? (2)

## Scavenger Hunt

## Overview

Teacher's assistant hides groups of Beanie Baby. They look for it, as assistant says the location.

## **Objectives**

To learn group possessives, practice animal names and get exposure to negative locatives.

#### **Activities**

- Assistant hides animals
- Children (with help) identify what they are searching for: Iwa'iarpet (animal) -arpet.
- Children (with help) ask the appropriate question: Naama (<u>animal</u>) -arpet?
- Assistant: (animal) -asci (location)-mi et'nituq.
- Assistant: (animal) -asci (location)-mi et'uq!

#### Games

Preschool / Kindergarten

#### Materials

• Multiple beanie babies

### Songs

N/A

- 1. Various animal names
- 2. Iwa'iarpet We (3+) are looking for (animal)
- 3. -rpet our (3+ possessive)
- 4. Naama? where?
- 5. Stuuluq table
- 6. Stuul'ciik chair
- 7. Qipaya (its) corner

## Simon Says

#### Games

Preschool / Kindergarten

#### Overview

Teach / review commands in Alutiiq by playing Simon Says

## Objectives

To practice enacting commands spoken in Alutiiq

### **Activities**

- Instructor introduces Alutiiq vocabulary and demonstrates the meaning in the order listed above. Each word and demonstration is repeated at least three times
- Students repeat the instructors words and demonstrations
- Instructor leads the students in a game of Simon Says, ensuring that the commands are not always repeated in the same order
- If / when students appear to know the vocabulary, choose a student to be Simon. The instructor should assist the student Simon whenever necessary by whispering in his/her ear, etc.
- Repeat with other students taking a turn at being Simon

#### **Materials**

NA

### Songs

N/A

- 1. Nangarten- stand up
- 2. Aqumi sit down
- 3. Kuingten walk
- 4. Caugnga face me
- 5. Keniru point at it
- 6. Tunuten turn your back
- 7. Tunusnga turn your back to me
- 8. Apaacu Niugtaten Simon Says "grandpa tells you"

## **Section 11**

Supplemental

(9 Plans)

Hunting

I Found It

Nutritious Foods

Tie My Shoe, Part 1

Tie My Shoe, Part 2

Tie My Shoe, Part 3

Tie My Shoe, Part 4

What

Where

## Hunting

### Supplemental

Preschool / Kindergarten

#### Overview

Discuss people hunting and gathering resources using complete sentences with the post-base –sur-.

## **Objectives**

To teach the post-base –sur-, and how it can be applied.

#### **Activities**

Students: Calia?

Teacher: Taugkuk alagnarsurtuk

• Students: Calia?

• Teacher: Taugna iqallugsurtuq

• Students: Calia?

• Teacher: Taugna tuntursurtuq

## Pisurtuq

Refer to song. Can be found on http://alutiiqlanguage.org

#### **About**

-sur- is a post-base that is typically used to refer to the collection, gathering or hunting of something. While the teacher is telling what each picture is doing, he or she should use hand motions (i.e. picking motions for *alagnat*, reeling motions for *iqalluk*, and rifle shooting motions for *tuntuq*).

#### **Materials**

Pictures of people doing different things, such as pictures of two children picking berries, a woman fishing, and a man hunting deer.

## Songs

 Pisurtuq (emphasizes the hunting post-base "-sur-", and reinforces the idea)

- 1. Calia? What is s/he doing?
- 2. taugkuk those two
- 3. taugna that one
- 4. tuntuq deer
- 5. iqalluk fish
- 6. alagnaq berry
- 7. alagnarsurtuk those two are getting berries
- 8. –sur- collection, gathering, or hunting of something (post-base)

## I Found It

#### Overview

Instructor, using a variety of props, asks students to locate objects.

## **Objectives**

To recognize spoken vocabulary words, without visual cues.

#### **Activities**

- Instructor places props (i.e. drum, stuffed animals) on a table or around the room
- Instructor chooses an individual student and asks the student to identify a certain object, using the word *naama?*
- Demonstrate the possessive ending for "my" by showing an object and stating its name, and then holding it closely and stating "my\_\_\_", as in cauyaq and cauyaqa
- The student locates the object and responds with gui ikuk'gka, after demonstrating the response with a teaching partner.
- Instructor repeats until all students have had at least a turn and all props are identified.

#### Extension / Alternative

- Sing the song "Cauyaqa Gui Ikuk'gka" and practice the corresponding dance.
- Circle questions: the instruction asks one student, who responds and then questions the student next to him or her, until everyone in the circle has the opportunity to speak the question and response.
- Instruction can hide plastic Easter eggs with stickers or temporary tattoos inside for an egg hunt, while practicing the commands.

#### **About**

#### Cauyaqa Gui Ikuk'gka - I Found My Drum

Cauyaqa hey ya hey ya My drum Gui ikuk'gka nga hey ya I found it Tailuci hey ya hey ya Come (all) Nit'niqlluku nga hey ya To listen to it Mv dance Agnguaqa hey ya hey ya Gui ikuk'gka nga hey ya I found it Come on! Kita-ruq!

ilag'rutlluta Everyone join us

Composed by Loren Anderson. Featured on the Generations CD by the Alutiiq Museum, Track 19.

#### Supplemental

#### Preschool / Kindergarten

#### **Materials**

- Drum
- Assortment of props (stuffed animals, etc.)

## Songs

Cauyaqa Gui Ikuk'gka

- 1. gui I
- 2. cauyaq drum
- 3. cauyaga my drum
- 4. ikuk'gka I found it
- naama? where is it? (indefinite)
- ikuru find it (1)

## Nutritious Foods (Part 2)

### Supplemental

Preschool / Kindergarten

#### Overview

Identify preference of food items.

## **Objectives**

Naming subsistence foods and visual identification, Goal 8.

#### **Activities**

- 1. Review Alutiiq food names using cards.
- 2. Ask each child "*Pingakan-qaa*?" (do you like it?) and have them respond with either "*Pingakaqa*" (I like it), or "*Pingakan'itaqa*" (I don't like it).
- 3. Using the paper plate, teach children the word "qantaq" (plate) and the command "Lliigiu" (put it): Lliigiu qantamen.
- 4. One food at a time, command the children to put it on the plate, using new words taught.

#### About

- Have pictures of food kids can color.
- Hide food items and have kids use their pictures of food to match to the real food item.

#### **Materials**

 Instead of actual food items, bring pictures or fake potato, onion, rutabaga, radish, carrot; paper plates.

## Songs

N/A

## Vocabulary

Review subsistence food terms from Part 1 lesson.

- 1. Pingakan-qaa? Do you like it?
- 2. Pingakaqa I like it.
- 3. Pingakan'itaqa I don't like it.
- 4. Qantaq plate.
- 5. Lliigiu put it.

## 1-2 Tie My Shoe (Part 1)

#### Supplemental

Preschool / Kindergarten

#### Overview

Teaching commands, hand dexterity while group cooperates.

## **Objectives**

To practice commands, hand dexterity and group cooperation.

#### **Activities**

- 1. In a group, the teacher and assistant practice giving the commands to one another.
- 2. Playing a game of caqiq una, teach the students the name of the items.

#### Extension

N/A

## Nepsru Pashmakiiqa Atuun

Allringuq, mal'uk, napyuusru pashmakiiqa

1, 2, tie my shoe

Pingayun, staaman, patugiu amiiran

3, 4, shut your door

Talliman, arwilgen, tuugiu kenerkan

5, 6, pick up your stick

Mallruungin, inglulgen, lliigiu tawaten

7, 8, put them like this

Qulnguyan, qulen, quilitsqaq kuuRican

9, 10, Your fat hen

Nangarlita cali naaqilita!

Let's stand up and count again

#### **Materials**

- Shoes
- Door
- Stick(s)
- Toy chicken

### Songs

• 1-2 Tie My Shoe (Nepsru Pashmakiiqa Atuun)

- 1. napyuusru tie it (command)
- 2. \*pashmakiiqa my shoe
- 3. patugiu close it
- 4. \*amiiran your door

## 1-2 Tie My Shoe (Part 2)

#### Supplemental

Preschool / Kindergarten

#### Overview

Teaching commands, hand dexterity while group cooperates.

## **Objectives**

To practice commands, hand dexterity and group cooperation.

#### **Activities**

- 1. In a group, the teacher and assistant practice giving the commands to one another.
- 2. Playing a game of caqiq una, teach the students the name of the items.

## Extension

N/A

## Nepsru Pashmakiiqa Atuun

Allringuq, mal'uk, napyuusru pashmakiiqa

1, 2, tie my shoe

Pingayun, staaman, patugiu amiiran

3, 4, shut your door

Talliman, arwilgen, tuugiu kenerkan

5, 6, pick up your stick

Mallruungin, inglulgen, lliigiu tawaten

7, 8, put them like this

Qulnguyan, qulen, quilitsqaq kuuRican

9, 10, Your fat hen

Nangarlita cali naaqilita!

Let's stand up and count again

#### **Materials**

- Shoes
- Door
- Stick(s)
- Toy chicken

## Songs

• 1-2 Tie My Shoe (Nepsru Pashmakiiqa Atuun)

- 1. tuugiu take it
- 2. \*kenerkan your stick
- 3. inarsru lay it
- 4. tawaten like this

## 1-2 Tie My Shoe (Part 3)

### Supplemental

Preschool / Kindergarten

#### Overview

Teaching commands, hand dexterity while group cooperates.

## **Objectives**

To practice commands, hand dexterity and group cooperation.

#### **Activities**

- 1. In a group, the teacher and assistant practice giving the commands to one another.
- 2. Playing a game of caqiq una, teach the students the name of the items.

## Extension

N/A

## Nepsru Pashmakiiqa Atuun

Allringuq, mal'uk, napyuusru pashmakiiqa

1, 2, tie my shoe

Pingayun, staaman, patugiu amiiran

3, 4, shut your door

Talliman, arwilgen, tuugiu kenerkan

5, 6, pick up your stick

Mallruungin, inglulgen, lliigiu tawaten

7, 8, put them like this

Qulnguyan, qulen, quilitsqaq kuuRican

9, 10, Your fat hen

Nangarlita cali naaqilita!

Let's stand up and count again

#### Materials

- Shoes
- Door
- Stick(s)
- Toy chicken

### Songs

• 1-2 Tie My Shoe (Nepsru Pashmakiiqa Atuun)

- 1. quilitsqaq fat one
- 2. kuuRican your chicken
- 3. nangarlita let's stand up
- 4. naaqilita let's count; read

## 1-2 Tie My Shoe (Part 4)

### Supplemental

Preschool / Kindergarten

#### Overview

Teaching commands, hand dexterity while group cooperates.

## **Objectives**

To practice commands, hand dexterity and group cooperation.

#### **Activities**

- Show a series of props or photos of key images and locations as noted (\*) above, while stating the name of each one and having the students repeat the word. This phase may be skipped if the learners are already familiar with the vocabulary.
- Review the images, and ask "Caqiq una?" to test recall.
- Demonstrate with the door, open and closed, while repeating *napyuusru* cali petengsru.
- Demonstrate with stick, put and take, while repeating Lluugiu cali Tuugiu.
- Encourage all the learners to follow along with their own hands and sing the song together as a group several times.

#### Extension

N/A

## Nepsru Pashmakiiga Atuun

Allringuq, mal'uk, napyuusru pashmakiiqa

Pingayun, staaman, patugiu amiiran

Talliman, arwilgen, tuugiu kenerkan

Mallruungin, inglulgen, lliigiu tawaten

Qulnguyan, qulen, quilitsqaq kuuRican

Nangarlita cali naaqilita!

#### Materials

- Shoes
- Door
- Stick(s)
- Toy chicken

## Songs

1-2 Tie My Shoe (Nepsru Pashmakiiga Atuun)

- napyuusru tie it (command)
- pashmakiiqa my shoe
- patugiu close it
- amiiran your door
- 5. tuugiu take it
- 6. kenerkan your stick
- inarsru lay it
- 8. tawaten like this
- quilitsqaq fat one
- 10. kuuRican your chicken 11. nangarlita – let's stand up
- 12. naaqilita let's count; read

## What?

### Supplemental

Preschool / Kindergarten

#### Overview

One assistant / teacher goes away from group, asks question, others respond.

## Objectives

To learn the use of "Qayu" and plural 1<sup>st</sup> person / 2<sup>nd</sup> person transitive endings.

#### **Activities**

This activity is a fun and increasing loud script that can be used daily to strengthen students' understanding of the vocabulary and verb endings.

• Assistant: Niitarp'cia-qaa? (quietly, to students)

• Students: Qayu?

• Assistant: Niitarp'cia-qaa? (louder)

• Students: Qayu?

• Assistant: Niitarp'cia-qaa? (VERY LOUD)

• Students: Aa'a, niitamken / niitamtegen!

Teacher: Nepaiya!

#### Extension

N/A

#### **About**

• Review previous lesson 10 minutes. Copy-cat at least 3 times.

#### **Materials**

• Space to be loud.

## Songs

N/A

- 1. Qayu? What? / Huh?
- 2. Niitarp'cia-qaa? Do you hear me? (3+)
- 3. Niitamken / Niitamtegen We hear you (3+)
- 4. Nepaiya! Be quiet!

## Where?

### Supplemental

#### Preschool / Kindergarten

#### Overview

One person stands behind each child in turn while the other children identify where s/he is.

## **Objectives**

Learn how to locate people in relation to each other.

#### **Activities**

- 1. Have the children gather in a circle.
- 2. Select one child to start, and place a colored hat on their head so the children can see whom is it.
- 3. Begin placing the child behind children in the circle.
- 4. (Student "John" as example) Teacher will ask, "*Naama John*?" and have the children repeat.
- 5. When they repeat, the student that John is behind (with the teachers guidance) will ask, "*John tunimni et'uq-qaa?*".
- 6. The teacher prompts the other children to respon the the question by saying, "Aa'a, John tunirpni et'uq!"
- 7. Keep playing so that each child will have a turn to be behind someone.

## Materials

 Hat or scarf to place on child that is going to be moving around.

### Songs

N/A

### Vocabulary

- 1. naama? where is it?
- 2. tunirp'ni behind you
- 3. tunimni behind me
- 4. et'uq is (in location)
- 5. –qaa ask a question
- 6. aa'a yes
- 7. slaapaq hat

#### Extension

If there are concerns for cleanliness, switch out a hat prop for a scarf.

#### **About**

- Copy-cat the lesson for review. Teacher says: "Tunimni" and "Tunirp'ni".
- Repeat it 3 times.
- After reviewing both words, have a model conversation with another teacher / adult: "Naama Jane?" "Jane tunirp'ni et'uq." "Jane tunimniqaa?" "Aa'a, Jane tunirpni et'uq!"