Our Languages

Everyday Activity Book

Benhti Kokhut’ana Kenaga’ (Lower Tanana)
Deg Xinag
Denaakk’e (Koyukon)
Dihthaad Xt’een Iin Aandēeg’ (Tanacross)
Dinak’i (Upper Kuskokwim)
Dinjii Zhuh K’yaa (Gwich’in)
Hän
Holikachuk
Inupiaq
Nee’aanèegn’ (Upper Tanana)

Photo by Kelly Monroe
TABLE OF CONTENTS

INTRODUCTION .................................................. 1 – 2
   I Love You Translations ........................................... 1
   Activity Book and Language Activities ................... 1
   Other Language Activities and Programs ................. 2

CULTURE AND TRADITIONS .................................. 3 – 4
   Doyon Region Languages ....................................... 3
   Why Use Culture in Language Activities ................. 4

CHILDREN AND LANGUAGE .................................. 5
   How Children Learn Language ............................... 5

LANGUAGE USE AT HOME .................................. 6 – 7
   How to Encourage Language Use at Home ............... 6
   Including Culture and Language in Your Family Literacy Program ....... 7
   Daily Activities to Grow Your Language Skills .......... 7

ACTIVITY WORKSHEETS ................................. 8 – 25
   Storytelling ......................................................... 8
   Traditional Activities .......................................... 9
   Word Dictionary .................................................. 10
   Cooking ............................................................. 11
   Family Tree ......................................................... 12
   Introductions ...................................................... 13
   Things I Do With My Family .................................. 14
   Counting ............................................................. 15
   Bingo Game ......................................................... 16
   Memory Game ..................................................... 17
   Household Labels ............................................... 18
   Food Labels ........................................................ 19
   Body Parts .......................................................... 20
   Flashcards ........................................................... 21
   Dice Game .......................................................... 22
   Extra Clip Art ....................................................... 24

CONTACTS AND RESOURCES .......................... 26

CLOSING ......................................................... 27
   Thank You Translations ......................................... 27

IN THIS ACTIVITY BOOK, YOU WILL FIND:
   • Information on why it is important for your children to learn about their culture and language.
   • Fun and practical ideas that you can do in your home to teach and learn together.
   • Alaska Native language activities that make learning fun.

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   • Information on why it is important for your children to learn about their culture and language.
   • Fun and practical ideas that you can do in your home to teach and learn together.
   • Alaska Native language activities that make learning fun.
This activity book was developed as a resource for you by the Doyon Foundation to guide you in your language-learning journey, so that we may see our Athabascan languages being spoken in our homes again. It was envisioned with inspiration from current programs and goals of reclamation of our ancestral languages. This activity book is created as a language-learning resource for all of our languages within the Doyon region. It was made with the intention to facilitate learning within the homes, with love, by our own families. This activity book is a gift to our communities and especially for our families with children, grandchildren and family. This is made up of our own cultural knowledge, gathered and put together by Rochelle Adams alongside Allan Hayton and the language revitalization staff at Doyon Foundation, with the input of the Language Advisors. It can be used as a template and be adapted for each one of our languages.

Doyon Foundation would like to acknowledge that 2019 was established as the International Year of Indigenous Languages observed by the United Nations with hopes to raise awareness of the consequences of the endangerment of Indigenous languages across the world, with an aim to establish a link between language, development, peace and reconciliation.

**ACTIVITY BOOK**

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OTHER LANGUAGE ACTIVITIES AND PROGRAMS

The Doyon Foundation language revitalization program works hard to make sure that our people have access to language-learning material that represents all of our Alaska Native languages within the Doyon region. Some of the projects include:

• Doyon Languages Online
• Language-learning materials
• Language circles and gatherings
• Native word of the month
• Language blogs
• Language teacher training

All of these resources and activities are created to connect our Alaska Native people with our precious languages. Anyone can be a teacher or a learner. In fact, learning through teaching is a very good method for reinforcing your proficiency as you learn with your child, grandchild or other students. This work is very important and, collectively, it has the power to bring our languages back into our homes and reverse the language shift, helping to revitalize our languages for future generations. Our homes are the most important places that education takes place. The foundation of our cultural values that will sculpt our worldview are mostly taught at home, amongst our generations of family members and loved ones. We hope that this activity book will give you the tools to bring your children or grandchildren the opportunity to learn our languages within the comfort and natural setting of your own home, with your own Elders and speakers. There are many great resources out there to assist in language learning. We hope this language activity book will open many new doors to your learning and connection with our culture and people. The journey of language learning and the benefits to the learner are what makes this process so special and meaningful to each of us. Best wishes for much success in your own language learning and teaching! As you continue on this road, you will find your own personal growth and fulfillment as you progress in the language and become connected to your culture, ancestors, people, environment and yourself.

Take your language learning to the next level with Doyon Languages Online. Free online language-learning courses for the languages of the Doyon region! Sign up at doyonfoundation.com/dlo.
CULTURE AND TRADITIONS

Alaska is rich in Native cultures. Children learn their culture by taking part in traditional activities within the family and in the community, and by learning the language that represents their culture. Children learn a language by naturally living within the language, by hearing it spoken and by seeing adults using the language together in real communication. It gives them familiarity within the language and this normalizes the language into a part of their everyday lives. This is also a great goal to work toward our community’s normalization of the language. Children will copy what they hear and see. It also makes it more valuable and valid to see this openly practiced with each other in the community. Building your family literacy activities around your culture and traditions, and using your Native language as often as you can will give your child a strong foundation for learning. It is also a great way to strengthen your community.

This activity book will give parents, family, language educators and teachers tips and ideas on how to awaken our language in our lives and share among our communities.

DOYON REGION LANGUAGES

Benhti Kokhut’ana Kenaga’ (Lower Tanana)
Deg Xinag
Denaakk’e (Koyukon)
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Inupiaq
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Learn more about our Alaska Native languages by visiting the Alaska Native Language Center (ANLC) website: [www.uaf.edu/anlc/languages](http://www.uaf.edu/anlc/languages).
WHY USE CULTURE IN LANGUAGE ACTIVITIES?

Culture and language are important parts of who we are. Culture shapes the way we look at the world. Language represents culture, and shows which cultural group we belong to. We use language to pass on our culture and knowledge from one generation to the next. This strongly connects us to our homelands and shows the direct connections of our people and the environment through generations. In our traditional stories and creation stories, we used to speak with the animals; everything had a spirit. Through language, we learn about the culture and traditions of our ancestors. We learn our stories.

For a language to survive, it needs to pass from generation to generation. Ideally, this happens in the home and the community, where family members learn the language from birth and use it as part of their everyday lives. Through our historical context of assimilation into Western culture, we have experienced a language shift and have fewer speakers. However, everyone in the community can be involved in culture and language activities. As a teacher, you don’t have to be fluent in the language yourself. You can invite Elders and other people who know the traditions and culture and who are fluent in the language to help with some of the activities. One of the best ways to learn your language is through teaching.

When we are actively learning our Indigenous languages, we are reclaiming a part of ourselves that was lost through colonization and continuing a rich legacy of knowledge and collective experiences within our environment. Through the time of assimilation in our history, our people were taught to speak English and were forced to leave our Native languages and ways of knowing behind. Through this language shift, our people have become disconnected from our original ties to the language, and the generational link of passing down the knowledge was broken. But there is a renewed sense of pride and interest in relearning and revitalizing our languages. We are now in a time when we want to take our languages back; we want to have them spoken in our homes once again, and have them in our everyday life in our communities. Through this work, our people are able to become whole again and continue to carry the fire of our knowledge once more.

Free online language-learning courses!
Sign up at doyonfoundation.com/dlo.
Children can easily learn more than one language or dialect at a time. A child can master up to 90 percent of a language in the first four years of their lives! Despite what some people may believe, no language is too hard for a child to learn. They are natural sponges and soak up the knowledge and have the cognitive development for learning at an amazing rate. Traditionally, our children learned by being immersed in the language by the entire community. Today, we use techniques and lessons to create the learning opportunities needed to pass on this knowledge.

**HERE ARE SOME WAYS CHILDREN LEARN A LANGUAGE:**

- They learn by listening to and speaking the languages they are learning.
- They learn by having lots of opportunities to do those things.
- They copy what they hear and see. You can help by modeling the language for them in a fun and engaging way.
- Help them learn the words and phrases they need to express themselves. They don’t need formal lessons. Just stay in the language and continue talking or singing.
- They learn by playing. Using dolls and other toys to “talk” to each other helps children play and learn at the same time.
- They sometimes have a “silent period.” This means they are getting ready to speak the language as soon as they feel comfortable.
- They sometimes make mistakes. This is a natural part of language development. Sometimes they can’t make a certain sound or say a word properly because their mouths, tongues, throats and lungs are still developing. Don’t focus on correcting their errors all the time.
- They like to repeat things. They often want to read or hear the same story over and over. They like it when they can tell the story themselves. They have great memories.
- They sometimes learn the last part of words or sentences first.
- They love singing. Singing uses a different part of the brain than speaking, so children often learn the words to songs faster than those words in normal speech.
- They need to hear both languages, if they are learning more than one language. One parent can speak one language and the other parent can speak the other with the child. Or you can speak one language all the time in certain situations (like shopping, bath time, at meals) and the other language in other situations. It is also great to use both languages all the time.
- They sometimes mix up the languages. Don’t worry. It won’t take long for them to sort them out and put the pieces together. It just takes time, and a lot of listening and trying to speak.
- Children learn well by having fun! Laugh often and this will help with retention of language.
HOW TO ENCOURAGE LANGUAGE USE AT HOME

• Speak your language at home – every little bit helps! Even if you aren’t fluent, use what you do know. Teaching helps to practice what you are learning.

• Ask people who are fluent in the language to visit your family. Visit Elders in your community.

• Try to limit how much English language TV your children watch. Watch Alaska Native language programs, video and audio even if you or your children don’t understand.

• Use your language when you are doing things with your children.

• Choose specific times of day and activities to commit to staying within the language.

• Read traditional stories to your children. Listen to Elders’ stories. Practice respect.

• Make up stories in your language and tell them to your children. Laugh and have fun!

• If you can, bring home books, tapes and other materials in your language.

• Write labels in your language and put them on items throughout your home or school.

• Teach your child one word a day. Use that word in a sentence.

• Help your children with their language homework and learn with them.

• Go on the land with your family. You’ll have lots to talk about planning and being on the land.

It’s important to talk to your learner about the kinds of stories and information they want to learn about. This makes their learning much more tailored to them as learners, and will help them to be motivated to learn about certain things that interest them. This will also help the learner to take ownership over their own language-learning journey and will strengthen the bond between learner and educator.

**Behnti Kokhut’ana Kenaga’**  Benhti Kokhut’ana Kenaga’ (Lower Tanana)

**Dinaxinag**  Deg Xinag

**Denaakkenaage’**  Denaakk’e (Koyukon)

**Nee’aandëg’**  Dihthaad Xt’e’en lin Aandëeg’ (Tanacross)

**Dinakinaja’**  Dinak’i (Upper Kuskokwim)

**Diiginjik K’yaa**  Dinjii Zhuh K’yaa (Gwich’in)

**Niiheejèww**  Hän

**Dinaqinag**  Holikachuk

**Uqausiqput** or **Uqalukput**  Inupiaq

**Nee’aanèegn’**  Nee’aanèegn’ (Upper Tanana)
LANGUAGE USE AT HOME

INCLUDING CULTURE AND LANGUAGE IN YOUR FAMILY LITERACY PROGRAM

• Include traditional activities like storytelling, drum dancing, games and singing in your program. These are good ways for children to learn culture and language.

• Make learning fun. Use humor. Don’t discourage children who are learning new skills.

• Have several fluent speakers who can talk to each other. This lets children “see” and hear the language working and the rules around language.

• Use different activities in your program. Some people need to write things down to learn, while others need to hear. Other people need to do something physical, like drawing, to learn.

• Model what you want them to learn. Let them watch until they feel comfortable trying by themselves.

• Take them out of your usual space into another context, such as out in the yard for storytelling or on a walk. This makes it more real and creates a space to allow them to think differently.

• Find out what they like to do. They learn better when they are doing things they like.

• Have them decide what they want to learn in the language. This creates ownership over their educational language-learning journey!

• Have fun in the language. Find ways to make jokes and laugh in the language! It’s always funnier in our Native languages!

• Think about your motivation for language learning. Talk about these together.

• Think about your family, friends, Elders and ancestors who speak the language and find ways to connect with them.

• Identify language resources among fluent speakers and cultural bearers.

• Participate in dance groups. Learn the songs and dances in the language.

• Learn songs in the language.

• Learn how to introduce yourself in the language! This is very grounding and is an honor to say our family names in the language.

• Find what sparks your interest and speaks to your heart and pursue that within the language.

• Let the language take you on a journey!

COMMIT CERTAIN DAILY ACTIVITIES TO GROW YOUR LANGUAGE SKILLS

• Waking up your child in the language and talking about getting dressed, washing face, brushing teeth and brushing hair.

• Breakfast conversation about eating, plans for the day and being thankful.

• Riding to school conversation about weather and where you are going.

• Meal prep, cooking and eating together at dinner time.

• Getting ready for bed, going to bed and prayers in the language.

OUR LANGUAGES Everyday Activity Book
Storytelling is an oral tradition, passed from one generation to another. The stories are heard and repeated and may change each time they are told. Stories are not only fun, they help people to learn. Stories were, and still are, one of the main teaching methods of Indigenous people. We use stories to tell about our past: our ancestors, our history, our traditions and our culture. We use stories to teach children and young people about the values and beliefs that are important to us. Good storytellers create images with words and sounds. They make learners feel part of the story.

Stories are also a wonderful way of teaching and learning Native languages. They help children with memory skills, oral communication and imagination.

Customs around storytelling may vary from community to community. In some communities, only certain people are the storytellers. In others, stories may be told only at specific times of the year, such as winter. Be sure to find out about the traditions in your community. Once you are familiar with storytelling traditions and important values to practice, invite an Elder or other storyteller into your home or family literacy program to share their stories with your family or participants.

Stories have long been an important aspect of the history and culture of Indigenous people; stories are the vehicles to preserve, carry and teach about historical events, religious beliefs, ethics and values to the young and old.

The Alaska Native Language Archives (www.uaf.edu/anla) is a treasure trove of traditional stories in all our Alaska Native languages. You can do online searches for traditional stories, both in written and audio format. You can also order books from the Alaska Native Language Center (ANLC) publications. There are several resources shared in this activity book that are easily accessible online and there are also contacts that may be able to help you find what you are looking for.

The Alaska Native Language Archives includes traditional stories in all our Alaska Native languages: www.uaf.edu/anla.
Color the page below and write in translations for the traditional activity. You can also draw and translate other traditional activities on a different paper.

Other traditional activities:
- Fishing / we are fishing
- Hunting / I am hunting with my family
- Trapping / I am trapping with my family

Art by Rebekah Hartman
Make a word dictionary book in your Alaska Native language. It is easy to do and lots of fun. Have your children illustrate and decorate the book. With your illustrations, you do not need to include any English.

Samples in Dinjii Zhuh K’yaa (Gwich’in).
Word dictionary art by Rochelle Adams.
Develop a cookbook for your community. You can make it in English and your Alaska Native language.

**Recipe**

**CONTRIBUTOR**

**RECIPE NAME**

**INGREDIENTS**

**DIRECTIONS**

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**LANGUAGE SAMPLES**

**Benhti Kokhut’ana**  
**Kenaga’**  
(Lower Tanana)

**Phrases**

- Denigi
- Gath
- Bedzeyh
- Gwkh
- Dets’eni
- Xwx
- Tsabaya
- Jega

**Nee’aanègegn’ (Upper Tanana)**

- Tsq’q nanagn’įį shaa höqsoq.  
- Tsq’q nts’ąq dijt’eh?  
- Aq’, shchaay soo’ diht’eh.  
- Chaay dijtsįį?  
- Aq’, ha’guuy dihtsįį.  
- Liat gąy’ iynjįthänh?  
- Aq, liatgąy’ iynihθänh.  
- Ba’ ndehtląą?  
- Aq’, ba’ shdehtląą.  
- Tsq’ shaa höqsoq.  
- Aq’, shchaay naa ihtsįį.

**Phrases**

- Gramma, I’m glad to see you.  
- Gramma, how are you?  
- Yes, I’m fine, my grandchild.  
- Grandchild, are you hungry?  
- Yes, I’m a little bit hungry.  
- Would you like some crackers?  
- Yes, I’d like some crackers, gramma.  
- Would you like some dry fish too?  
- Yes, I’d like some dry fish.  
- Gramma, I feel good.  
- Yes, my grandchild, I love you.
Create a family tree as an introduction to your child's family. Draw or paste a photo of each family member, then write their name and their relationship to your child. Write their relationship name in your language, if possible. This is helpful to learn the kinship terms and familial relationship order in your language.

**Dinjii Zhuh K’yaa (Gwich’in) Phrases**
- Shizheh K’aa Naii  My Family
- Shii  Me
- Shahan  My Mom
- Shiti’  My Dad
- Shitsuu  My Grandma
- Shitsii  My Grandpa

**Hän Phrases**
- Shëzhoh K’öö  My Family
- Shän  Me
- Shëńäą  My Mom
- Shëchà’  My Dad
- Shëtsǫǫ  My Grandma
- Shëtsèyy  My Grandpa
Learn how to introduce yourself in your language! This is very grounding and is an honor to say our family names in the language.

**My name is __________.**

**His or her name is __________.**

**I am from __________.**

**You are from __________.**

### LANGUAGE SAMPLES

**HOLIKACHUK Phrases**

- __________ si’ooz. *My name is __________.*
- __________ mi’ooz. *His or her name is __________.*
- __________ xist’anh. *I am from __________.*
- __________ xoont’anh. *You are from __________.*

- Molly si’ooz. *My name is Molly.*
- Molly mi’ooz. *My name is Molly.*
- Denali xist’anh. *I am from Denali.*
- Denali xoont’anh. *You are from Denali.*
- Sito’ Walter mi’ooz. *My father’s name is Walter.*
- Sito’ Walter mi’ooz. *My father’s name is Walter.*
- Sonh Telele mi’ooz. *My mother’s name is Telele.*
- Sonh Telele mi’ooz. *My mother’s name is Telele.*
- Sitsiy __________ mi’ooz. *My grandfather’s name is __________.*
- Sitsiy __________ mi’ooz. *My grandfather’s name is __________.*
- Sitsoo __________ mi’ooz. *My grandmother’s name is __________.*
- Sitsoo __________ mi’ooz. *My grandmother’s name is __________.*

**MOLLY si’ooz.**

**MOLLY mi’ooz.**

**DENALI xist’anh.**

**DENALI xoont’anh.**
THINGS I DO WITH MY FAMILY

Draw pictures of things you like to do with your family. Write the words describing the activity under the picture in your language.

ACTIVITY IDEAS

We are hauling wood.
We are chopping wood.
We are building a fire.
We are feeding the dogs.

LANGUAGE SAMPLES

**Dihthaad Xt’een Iin Aandēeg’ (Tanacross)**

**Phrases**

Dú’ dzeen nts’é t’índę’ę? What are you doing today?
Tách’údegści’. I’m reading.
Nts’ét’indę’ę? What are you doing?
Nâach’enihtl’ú’. I am sewing.
Ch’egdzes. I am dancing.
Nts’ét’ędę’ę? What is she doing?
Ch’eldzes. She is dancing.
Neetsųų nts’ét’ędę’ę? What’s our grandma doing?
Neetsųų nâach’enihtl’ú’. Our grandma is sewing.
Neetsųų nts’ét’ędę’ę? What’s our grandpa doing?
Neetsųų ts’ets ká’ahá’. Our grandpa is hauling wood.
Nchel nts’ét’ędę’ę? What is your younger brother doing?
Shchel nát’élëex. My younger brother is going hunting.
COUNTING

Have your child write the words for the numbers 1-10 in your language and color the items on each page.

1

2

3

4

5

6

7

8

9

10

LANGUAGE SAMPLES

Deg Xinag  Number

Giliggi  1
Teqa  2
Toq  3
Dench’e  4
Giligxsnalo’  5
Donganh Geleq  6
Donganh Teqa  7
Donganh Toq  8
Donganh Dench’e  9
Niłq’osnal  10

Art from Yukon Native Language Center
Copy or print this page for each player.

Select one player to be the caller.

Using themes like food, animals, actions, family members, etc., write one word in your Native language in each BINGO square. Then rewrite the same word in a “caller piece” rectangle. Fill in all the squares. Cut out “caller piece” rectangles and put them into a hat/bag.

Caller randomly chooses a “caller piece” and says the word out loud. Players place a bead, coin or stone on the “BINGO Board” word.

The first player to complete a straight line yells “BINGO” and wins.

Make different boards using new themes and vocabulary every time!

**BINGO BOARD**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</tbody>
</table>

**CALLER PIECES**

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**MEMORY GAME**

Using themes like food, animals, actions, family members, etc., write one word in your Native language in two squares. Cut out each square and place them face down.

Taking turns, each player flips two squares and says each word out loud. If they are the same word, the player gets to keep the pair.

When there are no more squares left, the player with the most pairs wins the game.
Fill in the blank set of labels next to the English words of household items using your own language.

Have your children help you write out the labels with a pen or marker. Glue the labels onto pieces of cardboard, such as cereal boxes, so that they will be sturdy.

Put the labels up around the house and practice using these words. Every night before your children go to bed, have them say all the labels in their room or around the house.

<table>
<thead>
<tr>
<th>House</th>
<th>Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Home*</td>
<td></td>
</tr>
<tr>
<td>Our Home*</td>
<td></td>
</tr>
<tr>
<td>Vehicle</td>
<td></td>
</tr>
<tr>
<td>Snow-Go</td>
<td></td>
</tr>
<tr>
<td>Table*</td>
<td></td>
</tr>
<tr>
<td>Chair*</td>
<td></td>
</tr>
<tr>
<td>Bed*</td>
<td></td>
</tr>
<tr>
<td>Water*</td>
<td></td>
</tr>
<tr>
<td>Food*</td>
<td></td>
</tr>
<tr>
<td>Plants</td>
<td></td>
</tr>
<tr>
<td>Book*</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Clothes*</td>
<td></td>
</tr>
<tr>
<td>Shoes*</td>
<td></td>
</tr>
<tr>
<td>Dog*</td>
<td></td>
</tr>
<tr>
<td>Cat*</td>
<td></td>
</tr>
</tbody>
</table>

* Art from Yukon Native Language Center
### FOOD LABELS

Fill in the blank set of labels next to the English word of food items using your own language.

Have your children help you write out the labels.

Glue the labels onto pieces of cardboard, such as cereal boxes.

Give your children the labels when you go grocery shopping and ask them to find the matching items in the store.

<table>
<thead>
<tr>
<th><strong>Phrases</strong></th>
<th><strong>Dinak’i (Upper Kuskokwim) Phrases</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tu</strong></td>
<td>Water</td>
</tr>
<tr>
<td>Łuk’a</td>
<td>Fish</td>
</tr>
<tr>
<td>K’un’</td>
<td>Fish Eggs</td>
</tr>
<tr>
<td>Ghasr</td>
<td>Eggs</td>
</tr>
<tr>
<td>Zigwne</td>
<td>Dry Fish</td>
</tr>
<tr>
<td>Nilane</td>
<td>Meat</td>
</tr>
<tr>
<td>Nilane Gwnh</td>
<td>Dry Meat</td>
</tr>
<tr>
<td>Trosr</td>
<td>Indian Potato</td>
</tr>
<tr>
<td>Sahilík</td>
<td>Sugar</td>
</tr>
<tr>
<td>Mega</td>
<td>Fry Bread</td>
</tr>
<tr>
<td>Maslík</td>
<td>Butter</td>
</tr>
<tr>
<td>Duyuk</td>
<td>Salt</td>
</tr>
<tr>
<td>Tsaye</td>
<td>Tea</td>
</tr>
</tbody>
</table>

* Art from Yukon Native Language Center

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**OUR LANGUAGES Everyday Activity Book**
Identify the words in your language for each of these body parts. Once you have the words for each of these body parts, use the language to label the body parts. Then hang them on display and practice using these words throughout the day and during certain age-appropriate activities, such as bathing or getting dressed.

**Language Samples**

**Denaakk’e (Koyukon) Body Parts**

- Setlee’ My Head
- Senoghe’ My Eyes
- Sedzeghe’ My Ears
- Sents’eyh My Nose
- Seghoo’ My Tooth
- Setlooghe’ My Hair
- Seggone’ My Arm
- Setsuts My Elbow
- Selo’ My Hand
- Senlot’eghe’ My Finger
- Setl’ene’ My Leg
- Seggut My Knee
- Sekkaa’ My Foot

Translation by Susan Paskvan

Art from Rochelle Adams
Cut, fold and glue cards.
Test yourself or a friend.
ANIMAL NAMES DICE GAME

Write animal names on the dice template, assigning each dice their own language. (See next page for languages and translations.)

Cut, fold and glue all three dice.

Roll dice.

Players say each animal name out loud and state if they are all different, a pair or all three of the same animal.

Watch a game and instructions online: https://fb.watch/4IViMC6eoH/
<table>
<thead>
<tr>
<th>Language</th>
<th>Animal</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benhtii Kokhut’an Kenaga’ (Lower Tanana)</td>
<td>Dotron’ Raven</td>
<td>Deetry’a’ Raven</td>
</tr>
<tr>
<td></td>
<td>Ch’eyona’/Tok’adi Eagle</td>
<td>Tth’ak Eagle</td>
</tr>
<tr>
<td></td>
<td>Denigi Moose</td>
<td>Dinjik Moose</td>
</tr>
<tr>
<td></td>
<td>Bedzyeyh Caribou</td>
<td>Vadzaih Caribou</td>
</tr>
<tr>
<td></td>
<td>Gath Salmon</td>
<td>Łuk Choo Salmon</td>
</tr>
<tr>
<td></td>
<td>Tso’ Beaver</td>
<td>Tsee’ Beaver</td>
</tr>
<tr>
<td>Dinjii Zhuh K’yaa (Gwich’in)</td>
<td>Animal</td>
<td>Animal</td>
</tr>
<tr>
<td></td>
<td>Deetry’a’ Raven</td>
<td>Tth’ak Eagle</td>
</tr>
<tr>
<td></td>
<td>Tth’ak Eagle</td>
<td>Dinjik Moose</td>
</tr>
<tr>
<td></td>
<td>Dinjik Moose</td>
<td>Vadzaih Caribou</td>
</tr>
<tr>
<td></td>
<td>Łuk Choo Salmon</td>
<td>Tsee’ Beaver</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deg Xinag</td>
<td>Yixgitsiy Raven</td>
<td>Tatrą’ Raven</td>
</tr>
<tr>
<td>Dits’in Chux</td>
<td>Eagle</td>
<td>Ch’ezhàn’ Golden Eagle</td>
</tr>
<tr>
<td>Dineg</td>
<td>Moose</td>
<td>Jëjuu Moose</td>
</tr>
<tr>
<td>Gghinoy</td>
<td>Caribou</td>
<td>Wëdzey Caribou</td>
</tr>
<tr>
<td>Ggath</td>
<td>Salmon</td>
<td>Tr’ojä’ Choo Salmon</td>
</tr>
<tr>
<td>Noye’e</td>
<td>Beaver</td>
<td>Tsä’ Beaver</td>
</tr>
<tr>
<td>Denaakk’e (Koyukon)</td>
<td>Animal</td>
<td>Animal</td>
</tr>
<tr>
<td>Dotson’</td>
<td>Raven</td>
<td>Yixgitsiy Raven</td>
</tr>
<tr>
<td>Telele (central)/Telel (lower)/KEYONE’ (upper)</td>
<td>Eagle</td>
<td>Dits’n Kux Eagle</td>
</tr>
<tr>
<td>Deneege</td>
<td>Moose</td>
<td>Dineg Moose</td>
</tr>
<tr>
<td>Bedzyeyh</td>
<td>Caribou</td>
<td>Gghinoy Caribou</td>
</tr>
<tr>
<td>Ggaał</td>
<td>Salmon</td>
<td>Ggath Salmon</td>
</tr>
<tr>
<td>Noye’e</td>
<td>Beaver</td>
<td>Noye’a Beaver</td>
</tr>
<tr>
<td>Holikachuk</td>
<td>Animal</td>
<td>Animal</td>
</tr>
<tr>
<td>Yixgitsiy</td>
<td>Raven</td>
<td>Tulugaq Raven</td>
</tr>
<tr>
<td>Dits’n Kux Eagle</td>
<td>Eagle</td>
<td>Tiŋmiaqpak Eagle</td>
</tr>
<tr>
<td>Gghinoy Caribou</td>
<td>Moose</td>
<td>Tutuvaq Moose</td>
</tr>
<tr>
<td>Ggath Salmon</td>
<td>Caribou</td>
<td>Sikuqwajlak Salmon</td>
</tr>
<tr>
<td>Noye’a Beaver</td>
<td>Tuluqtjq Beaver</td>
<td></td>
</tr>
<tr>
<td>Dihthaad Xt’een lín Aandéeg’ (Tanacross)</td>
<td>Animal</td>
<td>Animal</td>
</tr>
<tr>
<td>Taatsą’</td>
<td>Raven</td>
<td>Taatsą’ Raven</td>
</tr>
<tr>
<td>Tuud</td>
<td>Eagle</td>
<td>Tudi Eagle</td>
</tr>
<tr>
<td>Dendiig</td>
<td>Moose</td>
<td>Diniih Moose</td>
</tr>
<tr>
<td>Wudzih</td>
<td>Caribou</td>
<td>Udzih Caribou</td>
</tr>
<tr>
<td>Łuug Chox</td>
<td>Salmon</td>
<td>Łuug Deltał Salmon</td>
</tr>
<tr>
<td>Ts’a’</td>
<td>Beaver</td>
<td>Ts’a’ Beaver</td>
</tr>
<tr>
<td>Dinak’i (Upper Kuskokwim)</td>
<td>Animal</td>
<td>Animal</td>
</tr>
<tr>
<td>Dotron’</td>
<td>Raven</td>
<td>Taatsą’ Raven</td>
</tr>
<tr>
<td>Yode</td>
<td>Eagle</td>
<td>Tudi Eagle</td>
</tr>
<tr>
<td>Dineje</td>
<td>Moose</td>
<td>Diniih Moose</td>
</tr>
<tr>
<td>Midzish Caribou</td>
<td>Caribou</td>
<td>Udzih Caribou</td>
</tr>
<tr>
<td>Gas</td>
<td>Salmon</td>
<td>Łuug Deltał Salmon</td>
</tr>
<tr>
<td>Ts’o - Noy’a</td>
<td>Beaver</td>
<td>Ts’a’ Beaver</td>
</tr>
<tr>
<td>Nee’aanèegn’ (Upper Tanana)</td>
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<td>Animal</td>
</tr>
<tr>
<td>Taatsą’</td>
<td>Raven</td>
<td>Taatsą’ Raven</td>
</tr>
<tr>
<td>Tudi</td>
<td>Eagle</td>
<td>Tudi Eagle</td>
</tr>
<tr>
<td>Diniih</td>
<td>Moose</td>
<td>Diniih Moose</td>
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<tr>
<td>Udzih Caribou</td>
<td>Caribou</td>
<td>Udzih Caribou</td>
</tr>
<tr>
<td>Łuug Deltał Salmon</td>
<td>Salmon</td>
<td>Łuug Deltał Salmon</td>
</tr>
<tr>
<td>Ts’a’</td>
<td>Beaver</td>
<td>Ts’a’ Beaver</td>
</tr>
</tbody>
</table>

Translation by Sarah Silas, Bertina Titus, Vera Weiser and Siri Tuttle
Translation by Kenneth Frank and Caroline Tritt-Frank
Translation by LaVerne Demientieff, George Demientieff Holly and Alice Taff
Translation by Elizabeth Keating and Giulia Oliverio-Deacon
Translation by Ronald Brower, MaryAnn Warden and Allison Akootchook Warden
Translation by Steven Nikolai, Sr. and Teresa Hanson
Translation by Cheryl Silas
Below is clip art that can be cut out and used for your own language-learning activities.

Art from Yukon Native Language Center
Below is clip art that can be cut out and used for your own language-learning activities.

Art from Yukon Native Language Center
ALASKA NATIVE LANGUAGE CONTACTS

Here are some language programs to contact for more resources or if you have questions. You may be able to get language teaching ideas and materials from them as well.

University of Alaska Fairbanks
UAF.edu

Effie Kokrine Charter School
k12northstar.org/effiekokrine

Council of Athabascan Tribal Governments
catg.org/

Doyon Foundation Language Revitalization Program/Doyon Languages Online
doyonfoundation.com/dlo

Deg Xinag Learners Dictionary
ankn.uaf.edu/ANL/file.php/7/DegXinag.html

Tanacross Learners Dictionary
ankn.uaf.edu/ANL/file.php/3/dictionary.html

Kobuk Junior Dictionary
ankn.uaf.edu/ANL/mod/glossary/view.php?id=20

Alaska Native Language Center
uaf.edu/anlc/

Indigenous Language Institute
ilinative.org/

Language Healers
culturalsurvival.org/publications/cultural-survival-quarterly/language-healers-revitalizing-languages-reclaiming

The Importance of Children Learning Their Native Languages
novakdjkovicfoundation.org/importance-children-learning-native-languages/

Tips for Using Your Native Language in the Home

Developing Fluency and Literacy with Traditional Storytelling
eric.ed.gov/?id=ED428927

2019 UN International Year of Indigenous Languages

FluentU: 7 Foreign Language Activities That Keep Students on Their Toes
fluentu.com/blog/educator/foreign-language-activities

FluentU: 7 Fun Information Gap Activities for the ESL Classroom
fluentu.com/blog/educator-english/information-gap-esl/

Alaska Public Interest Research Group
akpirg.org/language-access
In closing, we hope that this activity book resource will bring you closer to reaching your language-learning goals! Please use all materials and make them your own within your own language. Doyon Foundation wishes you much success in reaching your goals and becoming connected with your language and culture for the future of all of our languages!

"Thank You"

Ana Basi’  Benhti Kokhut’ana Kenaga’ (Lower Tanana)
Dogidinh  Deg Xinag
Baasee’/Maasee’  Denaakk’e (Koyukon)
Tsin’eq  Dihthaad Xt’een lin Aandëeg’ (Tanacross)
Tsen’anh  Dinak’i (Upper Kuskokwim)
Haj’éeq  Dinjii Zhuh K’yaa (Gwich’in)
Tsen’ji  Hän
Xisigidasidhut  Holikachuk
Quyanaq  Inupiaq
Mâhs’i  Nee’aanëeg’n’ (Upper Tanana)