

# OUR LANGUAGES

Everyday Activity Book



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

*Deg Xinag*

*Denaakk'e (Koyukon)*

*Dihthaad Xt'een lin Aandëeg' (Tanacross)*

*Dinak'i (Upper Kuskokwim)*

*Dinjii Zhuh K'yaa (Gwich'in)*

*Hän*

*Holikachuk*

*Inupiaq*

*Nee'aanëegn' (Upper Tanana)*

Photo by Kelly Monroe

DOYON  
FOUNDATION





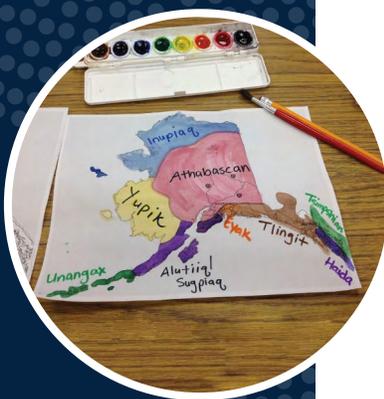
**DOYON**  
FOUNDATION

*Everyday Activity Book*

# OUR LANGUAGES

## 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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# INTRODUCTION

## LEARN TO SPEAK OUR LANGUAGE

"I Love You"



Art by Rebekah Hartman

**Neghw estsen'** *Benhti Kokhut'ana Kenaga' (Lower Tanana)*

**Ngq'a dist'a** *Deg Xinag*

**Nugh ests'en'** *(Koyukuk River)*

**Nekk'aa dest'aa** *(Yukon River)*

*Denaakk'e (Koyukon)*

**Naa ihtsjj'** *Dihthaad Xt'een lin Aandëeg' (Tanacross)*

**Nughistin'** *Dinak'i (Upper Kuskokwim)*

**Neet'ihthan** *Dinji Zhuh K'yaa (Gwich'in)*

**Nihtsj'** *Hän*

**Niq'a dist'a** *Holikachuk*

**Pikpaigigiikpin** *Inupiaq*

**Naa ihtsjj'** *Nee'aanëegn' (Upper Tanana)*

## ACTIVITY BOOK

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.



OUR LANGUAGES

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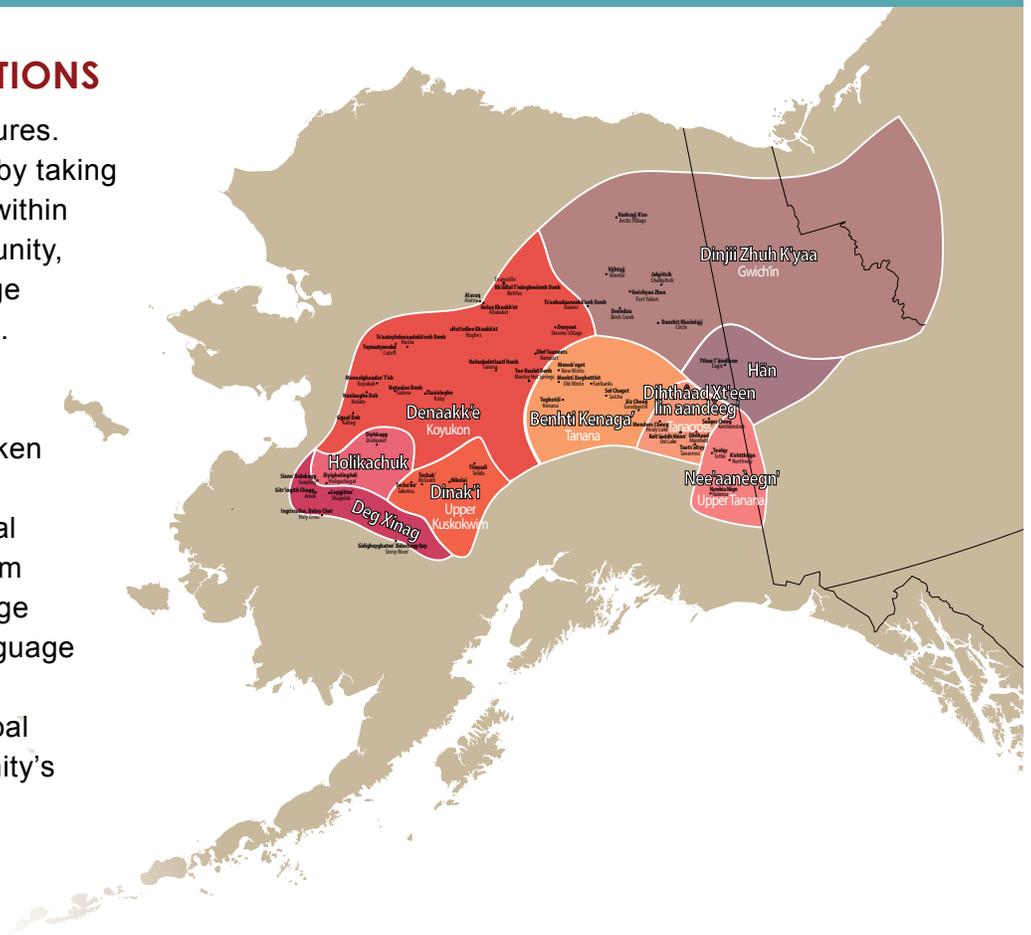


# CULTURE AND TRADITIONS

## 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)*

*Dithaad Xt'een lin Aandëeg' (Tanacross)*

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*Dinjii Zhuh K'yaa (Gwich'in)*

*Hãn*

*Holikachuk*

*Inupiaq*

*Nee'aanëegn' (Upper Tanana)*

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).



# CULTURE AND TRADITIONS

## 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](https://doyonfoundation.com/dlo).



## HOW CHILDREN LEARN LANGUAGE

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.



# LANGUAGE USE AT HOME



## 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'** *Behnti Kokhut'ana Kenaga' (Lower Tanana)*

**Dinaxinag** *Deg Xinag*

**Denaakkenaage'** *Denaakk'e (Koyukon)*

**Nee'aandëg'** *Dihthaad Xt'een lin Aandëeg' (Tanacross)*

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

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

**Niiheejëww** *Hän*

**Dinaqinag** *Holikachuk*

**Uqausiqput  
or Uqalukput** *Inupiaq*

**Nee'aanëegn'** *Nee'aanëegn' (Upper Tanana)*

"Our Language"



# 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.





# TRADITIONAL ACTIVITIES



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

*Picking berries*

*She or he is picking berries.*



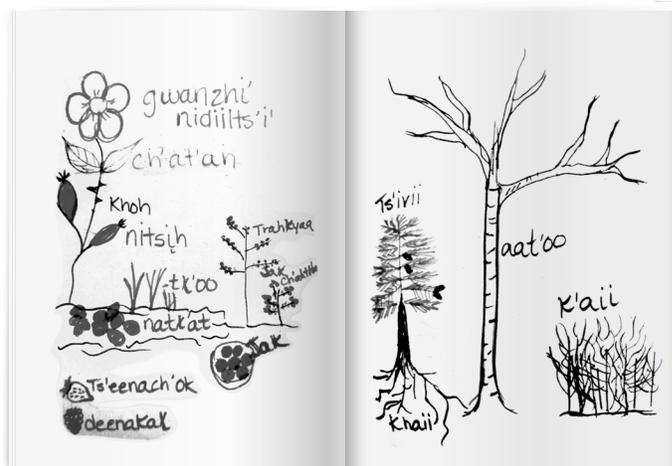
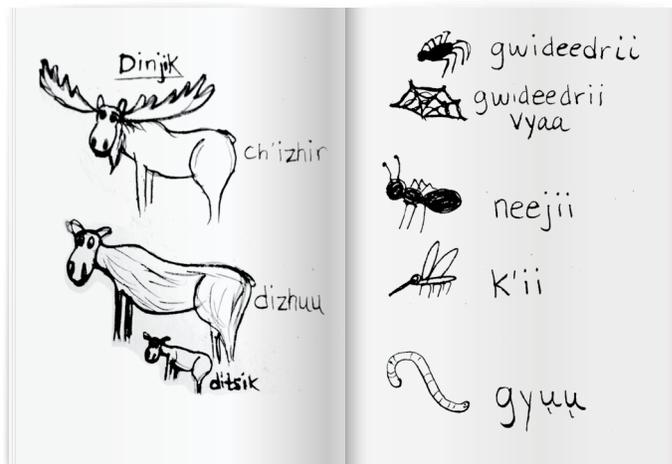
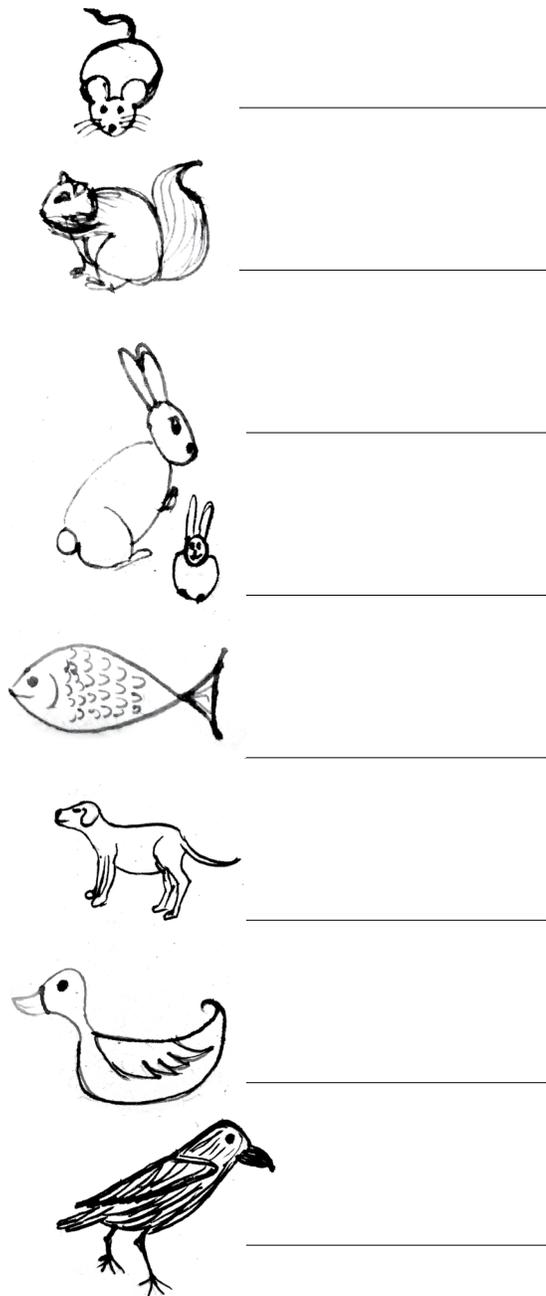
Art by Rebekah Hartman



# WORD DICTIONARY



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


## LANGUAGE SAMPLES

### Benhti Kokhut'ana Kenaga' (Lower Tanana)

- Phrases**
- Denigi *Moose*
  - Gath *King Salmon*
  - Bedzeyh *Caribou*
  - Gwkh *Rabbit*
  - Dets'eni *Duck*
  - Xwx *Goose*
  - Tsabaya *White Fish*
  - Jega *Berries*

### Nee'aanèegn' (Upper Tanana)

- Tsqq nanagn'jj shaa hqqsqq.
- Tsqq nts'aq dijje'eh?
- Aq', shchaay soo' diht'eh.
- Chaay dijjsijj?
- Aq', ha'guuy dihtsijj.
- Liat gay' iynjithanh?
- Aq, liatgay' iynihthanh.
- Ba' ndehtlaq?
- Aq', ba' shdehtlaq.
- Tsqq shaa hqqsqq.
- Aq', shchaay naa ihtsijj.

### Phrases

- Grandma, I'm glad to see you.*
- Grandma, 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, grandma.*
- Would you like some dry fish too?*
- Yes, I'd like some dry fish.*
- Grandma, I feel good.*
- Yes, my grandchild, I love you.*

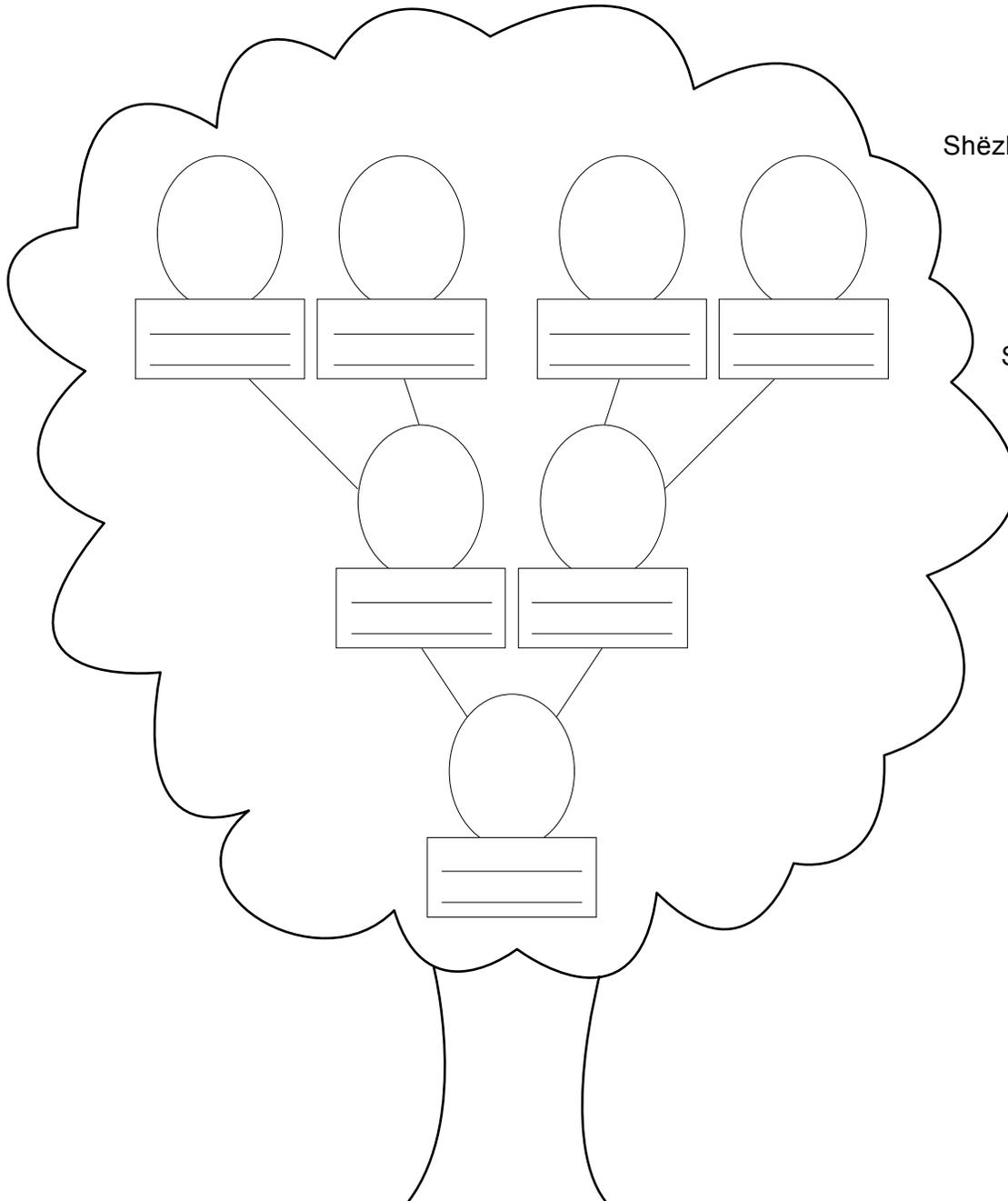


# FAMILY TREE



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.



## LANGUAGE SAMPLES

### 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*

Shënaq *My Mom*

Shëchà' *My Dad*

Shëtsq *My Grandma*

Shëtsëyy *My Grandpa*



# INTRODUCTIONS



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 \_\_\_\_\_.

I am from \_\_\_\_\_.

His or her name is \_\_\_\_\_.

You are from \_\_\_\_\_.

## LANGUAGE SAMPLES

### Holikachuk

\_\_\_\_\_ si'ooz.

\_\_\_\_\_ mi'ooz.

\_\_\_\_\_ xist'anh.

\_\_\_\_\_ xoont'anh.

Molly si'ooz.

Denali xist'anh.

Sito' Walter mi'ooz.

Sonh Telele mi'ooz.

Sitsiy \_\_\_\_\_ mi'ooz.

Sitsoo \_\_\_\_\_ mi'ooz.

### Phrases

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

His or her name is \_\_\_\_\_.

I am from \_\_\_\_\_.

You are from \_\_\_\_\_.

My name is Molly.

I am from Denali.

My father's name is Walter.

My mother's name is Telele.

My grandfather's name is \_\_\_\_\_.

My grandmother's name is \_\_\_\_\_.

My name is MOLLY.

**MOLLY si'ooz.**

I am from DENALI.

**DENALI xist'anh.**

His or her name is MOLLY.

**MOLLY mi'ooz.**

You are from DENALI.

**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.

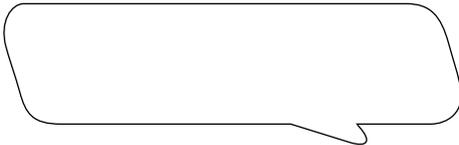
## ACTIVITY IDEAS

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

## LANGUAGE SAMPLES

### Dihthaad Xt'een lin Aandëeg' (Tanacross) Phrases

- Dú' dzeen nts'é t'índę'ę? *What are you doing today?*
- Tách'údegsí'. *I'm reading.*
- Nts'ét'índę'ę? *What are you doing?*
- Nâach'enihtl'ú'. *I am sewing.*
- Ch'egdzes. *I am dancing.*
- Nts'étdę'ę? *What is she doing?*
- Ch'eldzes. *She is dancing.*
- Neetsų nts'étdę'ę? *What's our grandma doing?*
- Neetsų nâach'enetl'ú'. *Our grandma is sewing.*
- Neetsêy nts'étdę'ę? *What's our grandpa doing?*
- Neetsêy tsets ká'ahá'. *Our grandpa is hauling wood.*
- Nchel nts'étdę'ę? *What is your younger brother doing?*
- Shchel nátélséex. *My younger brother is going hunting.*




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# COUNTING



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

## LANGUAGE SAMPLES

**Deg Xinag**    **Number**

Giliggi    1

Teqa    2

Toq    3

Denhch'e    4

Gitixsnalo'    5

Donganh Geleq    6

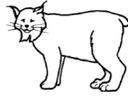
Donganh Teqa    7

Donganh Toq    8

Donganh Denhch'e    9

Nitq'osnal    10

1



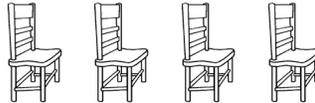
2



3



4



5



6



7



8



9



10



Art from Yukon Native Language Center





# 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.




# HOUSEHOLD LABELS



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.



Sample labels on image are in Deg Xinag.  
Art by Rebekah Hartman.

My Home*		Our Home*		Vehicle		Snow-Go	
Table*		Chair*		Bed*		Water*	
Food*		Plants		Book*		Phone	
Clothes*		Shoes*		Dog*		Cat*	

\* 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.

## LANGUAGE SAMPLES

### Dinak'i (Upper Kuskokwim) Phrases

- Tu Water
- Łuk'a Fish
- K'un' Fish Eggs
- Ghasr Eggs
- Zigwne Dry Fish
- Nilane Meat
- Nilane Gwnh Dry Meat
- Trosr Indian Potato
- Sahilik Sugar
- Mega Fry Bread
- Maslik Butter
- Duyuk Salt
- Tsaye Tea

Water*		Milk*		Juice*		Eggs*	
Meat*		Potatoes*		Rice*		Oatmeal*	
Vegetables*		Fruit*		Flour*		Sugar*	
Butter*		Bread*		Salt*		Tea*	

\* Art from Yukon Native Language Center



# BODY PARTS



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*

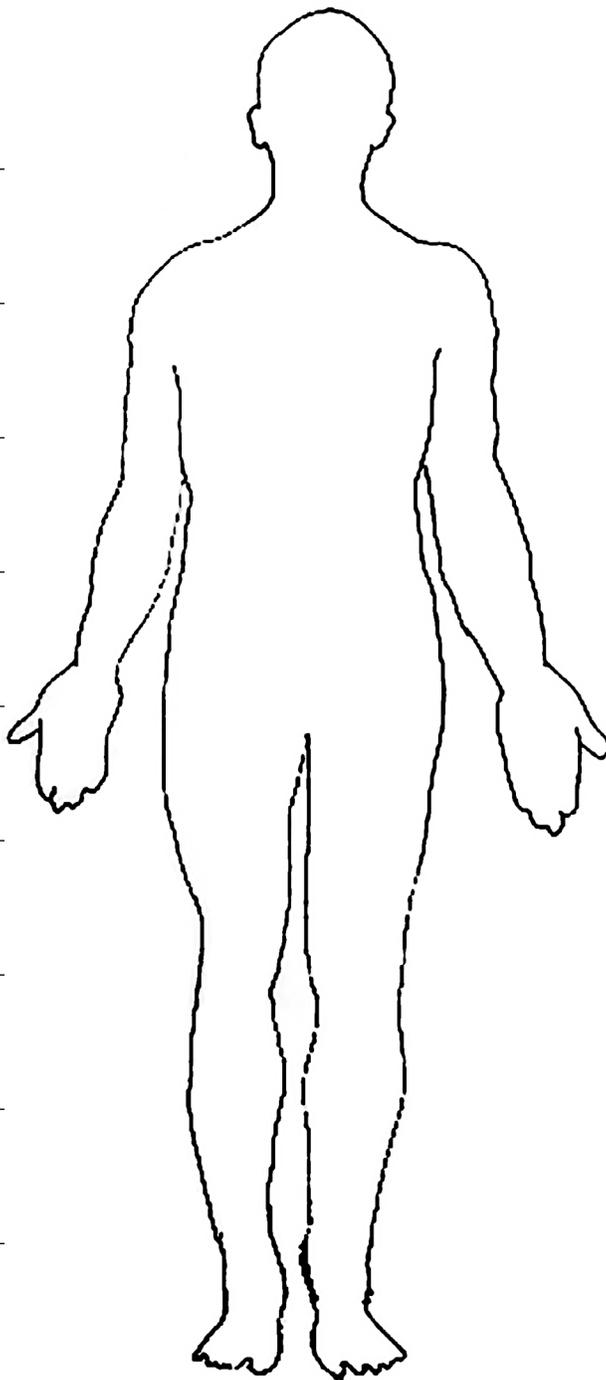
Senlotl'eghe' *My Finger*

Setl'ene' *My Leg*

Seggut *My Knee*

Sekkaa' *My Foot*

*Translation by Susan Paskvan*



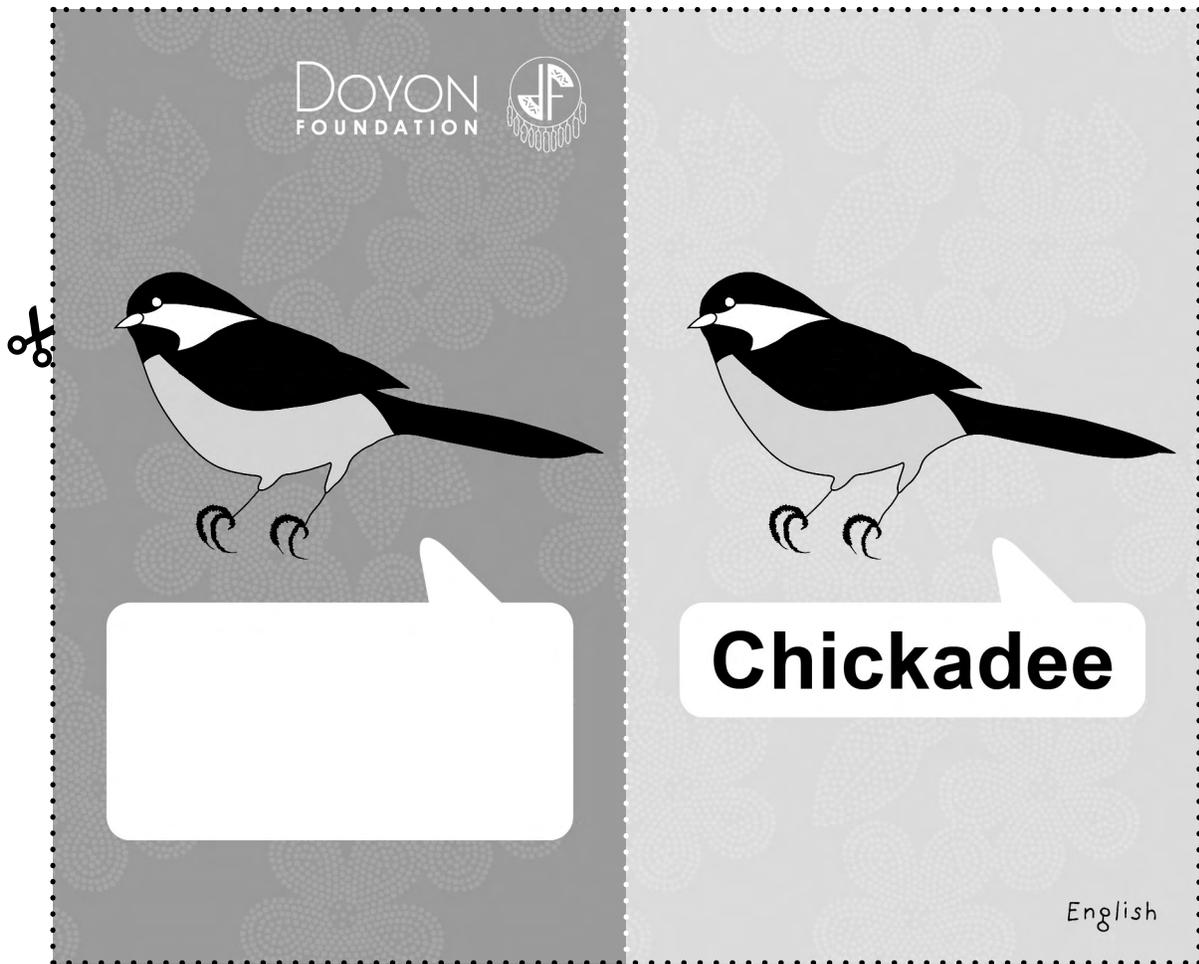
Art from Rochelle Adams



# FLASHCARDS



Cut, fold and glue cards.  
Test yourself or a friend.



The flashcard template is a rectangular card with a dotted border. At the top left, there is a pair of scissors icon. At the top center, the text "DOYON FOUNDATION" is written in a sans-serif font, followed by a circular logo containing a stylized 'DF' and a beaded necklace. The card is divided into two halves by a vertical dotted line. On the left half, there is a black and white illustration of a chickadee bird in profile, facing left. Below the bird is a large, empty white speech bubble. On the right half, there is another black and white illustration of a chickadee bird in profile, facing left. Below this bird is a white speech bubble containing the word "Chickadee" in a bold, black, sans-serif font. In the bottom right corner of the card, the word "English" is written in a small, italicized font.

Download a full flashcard set and access interactive flashcards: [doyonfoundation.com/flashcards](https://doyonfoundation.com/flashcards).



# ANIMAL NAMES DICE GAME

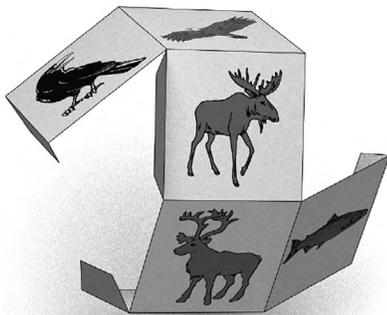
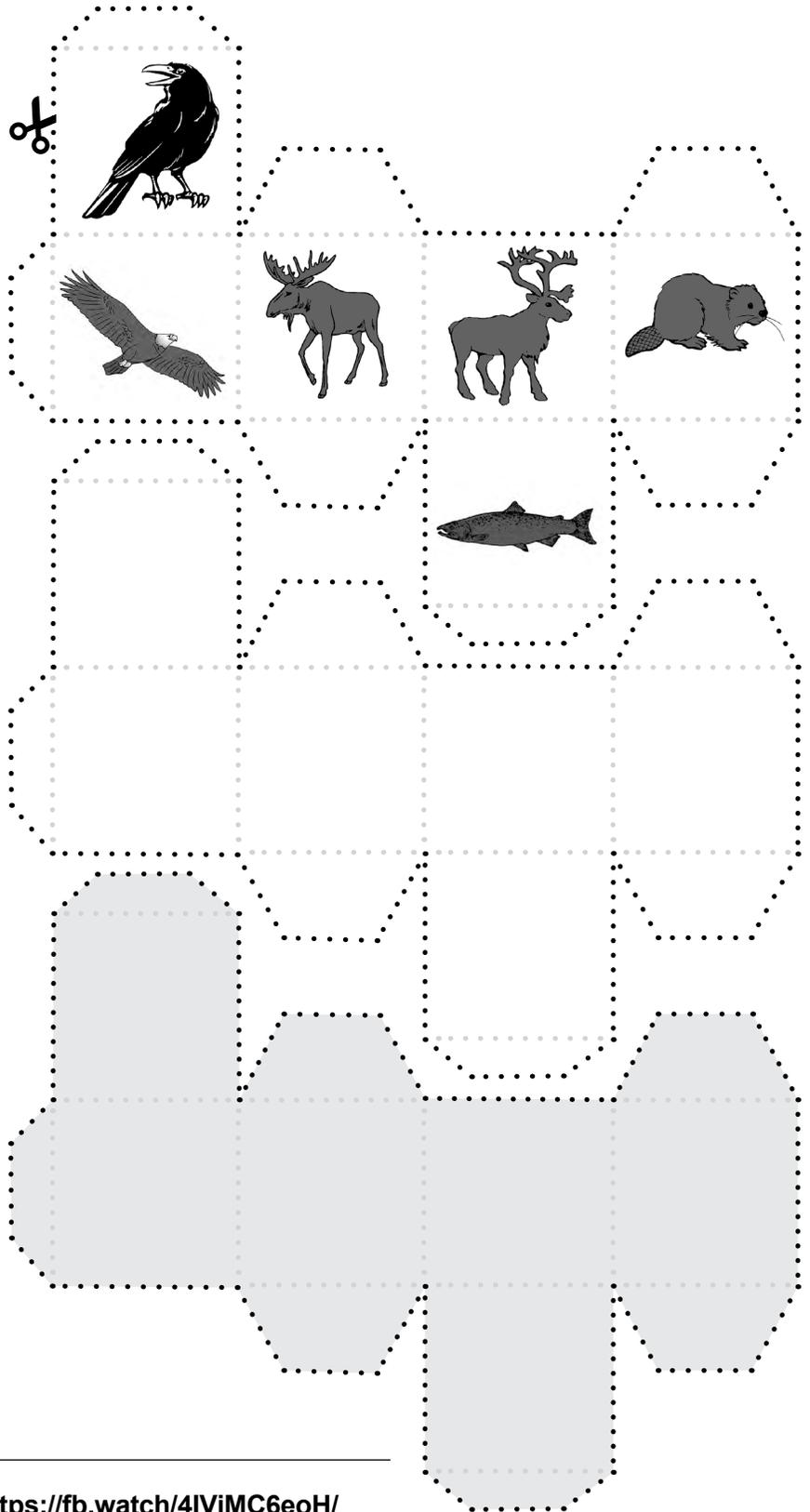


Write animal names on the dice template, assigning each dice their own language. (See next page for languages and translations.)

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/>



# ANIMAL NAMES DICE GAME



## LANGUAGE SAMPLES

<b>Benhti Kokhut'ana Kenaga' (Lower Tanana)</b>	<b>Animal</b>
Dotron'	Raven
Ch'eyona'/Tok'adi	Eagle
Denigi	Moose
Bedzeyh	Caribou
Gath	Salmon
Tso'	Beaver

*Translation by Sarah Silas, Bertina Titus, Vera Weiser and Siri Tuttle*

<b>Dinjii Zhuh K'yaa (Gwich'in)</b>	<b>Animal</b>
Deetrya'	Raven
Tth'ak	Eagle
Dinjik	Moose
Vadzaih	Caribou
Łuk Choo	Salmon
Tsee'	Beaver

*Translation by Kenneth Frank and Caroline Tritt-Frank*

<b>Deg Xinag</b>	<b>Animal</b>
Yixgitsiy	Raven
Dits'in Chux	Eagle
Dineg	Moose
Ghinoy	Caribou
Ggath	Salmon
Noya'	Beaver

*Translation by LaVerne Demientieff, George Demientieff Holly and Alice Taff*

<b>Hän</b>	<b>Animal</b>
Tätrà'	Raven
Ch'èzhànn	Golden Eagle
Jëjuu	Moose
Wëdzey	Caribou
Tr'ojà' Choo	Salmon
Tsà'	Beaver

*Translation by Ruth Ridley and John Ritter*

<b>Denaakk'e (Koyukon)</b>	<b>Animal</b>
Dotson'	Raven
Telele (central)/Telel (lower)/K'eyone' (upper)	Eagle
Deneege	Moose
Bedzeyh	Caribou
Ggaat	Salmon
Noye'e	Beaver

*Translation by Susan Paskvan, Lorraine David, Bev Kokrine and Dewey Kk'oleyo Hoffman*

<b>Holikachuk</b>	<b>Animal</b>
Yixgitsiy	Raven
Dits'in Kux	Eagle
Dineg	Moose
Ghinoy	Caribou
Ggath	Salmon
Noya'	Beaver

*Translation by Elizabeth Keating and Giulia Oliverio-Deacon*

<b>Dihthaad Xt'een lin Aandëeg' (Tanacross)</b>	<b>Animal</b>
Taatsáq'	Raven
Tuud	Eagle
Dendïig	Moose
Wudzih	Caribou
Łuug Chox	Salmon
Tsá'	Beaver

*Translation by Irene Arnold and Rose Benson*

<b>Inupiaq</b>	<b>Animal</b>
Tulugaq	Raven
Tiqmiaqpak	Eagle
Tuttuvak	Moose
Tuttu	Caribou
Sikayuqłak	Salmon
Pałuqtaq	Beaver

*Translation by Ronald Brower, MaryAnn Warden and Allison Akootchook Warden*

<b>Dinak'i (Upper Kuskokwim)</b>	<b>Animal</b>
Dotron'	Raven
Yode	Eagle
Dineje	Moose
Midzish	Caribou
Gas	Salmon
Ts'o - Noy'a	Beaver

*Translation by Steven Nikolai, Sr. and Teresa Hanson*

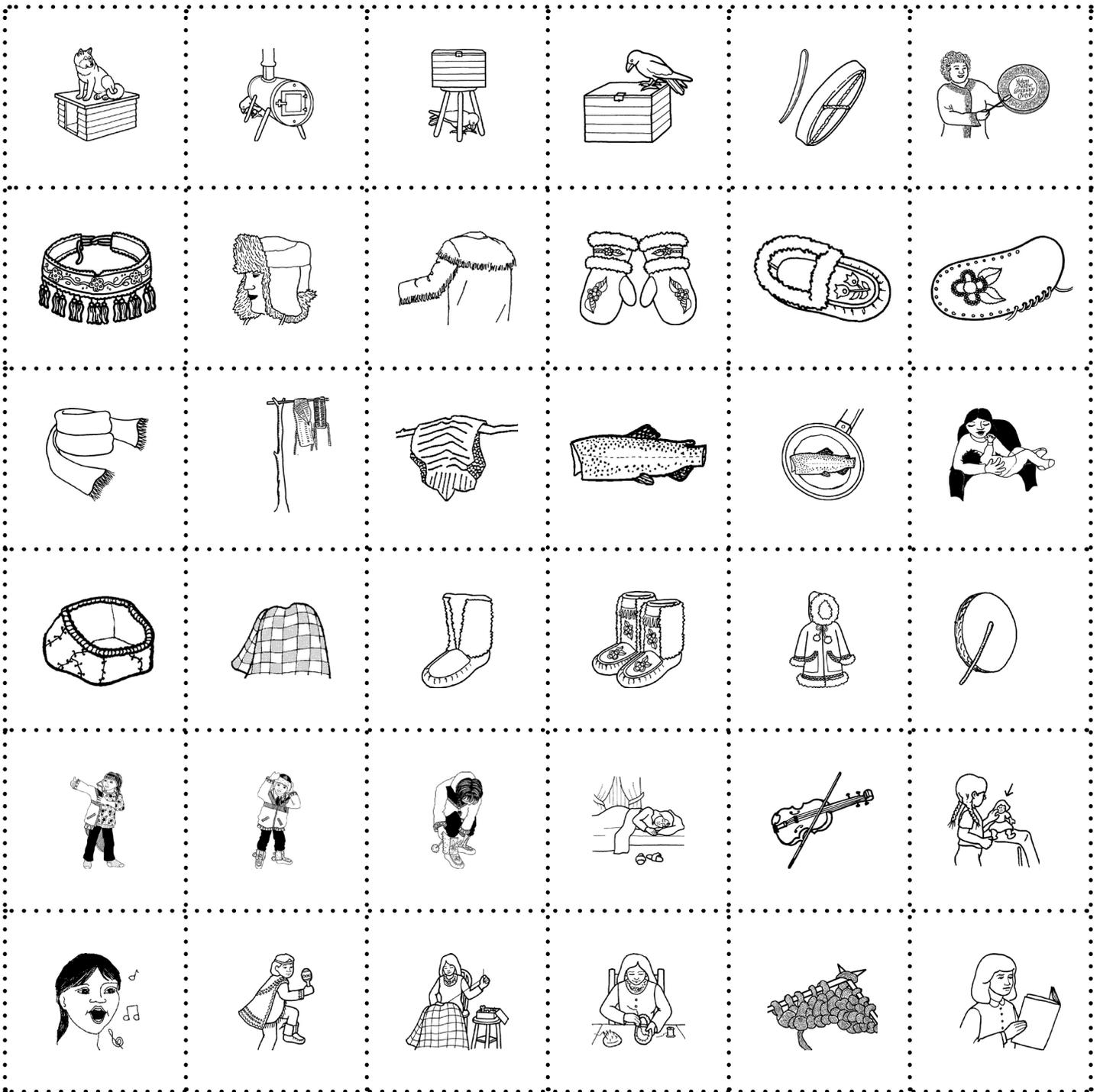
<b>Nee'aanëegn' (Upper Tanana)</b>	<b>Animal</b>
Taatsáq'	Raven
Tudi	Eagle
Diniign	Moose
Udzih	Caribou
Łuugn Deltał	Salmon
Tsá'	Beaver

*Translation by Cheryl Silas*



# EXTRA CLIP ART

Below is clip art that can be cut out and used for your own language-learning activities.

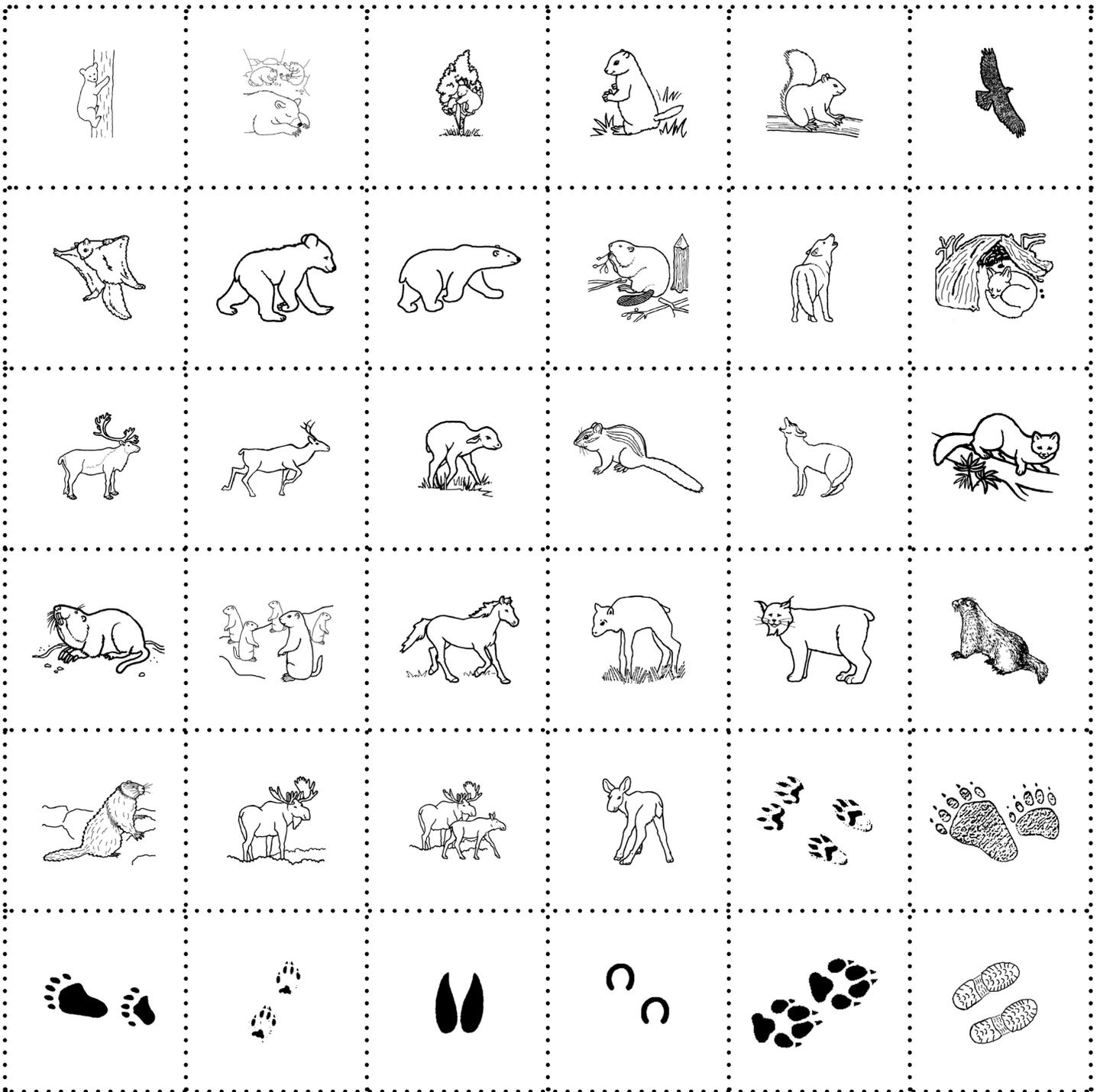


Art from Yukon Native Language Center



# EXTRA CLIP ART - ANIMALS

Below is clip art that can be cut out and used for your own language-learning activities.



Art from Yukon Native Language Center



# CONTACTS AND RESOURCES

## 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](http://UAF.edu)

Effie Kokrine Charter School  
[k12northstar.org/effiekokrine](http://k12northstar.org/effiekokrine)

Council of Athabascan Tribal Governments  
[catg.org/](http://catg.org/)

Doyon Foundation Language Revitalization Program/Doyon Languages Online  
[doyonfoundation.com/dlo](http://doyonfoundation.com/dlo)

Deg Xinag Learners Dictionary  
[ankn.uaf.edu/ANL/file.php/7/DegXinag.html](http://ankn.uaf.edu/ANL/file.php/7/DegXinag.html)

Tanacross Learners Dictionary  
[ankn.uaf.edu/ANL/file.php/3/dictionary.html](http://ankn.uaf.edu/ANL/file.php/3/dictionary.html)

Kobuk Junior Dictionary  
[ankn.uaf.edu/ANL/mod/glossary/view.php?id=20](http://ankn.uaf.edu/ANL/mod/glossary/view.php?id=20)

Alaska Native Language Center  
[uaf.edu/anlc/](http://uaf.edu/anlc/)

Indigenous Language Institute  
[ilinactive.org/](http://ilinactive.org/)

Language Healers  
[culturalsurvival.org/publications/cultural-survival-quarterly/language-healers-revitalizing-languages-reclaiming](http://culturalsurvival.org/publications/cultural-survival-quarterly/language-healers-revitalizing-languages-reclaiming)

The Importance of Children Learning Their Native Languages  
[novakdjokovicfoundation.org/importance-children-learning-native-languages/](http://novakdjokovicfoundation.org/importance-children-learning-native-languages/)

Tips for Using Your Native Language in the Home  
[ed.gov/documents/early-learning/talk-read-sing/language-en.pdf](http://ed.gov/documents/early-learning/talk-read-sing/language-en.pdf)

Developing Fluency and Literacy with Traditional Storytelling  
[eric.ed.gov/?id=ED428927](http://eric.ed.gov/?id=ED428927)

2019 UN International Year of Indigenous Languages  
[un.org/development/desa/dspd/2019/01/2019-international-year-of-indigenous-languages/](http://un.org/development/desa/dspd/2019/01/2019-international-year-of-indigenous-languages/)

FluentU: 7 Foreign Language Activities That Keep Students on Their Toes  
[fluentu.com/blog/educator/foreign-language-activities](http://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/](http://fluentu.com/blog/educator-english/information-gap-esl/)

Alaska Public Interest Research Group  
[akpirg.org/language-access](http://akpirg.org/language-access)



Take your language learning to the next level with Doyon Languages Online. *Free* online language-learning courses for the languages of the Doyon regions!

Sign up at [doyonfoundation.com/dlo](http://doyonfoundation.com/dlo).



## LEARN TO SPEAK OUR LANGUAGE

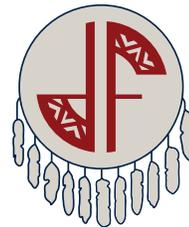
*"Thank You"*

<b>Ana Basi'</b>	<i>Benhti Kokhut'ana Kenaga' (Lower Tanana)</i>
<b>Dogidinh</b>	<i>Deg Xinag</i>
<b>Baasee'/Maasee'</b>	<i>Denaakk'e (Koyukon)</i>
<b>Tsín'ëë</b>	<i>Dihthaad Xt'een lin Aandëeg' (Tanacross)</i>
<b>Tsen'anh</b>	<i>Dinak'i (Upper Kuskokwim)</i>
<b>Haj'ëë</b>	<i>Dinjii Zhuh K'yaa (Gwich'in)</i>
<b>Tsen'jj</b>	<i>Hän</i>
<b>Xisigidasidhut</b>	<i>Holikachuk</i>
<b>Quyanaq</b>	<i>Inupiaq</i>
<b>Mähsi'</b>	<i>Nee'aanëgn' (Upper Tanana)</i>

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!



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OUR LANGUAGES

*Everyday Activity Book*

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