



łinay'sdułkaas de'

Lesson Plan: Part 1 & 2

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Łinay'sdułkaas de'

Overview

This lesson is called łinay'sdułkaas de'-Let's start sewing! The goal is to teach Ahtna language through an activity such as learning how to make an Athabaskan necklace. The lesson is designed in two parts. Part 1 introduces students to basic sewing and beading items. Part 2 will begin the construction of the beaded necklace. Learners will be instructed in the Ahtna language on this process, so learners must have a solid foundation of vocabulary to be able to understand new verbs and phrases. Learners will give their necklaces away during the Part 2 session and create a lesson for others to increase learners meaning and communication.

The unit culminates in a lesson that the learner will create. They can use computer tools or Adobe Voice iPad applications. Learners will use these lessons during group or pair work to demonstrate what they have learned and what they see as important information to share.

Instructional Goals

1. Conduct class in Ahtna language.
2. Create course assignments and class activities, which develop listening, speaking, reading, and writing proficiency in the Ahtna language.
3. Develop approaches to heighten awareness and appreciation of Ahtna cultural practices.
4. Encourage an interest in learning more by asking questions and seeking answers, which develop listening, speaking, reading and writing proficiency in Ahtna language.
5. Demonstrate how to find and use resources for answering questions or solving problems in the Ahtna language.

Learning Outcomes: Student will be able to:

1. Listening in the Ahtna language at the elementary level: Comprehension of words, phrases, and sentences pertaining to sewing and beading. Assessments will be done with games and activities that learners will be able to listen and comprehend to complete task. Students will also record sewing and beading words using Adobe Voice, which they learned for assessments.
2. Speaking in Ahtna language at the elementary level: Oral communication using Task-based language learning that will encourage communication by using, phrases, and expressions in order to function in basic and immediate contexts. Learners will conduct interview

Beaded Necklace Unit

Adult Language Learners

“Let's start sewing”

Vocabulary – Part 1

Context

College students taking AKNS A101C Elementary Ahtna Language I class. Students are adult language learners, beginners. The unit will cover 4 sessions which each last one hour 45 minutes.

Materials

- Table
- Chairs
- Small paper plates/cloth mats
- Sewing Bag
- Needles
- Sinew thread (simulated)
- Size 6 seed beads (red, black, white, yellow, light blue)
- Size 8 fire-polished beads (red, black, white, yellow, blue)
- Thimble
- Scissors
- Eye glasses
- Feather beads (36 mm)
- Bone beads (1 inch)
- Leather strips (3 inches)
- Small lighter
- Necklace
- iPads – Cell Phone
- Adobe Voice App
- Chegg App

YouTube Videos

- [Łinay'sdułkaas de' Sewing Items](#)
- [Łinay'sdułkaas de' Colors](#)
- [Łinay'sdułkaas de' Numbers](#)

and dialogues for assessments.

3. Reading in the Ahtna language at the elementary level: Comprehension of words, phrases, and sentences pertaining to sewing and beading. Learners will read short stories that will be about sewing and beading to help learners understand text and grammar.
4. Writing in the Ahtna language at the elementary level: Presentation of expressions and personalized re-combinations of ideas pertaining to the most common features of beading and sewing. Learners will create a Adobe Voice videos of beading and sewing to assess learners' level of proficiency.
5. Cultural knowledge of the regions in which Ahtna Language is spoken and an awareness of the diversity of the Ahtna Language: Basic understanding and appreciation of cross-cultural perspectives as they relate to Ahtna language and the remaining Alaska Native language.

Useful tips for language learning

Encourage students to stay in the language, by using gestures or pictures. Help students feel comfortable, by letting them know when learning a language for the first time, the language must be heard many times, in different ways for language to be retained. So they must practice.

Let students know they do not need to speak correctly at first when they are beginning, as long as they are trying to make connections by asking questions and answering in the language. They must try to stay in the language rather than revert into English. Students may feel uncomfortable when put on the spot to answer, so make sure they are ready to speak. By demonstrating the activity with gestures allow students to mentally prepare for the next item to learn. Keep in mind all students learn at different times and to be flexible when students are learning.

Encourage students to bring in examples of beadwork, sewing bags or other items from home to share or use. This is called Funds of Knowledge and is an important aspect of learning. This helps students to connect with language by sharing and bringing in items from their environment.

Let students know that this lesson will be instructed orally and writing is not necessary for every class. However, flashcards, worksheet and activities for beginning writing will be introduced. This is to help students begin seeing letters for sound and the process of writing the sound systems through the beading vocabulary. Students will have YouTube videos to view created from the Adobe Spark Program with fluent Ahtna speaker, Jeanie Maxim from Gulkana, Alaska.

łinay'sdułkaas de' - Necklace
Construction

Reference

- Ahtna Athabaskan Dictionary by Jim Kari, 1990.
- Jeanie Maxim, Interview from Jeanie Maxim, Ahtna Fluent Speaker from Gulkana, Alaska, 2013.
- Katherine Wade, Nay'dini'aa Na' Language Lesson, Interview with Jim Kari in 1999.

Teacher Guide

Session 1 – Sewing Items

1.) Pre-task – ½ hour before class

1. Set chairs around table.
2. Make sure table is cleared off.
3. Have 7 sewing items on table.

2.) Task – 1 hour and 45 minutes

4. Greet students in Ahtna, and ask the students to sit around the table. *Nts'e doht'ae* (How are all you?) or if one person: *Nts'e dit'ae* (How are you?)
The response is: *Ugheli aa' ts'ilaen* (we are all good) or
If one person is answering: *Ugheli etaen* (I am good)
'Aani koht'aene igge' dozolts'ii (Come people sit down)
Suuxdohtaex (You all get ready)
5. Remind students that it's important to have fun and not to worry about making mistakes. Laughter is an important part of learning, and when we laugh we can relax and begin to learn.
6. Instruct students if they do not know the word, they can say: *Su'u* (I don't know), and gesture by shrugging shoulders.
7. Instruct students who cannot find the words to use, they can throw their hands up in the air and say, *Ugheli!* (Good). Explain by this action along it will help them to reset their mind to start again.
8. Students will begin by learning the vocabulary words by listening.
9. Teacher will say words and point at item saying:
Gaani lu' tl'ankaani (This is needle.)
Gaani lu' ts'aex (This is thread.)
Gaani lu' tindeldots'i (This is scissors.)
Gaani lu' kon' ggaay (This is lighter.)
Gaani lu' lay'dak (This is thimble.)
Gaani lu' c'ezes nats'ayi (This is leather strip.)
Gaani lu' hnaa tsesi (This is sewing bag.)
10. While pointing at item add the sentence: *Gaani yidi nt'aeyi?* (What is this?)
11. Teacher will say words and point at item saying:
Gaani lu' tl'ankaani (This is needle.)
Gaani lu' ts'aex (This is thread.)
Gaani lu' tindeldots'i (This is scissors.)
Gaani lu' kon' ggaay (This is lighter.)
Gaani lu' lay'dak (This is thimble.)
Gaani lu' c'ezes nats'ayi (This is leather strip.)
Gaani lu' hnaa tsesi (This is sewing bag.)

Helping Language

Session 1

Su'u-I don't know

Ugheli-Good

Gaani yidi nt'aeyi-What is this?

Gaani lu' _____-This is a _____.

'aen'-Yes

Kole-No

Nts'e doht'ae-How are you all?

Nts'e dit'ae-How are you?

Ugheli aa' ts'ilaen-We are all good.

Ugheli etaen-I am good.

'Aani koht'aene igge' dozolts'ii

-Come people sit.

Suuxdohtaex-You all get ready

__udi'ikket-Pick up _____ (one person)

xona-All done.

N'eyiits'de nahw'snel'iit-Lord willing
(our breath) we see you all again

Vocabulary

7 Sewing Items

1. **Ts'aex**-Thread

2. **Tl'ankaani**-Needle

3. **Lindeldots'i**-Scissors

4. **Lay'dak**-Thimble

5. **Kon' ggaay**-Lighter

6. **C'ezes nats'ayi**-Leather strip

7. **Hnaa tsesi**-Sewing bag

Session 1 Reflection

During the first session, time is needed for learners to fully absorb the content of language. Learners will need time to reflect on how they will associate words to what is familiar. Remember to slow down and repeat words, reminding them to stay in the language.

#7. Make a tally of how many times to say a word, to help with consistency of speaking each phrase and words.

#15. I think it is important to model the conversation with another speaker,

12. Repeat three times
13. Now students will ask each other questions and answer.
14. Remind students that it's important to have fun and not to worry about making mistakes.
Remind them about the helping words:
Su'u (I don't know)
Or if they cannot find the words to use, they can throw their hands up in the air and say *Ugheli!* (Good).
15. Model with co-teacher what students will be asking and answering.

so students get the idea to stay in the target language and not to switch to English for translations.

Teacher would say to co-teacher: *Gaani yidi nt'aeyi?* (What is this?) pointing at a needle.

Co-teacher says: *Gaani lu' tl'anakaani* (This is needle.)

Teacher says: *'aen' tsin'aen, udi'itket* (Yes, thank you, ask the co-teacher and motion with hand from chest and extend to co-teacher. It is the co-teacher's turn to ask.)

Co-teacher: *Gaani yidi nt'aeyi?* (What is this?) point at a thread.

Teacher: *Gaani lu' ts'aex* (This is thread.)

Co-teacher: *'aen' tsin'aen, udi'itket* (Yes, thank you, ask the teacher and motion with hand from chest and extend to teacher. It is the teacher's turn to ask.)

Teacher: *Gaani yidi nt'aeyi?* (What is this?) pointing at a scissors.

Co-teacher: *Gaani lu' tindeldots'i* (This is scissors.)

Teacher: *'aen' tsin'aen, udi'itket* (Yes, thank you, ask the co-teacher and motion with hand from chest and extend to co-teacher. It is the co-teacher's turn to ask.)

Co-teacher: *Gaani yidi nt'aeyi?* (What is this?) point at a thimble.

Teacher: *Gaani lu' lay'dak* (This is thimble.)

Co-teacher: *'aen' tsin'aen, udi'itket* (Yes, thank you, ask the teacher and motion with hand from chest and extend to teacher. It is the teacher turn to ask.)

Teacher: *Gaani yidi nt'aeyi?* (What is this?) point at a leather strip.

Co-teacher: *Gaani lu' c'ezes nats'ayi* (This is leather strip.)

Teacher: *'aen' tsin'aen, udi'itket* (Yes, thank you, ask the co-teacher and motion with hand from chest and extend to co-teacher. It is the co-teacher turn to ask.)

Co-teacher: *Gaani yidi nt'aeyi?* (What is this?) pointing at a lighter.

Teacher: *Gaani lu' kon' ggaay* (This is lighter.)

Co-teacher: *'aen' tsin'aen, udi'itket* (Yes, thank you, ask the teacher and motion with hand from chest and extend to teacher. It is the teacher turn to ask.)

Teacher: *Gaani yidi nt'aeyi?* (What is this?) point at a sewing bag.

Co-teacher: *Gaani lu' hnaa tsesi* (This is sewing bag.)

Teacher: *'aen' tsin'aen, udi'itket xona* (Yes, thank you, that is enough)

16. Repeat with students

Teacher says: *Gaani yidi nt'aeyi?* (What is this?) pointing at a needle.

Student says: *Gaani lu' tl'anakaani* (This is needle.)

If student understands teacher says: *'aen' tsin'aen udi'itket* (Yes, thank you, ask

the next person and motion with hand from chest and extend to student. It is the student's turn to ask.)

17. Or if student doesn't know student may say: *Su'u* (I don't know)
Or if they cannot find the words to use, they can throw their hands up in the air and say *Ugheli!* (Good).
Teacher says: *Gaani lu' tl'anikaani* (This is needle.) encouraging student to repeat this sentence.
18. Student: *Gaani yidi nt'aeyi?* (What is this?) point at a thread.
Next student: *Gaani lu' ts'aex* (This is thread.)
Student: *'aen' tsin'aen, udi'itket* (Yes, thank you, ask the next person and motion with hand from chest and extend to teacher. It is the co-teacher's turn to ask.)

If student has trouble with word repeat number 17.

Student: *Gaani yidi nt'aeyi?* (What is this?) pointing at a scissors.
Next student: *Gaani lu' tindeldots'i* (This is scissors.)
Student: *'aen' tsin'aen udi'itket* (Yes, thank you, ask the next person and motion with hand from chest and extend to co-teacher. It is the co-teacher's turn to ask.)

If student has trouble with word repeat number 17.

Student: *Gaani yidi nt'aeyi?* (What is this?) point at a thread.
Next student: *Gaani lu' lay'dak* (This is thimble.)
Student: *'aen' tsin'aen, udi'itket* (Yes, thank you, ask the next person and motion with hand from chest and extend to teacher. It is the co-teacher's turn to ask.)

If student has trouble with word repeat number 17.

19. Teacher says: *xona nats'ulyes 'atts'eni* (all done, we all take a break for 5 minutes.)
20. Teacher says: *Suuxdohtaex* (You all get ready)
Teacher picks up the needle saying:
tl'anikaani u'iiniis (Pick up the needle.)
ts'aex u'iiniis (Pick up the thread.)
tindeldots'i u'iiniis (Pick up the scissors.)
lay'dak u'iiniis (Pick up the thimble.)
21. Have students ask each other questions. Model with co-teacher different ways to ask such as:
[Name of student] _____ u'iiniis ([student's name] pick up sewing item.)
[Name of student] gaani yidi nt'aeyi? (What is this?) point at a sewing item.
[Name of student] Yidi _____ da? (Is this [sewing item])?
Students being asked responds: *'aen'* or *kole* and state what the item is *Gaani tu' _____* (This is [sewing item]).

Continue this activity until the end of class.

22. Teacher says: *xona* (all done)
N'eyiits'de' nahw'snel'iit (Lord willing we see you all again).

23. Assign homework: by having students view YouTube Video ([Linay'sdufkaas de' Sewing Items](#)) then students will write a reflection on what they thought was a plus or felt was a challenge from the session.

Nats'ii Zaghe 'Snelyaayi Sewing Items



Nats'ii Zaghe 'Snelyaayi

Session 2 – Beads

1.) Pre-task – ½ hour before class

1. Set chairs around table.
2. Make sure table is cleared off.
3. Have the 6 sewing items items on table.

2.) Task – 1 hour 45 minutes

4. Greet students in Ahtna, and ask the students to sit around the table.
5. *Nts'e doht'ae* (How are all you?) or
if one person: *Nts'e dit'ae* (How are you?)
The response is: *Ugheli aa' ts'ilaen* (we are all good) or
If one person is answering: *Ugheli etaen* (I am good)
'*Aani koht'aene igge' dozolts'ii* (Come people sit down)
Suuxdohtaex (You all get ready)
6. Remind students previous helping language:
Su'u (I don't know) gesture by shrugging shoulders.
Ugheli! (Good) gesture throwing hands in air, if they do not
know the answer.
7. Instruct students with new helping language:
Cu xu' dинии (Say it again) gesture with fingers together and gesture into other
hand.
Nts'e dini (What did you say?) gesture by shrugging shoulders.
8. Review the previous sewing vocabulary.
While pointing at item add the sentence: *Gaani yidi nt'aeyi?* (What is
this?)
Teacher will say words and point at item saying:
Gaani lu' t'ankaani (This is needle.)
Gaani lu' ts'aex (This is thread.)
Gaani lu' tindeldots'i (This is scissors.)
Gaani lu' kon' ggaay (This is lighter.)
Gaani lu' lay'dak (This is thimble.)
Gaani lu' c'ezes nats'ayi (This is leather strip.)
Gaani lu' hnaa tsesi (This is sewing bag.)
9. Student will begin by learning the new vocabulary words by listening.
Teacher will say while pointing at new items add: *Gaani yidi nt'aeyi?* (What is
this?)
Teacher will say words and point at item saying:
Gaani lu' nak'ets'elyaayi (This glasses.)
Gaani lu' nats'ii zaghe 'snelyaayi (This is necklace.)
Gaani lu' natl'ets'i ce'e (This is big bead.)
Gaani lu' natl'ets'i ggaay (This is small bead.)
Gaani lu' t'aa natl'ets'i ggaay (This is feather bead.)
Gaani lu' c'enk'one' (This is bone bead.)
10. Repeat three times

New Helping Language

Session 2

Cu xu' dinii-Say it again.

Nts'e dini-What did you say?

Yidi nghit'aen-What do you see?

___ **nghe't'aen**-I see ____.

___ **nde'** Give me ____.

Gaa du ___ **nah** ___ here.

___ **nt'aeyi**-Where is ____.

6 New Sewing Vocabulary

1. **Nak'ets'elyaayi**-Glasses
2. **Nats'ii zaghe 'snelyaayi**-Necklace
3. **Natl'ets'i ce'e**-Big Beads
4. **Natl'ets'i ggaay**-Small Beads
5. **T'aa natl'ets'i ggaay**-Small Feather
Bead
6. **C'enk'one'**-Bone Beads

Previous Language

Su'u-I don't know

Ugheli-Good

Gaani yidi nt'aeyi-What is this?

Gaani lu' ____.-This is a ____.

'aen'-Yes

Kole-No

Nts'e doht'ae-How are you all?

Nts'e dit'ae-How are you?

Ugheli aa' ts'ilaen-We are all good.

Ugheli etaen-I am good.

'Aani koht'aene igge' dozolts'ii

-Come people sit.

Suuxdohtaex-You all get ready

___ **udi'itket**-Pick up ____

xona-All done.

N'eyiits'de nahw'snel'iit -Lord willing
(our breath) we see you all again

Ts'aex-Thread

Tl'ankaani-Needle

Lindeldots'i-Scissors

Lay'dak-Thimble

Kon' ggaay-Lighter

C'ezes nats'ayi-Leather Strip
Hnaa tsesi-Sewing Bag

11. Model with co-teacher what students will be asking and answering.

Teacher would say to co-teacher: *Yidi nghit'aen?* (What do you see?) pointing at a needle.

Co-teacher says: *Tl'ankaani nghet'aen* (I see a needle.)

Repeat the seeing questions and answer sequence with a few of the sewing items vocabulary to demonstrate meaning.

Teacher: *Yidi nghit'aen?* (What do you see?) pointing at a glasses.

Co-teacher says: *Nak'ets'elyaayi nghet'aen* (I see glasses.)

Teacher: *Yidi nghit'aen?* (What do you see?) pointing at necklace.

Co-teacher says: *Nats'ii zaghe 'snelyaayi nghet'aen* (I see a necklace.)

Teacher: *Yidi nghit'aen?* (What do you see?) pointing at a big bead.

Co-teacher says: *Natl'ets'i ce'e nghet'aen* (I see a big bead.)

12. Teacher then ask students the question. *Yidi nghit'aen?* (What do you see?) Student can randomly pick from sewing items what they see. A student's response can be:

Natl'ets'i ce'e nghet'aen (I see a big bead.)

Natl'ets'i ggaay nghet'aen (I see a small bead.)

T'aa natl'ets'i ggaay nghet'aen (I see a small feather bead.)

C'enk'one' nghet'aen (I see a bone bead.)

Tl'ankaani nghet'aen (I see a needle.)

Ts'aex nghet'aen (I see a thread.)

tindeldots'i nghet'aen (I see a scissor.)

Kon' ggaay nghet'aen (I see a lighter.)

Lay'dak nghet'aen (I see a thimble.)

C'ezes nats'ayi nghet'aen (I see a leather strip.)

Hnaa tsesi nghet'aen (I see a sewing bag.)

Natl'ets'i ce'e nghet'aen (I see a big bead.)

Nats'ii zaghe 'snelyaayi nghet'aen (I see a necklace.)

Teacher says: *'aen' tsin'aen, udi'itket* (Yes, thank you, who's next and motion with hand from chest and extend to another student. It is another's students turn to ask.)

13. Repeat step 10 until all students have answered and asked what they have seen.
14. Teacher says: *xona nats'ulyes 'atts'eni* (all done, we all take a break for 5 minutes.) During the break make sure to have enough sewing items for each student in class for the next activities.
15. Teacher says: *Suuxdohtaex* (You all get ready)
16. Hiding Game:
The next activity students will be assigned a sewing item, which they will hide under the table. If there is no table available students can use reusable bags or coats to hide the sewing items. Teacher will ask students to close their eyes

Reflection

I would like to adding more Ahtna phrases such as: Ndoxe [sewing items] (Where is [sewing item]), also find out how to say: Do you have?

I would like to incorporate worksheets for students and have a voice thread available for homework, so students can have a chance to hear how they sound for practice.

and hold their hands out. The teacher will give a sewing item to each student and ask them to hide the item under the table. They can look at the item not revealing what they have to the other students.

17. Teacher and co-teacher will model the language and activity.

Teacher and co-teacher will have a sewing item hidden under the table or in a concealed bag.

Teacher says: *Tl'ankaani nde'* (Give me the needle.)

Co-teacher: *Kole* (no) if co-teacher does not have requested sewing items being asked or

'aen' gaa du tl'ankaani nah (yes, here is the needle) and it is given to the teacher and kept on table to show what has been found.

The person with the most item is the winner.

18. Students will begin to asked each other the question.

Student: *[sewing item] nde'* (Give me the [sewing items].)

Examples of what a student can ask:

Natl'ets'i ce'e nde' (Give me the big bead.)

Natl'ets'i ggaay nde' (Give me the small bead.)

T'aa natl'ets'i ggaay nde' (Give me the small feather bead.)

C'enk'one' nde' (Give me the bone bead.)

Tl'ankaani nde' (Give me the needle.)

Ts'aex nde' (Give me the thread.)

Ƨindeldots'i nde' (Give me the scissor.)

Kon' ggaay nde' (Give me the lighter.)

Lay'dak nde' (Give me the thimble.)

C'ezes nats'ayi nde' (Give me the leather strip.)

Hnaa tsesi nde' (Give me the sewing bag.)

Natl'ets'i ce'e nde' (Give me the big bead.)

Nats'ii zaghe 'snelyaayi nde' (Give me the necklace.)

Other student response: *Kole* (no) if student does not have requested sewing items being asked or

'aen' gaa du [sewing item] nah (yes, here is the [sewing item])

Examples of what a student can respond:

'aen' gaa du natl'ets'i ce'e nah (yes, here is the big bead)

'aen' gaa du natl'ets'i ggaay nah (yes, here is the small bead.)

'aen' gaa du t'aa natl'ets'i ggaay nah (yes, here is the small feather bead.)

'aen' gaa du c'enk'one' nah (yes, here is the bone bead.)

'aen' gaa du tl'ankaani nah (yes, here is the needle.)

'aen' gaa du ts'aex nah (yes, here is the thread.)

'aen' gaa du Ƨindeldots'i nah (yes, here is the scissor.)

'aen' gaa du kon' ggaay nah (yes, here is the lighter.)

'aen' gaa du lay'dak nah (yes, here is the thimble.)

'aen' gaa du c'ezes nats'ayi nah (yes, here is the leather strip.)

'aen' gaa du hnaa tsesi nah (yes, here is the sewing bag.)

'aen' gaa du natl'ets'i ce'e nah (yes, here is the big bead.)

'aen' gaa du Nats'ii zaghe 'snelyaayi nah (yes, here is the necklace.)

Don't forget to put item found on table in front of the student that guessed correctly. The person with the most item is the winner.

19. The phrase for the ___ *nt'aeyi* (Where is ____?) can be use also for this hiding game. Replace the phrase: [*sewing item*] *nde'* (Give me the [sewing items].) to [*sewing item*] *nt'aeyi* (Where is [sewing item]?) the responds would stay the same: *Kole* (no) if student does not have requested sewing items being asked or '*aen' gaa du [sewing item] nah* (yes, here is the [sewing item]) follow steps 15-17.

Examples of what a student can ask:

Natl'ets'i ce'e nt'aeyi (Where is the big bead.)

Natl'ets'i ggaay nt'aeyi (Where is the small bead.)

T'aa natl'ets'i ggaay nt'aeyi (Where is the small feather bead.)

C'enk'one' nt'aeyi (Where is the bone bead.)

Tl'ankaani nt'aeyi (Where is the needle.)

Ts'aex nt'aeyi (Where is the thread.)

tindeldots'i nt'aeyi (Where is the scissor.)

Kon' ggaay nt'aeyi (Where is the lighter.)

Lay'dak nt'aeyi (Where is the thimble.)

C'ezes nats'ayi nt'aeyi (Where is the leather strip.)

Hnaa tsesi nt'aeyi (Where is the sewing bag.)

Natl'ets'i ce'e nt'aeyi (Where is the big bead.)

Nats'ii zaghe 'snelyaayi nt'aeyi (Where is the necklace.)

Student response: *Kole* (no) if student does not have requested sewing items being asked or '*aen' gaa du [sewing item] nah* (yes, here is the [sewing item])

Examples of what a student can respond:

'aen' gaa du natl'ets'i ce'e nah (yes, here is the big bead)

'aen' gaa du natl'ets'i ggaay nah (yes, here is the small bead.)

'aen' gaa du t'aa natl'ets'i ggaay nah (yes, here is the small feather bead.)

'aen' gaa du c'enk'one' nah (yes, here is the bone bead.)

'aen' gaa du tl'ankaani nah (yes, here is the needle.)

'aen' gaa du ts'aex nah (yes, here is the thread.)

'aen' gaa du tindeldots'i nah (yes, here is the scissor.)

'aen' gaa du kon' ggaay nah (yes, here is the lighter.)

'aen' gaa du lay'dak nah (yes, here is the thimble.)

'aen' gaa du c'ezes nats'ayi nah (yes, here is the leather strip.)

'aen' gaa du hnaa tsesi nah (yes, here is the sewing bag.)

'aen' gaa du natl'ets'i ce'e nah (yes, here is the big bead.)

'aen' gaa du nats'ii zaghe 'snelyaayi nah (yes, here is the necklace.)

20. Teacher says: *xona* (all done)
N'eyiits'd nahw'snel'iit (Lord willing [our breath] we see you all again).
21. Assign homework by having students view YouTube Videos ([tinay'sdufkaas de' Colors](#) & [tinay'sdufkaas de' Numbers](#)) then

students will write a reflection on what they thought was a plus or a challenge from session.

Nats'ii Zaghe 'Snelyaayi Sewing Items



Ts'aex



Lindeldots'i



Natl'ets'i ggaay



Hnaa tsesi



Natl'ets'i ce'e



C'enk'one'



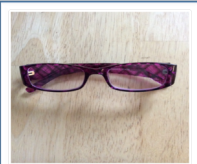
C'ezes nats'ayi



Kon' ggaay



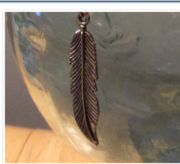
Lay'dak



Nak'ets'elyaayi



Tl'ankaani



T'aa natl'ets'i ggaay



Nats'ii Zaghe 'Snelyaayi

Session 3 – Review Questions, Colors and Numbers

1.) Pre-task – ½ hour before class

1. Set chairs around table.
2. Make sure table is cleared off.
3. Have the 13 sewing items on table.

2.) Task – 1 hour 45 minutes

4. Greet students in Ahtna ask students to sit around the table.

Nts'e doht'ae (How are all you?) or

if one person: *Nts'e dit'ae* (How are you?)

The response is: *Ugheli aa' ts'ilaen* (we are all good) or

If one person is answering: *Ugheli etaen* (I am good)

'Aani koht'aene igge' dozolts'ii (Come people sit down)

Suuxdohtaex (You all get ready)

5. Remind students previous helping language:

Su'u (I don't know) gesture by shrugging shoulders.

Ugheli! (Good) gesture throwing hands in air, if they do not know the answer.

Cu xu' dinii (Say it again) gesture with fingers together and gesture into other hand.

Nts'e dini (What did you say?) gesture by shrugging shoulders.

6. Review the previous sewing vocabulary and questions.

Teacher will ask random student while pointing at item add the sentence:

Gaani yidi nt'aeyi? (What is this?)

Teacher will say words and point at item saying:

Gaani lu' tl'anakaani (This is needle.)

Gaani lu' ts'aex (This is thread.)

Gaani lu' tindeldots'i (This is scissors.)

Gaani lu' kon' ggaay (This is lighter.)

Gaani lu' lay'dak (This is thimble.)

Gaani lu' c'ezes nats'ayi (This is leather strip.)

Gaani lu' hnaa tsesi (This is sewing bag.)

Gaani lu' nak'ets'elyaayi (This glasses.)

Gaani lu' nats'ii zaghe 'snelyaayi (This is necklace.)

Gaani lu' natl'ets'i ce'e (This is big bead.)

Gaani lu' natl'ets'i ggaay (This is small bead.)

Gaani lu' t'aa natl'ets'i ggaay (This is feather bead.)

Gaani lu' c'enk'one' (This is bone bead.)

7. Repeat until all students have answered and asked a question.

8. Teacher then ask students the question. *Yidi nghit'aen?* (What do you see?)

Student can randomly pick from sewing items what they see. A student's response can be:

Natl'ets'i ce'e nghet'aen (I see a big bead.)

Natl'ets'i ggaay nghet'aen (I see a small bead.)

T'aa natl'ets'i ggaay nghet'aen (I see a small feather bead.)

New Vocabulary

Session 3

1. Ts'itk'ey	1
2. Nadaeggi	2
3. Taa'i	3
4. Denc'ii	4
5. 'Atts'eni	5
6. Gistaani	6
7. Konts'aghi	7
8. Łk'edenc'ii	8
9. Ts'itk'ey kole	9
10. Hwlzaan	10
11. Natl'ets'i Deldeli-Red Bead	
12. Natl'ets'i Nelt'uuts'i-Black Bead	
13. Natl'ets'i Suux Ghaeze' K'eneltsiini-Blue Bead	
14. Natl'ets'i Ditsiici-Yellow Bead	
15. Natl'ets'i Nelggayi-White Bead	
16. Natl'ets'i Ggaay-Little Bead	
17. Natl'ets'i Ce'e-Big Bead	

Previous Language

Su'u-I don't know.

Ugheli-Good

Gaani yidi nt'aeyi-What is this?

Gaani lu' ____.-This is a ____.

'aen'-Yes

Kole-No

Nts'e doht'ae-How are you all?

Nts'e dit'ae-How are you?

Ugheli aa' ts'ilaen-We are all good.

Ugheli etaen-I am good.

'Aani koht'aene igge' dozolts'ii

-Come people sit.

Suuxdohtaex-You all get read.

__udi'itket-Pick up ____.

Xona-All done.

Cu xu' dinii-Say it again.

Nts'e dini-What you say?

Yidi nghit'aen-What do you see?

__nghet'aen-I see ____.

__nde'-Give me ____.

Gaa du __nah - ____ here.

C'enk'one' nghet'aen (I see a bone bead.)
Tl'ankaani nghet'aen (I see a needle.)
Ts'aex nghet'aen (I see a thread.)
ɫindeldots'i nghet'aen (I see a scissor.)
Kon' ggaay nghet'aen (I see a lighter.)
Lay'dak nghet'aen (I see a thimble.)
C'ezes nats'ayi nghet'aen (I see a leather strip.)
Hnaa tsesi nghet'aen (I see a sewing bag.)
Natl'ets'i ce'e nghet'aen (I see a big bead.)
Nats'ii zaghe 'snelyaayi nghet'aen (I see a necklace.)

Teacher says: *'aen' tsin'aen , udi'tiket* (Yes, thank you, who's next and motion with hand from chest and extend to another student. It is another's students turn to ask.)

9. Repeat until all students have answered and asked a question.
10. Teacher will ask a student to ask a student a question such as:
[sewing item] nde' (Give me the [sewing items].) or
___ nt'aeyi (Where is ___?)

Examples of what a student can ask:

Natl'ets'i ce'e nde' (Give me the big bead.)
Natl'ets'i ggaay nde' (Give me the small bead.)
T'aa natl'ets'i ggaay nde' (Give me the small feather bead.)
C'enk'one' nde' (Give me the bone bead.)
Tl'ankaani nde' (Give me the needle.)
Ts'aex nde' (Give me the thread.)
ɫindeldots'i nde' (Give me the scissor.)
Kon' ggaay nde' (Give me the lighter.)
Lay'dak nde' (Give me the thimble.)
C'ezes nats'ayi nde' (Give me the leather strip.)
Hnaa tsesi nde' (Give me the sewing bag.)
Natl'ets'i ce'e nde' (Give me the big bead.)
Nats'ii zaghe 'snelyaayi nde' (Give me the necklace.)

Examples of what a student can ask:

Natl'ets'i ce'e nt'aeyi (Where is the big bead.)
Natl'ets'i ggaay nt'aeyi (Where is the small bead.)
T'aa natl'ets'i ggaay nt'aeyi (Where is the small feather bead.)
C'enk'one' nt'aeyi (Where is the bone bead.)
Tl'ankaani nt'aeyi (Where is the needle.)
Ts'aex nt'aeyi (Where is the thread.)
ɫindeldots'i nt'aeyi (Where is the scissor.)
Kon' ggaay nt'aeyi (Where is the lighter.)
Lay'dak nt'aeyi (Where is the thimble.)
C'ezes nats'ayi nt'aeyi (Where is the leather strip.)
Hnaa tsesi nt'aeyi (Where is the sewing bag.)
Natl'ets'i ce'e nt'aeyi (Where is the big bead.)
Nats'ii zaghe 'snelyaayi nt'aeyi (Where is the necklace.)

Student responds:

'aen', gaa du [sewing item] nah (yes, here is the [sewing item])

_____ **nt'aeyi**-Where is _____.

N'eyiits'de nahw'snel'iit-Lord willing
 (our breath) we see you all again
Ts'aex-Thread
Tl'ankaani-Needle
Lindeldots'i- Scissors
Lay'dak-Thimble
Kon' ggaay-Lighter
C'ezes nats'ayi-Leather Strip
Hnaa tsesi-Sewing Bag
Nak'ets'elyaayi-Glasses
Nats'ii zaghe 'snelyaayi-Necklace
Natl'ets'i ce'e-Big Beads
Natl'ets'i ggaay-Small Beads
T'aa natl'ets'i ggaay -Small Feather
 Bead
C'enk'one' -Bone Beads

Reflection

Adding new language to the sessions will be a lot for new language learners. Remember to slow down language and encourage learners to help each other by asking questions.

Now that students have all noun vocabulary language learners can begin to practice in groups.

Teaching the technology to student who has never used technology is tough; the equipment at times may seem very overwhelming and frustrating. It is important to test the technology before and then have a back up plan in case it doesn't work.

When I have done this task, it was great to incorporate technology, but sometimes it got in the way of learning the language. Make sure you help students at the beginning and remember that the lesson is about learners producing language not problem solving technology.

What I observed what worked best with students was to have one-on-one

sessions with them to help them create the Adobe Voice. It worked the best to encourage students to set up the pictures and work the technology and have them practice the language. The end result was students completed recordings for their use. I would modify the lesson to have learners work in groups and have them help each other with the process of recording and finding pictures. I think it would develop connections to share language.

Examples of what a student can respond:

- 'aen' gaa du natl'ets'i ce'e nah (yes, here is the big bead)
- 'aen' gaa du natl'ets'i ggaay nah (yes, here is the small bead.)
- 'aen' gaa du t'aa natl'ets'i ggaay nah (yes, here is the small feather bead.)
- 'aen' gaa du c'enk'one' nah (yes, here is the bone bead.)
- 'aen' gaa du tl'ankaani nah (yes, here is the needle.)
- 'aen' gaa du ts'aex nah (yes, here is the thread.)
- 'aen' gaa du tindeldots'i nah (yes, here is the scissor.)
- 'aen' gaa du kon' ggaay nah (yes, here is the lighter.)
- 'aen' gaa du lay'dak nah (yes, here is the thimble.)
- 'aen' gaa du c'ezes nats'ayi nah (yes, here is the leather strip.)
- 'aen' gaa du hnaa tsesi nah (yes, here is the sewing bag.)
- 'aen' gaa du natl'ets'i ce'e nah (yes, here is the big bead.)
- 'aen' gaa du nats'ii zaghe 'snelyaayi nah (yes, here is the necklace.)

11. Repeat until all students have answered and asked a question.
12. Teacher picks up the needle saying: [sewing item] u'iiniis (Pick up [sewing item].)

Examples of what a student can ask:

- Tl'ankaani u'iiniis (Pick up the needle.)
- Ts'aex u'iiniis (Pick up the thread.)
- tindeldots'i u'iiniis (Pick up the scissors.)
- Lay'dak u'iiniis (Pick up the thimble.)
- Natl'ets'i ce'e u'iiniis (Pick up the big bead.)
- Natl'ets'i ggaay u'iiniis (Pick up the small bead.)
- T'aa natl'ets'i ggaay u'iiniis (Pick up the small feather bead.)
- C'enk'one' u'iiniis (Pick up the bone bead.)
- Kon' ggaay u'iiniis (Pick up the lighter.)
- C'ezes nats'ayi u'iiniis (Pick up the leather strip.)
- Hnaa tsesi u'iiniis (Pick up the sewing bag.)
- Natl'ets'i ce'e u'iiniis (Pick up the big bead.)
- Nats'ii zaghe 'snelyaayi u'iiniis (Pick up the necklace.)

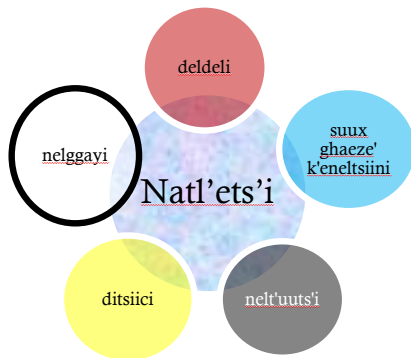
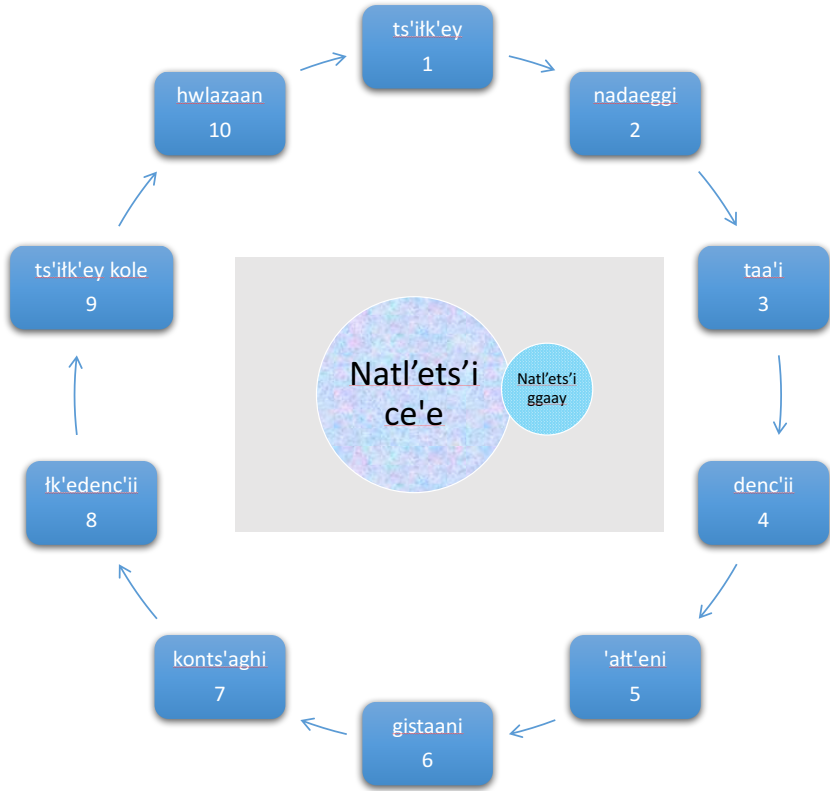
13. Repeat until all students have answered and asked what they have seen.
14. Teacher says: xona nats'ulyes 'atls'eni (all done, we all take a break for 5 minutes.) During the break make sure to have enough sewing items for each student in class for the next activities.
15. Teacher: Suuxdohtaex (You all get ready)

Teacher will over the the numbers, colors and big and little with the

- Natl'ets'i ggaay nt'aeiyi (Where is the small bead.)
- T'aa natl'ets'i ggaay nt'aeiyi (Where is the small feather bead.)
- C'enk'one' nt'aeiyi (Where is the bone bead.)
- Tl'ankaani nt'aeiyi (Where is the needle.)
- Ts'aex nt'aeiyi (Where is the thread.)
- tindeldots'i nt'aeiyi (Where is the scissor.)
- Kon' ggaay nt'aeiyi (Where is the lighter.)
- Lay'dak nt'aeiyi (Where is the thimble.)

C'ezes nats'ayi nt'aei (Where is the leather strip.)
Hnaa tsesi nt'aei (Where is the sewing bag.)
Nat'ets'i ce'e nt'aei (Where is the big bead.)
Nats'ii zaghe 'snelyaayi nt'aei (Where is the necklace.)

16. Assign Homework: Students must view YouTube ([tinay'sdufkaas de' - Necklace Construction](#)) than students will write a reflection on what they thought was a plus or what was a challenge from session.



Session 4 - Writing

1.) Pre-task – ½ hour before class

1. Set chairs around table.
2. Make sure table is cleared off.
3. Have the 13 sewing items on table.
4. Have iPads and cell phone available for lesson.
5. Download Chegg from the app store on iPad and cell phone.
6. Make sure the devices are charged up.
7. Make sure you have reliable internet, if this is not available then the iPad and cell phone are not needed.
8. Have index cards, glue sticks and pictures of the items available if the technology is not an option.

2.) Task – 1 hour 45 minutes

9. Greet students in Ahtna ask students to sit around the table.

Nts'e doht'ae (How are all you?)

Students respond: *Ugheli aa' ts'ilaen* (we are all good)

Teacher asks each student: *Nts'e dit'ae* (How are you?)

If one person is answering: *Ugheli etaen* (I am good)

Suuxdohtaex (You all get ready)

10. This class will concentrate on the writing of the sewing items.

iPad/Cell Phone Flash Cards

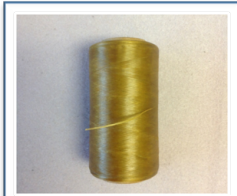
11. Ask students if cell phone or iPad is available to them for this activity.
12. If they do not have a cell phone or iPad, they can use one of the iPads that has the apps already downloaded.
13. If some or all students would like to download the app to their device at this time allow students to download the app store. Remember students must have an apple id, if they would like to download to their device.
14. If they do not know their Apple ID advise students to use the class devices so that we can continue with the class.
15. The application will let you begin your flash cards.
16. Go to Create deck.
17. Name the cards and a description. Press create.
18. On the front is the the picture you choose to remember the item.
19. Back is the written word.
20. Press add picture for the Front.
21. If you have pictures to choose from your camera or iPad, please do so, otherwise take a picture of first sewing item.
22. You can retake, crop or press next.
23. Cancel, change the items direction or if you like press done.
24. Press Back on the card and begin writing what the sewing items pictures that was taken.
25. Encourage the students to type in the noun, but also a sentence.
26. Press done.
27. Have student press on the flash card that they made.
28. Have them press on the picture and the picture will flip and they will see their writings.

29. Go back to main page and create the rest of the cards.
30. To create more have students press the + sign at the bottom of the page.
31. Have students do their best at remembering the words.
Give them 1/2 hour to complete all sewing items flash cards.
32. Gather the class back together.
33. Ask them how they did with their writing on the words.
34. Have a list of the correct word spelling for them.
35. Ask them if they have any questions on their sentences.
36. Give students 15 minutes of class time to do any correction on flash cards.
37. Once the activity is complete, have students share their cards with each other.
Give students about 10 minutes to share.
38. Have students send to someone and follow up with what they experienced with app and flash cards after class.
39. Note: person that receives the flash card must be able to download the app, they must know their Apple id.
40. To practice with cards: assign students into groups use a one of the flash cards.
41. One student will hold the flash card and the others will guess the word from the picture.
Give students about 20 minutes to work in groups.
42. Assign Homework: Students must view YouTube ([tınay'sdufkaas de' Constuction](#)) for Part 2 of the tınay'sdufkaas de'.
43. Gather class and end the session with asking students what was the challenge and the plus for the day.

Index Cards (If technology is not available.) 1hour

44. Pass out 13 index cards to each students
45. Have pictures of sewing items.
46. Instruct students to cut and paste pictures onto one side of cards.
47. Have a list of the items
48. Have students transfer the words onto the index cards.
49. Optional: Punch a hole at the top right hand side and hand out key rings for students to keep available to them.
50. Assign students into groups.
Have student practice with each other for about 20 minutes.
51. Assign Homework: Students must view YouTube ([tınay'sdufkaas de' Constuction](#)) for Part 2 of the tınay'sdufkaas de'.
52. Gather class and end the session with asking students what was the challenge and the plus for the day.

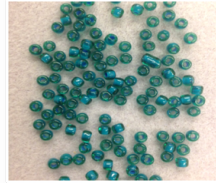
Nats'ii Zaghe 'Snelyaayi Sewing Items



Ts'aex



Lindeldots'i



Natl'ets'i ggaay



Hnaa tsesi



Natl'ets'i ce'e



C'enk'one'



C'ezes nats'ayi



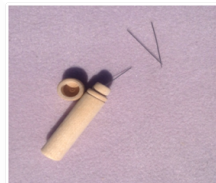
Kon' ggaay



Lay'dak



Nak'ets'elyaayi



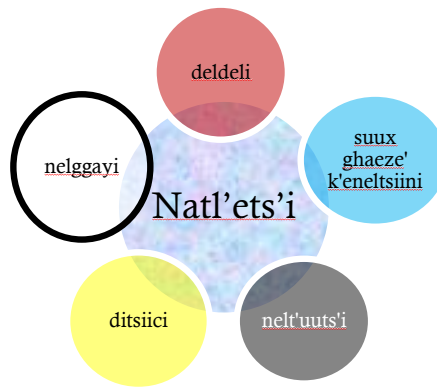
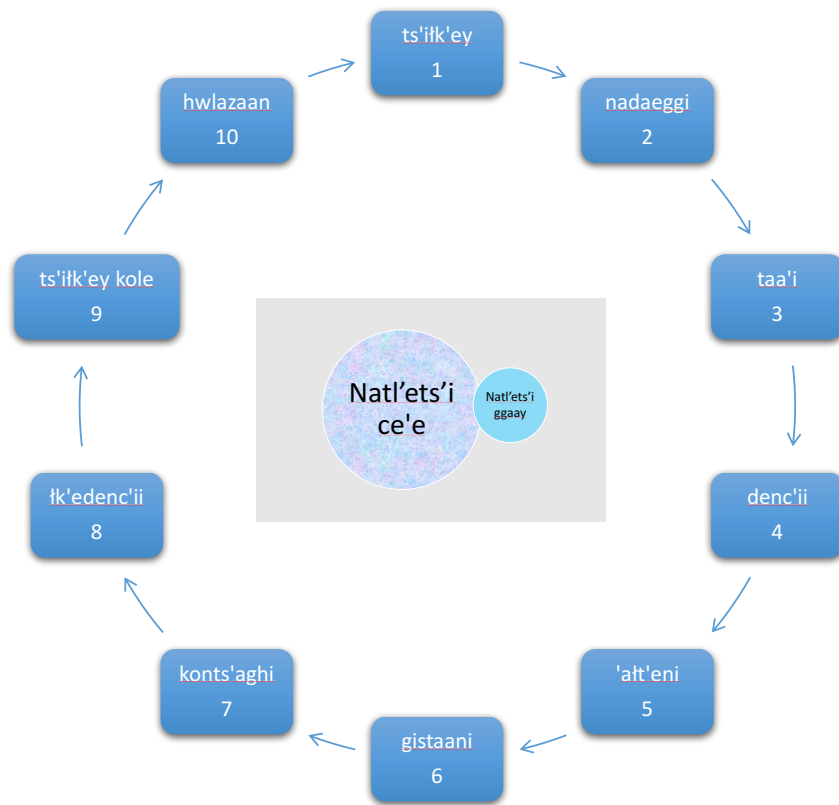
Tl'anikaani



T'aa natl'ets'i
ggaay



Nats'ii Zaghe
'Snelyaayi



łinay'sdułkaas de'

Overview

This lesson is called łinay'stuulkaas de'-Let's start sewing! The goal is to teach Ahtna language through an activity such as learning how to make an Athabaskan necklace. The lesson is designed in two parts. Part 1 introduces students to basic sewing and beading items. Part 2 will begin the construction of the beaded necklace. Learners will be instructed in the Ahtna language on this process, so learners must have a solid foundation of vocabulary to be able to understand new verbs and phrases. Learners will give their necklaces away during the Part 2 session and create a lesson for others to increase learners' meaning and communication.

The unit culminates in a lesson that the learner will create. They can use computer tools or Adobe Voice iPad applications. Learners will use these lessons during group or pair work to demonstrate what they have learned and what they see as important information to share.

Instructional Goals

1. Conduct class in Ahtna language.
2. Create course assignments and class activities, which develop listening, speaking, reading, and writing proficiency in the Ahtna language.
3. Develop approaches to heighten awareness and appreciation of Ahtna cultural practices.
4. Encourage an interest in learning more by asking questions and seeking answers, which develop listening, speaking, reading and writing proficiency in Ahtna language.
5. Demonstrate how to find and use resources for answering questions or solving problems in the Ahtna language.

Learning Outcomes: Student will be able to:

1. Listening in the Ahtna language at the elementary level: Comprehension of words, phrases, and sentences pertaining to sewing and beading. Assessments will be done with games and activities that learners will be able to listen and comprehend to complete task. Students will also record sewing and beading words using Adobe Voice, which they learned for assessments.
2. Speaking in Ahtna language at the elementary level: Oral communication using Task-based language learning

Beaded Necklace Unit

Adult Language Learners

“Let's start sewing”

Vocabulary – Part 2

Context

College students taking AKNS A101C Elementary Ahtna Language I class. Students are adult language learners, beginners. The unit will cover 3 sessions which each last 1 hour and 45 minutes.

Materials

- Table
- Chairs
- Small paper plates/cloth mats
- Sewing Bag
- Needles
- Sewing thread (simulated)
- Size 6 seed beads (red, black, white, yellow, light blue)
- Size 8 fire-polished beads (red, black, white, yellow, blue)
- Thimble
- Scissors
- Eye glasses
- Feather beads (36 mm)
- Bone beads (1 inch)
- Leather strips (3 inches)
- Small lighter
- Necklace
- iPads – Cell Phone
- Adobe Voice App
- Chegg App

that will encourage communication by using, phrases, and expressions in order to function in basic and immediate contexts. Learners will conduct interview and dialogues for assessments.

3. Reading in the Ahtna language at the elementary level: Comprehension of words, phrases, and sentences pertaining to sewing and beading. Learners will read short stories that will be about sewing and beading to help learners understand text and grammar.
4. Writing in the Ahtna language at the elementary level: Presentation of expressions and personalized re-combinations of ideas pertaining to the most common features of beading and sewing. Learners will create a Adobe Voice videos of beading and sewing to assess learners' level of proficiency.
5. Cultural knowledge of the regions in which Ahtna Language is spoken and an awareness of the diversity of the Ahtna Language: Basic understanding and appreciation of cross-cultural perspectives as they relate to Ahtna language and the remaining Alaska Native language.

Useful tips for language learning

Encourage students to stay in the language, by using gestures or pictures. Help students feel comfortable by letting them know when learning a language for the first time, the language must be heard many times, in different ways for language to be retained. So they must practice.

Let students know they do not need to speak correctly at first when they are beginning, as long as they are trying to make connections by asking questions and answering in the language. They must try to stay in the language rather than revert into English. Students may feel uncomfortable when put on the spot to answer, so make sure they are ready to speak. By demonstrating the activity with gestures allow students to mentally prepare for the next item to learn. Keep in mind all students learn at different times and to be flexible when students are learning.

Encourage students to bring in examples of beadwork, sewing bags or other items from home to share or use. This is called Funds of Knowledge and is an important aspect of learning. This helps students to connect with language by sharing and bringing in items from their environment.

Let students know that this lesson will be instructed orally and writing is not necessary for every class. However, flashcards, worksheet and activities for beginning writing will be introduced. This is to help students begin seeing letters for sound and the process of writing the sound systems through the beading vocabulary. Students will view YouTube videos created from the Adobe Spark app with fluent Ahtna

YouTube Videos

- [łinay'sdułkaas de' Sewing Items](#)
- [łinay'sdułkaas de' Colors](#)
[łinay'sdułkaas de' Numbers](#)
- łinay'sdułkaas de' -
Necklace Construction

Reference

- Ahtna Athabaskan Dictionary by Jim Kari, 1990.
- Jeanie Maxim, Interview from Jeanie Maxim, Ahtna Fluent Speaker from Gulkana, Alaska, 2013.
- Katherine Wade, Nay'dini'aa Na' Language Lesson, Interview with Jim Kari in 1999.

speaker, Jeanie Maxim from Gulkana, Alaska.

Teacher Guide

Session 1 – Construction of Necklace

1.) Pre-task – 1/2 hour before class

1. Set students around a table
2. Have the 13 sewing items on table. Make sure table is cleared off and only the sewing items on the table.
3. Put all sewing items for constructing a necklace in sewing bag.
4. Put in:
 - 1 Scissor
 - 1 thimble
 - 1 small feather bead
 - 1 foot of simulated sinew
 - 9 big beads
 - 1 tsp. of two colors
 - 8 bone beads
 - 4-inch leather strap
 - 1 needle
 - 1 lighter
 - Glasses are (optional)
5. The beads can be put into a small bag and fold into the sewing bag.
6. The sewing bags folded and tied on the table.
7. Handout a sewing bag to each of the students.
8. If there are not enough bags, have enough items in the bags for two or three students.
9. Bring extra beads and sewing items, just in case other people join in the activity.

2.) Task

1. Greet students in Ahtna, and ask the students to sit around the table.

Nts'e doht'ae (How are all you?) or

if one person: *Nts'e dit'ae* (How are you?)

The response is: *Ugheli aa' ts'ilaen* (we are all good) or

If one person is answering: *Ugheli etaen* (I am good)

'Aani koht'aene igge' dozolts'ii (Come people sit down)

Suuxdohtaex (You all get ready)

2. Traditional Meaning of the Necklace:

Start off the activity by telling the students about Natsii zaghe 'snelyaayi ughelze' baninic'ezet – a person must think good

Helping Language

Session 1

'aen'-Yes

Kole-No

Nts'e doht'ae-How are you all?

Nts'e dit'ae-How are you?

Ugheli a' ts'ilaen-We are all good.

Ugheli etaen-I am good.

'Aani koht'aene igge' dozolts'ii

-Come people sit.

Suuxdohtaex-You all get ready

__udi'itket-Pick up __

xona-All done.

N'eyiits'de nohswnel'iiit-Lord

willing we see you all again

Vocabulary

13 Sewing Items

1. Ts'aex-Thread

2. Tl'anikaani-Needle

3. Lindeldots'i-Scissors

4. Lay'dak-Thimble

5. Kon' ggaay-Lighter

6. C'ezes Nats'ayi-Leather strip

7. Hnaa tsesi-Sewing bag

8. Nak'ets'elyaayi-Glasses

9. Nats'ii zaghe 'snelyaayi-
Necklace

10. Natl'ets'i ce'e-Big Beads

11. Natl'ets'i ggaay-Small Beads

12. T'aa natl'ets'i ggaay-Small
Feather

13. C'enk'one-Bone Beads

14. Ts'itk'ey 1

15. Nadaeggi 2

16. Taa'i 3

17. Denc'ii 4

18. 'Atts'eni 5

19. Gistaani 6

20. Konts'aghi 7

21. Łk'edenc'ii 8

22. Ts'itk'ey kole 9

23. Hwlazaan 10

24. Natl'ets'i deldeli - Red Bead

Session 2 – Adobe Voice-Group Work

1.) Pre-task

1. Set students around a table
2. Have the 13 sewing items on table. Make sure table is cleared off and only the sewing items on the table.
3. Replenish all the items in the sewing bags.
 - 1 Scissor
 - 1 thimble
 - 1 small feather bead
 - 1 foot of simulated sinew
 - 9 big beads
 - 1 tsp. of two colors
 - 8 bone beads
 - 4-inch leather strap
 - 1 needle
 - 1 lighter
 - Glasses are (optional)
4. The beads can be put into a small bag and fold into the sewing bag.
5. The sewing bags folded and tied on the table.
6. Handout a sewing bag to each of the students.
7. If there are not enough bags, have enough items in the bags for two or three students.
8. Bring extra beads and sewing items, just in case other people join in the activity.
9. Download the Adobe App on the iPads.
10. Have the iPads charged.
11. Have rubric completed.

2.) Task

1. Greet students in Ahtna, and ask the students to sit around the table.

Nts'e doht'ae (How are all you?) or

if one person: *Nts'e dit'ae* (How are you?)

The response is: *Ugheli aa' ts'ilaen* (we are all good) or

If one person is answering: *Ugheli etaen* (I am good)

'Aani koh't'aene igge' dozolts'ii (Come people sit down)

Suuxdoh'taex (You all get ready)

2. Let students know that they will be assigned into groups or pairs.

3. Let students know they will be presenting a beading lesson in the Adobe Voice application with their group.
4. Hand out the rubric and what they will need to be graded on for the activity.
5. Hand out sewing items to students, so they can take pictures of the items.
6. Students in the groups will decide who will be presenting what and how they will accomplish this assignment.
7. Give students the entire class time to complete the project.
8. Students will present their Adobe Voice at the end of class in their groups.
9. Students can present any of the aspects of constructing the necklace.
10. This activity is to help students' problem solve, record the sounds, take pictures of the items for interpretation.

Assessment:

See attached at the end of this document.

- Ahtna Adobe Voice Rubric

Session 3 – Create Necklace Lesson

1.) Pre-task

- 1 Set students around a table
2. Have the 13 sewing items on table. Make sure table is cleared off and
only the sewing items on the table.
- 2 Replenish all the items in the sewing bags.
 - 1 Scissor
 - 1 thimble
 - 1 small feather bead
 - 1 foot of simulated sinew
 - 9 big beads
 - 1 tsp. of two colors
 - 8 bone beads
 - 4-inch leather strap
 - 1 needle
 - 1 lighter
 - Glasses are (optional)
- 3 The beads can be put into a small bag and fold into the sewing bag.
- 4 The sewing bags folded and tied on the table.
- 5 Handout a sewing bag to each of the students.
- 6 If there are not enough bags, have enough items in the bags for two or three students.
- 7 Bring extra beads and sewing items, just in case other people join in the activity.
- 8 Down load the Adobe App on the iPads.
- 9 Have the iPads charged.
- 10 Have rubric completed.

2.) Task

1. Greet students in Ahtna, and ask the students to sit around the table.

Nts'e doht'ae (How are all you?) or
if one person: *Nts'e dit'ae* (How are you?)
The response is: *Ugheli aa' ts'ilaen* (we are all good) or
If one person is answering: *Ugheli etaen* (I am good)
'Aani koh't'aene igge' dozolts'ii (Come people sit down)
Suuxdoh'taex (You all get ready)

2. Let students know that they will be assigned into groups or pairs.

3. Let students know they will be presenting a beading lesson to new students.
4. Hand out the rubric and what they will need to be graded on for the activity.
5. Hand out sewing items to students, so they can take pictures of the items.
6. Students in the groups will decide who will be presenting what and how they will accomplish this assignment.
7. Give students the entire class time to complete the project.
8. Students will present their lesson to new students at the following session.
9. Students can present any of the aspects of constructing the necklace.
10. This activity is to help students' problem solve, record the sounds, take pictures of the items for interpretation.
11. Students can use iPads, computer, flyers or just the items for their demonstration.

Assessment

See attached document the end of this document.

- Ahtna Necklace Linguistic Rubric
- Ahtna Necklace Interaction Rubric

Session 4 – Demonstrate Necklace Lesson

1.) Pre-task

1. Set students around a table
2. Have the 13 sewing items on table. Make sure table is cleared off and only the sewing items on the table.

2.) Task

2. Greet students in Ahtna, and ask the students to sit around the table.

Nts'e doht'ae (How are all you?) or

if one person: *Nts'e dit'ae* (How are you?)

The response is: *Ugheli aa' ts'ilaen* (we are all good) or

If one person is answering: *Ugheli etaen* (I am good)

'Aani koh't'aene igge' dozolts'ii (Come people sit down)

Suuxdohtaex (You all get ready)

3. Let students know that they will be assigned into groups or pairs.
4. Let students know they will be presenting a beading lesson to new students.
5. Hand out the rubric and what they will need be graded on for the activity.
6. Hand out sewing items to students, so they can take picture of the items.
7. Students in the groups will decide who will be presenting what and how they will accomplish this assignment.
8. Give students the entire class time to complete the project.
9. Students will present their lesson to new students at the following session.
10. Students can present any of the aspects of constructing the necklace.
11. This activity is to help students' problem solve, record the sounds, take pictures of the items for interpretation.

Linay'sdulkaas de'

Let's start sewing



1 Nats'ii zaghe 'snelyaayi snultsiil de'

We're going to make a necklace.

2. Nats'ii zaghe'snelyaayi ugheldze' baninic'ezet.

You think good for the necklace.



3. Hnaa tsesi ts'inilditset

We're getting our sewing bags.



4. Lindeldots'i uyii ts'ini'aas

We are getting our scissors.



5. Natl'ets'i ggaay natl'ets'i ce'e uyii ts'inilae.

We get our big and little bead from inside.



6. C'enk'one' uyii ts'inilae.

We get the bone bead from inside.



7. T'aa nat'ets'i ggaay uyii ts'inilae.

We get many feathers from inside.



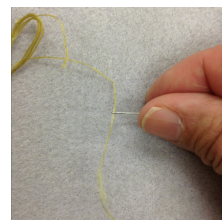
8. C'ezes nats'ayi uyii ts'inilae.

We get many leather strips from inside.



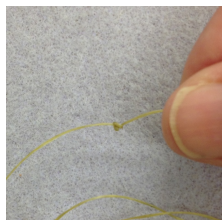
9. Ts'aex 'eł tl'ankaani uyii ts'enilae.

We get thread and needle from inside.



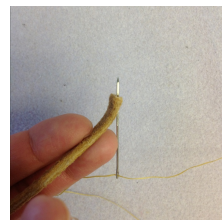
10. Ts'aex 'eł tl'ankaani nu' niniyuus.

Thread the needle



11. Ts'aex saas badanini'aas.

Tie a knot with thread.

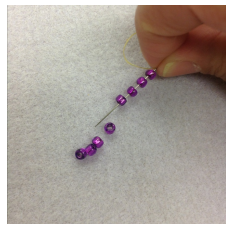


12. Tl'ankaani c'ezes nats'ayi nu' nitsaes.

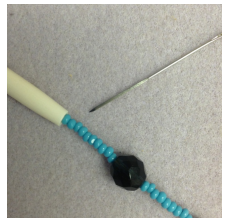
Put needle through leather.



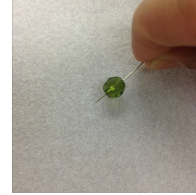
13. Yel'u' hwlazaan natl'ets'i ggaay badanilae.
And now, pick up 10 small beads.



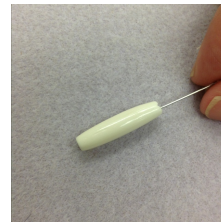
15. Yel'u' hwlazaan natl'ets'i ggaay badanilae.
And now, pick up 10 small beads.



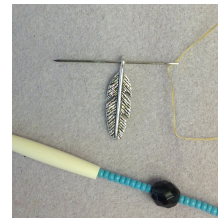
17. Cu taade
Again, three times.



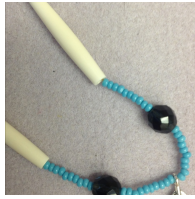
14. Yel'u' ts'elk'ey natl'ets'i ce'e badani'aas.
And now, you pick up 1 big bead.



16. Yel'u' ts'ilk'ey c'enkone' badani'aas.
And now, you pick up 1 bone bead.



18. Ts'ilk'ey t'aa natl'ets'i ggaay banini'aas.
Pick up 1 small feather bead

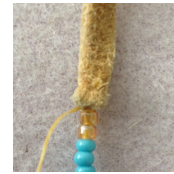
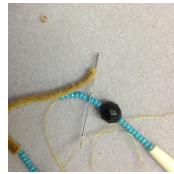


19. Yelü' natl'ets'i ggaay hwlaazan baninilae

Yelü' natl'ets'i ce'e ts'ilk'ey banini'aas
Yelü' natl'ets'i ggaay hwlaazan baninilae
Yelü' c'enkone banini'aas
And now, pick up 10 small beads.
And now, pick up 1 big bead.
And now, pick up 10 small beads.
And now, pick up 1 bone bead.

20. Cu denesde

Again, four times.



21. Tl'ankaani c'ezes nats'ayi nu' nitsaes.

Put needle through leather.

22. Yelü' ts'aex saas badanini'aas.

And now, make a knot with thread.



23. Lindeldots'i ke ts'aex ke ninit'aas

You cut thread

24. Nekon' ninit'aax

Burn the thread.

25. Xona yelü' nats'ii zaghe 'snelyaayi sneftsiin.

Now you finish a necklace.

Nats'ii Zaghe 'Snelyaayi Interaction_Competyency Rubric

Objective: The Interaction Competency Rubric will assess the interaction and communication of students. Teachers will look for three areas: Helping Language: Speaking with elders and staying in Ahtna. Scoring will be given points 0 – 4, as 0 - no usage and 4 - achieving proficiency of interaction competency. This rubric is reliable, because it will depend on students output to determine how high or low the score will be. Raters will each have a rubric to score the presentation.

How use the rubric: 1. Helping Language: Below is a checklist for teachers to measure if students have significant output of 8 or beyond helping language to achieve high scores. 2. Speaking to Elders: Will assess student's ability to ask and answers elders. 3. Staying in Ahtna: Will demonstrate if student was able to stay in language for the entire presentation. High scores will equal 12 points.

Student: _____ **Total:** _____ /12 _____

→	1. Helping Language	2. Speaking to Elders	3. Stay in Ahtna	Total
POINTS				
4	8 or beyond statements	Answer and ask questions to Elder	Students able to demonstrate fully staying in the Ahtna Language	
3	6 statements	Able to answer and ask questions to Elder part of time, by staying in the language	Students able to demonstrate staying in the Ahtna Language with assistance	
2	4 statements	Able to answer and ask questions to Elder part of time, by staying in the language, but needs assistance	Students able to demonstrate, but needs English part of time for understanding	
1	2 statements	Able to answer and ask questions to Elder part of time, but needs to use English assistance.	Students able to demonstrate, but needs English for understanding	
0	None	No usage	No responses	

Check List for Interaction Competency Rubric

Helping Language – Responding to questions such as:

- | | |
|------------------------|--------------------------|
| 1. ___ Nts'e dinii? | How do you say that? |
| 2. ___ Cu xut' dinii | Say it again. |
| 3. ___ Gaani yidi | What is this ___? |
| 4. ___ nt'aeyi? | Where is ___? |
| 5. ___ Gaani lu' | What is this ___? |
| 6. ___ Gaa du | Here ___ is |
| 7. ___ nah | Take ___ it |
| 8. ___ nduugh | Give me _____. |
| 9. ___ nde' | Give me _____. |
| 10. ___ _____ nt'aey? | Where is _____? |
| 11. ___ Yidi ngil'ani? | What are you looking at? |

Comments:

Nats’ii Zaghe ’snelyaayi Linguistic Competency Rubric

Objective: The Linguistic Competency Rubric will assess the language that has been taught to construct a beaded necklace. Teachers will look at four area modes: noun usage, verb usage, counting and colors. Scoring will be given points 0 – 4, as 0 - no usage and 4 - achieving proficiency of linguistic competency.

How to use the rubric for Linguistic Competency: 1. Noun Usage: There will be a checklist for teachers to measure if students have significant output of 12 or beyond correct usage of sewing nouns to achieve high scores. 2. Verb Usage: There will be a checklist for teachers to measure if students have significant output of 8 or beyond correct usage of sewing nouns to achieve high scores. 3. Counting: Students will demonstrate counting to ten for high scores. 4. Colors: Student who recognizes 6 colors will receive high scores. High scores over all will equal 16 points.

Student: _____ **Total:** _____ /16 _____

➔	1. Noun Usage	2. Verb Usage	3. Counting	4. Colors	Total
POINTS					
4	12 correct uses	8 or beyond responses	Count to 10	Recognize 6 colors	
3	6 correct uses	6 responses	Count to 8	Recognize 4 colors	
2	Needs assistance	3 responses	Count to 5	Recognize 3 colors	
1	Said nouns	Needs assistance	Count to 3	Recognize 2 colors	
0	No usage	No responses	No usage	No usage	

Check List for Linguistic Competency Rubric

3. Colors - (The colors can have ce’e-big or ggaay-little beads) Responding to questions:

- | | |
|---|-------------------------|
| _____ Natl’ets’i ggaay deldeli | Red Beads |
| _____ Natl’est’s’i ggaay nelt’uuts’i | Black Beads |
| _____ Natlets’i ggaay suux ghaeze’ k’eneltsiini | Blue Beads (looks like) |
| _____ Natl’ets’i ggaay ditsiici | Yellow Beads |
| _____ Natl’ets’i ggaay nelggayi | White Beads |

Check List for Linguistic Competency Rubric

2. Nouns - Responding to “Ganni yidi nt’aeyi?” or any of the helping language with a full sentence for all of the points.

Dinii: Gaani lu’’ _____

___ ts'aex	Thread
___ nak'ets'elyaayi	Glasses
___ tl'ankaani	Needle
___ h̄indeldots'i	Scissors
___ c'ezes nats'ayi	Leather Strip
___ hnaa tsesi	Sewing Bag
___ natl'ets'i ce'e	Big Bead
___ nat'ets'iggaay	Little Bead
___ c'enk'one'	Bone Bead
___ kon' ggaay	Lighter
___ lay'dak	Thimble
___ nats'ii zaghe 'snelyaayi	Necklace

3. Counting - Responding to questions such as:

___ ts'ilk'ey	1	___ gistaani
___ nadaeggi	2	___ kots'aghi
___ taa'i	3	___ h̄k'ekenc'ii
___ denc'ii	4	___ ts'ilk'ey kole
___ 'alts'eni	5	___ hwlazaan
		10

Check List for Linguistic Competency Rubric

4. Verbs, such as:

___ Linay'delkaas	Sewing
___ ___ tsi'inilditset	We get your fabric thing.
___ ___ uyii ts'ini'aas	We pull out one items ___ out of
___ ___ uyii ts'inilae	We pull out lots of things ___ out of
___ ___ nu' niniyuus	Thread needle.
___ ___ banini'aas	Make a knot.
___ ___ nu' nitsaes	Push metal through.
___ ___ badanilae	Pick up many things.
___ ___ badani'aas	Pick up one thing after another.
___ ___ 'snultsiil de'	We going to make a _____.
___ ___ ninit'aas	You cut with _____.
___ ___ sneltsiin	We made _____.
___ ugheldze' baninic'et	Think good for _____.
___ _nats'ii zaghe 'snelyaayi ninilae	Put Necklace over your head.
___ ___ ninit'aax	Burn the thread.

5. Comments:

Nats’ii Zaghe ’Snelyaayi Activity Rubric (Adobe Voice)

Objective: The Activity Rubric will assess how well the lesson was presented, how well students worked in groups, and how well students interacted with audience. Teachers will look at four areas: usage of props, engagement of lesson, teamwork and reflection of presentations. Scoring will be given points 0 – 4, as 0 - no usage and 4 - achieving high proficiency in activity that was presented.

How to use the Activity Rubric: 1. Usage of Props: This will demonstrate time spend on preparing activity. 2. Engagement of Lesson: This will assess if student is able to engage and communicate to other students by using the language. High scores will be achieved by engaging class for the entire presentation. 3. Teamwork: Students will work in assigned groups and group will be assessed if they all participated in the presentation. 4. Reflection of student presentation: Student will journal a reflection of each presentation and asks a question, give feedback and respond to questions to achieve high scores. High scores over all will equal 16 points.

Students: _____ **Total:** _____ /16

→	1. Usage of Props	2. Engagement of Lesson	3. Team work	4. Reflection of student presentation	Total
POINTS					
4	Used props during presentation	Engaged audience with lesson during entire lesson	All students participated in demonstration equally with staying fully in Ahtna	Asked a question, gave positive feedback and responded	
3	Used some props during presentation	Engaged audience part of the time during lesson	All students participated in demonstration equally stayed in Ahtna partly	Asked a question, gave or give positive feedback no response	
2	Used a few props	Engaged audience once during lesson	Some of students participated in demonstration, stayed in Ahtna half time	Asked a question or gave positive feedback	
1	Used a couple of props	Presented part of lesson	One person demonstrate Need assistance	Attended the presentation	
0	No props	No engagement	No team work	No reflection	