

Researching Demonstratives & Indefinite Pronouns

(Group Activity, Workshop 1)

The goal of the following activity is to a) create paradigms of the different demonstratives/indefinite pronouns that exist in the language and b) decide any needed spelling rules.

Summary

Before the session, write your list of demonstratives and related frames on the white board. Then, during the session, have participants read every frame aloud with each demonstrative. Mark the surface tone of each demonstrative in the context of every frame. As much as possible, decide simple spelling rules that will handle all demonstratives. Repeat the same process with indefinite pronouns, as needed.

Materials Needed

- Facilitator's word list + frames for [demonstratives](#)
- Facilitator's word list + frames for [indefinite pronouns](#)
- Whiteboard + colored markers (at least 4 colors)
- Notebooks for all staff & participants
- Regular pencils + erasers

Prepare for the Demonstrative Session (Facilitator)¹

Just before the session, write up data for the session onto the board.

Find the “Demonstrative” section of your notebook. Write your list of demonstrative adjectives and related frames on the whiteboard. If the language has a case, include the frames you chose for each syntactic function of the noun. Under each frame, list at least 1 example of every type of demonstrative + noun combination.

After these examples and frames have been written on the board, proceed with the session using the steps below.

¹ These instructions are based on the facilitation style of RGC pioneer, Tim Stirtz. You are welcome to adapt these steps to suit your strengths and personality, as long as it follows RGC goals and principles.

Research Demonstratives (Group Session)

1) **Read all demonstratives in the appropriate frames.**

Ask a participant to read each demonstrative + noun combination listed in context of the frames. Write the results, updating spellings as needed. Also fill in any types of demonstratives that are missing from the list.

2) **Mark tone.**

Ask 1 participant to read each demonstrative + noun combination again in the context of the frames. As s/he reads these aloud, use a colored marker to mark the surface tones of both the demonstrative and the noun.

3) **Decide Spelling Rules.**

As much as possible, discuss and agree on simple spelling/word-break rules that will handle the spelling of all demonstratives.

4) **Document Spelling.**

After spelling has been agreed upon, give everyone time to copy the results of the frame activity and spelling discussion in their notebooks.

Prepare for the Indefinite Pronoun Session (Facilitator)

Just before the session, write up data for the session onto the board.

Find the “Indefinite Pronoun” section of your notebook. Write your list of indefinite pronouns and related frames on the whiteboard. If the language has a case, include the frames you chose for each syntactic function of the noun. Under each frame, list at least 1 example of every type of indefinite pronoun.

After these examples and frames have been written on the board, proceed with the session using the steps below.

Research Indefinite Pronouns (Group Session)

1) **Read all indefinite pronouns in the appropriate frames.**

Ask a participant to read each indefinite pronoun listed in context of the frames. Write the results, updating spellings as needed. Also fill in any types of indefinite pronouns that are missing from the list.

2) Mark tone.

Ask 1 participant to read each indefinite pronoun again in the context of the frames. As s/he reads these aloud, use a colored marker to mark the surface tones.

3) Decide Spelling Rules.

As much as possible, discuss and agree on simple spelling/word-break rules that will handle the spelling of all the indefinite pronouns.

4) Document Spelling.

After spelling has been agreed upon, give everyone time to copy the results of the frame activity and spelling discussion in their notebooks.