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2012
Unit 17

Geography

Unit 18

More Plants

Unit 19

More Fish

Unit 20

Review Units 16-19
The Developmental Language Process - An Introduction
by Jim MacDiarmid

The Developmental Language Process is designed to instill language into long term memory. The origin of the Process is rooted in the struggles faced by language-delayed students, particularly when they first enter school.

The Process uses meaningful language content from the environment, academic programs, stories, and themes to enlarge the students' language bases.

The Process takes the students/children through developmental steps that reflect the natural acquisition of language in the home and community. Initially, once key language items have been introduced concretely to the students, the vocabulary are used in the first of the language skills, Basic Listening. This stage in the process represents input and is a critical venue for language acquisition and retention. A baby hears many different things in the home, gradually the baby begins to listen to what he/she hears. As a result of the input provided through Basic Listening, the baby tries to repeat some of the language heard – this is represented by the second phase of the Process, Basic Speaking - the oral output stage of language acquisition.

As more language goes into a child’s long-term memory, he/she begins to understand simple commands and phrases. This is a higher level of listening represented by the stage, Listening Comprehension. With the increase in vocabulary and sentence development, the child begins to explore the use of language through the next stage in the process, Creative Speaking. All of these steps in the Process reflect the natural sequence of language development.

The listening and speaking skill areas represent true language skills; most cultures, including Alaska Native cultures, never went beyond them to develop written forms. Oral traditions are inherent in the listening and speaking skills.

Many Native children entering kindergarten come from homes where language is used differently than in classic Western homes. This is not a value judgment of child rearing practices but a definite cross-cultural reality. Therefore, it is critical that the Native child be introduced to the concepts of reading and writing before ever dealing with them as skills areas. It is vital for the children to understand that reading and writing are talk in print.

The Developmental Language Process integrates the real language skills of listening and speaking with the related skills of reading and writing. At this stage in the Process, the children are introduced to the printed words for the first time. These abstract representations are now familiar, through the listening and speaking activities, and the relationship is formed between the words and language, beginning with Basic Reading.
As more language goes into the children’s long-term memories, they begin to comprehend more of what they read, in Reading Comprehension.

Many Alaskan school attics are filled with reading programs that didn’t work – in reality, any of the programs would have worked had they been implemented through a language development process. For many Native children, the printed word creates angst, particularly if they are struggling with the reading process. Often, children are asked to read language they have never heard.

Next in the Process is Basic Writing, where the students are asked to write the key words. Finally, the most difficult of all the language skills, Creative Writing, asks the students to write sentences of their own, using the key words and language from their long-term memories.

A child’s ability to comprehend well in listening and reading, and to be creatively expressive in speaking and writing, is dependent upon how much language he/she has in long-term memory.

The Developmental Language Process is represented in this chart:
The Developmental Language Process for Teaching Tlingit, Haida, and Tsimshian Beginners

The Developmental Language Process can provide the structure and stages necessary for effective second language learning.

In this program, kindergarten to grade 3 use only Basic Listening and Basic Speaking - no printed forms of Tlingit, Haida, or Tsimshian are introduced. While some language instructors like to display Native text in the classroom, the students should not be asked to formally read them.

The printed forms of the key language content are introduced to the students in the grades 4 to 12 levels of the program.

Each unit of this program contains key vocabulary, a sentence structure, and a dialog. The key vocabulary are all used with the sentence structure and the sentence structure is integrated into the dialog.

Since this is a beginners program, designed for new learners of Tlingit, Haida, or Tsimshian, not all skills areas from the Developmental Language Process can be used. For kindergarten to grade 3, the following schema represents the skills to be included in the units:
For the language learners in grades 4 to 12, the following chart represents the language skills used in the program:

![Chart](image)

Each unit in this program contains ten lessons that employ a variety of activities related to the Developmental Language Process and include the key vocabulary, sentence, and dialog.

Separately, student support materials have been developed for each unit. These materials contain activities for Basic Listening, Basic Reading, and Basic Writing. In addition, an objectives-based assessment is included for each unit. This will give the language instructor indicators to chart the progress of the students as they go through the units.

Since Tlingit, Haida, and Tsimshian have many dialects, it is impossible to reflect all spellings in this program. Therefore, while the spellings of the Native language content have been reviewed many times by language specialists, it is not guaranteed that all spellings will match those of your area.

The Tsimshian language content is printed at a larger size than Tlingit or Haida to ensure that the italicized letters are clear.
### Scope and Sequence

<table>
<thead>
<tr>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
<th>Month 4</th>
<th>Month 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4: Body Parts</td>
<td>Unit 5: Family</td>
<td>Unit 7 Review Units 4-6</td>
<td>Unit 9 Animals</td>
<td>Unit 11 Review Units 8-10</td>
</tr>
<tr>
<td>Unit 6 Food</td>
<td>Unit 8 Home</td>
<td>Unit 10 Birds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month 6</th>
<th>Month 7</th>
<th>Month 8</th>
<th>Month 9</th>
<th>Month 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 12 Climate and Weather</td>
<td>Unit 14 Recreation</td>
<td>Unit 16 Buildings</td>
<td>Unit 18 Plants</td>
<td>Unit 20 Review</td>
</tr>
<tr>
<td>Unit 13 Clothing</td>
<td>Unit 15 Review Units 12-14</td>
<td>Unit 17 Geography</td>
<td>Unit 19 Fish</td>
<td></td>
</tr>
</tbody>
</table>

**In these units the students will:**

1. demonstrate an understanding of the unit’s theme;

2. recognize the key vocabulary words when they hear them - with and without the unit’s sentence;

3. say the key vocabulary words and the Unit’s sentence;

4. recognize the printed forms of the key vocabulary words;

5. decode & encode the key vocabulary words by word halves, syllables and/or letters;

6. write the key vocabulary words.

**Target Language Skills:**

- basic listening, speaking, and reading
- (sight recog. and Decoding/Encoding Basic Writing)
- using the key vocabulary & the unit’s sentence.

**Integrative Units 1-3:**

Integrate the classroom commands throughout the year wherever appropriate. These provide more basic listening practic for the students. Allow students to hear the vocabulary of time often before asking them to say the words.
NOTES ON USING CYCLE B

Teachers who have used “Learning Our Tlingit, Haida and Tsimshian Languages Cycle A-Beginners” will recognize the Developmental Language Process and teaching materials. Cycle B continues the development of heritage language nouns in thirteen content units: More Body Parts, More Family, Home, More Animals, Climate and Weather, More Clothing, More Recreation, More Buildings, Geography, More Plants and More Fish. There are four review units to help beginners instill the vocabulary in long term memory. Additionally, three integrative units have been included. These units on color, time and commands are focused on vocabulary that a language teacher may use throughout thematic units, integrating them wherever s/he feels them to be most appropriate. Since the Heritage Language DLP process takes students with no knowledge of even the alphabet and sounds of their heritage language, as much review as possible is included here.

The suggested materials for the integrative units’ vocabulary can be adapted and interchanged. Experienced teachers will probably use the activities they are most familiar with. New teachers will have these activities provided for them.

The teaching materials are listed by title for each lesson and are grouped by the skill area being taught. Grades two and three have only Basic Listening exercises. The description of the activities are found at the end of this document. Some activities say SSM. These activities are included in a separate book, Student Support Materials, and contain all the material needed for the activity, including pictures, mini-pictures, word cards, matching exercises, cloze activities and assessments. We recommend that the teacher administer the assessment at the beginning of the unit and again at the end to assess student growth.

Most of the teaching activities/games require some preparation beforehand. Some of the materials teachers will need are blank cards, calendars, flashlights, bingo markers, pointers, beanbags, wind-up toy cars, masking tape, balloons, sheets with holes in them, and yarn or string.

For those not familiar with the Cycle A materials, we recommend that you check our website at www.sealaskaheritage.org.
NOTES ON USING CYCLES C THROUGH ADVANCED C

Cycle C of the Developmental Language Process introduces verbs. Unlike some languages, the verb patterns in Tlingit are not predictable. One cannot learn one form of “to eat something,” for example and from there write the first, second and third person forms, the transitive and intransitive forms, as well as the tenses. Each unit in Cycle C follows the same themes as Cycle B: Body Parts, Family, Food, Home, Buildings, Animals, etc. Each unit adds verb phrases to be used with the nouns previously learned. The unit on clothing introduces the negative. In this case the word ‘tie’ is necessary and the word order does not necessarily follow a pattern. Cycle C includes a variety of sentence samples. Teachers can exchange the vocabulary words (nouns) with each of the sentence patterns. It is nice when teachers know a little about Tlingit linguistics to help them be conscious of the verb forms they are teaching, but not at all necessary to teach the linguistics. In fact, with beginners, the added linguistic information might be confusing. Sometimes older students are interested in the linguistics. You can refer them to the SHI website, which has a link to the Tlingit Verb Index, developed by Keri Edwards.

The focus is oral language development. The teacher should give lots of repetition of the sentences. We recommend that teachers do not spend time on reading and writing these sentence patterns. However, older students might want to see the written form as a learning aid. This is fine as long as the focus of the lesson does not turn into reading and writing exercises. Assessments should be on listening comprehension.

The Advanced Cycles continue the themes from Cycle B. Each unit adds new vocabulary with more complex verbs and descriptions. According to the Developmental Language Process curriculum development, each cycle has a focus. Cycle A Advanced-Listening, Cycle B Advanced-Reading and Cycle C Advanced-Creative Writing. The lessons, which include games and activities, focus on these skills but also include others. Teachers are encouraged to add their own activities that they know will keep their students interested. The sentences in each cycle go beyond basic subject-verb patterns. They are descriptive and varied. All sentences, except those in Advanced C, have audio recordings of a fluent speaker saying the sentences. For many learners, especially the teachers, this might be the most valuable part of the resources. Regional differences may occur in the way some words are pronounced and in how sentences are structured. Try not to let regional or personal choice differences be an obstacle. If there are differences, you can point that out to students and continue on.

The following lessons are suggested activity plans for developing advanced skills. See Appendix III for lesson instructions.
Lesson 1
Introduce the new vocabulary.

Basic Skills
Out of Order
Ghost 2

Creative Speaking
Numbers Up
Half Time

Lesson 1
Introduce the new vocabulary.

Basic Skills
Word Build
Out of Order

Creative Speaking
Make a Change
Back Match

Lesson 1
Introduce the new vocabulary.

Basic Skills
The Disappearing Illustrations
Ghost 2

Creative Speaking
Cat's Cradle
Who's Next?

Lesson 1
Introduce the new vocabulary.

Basic Skills
Writing Relay
Buzz

Creative Speaking
Rubbings
Colander

Lesson 1
Introduce the new vocabulary.

Basic Skills
Wild Groups
The Disappearing Illustrations

Creative Speaking
Happy Birthday
Half Time

Lesson 1
Introduce the new vocabulary.

Basic Skills
Horizontal Completion
Word Build

Creative Speaking
Happy Birthday
Name Card Spin
<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the unit’s vocabulary.</td>
<td>Review the unit’s vocabulary.</td>
</tr>
<tr>
<td><strong>Basic Skills</strong></td>
<td><strong>Basic Skills</strong></td>
</tr>
<tr>
<td>Actions</td>
<td>Vocabulary Chips</td>
</tr>
<tr>
<td>What’s Your Letter?</td>
<td>Wild Groups</td>
</tr>
<tr>
<td><strong>Creative Speaking</strong></td>
<td><strong>Creative Speaking</strong></td>
</tr>
<tr>
<td>Make a Change</td>
<td>Numbers up</td>
</tr>
<tr>
<td>Toothpick</td>
<td>Illustrated Bingo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening</th>
<th>Creative Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Scramble</td>
<td>Make a Change</td>
</tr>
<tr>
<td>Jack Pot</td>
<td>Toothpick</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td><strong>Card Match</strong></td>
</tr>
<tr>
<td>Go Fish</td>
<td>Name Card Spin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police Sketch Artist</td>
<td>Yes/No ?</td>
</tr>
<tr>
<td>Word Association Walk</td>
<td>Whisper No Lies</td>
</tr>
<tr>
<td><strong>Basic Skills</strong></td>
<td><strong>Card Match</strong></td>
</tr>
<tr>
<td>Horizontal Completion</td>
<td>Numbers up</td>
</tr>
<tr>
<td>Overhead Run</td>
<td>Illustrated Bingo</td>
</tr>
<tr>
<td><strong>Creative Speaking</strong></td>
<td><strong>Name Card Spin</strong></td>
</tr>
<tr>
<td>Toothpick</td>
<td>Illustrated Bingo</td>
</tr>
</tbody>
</table>

Lesson 1

Introduce the new vocabulary.

Listening
Sentence Scramble
Jack Pot

Speaking
Go Fish
Solve 3

Lesson 2

Review the unit’s vocabulary.

Basic Skills
Actions
What’s Your Letter?

Creative Speaking
Make a Change
Toothpick

Lesson 2

Review the unit’s vocabulary.

Basic Skills
Horizontal Completion
Overhead Run

Creative Speaking
Toothpick
Card Match

Lesson 2

Review the unit’s vocabulary.

Basic Skills
What’s Your letter?
Vocabulary Chips

Creative Speaking
Illustrated Bingo
Name Card Spin
Lesson 2
Review the unit’s vocabulary.

Basic Skills
Overhead Run
Vocabulary Chips

Creative Speaking
Back Match
Who’s next?

Lesson 2
Review the unit’s vocabulary.

Basic Skills
Back Writing
Buzz

Creative Speaking
Knotty
Whisper

Lesson 2
Review the unit’s vocabulary.

Listening
Speed Collector
Simon Says

Speaking
Weather Report
Ticking Time Bomb

Lesson 2
Review the unit’s vocabulary.

Listening
Bingo
Simon Says

Speaking
3 Round Charades
Memory

Lesson 3
Review the unit’s vocabulary.

Creative Speaking
Knotty
Who’s next?

Reading Comprehension
Lotto
Comic match

Lesson 3
Review the unit’s vocabulary.

Creative Speaking
Name Card Spin
Cat’s Cradle

Reading Comprehension
Silent Directions
Place That Sentence
Lesson 3
Review the unit’s vocabulary.

Creative Speaking
High Card Draw
Rubbings

Reading Comprehension
Sequential Reading
What’s the Answer?

Lesson 3
Review the unit’s vocabulary.

Creative Speaking
Cat’s Cradle
Toothpick

Reading Comprehension
Is This Your Word?
Definition Match

Lesson 3
Review the unit’s vocabulary.

Creative Speaking
Rubbings
Colander

Reading Comprehension
Sentences Halves
Lotto

Lesson 3
Review the unit’s vocabulary.

Listening
Flashlight Find
Jack Pot

Speaking
What are You Doing
5? s

Lesson 3
Review the unit’s vocabulary.

Listening
Adapted Jenga
Flashlight Find

Speaking
Word Association Walk
5? s
<table>
<thead>
<tr>
<th>Lesson 4</th>
<th>Introduce the unit’s sentence.</th>
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</thead>
<tbody>
<tr>
<td>Creative Speaking</td>
<td>Colander</td>
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<tr>
<td></td>
<td>Illustrated Bingo</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Sequential Reading</td>
</tr>
<tr>
<td></td>
<td>Comic Match</td>
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</table>

<table>
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<tr>
<th>Lesson 4</th>
<th>Introduce the unit’s sentence.</th>
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<tbody>
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<td>Creative Speaking</td>
<td>Back Match</td>
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<tr>
<td></td>
<td>Toothpick</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>What’s the Answer?</td>
</tr>
<tr>
<td></td>
<td>Is This Your Word?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 4</th>
<th>Introduce the unit’s sentence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Speaking</td>
<td>Whisper</td>
</tr>
<tr>
<td></td>
<td>High card Draw</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Illustrated Sentences</td>
</tr>
<tr>
<td></td>
<td>Silent Directions</td>
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<table>
<thead>
<tr>
<th>Lesson 4</th>
<th>Introduce the unit’s sentence.</th>
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</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Bingo</td>
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<tr>
<td></td>
<td>Change Again</td>
</tr>
<tr>
<td>Speaking</td>
<td>Repetition Eliminator</td>
</tr>
<tr>
<td></td>
<td>Memory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 4</th>
<th>Introduce the unit’s sentence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Change Again</td>
</tr>
<tr>
<td></td>
<td>Speed Collector</td>
</tr>
<tr>
<td>Speaking</td>
<td>Whisper No Lies</td>
</tr>
<tr>
<td></td>
<td>Go Fish</td>
</tr>
<tr>
<td><strong>Lesson 4</strong></td>
<td>Introduce the unit's sentence.</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| **Creative Speaking** | Happy Birthday  
Who’s next? |
| **Reading Comprehension** | Ring! Ring!  
Place that Sentence |

<table>
<thead>
<tr>
<th><strong>Lesson 4</strong></th>
<th>Introduce the unit's sentence.</th>
</tr>
</thead>
</table>
| **Creative Speaking** | Card Match  
Make a change |
| **Reading Comprehension** | Ring! Ring!  
Point me in the right direction |
UNIT 1

Integrative Unit: Classroom Commands
Integrative Unit 1

Cycle B

Áx x’éide kunes.áax Listen to me!
Du xéide kunes.áax! Listen to him/her!
Gidahaan! You stand up!
Gidaan! You stand up!
Gaydanaak! You all stand up!
Ganú! Sit down!
Gayki! You all sit down!
Ch'eix'! Point!
At shí! Touch it!
Neil gú! Come in!
Haagú! Come here!

Kashaxít. Write it.
Natóow. Read it.
Kutnati wé __________. Put the_________ away. (one solid object.)
Kutnati. Put it away. (solid object.)
K’idein nasné. Clean up, straighten, organize.
Naax gidatí i kinaak.ádi. Put on your coat.
Naaxt kei idatí kinaak.ádi. Take off your coat.
Yán yeené. You get ready.
Yán jiné. Finish working.
Aayax hán wé ________________
Dayeen. Turn and face the __________.

Cycle A Advanced

Daa sá I jeewú? What do you have?
Duxá gé? Can you eat it?
Goodáx sávé? Where is it from?
Goodé sá ituwatee? Where do you want to go?
Daa sá yéi kgisanéi áx’? What will you do there?

Cycle B Advanced

Xat x’eeya.áxch gé? Do you understand?
Kéenáx natóow. Read it out loud.
Waasá wé gunayéide? How is it different?

Cycle C Advanced

Tlél ax een at kaduneek.
Nobody tells me anything.
Sh k’ukwalyeilín, kudáx kutx du yáa awuxaanéi. I would have lied but I have too much respect for her.
Xwaa.áx, xat woo.éex’i. I heard her call me.
Has du ítx haa loongagoogún haa yáanáx ku.aa has yasátkw. We would have run after them, but they are faster than us.
Átk' aheeni wushixéel'. S/he stopped believing, lost faith.
UNIT 2

Integrative Unit: Colors
## Integrative Unit 2

### Cycle B

- **x’aan** red
- **x’éishx’w** blue
- **s’oow** green
- **dleit** white
- **t’ooch** black
- **s’agwáat** brown
- **tl’áatl’** yellow
- **sheix’w** orange
- **lóol** pink
- **kanat’á kahéeni** purple
- **lawúx** gray
- **dáanaa** silver
- **góon** gold

### Advanced A

- **Shaa shakéewu** Up the mountain
- **Dei yígu** In the road
- **Héen yígu** In the water, on the river
- **At gutóowu** In the woods
- **Yáadu** Over here

### Advanced B

- **Wé kaay yaaahaayi aax keik xash.** Cut out the picture.
- **Naadaaw kaaynti we kaay yaaahaayi.** Put the picture on your table.
- **Tleix yatee aa aayax ti.** Turn one picture over.
- **Yeey waak x’a shee la aa** Close your eyes. (pl)
- **Woosh dax yei yee san e ye waak.** Open your eyes. (pl)

### Advanced C

- **Ash kaawaxil’ du téix’.**
  Her heart is causing her trouble.
- **Tlél ushk’é dultíni.** It’s not good to look at it.
- **At lux’aakáawu áwé yéi yatee wé shaatk’.** That young girl is a trouble maker.
- **Tléi a x’aant áwé daak wudigwát’wé yadák’w.** The young boy crawled out on the limb.
- **Áak’wx’uwaxéi wé shaawát.** That woman camped at Auke Bay.

### Cycle C

- **Yínde** Down
- **Kínde** Up
- **Neilnáx** Indoors
- **Gáannax** Outdoors
- **Naaliyéi** A far off distant pace
dleit
t’ooch
s’agwáat
tl'áatl'  sheix'w  lóol
kanat’á kahéeni

lawux

yaa nashíx
UNIT 3

Integrative Unit: Time
Cycle B

- tsóotaatx’ in the morning
- ts’ootaat morning
- taatx’ at night
- taat night
- nisdaat last night
- yakyee, yagiyee day, afternoon
- tatgé yesterday
- yeedát now
- tleí yeedát right now
- Xáanax’ in the evening
- Xáana evening
- ch’áakw back in the days, in the olden days, long time ago, ancient times
- aagáa ayóó during, around the time of it
- taat
- sitgawsáani midnight
- sitgawsáan noon
- ch’ú still
- dziyáak just recently
- dziyáagin soon, after a while
- adax after that, and then
- tsóok’ again

Cycle C

<table>
<thead>
<tr>
<th>Cycle C Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tleidahéen Once</td>
</tr>
<tr>
<td>Deixdhéen Twice</td>
</tr>
<tr>
<td>Nas’gidahéen Three times</td>
</tr>
<tr>
<td>Daax’oondahéen Four times</td>
</tr>
<tr>
<td>Keijindahéen Five times</td>
</tr>
</tbody>
</table>

Cycle A Advanced

- Tlék’gaa One by one
- Dáxgaa Two by two
- Nás’giGáa Three by three
- ka a shoowù and a half
- Ch’a tléix’ Just one

Cycle B Advanced

- Xat natée. Imitate me.
- Tleix uxatanwei tli. Pick one.
- Aadoo sá eet kuwahaa? Whose turn is it?
- I eet kuwahaa. It’s your turn.
- L’i s’é Wait.

Cycle C Advanced

- Yóot uwagút héen áyá yaa anas.in. He left carrying water.
- Iwooséekíkni tsá. See that you don’t get storm-bound.
- Ldákát át áwé kux dak’óol’in xwaasáakw. I said everything backwards.
- Gunakadeit data tlaagú daxkudzitee. There are legends about sea monsters.
- I een nakaáat kwshé? Can I come with you?
UNIT 4

Body Parts
Teacher’s Notes

Cycle B introduces 12 terms for Body Parts. This cycle includes ten lessons with games and activities and the Student Support Materials (SSM). The SSM includes images, mini pictures, vocabulary word cards, student activity worksheets, and assessments. The unit’s sentence and dialog are also part of the SSM. All this material is on an audio recording, spoken by a fluent speaker. Encourage students to listen to the audio many times if necessary. Students can get lots of practice with the dialog by substituting different body parts. In Tlingit, some nouns (body parts and kinship terms) are considered “inalienable,” that is, they cannot be spoken of unless they are possessed. They must have a possessive pronoun attached. Singular possessive pronouns which can be used with body parts are ax (my), i (your), du (his/her/its). These nouns will continue to be used throughout all future cycles of this unit. It is to the students’ advantage to master this vocabulary and commit the terms to long-term memory. They can then concentrate on the verb phrases to be introduced in Cycles C thru Advanced C. If students learn these words quickly, move forward to the next Cycle, which introduces verbs to be used with this theme.

Vocabulary Cycle B

oox tooth
k’í hip
tl’élk finger
jigei arm
gáts thigh
x’oos foot
x’usgoosh toe
keey knee
t’ee y shú elbow
xéek upper arm
káak’ forehead
téey chin

Unit’s Sentence

Ax ______________ xwalichún.
I hurt my ________________.

Unit’s Dialog

(a) Wáa sá iwunee?
What happened to you?

(b) Ax ______________ wudichún.
My ________________ got hurt.

(a) Gwátk sá i ______________ wudichún?
When did your ________________ get hurt?

(b) Tatgé. Yesterday.
Teacher’s Notes
Cycle C introduces verbs to be used with the nouns from Cycle B. The focus is oral language development. The phrases are in the third person, imperfective (present) tense of the verb a.ús’k “to wash something”. Use the photos from Cycle B, SSM, as props for each of the sentences. Encourage students to listen to the audio recording of the fluent speaker. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme, Body Parts. Begin the unit with listening activities.

Vocabulary Cycle C
Du yá a.ús’k. S/he is washing his/her face.
Du x’oos a.ús’k. S/he is washing his/her foot.
Du shaxaawú a.ús’k. S/he is washing his/her hair.
Du ladíx’ a.ús’k. S/he is washing his/her back of neck.

Teacher’s Notes
This simple question and answer gives students lots of listening practice. Use the pictures from the SSM for some of the activities and games. Use stuffed animals or puppets to ask __________ ákyá? Is this___________? The commands give more listening practice and an opportunity for students to demonstrate that they are understanding the command. It’s best to give commands to the whole group or a select group of students before giving commands to an individual.

Vocabulary Cycle A Advanced
______________________ ákyá?
Is this__________________?
Aaá. Yes.

Tléik’, tléil __________ áwé.
No, that isn’t __________________.
Goosóo i _______________?
Where is your ______________?

At shí. Touch it.
At yishí. Touch it. (pl)
Kíndei i ________________.
Raise your ________________.
Yíndei i ________________.
Lower your ________________.
Teacher’s Notes
Cycle B Advanced gives students practice with more descriptive sentences about body parts. You can use puppets, stuffed animals, or pictures to demonstrate some of the verbs, including **Du x’oos diwúx’**: He has wide feet. You can substitute many different body parts in this sentence: **Ax waak wudixwétl**: My eyes are tired. Use the suggested lessons and the SSM to teach these descriptive sentences. Encourage students to listen to the audio recording of a fluent speaker saying these sentences.

Vocabulary Cycle B Advanced

**Ax x’usgoosh yéi kwlisáa.** She has skinny toes.

**Du x’as’ litseen.** He has a strong jaw.

**Ax xeik tléil ulsteen.** My arm feels weak.

**Du x’oos diwúx’.** He has wide feet.

**Ax waak wudixwétl.** My eyes are tired.

Teacher’s Notes
Cycle C’s focus is creative writing. Most students will be able to write simple sentences using the nouns from this unit and simple verbs. These more descriptive sentences are samples for the students to follow in their writing. In addition to the nouns from this unit, these sentences include vocabulary from the Integrated Units on “time” and “colors” and Unit 13, “clothing.” Students feel good about their learning when they recognize more and more of the vocabulary.

Vocabulary Cycle C Advanced

**Kei guxlanúkts tá yá xáanaa.** Sleep will be sweet tonight.

**Daxdahéen yan yaawagás’.** He fell on his face twice.

**Júx’aa tóot astán du jín.** He has his arm in a sling.

**Du gúk káx ayaawayeesh du sadaat’aayí.** She pulled her scarf down over her ears.

**Du oox kanat’á kahéeni yáx kawdisék’w.** Her teeth are the color of blueberry juice.
Lesson 1
Introduce the new vocabulary.

Basic Listening
1. Mini Pictures
2. Searchlight
3. Hidden Words

Basic Speaking
4. Actions!
5. Out of Order
6. Over/Under

Lesson 2
Review the unit’s vocabulary.

Basic Listening
1. Back to Back Race
2. Locomotive

Basic Speaking
3. Sheet Golf
4. Disappearing Illustrations
5. What’s That Word?

Lesson 3
Review the unit’s vocabulary.

Basic Listening
1. Numbered Illustrations
2. Here, There, Everywhere

Basic Speaking
3. Disappearing Illustrations
4. What’s That Word?
5. Flashlight Name

Lesson 4
Introduce the unit’s sentence.

Basic Listening
1. Right or Wrong?
2. Half Match

Basic Speaking
3. Calendar Bingo
4. Colored Words
5. Number Draw

Lesson 5
Review the unit’s sentence.

Basic Listening
1. Turn and Face
2. Matching Halves

Basic Speaking
3. Disappearing Illustrations
4. What’s That Word?
5. Flashlight Name

Lesson 6
Introduce the unit’s sentence

Basic Reading - Sight
1. Pass the Lifesaver
2. Deal!
3. Circle of Words
4. Tissue Grab
5. Use the Student Support Materials
Lesson 7
Review the unit’s sentence.

Basic Reading - Encoding
1. Word Change
2. Back Match
3. Find the Parts
4. Letter Encode
5. Use the Student Support Materials

Lesson 8
Review the unit’s sentence.

Basic Writing
1. Yarn Spell
2. What’s Missing?
3. Writing Relay
4. CV Spell
5. Use the Student Support Materials

Lesson 9
Review the unit’s sentence

Basic Writing
1. Numbered Illustrations
2. Flour Writing
3. Crayon Resist
4. Syllable Time
5. Use the Student Support Materials

Lesson 10
Administer the unit’s assessment.

1. Practice the unit’s dialog with the students.

2. Lay a length of white paper on the floor. Group the students around the paper. Give each student a white candle. The students should then create illustrations of body parts, using the white candles. When the paper is filled with illustrations, have the students take turns washing the illustrations with a thin mixture of paint. Display the crayon-resist mural in the classroom or hallway.
Cycle C Advanced Creative Writing Activities

1. Fill in the blanks to complete the sentences below.

Júx'aa tóot astán du ___________________.
He has his __________________________ in a sling.
Du __________________________ káx ayaawayeesh du sadaat'aayí.
She pulled her scarf down over her _____________________________.

2. Use vocabulary words and phrases from the previous cycles to rewrite this sentence. Include the translation for your new sentence.

Daxdahéen yan yaawagás'. He fell on his face twice.

______________________________________________
3. Tie the sentences together by rewriting a portion of the sentence or by writing sentences between them to connect them to each other.

**Du gúk káx ayaawayeesh du sadaat'aayí.** She pulled her scarf down over her ears.

**Du oox kanat'á kahéeni yáx kawdisékw.** Her teeth are the color of blueberry juice.

4. Use one of the sentences below to write a series of sentences that lead up to the sentence you chose or use the sentence to begin your series.

**Kei guxlanúkts tá yá xáanaa.** Sleep will be sweet tonight.

**Du gúk káx ayaawayeesh du sadaat'aayí.** She pulled her scarf down over her ears.
oox
tooth
k’í

hip
tl’éik
finger
gáts
thigh
x’oos
foot
x’usgoosh

toe
keey
knee
t’eey shú
elbow
xeek
shoulder
káak’
forehead
téeey
chin
BASIC LISTENING
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.
Listen to the vocabulary words. Write the numbers under the pictures.
BASIC READING

Sight Recognition
k’í
tl’éik
jigei
oox
káak'
téey
Circle the word for each picture.
Circle the word for each picture.

oox
k’í
tl’éik
jigei
gáts
x’oos
x’usgoosh
keey
t’eey shú
xéek
káak’
téey

oox
k’í
tl’éik
jigei
gáts
x’oos
x’usgoosh
keey
t’eey shú
xéek
káak’
téey
Write the words from this unit in the boxes in horizontal, vertical, or diagonal forms. When all of the words are in the form, fill the other boxes with any letters. Exchange Word Finds with another student and circle the words in them.

Homemade Word Find
BASIC READING

Encoding
Cut out the word parts and glue them into the words.

<table>
<thead>
<tr>
<th>os</th>
<th>í</th>
<th>ts</th>
<th>ji</th>
</tr>
</thead>
<tbody>
<tr>
<td>éi</td>
<td>ée</td>
<td>ak’</td>
<td>oo</td>
</tr>
<tr>
<td>shú</td>
<td>x’usg</td>
<td>xe</td>
<td>ey</td>
</tr>
</tbody>
</table>
Cut out the letters and spell the word for the picture.
BASIC WRITING
Complete the words by writing in the missing letters.

k _ _ y
_’e _ _ shú
x _ _ _
x’_ _ s
x’u _ _ _ os_
_áa_
_é_y
_ _ x
_’í
_’éik
jig _ _
gá _ _
Write the correct vocabulary word next to each picture.
DIALOG ACTIVITY PAGE
(a) Wáa sá iwunee?

(b) Ax __________ wudichún.

(a) Gwátk sá i _________ wudichún?

(b) Tatgé.

Cut out the words below. Listen for which word(s) to put in the spaces in the dialog. Read the dialog as a group or in pairs as instructed. Change the word(s) after each round. Practice the dialog with another student.
UNIT ASSESSMENT
Provide each student with a copy of the **students’ pages**. Read the following questions; the students answer the questions on their copies of the assessment.

### Basic Listening

“Turn to page 1 in your test. Look at the pictures in the boxes.”

1. “Write the number 1 on top of the picture of oo*.”
2. “Write the number 2 on top of the picture of k’i.”
3. “Write the number 3 on top of the picture of tl’éik.”
4. “Write the number 4 on top of the picture of jigei.”
5. “Write the number 5 on top of the picture of gáts.”
6. “Write the number 6 on top of the picture of x’oos.”
7. “Write the number 7 on top of the picture of x’usgoosh.”
8. “Write the number 8 on top of the picture of keey.”
9. “Write the number 9 on top of the picture of t’eeey shú.”
10. “Write the number 10 on top of the picture of xeek.”
11. “Write the number 11 on top of the picture of káak.”
12. “Write the number 12 on top of the picture of téeey.”

### Sight Recognition

“Turn to page 3 in your test.”

“Look at the pictures in the boxes. Circle the word for each picture.”

### Decoding/Encoding

“Turn to page 5 in your test.”

“Look at the word parts in the boxes. Circle the other half or part of each word.”

### Basic Writing

“Turn to page 7 in your test.”

“Look at the pictures in the boxes. Write the word for each picture.”
Teacher: To get a percentage for this student's assessment:

divide the total number of questions correct by the total number of questions; multiply this answer by 100 to determine the percentage of questions answered correctly.
Circle the word for each picture.

- Oox k’i tl’éik jigei gáts x’oos x’usgoosh keey t’eeey shú xeeek káak’ téey
- Oox k’i tl’éik jigei gáts x’oos x’usgoosh keey t’eeey shú xeeek káak’ téey
- Oox k’i tl’éik jigei gáts x’oos x’usgoosh keey t’eeey shú xeeek káak’ téey
- Oox k’i tl’éik jigei gáts x’oos x’usgoosh keey t’eeey shú xeeek káak’ téey
Circle the word for each picture.

<p>| oo̱x k’í tl’éeik jigei gáts x’oo̱s x’usgoosh keey t’eeey shú xeek káak’ téey |
| oo̱x k’í tl’éeik jigei gáts x’oo̱s x’usgoosh keey t’eeey shú xeek káak’ téey |
| oo̱x k’í tl’éeik jigei gáts x’oo̱s x’usgoosh keey t’eeey shú xeek káak’ téey |
| oo̱x k’í tl’éeik jigei gáts x’oo̱s x’usgoosh keey t’eeey shú xeek káak’ téey |
| oo̱x k’í tl’éeik jigei gáts x’oo̱s x’usgoosh keey t’eeey shú xeek káak’ téey |
| oo̱x k’í tl’éeik jigei gáts x’oo̱s x’usgoosh keey t’eeey shú xeek káak’ téey |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>x'usg</td>
<td>os oosh ey ts ek ak' y shú x í ik ei</td>
<td>oo os oosh ey ts ek ak' y shú x í ik ei</td>
</tr>
<tr>
<td>k'</td>
<td>os oosh ey ts ek ak' y shú x í ik ei</td>
<td>jig os oosh ey ts ek ak' y shú x í ik ei</td>
</tr>
<tr>
<td>xe</td>
<td>os oosh ey ts ek ak' y shú x í ik ei</td>
<td>tl'é os oosh ey ts ek ak' y shú x í ik ei</td>
</tr>
</tbody>
</table>
UNIT 5
Family
Teacher’s Notes

“Family” is the theme of Unit 5. These vocabulary terms are used in Cycles C through Advanced C. Kinship terms must always be used with possessive pronouns, ax, haa, i, yee, du, has du (my, our, your, you all’s, his/hers/its, theirs). Kinship terms denote family relations and sometimes, clan relationships. An example of this is k'éilk': his sister’s child. Kéilk’ refers to a niece or nephew who is a member of the same clan as the uncle. Terms such as k'éilk’ reinforce the importance of clan relationships. The Student Support Materials (SSM) include images, mini-pictures, vocabulary word cards, student activity worksheets, and assessments. Practice the unit's sentence and dialog and encourage students to listen to the audio recording of a fluent speaker saying these words and sentences. Students should do their best to learn these terms well and commit them to long-term memory. Knowing these terms well will be an asset in future cycles when verb phrases are added and sentences become more complex. Kinship terms can be integrated throughout the year in many units.

Vocabulary Cycle B

tláak’w maternal aunt
káak maternal uncle
aat paternal aunt
atk’átsk’u child
yéet son
sée daughter
t’ukanéiyi baby
dachxán grandchild
daakanóox’u great, great grandparents
xúx husband
shát wife
kéilk’ his sister’s child

Unit’s Sentence

A higher level of reading and writing is not expected in this unit. Students should do their best to learn these terms well and commit them to long-term memory.

Unit’s Dialog

(a) Aadóo sá at x’éeshi i jeet aawatee? Who gave dry fish to you?
(b) Aaax x_______ ax jeet aawatee. My ________ gave it to me.

(a) Wáa sá duwasáawkw i_________? What’s your ________’s name?
(b) _______ yóo duwasáawkw. His/her name is ( _____ Name _____ ).
Teacher’s Notes

Cycle C introduces verbs to be used with the nouns presented in Cycle B. The focus is oral language development. The phrases in this lesson are first and third person, present (imperfective) and past (perfective) tenses of the verb “for someone to help someone.” Use the photos from Cycle B, SSM, as props for each of the sentences. Encourage students to listen to the audio recording of a fluent speaker saying these sentences. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme of “Family.” Spend time on listening activities.

Vocabulary Cycle C

Du dachxán eet wudishée. S/he is helping his/her grandchild.
Ax yadi éet xadishee. I helped my child.
Du yadi eet wudishée. He helped his child.
Du yéet éet wudishée. S/he is helping his/her son.

Teacher’s Notes

Continuing practice with the kinship terms. This cycle asks i dlaak’ ákyá?: Is this your sister? This is a question to be asked of a boy/man. To ask a girl “Is this your sister?,” one would have to ask I shátx (if older sister) or i kéek (if younger) ákyá? The command, “to point to one of the relatives,” gives students another opportunity to hear the command Du éet ch’íx’. Repeat the questions and commands with as many different students as possible. Listen to audio recording of a fluent speaker saying these sentences.

Vocabulary Cycle A Advanced

Wáa sá duwasáakw i tláa?
What is your mother’s name?
I dlaak’ ákyá? Is this your sister?
Du éet ch’íx’. Point at him/her.
Du xáni yan hán. Stand by him/her.
Teacher’s Notes

In Tlingit, adjectives are often part of the verb. The sentence in this cycle use the kinship terms from Cycle B, with words that describe them. This cycle also gives practice with possessive pronouns, ax (my) and du (his/her). These sentences can be used for practice with all of the kinship terms. Use the suggested lessons to teach these sentences. Listen to the audio recording of a fluent speaker saying the sentences to hear the correct pronunciation, rhythm, and cadence of the language.

Vocabulary Cycle B Advanced

Du xúx at daa tuwatee. Her husband is thoughtful.
Wé t’ukanéiyich tlákw aash-latin. His baby is always watching him.
Du sée ch’áagu tundantaan du jeewú. Her daughter is an old soul.
Du tlaak yadi akwdlixéitl’. His sister’s child is scared.

Teacher’s Notes

This cycle introduces new verbs and nouns to challenge students and give them more example sentences which they can use in their writing assignments. Use the suggested lessons and activities to give students practice writing these sentences. Teacher/learners will have new sentence patterns and vocabulary to challenge themselves.

Vocabulary Cycle C Advanced

Sh tóogaa xat ditee woochxán yéi haa wdateeyí. I am grateful that we are together.
Tlél wuduskú goodie sá kei ayawdikúx. Nobody knew where he fled to.
Yá atk’átsk’u li.oos ch’ak’yéis yáx. This child is as playful as a young eagle.
Keex’é shukát áwé shoodanookch ax léelk’w. My grandfather wakes up before dawn.
1. Fill in the blanks to complete the sentences below.

Keex’é shukát áwé shoodanookch ax ________________.
My ________________________________wakes up before dawn.
Yá ______________________________ li.oos ch’ak’ yéis yáx.
This ______________________________ is as playful as a young eagle

2. Use vocabulary words and phrases from the previous cycles to rewrite this sentence. Include the translation for your new sentence.

Keex’é shukát áwé shoodanookch ax léel’w. My grandfather wakes up before dawn.
3. Tie the sentences together by rewriting a portion of the sentence or by writing sentences between them to connect them to each other.

Yá atk’átsk’u li.oos ch’ak’yéís yáx. This child is as playful as a young eagle.

Keex’é shukát áwé shoodanookch ax léel’w. My grandfather wakes up before dawn.

4. Use one of the sentences below to write a series of sentences that lead up to the sentence you chose or use the sentence to begin your series.

Sh tóogaa xat ditee woochxán yéi haa wdateeyí. I am grateful that we are together.

Tlél wuduskú goodie sá kei ayawdikúx. Nobody knew where he fled to.
VOCABULARY PICTURES
tláak’w
maternal aunt
káak
maternal uncle
aat
paternal aunt
atk’átsk’u
child
yéet
son
sée
daughter
t’ukanéiyi
baby
dachxán
grandchild
daakanóox’u
great, great grandparents
xúx
husband
shát
wife
kéilk’

his sister’s child
BASIC LISTENING
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.
Listen to the vocabulary words. Write the numbers under the pictures.
BASIC READING

Sight Recognition
tláak'w
káak
aat
atk’átsk’u
yéet
sée
Circle the word for each picture.
Circle the word for each picture.

tláak’w káak aat atk’átsk’u yéet sée t’ukanéiyi dachxán daakanóox’ u xúx shát kéilk’

tláak’w káak aat atk’átsk’u yéet sée t’ukanéiyi dachxán daakanóox’ u xúx shát kéilk’

tláak’w káak aat atk’átsk’u yéet sée t’ukanéiyi dachxán daakanóox’ u xúx shát kéilk’

tláak’w káak aat atk’átsk’u yéet sée t’ukanéiyi dachxán daakanóox’ u xúx shát kéilk’
Write the words from this unit in the boxes in horizontal, vertical, or diagonal forms. When all of the words are in the form, fill the other boxes with any letters. Exchange Word Finds with another student and circle the words in them.

Homemade Word Find
Cut out the word parts and glue them into the words.

<table>
<thead>
<tr>
<th>tl</th>
<th>k’w</th>
</tr>
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<tbody>
<tr>
<td>ká</td>
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<tr>
<td>a</td>
<td></td>
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<td>atk’át</td>
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<td>anóox’u</td>
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<td>át</td>
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<tr>
<td>kéi</td>
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<th>ak</th>
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</thead>
<tbody>
<tr>
<td>éiyi</td>
<td>sk’u</td>
<td>sh</td>
<td>xán</td>
</tr>
<tr>
<td>x</td>
<td>ée</td>
<td>áa</td>
<td>yé</td>
</tr>
</tbody>
</table>
Cut out the letters and spell the word for the picture.
Complete the words by writing in the missing letters.

tlá __ ’w
k __ k
a __
atk’a __ u
yé __
__ ée
t’ukan __ i
__ _ hxán
d __ k _ nóox’u
x __ x
__ át
kē __ k’
<table>
<thead>
<tr>
<th>Photo 1</th>
<th>Photo 2</th>
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<tbody>
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<tr>
<td>Photo 3</td>
<td>Photo 4</td>
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<td>Photo 5</td>
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<td>Photo 9</td>
<td>Photo 10</td>
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<tr>
<td>Photo 11</td>
<td>Photo 12</td>
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</tr>
</tbody>
</table>

Write the words for the pictures.
(a) Aadóo sá at x’éeshi i jeet aawatee?

(b) Ax __________ ax jeet aawatee.

(a) Wáa sá duwasáakw i________?

(b) __________ yóo duwasáakw.
Tlingit Language Program

Unit Assessment
Teacher’s Notes

Cycle B Beginners Grade 7

Grade ____

Unit 5

Theme: Family

Date:________
Provide each student with a copy of the students’ pages. Read the following questions; the students answer the questions on their copies of the assessment.

**Basic Listening**

“Turn to page 1 in your test. Look at the pictures in the boxes.”

1. “Write the number 1 on top of the picture of tláak’w.”
2. “Write the number 2 on top of the picture of káak.”
3. “Write the number 3 on top of the picture of aat.”
4. “Write the number 4 on top of the picture of atk’átsk’u.”
5. “Write the number 5 on top of the picture of yéet.”
6. “Write the number 6 on top of the picture of sée.”
7. “Write the number 7 on top of the picture of t’ukanéiyi.”
8. “Write the number 8 on top of the picture of dachxán.”
9. “Write the number 9 on top of the picture of daakanóox’u.”
10. “Write the number 10 on top of the picture of xúx.”
11. “Write the number 11 on top of the picture of shát.”
12. “Write the number 12 on top of the picture of kéilk’.”

**Sight Recognition**

“Turn to page 3 in your test.”

“Look at the pictures in the boxes. Circle the word for each picture.”

**Decoding/Encoding**

“Turn to page 5 in your test.”

“Look at the word parts in the boxes. Circle the other half or part of each word.”

**Basic Writing**

“Turn to page 7 in your test.”

“Look at the pictures in the boxes. Write the word for each picture.”
Teacher: To get a percentage for this student's assessment:

divide the total number of questions correct by the total number of questions; multiply this answer by 100 to determine the percentage of questions answered correctly.
Circle the word for each picture.

tláak’w káak aat atk’átsk’u yéet sée t’ukanéiyi dachxán daakanóox’ u xúx shát kéilk’

tláak’w káak aat atk’átsk’u yéet sée t’ukanéiyi dachxán daakanóox’ u xúx shát kéilk’

tláak’w káak aat atk’átsk’u yéet sée t’ukanéiyi dachxán daakanóox’ u xúx shát kéilk’

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Circle the word for each picture.

tláak’w
káak aat
atk’átsk’u
yéet
sée
t’ukanéiyi
dachxán
daakanóox’
u xúx
shát
kéilk’

tláak’w
káak aat
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shát
kéilk’
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<th>yé</th>
<th>k'w ak at tsk'ú et e anéiyi xán anóox'ú úx át ilk'</th>
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