Learning our

Tlingit Language

Lingít | Cycles B through Advanced C | Beginners

Grades 5 & 6

Book 1
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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:

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

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**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 practice 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. For lesson instructions, see Appendix III. Some activities say SSM, which refer to the Student Support Materials provided in this book, 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, calenders, 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 from 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 ‘tlel’ 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 that 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.
See Appendix III for lesson instructions.
Lesson 1
Introduce the new vocabulary.

Listening
Major League
Jack Pot

Speaking
Go Fish
Huh?

Lesson 1
Introduce the new vocabulary.

Listening
Police Sketch Artist
Word Association Walk

Speaking
Make a Change
Whisper No Lies

Lesson 2
Review the unit’s vocabulary.

Basic Skills
Actions
What’s Your Letter?

Speaking
Make a Change
Toothpick

Lesson 2
Review the unit’s vocabulary.

Basic Skills
Vocabulary Chips
Wild Groups

Speaking
Numbers up
Illustrated Bingo

Lesson 2
Review the unit’s vocabulary.

Basic Skills
Horizontal Completion
Overhead Run

Speaking
Toothpick
Card Match

Lesson 2
Review the unit’s vocabulary.

Basic Skills
What’s Your letter?
Vocabulary Chips

Speaking
Illustrated Bingo
Name Card Spin
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<td>Back Match</td>
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<td>Who’s next?</td>
<td>Whisper</td>
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<table>
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<td><strong>Speaking</strong></td>
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<td>Ticking Time Bomb</td>
<td>Actions!</td>
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<td><strong>Reading</strong></td>
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<td>Comic match</td>
<td>Place That Sentence</td>
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</table>
Lesson 3
Review the unit’s vocabulary.

Speaking
High Card Draw
Rubbings

Reading
Sequential Reading
What’s the Answer?

Lesson 3
Review the unit’s vocabulary.

Speaking
Cat’s Cradle
Toothpick

Reading
Is This Your Word?
Definition Match

Lesson 3
Review the unit’s vocabulary.

Listening
Flashlight Find
Jack Pot

Speaking
Colander
Being Lippy

Lesson 3
Review the unit’s vocabulary.

Listening
Adapted Jenga
Flashlight Find

Speaking
Word Association Walk
Being Lippy

Lesson 3
Review the unit’s vocabulary.

Speaking
Rubbings
Colander

Reading
Sentences Halves
Lotto
Lesson 4
Introduce the unit’s sentence.

Creative Speaking
Happy Birthday
Who’s next?

Reading Comprehension
Ring! Ring!
Place that Sentence
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 sawé? Where is it from?
Goodé sá ituwatee? Where do you want to go?
Daa sá yéi kgsanéi 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 ktx 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 wushixéél’. S/he stopped believing, lost faith.

**Cycle C**

Wáa sá duwasáakw yá át? What do you call this?
Áyáx ákwé? Is that right?
X’oon gaaw sáyá? What time is it?
Wáa sá kuyatee? How’s the weather?
Wáa sás wootee wé kutí? How was the weather?
UNIT 2

Integrative Unit: Colors
**Integrative Unit 2**

**Cycle B**

- x’aan red
- x’éishx’w blue
- s’óow green
- dleit white
- t’ooch black
- s’ágwáat 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.
- Tléi 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 shaaawát. That woman camped at Auke Bay.

**Cycle C**

- Yínde Down
- Kínde Up
- Neiñáx Indoors
- Gáannax Outdoors
- Naaliyéi A far off distant pace
x’aan
ox’éishk’w
x’s’ooow
ééshk’w
dleit
t’oooch
s’agwáat
tl’áatl', sheix’w, l’ool
dáanaa
goon
UNIT 3

Integrative Unit: Time
## Integrative Unit 3

### Cycle B Advanced

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<tr>
<td><strong>Deixdhéen</strong></td>
<td>Twice</td>
</tr>
<tr>
<td><strong>Nas’gidahéen</strong></td>
<td>Three times</td>
</tr>
<tr>
<td><strong>Daax’oondahéen</strong></td>
<td>Four times</td>
</tr>
<tr>
<td><strong>Keijindahéen</strong></td>
<td>Five times</td>
</tr>
</tbody>
</table>

### Cycle B

- **tsóotaatx’** in the morning
- **ts’ootaat** morning
- **taatx’** at night
- **taat** night
- **nisdaat** last night
- **yakyee, yagiyyee** day, afternoon
- **tatgé** yesterday
- **yeedát** now
- **tlei 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
- **sitgawsán** noon
- **ch’ú** still
- **dziyáak** just recently
- **dziiyáagin** soon, after a while
- **adax** after that, and then
- **tsóök’** again

### 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’ool’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?

### Cycle C

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

### Cycle A Advanced

- **Xat natée.** Imitate me.
- **Tleix uxtanwei tli.** Pick one.
- **Aadoo sá eet kuwahaa?** Whose turn is it?
- **I eet kuwahaa.** It’s your turn.
- **L’é s’é** Wait.
VOCABULARY
PICTURES
Ts’ootaat
Morning
Ts’ootaatx’
In the morning
Taat
Night
Taatx’
At night
Taat sitgaawsaan
Midnight
Nisdaat
Last night
Yagiyyee
Day, afternoon
Yakyee
Day, afternoon
Tatgé
Yesterday
Yeedát
Now
Tlei yeedát
Right now
Xáanaa
Evening
Xáanaax’
In the evening
Ch’áakw
Long time ago, ancient times
Aagaa ayoo
During, around the time of it
Sitgaawsaan
Noon
Ch’ú
Still
Dziyáak
Just recently
Dziyáagin
Soon, after a while
Adax After that
Tsook’
Again
BASIC READING

Sight Recognition
yagiye tatgé yeedát
tlei yeedá̱t
xáana
xáanax
dziyáagin

adax

‘tsóok'
UNIT 4

More 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), and du (his/her/its). Students can get lots of practice with the dialog, substituting the body parts nouns. These nouns will continue to be used throughout all future cycles of this unit, Body Parts. It is to the students’ advantage to master this vocabulary so that they concentrate on the verb phrases to be introduced in Cycles C through Advanced C. Lessons have been selected for use with these terms and the SSM has images and student activity sheets to help students learn these words and store them in long-term memory. Encourage students to listen to the audio recording of a fluent speaker saying the words, sentences, and dialog.

**Teacher’s Notes**

**Vocabulary Cycle B**

oox tooth  
k’í hip  
trl’ék finger  
jigei arm  
gáts thigh  
x’oos foot  
x’usgoosh toe  
keey knee  
t’eeey shú elbow

**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 first and second person, imperfective (present) tense of the verb “to bend a moveable joint.” Use the photos from Cycle B, Student Support Materials (SSM) as props for each of the sentences. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. 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. Remember to follow the DLP process, spending lots of time on listening.

Vocabulary Cycle C

Ax t’eeyshu yaa neetéen. You are bending my elbow.
Ax keey yaa kanxatán. I am bending my knee.
Ax tl’eik yaa kanxatán. I am bending my finger.
Ax x’ustl’eik yaa kanxatán. I am bending my toe.

Teacher’s Notes

The simple question and answer gives students lots of listening practice. Use the pictures from SSM or stuffed animals or puppets to ask ________ ákyá? Is this_______? Students who have good pronunciation can take turns asking the class the questions. Encourage students to listen to the audio recording of a fluent speaker.

Vocabulary Cycle A Advanced

_______ ákyá? Is this_______?
Aáá. Yes.

Commands

At shí. Touch it.
At yishí. Touch it. (pl)
Kindevi i _______. Raise your ________.
Yíndevi 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 actions, including **Du keey oolichun**: She twisted her knee. The literal translation for **Ax oox aakoonei oowaxíx**--My tooth is loose--is “the tooth is working its way out,” so this phrase might not work with other body parts. Use the suggested lessons and listen to the audio recording of a fluent speaker to teach these sentences.

Vocabulary Cycle B Advanced

**Du yá yak'éi.** Her face is clean.  
**Yées adoo k’í du jeewú.** He’s got a new hip.  
**Ax oox aakoonei oowaxíx.** My tooth is loose.  
**Du keey oolichun.** She twisted her knee.  
**Du l’óot’ wudicách.** She has a swollen tongue.

Teacher’s Notes

Cycle C Advanced gives students opportunity for practice with body parts and animals. Use puppets, stuffed animals or pictures to teach these descriptive sentences. You can ask a student to carry a mountain goat on his shoulders when teaching **Du xikshá káx yaa anayéin wé ján(w)u**: He is carrying the mountain goat on his shoulder. Use the writing exercises to get students started writing their own sentences.

Vocabulary Cycle C Advanced

**S'igeidí l'eedí yawúx' ka k’áatl’ yáx yatee.** A beaver’s tail is wide and flat.  
**S'ee k l'eedí tléil ulyát’.** A black bear’s tail is short.  
**Du xikshá káx yaa anayéin wé ján(w)u.** He is carrying the mountain goat on his shoulder.  
**Shí anax naadáa wé taan geení.** There is blood coming from the sea lion’s tail flippers.
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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.

Du xikshá káx yaa anayéin wé ___________. He is carrying the ______________ on his shoulder.

S’eeck l’eedí ______________. A black bear’s tail is ______________.

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

Du xikshá káx yaa anayéin wé ján(w)u. He is carrying the mountain goat on his shoulder.
3. Tie the sentences together by re-writing a portion of the sentence or by writing sentences between them to connect them to each other.

S'ee-k l'eedí tléil ulyát'. A black bear's tail is short.

Du xikshá káx yaa anayéin wé ján(w)u. He is carrying the mountain goat on his shoulder.

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.

Shí anax naadaa wé taan geeni. There is blood coming from the sea lion's tail flippers.

Du xikshá káx yaa anayéin wé ján(w)u. He is carrying the mountain goat on his shoulder.
VOCABULARY
PICTURES
ooth
k’í
hip
tl’éik
finger
jigei
arm
gáts
thigh
x’oos
foot
x’usgoosh

toe
keey
knee
t’ee y shú
elbow
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.
Write the numbers given for the vocabulary word under the picture.
BASIC READING

Sight Recognition
tl’éik
k’í
oox
x’oos
gáts
jigei
Circle the word for each picture.

- x’oos
- x’usgoosh
- keey
t’eey shú
- oox
- k’i
tl’iéik
- jigei
gáts

- x’oos
- x’usgoosh
- keey
t’eey shú
- oox
- k’i
tl’iéik
- jigei
gáts

- x’oos
- x’usgoosh
- keey
t’eey shú
- oox
- k’i
tl’iéik
- jigei
gáts

- x’oos
- x’usgoosh
- keey
t’eey shú
- oox
- k’i
tl’iéik
- jigei
gáts
Circle the word for each picture.
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.
BASIC READING

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

_________________os

x’usgo____________

____________y

t’eey____________

____________x

____________’í

tl’_____________

ji_____________

gá_____________

osh  gei  oo  x’o

shú  ts  kee  éik

k
Cut out the letters and spell the word for the picture.

l’kite
BASIC WRITING
Complete the words by writing in the missing letters.

\[
\begin{align*}
x' & \_ \_ \_ s \\
x' & \_ \_ \_ goosh \\
k & \_ \_ y \\
t'eey & \_ \_ \_ \\
\_ & \_ \_ x \\
\_ & 'í \\
\_ & 'éik \\
jig & \_ \_ \\
gá & \_ \_ \\
\end{align*}
\]
Write the correct vocabulary word next to each picture.

[Blank lines for vocabulary words]
Cut out the words below. Listen for which word(s) to put in the spaces in the dialog. Read the dialog as a group and 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 t’eey shú.”
2. “Write the number 2 on top of the picture of keey.”
3. “Write the number 3 on top of the picture of x’usgoosh.”
4. “Write the number 4 on top of the picture of oox.”
5. “Write the number 5 on top of the picture of k’í.”
6. “Write the number 6 on top of the picture of tl’éik.”
7. “Write the number 7 on top of the picture of jigei.”
8. “Write the number 8 on top of the picture of gáts.”
9. “Write the number 9 on top of the picture of x’oos.”

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.”
Unit Assessment

Student Pages

Cycle B Beginners Grade 5-6

Unit 4

Theme: More Body Parts

Date:________

Student’s Name:_________________

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.
x’oos
x’usgoosh
keey
t’eey shú
oox
k’í
tl’éik
jigei
gáts
gá
í
ík
gei
ts
os
goosh
eey
y shú
x

ji
í
ík
gei
ts
os
goosh
eey
y shú
x

x’o
í
ík
gei
ts
os
goosh
eey
y shú
x
Teacher’s Notes

Family is the theme of Unit 5. The 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). The SSM includes images, mini-pictures, vocabulary word cards, student activity worksheets, and assessments. Practice the unit sentence and dialog and encourage students to listen to the audio recording of a fluent speaker saying the words, sentences and dialog. 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

Unit’s Sentence

Ax ______ at x’éeshi ax jeet aawatee.
My _____________ gave me dry fish.

Unit’s Dialog

(a) Aadóó sá at x’éeshi i jeet aawatee?
Who gave dry fish to you?

(b) Ax _____________ ax jeet aawatee.
My _____________ gave it to me.

(a) Wáa sá duwasáakw i___________?
What’s your _____________’s name?
(b) ________ yóo duwasáakw.
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 person, present tense of the verb “for someone to help someone.” Use the photos from Cycle B Student Support Materials (SSM) as props for each of the sentences. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme “family.” Remember to follow the DLP process, spending lots of time on listening activities before asking students to speak.

Vocabulary Cycle C

Ax xúx eet xwadishée. I am helping my husband.
Ax shát eet xwadishée. I am helping my wife.
Ax sée eet xwadishée. I am helping my daughter.
Ax t’ukanéiyi eet xwadishée. I am helping my baby.

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 more opportunity to hear the command Du éet ch’íx’.

Vocabulary Cycle A Advanced

Aadóo sáwé? Who is that?
Ax tláa áyá. This is my mother.
I dlaak’ ákyá? Is this your sister?
Aáá, ax dlaak’ áwé. Yes, that is my sister.

Command
Du éet ch’íx’. Point at him/her.
Teacher’s Notes

In Tlingit, adjectives are often part of the verb. The sentences 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 and listen to the audio recording of a fluent speaker saying these sentences.

Vocabulary Cycle B Advanced

Ax tláak'w du tuwóo sigóo. My maternal aunt is happy.  
Ax léelek’w shakligéi. My grandmother is beautiful.  
Du yéet kunax wudishée. Her son is helpful.  
Du tláa tuli.aan. His mother is gentle.

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 writing assignments to give students practice in writing Tlingit sentences. Teacher/learners will have new sentence patterns and vocabulary to challenge themselves.

Vocabulary Cycle C Advanced

Wé kaa káx yóo x’atángi ch’a yeisú du jeet x’awditán. The lawyer just called him.  
Ch’a yeisú áa tuwdi.ús. He’s still pouting over there.  
Wé t’akoonéiyi de sh jiwdlitsín. The baby is gaining strength.  
S’eenáa ayakawlikís’. She turned off the light.
Lesson 1
Introduce the new vocabulary.

Basic Listening
1. Mini Pictures
2. Illustration Sequence

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

Lesson 2
Review the unit’s vocabulary.

Basic Listening
1. Nod and Clap
2. Over and Under

Basic Speaking
3. Right or Wrong?
4. Visual Memory
5. Under The Bridge

Lesson 3
Review the unit’s vocabulary.

Basic Listening
1. Let’s Move
2. Number My Word

Basic Speaking
3. Right or Wrong?
4. Stick of Chance
5. Under The Bridge

Lesson 4
Introduce the unit’s sentence.

Basic Listening
1. Locomotive

Basic Speaking
3. Hand Tag
4. Illustration Build-Up
5. Mesh Words

Lesson 5
Review the unit’s sentence.

Basic Listening
1. Locomotive
2. Funnel Vision

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

Lesson 6
Review the unit’s vocabulary.

Basic Reading–Sight
1. Sight Word Bingo
2. Configurations
3. Funnel Words
4. String Along
5. Use the Student Support Materials

See Appendix III for lesson instructions.
Lesson 7
Review the unit’s vocabulary.

Basic Reading - Encoding
1. Overhead Encode
2. Consonant/Vowel Cards
3. Mixed-Up Words
4. Letter Encode
5. Use the Student Support Materials

Lesson 8
Review the unit’s vocabulary.

Basic Writing
1. Alphabet Code
2. Wrong!
3. Rubbings
4. Horizontal Completion
5. Use the Student Support Materials

Lesson 9
Review the unit’s vocabulary.

Basic Writing
1. Numbered Illustrations
2. Back Writing
3. Yarn Spell
4. Word Completion
5. Use the Student Support Materials

Lesson 10
Administer the unit’s assessment.

1. Practice the unit’s dialog with the students.
2. Mount a length of mural paper on the board. Have each student tell his/her clan - map the clans on the mural paper. Take a digital portrait of each student. Provide the students with their pictures. The students should glue their pictures beside their names on the clan chart. Display the completed clan mural in the classroom or hallway.
Cycle C Advanced Creative Writing Activities

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

Wé ________________ de sh jiwdlitsín. The ________________ is gaining strength.

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

Wé kaa káx yóo x’atángi ch’a yeisú du jeet x’awditán. The lawyer just called him.
3. Tie the sentences together by re-writing a portion of the sentence or by writing sentences between them to connect them to each other.

Wé t’akoonéiyi de sh jiwdlitsín. The baby is gaining strength.

S’eenáa ayakawlikis’. She turned off the light.

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.

Wé kaa káx yóo x’atángi ch’a yeisú du jeet x’awditán. The lawyer just called him.

Ch’a yeisú áa tuwdi.ús. He’s still pouting over there.
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
Cut out the vocabulary pictures. Show the pictures for the word given.
Cut out the vocabulary pictures. Show the pictures for the word given.
Listen to the vocabulary words. Write the numbers under the pictures.
BASIC READING

Sight Recognition
atk’átsk’u
‘yéet
sée
t'ukanéiyi
dachxán
daakanóox'u
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
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.

Home Made Word Find
Have the students cut out the word parts and glue them into the words.

tlá__________

k__________k

a__________

atk’á__________

__________et

s__________

t’uka__________

__________xán

daakanó__________
Cut out the letters and spell the word for the picture.
BASIC WRITING
Complete the words by writing the missing letters.

_ _ _ ak’w
k_ _ k
a_ _ 
_ _ _ ’átsk’u
yé_ _ 
_ée
t’ukané_ _ _ 
_ _ _ hxán
da_ _ _ nóox’_
Write the correct vocabulary word next to each picture.

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(a) Aadóo sá at x’éeshi i jeet aawatee?

(b) Ax _______________ ax jeet aawatee.

(a) Wáa sá duwasáakw i____________?

(b) _______________ yóo duwasáakw.

aat
atk’átsk’u
t’ukanéiyi
káak
yéet
dachxán
tláak’w
sée
daakanóox’u
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 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.”

**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.”
Circle the word for each picture.
Circle the word for each picture.

tleak’w
káak
aat
atk’átsk’u
yéet
sée
t’ukanéiyi
dachxán
daakanóox’u

tleak’w
káak
aat
atk’átsk’u
yéet
sée
t’ukanéiyi
dachxán
daakanóox’u

tleak’w
káak
aat
atk’átsk’u
yéet
sée
t’ukanéiyi
dachxán
daakanóox’u