Learning our

Tlingit Language

Lingít | Cycles B through Advanced C | Beginners

Grade 7

Book 2

Sealaska Heritage Institute
The 12 vocabulary words in Cycle B name traditional food items. Cycle B includes ten suggested lessons and Student Support Materials (SSM). The SSM includes images, student worksheets, unit’s sentence and dialog sections, and assessments. If some of the “food” vocabulary is very familiar to the students, they may learn the vocabulary quickly. If so, move on to the next cycle, which will add new phrases which build on the theme of “food.” Once the students learn these terms and commit them to long-term memory, they can focus their learning on the new vocabulary to be presented in Cycles C through Advanced C.

### Vocabulary Cycle B

- kóox rice
- suktéitl’ beach asparagus
- at x’éeshi dry fish
- náayadi half dried fish
- gáax’w herring eggs
- kaháakw salmon eggs
- laak’ásk black seaweed
- k’áach’ red seaweed
- káaxwei coffee
- tsaa eixí seal oil
- saak eexí ooligan oil
- gwádaa butter

### Unit’s Sentence

_________________ gé ijeewú?
Do you have ____________________?

### Unit’s Dialog

(a) ______________ gé ijeewú?
Do you have ____________________?

(b) Tléik’, ______________ ax jeewú ku.aa. No, but I have ____________________.

(a) ______________ ituwasigóo akgé? Do you want ____________________?

(b) Aáá. Yes. / Tléik’. No.
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 “to eat something,” “to use something,” and “to sip something.” 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 “food.”

Vocabulary Cycle C
Laak’ásk axá. S/he is eating black seaweed.
Tsaa eixí yéí aya.óó. S/he is using seal oil.
K’áach’ axá. S/he is eating red ribbon seaweed.
Saak eexí átx alyéix. S/he is using ooligan oil (to make something).
Linúkdi héen adaná. S/he is drinking juice (sweet water).

Teacher’s Notes
Advanced A continues the theme “food” and asks a simple yes/no question. Students will hear the repetition and will be able to respond to the question. Encourage students to listen to the audio recording of a fluent speaker saying these sentences. The command form of the verb can be used during snack and meal times, as well as in language lessons. As in Cycle C, the focus is on oral language development. If students learn the material quickly, move forward to the next cycle to learn new phrases related to the theme. Notice the kinship term in the closure sentence.

Vocabulary Cycle A Advanced
Daa sáwé eexá? What are you eating? ______________ xaxá. I am eating ______________.
Daa sáwé idaná? What are you drinking? ______________ xadaná. I am drinking ______________.

Commands
Idaná! Drink it!
Yidaná! Drink it! (pl)

Closure Sentence
____________ ax léelk’w éet uwaháa. My grandparent is hungry for ________________.
Teacher’s Notes

This cycle introduces adjectives, which in Tlingit are part of the verb. If you can bring in real or even fake food, the students can hold the objects and pretend to eat it or drink it. All of the food vocabulary words can be substituted in these sentence patterns. If you are fortunate enough to work with a fluent speaker, you can turn all of these sentences into questions which students can answer with Aa.á: yes, or Tléik’: no. Encourage students to listen to the audio recording of a fluent speaker so they can hear the pronunciation, rhythm, and cadence of spoken Tlingit.

Vocabulary Cycle B Advanced

Laak’ásk oowaxook dé. This black seaweed is dry now.
At x’éeshi ax x’éi yak’éi. This dry fish is tasty.
Wusí.áax’w ax yat’aayi héen. My coffee is bitter.
Yées wé gáax’w. The herring eggs are fresh.

Teacher’s Notes

The focus of Cycle C Advanced is creative writing. By this cycle, students may be able to read and write simple sentences. This cycle gives five complex sentences for students to use as samples for their own writing. Students can substitute words from the vocabulary list that make sense in that pattern.

Vocabulary Cycle C Advanced

Akawsitaayi tléikw kagádaa tónáx akawlicháa. He strained the boiled berries through cheesecloth.
Ku.éex’dei nasxóot’ yá kakáshxíl! Pack the steamed berries to the potlatch!
Xáanaa atxaayí yis gáx akawlis’úk. She fried rabbit for dinner.
Wé dleey yat’éex’. The meat is tough.
Tsaa eixí teen áwé yak’éi t’á at x’éeshi. Dry fish king salmon is good with seal oil.
Cycle C Advanced Creative Writing Activities

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

_________________________________ dei nasxóot' yá kakáshxi!

Pack the steamed berries to __________________________________!

Xáanáa atxaayí yís ___________________________ akawlis'úk.

She fried _________________________________ for dinner.

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

_________________________________

_________________________________

_________________________________

_________________________________

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

**Ku.éex’dei nasxóot’ yá kakáshxi!** Pack the steamed berries to the pot-latch!

**Tsaa eiýí teen áwé yak’éi t’á at x’éeshi.** Dry fish king salmon is good with seal oil.

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

**Akawsitaayi tléikw kagádaa tóonáx akawlicháa.** He strained the boiled berries through cheesecloth.

**Ku.éex’dei nasxóot’ yá kakáshxi!** Pack the steamed berries to the pot-latch!
VOCABULARY
PICTURES
kóox
rice
suktéitl’
beach asparagus
at x’éeshi
dry fish
náayadi
half dried fish
gáax’w
herring eggs
kaháawk
salmon eggs
laak’ásk
black seaweed
k’áach’
red seaweed
káaxwei
coffee
saak eexí
ooligan oil
gwádaa
butter
BASIC LISTENING
Cut out the vocabulary pictures. Show the picture for the vocabulary word given.
Cut out the vocabulary pictures. Show the picture for the vocabulary word given.
Listen to the vocabulary words. Write the numbers under the pictures.
kóox
suktéitl'
at x'éeeshi
náayadi
gáax’w
kaháakw
laak'ásk
k'áach
káaxwei
Circle the word for each picture.

<table>
<thead>
<tr>
<th>Word</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>kóox</td>
<td>suk'téitl'</td>
</tr>
<tr>
<td>at x'éeshi</td>
<td>naayadi</td>
</tr>
<tr>
<td>gáax'w</td>
<td>kaháakw</td>
</tr>
<tr>
<td>laaḵ'ásk</td>
<td>k'áach'</td>
</tr>
<tr>
<td>káaxwei</td>
<td>tsaa eixí</td>
</tr>
<tr>
<td>saak eeixí</td>
<td>gwádaa</td>
</tr>
</tbody>
</table>
Circle the word for each picture.

kóox suk'téiltl’ at x’éeshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei tsaa eixí saak eexí gwádaa

kóox suk'téiltl’ at x’éeshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei tsaa eixí saak eexí gwádaa

kóox suk'téiltl’ at x’éeshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei tsaa eixí saak eexí gwádaa

kóox suk'téiltl’ at x’éeshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei tsaa eixí saak eexí gwádaa
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.

l________sk
k’________h’
k________wei
at __________shi
n________di
g________x’w
k________kw
tsaas ________
saak __________
g________aa
k________x
suk________tl’

<table>
<thead>
<tr>
<th>áaya</th>
<th>aak’á</th>
<th>wád</th>
<th>x’ée</th>
</tr>
</thead>
<tbody>
<tr>
<td>áac</td>
<td>eexí</td>
<td>óo</td>
<td>eixí</td>
</tr>
<tr>
<td>téi</td>
<td>aháa</td>
<td>áax</td>
<td>áa</td>
</tr>
</tbody>
</table>
Cut out the letters and spell the word for the picture.

é h t e s i a x’
BASIC WRITING
Complete the words by writing in the missing letters.

k’á _ _ h’
ká _ _ _ ei
_ _ aa _ _ ixí
_ t _ x’ _ _ shi
_ _ ay _ _ di
_ á _ _ ’w
_ _ háa _ _
_ _ ak’ _ sk
s _ _ k _ _ exí
_ ó _ x
s _ kté _ _ t _ ’
_ w _ _ daa
Write the correct vocabulary word next to each picture.
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.

<table>
<thead>
<tr>
<th>gē ijeewú?</th>
<th>tluik', ______ ax jeewú ku.aa.</th>
<th>ituwasigóo akgé?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>(b)</td>
<td>(b)</td>
</tr>
<tr>
<td>Áa.á / Tléik'</td>
<td>káaxwei</td>
<td>kháákw</td>
</tr>
<tr>
<td>laak'ásk</td>
<td>kóox</td>
<td>tsaa eexí</td>
</tr>
<tr>
<td>ngaayadi</td>
<td>gwádaa</td>
<td>k'áach'</td>
</tr>
<tr>
<td>at x'éeshi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT ASSESSMENT
Tlingit Language Program

Unit Assessment
Teacher’s Notes

Cycle B Beginners Grade 7

Grade _____

Unit 6

Theme: More Food

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 kóox.”
2. “Write the number 2 on top of the picture of suktéitl’.”
3. “Write the number 3 on top of the picture of at x’éeshi.”
4. “Write the number 4 on top of the picture of náayadi.”
5. “Write the number 5 on top of the picture of gáax’w.”
6. “Write the number 6 on top of the picture of kaháakw.”
7. “Write the number 7 on top of the picture of laak’ásk.”
8. “Write the number 8 on top of the picture of k’áach’.”
9. “Write the number 9 on top of the picture of káaxwei.”
10. “Write the number 10 on top of the picture of tsaa eixí.”
11. “Write the number 11 on top of the picture of saak eexí.”
12. “Write the number 12 on top of the picture of gwádaa.”

**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.”
# Correct:       % Correct: 

Unit Assessment

Student Pages

Cycle B Beginners Grade 7

Unit 6

Theme: More Food

Date:________

Student’s Name:________________

Grade:____

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.

kóox suktéitl’ at x’éeshi náayadi gáax’w kaháakw laaḵ’ásk k’áach’ káaxwei tsaa eixí saak eexí gwádaa

kóox suktéitl’ at x’éeshi náayadi gáax’w kaháakw laaḵ’ásk k’áach’ káaxwei tsaa eixí saak eexí gwádaa

kóox suktéitl’ at x’éeshi náayadi gáax’w kaháakw laaḵ’ásk k’áach’ káaxwei tsaa eixí saak eexí gwádaa

kóox suktéitl’ at x’éeshi náayadi gáax’w kaháakw laaḵ’ásk k’áach’ káaxwei tsaa eixí saak eexí gwádaa
Circle the word for each picture.

<table>
<thead>
<tr>
<th>kóox suktéitl’ at x’ëeeshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei tsaa eixí saak eexí gwádaa</th>
<th>kóox suktéitl’ at x’ëeeshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei tsaa eixí saak eexí gwádaa</th>
</tr>
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<tbody>
<tr>
<td>kóox suktéitl’ at x’ëeeshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei tsaa eixí saak eexí gwádaa</td>
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</tr>
<tr>
<td>kóox suktéitl’ at x’ëeeshi náayadi gáax’w kaháakw</td>
<td></td>
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<tr>
<td>gwá</td>
<td>eixí́ k’ásk akw ox téitl’ daa eexí́ shí ch’ xwei yadi x’w</td>
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<tr>
<td>laa</td>
<td>eixí́ k’ásk akw ox téitl’ daa eexí́ shí ch’ xwei yadi x’w</td>
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<tr>
<td>káa</td>
<td>eixí́ k’ásk akw ox téitl’ daa eexí́ shí ch’ xwei yadi x’w</td>
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<tr>
<td>at x’ée</td>
<td>eixí́ k’ásk akw ox téitl’ daa eexí́ shí ch’ xwei yadi x’w</td>
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<td>kó</td>
<td>eixí́ k’ásk akw ox téitl’ daa eexí́ shí ch’ xwei yadi x’w</td>
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<tr>
<td>tsaa</td>
<td>eixí́ k’ásk akw ox téitl’ daa eexí́ shí ch’ xwei yadi x’w</td>
</tr>
</tbody>
</table>
Teacher’s Notes

This unit reviews Units 4-6. Phrases have been selected for review. If your students already know these, select others for extra practice. Use the suggested lessons and the Student Support Materials (SSM) to practice the vocabulary. The “body parts,” “kinship” and “food” themes will continue in Cycles C through Advanced C. If students can master the noun vocabulary and commit the terms to long-term memory, they can focus on learning the verbs in the next four cycles.

Vocabulary Cycle B

gáts thigh
káak’ forehead
téey chin
aat paternal aunt
xúx husband
shát wife
kéilk’ his sister’s child
náayadi half dried fish
kaháakw salmon eggs
tsaa eixí seal oil
saak eexí ooligan oil
gwádaa butter
Teacher’s Notes

The review unit gives an added opportunity for more practice with the verb patterns. Units 4-6 introduce the verbs for “washing,” “helping,” “drinking,” and “eating.” Choose your review sentences based on your students’ progress. Encourage students to listen to the audio recording of a fluent speaker saying these sentences so they can hear the pronunciation, rhythm, and cadence of spoken Tlingit.

Vocabulary Cycle C

**Du yá a.ús’kw.** S/he is washing his/her face.

**Du yádi éet wudishée.** S/he is helping his/her child.

**Du yéet éet wudishée.** S/he is helping his/her son.

**Laak’ásk axá.** S/he is eating black seaweed.

Teacher’s Notes

This review unit gives students more practice with the phrases from Units 4-6. By this cycle, students should know all of the nouns from the units on “body parts,” “family,” and “food.” The commands are familiar TPR commands. Encourage students to listen to the audio recording of a fluent speaker saying these sentences. One of the outcomes from a review unit is the sense of accomplishment that both the students and teachers can feel. As students commit more phrases to long-term memory, their confidence builds and they are ready to move forward to the next cycle.

Vocabulary Cycle A Advanced

**Kíndeí i _____________.**

Raise your _____________.

**Yíndeí i _____________.**

Lower your _____________.

**Daa sá idaná?** What are you drinking?

_____________________ ax

**léelk’w éet uwaháa.**

My grandparent is hungry for____________________________.
Teacher’s Notes

As in the other review cycles, we have selected sentences for the students to so they can get more practice. If you see that there are other sentences in units 4-6 where students need more work, select those. You can continue to use the SSM and any other props that you have. Encourage students to listen to the audio recording of a fluent speaker saying these sentences. Sometimes students like to review sentences that they already know well to remind themselves that “Yes, I am learning Tlingit!”

Teacher’s Notes

Choose these sentences or others from units 4-6 that are most appropriate for your students. Students can use these sentence patterns to revise slightly for their own sentences. The more practice they have with writing these sentences, the more familiar they become with Tlingit sentence patterns. Use the suggested activities.

Vocabulary Cycle B Advanced

Du x’ás’ téey latseen. He has a strong jaw.
Ax xeik tléil ulsteen. My arm feels weak.
Du xúx at daa tuwatee. Her husband is thoughtful.
At x’éeshi ax x’éi yak’éi. This dry fish is tasty.

Vocabulary Cycle C Advanced

Daxdahéen yan yaawagás’. He fell on his face twice.
Keex’é shukát áwé shoodanookch ax léelk’w. My grandfather wakes up before dawn.
Wé dleey yat’éex’. The meat is tough.
Tsaa eixí teen áwé yak’éi t’á at x’éeshi. Dry fish king salmon is good with seal oil.
1. Fill in the blanks to complete the sentences below.

Keex’é shukát áwé ______________________________ ax léelk’w.
My grandfather ______________________________ before dawn.

Wé dleey ______________________________.
The meat ______________________________.

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

Wé dleey yat’éex’. The meat is tough.

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

Wé dleey yat’éex’. The meat is tough.

Tsaa eixí teen áwé yak’éi t’á at x’éeshi. Dry fish king salmon is good with seal oil.

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.

Tsaa eixí teen áwé yak’éi t’á at x’éeshi. Dry fish king salmon is good with seal oil.

Keex’é shukát áwé shoodanookch ax léelk’w. My grandfather wakes up before dawn.
VOCABULARY PICTURES
gáts
thigh
káak’
forehead
téey
chin
aat

paternal aunt
xúx
husband
shát
wife
kéilk’

his sister’s child
kaháakw
salmon eggs
tsaa eixí
seal oil
saak eexí
ooligan oil
gwádaa
butter
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.

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</tbody>
</table>
BASIC READING

Sight Recognition
aat

xúx

shát
kahaawk

náayadi

kéilk’
tsaa eixí
saak eexí
gwádaa
Circle the word for each picture.
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.

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

áa  éíl  úx  há
háak  wád  át  saa
aa  aak  áaya  éé
Cut out the letters and spell the word for the picture.
Complete the words by writing in the missing letters.

$g \_ t \_ \_
_ áa _'
_ ée _
_ a _
_ x _ x
_ há _
_ éi _ k'
_ n_ _ yadi
k _ h _ a _ kw
_ t _ _ _ _ ixí
s _ _ k _ exí
_ wád _ _
Write the correct vocabulary word next to each picture.
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 gáts.”
2. “Write the number 2 on top of the picture of káak.”
3. “Write the number 3 on top of the picture of téey.”
4. “Write the number 4 on top of the picture of aat.”
5. “Write the number 5 on top of the picture of xúx.”
6. “Write the number 6 on top of the picture of shát.”
7. “Write the number 7 on top of the picture of kéilk’.”
8. “Write the number 8 on top of the picture of náayadi.”
9. “Write the number 9 on top of the picture of kaháakw.”
10. “Write the number 10 on top of the picture of tsaa eixí.”
11. “Write the number 11 on top of the picture of saak eexí.”
12. “Write the number 12 on top of the picture of gwádaa.”

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 7

Unit 7

Theme: Unit 7 Review

Date:________

Student’s Name:________________

Grade:____

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.
Circle the word for each picture.
Teacher’s Notes

This unit on “home” introduces 12 vocabulary words, all nouns. Ten lessons are suggested. Images, student activity worksheets, a unit’s sentence and dialog, and assessment are included in the Student Support Materials (SSM). The lessons and SSM follow the Developmental Language Process (DLP) beginning with listening and speaking exercises. Encourage students to listen to the audio recording of a fluent speaker saying the vocabulary words, unit’s sentence and dialog so they can hear the pronunciation, rhythm, and cadence of the spoken language. The theme, “home” is carried through four more cycles with each cycle adding new verb phrases. Students should do their best to learn these nouns well enough to commit them to their long-term memory. When students have mastered these nouns, they can concentrate on learning the new verb phrases, which will be introduced in Cycle C through Advanced C.

Vocabulary Cycle B

áa at gadus.ee yé kitchen
áa at duxá yé dining room
áa at du.us’k’ yé wash room
aadéi yóo aya.atgi yé bathroom
naa.át daakeidí closet
táay garden
nadáakw table
káayagijeit chair
s’eenáa light
gáach rug
yee.áti bed
x’úx’ daakeidí book shelf

Unit’s Sentence

Wé __________ tudé/kátx’ xwaatee. I put it in/on the ________________.

Unit’s Dialog

(a) Goot ax’ sá yan iyatee wé _______________? Where did you put the _______________? (or other review vocabulary)
(b) Goosu wé _______________? Where is the _______________?

(a) Wé ______________ tudé/kátx’ xwaatee. I put it in/on the _______________.
(b) Gunalchéesh. Thank you.
**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 in the third person. The previous grade level used this same sentence in first person. If you and your students are particularly interested in studying the verb forms, compare these sentences with Cycle C, Grade 5&6. Use the photos from Cycle B, SSM, as props for each of the sentences. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases which build upon the theme “home.” Encourage students to listen to the audio recording of a fluent speaker saying these sentences to hear the pronunciation, rhythm, and cadence of spoken Tlingit.

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**Vocabulary Cycle C**

Yáa át duxá yé wooch yáx yaa anasnéin. S/he is cleaning up the dining room.

Áa at du.us'k' yé wooch yáx yaa anasnéin. S/he is cleaning up the wash room.

Yee.át wooch yáx yaa anasnéin. S/he is cleaning up the bed.

Yá x'ux' áa kduchákx ye k'idéin yaa anasnéin. S/he is cleaning up the book shelf.

---

**Teacher’s Notes**

Teachers can use the photos for this unit or objects in the room as they ask “Daa sá iyatéen?”—“What do you see?” By this cycle most students will be able to easily respond with the answering phrase. The Total Physical Response (TPR) commands give students more listening practice with the nouns in this cycle and give them a chance to respond with physical actions. Use the suggested lessons to teach the phrases.

---

**Vocabulary Cycle A Advanced**

Góodéí sá yaa neegút? Where are you going?

_________ dé yaa nxagút. I am going to ___________.

_________ (at) yich’iéx’.

Point to the _______________. (pl)

___________ (at) yee shí.

Touch the _______________. (pl)
Teacher’s Notes

Cycle B Advanced focuses on reading. The four sample sentences give practice using the theme’s vocabulary with new verb phrases. Adjectives are often part of the verb, as in S’eenáa yakawlikis’: This light is burnt out, and Wé naaát daakeidí shaawahík: The closet is really cluttered. Listen to the audio recording of a fluent speaker with your students to hear the pronunciation, rhythm, and cadence of these sentences. Use the activities and games in the suggested lessons to teach these sentences.

Vocabulary Cycle B Advanced

Wé áa at du.us’k’yé ligaaw. The washroom is noisy. Wé xaawaagéi héide shután. That window is open. S’eenáa yakawlikis’. This light is burnt out. Wé naaát daakeidí shaawahík. The closet is really cluttered.

Teacher’s Notes

The four sentences give students examples they can use in writing their own sentences. All of the vocabulary words can be substituted for “upstairs” in this sentence: Hít shantú k’idéin awsinei: She cleaned upstairs. The four sample sentences use a variety of verb tenses with the theme nouns. All are in the third person (he, she, it).

Vocabulary Cycle C Advanced

Xít’aa een du neilí axít’gi nooch. He always sweeps his house with a broom. Hít shantú k’idéin awsinei. She cleaned upstairs. Haa gáni shukgwaxéex, haa sakwa.áat’. The wood is going to run out and we’re going to be cold. Wé kóok a yee kawjigít. It is dark inside the cellar.
### Lesson 1
Introduce the new vocabulary.

**Basic Listening**
1. Mini Pictures  
2. Wild Cars

**Basic Speaking**
3. Actions!  
4. Balloon Volleyball  
5. Sheet Golf  
6. The Disappearing Illustrations

### Lesson 2
Review the unit’s vocabulary.

**Basic Listening**
1. Skittleguard  
2. Numbered Illustrations

**Basic Speaking**
3. Right or Wrong?  
4. Visual Memory  
5. Centered Speaker

### Lesson 3
Review the unit’s vocabulary.

**Basic Listening**
1. Skittleguard  
2. Numbered Illustrations

**Basic Speaking**
3. Right or Wrong?  
4. Visual Memory  
5. Centered Speaker

### Lesson 4
Introduce the unit’s *sentence*.

**Basic Listening**
1. Wild Groups  
2. Sticky Foot

**Basic Speaking**
3. Actions!  
4. Stick of Chance  
5. Under The Bridge

### Lesson 5
Review the unit’s *sentence*.

**Basic Listening**
1. Major League  
2. Beanbag Toss

**Basic Speaking**
3. Actions!  
4. Half Match  
5. One, Two, Three

### Lesson 6
Review the unit’s vocabulary.

**Basic Reading - Sight**
1. Elbow Lock  
2. Face  
3. Right or Wrong?  
4. Sight Word Bingo  
5. Use the Student Support Materials
Lesson 8
Review the unit’s vocabulary.

**Basic Writing**
1. Flashlight Writing
2. The Other Half
3. Word Completion
4. What's Your Letter?
5. Use the Student Support Materials

Lesson 9
Review the unit’s vocabulary.

**Basic Writing**
1. Crayon Resist
2. CV Spell
3. Bridge Building
4. Water Writing
5. Use the Student Support Materials

Lesson 10
Administer the unit’s assessment.

1. Practice the unit’s dialog with the students.
2. Invite a resource person to make a presentation to the students about life in a traditional clan house. You may wish to record the session so that it can be played back later.
3. Have the students do online research into homes from other cultures around the world. Each student should prepare a presentation based on his/her findings. Have each student present his/her report to the other students. Have a map of the world on display to locate the countries covered by the students’ reports.

Lesson 7
Review the unit’s vocabulary.

**Basic Reading - Encoding**
1. Half time
2. Horizontal Match
3. Sensory Letters
4. Letter Encode
5. Use the Student Support Materials
Cycle C Advanced Creative Writing Activities

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

Xí't'aa een du neilí ____________________________ nooch.

He always ________________________ his house with a broom.

Hít shantú k'idéin ____________________________ upstairs.

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

Wé kóok a yee kawjigít. It is dark inside the cellar.

_________________________________________________________

_________________________________________________________

_________________________________________________________

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

Xí’t’aa een du neilí axít’gi nooch. He always sweeps his house with a broom.

Hít shantú k'idéin awsinei. She cleaned upstairs

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 kóok a yee kawjígí. It is dark inside the cellar

Haa gáni shukgwaxéex, haa sakwa.át’. The wood is going to run out and we’re going to be cold
VOCABULARY

PICTURES
áa at gadus.ee yé
kitchen
áa at duxá yé
dining room
áa at du.us’k’ yé
wash room
aadéi yóo aya.atgi yé
bathroom
nàa.át daakeidí
closet
táay

garden
nadáakw
table
káayagijeit
chair
s’eenáa
light
gáach
rug
yee.át
bed
x’úx’ daakeidí
book shelf
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
ái at gadus.ee yé
ái at duxá yé
ái at du.us’k’ yé
aadéi yóo aya.atgi yé

naa.át daa.kéidí

táay
nadáakw
káayagijeit
s’eenáa
gáach
yee. át
x’úx’ daakeídí
Circle the word for each picture.

áa at gadus.ee yé
áa at duxá yé
áa at du.us’k’ yé
aadéí yóo aya.atgi yé
naa.át daakeidí táay
nadáakw káayagijeit s’eenáa gáach yee.át x’úx’ daakeidí

áa at gadus.ee yé
áa at duxá yé
áa at du.us’k’ yé
aadéí yóo aya.atgi yé
naa.át daakeidí táay
nadáakw káayagijeit s’eenáa gáach yee.át x’úx’ daakeidí

áa at gadus.ee yé
áa at duxá yé
áa at du.us’k’ yé
aadéí yóo aya.atgi yé
naa.át daakeidí táay
nadáakw káayagijeit s’eenáa gáach yee.át x’úx’ daakeidí

áa at gadus.ee yé
áa at duxá yé
áa at du.us’k’ yé
aadéí yóo aya.atgi yé
naa.át daakeidí táay
nadáakw káayagijeit s’eenáa gáach yee.át x’úx’ daakeidí
Circle the word for each picture.

áa at gadus.ee yé
áa at duxá yé
áa at du.us’k’ yé
aadéí yöó aya.atgi yé
naa.át daakeidí táay
nadáakw
káayagijeit
s’eenáa
gáach
yee.át
x’úx’ daakeidí
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.

- s’_______áa
- gá________
- y________t
- x’úx’ da_________dí
- áa at __________.ee yé
- áa at _______ yé
- t________y
- na_______w
- k________jeit
- áa at __________’k’ yé
- aadéi yóo __________gi yé
- naa.át __________dí

- duxá
- daakei
- áayagi
- gadus
- dáak
- ach
- du.us
- akei
- aya.at
- ee.á
- áa
- een
Cut out the letters and spell the word for the picture.
BASIC WRITING
Complete the words by writing the missing parts.

á _ at g _ d _ s. _ _ yé
áa _ t dux _ _
á _ at _ u.u _’ _’ yé
__ déi yóo _ y _ .at _ i yé
__ a.át d __ keidí
tá __
__ dáak _
káa _ agij __ t
s’ee _ áa
gá __ h
y __ .át
x’úx’ da __ idí
Write the correct vocabulary word next to each picture.

[Image of a rug] ____________
[Image of a lamp] ____________
[Image of a garden] ____________
[Image of a laundry room] ____________
[Image of a dining room] ____________
[Image of a library] ____________
[Image of a bedroom] ____________
[Image of a kitchen] ____________
[Image of a bathroom] ____________
[Image of a closet] ____________
[Image of a table] ____________
[Image of a chair] ____________
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 áa at gadus.ee yé.”
2. “Write the number 2 on top of the picture of áa at duzą yé.”
3. “Write the number 3 on top of the picture of áa at du.us’k’ yé”
4. “Write the number 4 on top of the picture of aadéi yóo aya.atgi yé.”
5. “Write the number 5 on top of the picture of naa.át daakeidi.”
6. “Write the number 6 on top of the picture of táay.”
7. “Write the number 7 on top of the picture of nadáakw.”
8. “Write the number 8 on top of the picture of káayagijeit.”
9. “Write the number 9 on top of the picture of s’eenāa.”
10. “Write the number 10 on top of the picture of gáach.”
11. “Write the number 11 on top of the picture of yee.át.”
12. “Write the number 12 on top of the picture of x’úx’ daakeidi.”

**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 7

Unit 8

Theme: Home

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.
Circle the word for each picture.

áa at gadus.ee yé
áa at duxá yé
áa at du.us'k' yé
aadéi yóo aya.atgi yé
naa.át daakeidí táay
nadáakw
káayagijeit
s'eenáa
gáach
yee.át
x'úx' daakeidí
Circle the word for each picture.

áa at gadus.ee yé
áa at du.xá yé
áa at du.us’k’ yé
aadéi yóo aya.atgi yé
næ.at daakeidí táay
nadáakw
káayagijeit
s’e’enáa
gáach
yee.áát
x’úx’ daakeidí
<table>
<thead>
<tr>
<th>naa.át</th>
<th>du.us’k’ yé aya.atgi yé daakeidí dus.ee yé xá yé ay ach .át daakeidí akw agijeit náa</th>
</tr>
</thead>
<tbody>
<tr>
<td>x’úx’</td>
<td>du.us’k’ yé aya.atgi yé daakeidí dus.ee yé xá yé ay ach .át daakeidí akw agijeit náa</td>
</tr>
<tr>
<td>áa at du</td>
<td>du.us’k’ yé aya.atgi yé daakeidí dus.ee yé xá yé ay ach .át daakeidí akw agijeit náa</td>
</tr>
<tr>
<td>áa at</td>
<td>du.us’k’ yé aya.atgi yé daakeidí dus.ee yé xá yé ay ach .át daakeidí akw agijeit náa</td>
</tr>
<tr>
<td>káay</td>
<td>du.us’k’ yé aya.atgi yé daakeidí dus.ee yé xá yé ay ach .át daakeidí akw agijeit náa</td>
</tr>
<tr>
<td>aadéi yóo</td>
<td>du.us’k’ yé aya.atgi yé daakeidí dus.ee yé xá yé ay ach .át daakeidí akw agijeit náa</td>
</tr>
</tbody>
</table>
Teacher’s Notes

This unit on “animals” introduces 12 vocabulary words. Ten lessons are suggested. Images, mini-pictures, vocabulary word cards, student activity worksheets, a unit’s sentence and dialog, and assessment are included in the Student Support Materials (SSM). The lessons and SSM follow the Developmental Language Process (DLP), beginning with listening and speaking exercises. The theme “animals” is carried through four more cycles with each cycle adding new verb phrases. Students should do their best to learn these nouns well enough to commit them to their long-term memory. When students have mastered these nouns, they can concentrate on learning the new verb phrases which will be introduced in Cycles C through Advanced C. The “animals” unit is a favorite of many students and teachers. Some of the “animals” vocabulary may be very familiar to the students. If they learn the vocabulary quickly, move on to the next cycle which will add new phrases to the theme “animals.” If students learn the material quickly, move on to the next cycle.

Vocabulary Cycle B

guwakaan deer
gooch wolf
kanals’áak squirrel
xíxch’ frog
nóoskw wolverine
kuts’een mouse
cheech porpoise
dzísk’w moose
xalak’ách’ porcupine
kóoshdaa land otter
yáxchw’ sea otter
náakw octopus

Unit’s Sentence
_________________ daat sh kalneegi áyá. The story is about a ________________.

Unit’s Dialog

(a) I een sh kakkwalnéek.
I will tell you a story.

(b) Daa sá a daat?
What is it about?

(a) Wé _______________ daat sh kalneegi áyá. The story is about a ________________.

(b) Aaá. Yes/okay.
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 third person, present tense of the verb “for someone to see something.” Use the photos from Cycle B, SSM, as props for each of the sentences. Listen to the audio recording of a fluent speaker saying these sentences. If students learn the material quickly, move on to the next cycle. The advanced cycles build upon the theme adding new vocabulary.

Vocabulary Cycle C

Nóoskw xwasiteen. I saw a wolverine.
Kuts’een ayatório. S/he sees a mouse.
Cheech ayatório. S/he sees a porpoise.
Dzísk’w ayatóen. S/he sees a moose.

Teacher’s Notes

Cycle A Advanced focuses on listening skills. Four phrases are added which can be used with all of the vocabulary words in Cycle B. These phrases can be added to the phrases in Cycle C to make a longer dialog. Suggested lessons for Cycle A Advanced are listed. Teachers may mix and match the activities, keeping in mind the DLP process--start with listening activities. This unit uses a question-and-answer activity. Listen to the audio recording of a fluent speaker saying the sentences.

Vocabulary Cycle A Advanced

___________________ ákyá?
Is this a __________________?
Aaá, ________________ áwé.
Yes, it is a ________________.
___________________ áwé. It is a ________________.
Tléik’, ________________ áwé. No, this is a ________________.
Teacher’s Notes

This cycle has sentences describing the animals' characteristics. Using the stuffed animals or puppets that many teachers have in their room is a great way to review the animal words and to teach the words. This cycle works very well when pairing all the vocabulary words with all of the sample sentences. The more practice the students get in hearing the language and speaking the sentences, the more natural and confident they will become. Encourage students to listen to the audio recording of a fluent speaker saying these words.

Vocabulary Cycle B Advanced

Nóoskw listeen. The wolverine is tough.
Taan satú ligaaw. The sea lion has a loud voice.
Xíxch'i dook si.áat. The frog's skin is cold.
Yá sátk wé kuts'een. The mouse is in a hurry.

Teacher’s Notes

Students can use these sample sentences as models for their own writing, substituting other nouns from this unit. Two of the sentences contain dependent clauses.

Aasgutóot wugoodí, dzísk’w x’us.eeti awsiteen: He saw moose tracks when he was walking in the woods.

Has du yáa daak uwagút wé xóots tlein kanat’á has a.éeni: While they were picking blueberries, the brown bear came face-to-face with them. As students become familiar with these patterns, even if they do not know every word, their language skills will grow.

Vocabulary Cycle C Advanced

Wé s’eek gandaas’aají kúdi aawat’ei. The black bear found a bee’s nest.
Yan gakooxt tuwditaan. He decided to go back.

Aasgutóot wugoodí, dzísk’w x’us.eeti awsiteen. He saw moose tracks when he was walking in the woods.

Has du yáa daak uwagút wé xóots tlein kanat’á has a.éeni.
While they were picking blueberries, the brown bear came face-to-face with them.
## Lesson 1
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 2
Introduce the new vocabulary.

### Basic Listening
1. Mini Pictures
2. Illustration Sequence

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

## Lesson 3
Review the unit’s vocabulary.

### Basic Listening
1. Turn Around
2. Sticky Foot

### Basic Speaking
3. Revealing Illustration
4. Illustration Bingo
5. Half Match

## Lesson 4
Introduce 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 5
Review the unit’s sentence.

### Basic Listening
1. Numbered Illustrations
2. Circle Hop

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

## 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 Writing**
1. Watch Your Half
2. Over/Under Illustration
3. Say Again!
4. Numbered Illustrations
5. Use the Student Support Materials

Lesson 8
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 9
Review the unit’s vocabulary.

**Basic Writing**
1. Overhead Configurations
2. Horizontal Completion
3. Syllable Time
4. Alphabet Code
5. Use the Student Support Materials

Lesson 10
Administer the unit’s assessment.

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

2. Give each student a portion of tag board. The students should cut out the shapes of animals from the tag board. Then, lay a length of mural paper on the floor; have the students lay their cut-outs on the floor, under the paper. The students should then use crayons or pencils to do *rubbings* of the animals. Have the students label the *rubbings*. Display the completed *animals mural* in the classroom or hallway.
Cycle C Advanced Creative Writing Activities

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

_Wé s’eek gandaas’aají kúdi________________________._

The black bear_________________________ a bee’s nest.

_Has du yáa daak uwagút wé xóots tlein kanat’á has _______________._

While they _________________________________ blueberries, the brown bear came face-to-face with them.

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

_Wé s’eek gandaas’aají kúdi aawat’ei. The black bear found a bee’s nest._

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________


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

Yan gakoox tuwditaan. He decided to go back.

Aasgutóot wugoodí, dzísk’w x’us.eetí awsiteen. He saw moose tracks when he was walking in the woods.

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

Has du yáa daak uwagút wé xóots tlein kanat’á has a.éeni. While they were picking blueberries, the brown bear came face to face with them.

Wé s’eeek gandaas’aají kúdi aawat’eí. The black bear found a bee’s nest.
VOCABULARY
PICTURES
guwakaan
deer
gooch
wolf
kanals’áak
squirrel
xíxch’
frog
nóoskw
wolverine
kuts’een
mouse
cheech
porpoise
dzísk’w
moose
xalak’ách’
porcupine
kóoshdaa
land otter
yáxwch’
sea otter
náakw
octopus
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
guwakaan
gooch
kanals'áak
cheech
dzísk'w
xalak'ách
kóoshdaa
yáxwch,
náakw
Circle the word for each picture.

1. guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’e’en
cheech
dzik’w
xalak’ách’
kóoshdaa
yáxwch’
náakw

2. guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’e’en
cheech
dzik’w
xalak’ách’
kóoshdaa
yáxwch’
náakw

3. guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’e’en
cheech
dzik’w
xalak’ách’
kóoshdaa
yáxwch’
náakw

4. guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’e’en
cheech
dzik’w
xalak’ách’
kóoshdaa
yáxwch’
náakw
Circle the word for each picture.

<table>
<thead>
<tr>
<th>Image</th>
<th>guwakaan</th>
<th>gooch</th>
<th>kanals’áak</th>
<th>xíxch’</th>
<th>nóoskw</th>
<th>kuts’een</th>
<th>cheech</th>
<th>dzísk’w</th>
<th>xalak’ách’</th>
<th>kóoshdaa</th>
<th>yáxwch’</th>
<th>náakw</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image 1" /></td>
<td>guwakaan</td>
<td>gooch</td>
<td>kanals’áak</td>
<td>xíxch’</td>
<td>nóoskw</td>
<td>kuts’een</td>
<td>cheech</td>
<td>dzísk’w</td>
<td>xalak’ách’</td>
<td>kóoshdaa</td>
<td>yáxwch’</td>
<td>náakw</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image 2" /></td>
<td>guwakaan</td>
<td>gooch</td>
<td>kanals’áak</td>
<td>xíxch’</td>
<td>nóoskw</td>
<td>kuts’een</td>
<td>cheech</td>
<td>dzísk’w</td>
<td>xalak’ách’</td>
<td>kóoshdaa</td>
<td>yáxwch’</td>
<td>náakw</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image 3" /></td>
<td>guwakaan</td>
<td>gooch</td>
<td>kanals’áak</td>
<td>xíxch’</td>
<td>nóoskw</td>
<td>kuts’een</td>
<td>cheech</td>
<td>dzísk’w</td>
<td>xalak’ách’</td>
<td>kóoshdaa</td>
<td>yáxwch’</td>
<td>náakw</td>
</tr>
<tr>
<td><img src="image4.png" alt="Image 4" /></td>
<td>guwakaan</td>
<td>gooch</td>
<td>kanals’áak</td>
<td>xíxch’</td>
<td>nóoskw</td>
<td>kuts’een</td>
<td>cheech</td>
<td>dzísk’w</td>
<td>xalak’ách’</td>
<td>kóoshdaa</td>
<td>yáxwch’</td>
<td>náakw</td>
</tr>
</tbody>
</table>
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.

dz_________ ’w
xala_________ h’
kó_________ daa
yá_________ ch’
ná_________
xíx_________
nó_________ w
guw_________ an
go_________ h
kana_________ ak
kut_________ n
ch_________ h

eec  k’ác  oc  osk
aka  ch’  akw  ls’á
ísk  osh  xw  s’ee
Cut out the letters and spell the word for the picture.

s a k d o
h a ó
BASIC WRITING
Complete the words by writing in the missing letters.

_ g _ w _ kaa _
_ g _ o _ h
_ ana _ s’á _ k
_ í _ ch’
_ nó _ _ _ w
_ uts’ _ _ _ n
_ hee _ _ h
_ d _ ís _ _
_ xal _ k’á _ h’
_ ó _ sh _ aa
_ á _ wc _
_ _ ak _
Write the correct vocabulary word next to each picture.
(a) I een sh kakkwalnéek.

(b) Daa sá a daat?

(a) Wé _________________________ daat sh kalneegi áyá.

(b) Aáá.

guwakaan  |  gooch  |  kanals’áak  |  xíxch’

nóoskw  |  kuts’een  |  cheech  |  dzísk’w

xalak’ách’  |  kóoshdaa  |  yáxwch’  |  náakw
UNIT ASSESSMENT
Tlingit Language Program

Unit Assessment
Teacher’s Notes

Cycle B Beginners

Grade  7

Unit:  9

Theme:  Animals

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 **guwakaan**.”
2. “Write the number 2 on top of the picture of **gooch**.”
3. “Write the number 3 on top of the picture of **kanals’áak**.”
4. “Write the number 4 on top of the picture of **xíxch’**.”
5. “Write the number 5 on top of the picture of **nóoskw**.”
6. “Write the number 6 on top of the picture of **kuts’een**.”
7. “Write the number 7 on top of the picture of **cheech**.”
8. “Write the number 8 on top of the picture of **dzísk’w**.”
9. “Write the number 9 on top of the picture of **xalak’ách’**.”
10. “Write the number 10 on top of the picture of **kóoshdaa**.”
11. “Write the number 11 on top of the picture of **yáxwch’**.”
12. “Write the number 12 on top of the picture of **náakw**.”

### 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.”
# Correct:  

% Correct:  

Unit Assessment

Student Pages

Cycle B Beginners Grade 7

Unit 9

Theme: Animals

Date: 

Student’s Name: 

Grade: 

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.

1. guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’e’en
cheech
dzísk’w
xalak’ách’
kóoshdaa
yáxwch’
náakw

2. guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’e’en
cheech
dzísk’w
xalak’ách’
kóoshdaa
yáxwch’
náakw

3. guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’e’en
cheech
dzísk’w
xalak’ách’
kóoshdaa
yáxwch’
náakw

4. guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’e’en
cheech
dzísk’w
xalak’ách’
kóoshdaa
yáxwch’
náakw
Circle the word for each picture.

guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’een
cheech
dzísk’w
xalak’ách’
kóoshdaa
yáxwch’
náakw

guwakaan
gooch
kanals’áak
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nóoskw
kuts’een
cheech
dzísk’w
xalak’ách’
kóoshdaa
yáxwch’
náakw

guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’een
cheech
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yáxwch’
náakw

guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’een
cheech
dzísk’w
xalak’ách’
kóoshdaa
yáxwch’
náakw

4
| kana   | kaan och ls’áak ch’ skw 'een ech sk’w k’ách’ shdaa wch’ akw |
| che    | kaan och ls’áak ch’ skw 'een ech sk’w k’ách’ shdaa wch’ akw |
| kóo    | kaan och ls’áak ch’ skw 'een ech sk’w k’ách’ shdaa wch’ akw |
| go     | kaan och ls’áak ch’ skw 'een ech sk’w k’ách’ shdaa wch’ akw |
| nóo    | kaan och ls’áak ch’ skw 'een ech sk’w k’ách’ shdaa wch’ akw |
| ná     | kaan och ls’áak ch’ skw 'een ech sk’w k’ách’ shdaa wch’ akw |
UNIT 10

Birds
Teacher’s Notes

The “birds” unit is a favorite of many students, especially when the teacher uses stuffed animals and puppets. The lessons and the Student Support Materials (SSM) follow the Developmental Language Process (DLP) format and begin with basic listening and basic speaking, before reading and writing are introduced. The SSM include images, mini-pictures, vocabulary word cards, student worksheets, unit’s sentence and dialog, and assessments. Encourage students to listen to the audio recording of a fluent speaker saying the nouns, sentence and dialog. Once these nouns are mastered and committed to long-term memory, students can focus their learning on the new verb phrases which will be presented in Cycles C through Advanced C. If students learn Cycle B vocabulary quickly, move forward to Cycle C, which introduces verbs.

Vocabulary Cycle B

ts’axweil crow
ekéidladi seagull
dzísk’w great horned owl
k’ákw owl w/o tufts
shoox’ robin
gúkl’ swan
kageet loon
láx’ heron
shaayáal hawk
dagitgiyáa hummingbird
káax’ chicken
x’eis’awáa ptarmigan

Unit’s Sentence

________________ xwaa.áx.

I heard the ________________.

Unit’s Dialog

(a) Wé ______________ eesitéen agé? Did you see the ________________?

(b) Tléik’, wé ______________ xwaa.áx kú.aa. No, but I heard the ________________.

(a) Wé ______________ gwátk sá iyaa.áx? When did you hear the ________________?

(b) Tatgé/tleeyátge/yáa yagiyyee. Yesterday/day before yesterday/today.
Teacher’s Notes

Cycle C introduces verbs to be used with the bird names presented in Cycle B. The focus is oral language development. The phrases in this lesson are third person, (he, she, it) present tense of the verb “for someone to hear something.” 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, you might review the “birds” unit from grades 5&6 which uses this same phrase in first person. Advanced cycles will add new verb phrases.

Vocabulary Cycle C

Yéil aya.áxch. S/he can hear a raven.
K’ákw aya.áxch. S/he can hear a hawk.
Ch’áak’ aya.áxch. S/he can hear an eagle.
Káax’ aya.áxch. S/he can hear a chicken.

Teacher’s Notes

Students can answer Daa sáwé yaa ndákín?: What is flying?, with any of the vocabulary words from this unit. By this cycle they probably don’t need props, but stuffed animals and puppets make the lesson much more interesting and fun. Closure sentences are a great way for students to review vocabulary. They can use any of the vocabulary words to fill in the sentence Wé _____________ yagéi: The _____________ are big. Encourage students to listen to the audio recording of a fluent speakers saying these sentences.

Vocabulary Cycle A Advanced

Daat ts’ítskw sáwé? What kind of bird is that?
___________________ áwé.

It is a _________________.

Closure sentences

Wé ______________ ch’a yéi googéink’. The _____________ are small.
Teacher’s Notes

Different birds can be substituted in each of these sentences. The substitution reinforces the bird names and gives students listening and reading practice with the new verb forms. Some of the stuffed animals on the market make natural-sounding bird calls. Thee can add interest to the lessons. You can provide further practice by using bird names that students already know, such as yéil and ch’áak’. Encourage students to listen to the audio recording of a fluent speaker saying the sentences.

Vocabulary Cycle B Advanced

Dagatgiyáa yasátkw. The hummingbird is fast.
Xwasikóo k’ákw áwé. I know that it was a hawk.
Wé láx' kayeil’. Heron is calm.
Shayadihein wé kéidladi. There are a lot of seagulls.

Teacher’s Notes

The four sample sentences use a variety of verbs and nouns, some of which are from other units and/or cycles. Students can write their own sentences by choosing one of the samples and substituting other bird names. In this sentence, Héen wantóot woogoot wé gus'yadóoli: The sandpiper is walking around the riverbank, each of the birds can be substituted for gus'yadóoli: sandpiper, which will give students 12 different sentences.

Vocabulary Cycle C Advanced

A wándáx áwé a yíkt sh wudligás’wé yéil. The raven leapt into it from the edge.
Dagwatgiyáa lú yayát’ ka yei kwlisáa. A hummingbird’s beak is long and skinny.
Neek ash atláx’w yaa kudzigéiyi ts'ats'ée. Pigeons carry messages.
Héen wantóot woogoot wé gus'yadóoli. The sandpiper is walking around the riverbank.
See Appendix III for lesson instructions.

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the new vocabulary.</td>
<td>Review the unit’s vocabulary.</td>
</tr>
<tr>
<td><strong>Basic Listening</strong>&lt;br&gt;1. Mini Pictures&lt;br&gt;2. Searchlight</td>
<td><strong>Basic Listening</strong>&lt;br&gt;1. Back to Back Race&lt;br&gt;2. Airplane Land</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the unit’s vocabulary.</td>
<td>Introduce the unit’s sentence.</td>
</tr>
<tr>
<td><strong>Basic Listening</strong>&lt;br&gt;1. Numbered Illustrations&lt;br&gt;2. Sticky Foot</td>
<td><strong>Basic Listening</strong>&lt;br&gt;1. Right or Wrong?&lt;br&gt;2. Visual Memory</td>
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<tr>
<th>Lesson 5</th>
<th>Lesson 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the unit’s sentence.</td>
<td>Review the unit’s vocabulary.</td>
</tr>
<tr>
<td><strong>Basic Listening</strong>&lt;br&gt;1. Turn and Face&lt;br&gt;2. Matching Halves</td>
<td><strong>Basic Reading - Sight</strong>&lt;br&gt;1. Pass the Lifesaver&lt;br&gt;2. Deal!&lt;br&gt;3. Circle of Words&lt;br&gt;4. Tissue Grab&lt;br&gt;5. Use the Student Support Materials</td>
</tr>
<tr>
<td><strong>Basic Speaking</strong>&lt;br&gt;3. Disappearing Illustrations&lt;br&gt;4. What’s That Word?&lt;br&gt;5. Flashlight Name</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 7
Review the unit’s vocabulary.

**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 vocabulary.

**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 vocabulary.

**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. Have the students do online research into bird tracks of common birds found in Southeast Alaska. The students should copy the tracks onto paper. Later, lay a length of mural paper on the floor or table. The students should then copy their tracks onto the mural paper, filling it. When finished, point to a track and have the students identify it by its bird type. Afterwards, have the students label their tracks.
Cycle C Advanced Creative Writing Activities

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

__________________________ lú yayát’ ka yei kwisáa.

A __________________________ beak is long and skinny.

Héen wantóot woogoot wé _____________________________.

The ____________________________ is walking around the riverbank.

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

Dagatgiyáa yasátkw. The hummingbird is fast.

______________________________________

______________________________________

______________________________________

______________________________________

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

Dagwatgiyáa lú yayát’ ka yei kwlisáa. A hummingbird’s beak is long and skinny.

Neek ash atláx’w yaa kudzigéiyi ts'ats'ée. Pigeons carry messages.

4. Use one of the example sentences below to write a series of sentences. Your series should start with or end with the example sentence.

A wándáx áwé a yíkt sh wudligás’wé yéil. The raven leapt into it from the edge.

Héen wantóot woogoot wé gus'yadóoli. The sandpiper is walking around the riverbank.
ts’axweil

crow
kéidladi
seagull
515
dzísk’w
great horned owl
k’ákw
owl w/o tufts
shoox’
robin
gúkl’
swan
kageet
loon
láx’
heron
shaayáal

hawk
dagitgiyáa
hummingbird
káax’
chicken
x’eis’awáa
ptarmigan
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
ts'axweil
kéidladi
dzísk'w
gúkl’

kageet

l’áx’
shaayáal
dagitgiyáa
dáax',
Circle the word for each picture.

**ts’axweil**
**kéidladi**
dzísk’w
k’ákw
shoox’
gúkl’
kageet
láx’
shaayáal
dagitgiyáa
káax’
x’eis’awáa
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.

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

- ts’ax
- dladi
- dz
- k’á
- oox’
- gú
- ka
- x’
- shaa
- giyáa
- k
- x’
- x’eis’

Words:
- gee
- yáal
- ísk’
- dagit
- áa
- kéli
- lá
- kw
- weil
- kl’
- sh
- awáa
Cut out the letters and spell the word for the picture.
BASIC WRITING
Complete the words by writing in the missing letters.

_ s’a _ wei _
_ éi _ la _ i
_ zís _’_
 k’ _ k _
 _ h _ _ x’
g _ k _’
 _ ag _ _ t
 l _ x’
 _ h _ _ yáal
 _ a _ itgi _ áa
 k _ _ x’
 ’ ei _’a _ áa
Write the correct vocabulary word next to each picture.
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.

We ___________ eesitéen agé?

Tléik’, we ___________ xwaa.áx kú.aa.

We ___________ gwátk sá iyaa.áx?

(a) (b)

Wé ___________ gwátk sá iyaa.áx?

(a) (b)

Tatgé/tleeyátge/yáa yagiyee.

džísk’w k’ákw t’aax’ ts’axweil

džísk’w k’ákw t’aax’ ts’axweil

Gwátk sá iyaa.áx?

Tatgé/tleeyátge/yáa yagiyee.

Wé ___________ gwátk sá iyaa.áx?

We ___________ gwátk sá iyaa.áx?

(dzísk’w k’ákw t’aax’ ts’axweil)

Tatgé/tleeyátge/yáa yagiyee.

We ___________ gwátk sá iyaa.áx?

(a) (b) (a) (b)

Tatgé/tleeyátge/yáa yagiyee.

We ___________ gwátk sá iyaa.áx?

We ___________ gwátk sá iyaa.áx?

(a) (b) (a) (b)

Tatgé/tleeyátge/yáa yagiyee.
UNIT ASSESSMENT
Tlingit Language Program

Unit Assessment
Teacher’s Notes

Cycle B Beginners Grade 7

Grade 7

Unit 10

Theme: Birds

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 ts’axweil.”
2. “Write the number 2 on top of the picture of kéidladi.”
3. “Write the number 3 on top of the picture of dzísk’w.”
4. “Write the number 4 on top of the picture of k’ákw.”
5. “Write the number 5 on top of the picture of shoox’.”
6. “Write the number 6 on top of the picture of gúkl.”
7. “Write the number 7 on top of the picture of kageet.”
8. “Write the number 8 on top of the picture of láx.”
9. “Write the number 9 on top of the picture of shaayáal.”
10. “Write the number 10 on top of the picture of dagitgiyáa.”
11. “Write the number 11 on top of the picture of káax.”
12. “Write the number 12 on top of the picture of x’eis’awáa.”

### 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.”
# Correct:  

% Correct:  

Unit Assessment

Student Pages

Cycle B Beginners Grade 7

Unit 10

Theme: Birds

Date:________

Student’s Name:________________

Grade:____

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.

ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal dagitgiyáa káax’ x’eis’awáa

ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal dagitgiyáa káax’ x’eis’awáa
Circle the word for each picture.

ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal dagitgiyáa káax’ x’eis’awáa

ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal dagitgiyáa káax’ x’eis’awáa

ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal dagitgiyáa káax’ x’eis’awáa

ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal dagitgiyáa káax’ x’eis’awáa
<table>
<thead>
<tr>
<th></th>
<th>dzí</th>
<th></th>
<th>lá</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>axweil ladi sk'w ákw ox' kl' geet x' yáal giyáa ax' 'awáa</td>
<td></td>
<td>axweil ladi sk'w ákw ox' kl' geet x' yáal giyáa ax' 'awáa</td>
<td></td>
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<tr>
<td>ka</td>
<td>axweil ladi sk'w ákw ox' kl' geet x' yáal giyáa ax' 'awáa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shaa</td>
<td>axweil ladi sk'w ákw ox' kl' geet x' yáal giyáa ax' 'awáa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kéíd</td>
<td>axweil ladi sk'w ákw ox' kl' geet x' yáal giyáa ax' 'awáa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ts'</td>
<td>axweil ladi sk'w ákw ox' kl' geet x' yáal giyáa ax' 'awáa</td>
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