Learning our Tlingít Language

Lingít    |    Cycles B through Advanced C    |    Beginners

Grades 5 & 6

Book 2

Sealaska Heritage Institute
UNIT 6

Food
**Teacher’s Notes**

There are ten suggested lessons for the nine vocabulary words in Cycle B in addition to the Student Support Materials (SSM). The SSM includes images, mini-pictures, vocabulary word cards, student worksheets, and assessment. The unit’s sentence and dialog sections give students practice using the nouns in context. Encourage students to listen to the audio recording of a fluent speaker saying the words, sentences, and dialog. Some of the food 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 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’ásík black seaweed
- k’áach’ red seaweed
- káaxweí coffee

**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 the sentences. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build on the theme of “food.” Remember to follow the DLP process, spending lots of time on listening activities before asking students to speak.

Vocabulary Cycle C

Laak’ásk xaxá. I am eating black seaweed.
Tsaa eexí yéí xaa.óo. I am using seal oil.
K’áach’ xaxá. I am eating red ribbon seaweed.
Saak eexí yéí xaa.óo. I am using ooligan oil.
Yat’aayí héen xalóok. I am drinking coffee. (sipping)
L’aatuxán xalóok. I am drinking milk. (sipping)

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. The command form of the verb can be used during snack and meal times, as well as in language lessons. Use the suggested lessons and the audio recording to teach these sentences. If students learn the material quickly, move forward to the next cycle to learn new phrases.

Vocabulary Cycle A Advanced

_______________ eexá gé?
Are you eating ________________?

Aaá, ______________ xaxá. Yes, I am eating ________________.

Commands

At xá! Eat!
At yixá! You all eat!
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. Use the suggested lessons to teach these sentences. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. For more practice, you can substitute all of the food vocabulary words in these sentence patterns.

Vocabulary Cycle B Advanced

Kóox yaawat’áa. The rice is hot.
Suktéitl’ ax x’e yak’éei. Goose tongue is my favorite.
Wusi.áax’w ax yat’aayí héen. My coffee is bitter.
Yá s´ín wulinúkts. These carrots are sweet.

Teacher’s Notes

This cycle gives five complex sentences to learn and to use as samples for students’ own writing. Students can learn the patterns and replace words from the vocabulary that make sense. Use the writing assignments to get students started writing their own Tlingit sentences.

Vocabulary Cycle C Advanced

Aatlein héen xwadináa ách áwé tlél xat shawukoox. I drank a lot of water so I’m not thirsty.
Tlél táakw atxaayí yan katu-lagáaych. We haven’t finished putting up winter food yet.
L’ook kaháagu áyá yak’éei kanat’á kanéegwál' sákw. Coho salmon eggs are good for blueberry sauce.
Ch’a yeisú áa tuwdí.ús. He’s still pouting over there.
Tlei déíx k’ateíl yáx áwé wutusineíx shákw kahéeni. We just saved two gallons of the strawberry juice.
<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the unit’s vocabulary.</td>
<td>Review the unit’s vocabulary.</td>
</tr>
<tr>
<td><strong>Basic Listening</strong></td>
<td><strong>Basic Listening</strong></td>
</tr>
<tr>
<td>1. Nod and Clap</td>
<td>1. Turn Around</td>
</tr>
<tr>
<td>2. Hop the Line</td>
<td>2. Major League</td>
</tr>
<tr>
<td><strong>Basic Speaking</strong></td>
<td><strong>Basic Speaking</strong></td>
</tr>
<tr>
<td>3. Right or Wrong?</td>
<td>3. Right or Wrong?</td>
</tr>
<tr>
<td>5. Under The Bridge</td>
<td>5. Over/Under</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the new vocabulary.</td>
<td>Introduce the unit’s sentence.</td>
</tr>
<tr>
<td><strong>Basic Listening</strong></td>
<td><strong>Basic Listening</strong></td>
</tr>
<tr>
<td>1. Mini Pictures</td>
<td>1. Turn Around</td>
</tr>
<tr>
<td>2. One to Five</td>
<td>2. Sticky Foot</td>
</tr>
<tr>
<td><strong>Basic Speaking</strong></td>
<td><strong>Basic Speaking</strong></td>
</tr>
<tr>
<td>3. Right or Wrong?</td>
<td>3. Revealing Illustration</td>
</tr>
<tr>
<td>4. Visual Memory</td>
<td>4. Illustration Bingo</td>
</tr>
<tr>
<td>5. Centered Speaker</td>
<td>5. Half Match</td>
</tr>
</tbody>
</table>

<table>
<thead>
<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></td>
<td><strong>Basic Reading - Sight</strong></td>
</tr>
<tr>
<td>1. Change</td>
<td>1. Right or Wrong?</td>
</tr>
<tr>
<td>2. One to Five</td>
<td>2. Sight Word Bingo</td>
</tr>
<tr>
<td><strong>Basic Speaking</strong></td>
<td>3. Configurations</td>
</tr>
<tr>
<td>3. Disappearing Illustrations</td>
<td>4. Funnel Words</td>
</tr>
<tr>
<td>4. Under The Bridge</td>
<td>5. String Along</td>
</tr>
<tr>
<td>5. Revealing Illustration</td>
<td>6. Use the Student Support Materials</td>
</tr>
</tbody>
</table>

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

**Basic Reading - Encoding**
1. Alphabetical Order
2. Group Spell
3. Buzz
4. Letter Encode
5. Use the Student Support Materials

## Lesson 8
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 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. Conduct a traditional *feast* with the students. Obtain Native foods in advance of the lesson. Have the students assist with the preparation and serving of the food items. You may wish to photograph the *feast* so that a photographic display may be prepared.
Cycle C Advanced Creative Writing Activities

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

L'ook kaháagu áyá yak'éi ________________________________.

Coho salmon eggs are good for ________________________________.

Ch’a yeisú áa ________________________________.

He’s still ________________________________ over there.

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

Tlei déix k’ateil yáx áwé wutusineix shákw kahéeni. We just saved two gallons of the strawberry juice.

_________________________________________________________

_________________________________________________________

_________________________________________________________

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

**Tlél tákw atxaayí yan katulagáaych.** We haven’t finished putting up winter food yet.

**L'ook kaháagu áyá yak’éi kanat’á kanéegwál' sákw.**
Coho salmon eggs are good for blueberry sauce.

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.

**Aatlein héen xwadináa ách áwé tlél xat shawukoox.** I drank a lot of water so I’m not thirsty.

**Tlél tákw atxaayí yan katulagáaych.** We haven’t finished putting up winter food yet.
kóox
rice
suktéitl’
beach aspargas
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
BASIC LISTENING
Mini pictures-- Cut out the vocabulary pictures.
Mini pictures-- Cut out the vocabulary pictures..
Listen to the vocabulary words-- write the numbers under the pictures.
BASIC READING

Sight Recognition
náayadi

gáax, w

kaháakw
Circle the word for each picture.
Circle the word for each picture.

1. kóox suktéitl’ at x’éeshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei
2. kóox suktéitl’ at x’éeshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei
3. kóox suktéitl’ at x’éeshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei
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 Find with another student and circle the words in them.

Homemade Word Find
BASIC READING

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

__________ch’

káa__________

at x’ée__________

__________yadi

gá__________

__________áakw

laak’__________

kó__________

__________téitl’

suk  ásk  náa  ox
k’áa  shi  xwei  kah
ax’w
Cut out the letters and spell the word for the picture.
BASIC WRITING
Complete the words by writing in the missing letters.

k _ _ x
su _ _ _ itl’
at _ _ _ shi
n _ _ _ adi
gáa _ _
_ _ _ áakw
l _ _ _’ ásk
k’ _ _ _ h’
kaax _ _ _
Write the correct vocabulary word next to each picture.

_______  

_______  

_______  

_______  

_______  

_______  

_______  

_______  

_______  

_______  

_______  

_______
Cut out the words below. Listen for the word(s) to put in the spaces in the dialog. Read the dialog in choral, group, and individually as directed by the teacher. Practice the dialog with each of the vocabulary words.

(a) _______ gé ijeewú?

(b) Tléik’, _______ ax jeewú ku.aa.

(a) ituwasigóo akgé?

(b) Aaá / Tléik’

(a) ________ ku.aa.

(b) at x’éeshi

(a) ________ laak

(b) suktéitl

(a) ________ káaxwei

(b) k’áach

(a) ________ kóox

(b) laak’ásk

(a) ________ kahákw

(b) gáax’w

(a) ________ náayadi
Tlingit Language Program

Unit Assessment
Teacher’s Notes
Cycle B Beginners
Grades 5 - 6
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 káaxwei.”
2. “Write the number 2 on top of the picture of k’áach’.”
3. “Write the number 3 on top of the picture of laak’ásk.”
4. “Write the number 4 on top of the picture of kaháakw.”
5. “Write the number 5 on top of the picture of gáax’w.”
6. “Write the number 6 on top of the picture of náayadi.”
7. “Write the number 7 on top of the picture of at x’ëeshi.”
8. “Write the number 8 on top of the picture of suktéitl’.”
9. “Write the number 9 on top of the picture of kóox.”

### 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 Grades 5 - 6

Unit 6

Theme: More Food

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.

kóox sukítéitl’ at x’ééshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei

kóox sukítéitl’ at x’ééshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei

kóox sukítéitl’ at x’ééshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei

kóox sukítéitl’ at x’ééshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei
Circle the word for each picture.

kóox suktéitl’ at x’éeshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei

kóox suktéitl’ at x’éeshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei

kóox suktéitl’ at x’éeshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei

kóox suktéitl’ at x’éeshi náayadi gáax’w kaháakw laak’ásk k’áach’ káaxwei
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.

Vocabulary Cycle B

x’ooos foot
x’usgoosh toe
t’eeey shú elbow
yéet son
t’ukanéiyi baby
dachxán grandchild
suktéitl’ beach asparagus
at x’éeshi dry fish
laak’ásk’ black seaweed
**Teacher’s Notes**

The review unit gives an added opportunity for more practice with the verb patterns. Units 4-6 introduce the verbs for bending, 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 the sentences. The more practice they have listening to a fluent speaker, the more confident they will become in understanding what they hear.

**Vocabulary Cycle C**

Ax keey yaa kanxatán. I am bending my knee.
Ax xúx eedé yaa naxdashéen. I am helping my husband.
Ax shát eedé yaa naxdashéen. I am helping my wife.
Yat’aayi héen xadaná. I am drinking coffee.

**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 Total Physical Response (TPR) commands. One of the outcomes from a review unit is the feeling of accomplishment that both the students and teachers 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**

At shí. Touch it.
At yíshí. Touch it. (pl)
Aadóo sáwé? Who is that?
At eexá gé? Are you eating?
As in the other review cycles, we have selected sentences for the students to get more practice. If you see that there are other sentences in units 4-6 that students need to work one more, select those. You can continue to use the SSM and any other props that you have. Sometimes students like to review sentences that they already know well to remind themselves that “Yes, I am learning Tlingit!” Encourage students to listen to the audio recording of a fluent speaker saying these sentences.

Choose these sentences or others from units 4-6 that are most appropriate for your students. If you are teaching this cycle during the fall months, you might spend some time on **Tlél táakw atxaayí yan katu lagáaych**: We haven’t finished putting up winter food yet. It is especially interesting if students’ families are involved in preparing for memorial parties.

**Vocabulary Cycle B Advanced**

Yées doo k’í du jeewú. He’s got a new hip.

Ax oox aakoonei oowaxíx. My tooth is loose.

Ax tláak’w tuwóo sigóo. My maternal aunt is happy.

Suktéit’ ax x’é yak’éi. Beach asparagus is my favorite.

Wusi.áax’w ax yat’aayí héen. My coffee is bitter.

**Vocabulary Cycle C Advanced**

S'igeidí l'eedí yawúx' ka k'áatl' yáx yatee. A beaver’s tail is wide and flat.

S'eeł l'eedí tléil ulyát’. A black bear’s tail is short.

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

Tlél táakw atxaayí yan katu lagáaych. We haven’t finished putting up winter food yet.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Review the unit’s vocabulary.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td>Introduce the review vocabulary.</td>
</tr>
</tbody>
</table>
| **Basic Listening** | 1. Mini Pictures  
2. Funnel Vision |
| **Basic Speaking** | 3. Right or Wrong?  
4. Visual Memory  
5. Centered Speaker |
| **Lesson 2** | Review the unit’s vocabulary. |
| **Basic Listening** | 1. Number My Word  
2. Locomotive |
| **Basic Speaking** | 3. Back Match  
4. Huh?  
5. Bombs Away |
| **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** | Review the unit’s vocabulary. |
| **Basic Reading - Encoding** | 1. Alphabetical Order  
2. Group Spell  
3. Buzz  
4. Letter Encode  
5. Use the Student Support Materials |
| **Lesson 5** | Review the unit’s sentences. |
| **Basic Listening** | 1. Here, There, Everywhere  
2. Beanbag Toss |
| **Basic Speaking** | 3. Being Lippy  
4. What’s The Date? |
| **Lesson 6** | Review the unit’s vocabulary. |
| **Basic Reading - Sight** | 1. Sight Word Bingo  
2. Funny Face  
3. Pass the Lifesaver  
4. Disappearing Word  
5. Use the Student Support Materials |

See Appendix III for lesson instructions.
Lesson 7
Introduce the review sentences.

Basic Listening
1. Locomotive
2. Whisper

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

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 8
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 10
Administer the unit’s assessment.

1. Review dialogs from units 1 to 9.
2. Mount a review vocabulary graphic on the board. The students should write the word for it and then, each student should attempt to write his/her own Tlingit/Haida/Tsimshian sentence, using the key word. Repeat with other review graphics. Later, have each student read his/her sentences to the class.
Cycle C Advanced Creative Writing Activities

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

____________________ l'eedí yawúx' ka k'áatl' yáx yatee.

A ____________________________ r's tail is wide and flat.

Wé ______________________ de sh jiwdlitsín.

The ____________________________ is gaining strength

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

S'eeek l'eedí tléil ulyát'. A black bear's tail is short.
3. Tie the sentences together by rewriting a portion of the sentence or by writing sentences between them to connect them to each other.

S'ee k l'eedí tléí tléil ulyát'. A black bear's tail is short.
Wé t'akoonneiyi de sh jiwdlitsín. The baby is gaining strength.

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.

S'igeidí l'eedí yawúx' ka k'áatl' yáx yatee. A beaver's tail is wide and flat.
Tlél táakw atxayí yan katu lagáaych. We haven’t finished putting up winter food yet.
VOCABULARY
PICTURES
x’oos
foot
x’usgoosh
toe
t’eeey shú
elbow
yéet
son
t’ukanéiyi
baby
dachxán
grandchild
suktéitl’
beach asparagus
at x’éeshi
dry fish
laak’ásk’
black seaweed
BASIC LISTENING
Cut out the vocabulary pictures. Show the pictures for the words given.
Cut out the vocabulary pictures. Show the pictures for the words given.
Listen to the vocabulary words. Write the numbers under the pictures.
x’oos
x’usgoosh
t’eeey shú
yéet
t’ukanéiyi
dachxán
Circle the word for each picture.

x’oos x’usgoosh t’eeey shú yéet t’ukanéiyi dachxán suktéitl’ at x’éeeshi laak’ásk’

x’oos x’usgoosh t’eeey shú yéet t’ukanéiyi dachxán suktéitl’ at x’éeeshi laak’ásk’

x’oos x’usgoosh t’eeey shú yéet t’ukanéiyi dachxán suktéitl’ at x’éeeshi laak’ásk’

x’oos x’usgoosh t’eeey shú yéet t’ukanéiyi dachxán suktéitl’ at x’éeeshi laak’ásk’

x’oos x’usgoosh t’eeey shú yéet t’ukanéiyi dachxán suktéitl’ at x’éeeshi laak’ásk’

x’oos x’usgoosh t’eeey shú yéet t’ukanéiyi dachxán suktéitl’ at x’éeeshi laak’ásk’
Circle the word for each picture.

**Picture 1:**
- x’oos
- x’usgoosh
t’eey shú yéet
t’ukanéiyi dachxán suktéitl’ at x’éeshi laak’ásk’

**Picture 2:**
- x’oos
- x’usgoosh
t’eey shú yéet
t’ukanéiyi dachxán suktéitl’ at x’éeshi laak’ásk’

**Picture 3:**
- x’oos
- x’usgoosh
t’eey shú yéet
t’ukanéiyi dachxán suktéitl’ at x’éeshi laak’ásk’

**Picture 4:**
- x’oos
- x’usgoosh
t’eey shú yéet
t’ukanéiyi dachxán suktéitl’ at x’éeshi laak’ásk’

360
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 letter. Exchange Word Finds with another student and circle the words in them.

**Homemade Word Find**
BASIC READING

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

os
x’usg
 t’eeey
t’uka
__________xán
suk
__________eshi
__________ásk’

néiyi at x’é x’o téitl’
oosh laak’ shú dach
 yée
Cut out the letters and spell the word for the picture.

t'y h s e e ú
BASIC WRITING
Complete the words by writing in the missing letters.

x’__ s
__ _ _ goosh
t’eey __
yé __
t’u __ éiyi
__ chxán
sukt __’
at ’ __ shi
laak’á__”
Write the correct vocabulary word next to each picture.
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 *x’oos.*”
2. “Write the number 2 on top of the picture of *x’usgoosh.*”
3. “Write the number 3 on top of the picture of *t’eeey shú.*”
4. “Write the number 4 on top of the picture of *yéet.*”
5. “Write the number 5 on top of the picture of *t’ukanéiyi.*”
6. “Write the number 6 on top of the picture of *dachxán.*”
7. “Write the number 7 on top of the picture of *suktéitl.*”
8. “Write the number 8 on top of the picture of *at x’éeshi.*”
9. “Write the number 9 on top of the picture of *laak’ásk’.*”

**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 Grades 5 - 6

Unit 7

Theme: Unit 7 Review

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
t’eey shú
yéet
t’ukanéiyi
dachxán
suktéitl’
at x’éeshi
laak’ásk’

x’oos
x’usgoosh
t’eey shú
yéet
t’ukanéiyi
dachxán
suktéitl’
at x’éeshi
laak’ásk’

x’oos
x’usgoosh
t’eey shú
yéet
t’ukanéiyi
dachxán
suktéitl’
at x’éeshi
laak’ásk’

x’oos
x’usgoosh
t’eey shú
yéet
t’ukanéiyi
dachxán
suktéitl’
at x’éeshi
laak’ásk’
x’oos
x’usgoosh
t’eey shú
yéet
t’ukanéiyi
dachxán
suktéitl’
at x’éeeshi
laak’ásk’
<table>
<thead>
<tr>
<th>suk</th>
<th>téitl' eshi 'ásk' kanéiyi chxán os oosh shú et</th>
</tr>
</thead>
<tbody>
<tr>
<td>x'usg</td>
<td>téitl' eshi 'ásk' kanéiyi chxán os oosh shú et</td>
</tr>
<tr>
<td>laak</td>
<td>téitl' eshi 'ásk' kanéiyi chxán os oosh shú et</td>
</tr>
</tbody>
</table>
Teacher’s Notes

This unit on “home” introduces nine vocabulary words, all nouns. Ten lessons are suggested and student activity worksheets are in the Student Support Materials (SSM). The lessons and SSM follow the Developmental Language Process (DLP) beginning with listening and speaking exercises. 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 so that they are in 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 washroom
aadéi yóo aya.atgi yé bathroom
náa.át dääkeidií closet
táay garden
nadáakw table
cáayagi jëit chair
s’eenáá light

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 ______________?

(c) Wé ____________________ tudé/kátx’ xwaatee.
I put it in/on the ______________.

(d) 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 first person. 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. Remember to follow the DLP process, spending lots of time on listening activities before asking students to say the sentences.

Vocabulary Cycle C

Yáa at duxa yé k’idéin yaa naxsanéin.
I am cleaning up the kitchen.
Yáa at dus’k yé k’idéin yaa naxsanéin.
I am cleaning up the bathroom.
Yáa naa.át áa kducháków yé k’idéin yaa naxsanéin.
I am cleaning up the closet.
Yáa at duxa yé k’idéin yaa naxsanéin.
I am cleaning up the bed.

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 TPR commands give students more listening practice to the nouns in this cycle and give them a chance to respond with physical actions.

Vocabulary Cycle A Advanced

Daa sá iyatéen? What do you see?
___________________ xaatéen.
I see ____________________.

Commands
___________________ ch’éx’.
Point to the__________________.
___________________ shí.
Touch the__________________.
Teacher’s Notes

Use the suggested lessons and listen to the audio recording to teach these sentences. For more practice, you can substitute each of the vocabulary words in the first two sentences. The names of the rooms are long, with certain syllables recurring. Pointing out the recurring syllables in each term removes some of the intimidation students might feel when hearing or looking at the terms for the different rooms.

Vocabulary Cycle B
Advanced

Gei áa at gadus.ee yé ax jeewú.
I have a large kitchen.
Yak’éiyi áa yei akeech yé ijeewú.
You have a nice living room.
Wé kaxyee naali.
The ceiling is high.
Wé xaawaagéi héide shután.
That window is open.

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 “chair” in Káayagijeit anéegwál’: He is painting the chair. Students should practice seeing and writing the sentences. The other three sentences give students a variety of sentence structures. Use the writing activities to get students started on their own writing.

Vocabulary Cycle C
Advanced

Ligíx’ jaa yáa nadaakw.
The table is creaking.
Ax tákleen teen kaxwaat’éx’.
I smashed it with my hammer.
Wé tóonáx kaateen kaadé awsíteen du yahaayí.
He saw his image in the mirror.
Káayagijeit anéegwál’.
He is painting the chair.
See Appendix III for lesson instructions.

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.

______________________________________________ anéegwál'.

He is painting the ________________________________.

Ligíx' jaa yáa ________________________________

The ________________________________ is creaking.

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

Ligíx' jaa yáa nadaakw. The table is creaking.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

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

Ax táklee teen kaxwaat’éx’.
I smashed it with my hammer.

Káayagijeit anéegwál'.
He is painting the chair.

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.

Ligíx’ jaa yáa nadaakw.
The table is creaking.

Káayagijeit anéegwál'.
He is painting the chair.
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
nna.át daakeidí
closet
táay
garden
nadáakw

table
káayagijeit
chair
s’eenáa
light
BASIC LISTENING
Cut out the vocabulary pictures. Show the picture for the word given.
Cut out the vocabulary pictures. Show the picture for the word given.
Write the numbers for the vocabulary word under the pictures.
áa at gadus.ee yé

áa at duxá yé

áa at du.us’k’ yé
aadéi yöo aya.atgi yé

naa.át daakeidí

táay
nadáakw
káayagijeit
s’eenáa
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
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
naa.át daakeidí táay
nadáakw káayagijeit s’eenáa

áa at gadus.ee yé
áa at du.xá yé
áa at du.us’k’ yé
aadéi yóo aya.atgi yé
naa.át daakeidí táay
nadáakw káayagijeit s’eenáa

áa at gadus.ee yé
áa at du.xá yé
áa at du.us’k’ yé
aadéi yóo aya.atgi yé
naa.át daakeidí táay
nadáakw káayagijeit s’eenáa
Write the words from this unit in the boxes in horizontal, vertical, or diagonal forms. When all of the words are in the form, fill the other boxes with any letters. Exchange Word Finds with another student and circle the words in them.

Homemade Word Find
BASIC READING

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

áa at __________ ee yé

áa at duxá __________

__________ du.us’k’ yé

aadéi __________ atgi yé

naa.__________ keidí

__________ ay

nadá___________

káa__________ eit

s’___________ áa

yte   tá  yóo aya  yagij
enen  gadus  akw  áa at
át daa
Cut out the letters and spell the word for the picture.

á t a y
Complete the words by writing in the missing letters.

á _ at _ adus. __ yé
áa _ t _ uxá __ é
á __ a __ du.us’ __’ yé
__ déi yóo aya. __ tgi yé
n __ .át d __ keidí
tá __
__ adá __ kw
k __ yagijeí __
s’ __ náa
Write the correct vocabulary word next to each picture.
DIALOG ACTIVITY PAGE
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.

(a) Goot ax' sá yan iyatee wé?
(b) Goosu wé?
(a) Wé tudé/kátx’ xwaatee.
(b) Gunalchéesh.

nadáakw
káayajigeit
s’eenáa
aadéi yóo aya.atgi
yé
naa.at daakeidí
táay
áa at gadus.ee yé
áa at du.us’k’ yé
áa at duxá yé
Tlingit Language Program

Unit Assessment
Teacher’s Notes
Cycle B Beginners
Grades 5 - 6
Unit 8
Theme: Home
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 áa at gadus. ee yé.”
2. “Write the number 2 on top of the picture of áa at duťá 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’eenáa.”

Sight Recognition

“Turn to page 3 in your test.”

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

Decoding/Encoding

“Turn to page 5 in your test.”

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

Basic Writing

“Turn to page 7 in your test.”

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

divide the total number of questions correct by the total number of questions; multiply this answer by 100 to determine the percentage of questions answered correctly.
Circle the word for each picture.
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
náa.át daakeidí
táay
nadáakw
káayagijeit
s’eenáa
Teacher’s Notes

The animals unit is a favorite of many students and teachers. There are ten suggested lessons for the nine vocabulary words in Cycle B in addition to the Student Support Materials (SSM). The SSM includes images, student worksheets, and an assessment. The unit’s sentence and dialog are presented here and in the SSM. 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 of “animals.” 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

guwakaan deer
gooch wolf
kanals’áak squirrel
xíxch’ frog
nóoskw wolverine
kuts’een mouse
cheech porpoise
dzísk’w moose
xalak’ách’ porcupine

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 só 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 first 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. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. If students learn the material quickly, move on to the next cycle. The advanced cycles add new phrases that build upon the theme of “animals.” Remember to follow the DLP process, spending lots of time on listening activities before asking students to speak.

Vocabulary Cycle C

Guwakaan xwasitéen. I saw a deer.
Gooch xaatéen. I see a wolf.
Kanals’áak xaatéen. I see a squirrel.
Xíxch’ xaatéen. I see a frog.

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 Cycles A and 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 two question words and adds adjectives in the questions -- small and big.

Vocabulary Cycle A Advanced

Daa sáyá? What is this?
_____________________ áyá.
It is a ____________________.
Át tlein gwá? Is it big?
Yéi googéik’ gé? Is it small?
Teacher’s Notes
This cycle has sentences describing the animals’ feelings. 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 feeling words. Use the lessons and listen to the audio recording of a fluent speaker to teach these sentences. The more practice the students get in hearing the language and speaking the sentences, the more natural and confident they will become.

Vocabulary Cycle B Advanced
Xalak’ách' toowú yanóokw. The porcupine is sad.
Gooch x’áant uwanúk. The wolf is grumpy.
Yáay kulitées’shan. Whales are interesting.
Yá sátk wé kuts’een. The mouse is in a hurry.

Teacher’s Notes
By this cycle, most students can write simple sentences with nouns from this theme and the verbs in Cycle C. These more complex sentences are introduced to help students write more varied sentences. Use the writing assignments to help them get started writing their own Tlingit sentences.

Vocabulary Cycle C Advanced
Tlél wuduskú goodie sá kei ayawdikúx. Nobody knew where he fled to.
Wéi keitl du seit tíx’i yanax wushik’éex’. The dog’s leash got hung up.
Geesh xoot wootlóox’wé yáxwch’. The sea otter is rolling around in the kelp.
Líl kayixéel’ik! Don’t bother him/her!
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.

________________________________ xoot wootlóox’wé yáxwch’.

The sea otter is rolling around in the _____________________________.

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

Wéi keitl du seit tíx’i yanax wushik’éex’. The dog’s leash got hung up.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

**Tlél wuduskú goodie sá kei ayawdikúx.** Nobody knew where he fled to.

**Lil kayixéel’ik!** Don’t bother him/her!

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.

**Tlél wuduskú goodie sá kei ayawdikúx.** Nobody knew where he fled to.

**Wéi keitl du seit tíx’i yanax wushik’éex’.** The dog’s leash got hung up.
VOCABULARY
PICTURES
guwakaan
deer
gooch
wolf
kanals’áak
squirrel
xíxch’
frog
nóoskw
wolverine
kuts’een
mouse
cheech
porpoise
dzítš'w
moose
xalak’ách’
porcupine
BASIC LISTENING
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
guwakaan

gooch

kanals' áak
cheech
dzisk'w
xalax’ách
Circle the word for each picture.
Circle the word for each picture.

1. Deer (guwakaan, gooch, kanals’áak, xíxch’, nóoskw, kuts’een, cheech, dzísk’w, xalak’ách’)
2. Dolphin (guwakaan, gooch, kanals’áak, xíxch’, nóoskw, kuts’een, cheech, dzísk’w, xalak’ách’)
3. Mouse (guwakaan, gooch, kanals’áak, xíxch’, nóoskw, kuts’een, cheech, dzísk’w, xalak’ách’)
Write the words from this unit in the boxes in horizontal, vertical, or diagonal forms. When all of the words are in the form, fill the other boxes with any letters. Exchange Word Finds with another student and circle the words in them.

Homemade Word Find
BASIC READING

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

guwa___________
goo___________
kanals’___________
xíx___________
____________skw
____________een
ch____________ch
____________sk’w
____________lak’ách’

dzí
nóo
xa
ch
kaan
ch’
áak
ee
kuts’
Cut out the letters and spell the word for the picture.

h’ a c a x
l k’ á
BASIC WRITING
Complete the words by writing in the missing letters.

_ hee _ _
_ _ ísk’ _
xa _ _ k’á _ _ h’
gu _ a _ aa _
go _ _ h
k _ ts’e _ _
k _ n _ ls’áa _
_ íx _ _ h’
n _ _ sk _
Write the correct vocabulary word for each picture.
Cut out the words below. Listen to the word(s) to put in the spaces in the dialog. Read the dialog as a group or individually as directed by the teacher. Forms. Practice the dialog with another student.

(a) I een sh kakkwalnéek
(b) Daa sá a daat?
(a) Wé _________________ daat sh kalneegi áyá.
(b) Aaá

kanals’áak
xixch'
xalak’ách'
guwakaan
nóoskw
dzísk'w
gooch
kuts'een
cheech
UNIT ASSESSMENT
Tlingit Language Program

Unit Assessment

Teacher’s Notes

Cycle B Beginners

Grades 5 - 6

Unit 9

Theme: More 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 xíxch’.”
2. “Write the number 2 on top of the picture of xalak’ách’.”
3. “Write the number 3 on top of the picture of cheech.”
4. “Write the number 4 on top of the picture of nóoskw.”
5. “Write the number 5 on top of the picture of kuts’een.”
6. “Write the number 6 on top of the picture of guwakaan.”
7. “Write the number 7 on top of the picture of gooch.”
8. “Write the number 8 on top of the picture of dzísk’w.”
9. “Write the number 9 on top of the picture of kanals’áak.”

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 Grades 5 - 6

Unit 9

Theme: More Animals

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.
<table>
<thead>
<tr>
<th>Image</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="deer.jpg" alt="Deer" /></td>
<td>guwakaan gooch kanals’áak xíxch’ nóoskw kuts’een cheech dzísk’w xalak’ách’</td>
</tr>
<tr>
<td><img src="porcupine.jpg" alt="Porcupine" /></td>
<td>guwakaan gooch kanals’áak xíxch’ nóoskw kuts’een cheech dzísk’w xalak’ách’</td>
</tr>
<tr>
<td><img src="dolphin.jpg" alt="Dolphin" /></td>
<td>guwakaan gooch kanals’áak xíxch’ nóoskw kuts’een cheech dzísk’w xalak’ách’</td>
</tr>
</tbody>
</table>

*Circle the word for each picture.*
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 DLP format and begin with basic listening and basic speaking, before reading and writing are introduced. The SSM include images, student worksheetss and an assessment. The unit’s sentence and unit’s dialog give students practice hearing the words in context. Encourage students to listen to the audio recording of a fluent speaker saying the words, 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
kéidladi seagull
dzísk’w great horned owl
k’ákw owl w/o tufts
shoox’ robin
gúkl’ swan
kageet loon
láx’ heron
shaayáal hawk

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 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 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 phrases. Follow the DLP process and provide lots of listening activities. For more practice with this verb, you can substitute all of the birds in the pattern sentence. If students learn the material quickly, move on to the next cycle. The advanced cycles add new phrases that build upon the theme of “birds.”

Vocabulary Cycle C

Tsísk’w saxaa.áxch. I can hear an owl with tufts.
Shoox’ xaa.áxch. I can hear a robin.
Gúkl’ xaa.áxch. I can hear a swan.
Kageet xaa.áxch. I can hear a loon.

Teacher’s Notes

Students can answer Daa sáwé yaa ndakín?—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 lessons 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.

Vocabulary Cycle A Advanced

Daa sáwé yaa ndakín? What is flying?
____________ aadé yaa ndakín.
____________ is flying there.

Closure sentences

Wé ______________ yagéi.
The ________________ are big.
Teacher’s Notes
The five sentences include verbs with the following adjectives: is light, looks scrawny, is wet and is intelligent. 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. Use the suggested lessons and the audio recording to teach these sentences.

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, substituting other birds for each of the sample sentences. In this sentence, Héen wát át has wusikwaan wé gáaxw—The ducks are swimming around at the mouth of the river--other geography terms may be substituted for héen wát. Use the suggested writing activities to get students started writing their own sentences.

Vocabulary Cycle B Advanced
Shoox’ tlél udal. Robins are light.
Yées dzíks’w áyá. This is a young owl.
Wulixoon wé ts’axweil. That poor crow looks scrawny.
Wáanáx sáwé wuditl’ák’ we kéidladi? Why is that seagull wet?
Ts’eigéeni yaa kudzigéi. Magpie is intelligent.

Vocabulary Cycle C Advanced
Éech’ akaawanóot’ Yéil. Raven swallowed a stone.
Ax tl’eik káa wjikaak digitgiyáa. A hummingbird landed on my finger.
Dunák kawdliyeech wé káax’. The grouse flew away from him.
Héen wát át has wusikwaan wé gáaxw. The ducks are swimming around at the mouth of the river.
Lesson 1
Introduce the new vocabulary.

Basic Listening
1. Mini Pictures
2. Searchlight

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

Lesson 2
Review the unit’s vocabulary.

Basic Listening
1. Back to Back Race
2. Airplane Land

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

Lesson 3
Review the unit’s vocabulary.

Basic Listening
1. Numbered Illustrations
2. Sticky Foot

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

Lesson 4
Introduce the unit’s sentence.

Basic Listening
1. Right or Wrong?
2. Visual Memory

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

Lesson 5
Review the unit’s sentence.

Basic Listening
1. Turn and Face
2. Matching Halves

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

Lesson 6
Review the unit’s vocabulary.

Basic Reading--Sight
1. Pass the Lifesaver
2. Deal!
3. Circle of Words
4. Tissue Grab
5. Use the Student Support Materials

See Appendix III for lesson instructions.
Lesson 10
Administer the unit’s assessment.

Basic Writing
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.

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 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 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
Cycle C Advanced Creative Writing Activities

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

_______________________________ át has wusikwaan wé gáaxw.

The ducks are swimming around at the _________________________.

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

**Ax tl’eik káa wjikaak digitgiyáa.** A hummingbird landed on my finger.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

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

*Ax tl’eik káa wjikaak digitgiyáa.* A hummingbird landed on my finger.

*Dunák kawdliyeech wé káax’.* The grouse flew away from him.

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.

*Éech’ akaawanóot’ Yéil.* Raven swallowed a stone.

*Héen wát át has wusikwaan wé gáaxw.* The ducks are swimming around at the mouth of the river.
VOCABULARY PICTURES
ts’axweil

crow
kéidladi
seagull
dzísk’w
great horned owl
k’ákw
owl without tufts
shoox’
robin
gúkl’
swan
kageet
loon
lát'x
heron
shaayáal
hawk
BASIC LISTENING
Cut out the pictures. Show the picture for the vocabulary word given.
Cut out the pictures. Show the picture for the vocabulary word given.
Listen to the vocabulary words. Write the numbers under the pictures.
BASIC READING

Sight Recognition
k’ákwx
shoox’
gúkl’
Circle the word for each picture.

1. ts’axweil kéidladi dzís’kw k’ákw shoox’ gúkl’ kageet láx’ shaayáal
2. ts’axweil kéidladi dzís’kw k’ákw shoox’ gúkl’ kageet láx’ shaayáal
3. ts’axweil kéidladi dzís’kw k’ákw shoox’ gúkl’ kageet láx’ shaayáal
4. ts’axweil kéidladi dzís’kw k’ákw shoox’ gúkl’ kageet láx’ shaayáal
Circle the word for each picture.

- ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal
- ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal
- ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal
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 rest of the boxes with any letters. Exchange Word Finds with another student and circle the words in them.

**Homemade Word Find**

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</table>
BASIC READING

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

- ts’_________eil
- ___________dladi
- dzís__________
- k’___________w
- ___________ox’
- gó___________
- ___________eet
- lá___________
- sh___________áal

- k’w
- sho
- kl’
- kéri
- kag
- axw
- x’
- aay
- ák
Cut out the letters and spell the word for the picture.

awitx
s’el
BASIC WRITING
Complete the words by writing in the missing letters.

_s’ax_ _ ei _
_éi _ la _ i
_zí _ k’ _
k’ _ k _
_ho _ x’
_úk _
k _ gee _
lá _
_haa _ áa _
Write the correct vocabulary word next to each picture.
DIALOG ACTIVITY
PAGE
(a) Wé _______________ eesitéen agé?
(b) Tléik’, wé _____________ xwaa.áx kú.aa.

(a) Wé _______________ gwátk sá iyaa.áx?
(b) Tatgé/tleeyátge/yáa yagiyyee.

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Tlingit Language Program

Unit Assessment
Teacher’s Notes

Cycle B Beginners

Grades 5 - 6

Unit 10

Theme: More 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 gúk’l’.”
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.”

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 Grades 5 - 6

Unit 10

Theme: More Birds

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.

1. ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal
2. ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal
3. ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal
4. ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal
Circle the word for each picture.

- ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal
- ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal
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