Learning our

Tlingit Language

Lingít   |   Cycles B through Advanced C   |   Beginners

Grade 7

Book 3
Teacher’s Notes

This unit is meant for extra practice with units 8-10: “animals,” “birds,” and “home.” Use the selected vocabulary words or others that students had difficulty with. All future cycles build upon these vocabulary words. Knowing them well and committing them to long-term memory will help students concentrate on the new Tlingit vocabulary they will encounter in Cycles C-Advanced C. The lessons and the SSM follow the DLP format and begin with Basic Listening and Basic Speaking, before Reading and Writing are introduced. The SSM includes images, student worksheets and assessments for these three units. Encourage students to listen to the audio recording of a fluent speakers saying the words, sentence and dialog.

Vocabulary Cycle B

s’eenáa light
yee.át bed
x’úx’ daakeidí book shelf
cheech porpoise
yáxwch’ sea otter
náakw octopus
kéidladi seagull
kageet loon
láx’ heron
dagitgiyáa hummingbird
káax’ chicken
x’eis’awáa ptarmigan
Teacher’s Notes

The review unit gives an added opportunity for more practice with the verb patterns introduced in units 8-10. The verb phrases are for cleaning up, seeing, and hearing. If these selected sentences are not the ones you think the students need, select other sentences based on your students’ progress. Notice that all of these verbs are in the third person (he/she/it). Encourage students to listen to the audio recording of a fluent speaker saying the words.

Vocabulary Cycle C

Áa at du.us'k'yé áwé k'idéin yaa anasnén. S/he is cleaning up the wash room.
Wé yee.át k'idéin yaa anasnén. S/he is cleaning up the bed.
Nóoskw ayatéen. S/he sees a wolverine.
Ch’áak’ aya.áxch. S/he can hear a eagle.

Teacher’s Notes

This review unit gives students more practice with the vocabulary in units 8-10. Choose sentence patterns for review that seem to be most troublesome for students. You can substitute almost all of the vocabulary words from the three units with this question, __________ ákyá?: Is this a _____? Students can respond with Aa.á or Tléik’: __________ áwé: No, this is a __________. Encourage students to listen to the audio recording of a fluent speaker. As in the other units, move on to the next cycle if students learn the material quickly.

Vocabulary Cycle A Advanced

Goodéí sá yaa neegút? Where are you going?
__________________ ákyá?
Is this a _________________?
Tléik’, _________________ áwé.
No, this is a ________________.
Wé _________________ ch’a yéi googéik’.
The _________________ are small.
Teacher’s Notes

This review unit gives another opportunity to help students commit the phrases to long-term memory. Use these sample sentences or others from units 8-10, depending on which verbs seem most troublesome to your students. Encourage the 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.

Vocabulary Cycle B Advanced

S’eenáa yakawlikís’. This light is burnt out.
Wé naa.át daakeidí shaawahík. The closet is really cluttered.
Nóoskw listeen. The wolverine is tough.
Shayadihein wé kéidladi. There are a lot of seagulls.

Teacher’s Notes

This is the last opportunity to review any of the phrases in units 8-10. You can use these selected sentences or you and your students can choose others from units 8-10. Students may also have particular games and activities that they want to do again.

Vocabulary Cycle C Advanced

Haa gáni shukgwaxéex, haa sakwa.áat’. The wood is going to run out and we’re going to be cold.
Aasgutóot wugoodí, dzísk’w x’us.eetí awsiteen. He saw moose tracks when he was walking in the woods.
A wándáx áwé a yíkt sh wudligás’wé yéil. The raven leapt into it from the edge.
Neek ash atláx’w yaa kudzigéiyi ts'ats'ée. Pigeons carry messages.
Lesson 1
Introduce the new vocabulary.

Basic Listening
1. Mini Pictures
2. Illustration Sequence

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

Lesson 2
Review the unit’s vocabulary.

Basic Listening
1. Mini Pictures
2. Funnel Vision

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

Lesson 3
Review the unit’s vocabulary.

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

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

Lesson 4
Introduce the unit’s sentence.

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

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

Lesson 5
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

Lesson 6
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

See Appendix III for lesson instructions.
Lesson 7
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. Numbered Illustrations
2. Back Writing
3. Yarn Spell
4. Word Completion
5. Use the Student Support Materials

Lesson 9
Administer the unit’s assessment.

1. Practice the unit’s dialog with the students.
2. Lay graphics from units 8-10 in a pile; lay the sight words for the graphics in a separate pile, on the floor. Have two students stand between the graphics and the words. Say a different review sentence to each student. When you say, “Go,” the two students must find the word and the graphic for the key words heard in their sentences. Review until all students have participated.
3. Conduct an old fashioned dictation. Say the review words; the students write the words. Afterwards, review their spellings.
Cycle C Advanced Creative Writing Activities

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

Aasgutóot wugoodí, dzísk’w x’us.eetí _____________. ___________ moose tracks when he was walking in the woods.

Neek ash atláx’w ____________ ts’ats’ée. Pigeons ____________ messages.

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

x’us.eetí awsiteen. He saw moose tracks when he was walking in the woods.

__________________________________________

__________________________________________

__________________________________________

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

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

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

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.

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

**Haa gáni shukgwaxéex, haa sakwa.át’.** The wood is going to run out and we’re going to be cold.
s’eenáa
light
yee.át
bed
x’úx’ daakeidí
book shelf
cheech
porpoise
yáxwch’
sea otter
náakw
octopus
kéidladi
seagull
kageet
loon
lák'heron
dagitgiyáa
hummingbird
káax’
chicken
x’eis’awáa
ptarmigan
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
**Cut out the words and attach them to their pictures.**

<table>
<thead>
<tr>
<th>s’eenáa</th>
<th>yee.át</th>
<th>x’úx’ daakeidí</th>
<th>cheech</th>
</tr>
</thead>
<tbody>
<tr>
<td>yáxwch’</td>
<td>náakw</td>
<td>kéidladi</td>
<td>kageet</td>
</tr>
<tr>
<td>láx’</td>
<td>dagitgiyáa</td>
<td>káax’</td>
<td>x’eis’awáa</td>
</tr>
</tbody>
</table>
Circle the word for each picture.

s'eenáa
yee.á.t
x'úx' daakeidi
cheech
yáxwch'
náakw
kéidladi
kageet
láx'
dagitgiyáa
káax'
x'eis'awáa
Circle the word for each picture.

s’eenáa yee.át x’úx’ daakeidí cheecho yáxwch’ náakw kéidladi kageet láx’ dagitgiyáa káax’ x’eis’awáa
Write the words from this unit in the boxes in horizontal, vertical, or diagonal forms. When all of the words are in the form, fill the other boxes with any letters. Exchange Word Finds with another student and circle the words in them.

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

<table>
<thead>
<tr>
<th>wch’</th>
<th>kéid</th>
<th>kag</th>
<th>kw</th>
</tr>
</thead>
<tbody>
<tr>
<td>giyáa</td>
<td>awaa</td>
<td>ká</td>
<td>x’</td>
</tr>
<tr>
<td>yee</td>
<td>x’úx’</td>
<td>ech</td>
<td>s’ee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>_______náa</th>
<th>_______.át</th>
<th>_______ daakeidí</th>
</tr>
</thead>
<tbody>
<tr>
<td>che________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>yáx________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>naa________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______ladi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______eet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lá_______</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dagit________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______ax’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>x’eis’________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cut out the letters and spell the word for the picture.

e  h  h  c  e

c
Complete the words by writing in the missing letters.

'_ ee _ _ a
_ ee _ á _
x’ _ x’ _ aa _ ei _ í
_ hee _ _
_ á_ _ch’
_ áak _
_ éi _ _ adi
_ ag _ _ t
_ _ x’
da _ it _ i _ áa
k _ _ x’
x’ _ _ s’aw _ _
Write the correct vocabulary word next to each picture.
Tlingit Language Program

Unit Assessment
Teacher’s Notes

Cycle B Beginners Grade 7

Grade ____

Unit 11

Theme: Review Units 8-10

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 s’eenáa.”
2. “Write the number 2 on top of the picture of yee.át.”
3. “Write the number 3 on top of the picture of x’úx’ daakeidí.”
4. “Write the number 4 on top of the picture of cheech.”
5. “Write the number 5 on top of the picture of yáxwch’.”
6. “Write the number 6 on top of the picture of náakw.”
7. “Write the number 7 on top of the picture of kéidladi.”
8. “Write the number 8 on top of the picture of kageet.”
9. “Write the number 9 on top of the picture of lák.”
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.”
Unit Assessment

Student Pages

Cycle B Beginners Grade 7 - 12

Unit 11

Theme: Review Units 8-10

Date:________

Student’s Name:________________

Grade:_____
Circle the word for each picture.

s’eenáa yee.át x’úx’ daakeidí cheech yáxwch’ náakw kéidalidi kageet láx’
dagitgiyáa káax’ x’eis’awáa

s’eenáa yee.át x’úx’ daakeidí cheech yáxwch’ náakw kéidalidi kageet láx’
dagitgiyáa káax’ x’eis’awáa

s’eenáa yee.át x’úx’ daakeidí cheech yáxwch’ náakw kéidalidi kageet láx’
dagitgiyáa káax’ x’eis’awáa

s’eenáa yee.át x’úx’ daakeidí cheech yáxwch’ náakw kéidalidi kageet láx’
dagitgiyáa káax’ x’eis’awáa
Circle the word for each picture.

1. s'eenáa yee.á.t
   x’úx’ daakeidí cheech
   yáxwch’ náakw kéidladi kageet láx’
   dagitgiyáa káax’ x’eis’awáa

2. s'eenáa yee.á.t
   x’úx’ daakeidí cheech
   yáxwch’ náakw kéidladi kageet láx’
   dagitgiyáa káax’ x’eis’awáa

3. s'eenáa yee.á.t
   x’úx’ daakeidí cheech
   yáxwch’ náakw kéidladi kageet láx’
   dagitgiyáa káax’ x’eis’awáa

4. s'eenáa yee.á.t
   x’úx’ daakeidí cheech
   yáxwch’ náakw kéidladi kageet láx’
   dagitgiyáa káax’ x’eis’awáa
<table>
<thead>
<tr>
<th>x’úx’</th>
<th>náa .át daakeidí eech wch’ kw ladi eet lá giyáa ax’ awaa</th>
<th>yee</th>
<th>náa .át daakeidí eech wch’ kw ladi eet lá giyáa ax’ awaa</th>
</tr>
</thead>
<tbody>
<tr>
<td>x’</td>
<td>náa .át daakeidí eech wch’ kw ladi eet lá giyáa ax’ awaa</td>
<td>ká</td>
<td>náa .át daakeidí eech wch’ kw ladi eet lá giyáa ax’ awaa</td>
</tr>
<tr>
<td>kéid</td>
<td>náa .át daakeidí eech wch’ kw ladi eet lá giyáa ax’ awaa</td>
<td>náa</td>
<td>náa .át daakeidí eech wch’ kw ladi eet lá giyáa ax’ awaa</td>
</tr>
<tr>
<td>s’ee</td>
<td>nåa</td>
<td>.át</td>
<td>daakeidí</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>ch</td>
<td>nåa</td>
<td>.át</td>
<td>daakeidí</td>
</tr>
<tr>
<td>x’eis’</td>
<td>nåa</td>
<td>.át</td>
<td>daakeidí</td>
</tr>
<tr>
<td>dagit</td>
<td>nåa</td>
<td>.át</td>
<td>daakeidí</td>
</tr>
<tr>
<td>kag</td>
<td>nåa</td>
<td>.át</td>
<td>daakeidí</td>
</tr>
<tr>
<td>yáx</td>
<td>nåa</td>
<td>.át</td>
<td>daakeidí</td>
</tr>
</tbody>
</table>
UNIT 12

Weather and Climate
Teacher’s Notes

Cycle B presents 12 weather forms. The lessons for this unit can be used often throughout the year. Students will learn the weather words as well as the sentence patterns. Cycle B includes Student Support Materials (SSM) which include images, mini-pictures, vocabulary word cards, student activity sheets, assessments, and unit’s sentence and dialog. You can use these resources with the suggested lessons or others you may have. The vocabulary pictures, mini-pictures, and vocabulary word cards will continue to be useful in the weather unit in Cycles C through Advanced C. Encourage students to listen to the audio recording of a fluent speaker saying the words, sentence and dialog. Talking about the weather is something that we all do often. Being able to talk with elders or other students about the weather is a fun and rewarding way to practice Tlingit.

Vocabulary Cycle B

awdigaan it is sunny
aawagéet it is slushy/wet snow
kulídás’ it is hailing
kukáwduwayél’ it is calm
kukáwdlíxwán it is frosty
kulíséixjaa it is misty
kushíx’il’ it is icy
káwdíxaak it is dry
kuwáx’úk it is humid
kuwák’éi it is fair
kulís’éikjaa it is smoggy
tlél tlax kooshk’éi it is mild

Unit’s Sentence

Wéít wáa sá kuwatee?
How is the weather there?

Unit’s Dialog

(a) Wéít wáa sá kuwatee?
How is the weather there?

(b) Yáat __________________.
It is _______________ here.

(a) Yáat tsú ________________.
It is _______________ here too.
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 future tense. You can talk with students about what the weather will be like tomorrow or next week. 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, go forward to the next cycle. The advanced cycles add new phrases that build on the theme “weather.”

Vocabulary Cycle C

Yeigaxdagáan. It will be sunny.
Kei kuguxlagóos’. It will be cloudy.
Dleit daak guxsatáan. It will snow.
Séew daak guxsatáan. It will rain.

Teacher’s Notes

Four more phrases are introduced here to be used with the weather words. You can ask questions about the weather using this question, Awdigaan ágé kach’u koowdigwás’?: Is it sunny or foggy?, and substitute all the different weather forms. Use the suggested lessons to teach these sentences. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. Students can become familiar with the pronunciation, rhythm, and cadence of the language.

Vocabulary Cycle A Advanced

Awdigaan ágé kach’u koowdigwás’? Is it sunny or foggy?
________________________x’ wáa sá kuwatee? How is the weather in ____________________?

Yeis kutéeyi. Fall weather.
Táakw kutéeyi. Winter weather.
Teacher’s Notes

Descriptions of weather conditions build upon the basic vocabulary terms from previous cycles. Use the SSM and the lessons to give students practice and repetition. The basic vocabulary, such as séew and kadás’, will be familiar to students. Comments about the weather can be made throughout the year and do not need to be limited to the weather unit. Encourage students to listen to the audio recording of a fluent speaker talking about the weather.

Teacher’s Notes

Cycle C Advanced gives sample sentences students can use in their own writing. The weather descriptions are included in the verb form. You will not be able to translate word for word. You are encouraged to use these descriptive phrases with the students when they are relevant. Students can take turns giving weather reports each day. You can easily substitute another number in this sentence, Daxadooshú yagiyyee shunaaxéex aagáa daak wusitani yé: It has been raining for seven days.

Vocabulary Cycle B Advanced

Kadóos’ yá yagiyyee digéix. The hail today was large. Tlél xateen yaa kugáas’ch. I can’t see because of the fog. Séew kudzidéin daak wusitán. The rain is falling hard. Xeitl ligaaw. The thunder was loud.

Vocabulary Cycle C Advanced

Daxadooshú yagiyyee shunaaxéex aagáa daak wusitani yé. It has been raining for seven days. Góos’ tóonáx ayatéen. She sees it through the clouds. Xeil neech káa yéi nateech xóon wudunoogú. Foam is on the beach when the north wind blows. Aashashxáaw taakw.eetíx’ haax kalyeech. The dragonflies come in the summer time.
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. Numbered Illustrations
2. Sticky Foot

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

Lesson 3
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 4
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 5
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 6
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

See Appendix III for lesson instructions.
Lesson 7
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

Lesson 8
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 9
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 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.

Daxadooshú yagiye shunaaxéex aagáa _________________ yé.

It has been ________________ for seven days ________________ taakw.eetíx’ haax kalyeech.

The ________________ come in the summer time.

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

Xeil neech káa yéí nateech xóon wudunoogú. Foam is on the beach when the north wind blows.

________________________________________________________

________________________________________________________

________________________________________________________

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

**Góos' tóonáx ayatéen.** She sees it through the clouds.

**Aashashxáaw taakw.etíx’ haax kalyeech.** The dragonflies come in the summer time.


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.

**Daxadooshú yagiyyee shunaaxéex aagáa daak wusitani yé.** It has been raining for seven days.

**Xeíl neech káa yéí nateech xóon wudunoogú.** Foam is on the beach when the north wind blows.
VOCABULARY
PICTURES
awdigaan
it is sunny
aawagéet
it is slushy/wet snow
kulidás’
it is hailing
kukawduwayél’
  it is calm
kukawdlixwán
it is frosty
kuliséixjaa
it is misty
kushix’íl’
it is icy
kawdixaaq
it is dry
kuwax’úk
it is humid
kuwak’éi
it is fair
kulis’éikjaa
it is smoggy
tlél tlax kooshk’éi
it is mild
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
kuliséixjaaj

kushix’íl

kawdixaak
Circle the word for each picture.

awdigaan
aawagéét
kulidás’
kukawduwayél’
kukawdlixwán
kuliséixjaa
kushíx’íl’
kawdixaak
kuwax’úk
kuwak’éi
kulis’éík jaa
tlél tlax
kooshk’éi
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.

awdi________n
aaw________t
kul________
kuka________ayél'
kuka________wán
kuli________jaa
kus________l'
kaw________ak
kuw________
kuwa________
kulis’________aa
tlél tlax________hk’éi
Cut out the letters and spell the word for the picture.

w g i a
a d n a
Complete the words by writing in the missing letters.

a _ di _ aa _
aa _ ag _ e _
ku _ id _ _'
ku _ aw _ uwa _ él'
ku _ _ wdli _ wán
kuli _ éix _ aa
us _ ix’í _
ka _ di _ ak
k _ wa _ ’úk
k _ w _ k’é _
kul _ s’é _ kj _ _
 tl _ l tl _ x k _ _ shk’ _ i
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.
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 awdigaan.”
2. “Write the number 2 on top of the picture of aawagéét.”
3. “Write the number 3 on top of the picture of kulidás’.”
4. “Write the number 4 on top of the picture of kukawduwayél’.”
5. “Write the number 5 on top of the picture of kukawdlixwán.”
6. “Write the number 6 on top of the picture of kuliséixjaa.”
7. “Write the number 7 on top of the picture of kushix’il’.”
8. “Write the number 8 on top of the picture of kwadixaak.”
9. “Write the number 9 on top of the picture of kuwax’úk.”
10. “Write the number 10 on top of the picture of kuwak’él.”
11. “Write the number 11 on top of the picture of kulís’éikjaa.”
12. “Write the number 12 on top of the picture of tlél tlax kooshk’él.”

**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 12

Theme: Weather & Climate

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.

awdigaan
aawágéét
kulidás'
kukawduwayél'
kukawdlixwán
kuliséixjaa
kushíx’íł'
kawdixaak
kuwax’úk
kuwak’éi
kulis’éík jaa
tlé tlax
kooshk’éi
Circle the word for each picture.

<table>
<thead>
<tr>
<th>awdigaan</th>
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</tr>
</thead>
<tbody>
<tr>
<td>aawágéet</td>
<td>aawágéet</td>
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<tr>
<td>kulidás’</td>
<td>kulidás’</td>
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<tr>
<td>kukuwdiwayél’</td>
<td>kukuwdiwayél’</td>
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<td>kukawdlixwán</td>
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<td>tlé tlax</td>
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<tr>
<td>kooshk’éí</td>
<td>kooshk’éí</td>
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<table>
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<tbody>
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<td>kulidás’</td>
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<tr>
<td>kooshk’éí</td>
<td>kooshk’éí</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>awdigaan</th>
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<tr>
<td>aawágéet</td>
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<td>tlé tlax</td>
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<tr>
<td>kooshk’éí</td>
<td>kooshk’éí</td>
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</tbody>
</table>
Teacher’s Notes

The nouns in Cycle B name pieces of clothing. Ten lessons for teaching these nouns have been suggested. The lessons follow the Developmental Language Process (DLP), beginning with basic listening and basic speaking, before reading and writing are introduced. The Student Support Materials (SSM) include images, mini-pictures, vocabulary word cards, student worksheets, and assessments. Use the unit’s sentence and dialog with the students. Listen to the audio recording of a fluent speaker saying the words, sentence, and dialog. Many teachers have real clothing in their box of supplies. You can use these on dolls or stuffed animals to teach and reinforce the vocabulary. These nouns will continue to be used in Cycles C through Advanced C. Learning these nouns well and committing them to long-term memory will allow students to focus on learning the new verb phrases. If the students learn these nouns quickly, move forward to the next Cycle which will add verb phrases to the theme of Clothing.

Vocabulary Cycle B

koogéinaa sash
saka.át neck tie
kinaak.át coat
l’ée x’wán socks
doonyaax naa.át underwear
s’él’ s’áaxw rain hat
s’él’ kinaak.át rain coat
s’él’ téel rubber boot
neilyeetéeli slippers
kakéin k’oodás’ sweater
xwashdi tuk’átáal jeans
tuk’atáalk’ shorts

Unit’s Sentence

Yées ____________ xwa.oo.
I bought a new ____________.

Unit’s Dialog

(a) Yées ____________ xwa.oo. I bought a new ________________.
(b) Goosú i ______________?
Where is your ______________?

(a) Kút xwaagéex’. I lost it.
(b) Áa gaa kunaxtooshee. Let’s look for it.
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, perfective (past tense) positive form and first person perfective, negative form of the verb “for someone to buy 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 “clothing.”

Vocabulary Cycle C

Tlél s’él’ s’áaxw kaxwda.oo. I didn’t buy a rain hat.
S’él’ kinaak.át agawdi.oo. S/he bought a rain coat.
S’él’ x’wán agawdi.oo. S/he bought rubber boats.
X’uskatéeli agawdi.oo. S/he bought slippers.

Teacher’s Notes

The verbs introduced in Cycle A Advanced are kalak’wát’: fold, katí: hang up, and na.óos’: wash. Listen to the audio recording of a fluent speaker saying these sentences. You can substitute the nouns in the sample sentences with the rest of the nouns from the clothing unit. Give students lots of listening practice and use the photos from Cycle B or real articles of clothing as props for your lessons.

Vocabulary Cycle A Advanced

Wé tuk’atáal kalak’wát’. Fold the pants.
S’él’ kinaak.át áx katí. Hang up the raincoat.
I lée x’wáni na.óos’. Wash your socks.
I sháadaa.át na.óos’. Wash your headscarf.
Teacher’s Notes

The four sample sentences give students good practice with new verbs. The vocabulary words (nouns) for this theme can be substituted in most of the sentences. If you have real pieces of clothing, use them as props with the sentences. Follow the DLP process and give students lots of listening practice. Use the suggested lessons for teaching these phrases. Listen to the audio recording of these phrases with your students to hear the rhythm and cadence of a fluent speaker.

Vocabulary Cycle B Advanced

Awaadúx’ du saka.áti. He tied his necktie.
Yak’éi táawk kinaak.áti áwé. That is a good winter coat.
Kaligéiyi s’él’ s’áaxw du jeewú. She has a shiny rain hat.
Xwashdaa tuk’atáal wus’él’. These jeans are ripped.

Teacher’s Notes

Sample sentences in this cycle offer a variety of verbs in the imperfective and perfective forms. Students do not have to know the linguistic terms of these tenses, but it is helpful for the teacher to be aware and to use the Tlingit Index of Verbs as a resource (link at www.sealaska-heritage.org, language resources page). Students can use these samples and substitute other clothing terms to write their own sentences. Use the suggested activities to help students write their own sentences.

Vocabulary Cycle C Advanced

Ax jee lidzée wé kasné. Knitting is difficult for me.
Ax léel’w jeedáx kakéin l’ée x’wán áyá ax tuwáa sigóo. I like the yarn socks from my grandmother.
Kut akaawaxaash du tukátáali. She cut (the pattern) for her pants out wrong.
Tuk’atáal x’oosdé awdiyík. He put on his pants.
### Lesson 1
Introduce the new vocabulary.

**Basic Listening**
1. Mini Pictures - SSM
2. Flashlight Find – page 3

**Basic Speaking**
3. Balloon Volleyball
4. Stick of Chance
5. Slip String

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

**Basic Listening**
1. Turn and Face
2. Wild Cars

**Basic Speaking**
3. Balloon Volleyball
4. What’s That Word?
5. Stick of Chance

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

**Basic Listening**
1. Here, There, Everywhere
2. Beanbag Toss

**Basic Speaking**
3. Being Lippy
4. What’s The Date?

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

**Basic Listening**
1. Numbered Illustrations
2. Major League

**Basic Speaking**
3. Right or Wrong?
4. Colander
5. Hand Tag

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

**Basic Listening**
1. Nod and Clap
2. Hop the Line

**Basic Speaking**
3. Wild Balloon
4. Visual Memory
5. Flashlight Name

### 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
Review the unit’s vocabulary.

**Basic Reading - Encoding**
1. Hang the Wash
2. Popsicle Sticks
3. Where’s That Syllable?
4. Letter Encode
5. Use the Student Support Materials

Lesson 8
Review the unit’s vocabulary.

**Basic Writing**
1. Numbered Illustrations
2. Flour Writing
3. Writing Relay
4. Every Second Letter
5. Use the Student Support Materials

Lesson 9
Review the unit’s vocabulary.

**Basic Writing**
1. Crayon Resist
2. CV Spell
3. Sensory Words
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. Provide each student with a square of white cloth, a needle, and embroidery thread. The students should use the needles and thread to embroider pictures on their squares of cloth. When the students’ pictures are finished, display all of the squares on a bulletin board as a clothing quilt.
3. Give each student a sight word card from any unit covered thus far in the Heritage Language Program (including Cycle A Beginners). Encourage each student to say a Tlingit/Haida/Tsimshian sentence of his/her own using the key word.
1. Fill in the blanks to complete the sentences below.

Ax jee __________________________ wé kasné.

Knitting __________________________ for me.

Ał léal'k'w jeedáx kakéin _____________________ áyá ax tuwáa sigóo.

I like the yarn __________________________ from my grandmother.

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

Tuk'atáal x'oosdé awdiyík. He put on his pants.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
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 jee lidzée wé kasné.** Knitting is difficult for me.

**Ax léel'w jeedáx kakéin l'éé x'wán áyá ax tuwáa sigóo.**
I like the yarn socks from my grandmother.

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.

**Kut akaawaxaash du tuktáali.** She cut (the pattern) for her pants out wrong.

**Ax jee lidzée wé kasné.** Knitting is difficult for me.

__________________________________________

__________________________________________

__________________________________________

__________________________________________
VOCABULARY
PICTURES
koogéinaa
sash
saka.át
neck tie
kinaak.át
coat
l’ée x’wán
socks
doonyaax naa.át
underwear
s’él’ s’áaxw
rain hat
s’él’ kinaak.át
rain coat
s’él’ téel
rubber boot
neilyeetéeli
slippers
kakéin k’oodás’
sweater
xwashdi tuk’atáal
jeans
tuk’atáalk’
shorts
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
s’él’ kinaak.átl
s’él’ téel
neilyeetéeeli
kakéin k’oodás'
xwashdi tuk’atáal
tuk’atáalk
Circle the word for each picture.

- koogéiníaa
  saká.áát
  kinaak.áát
  l’ée x’wán
doonyaax naa.áát
s’él’ s’áaxw
s’él’ kinaak.áát
s’él’ téel
neilyeeéeli
kakéin k’oodás’
xwashdi tuk’atáal
tuk’atáalk’

- koogéiníaa
  saká.áát
  kinaak.áát
  l’ée x’wán
doonyaax naa.áát
s’él’ s’áaxw
s’él’ kinaak.áát
s’él’ téel
neilyeeéeli
kakéin k’oodás’
xwashdi tuk’atáal
tuk’atáalk’

- koogéiníaa
  saká.áát
  kinaak.áát
  l’ée x’wán
doonyaax naa.áát
s’él’ s’áaxw
s’él’ kinaak.áát
s’él’ téel
neilyeeéeli
kakéin k’oodás’
xwashdi tuk’atáal
tuk’atáalk’

- koogéiníaa
  saká.áát
  kinaak.áát
  l’ée x’wán
doonyaax naa.áát
s’él’ s’áaxw
s’él’ kinaak.áát
s’él’ téel
neilyeeéeli
kakéin k’oodás’
xwashdi tuk’atáal
tuk’atáalk’
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

[Blank grid of boxes]
Cut out the word parts and glue them into the words.

kin________át
l’ée________
s’él’  k________k.át
s’él’________
neil________éeli
kakéin________dás’
xwas________uk’atáal
tuk’________lk’
koo________aa
sak________
doon________ naa.át
s’él’________ w
Cut out the letters and spell the word for the picture.
BASIC WRITING
Complete the words by writing in the missing letters.

_ inaa _ .á _
_ ’ée _ ’wá _
_ s’é _ tt _ l_ eil _ ee _ ée _ i _
_ a_ éin _ ’oo _ ás’ _
_ was _ di _ t _ k’atá _ l _
_ oo _ yaax _ aa.á _
_ ’él’ _ ’áa _ w_ s _ _ l’ ki _ aak.á _ _
_ uk’a _ _ alk’ _
_ oo _ éi _ aa _
_ a _ a.á _
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, and in pairs as instructed. Change the word(s) after each round. Practice the dialog with another student.

(a) Yées ______
(b) Goosú i ______
(a) Kút xwaagéex'.
(b) Á ée gaa kugaxtooshee.

---

xwaa.oo.

---

neilyeetéeli
s’él’ kinaakát
s’él’ s’áaxw
tuk’átáalk’
sakaát
kinaakát
koogéinaa
l’ée x’wán
s’él’ téel
doonyaax naaát
xwashdi tuk’átál
kakéin k’oodás’
UNIT ASSESSMENT
Tlingit Language Program

Unit Assessment
Teacher’s Notes

Cycle B Beginners Grade 7

Grade 7

Unit 13

Theme: Clothing

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 koogéinaa.”
2. “Write the number 2 on top of the picture of saka.át.”
3. “Write the number 3 on top of the picture of kinaak.át.”
4. “Write the number 4 on top of the picture of l’ée x’wán.”
5. “Write the number 5 on top of the picture of doonyaax naa.át.”
6. “Write the number 6 on top of the picture of s’él’ s’áaxw.”
7. “Write the number 7 on top of the picture of s’él’ kinaak.át.”
8. “Write the number 8 on top of the picture of s’él’ téel.”
9. “Write the number 9 on top of the picture of neilyeetéeli.”
10. “Write the number 10 on top of the picture of kakéin k’oodás’.”
11. “Write the number 11 on top of the picture of xwashdi tuk’atáal.”
12. “Write the number 12 on top of the picture of tuk’átáalk’.”

**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 13

Theme: Clothing

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.
<table>
<thead>
<tr>
<th>Language</th>
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<td>s'él' t</td>
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<td>x'wán</td>
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<td></td>
<td>aax naa.át</td>
</tr>
<tr>
<td></td>
<td>' s'áaxw</td>
</tr>
</tbody>
</table>
UNIT 14

Recreation
Teacher’s Notes

Cycle B introduces the names of twelve recreation activities. The Student Support Materials (SSM) include images, mini pictures, vocabulary word cards, student activity worksheets, and assessments. Listen to the audio recording of a fluent speaker saying the words, the unit’s sentence and the dialog. Use the games and activities in the ten lessons for this unit. If students can learn these terms well and commit them to their long-term memory, they can focus their attention on learning the verb phrases in future cycles. The theme of “recreation” will continue through Cycles C Advanced C. Substitute each of the vocabulary words in the unit’s sentence to give students more practice. Practice the dialog with students so that they can hear and speak the vocabulary words in context. If students learn the material quickly, move on to Cycle C which will introduce verbs to build upon this theme of “recreation.”

Vocabulary Cycle B

ash koolch’éit’aa
is playing basketball
ash koolk’ishaa
is playing baseball
ash koolt’áax’aa
is playing marbles
kadach’áak’w
is carving
da.aak is weaving
yaa nashíx is running
ash koolt’ách’aa
is swimming
kei natl’ ét’
is climbing up
yei natl’ ét’ is climbing down
at jik’ éin is jumping
ash koolx’il’aa yeit is sledding
ash koolx’il’aa is skating

Unit’s Sentence

Ax xooni _________________.
My relative is _________________.

Unit’s Dialog

(a) Daa sá yéi adaanéi
i________________________?
What is your (relative) doing?
(b) Ax xooni _________________.
My relative is _________________.
(a) Gwák géenk’ sá yéi akgwas-néi? When will he/she be done?
(b) Tsayóok shé. In a while.
Teacher’s Notes

Cycle C introduces verbs to be used with the nouns presented in Cycle B. The focus is oral language development. The phrases in this lesson are first and third person, progressive imperfective tense of various act verbs. 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 “recreation.” Remember to follow the DLP process, spending lots of time on listening activities.

Vocabulary Cycle C

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xadanéegwál’.</td>
<td>I am painting.</td>
</tr>
<tr>
<td>Kínde yaa ndagwát’.</td>
<td>S/he is climbing up.</td>
</tr>
<tr>
<td>Yínde yaa ndagwát’.</td>
<td>S/he is climbing down.</td>
</tr>
</tbody>
</table>

Teacher’s Notes

The two questions in this cycle differ only slightly. One asks Wáa sá keeyanóók?: What are you doing? The other asks Wáa sá kuwanóók?: What is she doing? Students will have to listen carefully to be able to respond correctly with one of the phrases they learned in Cycle C. Encourage students to listen to the audio recording of a fluent speaker asking these questions and giving commands. Once students learn the command “to skip somewhere,” they can be directed to skip to any object or picture that they have already learned.

Vocabulary Cycle A Advanced

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Translation</th>
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<tbody>
<tr>
<td>Aadóo sáwé kadach’áak’w?</td>
<td>Who is carving?</td>
</tr>
<tr>
<td>Kasné gé?</td>
<td>Is she weaving?</td>
</tr>
</tbody>
</table>

Commands

Deexdahéen kei eeshk’éin.
Jump two times.
Kei yee kdoor’éis deexdahéen.
Jump two times. (pl)
Teacher’s Notes

These sample sentences give excellent examples of how the adverb describing the action is part of the verb. Sentences are in the third person. Students can get much practice with these phrases in the games and activities suggested. They can also substitute other vocabulary words from this unit on recreation. Listen to the audio recording of a fluent speaker saying these sentences.

Vocabulary Cycle B Advanced

Tlél yan woojaakw du yaa nashíxi. He is running carelessly.
Du naaliyex’ ishk’éin. She can jump far.
Ash koolx’il’aa sigoo. Sledding is fun.

Teacher’s Notes

Sentences in this cycle offer a variety of verbs and sentences. Ayáx gé sh teedinook?--Do you feel up to it?--gives an interesting variation of Wáa sá sh teedinook?--how are you feeling?--which is introduced in the BeginningTlingit text. Students can get more practice writing new sentences by substituting other recreation terms for kasné: knitting, Ax jee lidzée wé kasné: Knitting is difficult for me.

Vocabulary Cycle C Advanced

Hél gunéi kakgwajoox wudzi.át’ áwé. It’s not going to start, it’s cold.
Yéi áwé xwaajee kei kakgwa-jóox. I think it’s going to start.
Ax jee lidzée wé kasné. Knitting is difficult for me.
Ayáx gé sh teedinook? Do you feel up to it?
Lesson 1
Introduce the new vocabulary.

Basic Listening
1. Mini Pictures
2. Turn and Face
3. Illustration Sequence
4. Let’s Move
5. Flick
6. Searchlight

Lesson 2
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 3
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 4
Introduce 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 5
Review 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 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
Lesson 10
Administer the unit's assessment.

1. Practice the unit's dialog with the students.
2. Provide each student with illustrating materials and supplies. Each student should create a picture of a recreation form. Then, the students should use markers to create jigsaw puzzle designs on their pictures; each student should cut out his/her jigsaw puzzle. They should exchange puzzles and put them together.
3. Give each student a sight word card from any unit covered thus far in the Heritage Language Program (including Cycle A Beginners). Encourage each student to say a Tlingit/Haida/Tsimshian sentence of his/her own using the key word.

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

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
Cycle C Advanced Creative Writing Activities

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

Hél gunéi kakgwajoox ________________________ áwé. It’s not going to start, it’s cold.

Yéi áwé xwaajee kei ________________________.

I think it’s ____________________________.

Ax jee lidzée wé _______________________. ________________________ is difficult for me.

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

Ax jee lidzée wé kasné. Knitting is difficult for me.
3. Tie the sentences together by rewriting a portion of the sentence or by writing sentences between them to connect them to each other.

**Hél gunéi kakgwajoox wudzi.át’ áwé.** It’s not going to start, it’s cold.

**Yéi áwé xwaajee kei kakgwajóox.** I think it’s going to start.

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.

**Ayáx gé sh teedinook?** Do you feel up to it?

**Yéi áwé xwaajee kei kakgwajóox.** I think it’s going to start.
VOCABULARY
PICTURES
ash koolch’éit’aa
is playing basketball
ash koolk’ishaa is playing baseball
ash koolt’áax’aa is playing marbles
kadach’áak’w
is carving
da.aak
is weaving
yaa nashíx
is running
ash koolt’ách’aa
is swimming
kei natl’ét’
is climbing up
yei natl’ét’
is climbing down
at jik’éin
is jumping
ash koolx’íl’aa yeit
is sledding
ash koolx’íl’aa
is ice skating
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
ash koolch’éít’aa

ash koolk’ishaa

ash kooltáax’aa
ash kool’t’ách’aa

kei nalt’ët’

yei nalt’ët’
at jik'éin

ash koolxíl’aa yeit

ash koolxíl’aa
Circle the word for each picture.

- ash koolch'éit'aa
- ash koolk'ishaa
- ash koolt'áax'aa
- kadach'áak'w
- da.aak
- yaa nashíx
- ash koolt'ách'aa
- kei natl'ét'
- yei natl'ét'
- at jik'éin
- ash koolx'íl'aa yeit
- ash koolx'íl'aa

- ash koolch'éit'aa
- ash koolk'ishaa
- ash koolt'áax'aa
- kadach'áak'w
- da.aak
- yaa nashíx
- ash koolt'ách'aa
- kei natl'ét'
- yei natl'ét'
- at jik'éin
- ash koolx'íl'aa yeit
- ash koolx'íl'aa

- ash koolch'éit'aa
- ash koolk'ishaa
- ash koolt'áax'aa
- kadach'áak'w
- da.aak
- yaa nashíx
- ash koolt'ách'aa
- kei natl'ét'
- yei natl'ét'
- at jik'éin
- ash koolx'íl'aa yeit
- ash koolx'íl'aa

- ash koolch'éit'aa
- ash koolk'ishaa
- ash koolt'áax'aa
- kadach'áak'w
- da.aak
- yaa nashíx
- ash koolt'ách'aa
- kei natl'ét'
- yei natl'ét'
- at jik'éin
- ash koolx'íl'aa yeit
- ash koolx'íl'aa

- ash koolch'éit'aa
- ash koolk'ishaa
- ash koolt'áax'aa
- kadach'áak'w
- da.aak
- yaa nashíx
- ash koolt'ách'aa
- kei natl'ét'
- yei natl'ét'
- at jik'éin
- ash koolx'íl'aa yeit
- ash koolx'íl'aa
Circle the word for each picture.

ash koolch’éit’aa
ash koolk’ishaa
ash koolt’áax’aa
kadach’áak’w
da.aak
yaa nashíx
ash koolt’ách’aa
kei natl’ēt’
yei natl’ēt’
at jik’éin
ash kooolx’il’aa yeit
ash kooolx’il’aa

ash koolch’éit’aa
ash koolk’ishaa
ash koolt’áax’aa
kadach’áak’w
da.aak
yaa nashíx
ash koolt’ách’aa
kei natl’ēt’
yei natl’ēt’
at jik’éin
ash kooolx’il’aa yeit
ash kooolx’il’aa

ash koolch’éit’aa
ash koolk’ishaa
ash koolt’áax’aa
kadach’áak’w
da.aak
yaa nashíx
ash koolt’ách’aa
kei natl’ēt’
yei natl’ēt’
at jik’éin
ash kooolx’il’aa yeit
ash kooolx’il’aa

ash koolch’éit’aa
ash koolk’ishaa
ash koolt’áax’aa
kadach’áak’w
da.aak
yaa nashíx
ash koolt’ách’aa
kei natl’ēt’
yei natl’ēt’
at jik’éin
ash kooolx’il’aa yeit
ash kooolx’il’aa
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.

ash kool________t’aa
ash ko________shaa
ash koo________x’aa
kad________áak’w
da________
yaa ________híx
ash ________t’ách’aa
kei ________ét’
yei nat________
at j________n
________ koolx’íl’aa yeit
ash kool________

<table>
<thead>
<tr>
<th>l’ét’</th>
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<th>ik’ié</th>
<th>nas</th>
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<tr>
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<td>olk’i</td>
<td>x’íl’aa</td>
</tr>
<tr>
<td>ash</td>
<td>.aak</td>
<td>kool</td>
<td>lt’áa</td>
</tr>
</tbody>
</table>
Cut out the letters and spell the word for the picture.
BASIC WRITING
Complete the words by writing in the missing letters.

a _ h k _ _ lch'éi _’a _ _ sh k _ _ lk’i _ _ aa
a _ _ _ oo l _ ’áax’aa
_ ada _ h’áa _ ’w
_ a. _ _ k
_ aa _ as _ íx
_ sh _ ool _’á _ h’aa
_ ei n _ tl’ _ t’
y _ i natl’ét’
a _ j _ k’ _ in
a _ h koo _ x’íl’ _ _ yeit
_ sh _ oo _ x’í _ ’aa
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) Daa sá yéi adaanéí i

(b) Ax xooni

(a) Gwák géenk’ sá yéi akgwasnéí?

(b) Tsayóok shé.

at jik’éin
ash koolx’i’a
ash koolx’i’a
yeit

yei natl’ét’
ash koolt’ách’aa
ash koolt’ách’aa
kei natl’ét’

kadach’áak’w
da.aak
yaa nashíx

ash koolch’éit’aa
ash koolk’ishaa
ash koolt’áax’aa
Tlingit Language Program

Unit Assessment
Teacher’s Notes

Cycle B Beginners Grade 7

Grade 7

Unit 14

Theme: Recreation

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 ash koolch’ëit’aa.”
2. “Write the number 2 on top of the picture of ash koolk’ishaa.”
3. “Write the number 3 on top of the picture of ash koolt’áax’aa.”
4. “Write the number 4 on top of the picture of kadach’áak’w.”
5. “Write the number 5 on top of the picture of da.aak.”
6. “Write the number 6 on top of the picture of yaa nashíx.”
7. “Write the number 7 on top of the picture of ash koolt’ách’aa.”
8. “Write the number 8 on top of the picture of keí nati’ét’.”
9. “Write the number 9 on top of the picture of yeí nati’ét’.”
10. “Write the number 10 on top of the picture of at jik’éin.”
11. “Write the number 11 on top of the picture of ash koolx’il’aa yeit.”
12. “Write the number 12 on top of the picture of ash koolx’il’aa.”

### 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 14

Theme: Recreation

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 per-
centage of questions answered correctly.
Circle the word for each picture.

ash koolch'itét'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashíx  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'  
at jik'éin  
ash koolx'íí'aa yeit  
ash koolx'íí'aa

ash koolch'itét'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashíx  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'  
at jik'éin  
ash koolx'íí'aa yeit  
ash koolx'íí'aa

ash koolch'itét'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashíx  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'  
at jik'éin  
ash koolx'íí'aa yeit  
ash koolx'íí'aa

ash koolch'itét'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashíx  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'  
at jik'éin  
ash koolx'íí'aa yeit  
ash koolx'íí'aa
Circle the word for each picture.

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
</tr>
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<tbody>
<tr>
<td>ash koolch'ít'aa  ash koolk'íshaa  ash koolt'áax'aa  kadach'áak'w da.aak yaa nashíx ash koolt'ách'aa kei natl'ét' yei natl'ét' at jik'éin ash koolx'íl'aa yeit ash koolx'íl'aa</td>
<td>ash koolch'ít'aa  ash koolk'íshaa  ash koolt'áax'aa  kadach'áak'w da.aak yaa nashíx ash koolt'ách'aa kei natl'ét' yei natl'ét' at jik'éin ash koolx'íl'aa yeit ash koolx'íl'aa</td>
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<table>
<thead>
<tr>
<th>Picture 3</th>
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<td>ash koolch'ít'aa  ash koolk'íshaa  ash koolt'áax'aa  kadach'áak'w da.aak yaa nashíx ash koolt'ách'aa kei natl'ét' yei natl'ét' at jik'éin ash koolx'íl'aa yeit ash koolx'íl'aa</td>
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</table>
| ash koolt' | yaa | éit’aa  
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 áax’aa  
 áak’w  
 aak  
 nashíx  
 koolt’ách’aa  
 natl’ét’  
 natl’ét’  
 jik’én  
 íl’aa yeit  
 íl’aa |
| kei | yei | éit’aa  
 ishaa  
 áax’aa  
 áak’w  
 aak  
 nashíx  
 koolt’ách’aa  
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<tr>
<td>íl'aa</td>
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</tr>
</tbody>
</table>
Teacher’s Notes

This unit gives students opportunities to review and practice words from the “clothing,” “weather,” and “recreation” units. If students already know these selected phrases, choose others from the units. If students can learn these words well, they can focus their new learning on the verb phrases to be introduced in the next four cycles. All three of the units lend themselves to casual classroom conversation and need not be restricted to the formal Tlingit lesson. Our goal is to provide enough practice that these terms go into students’ long-term memory. Use the suggested lessons and the Student Support Materials (SSM) to give students lots of practice with these terms.

Vocabulary Cycle B

kukawdlixwán it is frosty
kuliséixjaa it is misty
kawdixaak it is dry
kulis’éikjaa it is smoggy
ash koolk’ishaa is playing baseball
kadach’áakw
is carving
ash koolt’ách’aa
is swimming
ash koolx’íl’aa yeit
is sledding
ash koolx’íl’aa
is ice skating
neilyetéeli slippers
kakéin k’oodás’ sweater
xwashdi tuk’átáal jeans
Teacher’s Notes

The review unit gives an added opportunity for more practice with the verb patterns. Units 12-14 introduce the weather terms for the future tense, and the verbs for buying/shopping in the imperfective and perfective forms. Listen to the audio recording of a fluent speaker saying the sentences. If you have questions, it’s always best to ask a fluent speaker for more examples. Choose your review sentences based on your students’ progress.

Vocabulary Cycle C

Yeí aguxdagáan. It will be sunny.
Séew daak guxsatáan. It will rain
Xáshdi téeli gawdi.oo. S/he bought moccasins(for herself).

Teacher’s Notes

This review of units 12-14 gives students more practice with the vocabulary on “clothing,” “weather,” and “recreation.” The more practice and review the students have with the sentences, the more language will go into long-term memory. As the sentences become more complex, more listening practice is needed. The teacher, who is usually also a learner, should listen to the audio of the fluent speaker many times. You can also play the audio for the students. As in the other cycles, the weather questions can and should be asked daily.

Vocabulary Cycle A Advanced

Yeis kütéeyi. Fall weather.
Táakw kütéeyi. Winter weather.
I l’ée x’wáni na.ós’. Wash your socks.
Aadóó sáwé kadach’áak’w? Who is that carving?
Teacher’s Notes

Use the sentences in this review unit to give students more practice in listening and speaking the sentences. Choose the sentences for review based on student progress. Mix up the phrases they know well with those that are still in progress. The “clothing,” “weather,” and “recreation” vocabulary can be used throughout the year as appropriate.

Vocabulary Cycle B Advanced

Tlél xateen yaa kugáas’ch. I can’t see because of the fog.
Kaligéiyi s’él’ s’áaxw du jeewú. She has a shiny rain hat.
Tlél yan woojaakw du yaa nashíxi. He is running carelessly.

Teacher’s Notes

Use the sentences in this review unit to give students more practice in writing the sentences. Choose the sentences for review based on student progress. Students can also choose their own sentences from these units. The “clothing,” “weather,” and “recreation” vocabulary can be used throughout the year as appropriate.

Vocabulary Cycle C Advanced

Góos’ tóonáx ayatéen. She sees it through the clouds.
Kut akaawaxaash du tukatáali. She cut (the pattern) for her pants out wrong.
Ax léelk’w jeedáx kakéin l’ée x’wán áyá ax tuwáa sigóo. I like the yarn socks from my grandmother.
Ayáx gé sh teedinook? Do you feel up to it?
Lesson 1
Introduce the review vocabulary.

**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
Introduce the review sentences.

**Basic Listening**
1. Locomotive
2. Whisper

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

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
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. Review dialogs from units 12 to 14.

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.

.Track xateen yaa _________________________________.

I can’t see _________________________________.

.Kaligéiyi s’él’ ______________________________ du jeewú.

She has a shiny rain _________________________________.

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

.Góos' tóonáx ayatéen. She sees it through the clouds

________________________________________

________________________________________

________________________________________

________________________________________

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

**Ayáx gé sh teedinook?** Do you feel up to it?

**Ax léelk’w jeedáx kakéin l’ée x’wán áyá ax tuwáa sigóo.**
I like the yarn socks from my grandmother.

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.

**Kut akaawaxaash du tukatáli.** She cut (the pattern) for her pants out wrong.

**Ax léelk’w jeedáx kakéin l’ée x’wán áyá ax tuwáa sigóo.**
I like the yarn socks from my grandmother.
VOCABULARY
PICTURES
kukawdlixiván
it is frosty
kuliséixjaa
it is misty
kawdixaak
it is dry
kulis’éikjaa it is smoggy
ash koolk’ishaa
is playing baseball
kadach’áakw
is carving
ash koolt’ách’aa
is swimming
ash koolx’íl’aa yeit
is sledding
ash koolx’íl’aa
is ice skating
neilyeetéeli
slippers
kakéin k’oodás’
sweater
xwashdi tuk’ataal
jeans
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
kukawdlixwán
kulíséixjaa
kawdixaał
ash koolt’éch’aan

ash koolx’íl’aa yeit

ash koolx’íl’aa
neilyetéeli

kakéin k’ooods’

xwashdi tuk’átáal
Circle the word for each picture.
Circle the word for each picture.

<table>
<thead>
<tr>
<th>Image</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image 90x581 to 178x697]</td>
<td>kukawdlixwán kulis'éixjaa kawdixaa kulis'éikjaa ash koolk'ishaa kadach'áakw ash koolt'ách'aa ash koolx'íl'aa yeit ash koolx'íl'aa neilyetéeli kakéin k'ooodás' xwashdi tuḵ'atáal</td>
</tr>
<tr>
<td>![Image 310x590 to 437x685]</td>
<td>kukawdlixwán kulis'éixjaa kawdixaa kulis'éikjaa ash koolk'ishaa kadach'áakw ash koolt'ách'aa ash koolx'íl'aa yeit ash koolx'íl'aa neilyetéeli kakéin k'ooodás' xwashdi tuḵ'atáal</td>
</tr>
<tr>
<td>![Image 87x366 to 181x483]</td>
<td>kukawdlixwán kulis'éixjaa kawdixaa kulis'éikjaa ash koolk'ishaa kadach'áakw ash koolt'ách'aa ash koolx'íl'aa yeit ash koolx'íl'aa neilyetéeli kakéin k'ooodás' xwashdi tuḵ'atáal</td>
</tr>
<tr>
<td>![Image 335x364 to 413x481]</td>
<td>kukawdlixwán kulis'éixjaa kawdixaa kulis'éikjaa ash koolk'ishaa kadach'áakw ash koolt'ách'aa ash koolx'íl'aa yeit ash koolx'íl'aa neilyetéeli kakéin k'ooodás' xwashdi tuḵ'atáal</td>
</tr>
</tbody>
</table>
Cut out the word parts and glue them into the words.

lixwán
kulisé
díxaak
kulis’aa
ash ishaa
áakw
ash ách’aa
ash koolx’ yeit
ash koolx’
neil eli
kakéin
tuk’atáal

éikj koolk’ il’aa xwashdi
koolt’ kukawd k’oodás’ yeeté
ixjaa kaw il’aa kadach’
Cut out the letters and spell the word for the picture.
BASIC WRITING
Complete the words by writing in the missing letters.

ku _ aw _ lix _ án
k _ lis _ i _ ja _ ka _ dix _ ak
k _ _ is’ _ ikj _ a
_ sh _ ool _ ’is _ aa
k _ da _ h’áa _ w
a _ h _ ko _ _ t’ách’ _ a
as _ kool _ ’íl’ _ a y _ it
_ sh _ oolx’ _ l’ _ a
_ eil _ eet _ eli
k _ kéi _ k’ood _ s’
x _ ashd _ tuk’ _ táal
Write the correct vocabulary word next to each picture.
UNIT ASSESSMENT
Tlingit Language Program

Unit Assessment
Teacher’s Notes

Cycle B Beginners Grade 7

Grade 7

Unit 15

Theme: Review of Units 12-14

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 **kukawdlixwán**.”
2. “Write the number 2 on top of the picture of **kuliséixjaa**.”
3. “Write the number 3 on top of the picture of **kawdixaak**.”
4. “Write the number 4 on top of the picture of **kulis’ékjaa**.”
5. “Write the number 5 on top of the picture of **ash koolk’ishaa**.”
6. “Write the number 6 on top of the picture of **kadach’ákw**.”
7. “Write the number 7 on top of the picture of **ash koolt’ách’aa**.”
8. “Write the number 8 on top of the picture of **ash koolx’íl’aa yeit**.”
9. “Write the number 9 on top of the picture of **ash koolx’íl’aa**.”
10. “Write the number 10 on top of the picture of **neilyeetéel**.”
11. “Write the number 11 on top of the picture of **kakéin k’oodás’**.”
12. “Write the number 12 on top of the picture of **xwashdi tuk’atáal**.”

### 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 - 12

Unit 15

Theme: Review of Units 12-14

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. kukawdlixwán kuliséixjaa kawdixaak kulis'èikjaa ash koolk'ishaa kadach'ákew
   ash koolt'ách'aa ash koolx'il'aa yeit ash koolx'il'aa neilyetéeli kakéin k'ooodás' xwashdi tuk'atáal

2. kukawdlixwán kuliséixjaa kawdixaak kulis'èikjaa ash koolk'ishaa kadach'ákew
   ash koolt'ách'aa ash koolx'il'aa yeit ash koolx'il'aa neilyetéeli kakéin k'ooodás' xwashdi tuk'atáal

3. kukawdlixwán kuliséixjaa kawdixaak kulis'èikjaa ash koolk'ishaa kadach'ákew
   ash koolt'ách'aa ash koolx'il'aa yeit ash koolx'il'aa neilyetéeli kakéin k'ooodás' xwashdi tuk'atáal

4. kukawdlixwán kuliséixjaa kawdixaak kulis'èikjaa ash koolk'ishaa kadach'ákew
   ash koolt'ách'aa ash koolx'il'aa yeit ash koolx'il'aa neilyetéeli kakéin k'ooodás' xwashdi tuk'atáal
Circle the word for each picture.

kukawdlixwán
kulis'éikjaak
kawdixaaak
kulis'éikjaa
ash koolk'ishaa
kadach'ääkw
ash koolt'ách'aa
ash koolx'il'aa yeit
ash koolx'il'aa
neilyetééli kakéin
k'ooodás' xwashdi
tuḵ'atáal

kukawdlixwán
kulis'éikjaak
kawdixaaak
kulis'éikjaa
ash koolk'ishaa
kadach'ääkw
ash koolt'ách'aa
ash koolx'il'aa yeit
ash koolx'il'aa
neilyetééli kakéin
k'ooodás' xwashdi
tuḵ'atáal

kukawdlixwán
kulis'éikjaak
kawdixaaak
kulis'éikjaa
ash koolk'ishaa
kadach'ääkw
ash koolt'ách'aa
ash koolx'il'aa yeit
ash koolx'il'aa
neilyetééli kakéin
k'ooodás' xwashdi
tuḵ'atáal

kukawdlixwán
kulis'éikjaak
kawdixaaak
kulis'éikjaa
ash koolk'ishaa
kadach'ääkw
ash koolt'ách'aa
ash koolx'il'aa yeit
ash koolx'il'aa
neilyetééli kakéin
k'ooodás' xwashdi
tuḵ'atáal

kukawdlixwán
kulis'éikjaak
kawdixaaak
kulis'éikjaa
ash koolk'ishaa
kadach'ääkw
ash koolt'ách'aa
ash koolx'il'aa yeit
ash koolx'il'aa
neilyetééli kakéin
k'ooodás' xwashdi
tuḵ'atáal
<table>
<thead>
<tr>
<th>kadach'</th>
<th>dlixwán</th>
<th>éixjaa</th>
<th>xaak</th>
<th>éikjaa</th>
<th>lk'ishaa</th>
<th>áawk</th>
<th>t'ách'aa</th>
<th>'aa yeit</th>
<th>olx'íl'aa</th>
<th>etéeli</th>
<th>k'ooodáš'</th>
<th>tuŋ'atáal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kawdi</td>
<td>dlixwán</td>
<td>éixjaa</td>
<td>xaak</td>
<td>éikjaa</td>
<td>lk'ishaa</td>
<td>áawk</td>
<td>t'ách'aa</td>
<td>'aa yeit</td>
<td>olx'il'aa</td>
<td>etéeli</td>
<td>k'ooodás'</td>
<td>tuŋ'atáal</td>
</tr>
<tr>
<td>Kulis</td>
<td>dlixwán</td>
<td>éixjaa</td>
<td>xaak</td>
<td>éikjaa</td>
<td>lk'ishaa</td>
<td>áawk</td>
<td>t'ách'aa</td>
<td>'aa yeit</td>
<td>olx'il'aa</td>
<td>etéeli</td>
<td>k'ooodás'</td>
<td>tuŋ'atáal</td>
</tr>
<tr>
<td>Ash Koolx'il</td>
<td>dlixwán</td>
<td>éixjaa</td>
<td>xaak</td>
<td>éikjaa</td>
<td>lk'ishaa</td>
<td>áawk</td>
<td>t'ách'aa</td>
<td>'aa yeit</td>
<td>olx'il'aa</td>
<td>etéeli</td>
<td>k'ooodás'</td>
<td>tuŋ'atáal</td>
</tr>
<tr>
<td>Ash Kooll</td>
<td>dlixwán</td>
<td>éixjaa</td>
<td>xaak</td>
<td>éikjaa</td>
<td>lk'ishaa</td>
<td>áawk</td>
<td>t'ách'aa</td>
<td>'aa yeit</td>
<td>olx'il'aa</td>
<td>etéeli</td>
<td>k'ooodás'</td>
<td>tuŋ'atáal</td>
</tr>
<tr>
<td>Neilye</td>
<td>dlixwán</td>
<td>éixjaa</td>
<td>xaak</td>
<td>éikjaa</td>
<td>lk'ishaa</td>
<td>áawk</td>
<td>t'ách'aa</td>
<td>'aa yeit</td>
<td>olx'il'aa</td>
<td>etéeli</td>
<td>k'ooodás'</td>
<td>tuŋ'atáal</td>
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</tbody>
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