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 worksheets 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 yagiye-
ee.
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.”

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 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.

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.

Vocabulary Cycle B Advanced

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

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 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.
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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.

_______________________________ 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 digitgyáa.** 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.

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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.

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VOCABULARY
PICTURES
ts’axweil

crow
kéidladi
seagull
dzísk’w
great horned owl
k’ákw
owl without tufts
shoox’
robin
gúkl’
swan
láx’
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
kageet
l’ax
shaayáal
Circle the word for each picture.

- [ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet lâx’ shaayáal](#)
- [ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet lâx’ shaayáal](#)
- [ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet lâx’ shaayáal](#)
- [ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet lâx’ shaayáal](#)

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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

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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.
BASIC READING

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

\[
\begin{align*}
ts' & \underline{\text{__________}} \text{eil} \\
\underline{\text{__________}} & \text{dladi} \\
\text{dzís} & \underline{\text{__________}} \\
\underline{\text{__________}} & \text{ox'} \\
\text{gú} & \underline{\text{__________}} \\
\underline{\text{__________}} & \text{eet} \\
\text{lá} & \underline{\text{__________}} \\
\text{sh} & \underline{\text{__________}} \text{áal}
\end{align*}
\]

\[
\begin{align*}
\text{k'w} & \\
\text{sho} & \\
\text{k\l'} & \\
\text{kéi} & \\
\text{kag} & \\
\text{axw} & \\
\text{x'} & \\
\text{aay} & \\
\text{ák} & \\
\end{align*}
\]
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
Cut out the words below. Listen for which word(s) to put in the spaces in the dialog.

(a) We _____________ eesitéen agé?
(b) Tléik’, we ___________ xwaax’áx kú.aa.

(a) We _____________ gwátk sá iyaa.áx?
(b) Tatgé/tleeyátgé/yáa yagiyyee.

| ts’axweil | shoox’ | kéidladi |
| shaayáal | dzísk’w | gúkl’ |
| kageet | láx’ | k’ákw |
Provide each student with a copy of the students’ pages. Read the following questions; the students answer the questions on their copies of the assessment.

**Basic Listening**

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

1. “Write the number 1 on top of the picture of ts’axweil.”
2. “Write the number 2 on top of the picture of kéidladi.”
3. “Write the number 3 on top of the picture of dzísk’w.”
4. “Write the number 4 on top of the picture of k’ákw.”
5. “Write the number 5 on top of the picture of shoox’.”
6. “Write the number 6 on top of the picture of gúkl’.”
7. “Write the number 7 on top of the picture of kageet.”
8. “Write the number 8 on top of the picture of láx’.”
9. “Write the number 9 on top of the picture of shaayáal.”

**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

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

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

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

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