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 Student Support Materials (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 speaker saying these words.

Vocabulary Cycle B

áa at gadus.ee yé kitchen
náa.át daakeidí closet
káayagijeit chair
guwakaan deer
kuts’een mouse
xalak’ách’ porcupine
shoox’ robin
gúkl’ swan
shaayáal hawk
Teacher’s Notes

The review unit gives an added opportunity for more practice with the verb patterns. Units 8-10 introduce the verbs for cleaning up, seeing, and hearing. Choose your review sentences based on your students’ progress. Encourage students to listen to the audio recording of a fluent speaker saying these sentences.

Vocabulary Cycle C

Yáa naa.át áa kduchákx yé k’idéin yaa naxsanén.
I am cleaning up the closet.
Yee.át k’idéin yaa naxsanén.
I am cleaning up the bed.
Gooch xaatéen. I see a wolf.
Kageet xaa.áxch. I can hear a loon.

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. The TPR commands give excellent review and also allow students to be active. Encourage students to listen to the audio recording of a fluent speaker saying these sentences. As in the other units, move on if students learn the material quickly.

Vocabulary Cycle A Advanced

__________________ at ch’éx’.
Point to the ________________.
__________________ at shí.
Touch the ________________.
Daa sáyá? What is this?
Daa sáwé yaa ndakín? What is flying?
Teacher’s Notes

Use these sample sentences or others from Units 8-10, depending on which verbs seem most troublesome to your students. You may be unfamiliar with yanóokw. This is the Klukwan dialect. The Beginning Tlingit text uses yanéekw. Encourage students to listen to the audio recording of a fluent speaker saying these sentences and others from Units 8-10.

Vocabulary Cycle B Advanced

Wé kaxyee naali. The ceiling is high.
Wé xaawaagéi héide shután. That window is open.
Xalak'ách' toowú yanóokw. The porcupine is sad.
Wulixoon wé ts'axweil. That poor crow looks scrawny.

Teacher’s Notes

Use the sentences here or choose others from Units 8-10, depending on what students might need. Students can choose sentences from any of these units to be included in the review. Use the writing activities to give students more practice with writing Tlingit. Encourage them to be mindful of underlines and high tones.

Vocabulary Cycle C Advanced

Wé tóonáx kaateen kaadé awsiteen du yahaayí. He saw his image in the mirror.
Geesh xoot wootlóox’wé yáxwch’. The sea otter is rolling around in the kelp.
Éech’akaawanóot’ Yéil. Raven swallowed a stone.
Ax tl’eik káa wjikaak digitgiyáa. A hummingbird landed on my finger.
### 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 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.
1. Fill in the blanks to complete the sentences below.

*Geesh xoot wootlóox’wé ______________________________.*

The _______________ _______________ is rolling around in the kelp.

*Ax tl’eik káa wjikaak _______________________________*

A ________________________________ landed on my finger.

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

*Wé tóonáx kaateen kaadé awsiteen du yahaayí.* He saw his image in the mirror.

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

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

**Geesh xoot wootlóox’wé yáxwch’**. The sea otter is rolling around in the kelp.

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

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.

**Geesh xoot wootlóox’wé yáxwch’**. The sea otter is rolling around in the kelp.

**Éech’akaawanóot’ Yéil**. Raven swallowed a stone.
VOCABULARY
PICTURES
áa at gadus.ee yé
kitchen
naa.át daakeidí
closet
káayagijieit
chair
guwakaan

deer
kuts’een
mouse
xalak’ách’
porcupine
gúkl’
swan
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
áa at gadus.ee yé

naa.át daakeidí

káayagijeit
guwakaan

kuts’een

xalak’ách
Circle the word for each picture.

1. áa at gadus.ee yé
   naa.át daakeidi
   káayagijeit
   guwakaan
   kuts’een
   xalak’ách’
   shoox’
   gúkl’
   shaayáal

2. áa at gadus.ee yé
   naa.át daakeidi
   káayagijeit
   guwakaan
   kuts’een
   xalak’ách’
   shoox’
   gúkl’
   shaayáal

3. áa at gadus.ee yé
   naa.át daakeidi
   káayagijeit
   guwakaan
   kuts’een
   xalak’ách’
   shoox’
   gúkl’
   shaayáal

4. áa at gadus.ee yé
   naa.át daakeidi
   káayagijeit
   guwakaan
   kuts’een
   xalak’ách’
   shoox’
   gúkl’
   shaayáal
Circle the word for each picture.

áa at gadus.ee yé
naa.át daakei-di
káayagijeit
guwakaan
kuts’een
xalak’ách’
shoox’
gúkl’
shaayáal

áa at gadus.ee yé
naa.át daakei-di
káayagijeit
guwakaan
kuts’een
xalak’ách’
shoox’
gúkl’
shaayáal

áa at gadus.ee yé
naa.át daakei-di
káayagijeit
guwakaan
kuts’een
xalak’ách’
shoox’
gúkl’
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 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.

_______gadus.ee yé

naa.át _________

_________agijeit

guwa___________

_________een

xalak’___________

_________oox’

gú___________

_________yáal

kuts’   káay  kaan  shaa
sh daakeidí áa at kl’
ách’
Cut out the letters and spell the word for the picture.
BASIC WRITING
áa _ _ gadus. _ _ yé
_ _ a.át _ _ aa _ _ eidí
_ _ áá _ _ agi _ _ eit
gu _ _ a _ _ aa _
_ ut _ _’ee _
xa _ _ a _ _’á _ _ h’
sh _ _ x’
_ _ ú́k _’
s _ _ aá _ _ áá _
Write the correct vocabulary word next to each picture.
UNIT ASSESSMENT
Tlingit Language Program

Unit Assessment
Teacher’s Notes
Cycle B Beginners
Grades 5 - 6
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 áa at gadus.ee yé.”
2. “Write the number 2 on top of the picture of naa.át daakeidi.”
3. “Write the number 3 on top of the picture of káayagijeit.”
4. “Write the number 4 on top of the picture of guwakaan.”
5. “Write the number 5 on top of the picture of kuts’een.”
6. “Write the number 6 on top of the picture of xalak’ách’.”
7. “Write the number 7 on top of the picture of shoox’.”
8. “Write the number 8 on top of the picture of gúk’.”
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.”
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. áa at gadus.ee yé naa.át daakei-dí káayagijeit guwakaan kuts’een xalak’ách’ shoox’ gúkl’ shaayáal
2. áa at gadus.ee yé naa.át daakei-dí káayagijeit guwakaan kuts’een xalak’ách’ shoox’ gúkl’ shaayáal
3. áa at gadus.ee yé naa.át daakei-dí káayagijeit guwakaan kuts’een xalak’ách’ shoox’ gúkl’ shaayáal
4. áa at gadus.ee yé naa.át daakei-dí káayagijeit guwakaan kuts’een xalak’ách’ shoox’ gúkl’ shaayáal
Circle the word for each picture.

áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts’een
xalak’ách’
shoox’
guíl’
shaayáal

áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts’een
xalak’ách’
shoox’
guíl’
shaayáal

áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts’een
xalak’ách’
shoox’
guíl’
shaayáal
nāa.ât
gadus.ee
yé
daakeidī
agijeit
kaan
’een
’ách’
oox’
gú
yáal

káay

gadus.ee
yé
daakeidī
giijeit
kaan
’een
’ách’
oox’
gú
yáal

áa at
gadus.ee
yé
daakeidī
giijeit
kaan
’een
’ách’
oox’
gú
yáal