### Teacher’s Notes

Cycle B presents nine 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, vocabulary word cards, student activity sheets, assessments, unit’s sentence and unit’s-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. 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. You can practice the simple dialog with students often, using whichever weather vocabulary is appropriate for that day.

### Vocabulary Cycle B

<table>
<thead>
<tr>
<th>Tlingit</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>awdigaan</td>
<td>it is sunny</td>
</tr>
<tr>
<td>aawagéet</td>
<td>it is slushy/wet snow</td>
</tr>
<tr>
<td>kulidás’</td>
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<tr>
<td>kukawduwayél’</td>
<td>it is calm</td>
</tr>
<tr>
<td>kukawdlixwán</td>
<td>it is frosty</td>
</tr>
<tr>
<td>kuliséixjaait</td>
<td>it is misty</td>
</tr>
<tr>
<td>kushix’il’</td>
<td>it is icy</td>
</tr>
<tr>
<td>kawdixaak</td>
<td>it is dry</td>
</tr>
<tr>
<td>kuwax’úk</td>
<td>it is humid</td>
</tr>
</tbody>
</table>

### Unit’s Sentence

**Wéit wáa sá kuwatee?** How is the weather there?

### Unit’s Dialog

(a) **Wéit 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 perfective (past) tense and use the word tatgé: yesterday. Use the photos from Cycle B, SSM, as props for each of the sentences. The appropriate weather phrase can be used daily with students throughout the year. Encourage students to listen to the audio recording of a fluent speaker saying these 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. Follow the DLP process and provide lots of listening activities.

Vocabulary Cycle C

Awdigaan tatgé. It was sunny yesterday.
Koowligóos tatgé. It was cloudy yesterday.
Dleit daak wusitán tatgé. It was snowing yesterday.
Séew daak wusitán tatgé. It was raining yesterday.

Teacher’s Notes

Three more phrases are introduced here to be used with the weather words. You can ask questions about the weather using the two question words, ágé and gé. Students can answer yes or no or in complete sentences, depending on their progress. The command or imperative to look out the window can be paired with the weather questions. Use the suggested lessons and audio recording of a fluent speaker saying these sentences to teach these sentence.

Vocabulary Cycle A Advanced

Kusi.áat’ ágé? Is it cold out?
Koowduwél’ gé? Is it calm (esp. of water)?

Command
Xaawagéináx a tóot eelgén.
Look out the window.
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. Encourage students to listen to the audio recording of a fluent speaker talking about the weather. Comments about the weather can be made throughout the year and do not need to be limited to the weather unit.

Vocabulary Cycle B Advanced

Séew kudzidéin daak wusitán.
The rain is falling hard.
Kutaay tlél tlax kustí táakw.
Warm weather is rare in winter.
Kaxwaan sikaak ts’ootaatx’.
The frost is thick in the morning.
Kadás’ ligaaw hit ká.
The hail is loud on the roof.

Teacher's Notes

The weather descriptions are included in the verb form used. You will not be able to translate word for word. You are encouraged to use these descriptive phrases with the students. Students can take turns giving weather reports each day. You can change the name of the lake to one in your community. Use the suggested writing activities to get students started writing their own Tlingit sentences about the weather.

Vocabulary Cycle C Advanced

K’eeljáa teen áyá séew haat ayawditée.
Rain came with the storm.
Dleit yakaawadán.
The snow is coming down so heavily, one can’t see far.
Haa kát ayawashát wé xóon.
The north wind hit us in gusts.
Áa Tlein káa kawduwayél’. It is calm on Atlin Lake.
<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
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<tbody>
<tr>
<td><strong>Introduce the new vocabulary.</strong></td>
<td><strong>Review the unit’s vocabulary.</strong></td>
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<tr>
<td><strong>Basic Listening</strong></td>
<td><strong>Basic Listening</strong></td>
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<tr>
<td>1. Mini Pictures</td>
<td>1. Numbered Illustrations</td>
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<td>2. Searchlight</td>
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<td><strong>Basic Speaking</strong></td>
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<td>3. Actions!</td>
<td>3. Disappearing Illustrations</td>
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<td>4. Out of Order</td>
<td>4. What’s That Word?</td>
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<td>5. Over/Under</td>
<td>5. Flashlight Name</td>
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</table>

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<thead>
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<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce the unit’s sentence.</strong></td>
<td><strong>Review the unit’s sentence.</strong></td>
</tr>
<tr>
<td><strong>Basic Listening</strong></td>
<td><strong>Basic Listening</strong></td>
</tr>
<tr>
<td>1. Right or Wrong?</td>
<td>1. Turn and Face</td>
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<tr>
<td><strong>Basic Speaking</strong></td>
<td><strong>Basic Speaking</strong></td>
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<tr>
<td>3. Calendar Bingo</td>
<td>3. Disappearing Illustrations</td>
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<tr>
<td>4. Colored Words</td>
<td>4. What’s That Word?</td>
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<tr>
<td>5. Number Draw</td>
<td>5. Flashlight Name</td>
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<tbody>
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<td><strong>Review the unit’s vocabulary.</strong></td>
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</tr>
<tr>
<td><strong>Basic Listening</strong></td>
<td><strong>Basic Writing</strong></td>
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<tr>
<td>1. Back to Back Race</td>
<td>1. Numbered Illustrations</td>
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<td>4. Disappearing Illustrations</td>
<td>5. Use the Student Support Materials</td>
</tr>
<tr>
<td>5. What’s That Word?</td>
<td></td>
</tr>
</tbody>
</table>
### 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.
Áa Tlein káa __________________________.
_______________________________ on Atlin Lake.

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

K'eeljáa teen áyá séew haat ayawdíte. Rain came with the storm.

____________________________________

____________________________________

____________________________________

____________________________________

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

____________________________________ yakaawadán. The

____________________________________ is coming down so heavily, one can’t see far.

Haa kát ayawashát wé _________________________

The _____________________ _____________________ hit us in gusts.

___________________________________________

___________________________________________

___________________________________________

___________________________________________

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.

Dleit yakaawadán. The snow is coming down so heavily, one can’t see far.

Áa Tlein káa kawduwayél'. It is calm on Atlin Lake.
VOCAUBULARY
PICTURES
awdigaan
it is sunny
aawágéet
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
kawdixaak
it is dry
kuwax’úk
it is humid
BASIC LISTENING
Cut out the vocabulary pictures..
Cut out the vocabulary pictures.
Listen to the vocabulary words. Write the numbers under the pictures.
BASIC READING

Sight Recognition
kukawduwayél',
kukawdlrixwán
kuliséixja
| Kushix 'Íl' | Kawdixaaq | Kuwax 'Úk |
Circle the word for each picture.
Circle the word for each picture.

awdigaan
aawagéet
kulidás’
kukaw-
duwayél’
kukawdlixwán
kuliséixjaak
kushix’íl’
kawdixaak
kuwax’úk

awdigaan
aawagéet
kulidás’
kukaw-
duwayél’
kukawdlixwán
kuliséixjaak
kushix’íl’
kawdixaak
kuwax’úk

awdigaan
aawagéet
kulidás’
kukaw-
duwayél’
kukawdlixwán
kuliséixjaak
kushix’íl’
kawdixaak
kuwax’úk
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]

713
Cut out the word parts and glue them into the words.

awd___________an
aaw___________et
kul___________s’
kuka___________ayél’
kuka___________wán
kuli___________jaa
kus___________’íl’
kaw___________ak
kuw___________k

wdlix hix iga séix
agé ax’ú dixa idá
wduuw
Cut out the letters and spell the word for the picture.
Complete the words by writing in the missing letters.

\[
\begin{align*}
_\underline{k u} & \_ h \_ x' \_ l' \\
\underline{ka} & \_ d \_ xa \_ k \\
\underline{ku} & \_ ax'ú \_ \\
\underline{wdig} & \_ \_ n \\
\underline{aw} & \_ gé \_ t \\
_\underline{k u k} & \_ wdl \_ xw \_ n \\
_\underline{k} & \_ li \_ éixj \_ a \\
\underline{k} & \_ l \_ dá \_ \\
k & \_ kawd \_ way \_ l'
\end{align*}
\]
Write the correct vocabulary word next to each picture.
DIALOG ACTIVITY
PAGE
Cut out the words below. Listen for the word(s) to put in the spaces in the dialog. Read the dialog as a group or individually as directed by your teacher. Change the word(s) after each round. Practice the dialog with another student.

(a) Weít wáa sá kuwatee?
(b) Yáat
(a) Yáat tsú
Tlingit Language Program

Unit Assessment
Teacher’s Notes
Cycle B Beginners
Grades 5 - 6
Unit 12
Theme: Weather & Climate

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 awdigaan.”
2. “Write the number 2 on top of the picture of aawagéet.”
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 kukawdlíxwán.”
6. “Write the number 6 on top of the picture of kulíséixjaa.”
7. “Write the number 7 on top of the picture of kushix’íl’.”
8. “Write the number 8 on top of the picture of kawdixaa.”
9. “Write the number 8 on top of the picture of kuwax’úk.”

**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.
awdigaan aawagéét kulidás' kukaw-duwayél' kukawdlixwán kuliséixjaak kushix'íl' kawdixaak kuwax'úk

awdigaan aawagéét kulidás' kukaw-duwayél' kukawdlixwán kuliséixjaak kushix'íl' kawdixaak kuwax'úk

awdigaan aawagéét kulidás' kukaw-duwayél' kukawdlixwán kuliséixjaak kushix'íl' kawdixaak kuwax'úk