

# UNIT 13

Clothing



### Teacher's Notes

The nouns in Cycle B name articles of clothing. Ten lessons for teaching these nouns have been suggested. The lessons follow the DLP process, 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. The unit's sentence give students practice with the vocabulary in context.

Encourage students to listen to the audio recording of a fluent speaker saying the words, sentence and dialog. These nouns will continue to be used in Cycles C thru Advanced C. Learning these nouns well and committing them to long-term memory will allow students to focus on learning the new verb phrases in future cycles. 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  
**neilyeetéli** slippers

### Unit's Sentence

**Yées** \_\_\_\_\_ **xwaa.oo.**

I bought a new \_\_\_\_\_.

### Unit's Dialog

(a) **Yées** \_\_\_\_\_ **xwaa.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 first person, perfective (past tense) negative form of the verb “for someone to buy something.” Note that there are two slightly different forms of the verb, **Tlél saka.át xwa.oo**--I didn't buy a necktie--and **Tlél kinaak.át gaxwda.oo**--I didn't buy a coat (for myself). 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 these phrases quickly, move forward to the next cycle which will add new phrases that will build upon this theme.

### Vocabulary Cycle C

**Tlél saka.át xwa.oo.** I didn't buy a necktie.

**Tlél kinaak.át gaxwda.oo.** I didn't buy a coat. (for myself)

**Tlél l'ée x'wán tlél gaxwda.oo.** I didn't buy socks. (for myself)

**Tlél s'él' s'áaxw gaxwda.oo.** I didn't buy a rain hat. (for myself)

### Teacher's Notes

The verbs introduced in Cycle A Advanced are “fold”--**kalak'wát'** and “put on”--**Káx Gidatí**. Replace the nouns in the sample sentences with the rest of the nouns from the clothing unit. Give students lots of listening practice with the audio recording and use the photos from Cycle B as props for your lessons.

### Vocabulary Cycle A Advanced

**Wé goodás' kalak'wát'.** Fold the shirt.

**Wé tuk'atáal kalak'wát'.** Fold the pants.

**Káx Gidatí wé koogwéinaa.** Put on the sash.

**Sháax gidatí wé s'áaxw.** Put on the hat.

### 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. Use the suggested lessons and listen to the audio recording to teach these sentences.

### Vocabulary Cycle B Advanced

**S'él' téel linaaw.** These rain boots are leaky.

**Ax neilyeetéeli yéi kwlisáa.** My slippers are too narrow.

**L'ée x'wán woolatoowu.** These socks have holes.

**Koowjeegín i k'oodás'i.** Your shirt is wrinkled.

### Teacher's Notes

Sample sentences in this cycle offer a variety of verb tenses: imperfective, negative perfective, and repetitive imperfective (does it regularly). 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 575+ Verbs as a resource. Use the suggested wiring activities to give students practice with a variety of sentence structures.

### Vocabulary Cycle C Advanced

**Wé dís kagáni káax' yéi jinéi.** He works by moonlight.

**Wakdáanaa waakt akal.át.** She has eyeglasses on.

**Tlél xwash'éix'w ax dleit k'oodás'i.** I didn't dirty my white shirt.

**Kei akahées'ch.** S/he borrows it (regularly).

See Appendix III for lesson instructions.

### **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

### **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.

## Cycle C Advanced Creative Writing Activities

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

**Tlél xwash'éix'w ax \_\_\_\_\_ i.**

I didn't dirty my \_\_\_\_\_.

\_\_\_\_\_ **waakt akal.át.** She has \_\_\_\_\_ on.

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

**Kei akahées'ch.** S/he borrows it (regularly).

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

**Wakdáanaa waakt akal.át.** She has eyeglasses on.

**Kei akahées'ch.** S/he borrows it (regularly).

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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.

**Wé dís kagáni káax' yéi jinéi.** He works by moonlight.

**Tlél xwash'éix'w ax dleit k'oodás'i.** I didn't dirty my white shirt.

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# 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

# BASIC LISTENING





*Cut out the vocabulary pictures.*





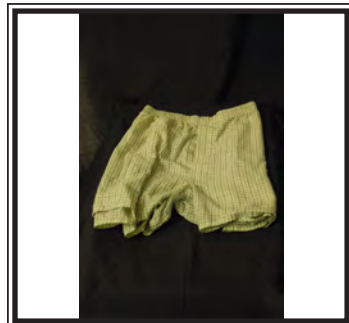


*Cut out the vocabulary pictures..*





Listen to the vocabulary words; write the numbers under the pictures.





# BASIC READING

Sight Recognition





**koogéinaa**

**saka.át**

**kinaak.át**





**l'éé x'wán**

**doonyaax naa.át**

**s'él' s'áaxw**



s'él' kinaak.át

s'él' téel

neilyeetéeeli



Circle the word for each picture.



koogéinaa  
saka.át  
kinaak.át  
l'ée x'wán  
doonyaax  
naa.át  
s'él' s'áaxw  
s'él'  
kinaak.át  
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Circle the word for each picture.



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# BASIC READING

Encoding





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

l'ée \_\_\_\_\_ n

doony \_\_\_\_\_ naa.át

s'él' s' \_\_\_\_\_

s'él' k \_\_\_\_\_ k.át

s'él' \_\_\_\_\_

neil \_\_\_\_\_ éeli

koo \_\_\_\_\_ aa

sa \_\_\_\_\_ t

kin \_\_\_\_\_ át

aax

ka.á

inaa

áaxw

yeet

téel

géin

aak.

x'wá



*Cut out the letters and spell the word for the picture.*



**n i k a t**

**a k á**



# BASIC WRITING







Complete the words by writing in the missing letters.

k \_ \_ géi \_ aa

sa \_ a.á \_

s'é \_ 't \_ \_ l

n \_ ily \_ \_ téeli

\_ i \_ aak.á \_

\_ 'ée x' \_ á \_

\_ oo \_ yaax \_ aa.át

\_ 'él' s' \_ \_ xw

s' \_ l' k \_ naak. \_ t

Write the correct vocabulary word next to each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



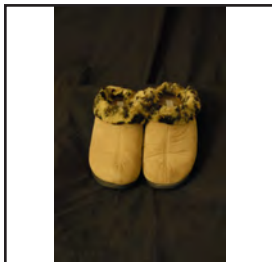
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\_\_\_\_\_



\_\_\_\_\_

# DIALOG ACTIVITY PAGE





(a) Yées \_\_\_\_\_ xwaa.oo.

(b) Goosú i \_\_\_\_\_ ?

(a) Kút xwaagéex'.

(b) Áa gaa kunaxtooshee.

kinaak.át

s'él' kinaak.át

koogéinaa

s'él' s'áaxw

saka.át

neilyeetéeli

doonyaax naa.át

s'él' téel

l'ée x'wán

*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



# **Tlingit Language Program**

**Unit Assessment**

**Teacher's Notes**

**Cycle B Beginners**

**Grades 5 - 6**

**Unit 13**

**Theme: More 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**.”

### 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.”

**# Correct:**

**% Correct:**

# **Unit Assessment**

**Student Pages**

**Cycle B Beginners Grades 5 - 6**

**Unit 13**

**Theme: More Clothing**

**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.







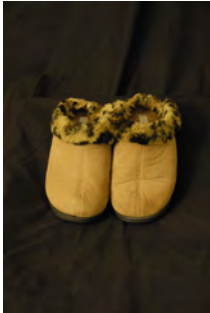
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naak.át  
l' téel**





