

# UNIT 14

Recreation



### Teacher's Notes

Cycle B introduces the names of nine 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 unit's dialog. Use the games and activities in the ten lessons for this unit. 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 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. If students learn the material quickly, move on to Cycle C, which will introduce verbs to build upon this theme.

### Vocabulary Cycle B

**ash koolch'ét'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 nashix** is running  
**ash koolt'ách'aa**  
is swimming  
**kei natl'ét'**  
is climbing up  
**yei natl'ét'** is climbing down

### 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 akgwasnéi?** When will he/she be done?

(b) **Tsayóok shé.** In awhile.

### 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. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme "recreation." Encourage students to listen to the audio recording of a fluent speaker saying these sentences. Remember to follow the DLP process, spending lots of time on listening activities before asking students to say the sentences.

### Vocabulary Cycle C

**Yaa nxashk'én.** I am jumping.

**Yaa nxashix.** I am running.

**Xadanéegwál'.** I am painting.

**T'éex' kát sh wudlix'áat.** S/he is skating.

### Teacher's Notes

The two questions in this cycle differ only slightly. One asks "What are you doing?"--**Wáa sá keeyanóok?** The other asks "What is she doing?"--**Wáa sá kuwanóok?** Students will have to listen carefully to be able to respond correctly with one of the phrases they learned in Cycle C. Use the suggested lessons and the audio recording to teach these sentences. The TPR command gives students a chance to show their comprehension.

### Vocabulary Cycle A Advanced

**Wáa sá keeyanóok?** What are you doing?

**Wáa sá kuwanóok?** What is he doing?

#### Command

**X'aháatde nals'áas'.** Skip to the door.

### Teacher's Notes

These sample sentences give excellent examples of how the adverb, describing the action, is part of the verb. Students can get much practice with these phrases in the suggested games and activities. They can also substitute other vocabulary words from this unit. Encourage students to listen to the audio recording of a fluent speaker saying these sentences. Note: The vocabulary word list includes **da.áak**, which means to weave with bark. The sample sentence uses **kasné**, which means to weave, knit or crochet with yarn.

### Vocabulary Cycle B Advanced

**Yan oowajakoo kasné.** She is a productive weaver.

**Xáat yáx at woodit'áach.** He swims like a fish.

**Ax lixéitl koot'áax'a ash kalaxadi.** I am lucky at playing marbles.

**Yan oowajakoo kadach'áak'ux i sitee.** You are a skilled carver.

### Teacher's Notes

Sentences in this cycle offer a variety of verbs and sentences, including two with dependent clauses: **Yáa héen yík wullaayí tsá gax-tookóox**--When the river melts we will go (by boat)--and **Tlél k'idéin yánde yidoox'ú daak guxlaháash**--If you don't tie it up good, it will drift out. Both use the conditional form of the verbs. The variety of verb forms, use of pronouns, and use of the negative give students excellent sample sentences they can use in their own writing activities. Use the suggested lessons to get students started writing their own sentences.

### Vocabulary Cycle C Advanced

**Yáa héen yík wullaayí tsá gax-tookóox.** When the river melts we will go (by boat).

**Yéi áwé xwaajee kei kakgwa-jóox.** I think it's going to start.

**Tlél k'idéin yánde yidoox'ú daak guxlaháash.** If you don't tie it up good, it will drift out.

**Tláakw axáa du andaayaagú.** He is rowing his rowboat quickly

See Appendix III for lesson instructions.

### **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 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 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 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

### **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.

## Cycle C Advanced Creative Writing Activities

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

\_\_\_\_\_ **axáa du aandaayaagú.**

He is rowing his rowboat \_\_\_\_\_.

**Tlél k'idéin yánde yidoox'ú daak** \_\_\_\_\_.

If you don't tie it up good, it \_\_\_\_\_ out.

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

**Yáa héen yík wullaayí tsá gaxtookóox.** When the river melts we will go (by boat).

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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.

**Yáa héen yík wullaayí tsá gaxtookóox.** When the river melts we will go (by boat).

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

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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.

**Tlél k'idéin yánde yidoox'ú daak guxlaháash.** If you don't tie it up good, it will drift out.

**Tláakw axáa du andaayaagú.** He is rowing his rowboat quickly

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# 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

# BASIC LISTENING





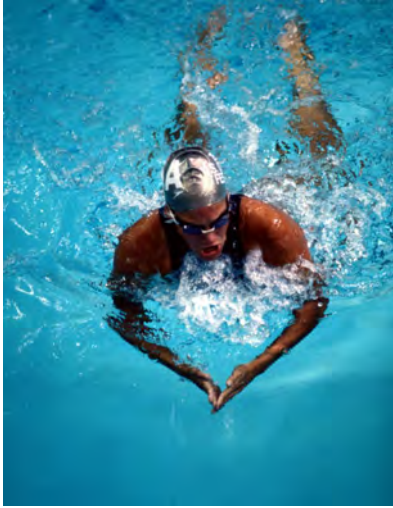
*Cut out the vocabulary pictures.*





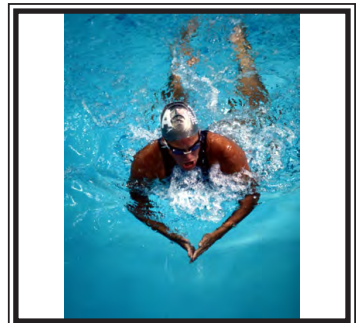
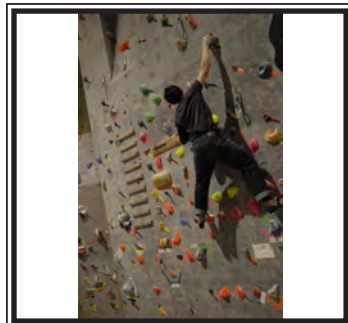
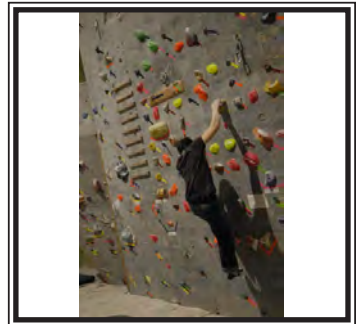
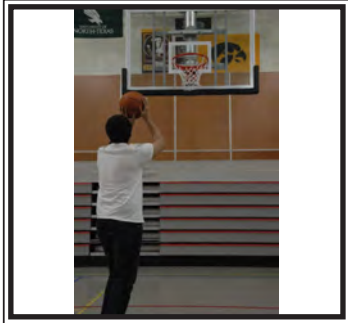


*Cut out the vocabulary pictures.*





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





# BASIC READING

Sight Recognition





ash koolch'éit'aa

ash koolk'ishaa

ash koolt'áax'aa





**kadach'áak'w**

**da.aak**

**yaa nas híx**



ash koolt'ách'aa

kei natl'ét'

yei natl'ét'



Circle the word for each picture.



ash koolch'éit'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashix  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'



ash koolch'éit'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashix  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'



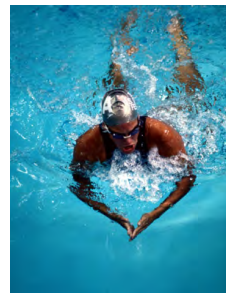
ash koolch'éit'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
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kadach'áak'w  
da.aak  
yaa nashix  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'

*Circle the word for each picture.*



ash koolch'éit'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashíx  
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ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashíx  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'







# BASIC READING

Encoding





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

ash koo \_\_\_\_\_ éit'aa

ash \_\_\_\_\_ k'ishaa

ash k \_\_\_\_\_ 'áax'aa

kad \_\_\_\_\_ áak'w

da \_\_\_\_\_

yaa \_\_\_\_\_ íx

ash k \_\_\_\_\_ t'ách'aa

kei n \_\_\_\_\_ t'

yei na \_\_\_\_\_

nash

tl'ét'

ach'

kool

oolt

lch'

ool

.aak

atl'é



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



**a d h' á w**

**a k c k' a**



# BASIC WRITING







Complete the words by writing in the missing letters.

ash \_ oo \_ c \_ 'éi \_ 'aa

a \_ h k \_ ol \_ 'is \_ aa

\_ sh k \_ \_ It'áa \_ 'aa

k \_ d \_ ch'áa \_ 'w

\_ a.aa \_

y \_ \_ nashix

ash \_ ool \_ 'ác \_ 'a \_

k \_ i na \_ l'é \_ '

y \_ \_ n \_ tl' \_ t'

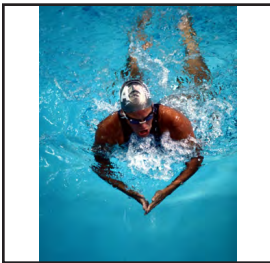
Write the correct vocabulary word next to each picture.



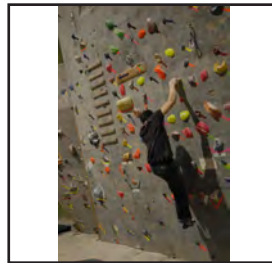
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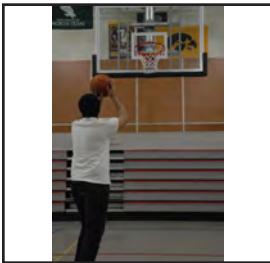
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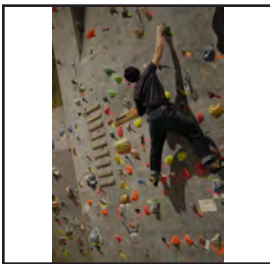
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\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# DIALOG ACTIVITY PAGE





(a) Daa sá yéi adaanéi i \_\_\_\_\_ ?

(b) Ax xooni \_\_\_\_\_ .

(a) Gwák géenk' sá yan akgwasnée?

(b) Tsayóok shé.

ash koolch'éit'aa	kadach'áak'w	ash koolt'ách'aa
ash koolk'ishaa	da.aak	kei natl'ét'
ash koolt'áax'aa	yaa nashix	yey natl'ét'

*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 14**

**Theme: More 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'éit'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 nashix**.”
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 **kei natl'ét'**.”
9. “Write the number 9 on top of the picture of **yei natl'ét'**.”

### 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 14**

**Theme: More Recreation**

**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.

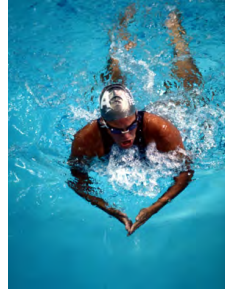




Circle the word for each picture.



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'



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'



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ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashíx  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'



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ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashíx  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'



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'



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'

*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'



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'  
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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'

ash koolt'

Ich'éit'aa  
koolk'ishaa  
áax'aa  
áak'w  
aak  
nashíx  
ách'aa  
natl'ét'  
natl'ét'

yaa

Ich'éit'aa  
koolk'ishaa  
áax'aa  
áak'w  
aak  
nashíx  
ách'aa  
natl'ét'  
natl'ét'

da.

Ich'éit'aa  
koolk'ishaa  
áax'aa  
áak'w  
aak  
nashíx  
ách'aa  
natl'ét'  
natl'ét'

ash koolt'

Ich'éit'aa  
koolk'ishaa  
áax'aa  
áak'w  
aak  
nashíx  
ách'aa  
natl'ét'  
natl'ét'

ash koo

Ich'éit'aa  
koolk'ishaa  
áax'aa  
áak'w  
aak  
nashíx  
ách'aa  
natl'ét'  
natl'ét'

ash

Ich'éit'aa  
koolk'ishaa  
áax'aa  
áak'w  
aak  
nashíx  
ách'aa  
natl'ét'  
natl'ét'

**kadach'**

**Ich'érit'aa  
koolk'ishaa  
áax'aa  
áak'w  
aak  
nashíx  
ách'aa  
natl'ét'  
natl'ét'**

**yei**

**Ich'érit'aa  
koolk'ishaa  
áax'aa  
áak'w  
aak  
nashíx  
ách'aa  
natl'ét'  
natl'ét'**

**kei**

**Ich'érit'aa  
koolk'ishaa  
áax'aa  
áak'w  
aak  
nashíx  
ách'aa  
natl'ét'  
natl'ét'**



