

# UNIT 18

Plants



### Teacher's Notes

The plant unit introduces nine terms for plants found in Southeast Alaska. The suggested lessons and Student Support Materials (SSM) give activities and games to help students learn the terms and place them in long-term memory. The SSM includes pictures, mini-pictures, vocabulary word cards, student activity worksheets, and assessments. The unit's sentence and unit's dialog give students more opportunities to practice the plant vocabulary. Use actual plants in the learning activities whenever possible. If students learn these nouns well, they can focus their learning in the future cycles on new vocabulary. Note that **yaana.éit** is the Tlingit name for a plant called cow parsnip, not Indian rhubarb or celery.

### Vocabulary Cycle B

**t'óok'** nettle  
**yaana.éit** cow parsnip  
**s'ikshaldéen**  
Hudson Bay tea  
**x'áal'** skunk cabbage  
**shéiyi** spruce  
**yán** hemlock  
**xáay** yellow cedar  
**laax** red cedar  
**ch'áal'** willow

### Unit's Sentence

**Wé \_\_\_\_\_góot ax' sá isiteen?**  
Where did you see the \_\_\_\_\_?

### Unit's Dialog

(a) **Wé \_\_\_\_\_góot ax' sá isiteen?**  
Where did you see the \_\_\_\_\_?

(b) **Wé \_\_\_\_\_ x' xwasiteen.**  
I saw it in/on (review geography).

(a) **Wé \_\_\_\_\_ tsú gé ax' isiteen?**  
Did you see a \_\_\_\_\_ there too?

(b) **Tléik', wé \_\_\_\_\_ x' xwasiteen.**  
No, I saw it in/on (review geography).

### 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 “search for, look for.” 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. 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

**T'óok'gaa kuxashee.** I am looking for nettle.

**Yaana.eitgáa kuxashée.** I am looking for cow parsnip.

**S'ikshaldéen áx' áwé kuxas-hée.** I am looking for Hudson Bay tea.

**X'áal'gaa kuxashee.** I am looking for skunk cabbage.

### Teacher's Notes

There are two verbs for picking berries: **kuk'ít'!** and **.ín!**--are the command forms of the verbs. This cycle uses **kuk'ít'**. If your region uses the other verb, consult the Tlingit verb index or ask a fluent speaker in your community. Use the suggested lessons and listen to the audio recording of a fluent speaker.

### Vocabulary Cycle A Advanced

**Kanat'á kuk'í t'.** Pick the blueberries.

**Tlékw yádi kuk'í t'.** Pick the raspberries.

**Yaana.eit kagas'éil'.** Peel the cow parsnip.

**S'áxt' kagas'éil'.** Peel the devil's club.

### Teacher's Notes

If possible, use the actual plants when teaching these sentences. Use the suggested lessons and listen to the audio recording of a fluent speaker saying these sentences. You can substitute **s'áxt'** --devil's club--for **T'óok'**--nettles-- in the first sentence for more practice.

### Vocabulary Cycle B Advanced

**T'óok' haa náagux sitee.** Nettles are still our medicine.

**Adaat iyasatak s'áxt' daa yéi-jinéiyi.** Be careful when working on devil's club.

**Yaana.eit a tú kudzitee.** Cow parsnip is hollow.

**Shéix'w yak'éi at x'aan yís.** Alder is good for smoking salmon.

### Teacher's Notes

Several interesting verb tenses are presented in this cycle. **Tlél yan katulagáaych wé tléikw**-- We didn't finish putting up our berries yet--uses the verb which means "put up, store up, accumulate" (especially for the winter). The tense is the perfective habitual. **K'eit duxáayin** uses the decessive tense (used to be eaten). These sentence samples can add variety to the Tlingit content even without discussion of the verb tenses. If the students are ready for study of the verb structure, refer to the Tlingit Index of 575+ Verbs.

### Vocabulary Cycle C Advanced

**Kakayawúx' ayá yáa wás' áanee.** It was a wide stretch of bushes.

**Tlél yan katulagáaych wé tléikw.** We didn't finish putting up our berries yet.

**K'eit duxáayin.** Young salmonberry bush shoots used to be eaten.

**Wé xaat kanat'á kahéeni káa yéi gaxtoo.oo.** We will put the roots in the blueberry juice.

See Appendix III for lesson instructions.

**Lesson 1**

Introduce the new vocabulary.

**Basic Listening**

1. Mini Pictures
2. Funnel Vision

**Basic Speaking**

3. Right or Wrong?
4. Visual Memory
5. Centered Speaker

**Lesson 2**

Review the unit's vocabulary.

**Basic Listening**

1. Nod and Clap
2. Over and Under

**Basic Speaking**

3. Right or Wrong?
4. Visual Memory
5. Under The Bridge

**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. Locomotive
2. Whisper

**Basic Speaking**

3. Hand Tag
4. Illustration Build-Up
5. Mesh Words

**Lesson 5**

Review the unit's sentence.

**Basic Listening**

1. Turn and Face
2. Flashlight Find

**Basic Speaking**

3. Disappearing Illustrations
4. What's That Word?
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. Alphabetical Order
2. Group Spell
3. Buzz
4. Letter Encode
5. Use the Student Support Materials

### **Lesson 8**

Review the unit's vocabulary.

#### **Basic Writing**

1. Watch Your Half
2. Over/Under Illustration
3. Say Again!
4. Numbered Illustrations
5. Use the Student Support Materials

### **Lesson 9**

Review the unit's vocabulary.

#### **Basic Writing**

1. Overhead Configurations
2. Horizontal Completion
3. Syllable Time
4. Alphabet Code
5. Use the Student Support Materials

### **Lesson 10**

Administer the unit's assessment.

1. Practice the unit's dialog with the students.
2. Invite a resource person to make a presentation to the students about the traditional uses of some of the plants introduced in this unit. Use the plant samples during the presentation.
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 yan katulagáaych wé \_\_\_\_\_.**

We didn't finish putting up our \_\_\_\_\_ yet.

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

**Wé xaat kanat'á kahéeni káa yéi gaxtoo.oo.** We will put the roots in the blueberry juice.

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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.

**Kakayawúx' ayá yáa wás' áanee.** It was a wide stretch of bushes.

**K'eit duxáayin.** Young salmonberry bush shoots used to be eaten.

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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 xaat kanat'á kahéeni káa yéi gaxtoo.oo.** We will put the roots in the blueberry juice.

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# VOCABULARY PICTURES







**t'óok'**  
nettle



**yaana.éit**  
cowparsnip



**s'ikshaldéen**  
Hudson Bay Tea





**x'áal'**  
skunk cabbage



**shéiyi**  
spruce



**yán**  
hemlock



**xáay**  
yellow cedar





**laax**  
red cedar



**ch'áal'**  
willow

# BASIC LISTENING





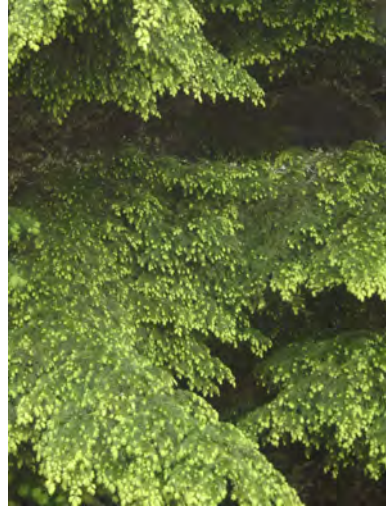
*Cut out the pictures and show the picture for the vocabulary word given.*





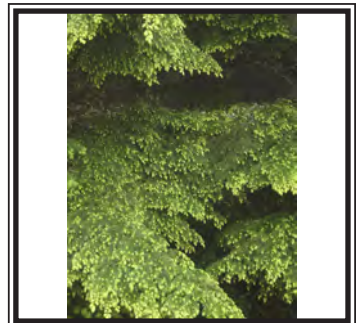
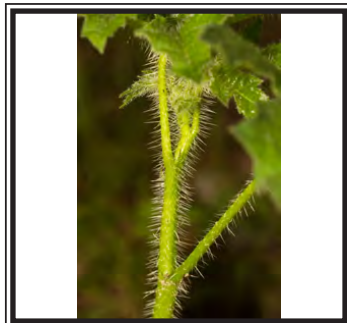
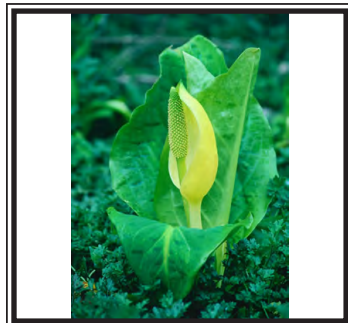


*Cut out the pictures and show the picture for the vocabulary word given.*





Write the numbers for the vocabulary under the pictures.





# BASIC READING

Sight Recognition





t'óók'

yaana.éit

s'ikshaldéen





x'áa1'

shéiyi

yán



xáay

laax

ch'áal'



Circle the word for each picture.



t'óok'  
yaana.éit  
s'ik-  
shaldéen  
x'áal'  
shéiyi  
yán  
xáay  
laax  
ch'áal'



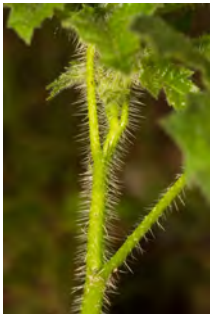
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xáay  
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shaldéen  
x'áal'  
shéiyi  
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laax  
ch'áal'

Circle the word for each picture.



t'óok'  
yaana.éit  
s'ik-  
shaldéen  
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shéiyi  
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xáay  
laax  
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laax  
ch'áal'







# BASIC READING

Encoding





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

\_\_\_\_\_ok'

yaan\_\_\_\_\_

\_\_\_\_\_aldéen

x'á\_\_\_\_\_

\_\_\_\_\_iyi

yá\_\_\_\_\_

\_\_\_\_\_ay

la\_\_\_\_\_

\_\_\_\_\_áal'

al'

shé

t'ó

n

xá

ax

s'iksh

ch'

a.éit



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



**a**

**l**

**a**

**x**



# BASIC WRITING







Complete the words by writing in the missing letters.

**t' \_ o \_ '**

**\_ aa \_ a.éi \_**

**'iksha \_ dée \_**

**x' \_ a \_ '**

**s \_ éi \_ i**

**\_ án**

**x \_ \_ y**

**\_ a \_ x**

**c \_ '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. Read the dialog as a group or in pairs as instructed. Change the word(s) after each round. Practice the dialog with another student.

(a) Wé \_\_\_\_\_ góot ax' sá isiteen?

(b) Wé \_\_\_\_\_ x' xwasiteen.

(a) Wé \_\_\_\_\_ tsú gé ax' isiteen?

(b) Tléik', wé \_\_\_\_\_ x' xwasiteen.

yaana.éit

t'óok'

x'áal'

s'ikshaldéen

yán

ch'áal'

shéiyi

xáay

laax



# UNIT ASSESSMENT



# **Tlingit Language Program**

**Unit Assessment**

**Teacher's Notes**

**Cycle B Beginners**

**Grades 5 - 6**

**Unit 18**

**Theme: More Plants**

**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 **t'óok'**.”
2. “Write the number 2 on top of the picture of **yaana.éit.**”
3. “Write the number 3 on top of the picture of **s'ikshaldéen.**”
4. “Write the number 4 on top of the picture of **x'áal'**.”
5. “Write the number 5 on top of the picture of **shéiyi.**”
6. “Write the number 6 on top of the picture of **yán.**”
7. “Write the number 7 on top of the picture of **xáay.**”
8. “Write the number 8 on top of the picture of **laax.**”
9. “Write the number 9 on top of the picture of **ch'áal'**.”

### 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 18**

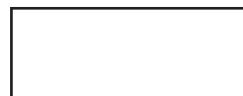
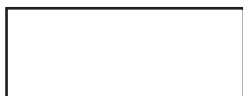
**Theme: More Plants**

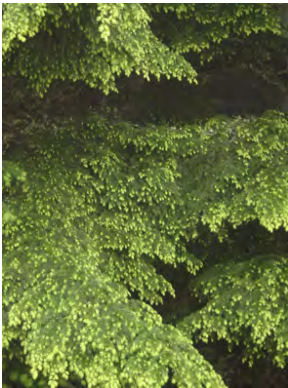
**Date:** \_\_\_\_\_

**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.







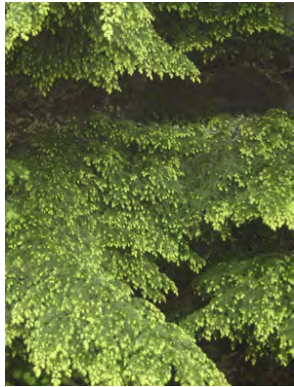
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