Teacher’s Notes

This unit reviews nouns from the “buildings,” “geography,” “plants,” and “fish” units. These nouns will continue to be used in all future cycles. Having these nouns firmly in students’ long-term memory will be an asset as they learn to recognize the verb phrases. Use the activities in the Student Support Materials (SSM) and the games and activities in the ten lessons to review this vocabulary. You may wish to select other nouns from other units the students have worked on throughout the year but have not yet mastered. Encourage students to listen to the recording of a fluent speaker saying these words as well as the unit’s sentence and the dialog.

Vocabulary Cycle B

xaay sauna
xáanás’ drying house
x’áas waterfall
geiy bay/inlet
héen sháak head of river
x’áal’ skunk cabbage
xáay yellow cedar
k’aagán stickleback
lóot’ eel
Teacher’s Notes

The review unit gives an added opportunity for more practice with the verb patterns. Units 16-19 introduce the verbs for walking, running, looking, and catching. Choose your review sentences based on your students’ progress. Listen to the audio recording of a fluent speaker saying these sentences. You may choose other sentences from the previous four units that may have been particularly challenging for students.

Vocabulary Cycle C

Yóo x’úx’ daakahidé yaa nxagút. I am walking to the library.
Yóo héen x’áasidé áwé yaa nxashíx. I am running to the waterfall.
X’áal’ gáa kuxashee. I am looking for skunk cabbage.
Dzánti xwaasháat. I caught flounder.

Teacher’s Notes

Phrases from Units 16-19 have been selected for the review unit. Teachers can choose other phrases and vocabulary that seem to be especially difficult for students in order to give them more practice. When students commit these phrases into long-term memory, they are able to have short dialogs with other students and fluent speakers. Listen to the audio recording of a fluent speaker to hear the pronunciation, rhythm, and cadence of Tlingit.

Vocabulary Cycle A Advanced

Shoo daakahídi ch’éx’. Point to the theater.
Sháchgudé neesheex. Run to the muskeg.
Tlékw yádi kuk’it’. Pick the raspberries.
X’oon tl’eik sawé wé l’ook? The coho is how many inches?
Teacher’s Notes

This is the final review for Cycle B Advanced. Four sentences from units 16-19 have been selected for review. If your students have already mastered these, choose other sentences to review. Use the suggested lessons for this cycle. Encourage students to listen to the audio recording of a fluent speaker saying these sentences to hear the pronunciation, rhythm and cadence of Tlingit.

Vocabulary Cycle B Advanced

Uwat’áa wé xaay. The sauna is warm.
Aas gutú kujigít. The forest is dark.
Yaana.eit a tú kudzitee. Cow parsnip is hollow.
Aashát gaxtooxáa. We are going to eat stealhead trout.

Teacher’s Notes

Four interesting sample sentences from units 16-19 have been selected for review. This is the last lesson in this Tlingit language curriculum project. If students have mastered materials in Cycles B through C Advanced, they should be able to write simple sentences on their own. These more complex sentences give them patterns they can follow by substituting nouns they have already learned. Since this is the very last unit, you may wish to review other units instead of or in addition to units 16-19.

Vocabulary Cycle C Advanced

Hoon daakahídidé has woo.aat ax séek’ hás. My daughters have gone to the store.
Yá neechx yaa neegúdi yéi kgisatéen yá katóok. As you walk along this shoreline you will see this cave.
K’eit duxáayin. Young salmonberry bush shoots used to be eaten.
X’wáat’ héen táakde has ayatéen. They see trout in the river.
See Appendix III for lesson instructions.

**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 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 6**
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 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. Overhead Configurations
2. Horizontal Completion
3. Syllable Time
4. Alphabet Code
5. Use the Student Support Materials

Lesson 9
Review the unit’s vocabulary.

**Basic Writing**
1. Numbered Illustrations
2. Back Writing
3. Yarn Spell
4. Word Completion
5. Use the Student Support Materials

Lesson 10
Administer the unit’s assessment.

1. Practice the unit’s dialog with the students.
2. Lay graphics from units 1-9 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 should write the words. Afterwards, review their spellings.
1. Fill in the blanks to complete the sentences below.

________________________ yaa neegúdi yei kgisatéen yá katóok.

As you walk along ______________________ you will see this cave.

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

X'wáat' héen táakde has ayatéen. They see trout in the river.
3. Tie the sentences together by rewriting a portion of the sentence or by writing sentences between them to connect them to each other.

**X'wáat' héen táakde has ayatéen.** They see trout in the river.

**Yawóol yá deegáa.** This dipnet has holes in it.

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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.

**Hoon daakahídidé has woo.aat ax séek’ hás.** My daughters have gone to the store.

**X'wáat' héen táakde has ayatéen.** They see trout in the river.
xaay

sauna
xáanás’

fish house
x’aas
waterfall
geiy
bay/inlet
héen sháak
head of river
x’áal’
skunk cabbage
xáay
yellow cedar
k’aagán
stickleback
lóot’
eel
BASIC LISTENING
Cut out the pictures; show the pictures for the vocabulary word given.
Cut out the pictures; show the pictures for the vocabulary word given.
Write the numbers for the vocabulary word given under the pictures.
BASIC READING

Sight Recognition
xaay

ˈxáanás

ˈx̱áas
geiy
héen sháak
x’áal’
xáay
k’aagan
l’ot
Circle the word for each picture.
Circle the word for each picture.

k’aagán lóot’ haat kool xaay x’áal’ xáay geiy xáanás’ héen wát

k’aagán lóot’ haat kool xaay x’áal’ xáay geiy xáanás’ héen wát
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.

_________gán

l________t'

x’á ___________

x________y

x’________l’

________ay

g__________

x____________s’

___________ sháak

eiy

aa

áaná

xá

as

héen

áa

k’aa

óo
Cut out the letters and spell the word for the picture.
Complete the words by writing in the missing letters.

k’ _ _ gán
_ óo _ ’
’ aa _

x _ _ y

x’ _ a _

x _ a _
_e _ y

xá _ _ á _’
_ ée_ sháa _
Write the correct vocabulary word next to each picture.
Tlingit Language Program

Unit Assessment
Teacher’s Notes
Cycle B Beginners
Grades 5 - 6
Unit 20

Theme: Review Units 16-19

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 k’aagán.”
2. “Write the number 2 on top of the picture of lóot.”
3. “Write the number 3 on top of the picture of x’áas.”
4. “Write the number 4 on top of the picture of xaay.”
5. “Write the number 5 on top of the picture of x’áal.”
6. “Write the number 6 on top of the picture of xáay.”
7. “Write the number 7 on top of the picture of geiy.”
8. “Write the number 8 on top of the picture of xáanás’.”
9. “Write the number 9 on top of the picture of héen sháak.”

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.”
Unit Assessment

Student Pages

Cycle B Beginners Grades 5 - 6

Unit 20

Theme: Review Units 16-19

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.
k’aaqán lóot’ x’ás x’aay x’áal’ xáay geiy xáanás’ héen sháak

k’aaqán lóot’ x’ás x’aay x’áal’ xáay geiy xáanás’ héen sháak

k’aaqán lóot’ x’ás x’aay x’áal’ xáay geiy xáanás’ héen sháak
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