UNIT 4

More Body Parts
Teacher’s Notes

In Tlingit, some nouns (body parts and kinship terms) are considered “inalienable,” that is, they cannot be spoken of unless they are possessed. They must have a possessive pronoun attached. Singular possessive pronouns which can be used with body parts are **ax** (my), **i** (your), and **du** (his/her/its). Students can get lots of practice with the dialog, substituting the body parts nouns. These nouns will continue to be used throughout all future cycles of this unit, Body Parts. It is to the students’ advantage to master this vocabulary so that they concentrate on the verb phrases to be introduced in Cycles C through Advanced C. Lessons have been selected for use with these terms and the SSM has images and student activity sheets to help students learn these words and store them in long-term memory. Encourage students to listen to the audio recording of a fluent speaker saying the words, sentences, and dialog.

Vocabulary Cycle B

<table>
<thead>
<tr>
<th>English</th>
<th>Tlingit</th>
</tr>
</thead>
<tbody>
<tr>
<td>tooth</td>
<td>oox</td>
</tr>
<tr>
<td>hip</td>
<td>k’í</td>
</tr>
<tr>
<td>finger</td>
<td>tl’ék</td>
</tr>
<tr>
<td>arm</td>
<td>jigei</td>
</tr>
<tr>
<td>thigh</td>
<td>gáts</td>
</tr>
<tr>
<td>foot</td>
<td>x’oos</td>
</tr>
<tr>
<td>toe</td>
<td>x’usgoosh</td>
</tr>
<tr>
<td>knee</td>
<td>keey</td>
</tr>
<tr>
<td>elbow</td>
<td>t’ee y shú</td>
</tr>
</tbody>
</table>

Unit’s Sentence

Ax _______ xwalichún. I hurt my ________________.

Unit’s Dialog

(a) Wáa sá iwunee? What happened to you?

(b) Ax _______ wudichún. My ___________ got hurt.

(a) Gwátk sá i _______ wudichún? When did your ______________ get hurt?

(b) Tatgé. Yesterday.
Teacher’s Notes

Cycle C introduces verbs to be used with the nouns from Cycle B. The focus is oral language development. The phrases are in the first and second person, imperfective (present) tense of the verb “to bend a moveable joint.” Use the photos from Cycle B, Student Support Materials (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 the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme, Body Parts. Remember to follow the DLP process, spending lots of time on listening.

Vocabulary Cycle C

Ax t’eeyshu yaa neetéen. You are bending my elbow.
Ax keey yaa kanxatán. I am bending my knee.
Ax tl’eik yaa kanxatán. I am bending my finger.
Ax x’ustl’eik yaa kanxatán. I am bending my toe.

Teacher’s Notes

The simple question and answer gives students lots of listening practice. Use the pictures from SSM or stuffed animals or puppets to ask ________ ákyá? Is this_______? Students who have good pronunciation can take turns asking the class the questions. Encourage students to listen to the audio recording of a fluent speaker.

Vocabulary Cycle A Advanced

_______ ákyá? Is this_______?
Aáá. Yes.

Commands
At shí. Touch it.
At yishí. Touch it. (pl)
Kindei i ________. Raise your ________.
Yíndei i ________. Lower your ________.
Teacher’s Notes

Cycle B Advanced gives students practice with more descriptive sentences about body parts. You can use puppets, stuffed animals or pictures to demonstrate some of the actions, including **Du keey oolichun**: She twisted her knee. The literal translation for **Ax oox aakoonei oowaxíx**--My tooth is loose--is “the tooth is working its way out,” so this phrase might not work with other body parts. Use the suggested lessons and listen to the audio recording of a fluent speaker to teach these sentences.

**Vocabulary Cycle B Advanced**

**Du yá yak’éi.** Her face is clean. **Yées adoo k’í du jeewú.** He’s got a new hip. **Ax oox aakoonei oowaxíx.** My tooth is loose. **Du keey oolichun.** She twisted her knee. **Du l’óot’ wudicách.** She has a swollen tongue.

Teacher’s Notes

Cycle C Advanced gives students opportunity for practice with body parts and animals. Use puppets, stuffed animals or pictures to teach these descriptive sentences. You can ask a student to carry a mountain goat on his shoulders when teaching **Du xikshá kák yaa anayéin wé ján(w)u:** He is carrying the mountain goat on his shoulder. Use the writing exercises to get students started writing their own sentences.

**Vocabulary Cycle C Advanced**

**S'igeidí l'eedí yawúx' ka k'áatl' yáx yatee.** A beaver’s tail is wide and flat. **S'ee k l'eedí tléil ulyát'.** A black bear’s tail is short. **Du xikshá kák yaa anayéin wé ján(w)u.** He is carrying the mountain goat on his shoulder. **Shí anax naadaa wé taan geení.** There is blood coming from the sea lion’s tail flippers.
See Appendix III for lesson instructions.

Lesson 1
Introduce the new vocabulary.

Basic Listening
1. Mini Pictures
2. Searchlight
3. Hidden Words

Basic Speaking
4 Actions!
5 Out of Order
6 Over/Under

Lesson 2
Review the unit’s vocabulary.

Basic Listening
1. Back to Back Race
2. Locomotive

Basic Speaking
3. Sheet Golf
4. Disappearing Illustrations
5. What’s That Word?

Lesson 3
Review the unit’s vocabulary.

Basic Listening
1. Numbered Illustrations
2. Here, There, Everywhere

Basic Speaking
3. Disappearing Illustrations
4. What’s That Word?
5. Flashlight Name

Lesson 4
Introduce the unit’s sentence.

Basic Listening
1. Right or Wrong?
2. Half Match

Basic Speaking
3. Calendar Bingo
4. Colored Words
5. Number Draw

Lesson 5
Review 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 6
Introduce the unit’s sentence

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 sentence.

**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 sentence.

**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 sentence

**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. Lay a length of white paper on the floor. Group the students around the paper. Give each student a white candle. The students should then create illustrations of body parts, using the white candles. When the paper is filled with illustrations, have the students take turns washing the illustrations with a thin mixture of paint. Display the crayon resist mural in the classroom or hallway.
1. Fill in the blanks to complete the sentences below.

Du xikshá káx yaa anayéin wé _____________. He is carrying the _______________ on his shoulder.

S’eeek l’eedí ______________. A black bear’s tail is _________________.

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

Du xikshá káx yaa anayéin wé ján(w)u. He is carrying the mountain goat on his shoulder.
3. Tie the sentences together by re-writing a portion of the sentence or by writing sentences between them to connect them to each other.

**S'ee:k l'eedí tléil ulyá*t'.** A black bear's tail is short.

**Du xikshá káx yaa anayéin wé ján(w)u.** He is carrying the mountain goat on his shoulder.

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.

**Shí anax naadaa wé taan geení.** There is blood coming from the sea lion's tail flippers.

**Du xikshá káx yaa anayéin wé ján(w)u.** He is carrying the mountain goat on his shoulder.
oox
tooth
k’í
hip
tl’éik
finger
jigei
arm
gáts
thigh
x’oos
foot
x’usgoosh

(toe)
keey
knee
t’eeey shú
elbow
BASIC LISTENING
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.
Write the numbers given for the vocabulary word under the picture.
BASIC READING

Sight Recognition
t’eey shú

keey

x’usgoosh
tl’ek
k’i
oox
Circle the word for each picture.
Circle the word for each picture.
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.

_________os

x’usgo__________

_________y

t’eeey__________

_________x

_________’í

tl’__________

ji__________

gá__________

osh    shú    gei    ts    oo    x’o

kee    éik

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

l’kité
BASIC WRITING
Complete the words by writing in the missing letters.

x’__ s
x’__ goosh
k__ y
t’eey __
__x
’í
__’éik
jig__
gá__
Write the correct vocabulary word next to each picture.
Cut out the words below. Listen for which word(s) to put in the spaces in the dialog. Read the dialog as a group and in pairs as instructed. Change the word(s) after each round. Practice the dialog with another student.
UNIT ASSESSMENT
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’eey shú."
2. "Write the number 2 on top of the picture of keey."
3. "Write the number 3 on top of the picture of x’usgoosh."
4. "Write the number 4 on top of the picture of oox."
5. "Write the number 5 on top of the picture of k’í."
6. "Write the number 6 on top of the picture of tl’éik."
7. "Write the number 7 on top of the picture of jigei."
8. "Write the number 8 on top of the picture of gáts."
9. "Write the number 9 on top of the picture of x’oos."

**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 Grade 5-6

Unit 4

Theme: More Body Parts

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.
x’oos
x’usgoosh
keey
t’eey shú
oox
k’í
tl’éik
jigei
gáts