UNIT 9

Animals
Teacher’s Notes

The animals unit is a favorite of many students and teachers. There are ten suggested lessons for the nine vocabulary words in Cycle B in addition to the Student Support Materials (SSM). The SSM includes images, student worksheets, and an assessment. The unit’s sentence and dialog are presented here and in the SSM. Some of the animals vocabulary may be very familiar to the students. If they learn the vocabulary quickly, move on to the next cycle, which will add new phrases to the theme of “animals.” Once the students learn these terms and commit them to long-term memory, they can focus their learning on the new vocabulary to be presented in Cycles C through Advanced C.

Vocabulary Cycle B

- guwakaan deer
- gooch wolf
- kanals’áak squirrel
- xíxch’ frog
- nóoskw wolverine
- kuts’een mouse
- cheech porpoise
- dzísk’w moose
- xalak’ách’ porcupine

Unit’s Sentence

______________ daat sh kalneegi áyá.

The story is about a ____________________.

Unit’s Dialog

(a) I een sh kakkwalnéek.
I will tell you a story.

(b) Daa sá a daat?
What is it about?

(a) Wé _____________ daat sh kalneegi áyá.

The story is about a ____________________.

(b) Aaá.
Yes/okay.
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 “for someone to see something.” 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 the material quickly, move on to the next cycle. The advanced cycles add new phrases that build upon the theme of “animals.” Remember to follow the DLP process, spending lots of time on listening activities before asking students to speak.

Vocabulary Cycle C

Guwakaan xwasitéen. I saw a deer.
Gooch xaatéen. I see a wolf.
Kanals’áak xaatéen. I see a squirrel.
Xíxch’ xaatéen. I see a frog.

Teacher’s Notes

Cycle A Advanced focuses on listening skills. Four phrases are added which can be used with all of the vocabulary words in Cycles A and B. These phrases can be added to the phrases in Cycle C to make a longer dialog. Suggested lessons for Cycle A Advanced are listed. Teachers may mix and match the activities, keeping in mind the DLP process -- start with listening activities. This unit uses two question words and adds adjectives in the questions -- small and big.

Vocabulary Cycle A Advanced

Daa sáyá? What is this?
_____________________ áyá.
It is a _________________.
Át tlein gwá? Is it big?
Yéi googéik’ gé? Is it small?
Teacher’s Notes

This cycle has sentences describing the animals’ feelings. Using the stuffed animals or puppets that many teachers have in their room is a great way to review the animal words and to teach the feeling words. Use the lessons and listen to the audio recording of a fluent speaker to teach these sentences. The more practice the students get in hearing the language and speaking the sentences, the more natural and confident they will become.

Vocabulary Cycle B Advanced

Xalak’ách’ toowú yanóokw. The porcupine is sad.
Gooch x’áant uwanúk. The wolf is grumpy.
Yáay kulitées’shan. Whales are interesting.
Yá sátk wé kuts’een. The mouse is in a hurry.

Teacher’s Notes

By this cycle, most students can write simple sentences with nouns from this theme and the verbs in Cycle C. These more complex sentences are introduced to help students write more varied sentences. Use the writing assignments to help them get started writing their own Tlingit sentences.

Vocabulary Cycle C Advanced

Tlél wuduskú goodie sá kei ayawdíkúx. Nobody knew where he fled to.
Wéi keitl du seit tíx’i yanax wushik’éeex’. The dog’s leash got hung up.
Geesh xoot wootlóox’wé yáxwch’. The sea otter is rolling around in the kelp
Líl kayixéel’ik! Don’t bother him/her!
See Appendix III for lesson instructions.

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Lesson 7
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 8
Review the unit’s vocabulary.

Basic Reading - Encoding
1. Overhead Encode
2. Consonant/Vowel Cards
3. Mixed-Up Words
4. Letter Encode
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. Give each student a portion of tag board. The students should cut out the shapes of animals from the tag board. Then, lay a length of mural paper on the floor; have the students lay their cut-outs on the floor, under the paper. The students should then use crayons or pencils to do rubbings of the animals. Have the students label the rubbings. Display the completed animals mural in the classroom or hallway.
Cycle C Advanced Creative Writing Activities

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

_______________________________ xoot wootlóox’wé yáxwch’.
The sea otter is rolling around in the __________________________.

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

Wéi keitl du seit tíx’i yanax wushik’éex’. The dog’s leash got hung up.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

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

*Tlél wuduskú goodie sá kei ayawdikúx.* Nobody knew where he fled to.

*Líl kayixéel’ik!* Don’t bother him/her!

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 wuduskú goodie sá kei ayawdikúx.* Nobody knew where he fled to.

*Wéi keitl du seit tíx’í yanax wushik’éex’.* The dog’s leash got hung up.
VOCABULARY
PICTURES
guwakaan
deer
gooch
wolf
kanals’áak
squirrel
xíxch’
frog
nóoskw
wolverine
kuts’een
mouse
cheech
porpoise
dzísk’w
moose
xalak’ách’
porcupine
BASIC LISTENING
Cut out the vocabulary pictures. Show the pictures for the word given.
Cut out the vocabulary pictures. Show the pictures for the word given.
Listen to the vocabulary words. Write the numbers under the pictures.
BASIC READING

Sight Recognition
xíxch’
nóoskw
kuts’een
cheech
dzísk’w
xalax’ách’
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.
BASIC READING

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

guwa__________
goog__________
kanals’___________
xis__________ skw
__________ een
ch__________ ch
__________ sk’w
__________ lak’ách’

dzí    xa    kaan    áak
nóo    ch    ch’    ee
kuts’
Cut out the letters and spell the word for the picture.
Complete the words by writing in the missing letters.

_ hee _ _

_ _ ísk’ _

xa _ _ k’á _ _ h’

gu _ a _ aa _

go _ _ h

k _ ts’e ___

k _ n _ ls’áa _

_ íx _ _ h’

n _ _ sk _
Write the correct vocabulary word for each picture.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.
Cut out the words below. Listen to the word(s) to put in the spaces in the dialog. Read the dialog as a group or individually as directed by the teacher. Forms. Practice the dialog with another student.
UNIT ASSESSMENT
Tlingit Language Program

Unit Assessment

Teacher’s Notes

Cycle B Beginners

Grades 5 - 6

Unit 9

Theme: More Animals

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 xíxch’.">
2. "Write the number 2 on top of the picture of xalak’ách’.">
3. "Write the number 3 on top of the picture of cheech.”
4. "Write the number 4 on top of the picture of nóoskw.”
5. “Write the number 5 on top of the picture of kuts’een.”
6. “Write the number 6 on top of the picture of guwakaan.”
7. “Write the number 7 on top of the picture of gooch.”
8. “Write the number 8 on top of the picture of dzísk’w.”
9. “Write the number 9 on top of the picture of kanals’áak.”

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 9

Theme: More Animals

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.

- Guwakaan gooch kanals’áak xíxch’ nóoskw kuts’een cheech dzísk’w xalak’ách’
- Guwakaan gooch kanals’áak xíxch’ nóoskw kuts’een cheech dzísk’w xalak’ách’
- Guwakaan gooch kanals’áak xíxch’ nóoskw kuts’een cheech dzísk’w xalak’ách’
- Guwakaan gooch kanals’áak xíxch’ nóoskw kuts’een cheech dzísk’w xalak’ách’
Circle the word for each picture.