Cycle A • Beginners • Xaad Kîl

Student Support Materials

UNIT 14
Types of Plants

Sealaska Heritage Institute
Vocabulary Pictures
kiid (tree, spruce)
xil háanaa (flower)
xil (leaf)
kaas (Sitka alder)
k’áay (broad kelp)
ts’iihlanjaaw (devil’s club)
xíl kagan  (Hudson bay tea)
giid (red cedar tree)
s̓gahláang (yellow cedar tree)
hlkáam (bull kelp)
stla k’iist’aa (Indian rice)
k'áang (hemlock)
Basic Listening
Have the students cut out the vocabulary pictures; say the words and they show the pictures.
Have the students cut out the vocabulary pictures; say the words and they show the pictures.
Say the vocabulary words; the students write the numbers under the pictures.
1. kiid, 2. xíl háanáa, 3. xíl, 4. kaas, 5. k’áay, 6. ts’iilhanjaaw, 7. xíl k’agan, 8. giid
9. sghálahang, 10. hlkáam, 11. stla k’íist’aa, 12. k’áang
Basic Reading
Sight Recognition
kíid
xíl háanaa
xíl
kaas
k'áay
ts'íihlanjaaw
xíl kagan

giid

SGahláang
hlkáam
stla k'íist'aa
k'áng
Have the students find this unit's vocabulary words in the word find. They should circle the words or highlight them. You can project the word find onto the board and have the students draw configurations around the words. Turn off the overhead, showing only the word configurations on the board. The students then identify the words by their configurations.

rwerfdiixgiidánggiobje;rongaeojgweighi;fW;IOwrjdarlgmsww’fbmerpodíistlak'ángiilaermorcaneqglejberlgnaedíistláayrgelrermndxyhlkáamádjfbwrgmnodlw3ertrlwrgweniqlik'áayurvik'tárdfrwergeeereroposal-srljerglerglaeqavvikrlergk'ulaerlerliaerierlie4t43ooij-
duqvidíixyáaytuqqrgojdrgrflmxc.mbcvdirerlgaeridrhi-
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vatublatjobnaeogndráistláayerfherhgalmadohertnerob-
jeipiipq;roniutuifyts'íihlanjaawqwjwwjanuqliktuqwo-
jwgjwjwpjqjdíixyáaywpjgjrgjerdiik'ulúuerpgjxág-
jpegpgk'ápojwrpgdiik'ulúuptaktuktuerhehehthrjrrrtjr-
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gfheewqergcyut'áshahahnurluqqwofhgqoexploro-
radíikúnyut'áqtuqdíséahláángixángiaqnodlw3luu-
naaqtuqertlwrgowerlnerlunak'ádígyúushahanher-
lerglaeratorstrk'iist'aaagrits'ángal'qeqecosysnirinavik-
teaqiqrurk'ángqklaqmsdrflmxánt'ak'áhg-
jaeridrhit'veniaowhet489a;kjgvnklaje.JE.buefdghbbillliaa-
Have the students cut out the words and attach them to their pictures.
Have the students circle the word for each picture.
Have the students circle the word for each picture.

1. **kiid**
   - xíl háanaa
   - xíl
   - kaas
   - k'áay
   - ts'íihlanjaaw
   - xíl kagan
   - giid
   - sgháláang
   - hlkáam
   - stla k’iist’aa
   - k’áang

2. **kiid**
   - xíl háanaa
   - xíl
   - kaas
   - k’áay
   - ts'íihlanjaaw
   - xíl kagan
   - giid
   - sgháláang
   - hlkáam
   - stla k’iist’aa
   - k’áang

3. **kiid**
   - xíl háanaa
   - xíl
   - kaas
   - k’áay
   - ts'íihlanjaaw
   - xíl kagan
   - giid
   - sgháláang
   - hlkáam
   - stla k’iist’aa
   - k’áang

4. **kiid**
   - xíl háanaa
   - xíl
   - kaas
   - k’áay
   - ts'íihlanjaaw
   - xíl kagan
   - giid
   - sgháláang
   - hlkáam
   - stla k’iist’aa
   - k’áang
Have the students cut out the words. Show the vocabulary pictures and the students should show you the words for them.

kíid
xíl háanaa
xíl
kaas
k'áay
ts'íihlanjaaw
xíl kagan
giid
sгahláang
hlkáam
stla k'íist'aa
k'áang
Have the students write the words from this unit in the boxes, in horizontal, vertical, or diagonal forms. When all of the words are in the form, they should fill the other boxes with any letters. The students should exchange Word Finds and circle the words in them.

Home Made Word Find
Basic Reading
Encoding
Have the students cut out the word parts and glue them into the words.

\[ \text{k\_d} \]
\[ \text{xíl \_naa} \]
\[ \text{\_l} \]
\[ \text{ka\_} \]
\[ \text{k'á\_} \]
\[ \text{\_hlanjaaw} \]
\[ \text{xíl ka\_} \]
\[ \text{\_id} \]
\[ \text{sgah\_ng} \]
\[ \text{hlk\_} \]
\[ \text{stla k'íis\_} \]
\[ \text{\_ng} \]

<table>
<thead>
<tr>
<th>háa</th>
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Have the students cut out the word halves and glue them together.

| kí       | ay     |
| xíl há   | jaaw   |
| x        | ng     |
| ka       | gan    |
| k'á      | iid    |
| ts'íihlan| íl     |
| xíl ka   | am     |
| g        | as     |
| sãahlá   | id     |
| hlká     | t'aa   |
| stla k'íis | ang |
| k'áa     | anaa   |
Have the students cut out the letters and spell the word for the picture.
Basic Writing
Have the students complete the words by writing the missing parts.

k__d
xíl ___naa
___l
ka__
k'á__
_____hlanjaaw
xíl ka___
___id
sgah____ng
hlk____
stla k'íis____
____ng
Have the students write the words for the pictures.

[Images of various plants and flowers]
Dialog
Activity Page
Have the students cut out the words below. Tell them which word(s) to put in the spaces in the dialog. Read the dialog with the students in choral, group, and individual forms. Change the word(s) after each round.

a. _____ gw is?
b. _____ isáng HI gudánggang.

b. Díi gingáán gw dáng gudang?

a. Áang, _____ uu íijang.

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kíid xíl háanaa xíl kaas
k'áay ts'iihlanjaaw xíl kagan giid
sgahláang hlkáam stla k'íist'aa k'áang
Unit Assessment
Haida Language Program

Unit Assessment
Teacher’s Notes

Cycle A Beginners Grade 9-11

Grade ____

Unit 14

Theme: Types of 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 kíid.”
2. “Write the number 2 on top of the picture of xíl háanaa.”
3. “Write the number 3 on top of the picture of xíl.”
4. “Write the number 4 on top of the picture of kaas.”
5. “Write the number 5 on top of the picture of k’áay.”
6. “Write the number 6 on top of the picture of ts’ihlanjaaw.”
7. “Write the number 7 on top of the picture of xíl kagan.”
8. “Write the number 8 on top of the picture of giid.”
9. “Write the number 9 on top of the picture of sgahtable.”
10. “Write the number 10 on top of the picture of hlkáam.”
11. “Write the number 11 on top of the picture of stla k'iist'aa.”
12. “Write the number 12 on top of the picture of k’áang.”

**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 A Beginners Grade 9-11

Unit 14

Theme: Types of Plants

Date:________

Student’s Name:________________

Grade:____

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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