Learning our

Tlingit Language

Lingít | Cycles B through Advanced C | Beginners

Grades 5 & 6

Book 1

Sealaska Heritage Institute
Integrating culturally responsive place-based content with language skills development for curriculum enrichment

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The Developmental Language Process - An Introduction
by Jim MacDiarmid

The Developmental Language Process is designed to instill language into long term memory. The origin of the Process is rooted in the struggles faced by language-delayed students, particularly when they first enter school.

The Process uses meaningful language content from the environment, academic programs, stories, and themes to enlarge the students' language bases.

The Process takes the students/children through developmental steps that reflect the natural acquisition of language in the home and community. Initially, once key language items have been introduced concretely to the students, the vocabulary are used in the first of the language skills, Basic Listening. This stage in the process represents input and is a critical venue for language acquisition and retention. A baby hears many different things in the home, gradually the baby begins to listen to what he/she hears. As a result of the input provided through Basic Listening, the baby tries to repeat some of the language heard – this is represented by the second phase of the Process, Basic Speaking - the oral output stage of language acquisition.

As more language goes into a child’s long-term memory, he/she begins to understand simple commands and phrases. This is a higher level of listening represented by the stage, Listening Comprehension. With the increase in vocabulary and sentence development, the child begins to explore the use of language through the next stage in the process, Creative Speaking. All of these steps in the Process reflect the natural sequence of language development.

The listening and speaking skill areas represent true language skills; most cultures, including Alaska Native cultures, never went beyond them to develop written forms. Oral traditions are inherent in the listening and speaking skills.

Many Native children entering kindergarten come from homes where language is used differently than in classic Western homes. This is not a value judgment of child rearing practices but a definite cross-cultural reality. Therefore, it is critical that the Native child be introduced to the concepts of reading and writing before ever dealing with them as skills areas. It is vital for the children to understand that reading and writing are talk in print.

The Developmental Language Process integrates the real language skills of listening and speaking with the related skills of reading and writing. At this stage in the Process, the children are introduced to the printed words for the first time. These abstract representations are now familiar, through the listening and speaking activities, and the relationship is formed between the words and language, beginning with Basic Reading.
As more language goes into the children’s long-term memories, they begin to comprehend more of what they read, in Reading Comprehension.

Many Alaskan school attics are filled with reading programs that didn’t work – in reality, any of the programs would have worked had they been implemented through a language development process. For many Native children, the printed word creates angst, particularly if they are struggling with the reading process. Often, children are asked to read language they have never heard.

Next in the Process is Basic Writing, where the students are asked to write the key words. Finally, the most difficult of all the language skills, Creative Writing, asks the students to write sentences of their own, using the key words and language from their long-term memories.

A child’s ability to comprehend well in listening and reading, and to be creatively expressive in speaking and writing, is dependent upon how much language he/she has in long-term memory.

The Developmental Language Process is represented in this chart:
The Developmental Language Process for Teaching Tlingit, Haida, and Tsimshian Beginners

The Developmental Language Process can provide the structure and stages necessary for effective second language learning.

In this program, kindergarten to grade 3 use only Basic Listening and Basic Speaking - no printed forms of Tlingit, Haida, or Tsimshian are introduced. `While some language instructors like to display Native text in the classroom, the students should not be asked to formally read them.

The printed forms of the key language content are introduced to the students in the grades 4 to 12 levels of the program.

Each unit of this program contains key vocabulary, a sentence structure, and a dialog. The key vocabulary are all used with the sentence structure and the sentence structure is integrated into the dialog.

Since this is a beginners program, designed for new learners of Tlingit, Haida, or Tsimshian, not all skills areas from the Developmental Language Process can be used. For kindergarten to grade 3, the following schema represents the skills to be included in the units:
For the language learners in grades 4 to 12, the following chart represents the language skills used in the program:

Each unit in this program contains ten lessons that employ a variety of activities related to the Developmental Language Process and include the key vocabulary, sentence, and dialog.

Separately, student support materials have been developed for each unit. These materials contain activities for Basic Listening, Basic Reading, and Basic Writing. In addition, an objectives-based assessment is included for each unit. This will give the language instructor indicators to chart the progress of the students as they go through the units.

Since Tlingit, Haida, and Tsimshian have many dialects, it is impossible to reflect all spellings in this program. Therefore, while the spellings of the Native language content have been reviewed many times by language specialists, it is not guaranteed that all spellings will match those of your area.

The Tsimshian language content is printed at a larger size than Tlingit or Haida to ensure that the italicized letters are clear.
### Scope and Sequence

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</table>

**In these units the students will:**
1. demonstrate an understanding of the unit’s theme;
2. recognize the key vocabulary words when they hear them - with and without the unit’s sentence;
3. say the key vocabulary words and the Unit’s sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

**Target Language Skills:**
basic listening, speaking, and reading
(sight recog. and Decoding/Encoding Basic Writing)
using the key vocabulary & the unit’s sentence.

**Integrative Units 1-3:**
Integrate the classroom commands throughout the year wherever appropriate. These provide more basic listening practice for the students. Allow students to hear the vocabulary of time often before asking them to say the words.
NOTES ON USING CYCLE B

Teachers who have used “Learning Our Tlingit, Haida and Tsimshian Languages Cycle A-Beginners” will recognize the Developmental Language Process and teaching materials. Cycle B continues the development of heritage language nouns in thirteen content units: More Body Parts, More Family, Home, More Animals, Climate and Weather, More Clothing, More Recreation, More Buildings, Geography, More Plants and More Fish. There are four review units to help beginners instill the vocabulary in long term memory. Additionally, three integrative units have been included. These units on color, time and commands are focused on vocabulary that a language teacher may use throughout thematic units, integrating them wherever s/he feels them to be most appropriate. Since the Heritage Language DLP process takes students with no knowledge of even the alphabet and sounds of their heritage language, as much review as possible is included here.

The suggested materials for the integrative units’ vocabulary can be adapted and interchanged. Experienced teachers will probably use the activities they are most familiar with. New teachers will have these activities provided for them.

The teaching materials are listed by title for each lesson and are grouped by the skill area being taught. For lesson instructions, see Appendix III. Some activities say SSM, which refer to the Student Support Materials provided in this book, including pictures, mini-pictures, word cards, matching exercises, cloze activities and assessments. We recommend that the teacher administer the assessment at the beginning of the unit and again at the end to assess student growth.

Most of the teaching activities/games require some preparation beforehand. Some of the materials teachers will need are blank cards, calendars, flashlights, bingo markers, pointers, beanbags, wind-up toy cars, masking tape, balloons, sheets with holes in them, and yarn or string.

For those not familiar with the Cycle A materials, we recommend that you check our website at www.sealaskaheritage.org.
Cycle C of the Developmental Language Process introduces verbs. Unlike some languages, the verb patterns in Tlingit are not predictable. One cannot learn one form of to eat something, for example and from there write the first, second and third person forms, the transitive and intransitive forms as well as the tenses. Each unit in Cycle C follows the same themes from Cycle B, Body Parts, Family, Food, Home, Buildings, Animals, etc. Each unit adds verb phrases to be used with the nouns previously learned. The unit on clothing introduces the negative. In this case the word ‘tlel’ is necessary and the word order does not necessarily follow a pattern. Cycle C includes a variety of sentence samples. Teachers can exchange the vocabulary words (nouns) with each of the sentence patterns. It is nice that teachers know a little about Tlingit linguistics to help them be conscious of the verb forms they are teaching, but not at all necessary to teach the linguistics. In fact, with beginners, the added linguistic information might be confusing. Sometimes older students are interested in the linguistics. You can refer them to the SHI website, which has a link to the Tlingit Verb Index, developed by Keri Edwards.

The focus is oral language development. The teacher should give lots of repetition of the sentences. We recommend that teachers do not spend time on reading and writing these sentence patterns. However, older students might want to see the written form as a learning aid. This is fine as long as the focus of the lesson does not turn into reading and writing exercises. Assessments should be on listening comprehension.

The Advanced Cycles continue the themes from Cycle B. Each unit adds new vocabulary with more complex verbs and descriptions. According to the Developmental Language Process curriculum development, each cycle has a focus. Cycle A Advanced-Listening, Cycle B Advanced-Reading and Cycle C Advanced-Creative Writing. The lessons, which include games and activities focus on these skills, but also include others. Teachers are encouraged to add their own activities that they know will keep their students interested. The sentences in each cycle go beyond basic subject-verb patterns. They are descriptive and varied. All sentences, except those in Advanced C have audio recordings of a fluent speaker saying the sentences. For many learners, especially the teachers, this might be the most valuable part of the resources. Regional differences may occur in the way some words are pronounced and in how sentences are structured. Try not to let regional or personal choice differences be an obstacle. If there are differences, you can point that out to students and continue on.

The following lessons are suggested activity plans for developing advanced skills. See Appendix III for lesson instructions.
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<thead>
<tr>
<th>Lesson 1</th>
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<tbody>
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<td>Introduce the new vocabulary.</td>
<td>Introduce the new vocabulary.</td>
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<tr>
<td><strong>Basic Skills</strong></td>
<td><strong>Basic Skills</strong></td>
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<td>Out of Order</td>
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<td>Ghost 2</td>
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<td><strong>Creative Speaking</strong></td>
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<td>Half Match</td>
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<td><strong>Lesson 1</strong></td>
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<tr>
<td><strong>Lesson 1</strong></td>
<td><strong>Lesson 1</strong></td>
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<td>Introduce the new vocabulary.</td>
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<td>Wild Groups</td>
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<td>The Disappearing Illustrations</td>
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<td>Happy Birthday</td>
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<tr>
<td>Half Match</td>
<td>Name Card Spin</td>
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</table>
Lesson 1
Introduce the new vocabulary.

Listening
Major League
Jack Pot

Speaking
Go Fish
Huh?

Lesson 2
Review the unit’s vocabulary.

Basic Skills
Actions
What's Your Letter?

Speaking
Make a Change
Toothpick

Lesson 1
Introduce the new vocabulary.

Listening
Police Sketch Artist
Word Association Walk

Speaking
Make a Change
Whisper No Lies

Lesson 2
Review the unit’s vocabulary.

Basic Skills
Vocabulary Chips
Wild Groups

Speaking
Numbers up
Illustrated Bingo

Lesson 2
Review the unit’s vocabulary.

Basic Skills
Horizontal Completion
Overhead Run

Speaking
Toothpick
Card Match

Lesson 2
Review the unit’s vocabulary.

Basic Skills
What's Your letter?
Vocabulary Chips

Speaking
Illustrated Bingo
Name Card Spin
Lesson 2
Review the unit's vocabulary.

Basic Skills
Overhead Run
Vocabulary Chips

Speaking
Back Match
Who's next?

Lesson 2
Review the unit’s vocabulary.

Basic Skills
Back Writing
Buzz

Speaking
Knotty
Whisper

Lesson 2
Review the unit's vocabulary.

Listening
Speed Collector
Hidden Word

Speaking
Weather Report
Ticking Time Bomb

Lesson 2
Review the unit’s vocabulary.

Listening
Picture Bingo
Simon Says

Speaking
3 Round Charades
Actions!

Lesson 2
Review the unit’s vocabulary.

Speaking
Knotty
Who's next?

Reading
Lotto
Comic match

Lesson 3
Review the unit’s vocabulary.

Speaking
Name Card Spin
Cat’s Cradle

Reading
Silent Directions
Place That Sentence
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<th>Review the unit’s vocabulary.</th>
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<td><strong>Speaking</strong></td>
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<td>What’s the Answer?</td>
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<td>Toothpick</td>
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<td>Point Me in the Right Direction</td>
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<td>Comic Match</td>
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<td>Flashlight Find</td>
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<td>Jack Pot</td>
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<td>Adapted Jenga</td>
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<td><strong>Speaking</strong></td>
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<td>Word Association Walk</td>
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<td>Being Lippy</td>
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<table>
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<td><strong>Listening</strong></td>
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<tr>
<td>Is This Your Word?</td>
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<td>Definition Match</td>
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</tbody>
</table>
Lesson 4
Introduce the unit’s sentence.

Speaking
Colander
Illustrated Bingo

Reading
Sequential Reading
Comic Match

Lesson 4
Introduce the unit’s sentence.

Speaking
Back Match
Toothpick

Reading
What’s the Answer?
Is This Your Word?

Lesson 4
Introduce the unit’s sentence.

Speaking
Whisper
High Card Draw

Reading
Is This Your Word?
What’s the Answer?

Lesson 4
Introduce the unit’s sentence.

Listening
Bingo
Change Again

Speaking
Whisper
Memory

Lesson 4
Introduce the unit’s sentence.

Listening
Change Again
Speed Collector

Speaking
Whisper No Lies
Go Fish

Lesson 4
Introduce the unit’s sentence.

Listening
Bingo
Change Again

Speaking
Whisper
Memory

Lesson 4
Introduce the unit’s sentence.

Speaking
Colander
Illustrated Bingo

Reading
Sequential Reading
Comic Match
Lesson 4
Introduce the unit’s sentence.

Creative Speaking
Happy Birthday
Who’s next?

Reading Comprehension
Ring! Ring!
Place that Sentence

Lesson 4
Introduce the unit’s sentence.

Creative Speaking
Card Match
Make a change

Reading Comprehension
Ring! Ring!
Point me in the right direction
UNIT 1

Integrative Unit: Classroom Commands
Cycle B

Áx x'éide kunes.áax Listen to me!
du x'éide kunes.áax! Listen to him/her!
Gidahaan! You stand up!
Gidaan! You stand up!
Gaydanaak! You all stand up!
Ganú! Sit down!
Gayki! You all sit down!
Ch'eix'! Point!
At shí! Touch it!
Neil gú! Come in!
Haagú! Come here!

Kashaxít. Write it.
Natóow. Read it.
Kutnati wé __________. Put the __________ away.(one solid object.)
Kutnati. Put it away. (solid object.)
K’idein nasné. Clean up, straighten, organize.
Naax gidati i kinaak.ádi. Put on your coat.
Naaxt kei idati kinaak.ádi. Take off your coat.
Yán yeené. You get ready.
Yán jiné. Finish working.
Aayax hán wé ______________
dayeen. Turn and face the ________.

Cycle A Advanced

Daa sá I jeewú? What do you have?
Duxá gé? Can you eat it?
Goodáx sávé? Where is it from?
Goodé sá ituwatee? Where do you want to go?
Daa sá yéi kgsanéi áx’? What will you do there?

Cycle B Advanced

Xat x’eeya.áxch gé? Do you understand?
Kéenáx natóow. Read it out loud.
Waasá wé gunayéide? How is it different?

Cycle C Advanced

Tlél ax een at kaduneek.
Nobody tells me anything.
Sh k’ukwalyeilín, kudáx kuxt du yáa awuxaanéi. I would have lied but I have too much respect for her.
Xwaa.áx, xat woo.éex’i. I heard her call me.
Has du ítx haa loongagoogún haa yáanáx ku.aa has yasátkw. We would have run after them, but they are faster than us.
Átk’ aheení wushixéél’. S/he stopped believing, lost faith.
UNIT 2

Integrative Unit: Colors
Integrative Unit 2

Cycle B

x’aan red
x’éishx’w blue
s’oow green
dleit white
t’ooch black
s’agwáat brown
tl’áatl’ yellow’
sheix’w orange
lóol pink
kanat’á kahéeni purple
lawúx gray
daanaa silver
góon gold

Advanced A

Shaa shakéewu Up the mountain
Dei yígu In the road
Héen yígu In the water, on the river
At gutóowu In the woods
Yáadu Over here

Advanced B

Wé kaay yaaahaayi aax keik xash. Cut out the picture.
Naadaaw kaaynti we kaay yaahaayi. Put the picture on your table.
Tleix yatee aa aayax ti. Turn one picture over.
Yeey waak x’a shee la aa Close your eyes. (pl)
Woosh dax yei yee san e ye waak. Open your eyes. (pl)

Advanced C

Ash kaawaxil’ du téix’.
Her heart is causing her trouble.
Tlél ushk’é dultíni. It’s not good to look at it.
At lux’aakáawu áwé yéi yatee wé shaatk’. That young girl is a trouble maker.
Tléi a x’aant áwé daak wudigwát’wé yadák’w. The young boy crawled out on the limb.
Aak’wx’uwaxéi wé shaawát. That woman camped at Auke Bay.

Cycle C

Yínde Down
Kínde Up
Neilnáx Indoors
Gáannax Outdoors
Naaliyéi A far off distant pace
BASIC READING

Sight Recognition
x’aan
x’éishk’w
s’oow
dáanaa

gooh
UNIT 3

Integrative Unit: Time
Cycle B

tsóotaatx’ in the morning
ts’ootaat morning
taatx’ at night
taat night
nisdaat last night
yakyee, yagiyeé day, afternoon
tatgé yesterday
yedát now
tleí yedát right now
Xáanax’ in the evening
Xáana evening
ch’áakw back in the days, in the
olden days, long time ago, ancient
times
aagáa ayóó during, around the time
of it
taat
sitgawsáani midnight
sitgawsáan noon
ch’ú still
dziyáak just recently
dziyáagin soon, after a while
adax after that, and then
tsóok’ again

Cycle C

Tleidahéen Once
Deixdahéen Twice
Nas’gidahéen Three times
Daax’oondahéen Four times
Keijindahéen Five times

Cycle A Advanced

Tlék’gaa One by one
Dáxgaa Two by two
Nás’giGáa Three by three
ka a shoowů and a half
Ch’a tléix’ Just one

Cycle B Advanced

Xat natée. Imitate me.
Tleix uxatanwei tli. Pick one.
Aadoo sá eet kuwahaa? Whose turn is
it?
I eet kuwahaa. It’s your turn.
L’í s’é Wait.

Cycle C Advanced

Yóot uwagút héen áyá yaa anas.in. He
left carrying water.
Iwooséekíkni tsá. See that you don’t get
storm-bound.
Ldakát át áwé kux dak’ól’in
xwaasáakw. I said everything backwards.
Gunakadeit data tlaagú daxkudzitee.
There are legends about sea monsters.
I een nakaát kwshé? Can I come with
you?
VOCABULARY
PICTURES
Ts’ootaat
Morning
Ts’ootaatx’
In the morning
Taat
Night
Taatx’
At night
Taat sitgaawsaan
Midnight
Nisdaat
Last night
Yagiyyee
Day, afternoon
Yakyee
Day, afternoon
Yesterday
Tatgé
Yesterday
Yeedát
Now
Tlei yeedát
Right now
Xáanaa
Evening
Xáanaax’
In the evening
Ch’áakw
Long time ago, ancient times
Aagaa ayoo
During, around the time of it
Sitgaawsaan
Noon
Ch’ú
Still
Dziyáak
Just recently
Dziyáagin
Soon, after a while
Adax After that
Tsook’
Again
BASIC READING

Sight Recognition
ts’ootaat

tsóotaatx’

taat
taatx', nisdaat yakye
taat sitgaawsaan

ch’ú

dziyáak
dziyáa'gin
adax'
tsóok