Teacher’s Notes

The “birds” unit is a favorite of many students, especially when the teacher uses stuffed animals and puppets. The lessons and the Student Support Materials (SSM) follow the Developmental Language Process (DLP) format and begin with basic listening and basic speaking, before reading and writing are introduced. The SSM include images, mini-pictures, vocabulary word cards, student worksheets, unit’s sentence and dialog, and assessments. Encourage students to listen to the audio recording of a fluent speaker saying the nouns, sentence and dialog. Once these nouns are mastered and committed to long-term memory, students can focus their learning on the new verb phrases which will be presented in Cycles C through Advanced C. If students learn Cycle B vocabulary quickly, move forward to Cycle C, which introduces verbs.

Vocabulary Cycle B

ts’axweil crow
kéidladi seagull
dzísk’w great horned owl
k’ákw owl w/o tufts
shoox’ robin
gúkl’ swan
kageet loon
láx’ heron
shaayáal hawk
dagitgiyáa hummingbird
káax’ chicken
x’eis’awáa ptarmigan

Unit’s Sentence

________________ xwaa.áx.

I heard the ________________.

Unit’s Dialog

(a) Wé ______________ eesitéen agé? Did you see the ________________?

(b) Tléik’, wé ______________ xwaa.áx kú.aa. No, but I heard the ________________.

(a) Wé ______________ gwátk sá iyaa.áx? When did you hear the ________________?

(b) Tatgé/tleeyátge/yáa yagiyee. Yesterday/day before yesterday/today.
Teacher’s Notes

Cycle C introduces verbs to be used with the bird names presented in Cycle B. The focus is oral language development. The phrases in this lesson are third person, (he, she, it) present tense of the verb “for someone to hear 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 these sentences. If students learn the material quickly, you might review the “birds” unit from grades 5&6 which uses this same phrase in first person. Advanced cycles will add new verb phrases.

Vocabulary Cycle C

Yéil aya.áxch. S/he can hear a raven.
K’ákw aya.áxch. S/he can hear a hawk.
Ch’áak’ aya.áxch. S/he can hear an eagle.
Káax’ aya.áxch. S/he can hear a chicken.

Teacher’s Notes

Students can answer Daa sáwé yaa ndákín?: What is flying?, with any of the vocabulary words from this unit. By this cycle they probably don’t need props, but stuffed animals and puppets make the lesson much more interesting and fun. Closure sentences are a great way for students to review vocabulary. They can use any of the vocabulary words to fill in the sentence Wé ____________ yagéi: The ____________ are big. Encourage students to listen to the audio recording of a fluent speakers saying these sentences.

Vocabulary Cycle A Advanced

Daat ts’ítskw sáwé? What kind of bird is that?

___________________ áwé.

It is a ________________.

Closure sentences

Wé ______________ ch’a yéi googéink’. The ____________ are small.
Teacher’s Notes

Different birds can be substituted in each of these sentences. The substitution reinforces the bird names and gives students listening and reading practice with the new verb forms. Some of the stuffed animals on the market make natural-sounding bird calls. These can add interest to the lessons. You can provide further practice by using bird names that students already know, such as yéil and ch’áak’. Encourage students to listen to the audio recording of a fluent speaker saying the sentences.

Vocabulary Cycle B Advanced

Dagatgiyáa yasátkw. The hummingbird is fast.
Xwasikóo k’ákwx’vé. I know that it was a hawk.
Wé láx’ kayeil’. Heron is calm.
Shayadihein wé kéidladi. There are a lot of seagulls.

Teacher’s Notes

The four sample sentences use a variety of verbs and nouns, some of which are from other units and/or cycles. Students can write their own sentences by choosing one of the samples and substituting other bird names. In this sentence, Héen wantóot woogoog wé gus’yadóoli: The sandpiper is walking around the riverbank, each of the birds can be substituted for gus’yadóoli: sandpiper, which will give students 12 different sentences.

Vocabulary Cycle C Advanced

A wándáx áwé a yíkt sh wudligás’wx’vé yéil. The raven leapt into it from the edge.
Dagwatgiyáa lú yayát’ ka yei kwésáa. A hummingbird’s beak is long and skinny.
Neek ash atláx’w yaa kudzigéyi ts'ats'ée. Pigeons carry messages.
Héen wantóot woogoog wé gus’yadóoli. The sandpiper is walking around the riverbank.
Lesson 1
Introduce the new vocabulary.

Basic Listening
1. Mini Pictures
2. Searchlight

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

Lesson 2
Review the unit’s vocabulary.

Basic Listening
1. Back to Back Race
2. Airplane Land

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. Sticky Foot

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. Visual Memory

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
Review the unit’s vocabulary.

Basic Reading - Sight
1. Pass the Lifesaver
2. Deal!
3. Circle of Words
4. Tissue Grab
5. Use the Student Support Materials

See Appendix III for lesson instructions.
Lesson 10
Administer the unit’s assessment.

Basic Writing
1. Practice the unit’s dialog with the students.
2. Have the students do online research into bird tracks of common birds found in Southeast Alaska. The students should copy the tracks onto paper. Later, lay a length of mural paper on the floor or table. The students should then copy their tracks onto the mural paper, filling it. When finished, point to a track and have the students identify it by its bird type. Afterwards, have the students label their tracks.

Lesson 9
Review the unit’s vocabulary.

Basic Writing
1. Numbered Illustrations
2. Flour Writing
3. Crayon Resist
4. Syllable Time
5. Use the Student Support Materials

Lesson 8
Review the unit’s vocabulary.

Basic Writing
1. Yarn Spell
2. What’s Missing?
3. Writing Relay
4. CV Spell
5. Use the Student Support Materials

Lesson 7
Review the unit’s vocabulary.

Basic Reading - Encoding
1. Word Change
2. Back Match
3. Find the Parts
4. Letter Encode
5. Use the Student Support Materials
Cycle C Advanced Creative Writing Activities

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

__________________________ lú yayát’ ka yei kwísáa.

A ____________________________ beak is long and skinny.

Héen wantóot woogoot wé ____________________________.

The ____________________________ is walking around the riverbank.

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

Dagatgiyáa yasátkw. The hummingbird is fast.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

**Dagwatgiyáa lú yayát’ ka yei kwlisáa.** A hummingbird’s beak is long and skinny.

**Neek ash atláx’w yaa kudzigéyi yi ts'ats'éé.** Pigeons carry messages.

4. Use one of the example sentences below to write a series of sentences. Your series should start with or end with the example sentence.

**A wándáx áwé a yíkt sh wudligás’wé yéil.** The raven leapt into it from the edge.

**Héen wantóot woogoot wé gus'yadóoli.** The sandpiper is walking around the riverbank.
VOCABULARY
PICTURES
ts’axweil

crow
kéidladi
seagull
dzísk’w
great horned owl
k’ákw
owl w/o tufts
shoox’
robin
gúkl’
swan
kageet
loon
lág’
heron
shaayáal
hawk
dagitgiyáa
hummingbird
káax’
chicken
x’eis’awáa
ptarmigan
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.
Listen to the vocabulary words. Write the numbers under the pictures.
BASIC READING

Sight Recognition
'xeis'awa'a
k'ák'w
shoos
shaayáal
dagitiyáa
káax’
Circle the word for each picture.

<table>
<thead>
<tr>
<th>ts’axweil</th>
<th>kéidladi</th>
<th>dzisk’w</th>
<th>k’ákw</th>
<th>shoox’</th>
<th>gúkl’</th>
<th>kageet</th>
<th>láx’</th>
<th>shaayáal</th>
<th>dagitgiyáa</th>
<th>káax’</th>
<th>x’eis’awáa</th>
</tr>
</thead>
<tbody>
<tr>
<td>ts’axweil</td>
<td>kéidladi</td>
<td>dzisk’w</td>
<td>k’ákw</td>
<td>shoox’</td>
<td>gúkl’</td>
<td>kageet</td>
<td>láx’</td>
<td>shaayáal</td>
<td>dagitgiyáa</td>
<td>káax’</td>
<td>x’eis’awáa</td>
</tr>
<tr>
<td>ts’axweil</td>
<td>kéidladi</td>
<td>dzisk’w</td>
<td>k’ákw</td>
<td>shoox’</td>
<td>gúkl’</td>
<td>kageet</td>
<td>láx’</td>
<td>shaayáal</td>
<td>dagitgiyáa</td>
<td>káax’</td>
<td>x’eis’awáa</td>
</tr>
<tr>
<td>ts’axweil</td>
<td>kéidladi</td>
<td>dzisk’w</td>
<td>k’ákw</td>
<td>shoox’</td>
<td>gúkl’</td>
<td>kageet</td>
<td>láx’</td>
<td>shaayáal</td>
<td>dagitgiyáa</td>
<td>káax’</td>
<td>x’eis’awáa</td>
</tr>
</tbody>
</table>
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
Cut out the word parts and glue them into the words.

ts’ax_______
_______dladi
dz________w
k’á_______
____oox’
gú_____
ka______t
____x’
shaa_______
_______giyáa
k______x’
x’eis’_______
Cut out the letters and spell the word for the picture.

h y s a l
a á á a
BASIC WRITING
Complete the words by writing in the missing letters.

_s’a__wei_
_éi__la__i
_zís’_
k’__k__
_h__x’
g__k’
_ag__t
_l__x’
_h__yáal
_a__itgi__áa
_k__x’
’ei_’a__áa
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 ts’axweil.”
2. “Write the number 2 on top of the picture of kéidladi.”
3. “Write the number 3 on top of the picture of dzísk’w.”
4. “Write the number 4 on top of the picture of k’ákw.”
5. “Write the number 5 on top of the picture of shoox’.”
6. “Write the number 6 on top of the picture of gúkl’.”
7. “Write the number 7 on top of the picture of kageet.”
8. “Write the number 8 on top of the picture of láx’.”
9. “Write the number 9 on top of the picture of shaayáal.”
10. “Write the number 10 on top of the picture of dagitgiyáa.”
11. “Write the number 11 on top of the picture of káax’.”
12. “Write the number 12 on top of the picture of x’eis’awáa.”

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 7

Unit 10

Theme: Birds

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.
Circle the word for each picture.

ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal dagitgiyáa káax’ x’eis’awáa

ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal dagitgiyáa káax’ x’eis’awáa

ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal dagitgiyáa káax’ x’eis’awáa

ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal dagitgiyáa káax’ x’eis’awáa
Circle the word for each picture.

1. ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal dagitgiyáa káax’ x’eis’awáa
2. ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal dagitgiyáa káax’ x’eis’awáa
3. ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal dagitgiyáa káax’ x’eis’awáa
4. ts’axweil kéidladi dzísk’w k’ákw shoox’ gúkl’ kageet láx’ shaayáal dagitgiyáa káax’ x’eis’awáa
<table>
<thead>
<tr>
<th>dzí</th>
<th>axweil</th>
<th>ldi</th>
<th>sk'w</th>
<th>ákw</th>
<th>ox'</th>
<th>kl'</th>
<th>geet</th>
<th>x'</th>
<th>yáal</th>
<th>giyáa</th>
<th>ax'</th>
<th>'awáa</th>
</tr>
</thead>
<tbody>
<tr>
<td>tá</td>
<td>axweil</td>
<td>ldi</td>
<td>sk'w</td>
<td>ákw</td>
<td>ox'</td>
<td>kl'</td>
<td>geet</td>
<td>x'</td>
<td>yáal</td>
<td>giyáa</td>
<td>ax'</td>
<td>'awáa</td>
</tr>
<tr>
<td>ka</td>
<td>axweil</td>
<td>ldi</td>
<td>sk'w</td>
<td>ákw</td>
<td>ox'</td>
<td>kl'</td>
<td>geet</td>
<td>x'</td>
<td>yáal</td>
<td>giyáa</td>
<td>ax'</td>
<td>'awáa</td>
</tr>
<tr>
<td>shaa</td>
<td>axweil</td>
<td>ldi</td>
<td>sk'w</td>
<td>ákw</td>
<td>ox'</td>
<td>kl'</td>
<td>geet</td>
<td>x'</td>
<td>yáal</td>
<td>giyáa</td>
<td>ax'</td>
<td>'awáa</td>
</tr>
<tr>
<td>kéid</td>
<td>axweil</td>
<td>ldi</td>
<td>sk'w</td>
<td>ákw</td>
<td>ox'</td>
<td>kl'</td>
<td>geet</td>
<td>x'</td>
<td>yáal</td>
<td>giyáa</td>
<td>ax'</td>
<td>'awáa</td>
</tr>
<tr>
<td>ts'</td>
<td>axweil</td>
<td>ldi</td>
<td>sk'w</td>
<td>ákw</td>
<td>ox'</td>
<td>kl'</td>
<td>geet</td>
<td>x'</td>
<td>yáal</td>
<td>giyáa</td>
<td>ax'</td>
<td>'awáa</td>
</tr>
</tbody>
</table>