Teacher’s Notes

Cycle B introduces the names of twelve recreation activities. The Student Support Materials (SSM) include images, mini pictures, vocabulary word cards, student activity worksheets, and assessments. Listen to the audio recording of a fluent speaker saying the words, the unit’s sentence and the dialog. Use the games and activities in the ten lessons for this unit. If students can learn these terms well and commit them to their long-term memory, they can focus their attention on learning the verb phrases in future cycles. The theme of “recreation” will continue through Cycles C Advanced C. Substitute each of the vocabulary words in the unit’s sentence to give students more practice. Practice the dialog with students so that they can hear and speak the vocabulary words in context. If students learn the material quickly, move on to Cycle C which will introduce verbs to build upon this theme of “recreation.”

Vocabulary Cycle B

ash koolch’éit’aa is playing basketball
ash koolk’ishaa is playing baseball
ash koolt’áax’aa is playing marbles
kadach’áak’w is carving
da.aak is weaving
yaa nashíx is running
ash koolt’ách’aa is swimming
kei natl’éét’ is climbing up
yéi natl’éét’ is climbing down
at jik’éin is jumping
ash koolx’il’aa yeit is sledding
ash koolx’il’aa is skating

Unit’s Sentence

Ax xooni _______________.
My relative is ________________.

Unit’s Dialog

(a) Daa sá yéi adaanéi
i___________________?
What is your (relative) doing?
(b) Ax xooni _______________.
My relative is ________________.
(a) Gwák géenk’ sá yéi akgwasnéét’? When will he/she be done?
(b) Tsayóok shé. In a while.
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 and third person, progressive imperfective tense of various act verbs. 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, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme “recreation.” Remember to follow the DLP process, spending lots of time on listening activities.

Vocabulary Cycle C

Xadanéegwál’. I am painting.
Kínde yaa ndagwát’. S/he is climbing up.
Yínde yaa ndagwát’. S/he is climbing down.

Teacher’s Notes

The two questions in this cycle differ only slightly. One asks Wáa sá keeyanóok?: What are you doing? The other asks Wáa sá kuwanóok?: What is she doing? Students will have to listen carefully to be able to respond correctly with one of the phrases they learned in Cycle C. Encourage students to listen to the audio recording of a fluent speaker asking these questions and giving commands. Once students learn the command “to skip somewhere,” they can be directed to skip to any object or picture that they have already learned.

Vocabulary Cycle A Advanced

Aadóo sáwé kadach’áak’w? Who is carving?
Kasné gé? Is she weaving?

Commands

Deexdahéen kei eeshk’éin. Jump two times.
Kei yee kdoor’éin deexdahéen. Jump two times. (pl)
**Teacher’s Notes**

These sample sentences give excellent examples of how the adverb describing the action is part of the verb. Sentences are in the third person. Students can get much practice with these phrases in the games and activities suggested. They can also substitute other vocabulary words from this unit on recreation. Listen to the audio recording of a fluent speaker saying these sentences.

**Vocabulary Cycle B Advanced**

Tlél yan woojaakw du yaa nashíxi. He is running carelessly.  
Du naaliyex’ ishk’éin. She can jump far.  
Ash koolx’il’aa sigoo. Sledding is fun.

---

**Teacher’s Notes**

Sentences in this cycle offer a variety of verbs and sentences. Ayáx gé sh teedinook?—Do you feel up to it?—gives an interesting variation of Wáa sá sh teedinook?—how are you feeling?—which is introduced in the Beginning Tlingit text. Students can get more practice writing new sentences by substituting other recreation terms for kasné: knitting, Ax jee lidzée wé kasné: Knitting is difficult for me.

**Vocabulary Cycle C Advanced**

Hél gunéi kakgwajoox wudzi.át’ áwé. It’s not going to start, it’s cold.  
Yéi áwé xwaajee kei kakgwajóox. I think it’s going to start.  
Ax jee lidzée wé kasné. Knitting is difficult for me.  
Ayáx gé sh teedinook? Do you feel up to it?
### Lesson 1
**Introduce the new vocabulary.**

**Basic Listening**
1. Mini Pictures
2. Turn and Face
3. Illustration Sequence
4. Let’s Move
5. Flick
6. Searchlight

### Lesson 2
**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 3
**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 4
**Introduce 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 5
**Review 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 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

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

1. Practice the unit’s dialog with the students.
2. Provide each student with illustrating materials and supplies. Each student should create a picture of a recreation form. Then, the students should use markers to create jigsaw puzzle designs on their pictures; each student should cut out his/her jigsaw puzzle. They should exchange puzzles and put them together.
3. Give each student a sight word card from any unit covered thus far in the Heritage Language Program (including Cycle A Beginners). Encourage each student to say a Tlingit/Haida/Tsimshian sentence of his/her own using the key word.
1. Fill in the blanks to complete the sentences below.

Hél gunéi kakgwajoox ________________________ áwé. It’s not going to start, it’s cold.

Yéi áwé xwaajee kei ________________________.

I think it’s ____________________________.

Ax jee lidzée wé _________________________. ________________________ is difficult for me.

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

Ax jee lidzée wé kasné. Knitting is difficult for me.
3. Tie the sentences together by rewriting a portion of the sentence or by writing sentences between them to connect them to each other.

Hél gunéi kakgwajoox wudzi.át’ áwé. It’s not going to start, it’s cold.

Yéi áwé xwaajee kei kakgwajóox. I think it’s going to start.

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.

Ayáx gé sh teedinook? Do you feel up to it?

Yéi áwé xwaajee kei kakgwajóox. I think it’s going to start.
VOCABULARY
PICTURES
ash koolch’éit’aa
is playing basketball
ash koolk’ishaa is playing baseball
ash koolt’áax’aa
is playing marbles
kadach’éak’w
is carving
da.aak
is weaving
yaa nashíx
is running
ash koolt’ách’aa
is swimming
kei natl’ét’
is climbing up
yei natl’ét’
is climbing down
at jik’éin
is jumping
ash koolx’íl’aa yeit
is sledding
ash koolx’íl’aa
is ice skating
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
ash koolch’éit’aa

ash koolk’ishaa

ash koolt’áax’aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt’ách’aa
kei natl’ét'
yei natl’ét’
at jik'ën

ash koolx'í'll'aa yeit

ash koolx'í'll'aa
Circle the word for each picture.
Circle the word for each picture.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Word Options</th>
</tr>
</thead>
</table>
| ![Image](image1.png) | ash koolch’ét’aa  
as koolk’ishaa  
as koolt’áax’aa  
kadach’ák’w  
da.aak  
yaa nashíx  
ash koolt’ách’aa  
kei natl’ét’  
yei natl’ét’  
at jik’éin  
as hoolx’il’aa  
as hoolx’il’aa |
| ![Image](image2.png) | ash koolch’ét’aa  
as koolk’ishaa  
as koolt’áax’aa  
kadach’ák’w  
da.aak  
yaa nashíx  
ash koolt’ách’aa  
kei natl’ét’  
yei natl’ét’  
at jik’éin  
as hoolx’il’aa  
as hoolx’il’aa |
| ![Image](image3.png) | ash koolch’ét’aa  
as koolk’ishaa  
as koolt’áax’aa  
kadach’ák’w  
da.aak  
yaa nashíx  
ash koolt’ách’aa  
kei natl’ét’  
yei natl’ét’  
at jik’éin  
as hoolx’il’aa  
as hoolx’il’aa |
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.

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<tr>
<td>ash</td>
<td>.aak</td>
<td>kool</td>
<td>lt’aa</td>
</tr>
</tbody>
</table>
Cut out the letters and spell the word for the picture.

x’ a a
o o á s t’
k a l a h
Complete the words by writing in the missing letters.

a _ h _ k _ _ lch’éi _’a _ _ sh _ k _ _ lk’i _ _ aa
a__ _ oo l _’áax’aa _ ada _ h’áa_ ’w
 _ a. _ _ k
 _ aa _ as _ íx
 _ sh _ ool _’á_ h’aa
 _ ei _ n _ tl’ _ t’
y _ i _ natl’ét’
a _ j _ k’ _ in
a _ h _ koo _ x’íl’ _ _ yeit
 _ sh _ oo _ x’í _’aa
Write the correct vocabulary word next to each picture.
(a) Daa sá yéí adaanéí i__________________?

(b) Axxooni ____________________.

(a) Gwák géenk’ sá yéí akgwasnéí?

(b) Tsayóók shé.
UNIT ASSESSMENT
Tlingit Language Program

Unit Assessment
Teacher’s Notes

Cycle B Beginners Grade 7

Grade 7

Unit 14

Theme: Recreation

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 ash koolch’éit’aa.”
2. “Write the number 2 on top of the picture of ash koolk’ishaa.”
3. “Write the number 3 on top of the picture of ash koolt’aax’aa.”
4. “Write the number 4 on top of the picture of kadach’aak’w.”
5. “Write the number 5 on top of the picture of da.aak.”
6. “Write the number 6 on top of the picture of yaa nashíx.”
7. “Write the number 7 on top of the picture of ash koolt’ách’aa.”
8. “Write the number 8 on top of the picture of kei nati’et’.”
9. “Write the number 9 on top of the picture of yei nati’et’.”
10. “Write the number 10 on top of the picture of at jik’éin.”
11. “Write the number 11 on top of the picture of ash koolx’il’aa yeit.”
12. “Write the number 12 on top of the picture of ash koolx’il’aa.”

**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 14

Theme: Recreation

Date:________

Student’s Name:________________

Grade:____

# Correct:  
% Correct:

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.

ash koolch’éit’aa
ash koolk’ishaa
ash koolt’áax’aa
kadach’áak’w
da.aak
yaa nashíx
ash koolt’ách’aa
kei natl’ét’
yei natl’ét’
at jik’éin
ash koolx’il’aa yeit
ash koolx’il’aa

ash koolch’éit’aa
ash koolk’ishaa
ash koolt’áax’aa
kadach’áak’w
da.aak
yaa nashíx
ash koolt’ách’aa
kei natl’ét’
yei natl’ét’
at jik’éin
ash koolx’il’aa yeit
ash koolx’il’aa

ash koolch’éit’aa
ash koolk’ishaa
ash koolt’áax’aa
kadach’áak’w
da.aak
yaa nashíx
ash koolt’ách’aa
kei natl’ét’
yei natl’ét’
at jik’éin
ash koolx’il’aa yeit
ash koolx’il’aa

ash koolch’éit’aa
ash koolk’ishaa
ash koolt’áax’aa
kadach’áak’w
da.aak
yaa nashíx
ash koolt’ách’aa
kei natl’ét’
yei natl’ét’
at jik’éin
ash koolx’il’aa yeit
ash koolx’il’aa
Circle the word for each picture.

ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt'ách'aa
kei natl'é't'
yei natl'é't'
at jik'éin
ash koolx'il'aa yeit
ash koolx'il'aa

ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt'ách'aa
kei natl'é't'
yei natl'é't'
at jik'éin
ash koolx'il'aa yeit
ash koolx'il'aa

ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
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yaa nashíx
ash koolt'ách'aa
kei natl'é't'
yei natl'é't'
at jik'éin
ash koolx'il'aa yeit
ash koolx'il'aa

ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
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ash koolt'ách'aa
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