Teacher’s Notes

This unit gives students opportunities to review and practice words from the “clothing,” “weather,” and “recreation” units. If students already know these selected phrases, choose others from the units. If students can learn these words well, they can focus their new learning on the verb phrases to be introduced in the next four cycles. All three of the units lend themselves to casual classroom conversation and need not be restricted to the formal Tlingit lesson. Our goal is to provide enough practice that these terms go into students’ long-term memory. Use the suggested lessons and the Student Support Materials (SSM) to give students lots of practice with these terms.

Vocabulary Cycle B

kukawdli̍xwán it is frosty
kuliséixja̍a̍ it is misty
kawdixaak it is dry
kulis’éi̍kja̍a it is smoggy
 ash koolk’ishaa is playing baseball
 kadach’áakw
 is carving
 ash koolt’ách’aa
 is swimming
 ash koolx’il’aa yeit
 is sledding
 ash koolx’il’aa
 is ice skating
 neilyeetéeli slippers
 kakéin k’oodás’ sweater
 xwashdi tuk’atáal jeans
Teacher’s Notes

The review unit gives an added opportunity for more practice with the verb patterns. Units 12-14 introduce the weather terms for the future tense, and the verbs for buying/shopping in the imperfective and perfective forms. Listen to the audio recording of a fluent speaker saying the sentences. If you have questions, it’s always best to ask a fluent speaker for more examples. Choose your review sentences based on your students’ progress.

Vocabulary Cycle C

Yeí aguxdagáan. It will be sunny.
Séew daak guxsatáan. It will rain
Xáshdi téeli gawdi.oo. S/he bought moccasins(for herself).

Teacher’s Notes

This review of units 12-14 gives students more practice with the vocabulary on “clothing,” “weather,” and “recreation.” The more practice and review the students have with the sentences, the more language will go into long-term memory. As the sentences become more complex, more listening practice is needed. The teacher, who is usually also a learner, should listen to the audio of the fluent speaker many times. You can also play the audio for the students. As in the other cycles, the weather questions can and should be asked daily.

Vocabulary Cycle A Advanced

Yeis kutéeyi. Fall weather.
Táakw kutéeyi. Winter weather.
I l’ée x’wáni na.óos’. Wash your socks.
Aadóó sáwé kadach’áak’w? Who is that carving?
**Teacher’s Notes**

Use the sentences in this review unit to give students more practice in listening and speaking the sentences. Choose the sentences for review based on student progress. Mix up the phrases they know well with those that are still in progress. The “clothing,” “weather,” and “recreation” vocabulary can be used throughout the year as appropriate.

**Teacher’s Notes**

Use the sentences in this review unit to give students more practice in writing the sentences. Choose the sentences for review based on student progress. Students can also choose their own sentences from these units. The “clothing,” “weather,” and “recreation” vocabulary can be used throughout the year as appropriate.

**Vocabulary Cycle B Advanced**

Tlél xateen yaa kugáas’ch. I can’t see because of the fog.
KALIGÉIYI s’él’ s’áaxw du jeewú. She has a shiny rain hat.
Tlél yán wooja̱ḵw du yaa nashíxi. He is running carelessly.

**Vocabulary Cycle C Advanced**

Góos’ tóonáx ayatéen. She sees it through the clouds.
Kut aakaawaxaash du tukatáali. She cut (the pattern) for her pants out wrong.
Ax léelk’w jeedáx kakén l’ée x’wán áyá ax tuwáa sigóo. I like the yarn socks from my grandmother.
Ayáx gé sh teedinook? Do you feel up to it?
See Appendix III for lesson instructions.

Lesson 1
Introduce the review vocabulary.

Basic Listening
1. Mini Pictures
2. Funnel Vision

Basic Speaking
3. Right or Wrong?
4. Visual Memory
5. Centered Speaker

Lesson 2
Review the unit’s vocabulary.

Basic Listening
1. Number My Word
2. Locomotive

Basic Speaking
3. Back Match
4. Huh?
5. Bombs Away

Lesson 3
Review the unit’s vocabulary.

Basic Listening
1. Let’s Move
2. Number My Word

Basic Speaking
3. Right or Wrong?
4. Stick of Chance
5. Under The Bridge

Lesson 4
Introduce the review sentences.

Basic Listening
1. Locomotive
2. Whisper

Basic Speaking
3. Hand Tag
4. Illustration Build-Up
5. Mesh Words

Lesson 5
Review the unit’s sentences.

Basic Listening
1. Here, There, Everywhere
2. Beanbag Toss

Basic Speaking
3. Being Lippy
4. What’s The Date?

Lesson 6
Review the unit’s vocabulary.

Basic Reading - Sight
1. Sight Word Bingo
2. Funny Face
3. Pass the Lifesaver
4. Disappearing Word
5. Use the Student Support Materials
<table>
<thead>
<tr>
<th>Lesson 7</th>
<th>Lesson 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the unit’s vocabulary.</td>
<td>Review the unit’s vocabulary.</td>
</tr>
</tbody>
</table>

**Basic Reading - Encoding**
1. Alphabetical Order  
2. Group Spell  
3. Buzz  
4. Letter Encode  
5. Use the Student Support Materials

**Basic Writing**
1. Watch Your Half  
2. Over/Under Illustration  
3. Say Again!  
4. Numbered Illustrations  
5. Use the Student Support Materials

<table>
<thead>
<tr>
<th>Lesson 9</th>
<th>Lesson 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the unit’s vocabulary.</td>
<td>Administer the unit’s assessment.</td>
</tr>
</tbody>
</table>

**Basic Writing**
1. Overhead Configurations  
2. Horizontal Completion  
3. Syllable Time  
4. Alphabet Code  
5. Use the Student Support Materials

1. Review dialogs from units 12 to 14.  
2. Mount a review vocabulary graphic on the board. The students should write the word for it, and then each student should attempt to write his/her own Tlingit/Haida/Tsimshian sentence, using the key word. Repeat with other review graphics. Later, have each student read his/her sentences to the class.
Cycle C Advanced Creative Writing Activities

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

Tlél xateen yaa ________________________________.
I can’t see ________________________________.

Kaligéiyi s’él’ ______________________________ du jeewú.
She has a shiny rain ________________________________.

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

Góos’ tóonáx ayatén. She sees it through the clouds

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

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

**Ax léelk’w jeedáx kakéin l'ée x'wán áyá ax tuwáa sigóo.**
I like the yarn socks from my grandmother.

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.

**Kut akaawaxaash du tukatáali.** She cut (the pattern) for her pants out wrong.

**Ax léelk’w jeedáx kakéin l'ée x'wán áyá ax tuwáa sigóo.**
I like the yarn socks from my grandmother.
VOCABULARY
PICTURES
kukawdlixwán
it is frosty
kuliséixjaa
it is misty
kawdixaak
it is dry
kulis’éikjaa it is smoggy
ash koolk’ishaa
is playing baseball
kadach’áakw is carving
ash koolt’ách’aa
is swimming
ash koolx’íl’aa yeit
is sledding
ash koolx’íl’aa
is ice skating
neilyeetéeli
slippers
kakéin k’oodás’
sweater
xwashdi tuk’átáal
jeans
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
kukwdirixwán
kuliséixjaa
tawdixaa
ash kool’t’ách’aa

ash koolx’íl’aa yeit

ash koolx’íl’aa
neilyetéeli

kakéin k’oodáś

xwashdi tuk’atáal
Circle the word for each picture.
Circle the word for each picture.

**Picture 1:**
- **kukawdlixwán**
- **kulís’éixjaa**
- **káwdixaak**
- **kulís’élíjja**
- ash koolk’ishhaa
dadach’áakw
ash koolť’ách’aa
ash koolx’il’aa yeit
ash koolx’il’aa
neilyeetéeli kakéin
tk’átáal

**Picture 2:**
- **kukawdlixwán**
- **kulís’éixjaa**
- **káwdixaak**
- **kulís’élíjja**
- ash koolk’ishhaa
dadach’áakw
ash koolť’ách’aa
ash koolx’il’aa yeit
ash koolx’il’aa
neilyeetéeli kakéin
k’oodás’ xwashdi
tk’átáal

**Picture 3:**
- **kukawdlixwán**
- **kulís’éixjaa**
- **káwdixaak**
- **kulís’élíjja**
- ash koolk’ishhaa
dadach’áakw
ash koolť’ách’aa
ash koolx’il’aa yeit
ash koolx’il’aa
neilyeetéeli kakéin
k’oodás’ xwashdi
tk’átáal

**Picture 4:**
- **kukawdlixwán**
- **kulís’éixjaa**
- **káwdixaak**
- **kulís’élíjja**
- ash koolk’ishhaa
dadach’áakw
ash koolť’ách’aa
ash koolx’il’aa yeit
ash koolx’il’aa
neilyeetéeli kakéin
k’oodás’ xwashdi
tk’átáal
Cut out the word parts and glue them into the words.

```plaintext
_______lixwán
kulisé_______
______dixaak
kulis’______aa
ash ______ishaa
________áakw
ash ______ách’aa
ash koolx’______ yeit
ash koolx’______
neil________eli
kakéin ________
________tuk’atáal
```

éikj  koolk’  il’aa  xwashdi
koolt’  kukawd  k’oodás’  yeeté
ixjaa  kaw  il’aa  kadach’
Cut out the letters and spell the word for the picture.
Complete the words by writing in the missing letters.

\[ \text{ku } \_ \text{aw } \_ \text{lix } \_ \text{án} \]
\[ \text{k } \_ \text{lis } \_ \text{i } \_ \text{ja } \_ \]
\[ \text{ka } \_ \text{dix } \_ \text{ak} \]
\[ \text{k } \_ \_ \text{is’ } \_ \text{ikj } \_ \text{a} \]
\[ \_ \text{sh } \_ \text{ool } \_ \text{’is } \_ \text{aa} \]
\[ \text{k } \_ \text{da } \_ \text{h’áa } \_ \text{w} \]
\[ \text{a } \_ \text{h } \text{ko } \_ \_ \text{t’ách’ } \_ \text{a} \]
\[ \text{as } \_ \text{kool } \_ \text{’íl’ } \_ \text{a } \text{y } \_ \text{it} \]
\[ \_ \text{sh } \_ \text{oolx } \_ \text{l’ } \_ \text{a} \]
\[ \_ \text{eil } \_ \text{eet } \_ \text{eli} \]
\[ \text{k } \_ \text{kéi } \_ \text{k’ood } \_ \text{s’} \]
\[ \text{x } \_ \text{ashd } \_ \text{tuk’ } \_ \text{táal} \]
Write the correct vocabulary word next to each picture.

[Descriptions for each image are typically filled in by the user or trained model based on context and visual cues.]

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Tlingit Language Program

Unit Assessment
Teacher’s Notes

Cycle B Beginners Grade 7

Grade 7

Unit 15

Theme: Review of Units 12-14

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 **kukawdlixwán**.”
2. “Write the number 2 on top of the picture of **kuliséixjaal**.”
3. “Write the number 3 on top of the picture of **kawdixaak**.”
4. “Write the number 4 on top of the picture of **kulis’éikjaal**.”
5. “Write the number 5 on top of the picture of **ash koolk’ishaa**.”
6. “Write the number 6 on top of the picture of **kadach’ákw**.”
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 **ash koolx’il’aa yeit**.”
9. “Write the number 9 on top of the picture of **ash koolx’il’aa**.”
10. “Write the number 10 on top of the picture of **neilyeetéeli**.”
11. “Write the number 11 on top of the picture of **kakéin k’oodás’**.”
12. “Write the number 12 on top of the picture of **xwashdi tuk’atáal**.”

**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 - 12

Unit 15

Theme: Review of Units 12-14

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.

kukawdliuxwán
kuliséixjaa
kawdixaak
kulis’éikjaa
ash koolk’ishaa
kadach’áakw
ash koolt’ách’aa
ash koolx’il’aa yeit
ash koolx’il’aa
neilyetéeli kakéin
k’oodás’ xwashdi
tuk’átáal

kukawdliuxwán
kuliséixjaa
kawdixaak
kulis’éikjaa
ash koolk’ishaa
kadach’áakw
ash koolt’ách’aa
ash koolx’il’aa yeit
ash koolx’il’aa
neilyetéeli kakéin
k’oodás’ xwashdi
tuk’átáal

kukawdliuxwán
kuliséixjaa
kawdixaak
kulis’éikjaa
ash koolk’ishaa
kadach’áakw
ash koolt’ách’aa
ash koolx’il’aa yeit
ash koolx’il’aa
neilyetéeli kakéin
k’oodás’ xwashdi
tuk’átáal

kukawdliuxwán
kuliséixjaa
kawdixaak
kulis’éikjaa
ash koolk’ishaa
kadach’áakw
ash koolt’ách’aa
ash koolx’il’aa yeit
ash koolx’il’aa
neilyetéeli kakéin
k’oodás’ xwashdi
tuk’átáal
Circle the word for each picture.

1. **kukawdlixwán**
   - kulíséixjaa
   - kawdixaak
   - kulís’éikjaa
   - ash koolk’ishaa
   - kadach’áakw
   - ash koolt’ách’aa
   - ash koolx’il’aa yeit
   - ash koolx’il’aa neilyeetéeli kakéin
   - k’oodás’ xwashdi
   - tuḵ’atáal

2. **kukawdlixwán**
   - kulíséixjaa
   - kawdixaak
   - kulís’éikjaa
   - ash koolk’ishaa
   - kadach’áakw
   - ash koolt’ách’aa
   - ash koolx’il’aa yeit
   - ash koolx’il’aa neilyeetéeli kakéin
   - k’oodás’ xwashdi
   - tuḵ’atáal

3. **kukawdlixwán**
   - kulíséixjaa
   - kawdixaak
   - kulís’éikjaa
   - ash koolk’ishaa
   - kadach’áakw
   - ash koolt’ách’aa
   - ash koolx’il’aa yeit
   - ash koolx’il’aa neilyeetéeli kakéin
   - k’oodás’ xwashdi
   - tuḵ’atáal

4. **kukawdlixwán**
   - kulíséixjaa
   - kawdixaak
   - kulís’éikjaa
   - ash koolk’ishaa
   - kadach’áakw
   - ash koolt’ách’aa
   - ash koolx’il’aa yeit
   - ash koolx’il’aa neilyeetéeli kakéin
   - k’oodás’ xwashdi
   - tuḵ’atáal
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<th>kadach'</th>
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<th>éikjaa</th>
<th>lk’ishaa</th>
<th>áakw</th>
<th>t’ách’aa</th>
<th>'aa yeit</th>
<th>olx’íl’aa</th>
<th>etéeli</th>
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<td>t’ách’aa</td>
<td>'aa yeit</td>
<td>olx’íl’aa</td>
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<td>t’ách’aa</td>
<td>'aa yeit</td>
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<td>áakw</td>
<td>t’ách’aa</td>
<td>'aa yeit</td>
<td>olx’íl’aa</td>
<td>etéeli</td>
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