Teacher’s Notes

The geography terms in this unit will be used as the theme for the next four cycles. If students can learn these terms well, they can focus their learning on the verb phrases in the next four cycles. The materials in the Student Support Materials (SSM) give students more ways to learn the new terms. The SSM include images, mini-pictures, vocabulary word cards, student activity worksheets, and assessments. The unit’s sentence and dialog give another activity that uses the nouns in context. Use the ten suggested lessons and the audio recording to teach these nouns. If students learn the material quickly, move forward to the next cycle. Cycle C introduces verbs and the following three cycles add new phrases which build upon this theme.

Vocabulary Cycle B

aas gutú forest
gooch hill
x’áas waterfall
sháchk muskeg/swamp
géiy bay/inlet
eech reef
tatóok cave
héen sháak head of river
héen wát mouth of river
haat kool whirlpool
shaa shakée summit/mountain top
shaanáx valley

Unit’s Sentence

Wé ________________ xánx’ át xwaagoot. I was walking near the ________________.

Unit’s Dialog

(a) Wáanáx sá i téeli wuditl’íxw? Why are your shoes dirty?
(b) At xwaagoot.
I was walking.

(a) Góot áx’ sá át yeegoot? Where were you walking?
(b) Wé ________________ xánx’ át xwaagoot. I was walking near the ________________.
### 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 third person (he/she/it), progressive imperfective tense of “to run somewhere.” Use the photos from Cycle B, SSM, as props for each of the sentences. Listen to the audio recording of a fluent speaker saying these phrases. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme “geography.”

### Vocabulary Cycle C

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yáa héen wátdé yaa nashíx.</td>
<td>S/he is running to the water’s edge.</td>
</tr>
<tr>
<td>Yá tatóokde yaa nashíx.</td>
<td>S/he is running to the cave.</td>
</tr>
<tr>
<td>Yá shaa shakéeedi áwé yaa nashíx.</td>
<td>S/he is running to the summit/mountain top.</td>
</tr>
<tr>
<td>Yáa x’aak táade a’wé yaa nashíx.</td>
<td>S/he is running to the valley.</td>
</tr>
</tbody>
</table>

### Teacher’s Notes

The focus for Cycle A Advanced is listening. Use the audio recording of a fluent speaker saying these phrases. You can substitute other geography terms in these question, Gooch ákyá kach’u shaa?: Is this a hill or a mountain?, and Shaa shakée ákyá kach’u shaanáx?: Is this a summit or valley?, to give students practice with the sentence patterns.

### Vocabulary Cycle A Advanced

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goosú wé tléikw?</td>
<td>Where are the berries?</td>
</tr>
<tr>
<td>Tléikw tlél xwasateen.</td>
<td>I didn’t see berries.</td>
</tr>
<tr>
<td>Gooch ákyá kach’u shaa?</td>
<td>Is this a hill or a mountain?</td>
</tr>
<tr>
<td>Shaa shakée ákyá kach’u shaanáx?</td>
<td>Is this a summit or valley?</td>
</tr>
</tbody>
</table>
Teacher’s Notes

Cycle B Advanced presents four interesting sentences using geography terms. Listen to the audio recordings of a fluent speaker saying these phrases. Games and activities have been suggested for teaching these phrases. For more practice, you can substitute some of the geography vocabulary words in these sentences—

- **Eey t xwaahóo**: I am wading in the bay, and
- **Tleikáa kaay éí kunaaléi wé aan, héen wát**: The town is twenty miles from the mouth of the river.

Vocabulary Cycle B Advanced

- **Aas gutú kuwjigít**: The forest is dark.
- **Téel koots’áni héen káx’ tliyéi wootee**: The dog salmon got stuck in shallow water.
- **Si.áat’ wé áa**: The lake is chilly.

Teacher’s Notes

The focus of Cycle C Advanced is creative writing. Most students will be able to write simple sentences with the geography nouns and the verbs from Cycle C. The sentences in this cycle give students more complex sentence patterns. Use the suggested activities to encourage students to write their own sentences for this theme. Alert the students to the use of both **Gooch** and **gooch** in the same sentence. This is a good opportunity to remind them of the differences in pronunciation and spelling.

Vocabulary Cycle C Advanced

- **Shaa daak’ gé yéi yatee?**: Does it live in the mountains?
- **Gooch litká aadé duwatéen wé gooch**: The wolf on the ridge of the hill is visible.
- **Yaa nashíxi áwé anax yei wdzigít**: When he was running, he fell down there.
- **Yoo akaajeek a kaayí wé a káx yaa nagudi dei**: He is wondering about the measure of the road he’s walking on.
<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Introduce the new vocabulary.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Listening</strong></td>
<td></td>
</tr>
<tr>
<td>1. Mini Pictures - SSM</td>
<td></td>
</tr>
<tr>
<td>2. Searchlight – page 9</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Speaking</strong></td>
<td></td>
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<tr>
<td>3. Actions!</td>
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<tr>
<td>4. Out of Order</td>
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<tr>
<td>5. Over/Under</td>
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</table>

<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>Review the unit’s sentence.</th>
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</thead>
<tbody>
<tr>
<td><strong>Basic Listening</strong></td>
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</tr>
<tr>
<td>1. Back to Back Race</td>
<td></td>
</tr>
<tr>
<td>2. Airplane Land</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Speaking</strong></td>
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<tr>
<td>3. Sheet Golf</td>
<td></td>
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<tr>
<td>4. Disappearing Illustrations</td>
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<tr>
<td>5. What’s That Word?</td>
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<tr>
<th>Lesson 3</th>
<th>Review the unit’s sentence.</th>
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</thead>
<tbody>
<tr>
<td><strong>Basic Listening</strong></td>
<td></td>
</tr>
<tr>
<td>1. Nod and Clap</td>
<td></td>
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<tr>
<td>2. Hop the Line</td>
<td></td>
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<tr>
<td><strong>Basic Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>3. Wild Balloon</td>
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<tr>
<td>4. Visual Memory</td>
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<td>5. Flashlight Name</td>
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<tr>
<th>Lesson 4</th>
<th>Introduce the unit’s sentence.</th>
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</thead>
<tbody>
<tr>
<td><strong>Basic Listening</strong></td>
<td></td>
</tr>
<tr>
<td>1. Turn and Face</td>
<td></td>
</tr>
<tr>
<td>2. Wild Cars</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>3. Balloon Volleyball</td>
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<tr>
<td>4. What’s That Word?</td>
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<td>5. Stick of Chance</td>
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</tbody>
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<tr>
<th>Lesson 5</th>
<th>Review the unit’s sentence.</th>
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</thead>
<tbody>
<tr>
<td><strong>Basic Listening</strong></td>
<td></td>
</tr>
<tr>
<td>1. Right or Wrong?</td>
<td></td>
</tr>
<tr>
<td>2. Visual Memory</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>3. Calendar Bingo</td>
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<tr>
<td>4. Colored Words</td>
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<tr>
<td>5. Number Draw</td>
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<table>
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<tr>
<th>Lesson 6</th>
<th>Review the unit’s vocabulary.</th>
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<tbody>
<tr>
<td><strong>Basic Reading - Sight</strong></td>
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<tr>
<td>1. Sight Word Bingo</td>
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<tr>
<td>2. Funny Face</td>
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<tr>
<td>3. Pass the Lifesaver</td>
<td></td>
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<tr>
<td>4. Disappearing Word</td>
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<tr>
<td>5. Use the Student Support Materials</td>
<td></td>
</tr>
</tbody>
</table>

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. Provide the students with art paper and oil-based pastels. The students should cover their papers with different colors of the pastels. Then, they should paint a thick layer of black paint over the pastels. When the paint has dried, the students should use sharp objects to etch graphics of different land and water forms. Have the students trim their artwork for display.
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.
Cycle C Advanced Creative Writing Activities

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

__________________________ daak’ gé yéi yatee?

Does it live in the ________________________________?

__________________________ litká aadé duwatéen wé gooch.

The wolf on the ridge of the ________________________________ is visible.

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

Yaa nashíxi áwé anax yei wdzigít. When he was running, he fell down there.

________________________

________________________

________________________

________________________

________________________

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

**Yoo akaajeek a kaayí wé a káx yaa nagudi dei.** He is wondering about the measure of the road he’s walking on.

**Gooch litká aadé duwatéen wé gooch.** The wolf on the ridge of the hill is visible.

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.

**Shaa daak’ gé yéi yatee?** Does it live in the mountains?

**Yaa nashíxi áwé anax yei wdzígít.** When he was running, he fell down there.
aas gutú
forest
gooch
hill
x’áas
waterfall
sháchk
muskeg/swamp
geiy
bay/inlet
tatóok
cave
héen sháak
head of the river
héen wát
mouth of the river
haat kool
whirlpool
shaa shakée
summit/mountain top
shaanáx
valley
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
aas gutú
gooch
x’áas
sháchk
gei'y
eech
| tatóok | héen sháak | héen wát |
haat kool

shaa shakée

shaanáx
Circle the word for each picture.

aas gutú

gooch

x’áas

sháchk

geiy

eech
tatóok

héen sháak

héen wát

haat kool

shaakée

shaanáx
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.

__________gutú
__________och
x’á__________
shá__________
__________iy
__________ch
tat__________
__________ wát
héen__________
haat__________
shaa__________
__________anáx

ge  kool  aas  óok
go  shakée  héen  sháak
sha  ee  as  chk

1109
Cut out the letters and spell the word for the picture.

h a k e a
s é h s a
BASIC WRITING
Complete the words by writing in the missing letters.

aa _ _ utú
_ oo _ h
' áa _
s _ ác _ k
_ ei _
e _ _ h
_ atóo _
_ ée _ w _ t
h _ _ n sh _ _ k
h _ _ t k _ _ l
_ _ aa sha _ _ e
sh _ _ n _ x
Write the correct vocabulary word next to each picture.
DIALOG ACTIVITY
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.

(a) Wáanáx sá i téeli wuditl’íxw?
(b) At xwaagoot.
(a) Góot áx’ sá át yeegoot?
(b) Wé __________ xánx’ át xwaagoot

- haat kool
- geiy
- aas gutú
- shaa shakée
eech
gooch
- shaanáx
tatóok
-x’áas
- héen shaak
- héen wát
-sháchk
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 aas gutú.”
2. “Write the number 2 on top of the picture of gooch.”
3. “Write the number 3 on top of the picture of x’áas.”
4. “Write the number 4 on top of the picture of sháchk.”
5. “Write the number 5 on top of the picture of geiy.”
6. “Write the number 6 on top of the picture of eech.”
7. “Write the number 7 on top of the picture of tatóok.”
8. “Write the number 8 on top of the picture of héen sháak.”
9. “Write the number 9 on top of the picture of héen wát.”
10. “Write the number 10 on top of the picture of haat kool.”
11. “Write the number 11 on top of the picture of sha shákée.”
12. “Write the number 12 on top of the picture of shaanáx.”

**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.”
# Correct:  
% Correct:  

Unit Assessment

Student Pages

Cycle B Beginners Grade 7

Unit 17

Theme: Geography

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.

aas gutú
gooch
x’áas
sháchk
geiy
eech
tatóok
héen sháak
héen wát
haat kool
shaa shakée
shaanáx

aas gutú
gooch
x’áas
sháchk
geiy
eech
tatóok
héen sháak
héen wát
haat kool
shaa shakée
shaanáx

aas gutú
gooch
x’áas
sháchk
geiy
eech
tatóok
héen sháak
héen wát
haat kool
shaa shakée
shaanáx

aas gutú
gooch
x’áas
sháchk
geiy
eech
tatóok
héen sháak
héen wát
haat kool
shaa shakée
shaanáx
Circle the word for each picture.

aas gutú
gooch
x’áas
sháchk
geiy
eech
tatóok
héen sháak
héen wát
haat kool
shaa shakée
shaanáx

aas gutú
gooch
x’áas
sháchk
geiy
eech
tatóok
héen sháak
héen wát
haat kool
shaa shakée
shaanáx

aas gutú
gooch
x’áas
sháchk
geiy
eech
tatóok
héen sháak
héen wát
haat kool
shaa shakée
shaanáx

aas gutú
gooch
x’áas
sháchk
geiy
eech
tatóok
héen sháak
héen wát
haat kool
shaa shakée
shaanáx
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</tbody>
</table>

| shaa | gutú | ch | áas | chk | y | ch | tóok | wát | sháak | kool | shakée | náx |