UNIT 19

Fish
Teacher’s Notes

Cycle B introduces the names of twelve fish. 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, and the unit’s sentence and the dialog. 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 “fish” will continue through Cycles C- Advanced C. Use the unit sentence and substitute each of the vocabulary words. Practice the dialog with students so that they can hear and speak the vocabulary words in context.

Vocabulary Cycle B

cháatl halibut
dzánti flounder
x’áakw sockeye up river
k’aagán stickleback
wéix’ sculpin
lóot’ eel
ishkeen black cod
lit.isdúk black bass
léik’w yelloweye rockfish
ch’éeetgáa skate
tóos’ shark
xein old salmon in river

Unit’s Sentence

_______________ xwaasháat.
I caught a _________________.

Unit’s Dialog

(a) Daa sá iyasháat?
What did you catch?

(b) _______________ xwaasháat.
I caught a _________________.

(a) Wuligéi akgé?
Was it a big one?

(b) Tléik’, tlél ulgé. No, it was not very big.
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, perfective (past) tense of the verb “s/he caught it.” 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 “fish.” Follow the DLP process, spending lots of time on listening activities.

Vocabulary Cycle C

L’ook aawasháat. S/he caught Coho.
Saak aawasháat. S/he caught ooligan.
Yaaw aawasháat. S/he caught herring.
Gaat aawasháat. S/he caught sockeye.

Teacher’s Notes

Listen to the audio recording of a fluent speaker asking questions about fish. Students will hear the perfective tense of the verb “catch”-yeesháat. They can respond with single word answers with whichever fish they choose. They can respond to the question about size-- X’oon kaa tl’eik sáwé ch’eet-gáa? The skate is how many inches?--X’oon kaa tl’eik sáwé k’aagán? The stickleback is how many inches? This is the third cycle with the theme “fish.” Many students will have these names in their long-term memory and can concentrate on learning the new vocabulary.

Vocabulary Cycle A Advanced

Daa sá yeesháat? What did you catch?
X’oon kaa tl’eik sáwé ch’eet-gáa? The skate is how many inches?
X’oon kaa tl’eik sáwé k’aagán? The stickleback is how many inches?
**Teacher’s Notes**

Different fish can be substituted in each of these sentences. The substitution reinforces the fish names and gives students listening and reading practice with the new verb forms. You can provide further practice by using fish names that students already know, such as xáat. The sentence **Aashát gaxtooxaa:** We are going to eat steelhead trout, can be practiced anytime you are going to eat. Use the suggested lessons for teaching these phrases. Listen to the audio recording of a fluent speaker saying the sentences to learn the rhythm and cadence of spoken Tlingit.

**Teacher’s Notes**

The focus of Cycle C Advanced is creative writing. Interesting sample sentences are presented here. You can give students more samples with this sentence—**Cháatl kei awsiyík:** He pulled up a halibut—by substituting each of the vocabulary terms for Cháatl: halibut. Other fish names can also be substituted in this sentence—**Yées t’á Gíksi sitgawsáanx’ has aawaxáa:** They ate fresh king salmon barbecued over the fire at noon. You can also substitute another word for “noon.” Note the spelling of centipede: atxaayí. It is the same as food, except for the plain /x/.

**Vocabulary Cycle B Advanced**

S’áx yan aawash’aat. The starfish is clingy. 
**Aashát gaxtooxaa.** We are going to eat steelhead trout. 
**A káx’ toowu yak’éi we xáat.** She was happy for the salmon.

**Vocabulary Cycle C Advanced**

Xáat jeigí du lítayi kaay aawa.óos’. She washed fish scales off her knife. 
**Cháatl kei awsiyík.** He pulled up a halibut. 
**Yées t’á Gíksi sitgawsáanx’ has aawaxáa.** They ate fresh king salmon barbecued over the fire at noon. 
**Héen kát jinaskwanchi át áwé wé atxaayí.** The centipede swims on top of the water.
See Appendix III for lesson instructions.

**Lesson 1**
Introduce the new vocabulary.

**Basic Listening**
1. Mini Pictures
2. One to Five

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

**Lesson 2**
Review the unit’s vocabulary.

**Basic Listening**
1. Turn Around
2. Major League

**Basic Speaking**
3. Right or Wrong?
4. Half Match
5. Over/Under

**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. Turn Around
2. Sticky Foot

**Basic Speaking**
3. Revealing Illustration
4. Illustration Bingo
5. Half Match

**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. Right or Wrong?
2. Sight Word Bingo
3. Configurations
4. Funnel Words
5. String Along
6. 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

Lesson 8
Review the unit’s vocabulary.

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

Lesson 9
Review the unit’s vocabulary.

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

Lesson 10
Administer the unit’s assessment.
1. Practice the unit’s dialog with the students.
2. Invite a resource person to make a presentation to the students about traditional Native fishing practices. Arrange the presentation well in advance so that the presenter can gather concrete materials to enhance the session.
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.

______________________________ jeigí du lítayi kaay aawa.ós’.
She washed _____________________________ scales off her knife.

______________________________ kei awsíyík.
He pulled up a _____________________________.

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

Xáat jeigí du lítayi kaay aawa.ós’ . She washed fish scales off her knife.

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

 Chíatl kei awisýik. He pulled up a halibut.

Yées t’á Gíksi sitgawsáanx’ has aawaxáa. They ate fresh king salmon barbecued over the fire at noon.

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.

Héen kát jinaskwanchi át áwé wé atxaayí. The centipede swims on top of the water.

Xáat jeigí du lítayi kaaý aawa.óos’. She washed fish scales off her knife.
VOCABULARY
PICTURES
cháatl
halibut
dzánti
flounder
x’áakw
sockeye upriver
k’aagán
stickleback
wéix’
sculpin
lóot'
eel
ishkeen
black cod
lit.isdúk
black bass
léik’w
yelloweye rockfish
ch’éetgáa
skate
tóos’
shark
xein
old salmon in river
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
cháatl
dzánti
x'áakw
ishkeen
lit:isdûk
lêik’w
k’aagán

wéix’

lóot’
Circle the word for each picture.
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.

atl

nti

akw

gán

ix’

ot’

keen

sdúk

k’w

tgáa

os’
in

ch’ée

wé

lit.i

k’aa

dzá

tó

chá

ish

xe

x’á

ló

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

e i e
k s h n
BASIC WRITING
Complete the words by writing in the missing letters.

_ h _ _ tl

dz _ _ ti

x ’ _ _ kw

k’ _ _ gán

_ _ ix’

l _ _ t’

ishk _ _ n

lit.is _ _ _

l _ _ k’w

ch’ _ _ tgáa

t _ _ s’

x _ _ n
Write the correct vocabulary word next to each picture.
(a) Daa sá iyasháat?
(b) _____________ xwaasháat.

(a) Wuligéi akgé?
(b) Tléik’, tlél ulgé.

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<th>k’aagán</th>
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UNIT
ASSESSMENT
Tlingit Language Program

Unit Assessment
Teacher’s Notes

Cycle B Beginners Grade 7

Grade ____

Unit 19

Theme: Fish

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 lit.isdúk.”
2. “Write the number 2 on top of the picture of léik’w.”
3. “Write the number 3 on top of the picture of ch’éeetgáa.”
4. “Write the number 4 on top of the picture of tóos’.”
5. “Write the number 5 on top of the picture of xéin.”
6. “Write the number 6 on top of the picture of cháatl.”
7. “Write the number 7 on top of the picture of dzánti.”
8. “Write the number 8 on top of the picture of x’áakw.”
9. “Write the number 9 on top of the picture of k’aagán.”
10. “Write the number 10 on top of the picture of wéix’.”
11. “Write the number 11 on top of the picture of lóot’.”
12. “Write the number 12 on top of the picture of ishkeen.”

**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 19

Theme: Fish

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.

cháatl
dzánti
x’áakw
k’aagán
wéix’
lóot’
ishkeen
lit.isdúk
léik’w
ch’éetgáa
tóos’
xein

cháatl
dzánti
x’áakw
k’aagán
wéix’
lóot’
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x’áakw
k’aagán
wéix’
lóot’
ishkeen
lit.isdúk
léik’w
ch’éetgáa
tóos’
xein
Circle the word for each picture.
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