UNIT 9
Animals
Teacher’s Notes

This unit on “animals” introduces 12 vocabulary words. Ten lessons are suggested. Images, mini-pictures, vocabulary word cards, student activity work-sheets, a unit’s sentence and dia-log, and assessment are included in the Student Support Materials (SSM). The lessons and SSM fol-low the Developmental Language Process (DLP), beginning with listening and speaking exercises. The theme “animals” is carried through four more cycles with each cycle adding new verb phrases. Students should do their best to learn these nouns well enough to commit them to their long-term memory. When stu-dents have mastered these nouns, they can concentrate on learning the new verb phrases which will be introduced in Cycles C through Advanced C. The “animals” unit is a favorite of many students and teachers. Some of the “animals” vocabulary may be very familiar to the stu-dents. If they learn the vocabu-lary quickly, move on to the next cycle which will add new phrases to the theme “animals.” If stu-dents learn the material quickly, move on to the next cycle.

Vocabulary Cycle B

guwakaan deer
gooch wolf
kanals’áak squirrel
xíxch’ frog
nóoskw wolverine
kuts’een mouse
cheech porpoise
dzísk’w moose
xalak’ách’ porcupine
kóoshdaa land otter
yáxwch’ sea otter
náakw octopus

Unit’s Sentence

_________________ daat sh kalneegi áyá. The story is about a _________________.

Unit’s Dialog

(a) I een sh kakkwalnéek.
I will tell you a story.

(b) Daa sá a daat?
What is it about?

(a) Wé ______________ daat sh kalneegi áyá. The story is about a _________________.

(b) Aáá. Yes/okay.
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, present tense of the verb “for someone to see something.” 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 sentences. If students learn the material quickly, move on to the next cycle. The advanced cycles build upon the theme adding new vocabulary.

Vocabulary Cycle C

Nóoskw xwasíteen. I saw a wolverine.
Kuts’een ayatéen. S/he sees a mouse.
Cheech ayatéen. S/he sees a porpoise.
Dzísk’w ayatéen. S/he sees a moose.

Teacher’s Notes

Cycle A Advanced focuses on listening skills. Four phrases are added which can be used with all of the vocabulary words in Cycle B. These phrases can be added to the phrases in Cycle C to make a longer dialog. Suggested lessons for Cycle A Advanced are listed. Teachers may mix and match the activities, keeping in mind the DLP process--start with listening activities. This unit uses a question-and-answer activity. Listen to the audio recording of a fluent speaker saying the sentences.

Vocabulary Cycle A Advanced

__________________ ákyá?
Is this a ________________?
Aaá, ________________ áwé.
Yes, it is a ________________.
__________________ áwé. It is a __________________.
Tléik’, ________________ áwé. No, this is a ________________.
Teacher’s Notes

This cycle has sentences describing the animals' characteristics. Using the stuffed animals or puppets that many teachers have in their room is a great way to review the animal words and to teach the words. This cycle works very well when pairing all the vocabulary words with all of the sample sentences. The more practice the students get in hearing the language and speaking the sentences, the more natural and confident they will become. Encourage students to listen to the audio recording of a fluent speaker saying these words.

Vocabulary Cycle B Advanced

Nóoskw listeen. The wolverine is tough.
Taan satú ligaaw. The sea lion has a loud voice.
Xíxch'i dook si.áat. The frog’s skin is cold.
Yá sátk wé kuts'een. The mouse is in a hurry.

Teacher’s Notes

Students can use these sample sentences as models for their own writing, substituting other nouns from this unit. Two of the sentences contain dependent clauses.
Aasgutóot wugoodí, dzísk’w x’us.eeti awsíteen: He saw moose tracks when he was walking in the woods. Has du yáa daak uwagút wé xóots tlein kanat’á has a.éeni: While they were picking blueberries, the brown bear came face-to-face with them. As students become familiar with these patterns, even if they do not know every word, their language skills will grow.

Vocabulary Cycle C Advanced

Wé s’eeek gandaas’aají kúdi aawat’ei. The black bear found a bee’s nest.
Yan gakooxt tuwditaan. He decided to go back.
Aasgutóot wugoodí, dzísk’w x’us.eeti awsíteen. He saw moose tracks when he was walking in the woods.
Has du yáa daak uwagút wé xóots tlein kanat’á has a.éeni. While they were picking blueberries, the brown bear came face-to-face with them.
See Appendix III for lesson instructions.

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Lesson 7
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 8
Review the unit’s vocabulary.

Basic Reading - Encoding
1. Overhead Encode
2. Consonant/Vowel Cards
3. Mixed-Up Words
4. Letter Encode
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. Give each student a portion of tag board. The students should cut out the shapes of animals from the tag board. Then, lay a length of mural paper on the floor; have the students lay their cut-outs on the floor, under the paper. The students should then use crayons or pencils to do rubbings of the animals. Have the students label the rubbings. Display the completed animals mural in the classroom or hallway.
Cycle C Advanced Creative Writing Activities

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

Wé s’ee k gandaas’aají kúdi ________________________.
The black bear __________________________ a bee’s nest.

Has du yáa daak uwagút wé xóots tlein kanat’á has _________________.
While they ________________________________ blueberries, the brown bear came face-to-face with them.

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

Wé s’ee k gandaas’aají kúdi aawat’ei. The black bear found a bee’s nest.

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

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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.

**Yan gakooxt tuwditaan.** He decided to go back.

**Aasgutóot wugoodí, dzísk’w x’us.eetí awsiteen.** He saw moose tracks when he was walking in the woods.

4. Use one of the sentences below write a series of sentences that lead up to the sentence you chose or use the sentence to begin your series.

**Has du yáa daak uwagút wé xóots tlein kanat’á has a.éeni.** While they were picking blueberries, the brown bear came face to face with them.

**Wé s’eeek gandaas’aají kúdi aawat’ei.** The black bear found a bee’s nest.
guwakaan

deer
gooch
wolf
kanals’áak
squirrel
xíxch’
frog
nóoskw
wolverine
kuts’een
mouse
cheech
porpoise
dzísk’w
moose
xalak’ách’
porcupine
kóoshdaa
land otter
yáxwch’
sea otter
náakw
octopus
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.
guwakaan
gooch
kanals'áak
xíxch’
nóoskw
kuts’een
cheech
dzísk'w
xalak'ách
kóoshdaa
yáxwch’
náakw
Circle the word for each picture.

1. guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’e’en
cheech
dzik’w
xalak’ách’
kóoshdaa
yáxwch’
náakw

2. guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’e’en
cheech
dzik’w
xalak’ách’
kóoshdaa
yáxwch’
náakw

3. guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’e’en
cheech
dzik’w
xalak’ách’
kóoshdaa
yáxwch’
náakw

4. guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’e’en
cheech
dzik’w
xalak’ách’
kóoshdaa
yáxwch’
náakw
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.

dz________’w
xala________h’
kó________daa
yá________ch’
ná________
xíx________
nó________w
guw________an
go________h
kana________ak
kut________n
ch________h

eec  k’ác  oc  osk
aka  ch’  akw  ls’á
ísk  osh  xw  s’ee
Cut out the letters and spell the word for the picture.
Complete the words by writing in the missing letters.

g _ w _ kaa _
g _ o _ h
_ ana _ s’á _ k
_ í _ ch’
nó _ _ _ w
_ uts’ _ _ n
_ hee _ h
d _ ís _ _
xal _ k’á _ h’
_ ó _ sh _ aa
_ á _ wc _
_ _ ak _
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.

(a) I een sh kakkwalnéek.
(b) Daa sá a daat?

(a) We _________________________ daat sh kalneegi áyá.
(b) Aáá.

Aaá

- kanals’áak
- gooch
- guwakaan
- nóoskw
- xálak’ách'

- xíixch’
- dzísk’w
- cheech
- kuts’een
- kóoshdaa
- nóoskw
Tlingit Language Program

Unit Assessment
Teacher’s Notes

Cycle B Beginners

Grade  7

Unit:  9

Theme:  Animals

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 guwakaan.”
2. “Write the number 2 on top of the picture of gooch.”
3. “Write the number 3 on top of the picture of kanals’áak.”
4. “Write the number 4 on top of the picture of xíxch’.”
5. “Write the number 5 on top of the picture of nóoskw.”
6. “Write the number 6 on top of the picture of kuts’een.”
7. “Write the number 7 on top of the picture of cheech.”
8. “Write the number 8 on top of the picture of dzísk’w.”
9. “Write the number 9 on top of the picture of xalak’ách’.”
10. “Write the number 10 on top of the picture of kóoshdaa.”
11. “Write the number 11 on top of the picture of yáxwch’.”
12. “Write the number 12 on top of the picture of náakw.”

### 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 9

Theme: Animals

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.

guwakaan
gooch
kanals’áak
xíxch’
nóoskw
kuts’e’en
cheech
dzísk’w
xalak’ách’
kóoshdaa
yáxwch’
náakw

guwakaan
gooch
kanals’áak
xíxch’
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nóoskw
kuts’e’en
cheech
dzísk’w
xalak’ách’
kóoshdaa
yáxwch’
náakw
Circle the word for each picture.