UNIT 16
Buildings
Teacher’s Notes

Cycle B introduces the names of twelve buildings found in most Southeast communities. The Student Support Materials (SSM) include images, mini pictures, vocabulary word cards, student activity worksheets, and assessments. Ten lessons with suggested games and activities are included. Listen to the audio recording of a fluent speaker saying the words, the unit’s sentence and the dialog. If students can learn these terms well and commit them to their long-term memory, in future cycles they can focus their attention on learning the verb phrases. The theme of buildings 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. Use pictures of buildings in your community if you have them. If students learn the material quickly, move on to Cycle C which will introduce verb phrases to build upon this theme.

Vocabulary Cycle B

xáanás’ drying house
atwuskú daakahídi school
xaay sauna
x’úx’ daakahídi library
shoo daakahídi theater
s’ísaa hít tent
aadéi yóo aya.atgi yé outhouse
hít tlein tall building
shaxaawú daakahídi hair salon/barbershop
hóoten hotel
gayéis’ hít jail
kaneist hít church

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 akgwas-néi?
When will he/she be done?

(b) Tsayóok shé. In awhile.
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 (in the process of doing it) of the verb “to go somewhere on foot.” Use the photos from Cycle B, SSM, as props for each of the sentences. It would be even better if you can get pictures of buildings in your own community to use with this unit. 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 which build upon the theme “buildings.”

Vocabulary Cycle C

Wé hít tleindé yaa nxagút. I am walking to the tall building.
Yaa koosgé daakahídidé yaa nxagút. I am walking to the school.
Dikée Aankáawu x’agáax’daaka hididé yaa nagút. S/he is walking to the church.
Atxá áa du.oo yéide yaa nagút. S/he is walking to the grocery store.

Teacher’s Notes

Questions in this cycle give practice using the question words. Listen to the audio recording of a fluent speaker to hear the word order and intonation of a question—-it is not necessarily the same as in English. Students can respond to the questions, Xaaydé gé kgeegóot?: Are you going to go to the steambath?, and Goodéi sá ituwatee?: Where do you want to go?, using the vocabulary words from this unit. The commands give students more listening practice to the imperative tense of the verbs “s/he carried it.”

Vocabulary Cycle A Advanced

Xaaydé gé kgeegóot? Are you going to go to the steambath?
Goodéi sá ituwatee? Where do you want to go?
X’úx’ daakahídidé natí. Take it to the post office.
Tleikdé hít aadé natí. Take it to the shed.
Teacher’s Notes

Listen to the sample sentences to hear a fluent speaker say them. All of the vocabulary words can be substituted in these four sample sentences, which will yield a total of 36 sentences for practice. Use the lessons and games to keep the students interested.

Teacher’s Notes

By this cycle, most students can write simple sentences with the nouns and simple verbs from previous cycles. These four interesting and varied sentence samples give students more complex sentences as models for their own creative writing. Use the suggested activities to guide students through this cycle.

Vocabulary Cycle B Advanced

Aa at du xá yé x’eit wuduwataan. This café is closed.
X’úx’daakahídi tlél oodagaa. The library is a quiet place.
Shaxaawú daakahídi eetéenáx. The hair salon/barber is needed.

Vocabulary Cycle C Advanced

S’isaa káas' hoon daakahídidáx aawa.oo. She bought a yard of fabric from the store.
Wéi yátk’w du x’óowu át ana.áxch. The child carries his blanket around.
Wé x’agáax’ daakahídi gaawú iknáach' teen wududliyéx. The church bell is made of brass.
Yan gakooxt tuwditaan. He decided to go back.
Awootáawoo akaawa.áakw; áa jixwliháa. He tried to steal; I caught him in the act.
Lesson 1
Introduce the new vocabulary.

Basic Listening
1. Mini Pictures
2. Illustration Sequence

Basic Speaking
3. Actions!
4. Out of Order
5. Over/Under

Lesson 2
Review the unit’s vocabulary.

Basic Listening
1. Nod and Clap
2. Over and Under

Basic Speaking
3. Right or Wrong?
4. Visual Memory
5. Under The Bridge

Lesson 3
Review the unit’s vocabulary.

Basic Listening
1. Nod and Clap
2. Over and Under

Basic Speaking
3. Right or Wrong?
4. Visual Memory
5. Under The Bridge

Lesson 4
Introduce the unit’s sentence.

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 5
Review the unit’s sentence.

Basic Listening
1. Locomotive
2. Whisper

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

Lesson 6
Review the unit’s vocabulary.

Basic Reading - Sight
1. Sight Word Bingo
2. Configurations
3. Funnel Words
4. String Along
5. Use the Student Support Materials

See Appendix III for lesson instructions.
### Lesson 7
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 8
Review the unit’s vocabulary.

**Basic Writing**
1. Numbered Illustrations
2. Back Writing
3. Yarn Spell
4. Word Completion
5. Use the Student Support Materials

### Lesson 9
Review the unit’s vocabulary.

**Basic Writing**
1. Alphabet Code
2. Wrong!
3. Rubbings
4. Horizontal Completion
5. Use the Student Support Materials

### Lesson 10
Administer the unit’s assessment.

1. Practice the unit’s dialog with the students.
2. Lay a length of mural paper on the floor. Use a felt marker to do a simple map of the community, including main roads. Provide the students with illustrating materials and supplies. They should draw and cut-out buildings that can be added to the community map. The students should glue the building pictures in their approximate locations on the map. Have the students label the buildings and places on the community map. Display the mural.
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.

S'ísaa káas' ___________________________ aawa.oo.
She bought a yard of fabric from the ___________________________.

Yan gakooxt ___________________________.
He ___________________________ to go back.

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

S'ísaa káas' hoon daakahídídáx aawa.oo. She bought a yard of fabric from the store

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

Wéi yátk’w du x’óowu át ana.áxch. The child carries his blanket around.

Yan gakooxt tuwditaan. He decided to go back.

---

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.

Awootáawoo akaawa.áak; áa jixwliháa. He tried to steal; I caught him in the act.

Wé x’agáax’ daakahídi gaawú iknáach’ teen wududliyéx. The church bell is made of brass.
VOCABULARY

PICTURES
xáanás’
drying house
atwuskú daakahídi
school
xaay
sauna
x’úx’ daakahídi
library
shoo daakahídi
theater
s’ísaa hít
tent
aadéi yóo aya.atgi yé
outhouse
hit tlein

tall building
shaxaawú daakahídi
hair salon/barbershop
hóoten
hotel
gayéis’ hít
jail
kaneist hít
church
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.
aadéi yóo aya.atgi yé

hít tlein

shaxaawú daakahídi
hóoten
gayéis' hít
kaneist hít
Circle the word for each picture.

| xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’ísaa hit aadéi yóó aya.atgi yé hit tlein sháxaawú daakahídi hóoten gayéis’ hit kaneist hit | xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’ísaa hit aadéi yóó aya.atgi yé hit tlein sháxaawú daakahídi hóoten gayéis’ hit kaneist hit |
| xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’ísaa hit aadéi yóó aya.atgi yé hit tlein sháxaawú daakahídi hóoten gayéis’ hit kaneist hit | xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’ísaa hit aadéi yóó aya.atgi yé hit tlein sháxaawú daakahídi hóoten gayéis’ hit kaneist hit |
| xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’ísaa hit aadéi yóó aya.atgi yé hit tlein sháxaawú daakahídi hóoten gayéis’ hit kaneist hit | xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’ísaa hit aadéi yóó aya.atgi yé hit tlein sháxaawú daakahídi hóoten gayéis’ hit kaneist hit |
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.

____________nás’

atwuskú____________ahídi

xa_________

____________ daakahídi

____________ daakahídi

____________ hít

aadéi yóo aya.____________yé

hít____________

sha___________daakahídi

hóo_________

____________éis’ hít

kaneist ___________

<table>
<thead>
<tr>
<th>tlein</th>
<th>shoo</th>
<th>xaawú</th>
<th>hít</th>
</tr>
</thead>
<tbody>
<tr>
<td>s’ísaa</td>
<td>daak</td>
<td>gay</td>
<td>xáa</td>
</tr>
<tr>
<td>atgi</td>
<td>ay</td>
<td>x’úx’</td>
<td>ten</td>
</tr>
</tbody>
</table>
Cut out the letters and spell the word for the picture.
Complete the words by writing in the missing letters.

\[ \text{tá} \_\_\_ \text{á} \_\_\_ \]

\[ \_ \text{tw} \_ \_ \text{skú} \_ \_ \_ \text{ka} \_ \_ \_ \text{ídi} \]

\[ \_ \_ \_ \text{aa} \_\_\_ \]

\[ \text{x'} \_ \text{x'} \_ \_ \_ \text{kah} \_ \_ \_ \text{di} \]

\[ \_ \_ \_ \text{hoo} \_ \_ \_ \text{aa} \_ \_ \_ \text{ahíd} \_ \]

\[ \text{s'ís} \_\_ \_ \text{h} \_ \_ \_ \text{t} \]

\[ \text{aa} \_\_ \_ \text{i} \_ \_ \_ \text{yóo} \_ \_ \_ \_ \_ \text{a.a} \_ \_ \_ \_ \_ \text{gi} \_ \_ \_ \text{yé} \]

\[ \_ \_ \_ \_ \text{ít} \_ \_ \_ \text{lei} \_ \]

\[ \_ \text{s} \_ \_ \_ \text{axaa} \_ \_ \_ \_ \_ \text{ú} \_ \_ \_ \text{aak} \_ \_ \_ \_ \_ \text{híd} \_ \]

\[ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \text{óo} \_ \_ \_ \_ \_ \_ \_ \_ \text{e} \_ \]

\[ \_ \_ \_ \text{ayéi} \_ \_ \_ \_ \_ \text{'hí} \_ \]

\[ \_ \_ \_ \text{k} \_ \_ \_ \text{eist} \_ \_ \_ \text{ít} \]
Write the correct vocabulary word next to each picture.
DIALOG ACTIVITY
PAGE
Cut out the words below. Listen for which word(s) to put in the spaces in the dialog. Read the dialog as a group or in pairs as instructed. Change the word(s) after each round. Practice the dialog with another student.

(a) Cut out Goodax sáwé yaa neegút?
(b) Cut out dâx sá yaa nxagút.

(a) Cut out Goodé sá tsú kgeegoot?
(b) Cut out déi kkwagoogot.

atwuskú daakahídi
shaxaawú daakahídi
aadéi yóó aya.atgi yé
hit tiein
shoo daakahídi
kaneist hít
x’úx’ daakahídi
gayéis’ hít
s’ísaa hít
hóoten
xáanás’
xaay
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 xáanás’.”
2. “Write the number 2 on top of the picture of atwuskú daakahídí.”
3. “Write the number 3 on top of the picture of xaay.”
4. “Write the number 4 on top of the picture of x’úx’ daakahídí.”
5. “Write the number 5 on top of the picture of shoo daakahídí.”
6. “Write the number 6 on top of the picture of s’ísaa hit.”
7. “Write the number 7 on top of the picture of aadéí yóo aya.atgi yé.”
8. “Write the number 8 on top of the picture of hit tlein.”
9. “Write the number 9 on top of the picture of shaxaawú daakahídí.”
10. “Write the number 10 on top of the picture of hóoten.”
11. “Write the number 11 on top of the picture of gayéis’ hit.”
12. “Write the number 12 on top of the picture of kaneist hit.”

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 16

Theme: Buildings

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.

- xáanás' atwuskú daakahídi xaay
  x'úx' daakahídi
  shoo daakahídi
  s'isaa hit
  aadéí yóó aya.atgi yé hit tlein
  sháxaawú daakahídi hóoten
gayéis' hit
  kaneist hit

- xáanás' atwuskú daakahídi xaay
  x'úx' daakahídi
  shoo daakahídi
  s'isaa hit
  aadéí yóó aya.atgi yé hit tlein
  sháxaawú daakahídi hóoten
gayéis' hit
  kaneist hit

- xáanás' atwuskú daakahídi xaay
  x'úx' daakahídi
  shoo daakahídi
  s'isaa hit
  aadéí yóó aya.atgi yé hit tlein
  sháxaawú daakahídi hóoten
gayéis' hit
  kaneist hit

- xáanás' atwuskú daakahídi xaay
  x'úx' daakahídi
  shoo daakahídi
  s'isaa hit
  aadéí yóó aya.atgi yé hit tlein
  sháxaawú daakahídi hóoten
gayéis' hit
  kaneist hit
Circle the word for each picture.

xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’isaa hit aadéi yöó aya.atgi yé hit tlein shaxaawú daakahídi hóoten gayéis’ hit kaneist hit

xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’isaa hit aadéi yöó aya.atgi yé hit tlein shaxaawú daakahídi hóoten gayéis’ hit kaneist hit

xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’isaa hit aadéi yöó aya.atgi yé hit tlein shaxaawú daakahídi hóoten gayéis’ hit kaneist hit

xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’isaa hit aadéi yöó aya.atgi yé hit tlein shaxaawú daakahídi hóoten gayéis’ hit kaneist hit

xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’isaa hit aadéi yöó aya.atgi yé hit tlein shaxaawú daakahídi hóoten gayéis’ hit kaneist hit

xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’isaa hit aadéi yöó aya.atgi yé hit tlein shaxaawú daakahídi hóoten gayéis’ hit kaneist hit

xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’isaa hit aadéi yöó aya.atgi yé hit tlein shaxaawú daakahídi hóoten gayéis’ hit kaneist hit

xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’isaa hit aadéi yöó aya.atgi yé hit tlein shaxaawú daakahídi hóoten gayéis’ hit kaneist hit

xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’isaa hit aadéi yöó aya.atgi yé hit tlein shaxaawú daakahídi hóoten gayéis’ hit kaneist hit

xáanás’ atwuskú daakahídi xaay x’úx’ daakahídi shoo daakahídi s’isaa hit aadéi yöó aya.atgi yé hit tlein shaxaawú daakahídi hóoten gayéis’ hit kaneist hit
xa

anás’
kú daakahídi
ay
daakahídi
ahídi
hit	
tlein
wú daakahídi
oten
hit
eist hit
aya.atgi yé

hít

anás’
kú daakahídi
ay
daakahídi
ahídi
hit	
tlein
wú daakahídi
oten
hit
eist hit
aya.atgi yé

aadéi yóo

anás’
kú daakahídi
ay
daakahídi
ahídi
hit	
tlein
wú daakahídi
oten
hit
eist hit
aya.atgi yé

shaxaa

anás’
kú daakahídi
ay
daakahídi
ahídi
hit	
tlein
wú daakahídi
oten
hit
eist hit
aya.atgi yé

atówus

anás’
kú daakahídi
ay
daakahídi
ahídi
hit	
tlein
wú daakahídi
oten
hit
eist hit
aya.atgi yé
<table>
<thead>
<tr>
<th>shoo daak</th>
<th>anás’ kú daakahidi ay daakahidi ahídi hit tlein wú daakahidi oten hit eist hit aya.atgi yé</th>
</tr>
</thead>
<tbody>
<tr>
<td>s’ísaa</td>
<td>anás’ kú daakahidi ay daakahidi ahídi hit tlein wú daakahidi oten hit eist hit aya.atgi yé</td>
</tr>
<tr>
<td>kan</td>
<td>anás’ kú daakahidi ay daakahidi ahídi hit tlein wú daakahidi oten hit eist hit aya.atgi yé</td>
</tr>
<tr>
<td>hó</td>
<td>anás’ kú daakahidi ay daakahidi ahídi hit tlein wú daakahidi oten hit eist hit aya.atgi yé</td>
</tr>
<tr>
<td>gayéis’</td>
<td>anás’ kú daakahidi ay daakahidi ahídi hit tlein wú daakahidi oten hit eist hit aya.atgi yé</td>
</tr>
<tr>
<td>x’úx’</td>
<td>anás’ kú daakahidi ay daakahidi ahídi hit tlein wú daakahidi oten hit eist hit aya.atgi yé</td>
</tr>
</tbody>
</table>