

Learning Our

Tlingit, Haida and Tsimshian Languages

Lingít

Xaad Kíl

Shm'alg^yack

Cycle A • Beginners



Sealaska Heritage Institute

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Credit Page

Tlingit Language Specialists

David Katzeek

Linda Belarde

Keri Edwards

Johnny Marks

Tsimshian Language Specialists

Tony Roberts

Donna May Roberts

Haida Language Specialists

Dr. Jordan Lachler

Unit Development

Jim MacDiarmid

Proofreader

Kathy Dye

Cover

Matt Knutson

CD Label

Kathy Dye

Project Assistants

Megan Gregory

Tiffany LaRue

Table of Contents

Unit 1

My Body Parts → 1-20

Unit 2

My Family → 21-40

Unit 3

Types of Foods → 41-60

Unit 4

Parts of My Home → 61-80

Unit 5

Types of Animals → 81-100

Unit 6

Types of Birds → 101-120

Unit 7

Weather Forms → 121-140

Unit 8

Types of Clothing → **141-160**

Unit 9

Recreation → **161-180**

Unit 10

Buildings → **181-200**

Unit 11

Types of Transportation → **201-220**

Unit 12

Water Forms → **221-240**

Unit 13

The Land → **241-260**

Unit 14

Types of Plants → **261-280**

Unit 15

Types of Insects → **281-300**

Unit 16

Types of Fish → **301-320**

The Developmental Language Process - An Introduction

The Developmental Language Process is designed to instill language into long term memory. The origin of the Process is rooted in the struggles faced by language-delayed students, particularly when they first enter school.

The Process uses meaningful language content from the environment, academic programs, stories, and themes to enlarge the students' language bases.

The Process takes the students/children through developmental steps that reflect the natural acquisition of language in the home and community. Initially, once key language items have been introduced concretely to the students, the vocabulary are used in the first of the language skills, Basic Listening. This stage in the process represents input and is a critical venue for language acquisition and retention. A baby hears many different things in the home, gradually the baby begins to *listen* to what he/she hears. As a result of the *input* provided through Basic Listening, the baby tries to repeat some of the language heard – this is represented by the second phase of the Process, Basic Speaking - the oral *output* stage of language acquisition.

As more language goes into a child's long-term memory, he/she begins to understand simple commands and phrases. This is a higher level of listening represented by the stage, Listening Comprehension. With the increase in vocabulary and sentence development, the child begins to explore the use of language through the next stage in the process, Creative Speaking. All of these steps in the Process reflect the natural sequence of language development.

The listening and speaking skill areas represent *true* language skills; most cultures, including Alaska Native cultures, never went beyond them to develop written forms. Oral traditions are inherent in the listening and speaking skills.

Many Native children entering kindergarten come from homes where language is used differently than in classic Western homes. This is not a value judgment of child rearing practices but a definite cross-cultural reality. Therefore, it is critical that the Native child be introduced to the *concepts* of reading and writing before ever dealing with them as skills areas. It is vital for the children to understand that reading and writing are *talk in print*.

The Developmental Language Process integrates the *real* language skills of listening and speaking with the related skills of reading and writing. At this stage in the Process, the children are introduced to the printed words for the first time. These abstract representations are now familiar, through the listening and speaking activities, and the relationship is formed between the words and language, beginning with Basic Reading.

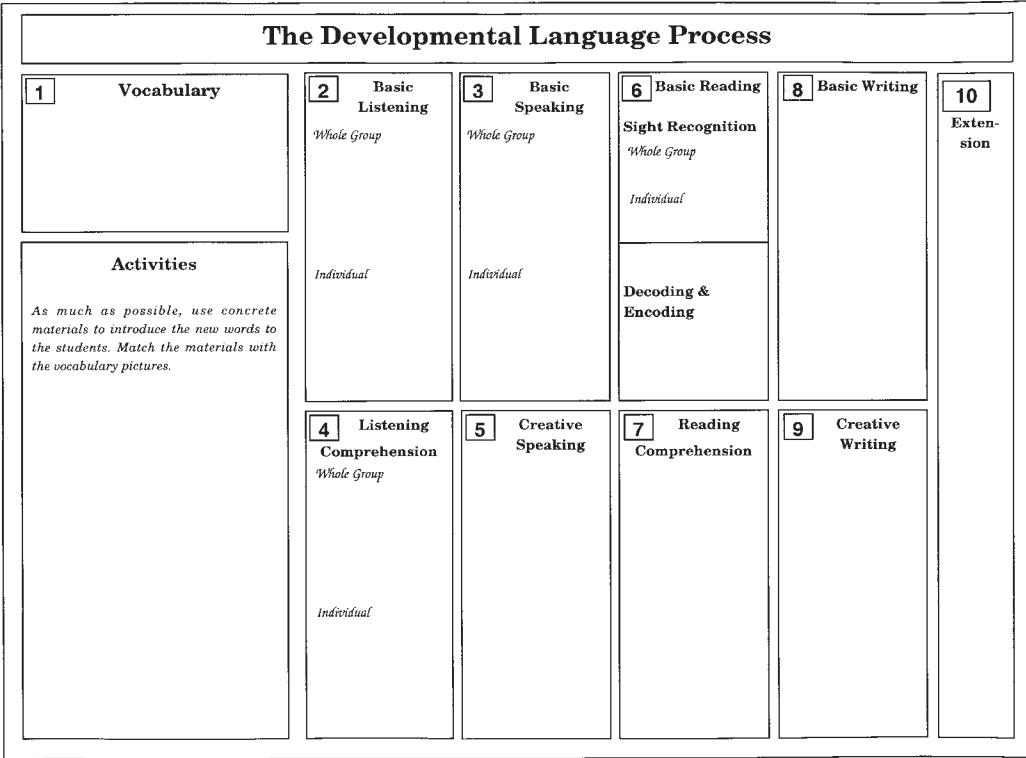
As more language goes into the children’s long-term memories, they begin to comprehend more of what they read, in Reading Comprehension.

Many Alaskan school attics are filled with reading programs that didn’t work – in reality, any of the programs would have worked had they been implemented through a language development process. For many Native children, the printed word creates angst, particularly if they are struggling with the reading process. Often, children are asked to read language they have never heard.

Next in the Process is Basic Writing, where the students are asked to write the key words. Finally, the most difficult of all the language skills, Creative Writing, asks the students to write sentences of their own, using the key words and language from their long-term memories.

A child’s ability to comprehend well in listening and reading, and to be creatively expressive in speaking and writing, is dependent upon how much language he/she has in long-term memory.

The Developmental Language Process is represented in this chart:



The Developmental Language Process for Teaching Tlingit, Haida, and Tsimshian Beginners

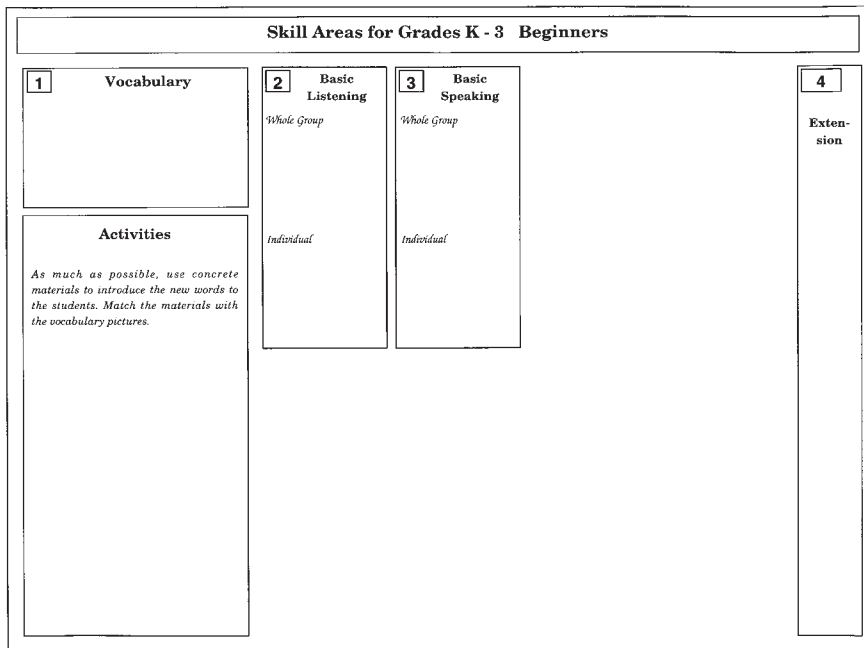
The Developmental Language Process can provide the structure and stages necessary for effective second language learning.

In this program, kindergarten to grade 3 use only Basic Listening and Basic Speaking - no printed forms of Tlingit, Haida, or Tsimshian are introduced. While some language instructors like to display Native text in the classroom, the students should not be asked to formally read them.

The printed forms of the key language content are introduced to the students in the grades 4 to 12 levels of the program.

Each unit of this program contains key vocabulary, a sentence structure, and a dialog. The key vocabulary are all used with the sentence structure and the sentence structure is integrated into the dialog.

Since this is a *beginners* program, designed for new learners of Tlingit, Haida, or Tsimshian, not all skills areas from the Developmental Language Process can be used. For kindergarten to grade 3, the following schema represents the skills to be included in the units:



For the language learners in grades 4 to 12, the following chart represents the language skills used in the program:

Skill Areas for Grades 4 - 12 Beginners					
Vocabulary	2 Basic Listening <i>Whole Group</i>	3 Basic Speaking <i>Whole Group</i>	4 Basic Reading Sight Recognition	5 Basic Writing	6 Extension
	<i>Individual</i>	<i>Individual</i>	Decoding & Encoding		
Activities <i>As much as possible, use concrete materials to introduce the new words to the students. Match the materials with the vocabulary pictures.</i>					

Each unit in this program contains ten lessons that employ a variety of activities related to the Developmental Language Process and include the key vocabulary, sentence, and dialog.


Separately, student support materials have been developed for each unit. These materials contain activities for Basic Listening, Basic Reading, and Basic Writing. In addition, an objectives-based assessment is included for each unit. This will give the language instructor indicators to chart the progress of the students as they go through the units.

Since Tlingit, Haida, and Tsimshian have many dialects, it is impossible to reflect all spellings in this program. Therefore, while the spellings of the Native language content have been reviewed many times by language specialists, it is not guaranteed that all spellings will match those of your area.

The Tsimshian language content is printed at a larger size than Tlingit or Haida to ensure that the italicized letters are clear.



Scope & Sequence

Month 1	Month 2	Month 3	Month 4	Month 5
<p style="text-align: right;">Unit 1</p> <p style="text-align: center;">Parts of My Body</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>	<p style="text-align: right;">Unit 3</p> <p style="text-align: center;">Types of Foods</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>	<p style="text-align: right;">Unit 5</p> <p style="text-align: center;">Types of Animals</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>	<p style="text-align: center;">Review</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Christmas</p>	<p style="text-align: right;">Unit 7</p> <p style="text-align: center;">Weather Forms</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>
<p style="text-align: right;">Unit 2</p> <p style="text-align: center;">My Family</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>	<p style="text-align: right;">Unit 4</p> <p style="text-align: center;">Parts of My Home</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>	<p style="text-align: right;">Unit 6</p> <p style="text-align: center;">Types of Birds</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>	<div style="text-align: center;">  </div>	<p style="text-align: right;">Unit 8</p> <p style="text-align: center;">Types of Clothing</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>

Month 6	Month 7	Month 8	Month 9	Month 10
<p style="text-align: center;">Unit 9</p> <p style="text-align: center;">Recreation</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>	<p style="text-align: center;">Unit 11</p> <p style="text-align: center;">Types of Transportation</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>	<p style="text-align: center;">Unit 13</p> <p style="text-align: center;">Land</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>	<p style="text-align: center;">Unit 15</p> <p style="text-align: center;">Types of Insects</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>	<p style="text-align: center;">Unit 17</p> <p style="text-align: center;">Review</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>
<p style="text-align: center;">Unit 10</p> <p style="text-align: center;">Buildings</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>	<p style="text-align: center;">Unit 12</p> <p style="text-align: center;">Water Forms</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>	<p style="text-align: center;">Unit 14</p> <p style="text-align: center;">Types of Plants</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>	<p style="text-align: center;">Unit 16</p> <p style="text-align: center;">Types of Fish</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>	<p style="text-align: center;">Unit 18</p> <p style="text-align: center;">Review</p> <p>K - Gd. 3: Language Skills:</p> <p><i>basic listening basic speaking ... using the key vocabulary & the unit's sentence.</i></p> <p>Gds. 4 - 12 Language Skills:</p> <p><i>basic listening basic speaking basic reading (sight recog. and Decoding/Encoding Basic Writing) ... using the key vocabulary & the unit's sentence.</i></p>



UNIT 1

Parts of My Body

Unit 1

My Body Parts - Tlingit

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

- ax shá** (my head)
- ax jín** (my hand)
- ax lú** (my nose)

Grades 1 - 3

- ax shá** (my head)
- ax jín** (my hand)
- ax lú** (my nose)
- ax gúk** (my ear)
- ax waak** (my eye)

Grades 4 - 6

- ax shá** (my head)
- ax jín** (my hand)
- ax lú** (my nose)
- ax gúk** (my ear)
- ax waak** (my eye)
- ax goosh** (my thumb)
- ax yá** (my face)
- ax daa** (my body)
- ax wóow** (my chest)

Grades 7 - 12

- ax shá** (my head)
- ax jín** (my hand)
- ax lú** (my nose)
- ax gúk** (my ear)
- ax waak** (my eye)
- ax goosh** (my thumb)
- ax yá** (my face)
- ax daa** (my body)
- ax wóow** (my chest)
- ax ooɣ** (my tooth)
- ax k'í** (my hip)
- ax tl'eik** (my finger)

Unit's Dialog

- a. **Goosú iyanéekw?** (Where do you hurt?)
- b. **Ax _____ yanéekw.** (My _____ hurts.)
- a. **Eesháan.** (Poor thing.)

Unit's Sentence

Ax _____ yanéekw. (My _____ hurts.)

Unit 1**My Body Parts - Haida****Kindergarten - Grade 3**

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary**Kindergarten**

dii kaj (my head)
 dii xyáay (my arm)
 dii k'ulúu (my leg)

Grades 1 - 3

dii kaj (my head)
 dii stláay (my hand)
 dii xyáay (my arm)
 dii k'ulúu (my leg)
 dii st'áay (my foot)

Grades 4 - 6

dii kaj (my head)
 dii stláay (my hand)
 dii xyáay (my arm)
 dii k'ulúu (my leg)
 dii st'áay (my foot)
 dii kún (my nose)
 dii gyúu (my ear)
 dii xángii (my eye)
 dii ts'áng (my tooth)

Grades 7 - 12

dii kaj (my head)
 dii stláay (my hand)
 dii xyáay (my arm)
 dii k'ulúu (my leg)
 dii st'áay (my foot)
 dii kún (my nose)
 dii gyúu (my ear)
 dii xángii (my eye)
 dii ts'áng (my tooth)
 dii t'áangal (my tongue)
 dii st'a k'ángii (my toe)
 dii stla k'ángii (my finger)

Unit's Dialog

- a. Gúus uu st'igang? (What hurts?)
 b. ___ uu st'igáng. (My ___ hurts.)
 a. K'ahngáa! (Poor thing!)

Unit's Sentence

_____ st'igáng. (My ___ hurts.)

Unit 1

My Body Parts - Tsimshian

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

'dmggowshu (my head)
 an'onu (my hand)
 'dsacku (my nose)

Grades 1 - 3

'dmggowshu (my head)
 an'onu (my hand)
 'dsacku (my nose)
 'dsmooyu (my ear)
 wileelu (my eye)

Grades 4 - 6

'dmggowshu (my head)
 an'onu (my hand)
 'dsacku (my nose)
 'dsmooyu (my ear)
 wileelu (my eye)
 moashu (my thumb)
 'dsalu (my face)
 tcka'moayu (my body)

Grades 7 - 12

'dmggowshu (my head)
 an'onu (my hand)
 'dsacku (my nose)
 'dsmooyu (my ear)
 wileelu (my eye)
 moashu (my thumb)
 'dsalu (my face)
 tcka'moayu (my body)
 ggaygu (my chest)
 'waanu (my tooth)
 waayu (my hip)
 gga'dsiwaldu (my finger)

Unit's Dialog

- a. Nda wil sheepgn? (Where do you hurt?)
- b. Sheepga _____. (My _____ hurts.)
- a. 'Guba gway'a. (Poor thing.)
- b. Oa. (Yes.)

Unit's Sentence

Sheepga _____. (My _____ hurts.)

Tlingit-Haida-Tsimshian As a Second Language

Theme: Parts of My Body

Lesson 1

Kindergarten - Grade 3

Motivation

Before the lesson begins, prepare a life-sized cut out of a person from mural paper. When the cut out is ready, cut all of the external body parts from the outline, leaving only the head in place. Tell the students you have brought your favorite cut out of a person to show them. Present the cut out; appear horrified to see that it is not complete. The students should tell you what is *missing*. Use this to introduce the external body parts.

Introduction

- Lay the cut out on the floor and present the external body parts that you cut off. Have the students place the body parts in their correct locations on the cut out.

Review the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the students the vocabulary pictures for this unit.

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Grade 4 - Grade 6

Motivation

Before the lesson begins, prepare a life-sized cut out of a person from mural paper. When the cut out is ready, cut all of the external body parts from the outline, leaving only the head in place. Tell the students you have brought your favorite cut out of a person to show them. Present the cut out; appear horrified to see that it is not complete. The students should tell you what is *missing*. Use this to introduce the external body parts.

Introduction

- Lay the cut out on the floor and present the external body parts that you cut off. Have the students place the body parts in their correct locations on the cut out.

Review the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the students the vocabulary pictures for this unit.

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Tlingit-Haida-Tsimshian As a Second Language

Theme: Parts of My Body

Lesson 1

Grade 7 - Grade 12

Motivation

Before the lesson begins, collect concrete materials associated with the external body parts - e.g., a *hat* for *head*, *socks* for *feet*, etc. Present the concrete materials to the students and have them tell you where they are worn. Use this to introduce the different external body parts to the students.

Introduction

- Mount a length of mural paper on the chalkboard. Draw a simple outline of a body, showing no external body parts. Have the students suggest the body parts that need to be added to the outline. When the outline is completed, review the external body parts with the students.

Review the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Prepare a vocabulary illustration for each of the words.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Vocabulary Chips**

Mount the vocabulary illustrations on the chalkboard. Place a number of blue and white poker chips in a container. Each student should reach into the container and remove four (4) chips. The remaining chips should be left in the container. When a student has his/her four chips, he/she should hold three of them in his/her hands and place one poker chip on his/her desk. Reach into the container and remove one of the poker chips. Call the colour of the poker chip you have removed from the container. All students in the class who have that colour of poker chip on their desks, must identify a vocabulary illustration you point to. Then, those students may place those poker chips to the side. When a student has placed a poker chip to the side in this way, he/she should then place another poker chip from his/her hand on his/her desk. Continue in this way until a student or students have no poker chips left on their desks or in their hands. This activity may be repeated a number of times.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

• The Running Story

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

• Wild Cars

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration for the vocabulary word you said.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight.

Grade 4 - Grade 6

Basic Listening

• The Running Story

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

• Balloon Volleyball

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

• The Disappearing Illustrations

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Continue, until all illustrations have been removed in this way.

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Then, remove another illustration from the chalkboard and the students should repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank chalkboard or until the students cannot remember the "missing illustrations."

- **What's The Date?**

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the students should identify a vocabulary illustration you show or he/she should repeat a sentence you said at the beginning of the round. However, if the date named by the student is a Saturday or Sunday, the student may "pass" to another player. Repeat until many students have responded.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flip of the Coin**

Provide each student with a penny. Keep one penny for yourself. Mount the vocabulary illustrations on the chalkboard. Have the students (gently) toss their pennies into the air. Each student should look to see which side of his/her penny is face-up. Toss your penny into the air in the same way. Call the side of your penny that is face-up. The students who have the same side of coin face-up must then identify (orally) a vocabulary illustration you point to. For example, if the "heads" side of your coin is face-up, the students who have "heads" showing on their coins must then orally identify the vocabulary illustration you point to. Repeat this process a number of times.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific word or sentence. Say a number of other words or sentences - eventually repeating the word or sentence you said at the beginning of the round. When the students hear that word or sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using a number of different vocabulary words or sentences.

- **Illustration Hold-Up**

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Grade 4 - Grade 6

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

- **Actions!**

Group the students together in front of you. Perform an action which represents one of the key vocabulary words. The students should say the vocabulary word for the action you perform. Repeat, using a different action for each vocabulary word.

- **Out of Order**

Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged. This activity may also be done in team form.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the sentence for this unit. Be certain that the students understand the meaning of the structure. Use the Unit's Sentence in the following activities.

Basic Listening

- **Roll 'Em Again Sam**

Provide each student with two flashcards. Each student should then write a number between 1 and 6 on each of his/her cards - one number per card. When the students' number cards are ready, toss two dice. Call the two numbers showing on the dice. Any student or students who have those two numbers on their number cards must then find a vocabulary illustration you name, using the unit's sentence (you may wish to have the vocabulary illustrations mounted on the chalkboard and numbered, for easy identification). The students may change number cards after each round of the activity.

Basic Speaking

- **Your Number Is Up!**

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to, using the unit's sentence for this unit. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using the unit's sentence. Continue in this way until all of the vocabulary words have been said a number of times.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **High Card Draw**

Distribute all of the cards from a deck of playing cards to the students (be certain that all students have the same number of cards). Call two students' names. Those two students must then select one card each from their cards. The two students should show the cards they have selected. The student who has the highest card must then identify a vocabulary illustration you show, using the unit's sentence. Then, the student should place that card to the side. For this activity, you may decide that "aces" are high or low. The value of jacks, queens, and kings can be the same (or, you may decide to give them specific values for this activity). If both students show cards of the same value, then both students should identify a vocabulary illustration you show, using the unit's sentence. Repeat until a student or students have no cards left.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **The Running Story**

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Ping Pong Cups**

Have two students stand about five feet apart. Give each student a styrofoam cup. Mount the vocabulary illustrations on the chalkboard and number each illustration. Place a ping pong ball in one of the player's cups. The students should then begin to toss the ping pong ball back and forth, catching it with their cups and tossing it from their cups. When a player loses the ball, he/she must identify an illustration on the chalkboard for a number you call. Repeat with other pairs of students until all have participated.

Grade 4 - Grade 6

Basic Listening

- **The Running Story**

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Government Vision**

Group the students in a circle. Have two students stand in the center of the circle with funnels. The two students should place the funnels over one of their eyes and cover their other eyes with one of their hands. The two students should look at the floor, through their funnels. Give the vocabulary illustrations to the students who are sitting in a circle. When you say "Go," the students should pass the illustrations around the circle in a clockwise direction. When you clap your hands, the students should stop passing the vocabulary illustrations. Say a sentence that contains one of the vocabulary words. The two students should then raise their heads and search the circle (through the funnels) to see who is holding the illustration for the vocabulary word that you said in the sentence. The first player to do this successfully wins the round. The "winner" should remain in the center of the circle until he/she is beaten. Repeat many times.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading

Sight Recognition

*Introduce the **sight words** to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities. Use the unit's sentence with the sight words.*

- **Running Story**

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

- **Sight Word Bingo**

Before the activity begins, prepare a stencil which contains the sight words. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

- **Deal!**

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students (if possible, arrange it so that all students have the same number of cards). Mount the sight words on the chalkboard. Hold a playing card from the other deck of cards against one of the sight words on the chalkboard. The student who has the matching playing card must identify the sight word. When the student has done this correctly, he/she should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Kindergarten - Grade 3

*Introduce the sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the Unit's Sentence in the following activities.*

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Guess My Number!**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Think of a number between one and twenty. Call upon individual students to guess the number you are thinking of. The student who guesses the correct number must then identify a vocabulary illustration by the number of the illustration you call, using the unit's sentence. Repeat this process, selecting different numbers for each round of the activity. The activity may be changed so that the students think (or write) numbers between one and twenty. In this case, you should try to guess the students' numbers. Whenever you guess a student's number correctly, he/she must then identify a vocabulary illustration you show him/her. A student may change his/her number after responding in this way.

Grade 4 - Grade 6

*Introduce the sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the Unit's Sentence in the following activities.*

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Guess My Number!**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Think of a number between one and twenty. Call upon individual students to guess the number you are thinking of. The student who guesses the correct number must then identify a vocabulary illustration by the number of the illustration you call, using the unit's sentence for this unit. Repeat this process, selecting different numbers for each round of the activity. The activity may be changed so that the students think (or write) numbers between one and twenty. In this case, you should try to guess the students' numbers. Whenever you guess a student's number correctly (or incorrectly), he/she must then identify a vocabulary illustration you show, using the unit's sentence. A student may change his/her number after responding in this way.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **One To Six**

Provide each student with two blank flashcards. Each student should write a number between 1 and 6 on each of his/her flashcards (one number per card). Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

- **Name of Fortune**

Before the activity begins, prepare a name card for each student in the class. Arrange the name cards in a circle on your desk. Place a bottle in the center of the circle. Mount the sight words on the chalkboard. Spin the bottle. When the bottle stops, call the student's name from the name card the bottle is pointing to. That student must then identify a sight word you point to on the chalkboard. Remove that student's card from the circle of name cards. Continue in this way until all of the name cards have been removed and until each student has responded.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the Unit's Sentence for the following activities.

Basic Listening

• Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit's sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit's sentence. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Your Number Is Up!

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to, using the unit's sentence for this unit. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities.

• Running Story

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words in the unit's sentence for this unit. Repeat this process until all of the sight words and unit's sentence have been said a number of times.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. The student should then use the sight word in the unit's sentence for this unit. Repeat until all players in each team have participated.

• Sight Word Bingo

Photocopy the Sight Word Bingo page from the Student Support Materials. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Sight Word Bingo**

Before the activity begins, prepare a stencil which contains the sight words. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Group Spell**

Group the students into two groups. Identify one group as "consonants" and the other group as "vowels." Say a sight word. Then, the students should spell the word - the students in the "consonant" group saying the consonants and the students in the "vowels" groups saying the vowels. The students should continue in this way until the sight word has been correctly spelled. Repeat with other sight words, switching the groups periodically during the activity.

- **Spell By Numbers**

Cut each of the sight words into its individual letters/syllables. Mount all of the cut out letters/syllables on the chalkboard, in a scattered form. Provide each student with writing paper and pen. Number each of the letter/syllables on the chalkboard. Say one of the sight words. Then, each student should write the numbers of the letters/syllables that make up the sight word you said. Repeat until all sight words have been "encoded" in this way. Afterwards, review the students' responses.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Kindergarten - Grade 3

Review the Unit's Sentence with the students. Use the Unit's Sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the **Unit's Sentence**. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her, using the **Unit's Sentence**. Repeat until most of the students have responded.

- **Whisper**

Group the students into two teams. Whisper the **Unit's Sentence** (which includes a vocabulary word from this unit) to the first player in each team. When you say "Go," the first player in each team must then whisper the sentence to the next player in his/her team. When the last player in the team hears the sentence, he/she must run to the front of his/her team and repeat the sentence orally. The first player to do this wins the round. Repeat this process until each student has responded orally.

Grade 4 - Grade 6

Basic Reading Sight Recognition

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **One To Six**

Provide each student with two blank flashcards. Each student should write a number between 1 and 6 on each of his/her flashcards (one number per card). Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

- **Funnel Words**

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

- **String Along**

Join all of the students together with string. The students need not move from their seats. Before tying the ends of the string together, insert a roll of tape over one of the ends of the string. Tie the ends of the string together. Turn your back to the students. The students should pass the roll of tape along the string as quickly as possible. When you clap your hands, the student left holding the tape must then identify a sight word you show him. Repeat this process until many students have responded and until all of the sight words have been correctly identified a number of times.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **How Many?**

Provide each student with five blank flash cards. Each student should write the numbers 1 to 9 on his/her cards (one number per card). Say one of the sight words and the students should hold up the number cards to show the number of letters/syllables in the word. Repeat this process with other sight words. Of course, if you have sight words that contain more than nine letters/syllables, it will be necessary to provide the students with more flashcards.

- **Right Or Wrong?**

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the Unit's Sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show using the unit's sentence for this unit. Repeat until many students have responded.

- **Illustration Concentration**

Prepare a photocopied set of vocabulary illustrations. Cut the photocopied illustrations in half. For this activity, you may wish to prepare extra copies of the vocabulary illustrations. Glue the halves to sheets of construction paper. Mix all of the cut up illustration halves on the floor, face down. Group the students around the illustration halves. Call upon a student to turn over one of the illustration halves. The student should show that illustration half to the other students. Then, he/she should turn over another illustration half. If the two halves go together to produce a vocabulary illustration, the student should identify the illustration by its vocabulary word in the unit's sentence and then keep the two halves. However, if the two halves do not go together to produce a vocabulary illustration, the student should replace both halves in their original locations on the floor. Continue in this way until all of the illustration halves have been correctly matched. The winning student or students are those with the greatest number of halves collected.

Grade 4 - Grade 6

Basic Reading

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading

Decoding/Encoding

- **Word Part Bingo**

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. Each student should cut out the letters/syllables from the words in his copy of the stencil. When a student has cut out all of the letters/syllables, he/she should hold all of the letters/syllables in one hand, placing one letter/syllable on his/her desk. Say a sight word. If a student's letter/syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that letter/syllable to the side. The student should then place another letter/syllable on his/her desk. Continue in this way until a student or students have no letters/syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the letters/syllables to the students.

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare closure cards for the sight words; omit letters and syllables. Provide each student with a closure card. Call upon the students to complete their words on the closure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Dash**

Group the students into two teams. Make two sets of dashes on the chalkboard - each set should be the same and should represent a sight word. When you say "Go," the first player in each team must rush to his/her set of dashes on the chalkboard. Each player must then write a sight word that fits the number of dashes. Accept any sight word that fits the dashes. The first player to do this correctly wins the round. Repeat with other sets of dashes until all students from each team have had an opportunity to participate.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the Unit's Sentence for the following activities.

Basic Listening

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific sentence (i.e., the unit's sentence with a vocabulary word). Say a number of other sentences - eventually repeating the sentence you said at the beginning of the round. When the students hear that sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using the Unit's Sentence with all of the vocabulary words.

Basic Speaking

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the unit's sentence and vocabulary word for the illustration. Repeat this process until all students have responded.

- **Squirrel In The Tree**

Group the students into pairs. Each student should interlock one elbow with his partner. Have one student be the "squirrel" and another the "fox." The object of the activity is for the fox to tag the squirrel. The squirrel may run away from the fox, eventually interlocking elbows with another student. When this happens, the other student in the pair (i.e., the "third man out") becomes the squirrel and must run from the fox. Mount the vocabulary illustrations on the chalkboard and number them. When the fox finally succeeds in tagging the squirrel, say an illustration number and the squirrel must say the vocabulary word for it. Repeat a number of times, changing the "squirrel" and "fox" for each new round of the activity.

Grade 4 - Grade 6

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Every Second Letter**

Write a sight word on the chalkboard, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the chalkboard and then write the sight word for it on their papers. Repeat using other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **What's Missing?**

Before the activity begins, prepare a page that contains clozure sentences - the sight words having been left out. Provide each student with a copy of the page. The students should read the clozure sentences carefully and then each student should write the vocabulary words in the sentences.

This activity may also be done in team form. In this case, write a clozure sentence on the chalkboard (omitting the sight word or words). Group the students into two teams. When you say "Go," the first player from each team must rush to the chalkboard and write the sight word(s) on the chalkboard that complete the sentence correctly. The first player to do this wins the round. Repeat until all players have had a chance to participate.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Cut a length of mural paper for each student - large enough for a tracing of the students. The students should trace one another. When the tracings are finished, have the students cut them out. If possible, take a polaroid picture of each student. Have the students tape their *faces* onto the heads of their cut outs. The students should then use illustrating supplies to add details to their cut outs. Display the completed cut outs in the classroom or hallway.
- Have a student sit in a chair beside the chalkboard (the student should sit with one of his/her sides facing the chalkboard). Place an overhead projector on a table on the other side of the student, facing the chalkboard. **Caution the student not to look into the light of the projector!** Tape a sheet of white paper to the chalkboard so that the student's silhouette can be seen. Trace the outline of the student's head on the white paper. Repeat with the other students. The students should then cut out their head tracings and glue them onto black paper. Display the *heads* in the classroom or hallway.
- Lay a large cut out of a person on the floor. Place concrete materials associated with the different body parts on the floor, beside the cut out. For example, *gloves* for *hands*, *hat* for *head*, etc. Have the students place all of the concrete materials in their correct locations on the cut out.

Prepare a sheet of small vocabulary illustrations, based on the key vocabulary words for this unit. Make a copy of the page for each student. The students should take the illustrations page home so that they can say the Tlingit/Haida/Tsimshian vocabulary words to the members of their families.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Cut a length of mural paper for each student - large enough for a tracing of the students. The students should trace one another. When the tracings are finished, have the students cut them out. If possible, take a polaroid picture of each student. Have the students tape their *faces* onto the heads of their cut outs. The students should then use illustrating supplies to add details to their cut outs. Also, the students should label the external body parts, covered in this unit. Display the completed cut outs in the classroom or hallway.
 - Have a student sit in a chair beside the chalkboard (the student should sit with one of his/her sides facing the chalkboard). Place an overhead projector on a table on the other side of the student, facing the chalkboard. **Caution the student not to look into the light of the projector!** Tape a sheet of white paper to the chalkboard so that the student's silhouette can be seen. Trace the outline of the student's head on the white paper. Repeat with the other students. The students should then cut out their head tracings and glue them onto black paper. Each student should label his/her head silhouette with (in Tlingit/Haida/Tsimshian) "My Head." Display the *heads* in the classroom or hallway.
 - Lay a large cut out of a person on the floor. Place concrete materials associated with the different body parts on the floor, beside the cut out. For example, *gloves* for *hands*, *hat* for *head*, etc. Have the students place all of the concrete materials in their correct locations on the cut out. Then, have the students place the sight word cards in their correct locations.
- Introduce and practice the Unit's dialog with the students.

Tlingit/haida/tsimshian-Haida-Tsimshian As a

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Assessment for this unit.

- Provide the students with old magazines and catalogs. Give each student art paper sheets, equal in number to the number of key vocabulary words introduced in this unit. The students should write one sight word on each of their art paper sheets. Then, the students should look through the magazines and catalogs for the major external body parts, introduced in this unit. The students should cut out the body parts and glue them on their correct pages. When a student's pages are filled, he/she should create a cover for the booklet and then staple it on the left hand side. The completed booklets can be shared with students in grades 4 to 6; they can be loaned to those classes as an addition to the students' reading centers.

- Have the students sit in pairs. Provide each pair with writing paper and a pen. Each pair of students should then create a dialog using the key vocabulary from this unit. When the students in each pair have created their dialogs, they should practice them with one another. When the students are ready, have each pair of students stand and say their dialog in front of the other students. Repeat until all pairs of students have participated.

Introduce and practice the Unit's **dialog** with the students.

Place all of the sight words from this unit in a box or envelope, labeled "Grades 7 - 12;" these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope. One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.

Additional Relevant SHI Resources

"Aadoo Sáwé Xát?" *Who Am I? Tlingit Culture and Language Thematic Unit*
http://www.sealaskaheritage.org/programs/language_and_culture_curriculum.htm
TPR (Total Physical Response) *Commands—Scope and Sequence*
Learning Tlingit Naturally

Beginning Tlingit Lesson 4

Lingít X'eínáx Sá

Lingít X'eínax Áx!



UNIT 2

My Family

Unit 2

My Family - Tlingit

Kindergarten - Grade 3

During this unit, the students will:

- 1. demonstrate an understanding of the unit's theme;
- 2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
- 3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

- 1. demonstrate an understanding of the unit's theme;
- 2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
- 3. say the key vocabulary words and the Unit's sentence;
- 4. recognize the printed forms of the key vocabulary words;
- 5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
- 6. write the key vocabulary words.

Key Vocabulary

Kindergarten

- ax tláa** (my mother)
- ax éesh** (my father)
- ax kéek'** (my younger sibling)

Grades 1 - 3

- ax tláa** (my mother)
- ax éesh** (my father)
- ax kéek'** (my younger sibling)
- ax éek'** (her brother)
- du dlaak'** (his sister)

Grades 4 - 6

- ax tláa** (my mother)
- ax éesh** (my father)
- ax kéek'** (my younger sibling)
- ax éek'** (her brother)
- du dlaak'** (his sister)
- haa léelk'w** (our grandparent)
- haa aat** (our paternal aunt)
- haa sáni** (our paternal uncle)
- du shátx** (her older sister)

Grades 7 - 12

- ax tláa** (my mother)
- ax éesh** (my father)
- ax kéek'** (my younger sibling)
- du éek'** (her brother)
- du dlaak'** (his sister)
- haa léelk'w** (our grandparent)
- haa aat** (our paternal aunt)
- haa sáni** (our paternal uncle)
- du shátx** (her older sister)
- du húnxw** (his older brother)
- du káak** (his maternal uncle)
- yadk'átsk'u** (boy)
- shaatk'átsk'u** (girl)

Unit's Dialog

- a. **Aadóo sáwé?** (Who is she?)
- b. _____ **áyá.** (This is _____.)
- a. **Wéit'aa ku.aa?** (And this one?)
- b. _____ **áyá** (And this one is my _____.)

Unit's Sentence

Ax _____ **áyá.** (This _____.)

Unit 2

My Family - Haida

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

díi aw (my mother)
díi ɕung (my father (m))
díi yáad (my father (f))

Grades 1 - 3

díi aw (my mother)
díi ɕung (my father (m))
díi yáad (my father (f))
díi náan (my grand-mother)
díi chan (my grand-father)

Grades 4 - 6

díi aw (my mother)
díi ɕung (my father (m))
díi yáad (my father (f))
díi náan (my grand-mother)
díi chan (my grand-father)
díi jáas (my sister (m))
díi dáa (my brother (f))
díi k'wáay (my older s/s sibling)

Grades 7 - 12

díi aw (my mother)
díi ɕung (my father (m))
díi yáad (my father (f))
díi náan (my grand-mother)
díi chan (my grand-father)
díi jáas (my sister (m))
díi dáa (my brother (f))
díi k'wáay (my older s/s sibling)
díi dúun (my younger s/s sibling)
díi náa (my maternal uncle)
díi s'naan (my paternal aunt)
díi gid (my child)

Unit's Dialog

- a. **Gíisd uu hal iijang?** (Who is he/she?)
 - b. **Hal _____ uu hal iijang.** (He/she is his/her ____.)
- a. **Gíisd uu hal iijang?** (Who is he/she?)
 - b. **Hal _____ uu hal iijang.** (He/she is his/her ____.)

Unit's Sentence

Gíisd uu hal iijang? (Who is he/she?)
Hal _____ uu hal iijang. (He/she is his/her ____.)

Unit 1

My Body Parts - Tsimshian

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

noayu (my mother)
nagwaadu (my father)
shu'pashm hlmkdeeyu
(my young brother/sister)

Grades 1 - 3

noayu (my mother)
nagwaadu (my father)
shu'pashm hlmkdeeyu
(my young brother/sister)
hlgaawgu (my sister)
n'dse'etsm
(our grandmother)

Grades 4 - 6

noayu (my mother)
nagwaadu (my father)
shu'pashm hlmkdeeyu
(my young brother/sister)
hlgaawgu (my sister)
n'dse'etsm
(our grandmother)
da'ashm (our aunt)
nabeebm (our uncle)
hlgaawgt (her/his sister)

Grades 7 - 12

noayu (my mother)
nagwaadu (my father)
shu'pashm hlmkdeeyu
(my young brother/sister)
hlgaawgu (my sister)
n'dse'etsm
(our grandmother)
da'ashm (our aunt)
nabeebm (our uncle)
hlgaawgt (her/his sister)
hlmkdeeyu
(my brother/sister)
(our grandmother)
wakyat
(his/her brother)
nabeebt (his/her uncle)
'yoota (boy/man)
hana'ack (girl/woman)

Unit's Dialog

- a. **Naadu gwee?** (Who is that?)
- b. _____ **gwee.** (That is my _____.)
- a. **Ada gwa'a?** (And this one?)
- b. **Ada** _____ **gwa'a.** (And this one is

Unit's Sentence

_____ **gwa'a.** (This is my _____.)

Tlingit-Haida-Tsimshian As A Second Language

Theme: My Family

Lesson 1

Kindergarten - Grade 3

Motivation

Before the lesson begins, place an item of baby's clothing in a box or bag. Tell the students that you have brought your favorite clothing item to show them. Remove the baby clothing from the container; the students should soon tell you that that clothing item is for a baby. Use this to introduce the members of a family.

Introduction

- Collect concrete materials that can be used to represent the different members of the family. This may include clothing items, tools, etc. Show each item to the students, calling upon them to suggest WHO might use each one.

Introduce the Tlingit/haida/Tsimshian vocabulary words for the items introduced above. Prepare a vocabulary illustration for each of the words.

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement.

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration; they should clap when you make a *mistake*. Repeat.

Grade 4 - Grade 6

Motivation

Before the lesson begins, place an item of baby's clothing in a box or bag. Tell the students that you have brought your favorite clothing item to show them. Remove the baby clothing from the container; the students should soon tell you that that clothing item is for a baby. Use this to introduce the members of a family.

Introduction

- Collect concrete materials that can be used to represent the different members of the family. This may include clothing items, tools, etc. Show each item to the students, calling upon them to suggest WHO might use each one.

Introduce the Tlingit/haida/Tsimshian vocabulary words for the items introduced above. Prepare a vocabulary illustration for each of the words.

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement.

Basic Speaking

- **Actions!**

Group the students together in front of you. Perform one of the actions from above. The students should say the vocabulary word for the action you perform. Repeat.

Tlingit-Haida-Tsimshian As A Second Language

Theme: My Family

Lesson 1

Grade 7 - Grade 12

Motivation

Before the lesson begins, place an item of baby's clothing in a box or bag. Tell the students that you have brought your favorite clothing item to show them. Remove the baby clothing from the container; the students should soon tell you that that clothing item is for a baby. Use this to introduce the members of a family.

Introduction

- Collect concrete materials that can be used to represent the different members of the family. This may include clothing items, tools, etc. Show each item to the students, calling upon them to suggest WHO might use each one.

Introduce the Tlingit/haida/Tsimshian vocabulary words for the members of the family. Prepare a vocabulary illustration for each of the words.

Basic Listening

- **Nod And Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **One To Six**

Provide each student with two blank flashcards. Each student should then write a number on each of his flashcards, between one and six - one number per card. When the students' number cards are ready, toss two dice and call the numbers showing. Any student or students who have those two numbers must then identify a vocabulary illustration you show. The students may exchange number cards periodically during this activity.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

• Mini Illustrations

Prepare a copy of the Mini Illustration sheet (from the back of this Unit) for each student. The students should cut out the illustrations. Say the key vocabulary words and the students should show the mini illustrations. Clip the mini illustrations together for use later in the Unit.

• Wild Cars

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration for the vocabulary word you said.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight.

Grade 4 - Grade 6

Basic Listening

• Mini Illustrations

Prepare a copy of the Mini Illustration sheet (from the back of this Unit) for each student. The students should cut out the illustrations. Say the key vocabulary words and the students should show the mini illustrations. Clip the mini illustrations together for use later in the Unit.

Basic Speaking

• Balloon Volleyball

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

• The Disappearing Illustrations

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Continue, until all illustrations have been removed in this way.

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

• Nod and Clap

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

• The Disappearing Illustrations

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Then, remove another illustration from the chalkboard and the students should repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank chalkboard or until the students cannot remember the "missing illustrations."

• What's The Date?

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the students should identify a vocabulary illustration you show or he/she should repeat a sentence you said at the beginning of the round. However, if the date named by the student is a Saturday or Sunday, the student may "pass" to another player. Repeat until many students have responded.

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Flip of the Coin

Provide each student with a penny. Keep one penny for yourself. Mount the vocabulary illustrations on the chalkboard. Have the students (gently) toss their pennies into the air. Each student should look to see which side of his/her penny is face-up. Toss your penny into the air in the same way. Call the side of your penny that is face-up. The students who have the same side of coin face-up must then identify (orally) a vocabulary illustration you point to. For example, if the "heads" side of your coin is face-up, the students who have "heads" showing on their coins must then orally identify the vocabulary illustration you point to. Repeat this process a number of times. (Styrofoam cups can be used to "shake" the coin for each round.)

Tlingit-Haida-Tsimshian As A Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific word or sentence. Say a number of other words or sentences - eventually repeating the word or sentence you said at the beginning of the round. When the students hear that word or sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using a number of different vocabulary words or sentences.

- **Mini Illustrations**

Prepare a copy of the Mini Illustration sheet (from the back of this Unit) for each student. The students should cut out the illustrations. Say the key vocabulary words and the students should show the mini illustrations. Clip the mini illustrations together for use later in the Unit.

Grade 4 - Grade 6

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

- **Actions!**

Group the students together in front of you. Perform an action which represents one of the key vocabulary words. The students should say the vocabulary word for the action you perform. Repeat, using a different action for each vocabulary word.

- **Out of Order**

Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged. This activity may also be done in team form.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 3

Grade 7 - Grade 12

*Introduce the **sentence** for this unit. Be certain that the students understand the meaning of the structure. Use the Unit Sentence in the following activities.*

Basic Listening

- **Roll 'Em Again Sam**

Provide each student with two flashcards. Each student should then write a number between 1 and 6 on each of his/her cards - one number per card. When the students' number cards are ready, toss two dice. Call the two numbers showing on the dice. Any student or students who have those two numbers on their number cards must then find a vocabulary illustration you name, using the unit's unit sentence (you may wish to have the vocabulary illustrations mounted on the chalkboard and numbered, for easy identification). The students may change number cards after each round of the activity.

Basic Speaking

- **Your Number Is Up!**

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to, using the unit sentence for this unit. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using the unit's unit sentence. Continue in this way until all of the vocabulary words have been said a number of times.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's unit sentence. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **High Card Draw**

Distribute all of the cards from a deck of playing cards to the students (be certain that all students have the same number of cards). Call two students' names. Those two students must then select one card each from their cards. The two students should show the cards they have selected. The student who has the highest card must then identify a vocabulary illustration you show, using the unit's unit sentence. Then, the student should place that card to the side. For this activity, you may decide that "aces" are high or low. The value of jacks, queens, and kings can be the same (or, you may decide to give them specific values for this activity). If both students show cards of the same value, then both students should identify a vocabulary illustration you show, using the unit sentence. Repeat until a student or students have no cards left.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific word or sentence. Say a number of other words or sentences - eventually repeating the word or sentence you said at the beginning of the round. When the students hear that word or sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using a number of different vocabulary words or sentences.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Ping Pong Cups**

Have two students stand about five feet apart. Give each student a styrofoam cup. Mount the vocabulary illustrations on the chalkboard and number each illustration. Place a ping pong ball in one of the player's cups. The students should then begin to toss the ping pong ball back and forth, catching it with their cups and tossing it from their cups. When a player loses the ball, he/she must identify an illustration on the chalkboard for a number you call. Repeat with other pairs of students until all have participated.

Grade 4 - Grade 6

Basic Listening

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific word or sentence. Say a number of other words or sentences - eventually repeating the word or sentence you said at the beginning of the round. When the students hear that word or sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using a number of different vocabulary words or sentences.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Ping Pong Cups**

Have two students stand about five feet apart. Give each student a styrofoam cup. Mount the vocabulary illustrations on the chalkboard and number each illustration. Place a ping pong ball in one of the player's cups. The students should then begin to toss the ping pong ball back and forth, catching it with their cups and tossing it from their cups. When a player loses the ball, he/she must identify an illustration on the chalkboard for a number you call. Repeat with other pairs of students until all have participated.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

*Introduce the **sight words** to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities. **Have the students use the Unit Sentence in their responses.***

- **Spin The Bottle**

Group the students in a circle. Place a bottle on the floor in the centre of the circle. Place the sight words on the floor. Have a student spin the bottle. When the bottle stops, the student it is pointing towards must find a sight word for a vocabulary illustration that you show (don't say the word). Repeat.

- **Sight Word Bingo**

Provide each student with a copy of the Sight Word Bingo stencil, from the back of this Unit. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

- **Deal!**

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students (if possible, arrange it so that all students have the same number of cards). Mount the sight words on the chalkboard. Hold a playing card from the other deck of cards against one of the sight words on the chalkboard. The student who has the matching playing card must identify the sight word. When the student has done this correctly, he/she should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

- **Activity Sheet(s)**

Refer to the Student Support Materials for Sight Recognition activity sheets.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 5

Kindergarten - Grade 3

Introduce the unit sentence for this unit. Be certain that the students understand the meaning of the structure. Use the Unit Sentence in the following activities.

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Guess My Number!**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Think of a number between one and twenty. Call upon individual students to guess the number you are thinking of. The student who guesses the correct number must then identify a vocabulary illustration by the number of the illustration you call, using the unit's unit sentence. Repeat this process, selecting different numbers for each round of the activity. The activity may be changed so that the students think (or write) numbers between one and twenty. In this case, you should try to guess the students' numbers. Whenever you guess a student's number correctly, he/she must then identify a vocabulary illustration you show him/her. A student may change his/her number after responding in this way.

Grade 4 - Grade 6

Introduce the unit sentence for this unit. Be certain that the students understand the meaning of the structure. Use the Unit Sentence in the following activities.

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Guess My Number!**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Think of a number between one and twenty. Call upon individual students to guess the number you are thinking of. The student who guesses the correct number must then identify a vocabulary illustration by the number of the illustration you call, using the unit sentence for this unit. Repeat this process, selecting different numbers for each round of the activity. The activity may be changed so that the students think (or write) numbers between one and twenty. In this case, you should try to guess the students' numbers. Whenever you guess a student's number correctly (or incorrectly), he/she must then identify a vocabulary illustration you show, using the unit sentence. A student may change his/her number after responding in this way.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **One To Six**

Provide each student with two blank flashcards. Each student should write a number between 1 and 6 on each of his/her flashcards (one number per card). Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

- **Name of Fortune**

Before the activity begins, prepare a name card for each student in the class. Arrange the name cards in a circle on your desk. Place a bottle in the center of the circle. Mount the sight words on the chalkboard. Spin the bottle. When the bottle stops, call the student's name from the name card the bottle is pointing to. That student must then identify a sight word you point to on the chalkboard. Remove that student's card from the circle of name cards. Continue in this way until all of the name cards have been removed and until each student has responded.

- **Activity Sheet(s)**

Refer to the Student Support Materials for Sight Recognition activity sheets.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 6

Kindergarten - Grade 3

Review the unit sentence with the students. Use the Unit Sentence for the following activities.

Basic Listening

•Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit sentence. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Your Number Is Up!

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to, using the unit sentence for this unit. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities. Have the students use the unit sentence in their responses.

• Nod and Clap

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. The student should then use the sight word in the unit sentence for this unit. Repeat until all players in each team have participated.

• Sight Word Bingo

Provide each student with a copy of the Sight Word Bingo stencil, from the back of this Unit. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Sight Word Bingo**

Provide each student with a copy of the Sight Word Bingo stencil, from the back of this Unit. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Group Spell**

Group the students into two groups. Identify one group as "consonants" and the other group as "vowels." Say a sight word. Then, the students should spell the word - the students in the "consonant" group saying the consonants and the students in the "vowels" groups saying the vowels. The students should continue in this way until the sight word has been correctly spelled. Repeat with other sight words, switching the groups periodically during the activity.

- **Spell By Numbers**

Cut each of the sight words into its individual letters/syllables. Mount all of the cut out letters/syllables on the chalkboard, in a scattered form. Provide each student with writing paper and pen. Number each of the letter/syllables on the chalkboard. Say one of the sight words. Then, each student should write the numbers of the letters/syllables that make up the sight word you said. Repeat until all sight words have been "encoded" in this way. Afterwards, review the students' responses.

- **Activity Sheet(s)**

Refer to the Student Activity Sheets for Encoding activities.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit sentence with the students. Use the Unit Sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her, using the unit sentence. Repeat until most of the students have responded.

- **Whisper**

Group the students into two teams. Whisper the unit sentence (which includes a vocabulary word from this unit) to the first player in each team. When you say "Go," the first player in each team must then whisper the sentence to the next player in his/her team. When the last player in the team hears the sentence, he/she must run to the front of his/her team and repeat the sentence orally. The first player to do this wins the round. Repeat this process until each student has responded orally.

Grade 4 - Grade 6

Basic Reading Sight Recognition

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **One To Six**

Provide each student with two blank flashcards. Each student should write a number between 1 and 6 on each of his/her flashcards (one number per card). Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

- **Funnel Words**

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

- **String Along**

Join all of the students together with string. The students need not move from their seats. Before tying the ends of the string together, insert a roll of tape over one of the ends of the string. Tie the ends of the string together. Turn your back to the students. The students should pass the roll of tape along the string as quickly as possible. When you clap your hands, the student left holding the tape must then identify a sight word you show him. Repeat this process until many students have responded and until all of the sight words have been correctly identified a number of times.

- **Activity Sheet(s)**

Refer to the Student Activity Sheets for Sight Recognition activities.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper. (The Sight Word Bingo words can be used for this activity.)

- **How Many?**

Provide each student with five blank flash cards. Each student should write the numbers 1 to 9 on his/her cards (one number per card). Say one of the sight words and the students should hold up the number cards to show the number of letters/syllables in the word. Repeat this process with other sight words. Of course, if you have sight words that contain more than nine letters/syllables, it will be necessary to provide the students with more flashcards.

- **Right Or Wrong?**

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

- **Activity Sheet(s)**

Refer to the Students Activity Sheets for Encoding activities.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit sentence with the students. Use the Unit Sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show using the unit sentence for this unit. Repeat until many students have responded.

- **Illustration Concentration**

Prepare a photocopied set of vocabulary illustrations. Cut the photocopied illustrations in half. For this activity, you may wish to prepare extra copies of the vocabulary illustrations. Glue the halves to sheets of construction paper. Mix all of the cut up illustration halves on the floor, face down. Group the students around the illustration halves. Call upon a student to turn over one of the illustration halves. The student should show that illustration half to the other students. Then, he/she should turn over another illustration half. If the two halves go together to produce a vocabulary illustration, the student should identify the illustration by its vocabulary word in the unit's unit sentence and then keep the two halves. However, if the two halves do not go together to produce a vocabulary illustration, the student should replace both halves in their original locations on the floor. Continue in this way until all of the illustration halves have been correctly matched. The winning student or students are those with the greatest number of halves collected.

Grade 4 - Grade 6

Basic Reading

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half an say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Activity Sheet**

Refer to the Students' Activity Sheets for Encoding activities.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading

Decoding/Encoding

- **Word Part Bingo**

Provide each student with a copy of the Sight Word Bingo page from the back of this Unit. Each student should cut out the syllables from the words in his/her copy of the stencil. When a student has cut out all of the syllables, he/she should hold all of the syllables in one hand, placing one syllable on his/her desk. Say a sight word. If a student's syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that syllable to the side. The student should then place another syllable on his/her desk. Continue in this way until a student or students have no syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the syllables to the students.

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Dash**

Group the students into two teams. Make two sets of dashes on the chalkboard - each set should be the same and should represent a sight word. When you say "Go," the first player in each team must rush to his/her set of dashes on the chalkboard. Each player must then write a sight word that fits the number of dashes. Accept any sight word that fits the dashes. The first player to do this correctly wins the round. Repeat with other sets of dashes until all students from each team have had an opportunity to participate.

- **Activity Sheet(s)**

Refer to the Students' Activity Sheets for Basic Writing activities.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit sentence with the students. Use the Unit Sentence for the following activities.

Basic Listening

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific sentence (i.e., the unit sentence with a vocabulary word). Say a number of other sentences - eventually repeating the sentence you said at the beginning of the round. When the students hear that sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using the Unit Sentence with all of the vocabulary words.

Basic Speaking

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the unit sentence and vocabulary word for the illustration. Repeat this process until all students have responded.

- **Squirrel In The Tree**

Group the students into pairs. Each student should interlock one elbow with his partner. Have one student be the "squirrel" and another the "fox." The object of the activity is for the fox to tag the squirrel. The squirrel may run away from the fox, eventually interlocking elbows with another student. When this happens, the other student in the pair (i.e., the "third man out") becomes the squirrel and must run from the fox. Mount the vocabulary illustrations on the chalkboard and number them. When the fox finally succeeds in tagging the squirrel, say an illustration number and the squirrel must say the vocabulary word for it. Repeat a number of times, changing the "squirrel" and "fox" for each new round of the activity.

Grade 4 - Grade 6

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Activity Sheet(s)**

Refer to the Students' Activity Sheets for Basic Writing activities.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Every Second Letter**

Write a sight word on the chalkboard, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the chalkboard and then write the sight word for it on their papers. Repeat using other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **What's Missing?**

Before the activity begins, prepare a page that contains clozure sentences - the sight words having been left out. Provide each student with a copy of the page. The students should read the clozure sentences carefully and then each student should write the vocabulary words in the sentences.

This activity may also be done in team form. In this case, write a clozure sentence on the chalkboard (omitting the sight word or words). Group the students into two teams. When you say "Go," the first player from each team must rush to the chalkboard and write the sight word(s) on the chalkboard that complete the sentence correctly. The first player to do this wins the round. Repeat until all players have had a chance to participate.

- **Activity Sheet(s)**

Refer to the Students' Activity Sheets for Basic Writing activities.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Criterion Referenced Assessment for this unit.

- Invite a resource person to make a presentation to the students about the traditional Native roles that members of the family played. The resource person should bring concrete materials (such as men's/women's tools) to enhance the presentation.
- Draw or cut out simple illustrations that show the different stages of growth - from baby to elder. The drawings should be mixed-up on the page. Provide each student with a copy of the page, a pair of scissors, glue and art paper. The students should cut out the illustrations and glue them on their art paper, in their correct order (from baby to elder). Display the students' work in the classroom or hallway.

or

- Provide each student with a sheet of art paper, scissors, glue and old magazines/catalogs. The students should find pictures that they can use to show the sequence from "baby" to "adult." The students should glue their pictures on their art paper - from youngest to oldest. Display the completed art.
- Introduce and practice the unit's **dialog** with the students. Be certain that the students understand the meanings of the sentences in the dialog. Practice the dialog in choral, group and individual forms.

Grade 4 - Grade 6

Extension Activities

Administer the Criterion Referenced Assessment for this unit.

- Invite a resource person to make a presentation to the students about the traditional Native roles that members of the family played. The resource person should bring concrete materials (such as men's/women's tools) to enhance the presentation.
- Provide each student with popsicle sticks, glue, art paper and scissors. The students should then cut out small circles of the art paper to create "heads" of their family members; they should glue the "heads" to the tops of the popsicle sticks. When finished, create a "families" display in the classroom or hallway.
- Provide each student with a sheet of art paper, scissors, glue and old magazines/catalogs. The students should find pictures that they can use to show the sequence from "baby" to "adult." The students should glue their pictures on their art paper - from youngest to oldest. Display the completed art.
- Introduce and practice the unit's **dialog** with the students. Be certain that the students understand the meanings of the sentences in the dialog. Practice the dialog in choral, group and individual forms.
- Prepare a copy of the dialog page (from the Students' Activity Sheets) for each student. The students should cut out the words at the bottom of the page. Show an illustration - the students must find that word, put it in the Unit Sentence in the dialog and then, say the dialog with you (you say the A parts and the students say the B parts).

Tlingit-Haida-Tsimshian As A Second Language

Lesson 10

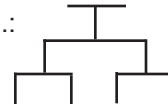
Grade 7 - Grade 12

Extension Activities

Administer the Criterion Referenced Assessment for this unit.

- Invite a resource person to make a presentation to the students about the traditional Native roles that members of the family played. The resource person should bring concrete materials (such as men's/women's tools) to enhance the presentation.

- Create the outline of a "family tree" on a sheet of paper. E.g.:



... you may wish to create two for each student - one for mothers and the other for fathers. The students should then plot their family trees, using the form - you may wish to have the students select their mother's clan for this activity. They should add the names of their relatives.

- Introduce and practice the unit's **dialog** with the students. Practice the **dialog** in choral, group and individual forms.

- Prepare a copy of the dialog page (from the Students' Activity Sheets) for each student. The students should cut out the words at the bottom of the page. Show an illustration - the students must find that word, put it in the Unit Sentence in the dialog and then, say the dialog with you (you say the A parts and the students say the B parts).

- Provide each student with a sheet of art paper, scissors, glue and old magazines/catalogs. The students should find pictures that they can use to show the sequence from "baby" to "adult." The students should glue their pictures on their art paper - from youngest to oldest. Display the completed art.

Other SHI Resources

"Aadoo Sáyá Xát" Who Am I? Tlingit Culture and Language Thematic Unit

http://www.sealaskaheritage.org/programs/language_and_culture_curriculum.htm

[Lingít X'eínáx Sá](#)

[Lingít X'eínax Áx](#)

[Beginning Tlingit](#) Lessons 2, 5

http://www.sealaskaheritage.org/programs/language_resources.htm



UNIT 3

Types of Food

Unit 3

Types of Food - Tlingit

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

héen (water)
xáat
 (salmon/fish)
cháayoo (tea)

Grades 1 - 3

héen (water)
xáat
 (salmon/fish)
cháayoo (tea)
sakwnéin
 (bread)
k'únts' (potato)

Grades 4 - 6

héen (water)
xáat (salmon/fish)
cháayoo (tea)
sakwnéin (bread)
k'únts' (potato)
saak (eulachen)
tléikw (berry/fruit)
dleey (meat)
s'ín (carrot)

Grades 7 - 12

héen (water)
xáat (salmon/fish)
cháayoo (tea)
sakwnéin (bread)
k'únts' (potato)
saak (eulachen)
tléikw (berry/fruit)
dleey (meat)
s'ín (carrot)
kóox (rice)
sukkudzi (beach asparagus)
at x'éeshi (dry fish)

Unit's Dialog

- a. **Daa sá i éet yan uwaháa?** (What is it that you are hungry for?)
- b. **_____ax éet yan uwaháa.** (I'm hungry for _____)
- b. **Wa.é ku.aa?** (What about you?)
- a. **_____ax éet yan uwaháa.** (I am hungry for _____.)

Unit's Sentence

_____ax éet yan uwaháa. (I am hungry for _____.)

Unit 3**Types of Food - Haida****Kindergarten - Grade 3***During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12*During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary**Kindergarten**

gándl (water)
 chíin (fish)
 sablíi (bread)

Grades 1 - 3

gándl (water)
 chíin (fish)
 sablíi (bread)
 sgúusiid (potato)
 sáaw (ooligan)

Grades 4 - 6

gándl (water)
 chíin (fish)
 sablíi (bread)
 sgúusiid (potato)
 sáaw (ooligan)
gáan (berry)
 chíin xiláa (dry fish)
 masmúus ki'ii (beef)

Grades 7 - 12

gándl (water)
 chíin (fish)
 sablíi (bread)
 sgúusiid (potato)
 sáaw (ooligan)
gáan (berry)
 chíin xiláa (dry fish)
 masmúus ki'ii (beef)
 xil kagan (Hudson Bay tea)
 sgwáagaan (sock-eye)
 satáw (grease)
 k'áy (apple)

Unit's Dialog

- a. Gúusg uu dág gudánggang? (What do you want?)
 b. _____g uu díi gudánggang. (I want ____.)
- b. Dág san gwaa? (You too, eh?)
 a. _____g uu díi gudánggang. (I want ____.)

Unit's Sentence

_____g uu díi gudánggang. (I want ____.)

Unit 3**Types of Food - Tsimshian****Kindergarten - Grade 3***During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12*During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary**Kindergarten**

aksh (water)
hoan (salmon/fish)
dee (tea)

Grades 1 - 3

aksh (water)
hoan (salmon/fish)
dee (tea)
anaay (bread)
shgoosheed (potato)

Grades 4 - 6

aksh (water)
hoan (salmon/fish)
dee (tea)
anaay (bread)
shgoosheed (potato)
'kawtsi (ooligan grease)
maay (berry/fruit)
shamee (meat)

Grades 7 - 12

aksh (water)
hoan (salmon/fish)
dee (tea)
anaay (bread)
shgoosheed (potato)
'kawtsi (ooligan grease)
maay (berry/fruit)
shamee (meat)
galot (carrot)
'gwilamacksh (Hudson Bay tea)
rice (meeyoob)
guunkshm hoan (dry fish)

Unit's Dialog

- a. **Goa hashackn dm gubn?** (What do you want to eat?)
- b. **Hashacku ndm guba** _____. (I want to eat _____.)
- c. **Adat 'nuun?** (And you?)
- d. **Hashacku ndm guba** _____. (I want to eat _____.)

Unit's Sentence

Hashacku ndm guba _____. (I want to eat _____.)

Tlingit-Haida-Tsimshian As A Second Language

Theme: Northern Foods

Lesson 1

Kindergarten - Grade 3

Motivation

Before the lesson begins, obtain two pieces of bread and a sock. Place the items in a container and tell the students that you are going to make your favorite sandwich. Place one slice of bread on a plate. Then, place the sock and the second slice of bread on top of the first slice. The students should soon tell you that you can't make a sandwich with a sock. Use this to introduce northern foods.

Introduction

- Collect samples of the different northern foods. Place each item on a plate. Have the students identify the food items and their sources.

Review the Tlingit/haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this unit.

Basic Listening

• Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement.

Grade 4 - Grade 6

Motivation

Before the lesson begins, obtain two pieces of bread and a sock. Place the items in a container and tell the students that you are going to make your favorite sandwich. Place one slice of bread on a plate. Then, place the sock and the second slice of bread on top of the first slice. The students should soon tell you that you can't make a sandwich with a sock. Use this to introduce northern foods.

Introduction

- Collect samples of the different northern foods. Place each item on a plate. Have the students identify the food items and their sources.

Review the Tlingit/haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this unit.

Basic Listening

• Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement.

Tlingit-Haida-Tsimshian As A Second Language

Theme: Northern Foods

Lesson 1

Grade 7 - Grade 12

Motivation

Place paper plates on a table and lay a sample of the different northern foods on each plate. Call upon the students to identify each of the food items. Have the students tell you where the foods come from and how they are prepared.

Introduction

- Mount a map of Alaska on the wall or chalkboard. Hold up one of the northern food samples; the students should tell you where that particular food is found in their area. Repeat this process, using the remaining northern food samples.

Review the Tlingit vocabulary words for the items introduced above. Show the vocabulary pictures from this unit.

Basic Listening

- **The Hidden Words**

Say a vocabulary word for the students. Tell the students to listen for that vocabulary word as you say a running story. Provide each student with writing paper and a pen. When the students hear the vocabulary word in the running story, they must make a check mark on their papers each time the word occurs. Depending upon the readiness of your students, you may wish to have them listen for two or three words. In this case, have the students make a check mark for one word, and a "X" and an "O" for the other words.

Basic Speaking

- **Clock That Word**

Before the activity begins, obtain a clock which has a seconds hand. Mount the clock in front of the classroom. Say a vocabulary word and then tell the students to listen for that word again. As the students listen for the word, they should watch the seconds hand of the clock. Say a number of words or a running story - eventually repeating the vocabulary word you named at the beginning of the activity. When the students hear the vocabulary word, they must note the position of the seconds hand on the clock. Repeat, using other vocabulary words or sentences which contain the vocabulary words.

- **Those Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard in a scattered form. Number each illustration. Stand behind the students and say one of the vocabulary words. The students should say the NUMBER of the illustration for that word. Practice this with other vocabulary words. Then, say a sequence of two or more words. The students should then say the *numbers* of the illustrations, in the same sequence. Repeat, using other sequences of vocabulary words.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

• The Running Story

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

• Wild Cars

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration for the vocabulary word you said.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight.

• Hop The Line

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific word or sentence. Say a number of other words or sentences - eventually repeating the word or sentence you said at the beginning of the round. When the students hear that word or sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using a number of different vocabulary words or sentences.

Grade 4 - Grade 6

Basic Listening

• The Running Story

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

• Balloon Volleyball

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

• The Disappearing Illustrations

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Continue, until all illustrations have been removed in this way.

• Illustration Jigsaw

Cut each of the vocabulary illustrations into four pieces. Mix the cut out pieces together and distribute them to the students (a student may have more than one illustration section). When you say "Go," the students should attempt to match the jigsaw sections they have to reproduce the original vocabulary illustrations. When the students put the necessary pieces of an illustration together, they should identify the illustration by its vocabulary word. Continue until all vocabulary illustrations have been put together and named in this way.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Then, remove another illustration from the chalkboard and the students should repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank chalkboard or until the students cannot remember the "missing illustrations."

- **What's The Date?**

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the students should identify a vocabulary illustration you show or he/she should repeat a sentence you said at the beginning of the round. However, if the date named by the student is a Saturday or Sunday, the student may "pass" to another player. Repeat until many students have responded.

- **Illustration Build-Up**

Mount the vocabulary illustrations on the chalkboard. Point to two of the illustrations. The students should then say the vocabulary words for those two illustrations. Then, point to another illustration. The students should repeat the first two vocabulary words and then say the vocabulary word for the third illustration you pointed to. Continue in this way until the students lose the sequence of words. This activity may be repeated a number of times (changing the sequence of illustrations for each round of the activity).

- **Illustration Outline**

Mount the vocabulary illustrations on the chalkboard. Draw a chalk outline around the sides of each illustration. Review the illustrations with the students. When an outline has been created for each illustration, remove the illustrations from the chalkboard (being certain to recall their original locations on the chalkboard). Number each of the outlines on the chalkboard. Then, say the number of one of the outlines and call upon a student to recall the vocabulary word for the illustration that goes with that outline. Repeat this process until all of the vocabulary words have been said by the students in this way.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Locomotive

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount an illustration on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four illustrations on the walls), they should step in that direction - while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step towards the illustrations as they are named.

• Stretch

Place the vocabulary illustrations on the floor, in a scattered form. The illustrations should be quite close together. Have a student stand beside the illustrations. Say a vocabulary word for one of the illustrations. The student should place his/her left foot on that illustration. Then, say other vocabulary words and the student must identify the correct illustrations with different parts of his/her body. You may wish to have two students participate in this process at the same time for added motivation.

Grade 4 - Grade 6

Basic Listening

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

• Actions!

Group the students together in front of you. Perform an action which represents one of the key vocabulary words. The students should say the vocabulary word for the action you perform. Repeat, using a different action for each vocabulary word.

• Out of Order

Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged. This activity may also be done in team form.

• Locomotive

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount an illustration on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four illustrations on the walls), they should step in that direction - while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step towards the illustrations as they are named.

• Stretch

Place the vocabulary illustrations on the floor, in a scattered form. The illustrations should be quite close together. Have a student stand beside the illustrations. Say a vocabulary word for one of the illustrations. The student should place his/her left foot on that illustration. Then, say other vocabulary words and the student must identify the correct illustrations with different parts of his/her body. You may wish to have two students participate in this process at the same time for added motivation.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the Unit's Sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Illustration Hold-Up**

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word, using the unit's sentence. Each student should then hold up the illustration for the sentence that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using its vocabulary word in the unit's sentence. Continue in this way until all of the vocabulary words have been said a number of times.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence(vocabulary word) for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

Numbered Boxes

Before the activity begins, prepare a stencil which contains a form that has approximately twenty (20) boxes. Number each box. Provide each student with a copy of the stencil. Each student should then shade in ten of the boxes in the form (any ten boxes). Call a student's name and then a number between one and twenty. The student should look on his/her form for the box which contains the number you called. If that box is shaded in, the student must then identify a vocabulary illustration you show him/her, using the unit's sentence. However, if the box is not shaded in, he/she may "pass" to the next player. You may wish to have the students exchange forms periodically during the activity.

- **Coloured Words**

Before the activity begins, identify specific colours of construction paper to represent the vocabulary words being studied. Introduce the strips of construction paper to the students - identifying the different colours with the vocabulary words. Mount the strips of construction paper on the chalkboard as they are introduced. Point to one of the strips and call upon the students to say the vocabulary word for it, using the unit's sentence. Repeat until all of the vocabulary words have been said a number of times in this way.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **The Running Story**

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the vocabulary word for the illustration. Repeat this process until all students have responded.

- **Bombs Away!**

Group the students close together in the center of the classroom. Make a masking tape line around the group of students. Toss a round, inflated balloon into the air above the students. The object of the activity is for the students to avoid being touched by the balloon as it lands. The students should not move outside of the masking tape line. When a student is touched by the balloon, he/she must then identify a vocabulary illustration you show him/her or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until all students have participated.

Grade 4 - Grade 6

Basic Listening

- **The Running Story**

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the vocabulary word for the illustration. Repeat this process until all students have responded.

- **Bombs Away!**

Group the students close together in the center of the classroom. Make a masking tape line around the group of students. Toss a round, inflated balloon into the air above the students. The object of the activity is for the students to avoid being touched by the balloon as it lands. The students should not move outside of the masking tape line. When a student is touched by the balloon, he/she must then identify a vocabulary illustration you show him/her or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until all students have participated.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading

Sight Recognition

Introduce the sight words to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities. Use the unit's sentence with the sight words.

- **Running Story**

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

- **Sight Word Bingo**

Photocopy the Sight Word Bingo Page from the Student Support Materials. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

- **Deal!**

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students (if possible, arrange it so that all students have the same number of cards). Mount the sight words on the chalkboard. Hold a playing card from the other deck of cards against one of the sight words on the chalkboard. The student who has the matching playing card must identify the sight word. When the student has done this correctly, he/she should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

- **Flipped-Out**

Mount the sight word cards on the chalkboard. Give each student a penny. Keep one penny for yourself. The students should carefully toss their pennies into the air. Toss your penny into the air at the same time. Call the side of your coin that is showing (heads or tails). the students who have the same side of coin showing must stand and identify sight words that you point to. Repeat this process a number of times, having the students "flip" their coins for each new round.

- **Wild Balloon**

Before the activity begins, obtain a large balloon. Stand in front of the students, with the balloon. Inflate the balloon and hold its end shut. Have the sight word cards mounted on the chalkboard. Release the balloon. When the balloon lands, the student sitting closest to the balloon must then identify a sight word you show. Repeat this process until many students have responded.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 5

Kindergarten - Grade 3

Introduce the unit's sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Squirrel In The Tree**

Group the students into pairs. Each student should interlock one elbow with his partner. Have one student be the "squirrel" and another the "fox." The object of the activity is for the fox to tag the squirrel. The squirrel may run away from the fox, eventually interlocking elbows with another student. When this happens, the other student in the pair (i.e., the "third man out") becomes the squirrel and must run from the fox. Mount the vocabulary illustrations on the chalkboard and number them. When the fox finally succeeds in tagging the squirrel, say an illustration number and the squirrel must say the vocabulary word for it, using the unit's sentence. Repeat a number of times, changing the "squirrel" and "fox" for each new round of the activity.

Grade 4 - Grade 6

Introduce the unit's sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Squirrel In The Tree**

Group the students into pairs. Each student should interlock one elbow with his partner. Have one student be the "squirrel" and another the "fox." The object of the activity is for the fox to tag the squirrel. The squirrel may run away from the fox, eventually interlocking elbows with another student. When this happens, the other student in the pair (i.e., the "third man out") becomes the squirrel and must run from the fox. Mount the vocabulary illustrations on the chalkboard and number them. When the fox finally succeeds in tagging the squirrel, say an illustration number and the squirrel must say the vocabulary word for it, using the unit's sentence. Repeat a number of times, changing the "squirrel" and "fox" for each new round of the activity.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **One To Six**

Provide each student with two blank flashcards. Each student should write a number between 1 and 6 on each of his/her flashcards (one number per card). Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

- **Name of Fortune**

Before the activity begins, prepare a name card for each student in the class. Arrange the name cards in a circle on your desk. Place a bottle in the center of the circle. Mount the sight words on the chalkboard. Spin the bottle. When the bottle stops, call the student's name from the name card the bottle is pointing to. That student must then identify a sight word you point to on the chalkboard. Remove that student's card from the circle of name cards. Continue in this way until all of the name cards have been removed and until each student has responded.

- **The Longest Stick**

Before the activity begins, break a number of popsicle sticks into different lengths. Hold the popsicle sticks in one of your hands so that they all appear to be the same length. Have individual students remove the popsicle sticks from your hand. The student who receives the longest popsicle stick must then identify a sight word you show or point to. Repeat until many students have responded.

- **Activity Sheet - 1**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 6

Kindergarten - Grade 3

Review the Unit's Sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit's sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit's sentence. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Whisper

Group the students into two teams. Whisper a vocabulary word, using the unit's sentence, to the first player in each team. When you say "Go," the first player in each team must then whisper the sentence to the next player in his/her team. When the last player in the team hears the sentence, he/she must run to the front of his/her team and repeat it orally. The first player to do this wins the round. Repeat this process until each student has responded orally.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities.

• Running Story

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

• Sheet Pin Ball

Before the activity begins, obtain an old white sheet. Cut one hole in the sheet for each student (approximately one inch in diameter). Number each of the holes in the sheet with a felt pen. Mount the sight word cards on the chalkboard. Prepare number cards for the students that match the numbers on the sheet. Each student should have one number card. Have two students hold the sheet at opposite ends. Place a marble in the center of the sheet. The students should then cause the marble to roll around on the surface of the sheet, attempting to prevent it from falling through the holes. However, when the marble does fall through a hole in the sheet, call the number of that hole. The student who has the matching number card must identify a sight word you point to. Continue until each student has responded.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Sight Word Bingo**

Before the activity begins, prepare a stencil which contains the sight words. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Group Spell**

Group the students into two groups. Identify one group as "consonants" and the other group as "vowels." Say a sight word. Then, the students should spell the word - the students in the "consonant" group saying the consonants and the students in the "vowels" groups saying the vowels. The students should continue in this way until the sight word has been correctly spelled. Repeat with other sight words, switching the groups periodically during the activity.

- **First, Last, and Middle Match**

Prepare clozure cards using the key vocabulary words - print only the first and last letters of the words on the cards. For example, for the word "berries" you would write:

b _____ s

Write the main part of each word on flashcards that fit into the clozure cards, e.g. for the word "berries" you would write:

errie

Mount all of the clozure cards on the chalkboard. Lay the other flashcards on the floor in front of the chalkboard. Group the students into two teams. When you say "Go," the first player in each team must rush to the cards on the floor. Each player should select one of the cards and center it in its correct clozure card on the chalkboard. The first player to do this successfully wins the round. Repeat until all players in each team have participated. This activity can also be conducted as an activity sheet with the students.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the Unit's Sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her, using the unit's sentence. Repeat until a number of students have responded.

- **Illustration Concentration**

Prepare a photocopied set of vocabulary illustrations. Cut the photocopied illustrations in half. For this activity, you may wish to prepare extra copies of the vocabulary illustrations. Glue the halves to sheets of construction paper. Mix all of the cut up illustration halves on the floor, face down. Group the students around the illustration halves. Call upon a student to turn over one of the illustration halves. The student should show that illustration half to the other students. Then, he/she should turn over another illustration half. If the two halves go together to produce a vocabulary illustration, the student should identify the illustration by its vocabulary word, using the unit's sentence and then keep the two halves. However, if the two halves do not go together to produce a vocabulary illustration, the student should replace both halves in their original locations on the floor. Continue in this way until all of the illustration halves have been correctly matched. The winning student or students are those with the greatest number of halves collected.

Grade 4 - Grade 6

Basic Reading Sight Recognition

- **Funnel Words**

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

- **String Along**

Join all of the students together with string. The students need not move from their seats. Before tying the ends of the string together, insert a roll of tape over one of the ends of the string. Tie the ends of the string together. Turn your back to the students. The students should pass the roll of tape along the string as quickly as possible. When you clap your hands, the student left holding the tape must then identify a sight word you show him. Repeat this process until many students have responded and until all of the sight words have been correctly identified a number of times.

- **Calendar Bingo**

Before the activity begins, prepare a calendar page on a sheet of paper. Provide each student with a copy of the calendar page. Also, provide each student with 10 small markers. Each student should place the markers on different dates on the calendar page. Say a date from the calendar page. The student or students who have their markers on that date must identify sight words that you point to. The students may change the positions of their markers after each round of the activity. Repeat until all students have responded a number of times in this way.

- **Activity Sheet**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Word Build**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Right Or Wrong?**

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

- **Find The Parts**

Before the activity begins, prepare clozure word cards for the sight words being studied. Also, prepare letters/syllables cards for the letters/syllables you left out of the sight words. Mount the clozure word cards on the chalkboard. Lay the letters/syllables cards on the floor, under the chalkboard. Group the students into two teams. Say a sight word to the first player in each team. When you say "Go," the first player in each team must rush to the letters/syllables cards and identify the missing letters/syllables for the sight word you said. The first student to do this correctly wins the round. You may wish to say a different sight word to each of the two players so that each player has the opportunity to respond correctly. Repeat until all players have played.

- **Activity Sheet**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the Unit's Sentence for the following activities.

Basic Listening

• Nod and Clap

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

• Hand Tag

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show, using the unit's sentence. Repeat until many students have responded.

• Pass the Balloon

Group the students into two teams. Say a vocabulary word, using the unit's sentence. Give the first player in each team a round inflated balloon. When you say "Go," the students should pass the balloon from one to another using only their feet. When the last player in the team receives the balloon, he/she must repeat the sentence you said at the beginning of the round. The first team to do this wins the round. The last player from each team should then move to the first position in his/her team for the next round of the activity.

Grade 4 - Grade 6

Basic Reading Decoding/Encoding

• Half Time

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

• Find The Parts

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

• First, Last, and Middle Match

Prepare clozure cards using the key vocabulary words - print only the first and last letters of the words on the cards. For example, for the word "berries" you would write:

b _____ s

Write the main part of each word on flashcards that fit into the clozure cares, e.g. for the word "berries" you would write:

errie

Mount all of the clozure cards on the chalkboard. Lay the other flashcards on the floor in front of the chalkboard. Group the students into two teams. When you say "Go," the first player in each team must rush to the cards on the floor. Each player should select one of the cards and center it in its correct clozure card on the chalkboard. The first player to do this successfully wins the round. Repeat until all players in each team have participated. This activity can also be conducted as an activity sheet with the students.

• Activity Sheet

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Word Part Bingo**

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. Each student should cut out the letters/syllables from the words in his copy of the stencil. When a student has cut out all of the letters/syllables, he/she should hold all of the letters/syllables in one hand, placing one letter/syllable on his/her desk. Say a sight word. If a student's letter/syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that letter/syllable to the side. The student should then place another letter/syllable on his/her desk. Continue in this way until a student or students have no letters/syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the letters/syllables to the students.

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Activity Sheet**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the Unit's Sentence for the following activities.

Basic Listening

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific sentence (i.e., the Unit's Sentence with a vocabulary word). Say a number of other sentences - eventually repeating the sentence you said at the beginning of the round. When the students hear that sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using the Unit's Sentence with all of the vocabulary words.

Basic Speaking

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the Unit's Sentence and vocabulary word for the illustration. Repeat this process until all students have responded.

- **Your Number Is Up!**

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to, using the unit's sentence. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

Grade 4 - Grade 6

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Every Second Letter**

Write a sight word on the chalkboard, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the chalkboard and then write the sight word for it on their papers. Repeat using other sight words.

This activity may also be done in team form. In this case, have the incomplete words prepared on separate flash cards. Mount one of the cards on the chalkboard. When you say "Go," the first player from each team must rush to the chalkboard and write the sight word for it - adding all of the missing letters. Repeat until all players have participated.

- **Activity Sheet - 1**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Every Second Letter**

Write a sight word on the chalkboard, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the chalkboard and then write the sight word for it on their papers. Repeat using other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **Wrong!**

Provide each student with writing paper and a pen. Write the sight words on the chalkboard, purposely misspelling some of them. The students should write only those words that are misspelled, correcting the errors as they write the words. Afterwards, review the students' responses.

- **CV Spell**

Write one of the key vocabulary words on the chalkboard using the letter "c" for consonants and "v" for vowels. For example, the word "cat" would be written as "cvc." Provide the students with writing paper and pencils. The students should then write the vocabulary word that matches the c/v spelling on the chalkboard. Depending upon the readiness of your students, you may wish to have a master set of the sight word cards on display for the students to use as cues during the activity.

- **Activity Sheet - 1**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Blindfold a student. Have the student smell or taste one of the northern foods. The student should then tell you what the food is. Repeat, until all of the students have participated.
- Lay a length of mural paper on the floor and group the students around it. Obtain a small whole fish. Paint one side of the fish with a thick mixture of paint; have a student press the painted side of the fish on the mural paper to produce a fish print. Repeat until all of the students have created a fish print; you may wish to have different colors of paint available for this activity. Display the completed fish mural in the classroom or hallway.
- Lay all of the concrete materials from lesson one on the floor. The students should look carefully at the items. Then, have the students turn around. Quietly remove one of the items and place it in a box. Have the students turn around and raise their hands, when they feel that they can name the *missing* item. Repeat this process a number of times.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.

Prepare a sheet of small vocabulary illustrations, based on the key vocabulary words for this unit. Make a copy of the page for each student. The students should take the illustrations page home so that they can say the Tlingit/haida/Tsimshian vocabulary words to the members of their families.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Blindfold a student. Have the student smell or taste one of the northern foods. The student should then tell you what the food is. Repeat, until all of the students have participated.
- Lay a length of mural paper on the floor and group the students around it. Obtain a small whole fish. Paint one side of the fish with a thick mixture of paint; have a student press the painted side of the fish on the mural paper to produce a fish print. Repeat until all of the students have created a fish print; you may wish to have different colors of paint available for this activity. Have the students label the mural and display the completed fish mural in the classroom or hallway.
- Lay all of the concrete materials from lesson one on the floor. The students should look carefully at the items. Then, have the students turn around. Quietly remove one of the items and place it in a box. Have the students turn around and raise their hands, when they feel that they can name the *missing* item. Repeat this process a number of times.
- Give each student a sight word card from any unit covered thus far in the Heritage language program. Encourage each student to say a sentence of his/her own using the sight word.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Use the Dialog Activity Page from the Student Support Materials to review the dialog.

Prepare a list of the sight words from this unit for each student. The students should read the sight words with their families.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Assessment for this unit.

- Provide each student with art paper, blue yarn and glue. Each student should cut off lengths of the blue yarn; he/she should make a small circle of glue on the art paper. Then, the students should coil their blue yarn on the glue to represent a blueberry. The students should continue in this way until their art sheets are covered with yarn blueberries. You may wish to have the students glue lengths of green yarn between the berries to represent stems. Display the completed artwork.
- Collect all of the necessary ingredients to make fried bread. Demonstrate the making of fried bread to the students; call upon them to suggest what you should *do next*. When the mixture is ready, cook it in an electric fry pan so that the students can sample the finished product.
- Conduct a dictation of ten words chosen from units covered previously in the Heritage language program. The students should write the words that you say, on sheets of writing paper. When the dictation is over, review the students' results.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Use the Dialog Activity Page from the Student Support Materials to review the dialog.
- Invite a resource person to demonstrate to the students the methods used to prepare fish for drying. Arrange the presentation in advance so that the necessary concrete materials can be collected. You may wish to video tape the presentation so that it can be reviewed by the students later.

Review and practice **dialogs** from previous units, with the students. This can be done in choral, group and individual forms. For example, have two students stand and use a dialog with one another.

Place all of the sight words from this unit in a box or envelope, labeled "Grades 7 - 12;" these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope. One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.

Other SHI Resources

Tlingit Language and Culture Thematic Units

http://www.sealaskaheritage.org/programs/language_and_culture_curriculum.org.htm

Berries
Herring
Hooligan
Salmon
Plants

Beginning Tlingit Lesson 8

Lingít X'eináx Sá

Lingít X'einax Áx

http://www.sealaskaheritage.org/programs/language_resources.htm





UNIT 4

Parts of My Home

Unit 4**Parts of My Home****Kindergarten - Grade 3***During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12*During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary**Kindergarten**

t'aaká (floor)
t'aayá (wall)
shantú (upstairs)

Grades 1 - 3

t'aaká (floor)
t'aayá (wall)
shantú (upstairs)
hít ká (roof)
eetká (bedroom)

Grades 4 - 6

t'áa ká (floor)
t'áa yá (wall)
shantú (upstairs)
hít ká (roof)
eetká (bedroom)
kayaashí (porch)
kaxyee (ceiling)
x'aháat (door)
xaawagí (window)
áa yei akeech yé (living room)

Grades 7 - 12

t'áa ká (floor)
t'áa yá (wall)
shantú (upstairs)
hít ká (roof)
eetká (bedroom)
kayaashí (porch)
kaxyee (ceiling)
x'aháat (door)
xaawagí (window)
áa yei akeech yé (living room)
áa at kadus.ee yé (kitchen)
áa at duxa yé (dinning room)
áa at du.us'k'yé (wash room)

Unit's Dialog

- a. Goosú wé _____? (Where is the ___?)
 - b. Wéidu wé _____. (The _____ is over there.)
- a. Gunalchéesh. (Thank you.)
 - b. Aaá yak'éí. (Yes, that is fine.)

Unit's Sentence

Goosú wé _____? (Where is the _____?)

Unit 4**Parts of My Home - Haida****Kindergarten - Grade 3***During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12*During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary**Kindergarten****k'yuwáay** (the door)**xánjaangwaay** (the window)**náay stl'áng** (the floor)**Grades 1 - 3****k'yuwáay** (the door)**xánjaangwaay** (the window)**náay stl'áng** (the floor)**náay ka'án** (the ceiling)**náay ínggwsii** (the roof)**Grades 4 - 6****k'yuwáay** (the door)**xánjaangwaay** (the window)**náay stl'áng** (the floor)**náay ka'án** (the ceiling)**náay ínggwsii** (the roof)**tláng galáang náay** (the kitchen)**tíidaa náay** (the bedroom)**gáadaang náay** (the bathroom)**Grades 7 - 12****k'yuwáay** (the door)**xánjaangwaay** (the window)**náay stl'áng** (the floor)**náay ka'án** (the ceiling)**náay ínggwsii** (the roof)**tláng galáang náay** (the kitchen)**tíidaa náay** (the bedroom)**gáadaang náay** (the bathroom)**sánaa náay** (the living room)**akyásii** (the yard)**asásii** (the upstairs)**táwk'aanaay** (the garden)**Unit's Dialog**

- a. **Tl'áan uu ____?** (Where is ____?)
- b. **Wáatl'an uu íijang.** (It's over there.)
- b. **Dáa gw kéeng hlangaa?.** (Can you see it?)
- a. **Áang, HI kínggang.** (Yes, I see it..)

Unit's Sentence**Tl'áan uu ____?** (Where is ____?)

Unit 4**Parts of My Home - Tsimshian****Kindergarten - Grade 3***During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12*During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary**Kindergarten**

ha'liwaalcsh
(floor)
haahlggan (wall)
lacklacka (upstairs)

Grades 1 - 3

ha'liwaalcsh
(floor)
haahlggan (wall)
lacklacka (upstairs)
lack'oa waab (roof)
nwil lunoak (bed-room)

Grades 4 - 6

ha'liwaalcsh
(floor)
haahlggan (wall)
lacklacka (upstairs)
lack'oa waab (roof)
nwil lunoak (bed-room)
lu-tckal-lacka (ceiling)
likshoack (door)
'nakshuneeshg
(window)

Grades 7 - 12

ha'liwaalcsh
(floor)
haahlggan (wall)
lacklacka (upstairs)
lack'oa waab (roof)
nwil lunoak (bed-room)
lu-tckal-lacka (ceiling)
likshoack (door)
'nakshuneeshg
(window)
waab wun (living room)
gi'dsoan (closet)
waab goog
(kitchen)
waab tckoackg
(dining room)
'tsushgm waab
(bathroom)

Unit's Dialog

- a. **Ndayu** _____? (Where is the _____?)
- b. **Gwee wil shgu** _____. (The _____ is over there.)
- a. **'Doyckshn.** (Thank you.)
- b. **Oa, aam.** (Yes, that is fine.)

Unit's Sentence

Ndayu _____? (Where is the _____?)

Tlingit-Haida-Tsimshian As A Second Language

Theme: Parts of My Home

Lesson 1

Kindergarten - Grade 3

Motivation

Lay a sheet of tagboard on the floor and group the students around it. Have the students name the different rooms of a home. Use a large felt marker to make the rooms on the tagboard, as they are named. Continue until the *home* is completed. Use this to introduce the different rooms of a home.

Introduction

- Collect a concrete material associated with each of the rooms of a house, e.g. *fork* for *kitchen*, *pillow* for *bedroom*, etc. Show the items to the students and have them place them in their correct locations in the home outline, prepared above.

Review the Tlingit/haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement.

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration; they should clap when you make a *mistake*. Repeat a number of times.

Grade 4 - Grade 6

Motivation

Lay a sheet of tagboard on the floor and group the students around it. Have the students name the different rooms of a home. Use a large felt marker to make the rooms on the tagboard, as they are named. Continue until the *home* is completed. Use this to introduce the different rooms of a home.

Introduction

- Collect a concrete material associated with each of the rooms of a house, e.g. *fork* for *kitchen*, *pillow* for *bedroom*, etc. Show the items to the students and have them place them in their correct locations in the home outline, prepared above.

Review the Tlingit/haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement.

Basic Speaking

- **Actions!**

Group the students together in front of you. Perform one of the actions from above. The students should say the vocabulary word for the action you perform. Repeat, using all of the actions.

Tlingit-Haida-Tsimshian As A Second Language

Theme: Parts of My Home

Lesson 1

Grade 7 - Grade 12

Motivation

Lay the concrete materials that represent the different rooms of a home, on a table. Show each item to the students and call upon them to name the room(s) associated with each concrete material. Use this to introduce the *rooms of a home* to the students.

Introduction

- Before the lesson begins, prepare an outline of a home on tagboard (or use the outline from K-6). Tape a number of pictures of items in their correct rooms in the outline; however, tape pictures of items that don't belong in a home at all. Show the students the outline - have the students identify the pictures of things that *don't belong in a home*.

Review the Tlingit/haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

- **The Hidden Words**

Say a vocabulary word for the students. Tell the students to listen for that vocabulary word as you say a running story. Provide each student with writing paper and a pen. When the students hear the vocabulary word in the running story, they must make a check mark on their papers each time the word occurs. Depending upon the readiness of your students, you may wish to have them listen for two or three words. In this case, have the students make a check mark for one word, and a "X" and an "O" for the other words.

Basic Speaking

- **One To Six**

Provide each student with two blank flashcards. Each student should then write a number on each of his flashcards, between one and six - one number per card. When the students' number cards are ready, toss two dice and call the numbers showing. Any student or students who have those two numbers must then identify a vocabulary illustration you show. The students may exchange number cards periodically during this activity.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

• The Running Story

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

• Wild Cars

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration for the vocabulary word you said.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight.

Grade 4 - Grade 6

Basic Listening

• The Running Story

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

• Balloon Volleyball

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

• The Disappearing Illustrations

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Continue, until all illustrations have been removed in this way.

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Then, remove another illustration from the chalkboard and the students should repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank chalkboard or until the students cannot remember the "missing illustrations."

- **What's The Date?**

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the students should identify a vocabulary illustration you show or he/she should repeat a sentence you said at the beginning of the round. However, if the date named by the student is a Saturday or Sunday, the student may "pass" to another player. Repeat until many students have responded.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flip of the Coin**

Provide each student with a penny. Keep one penny for yourself. Mount the vocabulary illustrations on the chalkboard. Have the students (gently) toss their pennies into the air. Each student should look to see which side of his/her penny is face-up. Toss your penny into the air in the same way. Call the side of your penny that is face-up. The students who have the same side of coin face-up must then identify (orally) a vocabulary illustration you point to. For example, if the "heads" side of your coin is face-up, the students who have "heads" showing on their coins must then orally identify the vocabulary illustration you point to. Repeat this process a number of times.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific word or sentence. Say a number of other words or sentences - eventually repeating the word or sentence you said at the beginning of the round. When the students hear that word or sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using a number of different vocabulary words or sentences.

- **Illustration Hold-Up**

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Grade 4 - Grade 6

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

- **Actions!**

Group the students together in front of you. Perform an action which represents one of the key vocabulary words. The students should say the vocabulary word for the action you perform. Repeat, using a different action for each vocabulary word.

- **Out of Order**

Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged. This activity may also be done in team form.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the unit's sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Roll 'Em Again Sam**

Provide each student with two flashcards. Each student should then write a number between 1 and 6 on each of his/her cards - one number per card. When the students' number cards are ready, toss two dice. Call the two numbers showing on the dice. Any student or students who have those two numbers on their number cards must then find a vocabulary illustration you name, using the unit's sentence (you may wish to have the vocabulary illustrations mounted on the chalkboard and numbered, for easy identification). The students may change number cards after each round of the activity.

Basic Speaking

- **Your Number Is Up!**

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to, using the unit's sentence for this unit. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using the unit's sentence. Continue in this way until all of the vocabulary words have been said a number of times.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **High Card Draw**

Distribute all of the cards from a deck of playing cards to the students (be certain that all students have the same number of cards). Call two students' names. Those two students must then select one card each from their cards. The two students should show the cards they have selected. The student who has the highest card must then identify a vocabulary illustration you show, using the unit's sentence. Then, the student should place that card to the side. For this activity, you may decide that "aces" are high or low. The value of jacks, queens, and kings can be the same (or, you may decide to give them specific values for this activity). If both students show cards of the same value, then both students should identify a vocabulary illustration you show, using the unit's sentence. Repeat until a student or students have no cards left.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **The Running Story**

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Ping Pong Cups**

Have two students stand about five feet apart. Give each student a styrofoam cup. Mount the vocabulary illustrations on the chalkboard and number each illustration. Place a ping pong ball in one of the player's cups. The students should then begin to toss the ping pong ball back and forth, catching it with their cups and tossing it from their cups. When a player loses the ball, he/she must identify an illustration on the chalkboard for a number you call. Repeat with other pairs of students until all have participated.

Grade 4 - Grade 6

Basic Listening

- **The Running Story**

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Government Vision**

Group the students in a circle. Have two students stand in the center of the circle with funnels. The two students should place the funnels over one of their eyes and cover their other eyes with one of their hands. The two students should look at the floor, through their funnels. Give the vocabulary illustrations to the students who are sitting in a circle. When you say "Go," the students should pass the illustrations around the circle in a clockwise direction. When you clap your hands, the students should stop passing the vocabulary illustrations. Say a sentence that contains one of the vocabulary words. The two students should then raise their heads and search the circle (through the funnels) to see who is holding the illustration for the vocabulary word that you said in the sentence. The first player to do this successfully wins the round. The "winner" should remain in the center of the circle until he/she is beaten. Repeat many times.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading

Sight Recognition

*Introduce the **sight words** to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities. Use the unit's sentence with the sight words.*

- **Running Story**

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

- **Sight Word Bingo**

Before the activity begins, prepare a stencil which contains the sight words. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

- **Deal!**

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students (if possible, arrange it so that all students have the same number of cards). Mount the sight words on the chalkboard. Hold a playing card from the other deck of cards against one of the sight words on the chalkboard. The student who has the matching playing card must identify the sight word. When the student has done this correctly, he/she should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 5

Kindergarten - Grade 3

Introduce the sentence for this unit. Be certain that the students understand the meaning of the structure. Use the Unit's Sentence in the following activities.

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Guess My Number!

Mount the vocabulary illustrations on the chalkboard and number each illustration. Think of a number between one and twenty. Call upon individual students to guess the number you are thinking of. The student who guesses the correct number must then identify a vocabulary illustration by the number of the illustration you call, using the unit's sentence. Repeat this process, selecting different numbers for each round of the activity. The activity may be changed so that the students think (or write) numbers between one and twenty. In this case, you should try to guess the students' numbers. Whenever you guess a student's number correctly, he/she must then identify a vocabulary illustration you show him/her. A student may change his/her number after responding in this way.

Grade 4 - Grade 6

Introduce the unit's sentence for this unit. Be certain that the students understand the meaning of the structure. Use the Unit's Sentence in the following activities.

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Guess My Number!

Mount the vocabulary illustrations on the chalkboard and number each illustration. Think of a number between one and twenty. Call upon individual students to guess the number you are thinking of. The student who guesses the correct number must then identify a vocabulary illustration by the number of the illustration you call, using the unit's sentence for this unit. Repeat this process, selecting different numbers for each round of the activity. The activity may be changed so that the students think (or write) numbers between one and twenty. In this case, you should try to guess the students' numbers. Whenever you guess a student's number correctly (or incorrectly), he/she must then identify a vocabulary illustration you show, using the unit's sentence. A student may change his/her number after responding in this way.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **One To Six**

Provide each student with two blank flashcards. Each student should write a number between 1 and 6 on each of his/her flashcards (one number per card). Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

- **Name of Fortune**

Before the activity begins, prepare a name card for each student in the class. Arrange the name cards in a circle on your desk. Place a bottle in the center of the circle. Mount the sight words on the chalkboard. Spin the bottle. When the bottle stops, call the student's name from the name card the bottle is pointing to. That student must then identify a sight word you point to on the chalkboard. Remove that student's card from the circle of name cards. Continue in this way until all of the name cards have been removed and until each student has responded.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 6

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

•Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit's sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit's sentence. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Your Number Is Up!

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to, using the unit's sentence for this unit. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities.

• Running Story

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words in the unit's sentence for this unit. Repeat this process until all of the sight words and unit's sentence have been said a number of times.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. The student should then use the sight word in the unit's sentence for this unit. Repeat until all players in each team have participated.

• Sight Word Bingo

Photocopy the Sight Word Bingo page from the Student Support Materials. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Sight Word Bingo**

Before the activity begins, prepare a stencil which contains the sight words. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Group Spell**

Group the students into two groups. Identify one group as "consonants" and the other group as "vowels." Say a sight word. Then, the students should spell the word - the students in the "consonant" group saying the consonants and the students in the "vowels" groups saying the vowels. The students should continue in this way until the sight word has been correctly spelled. Repeat with other sight words, switching the groups periodically during the activity.

- **Spell By Numbers**

Cut each of the sight words into its individual letters/syllables. Mount all of the cut out letters/syllables on the chalkboard, in a scattered form. Provide each student with writing paper and pen. Number each of the letter/syllables on the chalkboard. Say one of the sight words. Then, each student should write the numbers of the letters/syllables that make up the sight word you said. Repeat until all sight words have been "encoded" in this way. Afterwards, review the students' responses.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her, using the unit's sentence. Repeat until most of the students have responded.

- **Whisper**

Group the students into two teams. Whisper the unit's sentence (which includes a vocabulary word from this unit) to the first player in each team. When you say "Go," the first player in each team must then whisper the sentence to the next player in his/her team. When the last player in the team hears the sentence, he/she must run to the front of his/her team and repeat the sentence orally. The first player to do this wins the round. Repeat this process until each student has responded orally.

Grade 4 - Grade 6

Basic Reading Sight Recognition

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **One To Six**

Provide each student with two blank flashcards. Each student should write a number between 1 and 6 on each of his/her flashcards (one number per card). Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

- **Funnel Words**

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

- **String Along**

Join all of the students together with string. The students need not move from their seats. Before tying the ends of the string together, insert a roll of tape over one of the ends of the string. Tie the ends of the string together. Turn your back to the students. The students should pass the roll of tape along the string as quickly as possible. When you clap your hands, the student left holding the tape must then identify a sight word you show him. Repeat this process until many students have responded and until all of the sight words have been correctly identified a number of times.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **How Many?**

Provide each student with five blank flash cards. Each student should write the numbers 1 to 9 on his/her cards (one number per card). Say one of the sight words and the students should hold up the number cards to show the number of letters/syllables in the word. Repeat this process with other sight words. Of course, if you have sight words that contain more than nine letters/syllables, it will be necessary to provide the students with more flashcards.

- **Right Or Wrong?**

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the Unit's Sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show using the unit's sentence for this unit. Repeat until many students have responded.

- **Illustration Concentration**

Prepare a photocopied set of vocabulary illustrations. Cut the photocopied illustrations in half. For this activity, you may wish to prepare extra copies of the vocabulary illustrations. Glue the halves to sheets of construction paper. Mix all of the cut up illustration halves on the floor, face down. Group the students around the illustration halves. Call upon a student to turn over one of the illustration halves. The student should show that illustration half to the other students. Then, he/she should turn over another illustration half. If the two halves go together to produce a vocabulary illustration, the student should identify the illustration by its vocabulary word in the unit's sentence and then keep the two halves. However, if the two halves do not go together to produce a vocabulary illustration, the student should replace both halves in their original locations on the floor. Continue in this way until all of the illustration halves have been correctly matched. The winning student or students are those with the greatest number of halves collected.

Grade 4 - Grade 6

Basic Reading

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading

Decoding/Encoding

- **Word Part Bingo**

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. Each student should cut out the letters/syllables from the words in his copy of the stencil. When a student has cut out all of the letters/syllables, he/she should hold all of the letters/syllables in one hand, placing one letter/syllable on his/her desk. Say a sight word. If a student's letter/syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that letter/syllable to the side. The student should then place another letter/syllable on his/her desk. Continue in this way until a student or students have no letters/syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the letters/syllables to the students.

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare closure cards for the sight words; omit letters and syllables. Provide each student with a closure card. Call upon the students to complete their words on the closure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Dash**

Group the students into two teams. Make two sets of dashes on the chalkboard - each set should be the same and should represent a sight word. When you say "Go," the first player in each team must rush to his/her set of dashes on the chalkboard. Each player must then write a sight word that fits the number of dashes. Accept any sight word that fits the dashes. The first player to do this correctly wins the round. Repeat with other sets of dashes until all students from each team have had an opportunity to participate.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific sentence (i.e., the unit's sentence with a vocabulary word). Say a number of other sentences - eventually repeating the sentence you said at the beginning of the round. When the students hear that sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using the Unit's Sentence with all of the vocabulary words.

Basic Speaking

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the unit's sentence and vocabulary word for the illustration. Repeat this process until all students have responded.

- **Squirrel In The Tree**

Group the students into pairs. Each student should interlock one elbow with his partner. Have one student be the "squirrel" and another the "fox." The object of the activity is for the fox to tag the squirrel. The squirrel may run away from the fox, eventually interlocking elbows with another student. When this happens, the other student in the pair (i.e., the "third man out") becomes the squirrel and must run from the fox. Mount the vocabulary illustrations on the chalkboard and number them. When the fox finally succeeds in tagging the squirrel, say an illustration number and the squirrel must say the vocabulary word for it. Repeat a number of times, changing the "squirrel" and "fox" for each new round of the activity.

Grade 4 - Grade 6

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Every Second Letter**

Write a sight word on the chalkboard, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the chalkboard and then write the sight word for it on their papers. Repeat using other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **What's Missing?**

Before the activity begins, prepare a page that contains clozure sentences - the sight words having been left out. Provide each student with a copy of the page. The students should read the clozure sentences carefully and then each student should write the vocabulary words in the sentences.

This activity may also be done in team form. In this case, write a clozure sentence on the chalkboard (omitting the sight word or words). Group the students into two teams. When you say "Go," the first player from each team must rush to the chalkboard and write the sight word(s) on the chalkboard that complete the sentence correctly. The first player to do this wins the round. Repeat until all players have had a chance to participate.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Lay a length of mural paper on the floor; divide the mural paper into the rooms of a house. Provide the students with old magazines and catalogs. The students should cut out pictures that represent the different rooms of a house. The students should glue their pictures in the correct locations on the mural paper. When the *home mural* is finished, display it in the classroom or hallway.
- Mix a number of *home* and *not home* related pictures together. Spread the pictures on the floor and group the students around them. Have pairs of students take turns sorting and classifying the pictures according to those that show rooms of a home and those that do not.
- If possible, prepare an audio tape of common sounds of the home (e.g., running water, *snoring*, cooking, etc.). Group the students together and play the tape for them; have the students identify the sounds and the rooms in which the activities would most likely occur.
- Introduce the dialog from this unit to the students. Practice the dialog with the students in choral, group and individual forms.

Prepare a sheet of small vocabulary illustrations, based on the key vocabulary words for this unit. Make a copy of the page for each student. The students should take the illustrations page home so that they can say the Tlingit/haida/Tsimshian vocabulary words to the members of their families.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Lay a length of mural paper on the floor; divide the mural paper into the rooms of a house. Provide the students with old magazines and catalogs. The students should cut out pictures that represent the different rooms of a house. The students should glue their pictures in the correct locations on the mural paper. When the *home mural* is finished, have the students prepare label cards, using the key vocabulary words from this unit. Display the mural and the labels in the classroom or hallway.
- Mix a number of *home* and *not home* related pictures together. Spread the pictures on the floor and group the students around them. Have pairs of students take turns sorting and classifying the pictures according to those that show rooms of a home and those that do not.
- If possible, prepare an audio tape of common sounds of the home (e.g., running water, *snoring*, cooking, etc.). Group the students together and play the tape for them; have the students identify the sounds and the rooms in which the activities would most likely occur.
- Introduce the dialog from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Use the Dialog Activity Page from the Student Support Materials to review the dialog with the students.

Prepare a list of the sight words from this unit. Make a copy for each student. The students should take the list home so that they can practice reading the words with their families.

Use vocabulary illustrations and sight words from previous Units to review Tlingit/haida/Tsimshian language content covered earlier in the program.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Assessment for this unit.

- Provide the students with illustrating materials and supplies. Each student should then create a detailed outline of his/her home - the outlines should show all of the rooms of the house, doors, windows, etc. When the students' artwork is finished, each student should mount his/her drawing on a sheet of black paper. Then, the students should create labels, using the key vocabulary from this unit, on small strips of white paper. The students should glue the labels on the black paper, around the drawings. The students should then glue lengths of yarn from the labels to the parts of the home that they represent. Display the students' work in the classroom or hallway.
- Provide the students with writing paper and pens/pencils. Select ten vocabulary words from units developed previously. Conduct a dictation with the students, using the ten words. The students should write the words as you say them. When the dictation is over, have individual students take turns writing the words on the chalkboard (one student for each word). The students should mark/correct their spellings.
- Introduce the **dialog** for this unit to the students. Begin by saying the "a" parts; the students say the "b" parts. Later, switch these and the students say the "a" parts and you say the "b" parts. Divide the class in half and have the two groups practice the dialog. When the students learn the dialog, have individuals in the class practice the dialog with one another.
- Use the Dialog Activity Page from the Student Support Materials to review the dialog with the students.
- Prepare a set of sight word cards for the students so that each student has one card. Call a student's name; that student should try to say a complete Tlingit/haida/Tsimshian sentence using the sentences/vocabulary words from previous units. Continue until each student has had an opportunity to create a sentence of his/her own. Understandably, the sentences may be very basic for those students who do not understand or speak Tlingit/haida/Tsimshian. Accept any sentences that make sense; if a student makes a grammatical mistake, merely repeat the sentence, making the change(s) so that the sentence is grammatically correct.

Place all of the sight words from this unit in a box or envelope, labeled "Grades 7 - 12;" these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope.

One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.

Other SHI Resources

http://www.sealaskaheritage.org/programs/language_resources.htm

My House
Classroom

Lingít X'einax Sá

Lingít X'einax Áx





UNIT 5

Types of Animals

Unit 5

Types of Animals - Tlingit

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

keitl (dog)
dóosh (cat)
xoots (brown bear)

Grades 1 - 3

keitl (dog)
dóosh (cat)
xoots (brown bear)
s´eek (black bear)
tsaa (seal)

Grades 4 - 6

keitl (dog)
dóosh (cat)
xoots (brown bear)
s´eek (black bear)
tsaa (seal)
taan (sea lion)
yáay (whale)
kéet (killewhale)

Grades 7 - 12

keitl (dog)
dóosh (cat)
xoots (brown bear)
s´eek (black bear)
tsaa (seal)
taan (sea lion)
yáay (whale)
kéet (killewhale)
guwakaan (deer)
gooch (wolf)
kanals´áak (squirrel)
xíxch´ (frog)

Unit's Dialog

- a. **Daa sá iyatéen?** (What is it you see?)
- b. _____ **áwé xaatéen.** (I see _____.)
- a. **Goosú wé** _____? (Where is the _____?)
- b. **Wéidu wé** _____. (_____ is over there.)

unit's sentence

- a. _____ **áwé xaatéen.** (_____ I see.)

Unit 5

Types of Animals - Haida

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

- x**a (dog)
- dúus** (cat)
- xúuj** (brown bear)

Grades 1 - 3

- x**a (dog)
- dúus** (cat)
- xúuj** (brown bear)
- táan** (black bear)
- xúud** (seal)

Grades 4 - 6

- x**a (dog)
- dúus** (cat)
- xúuj** (brown bear)
- táan** (black bear)
- xúud** (seal)
- kún** (whale)
- sgáan** (killer whale)
- k'áad** (deer)

Grades 7 - 12

- x**a (dog)
- dúus** (cat)
- xúuj** (brown bear)
- táan** (black bear)
- xúud** (seal)
- kún** (whale)
- sgáan** (killer whale)
- k'áad** (deer)
- gúuj** (wolf)
- k'ust'áan** (crab)
- hik'yáan k'ust'áan** (frog)
- skúl** (porpoise)

Unit's Dialog

- Gúus uu d^{ang} k^{ing}gang?** (What do you see?)
 - _____ uu Hl k^{ing}gang.** (I see _____ .)
- Tl'áan uu iijang?** (Where is it?)
 - Wáatl'an aa.** (Over there.)

Unit's Sentence

_____ uu Hl k^{ing}gang. (I see _____ .)

Unit 5 - Types of Animals - Tsimshian

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

hash (dog)
doosh (cat)
mashgm'ol (brown bear)

Grades 1 - 3

hash (dog)
doosh (cat)
mashgm'ol (brown bear)
'tu'utsgm ol (black bear)
uula (seal)

Grades 4 - 6

hash (dog)
doosh (cat)
mashgm'ol (brown bear)
'tu'utsgm ol (black bear)
uula (seal)
'deebn (sea lion)
hlbuun (whale)
'naackhl (killer whale)

Grades 7 - 12

hash (dog)
doosh (cat)
mashgm'ol (brown bear)
'tu'utsgm ol (black bear)
uula (seal)
'deebn (sea lion)
hlbuun (whale)
'naackhl (killer whale)
wun (deer)
gibaaw (wolf)
dushck (squirrel)
gganaow (frog)

Unit's Dialog

- a. **Goadu needsn?** (What is it you see?)
- b. **Needsu** _____. (I see.)
- a. **Ndayu** _____? (Where is the _____?)
- b. **Gwee wil shgu** _____. (_____ is over there.)

Unit's Sentence

Needsu _____. (I see the _____.)

Tlingit-Haida-Tsimshian As A Second Language

Theme: Types Of Animals

Lesson 1

Kindergarten - Grade 3

Motivation

Before the lesson begins, cut the shape of one of the animals from tagboard; tape the cut out to the chalkboard and cover it with a portion of mural paper. Group the students in front of you and pretend to notice *something* behind the paper on the board. Use a large black crayon to do a rubbing of the cut out - when the shape of the animal can be seen, have the students identify it. Use this to introduce the different land and water animals.

Introduction

- Collect concrete materials related to the different animals - e.g., hide/pelt samples, pieces of antler, items made from animal parts, etc. Introduce each item to the students, identify each animal associated with the items.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the family members introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. In addition to the body movements, you may wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

Grade 4 - Grade 6

Motivation

Before the lesson begins, cut the shape of one of the animals from tagboard; tape the cut out to the chalkboard and cover it with a portion of mural paper. Group the students in front of you and pretend to notice *something* behind the paper on the board. Use a large black crayon to do a rubbing of the cut out - when the shape of the animal can be seen, have the students identify it. Use this to introduce the different land and water animals.

Introduction

- Collect concrete materials related to the different animals - e.g., hide/pelt samples, pieces of antler, items made from animal parts, etc. Introduce each item to the students, identify each animal associated with the items.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the family members introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. In addition to the body movements, you may wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

Tlingit-Haida-Tsimshian As A Second Language

Theme: Types Of Animals

Lesson 1

Grade 7 - Grade 12

Motivation

Present concrete materials related to the animals to be introduced in this unit. When an item is presented, call upon the students to identify the animal(s) from which the materials come. Use this to introduce the different land and water animals found in the students' area.

Introduction

- Develop pictures of the land animals' *tracks*; show the tracks to the students, calling upon the students to identify the animal associated with each illustration.
- Before the lesson begins, prepare simple illustrations that show a very small portion of each animal, e.g. a tail, ears, a hoof, etc. Show each of the mini-illustrations to the students, calling upon them to identify the animal associated with each one.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

• Illustration Hold-Up

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

• Whose Name Is Up?

Provide each student with a blank flashcard. Each student should write his/her name on the flashcard. When the students' name cards are ready, collect them and mix them together. Then, redistribute them to the students. Each student should have another student's name card. Mount the vocabulary illustrations on the chalkboard. Call a student's name. That student should then say the name showing on the name card he/she has. It is *that* student who must identify a vocabulary illustration you point to. For example, if you call, "Henry," and Henry has Mary's name card, it is Mary who should respond. The motivation of this activity is that a student never knows when his/her name is going to be called. This activity may be repeated more than once by collecting, mixing and redistributing the name cards to the students.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

- **Wild Cars**

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration for the vocabulary word you said.

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight.

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Grade 4 - Grade 6

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight.

Basic Speaking

- **Balloon Volleyball**

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Continue, until all illustrations have been removed in this way.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Then, remove another illustration from the chalkboard and the students should repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank chalkboard or until the students cannot remember the "missing illustrations."

- **What's The Date?**

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the students should identify a vocabulary illustration you show or he/she should repeat a sentence you said at the beginning of the round. However, if the date named by the student is a Saturday or Sunday, the student may "pass" to another player. Repeat until many students have responded.

- **Balloon Volleyball**

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

- **Stick of Chance**

Before the activity begins, obtain four or five popsicle sticks. Break the popsicle sticks into different lengths. Hold the popsicle sticks in your hands so that they all appear to be the same length. Have individual students remove the sticks from your hands. The "winner" is the student who receives the longest stick; he/she must then identify a vocabulary illustration you point to or, repeat a sentence you said at the beginning of the round. Repeat this process until many students have responded in this way. Of course, the activity may be switched - the student who receives the shortest stick should respond.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

• Nod and Clap

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Flick

Give a student a flashlight. Say a vocabulary word. Tell the student to listen for that word. Say a number of words, eventually repeating the vocabulary word you said at the beginning of the round. The student should "flick" on his/her flashlight when he/she hears the vocabulary word. You may wish to insert the vocabulary word in a running story. This activity may also be done in team form. In this case, provide the first player in each team with a flashlight. The first player to turn his/her flashlight on at the correct time wins the round. Repeat until all players have played.

Grade 4 - Grade 6

Basic Listening

• Nod and Clap

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

• Actions!

Group the students together in front of you. Perform an action which represents one of the key vocabulary words. The students should say the vocabulary word for the action you perform. Repeat, using a different action for each vocabulary word.

• Out of Order

Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged. This activity may also be done in team form.

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Illustration Hold-Up**

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word, using the unit's sentence. Each student should then hold up the illustration for the sentence that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

- **Number What?**

Mount the vocabulary illustrations on the chalkboard. Number each illustration. Call one of the numbers and the students should identify the illustration with that number, using the key vocabulary word and the unit's sentence. Continue in this way until all of the vocabulary illustrations have been identified a number of times. To add "spice" to the activity, you may wish to say a simple oral math problem, the answer to which is equal to one of the numbers on the chalkboard. For example, you may say, "Six plus four, minus three, plus one." For this example, the answer would be "Eight." In this case, the students should identify the vocabulary illustration (using the unit's sentence) with the numeral "8" beside it. This activity may also be done in team form. The first player to solve the math problem and then to identify the illustration wins the round.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using the unit's sentence. Continue in this way until all of the vocabulary words have been said a number of times.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Colander**

Before the activity begins, obtain sheet of construction paper equal in size to the size of your vocabulary illustrations. Use a single hole punch to punch holes in the construction paper sheet. Place the construction paper sheet over one of the vocabulary illustrations. Hold the construction paper sheet and vocabulary illustration up so that the students can see them. The students should attempt to identify the vocabulary illustration from the parts they can see through the holes in the construction paper, using the unit's sentence. The first student to do this correctly, wins the round. This activity may also be done in team form. In this case, the first player to correctly identify the vocabulary illustration wins the round.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until many students have responded.

Grade 4 - Grade 6

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until many students have responded.

- **Illustration Build-Up**

Mount the vocabulary illustrations on the chalkboard. Point to two of the illustrations. The students should then say the vocabulary words for those two illustrations. Then, point to another illustration. The students should repeat the first two vocabulary words and then say the vocabulary word for the third illustration you pointed to. Continue in this way until the students lose the sequence of words. This activity may be repeated a number of times (changing the sequence of illustrations for each round of the activity).

Tlingit-Haida-Tsimshian As A Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

Introduce the sight words to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities.

- **Sight Word Bingo**

Provide each student with a copy of the sight word bingo stencil from the students' support materials. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

- **Deal!**

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students (if possible, arrange it so that all students have the same number of cards). Mount the sight words on the chalkboard. Hold a playing card from the other deck of cards against one of the sight words on the chalkboard. The student who has the matching playing card must identify the sight word. When the student has done this correctly, he/she should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

- **Balloon Volleyball**

Group the students into two teams. Have the two teams stand facing one another. Inflate a round balloon and tie its end shut. Toss the balloon to one of the teams. The players in that team should bounce the balloon to the players in the other team, in "volley ball" form. The students may not move their feet during this activity. The students should continue to bounce the balloon back and forth. When a team misses the balloon, all members in that team should identify a sight word that you show. Repeat until the players in both teams have identified a number of sight words.

- **Word Length**

Before the activity begins, cut a number of sight word cards into different lengths (e.g., 5 in., 15 cm., etc.). Place the sight word cards on the floor at one end of the classroom. Group the students into two teams at the other end of the classroom. Place two rulers on the floor beside the sight words. Say a different measurement to the first player in each team. When you say "Go," the first player in each team must rush to the sight word cards. Each player must then use the ruler to locate a sight word card that is the same length as the measurement you said. When a player has done this successfully, he/she should read the sight word on that card. Repeat until all players in each team have participated.

- **Activity Sheet(s)**

Have the students work on an activity sheet(s) from the students' support materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 5

Kindergarten - Grade 3

*Introduce the sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the unit's sentence in the following activities.*

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Run And Catch**

Group the students in a circle. Say a number to each student. Then, give each student a vocabulary illustration. Stand in the center of the circle with a small portion of tissue paper. When you say "Go," the students should pass the vocabulary illustrations around the circle in a clockwise direction. When you clap your hands, the students should stop passing the vocabulary illustrations around the circle. Call one of the students' numbers and toss the tissue paper into the circle at the same time. The student who has the number you called must orally identify the vocabulary illustration he/she has, using the unit's sentence, and then rush into the circle to catch the tissue paper before it hits the floor. Repeat this process until many students have responded.

Grade 4 - Grade 6

*Introduce the sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the unit's sentence in the following activities.*

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Run And Catch**

Group the students in a circle. Say a number to each student. Then, give each student a vocabulary illustration. Stand in the center of the circle with a small portion of tissue paper. When you say "Go," the students should pass the vocabulary illustrations around the circle in a clockwise direction. When you clap your hands, the students should stop passing the vocabulary illustrations around the circle. Call one of the students' numbers and toss the tissue paper into the circle at the same time. The student who has the number you called must orally identify the vocabulary illustration he/she has, using the unit's sentence, and then rush into the circle to catch the tissue paper before it hits the floor. Repeat this process until many students have responded.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **One To Six**

Provide each student with a copy of the "1-6" sheet from the back of this Unit. The students should cut out the numbers. Then, each student should place TWO number cards in front of him/her. Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

- **Name of Fortune**

Before the activity begins, prepare a name card for each student in the class. Arrange the name cards in a circle on your desk. Place a bottle in the center of the circle. Mount the sight words on the chalkboard. Spin the bottle. When the bottle stops, call the student's name from the name card the bottle is pointing to. That student must then identify a sight word you point to on the chalkboard. Remove that student's card from the circle of name cards. Continue in this way until all of the name cards have been removed and until each student has responded.

- **Activity Sheet - 1**

Prepare an activity sheet that contains small versions of the vocabulary illustrations and the sight words. The students must cut out the sight words and glue them beside their correct illustrations.

- **Activity Sheet(s)**

Have the students work on activity sheet(s) from the students' support materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 6

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit's sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit's sentence. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Match My Half

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the vocabulary word for the illustration, using the unit's sentence. Repeat this process until all students have responded.

• Road Maze

Outline a series of "roads" on the floor using masking tape or chalk. All of the roads should begin at the same place and end in the same general area. Place the vocabulary illustrations at the ends of the roads. Give two students toy cars. The students should place their cars at the START of the roads. When you say "Go," they should drive through the road system as quickly as they can to the vocabulary illustrations. The first player to park his/her car on one of the illustrations and to name it, using the unit's sentence, wins the round. Repeat with other pairs of players until all of the students have participated.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

• The Disappearing Word

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

• One To Six

Provide each student with a copy of the "1-6" sheet from the back of this Unit. The students should cut out the numbers. Then, each student should place TWO number cards in front of him/her. Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

• Activity Sheet(s)

Have the students work on activity sheet(s) from the students' support materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Sight Word Bingo**

Give the students their "sight word bingo words" used earlier in the Unit. Each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Group Spell**

Group the students into two groups. Identify one group as "consonants" and the other group as "vowels." Say a sight word. Then, the students should spell the word - the students in the "consonant" group saying the consonants and the students in the "vowels" groups saying the vowels. The students should continue in this way until the sight word has been correctly spelled. Repeat with other sight words, switching the groups periodically during the activity.

- **Where's That Syllable?**

Write a "syllables run on " on the chalkboard. To do this, write all of the syllables from the sight words in a mixed up sequence on the chalkboard - leaving no spaces between the syllables. Group the students into two teams. Say a sight word. When you say "Go," the first player in each team must rush to the chalkboard and circle a syllable that was heard in the word you said (any syllable contained in the word). Repeat until all players have played and until all of the sight words' syllables have been located.

- **Activity Sheet(s)**

Have the students work on activity sheet(s) from the students' support materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her, using the unit's sentence. Repeat until a number of students have responded.

Grade 4 - Grade 6

Basic Reading Sight Recognition

- **Funnel Words**

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

- **String Along**

Join all of the students together with string. The students need not move from their seats. Before tying the ends of the string together, insert a roll of tape over one of the ends of the string. Tie the ends of the string together. Turn your back to the students. The students should pass the roll of tape along the string as quickly as possible. When you clap your hands, the student left holding the tape must then identify a sight word you show him. Repeat this process until many students have responded and until all of the sight words have been correctly identified a number of times.

- **Sight Word Bingo**

Provide each student with a copy of the "sight word bingo words" from the students' support materials. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Right Or Wrong?**

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

- **Word Build**

Before the activity begins, prepare a number of extra copies of the word cards. Cut each of the words into its individual letters/syllables. Spread all of the cut out letters/syllables on the floor, face down. Group the students around the cut out word parts. Then, call upon a student to reach into the circle to remove one of the letters/syllables. The student should place the cut out part on the floor, in front of himself/herself. Then, the next student in the circle should repeat this process. The students should continue in this way until a student or students are able to use the cut out word parts they collected to create a sight word. The winner or winners are those students with the greatest number of sight words reproduced in this way.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show, using the unit's sentence. Repeat until many students have responded.

- **Feel The Number**

Mount the vocabulary illustrations on the chalkboard and number each one. Have a student stand, facing the illustrations. Stand behind the student and use your index finger to "write" one of the illustration numbers on his/her back. When the student feels the number, he/she should orally identify the illustration with that number, using the unit's sentence. This activity may also be done in team form. In this case, "write" one of the numbers on the back of the last player in each team. When you say "Go," the last player in each team should write the number on the back of the student in front of him/her, and so on. When the first player in each team feels the number, he must name the illustration with that number. The first team to do this wins the round. The first player in each team should move to the back of the team after each round of the activity.

Grade 4 - Grade 6

Basic Reading Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight and words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Word Build**

Before the activity begins, prepare a number of extra copies of the word cards. Cut each of the words into its individual letters/syllables. Spread all of the cut out letters/syllables on the floor, face down. Group the students around the cut out word parts. Then, call upon a student to reach into the circle to remove one of the letters/syllables. The student should place the cut out part on the floor, in front of himself/herself. Then, the next student in the circle should repeat this process. The students should continue in this way until a student or students are able to use the cut out word parts they collected to create a sight word. The winner or winners are those students with the greatest number of sight words reproduced in this way.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Word Part Bingo**

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. Each student should cut out the letters/syllables from the words in his copy of the stencil. When a student has cut out all of the letters/syllables, he/she should hold all of the letters/syllables in one hand, placing one letter/syllable on his/her desk. Say a sight word. If a student's letter/syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that letter/syllable to the side. The student should then place another letter/syllable on his/her desk. Continue in this way until a student or students have no letters/syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the letters/syllables to the students.

Basic Writing

Have the students use the unit's sentence with the Basic Writing activities.

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Silent Dictation**

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After "liping" the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students' responses.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific sentence (i.e., the unit's sentence with a vocabulary word). Say a number of other sentences - eventually repeating the sentence you said at the beginning of the round. When the students hear that sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using the Unit's Sentence with all of the vocabulary words.

Basic Speaking

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the unit's sentence and vocabulary word for the illustration. Repeat this process until all students have responded.

- **Squirrel In The Tree**

Group the students into pairs. Each student should interlock one elbow with his partner. Have one student be the "squirrel" and another the "fox." The object of the activity is for the fox to tag the squirrel. The squirrel may run away from the fox, eventually interlocking elbows with another student. When this happens, the other student in the pair (i.e., the "third man out") becomes the squirrel and must run from the fox. Mount the vocabulary illustrations on the chalkboard and number them. When the fox finally succeeds in tagging the squirrel, say an illustration number and the squirrel must say the vocabulary word for it, using the unit's sentence. Repeat a number of times, changing the "squirrel" and "fox" for each new round of the activity.

Grade 4 - Grade 6

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Silent Dictation**

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After "lipping" the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students' responses.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **What's Missing?**

Before the activity begins, prepare a page that contains clozure sentences - the sight words having been left out. Provide each student with a copy of the page. The students should read the clozure sentences carefully and then each student should write the vocabulary words in the sentences.

This activity may also be done in team form. In this case, write a clozure sentence on the chalkboard (omitting the sight word or words). Group the students into two teams. When you say "Go," the first player from each team must rush to the chalkboard and write the sight word(s) on the chalkboard that complete the sentence correctly. The first player to do this wins the round. Repeat until all players have had a chance to participate.

- **Meshy Words**

Write a "meshword" on the chalkboard. To create a meshword, use two word halves (from different words) together. Provide each student with writing paper and a pen. The students should look at the meshword you have written and attempt to identify the words from which the halves were chosen. Each student should then write those two sight words on his/her sheet of paper. Repeat this process with other meshwords.

This activity may be conducted in team form by writing a meshword on the chalkboard and having players from different teams attempting to write the sight words used to create the meshword. Repeat until all players in each team have had an opportunity to participate.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Lay a length of mural paper on the floor and group the students around it. Use a blue felt marker to draw a water line down the middle of the mural paper; use a brown marker to show a landscape at the top of the mural paper. Provide the students with illustrating supplies. The students should fill the mural paper with drawings of water and land animals. When the mural is finished, display it in the classroom or hallway.
- Give each student a portion of white art paper. The students should cut the shape of a bear from their portions of art paper. When a student's bear cut out is ready, give him/her a handful of sand. The students should then glue the sand to his/her bear cut out. When the *sandy bears* are finished, display them in the classroom or hallway.
- Lay a length of white mural paper on the floor. Give each student a portion of white candle. The students should use their white candles to draw water animals on the white mural paper. When the mural paper is full, *wash* it with a thin mixture of blue paint. Display the completed crayon-resist mural in the classroom or hallway.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.

Prepare a sheet of small vocabulary illustrations, based on the key vocabulary words for this unit. Make a copy of the page for each student. The students should take the illustrations page home so that they can say the Tlingit/Haida/Tsimshian vocabulary words to the members of their families.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Provide each student with art paper, string and glue. The students should make large outlines of the animals on their art paper. Then, they should glue the string over the outlines. Finally, the students should quickly paint the string and press another sheet of art paper over the string - this produces "string print animals."
 - Give each student a portion of white art paper. The students should cut the shape of a bear from their portions of art paper. When a student's bear cut out is ready, give him/her a handful of sand. The students should then glue the sand to his/her bear cut out. When the *sandy bears* are finished, display them in the classroom or hallway.
 - Lay a length of white mural paper on the floor. Give each student a portion of white candle. The students should use their white candles to draw water animals on the white mural paper. When the mural paper is full, *wash* it with a thin mixture of blue paint. Have the students prepare labels for the animals shown in the mural. Display the completed crayon-resist mural in the classroom or hallway, surrounded by the students' labels.
 - Give each student a sight word card from any unit covered thus far in the Heritage language program. Encourage each student to say a sentence of his/her own using the sight word.
 - Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
 - Use the **dialog activity page**, from the students' support materials, to practice the dialog with the students.
- Prepare a list of the sight words from this unit for each student. The students should read the sight words with their families.*

Tlingit-Haida-Tsimshian As A Second Language

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Assessment for this unit.

- Before the lesson begins, obtain information related to the different land and water animals introduced in this unit. Arrange the students in groups; assign an animal to each group. Provide each group with the information related to its animal; the students in each group must read the information that you provided and then, they must make a life-sized cut out of their animal, using mural paper. Provide the students with rulers, measuring tapes, illustrating supplies, etc. When the life-sized animals are ready, display them in the classroom or hallway.
- Introduce the **dialog** for this unit to the students. Begin by saying the “a” parts; the students say the “b” parts. Later, switch these and the students say the “a” parts and you say the “b” parts. Divide the class in half and have the two groups practice the dialog. When the students learn the dialog, have individuals in the class practice the dialog with one another.
- Use the **dialog activity page** to practice the dialog with the students.
- Give each student a sheet of white photocopy paper and a piece of chalk. The students should cover their papers with the chalk. When a student’s paper is covered with chalk, he/she should then cover the entire page with different colors of crayons. When the students’ pages are covered with crayon, each student should lay another sheet of white paper over the first page. Staple the two pages together for each student. Then, the students should use ball point pens to illustrate land/water animal scenes on the top white page. The students should fill-in details of their illustrations. When a student’s illustration is finished, separate the two pages for a *positive/negative* effect. Display the students’ art in the classroom or hallway.
- Prepare a set of sight word cards for the students so that each student has one card. Call a student’s name; that student should try to say a complete Tlingit/Haida/Tsimshian sentence using sentences and vocabulary words from previous units. Continue until each student has had an opportunity to create a sentence of his/her own. Understandably, the sentences may be very basic for those students who do not understand or speak Tlingit/Haida/Tsimshian. Accept any sentences that make sense; if a student makes a grammatical mistake, merely repeat the sentence, making the change(s) so that the sentence is grammatically correct.

Place all of the sight words from this unit in a box or envelope, labeled “Grades 7 - 12;” these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope. One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.

Other SHI Resources

http://www.sealaskaheritage.org/programs/language_resources.htm

Ocan Animals
Critters
Heen Taak
Phrase of the Week

http://www.sealaskaheritage.org/programs/language_and_culture_curriculum.htm

Sea Mammals Tlingit Language and Culture Thematic Unit

[Lingít X'eínáx Sá](#)

[Lingít X'eínax Áx](#)





UNIT 6

Types of Birds

Unit 6

Types of Birds - Tlingit

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

yéil (raven)
ch'áak' (eagle)
xík (puffin)

Grades 1 - 3

yéil (raven)
ch'áak' (eagle)
xík (puffin)
gáaxw (duck)
dóol (sandhill crane)

Grades 4 - 6

yéil (raven)
ch'áak' (eagle)
xík (puffin)
gáaxw (duck)
dóol (sandhill crane)
kindachooneit (mallard)
t'aawák (goose)
x'éishx'w (blue jay)

Grades 7 - 12

yéil (raven)
ch'áak' (eagle)
xík (puffin)
gáaxw (duck)
dóol (sandhill crane)
kindachooneit (mallard)
t'aawák (goose)
x'éishx'w (blue jay)
ts'axweitl (crow)
kéidladi (seagull)
dzísk'w/tsísk'w (owl with ear tufts)
k'ákw (owl without ear tufts)

Unit's Dialog

- a. Daa sá wéix yaa ndakín (What is flying over there?)
- b. ____ áwé wéix yaa ndakín (____ is flying over there.)
- a. Héen kináak yaa ndakín. (It is flying over the water.)
- b. Aaá ____ xaatéen. (Yes, I see ____.)

Unit's Sentence

____ áwé wéix yaa ndakín (____ is flying over there.)

Unit 6

Types of Birds - Haida

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

yáahl (raven)
ts'áak' (adult eagle)
ǵúud (juvenile eagle)

Grades 1-3

yáahl (raven)
ts'áak' (adult eagle)
ǵúud (juvenile eagle)
xaa (mallard)
sk'in (seagull)

Grades 4-6

yáahl (raven)
ts'áak' (adult eagle)
ǵúud (juvenile eagle)
xaa (mallard)
sk'in (seagull)
dagdagdiyáa (hummingbird)
skáw (chicken)
hlk'yáan skáw (ptarmigan)

Grades 7-12

yáahl (raven)
ts'áak' (adult eagle)
ǵúud (juvenile eagle)
xaa (mallard)
sk'in (seagull)
dagdagdiyáa (hummingbird)
skáw (chicken)
hlk'yáan skáw (ptarmigan)
sgadang (sea pigeon)
kán sc̥id (robin)
hlgit'ún (goose)
tl'ánts'uud (jay)

Unit's Dialog

- a. **Gúus uu dǵng gudǵnggang?** (What do you hear?)
b. **___ uu Hl gudǵnggang.** (I hear a ____.)
b. **Dǵa san gw gudǵng?** (Do you hear a ____ too?)
a. **Áang, ___ Hl gudǵnggang.** (Yes, I hear ____.)

Unit's Sentence

___ Hl gudǵnggang. (I hear ____.)

Unit 6 - Types of Birds - Tsimshian

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

ggaagg (raven)
ckshgeeg (eagle)
'tsu'uts (bird)

Grades 1 - 3

ggaagg (raven)
ckshgeeg (eagle)
'tsu'uts (bird)
hou'ts (duck)
'kashkoosh (sand-hill crane)

Grades 4 - 6

ggaagg (raven)
ckshgeeg (eagle)
'tsu'uts (bird)
hou'ts (duck)
'kashkoosh (sand-hill crane)
nanaat (mallard)
hakk (goose)
gwishgwaash (blue jay)

Grades 7 - 12

ggaagg (raven)
ckshgeeg (eagle)
'tsu'uts (bird)
hou'ts (duck)
'kashkoosh (sand-hill crane)
nanaat (mallard)
hakk (goose)
gwishgwaash (blue jay)
'kaw'kaaw (crow)
ggagoom (seagull)
gwigwineeksh (owl)
p'ooack (barn owl)
gilakyoa (robin)

Unit's Dialog

- a. **Goayu gipaigd da gwee?** (What is flying over there?)
- b. **Ahlgandee needst.** (I don't see it.)
- a. **Yagwa gipaigd da lackoa aksh.** (It is flying over the water)
- b. **Oa, needsu _____.** (Yes, I see _____.)

Unit's Sentence

Yagwa gipaiga _____ da gwee. (_____ is flying over there.)

Tlingit-Haida-Tsimshian As a Second Language

Theme: Types Of Birds

Lesson 1

Kindergarten - Grade 3

Motivation

Before the lesson begins, draw an outline of a bird on white paper using a white candle. Use a paintbrush and a thin mixture of blue paint to "wash" the drawing; when the drawing can be seen, have the students identify it. Use this as an introduction to the different types of birds.

Introduction

- Collect concrete materials related to birds. Show the students the materials, asking them both literal and inferential questions about the items.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the family members introduced above. Show the vocabulary pictures for this Unit. .

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. In addition to the body movements, you may wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

Grade 4 - Grade 6

Motivation

Before the lesson begins, draw an outline of a bird on white paper using a white candle. Use a paintbrush and a thin mixture of blue paint to "wash" the drawing; when the drawing can be seen, have the students identify it. Use this as an introduction to the different types of birds.

Introduction

- Collect concrete materials related to birds. Show the students the materials, asking them both literal and inferential questions about the items.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the family members introduced above. Show the vocabulary pictures for this Unit.

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. In addition to the body movements, you may wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

Tlingit-Haida-Tsimshian As a Second Language

Theme: Types Of Animals

Lesson 1

Grade 7 - Grade 12

Motivation

Show the students concrete materials related to birds. Discuss each item with the students, asking both literal and inferential questions.

Introduction

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Prepare a vocabulary illustration for each of the words.

Basic Listening

- **Illustration Hold-Up**

Provide each student with a copy of the **mini-illustrations** page from the student support materials. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Then, remove another illustration from the chalkboard and the students should repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank chalkboard or until the students cannot remember the "missing illustrations."

- **Whose Name Is Up?**

Provide each student with a blank flashcard. Each student should write his/her name on the flashcard. When the students' name cards are ready, collect them and mix them together. Then, redistribute them to the students. Each student should have another student's name card. Mount the vocabulary illustrations on the chalkboard. Call a student's name. That student should then say the name showing on the name card he/she has. It is *that* student who must identify a vocabulary illustration you point to. For example, if you call, "Henry," and Henry has Mary's name card, it is Mary who should respond. The motivation of this activity is that a student never knows when his/her name is going to be called. This activity may be repeated more than once by collecting, mixing and redistributing the name cards to the students.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

• Nod and Clap

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

• Wild Cars

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration for the vocabulary word you said.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight.

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Grade 4 - Grade 6

Basic Listening

• Nod and Clap

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight.

Basic Speaking

• Balloon Volleyball

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

• The Disappearing Illustrations

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Continue, until all illustrations have been removed in this way.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Then, remove another illustration from the chalkboard and the students should repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank chalkboard or until the students cannot remember the "missing illustrations."

- **What's The Date?**

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the students should identify a vocabulary illustration you show or he/she should repeat a sentence you said at the beginning of the round. However, if the date named by the student is a Saturday or Sunday, the student may "pass" to another player. Repeat until many students have responded.

- **Balloon Volleyball**

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

- **Stick of Chance**

Before the activity begins, obtain four or five popsicle sticks. Break the popsicle sticks into different lengths. Hold the popsicle sticks in your hands so that they all appear to be the same length. Have individual students remove the sticks from your hands. The "winner" is the student who receives the longest stick; he/she must then identify a vocabulary illustration you point to or, repeat a sentence you said at the beginning of the round. Repeat this process until many students have responded in this way. Of course, the activity may be switched - the student who receives the shortest stick should respond.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

• Nod and Clap

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Flick

Give a student a flashlight. Say a vocabulary word. Tell the student to listen for that word. Say a number of words, eventually repeating the vocabulary word you said at the beginning of the round. The student should "flick" on his/her flashlight when he/she hears the vocabulary word. You may wish to insert the vocabulary word in a running story. This activity may also be done in team form. In this case, provide the first player in each team with a flashlight. The first player to turn his/her flashlight on at the correct time wins the round. Repeat until all players have played.

Grade 4 - Grade 6

Basic Listening

• Nod and Clap

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

• Actions!

Group the students together in front of you. Perform an action which represents one of the key vocabulary words. The students should say the vocabulary word for the action you perform. Repeat, using a different action for each vocabulary word.

• Out of Order

Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged. This activity may also be done in team form.

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit sentence in the following activities.

Basic Listening

- **Illustration Hold-Up**

Give the students their **mini illustrations** used earlier in this unit. Say a vocabulary word, using the unit sentence. Each student should then hold up the illustration for the sentence that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

- **Number What?**

Mount the vocabulary illustrations on the chalkboard. Number each illustration. Call one of the numbers and the students should identify the illustration with that number, using the key vocabulary word and the unit sentence. Continue in this way until all of the vocabulary illustrations have been identified a number of times. To add "spice" to the activity, you may wish to say a simple oral math problem, the answer to which is equal to one of the numbers on the chalkboard. For example, you may say, "Six plus four, minus three, plus one." For this example, the answer would be "Eight." In this case, the students should identify the vocabulary illustration (using the unit sentence) with the numeral "8" beside it. This activity may also be done in team form. The first player to solve the math problem and then to identify the illustration wins the round.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using the unit sentence. Continue in this way until all of the vocabulary words have been said a number of times.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit sentence. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Colander**

Before the activity begins, obtain sheet of construction paper equal in size to the size of your vocabulary illustrations. Use a single hole punch to punch holes in the construction paper sheet. Place the construction paper sheet over one of the vocabulary illustrations. Hold the construction paper sheet and vocabulary illustration up so that the students can see them. The students should attempt to identify the vocabulary illustration from the parts they can see through the holes in the construction paper, using the unit sentence. The first student to do this correctly, wins the round. This activity may also be done in team form. In this case, the first player to correctly identify the vocabulary illustration wins the round.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until many students have responded.

- **Mini Illustrations**

Give each student a copy of the mini illustrations page from the student support materials. The students should cut out the illustrations. Say a key word and all of the students should show its illustration. Repeat.

Grade 4 - Grade 6

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until many students have responded.

- **Mini Illustrations**

Give each student a copy of the mini illustrations page from the student support materials. The students should cut out the illustrations. Say a key word and all of the students should show its illustration. Repeat.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

Introduce the sight words to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities.

- **Sight Word Bingo**

Provide each student with a copy of the sight word bingo stencil from the students' support materials. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

- **Deal!**

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students (if possible, arrange it so that all students have the same number of cards). Mount the sight words on the chalkboard. Hold a playing card from the other deck of cards against one of the sight words on the chalkboard. The student who has the matching playing card must identify the sight word. When the student has done this correctly, he/she should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

- **Balloon Volleyball**

Group the students into two teams. Have the two teams stand facing one another. Inflate a round balloon and tie its end shut. Toss the balloon to one of the teams. The players in that team should bounce the balloon to the players in the other team, in "volley ball" form. The students may not move their feet during this activity. The students should continue to bounce the balloon back and forth. When a team misses the balloon, all members in that team should identify a sight word that you show. Repeat until the players in both teams have identified a number of sight words.

- **Word Length**

Before the activity begins, cut a number of sight word cards into different lengths (e.g., 5 in., 15 cm., etc.). Place the sight word cards on the floor at one end of the classroom. Group the students into two teams at the other end of the classroom. Place two rulers on the floor beside the sight words. Say a different measurement to the first player in each team. When you say "Go," the first player in each team must rush to the sight word cards. Each player must then use the ruler to locate a sight word card that is the same length as the measurement you said. When a player has done this successfully, he/she should read the sight word on that card. Repeat until all players in each team have participated.

- **Activity Sheet(s)**

Have the students work on an activity sheet(s) from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Kindergarten - Grade 3

*Introduce the sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the unit sentence in the following activities.*

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Run And Catch**

Group the students in a circle. Say a number to each student. Then, give each student a vocabulary illustration. Stand in the center of the circle with a small portion of tissue paper. When you say "Go," the students should pass the vocabulary illustrations around the circle in a clockwise direction. When you clap your hands, the students should stop passing the vocabulary illustrations around the circle. Call one of the students' numbers and toss the tissue paper into the circle at the same time. The student who has the number you called must orally identify the vocabulary illustration he/she has, using the unit sentence, and then rush into the circle to catch the tissue paper before it hits the floor. Repeat this process until many students have responded.

Grade 4 - Grade 6

*Introduce the sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the unit sentence in the following activities.*

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Run And Catch**

Group the students in a circle. Say a number to each student. Then, give each student a vocabulary illustration. Stand in the center of the circle with a small portion of tissue paper. When you say "Go," the students should pass the vocabulary illustrations around the circle in a clockwise direction. When you clap your hands, the students should stop passing the vocabulary illustrations around the circle. Call one of the students' numbers and toss the tissue paper into the circle at the same time. The student who has the number you called must orally identify the vocabulary illustration he/she has, using the unit sentence, and then rush into the circle to catch the tissue paper before it hits the floor. Repeat this process until many students have responded.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **One To Six**

Provide each student with a copy of the "1-6" sheet from the back of this Unit. The students should cut out the numbers. Then, each student should place TWO number cards in front of him/her. Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

- **Name of Fortune**

Before the activity begins, prepare a name card for each student in the class. Arrange the name cards in a circle on your desk. Place a bottle in the center of the circle. Mount the sight words on the chalkboard. Spin the bottle. When the bottle stops, call the student's name from the name card the bottle is pointing to. That student must then identify a sight word you point to on the chalkboard. Remove that student's card from the circle of name cards. Continue in this way until all of the name cards have been removed and until each student has responded.

- **Activity Sheet(s)**

Have the students work on activity sheet(s) from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Kindergarten - Grade 3

Review the unit sentence with the students. Use the unit sentence for the following activities.

Basic Listening

• Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit sentence. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Match My Half

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the vocabulary word for the illustration, using the unit sentence. Repeat this process until all students have responded.

• Road Maze

Outline a series of "roads" on the floor using masking tape or chalk. All of the roads should begin at the same place and end in the same general area. Place the vocabulary illustrations at the ends of the roads. Give two students toy cars. The students should place their cars at the START of the roads. When you say "Go," they should drive through the road system as quickly as they can to the vocabulary illustrations. The first player to park his/her car on one of the illustrations and to name it, using the unit sentence, wins the round. Repeat with other pairs of players until all of the students have participated.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

• The Disappearing Word

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

• One To Six

Provide each student with a copy of the "1-6" sheet from the back of this Unit. The students should cut out the numbers. Then, each student should place TWO number cards in front of him/her. Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

• Activity Sheet(s)

Have the students work on activity sheet(s) from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Sight Word Bingo**

Give the students their "sight word bingo words" used earlier in the Unit. Each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Group Spell**

Group the students into two groups. Identify one group as "consonants" and the other group as "vowels." Say a sight word. Then, the students should spell the word - the students in the "consonant" group saying the consonants and the students in the "vowels" groups saying the vowels. The students should continue in this way until the sight word has been correctly spelled. Repeat with other sight words, switching the groups periodically during the activity.

- **Where's That Syllable?**

Write a "syllables run on " on the chalkboard. To do this, write all of the syllables from the sight words in a mixed up sequence on the chalkboard - leaving no spaces between the syllables. Group the students into two teams. Say a sight word. When you say "Go," the first player in each team must rush to the chalkboard and circle a syllable that was heard in the word you said (any syllable contained in the word). Repeat until all players have played and until all of the sight words' syllables have been located.

- **Activity Sheet(s)**

Have the students work on activity sheet(s) from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit sentence with the students. Use the unit sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her, using the unit sentence. Repeat until a number of students have responded.

- **One To Six**

Provide each student with the 1-6 number cards from the student support materials. The students should cut out the number cards. Each student should then place TWO number cards on his/her desk. When the students' number cards are ready, toss two dice and call the numbers showing. Any student or students who have those TWO numbers must then identify a vocabulary illustration you show, using the unit's unit sentence. The students may change number cards periodically during this activity.

- **Rush In**

Group the students in a circle - sitting crossed-legged. Stand in the center of the circle with a balloon. Toss the balloon into the air and call a student's name. That student must rush into the circle to catch the balloon before it hits the floor; if the student does so, he/she may "pass." If the student misses the balloon, he/she should then say the unit sentence, using the vocabulary word for an illustration that you show. Repeat.

Grade 4 - Grade 6

Basic Reading Sight Recognition

- **Funnel Words**

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

- **String Along**

Join all of the students together with string. The students need not move from their seats. Before tying the ends of the string together, insert a roll of tape over one of the ends of the string. Tie the ends of the string together. Turn your back to the students. The students should pass the roll of tape along the string as quickly as possible. When you clap your hands, the student left holding the tape must then identify a sight word you show him. Repeat this process until many students have responded and until all of the sight words have been correctly identified a number of times.

- **Sight Word Bingo**

Provide each student with a copy of the "sight word bingo words" from the students' support materials. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Right Or Wrong?**

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

- **Word Build**

Before the activity begins, prepare a number of extra copies of the word cards. Cut each of the words into its individual letters/syllables. Spread all of the cut out letters/syllables on the floor, face down. Group the students around the cut out word parts. Then, call upon a student to reach into the circle to remove one of the letters/syllables. The student should place the cut out part on the floor, in front of himself/herself. Then, the next student in the circle should repeat this process. The students should continue in this way until a student or students are able to use the cut out word parts they collected to create a sight word. The winner or winners are those students with the greatest number of sight words reproduced in this way.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit sentence with the students. Use the unit sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show, using the unit sentence. Repeat until many students have responded.

- **Feel The Number**

Mount the vocabulary illustrations on the chalkboard and number each one. Have a student stand, facing the illustrations. Stand behind the student and use your index finger to "write" one of the illustration numbers on his/her back. When the student feels the number, he/she should orally identify the illustration with that number, using the unit sentence. This activity may also be done in team form. In this case, "write" one of the numbers on the back of the last player in each team. When you say "Go," the last player in each team should write the number on the back of the student in front of him/her, and so on. When the first player in each team feels the number, he must name the illustration with that number. The first team to do this wins the round. The first player in each team should move to the back of the team after each round of the activity.

Grade 4 - Grade 6

Basic Reading Decoding/Encoding

Have the students use the Unit Sentence with the Encoding activities.

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Word Build**

Before the activity begins, prepare a number of extra copies of the word cards. Cut each of the words into its individual letters/syllables. Spread all of the cut out letters/syllables on the floor, face down. Group the students around the cut out word parts. Then, call upon a student to reach into the circle to remove one of the letters/syllables. The student should place the cut out part on the floor, in front of himself/herself. Then, the next student in the circle should repeat this process. The students should continue in this way until a student or students are able to use the cut out word parts they collected to create a sight word. The winner or winners are those students with the greatest number of sight words reproduced in this way.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

Have the students use the Unit Sentence with the Encoding activities.

- **Word Part Bingo**

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. Each student should cut out the letters/syllables from the words in his copy of the stencil. When a student has cut out all of the letters/syllables, he/she should hold all of the letters/syllables in one hand, placing one letter/syllable on his/her desk. Say a sight word. If a student's letter/syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that letter/syllable to the side. The student should then place another letter/syllable on his/her desk. Continue in this way until a student or students have no letters/syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the letters/syllables to the students.

Basic Writing

Have the students use the Unit Sentence with the Basic Writing activities.

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Silent Dictation**

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After "liping" the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students' responses.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit sentence with the students. Use the unit sentence for the following activities.

Basic Listening

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific sentence (i.e., the unit sentence with a vocabulary word). Say a number of other sentences - eventually repeating the sentence you said at the beginning of the round. When the students hear that sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using the Unit Sentence with all of the vocabulary words.

Basic Speaking

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the unit sentence and vocabulary word for the illustration. Repeat this process until all students have responded.

- **Squirrel In The Tree**

Group the students into pairs. Each student should interlock one elbow with his partner. Have one student be the "squirrel" and another the "fox." The object of the activity is for the fox to tag the squirrel. The squirrel may run away from the fox, eventually interlocking elbows with another student. When this happens, the other student in the pair (i.e., the "third man out") becomes the squirrel and must run from the fox. Mount the vocabulary illustrations on the chalkboard and number them. When the fox finally succeeds in tagging the squirrel, say an illustration number and the squirrel must say the vocabulary word for it, using the unit sentence. Repeat a number of times, changing the "squirrel" and "fox" for each new round of the activity.

Grade 4 - Grade 6

Basic Writing

Have the students use the Unit Sentence with the Basic Writing activities.

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Silent Dictation**

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After "lipping" the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students' responses.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **What's Missing?**

Before the activity begins, prepare a page that contains clozure sentences - the sight words having been left out. Provide each student with a copy of the page. The students should read the clozure sentences carefully and then each student should write the vocabulary words in the sentences.

This activity may also be done in team form. In this case, write a clozure sentence on the chalkboard (omitting the sight word or words). Group the students into two teams. When you say "Go," the first player from each team must rush to the chalkboard and write the sight word(s) on the chalkboard that complete the sentence correctly. The first player to do this wins the round. Repeat until all players have had a chance to participate.

- **Meshy Words**

Write a "meshword" on the chalkboard. To create a meshword, use two word halves (from different words) together. Provide each student with writing paper and a pen. The students should look at the meshword you have written and attempt to identify the words from which the halves were chosen. Each student should then write those two sight words on his/her sheet of paper. Repeat this process with other meshwords.

This activity may be conducted in team form by writing a meshword on the chalkboard and having players from different teams attempting to write the sight words used to create the meshword. Repeat until all players in each team have had an opportunity to participate.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Provide the students with pipe cleaners and plasticine. The students should use their materials to create “birds” introduced in this unit. Arrange the completed birds on a display table in the classroom.

- Lay a length of white mural paper on the floor and group the students around it. Provide the students with portions of white candles. The students should then draw birds on the mural paper. When the mural paper is filled, “wash” it with a thin mixture of blue paint. Display the completed bird mural in the classroom or hallway.

- Provide each student with illustrating materials and supplies. Each student should draw the outline of a bird on his/her paper. When the students’ bird outlines are ready, they should fill the outlines with glue. Give each student an amount of feathers (e.g., from an old pillow). The students should quickly glue the feathers to the inside of their bird outlines. Display the completed bird pictures in the classroom or hallway.

- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.

Make a copy of the mini illustrations page for each student. The students should take the illustrations page home so that they can say the Tlingit/Haida/Tsimshian vocabulary words to the members of their families.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Provide the students with pipe cleaners and plasticine. The students should use their materials to create “birds” introduced in this unit. Arrange the completed birds on a display table in the classroom.

- Lay a length of white mural paper on the floor and group the students around it. Provide the students with portions of white candles. The students should then draw birds on the mural paper. When the mural paper is filled, “wash” it with a thin mixture of blue paint. Display the completed bird mural in the classroom or hallway.

- Provide each student with illustrating materials and supplies. Each student should draw the outline of a bird on his/her paper. When the students’ bird outlines are ready, they should fill the outlines with glue. Give each student an amount of feathers (e.g., from an old pillow). The students should quickly glue the feathers to the inside of their bird outlines. Display the completed bird pictures in the classroom or hallway.

- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.

- Use the **dialog activity page**, from the students’ support materials, to practice the dialog with the students.

Prepare a list of the sight words from this unit for each student. The students should read the sight words with their families.

Use vocabulary illustrations and sight words from previous Units to review Tlingit/Haida/Tsimshian language content covered earlier in the program.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Assessment for this unit.

- Introduce the **dialog** for this unit to the students. Begin by saying the “a” parts; the students say the “b” parts. Later, switch these and the students say the “a” parts and you say the “b” parts. Divide the class in half and have the two groups practice the dialog. When the students learn the dialog, have individuals in the class practice the dialog with one another.
- Use the **dialog activity page** from the student support materials, to practice the dialog with the students.
- Give each student a sheet of white photocopy paper and a piece of chalk. The students should cover their papers with the chalk. When a student’s paper is covered with chalk, he/she should then cover the entire page with different colors of crayons. When the students’ pages are covered with crayon, each student should lay another sheet of white paper over the first page. Staple the two pages together for each student. Then, the students should use ball point pens to illustrate the different birds on the top white page. The students should fill-in details of their illustrations. When a student’s illustration is finished, separate the two pages for a *positive/negative* effect. Display the students’ art in the classroom or hallway.
- Prepare a set of sight word cards for the students so that each student has one card. Call a student’s name; that student should try to say a complete Tlingit/Haida/Tsimshian sentence using sentences and vocabulary words from previous units. Continue until each student has had an opportunity to create a sentence of his/her own. Understandably, the sentences may be very basic for those students who do not understand or speak Tlingit/Haida/Tsimshian. Accept any sentences that make sense; if a student makes a grammatical mistake, merely repeat the sentence, making the change(s) so that the sentence is grammatically correct.

Place all of the sight words from this unit in a box or envelope, labeled “Grades 7 - 12;” these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope.

One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.

Other SHI Resorces

http://www.sealaskaheritage.org/programs/language_resources.htm

Move the Murrelet
Critters
Birds

http://www.sealaskaheritage.org/programs/language_and_culture_curriculum.htm

Lingít X'eináx





UNIT 7

Weather Forms

Unit 7

Weather Forms - Tlingit

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

séew daakwusitán(it is raining)

koowat'áa (it is hot)

uwat'áa (it is warm)

Grades 1 - 3

séew daakwusitán(it is raining)

koowat'áa (it is hot)

uwat'áa (it is warm)

kuwak'éi (it is nice out)

kusi.áat' (it is cold)

Grades 4 - 6

séew daakwusitán(it is raining)

koowat'áa (it is hot)

uwat'áa (it is warm)

kuwak'éi (it is nice out)

kusi.áat' (it is cold)

kawsinúk (it is breezy)

ayawditee (it is stormy)

koowdigwás' (it is foggy)

Grades 7 - 12

séew daakwusitán(it is raining)

koowat'áa (it is hot)

uwat'áa (it is warm)

kuwak'éi (it is nice out)

kusi.áat' (it is cold)

kawsinúk (it is breezy)

ayawditee (it is stormy)

koowdigwás' (it is foggy)

kuligóos' (it is cloudy)

aawagéet (rainy/snowing)

awdigaan (it is sunny)

akgwagéet (It will rain/snow/hail)

Unit's Dialog

- a. **Wáa sá yatee yá kutí?** (How is the weather?)
- b. **Yá kutí áwé _____.** (The weather is _____.)
- a. **Aaá gunalchéesh.** (Yes, thank you.)

Unit's Sentence

Yá **kutí áwé _____** (The weather is _____)

Unit 7

Weather Forms - Haida

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

tadáang (it's cold)

xayáagang (it's sunny)

gwa'áawgang (it's raining)

Grades 1-3

tadáang (it's cold)

xayáagang (it's sunny)

gwa'áawgang (it's raining)

t'a'áaw gwa'áawgang (it's snowing)

sangáay 'láagang (the weather is good)

Grades 4-6

tadáang (it's cold)

xayáagang (it's sunny)

gwa'áawgang (it's raining)

t'a'áaw gwa'áawgang (it's snowing)

sangáay 'láagang (the weather is good)

gat'uwáagang (it's stormy)

hlgahlúu káagang (there are squalls)

tajúugang (it's windy)

Grades 7-12

tadáang (it's cold)

xayáagang (it's sunny)

gwa'áawgang (it's raining)

t'a'áaw gwa'áawgang (it's snowing)

sangáay 'láagang (the weather is good)

gat'uwáagang (it's stormy)

hlgahlúu káagang (squalls)

tajúugang (it's windy)

sangáay dagangáang (the weather is bad)

k'iinaang (it's warm)

k'ats'aláang gwa'áawgang (it's hailing)

s'áahlaang gwa' áawgang (it's sleeting)

Unit's Dialog

a. **Sán uu sangáay giidang?** (How is the weather?)

b. **Hawáan _____.** (It is still _____).

a. **Hawáan gwaa?** (Still?)

b. **Áang, hawáan _____.** (Yes, it's still _____.)

Unit's Sentence

Hawáan _____. (It is still _____).

Unit 7 - Weather Forms - Tsimshian

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

lacka (weather)
gyamg (hot)
'kwila shuunt
 (unseasonably hot)

Grades 1 - 3

lacka (weather)
gyamg (hot)
'kwila shuunt
 (unseasonably hot)
aam lacka (nice out)
gwatg (cold)

Grades 4 - 6

lacka (weather)
gyamg (hot)
'kwila shuunt
 (unseasonably hot)
aam lacka (nice out)
gwatg (cold)
'dsuu baashg
 (breezy/windy)
'dsuu lacka
 (stormy)
yain(foggy)

Grades 7 - 12

lacka (weather)
gyamg (hot)
'kwila shuunt
 (unseasonably hot)
aam lacka (nice out)
gwatg (cold)
'dsuu baashg
 (breezy/windy)
'dsuu lacka
 (stormy)
yain(foggy)
huk dsen(cloudy)
waash (rainy)
shaga gyamg
 (sunny)
dm yaa waash. (It will rain)

Unit's Dialog

- a. **Nda wila waal lacka?** (How is the weather?)
- b. _____ **lacka.** (The weather is _____.)
- a. **Oa, 'doyckshn.** (Yes, thank you.)

Unit's Sentence

_____ **wila waal lacka.** (The weather is _____.)

Tlingit-Haida-Tsimpshian As a Second Language

Theme: Weather Forms

Lesson 1

Kindergarten - Grade 3

Motivation

Put a wet sock in a plastic bag. Group the students together in front of you and tell them that you brought your favorite socks to show them. Remove the wet sock and dramatize your alarm over the sock being wet. Encourage the students to tell you why the sock might be wet - lead the students to suggest that the sock was left out in the rain. Use this to introduce the different weather forms.

Introduction

- Collect a clothing sample for each of the weather forms to be introduced in this unit. Present the clothing items to the students, calling upon them to identify the weather form(s) associated with each item.

Review the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

- **Wild Cars**

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration.

Kindergarten - Grade 3

Motivation

Put a wet sock in a plastic bag. Group the students together in front of you and tell them that you brought your favorite socks to show them. Remove the wet sock and dramatize your alarm over the sock being wet. Encourage the students to tell you why the sock might be wet - lead the students to suggest that the sock was left out in the rain. Use this to introduce the different weather forms.

Introduction

- Collect a clothing sample for each of the weather forms to be introduced in this unit. Present the clothing items to the students, calling upon them to identify the weather form(s) associated with each item.

Review the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

- **Wild Cars**

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration.

Tlingit-Haida-Tsimpshian As a Second Language

Theme: Weather Forms

Lesson 1

Grade 7 - Grade 12

Motivation

Show the students clothing that represents the different weather forms to be introduced in this unit. Have the students identify the weather form(s) associated with the clothing items. Use this to introduce the different weather forms.

Introduction

- Prepare simple weather symbols, similar to those used in newspapers and on TV. Show the symbols to the students, calling upon them to name the weather form associated with each one.

Review the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Prepare a vocabulary illustration for each of the words.

Basic Listening

- **The Hidden Words**

Say a vocabulary word for the students. Tell the students to listen for that vocabulary word as you say a running story. Provide each student with writing paper and a pen. When the students hear the vocabulary word in the running story, they must make a check mark on their papers each time the word occurs. Depending upon the readiness of your students, you may wish to have them listen for two or three words. In this case, have the students make a check mark for one word, and a "X" and an "O" for the other words.

Basic Speaking

- **One To Six**

Provide each student with two blank flashcards. Each student should then write a number on each of his flashcards, between one and six - one number per card. When the students' number cards are ready, toss two dice and call the numbers showing. Any student or students who have those two numbers must then identify a vocabulary illustration you show. The students may exchange number cards periodically during this activity.

- **Clock That Word**

Before the activity begins, obtain a clock which has a seconds hand. Mount the clock in front of the classroom. Say a vocabulary word and then tell the students to listen for that word again. As the students listen for the word, they should watch the seconds hand of the clock. Say a number of words or a running story - eventually repeating the vocabulary word you named at the beginning of the activity. When the students hear the vocabulary word, they must note the position of the seconds hand on the clock. Repeat, using other vocabulary words or sentences which contain the vocabulary words.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

• The Running Story

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

• Wild Cars

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration for the vocabulary word you said.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight.

• Stretch

Place the vocabulary illustrations on the floor, in a scattered form. The illustrations should be quite close together. Have a student stand beside the illustrations. Say a vocabulary word for one of the illustrations. The student should place his/her left foot on that illustration. Then, say other vocabulary words and the student must identify the correct illustrations with different parts of his/her body. You may wish to have two students participate in this process at the same time for added motivation.

Grade 4 - Grade 6

Basic Listening

• The Running Story

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

• Balloon Volleyball

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

• The Disappearing Illustrations

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Continue, until all illustrations have been removed in this way.

• Vocabulary Chips

Mount the vocabulary illustrations on the chalkboard. Place a number of blue and white poker chips in a container. Each student should reach into the container and remove four (4) chips. The remaining chips should be left in the container. When a student has his/her four chips, he/she should hold three of them in his/her hands and place one poker chip on his/her desk. Reach into the container and remove one of the poker chips. Call the colour of the poker chip you have removed from the container. All students in the class who have that colour of poker chip on their desks, must identify a vocabulary illustration you point to. Then, those students may place those poker chips to the side. When a student has placed a poker chip to the side in this way, he/she should then place another poker chip from his/her hand on his/her desk. Continue in this way until a student or students have no poker chips left on their desks or in their hands. This activity may be repeated a number of times.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Then, remove another illustration from the chalkboard and the students should repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank chalkboard or until the students cannot remember the "missing illustrations."

- **What's The Date?**

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the students should identify a vocabulary illustration you show or he/she should repeat a sentence you said at the beginning of the round. However, if the date named by the student is a Saturday or Sunday, the student may "pass" to another player. Repeat until many students have responded.

- **Vocabulary Chips**

Mount the vocabulary illustrations on the chalkboard. Place a number of blue and white poker chips in a container. Each student should reach into the container and remove four (4) chips. The remaining chips should be left in the container. When a student has his/her four chips, he/she should hold three of them in his/her hands and place one poker chip on his/her desk. Reach into the container and remove one of the poker chips. Call the colour of the poker chip you have removed from the container. All students in the class who have that colour of poker chip on their desks, must identify a vocabulary illustration you point to. Then, those students may place those poker chips to the side. When a student has placed a poker chip to the side in this way, he/she should then place another poker chip from his/her hand on his/her desk. Continue in this way until a student or students have no poker chips left on their desks or in their hands. This activity may be repeated a number of times.

- **Your Number Is Up!**

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

• Searchlight

Group the students into two teams. Tape the vocabulary illustrations to a sheet. Have two students hold the sheet vertically so that the players in each team can see the illustrations. Have the first player from each team stand behind the sheet. Give these two players flashlights. Say a vocabulary word. When you say "Go," the two players must shine the lights of their flashlights through the sheet. The players should move the lights around on the surface of the sheet. When a player's light is behind the illustration for the vocabulary word you said, the players in his/her team should clap. The player who first reaches the vocabulary illustration in this way wins the round. Repeat until all players in each team (and the two players holding the sheet) have had an opportunity to participate.

Grade 4 - Grade 6

Basic Listening

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

• Actions!

Group the students together in front of you. Perform an action which represents one of the key vocabulary words. The students should say the vocabulary word for the action you perform. Repeat, using a different action for each vocabulary word.

• Out of Order

Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged. This activity may also be done in team form.

• Guess My Number!

Mount the vocabulary illustrations on the chalkboard and number each illustration. Think of a number between one and twenty. Call upon individual students to guess the number you are thinking of. The student who guesses the correct number must then identify a vocabulary illustration by the number of the illustration you call. Repeat this process, selecting different numbers for each round of the activity. The activity may be changed so that the students think (or write) numbers between one and twenty. In this case, you should try to guess the students' numbers. Whenever you guess a student's number correctly, he/she must then identify a vocabulary illustration you show him/her. A student may change his/her number after responding in this way.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words, using the unit's sentence, and the student must find the illustration for the sentence that you said, using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word and the unit's sentence, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the sentence that you said, wins the round. Repeat until all players have played.

Basic Speaking

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using the unit's sentence. Continue in this way until all of the vocabulary words and unit's sentence have been said a number of times.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Guess My Number!**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Think of a number between one and twenty. Call upon individual students to guess the number you are thinking of. The student who guesses the correct number must then identify a vocabulary illustration by the number of the illustration you call, using the unit's sentence. Repeat this process, selecting different numbers for each round of the activity. The activity may be changed so that the students think (or write) numbers between one and twenty. In this case, you should try to guess the students' numbers. Whenever you guess a student's number correctly, he/she must then identify a vocabulary illustration you show him/her, using the unit's sentence. A student may change his/her number after responding in this way.

- **Wheel of Names**

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to on the chalkboard, using the unit's sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **The Running Story**

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Whisper**

Mount the vocabulary illustrations on the chalkboard. Group the students into two teams. Whisper a vocabulary word to the first player in each team. When you say, "Go," the first player in each team must then whisper the same word to the next player in his/her team. The players should continue whispering the vocabulary word in this way until the last player in a team hears the word. When the last player in a team hears the word, he/she must rush to the chalkboard and point to the illustration for the word. The first player to do this correctly wins the round. Repeat until all players have had an opportunity to identify a vocabulary illustration in this way. When player has identified a vocabulary illustration, he/she should re-join the front of his/her team.

Grade 4 - Grade 6

Basic Listening

- **The Running Story**

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Whisper**

Mount the vocabulary illustrations on the chalkboard. Group the students into two teams. Whisper a vocabulary word to the first player in each team. When you say, "Go," the first player in each team must then whisper the same word to the next player in his/her team. The players should continue whispering the vocabulary word in this way until the last player in a team hears the word. When the last player in a team hears the word, he/she must rush to the chalkboard and point to the illustration for the word. The first player to do this correctly wins the round. Repeat until all players have had an opportunity to identify a vocabulary illustration in this way. When player has identified a vocabulary illustration, he/she should re-join the front of his/her team.

- **Chair Ring Toss**

Overturn two or three chairs and place them at one end of the classroom. The legs of the chairs can be used for a game of "ring toss." Place the vocabulary illustrations beside each of the chairs. Group the students about ten feet from the overturned chairs. Give each student a ring made from a large pipe cleaner. Call a student's name. The student should then toss his/her ring towards the chairs, attempting to land it on a chair leg. If the ring lands on a leg, the student may "pass." However, if the ring misses the chair legs, he/she must identify one of the vocabulary illustrations. Repeat

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities. Use the unit's sentence with the sight words.

- **Running Story**

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

- **Sight Word Bingo**

Before the activity begins, photocopy the Sight Word Bingo page from the Student Support Materials. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

- **Deal!**

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students (if possible, arrange it so that all students have the same number of cards). Mount the sight words on the chalkboard. Hold a playing card from the other deck of cards against one of the sight words on the chalkboard. The student who has the matching playing card must identify the sight word. When the student has done this correctly, he/she should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

- **Checkers In The Blind**

Prepare a large outline on the chalkboard that contains twenty sections. Number each box in the outline. Have the students face the back of the classroom. Mount small sight words in selected boxes in the outline. Call a student's name. The student should say a number between 1 and 20. If the box with that number contains a sight word, say "Bingo!" The student should then turn around and read the sight word in the box. If the box named by the student does not contain a sight word, say "Pass." Continue until all of the sight words have been identified in this way.

- **Activity Sheet**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 5

Kindergarten - Grade 3

*Introduce the sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the unit's sentence in the following activities.*

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Chair Ring Toss**

Overturn two or three chairs and place them at one end of the classroom. The legs of the chairs can be used for a game of "ring toss." Place the vocabulary illustrations beside each of the chairs. Group the students about ten feet from the overturned chairs. Give each student a ring made from a large pipe cleaner. Call a student's name. The student should then toss his/her ring towards the chairs, attempting to land it on a chair leg. If the ring lands on a leg, the student may "pass." However, if the ring misses the chair legs, he/she must identify one of the vocabulary illustrations, using the unit's sentence. Repeat until all students have participated.

Grade 4 - Grade 6

*Introduce the sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the unit's sentence in the following activities.*

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Clothespin Tag**

Have the students stand in a scattered form in the classroom. Give a student who is IT a clothespin. Say the unit's sentence, using one of the vocabulary words. IT must then attempt to attach the clothespin to another student's clothing. Designate a specific area in the classroom in which the students may move to avoid being "tagged." When a student is tagged with the clothespin, call upon him/her to repeat the sentence that you said at the beginning of the round. Repeat, having the tagged student playing IT for the next round.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **One To Six**

Provide each student with two blank flashcards. Each student should write a number between 1 and 6 on each of his/her flashcards (one number per card). Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

- **Name of Fortune**

Before the activity begins, prepare a name card for each student in the class. Arrange the name cards in a circle on your desk. Place a bottle in the center of the circle. Mount the sight words on the chalkboard. Spin the bottle. When the bottle stops, call the student's name from the name card the bottle is pointing to. That student must then identify a sight word you point to on the chalkboard. Remove that student's card from the circle of name cards. Continue in this way until all of the name cards have been removed and until each student has responded.

- **Overhead Run-On**

Before the activity begins, write all of the sight words on an overhead transparency - leaving no spaces between the words. You may wish to add "nonsense" letters between the words. Place the transparency on an overhead projector, facing the chalkboard. The words should be projected onto the chalkboard. Have two students stand beside the chalkboard. Say a different sight word to each of the two students. They should then use chalk to circle the sight words on the chalkboard. Repeat with other pairs of students until all of the sight words have been identified in this way.

- **Activity Sheet**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 6

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit's sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit's sentence. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Flashlight Spin

Group the students in a circle. Sit in the center of the circle with a flashlight. Turn the flashlight on and spin the flashlight on the floor. When the flashlight stops, the student at whom the flashlight is pointing must then identify a vocabulary illustration you show, using the unit's sentence. Repeat until many students have responded.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities.

• Running Story

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

• Wagon Train

Attach the sight word cards to the students' backs (not all students need have a sight word card). When you say "Go," the students should walk around the classroom in a scattered form. Call one of the sight words. All of the students should make a large circle around the student who has that sight word on his/her back. Repeat a number of times until all of the sight words have been recognized in this way.

• Activity Sheet

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Sight Word Bingo**

Before the activity begins, prepare a stencil which contains the sight words. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Group Spell**

Group the students into two groups. Identify one group as "consonants" and the other group as "vowels." Say a sight word. Then, the students should spell the word - the students in the "consonant" group saying the consonants and the students in the "vowels" groups saying the vowels. The students should continue in this way until the sight word has been correctly spelled. Repeat with other sight words, switching the groups periodically during the activity.

First, Last, and Middle Match

Prepare clozure cards using the key vocabulary words - print only the first and last letters of the words on the cards. For example, for the word "rainy" you would write:

r _____ y

Write the main part of each word on flashcards that fit into the clozure cards, e.g. for the word "rain" you would write:

ain

Mount all of the clozure cards on the chalkboard. Lay the other flashcards on the floor in front of the chalkboard. Group the students into two teams. When you say "Go," the first player in each team must rush to the cards on the floor. Each player should select one of the cards and center it in its correct clozure card on the chalkboard. The first player to do this successfully wins the round. Repeat until all players in each team have participated. This activity can also be conducted as an activity sheet with the students.

- **Activity Sheet**

Use the Activity Sheets from the Student Support Materials

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her. Repeat until a number of students have responded.

- **Whose Name Is Up?**

Provide each student with a blank flashcard. Each student should write his/her name on the flashcard. When the students' name cards are ready, collect them and mix them together. Then, redistribute them to the students. Each student should have another student's name card. Mount the vocabulary illustrations on the chalkboard. Call a student's name. That student should then say the name showing on the name card he/she has. It is *that* student who must identify a vocabulary illustration you point to, using the unit's sentence. For example, if you call, "Henry," and Henry has Mary's name card, it is Mary who should respond. The motivation of this activity is that a student never knows when his/her name is going to be called. This activity may be repeated more than once by collecting, mixing and redistributing the name cards to the students.

Grade 4 - Grade 6

Basic Reading Sight Recognition

- **Funnel Words**

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

- **String Along**

Join all of the students together with string. The students need not move from their seats. Before tying the ends of the string together, insert a roll of tape over one of the ends of the string. Tie the ends of the string together. Turn your back to the students. The students should pass the roll of tape along the string as quickly as possible. When you clap your hands, the student left holding the tape must then identify a sight word you show him. Repeat this process until many students have responded and until all of the sight words have been correctly identified a number of times.

- **Clothesline**

Mount a clothesline across the classroom using string or yarn. Tie the ends of the clothesline firmly at opposite ends of the classroom. Lay two piles of sight words on the floor under the clothesline. Place a pile of wooden clothespins on the floor between the sight word piles. Group the students into two teams. Say one of the sight words. When you say "Go," the first player in each team should rush to the pile of sight word cards. Each player must find the word card for the sight word you said. He/she must then use one of the clothespins to attach the sight word to the clothesline. The first player to do this successfully wins the round. Repeat until all players in each team have participated. The activity may also be reversed, having the students remove the sight words from the clothesline.

- **Crayon Resist**

Lay a length of white mural paper on the floor and group the students around it. Provide each student with a portion of white candle. The students should use their candles to copy the sight words on the mural paper. When the mural paper is filled with sight words, give a student a thin mixture of dark coloured paint and a paint brush; the student should "wash" one of the wax sight words - when the word can be seen, the student should identify it. Repeat until all students have responded.

- **Activity Sheet**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Right Or Wrong?**

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

- **Should I Speak?**

Write all of the letters/syllables on the chalkboard from the sight words. The letters/syllables should be written in a scattered form. Then, point to one of the letters/syllables on the chalkboard and say a sight word. If the letter/syllable you are pointing to is found in the sight word you said, the students should repeat the sight word. However, if the letter/syllable you are pointing to is not found in the sight word you said, the students should remain silent. This activity may also be done in team form. In this case, the first player in each team should respond (or not respond). When a player makes a mistake, he/she is "out" until the next round of the game. Repeat until all players have participated. The winning team would be the team with the greatest number of players left.

- **Activity Sheet**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show, using the unit's sentence. Repeat until many students have responded.

- **Stare Down**

Have two students stand facing one another. Mount the vocabulary illustrations on the chalkboard. The object of the activity is for the two students to look at one another without laughing. The first student to laugh (or smile) must then identify a vocabulary illustration you point to, using the unit's sentence. If both students laugh or smile at the same time, then both students must identify the vocabulary illustration you point to. Repeat with other pairs of students until all students have participated.

Grade 4 - Grade 6

Basic Reading Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Mixed-Up Words**

Before the activity begins, prepare "mixed up" word cards. To do this, use all of the letters/syllables of a sight word but in their incorrect order. Lay the mixed up word cards on the floor, at one end of the classroom. Say a sight word to the first player in each team. When you say "Go," the first player in each team must rush to the mixed up word cards and find the mixed up word cards for the vocabulary words you said. You may wish to have two pairs of scissors beside the mixed up word cards. In this case, a player would then have to cut out the letters/syllables of the mixed up word and then re-arrange them to re-create the sight word. Repeat until all players have played. Depending upon the number of students in your class, you may need to prepare extra sets of mixed up word cards for this activity.

- **Activity Sheet**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Word Part Bingo**

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. Each student should cut out the letters/syllables from the words in his copy of the stencil. When a student has cut out all of the letters/syllables, he/she should hold all of the letters/syllables in one hand, placing one letter/syllable on his/her desk. Say a sight word. If a student's letter/syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that letter/syllable to the side. The student should then place another letter/syllable on his/her desk. Continue in this way until a student or students have no letters/syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the letters/syllables to the students.

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Backwards Spell**

Provide each student with writing paper and a pen. Spell one of the sight words, backwards. When you have completed the spelling of the word in this way, each student should then write the word you spelled on his/her sheet of paper, writing the letters of the word in their correct order. The students should not begin to write the word until AFTER you have completed the backwards spelling of the word. Repeat this process with other sight words.

This activity may also be done in team form. In this case, group the students into two teams. Spell one of the sight words backwards. When you say "Go," the first player from each team must rush to the chalkboard and write the word that you said - writing the letters of the word in their correct sequence. The first player to do this correctly wins the round. Repeat until all players have participated.

- **Activity Sheet**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific sentence (i.e., the unit's sentence with a vocabulary word). Say a number of other sentences - eventually repeating the sentence you said at the beginning of the round. When the students hear that sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using the unit's sentence with all of the vocabulary words.

Basic Speaking

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the unit's sentence and vocabulary word for the illustration. Repeat this process until all students have responded.

- **Reflection**

Before the activity begins, obtain two small, unbreakable mirrors. Have two students stand at the front of the classroom, facing the chalkboard. Give the two students each one of the mirrors. Stand some distance behind the students. Hold up a vocabulary illustration. When you say "Go," the two players with the mirrors must then look over their shoulders with the mirrors to attempt to see the vocabulary illustration you are showing. The first player to orally identify the vocabulary illustration using the unit's sentence, wins the round. Repeat until all students have participated.

Grade 4 - Grade 6

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Backwards Spell**

Provide each student with writing paper and a pen. Spell one of the sight words, backwards. When you have completed the spelling of the word in this way, each student should then write the word you spelled on his/her sheet of paper, writing the letters of the word in their correct order. The students should not begin to write the word until AFTER you have completed the backwards spelling of the word. Repeat this process with other sight words.

This activity may also be done in team form. In this case, group the students into two teams. Spell one of the sight words backwards. When you say "Go," the first player from each team must rush to the chalkboard and write the word that you said - writing the letters of the word in their correct sequence. The first player to do this correctly wins the round. Repeat until all players have participated.

- **Activity Sheet**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Every Second Letter**

Write a sight word on the chalkboard, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the chalkboard and then write the sight word for it on their papers. Repeat using other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Activity Sheet**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Divide a length of mural paper into sections - one section for each weather form introduced in this unit. Provide the students with old magazines, scissors and glue. The students should find pictures of the weather forms. The students should glue the pictures that they find in the correct sections on the mural paper. Label each section of the mural paper with an illustration of a weather form.
- Prepare a life-sized cut out of a person, from mural paper. Lay the cut out on the floor and tape it in place. Place the clothing samples beside the cut out. Have the students take turns *dressing the cut out* for the different weather forms.
- Before the lesson begins, prepare simple weather symbols for the weather forms introduced in this unit. Photocopy the symbols and cut them out. Mix all of the symbols together. Place the symbols on the floor and group the students around them. Have pairs of students take turns sorting and classifying the symbols by their types.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.

Prepare a sheet of small vocabulary illustrations, based on the key vocabulary words for this unit. Make a copy of the page for each student. The students should take the illustrations page home so that they can say the Tlingit/Haida/Tsimshian vocabulary words to the members of their families.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Divide a length of mural paper into sections - one section for each weather form introduced in this unit. Provide the students with old magazines, scissors and glue. The students should find pictures of the weather forms. The students should glue the pictures that they find in the correct sections on the mural paper. Label each section of the mural paper with a sight word from this unit.
- Prepare a life-sized cut out of a person, from mural paper. Lay the cut out on the floor and tape it in place. Place the clothing samples beside the cut out. Have the students take turns *dressing the cut out* for the different weather forms.
- Before the lesson begins, prepare simple weather symbols for the weather forms introduced in this unit. Photocopy the symbols and cut them out. Mix all of the symbols together. Place the symbols on the floor and group the students around them. Have pairs of students take turns sorting and classifying the symbols by their types.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms. • Use the Dialog Activity Page from the Student Support Materials to review the dialog.
- Give each student a sight word card from any unit covered thus far in the Tlingit/Haida/Tsimshian language program. Encourage each student to say a sentence of his/her own using the sight word.

Prepare a list of the sight words from this unit. Make a copy for each student. The students should take the list home so that they can practice reading the words with their families.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Assessment for this unit.

- Provide each student with art paper, an old magazine/catalog, scissors and glue. Each student should cut *as head* off of a picture of a person and glue it at the top of his/her art paper. Then, the students should cut out clothing items for a specific weather form. The students should *dress* the person with the clothing items appropriate for the weather form that he/she chose. Have the students label their finished products with the sight words from this unit. Display the completed art in the classroom or hallway.
- Provide the students with writing paper and pens/pencils. Select ten vocabulary words from units developed previously. Conduct a dictation with the students, using the ten words. The students should write the words as you say them. When the dictation is over, have individual students take turns writing the words on the chalkboard (one student for each word). The students should mark/correct their spellings.
- Introduce the **dialog** for this unit to the students. Begin by saying the “**a**” parts; the students say the “**b**” parts. Later, switch these and the students say the “**a**” parts and you say the “**b**” parts. Divide the class in half and have the two groups practice the dialog. When the students learn the dialog, have individuals in the class practice the dialog with one another.
- Use the Dialog Activity Page from the Student Support Materials to review the dialog.
- Prepare a set of sight word cards for the students so that each student has one card. Call a student's name; that student should try to say a complete Tlingit/Haida/Tsimshian sentence using sentences and vocabulary words from previous units. Continue until each student has had an opportunity to create a sentence of his/her own. Understandably, the sentences may be very basic for those students who do not understand or speak Tlingit/Haida/Tsimshian. Accept any sentences that make sense; if a student makes a grammatical mistake, merely repeat the sentence, making the change(s) so that the sentence is grammatically correct.

Place all of the sight words from this unit in a box or envelope, labeled “Grades 7 - 12;” these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope.

One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.

Other SHI Resources

Beginning Tlingit Lesson 3

http://www.sealaskaheritage.org/programs/language_resources.htm

Bear Baromete

Phrase of the Week

Lingít X'eiináx Sá

Lingít X'einax Áx





UNIT 8

Types of Clothing

Unit 8**Types of Clothing****Kindergarten - Grade 3***During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12*During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary**Kindergarten**

naa.át (clothes)
 téel (shoes)
 séek (belt)

Grades 1 - 3

naa.át (clothes)
 téel (shoes)
 séek (belt)
 s'áaxw (hat)
 l'aak (dress)

Grades 4 - 6

naa.át (clothes)
 téel (shoes)
 séek (belt)
 s'áaxw (hat)
 l'aak (dress)
 shadaa.át (head scarf)
 tsáax' (mittens)
 saka.át (neck tie)
 k'oodás' (shirt)

Grades 7 - 12

naa.át (clothes)
 téel (shoes)
 séek (belt)
 s'áaxw (hat)
 l'aak (dress)
 shadaa.át (head scarf)
 tsáax' (mittens)
 saka.át (neck tie)
 k'oodás' (shirt)
 koogwéinaa (sash)
 kinaak.át (coat)
 l'ée x'wán (socks)

Unit's Dialog

- a. Yées _____ ákwé? (Is that a new _____?)
- b. **Aaá yées** _____ áyá. (Yes, this is a new _____.)
- a. **Ligéii!** (It looks nice!)
- b. **Gunalchéesh.** (Thank you.)

Unit's Sentence

Yées _____ ákwé? (Is that a new _____?)

Unit 8

Types of Clothing - Haida

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

k'uudáats' (coat)
st'a sk'agáa (shoes)
dajáng (hat)

Grades 1-3

k'uudáats' (coat)
st'a sk'agáa (shoes)
dajáng (hat)
dlajgáaw (belt)
hIk'idgáa (dress)

Grades 4-6

k'uudáats' (coat)
st'a sk'agáa (shoes)
dajáng (hat)
dlajgáaw (belt)
hIk'idgáa (dress)
k'uudáats' jáng (overcoat)
k'uudáats' káahlíi (shirt)
st'áad xildáaw (socks)

Grades 7-12

k'uudáats' (coat)
st'a sk'agáa (shoes)
dajáng (hat)
dlajgáaw (belt)
hIk'idgáa (dress)
k'uudáats' jáng (overcoat)
k'uudáats' káahlíi (shirt)
st'áad xildáaw (socks)
k'ún (pants)
stla hIk'únk' (mittens)
kwah tl'agáa (scarf)
k'ún náaguusii (underwear)

Unit's Dialog

- a. Gúus uu d'áng dahgaa? (What did you buy?)
b. ____ uu HI dahgán. (I bought ____.)
- b. ____ gw d'áng dahgaa? (Did you buy ____?)
a. Áang, ____ san HI dahgán. (Yes, I bought ____ too.)

Unit's Sentence

____ uu HI dahgán.
(I bought ____.)

Unit 8 - Types of Clothing - Tsimshian

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

hoaya (clothing)
'dsoacksh
 (shoes)
bilaan (belt)

Grades 1 - 3

hoaya (clothing)
'dsoacksh
 (shoes)
bilaan (belt)
ggaid (hat)
na'ack (dress)

Grades 4 - 6

hoaya (clothing)
'dsoacksh
 (shoes)
bilaan (belt)
ggaid (hat)
na'ack (dress)
golksh (scarf)
'balt
 (mittens/gloves)
'yootishg (neck tie)

Grades 7 - 12

hoaya (clothing)
'dsoacksh (shoes)
bilaan (belt)
ggaid (hat)
na'ack (dress)
golksh (scarf)
'balt
 (mittens/gloves)
'yootishg (neck tie)
kshlushg (shirt)
gooda'ats (coat)
gooda'atsm
shgyen (raincoat)

Unit's Dialog

- a. **Ahl shu** _____ **gwee?** (Is that a new _____?)
- b. **Oa, shu** _____ **gwa'a.** (Yes, this is a new _____.)
- a. **Aam wila dsabt.** (It looks nice.)
- b. **'Doyckshn.** (Thank you.)

Unit's Sentence

Ahl shu _____ **gwee?** (Is that a new _____?)

Tlingit-Haida-Tsimshian As a Second Language

Theme: Types of Clothing

Lesson 1

Kindergarten - Grade 3

Motivation

Before the lesson begins, find an old shirt. Cut the shirt into its parts - collar, sleeves, front, back, pockets, etc. Place all of the parts in a container and tell the students that you have brought your favorite shirt to show them. Dump the parts on the floor and appear horrified to see that your shirt is in pieces. Have the students help you to put the shirt pieces together on the floor.

Introduction

- Collect samples of the different clothing items to be introduced in this unit. Show each clothing item to the students; discuss when/where etc. each clothing item would be worn.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

- Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Grade 4 - Grade 6

Motivation

Before the lesson begins, find an old shirt. Cut the shirt into its parts - collar, sleeves, front, back, pockets, etc. Place all of the parts in a container and tell the students that you have brought your favorite shirt to show them. Dump the parts on the floor and appear horrified to see that your shirt is in pieces. Have the students help you to put the shirt pieces together on the floor.

Introduction

- Collect samples of the different clothing items to be introduced in this unit. Show each clothing item to the students; discuss when/where etc. each clothing item would be worn.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

- Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Tlingit-Haida-Tsimshian As a Second Language

Theme: Types of Clothing

Lesson 1

Grade 7 - Grade 12

Motivation

Present the clothing samples to the students. Discuss each article of clothing as it is presented. Encourage the students to compare and contrast the appearances and uses of the different articles of clothing.

Introduction

- If possible, find a photograph of clothing from *years ago*. Show the picture to the students and have them compare and contrast the *old fashioned* clothing with the clothing samples introduced above.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Prepare a vocabulary illustration for each of the words.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Flashlight Encode**

Prepare a photocopied set of the vocabulary illustrations. Cut each of the photocopied illustrations in half. Mix all of the halves together and mount them on the chalkboard, in a scattered form. Stand some distance from the chalkboard with two flashlights. Shine the two flashlights on two illustration halves. If the two halves illuminated by the flashlights represent a vocabulary illustration, the students should identify it orally. However, if the two halves do not go together to represent a vocabulary illustration, the students should remain silent. Repeat this process until all vocabulary illustrations have been identified in this way.

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the vocabulary word for the illustration. Repeat this process until all students have responded.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

- **Locomotive**

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount an illustration on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four illustrations on the walls), they should step in that direction - while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step towards the illustrations as they are named.

- **Stretch**

Place the vocabulary illustrations on the floor, in a scattered form. The illustrations should be quite close together. Have a student stand beside the illustrations. Say a vocabulary word for one of the illustrations. The student should place his/her left foot on that illustration. Then, say other vocabulary words and the student must identify the correct illustrations with different parts of his/her body. You may wish to have two students participate in this process at the same time for added motivation.

- **Auditory Location**

Have a student stand at the front of the classroom. Blindfold the student or have him/her close his/her eyes. Whisper a vocabulary word or sentence (which contains a vocabulary word) to a student in the classroom. That student should then repeat the word/sentence orally. The blindfolded student must then point in the direction from which the word or sentence came. Repeat with other students.

- **Confetti Pick-Up**

Lay the vocabulary illustrations on the floor at one end of the classroom. Have two students stand at the other end of the classroom. Place a handful of confetti on the floor in the center of the classroom. Say a vocabulary word. The students should then rush to the confetti. Each student should pick up one piece of confetti using the thumb and index finger of one hand. When a player has picked up a piece of confetti, he/she must then place it on the illustration for the vocabulary word you said. The first player to do this correctly wins the round. Repeat with other pairs of players.

Grade 4 - Grade 6

Basic Listening

- **Locomotive**

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount an illustration on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four illustrations on the walls), they should step in that direction - while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step towards the illustrations as they are named.

Basic Speaking

- **Illustration Concentration**

Prepare a photocopied set of vocabulary illustrations. Cut the photocopied illustrations in half. For this activity, you may wish to prepare extra copies of the vocabulary illustrations. Glue the halves to sheets of construction paper. Mix all of the cut up illustration halves on the floor, face down. Group the students around the illustration halves. Call upon a student to turn over one of the illustration halves. The student should show that illustration half to the other students. Then, he/she should turn over another illustration half. If the two halves go together to produce a vocabulary illustration, the student should identify the illustration by its vocabulary word and then keep the two halves. However, if the two halves do not go together to produce a vocabulary illustration, the student should replace both halves in their original locations on the floor. Continue in this way until all of the illustration halves have been correctly matched. The winning student or students are those with the greatest number of halves collected.

- **Follow That Light!**

Mount the vocabulary illustrations on a sheet. Have two students hold the sheet vertically so that the other students can see the illustrations. Stand behind the sheet with a flashlight. Say one of the vocabulary words. Then, turn the flashlight on and hold it next to the sheet. Move the flashlight around the surface of the sheet. The students should remain silent until the light of the flashlight shines through the illustration for the vocabulary word that you said. At that time, the students should say the vocabulary word. Depending upon the readiness of your students, you may wish to have them watch for two or three vocabulary illustrations. This activity may also be done in team form. In this case, the first player in each team should watch the light of the flashlight carefully as it moves across the sheet. The first player to respond correctly when the flashlight shines through the correct vocabulary illustration, wins the round. Repeat until all players have played.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

• Illustration Hold-Up

Provide each student with a copy of the "Mini Illustrations" from the Student Support Materials. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

• Your Number Is Up!

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Guess My Number!

Mount the vocabulary illustrations on the chalkboard and number each illustration. Think of a number between one and twenty. Call upon individual students to guess the number you are thinking of. The student who guesses the correct number must then identify a vocabulary illustration by the number of the illustration you call. Repeat this process, selecting different numbers for each round of the activity. The activity may be changed so that the students think (or write) numbers between one and twenty. In this case, you should try to guess the students' numbers. Whenever you guess a student's number correctly, he/she must then identify a vocabulary illustration you show him/her. A student may change his/her number after responding in this way.

• High Card Draw

Distribute all of the cards from a deck of playing cards to the students (be certain that all students have the same number of cards). Call two students' names. Those two students must then select one card each from their cards. The two students should show the cards they have selected. The student who has the highest card must then identify a vocabulary illustration you show. Then, the student should place that card to the side. For this activity, you may decide that "aces" are high or low. The value of jacks, queens, and kings can be the same (or, you may decide to give them specific values for this activity). If both students show cards of the same value, then both students should identify a vocabulary illustration you show. Repeat until a student or students have no cards left.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Illustration Hold-Up

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

• Matching Halves

Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. You may have the students exchange illustration halves periodically during this activity.

• Stare

Have two students stand, facing one another. Mount the vocabulary illustrations on the chalkboard and number them. The object of the activity is for the two students to look at each other without laughing. The first student to laugh must then identify a vocabulary illustration by a number from the chalkboard. If both students laugh, then both students must identify a vocabulary illustration or illustrations for the numbers you say from the chalkboard. Repeat with other pairs of students.

Grade 4 - Grade 6

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Illustration Hold-Up

Provide each student with a copy of the "Mini Illustrations" from the student support materials. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

• Matching Halves

Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. You may have the students exchange illustration halves periodically during this activity.

• Stare

Have two students stand, facing one another. Mount the vocabulary illustrations on the chalkboard and number them. The object of the activity is for the two students to look at each other without laughing. The first student to laugh must then identify a vocabulary illustration by a number from the chalkboard. If both students laugh, then both students must identify a vocabulary illustration or illustrations for the numbers you say from the chalkboard. Repeat with other pairs of students.

• Roll 'Em Again Sam

Provide each student with two flashcards. Each student should then write a number between 1 and 6 on each of his/her cards - one number per card. When the students' number cards are ready, toss two dice. Call the two numbers showing on the dice. Any student or students who have those two numbers on their number cards must then find a vocabulary illustration you name (you may wish to have the vocabulary illustrations mounted on the chalkboard and numbered, for easy identification). The students may change number cards after each round of the activity.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

• Illustration Bingo

Provide each student with five vocabulary illustrations (you may wish to prepare a stencil of small versions of the vocabulary illustrations before the lesson begins). Each student should turn his/her illustrations face-down on the desk. Then, each student should turn ONE illustration face up. Say a vocabulary word, using the unit's sentence. Any student or students who have the illustration for the vocabulary word you said (in the sentence) face up on their desks, should show their illustrations. Those illustrations should then be put to the side and the students should turn over another illustration. The first student or students to have no illustrations left on their desks, win the round. The illustrations may be collected, mixed, and re-distributed to the students for the different rounds of the activity.

Basic Speaking

• High Card Draw

Distribute all of the cards from a deck of playing cards to the students (be certain that all students have the same number of cards). Call two students' names. Those two students must then select one card each from their cards. The two students should show the cards they have selected. The student who has the highest card must then identify a vocabulary illustration you show, using the unit's sentence. Then, the student should place that card to the side. For this activity, you may decide that "aces" are high or low. The value of jacks, queens, and kings can be the same (or, you may decide to give them specific values for this activity). If both students show cards of the same value, then both students should identify a vocabulary illustration you show, using the unit's sentence. Repeat until a student or students have no cards left.

• Flashlight Name

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using the unit's sentence for this unit. Continue in this way until all of the vocabulary words have been said a number of times.

• Your Number Is Up!

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to, using the unit's sentence. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

• Vocabulary Word Gossip

Have a student in the class begin by saying one of the vocabulary words, using the unit's sentence. Then, that student should call upon another student to select a different vocabulary word. The second student must repeat the first student's sentence and then say the unit's sentence with his/her vocabulary word. The students should continue in this way until the "chain" of vocabulary words and sentences is lost. This activity may be repeated a number of times by beginning the sequence of words/unit's sentence once again for each new round.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **Airplane Land**

Lay the vocabulary illustrations on the floor in a scattered form. Have the students sit in a large circle around the illustrations. Prepare two paper airplanes. Give the airplanes to the students. Say one of the vocabulary words and the students should toss their airplanes, attempting to land them on the illustration for the vocabulary word you said. Repeat until all students have participated.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the vocabulary word for the illustration. Repeat this process until all students have responded.

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until many students have responded.

Grade 4 - Grade 6

Basic Listening

- **Airplane Land**

Lay the vocabulary illustrations on the floor in a scattered form. Have the students sit in a large circle around the illustrations. Prepare two paper airplanes. Give the airplanes to the students. Say one of the vocabulary words and the students should toss their airplanes, attempting to land them on the illustration for the vocabulary word you said. Repeat until all students have participated.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the vocabulary word for the illustration. Repeat this process until all students have responded.

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until many students have responded.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

Introduce the sight words to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities. Use the unit's sentence with the sight words.

- **Mended Words**

Mount the sight word cards on the chalkboard. Cut the matching vocabulary illustrations for the sight words in half (or, prepare photocopies of the vocabulary illustrations). Mix all of the halves together and distribute them to the students. Point to one of the sight words on the chalkboard. The two students who have the illustration halves for that sight word must stand and name the sight word. Repeat until all sight words have been identified in this way. This activity may be repeated more than once by collecting, mixing and redistributing the illustration halves to the students.

- **Memory Check**

Before the activity begins, write the sight words on an overhead transparency sheet in horizontal, vertical, and diagonal forms. Place the transparency sheet on an overhead projector and project the words onto a screen or onto the chalkboard. Turn the overhead projector on for two or three seconds. Then, turn the overhead projector off. Call upon individual students to recall as many of the sight words as possible from the overhead transparency. You may wish to prepare more than one overhead transparency for this activity. Also, this activity may be conducted in team form. In this case, the winning player is the player who recalls the greatest number of sight words.

- **Calendar Bingo**

Before the activity begins, prepare a calendar page on a sheet of paper. Provide each student with a copy of the calendar page. Also, provide each student with 10 small markers. Each student should place the markers on different dates on the calendar page. Say a date from the calendar page. The student or students who have their markers on that date, must identify sight words that you point to. The students may change the positions of their markers after each round of the activity. Repeat until all students have responded a number of times in this way.

- **Sight Word Sequence Bingo**

Provide each student with a copy of the sight word bingo page from the student support materials. The students should cut the sight words from their copies. When the students have cut out their sight words, each student should place three sight words on his/her desk in a sequence (any sequence). Then, say a sequence of any three vocabulary words. Any student or students who have those three words in the same sequence win the round. When a student wins, he/she should place those three sight words to the side and place three new sight words on his/her desk, in a sequence. Continue in this way until a student or students have no sight words left on their desks.

- **Checkers In The Blind**

Prepare a large outline on the chalkboard that contains twenty sections. Number each box in the outline. Have the students face the back of the classroom. Mount small sight words in selected boxes in the outline. Call a student's name. The student should say a number between 1 and 20. If the box with that number contains a sight word, say "Bingo!" The student should then turn around and read the sight word in the box. If the box named by the student does not contain a sight word, say "Pass." Continue until all of the sight words have been identified in this way.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Kindergarten - Grade 3

*Introduce the sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the unit's sentence in the following activities.*

Basic Listening

- **Same or Different?**

Provide each student with two blank flashcards. Each student should then make a checkmark on one of his/her cards and an "X" on the other card. When the students' cards are ready, say the unit's sentence two times, with the same vocabulary words OR with different vocabulary words. If the two sentences are exactly the same, the students should hold up their check mark cards. However, if the vocabulary words are different in the sentences, the students should hold up their "X" cards.

Basic Speaking

- **Wheel of Names**

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to on the chalkboard and then say its vocabulary word in the unit's sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

- **Number Draw**

Provide each student with a blank flashcard. Say a number to each student (between one and, depending upon the number of students in your class). Each student should write his/her number on his/her number card. Prepare a matching set of number cards and place the cards in a container. Reach into the container and remove one of the number cards. Call the number showing on it. The student who has that number must identify a vocabulary illustration on the chalkboard, using the unit's sentence from this unit. Repeat this process until all students have responded.

Grade 4 - Grade 6

*Introduce the sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the unit's sentence in the following activities.*

Basic Listening

- **Same or Different?**

Provide each student with two blank flashcards. Each student should then make a checkmark on one of his/her cards and an "X" on the other card. When the students' cards are ready, say the unit's sentence two times, with the same vocabulary words OR with different vocabulary words. If the two sentences are exactly the same, the students should hold up their check mark cards. However, if the vocabulary words are different in the sentences, the students should hold up their "X" cards.

Basic Speaking

- **Wheel of Names**

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to on the chalkboard and then say its vocabulary word in the unit's sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

- **Number Draw**

Provide each student with a blank flashcard. Say a number to each student (between one and, depending upon the number of students in your class). Each student should write his/her number on his/her number card. Prepare a matching set of number cards and place the cards in a container. Reach into the container and remove one of the number cards. Call the number showing on it. The student who has that number must identify a vocabulary illustration on the chalkboard, using the unit's sentence from this unit. Repeat this process until all students have responded.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Add 'EM Up**

Before the activity begins, obtain a deck of playing cards. Remove all of the kings, queens, jacks and jokers from the deck of cards. For this activity, aces have the value of "one." Give two playing cards to each student. Mount the sight word cards on the chalkboard. Say a number between two and eighteen. Any student or students who have two cards that add up to the number you said must identify a sight word you point to. In this activity, the suits of the cards are not important. The students may change playing cards periodically during the activity.

- **Blank Chalkboard Reading**

Mount all of the sight word cards on the chalkboard, in a vertical column. Read all of the sight words with the students, from the top to the bottom. Then, remove the last sight word card and read the list of sight words once again, including the "missing" sight word. Then, remove another sight word card and repeat this process. Continue until the students are "reading" the column of sight words from a blank chalkboard. This activity may be repeated more than once by mixing and re-attaching the sight words to the chalkboard.

- **What's Your Sequence?**

Provide each student with four blank flashcards. Write four sight words on the chalkboard. Each student should write the same sight words on each of his cards (one word per card). When the students' cards are ready, have them arrange their sight word cards in a specific sequence on their desks (each student should determine his/her own sequence of words). Then, say a sequence of the four words. Any student or students who have their sight words in the same sequence as you said, win the round. The winner or winners of this activity are those students who collect the greatest number of "wins." The students may change the sequence of their sight word cards after each round of the activity.

- **Win, Lose, Or Else!**

Give one sight word card to each of two students. The students should stand in front of the chalkboard. They should then illustrate the sight word they have, using chalk on the chalkboard. When a student's illustration is finished, have the other students identify it. Repeat with other pairs of *artists*, until all of the students have participated.

- **Overhead Run-On**

Before the activity begins, write all of the sight words on an overhead transparency - leaving no spaces between the words. You may wish to add "nonsense" letters between the words. Place the transparency on an overhead projector, facing the chalkboard. The words should be projected onto the chalkboard. Have two students stand beside the chalkboard. Say a different sight word to each of the two students. They should then use chalk to circle the sight words on the chalkboard. Repeat with other pairs of students until all of the sight words have been identified in this way.

- **Activity Sheet**

Provide the students with an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

•Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit's sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit's sentence. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Fanball

Tape the vocabulary illustrations to the floor and group the students around them. Give a "hand fan" and an inflated balloon to two students. Say one of the vocabulary words, using the unit's sentence. The two students should then use their fans to move the balloons to the illustration for the vocabulary word you said. Repeat.

• Back Match

Prepare a photocopy of each of the vocabulary illustrations. Cut the photocopied illustrations in half. Group the students in a circle. Walk around the outside of the circle, attaching the illustration halves to the students' backs. The students should not see which illustration halves have been attached to their backs. When each student has an illustration half on his/her back, say "Go." The students should then attempt to match themselves together according to the illustration halves. The students can tell one another what is on their backs. When two students have correctly matched their illustration halves, they should then orally identify the vocabulary word represented by the illustration, using the unit's sentence.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities. Use the unit's sentence with the sight words.

• Twenty Boxes

Before the activity begins, prepare a page that contains 20 (or more) boxes. Number each of the boxes on the page. Provide each student with a copy of the boxes. Each student should then use a pencil to shade-in half of the boxes. If the stencil contains 20 boxes, each student should shade in *ten* boxes. When the students have completed this process, call a student's name and a number from one of the boxes on the form. If the student has that box shaded-in, he/she may "pass". However, if that box is not shaded in, the student must identify a sight word you show. Repeat this process a number of times until many students have responded. The students may exchange forms periodically during the activity.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

• Clothesline

Mount a clothesline across the classroom using string or yarn. Tie the ends of the clothesline firmly at opposite ends of the classroom. Lay two piles of sight words on the floor under the clothesline. Place a pile of wooden clothespins on the floor between the sight word piles. Group the students into two teams. Say one of the sight words. When you say "Go," the first player in each team should rush to the pile of sight word cards. Each player must find the word card for the sight word you said. He/she must then use one of the clothespins to attach the sight word to the clothesline. The first player to do this successfully wins the round. Repeat until all players in each team have participated. The activity may also be reversed, having the students remove the sight words from the clothesline.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

• Word Find

Before the activity begins, prepare a page that contains a number of boxes. Provide each student with a copy of the page. Each student should then write the sight words horizontally, vertically, and diagonally in his form. Words may also intersect one another. When most of the form has been filled in this way, the students should fill any empty boxes with other letters of their choosing. When the students have completed their word finds, have them exchange them with one another. Each student should then use a colored pencil or felt marker to circle the sight words in the form he/she has. An alternative to this individualized approach is to create one large word find form on a length of mural paper. Mount the mural paper on the chalkboard. Group the students into two teams. When you say "Go," the first player in each team must rush to the word find outline and use a felt pen to circle a sight word in it. The first player to do this correctly wins the round. Repeat until all players have played.

Decoding/Encoding

• Should I Speak?

Write all of the letters/syllables on the chalkboard from the sight words. The letters/syllables should be written in a scattered form. Then, point to one of the letters/syllables on the chalkboard and say a sight word. If the letter/syllable you are pointing to is found in the sight word you said, the students should repeat the sight word. However, if the letter/syllable you are pointing to is not found in the sight word you said, the students should remain silent. This activity may also be done in team form. In this case, the first player in each team should respond (or not respond). When a player makes a mistake, he/she is "out" until the next round of the game. Repeat until all players have participated. The winning team would be the team with the greatest number of players left.

• Popsicle Sticks

Provide each student with nine popsicle sticks. Say a sight word and the students should hold up the popsicle sticks to show the number of letters/syllables in the word. Repeat this process until the students have responded to all of the sight words in this way. Of course, if the sight words have more than nine letters/syllables, it will be necessary to provide more sticks to the students. This activity may also be done in team form. In this case, group the students into two teams. Lay a pile of popsicle sticks on the floor, in front of the two teams. Say a sight word. When you say "Go," the first player in each team must rush to the popsicle sticks and select a correct number of sticks to show the number of letters/syllables for the word you said. The first player to do this correctly wins the round. Repeat until all players have played.

• Half Time

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

• Activity Sheet

Provide the students with an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say the unit's sentence and one of the vocabulary words; the student must find the illustration for the sentence you said, using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the Unit's Sentence, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the sentence you said wins the round. Repeat until all players have played.

Basic Speaking

- **Wheel of Names**

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to on the chalkboard and then say its name in the unit's sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

- **Bombs Away!**

Group the students close together in the center of the classroom. Make a masking tape line around the group of students. Toss a round, inflated balloon into the air above the students. The object of the activity is for the students to avoid being touched by the balloon as it lands. The students should not move outside of the masking tape line. When a student is touched by the balloon, he/she must then identify a vocabulary illustration you show him/her or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until all students have participated.

Grade 4 - Grade 6

Basic Reading Sight Recognition

- **Switch**

Stand all of the sight word cards in the chalkboard ledge. For added motivation you may wish to prepare extra sight word cards for this activity. Have the students look carefully at the sequence of sight word cards (from left to right). Then, have the students close their eyes. Switch the order of any two of the sight word cards. Have the students open their eyes and call upon specific individuals to name the sight words that were switched. You may wish to conduct this activity in team form. In this case, the first player to correctly identify the two switched sight words, wins the round. Repeat until all players have participated.

- **About - Face!**

Mount the vocabulary illustrations on the walls, chalkboard, door, and windows of the classroom. Mount the sight word cards on the chalkboard. Use a flashlight to shine on one of the sight word cards. The students should then turn and face the illustration for the sight word you point to. Repeat until all of the sight words have been identified in this way.

- **Overhead Run-On**

Before the activity begins, write all of the sight words on an overhead transparency - leaving no spaces between the words. You may wish to add "nonsense" letters between the words. Place the transparency on an overhead projector, facing the chalkboard. The words should be projected onto the chalkboard. Have two students stand beside the chalkboard. Say a different sight word to each of the two students. They should then use chalk to circle the sight words on the chalkboard. Repeat with other pairs of students until all of the sight words have been identified in this way.

- **Activity Sheet**

Provide the students with an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

• Right Or Wrong?

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

• Spell By Numbers

Cut each of the sight words into its individual letters/syllables. Mount all of the cut out letters/syllables on the chalkboard, in a scattered form. Provide each student with writing paper and pen. Number each of the letter/syllables on the chalkboard. Say one of the sight words. Then, each student should write the numbers of the letters/syllables that make up the sight word you said. Repeat until all sight words have been "encoded" in this way. Afterwards, review the students' responses.

• Word Part Bingo

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. Each student should cut out the letters/syllables from the words in his copy of the stencil. When a student has cut out all of the letters/syllables, he/she should hold all of the letters/syllables in one hand, placing one letter/syllable on his/her desk. Say a sight word. If a student's letter/syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that letter/syllable to the side. The student should then place another letter/syllable on his/her desk. Continue in this way until a student or students have no letters/syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the letters/syllables to the students.

• Flashlight Encode

Cut each of the sight words in half. Mount all of the word halves, in a scattered form, on the chalkboard. Stand in front of the chalkboard with two flashlights. Shine the light of one flashlight on a word half. Then, shine the light of the other flashlight on its matching half. The students should say the sight word. However, when the lights of the two flashlights are shining on word halves that do not go together, the students should remain silent. If four flashlights are available, this activity may be done in team form. In this case, give the first player in each team two flashlights. Say a sight word. The first player in each team must then use his/her two flashlights to illuminate the word halves for the sight word you said. The first player to do this correctly wins the round.

• Activity Sheet

Provide the students with an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Nod and Clap

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

• Hand Tag

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show, using the unit's sentence for this unit. Repeat until many students have responded.

• Road Maze

Outline a series of "roads" on the floor using masking tape or chalk. All of the roads should begin at the same place and end in the same general area. Place the vocabulary illustrations at the ends of the roads. Give two students toy cars. The students should place their cars at the START of the roads. When you say "Go," they should drive through the road system as quickly as they can to the vocabulary illustrations. The first player to park his/her car on one of the illustrations and to name it, using the unit's sentence, wins the round. Repeat with other pairs of players until all of the students have participated.

Grade 4 - Grade 6

Basic Reading Decoding/Encoding

• Clozure

Prepare clozure cards using the key vocabulary words - print only the first and last letters of the words on the cards. Write the main part of each word on flashcards that fit into the clozure cards. Mount all of the clozure cards on the chalkboard. Lay the other flashcards on the floor in front of the chalkboard. Group the students into two teams. When you say "Go," the first player in each team must rush to the cards on the floor. Each player should select one of the cards and center it in its correct clozure card on the chalkboard. The first player to do this successfully wins the round. Repeat until all players in each team have participated. This activity can also be conducted as an activity sheet with the students.

• Find The Other Half

Group the students into two teams. Give the first player in each team a flashlight. Cut each of the sight words in half. Mix the word halves together and attach them to the chalkboard in a scattered form. Stand between the two teams with a flashlight. Shine the light of your flashlight on a word half. When you say "Go," the first player in each team must turn on his/her flashlight and find the other half of the word for the word half your light is shining on. The first student to do this correctly wins the round. Repeat until all players in each team have played.

• The Lost Syllable

Say a syllable from one of the sight words. Call upon the students to identify the sight word (or words) that contain that syllable. Depending upon the syllable you say, more than one sight word may be the correct answer. This activity may also be done in team form. In this case, lay the sight word cards on the floor. Group the students into two teams. Say a syllable from one of the sight words. When you say "Go," the first player in each team must rush to the sight word cards and find the sight word that contains the syllable you said.

• Spell By Numbers

Cut each of the sight words into its individual letters/syllables. Mount all of the cut out letters/syllables on the chalkboard, in a scattered form. Provide each student with writing paper and pen. Number each of the letter/syllables on the chalkboard. Say one of the sight words. Then, each student should write the numbers of the letters/syllables that make up the sight word you said. Repeat until all sight words have been "encoded" in this way. Afterwards, review the students' responses.

• Activity Sheet

Provide the students with an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

• Find The Other Half

Give two students each a flashlight. Cut each of the sight words in half. Mix the word halves together and attach them to the chalkboard in a scattered form. Stand between the two students with a flashlight. Shine the light of your flashlight on a word half. When you say "Go," the two students must turn on their flashlights and find the other half of the word for the word half your light is shining on. The first student to do this correctly wins the round. Repeat until all students have played.

Basic Writing

• Alphabet Code

Assign a number to each letter of the Tlingit/Haida/Tsimshian alphabet. Write the letters across the top of the chalkboard, and write the numbers for them underneath (one number for each letter). Provide each student with writing paper and a pen. Spell one of the sight words, using the numbers for the letters rather than the letters themselves. The students should write the numbers you say on their sheets of paper. Then, when the word has been spelled in this way, each student should write the word you spelled, using the letters for the numbers dictated.

• Wrong!

Provide each student with writing paper and a pen. Write the sight words on the chalkboard, purposely misspelling some of them. The students should write only those words that are misspelled, correcting the errors as they write the words. Afterwards, review the students' responses.

• Numbered Illustrations

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

• Word Descriptions

Mount the sight words on the chalkboard. Provide the students with writing paper and pens. Then, describe the features of one of the sight words. This may include the number of letters, syllables, etc. After describing the features of the sight word, each student should write the sight word he/she feels fits the description you gave. Repeat this process with other sight words. Afterwards, review the students' responses.

• Overhead Configurations

Before the activity begins, write the sight words on an overhead transparency sheet. Place an overhead projector on the floor, facing the chalkboard. Lay the overhead transparency sheet on the screen of the projector and turn the projector ON. The sight words should be projected onto the chalkboard. Then, use chalk to draw configurations around each of the sight words. When a configuration has been drawn for each sight word, turn the overhead projector OFF. Call upon a student to use chalk to fill-in one of the configurations with its sight word.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Hop The Line

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific sentence (i.e., the unit's sentence with a vocabulary word). Say a number of other sentences - eventually repeating the sentence you said at the beginning of the round. When the students hear that sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using the unit's sentence with all of the vocabulary words.

Basic Speaking

• Hand Tag

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show using the unit's sentence for this unit. Repeat until many students have responded.

• Feel The Number

Mount the vocabulary illustrations on the chalkboard and number each one. Have a student stand, facing the illustrations. Stand behind the student and use your index finger to "write" one of the illustration numbers on his/her back. When the student feels the number, he/she should orally identify the illustration with that number, using the unit's sentence. This activity may also be done in team form. In this case, "write" one of the numbers on the back of the last player in each team. When you say "Go," the last player in each team should write the number on the back of the student in front of him/her, and so on. When the first player in each team feels the number, he must name the illustration with that number. The first team to do this wins the round. The first player in each team should move to the back of the team after each round of the activity.

Grade 4 - Grade 6

Basic Writing

• Numbered Illustrations

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

• Writing Relay

Group the students into two teams. Say one of the vocabulary words. When you say "Go," the first player from each team must rush to the chalkboard and write only the FIRST letter of the word. He/She should then run to the back of the team and the next player should rush to the chalkboard to add the SECOND letter, and so on. The winning team is the team that correctly completes the spelling of the word first. Repeat using other key vocabulary words.

• Water Writing

Group the students into two teams. Place a container of water and two clean paint brushes in front of the chalkboard. Say one of the key vocabulary words. The first player from each team must then rush to the chalkboard. Each player should dip his/her paintbrush into the water and then use it to "write" the word on the chalkboard. Repeat this process until all players in each team have written a "water word."

• Horizontal Completion

Before the activity begins, cut each of the sight word cards in half, horizontally. Provide each student with writing paper and a pen. Also, provide each student with one of the word halves. Each student should mount his/her word half on the sheet of writing paper. Then, the students should complete their words by writing-in the missing halves. Some students should have the upper halves of the sight words and other students should have the lower halves. Afterwards, review the students' responses. You may wish to provide each student with more than one half so that he/she completes more than one sight word.

• Syllable Time

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

• Activity Sheet

Provide the students with an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **Every Second Letter**

Write a sight word on the chalkboard, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the chalkboard and then write the sight word for it on their papers. Repeat using other sight words.

- **Wrong!**

Provide each student with writing paper and a pen. Write the sight words on the chalkboard, purposely misspelling some of them. The students should write only those words that are misspelled, correcting the errors as they write the words. Afterwards, review the students' responses.

- **CV Spell**

Write one of the key vocabulary words on the chalkboard using the letter "c" for consonants and "v" for vowels. For example, the word "cat" would be written as "cvc." Provide the students with writing paper and pencils. The students should then write the vocabulary word that matches the c/v spelling on the chalkboard. Depending upon the readiness of your students, you may wish to have a master set of the sight word cards on display for the students to use as cues during the activity.

- **Activity Sheet**

Provide the students with an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Lay a length of mural paper on the floor and group the students around it. Divide the mural paper into sections, equal in number to the number of clothing items introduced in this unit. Provide the students with old magazines, scissors and glue. Label each section of the mural paper with a clothing illustration. The students should cut out pictures of the clothing items introduced in this unit and glue them in the correct sections on the mural paper. Display the completed mural in the classroom or hallway.
- Provide the students with art paper, illustrating supplies, scissors and old magazines/catalogs. Each student should cut out one clothing item and glue it onto his/her art paper. Then, the students should use their illustrating supplies to add *the rest* of the person - showing body parts and other clothes. Each student should label his/her clothing item. Display the student's artwork.
- Invite a resource person to make a presentation to the students about traditional clothing. Have samples of the clothes available to enhance the presentation.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Use the **Dialog Activity Sheet** from the Student Support Materials to review the dialog.

Prepare a sheet of small vocabulary illustrations, based on the key vocabulary words for this unit. Make a copy of the page for each student. The students should take the illustrations page home so that they can say the Tlingit/Haida/Tsimshian vocabulary words to the members of their families.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Lay a length of mural paper on the floor and group the students around it. Divide the mural paper into sections, equal in number to the number of clothing items introduced in this unit. Provide the students with old magazines, scissors and glue. Label each section of the mural paper with a clothing illustration. The students should cut out pictures of the clothing items introduced in this unit and glue them in the correct sections on the mural paper. Have the students prepare label cards, using the key words from this unit. Display the completed mural in the classroom or hallway, with the labels prepared by the students.
- Provide the students with art paper, illustrating supplies, scissors and old magazines/catalogs. Each student should cut out one clothing item and glue it onto his/her art paper. Then, the students should use their illustrating supplies to add *the rest* of the person - showing body parts and other clothes. Each student should label his/her clothing item. Display the students artwork.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Use the **Dialog Activity Sheet** from the Student Support Materials to review the dialog.
- Give each student a sight word card from any unit covered thus far in the Heritage language program. Encourage each student to say a sentence of his/her own using the sight word.

- Invite a resource person to make a presentation to the students about traditional clothing. Have samples of the clothes available to enhance the presentation.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Assessment for this unit.

- If possible, obtain samples of traditional Tlingit/Haida/Tsimshian clothing; introduce the items to the students and have them compare and contrast them with the clothing worn today. It is important that the students realize that traditionally, the Tlingit/Haida/Tsimshian people had to rely on materials that were available from their environment. Draw the students' attention to details in the traditional clothing samples - e.g., materials used, stitches, etc.
- Provide each student with illustrating materials and supplies. Each student should then create an advertisement poster that advertises clothes. You may wish to have the students do their posters on full sheets of tagboard. The advertisements should be labeled with the key words introduced in this unit. Display the completed posters in the classroom or hallway.
- Introduce the **dialog** for this unit to the students. Begin by saying the “a” parts; the students say the “b” parts. Later, switch these and the students say the “a” parts and you say the “b” parts. Divide the class in half and have the two groups practice the dialog. When the students learn the dialog, have individuals in the class practice the dialog with one another.
- Use the **Dialog Activity Sheet** from the Student Support Materials to review the dialog.
- Prepare a set of sight word cards for the students so that each student has one card. Call a student's name; that student should try to say a complete Tlingit/Haida/Tsimshian sentence using sentences and vocabulary words from previous units. Continue until each student has had an opportunity to create a sentence of his/her own. Understandably, the sentences may be very basic for those students who do not understand or speak Tlingit/Haida/Tsimshian. Accept any sentences that make sense; if a student makes a grammatical mistake, merely repeat the sentence, making the change(s) so that the sentence is grammatically correct.

Place all of the sight words from this unit in a box or envelope, labeled “Grades 7 - 12;” these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope. One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.

Other SHI Resources

[Beginning Tlingit Lesson 1](#)

[Lingít X'eínáx Sá](http://www.sealaskaheritage.org/programs/language_resources.htm) http://www.sealaskaheritage.org/programs/language_resources.htm

[Lingít X'eínax Áx](#)



UNIT 9

Recreation

Unit 9

Recreation

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

kus.ook' (playing)
al'eix (dancing)
at shí (singing)

Grades 1 - 3

kus.ook' (playing)
al'eix (dancing)
at shí (singing)
ast'eix (trolling)
lis'ees (sailing)

Grades 4 - 6

kus.ook' (playing)
al'eix (dancing)
at shí (singing)
ast'eix (trolling)
lis'ees (sailing)
al'oon (hunting)
kuk'éet' (picking)
kasné (knitting)
yasix'oot' (skipping rocks over water)

Grades 7 - 12

kus.ook' (playing)
al'eix (dancing)
at shí (singing)
ast'eix (trolling)
lis'ees (sailing)
al'oon (hunting)
kuk'éet' (picking)
kasné (knitting)
yasix'oot' (skipping rocks over water)
kooch'éit'aa (playing basketball)
koolk'ishaa (playing baseball)
koot'áax'aa (playing marbles)

Unit's Dialog

- a. Daa sá yéi adaané? (What is s/he doing?)
- b. _____áwé yéi adaané (S/he is _____.)
- a. Wa.é ku.aa? (And you?)
- b. _____áwé yéi daaxané (I am _____.)

Unit Sentence

_____yéi adaané. (S/he is _____.)

Unit 9

Recreation - Haida

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

náanggang (is playing)

xyáalgang (is dancing)

k'ajúugang (is singing)

Grades 1-3

náanggang (is playing)

xyáalgang (is dancing)

k'ajúugang (is singing)

skáadaanggang (is berry-picking)

ta xáygang (is weaving)

Grades 4-6

náanggang (is playing)

xyáalgang (is dancing)

k'ajúugang (is singing)

skáadaanggang (is berry-picking)

ta xáygang (is weaving)

sgi skáajuugang (is playing baseball)

ki skáawnanggang (is shooting pool)

stáwjaawaagang (is going visiting)

Grades 7-12

náanggang (is playing)

xyáalgang (is dancing)

k'ajúugang (is singing)

skáadaanggang (is berry-picking)

ta xáygang (is weaving)

sgi skáajuugang (is playing baseball)

ki skáawnanggang (is shooting pool)

stáwjaawaagang (is going visiting)

ta tl'iigang (is sewing)

káajuugang (is hunting)

ta líidadaang (is reading)

ta k'iidang (is carving)

Unit's Dialog

a. **Gúus uu dág isdaang?** (What are you doing?)

b. **HI ____.** (I'm ____.)

a. **Húu gw gulгаа?** (Is it fun?)

b. **Áang, gulгаа áwyaagang.** (Yes, it's lots of fun.)

Unit's Sentence

HI ____. (I'm ____.)

Unit 9 - Recreation - Tsimshian

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

gganta ggoad (play-thing)
meelg (dance)
leemee (sing)

Grades 1 - 3

gganta ggoad (play-thing)
meelg (dance)
leemee (sing)
oomhoan (troll)
hahloam boad (sail-boat)

Grades 4 - 6

gganta ggoad (play-thing)
meelg (dance)
leemee (sing)
oomhoan (troll)
hahloam boad (sail-boat)
ba'an hahloam boad (sailing)
hakhahloa (sails)
shuwileen (hunting)

Grades 7 - 12

gganta ggoad (play-thing)
meelg (dance)
leemee (sing)
oomhoan (troll)
hahloam boad (sail-boat)
ba'an hahloam boad (sailing)
hakhahloa (sails)
shuwileen (hunting)
shimaay (pick berries)
dackshn loab (skip rocks on water)
guul (picking)
loopg (sew)
yehlgm liploab (marbles)
hla'at (ball/basketball)

Unit's Dialog

- a. **Goahl dsadsabt?** (What is she/he doing?)
- b. **Yagwa** _____. (She is _____.)
- a. **Adat 'nuun?** (And you?)
- b. **Yagwa** _____. (I am _____.)

Unit's Sentence

Yagwa _____. (She/he is _____.)
Yagwa _____. (I am _____.)

Tlingit-Haida-Tsimshian As a Second Language

Theme: Recreation

Lesson 1

Kindergarten - Grade 3

Motivation

Wrap a baseball in an old sheet and place it on the floor. Group the students around the bat. Have the students take turns feeling the bat; when all of the students have participated, call upon them to identify the item that they felt through the sheet.

Introduction

- Collect concrete materials that represent the key vocabulary from this unit. Present each item to the students, calling upon them to identify it and to tell you how it is used.

Review the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

• Wild Cars

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration for the vocabulary word you said.

Grade 4 - Grade 6

Motivation

Wrap a baseball in an old sheet and place it on the floor. Group the students around the bat. Have the students take turns feeling the bat; when all of the students have participated, call upon them to identify the item that they felt through the sheet.

Introduction

- Collect concrete materials that represent the key vocabulary from this unit. Present each item to the students, calling upon them to identify it and to tell you how it is used.

Review the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures for this Unit.

Basic Listening

• Wild Cars

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration for the vocabulary word you said.

Tlingit-Haida-Tsimshian As a Second Language

Theme: Recreation

Lesson 1

Grade 7 - Grade 12

Motivation

Show the students the concrete materials associated with the different recreational forms. Have the students identify the sport associated with each item and how it is used.

Introduction

- If possible, collect other items associated with each of the recreational forms, e.g. a baseball hat, a lace (from a skate, etc). Show these items to the students, calling upon them to name the recreational form associated with each one.

Review the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Prepare a vocabulary illustration for each of the words.

Basic Listening

- **The Hidden Words**

Say a vocabulary word for the students. Tell the students to listen for that vocabulary word as you say a running story. Provide each student with writing paper and a pen. When the students hear the vocabulary word in the running story, they must make a check mark on their papers each time the word occurs. Depending upon the readiness of your students, you may wish to have them listen for two or three words. In this case, have the students make a check mark for one word, and a "X" and an "O" for the other words.

Basic Speaking

- **One To Six**

Provide each student with two blank flashcards. Each student should then write a number on each of his flashcards, between one and six - one number per card. When the students' number cards are ready, toss two dice and call the numbers showing. Any student or students who have those two numbers must then identify a vocabulary illustration you show. The students may exchange number cards periodically during this activity.

- **Clock That Word**

Before the activity begins, obtain a clock which has a seconds hand. Mount the clock in front of the classroom. Say a vocabulary word and then tell the students to listen for that word again. As the students listen for the word, they should watch the seconds hand of the clock. Say a number of words or a running story - eventually repeating the vocabulary word you named at the beginning of the activity. When the students hear the vocabulary word, they must note the position of the seconds hand on the clock. Repeat, using other vocabulary words or sentences which contain the vocabulary words.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

- **Locomotive**

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount an illustration on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four illustrations on the walls), they should step in that direction - while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step towards the illustrations as they are named.

- **Stretch**

Place the vocabulary illustrations on the floor, in a scattered form. The illustrations should be quite close together. Have a student stand beside the illustrations. Say a vocabulary word for one of the illustrations. The student should place his/her left foot on that illustration. Then, say other vocabulary words and the student must identify the correct illustrations with different parts of his/her body. You may wish to have two students participate in this process at the same time for added motivation.

- **Auditory Location**

Have a student stand at the front of the classroom. Blindfold the student or have him/her close his/her eyes. Whisper a vocabulary word or sentence (which contains a vocabulary word) to a student in the classroom. That student should then repeat the word/sentence orally. The blindfolded student must then point in the direction from which the word or sentence came. Repeat with other students.

- **Here, There, Everywhere**

Mount the vocabulary illustrations on the walls around the classroom. Group the students in the center of the classroom. Say a vocabulary word and the students should rush to that illustration. However, when you say a word that is not represented by an illustration on the walls, the students should sit down and hold one arm in the air. Repeat this process until all of the vocabulary illustrations have been identified a number of times. This activity is ideal for gym class as a "warm-up."

- **Back to Back Race**

Have two pairs of students stand in the center of the classroom. The students in each pair should stand back to back with arms interlocked. Lay the vocabulary illustrations on the floor in a scattered form. Say one of the vocabulary words. The two pairs of students must then race to the illustration for the vocabulary word you said without unlocking their arms. The first pair to reach the correct illustration wins the round. Repeat with other pairs of students.

Grade 4 - Grade 6

Basic Listening

- **Locomotive**

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount an illustration on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four illustrations on the walls), they should step in that direction - while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step towards the illustrations as they are named.

Basic Speaking

- **Illustration Concentration**

Prepare a photocopied set of vocabulary illustrations. Cut the photocopied illustrations in half. For this activity, you may wish to prepare extra copies of the vocabulary illustrations. Glue the halves to sheets of construction paper. Mix all of the cut up illustration halves on the floor, face down. Group the students around the illustration halves. Call upon a student to turn over one of the illustration halves. The student should show that illustration half to the other students. Then, he/she should turn over another illustration half. If the two halves go together to produce a vocabulary illustration, the student should identify the illustration by its vocabulary word and then keep the two halves. However, if the two halves do not go together to produce a vocabulary illustration, the student should replace both halves in their original locations on the floor. Continue in this way until all of the illustration halves have been correctly matched. The winning student or students are those with the greatest number of halves collected.

Number What?

Mount the vocabulary illustrations on the chalkboard. Number each illustration. Call one of the numbers and the students should identify the illustration with that number. Continue in this way until all of the vocabulary illustrations have been identified a number of times. To add "spice" to the activity, you may wish to say a simple oral math problem, the answer to which is equal to one of the numbers on the chalkboard. For example, you may say, "Six plus four, minus three, plus one." For this example, the answer would be "Eight." In this case, the students should identify the vocabulary illustration with the numeral "8" beside it. This activity may also be done in team form. The first player to solve the math problem and then to identify the illustration with the number of the answer of the problem, wins the round.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

- **Illustration Hold-Up**

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Your Number Is Up!**

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

- **Guess My Number!**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Think of a number between one and twenty. Call upon individual students to guess the number you are thinking of. The student who guesses the correct number must then identify a vocabulary illustration by the number of the illustration you call. Repeat this process, selecting different numbers for each round of the activity. The activity may be changed so that the students think (or write) numbers between one and twenty. In this case, you should try to guess the students' numbers. Whenever you guess a student's number correctly, he/she must then identify a vocabulary illustration you show him/her. A student may change his/her number after responding in this way.

Number What?

Mount the vocabulary illustrations on the chalkboard. Number each illustration. Call one of the numbers and the students should identify the illustration with that number. Continue in this way until all of the vocabulary illustrations have been identified a number of times. To add "spice" to the activity, you may wish to say a simple oral math problem, the answer to which is equal to one of the numbers on the chalkboard. For example, you may say, "Six plus four, minus three, plus one." For this example, the answer would be "Eight." In this case, the students should identify the vocabulary illustration with the numeral "8" beside it. This activity may also be done in team form. The first player to solve the math problem and then to identify the illustration with the number of the answer of the problem, wins the round.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Illustration Hold-Up

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

• Matching Halves

Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. You may have the students exchange illustration halves periodically during this activity.

Airplane Land

Lay the vocabulary illustrations on the floor in a scattered form. Have the students sit in a large circle around the illustrations. Prepare two paper airplanes. Give the airplanes to the students. Say one of the vocabulary words and the students should toss their airplanes, attempting to land them on the illustration for the vocabulary word you said. Repeat until all students have participated.

Grade 4 - Grade 6

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Illustration Hold-Up

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

• Matching Halves

Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. You may have the students exchange illustration halves periodically during this activity.

Airplane Land

Lay the vocabulary illustrations on the floor in a scattered form. Have the students sit in a large circle around the illustrations. Prepare two paper airplanes. Give the airplanes to the students. Say one of the vocabulary words and the students should toss their airplanes, attempting to land them on the illustration for the vocabulary word you said. Repeat until all students have participated.

• Confetti Pick-Up

Lay the vocabulary illustrations on the floor at one end of the classroom. Have two students stand at the other end of the classroom. Place a handful of confetti on the floor in the center of the classroom. Say a vocabulary word. The students should then rush to the confetti. Each student should pick up one piece of confetti using the thumb and index finger of one hand. When a player has picked up a piece of confetti, he/she must then place it on the illustration for the vocabulary word you said. The first player to do this correctly wins the round. Repeat with other pairs of players.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Illustration Bingo**

Provide each student with five vocabulary illustrations (use the Sight Word Bingo page from the Student Support Materials). Each student should turn his/her illustrations face-down on the desk. Then, each student should turn ONE illustration face up. Say a vocabulary word, using the unit's sentence. Any student or students who have the illustration for the vocabulary word you said (in the sentence) face up on their desks, should show their illustrations. Those illustrations should then be put to the side and the students should turn over another illustration. The first student or students to have no illustrations left on their desks, win the round. The illustrations may be collected, mixed, and re-distributed to the students for the different rounds of the activity.

Basic Speaking

- **High Card Draw**

Distribute all of the cards from a deck of playing cards to the students (be certain that all students have the same number of cards). Call two students' names. Those two students must then select one card each from their cards. The two students should show the cards they have selected. The student who has the highest card must then identify a vocabulary illustration you show, using the unit's sentence. Then, the student should place that card to the side. For this activity, you may decide that "aces" are high or low. The value of jacks, queens, and kings can be the same (or, you may decide to give them specific values for this activity). If both students show cards of the same value, then both students should identify a vocabulary illustration you show, using the unit's sentence. Repeat until a student or students have no cards left.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using the unit's sentence. Continue in this way until all of the vocabulary words have been said a number of times.

- **Balloon Volleyball**

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it, using the unit's sentence. Repeat until players in both teams have responded a number of times.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **Airplane Land**

Lay the vocabulary illustrations on the floor in a scattered form. Have the students sit in a large circle around the illustrations. Prepare two paper airplanes. Give the airplanes to the students. Say one of the vocabulary words and the students should toss their airplanes, attempting to land them on the illustration for the vocabulary word you said. Repeat until all students have participated.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Balloon Volleyball**

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

Grade 4 - Grade 6

Basic Listening

- **Airplane Land**

Lay the vocabulary illustrations on the floor in a scattered form. Have the students sit in a large circle around the illustrations. Prepare two paper airplanes. Give the airplanes to the students. Say one of the vocabulary words and the students should toss their airplanes, attempting to land them on the illustration for the vocabulary word you said. Repeat until all students have participated.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Balloon Volleyball**

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

Introduce the sight words to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities. Use the unit's sentence with the sight words.

- **Mended Words**

Mount the sight word cards on the chalkboard. Cut the matching vocabulary illustrations for the sight words in half (or, prepare photocopies of the vocabulary illustrations). Mix all of the halves together and distribute them to the students. Point to one of the sight words on the chalkboard. The two students who have the illustration halves for that sight word must stand and name the sight word. Repeat until all sight words have been identified in this way. This activity may be repeated more than once by collecting, mixing and redistributing the illustration halves to the students.

- **Memory Check**

Before the activity begins, write the sight words on an overhead transparency sheet in horizontal, vertical, and diagonal forms. Place the transparency sheet on an overhead projector and project the words onto a screen or onto the chalkboard. Turn the overhead projector on for two or three seconds. Then, turn the overhead projector off. Call upon individual students to recall as many of the sight words as possible from the overhead transparency. You may wish to prepare more than one overhead transparency for this activity. Also, this activity may be conducted in team form. In this case, the winning player is the player who recalls the greatest number of sight words.

- **Calendar Bingo**

Before the activity begins, prepare a calendar page on a sheet of paper. Provide each student with a copy of the calendar page. Also, provide each student with 10 small markers. Each student should place the markers on different dates on the calendar page. Say a date from the calendar page. The student or students who have their markers on that date, must identify sight words that you point to. The students may change the positions of their markers after each round of the activity. Repeat until all students have responded a number of times in this way.

- **Circle of Words**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. The students should cut the sight words from their pages. When a student has cut out the sight words, he/she should lay them on his/her desk, in a circle. Then, each student should place a pen or pencil in the center of the circle of sight word cards. Each student should spin the pen/pencil. Say a sight word. Any student or students whose pens/pencils are pointing to the sight word you said, should call "BINGO." The student or students should then remove those sight words from their desks. Continue in this way until a student or students have no sight words left on their desks.

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Kindergarten - Grade 3

*Introduce the sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the unit's sentence in the following activities.*

Basic Listening

- **Same or Different?**

Provide each student with two blank flashcards. Each student should then make a checkmark on one of his/her cards and an "X" on the other card. When the students' cards are ready, say the unit's sentence two times, with the same vocabulary words OR with different vocabulary words. If the two sentences are exactly the same, the students should hold up their check mark cards. However, if the vocabulary words are different in the sentences, the students should hold up their "X" cards.

Basic Speaking

- **Wheel of Names**

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to on the chalkboard and then say its vocabulary word in the unit's sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

- **Being Lippy**

Stand in front of the students. Move your lips to say a vocabulary word, using the unit's sentence. The students should watch your lips carefully and then repeat the sentence. This activity may also be done in team form. In this case, the first player in each team must attempt to repeat the sentence that you "lipped." The first player to do this correctly wins the round. Repeat until all players have participated.

Grade 4 - Grade 6

*Introduce the sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the unit's sentence in the following activities.*

Basic Listening

- **Same or Different?**

Provide each student with two blank flashcards. Each student should then make a checkmark on one of his/her cards and an "X" on the other card. When the students' cards are ready, say the unit's sentence two times, with the same vocabulary words OR with different vocabulary words. If the two sentences are exactly the same, the students should hold up their check mark cards. However, if the vocabulary words are different in the sentences, the students should hold up their "X" cards.

Basic Speaking

- **Wheel of Names**

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to on the chalkboard and then say its vocabulary word in the unit's sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

- **Being Lippy**

Stand in front of the students. Move your lips to say a vocabulary word, using the unit's sentence. The students should watch your lips carefully and then repeat the sentence. This activity may also be done in team form. In this case, the first player in each team must attempt to repeat the sentence that you "lipped." The first player to do this correctly wins the round. Repeat until all players have participated.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration that is illuminated by the light of the flashlight, using the unit's sentence. Continue in this way until all of the vocabulary words have been said a number of times.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Add 'EM Up**

Before the activity begins, obtain a deck of playing cards. Remove all of the kings, queens, jacks and jokers from the deck of cards. For this activity, aces have the value of "one." Give two playing cards to each student. Mount the sight word cards on the chalkboard. Say a number between two and eighteen. Any student or students who have two cards that add up to the number you said must identify a sight word you point to. In this activity, the suits of the cards are not important. The students may change playing cards periodically during the activity.

- **Blank Chalkboard Reading**

Mount all of the sight word cards on the chalkboard, in a vertical column. Read all of the sight words with the students, from the top to the bottom. Then, remove the last sight word card and read the list of sight words once again, including the "missing" sight word. Then, remove another sight word card and repeat this process. Continue until the students are "reading" the column of sight words from a blank chalkboard. This activity may be repeated more than once by mixing and re-attaching the sight words to the chalkboard.

- **What's Your Sequence?**

Provide each student with four blank flashcards. Write four sight words on the chalkboard. Each student should write the same sight words on each of his cards (one word per card). When the students' cards are ready, have them arrange their sight word cards in a specific sequence on their desks (each student should determine his/her own sequence of words). Then, say a sequence of the four words. Any student or students who have their sight words in the same sequence as you said, win the round. The winner or winners of this activity are those students who collect the greatest number of "wins." The students may change the sequence of their sight word cards after each round of the activity.

- **Flipped-Out**

Mount the sight word cards on the chalkboard. Give each student a penny. Keep one penny for yourself. The students should carefully toss their pennies into the air. Toss your penny into the air at the same time. Call the side of your coin that is showing (heads or tails). The students who have the same side of coin showing must stand and identify sight words that you point to. Repeat this process a number of times, having the students "flip" their coins for each new round.

- **Activity Sheet**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit's sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit's sentence. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Fanball

Tape the vocabulary illustrations to the floor and group the students around them. Give a "hand fan" and an inflated balloon to two students. Say one of the vocabulary words, using the unit's sentence. The two students should then use their fans to move the balloons to the illustration for the sentence that you said. Repeat.

• Visual Memory

Mount the vocabulary illustrations on the chalkboard. The students should look carefully at the illustrations. Then, have the students close their eyes. Remove one of the illustrations from the chalkboard and place it to the side. The students should then open their eyes and identify the "missing illustration, using its key word and the unit's sentence." Continue in this way until all of the illustrations have been removed. Another way to conduct this activity is to do the reverse. In this case, prepare two or three extra sets of vocabulary illustrations. Mount a number of illustrations on the chalkboard. The students should look carefully at the illustrations. Then, have the students close their eyes. Add another illustration to the chalkboard. The students should open their eyes and identify the "new illustration." This activity (and the previous form of the activity) may be done in team form. In this case, the first player to identify the new or missing illustration wins the round.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities.

• Twenty Boxes

Before the activity begins, prepare a page that contains 20 (or more) boxes. Number each of the boxes on the page. Provide each student with a copy of the boxes. Each student should then use a pencil to shade-in half of the boxes. If the stencil contains 20 boxes, each student should shade in *ten* boxes. When the students have completed this process, call a student's name and a number from one of the boxes on the form. If the student has that box shaded-in, he/she may "pass". However, if that box is not shaded in, the student must identify a sight word you show. Repeat this process a number of times until many students have responded. The students may exchange forms periodically during the activity.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

• The Disappearing Word

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

• Activity Sheet

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

• Word Find

Before the activity begins, prepare a page that contains a number of boxes. Provide each student with a copy of the page. Each student should then write the sight words horizontally, vertically, and diagonally in his form. Words may also intersect one another. When most of the form has been filled in in this way, the students should fill any empty boxes with other letters of their choosing. When the students have completed their word finds, have them exchange them with one another. Each student should then use a colored pencil or felt marker to circle the sight words in the form he/she has. An alternative to this individualized approach is to create one large word find form on a length of mural paper. Mount the mural paper on the chalkboard. Group the students into two teams. When you say "Go," the first player in each team must rush to the word find outline and use a felt pen to circle a sight word in it. The first player to do this correctly wins the round. Repeat until all players have played.

Decoding/Encoding

• Should I Speak?

Write all of the letters/syllables on the chalkboard from the sight words. The letters/syllables should be written in a scattered form. Then, point to one of the letters/syllables on the chalkboard and say a sight word. If the letter/syllable you are pointing to is found in the sight word you said, the students should repeat the sight word. However, if the letter/syllable you are pointing to is not found in the sight word you said, the students should remain silent. This activity may also be done in team form. In this case, the first player in each team should respond (or not respond). When a player makes a mistake, he/she is "out" until the next round of the game. Repeat until all players have participated. The winning team would be the team with the greatest number of players left.

• Popsicle Sticks

Provide each student with nine popsicle sticks. Say a sight word and the students should hold up the popsicle sticks to show the number of letters/syllables in the word. Repeat this process until the students have responded to all of the sight words in this way. Of course, if the sight words have more than nine letters/syllables, it will be necessary to provide more sticks to the students. This activity may also be done in team form. In this case, group the students into two teams. Lay a pile of popsicle sticks on the floor, in front of the two teams. Say a sight word. When you say "Go," the first player in each team must rush to the popsicle sticks and select a correct number of sticks to show the number of letters/syllables for the word you said. The first player to do this correctly wins the round. Repeat until all players have played.

• Find The Parts

Before the activity begins, prepare closure word cards for the sight words being studied. Also, prepare letters/syllables cards for the letters/syllables you left out of the sight words. Mount the closure word cards on the chalkboard. Lay the letters/syllables cards on the floor, under the chalkboard. Group the students into two teams. Say a sight word to the first player in each team. When you say "Go," the first player in each team must rush to the letters/syllables cards and identify the missing letters/syllables for the sight word you said. The first student to do this correctly wins the round. You may wish to say a different sight word to each of the two players so that each player has the opportunity to respond correctly. Repeat until all players have played.

• Activity Sheet

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the Unit's Sentence for the following activities.

Basic Listening

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say the unit's sentence and one of the vocabulary words; the student must find the illustration for the sentence you said, using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the Unit's Sentence, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the sentence you said wins the round. Repeat until all players have played.

Basic Speaking

• Wheel of Names

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to on the chalkboard and then say its name in the unit's sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

• Centered Speaker

Group the students into two teams of equal numbers. The two teams should stand, facing one another, about ten feet apart. There should be one student standing between the two teams as IT for the first round of the activity. Give each player in Team One a number. Then, give each player in Team Two a number. The numbers you give the players should be "scattered" so that, for example, number One in each team is not directly opposite one another. Call a number. The two players from the teams who have that number must then exchange places as quickly as possible. However, IT must attempt to reach one of the vacated positions before the other player arrives. The player who is "stuck in the middle" must then identify a vocabulary illustration you show him/her. To add spice to this activity, when you call a number, all students in each team may pretend to run. In this way, IT will not be as certain as to which players are exchanging places. Repeat until many students have responded to the vocabulary illustrations.

Grade 4 - Grade 6

Basic Reading Sight Recognition

• Switch

Stand all of the sight word cards in the chalkboard ledge. For added motivation you may wish to prepare extra sight word cards for this activity. Have the students look carefully at the sequence of sight word cards (from left to right). Then, have the students close their eyes. Switch the order of any two of the sight word cards. Have the students open their eyes and call upon specific individuals to name the sight words that were switched. You may wish to conduct this activity in team form. In this case, the first player to correctly identify the two switched sight words, wins the round. Repeat until all players have participated.

• About - Face!

Mount the vocabulary illustrations on the walls, chalkboard, door, and windows of the classroom. Mount the sight word cards on the chalkboard. Use a flashlight to shine on one of the sight word cards. The students should then turn and face the illustration for the sight word you point to. Repeat until all of the sight words have been identified in this way.

• Tissue Grab

Group the students in a circle. Give all of the sight words to the students. Stand in the center of the circle with a small portion of tissue paper. The students should pass the sight words around the circle in a clockwise direction as quickly as possible. When you clap your hands, the students should stop passing their words around the circle. Say one of the sight words as you toss the tissue paper into the air. The student who has that sight word card must rush into the circle and catch the tissue paper before it hits the floor. Repeat this process until many students have responded.

• Activity Sheet

Prepare an activity sheet that contains small versions of the vocabulary illustrations and the sight words. The students must cut out the sight words and glue them beside their correct illustrations.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

• Right Or Wrong?

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

• Spell By Numbers

Cut each of the sight words into its individual letters/syllables. Mount all of the cut out letters/syllables on the chalkboard, in a scattered form. Provide each student with writing paper and pen. Number each of the letter/syllables on the chalkboard. Say one of the sight words. Then, each student should write the numbers of the letters/syllables that make up the sight word you said. Repeat until all sight words have been "encoded" in this way. Afterwards, review the students' responses.

• Word Part Bingo

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. Each student should cut out the letters/syllables from the words in his copy of the stencil. When a student has cut out all of the letters/syllables, he/she should hold all of the letters/syllables in one hand, placing one letter/syllable on his/her desk. Say a sight word. If a student's letter/syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that letter/syllable to the side. The student should then place another letter/syllable on his/her desk. Continue in this way until a student or students have no letters/syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the letters/syllables to the students.

• Find The Other Half

Group the students into two teams. Give the first player in each team a flashlight. Cut each of the sight words in half. Mix the word halves together and attach them to the chalkboard in a scattered form. Stand between the two teams with a flashlight. Shine the light of your flashlight on a word half. When you say "Go," the first player in each team must turn on his/her flashlight and find the other half of the word for the word half your light is shining on. The first student to do this correctly wins the round. Repeat until all players in each team have played.

• Activity Sheet

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show, using the unit's sentence. Repeat until many students have responded.

- **Illustration Bingo**

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut-out the illustrations from their copies of the stencil. When the students have cut-out their illustrations, each student should lay his/her illustrations on the desk, face down. Then, each student should turn one illustration face-up. Say a vocabulary word, using the unit's sentence. Any student or students who have the vocabulary illustration for that word face-up on their desks, should call "BINGO." Then, each student must orally identify the illustration. A student who does this successfully should then place that illustration to the side and turn over another illustration on his/her desk. The student or students who have no illustrations left on their desks are the winners. This activity may be repeated more than once by collecting, mixing and redistributing the illustrations to the students.

Grade 4 - Grade 6

Basic Reading Decoding/Encoding

- **Clozure Cards**

Prepare clozure cards using the key vocabulary words - print only the first and last letters of the words on the cards. Write the main part of each word on flashcards that fit into the clozure cards. Mount all of the clozure cards on the chalkboard. Lay the other flashcards on the floor in front of the chalkboard. Group the students into two teams. When you say "Go," the first player in each team must rush to the cards on the floor. Each player should select one of the cards and center it in its correct clozure card on the chalkboard. The first player to do this successfully wins the round. Repeat until all players in each team have participated. This activity can also be conducted as an activity sheet with the students.

- **Find The Other Half**

Group the students into two teams. Give the first player in each team a flashlight. Cut each of the sight words in half. Mix the word halves together and attach them to the chalkboard in a scattered form. Stand between the two teams with a flashlight. Shine the light of your flashlight on a word half. When you say "Go," the first player in each team must turn on his/her flashlight and find the other half of the word for the word half your light is shining on. The first student to do this correctly wins the round. Repeat until all players in each team have played.

- **Whispered Syllables**

Group the students into two teams. Mount the sight word cards on the chalkboard. Whisper a syllable from one of the sight words to the first player in each team. When you say "Go," the first player in each team must whisper the same syllable to the next player in the team. The players should continue to whisper the syllable in this way until the last player in the team hears the syllable. When the last player hears the syllable, he/she must rush to the chalkboard and point to the sight word that contains that syllable (any sight word that has that syllable in it). Repeat this process until all players have had an opportunity to identify a sight word in this way.

- **Stretch**

Cut the sight words in half. Spread the word halves on the floor in a scattered form. Group the students around the word halves. Have one student stand among the word halves. Say one of the vocabulary words and the student should use his/her feet to encode the word halves for that word - he/she should place the left foot on half of the word and the right foot on the other half of the word. For added motivation, you may wish to have two or more students participating at the same time. Repeat until all of the students have taken part in the activity.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

• Find The Other Half

Give two students each a flashlight. Cut each of the sight words in half. Mix the word halves together and attach them to the chalkboard in a scattered form. Stand between the two students with a flashlight. Shine the light of your flashlight on a word half. When you say "Go," the two students must turn on their flashlights and find the other half of the word for the word half your light is shining on. The first student to do this correctly wins the round. Repeat until all students have played.

Basic Writing

• Alphabet Code

Assign a number to each letter of the Tlingit/Haida/Tsimshian alphabet. Write the letters across the top of the chalkboard, and write the numbers for them underneath (one number for each letter). Provide each student with writing paper and a pen. Spell one of the sight words, using the numbers for the letters rather than the letters themselves. The students should write the numbers you say on their sheets of paper. Then, when the word has been spelled in this way, each student should write the word you spelled, using the letters for the numbers dictated.

• Wrong!

Provide each student with writing paper and a pen. Write the sight words on the chalkboard, purposely misspelling some of them. The students should write only those words that are misspelled, correcting the errors as they write the words. Afterwards, review the students' responses.

• Numbered Illustrations

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

• What's Your Letter?

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

• Mirror Writing

Group the students into two teams. Have the first player from each team stand in front of the chalkboard. Give each of the two players a small, unbreakable mirror. Stand some distance behind the two players with illustrations for the sight words. Hold up one of the illustrations. When you say "Go," the players with the mirrors must look over their shoulders to see the illustration you are holding. When a player sees the illustration, he/she must write the sight word for that illustration on the chalkboard. The first player to do this correctly wins the round. Repeat this process until all players in each team have had an opportunity to respond.

• Activity Sheet

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Hop The Line

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific sentence (i.e., the unit's sentence with a vocabulary word). Say a number of other sentences - eventually repeating the sentence you said at the beginning of the round. When the students hear that sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using the Unit's Sentence with all of the vocabulary words.

Basic Speaking

• Hand Tag

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show, using the unit's sentence. Repeat until many students have responded.

• Half Match

Before the lesson begins, prepare a photocopy of each of the vocabulary illustrations. Cut each of the photocopied illustrations in half. Give the illustration halves to the students (a student may have more than one illustration half). Say one of the vocabulary words. The two students who have the halves of the illustration for that word, must show their halves and repeat the word orally, using the unit's sentence. Continue in this way until all of the vocabulary words have been reviewed. This activity may be repeated more than once by collecting, mixing and redistributing the illustration halves to the students. This activity may also be adapted for team form. To do this, cut each of the vocabulary illustrations in half. Place half of the illustrations in one pile and the other halves in another pile (one pile for each team). Say a vocabulary word, using the unit's sentence. When you say "Go," the first player from each team must rush to his/her pile of illustration halves. Each player must find the half of the illustration for the sentence that you said. The first player to correctly identify the illustration half and to repeat the sentence for it, wins the round. Repeat until all players have played.

Grade 4 - Grade 6

Basic Writing

• Numbered Illustrations

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

• Writing Relay

Group the students into two teams. Say one of the vocabulary words. When you say "Go," the first player from each team must rush to the chalkboard and write only the FIRST letter of the word. He/She should then run to the back of the team and the next player should rush to the chalkboard to add the SECOND letter, and so on. The winning team is the team that correctly completes the spelling of the word first. Repeat using other key vocabulary words.

• Water Writing

Group the students into two teams. Place a container of water and two clean paint brushes in front of the chalkboard. Say one of the key vocabulary words. The first player from each team must then rush to the chalkboard. Each player should dip his/her paintbrush into the water and then use it to "write" the word on the chalkboard. Repeat this process until all players in each team have written a "water word."

• Alphabet Code

Assign a number to each letter of the Tlingit/Haida/Tsimshian alphabet. Write the letters across the top of the chalkboard, and write the numbers for them underneath (one number for each letter). Provide each student with writing paper and a pen. Spell one of the sight words, using the numbers for the letters rather than the letters themselves. The students should write the numbers you say on their sheets of paper. Then, when the word has been spelled in this way, each student should write the word you spelled, using the letters for the numbers dictated.

• What's Your Letter?

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

Every Second Letter

Write a sight word on the chalkboard, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the chalkboard and then write the sight word for it on their papers. Repeat using other sight words.

- **Writing Relay**

Group the students into two teams. Say one of the vocabulary words. When you say "Go," the first player from each team must rush to the chalkboard and write only the FIRST letter of the word. He/She should then run to the back of the team and the next player should rush to the chalkboard to add the SECOND letter, and so on. The winning team is the team that correctly completes the spelling of the word first. Repeat using other key vocabulary words.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Activity Sheet**

Select an activity page from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Have the students stand at one end of the room. Have one student stand at the front of the room with a bat or stick. Toss a nerf ball to the student; the student should try to hit the ball with the bat/stick. Repeat until all of the students have participated.
- Give each student a popsicle stick, black construction paper, glue and a white crayon. The students should glue their popsicle sticks to the bottoms of their papers. Then, they should use their white candles to add skates to the blades (popsicle sticks). Display the completed art in the classroom or hallway.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.

Prepare a sheet of small vocabulary illustrations, based on the key vocabulary words for this unit. Make a copy of the page for each student. The students should take the illustrations page home so that they can say the Tlingit/haida/tsimshian vocabulary words to the members of their families.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Provide each student with white string, 2 popsicle sticks, glue and a white crayon. The students should glue the popsicle sticks up and down on the left and right sides of their construction paper. Then, the students should use their white string to make a net (e.g., a volleyball net). When this is done, the students can use their white candles to add players to their pictures. Later, have the students label their pictures and display them.
 - Give each student a popsicle stick, black construction paper, glue and a white crayon. The students should glue their popsicle sticks to the bottoms of their papers. Then, they should use their white candles to add skates to the blades (popsicle sticks). Have the students label their artwork and display the completed art in the classroom or hallway.
 - Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
 - Use the Dialog Activity Page, from the Student Support Materials, to review the dialog with the students.
 - Give each student a sight word card from any unit covered thus far in the Heritage language program. Encourage each student to say a sentence of his/her own using the sight word.
- Prepare a list of the sight words from this unit. Make a copy for each student. The students should take the list home so that they can practice reading the words with their families.***

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Assessment for this unit.

- Provide each student with art paper, pipe cleaners, strips of babiche and glue. The students should then use their pipe cleaners to create snowshoes, or other recreation items, on their art paper; they should do this by bending and gluing the pipe cleaners into the shape of snowshoes. They should then finish the snowshoes with the strips of babiche. Have the students label their finished artwork; display the snowshoes in the classroom or hallway.
- Invite a resource person to demonstrate traditional Native games. Arrange the presentation well in advance so that the necessary concrete materials can be collected to enhance the presentation.
- Provide the students with small squares of tagboard (e.g., half inch squares). The students should write the letters of the Tlingit/Haida/Tsimshian alphabet on their squares (one letter per square). When finished, the students can break into pairs and use their letter squares to play Tlingit/Haida/Tsimshian "Scrabble."
- Prepare a set of sight word cards for the students so that each student has one card. Call a student's name; that student should try to say a complete Tlingit/haida/tsimshian sentence using sentences and vocabulary words and dialogs from previous units. Continue until each student has had an opportunity to create a sentence of his/her own. Understandably, the sentences may be very basic for those students who do not understand or speak the Heritage Language. Accept any sentences that make sense; if a student makes a grammatical mistake, merely repeat the sentence, making the change(s) so that the sentence is grammatically correct.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.

Place all of the sight words from this unit in a box or envelope, labeled "Grades 7 - 12;" these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope. One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.

Other SHI Resources

Beginning Tlingit Lessons 7, 9

http://www.sealaskaheritage.org/programs/language_and_culture_curriculum.htm

Canoes

http://www.sealaskaheritage.org/programs/language_resources.htm

Lingít X'eínáx Sá

Lingít X'eínax Áx



UNIT 10

Buildings

Unit 10

Buildings

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

hít (house)
neil (home)
naa kahídi (tribal house)

Grades 1 - 3

hít (house)
neil (home)
naa kahídi (tribal house)
hoon daakahídi (store)
x'úx' daakahídi (post office)

Grades 4 - 6

hít (house)
neil (home)
naa kahídi (tribal house)
hoon daakahídi (store)
x'úx' daakahídi (post office)
átx'aan hídi (smoke house)
dáanaa daakahídi (bank)
atxá daakahídi (café/restaurant)
tleikdé híti (one sided house/shed)

Grades 7 - 12

hít (house)
neil (home)
naa kahídi (tribal house)
hoon daakahídi (store)
x'úx' daakahídi (post office)
átx'aan hídi (smoke house)
dáanaa daakahídi (bank)
atxá daakahídi (café/restaurant)
tleikdé híti (one sided house/shed)
xáat daakahídi (fish house)
at wuskú daakahídi (school/house of knowledge)
xaay (steam bath house)

Unit's Dialog

- a. **Goodéi sá yaa neegút?**. (Where are you going?)
- b. _____ **dé yaa nxagút.** (I am going to the _____.)
- b. **Wa.é ku.aa.** (And you?)
- a. _____ **dé yaa nxagút.** (I am going to the _____.)

Unit's Sentence

_____ **dé yaa nxagút** (I am going to the _____.)

Unit 10

Buildings - Haida

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

anáa.g (inside, home)
akyáa.g (outside)
dáalaa náay (bank)

Grades 1-3

anáa.g (inside, home)
akyáa.g (outside)
dáalaa náay (bank)
gatáa náay (restaurant)
kugiin náay (library)

Grades 4-6

anáa.g (inside, home)
akyáa.g (outside)
dáalaa náay (bank)
gatáa náay (restaurant)
kugiin náay (library)
'wáadaa náay (store)
gya'áangw náay (tent)
k'ah náay (theater)

Grades 7-12

anáa.g (inside, home)
akyáa.g (outside)
dáalaa náay (bank)
gatáa náay (restaurant)
kugiin náay (library)
'wáadaa náay (store)
gya'áangw náay (tent)
k'ah náay (theater)
káagaal náay (outhouse)
kaj ts'a dáang náay (barbershop)
k'adáa náay (hotel)
k'iits'iid náay (jail)

Unit's Dialog

- a. **Tl'áan.g uu d'áng iijang?** (Where are you going?)
b. **_____ (aa) uu Hl iijang.** (I'm going to the _____.)
b. **Díi eehl hl k'áa.** (Walk with me.)
a. **'Láagang.** (All right.)

Unit's Sentence

_____ (aa) uu Hl iijang.
(I am going (to) the _____.)

Unit 10 - Buildings - Tsimshian

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

waab (house/home)
waab ent haboal
ggaldsap
(tribal house/council chambers)
ggaldm wa'at (store)

Grades 1 - 3

waab (house/home)
waab ent haboal
ggaldsap
(tribal house/council chambers)
ggaldm wa'at (store)
waab dsuds (church)
waab 'biyaan (smoke house)

Grades 4 - 6

waab (house/home)
waab ent haboal
ggaldsap
(tribal house/council chambers)
ggaldm wa'at (store)
waab dsuds (church)
waab 'biyaan (smoke house)
waab daala (bank)
waab tckoackg
(café/restaurant)
'tsushgm 'tsa waab
(one sided house/shed)

Grades 7 - 12

waab (house/home)
waab ent haboal
ggaldsap
(tribal house/council chambers)
ggaldm wa'at (store)
waab dsuds (church)
waab 'biyaan (smoke house)
waab daala (bank)
waab tckoackg
(café/restaurant)
'tsushgm 'tsa waab
(one sided house/shed)
waab shiwi/aaykw-sha (school/house of knowledge)
waab lacksh (bath house)

Unit's Dialog

- a. **Nda dm goayn?** (Where are you going?)
- b. **Dm goayu da awaa _____.** (I am going to the _____.)
- b. **Adat 'nuun?** (And you?)
- a. _____ **dm goayu.** (I am going to the ____.)

Unit's Sentence

Dm goayu da awaa _____. (I am going to the _____.)

Tlingit-Haida-Tsimshian As a Second Language

Theme: Buildings

Lesson 1

Kindergarten - Grade 3

Motivation

Before the lesson begins, cut the shape of a church from thin cardboard; tape the outline on the chalkboard and cover it with a length of brown mural paper. Group the students in front of the chalkboard and use a large black crayon to do a rubbing of the cardboard church. When the outline is visible, have the students identify it. Use this as an introduction to the buildings in the community.

Introduction

- Collect concrete materials for the key words to be introduced in this unit. Show the concrete materials to the students, encouraging them to tell you the use(s) of each item.

Review the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement.

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration; they should clap when you make a *mistake*. Repeat.

Kindergarten - Grade 3

Motivation

Before the lesson begins, cut the shape of a church from thin cardboard; tape the outline on the chalkboard and cover it with a length of brown mural paper. Group the students in front of the chalkboard and use a large black crayon to do a rubbing of the cardboard church. When the outline is visible, have the students identify it. Use this as an introduction to the buildings in the community.

Introduction

- Collect concrete materials for the key words to be introduced in this unit. Show the concrete materials to the students, encouraging them to tell you the use(s) of each item.

Review the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement.

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration; they should clap when you make a *mistake*. Repeat.

Tlingit-Haida-Tsimshian As a Second Language

Theme: Buildings

Lesson 1

Grade 7 - Grade 12

Motivation

Show the concrete materials to the students; have the students identify the building associated with each item. Use this to introduce the Tlingit/Haida/Tsimshian vocabulary words to the students.

Introduction

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Prepare a vocabulary illustration for each of the words.

Basic Listening

- **The Hidden Words**

Say a vocabulary word for the students. Tell the students to listen for that vocabulary word as you say a running story. Provide each student with writing paper and a pen. When the students hear the vocabulary word in the running story, they must make a check mark on their papers each time the word occurs. Depending upon the readiness of your students, you may wish to have them listen for two or three words. In this case, have the students make a check mark for one word, and a "X" and an "O" for the other words.

Basic Speaking

- **One To Six**

Provide each student with two blank flashcards. Each student should then write a number on each of his flashcards, between one and six - one number per card. When the students' number cards are ready, toss two dice and call the numbers showing. Any student or students who have those two numbers must then identify a vocabulary illustration you show. The students may exchange number cards periodically during this activity.

- **Clock That Word**

Before the activity begins, obtain a clock which has a seconds hand. Mount the clock in front of the classroom. Say a vocabulary word and then tell the students to listen for that word again. As the students listen for the word, they should watch the seconds hand of the clock. Say a number of words or a running story - eventually repeating the vocabulary word you named at the beginning of the activity. When the students hear the vocabulary word, they must note the position of the seconds hand on the clock. Repeat, using other vocabulary words or sentences which contain the vocabulary words.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

• Illustration Hold-Up

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

• Stretch

Place the vocabulary illustrations on the floor, in a scattered form. The illustrations should be quite close together. Have a student stand beside the illustrations. Say a vocabulary word for one of the illustrations. The student should place his/her left foot on that illustration. Then, say other vocabulary words and the student must identify the correct illustrations with different parts of his/her body. You may wish to have two students participate in this process at the same time for added motivation.

• Matching Halves

Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. You may have the students exchange illustration halves periodically during this activity.

• Wild Cars

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration for the vocabulary word you said.

• The Running Story

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Grade 4 - Grade 6

Basic Listening

• Illustration Hold-Up

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

• Stare Down

Have two students stand facing one another. Mount the vocabulary illustrations on the chalkboard. The object of the activity is for the two students to look at one another without laughing. The first student to laugh (or smile) must then identify a vocabulary illustration you point to. If both students laugh or smile at the same time, then both students must identify the vocabulary illustration you point to. Repeat with other pairs of students until all students have participated.

• Reflection

Before the activity begins, obtain two small, unbreakable mirrors. Have two students stand at the front of the classroom, facing the chalkboard. Give the two students each one of the mirrors. Stand some distance behind the students. Hold up a vocabulary illustration. When you say "Go," the two players with the mirrors must then look over their shoulders with the mirrors and name the illustration. Repeat with other pairs of students.

• Cat's Cradle

Group the students in a circle, sitting on the floor. Provide each student with a vocabulary illustration (prepare extra illustrations if necessary). The students should stand their vocabulary illustrations on the floor, leaning against their legs. Give a student in the circle a ball of string. The student should hold the end of the ball of string and then say the name of a vocabulary illustration that another student has. After identifying the illustration, he/she should then toss the ball of string to the student who has that illustration (being careful to hold tightly to his/her end of the string). The student who receives the ball of string must then repeat this process - tossing the ball of string to another student in the circle. The students should continue in this way until a "cat's cradle" has been created with the string in the center of the circle. This activity may be repeated more than once by collecting and redistributing the illustrations for each new round.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

- **Matching Halves**

Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. You may have the students exchange illustration halves periodically during this activity.

Basic Speaking

- **Your Number Is Up!**

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Encode**

Prepare a photocopied set of the vocabulary illustrations. Cut each of the photocopied illustrations in half. Mix all of the halves together and mount them on the chalkboard, in a scattered form. Stand some distance from the chalkboard with two flashlights. Shine the two flashlights on two illustration halves. If the two halves illuminated by the flashlights represent a vocabulary illustration, the students should identify it orally. However, if the two halves do not go together to represent a vocabulary illustration, the students should remain silent. Repeat this process until all vocabulary illustrations have been identified in this way.

- **One To Six**

Provide each student with two blank flashcards. Each student should then write a number on each of his flashcards, between one and six - one number per card. When the students' number cards are ready, toss two dice and call the numbers showing. Any student or students who have those two numbers must then identify a vocabulary illustration you show. The students may exchange number cards periodically during this activity.

- **What's The Date?**

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the students should identify a vocabulary illustration you show or he/she should repeat a sentence you said at the beginning of the round. However, if the date named by the student is a Saturday or Sunday, the student may "pass" to another player. Repeat until many students have responded.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Over and Under

Group the students into two teams. Mount the vocabulary illustrations on the chalkboard. Give the first player in each team a ball. When you say, "Go," the first player in each team must pass the ball to the next player, over his/her head. The next player must then pass the ball to the third player, between his/her legs. The players should continue with this over/under sequence until the last player in a team receives the ball. When the last player receives the ball, he/she must rush to the chalkboard and identify an illustration for a vocabulary word that you say. The first player to do this successfully wins the round. Repeat until all players in each team have had a chance to respond in this way.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

• Change

Group the students in pairs. There should be one student without a partner to be IT for the first round of the activity. Have the students in each pair stand back to back, with elbows interlocked. Tell the students to listen for a specific word, sequence of words, or sentence. When the students hear the word/sequence or sentence you said at the beginning of the round, they should drop arms and quickly find new partners. However, IT must also find a partner - thus producing a new IT for the next round of the activity.

Grade 4 - Grade 6

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Illustration Hold-Up

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

• Matching Halves

Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. You may have the students exchange illustration halves periodically during this activity.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

• Change

Group the students in pairs. There should be one student without a partner to be IT for the first round of the activity. Have the students in each pair stand back to back, with elbows interlocked. Tell the students to listen for a specific word, sequence of words, or sentence. When the students hear the word/sequence or sentence you said at the beginning of the round, they should drop arms and quickly find new partners. However, IT must also find a partner - thus producing a new IT for the next round of the activity.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Roll 'Em Again Sam**

Provide each student with two flashcards. Each student should then write a number between 1 and 6 on each of his/her cards - one number per card. When the students' number cards are ready, toss two dice. Call the two numbers showing on the dice. Any student or students who have those two numbers on their number cards must then find a vocabulary illustration you name, using the unit's sentence (you may wish to have the vocabulary illustrations mounted on the chalkboard and numbered, for easy identification). The students may change number cards after each round of the activity.

Basic Speaking

- **Out of Order**

Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged. Then, call upon individual students to say those vocabulary words in the unit's sentence for this unit. This activity may also be done in team form.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the **Unit's Sentence**. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence (vocabulary word) for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **What's The Date?**

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the students should identify a vocabulary illustration you show, using the unit's sentence. However, if the date named by the student is a Saturday or Sunday, the student may "pass" to another player. Repeat until many students have responded.

- **Balloon Volleyball**

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it, using the unit's sentence. Repeat until players in both teams have responded a number of times.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **Stare**

Have two students stand, facing one another. Mount the vocabulary illustrations on the chalkboard and number them. The object of the activity is for the two students to look at each other without laughing. The first student to laugh must then identify a vocabulary illustration by a number from the chalkboard. If both students laugh, then both students must identify a vocabulary illustration or illustrations for the numbers you say from the chalkboard. Repeat with other pairs of students.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her. Repeat.

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Grade 4 - Grade 6

Basic Listening

- **Stare**

Have two students stand, facing one another. Mount the vocabulary illustrations on the chalkboard and number them. The object of the activity is for the two students to look at each other without laughing. The first student to laugh must then identify a vocabulary illustration by a number from the chalkboard. If both students laugh, then both students must identify a vocabulary illustration or illustrations for the numbers you say from the chalkboard. Repeat with other pairs of students.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her. Repeat.

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

- **What's That Word?**

Mount the vocabulary illustrations on the chalkboard. Tell a "running story" and point to the vocabulary illustrations as the words appear in the running story. When you point to an illustration, the students should say the vocabulary word for it. The running story is used to include the vocabulary words in natural flowing language. Repeat this process until the students have said the vocabulary words a number of times.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

Introduce the sight words to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities. Use the unit's sentence with the sight words.

- **Lucky Squares**

Mount a set of sight word cards on the chalkboard. Before the activity begins, prepare a page that has a sight word printed across the top. Draw columns for each letter of the sight word. Then, draw horizontal lines across the form to create boxes. Provide each student with a copy of the page. Each student should then copy a sight word in each of the blank boxes of the outline (the students will have to write "small" versions of the sight words). When the students have done this, provide each student with a number of markers. Call a letter from the word at the top of the form and then say the name of a sight word. The students should look for that letter and then they should look at the column beneath it to see if the sight word you named is there. If a student has the sight word you said in a box in that column, he/she should place a marker on it. Continue in this way until a student or students have a horizontal, vertical, or diagonal line of markers on their forms. Students who have created a line of markers in this way must then identify all of the sight words in the line. You may wish to have the students exchange forms for each new round of the game.

- **Overhead Run-On**

Before the activity begins, write all of the sight words on an overhead transparency - leaving no spaces between the words. You may wish to add "nonsense" letters between the words. Place the transparency on an overhead projector, facing the chalkboard. The words should be projected onto the chalkboard. Have two students stand beside the chalkboard. Say a different sight word to each of the two students. They should then use chalk to circle the sight words on the chalkboard. Repeat with other pairs of students until all of the sight words have been identified in this way.

- **Running Story**

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

- **Sight Word Bingo**

Photocopy the sight word bingo page from the Student Support Materials. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

- **Activity Sheet**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Kindergarten - Grade 3

*Introduce the sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the unit's sentence in the following activities.*

Basic Listening

- **Same or Different?**

Provide each student with two blank flashcards. Each student should then make a checkmark on one of his/her cards and an "X" on the other card. When the students' cards are ready, say the unit's sentence two times, with the same vocabulary words OR with different vocabulary words. If the two sentences are exactly the same, the students should hold up their check mark cards. However, if the vocabulary words are different in the sentences, the students should hold up their "X" cards.

Basic Speaking

- **The Revealing Illustration**

Mount the vocabulary illustrations on the chalkboard. Have the students close their eyes. Cover one of the illustrations with a sheet of construction paper. The students should then open their eyes as you very slowly reveal a portion of the illustration. When a student or students feel that they can name the vocabulary illustration, they should do so, using the unit's sentence. This activity may also be done in team form. In this case, the first player in each team should attempt to identify the vocabulary illustration as you slowly uncover it. The first player to correctly identify the vocabulary illustration, using the unit's sentence, wins the round.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using the unit's sentence. Continue in this way until all of the vocabulary words have been said a number of times.

Grade 4 - Grade 6

*Introduce the sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the unit's sentence in the following activities.*

Basic Listening

- **Same or Different?**

Provide each student with two blank flashcards. Each student should then make a checkmark on one of his/her cards and an "X" on the other card. When the students' cards are ready, say the unit's sentence two times, with the same vocabulary words OR with different vocabulary words. If the two sentences are exactly the same, the students should hold up their check mark cards. However, if the vocabulary words are different in the sentences, the students should hold up their "X" cards.

Basic Speaking

- **The Revealing Illustration**

Mount the vocabulary illustrations on the chalkboard. Have the students close their eyes. Cover one of the illustrations with a sheet of construction paper. The students should then open their eyes as you very slowly reveal a portion of the illustration. When a student or students feel that they can name the vocabulary illustration, they should do so, using the unit's sentence. This activity may also be done in team form. In this case, the first player in each team should attempt to identify the vocabulary illustration as you slowly uncover it. The first player to correctly identify the vocabulary illustration, using the unit's sentence, wins the round.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using the unit's sentence. Continue in this way until all of the vocabulary words have been said a number of times.

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her. Repeat until a number of students have responded.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Win, Lose, Or Else!**

Give one sight word card to each of two students. The students should stand in front of the chalkboard. They should then illustrate the sight word they have, using chalk on the chalkboard. When a student's illustration is finished, have the other students identify it. Repeat with other pairs of *artists*, until all of the students have participated.

- **Checkers In The Blind**

Prepare an outline on a piece of paper that contains twenty sections. Number each box in the outline. Write sight words in selected boxes in the outline. Call a student's name. The student should say a number between 1 and 20. If the box with that number contains a sight word, say "Bingo!" Show the student the sight word card for the word that is in the box on the chart. The student must read that word orally. If the box named by the student does not contain a sight word, say "Pass." Continue until all of the sight words have been identified in this way.

- **Running Story**

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

- **Configurations**

Before the activity begins, print the sight words on an overhead transparency sheet (fill the transparency with words). Place the transparency on an overhead projector and project the sight words onto the chalkboard. Review the sight words with the students. Then, outline each of the sight words on the chalkboard with chalk. When a configuration has been created for each sight word, turn the overhead projector off. Then, point to one of the configurations and call upon a student to identify the sight word for the configuration. Continue in this way until all of the sight words have been correctly identified. You may wish to turn the projector on momentarily to verify a student's response.

- **Deal!**

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students (if possible, arrange it so that all students have the same number of cards). Mount the sight words on the chalkboard. Hold a playing card from the other deck of cards against one of the sight words on the chalkboard. The student who has the matching playing card must identify the sight word. When the student has done this correctly, he/she should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

- **Activity Sheet**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit's sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit's sentence. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Fanball

Tape the vocabulary illustrations to the floor and group the students around them. Give a "hand fan" and an inflated balloon to two students. Say one of the vocabulary words, using the unit's sentence. The two students should then use their fans to move the balloons to the illustration for the vocabulary word you said. Repeat.

• Stick of Chance

Before the activity begins, obtain four or five popsicle sticks. Break the popsicle sticks into different lengths. Hold the popsicle sticks in your hands so that they all appear to be the same length. Have individual students remove the sticks from your hands. The "winner" is the student who receives the longest stick; he/she must then identify a vocabulary illustration you point to, using the unit's sentence for this unit. Repeat this process until many students have responded in this way. Of course, the activity may be switched - the student who receives the shortest stick should respond.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities.

• Twenty Boxes

Before the activity begins, prepare a page that contains 20 (or more) boxes. Number each of the boxes on the page. Provide each student with a copy of the boxes. Each student should then use a pencil to shade-in half of the boxes. If the stencil contains 20 boxes, each student should shade in *ten* boxes. When the students have completed this process, call a student's name and a number from one of the boxes on the form. If the student has that box shaded-in, he/she may "pass". However, if that box is not shaded in, the student must identify a sight word you show. Repeat this process a number of times until many students have responded. The students may exchange forms periodically during the activity.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

• Deal!

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students (if possible, arrange it so that all students have the same number of cards). Mount the sight words on the chalkboard. Hold a playing card from the other deck of cards against one of the sight words on the chalkboard. The student who has the matching playing card must identify the sight word. When the student has done this correctly, he/she should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Right or Wrong?**

Mount the sight words on the chalkboard. Point to one of the sight words and name it. The students should repeat the sight word. However, when you point to a sight word and say the wrong word for it, the students should remain silent. Repeat this process until the students have responded accurately to all of the sight words a number of times.

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Spell By Numbers**

Cut each of the sight words into its individual syllables. Mount all of the cut out syllables on the chalkboard, in a scattered form. Provide each student with writing paper and pen. Number each of the letter/syllables on the chalkboard. Say one of the sight words. Then, each student should write the numbers of the syllables that make up the sight word you said. Repeat until all sight words have been "encoded" in this way. Afterwards, review the students' responses.

- **Flashlight Encode**

Cut each of the sight words in half. Mount all of the word halves, in a scattered form, on the chalkboard. Stand in front of the chalkboard with two flashlights. Shine the light of one flashlight on a word half. Then, shine the light of the other flashlight on its matching half. The students should say the sight word. However, when the lights of the two flashlights are shining on word halves that do not go together, the students should remain silent. If four flashlights are available, this activity may be done in team form. In this case, give the first player in each team two flashlights. Say a sight word. The first player in each team must then use his/her two flashlights to illuminate the word halves for the sight word you said. The first player to do this correctly wins the round.

- **The Lost Syllable**

Say a syllable from one of the sight words. Call upon the students to identify the sight word (or words) that contain that syllable. Depending upon the syllable you say, more than one sight word may be the correct answer. This activity may also be done in team form. In this case, lay the sight word cards on the floor. Group the students into two teams. Say a syllable from one of the sight words. When you say "Go," the first player in each team must rush to the sight word cards and find the sight word that contains the syllable you said.

- **Activity Page**

Select an activity page from the Unit's Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say the unit's sentence and one of the vocabulary words; the student must find the illustration for the sentence you said, using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the Unit's Sentence, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the sentence you said wins the round. Repeat until all players have played.

Basic Speaking

- **Wheel of Names**

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to on the chalkboard and then say its name in the unit's sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her, using the unit's sentence. Repeat until a number of students have responded.

Grade 4 - Grade 6

Basic Reading Sight Recognition

- **Switch**

Stand all of the sight word cards in the chalkboard ledge. For added motivation you may wish to prepare extra sight word cards for this activity. Have the students look carefully at the sequence of sight word cards (from left to right). Then, have the students close their eyes. Switch the order of any two of the sight word cards. Have the students open their eyes and call upon specific individuals to name the sight words that were switched. You may wish to conduct this activity in team form. In this case, the first player to correctly identify the two switched sight words, wins the round. Repeat until all players have participated.

- **About - Face!**

Mount the vocabulary illustrations on the walls, chalkboard, door, and windows of the classroom. Mount the sight word cards on the chalkboard. Use a flashlight to shine on one of the sight word cards. The students should then turn and face the illustration for the sight word you point to. Repeat until all of the sight words have been identified in this way.

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **Activity Page**

Select an activity page from the Unit's Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Right Or Wrong?**

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

- **Spell By Numbers**

Cut each of the sight words into its individual syllables. Mount all of the cut out syllables on the chalkboard, in a scattered form. Provide each student with writing paper and pen. Number each of the letter/syllables on the chalkboard. Say one of the sight words. Then, each student should write the numbers of the syllables that make up the sight word you said. Repeat until all sight words have been "encoded" in this way. Afterwards, review the students' responses.

- **Word Part Bingo**

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. Each student should cut out the syllables from the words in his copy of the stencil. When a student has cut out all of the syllables, he/she should hold all of the syllables in one hand, placing one syllable on his/her desk. Say a sight word. If a student's syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that syllable to the side. The student should then place another syllable on his/her desk. Continue in this way until a student or students have no syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the syllables to the students.

- **Something's Missing**

Before the activity begins, prepare "clozure" word cards - sight word cards that have letters/syllables missing. Show one of the clozure word cards to the students and call upon them to identify the sight word it represents. This activity may also be done in team form. In this case, group the students into two teams. Lay the clozure word cards on the floor, at the other end of the classroom. Say one of the sight words (or say a different sight word to the first player in each team). When you say "Go," the first player from each team must rush to the clozure word cards and find the clozure word card for the sight word you said. Repeat until all players have played.

- **Activity Page**

Select an activity page from the Unit's Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Airplane Land

Lay the vocabulary illustrations on the floor in a scattered form. Have the students sit in a large circle around the illustrations. Prepare two paper airplanes. Give the airplanes to the students. Say one of the vocabulary words, using the Unit's **Sentence** and the students should toss their airplanes, attempting to land them on the illustration for the vocabulary word you said. Repeat until all students have participated.

Basic Speaking

• Hand Tag

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show, using the unit's sentence. Repeat until many students have responded.

• Half Match

Before the lesson begins, prepare a photocopy of each of the vocabulary illustrations. Cut each of the photocopied illustrations in half. Give the illustration halves to the students (a student may have more than one illustration half). Say one of the vocabulary words, using the unit's sentence. The two students who have the halves of the illustration for that word, must show their halves and repeat the sentence orally. Continue in this way until all of the vocabulary words have been reviewed. This activity may be repeated more than once by collecting, mixing and redistributing the illustration halves to the students. This activity may also be adapted for team form. To do this, cut each of the vocabulary illustrations in half. Place half of the illustrations in one pile and the other halves in another pile (one pile for each team). Say a vocabulary word. When you say "Go," the first player from each team must rush to his/her pile of illustration halves. Each player must find the half of the illustration for the vocabulary word you said. The first player to correctly identify the illustration half and to repeat the vocabulary word for it, wins the round. Repeat until all players have played.

Grade 4 - Grade 6

Basic Reading Decoding/Encoding

• Something's Missing

Before the activity begins, prepare "clozure" word cards - sight word cards that have letters/syllables missing. Show one of the clozure word cards to the students and call upon them to identify the sight word it represents. This activity may also be done in team form. In this case, group the students into two teams. Lay the clozure word cards on the floor, at the other end of the classroom. Say one of the sight words (or say a different sight word to the first player in each team). When you say "Go," the first player from each team must rush to the clozure word cards and find the clozure word card for the sight word you said. Repeat until all players have played.

• Find The Parts

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the syllables of the sight words. When a student has cut out all of the syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

• Right Or Wrong?

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

• Activity Page

Select an activity page from the Unit's Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Word Change**

Mount the sight word cards on the chalkboard. Provide each student with writing paper and pen. Each student should then copy one of the sight words, changing every second syllables in the word. When the students have done this, have a student read his "new word" to the others. Call upon the other students to identify the word and then to name the original letters/syllables that were changed. Repeat until each student's word has been used in this way.

Basic Writing

- **Mysterious Writing**

Provide each student with writing paper and a pen. Stand in front of the students with a pad of paper and a pencil. Hold the pencil in such a way that the students can see the top of it but not the point. Write one of the sight words. The students should watch the top of the pencil carefully until you have completed the writing of the word. Then, each student should write the word on his/her paper that he/she thinks you wrote. Repeat this process with other sight words. Afterwards, review the students' responses.

- **Wrong!**

Provide each student with writing paper and a pen. Write the sight words on the chalkboard, purposely misspelling some of them. The students should write only those words that are misspelled, correcting the errors as they write the words. Afterwards, review the students' responses.

- **Silent Dictation**

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After "lipping" the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students' responses.

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Activity Page**

Select an activity page from the Unit's Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Airplane Land

Lay the vocabulary illustrations on the floor in a scattered form. Have the students sit in a large circle around the illustrations. Prepare two paper airplanes. Give the airplanes to the students. Say one of the vocabulary words, using the unit's sentence; the students should toss their airplanes, attempting to land them on the illustration for the sentence that you said. Repeat until all students have participated.

Basic Speaking

Half Match

Before the lesson begins, prepare a photocopy of each of the vocabulary illustrations. Cut each of the photocopied illustrations in half. Give the illustration halves to the students (a student may have more than one illustration half). Say one of the vocabulary words, using the unit's sentence. The two students who have the halves of the illustration for that word, must show their halves and repeat the sentence orally. Continue in this way until all of the vocabulary words have been reviewed. This activity may be repeated more than once by collecting, mixing and redistributing the illustration halves to the students. This activity may also be adapted for team form. To do this, cut each of the vocabulary illustrations in half. Place half of the illustrations in one pile and the other halves in another pile (one pile for each team). Say a vocabulary word. When you say "Go," the first player from each team must rush to his/her pile of illustration halves. Each player must find the half of the illustration for the vocabulary word you said. The first player to correctly identify the illustration half and to repeat the vocabulary word for it, wins the round. Repeat until all players have played.

Slip String

Mount the vocabulary illustrations on the chalkboard. Join all of the students together with a long length of string. Before tying the ends of the string together, insert a roll of tape over one end of the string (a large "washer" can also be used). Then, tie the ends of the string together. Face away from the students. The students should then pass the roll of tape as quickly as possible along the string. When you clap your hands, the student who is holding the roll of tape, must identify (orally) a vocabulary illustration you point to, using the unit's sentence. For added motivation, you may wish to place more than one roll of tape (or washer) on the line of string. Repeat until many students have responded.

Grade 4 - Grade 6

Basic Writing

• Silent Dictation

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After "lipping" the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students' responses.

• Word Build

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

• Syllable Time

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

• Mysterious Writing

Provide each student with writing paper and a pen. Stand in front of the students with a pad of paper and a pencil. Hold the pencil in such a way that the students can see the top of it but not the point. Write one of the sight words. The students should watch the top of the pencil carefully until you have completed the writing of the word. Then, each student should write the word on his/her paper that he/she thinks you wrote. Repeat this process with other sight words. Afterwards, review the students' responses.

• Numbered Illustrations

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

• Activity Page

Select an activity page from the Unit's Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Activity Page**

Select an activity page from the Unit's Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Lay a length of mural paper on the floor and group the students around it. Place the concrete materials (from lesson 1) on the mural paper. Have the students fill the mural paper with tracings of the concrete materials - repeat the Tlingit/Haida/Tsimshian vocabulary words many times as the students work. When the tracings are finished, the students can colour them in. Display the completed mural in the classroom or hallway.
- Lay a length of mural paper on the floor and divide it into sections - one section for each of the buildings introduced in this unit. The students should then go through old magazines and catalogs to find pictures that represent the different items. They should glue the pictures in the correct sections of the mural paper. Some items will be appropriate for more than one of the buildings. Display the completed mural in the classroom or hallway.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Lay all of the concrete materials, from above, on the floor. Have two students sit beside the items. Blindfold the two students. *Be certain that nothing sharp is included in the concrete materials.* Name one of the items and say "Go." The two students must try to find the item that you named. Repeat with other pairs of students.

Prepare a sheet of small vocabulary illustrations, based on the key vocabulary words for this unit. Make a copy of the page for each student. The students should take the illustrations page home so that they can say the Tlingit/Haida/Tsimshian vocabulary words to the members of their families.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Lay a length of mural paper on the floor and group the students around it. Place the concrete materials (from lesson 1) on the mural paper. Have the students fill the mural paper with tracings of the concrete materials - repeat the Tlingit/Haida/Tsimshian vocabulary words many times as the students work. When the tracings are finished, the students can colour them in. Display the completed mural in the classroom or hallway.
- Lay a length of mural paper on the floor and divide it into sections - one section for each of the buildings introduced in this unit. The students should then go through old magazines and catalogs to find pictures that represent the different items. They should glue the pictures in the correct sections of the mural paper. Some items will be appropriate for more than one of the buildings. Display the completed mural in the classroom or hallway.
- Lay all of the concrete materials from lesson one on the floor. The students should look carefully at the items. Then, have the students turn around. Quietly remove one of the items and place it in a box. Have the students turn around and raise their hands, when they feel that they can name the *missing* item. Repeat this process a number of times.
- Give each student a sight word card from any unit covered thus far in the Tlingit/Haida/Tsimshian language program. Encourage each student to say a sentence of his/her own using the sight word.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Use the Dialog Activity Page from the Student

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Criterion Referenced Assessment for this unit.

- Have the students go to the different buildings in the community (e.g., in pairs) to interview people who work in those locations. Arrange the visits in advance; the students should take notes during their interviews. Later, have the students make oral presentations on the interviews that they conducted.
- Have the students sit in pairs. Provide each pair with writing paper and a pen. Each pair of students should then create a **dialog** using the key vocabulary from this unit. When the students in each pair have created their dialogs, they should practice them with one another. When the students are ready, have each pair of students stand and say their dialog in front of the other students. Repeat until all pairs of students have participated.
- Use the Dialog Activity Page from the Student Support Materials to review the dialog.
- Provide the students with writing paper and pens. Each student should create a clozure sentence, based on the unit's theme. The students must not use the key vocabulary words in their sentences. When a student's sentence is ready, he/she should read it to the other students. Call upon the other students to name the key vocabulary word missing from the sentence. Repeat until all of the students have participated.
- Conduct a dictation of ten words chosen from units covered previously in the Heritage language program. The students should write the words that you say, on sheets of writing paper. When the dictation is over, review the students' results.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Use the Dialog Activity Page from the Student Support Materials to review the dialog.

Place all of the sight words from this unit in a box or envelope, labeled "Grades 7 - 12;" these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope. One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.

Other SHI Resources

[Beginning Tlingit Lesson 6](#)

http://www.sealaskaheritage.org/programs/language_resources.htm



UNIT 11

Types of Transportation

Unit 11

Types of Transportation - Tlingit

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

yaakw (boat)
seet (small canoe)
dúk (cotton wood canoe)

Grades 1 - 3

yaakw (boat)
seet (small canoe)
dúk (cotton wood canoe)
jaakúx (skin boat)
s'eenáa yaakw (gasoline boat)

Grades 4 - 6

yaakw (boat)
seet (small canoe)
dúk (cotton wood canoe)
jaakúx (skin boat)
s'eenáa yaakw (gasoline boat)
jáaji (snow shoes)
xát'aa (sled)
át wudikeeni át (airplane)
gánti yaakw (steam boat)

Grades 7 - 12

yaakw (boat)
seet (small canoe)
dúk (cotton wood canoe)
jaakúx (skin boat)
s'eenáa yaakw (gasoline boat)
jáaji (snow shoes)
xát'aa (sled)
át wudikeeni át (airplane)
gánti yaakw (steam boat)
aandaayaagú (rowboat)
yaa nalít téeli (ice skates)
xaanás' (raft)

Unit's Dialog

- a. **Waa sá haat iyaháa?** (How did you get here?)
- b. **_____ káx' haat xwaaháa.** (I came here on _____)
- a.. **Yak'úi ixwsateení.** (It is good to see you)
- b. **Yak'úi ixwsateení. tsú.** (It is good to see you too.)

unit's sentence

_____ káx' haat xwaaháa.(I came here on _____.)

Unit 11

Types of Transportation - Haida

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

tlúu (boat, canoe)
aadáa tluwáay (seiner)
sgats' tluwáay (war canoe)

Grades 1-3

tlúu (boat, canoe)
aadáa tluwáay (seiner)
sgats' tluwáay (war canoe)
Xaadas tluwáa (Haida canoe)
ku tlúu (otter hunting canoe)

Grades 4-6

tlúu (boat, canoe)
aadáa tluwáay (seiner)
sgats' tluwáay (war canoe)
Xaadas tluwáa (Haida canoe)
ku tlúu (otter hunting canoe)
k'áang tlúu (rowboat)
jáajii (snowshoes)
ts'áan tluwáay (steamboat)

Grades 7-12

tlúu (boat, canoe)
aadáa tluwáay (seiner)
sgats' tluwáay (war canoe)
Xaadas tluwáa (Haida canoe)
ku tlúu (otter canoe)
k'áang tlúu (rowboat)
jáajii (snowshoes)
ts'áan tluwáay (steamboat)
gal hlgawnáangw (sled)
ts'agts'ag (wagon)
stáwjaaw tluwáay (passenger ship)
gyuudáan (horse)

Unit's Dialog

- A. gw d^áng k^íng? (Do you see ?)
B. **Áang**, wáatl'an aa. (Yes, over there.)
- B. T'aláng k^íngaa ts'an. (Let's go look at it.)
A. **'Láagang**. (All right.)

Unit's Sentence

 gw d^áng k^íng?
(Do you see ?)

Unit 11 - Types of Transportation - Tsimshian

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

boad (boat)
ckshoa (canoe)
lu kshiye'dsm ckshoa
(dug out canoe)

Grades 1 - 3

boad (boat)
ckshoa (canoe)
lu kshiye'dsm ckshoa
(dug out canoe)
hahloam ckshoa
(canoe with a sail)
shdeemboadm 'kala aksh
(riverboat)

Grades 4 - 6

boad (boat)
ckshoa (canoe)
lu kshiye'dsm ckshoa
(dug out canoe)
hahloam ckshoa
(canoe with a sail)
shdeemboadm 'kala aksh
(riverboat)
shacksh oomtckow
(halibut boat)
naa (snow shoes)
ha'li 'gyaickg (sled)

Grades 7 - 12

boad (boat)
ckshoa (canoe)
lu kshiye'dsm ckshoa
(dug out canoe)
hahloam ckshoa
(canoe with a sail)
shdeemboadm 'kala aksh
(riverboat)
shacksh oomtckow
(halibut boat)
naa (snow shoes)
ha'li 'gyaickg (sled)
gipaaygnshg (airplane)
shacksh 'tsipdeeksha
(tow boat)
duwaay ckshoa (row-boat)
'dsoackshm ha'li daaw
(ice skates)
shacksh libaggiet
she'i'ka (seine boat)

Unit's Dialog

- a. **Nda wila batsgn da gwa'a?** (How did you get here?)
 - b. **Lack _____ wil batsgu.** (I came here on _____)
- a.. **Luaam ggoadu hlan needsn.** (It is good to see you)
 - b. **Dee luaam ggoadu hlan needsn.** (It is good to see you to.)

Unit's Sentence

Lack _____ wil batsgu. (I came on _____.)

Tlingit-Haida-Tsimpshian As a Second Language

Theme: Seasonal Transportation

Lesson 1

Kindergarten - Grade 3

Motivation

Before the lesson begins, prepare an audio tape that contains the sound of a transportation form - a car, a snowmobile, etc. Group the students together and play the tape for them. The students should identify the sound that they hear. Use this to introduce *transportation forms* to the students.

Introduction

- Collect pictures, models, parts of transportation forms, etc. to introduce the different transportation forms to the students (e.g., a hub cap for *car*, a spring for *snowmachine*, etc.). Introduce each item, encouraging the students to name the transportation form associated with each one and the season(s) during which they are used.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Grade 4 - Grade 6

Motivation

Before the lesson begins, prepare an audio tape that contains the sound of a transportation form - a car, a snowmobile, etc. Group the students together and play the tape for them. The students should identify the sound that they hear. Use this to introduce *transportation forms* to the students.

Introduction

- Collect pictures, models, parts of transportation forms, etc. to introduce the different transportation forms to the students (e.g., a hub cap for *car*, a spring for *snowmachine*, etc.). Introduce each item, encouraging the students to name the transportation form associated with each one and the season(s) during which they are used.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Tlingit-Haida-Tsimpshian As a Second Language

Theme: Seasonal Transportation

Lesson 1

Grade 7 - Grade 12

Motivation

Before the lesson begins, prepare an audio tape that contains the sound of a transportation form - a car, a snowmobile, etc. Group the students together and play the tape for them. The students should identify the sound that they hear. Use this to introduce *transportation forms* to the students.

Introduction

- Collect pictures, models, parts of transportation forms, etc. to introduce the different transportation forms to the students (e.g., a hub cap for *car*, a spring for *snowmachine*, etc.). Introduce each item, encouraging the students to name the transportation form associated with each one and the season(s) during which they are used.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this Unit.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Flashlight Encode**

Prepare a photocopied set of the vocabulary illustrations. Cut each of the photocopied illustrations in half. Mix all of the halves together and mount them on the chalkboard, in a scattered form. Stand some distance from the chalkboard with two flashlights. Shine the two flashlights on two illustration halves. If the two halves illuminated by the flashlights represent a vocabulary illustration, the students should identify it orally. However, if the two halves do not go together to represent a vocabulary illustration, the students should remain silent. Repeat this process until all vocabulary illustrations have been identified in this way.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

- **Locomotive**

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount an illustration on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four illustrations on the walls), they should step in that direction - while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step towards the illustrations as they are named.

- **Stretch**

Place the vocabulary illustrations on the floor, in a scattered form. The illustrations should be quite close together. Have a student stand beside the illustrations. Say a vocabulary word for one of the illustrations. The student should place his/her left foot on that illustration. Then, say other vocabulary words and the student must identify the correct illustrations with different parts of his/her body. You may wish to have two students participate in this process at the same time for added motivation.

- **Auditory Location**

Have a student stand at the front of the classroom. Blindfold the student or have him/her close his/her eyes. Whisper a vocabulary word or sentence (which contains a vocabulary word) to a student in the classroom. That student should then repeat the word/sentence orally. The blindfolded student must then point in the direction from which the word or sentence came. Repeat with other students.

- **Confetti Pick-Up**

Lay the vocabulary illustrations on the floor at one end of the classroom. Have two students stand at the other end of the classroom. Place a handful of confetti on the floor in the center of the classroom. Say a vocabulary word. The students should then rush to the confetti. Each student should pick up one piece of confetti using the thumb and index finger of one hand. When a player has picked up a piece of confetti, he/she must then place it on the illustration for the vocabulary word you said. The first player to do this correctly wins the round. Repeat with other pairs of players.

Grade 4 - Grade 6

Basic Listening

- **Locomotive**

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount an illustration on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four illustrations on the walls), they should step in that direction - while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step towards the illustrations as they are named.

Basic Speaking

- **Illustration Concentration**

Prepare a photocopied set of vocabulary illustrations. Cut the photocopied illustrations in half. For this activity, you may wish to prepare extra copies of the vocabulary illustrations. Glue the halves to sheets of construction paper. Mix all of the cut up illustration halves on the floor, face down. Group the students around the illustration halves. Call upon a student to turn over one of the illustration halves. The student should show that illustration half to the other students. Then, he/she should turn over another illustration half. If the two halves go together to produce a vocabulary illustration, the student should identify the illustration by its vocabulary word and then keep the two halves. However, if the two halves do not go together to produce a vocabulary illustration, the student should replace both halves in their original locations on the floor. Continue in this way until all of the illustration halves have been correctly matched. The winning student or students are those with the greatest number of halves collected.

- **Follow That Light!**

Mount the vocabulary illustrations on a sheet. Have two students hold the sheet vertically so that the other students can see the illustrations. Stand behind the sheet with a flashlight. Say one of the vocabulary words. Then, turn the flashlight on and hold it next to the sheet. Move the flashlight around the surface of the sheet. The students should remain silent until the light of the flashlight shines through the illustration for the vocabulary word that you said. At that time, the students should say the vocabulary word. Depending upon the readiness of your students, you may wish to have them watch for two or three vocabulary illustrations. This activity may also be done in team form. In this case, the first player in each team should watch the light of the flashlight carefully as it moves across the sheet. The first player to respond correctly when the flashlight shines through the correct vocabulary illustration, wins the round. Repeat until all players have played.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

- **Illustration Hold-Up**

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

- **Your Number Is Up!**

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Guess My Number!**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Think of a number between one and twenty. Call upon individual students to guess the number you are thinking of. The student who guesses the correct number must then identify a vocabulary illustration by the number of the illustration you call. Repeat this process, selecting different numbers for each round of the activity. The activity may be changed so that the students think (or write) numbers between one and twenty. In this case, you should try to guess the students' numbers. Whenever you guess a student's number correctly, he/she must then identify a vocabulary illustration you show him/her. A student may change his/her number after responding in this way.

- **High Card Draw**

Distribute all of the cards from a deck of playing cards to the students (be certain that all students have the same number of cards). Call two students' names. Those two students must then select one card each from their cards. The two students should show the cards they have selected. The student who has the highest card must then identify a vocabulary illustration you show. Then, the student should place that card to the side. For this activity, you may decide that "aces" are high or low. The value of jacks, queens, and kings can be the same (or, you may decide to give them specific values for this activity). If both students show cards of the same value, then both students should identify a vocabulary illustration you show. Repeat until a student or students have no cards left.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Illustration Hold-Up

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

• Matching Halves

Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. You may have the students exchange illustration halves periodically during this activity.

• Stare

Have two students stand, facing one another. Mount the vocabulary illustrations on the chalkboard and number them. The object of the activity is for the two students to look at each other without laughing. The first student to laugh must then identify a vocabulary illustration by a number from the chalkboard. If both students laugh, then both students must identify a vocabulary illustration or illustrations for the numbers you say from the chalkboard. Repeat with other pairs of students.

Grade 4 - Grade 6

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Illustration Hold-Up

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

• Matching Halves

Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. You may have the students exchange illustration halves periodically during this activity.

• Stare

Have two students stand, facing one another. Mount the vocabulary illustrations on the chalkboard and number them. The object of the activity is for the two students to look at each other without laughing. The first student to laugh must then identify a vocabulary illustration by a number from the chalkboard. If both students laugh, then both students must identify a vocabulary illustration or illustrations for the numbers you say from the chalkboard. Repeat with other pairs of students.

• Roll 'Em Again Sam

Provide each student with two flashcards. Each student should then write a number between 1 and 6 on each of his/her cards - one number per card. When the students' number cards are ready, toss two dice. Call the two numbers showing on the dice. Any student or students who have those two numbers on their number cards must then find a vocabulary illustration you name (you may wish to have the vocabulary illustrations mounted on the chalkboard and numbered, for easy identification). The students may change number cards after each round of the activity.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the unit's sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Illustration Bingo**

Provide each student with five vocabulary illustrations (you may wish to prepare a stencil of small versions of the vocabulary illustrations before the lesson begins). Each student should turn his/her illustrations face-down on the desk. Then, each student should turn ONE illustration face up. Say a vocabulary word, using the unit's sentence. Any student or students who have the illustration for the vocabulary word you said (in the sentence) face up on their desks, should show their illustrations. Those illustrations should then be put to the side and the students should turn over another illustration. The first student or students to have no illustrations left on their desks, win the round. The illustrations may be collected, mixed, and re-distributed to the students for the different rounds of the activity.

Basic Speaking

- **High Card Draw**

Distribute all of the cards from a deck of playing cards to the students (be certain that all students have the same number of cards). Call two students' names. Those two students must then select one card each from their cards. The two students should show the cards they have selected. The student who has the highest card must then identify a vocabulary illustration you show, using the Unit's Sentence. Then, the student should place that card to the side. For this activity, you may decide that "aces" are high or low. The value of jacks, queens, and kings can be the same (or, you may decide to give them specific values for this activity). If both students show cards of the same value, then both students should identify a vocabulary illustration you show, using the unit's sentence. Repeat until a student or students have no cards left.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using the unit's sentence for this unit. Continue in this way until all of the vocabulary words have been said a number of times.

- **Your Number Is Up!**

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to, using the unit's sentence. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

- **Vocabulary Word Gossip**

Have a student in the class begin by saying one of the vocabulary words, using the unit's sentence. Then, that student should call upon another student to select a different vocabulary word. The second student must repeat the first student's sentence and then say the unit's his/her vocabulary word. The students should continue in this way until the "chain" of vocabulary words and sentences is lost. This activity may be repeated a number of times by beginning the sequence of words/unit's sentence once again for each new round.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **Airplane Land**

Lay the vocabulary illustrations on the floor in a scattered form. Have the students sit in a large circle around the illustrations. Prepare two paper airplanes. Give the airplanes to the students. Say one of the vocabulary words and the students should toss their airplanes, attempting to land them on the illustration for the vocabulary word you said. Repeat until all students have participated.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the vocabulary word for the illustration. Repeat this process until all students have responded.

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until many students have responded.

Grade 4 - Grade 6

Basic Listening

- **Airplane Land**

Lay the vocabulary illustrations on the floor in a scattered form. Have the students sit in a large circle around the illustrations. Prepare two paper airplanes. Give the airplanes to the students. Say one of the vocabulary words and the students should toss their airplanes, attempting to land them on the illustration for the vocabulary word you said. Repeat until all students have participated.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the vocabulary word for the illustration. Repeat this process until all students have responded.

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until many students have responded.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

Introduce the sight words to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities. Use the Unit's Sentence with the sight words.

- **Mended Words**

Mount the sight word cards on the chalkboard. Cut the matching vocabulary illustrations for the sight words in half (or, prepare photocopies of the vocabulary illustrations). Mix all of the halves together and distribute them to the students. Point to one of the sight words on the chalkboard. The two students who have the illustration halves for that sight word must stand and name the sight word. Repeat until all sight words have been identified in this way. This activity may be repeated more than once by collecting, mixing and redistributing the illustration halves to the students.

- **Memory Check**

Before the activity begins, write the sight words on an overhead transparency sheet in horizontal, vertical, and diagonal forms. Place the transparency sheet on an overhead projector and project the words onto a screen or onto the chalkboard. Turn the overhead projector on for two or three seconds. Then, turn the overhead projector off. Call upon individual students to recall as many of the sight words as possible from the overhead transparency. You may wish to prepare more than one overhead transparency for this activity. Also, this activity may be conducted in team form. In this case, the winning player is the player who recalls the greatest number of sight words.

- **Calendar Bingo**

Before the activity begins, prepare a calendar page on a sheet of paper. Provide each student with a copy of the calendar page. Also, provide each student with 10 small markers. Each student should place the markers on different dates on the calendar page. Say a date from the calendar page. The student or students who have their markers on that date, must identify sight words that you point to. The students may change the positions of their markers after each round of the activity. Repeat until all students have responded a number of times in this way.

- **Sight Word Sequence Bingo**

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. The students should cut the sight words from their copies. When the students have cut out their sight words, each student should place three sight words on his/her desk in a sequence (any sequence). Then, say a sequence of any three vocabulary words. Any student or students who have those three words in the same sequence win the round. When a student wins, he/she should place those three sight words to the side and place three new sight words on his/her desk, in a sequence. Continue in this way until a student or students have no sight words left on their desks.

- **Checkers In The Blind**

Prepare a large outline on the chalkboard that contains twenty sections. Number each box in the outline. Have the students face the back of the classroom. Mount small sight words in selected boxes in the outline. Call a student's name. The student should say a number between 1 and 20. If the box with that number contains a sight word, say "Bingo!" The student should then turn around and read the sight word in the box. If the box named by the student does not contain a sight word, say "Pass." Continue until all of the sight words have been identified in this way.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 5

Kindergarten - Grade 3

Introduce the unit's sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Same or Different?**

Provide each student with two blank flashcards. Each student should then make a checkmark on one of his/her cards and an "X" on the other card. When the students' cards are ready, say the unit's sentence two times, with the same vocabulary words OR with different vocabulary words. If the two sentences are exactly the same, the students should hold up their check mark cards. However, if the vocabulary words are different in the sentences, the students should hold up their "X" cards.

Basic Speaking

- **Wheel of Names**

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to on the chalkboard and then say its vocabulary word in the unit's sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

- **Number Draw**

Provide each student with a blank flashcard. Say a number to each student (between one and, depending upon the number of students in your class). Each student should write his/her number on his/her number card. Prepare a matching set of number cards and place the cards in a container. Reach into the container and remove one of the number cards. Call the number showing on it. The student who has that number must identify a vocabulary illustration on the chalkboard, using the unit's sentence from this unit. Repeat this process until all students have responded.

Grade 4 - Grade 6

Introduce the unit's sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Same or Different?**

Provide each student with two blank flashcards. Each student should then make a checkmark on one of his/her cards and an "X" on the other card. When the students' cards are ready, say the unit's sentence two times, with the same vocabulary words OR with different vocabulary words. If the two sentences are exactly the same, the students should hold up their check mark cards. However, if the vocabulary words are different in the sentences, the students should hold up their "X" cards.

Basic Speaking

- **Wheel of Names**

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to on the chalkboard and then say its vocabulary word in the unit's sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

- **Number Draw**

Provide each student with a blank flashcard. Say a number to each student (between one and, depending upon the number of students in your class). Each student should write his/her number on his/her number card. Prepare a matching set of number cards and place the cards in a container. Reach into the container and remove one of the number cards. Call the number showing on it. The student who has that number must identify a vocabulary illustration on the chalkboard, using the unit's sentence from this unit. Repeat this process until all students have responded.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Add 'EM Up**

Before the activity begins, obtain a deck of playing cards. Remove all of the kings, queens, jacks and jokers from the deck of cards. For this activity, aces have the value of "one." Give two playing cards to each student. Mount the sight word cards on the chalkboard. Say a number between two and eighteen. Any student or students who have two cards that add up to the number you said must identify a sight word you point to. In this activity, the suits of the cards are not important. The students may change playing cards periodically during the activity.

- **Blank Chalkboard Reading**

Mount all of the sight word cards on the chalkboard, in a vertical column. Read all of the sight words with the students, from the top to the bottom. Then, remove the last sight word card and read the list of sight words once again, including the "missing" sight word. Then, remove another sight word card and repeat this process. Continue until the students are "reading" the column of sight words from a blank chalkboard. This activity may be repeated more than once by mixing and re-attaching the sight words to the chalkboard.

- **What's Your Sequence?**

Provide each student with four blank flashcards. Write four sight words on the chalkboard. Each student should write the same sight words on each of his cards (one word per card). When the students' cards are ready, have them arrange their sight word cards in a specific sequence on their desks (each student should determine his/her own sequence of words). Then, say a sequence of the four words. Any student or students who have their sight words in the same sequence as you said, win the round. The winner or winners of this activity are those students who collect the greatest number of "wins." The students may change the sequence of their sight word cards after each round of the activity.

- **Win, Lose, Or Else!**

Give one sight word card to each of two students. The students should stand in front of the chalkboard. They should then illustrate the sight word they have, using chalk on the chalkboard. When a student's illustration is finished, have the other students identify it. Repeat with other pairs of *artists*, until all of the students have participated.

- **Overhead Run-On**

Before the activity begins, write all of the sight words on an overhead transparency - leaving no spaces between the words. You may wish to add "nonsense" letters between the words. Place the transparency on an overhead projector, facing the chalkboard. The words should be projected onto the chalkboard. Have two students stand beside the chalkboard. Say a different sight word to each of the two students. They should then use chalk to circle the sight words on the chalkboard. Repeat with other pairs of students until all of the sight words have been identified in this way.

- **Activity Sheet**

Photocopy an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 6

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit's sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit's sentence. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Fanball

Tape the vocabulary illustrations to the floor and group the students around them. Give a "hand fan" and an inflated balloon to two students. Say one of the vocabulary words, using the Unit's Sentence. The two students should then use their fans to move the balloons to the illustration for the vocabulary word you said. Repeat.

• Back Match

Prepare a photocopy of each of the vocabulary illustrations. Cut the photocopied illustrations in half. Group the students in a circle. Walk around the outside of the circle, attaching the illustration halves to the students' backs. The students should not see which illustration halves have been attached to their backs. When each student has an illustration half on his/her back, say "Go." The students should then attempt to match themselves together according to the illustration halves. The students can tell one another what is on their backs. When two students have correctly matched their illustration halves, they should then orally identify the vocabulary word represented by the illustration, using the Unit's Sentence..

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities.

• Twenty Boxes

Before the activity begins, prepare a page that contains 20 (or more) boxes. Number each of the boxes on the page. Provide each student with a copy of the boxes. Each student should then use a pencil to shade-in half of the boxes. If the stencil contains 20 boxes, each student should shade in *ten* boxes. When the students have completed this process, call a student's name and a number from one of the boxes on the form. If the student has that box shaded-in, he/she may "pass". However, if that box is not shaded in, the student must identify a sight word you show. Repeat this process a number of times until many students have responded. The students may exchange forms periodically during the activity.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

• Clothesline

Mount a clothesline across the classroom using string or yarn. Tie the ends of the clothesline firmly at opposite ends of the classroom. Lay two piles of sight words on the floor under the clothesline. Place a pile of wooden clothespins on the floor between the sight word piles. Group the students into two teams. Say one of the sight words. When you say "Go," the first player in each team should rush to the pile of sight word cards. Each player must find the word card for the sight word you said. He/she must then use one of the clothespins to attach the sight word to the clothesline. The first player to do this successfully wins the round. Repeat until all players in each team have participated. The activity may also be reversed, having the students remove the sight words from the clothesline.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

• Word Find

Before the activity begins, prepare a page that contains a number of boxes. Provide each student with a copy of the page. Each student should then write the sight words horizontally, vertically, and diagonally in his form. Words may also intersect one another. When most of the form has been filled in in this way, the students should fill any empty boxes with other letters of their choosing. When the students have completed their word finds, have them exchange them with one another. Each student should then use a colored pencil or felt marker to circle the sight words in the form he/she has. An alternative to this individualized approach is to create one large word find form on a length of mural paper. Mount the mural paper on the chalkboard. Group the students into two teams. When you say "Go," the first player in each team must rush to the word find outline and use a felt pen to circle a sight word in it. The first player to do this correctly wins the round. Repeat until all players have played.

Decoding/Encoding

• Should I Speak?

Write all of the letters/syllables on the chalkboard from the sight words. The letters/syllables should be written in a scattered form. Then, point to one of the letters/syllables on the chalkboard and say a sight word. If the letter/syllable you are pointing to is found in the sight word you said, the students should repeat the sight word. However, if the letter/syllable you are pointing to is not found in the sight word you said, the students should remain silent. This activity may also be done in team form. In this case, the first player in each team should respond (or not respond). When a player makes a mistake, he/she is "out" until the next round of the game. Repeat until all players have participated. The winning team would be the team with the greatest number of players left.

• Popsicle Sticks

Provide each student with nine popsicle sticks. Say a sight word and the students should hold up the popsicle sticks to show the number of letters/syllables in the word. Repeat this process until the students have responded to all of the sight words in this way. Of course, if the sight words have more than nine letters/syllables, it will be necessary to provide more sticks to the students. This activity may also be done in team form. In this case, group the students into two teams. Lay a pile of popsicle sticks on the floor, in front of the two teams. Say a sight word. When you say "Go," the first player in each team must rush to the popsicle sticks and select a correct number of sticks to show the number of letters/syllables for the word you said. The first player to do this correctly wins the round. Repeat until all players have played.

• Half Time

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

• Activity Sheet

Photocopy an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say the unit's sentence and one of the vocabulary words; the student must find the illustration for the sentence you said, using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the Unit's Sentence, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the sentence you said wins the round. Repeat until all players have played.

Basic Speaking

- **Wheel of Names**

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to on the chalkboard and then say its name in the unit's sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

- **Bombs Away!**

Group the students close together in the center of the classroom. Make a masking tape line around the group of students. Toss a round, inflated balloon into the air above the students. The object of the activity is for the students to avoid being touched by the balloon as it lands. The students should not move outside of the masking tape line. When a student is touched by the balloon, he/she must then identify a vocabulary illustration you show him/her or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until all students have participated.

Grade 4 - Grade 6

Basic Reading Sight Recognition

- **Switch**

Stand all of the sight word cards in the chalkboard ledge. For added motivation you may wish to prepare extra sight word cards for this activity. Have the students look carefully at the sequence of sight word cards (from left to right). Then, have the students close their eyes. Switch the order of any two of the sight word cards. Have the students open their eyes and call upon specific individuals to name the sight words that were switched. You may wish to conduct this activity in team form. In this case, the first player to correctly identify the two switched sight words, wins the round. Repeat until all players have participated.

- **About - Face!**

Mount the vocabulary illustrations on the walls, chalkboard, door, and windows of the classroom. Mount the sight word cards on the chalkboard. Use a flashlight to shine on one of the sight word cards. The students should then turn and face the illustration for the sight word you point to. Repeat until all of the sight words have been identified in this way.

- **Overhead Run-On**

Before the activity begins, write all of the sight words on an overhead transparency - leaving no spaces between the words. You may wish to add "nonsense" letters between the words. Place the transparency on an overhead projector, facing the chalkboard. The words should be projected onto the chalkboard. Have two students stand beside the chalkboard. Say a different sight word to each of the two students. They should then use chalk to circle the sight words on the chalkboard. Repeat with other pairs of students until all of the sight words have been identified in this way.

- **Activity Sheet**

Photocopy an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

• Right Or Wrong?

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

• Spell By Numbers

Cut each of the sight words into its individual letters/syllables. Mount all of the cut out letters/syllables on the chalkboard, in a scattered form. Provide each student with writing paper and pen. Number each of the letter/syllables on the chalkboard. Say one of the sight words. Then, each student should write the numbers of the letters/syllables that make up the sight word you said. Repeat until all sight words have been "encoded" in this way. Afterwards, review the students' responses.

• Word Part Bingo

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. Each student should cut out the letters/syllables from the words in his copy of the stencil. When a student has cut out all of the letters/syllables, he/she should hold all of the letters/syllables in one hand, placing one letter/syllable on his/her desk. Say a sight word. If a student's letter/syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that letter/syllable to the side. The student should then place another letter/syllable on his/her desk. Continue in this way until a student or students have no letters/syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the letters/syllables to the students.

• Flashlight Encode

Cut each of the sight words in half. Mount all of the word halves, in a scattered form, on the chalkboard. Stand in front of the chalkboard with two flashlights. Shine the light of one flashlight on a word half. Then, shine the light of the other flashlight on its matching half. The students should say the sight word. However, when the lights of the two flashlights are shining on word halves that do not go together, the students should remain silent. If four flashlights are available, this activity may be done in team form. In this case, give the first player in each team two flashlights. Say a sight word. The first player in each team must then use his/her two flashlights to illuminate the word halves for the sight word you said. The first player to do this correctly wins the round.

• Activity Sheet

Photocopy an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Nod and Clap

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

• Hand Tag

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show, using the unit's sentence for this unit. Repeat until many students have responded.

• Road Maze

Outline a series of "roads" on the floor using masking tape or chalk. All of the roads should begin at the same place and end in the same general area. Place the vocabulary illustrations at the ends of the roads. Give two students toy cars. The students should place their cars at the START of the roads. When you say "Go," they should drive through the road system as quickly as they can to the vocabulary illustrations. The first player to park his/her car on one of the illustrations and to name it, using the Unit's Sentence, wins the round. Repeat with other pairs of players until all of the students have participated.

Grade 4 - Grade 6

Basic Reading Decoding/Encoding

• Clozure

Prepare clozure cards using the key vocabulary words - print only the first and last letters of the words on the cards. Write the main part of each word on flashcards that fit into the clozure cards. Mount all of the clozure cards on the chalkboard. Lay the other flashcards on the floor in front of the chalkboard. Group the students into two teams. When you say "Go," the first player in each team must rush to the cards on the floor. Each player should select one of the cards and center it in its correct clozure card on the chalkboard. The first player to do this successfully wins the round. Repeat until all players in each team have participated. This activity can also be conducted as an activity sheet with the students.

• Find The Other Half

Group the students into two teams. Give the first player in each team a flashlight. Cut each of the sight words in half. Mix the word halves together and attach them to the chalkboard in a scattered form. Stand between the two teams with a flashlight. Shine the light of your flashlight on a word half. When you say "Go," the first player in each team must turn on his/her flashlight and find the other half of the word for the word half your light is shining on. The first student to do this correctly wins the round. Repeat until all players in each team have played.

• The Lost Syllable

Say a syllable from one of the sight words. Call upon the students to identify the sight word (or words) that contain that syllable. Depending upon the syllable you say, more than one sight word may be the correct answer. This activity may also be done in team form. In this case, lay the sight word cards on the floor. Group the students into two teams. Say a syllable from one of the sight words. When you say "Go," the first player in each team must rush to the sight word cards and find the sight word that contains the syllable you said.

• Spell By Numbers

Cut each of the sight words into its individual letters/syllables. Mount all of the cut out letters/syllables on the chalkboard, in a scattered form. Provide each student with writing paper and pen. Number each of the letter/syllables on the chalkboard. Say one of the sight words. Then, each student should write the numbers of the letters/syllables that make up the sight word you said. Repeat until all sight words have been "encoded" in this way. Afterwards, review the students' responses.

• Activity Sheet

Photocopy an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Find The Other Half**

Give two students each a flashlight. Cut each of the sight words in half. Mix the word halves together and attach them to the chalkboard in a scattered form. Stand between the two students with a flashlight. Shine the light of your flashlight on a word half. When you say "Go," the two students must turn on their flashlights and find the other half of the word for the word half your light is shining on. The first student to do this correctly wins the round. Repeat until all students have played.

Basic Writing

- **Alphabet Code**

Assign a number to each letter of the Tlingit/Haida/Tsimshian alphabet. Write the letters across the top of the chalkboard, and write the numbers for them underneath (one number for each letter). Provide each student with writing paper and a pen. Spell one of the sight words, using the numbers for the letters rather than the letters themselves. The students should write the numbers you say on their sheets of paper. Then, when the word has been spelled in this way, each student should write the word you spelled, using the letters for the numbers dictated.

- **Wrong!**

Provide each student with writing paper and a pen. Write the sight words on the chalkboard, purposely misspelling some of them. The students should write only those words that are misspelled, correcting the errors as they write the words. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Overhead Configurations**

Before the activity begins, write the sight words on an overhead transparency sheet. Place an overhead projector on the floor, facing the chalkboard. Lay the overhead transparency sheet on the screen of the projector and turn the projector ON. The sight words should be projected onto the chalkboard. Then, use chalk to draw configurations around each of the sight words. When a configuration has been drawn for each sight word, turn the overhead projector OFF. Call upon a student to use chalk to fill-in one of the configurations with its sight word. You may wish to have more than one student participating in this process at the same time.

- **Activity Sheet**

Photocopy an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Hop The Line

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific sentence (i.e., the unit's sentence with a vocabulary word). Say a number of other sentences - eventually repeating the sentence you said at the beginning of the round. When the students hear that sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using the unit's sentence with all of the vocabulary words.

Basic Speaking

• Hand Tag

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show using the unit's sentence for this unit. Repeat until many students have responded.

• Feel The Number

Mount the vocabulary illustrations on the chalkboard and number each one. Have a student stand, facing the illustrations. Stand behind the student and use your index finger to "write" one of the illustration numbers on his/her back. When the student feels the number, he/she should orally identify the illustration with that number, using the unit's sentence. This activity may also be done in team form. In this case, "write" one of the numbers on the back of the last player in each team. When you say "Go," the last player in each team should write the number on the back of the student in front of him/her, and so on. When the first player in each team feels the number, he must name the illustration with that number. The first team to do this wins the round. The first player in each team should move to the back of the team after each round of the activity.

Grade 4 - Grade 6

Basic Writing

• Numbered Illustrations

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

• Writing Relay

Group the students into two teams. Say one of the vocabulary words. When you say "Go," the first player from each team must rush to the chalkboard and write only the FIRST letter of the word. He/She should then run to the back of the team and the next player should rush to the chalkboard to add the SECOND letter, and so on. The winning team is the team that correctly completes the spelling of the word first. Repeat using other key vocabulary words.

• Water Writing

Group the students into two teams. Place a container of water and two clean paint brushes in front of the chalkboard. Say one of the key vocabulary words. The first player from each team must rush to the chalkboard. Each player should dip his/her paintbrush into the water and then use it to "write" the word on the chalkboard. Repeat this process until all players in each team have written a "water word."

• Horizontal Completion

Before the activity begins, cut each of the sight word cards in half, horizontally. Provide each student with writing paper and a pen. Also, provide each student with one of the word halves. Each student should mount his/her word half on the sheet of writing paper. Then, the students should complete their words by writing-in the missing halves. Some students should have the upper halves of the sight words and other students should have the lower halves. Afterwards, review the students' responses. You may wish to provide each student with more than one half so that he/she completes more than one sight word.

• Activity Sheet

Photocopy an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **Every Second Letter**

Write a sight word on the chalkboard, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the chalkboard and then write the sight word for it on their papers. Repeat using other sight words.

- **Wrong!**

Provide each student with writing paper and a pen. Write the sight words on the chalkboard, purposely misspelling some of them. The students should write only those words that are misspelled, correcting the errors as they write the words. Afterwards, review the students' responses.

- **CV Spell**

Write one of the key vocabulary words on the chalkboard using the letter "c" for consonants and "v" for vowels. For example, the word "cat" would be written as "cvc." Provide the students with writing paper and pencils. The students should then write the vocabulary word that matches the c/v spelling on the chalkboard. Depending upon the readiness of your students, you may wish to have a master set of the sight word cards on display for the students to use as cues during the activity.

- **Activity Sheet**

Photocopy an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Lay a length of mural paper on the floor and group the students around it. Provide the students with old magazines, scissors, and glue. The students should find pictures of transportation forms in the magazines. They should glue the pictures that they find onto the mural paper. When the mural paper is filled, display the transportation mural.
- Scatter pictures of the different transportation forms on the floor and group the students around them. Review the names of the different transportation forms. Make a paper airplane and give it to one of the students. Say the name of one of the transportation forms; the student should toss the paper airplane, trying to land it on the picture of the transportation form that you named. Repeat.
- Before the lesson begins, cut out a wheel (from pictures in old magazines) for each student. Provide each student with art paper, glue, and illustrating supplies. Each student should glue his/her wheel on the art paper; the students should then illustrate a transportation form around the wheel. Display the completed pictures.
- Introduce the dialog from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Use the Dialog Activity Page, from the Student Support Materials to review the **dialog** with the students.

Prepare a sheet of small vocabulary illustrations, based on the key vocabulary words for this unit. Make a copy of the page for each student. The students should take the illustrations page home for extra Tlingit/Haida/Tsimshian practice.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Lay a length of mural paper on the floor and group the students around it. Provide the students with old magazines, scissors, and glue. The students should find pictures of transportation forms in the magazines. They should glue the pictures that they find onto the mural paper. When the mural paper is filled, display the transportation mural.
- Scatter pictures of the different transportation forms on the floor and group the students around them. Review the names of the different transportation forms. Make a paper airplane and give it to one of the students. Say the name of one of the transportation forms; the student should toss the paper airplane, trying to land it on the picture of the transportation form that you named. Repeat.
- Before the lesson begins, cut out a wheel (from pictures in old magazines) for each student. Provide each student with art paper, glue, and illustrating supplies. Each student should glue his/her wheel on the art paper; the students should then illustrate a transportation form around the wheel. Display the completed pictures.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Use the Dialog Activity Page, from the Student Support Materials to review the dialog with the students.
- Give each student a sight word card from any unit covered thus far in the Heritage language program. Encourage each student to say a sentence of his/her own using the sight word.

Tlingit-Haida-Tsimpshian As a Second Language

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Assessment for this unit.

- Provide each student with a square of white cloth, a needle, and embroidery thread. The students should use the needles and thread to embroider pictures of transportation forms on their squares of cloth. When the students' pictures are finished, display all of the squares on a bulletin board as a *transportation quilt*.
- Lay the transportation pictures (from lessons 1 & 2) on the floor and group the students around them. Place a remote control car on the floor and give the controls to a student. Say the name of a transportation form; the students should SLOWLY drive the car to the picture of the transportation form that you named. Repeat until all of the students have driven the car in this way.
- Introduce the **dialog** for this unit to the students. Begin by saying the “a” parts; the students say the “b” parts. Later, switch these and the students say the “a” parts and you say the “b” parts. Divide the class in half and have the two groups practice the dialog. When the students learn the dialog, have individuals in the class practice the dialog with one another.
- Prepare a set of sight word cards for the students so that each student has one card. Call a student's name; that student should try to say a complete Tlingit/Haida/Tsimshian sentence using sentences and vocabulary words from previous units. Continue until each student has had an opportunity to create a sentence of his/her own. Understandably, the sentences may be very basic for those students who do not understand or speak Tlingit/Haida/Tsimshian. Accept any sentences that make sense; if a student makes a grammatical mistake, merely repeat the sentence, making the change(s) so that the sentence is grammatically correct.

Place all of the sight words from this unit in a box or envelope, labeled “Grades 7 - 12;” these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope. One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.

Other SHI Resources

http://www.sealaskaheritage.org/programs/language_and_culture_curriculum.htm

Canoes

[Lingít X'eiináx Sá](#)

[Lingít X'einax Áx](#)

http://www.sealaskaheritage.org/programs/language_resources.htm



UNIT 12

Water Forms

Unit 12

Waterforms - Tlingit

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

áa (lake)
 héen (water)
 goon héen (spring water)

Grades 1 - 3

áa (lake)
 héen (water)
 goon héen (spring water)
 ísh (upwelling of ground water)
 éil' (ocean)

Grades 4 - 6

áa (lake)
 héen (water)
 goon héen (spring water)
 ísh (upwelling of ground water)
 éil' (ocean)
 geiy (bay/inlet)
 áak'w (pond/small lake)
 haat (tide/strong current))
 kées' (tide)

Grades 7 - 12

áa (lake)
 héen (water)
 goon héen (spring water)
 ísh (upwelling of ground water)
 éil' (ocean)
 geiy (bay/inlet)
 áak'w (pond/small lake)
 haat (tide/strong current))
 kées' (tide)
 téet (waves)
 téet tlein (tidal wave)
 héenak'w (small stream/brook)

unit's Dialog

- a. **Goox' sáwé át has wusikwaan.** (Where are they swimming around?)
 - b. _____ **át has wusikwaan** (They are swimming in the _____)
 - c. _____ **haat has uwa.át.**
- a. **Áyáx áwé** (That is so.)

unit's Sentence

_____ **át has wusikwaan.** (They are swimming in the ____.)

Unit 12

Waterforms - Haida

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

súu (lake)
gándl (water, river)
síigaay (the sea)

Grades 1-3

súu (lake)
gándl (water, river)
síigaay (the sea)
gaw (inlet, harbor)
táa gándlaay (salmon stream)

Grades 4-6

súu (lake)
gándl (water, river)
síigaay (the sea)
gaw (inlet, harbor)
táa gándlaay (salmon stream)
gándl xíilaa (spring)
kúugaay (waterfall)
gíl (deep pool)

Grades 7-12

súu (lake)
gándl (water, river)
síigaay (the sea)
gaw (inlet, harbor)
táa gándlaay (salmon stream)
gándl xíilaa (spring)
kúugaay (waterfall)
gíl (deep pool)
gándl higeeláa (well)
chaan (shallows)
gándl kaj (head of a river)
gándl t'áay (mouth of a river)

Unit's Dialog

- a. ____ **gw aanáanaa?** (Is there ____ nearby?)
b. **Ge'é. jíingaagang.** (No, it's far away.)
- a. **T'aláng ga diyínggwaang ts'an.** (Let's look around for it.)
b. **'Láagang.** (Alright.)

Unit's Sentence

____ **gw aanáanaa?**
(Is there ____ nearby?)

Unit 12 - Waterforms - Tsimshian

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

lack'daa (lake)
giyaaksh (out on the water)
kshigwaanksh (spring of water flowing downhill)

Grades 1 - 3

lack'daa (lake)
giyaaksh (out on the water)
kshigwaanksh (spring of water flowing downhill)
lackshuulda (ocean)
lugyeksh (sheltered bay)

Grades 4 - 6

lack'daa (lake)
giyaaksh (out on the water)
kshigwaanksh (spring of water flowing downhill)
lackshuulda (ocean)
lugyeksh (sheltered bay)
'dsm loop (fish pond)
'dsuu dooyksh (strong current)
aksh (tide)

Grades 7 - 12

lack'daa (lake)
giyaaksh (out on the water)
kshigwaanksh (spring of water flowing downhill)
lackshuulda (ocean)
lugyeksh (sheltered bay)
'dsm loop (fish pond)
'dsuu dooyksh (strong current)
aksh (tide)
goab (waves)
laeksha aksh (big tide)
'dsmhootsack (small stream/brook)

Unit's Dialog

- a. **Ndahl wil hadiksht?** (Where are they swimming around?)
 - b. _____ **wil hadiksht.** (They are swimming in the _____)
 - c. _____ **haat has uwa.át.** what's this?
- a. **Wie 'nee'need.** (That is so.)

Unit's Sentence

Dm hadiksht da 'dsm _____. (They are going to swim in the _____.)

Tlingit -Haida-Tsimshian As a Second Language

Theme: Waterforms

Lesson 1

Kindergarten - Grade 3

Motivation

Before the lesson begins, make an amount of "mud" using soil and water. Place the mud in a waterproof container. Group the students in front of you and tell them that you have brought something special to show them. Reach into the container to cover your hand with mud. Remove your hand and appear horrified to see that your hand is muddy. Use this to introduce "waterforms" to the students.

Introduction

- Place a tray of soil and a container of water on the floor. Use the soil and water to show a **lake, river, stream, swamp, channel, puddle, mud, ditch** and **bay** to the students. After making the waterforms with the soil and water, show the students actual photographs/slides of as many of the waterforms as possible.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this unit.

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement.

Grade 4 - Grade 6

Motivation

Before the lesson begins, make an amount of "mud" using soil and water. Place the mud in a waterproof container. Group the students in front of you and tell them that you have brought something special to show them. Reach into the container to cover your hand with mud. Remove your hand and appear horrified to see that your hand is muddy. Use this to introduce "waterforms" to the students.

Introduction

- Place a tray of soil and a container of water on the floor. Use the soil and water to show a **lake, river, stream, swamp, channel, puddle, mud, ditch** and **bay** to the students. After making the waterforms with the soil and water, show the students actual photographs/slides of as many of the waterforms as possible.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this unit.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration; they should clap when you make a *mistake*. Repeat a number of times.

Tlingit-Haida-Tsimshian As a Second Language

Theme: Waterforms

Lesson 1

Grade 7 - Grade 12

Motivation

Provide each student with an atlas. Have the students turn to the map of Alaska; name a waterform found in the state of Alaska - the students should find that waterform on their maps. Repeat, using different waterforms. Use this as an introduction to the different waterforms to be introduced in this unit.

Introduction

- Mount a map of Alaska on the wall or chalkboard. Draw the students' attention to the different waterforms shown on the map.

Introduce the Tlingit vocabulary words for the items introduced above. Show the vocabulary pictures from this unit.

Basic Listening

- **The Hidden Words**

Say a vocabulary word for the students. Tell the students to listen for that vocabulary word as you say a running story. Provide each student with writing paper and a pen. When the students hear the vocabulary word in the running story, they must make a check mark on their papers each time the word occurs. Depending upon the readiness of your students, you may wish to have them listen for two or three words. In this case, have the students make a check mark for one word, and a "X" and an "O" for the other words.

Basic Speaking

- **Clock That Word**

Before the activity begins, obtain a clock which has a seconds hand. Mount the clock in front of the classroom. Say a vocabulary word and then tell the students to listen for that word again. As the students listen for the word, they should watch the seconds hand of the clock. Say a number of words or a running story - eventually repeating the vocabulary word you named at the beginning of the activity. When the students hear the vocabulary word, they must note the position of the seconds hand on the clock. Repeat, using other vocabulary words or sentences which contain the vocabulary words.

- **Those Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard in a scattered form. Number each illustration. Stand behind the students and say one of the vocabulary words. The students should say the NUMBER of the illustration for that word. Practice this with other vocabulary words. Then, say a sequence of two or more words. The students should then say the *numbers* of the illustrations, in the same sequence. Repeat, using other sequences of vocabulary words.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

- **The Running Story**

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

- **Wild Cars**

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration for the vocabulary word you said.

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight.

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific word or sentence. Say a number of other words or sentences - eventually repeating the word or sentence you said at the beginning of the round. When the students hear that word or sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using a number of different vocabulary words or sentences.

Grade 4 - Grade 6

Basic Listening

- **The Running Story**

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

- **Balloon Volleyball**

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Continue, until all illustrations have been removed in this way.

- **Illustration Jigsaw**

Cut each of the vocabulary illustrations into four pieces. Mix the cut out pieces together and distribute them to the students (a student may have more than one illustration section). When you say "Go," the students should attempt to match the jigsaw sections they have to reproduce the original vocabulary illustrations. When the students put the necessary pieces of an illustration together, they should identify the illustration by its vocabulary word. Continue until all vocabulary illustrations have been put together and named in this way.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Then, remove another illustration from the chalkboard and the students should repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank chalkboard or until the students cannot remember the "missing illustrations."

- **What's The Date?**

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the students should identify a vocabulary illustration you show or he/she should repeat a sentence you said at the beginning of the round. However, if the date named by the student is a Saturday or Sunday, the student may "pass" to another player. Repeat until many students have responded.

- **Illustration Build-Up**

Mount the vocabulary illustrations on the chalkboard. Point to two of the illustrations. The students should then say the vocabulary words for those two illustrations. Then, point to another illustration. The students should repeat the first two vocabulary words and then say the vocabulary word for the third illustration you pointed to. Continue in this way until the students lose the sequence of words. This activity may be repeated a number of times (changing the sequence of illustrations for each round of the activity).

- **Illustration Outline**

Mount the vocabulary illustrations on the chalkboard. Draw a chalk outline around the sides of each illustration. Review the illustrations with the students. When an outline has been created for each illustration, remove the illustrations from the chalkboard (being certain to recall their original locations on the chalkboard). Number each of the outlines on the chalkboard. Then, say the number of one of the outlines and call upon a student to recall the vocabulary word for the illustration that goes with that outline. Repeat this process until all of the vocabulary words have been said by the students in this way.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Locomotive

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount an illustration on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four illustrations on the walls), they should step in that direction - while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step towards the illustrations as they are named.

• Stretch

Place the vocabulary illustrations on the floor, in a scattered form. The illustrations should be quite close together. Have a student stand beside the illustrations. Say a vocabulary word for one of the illustrations. The student should place his/her left foot on that illustration. Then, say other vocabulary words and the student must identify the correct illustrations with different parts of his/her body. You may wish to have two students participate in this process at the same time for added motivation.

Grade 4 - Grade 6

Basic Listening

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

• Actions!

Group the students together in front of you. Perform an action which represents one of the key vocabulary words. The students should say the vocabulary word for the action you perform. Repeat, using a different action for each vocabulary word.

• Out of Order

Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged. This activity may also be done in team form.

• Locomotive

Have the students stand in a straight line in the center of the room. Each student should place his hands on the shoulders of the student in front of him/her. Mount an illustration on each of the four walls in the classroom. Tell the students that when they hear one of the four vocabulary words (for the four illustrations on the walls), they should step in that direction - while still holding onto the shoulders of the players in front of them. Say the four words a number of times; the students should step towards the illustrations as they are named.

• Stretch

Place the vocabulary illustrations on the floor, in a scattered form. The illustrations should be quite close together. Have a student stand beside the illustrations. Say a vocabulary word for one of the illustrations. The student should place his/her left foot on that illustration. Then, say other vocabulary words and the student must identify the correct illustrations with different parts of his/her body. You may wish to have two students participate in this process at the same time for added motivation.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the unit's Sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's Sentence in the following activities.

Basic Listening

- **Illustration Hold-Up**

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word, using the Unit's Sentence. Each student should then hold up the illustration for the sentence that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using its vocabulary word in the Unit's Sentence. Continue in this way until all of the vocabulary words have been said a number of times.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's Sentence. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence(vocabulary word) for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

Numbered Boxes

Before the activity begins, prepare a stencil which contains a form that has approximately twenty (20) boxes. Number each box. Provide each student with a copy of the stencil. Each student should then shade in ten of the boxes in the form (any ten boxes). Call a student's name and then a number between one and twenty. The student should look on his/her form for the box which contains the number you called. If that box is shaded in, the student must then identify a vocabulary illustration you show him/her, using the Unit's Sentence. However, if the box is not shaded in, he/she may "pass" to the next player. You may wish to have the students exchange forms periodically during the activity.

- **Coloured Words**

Before the activity begins, identify specific colours of construction paper to represent the vocabulary words being studied. Introduce the strips of construction paper to the students - identifying the different colours with the vocabulary words. Mount the strips of construction paper on the chalkboard as they are introduced. Point to one of the strips and call upon the students to say the vocabulary word for it, using the unit's Sentence. Repeat until all of the vocabulary words have been said a number of times in this way.

Tlingit As a Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **The Running Story**

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the vocabulary word for the illustration. Repeat this process until all students have responded.

- **Bombs Away!**

Group the students close together in the center of the classroom. Make a masking tape line around the group of students. Toss a round, inflated balloon into the air above the students. The object of the activity is for the students to avoid being touched by the balloon as it lands. The students should not move outside of the masking tape line. When a student is touched by the balloon, he/she must then identify a vocabulary illustration you show him/her or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until all students have participated.

Grade 4 - Grade 6

Basic Listening

- **The Running Story**

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the vocabulary word for the illustration. Repeat this process until all students have responded.

- **Bombs Away!**

Group the students close together in the center of the classroom. Make a masking tape line around the group of students. Toss a round, inflated balloon into the air above the students. The object of the activity is for the students to avoid being touched by the balloon as it lands. The students should not move outside of the masking tape line. When a student is touched by the balloon, he/she must then identify a vocabulary illustration you show him/her or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until all students have participated.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities. Use the Unit's Sentence with the sight words.

- **Running Story**

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

- **Sight Word Bingo**

Before the activity begins, prepare copies of the Sight Word Bingo page from the Student Support Materials. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

- **Deal!**

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students (if possible, arrange it so that all students have the same number of cards). Mount the sight words on the chalkboard. Hold a playing card from the other deck of cards against one of the sight words on the chalkboard. The student who has the matching playing card must identify the sight word. When the student has done this correctly, he/she should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

- **Flipped-Out**

Mount the sight word cards on the chalkboard. Give each student a penny. Keep one penny for yourself. The students should carefully toss their pennies into the air. Toss your penny into the air at the same time. Call the side of your coin that is showing (heads or tails). The students who have the same side of coin showing must stand and identify sight words that you point to. Repeat this process a number of times, having the students "flip" their coins for each new round.

- **Wild Balloon**

Before the activity begins, obtain a large balloon. Stand in front of the students, with the balloon. Inflate the balloon and hold its end shut. Have the sight word cards mounted on the chalkboard. Release the balloon. When the balloon lands, the student sitting closest to the balloon must then identify a sight word you show. Repeat this process until many students have responded.

- **Activity Page**

Select an activity page from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Kindergarten - Grade 3

Introduce the Unit's Sentence for this unit. Be certain that the students understand the meaning of the structure. Use the Unit's Sentence in the following activities.

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's Sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's Sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Squirrel In The Tree**

Group the students into pairs. Each student should interlock one elbow with his partner. Have one student be the "squirrel" and another the "fox." The object of the activity is for the fox to tag the squirrel. The squirrel may run away from the fox, eventually interlocking elbows with another student. When this happens, the other student in the pair (i.e., the "third man out") becomes the squirrel and must run from the fox. Mount the vocabulary illustrations on the chalkboard and number them. When the fox finally succeeds in tagging the squirrel, say an illustration number and the squirrel must say the vocabulary word for it, using the unit's Sentence. Repeat a number of times, changing the "squirrel" and "fox" for each new round of the activity.

Grade 4 - Grade 6

Introduce the Unit's Sentence for this unit. Be certain that the students understand the meaning of the structure. Use the Unit's Sentence in the following activities.

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's Sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's Sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Squirrel In The Tree**

Group the students into pairs. Each student should interlock one elbow with his partner. Have one student be the "squirrel" and another the "fox." The object of the activity is for the fox to tag the squirrel. The squirrel may run away from the fox, eventually interlocking elbows with another student. When this happens, the other student in the pair (i.e., the "third man out") becomes the squirrel and must run from the fox. Mount the vocabulary illustrations on the chalkboard and number them. When the fox finally succeeds in tagging the squirrel, say an illustration number and the squirrel must say the vocabulary word for it, using the unit's Sentence. Repeat a number of times, changing the "squirrel" and "fox" for each new round of the activity.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **One To Six**

Provide each student with two blank flashcards. Each student should write a number between 1 and 6 on each of his/her flashcards (one number per card). Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

- **Name of Fortune**

Before the activity begins, prepare a name card for each student in the class. Arrange the name cards in a circle on your desk. Place a bottle in the center of the circle. Mount the sight words on the chalkboard. Spin the bottle. When the bottle stops, call the student's name from the name card the bottle is pointing to. That student must then identify a sight word you point to on the chalkboard. Remove that student's card from the circle of name cards. Continue in this way until all of the name cards have been removed and until each student has responded.

- **The Longest Stick**

Before the activity begins, break a number of popsicle sticks into different lengths. Hold the popsicle sticks in one of your hands so that they all appear to be the same length. Have individual students remove the popsicle sticks from your hand. The student who receives the longest popsicle stick must then identify a sight word you show or point to. Repeat until many students have responded.

- **Activity Page**

Select an activity page from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Kindergarten - Grade 3

Review the Unit's Sentence with the students. Use the unit's Sentence for the following activities.

Basic Listening

• Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit's Sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit's Sentence. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Whisper

Group the students into two teams. Whisper a vocabulary word, using the Unit's Sentence, to the first player in each team. When you say "Go," the first player in each team must then whisper the sentence to the next player in his/her team. When the last player in the team hears the sentence, he/she must run to the front of his/her team and repeat it orally. The first player to do this wins the round. Repeat this process until each student has responded orally.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities.

• Running Story

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

• Sheet Pin Ball

Before the activity begins, obtain an old white sheet. Cut one hole in the sheet for each student (approximately one inch in diameter). Number each of the holes in the sheet with a felt pen. Mount the sight word cards on the chalkboard. Prepare number cards for the students that match the numbers on the sheet. Each student should have one number card. Have two students hold the sheet at opposite ends. Place a marble in the center of the sheet. The students should then cause the marble to roll around on the surface of the sheet, attempting to prevent it from falling through the holes. However, when the marble does fall through a hole in the sheet, call the number of that hole. The student who has the matching number card must identify a sight word you point to. Continue until each student has responded.

• Activity Page

Select an activity page from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Sight Word Bingo**

Before the activity begins, prepare a stencil which contains the sight words. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Group Spell**

Group the students into two groups. Identify one group as "consonants" and the other group as "vowels." Say a sight word. Then, the students should spell the word - the students in the "consonant" group saying the consonants and the students in the "vowels" groups saying the vowels. The students should continue in this way until the sight word has been correctly spelled. Repeat with other sight words, switching the groups periodically during the activity.

- **First, Last, and Middle Match**

Prepare clozure cards using the key vocabulary words - print only the first and last letters of the words on the cards. For example, for the word "river" you would write:



Write the main part of each word on flashcards that fit into the clozure cares, e.g. for the word "river" you would write:



Mount all of the clozure cards on the chalkboard. Lay the other flashcards on the floor in front of the chalkboard. Group the students into two teams. When you say "Go," the first player in each team must rush to the cards on the floor. Each player should select one of the cards and center it in its correct clozure card on the chalkboard. The first player to do this successfully wins the round. Repeat until all players in each team have participated. This activity can also be conducted as an activity sheet with the students.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit's Sentence with the students. Use the Unit's Sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's Sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her, using the unit's Sentence. Repeat until a number of students have responded.

- **Illustration Concentration**

Prepare a photocopied set of vocabulary illustrations. Cut the photocopied illustrations in half. For this activity, you may wish to prepare extra copies of the vocabulary illustrations. Glue the halves to sheets of construction paper. Mix all of the cut up illustration halves on the floor, face down. Group the students around the illustration halves. Call upon a student to turn over one of the illustration halves. The student should show that illustration half to the other students. Then, he/she should turn over another illustration half. If the two halves go together to produce a vocabulary illustration, the student should identify the illustration by its vocabulary word, using the unit's Sentence and then keep the two halves. However, if the two halves do not go together to produce a vocabulary illustration, the student should replace both halves in their original locations on the floor. Continue in this way until all of the illustration halves have been correctly matched. The winning student or students are those with the greatest number of halves collected.

Grade 4 - Grade 6

Basic Reading Sight Recognition

- **Funnel Words**

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

- **String Along**

Join all of the students together with string. The students need not move from their seats. Before tying the ends of the string together, insert a roll of tape over one of the ends of the string. Tie the ends of the string together. Turn your back to the students. The students should pass the roll of tape along the string as quickly as possible. When you clap your hands, the student left holding the tape must then identify a sight word you show him. Repeat this process until many students have responded and until all of the sight words have been correctly identified a number of times.

- **Calendar Bingo**

Before the activity begins, prepare a calendar page on a sheet of paper. Provide each student with a copy of the calendar page. Also, provide each student with 10 small markers. Each student should place the markers on different dates on the calendar page. Say a date from the calendar page. The student or students who have their markers on that date, must identify sight words that you point to. The students may change the positions of their markers after each round of the activity. Repeat until all students have responded a number of times in this way.

- **Activity Page**

Select an activity page from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Right Or Wrong?**

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

- **Find The Parts**

Before the activity begins, prepare closure word cards for the sight words being studied. Also, prepare letters/syllables cards for the letters/syllables you left out of the sight words. Mount the closure word cards on the chalkboard. Lay the letters/syllables cards on the floor, under the chalkboard. Group the students into two teams. Say a sight word to the first player in each team. When you say "Go," the first player in each team must rush to the letters/syllables cards and identify the missing letters/syllables for the sight word you said. The first student to do this correctly wins the round. You may wish to say a different sight word to each of the two players so that each player has the opportunity to respond correctly. Repeat until all players have played.

- **Activity Page**

Select an activity page from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit's Sentence with the students. Use the Unit's Sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's Sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show, using the Unit's Sentence. Repeat until many students have responded.

- **Pass the Balloon**

Group the students into two teams. Say a vocabulary word, using the unit's Sentence. Give the first player in each team a round inflated balloon. When you say "Go," the students should pass the balloon from one to another using only their feet. When the last player in the team receives the balloon, he/she must repeat the sentence you said at the beginning of the round. The first team to do this wins the round. The last player from each team should then move to the first position in his/her team for the next round of the activity.

Grade 4 - Grade 6

Basic Reading Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **First, Last, and Middle Match**

Prepare clozure cards using the key vocabulary words - print only the first and last letters of the words on the cards. For example, for the word "number" you would write:

r _____ r

Write the main part of each word on flashcards that fit into the clozure cares, e.g. for the word "number" you would write:

ive

Mount all of the clozure cards on the chalkboard. Lay the other flashcards on the floor in front of the chalkboard. Group the students into two teams. When you say "Go," the first player in each team must rush to the cards on the floor. Each player should select one of the cards and center it in its correct clozure card on the chalkboard. The first player to do this successfully wins the round. Repeat until all players in each team have participated. This activity can also be conducted as an activity sheet with the students.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Word Part Bingo**

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. Each student should cut out the letters/syllables from the words in his copy of the stencil. When a student has cut out all of the letters/syllables, he/she should hold all of the letters/syllables in one hand, placing one letter/syllable on his/her desk. Say a sight word. If a student's letter/syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that letter/syllable to the side. The student should then place another letter/syllable on his/her desk. Continue in this way until a student or students have no letters/syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the letters/syllables to the students.

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Activity Page**

Select an activity page from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit's Sentence with the students. Use the Unit's Sentence for the following activities.

Basic Listening

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific sentence (i.e., the Unit's Sentence with a vocabulary word). Say a number of other sentences - eventually repeating the sentence you said at the beginning of the round. When the students hear that sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using the Unit's Sentence with all of the vocabulary words.

Basic Speaking

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the Unit's Sentence and vocabulary word for the illustration. Repeat this process until all students have responded.

- **Your Number Is Up!**

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to, using the unit's Sentence. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

Grade 4 - Grade 6

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Every Second Letter**

Write a sight word on the chalkboard, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the chalkboard and then write the sight word for it on their papers. Repeat using other sight words.

This activity may also be done in team form. In this case, have the incomplete words prepared on separate flash cards. Mount one of the cards on the chalkboard. When you say "Go," the first player from each team must rush to the chalkboard and write the sight word for it - adding all of the missing letters. Repeat until all players have participated.

- **Activity Page**

Select an activity page from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Every Second Letter**

Write a sight word on the chalkboard, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the chalkboard and then write the sight word for it on their papers. Repeat using other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **Wrong!**

Provide each student with writing paper and a pen. Write the sight words on the chalkboard, purposely misspelling some of them. The students should write only those words that are misspelled, correcting the errors as they write the words. Afterwards, review the students' responses.

- **CV Spell**

Write one of the key vocabulary words on the chalkboard using the letter "c" for consonants and "v" for vowels. For example, the word "cat" would be written as "cvc." Provide the students with writing paper and pencils. The students should then write the vocabulary word that matches the c/v spelling on the chalkboard. Depending upon the readiness of your students, you may wish to have a master set of the sight word cards on display for the students to use as cues during the activity.

- **Activity Page**

Select an activity page from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Give each student a sheet of white art paper. Each student should cover his/her art paper with dry powdered paint. Then, each student should pour a small amount of water over his/her paint powder. When dry, shake off the excess paint powder and display the water art in the classroom or hallway." Label the display.
- Lay a length of mural paper on the floor. Group the students along one edge of the mural paper. Give each student a drinking straw; place a teaspoon of blue (liquid) paint on the mural paper in front of each student. The students should then carefully blow the paint around on the mural paper, using their straws. When finished, display the "rivers" mural in the classroom or hallway.
- Introduce the dialog from this unit to the students. Practice the **dialog** with the students in choral, group and individual forms.

Prepare a sheet of small vocabulary illustrations, based on the key vocabulary words for this unit. Make a copy of the page for each student. The students should take the illustrations page home so that they can say the Tlingit/Haida/Tsimshian vocabulary words to the members of their families.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Show a map of the world. Draw the students' attention to the Atlantic and Pacific oceans. Repeat this process using a globe of the world. Then, group the students in a horse shoe formation. Roll the globe to a student; the student must stop the globe with one finger. If the student's finger is on an ocean, he/she should roll the globe to another student. However, if the student's finger is on "land," he/she must return the globe to you. Repeat a number of times.
- Provide each student with a small map of Alaska. The students should then use illustrating supplies to colour the oceans, lakes and rivers that are shown on the map. When the students have completed the coloring of the waterforms on their maps, they should label their maps using the key words from this unit. Collect the maps and create a display in the classroom or hallway with them.
 - Introduce the dialog from this unit to the students. Practice the **dialog** with the students in choral, group and individual forms.
 - Use the Dialog Activity Page, from the Student Support Materials, to review the dialog with the students.
- Prepare a list of the sight words from this unit for each student. The students should read the sight words with their families.*

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Assessment for this unit.

- Provide each student with a small map of Alaska. The students should then use illustrating supplies to colour the oceans, lakes and rivers that are shown on the map. When the students have completed the coloring of the waterforms on their maps, they should label their maps using the key words from this unit. Collect the maps and create a display in the classroom or hallway with them.
- Introduce the **dialog** for this unit to the students. Begin by saying the “**a**” parts; the students say the “**b**” parts. Later, switch these and the students say the “**a**” parts and you say the “**b**” parts. Divide the class in half and have the two groups practice the dialog. When the students learn the dialog, have individuals in the class practice the dialog with one another. • Use the Dialog Activity Page, from the Student Support Materials, to review the dialog with the students.
- Provide each student with writing paper and a pen. Write the Unit’s Sentence and the vocabulary words on the chalkboard. Purposely make some spelling mistakes in some of the sentences. The students should write only those sentences that have errors, correcting the errors as they write the sentences. Afterwards, review the students’ responses.
- Prepare a set of sight word cards for the students so that each student has one card. Call a student’s name; that student should try to say a complete Tlingit/Haida/Tsimshian sentence using sentences and vocabulary words from previous units. Continue until each student has had an opportunity to create a sentence of his/her own. Understandably, the sentences may be very basic for those students who do not understand or speak Tlingit/Haida/Tsimshian. Accept any sentences that make sense; if a student makes a grammatical mistake, merely repeat the sentence, making the change(s) so that the sentence is grammatically correct.
- Conduct a dictation of ten words chosen from units covered previously in the Heritage language program. The students should write the words that you say, on sheets of writing paper. When the dictation is over, review the students’ results.

Place all of the sight words from this unit in a box or envelope, labeled “Grades 7 - 12;” these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope. One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.

Other SHI Resources

http://www.sealaskaheritage.org/programs/language_resources.htm



UNIT 13

Land

Unit 13

The Land - Tlingit

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

aan (land/earth)
 shaa (mountain)
 té (stone)

Grades 1 - 3

aan (land/earth)
 shaa (mountain)
 té (stone)
 l'éiw (sand)
 yan shúka (shoreline)

Grades 4 - 6

aan (land/earth)
 shaa (mountain)
 té (stone)
 l'éiw (sand)
 yan shúka (shoreline)
 eech (reef/submerged rock)
 x'aa (point)
 x'áat (island)
 l'éiw x'aayí (sand point)

Grades 7 - 12

aan (land/earth)
 shaa (mountain)
 té (stone)
 l'éiw (sand)
 yan shúka (shoreline)
 eech (reef/submerged rock)
 x'aa (point)
 x'áat (island)
 l'éiw x'aayí (sand point)
 a goon (land inlet)
 gíl' (cliff)
 neech (shoreline/beach)

unit's Dialog

- a. **Goodéi sá yaa neegút?** (Where are you walking to?)
- b. _____ **dé yaa nxagút.** (I am walking to the _____)
- a. **Xát tsu _____ dé yaa nxagút.** (Me to, I'm walking to the _____)
- b. **I een kuk.áat.** (I will walk with you.)

unit's Sentence

_____ **dé yaa nxagút.** (I am walking to the _____)

Unit 13**The Land - Haida****Kindergarten - Grade 3***During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12*During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary**Kindergarten**

gwáay (island)
tlat'a'áaw (mountain)
k^uwa (rock)

Grades 1-3

gwáay (island)
tlat'a'áaw (mountain)
k^uwa (rock)
chaaw salii (beach)
táas (sand)

Grades 4-6

gwáay (island)
tlat'a'áaw (mountain)
k^uwa (rock)
chaaw salii (beach)
táas (sand)
gaw (inlet, harbor)
kún (point)
sdál (cliff)

Grades 7-12

gwáay (island)
tlat'a'áaw (mountain)
k^uwa (rock)
chaaw salii (beach)
táas (sand)
gaw (inlet, harbor)
kún (point)
sdál (cliff)
cháan (mud)
k'uk'áal (reef)
k'uk'áal táajaa (sandbar)
k'wii (soil)

Unit's Dialog

- a. ____ gw d^{ang} k^{éeng} hlangaa? (Can you see the ____?)
 - b. Áang, ____ HI k^{éeng} hlangaang. (Yes, I can see the ____.)
- a. Tl'áan uu iijang? (Where is it?)
 - b. Wáatl'an aa. (Over there.)

Unit's Sentence

____ HI k^{éeng} hlangaang.

Unit 13**The Land - Tsimshian****Kindergarten - Grade 3***During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12*During this unit, the students will:*

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary**Kindergarten**

yuub (land/earth)
shga'neesh
 (mountain)
loab(stone)

Grades 1 - 3

yuub (land/earth)
shga'neesh
 (mountain)
loab(stone)
awsh (sand)
dsagga aksh
 (shoreline)

Grades 4 - 6

yuub (land/earth)
shga'neesh
 (mountain)
loab(stone)
awsh (sand)
dsagga aksh
 (shoreline)
lack huu (reef)
'tsuwaanckhl
 (point of land)
liksh'daa (island)

Grades 7 - 12

yuub (land/earth)
shga'neesh (mountain)
loab(stone)
awsh (sand)
dsagga aksh
 (shoreline)
lack huu (reef)
'tsuwaanckhl (point of land)
liksh'daa (island)
lackhoo (sand bar)
magoon (inlet, headwaters of)
biyaackhl (cliff)
lack'awsh (beach)

Unit's Dialog

- a. **Ndayu dm goayn?** (Where are you going?)
- b. **_____ dm goayu.** (I am going to the _____.)
- a. **Deesh 'nuuyu, _____ dm goayu.** (Me too, I'm going to the _____.)
- b. **Ndm dee shdooln.** (I will walk with you.)

Unit's Sentence

_____ dm goayu. (I am walking to the _____.)

Tlingit-Haida-Tsimshian As A Second Language

Theme: The Land

Lesson 1

Kindergarten - Grade 3

Motivation

Lay a tray of soil on the floor and group the students around it. Use the soil to create a hill, as the students watch. Then, flatten the hill and have the students take turns making hills with the soil. Use this to introduce local landforms to the students.

Introduction

- Use the soil in the tray (from above) to create the remaining landforms to be introduced in this unit.
- Show the students photographs of the landforms introduced above.

Review the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this unit

Basic Listening

- Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Grade 4 - Grade 6

Motivation

Lay a tray of soil on the floor and group the students around it. Use the soil to create a hill, as the students watch. Then, flatten the hill and have the students take turns making hills with the soil. Use this to introduce local landforms to the students.

Introduction

- Use the soil in the tray (from above) to create the remaining landforms to be introduced in this unit.
- Show the students photographs of the landforms introduced above.

Review the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this unit

Basic Listening

- Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Tlingit-Haida-Tsimshian As A Second Language

Theme: The Land

Lesson 1

Grade 7 - Grade 12

Motivation

If possible, find a large photo that shows the inside of a *standard* gearshift vehicle. Present the photo to the students and draw their attention to details in the picture. Eventually, ask them about the purpose of the gear shift. Lead the students to suggest that when going up a steep hill, the driver would probably have to change gears, switching to a lower gear. Use this to introduce *hills* and other local landforms.

Introduction

- Tape pictures of the different landforms on the chalkboard and direct the students' attention to them. Have the students identify each landform.

Review the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this unit

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Vocabulary Chips**

Mount the vocabulary illustrations on the chalkboard. Place a number of blue and white poker chips in a container. Each student should reach into the container and remove four (4) chips. The remaining chips should be left in the container. When a student has his/her four chips, he/she should hold three of them in his/her hands and place one poker chip on his/her desk. Reach into the container and remove one of the poker chips. Call the colour of the poker chip you have removed from the container. All students in the class who have that colour of poker chip on their desks, must identify a vocabulary illustration you point to. Then, those students may place those poker chips to the side. When a student has placed a poker chip to the side in this way, he/she should then place another poker chip from his/her hand on his/her desk. Continue in this way until a student or students have no poker chips left on their desks or in their hands. This activity may be repeated a number of times.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

• The Running Story

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

• Wild Cars

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration for the vocabulary word you said.

• Flashlight Find

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight.

Grade 4 - Grade 6

Basic Listening

• The Running Story

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

• Balloon Volleyball

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

• The Disappearing Illustrations

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Continue, until all illustrations have been removed in this way.

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Then, remove another illustration from the chalkboard and the students should repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank chalkboard or until the students cannot remember the "missing illustrations."

- **What's The Date?**

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the students should identify a vocabulary illustration you show or he/she should repeat a sentence you said at the beginning of the round. However, if the date named by the student is a Saturday or Sunday, the student may "pass" to another player. Repeat until many students have responded.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flip of the Coin**

Provide each student with a penny. Keep one penny for yourself. Mount the vocabulary illustrations on the chalkboard. Have the students (gently) toss their pennies into the air. Each student should look to see which side of his/her penny is face-up. Toss your penny into the air in the same way. Call the side of your penny that is face-up. The students who have the same side of coin face-up must then identify (orally) a vocabulary illustration you point to. For example, if the "heads" side of your coin is face-up, the students who have "heads" showing on their coins must then orally identify the vocabulary illustration you point to. Repeat this process a number of times.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific word or sentence. Say a number of other words or sentences - eventually repeating the word or sentence you said at the beginning of the round. When the students hear that word or sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using a number of different vocabulary words or sentences.

- **Illustration Hold-Up**

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Grade 4 - Grade 6

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

- **Actions!**

Group the students together in front of you. Perform an action which represents one of the key vocabulary words. The students should say the vocabulary word for the action you perform. Repeat, using a different action for each vocabulary word.

- **Out of Order**

Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged. This activity may also be done in team form.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the unit's sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Roll 'Em Again Sam**

Provide each student with two flashcards. Each student should then write a number between 1 and 6 on each of his/her cards - one number per card. When the students' number cards are ready, toss two dice. Call the two numbers showing on the dice. Any student or students who have those two numbers on their number cards must then find a vocabulary illustration you name, using the unit's sentence (you may wish to have the vocabulary illustrations mounted on the chalkboard and numbered, for easy identification). The students may change number cards after each round of the activity.

Basic Speaking

- **Your Number Is Up!**

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to, using the unit's sentence for this unit. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using the unit's sentence. Continue in this way until all of the vocabulary words have been said a number of times.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **High Card Draw**

Distribute all of the cards from a deck of playing cards to the students (be certain that all students have the same number of cards). Call two students' names. Those two students must then select one card each from their cards. The two students should show the cards they have selected. The student who has the highest card must then identify a vocabulary illustration you show, using the unit's sentence. Then, the student should place that card to the side. For this activity, you may decide that "aces" are high or low. The value of jacks, queens, and kings can be the same (or, you may decide to give them specific values for this activity). If both students show cards of the same value, then both students should identify a vocabulary illustration you show, using the unit's sentence. Repeat until a student or students have no cards left.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

• The Running Story

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Flashlight Name

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

• Ping Pong Cups

Have two students stand about five feet apart. Give each student a styrofoam cup. Mount the vocabulary illustrations on the chalkboard and number each illustration. Place a ping pong ball in one of the player's cups. The students should then begin to toss the ping pong ball back and forth, catching it with their cups and tossing it from their cups. When a player loses the ball, he/she must identify an illustration on the chalkboard for a number you call. Repeat with other pairs of students until all have participated.

Grade 4 - Grade 6

Basic Listening

• The Running Story

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Flashlight Name

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

• Government Vision

Group the students in a circle. Have two students stand in the center of the circle with funnels. The two students should place the funnels over one of their eyes and cover their other eyes with one of their hands. The two students should look at the floor, through their funnels. Give the vocabulary illustrations to the students who are sitting in a circle. When you say "Go," the students should pass the illustrations around the circle in a clockwise direction. When you clap your hands, the students should stop passing the vocabulary illustrations. Say a sentence that contains one of the vocabulary words. The two students should then raise their heads and search the circle (through the funnels) to see who is holding the illustration for the vocabulary word that you said in the sentence. The first player to do this successfully wins the round. The "winner" should remain in the center of the circle until he/she is beaten. Repeat many times.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading

Sight Recognition

*Introduce the **sight words** to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities. Use the unit's sentence with the sight words.*

- **Running Story**

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

- **Sight Word Bingo**

Before the activity begins, prepare a stencil which contains the sight words. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

- **Deal!**

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students (if possible, arrange it so that all students have the same number of cards). Mount the sight words on the chalkboard. Hold a playing card from the other deck of cards against one of the sight words on the chalkboard. The student who has the matching playing card must identify the sight word. When the student has done this correctly, he/she should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 5

Kindergarten - Grade 3

Introduce the sentence for this unit. Be certain that the students understand the meaning of the structure. Use the Unit's Sentence in the following activities.

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Guess My Number!

Mount the vocabulary illustrations on the chalkboard and number each illustration. Think of a number between one and twenty. Call upon individual students to guess the number you are thinking of. The student who guesses the correct number must then identify a vocabulary illustration by the number of the illustration you call, using the unit's sentence. Repeat this process, selecting different numbers for each round of the activity. The activity may be changed so that the students think (or write) numbers between one and twenty. In this case, you should try to guess the students' numbers. Whenever you guess a student's number correctly, he/she must then identify a vocabulary illustration you show him/her. A student may change his/her number after responding in this way.

Grade 4 - Grade 6

Introduce the unit's sentence for this unit. Be certain that the students understand the meaning of the structure. Use the Unit's Sentence in the following activities.

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Guess My Number!

Mount the vocabulary illustrations on the chalkboard and number each illustration. Think of a number between one and twenty. Call upon individual students to guess the number you are thinking of. The student who guesses the correct number must then identify a vocabulary illustration by the number of the illustration you call, using the unit's sentence for this unit. Repeat this process, selecting different numbers for each round of the activity. The activity may be changed so that the students think (or write) numbers between one and twenty. In this case, you should try to guess the students' numbers. Whenever you guess a student's number correctly (or incorrectly), he/she must then identify a vocabulary illustration you show, using the unit's sentence. A student may change his/her number after responding in this way.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **One To Six**

Provide each student with two blank flashcards. Each student should write a number between 1 and 6 on each of his/her flashcards (one number per card). Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

- **Name of Fortune**

Before the activity begins, prepare a name card for each student in the class. Arrange the name cards in a circle on your desk. Place a bottle in the center of the circle. Mount the sight words on the chalkboard. Spin the bottle. When the bottle stops, call the student's name from the name card the bottle is pointing to. That student must then identify a sight word you point to on the chalkboard. Remove that student's card from the circle of name cards. Continue in this way until all of the name cards have been removed and until each student has responded.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 6

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit's sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit's sentence. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Your Number Is Up!

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to, using the unit's sentence for this unit. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities.

• Running Story

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words in the unit's sentence for this unit. Repeat this process until all of the sight words and unit's sentence have been said a number of times.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. The student should then use the sight word in the unit's sentence for this unit. Repeat until all players in each team have participated.

• Sight Word Bingo

Photocopy the Sight Word Bingo page from the Student Support Materials. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Sight Word Bingo**

Before the activity begins, prepare a stencil which contains the sight words. Provide each student with a copy of the stencil. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Group Spell**

Group the students into two groups. Identify one group as "consonants" and the other group as "vowels." Say a sight word. Then, the students should spell the word - the students in the "consonant" group saying the consonants and the students in the "vowels" groups saying the vowels. The students should continue in this way until the sight word has been correctly spelled. Repeat with other sight words, switching the groups periodically during the activity.

- **Spell By Numbers**

Cut each of the sight words into its individual letters/syllables. Mount all of the cut out letters/syllables on the chalkboard, in a scattered form. Provide each student with writing paper and pen. Number each of the letter/syllables on the chalkboard. Say one of the sight words. Then, each student should write the numbers of the letters/syllables that make up the sight word you said. Repeat until all sight words have been "encoded" in this way. Afterwards, review the students' responses.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Nod and Clap

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

• Under the Bridge

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her, using the unit's sentence. Repeat until most of the students have responded.

• Whisper

Group the students into two teams. Whisper the unit's sentence (which includes a vocabulary word from this unit) to the first player in each team. When you say "Go," the first player in each team must then whisper the sentence to the next player in his/her team. When the last player in the team hears the sentence, he/she must run to the front of his/her team and repeat the sentence orally. The first player to do this wins the round. Repeat this process until each student has responded orally.

Grade 4 - Grade 6

Basic Reading Sight Recognition

• The Disappearing Word

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

• One To Six

Provide each student with two blank flashcards. Each student should write a number between 1 and 6 on each of his/her flashcards (one number per card). Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

• Funnel Words

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

• String Along

Join all of the students together with string. The students need not move from their seats. Before tying the ends of the string together, insert a roll of tape over one of the ends of the string. Tie the ends of the string together. Turn your back to the students. The students should pass the roll of tape along the string as quickly as possible. When you clap your hands, the student left holding the tape must then identify a sight word you show him. Repeat this process until many students have responded and until all of the sight words have been correctly identified a number of times.

• Activity Sheet - 1

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **How Many?**

Provide each student with five blank flash cards. Each student should write the numbers 1 to 9 on his/her cards (one number per card). Say one of the sight words and the students should hold up the number cards to show the number of letters/syllables in the word. Repeat this process with other sight words. Of course, if you have sight words that contain more than nine letters/syllables, it will be necessary to provide the students with more flashcards.

- **Right Or Wrong?**

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the Unit's Sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show using the unit's sentence for this unit. Repeat until many students have responded.

- **Illustration Concentration**

Prepare a photocopied set of vocabulary illustrations. Cut the photocopied illustrations in half. For this activity, you may wish to prepare extra copies of the vocabulary illustrations. Glue the halves to sheets of construction paper. Mix all of the cut up illustration halves on the floor, face down. Group the students around the illustration halves. Call upon a student to turn over one of the illustration halves. The student should show that illustration half to the other students. Then, he/she should turn over another illustration half. If the two halves go together to produce a vocabulary illustration, the student should identify the illustration by its vocabulary word in the unit's sentence and then keep the two halves. However, if the two halves do not go together to produce a vocabulary illustration, the student should replace both halves in their original locations on the floor. Continue in this way until all of the illustration halves have been correctly matched. The winning student or students are those with the greatest number of halves collected.

Grade 4 - Grade 6

Basic Reading

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading

Decoding/Encoding

- **Word Part Bingo**

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. Each student should cut out the letters/syllables from the words in his copy of the stencil. When a student has cut out all of the letters/syllables, he/she should hold all of the letters/syllables in one hand, placing one letter/syllable on his/her desk. Say a sight word. If a student's letter/syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that letter/syllable to the side. The student should then place another letter/syllable on his/her desk. Continue in this way until a student or students have no letters/syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the letters/syllables to the students.

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Dash**

Group the students into two teams. Make two sets of dashes on the chalkboard - each set should be the same and should represent a sight word. When you say "Go," the first player in each team must rush to his/her set of dashes on the chalkboard. Each player must then write a sight word that fits the number of dashes. Accept any sight word that fits the dashes. The first player to do this correctly wins the round. Repeat with other sets of dashes until all students from each team have had an opportunity to participate.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific sentence (i.e., the unit's sentence with a vocabulary word). Say a number of other sentences - eventually repeating the sentence you said at the beginning of the round. When the students hear that sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using the Unit's Sentence with all of the vocabulary words.

Basic Speaking

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the unit's sentence and vocabulary word for the illustration. Repeat this process until all students have responded.

- **Squirrel In The Tree**

Group the students into pairs. Each student should interlock one elbow with his partner. Have one student be the "squirrel" and another the "fox." The object of the activity is for the fox to tag the squirrel. The squirrel may run away from the fox, eventually interlocking elbows with another student. When this happens, the other student in the pair (i.e., the "third man out") becomes the squirrel and must run from the fox. Mount the vocabulary illustrations on the chalkboard and number them. When the fox finally succeeds in tagging the squirrel, say an illustration number and the squirrel must say the vocabulary word for it. Repeat a number of times, changing the "squirrel" and "fox" for each new round of the activity.

Grade 4 - Grade 6

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Every Second Letter**

Write a sight word on the chalkboard, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the chalkboard and then write the sight word for it on their papers. Repeat using other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **What's Missing?**

Before the activity begins, prepare a page that contains clozure sentences - the sight words having been left out. Provide each student with a copy of the page. The students should read the clozure sentences carefully and then each student should write the vocabulary words in the sentences.

This activity may also be done in team form. In this case, write a clozure sentence on the chalkboard (omitting the sight word or words). Group the students into two teams. When you say "Go," the first player from each team must rush to the chalkboard and write the sight word(s) on the chalkboard that complete the sentence correctly. The first player to do this wins the round. Repeat until all players have had a chance to participate.

- **Activity Sheet - 1**

Select an activity sheet from the Student Support Materials.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Provide each student with a portion of modeling clay (plasticine). The students should create landforms with the clay, based on those introduced in this unit. Display the completed landforms on a table in the classroom.
- Lay a length of mural paper on the floor and group the students around it. Provide the students with illustrating materials and supplies. The students should then create a mural of the different landforms introduced in this unit. When the mural is finished, display it in the classroom or hallway.
- Give each student black construction paper and white string. The students should then glue lengths of string onto the construction paper to represent the landforms introduced in this unit. Display the *string landforms* in the classroom or hallway.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Use the Dialog Activity Page, from the Student Support Materials, to review the dialog.
- Invite a resource person to make a presentation to the students about local landforms. If possible, have the presenter include a traditional story related to a specific landform. Have the resource person stress the Tlingit/Haida/Tsimshian respect for the land. Have the presenter explain, through examples, how this respect for the land was shown.

Prepare a sheet of small vocabulary illustrations, based on the key vocabulary words for this unit. Make a copy of the page for each student. The students should take the illustrations page home so that they can say the Tlingit vocabulary words to the members of their families.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Lay a length of mural paper on the floor and group the students around it. Provide the students with illustrating materials and supplies. The students should then create a mural of the different landforms introduced in this unit. When the mural is finished, display it in the classroom or hallway. Have the students make label cards, using the key words from this unit. Surround the mural with the labels.
- Give each student black construction paper and white string. The students should then glue lengths of string onto the construction paper to represent the landforms introduced in this unit. Display the *string landforms* in the classroom or hallway. Once again, have the students make label cards, using the names of the landforms introduced in this unit. Surround the artwork display with the label cards.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Use the Dialog Activity Page, from the Student Support Materials, to review the dialog.
- Invite a resource person to make a presentation to the students about local landforms. If possible, have the presenter include a traditional story related to a specific landform. Have the resource person stress the Tlingit/Haida/Tsimshian respect for the land. Have the presenter explain, through examples, how this respect for the land was shown.

Prepare a list of the sight words from this unit. Make a copy for each student. The students should take the list home so that they can practice reading the words with their families.

Tlingit-Haida-Tsimshian As A Second Language

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Assessment for this unit.

- Prepare a mixture of paper maché. Give each student a portion of cardboard and paper maché. The students should use their paper maché to create the landforms introduced in this unit. When the students' paper maché landforms are finished, allow them to dry. When they are dry, the students can paint and shellac them. Arrange the completed landforms on a table in the classroom.
- Provide the students with illustrating materials and supplies. The students can then do detailed maps of their area, showing the different landforms introduced in this unit. The maps should be colored and labeled, with the key vocabulary words from this unit. Display the completed maps in the classroom or hallway.
- Invite a resource person to make a presentation to the students about local landforms. If possible, have the presenter include a traditional story related to a specific landform. Have the resource person stress the Tlingit/Haida/Tsimshian respect for the land. Have the presenter explain, through examples, how this respect for the land was shown.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Use the Dialog Activity Page, from the Student Support Materials, to review the dialog.
- Provide each student with a copy of a contour map, illustrating materials and supplies. The students should study their maps carefully (noting elevations, waterforms, etc.). Each student should attempt to imagine what the area, represented by the map, looks like. Then, the students should create illustrations of their "images" - afterwards, review the students' creations.

Place all of the sight words from this unit in a box or envelope, labeled "Grades 7 - 12;" these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope. One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.

Other SHI Resources

http://www.sealaskaheritage.org/programs/language_resources.htm



UNIT 14

Types of Plants

Unit 14

Types of Plants - Tlingit

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

ka.eix át (plant)
 aas (tree)
 dúk (cottonwood)

Grades 1 - 3

ka.eix át (plant)
 aas (tree)
 dúk (cottonwood)
 lóol (fireweed)
 k'eikaxwéin (flower)

Grades 4 - 6

ka.eix át (plant)
 aas (tree)
 dúk (cottonwood)
 lóol (fireweed)
 k'eikaxwéin (flower)
 kóox (chocolate lilly)
 keishísh (alder)
 kayaaní (leaf)
 s'áxt' (devil's club)

Grades 7 - 12

ka.eix át (plant)
 aas (tree)
 dúk (cottonwood)
 lóol (fireweed)
 k'eikaxwéin (flower)
 kóox (chocolate lily)
 keishísh (alder)
 kayaaní (leaf)
 s'áxt' (devil's club)
 t'ook' (nettle)
 yaana.éit (Indian Rhubarb)
 s'ikshaldéen (Hudson Bay Tea)
 x'áal' (skunk cabbage)

unit's Dialog

- a. **Wáa sá duwasaakw ya ka.eix át?** (What is this plant called?)
- b. _____ **yéi duwasáakw.** (It is called ____.)
- a.. **Haaw, ka yáat'aa.** (Oh, and this one?)
- b. _____ **yéi duwasáakw.** (It is called ____.)

unit's Sentence

_____ **yéi duwasáakw.**(It is called _____.)

Unit 14

Types of Plants - Haida

Kindergarten - Grade 3

During this unit, the students will:

- 1. demonstrate an understanding of the unit's theme;
- 2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
- 3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

- 1. demonstrate an understanding of the unit's theme;
- 2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
- 3. say the key vocabulary words and the Unit's sentence;
- 4. recognize the printed forms of the key vocabulary words;
- 5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
- 6. write the key vocabulary words.

Key Vocabulary

Kindergarten

- kiid** (tree, spruce)
- xil háanaa** (flower)
- xil** (leaf)

Grades 1-3

- kiid** (tree, spruce)
- xil háanaa** (flower)
- xil** (leaf)
- kaas** (Sitka alder)
- k'áay** (broad kelp)

Grades 4-6

- kiid** (tree, spruce)
- xil háanaa** (flower)
- xil** (leaf)
- kaas** (Sitka alder)
- k'áay** (broad kelp)
- ts'iihlanjaaw** (devil's club)
- xil kagan** (Hudson bay tea)
- giid** (red cedar tree)

Grades 7-12

- kiid** (tree, spruce)
- xil háanaa** (flower)
- xil** (leaf)
- kaas** (Sitka alder)
- k'áay** (broad kelp)
- ts'iihlanjaaw** (devil's club)
- xil kagan** (Hudson bay tea)
- giid** (red cedar tree)
- sgahláang** (yellow cedar tree)
- hikáam** (bull kelp)
- stla k'iist'aa** (Indian rice)
- k'áang** (hemlock)

Unit's Dialog

- a. ____ gw is? (Is this a ____?)
- b. ____ isáng HI gudánggang. (I think it's ____.)
- b. Díi gingáan gw dǎng gudang? (Do you agree with me?)
- a. Áang, ____ uu iijang. (Yes, it's a ____.)

Unit's Sentence

____ isáng HI gudánggang.
(I think it's ____.)

Unit 14 - Types of Plants - Tsimshian

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

madsigga'aam (medicine plant)
ggan (tree)
am'baal (cottonwood tree)

Grades 1 - 3

madsigga'aam (medicine plant)
ggan (tree)
am'baal (cottonwood tree)
haash (fireweed)
madsiggalay (flower)

Grades 4 - 6

madsigga'aam (medicine plant)
ggan (tree)
am'baal (cottonwood tree)
haash (fireweed)
madsiggalay (flower)
meeyoobm gyad (chocolate lilly)
luwee (alder)
'yansh (leaf)

Grades 7 - 12

madsigga'aam (medicine plant)
ggan (tree)
am'baal (cottonwood tree)
haash (fireweed)
madsiggalay (flower)
meeyoobm gyad (chocolate lilly)
luwee (alder)
'yansh (leaf)
woamsh (devil's club)
shdatee (nettle)
hla'kods (Indian rhubarb)
woanoack (skunk cabbage)

Unit's Dialog

- a. **Goahl shiwaadida gyad gwa'a?** (What do people call this?)
b. _____ **shiwaadidda gyad.** (People call it _____.)
a.. **Oa, ada gwa'a?** (Yes, and this one?)
b. _____ **shiwaadid.** (It's called a _____.)

Unit's Sentence

_____ **shiwaadid.** (It is called _____.)

Tlingit-Haida-Tsimshian As a Second Language

Theme: Types of Plants

Lesson 1

Kindergarten - Grade 3

Motivation

Before the lesson begins, place a plant sample in a box and wrap the box to look like a present. Group the students together and show them your *present*. Have the students guess what might be inside. Eventually, open the present and show the plant; use this to introduce *Types of Plants* to the students.

Introduction

- Collect plant samples to show the students. Have the students compare and contrast the appearances of the plants.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this unit.

Basic Listening

• Illustration Hold-Up

Provide each student with a copy of the mini-illustrations stencil, from the student support materials. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

• Matching Halves

Prepare photocopies of the illustrations. Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. Repeat.

Grade 4 - Grade 6

Motivation

Before the lesson begins, place a plant sample in a box and wrap the box to look like a present. Group the students together and show them your *present*. Have the students guess what might be inside. Eventually, open the present and show the plant; use this to introduce *Types of Plants* to the students.

Introduction

- Collect plant samples to show the students. Have the students compare and contrast the appearances of the plants.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this unit.

Basic Listening

• Illustration Hold-Up

Provide each student with a copy of the mini-illustrations stencil, from the student support materials. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

• Matching Halves

Prepare photocopies of the illustrations. Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. Repeat.

Tlingit-Haida-Tsimshian As a Second Language

Theme: Types of Plants

Lesson 1

Grade 7 - Grade 12

Motivation

Before the lesson begins, place a few large seeds (e.g. from fruit) in a tray and cover them with soil. Present the tray to the students; have the students imagine what a person might find in the *ground* if he/she were to start digging. Eventually, the students should suggest *seeds*. Have individual students find the seeds in the soil. Use this to introduce some of the plants that grow in the students' area.

Introduction

- Collect a sample of each plant to be introduced in this unit. Present the plants to the students. Have the students compare and contrast the appearances of the different plants.
- Before the lesson begins, remove one leaf from each plant, introduced above. Lay the plants on a table and show one of the leaves. The students should identify the plant for that leaf. Repeat with other leaves.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this unit.

Basic Listening

• Illustration Hold-Up

Provide each student with a copy of the mini-illustrations stencil, from the student support materials. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

• One To Six

Provide each student with a copy of the "1-6" numbers from the student support materials. The students should cut out the numbers. When the students' number cards are ready, have each student place two of his/her number cards on the desk. Toss two dice and call the numbers showing. Any student or students who have those two numbers must then identify a vocabulary illustration you show. The students may change the numbers on their desks after each round of the activity. Keep the number cards in individual envelopes for future use.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

- **Whisper**

Mount the vocabulary illustrations on the chalkboard. Group the students into two teams. Whisper a vocabulary word to the first player in each team. When you say, "Go," the first player in each team must then whisper the same word to the next player in his/her team. The players should continue whispering the vocabulary word in this way until the last player in a team hears the word. When the last player in a team hears the word, he/she must rush to the chalkboard and point to the illustration for the word. The first player to do this correctly wins the round. Repeat

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight.

- **Auditory Location**

Have a student stand at the front of the classroom. Blindfold the student or have him/her close his/her eyes. Whisper a vocabulary word or sentence (which contains a vocabulary word) to a student in the classroom. That student should then repeat the word/sentence orally. The blindfolded student must then point in the direction from which the word or sentence came. Repeat with other students.

- **Knock-Knees**

Mount the vocabulary illustrations on the chalkboard. Group the students into two teams. Give a small hard ball to the first player in each team. The first player in each team must place the ball between his/her knees. Say a vocabulary word. When you say "Go," the two players must then walk to the illustrations without losing the balls. The first player to reach the vocabulary illustrations and to identify the illustration for the word you said, wins the round. If a player loses his/her ball, he/she must return to his/her team and begin again. Repeat until all players have played.

- **Stare**

Have two students stand, facing one another. Mount the vocabulary illustrations on the chalkboard and number them. The object of the activity is for the two students to look at each other without laughing. The first student to laugh must then identify a vocabulary illustration by a number from the chalkboard. If both students laugh, then both students must identify a vocabulary illustration or illustrations for the numbers you say from the chalkboard. Repeat with other pairs of students.

Grade 4 - Grade 6

Basic Listening

- **Whisper**

Mount the vocabulary illustrations on the chalkboard. Group the students into two teams. Whisper a vocabulary word to the first player in each team. When you say, "Go," the first player in each team must then whisper the same word to the next player in his/her team. The players should continue whispering the vocabulary word in this way until the last player in a team hears the word. When the last player in a team hears the word, he/she must rush to the chalkboard and point to the illustration for the word. The first player to do this correctly wins the round. Repeat

Basic Speaking

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Continue, until all illustrations have been removed in this way.

- **Hop Across**

Group the students into two equal teams. The two teams should stand facing one another - the students should stand shoulder to shoulder in each team. The players in each team should be standing directly opposite each other. Call two facing players' names. Those two players should then hop forward on one foot with their hands behind their backs. The object of the activity is for each player to attempt to cause the other player to put his raised foot down. When a player has been knocked off balance in this way, he/she should identify a vocabulary illustration you show him/her. Repeat with other pairs of players until all students have participated.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

- **Match My Sequence**

Provide each student with three vocabulary illustrations. All students should have the same illustrations. Have the students lay the illustrations on their desks in a row (any sequence). When the students have arranged their illustrations, say a sequence of three vocabulary words (using the vocabulary words for the illustrations the students have). Any student or students whose illustrations are in the same sequence as the vocabulary words you said, wins the round. The students may change their sequences after each round of the activity.

Basic Speaking

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Then, remove another illustration from the chalkboard and the students should repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank chalkboard or until the students cannot remember the "missing illustrations."

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Stick of Chance**

Before the activity begins, obtain four or five popsicle sticks. Break the popsicle sticks into different lengths. Hold the popsicle sticks in your hands so that they all appear to be the same length. Have individual students remove the sticks from your hands. The "winner" is the student who receives the longest stick; he/she must then identify a vocabulary illustration you point to or, repeat a sentence you said at the beginning of the round. Repeat this process until many students have responded in this way. Of course, the activity may be switched - the student who receives the shortest stick should respond.

- **Flashlight Encode**

Prepare a photocopied set of the vocabulary illustrations. Cut each of the photocopied illustrations in half. Mix all of the halves together and mount them on the chalkboard, in a scattered form. Stand some distance from the chalkboard with two flashlights. Shine the two flashlights on two illustration halves. If the two halves illuminated by the flashlights represent a vocabulary illustration, the students should identify it orally. However, if the two halves do not go together to represent a vocabulary illustration, the students should remain silent. Repeat this process until all vocabulary illustrations have been identified in this way.

- **Whose Name Is Up?**

Provide each student with a blank flashcard. Each student should write his/her name on the flashcard. When the students' name cards are ready, collect them and mix them together. Then, redistribute them to the students. Each student should have another student's name card. Mount the vocabulary illustrations on the chalkboard. Call a student's name. That student should then say the name showing on the name card he/she has. It is *that* student who must identify a vocabulary illustration you point to. For example, if you call, "Henry," and Henry has Mary's name card, it is Mary who should respond. The motivation of this activity is that a student never knows when his/her name is going to be called. This activity may be repeated more than once by collecting, mixing and redistributing the name cards to the students.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Knock-Knees

Mount the vocabulary illustrations on the chalkboard. Group the students into two teams. Give a small hard ball to the first player in each team. The first player in each team must place the ball between his/her knees. Say a vocabulary word. When you say "Go," the two players must then walk to the illustrations without losing the balls. The first player to reach the vocabulary illustrations and to identify the illustration for the word you said, wins the round. If a player loses his/her ball, he/she must return to his/her team and begin again. Repeat until all players have played.

• All In Knots

Group the students into two teams. Tie two lengths of rope in a knot (use the same knot for each rope). Skipping ropes are ideal for this activity. Mount the vocabulary illustrations on the chalkboard. Give a knotted rope to the first player in each team. Say a vocabulary word. When you say "Go," the first player in each team must then attempt to untie the knot he/she has. The first player to untie his/her knot and then to rush to the chalkboard and identify the vocabulary illustration for the word you said, wins the round. Repeat until all players have participated.

• Cinderella/Cinderfella

Mount the vocabulary illustrations on the chalkboard. Group the students into two teams. Place two large shoes between the students and the chalkboard (shoes which have laces). Say a vocabulary word. When you say "Go," the first player from each team must rush to the shoes on the floor. Each player must then put on his/her shoe and tie it. The first player to do this successfully and then to identify the vocabulary illustration for the vocabulary word you said, wins the round. Repeat until all players in each team have played.

Grade 4 - Grade 6

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Knock-Knees

Mount the vocabulary illustrations on the chalkboard. Group the students into two teams. Give a small hard ball to the first player in each team. The first player in each team must place the ball between his/her knees. Say a vocabulary word. When you say "Go," the two players must then walk to the illustrations without losing the balls. The first player to reach the vocabulary illustrations and to identify the illustration for the word you said, wins the round. If a player loses his/her ball, he/she must return to his/her team and begin again. Repeat until all players have played.

• All In Knots

Group the students into two teams. Tie two lengths of rope in a knot (use the same knot for each rope). Mount the vocabulary illustrations on the chalkboard. Give a knotted rope to the first player in each team. Say a vocabulary word. The first player in each team must then attempt to untie the knot & find the illustration for the word. you said. Repeat.

• Toothpick Pass

Mount the vocabulary illustrations on the chalkboard and number each illustration. Group the students in a circle. Give each student a toothpick. Place a lifesaver over one or more of the toothpicks. When you say "Go," the students should pass the lifesaver(s) around the circle in a clockwise direction. When you clap your hands, the students should stop passing the lifesaver(s). Say a vocabulary word and the student or students who have the lifesavers must identify the NUMBER of an illustration you name. Repeat until many students have responded in this way.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the unit's Sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's Sentence in the following activities.

Basic Listening

- **Number That Word!**

Mount the vocabulary illustrations on the chalkboard. Provide each student with three blank flashcards. Each student should write the numbers 1, 2, and 3 on his/her cards - one number per card. Point to one of the vocabulary illustrations. Then, say the unit's Sentence three times, using a different vocabulary word with each sentence. The students should show their number cards for the unit's Sentence/vocabulary word that matches the illustration you pointed to. Repeat with other illustrations.

Basic Speaking

- **Half Match**

Before the lesson begins, prepare a photocopy of each of the vocabulary illustrations. Cut each of the photocopied illustrations in half. Give the illustration halves to the students (a student may have more than one illustration half). Say one of the vocabulary words, using the Unit's Sentence. The two students who have the halves of the illustration for that word, must show their halves and repeat the sentence orally. Continue in this way until all of the vocabulary words have been reviewed. This activity may be repeated more than once by collecting, mixing and redistributing the illustration halves to the students.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using the unit's Sentence for this unit. Continue in this way until all of the vocabulary words have been said a number of times, using the unit's Sentence.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the Unit's Sentence. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect vocabulary word/sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Wheel of Names**

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to, using the Unit's Sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **Airplane Land**

Lay the vocabulary illustrations on the floor in a scattered form. Have the students sit in a large circle around the illustrations. Prepare two paper airplanes. Give the airplanes to the students. Say one of the vocabulary words and the students should toss their airplanes, attempting to land them on the illustration for the vocabulary word you said. Repeat until all students have participated.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Ping Pong Catch**

Have two students stand about five feet apart. Give each student a styrofoam cup. Mount the vocabulary illustrations on the chalkboard and number each illustration. Place a ping pong ball in one of the player's cups. The students should then begin to toss the ping pong ball back and forth, catching it with their cups and tossing it from their cups. When a player loses the ball, he/she must identify an illustration on the chalkboard for a number you call. Repeat with other pairs of students until all have participated.

Grade 4 - Grade 6

Basic Listening

- **Airplane Land**

Lay the vocabulary illustrations on the floor in a scattered form. Have the students sit in a large circle around the illustrations. Prepare two paper airplanes. Give the airplanes to the students. Say one of the vocabulary words and the students should toss their airplanes, attempting to land them on the illustration for the vocabulary word you said. Repeat until all students have participated.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Crayon Resist**

Before the activity begins, use a white candle to make simple vocabulary illustrations on a length of white mural paper. Mount the mural paper on the chalkboard or lay it on the floor. Place two containers of thin paint and two paint brushes beside the mural paper. Group the students into two teams. When you say "Go," the first player from each team should rush to the mural paper. Each player should use one of the paint brushes and the thin paint to "wash" the mural paper until an illustration is found. When the illustration is revealed through this crayon resist process, the student should name it. Repeat until all players in each team have had an opportunity to respond.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

Introduce the sight words to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities.

- **One To Six**

Provide each student with two blank flashcards. Each student should write a number between 1 and 6 on each of his/her flashcards (one number per card). Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

- **Name The Date**

Before the activity begins, collect a number of calendars (preferably calendars of different years). Say a month and call upon a student to name a date in that month. Look at the calendar to see which day that date represents. If the date represents a day between Monday and Friday, the student should identify a sight word you show. However, if the date named by the student falls on a Saturday or Sunday, the student may pass to the next player. Repeat until many students have responded.

- **Calendar Bingo**

Before the activity begins, prepare a calendar page on a sheet of paper. Provide each student with a copy of the calendar page. Also, provide each student with 10 small markers. Each student should place the markers on different dates on the calendar page. Say a date from the calendar page. The student or students who have their markers on that date, must identify sight words that you point to. The students may change the positions of their markers after each round of the activity. Repeat until all students have responded a number of times in this way.

- **Face**

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

- **Funny Face**

Have two students stand, facing one another. The object of the activity is for the students to look at each other without laughing. The first student to laugh must identify a sight word you show. If both students laugh at the same time, then call upon each student to identify a sight word. Repeat with other pairs of students until all students have participated.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Kindergarten - Grade 3

Introduce the unit's Sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's Sentence in the following activities.

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's Sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Slip String**

Mount the vocabulary illustrations on the chalkboard. Join all of the students together with a long length of string. Before tying the ends of the string together, insert a roll of tape over one end of the string (a large "washer" can also be used). Then, tie the ends of the string together. Face away from the students. The students should then pass the roll of tape as quickly as possible along the string. When you clap your hands, the student who is holding the roll of tape, must identify (orally) a vocabulary illustration you point to, using the unit's Sentence.

- **Wheel of Names**

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to, using the Unit's Sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

Grade 4 - Grade 6

Introduce the unit's Sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's Sentence in the following activities.

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's Sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Slip String**

Mount the vocabulary illustrations on the chalkboard. Join all of the students together with a long length of string. Before tying the ends of the string together, insert a roll of tape over one end of the string (a large "washer" can also be used). Then, tie the ends of the string together. Face away from the students. The students should then pass the roll of tape as quickly as possible along the string. When you clap your hands, the student who is holding the roll of tape, must identify (orally) a vocabulary illustration you point to, using the unit's Sentence.

- **Wheel of Names**

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to, using the Unit's Sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Twenty Boxes**

Provide each student with a copy of the "20 boxes" form from the back of this unit. Each student should then use a pencil to shade-in half of the boxes(10 boxes in all). When the students have completed this process, call a student's name and a number from one of the boxes on the form. If the student has that box shaded-in, he/she may "pass". However, if that box is not shaded in, the student must identify a sight word you show. Repeat this process a number of times until many students have responded. The students may exchange forms periodically during the activity.

- **Blank Chalkboard Reading**

Mount all of the sight word cards on the chalkboard, in a vertical column. Read all of the sight words with the students, from the top to the bottom. Then, remove the last sight word card and read the list of sight words once again, including the "missing" sight word. Then, remove another sight word card and repeat this process. Continue until the students are "reading" the column of sight words from a blank chalkboard. This activity may be repeated more than once by mixing and re-attaching the sight words to the chalkboard.

- **Dicey Words**

Mount the sight word cards on the chalkboard. Number each sight word, using a number between 1 and 6 (a number may be repeated as often as necessary). Group the students into two teams. Give the first player in each team a die. When you say "Go," each player should roll the die and then identify any sight word on the chalkboard that has that number. The first player to do this correctly wins the round. Repeat until all players have participated.

- **Activity Sheet(s)**

Refer to the Students' Activity Sheets for Sight Recognition activities.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Kindergarten - Grade 3

Review the unit's Sentence with the students. Use the unit's Sentence for the following activities.

Basic Listening

•Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit's Sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit's Sentence. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Fanball

Tape the vocabulary illustrations to the floor and group the students around them. Give a "hand fan" and an inflated balloon to two students. Say one of the vocabulary words, using the Unit's Sentence. The two students should then use their fans to move the balloons to the illustration for the sentence that you said. Repeat.

• Cat and Rat

Group the students in a circle. have one student stand inside the circle as the "rat." Have another students stand outside the circle as the "cat." The *cat* must try to catch the *rat*. Say the unit's Sentence which contains one or more of the vocabulary words. The students in the circle should join hands and allow the *rat* to run in and out of the circle at will. However, they should attempt to prevent the *cat* from entering or leaving the circle. You may wish to have more than one *cat* for the different rounds of the activity. When the *rat* is finally caught, all students should repeat the sentence you said at the beginning of the round. Repeat, changing the *cat* and *rat* for each new round of the game.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities.

• Twenty Boxes

Provide each student with a copy of the "20 boxes" form from the back of this unit. Each student should then use a pencil to shade-in half of the boxes(10 boxes in all). When the students have completed this process, call a student's name and a number from one of the boxes on the form. If the student has that box shaded-in, he/she may "pass". However, if that box is not shaded in, the student must identify a sight word you show. Repeat this process a number of times until many students have responded. The students may exchange forms periodically during the activity.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

• Sight Word Sequence Bingo

Provide each student with a copy of the "Sight Word Bingo Page, from the back of this unit. The students should cut the sight words from their copies. When the students have cut out their sight words, each student should place three sight words on his/her desk in a sequence (any sequence). Then, say a sequence of any three vocabulary words. Any student or students who have those three words in the same sequence win the round. When a student wins, he/she should place those three sight words to the side and place three new sight words on his/her desk, in a sequence. Continue in this way until a student or students have no sight words left on their desks.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Word Find**

Provide each student with a copy of the "word find page" from the student support materials. Each student should then write the sight words horizontally, vertically, and diagonally in his/her form. Words may also intersect one another. When most of the form has been filled in in this way, the students should fill any empty boxes with other letters of their choosing. When the students have completed their word finds, have them exchange them with one another. Each student should then use a colored pencil or felt marker to circle the sight words in the form he/she has. An alternative to this individualized approach is to create one large word find form on a length of mural paper. Mount the mural paper on the chalkboard. Group the students into two teams. When you say "Go," the first player in each team must rush to the word find outline and use a felt pen to circle a sight word in it. The first player to do this correctly wins the round. Repeat until all players have played.

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Flashlight Encode**

Cut each of the sight words in half. Mount all of the word halves, in a scattered form, on the chalkboard. Stand in front of the chalkboard with two flashlights. Shine the light of one flashlight on a word half. Then, shine the light of the other flashlight on its matching half. The students should say the sight word. However, when the lights of the two flashlights are shining on word halves that do not go together, the students should remain silent. Repeat.

Deal!

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students (if possible, arrange it so that all students have the same number of cards). Mount the sight words on the chalkboard. Hold a playing card from the other deck of cards against one of the sight words on the chalkboard. The student who has the matching playing card must identify the sight word. When the student has done this correctly, he/she should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

- **Activity Sheet(s)**

Refer to the students' activity sheets for Decoding/Encoding activities.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit's Sentence with the students. Use the unit's Sentence for the following activities.

Basic Listening

• Circle Hop

Lay the vocabulary illustrations on the floor in a scattered form. Make a masking tape circle around each illustration. Have two or more students stand in the center of the classroom. Say one of the vocabulary words, using the unit's Sentence. The students should then hop to the circle which contains the illustration for the sentence you said. Then, remove the illustration from the circle and say the unit's Sentence, with another vocabulary word. Continue until no illustrations are left on the floor. The students must remember where the illustrations were in order to hop to the correct masking tape circles.

Basic Speaking

• Illustration Jigsaw

Cut each of the vocabulary illustrations into four pieces. Mix the cut out pieces together and distribute them to the students (a student may have more than one illustration section). When you say "Go," the students should attempt to match the jigsaw sections they have to reproduce the original vocabulary illustrations. When the students put the necessary pieces of an illustration together, they should identify the illustration by its vocabulary word, using the Unit's Sentence. Continue until all vocabulary illustrations have been put together and named in this way.

• Chair Ring Toss

Overturn two or three chairs and place them at one end of the classroom. The legs of the chairs can be used for a game of "ring toss." Place the vocabulary illustrations beside each of the chairs. Group the students about ten feet from the overturned chairs. Give each student a ring made from a large pipe cleaner. Call a student's name. The student should then toss his/her ring towards the chairs, attempting to land it on a chair leg. If the ring lands on a leg, the student may "pass." However, if the ring misses the chair legs, he/she must identify one of the vocabulary illustrations, using the unit's Sentence for this unit. Repeat until all students have participated.

Grade 4 - Grade 6

Basic Reading Sight Recognition

• Switch

Stand all of the sight word cards in the chalkboard ledge. For added motivation you may wish to prepare extra sight word cards for this activity. Have the students look carefully at the sequence of sight word cards (from left to right). Then, have the students close their eyes. Switch the order of any two of the sight word cards. Have the students open their eyes and call upon specific individuals to name the sight words that were switched. You may wish to conduct this activity in team form. In this case, the first player to correctly identify the two switched sight words, wins the round. Repeat until all players have participated.

• Mended Words

Mount the sight word cards on the chalkboard. Cut the matching vocabulary illustrations for the sight words in half (or, prepare photocopies of the vocabulary illustrations). Mix all of the halves together and distribute them to the students. Point to one of the sight words on the chalkboard. The two students who have the illustration halves for that sight word must stand and name the sight word. Repeat until all sight words have been identified in this way. This activity may be repeated more than once by collecting, mixing and redistributing the illustration halves to the students.

• Deal!

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students (if possible, arrange it so that all students have the same number of cards). Mount the sight words on the chalkboard. Hold a playing card from the other deck of cards against one of the sight words on the chalkboard. The student who has the matching playing card must identify the sight word. When the student has done this correctly, he/she should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

• Activity Sheet(s)

Refer to the students' activity sheets for sight recognition activities.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **The Lost Syllable**

Say a syllable from one of the sight words. Call upon the students to identify the sight word (or words) that contain that syllable. Depending upon the syllable you say, more than one sight word may be the correct answer. This activity may also be done in team form. In this case, lay the sight word cards on the floor. Group the students into two teams. Say a syllable from one of the sight words. When you say "Go," the first player in each team must rush to the sight word cards and find the sight word that contains the syllable you said.

- **Spell By Numbers**

Cut each of the sight words into its individual letters/syllables. Mount all of the cut out letters/syllables on the chalkboard, in a scattered form. Provide each student with writing paper and pen. Number each of the letter/syllables on the chalkboard. Say one of the sight words. Then, each student should write the numbers of the letters/syllables that make up the sight word you said. Repeat until all sight words have been "encoded" in this way. Afterwards, review the students' responses.

- **How Many?**

Provide each student with five blank flash cards. Each student should write the numbers 1 to 9 on his/her cards (one number per card). Say one of the sight words and the students should hold up the number cards to show the number of letters/syllables in the word. Repeat this process with other sight words. Of course, if you have sight words that contain more than nine letters/syllables, it will be necessary to provide the students with more flashcards.

- **Consonant/Vowel Cards**

Before the activity begins, prepare "consonant/vowel" cards, representing the sight words being studied. To do this, use the letters "c" and "v" to represent the consonants and vowels of the sight words. For example, "CVCC" would represent the word "cats." Mount the consonant/vowel cards on the chalkboard. Group the students into two teams. Say one of the sight words. When you say "Go," the first player in each team must rush to the chalkboard and attempt to identify the consonant/vowel card for the sight word you said. The first player to do this correctly wins the round. Repeat until all players have played.

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Activity Sheet(s)**

Refer to the students' activity sheets for Decoding/Encoding activities.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit's Sentence with the students. Use the unit's Sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's Sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show, using the unit's Sentence for this unit. Repeat until many students have responded.

- **Clothespin Tag**

Have the students stand in a scattered form in the classroom. Give a student who is IT a clothespin. Say the unit's Sentence, which contains one of the vocabulary words. IT must then attempt to attach the clothespin to another student's clothing. Designate a specific area in the classroom in which the students may move to avoid being "tagged." When a student is tagged with the clothespin, call upon him/her to repeat the sentence you said at the beginning of the round. Repeat, having the tagged student playing IT for the next round.

Grade 4 - Grade 6

Basic Reading Decoding/Encoding

- **Back Match**

Before the activity begins, cut each of the sight words in half. Group the students in a circle. Walk around the outside of the circle, attaching the word halves to their backs. Do not let the students see which word halves they have on their backs. When each student has a word half on his back, say "Go". The students must then match themselves together, according to the word halves on their backs. Since the students will not know which word halves they have on their backs, they will have to rely upon one another for assistance. When the students have correctly matched themselves together, have the students in each pair identify the sight word they have "encoded."

- **Find The Other Half**

Group the students into two teams. Give the first player in each team a flashlight. Cut each of the sight words in half. Mix the word halves together and attach them to the chalkboard in a scattered form. Stand between the two teams with a flashlight. Shine the light of your flashlight on a word half. When you say "Go," the first player in each team must turn on his/her flashlight and find the other half of the word for the word half your light is shining on. The first student to do this correctly wins the round. Repeat until all players in each team have played.

- **Mixed-Up Words**

Before the activity begins, prepare "mixed up" word cards. To do this, use all of the letters/syllables of a sight word but in their incorrect order. Lay the mixed up word cards on the floor, at one end of the classroom. Say a sight word to the first player in each team. When you say "Go," the first player in each team must rush to the mixed up word cards and find the mixed up word cards for the vocabulary words you said. You may wish to have two pairs of scissors beside the mixed up word cards. In this case, a player would then have to cut out the letters/syllables of the mixed up word and then re-arrange them to re-create the sight word. Repeat until all players have played. Depending upon the number of students in your class, you may need to prepare extra sets of mixed up word cards for this activity.

- **Activity Sheet(s)**

Refer to the students' activity sheets for Decoding/Encoding activities.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Find The Other Half**

Give two students each a flashlight. Cut each of the sight words in half. Mix the word halves together and attach them to the chalkboard in a scattered form. Stand between the two students with a flashlight. Shine the light of your flashlight on a word half. When you say "Go," the two students must turn on their flashlights and find the other half of the word for the word half your light is shining on. The first student to do this correctly wins the round. Repeat until all students have played.

Basic Writing

- **Writing Relay**

Group the students into two teams. Say one of the vocabulary words. When you say "Go," the first player from each team must rush to the chalkboard and write only the FIRST letter of the word. He/She should then run to the back of the team and the next player should rush to the chalkboard to add the SECOND letter, and so on. The winning team is the team that correctly completes the spelling of the word first. Repeat using other key vocabulary words.

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Meshy Words**

Write a "meshword" on the chalkboard. To create a meshword, use two word halves (from different words) together. Provide each student with writing paper and a pen. The students should look at the meshword you have written and attempt to identify the words from which the halves were chosen. Each student should then write those two sight words on his/her sheet of paper. Repeat this process with other meshwords.

This activity may be conducted in team form by writing a meshword on the chalkboard and having players from different teams attempt to write the sight words used to create the meshword. Repeat until all players in each team have had an opportunity to participate.

- **Activity Sheet(s)**

Refer to the students' activity sheets for Basic Writing activities.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit's Sentence with the students. Use the unit's Sentence for the following activities.

Basic Listening

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific sentence (i.e., the unit's Sentence with a vocabulary word). Say a number of other sentences - eventually repeating the sentence you said at the beginning of the round. When the students hear that sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using the Unit's Sentence with all of the vocabulary words.

Basic Speaking

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show using its key word and the unit's Sentence from this unit. Repeat until many students have responded.

- **Flashlight Spin**

Group the students in a circle. Sit in the center of the circle with a flashlight. Turn the flashlight on and spin the flashlight on the floor. When the flashlight stops, the student at whom the flashlight is pointing must then identify a vocabulary illustration you show, using its vocabulary word and the unit's Sentence from this unit. Repeat until many students have responded.

Grade 4 - Grade 6

Basic Writing

- **Back Writing**

Group the students into two teams. Have the first player from each team stand in front of the chalkboard. Use the index finger of your writing hand to "write" the first letter of a sight word on the two players' backs. When you have done this, say "Go." Each of the players should then write a sight word on the chalkboard that begins with that letter. Repeat with other pairs of players until all players in each team have played and until all sight words have been written a number of times.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Mirror Writing**

Group the students into two teams. Have the first player from each team stand in front of the chalkboard. Give each of the two players a small, unbreakable mirror. Stand some distance behind the two players with illustrations for the sight words. Hold up one of the illustrations. When you say "Go," the players with the mirrors must look over their shoulders to see the illustration you are holding. When a player sees the illustration, he/she must write the sight word for that illustration on the chalkboard. The first player to do this correctly wins the round. Repeat this process until all players in each team have had an opportunity to respond.

- **Meshy Words**

Write a "meshword" on the chalkboard. To create a meshword, use two word halves (from different words) together. Provide each student with writing paper and a pen. The students should look at the meshword you have written and attempt to identify the words from which the halves were chosen. Each student should then write those two sight words on his/her sheet of paper. Repeat this process with other meshwords.

This activity may be conducted in team form by writing a meshword on the chalkboard and having players from different teams attempting to write the sight words used to create the meshword. Repeat until all players in each team have had an opportunity to participate.

- **Activity Sheet(s)**

Refer to the students' activity sheets for Basic Writing activities.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **Silent Dictation**

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After "lipping" the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students' responses.

- **What's Missing?**

Before the activity begins, prepare a page that contains the Unit's Sentence with the sight words left out. Provide each student with a copy of the page. The students should write the vocabulary words from this unit, in the spaces provided in each sentence. Later, have the students read the sentences orally.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **Backwards Spell**

Provide each student with writing paper and a pen. Spell one of the sight words, backwards. When you have completed the spelling of the word in this way, each student should then write the word you spelled on his/her sheet of paper, writing the letters of the word in their correct order. The students should not begin to write the word until AFTER you have completed the backwards spelling of the word. Repeat this process with other sight words.

This activity may also be done in team form. In this case, group the students into two teams. Spell one of the sight words backwards. When you say "Go," the first player from each team must rush to the chalkboard and write the word that you said - writing the letters of the word in their correct sequence. The first player to do this correctly wins the round. Repeat until all players have participated.

- **Activity Sheet(s)**

Refer to the students' activity sheets for Basic Writing activities.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Lay a length of mural paper on the floor. Place a pile of leaves beside the mural paper. Provide the students with glue and illustrating supplies. Use a large felt marker to make a *landscape* on the mural paper (e.g., rolling hills). Then, the students should draw plants on the mural paper and glue the leaves to them. When the plant mural is finished, display it in the classroom or hallway.
- Introduce and practice the unit's **dialog** with the students. Be certain that the students understand the meanings of the sentences. Practice the dialog with them in choral, group and individual forms. To begin with, you say the **a** parts and the students say the **b** parts. Later switch parts (the students say the **a** parts and you say the **b** parts). Eventually, have individual students practice the dialog with one another.
- Give each student a length of waxed paper and green and brown tissue paper. The students should lay their waxed paper on their desks. Then, they should create plants using the tissue paper. The students need to place the plants carefully on the waxed paper, leaving at least a 1" border all round. When a student's plants are finished, cover them with another layer of waxed paper. Use an old iron to seal the two layers of waxed paper together. Trim the edges and display the completed art on the classroom windows.

Prepare a sheet of small vocabulary illustrations, based on the key vocabulary words for this unit and for unit 1. Make a copy of the page for each student. The students should take the illustrations page home so that they can say the Tlingit/Haida/Tsimshian vocabulary words to the members of their families.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Lay a length of mural paper on the floor. Place a pile of leaves beside the mural paper. Provide the students with glue and illustrating supplies. Use a large felt marker to make a *landscape* on the mural paper (e.g., rolling hills). Then, the students should draw plants on the mural paper and glue the leaves to them. Have the students prepare label cards, using the key vocabulary words from this unit. When the plant mural is finished, display it in the classroom or hallway, surrounded by the students' labels.
- Introduce and practice the unit's **dialog** with the students. Be certain that the students understand the meanings of the sentences. Practice the dialog with them in choral, group and individual forms. Use the **dialog activity page**, from the student support materials, to practice the dialog with the students. The students cut out the words; you show a vocabulary illustration and the students put the word for it in the dialog. Then, say the dialog with them. Repeat.
- Give each student a length of waxed paper and green and brown tissue paper. The students should lay their waxed paper on their desks. Then, they should create plants using the tissue paper. The students need to place the plants carefully on the waxed paper, leaving at least a 1" border all round. When a student's plants are finished, cover them with another layer of waxed paper. Use an old iron to seal the two layers of waxed paper together. Trim the edges and display the completed art on the classroom windows.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Assessment for this unit.

- If possible, take the students on a short outing to collect samples of the plants introduced in this unit. If this is not possible, try to collect a sample of each plant for the students before the lesson begins. Provide the students with sheets of art paper and illustrating supplies. Each student should glue one plant on each sheet of paper. When the sheets of paper are full, the students should staple the left side of their papers to produce a plant booklet (you may wish to have the students leave a blank page on the top to serve as a cover. The students should label all of the plants in their booklets, with the names of the plants.
- Introduce and practice the unit's **dialog** with the students. Be certain that the students understand the meanings of the sentences. Practice the dialog with them in choral, group and individual forms. To begin with, you say the **a** parts and the students say the **b** parts. Later switch parts (the students say the **a** parts and you say the **b** parts). Eventually, have individual students practice the dialog with one another.
- Use the dialog activity page from the student activity sheets to review the **dialog** with the students.
- As an alternative to the first Extension activity, provide the students with leaves from the different plants, glue, art paper and pencils/pens. The students should glue the leaves to their papers, using their art supplies to create the stems, blossoms, etc. Each student should attempt to create one of each of the plants introduced in this unit. When a student's plants are ready, he/she should label them with the names of the plants. Display the completed plants in the classroom or hallway.
- Invite a resource person to make a presentation to the students based on the traditional use of plants. Actual samples of the necessary plants should be used to enhance the presentation.
- Provide each student with two different leaves, writing paper, rulers and pens. The students should compare and contrast the two leaves that they have - this should include the dimensions (measured), shape, etc. Have each student glue his/her two leaves onto a white sheet of art paper. When the students have completed their comparing/contrasting, collect all of the pages of leaves and mount them on the chalkboard - number each page. Have each student read his/her compare/contrast details; the other students should attempt to identify the two leaves for each student.

Place all of the sight words from this unit in a box or envelope, labeled "Grades 7 - 12;" these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope. One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.

Other SHI Resources

http://www.sealaskaheritage.org/programs/language_and_culture_curriculum.htm

Alder/Cottonwood
Cedar
Hemlock
Spruce
Plants
Berries

http://www.sealaskaheritage.org/programs/language_resources.htm

[Lingít X'eináx Sá](#)

[Lingít X'einax Áx](#)





UNIT 15

Types of Insects

Unit 15

Types of Insects - Tlingit

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

xeen (blue bottle fly)
wéís' (louse)
tíx (dog flea)

Grades 1 - 3

xeen (blue bottle fly)
wéís' (louse)
tíx (dog flea)
kaashaashxáaw (dragon fly)
táax'aa (mosquito)

Grades 4 - 6

xeen (blue bottle fly)
wéís' (louse)
tíx (dog flea)
kaashaashxáaw (dragon fly)
táax'aa (mosquito)
tleilú/leilú (butterfly)
wanatíx (ant)
naa.át axa át (moth)
gandaas'aaji (bee)

Grades 7 - 12

xeen (blue bottle fly)
wéís' (louse)
tíx (dog flea)
kaashaashxáaw (dragon fly)
táax'aa (mosquito)
tleilú/leilú (butterfly)
wanatíx (ant)
naa.át axa át (moth)
gandaas'aaji (bee)
kanas.aat (crawling insect/spider)
yéesh (blood sucker/leech)

Unit's Dialog

- a. **Iyatéen gé wéi át?** (Do you see that thing?)
 - b. **Aaá xaatéen.** (Yes I see)
-
- a. **Haaw daa sáwé?** (Oh what is it?)
 - b. _____**áwé.** (It is _____.)

unit's sentence

_____ **áwé.** (It is _____.)

Unit 15

Types of Insects - Tlingit

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

xeen (blue bottle fly)
wéis' (louse)
tíx (dog flea)

Grades 1 - 3

xeen (blue bottle fly)
wéis' (louse)
tíx (dog flea)
kaashaashxáaw (dragon fly)
táax'aa (mosquito)

Grades 4 - 6

xeen (blue bottle fly)
wéis' (louse)
tíx (dog flea)
kaashaashxáaw (dragon fly)
táax'aa (mosquito)
tleilú/leilú (butterfly)
wanatíx (ant)
naa.át axa át (moth)
gandaas'aají (bee)

Grades 7 - 12

xeen (blue bottle fly)
wéis' (louse)
tíx (dog flea)
kaashaashxáaw (dragon fly)
táax'aa (mosquito)
tleilú/leilú (butterfly)
wanatíx (ant)
naa.át axa át (moth)
gandaas'aají (bee)
kanas.aat (crawling insect/spider)
yéesh (blood sucker/leech)

Unit's Dialog

- a. **lyatéen gé wéi át?** (Do you see that thing?)
 - b. **Aaá xaatéen.** (Yes I see)
-
- a. **Haaw daa sáwé?** (Oh what is it?)
 - b. **_____áwé.** (It is _____.)

unit's sentence

_____áwé. (It is _____.)

Unit 15 - Types of Insects - Tsimshian

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

geek (house fly)
'dsashkw (louse)
gga'bilaash (mosquito larvae)

Grades 1 - 3

geek (house fly)
'dsashkw (louse)
gga'bilaash (mosquito larvae)
giladse'eds (dragon fly)
geek (mosquito)

Grades 4 - 6

geek (house fly)
'dsashkw (louse)
gga'bilaash (mosquito larvae)
giladse'eds (dragon fly)
geek (mosquito)
adabeesh (butterfly)
gats'goldsack (ant)
wackwock (moth)

Grades 7 - 12

geek (house fly)
'dsashkw (louse)
gga'bilaash (mosquito larvae)
giladse'eds (dragon fly)
geek (mosquito)
adabeesh (butterfly)
gats'goldsack (ant)
wackwock (moth)
ab (bee)
adashged
(crawling insect/spider)
'dimuu
(blood sucker/leech)

Unit's Dialog

- a. **Ahl needsnee gwee?** (Do you see that thing?)
- b. **Oa, needsu.** (Yes I see)
- a. **Du, goayu gwee?** (Good grief, what is that?)
- b. _____ **gwee.** (That's a _____.)

Unit's Sentence

_____ **gwee.** (That's a _____.)

Tlingit-Haida-Tsimshian As a Second Language

Theme: Types Of Insects

Lesson 1

Kindergarten - Grade 3

Motivation

Before the lesson begins, find a fly swatter. Stand in front of the students and pretend to swatting flies. Have the students tell you what you are doing. Use this as an introduction to the different types of insects found in the Delta.

Introduction

- Collect concrete materials related to insects, e.g. insect spray, mosquito netting, etc. Show the students the materials, asking them both literal and inferential questions about the items.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the family members introduced above. Show the vocabulary pictures from this unit.

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. In addition to the body movements, you may wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

Grade 4 - Grade 6

Motivation

Before the lesson begins, find a fly swatter. Stand in front of the students and pretend to swatting flies. Have the students tell you what you are doing. Use this as an introduction to the different types of insects found in the Delta.

Introduction

- Collect concrete materials related to insects, e.g. insect spray, mosquito netting, etc. Show the students the materials, asking them both literal and inferential questions about the items.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the family members introduced above. Show the vocabulary pictures from this unit.

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. In addition to the body movements, you may wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

Tlingit-Haida-Tsimshian As a Second Language

Theme: Types Of Insects

Lesson 1

Grade 7 - Grade 12

Motivation

Show the students concrete materials related to insects - sprays, netting, etc. Discuss each item with the students, asking both literal and inferential questions.

Introduction

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this unit.

Basic Listening

- **Illustration Hold-Up**

Provide each student with a copy of the **mini-illustrations** page from the student support materials. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Then, remove another illustration from the chalkboard and the students should repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank chalkboard or until the students cannot remember the "missing illustrations."

- **Whose Name Is Up?**

Provide each student with a blank flashcard. Each student should write his/her name on the flashcard. When the students' name cards are ready, collect them and mix them together. Then, redistribute them to the students. Each student should have another student's name card. Mount the vocabulary illustrations on the chalkboard. Call a student's name. That student should then say the name showing on the name card he/she has. It is *that* student who must identify a vocabulary illustration you point to. For example, if you call, "Henry," and Henry has Mary's name card, it is Mary who should respond. The motivation of this activity is that a student never knows when his/her name is going to be called. This activity may be repeated more than once by collecting, mixing and redistributing the name cards to the students.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

- **Wild Cars**

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration for the vocabulary word you said.

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight.

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Grade 4 - Grade 6

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight.

Basic Speaking

- **Balloon Volleyball**

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Continue, until all illustrations have been removed in this way.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

- **The Disappearing Illustrations**

Mount five or six illustrations on the chalkboard, vertically. Point to the illustration at the top and the students should name it. Continue in this way until the students have named all of the illustrations from top to bottom. Then, remove the last illustration and repeat this process - the students should say all of the vocabulary words, including the name for the "missing" illustration. Then, remove another illustration from the chalkboard and the students should repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank chalkboard or until the students cannot remember the "missing illustrations."

- **What's The Date?**

Before the activity begins, collect an old calendar or calendars of different years. Say the name of a month to a student. The student should then say a date within that month. Look on the calendar to see which day the date represents. If the date represents a day between Monday and Friday, the students should identify a vocabulary illustration you show or he/she should repeat a sentence you said at the beginning of the round. However, if the date named by the student is a Saturday or Sunday, the student may "pass" to another player. Repeat until many students have responded.

- **Balloon Volleyball**

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary illustration and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

- **Stick of Chance**

Before the activity begins, obtain four or five popsicle sticks. Break the popsicle sticks into different lengths. Hold the popsicle sticks in your hands so that they all appear to be the same length. Have individual students remove the sticks from your hands. The "winner" is the student who receives the longest stick; he/she must then identify a vocabulary illustration you point to or, repeat a sentence you said at the beginning of the round. Repeat this process until many students have responded in this way. Of course, the activity may be switched - the student who receives the shortest stick should respond.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

- **Flick**

Give a student a flashlight. Say a vocabulary word. Tell the student to listen for that word. Say a number of words, eventually repeating the vocabulary word you said at the beginning of the round. The student should "flick" on his/her flashlight when he/she hears the vocabulary word. You may wish to insert the vocabulary word in a running story. This activity may also be done in team form. In this case, provide the first player in each team with a flashlight. The first player to turn his/her flashlight on at the correct time wins the round. Repeat until all players have played.

Grade 4 - Grade 6

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words and the student must find the illustration for the vocabulary word you said using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the vocabulary word you said wins the round. Repeat until all players have played.

Basic Speaking

- **Actions!**

Group the students together in front of you. Perform an action which represents one of the key vocabulary words. The students should say the vocabulary word for the action you perform. Repeat, using a different action for each vocabulary word.

- **Out of Order**

Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged. This activity may also be done in team form.

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the unit's sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Illustration Hold-Up**

Give the students their **mini illustrations** used earlier in this unit. Say a vocabulary word, using the unit's sentence. Each student should then hold up the illustration for the sentence that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

- **Number What?**

Mount the vocabulary illustrations on the chalkboard. Number each illustration. Call one of the numbers and the students should identify the illustration with that number, using the key vocabulary word and the unit's sentence. Continue in this way until all of the vocabulary illustrations have been identified a number of times. To add "spice" to the activity, you may wish to say a simple oral math problem, the answer to which is equal to one of the numbers on the chalkboard. For example, you may say, "Six plus four, minus three, plus one." For this example, the answer would be "Eight." In this case, the students should identify the vocabulary illustration (using the unit's sentence) with the numeral "8" beside it. This activity may also be done in team form. The first player to solve the math problem and then to identify the illustration wins the round.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight, using the unit's sentence. Continue in this way until all of the vocabulary words have been said a number of times.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Colander**

Before the activity begins, obtain sheet of construction paper equal in size to the size of your vocabulary illustrations. Use a single hole punch to punch holes in the construction paper sheet. Place the construction paper sheet over one of the vocabulary illustrations. Hold the construction paper sheet and vocabulary illustration up so that the students can see them. The students should attempt to identify the vocabulary illustration from the parts they can see through the holes in the construction paper, using the unit's sentence. The first student to do this correctly, wins the round. This activity may also be done in team form. In this case, the first player to correctly identify the vocabulary illustration wins the round.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until many students have responded.

- **Mini Illustrations**

Give each student a copy of the mini illustrations page from the student support materials. The students should cut out the illustrations. Say a key word and all of the students should show its illustration. Repeat.

Grade 4 - Grade 6

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the illustration. However, when you point to an illustration and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Flashlight Name**

Mount the vocabulary illustrations on the chalkboard and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students' attention to one of the illustrations. The students should identify the illustration which is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show or, he/she must repeat a sentence that you said at the beginning of the round. Repeat until many students have responded.

- **Mini Illustrations**

Give each student a copy of the mini illustrations page from the student support materials. The students should cut out the illustrations. Say a key word and all of the students should show its illustration. Repeat.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

Introduce the sight words to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities.

- **Sight Word Bingo**

Provide each student with a copy of the sight word bingo stencil from the students' support materials. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

- **Deal!**

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students (if possible, arrange it so that all students have the same number of cards). Mount the sight words on the chalkboard. Hold a playing card from the other deck of cards against one of the sight words on the chalkboard. The student who has the matching playing card must identify the sight word. When the student has done this correctly, he/she should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

- **Balloon Volleyball**

Group the students into two teams. Have the two teams stand facing one another. Inflate a round balloon and tie its end shut. Toss the balloon to one of the teams. The players in that team should bounce the balloon to the players in the other team, in "volley ball" form. The students may not move their feet during this activity. The students should continue to bounce the balloon back and forth. When a team misses the balloon, all members in that team should identify a sight word that you show. Repeat until the players in both teams have identified a number of sight words.

- **Word Length**

Before the activity begins, cut a number of sight word cards into different lengths (e.g., 5 in., 15 cm., etc.). Place the sight word cards on the floor at one end of the classroom. Group the students into two teams at the other end of the classroom. Place two rulers on the floor beside the sight words. Say a different measurement to the first player in each team. When you say "Go," the first player in each team must rush to the sight word cards. Each player must then use the ruler to locate a sight word card that is the same length as the measurement you said. When a player has done this successfully, he/she should read the sight word on that card. Repeat until all players in each team have participated.

- **Activity Sheet(s)**

Have the students work on an activity sheet(s) from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Kindergarten - Grade 3

Introduce the unit's sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Run And Catch**

Group the students in a circle. Say a number to each student. Then, give each student a vocabulary illustration. Stand in the center of the circle with a small portion of tissue paper. When you say "Go," the students should pass the vocabulary illustrations around the circle in a clockwise direction. When you clap your hands, the students should stop passing the vocabulary illustrations around the circle. Call one of the students' numbers and toss the tissue paper into the circle at the same time. The student who has the number you called must orally identify the vocabulary illustration he/she has, using the unit's sentence, and then rush into the circle to catch the tissue paper before it hits the floor. Repeat this process until many students have responded.

Grade 4 - Grade 6

Introduce the unit's sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's sentence in the following activities.

Basic Listening

- **Turn and Face**

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say the unit's sentence, including one of the vocabulary words and the students should turn to face the illustration for the sentence you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's sentence. The students should repeat the sentence. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Run And Catch**

Group the students in a circle. Say a number to each student. Then, give each student a vocabulary illustration. Stand in the center of the circle with a small portion of tissue paper. When you say "Go," the students should pass the vocabulary illustrations around the circle in a clockwise direction. When you clap your hands, the students should stop passing the vocabulary illustrations around the circle. Call one of the students' numbers and toss the tissue paper into the circle at the same time. The student who has the number you called must orally identify the vocabulary illustration he/she has, using the unit's sentence, and then rush into the circle to catch the tissue paper before it hits the floor. Repeat this process until many students have responded.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **One To Six**

Provide each student with a copy of the "1-6" sheet from the back of this Unit. The students should cut out the numbers. Then, each student should place TWO number cards in front of him/her. Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

- **Name of Fortune**

Before the activity begins, prepare a name card for each student in the class. Arrange the name cards in a circle on your desk. Place a bottle in the center of the circle. Mount the sight words on the chalkboard. Spin the bottle. When the bottle stops, call the student's name from the name card the bottle is pointing to. That student must then identify a sight word you point to on the chalkboard. Remove that student's card from the circle of name cards. Continue in this way until all of the name cards have been removed and until each student has responded.

- **Activity Sheet(s)**

Have the students work on activity sheet(s) from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

• Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the unit's sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the unit's sentence. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Match My Half

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the vocabulary word for the illustration, using the unit's sentence. Repeat this process until all students have responded.

• Road Maze

Outline a series of "roads" on the floor using masking tape or chalk. All of the roads should begin at the same place and end in the same general area. Place the vocabulary illustrations at the ends of the roads. Give two students toy cars. The students should place their cars at the START of the roads. When you say "Go," they should drive through the road system as quickly as they can to the vocabulary illustrations. The first player to park his/her car on one of the illustrations and to name it, using the unit's sentence, wins the round. Repeat with other pairs of players until all of the students have participated.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

• The Disappearing Word

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

• One To Six

Provide each student with a copy of the "1-6" sheet from the back of this Unit. The students should cut out the numbers. Then, each student should place TWO number cards in front of him/her. Mount the sight words on the chalkboard. Toss two dice and call the numbers showing on them. Any student or students who have those two numbers on their number cards, must identify a sight word you point to. The students may exchange number cards periodically during the activity. Repeat until all of the sight words have been identified a number of times.

• Activity Sheet(s)

Have the students work on activity sheet(s) from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Sight Word Bingo**

Give the students their "sight word bingo words" used earlier in the Unit. Each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

Decoding/Encoding

Use the Unit's Sentence with the Encoding activities.

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Group Spell**

Group the students into two groups. Identify one group as "consonants" and the other group as "vowels." Say a sight word. Then, the students should spell the word - the students in the "consonant" group saying the consonants and the students in the "vowels" groups saying the vowels. The students should continue in this way until the sight word has been correctly spelled. Repeat with other sight words, switching the groups periodically during the activity.

- **Where's That Syllable?**

Write a "syllables run on" on the chalkboard. To do this, write all of the syllables from the sight words in a mixed up sequence on the chalkboard - leaving no spaces between the syllables. Group the students into two teams. Say a sight word. When you say "Go," the first player in each team must rush to the chalkboard and circle a syllable that was heard in the word you said (any syllable contained in the word). Repeat until all players have played and until all of the sight words' syllables have been located.

- **Activity Sheet(s)**

Have the students work on activity sheet(s) from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her, using the unit's sentence. Repeat until a number of students have responded.

- **One To Six**

Provide each student with the 1-6 number cards from the student support materials. The students should cut out the number cards. Each student should then place TWO number cards on his/her desk. When the students' number cards are ready, toss two dice and call the numbers showing. Any student or students who have those TWO numbers must then identify a vocabulary illustration you show, using the Unit's **Sentence**. The students may change number cards periodically during this activity.

- **One To Six**

Group the students in a circle - sitting crossed-legged. Stand in the center of the circle with a balloon. Toss the balloon into the air and call a student's name. That student must rush into the circle to catch the balloon before it hits the floor; if the student does so, he/she may "pass." If the student misses the balloon, he/she should then say the unit's sentence, using the vocabulary word for an illustration that you show. Repeat.

Grade 4 - Grade 6

Basic Reading Sight Recognition

- **Funnel Words**

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

- **String Along**

Join all of the students together with string. The students need not move from their seats. Before tying the ends of the string together, insert a roll of tape over one of the ends of the string. Tie the ends of the string together. Turn your back to the students. The students should pass the roll of tape along the string as quickly as possible. When you clap your hands, the student left holding the tape must then identify a sight word you show him. Repeat this process until many students have responded and until all of the sight words have been correctly identified a number of times.

- **Sight Word Bingo**

Provide each student with a copy of the "sight word bingo words" from the students' support materials. The students should cut the sight words from their copies of the stencil. When the students have cut out their sight words, each student should lay all of the sight words but one, face down on his/her desk. Say a sight word. Any student or students who have that sight word face up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks. This activity may be repeated more than once by collecting, mixing, and redistributing the sight words to the students.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Right Or Wrong?**

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

- **Word Build**

Before the activity begins, prepare a number of extra copies of the word cards. Cut each of the words into its individual letters/syllables. Spread all of the cut out letters/syllables on the floor, face down. Group the students around the cut out word parts. Then, call upon a student to reach into the circle to remove one of the letters/syllables. The student should place the cut out part on the floor, in front of himself/herself. Then, the next student in the circle should repeat this process. The students should continue in this way until a student or students are able to use the cut out word parts they collected to create a sight word. The winner or winners are those students with the greatest number of sight words reproduced in this way.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Nod and Clap**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its name, using the unit's sentence. The students should nod their heads to indicate that you said the correct sentence for the illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary illustrations have been used a number of times in this way.

Basic Speaking

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show, using the unit's sentence. Repeat until many students have responded.

- **Feel The Number**

Mount the vocabulary illustrations on the chalkboard and number each one. Have a student stand, facing the illustrations. Stand behind the student and use your index finger to "write" one of the illustration numbers on his/her back. When the student feels the number, he/she should orally identify the illustration with that number, using the unit's sentence. This activity may also be done in team form. In this case, "write" one of the numbers on the back of the last player in each team. When you say "Go," the last player in each team should write the number on the back of the student in front of him/her, and so on. When the first player in each team feels the number, he must name the illustration with that number. The first team to do this wins the round. The first player in each team should move to the back of the team after each round of the activity.

Grade 4 - Grade 6

Basic Reading Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Find The Parts**

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the letter/syllables of the sight words. When a student has cut out all of the letter/syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary letters/syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

- **Word Build**

Before the activity begins, prepare a number of extra copies of the word cards. Cut each of the words into its individual letters/syllables. Spread all of the cut out letters/syllables on the floor, face down. Group the students around the cut out word parts. Then, call upon a student to reach into the circle to remove one of the letters/syllables. The student should place the cut out part on the floor, in front of himself/herself. Then, the next student in the circle should repeat this process. The students should continue in this way until a student or students are able to use the cut out word parts they collected to create a sight word. The winner or winners are those students with the greatest number of sight words reproduced in this way.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Word Part Bingo**

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. Each student should cut out the letters/syllables from the words in his copy of the stencil. When a student has cut out all of the letters/syllables, he/she should hold all of the letters/syllables in one hand, placing one letter/syllable on his/her desk. Say a sight word. If a student's letter/syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that letter/syllable to the side. The student should then place another letter/syllable on his/her desk. Continue in this way until a student or students have no letters/syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the letters/syllables to the students.

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Silent Dictation**

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After "lipping" the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students' responses.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit's sentence with the students. Use the unit's sentence for the following activities.

Basic Listening

- **Hop The Line**

Make a masking tape line on the floor. Have the students stand on the line - their toes touching the masking tape line. Have the students listen for a specific sentence (i.e., the unit's sentence with a vocabulary word). Say a number of other sentences - eventually repeating the sentence you said at the beginning of the round. When the students hear that sentence, they must hop to the other side of the line. When the students hop to the other side of the line, they should then turn around and place their toes on the line once again. Repeat this process using the Unit's Sentence with all of the vocabulary words.

Basic Speaking

- **Match My Half**

Cut the vocabulary illustrations in half. Keep one half of each illustration and give the remaining halves to the students. Hold up one of your illustration halves. The student who has its matching half must show his/her half and say the unit's sentence and vocabulary word for the illustration. Repeat this process until all students have responded.

- **Squirrel In The Tree**

Group the students into pairs. Each student should interlock one elbow with his partner. Have one student be the "squirrel" and another the "fox." The object of the activity is for the fox to tag the squirrel. The squirrel may run away from the fox, eventually interlocking elbows with another student. When this happens, the other student in the pair (i.e., the "third man out") becomes the squirrel and must run from the fox. Mount the vocabulary illustrations on the chalkboard and number them. When the fox finally succeeds in tagging the squirrel, say an illustration number and the squirrel must say the vocabulary word for it, using the unit's sentence. Repeat a number of times, changing the "squirrel" and "fox" for each new round of the activity.

Grade 4 - Grade 6

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

- **Word Completion**

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Silent Dictation**

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After "lipping" the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students' responses.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **What's Missing?**

Before the activity begins, prepare a page that contains clozure sentences - the sight words having been left out. Provide each student with a copy of the page. The students should read the clozure sentences carefully and then each student should write the vocabulary words in the sentences.

This activity may also be done in team form. In this case, write a clozure sentence on the chalkboard (omitting the sight word or words). Group the students into two teams. When you say "Go," the first player from each team must rush to the chalkboard and write the sight word(s) on the chalkboard that complete the sentence correctly. The first player to do this wins the round. Repeat until all players have had a chance to participate.

- **Meshy Words**

Write a "meshword" on the chalkboard. To create a meshword, use two word halves (from different words) together. Provide each student with writing paper and a pen. The students should look at the meshword you have written and attempt to identify the words from which the halves were chosen. Each student should then write those two sight words on his/her sheet of paper. Repeat this process with other meshwords.

This activity may be conducted in team form by writing a meshword on the chalkboard and having players from different teams attempting to write the sight words used to create the meshword. Repeat until all players in each team have had an opportunity to participate.

- **Activity Sheet(s)**

Have the students work on activity sheets from the students' support materials.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Provide the students with pipe cleaners and plasticine. The students should use their materials to create “insects” introduced in this unit. Arrange the completed insects on a display table in the classroom.
- Have the students create butterflies out of different colours of tissue paper. Lay a length of waxed paper on the floor for each student. When a student’s butterflies are finished, he/she should lay them on the waxed paper. Cover the butterflies with another layer of waxed paper. Then, use an old iron to seal the sheets of waxed paper together. Have the students trim the edges of their art. Display the completed art forms on the classroom windows.
- If a copy of The Hungry Caterpillar is available in the library, read it to the students. Show the pictures from the story as you read (or tell) the story. Ask the students literal and inferential questions during the telling/reading of the story. You may wish to have the students say “t’uk’x,” whenever the caterpillar is mentioned in the story.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.

Make a copy of the mini illustrations page for each student. The students should take the illustrations page home so that they can say the Tlingit/Haida/Tsimshian vocabulary words to the members of their families.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Provide the students with pipe cleaners and plasticine. The students should use their materials to create “insects” introduced in this unit. Arrange the completed insects on a display table in the classroom.
- Have the students create butterflies out of different colours of tissue paper. Lay a length of waxed paper on the floor for each student. When a student’s butterflies are finished, he/she should lay them on the waxed paper. Cover the butterflies with another layer of waxed paper. Then, use an old iron to seal the sheets of waxed paper together. Have the students trim the edges of their art. Display the completed art forms on the classroom windows.
- If a copy of The Hungry Caterpillar is available in the library, read it to the students. Show the pictures from the story as you read (or tell) the story. Ask the students literal and inferential questions during the telling/reading of the story. You may wish to have the students say “t’uk’x,” whenever the caterpillar is mentioned in the story.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Use the **dialog activity page**, from the students’ support materials, to practice the dialog with the students.

Prepare a list of the sight words from this unit for each student. The students should read the sight words with their families.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Assessment for this unit.

- Take the students on an outing to collect insects. Provide the students with containers for collecting the insects. When a number of samples have been collected, return to class and use the samples to create an “insect display board.”
- Introduce the **dialog** for this unit to the students. Begin by saying the “**a**” parts; the students say the “**b**” parts. Later, switch these and the students say the “**a**” parts and you say the “**b**” parts. Divide the class in half and have the two groups practice the dialog. When the students learn the dialog, have individuals in the class practice the dialog with one another.
- Use the **dialog activity page** from the student support materials, to practice the dialog with the students.
- Give each student a sheet of white photocopy paper and a piece of chalk. The students should cover their papers with the chalk. When a student’s paper is covered with chalk, he/she should then cover the entire page with different colors of crayons. When the students’ pages are covered with crayon, each student should lay another sheet of white paper over the first page. Staple the two pages together for each student. Then, the students should use ball point pens to illustrate the different insects on the top white page. The students should fill-in details of their illustrations. When a student’s illustration is finished, separate the two pages for a *positive/negative* effect. Display the students’ art in the classroom or hallway.
- Prepare a set of sight word cards for the students so that each student has one card. Call a student’s name; that student should try to say a complete Tlingit/Haida/Tsimshian sentence using sentences and vocabulary words from previous units. Continue until each student has had an opportunity to create a sentence of his/her own. Understandably, the sentences may be very basic for those students who do not understand or speak Tlingit/Haida/Tsimshian. Accept any sentences that make sense; if a student makes a grammatical mistake, merely repeat the sentence, making the change(s) so that the sentence is grammatically correct.

Place all of the sight words from this unit in a box or envelope, labeled “Grades 7 - 12;” these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope. One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.



UNIT 16

Types of Fish

Unit 16

Types of Fish - Tlingit

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

yaaw (herring)
saak (hooligan)
t'á (king salmon)

Grades 1 - 3

yaaw (herring)
saak (hooligan)
t'á (king salmon)
cháas' (pink salmon)
gaat (sockeye salmon)
l'ook (coho salmon)

Grades 4 - 6

yaaw (herring)
saak (hooligan)
t'á (king salmon)
cháas' (pink salmon)
gaat (sockeye salmon)
l'ook (coho salmon)
teel' (chum salmon)
aashát (steel head trout)
x'wáat' (dolly varden trout)

Grades 7 - 12

yaaw (herring)
saak (hooligan)
t'á (king salmon)
cháas' (pink salmon)
gaat (sockeye salmon)
l'ook (coho salmon)
teel' (chum salmon)
aashát (steel head trout)
x'wáat' (dolly varden trout)
cháatl (halibut)
dzánti (flounder)
x'áakw (sockeye upstream)

unit's Dialog

- a. **Daa sáwé iyasháat.** (What did you catch?)
 - b. _____ **áwé xwaasháat.** (_____ I caught.)
- b. **Wa.é ku.aa?** (And you?)
 - a. _____ **ka** _____ **xwaasháat.** (I caught a _____ and a _____.)

unit's Sentence

_____ **áwé xwaasháat.** (I caught a _____.)

Unit 16

Types of Fish - Haida

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

- chíin (fish)
- sewáagaan (sockeye)
- xagw (halibut)

Grades 1-3

- chíin (fish)
- sewáagaan (sockeye)
- xagw (halibut)
- táa'un (king salmon)
- sáaw (ooligan)

Grades 4-6

- chíin (fish)
- sewáagaan (sockeye)
- xagw (halibut)
- táa'un (king salmon)
- sáaw (ooligan)
- táay (coho salmon)
- ts'at'áan (humpy)
- sk'ag (dog salmon)

Grades 7-12

- chíin (fish)
- sewáagaan (sockeye)
- xagw (halibut)
- táa'un (king salmon)
- sáaw (ooligan)
- táay (coho salmon)
- ts'at'áan (humpy)
- sk'ag (dog salmon)
- skíl (black cod)
- íinaang (herring)
- tayáng (steelhead trout)
- táat'l'aad (Dolly Varden)

Unit's Dialog

- a. Gúus.g uu dág gudánggang? (What do you want?)
- b. ____g uu díi gudánggang. (I want ____.)
- b. Dág san gwaa? (You too, eh?)
- a. Ge'é, ____g tl'aa díi gudánggang. (No, I want ____ instead.)

Unit's Sentence

____g uu díi gudánggang.
(I want ____.)

Unit 16 - Types of Fish - Tsimshian

Kindergarten - Grade 3

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence.

Grade 4 - Grade 12

During this unit, the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Key Vocabulary

Kindergarten

cksh'waanck (her-
ring)
uuah (ooligan)
yeeh (king salmon)

Grades 1 - 3

cksh'waanck (her-
ring)
uuah (ooligan)
yeeh (king salmon)
ggadoahl (pink
salmon)
mishoa (sockeye
salmon)

Grades 4 - 6

cksh'waanck (her-
ring)
uuah (ooligan)
yeeh (king salmon)
ggadoahl (pink
salmon)
mishoa (sockeye
salmon)
uuck (coho salmon)
ggayneesh (chum
salmon)
mileed (steelhead
trout)

Grades 7 - 12

cksh'waanck (her-
ring)
uuah (ooligan)
yeeh (king salmon)
ggadoahl (pink
salmon)
mishoa (sockeye
salmon)
uuck (coho salmon)
ggayneesh (chum
salmon)
mileed (steelhead
trout)
laaw (trout)
tckow (halibut)
dacksh (flounder)
laan (fish roe)

Unit's Dialog

- a. **Goadu dee 'magn?** (What did you able to catch?)
- b. **'Magu** _____. (I was able to catch a _____.)
- b. **Adat 'nuun?** (And you?)
- a. **'Magu 'wee** _____. (I caught a big _____.)

Unit's Sentence

'Magu _____. (I was able to catch a ____.)

Tlingit-Haida-Tsimshian As a Second Language

Theme: Types Of Fish

Lesson 1

Kindergarten - Grade 3

Motivation

Before the lesson begins, place a fish in a box; tie a length of string through the fish gills/mouth, leaving the end of the string hanging out of the box. Stand in front of the students and tell them to watch to see what happened the last time you went fishing. Dramatize pulling the fish from the box. Use this to introduce the different types of fish to the students.

Introduction

- If possible, show the students a sample of each type of fish to be introduced in this unit. Have the students compare and contrast the appearances of the fish.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the family members introduced above. Show the vocabulary pictures from this unit.

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. In addition to the body movements, you may wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

Grade 4 - Grade 6

Motivation

Before the lesson begins, place a fish in a box; tie a length of string through the fish gills/mouth, leaving the end of the string hanging out of the box. Stand in front of the students and tell them to watch to see what happened the last time you went fishing. Dramatize pulling the fish from the box. Use this to introduce the different types of fish to the students.

Introduction

- If possible, show the students a sample of each type of fish to be introduced in this unit. Have the students compare and contrast the appearances of the fish.

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the family members introduced above. Show the vocabulary pictures from this unit.

Basic Listening

- **Let's Move**

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. In addition to the body movements, you may wish to use "sound effects" for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

Tlingit-Haida-Tsimshian As a Second Language

Theme: Types Of Fish

Lesson 1

Grade 7 - Grade 12

Motivation

Before the lesson begins, collect two or three different lures. Show the lures to the students, calling upon them to compare and contrast their appearances. Use this to introduce the different types of fish.

Introduction

- Show the students a sample of each type of fish; have the students compare and contrast the appearances of the fish. Draw the students' attention to the different fish parts - discuss the uses of the fish parts (e.g., gills, fins, tail, etc.).

Introduce the Tlingit/Haida/Tsimshian vocabulary words for the items introduced above. Show the vocabulary pictures from this unit.

Basic Listening

- **Illustration Hold-Up**

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

- **Whose Name Is Up?**

Provide each student with a blank flashcard. Each student should write his/her name on the flashcard. When the students' name cards are ready, collect them and mix them together. Then, redistribute them to the students. Each student should have another student's name card. Mount the vocabulary illustrations on the chalkboard. Call a student's name. That student should then say the name showing on the name card he/she has. It is *that* student who must identify a vocabulary illustration you point to. For example, if you call, "Henry," and Henry has Mary's name card, it is Mary who should respond. The motivation of this activity is that a student never knows when his/her name is going to be called. This activity may be repeated more than once by collecting, mixing and redistributing the name cards to the students.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Kindergarten - Grade 3

Basic Listening

• Illustration Hold-Up

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

• Stretch

Place the vocabulary illustrations on the floor, in a scattered form. The illustrations should be quite close together. Have a student stand beside the illustrations. Say a vocabulary word for one of the illustrations. The student should place his/her left foot on that illustration. Then, say other vocabulary words and the student must identify the correct illustrations with different parts of his/her body. You may wish to have two students participate in this process at the same time for added motivation.

• Matching Halves

Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. You may have the students exchange illustration halves periodically during this activity.

• Wild Cars

Make two "roads" on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary illustrations at the end of the roads. Have a student sit beside each car. Name one of the vocabulary illustrations and say "Go." The two students should "drive" their cars along the roads as quickly as they can. The winner is the player who first parks his car on the illustration for the vocabulary word you said.

• The Running Story

Give the vocabulary illustrations to the students. Tell a running story which contains the vocabulary words repeated a number of times. When a student hears the vocabulary word for his/her illustration, he/she must hold up the illustration and show it to you. Have the students exchange illustrations periodically during the activity.

Grade 4 - Grade 6

Basic Listening

• Illustration Hold-Up

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

Basic Speaking

• Stare Down

Have two students stand facing one another. Mount the vocabulary illustrations on the chalkboard. The object of the activity is for the two students to look at one another without laughing. The first student to laugh (or smile) must then identify a vocabulary illustration you point to. If both students laugh or smile at the same time, then both students must identify the vocabulary illustration you point to. Repeat with other pairs of students until all students have participated.

• Reflection

Before the activity begins, obtain two small, unbreakable mirrors. Have two students stand at the front of the classroom, facing the chalkboard. Give the two students each one of the mirrors. Stand some distance behind the students. Hold up a vocabulary illustration. When you say "Go," the two players with the mirrors must then look over their shoulders with the mirrors and name the illustration. Repeat with other pairs of students.

• Cat's Cradle

Group the students in a circle, sitting on the floor. Provide each student with a vocabulary illustration (prepare extra illustrations if necessary). The students should stand their vocabulary illustrations on the floor, leaning against their legs. Give a student in the circle a ball of string. The student should hold the end of the ball of string and then say the name of a vocabulary illustration that another student has. After identifying the illustration, he/she should then toss the ball of string to the student who has that illustration (being careful to hold tightly to his/her end of the string). The student who receives the ball of string must then repeat this process - tossing the ball of string to another student in the circle. The students should continue in this way until a "cat's cradle" has been created with the string in the center of the circle. This activity may be repeated more than once by collecting and redistributing the illustrations for each new round.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 2

Grade 7 - Grade 12

Basic Listening

- **Matching Halves**

Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. You may have the students exchange illustration halves periodically during this activity.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Your Number Is Up!**

Provide each student with ten blank flashcards. Each student should then write one number on each of his/her cards, using the numbers zero to nine - one number per card. When the students' number cards are ready, they should turn their cards over on their desks (face down). Then, each student should turn one card face up. Call a number between zero and nine. Any student or students who have that number face up on their desks must identify a vocabulary illustration you point to. Then, those number cards should be placed to the side and other number cards turned over. The winner or winners of this activity are those students who have no number cards left on their desks.

- **Flashlight Encode**

Prepare a photocopied set of the vocabulary illustrations. Cut each of the photocopied illustrations in half. Mix all of the halves together and mount them on the chalkboard, in a scattered form. Stand some distance from the chalkboard with two flashlights. Shine the two flashlights on two illustration halves. If the two halves illuminated by the flashlights represent a vocabulary illustration, the students should identify it orally. However, if the two halves do not go together to represent a vocabulary illustration, the students should remain silent. Repeat this process until all vocabulary illustrations have been identified in this way.

- **Out of Order**

Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged. This activity may also be done in team form.

- **Being Lippy**

Stand in front of the students. Move your lips to say a vocabulary word. The students should watch your lips carefully and then repeat the vocabulary word. Depending upon the readiness of your students, you may wish to use complete sentences for this activity. This activity may also be done in team form. In this case, the first player in each team must attempt to repeat the word/sentence that you "lipped." The first player to do this correctly wins the round. Repeat until all players have participated.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Kindergarten - Grade 3

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Over and Under

Group the students into two teams. Mount the vocabulary illustrations on the chalkboard. Give the first player in each team a ball. When you say, "Go," the first player in each team must pass the ball to the next player, over his/her head. The next player must then pass the ball to the third player, between his/her legs. The players should continue with this over/under sequence until the last player in a team receives the ball. When the last player receives the ball, he/she must rush to the chalkboard and identify an illustration for a vocabulary word that you say. The first player to do this successfully wins the round. Repeat until all players in each team have had a chance to respond in this way.

• Illustration Hold-Up

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

• Matching Halves

Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. You may have the students exchange illustration halves periodically during this activity.

Grade 4 - Grade 6

Basic Listening

• Turn and Face

Mount the vocabulary illustrations on the walls and chalkboard. Group the students together in the center of the classroom. Say one of the vocabulary words and the students should turn to face the illustration for the word you said. Depending upon the size of your class, this activity may be done in small groups. This activity may also be done in team form. In this case, have a player from each team stand in the center of the classroom. When a player faces the wrong direction (i.e., the wrong illustration), he/she is "out" until a later round of the activity. Repeat until all players have had an opportunity to participate.

• Illustration Hold-Up

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. The students should cut the illustrations from their copies of the stencil. When the students' illustrations are cut out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you said. Repeat this process until all of the illustrations/vocabulary words have been used in this way.

• Matching Halves

Cut each of the vocabulary illustrations in half. Mix all of the halves together and distribute them to the students. Say a vocabulary word. The two students who have the halves for the illustration that goes with the vocabulary word you said, should show their halves. You may have the students exchange illustration halves periodically during this activity.

• Over and Under

Group the students into two teams. Mount the vocabulary illustrations on the chalkboard. Give the first player in each team a ball. When you say, "Go," the first player in each team must pass the ball to the next player, over his/her head. The next player must then pass the ball to the third player, between his/her legs. The players should continue with this over/under sequence until the last player in a team receives the ball. When the last player receives the ball, he/she must rush to the chalkboard and identify an illustration for a vocabulary word that you say. The first player to do this successfully wins the round. Repeat until all players in each team have had a chance to respond in this way.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 3

Grade 7 - Grade 12

Introduce the unit's Sentence for this unit. Be certain that the students understand the meaning of the structure. Use the unit's Sentence in the following activities.

Basic Listening

- **Roll 'Em Again Sam**

Provide each student with two flashcards. Each student should then write a number between 1 and 6 on each of his/her cards - one number per card. When the students' number cards are ready, toss two dice. Call the two numbers showing on the dice. Any student or students who have those two numbers on their number cards must then find a vocabulary illustration you name, using the unit's Sentence (you may wish to have the vocabulary illustrations mounted on the chalkboard and numbered, for easy identification). The students may change number cards after each round of the activity.

Basic Speaking

- **Out of Order**

Stand the vocabulary illustrations in the chalkboard ledge. The students should look carefully at the sequence of illustrations. Then, have the students close their eyes. Switch the order of two of the illustrations. The students should then open their eyes and identify (orally) the two illustrations which were re-arranged, using the Unit's Sentence. Then, call upon individual students to say those vocabulary words in the Unit's Sentence. This activity may also be done in team form.

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word, using the unit's Sentence. The students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Visual Memory**

Mount the vocabulary illustrations on the chalkboard. The students should look carefully at the illustrations. Then, have the students close their eyes. Remove one of the illustrations from the chalkboard and place it to the side. The students should then open their eyes and identify the "missing illustration," using the unit's Sentence. Continue in this way until all of the illustrations have been removed. Another way to conduct this activity is to do the reverse. In this case, prepare two or three extra sets of vocabulary illustrations. Mount a number of illustrations on the chalkboard. The students should look carefully at the illustrations. Then, have the students close their eyes. Add another illustration to the chalkboard. The students should open their eyes and identify the "new illustration," using the unit's Sentence. This activity (and the previous form of the activity) may be done in team form. In this case, the first player to identify the new or missing illustration wins the round.

- **Colander**

Before the activity begins, obtain sheet of construction paper equal in size to the size of your vocabulary illustrations. Use a single hole punch to punch holes in the construction paper sheet. Place the construction paper sheet over one of the vocabulary illustrations. Hold the construction paper sheet and vocabulary illustration up so that the students can see them. The students should attempt to identify the vocabulary illustration from the parts they can see through the holes in the construction paper, using the unit's Sentence. The first student to do this correctly, wins the round. This activity may also be done in team form. In this case, the first player to correctly identify the vocabulary illustration wins the round.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Kindergarten - Grade 3

Basic Listening

- **Stare**

Have two students stand, facing one another. Mount the vocabulary illustrations on the chalkboard and number them. The object of the activity is for the two students to look at each other without laughing. The first student to laugh must then identify a vocabulary illustration by a number from the chalkboard. If both students laugh, then both students must identify a vocabulary illustration or illustrations for the numbers you say from the chalkboard. Repeat with other pairs of students.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her. Repeat.

- **Centered Speaker**

Group the students into two teams of equal numbers. The two teams should stand, facing one another, about ten feet apart. There should be one student standing between the two teams as IT for the first round of the activity. Give each player in Team One a number. Then, give each player in Team Two a number. The numbers you give the players should be "scattered" so that, for example, number One in each team is not directly opposite one another. Call a number. The two players from the teams who have that number must then exchange places as quickly as possible. However, IT must attempt to reach one of the vacated positions before the other player arrives. The player who is "stuck in the middle" must then identify a vocabulary illustration you show him/her. To add spice to this activity, when you call a number, all students in each team may pretend to run. In this way, IT will not be as certain as to which players are exchanging places. Repeat.

Grade 4 - Grade 6

Basic Listening

- **Stare**

Have two students stand, facing one another. Mount the vocabulary illustrations on the chalkboard and number them. The object of the activity is for the two students to look at each other without laughing. The first student to laugh must then identify a vocabulary illustration by a number from the chalkboard. If both students laugh, then both students must identify a vocabulary illustration or illustrations for the numbers you say from the chalkboard. Repeat with other pairs of students.

Basic Speaking

- **Right or Wrong?**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

- **Under the Bridge**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file "under the bridge" in single file. When you clap your hands, the two students should lower their hands, trapping one of the students "on the bridge." The student who is trapped should then identify a vocabulary illustration you show him/her. Repeat.

- **Centered Speaker**

Group the students into two teams of equal numbers. The two teams should stand, facing one another, about ten feet apart. There should be one student standing between the two teams as IT for the first round of the activity. Give each player in Team One a number. Then, give each player in Team Two a number. The numbers you give the players should be "scattered" so that, for example, number One in each team is not directly opposite one another. Call a number. The two players from the teams who have that number must then exchange places as quickly as possible. However, IT must attempt to reach one of the vacated positions before the other player arrives. The player who is "stuck in the middle" must then identify a vocabulary illustration you show him/her. To add spice to this activity, when you call a number, all students in each team may pretend to run. In this way, IT will not be as certain as to which players are exchanging places. Repeat until many students have responded to the vocabulary illustrations.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 4

Grade 7 - Grade 12

Basic Reading

Sight Recognition

Introduce the sight words to the students. Match the sight words with the vocabulary illustrations. When all of the sight words have been introduced, begin the Sight Recognition activities. Use the Unit's Sentence with the sight words.

- **Running Story**

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

- **Lucky Squares**

Mount a set of sight word cards on the chalkboard. Before the activity begins, prepare a page that has a sight word printed across the top. Draw columns for each letter of the sight word. Then, draw horizontal lines across the form to create boxes. Provide each student with a copy of the page. Each student should then copy a sight word in each of the blank boxes of the outline (the students will have to write "small" versions of the sight words). When the students have done this, provide each student with a number of markers. Call a letter from the word at the top of the form and then say the name of a sight word. The students should look for that letter and then they should look at the column beneath it to see if the sight word you named is there. If a student has the sight word you said in a box in that column, he/she should place a marker on it. Continue in this way until a student or students have a horizontal, vertical, or diagonal line of markers on their forms. Students who have created a line of markers in this way must then identify all of the sight words in the line. You may wish to have the students exchange forms for each new round of the game.

- **Overhead Run-On**

Before the activity begins, write all of the sight words on an overhead transparency - leaving no spaces between the words. You may wish to add "nonsense" letters between the words. Place the transparency on an overhead projector, facing the chalkboard. The words should be projected onto the chalkboard. Have two students stand beside the chalkboard. Say a different sight word to each of the two students. They should then use chalk to circle the sight words on the chalkboard. Repeat with other pairs of students until all of the sight words have been identified in this way.

- **The Disappearing Word**

Mount all of the sight words on the chalkboard. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the chalkboard. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the chalkboard. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the chalkboard and identified in this way.

- **Activity Sheet**

Select an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Kindergarten - Grade 3

*Introduce the Sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the unit's Sentence in the following activities.*

Basic Listening

- **Same or Different?**

Provide each student with two blank flashcards. Each student should then make a checkmark on one of his/her cards and an "X" on the other card. When the students' cards are ready, say the unit's Sentence two times, with the same vocabulary words OR with different vocabulary words. If the two sentences are exactly the same, the students should hold up their check mark cards. However, if the vocabulary words are different in the sentences, the students should hold up their "X" cards.

Basic Speaking

- **The Revealing Illustration**

Mount the vocabulary illustrations on the chalkboard. Have the students close their eyes. Cover one of the illustrations with a sheet of construction paper. The students should then open their eyes as you very slowly reveal a portion of the illustration. When a student or students feel that they can name the vocabulary illustration, they should do so. This activity may also be done in team form. In this case, the first player in each team should attempt to identify the vocabulary illustration as you slowly uncover it. The first player to correctly identify the vocabulary illustration, wins the round.

- **Slip String**

Mount the vocabulary illustrations on the chalkboard. Join all of the students together with a long length of string. Before tying the ends of the string together, insert a roll of tape over one end of the string (a large "washer" can also be used). Then, tie the ends of the string together. Face away from the students. The students should then pass the roll of tape as quickly as possible along the string. When you clap your hands, the student who is holding the roll of tape, must identify (orally) a vocabulary illustration you point to, using the unit's Sentence. For added motivation, you may wish to place more than one roll of tape (or washer) on the line of string. Repeat until many students have responded.

Grade 4 - Grade 6

*Introduce the Sentence for this unit.
Be certain that the students understand the meaning of the structure.
Use the unit's Sentence in the following activities.*

Basic Listening

- **Same or Different?**

Provide each student with two blank flashcards. Each student should then make a checkmark on one of his/her cards and an "X" on the other card. When the students' cards are ready, say the unit's Sentence two times, with the same vocabulary words OR with different vocabulary words. If the two sentences are exactly the same, the students should hold up their check mark cards. However, if the vocabulary words are different in the sentences, the students should hold up their "X" cards.

Basic Speaking

- **The Revealing Illustration**

Mount the vocabulary illustrations on the chalkboard. Have the students close their eyes. Cover one of the illustrations with a sheet of construction paper. The students should then open their eyes as you very slowly reveal a portion of the illustration. When a student or students feel that they can name the vocabulary illustration, they should do so. This activity may also be done in team form. In this case, the first player in each team should attempt to identify the vocabulary illustration as you slowly uncover it. The first player to correctly identify the vocabulary illustration, wins the round.

- **Slip String**

Mount the vocabulary illustrations on the chalkboard. Join all of the students together with a long length of string. Before tying the ends of the string together, insert a roll of tape over one end of the string (a large "washer" can also be used). Then, tie the ends of the string together. Face away from the students. The students should then pass the roll of tape as quickly as possible along the string. When you clap your hands, the student who is holding the roll of tape, must identify (orally) a vocabulary illustration you point to, using the unit's Sentence. For added motivation, you may wish to place more than one roll of tape (or washer) on the line of string. Repeat until many students have responded.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 5

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Win, Lose, Or Else!**

Give one sight word card to each of two students. The students should stand in front of the chalkboard. They should then illustrate the sight word they have, using chalk on the chalkboard. When a student's illustration is finished, have the other students identify it. Repeat with other pairs of *artists*, until all of the students have participated.

- **Checkers In The Blind**

Prepare an outline on a piece of paper that contains twenty sections. Number each box in the outline. Write sight words in selected boxes in the outline. Call a student's name. The student should say a number between 1 and 20. If the box with that number contains a sight word, say "Bingo!" Show the student the sight word card for the word that is in the box on the chart. The student must read that word orally. If the box named by the student does not contain a sight word, say "Pass." Continue until all of the sight words have been identified in this way.

- **Running Story**

Mount the sight words on the chalkboard. Tell a "running story" to the students. As the vocabulary words are called for in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

- **Flipped-Out**

Mount the sight word cards on the chalkboard. Give each student a penny. Keep one penny for yourself. The students should carefully toss their pennies into the air. Toss your penny into the air at the same time. Call the side of your coin that is showing (heads or tails). the students who have the same side of coin showing must stand and identify sight words that you point to. Repeat this process a number of times, having the students "flip" their coins for each new round.

Wild Balloon

Before the activity begins, obtain a large balloon. Stand in front of the students, with the balloon. Inflate the balloon and hold its end shut. Have the sight word cards mounted on the chalkboard. Release the balloon. When the balloon lands, the student sitting closest to the balloon must then identify a sight word you show. Repeat this process until many students have responded.

- **Activity Sheet**

Select an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Kindergarten - Grade 3

Review the unit's Sentence with the students. Use the unit's Sentence for the following activities.

Basic Listening

• Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say the Unit's Sentence that contains a vocabulary word. The students should respond with the appropriate body movement. Rather than using body movements or, in addition to the body movements, you may wish to use "sound effects" for the sentences. The students should perform the appropriate body movements/sound effects for the sentences you say.

Basic Speaking

• Right or Wrong?

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations and say its vocabulary word in the Unit's Sentence. The students should repeat the vocabulary word for that illustration. However, when you point to an illustration and say an incorrect sentence for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary illustrations.

• Fanball

Tape the vocabulary illustrations to the floor and group the students around them. Give a "hand fan" and an inflated balloon to two students. Say one of the vocabulary words. The two students should then use their fans to move the balloons to the illustration for the vocabulary word you said. Repeat.

• Illustration Jigsaw

Cut each of the vocabulary illustrations into four pieces. Mix the cut out pieces together and distribute them to the students (a student may have more than one illustration section). When you say "Go," the students should attempt to match the jigsaw sections they have to reproduce the original vocabulary illustrations. When the students put the necessary pieces of an illustration together, they should identify the illustration by its vocabulary word, and the Unit's Sentence. Continue until all vocabulary illustrations have been put together and named in this way.

Grade 4 - Grade 6

Basic Reading Sight Recognition

Introduce the sight words to the students. Match the sight words with their vocabulary illustrations. When all of the sight words have been introduced in this way, begin the Sight Recognition activities.

• Twenty Boxes

Before the activity begins, prepare a page that contains 20 (or more) boxes. Number each of the boxes on the page. Provide each student with a copy of the boxes. Each student should then use a pencil to shade-in half of the boxes. If the stencil contains 20 boxes, each student should shade in *ten* boxes. When the students have completed this process, call a student's name and a number from one of the boxes on the form. If the student has that box shaded-in, he/she may "pass". However, if that box is not shaded in, the student must identify a sight word you show. Repeat this process a number of times until many students have responded. The students may exchange forms periodically during the activity.

• Face

Mount the sight words on the walls, chalkboard, windows, etc., around the classroom. Group the students into two teams. Give the first player in each team a flashlight. Darken the classroom, if possible. Say one of the sight words. When you say "Go," the students should turn their flashlights on and attempt to locate the sight word you said. The first player to do this correctly wins the round. Repeat until all players in each team have participated.

• Win, Lose, Or Else!

Give one sight word card to each of two students. The students should stand in front of the chalkboard. They should then illustrate the sight word they have, using chalk on the chalkboard. When a student's illustration is finished, have the other students identify it. Repeat with other pairs of students, until all of the students have participated.

• Checkers In The Blind

Prepare an outline on a piece of paper that contains twenty sections. Number each box in the outline. Write sight words in selected boxes in the outline. Call a student's name. The student should say a number between 1 and 20. If the box with that number contains a sight word, say "Bingo!" Show the student the sight word card for the word that is in the box on the chart. The student must read that word orally. If the box named by the student does not contain a sight word, say "Pass." Continue until all of the sight words have been identified in this way.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 6

Grade 7 - Grade 12

Basic Reading *Sight Recognition*

- **Right or Wrong?**

Mount the sight words on the chalkboard. Point to one of the sight words and name it. The students should repeat the sight word. However, when you point to a sight word and say the wrong word for it, the students should remain silent. Repeat this process until the students have responded accurately to all of the sight words a number of times.

Decoding/Encoding

- **Half Time**

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to the students. Hold up one of your halves and the student who has the other half of that word must show his half and say the sight word. Repeat in this way until all students have responded. An alternative to this approach is to give all of the word halves to the students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight word cards for this activity.

- **Spell By Numbers**

Cut each of the sight words into its individual syllables. Mount all of the cut out syllables on the chalkboard, in a scattered form. Provide each student with writing paper and pen. Number each of the letter/syllables on the chalkboard. Say one of the sight words. Then, each student should write the numbers of the syllables that make up the sight word you said. Repeat until all sight words have been "encoded" in this way. Afterwards, review the students' responses.

- **Flashlight Encode**

Cut each of the sight words in half. Mount all of the word halves, in a scattered form, on the chalkboard. Stand in front of the chalkboard with two flashlights. Shine the light of one flashlight on a word half. Then, shine the light of the other flashlight on its matching half. The students should say the sight word. However, when the lights of the two flashlights are shining on word halves that do not go together, the students should remain silent. If four flashlights are available, this activity may be done in team form. In this case, give the first player in each team two flashlights. Say a sight word. The first player in each team must then use his/her two flashlights to illuminate the word halves for the sight word you said. The first player to do this correctly wins the round.

- **The Lost Syllable**

Say a syllable from one of the sight words. Call upon the students to identify the sight word (or words) that contain that syllable. Depending upon the syllable you say, more than one sight word may be the correct answer. This activity may also be done in team form. In this case, lay the sight word cards on the floor. Group the students into two teams. Say a syllable from one of the sight words. When you say "Go," the first player in each team must rush to the sight word cards and find the sight word that contains the syllable you said.

- **Activity Sheet**

Select an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Kindergarten - Grade 3

Review the unit's Sentence with the students. Use the unit's Sentence for the following activities.

Basic Listening

- **Flashlight Find**

Mount the vocabulary illustrations on the walls, chalkboard, windows, etc. Have a student stand in the center of the classroom with a flashlight. Say the Unit's Sentence and one of the vocabulary words; the student must find the illustration for the sentence you said, using the light of the flashlight. This activity may also be conducted in team form. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the Unit's Sentence, each player must attempt to find the correct illustration with the light of his/her flashlight. The first player to correctly identify the illustration for the sentence you said wins the round. Repeat until all players have played.

Basic Speaking

- **Wheel of Names**

Before the activity begins, prepare a name card for each student. Lay the name cards on your desk, in a large circle. Mount the vocabulary illustrations on the chalkboard. Place a bottle or other appropriate spinner in the center of your desk. Spin the spinner. When the spinner stops, call the student's name it is pointing at. That student must then identify a vocabulary illustration you point to on the chalkboard and then say its name in the Unit's Sentence. When a student has done this correctly, remove his/her name card from the desk. Continue in this way until no name cards are left on the desk.

- **Hand Tag**

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show, using the Unit's Sentence. Repeat until many students have responded.

Grade 4 - Grade 6

Basic Reading Sight Recognition

- **Switch**

Stand all of the sight word cards in the chalkboard ledge. For added motivation you may wish to prepare extra sight word cards for this activity. Have the students look carefully at the sequence of sight word cards (from left to right). Then, have the students close their eyes. Switch the order of any two of the sight word cards. Have the students open their eyes and call upon specific individuals to name the sight words that were switched. You may wish to conduct this activity in team form. In this case, the first player to correctly identify the two switched sight words, wins the round. Repeat until all players have participated.

- **About - Face!**

Mount the vocabulary illustrations on the walls, chalkboard, door, and windows of the classroom. Mount the sight word cards on the chalkboard. Use a flashlight to shine on one of the sight word cards. The students should then turn and face the illustration for the sight word you point to. Repeat until all of the sight words have been identified in this way.

- **Cloudburst**

Group the students close together in the center of the classroom. Run a masking tape line around the students, on the floor. Toss a round, inflated balloon into the air, above the students. The object of the activity is for the students to avoid being touched by the balloon as it lands. The students may not move outside of the masking tape circle. When a student is touched by the falling balloon, he/she must identify a sight word that you show. Repeat until many students have responded.

- **Activity Sheet**

Select an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 7

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

• Right Or Wrong?

Provide each student with writing paper and a pen. Spell a sight word orally. If you spell the sight word correctly, each student should make a checkmark on his/her paper. However, if you misspell the word, each student should make an "X" on his/her paper. Continue until all sight words have been spelled in this way. Afterwards, review the students' responses. This activity may also be done in team form. In this case, group the students into two teams. Write a sight word on the chalkboard (either spelling it correctly or incorrectly). When you say "Go," the first player from each team must rush to the chalkboard and indicate whether you spelled the word correctly or incorrectly. For *correct*, the players should make a checkmark on the chalkboard; for *incorrect*, the players should make an "X" on the chalkboard. The first player to respond correctly, wins the round. Repeat until all players have participated. Use a different sight word for each round of the activity.

• Spell By Numbers

Cut each of the sight words into its individual syllables. Mount all of the cut out syllables on the chalkboard, in a scattered form. Provide each student with writing paper and pen. Number each of the letter/syllables on the chalkboard. Say one of the sight words. Then, each student should write the numbers of the syllables that make up the sight word you said. Repeat until all sight words have been "encoded" in this way. Afterwards, review the students' responses.

• Word Part Bingo

Before the activity begins, prepare a page that contains all of the sight words. Provide each student with a copy of the page. Each student should cut out the syllables from the words in his copy of the stencil. When a student has cut out all of the syllables, he/she should hold all of the syllables in one hand, placing one syllable on his/her desk. Say a sight word. If a student's syllable (that is on his/her desk) is found in the word you said, he/she should show it and then place that syllable to the side. The student should then place another syllable on his/her desk. Continue in this way until a student or students have no syllables left in their hands or on their desks. This activity may be repeated more than once by collecting and re-distributing the syllables to the students.

• Find The Other Half

Group the students into two teams. Give the first player in each team a flashlight. Cut each of the sight words in half. Mix the word halves together and attach them to the chalkboard in a scattered form. Stand between the two teams with a flashlight. Shine the light of your flashlight on a word half. When you say "Go," the first player in each team must turn on his/her flashlight and find the other half of the word for the word half your light is shining on. The first student to do this correctly wins the round. Repeat until all players in each team have played.

• Activity Sheet

Select an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Kindergarten - Grade 3

Review the unit's Sentence with the students. Use the unit's Sentence for the following activities.

Basic Listening

• Airplane Land

Lay the vocabulary illustrations on the floor in a scattered form. Have the students sit in a large circle around the illustrations. Prepare two paper airplanes. Give the airplanes to the students. Say one of the vocabulary words and the students should toss their airplanes, attempting to land them on the illustration for the vocabulary word you said. Repeat until all students have participated.

Basic Speaking

• Hand Tag

Group the students in a circle on the floor. The students should place their hands inside the circle - palms down, flat on the floor. Stand in the center of the circle with a flashlight. Then, use the light of the flashlight to attempt to tag a student's hand or hands. The students may pull their hands out of the circle whenever they think they are going to be tagged. When a student's hand or hands are tagged, he/she must then identify a vocabulary illustration you show, using the unit's Sentence. Repeat until many students have responded.

• Number Draw

Provide each student with a blank flashcard. Say a number to each student (between one and, depending upon the number of students in your class). Each student should write his/her number on his/her number card. Prepare a matching set of number cards and place the cards in a container. Reach into the container and remove one of the number cards. Call the number showing on it. The student who has that number must identify a vocabulary illustration on the chalkboard, using the Unit's Sentence. Repeat this process until all students have responded.

Grade 4 - Grade 6

Basic Reading Decoding/Encoding

• Something's Missing

Before the activity begins, prepare "clozure" word cards - sight word cards that have letters/syllables missing. Show one of the clozure word cards to the students and call upon them to identify the sight word it represents. This activity may also be done in team form. In this case, group the students into two teams. Lay the clozure word cards on the floor, at the other end of the classroom. Say one of the sight words (or say a different sight word to the first player in each team). When you say "Go," the first player from each team must rush to the clozure word cards and find the clozure word card for the sight word you said. Repeat until all players have played.

• Find The Parts

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. Each student should then cut out the syllables of the sight words. When a student has cut out all of the syllables, he/she should lay them on his/her desk, in a scattered form. Say one of the sight words. The students should then find the necessary syllables to create the sight word you said. Continue until all of the sight words have been developed in this way. Later, the students can glue their encoded sight words on blank sheets of paper.

• Pipe Cleaner Letters

Give each student a pipe cleaner. Say one of the vocabulary words. Each student must then use his/her pipe cleaner to make ONE letter found in the word you said (any letter). When the students have completed their letters, review their responses. Then, collect the necessary letters from the students to spell the word on the floor. If some of the letters are missing, call upon the students to tell you which letters they are. Repeat this process using other key vocabulary words.

• Activity Sheet

Select an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 8

Grade 7 - Grade 12

Basic Reading *Decoding/Encoding*

- **Word Change**

Mount the sight word cards on the chalkboard. Provide each student with writing paper and pen. Each student should then copy one of the sight words, changing every second syllables in the word. When the students have done this, have a student read his "new word" to the others. Call upon the other students to identify the word and then to name the original letters/syllables that were changed. Repeat until each student's word has been used in this way.

Basic Writing

- **Mysterious Writing**

Provide each student with writing paper and a pen. Stand in front of the students with a pad of paper and a pencil. Hold the pencil in such a way that the students can see the top of it but not the point. Write one of the sight words. The students should watch the top of the pencil carefully until you have completed the writing of the word. Then, each student should write the word on his/her paper that he/she thinks you wrote. Repeat this process with other sight words. Afterwards, review the students' responses.

- **Wrong!**

Provide each student with writing paper and a pen. Write the sight words on the chalkboard, purposely misspelling some of them. The students should write only those words that are misspelled, correcting the errors as they write the words. Afterwards, review the students' responses.

- **Silent Dictation**

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After "lipping" the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students' responses.

- **Numbered Illustrations**

Mount the vocabulary illustrations on the chalkboard and number each illustration. Provide each student with writing paper and a pen. Call the number of an illustration. Each student should write the vocabulary word for the illustration represented by that number. Repeat until all vocabulary words for the illustrations have been written. Review the students' responses.

Word Completion

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing-in the missing parts. Afterwards, review the students' responses.

- **Activity Sheet**

Select an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Kindergarten - Grade 3

Review the unit's Sentence with the students. Use the unit's Sentence for the following activities.

Basic Listening

• Airplane Land

Lay the vocabulary illustrations on the floor in a scattered form. Have the students sit in a large circle around the illustrations. Prepare two paper airplanes. Give the airplanes to the students. Say one of the vocabulary words, using the unit's Sentence and the students should toss their airplanes, attempting to land them on the illustration for the sentence that you said. Repeat until all students have participated.

Basic Speaking

• Illustration Build-Up

Mount the vocabulary illustrations on the chalkboard. Point to two of the illustrations. The students should then say the vocabulary words for those two illustrations, using the unit's Sentence. Then, point to another illustration. The students should repeat the first two vocabulary words (using the unit's Sentence) and then say the sentence for the third illustration you pointed to. Continue in this way until the students lose the sequence of words. This activity may be repeated a number of times (changing the sequence of illustrations for each round of the activity).

• Back Match

Prepare a photocopy of each of the vocabulary illustrations. Cut the photocopied illustrations in half. Group the students in a circle. Walk around the outside of the circle, attaching the illustration halves to the students' backs. The students should not see which illustration halves have been attached to their backs. When each student has an illustration half on his/her back, say "Go." The students should then attempt to match themselves together according to the illustration halves. The students can tell one another what is on their backs. When two students have correctly matched their illustration halves, they should then orally identify the vocabulary word represented by the illustration, using the unit's Sentence.

Grade 4 - Grade 6

Basic Writing

• Silent Dictation

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After "lipping" the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students' responses.

• Word Build

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

• Syllable Time

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

• What's Your Letter?

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

• Dash

Group the students into two teams. Make two sets of dashes on the chalkboard - each set should be the same and should represent a sight word. When you say "Go," the first player in each team must rush to his/her set of dashes on the chalkboard. Each player must then write a sight word that fits the number of dashes. Accept any sight word that fits the dashes. The first player to do this correctly wins the round. Repeat with other sets of dashes until all students from each team have had an opportunity to participate.

• Activity Sheet

Select an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 9

Grade 7 - Grade 12

Basic Writing

- **The Other Half**

Cut each of the sight words in half. Give each student a sheet of writing paper, a pen and one of the word-halves. Each student should glue the word-half on his/her writing paper and then complete the spelling of the word. You may wish to have enough word-halves prepared so that each student completes more than one word. Afterwards, review the students' responses.

- **What's Your Letter?**

Provide each student with writing paper and a pen. Say a sight word. Each student should then write ONE letter from that word (any letter). Review the students' responses to determine if *all* letters from the sight word were used. If all letters from the sight word were not used, call upon the students to identify the letters that are "missing." Repeat with other sight words.

- **Word Build**

Provide each student with writing paper and a pen. Cut each of the sight words into its individual letters. Give each student one of the cut out letters. Each student should then glue the cut out letter onto his/her sheet of writing paper. Then, each student should add the missing letters to complete the original sight word. Afterwards, review the students' responses. You may wish to provide each student with more than one cut out letter so that he/she writes a number of the sight words.

- **Syllable Time**

Provide each student with writing paper and a pen. Say a syllable that is found in one of the sight words. Each student should then write the sight word that contains that syllable. Depending upon the syllable that you say, more than one sight word may be correct. Repeat this process with other syllables. Afterwards, review the students' responses.

- **Dash**

Group the students into two teams. Make two sets of dashes on the chalkboard - each set should be the same and should represent a sight word. When you say "Go," the first player in each team must rush to his/her set of dashes on the chalkboard. Each player must then write a sight word that fits the number of dashes. Accept any sight word that fits the dashes. The first player to do this correctly wins the round. Repeat with other sets of dashes until all students from each team have had an opportunity to participate.

- **Activity Sheet**

Select an activity sheet from the Student Support Materials. Provide each student with a copy of the activity page.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Kindergarten - Grade 3

Extension Activities

Administer the Assessment for this unit.

- Lay a length of mural paper on the floor. Place the frozen fish (from lesson one) on the mural paper. Have the students trace the fish; when finished, the mural paper should be covered with fish tracings. Then, the students can use crayons, pastels or paint to colour the fish and to add details to the tracings.
- Lay a length of white mural paper on the floor and group the students around it. Give each student a portion of white candle. The students should then create illustrations of fish, using the white candles. When the mural paper is filled, *wash* the mural paper with a thin mixture of blue paint. Display the crayon resist fish mural in the classroom or hallway.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.

Prepare a sheet of small vocabulary illustrations, based on the key vocabulary words for this unit. Make a copy of the page for each student. The students should take the illustrations page home so that they can say the Tlingit/Haida/Tsimshian vocabulary words to the members of their families.

Grade 4 - Grade 6

Extension Activities

Administer the Assessment for this unit.

- Lay a length of white mural paper on the floor and group the students around it. Give each student a portion of white candle. The students should then create illustrations of fish, using the white candles. When the mural paper is filled, *wash* the mural paper with a thin mixture of blue paint. Have the students create labels for the different fish and display the crayon resist fish mural in the classroom or hallway, surrounded by the students' labels.
- Attach a real fish net to a bulletin board in the hallway. Provide the students in grades 4 to 6 with illustrating materials and supplies. The students should create illustrations of fish. When the illustrations are finished, the students should cut them out. Attach the cut out fish from the different classes to the fish net in the hallway. Have the students in each class create labels that can be added to the fish net display.
- Give each student a sight word card from any unit covered thus far in the Heritage language program. Encourage each student to say a sentence of his/her own using the sight word.
- Introduce the **dialog** from this unit to the students. Practice the dialog with the students in choral, group and individual forms.
- Use the Dialog Activity Page, from the Student Support Materials, to review the dialog with the students.

Prepare a list of the sight words from this unit for each student. The students should read the sight words with their families.

Tlingit-Haida-Tsimshian As a Second Language

Lesson 10

Grade 7 - Grade 12

Extension Activities

Administer the Assessment for this unit.

- Provide each student with the real dimensions of a fish (length, width, etc.). Give each student art paper and illustrating supplies. The students should then use rulers and their illustrating supplies to create life sized illustrations of the different fish. Display the completed fish in the classroom or hallway.
- Introduce the **dialog** for this unit to the students. Begin by saying the “a” parts; the students say the “b” parts. Later, switch these and the students say the “a” parts and you say the “b” parts. Divide the class in half and have the two groups practice the dialog. When the students learn the dialog, have individuals in the class practice the dialog with one another.
- Use the Dialog Activity Page, from the Student Support Materials, to review the dialog with the students.
- Give each student a sheet of art paper and a set of pastels. The students should cover their sheets with the different colors of pastels. When a student’s page is completely covered with the pastels, he/she should cover the pastel design with a thick mixture of black tempera paint. When the shine has gone from the paint, the students should use a sharp item (e.g., the point of scissors) to create an *etching* of a fishing scene. As the students scratch away the black paint, the pastel colors will be seen. Encourage the students to scrape away larger portions of the paint in their pictures, rather than creating single lines. Display the *etching* art in the classroom or hallway.
- Prepare a set of sight word cards for the students so that each student has one card. Call a student’s name; that student should try to say a complete Tlingit/Haida/Tsimshian sentence using sentences and vocabulary words from previous units. Continue until each student has had an opportunity to create a sentence of his/her own. Understandably, the sentences may be very basic for those students who do not understand or speak Tlingit/Haida/Tsimshian. Accept any sentences that make sense; if a student makes a grammatical mistake, merely repeat the sentence, making the change(s) so that the sentence is grammatically correct.

Place all of the sight words from this unit in a box or envelope, labeled “Grades 7 - 12;” these words can be used periodically throughout the school year for review purposes. You may wish to keep the matching vocabulary illustrations in a separate box or envelope. One review activity would be to dump all of the sight words on a table. Group the students around the table. Each student should take one of the vocabulary illustrations and then try to find its sight word on the table.

Other SHI Resources

http://www.sealaskaheritage.org/programs/language_and_culture_curriculum.htm

Herring
Hooligan
Salmon

http://www.sealaskaheritage.org/programs/language_resources.htm

Heen Taak

Phrase of the Week

Shayaak'utlaax

Beginning Tlingit Lesson 8

Lingít X'eináx Sá

Lingít X'einax Áx

