

Learning our

Tlingit Language



Lingít | Cycles B through Advanced C | Beginners

Grades 5 & 6

Book 1



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Table of Contents

Unit 1

Integrative Unit: Classroom Commands	—————→	15
---	--------	----

Unit 2

Integrative Unit: Colors	—————→	17
--------------------------	--------	----

Unit 3

Integrative Unit: Time	—————→	31
------------------------	--------	----

Unit 4

More Body Parts	—————→	93
-----------------	--------	----

Unit 5

More Family	—————→	167
-------------	--------	-----

Unit 6

More Food	—————→	241
-----------	--------	-----

Unit 7

Review Units 4-6	—————→	315
------------------	--------	-----

Unit 8

Home



385

Unit 9

More Animals



459

Unit 10

More Birds



523

Unit 11

Review Units 8-10



597

Unit 12

Climate and Weather



667

Unit 13

More Clothing



741

Unit 14

More Recreation



815

Unit 15

Review Units 12-14



889

Unit 16

More Buildings



959

Unit 17		
Geography	—————→	1,033
Unit 18		
More Plants	—————→	1,107
Unit 19		
More Fish	—————→	1,181
Unit 20		
Review Units 16-19	—————→	1,255
<i>Appendices</i>	—————→	1,325

The Developmental Language Process - An Introduction by Jim MacDiarmid

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.

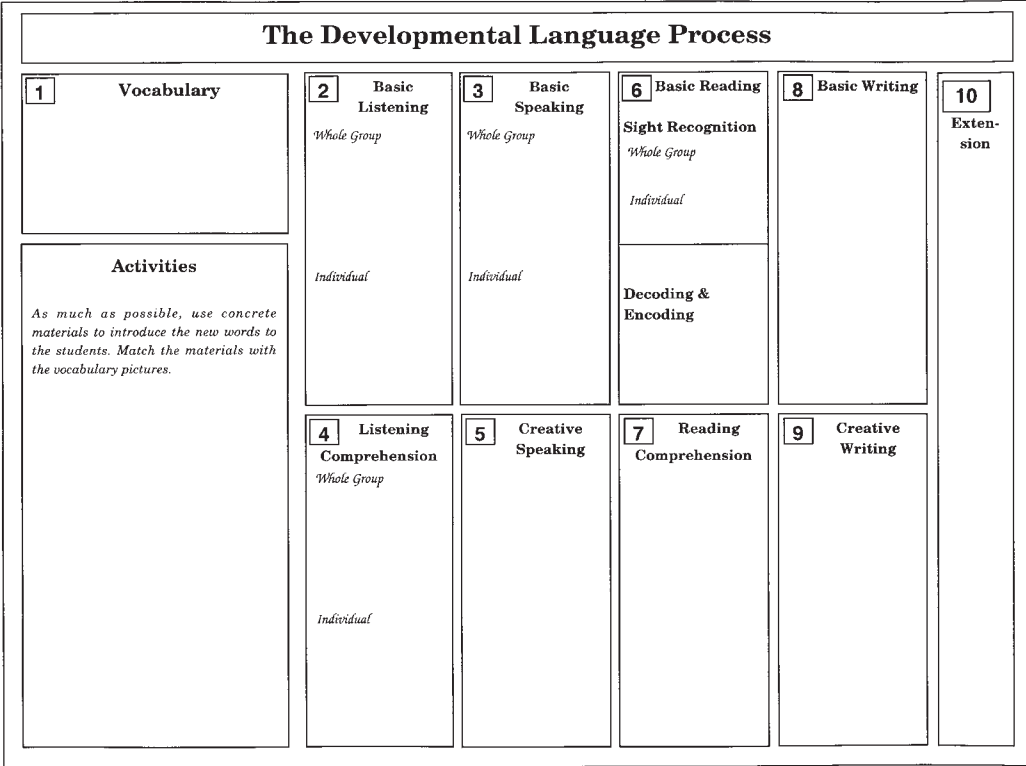
As more language goes into the children’s long-term memories, they begin to comprehend more of what they read, in Reading Comprehension.

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

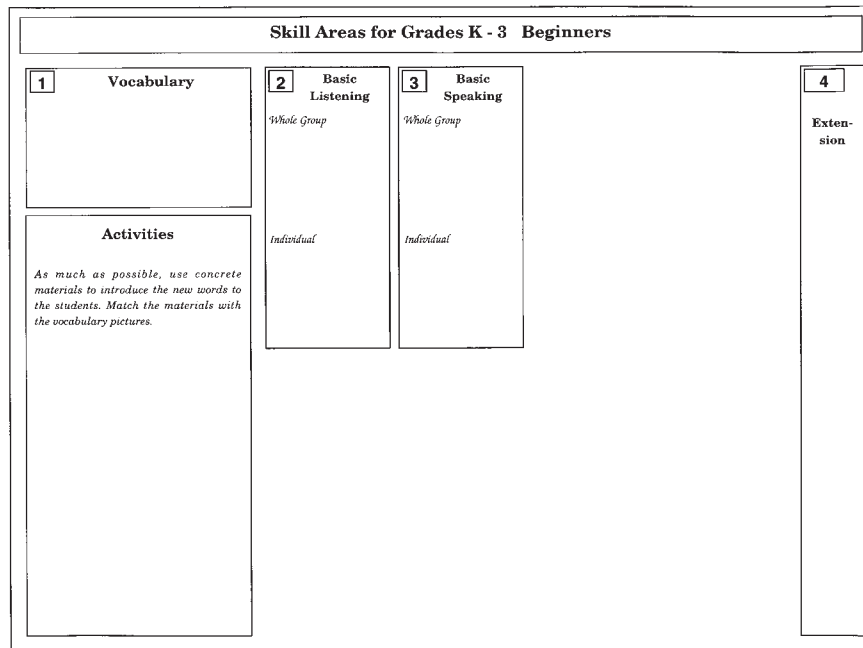
The Developmental Language Process can provide the structure and stages necessary for effective second language learning.

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 and Sequence

<i>Month 1</i>	<i>Month 2</i>	<i>Month 3</i>	<i>Month 4</i>	<i>Month 5</i>
Unit 4: Body Parts	Unit 5: Family Unit 6 Food	Unit 7 Review Units 4-6 Unit 8 Home	Unit 9 Animals Unit 10 Birds	Unit 11 Review Units 8-10
<i>Month 6</i>	<i>Month 7</i>	<i>Month 8</i>	<i>Month 9</i>	<i>Month 10</i>
Unit 12 Climate and Weather Unit 13 Clothing	Unit 14 Recreation Unit 15 Review Units 12-14	Unit 16 Buildings Unit 17 Geography	Unit 18 Plants Unit 19 Fish	Unit 20 Review

In these units 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.

Target Language Skills:

basic listening, speaking, and reading
 (sight recog. and Decoding/Encoding Basic Writing)
 using the key vocabulary & the unit's sentence.

Integrative Units 1-3:

Integrate the classroom commands throughout the year wherever appropriate. These provide more basic listening practice for the students. Allow students to hear the vocabulary of time often before asking them to say the words.

NOTES ON USING CYCLE B

Teachers who have used “Learning Our Tlingit, Haida and Tsimshian Languages Cycle A-Beginners” will recognize the Developmental Language Process and teaching materials. Cycle B continues the development of heritage language nouns in thirteen content units: More Body Parts, More Family, Home, More Animals, Climate and Weather, More Clothing, More Recreation, More Buildings, Geography, More Plants and More Fish. There are four review units to help beginners instill the vocabulary in long term memory. Additionally, three integrative units have been included. These units on color, time and commands are focused on vocabulary that a language teacher may use throughout thematic units, integrating them wherever s/he feels them to be most appropriate. Since the Heritage Language DLP process takes students with no knowledge of even the alphabet and sounds of their heritage language, as much review as possible is included here.

The suggested materials for the integrative units’ vocabulary can be adapted and interchanged. Experienced teachers will probably use the activities they are most familiar with. New teachers will have these activities provided for them.

The teaching materials are listed by title for each lesson and are grouped by the skill area being taught. For lesson instructions, see Appendix III. Some activities say SSM, which refer to the Student Support Materials provided in this book, including pictures, mini-pictures, word cards, matching exercises, cloze activities and assessments. We recommend that the teacher administer the assessment at the beginning of the unit and again at the end to assess student growth.

Most of the teaching activities/games require some preparation beforehand. Some of the materials teachers will need are blank cards, calenders, flashlights, bingo markers, pointers, beanbags, wind-up toy cars, masking tape, balloons, sheets with holes in them, and yarn or string.

For those not familiar with the Cycle A materials, we recommend that you check our website at www.sealaskaheritage.org.

NOTES ON USING CYCLES C THROUGH ADVANCED C

Cycle C of the Developmental Language Process introduces verbs. Unlike some languages, the verb patterns in Tlingit are not predictable. One cannot learn one form of to eat something, for example and from there write the first, second and third person forms, the transitive and intransitive forms as well as the tenses. Each unit in Cycle C follows the same themes from Cycle B, Body Parts, Family, Food, Home, Buildings, Animals, etc. Each unit adds verb phrases to be used with the nouns previously learned. The unit on clothing introduces the negative. In this case the word 'tlel' is necessary and the word order does not necessarily follow a pattern. Cycle C includes a variety of sentence samples. Teachers can exchange the vocabulary words (nouns) with each of the sentence patterns. It is nice that teachers know a little about Tlingit linguistics to help them be conscious of the verb forms they are teaching, but not at all necessary to teach the linguistics. In fact, with beginners, the added linguistic information might be confusing. Sometimes older students are interested in the linguistics. You can refer them to the SHI website, which has a link to the Tlingit Verb Index, developed by Keri Edwards.

The focus is oral language development. The teacher should give lots of repetition of the sentences. We recommend that teachers do not spend time on reading and writing these sentence patterns. However, older students might want to see the written form as a learning aid. This is fine as long as the focus of the lesson does not turn into reading and writing exercises. Assessments should be on listening comprehension.

The Advanced Cycles continue the themes from Cycle B. Each unit adds new vocabulary with more complex verbs and descriptions. According to the Developmental Language Process curriculum development, each cycle has a focus. Cycle A Advanced-Listening, Cycle B Advanced-Reading and Cycle C Advanced-Creative Writing. The lessons, which include games and activities focus on these skills, but also include others. Teachers are encouraged to add their own activities that they know will keep their students interested. The sentences in each cycle go beyond basic subject-verb patterns. They are descriptive and varied. All sentences, except those in Advanced C have audio recordings of a fluent speaker saying the sentences. For many learners, especially the teachers, this might be the most valuable part of the resources. Regional differences may occur in the way some words are pronounced and in how sentences are structured. Try not to let regional or personal choice differences be an obstacle. If there are differences, you can point that out to students and continue on.

The following lessons are suggested activity plans for developing advanced skills. See Appendix III for lesson instructions.

See Appendix III for lesson instructions.

Lesson 1
Introduce the new vocabulary.

Basic Skills
Out of Order
Ghost 2

Creative Speaking
Numbers Up
Half Match

Lesson 1
Introduce the new vocabulary.

Basic Skills
Word Build
Out of Order

Creative Speaking
Make a Change
Back Match

Lesson 1
Introduce the new vocabulary.

Basic Skills
The Disappearing Illustrations
Ghost 2

Creative Speaking
Cat's Cradle
Who's Next?

Lesson 1
Introduce the new vocabulary.

Basic Skills
Writing Relay
Buzz

Creative Speaking
Rubbings
Colander

Lesson 1
Introduce the new vocabulary.

Basic Skills
Wild Groups
The Disappearing Illustrations

Creative Speaking
Happy Birthday
Half Match

Lesson 1
Introduce the new vocabulary.

Basic Skills
Horizontal Completion
Word Build

Creative Speaking
Happy Birthday
Name Card Spin

Lesson 1

Introduce the new vocabulary.

Listening

Major League
Jack Pot

Speaking

Go Fish
Huh?

Lesson 1

Introduce the new vocabulary.

Listening

Police Sketch Artist
Word Association Walk

Speaking

Make a Change
Whisper No Lies

Lesson 2

Review the unit's vocabulary.

Basic Skills

Actions
What's Your Letter?

Speaking

Make a Change
Toothpick

Lesson 2

Review the unit's vocabulary.

Basic Skills

Vocabulary Chips
Wild Groups

Speaking

Numbers up
Illustrated Bingo

Lesson 2

Review the unit's vocabulary.

Basic Skills

Horizontal Completion
Overhead Run

Speaking

Toothpick
Card Match

Lesson 2

Review the unit's vocabulary.

Basic Skills

What's Your letter?
Vocabulary Chips

Speaking

Illustrated Bingo
Name Card Spin

Lesson 2

Review the unit's vocabulary.

Basic Skills

Overhead Run
Vocabulary Chips

Speaking

Back Match
Who's next?

Lesson 2

Review the unit's vocabulary.

Basic Skills

Back Writing
Buzz

Speaking

Knotty
Whisper

Lesson 2

Review the unit's vocabulary.

Listening

Speed Collector
Hidden Word

Speaking

Weather Report
Ticking Time Bomb

Lesson 2

Review the unit's vocabulary.

Listening

Picture Bingo
Simon Says

Speaking

3 Round Charades
Actions!

Lesson 3

Review the unit's vocabulary.

Speaking

Knotty
Who's next?

Reading

Lotto
Comic match

Lesson 3

Review the unit's vocabulary.

Speaking

Name Card Spin
Cat's Cradle

Reading

Silent Directions
Place That Sentence

Lesson 3

Review the unit's vocabulary.

Speaking

High Card Draw
Rubbings

Reading

Sentences Halves
Lotto

Lesson 3

Review the unit's vocabulary.

Speaking

Cat's Cradle
Toothpick

Reading

Is This Your Word?
Definition Match

Lesson 3

Review the unit's vocabulary.

Speaking

Rubbings
Colander

Reading

Sequential Reading
What's the Answer?

Lesson 3

Review the unit's vocabulary.

Speaking

High Card Draw
Cat's Cradle

Reading

Point Me in the Right Direction
Comic Match

Lesson 3

Review the unit's vocabulary.

Listening

Flashlight Find
Jack Pot

Speaking

Colander
Being Lippy

Lesson 3

Review the unit's vocabulary.

Listening

Adapted Jenga
Flashlight Find

Speaking

Word Association Walk
Being Lippy

Lesson 4

Introduce the unit's sentence.

Speaking

Colander
Illustrated Bingo

Reading

Sequential Reading
Comic Match

Lesson 4

Listening

Bingo
Change Again

Speaking

Whisper
Memory

Lesson 4

Introduce the unit's sentence.

Speaking

Back Match
Toothpick

Reading

What's the Answer?
Is This Your Word?

Lesson 4

Introduce the unit's sentence.

Speaking

High Card Draw
Whisper

Reading

Is This Your Word?
What's the Answer?

Lesson 4

Introduce the unit's sentence.

Speaking

Whisper
High card Draw

Reading

Illustrated Sentences
Silent Directions

Lesson 4

Introduce the unit's sentence.

Listening

Change Again
Speed Collector

Speaking

Whisper No Lies
Go Fish

Lesson 4

Introduce the unit's sentence.

Creative Speaking

Happy Birthday

Who's next?

Reading Comprehension

Ring! Ring!

Place that Sentence

Lesson 4

Introduce the unit's sentence.

Creative Speaking

Card Match

Make a change

Reading Comprehension

Ring! Ring!

Point me in the right direction

UNIT 1

Integrative Unit: Classroom Commands



Integrative Unit 1

Cycle B

Áx x'éide kunees.áax Listen to me!
du x'éide kunees.áax! Listen to him/her!

Gidahaan! You stand up!

Gidaan! You stand up!

Gaydanaak! You all stand up!

Ganú! Sit down!

Gaykí! You all sit down!

Ch'eix'! Point!

At shí! Touch it!

Neil gú! Come in!

Haagú! Come here!

Kashaxít. Write it.

Natóow. Read it.

Kutnati wé _____. Put the _____ away. (one solid object.)

Kutnatí. Put it away. (solid object.)

K'idein nasné. Clean up, straighten, organize.

Naax gidatí i kinaak.ádi. Put on your coat.

Naaxt kei idatí kinaak.ádi. Take off your coat.

Yán yeené. You get ready.

Yán jiné. Finish working.

Aayax hán wé _____

dayeen. Turn and face the _____.

Cycle C

Wáa sá duwasáakw yá át? What do you call this?

Áyax ákwé? Is that right?

X'oon gaaw sáyá? What time is it?

Wáa sá kuyatee? How's the weather?

Wáa sás wootee wé kutí? How was the weather?

Cycle A Advanced

Daa sá I jeewú? What do you have?

Duxá gé? Can you eat it?

Goodáx sáwé? Where is it from?

Goodé sá ituwatee? Where do you want to go?

Daa sá yéi kgisanéi áx'? What will you do there?

Cycle B Advanced

Xat x'eeya.áxch gé? Do you understand?

Kéenáx natóow. Read it out loud.

Waasá wé gunayéide? How is it different?

Cycle C Advanced

Tlél ax een at kaduneeek.

Nobody tells me anything.

Sh k'ukwalyeílin, kudáx kutx du yáa awuxaanéi. I would have lied but I have too much respect for her.

Xwaa.áx, xat woo.éex'i. I heard her call me.

Has du ítx haa loongagoogún haa yáanáx ku.aa has yasátkw. We would have run after them, but they are faster than us.

Átk' aheení wushixéel'. S/he stopped believing, lost faith.

UNIT 2

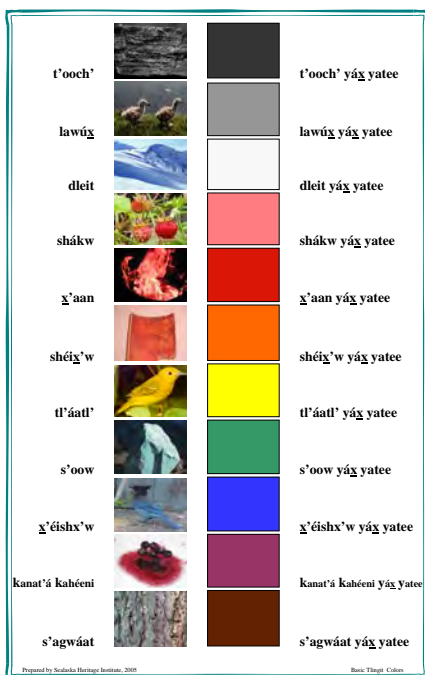
**Integrative Unit:
Colors**



Integrative Unit 2

Cycle B

x'aan red
x'éishx'w blue
s'oow green
dleit white
t'ooch black
s'agwáat brown
tl'áatl' yellow
sheix'w orange
lóol pink
kanat'á kahéeni purple
lawúx gray
dáanaa silver
góon gold



Advanced A

Shaa shakéewu Up the mountain
Dei yígu In the road
Héen yígu In the water, on the river
At gutóowu In the woods
Yáadu Over here

Advanced B

Wé kaay yaaahaayi aax keik xash. Cut out the picture.
Naadaaw kaaynti we kaay yaahaayi. Put the picture on your table.
Tleix yatee aa aayah ti. Turn one picture over.
Yeey waak x'a shee la aa Close your eyes. (pl)
Woosh dax yei yee san e ye waak. Open your eyes. (pl)

Advanced C

Ash kaawaxíl' du téix'.
 Her heart is causing her trouble.
Tlél ushk'é dultíni. It's not good to look at it.
At lux'aakáawu áwé yéi yatee wé shaatk'. That young girl is a trouble maker.
Tléi a x'aant áwé daak wudigwát'wé yadák'w. The young boy crawled out on the limb.
Áak'wx'uwxéi wé shaawát. That woman camped at Auke Bay.

Cycle C

Yínde Down
Kínde Up
Neilnáx Indoors
Gáannax Outdoors
Naaliyéi A far off distant pace

BASIC READING

Sight Recognition



x'aaan

x'eishk'w

s'ooow

dieit

t'oooch

s'agwáat

tl'áatl'

shéix'w

l'óol

kanat'á kahéeni

lawúx

yaa nashíx

dáanaa

goon

UNIT 3

**Integrative Unit:
Time**



Integrative Unit 3

Cycle B

tsóotaatx' in the morning
ts'ootaat morning
taatx' at night
taat night
nisdaat last night
yakyee, yagiyee day, afternoon
tatgé yesterday
yeedát now
tlei yeedát right now
Xáanax' in the evening
Xáana evening
ch'áakw back in the days, in the olden days, long time ago, ancient times
aagáa ayóo during, around the time of it
taat
sitgawsáani midnight
sitgawsáan noon
ch'ú still
dziyáak just recently
dziyáagin soon, after a while
adax after that, and then
tsóok' again

Cycle C

Tleidahéen Once
Deixdahéen Twice
Nas'gidahéen Three times
Daax'oondahéen Four times
Keijindahéen Five times

Cycle A Advanced

Tlék'gaa One by one
Dáxgaa Two by two
Nás'giGáa Three by three
ka a shoowú and a half
Ch'a tléix' Just one

Cycle B Advanced

Xat natée. Imitate me.
Tleix uxatanwei tli. Pick one.
Aadoo sá eet kuwahaa? Whose turn is it?
I eet kuwahaa. It's your turn.
L'í s'é Wait.

Cycle C Advanced

Yóot uwagút héen áyá yaa anas.ín. He left carrying water.
Iwooséekíkni tsá. See that you don't get storm-bound.
Ldakát át áwé kux dak'ool'in xwaasáakw. I said everything backwards.
Gunakadeit data tlaagú daxkudzitee. There are legends about sea monsters.
I een nakaáat kwshé? Can I come with you?

VOCABULARY PICTURES





Ts'oootaat
Morning



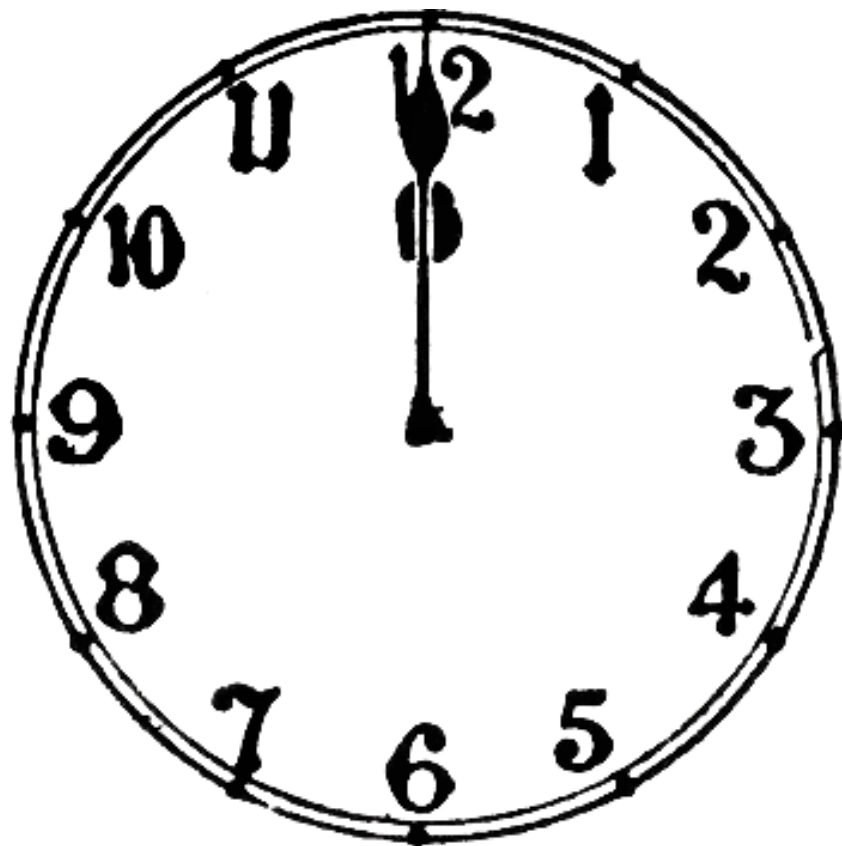
Ts'oootaatx'
In the morning



Taat Night



Taatx' At night



Taat sitgaawsaan

Midnight



Nisdaat

Last night



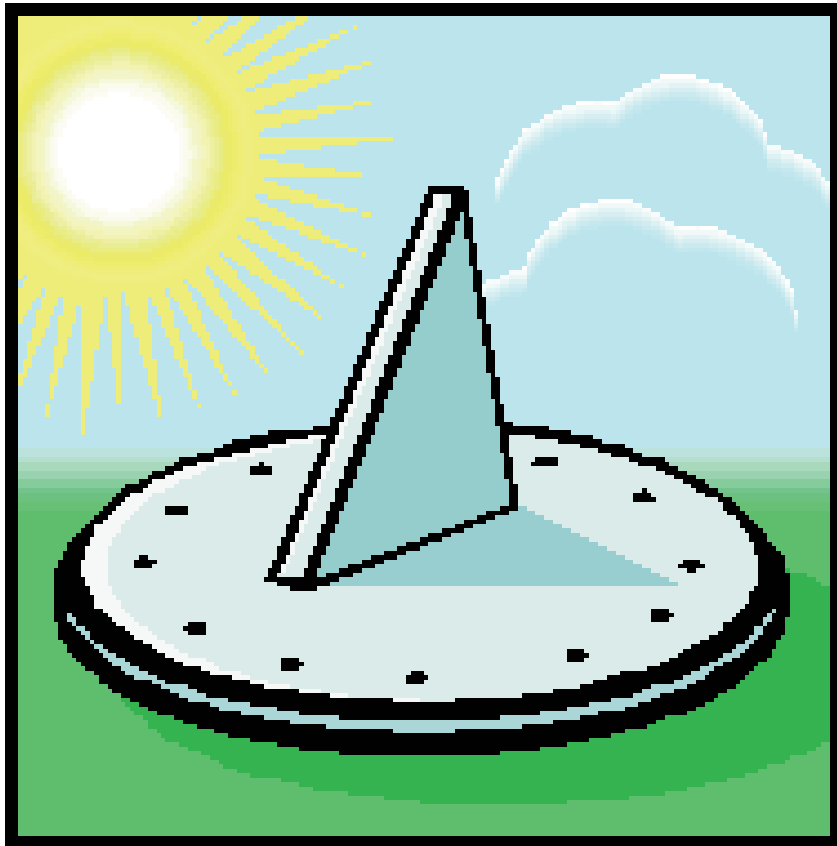
Yagiyee
Day, afternoon



Yakyee
Day, afternoon



Tatgé Yesterday



Yeedát Now



Tlei yeedát
Right now



Xáanaa Evening



Xáanaax'
In the evening



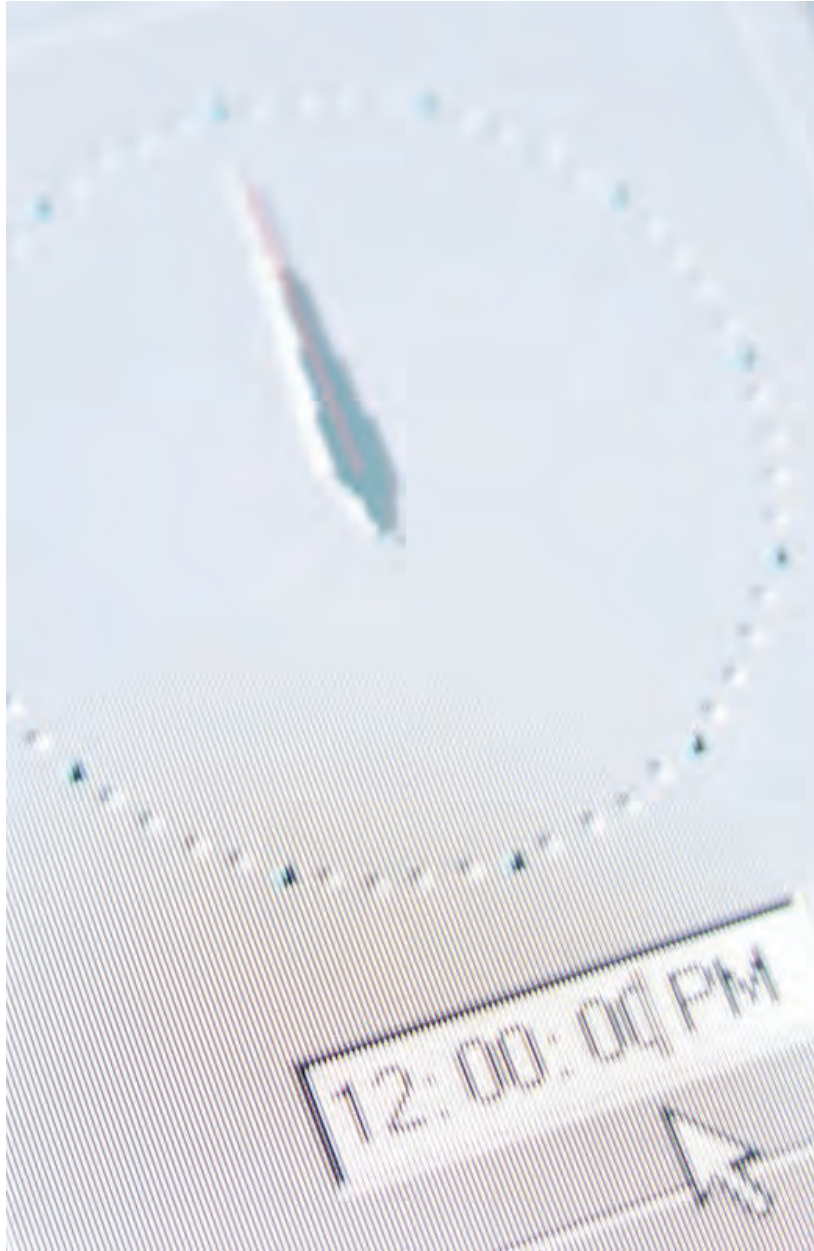
Ch'áakw

Long time ago, ancient times



Aagaa ayoo

During, around the time of it



Sitgaawsaan

Noon



Ch'ú
Still



Dziyáak

Just recently



Dziyáagin
Soon, after a while



Adaxu After that



Tsook' Again

BASIC READING

Sight Recognition



ts'ootaat

tsóootatx'

taat

taatx'

nisdaat

yakyyee

yagiyee

tatg'é

yeedát

tlei yeedát

xáana

xáanax'

ch'áakw

aaqáa

sitgaawsaan

taat sitgaawsaan

ch'ú

dziyáak

dziyáaagin

adax

tsóok'

UNIT 4

More Body Parts



Teacher's Notes

In Tlingit, some nouns (body parts and kinship terms) are considered "inalienable," that is, they cannot be spoken of unless they are possessed. They must have a possessive pronoun attached. Singular possessive pronouns which can be used with body parts are **ax** (my), **i** (your), and **du** (his/her/its). Students can get lots of practice with the dialog, substituting the body parts nouns. These nouns will continue to be used throughout all future cycles of this unit, Body Parts. It is to the students' advantage to master this vocabulary so that they concentrate on the verb phrases to be introduced in Cycles C through Advanced C. Lessons have been selected for use with these terms and the SSM has images and student activity sheets to help students learn these words and store them in long-term memory. Encourage students to listen to the audio recording of a fluent speaker saying the words, sentences, and dialog.

Vocabulary Cycle B

oox tooth
k'í hip
tl'éik finger
jigei arm
gáts thigh
x'oos foot
x'usgoosh toe
keyy knee
t'eyy shú elbow

Unit's Sentence

Ax _____ **xwalichún**. I hurt
my _____.

Unit's Dialog

(a) **Wáa sá iwunee?**
What happened to you?

(b) **Ax** _____ **wudichún**.
My _____ got hurt.

(a) **Gwátk sá i**
_____ **wudichún?**
When did your _____
get hurt?

(b) **Tatgé**. Yesterday.

Teacher's Notes

Cycle C introduces verbs to be used with the nouns from Cycle B. The focus is oral language development. The phrases are in the first and second person, imperfective (present) tense of the verb "to bend a moveable joint." Use the photos from Cycle B, Student Support Materials (SSM) as props for each of the sentences. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme, Body Parts. Remember to follow the DLP process, spending lots of time on listening.

Vocabulary Cycle C

Ax t'eeyshu yaa neetéen. You are bending my elbow.

Ax keey yaa kanxatán. I am bending my knee.

Ax tl'eik yaa kanxatán. I am bending my finger.

Ax x'ustl'eik yaa kanxatán. I am bending my toe.

Teacher's Notes

The simple question and answer gives students lots of listening practice. Use the pictures from SSM or stuffed animals or puppets to ask _____ **ákyá?** Is this _____? Students who have good pronunciation can take turns asking the class the questions. Encourage students to listen to the audio recording of a fluent speaker.

Vocabulary Cycle A Advanced

_____ **ákyá?** Is this _____?

Aaá. Yes.

Commands

At shí. Touch it.

At yishí. Touch it. (pl)

Kíndei i _____. Raise your _____.

Yíndei i _____. Lower your _____.

Teacher's Notes

Cycle B Advanced gives students practice with more descriptive sentences about body parts. You can use puppets, stuffed animals or pictures to demonstrate some of the actions, including **Du keey oolichun**: She twisted her knee. The literal translation for **Ax oox aakoonei oowaxix**--My tooth is loose--is "the tooth is working its way out," so this phrase might not work with other body parts. Use the suggested lessons and listen to the audio recording of a fluent speaker to teach these sentences.

Vocabulary Cycle B Advanced

Du yá yak'éi. Her face is clean.
Yées adoo k'í du jeewú. He's got a new hip.

Ax oox aakoonei oowaxix. My tooth is loose.

Du keey oolichun. She twisted her knee.

Du l'óot' wudicách. She has a swollen tongue.

Teacher's Notes

Cycle C Advanced gives students opportunity for practice with body parts and animals. Use puppets, stuffed animals or pictures to teach these descriptive sentences. You can ask a student to carry a mountain goat on his shoulders when teaching **Du xikshá káx yaa anayéin wé ján(w)u**: He is carrying the mountain goat on his shoulder. Use the writing exercises to get students started writing their own sentences.

Vocabulary Cycle C Advanced

S'igeidí l'eedí yawúx' ka k'áatl' yáx yatee. A beaver's tail is wide and flat.

S'eek l'eedí tléil ulyát'. A black bear's tail is short.

Du xikshá káx yaa anayéin wé ján(w)u. He is carrying the mountain goat on his shoulder.

Shí anax naadaa wé taan geení. There is blood coming from the sea lion's tail flippers.

See Appendix III for lesson instructions.

Lesson 1

Introduce the new vocabulary.

Basic Listening

1. Mini Pictures
2. Searchlight
3. Hidden Words

Basic Speaking

- 4 Actions!
- 5 Out of Order
- 6.Over/Under

Lesson 2

Review the unit's vocabulary.

Basic Listening

1. Back to Back Race
2. Locomotive

Basic Speaking

3. Sheet Golf
4. Disappearing Illustrations
5. What's That Word?

Lesson 3

Review the unit's vocabulary.

Basic Listening

1. Numbered Illustrations
2. Here, There, Everywhere

Basic Speaking

3. Disappearing Illustrations
4. What's That Word?
5. Flashlight Name

Lesson 4

Introduce the unit's sentence.

Basic Listening

1. Right or Wrong?
2. Half Match

Basic Speaking

3. Calendar Bingo
4. Colored Words
5. Number Draw

Lesson 5

Review the unit's sentence.

Basic Listening

1. Turn and Face
2. Matching Halves

Basic Speaking

3. Disappearing Illustrations
4. What's That Word?
5. Flashlight Name

Lesson 6

Introduce the unit's sentence

Basic Reading - Sight

1. Pass the Lifesaver
2. Deal!
3. Circle of Words
4. Tissue Grab
5. Use the Student Support Materials

Lesson 7

Review the unit's sentence.

Basic Reading - Encoding

1. Word Change
2. Back Match
3. Find the Parts
4. Letter Encode
5. Use the Student Support Materials

Lesson 8

Review the unit's sentence.

Basic Writing

1. Yarn Spell
2. What's Missing?
3. Writing Relay
4. CV Spell
5. Use the Student Support Materials

Lesson 9

Review the unit's sentence

Basic Writing

1. Numbered Illustrations
2. Flour Writing
3. Crayon Resist
4. Syllable Time
5. Use the Student Support Materials

Lesson 10

Administer the unit's assessment.

1. Practice the unit's dialog with the students.
2. Lay a length of white paper on the floor. Group the students around the paper. Give each student a white candle. The students should then create illustrations of body parts, using the white candles. When the paper is filled with illustrations, have the students take turns washing the illustrations with a thin mixture of paint. Display the crayon resist mural in the classroom or hallway.

Cycle C Advanced Creative Writing Activities

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

Du xikshá káx yaa anayéin wé _____. He is carrying the _____ on his shoulder.

S'eek l'eedí _____. A black bear's tail is _____.

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

Du xikshá káx yaa anayéin wé ján(w)u. He is carrying the mountain goat on his shoulder.

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

S'eeek l'eedí tléil ulyát'. A black bear's tail is short.

Du xikshá káx yaa anayéin wé ján(w)u. He is carrying the mountain goat on his shoulder.

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

Shíanax naadaa wé taan geení. There is blood coming from the sea lion's tail flippers.

Du xikshá káx yaa anayéin wé ján(w)u. He is carrying the mountain goat on his shoulder.

VOCABULARY PICTURES





oox
tooth



k'í
hip



tl'éik
finger



jigei
arm



gáts
thigh



x'00s
foot



x'usgoosh
toe



key
knee

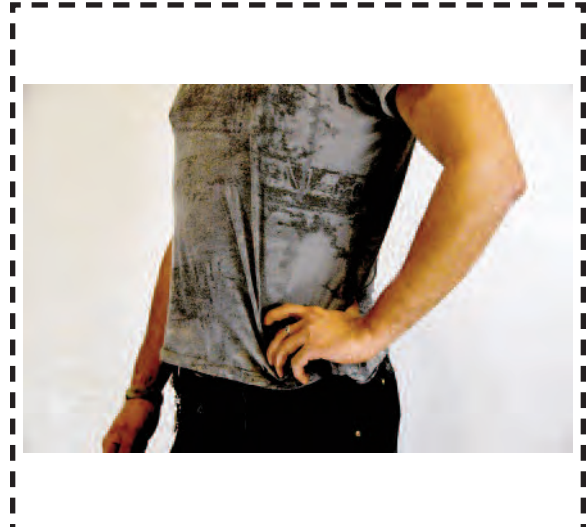


t'eey shú
elbow

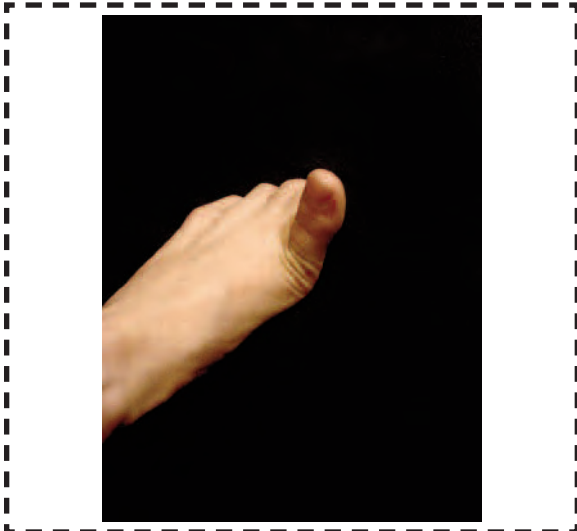
BASIC LISTENING



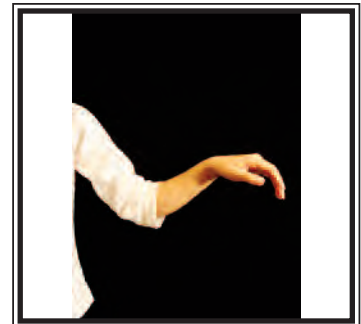
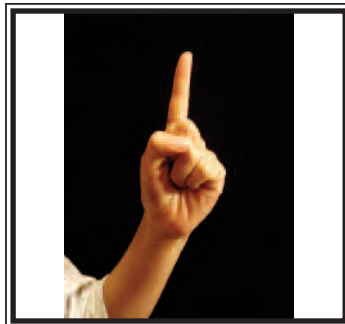
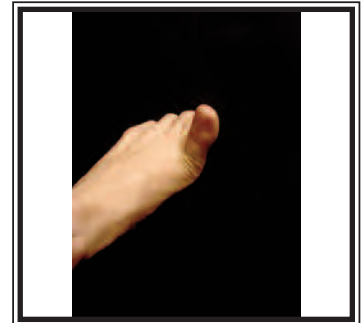
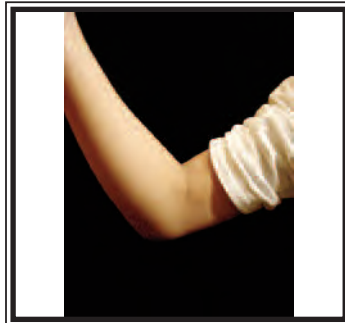
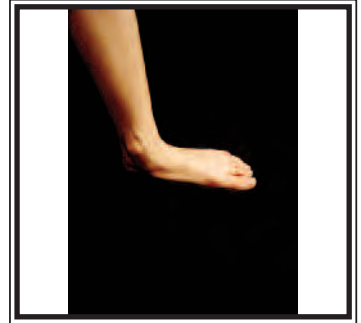
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.



Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.



Write the numbers given for the vocabulary word under the picture.



BASIC READING

Sight Recognition



t' eey shú

keey

x' usg oosh

t' é i k

k' í

o o x

X'ooos

gàts

Jigei

Circle the word for each picture.



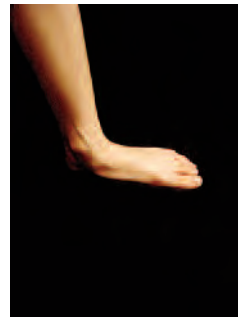
x'oos
x'usgoosh
key
t'ey shú
oox
k'í
tl'éik
jigei
gáts



x'oos
x'usgoosh
key
t'ey shú
oox
k'í
tl'éik
jigei
gáts



x'oos
x'usgoosh
key
t'ey shú
oox
k'í
tl'éik
jigei
gáts



x'oos
x'usgoosh
key
t'ey shú
oox
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tl'éik
jigei
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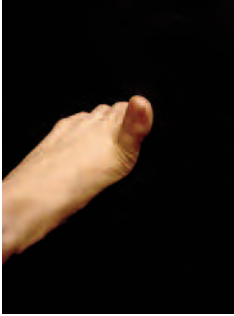


x'oos
x'usgoosh
key
t'ey shú
oox
k'í
tl'éik
jigei
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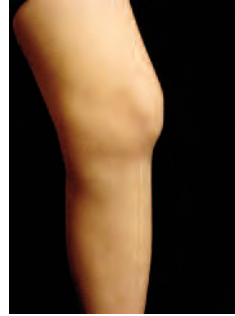


x'oos
x'usgoosh
key
t'ey shú
oox
k'í
tl'éik
jigei
gáts

Circle the word for each picture.



x'oos
x'usgoosh
keey
t'eey shú
oox
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tl'éek
jigei
gáts



x'oos
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tl'éek
jigei
gáts



x'oos
x'usgoosh
keey
t'eey shú
oox
k'í
tl'éek
jigei
gáts

BASIC READING

Encoding



Cut out the word parts and glue them into the words.

_____ **os**

x'usgo _____

_____ **y**

t'eey _____

_____ **x**

_____ **'í**

tl' _____

ji _____

gá _____

osh

gei

oo

x'o

shú

ts

kee

éik

k

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



l'

k

i

t

é

BASIC WRITING



Complete the words by writing in the missing letters.

x' _ _ s

x' _ _ goosh

k _ _ y

t'eey _ _ _

_ _ x

_ 'í

_ _ 'éik

jig _ _

gá _ _

Write the correct vocabulary word next to each picture.



















DIALOG ACTIVITY PAGE



(a) Wáa sá iwunee?

(b) Ax _____ wudichún.

(a) Gwátk sá i _____ wudichún?

(b) Tatgé.

x̄usgoosh	t'eey shú	x'ooos
oox̄	k'í	tl'éik̄
jigei	gáts	keey

Cut out the words below. Listen for which word(s) to put in the spaces in the dialog. Read the dialog as a group and in pairs as instructed. Change the word(s) after each round. Practice the dialog with another student.

UNIT ASSESSMENT



Tlingit Language Program

Unit Assessment

Teacher's Notes

Cycle B Beginners

Grade 5-6

Unit 4

Theme: More Body Parts

Date:_____

Provide each student with a copy of the **students' pages**. Read the following questions; the students answer the questions on their copies of the assessment.

Basic Listening

“Turn to page 1 in your test. Look at the pictures in the boxes.”

1. “Write the number 1 on top of the picture of **t’eeey shú.**”
2. “Write the number 2 on top of the picture of **keey.**”
3. “Write the number 3 on top of the picture of **x’usgoosh.**”
4. “Write the number 4 on top of the picture of **oox.**”
5. “Write the number 5 on top of the picture of **k’í.**”
6. “Write the number 6 on top of the picture of **tl’éik.**”
7. “Write the number 7 on top of the picture of **jigei.**”
8. “Write the number 8 on top of the picture of **gáts.**”
9. “Write the number 9 on top of the picture of **x’oos.**”

Sight Recognition

“Turn to page 3 in your test.”

“Look at the pictures in the boxes. Circle the word for each picture.”

Decoding/Encoding

“Turn to page 5 in your test.”

“Look at the word parts in the boxes. Circle the other half or part of each word.”

Basic Writing

“Turn to page 7 in your test.”

“Look at the pictures in the boxes. Write the word for each picture.”

Correct:

% Correct:

Unit Assessment

Student Pages

Cycle B Beginners Grade 5-6

Unit 4

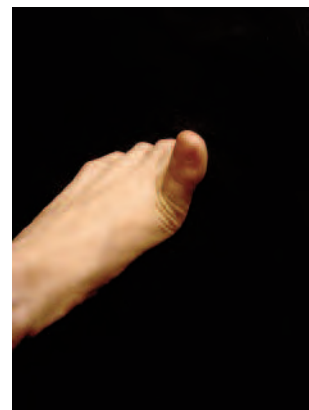
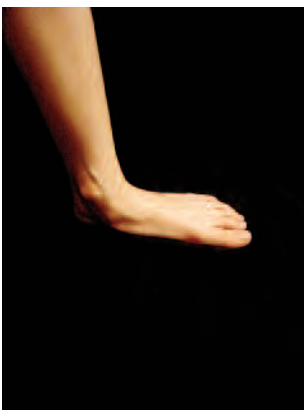
Theme: More Body Parts

Date: _____

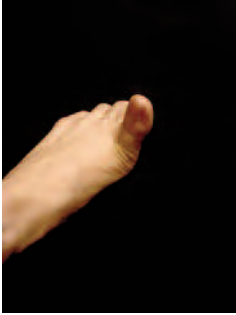
Student's Name: _____

Teacher: To get a percentage for this student's assessment:

divide the total number of questions correct by the total number of questions; multiply this answer by 100 to determine the percentage of questions answered correctly.







x'oos
x'usgoosh
 keey
 t'eeey shú
 oox
 k'í
 tl'ék
 jigei
 gáts



x'oos
x'usgoosh
 keey
 t'eeey shú
 oox
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 tl'ék
 jigei
 gáts



x'oos
x'usgoosh
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 jigei
 gáts



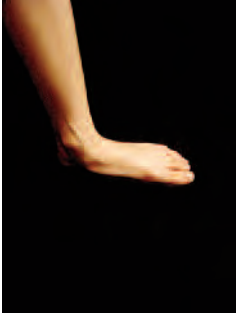
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 gáts



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 jigei
 gáts



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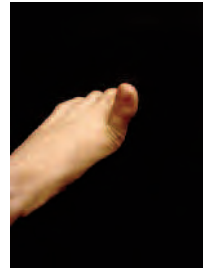
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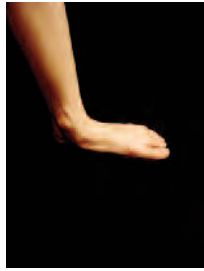
x'o

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eey
y shú
x





UNIT 5

Family



Teacher's Notes

Family is the theme of Unit 5. The vocabulary terms are used in Cycles C through Advanced C. Kinship terms must always be used with possessive pronouns, **ax**, **haa**, **i**, **yee**, **du**, **has du** (my, our, your, you all's, his/hers/its, theirs). The SSM includes images, mini-pictures, vocabulary word cards, student activity worksheets, and assessments. Practice the unit sentence and dialog and encourage students to listen to the audio recording of a fluent speaker saying the words, sentences and dialog. Students should do their best to learn these terms well and commit them to long-term memory. Knowing these terms well will be an asset in future cycles when verb phrases are added and sentences become more complex. Kinship terms can be integrated throughout the year in many units.

Vocabulary Cycle B

tláak'w maternal aunt
káak maternal uncle
aat paternal aunt
atk'átsk'u child
yéet son
sée daughter
t'ukanéiyi baby
dachxán grandchild
daakanóox'u great, great grand-parents

Unit's Sentence

Ax _____ at x'éeshi ax jeet aawatee.

My _____ gave me dry fish.

Unit's Dialog

(a) **Aadóo sá at x'éeshi i jeet aawatee?**

Who gave dry fish to you?

(b) **Ax _____ ax jeet aawatee.**

My _____ gave it to me.

(a) **Wáa sá duwasáakw i _____?**

What's your _____'s name?

(b) _____ **yóo duwasáakw.**
His/her name is (____ Name ____).

Teacher's Notes

Cycle C introduces verbs to be used with the nouns presented in Cycle B. The focus is oral language development. The phrases in this lesson are first person, present tense of the verb “for someone to help someone.” Use the photos from Cycle B Student Support Materials (SSM) as props for each of the sentences. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme “family.” Remember to follow the DLP process, spending lots of time on listening activities before asking students to speak.

Vocabulary Cycle C

Ax xúx eet xwadishée. I am helping my husband.

Ax shát eet xwadishée. I am helping my wife.

Ax sée eet xwadishée. I am helping my daughter.

Ax t'ukanéiyi eet xwadishée. I am helping my baby.

Teacher's Notes

Continuing practice with the kinship terms, this cycle asks **i dlaak' ákyá?** Is this your sister? This is a question to be asked of a boy/man. To ask a girl “Is this your sister?” one would have to ask **I shátx** (if older sister) or **i kéek** (if younger) **ákyá?** The command, to point to one of the relatives, gives students more opportunity to hear the command **Du éet ch'ix'.**

Vocabulary Cycle A Advanced

Aadóo sáwé? Who is that?

Ax tláa áyá. This is my mother.

I dlaak' ákyá? Is this your sister?

Aaá, ax dlaak' áwé. Yes, that is my sister.

Command

Du éet ch'ix'. Point at him/her.

Teacher's Notes

In Tlingit, adjectives are often part of the verb. The sentences in this cycle use the kinship terms from Cycle B with words that describe them. This cycle also gives practice with possessive pronouns, **ax** (my) and **du** (his/her). These sentences can be used for practice with all of the kinship terms. Use the suggested lessons and listen to the audio recording of a fluent speaker saying these sentences.

Vocabulary Cycle B Advanced

Ax tláak'w du tuwóo sigóo. My maternal aunt is happy.

Ax léelk'w shakligéi. My grandmother is beautiful.

Du yéet kunax wudishée. Her son is helpful.

Du tláa tuli.aan. His mother is gentle.

Teacher's Notes

This cycle introduces new verbs and nouns to challenge students and give them more example sentences, which they can use in their writing assignments. Use the writing assignments to give students practice in writing Tlingit sentences. Teacher/learners will have new sentence patterns and vocabulary to challenge themselves.

Vocabulary Cycle C Advanced

Wé kaa kax yóo x'atangi ch'a yeisú du jeet x'awditán. The lawyer just called him.

Ch'a yeisú áa tuwdi.ús. He's still pouting over there.

Wé t'akoonéiyi de sh jiwdlitsín. The baby is gaining strength.

S'eenáa ayakawlikís'. She turned off the light.

See Appendix III for lesson instructions.

Lesson 1

Introduce the new vocabulary.

Basic Listening

1. Mini Pictures
2. Illustration Sequence

Basic Speaking

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

Lesson 2

Review the unit's vocabulary.

Basic Listening

1. Nod and Clap
2. Over and Under

Basic Speaking

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

Lesson 3

Review the unit's vocabulary.

Basic Listening

1. Let's Move
2. Number My Word

Basic Speaking

3. Right or Wrong?
4. Stick of Chance
5. Under The Bridge

Lesson 4

Introduce the unit's **sentence**.

Basic Listening

1. Locomotive

Basic Speaking

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

Lesson 5

Review the unit's **sentence**.

Basic Listening

1. Locomotive
2. Funnel Vision

Basic Speaking

3. Disappearing Illustrations
4. What's That Word?
5. Flashlight Name

Lesson 6

Review the unit's vocabulary.

Basic Reading--Sight

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

Lesson 7

Review the unit's vocabulary.

Basic Reading - Encoding

1. Overhead Encode
2. Consonant/Vowel Cards
3. Mixed-Up Words
4. Letter Encode
5. Use the Student Support Materials

Lesson 8

Review the unit's vocabulary.

Basic Writing

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

Lesson 9

Review the unit's vocabulary.

Basic Writing

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

Lesson 10

Administer the unit's assessment.

1. Practice the unit's dialog with the students.
2. Mount a length of mural paper on the board. Have each student tell his/her clan - map the clans on the mural paper. Take a digital portrait of each student. Provide the students with their pictures. The students should glue their pictures beside their names on the clan chart. Display the completed clan mural in the classroom or hallway.

Cycle C Advanced Creative Writing Activities

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

Wé _____ de sh jiwdlitsín. The _____ is gaining strength.

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

Wé kaa káx yóo x'atángi ch'a yeisú du jeet x'awditán. The lawyer just called him.

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

Wé t'akoonéiyi de sh jiwdlitsín. The baby is gaining strength.

S'eenáa ayakawlikís'. She turned off the light.

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

Wé kaa káx yóo x'atángi ch'a yeisú du jeet x'awditán. The lawyer just called him.

Ch'a yeisú áa tuwdi.ús. He's still pouting over there.

VOCABULARY PICTURES





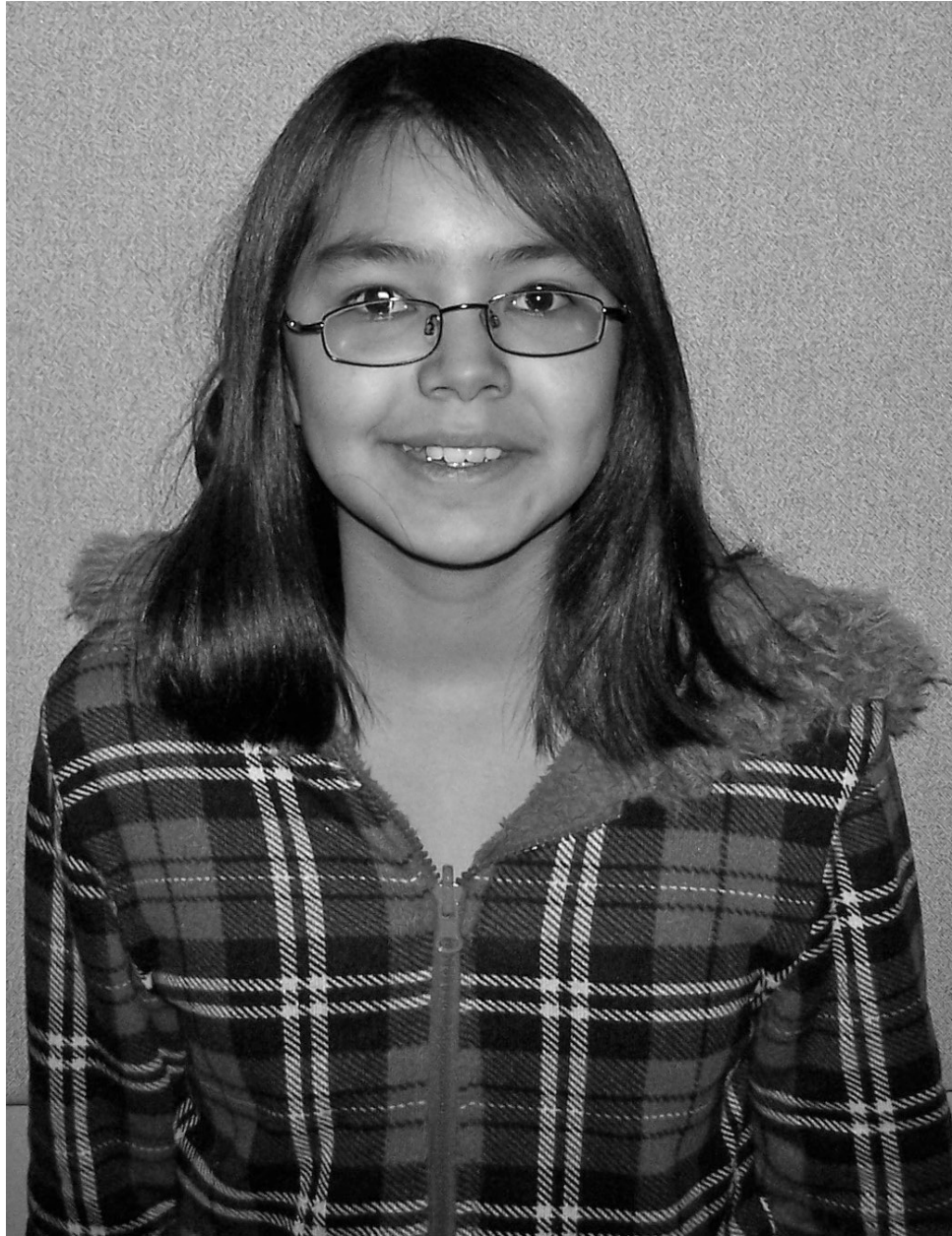
tláak'w
maternal aunt



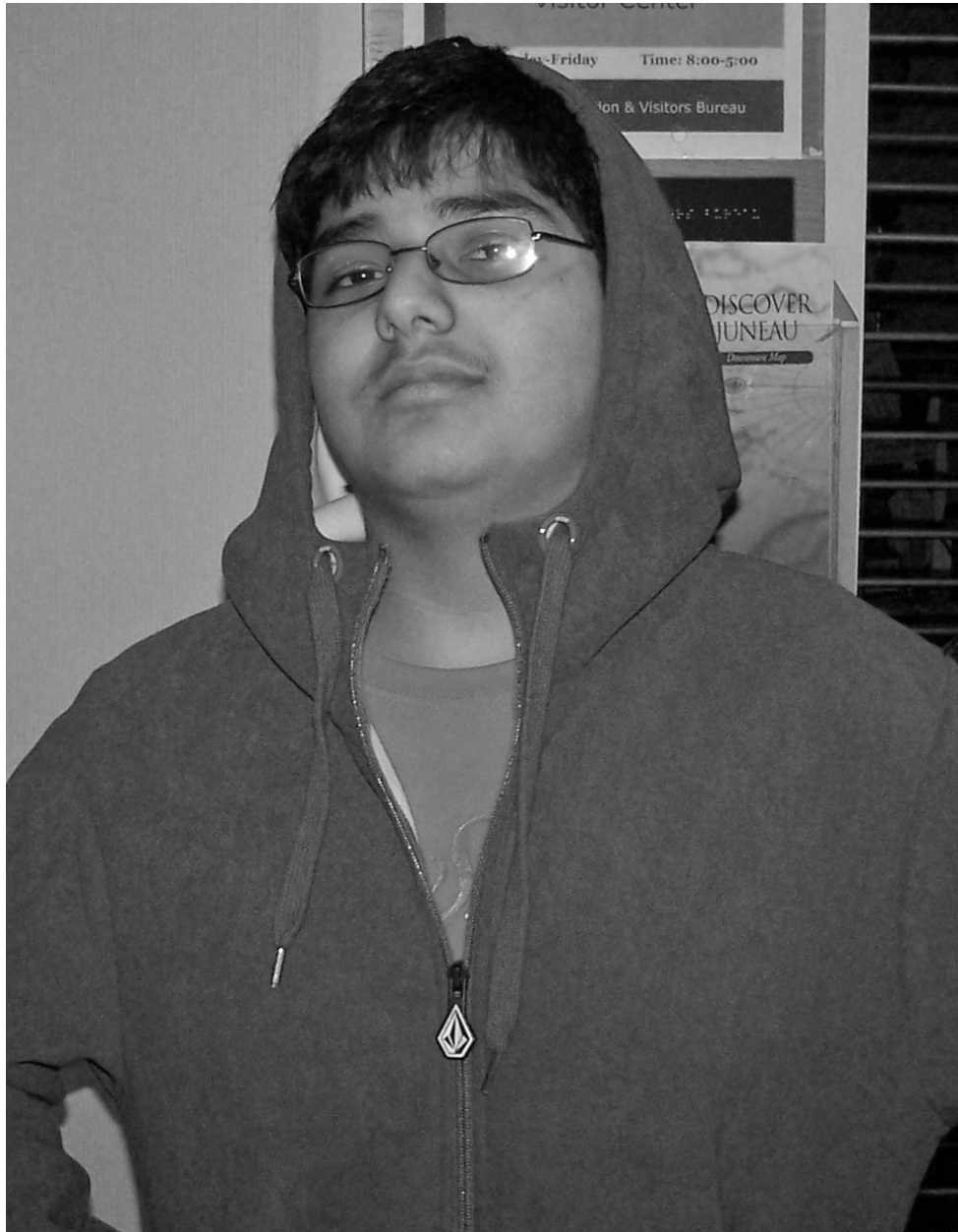
káak
maternal uncle



aat
paternal aunt



atk'átsk'u
child



yéet
son



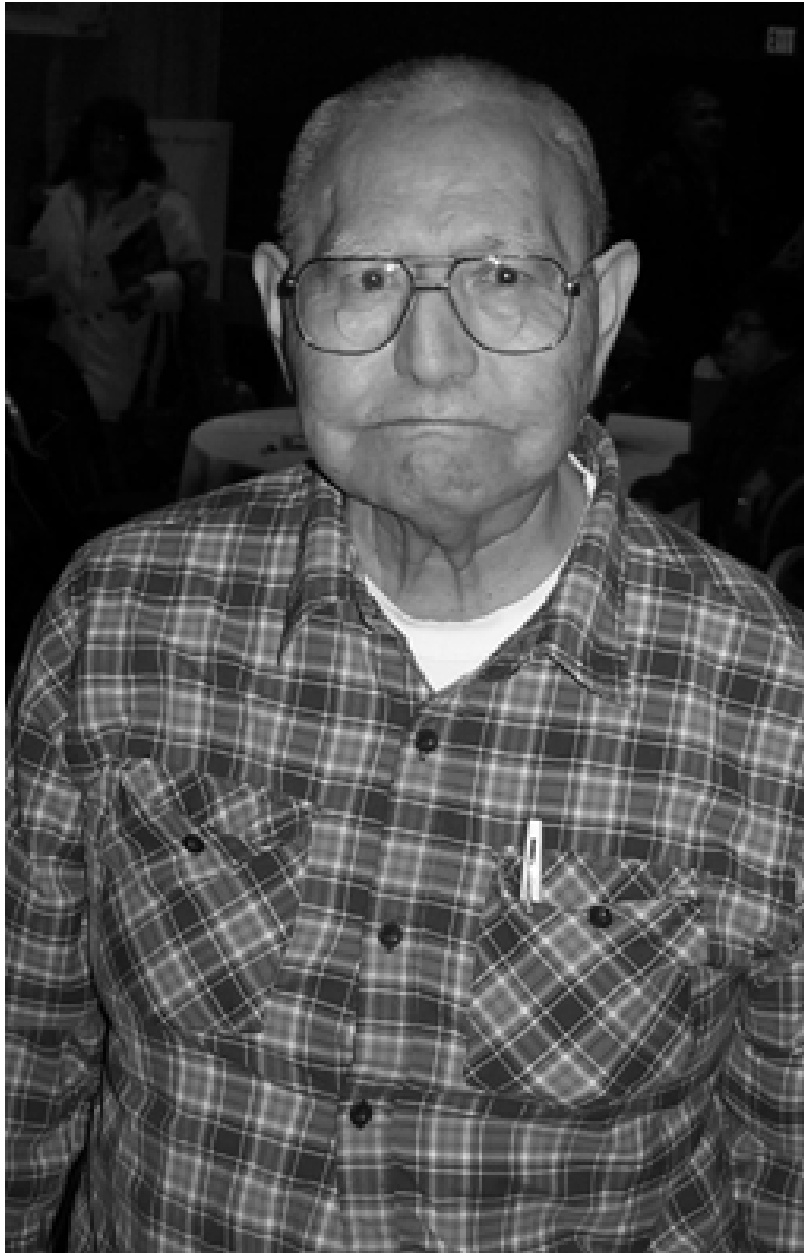
sée
daughter



t'ukanéiyi
baby



dachxán
grandchild

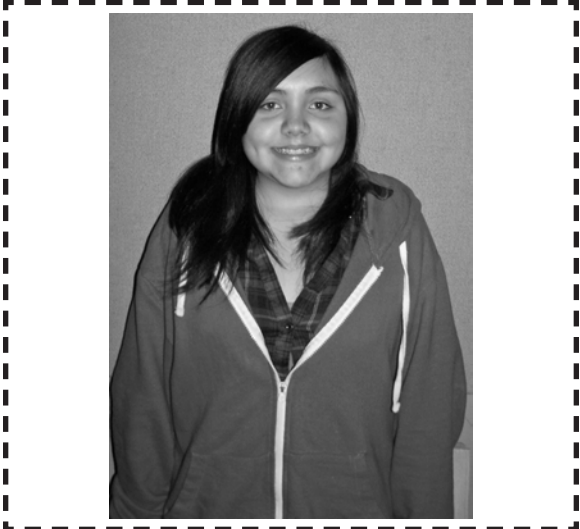
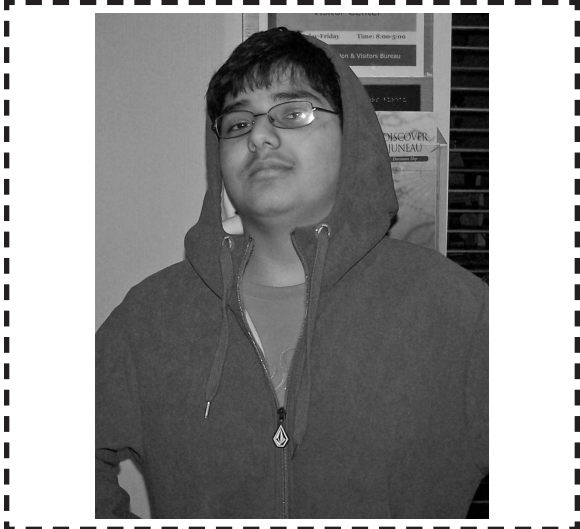
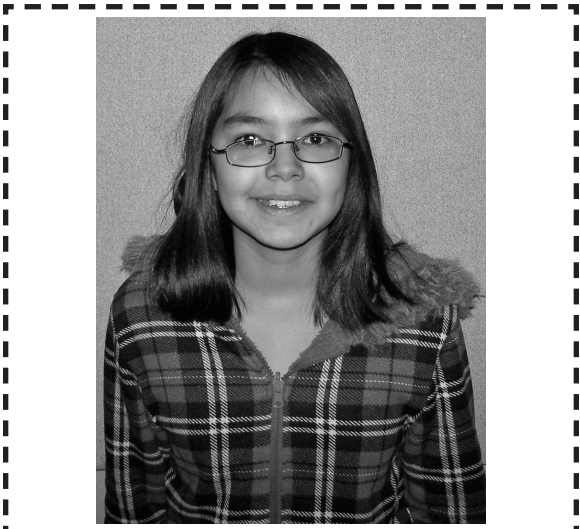
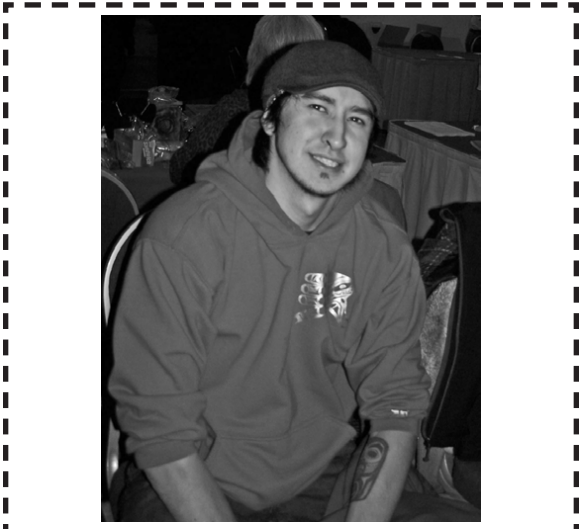


daakanóox'u
great, great grandparents

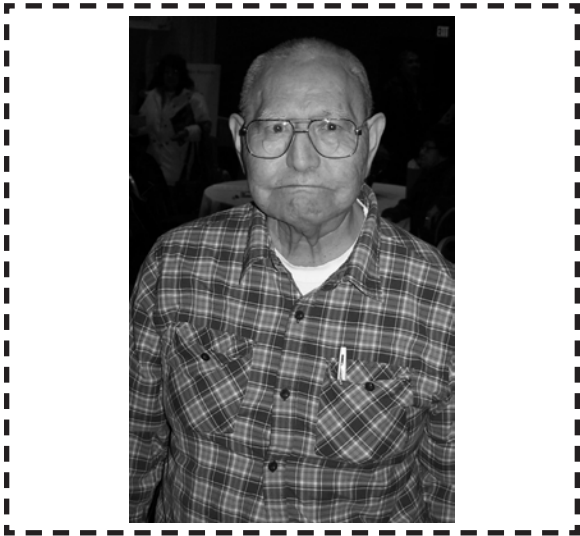
BASIC LISTENING



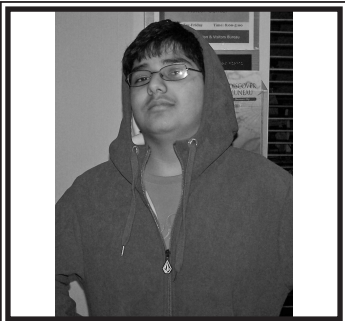
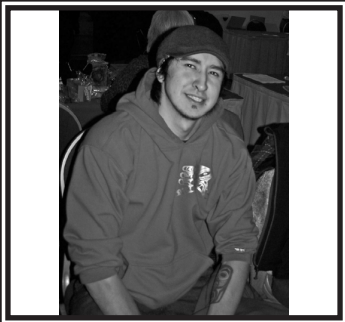
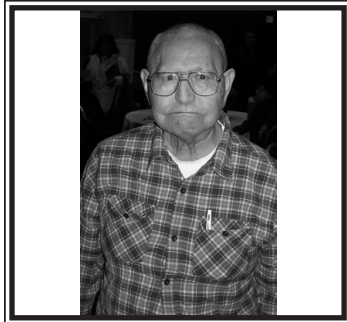
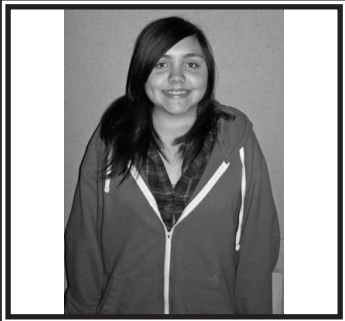
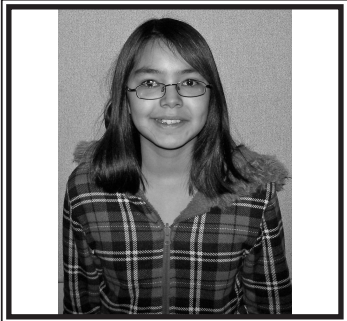
Cut out the vocabulary pictures. Show the pictures for the word given.



Cut out the vocabulary pictures. Show the pictures for the word given.



Listen to the vocabulary words. Write the numbers under the pictures.



BASIC READING

Sight Recognition



tláak'w

káak

aat

atk'átsk'u

yéet

sée

t'ukanaéiyi

dachxán

daakanóox'u

Circle the word for each picture.



tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u



tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u



tláak'w
káak
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dachxán
daakanóox'u



tláak'w
káak
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yéet
sée
t'ukanéiyi
dachxán
daakanóox'u



tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u

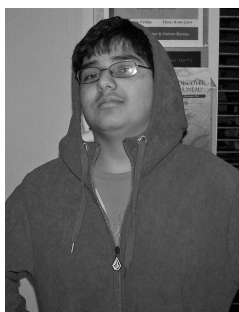
Circle the word for each picture.



tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u



tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u



tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u

BASIC READING

Encoding



Have the students cut out the word parts and glue them into the words.

tlá _____

k _____ k

a _____

atk'á _____

_____ et

s _____

t'uka _____

_____ xán

daakanó _____

at

ée

néiyi

yé

áa

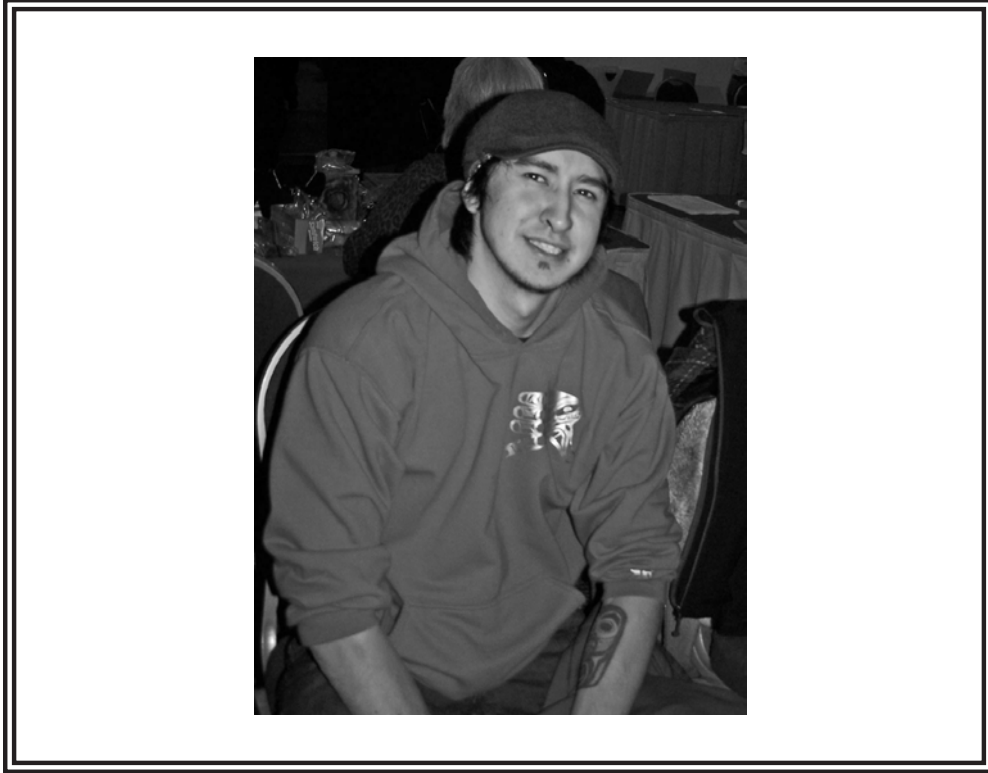
ox'u

ak'w

tsk'u

dach

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



k

a

k

á

BASIC WRITING



Complete the words by writing the missing letters.

___ ak'w

k__k

a__

___ 'átsk'u

yé__

__ée

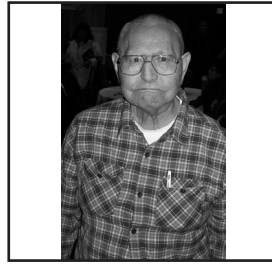
t'ukané___

___ hxán

da___ nóox'__

Write the correct vocabulary word next to each picture.

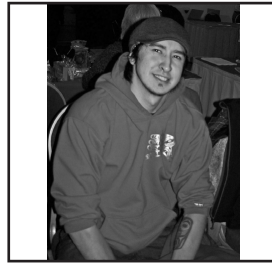


















DIALOG ACTIVITY PAGE



(a) Aadóo sá at x'éeshi i jeet aawatee?

(b) Ax _____ ax jeet aawatee.

(a) Wáa sá duwasáakw i _____ ?

(b) _____ yóo duwasáakw.

aat

atk'átsk'u

t'ukanéiyi

káak

yéet

dachxán

tláak'w

sée

daakanóox'u

Cut out the words below. Listen for the word(s) to put in the spaces in the dialog. Read the dialog as a group or individually as directed by the teacher. Change the word(s) after each round. Practice the dialog with another student.

UNIT ASSESSMENT



Tlingit Language Program

Unit Assessment

Teacher's Notes

Cycle B Beginners

Grades 5 - 6

Unit 5

Theme: Family

Date:_____

Provide each student with a copy of the **students' pages**. Read the following questions; the students answer the questions on their copies of the assessment.

Basic Listening

“Turn to page 1 in your test. Look at the pictures in the boxes.”

1. “Write the number 1 on top of the picture of **tláak’w**.”
2. “Write the number 2 on top of the picture of **káak**.”
3. “Write the number 3 on top of the picture of **aat**.”
4. “Write the number 4 on top of the picture of **atk’átsk’u**.”
5. “Write the number 5 on top of the picture of **yéet**”
6. “Write the number 6 on top of the picture of **sée**.”
7. “Write the number 7 on top of the picture of **t’ukanéiyi** .”
8. “Write the number 8 on top of the picture of **dachxán**.”
9. “Write the number 9 on top of the picture of **daakanóox’u**.”

Sight Recognition

“Turn to page 3 in your test.”

“Look at the pictures in the boxes. Circle the word for each picture.”

Decoding/Encoding

“Turn to page 5 in your test.”

“Look at the word parts in the boxes. Circle the other half or part of each word.”

Basic Writing

“Turn to page 7 in your test.”

“Look at the pictures in the boxes. Write the word for each picture.”

Correct:

% Correct:

Unit Assessment

Student Pages

Cycle B Beginners Grades 5 - 6

Unit 5

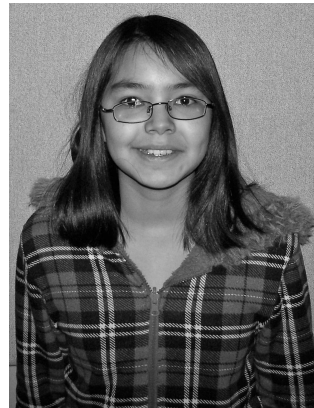
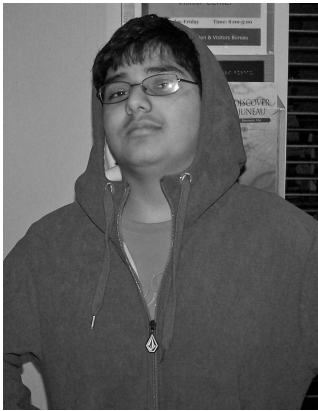
Theme: Family

Date: _____

Student's Name: _____

Teacher: To get a percentage for this student's assessment:

divide the total number of questions correct by the total number of questions; multiply this answer by 100 to determine the percentage of questions answered correctly.

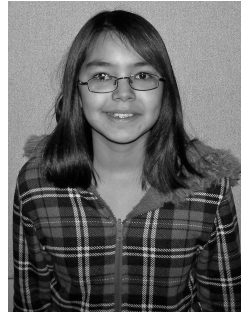




Circle the word for each picture.



tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u



tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u



tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u



tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u

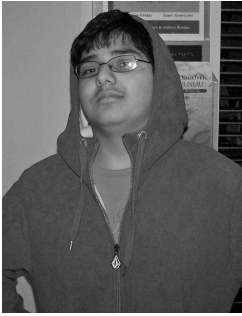


tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u



tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u

Circle the word for each picture.



tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u



tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u



tláak'w
káak
aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'u

ká	kanéiyi at átsk'u et e ak'w ak chxán anóox'u
-----------	---

yé	kanéiyi at átsk'u et e ak'w ak chxán anóox'u
-----------	---

atk'	kanéiyi at átsk'u et e ak'w ak chxán anóox'u
-------------	---

a	kanéiyi at átsk'u et e ak'w ak chxán anóox'u
----------	---

tlá	kanéiyi at átsk'u et e ak'w ak chxán anóox'u
------------	---

t'u	kanéiyi at átsk'u et e ak'w ak chxán anóox'u
------------	---

da

kanéiyi
at
átsk'u
et
e
ak'w
ak
chxán
anóox'u

daak

kanéiyi
at
átsk'u
et
e
ak'w
ak
chxán
anóox'u

sé

kanéiyi
at
átsk'u
et
e
ak'w
ak
chxán
anóox'u



