

Learning our

# Tlingit Language



Lingít | Cycles B through Advanced C | Beginners

Grades 5 & 6

Book 2



Sealaska Heritage Institute



# UNIT 6

Food



### Teacher's Notes

There are ten suggested lessons for the nine vocabulary words in Cycle B in addition to the Student Support Materials (SSM). The SSM includes images, mini-pictures, vocabulary word cards, student worksheets, and assessment. The unit's sentence and dialog sections give students practice using the nouns in context. Encourage students to listen to the audio recording of a fluent speaker saying the words, sentences, and dialog. Some of the food vocabulary may be very familiar to the students. If they learn the vocabulary quickly, move on to the next cycle, which will add new phrases to the theme of "food." Once the students learn these terms and commit them to long-term memory, they can focus their learning on the new vocabulary to be presented in Cycles C through Advanced C.

### Vocabulary Cycle B

**kóox** rice  
**suktéitl'** beach asparagus  
**at x'éeshi** dry fish  
**náayadi** half dried fish  
**gáax'w** herring eggs  
**kaháakw** salmon eggs  
**laak'ask** black seaweed  
**k'áach'** red seaweed  
**káaxwei** coffee

### Unit's Sentence

\_\_\_\_\_ **gé ijeewú?**  
Do you have \_\_\_\_\_?

### Unit's Dialog

(a) \_\_\_\_\_ **gé ijeewú?**  
Do you have \_\_\_\_\_?

(b) **Tléik'**, \_\_\_\_\_ **ax jeewú ku.aa.**  
No, but I have \_\_\_\_\_.

(a) \_\_\_\_\_ **ituwasigóo akgé?**  
Do you want \_\_\_\_\_?

(b) **Aaá.** Yes. **Tléik'.** No.

### 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 to eat something, to use something and to sip something. Use the photos from Cycle B, 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 on the theme of "food." Remember to follow the DLP process, spending lots of time on listening activities before asking students to speak.

### Vocabulary Cycle C

**Laak'ásk xaxá.** I am eating black seaweed.

**Tsaa eexí yéi xaa.óo.** I am using seal oil.

**K'áach' xaxá.** I am eating red ribbon seaweed.

**Saak eexí yéi xaa.óo.** I am using ooligan oil.

**Yat'aayi héen xalóok.** I am drinking coffee. (sipping)

**L'aatuxán xalóok.** I am drinking milk. (sipping)

### Teacher's Notes

Advanced A continues the theme "food" and asks a simple yes/no question. Students will hear the repetition and will be able to respond to the question. The command form of the verb can be used during snack and meal times, as well as in language lessons. Use the suggested lessons and the audio recording to teach these sentences. If students learn the material quickly, move forward to the next cycle to learn new phrases.

### Vocabulary Cycle A Advanced

\_\_\_\_\_ eexá gé?  
Are you eating \_\_\_\_\_?

**Aaá,** \_\_\_\_\_ **xaxá.** Yes, I am eating \_\_\_\_\_.

#### Commands

**At xá!** Eat!

**At yixá!** You all eat!

### Teacher's Notes

This cycle introduces adjectives, which in Tlingit are part of the verb. If you can bring in real or even fake food, the students can hold the objects and pretend to eat it or drink it. Use the suggested lessons to teach these sentences. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. For more practice, you can substitute all of the food vocabulary words in these sentence patterns

### Vocabulary Cycle B Advanced

**Kóox yaawat'áa.** The rice is hot.  
**Suktéitl' ax x'e yak'ei.** Goose tongue is my favorite.  
**Wusi.áax'w ax yat'aayi héen.** My coffee is bitter.  
**Yá s'ín wulinúks.** These carrots are sweet.

### Teacher's Notes

This cycle gives five complex sentences to learn and to use as samples for students' own writing. Students can learn the patterns and replace words from the vocabulary that make sense. Use the writing assignments to get students started writing their own Tlingit sentences.

### Vocabulary Cycle C Advanced

**Aatlein héen xwadináa ách áwé tlél xat shawukoox.** I drank a lot of water so I'm not thirsty.  
**Tlél táakw atxaayí yan katulagáaych.** We haven't finished putting up winter food yet.  
**L'ook kaháagu áyá yak'ei kanat'á kanéegwál' sákw.** Coho salmon eggs are good for blueberry sauce.  
**Ch'a yeisú áa tuwdi.ús.** He's still pouting over there.  
**Tlei déix k'ateil yáx áwé wutusineix shákw kahéeni.** We just saved two gallons of the strawberry juice.

See Appendix III for lesson instructions.

### **Lesson 1**

Review the unit's vocabulary.

#### **Basic Listening**

1. Nod and Clap
2. Hop the Line

#### **Basic Speaking**

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

### **Lesson 2**

Review the unit's vocabulary.

#### **Basic Listening**

1. Turn Around
2. Major League

#### **Basic Speaking**

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

### **Lesson 3**

Introduce the new vocabulary.

#### **Basic Listening**

1. Mini Pictures
2. One to Five

#### **Basic Speaking**

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

### **Lesson 4**

Introduce the unit's sentence.

#### **Basic Listening**

1. Turn Around
2. Sticky Foot

#### **Basic Speaking**

3. Revealing Illustration
4. Illustration Bingo
5. Half Match

### **Lesson 5**

Review the unit's sentence.

#### **Basic Listening**

1. Change
2. One to Five

#### **Basic Speaking**

3. Disappearing Illustrations
4. Under The Bridge
5. Revealing Illustration

### **Lesson 6**

Review the unit's vocabulary.

#### **Basic Reading - Sight**

1. Right or Wrong?
2. Sight Word Bingo
3. Configurations
4. Funnel Words
5. String Along
6. Use the Student Support Materials

### **Lesson 7**

Review the unit's vocabulary.

#### **Basic Reading - Encoding**

1. Alphabetical Order
2. Group Spell
3. Buzz
4. Letter Encode
5. Use the Student Support Materials

### **Lesson 8**

Review the unit's vocabulary.

#### **Basic Writing**

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

### **Lesson 9**

Review the unit's vocabulary.

#### **Basic Writing**

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

### **Lesson 10**

Administer the unit's assessment.

1. Practice the unit's dialog with the students.
2. Conduct a traditional *feast* with the students. Obtain Native foods in advance of the lesson. Have the students assist with the preparation and serving of the food items. You may wish to photograph the *feast* so that a photographic display may be prepared.



## Cycle C Advanced Creative Writing Activities

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

**L'ook kaháagu áyá yak'úi** \_\_\_\_\_.

Coho salmon eggs are good for \_\_\_\_\_.

**Ch'a yeisú áa** \_\_\_\_\_.

He's still \_\_\_\_\_ over there.

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

**Tlei déix k'ateil yáx áwé wutusineix shákw kahéeni.** We just saved two gallons of the strawberry juice.

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

**Tlél táakw atxaayí yan katulagáaych.** We haven't finished putting up winter food yet.

**L'ook kaháagu áyá yak'úi kanat'á kanéegwál' sákw.**

Coho salmon eggs are good for blueberry sauce.

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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.

**Aatlein héen xwadináa ách áwé tlél xat shawukoox.** I drank a lot of water so I'm not thirsty.

**Tlél táakw atxaayí yan katulagáaych.** We haven't finished putting up winter food yet.

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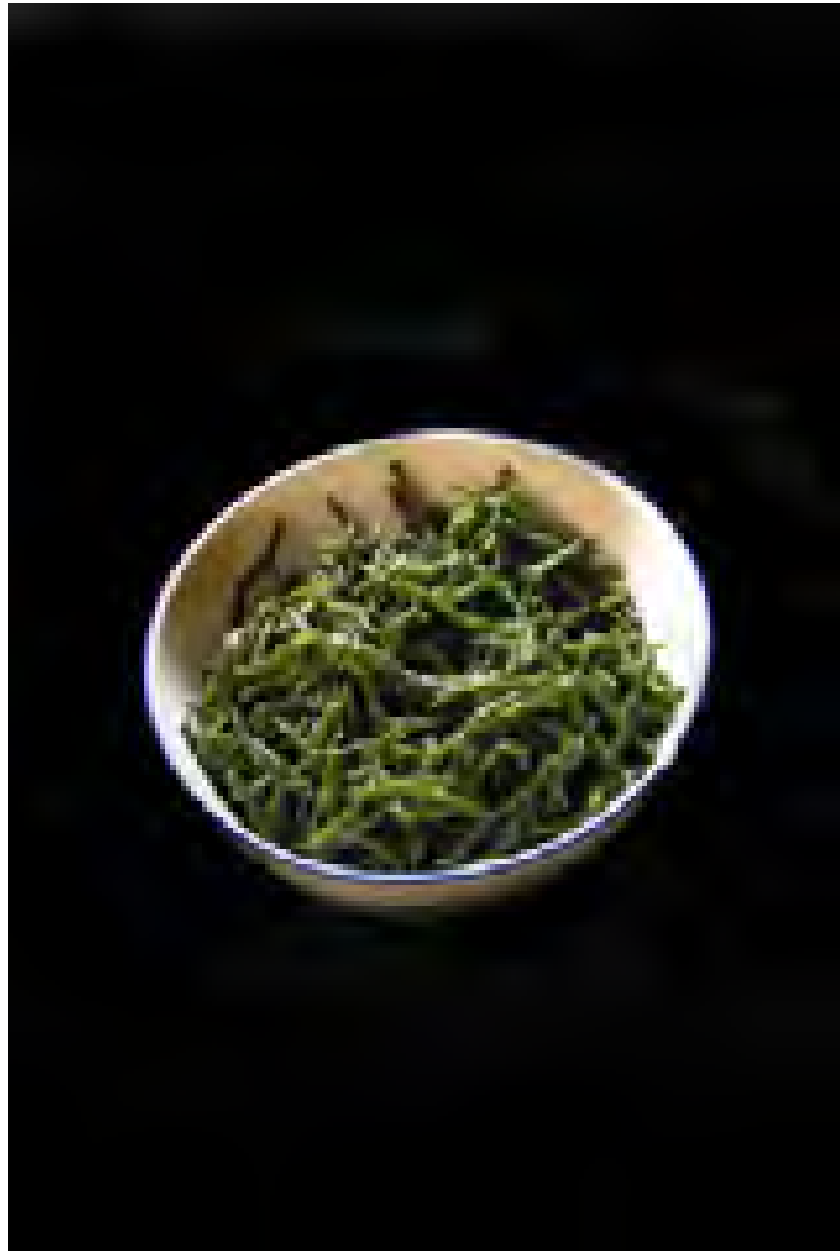
# VOCABULARY PICTURES







**kóox**  
rice

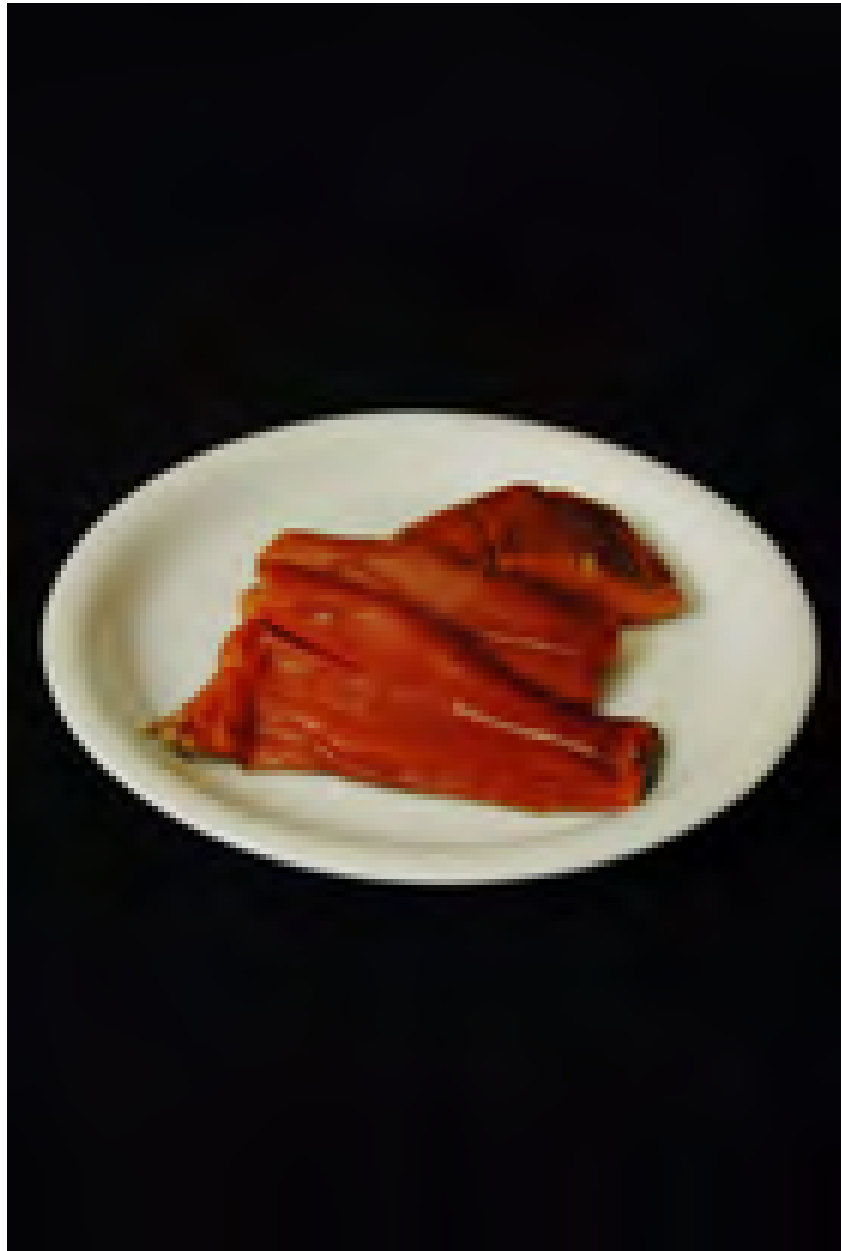


**suktéitl'**  
beach asparagus





**at x'éeshi**  
dry fish



**náayadi**  
half dried fish

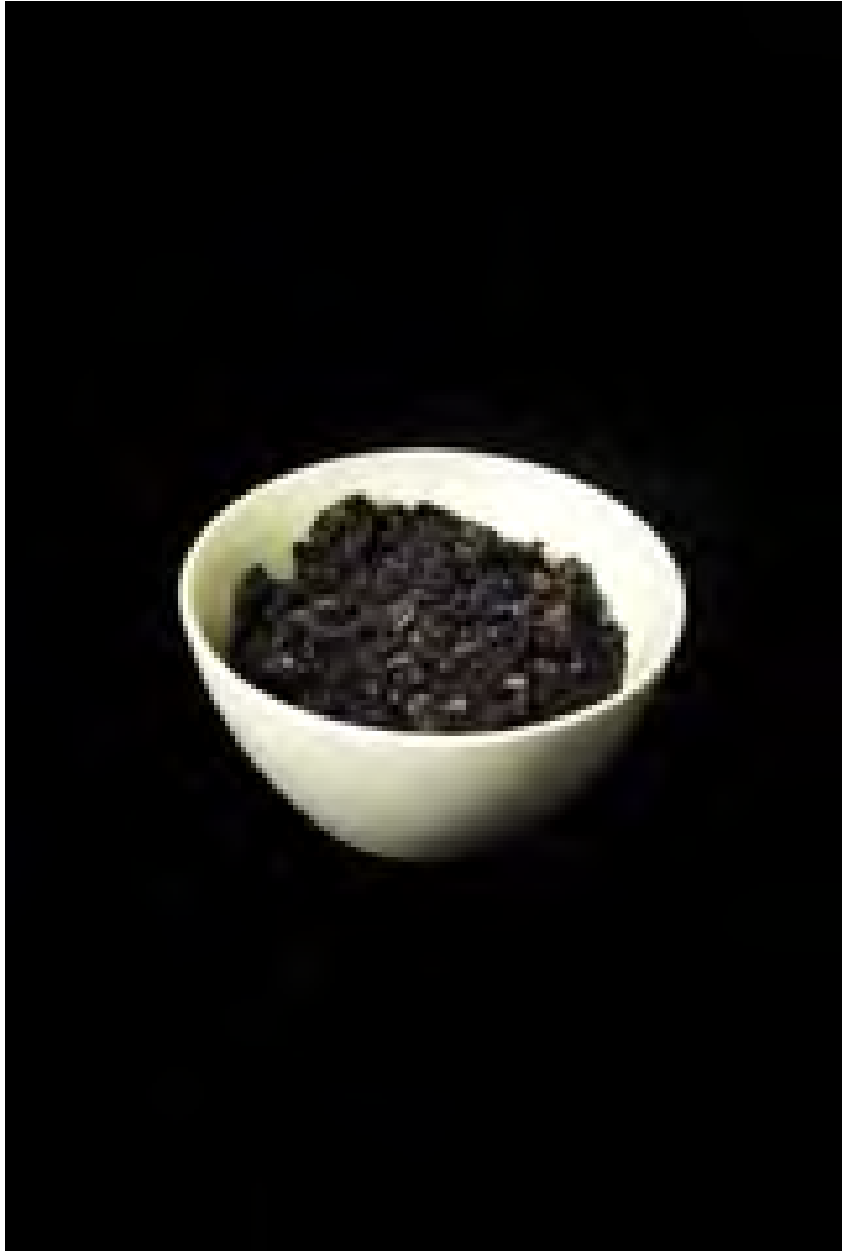


**gáax'w**  
herring eggs



**kaháakw**  
salmon eggs





**laak'ásk**  
black seaweed



**k'áach'**  
red seaweed



**káaxwei**  
coffee

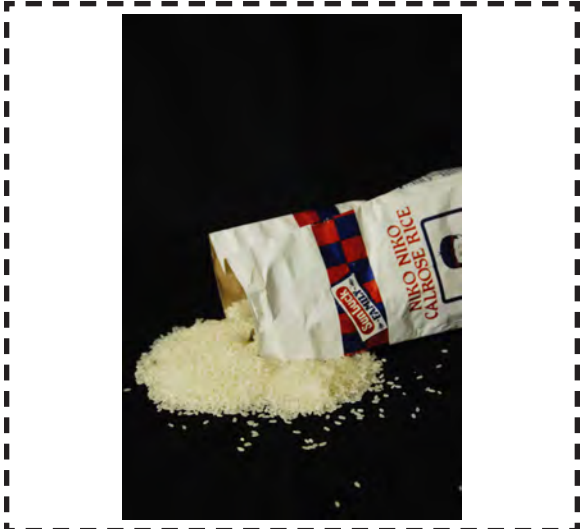
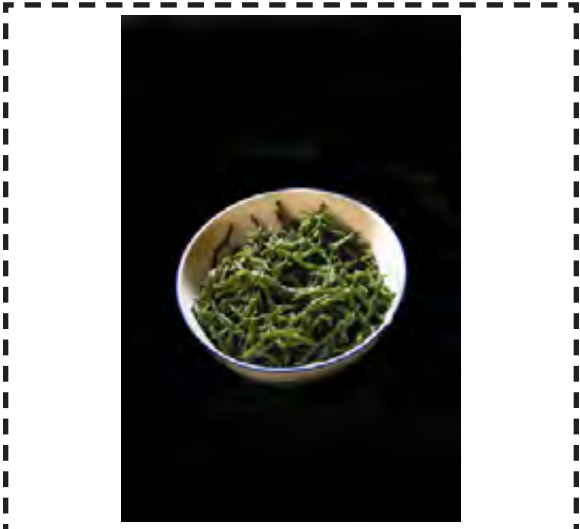
# BASIC LISTENING







Mini pictures-- Cut out the vocabulary pictures.



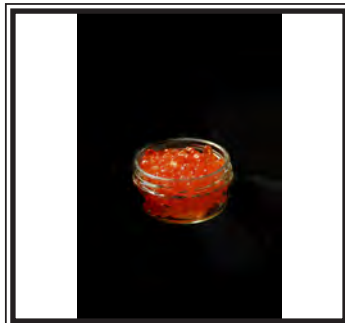
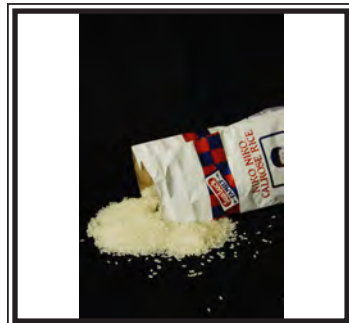
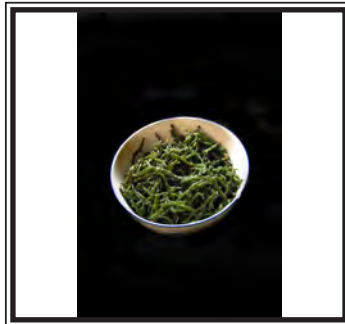
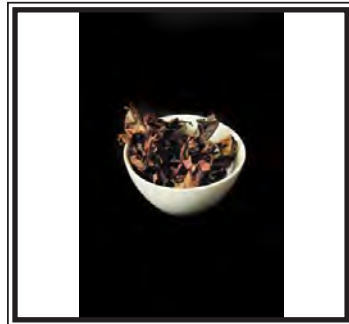


*Mini pictures-- Cut out the vocabulary pictures..*





*Listen to the vocabulary words-- write the numbers under the pictures.*





# BASIC READING

Sight Recognition







**KóóX**

**suktéitl'**

**at xéeshi**



**náayadi**

**gáax'w**

**kahnáakw**



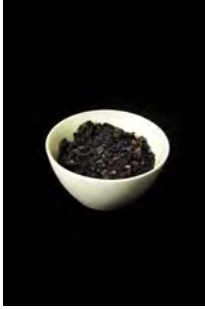
laak'ásk

k'áaach'

káaxwei



Circle the word for each picture.



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei

Circle the word for each picture.



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei







# BASIC READING

Encoding





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

\_\_\_\_\_ch'

káa\_\_\_\_\_

at x'ée\_\_\_\_\_

\_\_\_\_\_yadi

gá\_\_\_\_\_

\_\_\_\_\_áakw

laak'u\_\_\_\_\_

kó\_\_\_\_\_

\_\_\_\_\_téitl'

suku

ásk

náa

ox

k'áa

shi

xwei

kah

ax'w



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



é s a i h  
t x' e





# BASIC WRITING





Complete the words by writing in the missing letters.

**k \_ \_ x**

**su \_ \_ \_ itl'**

**at \_ \_ \_ shi**

**n \_ \_ \_ adi**

**gáa \_ ' \_**

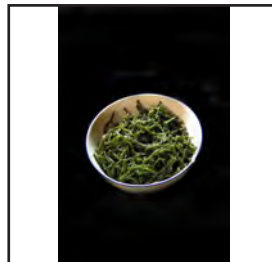
**\_ \_ \_ áakw**

**l \_ \_ \_ ' ásk**

**k' \_ \_ \_ h'**

**kaax \_ \_ \_**

Write the correct vocabulary word next to each picture.



# DIALOG ACTIVITY PAGE





Cut out the words below. Listen for the word(s) to put in the spaces in the dialog.  
Read the dialog in choral, group, and individually as directed by the teacher. Practice  
the dialog with each of the vocabulary words.

- (a) \_\_\_\_\_ gé ijeewú?
- (b) Tléik', \_\_\_\_\_ ax jeewú ku.aa.
- (a) \_\_\_\_\_ ituwasigóo akgé?
- (b) Aaá / Tléik'

kaháakw

káaxwei

at x'éeshi

gáax'w

k'áach

suktéitl

náayadi

laak'ásk

kóox





# UNIT ASSESSMENT



# **Tlingit Language Program**

**Unit Assessment**

**Teacher's Notes**

**Cycle B Beginners**

**Grades 5 - 6**

**Unit 6**

**Theme: More Food**

**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 **káaxwei**.”
2. “Write the number 2 on top of the picture of **k'áach'**.”
3. “Write the number 3 on top of the picture of **laak'ásk**.”
4. “Write the number 4 on top of the picture of **kaháakw**.”
5. “Write the number 5 on top of the picture of **gáax'w**.”
6. “Write the number 6 on top of the picture of **náyadi**.”
7. “Write the number 7 on top of the picture of **at x'éeshi**.”
8. “Write the number 8 on top of the picture of **suktéitl'**.”
9. “Write the number 9 on top of the picture of **kóox**.”

### 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 6**

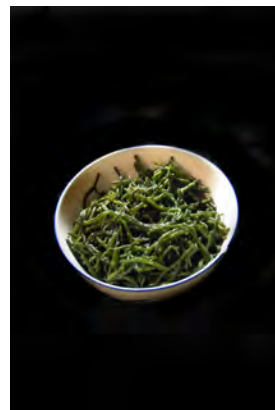
**Theme: More Food**

**Date:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

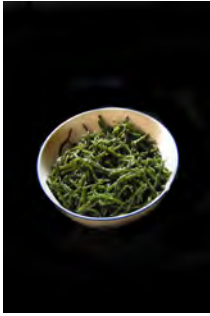
Teacher: To get a percentage for this student's assessment:

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.



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



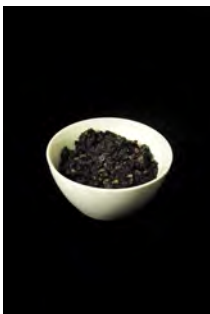
kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei

Circle the word for each picture.



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



kóox  
suktéitl'  
at x'éeshi  
náayadi  
gáax'w  
kaháakw  
laak'ásk  
k'áach'  
káaxwei



<b>kó</b>	ach' x'w akw ásk ox eshi yadi téitl' xwei
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<b>gáa</b>	ach' x'w akw ásk ox eshi yadi téitl' xwei
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<b>suk</b>	ach' x'w akw ásk ox eshi yadi téitl' xwei
------------	---

<b>k'á</b>	ach' x'w akw ásk ox eshi yadi téitl' xwei
------------	---

<b>at x'é</b>	ach' x'w akw ásk ox eshi yadi téitl' xwei
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<b>náa</b>	ach' x'w akw ásk ox eshi yadi téitl' xwei
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**kahá**

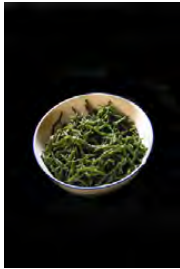
**ach'  
x'w  
akw  
ásk  
ox  
eshi  
yadi  
téitl'  
xwei**

**laak'**

**ach'  
x'w  
akw  
ásk  
ox  
eshi  
yadi  
téitl'  
xwei**

**káa**

**ach'  
x'w  
akw  
ásk  
ox  
eshi  
yadi  
téitl'  
xwei**





# UNIT 7

Review 4-6



### Teacher's Notes

This unit reviews units 4-6. Phrases have been selected for review. If your students already know these, select others for extra practice. Use the suggested lessons and the Student Support Materials (SSM) to practice the vocabulary. The Body Parts, Kinship and Food themes will continue in Cycles C through Advanced C. If students can master the noun vocabulary and commit the terms to long-term memory, they can focus on learning the verbs.

### Vocabulary Cycle B

**x'oos** foot  
**x'usgoosh** toe  
**t'eeey shú** elbow  
**yéet** son  
**t'ukanéiyi** baby  
**dachxán** grandchild  
**suktéitl'** beach asparagus  
**at x'éeshi** dry fish  
**laak'ásk'** black seaweed

### Teacher's Notes

The review unit gives an added opportunity for more practice with the verb patterns. Units 4-6 introduce the verbs for bending, helping, drinking, and eating. Choose your review sentences based on your students' progress. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. The more practice they have listening to a fluent speaker, the more confident they will become in understanding what they hear.

### Vocabulary Cycle C

**Ax keey yaa kanxatán.** I am bending my knee.

**Ax xúx eedé yaa naxdashéen.** I am helping my husband.

**Ax shát eedé yaa naxdashéen.** I am helping my wife.

**Yat'aayi héen xadaná.** I am drinking coffee.

### Teacher's Notes

This review unit gives students more practice with the phrases from units 4-6. By this cycle, students should know all of the nouns from the units on body parts, family, and food. The commands are familiar Total Physical Response (TPR) commands. One of the outcomes from a review unit is the feeling of accomplishment that both the students and teachers feel. As students commit more phrases to long-term memory, their confidence builds and they are ready to move forward to the next cycle.

### Vocabulary Cycle A Advanced

**At shí.** Touch it.

**At yishí.** Touch it. (pl)

**Aadóo sáwé?** Who is that?

**At eexá gé?** Are you eating?

### Teacher's Notes

As in the other review cycles, we have selected sentences for the students to get more practice. If you see that there are other sentences in units 4-6 that students need to work one more, select those. You can continue to use the SSM and any other props that you have. Sometimes students like to review sentences that they already know well to remind themselves that “Yes, I am learning Tlingit!” Encourage students to listen to the audio recording of a fluent speaker saying these sentences.

### Vocabulary Cycle B Advanced

**Yées doo k'í du jeewú.** He's got a new hip.

**Ax oox aakoonei oowaxíx.** My tooth is loose.

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

**Suktéitl' ax x'é yak'éi.** Beach asparagus is my favorite.

**Wusi.áax'w ax yat'aayi héen.** My coffee is bitter.

### Teacher's Notes

Choose these sentences or others from units 4-6 that are most appropriate for your students. If you are teaching this cycle during the fall months, you might spend some time on **Tlél táakw atxaayí yan katu lagáaych**: We haven't finished putting up winter food yet. It is especially interesting if students' families are involved in preparing for memorial parties.

### 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.

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

**Tlél táakw atxaayí yan katu lagáaych.** We haven't finished putting up winter food yet.



See Appendix III for lesson instructions.

**Lesson 1**

Introduce the review vocabulary.

**Basic Listening**

1. Mini Pictures
2. Funnel Vision

**Basic Speaking**

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

**Lesson 4**

Review the unit's vocabulary.

**Basic Reading - Encoding**

1. Alphabetical Order
2. Group Spell
3. Buzz
4. Letter Encode
5. Use the Student Support Materials

**Lesson 2**

Review the unit's vocabulary.

**Basic Listening**

1. Number My Word
2. Locomotive

**Basic Speaking**

3. Back Match
4. Huh?
5. Bombs Away

**Lesson 5**

Review the unit's sentences.

**Basic Listening**

1. Here, There, Everywhere
2. Beanbag Toss

**Basic Speaking**

3. Being Lippy
4. What's The Date?

**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 6**

Review the unit's vocabulary.

**Basic Reading - Sight**

1. Sight Word Bingo
2. Funny Face
3. Pass the Lifesaver
4. Disappearing Word
5. Use the Student Support Materials

### **Lesson 7**

Introduce the review sentences.

#### **Basic Listening**

1. Locomotive
2. Whisper

#### **Basic Speaking**

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

### **Lesson 8**

Review the unit's vocabulary.

#### **Basic Writing**

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

### **Lesson 9**

Review the unit's vocabulary.

#### **Basic Writing**

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

### **Lesson 10**

Administer the unit's assessment.

1. Review dialogs from units 1 to 9.
2. Mount a review vocabulary graphic on the board. The students should write the word for it and then, each student should attempt to write his/her own Tlingit/Haida/Tsimshian sentence, using the key word. Repeat with other review graphics. Later, have each student read his/her sentences to the class.

## Cycle C Advanced Creative Writing Activities

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

\_\_\_\_\_ **'eedí yawúx' ka k'áatl' yáx yatee.**

A \_\_\_\_\_r's tail is wide and flat.

**Wé** \_\_\_\_\_ **de sh jiwdlitsín.**

The \_\_\_\_\_ is gaining strength

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

**S'EEK 'eedí tléil ulyát'.** A black bear's tail is short.

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

**S'eeek l'eedí tléil ulyát'**. A black bear's tail is short.  
**Wé t'akoonéiyi de sh jiwdlitsín.** The baby is gaining strength.

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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.

**S'igeidí l'eedí yawúx' ka k'áatl' yáx yatee.** A beaver's tail is wide and flat.  
**Tléel táakw atxaayí yan katu lagáaych.** We haven't finished putting up winter food yet.

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# VOCABULARY PICTURES







**x'00s**  
foot

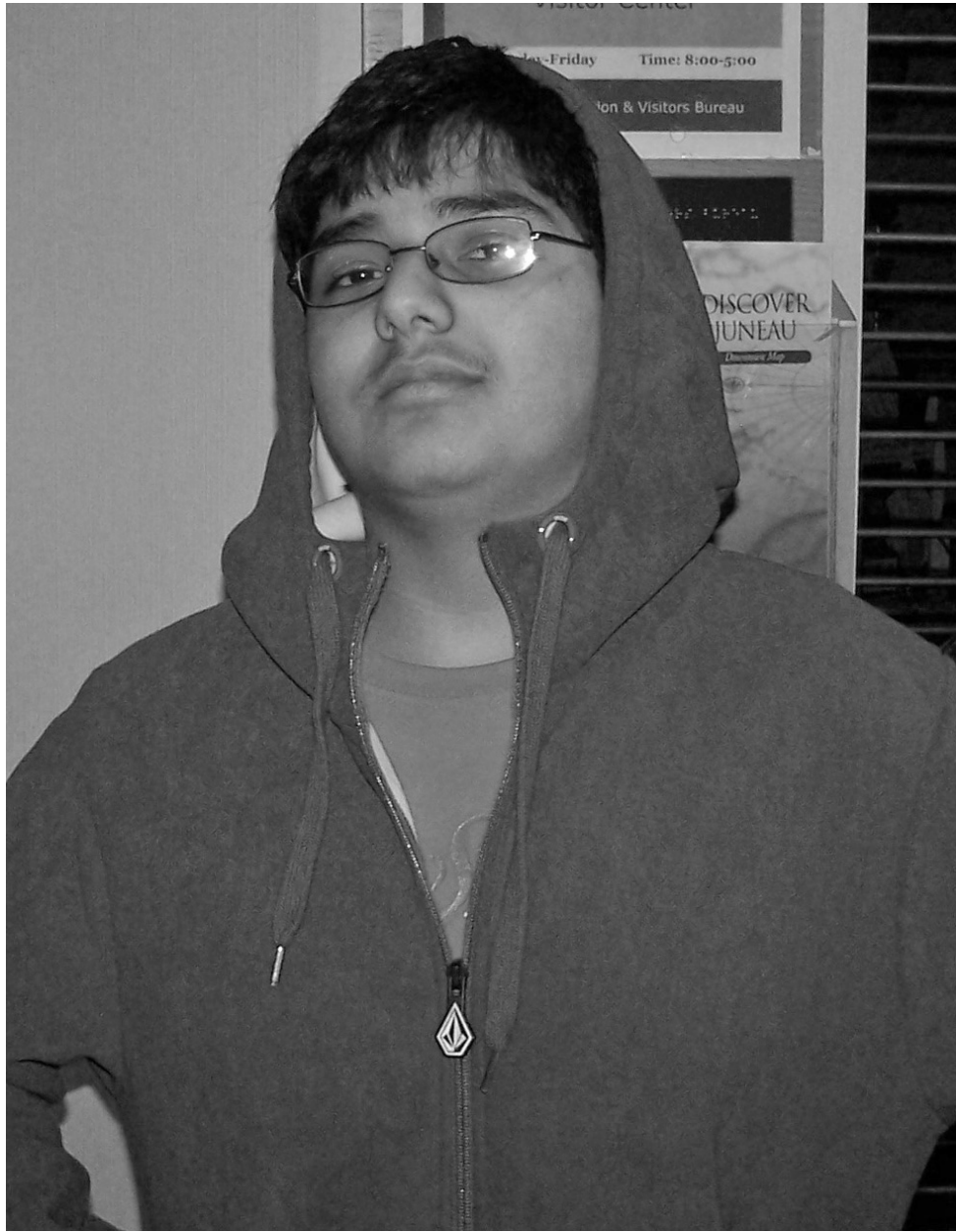




**x'usgoosh**  
toe



**t'eey shú**  
elbow



**yéet**  
son

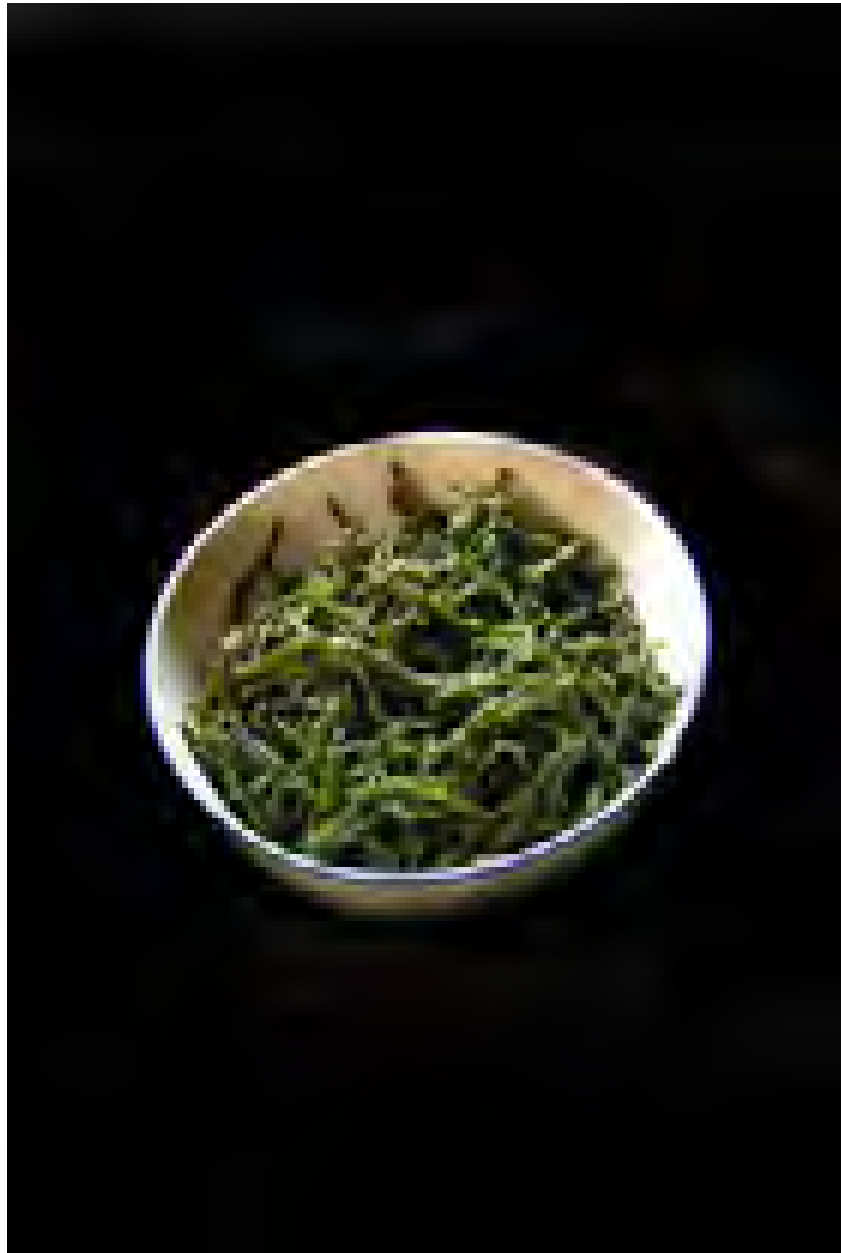


**t'ukanéiyi**  
baby





**dachxán**  
grandchild



**suktéitl'**  
beach asparagus



**at x'éeshi**  
dry fish



**laak'ásk'**  
black seaweed

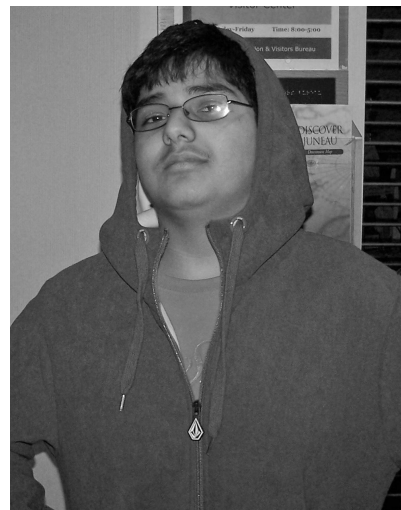
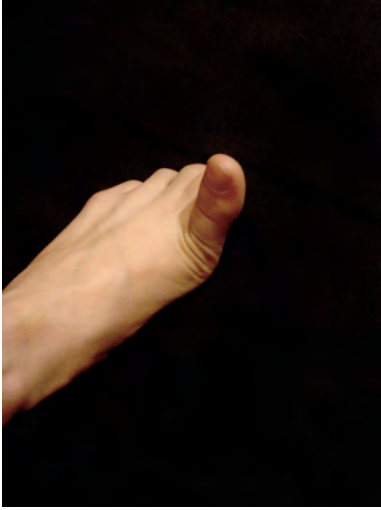


# BASIC LISTENING





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



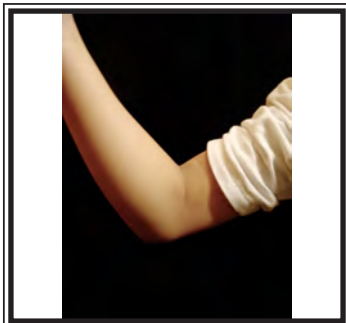
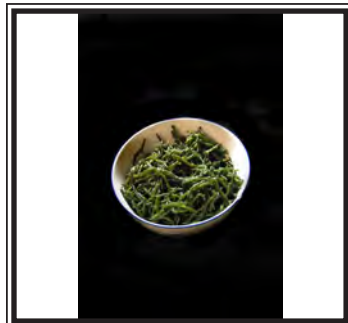
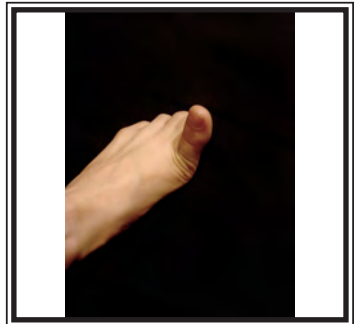
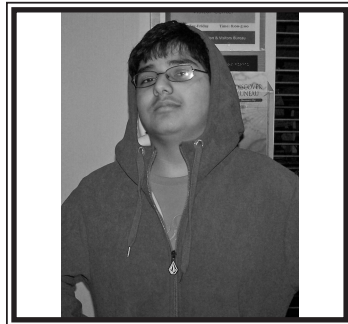
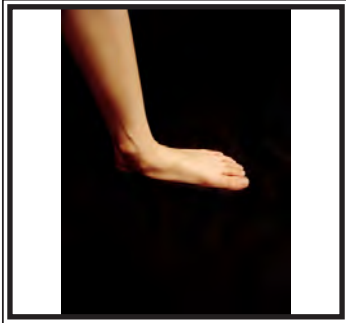


*Cut out the vocabulary pictures. Show the pictures for the words given.*





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







# BASIC READING

Sight Recognition





x' oos

x' usg oosh

t' eey shú



yéet

t'ukaneíiyi

dachxán



**suktéit'**

**at x'éeshi**

**laak'ask'**

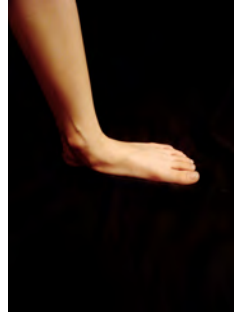




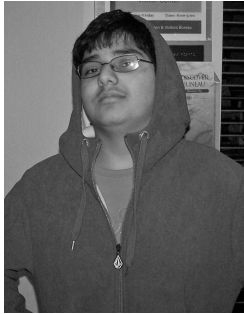
Circle the word for each picture.



x'oos  
x'usgoosh  
t'eey shú  
yéet  
t'ukanéiyi  
dachxán  
suktéitl'  
at x'éeeshi  
laak'ask'



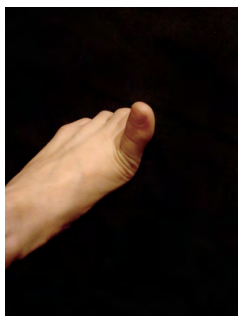
x'oos  
x'usgoosh  
t'eey shú  
yéet  
t'ukanéiyi  
dachxán  
suktéitl'  
at x'éeeshi  
laak'ask'



x'oos  
x'usgoosh  
t'eey shú  
yéet  
t'ukanéiyi  
dachxán  
suktéitl'  
at x'éeeshi  
laak'ask'



x'oos  
x'usgoosh  
t'eey shú  
yéet  
t'ukanéiyi  
dachxán  
suktéitl'  
at x'éeeshi  
laak'ask'



x'oos  
x'usgoosh  
t'eey shú  
yéet  
t'ukanéiyi  
dachxán  
suktéitl'  
at x'éeeshi  
laak'ask'

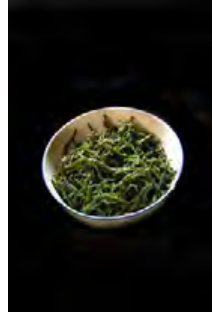


x'oos  
x'usgoosh  
t'eey shú  
yéet  
t'ukanéiyi  
dachxán  
suktéitl'  
at x'éeeshi  
laak'ask'

Circle the word for each picture.



x'oos  
x'usgoosh  
t'eey shú  
yéet  
t'ukanéiyi  
dachxán  
suktéitl'  
at x'éeshi  
laak'ásk'



x'oos  
x'usgoosh  
t'eey shú  
yéet  
t'ukanéiyi  
dachxán  
suktéitl'  
at x'éeshi  
laak'ásk'



x'oos  
x'usgoosh  
t'eey shú  
yéet  
t'ukanéiyi  
dachxán  
suktéitl'  
at x'éeshi  
laak'ásk'





# BASIC READING

Encoding





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

\_\_\_\_\_ **os**

**x'usg** \_\_\_\_\_

**t'eey** \_\_\_\_\_

\_\_\_\_\_ **t**

**t'uka** \_\_\_\_\_

\_\_\_\_\_ **xán**

**suk** \_\_\_\_\_

\_\_\_\_\_ **eshi**

\_\_\_\_\_ **ásk'**

néiyi  
oosh

at x'é  
laak'

x'o  
shú

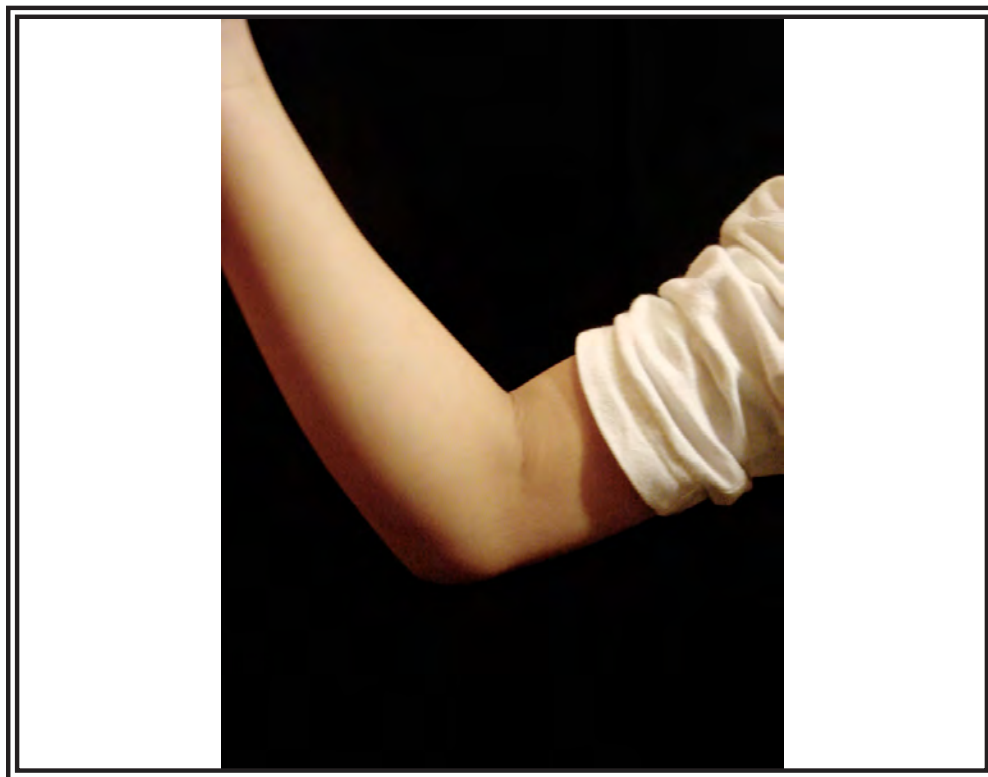
téitl'  
dach

yée





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



t' y h s e  
e ú



# BASIC WRITING





Complete the words by writing in the missing letters.

x' \_ \_ s

' \_ \_ goosh

t'eey \_ \_ \_

yé \_ \_ \_

t'u \_ \_ \_ éiyi

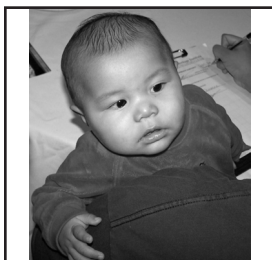
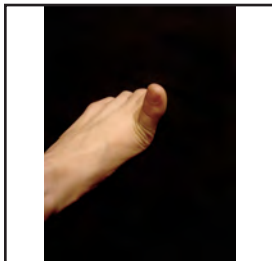
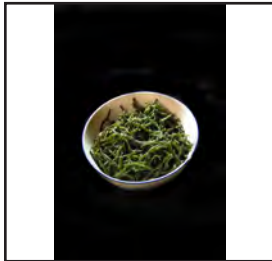
\_ \_ chxán

sukt \_ \_ \_ \_ '

at \_ ' \_ \_ shi

laak'a' \_ \_ '

Write the correct vocabulary word next to each picture.



# UNIT ASSESSMENT



# **Tlingit Language Program**

**Unit Assessment**

**Teacher's Notes**

**Cycle B Beginners**

**Grades 5 - 6**

**Unit 7**

**Theme: Unit 7 Review**

**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 **x'oos**.”
2. “Write the number 2 on top of the picture of **x'usgoosh**.”
3. “Write the number 3 on top of the picture of **t'eey shú**.”
4. “Write the number 4 on top of the picture of **yéet**.”
5. “Write the number 5 on top of the picture of **t'ukanéiyi**.”
6. “Write the number 6 on top of the picture of **dachxán**.”
7. “Write the number 7 on top of the picture of **suktéit'**.”
8. “Write the number 8 on top of the picture of **at x'éeshi**.”
9. “Write the number 9 on top of the picture of **laak'ásk'**.”

### 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 7**

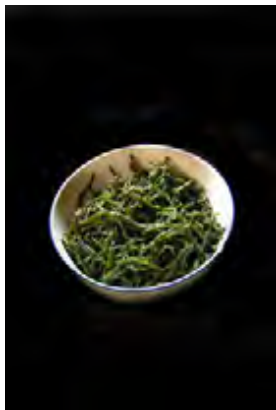
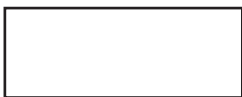
**Theme: Unit 7 Review**

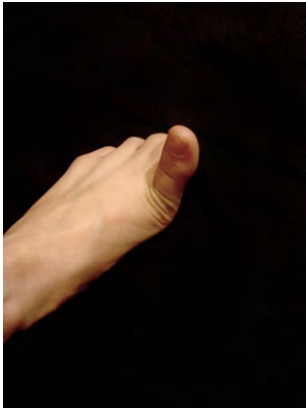
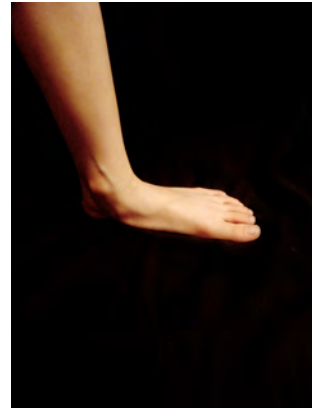
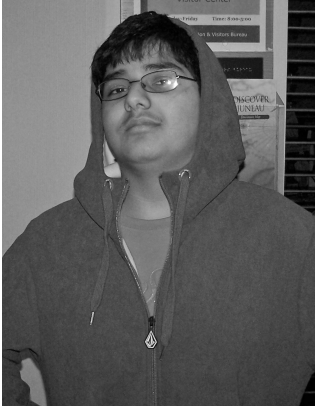
**Date:** \_\_\_\_\_

**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.







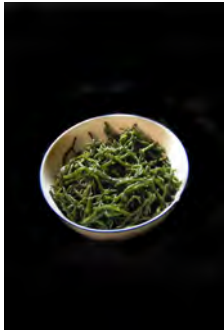
x'oos  
 x'usgoosh  
 t'ey shú  
 yéet  
 t'ukanéiyi  
 dachxán  
 suktéitl'  
 at x'éeshi  
 laak'ásk'



x'oos  
 x'usgoosh  
 t'ey shú  
 yéet  
 t'ukanéiyi  
 dachxán  
 suktéitl'  
 at x'éeshi  
 laak'ásk'



x'oos  
 x'usgoosh  
 t'ey shú  
 yéet  
 t'ukanéiyi  
 dachxán  
 suktéitl'  
 at x'éeshi  
 laak'ásk'



x'oos  
 x'usgoosh  
 t'ey shú  
 yéet  
 t'ukanéiyi  
 dachxán  
 suktéitl'  
 at x'éeshi  
 laak'ásk'



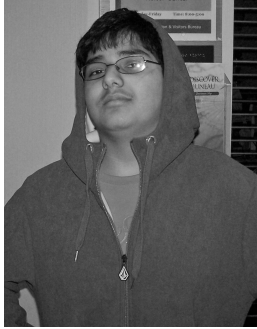
x'oos  
 x'usgoosh  
 t'ey shú  
 yéet  
 t'ukanéiyi  
 dachxán  
 suktéitl'  
 at x'éeshi  
 laak'ásk'



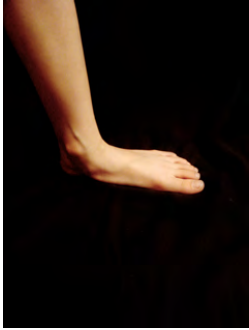
x'oos  
 x'usgoosh  
 t'ey shú  
 yéet  
 t'ukanéiyi  
 dachxán  
 suktéitl'  
 at x'éeshi  
 laak'ásk'



x'oos  
x'usgoosh  
t'eey shú  
yéet  
t'ukanéiyi  
dachxán  
suktéitl'  
at x'éeshi  
laak'ásk'



x'oos  
x'usgoosh  
t'eey shú  
yéet  
t'ukanéiyi  
dachxán  
suktéitl'  
at x'éeshi  
laak'ásk'



x'oos  
x'usgoosh  
t'eey shú  
yéet  
t'ukanéiyi  
dachxán  
suktéitl'  
at x'éeshi  
laak'ásk'

t'eey

téitl'  
eshi  
'ásk'  
kanéiyi  
chxán  
os  
oosh  
shú  
et

x'o

téitl'  
eshi  
'ásk'  
kanéiyi  
chxán  
os  
oosh  
shú  
et

at x'é

téitl'  
eshi  
'ásk'  
kanéiyi  
chxán  
os  
oosh  
shú  
et

yé

téitl'  
eshi  
'ásk'  
kanéiyi  
chxán  
os  
oosh  
shú  
et

t'u

téitl'  
eshi  
'ásk'  
kanéiyi  
chxán  
os  
oosh  
shú  
et

da

téitl'  
eshi  
'ásk'  
kanéiyi  
chxán  
os  
oosh  
shú  
et

**suk**

téitl'  
eshi  
'ásk'  
kanéiyi  
chxán  
os  
oosh  
shú  
et

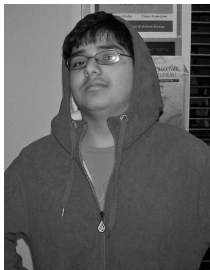
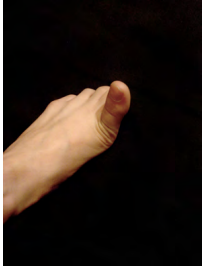
**x'usg**

téitl'  
eshi  
'ásk'  
kanéiyi  
chxán  
os  
oosh  
shú  
et

**laak**

téitl'  
eshi  
'ásk'  
kanéiyi  
chxán  
os  
oosh  
shú  
et







# UNIT 8

Home



### Teacher's Notes

This unit on “home” introduces nine vocabulary words, all nouns. Ten lessons are suggested and student activity worksheets are in the Student Support Materials (SSM). The lessons and SSM follow the Developmental Language Process (DLP) beginning with listening and speaking exercises. The theme “home” is carried through four more cycles with each cycle adding new verb phrases. Students should do their best to learn these nouns well enough so that they are in their long-term memory. When students have mastered these nouns, they can concentrate on learning the new verb phrases which will be introduced in Cycle C through Advanced C.

### Vocabulary Cycle B

**áa at gadus.ee yé** kitchen  
**áa at duxá yé** dining room  
**áa at du.us'k' yé** washroom  
**aadéi yóo aya.atgi yé** bathroom  
**naa.át daakeidí** closet  
**táay** garden  
**nadáakw** table  
**káayagijeit** chair  
**s'eenáa** light

### Unit's Sentence

**Wé \_\_\_\_\_ tudé/kátx' xwaatee.**

I put it in/on the \_\_\_\_\_.

### Unit's Dialog

(a) **Goot ax' sá yan iyatee wé**  
\_\_\_\_\_ ?

Where did you put the \_\_\_\_\_?  
(or other review vocabulary)

(b) **Goosu wé** \_\_\_\_\_ ?  
Where is the \_\_\_\_\_ ?

(c) **Wé** \_\_\_\_\_  
**tudé/kátx' xwaatee.**  
I put it in/on the \_\_\_\_\_.

(d) **Gunalchéesh.** Thank you.

### 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. Use the photos from Cycle B, SSM as props for each of the sentences. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases which build upon the theme "home." Encourage students to listen to the audio recording of a fluent speaker saying these sentences. Remember to follow the DLP process, spending lots of time on listening activities before asking students to say the sentences.

### Vocabulary Cycle C

**Yáa at duxa yé k'idéin yaa naxsanéin.**

I am cleaning up the kitchen.

**Yáa at dus'k yé k'idéin yaa naxsanéin.**

I am cleaning up the bathroom.

**Yáa naa.át áa kducháx yé k'idéin yaa naxsanéin.**

I am cleaning up the closet.

**Yáa at duxa yé k'idéin yaa naxsanéin.**

I am cleaning up the bed.

### Teacher's Notes

Teachers can use the photos for this unit or objects in the room as they ask, "**Daa sá iyatéen?**"-- "What do you see?" By this cycle most students will be able to easily respond with the answering phrase. The TPR commands give students more listening practice to the nouns in this cycle and give them a chance to respond with physical actions.

### Vocabulary Cycle A Advanced

**Daa sá iyatéen?** What do you see?

\_\_\_\_\_ **xatéen.**

I see \_\_\_\_\_.

#### Commands

\_\_\_\_\_ **ch'éx'.**

Point to the \_\_\_\_\_.

\_\_\_\_\_ **shí.**

Touch the \_\_\_\_\_.

### Teacher's Notes

Use the suggested lessons and listen to the audio recording to teach these sentences. For more practice, you can substitute each of the vocabulary words in the first two sentences. The names of the rooms are long, with certain syllables recurring. Pointing out the recurring syllables in each term removes some of the intimidation students might feel when hearing or looking at the terms for the different rooms.

### Vocabulary Cycle B Advanced

**Gei áa at gadus.ee yé ax  
jeewú.**

I have a large kitchen.

**Yak'éiyi áa yei akeech yé  
ijeewú.**

You have a nice living room.

**Wé kax<sub>y</sub>ee naali.**

The ceiling is high.

**Wé xaawaagéi héide shután.**

That window is open.

### Teacher's Notes

The four sentences give students examples they can use in writing their own sentences. All of the vocabulary words can be substituted for "chair" in **Káayagijeit anéegwál'**: He is painting the chair. Students should practice seeing and writing the sentences. The other three sentences give students a variety of sentence structures. Use the writing activities to get students started on their own writing.

### Vocabulary Cycle C Advanced

**Ligíx' jaa yáa nadaakw.**

The table is creaking.

**Ax táklee teen kax<sub>w</sub>aat'éx'.**

I smashed it with my hammer.

**Wé tóonáx kaateen kaadé  
awsiteen du yahaayí.**

He saw his image in the mirror.

**Káayagijeit anéegwál'.**

He is painting the chair.

See Appendix III for lesson instructions.

### **Lesson 1**

Introduce the new vocabulary.

#### **Basic Listening**

1. Mini Pictures
2. Wild Cars

#### **Basic Speaking**

3. Actions!
4. Balloon Volleyball
5. Sheet Golf
6. The Disappearing Illustrations

### **Lesson 2**

Review the unit's vocabulary.

#### **Basic Listening**

1. Skittleguard
2. Numbered Illustrations

#### **Basic Speaking**

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

### **Lesson 3**

Review the unit's vocabulary.

#### **Basic Listening**

1. Skittleguard
2. Numbered Illustrations

#### **Basic Speaking**

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

### **Lesson 4**

Introduce the unit's sentence.

#### **Basic Listening**

1. Wild Groups
2. Sticky Foot

#### **Basic Speaking**

3. Actions!
4. Stick of Chance
5. Under The Bridge

### **Lesson 5**

Review the unit's **sentence**

#### **Basic Listening**

1. Major League
2. Beanbag Toss

#### **Basic Speaking**

3. Actions!
4. Half Match
5. One, Two, Three

### **Lesson 6**

Review the unit's vocabulary.

#### **Basic Reading - Sight**

1. Elbow Lock
2. Face
3. Right or Wrong?
4. Sight Word Bingo
5. Use the Student Support Materials

**Lesson 8**

Review the unit's vocabulary.

**Basic Writing**

1. Flashlight Writing
2. The Other Half
3. Word Completion
4. What's Your Letter?
5. Use the Student Support Materials

**Lesson 7**

Review the unit's vocabulary.

**Basic Reading - Encoding**

1. Half time
2. Horizontal Match
3. Sensory Letters
4. Letter Encode
5. Use the Student Support Materials

**Lesson 9**

Review the unit's vocabulary.

**Basic Writing**

1. Crayon Resist
2. CV Spell
3. Bridge Building
4. Water Writing
5. Use the Student Support Materials

**Lesson 10**

Administer the unit's assessment.

1. Practice the unit's dialog with the students.
2. Invite a resource person to make a presentation to the students about life in a traditional clan house. You may wish to record the session so that it can be played back later.
3. Have the students do online research into homes from other cultures around the world. Each student should prepare a presentation based on his/her findings. Have each student present his/her report to the other students. Have a map of the world on display to locate the countries covered by the students' reports.



## Cycle C Advanced Creative Writing Activities

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

\_\_\_\_\_ **anéegwál'**.

He is painting the \_\_\_\_\_.

**Ligíx' jaa yáa** \_\_\_\_\_

The \_\_\_\_\_ is creaking.

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

**Ligíx' jaa yáa nadaakw.** The table is creaking.

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

**Ax táklee teen kaxwaat'éx'.**

I smashed it with my hammer.

**Káayagijeit anéegwál'.**

He is painting the chair.

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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.

**Ligíx' jaa yáa nadaakw.**

The table is creaking.

**Káayagijeit anéegwál'.**

He is painting the chair.

---

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---

# VOCABULARY PICTURES







**áa at gadus.ee yé**  
kitchen



**áa at duxá yé**  
dining room





**áa at du.us'k' yé**  
wash room



**aadéi yóo aya.atgi yé**  
bathroom



**naa.át daakeidí**  
closet



**táay**  
garden





# nadáakw table



**káayagijeit**  
chair



**s'eenáa**  
light

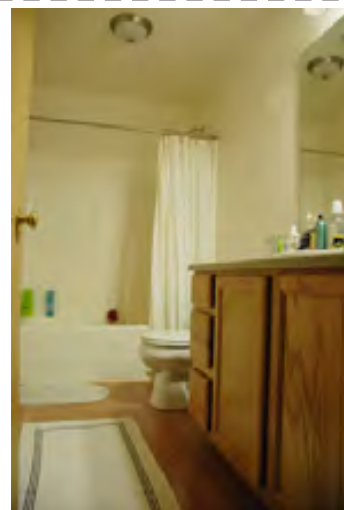
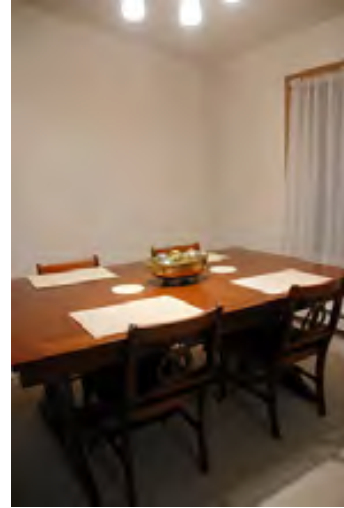
# BASIC LISTENING







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



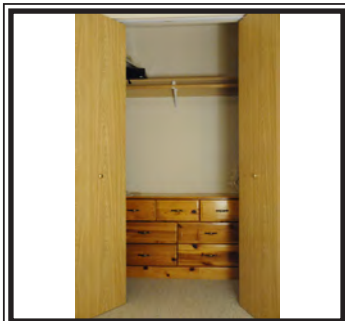
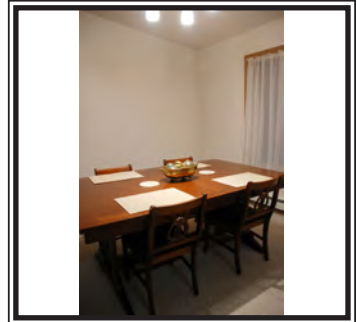
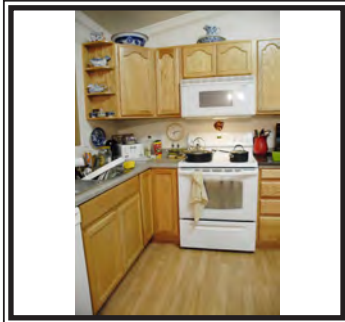
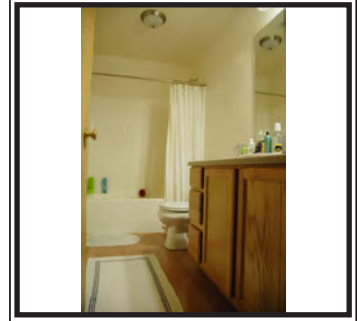


*Cut out the vocabulary pictures. Show the picture for the word given*





Write the numbers for the vocabulary word under the pictures.





# BASIC READING

Sight Recognition







áa at gadus.ee yé

áa at duxá yé

áa at du.us'k' yé



aadéi yóo aya.atgi yé

naa.át daakeidí

táay



**nad'áakw**

**káayagijjeit**

**s'een'áa**



Circle the word for each picture.



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táy  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táy  
nadáakw  
káayagijeit  
s'eenáa



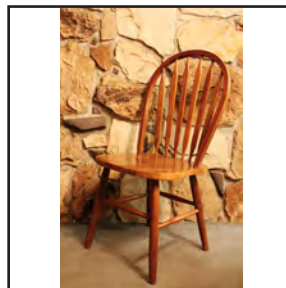
áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táy  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táy  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táy  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táy  
nadáakw  
káayagijeit  
s'eenáa

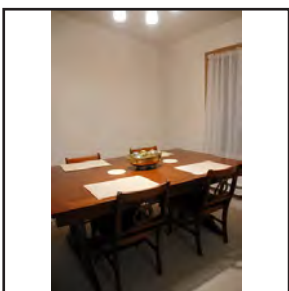
Circle the word for each picture.



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa







# BASIC READING

Encoding





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

áa at \_\_\_\_\_ .ee yé

áa at duxá \_\_\_\_\_

\_\_\_\_\_ du.us'k' yé

aadéi \_\_\_\_\_ .atgi yé

naa. \_\_\_\_\_ keidí

\_\_\_\_\_ ay

nadá \_\_\_\_\_

káa \_\_\_\_\_ eit

s' \_\_\_\_\_ áa

yé

tá

yóo aya

yagij

een

gadus

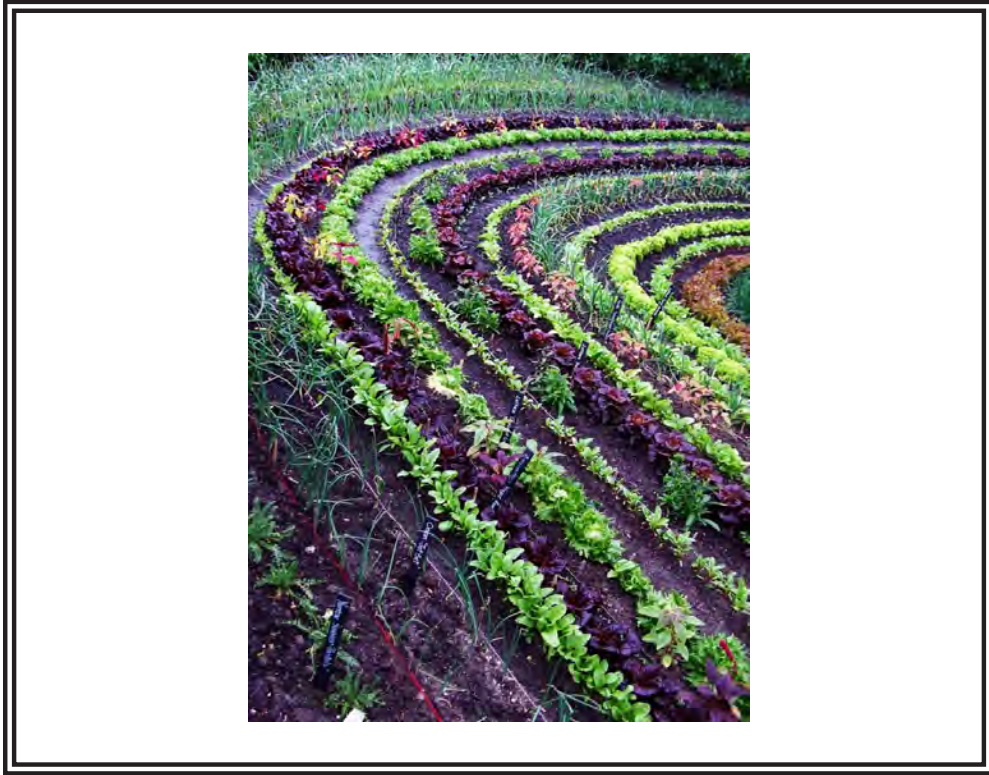
akw

áa at

át daa



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



á

t

a

y





# BASIC WRITING





Complete the words by writing in the missing letters.

á \_ at \_ adus. \_ \_ yé

áa \_ t \_ uxá \_ é

á \_ a \_ du.us' \_ ' yé

\_ \_ déi yóo aya. \_ tgi yé

n \_ \_ .át d \_ \_ keidí

tá \_ \_

\_ adá \_ kw

k \_ \_ yagijeí \_

s' \_ \_ náa

Write the correct vocabulary word next to each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



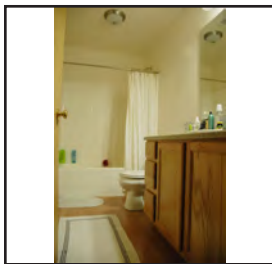
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# DIALOG ACTIVITY PAGE





(a) Goot ax' sá yan iyatee wé \_\_\_\_\_ ?

(b) Goosu wé \_\_\_\_\_ ?

(a) Wé \_\_\_\_\_ tudé/kátx' xwaatee.

(b) Gunalchéesh.

áa at gadus.ee yé

áa at du.us'k' yé

áa at duxá yé

aadéi yóo aya.atgi  
yé

naa.át daakeidí

táay

nadáakw

káayagijeit

s'eenáa

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





# UNIT ASSESSMENT



# **Tlingit Language Program**

**Unit Assessment**

**Teacher's Notes**

**Cycle B Beginners**

**Grades 5 - 6**

**Unit 8**

**Theme:Home**

**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 **áa at gadus.ee yé.**”
2. “Write the number 2 on top of the picture of **áa at duxá yé.**”
3. “Write the number 3 on top of the picture of **áa at du.us'k' yé.**”
4. “Write the number 4 on top of the picture of **aadéi yóo aya.atgi yé.**”
5. “Write the number 5 on top of the picture of **naa.át daakeidí.**”
6. “Write the number 6 on top of the picture of **táay.**”
7. “Write the number 7 on top of the picture of **nadáakw.**”
8. “Write the number 8 on top of the picture of **káayagijeit.**”
9. “Write the number 9 on top of the picture of **s'eenáa.**”

### 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 8**

**Theme: Home**

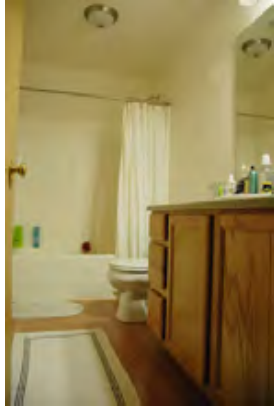
**Date:** \_\_\_\_\_

**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.

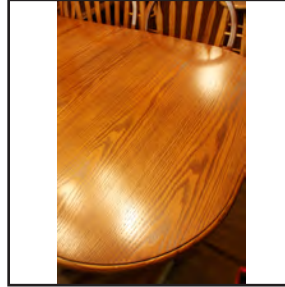




Circle the word for each picture.



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa

Circle the word for each picture.



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



**tá**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**áa at d**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**nad**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**káay**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**áa at du**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**áa at**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**s'ee**

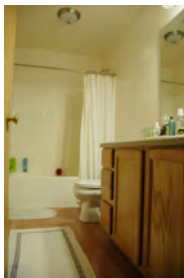
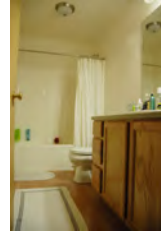
gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

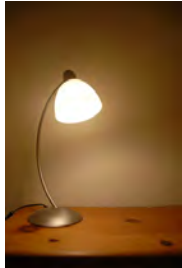
**naa.át**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**aadéi yóo**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa





# UNIT 9

Animals



### Teacher's Notes

The animals unit is a favorite of many students and teachers. There are ten suggested lessons for the nine vocabulary words in Cycle B in addition to the Student Support Materials (SSM). The SSM includes images, student worksheets, and an assessment. The unit's sentence and dialog are presented here and in the SSM. Some of the animals vocabulary may be very familiar to the students. If they learn the vocabulary quickly, move on to the next cycle, which will add new phrases to the theme of "animals." Once the students learn these terms and commit them to long-term memory, they can focus their learning on the new vocabulary to be presented in Cycles C through Advanced C..

### Vocabulary Cycle B

**guwakaan** deer  
**gooch** wolf  
**kanals'áak** squirrel  
**xíxch'** frog  
**nóoskw** wolverine  
**kuts'een** mouse  
**cheech** porpoise  
**dzísk'w** moose  
**xalak'ách'** porcupine

### Unit's Sentence

\_\_\_\_\_ daat sh  
**kalneegi áyá.**

The story is about a

\_\_\_\_\_.

### Unit's Dialog

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

(b) **Daa sá a daat?**  
What is it about?

(a) **Wé \_\_\_\_\_ daat sh**  
**kalneegi áyá.**

The story is about a

\_\_\_\_\_.

(b) **Aaá.**  
Yes/okay.

### Teacher's Notes

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

### Vocabulary Cycle C

**Gwakaan xwasitéen.** I saw a deer.

**Gooch xaatéen.** I see a wolf.

**Kanals'áak xaatéen.** I see a squirrel.

**Xíxch' xaatéen.** I see a frog.

### Teacher's Notes

Cycle A Advanced focuses on listening skills. Four phrases are added which can be used with all of the vocabulary words in Cycles A and B. These phrases can be added to the phrases in Cycle C to make a longer dialog. Suggested lessons for Cycle A Advanced are listed. Teachers may mix and match the activities, keeping in mind the DLP process -- start with listening activities. This unit uses two question words and adds adjectives in the questions -- small and big.

### Vocabulary Cycle A Advanced

**Daa sáyá?** What is this?

\_\_\_\_\_ **áyá.**

It is a \_\_\_\_\_.

**Át tlein gwá?** Is it big?

**Yéi googéik' gé?** Is it small?

### Teacher's Notes

This cycle has sentences describing the animals' feelings. Using the stuffed animals or puppets that many teachers have in their room is a great way to review the animal words and to teach the feeling words. Use the lessons and listen to the audio recording of a fluent speaker to teach these sentences. The more practice the students get in hearing the language and speaking the sentences, the more natural and confident they will become.

### Vocabulary Cycle B Advanced

**Xalak'ách' toowú yanóokw.** The porcupine is sad.

**Gooch x'áant uwanúk.** The wolf is grumpy.

**Yáay kuitées'shan.** Whales are interesting.

**Yá sátk wé kuts'een.** The mouse is in a hurry.

### Teacher's Notes

By this cycle, most students can write simple sentences with nouns from this theme and the verbs in Cycle C. These more complex sentences are introduced to help students write more varied sentences. Use the writing assignments to help them get started writing their own Tlingit sentences.

### Vocabulary Cycle C Advanced

**Tlél wuduskú goodie sá kei ayawdikúx.** Nobody knew where he fled to.

**Wéi keitl du seit tíx'i yanax wushik'éex'.** The dog's leash got hung up.

**Gesh xoot wootlóox'wé yáxwch'.** The sea otter is rolling around in the kelp

**Líl kayixéel'ik!** Don't bother him/her!



See Appendix III for lesson instructions.

**Lesson 1**

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 2**

Introduce the new vocabulary.

**Basic Listening**

1. Mini Pictures
2. Illustration Sequence

**Basic Speaking**

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

**Lesson 3**

Review the unit's vocabulary.

**Basic Listening**

1. Turn Around
2. Sticky Foot

**Basic Speaking**

3. Revealing Illustration
4. Illustration Bingo
5. Half Match

**Lesson 4**

Introduce 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 5**

Review the unit's sentence.

**Basic Listening**

1. Numbered Illustrations
2. Circle Hop

**Basic Speaking**

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

**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 Writing**

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

### **Lesson 8**

Review the unit's vocabulary.

#### **Basic Reading - Encoding**

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

### **Lesson 9**

Review the unit's vocabulary.

#### **Basic Writing**

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

### **Lesson 10**

Administer the unit's assessment.

1. Practice the unit's dialog with the students.
2. Give each student a portion of tag board. The students should cut out the shapes of animals from the tag board. Then, lay a length of mural paper on the floor; have the students lay their cut-outs on the floor, under the paper. The students should then use crayons or pencils to do rubbings of the animals. Have the students label the rubbings. Display the completed animals mural in the classroom or hallway.

## Cycle C Advanced Creative Writing Activities

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

\_\_\_\_\_ xoot wootlóox'wé yáxwch'.

The sea otter is rolling around in the \_\_\_\_\_.

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

**Wéi keitl du seit tíx'i yanax wushik'éex'**. The dog's leash got hung up.

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---

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

**Tíél wuduskú goodie sá kei yawdikúx.** Nobody knew where he fled to.

**Líl kayixéel'ik!** Don't bother him/her!

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---

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.

**Tíél wuduskú goodie sá kei yawdikúx.** Nobody knew where he fled to.

**Wéi keitl du seit tíx'i yanax wushik'éex'.** The dog's leash got hung up.

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# VOCABULARY PICTURES







**guwakaan**  
deer





**gooch**  
wolf



**kanals'áak**  
squirrel



**xíxch'**  
frog

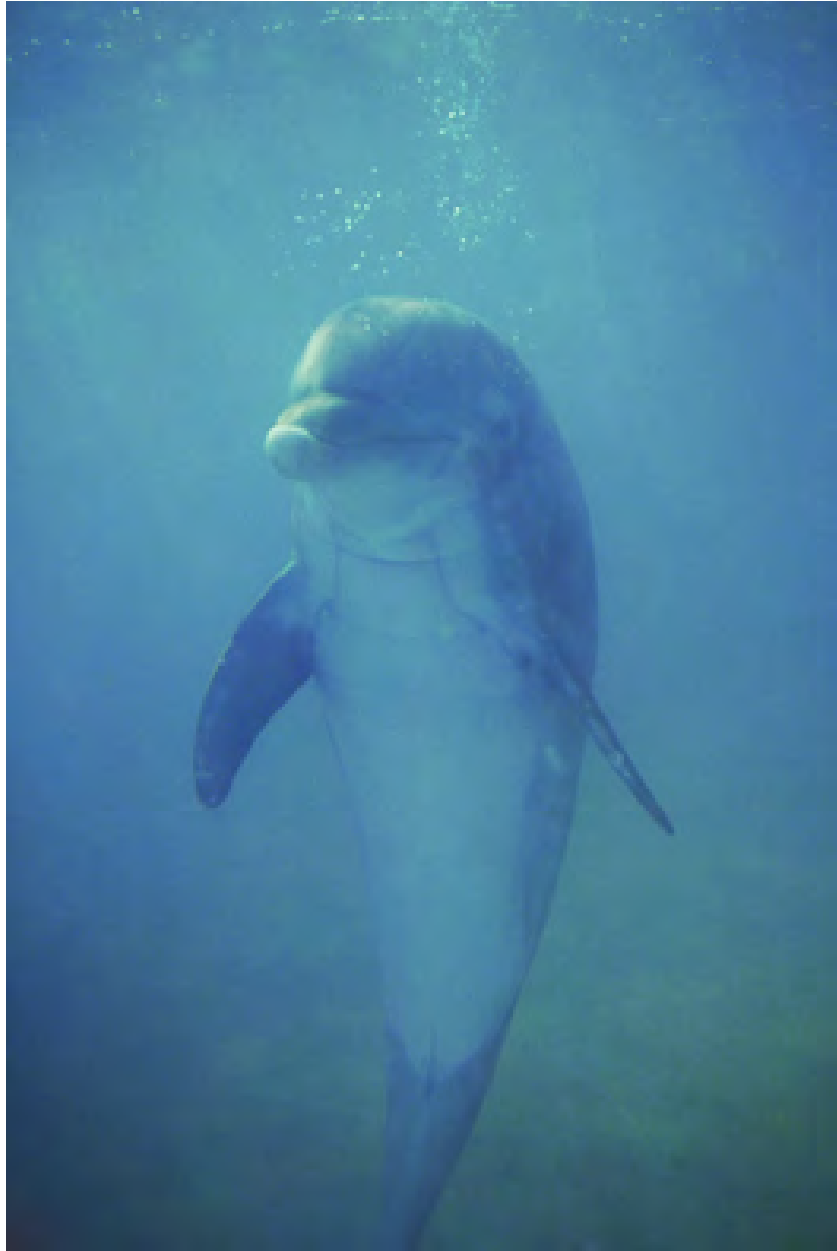


**nóoskw**  
wolverine





**kuts'een**  
mouse



**cheech**  
porpoise



**dzísk'w**  
moose



**xalak'ách'**  
porcupine

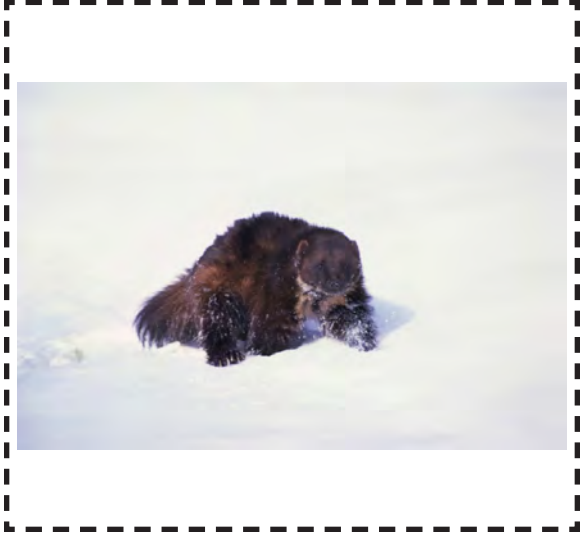


# BASIC LISTENING





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



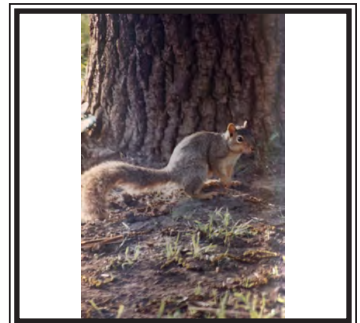
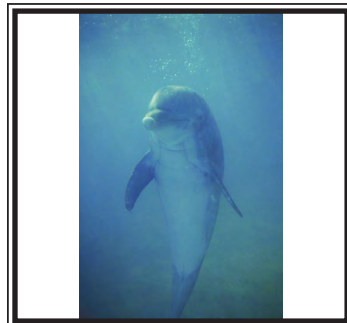
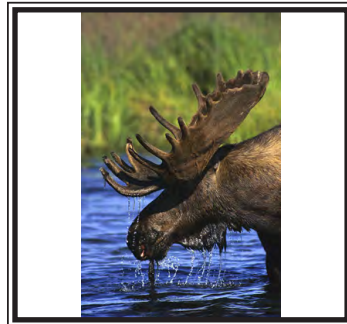


*Cut out the vocabulary pictures. Show the pictures for the word given.*





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







# BASIC READING

Sight Recognition





quwakaan

qoooch

kanaals'áak



xíxch'

nóoskw

kuts'een



cheech

dzísk'w

xalax'ách'





Circle the word for each picture.



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'

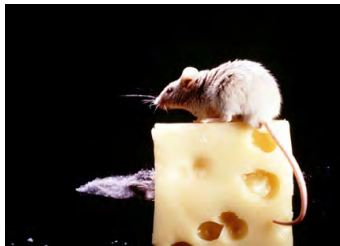
*Circle the word for each picture.*



guwakaan  
gouch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



guwakaan  
gouch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



guwakaan  
gouch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'





# BASIC READING

Encoding





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

**guwa** \_\_\_\_\_

**goo** \_\_\_\_\_

**kanals'** \_\_\_\_\_

**xix** \_\_\_\_\_

\_\_\_\_\_ **skw**

\_\_\_\_\_ **een**

**ch** \_\_\_\_\_ **ch**

\_\_\_\_\_ **sk'w**

\_\_\_\_\_ **lak'ách'**

**dzí**

**xa**

**kaan**

**áak**

**nóo**

**ch**

**ch'**

**ee**

**kuts'**





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



**h'**

**a**

**c**

**a**

**x**

**l**

**k'**

**á**



# BASIC WRITING

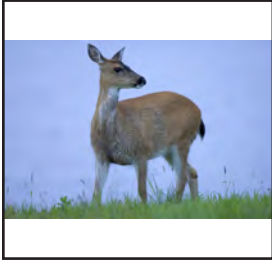




Complete the words by writing in the missing letters.

    \_ hee \_ \_  
    \_ \_ ísk' \_  
xa \_ \_ k'á \_ \_ h'  
    gu \_ a \_ aa \_  
    go \_ \_ h  
    k \_ ts'e \_ \_  
k \_ n \_ ls'áa \_  
    \_ íx \_ h'  
n \_ \_ sk \_

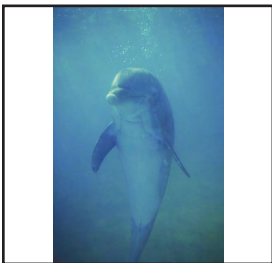
Write the correct vocabulary word for each picture.



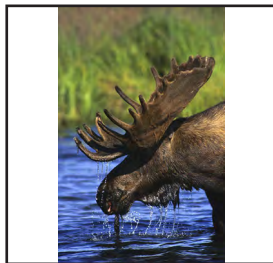
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



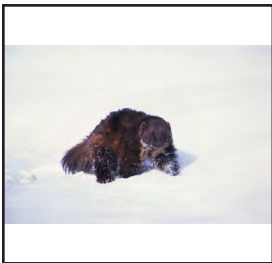
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# DIALOG ACTIVITY PAGE







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

(a) I een sh kakkwalnéeek

(b) Daa sá a daat?

(a) Wé \_\_\_\_\_ daat sh kalneegi áyá.

(b) Aaá

gooch

kuts'een

cheech

guwakaan

nóoskw

dzísk'w

kanals'áak

xíxch'

xalak'ách'



# UNIT ASSESSMENT



# **Tlingit Language Program**

**Unit Assessment**

**Teacher's Notes**

**Cycle B Beginners**

**Grades 5 - 6**

**Unit 9**

**Theme: More Animals**

**Date:\_\_\_\_\_**

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

### Basic Listening

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

1. “Write the number 1 on top of the picture of **xíxch'**.”
2. “Write the number 2 on top of the picture of **xalak'ách'**.”
3. “Write the number 3 on top of the picture of **cheech**.”
4. “Write the number 4 on top of the picture of **nóoskw**.”
5. “Write the number 5 on top of the picture of **kuts'een**.”
6. “Write the number 6 on top of the picture of **guwakaan**.”
7. “Write the number 7 on top of the picture of **gooch**.”
8. “Write the number 8 on top of the picture of **dzísk'w**.”
9. “Write the number 9 on top of the picture of **kanals'áak**.”

### 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 9**

**Theme: More Animals**

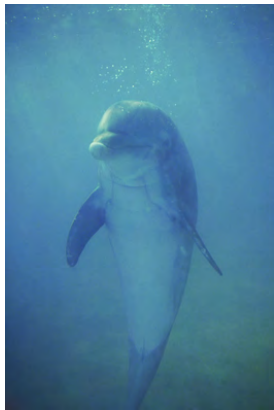
**Date:** \_\_\_\_\_

**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.*



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



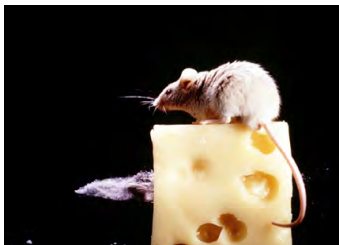
guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'

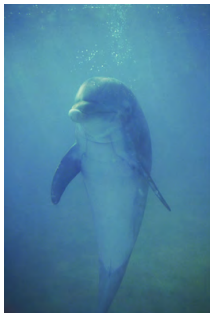
*Circle the word for each picture.*



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



guwakaan  
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kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'

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oskw  
s'een  
ech  
kaan  
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dzís

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ak'ách'  
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oskw  
s'een  
ech  
kaan  
ch





# UNIT 10

Birds



### Teacher's Notes

The birds unit is a favorite of many students, especially when the teacher uses stuffed animals and puppets. The lessons and the Student Support Materials (SSM) follow the DLP format and begin with basic listening and basic speaking, before reading and writing are introduced. The SSM include images, student worksheets and an assessment. The unit's sentence and unit's dialog give students practice hearing the words in context. Encourage students to listen to the audio recording of a fluent speaker saying the words, sentence and dialog. Once these nouns are mastered and committed to long-term memory, students can focus their learning on the new verb phrases which will be presented in Cycles C through Advanced C. If students learn Cycle B vocabulary quickly, move forward to Cycle C which introduces verbs.

### Vocabulary Cycle B

**ts'axweil** crow  
**kéidladi** seagull  
**dzísk'w** great horned owl  
**k'ákw** owl w/o tufts  
**shoox'** robin  
**gúkl'** swan  
**kageet** loon  
**láx'** heron  
**shaayáal** hawk

### Unit's Sentence

\_\_\_\_\_ **xwaa.áx.**  
I heard the \_\_\_\_\_.

### Unit's Dialog

(a) **Wé** \_\_\_\_\_ **eesitéen agé?** Did you see the \_\_\_\_\_?

(b) **Tléik', wé** \_\_\_\_\_ **xwaa.áx kú.aa.** No, but I heard the \_\_\_\_\_.

(a) **Wé** \_\_\_\_\_ **gwátk sá iyaa.áx?** When did you hear the \_\_\_\_\_?

(b) **Tatgé/tleeyátge/yáa yagiy-ee.**

Yesterday/day before  
Yesterday/today.



### 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 hear something.” Use the photos from Cycle B, SSM, as props for each of the sentences. Encourage students to listen to the audio recording of a fluent speaker saying these phrases. Follow the DLP process and provide lots of listening activities. For more practice with this verb, you can substitute all of the birds in the pattern sentence. If students learn the material quickly, move on to the next cycle. The advanced cycles add new phrases that build upon the theme of “birds.”

### Vocabulary Cycle C

**Tsísk'w saxaa.áxch.** I can hear an owl with tufts.

**Shoox' xaa.áxch.** I can hear a robin.

**Gúkl' xaa.áxch.** I can hear a swan.

**Kageet xaa.áxch.** I can hear a loon.

### Teacher's Notes

Students can answer **Daa sáwé yaa ndakín?**--What is flying?--with any of the vocabulary words from this unit. By this cycle they probably don't need props, but stuffed animals and puppets make the lessons much more interesting and fun. Closure sentences are a great way for students to review vocabulary. They can use any of the vocabulary words to fill in the sentence **Wé \_\_\_\_\_ yagéi.** The \_\_\_\_\_ are big.

### Vocabulary Cycle A Advanced

**Daa sáwé yaa ndakín?** What is flying?

\_\_\_\_\_ **aadé yaa ndakín.**

\_\_\_\_\_ is flying there.

### Closure sentences

**Wé** \_\_\_\_\_ **yagéi.**

The \_\_\_\_\_ are big.

### Teacher's Notes

The five sentences include verbs with the following adjectives: is light, looks scrawny, is wet and is intelligent. Different birds can be substituted in each of these sentences. The substitution reinforces the bird names and gives students listening and reading practice with the new verb forms. Use the suggested lessons and the audio recording to teach these sentences.

### Vocabulary Cycle B Advanced

**Shoox' tlél udal.** Robins are light.

**Yées dzíks'w áyá.** This is a young owl.

**Wulixoon wé ts'axweil.** That poor crow looks scrawny.

**Wáanáx sáwé wuditl'ák' we kéidladi?** Why is that seagull wet?

**Ts'eigéeni yaa kudzigéi.** Magpie is intelligent.

### Teacher's Notes

The four sample sentences use a variety of verbs and nouns, some of which are from other units and/or cycles. Students can write their own sentences, substituting other birds for each of the sample sentences. In this sentence, **Héen wát át has wusikwaan wé gáaxw**--The ducks are swimming around at the mouth of the river--other geography terms may be substituted for **héen wát**. Use the suggested writing activities to get students started writing their own sentences.

### Vocabulary Cycle C Advanced

**Éech' akaawanóot' Yéil.** Raven swallowed a stone.

**Ax tl'eik káa wjikaak digitgiyáa.** A hummingbird landed on my finger.

**Dunák kawdliyeech wé káax'.** The grouse flew away from him.

**Héen wát át has wusikwaan wé gáaxw.** The ducks are swimming around at the mouth of the river.

See Appendix III for lesson instructions.

**Lesson 1**

Introduce the new vocabulary.

**Basic Listening**

1. Mini Pictures
2. Searchlight

**Basic Speaking**

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

**Lesson 2**

Review the unit's vocabulary.

**Basic Listening**

1. Back to Back Race
2. Airplane Land

**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. Sticky Foot

**Basic Speaking**

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

**Lesson 4**

Introduce the unit's sentence.

**Basic Listening**

1. Right or Wrong?
2. Visual Memory

**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**

Review the unit's vocabulary.

**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 vocabulary.

#### **Basic Reading - Encoding**

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

### **Lesson 8**

Review the unit's vocabulary.

#### **Basic Writing**

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

### **Lesson 9**

Review the unit's vocabulary.

#### **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. Have the students do online research into bird tracks of common birds found in Southeast Alaska. The students should copy the tracks onto paper. Later, lay a length of mural paper on the floor or table. The students should then copy their tracks onto the mural paper, filling it. When finished, point to a track and have the students identify it by its bird type. Afterwards, have the students label their tracks.

## Cycle C Advanced Creative Writing Activities

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

\_\_\_\_\_ **át has wusikwaan wé gáaxw.**

The ducks are swimming around at the \_\_\_\_\_.

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

**Ax tl'eik káa wjikaak digitgiyáa.** A hummingbird landed on my finger.

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---

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

**Ax tl'eik káa wjikaak digitgiyáa.** A hummingbird landed on my finger.

**Dunák kawdliyeech wé káax'.** The grouse flew away from him.

---

---

---

---

---

---

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.

**Éech' akaawanóot' Yéil.** Raven swallowed a stone.

**Héen wát át has wusikwaan wé gáaxw.** The ducks are swimming around at the mouth of the river.

---

---

---

---

---

---

# VOCABULARY PICTURES









**ts'axweil**

crow



**kéidladi**  
seagull



**dzísk'w**  
great horned owl



**k'ákw**  
owl without tufts





**shoox'**  
robin



**gúkl'**  
swan



**kageet**  
loon



**lax'**  
heron





**shaayáal**  
hawk

# BASIC LISTENING





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





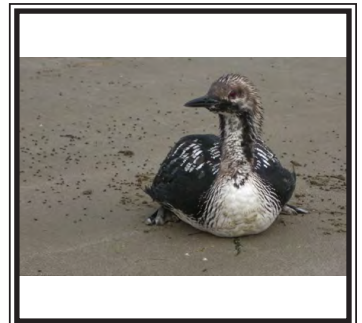
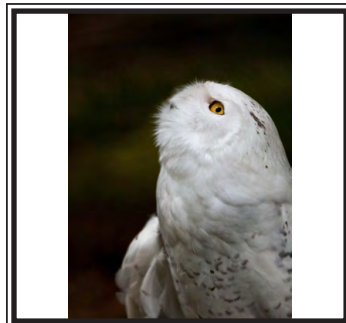
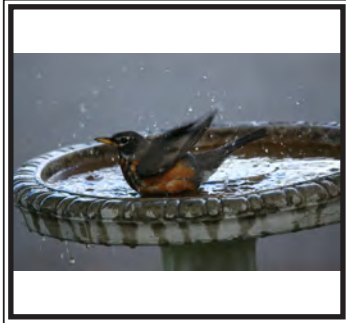
*Cut out the pictures. Show the picture for the vocabulary word given.*







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





# BASIC READING

Sight Recognition





**ts'axweil**

**kéidladí**

**dzísk'w**



**k'ákw**

**shoox'**

**gúkí'**





**kaggeet**

**l'ax'**

**shaa'aaal**



Circle the word for each picture.



ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal



ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal



ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal



ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal

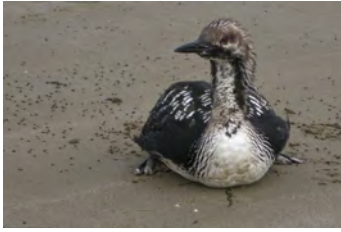


ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal



ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal

Circle the word for each picture.



ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal



ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal



ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal





# BASIC READING

Encoding







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

ts' \_\_\_\_\_ eil

\_\_\_\_\_ dladi

dzís \_\_\_\_\_

k' \_\_\_\_\_ w

\_\_\_\_\_ ox'

gú \_\_\_\_\_

\_\_\_\_\_ eet

lá \_\_\_\_\_

sh \_\_\_\_\_ áal

k'w

sho

kl'

kéi

kag

axw

x'

aay

ák



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



**a w i t x**  
**s' e l**



# BASIC WRITING





Complete the words by writing in the missing letters.

\_ s'ax \_ ei \_

\_ éi \_ la \_ i

\_ zí \_ k' \_

k' \_ k \_

\_ ho \_ x'

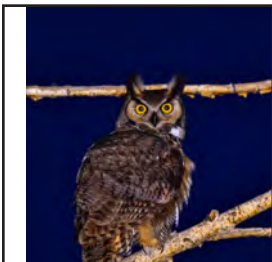
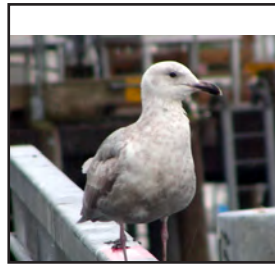
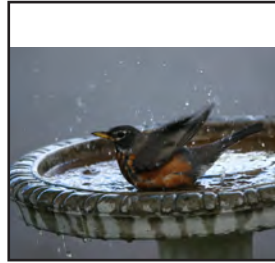
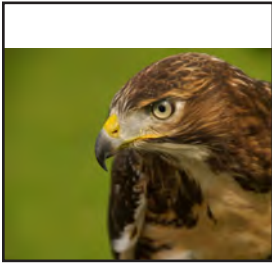
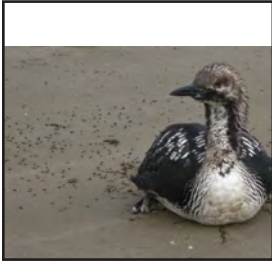
\_ úk \_ '

k \_ gee \_

lá \_ '

\_ haa \_ áa \_

Write the correct vocabulary word next to each picture.





# DIALOG ACTIVITY PAGE





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

(a) Wé \_\_\_\_\_ eesitéen agé?

(b) Tléik', wé \_\_\_\_\_ xwaa.áx kú.aa.

(a) Wé \_\_\_\_\_ gwátk sá iyaa.áx?

(b) Tatgé/tleeyátge/yáa yagiye.

ts'axweil

shoox'

kéidladi

shaayáal

dzísk'w

gúkl'

kageet

lax'

k'ákw



# UNIT ASSESSMENT



# **Tlingit Language Program**

**Unit Assessment**

**Teacher's Notes**

**Cycle B Beginners**

**Grades 5 - 6**

**Unit 10**

**Theme: More Birds**

**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 **ts'axweil**.”
2. “Write the number 2 on top of the picture of **kéidladi**.”
3. “Write the number 3 on top of the picture of **dzísk'w**.”
4. “Write the number 4 on top of the picture of **k'ákw**.”
5. “Write the number 5 on top of the picture of **shoox'**.”
6. “Write the number 6 on top of the picture of **gúkl'**.”
7. “Write the number 7 on top of the picture of **kageet**.”
8. “Write the number 8 on top of the picture of **lax'**.”
9. “Write the number 9 on top of the picture of **shaayáal**.”

### 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 10**

**Theme: More Birds**

**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.



ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal



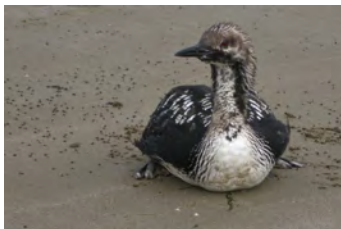
ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal



ts'axweil  
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dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal



ts'axweil  
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láx'  
shaayáal



ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal

Circle the word for each picture.



ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal



ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal



ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal

**dzí**

xweil  
dladi  
sk'w  
kw  
oox'  
kl'  
eet  
x'  
yáal

**lá**

xweil  
dladi  
sk'w  
kw  
oox'  
kl'  
eet  
x'  
yáal

**shaa**

xweil  
dladi  
sk'w  
kw  
oox'  
kl'  
eet  
x'  
yáal

**kéi**

xweil  
dladi  
sk'w  
kw  
oox'  
kl'  
eet  
x'  
yáal

**k'á**

xweil  
dladi  
sk'w  
kw  
oox'  
kl'  
eet  
x'  
yáal

**kag**

xweil  
dladi  
sk'w  
kw  
oox'  
kl'  
eet  
x'  
yáal

**gú**

xweil  
dladi  
sk'w  
kw  
oox'  
kl'  
eet  
x'  
yáal

**ts'a**

xweil  
dladi  
sk'w  
kw  
oox'  
kl'  
eet  
x'  
yáal

**sh**

xweil  
dladi  
sk'w  
kw  
oox'  
kl'  
eet  
x'  
yáal

