

Learning our

Tlingit Language



Lingít | Cycles B through Advanced C | Beginners

Grades 5 & 6

Book 3



Sealaska Heritage Institute

UNIT 11

Review 8-10



Teacher's Notes

This unit is meant for extra practice with units 8-10, “animals,” “birds” and “home.” Use the selected vocabulary words or others that students had difficulty with. All future cycles build upon these vocabulary words. Knowing them well and committing them to long-term memory will help students concentrate on the new Tlingit vocabulary they will encounter in Cycles C-Advanced C. 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 includes images, student worksheets and assessments for these three units. Encourage students to listen to the audio recording of a fluent speaker saying these words.

Vocabulary Cycle B

áa at gadus.ee yé kitchen
naa.át daakeidí closet
káayagijeit chair
guwakaan deer
kuts'een mouse
xalak'ách' porcupine
shoox' robin
gúkl' swan
shaayáal hawk

Teacher's Notes

The review unit gives an added opportunity for more practice with the verb patterns. Units 8-10 introduce the verbs for cleaning up, seeing, and hearing. Choose your review sentences based on your students' progress. Encourage students to listen to the audio recording of a fluent speaker saying these sentences.

Vocabulary Cycle C

Yáa naa.át áa kducháx yé k'idéin yaa na_xsanéin.

I am cleaning up the closet.

Yee.át k'idéin yaa na_xsanéin.

I am cleaning up the bed.

Gooch xaatéen. I see a wolf.

Kageet xaa.áxch. I can hear a loon.

Teacher's Notes

This review unit gives students more practice with the vocabulary in Units 8-10. Choose sentence patterns for review that seem to be most troublesome for students. The TPR commands give excellent review and also allow students to be active. Encourage students to listen to the audio recording of a fluent speaker saying these sentences. As in the other units, move on if students learn the material quickly.

Vocabulary Cycle A Advanced

_____ at ch'éx'.

Point to the _____.

_____ at shí.

Touch the _____.

Daa sáyá? What is this?

Daa sáwé yaa ndakín? What is flying?

Teacher's Notes

Use these sample sentences or others from Units 8-10, depending on which verbs seem most troublesome to your students. You may be unfamiliar with **yanóokw**. This is the Klukwan dialect. The Beginning Tlingit text uses **yanéekw**. Encourage students to listen to the audio recording of a fluent speaker saying these sentences and others from Units 8-10.

Vocabulary Cycle B Advanced

Wé kax̄yee naali. The ceiling is high.

Wé xaawaagéi héide shután. That window is open.

Xalak'ách' toowú yaanóokw. The porcupine is sad.

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

Teacher's Notes

Use the sentences here or choose others from Units 8-10, depending on what students might need. Students can choose sentences from any of these units to be included in the review. Use the writing activities to give students more practice with writing Tlingit. Encourage them to be mindful of underlines and high tones.

Vocabulary Cycle C Advanced

Wé tóonáx̄ kaateen kaadé awsiteen du yahaayí. He saw his image in the mirror.

Geesh x̄oot wootlóox'wé yáxwch'. The sea otter is rolling around in the kelp

Éech'akaawanóot' Yéil. Raven swallowed a stone.

Ax̄ tl'eik̄ káa wjikaak̄ digitgiyáa. A hummingbird landed on my finger.

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. Mini Pictures
2. Funnel Vision

Basic Speaking

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

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. Nod and Clap
2. Over and Under

Basic Speaking

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

Lesson 5

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 6

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 7

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 8

Review the unit's vocabulary.

Basic Writing

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

Lesson 9

Administer the unit's assessment.

1. Practice the unit's dialog with the students.
2. Lay graphics from units 8-10 in a pile; lay the sight words for the graphics in a separate pile on the floor. Have two students stand between the graphics and the words. Say a different review sentence to each student. When you say, "Go," the two students must find the word and the graphic for the key words heard in their sentences. Review until all students have participated.
3. Conduct an old-fashioned dictation. Say the review words; the students write the words. Afterwards, review their spellings.

Cycle C Advanced Creative Writing Activities

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

Geesh xoot wootlóox'wé _____.

The _____ is rolling around in the kelp.

Ax tl'eik káa wjikaak _____.

A _____ landed on my finger.

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

Wé tónáx kaateen kaadé awsiteen du yahaayí. He saw his image in the mirror.

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

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

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

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.

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

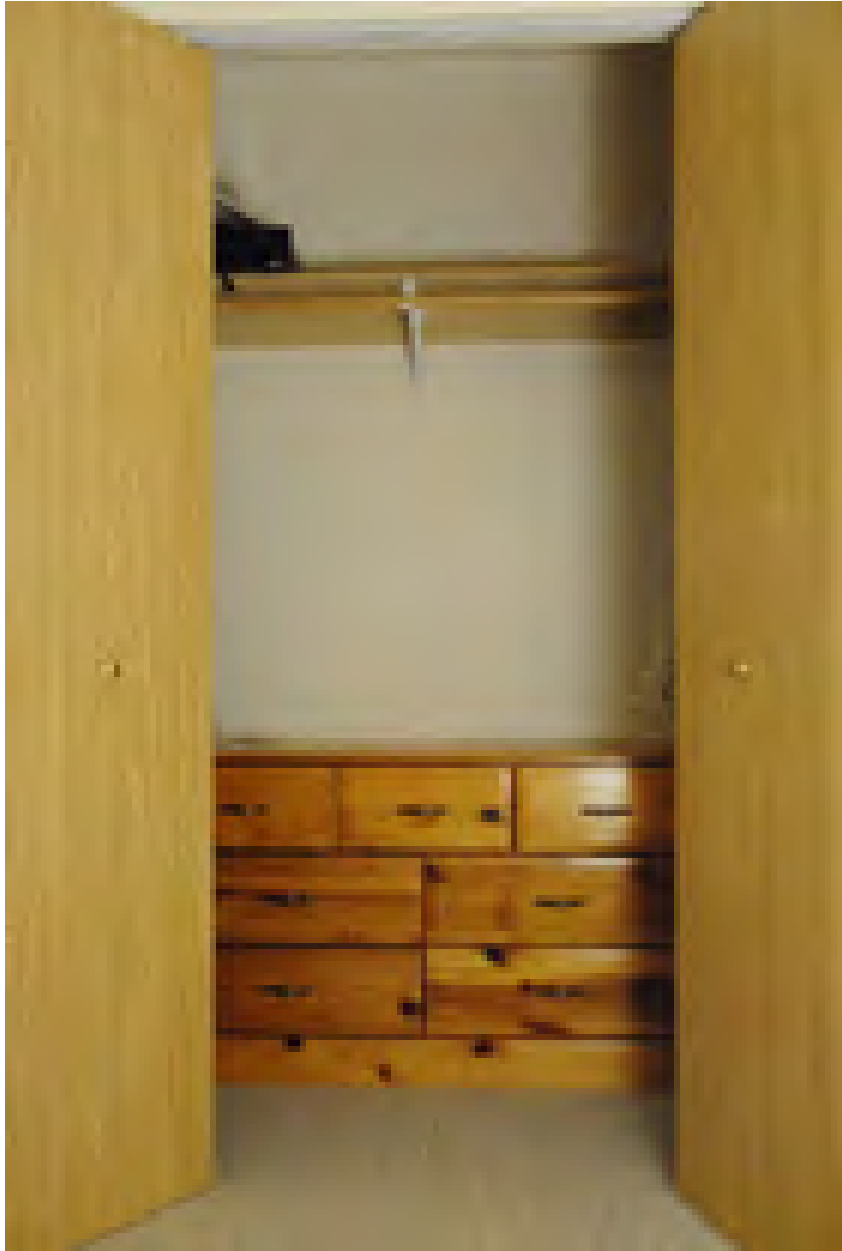
Éech'akaawanóot' Yéil. Raven swallowed a stone.

VOCABULARY PICTURES





áa at gadus.ee yé
kitchen



naa.át daakeidí
closet



káayaqijeit
chair



guwakaan
deer



kuts'een
mouse



xalak'ách'
porcupine



shoox'
robin



gúkl'
swan

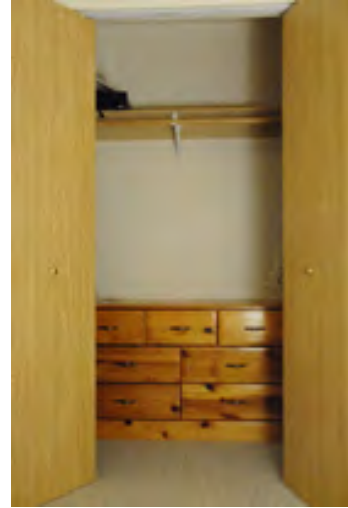


shaayáal
hawk

BASIC LISTENING



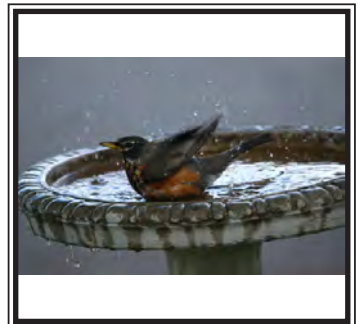
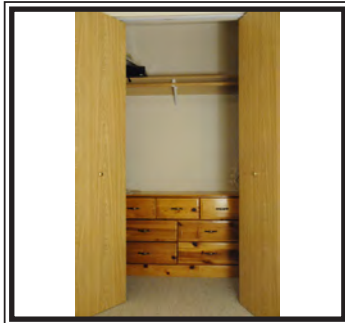
Cut out the pictures; show the picture for the vocabulary word given.



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



áa at gadus.ee yé

naa.át daakeidí

káayagijeit

quwakaan

kuts'een

xalalak'áach'

shoox'

gúkl'

shaaya'aaal

Circle the word for each picture.



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal

Circle the word for each picture.



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal

BASIC READING

Encoding



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

_____ gadus.ee yé

naa.át _____

_____ agijeit

guwa _____

_____ een

xalak' _____

_____ oox'

gú _____

_____ yáal

kuts'

káay

kaan

shaa

sh

daakeidí

áa at

kl'

ách'

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



k

l'

g

ú

BASIC WRITING



Complete the words by writing the missing parts.

áa _ _ gadus. _ _ yé

_ _ a.át _ aa _ eidí

_ áa _ aqi _ eit

gu _ a _ aa _

_ ut _ 'ee _

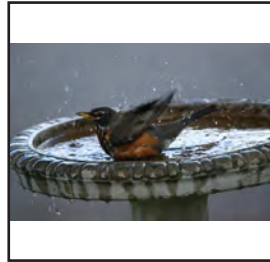
xa _ a _ 'á _ h'

sh _ _ x'

_ úk _ '

s _ aa _ áa _

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 11

Theme: Review Units 8-10

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 **naa.át daakeidí.**”
3. “Write the number 3 on top of the picture of **káayagijeit.**”
4. “Write the number 4 on top of the picture of **guwakaan.**”
5. “Write the number 5 on top of the picture of **kuts'een.**”
6. “Write the number 6 on top of the picture of **xalak'ách'.**”
7. “Write the number 7 on top of the picture of **shoox'.**”
8. “Write the number 8 on top of the picture of **gúkl'.**”
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 11

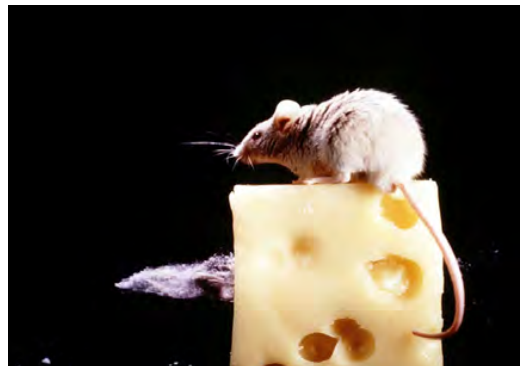
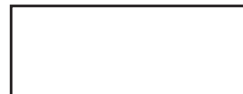
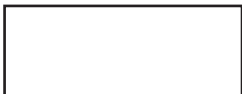
Theme: Review Units 8-10

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.



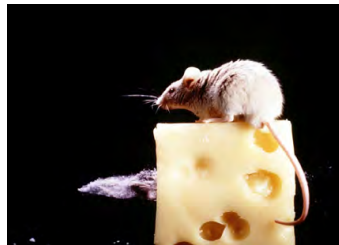
áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
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xalak'ách'
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gúkl'
shaayáal



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal

Circle the word for each picture.



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal



áa at gadus.ee
yé
naa.át daakei-
dí
káayagijeit
guwakaan
kuts'een
xalak'ách'
shoox'
gúkl'
shaayáal

shaa

gadus.ee
yé
daakeidí
agijeit
kaan
'een
'ách'
oox'
gú
yáal

kuts

gadus.ee
yé
daakeidí
agijeit
kaan
'een
'ách'
oox'
gú
yáal

guwa

gadus.ee
yé
daakeidí
agijeit
kaan
'een
'ách'
oox'
gú
yáal

kl'

gadus.ee
yé
daakeidí
agijeit
kaan
'een
'ách'
oox'
gú
yáal

sh

gadus.ee
yé
daakeidí
agijeit
kaan
'een
'ách'
oox'
gú
yáal

xalak

gadus.ee
yé
daakeidí
agijeit
kaan
'een
'ách'
oox'
gú
yáal

naa.át

gadus.ee
yé
daakeidí
agijeit
kaan
'een
'ách'
oox'
gú
yáal

káay

gadus.ee
yé
daakeidí
agijeit
kaan
'een
'ách'
oox'
gú
yáal

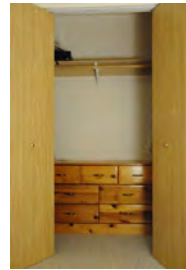
áa at

gadus.ee
yé
daakeidí
agijeit
kaan
'een
'ách'
oox'
gú
yáal



Empty rectangular box for labeling the hawk image.

Empty rectangular box for labeling the robin image.



Empty rectangular box for labeling the swan image.

Empty rectangular box for labeling the closet image.



Empty rectangular box for labeling the kitchen image.

Empty rectangular box for labeling the chair image.



UNIT 12

Weather and Climate



Teacher's Notes

Cycle B presents nine weather forms. The lessons for this unit can be used often throughout the year. Students will learn the weather words as well as the sentence patterns. Cycle B includes Student Support Materials (SSM), which include images, vocabulary word cards, student activity sheets, assessments, unit's sentence and unit's-dialog. You can use these resources with the suggested lessons or others you may have. The vocabulary pictures, mini-pictures, and vocabulary word cards will continue to be useful in the weather unit in Cycles C through Advanced C. Talking about the weather is something that we all do often. Being able to talk with elders or other students about the weather is a fun and rewarding way to practice Tlingit. You can practice the simple dialog with students often, using whichever weather vocabulary is appropriate for that day.

Vocabulary Cycle B

awdigaan it is sunny
aawagéet it is slushy/wet snow
ku^lidás' it is hailing
ku^kawduwayél' it is calm
ku^kawdlixwán it is frosty
ku^liséixjaait is misty
ku^hix'íl' it is icy
kawdixaak it is dry
ku^wwax'úk it is humid

Unit's Sentence

Wéit wáa sá ku^wwatee?
How is the weather there?

Unit's Dialog

(a) **Wéit wáa sá ku^wwatee?**
How is the weather there?

(b) **Yáat** _____.

It is _____ here.

(a) **Yáat tsú** _____.

It is _____ here too.

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 in the perfective (past) tense and use the word **tatgé**: yesterday. Use the photos from Cycle B, SSM, as props for each of the sentences. The appropriate weather phrase can be used daily with students throughout the year.

Encourage students to listen to the audio recording of a fluent speaker saying these sentences. If students learn the material quickly, go forward to the next cycle. The advanced cycles add new phrases that build on the theme, weather. Follow the DLP process and provide lots of listening activities.

Vocabulary Cycle C

Awdigaan tatgé. It was sunny yesterday.

Koowligóos tatgé. It was cloudy yesterday.

Dleit daak wusitán tatgé. It was snowing yesterday.

Séew daak wusitán tatgé. It was raining yesterday.

Teacher's Notes

Three more phrases are introduced here to be used with the weather words. You can ask questions about the weather using the two question words, **ágé** and **gé**. Students can answer yes or no or in complete sentences, depending on their progress. The command or imperative to look out the window can be paired with the weather questions. Use the suggested lessons and audio recording of a fluent speaker saying these sentences to teach these sentence.

Vocabulary Cycle A Advanced

Kusi.áat' ágé? Is it cold out?

Koowduwél' gé? Is it calm (esp. of water)?

Command

Xaawagéináx a tóot eelgén.

Look out the window.

Teacher's Notes

Descriptions of weather conditions build upon the basic vocabulary terms from previous cycles. Use the SSM and the lessons to give students practice and repetition. The basic vocabulary, such as **séew** and **kadás'** will be familiar to students. Encourage students to listen to the audio recording of a fluent speaker talking about the weather. Comments about the weather can be made throughout the year and do not need to be limited to the weather unit.

Vocabulary Cycle B Advanced

Séew kudzidéin daak wusitán.

The rain is falling hard.

Kutaay tlél tla_x kustí táakw.

Warm weather is rare in winter.

Kaxwaan sikaak ts'ootaatx'.

The frost is thick in the morning.

Kadás' ligaaw hít ká.

The hail is loud on the roof.

Teacher's Notes

The weather descriptions are included in the verb form used. You will not be able to translate word for word. You are encouraged to use these descriptive phrases with the students. Students can take turns giving weather reports each day. You can change the name of the lake to one in your community. Use the suggested writing activities to get students started writing their own Tlingit sentences about the weather.

Vocabulary Cycle C Advanced

K'eeljáa teen áyá séew haat ayawditée. Rain came with the storm.

Dleit yakaawadán. The snow is coming down so heavily, one can't see far.

Haa kát ayawashát wé xóon.

The north wind hit us in gusts.

Áa Tlein káa kawduwayél'. It is calm on Atlin Lake.

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. Numbered Illustrations
2. Sticky Foot

Basic Speaking

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

Lesson 3

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 4

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 5

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 6

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 7

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 8

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 9

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 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.

Áa Tlein káa _____.

_____ on Atlin Lake.

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

K'eeljáa teen áyá séew haat ayawditée. Rain came with the storm.

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

_____ **yakaawadán.** The
_____ is coming down so heavily, one can't see far.

Haa kát ayawashát wé _____

The _____ hit us in gusts.

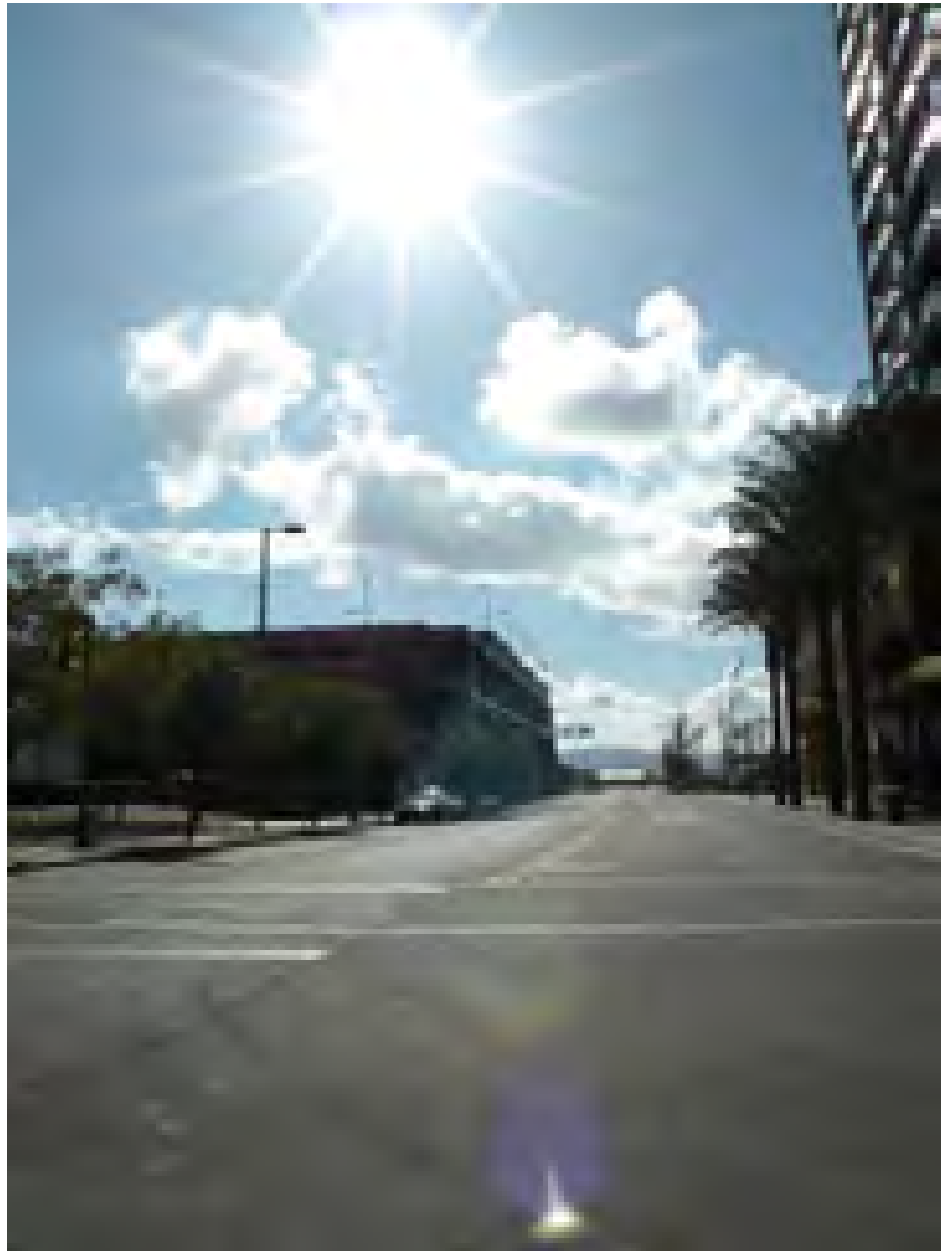
4. Use one of the sentences below to write a series of sentences that lead up to the sentence you chose or use the sentence to begin your series.

Dleit yakaawadán. The snow is coming down so heavily, one can't see far.

Áa Tlein káa kawduwayél'. It is calm on Atlin Lake.

VOCABULARY PICTURES





awdigaan
it is sunny



aawaqéet
it is slushy/wet snow



kulidás'
it is hailing



kukawduwayél'
it is calm



kukawdlixwán
it is frosty



kuliséixjaa
it is misty



kushix'íl'
it is icy



kawdixaak
it is dry



kuwax'úk
it is humid

BASIC LISTENING



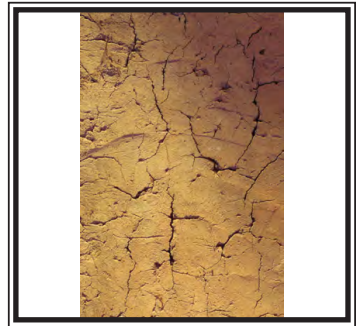
Cut out the vocabulary pictures..



Cut out the vocabulary pictures.



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



BASIC READING

Sight Recognition



awdiggaan

aawaqéet

kulidás'

kukawoduwayé'

kukawodlixwán

kuliséixjaa

kushix'í'

kawdixaak

kuwax'úk

Circle the word for each picture.



awdigaan
aawagéet
kulidás'
kukaw-
duwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kuwax'úk



awdigaan
aawagéet
kulidás'
kukaw-
duwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kuwax'úk



awdigaan
aawagéet
kulidás'
kukaw-
duwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kuwax'úk



awdigaan
aawagéet
kulidás'
kukaw-
duwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kuwax'úk

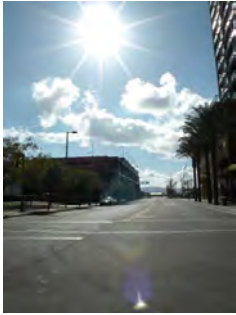


awdigaan
aawagéet
kulidás'
kukawduwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kuwax'úk



awdigaan
aawagéet
kulidás'
kukawduwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kuwax'úk

Circle the word for each picture.



awdigaan
aawagéet
kulidás'
kukaw-
duwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kwax'úk



awdigaan
aawagéet
kulidás'
kukaw-
duwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kwax'úk



awdigaan
aawagéet
kulidás'
kukaw-
duwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kwax'úk

BASIC READING

Encoding



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

awd_____an

aaw_____et

kul_____s'

kuka_____ayél'

kuka_____wán

kuli_____jaa

kus_____ 'íl'

kaw_____ak

kuw_____k

wdlix

hix

iga

séix

agé

ax'ú

dixa

idá

wduw

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



x d n k i k

a w u l w á

BASIC WRITING



Complete the words by writing in the missing letters.

ku _ h _ x' _ l'

ka _ d _ xa _ k

ku _ ax'ú _

_ wdig _ _ n

_ aw _ gé _ t

kuk _ wdl _ xw _ n

k _ li _ éixj _ a

k _ l _ dá _ '

k _ kawd _ way _ l'

Write the correct vocabulary word next to each picture.







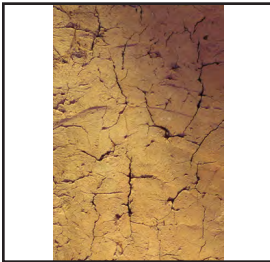












DIALOG ACTIVITY PAGE



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

(a) Wéit wáa sá kuwatee?

(b) Yáat _____.

(a) Yáat tsú _____.

kushix'íl'

awdigaan

kukawduwayél'

kuliséixjaa

kuwax'úk

aawagéet

kulidás'

kawdixaak

kukawdlixwán

UNIT ASSESSMENT



Tlingit Language Program

Unit Assessment

Teacher's Notes

Cycle B Beginners

Grades 5 - 6

Unit 12

Theme: Weather & Climate

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 **awdigaan**.”
2. “Write the number 2 on top of the picture of **aawagéet**.”
3. “Write the number 3 on top of the picture of **kulidás'**.”
4. “Write the number 4 on top of the picture of **kukawduwayél'**.”
5. “Write the number 5 on top of the picture of **kukawdlixwán**.”
6. “Write the number 6 on top of the picture of **kuliséixjaa**.”
7. “Write the number 7 on top of the picture of **kushix'íl'**.”
8. “Write the number 8 on top of the picture of **kawdixaak**.”
9. “Write the number 8 on top of the picture of **kuwax'úk**.”

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 12

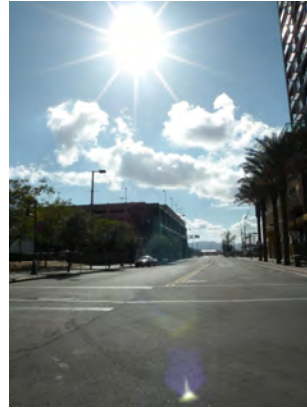
Theme: Weather & Climate

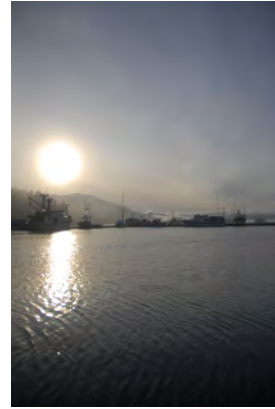
Date: _____

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.



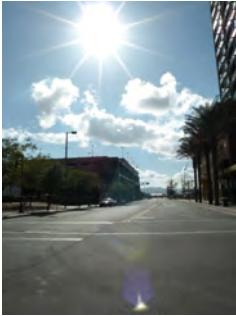




awdigaan
 aawagéet
kulidás'
kukaw-
duwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kuwax'úk



awdigaan
 aawagéet
kulidás'
kukaw-
duwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kuwax'úk



awdigaan
 aawagéet
kulidás'
kukaw-
duwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kuwax'úk



awdigaan
 aawagéet
kulidás'
kukaw-
duwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kuwax'úk



awdigaan
 aawagéet
kulidás'
kukaw-
duwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kuwax'úk



awdigaan
 aawagéet
kulidás'
kukaw-
duwayél'
kukawdlixwán
kuliséixjaa
kushix'íl'
kawdixaak
kuwax'úk



awdigaan
 aawagéet
kulidás'
kukaw-
 duwayél'
kukawdlixwán
kuliséixjaa
kushix'il'
kawdixaak
kwax'úk



awdigaan
 aawagéet
kulidás'
kukaw-
 duwayél'
kukawdlixwán
kuliséixjaa
kushix'il'
kawdixaak
kwax'úk



awdigaan
 aawagéet
kulidás'
kukaw-
 duwayél'
kukawdlixwán
kuliséixjaa
kushix'il'
kawdixaak
kwax'úk

kush

éixjaa
ix'il'
xaak
dás'
wayél'
gaan
géet
dlixwán
x'úk

kawdi

éixjaa
ix'il'
xaak
dás'
wayél'
gaan
géet
dlixwán
x'úk

kuwa

éixjaa
ix'il'
xaak
dás'
wayél'
gaan
géet
dlixwán
x'úk

kulis

éixjaa
ix'il'
xaak
dás'
wayél'
gaan
géet
dlixwán
x'úk

kukaw

éixjaa
ix'il'
xaak
dás'
wayél'
gaan
géet
dlixwán
x'úk

kukawdu

éixjaa
ix'il'
xaak
dás'
wayél'
gaan
géet
dlixwán
x'úk

kuli

éixjaa
ix'il'
xaak
dás'
wayél'
gaan
géet
dlixwán
x'úk

aawa

éixjaa
ix'il'
xaak
dás'
wayél'
gaan
géet
dlixwán
x'úk

awdi

éixjaa
ix'il'
xaak
dás'
wayél'
gaan
géet
dlixwán
x'úk





UNIT 13

Clothing



Teacher's Notes

The nouns in Cycle B name articles of clothing. Ten lessons for teaching these nouns have been suggested. The lessons follow the DLP process, beginning with basic listening and basic speaking, before reading and writing are introduced. The Student Support Materials (SSM) include images, mini-pictures, vocabulary word cards, student worksheets, and assessments. The unit's sentence give students practice with the vocabulary in context.

Encourage students to listen to the audio recording of a fluent speaker saying the words, sentence and dialog. These nouns will continue to be used in Cycles C thru Advanced C. Learning these nouns well and committing them to long-term memory will allow students to focus on learning the new verb phrases in future cycles. If the students learn these nouns quickly, move forward to the next Cycle which will add verb phrases to the theme of "clothing."

Vocabulary Cycle B

koogéinaa sash
saka.át neck tie
kinaak.át coat
l'ée x'wán socks
doonyaax naa.át underwear
s'él' s'áaxw rain hat
s'él' kinaak.át rain coat
s'él' téel rubber boot
neilyeetéli slippers

Unit's Sentence

Yées _____ **xwaa.oo.**

I bought a new _____.

Unit's Dialog

(a) **Yées** _____ **xwaa.oo.**

I bought a new _____.

(b) **Goosú i** _____ ?

Where is your _____ ?

(a) **Kút xwaagéex'.**

I lost it.

(b) **Áa gaa kunaxtooshee.**

Let's look for it.

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, perfective (past tense) negative form of the verb “for someone to buy something.” Note that there are two slightly different forms of the verb, **Tlél saka.át xwa.oo**--I didn't buy a necktie--and **Tlél kinaak.át gaxwda.oo**--I didn't buy a coat (for myself). 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 these phrases quickly, move forward to the next cycle which will add new phrases that will build upon this theme.

Vocabulary Cycle C

Tlél saka.át xwa.oo. I didn't buy a necktie.

Tlél kinaak.át gaxwda.oo. I didn't buy a coat. (for myself)

Tlél l'ée x'wán tlél gaxwda.oo. I didn't buy socks. (for myself)

Tlél s'él' s'áaxw gaxwda.oo. I didn't buy a rain hat. (for myself)

Teacher's Notes

The verbs introduced in Cycle A Advanced are “fold”--**kalak'wát'** and “put on”--**Káx Gidatí**. Replace the nouns in the sample sentences with the rest of the nouns from the clothing unit. Give students lots of listening practice with the audio recording and use the photos from Cycle B as props for your lessons.

Vocabulary Cycle A Advanced

Wé goodás' kalak'wát'. Fold the shirt.

Wé tuk'atáal kalak'wát'. Fold the pants.

Káx Gidatí wé koogwéinaa. Put on the sash.

Sháax gidatí wé s'áaxw. Put on the hat.

Teacher's Notes

The four sample sentences give students good practice with new verbs. The vocabulary words (nouns) for this theme can be substituted in most of the sentences. Use the suggested lessons and listen to the audio recording to teach these sentences.

Vocabulary Cycle B Advanced

S'él' téel linaaw. These rain boots are leaky.

Ax neilyeetéeli yéi kwlisáa. My slippers are too narrow.

L'ée x'wán woolatoowu. These socks have holes.

Koowjeegín i k'oodás'i. Your shirt is wrinkled.

Teacher's Notes

Sample sentences in this cycle offer a variety of verb tenses: imperfective, negative perfective, and repetitive imperfective (does it regularly). Students do not have to know the linguistic terms of these tenses, but it is helpful for the teacher to be aware and to use the Tlingit Index of 575+ Verbs as a resource. Use the suggested wiring activities to give students practice with a variety of sentence structures.

Vocabulary Cycle C Advanced

Wé dís kagáni káax' yéi jinéi. He works by moonlight.

Wakdáanaa waakt akal.át. She has eyeglasses on.

Tlél xwash'éix'w ax dleit k'oodás'i. I didn't dirty my white shirt.

Kei akahées'ch. S/he borrows it (regularly).

See Appendix III for lesson instructions.

Lesson 1

Introduce the new vocabulary.

Basic Listening

1. Mini Pictures - SSM
2. Flashlight Find – page 3

Basic Speaking

3. Balloon Volleyball
4. Stick of Chance
5. Slip String

Lesson 2

Review the unit's vocabulary.

Basic Listening

1. Turn and Face
2. Wild Cars

Basic Speaking

3. Balloon Volleyball
4. What's That Word?
5. Stick of Chance

Lesson 3

Review the unit's vocabulary.

Basic Listening

1. Here, There, Everywhere
2. Beanbag Toss

Basic Speaking

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

Lesson 4

Introduce the unit's sentence.

Basic Listening

1. Numbered Illustrations
2. Major League

Basic Speaking

3. Right or Wrong?
4. Colander
5. Hand Tag

Lesson 5

Review the unit's sentence.

Basic Listening

1. Nod and Clap
2. Hop the Line

Basic Speaking

3. Wild Balloon
4. Visual Memory
5. Flashlight Name

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

Review the unit's vocabulary.

Basic Reading - Encoding

1. Hang the Wash
2. Popsicle Sticks
3. Where's That Syllable?
4. Letter Encode
5. Use the Student Support Materials

Lesson 8

Review the unit's vocabulary.

Basic Writing

1. Numbered Illustrations
2. Flour Writing
3. Writing Relay
4. Every Second Letter
5. Use the Student Support Materials

Lesson 9

Review the unit's vocabulary.

Basic Writing

1. Crayon Resist
2. CV Spell
3. Sensory Words
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. Provide each student with a square of white cloth, a needle, and embroidery thread. The students should use the needles and thread to embroider pictures on their squares of cloth. When the students' pictures are finished, display all of the squares on a bulletin board as a clothing quilt.
3. Give each student a sight word card from any unit covered thus far in the Heritage Language Program (including Cycle A--Beginners). Encourage each student to say a Tlingit/Haida/Tsimshian sentence of his/her own using the key word.

Cycle C Advanced Creative Writing Activities

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

Tlél xwash'éix'w ax _____ i.

I didn't dirty my _____.

_____ **waakt akal.át.** She has _____ on.

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

Kei akahées'ch. S/he borrows it (regularly).

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

Wakdáanaa waakt akal.át. She has eyeglasses on.

Kei akahées'ch. S/he borrows it (regularly).

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 dís kagáni káax' yéi jinéi. He works by moonlight.

Tlél xwash'éix'w ax dleit k'oodás'i. I didn't dirty my white shirt.

VOCABULARY PICTURES





koogéinaa
sash



saka.át
neck tie



kinaak.át
coat



l'ée x'wán
socks



doonyaax naa.át
underwear



s'él' s'áaxw
rain hat



s'él' kinaak.át
rain coat



s'él' téel
rubber boot



neilyeetéeli
slippers

BASIC LISTENING



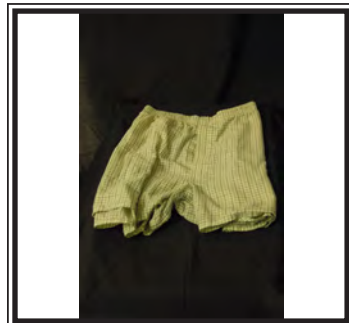
Cut out the vocabulary pictures.



Cut out the vocabulary pictures..



Listen to the vocabulary words; write the numbers under the pictures.



BASIC READING

Sight Recognition



koogéinaa

saka.át

kinaak.át

l'éé x'wán

doonyaaax naa.át

s'él' s'áaxw

s'él' kinaak.át

s'él' téel

neilyeetéeli

Circle the word for each picture.



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli

Circle the word for each picture.



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli

BASIC READING

Encoding



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

l'ée _____ n

doony _____ naa.át

s'él' s' _____

s'él' k _____ k.át

s'él' _____

neil _____ éeli

koo _____ aa

sa _____ t

kin _____ át

aax

ka.á

inaa

áaxw

yeet

téel

géin

aak.

x'wá

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



n i k a t

a k á

BASIC WRITING



Complete the words by writing in the missing letters.

k _ _ géi _ aa

sa _ a.á _

s' é _ ' t _ _ l

n _ ily _ _ téeli

_ i _ aak.á _

_ ' ée x' _ á _

_ oo _ yaax _ aa.át

_ ' él' s' _ _ xw

s' _ l' k _ naak. _ t

Write the correct vocabulary word next to each picture.



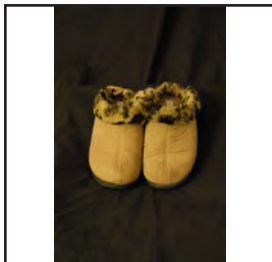
















DIALOG ACTIVITY PAGE



(a) Yées _____ xwaa.oo.

(b) Goosú i _____ ?

(a) Kút xwaagéex'.

(b) Áa gaa kunaxtooshee.

kinaak.át

s'él' kinaak.át

koogéinaa

s'él' s'áaxw

saka.át

neilyeetéeli

doonyaax naa.át

s'él' téel

l'ée x'wán

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 13

Theme: More Clothing

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 **koogéinaa**.”
2. “Write the number 2 on top of the picture of **saka.át**.”
3. “Write the number 3 on top of the picture of **kinaak.át**.”
4. “Write the number 4 on top of the picture of **l'ée x'wán**.”
5. “Write the number 5 on top of the picture of **doonyaax naa.át**.”
6. “Write the number 6 on top of the picture of **s'él' s'áaxw**.”
7. “Write the number 7 on top of the picture of **s'él' kinaak.át**.”
8. “Write the number 8 on top of the picture of **s'él' téel**.”
9. “Write the number 9 on top of the picture of **neilyeetéeli**.”

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 13

Theme: More Clothing

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.







koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli



koogéinaa
saka.át
kinaak.át
l'ée x'wán
doonyaax
naa.át
s'él' s'áaxw
s'él'
kinaak.át
s'él' téel
neilyeetéeli

s'él' ki

géinaa
.át
k.át
x'wán
eetéeli
yaax
naa.át
s'áaxw
naak.át
l' téel

saka

géinaa
.át
k.át
x'wán
eetéeli
yaax
naa.át
s'áaxw
naak.át
l' téel

neily

géinaa
.át
k.át
x'wán
eetéeli
yaax
naa.át
s'áaxw
naak.át
l' téel

doon

géinaa
.át
k.át
x'wán
eetéeli
yaax
naa.át
s'áaxw
naak.át
l' téel

kinaa

géinaa
.át
k.át
x'wán
eetéeli
yaax
naa.át
s'áaxw
naak.át
l' téel

s'é

géinaa
.át
k.át
x'wán
eetéeli
yaax
naa.át
s'áaxw
naak.át
l' téel

l'ée

**géinaa
.át
k.át
x'wán
eetéeli
yaax
naa.át
s'áaxw
naak.át
l' téel**

s'él'

**géinaa
.át
k.át
x'wán
eetéeli
yaax
naa.át
s'áaxw
naak.át
l' téel**

koo

**géinaa
.át
k.át
x'wán
eetéeli
yaax
naa.át
s'áaxw
naak.át
l' téel**





UNIT 14

Recreation



Teacher's Notes

Cycle B introduces the names of nine recreation activities. The Student Support Materials (SSM) include images, mini pictures, vocabulary word cards, student activity worksheets, and assessments. Listen to the audio recording of a fluent speaker saying the words, the unit's sentence and the unit's dialog. Use the games and activities in the ten lessons for this unit. Substitute each of the vocabulary words in the unit's sentence to give students more practice. Practice the dialog with students so that they can hear and speak the vocabulary words in context. If students can learn these terms well and commit them to their long-term memory, they can focus their attention on learning the verb phrases in future cycles. The theme of "recreation" will continue through Cycles C Advanced C. If students learn the material quickly, move on to Cycle C, which will introduce verbs to build upon this theme.

Vocabulary Cycle B

ash koolch'ét'aa
is playing basketball
ash koolk'ishaa
is playing baseball
ash koolt'áax'aa
is playing marbles
kadach'áak'w
is carving
da.aak is weaving
yaa nashix is running
ash koolt'ách'aa
is swimming
kei natl'ét'
is climbing up
yei natl'ét' is climbing down

Unit's Sentence

Ax xooni _____.
My relative is _____.

Unit's Dialog

(a) **Daa sá yéi adaanéi**
i _____?

What is your (relative) doing?

(b) **Ax xooni** _____.
My relative is _____.

(a) **Gwák géenk' sá yéi akgwasnéi?** When will he/she be done?

(b) **Tsayóok shé.** In awhile.

Teacher's Notes

Cycle C introduces verbs to be used with the nouns presented in Cycle B. The focus is oral language development. The phrases in this lesson are first and third person, progressive imperfective tense of various act verbs. 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 that build upon the theme "recreation." 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

Yaa nxashk'én. I am jumping.
Yaa nxashix. I am running.
Xadanéegwál'. I am painting.
T'éex' kát sh wudlix'áat. S/he is skating.

Teacher's Notes

The two questions in this cycle differ only slightly. One asks "What are you doing?"--**Wáa sá keeyanóok?** The other asks "What is she doing?"--**Wáa sá kuwanóok?** Students will have to listen carefully to be able to respond correctly with one of the phrases they learned in Cycle C. Use the suggested lessons and the audio recording to teach these sentences. The TPR command gives students a chance to show their comprehension.

Vocabulary Cycle A Advanced

Wáa sá keeyanóok? What are you doing?

Wáa sá kuwanóok? What is he doing?

Command

X'aháatde nals'áas'. Skip to the door.

Teacher's Notes

These sample sentences give excellent examples of how the adverb, describing the action, is part of the verb. Students can get much practice with these phrases in the suggested games and activities. They can also substitute other vocabulary words from this unit. Encourage students to listen to the audio recording of a fluent speaker saying these sentences. Note: The vocabulary word list includes **da.áak**, which means to weave with bark. The sample sentence uses **kasné**, which means to weave, knit or crochet with yarn.

Vocabulary Cycle B Advanced

Yan oowajakoo kasné. She is a productive weaver.

Xáat yáx at woodit'áach. He swims like a fish.

Ax lixéitl koot'áax'a ash kalaxadi. I am lucky at playing marbles.

Yan oowajakoo kadach'áak'ux i sitee. You are a skilled carver.

Teacher's Notes

Sentences in this cycle offer a variety of verbs and sentences, including two with dependent clauses: **Yáa héen yík wullaayí tsá gax-tookóox**--When the river melts we will go (by boat)--and **Tlél k'idéin yánde yidoox'ú daak guxlaháash**--If you don't tie it up good, it will drift out. Both use the conditional form of the verbs. The variety of verb forms, use of pronouns, and use of the negative give students excellent sample sentences they can use in their own writing activities. Use the suggested lessons to get students started writing their own sentences.

Vocabulary Cycle C Advanced

Yáa héen yík wullaayí tsá gax-tookóox. When the river melts we will go (by boat).

Yéi áwé xwaajee kei kakgwa-jóox. I think it's going to start.

Tlél k'idéin yánde yidoox'ú daak guxlaháash. If you don't tie it up good, it will drift out.

Tláakw axáa du andaayaagú. He is rowing his rowboat quickly

See Appendix III for lesson instructions.

Lesson 1

Introduce the new vocabulary.

Basic Listening

1. Mini Pictures
2. Turn and Face
3. Illustration Sequence
4. Let's Move
5. Flick
6. Searchlight

Lesson 2

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 3

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 4

Introduce 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 5

Review 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 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. Provide each student with illustrating materials and supplies. Each student should create a picture of a recreation form. Then, the students should use markers to create jigsaw puzzle designs on their pictures; each student should cut out his/her jigsaw puzzle. They should exchange puzzles and put them together.
3. Give each student a sight word card from any unit covered thus far in the Heritage Language Program (including Cycle A Beginners). Encourage each student to say a Tlingit/Haida/Tsimshian sentence of his/her own using the key word.

Cycle C Advanced Creative Writing Activities

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

_____ **axáa du aandaayaagú.**

He is rowing his rowboat _____.

Tlél k'idéin yánde yidoox'ú daak _____.

If you don't tie it up good, it _____ out.

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

Yáa héen yík wullaayí tsá gaxtookóox. When the river melts we will go (by boat).

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

Yáa héen yík wullaayí tsá gaxtookóox. When the river melts we will go (by boat).

Yéi áwé xwaajee kei kakgwajóox. I think it's going to start.

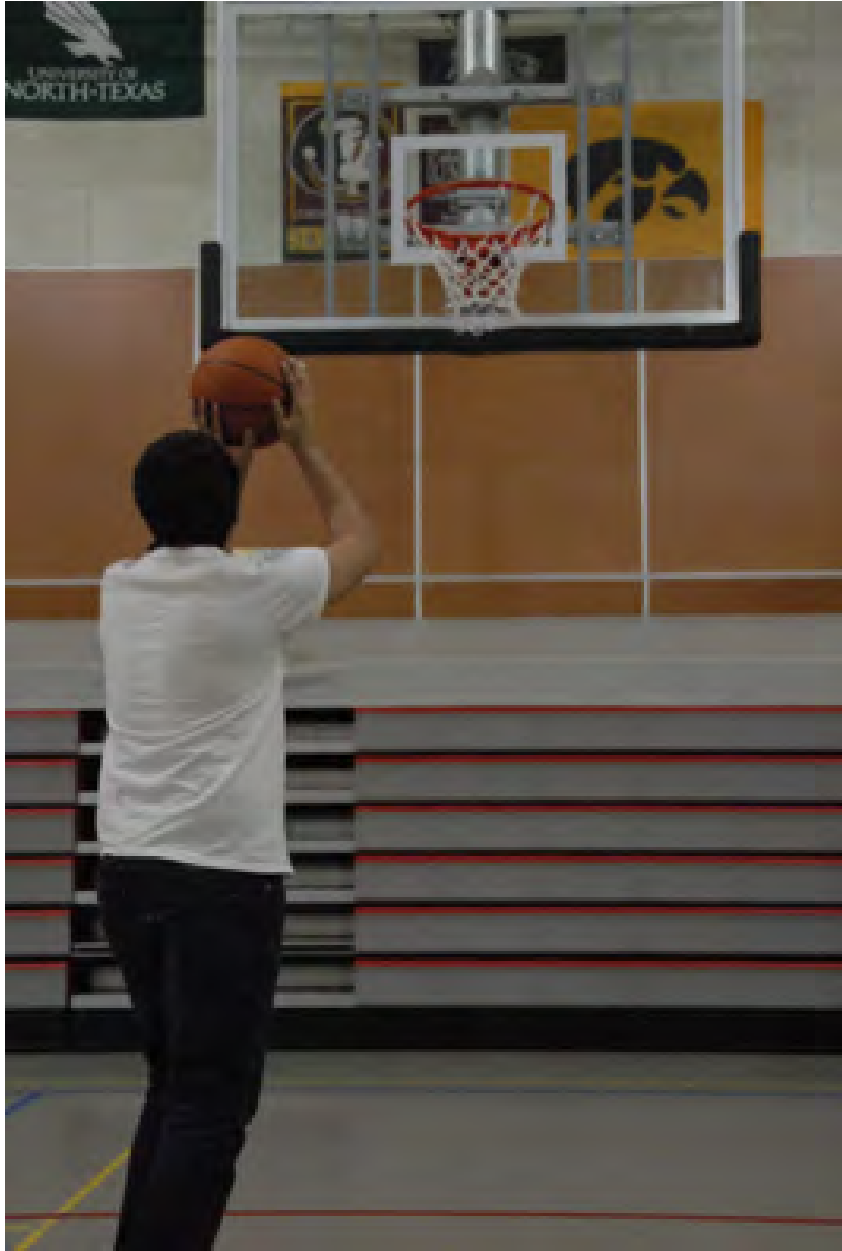
4. Use one of the sentences below to write a series of sentences that lead up to the sentence you chose or use the sentence to begin your series.

Tlél k'idéin yánde yidoox'ú daak guxlaháash. If you don't tie it up good, it will drift out.

Tláakw axáa du andaayaagú. He is rowing his rowboat quickly

VOCABULARY PICTURES





ash koolch'éit'aa
is playing basketball



ash koolk'ishaa
is playing baseball



ash koolt'áax'aa
is playing marbles



kadach'áak'w
is carving



da.aak
is weaving



yaa nashíx
is running



ash koolt'ách'aa
is swimming



kei natl'ét'
is climbing up

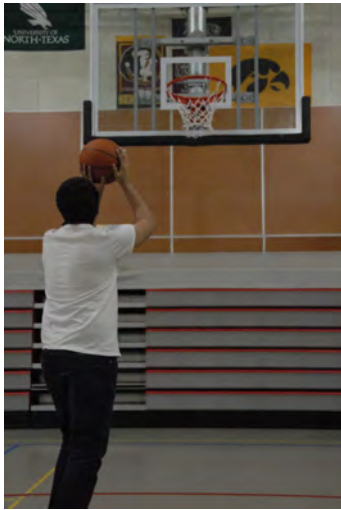


yei natl'ét'
is climbing down

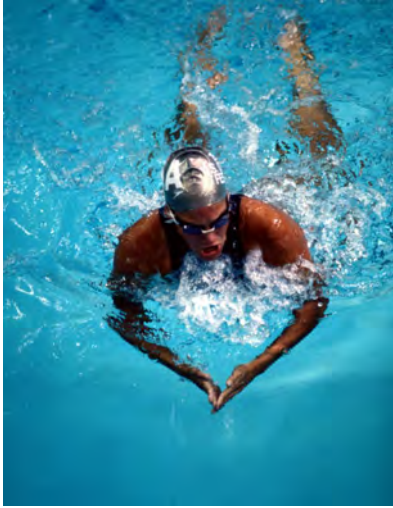
BASIC LISTENING



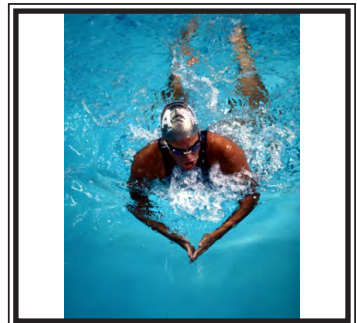
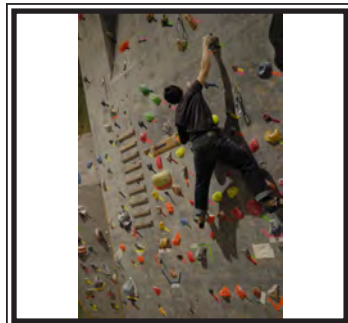
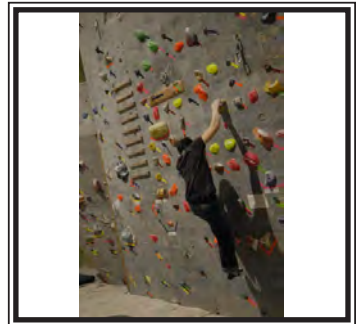
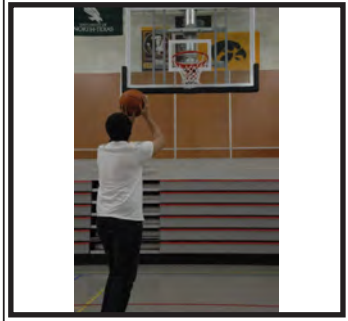
Cut out the vocabulary pictures.



Cut out the vocabulary pictures.



Listen to the vocabulary words; write the numbers under the pictures.



BASIC READING

Sight Recognition



ash koolch'éit'aa

ash koolk'ishaa

ash koolt'áax'aa

kadach'áak'w

da.aak

yaa nas híx

ash koolt'ách'aa

kei natl'ét'

yei natl'ét'

Circle the word for each picture.



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashix
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashix
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashix
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashix
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'

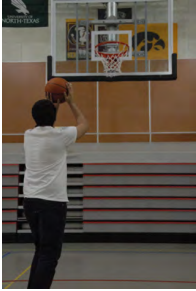


ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashix
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashix
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'

Circle the word for each picture.



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'

BASIC READING

Encoding



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

ash koo _____ éit'aa

ash _____ k'ishaa

ash k _____ 'áax'aa

kad _____ áak'w

da _____

yaa _____ íx

ash k _____ t'ách'aa

kei n _____ t'

yei na _____

nash

tl'ét'

ach'

kool

oolt

lch'

ool

.aak

atl'é

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



a d h' á w

a k c k' a

BASIC WRITING



Complete the words by writing in the missing letters.

ash _ oo _ c _ 'éi _ 'aa

a _ h k _ ol _ 'is _ aa

_ sh k _ _ It'áa _ 'aa

k _ d _ ch'áa _ 'w

_ a.aa _

y _ _ nashix

ash _ ool _ 'ác _ 'a _

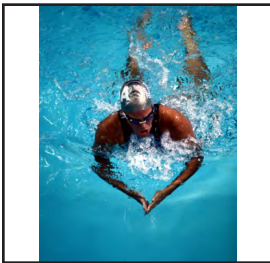
k _ i na _ l'é _ '

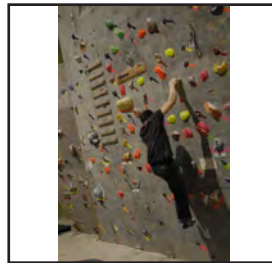
y _ _ n _ tl' _ t'

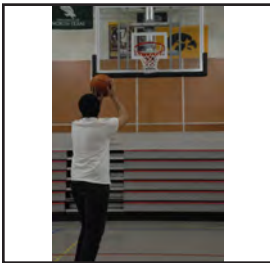
Write the correct vocabulary word next to each picture.



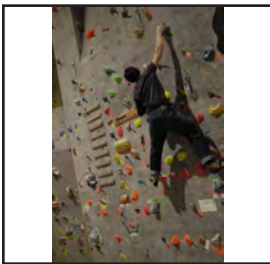
















DIALOG ACTIVITY PAGE



(a) Daa sá yéi adaanéi i _____ ?

(b) Ax xooni _____ .

(a) Gwák géenk' sá yan akgwasnée?

(b) Tsayóok shé.

ash koolch'éit'aa	kadach'áak'w	ash koolt'ách'aa
ash koolk'ishaa	da.aak	kei natl'ét'
ash koolt'áax'aa	yaa nashix	yey natl'ét'

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 14

Theme: More Recreation

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 **ash koolch'éit'aa**.”
2. “Write the number 2 on top of the picture of **ash koolk'ishaa**.”
3. “Write the number 3 on top of the picture of **ash koolt'áax'aa**.”
4. “Write the number 4 on top of the picture of **kadach'áak'w**.”
5. “Write the number 5 on top of the picture of **da.aak**.”
6. “Write the number 6 on top of the picture of **yaa nashix**.”
7. “Write the number 7 on top of the picture of **ash koolt'ách'aa**.”
8. “Write the number 8 on top of the picture of **kei natl'ét'**.”
9. “Write the number 9 on top of the picture of **yei natl'ét'**.”

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 14

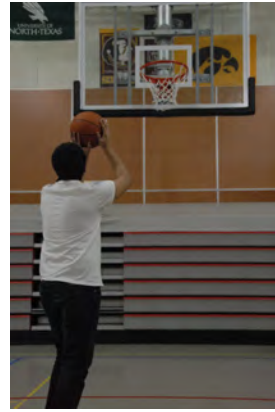
Theme: More Recreation

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.



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'

Circle the word for each picture.



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'



ash koolch'éit'aa
ash koolk'ishaa
ash koolt'áax'aa
kadach'áak'w
da.aak
yaa nashíx
ash koolt'ách'aa
kei natl'ét'
yei natl'ét'

ash koolt'

Ich'éit'aa
koolk'ishaa
áax'aa
áak'w
aak
nashíx
ách'aa
natl'ét'
natl'ét'

yaa

Ich'éit'aa
koolk'ishaa
áax'aa
áak'w
aak
nashíx
ách'aa
natl'ét'
natl'ét'

da.

Ich'éit'aa
koolk'ishaa
áax'aa
áak'w
aak
nashíx
ách'aa
natl'ét'
natl'ét'

ash koolt'

Ich'éit'aa
koolk'ishaa
áax'aa
áak'w
aak
nashíx
ách'aa
natl'ét'
natl'ét'

ash koo

Ich'éit'aa
koolk'ishaa
áax'aa
áak'w
aak
nashíx
ách'aa
natl'ét'
natl'ét'

ash

Ich'éit'aa
koolk'ishaa
áax'aa
áak'w
aak
nashíx
ách'aa
natl'ét'
natl'ét'

kadach'

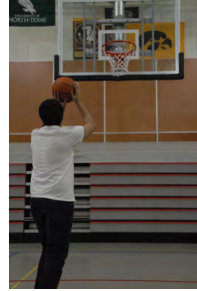
**Ich'érit'aa
koolk'ishaa
áax'aa
áak'w
aak
nashíx
ách'aa
natl'ét'
natl'ét'**

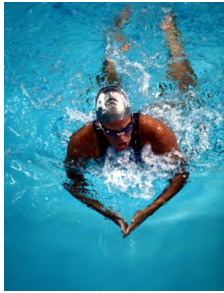
yei

**Ich'érit'aa
koolk'ishaa
áax'aa
áak'w
aak
nashíx
ách'aa
natl'ét'
natl'ét'**

kei

**Ich'érit'aa
koolk'ishaa
áax'aa
áak'w
aak
nashíx
ách'aa
natl'ét'
natl'ét'**





UNIT 15

Review 12-14



Teacher's Notes

This unit gives students opportunities to review and practice words from the clothing, weather and recreation units. If students already know these selected phrases, use others from the units. If students can learn these words well, they can focus their new learning on the verb phrases to be introduced in the next four cycles. All three of the units lend themselves to casual classroom conversation and need not be restricted to the formal Tlingit lesson. Our goal is to provide enough practice that these terms go into students' long-term memory.

Vocabulary Cycle B

kulidás' it is hailing

kukawduwayél' it is calm

kushix' íl' it is icy

ash koolch'éit'aa is playing basketball

kei natl'éit' is climbing up

yei natl'éit' is climbing down

s'él' s'áaxw rain hat

s'él' kinaak.át rain coat

s'él' téel rubber boots/rain boots

Teacher's Notes

The review unit gives an added opportunity for more practice with the verb patterns. Units 12-14 introduce the weather terms, and the verbs for buying and running. Introducing the negative form of the verb “to buy something” adds a complication of word order--where does the **tlél** go? If you have questions, it is always best to ask a fluent speaker for more examples. If you don't have access to a fluent speaker, use the examples in the units with all of the nouns. Encourage students to listen to the audio recording of a fluent speaker saying these sentences.

Vocabulary Cycle C

Séew daak wusitán tatgé. It was raining yesterday.

Tlél kinaak.át gaxwda.oo. I didn't buy a coat. (for myself)

Tlél s'él' s'áaxw gaxwda.oo. I didn't buy a rain hat. (for myself)

Yaa nxashix. I am running.

Teacher's Notes

This review of units 12-14 gives students more practice with the vocabulary on weather, clothing, and recreation. The more practice and review the students have with the sentences, the more language will go into long-term memory. As the sentences become more complex, more listening practice is needed. The teacher, who is usually also a learner, should listen to the audio of the fluent speaker many times. You can also play the audio for the students. As in the other cycles, the weather questions can and should be asked daily.

Vocabulary Cycle A Advanced

Kusi.áat gé? Is it cold out?

Kalak'wát' wé tuk'atáal. Fold the pants.

Sháax' yan idatí wé sáaxw. Put on the hat.

X'aháatde neels'áas'. Skip to the door.

Teacher's Notes

Use the sentences in this review unit to give students more practice in listening and speaking the sentences. Choose the sentences for review based on student progress. Mix up the phrases they know well with those that are still in progress. The weather, clothing, and recreation vocabulary can be used throughout the year as appropriate. Encourage students to listen to the audio recording of a fluent speaker saying the sentences.

Vocabulary Cycle B Advanced

Kaxwaan sikaak ts'ootaatx'.

The frost is thick in the morning.

Ax neilyeetéli yéi kwlisáa. My slippers are too narrow.

Ax lixéitl koot'áax'a ash

kalaxadi. I am lucky at playing marbles.

Yan oowajakoo kadach'áak'ux i sitee. You are a skilled carver.

Teacher's Notes

This cycle reviews the sample sentences from the weather, clothing, and recreation units. You will notice that sentences describing the weather cannot be translated word for word.

Students can substitute the clothing item for as many practice sentences as they want in this sentence, **Tlél xwash'éix'w ax dleit k'oodás'i**--I didn't dirty my white shirt. Use the writing assignments to give students practice writing Tlingit sentences.

Vocabulary Cycle C Advanced

Dleit yakaawadán. The snow is coming down so heavily, one can't see far.

Tlél xwash'éix'w ax dleit

k'oodás'i. I didn't dirty my white shirt.

Tlél k'idéin yánde yidoox'ú

daak guxlaháash. If you don't tie it up good, it will drift out.

Tláakw axáa du andaayaagú. He is rowing his rowboat quickly.

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 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 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 review sentences.

Basic Listening

1. Locomotive
2. Whisper

Basic Speaking

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

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 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

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. Review dialogs from units 12 to 14.
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.

_____ yánde yidoox'ú daak gu^xlaháash.

If you don't tie it up _____ it will drift out.

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

Tláakw axáa du aandaayaagú. He is rowing his rowboat quickly.

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 xwash'éix'w ax dleit k'oodás'i. I didn't dirty my white shirt.

Tláakw axáa du aandaayaagú. He is rowing his rowboat quickly.

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.

Dleit yakaawadán. The snow is coming down so heavily, one can't see far.

Tlél k'idéin yánde yidoox'ú daak guxlaháash. If you don't tie it up good, it will drift out.

VOCABULARY PICTURES





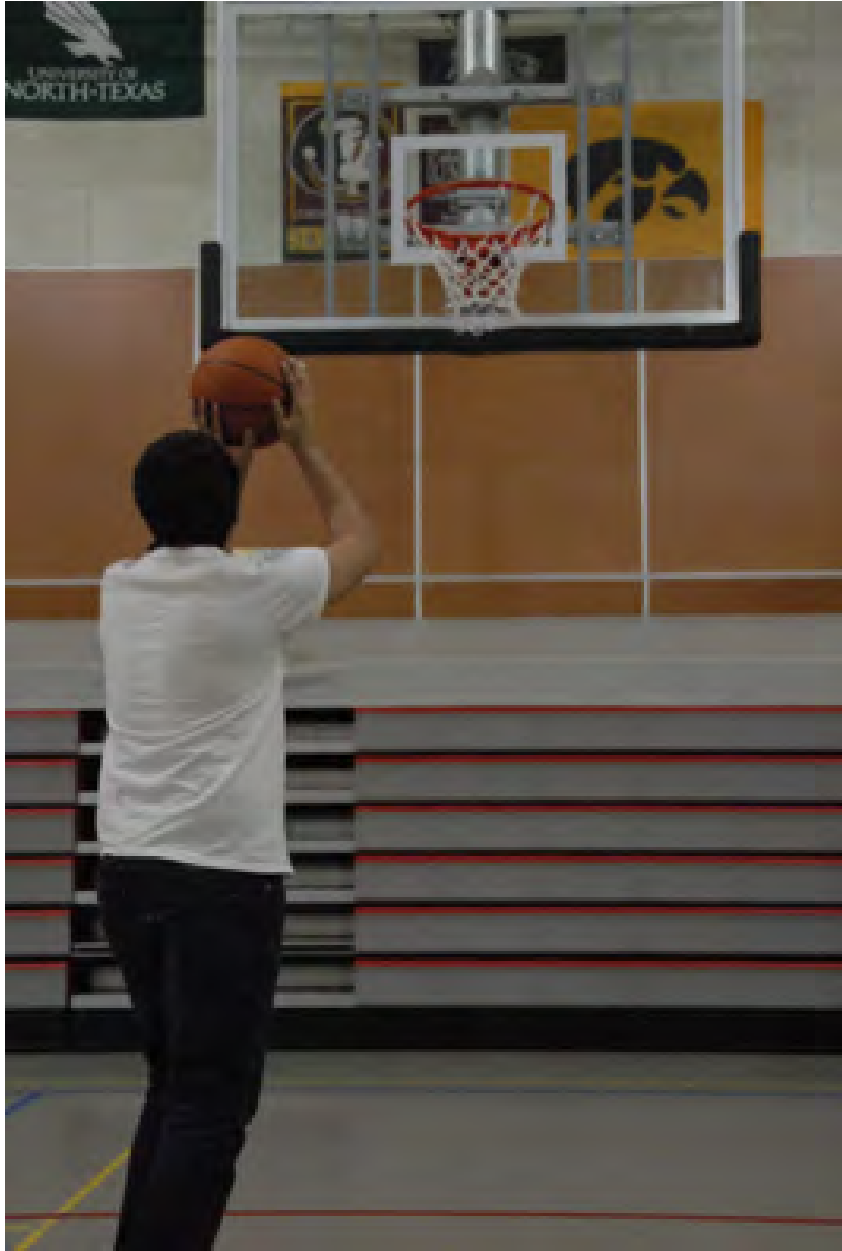
kulidás'
it is hailing



kukawduwayél'
it is calm.



kushix' íl'
it is icy.



ash koolch'éit'aa
is playing basketball.



kei natl'ét'
is climbing up.



yei natl'ét'
is climbing down.



s'él' s'áaxw
rain hat



s'él' kinaak.át
rain coat



s'él' téel
rubber boots/rain boots

BASIC LISTENING



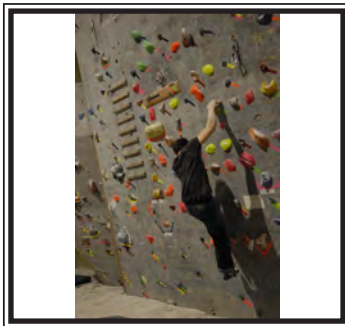
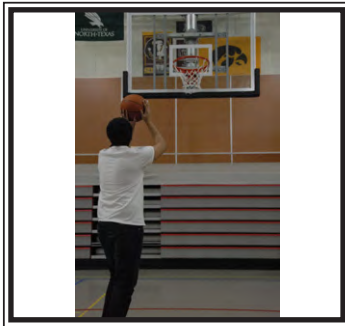
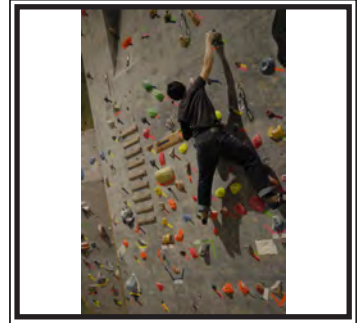
Cut out the vocabulary pictures. When the teacher says the word hold up the correct picture.



Cut out the vocabulary pictures. When the teacher says the word hold up the correct picture.



Listen to the vocabulary words; write the numbers under the pictures.



BASIC READING

Sight Recognition



kulidás'

kukawduwayél'

kushix'í'

ash koolch'ét'aa

kei natl'ét'

yei natl'ét'

s'él' s'áaxw

s'él' kinaak.át

s'él' téel

Circle the word for each picture.



kulidás'
kukawduwayél'
kushix'íl'
ash koolch'éit'aa
kei natl'ét'
yei natl'ét'
s'él' s'áaxw
s'él' kinaak.át
s'él' téel



kulidás'
kukawduwayél'
kushix'íl'
ash koolch'éit'aa
kei natl'ét'
yei natl'ét'
s'él' s'áaxw
s'él' kinaak.át
s'él' téel



kulidás'
kukawduwayél'
kushix'íl'
ash koolch'éit'aa
kei natl'ét'
yei natl'ét'
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s'él' kinaak.át
s'él' téel



kulidás'
kukawduwayél'
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yei natl'ét'
s'él' s'áaxw
s'él' kinaak.át
s'él' téel



kulidás'
kukawduwayél'
kushix'íl'
ash koolch'éit'aa
kei natl'ét'
yei natl'ét'
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s'él' kinaak.át
s'él' téel



kulidás'
kukawduwayél'
kushix'íl'
ash koolch'éit'aa
kei natl'ét'
yei natl'ét'
s'él' s'áaxw
s'él' kinaak.át
s'él' téel

Circle the word for each picture.



kulidás'
kukawduwayél'
kushix'íl'
ash koolch'éit'aa
kei natl'ét'
yei natl'ét'
s'él' s'áaxw
s'él' kinaak.át
s'él' téel



kulidás'
kukawduwayél'
kushix'íl'
ash koolch'éit'aa
kei natl'ét'
yei natl'ét'
s'él' s'áaxw
s'él' kinaak.át
s'él' téel



kulidás'
kukawduwayél'
kushix'íl'
ash koolch'éit'aa
kei natl'ét'
yei natl'ét'
s'él' s'áaxw
s'él' kinaak.át
s'él' téel

BASIC READING

Encoding



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

kuli _____

_____ duwayél'

ku _____ íl'

ash koolch' _____

kei _____ ét'

_____ natl'ét'

s'él' _____ w

_____ kinaak.át

s'él' _____

éit'aa

natl'

yei

s'áax

s'él'

dás'

téel

kukaw

shix'

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



l' á s' w s'

é a x

BASIC WRITING



Complete the words by writing in the missing letters.

k _ li _ á _ '

k _ _ aw _ u _ _ yél'

ku _ h _ x' _ _ '

_ _ h koolch' _ _ t'aa

_ ei _ _ _ l'ét'

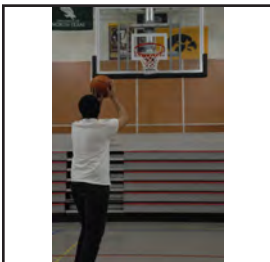
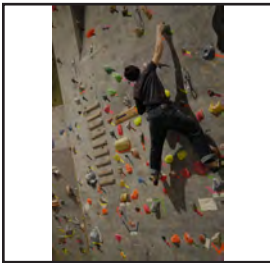
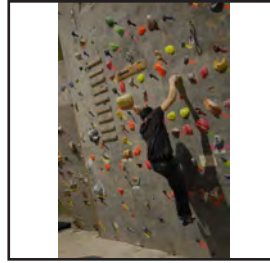
ye _ na _ _ 'é _ '

s' _ l' s' _ _ x _

s'él' k _ na _ _ .át

_ ' él' _ éel

Write the correct vocabulary word for each picture.



UNIT ASSESSMENT



Tlingit Language Program

Unit Assessment

Teacher's Notes

Cycle B Beginners

Grades 5 - 6

Unit 15

Theme: Review Units 12-14

Date:_____

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 **kulidás’**.”
2. “Write the number 2 on top of the picture of **kukawduwayél’**.”
3. “Write the number 3 on top of the picture of **kushix’ íl’**.”
4. “Write the number 4 on top of the picture of **ash koolch’éit’aa**.”
5. “Write the number 5 on top of the picture of **kei natl’ét’**.”
6. “Write the number 6 on top of the picture of **yei natl’ét’**.”
7. “Write the number 7 on top of the picture of **s’él’ s’áaxw**.”
8. “Write the number 8 on top of the picture of **s’él’ kinaak.át**.”
9. “Write the number 9 on top of the picture of **s’él’ téel**.”

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 15

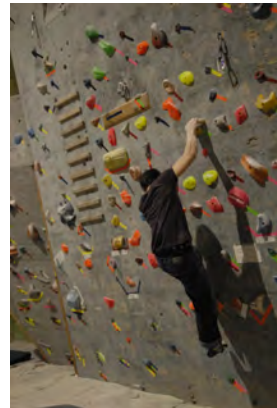
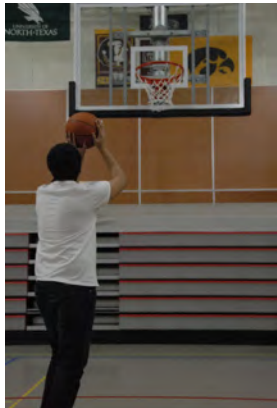
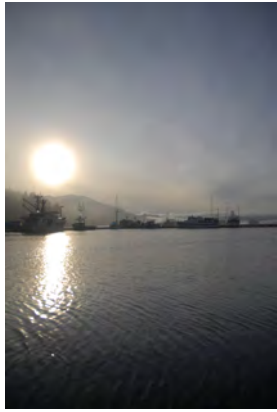
Theme: Review Units 12-14

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.







**kulidás'
kukawduwayél'
kushix'íl'
ash koolch'éit'aa
kei natl'é't'
yei natl'é't'
s'é'l' s'áaxw
s'é'l' kinaak.át
s'é'l' téel**



**kulidás'
kukawduwayél'
kushix'íl'
ash koolch'éit'aa
kei natl'é't'
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s'é'l' téel**



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s'é'l' kinaak.át
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kei natl'é't'
yei natl'é't'
s'é'l' s'áaxw
s'é'l' kinaak.át
s'é'l' téel**



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kukawduwayél'
kushix'íl'
ash koolch'éit'aa
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yei natl'é't'
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s'é'l' kinaak.át
s'é'l' téel**



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ash koolch'éit'aa
kei natl'é't'
yei natl'é't'
s'é'l' s'áaxw
s'é'l' kinaak.át
s'é'l' téel**



**ḱulidás'
ḱukawduwayél'
ḱushix'íl'
ash koolch'éit'aa
kei natl'éit'
yei natl'éit'
s'éil' s'áaxw
s'éil' kinaak.át
s'éil' téel**



**ḱulidás'
ḱukawduwayél'
ḱushix'íl'
ash koolch'éit'aa
kei natl'éit'
yei natl'éit'
s'éil' s'áaxw
s'éil' kinaak.át
s'éil' téel**



**ḱulidás'
ḱukawduwayél'
ḱushix'íl'
ash koolch'éit'aa
kei natl'éit'
yei natl'éit'
s'éil' s'áaxw
s'éil' kinaak.át
s'éil' téel**

kush

idás'
duwayél'
ix' íl'
koolch'éit'aa
natl'ét'
ét'
áaxw
át
téel

s'él' s'

idás'
duwayél'
ix' íl'
koolch'éit'aa
natl'ét'
ét'
áaxw
át
téel

s'él'

idás'
duwayél'
ix' íl'
koolch'éit'aa
natl'ét'
ét'
áaxw
át
téel

s'él' kinaak.

idás'
duwayél'
ix' íl'
koolch'éit'aa
natl'ét'
ét'
áaxw
át
téel

kukaw

idás'
duwayél'
ix' íl'
koolch'éit'aa
natl'ét'
ét'
áaxw
át
téel

kul

idás'
duwayél'
ix' íl'
koolch'éit'aa
natl'ét'
ét'
áaxw
át
téel

ash

idás'
duwayél'
ix' íl'
koolch'éit'aa
natl'ét'
ét'
áaxw
át
téel

yei natl'

idás'
duwayél'
ix' íl'
koolch'éit'aa
natl'ét'
ét'
áaxw
át
téel

kei

idás'
duwayél'
ix' íl'
koolch'éit'aa
natl'ét'
ét'
áaxw
át
téel

