

Learning our

# Tlingit Language



Lingít | Cycles B through Advanced C | Beginners

Grades 5 & 6

Book 4



Sealaska Heritage Institute



# UNIT 16

Buildings



## Teacher's Notes

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

## Vocabulary Cycle B

**xáanás'** drying house  
**atwuskú daakahídi** school  
**xaay** sauna  
**x'úx' daakahídi**  
library  
**shoo daakahídi**  
theater  
**s'ísaa hít** tent  
**aadéi yóo aya.atgi yé**  
outhouse  
**hít tlein** tall building  
**shaxaawú daakahídi** hair  
salon/barbershop

## Unit's Sentence

**Wé** \_\_\_\_\_ **dáx yaa**  
**nxagút.** I am coming from  
the \_\_\_\_\_.

## Unit's Dialog

(a) **Goodax sáwé yaa neegút?**  
Where are you coming from?

(b) **Wé** \_\_\_\_\_ **dáx yaa**  
**nxagút.** I'm coming from the  
\_\_\_\_\_.

(a) **Goodé sá tsú kgeegoot?**  
Where are you going next?

(b) **Wé** \_\_\_\_\_ **déi kkwagoot.**  
I will go to the \_\_\_\_\_.

### 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, progressive imperfective tense (in the process of doing it) of the verb “to go somewhere on foot.” The second example uses the 3rd person, perfective of “to go shopping.” 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 sentences. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases which build upon the theme of “buildings.” Remember to follow the DLP process, spending lots of time on listening activities before asking students to speak.

### Vocabulary Cycle C

**Yaa koosgé daakahídidé yaa nxagút.**

I am walking to the school.

**Yáa x'úx' áa kawduwachagi yéide yaa nxagút.** I am walking to the library.

**Yáa áa dultínxh yéide yaa nxagút.**

I am walking to the theater.

**Atxá daakahídidé wdlihoon.** He went shopping at the grocery store.

### Teacher's Notes

Questions in this cycle give practice using the question words for asking about people in certain locations. Students can respond with the names **ax éesh**, **ax aat**, and other family terms they learned in Cycle B, Unit 5. The commands give students more listening practice to the imperative tense of the verbs “to walk to” and “to point at.”

### Vocabulary Cycle A Advanced

**Aadóo sá wé atx'aan hídiwú?**

Who is in the smokehouse?

**Aadóo sá wé shaxaawú daakahídiwú?** Who is at the barber shop?

#### Commands

**Shoo daakahídi ch'éx'.** Point to the theater.

**Hoon daakahídidé nagú.** Go to the store.

### Teacher's Notes

Four interesting sentences about buildings are presented in this cycle. Use the suggested lessons to teach this vocabulary. Listen to the audio recording to hear a fluent speaker saying these sentences. All of the vocabulary words can be substituted in these four sample sentences which will give 36 sentences. Use the lessons and games to keep the students interested.

### Vocabulary Cycle B Advanced

**Aadéi yóo aya.atgi yé tlél yan wujaakw.** The outhouse is unsafe.

**Kadánjaa ax' sitee wé s'ísaa hít.** The tent is dusty.

**Wé xaay oowat'áa.** The sauna is warm

**Aa at du xá yé x'eit wuduwaan.** This café is closed.

### Teacher's Notes

By this cycle, most students can write simple sentences using the buildings terms and the simple verbs they learned in Cycle C. This cycle presents more complex sentence structures. Use the suggested writing activities to get students started writing their own Tlingit sentences.

### Vocabulary Cycle C Advanced

**Haa hídi altin.** S/he is watching our house.

**Hoon daakahídidé has woo.aat ax séek' hás.** My daughters have gone to the store.

**Du hídidáx kaay shoowú yéi kunaaléi hoon daakahídi.** The store is a half mile from her house.

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

See Appendix III for lesson instructions.

### **Lesson 1**

Introduce the new vocabulary.

#### **Basic Listening**

1. Mini Pictures
2. Illustration Sequence

#### **Basic Speaking**

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

### **Lesson 2**

Review the unit's vocabulary.

#### **Basic Listening**

1. Nod and Clap
2. Over and Under

#### **Basic Speaking**

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

### **Lesson 3**

Review the unit's vocabulary.

#### **Basic Listening**

1. Nod and Clap
2. Over and Under

#### **Basic Speaking**

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

### **Lesson 4**

Introduce the unit's sentence.

#### **Basic Listening**

1. Let's Move
2. Number My Word

#### **Basic Speaking**

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

### **Lesson 5**

Review the unit's sentence.

#### **Basic Listening**

1. Locomotive
2. Whisper

#### **Basic Speaking**

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

### **Lesson 6**

Review the unit's vocabulary.

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

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

### **Lesson 7**

Review the unit's vocabulary.

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

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

### **Lesson 8**

Review the unit's vocabulary.

#### **Basic Writing**

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

### **Lesson 9**

Review the unit's vocabulary.

#### **Basic Writing**

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

### **Lesson 10**

Administer the unit's assessment.

1. Practice the unit's dialog with the students.
2. Lay a length of mural paper on the floor. Use a felt marker to do a simple map of the community, including main roads. Provide the students with illustrating materials and supplies. They should draw and cut-out buildings that can be added to the community map. The students should glue the building pictures in their approximate locations on the map. Have the students label the buildings and places in the community map. Display the mural.
3. Give each student a sight word card from any unit covered thus far in the Heritage Language Program (including Cycle A Beginners). Encourage each student to say a Tlingit/Haida/Tsimshian sentence of his/her own using the key word.



## Cycle C Advanced Creative Writing Activities

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

\_\_\_\_\_ **dé has woo.aat ax séek' hás.**

My daughters have gone to \_\_\_\_\_.

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

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

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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.

**Haa hídi altin.** S/he is watching our house.

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

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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.

**Hoon daakahídidé has woo.aat ax séek' hás.** My daughters have gone to the store.

**Du hídidáx kaay shoowú yéi kunaaléi hoon daakahídi.** The store is a half mile from her house.

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# VOCABULARY PICTURES







**xáanás'**  
drying house



**atwuskú daakahídi**  
school





**xaay**  
sauna



**x'úx' daakahídi**  
library



**shoo daakahídi**  
theater



**s'ísaa hít**  
tent





**aadéi yóo aya.atgi yé**  
outhouse



**hít tlein**  
tall building



**shaxaawú daakahídi**  
hair salon/barbershop

# BASIC LISTENING







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



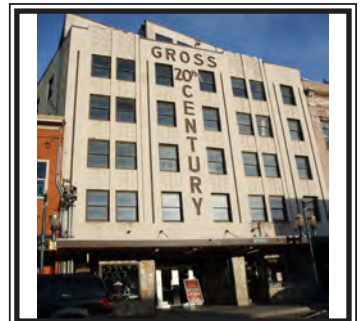
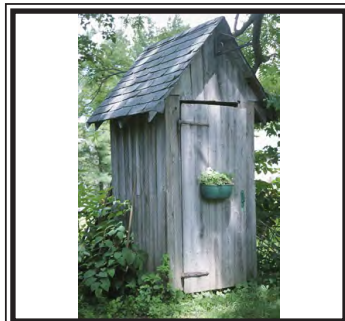
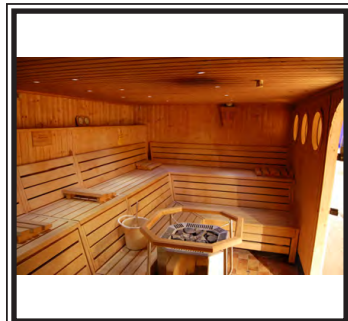
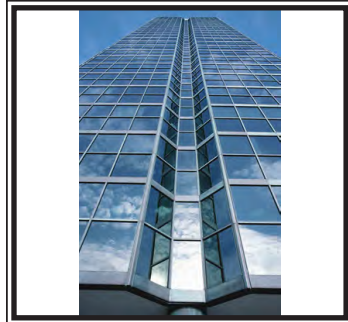


*Cut out the pictures. Show the picture for the vocabulary word given.*





Write the number for the vocabulary word under the picture.







# BASIC READING

Sight Recognition







**xáanás'**

**atwuskú daakahídi**

**xaaay**



x'úx' daakahídi

shoo daakahídi

s'ísaa hít



**aadéi yóo aya.atgi yé**

**hít tlein**

**shax̄aawú daakahídi**



Circle the word for each picture.



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaawú daakahídi



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaawú daakahídi



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaawú daakahídi



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaawú daakahídi



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaawú daakahídi

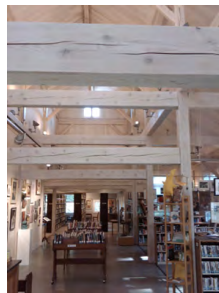


xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaawú daakahídi

Circle the word for each picture.



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hit  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaawú daakahídi



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hit  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaawú daakahídi



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hit  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaawú daakahídi







# BASIC READING

Encoding





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

\_\_\_\_\_ **nás'**

**at** \_\_\_\_\_ **daakahídi**

**xa** \_\_\_\_\_

**x'úx'** \_\_\_\_\_ **kahídi**

**shoo daaka** \_\_\_\_\_

**s'í** \_\_\_\_\_ **hít**

**aadéi yóo** \_\_\_\_\_ **atgi yé**

**hít tl** \_\_\_\_\_

**sha** \_\_\_\_\_ **wú daakahídi**

**xaa**

**hídi**

**daa**

**ein**

**saa**

**aya.**

**ay**

**wuskú**

**x'áa**



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



s' h a s í  
í a t





# BASIC WRITING





Complete the words by writing in the missing letters.

\_ áan \_ \_ '

a \_ wu \_ kú daa \_ ahídi

\_ aa \_

\_ ' ú \_ ' daa \_ ahídi

s \_ oo daa \_ ahíd \_

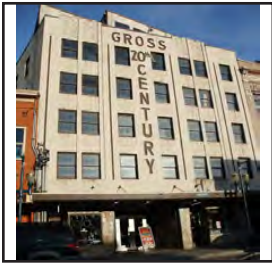
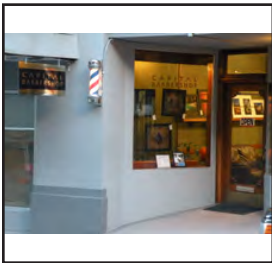
\_ ' í \_ aa \_ ít

aa \_ éi \_ óo a \_ a.atgi \_ é

hít \_ lei \_

s \_ axaawú d \_ \_ kahídi

Write the correct vocabulary word next to each picture.



# DIALOG ACTIVITY PAGE





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

(a) Goodax sáwé yaa neegút?

(b) Wé \_\_\_\_\_ dáx yaa nxagút.

(a) Goodé sá tsú kgeegoot?

(b) Wé \_\_\_\_\_ déi kkwagoot.

<u>xáanás'</u>	<u>atwuskú</u> daakahídi	<u>xaay</u>
x'úx' daakahídi	shoo daakahídi	s'ísaa hít
aadéi yóo aya.atgi yé	hít tlein	shaxaawú daakahídi





# UNIT ASSESSMENT



# **Tlingit Language Program**

**Unit Assessment**

**Teacher's Notes**

**Cycle B Beginners**

**Grades 5 - 6**

**Unit 16**

**Theme: More Buildings**

**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 **xáanás'**.”
2. “Write the number 2 on top of the picture of **atwuskú daakahídi.**”
3. “Write the number 3 on top of the picture of **xaay.**”
4. “Write the number 4 on top of the picture of **x'úx' daakahídi.**”
5. “Write the number 5 on top of the picture of **shoo daakahídi.**”
6. “Write the number 6 on top of the picture of **s'ísaa hít.**”
7. “Write the number 7 on top of the picture of **aadéi yóo aya.atgi yé.**”
8. “Write the number 8 on top of the picture of **hít tlein.**”
9. “Write the number 9 on top of the picture of **shaxaawú daakahídi.**”

### 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 16**

**Theme: More Buildings**

**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.



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaaawú daakahídi



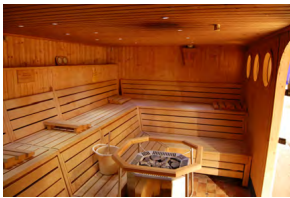
xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaaawú daakahídi



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaaawú daakahídi



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaaawú daakahídi



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaaawú daakahídi



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaaawú daakahídi



Circle the word for each picture.



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaawú daakahídi



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaawú daakahídi



xáanás'  
atwuskú daakahídi  
xaay  
x'úx' daakahídi  
shoo daakahídi  
s'ísaa hít  
aadéi yóo aya.atgi yé  
hít tlein  
shaxaawú daakahídi



**xáa**

nás'  
kú daakahídi  
aay  
kahídi  
daakahídi  
saa hít  
hít tlein  
xaawú daakahídi  
atgi yé

**aadéi yóo aya.**

nás'  
kú daakahídi  
aay  
kahídi  
daakahídi  
saa hít  
hít tlein  
xaawú daakahídi  
atgi yé

**atwus**

nás'  
kú daakahídi  
aay  
kahídi  
daakahídi  
saa hít  
hít tlein  
xaawú daakahídi  
atgi yé

**shoo**

nás'  
kú daakahídi  
aay  
kahídi  
daakahídi  
saa hít  
hít tlein  
xaawú daakahídi  
atgi yé

**x**

nás'  
kú daakahídi  
aay  
kahídi  
daakahídi  
saa hít  
hít tlein  
xaawú daakahídi  
atgi yé

**x'úx' daa**

nás'  
kú daakahídi  
aay  
kahídi  
daakahídi  
saa hít  
hít tlein  
xaawú daakahídi  
atgi yé

**sha**

nás'  
kú daakahídi  
aay  
kahídi  
daakahídi  
saa hít  
hít tlein  
xaawú daakahídi  
atgi yé

**hít**

nás'  
kú daakahídi  
aay  
kahídi  
daakahídi  
saa hít  
hít tlein  
xaawú daakahídi  
atgi yé

**s'í**

nás'  
kú daakahídi  
aay  
kahídi  
daakahídi  
saa hít  
hít tlein  
xaawú daakahídi  
atgi yé





# UNIT 17

Geography



### Teacher's Notes

The geography terms in this unit will be used as the theme for the next four cycles. If students can learn these terms well, they can focus their learning on the verb phrases in the next four cycles. The materials in the Student Support Materials (SSM) give students more ways to learn the new terms. The SSM include images, mini-pictures, vocabulary word cards, student activity worksheets, and assessments. The unit sentence and dialog give another activity that uses the nouns in context. Use the ten suggested lessons and the audio recording to teach these nouns. If students learn the material quickly, move forward to the next cycle. Cycle C introduces verbs and the following three cycles add new phrases to be used with this theme.

### Vocabulary Cycle B

**aas gutú** forest  
**gooch** hill  
**x'áas** waterfall  
**sháchk** muskeg/swamp  
**geiy** bay/inlet  
**eech** reef  
**tatóok** cave  
**héen sháak** head of river  
**héen wát** mouth of river

### Unit's Sentence

**Wé \_\_\_\_\_ xánx' át  
xwaagoot.**

I was walking near the  
\_\_\_\_\_.

### Unit's Dialog

(a) **Wáanáx sá i téeli  
wuditl'íxw?**

Why are your shoes dirty?

(b) **At xwaagoot.**

I was walking.

(a) **Góot áx' sá át yeegoot?**

Where were you walking?

(b) **Wé \_\_\_\_\_ xánx' át  
xwaagoot.**

I was walking near the  
\_\_\_\_\_.

### 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, progressive imperfective tense of "to run somewhere." 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 sentences. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme of "geography." Remember to follow the DLP process, spending lots of time on listening activities before asking students to say the sentences.

### Vocabulary Cycle C

**At gutóode yaa nxashíx.**

I am running to the forest.

**Yáa shaa shakéede yaa nxashíx.** I am running to the top of the mountain.

**Yá héen x'áas aadé yaa nxashíx.** I am running to the waterfall.

**Yá sháchgi kaadé yaa nxashíx.** I am running to the muskeg/swamp.

### Teacher's Notes

The verb tense is the imperative (command) form of the verb to run somewhere. Post photos from the SSM to give students visual cues of their destination.

These are commands that cannot literally be followed. Students should mime the actions. Look for variety in their "run." Running on the beach should not look the same as running on a lake.

### Vocabulary Cycle A Advanced

**Éek kaadé neesheex.** Run on the beach.

**Shaa shakéede neesheex.** Run to the mountain.

**Sháchgi kaadé neesheex.** Run on the muskeg.

**Áa kaadé neesheex.** Run on the lake.

### Teacher's Notes

Unlike some languages, in Tlingit most adjectives are part of the verb. The three verb phrases translate as “is damp,” “is powerful,” and “is dark.” You can substitute some of the geography vocabulary words in the first three sentences. The fourth phrase introduces a negative to say “the hill isn’t very high.” When the negative is added, the verb form changes. To use the negative statement as a model, refer to the Tlingit Index of 575+ Verbs link on the SHI website. Listen to the audio recording and use the suggested lessons to teach this cycle.

### Vocabulary Cycle B Advanced

**Tatóok wuditl’ák’.** The cave is damp.

**Litseen we heen x’áasi.** The waterfall is powerful.

**Aas gutú kuwjigít.** The forest is dark.

**Tlél tlax shustán we gooch.**  
The hill isn’t very high.

### Teacher's Notes

By this cycle, most students can write simple sentences using the geography terms and the verbs from Cycle C. More complex sentences are presented here to give students sentence patterns to follow. Use the suggested writing activities to get students started on writing their own Tlingit sentences. In this cycle, a second word for cave is used--**katóok**. Cycle B Advanced used **tatóok**. Both are correct and both are in the Dictionary of Tlingit by Keri Edwards.

### Vocabulary Cycle C Advanced

**Éek dax néil dei gunayéi s loowagúk.** They started to run home from the beach.

**Shaanáx yaawashoo wé kaa x’oos deiyí.** The foot trail extends through the valley.

**K’asigóo kaltéelk l’éiw kát at wusheex.** It’s fun running around barefoot in the sand

**Yá neechx yaa neegúdi yei kgisatéen yá katóok.** As you walk along this shoreline you will see this cave.



See Appendix III for lesson instructions.

**Lesson 1**

Introduce the new vocabulary.

**Basic Listening**

1. Mini Pictures - SSM
2. Searchlight – page 9

**Basic Speaking**

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

**Lesson 2**

Review the unit's sentence.

**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 sentence.

**Basic Listening**

1. Nod and Clap
2. Hop the Line

**Basic Speaking**

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

**Lesson 4**

Introduce the unit's sentence.

**Basic Listening**

1. Turn and Face
2. Wild Cars

**Basic Speaking**

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

**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. 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. 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. Numbered Illustrations
2. Flour Writing
3. Crayon Resist
4. Syllable Time
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 the students with art paper and oil-based pastels. The students should cover their papers with different colors of the pastels. Then, they should paint a thick layer of black paint over the pastels. When the paint has dried, the students should use sharp objects to etch graphics of different land and water forms. Have the students trim their artwork for display.
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.

\_\_\_\_\_ **dax néil dei gunayéi s loowagúk.**

They started to run home from the \_\_\_\_\_.

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

**K'asigóo kaltéelk l'éiw kát at wusheex.** It's fun running around barefoot in the sand.

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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.

**Shaanáx yaawashoo wé kaa x'oos deiyí.** The foot trail extends through the valley.

**Yá neechx yaa neegúdi yei kgisatéen yá katóok.** As you walk along this shoreline you will see this cave.

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---

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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.

**Éek dax néil dei gunayéi s loowagúk.** They started to run home from the beach.

**Yá neechx yaa neegúdi yei kgisatéen yá katóok.** As you walk along this shoreline you will see this cave.

---

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# VOCABULARY PICTURES





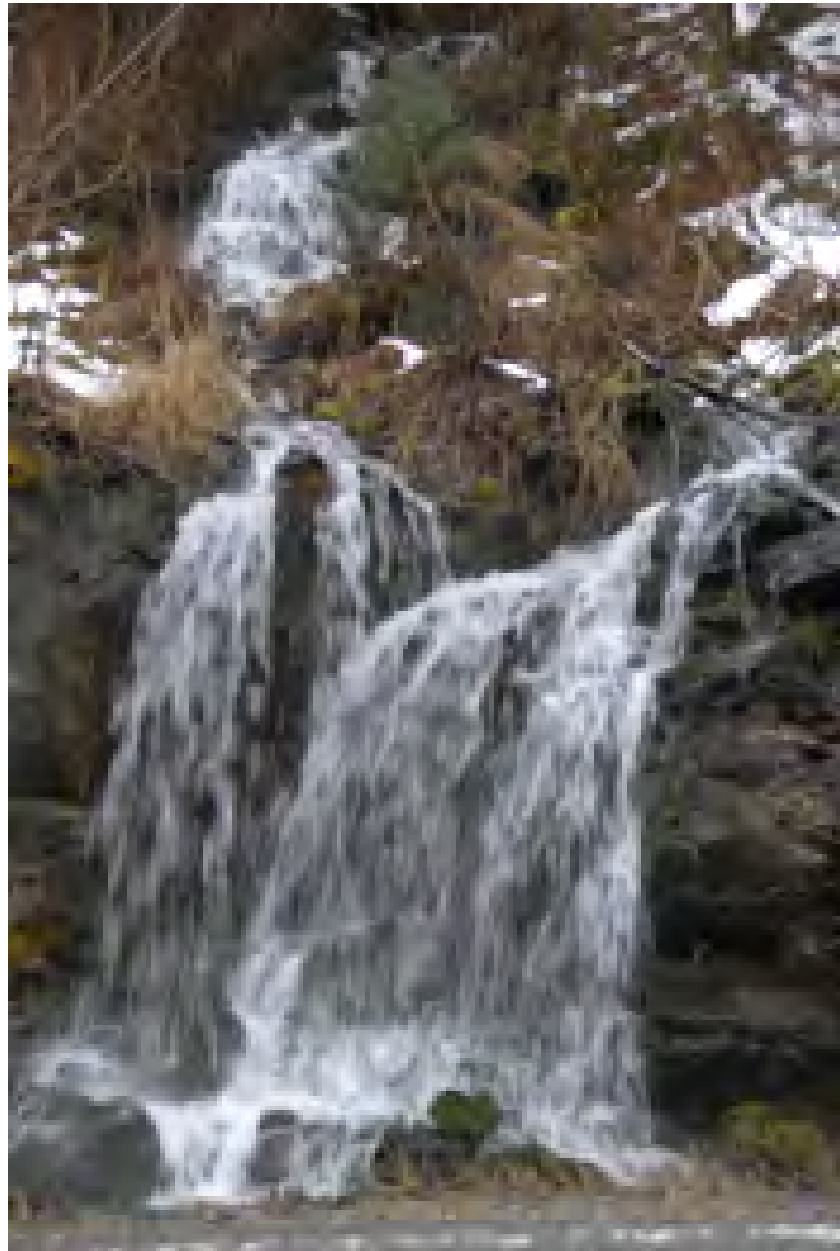


**aas gutú**  
forest





**gooch**  
hill



**x'áas**  
waterfall



**sháchk**  
muskeg/swamp



**geiy**  
bay/inlet

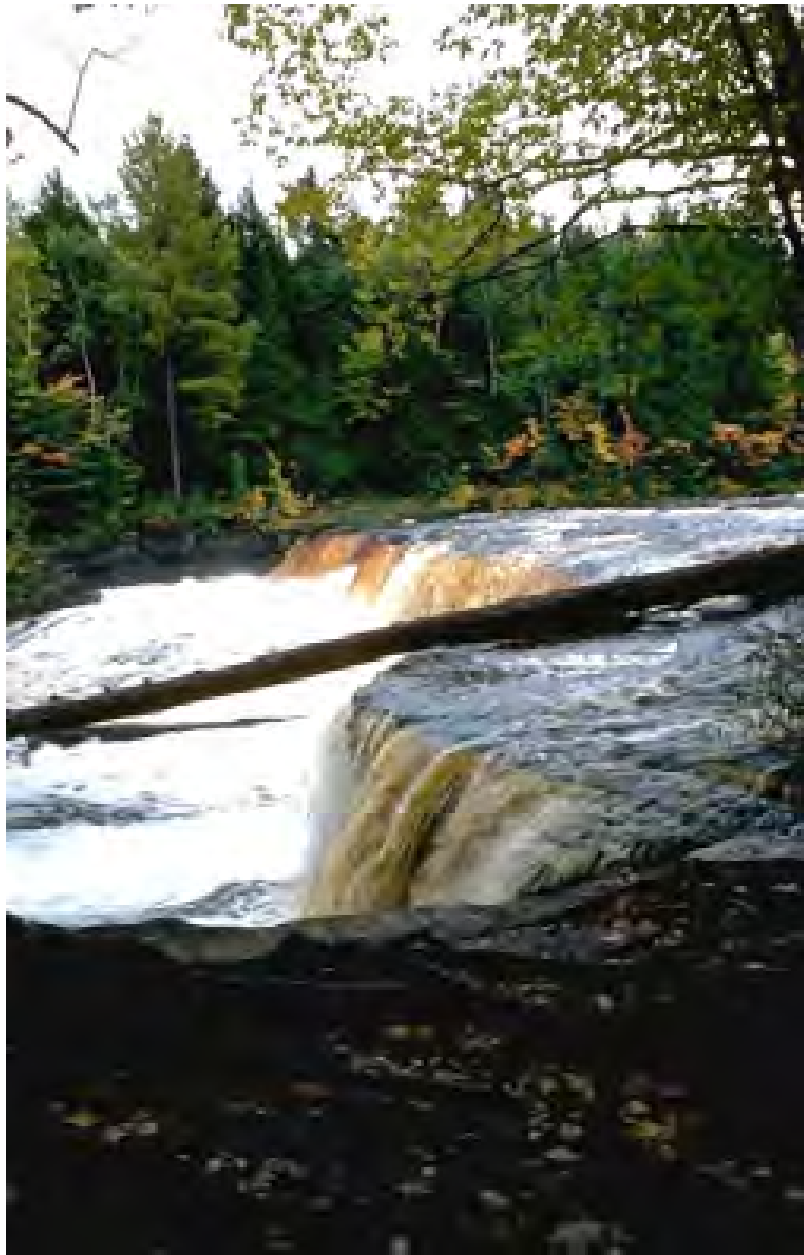




**eech**  
reef



**tatóok**  
cave



**héen sháak**  
head of the river



**héen wát**  
mouth of the river

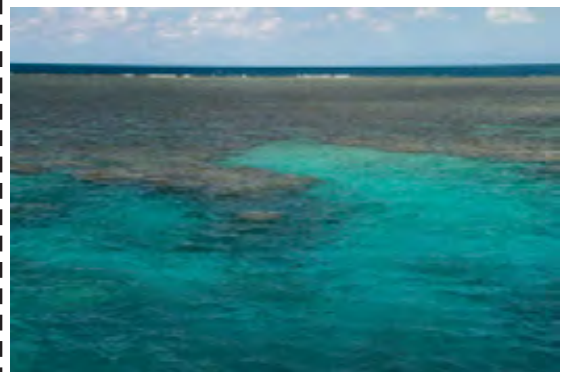
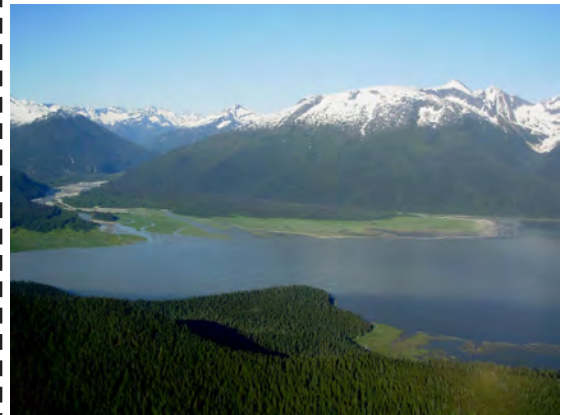


# BASIC LISTENING





*Cut out the pictures and show the picture for the word given.*





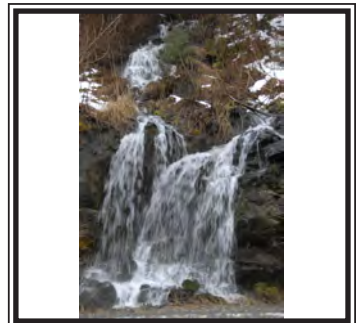
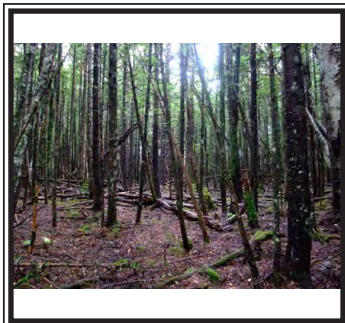
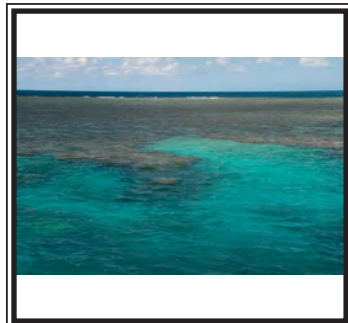
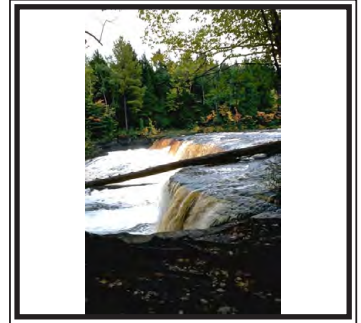
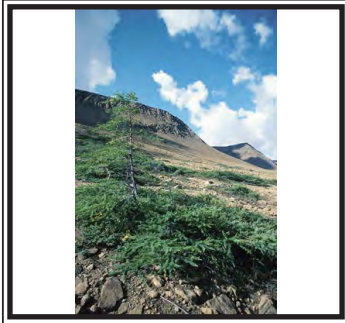
*Cut out the pictures and show the picture for the word given.*







Say the vocabulary words; the students write the numbers under the pictures.







# BASIC READING

Sight Recognition





**aas gutú**

**gooch**

**x'áas**



sháchk

geiy

eech



tatóók

héen sháak

héen wát





Circle the word for each picture.



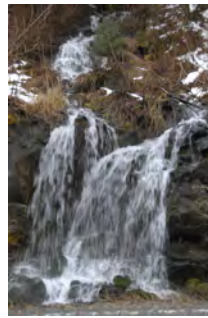
aas gutú  
gooch  
x'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak



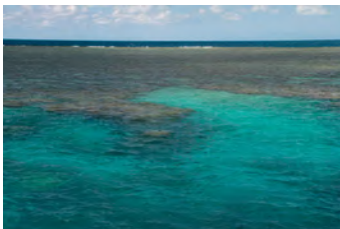
aas gutú  
gooch  
x'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak



aas gutú  
gooch  
x'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak



aas gutú  
gooch  
x'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak

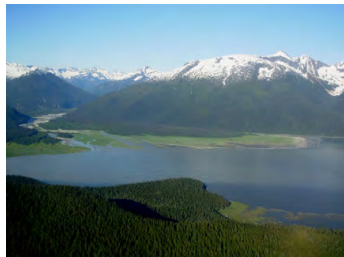


aas gutú  
gooch  
x'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak



aas gutú  
gooch  
x'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak

*Circle the word for each picture.*



aas gutú  
gooch  
x'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak



aas gutú  
gooch  
x'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak



aas gutú  
gooch  
x'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak





# BASIC READING

Encoding





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

aas g\_\_\_\_\_

g\_\_\_\_\_ch

\_\_\_\_\_as

s\_\_\_\_\_hk

g\_\_\_\_\_y

\_\_\_\_\_ch

tat\_\_\_\_\_k

h\_\_\_\_\_n wát

héen \_\_\_\_\_k

sháa

utú

óo

oo

ee

ách

x'á

ei

ée





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



e

w

n

h

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t

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# BASIC WRITING





Complete the words by writing in the missing letters.

\_ as \_ u \_ ú

\_ o \_ ch

\_ ' áa \_

s \_ ác \_ k

g \_ \_ y

e \_ \_ h

\_ ató \_ k

\_ éen \_ át

h \_ en \_ h \_ ak

Write the correct vocabulary word next to each picture.



# DIALOG ACTIVITY PAGE







a) Wáanáx sá i téeli wuditl'íxw?

(b) At xwaagoot.

(a) Góot áx' sá át yeegoot?

(b) Wé \_\_\_\_\_ xánx' át xwaagoot

aas gutú	gooch	x'áas
sháchk	geiy	eech
tatóok	héen wát	héen sháak

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 17**

**Theme: Geography**

**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 **aas gutú.**”
2. “Write the number 2 on top of the picture of **gooch.**”
3. “Write the number 3 on top of the picture of **x'áas.**”
4. “Write the number 4 on top of the picture of **sháchk.**”
5. “Write the number 5 on top of the picture of **geiy.**”
6. “Write the number 6 on top of the picture of **eech.**”
7. “Write the number 7 on top of the picture of **tatóok.**”
8. “Write the number 8 on top of the picture of **héen sháak.**”
9. “Write the number 9 on top of the picture of **héen wát.**”

### 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 17**

**Theme: Geogrpby**

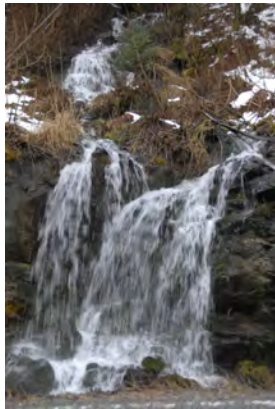
**Date:** \_\_\_\_\_

**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.

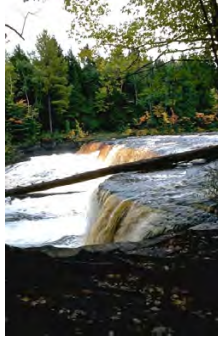








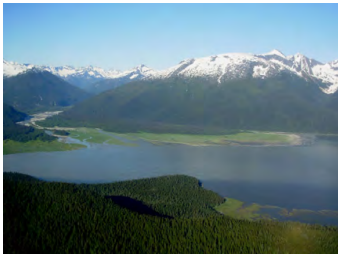
**aas gutú  
goochx'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak**



**aas gutú  
goochx'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak**



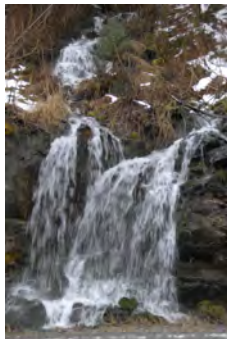
**aas gutú  
goochx'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak**



**aas gutú  
goochx'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak**



**aas gutú  
goochx'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak**



**aas gutú  
goochx'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak**



**aas gutú  
goochx'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak**



**aas gutú  
goochx'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak**



**aas gutú  
goochx'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak**

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**gei**

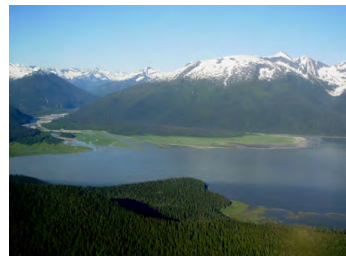
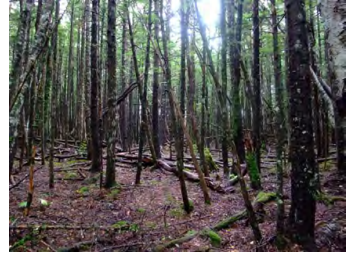
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áak**

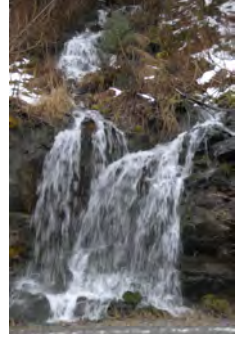
**héen**

**gutú  
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tóok  
wát  
áak**

**shá**

**gutú  
ch  
áas  
chk  
y  
ch  
tóok  
wát  
áak**





# UNIT 18

Plants





### Teacher's Notes

The plant unit introduces nine terms for plants found in Southeast Alaska. The suggested lessons and Student Support Materials (SSM) give activities and games to help students learn the terms and place them in long-term memory. The SSM includes pictures, mini-pictures, vocabulary word cards, student activity worksheets, and assessments. The unit's sentence and unit's dialog give students more opportunities to practice the plant vocabulary. Use actual plants in the learning activities whenever possible. If students learn these nouns well, they can focus their learning in the future cycles on new vocabulary. Note that **yaana.éit** is the Tlingit name for a plant called cow parsnip, not Indian rhubarb or celery.

### Vocabulary Cycle B

**t'óok'** nettle  
**yaana.éit** cow parsnip  
**s'ikshaldéen**  
Hudson Bay tea  
**x'áal'** skunk cabbage  
**shéiyi** spruce  
**yán** hemlock  
**xáay** yellow cedar  
**laax** red cedar  
**ch'áal'** willow

### Unit's Sentence

**Wé \_\_\_\_\_góot ax' sá isiteen?**  
Where did you see the \_\_\_\_\_?

### Unit's Dialog

(a) **Wé \_\_\_\_\_góot ax' sá isiteen?**  
Where did you see the \_\_\_\_\_?

(b) **Wé \_\_\_\_\_ x' xwasiteen.**  
I saw it in/on (review geography).

(a) **Wé \_\_\_\_\_ tsú gé ax' isiteen?**  
Did you see a \_\_\_\_\_ there too?

(b) **Tléik', wé \_\_\_\_\_ x' xwasiteen.**  
No, I saw it in/on (review geography).



### 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 “search for, look for.” 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. 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

**T'óok'gaa kuxashee.** I am looking for nettle.

**Yaana.eitgáa kuxashée.** I am looking for cow parsnip.

**S'ikshaldéen áx' áwé kuxas-hée.** I am looking for Hudson Bay tea.

**X'áal'gaa kuxashee.** I am looking for skunk cabbage.

### Teacher's Notes

There are two verbs for picking berries: **kuk'ít'!** and **.ín!**--are the command forms of the verbs. This cycle uses **kuk'ít'**. If your region uses the other verb, consult the Tlingit verb index or ask a fluent speaker in your community. Use the suggested lessons and listen to the audio recording of a fluent speaker.

### Vocabulary Cycle A Advanced

**Kanat'á kuk'í t'.** Pick the blueberries.

**Tlékw yádi kuk'í t'.** Pick the raspberries.

**Yaana.eit kagas'éil'.** Peel the cow parsnip.

**S'áxt' kagas'éil'.** Peel the devil's club.

### Teacher's Notes

If possible, use the actual plants when teaching these sentences. Use the suggested lessons and listen to the audio recording of a fluent speaker saying these sentences. You can substitute **s'áxt'** --devil's club--for **T'óok'**--nettles-- in the first sentence for more practice.

### Vocabulary Cycle B Advanced

**T'óok' haa náagux sitee.** Nettles are still our medicine.

**Adaat iyasatak s'áxt' daa yéi-jinéiyi.** Be careful when working on devil's club.

**Yaana.eit a tú kudzitee.** Cow parsnip is hollow.

**Shéix'w yak'éi at x'aan yís.** Alder is good for smoking salmon.

### Teacher's Notes

Several interesting verb tenses are presented in this cycle. **Tlél yan katulagáaych wé tléikw**-- We didn't finish putting up our berries yet--uses the verb which means "put up, store up, accumulate" (especially for the winter). The tense is the perfective habitual. **K'eit duxáayin** uses the decessive tense (used to be eaten). These sentence samples can add variety to the Tlingit content even without discussion of the verb tenses. If the students are ready for study of the verb structure, refer to the Tlingit Index of 575+ Verbs.

### Vocabulary Cycle C Advanced

**Kakayawúx' ayá yáa wás' áanee.** It was a wide stretch of bushes.

**Tlél yan katulagáaych wé tléikw.** We didn't finish putting up our berries yet.

**K'eit duxáayin.** Young salmonberry bush shoots used to be eaten.

**Wé xaat kanat'á kahéeni káa yéi gaxtoo.oo.** We will put the roots in the blueberry juice.

See Appendix III for lesson instructions.

**Lesson 1**

Introduce the new 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. Nod and Clap
2. Over and Under

**Basic Speaking**

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

**Lesson 3**

Review the unit's vocabulary.

**Basic Listening**

1. Let's Move
2. Number My Word

**Basic Speaking**

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

**Lesson 4**

Introduce the unit's sentence.

**Basic Listening**

1. Locomotive
2. Whisper

**Basic Speaking**

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

**Lesson 5**

Review the unit's sentence.

**Basic Listening**

1. Turn and Face
2. Flashlight Find

**Basic Speaking**

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

**Lesson 6**

Review the unit's vocabulary.

**Basic Reading - Sight**

1. Sight Word Bingo
2. 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. Practice the unit's dialog with the students.
2. Invite a resource person to make a presentation to the students about the traditional uses of some of the plants introduced in this unit. Use the plant samples during the presentation.
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 yan katulagáaych wé \_\_\_\_\_.**

We didn't finish putting up our \_\_\_\_\_ yet.

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

**Wé xaat kanat'á kahéeni káa yéi gaxtoo.oo.** We will put the roots in the blueberry 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.

**Kakayawúx' ayá yáa wás' áanee.** It was a wide stretch of bushes.

**K'eit duxáayin.** Young salmonberry bush shoots used to be eaten.

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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.

**Wé xaat kanat'á kahéeni káa yéi gaxtoo.oo.** We will put the roots in the blueberry juice.

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# VOCABULARY PICTURES









**t'óok'**  
nettle



**yaana.éit**  
cowparsnip



**s'ikshaldéen**  
Hudson Bay Tea



**x'áal'**  
skunk cabbage





**shéiyi**  
spruce



**yán**  
hemlock



**xáay**  
yellow cedar



**laax**  
red cedar





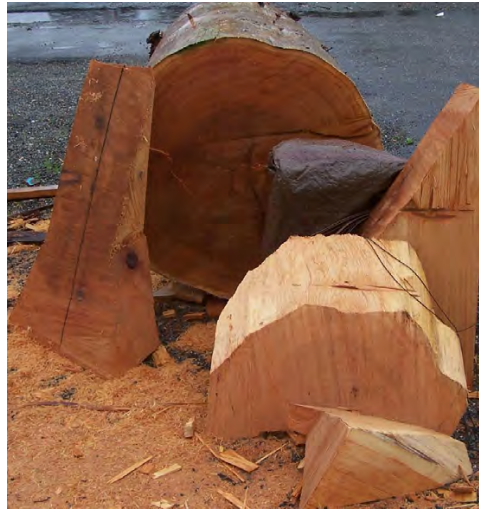
**ch'áal'**  
willow

# BASIC LISTENING



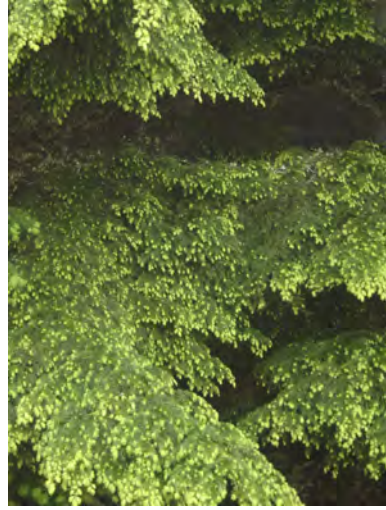


*Cut out the pictures and show the picture for the vocabulary word given.*





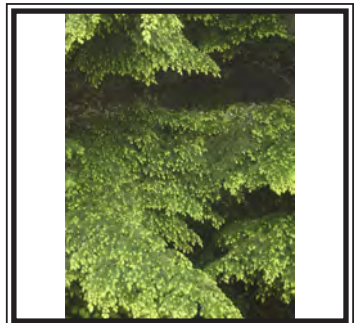
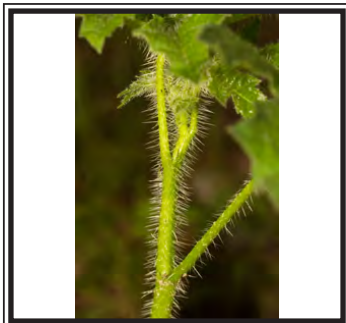
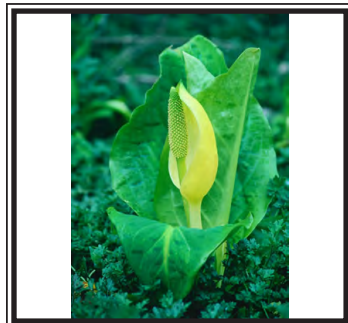
*Cut out the pictures and show the picture for the vocabulary word given.*







Write the numbers for the vocabulary under the pictures.





# BASIC READING

Sight Recognition





t'óók'

yaana.éit

s'ikshaldéen



x'áa1'

shéiyi

yán





xáay

laax

ch'áal'



Circle the word for each picture.



t'óok'  
yaana.éit  
s'ik-  
shaldéen  
x'áal'  
shéiyi  
yán  
xáay  
laax  
ch'áal'



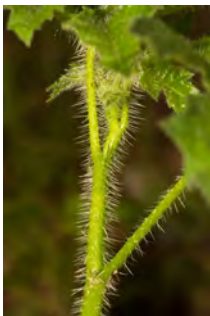
t'óok'  
yaana.éit  
s'ik-  
shaldéen  
x'áal'  
shéiyi  
yán  
xáay  
laax  
ch'áal'



t'óok'  
yaana.éit  
s'ik-  
shaldéen  
x'áal'  
shéiyi  
yán  
xáay  
laax  
ch'áal'



t'óok'  
yaana.éit  
s'ik-  
shaldéen  
x'áal'  
shéiyi  
yán  
xáay  
laax  
ch'áal'



t'óok'  
yaana.éit  
s'ik-  
shaldéen  
x'áal'  
shéiyi  
yán  
xáay  
laax  
ch'áal'



t'óok'  
yaana.éit  
s'ik-  
shaldéen  
x'áal'  
shéiyi  
yán  
xáay  
laax  
ch'áal'

Circle the word for each picture.



t'óok'  
yaana.éit  
s'ik-  
shaldéen  
x'áal'  
shéiyi  
yán  
xáay  
laax  
ch'áal'



t'óok'  
yaana.éit  
s'ik-  
shaldéen  
x'áal'  
shéiyi  
yán  
xáay  
laax  
ch'áal'



t'óok'  
yaana.éit  
s'ik-  
shaldéen  
x'áal'  
shéiyi  
yán  
xáay  
laax  
ch'áal'





# BASIC READING

Encoding







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

\_\_\_\_\_ok'

yaan\_\_\_\_\_

\_\_\_\_\_aldéen

x'á\_\_\_\_\_

\_\_\_\_\_iyi

yá\_\_\_\_\_

\_\_\_\_\_ay

la\_\_\_\_\_

\_\_\_\_\_áal'

al'

shé

t'ó

n

xá

ax

s'iksh

ch'

a.éit



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



**a**

**l**

**a**

**x**



# BASIC WRITING





Complete the words by writing in the missing letters.

t' \_ o \_ '

\_ aa \_ a.éi \_

\_ 'iksha \_ dée \_

x' \_ a \_ '

s \_ éi \_ i

\_ án

x \_ \_ y

\_ a \_ x

c \_ 'áa \_ '

Write the correct vocabulary word next to each picture.



\_\_\_\_\_



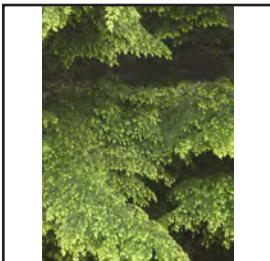
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



# 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 in pairs as instructed. Change the word(s) after each round. Practice the dialog with another student.

(a) Wé \_\_\_\_\_ góot ax' sá isiteen?

(b) Wé \_\_\_\_\_ x' xwasiteen.

(a) Wé \_\_\_\_\_ tsú gé ax' isiteen?

(b) Tléik', wé \_\_\_\_\_ x' xwasiteen.

yaana.éit

t'óok'

x'áal'

s'ikshaldéen

yán

ch'áal'

shéiyi

xáay

laax



# UNIT ASSESSMENT



# **Tlingit Language Program**

**Unit Assessment**

**Teacher's Notes**

**Cycle B Beginners**

**Grades 5 - 6**

**Unit 18**

**Theme: More Plants**

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

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

### Basic Listening

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

1. “Write the number 1 on top of the picture of **t'óok'**.”
2. “Write the number 2 on top of the picture of **yaana.éit.**”
3. “Write the number 3 on top of the picture of **s'ikshaldéen.**”
4. “Write the number 4 on top of the picture of **x'áal'**.”
5. “Write the number 5 on top of the picture of **shéiyi.**”
6. “Write the number 6 on top of the picture of **yán.**”
7. “Write the number 7 on top of the picture of **xáay.**”
8. “Write the number 8 on top of the picture of **laax.**”
9. “Write the number 9 on top of the picture of **ch'áal'**.”

### 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 18**

**Theme: More Plants**

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

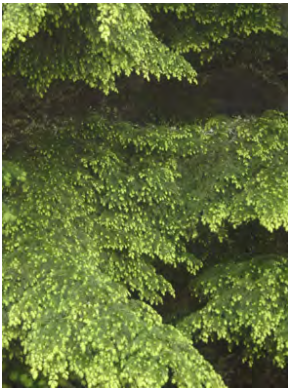
**Student's Name:** \_\_\_\_\_

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.









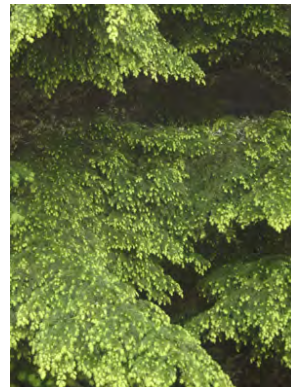
t'óok'  
yaana.éit  
s'ikshaldéen  
x'áal'  
shéiyi  
yán  
xáay  
laax  
ch'áal'



t'óok'  
yaana.éit  
s'ikshaldéen  
x'áal'  
shéiyi  
yán  
xáay  
laax  
ch'áal'



t'óok'  
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s'ikshaldéen  
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shéiyi  
yán  
xáay  
laax  
ch'áal'



t'óok'  
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s'ikshaldéen  
x'áal'  
shéiyi  
yán  
xáay  
laax  
ch'áal'



t'óok'  
yaana.éit  
s'ikshaldéen  
x'áal'  
shéiyi  
yán  
xáay  
laax  
ch'áal'



**t'óok'**  
**yaana.éit**  
**s'ikshaldéen**  
**x'áal'**  
**shéiyi**  
**yán**  
**xáay**  
**laax**  
**ch'áal'**



**t'óok'**  
**yaana.éit**  
**s'ikshaldéen**  
**x'áal'**  
**shéiyi**  
**yán**  
**xáay**  
**laax**  
**ch'áal'**



**t'óok'**  
**yaana.éit**  
**s'ikshaldéen**  
**x'áal'**  
**shéiyi**  
**yán**  
**xáay**  
**laax**  
**ch'áal'**

yaa

óok'  
na.éit  
aldéen  
áal'  
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áal'

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yi  
án  
áay  
ax  
áal'

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án  
áay  
ax  
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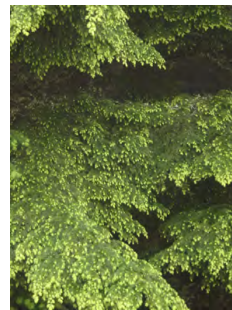
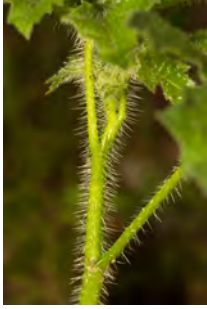
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# UNIT 19

Fish



### Teacher's Notes

Cycle B introduces the names of nine fish. The Student Support Materials (SSM) includes images mini-pictures, vocabulary word cards, student activity worksheets, and assessments. If students can learn these terms well and commit them to long-term memory, they can focus their attention on learning the verb phrases in future cycles. New phrases will be added to build upon the theme of "fish" in Cycles C through Advanced C. Use the unit sentence and substitute each of the vocabulary words. Listen to the audio recording of a fluent speaker saying the vocabulary words, unit's sentence, and unit's dialog. Practice the dialog with students so that they can hear and speak the vocabulary words in context.

### Vocabulary Cycle B

**cháatl** halibut  
**dzánti** flounder  
**x'áakw** sockeye up river  
**k'aagán** stickleback  
**wéix'** sculpin  
**lóot'** eel  
**ishkeen** black cod  
**lit.isdúk** black bass  
**léik'w** yelloweye rockfish

### Unit's Sentence

\_\_\_\_\_ **xwaasháat.**

I caught a \_\_\_\_\_.

### Unit's Dialog

(a) **Daa sá iyasháat?**

What did you catch?

(b) \_\_\_\_\_ **xwaasháat.**

I caught a \_\_\_\_\_.

(a) **Wuligéi akgé?**

Was it a big one?

(b) **Tléik', tlél ulgé.** No, it was not very big.

### 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 of the verb “s/he caught it.” Use the photos from Cycle B, SSM, as props for each of the sentences. Listen to the audio recording of a fluent speaker saying the phrases. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme of “fish.” Remember to follow the DLP process, spending lots of time on listening activities before asking students to say the sentences..

### Vocabulary Cycle C

**Cháatl** xwaasháat. I caught halibut.

**Dzánti** xwaasháat. I caught flounder.

**Gaat** xwaasháat **wé héen yík.** I caught a sockeye in the river.

**Wéix'** xwaasháat. I caught sculpin.

### Teacher's Notes

Students will hear the perfective tense of the verb “catch”--**yeesháat.** They can respond with single word answers with whichever fish they choose. This is the third cycle in which the students have had practice with the fish terms. The second verb in this cycle asks how many inches the fish is. Students can respond with a one-word answer: a number. Use the suggested lessons and listen to the audio recording to teach this cycle.

### Vocabulary Cycle A Advanced

**Daa sáyá yeesháat?** What did you catch?

**X'oon kaa tl'eik sáwé l'ook?** The coho is how many inches?

### Teacher's Notes

All of the fish terms can be substituted for **T'á** in the first sample sentences. Students can also use this verb for nouns in other units for things that are expensive. This sentence, **Aashát gaxtooxáa**--We are going to eat steelhead trout--can give students a lot of practice when they substitute it with the other fish terms and use this verb phrase in the "food" unit. Use the suggested lessons and listen to the audio recording of a fluent speaker saying these sentences to teach this cycle.

### Vocabulary Cycle B Advanced

**T'á x'alitseen.** King salmon is expensive.

**Lóot' yées dook du jeewú.** The eel has smooth skin.

**Saak li eixi.** The ooligan are an oily fish.

**Aashát gaxtooxáa.** We are going to eat steelhead trout.

### Teacher's Notes

You can give students a lot of practice with this sentence **X'wáat' héen táakde has ayatéen**--They see trout in the river--by substituting each of the vocabulary terms for trout. Note that word order is especially important in this sentence: **Dzánti áwé cháatl kín kudligéi**--Flounders are smaller than halibut. Be aware of this when substituting other fish in the sentence. Use the writing activities to give students practice in writing Tlingit sentences.

### Vocabulary Cycle C Advanced

**X'wáat' héen táakde has ayatéen.** They see trout in the river.

**X'wáat tlénx' dust'eix Gaat Héenidáx.** People catch big trout at Garteeni.

**Dzánti áwé cháatl kín kudligéi.** Flounders are smaller than halibut.

**Yawóol yá deegáa.** This dipnet has holes in it.

See Appendix III for lesson instructions.

### **Lesson 1**

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 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**

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. 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. 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. 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. 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. 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. Invite a resource person to make a presentation to the students about traditional Native fishing practices. Arrange the presentation well in advance so that the presenter can gather concrete materials to enhance the session.
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.

**X'wáat tlénx' dust'eix \_\_\_\_\_.**

People catch big trout at \_\_\_\_\_.

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

**X'wáat' héen táakde has ayatéen.** They see trout in the river.

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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.

**X'wáat' héen táakde has ayatéen.** They see trout in the river.

**Yawóol yá deegáa.** This dipnet has holes in it.

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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.

**X'wáat tlénx' dust'eix Gaat Héenidáx.** People catch big trout at Garteeni.

**Dzánti áwé cháatl kín kudligéi.** Flounders are smaller than halibut.

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# VOCABULARY PICTURES







**cháatl**  
halibut

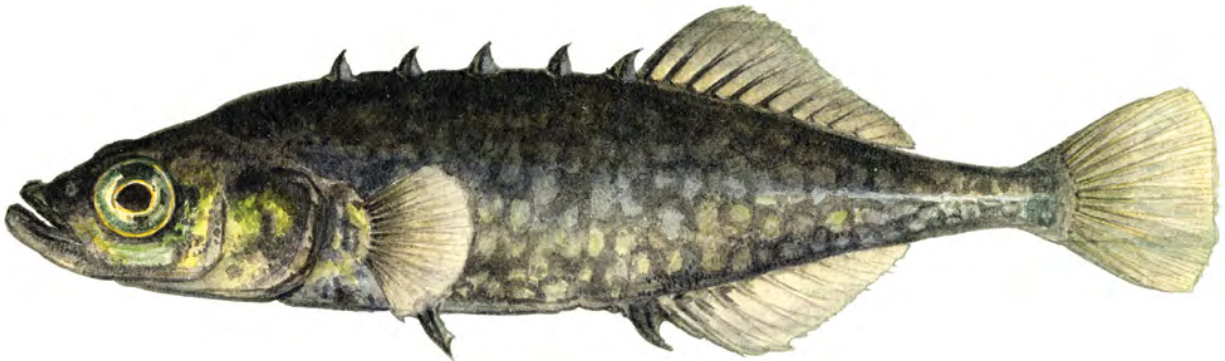


**dzánti**  
flounder



**x'áakw**  
sockeye upriver





**k'aagán**  
stickleback



**wéix'**  
sculpin



**lóot'**  
**eel**



**ishkeen**  
black cod





**lit.isdúk**  
black bass



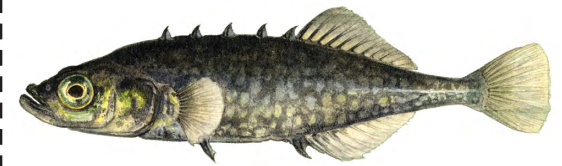
**léik'w**  
yelloweye rockfish

# BASIC LISTENING





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





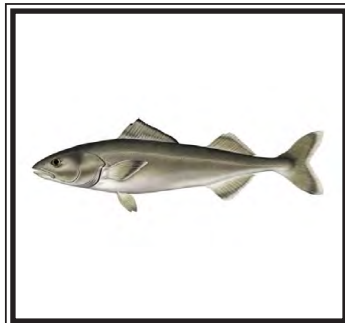
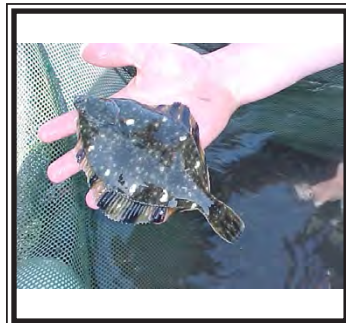
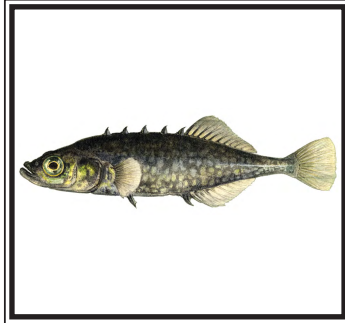


*Cut out the pictures show the picture for the vocabulary word given.*





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





# BASIC READING

Sight Recognition





cháati

dzánti

x'áakw





**k'aagáán**

**wéix'**

**lóot'**



ishkēen

lit.isdúk

léik'w



Circle the word for each picture.



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w

Circle the word for each picture.



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w







# BASIC READING

Encoding





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

\_\_\_\_\_atl

\_\_\_\_\_nti

\_\_\_\_\_akw

\_\_\_\_\_gán

\_\_\_\_\_ix'

\_\_\_\_\_ot'

\_\_\_\_\_een

\_\_\_\_\_dúk

\_\_\_\_\_ik'w

wé

ló

wé

x'á

lit.is

lé

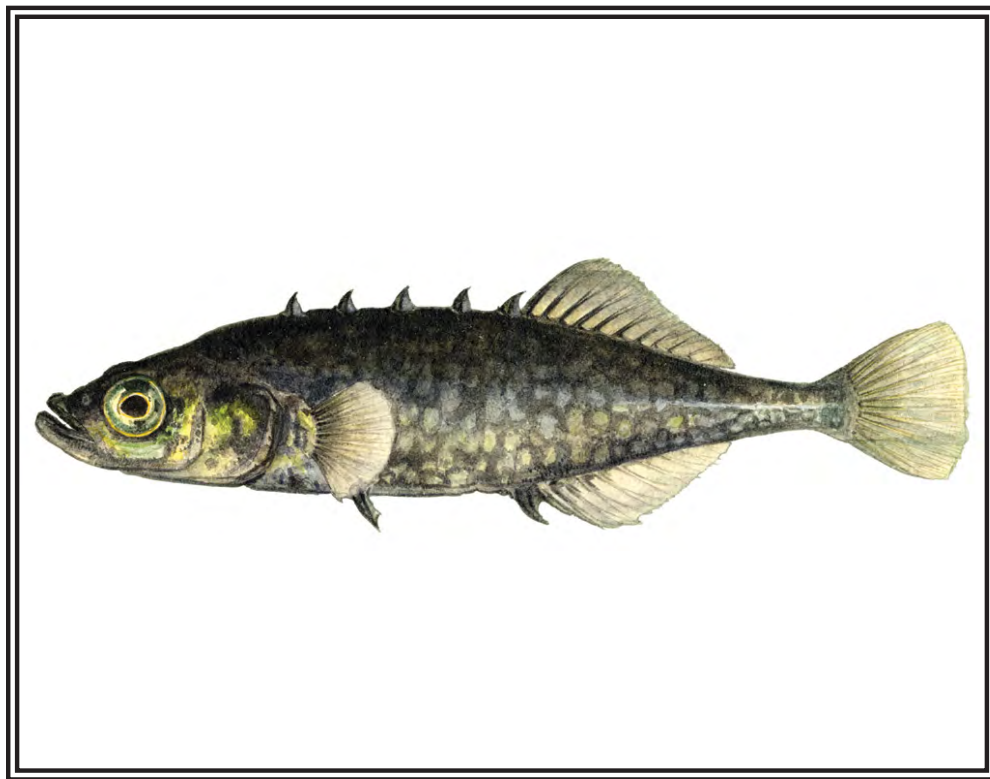
k'aa

ishk

k'aa



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



**a**

**a**

**a**

**n**

**k'**

**g**



# BASIC WRITING







Complete the words by writing in the missing letters.

c \_ áa \_ l

d \_ á \_ ti

x' \_ ak \_

\_ ' aa \_ án

w \_ ix'

\_ ó \_ t'

\_ shk \_ e \_

li \_ . is \_ úk

\_ é \_ k'w

Write the correct vocabulary word next to each picture.



\_\_\_\_\_



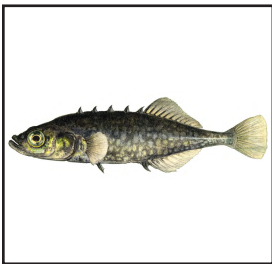
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



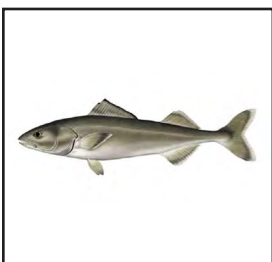
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# DIALOG ACTIVITY PAGE





- (a) Daa sá iyasháat?
- (b) \_\_\_\_\_ xwaasháat.
- (c) Wuligéi akgé?
- (d) Tléik', tlél ulgé.

cháati	k'aagán	ishkeen
dzánti	wéix'	lit.isdúk
x'áakw	lóot'	léik'w

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 19**

**Theme: More Fish**

**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 **cháatl**.”
2. “Write the number 2 on top of the picture of **dzánti**.”
3. “Write the number 3 on top of the picture of **x'áakw**.”
4. “Write the number 4 on top of the picture of **k'aagán**.”
5. “Write the number 5 on top of the picture of **wéix'**.”
6. “Write the number 6 on top of the picture of **lóot'**.”
7. “Write the number 7 on top of the picture of **ishkeen**.”
8. “Write the number 8 on top of the picture of **lit.isdúk**.”
9. “Write the number 9 on top of the picture of **léik'w**.”

### 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 19**

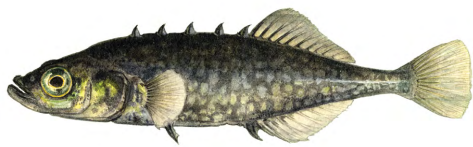
**Theme: More Fish**

**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.







cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w

wé	atl nti akw gán ix' ot' een dúk ik'w
----	--

ló	atl nti akw gán ix' ot' een dúk ik'w
----	--

k'aa	atl nti akw gán ix' ot' een dúk ik'w
------	--

lit.is	atl nti akw gán ix' ot' een dúk ik'w
--------	--

ishk	atl nti akw gán ix' ot' een dúk ik'w
------	--

lé	atl nti akw gán ix' ot' een dúk ik'w
----	--

**dzá**

atl  
nti  
akw  
gán  
ix'  
ot'  
een  
dúk  
ik'w

**chá**

atl  
nti  
akw  
gán  
ix'  
ot'  
een  
dúk  
ik'w

**x'á**

atl  
nti  
akw  
gán  
ix'  
ot'  
een  
dúk  
ik'w







# UNIT 20

Review 16-19



### Teacher's Notes

This unit reviews nouns from the “buildings,” “geography,” “plants,” and “fish” units. These nouns will continue to be used in all future cycles. Having these nouns firmly in students’ long-term memory will be an asset as they learn to recognize the verb phrases. Use the activities in the Student Support Materials (SSM) and the games and activities in the ten lessons to review this vocabulary. You may wish to select other nouns from other units the students have worked on throughout the year but have not yet mastered. Encourage students to listen to the recording of a fluent speaker saying these words as well as the unit’s sentence and the dialog

### Vocabulary Cycle B

**xaay** sauna  
**xáanás'** drying house  
**x'áas** waterfall  
**geiy** bay/inlet  
**héen sháak** head of river  
**x'áal'** skunk cabbage  
**xáay** yellow cedar  
**k'aagán** stickleback  
**lóot'** eel

### Teacher's Notes

The review unit gives an added opportunity for more practice with the verb patterns. Units 16-19 introduce the verbs for walking, running, looking, and catching. Choose your review sentences based on your students' progress. Listen to the audio recording of a fluent speaker saying these sentences. You may choose other sentences from the previous four units that may have been particularly challenging for students.

### Vocabulary Cycle C

**Yóo x'úx' daakahíidé yaa nxagút.** I am walking to the library.

**Yóo héen x'áasidé áwé yaa nxashíx.** I am running to the waterfall.

**X'áal' gáa kuxashee.** I am looking for skunk cabbage.

**Dzánti xwaasháat.** I caught flounder.

### Teacher's Notes

Phrases from Units 16-19 have been selected for the review unit. Teachers can choose other phrases and vocabulary that seem to be especially difficult for students in order to give them more practice. When students commit these phrases into long-term memory, they are able to have short dialogs with other students and fluent speakers. Listen to the audio recording of a fluent speaker to hear the pronunciation, rhythm, and cadence of Tlingit.

### Vocabulary Cycle A Advanced

**Shoo daakahídi ch'éx'.** Point to the theater.

**Sháchgudé neesheex.** Run to the muskeg.

**Tlékw yádi kuk'ít'.** Pick the raspberries.

**X'oon tl'eik sáwé wé l'ook?**  
The coho is how many inches?

### Teacher's Notes

This is the final review for Cycle B Advanced. Four sentences from units 16-19 have been selected for review. If your students have already mastered these, choose other sentences to review. Use the suggested lessons for this cycle.

Encourage students to listen to the audio recording of a fluent speaker saying these sentences to hear the pronunciation, rhythm and cadence of Tlingit.

### Vocabulary Cycle B Advanced

**Uwat'áa wé xaay.** The sauna is warm.

**Aas gutú kujigít.** The forest is dark.

**Yaana.eit a tú kudzitee.** Cow parsnip is hollow.

**Aashát gaxtooxáa.** We are going to eat stealhead trout.

### Teacher's Notes

Four interesting sample sentences from units 16-19 have been selected for review. This is the last lesson in this Tlingit language curriculum project. If students have mastered materials in Cycles B through C Advanced, they should be able to write simple sentences on their own.

These more complex sentences give them patterns they can follow by substituting nouns they have already learned. Since this is the very last unit, you may wish to review other units instead of or in addition to units 16-19.

### Vocabulary Cycle C Advanced

**Hoon daakahídidé has woo.aat ax séek' hás.** My daughters have gone to the store.

**Yá neechx yaa neegúdi yei kgisatéen yá katóok.** As you walk along this shoreline you will see this cave.

**K'eit duxáayin.** Young salmonberry bush shoots used to be eaten.

**X'wáat' héen táakde has ayatéen.** They see trout in the river.

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 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 6**

Review the unit's vocabulary.

**Basic Reading - Sight**

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

### **Lesson 7**

Review the unit's vocabulary.

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

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

### **Lesson 9**

Review the unit's vocabulary.

#### **Basic Writing**

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

### **Lesson 10**

Administer the unit's assessment.

1. Practice the unit's dialog with the students.
2. Lay graphics from units 1-9 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 should write the words. Afterwards, review their spellings.



## Cycle C Advanced Creative Writing Activities

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

\_\_\_\_\_ yaa neegúdi yei kgisatéen yá katóok.

As you walk along \_\_\_\_\_ you will see this cave.

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

**X'wáat' héen táakde has ayatéen.** They see trout in the river.

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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.

**X'wáat' héen táakde has ayatéen.** They see trout in the river.

**Yawóol yá deegáa.** This dipnet has holes in it.

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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.

**Hoon daakahídidé has woo.aat ax séek' hás.** My daughters have gone to the store.

**X'wáat' héen táakde has ayatéen.** They see trout in the river.

---

---

---

---

---

# VOCABULARY PICTURES







**xaay**

sauna



**xáanás'**  
fish house

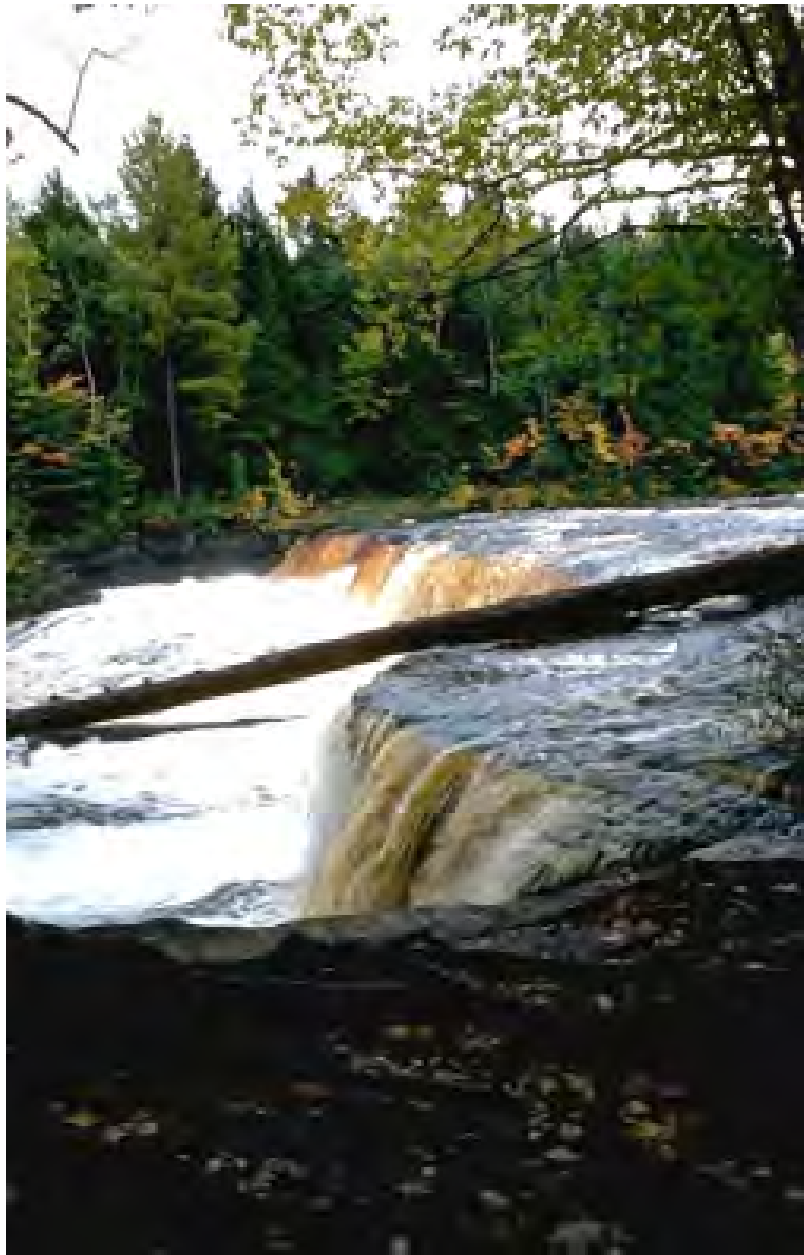




# **x'aas** waterfall



**geiy**  
bay/inlet



**héen sháak**  
head of river



**x'áal'**

skunk cabbage





**xáay**

yellow cedar



**k'aagán**  
stickleback



**lóot'**  
**eel**

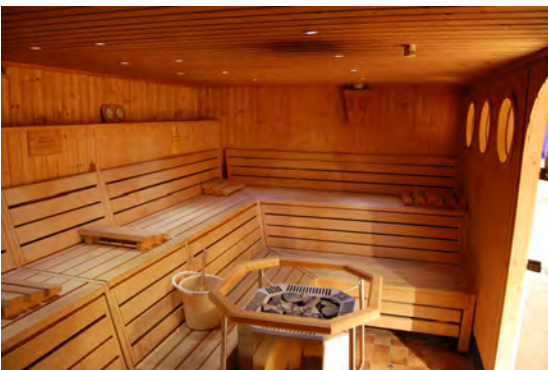
# BASIC LISTENING





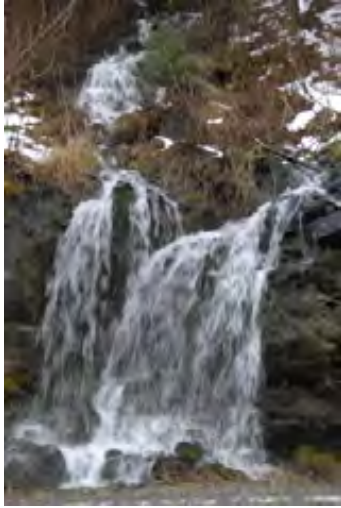


*Cut out the pictures; show the pictures for the vocabulary word given.*



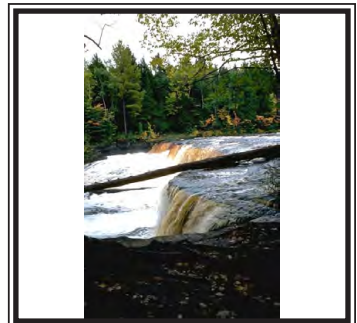
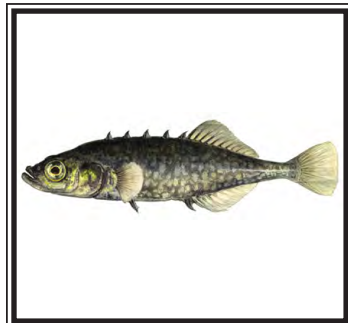


*Cut out the pictures; show the pictures for the vocabulary word given.*





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





# BASIC READING

Sight Recognition







x̄aay

x̄áana's,

x'áas



qeiy

h'éen sháak

x'áal'



xáay

k'aagán

lóot'



Circle the word for each picture.



**k'aagán  
lóot'  
haat kool  
xaay  
x'áal'  
xáay  
geiy  
xáanás'  
héen wát**



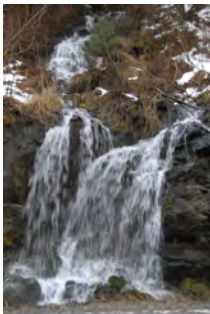
**k'aagán  
lóot'  
haat kool  
xaay  
x'áal'  
xáay  
geiy  
xáanás'  
héen wát**



**k'aagán  
lóot'  
haat kool  
xaay  
x'áal'  
xáay  
geiy  
xáanás'  
héen wát**



**k'aagán  
lóot'  
haat kool  
xaay  
x'áal'  
xáay  
geiy  
xáanás'  
héen wát**



**k'aagán  
lóot'  
haat kool  
xaay  
x'áal'  
xáay  
geiy  
xáanás'  
héen wát**



**k'aagán  
lóot'  
haat kool  
xaay  
x'áal'  
xáay  
geiy  
xáanás'  
héen wát**

Circle the word for each picture.



**k'aagán**  
**lóot'**  
**haat kool**  
**xaay**  
**x'áal'**  
**xáay**  
**geiy**  
**xáanás'**  
**héen wát**



**k'aagán**  
**lóot'**  
**haat kool**  
**xaay**  
**x'áal'**  
**xáay**  
**geiy**  
**xáanás'**  
**héen wát**



**k'aagán**  
**lóot'**  
**haat kool**  
**xaay**  
**x'áal'**  
**xáay**  
**geiy**  
**xáanás'**  
**héen wát**







# BASIC READING

Encoding





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

\_\_\_\_\_gán

l \_\_\_\_\_t'

x'á \_\_\_\_\_

x \_\_\_\_\_y

x' \_\_\_\_\_l'

\_\_\_\_\_ay

g \_\_\_\_\_

x \_\_\_\_\_s'

\_\_\_\_\_sháak

eiy

aa

áaná

xá

as

héen

áa

k'aa

óo



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



y

x

á

a





# BASIC WRITING





Complete the words by writing in the missing letters.

k' \_ \_ gán

\_ óo \_ '

\_ ' aa \_

x \_ \_ y

x' \_ a \_ '

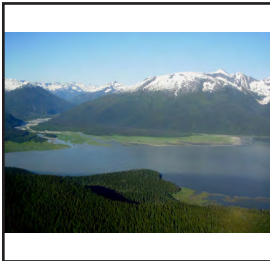
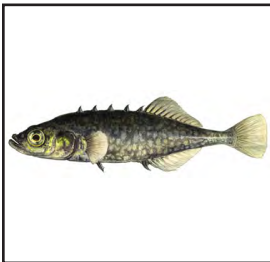
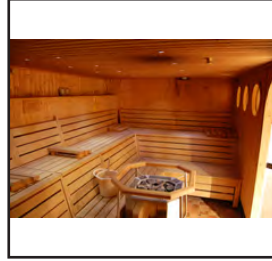
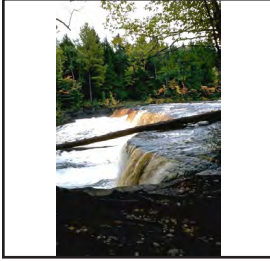
x \_ a \_

\_ e \_ y

xá \_ \_ á \_ '

\_ ée \_ sháa \_

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 20**

**Theme: Review Units 16-19**

**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 **k'aagán**.”
2. “Write the number 2 on top of the picture of **lóot'**.”
3. “Write the number 3 on top of the picture of **x'áas**.”
4. “Write the number 4 on top of the picture of **xaay**.”
5. “Write the number 5 on top of the picture of **x'áal'**.”
6. “Write the number 6 on top of the picture of **xáay**.”
7. “Write the number 7 on top of the picture of **geiy**.”
8. “Write the number 8 on top of the picture of **xáanás'**.”
9. “Write the number 9 on top of the picture of **héen sháak**.”

### 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 20**

**Theme: Review Units 16-19**

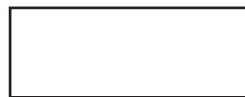
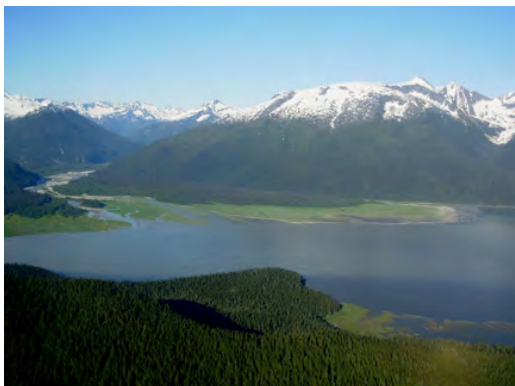
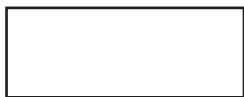
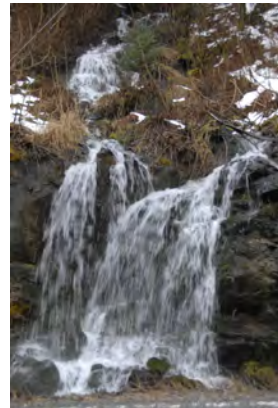
**Date:** \_\_\_\_\_

**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.









**k'aagán**  
**lóot'**  
**x'áas**  
**xaay**  
**x'áal'**  
**xáay**  
**geiy**  
**xáanás'**  
**héen sháak**



**k'aagán**  
**lóot'**  
**x'áas**  
**xaay**  
**x'áal'**  
**xáay**  
**geiy**  
**xáanás'**  
**héen sháak**



**k'aagán**  
**lóot'**  
**x'áas**  
**xaay**  
**x'áal'**  
**xáay**  
**geiy**  
**xáanás'**  
**héen sháak**



**k'aagán**  
**lóot'**  
**x'áas**  
**xaay**  
**x'áal'**  
**xáay**  
**geiy**  
**xáanás'**  
**héen sháak**



**k'aagán**  
**lóot'**  
**x'áas**  
**xaay**  
**x'áal'**  
**xáay**  
**geiy**  
**xáanás'**  
**héen sháak**



**k'aagán**  
**lóot'**  
**x'áas**  
**xaay**  
**x'áal'**  
**xáay**  
**geiy**  
**xáanás'**  
**héen sháak**



**k'aagán  
lóot'  
x'áas  
xaay  
x'áal'  
xáay  
geiy  
xáanás'  
héen sháak**



**k'aagán  
lóot'  
x'áas  
xaay  
x'áal'  
xáay  
geiy  
xáanás'  
héen sháak**



**k'aagán  
lóot'  
x'áas  
xaay  
x'áal'  
xáay  
geiy  
xáanás'  
héen sháak**

**xaa**

al'  
ay  
iy  
nás'  
sháak  
gán  
ot'  
as  
y

**ló**

al'  
ay  
iy  
nás'  
sháak  
gán  
ot'  
as  
y

**k'aa**

al'  
ay  
iy  
nás'  
sháak  
gán  
ot'  
as  
y

**x'á**

al'  
ay  
iy  
nás'  
sháak  
gán  
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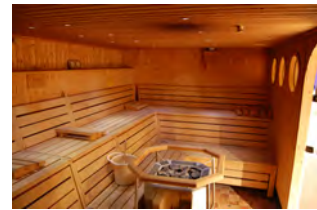
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# APPENDICES





# APPENDIX I

Photo Credits



## Unit 6 More Food

“Beef.” *Flickr: Pinkhippodesign's Photostream*. 24 January 2011.

<http://www.flickr.com/photos/jadaciuk/3193660806/sizes/o/in/photostream/>>

Halibut Filet

“Halibut in Creamy Wine Sauce.” *Flickr: Merelymel13's Photostream*. 24 January 2011.

<http://www.flickr.com/photos/merelymel/2495096313/>>

“Potato Chips.” *Flickr: Bunchofpants Photostream*. 24 January 2011.

<http://www.flickr.com/photos/bunchofpants/1635191582/sizes/z/in/photostream/>>

“Salmon Filet.” *Flickr: Flit's Photostream*. 24 January 2011.

<http://www.flickr.com/photos/flit/3797374298/sizes/o/in/photostream/>>

“Tea.” *Flickr: Prakhar's Photostream*. 24 January 2011.

<http://www.flickr.com/photos/prakhar/443874838/> >

## Unit 8 Parts of Home

“Window.” *Flickr: DaveBleasdale's Photostream*. 24 January 2011.

<http://www.flickr.com/photos/sidelong/109792139/sizes/l/in/photostream/>>

“Bed.” *Flickr: Antifuse's Photostream*. 24 January 2011.

<http://www.flickr.com/photos/antifuse/56289931/sizes/l/in/photostream/>>

“Stove.” *Flickr: N2linux's Photostream*. 24 January 2011.

<http://www.flickr.com/photos/mrf/2118473506/sizes/l/in/photostream/>>

“Pillow Talk Swap.” *Flickr: Strandz's Photostream*. 24 January 2011.

<http://www.flickr.com/photos/strandz/4406882690/>>

“Sold-Pendleton Mills Vintage HBC-Style Wool Blanket.” *Flickr: Moon Angel's Photostream*. 24 January 2011.

<http://www.flickr.com/photos/angelune/4922242328/>>

“The New Sofa.” *Flickr: Bcmom's Photostream*. Sofa:

<http://www.flickr.com/photos/bcmom/90862660/sizes/z/in/photostream/>>

## Unit 9 More Animals

“Gravity Be Dammed.” *Flickr: Ken-ichi's Photostream*. 24 January 2011.

<http://www.flickr.com/photos/ken-ichi/4003358115/sizes/o/in/photostream/>

“Red Squirrel.” *Flickr: Drew McLellan's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/drewm/3121458498/sizes/o/in/photostream/>

“Swale Sheep, Swaledale Valley, Yorkshire Dales.” *Flickr: Ambersky235's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/37177488@N06/4371998175/sizes/o/in/photostream/>

“Hoary Marmot. Yes I know you're not supposed to feed the wildlife, but.” *Flickr: Smath.'s Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/spam/3998861253/sizes/l/in/photostream/>

“File: Sitka Black Tailed Deer.jpg.” *U.S. Fish and Wildlife Service*. 24 January 2011.  
[http://en.wikipedia.org/wiki/File:Sitka\\_black\\_tailed\\_deer.jpg](http://en.wikipedia.org/wiki/File:Sitka_black_tailed_deer.jpg)

## Unit 10 More Birds

“Canadian Goose.” *Flickr: Bobby Chromik's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/lawcrow911/5072602082/sizes/o/in/photostream/>

“Crow.” *Flickr: Lucina M Crow's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/lucina/52537862/sizes/o/in/photostream/>

“Swan in Winter.” *Flickr: Douglas Brown's Photo Stream*. 24 January 2011.  
<http://www.flickr.com/photos/dougbrown47/4404937089/sizes/o/in/photostream/>

“Untitled.” *Flickr: larry&flo's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/grassvalleylarry/4548404956/sizes/o/in/photostream/>

“Great Blue Herron.” *Flickr: McD22's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/smcdevitt/4308245952/sizes/o/in/photostream/>

“Sparrow Hawk.” *Flickr: Andrew Pescod's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/andrewpescod/1173652137/sizes/o/in/photostream/>

“Surf Scoter, Los Osos, Morro Bay, CA.” *Flickr: Mikebaird's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/mikebaird/438045208/sizes/o/in/photostream/>

“Horned Puffin (Seward Sealife Center, Alaska.)” *Flickr: Uri\_Breitman's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/breitman/2797971248/sizes/l/in/photostream/>

“Rescued Brant’s Cormorant.” *Flickr: Stonebird's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/stonebird/372393264/sizes/o/in/photostream/>

“Great Horned Owl.” *Flickr: Beth Sargent's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/happybef/4467465848/sizes/o/in/photostream/>

“Stellar Stellers-8.” *Flickr: Stevevoght's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/voght/2962813719/sizes/o/in/photostream/>

“Harris Hawk.” *Flickr: Zzathras777's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/zzathras777/4011624695/sizes/o/in/photostream/>

“Robin Bathing with Great Vigor!” *Flickr: Douglas Brown's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/dougbrown47/4692377008/sizes/o/in/photostream/>

“Harbor Seagull.” *Flickr: Pdx3525's Photostream*. 24 January 2011.  
[http://www.flickr.com/photos/mac\\_prichard/2728272679/sizes/o/in/photostream/](http://www.flickr.com/photos/mac_prichard/2728272679/sizes/o/in/photostream/)

“Hummingbird.” *Flickr: Aryn Kassam's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/arynkassam/2866419139/sizes/o/in/photostream/>

“Mallard.” *Flickr: Brian Guest's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/giantrebus/3128444745/sizes/o/in/photostream/>

“30f6 Pacific Loon in distress, rescued by Dani Nicholson of Pacific Wildlife Care, Morro Bay, CA 29 May 2008.” *Flickr: Mikebaird's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/mikebaird/3576955731/sizes/o/in/photostream/>

“Majestic.” *Flickr: Jessi.Bryan's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/bryanandjess/4393197278/sizes/o/in/photostream/>

“Rock Ptarmigan-Lagopus muta-Rjúpa.” *Flickr: Omarrun's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/omarrun/4598986591/sizes/o/in/photostream/>

“Milherango ou Maçarico-de-bico-direito // Black-tailed Godwit (*Limosa limosa* subsp. *limosa*).” *Flickr: Valter Jacinto | Portugal's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/valter/3124256623/sizes/o/in/photostream/>

Black Legged Kittiwake

“Gull.” *Flickr: Dbaron's Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/dbaron/2626118059/sizes/o/in/photostream/>

“Brant on defense, Alaska refuges.” *Flickr: USFWS Headquarters' Photostream*. 24 January 2011.  
<http://www.flickr.com/photos/usfwshq/5124077288/sizes/l/in/photostream/>

“Pilrito de Peito Preto / Dunlin (juvenile).” Flickr: Jvverde's Photostream. 24 January 2011. <http://www.flickr.com/photos/jvverde/245804758/sizes/o/in/photostream/>

## Unit 12 Weather

“Sleet and snow...” Flickr: Mr Po's Photostream. 24 January 2011.  
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“The Storm Clouds are Gathering.” Flickr: Genvessel's Photostream. 24 January 2011.  
<http://www.flickr.com/photos/genvessel/119944067/sizes/o/in/photostream/>

“Heavy Rain.” Flickr: Richtpt's Photostream. 24 January 2011.  
<http://www.flickr.com/photos/richtpt/2829790474/sizes/o/in/photostream/>

“Windy!” Flickr: di\_the\_huntress's Photostream. 24 January 2011.  
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<http://www.flickr.com/photos/readerwalker/3849594327/sizes/o/in/photostream/>  
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“Because it’s Flag Day.” Flickr: Audreyjm529's Photostream. 24 January 2011.  
<http://www.flickr.com/photos/audreyjm529/167133550/sizes/o/in/photostream/>

“American Flag Flying above Clouds.” Flickr:\*Clairity\*'s Photostream. 25 January 2011.  
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“menacing.” Flickr: 416style's Photostream. 25 January 2011.  
<http://www.flickr.com/photos/sookie/195717116/sizes/o/in/photostream/>

“A stiff breeze.” Flickr: Nbonzey's Photostream. 25 January 2011.  
<http://www.flickr.com/photos/thebonzey/959115065/sizes/o/in/photostream/>

“War of Worlds.” Flickr: Zedworks' Photostream. 25 January 2011.  
<http://www.flickr.com/photos/zedworks/3519138909/sizes/l/in/photostream/>

“055/365 Selenium Strike.” Flickr: Opusinfinity (buried alive)'s Photostream. 25 January 2011.  
<http://www.flickr.com/photos/opusinfinity/4902123014/sizes/o/in/photostream/>

“Hot Stuff.” Flickr: Marlana's Photostream. 25 January 2011.

<http://www.flickr.com/photos/marlana/192153272/sizes/o/in/photostream/>

“Distant Squall.” *Flickr: Caza\_No\_7's Photostream*. 25 January 2011.

<http://www.flickr.com/photos/iancarroll/3481344198/>

“A Strong Wind.” *Flickr: Giant Ginkgo's Photostream*. 25 January 2011.

<http://www.flickr.com/photos/giantginkgo/255607065/sizes/o/in/photostream/>

“Alaska Day 2- Stormy Seas.” *Flickr: davco9200's Photostream*. 20 Oct 2011.

<http://www.flickr.com/photos/roughgroove/3886300670/sizes/o/in/photostream/>

## Unit 13 More Clothing

“Our Warmest Union Suits.” *Flickr: AZAdam's Photostream*. 25 January 2011.

<http://www.flickr.com/photos/azadam/147368866/sizes/l/in/photostream/>

“Yellow Raincoat.” *Flickr: Cactusbeetroot's Photostream*. 25 January 2011.

<http://www.flickr.com/photos/cactusbeetroot/4309144876/sizes/o/in/photostream/>

## Unit 14 More Recreation

“Bowling!” *Flickr: Grumbler %-|'s Photostream*. 25 January 2011.

<http://www.flickr.com/photos/grumbler/2503322384/sizes/o/in/photostream/>

“Ice Dancing.” *Flickr: B Tal's Photostream*. 25 January 2011.

<http://www.flickr.com/photos/b-tal/109012433/>

“Bending it like Beckham.” *Flickr: Alaskan Dude's Photostream*. 25 January 2011.

<http://www.flickr.com/photos/72213316@N00/2941128757/>

“Semplers Cay, Bequia.” *Flickr: Cowbell Solo's Photostream*. 25 January 2011.

<http://www.flickr.com/photos/cowbellsolo/439964855/>

“Hunting in America.” *Flickr: Dglassme Hunting*. 25 January 2011.

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“Family Visit.” *Flickr: RobW\_ Photostream*. 25 January 2011.

<http://www.flickr.com/photos/robwallace/2084193077/>

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*Flickr: Paul-W's Photostream*. 25 January 2011.

<http://www.flickr.com/photos/paul-w-locke/3488339787/>



## Unit 16 More Buildings

“0809-boathouse.” *Flickr: Selfnoise Boathouse*. 25 January 2011.

<http://www.flickr.com/photos/selfnoise/3830699232/>

“Laundromat.” *Flickr: Ricky Montalvo Laundromat*. 25 January 2011.

<http://www.flickr.com/photos/rickymontalvo/3048610701/>

“Ipswich Hospital.” *Flickr: Labour*. 25 January 2011.

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“Bowling Alley.” *Flickr: Wishymom (Stephanie Wallace Photography)’s Photostream*. 25 January 2011. <http://www.flickr.com/photos/wishymom/1348522045/>

## Unit 17 Geography

“Berner’s Bay, Alaska - July 2006.” *Flickr: SkyTruth’s Photostream*. 26 January 2011.

<http://www.flickr.com/photos/skytruth/3194188189/>

“Island.” *Flickr: Cdulude’s Photostream*. 26 January 2011.

<http://www.flickr.com/photos/cdulude/3723062512/sizes/o/in/photostream/>

“Valley.” *Flickr: Zappowbang’s Photostream*. 26 January 2011

<http://www.flickr.com/photos/zappowbang/1547843444/sizes/o/in/photostream/>

“Pond.” *Flickr: Chored’s Photostream*. 26 January 2011.

<http://www.flickr.com/photos/dwilkie/2579820101/>

“Great Barrier Reef.” *Flickr: Christian Haugen’s Photostream*. 26 January 2011.

<http://www.flickr.com/photos/christianhaugen/3484219969/>

“Ole’s Cave.” *Flickr: Nyquil / Jer Warren’s Photostream*. 26 January 2011.

<http://www.flickr.com/photos/jerwarren/23666173/>

“Cliff of Moher en profundidad.” *Flickr: Gpoo’s Photostream*. 26 January 2011.

<http://www.flickr.com/photos/gpoo/2599371196/>

“Kaena Point.” *Flickr: Jason Coleman’s Photostream*. 26 January 2011.

[http://www.flickr.com/photos/jason\\_coleman/51367370/](http://www.flickr.com/photos/jason_coleman/51367370/)

## Unit 18 More Plants

“Cowparsnip.” *Flickr: OutdoorPDK's Photostream*. 26 January 2011.

<http://www.flickr.com/photos/21202718@N00/509742713/sizes/o/in/photostream/>

“IMG\_0890.” *Flickr: Majorbonnet's Photostream*. 26 January 2011.

<http://www.flickr.com/photos/majorbonnet/4875973013/sizes/o/in/photostream/>

“Red Elderberry Sambucus Racemosa.” *Flickr: Marlin Harms' Photostream*. 26 January 2011.

<http://www.flickr.com/photos/marlinharms/5274805146/sizes/o/in/photostream/>

“Alaska Cypress.” *Flickr: Axelkr's Photostream*. 26 January 2011.

<http://www.flickr.com/photos/axelkr/2482885069/sizes/o/in/photostream/>

## Unit 19 More Fish

“File:Notothenia microlepidota (Black cod).gif.” Dr Tony Ayling. 26 January 2011.

[http://en.wikipedia.org/wiki/File:Notothenia\\_microlepidota\\_\(Black\\_cod\).gif](http://en.wikipedia.org/wiki/File:Notothenia_microlepidota_(Black_cod).gif)

“Needlefish.” *Flickr: Michael McDonough's Photostream*. 26 January 2011.

<http://www.flickr.com/photos/mikemcd/5084012808/sizes/l/in/photostream/>

Rat Fish

“\_MG\_2226.” *Flickr: Cwilso / Chris Wilson*. 26 January 2011.

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“Red Starfish || Roter Seestern.” *Flickr: Paraflyer's Photostream*. 26 January 2011.

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Chum

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“Pink Salmon.” *Wikipedia: Knepp, Timothy U.S Fish and Wild Service*. 26 January 2011.

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“Perch.” *Wikimedia: NOAA’s Estuarine Research Reserve Collection*. 26 January 2011.  
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Sockeye up River

“Sockeye.” *Flickr: NatureLor1970's Photostream*. 26 January 2011.  
<http://www.flickr.com/photos/singingfish/5097887361/>

“Pacific Cod.” *Flickr: Travis S.'s Photostream*. 26 January 2011.  
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“File:Alaska King Crab.JPG.” *Wikimedia:Source=User:Dark jedi requiem*. 26 January 2011. [http://commons.wikimedia.org/wiki/File:Alaska King Crab.JPG](http://commons.wikimedia.org/wiki/File:Alaska_King_Crab.JPG)

“Octopus.” *Flickr: Tom Clifton's Photostream*. 26 January 2011.  
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“File:SebastesRuberrimus.jpg.” *Wikimedia: National Oceanic & Atmospheric Administration*. 26 January 2011. <http://upload.wikimedia.org/wikipedia/en/d/d8/SebastesRuberrimus.jpg>

“File:Salmonlarvakils.jpg.” *Wikipedia: User:Uwe kils/gallery*. 26 January 2011.  
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“Herring.” *Flickr: @boetter / Jacob Bøtter's Photostream*. 26 January 2011.  
<http://www.flickr.com/photos/jakecaptive/885981258/>



# APPENDIX II

## Cycle C Advanced Resource List



Story/Naish Tlingit Verb Dictionary

**Lígíx' jaa yáa nadaakw-** the table is creaking Page 58

**Dléit yakaawadán-** the snow is coming down so heavily, one can't see far Page 200

**Awootáawoo akaawa.áakw; áa jixwliháa.** He tried to steal; I caught him in the act. Page 210

**Kindayigin \_at woodzigéet; xat woodixét.** I fell flat on my back; it knocked the wind out of me. Page 247

**Éek dax néil dei gunayéi s loowagúk.** They started to run home from the beach. Page 177

**Ax táklee teen kaxwaat'éx'.** I smashed it with my hammer. Page 197

**Kakayawúx' ayá yáa wás' áanee.** It was a wide stretch of bushes. Page 247

**Ax shát xat woolitl'éet.** My wife deserted me. Page 15

**Wáachwaanx' doo éegaa kawdoowakáa, gaxdoosháadeet.** They sent guards to arrest him. Page 21

**Xáat yaa nahínee x'eilsúunch.** As the salmon swim along, they make tiny bubbles. Page 37

Verb Index- 43 Phrases

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

<http://www.goldbeltheritage.org/verbs/verb/go-motorized-vehicle-vi>

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

<http://www.goldbeltheritage.org/verbs/verb/float-drift-out-sea-i>

**Haa gáni shukgwaxéex, haa sakwa.áat'.** The wood is going to run out and we're going to be cold.

<http://www.goldbeltheritage.org/verbs/verb/end-used>

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

<http://www.goldbeltheritage.org/verbs/verb/put-it-out-fire-turn-it-light>

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

<http://www.goldbeltheritage.org/verbs/verb/bother-trouble-himher-cause-himher-anxiety>

**Yaa nashíxi áwé anax yei wdzigit.** When he was running, he fell down there.

<http://www.goldbeltheritage.org/verbs/verb/fall-trip>

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

<http://www.goldbeltheritage.org/verbs/verb/thirsty-dry>

**Yan gaxkooxt tuwditaan.** He decided to go back.

<http://www.goldbeltheritage.org/verbs/verb/decide-make-ones-mind-feel-think-certain-way>

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

<http://www.goldbeltheritage.org/verbs/verb/melt-dissolve-thaw>

**Sh tooгаа xat ditee woochxán yéi haa wdateeyí.** I am grateful that we are together.

<http://www.goldbeltheritage.org/verbs/verb/grateful-thankful-satisfied>

**Tlél ax een at kaduneeek.** Nobody tells me anything.

<http://www.goldbeltheritage.org/verbs/verb/tell-report-about-it-witness-testify-about-it>

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

<http://www.goldbeltheritage.org/verbs/verb/call-himher-phone-ii>

**Wáa sá tlix kasiyidéin duwanook?** How come it tastes so funny?

<http://www.goldbeltheritage.org/verbs/verb/taste-certain-way>

**A xoo yéi yi.oowú, tlél k'idéin gaxdunook.** If you put that in there, it's not going to taste good.

<http://www.goldbeltheritage.org/verbs/verb/taste-certain-way>

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

<http://www.goldbeltheritage.org/verbs/verb/pout-sulk-refuse-speak-refuse-run-machine>

**Wéi keitl du seit tix'l yanax wushik'éex'.** The dogs leash got hung up.

<http://www.goldbeltheritage.org/verbs/verb/delayed-stuck-hung-there>

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

<http://www.goldbeltheritage.org/verbs/verb/strong-powerful>

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

<http://www.goldbeltheritage.org/verbs/verb/put-store-accumulate-stock-esp-food-winter-finish-distributing-things-esp-party>

**Yax yaa has yanaláxw wé guwakaan.** The deer are starving.

<http://www.goldbeltheritage.org/verbs/verb/starve>

**Hél gunéi kagwajoox wudzi.át' áwé.** It's not going to start, it's cold.

<http://www.goldbeltheritage.org/verbs/verb/start-engine>

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

<http://www.goldbeltheritage.org/verbs/verb/run-start-engine-spin-wheel>

**Ax jee lidzée wé kasné.** Knitting is difficult for me.

<http://www.goldbeltheritage.org/verbs/verb/difficult-almost-impossible-hard-abstract-frustrating>

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

<http://www.goldbeltheritage.org/verbs/verb/respect-himher>

**Latín, awull'éex'l x'áande kgwanóok.** Watch it, if he breaks it he'll get mad.

<http://www.goldbeltheritage.org/verbs/verb/angry-mad>

**Tlél yan katulagáaych wé tléikw.** We didn't finish putting up our berries yet.

<http://www.goldbeltheritage.org/verbs/verb/put-store-accumulate-stock-esp-food-winter-finish-distributing-things-esp-party>

**Yan wulaayí tsá gaxtulax'óol' laak'ásk'.** When the tide goes out we'll gather seaweed.

<http://www.goldbeltheritage.org/verbs/verb/go-out-low-tide>

**Ayáx gé sh teedinook?** Do you feel up to it?

<http://www.goldbeltheritage.org/verbs/verb/feel-certain-way>

**Kei guxlanúkts tá yá xáanaa.** Sleep will be sweet tonight.

<http://www.goldbeltheritage.org/verbs/verb/sweet>

**Gagaan kei naxíxi áwé xwala.úkch wé káaxwei ax léelk'u jeeyís.** When the sun is coming up, I boil the coffee for my grandmother.

<http://www.goldbeltheritage.org/verbs/verb/boil-it>

**Wé xáat aax aa naxaash du jeeyís!** Cut off a piece of fish for her!

<http://www.goldbeltheritage.org/verbs/verb/cut-it-saw-it>

**Ash kaawaxíl' du téix'.** Her heart is causing her trouble.

<http://www.goldbeltheritage.org/verbs/verb/bother-trouble-himher-cause-himher-anxiety>

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

<http://www.goldbeltheritage.org/verbs/verb/run-after-himherit-plural-subject>

**Tlél ushk'é dultíni.** It's not good to look at it.

<http://www.goldbeltheritage.org/verbs/verb/watch-himherit-look-after-himherit-take-care-himherit>

**Yóot uwagút héen áyá yaa anas.ín.** He left carrying water.

<http://www.goldbeltheritage.org/verbs/verb/go-foot-singular-subject-ii>

**Iwooséekíkni tsá.** See that you don't get storm-bound.

<http://www.goldbeltheritage.org/verbs/verb/delayed-prevented-held-back-plans-often-due-inclement-weather>

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

<http://www.goldbeltheritage.org/verbs/verb/call-out-himher-shout-holler-himher>

**A kát akooxlaqaayín tás ku.aa du jeet shuwaxix.** She would have sewed it on it, but she ran out of thread.

<http://www.goldbeltheritage.org/verbs/verb/sew-it-it>

**Du at xashti téel oonaxlahoonín hél ku yan awusné.** She would have peddled her moccasins, but she didn't finish them.

<http://www.goldbeltheritage.org/verbs/verb/sell-peddle-hawk-it>

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

<http://www.goldbeltheritage.org/verbs/verb/soil-it-get-it-dirty>

**Kut akaawaxaash du tukatáli.** She cut (the pattern) for her pants out wrong.

<http://www.goldbeltheritage.org/verbs/verb/cut-it-carve-it-slice-it>

**Haa hídi atl'tin.** S/he is watching our house.

<http://www.goldbeltheritage.org/verbs/verb/watch-himherit-look-after-himherit-take-care-himherit>

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

<http://www.goldbeltheritage.org/verbs/verb/carry-it-take-it-textile-object-blanket-coat-robe-sheet-etc-vii>

**Xaawagéi kát wudikín tsísk'w.** The bird flew into the window.

<http://www.goldbeltheritage.org/verbs/verb/fly-singular-subject-ii>

**Téey áwé kaxwlakeilí itdax tsá xwas.éeych k'únts'i teen.** After I soak the hard-dried fish, I cook it with potatoes.

<http://www.goldbeltheritage.org/verbs/verb/soak-it>

**Cháatl kei awsiyík.** He pulled up a halibut.

<http://www.goldbeltheritage.org/verbs/verb/pull-it-haul-it-esp-line-i>

Dictionary of Tlingit - 53 Phrases

**Éech'akaawanóot' Yéil.** Raven Swallowed a stone. Page 78

**A wándax áwé a yíkt sh wudligás'wé yéil.** The raven leapt into it from the edge. Page 83

**Kúnáx áwé k'asigóo is shaxaawú, a kát akawdagaaní.** Your hair is really beautiful when the



sun shines on it. Page 82

**Wé s'eeek gandaas'aají kúdi aawat'ei.** The black bear found a bee's nest. Page 85

**Geesh xoot wootlóox'wé yáxwch'.** The sea otter is rolling around in the kelp. Page 87

**Yéi kwdzigeiyi aa kákwx'áwé akoochtánin yéi daané ax léelk'w.** My grandmother loved to make those little baskets. Page 89

**K'asigóo kaltéelk l'éiw kát at wusheex.** It's fun running around barefoot in the sand. Page 91

**Ldakát át áwé kux dak'óol'in xwaasáakw.** I said everything backwards. Page 181

**Dagwatgiyáa lú yayát ka yei kwlisáa.** A hummingbird's beak is long and skinny. Page 184

**At lux'aakáawu áwé yéi yatee wé shaatk'.** That young girl is a trouble maker. Page 185

**Gunakadeit data tlaagú daxkudzitee.** There are legends about sea monsters. Page 110

**Tléi a x'aant áwé daak wudigwát'wé yadák'w.** The young boy crawled out the limb. Page 112

**Shayadihéin tl'áxch' táakwde yaa kunahéini.** There are a lot of dead branches when it becomes winter. Page 113

**Kei akahées'ch.** S/he borrows it (regularly). Page 120

**Tléil awuskú xóots koowú káx wugoodí.** He did not know that he had walked over a grizzly bear den. Page 170

**Kaachxana.áak'wde daak uwakúx wé yaakw.** The boat set out for Wrangell. Page 172

**Ax tl'eik káa wjikaak digitgiyáa.** A hummingbird landed on my finger. Page 165

**Kaashashxáaw taakw.eetix' haax kalyeech.** The dragonflies come in the summer time. Page 166

**Shaanáx yaawashoo wé kaa x'oos deiyí.** The foot trail extends through the valley. Page 167

**Du yakgwahéiyágu tléil ulsteen.** His spirit is weak. Page 167

**Kee.á shukát áwé gunéi gaxtookóox.** We will start traveling before dawn. Page 169

**Keex'é shukát áwé shoodanookch ax léelk'w.** My grandfather wakes up before dawn. Page 169

**Tláakw axáa du aandaayaagú.** He is rowing his rowboat quickly. Page 48

**Aankanáadu tín sh wudzineix.** She healed herself with medicine from the land. Page 51

**Aasgutóot wugoodí, dzísk'w x'us.eetí awsiteen.** He saw moose tracks when he was walking in the woods. Page 52

**Yá atk'átsk'u li.oos ch'ak'yéis yáx.** This child is as playful as a young eagle. Page 55

**Héen kát jinaskwanchi át áwé wé atxaayí.** The centipede swims on top of the water. Page 55

**Héen yík héen kanadaayí wáa yateeyi yéix' kulixéitl'shán nooch.** Sometimes currents in a river are dangerous. Page 120

**Has du yáa daak uwagút wé xóots telin kanat'á has a.éeni.** While they were picking blueberries, the brown bear came face to face with them. Page 97

**A data shkalneek kudzitee yá katóok.** There is a story about this cave. Page 144

**Yoo akaajeek a kaayí wé a káx yaa nagudi dei.** He is wondering about the measure of the road he's walking on. Page 129

**Du kiji áwé wool'éex' wé ts'ítskw, ách áwé tlél át wudakeen.** The songbird's wing broke, that's why it doesn't fly around. Page 170

**Shahíx haa cháli gaatáa yéi daatooneiyí.** When we are out trapping, our storehouse is full. Page 80

**Geesh toot uwakúx wé yaakw.** The boat drove in among the kelp. Page 89

**Wé dís kagáni káax' yéi jinéi.** He works by moonlight. Page 137

**Áak'wx'uwa<sub>x</sub>éi wé shaawát.** That woman camped at Auke Bay. Page 49

**Yóo tliyaa aasdéi ksaxát wéi kaxées' ax at shí kook gúgu yís!** Attach the wire to that tree over there for my radio antenna! Page 50

**Ch'as héen ák.wé a kaadéi yóo yadudzixéik yá kat'ákxi?** Is water all that was put on these dried berries? Page 52

**Átk' aheení wushixéel'**- s/he stopped believing, lost faith Page 308

**Daxadooshú yagiye shunaaxéex aagáa daak wusitani yé.** It has been raining for seven days. Page 49

**Ax katlyát wujixín wé xáaw tlein.** That big log fell on my side. Page 168

**Hinyikgáaxu kúdi awsiteen.** She saw a golden eye duck's nest. Page 153

**Katíy'aa s'aatíy yat guýsatée yá keijín yagiyeedáy.** After Friday I will be the jailer. Page 148

**Shí anax naadaa wé taan geení.** There is blood coming from the sea lion's tail flippers. Page 228

**Dís x'usyee kawdli.it'ch wé dleit káx.** Moonbeams are sparkling on the snow. Page 75

**Gooch litká aadé duwatéen wé gooch.** The wolf on the ridge of the hill is visible. Page 110

**Wé káa góon awsiteen héenák'w táade.** The man saw gold at the bottom of the creek. Page 118

**Du y'ás' aawagwál wé káa.** That man socked him on the jaw. Page 99

**Ax léelk'w jeedáy kakéin l'ée x'wán áyá ax tuwáa sigóo.** I like the yarn socks from my grandmother. Page 187

**I tuk'atáli i daax yei jeekanaxíx.** Your pants are falling down. Page 63

**Tuk'atáal x'oosdé awdiyík.** He put on his pants. Page 249

**Wakdáanaa waakt akal.át.** She has eyeglasses on. Page 272

**Du gúx' tsú yéi aa wduwa.oo wéi s'aak k'anoox.** They put the small bone labret in his ear too. Page 177

**S'igeidí l'eedí yawúx' ka k'áat' yáx yatee.** A beaver's tail is wide and flat. Page 186

**S'eeek l'eedí tléil ulyát'.** A black bear's tail is short. Page 186

**Du gúk káx ayaawayeesh du sadaat'aayí.** She pulled her scarf down over her ears. Page 204

**Du xikshá káx yaa anayéin wé ján(w)u.** He is carrying the mountain goat on his shoulder. Page 103

**Daxdahéen yan yaawagás'.** He fell on his face twice. Page 69

**Júx'aa tóot astán du jín.** He has his arm in a sling. Page 229

**Du oox kanat'á kahéeni yáx kawdisék'w.** Her teeth are the color of blueberry juice. Page 139

**Tl'ook du jín daa yéi yatee.** There are sores on his hand. Page 264

**Tle a tuwán áwé atxá daakahídi áa wdudliyéx.** They built a restaurant next to it. Page 54

**Wé x'agáax' daakahídi gaawú iknáach' teen wududliyéx** The church bell is made of brass. Page 84

**Wé shaatk' gúx'aa kát cháayoo ax jeet awsi.ín.** The young girl gave me

tea in a cup. Page 57

**Akawsitaayi tléikw kagádaa tóonáx akawlicháa.** He strained the boiled berries through cheesecloth. Page 135

**Aawsi.ée wé kadúkli atx'aan hídi yeedáx.** She cooked some of the fish from the smokehouse. Page 135

**Gishoo taayi ka dleey wóosh teen akawlis'úk.** She fried the meat with bacon. Page 214

**Xáanaa atxaayi yís gáx akawlis'úk.** She fried rabbit for dinner. Page 214

**Wé guwakaan dleeyi at x'axéedli k'idéin aax xásh, téix sákw!** Cut the trimming off the deer meat well for the broth! Page 244

**Wé dleey yat'éex'.** The meat is tough. Page 254

**Ku.éex'dei nasxóot' yá kakáshxi!** Pack the steamed berries to the potlatch! Page 301

**L'ook kaháagu áyá yak'úi kanat'á kanéegwál' sákw.** Coho salmon eggs are good for blueberry sauce. Page 55

**Tlei déix k'ateil yáx áwé wutusineix shákw kahéeni.** We just saved two gallons of the strawberry juice. Page 71

**Xein nageich kutaan eetix'.** After the summer there are a lot of spawned-out salmon. Page 80

**Tsaa eiýi teen áwé yak'úi t'á at y'éeshi.** Dry fish king salmon is good with seal oil. Page 80

**Dzánti áwé cháatl kín kudligéi.** Flounders are smaller than halibut. Page 76

**Tséek éen has awsi.ée wé cháatl.** They barbecued the halibut. Page 57

**X'wáat tlénx' dust'eix Gaat Héenidáx.** People catch big trout at Garteeni. Page 311

**A káx akgwast'éix aashát yaa yanahéini.** He will fish for steelhead trout when they run upriver. Page 50.

**Du séek' yageeyi kayis áwé gáaxw awsi.ée.** She cooked a duck for her daughter's birthday. Page 84

**Yées t'á Gíksi sitgawsáanx' has aawaxáa.** They ate fresh king salmon barbecued over the fire at noon. Page 109

**Yawóol yá deegáa.** This dipnet has holes in it. Page 275

**X'wáat' héen táakde has ayatéen.** They see trout in the river. Page 311

**A yayík gé iya.áxch wé xóots héen yaax dé?** Do you hear the brown bears by the water? Page 319

**Ax atx'aan hídi tleidooshú kaa x'oos ka daax'oonx sitee.** My smoke house is six feet by four feet. Page 53.

**Wé héen x'ayaax chál wutuliyéx.** We built a storehouse on the edge of the river. Page 57

**Hoon daakahídidé has woo.aat ax séek' hás.** My daughters have gone to the store. Page 117

**Du hídidáx kaay shoowú yéi kunaaléi hoon daakahídi.** The store is a half mile from her house. Page 134

**S'ísaa káas' hoon daakahídidáx aawa.oo.** She bought a yard of fabric from the store. Page 213

**Yú sgóon tl'átgi tlein, a góonnáx daxyanaagóo wé káa.** The cars are traveling on the isthmus of the big school yard. Page 262

**Tíx' ka x'óow tin geegách' awliyéx t'ukanéiyi jeeyís.** She made a hammock for the baby with rope and a blanket. Page 105

**Hít shantú k'idéin awsinei.** She cleaned upstairs. Page 122

**Du eetí a kaxyeet akawlis'ix'w kaa yahaayi wé shaatk'átsk'u.** The

young girl pasted a photo on the ceiling of her room. Page 80

**Wé kóok a yee kawjigít.** It is dark inside the cellar. Page 106

**Wé yées káa du húnxw ít xaa nagút.** The young man's older brother is walking along behind him. Page 123

**Xít'aa een du neilí axít'gi nooch.** He always sweeps his house with a broom. Page 197

**Wé tóonáx kaateen kaadé awsiteen du yahaayí.** He saw his image in the mirror. Page 246

**Káayagijeit anéegwál'.** He is painting the chair. Page 134

**Dunák kawdliyeech wé káax'.** The grouse flew away from him. Page 133

**Neek ash atláx'w yaa kudzigéiyi ts'ats'ée.** Pigeons carry messages. Page 193

**X'eis'awáa l'eixí kuiltées'shan nooch.** The dance of the ptarmigan is always a wonder to behold. Page 308

**Héen wantóot woogoot wé gus'yadóoli.** The sandpiper is walking around the riverbank. Page 98

**Héen wát át has wusikwaan wé gáaxw.** The ducks are swimming around at the mouth of the river. Page 119

**Hinyikgáaxu kindachooneit xoot wusikwaan.** Golden eye ducks are swimming around among the Mallard ducks. Page 121

**x'éishx'w áwé nageich kutaan ít dáx.** After the summer is over there are a lot of bluejays Page 309

**Aankáawu Geeyx' áwé has saligaaw kúnáx wé kageet.** The loons are really loud in Ankau Bay. Page 84

**K'eeljáa teen áyá séew haat yawditée.** Rain came with the storm. Page 155

**Xeil neech káa yéi nateech xóon wudunoogú.** Foam is on the beach when the north wind blows. Page 192

**Yá neechx yaa neegúdi yei kgisatéen yá katóok.** As you walk along this shoreline you will see this cave. Page 192

**Ax dayéen hán xóon niyaa.** He is standing facing me, shielding me from the North Wind. Page 198

**Kukawduwayél' áyá - naakéede naxtookoox.** It's calm out - let's go up the bay. Page 324

**Áa Tlein káa kawduwayél'.** It is calm on Atlin Lake. Page 324

**Haa kát yawashát wé xóon.** The north wind hit us in gusts. Page 218

**Góos' tóonáx ayatéen.** She sees it through the clouds. Page 93

**Kaa kasán tayeet shukatáni áwé yak'éi wéi s'él' kinaak.át.** A raincoat that hangs below the waist is the best. Page 140

**Jáaji kát yaa has lunagúk.** They are running on snowshoes. Page 92

**K'eit duxáayin.** Young salmonberry bush shoots used to be eaten. Page 158

**Aatlein shákw áwé wutuwa.ín kat'ákxi yéi naxtusaneit.** We picked a lot of strawberries so we can make dried berry patties. Page 142

**Lidzée kyaaní a kaadéi kawuls'éesi wé laak'ásk.** It's frustrating when leaves are blown onto the black seaweed. Page 180

**Yán aas daadáx kayeix áwé át x gagilayéix s'agwáat kasék'xu sákw.** Shavings from a hemlock

tree are what you will use for the brown dye. Page 209

**Wé xaat kanat'á kahéeni káa yéi gaxtoo.oo.** We will put the roots in the blueberry juice. Page 139

**Gandaas'aají k'eikaxwéin xoot kawdliyeech.** Bees are flying around among the flowers. Page 85

**Wé yáay yax woodláax'w.** The whale is stuck on the beach. Page 75

**Al'óoni wé wanadóo íṭx kei nagút.** The hunter is following the sheep that is going uphill. Page 52

[http://www.sealaskaheritage.org/programs/tingit\\_phrase\\_of\\_week.htm](http://www.sealaskaheritage.org/programs/tingit_phrase_of_week.htm)

Phrase of the week

**I een naḱáat kwshé?** Can I come with you?

**L Drive 1**

**20 Questions Activity**

**Shaa daak' gé yéi yatee?**

Does it live in the mountains?

**Tlingit Macbeth 3**

**Xeitl tóox', séew kaa ch'u k'eeljáa gé?** In thunder, lightning, or in rain? Page 2

**Yéi kkwasané.** I'll see it done. Page 3

**Igóogu, x'anidataan. Daa sáyá wa.é?** Speak, if you can: what are you? Page 5

Sentences from Fluent Speakers

1064-1173

\\jnu-dc2\shiusers\Language Department\Past Employees Language files\edwards\ANA 2005\Texts and sentence banks

**Yáat jeiḱi du lítayi kaay aawa.óos'.**

She washed fish scales off her knife.



# APPENDIX III

## Lesson Descriptions







# BASIC SKILLS

## Actions!

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

## Back Writing

Group the students into two teams. Have the first player from each team stand in front of the board. Use the index finger of your writing hand to “write” the first letter of a sight word on the two players’ backs. When you have done this, say “Go.” Each of the players should then write a sight word on the board that begins with that letter. Repeat with other pairs of players until all players in each team have played and until all sight words have been written a number of times.

## Buzz

Group the students into two teams. Say a sight word to the first player in Team One. The student must then spell the word you say, saying the word “buzz” whenever a specific letter appears in the word (identify the letter before the activity begins). For example, if the letter chosen is “b,” then whenever that letter appears in a word, a student should say, “Buzz.” If the player makes a mistake, then the first player in Team Two should attempt to spell the word you said. The winner of the round is the player who spells the word correctly - using the word “buzz” for the selected letter whenever it appears in a word. Repeat, using other sight words, until all students have participated. Depending upon the readiness of your students, you may wish to identify more than one letter for “buzz.”

## Ghost 2

Have two students stand facing one another. One student should say a letter - any letter of the alphabet. The other player must then repeat that student’s letter and add one of his/her own. The first player must then provide another letter, and so on. The students should continue to provide letters back and forth in this way until a word is finally produced - it may not be a word that was originally planned by either one of the players. Repeat with other pairs of players.

## Horizontal Completion

Before the activity begins, cut each of the sight word cards in half, horizontally. Provide each student with writing paper and a pen. Then, provide each student with one of the word halves. Each student should mount his/her word half on the sheet of writing paper. Then, the students should complete their words by writing in the missing halves. Some students should have the upper halves of the sight words and other students should have the lower halves. Afterwards, review the students’ responses. You may wish to provide each student with more than one half so that he/she completes more than one sight word.

## Out of Order

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

## Overhead Run

Before the activity begins, write all of the sight words on an overhead transparency - leaving no spaces between the words. You may wish to add “nonsense” letters between the words. Place the transparency on an overhead projector, facing the wall. The words should be projected onto the wall. Have two students stand beside the wall. Say a different sight word to each of the two students. They should then use chalk to circle the sight words on the wall. Repeat with other pairs of students until all of the sight words have been identified in this way.

## The Disappearing Illustrations

Mount five or six pictures on the board, vertically. Point to the picture at the top and tell the students to name it. Continue in this way until the students have named all of the pictures from top to bottom. Then, remove the last picture and repeat this process—the students should say all of the vocabulary words, including the name for the “missing” picture. Then, remove another picture from the board and have the students repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank board or until the students cannot remember the “missing pictures.”

### **Vocabulary Chips**

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

Rubbings

### **What’s Your Letter?**

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

### **Wild Groups**

Attach the vocabulary illustrations to the students’ backs — it is not necessary for all students to have an illustration. Have the students stand in a scattered form in the center of the classroom. Say one of the vocabulary words. All students in the class should make a circle around the student who has the illustration for the vocabulary word you said on his/her back. Periodically switch the illustrations during the activity. Repeat until all vocabulary illustrations have been identified a number of times in this way.

### **Word Build**

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

### **Writing Relay**

Group the students into two teams. Say one of the vocabulary words. When you say “Go,” the first player from each team must rush to the chalkboard and write only the FIRST letter of the word. He/She should then run to the back of the team and the next player should rush to the chalkboard to add the SECOND letter, and so on. The winning team is the team that correctly completes the spelling of the word first. Repeat using other vocabulary words.

# LISTENING

*Use the Mini Pictures activity page from the Student Support Materials. Have the students cut out the pictures. Say the key words and the students show the pictures.*

## **Adapted Jenga**

Bring a Jenga set for class and put numbers on a few of the pieces. As a class, decide on rules that will apply for each number, e.g. “1 means naming as many animals as you can in ten seconds” or “2 means you must find four things that are the color red in the classroom.” The rules you write should relate to a concept being studied. Post the rules so they are visible when you play. Each time you play Jenga you can decide on a different set of rules!

## **Airplane Land**

Scatter the vocabulary pictures on the floor. Have the students sit in a large circle around the pictures. Prepare two paper airplanes. Give the airplanes to two students. Say one of the vocabulary words. The students should toss their airplanes, attempting to land them on the picture for the vocabulary word you said. Repeat until all students have participated.

## **All in Knots**

Group the students into two teams. Tie two lengths of rope in a knot (use the same knot for each rope). Skipping ropes are ideal for this activity. Mount the vocabulary graphics on the board. Give a knotted rope to the first player in each team. Say a vocabulary word. When you say “Go,” the first player in each team must then attempt to untie the knot he/she has. The first player who unties his/her knot, rushes to the board, and identifies the vocabulary graphic for the word you said, wins the round. Repeat until all players have participated.

## **Back-to-Back Race**

Have two pairs of students stand in the center of the classroom. The students in each pair should stand back-to-back with arms interlocked. Lay the vocabulary illustrations on the floor in a scattered form. Say one of the vocabulary words. The two pairs of students must then race to the illustration for the vocabulary word you said without unlocking their arms. The first pair to reach the correct illustration wins the round. Repeat with other pairs of students.

## **Beanbag Toss**

Mount the vocabulary illustrations on the wall and group the students in front of them. Give a beanbag to a student. Say a vocabulary word and the student should toss the beanbag at the illustration for that word. For added motivation, you may wish to have two or more players participating at the same time. In this case, the winner or winners are those students who manage to hit the correct illustration with their beanbags.

## **Bingo**

See Picture Bingo

## **Change**

Group the students in pairs. There should be one student without a partner to be “it” for the first round of the activity. Have the students in each pair stand back to back, with elbows interlocked. Tell the students to listen for a specific word, sequence of words, or sentence. When the students hear the word, sequence, or sentence you said at the beginning of the round, they should drop arms and quickly find new partners. However, “it” must also find a partner—thus producing a new “it” for the next round of the activity.

## **Change Again!**

Group the students into pairs. One student should be without a partner to be IT for the first round of the activity. Have the pairs of students stand back to back, with elbows interlocked. Prepare true and false sentences on individual sentence strips. Stand in a location so that all students can see you. Hold up one of the sentence strips. If the sentence is true, the students should remain still. However, when they read a false sentence, they should change partners - the student who is IT must also try to find a partner. Repeat, using a number of different true and false sentences.

## Circle Hop

Scatter the vocabulary pictures on the floor. Using masking tape, make a circle around each picture. Have two or more students stand in the center of the classroom. Say one of the vocabulary words. The students should then hop to the circle which contains the picture that represents the vocabulary word you said. Then, remove the picture from the circle and say another vocabulary word. Continue until all the pictures have been removed from the floor. The students must remember where the graphics were in order to hop to the correct masking tape circles.

## Clan House Toss

Prepare an outline of a clan house on 8 1/2 by 11 inch paper. Give a student a beanbag. The student should toss the beanbag towards the house. If the beanbag misses, say a vocabulary word and have the student find its coordinating picture. If it lands in the house, the student may pass. Repeat.

## Cloze One

Mount the vocabulary pictures on the board. Number each picture. Say a sentence without the key word. The students should write the number for the picture that best completes the sentence you said. For example, if you say "Theft of Daylight is a Tlingit \_\_\_\_\_," and the picture for legend is number 4, the students would write "4" on their papers. When the activity is finished, review the students' responses. Repeat, using other sentences.

## Cloze Three

Mount the vocabulary pictures on the board. Group the students into two teams. Give the first player in each team a flashlight. Say a cloze sentence, based on the migration story, that can be completed by one of the vocabulary words. When you say "Go," the players should shine the lights of their flashlights on the picture for the vocabulary word that completes your sentence. The first player to identify the picture in this way wins the round. Repeat, using different sentences, until all players have participated.

## Does It Fit?

Mount the vocabulary pictures on the walls and board. Provide each student with writing paper and a pen. Point to a picture and say a sentence. If the sentence you say goes with the picture, the students should make a checkmark on their papers. However, if the sentence you say does not go with the picture, the students should make an "X" on their papers. Repeat this process with other pictures and sentences. Alternative: Rather than having the students write their responses, you may have them nod if the sentence goes with the picture, or clap if it does not.

## Fanball

Tape the vocabulary pictures to the floor and group the students around them. Give a "hand fan" and an inflated balloon to two students. Say one of the vocabulary words. The two students should then use their fans to move the balloons to the picture that represents the vocabulary word you said. The first player to fan his/her balloon over the correct picture wins the round. Repeat.

## Flashlight Find

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

## Flick

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

## **Funnel Vision**

Before the activity begins, collect a large funnel. Have a student stand at the front of the classroom with his/her back to the other students. Give the student the funnel. Give the vocabulary pictures to the other students in the class. The students should hold their pictures up, facing the front of the classroom. Say a vocabulary word. When you say “Go,” the student with the funnel should place the funnel over his/her eyes and turn to face the other students. The student must then look through the funnel to find the picture for the vocabulary word you said. This activity may be conducted with two players (each player having a funnel). The winner of each round is the student who locates the correct picture first. Have the students in the class exchange pictures for each new round of the activity. Repeat.

## **Graphic Bingo**

See Picture Bingo

## **Half Match**

Collect the picture halves from the previous activity. Mix all of the halves together and give them to the students. Say a sentence, leaving out the key word. The two students who have the illustration halves for the word that completes the sentence should show their halves. Continue in this way until all of the illustration halves have been presented.

## **Here, There, Everywhere**

Mount the vocabulary illustrations on the walls around the classroom. Group the students in the center of the classroom. Say a vocabulary word and the students should rush to that illustration. However, when you say a word that is not represented by an illustration on the walls, the students should sit down and hold one arm in the air. Repeat this process until all of the vocabulary illustrations have been identified a number of times.

## **Hidden Words**

Give students a vocabulary word or a list of vocabulary words. Have the students listen for the specific vocabulary word(s) as you read a story aloud. Each student should have paper and a pen in front of them. When the students hear a specific vocabulary word in the story, they must make a check mark next to that specific word on their vocabulary list each time the word occurs.

## **Hop the Line**

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

## **Illustration Hold Up**

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

## **Illustration Sequence**

Before the activity begins, prepare a stencil which contains small versions of the vocabulary illustrations. Provide each student with a copy of the stencil. Each student should cut the illustrations from his/her copy of the stencil and lay them on his/her desk. When the students' illustration are ready, say a sequence of vocabulary words (four or five words). After you have said the sequence of words, the students should find the necessary illustrations to represent the sequence you said. Each student should lay the four or five illustrations on his/her desk in the same order as you said the vocabulary words. Repeat this process with other sequences of vocabulary words.

## **Jack Pot**

Students choose three vocabulary words and create actions to match those words. Have three students stand up and face away from the class. The rest of the class counts to 3 in target language and the students turn around saying one of the vocabulary words and performing the action the class has created to match it. The set of three students continue this until all three choose the same vocabulary word and perform the action together.

## **Join Those Halves**

Make an extra set of vocabulary pictures. Cut each of the vocabulary illustrations in half. Spread the illustration halves on the floor in a scattered form. Group the students into two teams. Give the first two players in each team a long length of string or yarn. Say a vocabulary word. When you say “Go,” the first two players in each team must rush to the illustration halves. The object of the activity is for the players to use the string/yarn to join together the two halves which make up the illustration for the word you said. The first pair of players to do this successfully wins the round. Repeat until all players have participated.

## **Knock Knees**

Mount the vocabulary pictures on the board. Group the students into two teams. Give a small, hard ball to the first player in each team. The first player in each team must place the ball between his/her knees. Say a vocabulary word. When you say “Go,” the two players must then walk to the pictures without losing the balls. The first player to reach the vocabulary pictures and identify the picture for the word you said wins the round. If a player loses his/her ball, he/she must return to his/her team and begin again. Repeat until all players have played.

## **Let’s Move**

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

## **Locomotive**

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

## **Major League**

Group the students into two teams. Have the first player from team one stand in the center of the classroom. Give the student a ruler or another item that can be used as a baseball bat. You may wish to have another player stand at a safe distance behind the batter to retrieve the ball. Say a vocabulary word or a sentence which contains a key vocabulary word. Then, toss a Nerf ball towards the batter, saying a vocabulary word or sentence at the same time. If the vocabulary word or sentence is the same as the one used before, the student should swing at the ball. However, if the vocabulary word or sentence is not the same, the student should not swing.

## **Match My Sequence**

Provide each student with three vocabulary pictures. All students should have the same pictures. Have the students lay the pictures on their desks in a row (any sequence). When the students have arranged their pictures, say a sequence of three vocabulary words (using the vocabulary words for the pictures the students have). Any student or students whose pictures are in the same sequence as the vocabulary words you said wins the round. The students may change their sequences after each round of the activity.



## **Matching Halves**

See Half Match

## **Mini Pictures**

Provide each student with a copy of the mini-pictures page from the Student Support Materials. When you say the key words, the students must find the pictures for them. Then, have the students cut out the pictures. Say the keywords and the students should hold up the pictures for them.

## **Nod and Clap**

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

## **Number My Word**

Say a vocabulary word for the students. Say a sentence which contains the vocabulary word. The students should then indicate to you the position of the word by saying the number of the word in the sentence. If the word the students are listening for is word number “five” in the sentence, the students should respond by saying “five.” You may wish to provide the students with number cards so that all students may respond at the same time.

## **Numbered Illustrations**

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

## **Number That Word**

Mount the vocabulary graphics on the board. Provide each student with three blank flashcards. Each student should write the numbers 1, 2, and 3 on his/her cards - one number per card. Point to one of the vocabulary graphics. Then, say three vocabulary words. Each student should show the number card that matches the picture you pointed to. Repeat with other graphics and vocabulary words.

## **One to Five**

Mount the vocabulary illustrations on the chalkboard. Point to one of the illustrations. Then, say five vocabulary terms — one of which is correct for the illustration that you are pointing to. The students should listen carefully to the vocabulary words you say. Then, each student should hold up his or her fingers to indicate the number that matches the illustration that you had originally pointed to. You may wish for students to create number cards (1–5) for this exercise. Repeat using other illustrations in this way.

## **Over and Under**

Group the students into two teams. Mount the vocabulary pictures on the board. Give the first player in each team a ball. When you say, “Go,” the first player in each team must pass the ball to the next player, over his/her head. The next player must then pass the ball to the third player, between his/her legs. The players should continue with this over/under sequence until the last player in a team receives the ball. When the last player receives the ball, he/she must rush to the board and identify a picture for a vocabulary word that you say. The first player to do this successfully wins the round. Repeat until all players in each team have had a chance to respond in this way.

## **Pencil of Fortune**

Before the activity begins, prepare a stencil that contains small versions of the vocabulary graphics. Provide each student with a copy of the stencil. Each student should cut out his/her graphics. The students should then lay the graphics on their

desks (around the edges of their desks). When the students have arranged their graphics in this way, each student should then place a pen or pencil in the center of his/her desk. Say a vocabulary word. The students should then spin their pencils/pens on their desks. When the pencils/pens stop spinning, any student or students whose pencils/pens are pointing to the vocabulary picture for the word you said win(s) the round, and he/she may remove that picture from his/her desk. The winner or winners of this activity are those students who have no graphics left on their desks.

### **Picture Bingo**

Provide each student with a copy of the smaller pictures from the Student Support Materials. The students should cut out the pictures. Each student should turn his/her pictures face down on the desk. Then, each student should turn ONE picture face up. Say a vocabulary word. Any student or students who have the picture for the vocabulary word you said face up on their desks should show their pictures. Those pictures should then be put to the side and the students should turn over another picture. The first student or students to have no pictures left on their desks win the round. The pictures may be collected, mixed, and redistributed to the students for the different rounds of the activity.

### **Picture Hold Up**

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

### **Police Sketch**

Have students draw a thief, based on this description: The thief has three legs, purple hair, two noses and one red hand.

### **Right or Wrong?**

Provide each student with two blank flashcards. Each student should make a happy face on one card and a sad face on the other card. When the students' cards are ready, say a sentence that is either true or false. When you say a true sentence, the students should show their happy faces. However, when you say a sentence that is false, each student should show his/her sad face. Repeat this process, using a number of true and false statements relating to a concept being studied.

### **Roll 'Em Again Sam**

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

### **Same or Different?**

Provide each student with two blank flashcards. Each student should then make a happy face on one of his/her cards and a sad face on the other card. When the students' cards are ready, say two sentences, using the math terms from this unit. If the two sentences are exactly the same, the students should hold up their happy face cards. However, if there is any difference between the two sentences, the students should hold up their sad face cards. Repeat, using a number of different pairs of sentences.

### **Searchlight**

Have two students stand, facing one another. Mount the vocabulary graphics on the board and number them. The object of the activity is for the two students to look at each other without laughing. The first student to laugh must then identify a vocabulary picture by a number from the board. If both students laugh, then both students must identify a vocabulary picture for the numbers you say from the board. Repeat with other pairs of students.

### **Skittleguard**

Roll each vocabulary illustration into a cylinder and staple the edges. Stand all of the "illustration cylinders" in the center of the classroom and group the students around them. Have one student sit beside the illustrations in the center of the circle.



Give a ball to a student. Say a vocabulary word. The students should then roll the ball across the circle attempting to strike the illustration for the vocabulary word you said. However, the student in the center of the circle must attempt to prevent the ball from hitting the illustration. When a player manages to hit the correct illustration with the ball, he/she should then be the “defender” in the center of the circle. Repeat, saying a different vocabulary word for each round of the activity.

### **Speed Collector**

Teachers tapes two vocabulary pictures to the board at the front of the room. Students are divided into two teams, each standing in a line at the back of the room. When the teacher says a vocabulary word, the first student from each team races to the board to retrieve the correct corresponding picture. Repeat until all students have had a chance to race.

### **Stare**

Group the students into two teams. Tape the vocabulary graphics to a sheet. Have two students hold the sheet vertically so that the players in each team can see the graphics. Have the first player from each team stand behind the sheet. Give these two players flashlights. Say a vocabulary word. When you say “Go,” the two players must shine the lights of their flashlights through the sheet. The players should move the lights around on the surface of the sheet. When a player’s light is behind the graphic for the vocabulary word you said, the players in his/her team should clap. The player who first reaches the vocabulary graphic in this way wins the round. Repeat until all players in each team (and the two players holding the sheet) have had an opportunity to participate.

### **Sticky Foot**

Place the vocabulary illustrations on the floor at one end of the classroom. Have two students stand at the other end of the classroom. Place a small rolled portion of masking tape on one of the soles of each player’s shoes. Say a different vocabulary word to each player. The two players should hop to the illustrations and attempt to raise the correct illustrations with the masking tape on the soles of their shoes. The first player to lift a correct illustration in this way wins the round. Repeat with other pairs of players.

### **Stretch**

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

### **Student Support Materials**

Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.

### **The Running Story**

Distribute the vocabulary illustrations to the students. Tell the story of the Kohklux map, which contains the vocabulary words. When a student hears the vocabulary word for his or her illustration, he/she must hold up the illustration and show it to you. Have students exchange the illustrations periodically throughout the activity. This activity can be repeated so that students begin to connect visually with the vocabulary words.

### **Three Sentences**

Provide each student with three blank flashcards. Each student should then write the numbers 1 to 3 on his/her cards (one number per card). Say three sentences, only one of which contains a vocabulary word. The students should listen carefully to the three sentences that you say. After saying the three sentences, each student should then show his/her number card that represents the number of the sentence which contained the vocabulary word. Repeat with other sets of sentences.

### **Tissue Drop**

Group the students in a circle. Stand in the center of the circle with a small piece of tissue paper or an inflated balloon. Give the vocabulary illustration to the students. The students should pass the illustration around the circle in a clockwise

direction until you clap your hands. Then, the students should stop passing around the illustration. Toss something like a tissue paper or ball into the center and say a vocabulary word. The student who has the illustration for that word must rush into the circle to catch the object before it hits the floor.

### **Toothpick Pass**

Mount the vocabulary graphics on the board and number each graphic. Group the students in a circle. Give each student a toothpick. Place a lifesaver over one or more of the toothpicks. When you say “Go,” the students should pass the lifesaver(s) around the circle in a clockwise direction. When you clap your hands, the students should stop passing the lifesaver(s). Say a vocabulary word. The student or students who have the lifesavers must identify the NUMBER of a graphic that describes the word you named. Repeat until many students have responded in this way.

### **Turn and Face**

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

### **Turn Around**

Have a group of students stand at one end of the classroom with their backs to you. Hold up one of the illustrations and say a vocabulary word. If the students think that you have said the correct vocabulary word for the illustration, they should turn around and face you. Otherwise, they should remain still. If a student turns around and sees that you have said an incorrect vocabulary word for the illustration, he/she is “out” until another round of the activity. Continue until a winner or winners are determined.

### **What’s the Answer?**

Before the activity begins, develop questions related to the concept being studied. For each question, prepare three answers—only one of which in each set is correct for the question asked. Ask the students the question and then read the three answers to them. The students should show you (using their fingers or prepared number cards) which answer is correct for the question asked. Repeat this process with other questions and answers.

### **What’s the Question?**

The inverse of above: Read an answer to a question, followed by three questions and have the students pick which is correct.

### **Whisper**

Mount the vocabulary illustrations on the chalkboard. Group the students into two teams. Whisper a vocabulary word to the first player in each team. When you say “Go,” the first player in each team must then whisper the same word to the next player in his/her team. The players should continue whispering the vocabulary word in this way until the last player in a team hears the word. When the last player in a team hears the word, he/she must rush to the chalkboard and point to the illustration for the word. The first player to do this correctly wins the round. Repeat until all players have had an opportunity to identify a vocabulary illustration in this way. When a player has identified a vocabulary illustration, he/she should rejoin the front of his/her team.

Modification: Make it more like tele-pictionary: Whisper a definition to a player, who then must decide what word it is, and whisper the word to the next player, who then translates it into the definition again when they whisper it to the next player. Thus, it would be repeated as word, then definition, then word, then definition, and so forth.

### **Wild Cars**

Make two “roads” on the floor using masking tape. Be certain that there are a number of curves and circles in the roads. The roads should stretch for at least ten feet. If you have a floor rug, chalk may be used to fashion the roads. Place a toy car at the beginning of each road. Lay the vocabulary pictures at the end of the roads. Have a student sit beside each car. Name

one of the vocabulary pictures and say “Go.” The two students should “drive” their cars along the roads as quickly as they can. The winner is the player who first parks his car on the picture for the vocabulary word you said.

### **Wild Groups**

Attach the vocabulary illustrations to the students’ backs — it is not necessary for all students to have an illustration. Have the students stand in a scattered form in the center of the classroom. Say one of the vocabulary words. All students in the class should make a circle around the student who has the illustration for the vocabulary word you said on his/her back. Periodically switch the illustrations during the activity. Repeat until all vocabulary illustrations have been identified a number of times in this way.

### **Word Association Walk**

Place all the students at one end of the room. Say a vocabulary word and ask them to name things that they associate with that word. Each time the students say a word, they can take a step together. They should continue saying words until they reach the other side of the room. Repeat with other vocabulary words.

# SPEAKING

## 3 Round Charades

Divide the class into 2 teams. Place all vocabulary words in a bowl.

Round 1: One student picks a vocabulary word and describes it to the class without saying the word itself. Sound effects are okay. If the team guesses correctly, the student can pick another word. The team tries to guess as many words as possible in one minute. Switch teams. Alternate until all words have been guessed.

Round 2: Reshuffle the words in the bowl. This time, only one word can be used to describe the vocabulary word, in addition to actions.

Round 3: Reshuffle the words in the bowl. This time only actions may be used; no words.

The team with the most amount of words guessed wins.

## Actions!

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

## Back Match

Prepare a photocopy of each of the vocabulary pictures. Cut the photocopied pictures in half. Group the students in a circle. Walk around the outside of the circle, attaching the picture halves to the students' backs. Do not let the students see which picture halves they have on their backs. When each student has a picture half on his/her back, say "Go." The students must then match themselves together, according to the picture halves on their backs. Since the students will not know which pictures halves they have, they will have to rely on each other for assistance. When the students have correctly matched themselves together, have the students in each pair verbally identify the vocabulary word represented by the picture.

## Balloon Volleyball

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

## Being Lippy

Stand in front of the students. Move your lips to say a vocabulary word. The students should watch your lips carefully and then repeat the vocabulary word. Depending upon the readiness of the students, complete sentences can be used. This activity may also be done in team form, with specific students being required to answer in a rotating format.

## Bombs Away!

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

## Calendar Bingo

Locate an old calendar. Provide each student with a calendar page (make copies if necessary). Also, provide each student with ten small markers. Each student should place the markers on different dates on his/her calendar page. Mount the vocabulary pictures on the board. Call a student's name and say a date in the month. If a marker is not on the date you

named, he/she should say a complete sentence using a vocabulary word from this unit. However, if a marker is on the date you called, he/she may pass to the next player. Repeat.

### **Card Match**

Before the activity begins, obtain two decks of playing cards. Give all of the cards from one deck to the students. Keep the other deck for yourself. Mount the vocabulary illustrations on the wall. If possible, arrange it so that all students have the same number of cards (the same cards from both decks may be put to the side as “dead cards”). Hold up one of your playing cards. The student who has the matching card must then say a sentence using the word for a vocabulary illustration that you point to. After saying his/her sentence, the student should place that playing card to the side. Continue in this way until a student or students have no playing cards left in their hands.

### **Cat’s Cradle**

Group the students in a circle, sitting on the floor. Provide each student with a vocabulary picture (prepare extra pictures if necessary). The students should stand their vocabulary pictures on the floor, leaning against their legs. Give a student in the circle a ball of string. The student should hold the end of the ball of string and then say the name of a vocabulary picture that another student has. After identifying the picture, he/she should then toss the ball of string to the student who has that picture (being careful to hold tightly to his/her end of the string). The student who receives the ball of string must then repeat this process—tossing the ball of string to another student in the circle. The students should continue in this way until a “cat’s cradle” has been created with the string in the center of the circle. This activity may be repeated more than once by collecting and redistributing the pictures for each new round.

### **Centered Speaker**

Group the students into two teams of equal numbers. The two teams should stand, facing one another, about ten feet apart. There should be one student standing between the two teams as IT for the first round of the activity. Give each player in Team One a number. Then, give each player in Team Two a number. The numbers you give the players should be “scattered” so that, for example, number One in each team is not directly opposite one another. Call a number. The two players from the teams who have that number must then exchange places as quickly as possible. However, IT must attempt to reach one of the vacated positions before the other player arrives. The player who is “stuck in the middle” must then identify a vocabulary illustration you show him/her. To add spice to this activity, when you call a number, all students in each team may pretend to run. In this way, IT will not be as certain as to which players are exchanging places. Repeat until many students have responded to the vocabulary illustrations.

### **Change Time**

Group the students into pairs. One student should be without a partner to be “it” for the first round of the activity. Have the pairs of students stand, back to back, with elbows interlocked. Say a vocabulary word. Tell the students to listen for that word repeated once again. Say a number of vocabulary words—eventually repeating the vocabulary word you said at the beginning of the round. The students should drop arms and find new partners. However, “it” must also find a partner, thus producing a new “it” for the next round of the game. The student who is left without a partner must then use the vocabulary word you said (at the beginning of the round) in a complete sentence of his/her own. Repeat this process until all students have responded.

### **Colander**

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

### **Colored Words**

Before the activity begins, identify specific colors of construction paper to represent the vocabulary words being studied. Introduce the strips of construction paper to the students - identifying the different colors with the vocabulary words.

Mount the strips of construction paper on the wall as they are introduced. Point to one of the strips and call upon the students to say the vocabulary word for it. Repeat until all of the vocabulary words have been said a number of times in this way.

## **Disappearing Illustrations**

See The Disappearing Pictures

### **Draw**

Give all of the cards from a deck of playing cards to the students (preferably, all students should have the same number of cards). Have another deck of cards for yourself. Mount the vocabulary illustrations on the chalkboard. Hold one of your playing cards next to a vocabulary illustration. The student who has the matching playing card must then say the word for that picture. The student should then place that playing card to the side. The first student who has no playing cards left in his/her hands wins the game. This activity may be repeated more than once by collecting, mixing, and redistributing the playing cards to the students.

### **Flashlight Name**

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

### **Flashlight Spin**

Group the students in a circle. Set a flashlight in the center of the circle. Turn the flashlight on and spin the flashlight on the floor. When the flashlight stops, the student at whom the flashlight is pointing must then identify a vocabulary picture you show, or he/she must repeat a sentence that you said at the beginning of the round. Repeat until many students have responded.

### **Flip of the Coin**

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

### **Go Fish**

Attach a paper clip to each of the vocabulary illustrations. Lay the illustrations on the floor in a scattered form. Tie a magnet to the end of a length of string. Have a student hold the end of the string and toss the magnet at the illustrations. The student should try to "catch" one of the illustrations, using the magnet. When a student catches an illustration, he/she must name it. Repeat.

### **Graphic Jigsaw**

See Picture Jigsaw

### **Half Match**

Before the lesson begins, prepare a photocopy of each of the vocabulary pictures. Cut each of the photocopied pictures in half. Give the picture halves to the students (a student may have more than one picture half). Say one of the vocabulary words. The two students who have the halves of the picture for that word must show their halves and repeat the word orally. Continue in this way until all of the vocabulary words have been reviewed. This activity may be repeated more than once by collecting, mixing, and redistributing the picture halves to the students. This activity may also be adapted for team form. To do this, cut each of the vocabulary pictures in half. Place half of the pictures in one pile and the other halves in another



pile (one pile for each team). Say a vocabulary word. When you say “Go,” the first player from each team must rush to his/her pile of picture halves. Each player must find the half of the picture for the vocabulary word you said. The first player to correctly identify the picture half and to repeat the vocabulary word for it wins the round. Repeat until all players have played.

### **Hand Tag**

Group the students in a circle on the floor. Have the students place their hands on the floor, palms down. Stand in the center of the circle with the vocabulary picture and a flashlight. The object of the activity is to attempt to tag a student’s hand or hands with the light of the flashlight. The students must pull their hands from the circle when they think they are about to be tagged. When you eventually tag a student’s hand or hands, he/she must then say a complete sentence using the word for a vocabulary picture that you show. Repeat this process until many students have responded.

### **Happy Birthday!**

Before the activity begins, prepare a “birthdate card” for each student (i.e., each card should contain the date of a student’s birthday). When the birthdate cards are ready, place them in a container. Mount the vocabulary illustrations on the wall. Reach into the container and remove one of the birthdate cards. Call the date showing on it. The student (or students) who have that date as their birthdate should respond by saying a complete sentence about a vocabulary illustration you point to. Repeat this process until all of the students have responded.

### **High Card Draw**

Give each student in the class a card from a deck of playing cards. Mount the vocabulary pictures on the board and number each one. Call two students’ names. Those two students should show their cards. The student who has the highest card (aces can be high or low) should then say a complete sentence about a vocabulary picture you point to. The students may exchange playing cards periodically during the activity. Repeat until many students have responded.

### **High Roller**

Give a die to each of two students. When you say “Go,” the students should roll their dice. The student who rolls the highest number on his/her die must then say a complete sentence about a vocabulary picture that you show. Repeat this process until many students have responded with sentences of their own.

### **Huh?**

Before the activity begins, obtain a tape recorder, radio, or CD player and an audio tape or CD. The media may be of music or narration. Put the tape or CD into the machine and turn the volume to a level that is approximately equal to the volume of your voice when you speak to the students. Turn the player ON and, at the same time, say a sentence that contains a vocabulary word. After saying the sentence, turn the player OFF and call upon a student to repeat the sentence you said. Depending upon the readiness of the students, you may wish to turn the volume of the machine louder than the volume of your voice. Repeat this process, using other vocabulary words and sentences. This activity can also be done in team form.

### **Illustration Bingo**

See Picture Bingo

### **Illustration Build-Up**

Mount the vocabulary illustrations on the chalkboard. Point to two of the illustrations. The students should then say the vocabulary words for those two illustrations. Then, point to another illustration. The students should repeat the first two vocabulary words and then say the vocabulary word for the third illustration you pointed to. Continue in this way until the students lose the sequence of words.

### **Knotty**

Group the students into two teams. Before the activity begins, obtain two ropes (skipping ropes are ideal for this purpose). Tie a knot in each of the ropes (the same knot in each rope). Give a knotted rope to the first player in each team. When you say “Go,” the players must untie the knot and then say a complete sentence, using one of the vocabulary words. The first

player to do this wins the round. Repeat until all students have played.

## **Make a Change**

Say a sentence that contains one or more of the vocabulary words. Call upon a student to repeat the sentence, making ONE change in it. The student may add a word to the sentence, delete a word, change the tense, etc. Then, call upon another student to make another change in the sentence. Continue in this way until as many changes as possible have been made in the sentence. Begin each round with a new sentence.

## **Match My Half**

(see Half Match)

## **Name Card Spin**

Prepare a name card for each student in the class. Arrange the name cards on your desk on a large circle. Mount the vocabulary illustrations on the wall and number each illustration. Place a bottle in the center of the name cards. Spin the bottle. When the bottle stops, call the name on the card that the bottle is pointing to. That student must then say a complete sentence using the word for a vocabulary illustration that you point to. When a student does this correctly, remove his/her name card from the circle. Continue until all name cards have been removed from the circle in this way.

## **Number Draw**

Provide each student with a blank flashcard. Say a number to each student (between one and the number of students in your class). Each student should write his/her number on his/her number card. Prepare a matching set of number cards and place the cards in a container. Reach into the container and remove one of the number cards. Call the number showing on it. The student who has that number must identify a vocabulary picture on the board (or repeat a sentence that you said at the beginning of the round). Repeat this process until all students have responded.

## **Number What?**

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

## **Numbered Boxes**

Before the activity begins, prepare a page that contains twenty (or more) boxes. Number each of the boxes. Provide each student with a copy of the numbered boxes. Each student should then shade in half of the boxes with a pencil (any ten boxes). When the students are ready, mount the vocabulary pictures on the board and say the number of a box (between one and twenty) to one of the students. The student should look on his/her form to see if that box number is shaded in. If that box is shaded in, the student may “pass” to another player. However, if the box is not shaded in, he/she should say a complete sentence about a vocabulary picture you point to. The students may exchange pages periodically during this activity. Repeat until many students have responded in this way.

## **Numbers Up**

Provide each student with a blank flashcard. Then, say a number to each student (from 1 to \_\_, depending upon the number of students in your class). When the students’ number cards are ready, show the students a vocabulary illustration and call one of the numbers. The student who has that number must then say a complete sentence using the vocabulary word for a vocabulary illustration that you show. Have the students exchange number cards periodically during the activity. Repeat until many students have responded in this way.

## **One to Six**

Provide each student with two blank flashcards. Each student should then write a number between one and six on each



of his flashcards (one number per card). When the students' number cards are ready, toss two dice and call the numbers showing. Any student or students who have those two numbers must then identify a vocabulary picture you show. The students may exchange number cards periodically during this activity.

### **One, Two, Three**

Mount the vocabulary illustrations on the wall. Stand in front of a student. Tell the student that you are going to say a number (one, two, or three). However, the student must say a number (one, two, or three) at the same time. If you both say the same number, the student may "pass" to another player. However, if you say different numbers, then the student must orally identify a vocabulary illustration you point to. You may wish to number the illustrations on the wall to facilitate the students' responses. The student would then identify the vocabulary illustration for a number you say.

Number

### **Out of Order**

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

### **Over/Under**

Group the students into two teams. Give the first player in each team one of the vocabulary pictures. When you say "Go," the first player in each team must pass the pictures to the player behind him/her (over his/her head). The second player must then pass the picture to the third player in the team (between his/her legs). The students should continue with this over/under sequence until the last player receives the picture. When the last player in a team receives the picture, he/she must rush to the front of his/her team, hold up the picture and say the vocabulary word for it. The first player to do this successfully wins the round. Repeat until all students have identified a vocabulary picture in this way.

### **Picture Bingo**

Give the students the mini pictures used earlier. Each student should place them face down on his/her desk. Then, have each student turn one picture face up. Say a vocabulary word. Any student or students who have the picture for that word face up must say a complete sentence using that vocabulary word. Those pictures should then be put to the side and other pictures turned over. Continue in this way until a student or students have no pictures left on their desks.

### **Picture Jigsaw**

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

### **Picture Outline**

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

### **The Revealing Illustration**

Mount the vocabulary illustrations on the wall. Have the students close their eyes. Cover one of the illustrations

with a sheet of construction paper. The students should then open their eyes as you very slowly reveal a portion of the illustration. When a student or students feel that they can name the vocabulary illustration, they should do so. This activity may also be done in team form. In this case, the first player in each team should attempt to identify the vocabulary illustration as you slowly uncover it. The first player to correctly identify the vocabulary illustration, wins the round.

### **Right or Wrong?**

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

### **Roll ‘Em Again!**

Mount the vocabulary pictures on the board. Number each picture from one to six (repeat a number as often as necessary). Then, group the students into two teams. Give the first player in each team a die. When you say “Go,” the first player in each team must roll his/her die. He/She should call the number showing on it and then say a complete sentence about a vocabulary picture on the board that has the same number. Repeat this process until all students have participated.

### **Rubbings**

If some or all of the vocabulary illustrations lend themselves well to “configurations,” cut small shapes of the illustrations from thick paper. Mount the cut outs on the wall and cover them with a length of mural paper. Use a black crayon to do “rubbings” of the cut outs. As a rubbing of a cut out is revealed, call upon the students to identify it by its vocabulary word. Repeat this process until all of the rubbings have been completed and correctly identified.

### **Run and Catch**

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

### **Sheet Golf**

Before the activity begins, obtain an old sheet. Cut a hole (approximately two inches in diameter) in each end of the sheet. Group the students into two teams. Have the first player from each team hold opposite ends of the sheet. Place a marble or small ball in the center of the sheet. When you say “Go,” the players must then lift their ends of the sheet and attempt to cause the marble or ball to fall through the hole in the other player’s side of the sheet. When the ball or marble falls through one of the holes, the player on that side of the sheet must say the name of a vocabulary picture you show or he/she should repeat a sentence you said at the beginning of the round. Repeat with other pairs of students until all students have participated. If the sheet is large enough, all students can play—divide the students into four groups (one group for each side). Cut a hole in the sheet near each side. When the marble or ball falls through, all the players on that side must say the name of a vocabulary picture that you show. Repeat.

### **Slip String**

Mount the vocabulary pictures on the board. Join all of the students together with a long length of string. Before tying the ends of the string together, insert a roll of tape over one end of the string (a large washer can also be used). Then, tie the ends of the string together. Face away from the students. The students should then pass the roll of tape as quickly as possible along the string. When you clap your hands, the student who is holding the roll of tape, must identify (orally) a vocabulary picture you point to. For added motivation, you may wish to place more than one roll of tape (or washer) on the line of string. Repeat until many students have responded.

### **Stick of Chance**

Before the activity begins, obtain four or five popsicle sticks. Break the popsicle sticks into different lengths. Hold the

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

## **The Disappearing Pictures**

Mount five or six pictures on the board, vertically. Point to the picture at the top and tell the students to name it. Continue in this way until the students have named all of the pictures from top to bottom. Then, remove the last picture and repeat this process—the students should say all of the vocabulary words, including the name for the “missing” picture. Then, remove another picture from the board and have the students repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank board or until the students cannot remember the “missing pictures.”

## **Ticking Time Bomb**

Set a timer for any random amount of time. Have students sit in a circle and pass a ball around. Before each student can pass the ball to the next, they must say one vocabulary word. Students want to avoid being the person with the ball in their hands when the timer goes off.

## **Toothpick**

Group the students in a circle. Give each of the students a toothpick. Place a lifesaver over two students’ toothpicks. When you say “Go,” the students should pass the lifesavers in a clockwise direction from toothpick to toothpick, around the circle. When you clap your hands, the students should stop passing the lifesavers. The two students who are left holding the lifesavers must then say complete sentences of their own using the word for a vocabulary illustration that you show. Repeat this process until many of the students have responded.

## **Trapped**

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should walk under the bridge in single file. When you clap your hands, the two students should lower their hands, trapping one of the students between their arms. Show the trapped student a vocabulary illustration. The student should then say a complete sentence using the vocabulary word for the illustration. The bridge should then be raised for the next round of the activity. Repeat.

## **Under the Bridge**

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

## **Visual Memory**

Mount the vocabulary pictures on the board. The students should look carefully at the pictures. Then, ask the students to close their eyes. Remove one of the pictures from the board and place it to the side. The students should then open their eyes and identify the “missing picture.” Continue in this way until all of the pictures have been removed. This activity can also be done in reverse. In this way, prepare two or three extra sets of vocabulary pictures. Mount a number of pictures on the board. The students should look carefully at the pictures. Then, have the students close their eyes. Add another picture to the board. The students should open their eyes and identify the “new picture.” This activity (and the previous form of the activity) may be done in team form. In this case, the first player to identify the new or missing picture wins the round.

## **Vocabulary Word Gossip**

Have a student in the class begin by saying one of the vocabulary words. Then, that student calls upon another student to add another vocabulary word to their word. The second student must repeat the first student’s word and say their own word. They then call upon another student and the process continues until the chain of words is lost.

## **Weather Report**

Have a poster with three columns for the weather labeled yesterday, today, and tomorrow. Have students name different types of weather, as one student places the corresponding vocabulary picture on to the chart. Check to see if the student has placed the correct photo in the column.

## **What's That Word?**

Mount the vocabulary illustrations on the chalkboard. Tell a "running story" and point to the vocabulary illustrations as the words appear in the running story. When you point to an illustration, the students should say the vocabulary word for it. The running story is used to include the vocabulary words in natural flowing language. Repeat this process until the students have said the vocabulary words a number of times.

## **What's the Date?**

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

## **What's Your Number?**

Have each student write a number between 1 and 10 (or between 1 and 20) on a sheet of paper. The students should not let you see their numbers. Mount the vocabulary pictures on the board and number each picture. Walk around the classroom, attempting to guess the students' numbers. When you guess a student's number correctly, he/she must then say a complete sentence using the vocabulary word for a picture number that you say. When a student has responded in this way, he/she should write another number. Repeat until many students have responded.

## **Whisper**

Group the students into two teams. Whisper a vocabulary word to the first player in each team. When you say "Go," the first player in each team must turn to the next player in his team and say a sentence of his/her own that contains the vocabulary word you said. The students should continue to whisper the sentence in this way until the last player in a team hears the sentence. When the last player in the team hears the sentence, he/she must then rush to the front of the team and say the sentence out loud. The first player to do this wins the round. Repeat until all players have had an opportunity to create a sentence.

## **Whisper No Lies!**

Group the students into two teams. Whisper a true or false sentence (based on the concept being studied) to the first player in each team. When you say "Go," the first player must whisper the sentence to the next player and so on, until the last player in the team hears the sentence. When the last player hears the sentence, he/she must rush to the front of the line, repeat the sentence and then say "True" or "False." The first player to do this wins the round. Repeat, using a variety of true and false sentences until all of the players in each team have responded.

## **Who's Next?**

Provide each student with a blank flashcard. Each student should write his/her name on the blank flashcard. When the students' name cards are ready, collect them and mix them together. Redistribute the name cards to the students (so that each student has a name card from another student). Mount the sight words on the wall. Show a cloze sentence and call a student's name. That student should then read the name on the name card he/she has. It is that student who must read the cloze sentence and then point to the sight word that best completes it. Repeat this process until all of the students have responded. The exciting aspect of this activity is that a student never knows when his/her name will be called.

## **Whose Name?**

Mount the vocabulary pictures on the board. Provide each student with a blank flashcard. Each student should write his/her name on the card. When the students' cards are ready, collect them and mix them together. Redistribute the name cards

to the students so that each student has the name card of another student. Point to a vocabulary picture on the board and call a student's name. The student whose name you called should then read the name on the name card he/she has. It is that student who should say a complete sentence about a vocabulary picture that you point to. Repeat this process until all students have responded.

### **Wild Balloon**

Before the activity begins, obtain a large balloon. Stand in front of the students and inflate the balloon. Have the vocabulary pictures mounted on the board. Hold the end of the balloon closed. Then, release the balloon. When the balloon lands, the student closest to it should say a complete sentence about a vocabulary picture you point to. Repeat this process until many students have responded.

### **Word Association Walk**

Place all the students at one end of the room. Say a vocabulary word and ask them to name things that they associate with that word. Each time the students say a word, they can take a step together. They should continue saying words until they reach the other side of the room. Repeat with other vocabulary words.

# READING

*Introduce the science sight words to the students—match the sight words with the vocabulary pictures. The sight words are included in the Student Support Materials, attached to these lesson plans.*

## **Alphabetical Order**

Place a collection of sight word cards from units taught on the floor. Have two students sit beside the word cards. When you say “Go,” the two students should arrange the word cards in their correct alphabetical order (depending upon the readiness of your students this might involve alphabetical order using the first two or three letters of the words). Time the students as they put the words in alphabetical order. Repeat with other pairs of students. The winning pair or pairs are those with the fastest times.

## **Back Match**

Before the activity begins, cut each of the sight words in half. Group the students in a circle. Walk around the outside of the circle, attaching the word halves to their backs. Do not let the students see which word halves they have on their backs. When each student has a word half on his/her back, say “Go.” The students must then match themselves together, according to the word halves on their backs. Since the students will not know which word halves they have on their backs, they will have to rely upon one another for assistance. When the students have correctly matched themselves together, have the students in each pair identify the sight word they have “encoded.”

## **Balloon Burst**

Before the activity begins, write sight words on small strips of paper. Roll each strip of paper and insert it into a balloon. Inflate each balloon and tie its end. Group the students into two teams. Have the teams sit on the floor in two lines, facing one another, with legs outstretched. The members of each team should sit as close together as possible. Place one of the balloons between the feet of the first player in each team. When you say “Go,” the players in each team must pass the balloon to the person next to them, using only their feet. When the last player receives the balloon, he/she must remove it from between his/her feet and then sit on it to burst it. When the balloon has popped, the student must retrieve the sight word strip and read it to the other students. The first team to complete this sequence correctly wins the round. Repeat until all or many of the students have responded.

## **Balloon Volleyball**

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

## **Blank Chalkboard Reading**

Mount all of the sight word cards on the chalkboard in a vertical column. Read all of the sight words with the students, from the top to the bottom. Then, remove the last sight word card and read the list of sight words once again, including the “missing” sight word. Then, remove another sight word card and repeat this process. Continue until the students are “reading” the column of sight words from a blank chalkboard. This activity may be repeated more than once by mixing and re-attaching the sight words to the chalkboard.

## **Buzz**

Group the students into two teams. Say a sight word to the first player in Team One. The student must then spell the word you say, saying the word “buzz” whenever a specific letter appears in the word (identify the letter before the activity begins). For example, if the letter chosen is “b,” then whenever that letter appears in a word, a student should say, “Buzz.” If the player makes a mistake, then the first player in Team Two should attempt to spell the word you said. The winner of the round is the player who spells the word correctly - using the word “buzz” for the selected letter whenever it appears in a word. Repeat, using other sight words, until all students have participated. Depending upon the readiness of your students, you may wish to identify more than one letter for “buzz.”



## Checkers in the Blind

Prepare a large outline on the chalkboard that contains twenty sections. Number each box in the outline. Have the students face the back of the classroom. Mount small sight words in selected boxes in the outline. Call a student's name. The student should say a number between 1 and 20. If the box with that number contains a sight word, say "Bingo!" The student should then turn around and read the sight word in the box. If the box named by the student does not contain a sight word, say "Pass." Continue until all of the sight words have been identified.

## Circle of Words

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. The students should cut the sight words from their pages. When a student has cut out the sight words, he/she should lay them on his/her desk in a circle. Then, each student should place a pen or pencil in the center of the circle of sight word cards. Each student should spin the pen/pencil. Say a sight word. Any student or students whose pens/pencils are pointing to the sight word you said, should call "Bingo." The student or students should then remove those sight words from their desks. Continue in this way until a student or students have no sight words left on their desks.

## Coded Reading

Give students either a written copy of *Setting the Stage* or *Drawing the Map*, as well as a list of unit vocabulary terms. Each student should read the account, with a writing utensil in hand, and code their text using specific text features. The teacher should pre-select specific text feature symbols and define what each one means. Recommended symbols include triangles, squares, circles, question marks, exclamation marks, and stars. The meaning of these symbols should be present both on the front board and on the writing assignment itself. Text feature symbols can represent important information, confusing information, specific vocabulary terms, something the student wants to remember, and something the student has a question about. The intention of this activity is to encourage students to be present when they are reading, to enhance their memory of what they have read, and to help them read with purpose.

## Comic Match

Mount pictures, related to the concept being studied, on the wall. The pictures should contain people. Prepare comic book style "text boxes." Write text in the boxes related to what the people in the pictures might be saying. If possible, prepare one text box for each student. Each student should read his text box and then mount it on the wall, beside the appropriate "speaker" in the picture. When the students have completed this process, review the text boxes with them.

## Configurations

Before the activity begins, print the sight words on an overhead transparency sheet (fill the transparency with words). Place the transparency on an overhead projector and project the sight words onto the board. Review the sight words with the students. Then, outline each of the sight words on the board with chalk. When a configuration has been created for each sight word, turn the overhead projector off. Then, point to one of the configurations and call upon a student to identify the sight word for the configuration. Continue in this way until all of the sight words have been correctly identified. You may wish to turn the projector on momentarily to verify a student's response.

## Consonant/Vowel Cards

Before the activity begins, prepare "consonant/vowel" cards, representing the sight words being studied. To do this, use the letters "c" and "v" to represent the consonants and vowels of the sight words. For example, "CVCC" would represent the word "cats." Mount the consonant/vowel cards on the wall. Group the students into two teams. Say one of the sight words. When you say "Go," the first player in each team must rush to the wall and attempt to identify the consonant/vowel card for the sight word you said. The first player to do this correctly wins the round. Repeat until all players have played.

## Dash

Group the students into two teams. Make two sets of dashes on the board—each set should be the same and should represent the number of letters in a sight word. When you say "Go," the first player in each team must rush to his/her set of dashes on the board. Each player must then write a sight word that fits the number of dashes. Accept any sight word that

fits the dashes. The first player to do this correctly wins the round. Repeat with other sets of dashes until all students from each team have had an opportunity to participate.

## **Deal**

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

## **Definition Match**

Provide each student with three blank flashcards. Each student should then write the numbers 1 to 3 on his/her cards — one number per card. When the students' number cards are ready, mount the vocabulary illustrations on the wall. Point to one of the illustrations and say three definitions for it. The students should listen carefully to the three definitions you say — only one of the definitions should be correct for the illustration you pointed to. The students should then hold up their number cards to indicate which definition goes with the illustration. Repeat this process with other illustrations and sets of definitions.

## **Disappearing Word**

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

## **Elbow Lock**

Group the students into pairs. There should be one student without a partner to be IT during the first round of the activity. Mount a set of sight words on the board. Have the students in each pair stand back to back, with elbows interlocked. Say one of the sight words. Tell the students to listen for that word. Then say a number of vocabulary words, eventually repeating the sight word you said at the beginning of the round. At that point, the students should drop arms and find new partners. However, IT must also find a partner, thus producing a new IT for the next round of the activity. Give the new IT a sight word card and he/she must read it to you. Repeat until many students have responded and until all sight words have been read a number of times.

## **Face**

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

## **Fancy Foot**

Cut each of the sight words into its individual letters/syllables. Mix all of the letters/syllables together. Have the students stand side by side, in a straight line (depending upon the number of students in your class, you may wish to select a group of students for this activity). Tape a cut out letter/syllable to one of each student's feet so that he/she can read it. When each student has a letter/syllable taped to one of his/her feet in this way, say a sight word. The students who have the letters/syllables on their feet for the sight word you said, should then encode the sight word by placing their feet side by side so that the sight word is correctly spelled. Repeat this process until all of the sight words have been encoded correctly.

## **Find the Other Half**

Group the students into two teams. Give the first player in each team a flashlight. Cut each of the sight words in half. Mix the word halves together and attach them to the chalkboard in a scattered form. Stand between the two teams with



a flashlight. Shine the light of your flashlight on a word half. The first player in each team must turn on his/her flashlight and find the other half of the word for the word half your light is shining on. The first student to do this correctly wins the round. Repeat.

### **Find The Parts**

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

### **Flashlight Encode**

Cut each of the sight words in half. Mount all of the word halves in a scattered form on the chalkboard. Stand in front of the chalkboard with two flashlights. Shine the light of one flashlight on a word half. Then, shine the light of the other flashlight on its matching half. The students should say the sight word. However, when the lights of the two flashlights are shining on word halves that do not go together, the students should remain silent. If four flashlights are available, this activity may be done in team form. In this case, give the first player in each team two flashlights. Say a sight word. The first player in each team must then use his/her two flashlights to illuminate the word halves for the sight word you said. The first player to do this correctly wins the round.

### **Flipped Out**

Mount the sight word cards on the chalkboard. Give each student a penny. Keep one penny for yourself. The students should carefully toss their pennies into the air. Toss your penny into the air at the same time. Call the side of your coin that is showing (heads or tails). The students who have the same side of coin showing must stand and point to sight words for pictures you show. Repeat.

### **Funnel Words**

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

### **Funny Face**

Have two students stand, facing one another. The object of the activity is for the students to look at each other without laughing. The first student to laugh must identify a sight word for a graphic that you show. If both students laugh at the same time, then call upon each student to identify a sight word. Repeat with other pairs of students until all students have participated.

### **Group Spell**

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

### **Guess My Number**

Write a number between 1 and 10 (or between 1 and 20) on a sheet of paper. Do not let the students see the number you have written. Call upon the students to guess the number you have written. When a student finally guesses the correct number, he/she should say a complete sentence using the vocabulary word for a picture that you show. Repeat until many students have responded, changing the number for each round of the activity.

## Half Time

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

## Half Time Concentration

Before the activity begins, cut each of the sight words in half. Mix all of the word halves together and spread them on the floor, face down. Group the students around the word halves. Call upon a student to select one of the word halves. The student should show that word half to the other students. Then, the student should take another word half. The student should show that word half to the other students. If the two word halves go together to create a sight word, the student should keep the two halves. However, if the two halves do not go together, he/she should place them in their original locations on the floor. Continue in this way until all of the sight word cards have been encoded correctly. The winner or winners of this activity are those students who collect the greatest number of sight words.

## Hang The Wash

Stretch a length of string across the classroom and secure its ends to represent a “clothesline.” Cut each of the key vocabulary words into its individual letters or syllables. Mix all of the letters/syllables together and spread them on the floor under the clothesline. Place a pile of clothespins on the floor beside the letters/syllables. Group the students into two teams. When you say “Go,” the first player from each team must rush to the letters/syllables. Each player must find the letters/syllables necessary to reproduce one of the key vocabulary words. When a student has found the correct letters/syllables, he/she should attach them to the clothesline in their correct order. The first student to do this wins the round. Repeat until all players have participated. If encoding the letters/syllables is too difficult for the students, you may wish to cut the sight words in half for this activity.

## Horizontal Match

Before the activity begins, cut the sight words in half, horizontally. Place the top halves of the sight words on the floor and give the bottom halves to the students. When you say “Go,” the students must then match the bottom halves with the top halves on the floor. This activity may also be done in team form. In this case, give the first player in each team a half of a sight word card. When you say “Go,” each player must then match his/her half with the halves on the floor. Repeat until all students have participated.

## How Many?

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

## Illustrated Sentences

Before the activity begins, prepare a number of sentences on sentence strips related to the concept being studied. Mount the sentences on the wall. Provide each student with illustrating paper and supplies. Each student should then select ONE of the sentences to illustrate. The students should attempt to illustrate the contents of the sentences clearly. When the illustrations are completed, collect and mix them together. Give each student an illustration (not the one they did). When you say “Go,” the students should attempt to match the illustrations with the sentences on the wall.

## Is This Your Word?

Before the activity begins, prepare a cloze sentence for each student on an individual sentence strip (the cloze sentences should have the sight words omitted). Write the sight words on the wall. Distribute the cloze sentences to the students. Point to one of the sight words on the wall. The student or students who have cloze sentences for that sight word should show the cloze sentences to you. Repeat this process a number of times, having the students exchange cloze sentences periodically.

## Let's Read

Read the text from this unit with the students. Ask them questions about the contents of the reading.

## Letter Encode

Prepare a page that contains large alphabet letters from A to Z. Make five copies for each student. The students should cut out their letters. When all of the letters have been cut out, show a vocabulary picture. The students should then use their letters to spell the word for that picture. Repeat, using the remaining pictures from this unit. Have the students store their cut out letters in individual envelopes.

## Lotto

Before the activity begins, write sentences relating to a concept being studied on individual sentence strips. Cut one word from each sentence. Keep the remaining parts of the sentences together with paper clips. Mix together all of the cut out words and spread them on the floor, face down. Group the students around the words. Lay one of the incomplete sentences on the floor. The students should read it silently. Then, a student should remove one of the word cards from the floor. If that word card correctly completes the sentence, the student should call "Lotto" and keep the word card. However if the word does not complete the sentence, he/she should put it in its original location on the floor. Continue in this way until all of the sentence and words have been correctly matched.

## Mixed-Up Words

Before the activity begins, prepare "mixed up" word cards. To do this, use all of the letters/syllables of a sight word but in their incorrect order. Lay the mixed up word cards on the floor, at one end of the classroom. Say a sight word to the first player in each team. When you say "Go," the first player in each team must rush to the mixed up word cards and find the mixed up word cards for the vocabulary words you said. You may wish to have two pairs of scissors beside the mixed up word cards. In this case, a player would then have to cut out the letters/syllables of the mixed up word and then re-arrange them to re-create the sight word. Repeat until all players have played. Depending upon the number of students in your class, you may need to prepare extra sets of mixed up word cards for this activity.

## Overhead Encode

Before the activity begins, write the sight words on an overhead transparency sheet. Then, cut each of the sight words into its individual letters/syllables. Put all of the letters/syllables for a sight word into an individual envelope (a separate envelope for each of the sight words). Place an overhead projector on the floor facing the wall or a blank wall. Lay the envelopes beside the projector, on the floor. Group the students into two teams. When you say "Go," the first player in each team must rush to the envelopes/projector. Each player should open one of the envelopes and place the cut out letters/syllables on the screen of the overhead projector. The object of the activity is for the players to use the cut out letters/syllables to reproduce the sight words. The first player to arrange the cut out letters/syllables on the projector's screen correctly wins the round. Repeat until all players have had an opportunity to respond. An envelope may be used more than once during this activity.

## Pass the Lifesaver

Group the students in a circle. Give each student a toothpick. Place two or three lifesavers over selected toothpicks. When you say "Go," the students should pass the lifesavers around the circle in a clockwise direction until you clap your hands. When you clap your hands, the students should stop passing the lifesavers. The students who are holding the lifesavers on their toothpicks must then identify a sight word you show. Repeat until many students have responded and until all sight words have been identified a number of times.

## Pilot's Alphabet

Introduce and practice the Pilot's Alphabet with the students (see the end of this unit). When the students know the alphabet, spell one of the sight words, using the words of the alphabet. For example, for ratio you would say, "Romeo, Alpha, Tango, India, Oscar." The students should listen to the words that you say and then name the sight word. Repeat using the other key math words from this unit.

## Place that Sentence!

Number the vocabulary illustrations and place them on the wall. Provide each student with writing paper and a pen. Show a clozure sentence relating to an illustration on the wall. You may wish to write the clozure sentences on an overhead transparency for use with an overhead projector. The students should read the sentences and then write the numbers of the illustrations that go with the them. Review the students' responses.

### **Point Me in the Right Direction**

Mount the vocabulary illustrations on the walls, doors, windows, etc. Group the students together in the center of the classroom. Show a definition or clozure sentence for one of the illustrations. The students should then turn to face the illustration for the definition/clozure sentence that you showed. Any student who faces the wrong direction is "out" until the next round of the activity. Repeat until a winner or winners have been determined in this way. You may wish to conduct this activity with pairs of students. In this case, the two students should continue to respond until one of them makes a mistake. Repeat with other pairs of students.

### **Popsicle Sticks**

Provide each student with nine popsicle sticks. Say a sight word and the students should hold up the popsicle sticks to show the number of letters/syllables in the word. Repeat this process until the students have responded to all of the sight words in this way. Of course, if the sight words have more than nine letters/syllables, it will be necessary to provide more sticks to the students. This activity may also be done in team form. In this case, group the students into two teams. Lay a pile of popsicle sticks on the floor, in front of the two teams. Say a sight word. When you say "Go," the first player in each team must rush to the popsicle sticks and select a correct number of sticks to show the number of letters/syllables for the word you said. The first player to do this correctly wins the round. Repeat until all players have played.

### **Ribbon Reading**

Before the activity begins, lay a long length of wide ribbon on the floor and print sight words on the ribbon, using a felt pen. Group the students in a circle. Run the ribbon around the inside of the circle, having the students hold it. Tie the ends of the ribbon together. When you say "Go," the students must pass the ribbon around as quickly as they can until you clap your hands. When you clap your hands, each student should look at the sight word on the ribbon in front of him/her. Call upon each student to read the sight word closest to his/her hands. Repeat a number of times.

### **Right or Wrong?**

Mount the sight words on the board. Point to one of the sight words and name it. The students should repeat the sight word. However, when you point to a sight word and say the wrong word for it, the students should remain silent. Repeat this process until the students have responded accurately to all of the sight words a number of times.

### **Ring! Ring!**

Prepare true and false sentences (related to the concept being studied) on individual sentence strips. Have the students sit in chairs in a circle facing inward. Have a student stand in the center of the circle (there should be one less chair than the number of students in your class). The student in the center of the circle is the "operator." He/She must say, "Ring! Ring! (Name) is calling (Name)." The two students named by the operator must then switch seats. However, the operator must try to reach a vacated seat before the other "caller." The student left in the center of the circle must read a sentence that you show. If the sentence is true, he/she should say "Yes." However, if you show a false sentence, the student should say "No." Repeat until a number of "operators" have responded.

### **Run the Line**

Have the students stand in a scattered form in the classroom. Cut the sight words into their individual letters/syllables. Give each of the students a cut out letter/syllable, except for two students who will be IT for the first round of the activity. Give the two players who have no letters/syllables cards a length of string or yarn. The students who have the letters/syllables cards must hold their cards up so that they can be easily read. Say a sight word to each of the two students who are IT (a different word to each student). When you say "Go," the two students must then join together those students who have the letters/syllables necessary to produce the sight word you said. The first player to "run his/her line" to the correct students/letters/syllables, wins the round. Repeat with other pairs of students until all students have had an opportunity to participate.

## Running Story

Mount the sight words (images) on the chalkboard. Read the unit's written content aloud to the students. As the vocabulary words are approached in the story, point to them on the chalkboard. The students should say the words as you point to the sight words. Repeat this process until all of the sight words have been said a number of times by the students.

## Searchlight

Group the students in a circle on the floor. The students should place their hands inside the circle, palms down on the floor. Stand in the center of the circle with a flashlight and the sight word cards. The object of the activity is to attempt to tag a student's hand or hands with the light of the flashlight. The students should withdraw their hands from the circle whenever they think they are about to be tagged. When you eventually tag a student's hand or hands, he/she must identify a sight word you show (illuminate the sight word card with the light of the flashlight). Repeat until many students have responded in this way.

## Sensory Letters

Stand behind a student. Use the index finger of your writing hand to "write" a letter/syllable from a sight word on the student's back. The student should feel the letter/syllable. Then, the student must name a sight word that contains that letter/syllable. This activity may also be done in team form. In this case, group the students into two teams. "Write" a letter/syllable on the backs of the last players in each team. When you say, "Go," the last player in each team must repeat this process with the player in front of him/her. The players should continue in this way until the first player in the team feels the letter/syllable. That player must then identify a sight word that contains that letter/syllable. The first player to do this successfully wins the round. Repeat until all players have played.

## Sentence Completion

Provide each student with a copy of the sentence completion version of the story. The students should read the text and say the missing words. When finished, review the students' work.

## Sentence Halves

Before the activity begins, write sentences relating to the concept being studied and including the sight words. Write the sentences on individual sentence strips. When the sentence strips are completed, cut each sentence strip in half. Mix all of the sentence halves together and mount them on the wall. Number each sentence half. Provide each student with writing paper and a pen. Each student should then write the numbers for the sentence halves that go together. For example, if the sentence half "6" goes with the sentence half "9," then a student would write "6/9" on his/her paper, to show that those two sentence halves go together to make a correct sentence. Depending upon the sentence halves you have, more than one combination may be possible for some of the sentence halves. Accept any combinations that make sense.

## Sequential Reading

Print out sentences from part of a continuous story (such as "He got out of bed, he got dressed, and he ate breakfast") and have the students put them in the correct order. Not only can this be used to help build vocabulary understanding, but putting events in their correct order will help build historical understanding as well.

## Sight Word Bingo

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. The students should cut out the sight words. When the students have cut out their sight words, each student should lay all of the sight words, but one, face down on his/her desk. Show a vocabulary picture. Any student or students who have the sight word for that picture face-up on their desks should show the sight word to you. Then, those sight words should be placed to the side and other sight words turned over in their place. Continue in this way until a student or students have no sight words left on their desks.

## Silent Directions



Before the activity begins, write instructions on individual sheets of paper — there should be one instruction page for each student. The instructions you write should relate to a concept being studied. They may tell a student to perform specific actions or directions. Group the students into two teams. Give the first player in each team one of the instruction pages. When you say “Go,” the players in each team should pass the pages to the last players, using an “over/under” sequence. When the last player receives the instruction page, he/she must rush to the front of the team, read the instruction page and then perform the actions or directions it states. Repeat until all players in each team have responded to an instruction page.

### **Something’s Missing**

Before the activity begins, prepare “clozure” word cards—sight word cards that have letters/syllables missing. Show one of the clozure word cards to the students and call upon them to identify the sight word it represents. This activity may also be done in team form. In this case, group the students into two teams. Lay the clozure word cards on the floor at the other end of the classroom. Say one of the sight words (or say a different sight word to the first player in each team). When you say “Go,” the first player from each team must rush to the clozure word cards and find the clozure word card for the sight word you said. Repeat until all players have played.

### **String Along**

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

### **Student Support Materials**

Have the students complete the sight recognition and encoding activities in the Student Support Materials. When finished, review their work.

### **The Disappearing Word**

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

### **The Lost Syllable**

Say a syllable from one of the sight words. Call upon the students to identify the sight word (or words) that contain that syllable. Depending upon the syllable you say, more than one sight word may be the correct answer. This activity may also be done in team form. In this case, lay the sight word cards on the floor. Group the students into two teams. Say a syllable from one of the sight words. When you say “Go,” the first player in each team must rush to the sight word cards and find the sight word that contains the syllable you said.

### **Tissue Grab**

Group the students in a circle. Give all of the sight words to the students. Stand in the center of the circle with a small portion of tissue paper. The students should pass the sight words around the circle in a clockwise direction as quickly as possible. When you clap your hands, the students should stop passing their words around the circle. Say one of the sight words as you toss the tissue paper into the air. The student who has that sight word card must rush into the circle and catch the tissue paper before it hits the floor. Repeat this process until many students have responded.

### **What’s The Answer?**

Before the activity begins, write questions related to the concept being studied on a sheet of paper. For each question, write three answers — only one of which in each set is correct for the question asked. Prepare a copy of the page for each student. The students should read the questions and then choose the answers that are correct for them. When the students are finished, review their work.

## **What's Your Sequence?**

Provide each student with four blank flashcards. Write four sight words on the board. Each student should write the same sight words on each of his cards (one word per card). When the students' cards are ready, have them arrange their sight word cards in a specific sequence on their desks (each student should determine his/her own sequence of words). Then, say a sequence of the four words. Any student or students who have their sight words in the same sequence as you said win the round. The winner or winners of this activity are those students who collect the greatest number of wins. The students may change the sequence of their sight word cards after each round of the activity.

## **Where's That Syllable?**

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

## **Whispered Syllables**

Group the students into two teams. Mount the sight word cards on the chalkboard. Whisper a syllable from one of the sight words to the first player in each team. When you say "Go," the first player in each team must whisper the same syllable to the next player in the team. The players should continue to whisper the syllable in this way until the last player in the team hears it. When the last player hears the syllable, he/she must rush to the chalkboard and point to a sight word that contains that syllable. Repeat this process until all players have had an opportunity to identify a sight word in this way.

## **Wild Balloon**

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

## **Word Change**

Mount the sight word cards on the wall. Provide each student with writing paper and pen. Each student should then copy one of the sight words, changing every second letters/syllables in the word. When the students have done this, have a student read his "new word" to the others. Call upon the other students to identify the word and then to name the original letters/syllables that were changed. Repeat until each student's word has been used in this way.

## **Word Find**

Before the activity begins, prepare a page that contains a number of boxes. Provide each student with a copy of the page. Each student should then write the sight words horizontally, vertically, and diagonally in this form. Words may also intersect one another. When most of the form has been filled in this way, the students should fill any empty boxes with letters of their choosing. When the students have completed their word finds, have them exchange them with one another. Each student should then use a color pencil or felt marker to circle the sight words in the form he/she has. An alternate to this individual approach is to create one large word find form on a length of mural paper. Mount the mural paper on the chalkboard. Group the students into two teams. When you say "Go," the first student in each team must rush to the word find outline and use a felt pen to circle a sight word on it. The first player to do this correctly wins the round. Repeat until all players have played.

## **Word Length**

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

# WRITING

## Alphabet Code

Assign a number to each letter of the alphabet. Write the letters across the top of the chalkboard, and write the numbers for them underneath (one number for each letter). Provide each student with writing paper and a pen. Spell one of the sight words, using the numbers for the letters rather than the letters themselves. The students should write the numbers you say on their sheets of paper. Then, when the word has been spelled in this way, each student should write the word you spelled, using the letters for the numbers dictated.

## Back Writing

Group the students into two teams. Have the first player from each team stand in front of the board. Use the index finger of your writing hand to “write” the first letter of a sight word on the two players’ backs. When you have done this, say “Go.” Each of the players should then write a sight word on the board that begins with that letter. Repeat with other pairs of players until all players in each team have played and until all sight words have been written a number of times.

## Backwards Spell

Provide each student with writing paper and a pen. Spell one of the sight words, backwards. When you have completed the spelling of the word in this way, each student should then write the word you spelled on his/her sheet of paper, writing the letters of the word in their correct order. The students should not begin to write the word until AFTER you have completed the backwards spelling of the word. Repeat this process with other sight words. This activity may also be done in team form. In this case, group the students into two teams. Spell one of the sight words backwards. When you say “Go,” the first player from each team must rush to the chalkboard and write the word that you said - writing the letters of the word in their correct sequence. The first player to do this correctly wins the round. Repeat until all players have participated.

## Bridge Building

Write two copies of a word bridge on the wall, e.g.: “b \_\_\_\_\_ d” and “b \_\_\_\_\_ d”.

Group the students into two teams. When you say “Go,” the first player in each team must rush to one of the “word bridges” on the wall and use chalk to complete the missing part of the word (i.e., the part of the word between the first and last letter). For the example above, the students might add : “b ackyard d”. Repeat until all players in each team have had an opportunity to write a word in this way.

## Crayon Resist

Before the activity begins, write the sight words on a length of white paper with a white candle. Prepare a thin mixture of dark paint. Mount the white paper on the wall. Use a paint brush and the thin mixture of paint to “wash” the sight words. As the sight words are “washed” with the paint in this way, call upon individual students to identify them. Continue until all of the sight words are identified. You may wish to have the students do the “washing” of the sight words in this activity.

## Creative Writing Prompt

For the purpose of evaluation and assessment, a creative writing prompt can be given to students to see how well they retained the concepts studied throughout the unit. Students should be encouraged and given points for using as many vocabulary words in their writings as possible. Themes may vary depending on the unit’s written content and could focus on the Essential Questions provided.

## CV Spell

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



## **Dash**

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

## **Descriptions**

Place an art form at the front of the room. Provide the students with writing paper and pens. Each student should then describe the appearance/uses etc. of the art form. When completed, have each student read his/her writing to the others.

## **Every Second Letter**

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

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

## **Flashlight Writing**

If possible, darken the classroom. Give a student a flashlight. Say one of the vocabulary words and the student should write that word with the light of the flashlight on a wall or on the board. Repeat until many students have had a chance to participate. An alternative is to provide each student with writing paper and a pen. Darken the classroom, if possible. Use the light of a flashlight to write one of the sight words on the wall or board. When you have completed the writing of the word, each student should then write the same word on his/her sheet of paper. Repeat until all sight words have been written in this way.

This activity may also be done in team form. In this case, group the students into two teams. Darken the classroom. Use the light of a flashlight to write one of the sight words on the board. When you say “Go,” the first player in each team should rush to the board and use chalk to write the same word on the board. The first player to do this correctly wins the round. Repeat until all players have played.

## **Flour Writing**

Provide each student with a black sheet of construction paper. Place a tablespoon of white flour in the center of each student’s paper. The students should spread the flour on their sheets. When the students are ready, say one of the vocabulary words. The students should then use the index fingers of their writing hands to “write” the word in the flour. A word can be erased by wiping the palm of the hand over it. Check the students’ spellings after each round of the activity. Repeat, having the students “write” other key vocabulary words in this way.

## **Horizontal Completion**

Before the activity begins, cut each of the sight word cards in half, horizontally. Provide each student with writing paper and a pen. Then, provide each student with one of the word halves. Each student should mount his/her word half on the sheet of writing paper. Then, the students should complete their words by writing in the missing halves. Some students should have the upper halves of the sight words and other students should have the lower halves. Afterwards, review the students’ responses. You may wish to provide each student with more than one half so that he/she completes more than one sight word.

## **Letter Encode**

Provide each student with four copies of the alphabet page from the end of this unit. The students should cut out the letters and place them in individual envelopes. Each student should write his/her name on the envelope. These cut out letters

will be used for encoding activities throughout this math enrichment program. Have the students lay their cut out letters on the floor or desks. Show a picture from this unit. The students should then use the cut out letters to spell the word for it. Repeat this process, until all of the math words have been spelled.

## **Let's Write**

Provide the students with a copy of the creative writing page from the Student Support Materials. The students should write as much as they can about the graphic. Later, have each student read his/her writing to the class.

## **Meshy Words**

Write a "meshword" on the chalkboard. To create a meshword, combine two word halves from different words. For example, for "scale" and "data" you might write "scada." Provide each student with writing paper and a pen. The students should look at the meshword written on the chalkboard and attempt to identify the original words from which the halves were chosen. Each student should then write those two sight words on his/her sheet of paper. Repeat this process with other meshwords. This activity may be conducted in team form by writing a meshword on the chalkboard and having players from different teams attempt to identify the original words.

## **Mirror Writing**

Group the students into two teams. Have the first player from each team stand in front of the board. Give each of the two players a small, unbreakable mirror. Stand some distance behind the two players with pictures for the sight words. Hold up one of the pictures. When you say "Go," the players must use the mirrors to look over their shoulders to see the picture you are holding. When a player sees the picture, he/she must write the sight word for that picture on the board. The first player to do this correctly wins the round. Repeat this process until all players in each team have had an opportunity to respond.

## **Mysterious Writing**

Provide each student with writing paper and a pen. Stand in front of the students with a pad of paper and a pencil. Hold the pencil in such a way that the students can see the top of it but not the point. Write one of the sight words. The students should watch the top of the pencil carefully while you write the word. Each student should guess what word you wrote, and write it on his/her own paper. Repeat this process with other sight words and review the students' responses.

## **Numbered Pictures**

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

## **Overhead Configurations**

Before the activity begins, write the sight words on an overhead transparency sheet. Place an overhead projector on the floor, facing the board. Lay the overhead transparency sheet on the screen of the projector and turn the projector on. The sight words should be projected onto the board. Then, use chalk to draw configurations around each of the sight words. When a configuration has been drawn for each sight word, turn the overhead projector off. Call upon a student to use chalk to fill in one of the configurations with its sight word. You may wish to have more than one student participating in this process at the same time.

This activity may also be conducted in team form. In this case, when you say "Go," the first player in each team must rush to the configurations. Each player must attempt to fill in one of the configurations with its correct sight word. The first player to do this correctly wins the round. Repeat until all configurations have been filled in in this way.

## **Over/Under Picture**

Group the students into two teams. Give a vocabulary picture to the first player in each team. When you say "Go," the first player in each team must pass the picture over his/her head to the next player. The second player in each team must then pass the picture to the next player between his/her legs. The students should continue with this over/under sequence until the last player in the team receives the picture. When the last player in the team receives the picture, he/she must rush to the board and write the vocabulary word for that picture. The first player to do this successfully wins the round. Repeat

until all players have played (each picture can be used a number of times in this activity).

## **Research**

Have the students do online research into the issue of Native Land Rights. Encourage them to look at the issue from many points of view. When the students have completed their research, each student should share his/her findings with another student and then with the class.

## **Rubbings**

Before the activity begins, prepare cut out letters (from the sight words) using Bristol board/tagboard. Mount the cut out letters on the wall and cover them with a length of brown mural paper. Place two large black crayons in the wall ledge. Group the students into two teams. When you say “Go,” the first player in each team must rush to the mural paper on the wall. Each player should use one of the crayons to do a rubbing of a letter on the mural paper. When a letter can be clearly seen, the student should use the crayon to write the other letters around the “rubbing letter,” to create a key vocabulary word. Repeat this process until all of the letter rubbings have been used and until all of the players in each team have participated.

## **Say Again!**

Group the students into two teams. Whisper a sight word to the first player in each team. When you say “Go,” the first player in each team must whisper the same sight word to the next player in the team. The students should continue in this way until the last player in the team hears the sight word. When the last player in the team hears the sight word, he/she must rush to the wall and write the word on the board. The first player to do this correctly wins the round. Repeat until each player has written a sight word in this way.

## **Sentence Build**

Write a number of sentence halves on individual sentence strips. These should include both the beginning and ending halves of sentences. Mount the sentence halves on the board and number each one. Provide the students with writing paper and pencils/pens. Each student should then complete ONE of the sentence halves in his/her own words, writing his/her part of the sentence on the sheet of paper. When the students have completed their sentence halves, have a student read ONLY the sentence half he/she wrote. The other students must then attempt to identify the “other half” of the sentence on the board (by its number). Repeat until all of the students have shared their sentence halves in this way.

## **Sentence Completion**

Write a number of sentence halves on individual sentence strips. These should include both the beginning and ending halves of sentences. Mount the sentence halves on the board and number each one. Provide the students with writing paper and pencils/pens. Each student should then complete ONE of the sentence halves in his/her own words, writing his/her part of the sentence on the sheet of paper. When the students have completed their sentence halves, have a student read ONLY the sentence half he/she wrote. The other students must then attempt to identify the “other half” of the sentence on the board (by its number). Repeat until all of the students have shared their sentence halves in this way.

## **Sentence Completion**

Give each student a copy of the sentence completion version of the text. The students should write in the missing words. Afterward, review the students’ work.

## **Sentence Relay**

Group the students into two teams facing the board. Place chalk in the board ledge. Write the same sight word on the board for each team (there should be two versions of the same word on the board). When you say “Go,” the first player from each team must rush to his/her team’s word. Each student should then add ONE word — either before or after the sight word. The player should then rush to the back of the team and the next player must race to the board to add another word — before or after the words already on the board. The students should continue in this way until a complete sentence has been written. You may wish to evaluate the sentence based on the number of words used to create them. Repeat, using a different sight word for each round of the activity.

## **Silent Dictation**

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

## **Story Picture Description**

Provide each student with art paper and supplies. Also, provide the students with writing paper and pens. Each student should then create a picture that depicts a scene from the story. When a student’s picture is completed, he/she should then write as much as possible about the picture. When all of the students have completed their writings, collect the pictures and mount them on the board. Number each picture. Have each student read his/her text to the class; the other students must then identify the picture (by its number) that goes with the text. Repeat, until all of the students have shared their work in this way.

## **Student Support Materials**

Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.

## **Syllable Time**

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

## **The Other Half**

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

## **Watch Your Half**

Prepare a photocopy of each of the vocabulary pictures. Cut the photocopied pictures in half. Keep the picture halves in separate piles. Group the students into two teams. Give all of the picture halves from one pile to the players in Team One. Give the picture halves from the other pile to the players in Team Two. Say a vocabulary word. When you say “Go,” the student from each team who has the picture half for the vocabulary word you said should rush to the board and write the word on the board. The first player to do this correctly wins the round. Repeat until all players have participated. This activity may be played more than once by collecting, mixing, and redistributing the picture halves to the two teams.

## **Water Writing**

Group the students into two teams. Place a container of water and two clean paint brushes in front of the wall. Say one of the key vocabulary words. The first player from each team must then rush to the wall. Each player should dip his/her paintbrush into the water and then use it to “write” the word on the wall. Repeat this process until all players in each team have written a “water word.”

## **What’s Missing?**

Before the activity begins, prepare a page that contains cloze sentences - the sight words having been left out. Provide each student with a copy of the page. The students should read the cloze sentences carefully and then each student should write the vocabulary words in the sentences. This activity may also be done in team form. In this case, write a cloze sentence on the chalkboard (omitting the sight word or words). Group the students into two teams. When you say “Go,” the first player from each team must rush to the chalkboard and write the sight word(s) on the chalkboard that complete the sentence correctly. The first player to do this wins the round. Repeat until all players have had a chance to participate.

## **What’s the Title?**

Provide the students with writing paper and pens. Each student should then create a title for the written content introduced in

this unit. When the students have completed their titles, have each student share his/her title with the rest of the class.

### **What's Your Letter?**

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

### **Whisper**

Mount the vocabulary pictures on the board. Group the students into two teams. Whisper a vocabulary word to the first player in each team. When you say "Go," the first player in each team must then whisper the same word to the next player in his/her team. The players should continue whispering the vocabulary word in this way until the last player in a team hears the word. When the last player in a team hears the word, he/she must rush to the board and point to the picture for the word. The first player to do this correctly wins the round. Repeat until all players have had an opportunity to identify a vocabulary picture. When a player has identified a vocabulary picture, he/she should rejoin the front of his/her team.

### **Word Build**

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

### **Word Completion**

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

### **Word Descriptions**

Mount the sight words on the chalkboard. Provide the students with writing paper and pens. Then, describe the features of one of the sight words. This may include the number of letters, syllables, etc. After describing the features of the sight word, each student should write the sight word he/she feels fits the description you gave. Repeat this process with other sight words. Afterwards, review the students' responses.

### **Writing Relay**

Group the students into two teams. Say one of the vocabulary words. When you say "Go," the first player from each team must rush to the chalkboard and write only the FIRST letter of the word. He/She should then run to the back of the team and the next player should rush to the chalkboard to add the SECOND letter, and so on. The winning team is the team that correctly completes the spelling of the word first. Repeat using other vocabulary words.

### **Wrong!**

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

### **Yarn Spell**

Group the students into two teams. Give the first player in each team lengths of yarn or string. Say a vocabulary word. When you say "Go," the first player in each team must then use the yarn or string to "write" the word on the floor. The first player to complete his/her word wins the round. Repeat this process until all players in each team have played. If pipe cleaners are available, they may be used in place of the yarn or string (have both long and short lengths of the pipe cleaners ready for the activity).

