

Learning our

Tlingit Language



Lingít | Cycles B through Advanced C | Beginners

Grades 5 & 6

Book 1



Sealaska Heritage Institute

Tlingit Language Speakers

Marsha Hotch

Joe Hotch

TLINGIT LANGUAGE SPECIALISTS

Katrina Hotch

Linda Belarde

Ralph Wolfe

UNIT DEVELOPMENT

Jim MacDiarmid

PROJECT ASSISTANT

Michael Obert

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The Developmental Language Process - An Introduction by Jim MacDiarmid

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

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

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

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

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

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

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

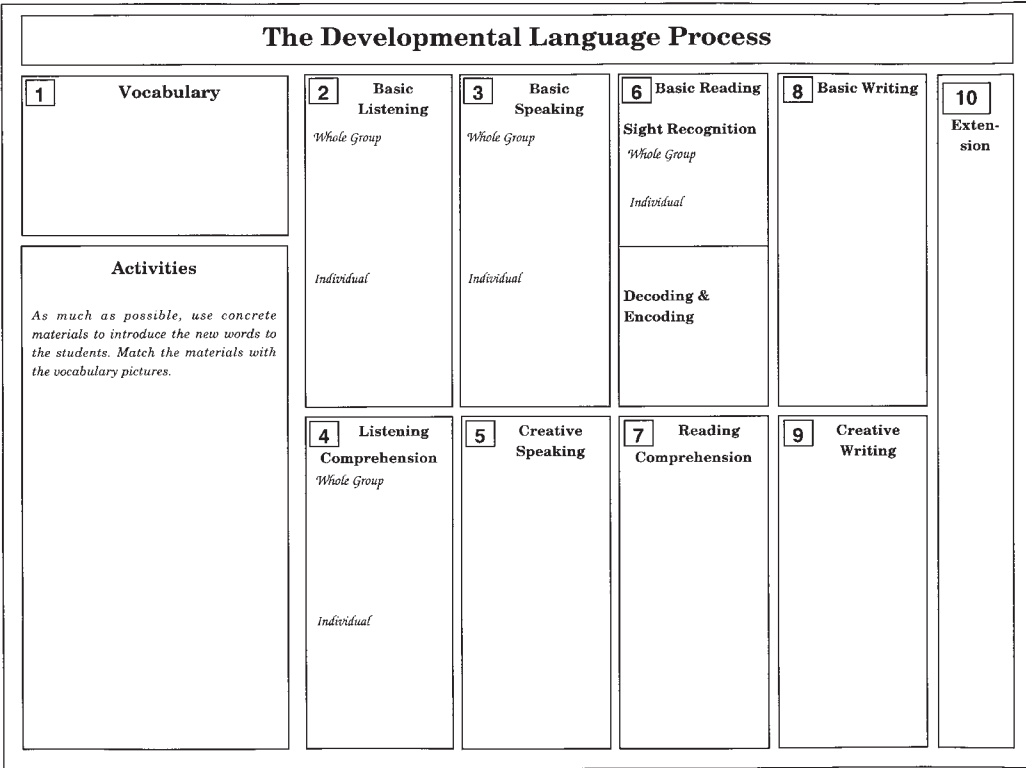
As more language goes into the children’s long-term memories, they begin to comprehend more of what they read, in Reading Comprehension.

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

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

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

The Developmental Language Process is represented in this chart:



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

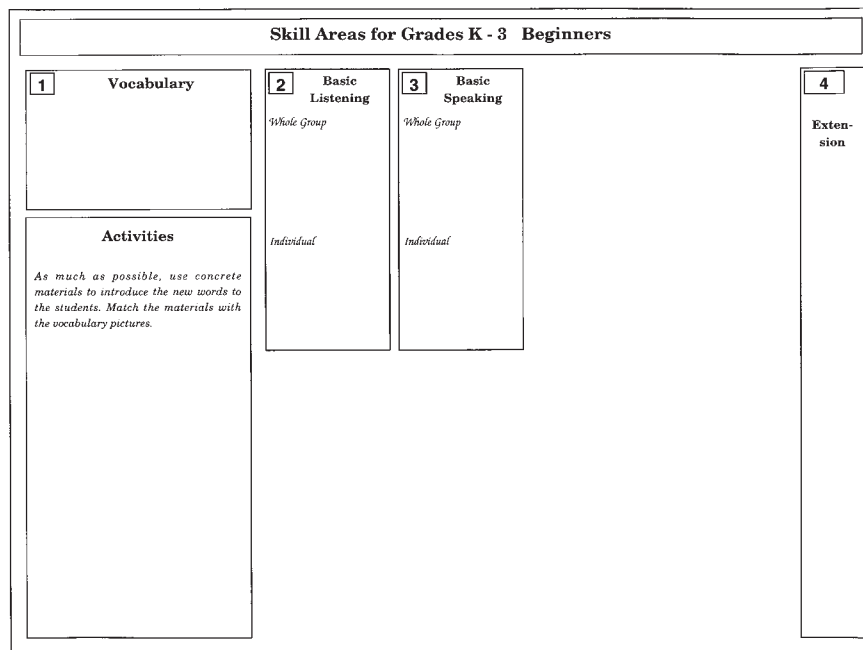
The Developmental Language Process can provide the structure and stages necessary for effective second language learning.

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

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

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

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



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

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

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

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

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

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

Scope and Sequence

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

In these units the students will:

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

Target Language Skills:

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

Integrative Units 1-3:

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

NOTES ON USING CYCLE B

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

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

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

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

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

NOTES ON USING CYCLES C THROUGH ADVANCED C

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

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

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

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

See Appendix III for lesson instructions.

Lesson 1
Introduce the new vocabulary.

Basic Skills
Out of Order
Ghost 2

Creative Speaking
Numbers Up
Half Match

Lesson 1
Introduce the new vocabulary.

Basic Skills
Word Build
Out of Order

Creative Speaking
Make a Change
Back Match

Lesson 1
Introduce the new vocabulary.

Basic Skills
The Disappearing Illustrations
Ghost 2

Creative Speaking
Cat's Cradle
Who's Next?

Lesson 1
Introduce the new vocabulary.

Basic Skills
Writing Relay
Buzz

Creative Speaking
Rubbings
Colander

Lesson 1
Introduce the new vocabulary.

Basic Skills
Wild Groups
The Disappearing Illustrations

Creative Speaking
Happy Birthday
Half Match

Lesson 1
Introduce the new vocabulary.

Basic Skills
Horizontal Completion
Word Build

Creative Speaking
Happy Birthday
Name Card Spin

Lesson 1

Introduce the new vocabulary.

Listening

Major League
Jack Pot

Speaking

Go Fish
Huh?

Lesson 1

Introduce the new vocabulary.

Listening

Police Sketch Artist
Word Association Walk

Speaking

Make a Change
Whisper No Lies

Lesson 2

Review the unit's vocabulary.

Basic Skills

Actions
What's Your Letter?

Speaking

Make a Change
Toothpick

Lesson 2

Review the unit's vocabulary.

Basic Skills

Vocabulary Chips
Wild Groups

Speaking

Numbers up
Illustrated Bingo

Lesson 2

Review the unit's vocabulary.

Basic Skills

Horizontal Completion
Overhead Run

Speaking

Toothpick
Card Match

Lesson 2

Review the unit's vocabulary.

Basic Skills

What's Your letter?
Vocabulary Chips

Speaking

Illustrated Bingo
Name Card Spin

Lesson 2

Review the unit's vocabulary.

Basic Skills

Overhead Run
Vocabulary Chips

Speaking

Back Match
Who's next?

Lesson 2

Review the unit's vocabulary.

Basic Skills

Back Writing
Buzz

Speaking

Knotty
Whisper

Lesson 2

Review the unit's vocabulary.

Listening

Speed Collector
Hidden Word

Speaking

Weather Report
Ticking Time Bomb

Lesson 2

Review the unit's vocabulary.

Listening

Picture Bingo
Simon Says

Speaking

3 Round Charades
Actions!

Lesson 3

Review the unit's vocabulary.

Speaking

Knotty
Who's next?

Reading

Lotto
Comic match

Lesson 3

Review the unit's vocabulary.

Speaking

Name Card Spin
Cat's Cradle

Reading

Silent Directions
Place That Sentence

Lesson 3

Review the unit's vocabulary.

Speaking

High Card Draw
Rubbings

Reading

Sentences Halves
Lotto

Lesson 3

Review the unit's vocabulary.

Speaking

Cat's Cradle
Toothpick

Reading

Is This Your Word?
Definition Match

Lesson 3

Review the unit's vocabulary.

Speaking

Rubbings
Colander

Reading

Sequential Reading
What's the Answer?

Lesson 3

Review the unit's vocabulary.

Speaking

High Card Draw
Cat's Cradle

Reading

Point Me in the Right Direction
Comic Match

Lesson 3

Review the unit's vocabulary.

Listening

Flashlight Find
Jack Pot

Speaking

Colander
Being Lippy

Lesson 3

Review the unit's vocabulary.

Listening

Adapted Jenga
Flashlight Find

Speaking

Word Association Walk
Being Lippy

Lesson 4

Introduce the unit's sentence.

Speaking

Colander
Illustrated Bingo

Reading

Sequential Reading
Comic Match

Lesson 4

Listening

Bingo
Change Again

Speaking

Whisper
Memory

Lesson 4

Introduce the unit's sentence.

Speaking

Back Match
Toothpick

Reading

What's the Answer?
Is This Your Word?

Lesson 4

Introduce the unit's sentence.

Speaking

High Card Draw
Whisper

Reading

Is This Your Word?
What's the Answer?

Lesson 4

Introduce the unit's sentence.

Speaking

Whisper
High card Draw

Reading

Illustrated Sentences
Silent Directions

Lesson 4

Introduce the unit's sentence.

Listening

Change Again
Speed Collector

Speaking

Whisper No Lies
Go Fish

Lesson 4

Introduce the unit's sentence.

Creative Speaking

Happy Birthday

Who's next?

Reading Comprehension

Ring! Ring!

Place that Sentence

Lesson 4

Introduce the unit's sentence.

Creative Speaking

Card Match

Make a change

Reading Comprehension

Ring! Ring!

Point me in the right direction

UNIT 1

Integrative Unit: Classroom Commands



Integrative Unit 1

Cycle B

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

Gidahaan! You stand up!

Gidaan! You stand up!

Gaydanaak! You all stand up!

Ganú! Sit down!

Gaykí! You all sit down!

Ch'eix'! Point!

At shí! Touch it!

Neil gú! Come in!

Haagú! Come here!

Kashaxít. Write it.

Natóow. Read it.

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

Kutnatí. Put it away. (solid object.)

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

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

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

Yán yeené. You get ready.

Yán jiné. Finish working.

Aayax hán wé _____

dayeen. Turn and face the _____.

Cycle C

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

Áyax ákwé? Is that right?

X'oon gaaw sáyá? What time is it?

Wáa sá kuyatee? How's the weather?

Wáa sás wootee wé kutí? How was the weather?

Cycle A Advanced

Daa sá I jeewú? What do you have?

Duxá gé? Can you eat it?

Goodáx sáwé? Where is it from?

Goodé sá ituwatee? Where do you want to go?

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

Cycle B Advanced

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

Kéenáx natóow. Read it out loud.

Waasá wé gunayéide? How is it different?

Cycle C Advanced

Tlél ax een at kaduneeek.

Nobody tells me anything.

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

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

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

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

UNIT 2

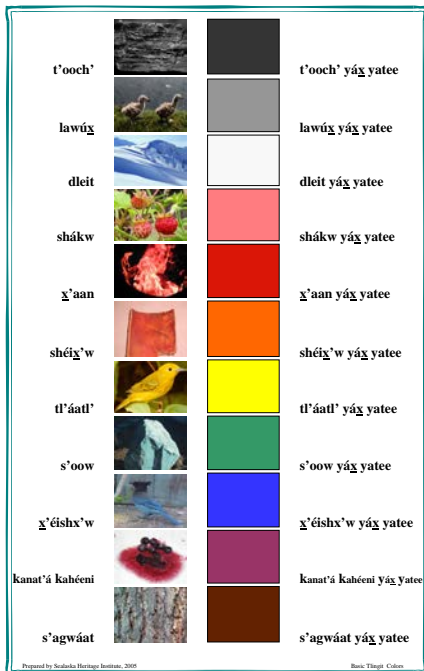
**Integrative Unit:
Colors**



Integrative Unit 2

Cycle B

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



Cycle C

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

Advanced A

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

Advanced B

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

Advanced C

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

BASIC READING

Sight Recognition



x'aaan

x'eishk'w

s'ooow

dieit

t'oooch

s'agwáat

tl'áatl'

shéix'w

l'óol

kanat'á kahéeni

lawúx̄

yaa nas'híx

dáanaa

goon

UNIT 3

**Integrative Unit:
Time**



Integrative Unit 3

Cycle B

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

Cycle C

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

Cycle A Advanced

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

Cycle B Advanced

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

Cycle C Advanced

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

VOCABULARY PICTURES





Ts'oootaat
Morning



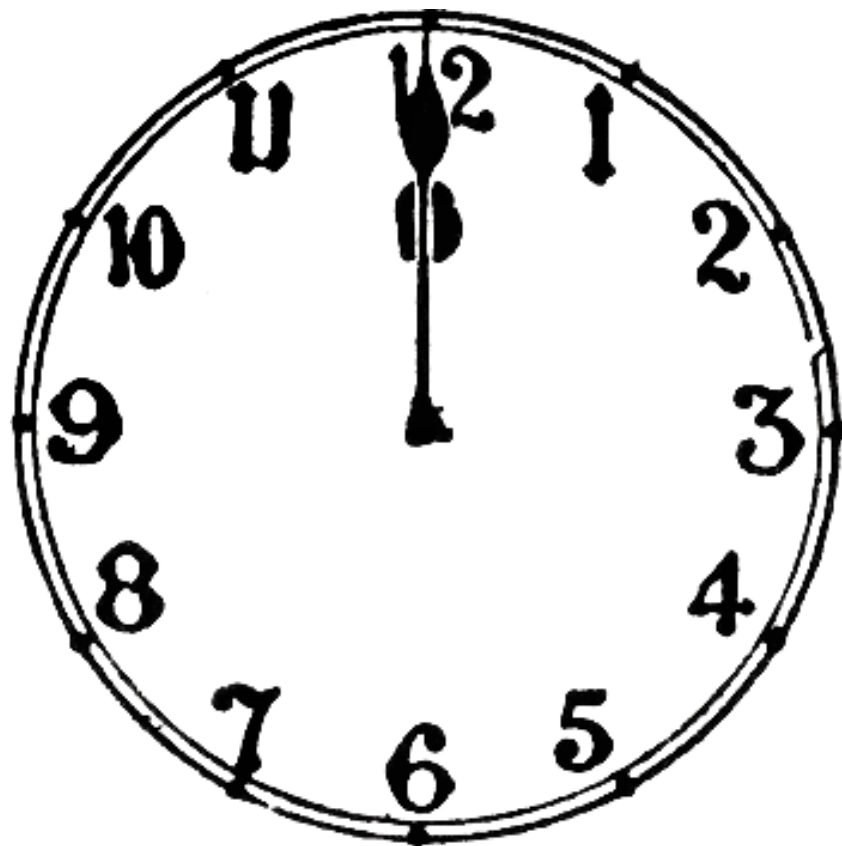
Ts'oootaax'
In the morning



Taat Night



Taatx' At night



Taat sitgaawsaan

Midnight



Nisdaat

Last night



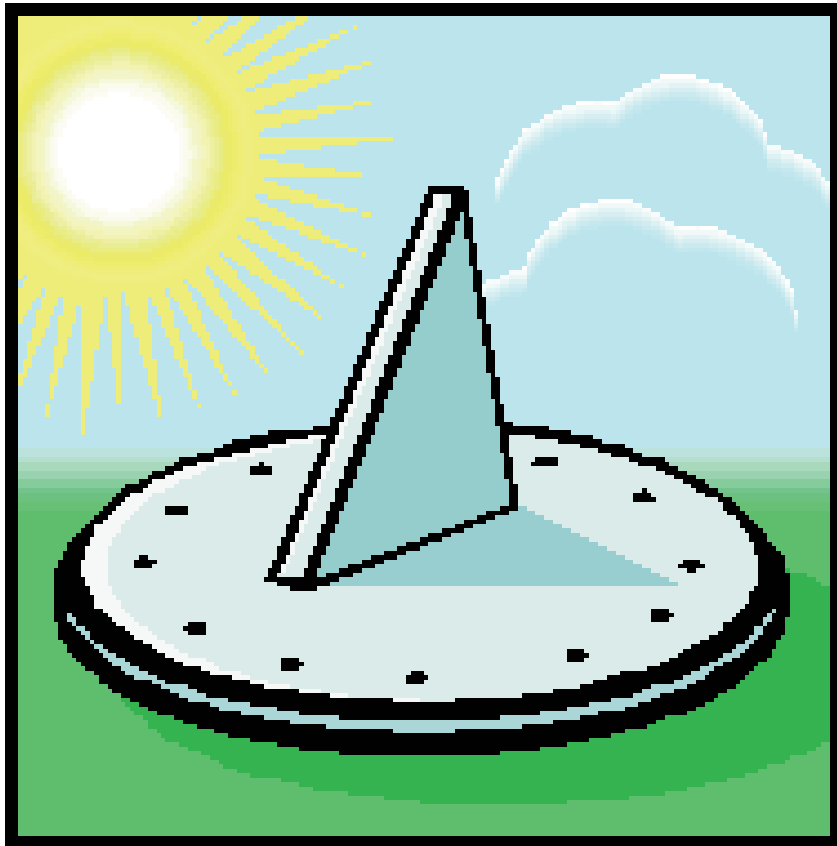
Yagiyee
Day, afternoon



Yakyee
Day, afternoon



Tatgé Yesterday



Yeedát Now



Tlei yeedát
Right now



Xáanaa Evening



Xáanaax'
In the evening



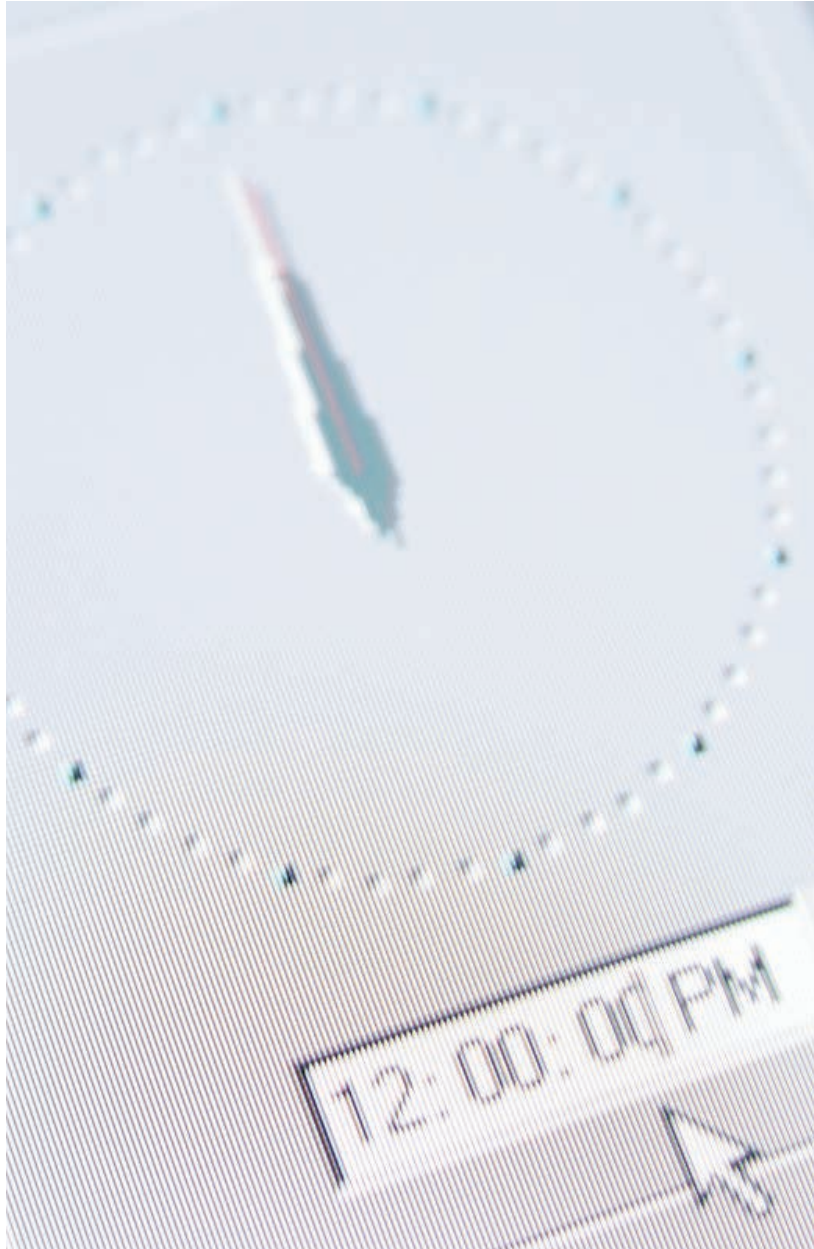
Ch'áakw

Long time ago, ancient times



Aagaa ayoo

During, around the time of it



Sitgaawsaan

Noon



Ch'ú Still



Dziyáak

Just recently



Dziyáagin
Soon, after a while



Adaxu After that



Tsook' Again

BASIC READING

Sight Recognition



ts'ootaat

tsóootatx'

taat

taatx'

nisdaat

yakyyee

yagiyee

tatg'é

yeedát

tlei yeedát

xáana

xáanax'

ch'áakw

aaqáa

sitgaawsaan

taat sitgaawsaan

ch'ú

dziyáak

dziyáaagin

adax

tsóok'

