

# UNIT 10

Birds



### Teacher's Notes

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

### Vocabulary Cycle B

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

### Unit's Sentence

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

### Unit's Dialog

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

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

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

(b) **Tatgé/tleeyátge/yáa yagiy-ee.**

Yesterday/day before  
Yesterday/today.

### Teacher's Notes

Cycle C introduces verbs to be used with the nouns presented in Cycle B. The focus is oral language development. The phrases in this lesson are first person, present tense of the verb “for someone to hear something.” Use the photos from Cycle B, SSM, as props for each of the sentences. Encourage students to listen to the audio recording of a fluent speaker saying these phrases. Follow the DLP process and provide lots of listening activities. For more practice with this verb, you can substitute all of the birds in the pattern sentence. If students learn the material quickly, move on to the next cycle. The advanced cycles add new phrases that build upon the theme of “birds.”

### Vocabulary Cycle C

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

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

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

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

### Teacher's Notes

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

### Vocabulary Cycle A Advanced

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

\_\_\_\_\_ **aadé yaa ndakín.**

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

### Closure sentences

**Wé** \_\_\_\_\_ **yagéi.**

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

### Teacher's Notes

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

### Vocabulary Cycle B Advanced

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

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

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

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

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

### Teacher's Notes

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

### Vocabulary Cycle C Advanced

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

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

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

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

See Appendix III for lesson instructions.

**Lesson 1**

Introduce the new vocabulary.

**Basic Listening**

1. Mini Pictures
2. Searchlight

**Basic Speaking**

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

**Lesson 2**

Review the unit's vocabulary.

**Basic Listening**

1. Back to Back Race
2. Airplane Land

**Basic Speaking**

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

**Lesson 3**

Review the unit's vocabulary.

**Basic Listening**

1. Numbered Illustrations
2. Sticky Foot

**Basic Speaking**

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

**Lesson 4**

Introduce the unit's sentence.

**Basic Listening**

1. Right or Wrong?
2. Visual Memory

**Basic Speaking**

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

**Lesson 5**

Review the unit's sentence.

**Basic Listening**

1. Turn and Face
2. Matching Halves

**Basic Speaking**

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

**Lesson 6**

Review the unit's vocabulary.

**Basic Reading--Sight**

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

### **Lesson 7**

Review the unit's vocabulary.

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

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

### **Lesson 8**

Review the unit's vocabulary.

#### **Basic Writing**

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

### **Lesson 9**

Review the unit's vocabulary.

#### **Basic Writing**

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

### **Lesson 10**

Administer the unit's assessment.

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

## Cycle C Advanced Creative Writing Activities

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

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

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

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

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

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

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

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

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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.

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

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

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# VOCABULARY PICTURES







**ts'axweil**

crow



**kéidladi**  
seagull



**dzísk'w**  
great horned owl





**k'ákw**  
owl without tufts



**shoox'**  
robin



**gúkl'**  
swan



**kageet**  
loon





**lax'**  
heron



**shaayáal**  
hawk

# BASIC LISTENING





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





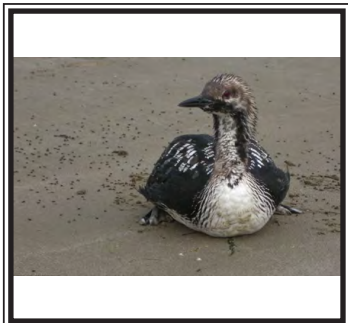
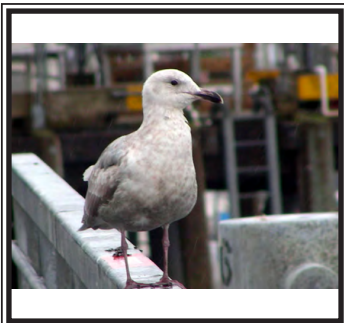
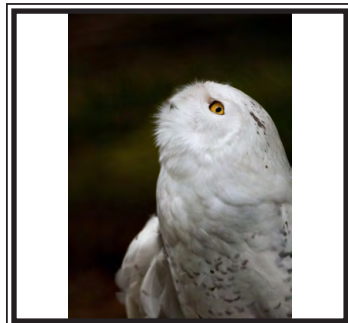
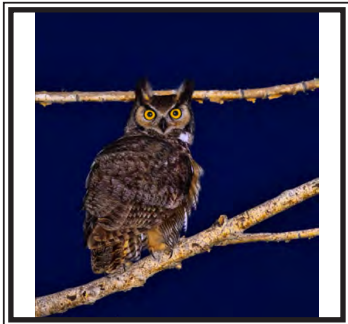
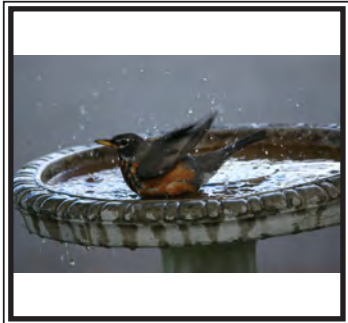


*Cut out the pictures. Show the picture for the vocabulary word given.*





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





# BASIC READING

Sight Recognition





**ts'axweil**

**kéidladí**

**dzísk'w**





**k'ákw**

**shoox'**

**gúkí'**



**kaggeet**

**l'ax'**

**shaa'aaal**



Circle the word for each picture.



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



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



ts'axweil  
kéidladi  
dzísk'w  
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kageet  
láx'  
shaayáal



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

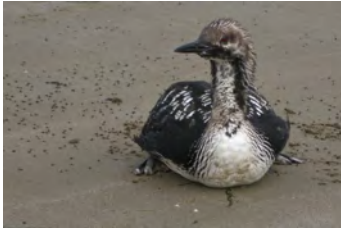


ts'axweil  
kéidladi  
dzísk'w  
k'ákw  
shoox'  
gúkl'  
kageet  
láx'  
shaayáal



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

Circle the word for each picture.



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



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



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

*Write the words from this unit in the boxes in horizontal, vertical, or diagonal forms. When all of the words are in the form, fill the rest of the boxes with any letters. Exchange Word Finds with another student and circle the words in them.*

### **Homemade Word Find**






# BASIC READING

Encoding





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

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

\_\_\_\_\_ dladi

dzís \_\_\_\_\_

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

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

gú \_\_\_\_\_

\_\_\_\_\_ eet

lá \_\_\_\_\_

sh \_\_\_\_\_ áal

k'w

sho

kl'

kéi

kag

axw

x'

aay

ák



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



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



# BASIC WRITING







Complete the words by writing in the missing letters.

\_ s'ax \_ ei \_

\_ éi \_ la \_ i

\_ zí \_ k' \_

k' \_ k \_

\_ ho \_ x'

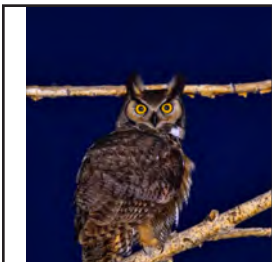
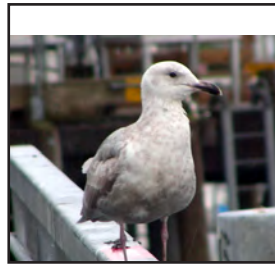
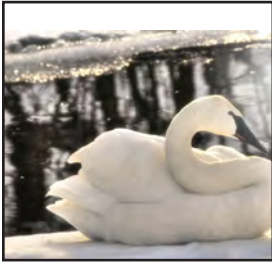
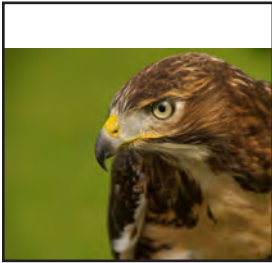
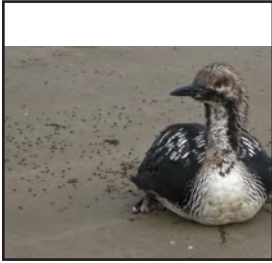
\_ úk \_ '

k \_ gee \_

lá \_ '

\_ haa \_ áa \_

Write the correct vocabulary word next to each picture.



# DIALOG ACTIVITY PAGE





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

(a) Wé \_\_\_\_\_ eesitéen agé?

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

(a) Wé \_\_\_\_\_ gwátk sá iyaa.áx?

(b) Tatgé/tleeyátge/yáa yagiye.

ts'axweil

shoox'

kéidladi

shaayáal

dzísk'w

gúkl'

kageet

lax'

k'ákw



# UNIT ASSESSMENT



# **Tlingit Language Program**

**Unit Assessment**

**Teacher's Notes**

**Cycle B Beginners**

**Grades 5 - 6**

**Unit 10**

**Theme: More Birds**

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



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

### Basic Listening

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

1. “Write the number 1 on top of the picture of **ts'axweil**.”
2. “Write the number 2 on top of the picture of **kéidladi**.”
3. “Write the number 3 on top of the picture of **dzísk'w**.”
4. “Write the number 4 on top of the picture of **k'ákw**.”
5. “Write the number 5 on top of the picture of **shoox'**.”
6. “Write the number 6 on top of the picture of **gúkl'**.”
7. “Write the number 7 on top of the picture of **kageet**.”
8. “Write the number 8 on top of the picture of **lax'**.”
9. “Write the number 9 on top of the picture of **shaayáal**.”

### Sight Recognition

“Turn to page 3 in your test.”

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

### Decoding/Encoding

“Turn to page 5 in your test.”

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

### Basic Writing

“Turn to page 7 in your test.”

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

**# Correct:**

**% Correct:**

# Unit Assessment

**Student Pages**

**Cycle B Beginners Grades 5 - 6**

**Unit 10**

**Theme: More Birds**

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

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

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

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





Circle the word for each picture.



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



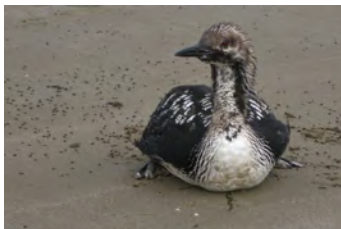
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kageet  
láx'  
shaayáal



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kageet  
láx'  
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kageet  
láx'  
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dzísk'w  
k'ákw  
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gúkl'  
kageet  
láx'  
shaayáal



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

Circle the word for each picture.



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



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



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

**dzí**

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

**lá**

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

**shaa**

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

**kéi**

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

**k'á**

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

**kag**

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

**gú**

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

**ts'a**

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

**sh**

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



