

# UNIT 11

Review 8-10



### Teacher's Notes

This unit is meant for extra practice with units 8-10, “animals,” “birds” and “home.” Use the selected vocabulary words or others that students had difficulty with. All future cycles build upon these vocabulary words. Knowing them well and committing them to long-term memory will help students concentrate on the new Tlingit vocabulary they will encounter in Cycles C-Advanced C. The lessons and the Student Support Materials (SSM) follow the DLP format and begin with basic listening and basic speaking, before reading and writing are introduced. The SSM includes images, student worksheets and assessments for these three units. Encourage students to listen to the audio recording of a fluent speaker saying these words.

### Vocabulary Cycle B

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

### Teacher's Notes

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

### Vocabulary Cycle C

**Yáa naa.át áa kducháx yé k'idéin yaa na<sub>x</sub>sanéin.**

I am cleaning up the closet.

**Yee.át k'idéin yaa na<sub>x</sub>sanéin.**

I am cleaning up the bed.

**Gooch xaatéen.** I see a wolf.

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

### Teacher's Notes

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

### Vocabulary Cycle A Advanced

\_\_\_\_\_ at ch'éx'.

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

\_\_\_\_\_ at shí.

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

**Daa sáyá?** What is this?

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

### Teacher's Notes

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

### Vocabulary Cycle B Advanced

**Wé kax̄yee naali.** The ceiling is high.

**Wé xaawaagéi héide shután.** That window is open.

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

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

### Teacher's Notes

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

### Vocabulary Cycle C Advanced

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

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

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

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

See Appendix III for lesson instructions.

**Lesson 1**

Introduce the new vocabulary.

**Basic Listening**

1. Mini Pictures
2. Illustration Sequence

**Basic Speaking**

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

**Lesson 2**

Review the unit's vocabulary.

**Basic Listening**

1. Mini Pictures
2. Funnel Vision

**Basic Speaking**

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

**Lesson 3**

Review the unit's vocabulary.

**Basic Listening**

1. Let's Move
2. Number My Word

**Basic Speaking**

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

**Lesson 4**

Introduce the unit's **sentence**.

**Basic Listening**

1. Nod and Clap
2. Over and Under

**Basic Speaking**

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

**Lesson 5**

Review the unit's vocabulary.

**Basic Reading - Sight**

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

**Lesson 6**

Review the unit's vocabulary.

**Basic Reading - Encoding**

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

**Lesson 7**

Review the unit's vocabulary.

**Basic Writing**

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

**Lesson 8**

Review the unit's vocabulary.

**Basic Writing**

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

**Lesson 9**

Administer the unit's assessment.

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

## Cycle C Advanced Creative Writing Activities

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

**Geesh xoot wootlóox'wé \_\_\_\_\_.**

The \_\_\_\_\_ is rolling around in the kelp.

**Ax tl'eik káa wjikaak \_\_\_\_\_.**

A \_\_\_\_\_ landed on my finger.

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

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

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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.

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

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

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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.

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

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

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# VOCABULARY PICTURES







**áa at gadus.ee yé**  
kitchen



**naa.át daakeidí**  
closet



**káayaqijeit**  
chair





**guwakaan**  
deer



**kuts'een**  
mouse



**xalak'ách'**  
porcupine



**shoox'**  
robin





**gúkl'**  
swan



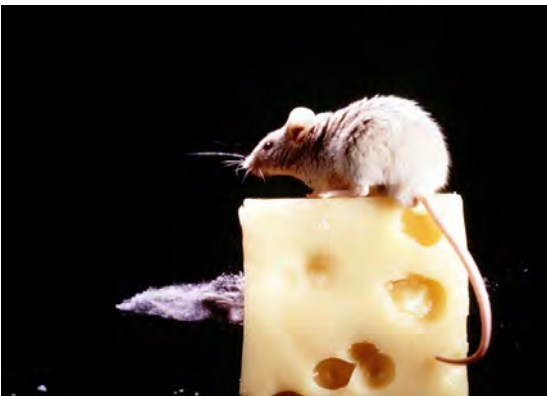
**shaayáal**  
hawk

# BASIC LISTENING





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





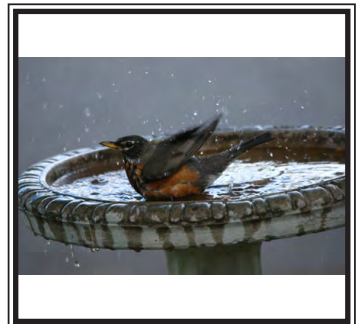
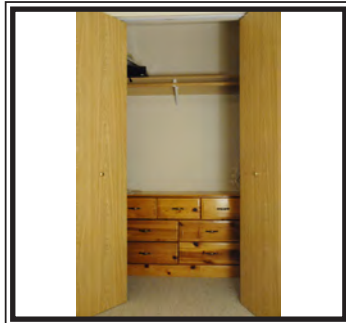


*Cut out the pictures; show the picture for the vocabulary word given.*





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





# BASIC READING

Sight Recognition





áa at gadus.ee yé

naa.át daakeidí

káayagijeit





quwakaan

kuts'een

xalalak'áach'



shoox'

gúkl'

shaaya'aaal



Circle the word for each picture.



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



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



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



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



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



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

Circle the word for each picture.



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



áa at gadus.ee  
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shoox'  
gúkl'  
shaayáal



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yé  
naa.át daakei-  
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shoox'  
gúkl'  
shaayáal







# BASIC READING

Encoding





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

\_\_\_\_\_ gadus.ee yé

naa.át \_\_\_\_\_

\_\_\_\_\_ agijeit

guwa \_\_\_\_\_

\_\_\_\_\_ een

xalak' \_\_\_\_\_

\_\_\_\_\_ oox'

gú \_\_\_\_\_

\_\_\_\_\_ yáal

kuts'

káay

kaan

shaa

sh

daakeidí

áa at

kl'

ách'



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



**k**

**l'**

**g**

**ú**



# BASIC WRITING







Complete the words by writing the missing parts.

áa \_ \_ gadus. \_ \_ yé

\_ \_ a.át \_ aa \_ eidí

\_ áa \_ aqi \_ eit

gu \_ a \_ aa \_

\_ ut \_ 'ee \_

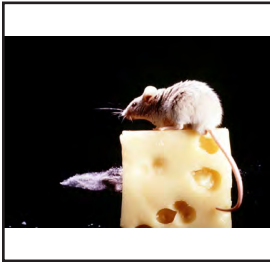
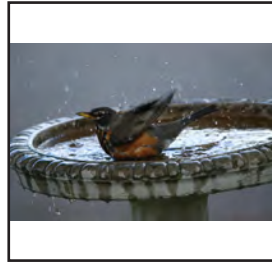
xa \_ a \_ 'á \_ h'

sh \_ \_ x'

\_ úk \_ '

s \_ aa \_ áa \_

Write the correct vocabulary word next to each picture.



# UNIT ASSESSMENT



# **Tlingit Language Program**

**Unit Assessment**

**Teacher's Notes**

**Cycle B Beginners**

**Grades 5 - 6**

**Unit 11**

**Theme: Review Units 8-10**

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

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

### Basic Listening

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

1. “Write the number 1 on top of the picture of **áa at gadus.ee yé.**”
2. “Write the number 2 on top of the picture of **naa.át daakeidí.**”
3. “Write the number 3 on top of the picture of **káayagijeit.**”
4. “Write the number 4 on top of the picture of **guwakaan.**”
5. “Write the number 5 on top of the picture of **kuts'een.**”
6. “Write the number 6 on top of the picture of **xalak'ách'.**”
7. “Write the number 7 on top of the picture of **shoox'.**”
8. “Write the number 8 on top of the picture of **gúkl'.**”
9. “Write the number 9 on top of the picture of **shaayáal.**”

### Sight Recognition

“Turn to page 3 in your test.”

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

### Decoding/Encoding

“Turn to page 5 in your test.”

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

### Basic Writing

“Turn to page 7 in your test.”

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

**# Correct:**

**% Correct:**

# **Unit Assessment**

**Student Pages**

**Cycle B Beginners Grades 5 - 6**

**Unit 11**

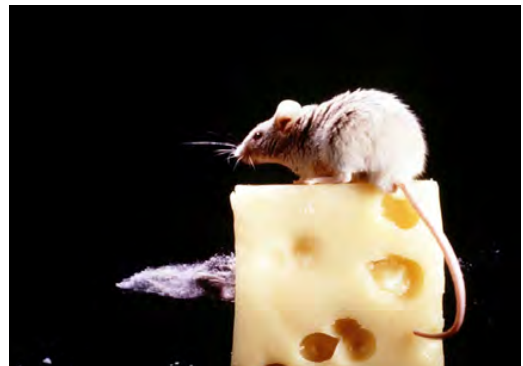
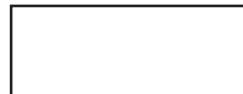
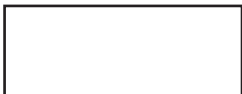
**Theme: Review Units 8-10**

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

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

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

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







Circle the word for each picture.



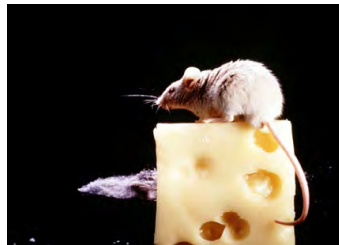
áa at gadus.ee  
yé  
naa.át daakei-  
dí  
káayagijeit  
guwakaan  
kuts'een  
xalak'ách'  
shoox'  
gúkl'  
shaayáal



áa at gadus.ee  
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naa.át daakei-  
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káayagijeit  
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áa at gadus.ee  
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áa at gadus.ee  
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shaayáal



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

*Circle the word for each picture.*



áa at gadus.ee  
yé  
naa.át daakei-  
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káayagijeit  
guwakaan  
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shaayáal



áa at gadus.ee  
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káayagijeit  
guwakaan  
kuts'een  
xalak'ách'  
shoox'  
gúkl'  
shaayáal



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

shaa

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

kuts

gadus.ee  
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kaan  
'een  
'ách'  
oox'  
gú  
yáal

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gadus.ee  
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**agijeit**  
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'ách'  
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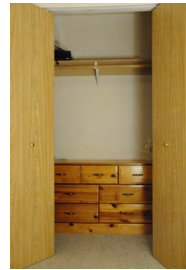
Empty rectangular box for labeling the hawk image.



Empty rectangular box for labeling the robin image.



Empty rectangular box for labeling the swan image.



Empty rectangular box for labeling the closet image.



Empty rectangular box for labeling the kitchen image.



Empty rectangular box for labeling the chair image.

