

UNIT 15

Review 12-14



Teacher's Notes

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

Vocabulary Cycle B

kulidás' it is hailing

kukawduwayél' it is calm

kushix' íl' it is icy

ash koolch'éit'aa is playing basketball

kei natl'éít' is climbing up

yei natl'éít' is climbing down

s'él' s'áaxw rain hat

s'él' kinaak.át rain coat

s'él' téel rubber boots/rain boots

Teacher's Notes

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

Vocabulary Cycle C

Séew daak wusitán tatgé. It was raining yesterday.

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

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

Yaa nxashix. I am running.

Teacher's Notes

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

Vocabulary Cycle A Advanced

Kusi.áat gé? Is it cold out?

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

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

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

Teacher's Notes

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

Vocabulary Cycle B Advanced

Kaxwaan sikaak ts'ootaatx'.

The frost is thick in the morning.

Ax neilyeetéeli yéi kwlisáa. My slippers are too narrow.

Ax lixéitl koot'áax'a ash

kalaxadi. I am lucky at playing marbles.

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

Teacher's Notes

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

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

Vocabulary Cycle C Advanced

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

Tlél xwash'éix'w ax dleit

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

Tlél k'idéin yánde yidoox'ú

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

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

See Appendix III for lesson instructions.

Lesson 1

Introduce the review vocabulary.

Basic Listening

1. Mini Pictures
2. Funnel Vision

Basic Speaking

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

Lesson 2

Review the unit's vocabulary.

Basic Listening

1. Number My Word
2. Locomotive

Basic Speaking

3. Back Match
4. Huh?
5. Bombs Away

Lesson 3

Review the unit's vocabulary.

Basic Listening

1. Let's Move
2. Number My Word

Basic Speaking

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

Lesson 4

Introduce the review sentences.

Basic Listening

1. Locomotive
2. Whisper

Basic Speaking

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

Lesson 5

Review the unit's sentences.

Basic Listening

1. Here, There, Everywhere
2. Beanbag Toss

Basic Speaking

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

Lesson 6

Review the unit's vocabulary.

Basic Reading - Sight

1. Sight Word Bingo
2. Funny Face
3. Pass the Lifesaver
4. Disappearing Word
5. Use the Student Support Materials

Lesson 7

Review the unit's vocabulary.

Basic Reading - Encoding

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

Lesson 8

Review the unit's vocabulary.

Basic Writing

1. Watch Your Half
2. Over/Under Illustration
3. Say Again!
4. Numbered Illustrations
5. Use the Student Support Materials

Lesson 9

Review the unit's vocabulary.

Basic Writing

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

Lesson 10

Administer the unit's assessment.

1. Review dialogs from units 12 to 14.
2. Mount a review vocabulary graphic on the board. The students should write the word for it, and then each student should attempt to write his/her own Tlingit/Haida/Tsimshian sentence, using the key word. Repeat with other review graphics. Later, have each student read his/her sentences to the class.

Cycle C Advanced Creative Writing Activities

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

_____ yánde yidoox'ú daak gu^xlaháash.

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

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

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

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

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

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

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

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

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

VOCABULARY PICTURES





kulidás'
it is hailing



kukawduwayél'
it is calm.



kushix' íl'
it is icy.



ash koolch'éit'aa
is playing basketball.



kei natl'ét'
is climbing up.



yei natl'ét'
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s'él' s'áaxw
rain hat



s'él' kinaak.át
rain coat



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rubber boots/rain boots

BASIC LISTENING



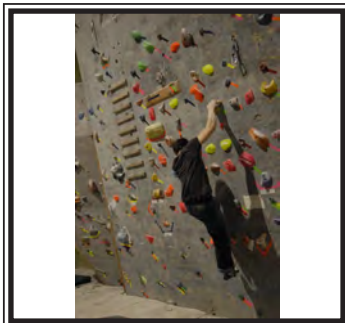
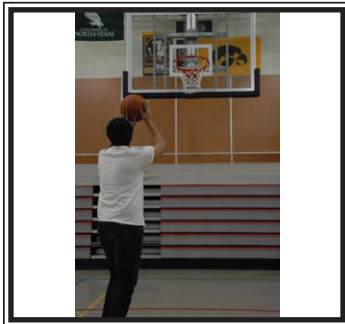
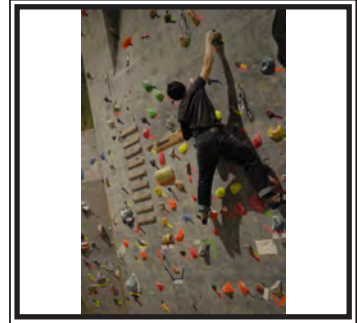
Cut out the vocabulary pictures. When the teacher says the word hold up the correct picture.



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



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



BASIC READING

Sight Recognition



kulidás'

kukawduwayél'

kushix'í'

ash koolch'ét'aa

kei natl'ét'

yei natl'ét'

s'él' s'áaxw

s'él' kinaak.át

s'él' téel

Circle the word for each picture.



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



kulidás'
kukawduwayél'
kushix'íl'
ash koolch'éit'aa
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s'él' téel

Circle the word for each picture.



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

BASIC READING

Encoding



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

kuli _____

_____ duwayél'

ku _____ íl'

ash koolch' _____

kei _____ ét'

_____ natl'ét'

s'él' _____ w

_____ kinaak.át

s'él' _____

éit'aa

natl'

yei

s'áax

s'él'

dás'

téel

kukaw

shix'

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



l' á s' w s'

é a x

BASIC WRITING



Complete the words by writing in the missing letters.

k _ li _ á _ '

k _ _ aw _ u _ _ yél'

ku _ h _ x' _ _ '

_ _ h koolch' _ _ t'aa

_ ei _ _ _ l'ét'

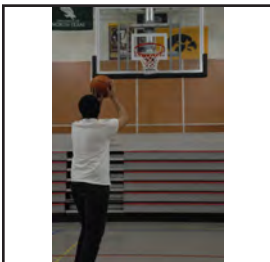
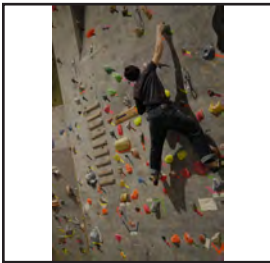
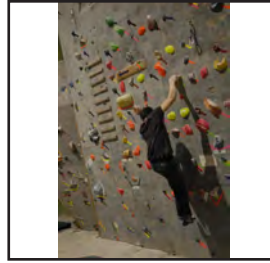
ye _ na _ _ 'é _ '

s' _ l' s' _ _ x _

s'él' k _ na _ _ .át

_ ' él' _ éel

Write the correct vocabulary word for each picture.



UNIT ASSESSMENT



Tlingit Language Program

Unit Assessment

Teacher's Notes

Cycle B Beginners

Grades 5 - 6

Unit 15

Theme: Review Units 12-14

Date:_____

Basic Listening

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

1. “Write the number 1 on top of the picture of **kulidás’**.”
2. “Write the number 2 on top of the picture of **kukawduwayél’**.”
3. “Write the number 3 on top of the picture of **kushix’ íl’**.”
4. “Write the number 4 on top of the picture of **ash koolch’éit’aa**.”
5. “Write the number 5 on top of the picture of **kei natl’ét’**.”
6. “Write the number 6 on top of the picture of **yei natl’ét’**.”
7. “Write the number 7 on top of the picture of **s’él’ s’áaxw**.”
8. “Write the number 8 on top of the picture of **s’él’ kinaak.át**.”
9. “Write the number 9 on top of the picture of **s’él’ téel**.”

Sight Recognition

“Turn to page 3 in your test.”

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

Decoding/Encoding

“Turn to page 5 in your test.”

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

Basic Writing

“Turn to page 7 in your test.”

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

Correct:

% Correct:

Unit Assessment

Student Pages

Cycle B Beginners Grades 5 - 6

Unit 15

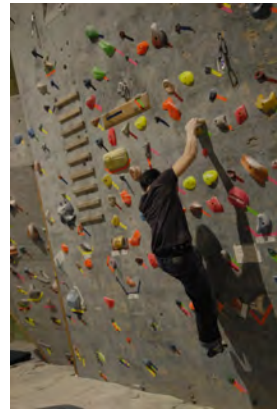
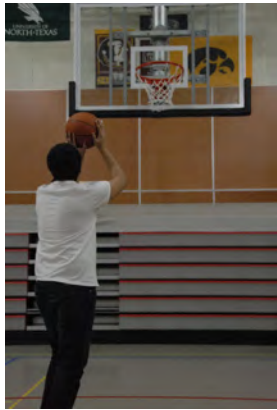
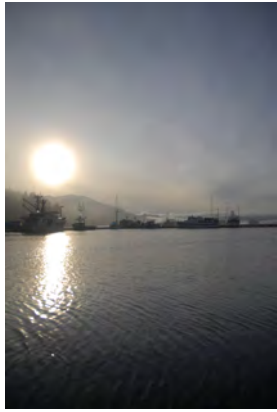
Theme: Review Units 12-14

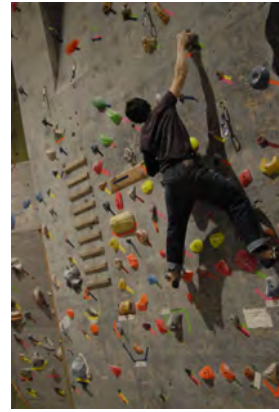
Date: _____

Student's Name: _____

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

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







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



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



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



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

kush

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

s'él' s'

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

s'él'

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

s'él' kinaak.

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

kukaw

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

kul

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

ash

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

yei natl'

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

kei

idás'
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