

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.

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.

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.

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



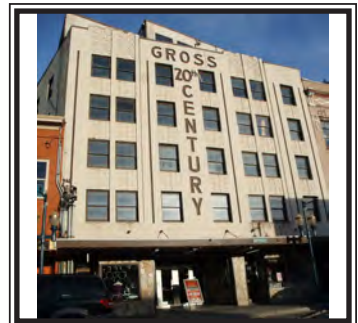
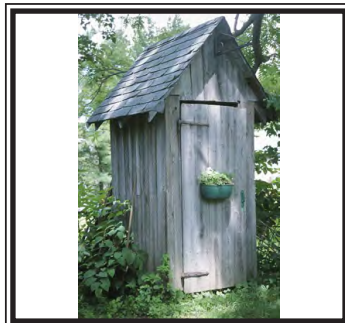
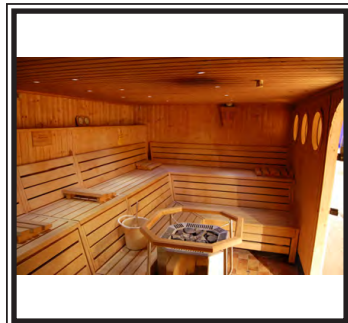
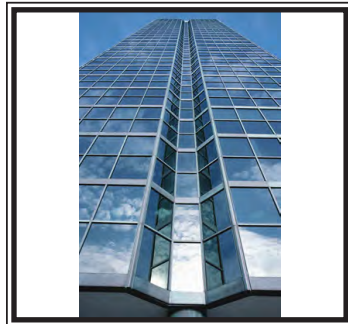
Cut out the pictures. Show the picture for the vocabulary word given.



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

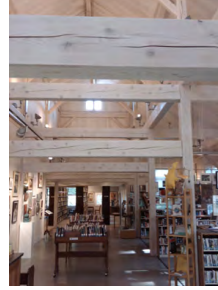


xáanás'
atwuskú daakahídi
xaay
x'úx' daakahídi
shoo daakahídi
s'ísaa hít
aadéi yóo aya.atgi yé
hít tlein
shaxaawú daakahídi

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**

x**a** _____

x'úx' _____ **kahídi**

shoo daaka _____

s'í _____ **hít**

aadéi yóo _____ **atgi yé**

hít tl _____

sha _____ **wú daakahídi**

x**aa**

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 _

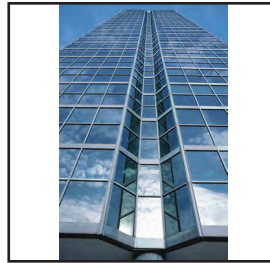
_ ' í _ aa _ ít

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 yoo 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

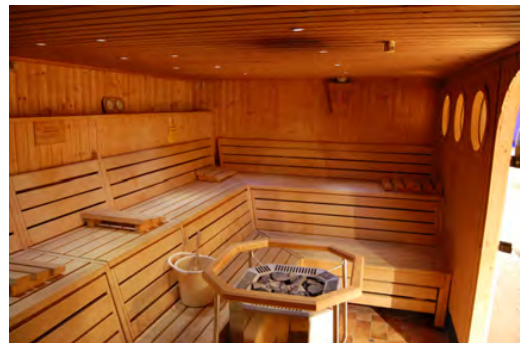
Theme: More Buildings

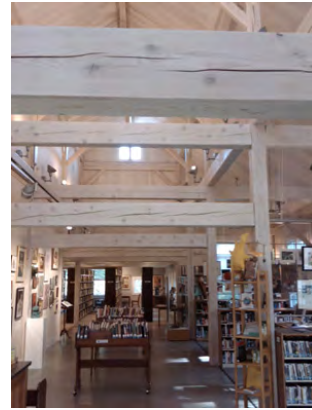
Date: _____

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
shaxaawú daakahídi



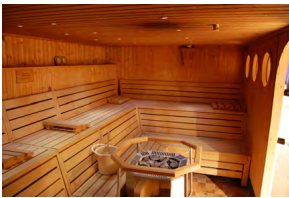
xáanás'
atwuskú daakahídi
xaay
x'úx' daakahídi
shoo daakahídi
s'ísaa hít
aadéi yóo aya.atgi yé
hít tlein
shaxaawú daakahídi



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 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

