

# UNIT 17

Geography



### Teacher's Notes

The geography terms in this unit will be used as the theme for the next four cycles. If students can learn these terms well, they can focus their learning on the verb phrases in the next four cycles. The materials in the Student Support Materials (SSM) give students more ways to learn the new terms. The SSM include images, mini-pictures, vocabulary word cards, student activity worksheets, and assessments. The unit sentence and dialog give another activity that uses the nouns in context. Use the ten suggested lessons and the audio recording to teach these nouns. If students learn the material quickly, move forward to the next cycle. Cycle C introduces verbs and the following three cycles add new phrases to be used with this theme.

### Vocabulary Cycle B

**aas gutú** forest  
**gooch** hill  
**x'áas** waterfall  
**sháchk** muskeg/swamp  
**geiy** bay/inlet  
**eech** reef  
**tatóok** cave  
**héen sháak** head of river  
**héen wát** mouth of river

### Unit's Sentence

**Wé \_\_\_\_\_ xánx' át  
xwaagoot.**

I was walking near the  
\_\_\_\_\_.

### Unit's Dialog

(a) **Wáanáx sá i téeli  
wuditl'íxw?**

Why are your shoes dirty?

(b) **At xwaagoot.**

I was walking.

(a) **Góot áx' sá át yeegoot?**

Where were you walking?

(b) **Wé \_\_\_\_\_ xánx' át  
xwaagoot.**

I was walking near 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 of "to run somewhere." 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 that build upon the theme of "geography." Remember to follow the DLP process, spending lots of time on listening activities before asking students to say the sentences.

### Vocabulary Cycle C

**At gutóode yaa nxashíx.**

I am running to the forest.

**Yáa shaa shakéede yaa nxashíx.** I am running to the top of the mountain.

**Yá héen x'áas aadé yaa nxashíx.** I am running to the waterfall.

**Yá sháchgi kaadé yaa nxashíx.** I am running to the muskeg/swamp.

### Teacher's Notes

The verb tense is the imperative (command) form of the verb to run somewhere. Post photos from the SSM to give students visual cues of their destination.

These are commands that cannot literally be followed. Students should mime the actions. Look for variety in their "run." Running on the beach should not look the same as running on a lake.

### Vocabulary Cycle A Advanced

**Éek kaadé neesheex.** Run on the beach.

**Shaa shakéede neesheex.** Run to the mountain.

**Sháchgi kaadé neesheex.** Run on the muskeg.

**Áa kaadé neesheex.** Run on the lake.

### Teacher's Notes

Unlike some languages, in Tlingit most adjectives are part of the verb. The three verb phrases translate as “is damp,” “is powerful,” and “is dark.” You can substitute some of the geography vocabulary words in the first three sentences. The fourth phrase introduces a negative to say “the hill isn’t very high.” When the negative is added, the verb form changes. To use the negative statement as a model, refer to the Tlingit Index of 575+ Verbs link on the SHI website. Listen to the audio recording and use the suggested lessons to teach this cycle.

### Vocabulary Cycle B Advanced

**Tatóok wuditl’ák’.** The cave is damp.

**Litseen we heen x’áasi.** The waterfall is powerful.

**Aas gutú kuwjigít.** The forest is dark.

**Tlél tlax shustán we gooch.**  
The hill isn’t very high.

### Teacher's Notes

By this cycle, most students can write simple sentences using the geography terms and the verbs from Cycle C. More complex sentences are presented here to give students sentence patterns to follow. Use the suggested writing activities to get students started on writing their own Tlingit sentences. In this cycle, a second word for cave is used--**katóok**. Cycle B Advanced used **tatóok**. Both are correct and both are in the Dictionary of Tlingit by Keri Edwards.

### Vocabulary Cycle C Advanced

**Éek dax néil dei gunayéi s loowagúk.** They started to run home from the beach.

**Shaanáx yaawashoo wé kaa x’oos deiyí.** The foot trail extends through the valley.

**K’asigóo kaltéelk l’éiw kát at wusheex.** It’s fun running around barefoot in the sand

**Yá neechx yaa neegúdi yei kgisatéen yá katóok.** As you walk along this shoreline you will see this cave.

See Appendix III for lesson instructions.

**Lesson 1**

Introduce the new vocabulary.

**Basic Listening**

1. Mini Pictures - SSM
2. Searchlight – page 9

**Basic Speaking**

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

**Lesson 2**

Review the unit's sentence.

**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 sentence.

**Basic Listening**

1. Nod and Clap
2. Hop the Line

**Basic Speaking**

3. Wild Balloon
4. Visual Memory
5. Flashlight Name

**Lesson 4**

Introduce the unit's sentence.

**Basic Listening**

1. Turn and Face
2. Wild Cars

**Basic Speaking**

3. Balloon Volleyball
4. What's That Word?
5. Stick of Chance

**Lesson 5**

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

### **Lesson 9**

Review the unit's vocabulary.

#### **Basic Writing**

1. Crayon Resist
2. CV Spell
3. Sensory Words
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. Provide the students with art paper and oil-based pastels. The students should cover their papers with different colors of the pastels. Then, they should paint a thick layer of black paint over the pastels. When the paint has dried, the students should use sharp objects to etch graphics of different land and water forms. Have the students trim their artwork for display.
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.

\_\_\_\_\_ **dax néil dei gunayéi s loowagúk.**

They started to run home from the \_\_\_\_\_.

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

**K'asigóo kaltéelk l'éiw kát at wusheex.** It's fun running around barefoot in the sand.

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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.

**Shaanáx yaawashoo wé kaa x'oos deiyí.** The foot trail extends through the valley.

**Yá neechx yaa neegúdi yei kgisatéen yá katóok.** As you walk along this shoreline you will see this cave.

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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.

**Éek dax néil dei gunayéi s loowagúk.** They started to run home from the beach.

**Yá neechx yaa neegúdi yei kgisatéen yá katóok.** As you walk along this shoreline you will see this cave.

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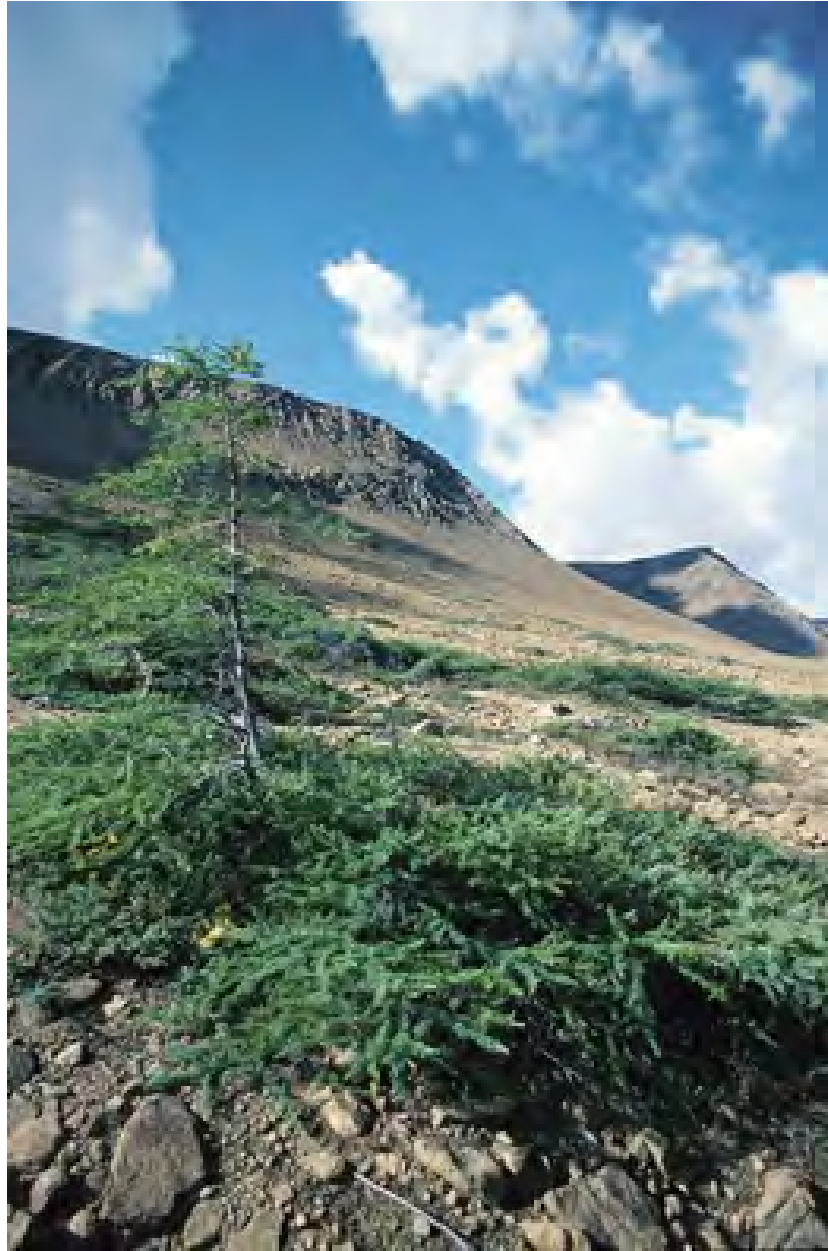
# VOCABULARY PICTURES



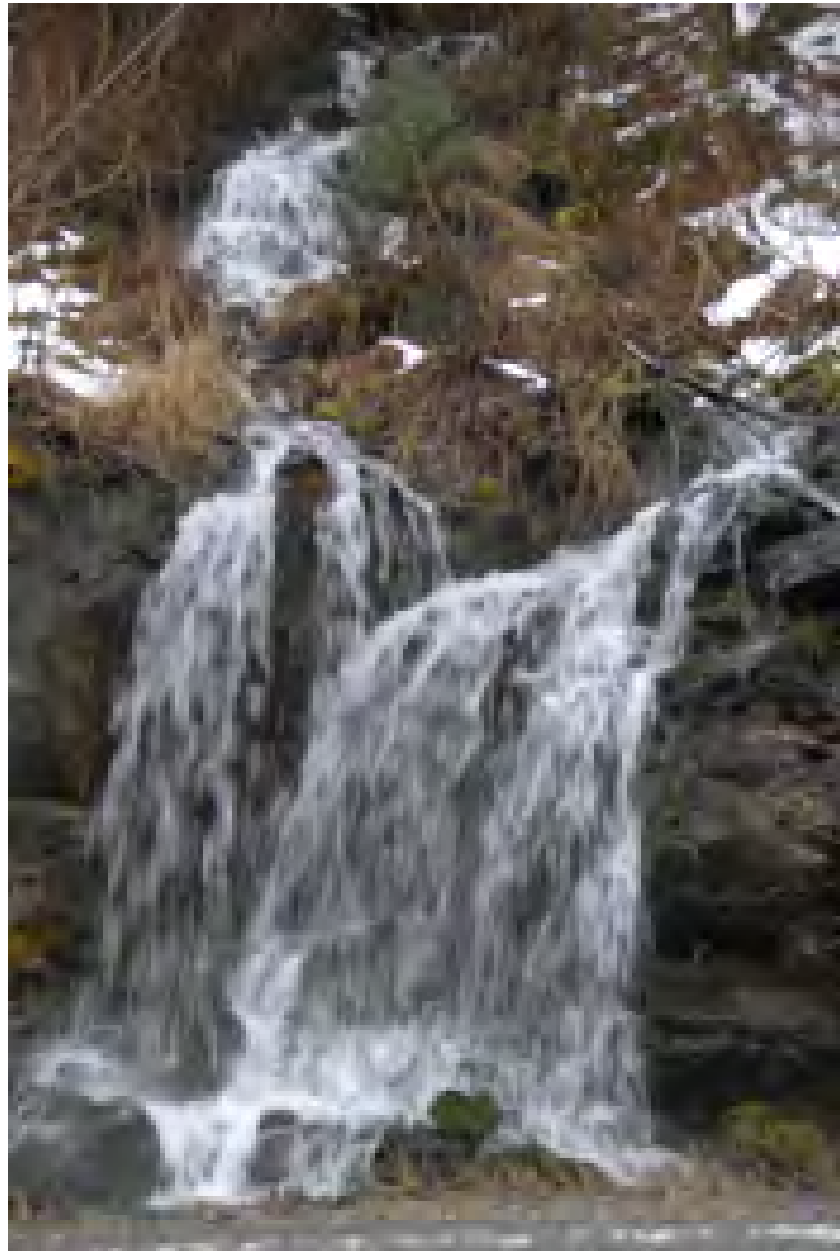




**aas gutú**  
forest



**gooch**  
hill



**x'áas**  
waterfall





**sháchk**  
muskeg/swamp



**geiy**  
bay/inlet



**eech**  
reef



**tatóok**  
cave





**héen sháak**  
head of the river



**héen wát**  
mouth of the river

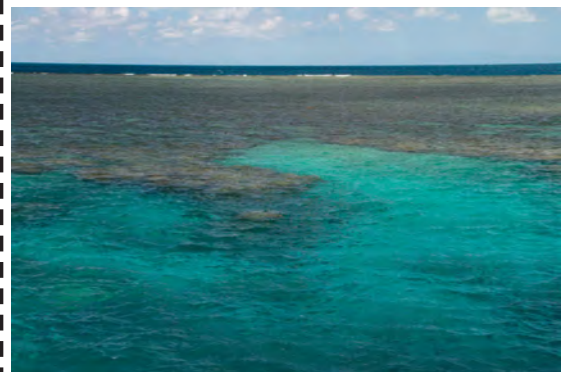
# BASIC LISTENING







*Cut out the pictures and show the picture for the word given.*





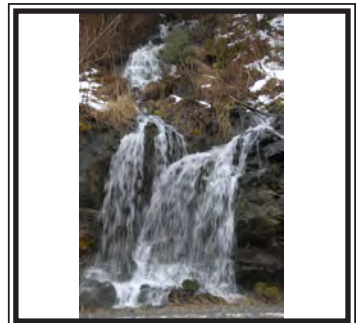
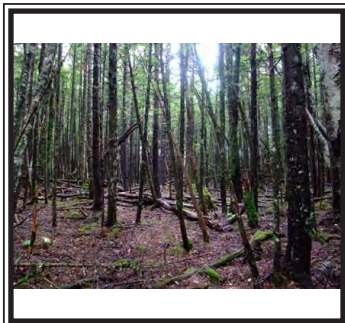
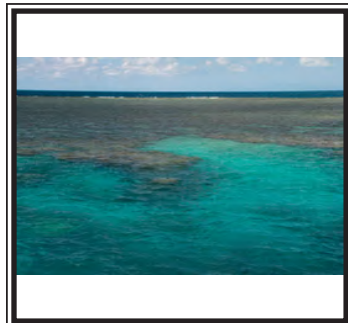
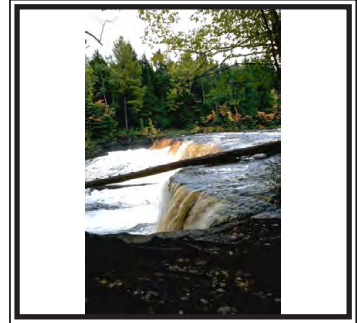
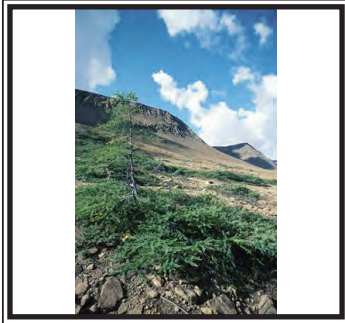


*Cut out the pictures and show the picture for the word given.*





Say the vocabulary words; the students write the numbers under the pictures.





# BASIC READING

Sight Recognition





**aas gutú**

**gooooch**

**x'áas**





sháchk

geiy

eech



tatóók

héen sháak

héen wát



Circle the word for each picture.



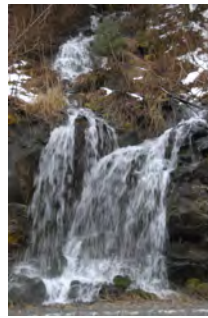
aas gutú  
gooch  
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sháchk  
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tatóok  
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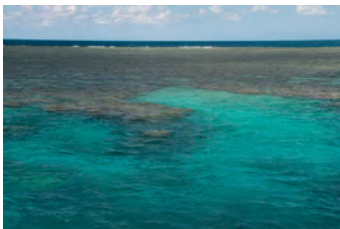
aas gutú  
gooch  
x'áas  
sháchk  
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tatóok  
héen wát  
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aas gutú  
gooch  
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héen wát  
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aas gutú  
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geiy  
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héen wát  
héen sháak

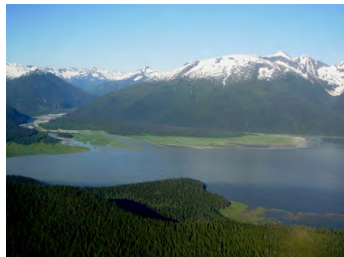


aas gutú  
gooch  
x'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak



aas gutú  
gooch  
x'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak

*Circle the word for each picture.*



aas gutú  
gooch  
x'áas  
sháchk  
geiy  
eech  
tatóok  
héen wát  
héen sháak



aas gutú  
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aas gutú  
gooch  
x'áas  
sháchk  
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héen sháak







# BASIC READING

Encoding





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

aas g\_\_\_\_\_

g\_\_\_\_\_ch

\_\_\_\_\_as

s\_\_\_\_\_hk

g\_\_\_\_\_y

\_\_\_\_\_ch

tat\_\_\_\_\_k

h\_\_\_\_\_n wát

héen \_\_\_\_\_k

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



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# BASIC WRITING







Complete the words by writing in the missing letters.

\_ as \_ u \_ ú

\_ o \_ ch

\_ ' áa \_

s \_ ác \_ k

g \_ \_ y

e \_ \_ h

\_ ató \_ k

\_ éen \_ át

h \_ en \_ h \_ ak

Write the correct vocabulary word next to each picture.



# DIALOG ACTIVITY PAGE





a) Wáanáx sá i téeli wuditl'íxw?

(b) At xwaagoot.

(a) Góot áx' sá át yeegoot?

(b) Wé \_\_\_\_\_ xánx' át xwaagoot

*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 as instructed. Change the word(s) after each round. Practice the dialog with another student.*

aas gutú	goch	x'áas
sháchk	geiy	eech
tatóok	héen wát	héen sháak



# UNIT ASSESSMENT



# **Tlingit Language Program**

**Unit Assessment**

**Teacher's Notes**

**Cycle B Beginners**

**Grades 5 - 6**

**Unit 17**

**Theme: Geography**

**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 **aas gutú.**”
2. “Write the number 2 on top of the picture of **gooch.**”
3. “Write the number 3 on top of the picture of **x'áas.**”
4. “Write the number 4 on top of the picture of **sháchk.**”
5. “Write the number 5 on top of the picture of **geiy.**”
6. “Write the number 6 on top of the picture of **eech.**”
7. “Write the number 7 on top of the picture of **tatóok.**”
8. “Write the number 8 on top of the picture of **héen sháak.**”
9. “Write the number 9 on top of the picture of **héen wát.**”

### 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 17**

**Theme: Geogrpby**

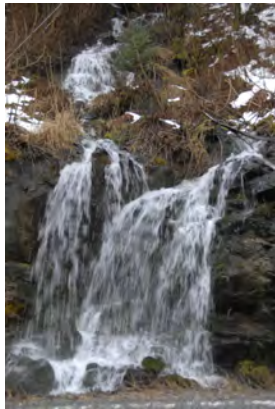
**Date:** \_\_\_\_\_

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

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

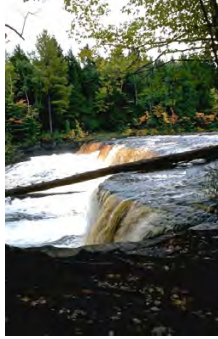
divide the total number of questions correct by the total number of questions; multiply this answer by 100 to determine the percentage of questions answered correctly.







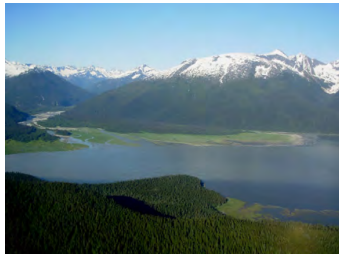
**aas gutú  
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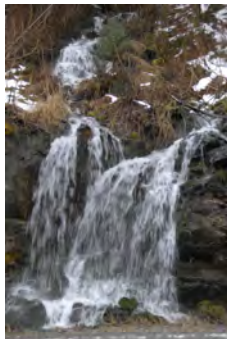
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héen sháak**





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