

UNIT 19

Fish



Teacher's Notes

Cycle B introduces the names of nine fish. The Student Support Materials (SSM) includes images mini-pictures, vocabulary word cards, student activity worksheets, and assessments. If students can learn these terms well and commit them to long-term memory, they can focus their attention on learning the verb phrases in future cycles. New phrases will be added to build upon the theme of "fish" in Cycles C through Advanced C. Use the unit sentence and substitute each of the vocabulary words. Listen to the audio recording of a fluent speaker saying the vocabulary words, unit's sentence, and unit's dialog. Practice the dialog with students so that they can hear and speak the vocabulary words in context.

Vocabulary Cycle B

cháatl halibut
dzánti flounder
x'áakw sockeye up river
k'aagán stickleback
wéix' sculpin
lóot' eel
ishkeen black cod
lit.isdúk black bass
léik'w yelloweye rockfish

Unit's Sentence

_____ **xwaasháat.**

I caught a _____.

Unit's Dialog

(a) **Daa sá iyasháat?**

What did you catch?

(b) _____ **xwaasháat.**

I caught a _____.

(a) **Wuligéi akgé?**

Was it a big one?

(b) **Tléik', tlél ulgé.** No, it was not very big.

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, perfective (past) tense of the verb “s/he caught it.” Use the photos from Cycle B, SSM, as props for each of the sentences. Listen to the audio recording of a fluent speaker saying the phrases. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme of “fish.” Remember to follow the DLP process, spending lots of time on listening activities before asking students to say the sentences..

Vocabulary Cycle C

Cháatl xwaasháat. I caught halibut.

Dzánti xwaasháat. I caught flounder.

Gaat xwaasháat **wé héen yík.** I caught a sockeye in the river.

Wéix' xwaasháat. I caught sculpin.

Teacher's Notes

Students will hear the perfective tense of the verb “catch”--**yeesháat.** They can respond with single word answers with whichever fish they choose. This is the third cycle in which the students have had practice with the fish terms. The second verb in this cycle asks how many inches the fish is. Students can respond with a one-word answer: a number. Use the suggested lessons and listen to the audio recording to teach this cycle.

Vocabulary Cycle A Advanced

Daa sáyá yeesháat? What did you catch?

X'oon kaa tl'eik sáwé l'ook? The coho is how many inches?

Teacher's Notes

All of the fish terms can be substituted for **T'á** in the first sample sentences. Students can also use this verb for nouns in other units for things that are expensive. This sentence, **Aashát gaxtooxáa**--We are going to eat steelhead trout--can give students a lot of practice when they substitute it with the other fish terms and use this verb phrase in the "food" unit. Use the suggested lessons and listen to the audio recording of a fluent speaker saying these sentences to teach this cycle.

Vocabulary Cycle B Advanced

T'á x'alitseen. King salmon is expensive.

Lóot' yées dook du jeewú. The eel has smooth skin.

Saak li eixi. The ooligan are an oily fish.

Aashát gaxtooxáa. We are going to eat steelhead trout.

Teacher's Notes

You can give students a lot of practice with this sentence **X'wáat' héen táakde has ayatéen**--They see trout in the river--by substituting each of the vocabulary terms for trout. Note that word order is especially important in this sentence: **Dzánti áwé cháatl kín kudligéi**--Flounders are smaller than halibut. Be aware of this when substituting other fish in the sentence. Use the writing activities to give students practice in writing Tlingit sentences.

Vocabulary Cycle C Advanced

X'wáat' héen táakde has ayatéen. They see trout in the river.

X'wáat tlénx' dust'eix Gaat Héenidáx. People catch big trout at Garteeni.

Dzánti áwé cháatl kín kudligéi. Flounders are smaller than halibut.

Yawóol yá deegáa. This dipnet has holes in it.

See Appendix III for lesson instructions.

Lesson 1

Introduce the new vocabulary.

Basic Listening

1. Mini Pictures
2. One to Five

Basic Speaking

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

Lesson 2

Review the unit's vocabulary.

Basic Listening

1. Turn Around
2. Major League

Basic Speaking

3. Right or Wrong?
4. Half Match
5. Over/Under

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. Turn Around
2. Sticky Foot

Basic Speaking

3. Revealing Illustration
4. Illustration Bingo
5. Half Match

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. Right or Wrong?
2. Sight Word Bingo
3. Configurations
4. Funnel Words
5. String Along
6. 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. 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. Practice the unit's dialog with the students.
2. Invite a resource person to make a presentation to the students about traditional Native fishing practices. Arrange the presentation well in advance so that the presenter can gather concrete materials to enhance the session.
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.

X'wáat tlénx' dust'eix _____.

People catch big trout at _____.

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

X'wáat' héen táakde has ayatéen. They see trout in the river.

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

X'wáat' héen táakde has ayatéen. They see trout in the river.

Yawóol yá deegáa. This dipnet has holes in it.

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.

X'wáat tlénx' dust'eix Gaat Héenidáx. People catch big trout at Garteeni.

Dzánti áwé cháatl kín kudligéi. Flounders are smaller than halibut.

VOCABULARY PICTURES





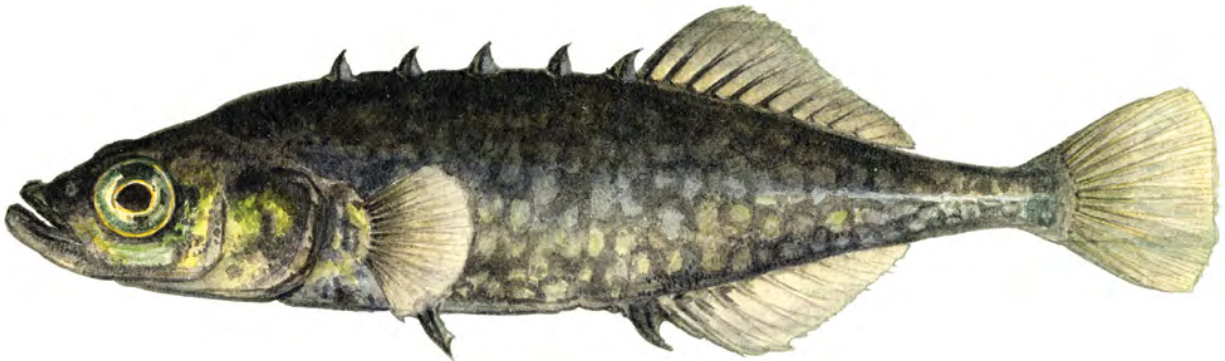
cháatl
halibut



dzánti
flounder



x'áakw
sockeye upriver



k'aagán
stickleback



wéix'
sculpin



lóot'
eel



ishkeen
black cod



lit.isdúk
black bass

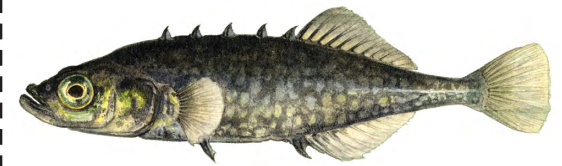


léik'w
yelloweye rockfish

BASIC LISTENING



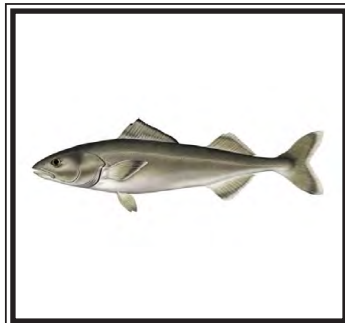
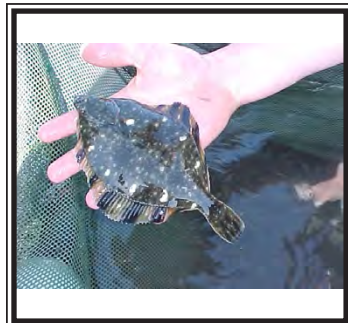
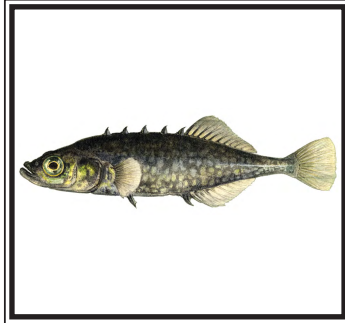
Cut out the pictures show the picture for the vocabulary word given.



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



Write the numbers for the vocabulary word given under each picture.



BASIC READING

Sight Recognition



cháati

dzánti

x'áakw

k'aagáán

wéix'

lóot'

ishkēen

lit.isdúk

léik'w

Circle the word for each picture.



cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w



cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w



cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w



cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w



cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w



cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w

Circle the word for each picture.



cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w



cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w



cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w

BASIC READING

Encoding



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

_____atl

_____nti

_____akw

_____gán

_____ix'

_____ot'

_____een

_____dúk

_____ik'w

wé

ló

wé

x'á

lit.is

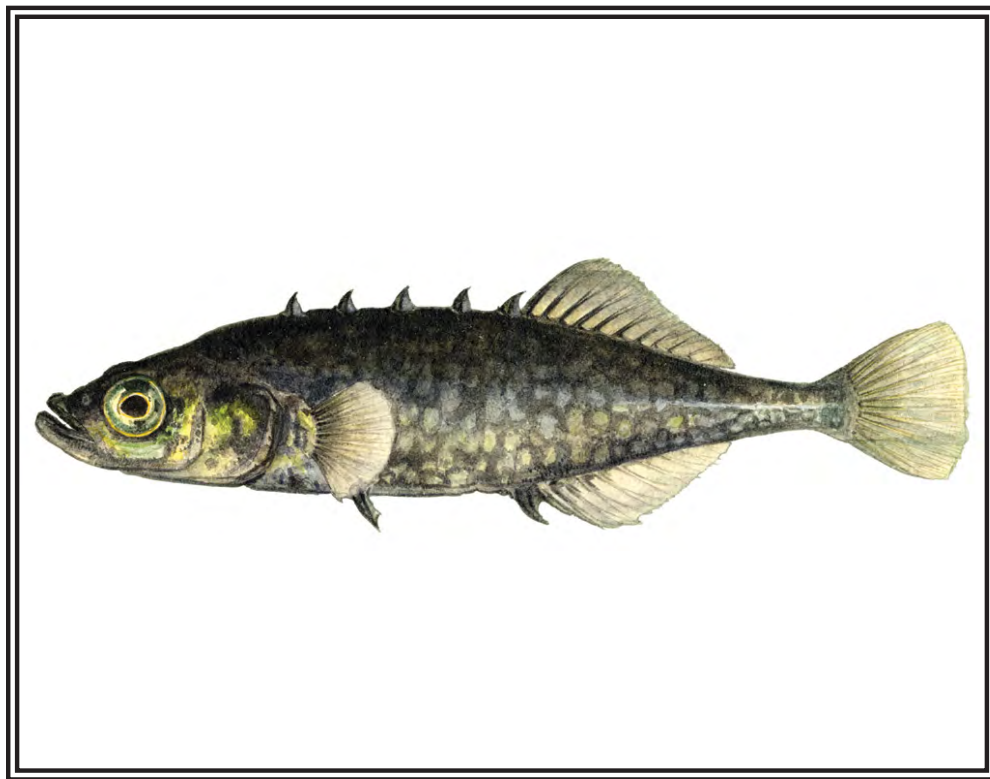
lé

k'aa

ishk

k'aa

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



a

a

a

n

k'

g

BASIC WRITING



Complete the words by writing in the missing letters.

c _ áa _ l

d _ á _ ti

x' _ ak _

_ ' aa _ án

w _ ix'

_ ó _ t'

_ shk _ e _

li _ . is _ úk

_ é _ k'w

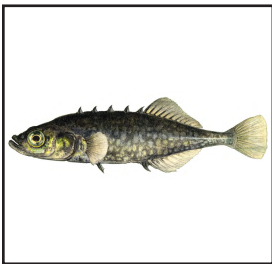
Write the correct vocabulary word next to each picture.







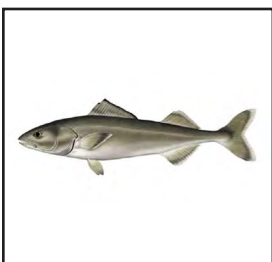












DIALOG ACTIVITY PAGE



- (a) Daa sá iyasháat?
- (b) _____ xwaasháat.
- (c) Wuligéi akgé?
- (d) Tléik', tlél ulgé.

cháati	k'aagán	ishkeen
dzánti	wéix'	lit.isdúk
x'áakw	lóot'	léik'w

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.

UNIT ASSESSMENT



Tlingit Language Program

Unit Assessment

Teacher's Notes

Cycle B Beginners

Grades 5 - 6

Unit 19

Theme: More Fish

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 **cháatl**.”
2. “Write the number 2 on top of the picture of **dzánti**.”
3. “Write the number 3 on top of the picture of **x'áakw**.”
4. “Write the number 4 on top of the picture of **k'aagán**.”
5. “Write the number 5 on top of the picture of **wéix'**.”
6. “Write the number 6 on top of the picture of **lóot'**.”
7. “Write the number 7 on top of the picture of **ishkeen**.”
8. “Write the number 8 on top of the picture of **lit.isdúk**.”
9. “Write the number 9 on top of the picture of **léik'w**.”

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 19

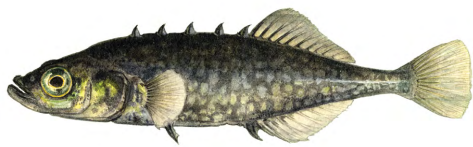
Theme: More Fish

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.







cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w



cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w



cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w



cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w



cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w



cháatl
dzánti
x'áakw
k'aagán
wéix'
lóot'
ishkeen
lit.isdúk
léik'w



cháatl
 dzánti
 x'áakw
 k'aagán
 wéix'
 lóot'
 ishkeen
 lit.isdúk
 léik'w



cháatl
 dzánti
 x'áakw
 k'aagán
 wéix'
 lóot'
 ishkeen
 lit.isdúk
 léik'w



cháatl
 dzánti
 x'áakw
 k'aagán
 wéix'
 lóot'
 ishkeen
 lit.isdúk
 léik'w

wé	atl nti akw gán ix' ot' een dúk ik'w
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ló	atl nti akw gán ix' ot' een dúk ik'w
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k'aa	atl nti akw gán ix' ot' een dúk ik'w
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lit.is	atl nti akw gán ix' ot' een dúk ik'w
--------	--

ishk	atl nti akw gán ix' ot' een dúk ik'w
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lé	atl nti akw gán ix' ot' een dúk ik'w
----	--

dzá

atl
nti
akw
gán
ix'
ot'
een
dúk
ik'w

chá

atl
nti
akw
gán
ix'
ot'
een
dúk
ik'w

x'á

atl
nti
akw
gán
ix'
ot'
een
dúk
ik'w



