

UNIT 4

More Body Parts



Teacher's Notes

In Tlingit, some nouns (body parts and kinship terms) are considered "inalienable," that is, they cannot be spoken of unless they are possessed. They must have a possessive pronoun attached. Singular possessive pronouns which can be used with body parts are **ax** (my), **i** (your), and **du** (his/her/its). Students can get lots of practice with the dialog, substituting the body parts nouns. These nouns will continue to be used throughout all future cycles of this unit, Body Parts. It is to the students' advantage to master this vocabulary so that they concentrate on the verb phrases to be introduced in Cycles C through Advanced C. Lessons have been selected for use with these terms and the SSM has images and student activity sheets to help students learn these words and store them in long-term memory. Encourage students to listen to the audio recording of a fluent speaker saying the words, sentences, and dialog.

Vocabulary Cycle B

oox tooth
k'í hip
tl'éik finger
jigei arm
gáts thigh
x'oos foot
x'usgoosh toe
keyy knee
t'eyy shú elbow

Unit's Sentence

Ax _____ **xwalichún**. I hurt
my _____.

Unit's Dialog

(a) **Wáa sá iwunee?**
What happened to you?

(b) **Ax** _____ **wudichún**.
My _____ got hurt.

(a) **Gwátk sá i**
_____ **wudichún?**
When did your _____
get hurt?

(b) **Tatgé**. Yesterday.

Teacher's Notes

Cycle C introduces verbs to be used with the nouns from Cycle B. The focus is oral language development. The phrases are in the first and second person, imperfective (present) tense of the verb "to bend a moveable joint." Use the photos from Cycle B, Student Support Materials (SSM) as props for each of the sentences. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme, Body Parts. Remember to follow the DLP process, spending lots of time on listening.

Vocabulary Cycle C

Ax t'eeyshu yaa neetéen. You are bending my elbow.

Ax keey yaa kanxatán. I am bending my knee.

Ax tl'eik yaa kanxatán. I am bending my finger.

Ax x'ustl'eik yaa kanxatán. I am bending my toe.

Teacher's Notes

The simple question and answer gives students lots of listening practice. Use the pictures from SSM or stuffed animals or puppets to ask _____ **ákyá?** Is this _____? Students who have good pronunciation can take turns asking the class the questions. Encourage students to listen to the audio recording of a fluent speaker.

Vocabulary Cycle A Advanced

_____ **ákyá?** Is this _____?

Aaá. Yes.

Commands

At shí. Touch it.

At yishí. Touch it. (pl)

Kíndei i _____. Raise your _____.

Yíndei i _____. Lower your _____.

Teacher's Notes

Cycle B Advanced gives students practice with more descriptive sentences about body parts. You can use puppets, stuffed animals or pictures to demonstrate some of the actions, including **Du keey oolichun**: She twisted her knee. The literal translation for **Ax oox aakoonei oowaxix**--My tooth is loose--is "the tooth is working its way out," so this phrase might not work with other body parts. Use the suggested lessons and listen to the audio recording of a fluent speaker to teach these sentences.

Vocabulary Cycle B Advanced

Du yá yak'éi. Her face is clean.
Yées adoo k'í du jeewú. He's got a new hip.

Ax oox aakoonei oowaxix. My tooth is loose.

Du keey oolichun. She twisted her knee.

Du l'óot' wudicách. She has a swollen tongue.

Teacher's Notes

Cycle C Advanced gives students opportunity for practice with body parts and animals. Use puppets, stuffed animals or pictures to teach these descriptive sentences. You can ask a student to carry a mountain goat on his shoulders when teaching **Du xikshá káx yaa anayéin wé ján(w)u**: He is carrying the mountain goat on his shoulder. Use the writing exercises to get students started writing their own sentences.

Vocabulary Cycle C Advanced

S'igeidí l'eedí yawúx' ka k'áatl' yáx yatee. A beaver's tail is wide and flat.

S'EEK l'eedí tléil ulyát'. A black bear's tail is short.

Du xikshá káx yaa anayéin wé ján(w)u. He is carrying the mountain goat on his shoulder.

Shíanax naadaa wé taan geení. There is blood coming from the sea lion's tail flippers.

See Appendix III for lesson instructions.

Lesson 1

Introduce the new vocabulary.

Basic Listening

1. Mini Pictures
2. Searchlight
3. Hidden Words

Basic Speaking

- 4 Actions!
- 5 Out of Order
- 6.Over/Under

Lesson 2

Review the unit's vocabulary.

Basic Listening

1. Back to Back Race
2. Locomotive

Basic Speaking

3. Sheet Golf
4. Disappearing Illustrations
5. What's That Word?

Lesson 3

Review the unit's vocabulary.

Basic Listening

1. Numbered Illustrations
2. Here, There, Everywhere

Basic Speaking

3. Disappearing Illustrations
4. What's That Word?
5. Flashlight Name

Lesson 4

Introduce the unit's sentence.

Basic Listening

1. Right or Wrong?
2. Half Match

Basic Speaking

3. Calendar Bingo
4. Colored Words
5. Number Draw

Lesson 5

Review the unit's sentence.

Basic Listening

1. Turn and Face
2. Matching Halves

Basic Speaking

3. Disappearing Illustrations
4. What's That Word?
5. Flashlight Name

Lesson 6

Introduce the unit's sentence

Basic Reading - Sight

1. Pass the Lifesaver
2. Deal!
3. Circle of Words
4. Tissue Grab
5. Use the Student Support Materials

Lesson 7

Review the unit's sentence.

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 sentence.

Basic Writing

1. Yarn Spell
2. What's Missing?
3. Writing Relay
4. CV Spell
5. Use the Student Support Materials

Lesson 9

Review the unit's sentence

Basic Writing

1. Numbered Illustrations
2. Flour Writing
3. Crayon Resist
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. Lay a length of white paper on the floor. Group the students around the paper. Give each student a white candle. The students should then create illustrations of body parts, using the white candles. When the paper is filled with illustrations, have the students take turns washing the illustrations with a thin mixture of paint. Display the crayon resist mural in the classroom or hallway.

Cycle C Advanced Creative Writing Activities

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

Du xikshá káx yaa anayéin wé _____. He is carrying the _____ on his shoulder.

S'eek l'eedí _____. A black bear's tail is _____.

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

Du xikshá káx yaa anayéin wé ján(w)u. He is carrying the mountain goat on his shoulder.

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

S'eeek l'eedí tléil ulyát'. A black bear's tail is short.

Du xikshá káx yaa anayéin wé ján(w)u. He is carrying the mountain goat on his shoulder.

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.

Shí anax naadaa wé taan geení. There is blood coming from the sea lion's tail flippers.

Du xikshá káx yaa anayéin wé ján(w)u. He is carrying the mountain goat on his shoulder.

VOCABULARY PICTURES





oox
tooth



k'í
hip



tl'éik
finger



jigei
arm



gáts
thigh



x'00s
foot



x'usgoosh
toe



key
knee



t'eey shú
elbow

BASIC LISTENING



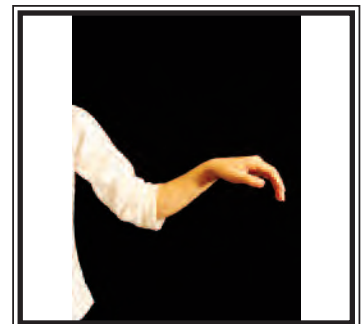
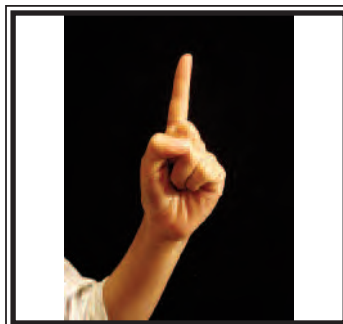
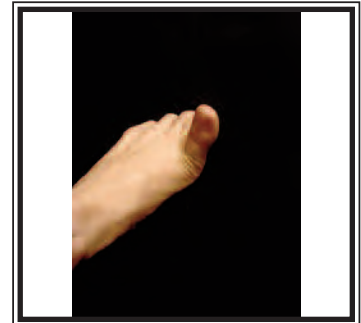
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.



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



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



BASIC READING

Sight Recognition



t' eey shú

keey

x' usg oosh

t' é i k

k' í

o o x

X'ooos

gàts

Jigei

Circle the word for each picture.



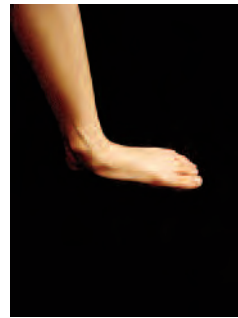
x'oos
x'usgoosh
key
t'ey shú
oox
k'í
tl'éik
jigei
gáts



x'oos
x'usgoosh
key
t'ey shú
oox
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jigei
gáts



x'oos
x'usgoosh
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x'oos
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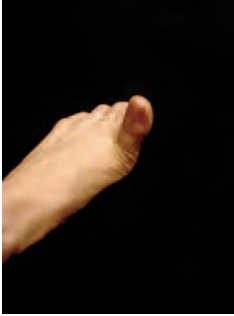


x'oos
x'usgoosh
key
t'ey shú
oox
k'í
tl'éik
jigei
gáts



x'oos
x'usgoosh
key
t'ey shú
oox
k'í
tl'éik
jigei
gáts

Circle the word for each picture.



x'oos
x'usgoosh
keey
t'eey shú
oox
k'í
tl'éek
jigei
gáts



x'oos
x'usgoosh
keey
t'eey shú
oox
k'í
tl'éek
jigei
gáts



x'oos
x'usgoosh
keey
t'eey shú
oox
k'í
tl'éek
jigei
gáts

BASIC READING

Encoding



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

_____ **os**

x'usgo _____

_____ **y**

t'eey _____

_____ **x**

_____ **'í**

tl' _____

ji _____

gá _____

osh
shú

gei
ts

oo
kee

x'o
éik

k

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



l' **k** **i** **t** **é**

BASIC WRITING



Complete the words by writing in the missing letters.

x' _ _ s

x' _ _ goosh

k _ _ y

t'eey _ _ _

_ _ x

_ 'í

_ _ 'éik

jig _ _

gá _ _

Write the correct vocabulary word next to each picture.



















DIALOG ACTIVITY PAGE



(a) Wáa sá iwunee?

(b) Ax _____ wudichún.

(a) Gwátk sá i _____ wudichún?

(b) Tatgé.

x̄usgoosh	t'eey shú	x'ooos
oox̄	k'í	tl'éik
jigei	gáts	keey

Cut out the words below. Listen for which word(s) to put in the spaces in the dialog. Read the dialog as a group and 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

Grade 5-6

Unit 4

Theme: More Body Parts

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 **t’eeey shú.**”
2. “Write the number 2 on top of the picture of **keey.**”
3. “Write the number 3 on top of the picture of **x’usgoosh.**”
4. “Write the number 4 on top of the picture of **oox.**”
5. “Write the number 5 on top of the picture of **k’í.**”
6. “Write the number 6 on top of the picture of **tl’éik.**”
7. “Write the number 7 on top of the picture of **jigei.**”
8. “Write the number 8 on top of the picture of **gáts.**”
9. “Write the number 9 on top of the picture of **x’oos.**”

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 Grade 5-6

Unit 4

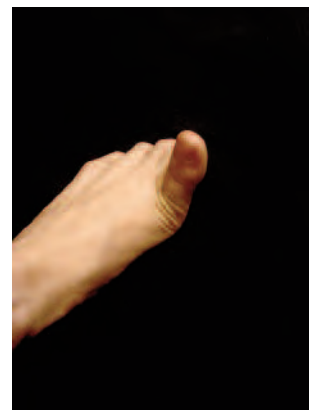
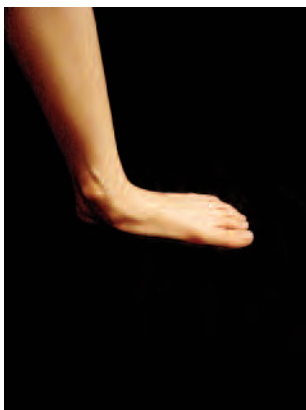
Theme: More Body Parts

Date: _____

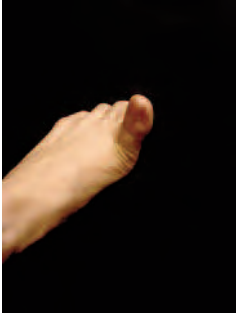
Student's Name: _____

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.







x'oos
x'usgoosh
 keey
 t'eeey shú
 oox
 k'í
 tl'ék
 jigei
 gáts



x'oos
x'usgoosh
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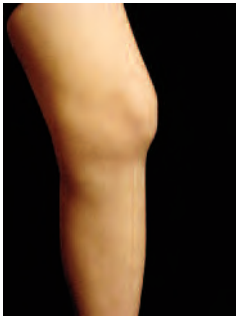
x'oos
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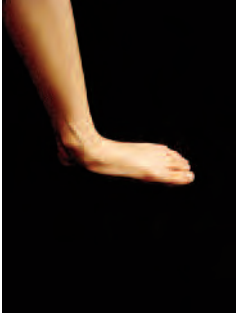
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