

# UNIT 5

Family



### Teacher's Notes

Family is the theme of Unit 5. The vocabulary terms are used in Cycles C through Advanced C. Kinship terms must always be used with possessive pronouns, **ax**, **haa**, **i**, **yee**, **du**, **has du** (my, our, your, you all's, his/hers/its, theirs). The SSM includes images, mini-pictures, vocabulary word cards, student activity worksheets, and assessments. Practice the unit sentence and dialog and encourage students to listen to the audio recording of a fluent speaker saying the words, sentences and dialog. Students should do their best to learn these terms well and commit them to long-term memory. Knowing these terms well will be an asset in future cycles when verb phrases are added and sentences become more complex. Kinship terms can be integrated throughout the year in many units.

### Vocabulary Cycle B

**tláak'w** maternal aunt  
**káak** maternal uncle  
**aat** paternal aunt  
**atk'átsk'u** child  
**yéet** son  
**sée** daughter  
**t'ukanéiyi** baby  
**dachxán** grandchild  
**daakanóox'u** great, great grand-  
parents

### Unit's Sentence

**Ax \_\_\_\_\_ at x'éeshi ax jeet aawatee.**

My \_\_\_\_\_ gave me dry fish.

### Unit's Dialog

(a) **Aadóo sá at x'éeshi i jeet aawatee?**

Who gave dry fish to you?

(b) **Ax \_\_\_\_\_ ax jeet aawatee.**

My \_\_\_\_\_ gave it to me.

(a) **Wáa sá duwasáakw i \_\_\_\_\_?**

What's your \_\_\_\_\_'s name?

(b) \_\_\_\_\_ **yóo duwasáakw.**  
His/her name is (\_\_\_\_ Name \_\_\_\_).

### 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, present tense of the verb “for someone to help someone.” 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 “family.” Remember to follow the DLP process, spending lots of time on listening activities before asking students to speak.

### Vocabulary Cycle C

**Ax xúx eet xwadishée.** I am helping my husband.

**Ax shát eet xwadishée.** I am helping my wife.

**Ax sée eet xwadishée.** I am helping my daughter.

**Ax t'ukanéiyi eet xwadishée.** I am helping my baby.

### Teacher's Notes

Continuing practice with the kinship terms, this cycle asks **i dlaak' ákyá?** Is this your sister? This is a question to be asked of a boy/man. To ask a girl “Is this your sister?” one would have to ask **I shátx** (if older sister) or **i kéek** (if younger) **ákyá?** The command, to point to one of the relatives, gives students more opportunity to hear the command **Du éet ch'ix'.**

### Vocabulary Cycle A Advanced

**Aadóo sáwé?** Who is that?

**Ax tláa áyá.** This is my mother.

**I dlaak' ákyá?** Is this your sister?

**Aaá, ax dlaak' áwé.** Yes, that is my sister.

#### Command

**Du éet ch'ix'.** Point at him/her.

### Teacher's Notes

In Tlingit, adjectives are often part of the verb. The sentences in this cycle use the kinship terms from Cycle B with words that describe them. This cycle also gives practice with possessive pronouns, **ax** (my) and **du** (his/her). These sentences can be used for practice with all of the kinship terms. Use the suggested lessons and listen to the audio recording of a fluent speaker saying these sentences.

### Vocabulary Cycle B Advanced

**Ax tláak'w du tuwóo sigóo.** My maternal aunt is happy.

**Ax léelk'w shakligéi.** My grandmother is beautiful.

**Du yéet kunax wudishée.** Her son is helpful.

**Du tláa tuli.aan.** His mother is gentle.

### Teacher's Notes

This cycle introduces new verbs and nouns to challenge students and give them more example sentences, which they can use in their writing assignments. Use the writing assignments to give students practice in writing Tlingit sentences. Teacher/learners will have new sentence patterns and vocabulary to challenge themselves.

### Vocabulary Cycle C Advanced

**Wé kaa kax yóo x'atangi ch'a yeisú du jeet x'awditán.** The lawyer just called him.

**Ch'a yeisú áa tuwdi.ús.** He's still pouting over there.

**Wé t'akoonéiyi de sh jiwdlitsín.** The baby is gaining strength.

**S'eenáa ayakawlikís'.** She turned off the light.

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. 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 unit's **sentence**.

#### **Basic Listening**

1. Locomotive

#### **Basic Speaking**

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

### **Lesson 5**

Review the unit's **sentence**.

#### **Basic Listening**

1. Locomotive
2. Funnel Vision

#### **Basic Speaking**

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

### **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. Alphabet Code
2. Wrong!
3. Rubbings
4. Horizontal Completion
5. Use the Student Support Materials

### **Lesson 9**

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 10**

Administer the unit's assessment.

1. Practice the unit's dialog with the students.
2. Mount a length of mural paper on the board. Have each student tell his/her clan - map the clans on the mural paper. Take a digital portrait of each student. Provide the students with their pictures. The students should glue their pictures beside their names on the clan chart. Display the completed clan mural in the classroom or hallway.

## Cycle C Advanced Creative Writing Activities

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

**Wé \_\_\_\_\_ de sh jiwdlitsín.** The \_\_\_\_\_ is gaining strength.

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

**Wé kaa káx yóo x'atángi ch'a yeisú du jeet x'awditán.** The lawyer just called him.

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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.

**Wé t'akoonéiyi de sh jiwdlitsín.** The baby is gaining strength.

**S'eenáa ayakawlikís'.** She turned off the light.

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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.

**Wé kaa káx yóo x'atángi ch'a yeisú du jeet x'awditán.** The lawyer just called him.

**Ch'a yeisú áa tuwdi.ús.** He's still pouting over there.

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# VOCABULARY PICTURES







**tláak'w**  
maternal aunt



**káak**  
maternal uncle

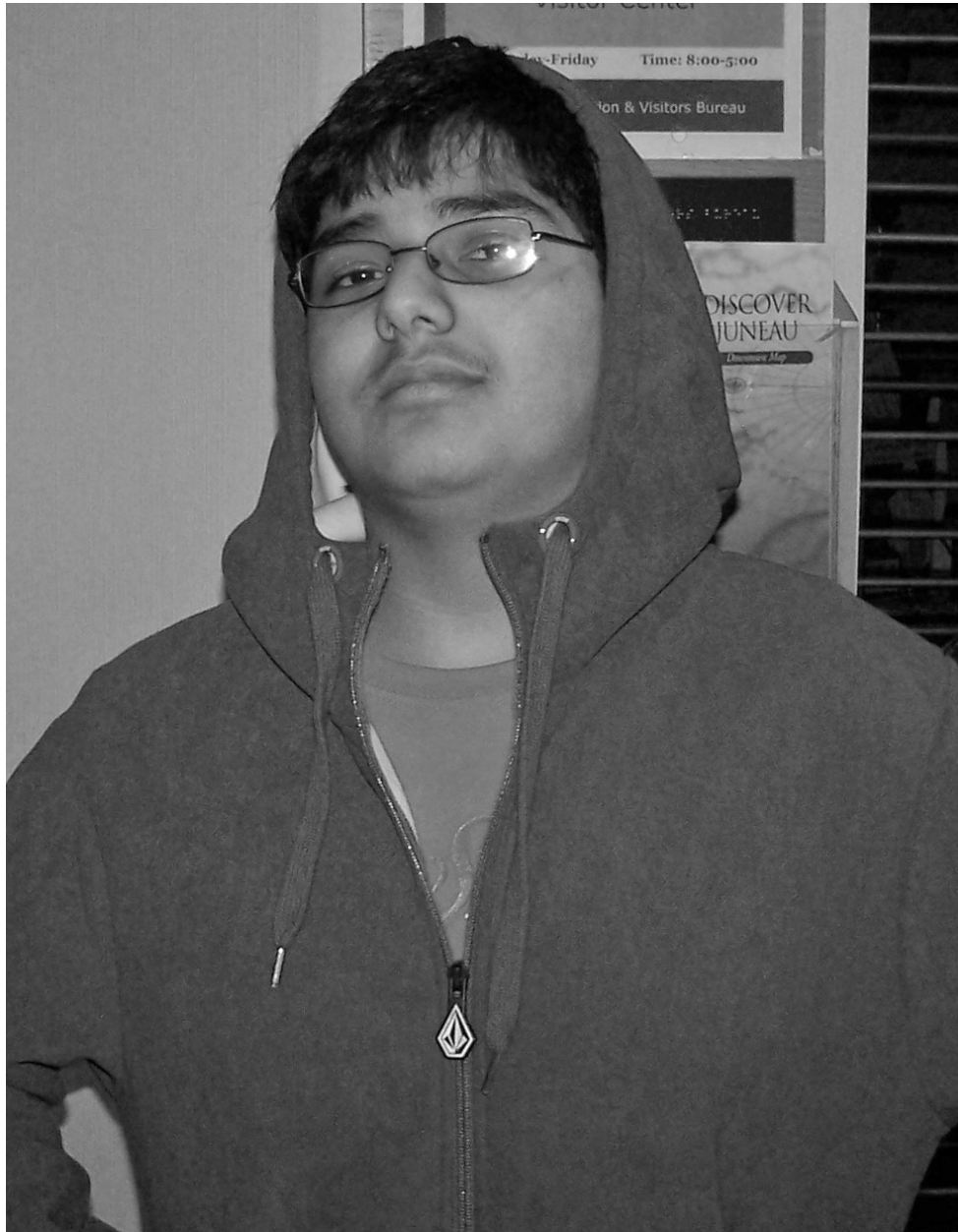


**aat**  
paternal aunt





**atk'átsk'u**  
child



**yéet**  
son



**sée**  
daughter



**t'ukanéiyi**  
baby





**dachxán**  
grandchild



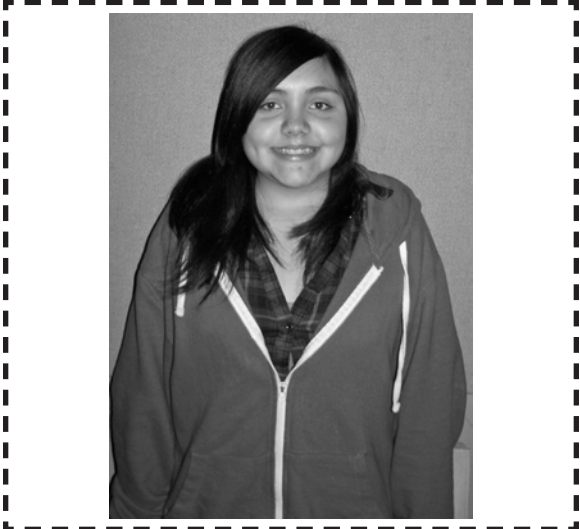
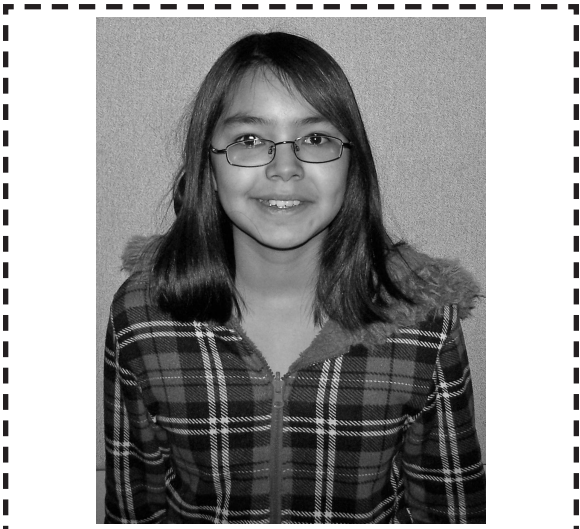
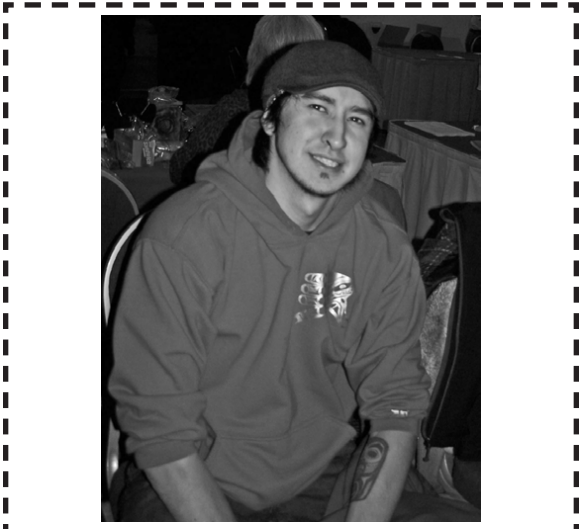
**daakanóox'u**  
great, great grandparents

# BASIC LISTENING





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





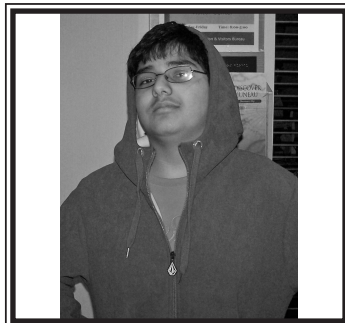
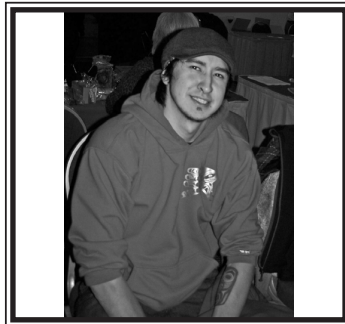
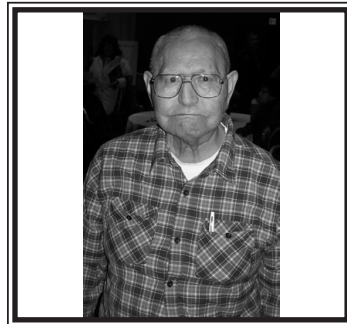
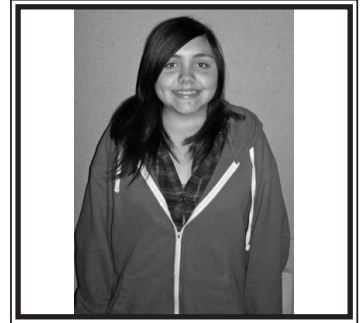


*Cut out the vocabulary pictures. Show the pictures for the word given.*





*Listen to the vocabulary words. Write the numbers under the pictures.*





# BASIC READING

Sight Recognition





**tláak'w**

**káak**

**aat**





atk'átsk'u

yéet

sée



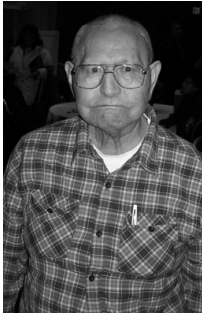
t'ukanaéiyi

dachxán

daakanóox'u



Circle the word for each picture.



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u

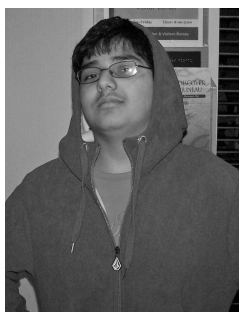
Circle the word for each picture.



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u







# BASIC READING

Encoding





Have the students cut out the word parts and glue them into the words.

tlá \_\_\_\_\_

k \_\_\_\_\_ k

a \_\_\_\_\_

atk'á \_\_\_\_\_

\_\_\_\_\_ et

s \_\_\_\_\_

t'uka \_\_\_\_\_

\_\_\_\_\_ xán

daakanó \_\_\_\_\_

at

ée

néiyi

yé

áa

ox'u

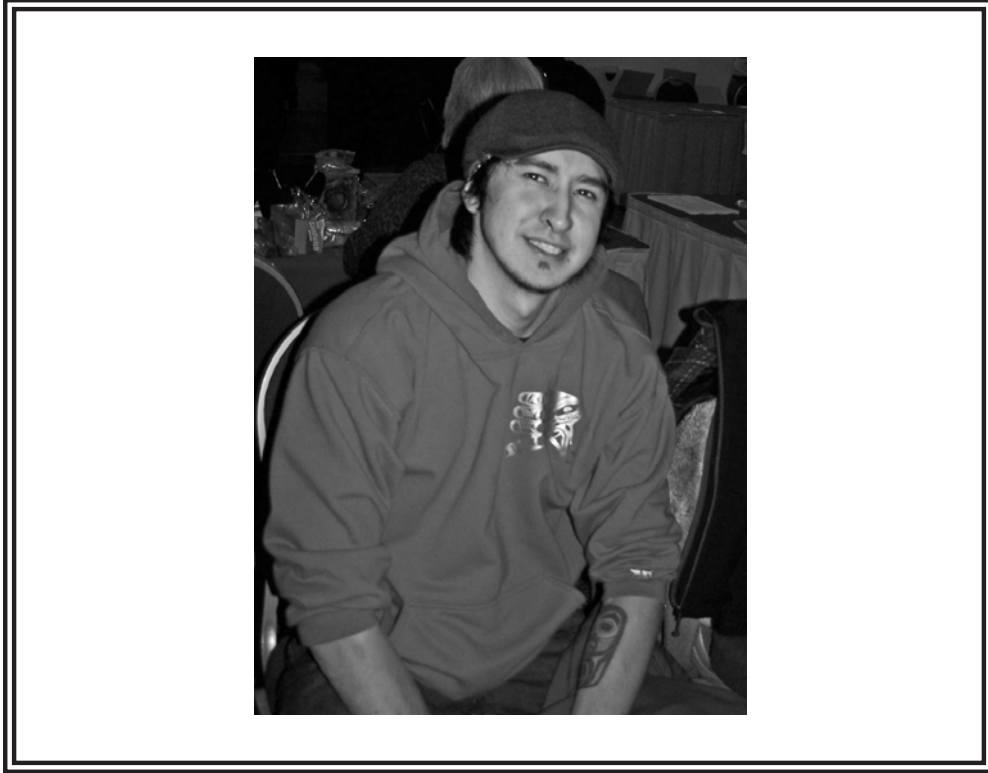
ak'w

tsk'u

dach



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



**k**

**a**

**k**

**á**



# BASIC WRITING







Complete the words by writing the missing letters.

\_\_\_ ak'w

k\_\_k

a\_\_

\_\_\_ 'átsk'u

yé\_\_

\_\_ée

t'ukané\_\_\_

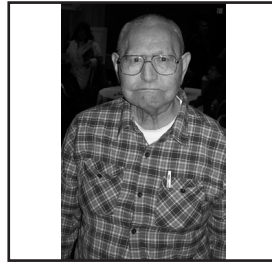
\_\_\_ hxán

da\_\_\_ nóox'\_\_

Write the correct vocabulary word next to each picture.



\_\_\_\_\_



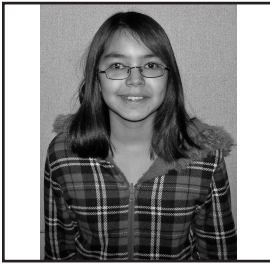
\_\_\_\_\_



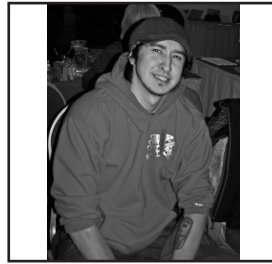
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# DIALOG ACTIVITY PAGE





(a) Aadóo sá at x'éeshi i jeet aawatee?

(b) Ax \_\_\_\_\_ ax jeet aawatee.

(a) Wáa sá duwasáakw i \_\_\_\_\_ ?

(b) \_\_\_\_\_ yóo duwasáakw.

aat

atk'átsk'u

t'ukanéiyi

káak

yéet

dachxán

tláak'w

sée

daakanóox'u

*Cut out the words below. Listen for the word(s) to put in the spaces in the dialog. Read the dialog as a group or individually as directed by the teacher. 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 5**

**Theme: Family**

**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 **tláak’w**.”
2. “Write the number 2 on top of the picture of **káak**.”
3. “Write the number 3 on top of the picture of **aat**.”
4. “Write the number 4 on top of the picture of **atk’átsk’u**.”
5. “Write the number 5 on top of the picture of **yéet**”
6. “Write the number 6 on top of the picture of **sée**.”
7. “Write the number 7 on top of the picture of **t’ukanéiyi** .”
8. “Write the number 8 on top of the picture of **dachxán**.”
9. “Write the number 9 on top of the picture of **daakanóox’u**.”

### 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 5**

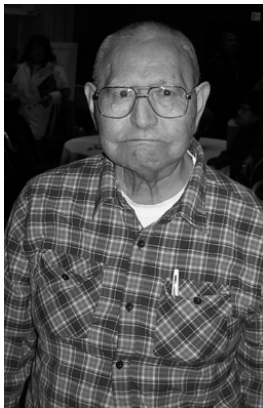
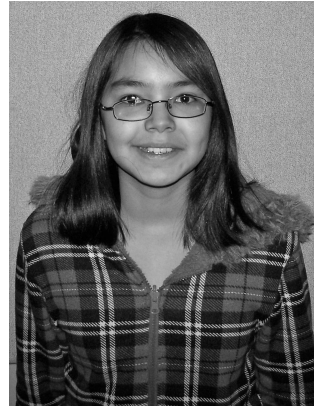
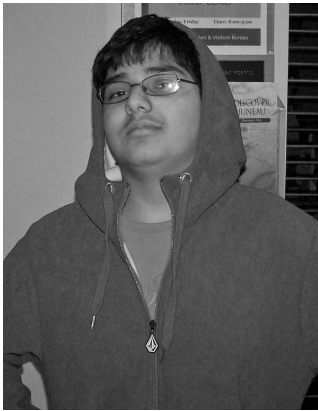
**Theme: Family**

**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.

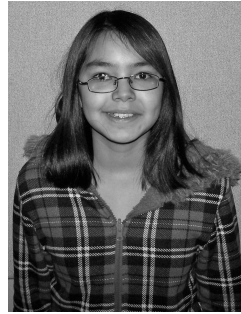




Circle the word for each picture.



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u

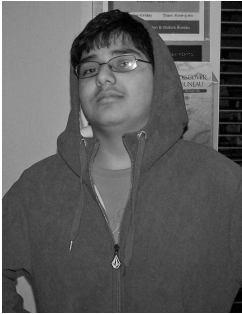


tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u

Circle the word for each picture.



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u



tláak'w  
káak  
aat  
atk'átsk'u  
yéet  
sée  
t'ukanéiyi  
dachxán  
daakanóox'u

<b>ká</b>	<b>kanéiyi at átsk'u et e ak'w ak chxán anóox'u</b>
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<b>yé</b>	<b>kanéiyi at átsk'u et e ak'w ak chxán anóox'u</b>
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<b>atk'</b>	<b>kanéiyi at átsk'u et e ak'w ak chxán anóox'u</b>
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<b>a</b>	<b>kanéiyi at átsk'u et e ak'w ak chxán anóox'u</b>
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<b>tlá</b>	<b>kanéiyi at átsk'u et e ak'w ak chxán anóox'u</b>
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<b>t'u</b>	<b>kanéiyi at átsk'u et e ak'w ak chxán anóox'u</b>
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da

kanéiyi  
at  
átsk'u  
et  
e  
ak'w  
ak  
chxán  
anóox'u

daak

kanéiyi  
at  
átsk'u  
et  
e  
ak'w  
ak  
chxán  
anóox'u

sé

kanéiyi  
at  
átsk'u  
et  
e  
ak'w  
ak  
chxán  
anóox'u





