

UNIT 6

Food



Teacher's Notes

There are ten suggested lessons for the nine vocabulary words in Cycle B in addition to the Student Support Materials (SSM). The SSM includes images, mini-pictures, vocabulary word cards, student worksheets, and assessment. The unit's sentence and dialog sections give students practice using the nouns in context. Encourage students to listen to the audio recording of a fluent speaker saying the words, sentences, and dialog. Some of the food vocabulary may be very familiar to the students. If they learn the vocabulary quickly, move on to the next cycle, which will add new phrases to the theme of "food." Once the students learn these terms and commit them to long-term memory, they can focus their learning on the new vocabulary to be presented in Cycles C through Advanced C.

Vocabulary Cycle B

kóox rice
suktéitl' beach asparagus
at x'éeshi dry fish
náayadi half dried fish
gáax'w herring eggs
kaháakw salmon eggs
laak'ask black seaweed
k'áach' red seaweed
káaxwei coffee

Unit's Sentence

_____ **gé ijeewú?**
Do you have _____?

Unit's Dialog

(a) _____ **gé ijeewú?**
Do you have _____?

(b) **Tléik'**, _____ **ax jeewú ku.aa.**
No, but I have _____.

(a) _____ **ituwasigóo akgé?**
Do you want _____?

(b) **Aaá.** Yes. **Tléik'.** No.

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 to eat something, to use something and to sip something. 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 the sentences. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build on the theme of "food." Remember to follow the DLP process, spending lots of time on listening activities before asking students to speak.

Vocabulary Cycle C

Laak'ásk xaxá. I am eating black seaweed.

Tsaa eexí yéi xaa.óo. I am using seal oil.

K'áach' xaxá. I am eating red ribbon seaweed.

Saak eexí yéi xaa.óo. I am using ooligan oil.

Yat'aayi héen xalóok. I am drinking coffee. (sipping)

L'aatuxán xalóok. I am drinking milk. (sipping)

Teacher's Notes

Advanced A continues the theme "food" and asks a simple yes/no question. Students will hear the repetition and will be able to respond to the question. The command form of the verb can be used during snack and meal times, as well as in language lessons. Use the suggested lessons and the audio recording to teach these sentences. If students learn the material quickly, move forward to the next cycle to learn new phrases.

Vocabulary Cycle A Advanced

_____ eexá gé?
Are you eating _____?

Aaá, _____ **xaxá.** Yes, I am eating _____.

Commands

At xá! Eat!

At yixá! You all eat!

Teacher's Notes

This cycle introduces adjectives, which in Tlingit are part of the verb. If you can bring in real or even fake food, the students can hold the objects and pretend to eat it or drink it. Use the suggested lessons to teach these sentences. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. For more practice, you can substitute all of the food vocabulary words in these sentence patterns

Vocabulary Cycle B Advanced

Kóox yaawat'áa. The rice is hot.
Suktéitl' ax x'e yak'ei. Goose tongue is my favorite.
Wusi.áax'w ax yat'aayi héen. My coffee is bitter.
Yá s'ín wulinúks. These carrots are sweet.

Teacher's Notes

This cycle gives five complex sentences to learn and to use as samples for students' own writing. Students can learn the patterns and replace words from the vocabulary that make sense. Use the writing assignments to get students started writing their own Tlingit sentences.

Vocabulary Cycle C Advanced

Aatlein héen xwadináa ách áwé tlél xat shawukoox. I drank a lot of water so I'm not thirsty.
Tlél táakw atxaayí yan katulagáaych. We haven't finished putting up winter food yet.
L'ook kaháagu áyá yak'ei kanat'á kanéegwál' sákw. Coho salmon eggs are good for blueberry sauce.
Ch'a yeisú áa tuwdi.ús. He's still pouting over there.
Tlei déix k'ateil yáx áwé wutusineix shákw kahéeni. We just saved two gallons of the strawberry juice.

See Appendix III for lesson instructions.

Lesson 1

Review the unit's vocabulary.

Basic Listening

1. Nod and Clap
2. Hop the Line

Basic Speaking

3. Right or Wrong?
4. Stick of Chance
5. Under The Bridge

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

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 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. Change
2. One to Five

Basic Speaking

3. Disappearing Illustrations
4. Under The Bridge
5. Revealing Illustration

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. Alphabetical Order
2. Group Spell
3. Buzz
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. Conduct a traditional *feast* with the students. Obtain Native foods in advance of the lesson. Have the students assist with the preparation and serving of the food items. You may wish to photograph the *feast* so that a photographic display may be prepared.

Cycle C Advanced Creative Writing Activities

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

L'ook kaháagu áyá yak'úi _____.

Coho salmon eggs are good for _____.

Ch'a yeisú áa _____.

He's still _____ over there.

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

Tlei déix k'ateil yáx áwé wutusineix shákw kahéeni. We just saved two gallons of the strawberry juice.

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

Tlél táakw atxaayí yan katulagáaych. We haven't finished putting up winter food yet.

L'ook kaháagu áyá yak'úi kanat'á kanéegwál' sákw.

Coho salmon eggs are good for blueberry sauce.

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.

Aatlein héen xwadináa ách áwé tlél xat shawukoox. I drank a lot of water so I'm not thirsty.

Tlél táakw atxaayí yan katulagáaych. We haven't finished putting up winter food yet.

VOCABULARY PICTURES





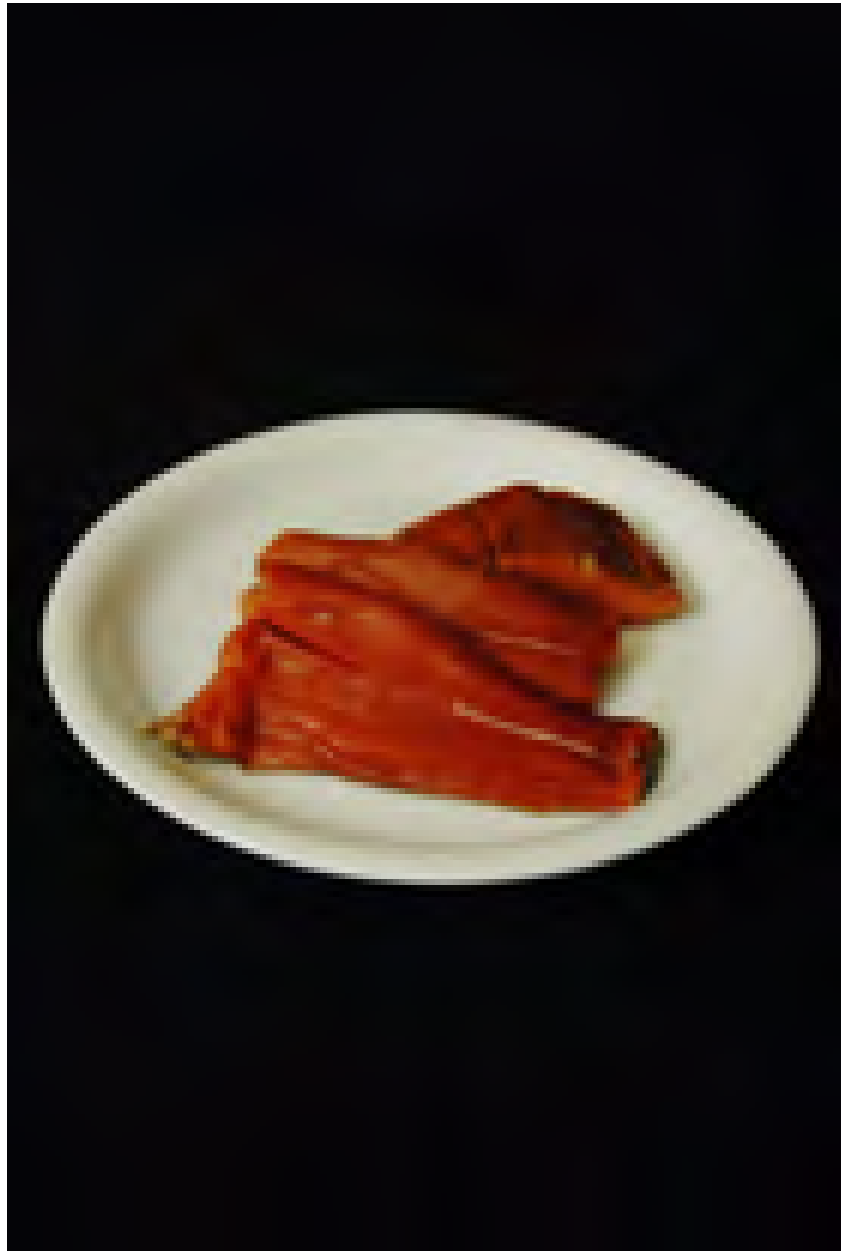
kóox
rice



suktéitl'
beach asparagus



at x'éeshi
dry fish



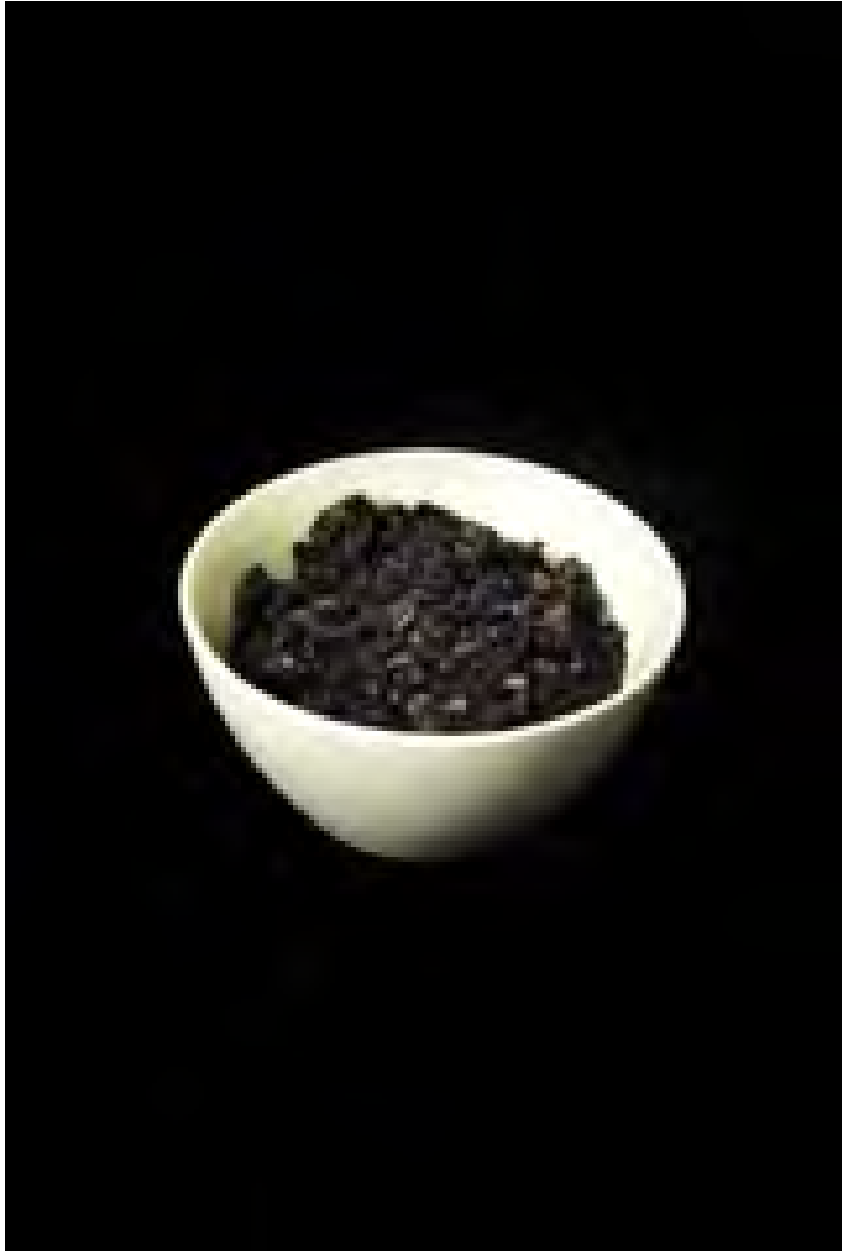
náayadi
half dried fish



gáax'w
herring eggs



kaháakw
salmon eggs



laak'ásk
black seaweed



k'áach'
red seaweed



káaxwei
coffee

BASIC LISTENING



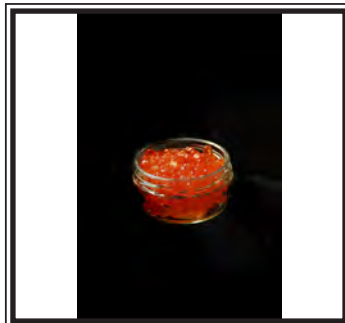
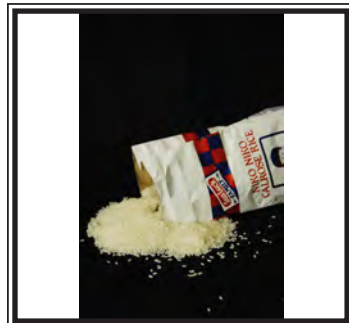
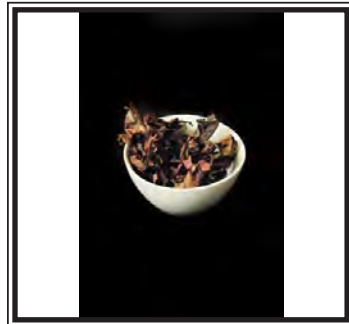
Mini pictures-- Cut out the vocabulary pictures.



Mini pictures-- Cut out the vocabulary pictures..



Listen to the vocabulary words-- write the numbers under the pictures.



BASIC READING

Sight Recognition



KóóX

suktéitl'

at xéeshi

náayadi

gáax'w

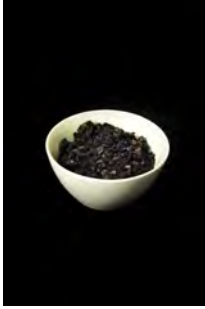
kahnáakw

laak'ásk

k'áaach'

káaxwei

Circle the word for each picture.



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei

Circle the word for each picture.



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei

BASIC READING

Encoding



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

_____ch'

káa_____

at x'ée_____

_____yadi

gá_____

_____áakw

laak'u_____

kó_____

_____téitl'

suku

ásk

náa

ox

k'áa

shi

xwei

kah

ax'w

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



é s a i h
t x' e

BASIC WRITING



Complete the words by writing in the missing letters.

k _ _ x

su _ _ _ itl'

at _ _ _ shi

n _ _ _ adi

gáa _ ' _

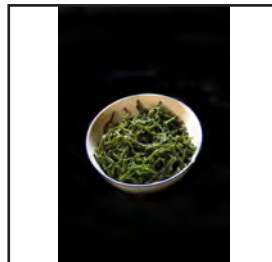
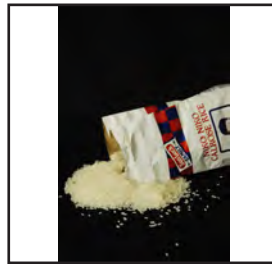
_ _ _ áakw

l _ _ _ ' ásk

k' _ _ _ h'

kaax _ _ _

Write the correct vocabulary word next to each picture.



DIALOG ACTIVITY PAGE



Cut out the words below. Listen for the word(s) to put in the spaces in the dialog. Read the dialog in choral, group, and individually as directed by the teacher. Practice the dialog with each of the vocabulary words.

- (a) _____ gé ijeewú?
- (b) Tléik', _____ ax jeewú ku.aa.
- (a) _____ ituwasigóo akgé?
- (b) Aaá / Tléik'

kaháakw

káaxwei

at x'éeshi

gáax'w

k'áach

suktéitl

náayadi

laak'ásk

kóox

UNIT ASSESSMENT



Tlingit Language Program

Unit Assessment

Teacher's Notes

Cycle B Beginners

Grades 5 - 6

Unit 6

Theme: More Food

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 **káaxwei**.”
2. “Write the number 2 on top of the picture of **k'áach'**.”
3. “Write the number 3 on top of the picture of **laak'ásk**.”
4. “Write the number 4 on top of the picture of **kaháakw**.”
5. “Write the number 5 on top of the picture of **gáax'w**.”
6. “Write the number 6 on top of the picture of **náyadi**.”
7. “Write the number 7 on top of the picture of **at x'éeshi**.”
8. “Write the number 8 on top of the picture of **suktéitl'**.”
9. “Write the number 9 on top of the picture of **kóox**.”

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 6

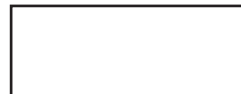
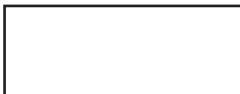
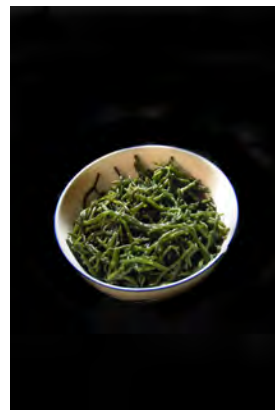
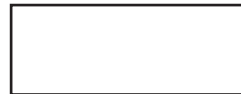
Theme: More Food

Date: _____

Student's Name: _____

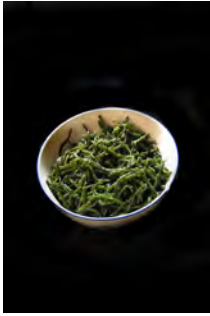
Teacher: To get a percentage for this student's assessment:

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.



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei



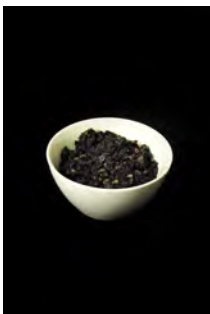
kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei

Circle the word for each picture.



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei

kó	ach' x'w akw ásk ox eshi yadi téitl' xwei
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gáa	ach' x'w akw ásk ox eshi yadi téitl' xwei
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suk	ach' x'w akw ásk ox eshi yadi téitl' xwei
------------	---

k'á	ach' x'w akw ásk ox eshi yadi téitl' xwei
------------	---

at x'é	ach' x'w akw ásk ox eshi yadi téitl' xwei
---------------	---

náa	ach' x'w akw ásk ox eshi yadi téitl' xwei
------------	---

kahá

**ach'
x'w
akw
ásk
ox
eshi
yadi
téitl'
xwei**

laak'

**ach'
x'w
akw
ásk
ox
eshi
yadi
téitl'
xwei**

káa

**ach'
x'w
akw
ásk
ox
eshi
yadi
téitl'
xwei**



