

# UNIT 8

Home



### Teacher's Notes

This unit on “home” introduces nine vocabulary words, all nouns. Ten lessons are suggested and student activity worksheets are in the Student Support Materials (SSM). The lessons and SSM follow the Developmental Language Process (DLP) beginning with listening and speaking exercises. The theme “home” is carried through four more cycles with each cycle adding new verb phrases. Students should do their best to learn these nouns well enough so that they are in their long-term memory. When students have mastered these nouns, they can concentrate on learning the new verb phrases which will be introduced in Cycle C through Advanced C.

### Vocabulary Cycle B

**áa at gadus.ee yé** kitchen  
**áa at duxá yé** dining room  
**áa at du.us'k' yé** washroom  
**aadéi yóo aya.atgi yé** bathroom  
**naa.át daakeidí** closet  
**táay** garden  
**nadáakw** table  
**káayagijeit** chair  
**s'eenáa** light

### Unit's Sentence

**Wé \_\_\_\_\_ tudé/kátx' xwaatee.**

I put it in/on the \_\_\_\_\_.

### Unit's Dialog

(a) **Goot ax' sá yan iyatee wé**  
\_\_\_\_\_ ?

Where did you put the \_\_\_\_\_?  
(or other review vocabulary)

(b) **Goosu wé** \_\_\_\_\_ ?  
Where is the \_\_\_\_\_ ?

(c) **Wé** \_\_\_\_\_  
**tudé/kátx' xwaatee.**  
I put it in/on the \_\_\_\_\_.

(d) **Gunalchéesh.** Thank you.

### 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. Use the photos from Cycle B, SSM as props for each of the sentences. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases which build upon the theme "home." Encourage students to listen to the audio recording of a fluent speaker saying these sentences. Remember to follow the DLP process, spending lots of time on listening activities before asking students to say the sentences.

### Vocabulary Cycle C

**Yáa at duxa yé k'idéin yaa naxsanéin.**

I am cleaning up the kitchen.

**Yáa at dus'k yé k'idéin yaa naxsanéin.**

I am cleaning up the bathroom.

**Yáa naa.át áa kducháx yé k'idéin yaa naxsanéin.**

I am cleaning up the closet.

**Yáa at duxa yé k'idéin yaa naxsanéin.**

I am cleaning up the bed.

### Teacher's Notes

Teachers can use the photos for this unit or objects in the room as they ask, "**Daa sá iyatéen?**"-- "What do you see?" By this cycle most students will be able to easily respond with the answering phrase. The TPR commands give students more listening practice to the nouns in this cycle and give them a chance to respond with physical actions.

### Vocabulary Cycle A Advanced

**Daa sá iyatéen?** What do you see?

\_\_\_\_\_ **xatéen.**

I see \_\_\_\_\_.

#### Commands

\_\_\_\_\_ **ch'éx'.**

Point to the \_\_\_\_\_.

\_\_\_\_\_ **shí.**

Touch the \_\_\_\_\_.

### Teacher's Notes

Use the suggested lessons and listen to the audio recording to teach these sentences. For more practice, you can substitute each of the vocabulary words in the first two sentences. The names of the rooms are long, with certain syllables recurring. Pointing out the recurring syllables in each term removes some of the intimidation students might feel when hearing or looking at the terms for the different rooms.

### Vocabulary Cycle B Advanced

**Gei áa at gadus.ee yé ax  
jeewú.**

I have a large kitchen.

**Yak'éiyi áa yei akeech yé  
ijeewú.**

You have a nice living room.

**Wé kax<sub>y</sub>ee naali.**

The ceiling is high.

**Wé xaawaagéi héide shután.**

That window is open.

### Teacher's Notes

The four sentences give students examples they can use in writing their own sentences. All of the vocabulary words can be substituted for "chair" in **Káayagijeit anéegwál'**: He is painting the chair. Students should practice seeing and writing the sentences. The other three sentences give students a variety of sentence structures. Use the writing activities to get students started on their own writing.

### Vocabulary Cycle C Advanced

**Ligíx' jaa yáa nadaakw.**

The table is creaking.

**Ax táklee teen kax<sub>w</sub>aat'éx'.**

I smashed it with my hammer.

**Wé tónáx kaateen kaadé  
awsiteen du yahaayí.**

He saw his image in the mirror.

**Káayagijeit anéegwál'.**

He is painting the chair.

See Appendix III for lesson instructions.

### **Lesson 1**

Introduce the new vocabulary.

#### **Basic Listening**

1. Mini Pictures
2. Wild Cars

#### **Basic Speaking**

3. Actions!
4. Balloon Volleyball
5. Sheet Golf
6. The Disappearing Illustrations

### **Lesson 2**

Review the unit's vocabulary.

#### **Basic Listening**

1. Skittleguard
2. Numbered Illustrations

#### **Basic Speaking**

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

### **Lesson 3**

Review the unit's vocabulary.

#### **Basic Listening**

1. Skittleguard
2. Numbered Illustrations

#### **Basic Speaking**

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

### **Lesson 4**

Introduce the unit's sentence.

#### **Basic Listening**

1. Wild Groups
2. Sticky Foot

#### **Basic Speaking**

3. Actions!
4. Stick of Chance
5. Under The Bridge

### **Lesson 5**

Review the unit's **sentence**

#### **Basic Listening**

1. Major League
2. Beanbag Toss

#### **Basic Speaking**

3. Actions!
4. Half Match
5. One, Two, Three

### **Lesson 6**

Review the unit's vocabulary.

#### **Basic Reading - Sight**

1. Elbow Lock
2. Face
3. Right or Wrong?
4. Sight Word Bingo
5. Use the Student Support Materials

**Lesson 8**

Review the unit's vocabulary.

**Basic Writing**

1. Flashlight Writing
2. The Other Half
3. Word Completion
4. What's Your Letter?
5. Use the Student Support Materials

**Lesson 7**

Review the unit's vocabulary.

**Basic Reading - Encoding**

1. Half time
2. Horizontal Match
3. Sensory Letters
4. Letter Encode
5. Use the Student Support Materials

**Lesson 9**

Review the unit's vocabulary.

**Basic Writing**

1. Crayon Resist
2. CV Spell
3. Bridge Building
4. Water Writing
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 life in a traditional clan house. You may wish to record the session so that it can be played back later.
3. Have the students do online research into homes from other cultures around the world. Each student should prepare a presentation based on his/her findings. Have each student present his/her report to the other students. Have a map of the world on display to locate the countries covered by the students' reports.

## Cycle C Advanced Creative Writing Activities

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

\_\_\_\_\_ **anéegwál'**.

He is painting the \_\_\_\_\_.

**Ligíx' jaa yáa** \_\_\_\_\_

The \_\_\_\_\_ is creaking.

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

**Ligíx' jaa yáa nadaakw.** The table is creaking.

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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.

**Ax táklee teen kaxwaat'éx'.**

I smashed it with my hammer.

**Káayagijeit anéegwál'.**

He is painting the chair.

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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.

**Ligix' jaa yáa nadaakw.**

The table is creaking.

**Káayagijeit anéegwál'.**

He is painting the chair.

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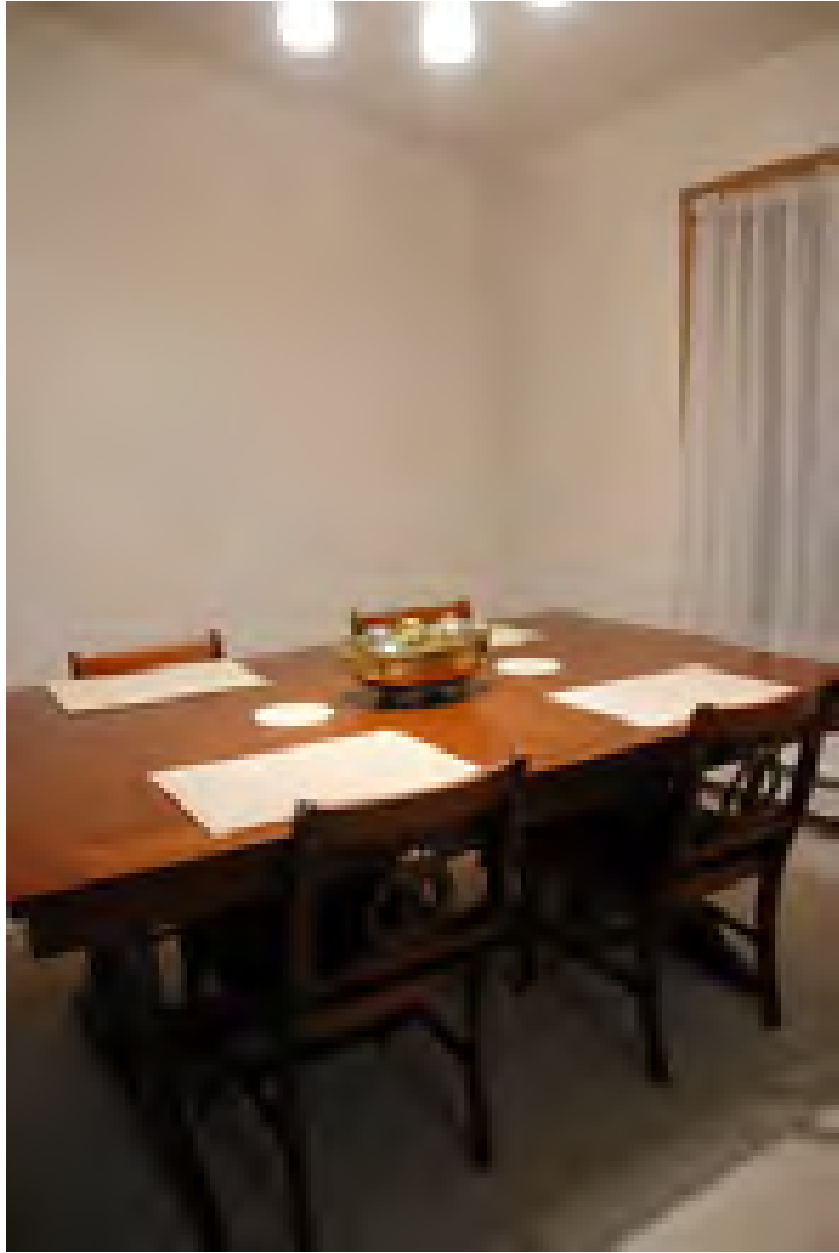
# VOCABULARY PICTURES







**áa at gadus.ee yé**  
kitchen



**áa at duxá yé**  
dining room



**áa at du.us'k' yé**  
wash room





**aadéi yóo aya.atgi yé**  
bathroom



**naa.át daakeidí**  
closet



**táay**  
garden



**nadáakw**  
table





**káayagijeit**  
chair



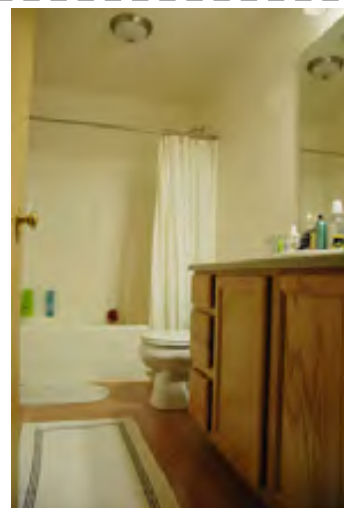
**s'eenáa**  
light

# BASIC LISTENING





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





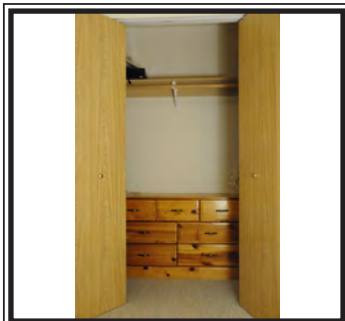
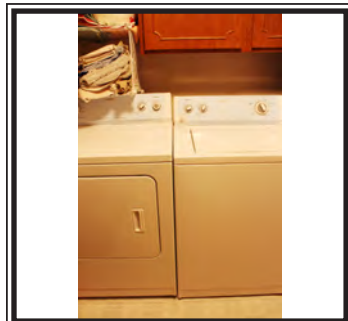
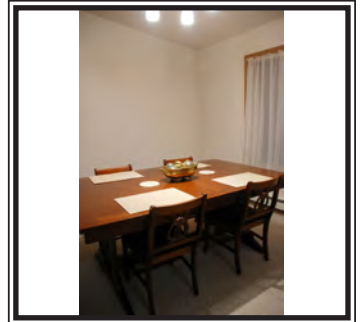


*Cut out the vocabulary pictures. Show the picture for the word given*





Write the numbers for the vocabulary word under the pictures.





# BASIC READING

Sight Recognition





áa at gadus.ee yé

áa at duxá yé

áa at du.us'k' yé





aadéi yóo aya.atgi yé

naa.át daakeidí

táay



**nad'áakw**

**káayagijjeit**

**s'een'áaa**



Circle the word for each picture.



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táy  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táy  
nadáakw  
káayagijeit  
s'eenáa



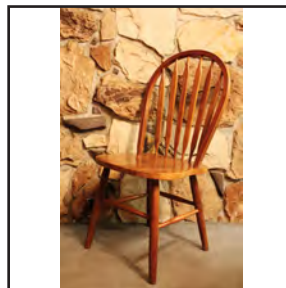
áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táy  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táy  
nadáakw  
káayagijeit  
s'eenáa



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áa at duxá yé  
áa at du.us'k' yé  
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áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
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táy  
nadáakw  
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s'eenáa

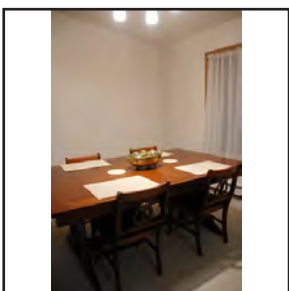
Circle the word for each picture.



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



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áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa







# BASIC READING

Encoding





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

áa at \_\_\_\_\_ .ee yé

áa at duxá \_\_\_\_\_

\_\_\_\_\_ du.us'k' yé

aadéi \_\_\_\_\_ .atgi yé

naa. \_\_\_\_\_ keidí

\_\_\_\_\_ ay

nadá \_\_\_\_\_

káa \_\_\_\_\_ eit

s' \_\_\_\_\_ áa

yé

tá

yóo aya

yagij

een

gadus

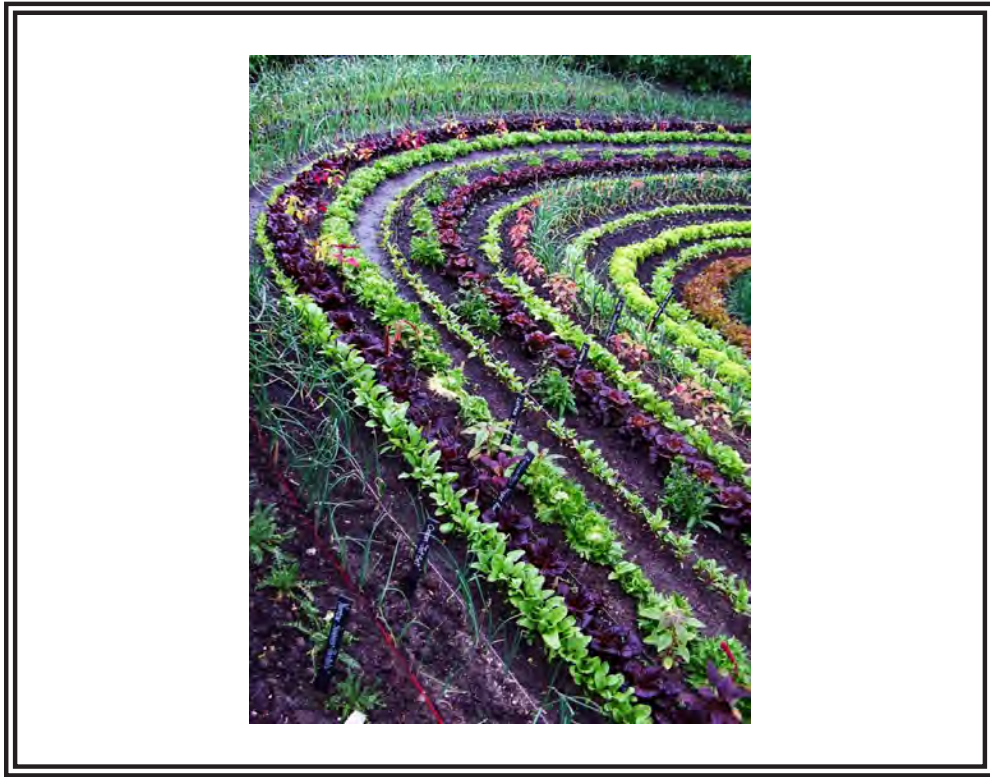
akw

áa at

át daa



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



á

t

a

y



# BASIC WRITING







Complete the words by writing in the missing letters.

á \_ at \_ adus. \_ \_ yé

áa \_ t \_ uxá \_ é

á \_ a \_ du.us' \_ ' yé

\_ \_ déi yóo aya. \_ tgi yé

n \_ \_ .át d \_ \_ keidí

tá \_ \_

\_ adá \_ kw

k \_ \_ yagijeí \_

s' \_ \_ náa

Write the correct vocabulary word next to each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# DIALOG ACTIVITY PAGE





(a) Goot ax' sá yan iyatee wé \_\_\_\_\_ ?

(b) Goosu wé \_\_\_\_\_ ?

(a) Wé \_\_\_\_\_ tudé/kátx' xwaatee.

(b) Gunalchéesh.

áa at gadus.ee yé

áa at du.us'k' yé

áa at duxá yé

aadéi yóo aya.atgi  
yé

naa.át daakeidí

táay

nadáakw

káayagijeit

s'eenáa

*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 8**

**Theme:Home**

**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 **áa at gadus.ee yé.**”
2. “Write the number 2 on top of the picture of **áa at duxá yé.**”
3. “Write the number 3 on top of the picture of **áa at du.us'k' yé.**”
4. “Write the number 4 on top of the picture of **aadéi yóo aya.atgi yé.**”
5. “Write the number 5 on top of the picture of **naa.át daakeidí.**”
6. “Write the number 6 on top of the picture of **táay.**”
7. “Write the number 7 on top of the picture of **nadáakw.**”
8. “Write the number 8 on top of the picture of **káayagijeit.**”
9. “Write the number 9 on top of the picture of **s'eenáa.**”

### 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 8**

**Theme: Home**

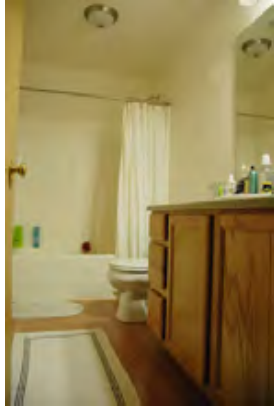
**Date:** \_\_\_\_\_

**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.



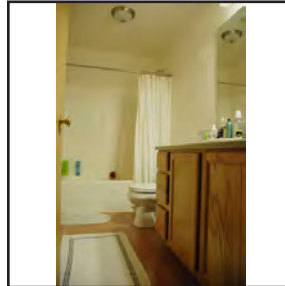
áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



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táay  
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aadéi yóo aya.atgi  
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áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa

Circle the word for each picture.



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
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nadáakw  
káayagijeit  
s'eenáa



áa at gadus.ee yé  
áa at duxá yé  
áa at du.us'k' yé  
aadéi yóo aya.atgi  
yé  
naa.át daakeidí  
táay  
nadáakw  
káayagijeit  
s'eenáa

**tá**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**áa at d**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**nad**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**káay**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**áa at du**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**áa at**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**s'ee**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**naa.át**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa

**aadéi yóo**

gadus.ee yé  
xá yé  
u.us'k' yé  
daakeidí  
ay  
áakw  
aya.atgi yé  
agijeit  
náa



