

# UNIT 9

Animals



### Teacher's Notes

The animals unit is a favorite of many students and teachers. 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, student worksheets, and an assessment. The unit's sentence and dialog are presented here and in the SSM. Some of the animals 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 "animals." 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

**guwakaan** deer  
**gooch** wolf  
**kanals'áak** squirrel  
**xíxch'** frog  
**nóoskw** wolverine  
**kuts'een** mouse  
**cheech** porpoise  
**dzísk'w** moose  
**xalak'ách'** porcupine

### Unit's Sentence

\_\_\_\_\_ daat sh  
**kalneegi áyá.**

The story is about a

\_\_\_\_\_.

### Unit's Dialog

(a) **I een sh kakkwalnéek.**  
I will tell you a story.

(b) **Daa sá a daat?**  
What is it about?

(a) **Wé \_\_\_\_\_ daat sh**  
**kalneegi áyá.**

The story is about a

\_\_\_\_\_.

(b) **Aaá.**  
Yes/okay.

### 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 see 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 on to the next cycle. The advanced cycles add new phrases that build upon the theme of “animals.” Remember to follow the DLP process, spending lots of time on listening activities before asking students to speak.

### Vocabulary Cycle C

**Guwakaan xwasitéen.** I saw a deer.

**Gooch xaatéen.** I see a wolf.

**Kanals'áak xaatéen.** I see a squirrel.

**Xíxch' xaatéen.** I see a frog.

### Teacher's Notes

Cycle A Advanced focuses on listening skills. Four phrases are added which can be used with all of the vocabulary words in Cycles A and B. These phrases can be added to the phrases in Cycle C to make a longer dialog. Suggested lessons for Cycle A Advanced are listed. Teachers may mix and match the activities, keeping in mind the DLP process -- start with listening activities. This unit uses two question words and adds adjectives in the questions -- small and big.

### Vocabulary Cycle A Advanced

**Daa sáyá?** What is this?

\_\_\_\_\_ **áyá.**

It is a \_\_\_\_\_.

**Át tlein gwá?** Is it big?

**Yéi googéik' gé?** Is it small?

### Teacher's Notes

This cycle has sentences describing the animals' feelings. Using the stuffed animals or puppets that many teachers have in their room is a great way to review the animal words and to teach the feeling words. Use the lessons and listen to the audio recording of a fluent speaker to teach these sentences. The more practice the students get in hearing the language and speaking the sentences, the more natural and confident they will become.

### Vocabulary Cycle B Advanced

**Xalak'ách' toowú yanóokw.** The porcupine is sad.

**Gooch x'áant uwanúk.** The wolf is grumpy.

**Yáay kuitées'shan.** Whales are interesting.

**Yá sátk wé kuts'een.** The mouse is in a hurry.

### Teacher's Notes

By this cycle, most students can write simple sentences with nouns from this theme and the verbs in Cycle C. These more complex sentences are introduced to help students write more varied sentences. Use the writing assignments to help them get started writing their own Tlingit sentences.

### Vocabulary Cycle C Advanced

**Tlél wuduskú goodie sá kei ayawdikúx.** Nobody knew where he fled to.

**Wéi keitl du seit tíx'i yanax wushik'éex'.** The dog's leash got hung up.

**Gesh xoot wootlóox'wé yáxwch'.** The sea otter is rolling around in the kelp

**Líl kayixéel'ik!** Don't bother him/her!

See Appendix III for lesson instructions.

**Lesson 1**

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 2**

Introduce the new vocabulary.

**Basic Listening**

1. Mini Pictures
2. Illustration Sequence

**Basic Speaking**

3. Actions!
4. Out of Order
5. Over/Under

**Lesson 3**

Review the unit's vocabulary.

**Basic Listening**

1. Turn Around
2. Sticky Foot

**Basic Speaking**

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

**Lesson 4**

Introduce 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 5**

Review the unit's sentence.

**Basic Listening**

1. Numbered Illustrations
2. Circle Hop

**Basic Speaking**

3. Actions!
4. Out of Order
5. Over/Under

**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 Writing**

1. Watch Your Half
2. Over/Under Illustration
3. Say Again!
4. Numbered Illustrations
5. Use the Student Support Materials

### **Lesson 8**

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 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. Give each student a portion of tag board. The students should cut out the shapes of animals from the tag board. Then, lay a length of mural paper on the floor; have the students lay their cut-outs on the floor, under the paper. The students should then use crayons or pencils to do rubbings of the animals. Have the students label the rubbings. Display the completed animals mural in the classroom or hallway.

## Cycle C Advanced Creative Writing Activities

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

\_\_\_\_\_ xoot wootlóox'wé yáxwch'.

The sea otter is rolling around in the \_\_\_\_\_.

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

**Wéi keitl du seit tíx'i yanax wushik'éex'**. The dog's leash got hung up.

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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.

**Tíél wuduskú goodie sá kei yawdikúx.** Nobody knew where he fled to.

**Líl kayixéel'ik!** Don't bother him/her!

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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.

**Tíél wuduskú goodie sá kei yawdikúx.** Nobody knew where he fled to.

**Wéi keitl du seit tíx'i yanax wushik'éex'.** The dog's leash got hung up.

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# VOCABULARY PICTURES







**guwakaan**  
deer



**gooch**  
wolf



**kanals'áak**  
squirrel





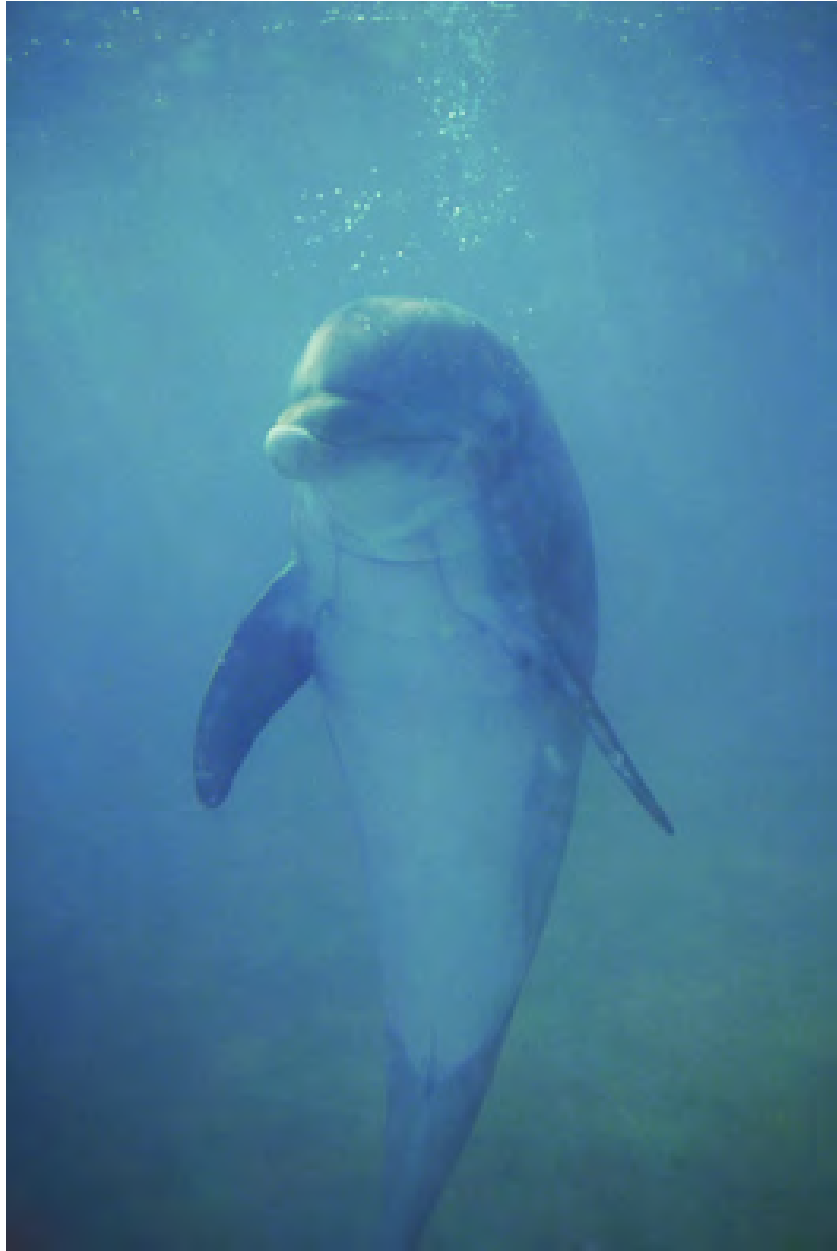
**xíxch'**  
frog



**nóoskw**  
wolverine



**kuts'een**  
mouse



**cheech**  
porpoise





**dzísk'w**  
moose



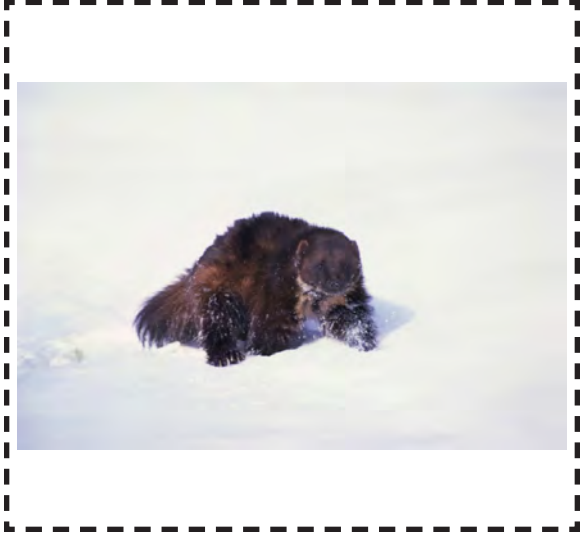
**xalak'ách'**  
porcupine

# BASIC LISTENING





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





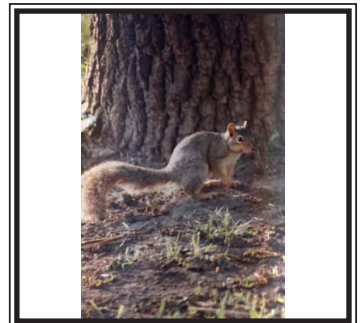
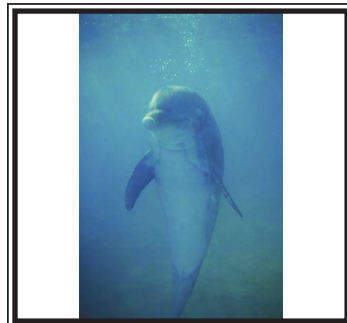
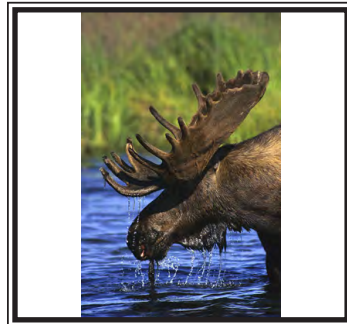


*Cut out the vocabulary pictures. Show the pictures for the word given.*





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





# BASIC READING

Sight Recognition





quwakaan

qoooch

kanaals'áak





xíxch'

nóoskw

kuts'een



cheech

dzísk'w

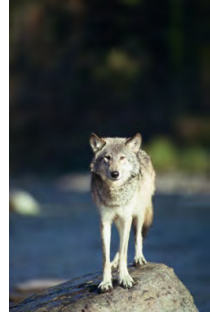
xalax'ách'



Circle the word for each picture.



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
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guwakaan  
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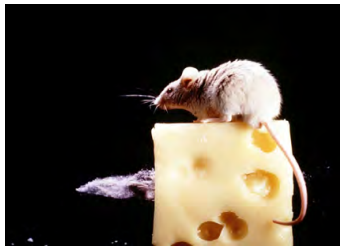
*Circle the word for each picture.*



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



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kuts'een  
cheech  
dzísk'w  
xalak'ách'







# BASIC READING

Encoding





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

**guwa** \_\_\_\_\_

**goo** \_\_\_\_\_

**kanals'** \_\_\_\_\_

**xix** \_\_\_\_\_

\_\_\_\_\_ **skw**

\_\_\_\_\_ **een**

**ch** \_\_\_\_\_ **ch**

\_\_\_\_\_ **sk'w**

\_\_\_\_\_ **lak'ách'**

**dzí**

**x**a

**kaan**

**áak**

**nóo**

**ch**

**ch'**

**ee**

**kuts'**



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



**h'**

**a**

**c**

**a**

**x**

**l**

**k'**

**á**



# BASIC WRITING



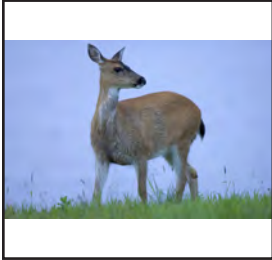




Complete the words by writing in the missing letters.

    \_ hee \_ \_  
    \_ \_ ísk' \_  
xa \_ \_ k'á \_ \_ h'  
    gu \_ a \_ aa \_  
    go \_ \_ h  
    k \_ ts'e \_ \_  
k \_ n \_ ls'áa \_  
    \_ íx \_ h'  
n \_ \_ sk \_

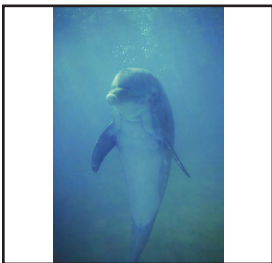
Write the correct vocabulary word for each picture.



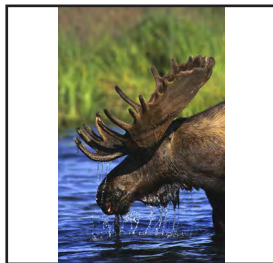
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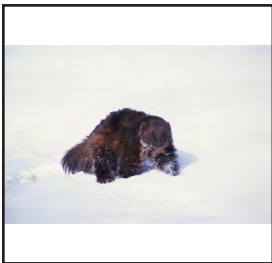
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# DIALOG ACTIVITY PAGE





Cut out the words below. Listen to the word(s) to put in the spaces in the dialog. Read the dialog as a group or individually as directed by the teacher. forms. Practice the dialog with another student.

(a) I een sh kakkwalnéeek

(b) Daa sá a daat?

(a) Wé \_\_\_\_\_ daat sh kalneegi áyá.

(b) Aaá

gooch

kuts'een

cheech

guwakaan

nóoskw

dzísk'w

kanals'áak

xíxch'

xalak'ách'



# UNIT ASSESSMENT



# **Tlingit Language Program**

**Unit Assessment**

**Teacher's Notes**

**Cycle B Beginners**

**Grades 5 - 6**

**Unit 9**

**Theme: More Animals**

**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 **xíxch'**.”
2. “Write the number 2 on top of the picture of **xalak'ách'**.”
3. “Write the number 3 on top of the picture of **cheech**.”
4. “Write the number 4 on top of the picture of **nóoskw**.”
5. “Write the number 5 on top of the picture of **kuts'een**.”
6. “Write the number 6 on top of the picture of **guwakaan**.”
7. “Write the number 7 on top of the picture of **gooch**.”
8. “Write the number 8 on top of the picture of **dzísk'w**.”
9. “Write the number 9 on top of the picture of **kanals'áak**.”

### 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 9**

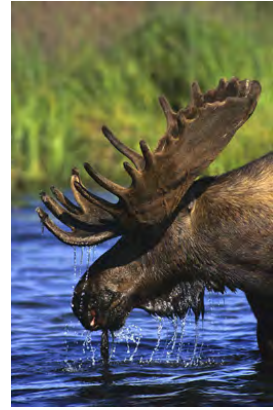
**Theme: More Animals**

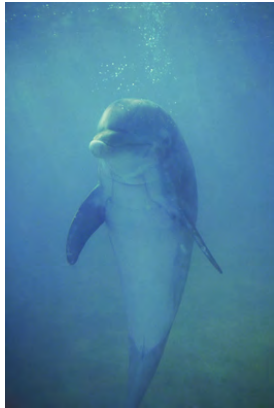
**Date:** \_\_\_\_\_

**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.*



guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'



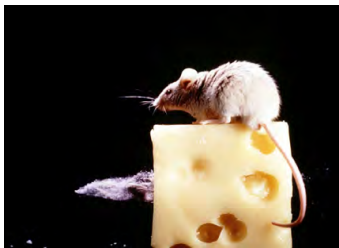
guwakaan  
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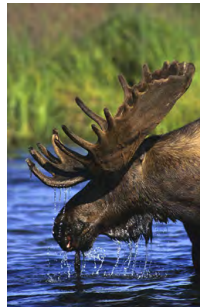
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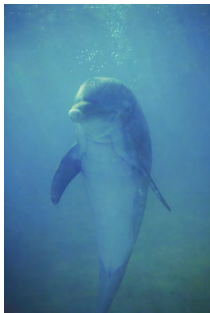
*Circle the word for each picture.*



guwakaan  
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kanals'áak  
xíxch'  
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xalak'ách'



guwakaan  
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