

Learning our

Tlingit Language



Lingít | Cycles B through Advanced C | Beginners

Grade 7

Book 1



Sealaska Heritage Institute

Tlingit Language Speakers

Marsha Hotch

Joe Hotch

TLINGIT LANGUAGE SPECIALISTS

Katrina Hotch

Linda Belarde

Ralph Wolfe

UNIT DEVELOPMENT

Jim MacDiarmid

PROJECT ASSISTANT

Michael Obert

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The Developmental Language Process - An Introduction by Jim MacDiarmid

The Developmental Language Process is designed to instill language into long term memory. The origin of the Process is rooted in the struggles faced by language-delayed students, particularly when they first enter school.

The Process uses meaningful language content from the environment, academic programs, stories, and themes to enlarge the students' language bases.

The Process takes the students/children through developmental steps that reflect the natural acquisition of language in the home and community. Initially, once key language items have been introduced concretely to the students, the vocabulary are used in the first of the language skills, Basic Listening. This stage in the process represents input and is a critical venue for language acquisition and retention. A baby hears many different things in the home, gradually the baby begins to *listen* to what he/she hears. As a result of the *input* provided through Basic Listening, the baby tries to repeat some of the language heard – this is represented by the second phase of the Process, Basic Speaking - the oral *output* stage of language acquisition.

As more language goes into a child's long-term memory, he/she begins to understand simple commands and phrases. This is a higher level of listening represented by the stage, Listening Comprehension. With the increase in vocabulary and sentence development, the child begins to explore the use of language through the next stage in the process, Creative Speaking. All of these steps in the Process reflect the natural sequence of language development.

The listening and speaking skill areas represent *true* language skills; most cultures, including Alaska Native cultures, never went beyond them to develop written forms. Oral traditions are inherent in the listening and speaking skills.

Many Native children entering kindergarten come from homes where language is used differently than in classic Western homes. This is not a value judgment of child rearing practices but a definite cross-cultural reality. Therefore, it is critical that the Native child be introduced to the *concepts* of reading and writing before ever dealing with them as skills areas. It is vital for the children to understand that reading and writing are *talk in print*.

The Developmental Language Process integrates the *real* language skills of listening and speaking with the related skills of reading and writing. At this stage in the Process, the children are introduced to the printed words for the first time. These abstract representations are now familiar, through the listening and speaking activities, and the relationship is formed between the words and language, beginning with Basic Reading.

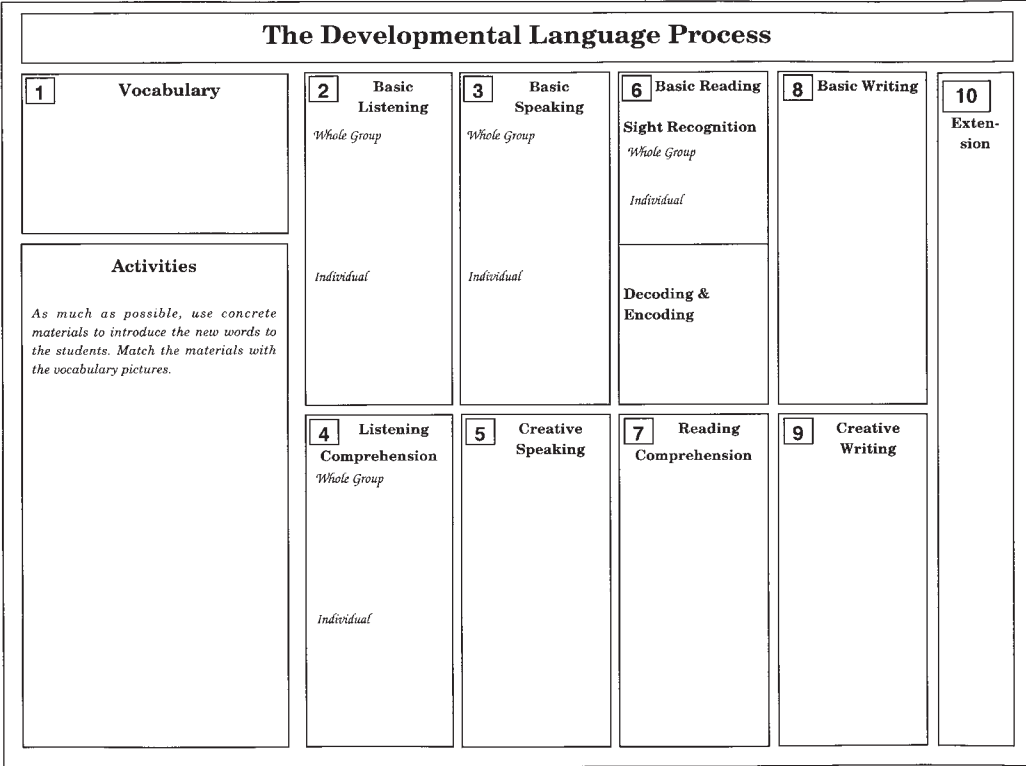
As more language goes into the children’s long-term memories, they begin to comprehend more of what they read, in Reading Comprehension.

Many Alaskan school attics are filled with reading programs that didn’t work – in reality, any of the programs would have worked had they been implemented through a language development process. For many Native children, the printed word creates angst, particularly if they are struggling with the reading process. Often, children are asked to read language they have never heard.

Next in the Process is Basic Writing, where the students are asked to write the key words. Finally, the most difficult of all the language skills, Creative Writing, asks the students to write sentences of their own, using the key words and language from their long-term memories.

A child’s ability to comprehend well in listening and reading, and to be creatively expressive in speaking and writing, is dependent upon how much language he/she has in long-term memory.

The Developmental Language Process is represented in this chart:



The Developmental Language Process for Teaching Tlingit, Haida, and Tsimshian Beginners

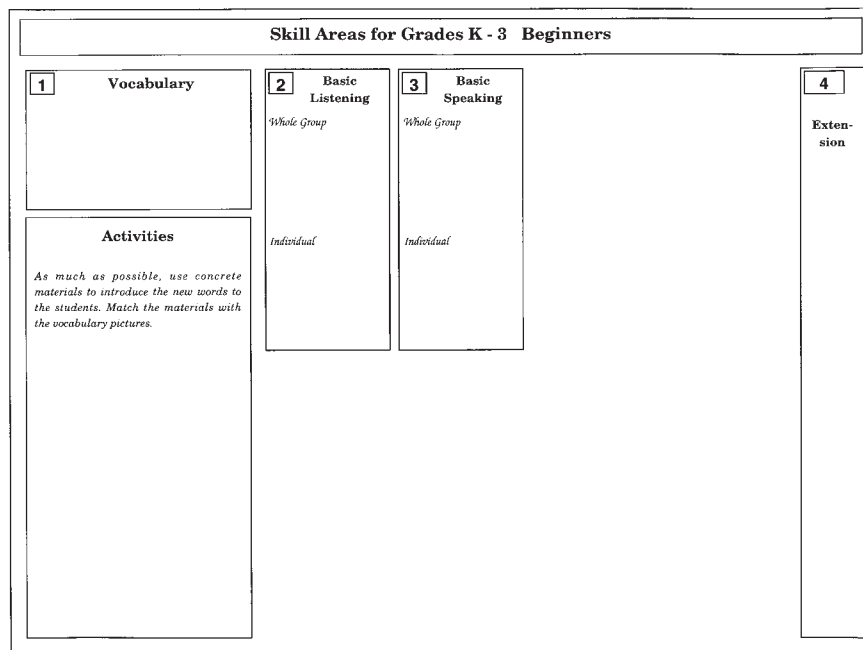
The Developmental Language Process can provide the structure and stages necessary for effective second language learning.

In this program, kindergarten to grade 3 use only Basic Listening and Basic Speaking - no printed forms of Tlingit, Haida, or Tsimshian are introduced. While some language instructors like to display Native text in the classroom, the students should not be asked to formally read them.

The printed forms of the key language content are introduced to the students in the grades 4 to 12 levels of the program.

Each unit of this program contains key vocabulary, a sentence structure, and a dialog. The key vocabulary are all used with the sentence structure and the sentence structure is integrated into the dialog.

Since this is a *beginners* program, designed for new learners of Tlingit, Haida, or Tsimshian, not all skills areas from the Developmental Language Process can be used. For kindergarten to grade 3, the following schema represents the skills to be included in the units:



For the language learners in grades 4 to 12, the following chart represents the language skills used in the program:

Skill Areas for Grades 4 - 12 Beginners					
Vocabulary	2 Basic Listening <i>Whole Group</i>	3 Basic Speaking <i>Whole Group</i>	4 Basic Reading Sight Recognition	5 Basic Writing	6 Extension
	<i>Individual</i>	<i>Individual</i>	Decoding & Encoding		
Activities <i>As much as possible, use concrete materials to introduce the new words to the students. Match the materials with the vocabulary pictures.</i>					

Each unit in this program contains ten lessons that employ a variety of activities related to the Developmental Language Process and include the key vocabulary, sentence, and dialog.

Separately, student support materials have been developed for each unit. These materials contain activities for Basic Listening, Basic Reading, and Basic Writing. In addition, an objectives-based assessment is included for each unit. This will give the language instructor indicators to chart the progress of the students as they go through the units.

Since Tlingit, Haida, and Tsimshian have many dialects, it is impossible to reflect all spellings in this program. Therefore, while the spellings of the Native language content have been reviewed many times by language specialists, it is not guaranteed that all spellings will match those of your area.

The Tsimshian language content is printed at a larger size than Tlingit or Haida to ensure that the italicized letters are clear.

Scope and Sequence

<i>Month 1</i>	<i>Month 2</i>	<i>Month 3</i>	<i>Month 4</i>	<i>Month 5</i>
Unit 4: Body Parts	Unit 5: Family Unit 6 Food	Unit 7 Review Units 4-6 Unit 8 Home	Unit 9 Animals Unit 10 Birds	Unit 11 Review Units 8-10
<i>Month 6</i>	<i>Month 7</i>	<i>Month 8</i>	<i>Month 9</i>	<i>Month 10</i>
Unit 12 Climate and Weather Unit 13 Clothing	Unit 14 Recreation Unit 15 Review Units 12-14	Unit 16 Buildings Unit 17 Geography	Unit 18 Plants Unit 19 Fish	Unit 20 Review

In these units the students will:

1. demonstrate an understanding of the unit's theme;
2. recognize the key vocabulary words when they hear them - with and without the unit's sentence;
3. say the key vocabulary words and the Unit's sentence;
4. recognize the printed forms of the key vocabulary words;
5. decode & encode the key vocabulary words by word halves, syllables and/or letters;
6. write the key vocabulary words.

Target Language Skills:

basic listening, speaking, and reading
 (sight recog. and Decoding/Encoding Basic Writing)
 using the key vocabulary & the unit's sentence.

Integrative Units 1-3:

Integrate the classroom commands throughout the year wherever appropriate. These provide more basic listening practice for the students. Allow students to hear the vocabulary of time often before asking them to say the words.

NOTES ON USING CYCLE B

Teachers who have used “Learning Our Tlingit, Haida and Tsimshian Languages Cycle A-Beginners” will recognize the Developmental Language Process and teaching materials. Cycle B continues the development of heritage language nouns in thirteen content units: More Body Parts, More Family, Home, More Animals, Climate and Weather, More Clothing, More Recreation, More Buildings, Geography, More Plants and More Fish. There are four review units to help beginners instill the vocabulary in long term memory. Additionally, three integrative units have been included. These units on color, time and commands are focused on vocabulary that a language teacher may use throughout thematic units, integrating them wherever s/he feels them to be most appropriate. Since the Heritage Language DLP process takes students with no knowledge of even the alphabet and sounds of their heritage language, as much review as possible is included here.

The suggested materials for the integrative units’ vocabulary can be adapted and interchanged. Experienced teachers will probably use the activities they are most familiar with. New teachers will have these activities provided for them.

The teaching materials are listed by title for each lesson and are grouped by the skill area being taught. Grades two and three have only Basic Listening exercises. The description of the activities are found at the end of this document. Some activities say SSM. These activities are included in a separate book, Student Support Materials, and contain all the material needed for the activity, including pictures, mini-pictures, word cards, matching exercises, cloze activities and assessments. We recommend that the teacher administer the assessment at the beginning of the unit and again at the end to assess student growth.

Most of the teaching activities/games require some preparation beforehand. Some of the materials teachers will need are blank cards, calenders, flashlights, bingo markers, pointers, beanbags, wind-up toy cars, masking tape, balloons, sheets with holes in them, and yarn or string.

For those not familiar with the Cycle A materials, we recommend that you check our website at www.sealaskaheritage.org.

NOTES ON USING CYCLES C THROUGH ADVANCED C

Cycle C of the Developmental Language Process introduces verbs. Unlike some languages, the verb patterns in Tlingit are not predictable. One cannot learn one form of “to eat something,” for example and from there write the first, second and third person forms, the transitive and intransitive forms, as well as the tenses. Each unit in Cycle C follows the same themes as Cycle B: Body Parts, Family, Food, Home, Buildings, Animals, etc. Each unit adds verb phrases to be used with the nouns previously learned. The unit on clothing introduces the negative. In this case the word ‘tlel’ is necessary and the word order does not necessarily follow a pattern. Cycle C includes a variety of sentence samples. Teachers can exchange the vocabulary words (nouns) with each of the sentence patterns. It is nice when teachers know a little about Tlingit linguistics to help them be conscious of the verb forms they are teaching, but not at all necessary to teach the linguistics. In fact, with beginners, the added linguistic information might be confusing. Sometimes older students are interested in the linguistics. You can refer them to the SHI website, which has a link to the Tlingit Verb Index, developed by Keri Edwards.

The focus is oral language development. The teacher should give lots of repetition of the sentences. We recommend that teachers do not spend time on reading and writing these sentence patterns. However, older students might want to see the written form as a learning aid. This is fine as long as the focus of the lesson does not turn into reading and writing exercises. Assessments should be on listening comprehension.

The Advanced Cycles continue the themes from Cycle B. Each unit adds new vocabulary with more complex verbs and descriptions. According to the Developmental Language Process curriculum development, each cycle has a focus. Cycle A Advanced-Listening, Cycle B Advanced-Reading and Cycle C Advanced-Creative Writing. The lessons, which include games and activities, focus on these skills but also include others. Teachers are encouraged to add their own activities that they know will keep their students interested. The sentences in each cycle go beyond basic subject-verb patterns. They are descriptive and varied. All sentences, except those in Advanced C, have audio recordings of a fluent speaker saying the sentences. For many learners, especially the teachers, this might be the most valuable part of the resources. Regional differences may occur in the way some words are pronounced and in how sentences are structured. Try not to let regional or personal choice differences be an obstacle. If there are differences, you can point that out to students and continue on.

The following lessons are suggested activity plans for developing advanced skills. See *Appendix III for lesson instructions*.

Lesson 1
Introduce the new vocabulary.

Basic Skills
Out of Order
Ghost 2

Creative Speaking
Numbers Up
Half Time

Lesson 1
Introduce the new vocabulary.

Basic Skills
Word Build
Out of Order

Creative Speaking
Make a Change
Back Match

Lesson 1
Introduce the new vocabulary.

Basic Skills
The Disappearing Illustrations
Ghost 2

Creative Speaking
Cat's Cradle
Who's Next?

Lesson 1
Introduce the new vocabulary.

Basic Skills
Writing Relay
Buzz

Creative Speaking
Rubbings
Colander

Lesson 1
Introduce the new vocabulary.

Basic Skills
Wild Groups
The Disappearing Illustrations

Creative Speaking
Happy Birthday
Half Time

Lesson 1
Introduce the new vocabulary.

Basic Skills
Horizontal Completion
Word Build

Creative Speaking
Happy Birthday
Name Card Spin

Lesson 1

Introduce the new vocabulary.

Listening

Sentence Scramble
Jack Pot

Speaking

Go Fish
Solve 3

Lesson 1

Introduce the new vocabulary.

Listening

Police Sketch Artist
Word Association Walk

Speaking

Yes/No ?
Whisper No Lies

Lesson 2

Review the unit's vocabulary.

Basic Skills

Actions
What's Your Letter?

Creative Speaking

Make a Change
Toothpick

Lesson 2

Review the unit's vocabulary.

Basic Skills

Vocabulary Chips
Wild Groups

Creative Speaking

Numbers up
Illustrated Bingo

Lesson 2

Review the unit's vocabulary.

Basic Skills

Horizontal Completion
Overhead Run

Creative Speaking

Toothpick
Card Match

Lesson 2

Review the unit's vocabulary.

Basic Skills

What's Your letter?
Vocabulary Chips

Creative Speaking

Illustrated Bingo
Name Card Spin

Lesson 2

Review the unit's vocabulary.

Basic Skills

Overhead Run
Vocabulary Chips

Creative Speaking

Back Match
Who's next?

Lesson 2

Review the unit's vocabulary.

Basic Skills

Back Writing
Buzz

Creative Speaking

Knotty
Whisper

Lesson 2

Review the unit's vocabulary.

Listening

Speed Collector
Simon Says

Speaking

Weather Report
Ticking Time Bomb

Lesson 2

Review the unit's vocabulary.

Listening

Bingo
Simon Says

Speaking

3 Round Charades
Memory

Lesson 3

Review the unit's vocabulary.

Creative Speaking

Knotty
Who's next?

Reading Comprehension

Lotto
Comic match

Lesson 3

Review the unit's vocabulary.

Creative Speaking

Name Card Spin
Cat's Cradle

Reading Comprehension

Silent Directions
Place That Sentence

Lesson 3

Review the unit's vocabulary.

Creative Speaking

High Card Draw
Rubbings

Reading Comprehension

Sentences Halves
Lotto

Lesson 3

Review the unit's vocabulary.

Creative Speaking

Cat's Cradle
Toothpick

Reading Comprehension

Is This Your Word?
Definition Match

Lesson 3

Review the unit's vocabulary.

Creative Speaking

Rubbings
Colander

Reading Comprehension

Sequential Reading
What's the Answer?

Lesson 3

Review the unit's vocabulary.

Creative Speaking

High Card Draw
Cat's Cradle

Reading Comprehension

Point Me in the Right Direction
Comic Match

Lesson 3

Review the unit's vocabulary.

Listening

Flashlight Find
Jack Pot

Speaking

What are You Doing
5?s

Lesson 3

Review the unit's vocabulary.

Listening

Adapted Jenga
Flashlight Find

Speaking

Word Association Walk
5?s

Lesson 4

Introduce the unit's sentence.

Creative Speaking

Colander
Illustrated Bingo

Reading Comprehension

Sequential Reading
Comic Match

Lesson 4

Listening

Bingo
Change Again

Speaking

Repetition Eliminator
Memory

Lesson 4

Introduce the unit's sentence.

Creative Speaking

Back Match
Toothpick

Reading Comprehension

What's the Answer?
Is This Your Word?

Lesson 4

Introduce the unit's sentence.

Creative Speaking

High Card Draw
Whisper

Reading Comprehension

Is This Your Word?
What's the Answer?

Lesson 4

Introduce the unit's sentence.

Creative Speaking

Whisper
High card Draw

Reading Comprehension

Illustrated Sentences
Silent Directions

Lesson 4

Introduce the unit's sentence.

Listening

Change Again
Speed Collector

Speaking

Whisper No Lies
Go Fish

Lesson 4

Introduce the unit's sentence.

Creative Speaking

Happy Birthday

Who's next?

Reading Comprehension

Ring! Ring!

Place that Sentence

Lesson 4

Introduce the unit's sentence.

Creative Speaking

Card Match

Make a change

Reading Comprehension

Ring! Ring!

Point me in the right direction

UNIT 1

Integrative Unit: Classroom Commands



Integrative Unit 1

Cycle B

Áx x'éide kunees.áax Listen to me!
du x'éide kunees.áax! Listen to him/her!

Gidahaan! You stand up!

Gidaan! You stand up!

Gaydanaak! You all stand up!

Ganú! Sit down!

Gaykí! You all sit down!

Ch'eix'! Point!

At shí! Touch it!

Neil gú! Come in!

Haagú! Come here!

Kashaxít. Write it.

Natóow. Read it.

Kutnati wé _____. Put the _____ away. (one solid object.)

Kutnatí. Put it away. (solid object.)

K'idein nasné. Clean up, straighten, organize.

Naax gidatí i kinaak.ádi. Put on your coat.

Naaxt kei idatí kinaak.ádi. Take off your coat.

Yán yeené. You get ready.

Yán jiné. Finish working.

Aayah hán wé _____
dayeen. Turn and face the _____.

Cycle C

Wáa sá duwasáakw yá át? What do you call this?

Áyax ákwé? Is that right?

X'oon gaaw sáyá? What time is it?

Wáa sá kuyatee? How's the weather?

Wáa sás wootee wé kutí? How was the weather?

Cycle A Advanced

Daa sá I jeewú? What do you have?

Duxá gé? Can you eat it?

Goodáx sáwé? Where is it from?

Goodé sá ituwatee? Where do you want to go?

Daa sá yéi kgisanéi áx'? What will you do there?

Cycle B Advanced

Xat x'eeya.áxch gé? Do you understand?

Kéenáx natóow. Read it out loud.

Waasá wé gunayéide? How is it different?

Cycle C Advanced

Tlél ax een at kaduneeek.

Nobody tells me anything.

Sh k'ukwalyeílin, kudáx kutx du yáa awuxaanéi. I would have lied but I have too much respect for her.

Xwaa.áx, xat woo.éex'i. I heard her call me.

Has du ítx haa loongagoogún haa yáanax ku.aa has yasátkw. We would have run after them, but they are faster than us.

Átk' aheení wushixéel'. S/he stopped believing, lost faith.

UNIT 2

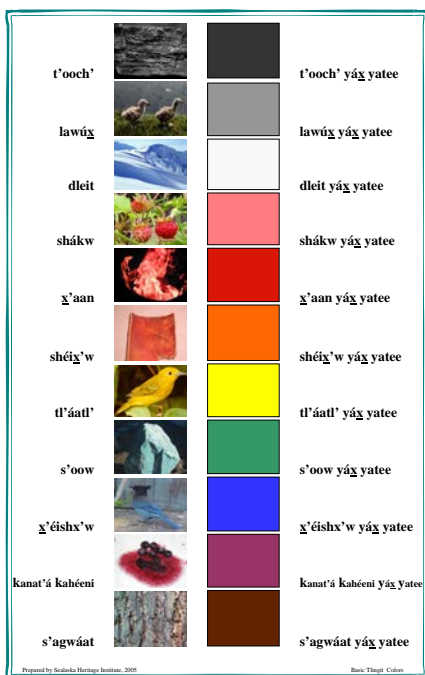
**Integrative Unit:
Colors**



Integrative Unit 2

Cycle B

x'aan red
x'éishx'w blue
s'oow green
dleit white
t'ooch black
s'agwáat brown
tl'áatl' yellow
sheix'w orange
lóol pink
kanat'á kahéeni purple
lawúx gray
dáanaa silver
góon gold



Cycle C

Yínde Down
Kínde Up
Neilnáx Indoors
Gáannax Outdoors
Naaliyéi A far off distant pace

Advanced A

Shaa shakéewu Up the mountain
Dei yígu In the road
Héen yígu In the water, on the river
At gutóowu In the woods
Yáadu Over here

Advanced B

Wé kaay yaaahaayi aax keik xash. Cut out the picture.
Naadaaw kaaynti we kaay yaahaayi. Put the picture on your table.
Tleix yatee aa aayah ti. Turn one picture over.
Yeey waak x'a shee la aa Close your eyes. (pl)
Woosh dax yei yee san e ye waak. Open your eyes. (pl)

Advanced C

Ash kaawaxíl' du téix'.
 Her heart is causing her trouble.
Tlél ushk'é dultíni. It's not good to look at it.
At lux'aakáawu áwé yéi yatee wé shaatk'. That young girl is a trouble maker.
Tléi a x'aant áwé daak wudigwát'wé yadák'w. The young boy crawled out on the limb.
Áak'wx'uwxéi wé shaawát. That woman camped at Auke Bay.

x'aaan

x'eishk'w

s'ooow

dieit

t'oooch

s'agwáat

tl'áatl'

shéix'w

lóol

kanat'á kahéeni

lawúx̄

yaa nashíx

dáanaa

goon

UNIT 3

**Integrative Unit:
Time**



Integrative Unit 3

Cycle B

tsóotaatx' in the morning
ts'ootaat morning
taatx' at night
taat night
nisdaat last night
yakyee, yagiyee day, afternoon
tatgé yesterday
yeedát now
tlei yeedát right now
Xáanax' in the evening
Xáana evening
ch'áakw back in the days, in the olden days, long time ago, ancient times
aagáa ayóo during, around the time of it
taat
sitgawsáani midnight
sitgawsáan noon
ch'ú still
dziyáak just recently
dziyáagin soon, after a while
adax after that, and then
tsóok' again

Cycle C

Tleidahéen Once
Deixdahéen Twice
Nas'gidahéen Three times
Daax'oondahéen Four times
Keijindahéen Five times

Cycle A Advanced

Tlék'gaa One by one
Dáxgaa Two by two
Nás'giGáa Three by three
ka a shoowú and a half
Ch'a tléix' Just one

Cycle B Advanced

Xat natée. Imitate me.
Tleix uxatanwei tli. Pick one.
Aadoo sá eet kuwahaa? Whose turn is it?
I eet kuwahaa. It's your turn.
L'í s'é Wait.

Cycle C Advanced

Yóot uwagút héen áyá yaa anas.ín. He left carrying water.
Iwooséekíkni tsá. See that you don't get storm-bound.
Ldakát át áwé kux dak'óol'in xwaasáakw. I said everything backwards.
Gunakadeit data tlaagú daxkudzitee. There are legends about sea monsters.
I een nakaáat kwshé? Can I come with you?

UNIT 4

Body Parts



Teacher's Notes

Cycle B introduces 12 terms for Body Parts. This cycle includes ten lessons with games and activities and the Student Support Materials (SSM). The SSM includes images, mini pictures, vocabulary word cards, student activity worksheets, and assessments. The unit's sentence and dialog are also part of the SSM. All this material is on an audio recording, spoken by a fluent speaker. Encourage students to listen to the audio many times if necessary. Students can get lots of practice with the dialog by substituting different body parts. 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), **du** (his/her/its). These nouns will continue to be used throughout all future cycles of this unit. It is to the students' advantage to master this vocabulary and commit the terms to long-term memory. They can then concentrate on the verb phrases to be introduced in Cycles C thru Advanced C. If students learn these words quickly, move forward to the next Cycle, which introduces verbs to be used with this theme.

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
xEEK upper arm
káak' forehead
téey chin

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 third person, imperfective (present) tense of the verb **a.ús'k** "to wash something". Use the photos from Cycle B, SSM, as props for each of the sentences. Encourage students to listen to the audio recording of the fluent speaker. 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. Begin the unit with listening activities.

Vocabulary Cycle C

Du yá a.ús'k. S/he is washing his/her face.

Du x'oos a.ús'k. S/he is washing his/her foot.

Du shaxaawú a.ús'k. S/he is washing his/her hair.

Du ladix' a.ús'k. S/he is washing his/her back of neck.

Teacher's Notes

This simple question and answer gives students lots of listening practice. Use the pictures from the SSM for some of the activities and games. Use stuffed animals or puppets to ask _____ **ákyá?** Is this _____? The commands give more listening practice and an opportunity for students to demonstrate that they are understanding the command. It's best to give commands to the whole group or a select group of students before giving commands to an individual.

Vocabulary Cycle A Advanced

_____ **ákyá?**
Is this _____?

Aaá. Yes.

Tléik', tléil _____ **áwé.**

No, that isn't _____.

Goosóo i _____?

Where is your _____?

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 verbs, including **Du x'oos diwúx'**: He has wide feet. You can substitute many different body parts in this sentence: **Ax waak wudixwétl**: My eyes are tired. Use the suggested lessons and the SSM to teach these descriptive sentences. Encourage students to listen to the audio recording of a fluent speaker saying these sentences.

Vocabulary Cycle B Advanced

Ax x'usgoosh yéi kwlisáa. She has skinny toes.

Du x'as' litseen. He has a strong jaw.

Ax xeik tléil ulsteen. My arm feels weak.

Du x'oos diwúx'. He has wide feet.

Ax waak wudixwétl. My eyes are tired.

Teacher's Notes

Cycle C's focus is creative writing. Most students will be able to write simple sentences using the nouns from this unit and simple verbs. These more descriptive sentences are samples for the students to follow in their writing. In addition to the nouns from this unit, these sentences include vocabulary from the Integrated Units on "time" and "colors" and Unit 13, "clothing." Students feel good about their learning when they recognize more and more of the vocabulary.

Vocabulary Cycle C Advanced

Kei guxlanúkts tá yá xáanaa. Sleep will be sweet tonight.

Daxdahéen yan yaawagás'. He fell on his face twice.

Júx'aa tóot astán du jín. He has his arm in a sling.

Du gúk káx ayaawayeesh du sadaat'aayí. She pulled her scarf down over her ears.

Du oox kanat'á kahéeni yáx kawdisék'w. Her teeth are the color of blueberry juice.

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.

Júx'aa **tóot astán** du _____.

He has his _____ in a sling.

Du _____ **káx ayaawayeesh** du **sadaat'aayí**.

She pulled her scarf down over her _____.

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

Daxdahéen yan yaawagás'. He fell on his face twice.

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

Du gúk káx ayaawayeesh du sadaat'aayí. She pulled her scarf down over her ears.

Du oox kanat'á kahéeni yáx kawdisék'w. Her teeth are the color of blueberry juice.

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.

Kei guxlanúks tá yá xáanaa. Sleep will be sweet tonight.

Du gúk káx ayaawayeesh du sadaat'aayí. She pulled her scarf down over her ears.

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



xeeek
shoulder



káak'
forehead

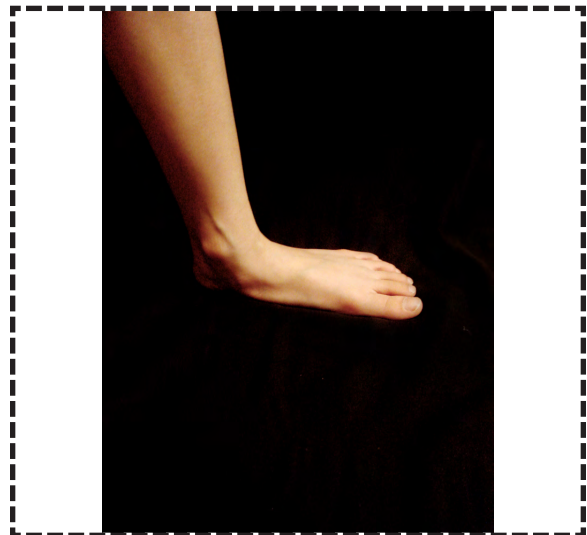


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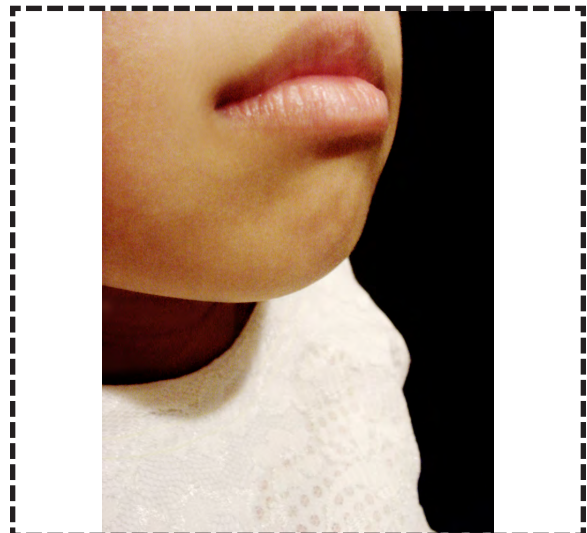
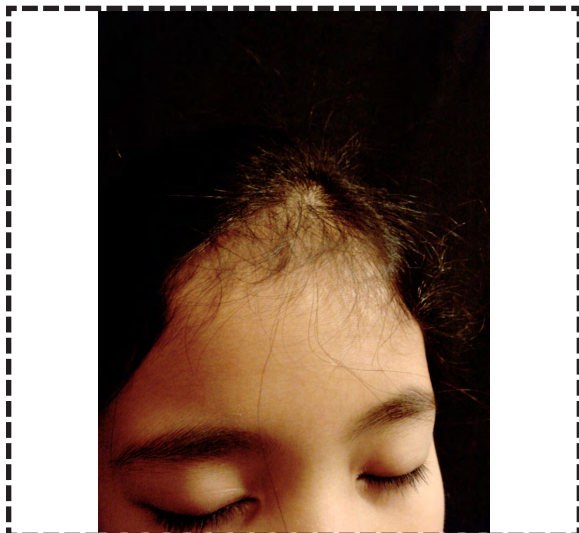
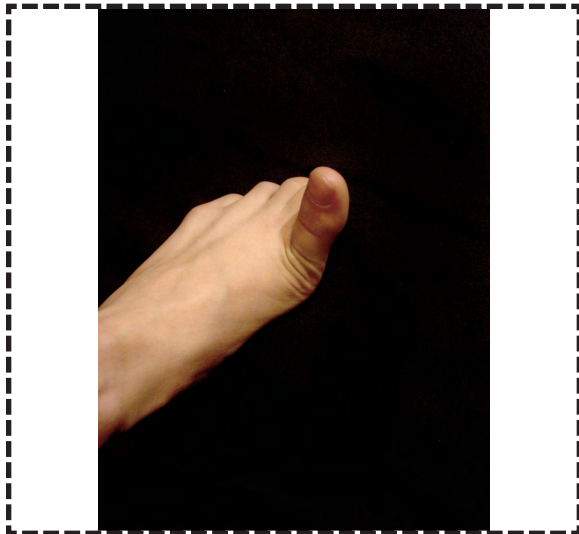
BASIC LISTENING



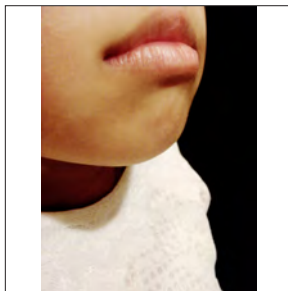
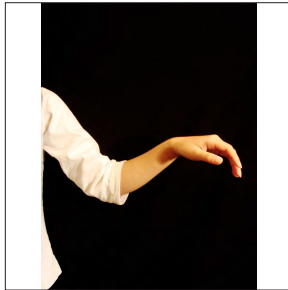
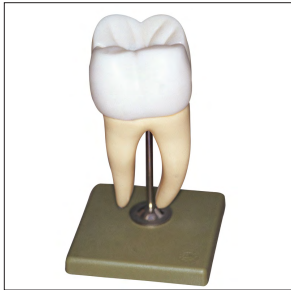
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.



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



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



BASIC READING

Sight Recognition



k'í

tl'éik

jigei

gáts

x'ooos

x'usgooosh

keey

t'eey shú

x[̄]eeek

oox̄

káak'

téey

Circle the word for each picture.



oox
k'í
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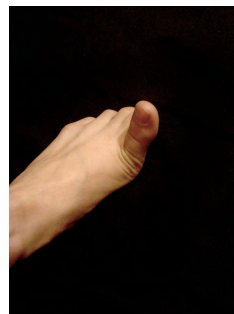
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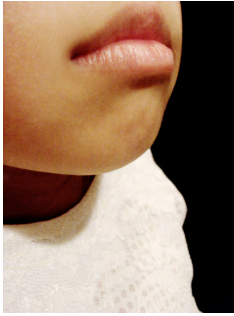


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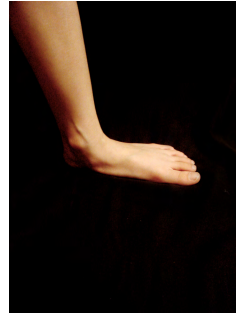


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Circle the word for each picture.



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BASIC READING

Encoding



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

_____ x

k' _____

tl' _____ k

_____ gei

gá _____

x'o _____

_____ oosh

ke _____

t'eey _____

_____ ek

ká _____

t _____ y

os

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xe

ey

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



á

t

s

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BASIC WRITING



Complete the words by writing in the missing letters.

k _ _ y
_ 'e _ _ shú
x _ _ _
x' _ _ s
x'u _ _ _ _ os _
_ áa _ '
_ é _ y
_ _ _ x
_ 'í
_ _ 'éik
jig _ _
gá _ _

Write the correct vocabulary word next to each picture.

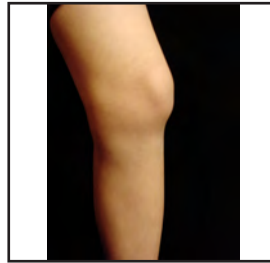










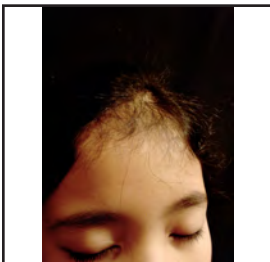


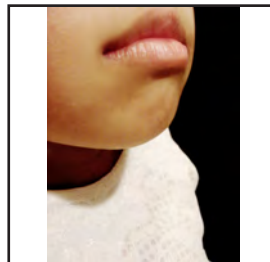












DIALOG ACTIVITY PAGE



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.

(a) Wáa sá iwunee?

(b) Ax _____ wudichún.

(a) Gwáatk sá i _____ wudichún?

(b) Tatgé.

jigei

k'í

gáts

x'oos

tl'éik

x'usgoosh

oox

keey

káak'

t'éey shú

x̄eek

téey

UNIT ASSESSMENT



Tlingit Language Program

**Unit Assessment
Teacher's Notes**

Cycle B Beginners Grade 7

Grade: 7

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 **oox**.”
2. “Write the number 2 on top of the picture of **k’í**.”
3. “Write the number 3 on top of the picture of **tl’éik**.”
4. “Write the number 4 on top of the picture of **jigei**.”
5. “Write the number 5 on top of the picture of **gáts**.”
6. “Write the number 6 on top of the picture of **x’oos**.”
7. “Write the number 7 on top of the picture of **x’usgoosh**.”
8. “Write the number 8 on top of the picture of **keey**.”
9. “Write the number 9 on top of the picture of **t’ey shú**.”
10. “Write the number 10 on top of the picture of **xeek**.”
11. “Write the number 11 on top of the picture of **káak**.”
12. “Write the number 12 on top of the picture of **téey**.”

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 7

Unit 4

Theme: More Body Parts

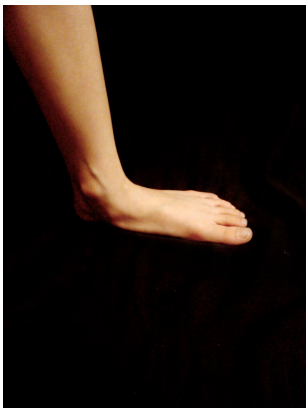
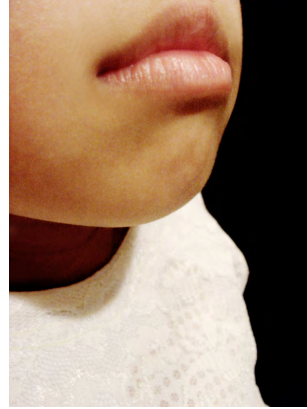
Date: _____

Student's Name: _____

Grade: _____

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.



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Circle the word for each picture.



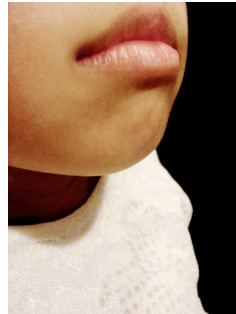
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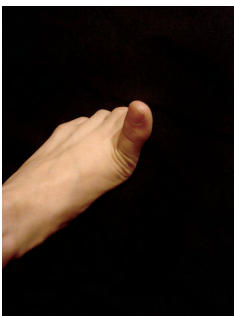
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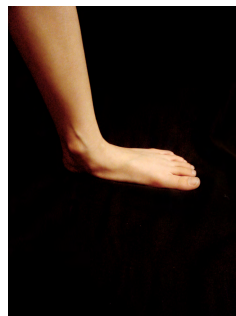
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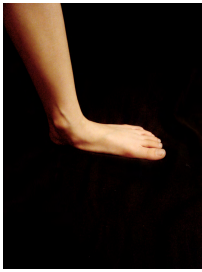
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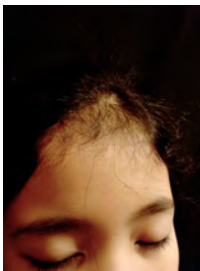
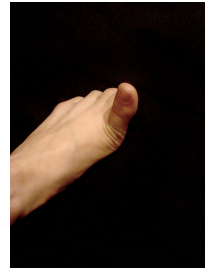
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UNIT 5

Family



Teacher's Notes

“Family” is the theme of Unit 5. These 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). Kinship terms denote family relations and sometimes, clan relationships. An example of this is **kéilk'**: his sister's child. **Keilk'** refers to a niece or nephew who is a member of the same clan as the uncle. Terms such as **kéilk'** reinforce the importance of clan relationships. The Student Support Materials (SSM) include images, mini-pictures, vocabulary word cards, student activity worksheets, and assessments. Practice the unit's sentence and dialog and encourage students to listen to the audio recording of a fluent speaker saying these words and sentences. 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
xúx husband
shát wife
kéilk' his sister's child

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 and third person, present (imperfective) and past (perfective) tenses of the verb “for someone to help someone.” 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 these sentences. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme of “Family.” Spend time on listening activities.

Vocabulary Cycle C

Du dachxán eet wudishée. S/he is helping his/her grandchild.

Ax yadí éet xadishee. I helped my child.

Du yadi eet wudishée. He helped his child.

Du yéet éet wudishée. S/he is helping his/her son.

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 another opportunity to hear the command **Du éet ch'ix'**. Repeat the questions and commands with as many different students as possible. Listen to audio recording of a fluent speaker saying these sentences.

Vocabulary Cycle A Advanced

Wáa sá duwasáakw i tláa?

What is your mother's name?

I dlaak' ákyá? Is this your sister?

Du éet ch'ix'. Point at him/her.

Du xáni yan hán. Stand by 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 to teach these sentences. Listen to the audio recording of a fluent speaker saying the sentences to hear the correct pronunciation, rhythm, and cadence of the language.

Vocabulary Cycle B Advanced

Du xúx at daa tuwatee. Her husband is thoughtful.

Wé t'ukanéiyich tlákw aash-latin. His baby is always watching him.

Du sée ch'áagu tundantaan du jeewú. Her daughter is an old soul.

Du tlaak yadi akwdlixéitl'. His sister's child is scared.

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 suggested lessons and activities to give students practice writing these sentences. Teacher/learners will have new sentence patterns and vocabulary to challenge themselves.

Vocabulary Cycle C Advanced

Sh tóogaa xat ditee woochxán yéi haa wdateeyí. I am grateful that we are together.

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

Yá atk'átsk'u li.oos ch'ak'yéis yáx. This child is as playful as a young eagle.

Keex'é shukát áwé shoodanookch ax léelk'w. My grandfather wakes up before dawn.

Cycle C Advanced Creative Writing Activities

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

Keex'é shukát áwé shoodanookch ax _____.

My _____ wakes up before dawn.

Yá _____ li.oos ch'ak' yéis yáx.

This _____ is as playful as a young eagle

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

Keex'é shukát áwé shoodanookch ax léelk'w. My grandfather wakes up before dawn.

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

Yá atk'átsk'u li.oos ch'ak'yéis yáx. This child is as playful as a young eagle.

Keex'é shukát áwé shoodanookch ax léelk'w. My grandfather wakes up before dawn.

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.

Sh tógaa xat ditee wochxán yéi haa wdateeyí. I am grateful that we are together.

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

VOCABULARY PICTURES





tláak'w
maternal aunt



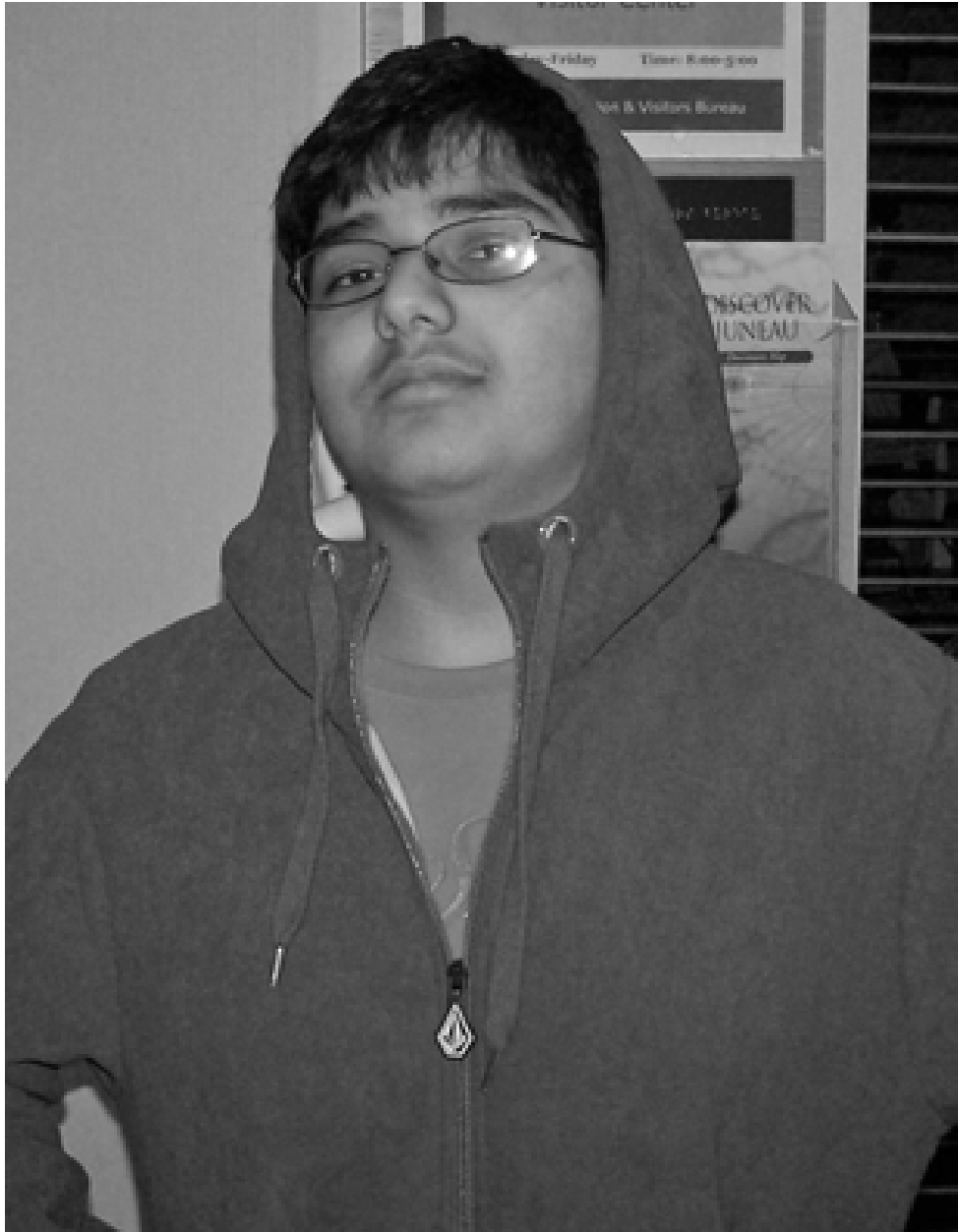
káak
maternal uncle



aat
paternal aunt



atk'átsk'u
child



yéet

son



sée
daughter

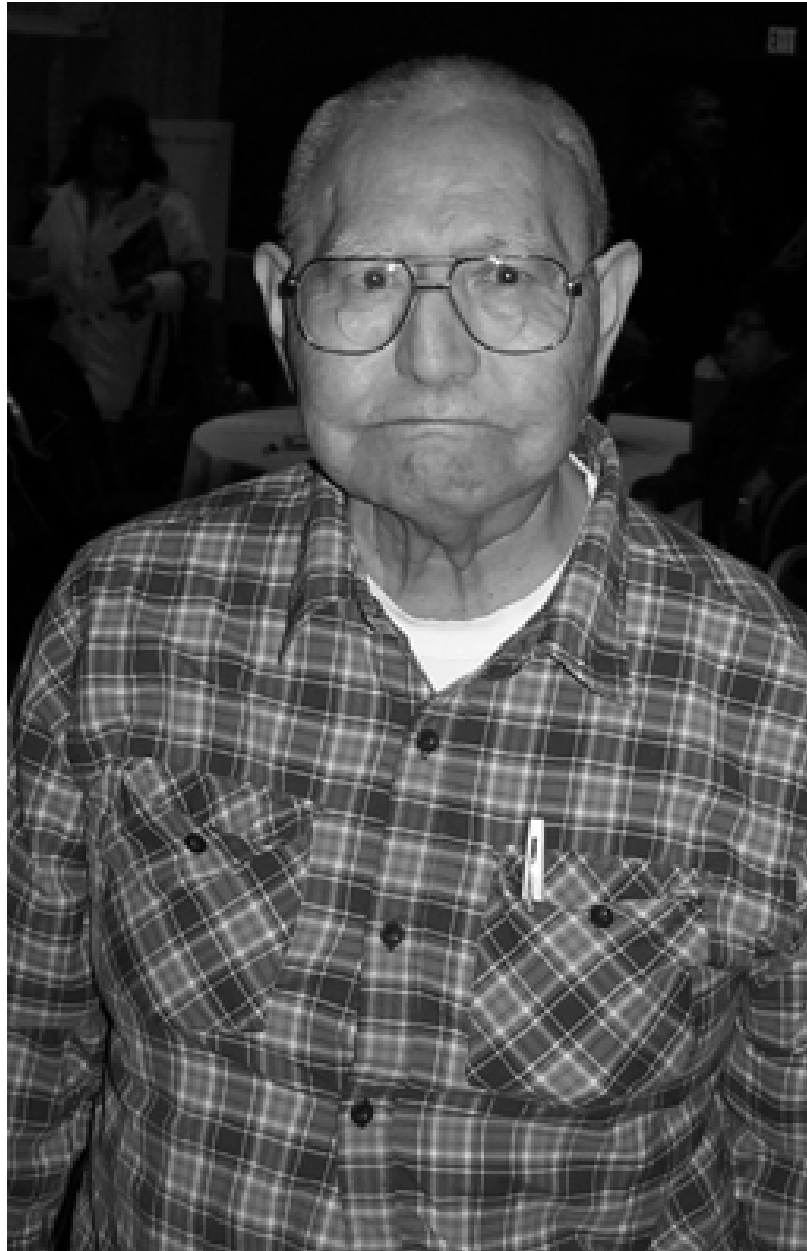


t'ukanéiyi

baby



dachxán
grandchild



daakanóox'u
great, great grandparents



χύχ
husband



shát
wife



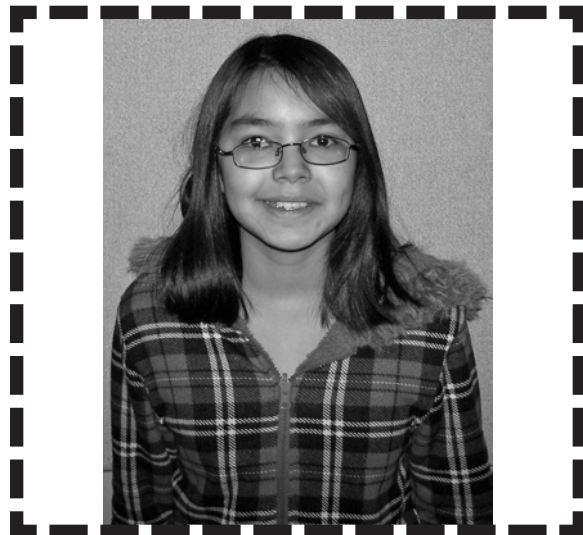
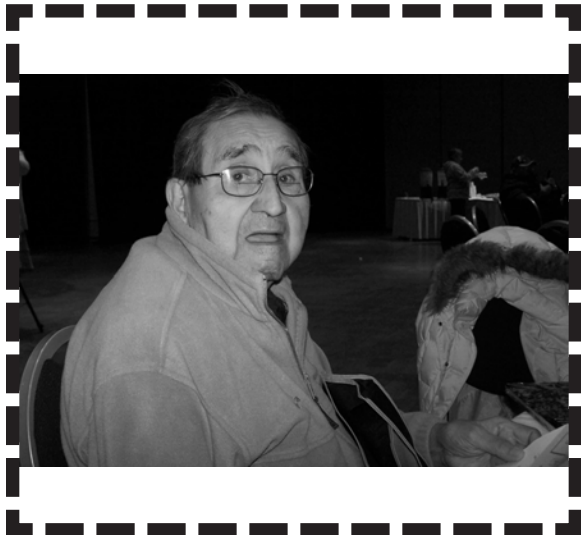
kéilk'

his sister's child

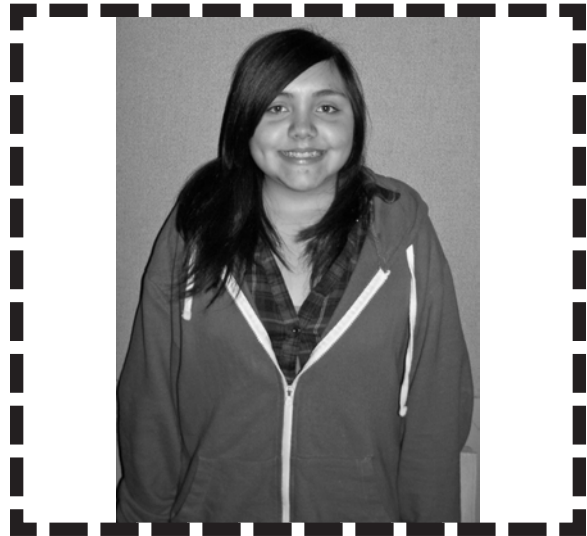
BASIC LISTENING



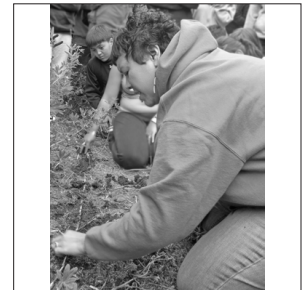
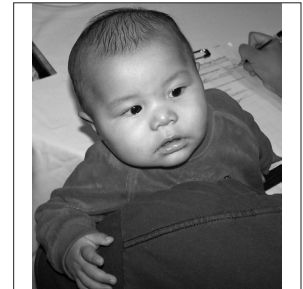
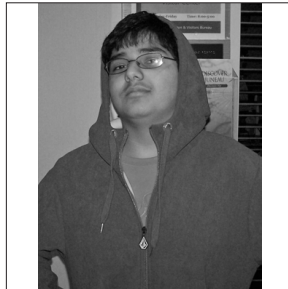
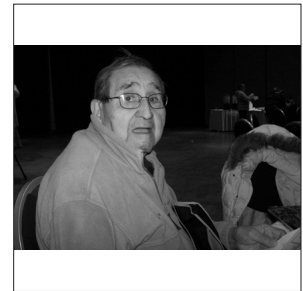
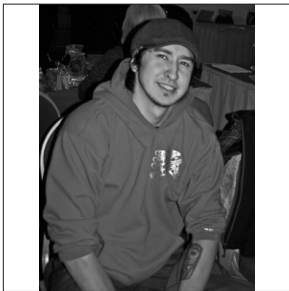
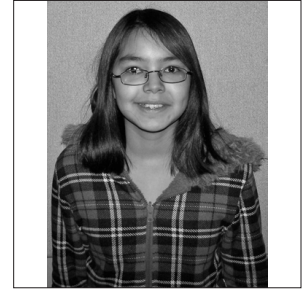
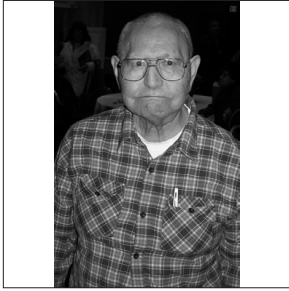
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.



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



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'ukarénéiyi

dachxán

daakanóox'

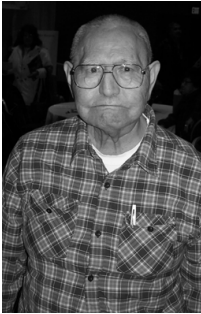
Circle the word for each picture.



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



tláak'w
káak aat
atk'átsk'u
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shát
kéilk'

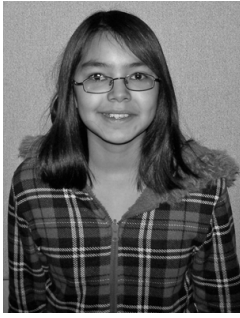


tláak'w
káak aat
atk'átsk'u
yéet
sée
t'ukanéiyi
dachxán
daakanóox'
u xúx
shát
kéilk'



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káak aat
atk'átsk'u
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t'ukanéiyi
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u xúx
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kéilk'

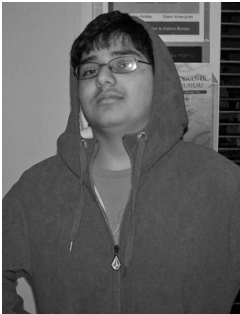
Circle the word for each picture.



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

tl _____ k'w

ká _____

a _____

atk'át _____

_____ et

s _____

t'ukan _____

dach _____

_____ anóox'u

xú _____

_____ át

kéi _____

ak

lk'

daak

at

éiyi

sk'u

sh

xán

x

ée

áa

yé

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



i

t'

n

k

a

y

é

u

i

BASIC WRITING



Complete the words by writing in the missing letters.

tlá _ _ 'w

k _ _ k

a _ _

atk'á _ _ _ 'u

yé _ _

_ ée

t'ukan _ _ _ i

_ _ _ hxán

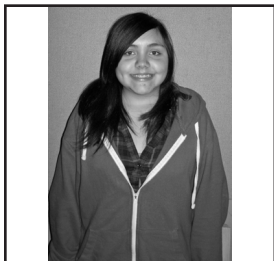
d _ _ k _ nóox'u

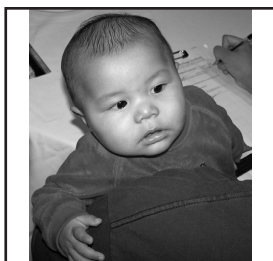
x _ x

_ _ át

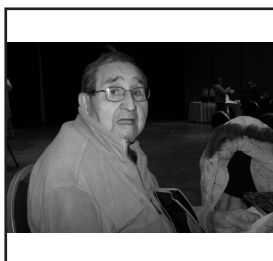
ké _ _ k'

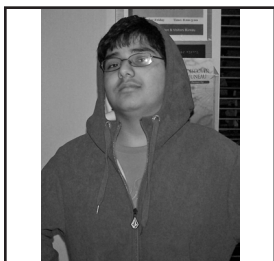
Write the words for the pictures.

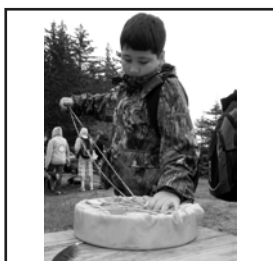


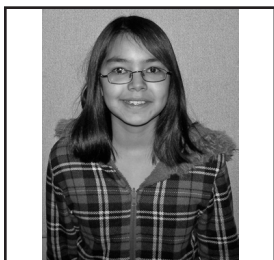


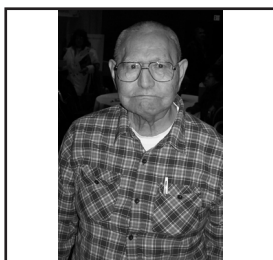




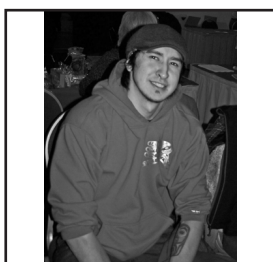
















DIALOG ACTIVITY PAGE



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

(b) Ax _____ ax jeet aawatee.

(a) Wáa sá duwasáakw i _____ ?

(b) _____ yóo duwasáakw.

daakanóox'u

yéet

kéilk'

tláak'w

atk'átsk'u

dachxán

káak

xúx

shát

aat

t'ukanéiyi

sée

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 . 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 7

Grade _____

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**.”
10. “Write the number 10 on top of the picture of **xúx** .”
11. “Write the number 11 on top of the picture of **shát** .”
12. “Write the number 12 on top of the picture of **kéilk**’.”

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 7

Unit 5

Theme: Family

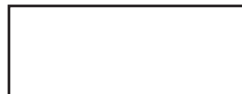
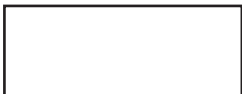
Date: _____

Student's Name: _____

Grade: _____

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.

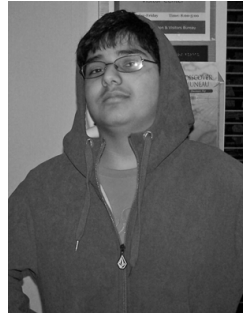




Circle the word for each picture.



tláak'w
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yéet
sée
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dachxán
daakanóox'
u xúx
shát
kéilk'



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Circle the word for each picture.



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kéilk'

yé

k'w
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tsk'u
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e
anéiyi
xán
anóox'u
úx
át
ilk'

t'uk

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tsk'u
et
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anóox'u
úx
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anóox'u
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xán
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