

Learning our

Tlingit Language



Lingít | Cycles B through Advanced C | Beginners

Grade 7

Book 2



Sealaska Heritage Institute

UNIT 6

Food



Teacher's Notes

The 12 vocabulary words in Cycle B name traditional food items. Cycle B includes ten suggested lessons and Student Support Materials (SSM). The SSM includes images, student worksheets, unit's sentence and dialog sections, and assessments. If some of the "food" vocabulary is very familiar to the students, they may learn the vocabulary quickly. If so, move on to the next cycle, which will add new phrases which build on 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
ttaa eixí seal oil
saak eexí ooligan oil
gwádaa butter

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 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 "food."

Vocabulary Cycle C

Laak'ásk axá. S/he is eating black seaweed.

Tsaa eixí yéi aya.óo. S/he is using seal oil.

K'áach' axá. S/he is eating red ribbon seaweed.

Saak eexí át̄x alyéix. S/he is using ooligan oil (to make something).

Linúkdzi héen adaná. S/he is drinking juice (sweet water).

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. Encourage students to listen to the audio recording of a fluent speaker saying these sentences. The command form of the verb can be used during snack and meal times, as well as in language lessons. As in Cycle C, the focus is on oral language development. If students learn the material quickly, move forward to the next cycle to learn new phrases related to the theme. Notice the kinship term in the closure sentence.

Vocabulary Cycle A Advanced

Daa sáwé eexá? What are you eating? _____ **xaxá.** I am eating _____.

Daa sáwé idaná? What are you drinking? _____ **xadaná.** I am drinking _____.

Commands

Idaná! Drink it!

Yidaná! Drink it! (pl)

Closure Sentence

_____ **ax léelk'w éet uwaháa.** My grandparent is hungry for _____.

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. All of the food vocabulary words can be substituted in these sentence patterns. If you are fortunate enough to work with a fluent speaker, you can turn all of these sentences into questions which students can answer with **Aa.á**: yes, or **Tléik'**: no. Encourage students to listen to the audio recording of a fluent speaker so they can hear the pronunciation, rhythm, and cadence of spoken Tlingit.

Vocabulary Cycle B Advanced

Laak'ásk oowaxook dé. This black seaweed is dry now.

At x'éeshi ax x'éi yak'éi. This dry fish is tasty.

Wusi.áax'w ax yat'aayi héen. My coffee is bitter.

Yées wé gáax'w. The herring eggs are fresh.

Teacher's Notes

The focus of Cycle C Advanced is creative writing. By this cycle, students may be able to read and write simple sentences. This cycle gives five complex sentences for students to use as samples for their own writing. Students can substitute words from the vocabulary list that make sense in that pattern.

Vocabulary Cycle C Advanced

Akawsitaayi tléikw kagádaa tóonáx akawlicháa. He strained the boiled berries through cheesecloth.

Ku.éex'dei nasxóot' yá kakáshxi! Pack the steamed berries to the potlatch!

Xáanaa atxaayí yís gáx akawlis'úk. She fried rabbit for dinner.

Wé dleey yat'éex'. The meat is tough.

Tsaa eixí teen áwé yak'éi t'á at x'éeshi. Dry fish king salmon is good with seal oil.

Cycle C Advanced Creative Writing Activities

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

_____ **dei nasxóot' yá kakáshxi!**

Pack the steamed berries to _____!

Xáanaa atxaayí yís _____ akawlis'úk.

She fried _____ for dinner.

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

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

Ku.éex'dei nasxóot' yá kakáshxi! Pack the steamed berries to the pot-latch!

Tsaa eiýí teen áwé yak'ei t'á at x'éeshi. Dry fish king salmon is good with seal oil.

4. Use one of the sentences below write a series of sentences that lead up to the sentence you chose or use the sentence to begin your series.

Akawsitaayi tléikw kagádaa tóonáx akawlicháa. He strained the boiled berries through cheesecloth.

Ku.éex'dei nasxóot' yá kakáshxi! Pack the steamed berries to the pot-latch!

VOCABULARY PICTURES





kóox
rice



suktéitl'
beach asparagas



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



tsaa eixí
seal oil



saak eexí
ooligan oil



gwádaa
butter

BASIC LISTENING



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



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



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



BASIC READING

Sight Recognition



Kóóox

suktéitl'

at x'éeshi

náayadi

gáax'w

kahnáakw

laak'ásk

k'áach'

káaxwei

tsaa eixí

saak eexí

gwáadaa

Circle the word for each picture.



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei
tsaa eixí
saak eexí
gwádaa



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k'áach'
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saak eexí
gwádaa

Circle the word for each picture.



kóox
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at x'éeshi
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laak'ásk
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gwádaa

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

l _____ sk

k' _____ h'

k _____ wei

at _____ shi

n _____ di

g _____ x'w

k _____ kw

tsaa _____

saak _____

g _____ aa

k _____ x

suk _____ tl'

áaya

aak'á

wád

x'éé

áac

eexí

óo

eixí

téi

aháa

áax

áa

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



é

h

t

e

s

i

a

x'

BASIC WRITING



Complete the words by writing in the missing letters.

k'á _ _ h'
ká _ _ _ ei
_ _ aa _ ixí
_ t x' _ _ shi
_ _ ay _ di
_ á _ _ 'w
_ _ háa _ _
_ _ ak' _ sk
s _ _ k _ exí
_ _ ó _ x
s _ kté _ t _ '
_ w _ daa

Write the correct vocabulary word next to each picture.

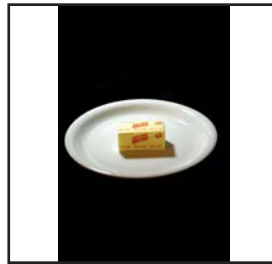




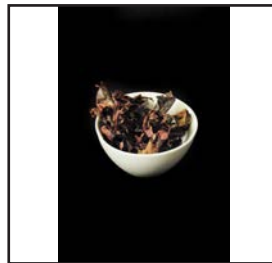




















DIALOG ACTIVITY PAGE



(a) _____ gé ijeewú?

(b) Tléik', _____ ax jeewú ku.aa.

(b) _____ ituwasigóo akgé?

(a) Áa.á / Tléik'

náayadi

káaxwei

laak'ásk

suktéitl'

at x'éeshi

saak eexí

kóox

kaháakw

k'áach'

gwádaa

tsaa eixí

gáax'w

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 Grade 7

Grade _____

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 **kóox**.”
2. “Write the number 2 on top of the picture of **suktéitl'**.”
3. “Write the number 3 on top of the picture of **.at x'éeshi**.”
4. “Write the number 4 on top of the picture of **náayadi**.”
5. “Write the number 5 on top of the picture of **gáax'w**.”
6. “Write the number 6 on top of the picture of **kaháakw**.”
7. “Write the number 7 on top of the picture of **laak'ásk**.”
8. “Write the number 8 on top of the picture of **k'áach'**.”
9. “Write the number 9 on top of the picture of **káaxwei**.”
10. “Write the number 10 on top of the picture of **t^saa eixí**.”
11. “Write the number 11 on top of the picture of **saak eexí**.”
12. “Write the number 12 on top of the picture of **gwádaa**.”

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 6

Theme: More Food

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.



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
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saak eexí
gwádaa



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Circle the word for each picture.



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saak eexí
gwádaa

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eexí
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yadi
x'w**





UNIT 7

Review 4-6



Teacher's Notes

This unit reviews Units 4-6. Phrases have been selected for review. If your students already know these, select others for extra practice. Use the suggested lessons and the Student Support Materials (SSM) to practice the vocabulary. The "body parts," "kinship" and "food" themes will continue in Cycles C through Advanced C. If students can master the noun vocabulary and commit the terms to long-term memory, they can focus on learning the verbs in the next four cycles.

Vocabulary Cycle B

gáts thigh
káak' forehead
téey chin
aat paternal aunt
xúx husband
shát wife
kéilk' his sister's child
náayadi half dried fish
kaháakw salmon eggs
ttaa eixí seal oil
saak eexí ooligan oil
gwádaa butter

Teacher's Notes

The review unit gives an added opportunity for more practice with the verb patterns. Units 4-6 introduce the verbs for “washing,” “helping,” “drinking,” and “eating.” Choose your review sentences based on your students’ progress. Encourage students to listen to the audio recording of a fluent speaker saying these sentences so they can hear the pronunciation, rhythm, and cadence of spoken Tlingit.

Vocabulary Cycle C

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

Du yádi éet wudishée. S/he is helping his/her child.

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

Laak'ásk axá. S/he is eating black seaweed.

Teacher's Notes

This review unit gives students more practice with the phrases from Units 4-6. By this cycle, students should know all of the nouns from the units on “body parts,” “family,” and “food.” The commands are familiar TPR commands. Encourage students to listen to the audio recording of a fluent speaker saying these sentences. One of the outcomes from a review unit is the sense of accomplishment that both the students and teachers can feel. As students commit more phrases to long-term memory, their confidence builds and they are ready to move forward to the next cycle.

Vocabulary Cycle A Advanced

Kíndei i _____.

Raise your _____.

Yíndei i _____.

Lower your _____.

Daa sá idaná? What are you drinking?

_____ **ax**
léelk'w éet uwaháa.

My grandparent is hungry

for _____.

Teacher's Notes

As in the other review cycles, we have selected sentences for the students to so they can get more practice. If you see that there are other sentences in units 4-6 where students need more work, select those. You can continue to use the SSM and any other props that you have. Encourage students to listen to the audio recording of a fluent speaker saying these sentences. Sometimes students like to review sentences that they already know well to remind themselves that “Yes, I am learning Tlingit!”

Vocabulary Cycle B Advanced

Du x'ás' téey latseen. He has a strong jaw.

Ax xeik tléil ulsteen. My arm feels weak.

Du xúx at daa tuwatee. Her husband is thoughtful.

At x'éeshi ax x'éi yak'éi. This dry fish is tasty.

Teacher's Notes

Choose these sentences or others from units 4-6 that are most appropriate for your students. Students can use these sentence patterns to revise slightly for their own sentences. The more practice they have with writing these sentences, the more familiar they become with Tlingit sentence patterns. Use the suggested activities.

Vocabulary Cycle C Advanced

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

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

Wé dleey yat'éex'. The meat is tough.

Tsaa eixí teen áwé yak'éi t'á at x'éeshi. Dry fish king salmon is good with seal oil.

Cycle C Advanced Creative Writing Activities

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

Keex'é shukát áwé _____ **ax léelk'w.**

My grandfather _____ before dawn.

Wé dleey _____.

The meat _____.

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

Wé dleey yat'éex'. The meat is tough.

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

Wé dleey yat'éex'. The meat is tough.

Tsaa eixí teen áwé yak'úi t'á at x'éeshi. Dry fish king salmon is good with seal oil.

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.

Tsaa eixí teen áwé yak'úi t'á at x'éeshi. Dry fish king salmon is good with seal oil.

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

VOCABULARY PICTURES

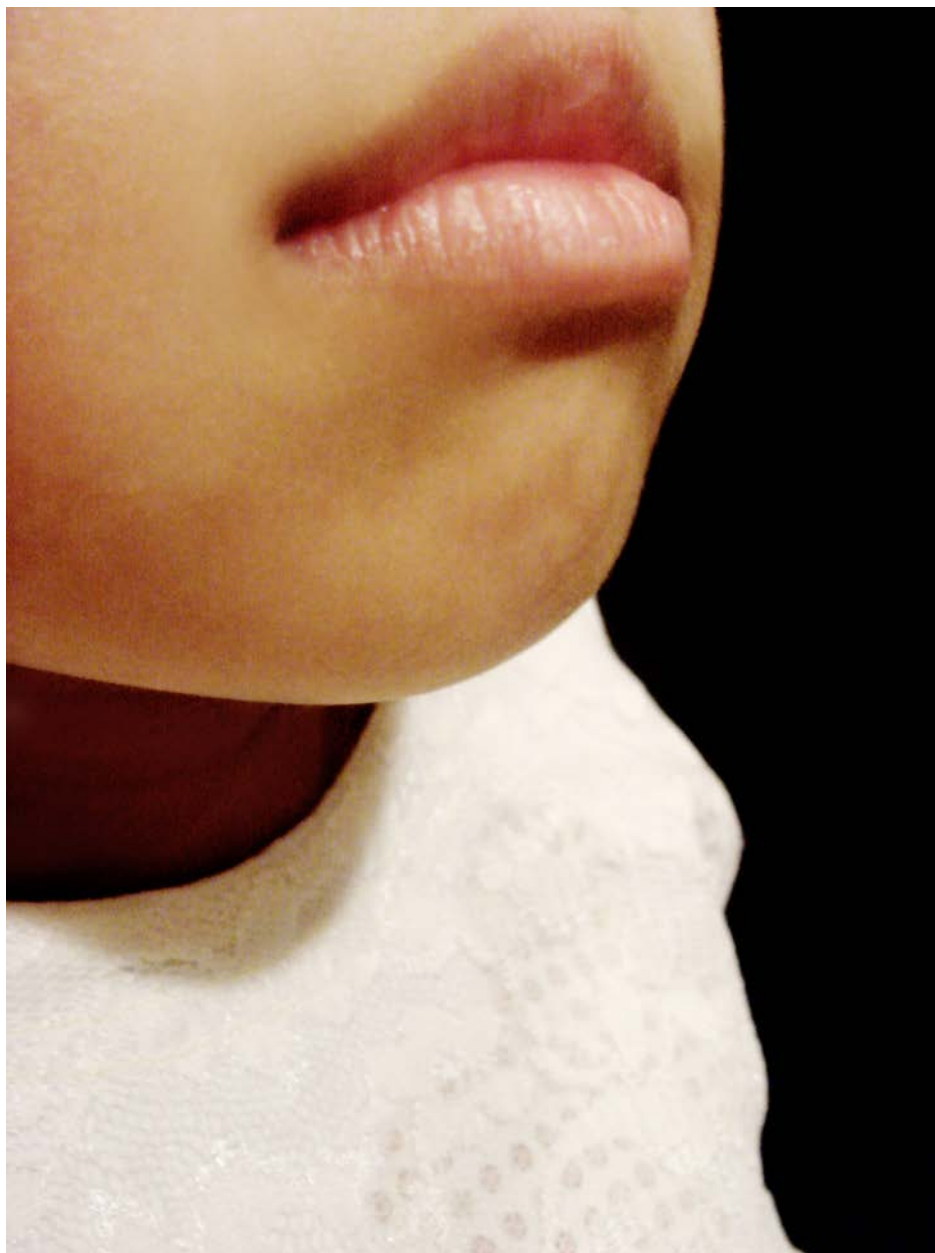




gáts
thigh



káak'
forehead



téey
chin



aat
paternal aunt



χύχ
husband



shát
wife



kéilk'

his sister's child



náayadi
half dried fish



kaháakw
salmon eggs



tsaa eixí
seal oil



saak eexí
ooligan oil

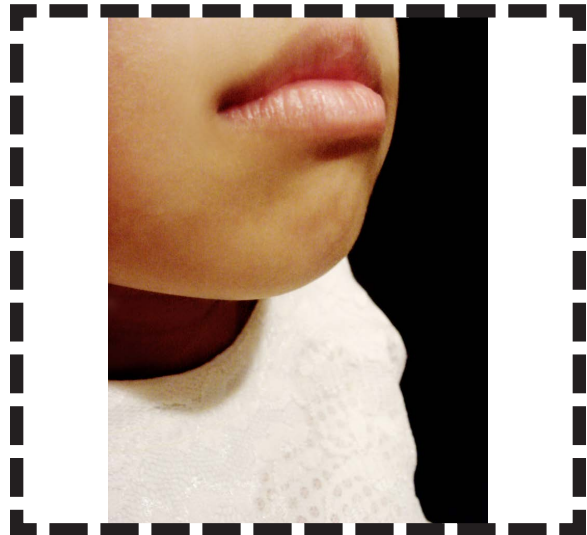
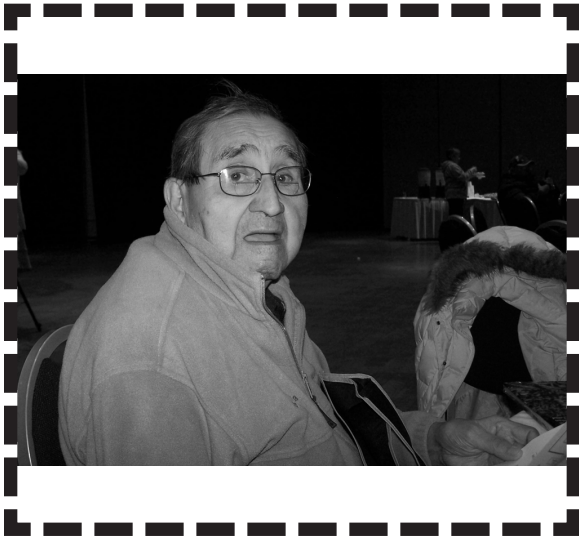


gwádaa
butter

BASIC LISTENING



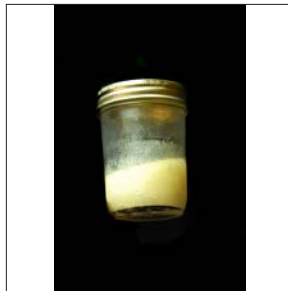
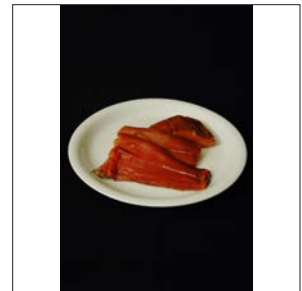
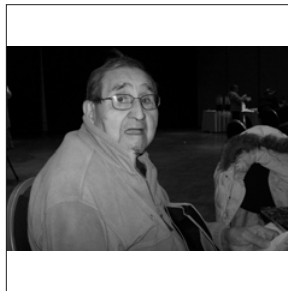
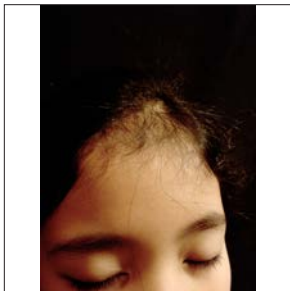
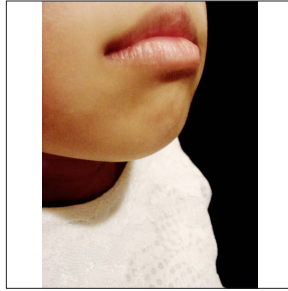
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.



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



qáts

káak'

téey

aat

xúx̄

shát

Kéilk'

náayadi

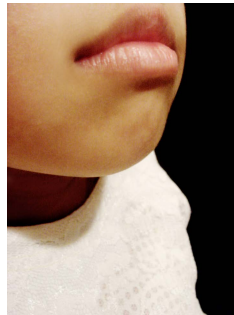
kahnáakw

tsaa eixí

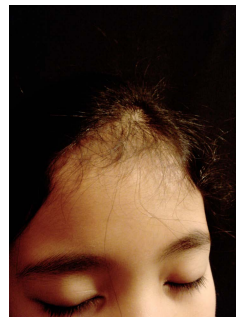
saak eexí

gwádaa

Circle the word for each picture.



Circle the word for each picture.



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

t _____ y
_____ t
ka _____ w
x _____
s _____ t
g _____ s
k _____ k'
t _____ eixí
s _____ eexí
g _____ aa
k _____ k'
n _____ di

áa

éil

úx

há

háak

wád

át

saa

aa

aak

áaya

ée

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



a

k

e

a

e

s

x

í

BASIC WRITING



Complete the words by writing in the missing letters.

g _ t _

_ áa _ ’

_ ée _

_ a _

x _ x

_ há _

_ éi _ k’

n _ _ yadi

k _ h _ a _ kw

t _ _ _ _ ixí

s _ _ k _ exí

_ wád _ _

Write the correct vocabulary word next to each picture.

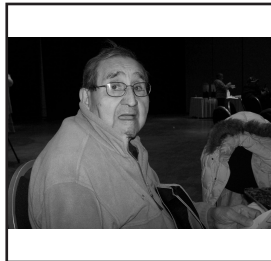










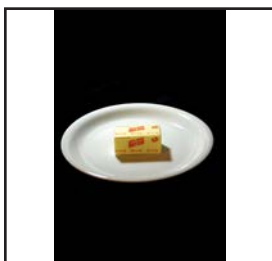














UNIT ASSESSMENT



Tlingit Language Program

**Unit Assessment
Teacher's Notes**

Cycle B Beginners Grade 7

Grade: 7

Unit: 7

Theme: Unit 7 Review

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 **gáts**.”
2. “Write the number 2 on top of the picture of **káak**.”
3. “Write the number 3 on top of the picture of **téey**.”
4. “Write the number 4 on top of the picture of **aat**.”
5. “Write the number 5 on top of the picture of **xúx**.”
6. “Write the number 6 on top of the picture of **shát**.”
7. “Write the number 7 on top of the picture of **kéilk'**.”
8. “Write the number 8 on top of the picture of **náayadi**.”
9. “Write the number 9 on top of the picture of **kaháakw**.”
10. “Write the number 10 on top of the picture of **ttaa eixí**.”
11. “Write the number 11 on top of the picture of **saak eexí**.”
12. “Write the number 12 on top of the picture of **gwádaa**.”

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 7

Theme: Unit 7 Review

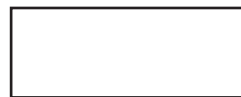
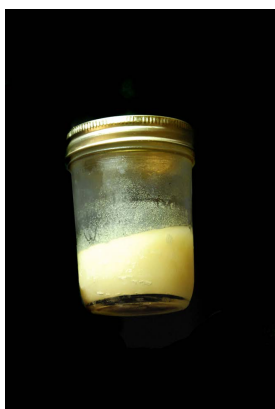
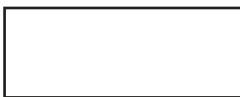
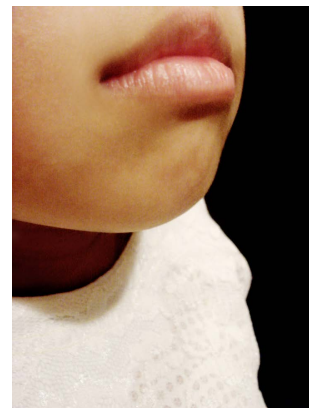
Date: _____

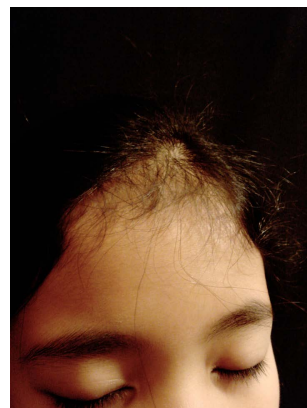
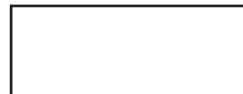
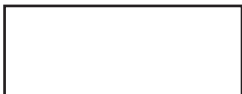
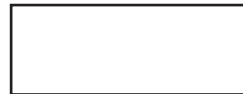
Student's Name: _____

Grade: _____

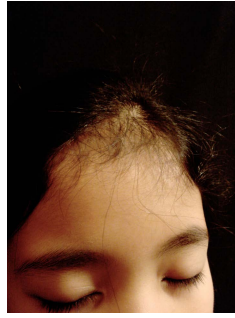
Teacher: To get a percentage for this student's assessment:

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.

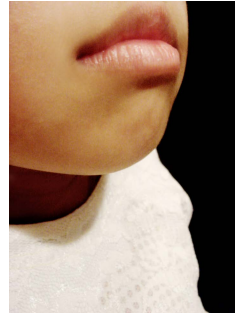




Circle the word for each picture.



Circle the word for each picture.



tsaa

ilk'
yadi
áakw
eixí
ey
at
úx
áts
ak'
át
eexí
daa

ké

ilk'
yadi
áakw
eixí
ey
at
úx
áts
ak'
át
eexí
daa

kah

ilk'
yadi
áakw
eixí
ey
at
úx
áts
ak'
át
eexí
daa

ká

ilk'
yadi
áakw
eixí
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áts
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át
eexí
daa

gwá

ilk'
yadi
áakw
eixí
ey
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úx
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eexí
daa

x

ilk'
yadi
áakw
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ey
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eexí
daa

náa

ilk'
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g

ilk'
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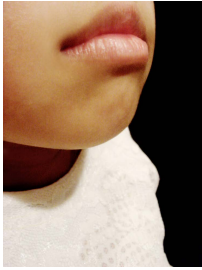
ilk'
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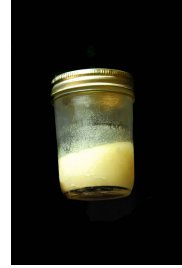
a

ilk'
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ilk'
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eexí
daa





UNIT 8

Home



Teacher's Notes

This unit on “home” introduces 12 vocabulary words, all nouns. Ten lessons are suggested. Images, student activity worksheets, a unit’s sentence and dialog, and assessment are included in the Student Support Materials (SSM). The lessons and SSM follow the Developmental Language Process (DLP) beginning with listening and speaking exercises. Encourage students to listen to the audio recording of a fluent speaker saying the vocabulary words, unit’s sentence and dialog so they can hear the pronunciation, rhythm, and cadence of the spoken language. 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 to commit them to 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 wash room
aadéi yóo aya.atgi yé bathroom
naa.át daakeidí closet
táay garden
nadáakw table
káayagijeit chair
s’eenáa light
gáach rug
yee.át bed
x’úx’ daakeidí book shelf

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 _____?

(a) **Wé _____
tudé/kátx’ xwaatee.**
I put it in/on the _____.

(b) **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 in the third person. The previous grade level used this same sentence in first person. If you and your students are particularly interested in studying the verb forms, compare these sentences with Cycle C, Grade 5&6. 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 to hear the pronunciation, rhythm, and cadence of spoken Tlingit.

Vocabulary Cycle C

Yáa át duxá yé wooch yáx yaa anasnéin. S/he is cleaning up the dining room.

Áa at du.us'k' yé wooch yáx yaa anasnéin. S/he is cleaning up the wash room.

Yee.át wooch yáx yaa anasnéin. S/he is cleaning up the bed.

Yá x'ux' áa kducháx ye k'idéin yaa anasnéin. S/he is cleaning up the book shelf.

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 Total Physical Response (TPR) commands give students more listening practice with the nouns in this cycle and give them a chance to respond with physical actions. Use the suggested lessons to teach the phrases.

Vocabulary Cycle A Advanced

Góodéi sá yaa neegút? Where are you going?

_____ **dé yaa nxagút.** I am going to _____.

_____ **(at) yich'éx'.** Point to the _____. (pl)

_____ **(at) yee shí.** Touch the _____. (pl)

Teacher's Notes

Cycle B Advanced focuses on reading. The four sample sentences give practice using the theme's vocabulary with new verb phrases. Adjectives are often part of the verb, as in **S'eenáa yakawlikís'**: This light is burnt out, and **Wé naa.át daakeidí shaawahík**: The closet is really cluttered. Listen to the audio recording of a fluent speaker with your students to hear the pronunciation, rhythm, and cadence of these sentences. Use the activities and games in the suggested lessons to teach these sentences.

Vocabulary Cycle B Advanced

Wé áa at du.us'k'yé ligaaw. The washroom is noisy.

Wé xaawaagéi héide shután.

That window is open.

S'eenáa yakawlikís'. This light is burnt out.

Wé naa.át daakeidí shaawahík.

The closet is really cluttered.

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 "upstairs" in this sentence: **Hít shantú k'idéin awsinei**: She cleaned upstairs. The four sample sentences use a variety of verb tenses with the theme nouns. All are in the third person (he, she, it).

Vocabulary Cycle C Advanced

Xít'aa een du neilí axít'gi nooch. He always sweeps his house with a broom.

Hít shantú k'idéin awsinei. She cleaned upstairs.

Haa gáni shukgwaxéex, haa sakwa.áat'. The wood is going to run out and we're going to be cold.

Wé kóok a yee kawjigít. It is dark inside the cellar.

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.

Xít'aa een du neilí _____ nooch.

He always _____ his house with a broom.

Hít shantú k'idéin _____. _____ upstairs.

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

Wé kóok a yee kawjigít. It is dark inside the cellar.

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

Xít'aa een du neilí axít'gi nooch. He always sweeps his house with a broom.

Hít shantú k'idéin awsinei. She cleaned upstairs

4. Use one of the sentences below to write a series of sentences that lead up to the sentence you chose or use the sentence to begin your series.

Wé kóok a yee kawjigít. It is dark inside the cellar

Haa gáni shukgwaxéex, haa sakwa.áat'. The wood is going to run out and we're going to be cold

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



káayaqijeit
chair



s'eenáa
light



gáach
rug



yee.át
bed

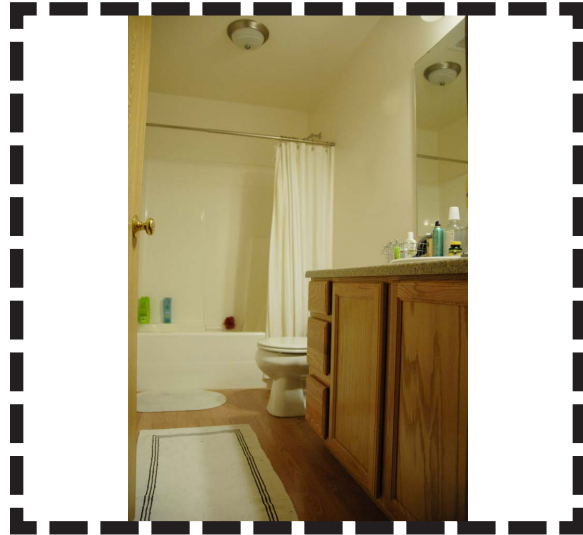
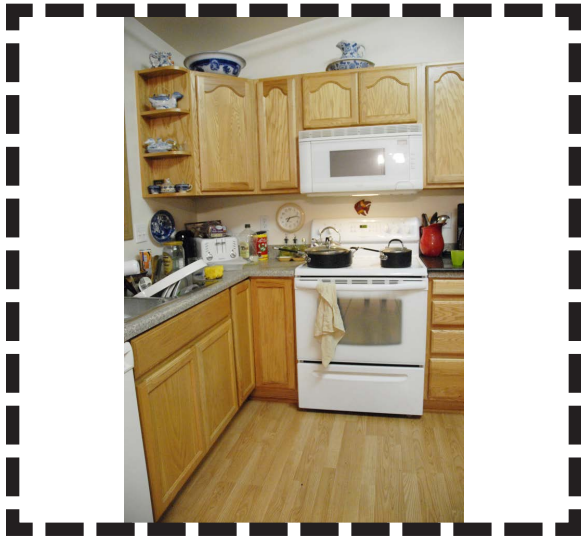


x'úx' daakeidí
book shelf

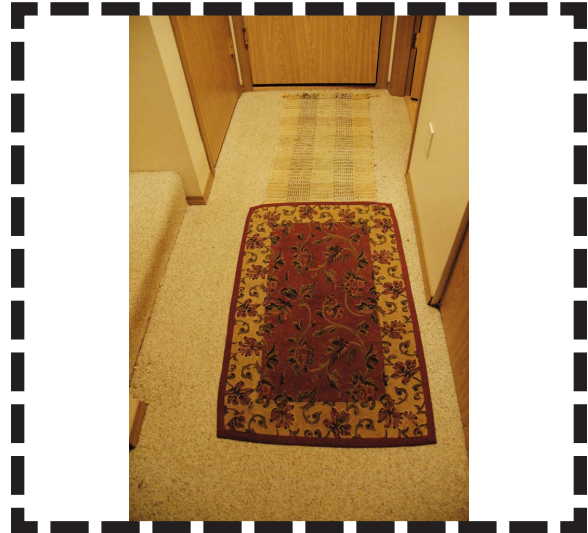
BASIC LISTENING



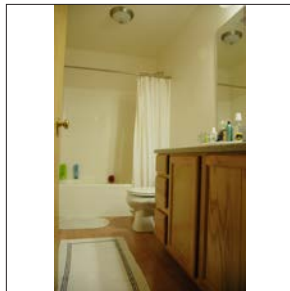
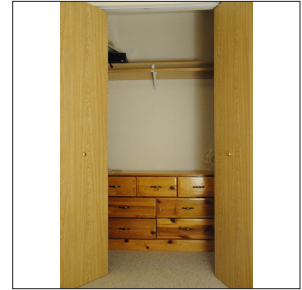
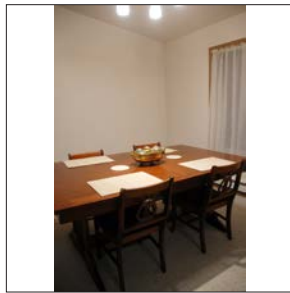
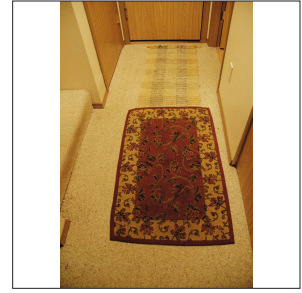
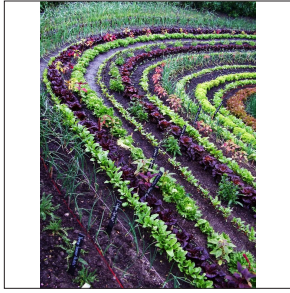
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.



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



áa at gadus.ee yé

áa at du \bar{x} á yé

áa at du.us'k' yé

aadéi yóo aya.atgi yé

naa.át daakeidí

táay

nad'áakw

káayagijjeit

s'een'áa

qáaach

yee.át

x'úx' daakeidí

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
 gáach
 yee.át
 x'úx' daakeidí



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
 gáach
 yee.át
 x'úx' daakeidí



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
 gáach
 yee.át
 x'úx' daakeidí



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
 gáach
 yee.át
 x'úx' daakeidí



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
 gáach
 yee.át
 x'úx' daakeidí



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
 gáach
 yee.át
 x'úx' daakeidí

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
gáach
yee.át
x'úx' daakeidí



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
gáach
yee.át
x'úx' daakeidí



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
gáach
yee.át
x'úx' daakeidí



áa at gadus.ee yé
áa at duxá yé
áa at du.us'k' yé
aadéi yóo aya.atgi
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táay
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káayagijeit
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x'úx' daakeidí



áa at gadus.ee yé
áa at duxá yé
áa at du.us'k' yé
aadéi yóo aya.atgi
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káayagijeit
s'eenáa
gáach
yee.át
x'úx' daakeidí



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
gáach
yee.át
x'úx' daakeidí

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

s' _____ áa

gá _____

y _____ t

x'úx' da _____ dí

áa at _____ .ee yé

áa at _____ yé

t _____ y

na _____ w

k _____ jeit

áa at _____ 'k' yé

aadéi yóo _____ gi yé

naa.át _____ dí

duxá

daakei

áayagi

gadus

dáak

ach

du.us

akei

aya.at

ee.á

áa

een

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



e

n

s'

e

a

á

BASIC WRITING



Complete the words by writing the missing parts.

á _ at g _ d _ s. _ _ yé
áa _ t dux _ _ _
á _ at _ u.u _ ' _ ' yé
_ _ déi yóo _ y _ .at _ i yé
_ _ a.át d _ _ keidí
tá _ _
_ _ dáak _
káa _ agij _ _ t
s'ee _ áa
gá _ _ h
y _ _ .át
x'úx' da _ _ _ idí

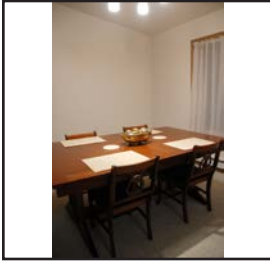
Write the correct vocabulary word next to each picture.

























DIALOG ACTIVITY PAGE



(a) Goot ax' sá yan iyatee wé/i
_____ ?

(b) Goosu wé/i _____ ?

(a) Wé _____ tudé/kát/x' xwaatee.

(b) Gunalchéesh.

áa at gadus.ee yé

áa at du.us'k' yé

áa at duxá yé

aadéi yoo aya.atgi yé

naa.át daakeidí

táay

nadaákaw

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

Grade 7

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.**”
10. “Write the number 10 on top of the picture of **gáach.**”
11. “Write the number 11 on top of the picture of **yee.át.**”
12. “Write the number 12 on top of the picture of **x'úx' daakeidí.**”

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 8

Theme: Home

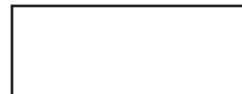
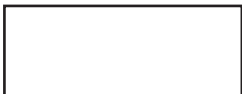
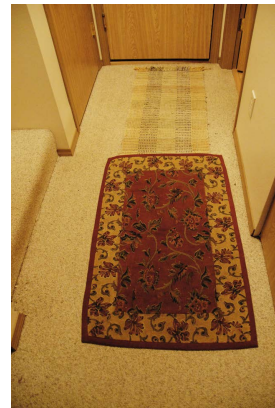
Date: _____

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
gáach
yee.át
x'úx' daakeidí



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
gáach
yee.át
x'úx' daakeidí



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
gáach
yee.át
x'úx' daakeidí



áa at gadus.ee yé
áa at duxá yé
áa at du.us'k' yé
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
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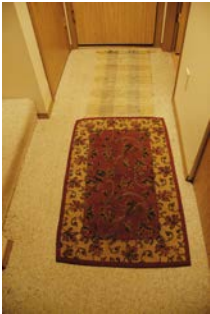
Circle the word for each picture.



áa at gadus.ee yé
áa at duxá yé
áa at du.us'k' yé
aadéi yóo aya.atgi
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naa.át daakeidí
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áa at gadus.ee yé
áa at duxá yé
áa at du.us'k' yé
aadéi yóo aya.atgi
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naa.át daakeidí
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áa at gadus.ee yé
áa at duxá yé
áa at du.us'k' yé
aadéi yóo aya.atgi
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áa at gadus.ee yé
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áa at gadus.ee yé
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áa at du.us'k' yé
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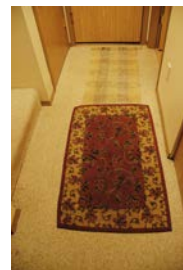
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UNIT 9

Animals



Teacher's Notes

This unit on “animals” introduces 12 vocabulary words. Ten lessons are suggested. Images, mini-pictures, vocabulary word cards, student activity worksheets, a unit's sentence and dialog, and assessment are included in the Student Support Materials (SSM). The lessons and SSM follow the Developmental Language Process (DLP), beginning with listening and speaking exercises. The theme “animals” is carried through four more cycles with each cycle adding new verb phrases. Students should do their best to learn these nouns well enough to commit them to their long-term memory. When students have mastered these nouns, they can concentrate on learning the new verb phrases which will be introduced in Cycles C through Advanced C. The “animals” unit is a favorite of many students and teachers. 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 “animals.” If students learn the material quickly, move on to the next cycle.

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
kóoshdaa land otter
yáxwch' sea otter
náakw octopus

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 third 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. Listen to the audio recording of a fluent speaker saying these sentences. If students learn the material quickly, move on to the next cycle. The advanced cycles build upon the theme adding new vocabulary.

Vocabulary Cycle C

Nóoskw xwasiteen. I saw a wolverine.

Kuts'een ayatéen. S/he sees a mouse.

Cheech ayatéen. S/he sees a porpoise.

Dzísk'w ayatéen. S/he sees a moose.

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 Cycle 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 a question-and-answer activity. Listen to the audio recording of a fluent speaker saying the sentences.

Vocabulary Cycle A Advanced

_____ ákyá?

Is this a _____?

Aaá, _____ áwé.

Yes, it is a _____.

_____ áwé. It is a

_____.

Tléik', _____ áwé. No,

this is a _____.

Teacher's Notes

This cycle has sentences describing the animals' characteristics. 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 words. This cycle works very well when pairing all the vocabulary words with all of the sample sentences. The more practice the students get in hearing the language and speaking the sentences, the more natural and confident they will become. Encourage students to listen to the audio recording of a fluent speaker saying these words.

Vocabulary Cycle B Advanced

Nóoskw listeen. The wolverine is tough.

Taan satú ligaaw. The sea lion has a loud voice.

Xíxch'i dook si.áat. The frog's skin is cold.

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

Teacher's Notes

Students can use these sample sentences as models for their own writing, substituting other nouns from this unit. Two of the sentences contain dependent clauses.

Aasgutóot wugoodí, dzísk'w x'us.eetí awsiteen: He saw moose tracks when he was walking in the woods. **Has du yáa daak uwagút wé xóots tlein kanat'á has a.éeni:** While they were picking blueberries, the brown bear came face-to-face with them. As students become familiar with these patterns, even if they do not know every word, their language skills will grow.

Vocabulary Cycle C Advanced

Wé s'eeek gandaas'aají kúdi aawat'ei. The black bear found a bee's nest.

Yan gakoxt tuwditaan. He decided to go back.

Aasgutóot wugoodí, dzísk'w x'us.eetí awsiteen. He saw moose tracks when he was walking in the woods.

Has du yáa daak uwagút wé xóots tlein kanat'á has a.éeni. While they were picking blueberries, the brown bear came face-to-face with them.

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.

Wé s'EEK gandaas'aají kúdi _____.

The black bear _____ a bee's nest.

Has du yáa daak uwagút wé xóots tlein kanat'á has _____.

While they _____ blueberries, the brown bear came face-to-face with them.

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

Wé s'EEK gandaas'aají kúdi aawat'ei. The black bear found a bee's nest.

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

Yan gakoxt tuwditaan. He decided to go back.

Aasgutóot wugoodí, dzísk'w x'us.eetí awsiteen. He saw moose tracks when he was walking in the woods.

4. Use one of the sentences below write a series of sentences that lead up to the sentence you chose or use the sentence to begin your series.

Has du yáa daak uwagút wé xóots tlein kanat'á has a.éeni. While they were picking blueberries, the brown bear came face to face with them.

Wé s'EEK gandaas'aají kúdi aawat'ei. The black bear found a bee's nest.

VOCABULARY PICTURES





guwakaan
deer



gooch
wolf



kanals'áak
squirrel



xích'
frog



nóoskw
wolverine



kuts'een
mouse



cheech
porpoise



dzísk'w
moose



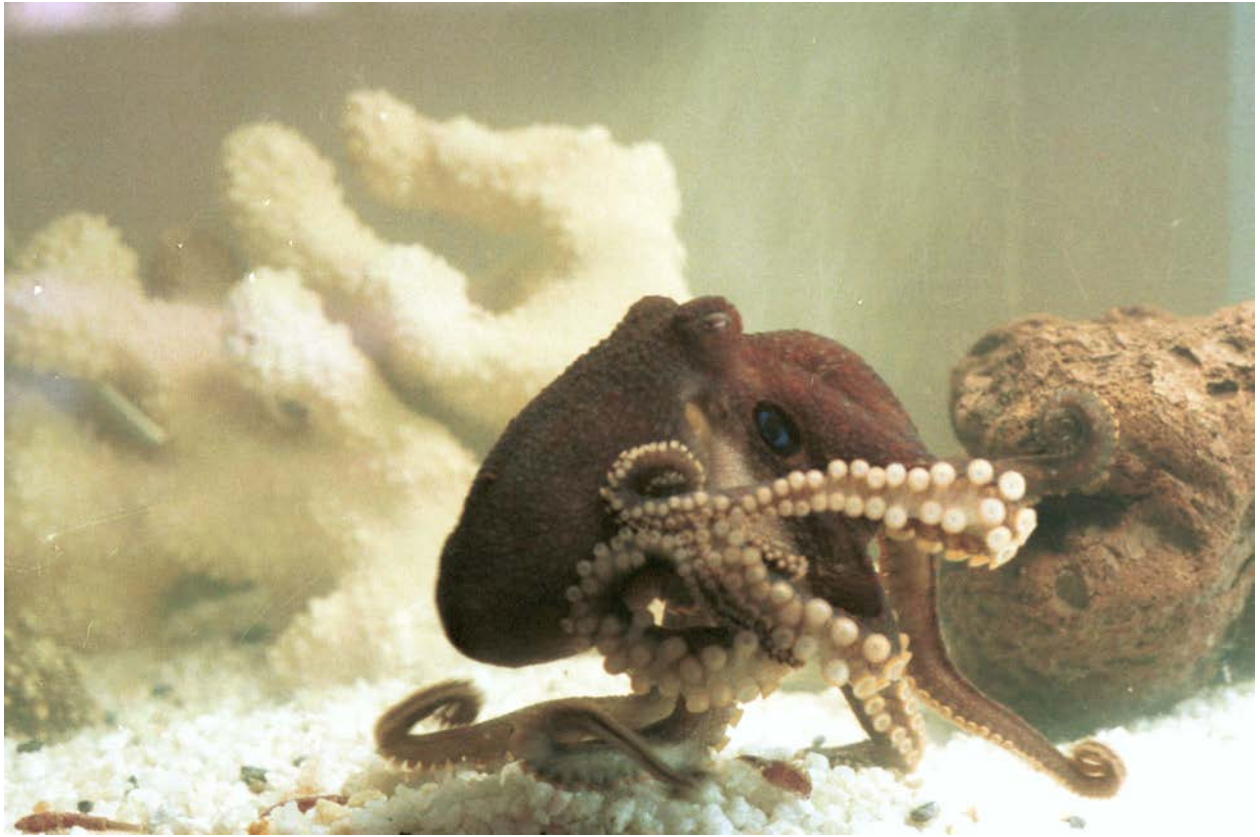
xalak'ách'
porcupine



kóoshdaa
land otter



yáxwch'
sea otter

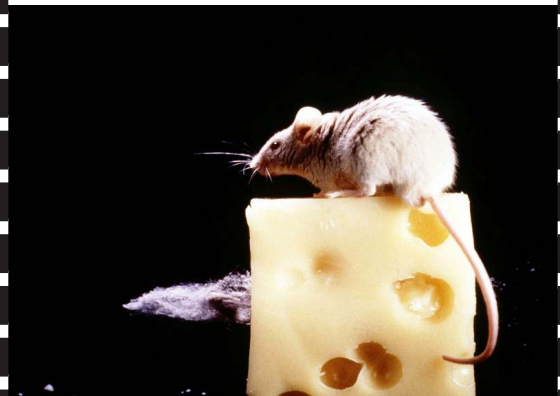


náakw
octopus

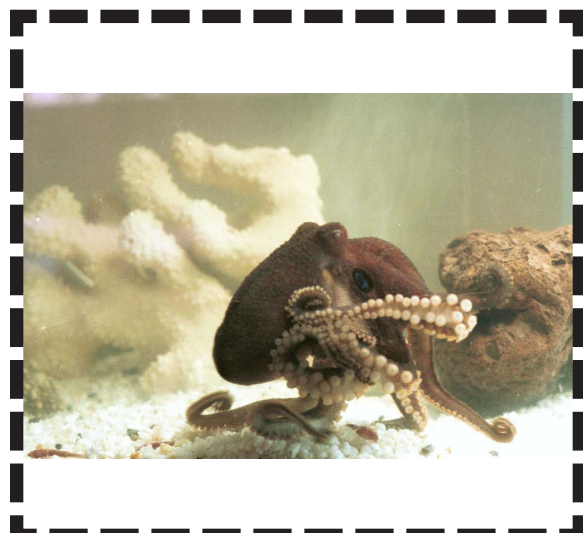
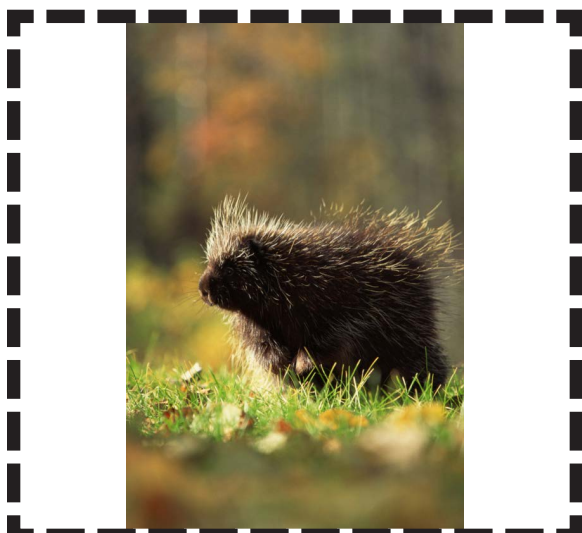
BASIC LISTENING



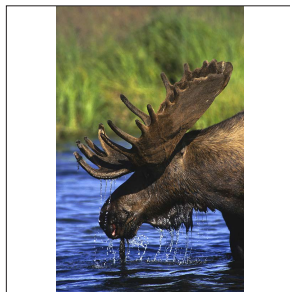
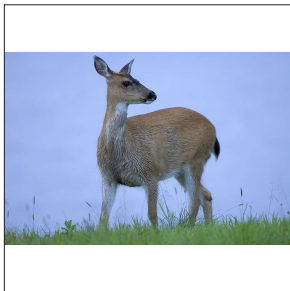
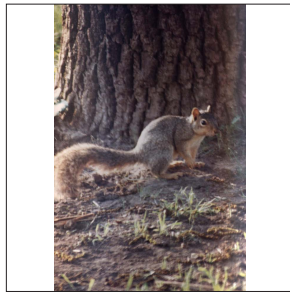
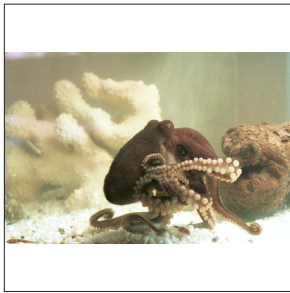
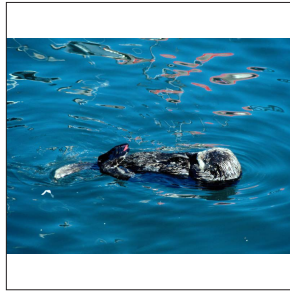
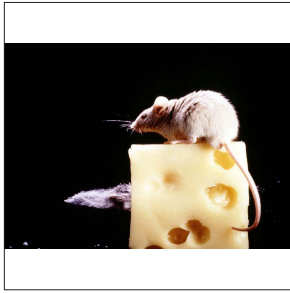
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.



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



quwakaan

qoooch

kanals'áak

xíxch'

nóoskw

kuts'een

cheech

dzísk'w

xalāk'ách'

kóoshdāa

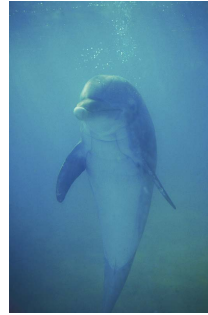
yáxwch'

náakw

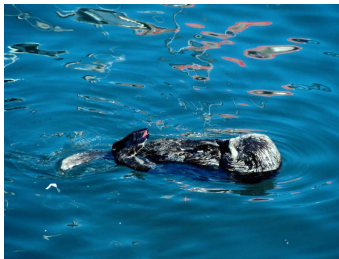
Circle the word for each picture.



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



guwakaan
gooch
kanals'áak
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kóoshdaa
yáxwch'
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guwakaan
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kóoshdaa
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gooch
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nóoskw
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dzísk'w
xalak'ách'
kóoshdaa
yáxwch'
náakw

Circle the word for each picture.



guwakaan
gooch
kanals'áak
xíxch'
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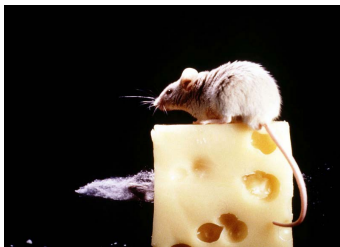
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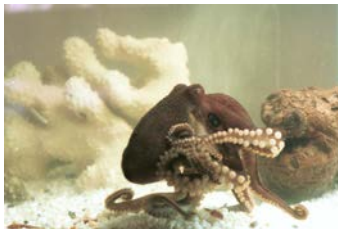
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xalak'ách'
kóoshdaa
yáxwch'
náakw



guwakaan
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cheech
dzísk'w
xalak'ách'
kóoshdaa
yáxwch'
náakw

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

dz _____ 'w

xala _____ h'

kó _____ daa

yá _____ ch'

ná _____

xíx _____

nó _____ w

guw _____ an

go _____ h

kana _____ ak

kut _____ n

ch _____ h

eec

k'ác

oc

osk

aka

ch'

akw

ls'á

ísk

osh

xw

s'ee

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



s a k d o
h a ó

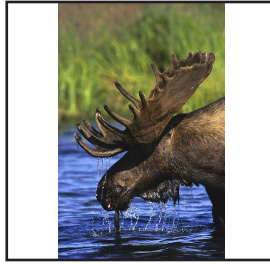
BASIC WRITING



Complete the words by writing in the missing letters.

g _ w _ kaa _
g _ o _ h
_ ana _ s'á _ k
_ í _ ch'
nó _ _ _ w
_ uts' _ _ n
_ hee _ h
d _ ís _ _
xal _ k'á _ h'
_ ó _ sh _ aa
_ á _ wc _
_ _ ak _

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 and in pairs as instructed. Change the word(s) after each round. Practice the dialog with another student.

(a) I een sh kakkwalnéeek.

(b) Daa sá a daat?

(a) Wé _____ daat sh kalneegi áyá.

(b) Aaá.

guwakaan

gooch

kanals'áak

xíxch'

nóoskw

kuts'een

cheech

dzísk'w

xalak'ách'

kóoshdaa

yáxwch'

náakw

UNIT ASSESSMENT



Tlingit Language Program

**Unit Assessment
Teacher's Notes**

Cycle B Beginners

Grade 7

Unit: 9

Theme: 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 **guwakaan**.”
2. “Write the number 2 on top of the picture of **gooch**.”
3. “Write the number 3 on top of the picture of **kanals'áak**.”
4. “Write the number 4 on top of the picture of **xíxch'**.”
5. “Write the number 5 on top of the picture of **nóoskw**.”
6. “Write the number 6 on top of the picture of **kuts'een**.”
7. “Write the number 7 on top of the picture of **cheech**.”
8. “Write the number 8 on top of the picture of **dzísk'w**.”
9. “Write the number 9 on top of the picture of **xalak'ách'**.”
10. “Write the number 10 on top of the picture of **kóoshdaa**.”
11. “Write the number 11 on top of the picture of **yáxwch'**.”
12. “Write the number 12 on top of the picture of **náakw**.”

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 9

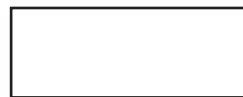
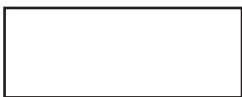
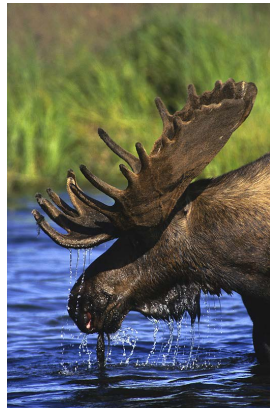
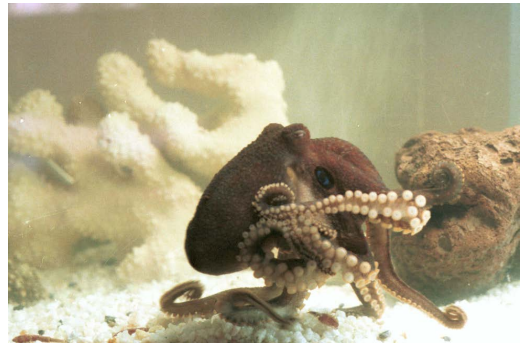
Theme: Animals

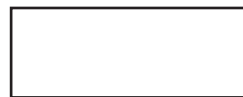
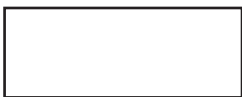
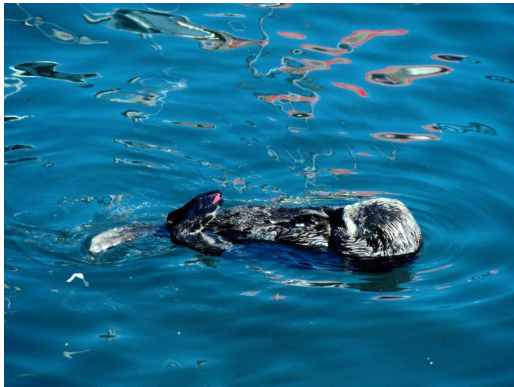
Date: _____

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.



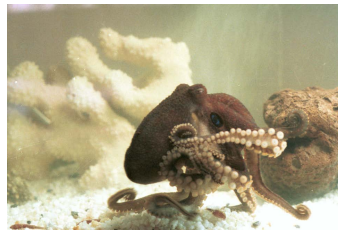
guwakaan
gooch
kanals'áak
xíxch'
nóoskw
kuts'een
cheech
dzísk'w
xalak'ách'
kóoshdaa
yáxwch'
náakw



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kóoshdaa
yáxwch'
náakw

Circle the word for each picture.



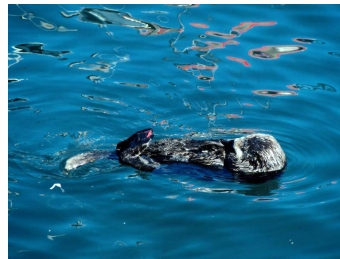
guwakaan
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nóoskw
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kóoshdaa
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náakw

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shdaa
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xíx

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sk'w
k'ách'
shdaa
wch'
akw





UNIT 10

Birds



Teacher's Notes

The “birds” unit is a favorite of many students, especially when the teacher uses stuffed animals and puppets. The lessons and the Student Support Materials (SSM) follow the Developmental Language Process (DLP) format and begin with basic listening and basic speaking, before reading and writing are introduced. The SSM include images, mini-pictures, vocabulary word cards, student worksheets, unit's sentence and dialog, and assessments. Encourage students to listen to the audio recording of a fluent speaker saying the nouns, sentence and dialog. Once these nouns are mastered and committed to long-term memory, students can focus their learning on the new verb phrases which will be presented in Cycles C through Advanced C. If students learn Cycle B vocabulary quickly, move forward to Cycle C, which introduces verbs.

Vocabulary Cycle B

ts'axweil crow
kéidladi seagull
dzísk'w great horned owl
k'ákw owl w/o tufts
shoox' robin
gúkl' swan
kageet loon
láj' heron
shaayáal hawk
dagitgiyáa hummingbird
káax' chicken
x'eis'awáa ptarmigan

Unit's Sentence

_____ **xwaa.áx.**

I heard the _____.

Unit's Dialog

(a) **Wé** _____ **eesitéen agé?** Did you see the _____?

(b) **Tléik', wé** _____ **xwaa.áx kú.aa.** No, but I heard the _____.

(a) **Wé** _____ **gwátk sá iyaa.áx?** When did you hear the _____?

(b) **Tatgé/tleeyátge/yáa yagiyee.** Yesterday/day before yesterday/today.

Teacher's Notes

Cycle C introduces verbs to be used with the bird names presented in Cycle B. The focus is oral language development. The phrases in this lesson are third person, (he, she, it) present tense of the verb "for someone to hear 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 these sentences. If students learn the material quickly, you might review the "birds" unit from grades 5&6 which uses this same phrase in first person. Advanced cycles will add new verb phrases.

Vocabulary Cycle C

Yéil aya.áxch. S/he can hear a raven.

K'ákw aya.áxch. S/he can hear a hawk.

Ch'áak' aya.áxch. S/he can hear an eagle.

Káax' aya.áxch. S/he can hear a chicken.

Teacher's Notes

Students can answer **Daa sáwé yaa ndakín?**: What is flying?, with any of the vocabulary words from this unit. By this cycle they probably don't need props, but stuffed animals and puppets make the lesson much more interesting and fun. Closure sentences are a great way for students to review vocabulary. They can use any of the vocabulary words to fill in the sentence **Wé _____ yagéi**: The _____ are big. Encourage students to listen to the audio recording of a fluent speaker saying these sentences.

Vocabulary Cycle A Advanced

Daat ts'ítskw sáwé? What kind of bird is that?

_____ **áwé.**

It is a _____.

Closure sentences

Wé _____ ch'a yéi

googéink'. The _____ are small.

Teacher's Notes

Different birds can be substituted in each of these sentences. The substitution reinforces the bird names and gives students listening and reading practice with the new verb forms. Some of the stuffed animals on the market make natural-sounding bird calls. They can add interest to the lessons. You can provide further practice by using bird names that students already know, such as **yéil** and **ch'áak'**. Encourage students to listen to the audio recording of a fluent speaker saying the sentences.

Vocabulary Cycle B Advanced

Dagatgiyáa yasátkw. The hummingbird is fast.

Xwasikóo k'ákw áwé. I know that it was a hawk.

Wé lách' kayeil'. Heron is calm.

Shayadihein wé kéidladi. There are a lot of seagulls.

Teacher's Notes

The four sample sentences use a variety of verbs and nouns, some of which are from other units and/or cycles. Students can write their own sentences by choosing one of the samples and substituting other bird names. In this sentence, **Héen wantóot woogoot wé gus'yadóoli:** The sandpiper is walking around the riverbank, each of the birds can be substituted for **gus'yadóoli:** sandpiper, which will give students 12 different sentences.

Vocabulary Cycle C Advanced

A wándáx áwé a yíkt sh wudligás'wé yéil. The raven leapt into it from the edge.

Dagwatgiyáa lú yayát' ka yei kwlisáa. A hummingbird's beak is long and skinny.

Neek ash atláx'w yaa kudzigéiyi ts'ats'ée. Pigeons carry messages.

Héen wantóot woogoot wé gus'yadóoli. The sandpiper is walking around the riverbank.

See Appendix III for lesson instructions.

Lesson 1

Introduce the new vocabulary.

Basic Listening

1. Mini Pictures
2. Searchlight

Basic Speaking

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

Lesson 2

Review the unit's vocabulary.

Basic Listening

1. Back to Back Race
2. Airplane Land

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. Sticky Foot

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. Visual Memory

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

Review the unit's vocabulary.

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 vocabulary.

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 vocabulary.

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 vocabulary.

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. Have the students do online research into bird tracks of common birds found in Southeast Alaska. The students should copy the tracks onto paper. Later, lay a length of mural paper on the floor or table. The students should then copy their tracks onto the mural paper, filling it. When finished, point to a track and have the students identify it by its bird type. Afterwards, have the students label their tracks.

Cycle C Advanced Creative Writing Activities

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

_____ **lú yayát' ka yei kwlisáa.**

A _____ beak is long and skinny.

Héen wantóot woogoot wé _____.

The _____ is walking around the riverbank.

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

Dagatgiyáa yasátkw. The hummingbird is fast.

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

Dagwatgiyáa lú yayát' ka yei kwlisáa. A hummingbird's beak is long and skinny.

Neek ash atláx'w yaa kudzigéiyi ts'ats'ée. Pigeons carry messages.

4. Use one of the example sentences below to write a series of sentences. Your series should start with or end with the example sentence.

A wándáx áwé a yíkt sh wudligás'wé yéil. The raven leapt into it from the edge.

Héen wantóot woogoot wé gus'yadóoli. The sandpiper is walking around the riverbank.

VOCABULARY PICTURES





ts'axweil
crow



kéidladi
seagull



dzísk'w
great horned owl



k'ákw
owl w/o tufts



shoox'
robin



gúkl'
swan



kageet
loon



láx'
heron



shaayáal
hawk



dagitgiyáa
hummingbird



káax'
chicken

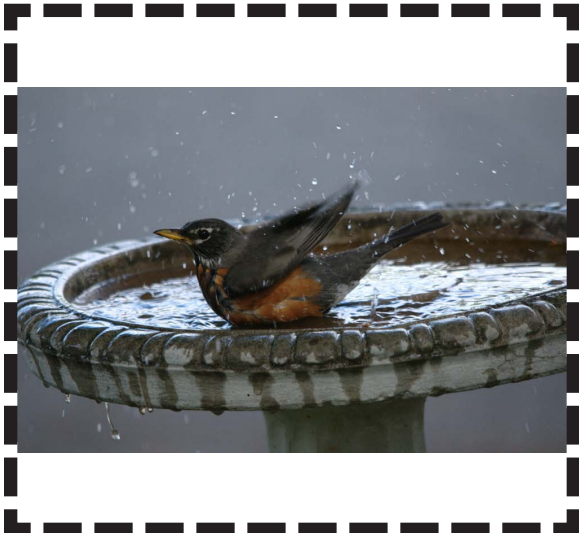


x'eis'awáa
ptarmigan

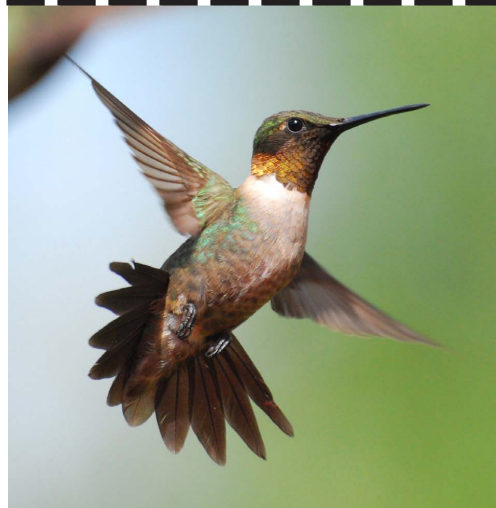
BASIC LISTENING



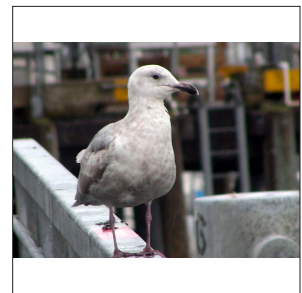
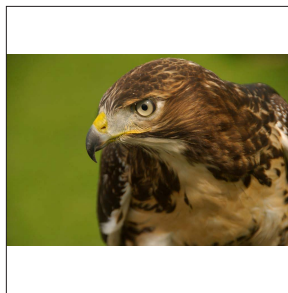
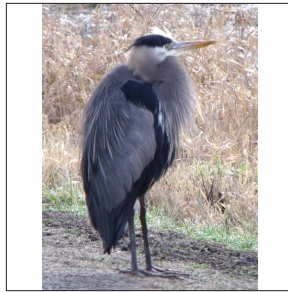
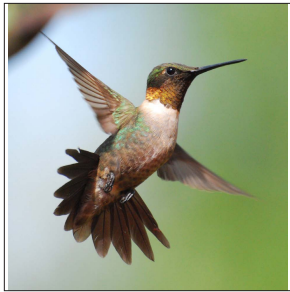
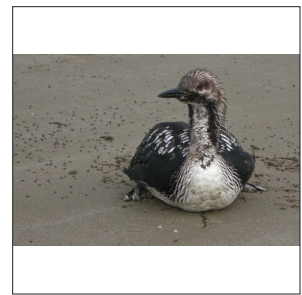
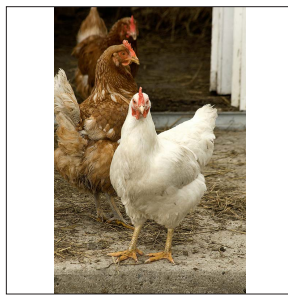
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.



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



ts'axweil

kéidiadi

dzísk'w

x̄'eis'awáá

k'ákww

shoox̄'

gúkl'

kaggeet

l'áx'

shaa'yáa'l

dagitgiyáa

káax'

Circle the word for each picture.



ts'axweil
kéidladi
dzísk'w
k'ákw
shoox'
gúkl'
kageet
láx'
shaayáal
dagitgiyáa
káax'
x'eis'awáa



ts'axweil
kéidladi
dzísk'w
k'ákw
shoox'
gúkl'
kageet
láx'
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ts'axweil
kéidladi
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ts'axweil
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ts'axweil
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káax'
x'eis'awáa



ts'axweil
kéidladi
dzísk'w
k'ákw
shoox'
gúkl'
kageet
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shaayáal
dagitgiyáa
káax'
x'eis'awáa

Circle the word for each picture.



ts'axweil
kéidladi
dzísk'w
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káax'
x'eis'awáa



ts'axweil
kéidladi
dzísk'w
k'ákw
shoox'
gúkl'
kageet
láx'
shaayáal
dagitgiyáa
káax'
x'eis'awáa

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

ts'ax _____

_____ dladi

dz _____ w

k'á _____

_____ oox'

gú _____

ka _____ t

_____ x'

shaa _____

_____ giyáa

k _____ x'

x'eis' _____

gee

yáal

ísk'

dagit

áa

kéi

lá

kw

weil

kl'

sh

awáa

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



h y s a l
a á a

BASIC WRITING



Complete the words by writing in the missing letters.

_ s'a _ wei _

_ éi _ la _ i

_ zís _ ' _

k' _ k _

_ h _ _ x'

g _ k _ '

_ ag _ _ t

l _ x'

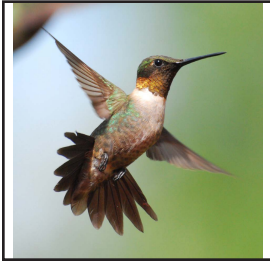
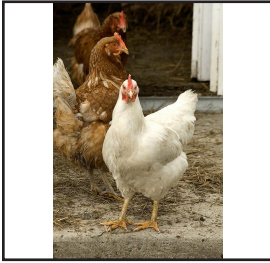
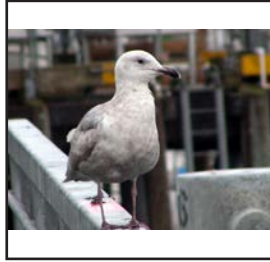
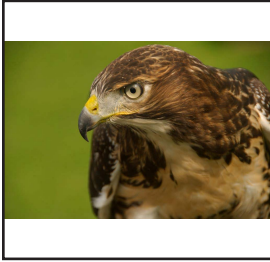
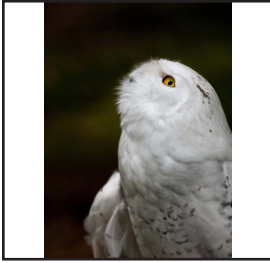
_ h _ _ yáal

_ a _ itgi _ áa

k _ _ x'

_ ' ei _ 'a _ áa

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 and in pairs as instructed. Change the word(s) after each round. Practice the dialog with another student.

- (a) Wé _____ eesitéen agé?
- (b) Tléik', wé _____ xwaa.áx kú.aa.
- (a) Wé _____ gwátk sá iyaa.áx?

(b) Tatgé/tleeyátge/yáa yagiye.

dzísk'w	k'ákw	káax'	ts'axweil
kéidladi	gúkl	x'eis'awáa	dagitgiyáa
shoox'	kageet	shaayáal	lax'

UNIT ASSESSMENT



Tlingit Language Program

Unit Assessment Teacher's Notes

Cycle B Beginners Grade 7

Grade 7

Unit 10

Theme: Birds

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 **ts’axweil**.”
2. “Write the number 2 on top of the picture of **kéidladi**.”
3. “Write the number 3 on top of the picture of **dzísk’w**.”
4. “Write the number 4 on top of the picture of **k’ákw**.”
5. “Write the number 5 on top of the picture of **shoox’**.”
6. “Write the number 6 on top of the picture of **gúkl’**.”
7. “Write the number 7 on top of the picture of **kageet**.”
8. “Write the number 8 on top of the picture of **lax’**.”
9. “Write the number 9 on top of the picture of **shaayáal**.”
10. “Write the number 10 on top of the picture of **dagitgiyáa**.”
11. “Write the number 11 on top of the picture of **káax’**.”
12. “Write the number 12 on top of the picture of **x’eis’awáa**.”

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 10

Theme: Birds

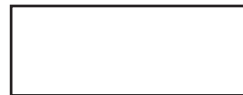
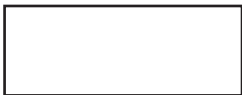
Date: _____

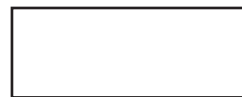
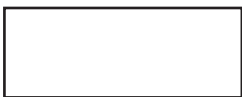
Student's Name: _____

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.



ts'axweil
kéidladi
dzísk'w
k'ákw
shoox'
gúkl'
kageet
láx'
shaayáal
dagitgiyáa
káax'
x'eis'awáa



ts'axweil
kéidladi
dzísk'w
k'ákw
shoox'
gúkl'
kageet
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shaayáal
dagitgiyáa
káax'
x'eis'awáa



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Circle the word for each picture.



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x'eis'awáa

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