

Learning our

# Tlingit Language



Lingít | Cycles B through Advanced C | Beginners

Grade 7

Book 3



Sealaska Heritage Institute



# UNIT 11

Review 8-10



### Teacher's Notes

This unit is meant for extra practice with units 8-10: "animals," "birds," and "home." Use the selected vocabulary words or others that students had difficulty with. All future cycles build upon these vocabulary words.

Knowing them well and committing them to long-term memory will help students concentrate on the new Tlingit vocabulary they will encounter in Cycles C-Advanced C. The lessons and the SSM follow the DLP format and begin with Basic Listening and Basic Speaking, before Reading and Writing are introduced. The SSM includes images, student worksheets and assessments for these three units. Encourage students to listen to the audio recording of a fluent speakers saying the words, sentence and dialog.

### Vocabulary Cycle B

**s'eenáa** light

**yee.át** bed

**x'úx' daakeidí** book shelf

**cheech** porpoise

**yáxwch'** sea otter

**náakw** octopus

**kéidladi** seagull

**kageet** loon

**láj'** heron

**dagitgiyáa** hummingbird

**káax'** chicken

**x'eis'awáa** ptarmigan



### Teacher's Notes

The review unit gives an added opportunity for more practice with the verb patterns introduced in units 8-10. The verb phrases are for cleaning up, seeing, and hearing. If these selected sentences are not the ones you think the students need, select other sentences based on your students' progress. Notice that all of these verbs are in the third person (he/she/it). Encourage students to listen to the audio recording of a fluent speaker saying the words.

### Vocabulary Cycle C

**Áa at du.us'k'yé áwé k'idéin yaa anasnéin.** S/he is cleaning up the wash room.

**Wé yee.át k'idéin yaa anasnéin.** S/he is cleaning up the bed.

**Nóoskw ayatéen.** S/he sees a wolverine.

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

### Teacher's Notes

This review unit gives students more practice with the vocabulary in units 8-10. Choose sentence patterns for review that seem to be most troublesome for students. You can substitute almost all of the vocabulary words from the three units with this question, \_\_\_\_\_ **ákyá?**: Is this a \_\_\_\_\_? Students can respond with **Aa.á** or **Tléik'**: \_\_\_\_\_ **áwé**: No, this is a \_\_\_\_\_. Encourage students to listen to the audio recording of a fluent speaker. As in the other units, move on to the next cycle if students learn the material quickly.

### Vocabulary Cycle A Advanced

**Goodéi sá yaa neegút?** Where are you going?

\_\_\_\_\_ **ákyá?**

Is this a \_\_\_\_\_?

**Tléik'**, \_\_\_\_\_ **áwé.**

No, this is a \_\_\_\_\_.

**Wé** \_\_\_\_\_ **ch'a yéi googéik'.**

The \_\_\_\_\_ are small.

### Teacher's Notes

This review unit gives another opportunity to help students commit the phrases to long-term memory. Use these sample sentences or others from units 8-10, depending on which verbs seem most troublesome to your students. Encourage the students to listen to the audio recording of a fluent speaker saying the sentences. If students learn the material quickly, move on to the next cycle.

### Vocabulary Cycle B Advanced

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

**Wé naa.át daakeidí shaawahík.** The closet is really cluttered.

**Nóoskw listeen.** The wolverine is tough.

**Shayadihein wé kéidladi.** There are a lot of seagulls.

### Teacher's Notes

This is the last opportunity to review any of the phrases in units 8-10. You can use these selected sentences or you and your students can choose others from units 8-10. Students may also have particular games and activities that they want to do again.

### Vocabulary Cycle C Advanced

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

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

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

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

See Appendix III for lesson instructions.

**Lesson 1**

Introduce the new vocabulary.

**Basic Listening**

1. Mini Pictures
2. Illustration Sequence

**Basic Speaking**

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

**Lesson 2**

Review the unit's vocabulary.

**Basic Listening**

1. Mini Pictures
2. Funnel Vision

**Basic Speaking**

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

**Lesson 3**

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 4**

Introduce the unit's **sentence**.

**Basic Listening**

1. Nod and Clap
2. Over and Under

**Basic Speaking**

3. Right or Wrong?
4. Visual Memory
5. Under The Bridge

**Lesson 5**

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 6**

Review the unit's vocabulary.

**Basic Reading - Encoding**

1. Alphabetical Order
2. Group Spell
3. Buzz
4. Letter Encode
5. Use the Student Support Materials

### **Lesson 7**

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 8**

Review the unit's vocabulary.

#### **Basic Writing**

1. Numbered Illustrations
2. Back Writing
3. Yarn Spell
4. Word Completion
5. Use the Student Support Materials

### **Lesson 9**

Administer the unit's assessment.

1. Practice the unit's dialog with the students.
2. Lay graphics from units 8-10 in a pile; lay the sight words for the graphics in a separate pile, on the floor. Have two students stand between the graphics and the words. Say a different review sentence to each student. When you say, "Go," the two students must find the word and the graphic for the key words heard in their sentences. Review until all students have participated.
3. Conduct an old fashioned dictation. Say the review words; the students write the words. Afterwards, review their spellings.

## Cycle C Advanced Creative Writing Activities

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

**Aasgutóot wugoodí, dzísk'w x'us.eetí \_\_\_\_\_.** \_\_\_\_\_  
moose tracks when he was walking in the woods.

**Neek ash atláx'w \_\_\_\_\_ ts'ats'ée.** Pigeons \_\_\_\_\_  
messages.

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

**x'us.eetí awsiteen.** He saw moose tracks when he was walking in the woods.

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

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

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

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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.

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

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

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# VOCABULARY PICTURES









**s'eenáa**  
light



**yee.át**  
bed



**x'úx' daakeidí**  
book shelf

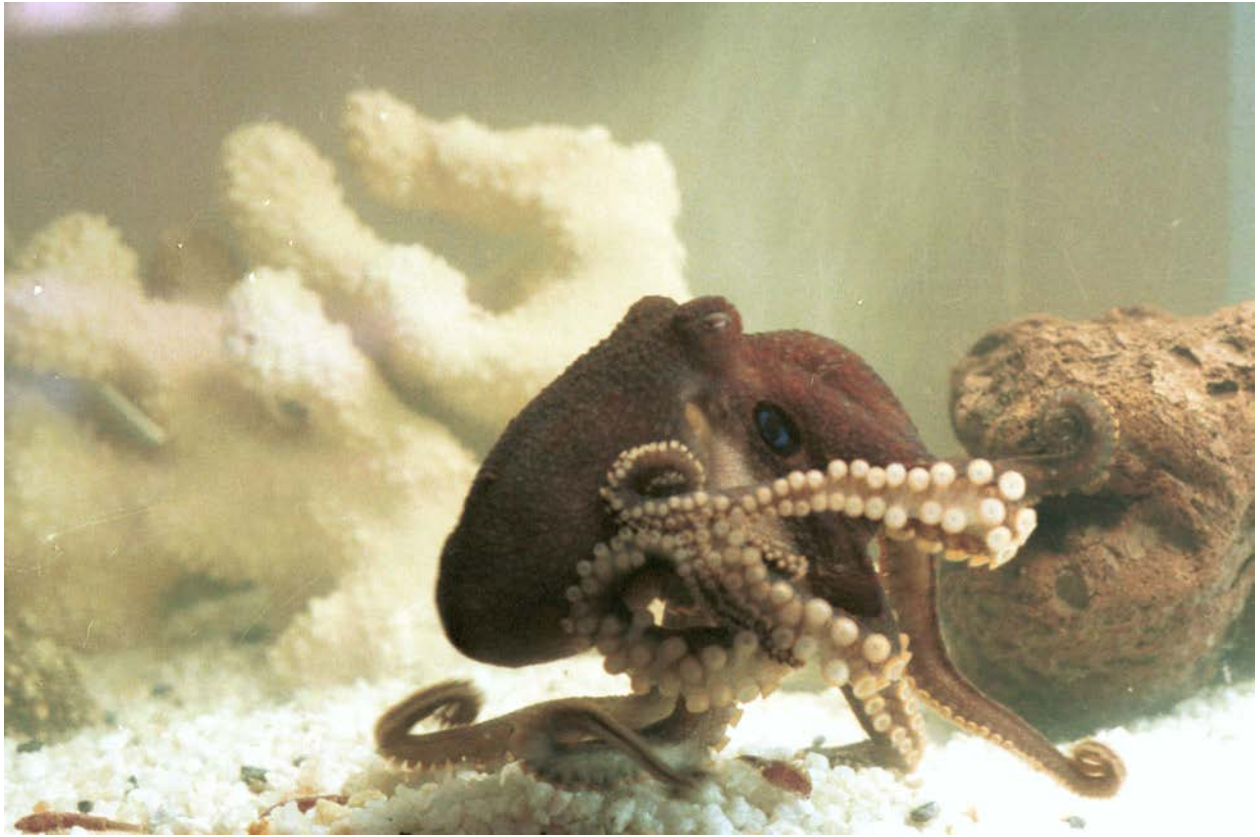




**cheech**  
porpoise



**yáxwch'**  
sea otter



**náakw**  
octopus





**kéidladi**  
seagull



**kageet**  
loon



**lax'**  
heron



**dagitgiyáa**  
hummingbird





**káax'**  
chicken



**x'eis'awáa**  
ptarmigan

# BASIC LISTENING







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





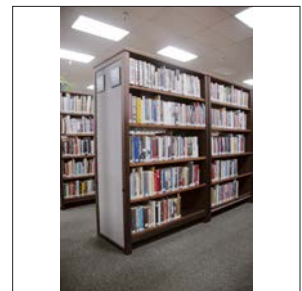
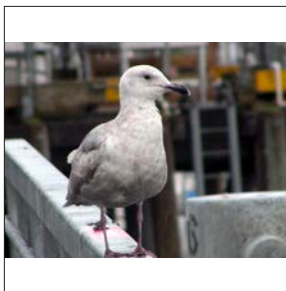
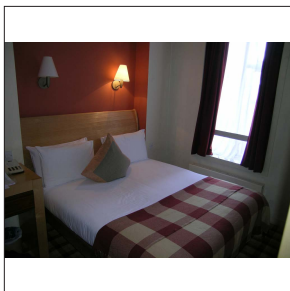
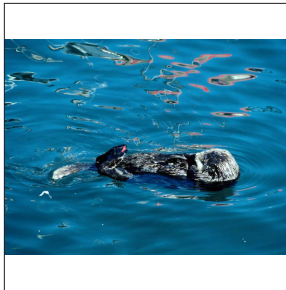
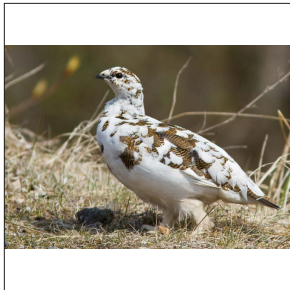
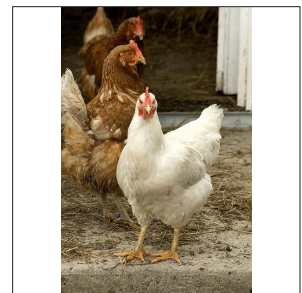
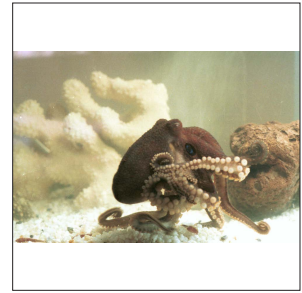
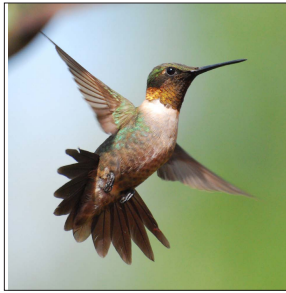


*Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.*





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





# BASIC READING

Sight Recognition





s'eenáa

yee.át

x'úx' daakei-





cheech

yáxwch'

náakw



**kéidladí**

**kaq̄eet**

**l'áx'**



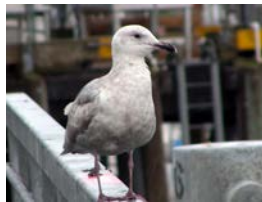
dagitgiyáa

káax'

x'eis'awáa



Cut out the words and attach them to their pictures.



s'eenáa

yee.át

x'úx' daakeidí

cheech

yáxwch'

náakw

kéidladi

kageet

lax'

dagitgiyáa

káax'

x'eis'awáa

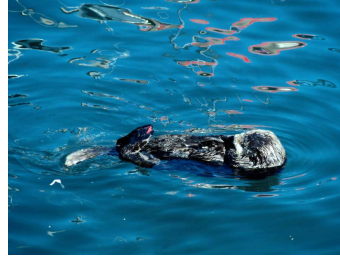




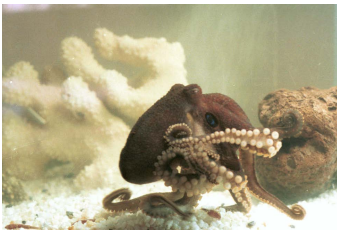
Circle the word for each picture.



s'eenáa  
yee.át  
x'úx' daakeidí  
cheech  
yáxwch'  
náakw  
kéidladi  
kageet  
láj'  
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Circle the word for each picture.



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kageet  
láx'  
dagitgiyáa  
káax'  
x'eis'awáa





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

\_\_\_\_\_ náa

\_\_\_\_\_ .át

\_\_\_\_\_ daakeidí

che \_\_\_\_\_

yáx \_\_\_\_\_

naa \_\_\_\_\_

\_\_\_\_\_ ladi

\_\_\_\_\_ eet

lá \_\_\_\_\_

dagit \_\_\_\_\_

\_\_\_\_\_ ax'

x'eis' \_\_\_\_\_

wch'

kéid

kag

kw

giyáa

awaa

ká

x'

yee

x'úx'

ech

s'ee



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



e

h

h

c

e

c





# BASIC WRITING





Complete the words by writing in the missing letters.

\_' ee \_ \_ a

\_ ee \_ á \_

x' \_ x' \_ aa \_ ei \_ í

\_ hee \_ \_

\_ á \_ \_ ch'

\_ áak \_

\_ éi \_ \_ adi

\_ ag \_ \_ t

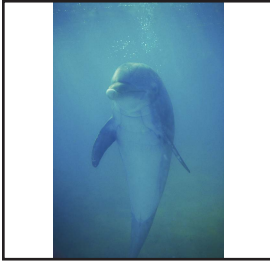
\_ \_ x'

da \_ it \_ i \_ áa

k \_ \_ x'

x' \_ \_ s'aw \_ \_

Write the correct vocabulary word next to each picture.



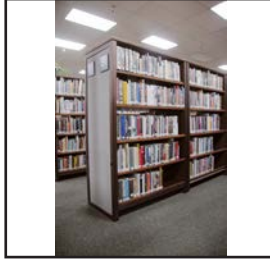
\_\_\_\_\_



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\_\_\_\_\_



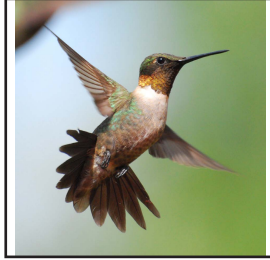
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\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# UNIT ASSESSMENT



# **Tlingit Language Program**

## **Unit Assessment Teacher's Notes**

### **Cycle B Beginners Grade 7**

**Grade \_\_\_\_\_**

**Unit 11**

**Theme: Review Units 8-10**

**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 **s'eenáa**.”
2. “Write the number 2 on top of the picture of **yee.át**.”
3. “Write the number 3 on top of the picture of **x'úx' daakeidí**.”
4. “Write the number 4 on top of the picture of **cheech**.”
5. “Write the number 5 on top of the picture of **yáxwch'**.”
6. “Write the number 6 on top of the picture of **náakw**.”
7. “Write the number 7 on top of the picture of **kéidladi**.”
8. “Write the number 8 on top of the picture of **kageet**.”
9. “Write the number 9 on top of the picture of **láj'**.”
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 - 12**

**Unit 11**

**Theme: Review Units 8-10**

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

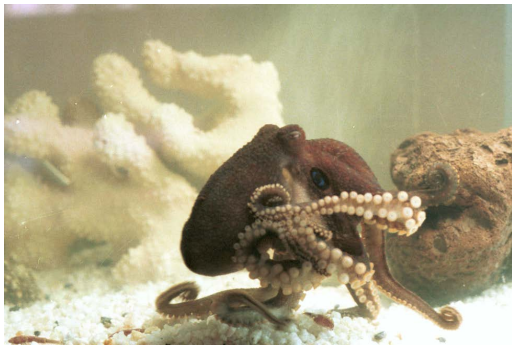
**Student's Name:** \_\_\_\_\_

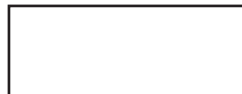
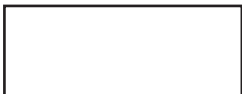
**Grade:** \_\_\_\_\_

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.



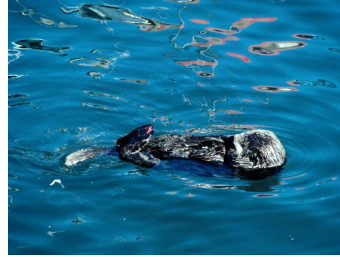




Circle the word for each picture.



s'eenáa  
yee.át  
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dagitgiyáa  
káax'  
x'eis'awáa



Circle the word for each picture.



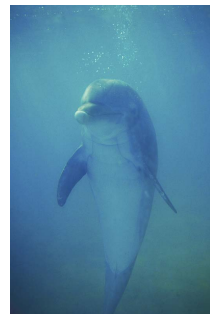
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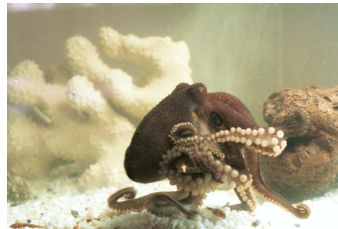
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cheech  
yáxwch'  
náakw  
kéidladi  
kageet  
láx'  
dagitgiyáa  
káax'  
x'eis'awáa

**x'úx'**

náa  
.át  
daakeidí  
eech  
wch'  
kw  
ladi  
eet  
lá  
giyáa  
ax'  
awaa

**yee**

náa  
.át  
daakeidí  
eech  
wch'  
kw  
ladi  
eet  
lá  
giyáa  
ax'  
awaa

**x'**

náa  
.át  
daakeidí  
eech  
wch'  
kw  
ladi  
eet  
lá  
giyáa  
ax'  
awaa

**ká**

náa  
.át  
daakeidí  
eech  
wch'  
kw  
ladi  
eet  
lá  
giyáa  
ax'  
awaa

**kéid**

náa  
.át  
daakeidí  
eech  
wch'  
kw  
ladi  
eet  
lá  
giyáa  
ax'  
awaa

**náa**

náa  
.át  
daakeidí  
eech  
wch'  
kw  
ladi  
eet  
lá  
giyáa  
ax'  
awaa

**s'ee**

náa  
.át  
daakeidí  
eech  
wch'  
kw  
ladi  
eet  
lá  
giyáa  
ax'  
awaa

**ch**

náa  
.át  
daakeidí  
eech  
wch'  
kw  
ladi  
eet  
lá  
giyáa  
ax'  
awaa

**x'eis'**

náa  
.át  
daakeidí  
eech  
wch'  
kw  
ladi  
eet  
lá  
giyáa  
ax'  
awaa

**dagit**

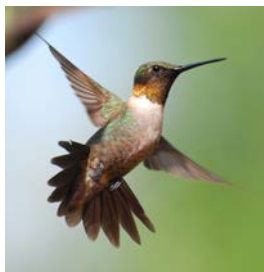
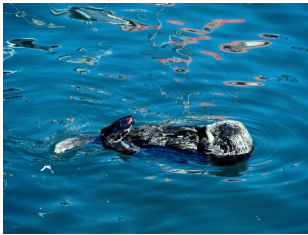
náa  
.át  
daakeidí  
eech  
wch'  
kw  
ladi  
eet  
lá  
giyáa  
ax'  
awaa

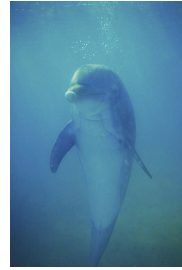
**kag**

náa  
.át  
daakeidí  
eech  
wch'  
kw  
ladi  
eet  
lá  
giyáa  
ax'  
awaa

**yáx**

náa  
.át  
daakeidí  
eech  
wch'  
kw  
ladi  
eet  
lá  
giyáa  
ax'  
awaa







# UNIT 12

Weather and Climate



### Teacher's Notes

Cycle B presents 12 weather forms. The lessons for this unit can be used often throughout the year. Students will learn the weather words as well as the sentence patterns. Cycle B includes Student Support Materials (SSM) which include images, mini-pictures, vocabulary word cards, student activity sheets, assessments, and unit's sentence and dialog. You can use these resources with the suggested lessons or others you may have. The vocabulary pictures, mini-pictures, and vocabulary word cards will continue to be useful in the weather unit in Cycles C through Advanced C. Encourage students to listen to the audio recording of a fluent speaker saying the words, sentence and dialog. Talking about the weather is something that we all do often. Being able to talk with elders or other students about the weather is a fun and rewarding way to practice Tlingit.

### Vocabulary Cycle B

**awdigaan** it is sunny  
**aawagéet** it is slushy/wet snow  
**kulidás'** it is hailing  
**kukawduwayél'** it is calm  
**kukawdlixwán** it is frosty  
**kuliséixjaa** it is misty  
**kushix'íl'** it is icy  
**kawdixaak** it is dry  
**kuwax'úk** it is humid  
**kuwak'úi** it is fair  
**kulis'éikjaa** it is smoggy  
**tlél tlax kooshk'úi** it is mild

### Unit's Sentence

**Wéit wáa sá kwatee?**  
How is the weather there?

### Unit's Dialog

(a) **Wéit wáa sá kwatee?**  
How is the weather there?

(b) **Yáat** \_\_\_\_\_.

It is \_\_\_\_\_ here.

(a) **Yáat tsú** \_\_\_\_\_.

It is \_\_\_\_\_ here too.

### 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 future tense. You can talk with students about what the weather will be like tomorrow or next week. Use the photos from Cycle B, SSM as props for each of the sentences. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. If students learn the material quickly, go forward to the next cycle. The advanced cycles add new phrases that build on the theme "weather."

### Vocabulary Cycle C

**Yei agaxdagáan.** It will be sunny.  
**Kei kuguxlagóos'.** It will be cloudy.  
**Dleit daak guxsatáan.** It will snow.  
**Séew daak guxsatáan.** It will rain.

### Teacher's Notes

Four more phrases are introduced here to be used with the weather words. You can ask questions about the weather using this question, **Awdigaan ágé kach'u koowdigwás'?**: Is it sunny or foggy?, and substitute all the different weather forms. Use the suggested lessons to teach these sentences. Encourage students to listen to the audio recording of a fluent speaker saying the sentences. Students can become familiar with the pronunciation, rhythm, and cadence of the language.

### Vocabulary Cycle A Advanced

**Awdigaan ágé kach'u koowdigwás'?** Is it sunny or foggy?  
\_\_\_\_\_x' wáa sá  
**kuwatee?** How is the weather in  
\_\_\_\_\_?

**Yeis kutéeyi.** Fall weather.  
**Táakw kutéeyi.** Winter weather.

### Teacher's Notes

Descriptions of weather conditions build upon the basic vocabulary terms from previous cycles. Use the SSM and the lessons to give students practice and repetition. The basic vocabulary, such as **séew** and **kadás'**, will be familiar to students. Comments about the weather can be made throughout the year and do not need to be limited to the weather unit. Encourage students to listen to the audio recording of a fluent speaker talking about the weather.

### Vocabulary Cycle B Advanced

**Kadóos' yá yagiye digéix.** The hail today was large.

**Tlél xateen yaa kugáas'ch.** I can't see because of the fog.

**Séew kudzidéin daak wusitán.** The rain is falling hard.

**Xeitl ligaaw.** The thunder was loud.

### Teacher's Notes

Cycle C Advanced gives sample sentences students can use in their own writing. The weather descriptions are included in the verb form. You will not be able to translate word for word. You are encouraged to use these descriptive phrases with the students when they are relevant. Students can take turns giving weather reports each day. You can easily substitute another number in this sentence, **Daxadooshú yagiye shunaaxéex aagáa daak wusitani yé:** It has been raining for seven days, especially during certain seasons.

### Vocabulary Cycle C Advanced

**Daxadooshú yagiye shunaaxéex aagáa daak wusitani yé.** It has been raining for seven days.

**Góos' tónáx ayatéen.** She sees it through the clouds.

**Xeil neech káa yéi nateech xóon wudunoogú.** Foam is on the beach when the north wind blows.

**Aashashxáaw taakw.eetix' haax kalyeech.** The dragonflies come in the summer time.

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. Numbered Illustrations
2. Sticky Foot

**Basic Speaking**

3. Disappearing Illustrations
4. What's That Word?
5. Flashlight Name

**Lesson 3**

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 4**

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 5**

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 6**

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 7**

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 8**

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 9**

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 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.

**Daxadooshú yagiyee shunaaxéex aagáa \_\_\_\_\_ yé.**

It has been \_\_\_\_\_ for seven days

\_\_\_\_\_ **taakw.eetíx' haax kalyeech.**

The \_\_\_\_\_ come in the summer time.

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

**Xeil neech káa yéi nateech xóon wudunoogú.** Foam is on the beach when the north wind blows.

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

**Góos' tóonáx ayatéen.** She sees it through the clouds.

**Aashashxáaw taakw.eetix' haax kalyeech.** The dragonflies come in the summer time.

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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.

**Daxadooshú yagiyee shunaaxéex aagáa daak wusitani yé.** It has been raining for seven days.

**Xeil neech káa yéi nateech xóon wudunoogú.** Foam is on the beach when the north wind blows.

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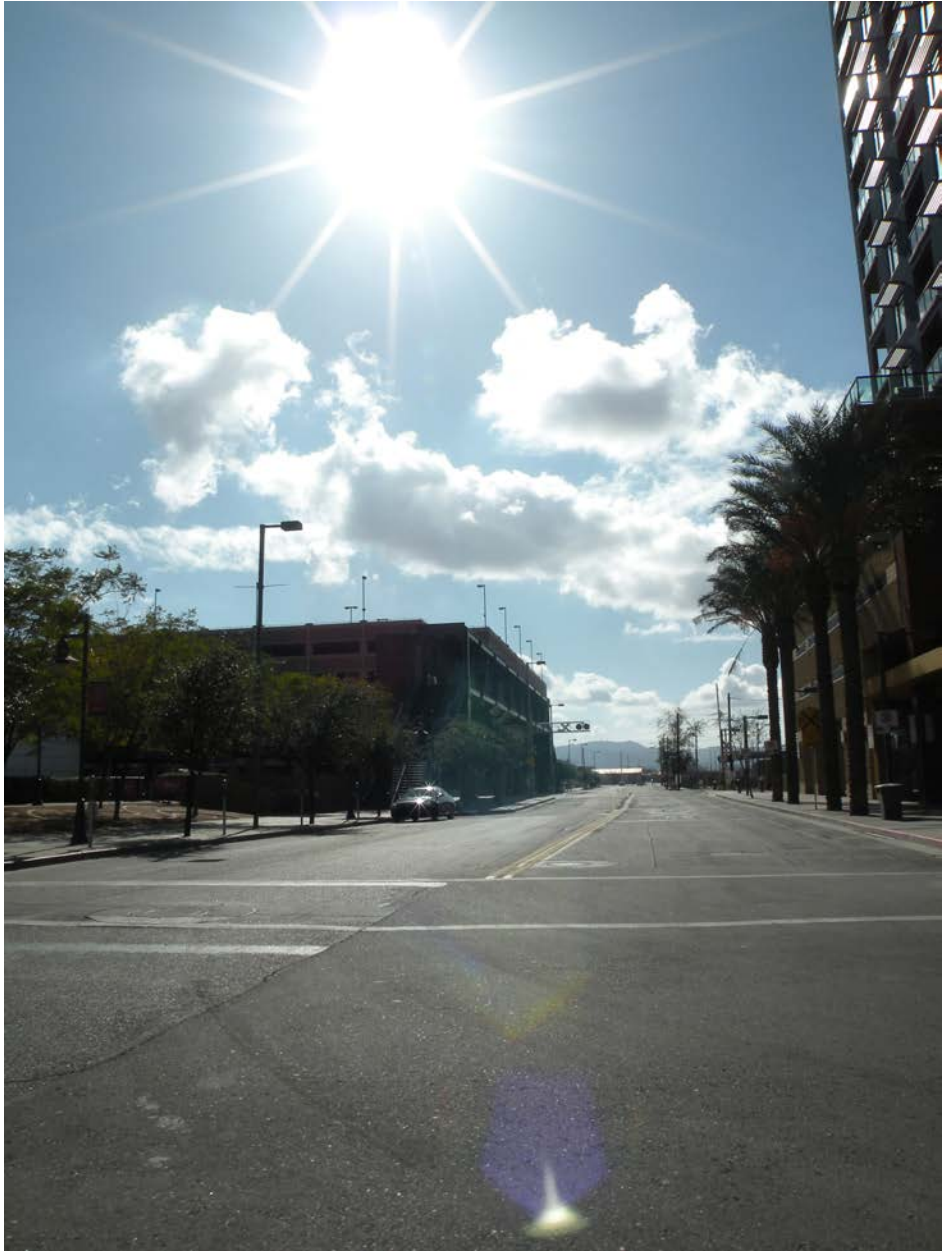
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# VOCABULARY PICTURES







**awdigaan**  
it is sunny



**aawaqéet**  
it is slushy/wet snow



**kulidás'**  
it is hailing





**kukawduwayél'**  
it is calm



**kukawdlixwán**  
it is frosty



**kuliséixjaa**  
it is misty





**kushix'íl'**  
it is icy





**kawdixaak**  
it is dry



**kuwax'úk**  
it is humid



**kuwak'úi**  
it is fair



**kulis'éikjaa**  
it is smoggy





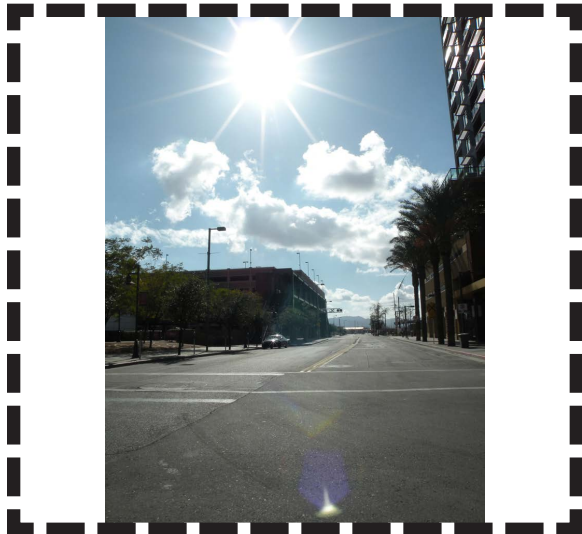
**tlél tlax kooshk'úi**  
it is mild

# BASIC LISTENING





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







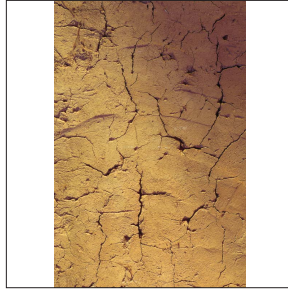
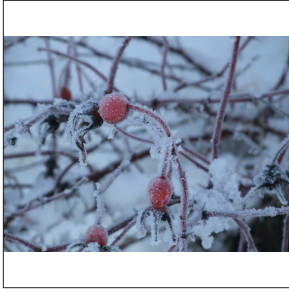
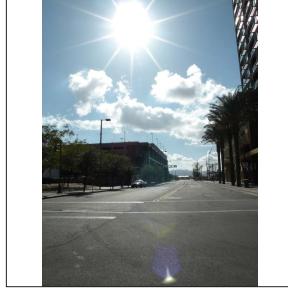
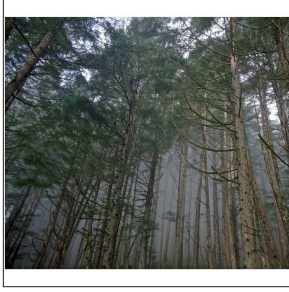
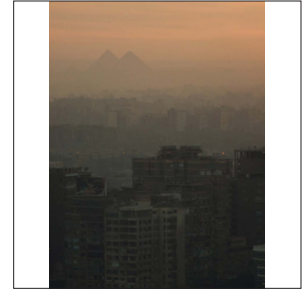
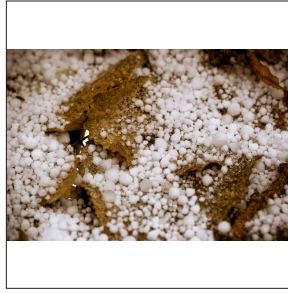
*Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.*







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





# BASIC READING

Sight Recognition





**aawaqéet**

**awdiggaan**

**kulidás'**



**k̄ukawduwayé'**

**tlé' tlax k̄ooshk'éi**

**k̄ukawdlixwán**





**kuliséixjaa**

**kushix'í'**

**kawdixaak**



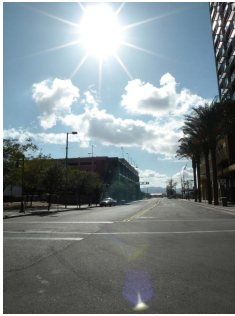
**kuwak'ei**

**kuwax'úk**

**kulis'ei kjaa**



Circle the word for each picture.



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlixwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'éi  
kulis'éik jaa  
tlél tlax  
kooshk'éi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlixwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'éi  
kulis'éik jaa  
tlél tlax  
kooshk'éi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlixwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'éi  
kulis'éik jaa  
tlél tlax  
kooshk'éi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlixwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'éi  
kulis'éik jaa  
tlél tlax  
kooshk'éi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlixwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'éi  
kulis'éik jaa  
tlél tlax  
kooshk'éi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlixwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'éi  
kulis'éik jaa  
tlél tlax  
kooshk'éi

Circle the word for each picture.



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlíxwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'úi  
kulis'éik jaa  
tlél tla<sub>x</sub>  
kooshk'úi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlíxwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'úi  
kulis'éik jaa  
tlél tla<sub>x</sub>  
kooshk'úi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlíxwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'úi  
kulis'éik jaa  
tlél tla<sub>x</sub>  
kooshk'úi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlíxwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'úi  
kulis'éik jaa  
tlél tla<sub>x</sub>  
kooshk'úi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlíxwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'úi  
kulis'éik jaa  
tlél tla<sub>x</sub>  
kooshk'úi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlíxwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'úi  
kulis'éik jaa  
tlél tla<sub>x</sub>  
kooshk'úi







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

awdi \_\_\_\_\_ n

aaw \_\_\_\_\_ t

kul \_\_\_\_\_

kuka \_\_\_\_\_ ayél'

kuka \_\_\_\_\_ wán

kuli \_\_\_\_\_ jaa

kus \_\_\_\_\_ l'

kaw \_\_\_\_\_ ak

kuw \_\_\_\_\_

kuwa \_\_\_\_\_

kulis' \_\_\_\_\_ aa

tlél tlax \_\_\_\_\_ hk'éi

wduw

séix

éikj

wdlix

ax'úk

gaa

dixa

agée

idás'

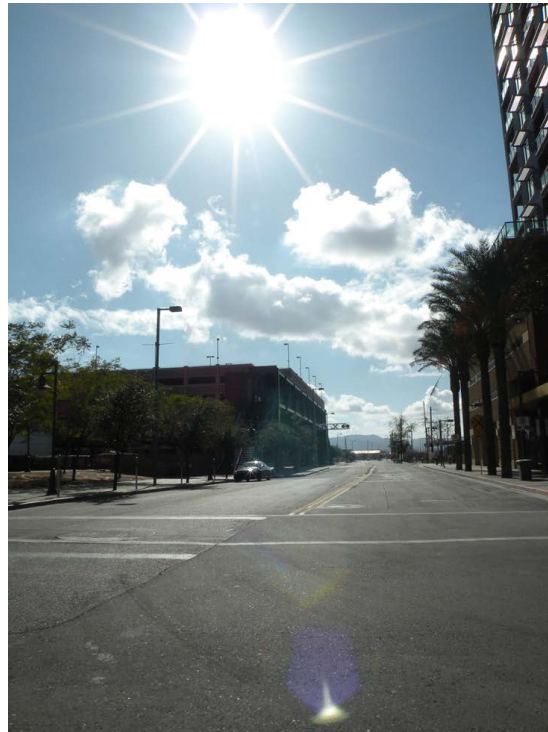
hix'í

koos

k'éi



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



<b>w</b>	<b>g</b>	<b>i</b>	<b>a</b>
<b>a</b>	<b>d</b>	<b>n</b>	<b>a</b>



# BASIC WRITING





Complete the words by writing in the missing letters.

a \_ di \_ aa \_  
aa \_ ag \_ e \_  
\_ ku \_ id \_ \_ ' \_  
\_ ku \_ aw \_ uwa \_ él' \_  
\_ ku \_ \_ wdli \_ wán \_  
\_ kuli \_ éix \_ aa \_  
\_ \_ us \_ ix'í \_ \_ ' \_  
\_ ka \_ di \_ \_ \_ ak \_  
\_ k \_ wa \_ ' úk \_  
\_ k \_ w \_ k'é \_ \_  
\_ kul \_ s'é \_ \_ kj \_ \_  
tl \_ l tl \_ x k \_ \_ shk' \_ i

Write the correct vocabulary word next to each picture.



\_\_\_\_\_



\_\_\_\_\_



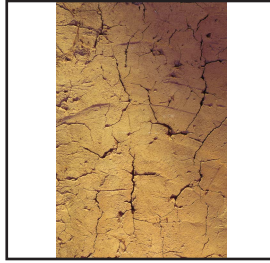
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



# DIALOG ACTIVITY PAGE





(a) Wéit wáa sá kuwatee?

(b) Yáat \_\_\_\_\_.

(a) Yáat tsú \_\_\_\_\_.

kuwak'ei

aawagéet

tlél tlax kooshk'ei

kukawduwayél'

kawdixaak

kuliséixjaa

kuwax'úk

awdigaan

kulis'éikjaa

kulidás'

kushix'il'

kukawdlixwán

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 12**

**Theme: Weather & Climate**

**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 **awdigaan**.”
2. “Write the number 2 on top of the picture of **aawagéet**.”
3. “Write the number 3 on top of the picture of **kulidás'**.”
4. “Write the number 4 on top of the picture of **kukawduwayél'**.”
5. “Write the number 5 on top of the picture of **kukawdlixwán**.”
6. “Write the number 6 on top of the picture of **kuliséixjaa**.”
7. “Write the number 7 on top of the picture of **kushix'íl'**.”
8. “Write the number 8 on top of the picture of **kawdixaak**.”
9. “Write the number 9 on top of the picture of **kuwax'úk**.”
10. “Write the number 10 on top of the picture of **kuwak'éi**.”
11. “Write the number 11 on top of the picture of **kulis'éikjaa**.”
12. “Write the number 12 on top of the picture of **tlél tlix kooshk'éi**.”

### 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 12**

**Theme: Weather & Climate**

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

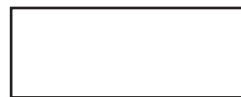
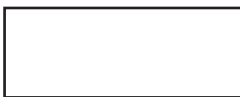
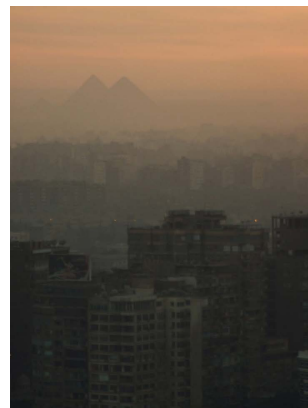
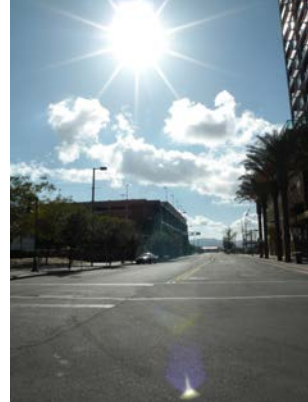
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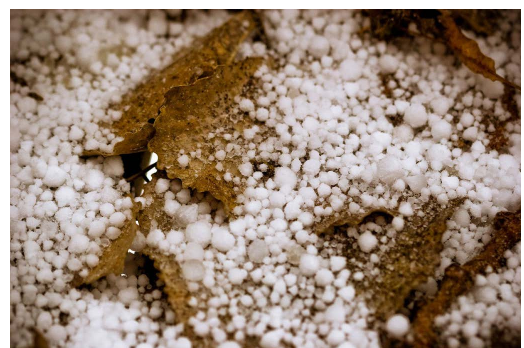
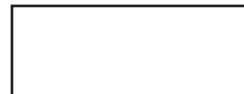
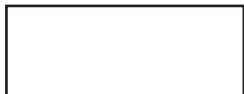
**Grade:** \_\_\_\_\_

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

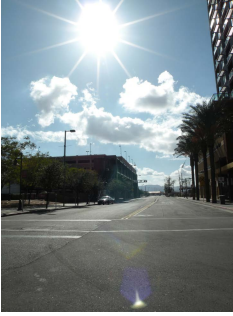
divide the total number of questions correct by the total number of questions; multiply this answer by 100 to determine the percentage of questions answered correctly.



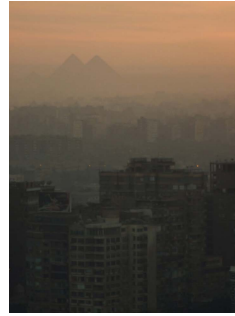




Circle the word for each picture.



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlíxwán  
kuliséixjaa  
kushix'íl'  
kawdixaak  
kuwax'úk  
kuwak'úi  
kulis'éik jaa  
tlél tlax  
kooshk'úi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlíxwán  
kuliséixjaa  
kushix'íl'  
kawdixaak  
kuwax'úk  
kuwak'úi  
kulis'éik jaa  
tlél tlax  
kooshk'úi



awdigaan  
aawagéet  
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kukawduwayél'  
kukawdlíxwán  
kuliséixjaa  
kushix'íl'  
kawdixaak  
kuwax'úk  
kuwak'úi  
kulis'éik jaa  
tlél tlax  
kooshk'úi



awdigaan  
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kukawdlíxwán  
kuliséixjaa  
kushix'íl'  
kawdixaak  
kuwax'úk  
kuwak'úi  
kulis'éik jaa  
tlél tlax  
kooshk'úi



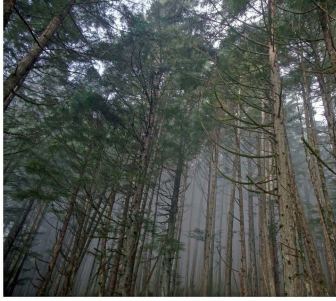
awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
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kuliséixjaa  
kushix'íl'  
kawdixaak  
kuwax'úk  
kuwak'úi  
kulis'éik jaa  
tlél tlax  
kooshk'úi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlíxwán  
kuliséixjaa  
kushix'íl'  
kawdixaak  
kuwax'úk  
kuwak'úi  
kulis'éik jaa  
tlél tlax  
kooshk'úi



Circle the word for each picture.



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlixwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'éi  
kulis'éik jaa  
tlél tlix  
kooshk'éi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlixwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'éi  
kulis'éik jaa  
tlél tlix  
kooshk'éi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlixwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'éi  
kulis'éik jaa  
tlél tlix  
kooshk'éi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlixwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'éi  
kulis'éik jaa  
tlél tlix  
kooshk'éi



awdigaan  
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kulidás'  
kukawduwayél'  
kukawdlixwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'éi  
kulis'éik jaa  
tlél tlix  
kooshk'éi



awdigaan  
aawagéet  
kulidás'  
kukawduwayél'  
kukawdlixwán  
kuliséixjaa  
kushix'il'  
kawdixaak  
kuwax'úk  
kuwak'éi  
kulis'éik jaa  
tlél tlix  
kooshk'éi

**kush**

éixjaa  
gaan  
ixaak  
ax'úk  
k'úi  
ikjaa  
kooshk'úi  
dás'  
wduwayél'  
dlixwán  
géet  
ix'il'

**kuka**

éixjaa  
gaan  
ixaak  
ax'úk  
k'úi  
ikjaa  
kooshk'úi  
dás'  
wduwayél'  
dlixwán  
géet  
ix'il'

**kuwa**

éixjaa  
gaan  
ixaak  
ax'úk  
k'úi  
ikjaa  
kooshk'úi  
dás'  
wduwayél'  
dlixwán  
géet  
ix'il'

**awdi**

éixjaa  
gaan  
ixaak  
ax'úk  
k'úi  
ikjaa  
kooshk'úi  
dás'  
wduwayél'  
dlixwán  
géet  
ix'il'

**kulis**

éixjaa  
gaan  
ixaak  
ax'úk  
k'úi  
ikjaa  
kooshk'úi  
dás'  
wduwayél'  
dlixwán  
géet  
ix'il'

**tlél tlax**

éixjaa  
gaan  
ixaak  
ax'úk  
k'úi  
ikjaa  
kooshk'úi  
dás'  
wduwayél'  
dlixwán  
géet  
ix'il'

**kulis'é**

éixjaa  
gaan  
ixaak  
ax'úk  
k'ei  
ikjaa  
kooshk'ei  
dás'  
wduwayél'  
dlixwán  
géet  
ix'il'

**kukaw**

éixjaa  
gaan  
ixaak  
ax'úk  
k'ei  
ikjaa  
kooshk'ei  
dás'  
wduwayél'  
dlixwán  
géet  
ix'il'

**aawa**

éixjaa  
gaan  
ixaak  
ax'úk  
k'ei  
ikjaa  
kooshk'ei  
dás'  
wduwayél'  
dlixwán  
géet  
ix'il'

**kuw**

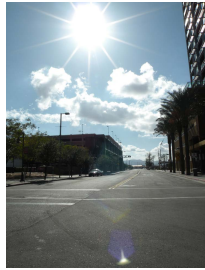
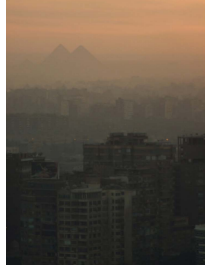
éixjaa  
gaan  
ixaak  
ax'úk  
k'ei  
ikjaa  
kooshk'ei  
dás'  
wduwayél'  
dlixwán  
géet  
ix'il'

**kawd**

éixjaa  
gaan  
ixaak  
ax'úk  
k'ei  
ikjaa  
kooshk'ei  
dás'  
wduwayél'  
dlixwán  
géet  
ix'il'

**kuli**

éixjaa  
gaan  
ixaak  
ax'úk  
k'ei  
ikjaa  
kooshk'ei  
dás'  
wduwayél'  
dlixwán  
géet  
ix'il'







# UNIT 13

Clothing



### Teacher's Notes

The nouns in Cycle B name pieces of clothing. Ten lessons for teaching these nouns have been suggested. The lessons follow the Developmental Language Process (DLP), beginning with basic listening and basic speaking, before reading and writing are introduced. The Student Support Materials (SSM) include images, mini-pictures, vocabulary word cards, student worksheets, and assessments. Use the unit's sentence and dialog with the students. Listen to the audio recording of a fluent speaker saying the words, sentence, and dialog. Many teachers have real clothing in their box of supplies. You can use these on dolls or stuffed animals to teach and reinforce the vocabulary. These nouns will continue to be used in Cycles C through Advanced C. Learning these nouns well and committing them to long-term memory will allow students to focus on learning the new verb phrases. If the students learn these nouns quickly, move forward to the next Cycle which will add verb phrases to the theme of Clothing.

### Vocabulary Cycle B

**koogéinaa** sash  
**saka.át** neck tie  
**kinaak.át** coat  
**l'ée x'wán** socks  
**doonyaax naa.át** underwear  
**s'él' s'áaxw** rain hat  
**s'él' kinaak.át** rain coat  
**s'él' téel** rubber boot  
**neilyeetéeli** slippers  
**kakéin k'oodás'** sweater  
**xwashdi tuk'atáal** jeans  
**tuk'atáalk'** shorts

### Unit's Sentence

**Yées** \_\_\_\_\_ **xwaa.oo.**

I bought a new \_\_\_\_\_.

### Unit's Dialog

(a) **Yées** \_\_\_\_\_  
**xwaa.oo.** I bought a new  
\_\_\_\_\_.

(b) **Goosú i** \_\_\_\_\_?

Where is your \_\_\_\_\_?

(a) **Kút xwaagéex'.** I lost it.

(b) **Áa gaa kunaxtooshee.**  
Let's look for it.

### 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, perfective (past tense) positive form and first person perfective, negative form of the verb “for someone to buy 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 “clothing.”

### Vocabulary Cycle C

**Tlél s'él' s'áaxw kaxwda.oo.** I didn't buy a rain hat.

**S'él' kinaak.át agawdi.oo.** S/he bought a rain coat.

**S'él' x'wán agawdi.oo.** S/he bought rubber boats.

**X'uskatéeli agawdi.oo.** S/he bought slippers.

### Teacher's Notes

The verbs introduced in Cycle A Advanced are **kalak'wát'**: fold, **katí**: hang up, and **na.óos'**: wash. Listen to the audio recording of a fluent speaker saying these sentences. You can substitute the nouns in the sample sentences with the rest of the nouns from the clothing unit. Give students lots of listening practice and use the photos from Cycle B or real articles of clothing as props for your lessons.

### Vocabulary Cycle A Advanced

**Wé tuk'atáal kalak'wát'.** Fold the pants.

**S'él' kinaak.át áx katí.** Hang up the raincoat.

**I lée x'wáni na.óos'.** Wash your socks.

**I sháadaa.át na.óos'.** Wash your headscarf.

### Teacher's Notes

The four sample sentences give students good practice with new verbs. The vocabulary words (nouns) for this theme can be substituted in most of the sentences. If you have real pieces of clothing, use them as props with the sentences. Follow the DLP process and give students lots of listening practice. Use the suggested lessons for teaching these phrases. Listen to the audio recording of these phrases with your students to hear the rhythm and cadence of a fluent speaker.

### Vocabulary Cycle B Advanced

**Awaadúx' du saka.áti.** He tied his necktie.

**Yak'ei táawk kinaak.áti áwé.** That is a good winter coat.

**Kaligéiyi s'él' s'áaxw du jeewú.** She has a shiny rain hat.

**Xwashdaa tuk'atáal wus'éil'.** These jeans are ripped.

### Teacher's Notes

Sample sentences in this cycle offer a variety of verbs in the imperfective and perfective forms. Students do not have to know the linguistic terms of these tenses, but it is helpful for the teacher to be aware and to use the Tlingit Index of Verbs as a resource (link at [www.sealaska-heritage.org](http://www.sealaska-heritage.org), language resources page). Students can use these samples and substitute other clothing terms to write their own sentences. Use the suggested activities to help students write their own sentences.

### Vocabulary Cycle C Advanced

**Ax jee lidzée wé kasné.** Knitting is difficult for me.

**Ax léelk'w jeedáx kakéin l'ée x'wán áyá ax tuwáa sigóo.** I like the yarn socks from my grandmother.

**Kut akaawaxaash du tukatáali.** She cut (the pattern) for her pants out wrong.

**Tuk'atáal x'oosdé awdiyík.** He put on his pants.

See Appendix III for lesson instructions.

**Lesson 1**

Introduce the new vocabulary.

**Basic Listening**

1. Mini Pictures - SSM
2. Flashlight Find – page 3

**Basic Speaking**

3. Balloon Volleyball
4. Stick of Chance
5. Slip String

**Lesson 2**

Review the unit's vocabulary.

**Basic Listening**

1. Turn and Face
2. Wild Cars

**Basic Speaking**

3. Balloon Volleyball
4. What's That Word?
5. Stick of Chance

**Lesson 3**

Review the unit's vocabulary.

**Basic Listening**

1. Here, There, Everywhere
2. Beanbag Toss

**Basic Speaking**

3. Being Lippy
4. What's The Date?

**Lesson 4**

Introduce the unit's sentence.

**Basic Listening**

1. Numbered Illustrations
2. Major League

**Basic Speaking**

3. Right or Wrong?
4. Colander
5. Hand Tag

**Lesson 5**

Review the unit's sentence.

**Basic Listening**

1. Nod and Clap
2. Hop the Line

**Basic Speaking**

3. Wild Balloon
4. Visual Memory
5. Flashlight Name

**Lesson 6**

Review the unit's vocabulary.

**Basic Reading - Sight**

1. Sight Word Bingo
2. Funny Face
3. Pass the Lifesaver
4. Disappearing Word
5. Use the Student Support Materials

### **Lesson 7**

Review the unit's vocabulary.

#### **Basic Reading - Encoding**

1. Hang the Wash
2. Popsicle Sticks
3. Where's That Syllable?
4. Letter Encode
5. Use the Student Support Materials

### **Lesson 8**

Review the unit's vocabulary.

#### **Basic Writing**

1. Numbered Illustrations
2. Flour Writing
3. Writing Relay
4. Every Second Letter
5. Use the Student Support Materials

### **Lesson 9**

Review the unit's vocabulary.

#### **Basic Writing**

1. Crayon Resist
2. CV Spell
3. Sensory Words
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. Provide each student with a square of white cloth, a needle, and embroidery thread. The students should use the needles and thread to embroider pictures on their squares of cloth. When the students' pictures are finished, display all of the squares on a bulletin board as a clothing quilt.
3. Give each student a sight word card from any unit covered thus far in the Heritage Language Program (including Cycle A Beginners). Encourage each student to say a Tlingit/Haida/Tsimshian sentence of his/her own using the key word.

## Cycle C Advanced Creative Writing Activities

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

**Ax** jee \_\_\_\_\_ **wé kasné.**

Knitting \_\_\_\_\_ for me.

**Ax** léelk'w jeedáx kakéin \_\_\_\_\_ **áyá ax tuwáa sigóo.**

I like the yarn \_\_\_\_\_ from my grandmother.

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

**Tuk'atáal x'oosdé awdiyík.** He put on his pants.

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

**Ax jee lidzée wé kasné.** Knitting is difficult for me.

**Ax léelk'w jeedáx kakéin l'ée x'wán áyá ax tuwáa sigóo.**  
I like the yarn socks from my grandmother.

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

**Kut akaawaxaash du tukatáli.** She cut (the pattern) for her pants out wrong.

**Ax jee lidzée wé kasné.** Knitting is difficult for me.

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# VOCABULARY PICTURES







**koogéinaa**  
sash



**saka.át**  
neck tie



**kinaak.át**  
coat





**l'ée x'wán**  
socks



**doonyaax naa.át**  
underwear



**s'él' s'áaxw**  
rain hat



**s'él' kinaak.át**  
rain coat





**s'él' téel**  
rubber boot



**neilyeetéli**  
slippers



**kakéin k'oodás'**  
sweater



**xwashdi tuk'atáal**  
jeans





**tuk'atáalk'**  
shorts

# 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





**koogéinaa**

**saka.át**

**kinaak.át**



**l'ée x'wán**

**doonyaaax̄ naa.át**

**s'él' s'áaxw**





**s'él' kinaak.át**

**s'él' téel**

**neilyeetéeeli**



**kakéin k'oodás'**

**xwashdi tuk'atáaal**

**tuk'atáaalk'**



Circle the word for each picture.



koogéinaa  
saka.át  
kinaak.át  
l'ée x'wán  
doonyaax naa.át  
s'él' s'áaxw  
s'él' kinaak.át  
s'él' téel  
neilyeetéli  
kakéin k'oodás'  
xwashdi tuk'atáal  
tuk'atáalk'



koogéinaa  
saka.át  
kinaak.át  
l'ée x'wán  
doonyaax naa.át  
s'él' s'áaxw  
s'él' kinaak.át  
s'él' téel  
neilyeetéli  
kakéin k'oodás'  
xwashdi tuk'atáal  
tuk'atáalk'



koogéinaa  
saka.át  
kinaak.át  
l'ée x'wán  
doonyaax naa.át  
s'él' s'áaxw  
s'él' kinaak.át  
s'él' téel  
neilyeetéli  
kakéin k'oodás'  
xwashdi tuk'atáal  
tuk'atáalk'



koogéinaa  
saka.át  
kinaak.át  
l'ée x'wán  
doonyaax naa.át  
s'él' s'áaxw  
s'él' kinaak.át  
s'él' téel  
neilyeetéli  
kakéin k'oodás'  
xwashdi tuk'atáal  
tuk'atáalk'



koogéinaa  
saka.át  
kinaak.át  
l'ée x'wán  
doonyaax naa.át  
s'él' s'áaxw  
s'él' kinaak.át  
s'él' téel  
neilyeetéli  
kakéin k'oodás'  
xwashdi tuk'atáal  
tuk'atáalk'

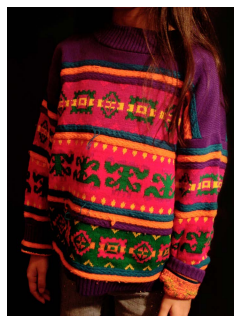


koogéinaa  
saka.át  
kinaak.át  
l'ée x'wán  
doonyaax naa.át  
s'él' s'áaxw  
s'él' kinaak.át  
s'él' téel  
neilyeetéli  
kakéin k'oodás'  
xwashdi tuk'atáal  
tuk'atáalk'

Circle the word for each picture.



koogéinaa  
saka.át  
kinaak.át  
l'ée x'wán  
doonyaax naa.át  
s'él' s'áaxw  
s'él' kinaak.át  
s'él' téel  
neilyeetéli  
kakéin k'oodás'  
xwashdi tuk'atáal  
tuk'atáalk'



koogéinaa  
saka.át  
kinaak.át  
l'ée x'wán  
doonyaax naa.át  
s'él' s'áaxw  
s'él' kinaak.át  
s'él' téel  
neilyeetéli  
kakéin k'oodás'  
xwashdi tuk'atáal  
tuk'atáalk'



koogéinaa  
saka.át  
kinaak.át  
l'ée x'wán  
doonyaax naa.át  
s'él' s'áaxw  
s'él' kinaak.át  
s'él' téel  
neilyeetéli  
kakéin k'oodás'  
xwashdi tuk'atáal  
tuk'atáalk'



koogéinaa  
saka.át  
kinaak.át  
l'ée x'wán  
doonyaax naa.át  
s'él' s'áaxw  
s'él' kinaak.át  
s'él' téel  
neilyeetéli  
kakéin k'oodás'  
xwashdi tuk'atáal  
tuk'atáalk'



koogéinaa  
saka.át  
kinaak.át  
l'ée x'wán  
doonyaax naa.át  
s'él' s'áaxw  
s'él' kinaak.át  
s'él' téel  
neilyeetéli  
kakéin k'oodás'  
xwashdi tuk'atáal  
tuk'atáalk'



koogéinaa  
saka.át  
kinaak.át  
l'ée x'wán  
doonyaax naa.át  
s'él' s'áaxw  
s'él' kinaak.át  
s'él' téel  
neilyeetéli  
kakéin k'oodás'  
xwashdi tuk'atáal  
tuk'atáalk'







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

kin \_\_\_\_\_ át

l'ée \_\_\_\_\_

s'él' k \_\_\_\_\_ k.át

s'él' \_\_\_\_\_

neil \_\_\_\_\_ éeli

kakéin \_\_\_\_\_ dás'

xwas \_\_\_\_\_ uk'atáal

tuk' \_\_\_\_\_ lk'

koo \_\_\_\_\_ aa

sak \_\_\_\_\_

doon \_\_\_\_\_ naa.át

s'él' \_\_\_\_\_ w

x'wán

téel

inaa

a.át

k'oo

géin

hdi t

yaax

s'áax

yeet

aak.

atáa



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



l'

é

t

s'

e

é

l



# BASIC WRITING





Complete the words by writing in the missing letters.

\_\_ inaa \_\_ .á \_\_  
\_\_ 'ée \_\_ 'wá \_\_  
s'\_\_ 't \_\_ \_ l  
\_\_ eil \_\_ ee \_\_ 'ée \_\_ i  
\_\_ a \_\_ 'éin \_\_ 'oo \_\_ 'ás'  
\_\_ was \_\_ di t \_\_ k'atá \_\_ l  
\_\_ oo \_\_ yaax \_\_ aa.á \_\_  
\_\_ 'él' \_\_ 'áa \_\_ w  
s' \_\_ l' ki \_\_ aak.á \_\_  
\_\_ uk'a \_\_ \_ alk'  
\_\_ oo \_\_ 'éi \_\_ aa  
\_\_ a \_\_ a.á \_\_

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) Yées \_\_\_\_\_ xwaa.oo.

(b) Goosú i \_\_\_\_\_ ?

(a) Kút xwaagéex'.

(b) Á ée gaa kugaxtooshee.

doonyaax naa.át

koogéinaa

s'él' téel

neilyeetéli

xwashdi tuk'atáal

kinaak.át

l'ée x'wán

s'él' kinaak.át

kakéin k'oodás'

saka.át

tuk'atáalk'

s'él' s'áaxw



# UNIT ASSESSMENT



# **Tlingit Language Program**

## **Unit Assessment Teacher's Notes**

### **Cycle B Beginners Grade 7**

**Grade 7**

**Unit 13**

**Theme: Clothing**

**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 **koogéinaa**.”
2. “Write the number 2 on top of the picture of **saka.át**.”
3. “Write the number 3 on top of the picture of **kinaak.át**.”
4. “Write the number 4 on top of the picture of **l'ée x'wán**.”
5. “Write the number 5 on top of the picture of **doonyaax naa.át**.”
6. “Write the number 6 on top of the picture of **s'él' s'áaxw**.”
7. “Write the number 7 on top of the picture of **s'él' kinaak.át**.”
8. “Write the number 8 on top of the picture of **s'él' téel**.”
9. “Write the number 9 on top of the picture of **neilyeetéeli**.”
10. “Write the number 10 on top of the picture of **kakéin k'oodás'**.”
11. “Write the number 11 on top of the picture of **xwashdi tuk'atáal**.”
12. “Write the number 12 on top of the picture of **tuk'atáalk'**.”

### 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 13**

**Theme: Clothing**

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

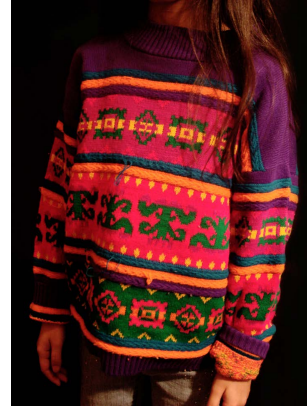
**Student's Name:** \_\_\_\_\_

**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.





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[Empty box]



[Empty box]



[Empty box]



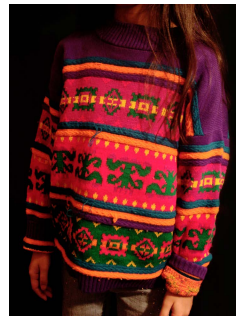
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[Empty box]



*Circle the word for each picture.*



Circle the word for each picture.



s'él' t

kinaak.át  
éel  
eetéeli  
k'oodás'  
tuk'atáal  
táalk'inaa  
a.át  
ak.át  
x'wán  
aax naa.át  
' s'áaxw

sak

kinaak.át  
éel  
eetéeli  
k'oodás'  
tuk'atáal  
táalk'inaa  
a.át  
ak.át  
x'wán  
aax naa.át  
' s'áaxw

neily

kinaak.át  
éel  
eetéeli  
k'oodás'  
tuk'atáal  
táalk'inaa  
a.át  
ak.át  
x'wán  
aax naa.át  
' s'áaxw

doony

kinaak.át  
éel  
eetéeli  
k'oodás'  
tuk'atáal  
táalk'inaa  
a.át  
ak.át  
x'wán  
aax naa.át  
' s'áaxw

kakéin

kinaak.át  
éel  
eetéeli  
k'oodás'  
tuk'atáal  
táalk'inaa  
a.át  
ak.át  
x'wán  
aax naa.át  
' s'áaxw

xwashdi

kinaak.át  
éel  
eetéeli  
k'oodás'  
tuk'atáal  
táalk'inaa  
a.át  
ak.át  
x'wán  
aax naa.át  
' s'áaxw

**s'él**

kinaak.át  
éel  
eetéeli  
k'oodás'  
tuk'atáal  
táalk'inaa  
a.át  
ak.át  
x'wán  
aax naa.át  
' s'áaxw

**l'ée**

kinaak.át  
éel  
eetéeli  
k'oodás'  
tuk'atáal  
táalk'inaa  
a.át  
ak.át  
x'wán  
aax naa.át  
' s'áaxw

**koogé**

kinaak.át  
éel  
eetéeli  
k'oodás'  
tuk'atáal  
táalk'inaa  
a.át  
ak.át  
x'wán  
aax naa.át  
' s'áaxw

**kina**

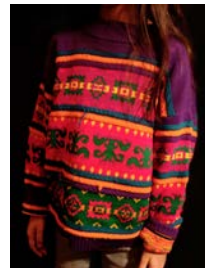
kinaak.át  
éel  
eetéeli  
k'oodás'  
tuk'atáal  
táalk'inaa  
a.át  
ak.át  
x'wán  
aax naa.át  
' s'áaxw

**tuk'a**

kinaak.át  
éel  
eetéeli  
k'oodás'  
tuk'atáal  
táalk'inaa  
a.át  
ak.át  
x'wán  
aax naa.át  
' s'áaxw

**s'él'**

kinaak.át  
éel  
eetéeli  
k'oodás'  
tuk'atáal  
táalk'inaa  
a.át  
ak.át  
x'wán  
aax naa.át  
' s'áaxw







# UNIT 14

Recreation



### Teacher's Notes

Cycle B introduces the names of twelve recreation activities. The Student Support Materials (SSM) include images, mini pictures, vocabulary word cards, student activity worksheets, and assessments. Listen to the audio recording of a fluent speaker saying the words, the unit's sentence and the dialog. Use the games and activities in the ten lessons for this unit. If students can learn these terms well and commit them to their long-term memory, they can focus their attention on learning the verb phrases in future cycles. The theme of "recreation" will continue through Cycles C Advanced C. Substitute each of the vocabulary words in the unit's sentence to give students more practice. Practice the dialog with students so that they can hear and speak the vocabulary words in context. If students learn the material quickly, move on to Cycle C which will introduce verbs to build upon this theme of "recreation."

### Vocabulary Cycle B

**ash koolch'éit'aa**  
is playing basketball  
**ash koolk'ishaa**  
is playing baseball  
**ash koolt'áax'aa**  
is playing marbles  
**kadach'áak'w**  
is carving  
**da.aak** is weaving  
**yaa nashix** is running  
**ash koolt'ách'aa**  
is swimming  
**kei natl'éit'**  
is climbing up  
**yei natl'éit'** is climbing down  
**at jik'éin** is jumping  
**ash koolx'il'aa yeit** is sledding  
**ash koolx'il'aa** is skating

### Unit's Sentence

**Ax xooni** \_\_\_\_\_.

My relative is \_\_\_\_\_.

### Unit's Dialog

(a) **Daa sá yéi adaanéi**  
**i** \_\_\_\_\_?

What is your (relative) doing?

(b) **Ax xooni** \_\_\_\_\_.

My relative is \_\_\_\_\_.

(a) **Gwák géenk' sá yéi akgwas-néi?** When will he/she be done?

(b) **Tsayóok shé.** In a while.

### 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, progressive imperfective tense of various act verbs. 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 "recreation." Remember to follow the DLP process, spending lots of time on listening activities.

### Vocabulary Cycle C

**Xadanéegwál'**. I am painting.  
**Kínde yaa ndagwát'**. S/he is climbing up.  
**Yínde yaa ndagwát'**. S/he is climbing down.

### Teacher's Notes

The two questions in this cycle differ only slightly. One asks **Wáa sá keeyanóok?**: What are you doing? The other asks **Wáa sá kuwanóok?**: What is she doing? Students will have to listen carefully to be able to respond correctly with one of the phrases they learned in Cycle C. Encourage students to listen to the audio recording of a fluent speaker asking these questions and giving commands. Once students learn the command "to skip somewhere," they can be directed to skip to any object or picture that they have already learned.

### Vocabulary Cycle A Advanced

**Aadóo sáwé kadach'áak'w?**  
Who is carving?  
**Kasné gé?** Is she weaving?

### Commands

**Deexdahéen kei eeshk'éin.**  
Jump two times.  
**Kei yee kdook'éin deexdahéen.**  
Jump two times. (pl)

### Teacher's Notes

These sample sentences give excellent examples of how the adverb describing the action is part of the verb. Sentences are in the third person. Students can get much practice with these phrases in the games and activities suggested. They can also substitute other vocabulary words from this unit on recreation. Listen to the audio recording of a fluent speaker saying these sentences.

### Vocabulary Cycle B Advanced

**Tlél yan woojaakw du yaa nashíxi.** He is running carelessly.  
**Du naaliyex' ishk'éin.** She can jump far.  
**Ash koolx'il'aa sigoo.** Sledding is fun.

### Teacher's Notes

Sentences in this cycle offer a variety of verbs and sentences. **Ayáx gé sh teedinook?**--Do you feel up to it?--gives an interesting variation of **Wáa sá sh teedinook?**--how are you feeling?--which is introduced in the Beginning Tlingit text. Students can get more practice writing new sentences by substituting other recreation terms for **kasné:** knitting, **Ax jee lidzée wé kasné:** Knitting is difficult for me.

### Vocabulary Cycle C Advanced

**Hél gunéi kakgwajoox wudzi.át' áwé.** It's not going to start, it's cold.  
**Yéi áwé xwaajee kei kakgwajóox.** I think it's going to start.  
**Ax jee lidzée wé kasné.** Knitting is difficult for me.  
**Ayáx gé sh teedinook?** Do you feel up to it?

See Appendix III for lesson instructions.

### **Lesson 1**

Introduce the new vocabulary.

#### **Basic Listening**

1. Mini Pictures
2. Turn and Face
3. Illustration Sequence
4. Let's Move
5. Flick
6. Searchlight

### **Lesson 2**

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 3**

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 4**

Introduce 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 5**

Review 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 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. Provide each student with illustrating materials and supplies. Each student should create a picture of a recreation form. Then, the students should use markers to create jigsaw puzzle designs on their pictures; each student should cut out his/her jigsaw puzzle. They should exchange puzzles and put them together.
3. Give each student a sight word card from any unit covered thus far in the Heritage Language Program (including Cycle A Beginners). Encourage each student to say a Tlingit/Haida/Tsimshian sentence of his/her own using the key word.

## Cycle C Advanced Creative Writing Activities

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

**Hél gunéi kakgwajoox \_\_\_\_\_ áwé.** It's not going to start, it's cold.

**Yéi áwé xwaajee kei \_\_\_\_\_.**

I think it's \_\_\_\_\_.

**Ax jee lidzée wé \_\_\_\_\_.** \_\_\_\_\_ is difficult for me.

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

**Ax jee lidzée wé kasné.** Knitting is difficult for me.

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---

---

---

---

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

**Hél gunéi kakgwajoox wudzi.át' áwé.** It's not going to start, it's cold.

**Yéi áwé xwaajee kei kakgwajóox.** I think it's going to start.

---

---

---

---

---

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.

**Ayáx gé sh teedinook?** Do you feel up to it?

**Yéi áwé xwaajee kei kakgwajóox.** I think it's going to start.

---

---

---

---



# VOCABULARY PICTURES







**ash koolch'éit'aa**  
is playing basketball



**ash koolk'ishaa**  
is playing baseball





**ash koolt'áax'aa**  
is playing marbles





**kadach'áak'w**  
is carving



**da.aak**  
is weaving



**yaa nashíx**  
is running



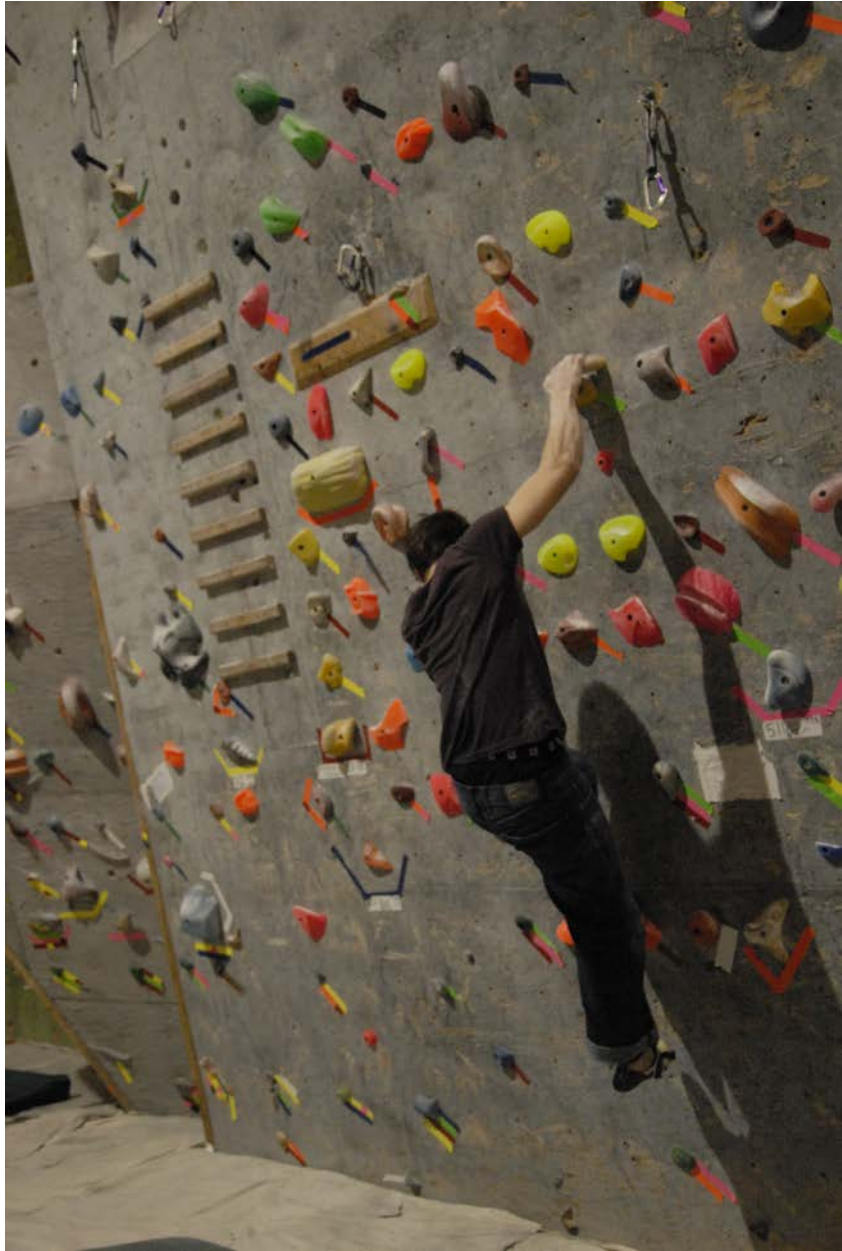


**ash koolt'ách'aa**  
is swimming





**kei natl'ét'**  
is climbing up



**yei natl'ét'**  
is climbing down



**at jik'éin**  
is jumping





**ash koolx'íl'aa yeit**  
is sledding





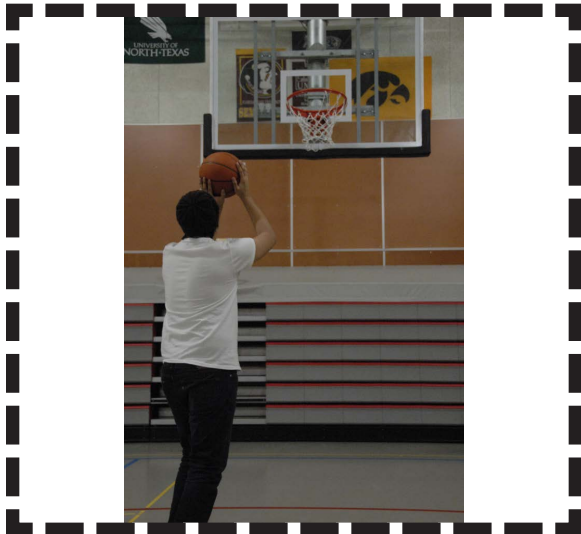
**ash koolx'íl'aa**  
is ice skating

# BASIC LISTENING





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







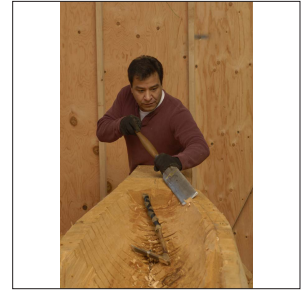
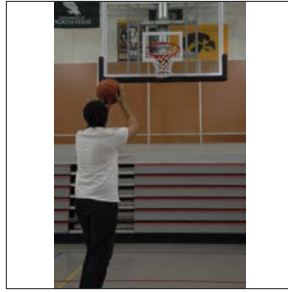
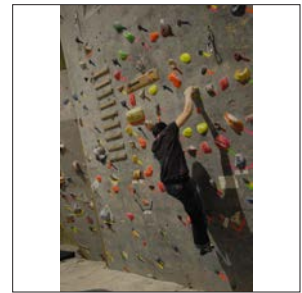
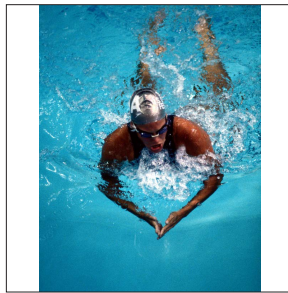
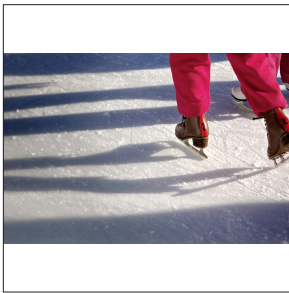
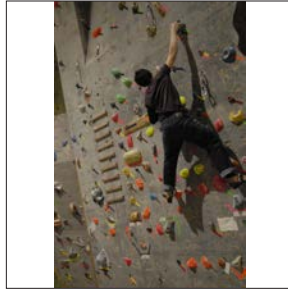
*Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.*







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





# BASIC READING

Sight Recognition





**ash koolch'éit'aa**

**ash koolk'ishaa**

**ash koolt'áax'aa**



**kadach'áak'w**

**da.aak**

**yaa nasníx**





**ash koolt'ách'aa**

**kei natl'ét'**

**yeyi natl'ét'**



at jik'éin

ash koolx'il'aa yeit

ash koolx'il'aa



Circle the word for each picture.



ash koolch'éit'aa  
 ash koolk'ishaa  
 ash koolt'áax'aa  
 kadach'áak'w  
 da.aak  
 yaa nashíx  
 ash koolt'ách'aa  
 kei natl'ét'  
 yei natl'ét'  
 at jik'éin  
 ash koolx'íl'aa yeit  
 ash koolx'íl'aa



ash koolch'éit'aa  
 ash koolk'ishaa  
 ash koolt'áax'aa  
 kadach'áak'w  
 da.aak  
 yaa nashíx  
 ash koolt'ách'aa  
 kei natl'ét'  
 yei natl'ét'  
 at jik'éin  
 ash koolx'íl'aa yeit  
 ash koolx'íl'aa



ash koolch'éit'aa  
 ash koolk'ishaa  
 ash koolt'áax'aa  
 kadach'áak'w  
 da.aak  
 yaa nashíx  
 ash koolt'ách'aa  
 kei natl'ét'  
 yei natl'ét'  
 at jik'éin  
 ash koolx'íl'aa yeit  
 ash koolx'íl'aa



ash koolch'éit'aa  
 ash koolk'ishaa  
 ash koolt'áax'aa  
 kadach'áak'w  
 da.aak  
 yaa nashíx  
 ash koolt'ách'aa  
 kei natl'ét'  
 yei natl'ét'  
 at jik'éin  
 ash koolx'íl'aa yeit  
 ash koolx'íl'aa

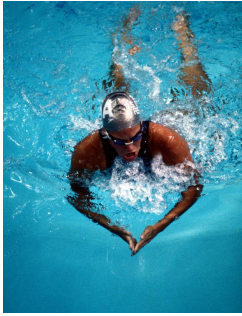


ash koolch'éit'aa  
 ash koolk'ishaa  
 ash koolt'áax'aa  
 kadach'áak'w  
 da.aak  
 yaa nashíx  
 ash koolt'ách'aa  
 kei natl'ét'  
 yei natl'ét'  
 at jik'éin  
 ash koolx'íl'aa yeit  
 ash koolx'íl'aa



ash koolch'éit'aa  
 ash koolk'ishaa  
 ash koolt'áax'aa  
 kadach'áak'w  
 da.aak  
 yaa nashíx  
 ash koolt'ách'aa  
 kei natl'ét'  
 yei natl'ét'  
 at jik'éin  
 ash koolx'íl'aa yeit  
 ash koolx'íl'aa

Circle the word for each picture.



ash koolch'éit'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashix  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'  
at jik'éin  
ash koolx'íl'aa yeit  
ash koolx'íl'aa



ash koolch'éit'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashix  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'  
at jik'éin  
ash koolx'íl'aa yeit  
ash koolx'íl'aa



ash koolch'éit'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashix  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'  
at jik'éin  
ash koolx'íl'aa yeit  
ash koolx'íl'aa



ash koolch'éit'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashix  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'  
at jik'éin  
ash koolx'íl'aa yeit  
ash koolx'íl'aa



ash koolch'éit'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashix  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'  
at jik'éin  
ash koolx'íl'aa yeit  
ash koolx'íl'aa



ash koolch'éit'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashix  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'  
at jik'éin  
ash koolx'íl'aa yeit  
ash koolx'íl'aa







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

ash kool \_\_\_\_\_ t'aa

ash ko \_\_\_\_\_ shaa

ash koo \_\_\_\_\_ x'aa

kad \_\_\_\_\_ áak'w

da \_\_\_\_\_

yaa \_\_\_\_\_ híx

ash \_\_\_\_\_ t'ách'aa

kei \_\_\_\_\_ ét'

yei nat \_\_\_\_\_

at j \_\_\_\_\_ n

\_\_\_\_\_ koolx'íl'aa yeit

ash kool \_\_\_\_\_

l'ét'

ch'éí

ik'éí

nas

ach'

natl'

olk'i

x'íl'aa

ash

.aak

kool

It'áa



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



x' a a

o o á s t'

k a l a h



# BASIC WRITING





Complete the words by writing in the missing letters.

a \_ h k \_ \_ lch'úi \_ 'a \_

\_ sh k \_ \_ lk'i \_ \_ aa

a \_ \_ \_ oo l \_ 'áax'aa

\_ ada \_ h'áa \_ 'w

\_ a. \_ \_ k

\_ aa \_ as \_ íx

\_ sh \_ ool \_ 'á \_ h'aa

\_ ei n \_ tl' \_ t'

y \_ i natl'ét'

a \_ j \_ k' \_ in

a \_ h koo \_ x'íl' \_ \_ yeit

\_ sh \_ oo \_ x'í \_ 'aa

Write the correct vocabulary word next to each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



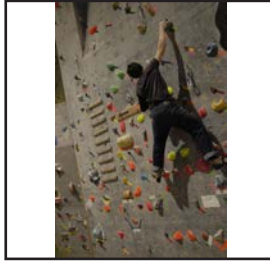
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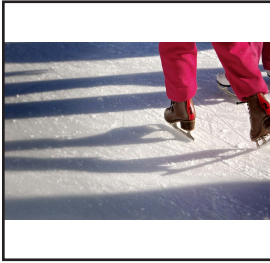
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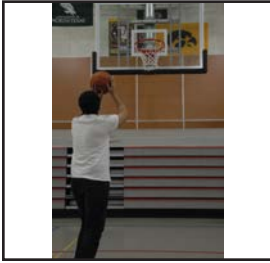
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\_\_\_\_\_



# DIALOG ACTIVITY PAGE





(a) Daa sá yéi adaanéi i \_\_\_\_\_ ?

(b) Ax xooni \_\_\_\_\_ .

(a) Gwák géenk' sá yéi akgwasnéi?

(b) Tsayóok shé.

ash koolch'éit'aa

kadach'áak'w

yei natl'ét'

at jik'éin

ash koolk'ishaa

da.aak

ash koolt'ách'aa

ash koolx'il'aa

ash koolt'áax'aa

yaa nashix

kei natl'ét'

ash koolx'il'aa  
yeit

*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 7**

**Unit 14**

**Theme: Recreation**

**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 **ash koolch'éit'aa.**”
2. “Write the number 2 on top of the picture of **ash koolk'ishaa.**”
3. “Write the number 3 on top of the picture of **ash koolt'áax'aa.**”
4. “Write the number 4 on top of the picture of **kadach'áak'w.**”
5. “Write the number 5 on top of the picture of **da.aak.**”
6. “Write the number 6 on top of the picture of **yaa nashíx.**”
7. “Write the number 7 on top of the picture of **ash koolt'ách'aa.**”
8. “Write the number 8 on top of the picture of **kei natl'ét'.**”
9. “Write the number 9 on top of the picture of **yei natl'ét'.**”
10. “Write the number 10 on top of the picture of **at jik'éin.**”
11. “Write the number 11 on top of the picture of **ash koolx'il'aa yeit.**”
12. “Write the number 12 on top of the picture of **ash koolx'il'aa.**”

### 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 14**

**Theme: Recreation**

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

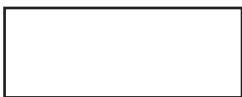
**Student's Name:** \_\_\_\_\_

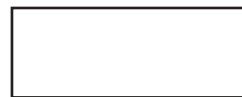
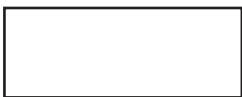
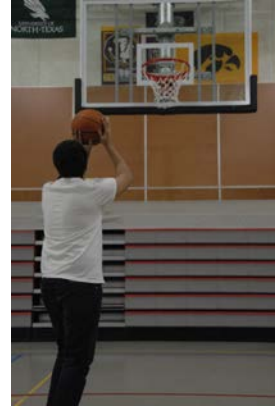
**Grade:** \_\_\_\_\_

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.







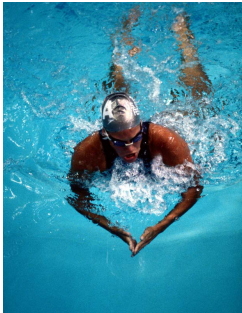
Circle the word for each picture.



ash koolch'éit'aa  
 ash koolk'ishaa  
 ash koolt'áax'aa  
 kadach'áak'w  
 da.aak  
 yaa nashíx  
 ash koolt'ách'aa  
 kei natl'ét'  
 yei natl'ét'  
 at jik'éin  
 ash koolx'íl'aa yeit  
 ash koolx'íl'aa



ash koolch'éit'aa  
 ash koolk'ishaa  
 ash koolt'áax'aa  
 kadach'áak'w  
 da.aak  
 yaa nashíx  
 ash koolt'ách'aa  
 kei natl'ét'  
 yei natl'ét'  
 at jik'éin  
 ash koolx'íl'aa yeit  
 ash koolx'íl'aa



ash koolch'éit'aa  
 ash koolk'ishaa  
 ash koolt'áax'aa  
 kadach'áak'w  
 da.aak  
 yaa nashíx  
 ash koolt'ách'aa  
 kei natl'ét'  
 yei natl'ét'  
 at jik'éin  
 ash koolx'íl'aa yeit  
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ash koolch'éit'aa  
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 yaa nashíx  
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 at jik'éin  
 ash koolx'íl'aa yeit  
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ash koolch'éit'aa  
 ash koolk'ishaa  
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 yaa nashíx  
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 kei natl'ét'  
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 at jik'éin  
 ash koolx'íl'aa yeit  
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ash koolch'éit'aa  
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 ash koolt'áax'aa  
 kadach'áak'w  
 da.aak  
 yaa nashíx  
 ash koolt'ách'aa  
 kei natl'ét'  
 yei natl'ét'  
 at jik'éin  
 ash koolx'íl'aa yeit  
 ash koolx'íl'aa



Circle the word for each picture.



ash koolch'éit'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashíx  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'  
at jik'éin  
ash koolx'íl'aa yeit  
ash koolx'íl'aa



ash koolch'éit'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashíx  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'  
at jik'éin  
ash koolx'íl'aa yeit  
ash koolx'íl'aa



ash koolch'éit'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
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ash koolt'ách'aa  
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at jik'éin  
ash koolx'íl'aa yeit  
ash koolx'íl'aa



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kadach'áak'w  
da.aak  
yaa nashíx  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'  
at jik'éin  
ash koolx'íl'aa yeit  
ash koolx'íl'aa



ash koolch'éit'aa  
ash koolk'ishaa  
ash koolt'áax'aa  
kadach'áak'w  
da.aak  
yaa nashíx  
ash koolt'ách'aa  
kei natl'ét'  
yei natl'ét'  
at jik'éin  
ash koolx'íl'aa yeit  
ash koolx'íl'aa



ash koolch'éit'aa  
ash koolk'ishaa  
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kadach'áak'w  
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ash koolx'íl'aa yeit  
ash koolx'íl'aa

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jik'éin  
íl'aa yeit  
íl'aa

ash koolch'

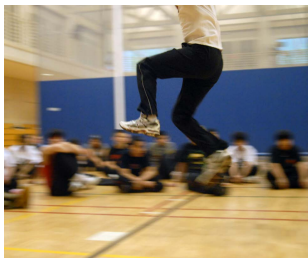
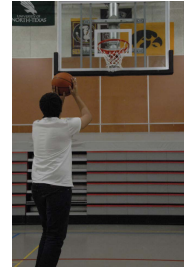
éit'aa  
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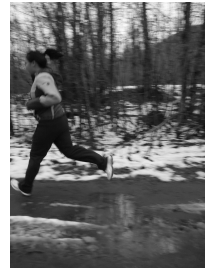
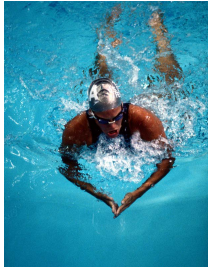
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áax'aa  
áak'w  
aak  
nashix  
koolt'ách'aa  
natl'ét'  
natl'ét'  
jik'éin  
íl'aa yeit  
íl'aa

kadach'

éit'aa  
ishaa  
áax'aa  
áak'w  
aak  
nashix  
koolt'ách'aa  
natl'ét'  
natl'ét'  
jik'éin  
íl'aa yeit  
íl'aa







# UNIT 15

Review 12-14



### Teacher's Notes

This unit gives students opportunities to review and practice words from the “clothing,” “weather,” and “recreation” units. If students already know these selected phrases, choose others from the units. If students can learn these words well, they can focus their new learning on the verb phrases to be introduced in the next four cycles. All three of the units lend themselves to casual classroom conversation and need not be restricted to the formal Tlingit lesson. Our goal is to provide enough practice that these terms go into students’ long-term memory. Use the suggested lessons and the Student Support Materials (SSM) to give students lots of practice with these terms.

### Vocabulary Cycle B

**kukawdlixwán** it is frosty  
**kuliséixjaa** it is misty  
**kawdixaak** it is dry  
**kulis'éikjaa** it is smoggy  
**ash koolk'ishaa** is playing baseball  
**kadach'áakw**  
is carving  
**ash koolt'ách'aa**  
is swimming  
**ash koolx'íl'aa yeit**  
is sledding  
**ash koolx'íl'aa**  
is ice skating  
**neilyeetéeli** slippers  
**kakéin k'oodás'** sweater  
**xwashdi tuk'atáal** jeans

### Teacher's Notes

The review unit gives an added opportunity for more practice with the verb patterns. Units 12-14 introduce the weather terms for the future tense, and the verbs for buying/shopping in the imperfective and perfective forms. Listen to the audio recording of a fluent speaker saying the sentences. If you have questions, it's always best to ask a fluent speaker for more examples. Choose your review sentences based on your students' progress.

### Vocabulary Cycle C

**Yei aguxdagáan.** It will be sunny.  
**Séew daak guxsatáan.** It will rain  
**Xáshdi téeli gawdi.oo.** S/he bought moccasins(for herself).

### Teacher's Notes

This review of units 12-14 gives students more practice with the vocabulary on "clothing," "weather," and "recreation." The more practice and review the students have with the sentences, the more language will go into long-term memory. As the sentences become more complex, more listening practice is needed. The teacher, who is usually also a learner, should listen to the audio of the fluent speaker many times. You can also play the audio for the students. As in the other cycles, the weather questions can and should be asked daily.

### Vocabulary Cycle A Advanced

**Yeis kutéeyi.** Fall weather.  
**Táakw kutéeyi.** Winter weather.  
**I l'ée x'wáni na.óos'.** Wash your socks.  
**Aadóo sáwé kadach'áak'w?**  
Who is that carving?

### Teacher's Notes

Use the sentences in this review unit to give students more practice in listening and speaking the sentences. Choose the sentences for review based on student progress. Mix up the phrases they know well with those that are still in progress. The “clothing,” “weather,” and “recreation” vocabulary can be used throughout the year as appropriate.

### Vocabulary Cycle B Advanced

**Tlél xateen yaa kugáas'ch.** I can't see because of the fog.  
**Kaligéiyi s'él' s'áaxw du jeewú.** She has a shiny rain hat.  
**Tlél yan woojaakw du yaa nashíxi.** He is running carelessly.

### Teacher's Notes

Use the sentences in this review unit to give students more practice in writing the sentences. Choose the sentences for review based on student progress. Students can also choose their own sentences from these units. The “clothing,” “weather,” and “recreation” vocabulary can be used throughout the year as appropriate.

### Vocabulary Cycle C Advanced

**Góos' tónáx ayatéen.** She sees it through the clouds.  
**Kut akaawaxaash du tukatáli.** She cut (the pattern) for her pants out wrong.  
**Ax léelk'w jeedáx kakéin l'ée x'wán áyá ax tuwáa sigóo.** I like the yarn socks from my grandmother.  
**Ayáx gé sh teedinook?** Do you feel up to it?

See Appendix III for lesson instructions.

**Lesson 1**

Introduce the review vocabulary.

**Basic Listening**

1. Mini Pictures
2. Funnel Vision

**Basic Speaking**

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

**Lesson 2**

Review the unit's vocabulary.

**Basic Listening**

1. Number My Word
2. Locomotive

**Basic Speaking**

3. Back Match
4. Huh?
5. Bombs Away

**Lesson 3**

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 4**

Introduce the review sentences.

**Basic Listening**

1. Locomotive
2. Whisper

**Basic Speaking**

3. Hand Tag
4. Illustration Build-Up
5. Mesh Words

**Lesson 5**

Review the unit's sentences.

**Basic Listening**

1. Here, There, Everywhere
2. Beanbag Toss

**Basic Speaking**

3. Being Lippy
4. What's The Date?

**Lesson 6**

Review the unit's vocabulary.

**Basic Reading - Sight**

1. Sight Word Bingo
2. Funny Face
3. Pass the Lifesaver
4. Disappearing Word
5. Use the Student Support Materials

### **Lesson 7**

Review the unit's vocabulary.

#### **Basic Reading - Encoding**

1. Alphabetical Order
2. Group Spell
3. Buzz
4. Letter Encode
5. Use the Student Support Materials

### **Lesson 8**

Review the unit's vocabulary.

#### **Basic Writing**

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

### **Lesson 9**

Review the unit's vocabulary.

#### **Basic Writing**

1. Overhead Configurations
2. Horizontal Completion
3. Syllable Time
4. Alphabet Code
5. Use the Student Support Materials

### **Lesson 10**

Administer the unit's assessment.

1. Review dialogs from units 12 to 14.
2. Mount a review vocabulary graphic on the board. The students should write the word for it, and then each student should attempt to write his/her own Tlingit/Haida/Tsimshian sentence, using the key word. Repeat with other review graphics. Later, have each student read his/her sentences to the class.

## Cycle C Advanced Creative Writing Activities

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

**Tlél xateen yaa \_\_\_\_\_.**

I can't see \_\_\_\_\_.

**Kaligéiyi s'él' \_\_\_\_\_ du jeewú.**

She has a shiny rain \_\_\_\_\_.

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

**Góos' tóonáx ayatéen.** She sees it through the clouds

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

**Ayáx gé sh teedinook?** Do you feel up to it?

**Ax léelk'w jeedáx kakéin l'ée x'wán áyá ax tuwáa sigóo.**  
I like the yarn socks from my grandmother.

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---

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

**Kut akaawaxaash du tukatáli.** She cut (the pattern) for her pants out wrong.

**Ax léelk'w jeedáx kakéin l'ée x'wán áyá ax tuwáa sigóo.**  
I like the yarn socks from my grandmother.

---

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# VOCABULARY PICTURES







**kukawdlixwán**  
it is frosty



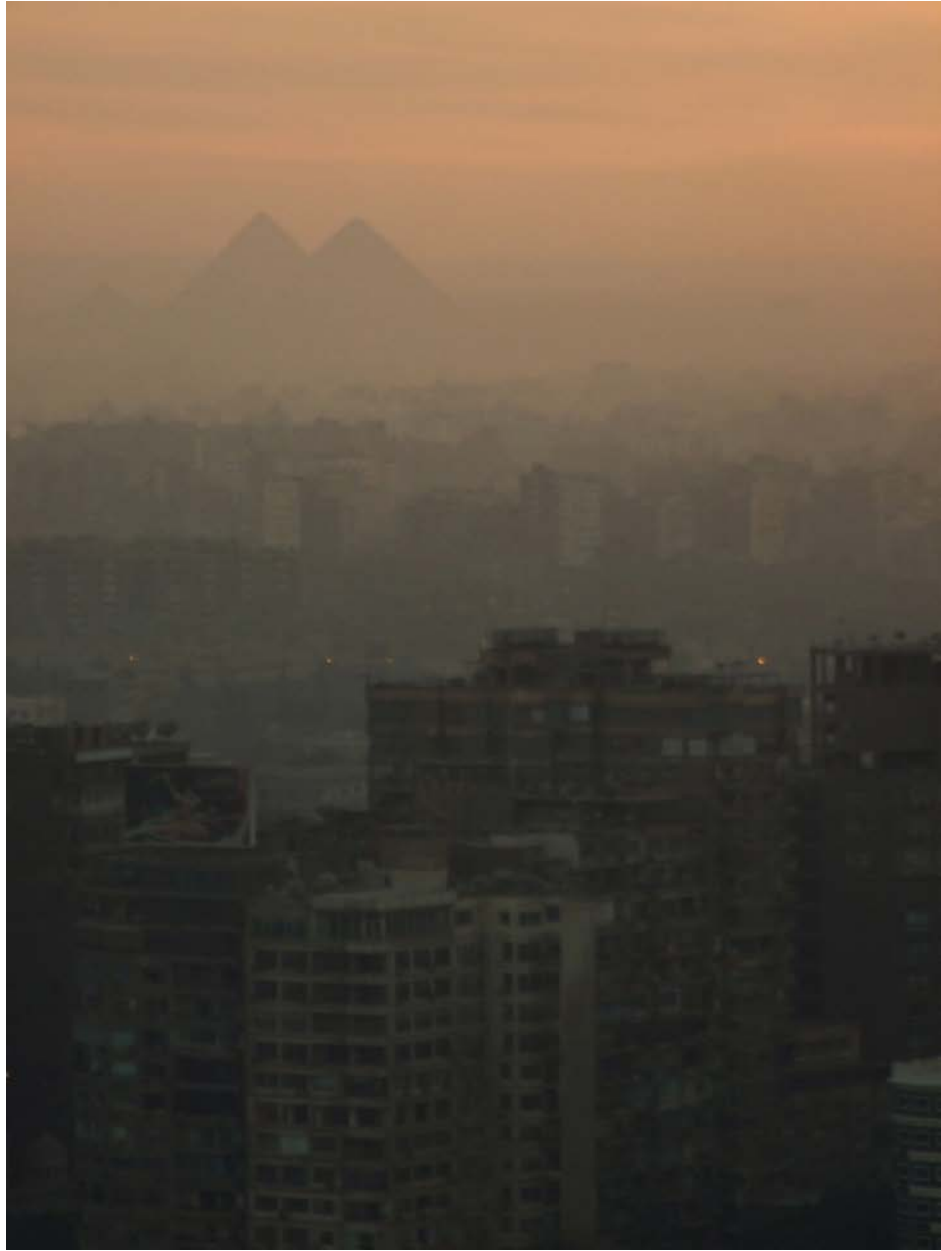
**kuliséixjaa**  
it is misty





**kawdixaak**  
it is dry





**kulis'éikjaa it is  
smoggy**



**ash koolk'ishaa**  
is playing baseball



**kadach'áakw**  
is carving





**ash koolt'ách'aa**  
is swimming





**ash koolx'íl'aa yeit**  
is sledding



**ash koolx'íl'aa**  
is ice skating



**neilyeetéli**  
slippers



**kakéin k'oodás'**  
sweater





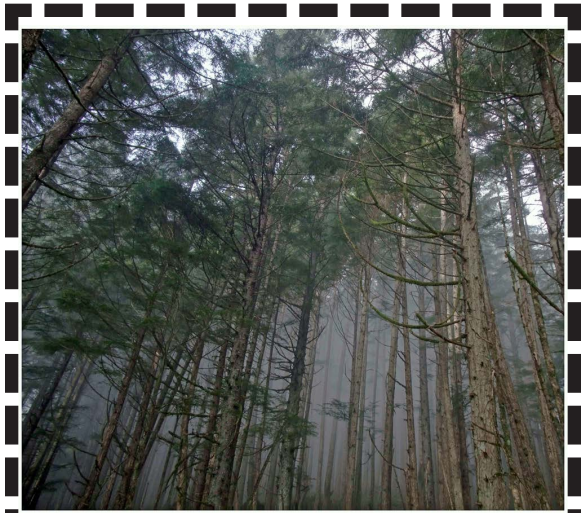
**xwashdi tuk'atáal**  
jeans

# BASIC LISTENING





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







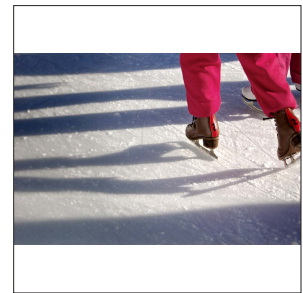
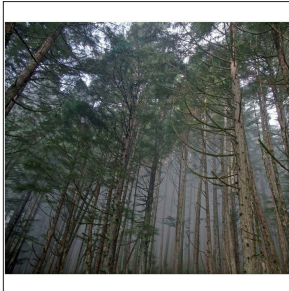
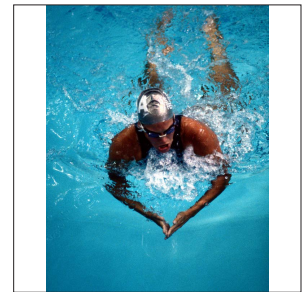
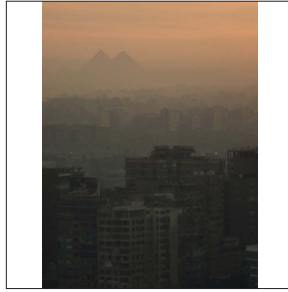
*Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.*







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





# BASIC READING

Sight Recognition





**kukawdlixwán**

**kuliséixjaa**

**kawdixaak**



**kulis'éikjaa**

**ash koolk'ishaa**

**kadach'áakw**





ash koolt'ách'aa

ash koolx'íl'aa yeit

ash koolx'íl'aa



**neilyeetéeli**

**kakéin k'oodás'**

**xwashdi tuk'atáal**



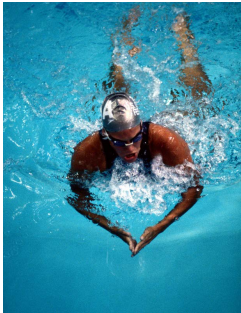
Circle the word for each picture.



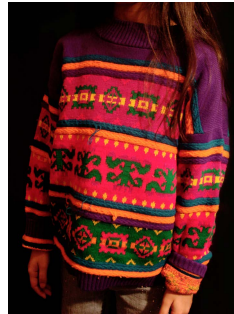
kukawdlixwán  
kuliséixjaa  
kawdixaak  
kulis'éikjaa  
ash koolk'ishaa  
kadach'áakw  
ash koolt'ách'aa  
ash koolx'íl'aa yeit  
ash koolx'íl'aa  
neilyeetéeli kakéin  
k'oodás' xwashdi  
tuk'atáal



kukawdlixwán  
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kawdixaak  
kulis'éikjaa  
ash koolk'ishaa  
kadach'áakw  
ash koolt'ách'aa  
ash koolx'íl'aa yeit  
ash koolx'íl'aa  
neilyeetéeli kakéin  
k'oodás' xwashdi  
tuk'atáal



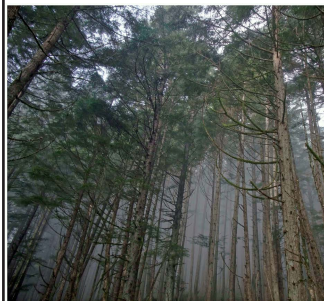
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Circle the word for each picture.



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

\_\_\_\_\_lixwán

kulisé\_\_\_\_\_

\_\_\_\_\_dixaak

kulis'\_\_\_\_\_aa

ash \_\_\_\_\_ishaa

\_\_\_\_\_áakw

ash \_\_\_\_\_ách'aa

ash koolx'\_\_\_\_\_yeit

ash koolx'\_\_\_\_\_

neil \_\_\_\_\_eli

kakéin \_\_\_\_\_

\_\_\_\_\_tuk'atáal

éikj

koolk'

íl'aa

xwashdi

koolt'

kukawd

k'oodás'

yeeté

ixjaa

kaw

il'aa

kadach'





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



**k**

**a**

**u**

**w**

**i**

**w**

**n**

**d**

**k**

**l**

**x**

**á**



# BASIC WRITING





Complete the words by writing in the missing letters.

ku \_ aw \_ lix \_ án  
\_ k \_ lis \_ i \_ ja \_  
\_ ka \_ dix \_ ak  
\_ k \_ \_ is' \_ ikj \_ a  
\_ sh \_ ool \_ 'is \_ aa  
\_ k \_ da \_ h'áa \_ w  
a \_ h ko \_ \_ t'ách' \_ a  
as \_ kool \_ 'íl' \_ a y \_ it  
\_ sh \_ oolx' \_ l' \_ a  
\_ \_ eil \_ eet \_ eli  
k \_ kéi \_ k'ood \_ s'  
x \_ ashd \_ tuk' \_ táal

Write the correct vocabulary word next to each picture.



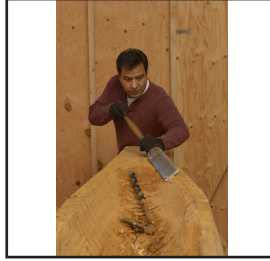
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\_\_\_\_\_



\_\_\_\_\_



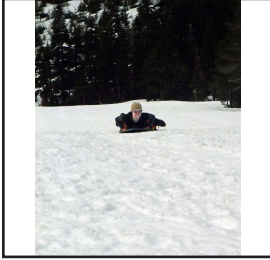
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\_\_\_\_\_



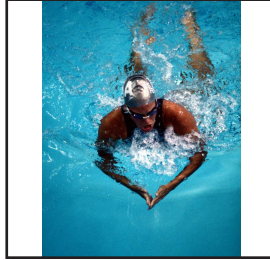
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\_\_\_\_\_



\_\_\_\_\_

# UNIT ASSESSMENT



# **Tlingit Language Program**

## **Unit Assessment Teacher's Notes**

### **Cycle B Beginners Grade 7**

**Grade 7**

**Unit 15**

**Theme: Review of Units 12-14**

**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 **kukawdlixwán.**”
2. “Write the number 2 on top of the picture of **kuliséixjaa.**”
3. “Write the number 3 on top of the picture of **kawdixaak.**”
4. “Write the number 4 on top of the picture of **kulis'éikjaa.**”
5. “Write the number 5 on top of the picture of **ash koolk'ishaa.**”
6. “Write the number 6 on top of the picture of **kadach'áakw.**”
7. “Write the number 7 on top of the picture of **ash koolt'ách'aa .**”
8. “Write the number 8 on top of the picture of **ash koolx'il'aa yeit.**”
9. “Write the number 9 on top of the picture of **ash koolx'il'aa.**”
10. “Write the number 10 on top of the picture of **neilyeetéeli.**”
11. “Write the number 11 on top of the picture of **kakéin k'oodás'.**”
12. “Write the number 12 on top of the picture of **xwashdi tuk'atáal.**”

### 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 - 12**

**Unit 15**

**Theme: Review of Units 12-14**

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

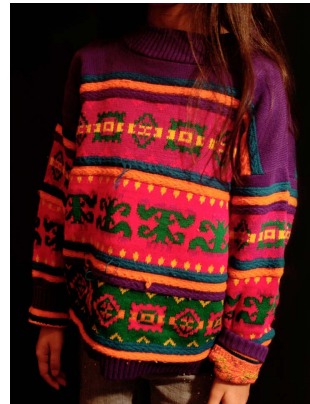
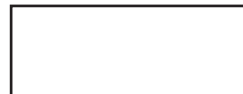
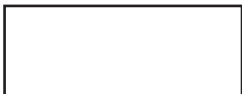
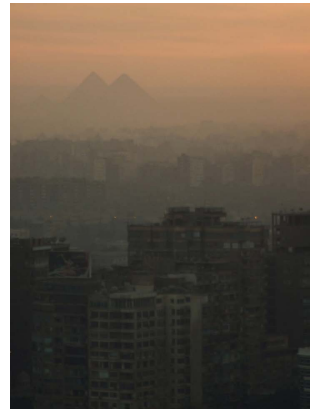
**Student's Name:** \_\_\_\_\_

**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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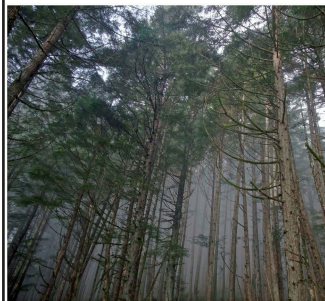
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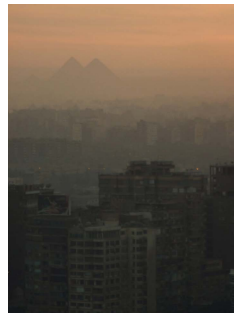
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 k'oodás' xwashdi  
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xwashdi	<p>dlixwán éixjaa xaak éikjaa lk'ishaa áakw t'ách'aa 'aa yeit olx'il'aa etéeli k'oodás' tuk'atáal</p>	kakéin	<p>dlixwán éixjaa xaak éikjaa lk'ishaa áakw t'ách'aa 'aa yeit olx'il'aa etéeli k'oodás' tuk'atáal</p>
ash ko	<p>dlixwán éixjaa xaak éikjaa lk'ishaa áakw t'ách'aa 'aa yeit olx'il'aa etéeli k'oodás' tuk'atáal</p>	ash koo	<p>dlixwán éixjaa xaak éikjaa lk'ishaa áakw t'ách'aa 'aa yeit olx'il'aa etéeli k'oodás' tuk'atáal</p>
kulis'	<p>dlixwán éixjaa xaak éikjaa lk'ishaa áakw t'ách'aa 'aa yeit olx'il'aa etéeli k'oodás' tuk'atáal</p>	kukaw	<p>dlixwán éixjaa xaak éikjaa lk'ishaa áakw t'ách'aa 'aa yeit olx'il'aa etéeli k'oodás' tuk'atáal</p>

**kadach'**

dlixwán  
éixjaa  
xaak  
éikjaa  
lk'ishaa  
áakw  
t'ách'aa  
'aa yeit  
olx'il'aa  
etéeli  
k'oodás'  
tuk'atáal

**kawdi**

dlixwán  
éixjaa  
xaak  
éikjaa  
lk'ishaa  
áakw  
t'ách'aa  
'aa yeit  
olx'il'aa  
etéeli  
k'oodás'  
tuk'atáal

**kulis**

dlixwán  
éixjaa  
xaak  
éikjaa  
lk'ishaa  
áakw  
t'ách'aa  
'aa yeit  
olx'il'aa  
etéeli  
k'oodás'  
tuk'atáal

**ash koolx'il**

dlixwán  
éixjaa  
xaak  
éikjaa  
lk'ishaa  
áakw  
t'ách'aa  
'aa yeit  
olx'il'aa  
etéeli  
k'oodás'  
tuk'atáal

**ash kool**

dlixwán  
éixjaa  
xaak  
éikjaa  
lk'ishaa  
áakw  
t'ách'aa  
'aa yeit  
olx'il'aa  
etéeli  
k'oodás'  
tuk'atáal

**neilye**

dlixwán  
éixjaa  
xaak  
éikjaa  
lk'ishaa  
áakw  
t'ách'aa  
'aa yeit  
olx'il'aa  
etéeli  
k'oodás'  
tuk'atáal





