

UNIT 10

Birds



Teacher's Notes

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

Vocabulary Cycle B

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

Unit's Sentence

_____ **xwaa.áx.**

I heard the _____.

Unit's Dialog

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

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

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

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

Teacher's Notes

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

Vocabulary Cycle C

Yéil aya.áxch. S/he can hear a raven.

K'ákw aya.áxch. S/he can hear a hawk.

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

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

Teacher's Notes

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

Vocabulary Cycle A Advanced

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

_____ **áwé.**

It is a _____.

Closure sentences

Wé _____ ch'a yéi

googéink'. The _____ are small.

Teacher's Notes

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

Vocabulary Cycle B Advanced

Dagatgiyáa yasátkw. The hummingbird is fast.

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

Wé lách' kayeil'. Heron is calm.

Shayadihein wé kéidladi. There are a lot of seagulls.

Teacher's Notes

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

Vocabulary Cycle C Advanced

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

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

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

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

See Appendix III for lesson instructions.

Lesson 1

Introduce the new vocabulary.

Basic Listening

1. Mini Pictures
2. Searchlight

Basic Speaking

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

Lesson 2

Review the unit's vocabulary.

Basic Listening

1. Back to Back Race
2. Airplane Land

Basic Speaking

3. Sheet Golf
4. Disappearing Illustrations
5. What's That Word?

Lesson 3

Review the unit's vocabulary.

Basic Listening

1. Numbered Illustrations
2. Sticky Foot

Basic Speaking

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

Lesson 4

Introduce the unit's sentence.

Basic Listening

1. Right or Wrong?
2. Visual Memory

Basic Speaking

3. Calendar Bingo
4. Colored Words
5. Number Draw

Lesson 5

Review the unit's sentence.

Basic Listening

1. Turn and Face
2. Matching Halves

Basic Speaking

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

Lesson 6

Review the unit's vocabulary.

Basic Reading - Sight

1. Pass the Lifesaver
2. Deal!
3. Circle of Words
4. Tissue Grab
5. Use the Student Support Materials

Lesson 7

Review the unit's vocabulary.

Basic Reading - Encoding

1. Word Change
2. Back Match
3. Find the Parts
4. Letter Encode
5. Use the Student Support Materials

Lesson 8

Review the unit's vocabulary.

Basic Writing

1. Yarn Spell
2. What's Missing?
3. Writing Relay
4. CV Spell
5. Use the Student Support Materials

Lesson 9

Review the unit's vocabulary.

Basic Writing

1. Numbered Illustrations
2. Flour Writing
3. Crayon Resist
4. Syllable Time
5. Use the Student Support Materials

Lesson 10

Administer the unit's assessment.

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

Cycle C Advanced Creative Writing Activities

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

_____ **lú yayát' ka yei kwlisáa.**

A _____ beak is long and skinny.

Héen wantóot woogoot wé _____.

The _____ is walking around the riverbank.

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

Dagatgiyáa yasátkw. The hummingbird is fast.

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

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

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

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

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

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

VOCABULARY PICTURES





ts'axweil
crow



kéidladi
seagull



dzísk'w
great horned owl



k'ákw
owl w/o tufts



shoox'
robin



gúkl'
swan



kageet
loon



láx'
heron



shaayáal
hawk



dagitgiyáa
hummingbird



káax'
chicken

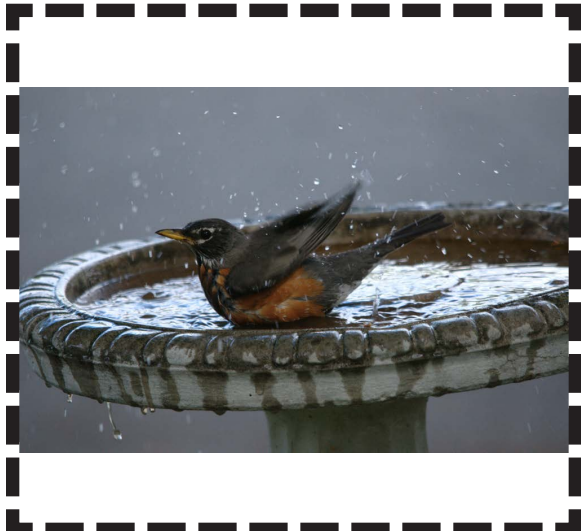


x'eis'awáa
ptarmigan

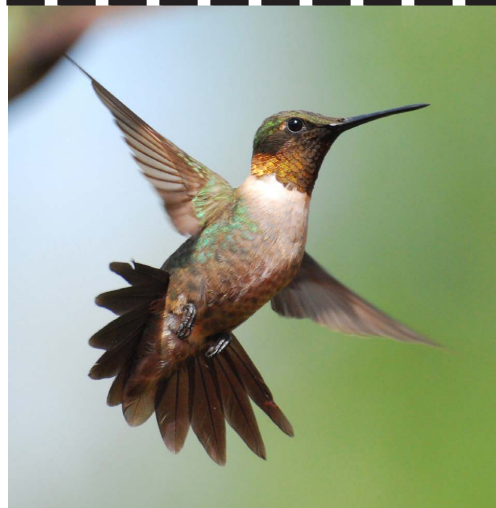
BASIC LISTENING



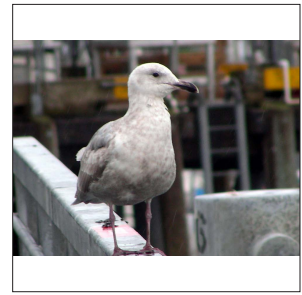
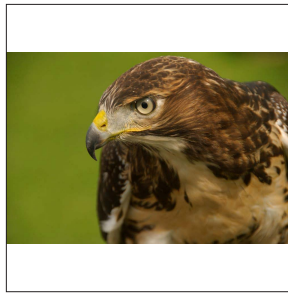
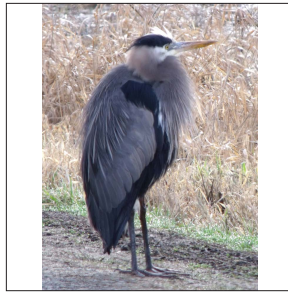
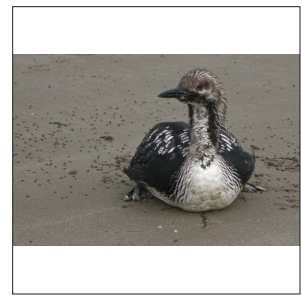
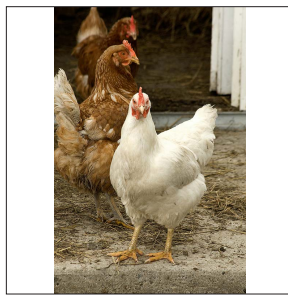
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.



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



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



BASIC READING

Sight Recognition



ts'axweil

kéidiadi

dzísk'w

x̄'eis'awáá

k'ákww

shoox̄'

gúkl'

kaggeet

lax'

shaa'yáa'l

dagitgiyáa

káax'

Circle the word for each picture.



ts'axweil
kéidladi
dzísk'w
k'ákw
shoox'
gúkl'
kageet
láx'
shaayáal
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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.

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dz _____ w

k'á _____

_____ oox'

gú _____

ka _____ t

_____ x'

shaa _____

_____ giyáa

k _____ x'

x'eis' _____

gee

yáal

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dagit

áa

kéi

lá

kw

weil

kl'

sh

awáa

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



h y s a l
a á a

BASIC WRITING



Complete the words by writing in the missing letters.

_ s'a _ wei _

_ éi _ la _ i

_ zís _ ' _

k' _ k _

_ h _ _ x'

g _ k _ '

_ ag _ _ t

l _ x'

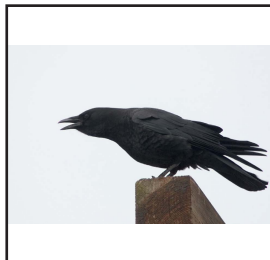
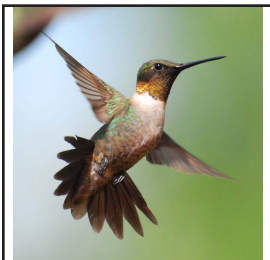
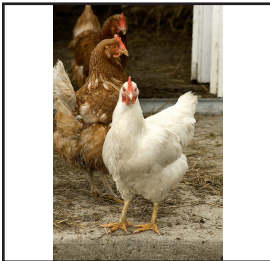
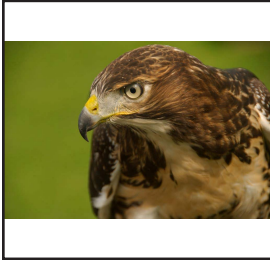
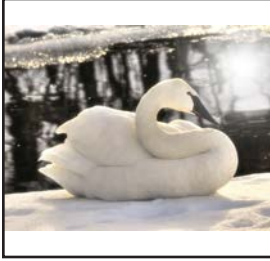
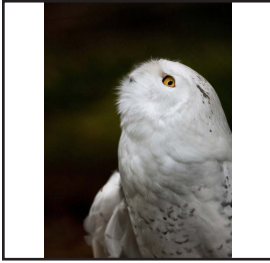
_ h _ _ yáal

_ a _ itgi _ áa

k _ _ x'

_ ' ei _ 'a _ áa

Write the correct vocabulary word next to each picture.



DIALOG ACTIVITY PAGE



Cut out the words below. Listen for which word(s) to put in the spaces in the dialog. Read the dialog as a group and in pairs as instructed. Change the word(s) after each round. Practice the dialog with another student.

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

(b) Tatgé/tleeyátge/yáa yagiye.

dzísk'w

k'ákw

káax'

ts'axweil

kéidladi

gúkl

x'eis'awáa

dagitgiyáa

shoox'

kageet

shaayáal

láx'

UNIT ASSESSMENT



Tlingit Language Program

Unit Assessment Teacher's Notes

Cycle B Beginners Grade 7

Grade 7

Unit 10

Theme: Birds

Date: _____

Provide each student with a copy of the **students' pages**. Read the following questions; the students answer the questions on their copies of the assessment.

Basic Listening

“Turn to page 1 in your test. Look at the pictures in the boxes.”

1. “Write the number 1 on top of the picture of **ts'axweil**.”
2. “Write the number 2 on top of the picture of **kéidladi**.”
3. “Write the number 3 on top of the picture of **dzísk'w**.”
4. “Write the number 4 on top of the picture of **k'ákw**.”
5. “Write the number 5 on top of the picture of **shoox'**.”
6. “Write the number 6 on top of the picture of **gúkl'**.”
7. “Write the number 7 on top of the picture of **kageet**.”
8. “Write the number 8 on top of the picture of **lax'**.”
9. “Write the number 9 on top of the picture of **shaayáal**.”
10. “Write the number 10 on top of the picture of **dagitgiyáa**.”
11. “Write the number 11 on top of the picture of **káax'**.”
12. “Write the number 12 on top of the picture of **x'eis'awáa**.”

Sight Recognition

“Turn to page 3 in your test.”

“Look at the pictures in the boxes. Circle the word for each picture.”

Decoding/Encoding

“Turn to page 5 in your test.”

“Look at the word parts in the boxes. Circle the other half or part of each word.”

Basic Writing

“Turn to page 7 in your test.”

“Look at the pictures in the boxes. Write the word for each picture.”

Correct:

% Correct:

Unit Assessment

Student Pages

Cycle B Beginners Grade 7

Unit 10

Theme: Birds

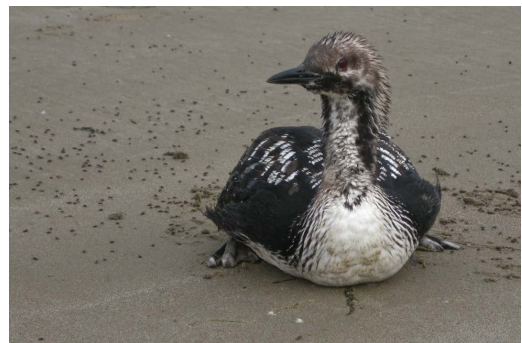
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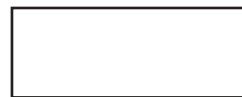
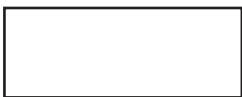
Student's Name: _____

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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