

# 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

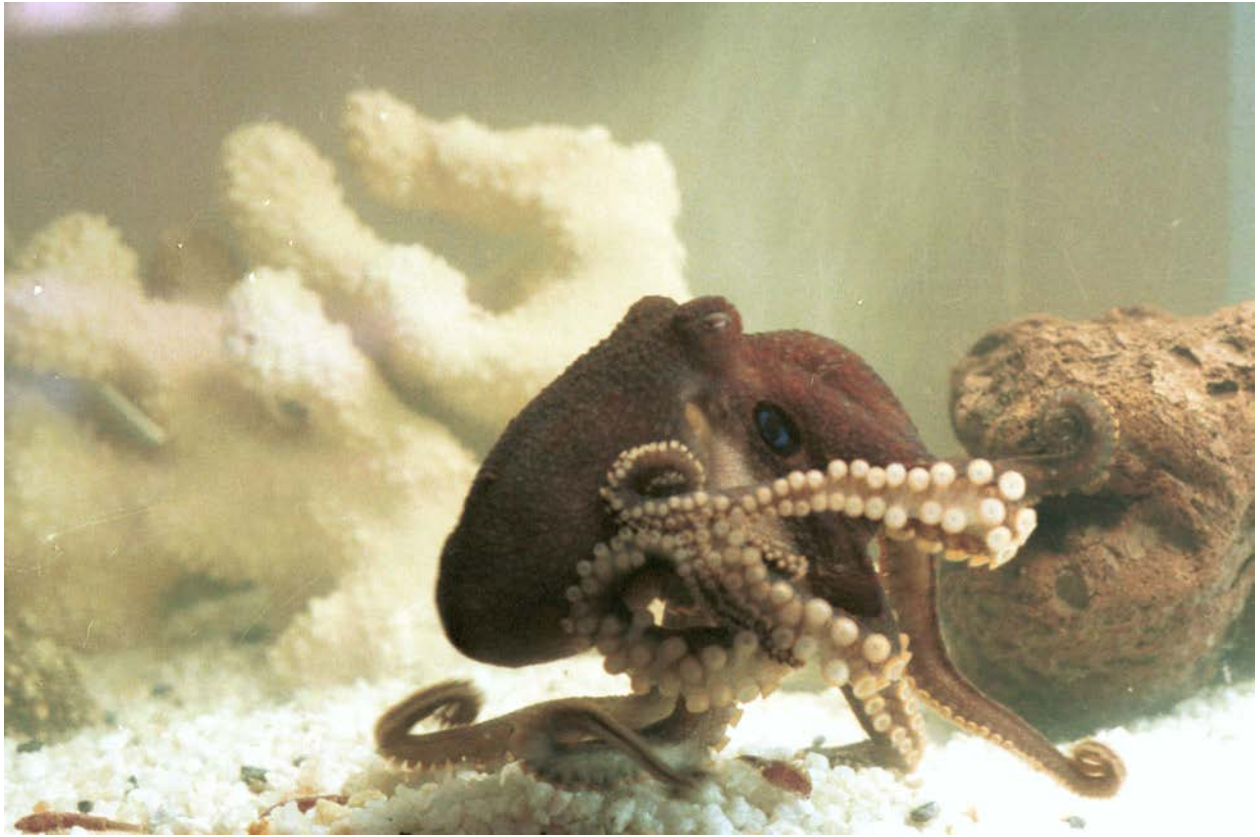




**cheech**  
porpoise



**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.*







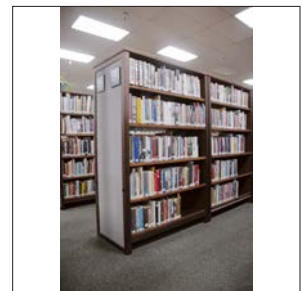
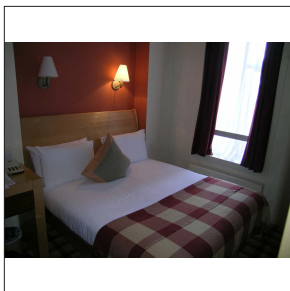
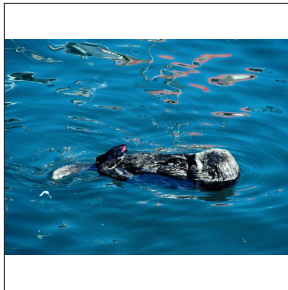
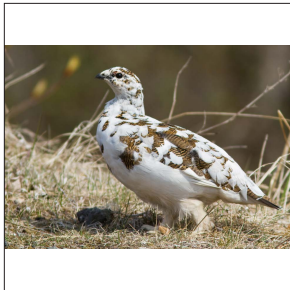
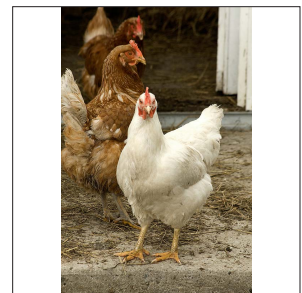
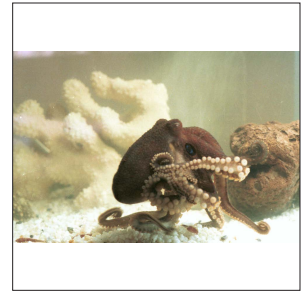
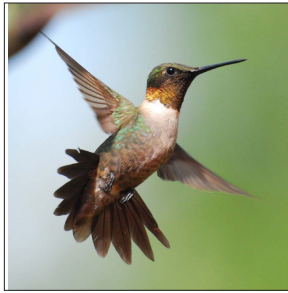
*Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.*







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'**



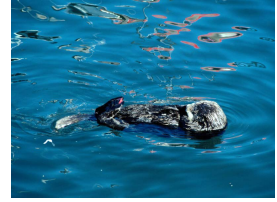
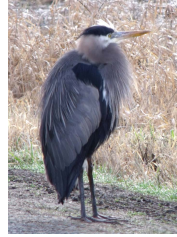
dagitgiyáa

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



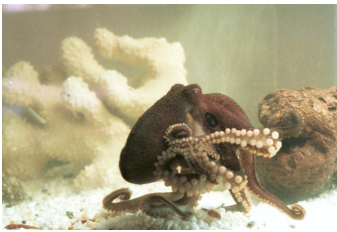
Circle the word for each picture.



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



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káax'  
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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.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



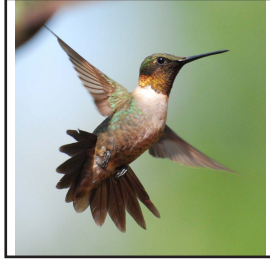
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



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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**

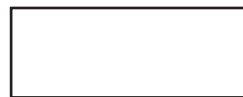
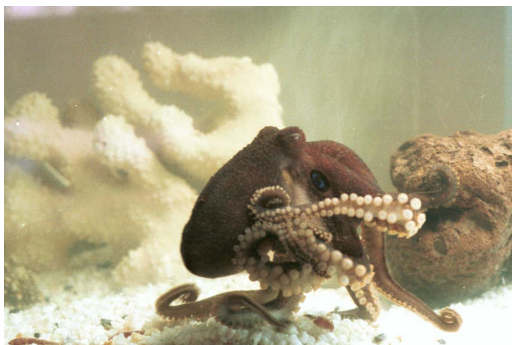
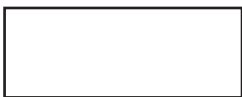
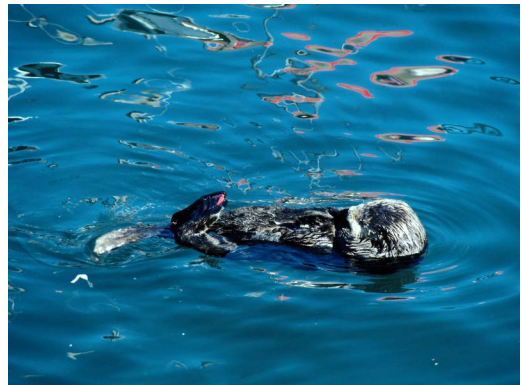
**Date:** \_\_\_\_\_

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

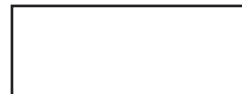
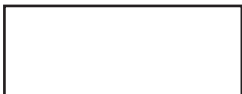
**Grade:** \_\_\_\_\_

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.





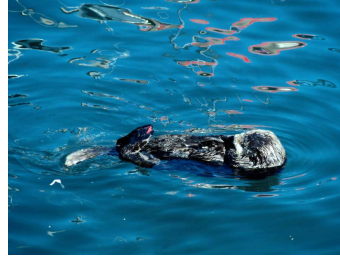




Circle the word for each picture.



s'eenáa  
yee.át  
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cheech  
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Circle the word for each picture.



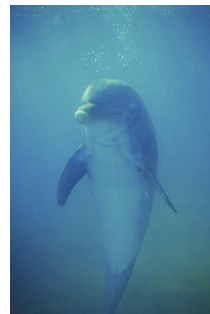
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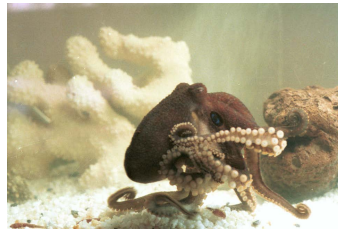
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náakw  
kéidladi  
kageet  
láx'  
dagitgiyáa  
káax'  
x'eis'awáa

**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  
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**ká**

náa  
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daakeidí  
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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

