

# 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**

**doonyaāx naa.át**

**s'él' s'áaxw**





s'él' kinaak.át

s'él' téel

neilyeetéeeli



**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'



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doonyaax naa.át  
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s'él' téel  
neilyeetéli  
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s'él' téel  
neilyeetéli  
kakéin k'oodás'  
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tuk'atáalk'

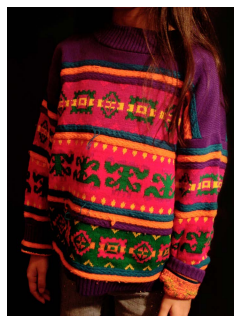


koogéinaa  
saka.át  
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Circle the word for each picture.



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koogéinaa  
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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'é    '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:** \_\_\_\_\_

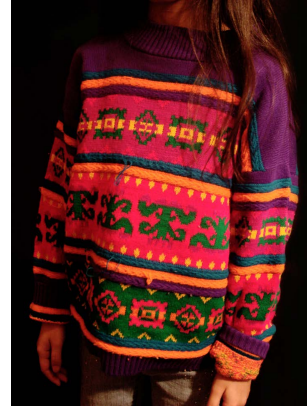
**Student's Name:** \_\_\_\_\_

**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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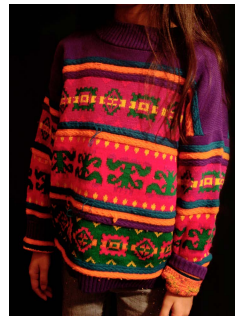
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*Circle the word for each picture.*



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

