

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'ét'
is climbing up
yei natl'ét' 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.

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



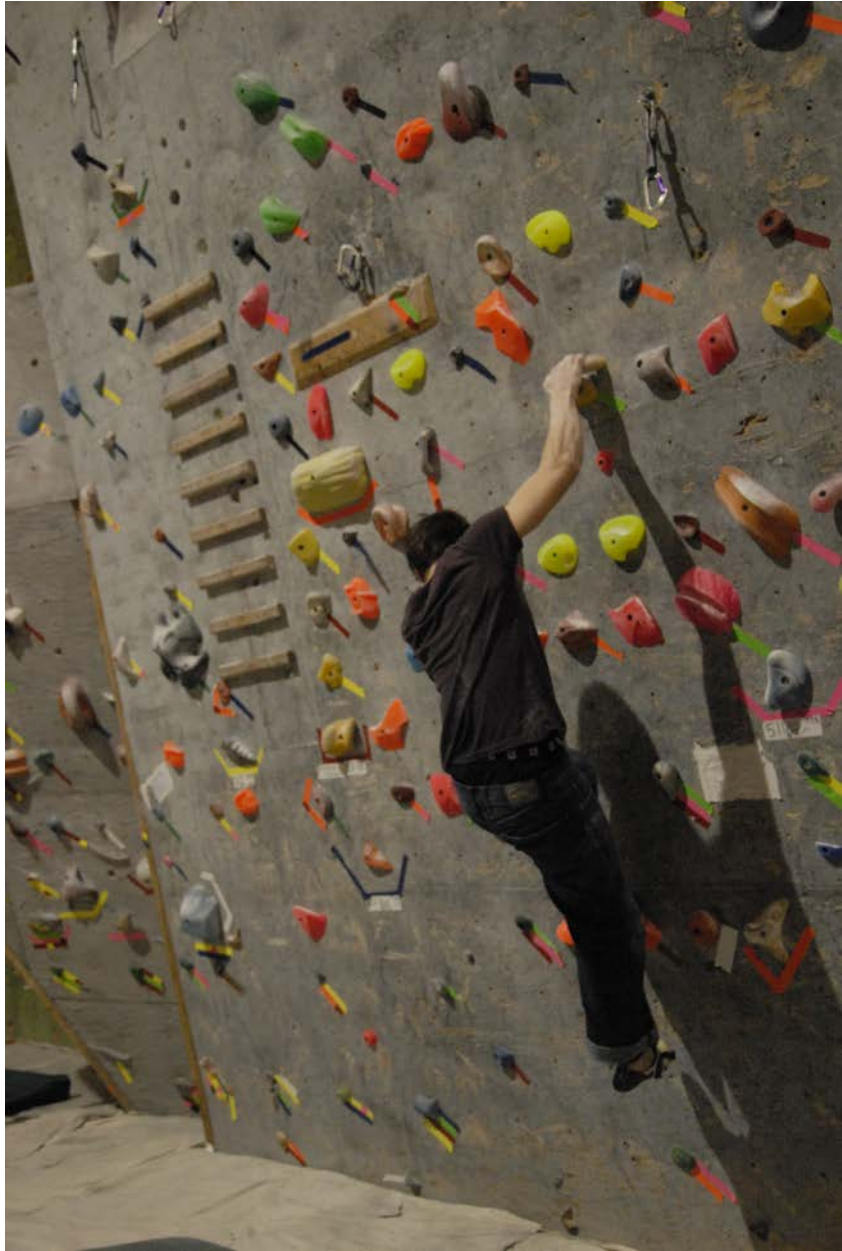
yaa nashíx
is running



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

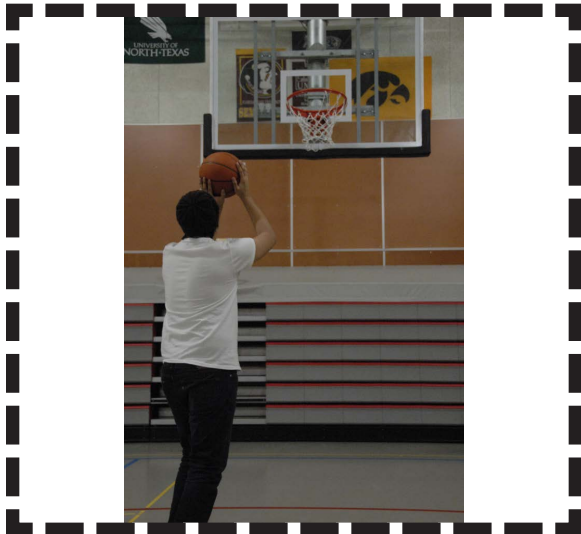


ash koolx'íl'aa
is ice skating

BASIC LISTENING



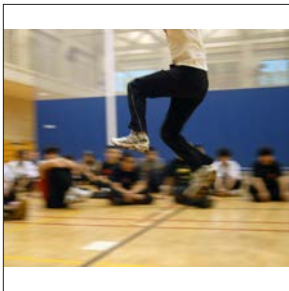
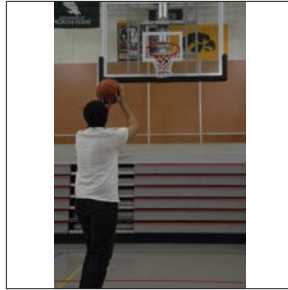
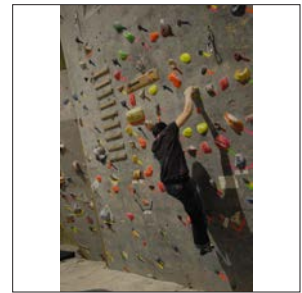
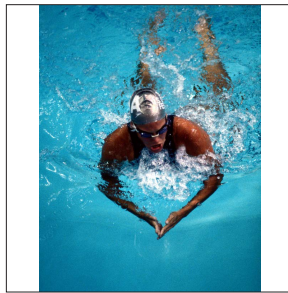
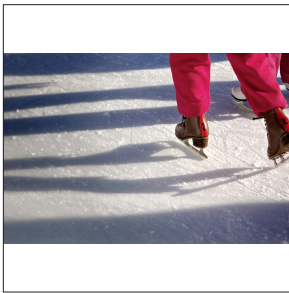
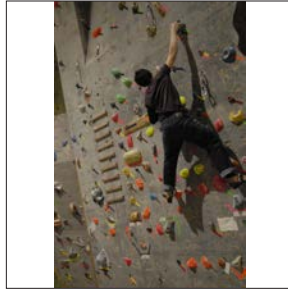
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.



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 nashíx

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 nashix
 ash koolt'ách'aa
 kei natl'ét'
 yei natl'ét'
 at jik'éin
 ash koolx'il'aa yeit
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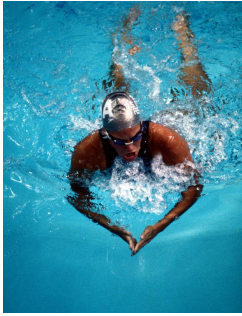


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 ash koolx'il'aa yeit
 ash koolx'il'aa

Circle the word for each picture.



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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.





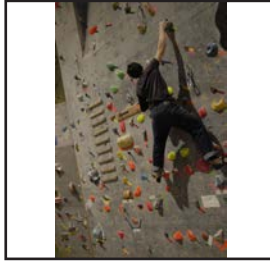


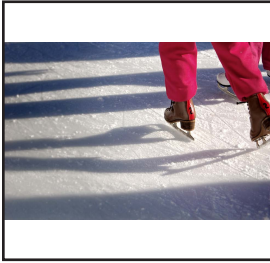




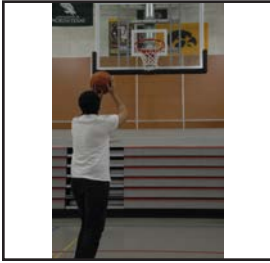














DIALOG ACTIVITY PAGE



(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

yeyi 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 nashix.**”
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

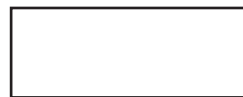
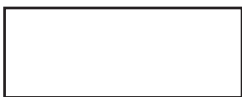
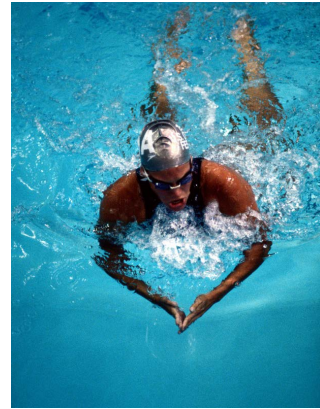
Date: _____

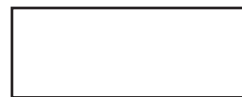
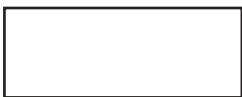
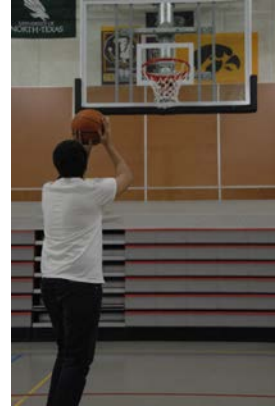
Student's Name: _____

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'
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 kei natl'ét'
 yei natl'ét'
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 ash koolx'íl'aa yeit
 ash koolx'íl'aa

Circle the word for each picture.



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ash koolx'íl'aa



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yei natl'ét'
at jik'éin
ash koolx'íl'aa yeit
ash koolx'íl'aa



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yei natl'ét'
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ash koolx'íl'aa yeit
ash koolx'íl'aa



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ash koolt'ách'aa
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yei natl'ét'
at jik'éin
ash koolx'íl'aa yeit
ash koolx'íl'aa



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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

yaa

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

yei

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

ash koolt'

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

kei

éit'aa
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jik'éin
íl'aa yeit
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éit'aa
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koolt'ách'aa
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koolt'ách'aa
natl'ét'
natl'ét'
jik'éin
íl'aa yeit
íl'aa

ash koolk'

éit'aa
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íl'aa yeit
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ash koolx'

éit'aa
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koolt'ách'aa
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natl'ét'
jik'éin
íl'aa yeit
íl'aa

ash koolx'

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koolt'ách'aa
natl'ét'
natl'ét'
jik'éin
íl'aa yeit
íl'aa

ash koolch'

éit'aa
ishaa
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nashix
koolt'ách'aa
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natl'ét'
jik'éin
íl'aa yeit
íl'aa

da.

éit'aa
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koolt'ách'aa
natl'ét'
natl'ét'
jik'éin
íl'aa yeit
íl'aa

kadach'

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

