

# UNIT 16

Buildings



### Teacher's Notes

Cycle B introduces the names of twelve buildings found in most Southeast communities. The Student Support Materials (SSM) include images, mini pictures, vocabulary word cards, student activity worksheets, and assessments. Ten lessons with suggested games and activities are included. Listen to the audio recording of a fluent speaker saying the words, the unit's sentence and the dialog. If students can learn these terms well and commit them to their long-term memory, in future cycles they can focus their attention on learning the verb phrases. The theme of buildings will continue through Cycles C- Advanced C. Use the unit sentence and substitute each of the vocabulary words. Practice the dialog with students so that they can hear and speak the vocabulary words in context. Use pictures of buildings in your community if you have them. If students learn the material quickly, move on to Cycle C which will introduce verb phrases to build upon this theme.

### Vocabulary Cycle B

**xáanás'** drying house  
**atwuskú daakahídi** school  
**xaay** sauna  
**x'úx' daakahídi** library  
**shoo daakahídi** theater  
**s'ísaa hít** tent  
**aadéi yóo aya.atgi yé** outhouse  
**hít tlein** tall building  
**shaxaawú daakahídi** hair salon/barbershop  
**hóoten** hotel  
**gayéis' hít** jail  
**kaneist hít** church

### 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 awhile.

### 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 (in the process of doing it) of the verb “to go somewhere on foot.” Use the photos from Cycle B, SSM, as props for each of the sentences. It would be even better if you can get pictures of buildings in your own community to use with this unit. 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 which build upon the theme “buildings.”

### Vocabulary Cycle C

**Wé hít tleindé yaa n̄xagút.** I am walking to the tall building.

**Yaa k̄oosgé daakahídidé yaa n̄xagút.** I am walking to the school.

**Dikée Aankáawu x̄'agáax'daakahídidé yaa nagút.** S/he is walking to the church.

**Atxá áa du.oo yéide yaa nagút.** S/he is walking to the grocery store.

### Teacher's Notes

Questions in this cycle give practice using the question words. Listen to the audio recording of a fluent speaker to hear the word order and intonation of a question--it is not necessarily the same as in English. Students can respond to the questions, **Xaaydé gé kgeegóot?**: Are you going to go to the steambath?, and **Goodéi sá ituwatee?**: Where do you want to go?, using the vocabulary words from this unit. The commands give students more listening practice to the imperative tense of the verbs “s/he carried it.”

### Vocabulary Cycle A Advanced

**Xaaydé gé kgeegóot?** Are you going to go to the steambath?

**Goodéi sá ituwatee?** Where do you want to go?

**X'úx' daakahídidé natí.** Take it to the post office.

**Tleikdé hít aadé natí.** Take it to the shed.

### Teacher's Notes

Listen to the sample sentences to hear a fluent speaker say them. All of the vocabulary words can be substituted in these four sample sentences, which will yield a total of 36 sentences for practice. Use the lessons and games to keep the students interested.

### Vocabulary Cycle B Advanced

**Aa at du xá yé x'eit wuduwataan.** This café is closed.

**X'úx'daakahídi tlél oodagaa.**

The library is a quiet place.

**Shaxaawú daakahídi eetéenáx.**

The hair salon/barber is needed.

### Teacher's Notes

By this cycle, most students can write simple sentences with the nouns and simple verbs from previous cycles. These four interesting and varied sentence samples give students more complex sentences as models for their own creative writing. Use the suggested activities to guide students through this cycle.

### Vocabulary Cycle C Advanced

**S'ísaa káas' hoon daakahídidáx aawa.oo.** She bought a yard of fabric from the store.

**Wéi yátk'w du x'óowu át ana.áxch.** The child carries his blanket around.

**Wé x'agáax' daakahídi gaawú iknáach' teen wududliyéx.** The church bell is made of brass.

**Yan gakooxt tuwditaan.** He decided to go back.

**Awootáawoo akaawa.áakw; áa jixwliháa.** He tried to steal; I caught him in the act.

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. Nod and Clap
2. Over and Under

#### **Basic Speaking**

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

### **Lesson 3**

Review the unit's vocabulary.

#### **Basic Listening**

1. Nod and Clap
2. Over and Under

#### **Basic Speaking**

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

### **Lesson 4**

Introduce the unit's sentence.

#### **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 5**

Review the unit's sentence.

#### **Basic Listening**

1. Locomotive
2. Whisper

#### **Basic Speaking**

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

### **Lesson 6**

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 7**

Review the unit's vocabulary.

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

1. Overhead Encode
2. Consonant/Vowel Cards
3. Mixed-Up Words
4. Letter Encode
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**

Review the unit's vocabulary.

#### **Basic Writing**

1. Alphabet Code
2. Wrong!
3. Rubbings
4. Horizontal Completion
5. Use the Student Support Materials

### **Lesson 10**

Administer the unit's assessment.

1. Practice the unit's dialog with the students.
2. Lay a length of mural paper on the floor. Use a felt marker to do a simple map of the community, including main roads. Provide the students with illustrating materials and supplies. They should draw and cut-out buildings that can be added to the community map. The students should glue the building pictures in their approximate locations on the map. Have the students label the buildings and places on the community map. Display the mural.
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.

**S'ísaa káas'** \_\_\_\_\_ **aawa.oo.**

She bought a yard of fabric from the \_\_\_\_\_.

**Yan gakoxt** \_\_\_\_\_.

He \_\_\_\_\_ to go back.

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

**S'ísaa káas' hoon daakahídidáx aawa.oo.** She bought a yard of fabric from the store

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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.

**Wéi yátk'w du x'óowu át ana.áxch.** The child carries his blanket around.

**Yan gákoox̄t tuwditaan.** He decided to go back.

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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.

**Awootáawoo akaawa.áakw; áa jixwliháa.** He tried to steal; I caught him in the act.

**Wé x'agáax' daakahídi gaawú iknáach' teen wududliyéx̄.** The church bell is made of brass.

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# VOCABULARY PICTURES







**xáanás'**  
drying house



**atwuskú daakahídi**  
school





**xaay**  
sauna





**x'úx' daakahídi**  
library



**shoo daakahídi**  
theater



**s'ísaa hít**  
tent





**aadéi yóo aya.atgi yé**  
outhouse





**hít tlein**  
tall building



**shaxaawú daakahídi**  
hair salon/barbershop



**hóoten**  
hotel



**gayéis' hít**  
jail





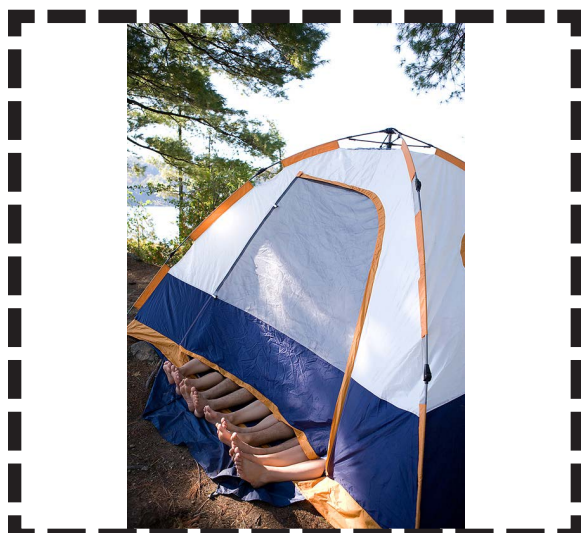
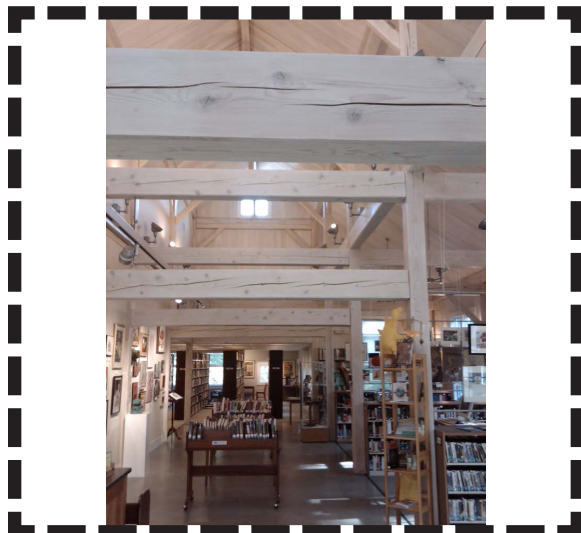
**kaneist hít**  
church

# BASIC LISTENING





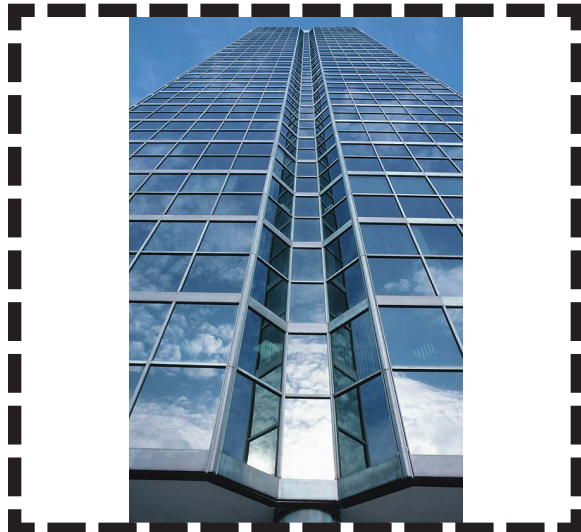
*Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.*







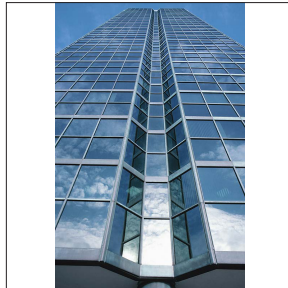
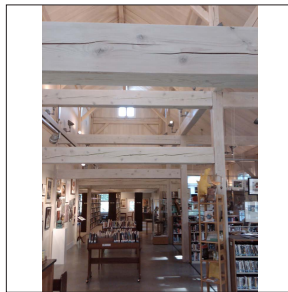
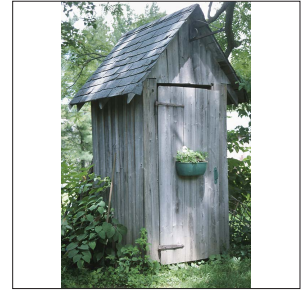
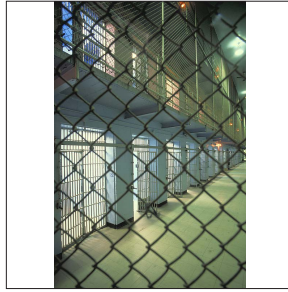
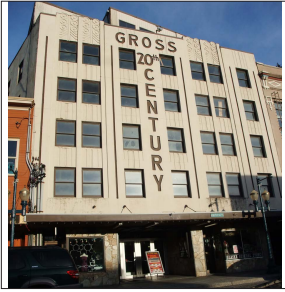
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.







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





# BASIC READING

Sight Recognition





**xáanás'**

**atwuskú daakahídi**

**x̄aay**



x'úx' daakahídi

shoo daakahídi

s'ísaa hít





**aadéi yóo aya.atgi yé**

**hít tlein**

**shax̄aawú daakahídi**







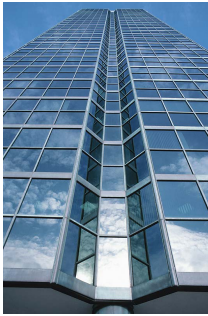
Circle the word for each picture.



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 shoo daakahídi  
 s'ísaa hít  
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 hóoten  
 gayéis' hít  
 kaneist hít



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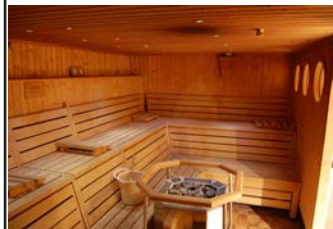
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Cut out the word parts and glue them into the words.

\_\_\_\_\_ **nás'**

**atwuskú** \_\_\_\_\_ **ahídi**

**x**a \_\_\_\_\_

\_\_\_\_\_ **daakahídi**

\_\_\_\_\_ **daakahídi**

\_\_\_\_\_ **hít**

**aadéi yóo aya.** \_\_\_\_\_ **yé**

**hít** \_\_\_\_\_

**sha** \_\_\_\_\_ **daakahídi**

**hóo** \_\_\_\_\_

\_\_\_\_\_ **éis' hit**

**kaneist** \_\_\_\_\_

**tlein**

**shoo**

**x**aawú

**hít**

**s'ísaa**

**daak**

**gay**

**x**áa

**atgi**

**ay**

**x'úx'**

**ten**



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



<b>a</b>	<b>n</b>	<b>i</b>	<b>e</b>	<b>h</b>
<b>k</b>	<b>s</b>	<b>t</b>	<b>t</b>	<b>í</b>



# BASIC WRITING







Complete the words by writing in the missing letters.

xá \_ \_ á \_ '

\_ tw \_ skú da \_ ka \_ ídi

\_ aa \_

x' \_ x' d \_ \_ kah \_ di

\_ hoo \_ aa \_ ahíd \_

s'ís \_ \_ h \_ t

aa \_ \_ i yóo a \_ a.a \_ gi yé

\_ ít \_ lei \_

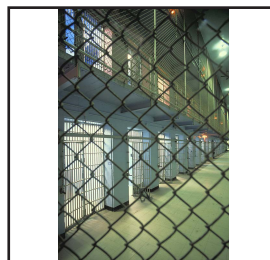
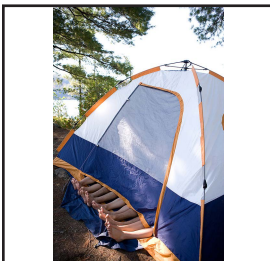
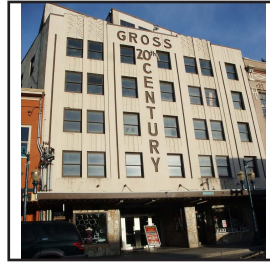
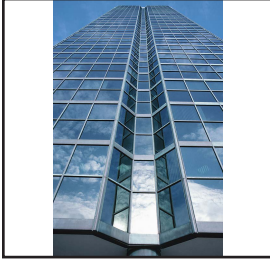
s \_ axaa \_ ú \_ aak \_ híd \_

\_ óo \_ e \_

\_ ayéi \_ ' hí \_

k \_ \_ eist \_ ít

Write the correct vocabulary word next to each picture.



# DIALOG ACTIVITY PAGE





(a) Goodax sáwé yaa neegút?

(b) Wé \_\_\_\_\_ dák yaa nxagút.

(a) Goodé sá tsú kgeegoot?

(b) Wé \_\_\_\_\_ déi kkwagoot.

atwuskú daakahídi

aadéi yóo aya.atgi yé

shaxaawú daakahídi

x'úx' daakahídi

shoo daakahídi

hít tlein

hóoten

s'ísaa hit

kaneist hit

gayéis' hit

xáanás'

x̄aay

*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 16**

**Theme: Buildings**

**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 **xáanás'**.”
2. “Write the number 2 on top of the picture of **atwuskú daakahídi.**”
3. “Write the number 3 on top of the picture of **xaay.**”
4. “Write the number 4 on top of the picture of **x'úx' daakahídi.**”
5. “Write the number 5 on top of the picture of **shoo daakahídi.**”
6. “Write the number 6 on top of the picture of **s'ísaa hít.**”
7. “Write the number 7 on top of the picture of **aadéi yóo aya.atgi yé.**”
8. “Write the number 8 on top of the picture of **hít tlein.**”
9. “Write the number 9 on top of the picture of **shaxaawú daakahídi.**”
10. “Write the number 10 on top of the picture of **hóoten.**”
11. “Write the number 11 on top of the picture of **gayéis' hít.**”
12. “Write the number 12 on top of the picture of **kaneist hít.**”

### 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 16**

**Theme: Buildings**

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

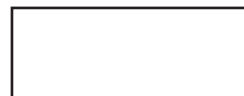
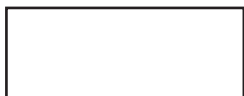
**Student's Name:** \_\_\_\_\_

**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.







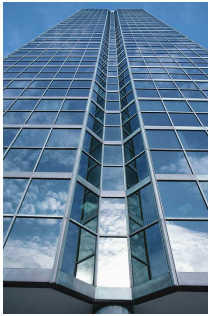
Circle the word for each picture.



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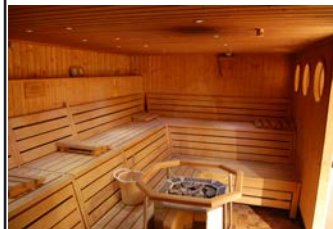
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 hóoten  
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Circle the word for each picture.



xáanás'  
 atwuskú daakahídi  
xaay  
 x'úx' daakahídi  
 shoo daakahídi  
 s'ísaa hít  
 aadéi yóo aya.atgi yé  
 hít tlein  
 shaxaawú daakahídi  
 hóoten  
 gayéis' hít  
 kaneist hít



xáanás'  
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**xa**

anás'  
kú daakahídi  
ay  
daakahídi  
ahídi  
hít  
tlein  
wú daakahídi  
oten  
hít  
eist hít  
aya.atgi yé

**hít**

anás'  
kú daakahídi  
ay  
daakahídi  
ahídi  
hít  
tlein  
wú daakahídi  
oten  
hít  
eist hít  
aya.atgi yé

**aadéi yóo**

anás'  
kú daakahídi  
ay  
daakahídi  
ahídi  
hít  
tlein  
wú daakahídi  
oten  
hít  
eist hít  
aya.atgi yé

**shaxaa**

anás'  
kú daakahídi  
ay  
daakahídi  
ahídi  
hít  
tlein  
wú daakahídi  
oten  
hít  
eist hít  
aya.atgi yé

**xá**

anás'  
kú daakahídi  
ay  
daakahídi  
ahídi  
hít  
tlein  
wú daakahídi  
oten  
hít  
eist hít  
aya.atgi yé

**atwus**

anás'  
kú daakahídi  
ay  
daakahídi  
ahídi  
hít  
tlein  
wú daakahídi  
oten  
hít  
eist hít  
aya.atgi yé

**shoo daak**

**anás'  
kú daakahídi  
ay  
daakahídi  
ahídi  
hít  
tlein  
wú daakahídi  
oten  
hít  
eist hit  
aya.atgi yé**

**s'ísaa**

**anás'  
kú daakahídi  
ay  
daakahídi  
ahídi  
hít  
tlein  
wú daakahídi  
oten  
hít  
eist hit  
aya.atgi yé**

**kan**

**anás'  
kú daakahídi  
ay  
daakahídi  
ahídi  
hít  
tlein  
wú daakahídi  
oten  
hít  
eist hit  
aya.atgi yé**

**hó**

**anás'  
kú daakahídi  
ay  
daakahídi  
ahídi  
hít  
tlein  
wú daakahídi  
oten  
hít  
eist hit  
aya.atgi yé**

**gayéis'**

**anás'  
kú daakahídi  
ay  
daakahídi  
ahídi  
hít  
tlein  
wú daakahídi  
oten  
hít  
eist hit  
aya.atgi yé**

**x'úx'**

**anás'  
kú daakahídi  
ay  
daakahídi  
ahídi  
hít  
tlein  
wú daakahídi  
oten  
hít  
eist hit  
aya.atgi yé**





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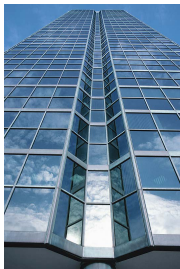
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