

UNIT 17

Geography



Teacher's Notes

The geography terms in this unit will be used as the theme for the next four cycles. If students can learn these terms well, they can focus their learning on the verb phrases in the next four cycles. The materials in the Student Support Materials (SSM) give students more ways to learn the new terms. The SSM include images, mini-pictures, vocabulary word cards, student activity worksheets, and assessments. The unit's sentence and dialog give another activity that uses the nouns in context. Use the ten suggested lessons and the audio recording to teach these nouns. If students learn the material quickly, move forward to the next cycle. Cycle C introduces verbs and the following three cycles add new phrases which build upon this theme.

Vocabulary Cycle B

aas gutú forest
gooch hill
x'áas waterfall
sháchk muskeg/swamp
geiy bay/inlet
eech reef
tatóok cave
héen sháak head of river
héen wát mouth of river
haat kool whirlpool
shaa shakée summit/mountain top
shaanáx valley

Unit's Sentence

Wé _____ **xánx'**
át xwaagoot. I was walking near
the _____.

Unit's Dialog

(a) **Wáanáx sá i téeli wuditl'íxw?**
Why are your shoes dirty?

(b) **At xwaagoot.**
I was walking.

(a) **Góot áx' sá át yeegoot?**
Where were you walking?

(b) **Wé** _____ **xánx' át**
xwaagoot. I was walking near the
_____.

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 (he/she/it), progressive imperfective tense of "to run somewhere." Use the photos from Cycle B, SSM, as props for each of the sentences. Listen to the audio recording of a fluent speaker saying these phrases. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme "geography."

Vocabulary Cycle C

Yáa héen wátdé yaa nashíx. S/he is running to the water's edge.

Yá tatóokde yaa nashíx. S/he is running to the cave.

Yá shaa shakéedi áwé yaa nashíx. S/he is running to the summit/mountain top.

Yáa x'aak táade a'wé yaa nashíx. S/he is running to the valley.

Teacher's Notes

The focus for Cycle A Advanced is listening. Use the audio recording of a fluent speaker saying these phrases. You can substitute other geography terms in these question, **Gooch ákyá kach'u shaa?**: Is this a hill or a mountain?, and **Shaa shakée ákyá kach'u shaanáx?**: Is this a summit or valley?, to give students practice with the sentence patterns.

Vocabulary Cycle A Advanced

Goosú wé tléikw? Where are the berries?

Tléikw tlél xwasateen. I didn't see berries.

Gooch ákyá kach'u shaa? Is this a hill or a mountain?

Shaa shakée ákyá kach'u shaanáx? Is this a summit or valley?

Teacher's Notes

Cycle B Advanced presents four interesting sentences using geography terms. Listen to the audio recordings of a fluent speaker saying these phrases. Games and activities have been suggested for teaching these phrases. For more practice, you can substitute some of the geography vocabulary words in these sentences--**Eey t xwaahóo**: I am wading in the bay, and **Tleikáa kaay éi kunaaléi wé aan, héen wát**: The town is twenty miles from the mouth of the river.

Vocabulary Cycle B Advanced

Aas gutú kuwjigít. The forest is dark.

Téel koots'áni héen káx' tliyéi wootee. The dog salmon got stuck in shallow water.

Si.áat' wé áa. The lake is chilly.

Teacher's Notes

The focus of Cycle C Advanced is creative writing. Most students will be able to write simple sentences with the geography nouns and the verbs from Cycle C. The sentences in this cycle give students more complex sentence patterns. Use the suggested activities to encourage students to write their own sentences for this theme. Alert the students to the use of both **Gooch** and **gooch** in the same sentence. This is a good opportunity to remind them of the differences in pronunciation and spelling.

Vocabulary Cycle C Advanced

Shaa daak' gé yéi yatee? Does it live in the mountains?

Gooch litká aadé duwatéen wé gooch. The wolf on the ridge of the hill is visible.

Yaa nashíxi áwéanax yei wdzigít. When he was running, he fell down there.

Yoo akaajeek a kaayí wé a káx yaa nagudi dei. He is wondering about the measure of the road he's walking on.

See Appendix III for lesson instructions.

Lesson 1

Introduce the new vocabulary.

Basic Listening

1. Mini Pictures - SSM
2. Searchlight – page 9

Basic Speaking

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

Lesson 2

Review the unit's sentence.

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 sentence.

Basic Listening

1. Nod and Clap
2. Hop the Line

Basic Speaking

3. Wild Balloon
4. Visual Memory
5. Flashlight Name

Lesson 4

Introduce the unit's sentence.

Basic Listening

1. Turn and Face
2. Wild Cars

Basic Speaking

3. Balloon Volleyball
4. What's That Word?
5. Stick of Chance

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. 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. 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. Numbered Illustrations
2. Flour Writing
3. Crayon Resist
4. Syllable Time
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 the students with art paper and oil-based pastels. The students should cover their papers with different colors of the pastels. Then, they should paint a thick layer of black paint over the pastels. When the paint has dried, the students should use sharp objects to etch graphics of different land and water forms. Have the students trim their artwork for display.
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.

_____ **daak' gé yéi yatee?**

Does it live in the _____?

_____ **litká aadé duwatéen wé gooch.**

The wolf on the ridge of the _____ is visible.

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

Yaa nashíxi áwé anax yei wdzígít. When he was running, he fell down there.

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

Yoo akaajeeek a kaayí wé a káx yaa nagudi dei. He is wondering about the measure of the road he’s walking on.

Gooch litká aadé duwatéen wé gooch. The wolf on the ridge of the hill is visible.

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.

Shaa daak’ gé yéi yatee? Does it live in the mountains?

Yaa nashíxi áwé anax yei wdzígít. When he was running, he fell down there.

VOCABULARY PICTURES





aas gutú
forest



gooch
hill



x'áas
waterfall



sháchk
muskeg/swamp



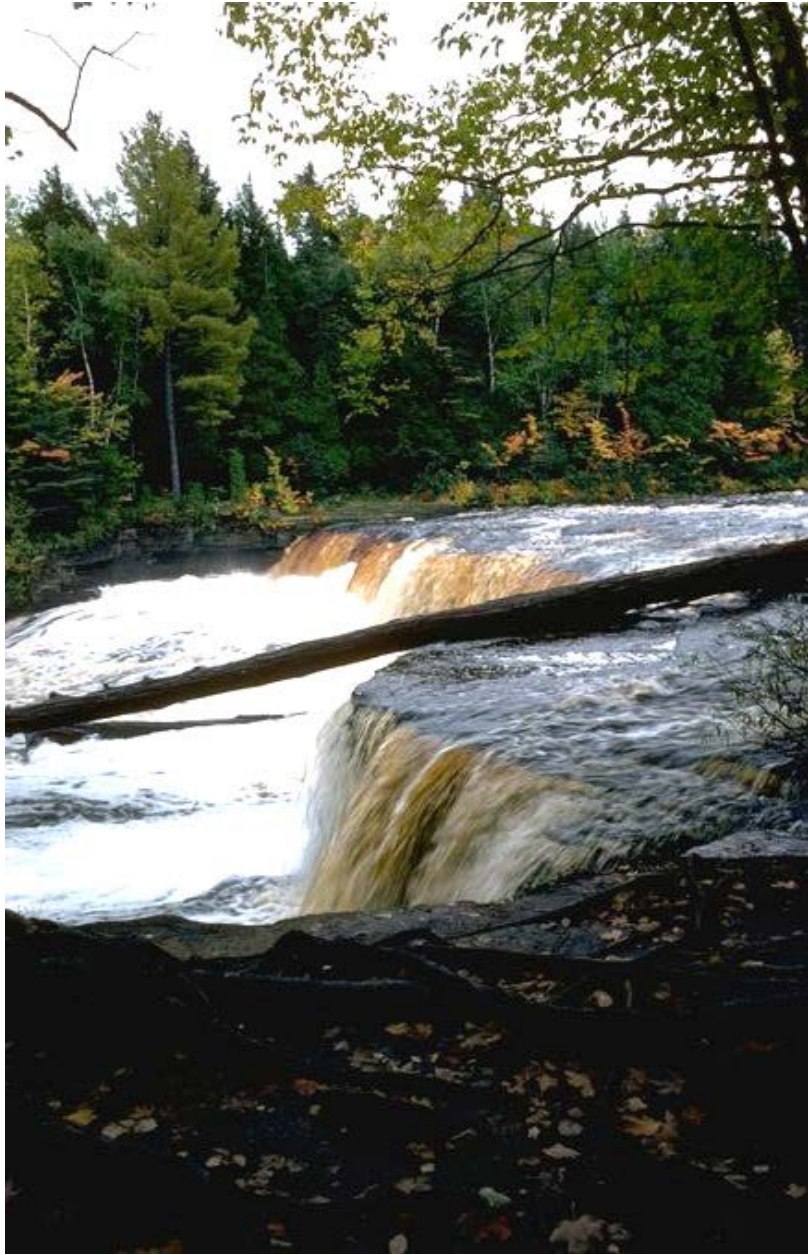
geiy
bay/inlet



eech
reef



tatóok
cave



héen sháak
head of the river



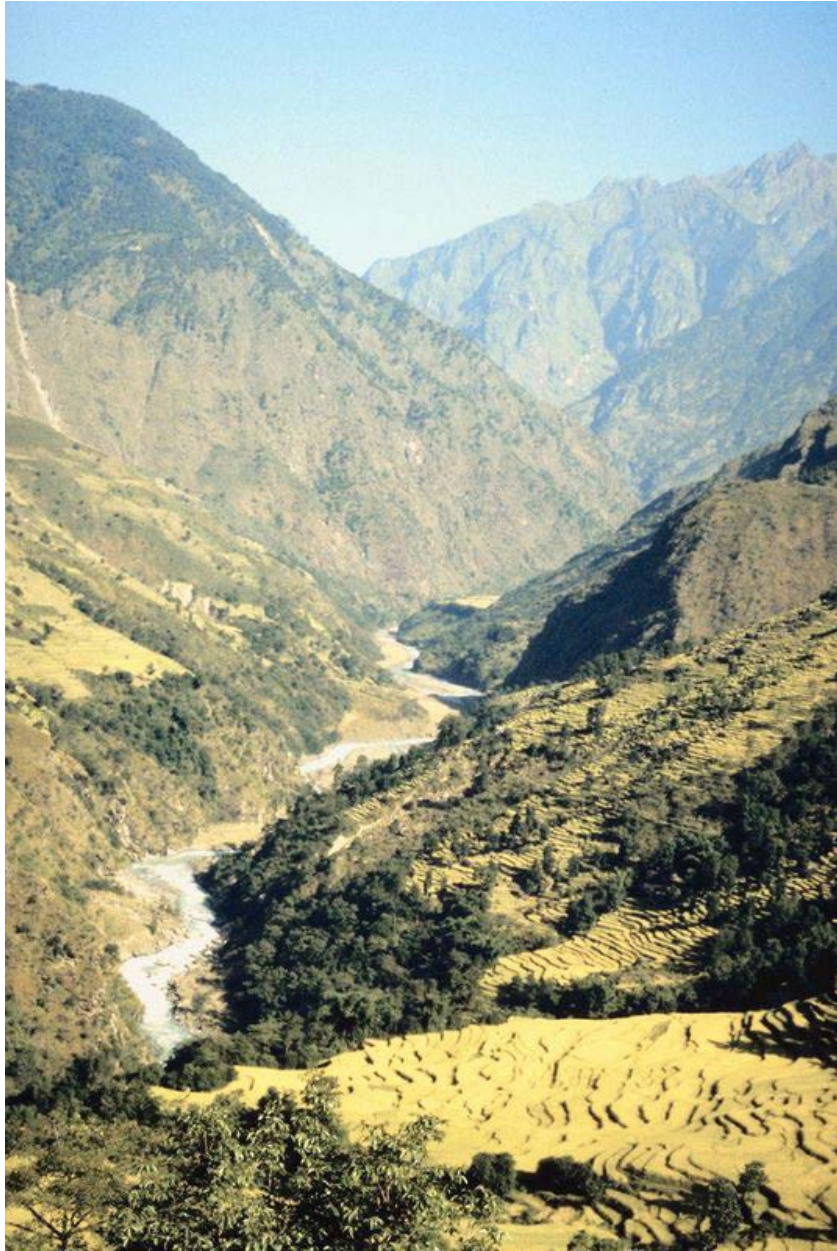
héen wát
mouth of the river



haat kool
whirlpool



shaa shakée
summit/mountain top

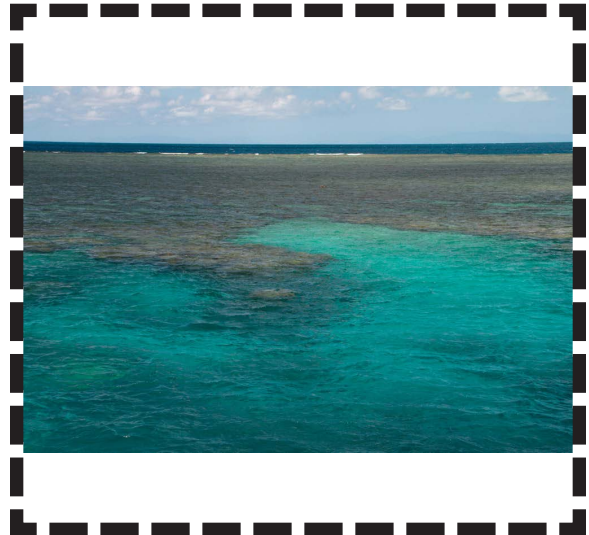


shaanáx
valley

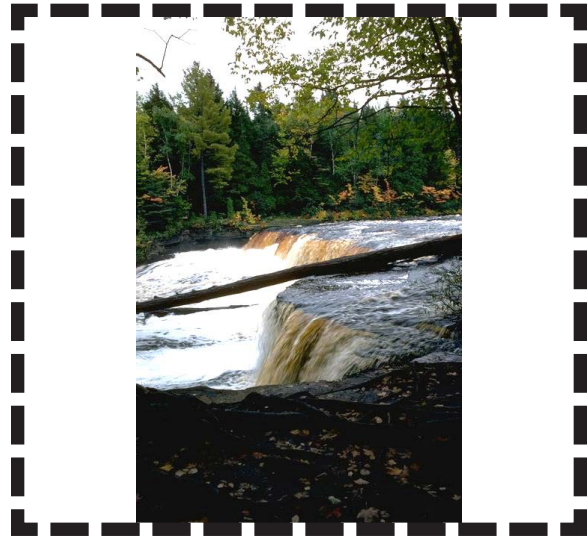
BASIC LISTENING



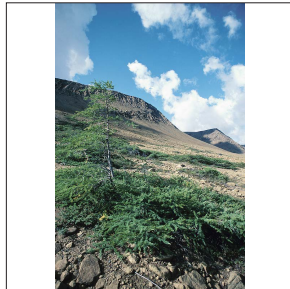
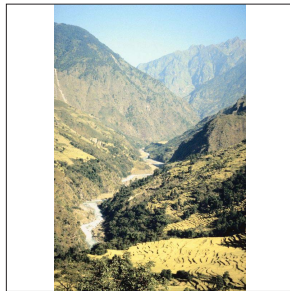
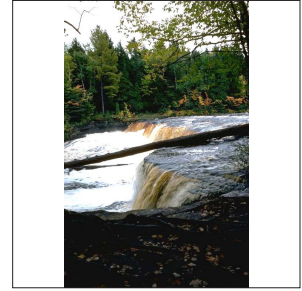
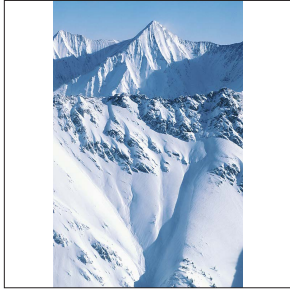
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.



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



aas gutú

gooch

x'áas

sháchk

geiy

eech

tatóók

héen sháak

héen wát

haat kool

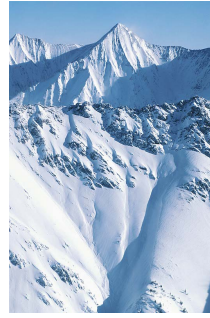
shaa shakée

shaanáx̄

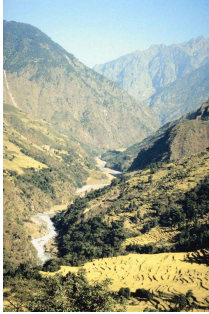
Circle the word for each picture.



aas gutú
gooch
x'áas
sháchk
geiy
eech
tatóok
héen sháak
héen wát
haat kool
shaa shakée
shaanáx



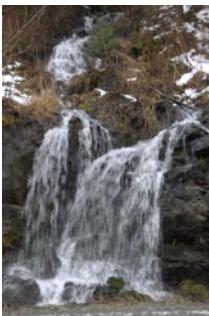
aas gutú
gooch
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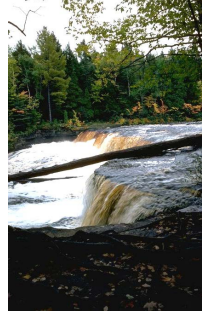


aas gutú
gooch
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Circle the word for each picture.



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héen wát
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shaa shakée
shaanáx

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

_____ **gutú**

_____ **och**

x'á _____

shá _____

_____ **iy**

_____ **ch**

tat _____

_____ **wát**

héen _____

haat _____

shaa _____

_____ **anáx**

ge

kool

aas

óok

go

shakée

héen

sháak

sha

ee

as

chk

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



h

a

k

e

a

s

é

h

s

a

BASIC WRITING



Complete the words by writing in the missing letters.

aa _ _ utú

_ oo _ h

_ ' áa _

s _ ác _ k

_ ei _

e _ _ h

_ atóo _

_ ée _ w _ t

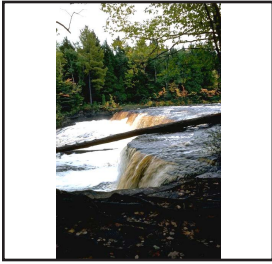
h _ _ n sh _ _ k

h _ _ t k _ _ l

_ _ aa sha _ _ e

sh _ _ n _ x

Write the correct vocabulary word next to each picture.



DIALOG ACTIVITY PAGE



(a) Wáanáx sá i téeli wuditl'íxw?

(b) At xwaagoot.

(a) Góot áx' sá át yeegoot?

(b) Wé _____ xánx' át xwaagoot

héen sháak

shaanáx

shaa shakée

haat kool

héen wát

tatóok

eech

geiy

sháchk

x'áas

gooch

aas gutú

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.

UNIT ASSESSMENT



Tlingit Language Program

Unit Assessment Teacher's Notes

Cycle B Beginners Grade 7

Grade _____

Unit 17

Theme: Geography

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 **aas gutú**.”
2. “Write the number 2 on top of the picture of **gouch**.”
3. “Write the number 3 on top of the picture of **x'áas**.”
4. “Write the number 4 on top of the picture of **sháchk**.”
5. “Write the number 5 on top of the picture of **geiy**.”
6. “Write the number 6 on top of the picture of **eech**.”
7. “Write the number 7 on top of the picture of **tatóok**.”
8. “Write the number 8 on top of the picture of **héen sháak**.”
9. “Write the number 9 on top of the picture of **héen wát**.”
10. “Write the number 10 on top of the picture of **haat kool**.”
11. “Write the number 11 on top of the picture of **shaa shakée**.”
12. “Write the number 12 on top of the picture of **shaanáx**.”

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 17

Theme: Geography

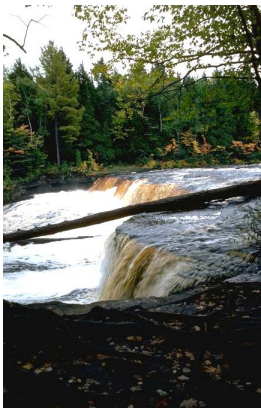
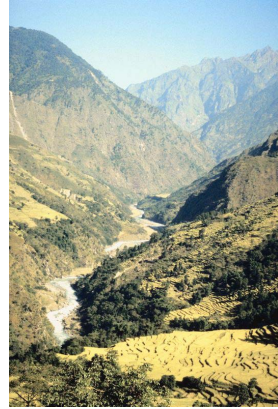
Date: _____

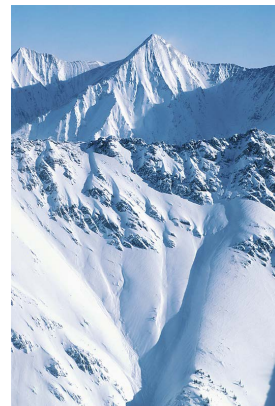
Student's Name: _____

Grade: _____

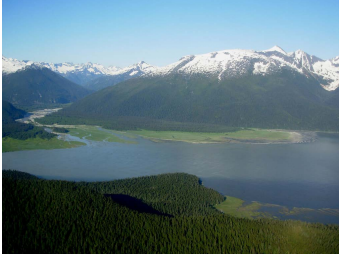
Teacher: To get a percentage for this student's assessment:

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.



aas gutú
gooch
x'áas
sháchk
geiy
eech
tatóok
héen sháak
héen wát
haat kool
shaa shakée
shaanáx



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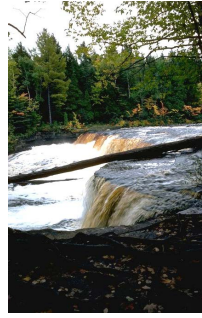


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geiy
eech
tatóok
héen sháak
héen wát
haat kool
shaa shakée
shaanáx

Circle the word for each picture.



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sháchk
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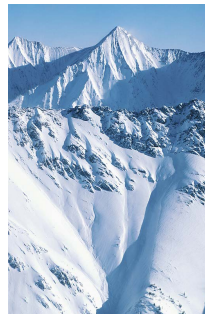
aas gutú
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eech
tatóok
héen sháak
héen wát
haat kool
shaa shakée
shaanáx

| | |
|----|--|
| ta | gutú ch áas chk y ch tóok wát sháak kool shakée náx |
|----|--|

| | |
|-----|--|
| aas | gutú ch áas chk y ch tóok wát sháak kool shakée náx |
|-----|--|

| | |
|-----|--|
| shá | gutú ch áas chk y ch tóok wát sháak kool shakée náx |
|-----|--|

| | |
|------|--|
| haat | gutú ch áas chk y ch tóok wát sháak kool shakée náx |
|------|--|

| | |
|-----|--|
| sha | gutú ch áas chk y ch tóok wát sháak kool shakée náx |
|-----|--|

| | |
|------|--|
| shaa | gutú ch áas chk y ch tóok wát sháak kool shakée náx |
|------|--|

goo

gutú
ch
áas
chk
y
ch
tóok
wát
sháak
kool
shakée
náx

héen

gutú
ch
áas
chk
y
ch
tóok
wát
sháak
kool
shakée
náx

gei

gutú
ch
áas
chk
y
ch
tóok
wát
sháak
kool
shakée
náx

ee

gutú
ch
áas
chk
y
ch
tóok
wát
sháak
kool
shakée
náx

x'

gutú
ch
áas
chk
y
ch
tóok
wát
sháak
kool
shakée
náx

héen

gutú
ch
áas
chk
y
ch
tóok
wát
sháak
kool
shakée
náx



