

UNIT 18

Plants



Teacher's Notes

The plant unit introduces twelve terms of plants found in Southeast Alaska. The suggested lessons and Student Support Materials (SSM) give activities and games to help students learn the terms and place them in long-term memory. The SSM includes pictures, mini-pictures, vocabulary word cards, student activity worksheets, and assessments. The unit's sentence and dialog give students more opportunities to practice the plant vocabulary. Use actual plants in the learning activities whenever possible. If students learn these nouns well, they can focus their learning in the future cycles on new vocabulary. Note that **yaana.éit** is the Tlingit name for a plant called cow parsnip, not Indian rhubarb or celery.

Vocabulary Cycle B

t'óok' nettle
yaana.éit cowparsnip
s'ikshaldéen Hudson Bay Tea
x'áal' skunk cabbage
shéiyi spruce
yán hemlock
xáay yellow cedar
laax red cedar
ch'áal' willow
kaxwéix high bush cranberry
was'x'aan tléigu salmonberry
xákwl'i soapberry

Unit's Sentence

Wé _____góot ax' sá isiteen? Where did you see the _____?

Unit's Dialog

(a) **Wé _____góot ax' sá isiteen?** Where did you see the _____?

(b) **Wé _____ x' xwasiteen.** I saw it in/on (review geography).

(a) **Wé _____ tsú gé ax' isiteen?** Did you see a _____ there too?

(b) **Tléik', wé _____ x' xwasiteen.** No, I saw it in/on (review geography).

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, present (imperfective) tense of the verb "search for, look for." 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 "plants." Remember to follow the DLP process, spending lots of time on listening activities.

Vocabulary Cycle C

Yángaa áwé kushée. S/he is looking for hemlock.

Xáaygaa áwé kushée. S/he is looking for yellow cedar.

X'áal'gaa kuxashee. I am looking for skunk cabbage.

Kaxwéixgaa kushée. S/he is looking for high bush cranberry.

Teacher's Notes

The focus of Cycle A Advanced is listening. Four sample sentences are presented here using two verbs in the imperative (command) form--chop it: **kaxlaxóot'** and plant it: **kanahá**. Use the suggested activities and games to teach these sentences. Listen to the audio recording of a fluent speaker saying these sentences. For more practice, you can substitute the other plant names that students have learned.

Vocabulary Cycle A Advanced

Dúk kaxlaxóot'. Chop the cottonwood.

Aas kaxlaxóot'. Chop the tree.

Shákw kanahá. Plant the strawberry.

K'eikaxwéin kanahá. Plant the flower.

Teacher's Notes

The focus for Cycle B Advanced is reading. Three sentences are provided for student practice. Use the suggested lessons for teaching these sentences. Listen to the audio recording of a fluent speaker saying these sentences. For more reading practice you can make substitutions with other plant names and other pronouns.

Vocabulary Cycle B Advanced

Gúx'aa kat'óott kaawadaa wé s'ikshaldéen cháayoo. The cup is filled part way with Hudson Bay Tea.

Ax kaxwéixi si.'aax' w. My high bush cranberries are sour.

Laax een wududliyex seet yaakw. The canoe is made out of red cedar.

Teacher's Notes

The focus of Cycle C Advanced is creative writing. Several interesting verb tenses are presented in this cycle. **Tlél yan katulagáaych wé tléikw:** We didn't finish putting up our berries yet, uses the verb which means "put up, store up, accumulate (especially for the winter)." The tense is the perfective habitual. These sentence samples can add variety to the Tlingit content even without discussion of the verb tenses. If the students are ready for study of the verb structure, refer to the Tlingit Index of 575+ Verbs.

Vocabulary Cycle C Advanced

Tlél yan katulagáaych wé tléikw. We didn't finish putting up our berries yet.

Yan wulaayí tsá gaxtulax'ool' laak'ásk'. When the tide goes out we'll gather seaweed.

Geesh toot uwakúx wé yaakw. The boat drove in among the kelp.

Lidzée kayaaní a kaadéi kawul-s'éesi wé laak'ásk. It's frustrating when leaves are blown onto the black seaweed.

Gandaas'aají k'eikaxwéin xoot kawdliyeech. Bees are flying around among the flowers.

See Appendix III for lesson instructions.

Lesson 1

Introduce the new vocabulary.

Basic Listening

1. Mini Pictures
2. Funnel Vision

Basic Speaking

3. Right or Wrong?
4. Visual Memory
5. Centered Speaker

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. 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. Locomotive
2. Whisper

Basic Speaking

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

Lesson 5

Review the unit's sentence.

Basic Listening

1. Turn and Face
2. Flashlight Find

Basic Speaking

3. Disappearing Illustrations
4. What's That Word?
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. Alphabetical Order
2. Group Spell
3. Buzz
4. Letter Encode
5. Use the Student Support Materials

Lesson 8

Review the unit's vocabulary.

Basic Writing

1. Watch Your Half
2. Over/Under Illustration
3. Say Again!
4. Numbered Illustrations
5. Use the Student Support Materials

Lesson 9

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 10

Administer the unit's assessment.

1. Practice the unit's dialog with the students.
2. Invite a resource person to make a presentation to the students about the traditional uses of some of the plants introduced in this unit. Use the plant samples during the presentation.
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.

Tlél yan katulagáaych wé _____.

We didn't finish putting up our _____ yet.

Yan wulaayí tsá gaxtulax'óol' _____.

When the tide goes out we'll gather _____.

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

Gandaas'aají k'eikaxwéin xoot kawdliyeech. Bees are flying around among the flowers.

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.

Yan wulaayí tsá gaxtulax'óol' laak'ásk'. When the tide goes out we'll gather seaweed.

Geesh toot uwakúx wé yaakw. The boat drove in among the kelp.

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.

Tlél yan katulagáaych wé tléikw. We didn't finish putting up our berries yet.

Gandaas'aají k'eikaxwéin xoot kawdliyeech. Bees are flying around among the flowers.

VOCABULARY PICTURES





t'óok'
nettle



yaana.éit
cowparsnip



s'ikshaldéen
Hudson Bay Tea



x'áal'
skunk cabbage



shéiyi
spruce



yán
hemlock



xáay
yellow cedar



laax
red cedar



ch'áal'
willow



kaxwéix
high bush cranberry



was'x'aan tléigu
salmonberry



xákwl'i
soapberry

BASIC LISTENING



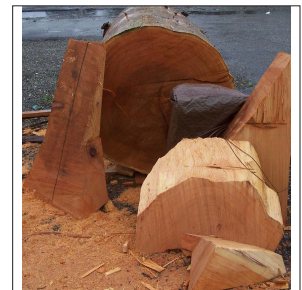
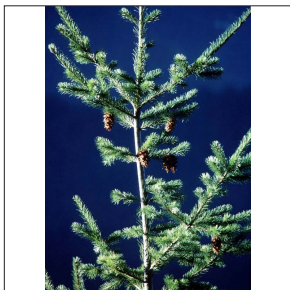
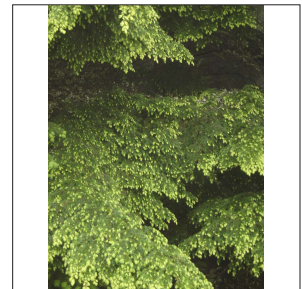
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.



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



t'óok'

yaana.éit

s'ikshaldéen

x'áa'á'

shéiyi

yán

xáay

laax

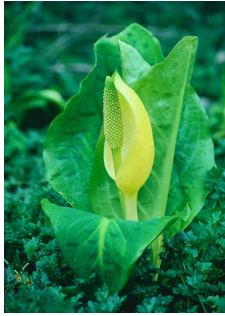
ch'áal'

kaxwéix̄

was'x'aan tléiḡu

xákwl'i

Circle the word for each picture.



t'óok'
yaana.éit
s'ikshaldéen
x'áal'
shéiyi
yán
xáay
laax
ch'áal'
kaxwéix
was'x'aan tléigu
xákw'i



t'óok'
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ch'áal'
kaxwéix
was'x'aan tléigu
xákw'i

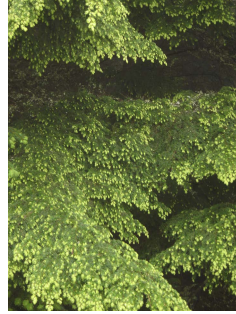


t'óok'
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s'ikshaldéen
x'áal'
shéiyi
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ch'áal'
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was'x'aan tléigu
xákw'i

Circle the word for each picture.



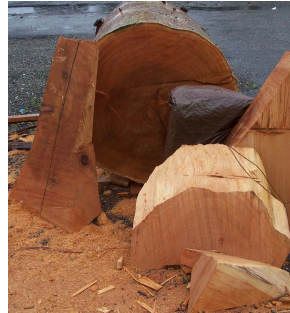
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yán
xáay
laax
ch'áal'
kaxwéix
was'x'aan tléigu
xákwli

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

_____ok'
y_____.éit
s'ikshal_____
_____al'
shé_____
yá_____
_____ay
laa_____
_____al'
kax_____
_____aan tléigu
x_____l'i

aana

n

x'á

ch'á

xá

iyi

wéx

was'x'

t'ó

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déen

ákw

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



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BASIC WRITING



Complete the words by writing in the missing letters.

t' _ _ k'

ya _ _ . _ it

s' _ k _ hal _ ée _

x'á _ _

sh _ _ _ i

y _ n

x _ _ _

_ _ ax

ch' _ _ _ '

kax _ _ _ x

was' _____ tléigu

_ _ _ wl'i

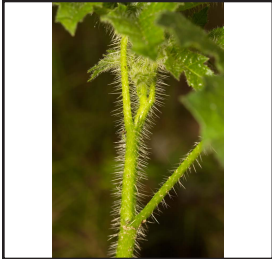
Write the correct vocabulary word next to each picture.









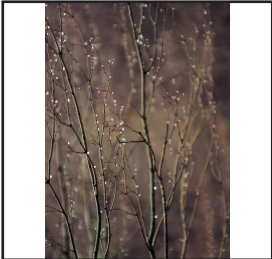




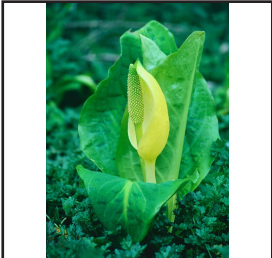












DIALOG ACTIVITY PAGE



Cut out the words below. Listen for which word(s) to put in the spaces in the dialog.
Read the dialog as a group or in pairs as instructed. Change the word(s) after each
round. Practice the dialog with another student.

(a) Wé _____ góot ax' sá isiteen?

(b) Wé _____ x' xwasiteen.

(a) Wé _____ tsú gé ax' isiteen?

(b) Tléik', wé _____ x' xwasiteen.

shéiyi

laax

kaxwéix

yaana.éit

t'óok'

s'ikshaldéen

x'áal'

xáay

xákwl'i

ch'áal'

yán

was'x'aan tléigu

UNIT ASSESSMENT



Tlingit Language Program

Unit Assessment Teacher's Notes

Cycle B Beginners Grade 7

Grade _____

Unit 18

Theme: Plants

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 **t'óok'**.”
2. “Write the number 2 on top of the picture of **yaana.éit.**”
3. “Write the number 3 on top of the picture of **s'ikshaldéen.**”
4. “Write the number 4 on top of the picture of **x'áal'**.”
5. “Write the number 5 on top of the picture of **shéiyi.**”
6. “Write the number 6 on top of the picture of **yán.**”
7. “Write the number 7 on top of the picture of **xáay.**”
8. “Write the number 8 on top of the picture of **laax.**”
9. “Write the number 9 on top of the picture of **ch'áal'**.”
10. “Write the number 10 on top of the picture of **kaxwéix.**”
11. “Write the number 11 on top of the picture of **was'x'aan tléigu.**”
12. “Write the number 12 on top of the picture of **xákwl'i.**”

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 18

Theme: Plants

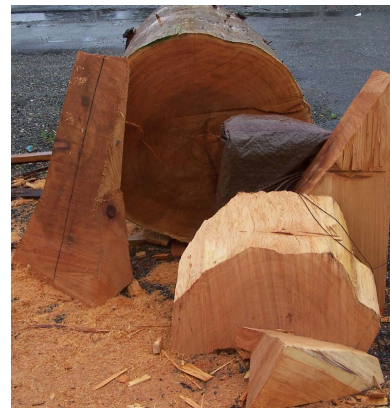
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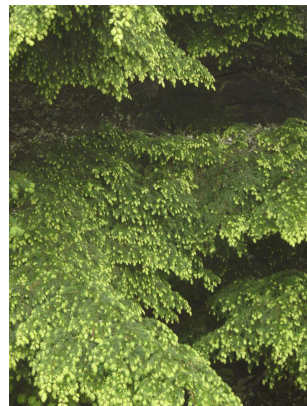
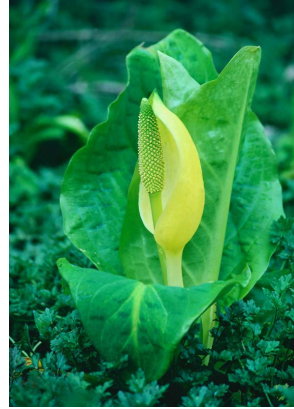
Student's Name: _____

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.

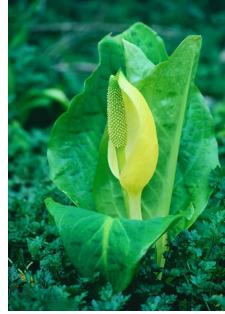




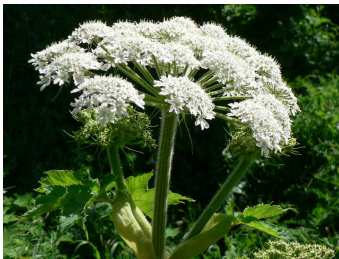
Circle the word for each picture.



t'óok'
yaana.éit
s'ikshaldéen
x'áal'
shéiyi
yán
xáay
laax
ch'áal'
kaxwéix
was'x'aan tléigu
xákw'l'i



t'óok'
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ch'áal'
kaxwéix
was'x'aan tléigu
xákw'l'i

Circle the word for each picture.



t'óok'
yaana.éit
s'ikshaldéen
x'áal'
shéiyi
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was'x'aan tléigu
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kaxw

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wl'i

was'x'

ok'
na.éit
shaldéen
áal'
iyi
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áal'
éix
aan tléigu
wl'i

la

ok'
na.éit
shaldéen
áal'
iyi
án
ay
ax
áal'
éix
aan tléigu
wl'i

