

# UNIT 19

Fish



### Teacher's Notes

Cycle B introduces the names of twelve fish. 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, and the unit's sentence and the dialog. 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 "fish" 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.

### Vocabulary Cycle B

**cháatl** halibut  
**dzánti** flounder  
**x'áakw** sockeye up river  
**k'aagán** stickleback  
**wéix'** sculpin  
**lóot'** eel  
**ishkeen** black cod  
**lit.isdúk** black bass  
**léik'w** yelloweye rockfish  
**ch'éetgáa** skate  
**tóos'** shark  
**xein** old salmon in river

### Unit's Sentence

\_\_\_\_\_ **xwaasháat.**

I caught a \_\_\_\_\_.

### Unit's Dialog

(a) **Daa sá iyasháat?**

What did you catch?

(b) \_\_\_\_\_ **xwaasháat.**

I caught a \_\_\_\_\_.

(a) **Wuligéi akgé?**

Was it a big one?

(b) **Tléik', tlél ulgé.** No, it was not very big.

### 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 of the verb "s/he caught it." 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 "fish." Follow the DLP process, spending lots of time on listening activities.

### Vocabulary Cycle C

**L'ook aawasháat.** S/he caught Coho.

**Saak aawasháat.** S/he caught ooligan.

**Yaaw aawasháat.** S/he caught herring.

**Gaat aawasháat.** S/he caught sockeye.

### Teacher's Notes

Listen to the audio recording of a fluent speaker asking questions about fish. Students will hear the perfective tense of the verb "catch"-**-yeesháat.** They can respond with single word answers with whichever fish they choose. They can respond to the question about size-- **X'oon kaa tl'eik sáwé k'aagán?:** The stickleback is how many inches?-- with whatever number they choose. This is the third cycle with the theme "fish." Many students will have these names in their long-term memory and can concentrate on learning the new vocabulary.

### Vocabulary Cycle A Advanced

**Daa sá yeesháat?** What did you catch?

**X'oon kaa tl'eik sáwé ch'eet-gáa?** The skate is how many inches?

**X'oon kaa tl'eik sáwé k'aagán?** The stickleback is how many inches?

### Teacher's Notes

Different fish can be substituted in each of these sentences. The substitution reinforces the fish names and gives students listening and reading practice with the new verb forms. You can provide further practice by using fish names that students already know, such as **xáat**. The sentence **Aashát gaxtooxaa**: We are going to eat steelhead trout, can be practiced anytime you are going to eat. Use the suggested lessons for teaching these phrases. Listen to the audio recording of a fluent speaker saying the sentences to learn the rhythm and cadence of spoken Tlingit.

### Vocabulary Cycle B Advanced

**S'áx yan aawash'aat**. The starfish is clingy.  
**Aashát gaxtooxaa**. We are going to eat steelhead trout.  
**A káx' toowu yak'éi we xáat**. She was happy for the salmon.

### Teacher's Notes

The focus of Cycle C Advanced is creative writing. Interesting sample sentences are presented here. You can give students more samples with this sentence--**Cháatl kei awsiyík**: He pulled up a halibut--by substituting each of the vocabulary terms for **Cháatl**: halibut. Other fish names can also be substituted in this sentence--**Yées t'á Gíksi sitgawsáanx' has aawaxáa**: They ate fresh king salmon barbecued over the fire at noon. You can also substitute another word for "noon." Note the spelling of centipede: **atx-aayí**. It is the same as food, except for the plain /x/.

### Vocabulary Cycle C Advanced

**Xáat jeigí du lítayi kaáy aawa.óos'**. She washed fish scales off her knife.  
**Cháatl kei awsiyík**. He pulled up a halibut.  
**Yées t'á Gíksi sitgawsáanx' has aawaxáa**. They ate fresh king salmon barbecued over the fire at noon.  
**Héen kát jinaskwanchi át áwé wé atxaayí**. The centipede swims on top of the water.

See Appendix III for lesson instructions.

**Lesson 1**

Introduce the new vocabulary.

**Basic Listening**

1. Mini Pictures
2. One to Five

**Basic Speaking**

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

**Lesson 2**

Review the unit's vocabulary.

**Basic Listening**

1. Turn Around
2. Major League

**Basic Speaking**

3. Right or Wrong?
4. Half Match
5. Over/Under

**Lesson 3**

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 4**

Introduce the unit's sentence.

**Basic Listening**

1. Turn Around
2. Sticky Foot

**Basic Speaking**

3. Revealing Illustration
4. Illustration Bingo
5. Half Match

**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. Right or Wrong?
2. Sight Word Bingo
3. Configurations
4. Funnel Words
5. String Along
6. 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. 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 traditional Native fishing practices. Arrange the presentation well in advance so that the presenter can gather concrete materials to enhance the session.
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.

\_\_\_\_\_ **jeigí du lítayi kaáy aawa.óos’**.

She washed \_\_\_\_\_ scales off her knife.

\_\_\_\_\_ **kei awsiyík**.

He pulled up a \_\_\_\_\_.

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

**Xáat jeigí du lítayi kaáy aawa.óos’**. She washed fish scales off her knife.

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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.

**Cháatl kei awsiyík.** He pulled up a halibut.

**Yées t'á Gíksi sitgawsáanx' has aawaxáa.** They ate fresh king salmon barbecued over the fire at noon.

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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.

**Héen kát jinaskwanchi át áwé wé atxaayí.** The centipede swims on top of the water.

**Xáat jeigí du lítayi kaay aawa.óos'.** She washed fish scales off her knife.

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# VOCABULARY PICTURES







**cháatl**  
halibut



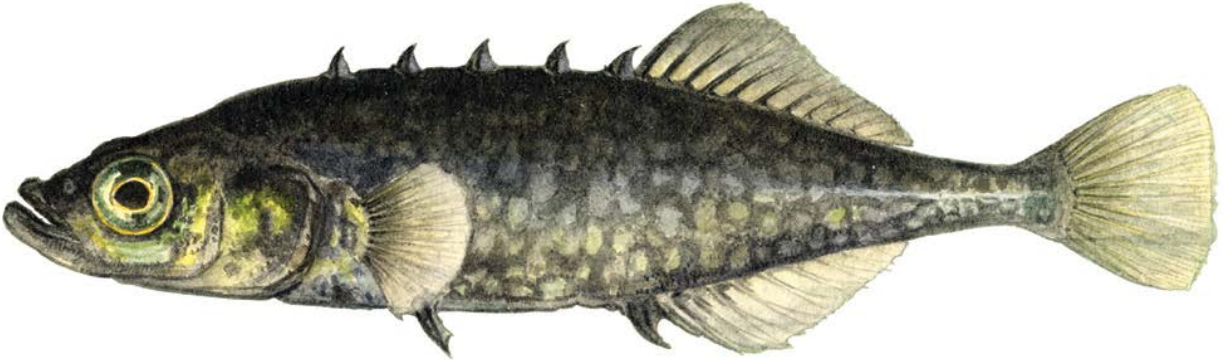
**dzánti**  
flounder





**x'áakw**  
sockeye upriver





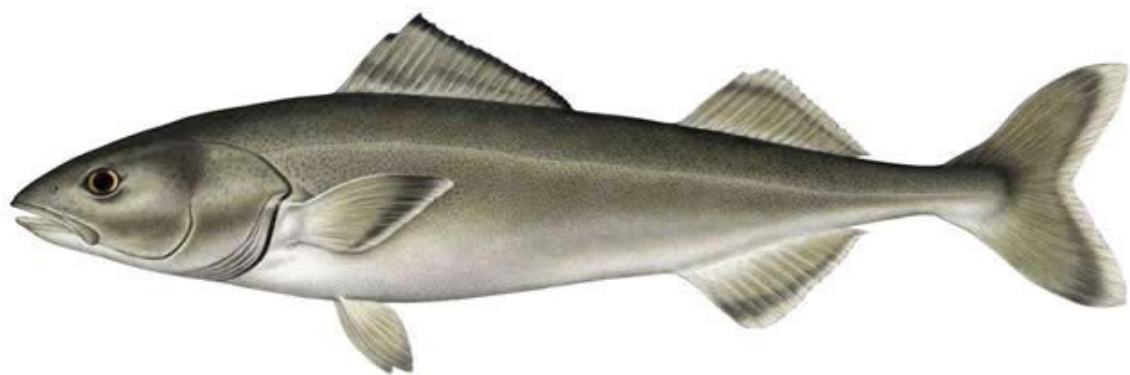
**k'aagán**  
stickleback



**wéix'**  
sculpin



**lóot'**  
eel



**ishkeen**  
black cod





**lit.isdúk**  
black bass



**léik'w**  
yelloweye rockfish



**ch'éetgáa**  
skate



**tóos'**  
shark





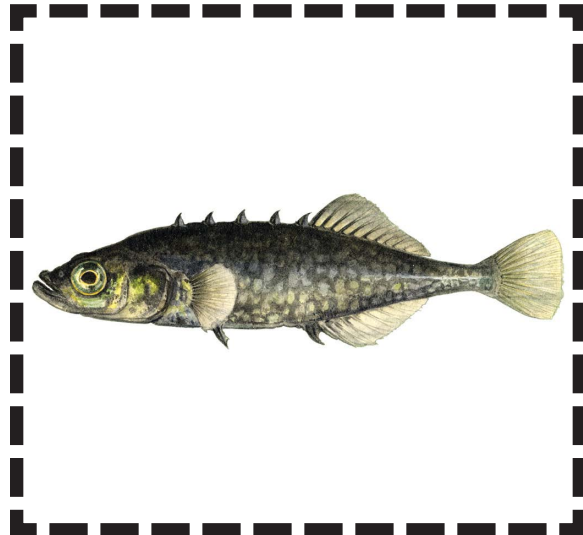
**xein**  
old salmon in river

# BASIC LISTENING





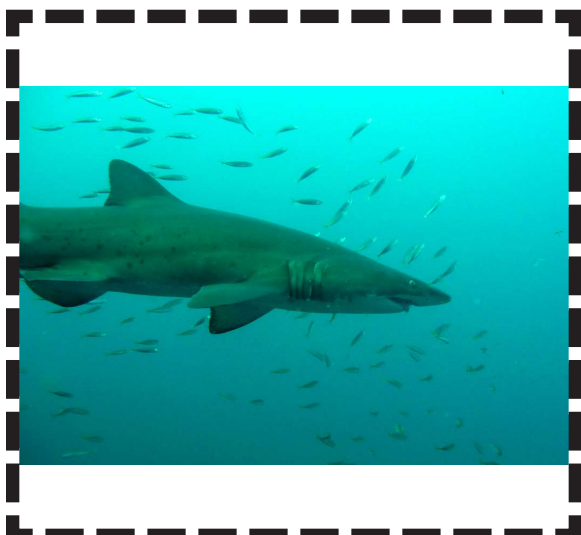
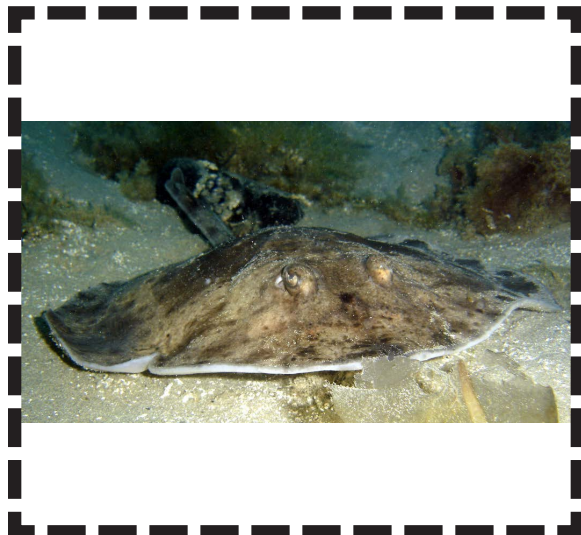
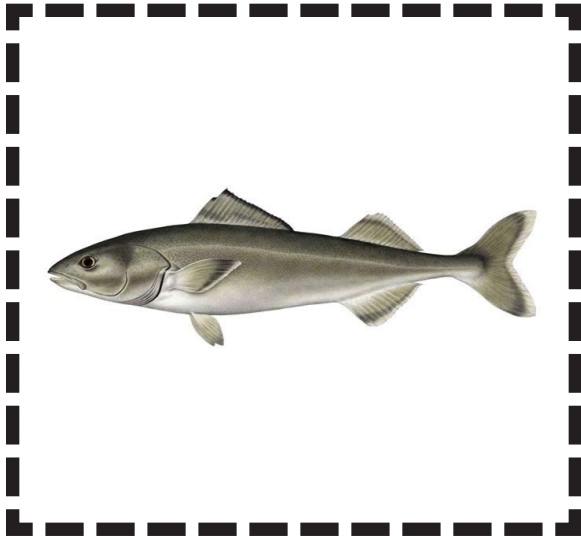
*Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.*







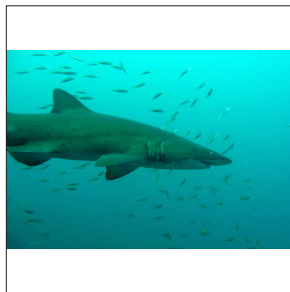
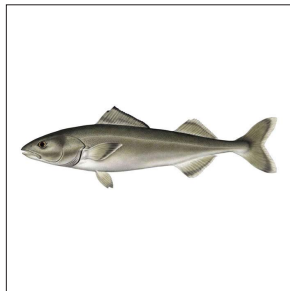
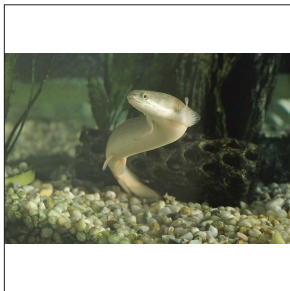
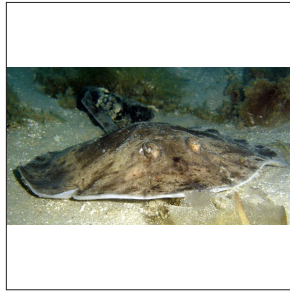
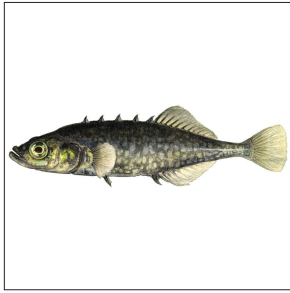
*Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.*







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





# BASIC READING

Sight Recognition





**ch'éetqáa**

**tóos'**

**xein**



**cháati**

**dzánti**

**x'áakw**





ishkēen

lit.isdúk

léik'w



**k'aaqaán**

**wéix'**

**lóot'**



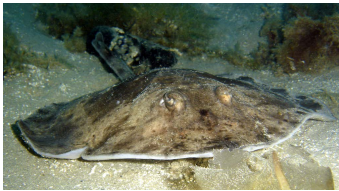
Circle the word for each picture.



cháatl  
dzánti  
x'áakw  
k'aagán  
wéix'  
lóot'  
ishkeen  
lit.isdúk  
léik'w  
ch'éetgáa  
tóos'  
xein



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tóos'  
xein







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

\_\_\_\_\_atl  
\_\_\_\_\_nti  
\_\_\_\_\_akw  
\_\_\_\_\_gán  
\_\_\_\_\_ix'  
\_\_\_\_\_ot'  
\_\_\_\_\_keen  
\_\_\_\_\_sdúk  
\_\_\_\_\_k'w  
\_\_\_\_\_tgáa  
\_\_\_\_\_os'  
\_\_\_\_\_in

ch'ée

wé

lit.i

k'aa

dzá

tó

chá

ish

xe

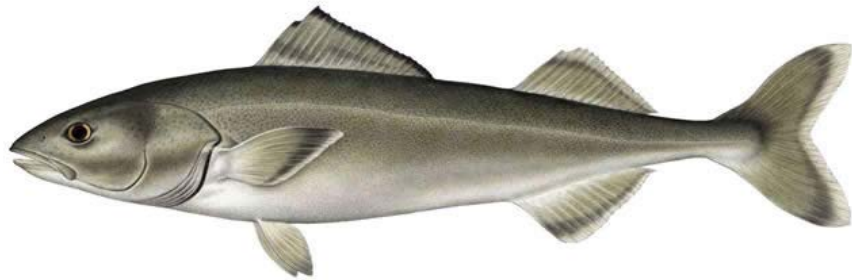
x'á

ló

léi



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



**e**

**i**

**e**

**k**

**s**

**h**

**n**



# BASIC WRITING





Complete the words by writing in the missing letters.

   h       tl

dz       ti

x'       kw

k'       gán

      ix'

l       t'

ishk       n

lit.is         

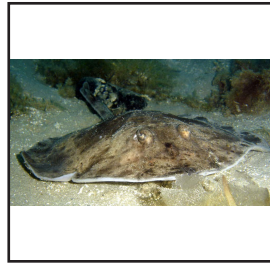
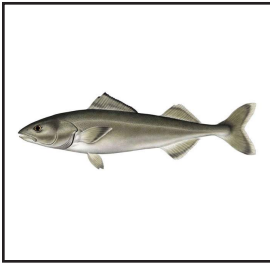
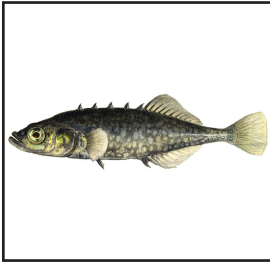
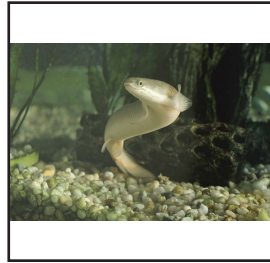
l       k'w

ch'       tgáa

t       s'

x       n

Write the correct vocabulary word next to each picture.





# DIALOG ACTIVITY PAGE





(a) Daa sá iyasháat?

(b) \_\_\_\_\_ x̄waasháat.

(a) Wuligéi akgé?

(b) Tléik', tlél ulgé.

ch'éetgáa

ishkeen

k'aagán

cháatl

tóos'

lit.isdúk

wéix'

dzánti

xein

léik'w

lóot'

x'áakw

*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. 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 19**

**Theme: Fish**

**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 **lit.isdúk**.”
2. “Write the number 2 on top of the picture of **léik'w**.”
3. “Write the number 3 on top of the picture of **ch'éetgáa**.”
4. “Write the number 4 on top of the picture of **tóos'**.”
5. “Write the number 5 on top of the picture of **xein**.”
6. “Write the number 6 on top of the picture of **cháatl**.”
7. “Write the number 7 on top of the picture of **dzánti**.”
8. “Write the number 8 on top of the picture of **x'áakw**.”
9. “Write the number 9 on top of the picture of **k'aagán**.”
10. “Write the number 10 on top of the picture of **wéix'**.”
11. “Write the number 11 on top of the picture of **lóot'**.”
12. “Write the number 12 on top of the picture of **ishkeen**.”

## 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 19**

**Theme: Fish**

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

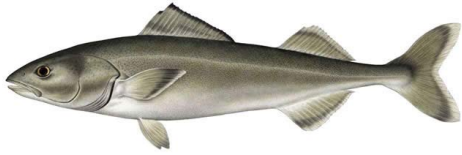
**Student's Name:** \_\_\_\_\_

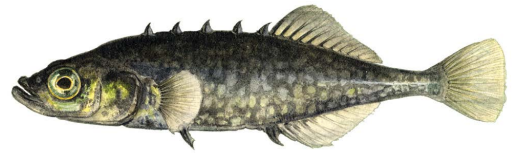
**Grade:** \_\_\_\_\_

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.



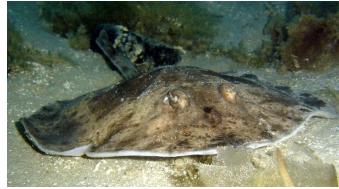




Circle the word for each picture.



cháatl  
dzánti  
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tóos'  
xein

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