

# UNIT 4

Body Parts



## Teacher's Notes

Cycle B introduces 12 terms for Body Parts. This cycle includes ten lessons with games and activities and the Student Support Materials (SSM). The SSM includes images, mini pictures, vocabulary word cards, student activity worksheets, and assessments. The unit's sentence and dialog are also part of the SSM. All this material is on an audio recording, spoken by a fluent speaker. Encourage students to listen to the audio many times if necessary. Students can get lots of practice with the dialog by substituting different body parts. In Tlingit, some nouns (body parts and kinship terms) are considered "inalienable," that is, they cannot be spoken of unless they are possessed. They must have a possessive pronoun attached. Singular possessive pronouns which can be used with body parts are **ax** (my), **i** (your), **du** (his/her/its). These nouns will continue to be used throughout all future cycles of this unit. It is to the students' advantage to master this vocabulary and commit the terms to long-term memory. They can then concentrate on the verb phrases to be introduced in Cycles C thru Advanced C. If students learn these words quickly, move forward to the next Cycle, which introduces verbs to be used with this theme.

## Vocabulary Cycle B

**oox** tooth  
**k'í** hip  
**tl'éik** finger  
**jigei** arm  
**gáts** thigh  
**x'oos** foot  
**x'usgoosh** toe  
**keyy** knee  
**t'eyy shú** elbow  
**xEEK** upper arm  
**káak'** forehead  
**téey** chin

## Unit's Sentence

**Ax** \_\_\_\_\_ **xwalichún**.  
I hurt my \_\_\_\_\_.

## Unit's Dialog

(a) **Wáa sá iwunee?**  
What happened to you?

(b) **Ax** \_\_\_\_\_ **wudichún**.  
My \_\_\_\_\_ got hurt.

(a) **Gwátk sá i** \_\_\_\_\_  
**wudichún?**  
When did your \_\_\_\_\_  
get hurt?

(b) **Tatgé**. Yesterday.

### Teacher's Notes

Cycle C introduces verbs to be used with the nouns from Cycle B. The focus is oral language development. The phrases are in the third person, imperfective (present) tense of the verb **a.ús'k** "to wash something". Use the photos from Cycle B, SSM, as props for each of the sentences. Encourage students to listen to the audio recording of the fluent speaker. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases that build upon the theme, Body Parts. Begin the unit with listening activities.

### Vocabulary Cycle C

**Du yá a.ús'k.** S/he is washing his/her face.

**Du x'oos a.ús'k.** S/he is washing his/her foot.

**Du shaxaawú a.ús'k.** S/he is washing his/her hair.

**Du ladix' a.ús'k.** S/he is washing his/her back of neck.

### Teacher's Notes

This simple question and answer gives students lots of listening practice. Use the pictures from the SSM for some of the activities and games. Use stuffed animals or puppets to ask \_\_\_\_\_ **ákyá?** Is this \_\_\_\_\_? The commands give more listening practice and an opportunity for students to demonstrate that they are understanding the command. It's best to give commands to the whole group or a select group of students before giving commands to an individual.

### Vocabulary Cycle A Advanced

\_\_\_\_\_ **ákyá?**  
Is this \_\_\_\_\_?

**Aaá.** Yes.

**Tléik', tléil** \_\_\_\_\_ **áwé.**  
No, that isn't \_\_\_\_\_.

**Goosóo i** \_\_\_\_\_?

Where is your \_\_\_\_\_?

**At shí.** Touch it.

**At yishí.** Touch it. (pl)

**Kíndei i** \_\_\_\_\_.

Raise your \_\_\_\_\_.

**Yíndei i** \_\_\_\_\_.

Lower your \_\_\_\_\_.

### Teacher's Notes

Cycle B Advanced gives students practice with more descriptive sentences about body parts. You can use puppets, stuffed animals, or pictures to demonstrate some of the verbs, including **Du x'oos diwúx'**: He has wide feet. You can substitute many different body parts in this sentence: **Ax waak wudixwétl**: My eyes are tired. Use the suggested lessons and the SSM to teach these descriptive sentences. Encourage students to listen to the audio recording of a fluent speaker saying these sentences.

### Vocabulary Cycle B Advanced

**Ax x'usgoosh yéi kwlisáa.** She has skinny toes.

**Du x'as' litseen.** He has a strong jaw.

**Ax xeik tléil ulsteen.** My arm feels weak.

**Du x'oos diwúx'.** He has wide feet.

**Ax waak wudixwétl.** My eyes are tired.

### Teacher's Notes

Cycle C's focus is creative writing. Most students will be able to write simple sentences using the nouns from this unit and simple verbs. These more descriptive sentences are samples for the students to follow in their writing. In addition to the nouns from this unit, these sentences include vocabulary from the Integrated Units on "time" and "colors" and Unit 13, "clothing." Students feel good about their learning when they recognize more and more of the vocabulary.

### Vocabulary Cycle C Advanced

**Kei guxlanúkts tá yá xáanaa.** Sleep will be sweet tonight.

**Daxdahéen yan yaawagás'.** He fell on his face twice.

**Júx'aa tóot astán du jín.** He has his arm in a sling.

**Du gúk káx ayaawayeesh du sadaat'aayí.** She pulled her scarf down over her ears.

**Du oox kanat'á kahéeni yáx kawdisék'w.** Her teeth are the color of blueberry juice.

### **Lesson 1**

Introduce the new vocabulary.

#### **Basic Listening**

1. Mini Pictures
2. Searchlight
3. Hidden Words

#### **Basic Speaking**

- 4 Actions!
- 5 Out of Order
6. Over/Under

### **Lesson 2**

Review the unit's vocabulary.

#### **Basic Listening**

1. Back to Back Race
2. Locomotive

#### **Basic Speaking**

3. Sheet Golf
4. Disappearing Illustrations
5. What's That Word?

### **Lesson 3**

Review the unit's vocabulary.

#### **Basic Listening**

1. Numbered Illustrations
2. Here, There, Everywhere

#### **Basic Speaking**

3. Disappearing Illustrations
4. What's That Word?
5. Flashlight Name

### **Lesson 4**

Introduce the unit's sentence.

#### **Basic Listening**

1. Right or Wrong?
2. Half Match

#### **Basic Speaking**

3. Calendar Bingo
4. Colored Words
5. Number Draw

### **Lesson 5**

Review 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 6**

Introduce the unit's sentence

#### **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 sentence.

#### **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 sentence.

#### **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 sentence

#### **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. Lay a length of white paper on the floor. Group the students around the paper. Give each student a white candle. The students should then create illustrations of body parts, using the white candles. When the paper is filled with illustrations, have the students take turns washing the illustrations with a thin mixture of paint. Display the crayon-resist mural in the classroom or hallway.

## Cycle C Advanced Creative Writing Activities

1. Fill in the blanks to complete the sentences below.

**Júx'aa** **tóot astán** du \_\_\_\_\_.

He has his \_\_\_\_\_ in a sling.

**Du** \_\_\_\_\_ **káx ayaawayeesh** du **sadaat'aayí**.

She pulled her scarf down over her \_\_\_\_\_.

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

**Daxdahéen yan yaawagás'**. He fell on his face twice.

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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.

**Du gúk káx ayaawayeesh du sadaat'aayí.** She pulled her scarf down over her ears.

**Du oox kanat'á kahéeni yáx kawdisék'w.** Her teeth are the color of blueberry juice.

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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.

**Kei guxlanúks tá yá xáanaa.** Sleep will be sweet tonight.

**Du gúk káx ayaawayeesh du sadaat'aayí.** She pulled her scarf down over her ears.

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# VOCABULARY PICTURES







**oox**  
tooth



**k'í**  
hip



**tl'éik**  
finger

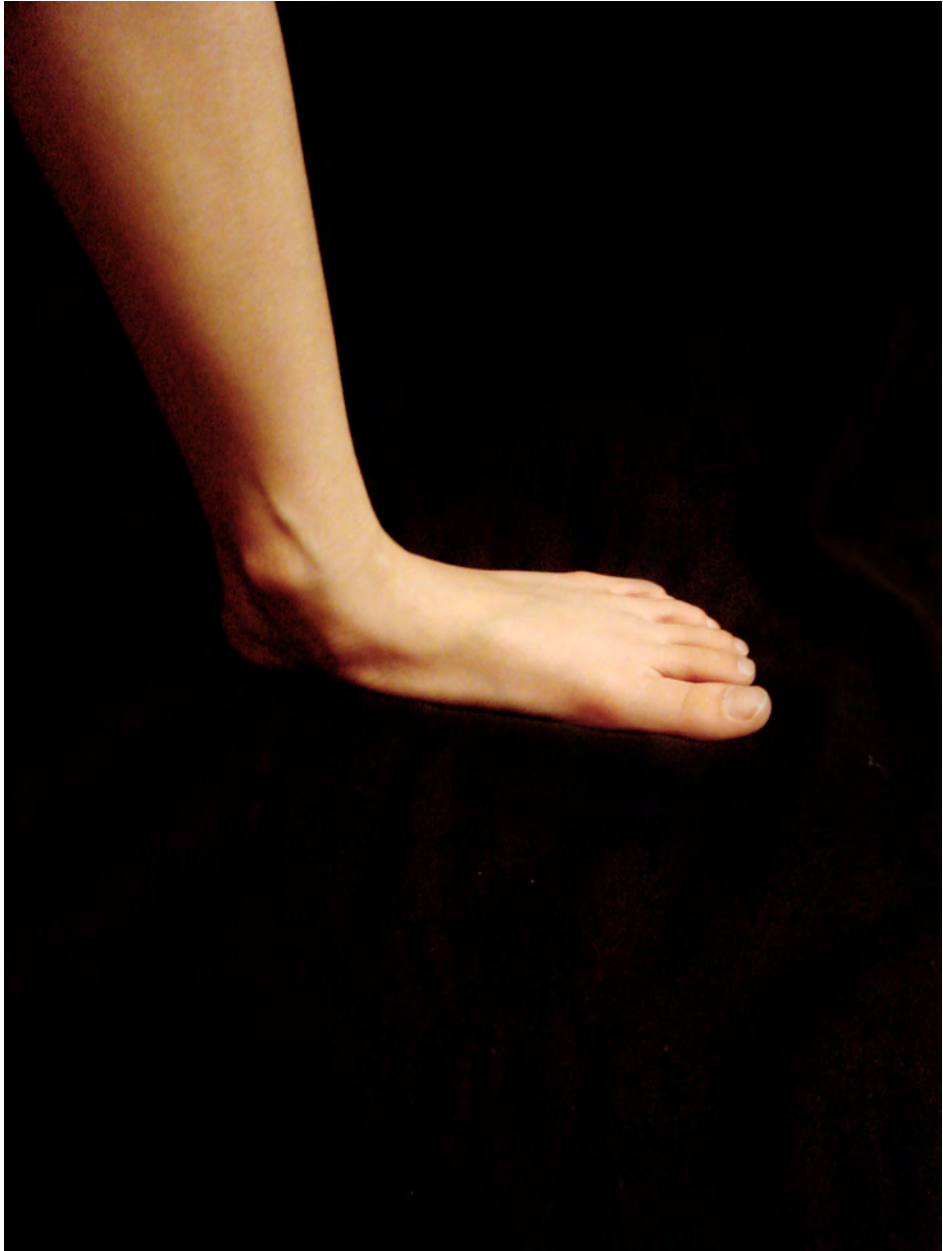




**jigei**  
arm



**gáts**  
thigh



**x'00s**  
foot



**x'usgoosh**  
toe





**key**  
knee



**t'eey shú**  
elbow



**xeeek**  
shoulder



**káak'**  
forehead





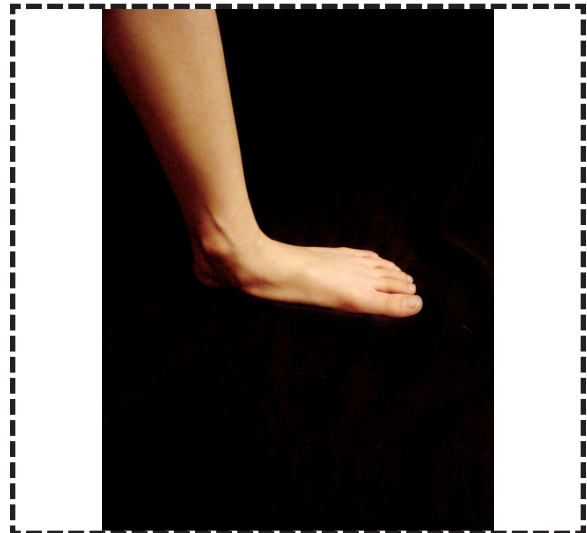
**téey**  
chin

# BASIC LISTENING





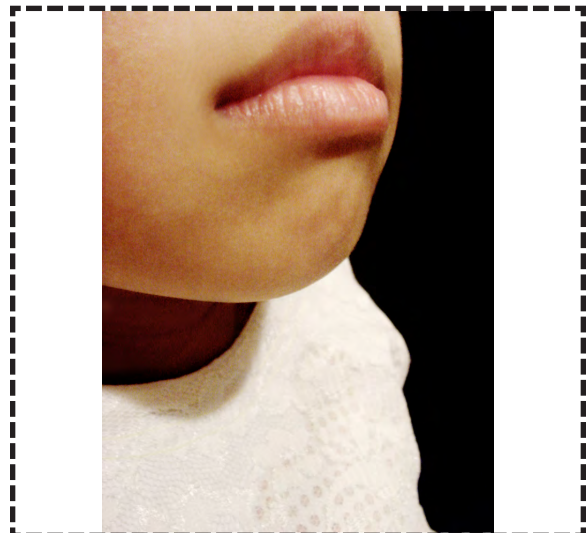
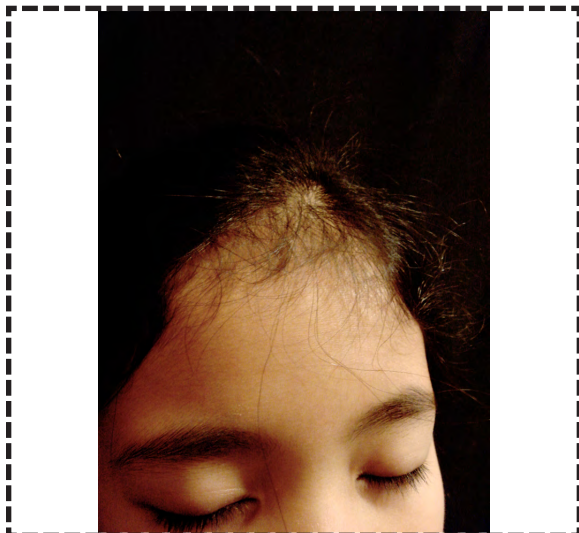
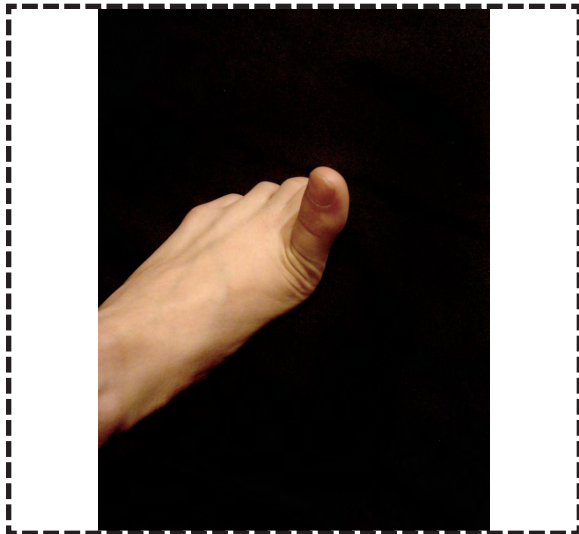
*Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.*







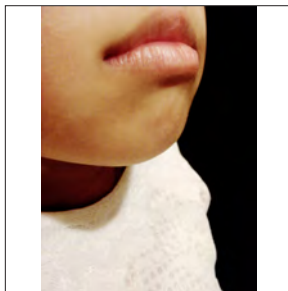
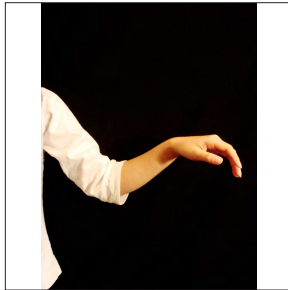
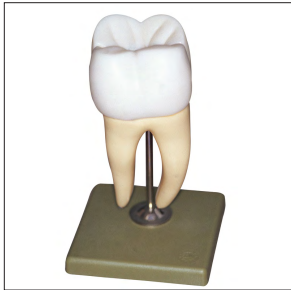
*Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.*







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





# BASIC READING

Sight Recognition





**k'í**

**tl'éik**

**jigei**



gáts

x'ooos

x'usgooosh





keey

t'eey shú

xeeek



oox̄

káak'

téey



Circle the word for each picture.



oox  
k'í  
tl'éik  
jigei  
gáts  
x'oos  
x'usgoosh  
keey  
t'eeey shú  
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téey



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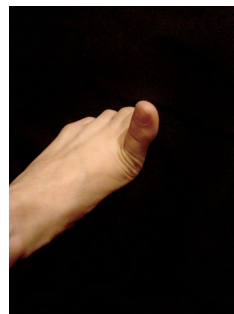
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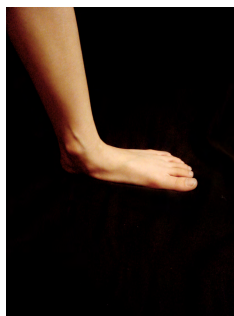


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Circle the word for each picture.



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# BASIC READING

Encoding





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

\_\_\_\_\_ x

k' \_\_\_\_\_

tl' \_\_\_\_\_ k

\_\_\_\_\_ gei

gá \_\_\_\_\_

x'o \_\_\_\_\_

\_\_\_\_\_ oosh

ke \_\_\_\_\_

t'eey \_\_\_\_\_

\_\_\_\_\_ ek

ká \_\_\_\_\_

t \_\_\_\_\_ y

os

í

ts

ji

éi

ée

ak'

oo

shú

x'usg

xe

ey



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



á

t

s

g



# BASIC WRITING







Complete the words by writing in the missing letters.

k \_ \_ y  
\_ 'e \_ \_ shú  
x \_ \_ \_  
x' \_ \_ s  
x'u \_ \_ \_ \_ os \_  
\_ áa \_ '  
\_ é \_ y  
\_ \_ \_ x  
\_ 'í  
\_ \_ 'éik  
jig \_ \_  
gá \_ \_

Write the correct vocabulary word next to each picture.



\_\_\_\_\_



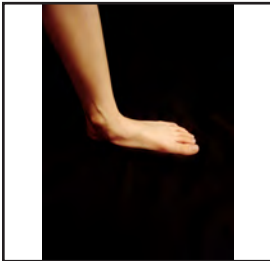
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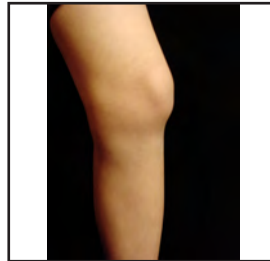
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\_\_\_\_\_



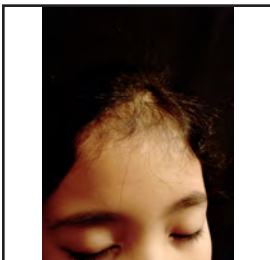
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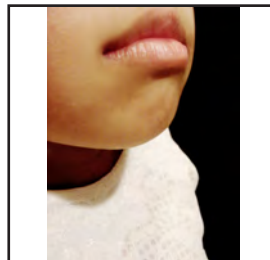
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\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# 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) Wáa sá iwunee?

(b) Ax \_\_\_\_\_ wudichún.

(a) Gwáatk sá i \_\_\_\_\_ wudichún?

(b) Tatgé.

jigei

k'í

gáts

x'oos

tl'éik

x'usgoosh

oox

keey

káak'

t'éey shú

x̄eek

téey



# UNIT ASSESSMENT



# **Tlingit Language Program**

**Unit Assessment  
Teacher's Notes**

**Cycle B Beginners Grade 7**

**Grade: 7**

**Unit: 4**

**Theme: More Body Parts**

**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 **oox**.”
2. “Write the number 2 on top of the picture of **k’í**.”
3. “Write the number 3 on top of the picture of **tl’éik**.”
4. “Write the number 4 on top of the picture of **jigei**.”
5. “Write the number 5 on top of the picture of **gáts**.”
6. “Write the number 6 on top of the picture of **x’oos**.”
7. “Write the number 7 on top of the picture of **x’usgoosh**.”
8. “Write the number 8 on top of the picture of **keey**.”
9. “Write the number 9 on top of the picture of **t’ey shú**.”
10. “Write the number 10 on top of the picture of **xeek**.”
11. “Write the number 11 on top of the picture of **káak**.”
12. “Write the number 12 on top of the picture of **téey**.”

### 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 4**

**Theme: More Body Parts**

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

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

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

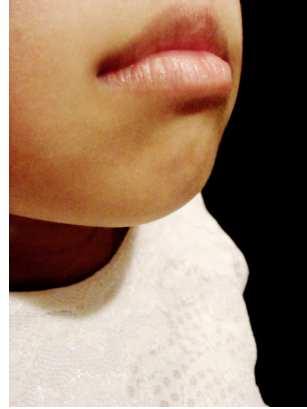
Teacher: To get a percentage for this student's assessment:

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.

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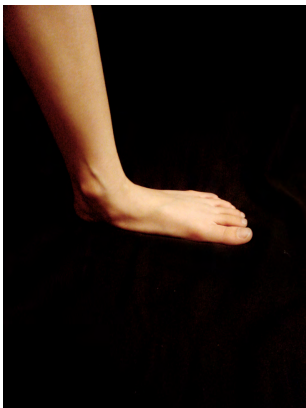
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Circle the word for each picture.



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x'usgoosh  
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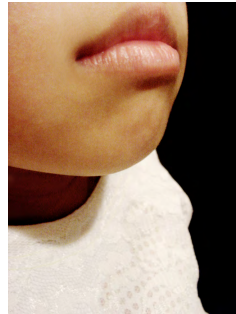
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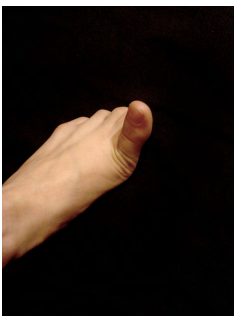
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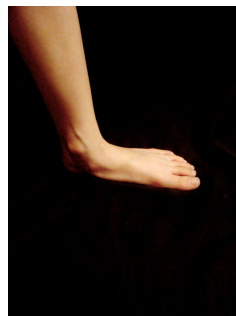
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**gá**

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**k'**

os  
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**jig**

os  
oosh  
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**xe**

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**tl'é**

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