

UNIT 6

Food



Teacher's Notes

The 12 vocabulary words in Cycle B name traditional food items. Cycle B includes ten suggested lessons and Student Support Materials (SSM). The SSM includes images, student worksheets, unit's sentence and dialog sections, and assessments. If some of the "food" vocabulary is very familiar to the students, they may learn the vocabulary quickly. If so, move on to the next cycle, which will add new phrases which build on the theme of "food." Once the students learn these terms and commit them to long-term memory, they can focus their learning on the new vocabulary to be presented in Cycles C through Advanced C..

Vocabulary Cycle B

kóox rice
suktéitl' beach asparagus
at x'éeshi dry fish
náayadi half dried fish
gáax'w herring eggs
kaháakw salmon eggs
laak'ask black seaweed
k'áach' red seaweed
káaxwei coffee
ttaa eixí seal oil
saak eexí ooligan oil
gwádaa butter

Unit's Sentence

_____ **gé ijeewú?**
Do you have _____?
_____?

Unit's Dialog

(a) _____ **gé ijeewú?**
Do you have _____?
_____?

(b) **Tléik'**, _____
ax jeewú ku.aa. No, but I have _____.

(a) _____ **ituwasigóo**
akgé? Do you want _____?
_____?

(b) **Aaá.** Yes. / **Tléik'.** No.

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 person, present tense of "to eat something," "to use something," and "to sip something." Use the photos from Cycle B, SSM, as props for each of the sentences. 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 that build upon the theme "food."

Vocabulary Cycle C

Laak'ásk axá. S/he is eating black seaweed.

Tsaa eixí yéi aya.óo. S/he is using seal oil.

K'áach' axá. S/he is eating red ribbon seaweed.

Saak eexí át̄x alyéix̄. S/he is using ooligan oil (to make something).

Linúkdzi héen adaná. S/he is drinking juice (sweet water).

Teacher's Notes

Advanced A continues the theme "food" and asks a simple yes/no question. Students will hear the repetition and will be able to respond to the question. Encourage students to listen to the audio recording of a fluent speaker saying these sentences. The command form of the verb can be used during snack and meal times, as well as in language lessons. As in Cycle C, the focus is on oral language development. If students learn the material quickly, move forward to the next cycle to learn new phrases related to the theme. Notice the kinship term in the closure sentence.

Vocabulary Cycle A Advanced

Daa sáwé eexá? What are you eating? _____ **xaxá.** I am eating _____.

Daa sáwé idaná? What are you drinking? _____ **xadaná.** I am drinking _____.

Commands

Idaná! Drink it!

Yidaná! Drink it! (pl)

Closure Sentence

_____ **ax léelk'w éet uwaháa.** My grandparent is hungry for _____.

Teacher's Notes

This cycle introduces adjectives, which in Tlingit are part of the verb. If you can bring in real or even fake food, the students can hold the objects and pretend to eat it or drink it. All of the food vocabulary words can be substituted in these sentence patterns. If you are fortunate enough to work with a fluent speaker, you can turn all of these sentences into questions which students can answer with **Aa.á**: yes, or **Tléik'**: no. Encourage students to listen to the audio recording of a fluent speaker so they can hear the pronunciation, rhythm, and cadence of spoken Tlingit.

Vocabulary Cycle B Advanced

Laak'ásk oowaxook dé. This black seaweed is dry now.

At x'éeshi ax x'éi yak'éi. This dry fish is tasty.

Wusi.áax'w ax yat'aayi héen. My coffee is bitter.

Yées wé gáax'w. The herring eggs are fresh.

Teacher's Notes

The focus of Cycle C Advanced is creative writing. By this cycle, students may be able to read and write simple sentences. This cycle gives five complex sentences for students to use as samples for their own writing. Students can substitute words from the vocabulary list that make sense in that pattern.

Vocabulary Cycle C Advanced

Akawsitaayi tléikw kagádaa tóonáx akawlicháa. He strained the boiled berries through cheesecloth.

Ku.éex'dei nasxóot' yá kakáshxi! Pack the steamed berries to the potlatch!

Xáanaa atxaayí yís gáx akawlis'úk. She fried rabbit for dinner.

Wé dleey yat'éex'. The meat is tough.

Tsaa eixí teen áwé yak'éi t'á at x'éeshi. Dry fish king salmon is good with seal oil.

Cycle C Advanced Creative Writing Activities

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

_____ **dei nasxóot' yá kakáshxi!**

Pack the steamed berries to _____!

Xáanaa atxaayí yís _____ akawlis'úk.

She fried _____ for dinner.

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

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

Ku.éex'dei nasxóot' yá kakáshxi! Pack the steamed berries to the pot-latch!

Tsaa eiýí teen áwé yak'ei t'á at x'éeshi. Dry fish king salmon is good with seal oil.

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.

Akawsitaayi tléikw kagádaa tóonáx akawlicháa. He strained the boiled berries through cheesecloth.

Ku.éex'dei nasxóot' yá kakáshxi! Pack the steamed berries to the pot-latch!

VOCABULARY PICTURES





kóox
rice



suktéitl'
beach asparagas



at x'éeshi
dry fish



náayadi
half dried fish



gáax'w
herring eggs



kaháakw
salmon eggs



laak'ásk
black seaweed



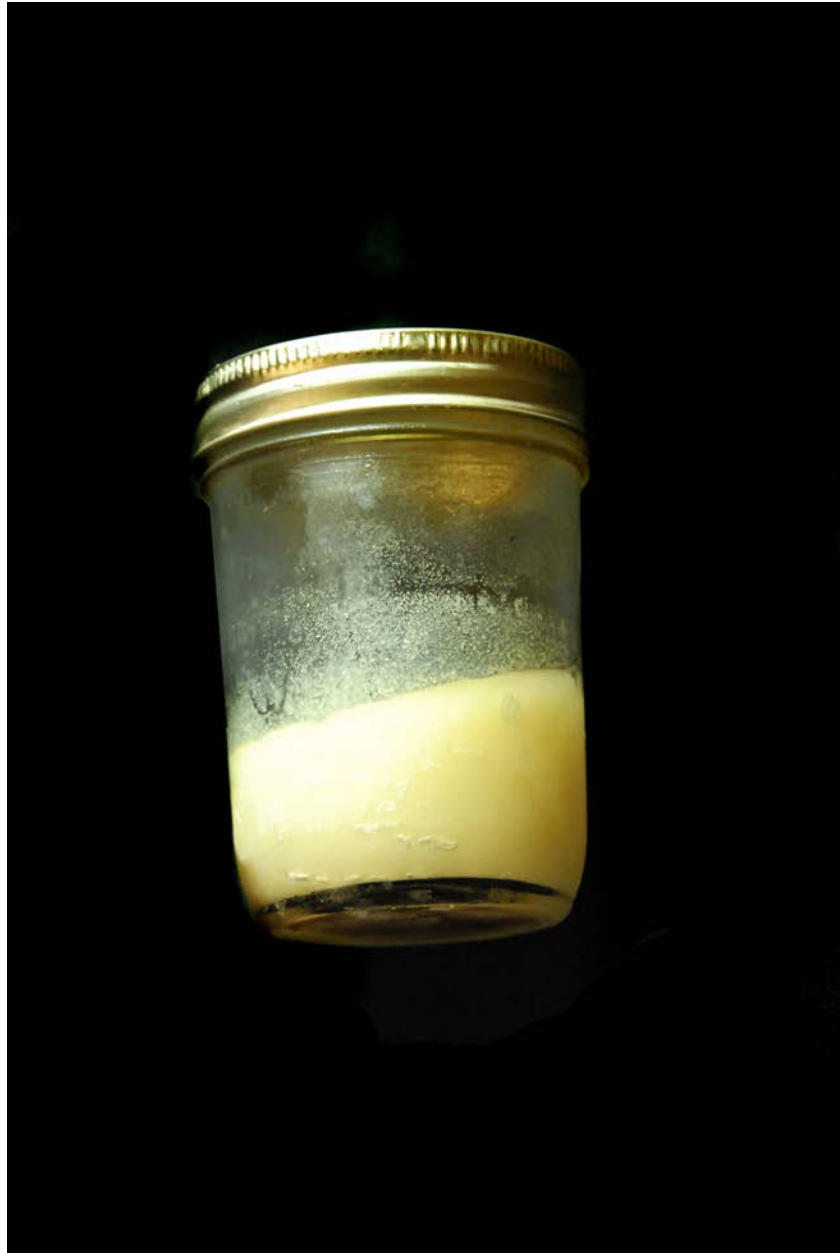
k'áach'
red seaweed



káaxwei
coffee



tsaa eixí
seal oil



saak eexí
ooligan oil



gwádaa
butter

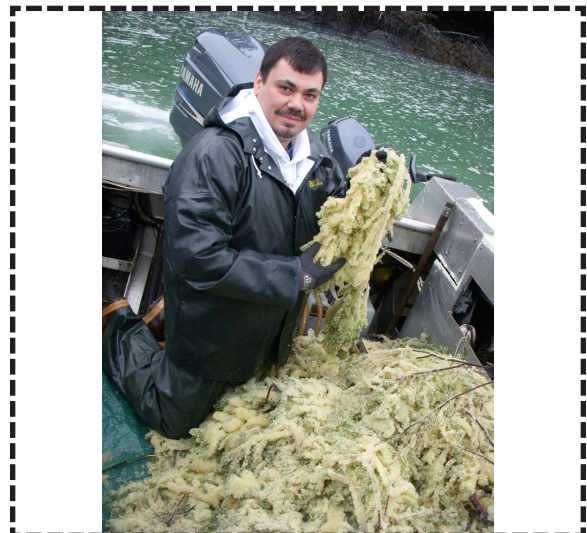
BASIC LISTENING



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



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



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



BASIC READING

Sight Recognition



KóóX

suktéitl'

at x'éeshi

náayadi

gáax'w

kahnáakw

laak'ásk

k'áach'

káaxwei

tsaa eixí

saak eexí

gwáadaa

Circle the word for each picture.



kóox
suktéitl'
at x'éeshi
náayadi
gáax'w
kaháakw
laak'ásk
k'áach'
káaxwei
tsaa eixí
saak eexí
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Circle the word for each picture.



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

l _____ sk

k' _____ h'

k _____ wei

at _____ shi

n _____ di

g _____ x'w

k _____ kw

tsaa _____

saak _____

g _____ aa

k _____ x

suk _____ tl'

áaya

aak'á

wád

x'ée

áac

eexí

óo

eixí

téi

aháa

áax

áa

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



é

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t

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s

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a

x'

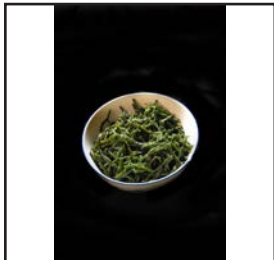
BASIC WRITING

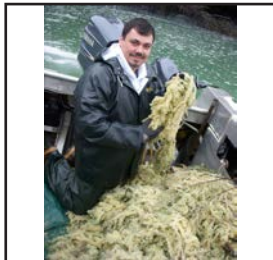


Complete the words by writing in the missing letters.

k'á _ _ h'
ká _ _ _ ei
_ _ aa _ ixí
_ t x' _ _ shi
_ _ ay _ di
_ á _ _ 'w
_ _ háa _ _
_ _ ak' _ sk
s _ _ k _ exí
_ _ ó _ x
s _ kté _ t _ '
_ w _ daa

Write the correct vocabulary word next to each picture.

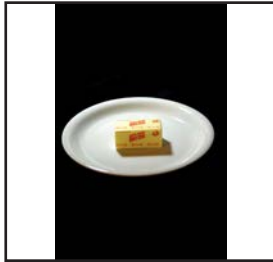
























DIALOG ACTIVITY PAGE



(a) _____ gé ijeewú?

(b) Tléik', _____ ax jeewú ku.aa.

(b) _____ ituwasigóo akgé?

(a) Áa.á / Tléik'

náayadi

káaxwei

laak'ásk

suktéitl'

at x'éeshi

saak eexí

kóox

kaháakw

k'áach'

gwádaa

tsaa eixí

gáax'w

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 _____

Unit 6

Theme: More Food

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 **kóox**.”
2. “Write the number 2 on top of the picture of **suktéitl'**.”
3. “Write the number 3 on top of the picture of **.at x'éeshi**.”
4. “Write the number 4 on top of the picture of **náayadi**.”
5. “Write the number 5 on top of the picture of **gáax'w**.”
6. “Write the number 6 on top of the picture of **kaháakw**.”
7. “Write the number 7 on top of the picture of **laak'ásk**.”
8. “Write the number 8 on top of the picture of **k'áach'**.”
9. “Write the number 9 on top of the picture of **káaxwei**.”
10. “Write the number 10 on top of the picture of **t^saa eixí**.”
11. “Write the number 11 on top of the picture of **saak eexí**.”
12. “Write the number 12 on top of the picture of **gwádaa**.”

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 6

Theme: More Food

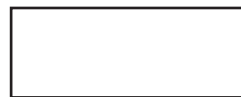
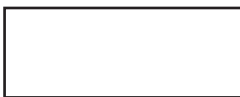
Date: _____

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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