

# UNIT 7

Review 4-6



### Teacher's Notes

This unit reviews Units 4-6. Phrases have been selected for review. If your students already know these, select others for extra practice. Use the suggested lessons and the Student Support Materials (SSM) to practice the vocabulary. The “body parts,” “kinship” and “food” themes will continue in Cycles C through Advanced C. If students can master the noun vocabulary and commit the terms to long-term memory, they can focus on learning the verbs in the next four cycles.

### Vocabulary Cycle B

**gáts** thigh  
**káak'** forehead  
**téey** chin  
**aat** paternal aunt  
**xúx** husband  
**shát** wife  
**kéilk'** his sister's child  
**náayadi** half dried fish  
**kaháakw** salmon eggs  
**ttaa eixí** seal oil  
**saak eexí** ooligan oil  
**gwádaa** butter

### Teacher's Notes

The review unit gives an added opportunity for more practice with the verb patterns. Units 4-6 introduce the verbs for “washing,” “helping,” “drinking,” and “eating.” Choose your review sentences based on your students’ progress. Encourage students to listen to the audio recording of a fluent speaker saying these sentences so they can hear the pronunciation, rhythm, and cadence of spoken Tlingit.

### Vocabulary Cycle C

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

**Du yádi éet wudishée.** S/he is helping his/her child.

**Du yéet éet wudishée.** S/he is helping his/her son.

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

### Teacher's Notes

This review unit gives students more practice with the phrases from Units 4-6. By this cycle, students should know all of the nouns from the units on “body parts,” “family,” and “food.” The commands are familiar TPR commands. Encourage students to listen to the audio recording of a fluent speaker saying these sentences. One of the outcomes from a review unit is the sense of accomplishment that both the students and teachers can feel. As students commit more phrases to long-term memory, their confidence builds and they are ready to move forward to the next cycle.

### Vocabulary Cycle A Advanced

**Kíndei i** \_\_\_\_\_.

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

**Yíndei i** \_\_\_\_\_.

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

**Daa sá idaná?** What are you drinking?

\_\_\_\_\_ **ax**  
**léelk'w éet uwaháa.**

My grandparent is hungry

for \_\_\_\_\_.

### Teacher's Notes

As in the other review cycles, we have selected sentences for the students to so they can get more practice. If you see that there are other sentences in units 4-6 where students need more work, select those. You can continue to use the SSM and any other props that you have. Encourage students to listen to the audio recording of a fluent speaker saying these sentences. Sometimes students like to review sentences that they already know well to remind themselves that “Yes, I am learning Tlingit!”

### Vocabulary Cycle B Advanced

**Du x'ás' téey latseen.** He has a strong jaw.

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

**Du xúx at daa tuwatee.** Her husband is thoughtful.

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

### Teacher's Notes

Choose these sentences or others from units 4-6 that are most appropriate for your students. Students can use these sentence patterns to revise slightly for their own sentences. The more practice they have with writing these sentences, the more familiar they become with Tlingit sentence patterns. Use the suggested activities.

### Vocabulary Cycle C Advanced

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

**Keex'é shukát áwé shoodanookch ax léelk'w.** My grandfather wakes up before dawn.

**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.

**Keex'é shukát áwé** \_\_\_\_\_ **ax léelk'w.**

My grandfather \_\_\_\_\_ before dawn.

**Wé dleey** \_\_\_\_\_.

The meat \_\_\_\_\_.

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

**Wé dleey yat'éex'.** The meat is tough.

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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.

**Wé dleey yat'éex'.** The meat is tough.

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

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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.

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

**Keex'é shukát áwé shoodanookch ax léelk'w.** My grandfather wakes up before dawn.

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# VOCABULARY PICTURES





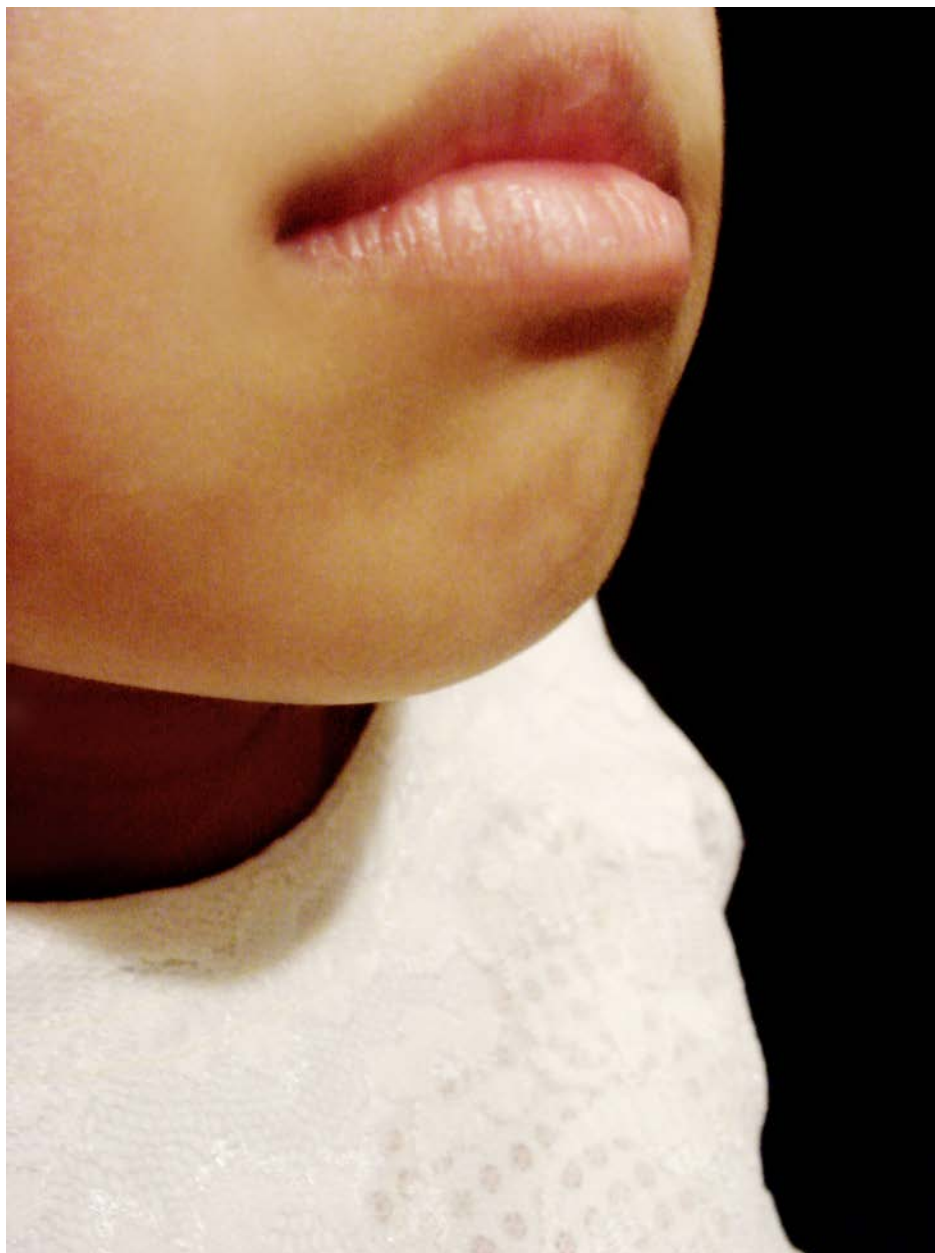




**gáts**  
thigh



**káak'**  
forehead



**téey**  
chin



**aat**  
paternal aunt





**χύχ**  
husband



**shát**  
wife



**kéilk'**

his sister's child



**náayadi**  
half dried fish

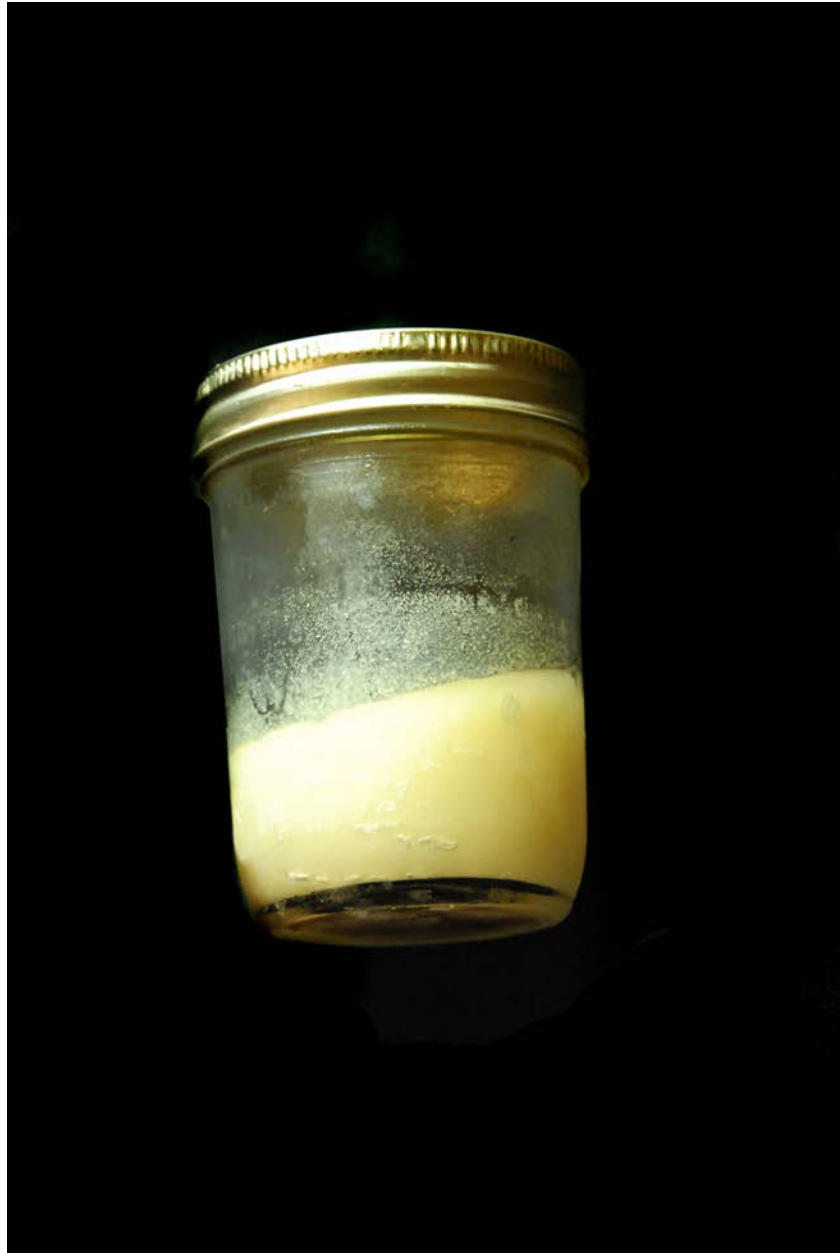




**kaháakw**  
salmon eggs



**tsaa eixí**  
seal oil



**saak eexí**  
ooligan oil



**gwádaa**  
butter

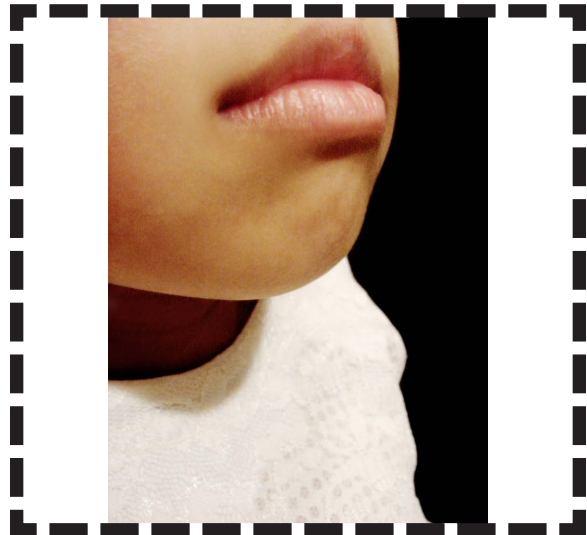
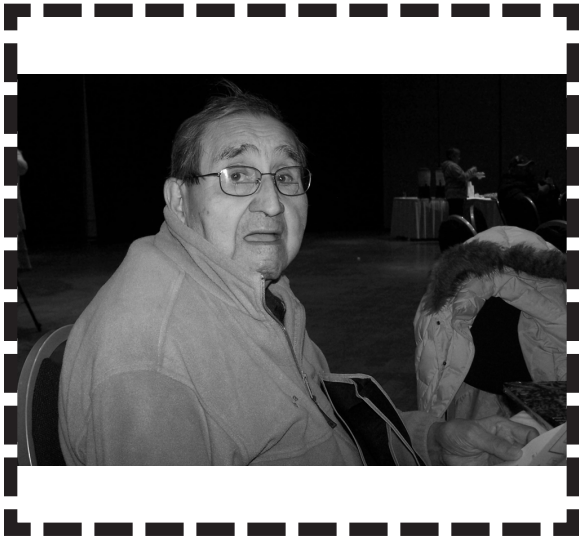


# BASIC LISTENING





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



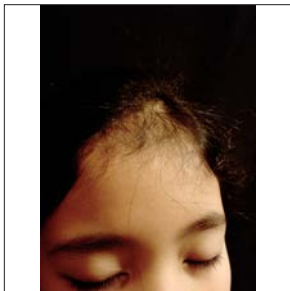
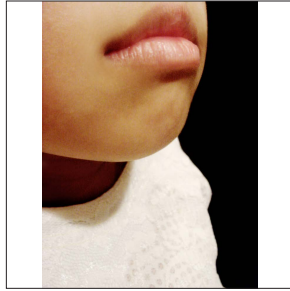


*Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.*





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







# BASIC READING

Sight Recognition





**qáts**

**káak'**

**téey**



aat

xúx̄

shát



**Kéilk'**

**náayadi**

**kahnáakw**





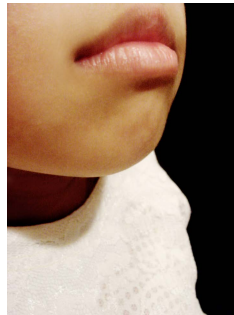
tsaa eixí

saak eexí

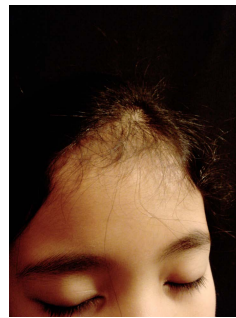
gwádaa



*Circle the word for each picture.*



*Circle the word for each picture.*







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

t \_\_\_\_\_ y  
\_\_\_\_\_ t  
ka \_\_\_\_\_ w  
x \_\_\_\_\_  
s \_\_\_\_\_ t  
g \_\_\_\_\_ s  
k \_\_\_\_\_ k'  
t \_\_\_\_\_ eixí  
s \_\_\_\_\_ eexí  
g \_\_\_\_\_ aa  
k \_\_\_\_\_ k'  
n \_\_\_\_\_ di

áa

éil

úx

há

háak

wád

át

saa

aa

aak

áaya

ée





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



**a**

**k**

**e**

**a**

**e**

**s**

**x**

**í**



# BASIC WRITING





Complete the words by writing in the missing letters.

**g \_ t \_**

**\_ áa \_ ’**

**\_ ée \_**

**\_ a \_**

**x \_ x**

**\_ há \_**

**\_ éi \_ k’**

**n \_ \_ yadi**

**k \_ h \_ a \_ kw**

**t \_ \_ \_ \_ ixí**

**s \_ \_ k \_ exí**

**\_ wád \_ \_**

Write the correct vocabulary word next to each picture.



\_\_\_\_\_



\_\_\_\_\_



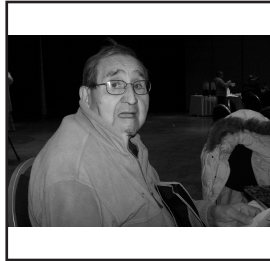
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# UNIT ASSESSMENT



# **Tlingit Language Program**

## **Unit Assessment Teacher's Notes**

### **Cycle B Beginners Grade 7**

**Grade: 7**

**Unit: 7**

**Theme: Unit 7 Review**

**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 **gáts**.”
2. “Write the number 2 on top of the picture of **káak**.”
3. “Write the number 3 on top of the picture of **téey**.”
4. “Write the number 4 on top of the picture of **aat**.”
5. “Write the number 5 on top of the picture of **xúx**.”
6. “Write the number 6 on top of the picture of **shát**.”
7. “Write the number 7 on top of the picture of **kéilk'**.”
8. “Write the number 8 on top of the picture of **náayadi**.”
9. “Write the number 9 on top of the picture of **kaháakw**.”
10. “Write the number 10 on top of the picture of **ttaa 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 7**

**Theme: Unit 7 Review**

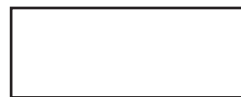
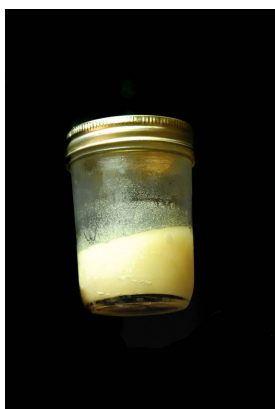
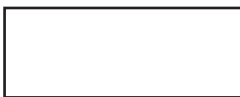
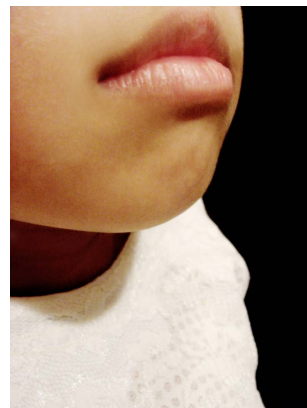
**Date:** \_\_\_\_\_

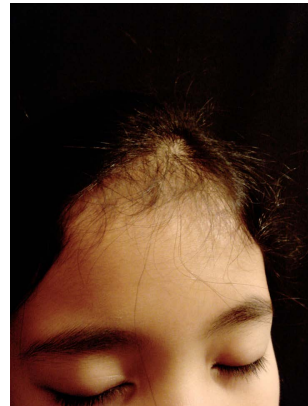
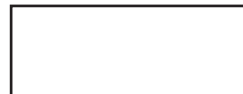
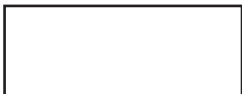
**Student's Name:** \_\_\_\_\_

**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.

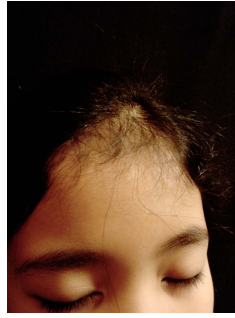




Circle the word for each picture.



Empty rectangular box for writing the word.



Empty rectangular box for writing the word.



Empty rectangular box for writing the word.



Empty rectangular box for writing the word.

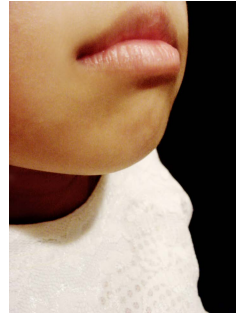


Empty rectangular box for writing the word.



Empty rectangular box for writing the word.

*Circle the word for each picture.*



**tsaa**

ilk'  
yadi  
áakw  
eixí  
ey  
at  
úx  
áts  
ak'  
át  
eexí  
daa

**ké**

ilk'  
yadi  
áakw  
eixí  
ey  
at  
úx  
áts  
ak'  
át  
eexí  
daa

**kah**

ilk'  
yadi  
áakw  
eixí  
ey  
at  
úx  
áts  
ak'  
át  
eexí  
daa

**ká**

ilk'  
yadi  
áakw  
eixí  
ey  
at  
úx  
áts  
ak'  
át  
eexí  
daa

**gwá**

ilk'  
yadi  
áakw  
eixí  
ey  
at  
úx  
áts  
ak'  
át  
eexí  
daa

**x**

ilk'  
yadi  
áakw  
eixí  
ey  
at  
úx  
áts  
ak'  
át  
eexí  
daa

**náa**

ilk'  
yadi  
áakw  
eixí  
ey  
at  
úx  
áts  
ak'  
át  
eexí  
daa

**g**

ilk'  
yadi  
áakw  
eixí  
ey  
at  
úx  
áts  
ak'  
át  
eexí  
daa

**saak**

ilk'  
yadi  
áakw  
eixí  
ey  
at  
úx  
áts  
ak'  
át  
eexí  
daa

**té**

ilk'  
yadi  
áakw  
eixí  
ey  
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áts  
ak'  
át  
eexí  
daa

**a**

ilk'  
yadi  
áakw  
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eexí  
daa

**sh**

ilk'  
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ak'  
át  
eexí  
daa



