

UNIT 8

Home



Teacher's Notes

This unit on “home” introduces 12 vocabulary words, all nouns. Ten lessons are suggested. Images, student activity worksheets, a unit’s sentence and dialog, and assessment are included in the Student Support Materials (SSM). The lessons and SSM follow the Developmental Language Process (DLP) beginning with listening and speaking exercises. Encourage students to listen to the audio recording of a fluent speaker saying the vocabulary words, unit’s sentence and dialog so they can hear the pronunciation, rhythm, and cadence of the spoken language. The theme, “home” is carried through four more cycles with each cycle adding new verb phrases. Students should do their best to learn these nouns well enough to commit them to their long-term memory. When students have mastered these nouns, they can concentrate on learning the new verb phrases, which will be introduced in Cycle C through Advanced C.

Vocabulary Cycle B

áa at gadus.ee yé kitchen
áa at duxá yé dining room
áa at du.us’k’ yé wash room
aadéi yóo aya.atgi yé bathroom
naa.át daakeidí closet
táay garden
nadáakw table
káayagijeit chair
s’eenáa light
gáach rug
yee.át bed
x’úx’ daakeidí book shelf

Unit's Sentence

**Wé _____ tudé/kátx’
xwaatee.** I put it in/on the
_____.

Unit's Dialog

(a) **Goot ax’ sá yan iyatee wé**
_____?

Where did you put the
_____? (or other
review vocabulary)

(b) **Goosu wé _____?**
Where is the _____?

(a) **Wé _____
tudé/kátx’ xwaatee.**
I put it in/on the _____.

(b) **Gunalchéesh.** Thank you.

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 in the third person. The previous grade level used this same sentence in first person. If you and your students are particularly interested in studying the verb forms, compare these sentences with Cycle C, Grade 5&6. Use the photos from Cycle B, SSM, as props for each of the sentences. If students learn the material quickly, move forward to the next cycle. The advanced cycles add new phrases which build upon the theme "home." Encourage students to listen to the audio recording of a fluent speaker saying these sentences to hear the pronunciation, rhythm, and cadence of spoken Tlingit.

Vocabulary Cycle C

Yáa át duxá yé wooch yáx yaa anasnéin. S/he is cleaning up the dining room.

Áa at du.us'k' yé wooch yáx yaa anasnéin. S/he is cleaning up the wash room.

Yee.át wooch yáx yaa anasnéin. S/he is cleaning up the bed.

Yá x'ux' áa kducháx ye k'idéin yaa anasnéin. S/he is cleaning up the book shelf.

Teacher's Notes

Teachers can use the photos for this unit or objects in the room as they ask "**Daa sá iyatéen?**"--"What do you see?" By this cycle most students will be able to easily respond with the answering phrase. The Total Physical Response (TPR) commands give students more listening practice with the nouns in this cycle and give them a chance to respond with physical actions. Use the suggested lessons to teach the phrases.

Vocabulary Cycle A Advanced

Góodéi sá yaa neegút? Where are you going?

_____ **dé yaa nxagút.** I am going to _____.

_____ **(at) yich'éx'.** Point to the _____. (pl)

_____ **(at) yee shí.** Touch the _____. (pl)

Teacher's Notes

Cycle B Advanced focuses on reading. The four sample sentences give practice using the theme's vocabulary with new verb phrases. Adjectives are often part of the verb, as in **S'eenáa yakawlikís'**: This light is burnt out, and **Wé naa.át daakeidí shaawahík**: The closet is really cluttered. Listen to the audio recording of a fluent speaker with your students to hear the pronunciation, rhythm, and cadence of these sentences. Use the activities and games in the suggested lessons to teach these sentences.

Vocabulary Cycle B Advanced

Wé áa at du.us'k'yé ligaaw. The washroom is noisy.

Wé xaawaagéi héide shután.

That window is open.

S'eenáa yakawlikís'. This light is burnt out.

Wé naa.át daakeidí shaawahík.

The closet is really cluttered.

Teacher's Notes

The four sentences give students examples they can use in writing their own sentences. All of the vocabulary words can be substituted for "upstairs" in this sentence: **Hít shantú k'idéin awsinei**: She cleaned upstairs. The four sample sentences use a variety of verb tenses with the theme nouns. All are in the third person (he, she, it).

Vocabulary Cycle C Advanced

Xít'aa een du neilí axít'gi nooch. He always sweeps his house with a broom.

Hít shantú k'idéin awsinei. She cleaned upstairs.

Haa gáni shukgwaxéex, haa sakwa.áat'. The wood is going to run out and we're going to be cold.

Wé kóok a yee kawjigít. It is dark inside the cellar.

See Appendix III for lesson instructions.

Lesson 1

Introduce the new vocabulary.

Basic Listening

1. Mini Pictures
2. Wild Cars

Basic Speaking

3. Actions!
4. Balloon Volleyball
5. Sheet Golf
6. The Disappearing Illustrations

Lesson 2

Review the unit's vocabulary.

Basic Listening

1. Skittleguard
2. Numbered Illustrations

Basic Speaking

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

Lesson 3

Review the unit's vocabulary.

Basic Listening

1. Skittleguard
2. Numbered Illustrations

Basic Speaking

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

Lesson 4

Introduce the unit's **sentence**.

Basic Listening

1. Wild Groups
2. Sticky Foot

Basic Speaking

3. Actions!
4. Stick of Chance
5. Under The Bridge

Lesson 5

Review the unit's **sentence**

Basic Listening

1. Major League
2. Beanbag Toss

Basic Speaking

3. Actions!
4. Half Match
5. One, Two, Three

Lesson 6

Review the unit's vocabulary.

Basic Reading - Sight

1. Elbow Lock
2. Face
3. Right or Wrong?
4. Sight Word Bingo
5. Use the Student Support Materials

Lesson 8

Review the unit's vocabulary.

Basic Writing

1. Flashlight Writing
2. The Other Half
3. Word Completion
4. What's Your Letter?
5. Use the Student Support Materials

Lesson 7

Review the unit's vocabulary.

Basic Reading - Encoding

1. Half time
2. Horizontal Match
3. Sensory Letters
4. Letter Encode
5. Use the Student Support Materials

Lesson 9

Review the unit's vocabulary.

Basic Writing

1. Crayon Resist
2. CV Spell
3. Bridge Building
4. Water Writing
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 life in a traditional clan house. You may wish to record the session so that it can be played back later.
3. Have the students do online research into homes from other cultures around the world. Each student should prepare a presentation based on his/her findings. Have each student present his/her report to the other students. Have a map of the world on display to locate the countries covered by the students' reports.

Cycle C Advanced Creative Writing Activities

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

Xít'aa een du neilí _____ nooch.

He always _____ his house with a broom.

Hít shantú k'idéin _____. _____ upstairs.

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

Wé kóok a yee kawjigít. It is dark inside the cellar.

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

Xít'aa een du neilí axít'gi nooch. He always sweeps his house with a broom.

Hít shantú k'idéin awsinei. She cleaned upstairs

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.

Wé kóok a yee kawjigít. It is dark inside the cellar

Haa gáni shukgwaxéex, haa sakwa.áat'. The wood is going to run out and we're going to be cold

VOCABULARY PICTURES





áa at gadus.ee yé
kitchen



áa at duxá yé
dining room



áa at du.us'k' yé
wash room



aadéi yóo aya.atgi yé
bathroom



naa.át daakeidí
closet



táay
garden



nadáakw
table



káayaqijeit
chair



s'eenáa
light



gáach
rug



yee.át
bed

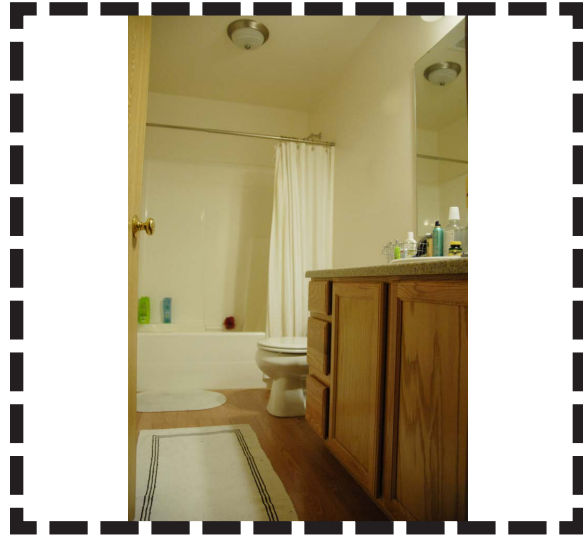
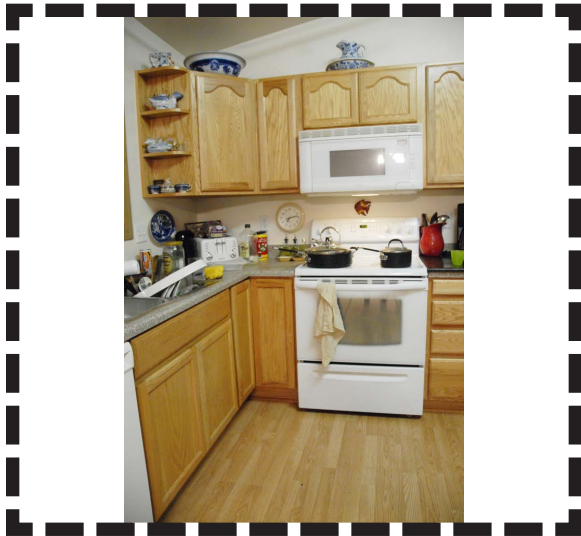


x'úx' daakeidí
book shelf

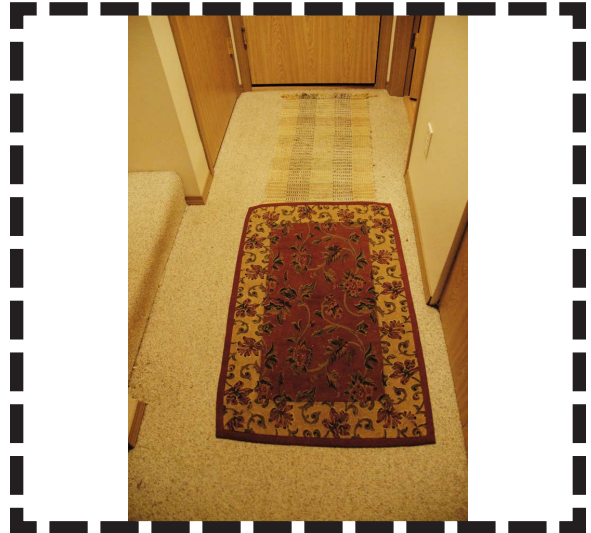
BASIC LISTENING



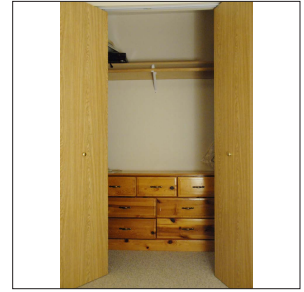
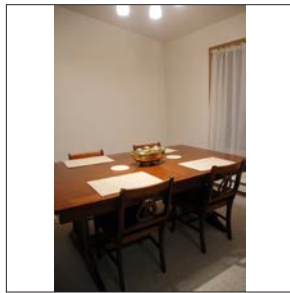
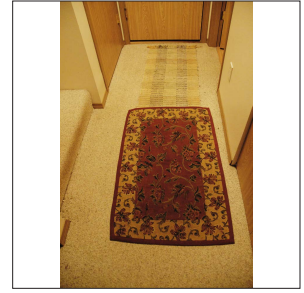
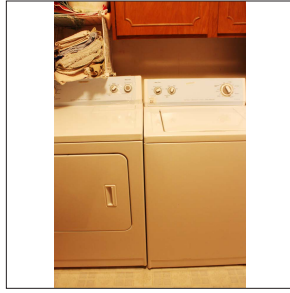
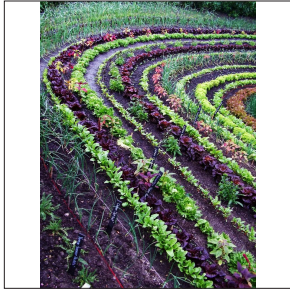
Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.



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



áa at gadus.ee yé

áa at du \bar{x} á yé

áa at du.us'k' yé

aadéi yóo aya.atgi yé

naa.át daakeidí

táay

nad'áakw

káayagijjeit

s'een'áa

qáaach

yee.át

x'úx' daakeidí

Circle the word for each picture.



áa at gadus.ee yé
 áa at duxá yé
 áa at du.us'k' yé
 aadéi yóo aya.atgi
 yé
 naa.át daakeidí
 táay
 nadáakw
 káayagijeit
 s'eenáa
 gáach
 yee.át
 x'úx' daakeidí



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

s' _____ áa

gá _____

y _____ t

x'úx' da _____ dí

áa at _____ .ee yé

áa at _____ yé

t _____ y

na _____ w

k _____ jeit

áa at _____ 'k' yé

aadéi yóo _____ gi yé

naa.át _____ dí

duxá

daakei

áayagi

gadus

dáak

ach

du.us

akei

aya.at

ee.á

áa

een

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



e

n

s'

e

a

á

BASIC WRITING



Complete the words by writing the missing parts.

á _ at g _ d _ s. _ _ yé
áa _ t dux _ _ _
á _ at _ u.u _ ' _ ' yé
_ _ déi yóo _ y _ .at _ i yé
_ _ a.át d _ _ keidí
tá _ _
_ _ dáak _
káa _ agij _ _ t
s'ee _ áa
gá _ _ h
y _ _ .át
x'úx' da _ _ _ idí

Write the correct vocabulary word next to each picture.







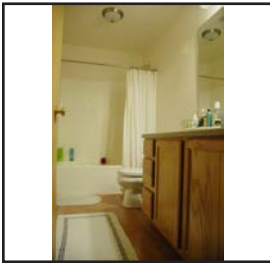


















DIALOG ACTIVITY PAGE



(a) Goot ax' sá yan iyatee wé/i
_____ ?

(b) Goosu wé/i _____ ?

(a) Wé _____ tudé/kát/x' xwaatee.

(b) Gunalchéesh.

áa at gadus.ee yé

áa at du.us'k' yé

áa at duxá yé

aadéi yoo aya.atgi yé

naa.át daakeidí

táay

nadaákaw

káayagijeit

s'eenáa

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

Unit 8

Theme: Home

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 **áa at gadus.ee yé.**”
2. “Write the number 2 on top of the picture of **áa at duxá yé.**”
3. “Write the number 3 on top of the picture of **áa at du.us'k' yé**”
4. “Write the number 4 on top of the picture of **aadéi yóo aya.atgi yé.**”
5. “Write the number 5 on top of the picture of **naa.át daakeidí.**”
6. “Write the number 6 on top of the picture of **táay.**”
7. “Write the number 7 on top of the picture of **nadáakw.**”
8. “Write the number 8 on top of the picture of **káayagijeit.**”
9. “Write the number 9 on top of the picture of **s'eenáa.**”
10. “Write the number 10 on top of the picture of **gáach.**”
11. “Write the number 11 on top of the picture of **yee.át.**”
12. “Write the number 12 on top of the picture of **x'úx' daakeidí.**”

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 8

Theme: Home

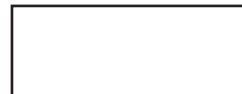
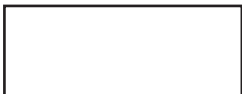
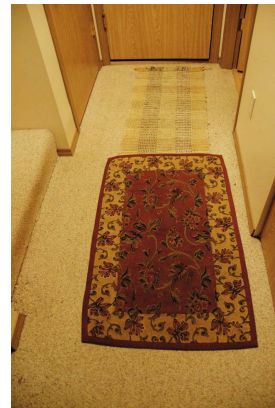
Date: _____

Student's Name: _____

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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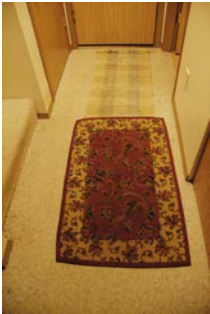
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nadáakw
káayagijeit
s'eenáa
gáach
yee.át
x'úx' daakeidí

naa.át	du.us'k' yé aya.atgi yé daakeidí dus.ee yé <u>xá</u> yé ay ach .át daakeidí akw agijeit náa	x'úx'	du.us'k' yé aya.atgi yé daakeidí dus.ee yé <u>xá</u> yé ay ach .át daakeidí akw agijeit náa
áa at du	du.us'k' yé aya.atgi yé daakeidí dus.ee yé <u>xá</u> yé ay ach .át daakeidí akw agijeit náa	áa at	du.us'k' yé aya.atgi yé daakeidí dus.ee yé <u>xá</u> yé ay ach .át daakeidí akw agijeit náa
káay	du.us'k' yé aya.atgi yé daakeidí dus.ee yé <u>xá</u> yé ay ach .át daakeidí akw agijeit náa	aadéi yóo	du.us'k' yé aya.atgi yé daakeidí dus.ee yé <u>xá</u> yé ay ach .át daakeidí akw agijeit náa

áa at ga

du.us'k' yé
aya.atgi yé
daakeidí
dus.ee yé
xá yé
ay
ach
.át
daakeidí
akw
agijeit
náa

nadá

du.us'k' yé
aya.atgi yé
daakeidí
dus.ee yé
xá yé
ay
ach
.át
daakeidí
akw
agijeit
náa

tá

du.us'k' yé
aya.atgi yé
daakeidí
dus.ee yé
xá yé
ay
ach
.át
daakeidí
akw
agijeit
náa

yee

du.us'k' yé
aya.atgi yé
daakeidí
dus.ee yé
xá yé
ay
ach
.át
daakeidí
akw
agijeit
náa

gá

du.us'k' yé
aya.atgi yé
daakeidí
dus.ee yé
xá yé
ay
ach
.át
daakeidí
akw
agijeit
náa

s'ee

du.us'k' yé
aya.atgi yé
daakeidí
dus.ee yé
xá yé
ay
ach
.át
daakeidí
akw
agijeit
náa



