

# UNIT 9

Animals



### Teacher's Notes

This unit on “animals” introduces 12 vocabulary words. Ten lessons are suggested. Images, mini-pictures, vocabulary word cards, 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. The theme “animals” 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 Cycles C through Advanced C. The “animals” unit is a favorite of many students and teachers. Some of the “animals” vocabulary may be very familiar to the students. If they learn the vocabulary quickly, move on to the next cycle which will add new phrases to the theme “animals.” If students learn the material quickly, move on to the next cycle.

### Vocabulary Cycle B

**guwakaan** deer  
**gooch** wolf  
**kanals’áak** squirrel  
**xíxch’** frog  
**nóoskw** wolverine  
**kuts’een** mouse  
**cheech** porpoise  
**dzísk’w** moose  
**xalak’ách’** porcupine  
**kóoshdaa** land otter  
**yáxwch’** sea otter  
**náakw** octopus

### Unit's Sentence

\_\_\_\_\_ **daat sh kalneegi áyá.** The story is about a \_\_\_\_\_.

### Unit's Dialog

(a) **I een sh kakkwalnéek.**  
I will tell you a story.

(b) **Daa sá a daat?**  
What is it about?

(a) **Wé \_\_\_\_\_ daat sh kalneegi áyá.** The story is about a \_\_\_\_\_.

(b) **Aaá.** Yes/okay.

### 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, present tense of the verb "for someone to see something." 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 sentences. If students learn the material quickly, move on to the next cycle. The advanced cycles build upon the theme adding new vocabulary.

### Vocabulary Cycle C

**Nóoskw xwasiteen.** I saw a wolverine.

**Kuts'een ayatéen.** S/he sees a mouse.

**Cheech ayatéen.** S/he sees a porpoise.

**Dzísk'w ayatéen.** S/he sees a moose.

### Teacher's Notes

Cycle A Advanced focuses on listening skills. Four phrases are added which can be used with all of the vocabulary words in Cycle B. These phrases can be added to the phrases in Cycle C to make a longer dialog. Suggested lessons for Cycle A Advanced are listed. Teachers may mix and match the activities, keeping in mind the DLP process--start with listening activities. This unit uses a question-and-answer activity. Listen to the audio recording of a fluent speaker saying the sentences.

### Vocabulary Cycle A Advanced

\_\_\_\_\_ ákyá?

Is this a \_\_\_\_\_?

**Aaá,** \_\_\_\_\_ áwé.

Yes, it is a \_\_\_\_\_.

\_\_\_\_\_ áwé. It is a

\_\_\_\_\_.

**Tléik',** \_\_\_\_\_ áwé. No,

this is a \_\_\_\_\_.

### Teacher's Notes

This cycle has sentences describing the animals' characteristics. Using the stuffed animals or puppets that many teachers have in their room is a great way to review the animal words and to teach the words. This cycle works very well when pairing all the vocabulary words with all of the sample sentences. The more practice the students get in hearing the language and speaking the sentences, the more natural and confident they will become. Encourage students to listen to the audio recording of a fluent speaker saying these words.

### Vocabulary Cycle B Advanced

**Nóoskw listeen.** The wolverine is tough.

**Taan satú ligaaw.** The sea lion has a loud voice.

**Xíxch'i dook si.áat.** The frog's skin is cold.

**Yá sátk wé kuts'een.** The mouse is in a hurry.

### Teacher's Notes

Students can use these sample sentences as models for their own writing, substituting other nouns from this unit. Two of the sentences contain dependent clauses.

**Aasgutóot wugoodí, dzísk'w x'us.eetí awsiteen:** He saw moose tracks when he was walking in the woods. **Has du yáa daak uwagút wé xóots tlein kanat'á has a.éeni:** While they were picking blueberries, the brown bear came face-to-face with them. As students become familiar with these patterns, even if they do not know every word, their language skills will grow.

### Vocabulary Cycle C Advanced

**Wé s'eeek gandaas'aají kúdi aawat'ei.** The black bear found a bee's nest.

**Yan gákoox̄t tuwditaan.** He decided to go back.

**Aasgutóot wugoodí, dzísk'w x'us.eetí awsiteen.** He saw moose tracks when he was walking in the woods.

**Has du yáa daak uwagút wé xóots tlein kanat'á has a.éeni.** While they were picking blueberries, the brown bear came face-to-face with them.

See Appendix III for lesson instructions.

**Lesson 1**

Review the unit's vocabulary.

**Basic Listening**

1. Let's Move
2. Number My Word

**Basic Speaking**

3. Right or Wrong?
4. Stick of Chance
5. Under The Bridge

**Lesson 2**

Introduce the new vocabulary.

**Basic Listening**

1. Mini Pictures
2. Illustration Sequence

**Basic Speaking**

3. Actions!
4. Out of Order
5. Over/Under

**Lesson 3**

Review the unit's vocabulary.

**Basic Listening**

1. Turn Around
2. Sticky Foot

**Basic Speaking**

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

**Lesson 4**

Introduce the unit's sentence.

**Basic Listening**

1. Locomotive
2. Funnel Vision

**Basic Speaking**

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

**Lesson 5**

Review the unit's sentence.

**Basic Listening**

1. Numbered Illustrations
2. Circle Hop

**Basic Speaking**

3. Actions!
4. Out of Order
5. Over/Under

**Lesson 6**

Review the unit's vocabulary.

**Basic Reading - Sight**

1. Sight Word Bingo
2. Configurations
3. Funnel Words
4. String Along
5. Use the Student Support Materials

### **Lesson 7**

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 8**

Review the unit's vocabulary.

#### **Basic Reading - Encoding**

1. Overhead Encode
2. Consonant/Vowel Cards
3. Mixed-Up Words
4. Letter Encode
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. Give each student a portion of tag board. The students should cut out the shapes of animals from the tag board. Then, lay a length of mural paper on the floor; have the students lay their cut-outs on the floor, under the paper. The students should then use crayons or pencils to do *rubbings* of the animals. Have the students label the *rubbings*. Display the completed *animals mural* in the classroom or hallway.

## Cycle C Advanced Creative Writing Activities

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

**Wé s'eeek gandaas'aají kúdi \_\_\_\_\_.**

The black bear \_\_\_\_\_ a bee's nest.

**Has du yáa daak uwagút wé xóots tlein kanat'á has \_\_\_\_\_.**

While they \_\_\_\_\_ blueberries, the brown bear came face-to-face with them.

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

**Wé s'eeek gandaas'aají kúdi aawat'ei.** The black bear found a bee's nest.

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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.

**Yan gakoxt tuwditaan.** He decided to go back.

**Aasgutóot wugoodí, dzísk'w x'us.eetí awsiteen.** He saw moose tracks when he was walking in the woods.

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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.

**Has du yáa daak uwagút wé xóots tlein kanat'á has a.éeni.** While they were picking blueberries, the brown bear came face to face with them.

**Wé s'EEK gandaas'aají kúdi aawat'ei.** The black bear found a bee's nest.

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# VOCABULARY PICTURES







**guwakaan**  
deer



**g**ooch  
wolf



**kanals'áak**  
squirrel





**xích'**  
frog



**nóoskw**  
wolverine



**kuts'een**  
mouse



**cheech**  
porpoise





**dzísk'w**  
moose



**xalak'ách'**  
porcupine



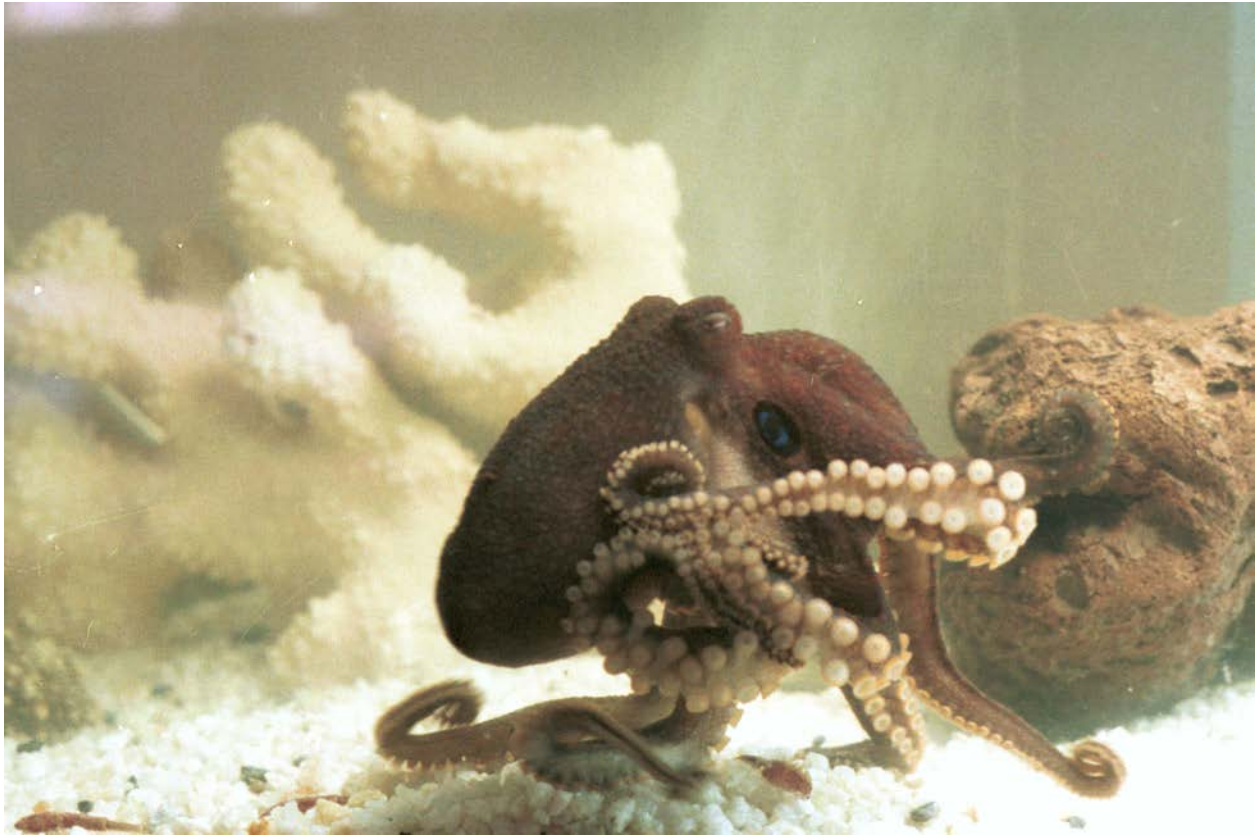
**kóoshdaa**  
land otter





**yáxwch'**  
sea otter





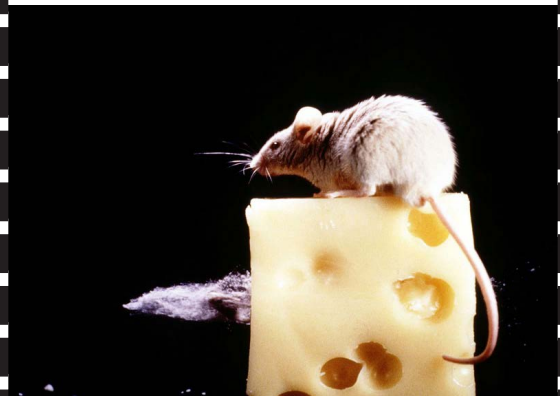
**náakw**  
octopus

# BASIC LISTENING





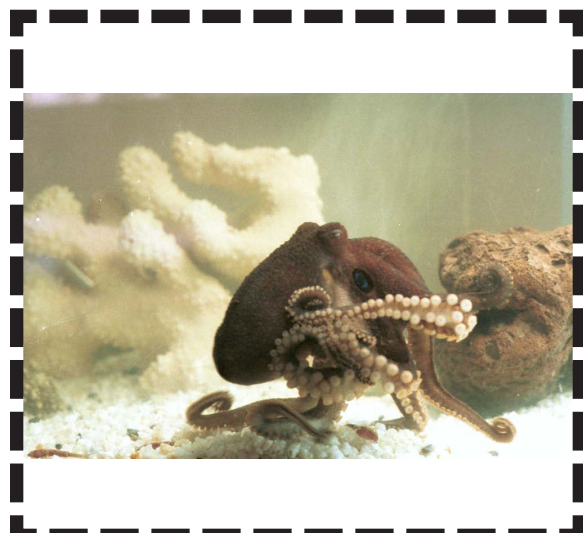
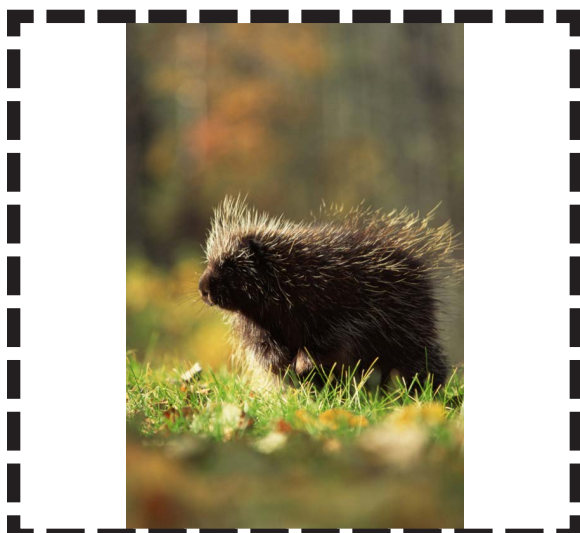
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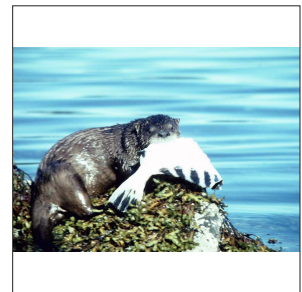
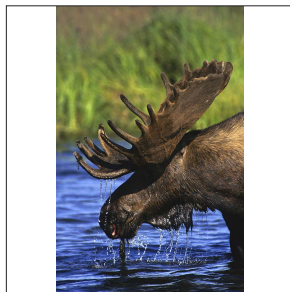
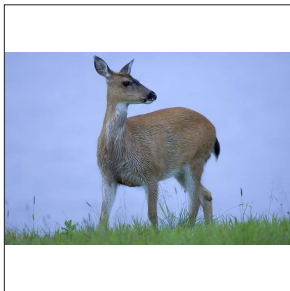
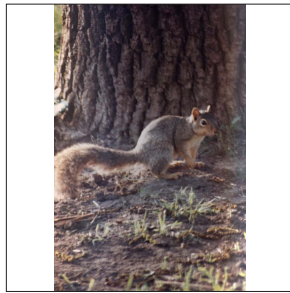
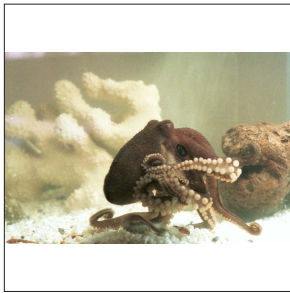
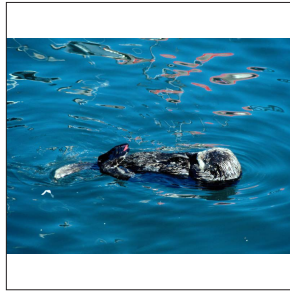
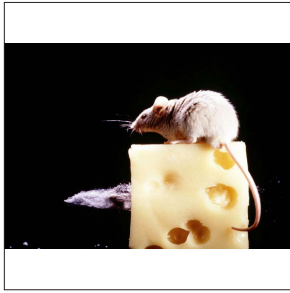
*Cut out the vocabulary pictures. Show the pictures for the vocabulary word given.*







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





# BASIC READING

Sight Recognition





**quwakaan**

**qoooch**

**kanals'áak**



**xíxch'**

**nóoskw**

**kuts'een**





**cheech**

**dzísk'w**

**xalāk'ách'**



**kóoshdāa**

**yáxwch'**

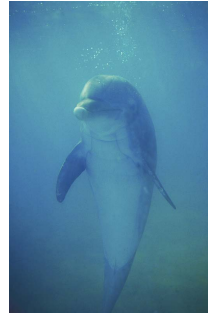
**náakw**



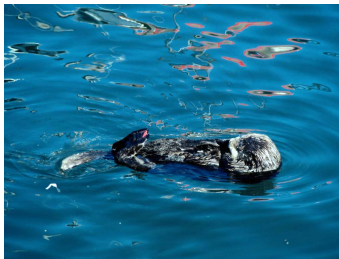
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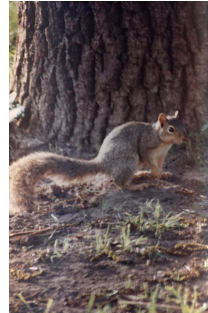
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kóoshdaa  
yáxwch'  
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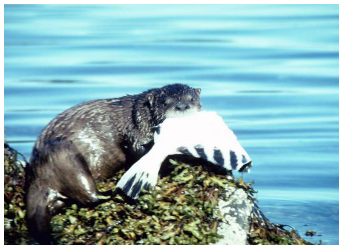
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Circle the word for each picture.



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kóoshdaa  
yáxwch'  
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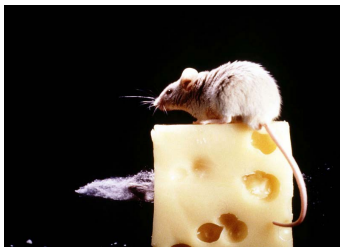
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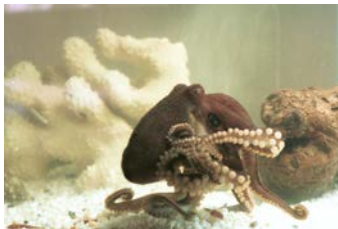
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Cut out the word parts and glue them into the words.

dz \_\_\_\_\_ 'w

xala \_\_\_\_\_ h'

kó \_\_\_\_\_ daa

yá \_\_\_\_\_ ch'

ná \_\_\_\_\_

xíx \_\_\_\_\_

nó \_\_\_\_\_ w

guw \_\_\_\_\_ an

go \_\_\_\_\_ h

kana \_\_\_\_\_ ak

kut \_\_\_\_\_ n

ch \_\_\_\_\_ h

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



s a k d o  
h a ó



# BASIC WRITING

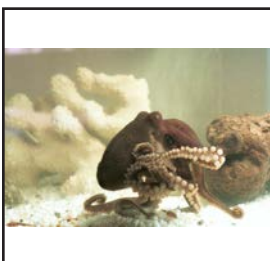
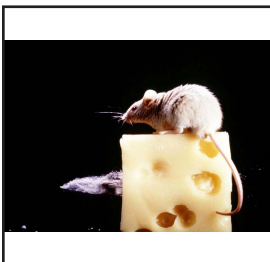
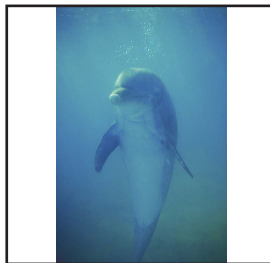
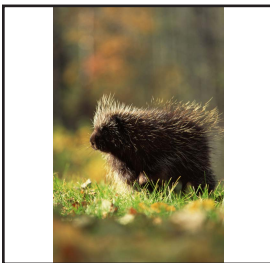
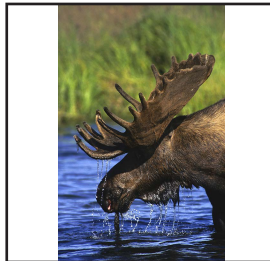




Complete the words by writing in the missing letters.

**g \_ w \_ kaa \_**  
**g \_ o \_ h**  
**\_ ana \_ s'á \_ k**  
**\_ í \_ ch'**  
**nó \_ \_ \_ w**  
**\_ uts' \_ \_ n**  
**\_ hee \_ h**  
**d \_ ís \_ \_**  
**xal \_ k'á \_ h'**  
**\_ ó \_ sh \_ aa**  
**\_ á \_ wc \_**  
**\_ \_ ak \_**

Write the correct vocabulary word next to each picture.





# 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 and in pairs as instructed. Change the word(s) after each round. Practice the dialog with another student.

(a) I een sh kakkwalnéeek.

(b) Daa sá a daat?

(a) Wé \_\_\_\_\_ daat sh kalneegi áyá.

(b) Aaá.

guwakaan

gooch

kanals'áak

xíxch'

nóoskw

kuts'een

cheech

dzísk'w

xalak'ách'

kóoshdaa

yáxwch'

náakw



# UNIT ASSESSMENT



# **Tlingit Language Program**

**Unit Assessment  
Teacher's Notes**

**Cycle B Beginners**

**Grade 7**

**Unit: 9**

**Theme: Animals**

**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 **guwakaan**.”
2. “Write the number 2 on top of the picture of **gooch**.”
3. “Write the number 3 on top of the picture of **kanals'áak**.”
4. “Write the number 4 on top of the picture of **xíxch'**.”
5. “Write the number 5 on top of the picture of **nóoskw**.”
6. “Write the number 6 on top of the picture of **kuts'een**.”
7. “Write the number 7 on top of the picture of **cheech**.”
8. “Write the number 8 on top of the picture of **dzísk'w**.”
9. “Write the number 9 on top of the picture of **xalak'ách'**.”
10. “Write the number 10 on top of the picture of **kóoshdaa**.”
11. “Write the number 11 on top of the picture of **yáxwch'**.”
12. “Write the number 12 on top of the picture of **náakw**.”

### 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 9**

**Theme: Animals**

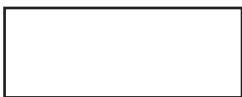
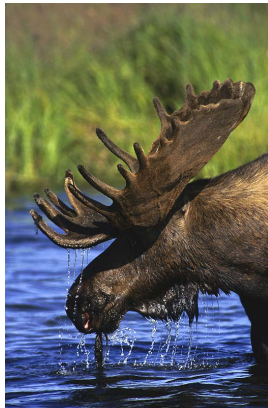
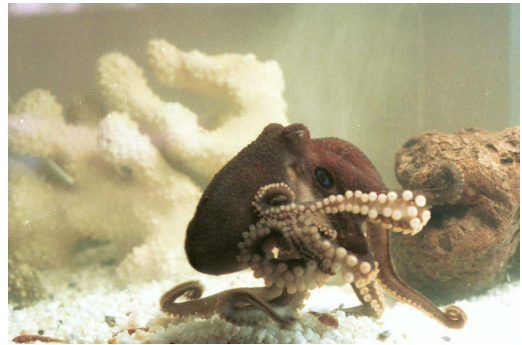
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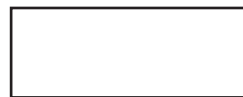
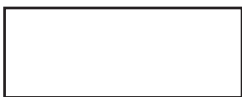
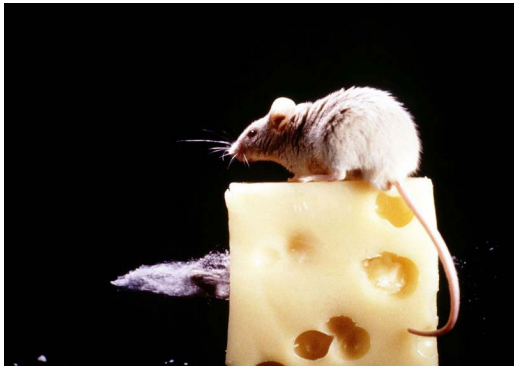
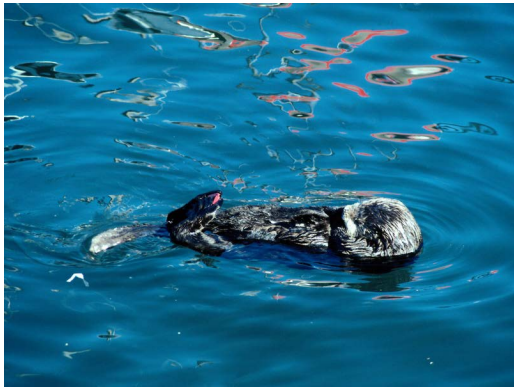
**Student's Name:** \_\_\_\_\_

**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.



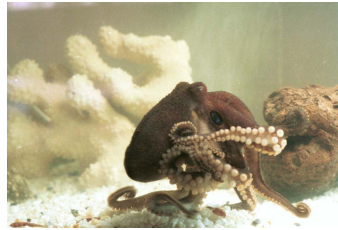
guwakaan  
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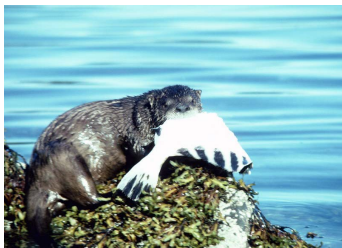
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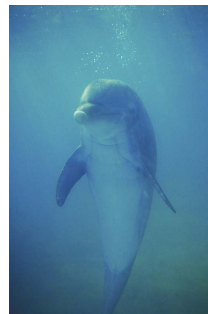
guwakaan  
gooch  
kanals'áak  
xíxch'  
nóoskw  
kuts'een  
cheech  
dzísk'w  
xalak'ách'  
kóoshdaa  
yáxwch'  
náakw



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kóoshdaa  
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Circle the word for each picture.



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xalak'ách'  
kóoshdaa  
yáxwch'  
náakw



kana

kaan  
och  
ls'áak  
ch'  
skw  
'een  
ech  
sk'w  
k'ách'  
shdaa  
wch'  
akw

che

kaan  
och  
ls'áak  
ch'  
skw  
'een  
ech  
sk'w  
k'ách'  
shdaa  
wch'  
akw

kóo

kaan  
och  
ls'áak  
ch'  
skw  
'een  
ech  
sk'w  
k'ách'  
shdaa  
wch'  
akw

go

kaan  
och  
ls'áak  
ch'  
skw  
'een  
ech  
sk'w  
k'ách'  
shdaa  
wch'  
akw

nóo

kaan  
och  
ls'áak  
ch'  
skw  
'een  
ech  
sk'w  
k'ách'  
shdaa  
wch'  
akw

ná

kaan  
och  
ls'áak  
ch'  
skw  
'een  
ech  
sk'w  
k'ách'  
shdaa  
wch'  
akw

**dzí**

kaan  
och  
ls'áak  
ch'  
skw  
'een  
ech  
sk'w  
k'ách'  
shdaa  
wch'  
akw

**kuts**

kaan  
och  
ls'áak  
ch'  
skw  
'een  
ech  
sk'w  
k'ách'  
shdaa  
wch'  
akw

**guwa**

kaan  
och  
ls'áak  
ch'  
skw  
'een  
ech  
sk'w  
k'ách'  
shdaa  
wch'  
akw

**yáx**

kaan  
och  
ls'áak  
ch'  
skw  
'een  
ech  
sk'w  
k'ách'  
shdaa  
wch'  
akw

**xíx**

kaan  
och  
ls'áak  
ch'  
skw  
'een  
ech  
sk'w  
k'ách'  
shdaa  
wch'  
akw

**xala**

kaan  
och  
ls'áak  
ch'  
skw  
'een  
ech  
sk'w  
k'ách'  
shdaa  
wch'  
akw



