

Cycle A • Beginners • Lingít

# Student Support Materials

UNIT 4

Parts of My Home



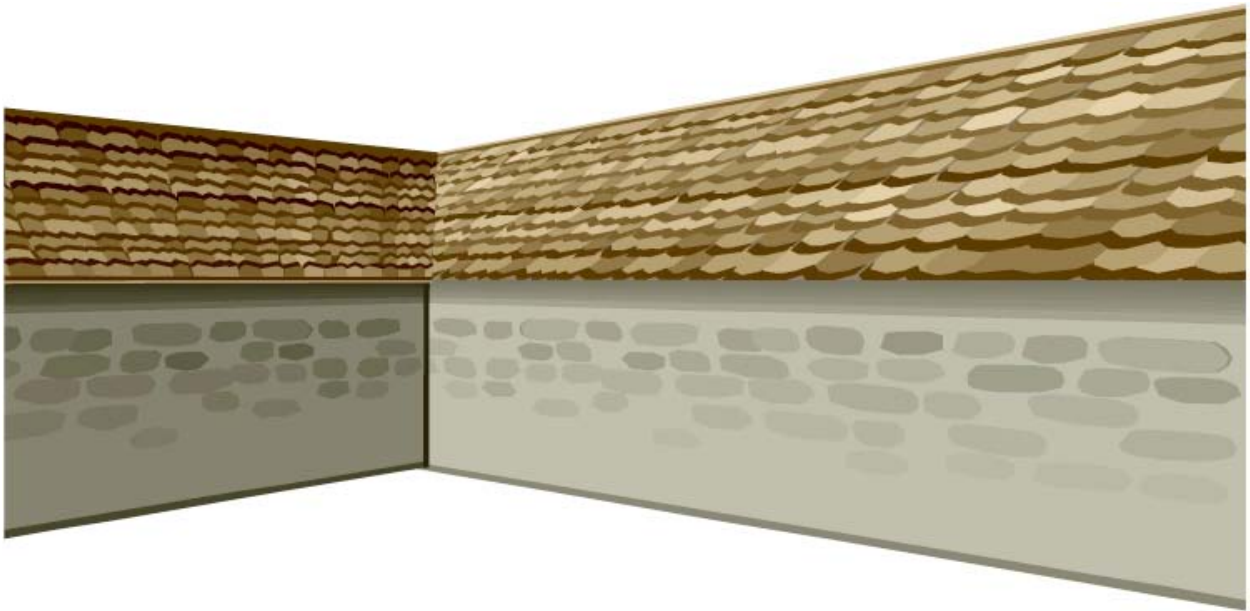
Sealaska Heritage Institute

# Vocabulary Pictures

t'áa ká (floor)



t'áa yá (wall)



shantú (upstairs)



hít ká (roof)





eetká (bedroom)



kayaashí (porch)





kaxyee (ceiling)



x'aháat (door)



áa yei akeech yé (living room)



áa at kadus.ee yé (kitchen)

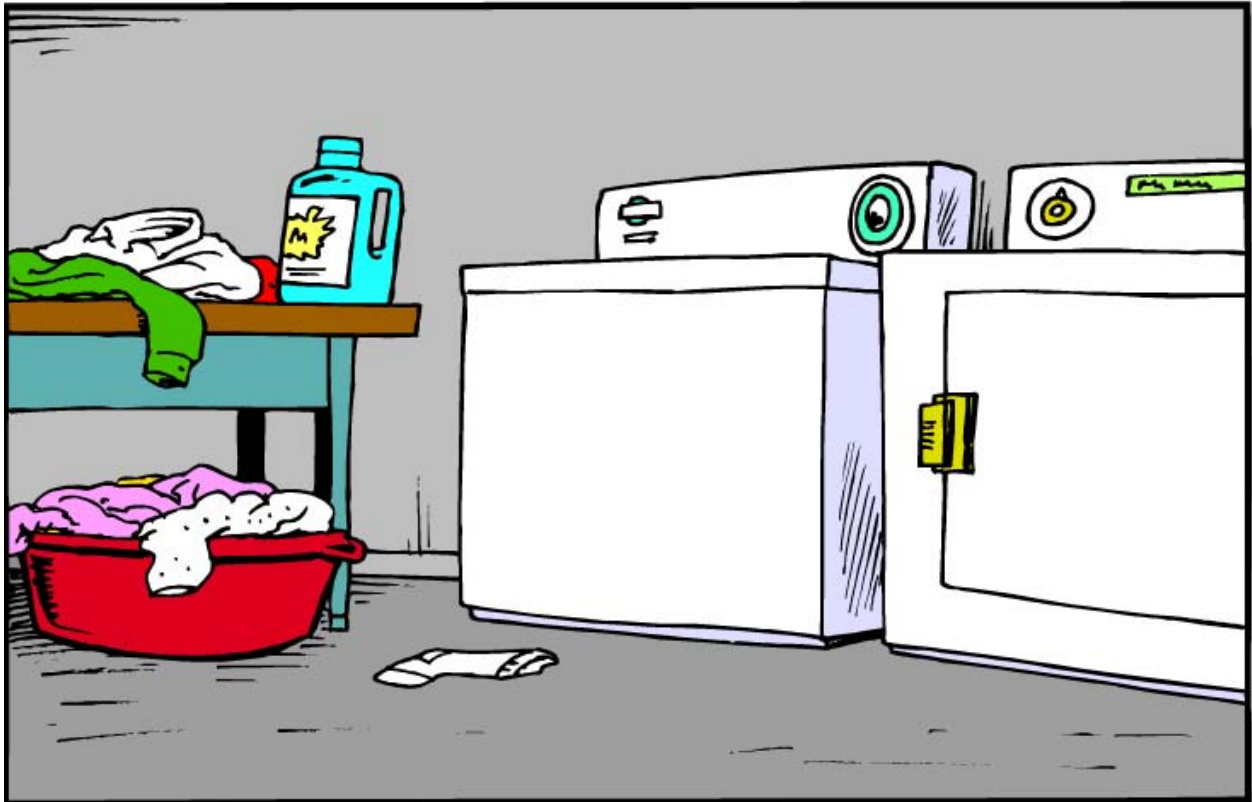


áa at duxa yé (dinning room)



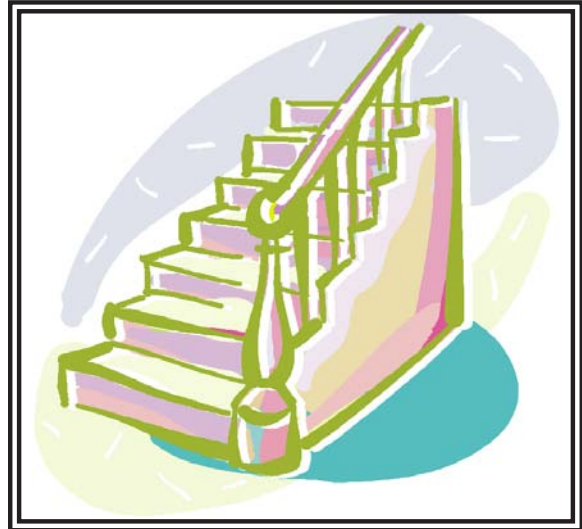
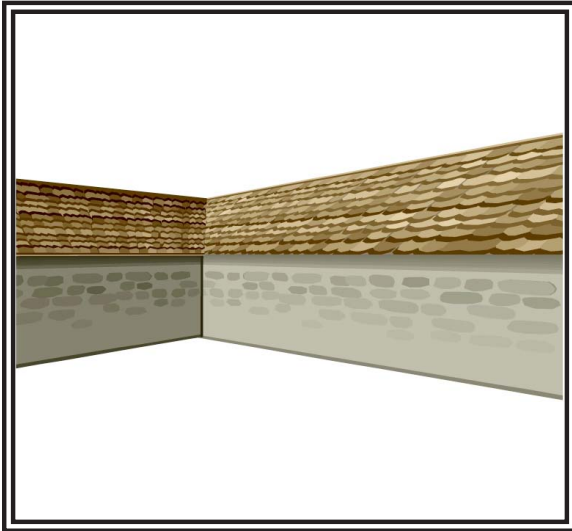


áa at du.us´k´yé (wash room)

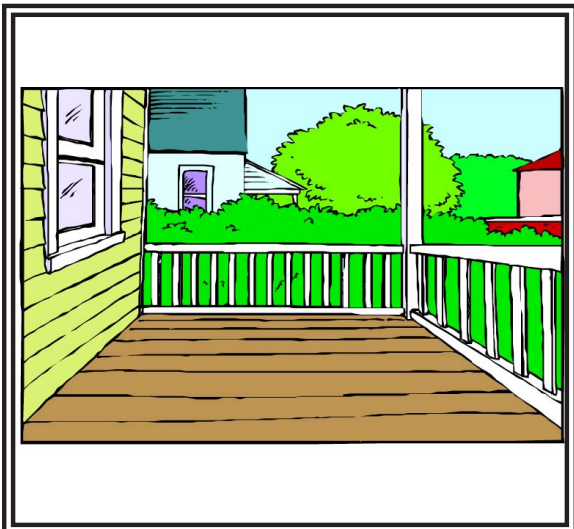


# Basic Listening

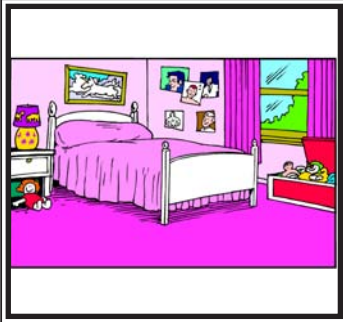
Have the students cut out the vocabulary pictures; say the words and they show the pictures.



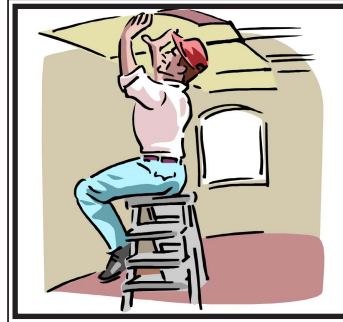
Have the students cut out the vocabulary pictures; say the words and they show the pictures.



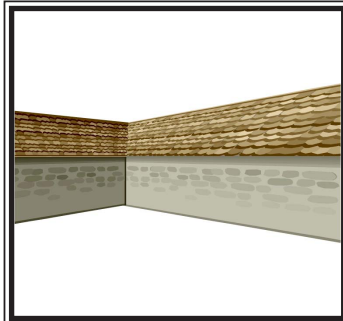
Say the vocabulary words; the students write the numbers under the pictures.  
 1. t'áa ká, 2. t'áa yá, 3. shantú, 4. hít ká, 5. eetká, 6. kayaashí, 7. kaxye, 8. x'aháat  
 9. áa yei akeech yé, 10. áa at kadus.ee yé, 11. áa at duxa yé, 12. áa at du.us'k'yé











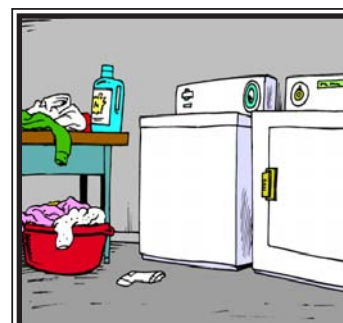
















# Basic Reading

## Sight Recognition

**t'áa ká**

**t'áa yá**

57

**shantú**

**hít ká**

**eetká**

58

**kayaashí**

**kax̄yee**

**x̄'aháat**

**áa yei ak̄eech yé**

**áa at k̄adus.ee yé**

**áa at dux̄a yé**

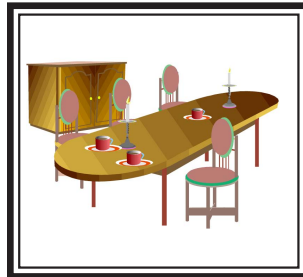
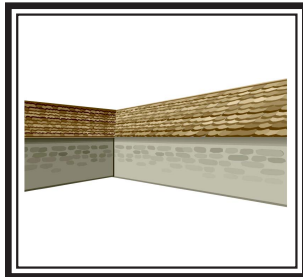
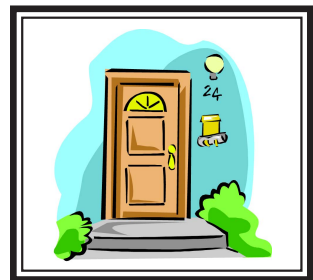
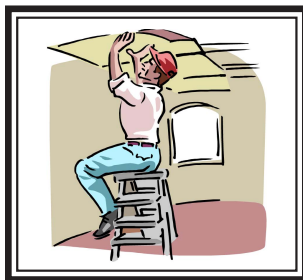
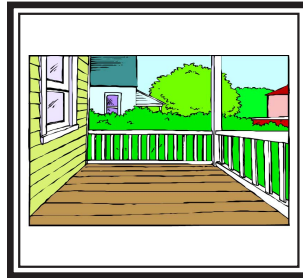
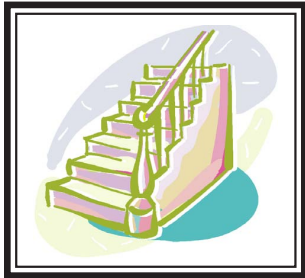
**áa at du.us'k'yé**



Have the students find this unit's vocabulary words in the word find. They should circle the words or highlight them. You can project the word find onto the board and have the students draw configurations around the words. Turn off the overhead, showing only the word configurations on the board. The students then identify the words by their configurations.

rwerfdíáaatkadus.eeyéixángiiojje;rongaeojg-  
weignkayaashii;fW;IOwrjdarlgmsww'fbmerpt'áayáodíi-  
stlak'ángiilaermorcaneqglejberlignaediistláayrgelr-  
ermsdxyádjfblergmnodlw3lertrlwrgoweniqliurvik-  
t'árdfrwergeereroproposalsrlijergljerglaeqavvikr-  
lergk'ulaererliaerierlije4t43ooijduqvidíixyáaytuqqrgoj-  
drgflmxc.mbcvdirerlgjaeridrhiadrfrhialuktuqdíika-  
joirnglts'áerlrgdfoijerlmadrgoinwegljdroaergoerjinau-  
raqgljrgoljergoergoljdrgojerjijiilmvoewrak'áasouwekn-  
bojw't'áerljmqaniqtuqgnaldbJjijiarbleraanansgladrgl-  
engdbfletgljrlkgoiivvaqturvikqak'uetaktuktukst'áljw-  
erlmvjjuustaliqvvatublatjobnaegoarndíistláayerfer-  
hgalmadohertnerobjepiipiq;roniutuiyiqwjwwjanuqlik-  
t u q w o j w g j w j w g p j w p g j d í i x y á a y w p k a x y e e -  
jgjrgerdíik'ulúujerpgjáaatduxayéxágjepgpgk'ápojwrg-  
pdíik'ulúuptaktuktukerhehthrjrrrtjrjrrjeiniq-  
pakethrthjwdíit'áakágyúu56k6ioyfhhj,yyuryulr-  
wwsinigvikpopwbdíist'áaympswpt'áwpsapwsp-  
wqdíikajpgpeetkágpxánk'ánanhqfolxyák'ángalallldíxd-  
k'ágyúkiouldíishantúkúnlunak'ádíigyúujwt'áerljmq-  
nialaqololsheejiiweigni;fW;lresourcesmergojdfbmerjij-  
uutmdfojaáayeiakeechyékúrmnaunratoravinngaqmau-  
rluqglejberlnasheejijioergeleraniksivhítkádíist'áay-  
cáaatdu.us'k'yéhaqliqtuqmsdfgfheewqergcuyt'ásha-  
hahnurluqqwofhgqoexploradíikúnyut'áqtuqdíixángi-  
iaqnodlw3luunaaqtuqertrlwrgowerglnerlunak'ádíi-  
gyúux'aháatshahanherlerglaereragrits'ángal'qe-  
qecosysnirinavikteaqiqauruqkfevmiao;3AECneainkl;-

Have the students cut out the words and attach them to their pictures.



t'áa ká

t'áa yá

shantú

hít ká

eetká

kayaashí

kaxye

x'aháat

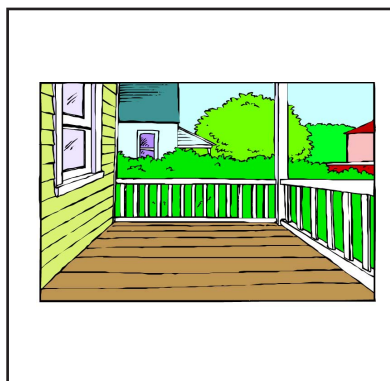
áa yei akeech  
yé

áa at kadus.ee  
yé

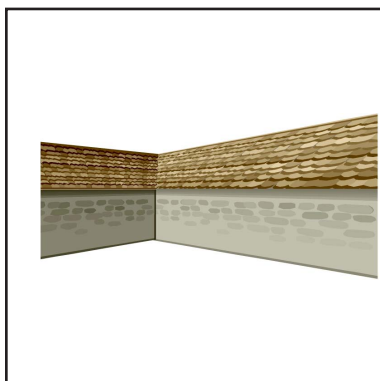
áa at duxa yé

áa at  
du.us'k'yé

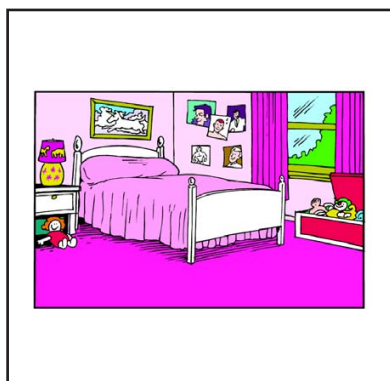
Have the students circle the word for each picture.



t'áa ká  
t'áa yá  
shantú  
hít ká  
eetká  
kayaashí  
kax̣yee  
x'aháat  
áa yei akeech yé  
áa at kadus.ee  
yé  
áa at duxa yé  
áa at du.us'k'yé



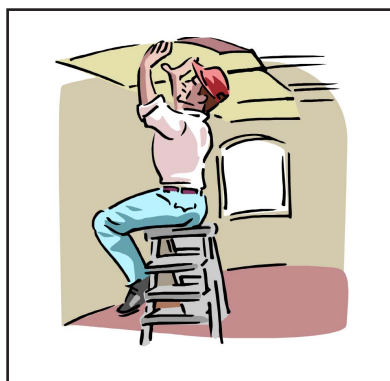
t'áa ká  
t'áa yá  
shantú  
hít ká  
eetká  
kayaashí  
kax̣yee  
x'aháat  
áa yei akeech yé  
áa at kadus.ee  
yé  
áa at duxa yé  
áa at du.us'k'yé



t'áa ká  
t'áa yá  
shantú  
hít ká  
eetká  
kayaashí  
kax̣yee  
x'aháat  
áa yei akeech yé  
áa at kadus.ee  
yé  
áa at duxa yé  
áa at du.us'k'yé



t'áa ká  
t'áa yá  
shantú  
hít ká  
eetká  
kayaashí  
kax̣yee  
x'aháat  
áa yei akeech yé  
áa at kadus.ee  
yé  
áa at duxa yé  
áa at du.us'k'yé



t'áa ká  
t'áa yá  
shantú  
hít ká  
eetká  
kayaashí  
kax̣yee  
x'aháat  
áa yei akeech yé  
áa at kadus.ee  
yé  
áa at duxa yé  
áa at du.us'k'yé



t'áa ká  
t'áa yá  
shantú  
hít ká  
eetká  
kayaashí  
kax̣yee  
x'aháat  
áa yei akeech yé  
áa at kadus.ee  
yé  
áa at duxa yé  
áa at du.us'k'yé

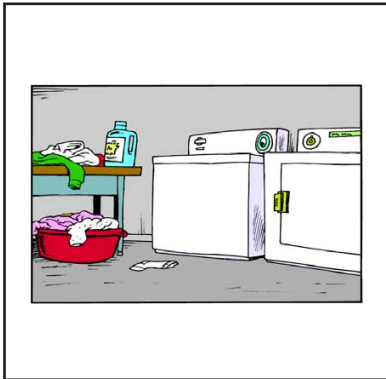
Have the students circle the word for each picture.



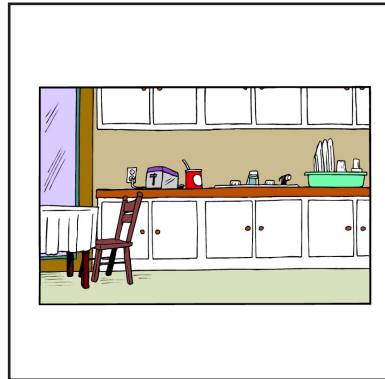
t'áa ká  
t'áa yá  
shantú  
hít ká  
eetká  
kayaashí  
kax̣yee  
x'aháat  
áa yei akeech yé  
áa at kadus.ee  
yé  
áa at duxa yé  
áa at du.us'k'yé



t'áa ká  
t'áa yá  
shantú  
hít ká  
eetká  
kayaashí  
kax̣yee  
x'aháat  
áa yei akeech yé  
áa at kadus.ee  
yé  
áa at duxa yé  
áa at du.us'k'yé



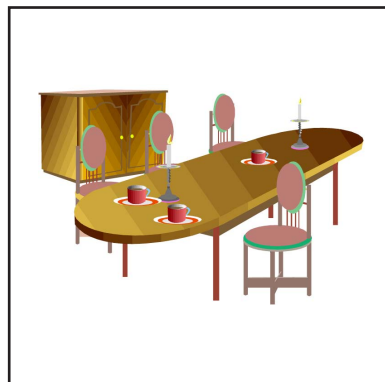
t'áa ká  
t'áa yá  
shantú  
hít ká  
eetká  
kayaashí  
kax̣yee  
x'aháat  
áa yei akeech yé  
áa at kadus.ee  
yé  
áa at duxa yé  
áa at du.us'k'yé



t'áa ká  
t'áa yá  
shantú  
hít ká  
eetká  
kayaashí  
kax̣yee  
x'aháat  
áa yei akeech yé  
áa at kadus.ee  
yé  
áa at duxa yé  
áa at du.us'k'yé



t'áa ká  
t'áa yá  
shantú  
hít ká  
eetká  
kayaashí  
kax̣yee  
x'aháat  
áa yei akeech yé  
áa at kadus.ee  
yé  
áa at duxa yé  
áa at du.us'k'yé



t'áa ká  
t'áa yá  
shantú  
hít ká  
eetká  
kayaashí  
kax̣yee  
x'aháat  
áa yei akeech yé  
áa at kadus.ee  
yé  
áa at duxa yé  
áa at du.us'k'yé

Have the students cut out the words. Show the vocabulary pictures and the students should show you the words for them.

**t'áa ká**

**t'áa yá**

**shantú**

**hít ká**

**eetká**

**kayaashí**

**kaxyee**

**x'aháat**

**áa yei akeech yé**

**áa at kadus.ee yé**

**áa at duxa yé**

**áa at du.us'k'yé**







# Basic Reading

## Encoding

Have the students cut out the word parts and glue them into the words.

t' \_\_\_ ká

t'áa \_\_\_

\_\_\_ntú

h \_\_\_ \_á

ee \_\_\_ á

\_\_\_aashí

ka \_\_\_ e

x'ah \_\_\_

áa \_\_\_ akeech yé

áa at kadus. \_\_\_ \_\_\_

áa at \_\_\_ yé

\_\_\_ \_\_\_ du.us'k'yé

yá

ee yé

tk

yei

áat

ít k

xye

áa

kay

áa at

sha

duxa

*Have the students cut out the word halves and glue them together.*

t'á

duxa yé

t'á

tká

sh

yee

hí

ech yé

ee

antú

kaya

a yá

kax

áat

x'ah

us'k'yé

áa yei ake

ashí

áa at kad

a ká

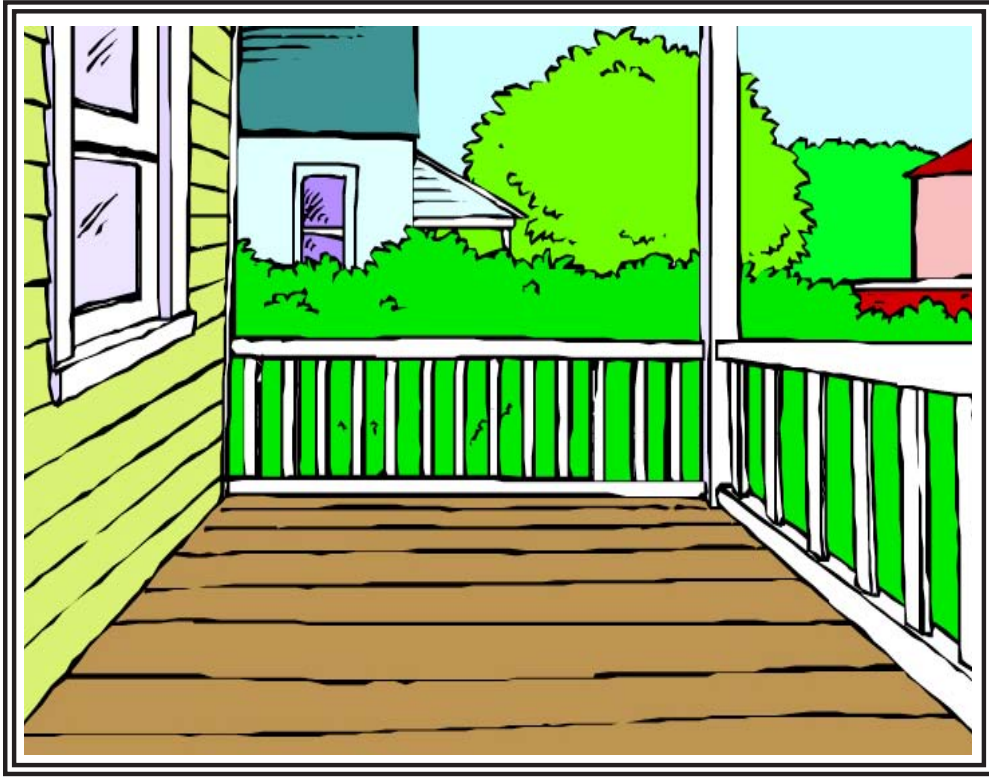
áa at

t ká

áa at du.

us.ee yé

Have the students cut out the letters and spell the word for the picture.



---

**a s i a**

**a y k h**

# Basic Writing

Have the students complete the words by writing the missing parts.

t'\_\_\_ ká

t'áa \_\_\_

\_\_\_ntú

h\_\_\_ \_á

ee\_\_\_á

\_\_\_aashí

ka\_\_\_e

x'ah\_\_\_

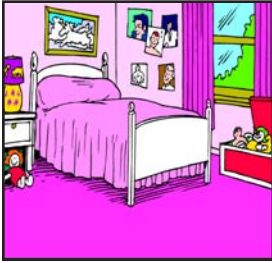
áa \_\_\_ akeech yé

áa at kadus. \_\_\_ \_\_\_

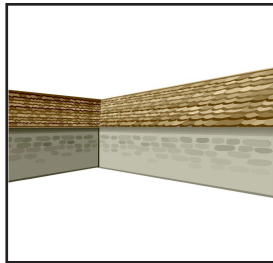
áa at \_\_\_ yé

\_\_\_ \_\_\_ du.us'k'yé

Have the students write the words for the pictures.



\_\_\_\_\_



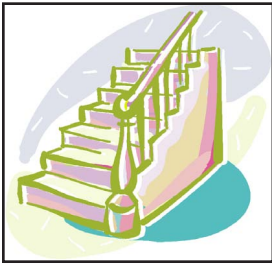
\_\_\_\_\_



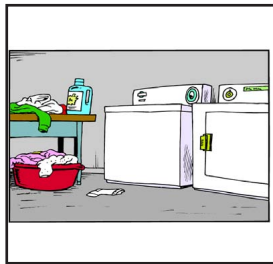
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



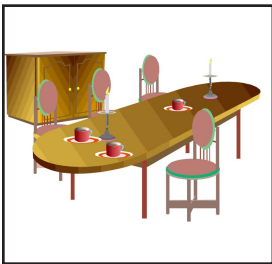
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



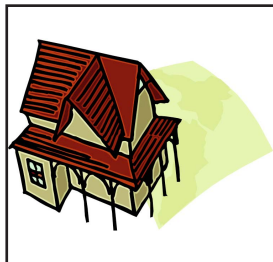
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



# Dialog Activity Page

Have the students cut out the words below. Tell them which word(s) to put in the spaces in the dialog. Read the dialog with the students in choral, group, and individual forms. Change the word(s) after each round.

a. Goosú wé \_\_\_\_\_ ?

b. Wéi du wé \_\_\_\_\_ .

a. Gunalchéesh.

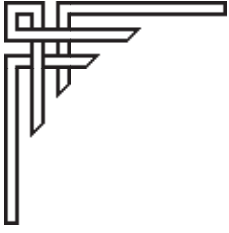
b. Aaá yak'ei.

t'áa ká      t'áa yá      shantú      hít ká

eetká      kayaashí      kaxye      x'aháat

áa yei akeech      áa at kadus.ee      áa at duxa yé      áa at du.us'k'yé  
yé

# Unit Assessment



# **Tlingit Language Program**

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

### **Cycle A Beginners Grade 9-11**

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

**Unit 4**

**Theme: My 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 **t'áa ká.**”
2. “Write the number 2 on top of the picture of **t'áa yá.**”
3. “Write the number 3 on top of the picture of **shantú.**”
4. “Write the number 4 on top of the picture of **hít ká.**”
5. “Write the number 5 on top of the picture of **eetká.**”
6. “Write the number 6 on top of the picture of **kayaashí.**”
7. “Write the number 7 on top of the picture of **kaxyee.**”
8. “Write the number 8 on top of the picture of **x'aháat.**”
9. “Write the number 9 on top of the picture of **áa yei akeech yé.**”
10. “Write the number 10 on top of the picture of **áa at kadus.ee yé.**”
11. “Write the number 11 on top of the picture of **áa at duxa yé.**”
12. “Write the number 12 on top of the picture of **áa at du.us'k'yé.**”

### 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

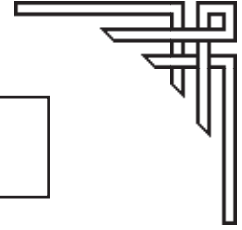
“Turn to page 7 in your test.”

“Look at the pictures in the boxes. Write the word for each picture.”



**# Correct:**

**% Correct:**



# Unit Assessment

**Student Pages**

**Cycle A Beginners Grade 9-11**

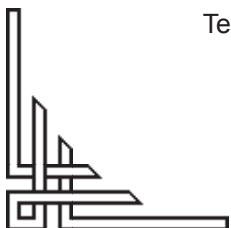
**Unit 4**

**Theme: My Home**

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

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

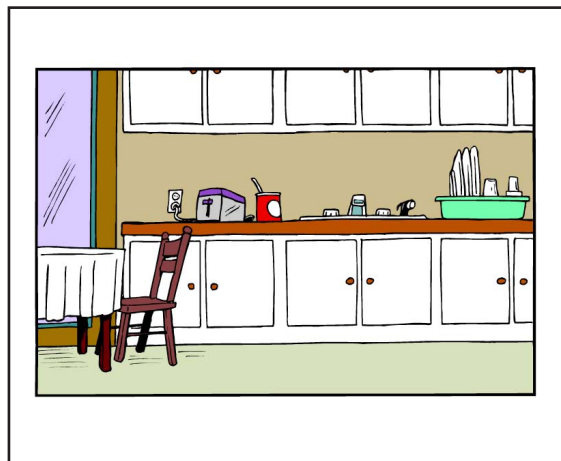
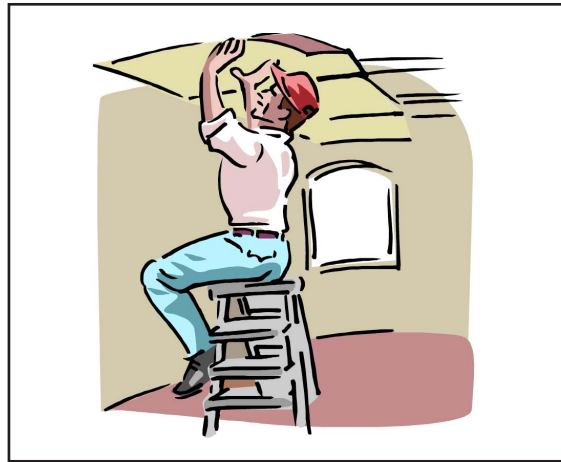
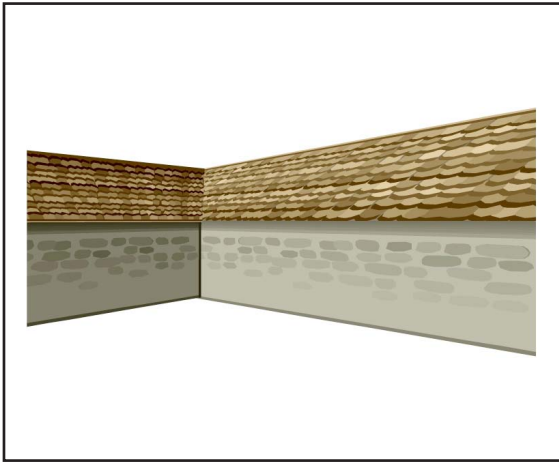
**Grade:** \_\_\_\_\_



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.



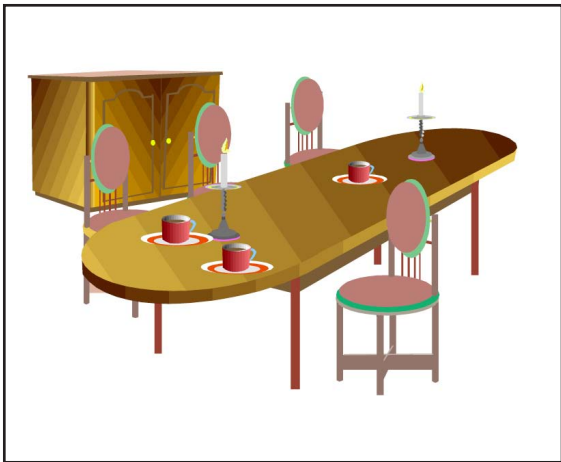




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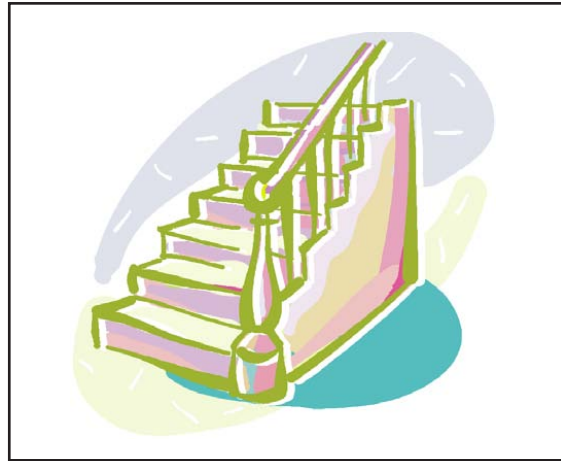
[Empty box]



[Empty box]



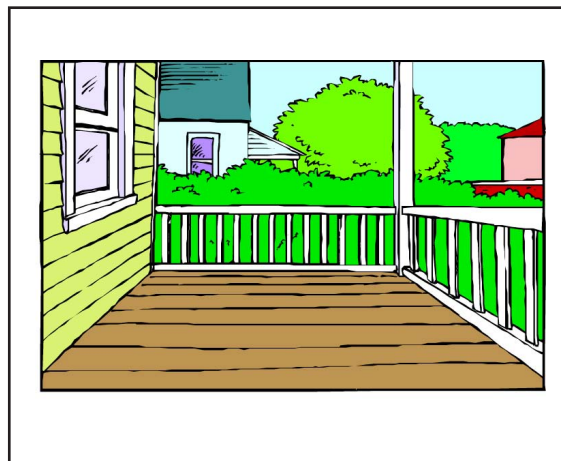
[Empty box]



[Empty box]



[Empty box]





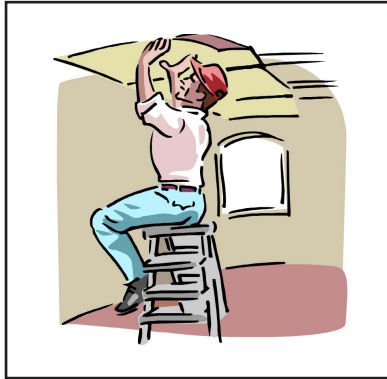
t'áa ká  
t'áa yá  
shantú  
hít ká  
eetká  
kayaashí  
kaxyee  
x'aháat  
áa yei akeech yé  
áa at kadus.ee yé  
áa at duᵗa yé  
áa at du.us'k'yé



t'áa ká  
t'áa yá  
shantú  
hít ká  
eetká  
kayaashí  
kaxyee  
x'aháat  
áa yei akeech yé  
áa at kadus.ee yé  
áa at duᵗa yé  
áa at du.us'k'yé



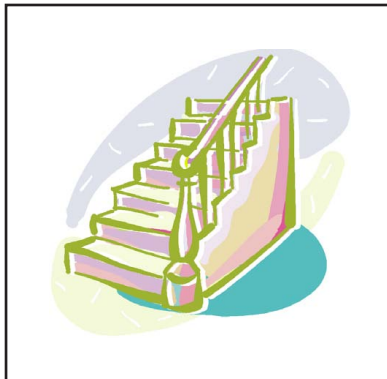
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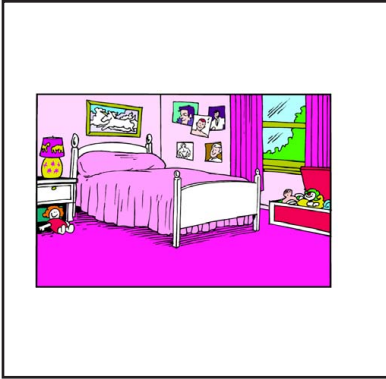
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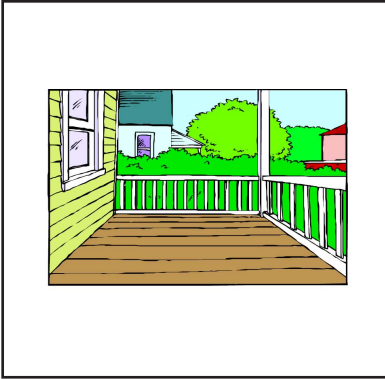
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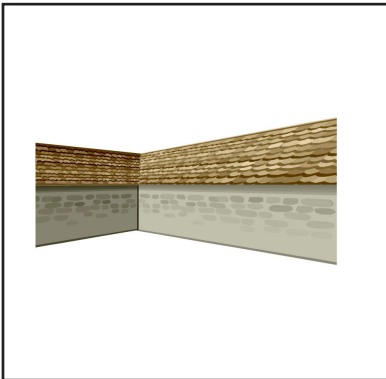
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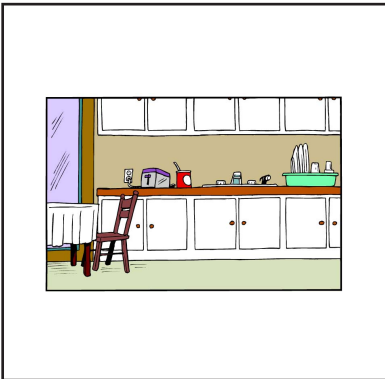
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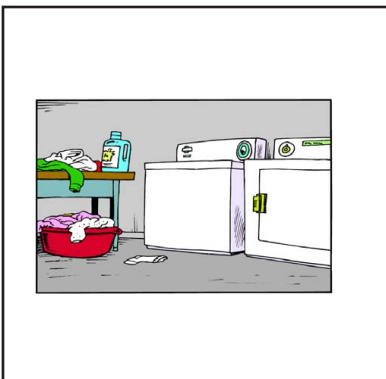
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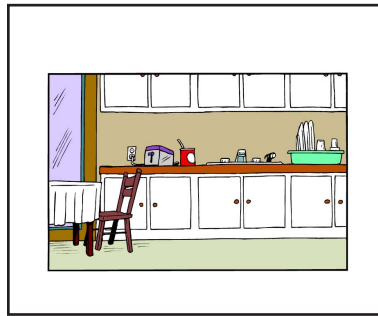
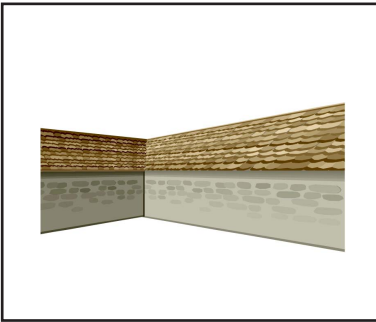
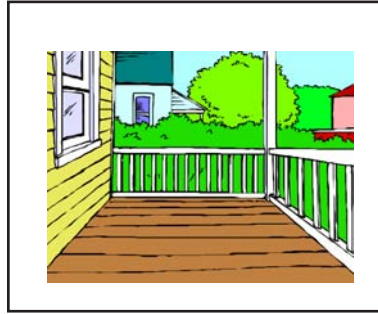
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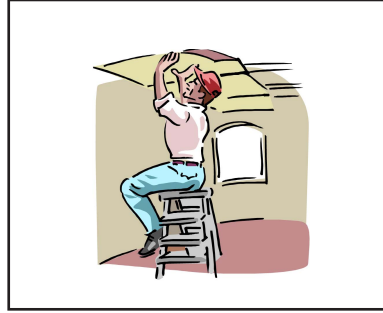
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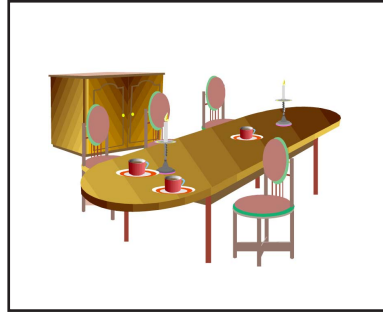
Blank rectangular box for labeling the staircase.



Blank rectangular box for labeling the person painting.



Blank rectangular box for labeling the laundry room.



Blank rectangular box for labeling the dining table.



Blank rectangular box for labeling the living room.



Blank rectangular box for labeling the house.