

Cycle A • Beginners • Shm'alyack

# Student Support Materials

UNIT 13

The Land



Sealaska Heritage Institute

# Vocabulary Pictures

lack'awsh (beach)



**biyaackhl** (cliff)



**magoon** (inlet, headwaters of)

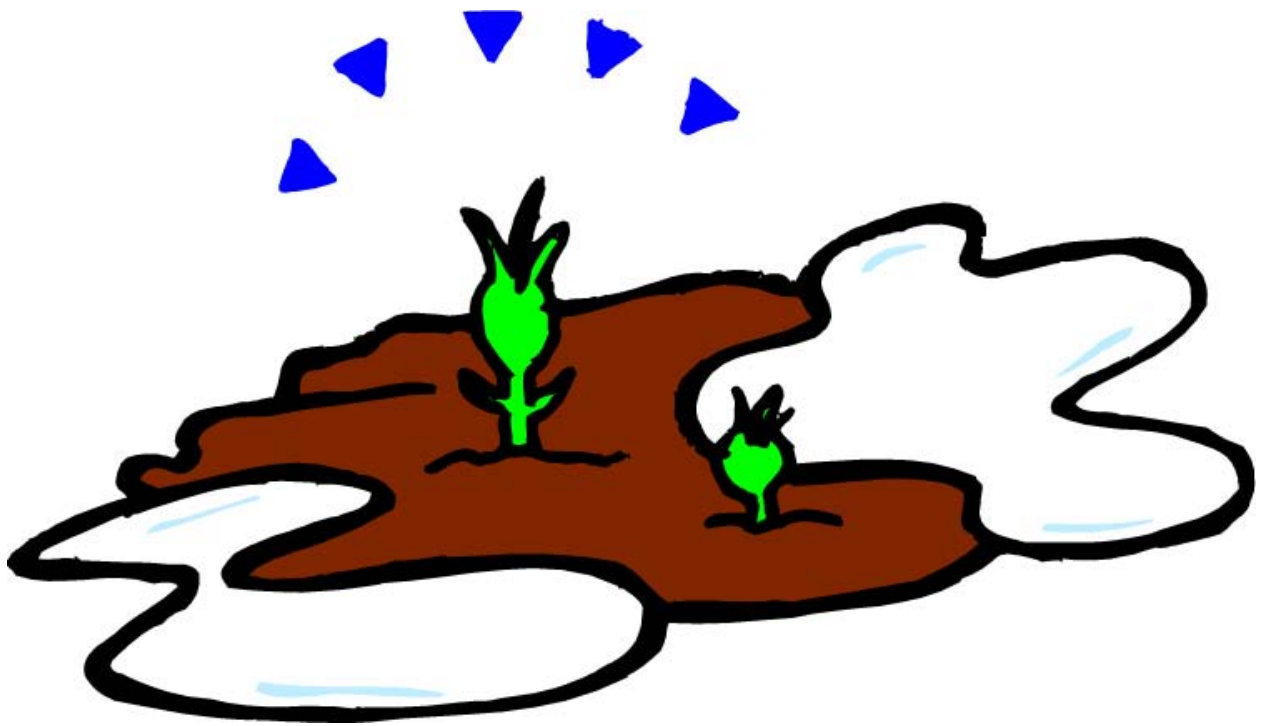


**liksh'daa** (island)





yuub (land/earth)



**shga'neesh** (mountain)





'tsuwaanckhl (point of land)



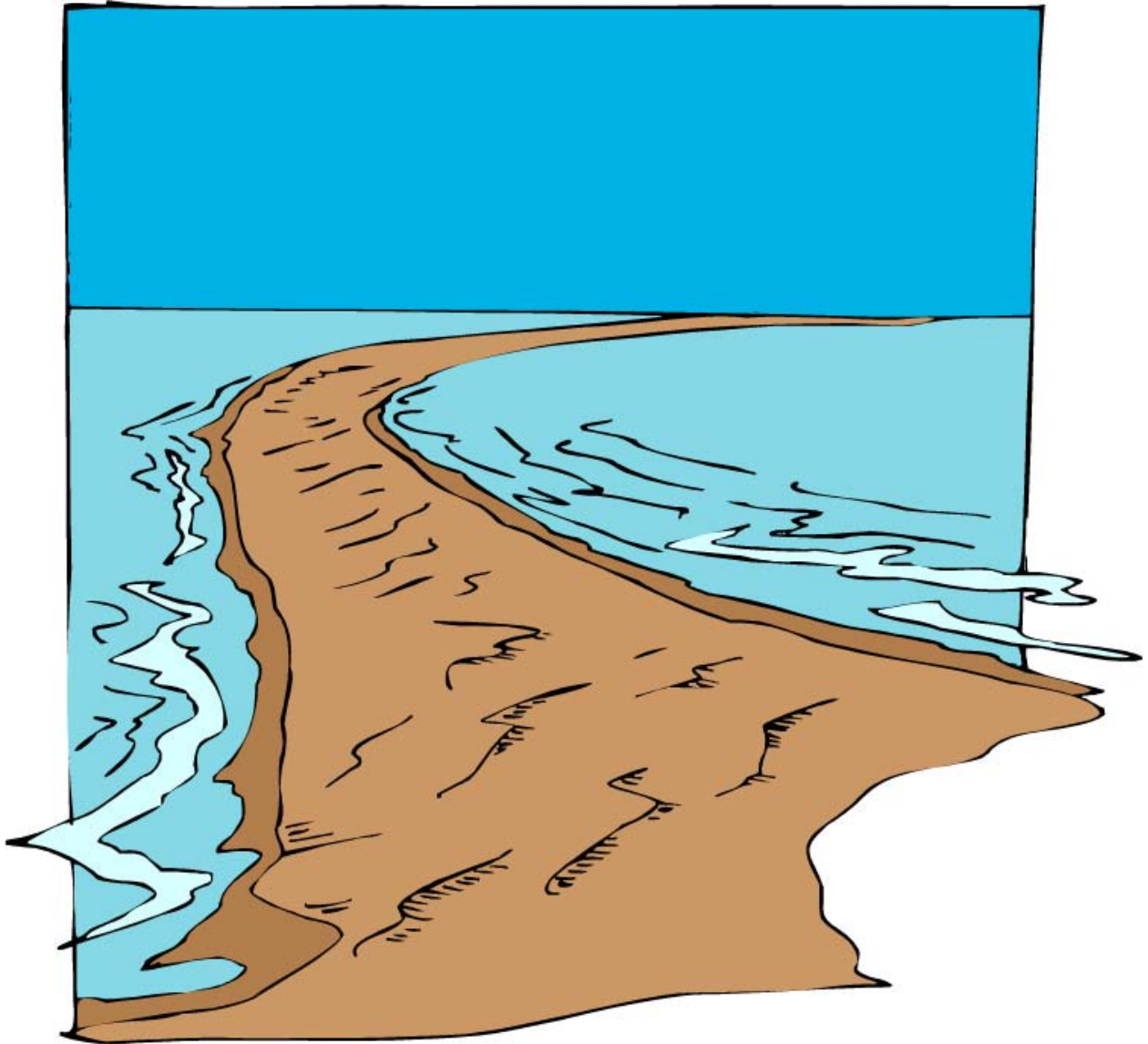
lack huu (reef)



awsh (sand)



**lackhoo** (sand bar)







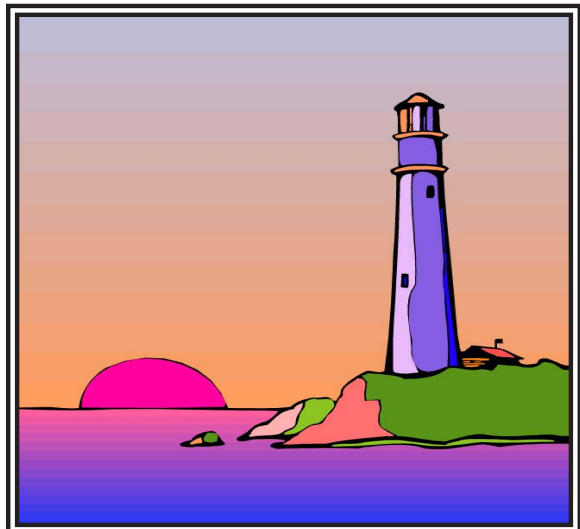
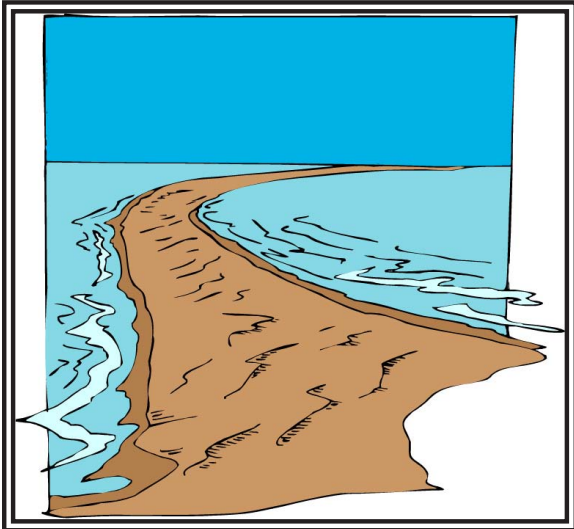
loab (stone)



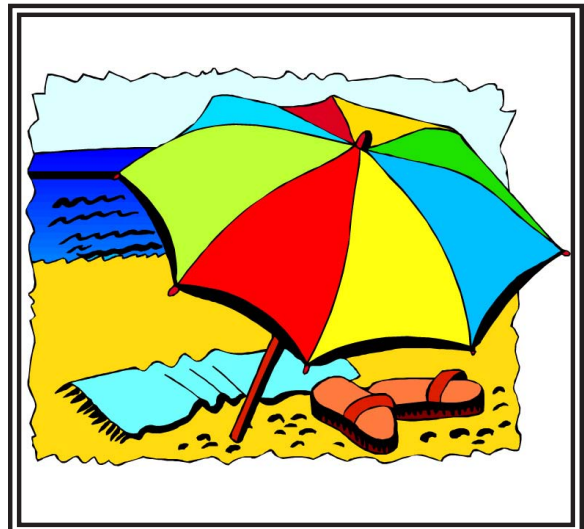
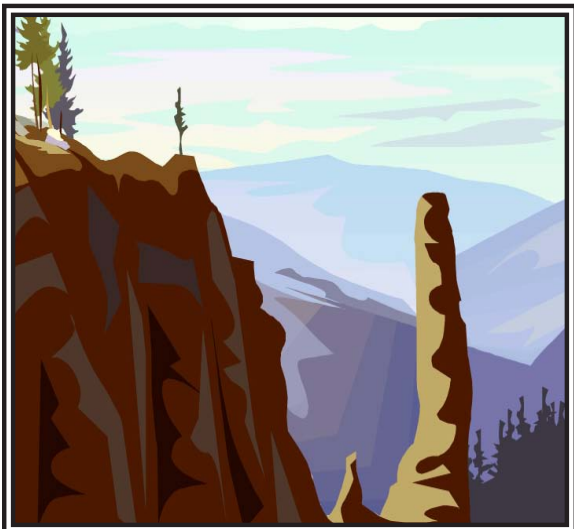
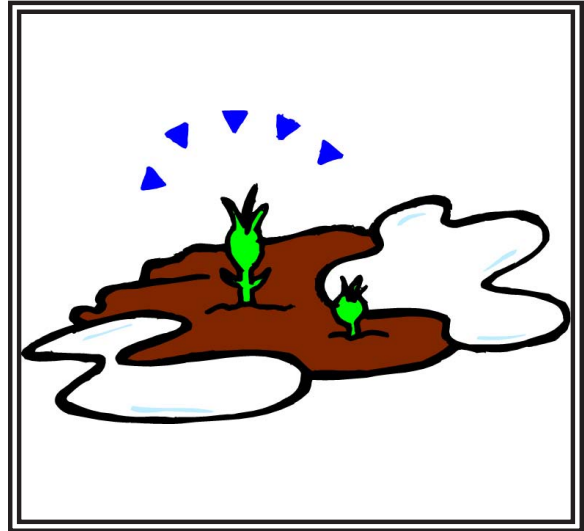
# Basic Listening



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

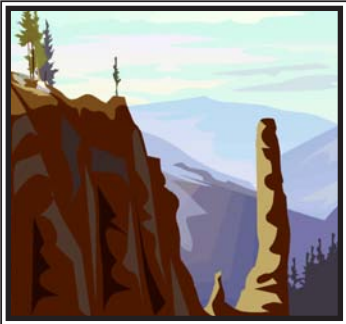


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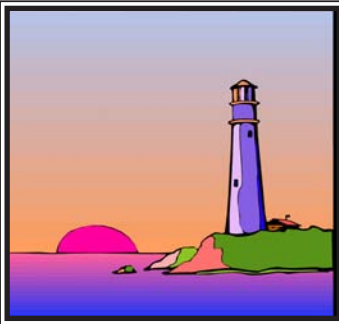


Say the vocabulary words; the students write the numbers under the pictures.

1. yuub, 2. shga'neesh, 3. loab, 4. awsh, 5. dsagga aksh, 6. lack huu, 7. 'tsuwaanckhl  
 8. liksh'daa, 9. lackhoo, 10. magoon, 11. biyaackhl, 12. lack'awsh





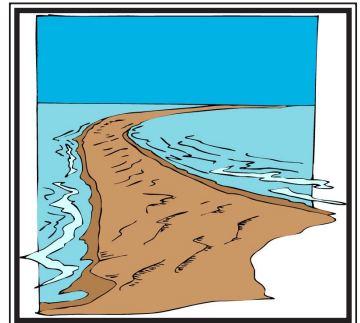




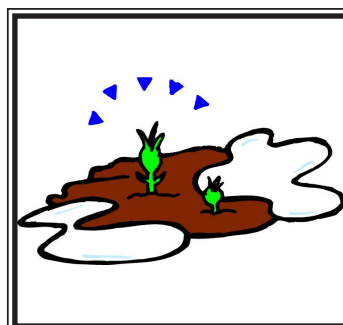


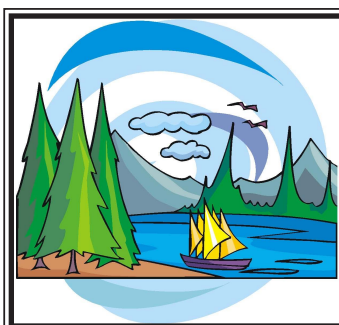


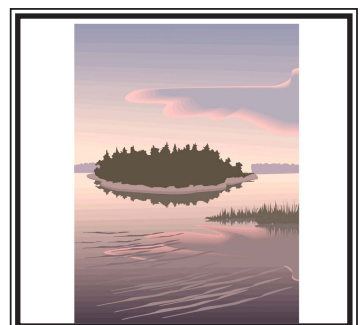












# Basic Reading

## Sight Recognition

**yub**

**shga'neesh**

57

**loab**

**awsh**

**dsagga aksh**

58

**lack huu**

**'tsuwaanckhl**

**liksh' daa**

**lackhoo**



**maggoon**

**biyaackhl**

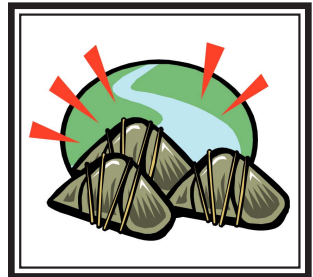
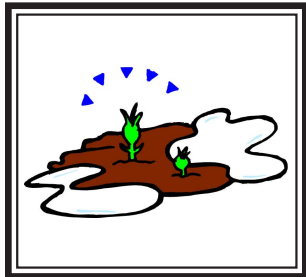
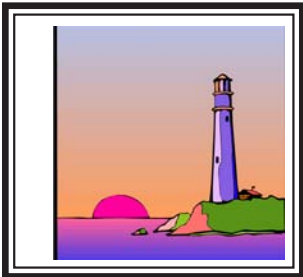
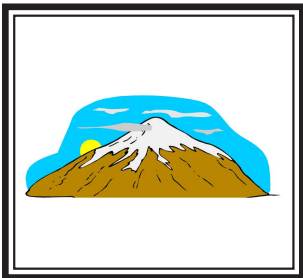
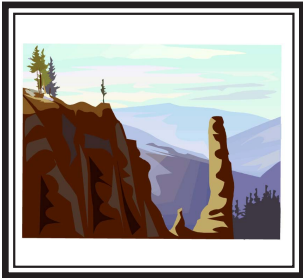
60

**lack'awsh**

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.

rwerfdíxángiobje;rongaeojgweigni;fW;lOwrjdarlgmw-  
w'fbmerpodíisdsaggaakshlak'ángiilaermorcaneqgle-  
jberlignaediistláayrgelrersdxyádjfblergmnodlw3ler-  
rlwrgoweniquirvikt'árdfrwergeereroproposalsrlijer-  
gljerglaeqavvikrleryuubk'ulaererliaerierlije4t43ooij-  
duqvidíixy'tsuwaanckhláaytuqqrgojdrgflmxc.mbcvdir-  
rlgjaeridrhiadrfrhialuktuqdíikajoirnglts'áerlrgdfoijerl-  
mardgoinwegljdrack'awsholaergoerjinauraqgljrgoljer-  
goergoljdrgojerjijiilmvoewrak'áasouweknbojw't'áerljm-  
qaniqtuqgnaldbJjijiiarbleraanansgladrglwengdbfletglj-  
lkgoiivvaqturvikqak'ulackhooetaktuktukst'áljwerlmvji-  
juustaliqvvatublatjobnaegoarndíistláayerferhgalmado-  
hertnerobjepiipiq;roniutuiyiqwjmagoonwwjanuqliktuq-  
wojwgjwjpgjwpgjdíixyáaywpjgjrgerdíik'ulúu-  
jerpjgággjepgpgk'ápojwrgpdíik'ulúuptaktuktukerhehe-  
hthrrrrtjrjrrjeiniqpakethrthshga'neeshjwdíigyúu56k6i-  
yfhhj,yyuryulrwwsinigvikpopwbdíist'áaympswpt'áwp-  
sapwspwqdíikajpgpgpáánk'loabánanhqfolxyák'án-  
galalldíxdk'ágyúkiouldíikúnlunak'ádíigyúu-  
jw't'áerljmqanialaqololsawshheejiweigni;fW;lresobiya-  
ackhlurcesmergojdfbmerjijuutmdfojakúrmnaunra-  
toravinngaqmaurluqglejberlnasheejiijlackhuuoergel-  
e r a n i k s i v d í i s t ' á a y c h a q l i q t u q m s d -  
fgfheewqergcuyt'áshahahnurluqqwofhgqoexplo-  
radíikúnyut'áqliksh'daatuqdíxángiiaqnodlw3luunaaq-  
tuqertrlwrgowerglnerlunak'ádíigyúushahanherler-  
glaereragrits'ángal'qeqeecosysnirinavikteaqiqauruqk-  
laqmsdrgflmáánt'ak'áhgjaeridrhit'áadrdíit'áangalaerftl-

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



**yuub**

**shga'neesh**

**loab**

**awsh**

**dsagga aksh**

**lack huu**

**'tsuwaanckhl**

**liksh'daa**

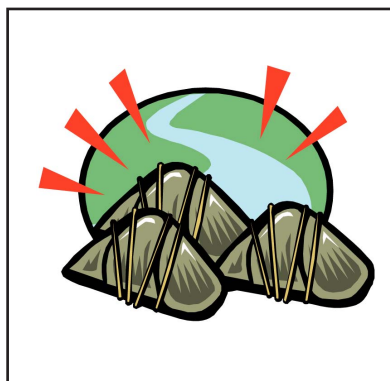
**lackhoo**

**magoon**

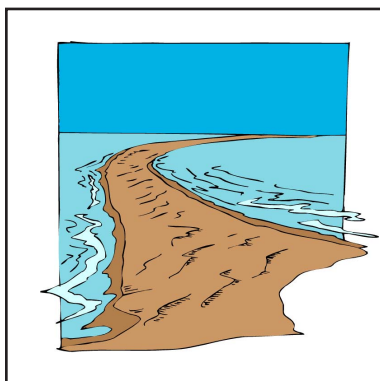
**biyaackhl**

**lack'awsh**

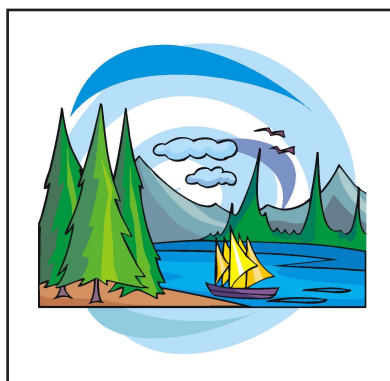
Have the students circle the word for each picture.



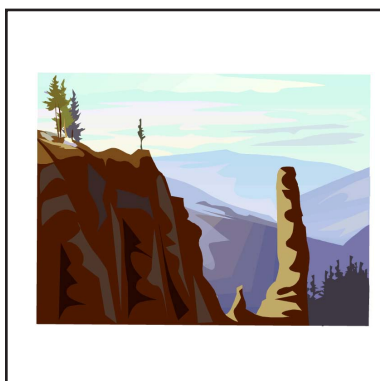
yuub  
shga'neesh  
loab  
awsh  
dsagga aksh  
lack huu  
'tsuwaanckhl  
liksh'daa  
lackhoo  
magoon  
biyaackhl  
lack'awsh



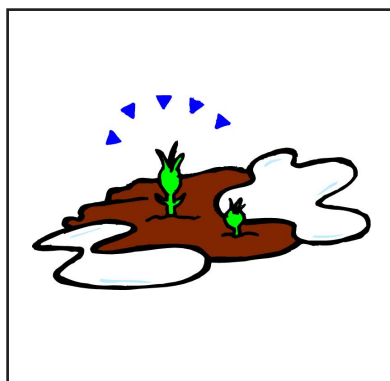
yuub  
shga'neesh  
loab  
awsh  
dsagga aksh  
lack huu  
'tsuwaanckhl  
liksh'daa  
lackhoo  
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liksh'daa  
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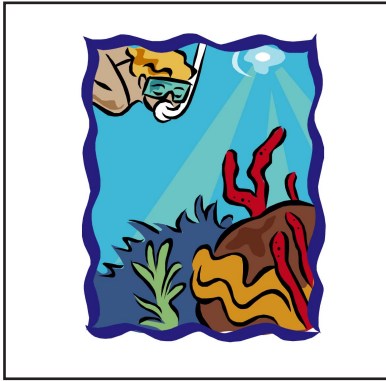


yuub  
shga'neesh  
loab  
awsh  
dsagga aksh  
lack huu  
'tsuwaanckhl  
liksh'daa  
lackhoo  
magoon  
biyaackhl  
lack'awsh

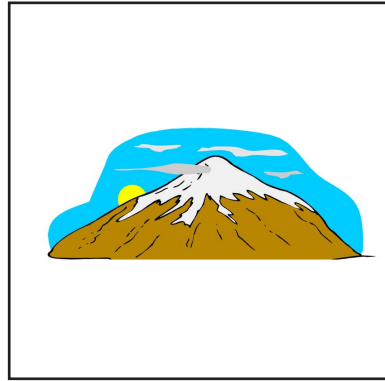


yuub  
shga'neesh  
loab  
awsh  
dsagga aksh  
lack huu  
'tsuwaanckhl  
liksh'daa  
lackhoo  
magoon  
biyaackhl  
lack'awsh

Have the students circle the word for each picture.



yuub  
shga'neesh  
loab  
awsh  
dsagga aksh  
lack huu  
'tsuwaanckhl  
liksh'daa  
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liksh'daa  
lackhoo  
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yuub  
shga'neesh  
loab  
awsh  
dsagga aksh  
lack huu  
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liksh'daa  
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yuub  
shga'neesh  
loab  
awsh  
dsagga aksh  
lack huu  
'tsuwaanckhl  
liksh'daa  
lackhoo  
magoon  
biyaackhl  
lack'awsh



yuub  
shga'neesh  
loab  
awsh  
dsagga aksh  
lack huu  
'tsuwaanckhl  
liksh'daa  
lackhoo  
magoon  
biyaackhl  
lack'awsh

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

**yuub**

**shga'neesh**

**loab**

**awsh**

**dsagga aksh**

**lack huu**

**'tsuwaanckhl**

**liksh'daa**

**lackhoo**

**magoon**

**biyaackhl**

**lack'awsh**







# Basic Reading

## Encoding

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

\_\_\_\_\_ub

s\_\_\_\_\_’neesh

l\_\_\_\_\_b

\_\_\_\_\_sh

ds\_\_\_\_\_aksh

lack\_\_\_\_\_u

‘tsuwaan\_\_\_\_\_

\_\_\_\_\_’daa

\_\_\_\_\_hoo

ma\_\_\_\_\_

bi\_\_\_\_\_khl

\_\_\_\_\_’awsh

aw

ckhl

lack

liksh

goon

yu

hga

yaac

lack

oa

hu

agga

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

**yu**

**shga'n**

**lo**

**aw**

**dsagga**

**lack h**

**tsuwaan**

**liksh**

**lack**

**mag**

**biyaa**

**lack'a**

**sh**

**uu**

**'daa**

**eesh**

**hoo**

**oon**

**ub**

**ckhl**

**wsh**

**ab**

**ckhl**

**aksh**

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



---

**i h 'd k**  
**a a s l**

# Basic Writing

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

\_\_\_\_\_ub

shga'n \_\_\_\_\_loab

a\_\_\_\_\_h

d\_\_\_\_\_aksh

lack\_\_\_\_u

'ts\_\_\_\_\_nckhl

liksh'\_\_\_\_\_

l\_\_\_\_\_hoo

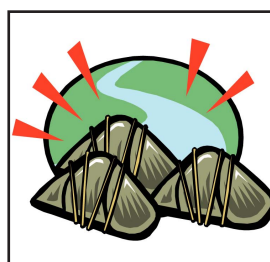
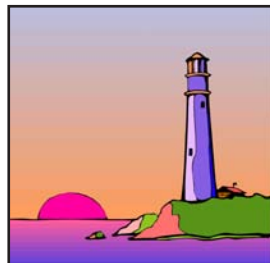
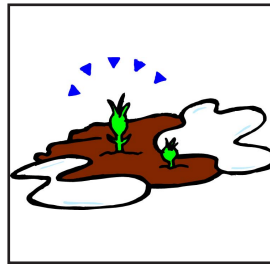
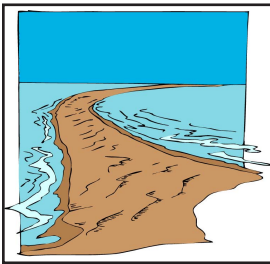
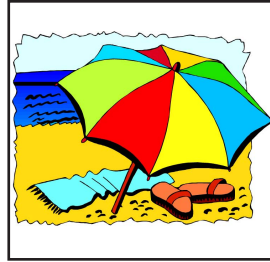
\_\_\_\_\_oon

biyaa\_\_\_\_/

lac\_\_\_\_sh



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. **Ndayu dm goayn?**

b. \_\_\_\_\_ **dm goayu.**

b. **Deesh 'nuuyu, \_\_\_\_\_ dm**

**goayu.**

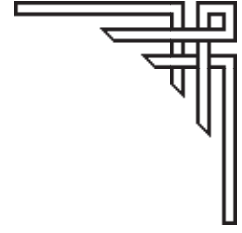
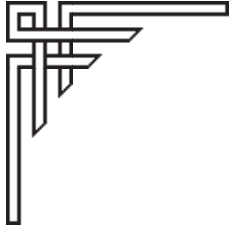
a. **Ndm dee shdooln.**

**yuub shga'neesh loab awsh**

**dsagga aksh lack huu 'tsuwaanckhl liksh'daa**

**lackhoo magoon biyaackhl lack'awsh**

# Unit Assessment



# **Tsimshian Language Program**

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

**Cycle A Beginners Grade 9-11**

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

**Unit 13**

**Theme: Land Forms**

**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 **yuub**.”
2. “Write the number 2 on top of the picture of **shga'neesh**.”
3. “Write the number 3 on top of the picture of **loab**.”
4. “Write the number 4 on top of the picture of **awsh**.”
5. “Write the number 5 on top of the picture of **dsagga aksh**.”
6. “Write the number 6 on top of the picture of **lack huu**.”
7. “Write the number 7 on top of the picture of **'tsuwaanckhl**.”
8. “Write the number 8 on top of the picture of **liksh'daa**.”
9. “Write the number 9 on top of the picture of **lackhoo**.”
10. “Write the number 10 on top of the picture of **magoon**.”
11. “Write the number 11 on top of the picture of **biyaackhl**.”
12. “Write the number 12 on top of the picture of **lack'awsh**.”

### Sight Recognition

“Turn to page 3 in your test.”

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

### Decoding/Encoding

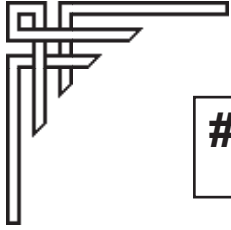
“Turn to page 5 in your test.”

“Look at the word parts in the boxes. Circle the other half or part of each word.”

### Basic Writing

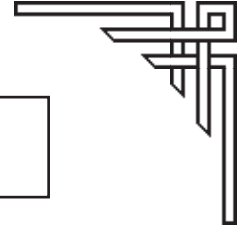
“Turn to page 7 in your test.”

“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**

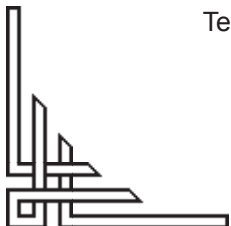
**Unit 13**

**Theme: Land Forms**

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

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

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



Teacher: To get a percentage for this student's assessment:

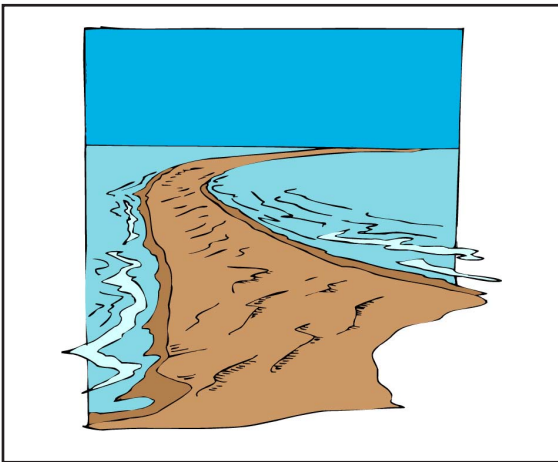
divide the total number of questions correct by the total number of questions; multiply this answer by 100 to determine the percentage of questions answered correctly.



[Empty box]



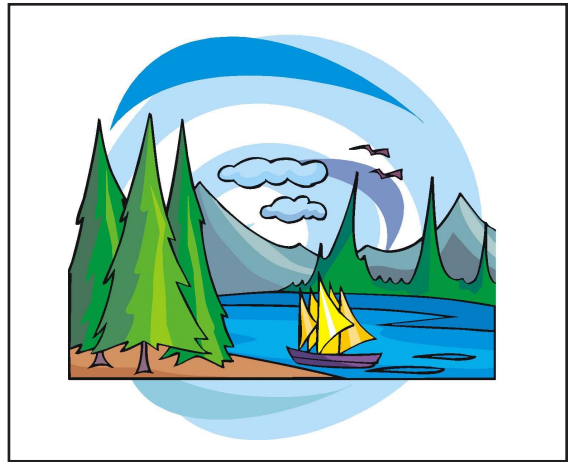
[Empty box]



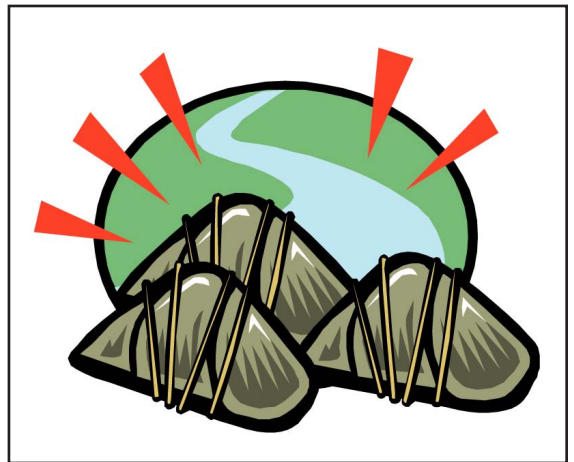
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[Empty box]



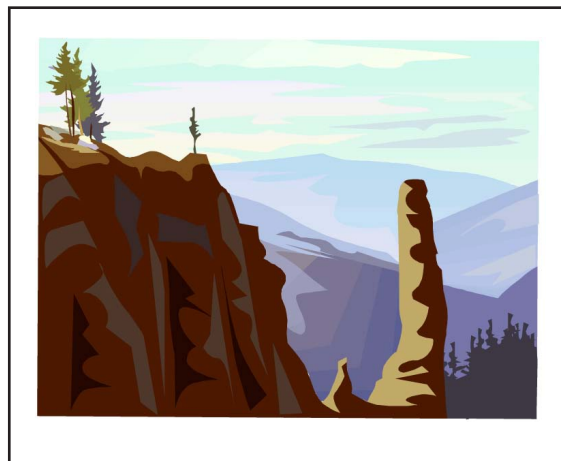
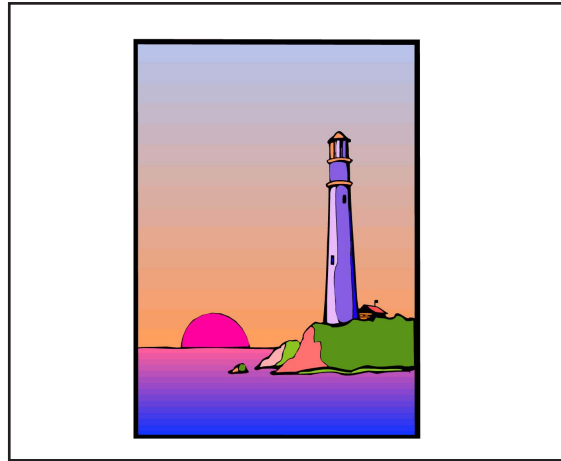
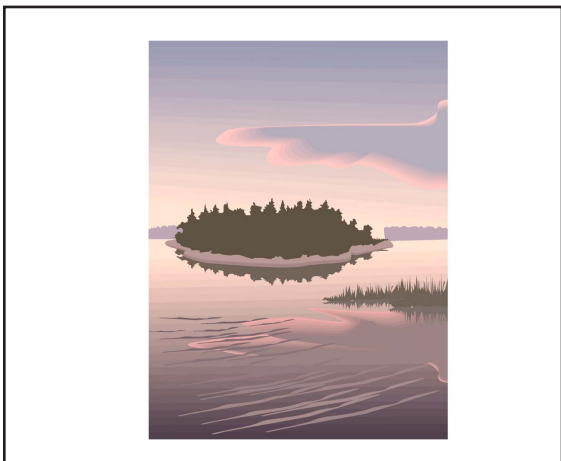
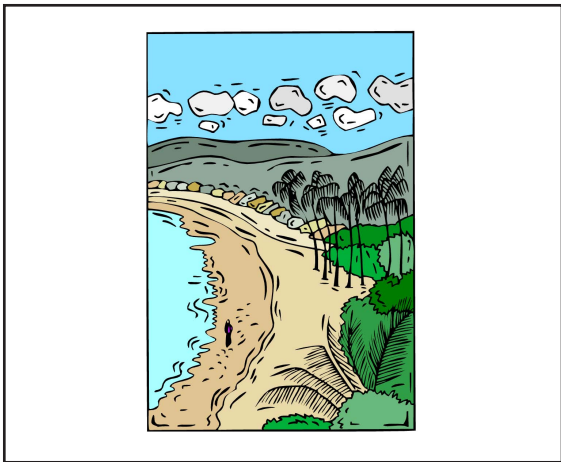
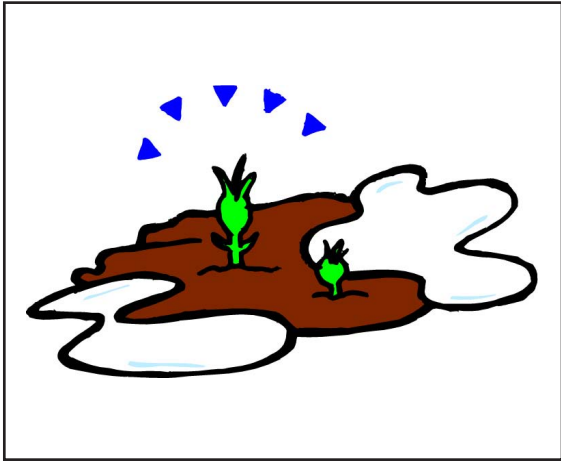
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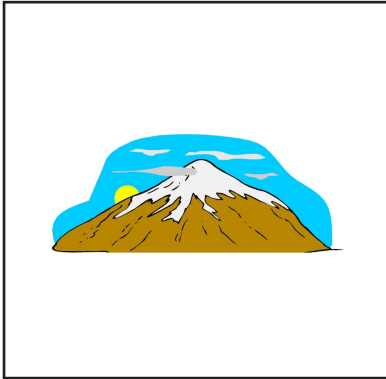
yuub  
 shga'neesh  
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 awsh  
 dsagga aksh  
 lack huu  
 'tsuwaanckhl  
 liksh'daa  
 lackhoo  
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 biyaackhl  
 lack'awsh



yuub  
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 liksh'daa  
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 biyaackhl  
 lack'awsh



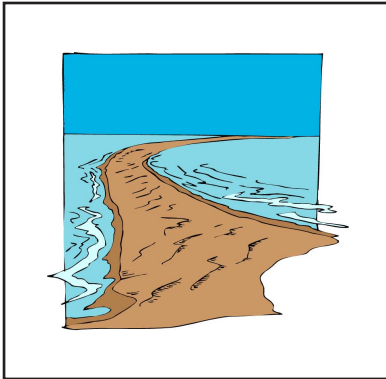
yuub  
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 lack huu  
 'tsuwaanckhl  
 liksh'daa  
 lackhoo  
 magoon  
 biyaackhl  
 lack'awsh



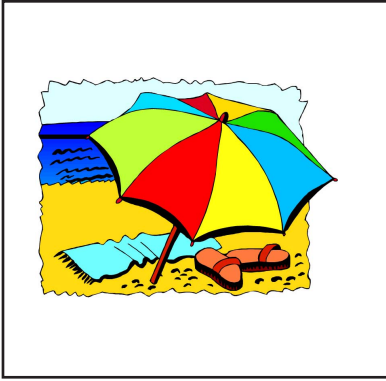
yuub  
 shga'neesh  
 loab  
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 lack'awsh



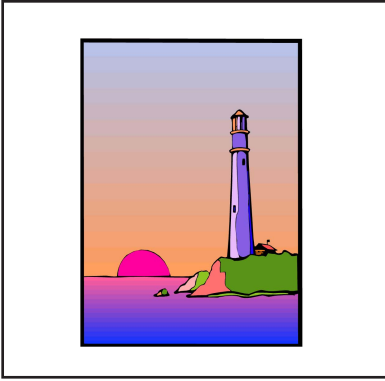
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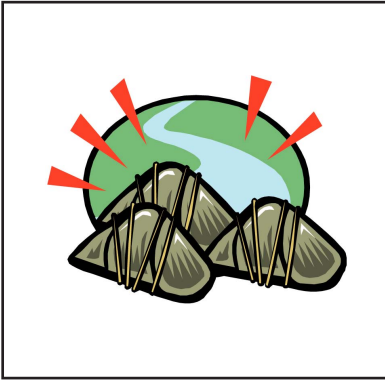
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yuub  
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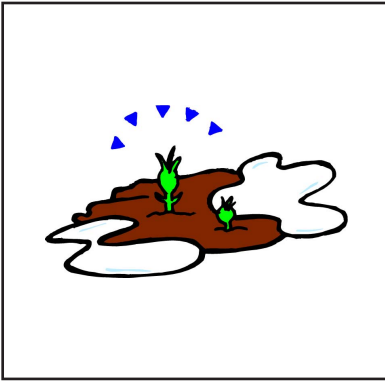
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**liks**

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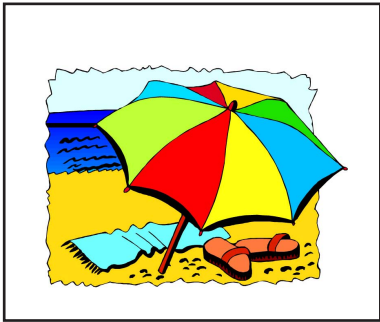
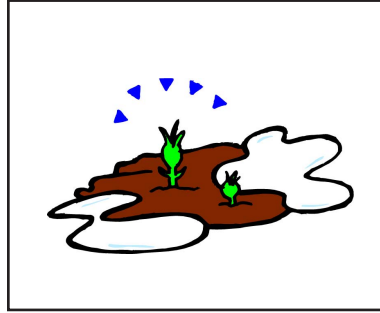
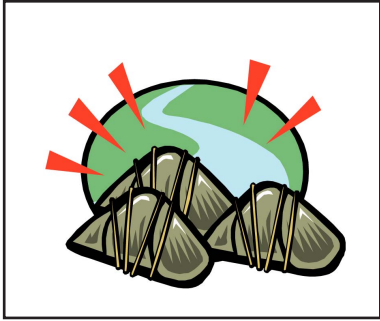
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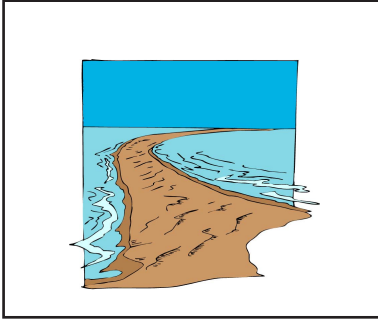
biya

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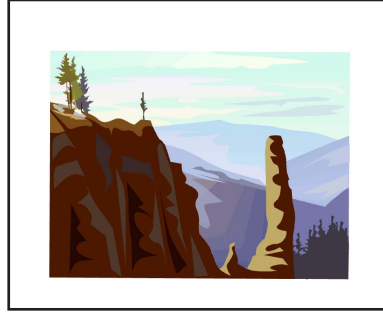
lo

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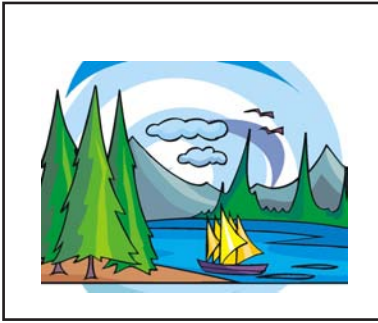




Blank rectangular box for labeling the beach scene.



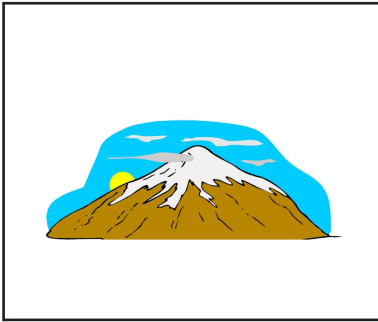
Blank rectangular box for labeling the cliff scene.



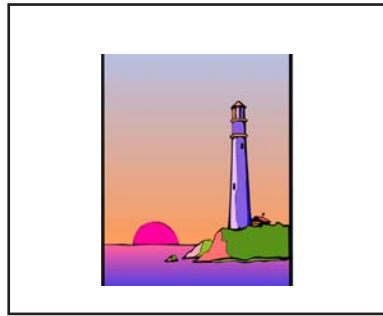
Blank rectangular box for labeling the lake scene.



Blank rectangular box for labeling the woman scene.



Blank rectangular box for labeling the mountain scene.



Blank rectangular box for labeling the lighthouse scene.