Lingít 1
Lesson Plans

DRAFT
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S.imla.xw Michele Johnson and K'eduka Jack
Tlingit Language Revitalization Association
Whitehorse, Yukon

Lingít 1 curriculum description and copyright

There are forty-five lessons in *Lingít 1*, recorded with Elders, and shared freely with learners. The stories are designed to be taught in full immersion by trained teachers who are also language learners themselves. Each lesson has new vocabulary and sentences. Each lesson progresses from comprehension, limited production, to full production, using a variety of games. Schedule 1.5 hours to teach each lesson. The entire *Lingít 1* will take approximately 90 hours of class time to teach.

Lingít 1 is the first in a series of six planned textbooks, a curriculum designed to help students of Lingít progress from beginner to advanced in an efficient, sequenced and predictable manner. These lessons are accompanied by teaching manuals, teaching images, CDs and an active method which must be practiced and delivered by a trained teacher. Each lesson is designed to be taught by learners with immersion, repetition and games in small groups of maximum twelve learners. This curriculum follows a proven method which has succeeded in creating new speakers in Interior Salish languages in Southern BC and Washington.

Please note: there needs to be an additional teaching manual written, detailing the commands used in the games. In Nsyilxcn, it is called the "Direct Acquisition" manual.

The curricular approach and text organization follows a proven method developed and provided by Christopher Parkin, and is based on the *N'səlxcin Curriculum Project*, by Sʔamtíc'aʔ (Sarah) Peterson, LaRae Wiley and Christopher Parkin © 2003–2014 the Salish School of Spokane, The Paul Creek Language Association, and Christopher Parkin; used with express permission. Download the textbooks and teaching manuals in Okanagan at www.interiorsalish.com. If you would like to use and modify this curriculum for another language please contact Christopher Parkin at cparkin@interiorsalish.com.

Contact michelekjohnson@gmail.com and kedukajack@gmail.com for graphics, audio files and training in the teaching method.

Table of Contents

Tlingit Language Revitalization Association
PO Box 11066 Venus Place Y1A 6L8 Whitehorse, Yukon

Lingít 1 Syllabus – Beginner Tlingit
Time: Friday March 13, 2015 to Friday June 26, 2015
Instructors: K'èdukà Jack and S.imla.xw Michele Johnson
Contact: kedukajack@gmail.com; michelekjohnson@gmail.com
Location: Yukon College (room TBA)
Time: 9am to 4pm each Friday

We are following a proven teaching method and curriculum template from the Salish School of Spokane, from Nsyilxcn Okanagan. We are teaching the first of six planned textbooks. This first textbook, Lingít 1, provides 96 hours of intensive instruction in 45 beginner lessons, taught in full immersion by learners. Learners will acquire a 500 word vocabulary. CDs of Elder recordings are provided for review at home. Students will have homework each week. Each class starts at 9am with a *quiz on the previous Friday's three lessons*.

Daily structure: 3 lessons per day (1.5 hours each), with short breaks, and 1.5 hours for review. This schedule is tentative and may change. If there are unforseen circumstances, the course may be extended into July. 16 classroom days, 6 hours each = 96 hours instruction.

Friday March 13: Lessons 1, 2, 3 (and introduction of course by S.imla.xw)
Friday March 20: Lessons 4, 5, 6 plus review of 1, 2, 3
Friday March 27: Lessons 7, 8, 9 plus review of 1, 2, 3, 4, 5, 6
Friday April 3: Lessons 10, 11, 12 plus review of 6 previous lessons
Friday April 10: Lessons 13, 14, 15 plus QUIZ
Friday April 17: Lessons 16, 17, 18 plus review of 6 previous lessons
Friday April 24: Lessons 19, 20, 21 plus review
Friday May 1: Lessons 22, 23, 24 plus review
Friday May 8: Lessons 25, 26, 27 plus review
Friday May 15: Lessons 28, 29, 30 plus QUIZ
Friday May 22: Lessons 31, 32, 33 plus review
Friday May 29: Lessons 34, 35, 36 plus review
Friday June 5: Lessons 37, 38, 39 plus review
Friday June 12: Lessons 40, 41, 42 plus review
Friday June 19: Lessons 43, 44, 45 plus review
Friday June 26: Oral exam, written exam, Graduation lunch with community invited ☺

Course materials:
Lingít 1 textbook, Lingít 1 CDs

Lesson Plan & Teaching Method for L1 Lesson (SUMMARY)

Teach in *full immersion with no English.* Teachers must be trained in method and teaching phrases. Each lesson takes 1.5 hours to teach (10 words and 3 sentences). Teach 3 lessons in a 6-hour day, with 1.5 hours for review (essential). Start each day with a quiz of 5-10 vocabulary words learned the previous day. L1 (45 lessons) takes 90 hours, and 500 words are learned.

1. introduce the first 5 new vocabulary words first, with graphics
   - "once in English" say English word for graphic ONCE while holding up graphic
   - say word 3 times for each graphic, then once more ("listen, don't speak"); if your pronunciation is weak, play the audio file from the CD for the first 5 words (play audio at least three or four times – then rely on your own pronunciation).
   - **COMPREHENSION PHASE, play 3 games:**
     - yes/no, 1/2, pointers, lasers, fly swatters, mexican tag, hand slapping, etc.
     - repeat the right answer <u>three times</u>, every time!
   - **LIMITED PRODUCTION PHASE, play two games:**
   - choral repeat "repeat after me" all words three times
     - play 2 games: either/or; point and say (point at pic, say wrong word, students repeat when you say right one); memory games. [start either/or as a group, then do individuals, IF they are confident]
     - repeat the right answer <u>three times</u>, every time!
   - choral repeat "repeat after me" all words once

2. teach second set of 5 vocabulary words, following same steps

3. teach sentences (3 sentences per lesson: question/answer and yes/no sentences)
   - teach YES answer FIRST "Yes, I want _____."
     - say answer phrase 3 times, then translate ONCE, act it out.
     - choral repeat phrase, while holding up all 10 pictures
     - ignore the question with individuals, each picture (teacher says Yes answer first, then asks question, student repeats the Yes answer)
   - Teach the No answer "No, I do not want _____." (follow same steps as Yes answer)
   - Teach the question phrase: "Do you want _____?"
     - model the question 3-4 times, then translate once
     - have students choral repeat the answer with 4 or 5 graphics
     - ask the teacher (individuals) (teacher models Q, student asks, teacher answers)
   - **FULL PRODUCTION exercises**, **choose one** to practice Q and A in full sentences
     - ask-and-answer (with pictures, full sentences)
     - class mixer (stand up with pictures, mingle around, full sentences)
     - mini dialogue (with one-letter prompts written on board, full sentences)
     - or any kind of full production game, ie heads up 7 up

   - Finish with a choral repeat of all 10, using full sentences (some yes, some no, some Q)

Summarized from N'səl'xcin 1 Lesson plans

Lesson Plan & Method for L1 ACTION Lesson (SUMMARY)

Method is identical to usual format but actions are taught using Total Physical Response (TPR)

1. introduce the first 5 new vocabulary words first, with graphics
   - "once in English" say English word for graphic ONCE while holding up graphic
   - say/listen: say word 3 times for each graphic, then once more ("listen, don't speak"); if your pronunciation is weak, play the audio file from the CD for the first 5 words (play audio at least three or four times – then rely on your own pronunciation).
   - TPR action/sound (put pictures aside!):
     o act out and say each word, while students watch. have students stand up, and act out and say each word again, while students do the action with you (they don't say the word). Keep going, until you can see they are comfortable, then start having a slight "pause" after you say the word before you do the action. After a few minutes, keep saying the words but stop doing the action (do the action after them).
     o Show pic, say word, students do gesture (you don't do gesture)
   - **COMPREHENSION PHASE, play 1 games:**
     o yes/no, 1/2, pointers, lasers, fly swatters, mexican tag, hand slapping, etc.
     o repeat the right answer three times, every time!
   - **LIMITED PRODUCTION PHASE, play two games:**
   - choral repeat "repeat after me" all words three times
     o play 2 games: either/or; point and say (point at pic, say wrong word, students repeat when you say right one); memory games. [start either/or as a group, then do individuals, IF they are confident]
     o repeat the right answer three times, every time!
   - choral repeat "repeat after me" all words once

2. teach second set of 5 vocabulary words, following same steps

3. teach sentences (3 sentences per lesson: question/answer and yes/no sentences)
   - teach YES answer FIRST "Yes, I want _____."
     o say answer phrase 3 times, then translate ONCE, act it out.
     o choral repeat phrase, while holding up all 10 pictures
     o ignore the question with individuals, each picture (teacher says Yes answer first, then asks question, student repeats the Yes answer)
   - Teach the No answer "No, I do not want _____." (follow same steps as Yes answer)
   - Teach the question phrase: "Do you want _____?"
     o model the question 3-4 times, then translate once
     o have students choral repeat the answer with 4 or 5 graphics
     o ask the teacher (individuals) (teacher models Q, student asks, teacher answers)
   - **FULL PRODUCTION exercises**, **choose one** to practice Q and A in full sentences
     o ask-and-answer (with pictures, full sentences)
     o class mixer (stand up with pictures, mingle around, full sentences)
     o mini dialogue (with one-letter prompts written on board, full sentences)
     o or any kind of full production game, ie heads up 7 up

   - Finish with a choral repeat of all 10, using full sentences (some yes, some no, some Q)

GRAMMAR: Action lessons may involve future or past tense. The teacher will very briefly explain the tenses before the lesson, and be sure to use a lot of body language while teaching.

Classroom Commands for Lingít 1

Spoken by Sam Johnson, May 1, 2014

Lingít	English
ax x'eit sa.áx	listen to me
aaa/tléik'	*yes or no? (not recorded)*
yáheiyé	picture (spelling?)
t'ách	**slap**
ya xeek shá yaa nshesitán	put this one on your shoulder (sp?)
wé s'igeidí t'ách	slap the beaver
wé yáheiyé t'ách	*slap the picture (not recorded)*
t'ách wé ___	*slap the ___ (n.r… confirm)*
- (t'áchaa - just a guess)	*flyswatter n.r. (Sam has no word)*
- (we (t'áchaa) aax gatí)	*pick up the flyswatter (not recorded)*
ch'éx'	**point at (first finger = ch'éix')**
wé s'ik ch'éx'	point at the bear
wé yáxeiyé ch'éx'	*point at picture (not recorded)*
- ch'éx'wé yáheiyé	*point at picture. is this correct? n.r.*
s'ináa	**flashlight**
wé s'ináa aax gatí	pick up the flashlight (Taku River: aax gatí wé s'ináa)
wé s'ináa in goosú we s'ik	flashlight, where is the bear?
wé s'ináa in goosú we yáxeiyé?	*flashlight, where is the picture (n. r.)*
yaxaadlaak!	I won!
yeeyadlaak	**You won**
ayaawadlaak	He/she won
xat yamduwadlaak/eeyamduwadlaak	I lost/You lost
kuyeixadlaak	*I beat everybody (no recording?)*
ax x'ayáx yanaká	Say it like me (singular)
dawk a seiyá?	which one is it?
-	this **or** that (Sam says there's no word for *or*, use the word *ka*)
-	*say after me, if I say word correctly*
lilsé	Wait
wa.é dés	Your turn
a yáx áwé	*Correct (Sam says good thing to say after a speech) (no recording)*

Notes:
These words were recorded and transcribed by a beginner speaker (Michele Johnson), with K'èdukà Jack. Recorded at Sam Johnston's house by Michele Johnson and K'èdukà Jack. Audio file is named "Johnston Clasroom Commands." Many spellings were checked by dictionary and other sources, but several spellings may be incorrect, particularly the k, x, high-low tones and long-short vowels. *Italics: we need to go back and ask Sam italicized words and sentences, to confirm or record.* Note: Sam couldn't think of word for *or*. Keep trying. ask if "k̲ach'oo" means "or" see page 67 Taku River book.

Lesson 1

Lesson 4
Clothing Lesson Plan-Friday March 20, 2015

Introduce first 5 words with graphics ONCE in English

mitts
moccasins
socks
pants
shirt

"ax x'eit sa.áx, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

tsáax'
at xáshdi téel
l'ée x'wán
tuk'atáal
k'oodás'

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Laser Pointers - (s'ináa)
    3.) 1/2 – (Tleix ku deixh)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
    1.) This or that? (dawk a seiyá?)
    2.) Repeat after me if I say it right... with a flashlight.
One more choral repeat all words ONCE.

Introduce next 5 words ONCE in english

hat
clothes
shoes
boots
underwear

"ax̱ x̱'eit sa.áx̱, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

s'áaxw
naa.át
téel
x'wán
doonyaax̱ tuk̲'atáal

Comprehension Phase (3 games):
1.) Yes/No – (aaa/tléik')
2.) Fly Swatters – (T'ach)
3.) 3/4 – (Nask'̲ku dag'oon)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
1.) This or that with CHARADES! (dawk a seiyá?) Get students to act it out then PICK a student and give 2 options.
2.) Repeat after me if I say it right...
One more choral repeat all words ONCE.

SENTENCES

Say "Aaa, _____ ax̱ jeewú" THREE TIMES first.
In English ONCE. "Yes, I have a _____."

Choral Repeat while holding up ALL ten pictures.

Ignore the question with students. Say yes answer first, then ask "Daa sá i jeewú ?"
POINT AT PICTURE IN HAND!! Go around the group.

"ax̱ x̱'ayáx̱ yanaḵá." Model question 3 TIMES. English ONCE.
Students choral repeat question, I ANSWER WITH GRAPHIC. (4-5)
Go Around Circle MODEL QUESTION, answer back with graphic, leave graphic with student.

Full Production: Mingle around with pictures, trade as you go, asking and answering.

_____ gé i jeewú?	do you have a _____?
Aaa, _____ ax̱ jeewú	yes, I have a _____.
Daa sá i jeewú ?	What do you have?

Lesson 5

Landforms Lesson Plan-Friday March 20, 2015

Introduce first 5 words with graphics ONCE in English

mountain
river
lake
hill
creek

"ax̱ x̱'eit sa.áx̱, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

shaa
héen
áa
gooch
héenák'w

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Laser Pointers - (s'ináa)
    3.) Tissue Game– (Everyone walk in a circle, throw tissue, person with word tries to catch on picture)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
    3.) This or that? (dawk a seiyá?)
    4.) Pictionary with 2 OPTIONS
One more choral repeat all words ONCE.

Introduce next 5 words ONCE in english

valley
garden/field
beach
town (or land/earth)
forest
glacier

"ax̱ x̱'eit sa.áx̱, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

shaaná<u>x</u>
táay
neech
aan
aasgutú
sít'

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Fly Swatters – (T'ach)
    3.) Sinking Ship – (Place pictures in different areas of the room, say name, students "run" towards picture)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
    3.) Dawk a se? This or that.
    4.) Repeat after me if I say it right... with a flashlight.
One more choral repeat all words ONCE.

<u>**SENTENCES**</u>

Say "_____ yaa n<u>x</u>agút" THREE TIMES first.
In English ONCE. "I am going/walking to the_____."

Choral Repeat while holding up ALL ten pictures.

Ignore the question with students. Say yes answer first, then ask "Goodé sá yaa neegút?" POINT AT PICTURE IN HAND!! Go around the group asking QUESTION and having them answer with YOUR picture.

"a<u>x</u> x'ayá<u>x</u> yana<u>k</u>á." Model question 3 TIMES. English ONCE.
Students choral repeat question, I ANSWER WITH GRAPHIC. (4-5)
Go Around Circle MODEL QUESTION, answer back with graphic, leave graphic with student.

Full Production: Mingle around with pictures, trade as you go, asking and answering.

Goodé sá yaa neegút?   Where are you going/walking to?

_____ yaa n<u>x</u>agút   I am going/walking to the _____.

Lesson 9
Animals Lesson Plan-Friday March 26, 2015

Introduce first 5 words with graphics ONCE in English

rabbit
moose
wolf
sheep
black bear

"ax x'eit sa.áx, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

gáx
dzísk'w
gooch
tawéi
s'ik

Comprehension Phase (3 games):
>   1.) Yes/No – (aaa/tléik')
>   2.) Laser Pointers - (s'ináa)
>   3.) 1/2 – (Tleix ku deixh)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
>   5.) This or that? (dawk a seiyá?)
>   6.) Repeat after me if I say it right... with a flashlight.
One more choral repeat all words ONCE.

Introduce next 5 words ONCE in english

caribou
mouse
beaver
dog
puppy

"a̲x x̲'eit sa.áx̲, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

watsíx
kuts'een
s'igeidí
keitl
ketlyádi

Comprehension Phase (3 games):
　　1.) Yes/No – (aaa/tléik')
　　2.) Fly Swatters – (T'ach)
　　3.) 3/4 – (Nask'̲ ku dag'oon)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
　　5.) This or that with CHARADES! (d̲awk a seiyá?) Get students to act it out then PICK a
　　　　student and give 2 options.
　　6.) Repeat after me if I say it right...
One more choral repeat all words ONCE.

SENTENCES
daa sá iyatéen ?　　　　　　　　　　what do you see?
_____ x̲aatéen.　　　　　　　I see a _____.

Say "_____ x̲aatéen." THREE TIMES first.
In English ONCE. "I see a _____."

Choral Repeat while holding up ALL ten pictures.

Ignore the question with students. Say yes answer first, then ask "Daa sá iyatéen?"
POINT AT PICTURE IN HAND!! Go around the group.

"a̲x x̲'ayáx̲ yanak̲á." Model *question* 3 TIMES. English ONCE.
Students choral repeat question, I ANSWER WITH GRAPHIC. (4-5)
Go Around Circle MODEL QUESTION, answer back with graphic, leave graphic with student.
 Write mnemonics on the board.

a.) d s i?　　　c.) _____ x̲h.

Full Production: Mingle around with pictures, trade as you go, asking and answering.

Lesson 10
Drinks Lesson Plan-Friday March 20, 2015

Introduce first 5 words with graphics ONCE in English

water
tea
coffee
juice
orange juice
cow's milk

"ax x'eit sa.áx, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

héen
cháayoo
káaxwei
at kahéeni
ánjis kahéeni
wasóos l'aayí

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Laser Pointers - (s'ináa)
    3.) 5/2

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
    7.) This or that? (dawk a seiyá?)
    8.) Repeat after me if I say it right... with a flashlight.
One more choral repeat all words ONCE.

Introduce next 5 words ONCE in english

beer
liquor/booze/alcoholic bev.
Hudson Bay tea/labrador tea

apple juice
berry juice

"ax̱ x̱'eit sa.áx̱, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

géewaa
náaw
s'ikshaldéen
x'áax' kahéeni
tléiḵw kahéeni

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Fly Swatters – (T'ach)
    3.) Tissue Game– (Everyone walk in a circle, throw tissue, person with word tries to catch on picture)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
    7.) This or that with Pictionary! (dawk a seiyá?) Get students to act it out then PICK a student and give 2 options.
    8.) Repeat after me if I say it right...
One more choral repeat all words ONCE.

SENTENCES

Say "_____ x̱adaná." THREE TIMES first.
In English ONCE. "I am drinking _____."

Choral Repeat while holding up ALL ten pictures.

Ignore the question with students. Say yes answer first, then ask "Daa sá idaná ??"
POINT AT PICTURE IN HAND!! Go around the group.

"ax̱ x̱'ayáx̱ yanak̲á." Model question 3 TIMES. English ONCE.
Students choral repeat question, I ANSWER WITH GRAPHIC. (4-5)
Go Around Circle MODEL QUESTION, answer back with graphic, leave graphic with student.

Write mnemonics on board:
a) d s id?   c.) _____ x̱.

Full Production: Mingle around with pictures, trade as you go, asking and answering.

Lesson 11
Plants Lesson Plan-Friday March 27, 2015

Introduce first 5 words with graphics ONCE in English

leaf
grass
spruce bough
Indian rhubarb
fireweed

"ax x'eit sa.áx, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

kayaaní
chookán
haaw
yaana.eit
lóol

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Laser Pointers - (s'ináa)
    3.) Sinking Ship – (Place pictures in different areas of the room, say name, students "run" towards picture)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
    9.) This or that? (dawk a seiyá?)
    10.)   Pictionary with 2 OPTIONS
One more choral repeat all words ONCE.

Introduce next 5 words ONCE in english

willow leaves
tree
cottonwood tree
rose (plant)
kinninikinnick

"ax x'eit sa.áx, sheyilkat"

THREE times each picture in Tlingit, then ONCE MORE each.

ch'áal' kayaaní
aas
dúk̲
xh'unyêl' ==gayku̲x̲weni==
tínx

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Fly Swatters – (T'ach)
    3.) Beanbag game.

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times, then repeat once more)
    9.) Dawk a se? This or that.
    10.)   Repeat after me if I say it right… with a flashlight.
One more choral repeat all words ONCE.
(Other options are guess which one? Dawk a se? Give people something if they get it right, the one with the most at the end wins)

<u>**SENTENCES**</u>
Say " _____ kei kana.éin." THREE TIMES first.
In English ONCE. "_____ is growing."

Choral Repeat while holding up ALL ten pictures.

Ignore the question with students. Say yes answer first, then ask "Daa sá kei kana.éin ?" POINT AT PICTURE IN HAND!! Go around the group asking QUESTION and having them answer with YOUR picture.

"ax̲ x̲'ayáx̲ yanak̲á." Model question 3 TIMES. English ONCE.
Students choral repeat question, I ANSWER WITH GRAPHIC. (4-5)
Go Around Circle MODEL QUESTION, answer back with graphic, leave graphic with student.

a.) d s k k.e?   c.) _____ k k.e

Full Production: Mingle around with pictures, trade as you go, asking and answering.

Lesson 12

Family 1 Lesson Plan-Friday April 10, 2015

Introduce first 5 words with graphics ONCE in English

mother
father
boy's older brother
younger sibling of same sex
girl's older sister

"ax x'eit sa.áx, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

tláa
éesh
húnxw
kéek'
shátx

Comprehension Phase (3 games):
> 1.) Yes/No – (aaa/tléik')
> 2.) Laser Pointers - (s'ináa)
> 3.) 1/2 – (Tleix ku deixh)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
> 11.)   This or that? (dawk a seiyá?)
> 12.)   Repeat after me if I say it right... with a flashlight.
One more choral repeat all words ONCE.

Introduce next 5 words ONCE in english

younger sibling of same sex
girl's brother
boy's sister
son
daughter

"ax x'eit sa.áx, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

kéek'
éek'
dlaak'
yéet
sée

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Fly Swatters – (T'ach)
    3.) 3/4 – (Nask'ku dag'oon)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
    11.)   This or that? (dawk a sei?)
    12.)   Repeat after me if I say it right...
One more choral repeat all words ONCE.

<u>SENTENCES</u>

Say "ax _____ _____ yoo duwasáakw." THREE TIMES first.
In English ONCE. "My _____'s name is _____"

Choral Repeat while holding up ALL ten pictures.

Ignore the question with students. Say yes answer first, then ask "máa sá duwasáakw i _____?"
 English "What is your _____'s name?"
POINT AT PICTURE IN HAND!! Go around the group.

"ax x'ayáx yanaká." Model question 3 TIMES. English ONCE.
Students choral repeat question, I ANSWER WITH GRAPHIC. (4-5)
Go Around Circle MODEL QUESTION, answer back with graphic, leave graphic with student.

Full Production: Mingle around with pictures, trade as you go, asking and answering.

w s dwk **i** _____?

a _____ _____ y dwk.

Lesson 13

Body Parts Lesson Plan-Friday April 10, 2015

Introduce first 5 words with graphics ONCE in English

nose
ear(s)
hand
eye(s)
face
chest
head
mouth
foot/feet

"ax x'eit sa.áx, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

lú
gúk
jín
waak
yá
wóow
shá
x'é
x'oos

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Laser Pointers - (s'ináa)
    3.) Sinking Ship – (Place pictures in different areas of the room, say name, students "run" towards picture)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
    13.)   This or that? (dawk a seiyá?)
    14.)   Pictionary with 2 OPTIONS
One more choral repeat all words ONCE.

Introduce next 5 words ONCE in english

| upper arm |
| knee |
| throat |
| finger |
| belly |
| body |
| hip |
| buttocks |
| back |

"a<u>x</u> <u>x</u>'eit sa.á<u>x</u>, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

| <u>x</u>eek |
| kee<u>y</u> |
| leitóo<u>x</u> |
| tl'ei<u>k</u> |
| <u>x</u>'óol' |
| daa |
| k'í |
| tóo<u>k</u> |
| dí<u>x</u>' |

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Fly Swatters – (T'ach)
    3.) Bouncy Ball Game.

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times, then repeat once more)
    13.)   Dawk a se? This or that.
    14.)   Repeat after me if I say it right… with a flashlight.
One more choral repeat all words ONCE.
(*Other options are guess which one? Dawk a se? Give people something if they get it right, the one with the most at the end wins*)

SENTENCES

Choral Repeat while holding up ALL pictures.

Do head, shoulders, knees and toes song.

Then put all students in a circle

Yeił Ye x̲eya̲ka

wiishduyighin (A) - *in a circle*

 Crow says: Yeił ye x̲eya̲ka

Lesson 15
Numbers and Age

1. Review Numbers 1-10
- count together on fingers (3 X)
- half the room counts, then other half

2. Numbers Song (sing it through 3 X)

3. Numbers 10-100
-write out 10-100 on board
-say/listen while pointing to numerals
-yes/no (group / individual)
-bear/raven (or concentration-memory game, if you have #s on cards, have people pick 1-10 and 2 colours)

4. Limited production
-either/or (group / individual)
-choral repeat 10-100
-count together 10-100

5. Numbers for student ages
-find out student ages and write on board in numeral form
-repeat as per numbers 1-5 above, point to number when saying

6. How old are you? I am
-say/listen "I am _____ years old."
-do for yourself, then pretend you are each student and say it
-choral repeat "I am __ years old." with numbers 1, 2 and ages
-ignore the question with individuals
-model answer, ask, student responds with age
-choral repeat question, "How old are you?"
-ask-the-teacher
-ask-each-other

7. Dialog
a: Hello, how are you?
b: Hello, I am _____. How are you?
a. I am _____. How old are you?
b: I am __ years old. How old are you?
a: I am __ years old. See you later.
b: See you later.

8. Choral Repeat 1-10, 10-100, ages
9. Name it! (group) 1-10, 10-100, ages

Lesson 18
Family 2 Lesson Plan-Friday April 16, 2015

Draw out Family Tree
Explain use of Axh xooní ALL the time for everyone.

Introduce 10 words with ONCE in English

léelk'w	grandparent
dachxán	grandchild
kélk'/kálk'w	niece/nephew
aat	father's sister (aunt)
tláak'w	mother's sister (aunt)
sáni	father's brother/clansman
káak	mother's brother
shát	wife
xúx	husband
xooní	relative/tribesperson/friend

"ax x'eit sa.áx, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

Comprehension Phase (3 games):
　　1.) Yes/No – (aaa/tléik')
　　2.) Fly Swatters (Tach'a)
　　3.) Laser Pointers - (s'ináa)
　　4.) Bouncy Ball Game
　　5.) Put pictures in order.

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
　　15.)　　This or that? (dawk a sei?)
　　16.)　　Individual Dawk a sei.
　　17.)　　Repeat after me if I say it right.
　　18.)　　Close your eyes. Cover one picture. Then two. Which one?

One more choral repeat all words ONCE.

SENTENCES

Say "ax _____ _____ yoo duwasáakw." THREE TIMES first.

In English ONCE. "My _____'s name is _____."

Choral Repeat while holding up ALL ten pictures.

Ignore the question with students. Say yes answer first, then ask "máa sá duwasáakw i _____??"
POINT AT PICTURE ON BOARD!! Go around the group giving answer then asking QUESTION.

"ax̱ x'ayáx̱ yanaḵá." Model question 3 TIMES. English ONCE.
Students choral repeat question, I ANSWER WITH GRAPHIC. (4-5)
Go Around Circle MODEL QUESTION, answer back with graphic.
Get students to ask and answer 3 with their own pictures.

a.) m s dwsk i ____?   c.) a _____ _____ y dwsk.

Lesson 21

Actions 3 Lesson Plan-Friday May 7, 2015

Introduce first 5 words with graphics ONCE in English

beating the drum
crying
laughing
thinking
talking

"ax x'eit sa.áx, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

dagwáal
gáax
at shook
yoo tuwatánk
yoo x'ayatánk

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Laser Pointers - (s'ináa)
    3.) Sinking ship

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
    19.)   This or that? (dawk a seiyá?)
    20.)   Repeat after me if I say it right... with a flashlight.
One more choral repeat all words ONCE.

Introduce next 5 words ONCE in english

telling a story
working
playing
sleeping
flying around

"ax x'eit sa.áx, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

sh kalneek
yéi jiné
ash koolyát
at tá
at wudikeen

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Fly Swatters – (T'ach)
    3.) Tissue Game– (Everyone walk in a circle, throw tissue, person with word tries to catch on picture)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
    15.)   This or that with Charades! (dawk a seiyá?) Get students to act it out then PICK a student and give 2 options.
    16.)   Repeat after me if I say it right...
One more choral repeat all words ONCE.

SENTENCES

Say "Daa sá yéi daa.**ee**né ?"THREE TIMES first.
In English ONCE. "What are you doing?"

Choral Repeat while holding up ALL ten pictures.

Ignore the question with students. Say yes answer first, then ask
"Daa sá yéi daa.**a**né" POINT AT PICTURE IN HAND!! Go around the group. Have class all doing one action. If the student can name action they name action, if they cant they ask question.

Write mnemonics on board:
a) d s y d.e?   c.) d s y d.a

Lesson 23

States of Being 2 Lesson Plan-Friday May 7, 2015

Introduce first 5 words with graphics ONCE in English

I am headachy
I am hungry
I am happy
I am sleepy
I am sad

"ax x'eit sa.áx, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

ax sháa yanéekw
ax éet yaan.uwaháa
ax toowú sigóo
ax éet yataawaháa
ax toowú yanéekw

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Laser Pointers - (s'ináa)
    3.) 1/2 – (Tleix ku deixh)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
    21.)   This or that? (dawk a seiyá?)
    22.)   Repeat after me if I say it right... with a flashlight.
One more choral repeat all words ONCE.

Introduce next 5 words ONCE in english

(I am) my spirits are soaring
I am grumpy
I am not bad
I am not good

"ax x'eit sa.áx, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

a<u>x</u> toowú át wudi<u>k</u>een
tléil a<u>x</u> toowú ushk'é
tléil wáa sá
tléil ushk'é

Comprehension Phase (3 games):
1.) Yes/No – (aaa/tléik')
2.) Fly Swatters – (T'ach)
3.) Bean Bags – (Two bean bags competition)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
17.) This or that with CHARADES! (daawk a seiyá?) Get students to act it out then PICK a student and give 2 options.
18.) Repeat after me if I say it right…
One more choral repeat all words ONCE.

Lesson 24
Clothing 2 Lesson Plan-Friday April 24, 2015

Introduce first 5 words with graphics ONCE in English

coat
belt
vest
dress
sweater

"ax x'eit sa.áx, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

kinaa.át
séek
l.uljíni
l'aak
kakéin k'oodás

Comprehension Phase (3 games):
> 1.) Yes/No – (aaa/tléik')
> 2.) Laser Pointers - (s'ináa)
> 3.) 1/2 – (Tleix ku deixh)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
> 23.)   This or that? (dawk a seiyá?)
> 24.)   Repeat after me if I say it right... with a flashlight.
One more choral repeat all words ONCE.

Introduce next 5 words ONCE in english

pajamas
eyeglasses
earring
bracelet
necklace

"ax̱ x'eit sa.áx̱, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

tanaa.ádi
waḵdáanaa
guk.át
kées
seit

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Fly Swatters – (T'ach)
    3.) 1/2 – (Tleix' ku deixh)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
    19.)   This or that with PICTIONARY! (daawk a seiyá?) Get students to act it out then
        PICK a student and give 2 options.
    20.)   Repeat after me if I say it right...
One more choral repeat all words ONCE.

SENTENCES

Say "**Aaa, Ax̱ _____ a tóode kax̱acháak.**" THREE TIMES first.
In English ONCE. "I am packing my _____."

Choral Repeat while holding up ALL ten pictures.

Ignore the question with students. Say yes answer first, then ask "**i _____ gí a tóode keecháak?**" "Are you packing your ____?"
Go around the group.

"ax̱ x'ayáx̱ yanaḵá." Model question 3 TIMES. English ONCE.
"Are you packing your ____?"
Students choral repeat question, I ANSWER WITH GRAPHIC. (4-5)
Go Around Circle MODEL QUESTION, answer back with graphic, leave graphic with student.
Answer NO ANSWER. Same theory.

"Tleik', tlél ax̱ __ a tóode kax̱achaak."

Once in English "No, I am not packing my___."

Full Production: Mingle around with pictures, trade as you go, asking and answering.

Mnemonics:

i _____ g a t kch?   Are you packing your ____?

A, ax̲ _____ a t kxch.   Yes, I am packing my _____.

T, tl ax̲ __ a t kx̲ch. No, I am not packing my___.

D sy kch?   What are you packing?

Lesson 29
Birds Lesson Plan-Friday May 22, 2015

Introduce first 5 words with graphics ONCE in English

bald eagle
hawk; golden eagle
loon
seagull
duck

"ax x'eit sa.áx, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

ch'áak'
gijook
kageet
kéidladi
gáaxw

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Laser Pointers - (sʼináa)
    3.) 1/2 – (But with two clothing items)

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
    25.)   This or that? (dawk a seiyá?)
    26.)   Repeat after me if I say it right… with a flashlight.
One more choral repeat all words ONCE.

Introduce next 5 words ONCE in english

owl
blue grouse
ptarmagin
robin
camprobber (whisky jack)

"ax̱ x̱'eit sa.áx̱, sheyilkat"
THREE times each picture in Tlingit, then ONCE MORE each.

óondách
núkt
x̱'eis'awáa
jáḵwgu
kooyéix̱

Comprehension Phase (3 games):
    1.) Yes/No – (aaa/tléik')
    2.) Fly Swatters – (T'ach)
    3.) Sinking ship

Limited Production (2 games):
FIRST DO CHORAL REPEAT (all words 3 times)
    21.)   This or that with PICTIONARY! (dawk a seiyá?)
    22.)   Repeat after me if I say it right...
One more choral repeat all words ONCE.

SENTENCES

Indicate the difference between "ligéi," and "yéi koosgéink'."
Repeat several times then say English " big," and "small."
Say "Aaa, _____ ligéi." THREE time in tlingit first.
In English ONCE. "Yes, a_____ is big"
Choral Repeat while holding up ALL ten pictures AND utilizing negative answer when bird is not big.

Ignore the question with students. Say yes answer first, then ask
"_____ gé ligéi?"
POINT AT PICTURE IN HAND!! Go around the group.

"ax̱ x̱'ayáx̱ yanaḵá." Model question 3 TIMES. English ONCE.
Students choral repeat question, I ANSWER WITH GRAPHIC. (4-5)
Go Around Circle MODEL QUESTION, answer back with graphic, leave graphic with student.
FOLLOW SAME PROCESS WITH SMALL.

Full Production: Mingle around with pictures, trade as you go, asking and answering.