



"Drink from the vessel of Traditional Knowledge"



Shtoo.atgagiltoow Learning How to Learn

Introduction

For thousands of years, the Tlingit people have had an educational system that taught them how to survive in a harsh environment. They have had to learn how to live in harmony with the earth and all that was created. In order to accomplish this, they have developed an educational system that has helped them succeed. Anthropologists estimate that the Tlingit people have lived in Southeast Alaska for 10,000 years or more. The educational system is built on four primary pillars/corner-posts based on the foundation of respect:

- Lingít áwé wa.é kaa x'éide kakGees.áax.
- ⇒ You are a human being. You are to listen.

1 The first corner-post is that Tlingit people, and all human beings, have a very unique ability to learn and to listen for a purpose. This is taught before birth by the Tlingit people and after birth until the person learns this discipline. The reason listening is so important, note the present tense, is because it is still important to this very day. Also, there were no written books on language, science, math, literature, geology, history, geography, biology, physiology, botany, hydrology, etc. However, the Tlingit educational system has had knowledge of these disciplines as shown in the use of natural resources.

- Lingít áwé wa.é yáa kududzigéi.
- ⇒ You are a human being. You are Intelligent.

2 The second corner-post is that all human beings are intelligent. Acceptance of intelligence is important and also acknowledging that human beings can learn how to learn. Learning how to learn is a vital part of learning. The Tlingit phrase is Shtoo.atgagiltoow 'you have the ability to learn'. The realization of intelligence comes from learning how to listen, to pay attention, to be quiet and to be still in mind, body, soul and spirit. Acceptance is a key skill to learning. Students must accept this and acknowledge their gift of intelligence.

- Lingít áwé wa.é. Yáa at yakGeenéi.
- ⇒ You are a human being.
- ⇒ You will respect all things.

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3 The third corner-post is respect: the primary corner-post of the educational tribal house. To listen, pay attention, and to be quiet in mind, body, soul and spirit is an important step of respecting ones-self. To acknowledge and accept ones intelligence is also self-respect. Respecting the family, the community and the environment is woven through all the stories, traditions, and customs of the Tlingit people and is still practiced to this very day!

- Lingít áwé wa.é. Wóoch.een yéi jigaxynéi.
- ⇒ *You are a human being.*
- ⇒ *You are to work together.*

4 The fourth corner-post is working together. This is true respect, honor and integrity. All of the above is woven in the language, traditions, customs and practices of the Tlingit people. This helped them settle and possess Southeast Alaska when there were no stores, phones, internet or technology. The corner-posts and the foundation of the Tlingit Education System is documented and proven in the stories and historical accounts. Woven into these stories includes how the Tlingit people used this value in gaining equal rights for their people, establishing: the ANB/ANS, Central Council of the Tlingit & Haida Indians, Southeast Alaska Regional Health Corporation, Tlingit & Haida Regional Housing Authority, I.R.A. Councils, Sealaska Corporation, Goldbelt Heritage Foundation, and village/urban corporations. The list continues...

Kindergarten - Grade 3

During this unit, students will:

- ✓ Demonstrate an understanding of the Tlingit values;
- ✓ Recognize the key-value words when heard (with and without the unit-sentences);
- ✓ Say the key-value words and the unit-sentences.

Grade 4 - Grade 6

During this unit, students will:

- ✓ Demonstrate an understanding of the Tlingit values;
- ✓ Recognize the key-value words when heard (with and without the unit-sentences);
- ✓ Say the key-value words and unit-sentences.
- ✓ Read and write the key-value words.

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Grade 7 - Grade 12

During this unit, students will:

- ✓ Demonstrate an understanding of the Tlingit values;
- ✓ Recognize the key-value words when heard (with and without the unit-sentences);
- ✓ Say the key-value words and the unit-sentences.
- ✓ Read and write the key-value words.

Key Values Vocabulary

Kindergarten

VERB(S)

1. datoow – to read

NOUNS

1. x'úx' – book(s)
2. shkalneek – story

UNIT DIALOG

a. Daasá yei daa i né? What are you doing?	b. X'úx' _____ yei da xa né. I'm reading a _____.
c. Daasá daat sáwé? What is it about?	d. _____ daat at áwé. It is a _____.

UNIT SENTENCES

a. Daasá yei daa i né? What are you doing?	b. Daasá daat sáwé? What is it about?
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Grade 1 - Grade 3

VERBS

1. datoow – to read
2. kaashxeet – to write

NOUNS

1. x'úx' – books
2. shkalneek – story
3. yoo x'atank – words

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UNIT DIALOG

a. Daasá yei daa i né? What are you doing?	b. X'úx' _____ yei da xá né. I'm reading a _____.
c. Daasá daat sáwé? What is it about?	d. _____ daat at áwé. It is a _____.
e. Daasá a too yei yatee? What is in it?	f. _____ a too yei yatee. _____ are written in it.
g. Kashxéet gé yei daa i né? Do you write?	h. Aa a _____ yei da xa né. Yes, I _____.

UNIT SENTENCES

a. Daasá yei daa i ne? What are you doing?	b. Daasá daat sáwé? What is it about?
c. Daasá a too yei yatee? What is in it?	d. Kashxéet gé yei daa i né? Do you write?

Grade 4 - Grade 6

VERBS

1. datoow – to read
2. kaashxeet – to write
3. nastoow – to count
4. Xwaatoow – counted/read

NOUNS

1. x'úx' – book or books
2. shkalneek – story
3. yoo x'atank – words

UNIT DIALOG

a. Daasá yei daa i né? What are you doing?	b. X'úx' _____ yei da xá né. I am reading a _____.
c. Daasá Daat sáwé? What is it about?	d. _____ daat at áwé. It is a _____.
e. Daasá a too yei yatee? What is in it?	f. _____ a too yei yatee. _____ about the _____.
g. Kashxéet gé yei daa i né? Do you write?	h. Aa a _____ yei da xa né. _____, I write.
i. Nastoow wé x'úx'. Count the number of books.	j. Xwaatoow wé _____. I counted the _____.



UNIT SENTENCES

a. Daasá yei daa i né? What are you doing?	b. Daasá Daat sáwé? What is it about?
c. Daasá a too yei yatee? What is in it?	d. Kashxéet gé yei daa i né? Do you write?
e. Nastoow wé x'úx'. Count the number of books.	

Grade 7 - Grade 12

VERBS

1. datoow – to read
2. kaashxeet – to write
3. nastoow – to count
4. xwaatoow – read/count
5. yoox'atan'k kaashxeet – to spell

NOUNS

1. x'úx' – books
2. shkalneek – story
3. yoo x'atank – words
4. x'úx'ku geiyee – books/pages

UNIT DIALOG

a. Daasá yei daa i né? What are you doing?	b. X'úx' _____ yei da xá né. I am reading a _____.
c. Daasá Daat sáwé? What is it about?	d. _____ daat at áwé. It is a _____.
e. Daasá a too yei yatee? What is in it?	f. _____ a too yei yatee. _____ about the _____.
g. Kashxéet gé yei daa i né? Do you write?	h. Aa a _____ yei da xá né. _____, I write.
i. Nastoow wé x'úx'ku geiyee. Count the number of books.	j. Xwaatoow wé _____. I counted the _____.
k. Yoox'atan'k kaashxeet gé yíseekoo? Do you know how to spell words?	l. _____ xashigook. Yes, I know how spell words.

Note: Items K & L are different due to the nature of the Tlingit language.

UNIT SENTENCES

a. Daasá yei daa i né? What are you doing?	b. Daasá Daat sáwé? What is it about?
c. Daasá a too yei yatee? What is in it?	d. Kashxéet gé yei daa i né? Do you write?
e. Nastoow wé x'úx'. Count the number of books.	f. Yoox'atan'k kaashxeet gé yíseekoo? Do you know how to spell words?



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Concrete Materials for
Introducing the Vocabulary

Kindergarten

X'ux'

 **Books**

Collect a number of different books. Present the materials to students. Describe the cover from one of the books; have students locate it. Repeat until all of the reading materials have been identified in this way.

Datoow

 **Read**

Mix together things that can be read such as: books, recipes, magazines or food containers with things that have to words on them, example blank paper, a mirror. Have students sort and classify the items by "we can read these" and "we cannot read these".

Shkalneek

 **Story**

Collect books of well-known stories. Lay the books on the floor and group students around them. Describe what happens in one of the stories and students should find its book. Repeat until all of the stories have been identified.

Concrete Materials for
Introducing the Vocabulary

Grade 1 - Grade 3

X'ux'

 **Books**

Collect a number of different books. Present the materials to students. Describe the cover from one of the books; have students locate that book. Repeat until all of the reading materials have been identified in this way.

Datoow

 **Read**

Mix things together that can be read, such as: books, recipes, magazines or food containers. Make sure they have two words on them, example blank paper, a mirror. Have students sort and classify the items by "we can read these" and "we cannot read these".

Shkalneek

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Story

Collect books of well-known stories. Lay the books on the floor and group students around them. Describe what happens in one of the stories and have students find that book. Repeat until all of the stories have been identified.

Yux'atank

Words

Prepare word cards, number cards, and picture cards. Mix all of the cards together. Have students sort and classify the cards. Direct their attention to the words cards.

Kaashxeet

Write

Place pencils, pens, crayons, paintbrushes, felt markers or chalk on the floor and group students around them. Have students determine "what is the same about all of the items?" *They can all be used to write.*

Concrete Materials for
Introducing the Vocabulary

Grade 4 - Grade 6

X'ux'

Books

Collect a number of different books. Present the materials to students. Describe the cover from one of the books; have students locate that book. Repeat until all of the reading materials have been identified in this way.

Datoow

Read

Mix things together that can be read, such as: books, recipes, magazines or food containers. Make sure they have two words on them, example blank paper, a mirror. Have students sort and classify the items by "we can read these" and "we cannot read these".

Shkalneek

Story

Collect books of well-known stories. Lay the books on the floor and group students around them. Describe what happens in one of the stories and have students find that book. Repeat until all of the stories have been identified.

Yux'atank

Words

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Prepare word cards, number cards, and picture cards. Mix all of the cards together. Have students sort and classify the cards. Direct their attention to the words cards.

Kaashxeet

Write

Place pencils, pens, crayons, paintbrushes, felt markers or chalk on the floor and group students around them. Have students determine "what is the same about all of the items?" *They can all be used to write.*

Nastoow

Count

Show students some items that can be used for counting, such as a calculator, a ruler, a measuring cup, etc. Have them determine "what is the same about all of these items?" Use this to introduce counting to students.

Concrete Materials for
Introducing the Vocabulary

Grade 7 - Grade 12

X'ux'

Books

Collect a number of different books. Present the materials to students. Describe the cover from one of the books; have students locate that book. Repeat until all of the reading materials have been identified in this way.

Datoow

Read

Mix things together that can be read, such as: books, recipes, magazines or food containers. Make sure they have two words on them, example blank paper, a mirror. Have students sort and classify the items by "we can read these" and "we cannot read these".

Shkalneek

Story

Collect books of well-known stories. Lay the books on the floor and group students around them. Describe what happens in one of the stories and have students find that book. Repeat until all of the stories have been identified.

Yux'atank

Words

Prepare word cards, number cards, and picture cards. Mix all of the cards together. Have students sort and classify the cards. Direct their attention to the words cards.



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Kaashxeet

Write

Place pencils, pens, crayons, paintbrushes, felt markers or chalk on the floor and group students around them. Have students determine "what is the same about all of the items?" *They can all be used to write.*

Nastoow

Count

Show students some items that can be used for counting, such as a calculator, a ruler, a measuring cup, etc. Have them determine "what is the same about all of these items?" Use this to introduce counting to students.

Yoox'atan'-kaashxeet

Write Words

Write a word on the board; leave out every second letter. Have students write the word, adding the missing letters. Use this to introduce writing.

X'úx'kugeiyee

Pages

Show the index of a book. Have students determine what the index does – it tells readers what pages to go to.

Shtoo.atwooltoow
Studying/Education

Lesson 1 **Kindergarten**

INTRODUCTION ACTIVITIES

1. Collect books of different sizes. Hold up one of the books. Have students identify other books that are smaller and bigger than the book that you are holding.
2. Before the lesson begins, collect books of varying thickness. Show one of the books to your students. Call upon them to find other books that are thinner or thicker than the one that you are holding.
3. Before the lesson begins, collect pictures of well-known characters from familiar stories. Show the pictures to your students and have them identify the story associated with each one.
- 4 Create simple illustrations for the Tlingit words. Use them to introduce the Tlingit vocabulary.

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Lesson 2 Kindergarten

Listening - Nouns

Prepare a visual for each of the nouns. The visuals can be hand-drawn or developed from clip-art. Show students the visuals and say the Tlingit words for them.

Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movement of hands, arms, legs and limbs. Practice the body movements with your students. When students are able to perform the body movements well, say a vocabulary word. Students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, students should perform the appropriate body movement. Rather than using body movements, you may wish to use "sound effects" for identifying vocabulary words. Students should perform the appropriate body movements/sound effects for the words you say.

Mini Illustration Hold-Up

Prepare a page of small vocabulary illustrations. Give each student a copy of the mini illustrations. Have your students cut them out. When they are finished cutting them out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you say. Repeat this process until all of the illustrations/vocabulary words have been used.

Flashlight Find

Mount the vocabulary illustrations on the walls. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words. Have your student point to the illustration with the flashlight. This activity may also be conducted as a team. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the flashlight. The first player to correctly identify the illustration for the vocabulary word wins the round. Repeat until all players have a turn.

Lesson 3 Kindergarten

Listening - Unit Sentence

Join Those Halves

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Before the activity begins, prepare an extra set of graphics. Cut each of the graphics in half. Spread the illustration-halves on the floor in a scattered form. Group your students into two teams. Give the first two players in each team a long-length of string or yarn. Say a vocabulary word, using the unit-sentences. When you say "Go," the first two players in each team must rush to the illustration halves. The object of the activity is for the players to use the string/yarn to join together the two halves which make up the illustration for the sentence that you said. The first team to do this successfully wins the round. Repeat until all players have participated.

One to Five

Give each student numeral cards from 1 to 5. Mount your visuals on the board and point to one of them. Say the unit-sentences using different key words; one sentence should be correct for the illustration you point to. Students should listen carefully to the sentences you say. Then, each student should hold up the numeral card to show which sentence matched the illustration you pointed to. Repeat until all of the unit-sentences are used.

 Speaking - Unit Sentence

Number What?

Mount your visuals on the board. Number each of them. Call one of the numbers. Students should identify the illustration with that number using the unit-sentences. Continue until all of the visuals have been identified.

Lesson 4 **Kindergarten**

 Listening - Unit Sentence

Mini Illustration Hold-Up

Prepare a page of small vocabulary illustrations. Give each student a copy of the mini illustrations. Have your students cut them out. When they are finished cutting them out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you say. Repeat this process until all of the illustrations/vocabulary words have been used.

Join Those Halves

Before the activity begins, prepare an extra set of graphics. Cut each of the graphics in half. Spread the illustration-halves on the floor in a scattered form. Group your students into two teams. Give the first two players in each team a long-length of string or yarn. Say a vocabulary word, using the unit-sentences. When you say "Go," the first two players in each team must rush to the illustration halves. The object of the activity is for the players to use the string/yarn to join together the two halves which make up the

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illustration for the sentence that you said. The first team to do this successfully wins the round. Repeat until all players have participated.

🗣️ Speaking - Unit Sentence

Number What?

Mount your visuals on the board. Number each of them. Call one of the numbers. Students should identify the illustration with that number using the unit-sentences. Continue until all of the visuals have been identified.

🗣️ Speaking - Unit Sentence

Right or Wrong?

Mount the vocabulary illustrations on the board. Point to one of the illustrations and say its vocabulary word, using the unit-sentences. Students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, students should remain silent. Repeat this process until students have responded a number of times.

Flip of the Coin

Provide each student with a penny. Keep one penny for yourself. Mount the vocabulary illustrations on the board. Have students toss their pennies into the air. Each student should look to see which side of their penny is face up. Toss your penny into the air in the same way. Call the side of your penny that is face-up. Students who have the same side as you must then identify (orally) a vocabulary illustration you point to, using the unit's sentence.

Lesson 5 Kindergarten

REINFORCEMENT ACTIVITIES

Identify a story to read to students. Ask them questions about the story's contents. Then, mount a sheet of chart-paper on the board. Have students tell you what happened in the story. Print the student-sentences on the chart paper. You may wish to add their name after the sentence that he/she provides.

Example:

They walked down the road. (Mary)

Continue until the main events of the story have been included.

Cut out the individual sentences from the above chart paper. Select the "middle" sentence and tape it onto the board. Mix the remaining sentence strips together. Select



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one sentence and read it to your students. Call upon students to decide if that sentence comes before or after the sentence that is on the board. Continue in this way until all of the sentences have been placed "before/after" the sentence that is on the board.

Provide students with illustrating materials and supplies. Say a sentence from the story [used above] to each student. Students should then illustrate the sentences that you give them. When their illustration is ready, have them explain it. Write your students sentences on a sheet of paper and attach it to the illustration. Repeat until all of their illustrations have been used in this way.

Lesson 1

Grade 1 - Grade 3

1. Before the lesson begins, collect well-known stories from the library. Lay the books on the floor and group students around them say a sentence associated with one of the stories. Call upon students to identify the story that goes with that sentence. Repeat until all of the stories have been identified in this way.

2. Before the lesson begins, create sentence strips that contain run-ons of common words, for example:

"manhelpreadspeakrunlaugh"

... Have students take turns using scissors to cut out the words.

3. Create simple illustrations for the Tlingit words. Use them to introduce the Tlingit vocabulary.

Lesson 2

Grade 1 - Grade 3

Listening - Nouns

Prepare a graphic for each of the nouns. These can be hand drawn or developed from clip art. Show students the graphics and say the Tlingit words for them.

Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movement of hands, arms, legs and limbs. Practice the body movements with your students. When students are able to perform the body movements well, say a vocabulary word. Students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, students should perform the appropriate body movement. Rather than using



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body movements, you may wish to use "sound effects" for identifying vocabulary words. Students should perform the appropriate body movements/sound effects for the words you say.

Mini Illustration Hold-Up

Prepare a page of small vocabulary illustrations. Give each student a copy of the mini illustrations. Have your students cut them out. When they are finished cutting them out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you say. Repeat this process until all of the illustrations/vocabulary words have been used.

Flashlight Find

Mount the vocabulary illustrations on the walls. Have a student stand in the center of the classroom with a flashlight. Say one of the vocabulary words. Have your student point to the illustration with the flashlight. This activity may also be conducted as a team. In this case, have two flashlights available. Have a player from each team stand in the center of the classroom. When you say the vocabulary word, each player must attempt to find the correct illustration with the flashlight. The first player to correctly identify the illustration for the vocabulary word wins the round. Repeat until all players have a turn.

Lesson 3

Grade 1 - Grade 3

 Listening - Unit Sentence

Join Those Halves

Before the activity begins, prepare an extra set of graphics. Cut each of the graphics in half. Spread the illustration-halves on the floor in a scattered form. Group your students into two teams. Give the first two players in each team a long-length of string or yarn. Say a vocabulary word, using the unit-sentences. When you say "Go," the first two players in each team must rush to the illustration halves. The object of the activity is for the players to use the string/yarn to join together the two halves which make up the illustration for the sentence that you said. The first team to do this successfully wins the round. Repeat until all players have participated.

One to Five

Give each student numeral cards from 1 to 5. Mount your visuals on the board and point to one of them. Say the unit-sentences using different key words; one sentence should be correct for the illustration you point to. Students should listen carefully to the sentences you say. Then, each student should hold up the numeral card to show which sentence matched the illustration you pointed to. Repeat until all of the unit-sentences are used.

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 Speaking - Unit Sentence

Number What?

Mount your visuals on the board. Number each of them. Call one of the numbers. Students should identify the illustration with that number using the unit-sentences. Continue until all of the visuals have been identified.

Lesson 4 Grade 1 - Grande 3

 Listening - Unit Sentence

Mini Illustration Hold-Up

Prepare a page of small vocabulary illustrations. Give each student a copy of the mini illustrations. Have your students cut them out. When they are finished cutting them out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you say. Repeat this process until all of the illustrations/vocabulary words have been used.

Join Those Halves

Before the activity begins, prepare an extra set of graphics. Cut each of the graphics in half. Spread the illustration-halves on the floor in a scattered form. Group your students into two teams. Give the first two players in each team a long-length of string or yarn. Say a vocabulary word, using the unit-sentences. When you say "Go," the first two players in each team must rush to the illustration halves. The object of the activity is for the players to use the string/yarn to join together the two halves which make up the illustration for the sentence that you said. The first team to do this successfully wins the round. Repeat until all players have participated.

 Speaking - Unit Sentence

Right or Wrong?

Mount the vocabulary illustrations on the board. Point to one of the illustrations and say its vocabulary word, using the unit-sentences. Students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, students should remain silent. Repeat this process until students have responded a number of times.

Flip of the Coin

Provide each student with a penny. Keep one penny for yourself. Mount the vocabulary illustrations on the board. Have students toss their pennies into the air. Each student

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should look to see which side of their penny is face up. Toss your penny into the air in the same way. Call the side of your penny that is face-up. Students who have the same side as you must then identify (orally) a vocabulary illustration you point to, using the unit's sentence.

Lesson 5

Grade 1 - Grade 3

REINFORCEMENT ACTIVITIES

*(Grades 2 & 3) Introduce and practice the unit's dialog with students. Be sure they understand the meanings of all the sentences. The dialog can be used in group and individual formats.

Identify a story to read to students. Ask them questions about the story's content. Then, mount a sheet of chart paper on the board. Have students describe what happens in the story. Print students' sentences on the chart paper. You may wish to add a student's name after they provide a sentence, example:

They walked down the road. (Mary)

Continue until the main events of the story have been included. Cut out the individual sentences from the chart paper. Select the "middle" sentence and tape it onto the board. Mix the remaining sentence strips together. Select one sentence and read it to students. Call upon students to decide if that sentence comes before or after the sentence that is on the board. Continue until all of the sentences have been placed before or after the sentence that is on the board.

Lesson 1

Grade 4- Grade 6

INTRODUCTION ACTIVITIES

1. Before the lesson begins, collect well-known stories from the library. Lay the books on the floor and group students around them. Say a sentence associated with one of the stories. Call upon students to identify the story that goes with that sentence. Repeat until all of the stories have been identified.

2. Group students into two teams. Place two handfuls of pennies on the floor – one pile in front of each team. When you say, "Go," the first player from each team must count their pennies. The first to do this, winds around. Repeat.

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3. Create simple illustrations for the Tlingit words. Use them to introduce the Tlingit vocabulary.

Lesson 2

Grade 4 - Grade 6

Listening - Nouns

Prepare a graphic for each of the nouns. These can be hand drawn or developed from clip art. Show students the graphics and say the Tlingit words for them.

Mini Illustration Hold-Up

Prepare a page of small vocabulary illustrations. Give each student a copy of the mini illustrations. Have your students cut them out. When they are finished cutting them out, say a vocabulary word. Each student should then hold up the illustration for the vocabulary word that you say. Repeat this process until all of the illustrations/vocabulary words have been used.

Illustration Bingo

Provide each student with the mini illustrations from the previous activity. Each student should turn their illustrations face-down on the desk. Then, each student should turn one illustration face-up. Say a vocabulary word. Any student who has the illustration for the vocabulary word should display it to the rest of the class. Those illustrations should then be put to the side and students should turn over another illustration. The first student to have no illustrations left on their desk wins the round. The illustrations may be collected, mixed and redistributed for the different rounds of the activity.

Speaking - Nouns

Right or Wrong?

Mount the vocabulary illustrations on the board. Point to one of the illustrations and say its vocabulary word, using the unit-sentences. Students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, students should remain silent. Repeat this process until students have responded a number of times.

Lesson 3

Grade 4 - Grade 6

Listening - Unit Sentence

Join Those Halves

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"Drink from the vessel of Traditional Knowledge"

Before the activity begins, prepare an extra set of graphics. Cut each of the graphics in half. Spread the illustration-halves on the floor in a scattered form. Group your students into two teams. Give the first two players in each team a long-length of string or yarn. Say a vocabulary word, using the unit-sentences. When you say "Go," the first two players in each team must rush to the illustration halves. The object of the activity is for the players to use the string/yarn to join together the two halves which make up the illustration for the sentence that you said. The first team to do this successfully wins the round. Repeat until all players have participated.

 Speaking - Unit Sentence

Visual Memory

Mount graphics on the board. Have students observe them. Then, have students close their eyes. Remove one of the illustrations from the board and place it to the side. Students should then open their eyes and identify the "missing illustration" by saying the unit's sentence and the key word. Continue until all of the illustrations have been removed. Another way to conduct this activity is to do the reverse; in this case, prepare two or three extra sets of graphics. Mount a number of illustrations on the board. Students should look carefully at the illustrations. Have your students close their eyes. Add another illustration to the board. Students should open their eyes and identify the "new illustration" using the unit's sentence. This activity (and the previous form of the activity) may be done in team form. If done in team form, the first player to identify the new or missing illustration wins the round.

 Reading - Nouns

Introduce the "printed form" of the key words. Match the words with their illustrations.

Right or Wrong?

Mount the vocabulary illustrations on the board. Point to one of the illustrations and say its vocabulary word, using the unit-sentences. Students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, students should remain silent. Repeat this process until students have responded a number of times.

Lesson 4

Grade 4 - Grade 6

 Listening - Unit Sentence

One to Five

Give each student numeral cards from 1 to 5. Mount your visuals on the board and point to one of them. Say the unit-sentences using different key words; one sentence should

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be correct for the illustration you point to. Students should listen carefully to the sentences you say. Then, each student should hold up the numeral card to show which sentence matched the illustration you pointed to. Repeat until all of the unit-sentences are used.

 Speaking - Unit Sentence

Number What?

Mount your visuals on the board. Number each of them. Call one of the numbers. Students should identify the illustration with that number using the unit-sentences. Continue until all of the visuals have been identified.

 Reading - Nouns

Half Time

Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to your students. Hold up one of your halves and the student who has the other half of that word must show their half and say the sight word. Repeat until all students have responded. An alternative is to give all of the word-halves to students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight-word cards for this activity.

 Writing - Nouns

Watch Your Half

Prepare a photocopy for each of the graphics. Cut the photocopied illustrations in half. Keep the illustration halves in separate piles. Group your students into two teams. Give all of the illustration halves from one pile to the players in Team One. Give the illustration halves from the other pile to the players in Team Two. Say a vocabulary word. When you say "Go," the student from each team who has the illustration half for the vocabulary word you said, should rush to the board and write the word on the board. The first player to do this correctly wins the round. Repeat.

Lesson 5

Grade 4 - Grade 6

REINFORCEMENT ACTIVITIES

Introduce and practice the unit's dialog with students. Be sure they understand the meanings of all the sentences. The dialog can be used in group and individual formats.

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* Identify a story to read it to your students. Ask them questions about the story's contents. Then, mount a sheet of chart paper on the board. Have students tell you what happened in the story.

* Provide each student with a strip of writing paper and a felt marker. Be certain that all students have the same color of marker. Each student should write a sentence related to the story you read. When all of students have written their sentences, collect a sentence strip and mix them together. Redistribute the sentence strips to students. Have students arrange the sentence strips on the floor from top to bottom in a correct sequence representing the events of the story. Review the sequence of sentences. Afterwards, have a student change the order of two sentences. Call upon other students to identify the sentences that are now out of order. Repeat.

Lesson 1

Grade 7 - Grade 12

INTRODUCTION ACTIVITIES

1. Select two books that have clearly outlined indexes. Before the lesson begins, note details from the indices. Give the two books to students. Name an item from each index. The two students must then search through their books to locate the page number for the item you named. Repeat with other pairs of students until everyone has participated.
2. Provide each student with a strip of paper. Each student should write one word on their strip. Then, have students cut the words into individual letters. Have students exchange their cut out words. Now, have them arrange the letters in the correct order to spell out the word.
4. Use the illustrations to introduce the Tlingit vocabulary.

Lesson 2

Grade 7 - Grade 12

Listening - Nouns

Prepare a graphic for each of the nouns. These can be hand-drawn or developed from clip art. Show students the graphics and say the Tlingit words for them.

Mini Illustration Hold-Up

Prepare a page of small vocabulary illustrations. Give each student a copy of the mini illustrations. Have your students cut them out. When they are finished cutting them out, say a vocabulary word. Each student should then hold up the illustration for the

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vocabulary word that you say. Repeat this process until all of the illustrations/vocabulary words have been used.

Illustration Bingo

Provide each student with the mini illustrations from the previous activity. Each student should turn their illustrations face-down on the desk. Then, each student should turn one illustration face-up. Say a vocabulary word. Any student who has the illustration for the vocabulary word should display it to the rest of the class. Those illustrations should then be put to the side and students should turn over another illustration. The first student to have no illustrations left on their desk wins the round. The illustrations may be collected, mixed and redistributed for the different rounds of the activity.

🗣️ Speaking - Nouns

Right or Wrong?

Mount the vocabulary illustrations on the board. Point to one of the illustrations and say its vocabulary word, using the unit-sentences. Students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, students should remain silent. Repeat this process until students have responded a number of times.

Lesson 3 *Grade 7 - Grade 12*

👂 Listening - Unit Sentence

Join Those Halves

Before the activity begins, prepare an extra set of graphics. Cut each of the graphics in half. Spread the illustration-halves on the floor in a scattered form. Group your students into two teams. Give the first two players in each team a long-length of string or yarn. Say a vocabulary word, using the unit-sentences. When you say "Go," the first two players in each team must rush to the illustration halves. The object of the activity is for the players to use the string/yarn to join together the two halves which make up the illustration for the sentence that you said. The first team to do this successfully wins the round. Repeat until all players have participated.

🗣️ Speaking - Unit Sentence

Visual Memory

Mount graphics on the board. Have students observe them. Then, have students close their eyes. Remove one of the illustrations from the board and place it to the side. Students should then open their eyes and identify the "missing illustration" by saying the unit's sentence and the key word. Continue until all of the illustrations have been

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removed. Another way to conduct this activity is to do the reverse; in this case, prepare two or three extra sets of graphics. Mount a number of illustrations on the board. Students should look carefully at the illustrations. Have your students close their eyes. Add another illustration to the board. Students should open their eyes and identify the "new illustration" using the unit's sentence. This activity (and the previous form of the activity) may be done in team form. If done in team form, the first player to identify the new or missing illustration wins the round.

 Reading - Nouns

Introduce the "printed form" of the key words. Match the words with their illustrations.

Right or Wrong?

Mount the vocabulary illustrations on the board. Point to one of the illustrations and say its vocabulary word, using the unit-sentences. Students should repeat the sentence for that illustration. However, when you point to an illustration and say an incorrect sentence for it, students should remain silent. Repeat this process until students have responded a number of times.

Lesson 4 Grade 7 - Grade 12

 Listening - Unit Sentence

One to Five

Give each student numeral cards from 1 to 5. Mount your visuals on the board and point to one of them. Say the unit-sentences using different key words; one sentence should be correct for the illustration you point to. Students should listen carefully to the sentences you say. Then, each student should hold up the numeral card to show which sentence matched the illustration you pointed to. Repeat until all of the unit-sentences are used.

 Speaking - Unit Sentence

Number What?

Number What?

Mount your visuals on the board. Number each of them. Call one of the numbers. Students should identify the illustration with that number using the unit-sentences. Continue until all of the visuals have been identified.

 Reading - Nouns

Half Time

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Before the activity begins, cut each of the sight words in half. Keep one half of each sight word and give the remaining halves to your students. Hold up one of your halves and the student who has the other half of that word must show their half and say the sight word. Repeat until all students have responded. An alternative is to give all of the word-halves to students. Say one of the sight words and the two students who have the halves that make up the sight word must show their halves. Depending upon the number of students in your class, you may wish to prepare extra sight-word cards for this activity.

 Writing - Nouns

Watch Your Half

Prepare a photocopy for each of the graphics. Cut the photocopied illustrations in half. Keep the illustration halves in separate piles. Group your students into two teams. Give all of the illustration halves from one pile to the players in Team One. Give the illustration halves from the other pile to the players in Team Two. Say a vocabulary word. When you say "Go," the student from each team who has the illustration half for the vocabulary word you said, should rush to the board and write the word on the board. The first player to do this correctly wins the round. Repeat.

Lesson 5

Grade 7 - Grade 12

REINFORCEMENT ACTIVITIES

Introduce and practice the unit's dialog with students. Be sure they understand the meaning of all the sentences. The dialog can be used in group and individual formats.

* Stand a number of well-known storybooks at the front of the room. Have them face your students. Provide students with writing materials. Each student should then write a "title" for each of the books [not using the actual names of the stories]. When finished, have each student read their titles to the class. The other students must attempt to identify the stories by the new titles. Repeat until all students have shared their titles.

* Each student with a blank sentence strip and felt marker [be certain all markers are the same color]. Each student should write one sentence related to one of the stories represented by the books. When completed, each student should read their sentence and the other students should attempt to identify the stories. Later, cut all of the sentences in half and have students reassemble them.