



Drink from the Vessel of Traditional Knowledge.”

Aas Gutu Átx'i
Forest Creatures
Grade Levels: 3-5

Objectives:

The model for these lessons is a game called WAYK Language Hunters. The students will experience 15 to 45 minutes of language immersion each day. The students will learn 12 animal nouns, relevant sign language, 8 location nouns and 9 action verbs.

Students will learn to answer yes and no to these simple questions:

- What is the sign for ___? Is this the hand sign for ____.
- What is this? Is this a ...?
- Where is it? Is it here?
- What does it eat? Does it eat ___?
- Where does it live? Does it live (here)?
- What does it sound like? Does it sound like this?
- What is it doing? Is it sitting? Where is it sitting?
- What is it doing? Is it standing? Where is it standing?
- What is it doing? Is it looking? What is it looking at?
- What is it doing? Is it chasing? What is it chasing?

Students will learn to ask each other these questions in Lingít and to give positive and negative answers.

Classroom Materials:

A real or lifelike 3D figure for each target noun would be helpful. Also use large laminated pictures of the animals, foods and habitats learned in the lesson. Digital files attached to this curriculum will work for flashcards for teachers and playing cards for students.

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Alaska Cultural Standards for Students:

See the attached cultural standards for students. The following standards that are being met in these units are A3, A4, A6, B2, C1, C3, D1, D2, D6, E1 and E2.

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Vocabulary Nouns and Verbs for Animal Units: Aasgutú Átx'i

Noun	Translation	Noun	Translation
Kanals'aak	Squirrel	S'óos'ani	Pinecones
<u>G</u>wakaan	Deer	Kayaaní	Plants, leaves
S'eeek	Black Bear	Tléikw	Berries
<u>G</u>ooch	Wolf	<u>G</u>wakaan	deer
Daa	Ermine	Kagaak	Mice/mouse
Kóoshdaa	Land Otter	<u>X</u>áat	Fish
Aas gutóox'	In the Forest	Sheey	branch
<u>A</u>xoox'	Among them	Chookán	grass
Atayeex'	Under it	<u>E</u>ek	beach
Akáx'	On it	Té	rock
Verb	Translation	Verb	Translation
Kanas'aak keendakaa.	Make the hand sign for squirrel.	Át áa.	It's sitting (there).
S'óos'ani axháa nooch.	It usually eats pine cones.	Át hán.	It's standing (there).
Aas gutóox' yéi tíxhx'w nooch.	It usually lives in the forest.	Altín.	It's looking.
(sound) yéi du axhji nooch, kanals'aak.	The squirrel sounds like —.	Yaa ayanasnák.	It's chasing.
Kanals'aak xh'anatee.	Make the sound of the squirrel.	Aan ashkoolyét.	It's (actively) playing.



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Daa sá yéi adaané?	What is s/he/it doing?		
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Assessment:

All assessments are done by observations of student participation and demonstration of language comprehension.

MORE on pretest/ posttest...?

Target Sentence Patterns: Unit One, week 1

Kanals'aak áyá.	This is a squirrel.
Kanals'aak áwé.	That is a squirrel.
Daa sáyá?	What is this?
Daa sáwé?	What is that?
Kanals'aak ákyá?	Is this a squirrel?
Kanals'aak ákwé?	Is that a squirrel?
Aaá/tléik'	Yes/no
Tlél kanals'aak áwé.	That is not a squirrel.
Yee jínten keendakaa kanals'aak.	(Pl.) All of you, make the hand sign for squirrel.
I jínten keendakaa kanals'aak.	(Sing.) Make the hand sign for ____.
Ax een keendakaa kanals'aak.	Make the squirrel hand sign for me.
Du een keendakaa kanals'aak.	Make the squirrel hand sign for him/her.
Ax jeeyáx keendakaa.	Sign like me.
Daa sá i een kaxwdikaa?	What am I signing to you?
Ax éet kuwaháa,	My turn.



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I éet kuwaháa.

Your turn.

Lesson Time: 15 -30 minutes a day

Day 1-learning hand signs for animals

(10-45 minutes)

In Tlingit, tell the students to copy your hand signs:

Ax jeeyáx keendakaa_____. (Everyone) make the hand sign like me for _____.

Hold up a figurine or flash card, without saying the Tlingit name yet; introduce the hand signs for the animal word. Concentrate on learning the signing first.

Play “Simon Says” with the command for making the sign language. Example: **“Simon yéi x’ayaká kanaltsaak keendakaa.”** (Simon says make the sign for squirrel.)

Day 2- student pronunciation

(10-45 minutes)

In Tlingit, tell the students to copy your words:

“(animal name)”, ax x’ayáx sá: “(animal name)”. (Say it like me: “(animal name)”.

This time, while demonstrating the hand signs, say the animal name in Tlingit too. Use the animal figure or flashcard to ensure comprehension.

Students can finish making their animal playing cards. They may color them or even laminate them.

Day 3- Game Round 1: Question - what is it?

(10-45 minutes)

Do 3 or 4 rounds of copy-cat, with all the students repeating together. Everyone will copy your hand signs and spoken words. Use the target nouns in



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these full sentences: **Daa sáyá? ____ áyá.** (What is it? It is a ____?)
(copy-cat only at first, using sign language speak slowly, lots of repetition.

Day 4- Game Round 2: Question - Is it a ____? Yes! It is a ____.
(10-45 minutes)

Practice the copy-cat activity #3 until some of the players in the group begin to answer the question before you can give it. When this happens, change the seating to a circle (seat your confident students to go first). now ask two question. Each player will take a turn asking the questions and the other players will answer together:

Daa sáyá? ____ áyá.

____ ákyá? Aaá, ____ áyá. (They will learn to use áwé at a later time.)

When some of the students can answer easily, ask these students to sit in a circle, at a table or on the floor. Divide the animal figures among them and ask individual students, (starting to your left, going in a clockwise order) to answer the two questions. When you have asked each person to tell you what they have, the next person to the left will have a turn to do the same thing.

“I éet kuwaháa!” (It’s your turn.)

All the other students will watch and take a turn when one of the players gets tired. When a player’s brain is full they will say **“xat shaawahík!”** and move back so another student can step in to play.

Day 5- Game Round 3: Is it a ____? No, it’s not a ____. **It’s a ____.**
(10-45 minutes)

Use the questions for activities 3 and 4 and build on that with a negative answer. Example:

Daa sáyá? ____ áyá.

____ ákyá? Aaá, ____ áyá.

(wrong answer) ákyá? Tleik’, (right answer) áyá.



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Target Sentence Patterns: Unit One, Week 2

...xáa nooch- Usually Eats

S'óos'ani <u>axáa</u> nooch, kanals'aak.	Squirrels often eat pine cones.
S'óos'ani <u>gé</u> <u>axáa</u> nooch kanals'aak?	Does it often eat pine cones?
Daa sá <u>axháa</u> nooch kanals'aak?	What does it usually eat?
Kayaaní <u>axáa</u> nooch, <u>guwakaan</u>.	Deer often eat leaves, plants.
Tléikw <u>axáa</u> nooch, s'EEK.	Black bears often eat berries.
<u>Guwakaan</u> <u>axáa</u> nooch, <u>gOOch</u>	Wolves often eat deer.
Kagaak <u>axáa</u> nooch, daa.	Ermine often eat mice.
<u>Xáat</u> <u>axáa</u> nooch, kóoshdaa.	Land otters often eat fish.
<u>Káach</u> <u>gé</u> <u>axáa</u> nooch kanals'aak?	Do people often eat ____?
Tléik', tlél has <u>ooxáa</u> nooch kanals'aak.	They don't usually eat ____.

Time: 10 -45 minutes a day

Day 1-learning hand signs for animal foods

(10-45 minutes)

In Tlingit, tell the students to copy your hand signs:

Keendakaa _____. (All of you make the hand sign, like me, for food word.)

Hold up a figurine or flash card; introduce the hand signs for the food word and "this is".

Then in Tlingit, tell the students to copy your words:

Ax x'ayáx, yanayká: "(Tlingit food name)". (Say it like me: "(food name)".)

While demonstrating the hand signs, "this is _____." in Tlingit.



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Day 2- student pronunciation

(10-45 minutes)

Continue playing the game to learn the new nouns, as it was done in the previous unit.

Day 3- Game Round 1: Question - what is it?

(10-45 minutes)

Same game, new sentence: Practice the copy-cat activity for the first few rounds of "Question & answer, Make me say yes, Make me say no"

Daa sá axáa nooch, kanlas'aak? What does the squirrel usually eat?

S'óos'ani gé axáa nooch, kanals'aak?

Does the squirrel usually eat pinecones?

(wrong answer) gé axáa nooch, Kanals'aak? Does the ___ usually eat ___?

Look at the conversation chart above for the question and the yes/no answers to these questions.

Day 4- Game Round 2: Question - Is it a ____? Yes! It is a ____.

(10-45 minutes)

Practice the new question and yes/no answers until some of the students can answer easily, then ask these students to sit in a circle, at a table or on the floor. Divide the animal foods among them and ask individual students, (starting to your left, going in a clockwise order) to answer the two questions. When you have asked each person to tell you what they have, the next person to the left will have a turn to do the same thing. "I éet kuwaháa!" (It's your turn.)

All the other students will watch and take a turn when one of the players gets tired. When a player's brain is full they will say "xat shaawahík!" and move back so another student can play.



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Day 5- Game Round 3: Is it a ____? No, it's not a _____. It's a ____.
(10-45 minutes)

Practice both rounds of the game. Start with what is this? Is this a ____? Or is it a ____? When everyone has had a turn to answer these questions, do “What does the ____ eat? Does the ____ eat ____? Does the ____ eat (wrong answer)?”

Game rules: No English, same order every time, have fun - mumbling is fine if they use sign language to confirm comprehension.

Target Sentence Patterns: Unit Two, week 1

...yéi tíxx'w - place of living

Yáadu! / Wéidu!	Here it is! / There it is!
Yáadu gé ____? Wéidu gé ____?	Is the ____ here? Is the ____ there?
Tlél yáat! / Tlél á!	It is not here/there.
Goosú ____?	Where is the ____?
Goox' sá yéi tíxx'w kanals'aak?	Where do squirrels live?
Aas gutóox' yéi tíxx'w, kanals'aak.	Squirrels lives in the forest.
Aas gutóox' yéi tíxx'w, guwakaan	Deer live in the forest.
Aas gutóox' yéi tíxx'w, s'EEK.	Black bears live in the forest.
Aas gutóox' yéi tíxx'w, gooch.	Wolves live in the forest.
Aas gutóox' yéi tíxx'w, daa.	Ermine live in the forest.
Aas gutóox' yéi tíxx'w, kóoshdaa	Land otters live in the forest.
Tlél áx' yéi utíhx'w.	It doesn't live there.



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Time: 10 -45 minutes a day

Day 1-learning hand signs for animal foods

(10-45 minutes)

In Tlingit, tell the students to copy your hand signs:

Ax jéeyáx, yee jínteen keendakaa _____. (All of you make the hand sign, like me, for ____.)

Use the signs for “where?” Ask: **Goosú** ____? Where is the squirrel?

Answers will be: **Yáadu** _____. Here it is. At first use only yaadu - here.

Second question will be **Yáadu gé** ____? Is the ____ here?

Third question will be “Make me say no” with the wrong answer in the question. Look to the Sentence Patterns chart for correct answers.

Day 2- student pronunciation

(10-45 minutes)

In Tlingit, tell the students to copy your words:

Ax x’ayáx, yanayká: Aas gutú (forest) Use flash cards to insure comprehension. Also teach among, under, on, branch, grass, beach, rock.

Day 3- Game Round 1: Question - what is it?

(10-45 minutes)

Ask students the

Day 4- Game Round 2: Question - Is it a ____? Yes! It is a ____.

(10-45 minutes)

3 Game questions for this round:

Goox’sá yéi tíxx’w ____? Where does the ____ live?

Aasgutóox’ yéi téxx’w, _____. The ____ lives in the forest.

Aasgutóox’ gé yéi tíxx’w ____? Does the ____ live in the forest?

Aaá, aasgutóox’ yéi tíxx’w, _____.

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Hít gé yéi tixx'w _____?

Tleik', tlél hit yéi ootíxx'w. No, it doesn't live in a house.

Day 5- Game Round 3: Is it a ____? No, it's not a _____. It's a _____.
(10-45 minutes)

Use the questions for activities 3 and 4 and build on that with a negative answer. All students in the players circle will take a turn asking all three questions.

Game rules: No English, same order every time, have fun - mumbling is fine, use sign language.

Target Sentence Patterns: Unit Two, week 2.

...áxch- sounds like

Wáa sá du.áxji nooch (animal)?	What does the (animal) sound like?
(make sound) yéi du.áxji nooch, Kanals'aak.	The Squirrel sounds like (chatter).
(make sound) yéi du.áxji nooch, Guwakaan.	The Deer sounds like (bleat).
(make sound) yéi du.áxji nooch, S'EEK.	The Black bear sounds like (growl)
(make sound) yéi du.áxji nooch, Gooch.	The Wolf sounds like (howl)
(make sound) yéi du.áxji nooch, Daa.	The Ermine sounds like (kisses).
(make sound) yéi du.áxji nooch, Kóoshdaa.	The Land otter sounds like (whistles).
Yéi ákyá du áxji nooch, _____?	Does the _____ sound like this?
(name of animal) x'anatee.	(singular) Make the sound of (animal).
(name of animal) x'anaytee.	(plural) Make the sound of (animal).

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Tlél sei du <u>ax</u> ji nooch.	It doesn't make sounds usually.
Tlél yéi du. <u>ax</u> jinooch.	It doesn't sound like that.
Gwál yéi!	Maybe so!
Át sa.<u>áx</u>!	Listen! (singular)
Át yeeysa.<u>áx</u>!	Listen! (plural)
Daa sá yeey. <u>áx</u> ch?	What do you guys hear?
I x'aya. <u>áx</u> ch.	It hears you.

Time: 10 -45 minutes a day

**Day 1-learning hand signs for animal foods
(10-45 minutes)**

In Tlingit, tell the students to copy your animal sounds:

Ax x'ayáx, yanayká _____. Say it like me.

(animal name) x'anaytee: Make the sound of the _____.

Teach the sounds of all the animals in the unit. Listen to the recordings of the animal song. The squirrel chatters, the deer bleats, the black bear growls, the ermine hisses, the land otter whistles.

**Day 2- student pronunciation
(10-45 minutes)**

Ask the 3 game questions:

Waasá du áxji nooch, _____? What does the _____ sound like?

Yéi gé du áxji nooch, _____? Does the _____ sound like this?

(yes) Aaá, (sound) yéi du áxji nooch, (animal).

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(no) Tleik', tlél yéi du áxji nooch, (sound) yéi du áxji nooch.

Day 3- Game Round 1: Question - what is it?

(10-45 minutes)

Continue practicing, the 3 game questions

Day 4- Game Round 2: Question - Is it a ____? Yes! It is a ____.

(10-45 minutes)

Let other students lead some of the practice rounds. As students get faster break up the group into smaller units that can go faster.

Day 5- Song

(10-45 minutes)

Teach this song to the class by listening to it in the background. Play a recording once a day or more every day. End each day's lessons with the song in their ears. Students can use the animal playing cards to show comprehension of the song verses. Students can hold up the animal playing card on week one, the food card on week two and the habitat card on week three.

Song translation:

“Tell about the (animal)! It usually lives in the forest, it likes to eat (food), and it often sounds like this:_____.”

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Kanals'aak daat ax een kananeek;
kanals'aak daat ax een kananeek;
Aasgutóox' yéi-s tíxx'u nooch,
s'óos'ani has axáa nooch,
yéi áyá-s du áxji nooch:

Guwakaan daat ax een kananeek;
Guwakaan daat ax een kananeek;
Aasgutóox' yéi-s tíxx'u nooch,
Kayaaní has axáa nooch,
yéi áyá-s du áxji nooch:

S'eeek daat ax een kananeek;
S'eeek daat ax een kananeek;
Aasgutóox' yéi-s tíxx'u nooch,
Tléikw has axáa nooch,
yéi áyá-s du áxji nooch:

Gooch daat ax een kananeek;
Gooch daat ax een kananeek;
Aasgutóox' yéi-s tíxx'u nooch,
Guwakaan has axáa nooch,
yéi áyá-s du áxji nooch:

Daa daat ax een kananeek;
Daa daat ax een kananeek;
Aasgutóox' yéi-s tíxx'u nooch,
Kagaak has axáa nooch,
yéi áyá-s du áxji nooch:

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Kooshdaa daat ax een kananeek;
 Kooshdaa daat ax een kananeek;
 Aasgutóox' yéi-s tíxx'u nooch,
 Xáat has axáa nooch,
 yéi áyá-s du áxji nooch:

Target Sentence Patterns: Unit Three, week 1

Áa - sitting

Xa áa	I'm sitting.
Ee áa.	You are sitting.
Áa.	He is sitting.
Daa sá yéi daa xané?	What am I doing?
Daa sá yéi daa eené?	What are you doing?
Daa sá yéi adaa né?	What is s/he doing?
Tlél xwa.aa	I'm not sitting.
Tlél ee.aa.	You are not sitting.
Tlél u.aa.	He is not sitting.
Goox' sá áa?	Where is it sitting?
Sheey kát áa.	It is sitting on a branch.
Aas tayeex' áa.	It is sitting under a tree.
Chookán xoot áa.	It is sitting in the grass.
Éekt áa.	It is sitting on the beach.
Ganú!	Sit! (one person)
Gaykí!	Sit! (all)
Tlél ee.aayík!	Don't sit! (one)

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Tlél yee .aayík!	Don't sit! (plural)

Target Sentence Patterns: Unit Three, week 2

hán - standing

Hán.	It is standing.
Hán gé?	Is it sitting?
Daa sá yéi adaané?	What is it doing?
Goox' sá hán?	Where is it standing?
Sheey kát hán.	It is standing on a branch.
Aas tayeex' hán.	It is standing under a tree.
Chookán xoox' hán.	It is standing among the grass.
Éekt hán.	It is standing on the beach.
Gidaan!	Stand! (one person)
Gaydanaak!	Stand! (all)
Tlél xahán.	I'm not standing.
Tlél eehán.	You are not standing.
Tlél oohán.	S/he is not standing.
Tlél eehánik!	Don't stand! (singular)
Tlél yee nágik!	Don't stand! (plural)

Use the previous and following sentences to play more rounds of the WAYK game. Use pictures of animals to talk about and increase comprehension.

WAYK: Question, Make me say yes, Make me say no.



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I am happy to help anyone practice and answer question. My email is robbylittlefield@gci.net

Target Sentence Patterns: Unit Four, week 1

...tín/teen - to look/see

Altín.	It's looking.
Daa sá altín?	What is s/he, it looking at?
Daa sá yéi adaané?	What is it doing?
_____ altín.	It is looking at _____.
Latín.	Look at it!
Tlél kanals'aak ooteen.	It doesn't see a squirrel.
Xwasikóo!	I know!
Tlél xwasakú!	I don't know!

Target Sentence Patterns: Unit Four, week 2

...yaa anasnák - chasing

Yaa at yanasnák.	It is chasing.
Daa sá yéi adaané?	What is it doing?
_____ yaa ayanasnák.	It is chasing a _____.
Daa sá yaa ayanasnák?	What is it chasing?
_____ gé yaa ayanasnák?	Is it chasing a _____?
Tlél _____ yaa ayanasnák.	It is not chasing a

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Waa yís sáwé yaa ayanasnák?	Why is he chasing him/it?
Aan ashkoolyát yís gé?	Is it for play?
Du atxaayí yís áwé yaa ayanasnák.	It is chasing it for food.
Du toowáa sigóo awuxaayí, ách áwé yaa ayanasnák.	He wants to eat him, which is why he is chasing him.
Du toowáa sigóo yaa ayanasnághi, aan ashkoolyát yís.	He likes to chase for play
Has ashkoolyát yís yaa ayanasnák.	They are chasing in play.
Tlél yaa ayanasnák.	It is not chasing it.

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