



SEADAY

Daa sáyá?/What is this?/Daa sá iyatéen?/What do you see?

"Drink from the Vessel of Traditional Knowledge."

Grade Levels: K & 1ST - 3RD GRADE

Tlingit Cultural Significance:

Our life style is a whole cycle surrounding food gathering for each time of the year passed down through generations.

Elder/Culture Bearer Role:

An elder or culture bearer is the key resource to any culture. They know more about who we are and where we come from. In order to preserve a culture, we need to listen closely to what they have to say. Their knowledge needs to be passed on to the children. We will use traditional words for the students to hear on a language master or in person. When a fluent elder can be available she will come into the classroom and meet the children and say the target questions and repeat the target answers for the students. Once a month we will have a potluck and invite our elder and parents for a performance of our lessons learned and a story acted out by students pertaining to the lesson, taken from the book, *KAHTAHAH*.

Overview:

This unit lists gathering as an important part of life. Students will be taught the 1st, 2nd and 3rd person and a future tense in these 5 lessons. Students will learn 23 phrases and 12 nouns. You may use any nouns you know to fit these lessons.

Lessons:

In lesson # 1: What is this? What do you see?

Students will learn Q & A for 1st & 2nd person.

In lesson # 2: What are you doing? What did you pick/gather?

Students will learn Q & A for 1st & 2nd person.

In lesson # 3: What is he doing? What is he picking/gathering?

Students will learn Q & A for 3rd person.

In lesson # 4: Who picked/gathered seagull eggs? I picked/gathered seagull eggs. He picked/gathered seagull eggs.

Students will learn Q & A for 1st & 3rd person.

In lesson # 5: Students and teacher will review the previous vocabulary and will hear a short story using the vocabulary from previous lessons and adding new future tense vocabulary to the story. Students will be asked questions from a short story: "What does he see? What is he going to do? What is he going to gather?"



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Lesson Titles:

Lesson # 1: What is this? What do you see?

Lesson # 2: What are you doing? What did you gather?

Lesson # 3: What is he doing? What did he gather?

Lesson # 4: Who gathered seagull eggs? I/he gathered seagull eggs.

Lesson # 5 Short story -What does Jim see? What is Jim going to do?
What is Jim going to gather?

All Vocabulary for Entire Unit -

Vocabulary and Verb Forms

Nouns and Noun Forms

Noun	Translation
Laakh'ásk	Black seaweed
Kéidladi k'wát'i	Seagull eggs
Nées'	Sea urchin
Shaaw	Gumboots
Ts'ésxh'w	Snail with shell
Gáal' nóox'u	Clam shells
Yalooleit nóox'u	Cockle shells
Kh'áach'	Red ribbon seaweed
S'ook	barnacle
Gháax'w	Herring eggs
S'áx	Starfish
S'ikshaldéen	Hudson bay tea



Target Sentence Patterns:

Daa sáyá?	What is this?
(noun) áwé.	That is a _(noun)_.
Daa sá iyatéen?	What do you see?
(noun) xhaatéen.	I see a _(noun)_.
Daa sá yéi daa.eenéi?	What are you doing?
Xha .éen	I am gathering.
Daa sá iya.ín?	What did you gather?
Kéidladi k'wát'i xhwaa.ín .	I gathered seagull eggs.
Daa sá yéi adaa.néi?	What is he doing?
Kéidladi k'wát'i a.éen.	He is gathering seagull eggs.
Daa sá aawa.ín?	What did he gather?
Kéidladi k'wát'i aawa.ín.	He gathered _(noun)_.



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Aadóo sá _(noun)_ aawa.ín?	Who gathered _(noun)_.
(noun) xhwaa.ín.	I gathered _(noun)_.
(noun) aawa.ín.	He gathered _(noun)_.
Jim daa sá ayatéen?	What does Jim see?
Jim kéidladi k'wát'i ayatéen.	Jim sees seagull eggs.
Daa sá aawa.ín?	What did he gather?
Kéidladi k'wát'i aawa.ín.	He gathered seagull eggs.
Daa sá yéi aguxhsanéi?	What is he going to do?
Jim kéidladi k'wát'i akghwa.éen.	Jim is going to gather seagull eggs.
Daa sá akghwa.éen?	What is he going to gather?
Kéidladi k'wát'i akghwa.éen.	He is going to gather seagull eggs.

All Materials for Entire Unit

- *12 8x10 inch laminated pictures of nouns
- *12 8x10 inch laminated pictures of the names of the noun pictures
- *numbered display board 1-24 with rungs to hold laminated pictures upright for games- or hanging cloth display board
- *props for the nouns you are introducing i.e.; plastic Easter eggs colored green and speckled; seaweed; cockle and clam shells and snail shells, etc.
- *24 3x5 cards with the nouns written in the language on one side of the card and 12 pictures of the nouns on one side of the 12 cards
- *2 flashlights - disposable
- *permanent markers red and blue for coloring flashlight covers
- *2 remote control cars on different frequencies
- *white board
- *dry erase markers
- *treasure box with trinkets, balls, slime, parachute men, matchbox cars, streamers, rings, stickers, necklaces and squirt guns and tatoos. Have pool passes and movie tickets and large candy bars for big prizes. Also have licorice and suckers and Swedish fish and gummy bears and gum balls for regular prizes too.
- *Zip loc bags for goodies



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Assessments-

Alaska Cultural Standards for Students:

See the attached cultural standards for students. List which ones go with your unit. Ex. A1, B4, B6





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Lesson 1 ~ Daa sáyá?/Daa sá iyatéen?

Objectives: Students will....

- Learn 4 nouns
- Learn 4 phrases

Time: 30 -40 minutes

Tlingit Vocabulary:

Any Tlingit language words you plan to use should be written here.

Nouns

Laakh'ásk	Black seaweed	Kéidladi k'wát'i	Seagull eggs
Nées'	Sea urchin	Shaaw	Gumboots

Phrases

Daa sáyá?	What is this?	Laakh'ásk áwé.	That is black seaweed
Daa sá iyatéen?	What do you see?	Laakh'ásk xhaatéen.	I see black seaweed.
Daa sáyá?	What is this?	Kéidladi k'wát'i áwé.	That is seagull eggs.
Daa sá iyatéen?	What do you see?	Kéidladi k'wát'i xhaatéen.	I see a seagull eggs.
Daa sáyá?	What is this?	Nées' áwé.	That's a sea urchin.
Daa sá iyatéen?	What do you see?	Nées' xhaatéen.	I see a sea urchin.
Daa sáyá?	What is this?	Shaaw áwé.	That's a gumboot.
Daa sá iyatéen?	What do you see?	Shaaw xhaatéen.	I see a gumboot.
Yéi yanakhá (sing.)	Say it/repeat it.	Yéi yanaykhá (pl)	



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Unit *SEADAY*

Lesson 1 ~ Daa sáyá?/What is this?/Daa sá iyatéen?/What do you see?

Time: 30 -40 minutes

Activities:

Pre-assessment -

Hold up the nouns you are teaching and ask students if they know any of the names of the nouns you are showing. Begin to introduce the noun names in Lingít, the students are not under any pressure to learn at this time.

Activity 1-

Introduce the nouns: Tape or hang the pictures of the four nouns you are introducing. Hold up an 8"x10" picture of the noun and ask the students if they know what this is a picture of. Say the noun in Lingít several times as you hang up the picture and point to the picture as you hang it up. Actual props can be used for this lesson also. When the four nouns are up on the board point to them one at a time and ask, "Daa sáyá/What is this?", and have students repeat after you the name of the picture in Lingít, laakh'ásk áwé/That is black seaweed. You may help the students by saying the Lingít name with them several times. Randomly point to nouns and ask, "What is this?", and listen to hear if the students are catching on and getting the nouns correctly. Don't worry if they are not. They will in time.

Activity 2-

Two colored Flash light find: Divide class boys blue team and girls red team. Display the noun pictures on the floor or leave them up on the board. You will have to dim the lights for this activity. Have the white board ready and your dry erase marker to keep score of the teams points. Display teams names on the white board. Say the name of one of the nouns and have students wait for you to say go! When you say go, the first light, red or blue that touches the picture of the noun wins and the team gets a point under their name on the white board. Go through this about 5 times with 5 points winning, so the teams can acquire as many points as they can to win incentives from the treasure box at the end of the game.



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Activity 3 -

Introduce verb phrase:

Daa sá iyatéen?	What do you see?
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Model the phrase by holding the 8"x10" picture of a noun up and using your two fingers to point toward your eyes and say, "Daa sá iyatéen?/What do you see?" Repeat phrase with each noun you are introducing in this lesson. Continue to repeat the phrase in Lingít, "Daa sá iyatéen?/What do you see?" Test the students by pointing to the picture of the noun and say, "Daa sá iyatéen/What do you see?", and have them repeat to you the phrase, "_ (noun)_ xhaatéen."



Activity 4 -

Introduce verb phrase:

_ (noun)_ xhaatéen.	I see a _ (noun)_.
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Model the phrase by holding the 8"x10" picture of a noun and using your two fingers to point toward your eyes and say I see black seaweed, sea gull eggs, etc. Repeat phrase with each noun you are introducing in this lesson. Continue to repeat the phrase in Lingít, "laakh'ásk xhaatéen/kéidladi k'wát'i xhaatéen, etc." Have one student at a time choose a noun they have just learned. Ask the students one at a time, "Daa sá iyatéen?" When the students have all answered correctly with your help, ask them to "say it" to you, "Yei yanaykhá." Explain to them you want them to ask/say it to you. Then you answer appropriately. You can use your pictures or even use props here by picking them up and looking at them thereby modeling the phrase, "_ (noun)_ xhaatéen."

Assessment -

Observation, are the students engaged and participating?

Assessment sheet:



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Daa sáyá?/What is this?/Daa sá iyatéén?/What do you see?

Lingít	English	Student response?
Laakh'ásk	Black seaweed	
Kéidladi k'wát'i	Sea gull eggs	
Nées'	Sea urchin	
Shaaw	Gumboots	
Daa sáyá?	What is this?	
(noun) áwé.	That is a _(noun)_.	
Daa sá iyatéén?	What do you see?	
-(noun)_ xhaatéén.	I see a _(noun)_ .	

- O --- no students respond
X --- under 10% students respond
XX --- approximately 50% students respond
☺ --- 100% students respond





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Lesson 2 ~

Daa sá yéi daa.eené?/What are you doing?/xha.éen ./I am gathering./Daa sá iya.ín?/What did you gather?/laakh'ásk xha.éen/I am gathering black seaweed .

Objectives:

Students will learn:

- 4 nouns
- 4 phrases

Time: 30 -40 minutes

Tlingit Vocabulary:

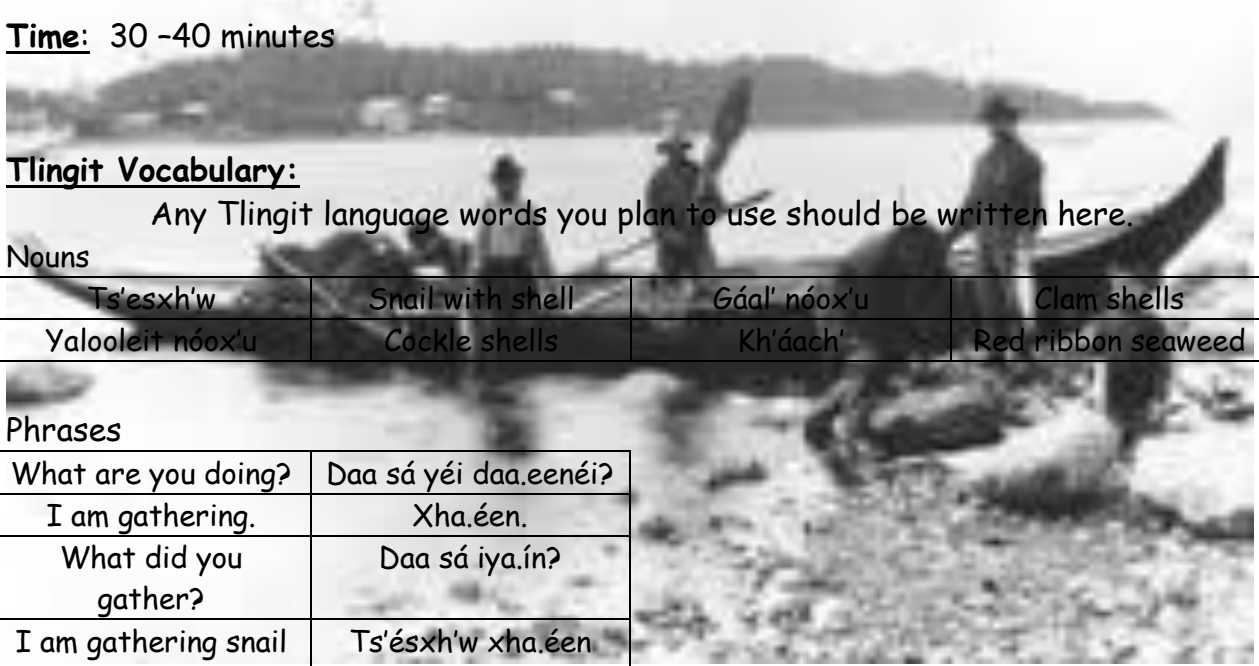
Any Tlingit language words you plan to use should be written here.

Nouns

Ts'esxh'w	Snail with shell	Gáal' nóox'u	Clam shells
Yalooleit nóox'u	Cockle shells	Kh'áach'	Red ribbon seaweed

Phrases

What are you doing?	Daa sá yéi daa.eenéi?
I am gathering.	Xha.éen.
What did you gather?	Daa sá iya.ín?
I am gathering snail with shell.	Ts'ésh'w xha.éen





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Lesson 2 ~ Daa sá yéi daa.eenéi?/What are you doing?/Xha.éen./I am gathering./Daasá iya.ín/What did you gather?/Ts'ésxh'w xha.éen./I am gathering snail with shell.

Time: 30 -40 minutes

Pre-assessment -

Hold up the nouns you are teaching and ask students if they know any of the names of the nouns you are showing. Begin to introduce the noun names in Lingít, the students are not under any pressure to learn at this time.

Activities:

Activity 1-

Introduce the nouns: Tape or hang the pictures of the four nouns you are introducing as you did in Lesson 1. Repeat several times before having students say them aloud. Repeat Activity 1 with you asking the students, "Daa sáyá/What is this?", and have the students repeat to you in Lingít, "Ts'ésxh'w áwé ./That's a snail with shell, clam or cockle shell or red ribbon seaweed, etc". Review the nouns you introduced in Lesson 1. You will have 8 nouns to hang on the walls or to spread on the floor.

Activity 2-

Two-colored Flash light find: Divide class into equal players boys blue team and girls red team. Display the 8 noun pictures on the floor or leave them up on the board. You will have to dim the lights for this activity. Have the white board ready and your dry erase marker to keep score of the teams points. Display teams names on the white board. Hand a student from each team a flashlight either off or on. Say the name of one of the nouns and have students wait for you to say go! When you say go the first light red or blue that shines on the picture of



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the noun first wins and the team gets a point under their name or color on the white board. Go through this about 5 times with 5 points winning, so the teams can acquire as many points as they can to win incentives from the treasure box at the end of the game.

Activity 3 -

Introduce the verb phrase:

Daa sá yéi daa.eenéi?

What are you doing?

Have the students sit in a circle. Introduce the verb phrase, "Daa sá yéi daa.eenéi?" "What are you doing?" Have a student gather pictures of the noun/or props being introduced and ask him/her, "Daa sá yéi daa.eenéi/what are you doing?" Repeat the question phrase as many times as it is necessary for students to repeat it back to you.

Introduce the verb phrase:

Xha.éen.

I am gathering.

Say this phrase as many times as necessary for students to be able to repeat it by themselves. When students are responding with the answer phrase "Xha.éen." you will introduce the question phrase:

Daa sá iya.ín?

What did you gather?

Say this question phrase as many times as necessary for students to be able to repeat it back to you by themselves. When students are responding with the phrase, "Daa sá iya.ín?", you will turn to the 8 nouns hung up on the board and take one down and have a student hold the picture and have the student identify the noun, ts'ésh'w or gáal' nóox'u or yalooleit nóox'u, etc.

Introduce the verb phrase:

Gáal' nóox'u xhwaa.ín.

I gathered clam shells.

Have the students take turns boys first, stand and gather to themselves the pictures of the noun/prop, while the group says, "Daa sá iya.ín/What did you gather?" Have the student gatherer answer with the appropriate noun that is chosen, i.e., "Gáal' nóox'u xhwaa.ín/I gathered clam shells". Repeat with each student several times taking turns boys than girls. Eventually students will be able to recognize the phrase and answer without the pictures/props.

Assessment:

Observation, are the students engaged and participating?



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Daa sáyá?/What is this?/Daa sá iyatéen?/What do you see?

Assessment sheet:

Lingít	English	Student response?
Ts'ésxh'w	Snail with shell	
Gáal' nóox'u	Clam shells	
Yalooleit nóox'u	Cockle shells	
Kh'áach'	Red ribbon seaweed	
Daa sáyá yéi daa.eenéi?	What are you doing?	
Xha.éen.	I am gathering.	
Daa sá iya.ín?	What did you gather?	
-(noun)_ xhwaa.ín.	I gathered _(noun)_ .	

- O --- no students respond
- X --- under 10% students respond
- XX --- approximately 50% students respond
- ☺ --- 100% students respond





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Daa sáyá?/What is this?/Daa sá iyatéen?/What do you see?

Unit SEADAY

Lesson 3 ~ Daa sá yéi adaanéi?/What is he doing?/A.éen/He is gathering?/Daa sá aawa.ín?/What did he gather?/ (noun)

Aawa.ín./He gathered (noun) .

Objectives:

Students will learn

- 4 phrases
- 4 nouns

Time: 30 -40 minutes

Materials:

This is a listing of all the materials required for this lesson.

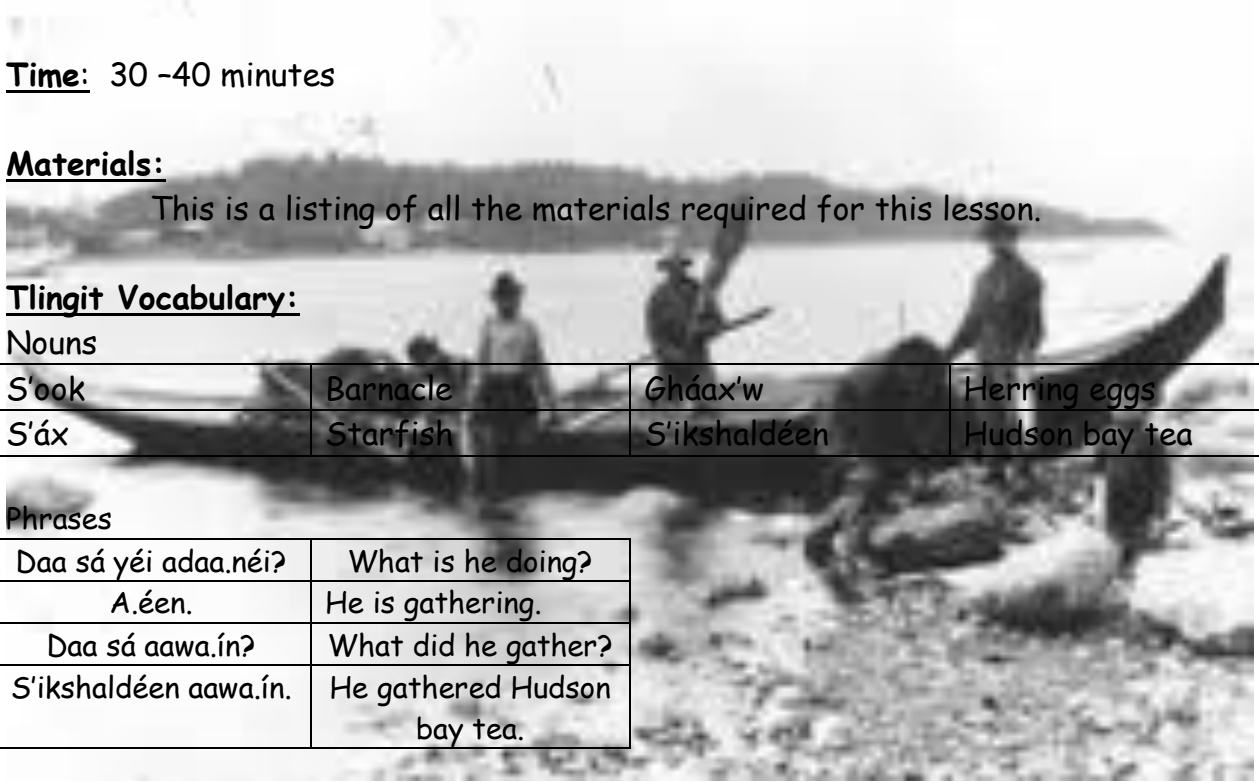
Tlingit Vocabulary:

Nouns

S'ook	Barnacle	Gháax'w	Herring eggs
S'áx	Starfish	S'ikshaldéen	Hudson bay tea

Phrases

Daa sá yéi adaa.néi?	What is he doing?
A.éen.	He is gathering.
Daa sá aawa.ín?	What did he gather?
S'ikshaldéen aawa.ín.	He gathered Hudson bay tea.





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Daa sáyá?/What is this?/Daa sá iyatéen?/What do you see?

Unit SEADAY

Lesson 3 ~ Daa sá yéi adaa.néi?/What is he doing?/A.éen./He is gathering./Daa sá aawa.ín?/What did he gather?/ (noun)

aawa.ín./He gathered (noun) .

Time: 30 -40 minutes

Pre-assessment -

Hold up the nouns you are teaching and ask students if they know any of the names of the nouns you are showing. Begin to introduce the noun names in Lingít, the students are not under any pressure to learn at this time.

Activities:

Activity 1-

Introduce the nouns: Tape or hang the pictures of the four nouns you are introducing as you did in Lesson 1 & 2. Repeat several times before having students say them aloud. Repeat Activity 1 with you asking the students, "Daa sáyá/What is this?", and have the students repeat to you in Lingít, "S'ook áwé./That's a barnacle, gháax'w, etc". Review the nouns you introduced in Lesson 1 & 2. You will have 12 nouns to hang on the walls or to spread on the floor.

Activity 2-

Race car find: Divide class into equal players boys team and girls team. Randomly display about 5 or 6 of the 12 noun pictures on the floor. You will have to have 2 remote control cars on two different frequencies for this activity. You may keep score for the student's teams on the white board. Have



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Daa sáyá?/What is this?/Daa sá iyatéen?/What do you see?

the students wait for you to choose a noun randomly and say the noun then say go! When you say go, the first car to park on the picture of the noun first wins and the team gets a point under their name on the white board. Go through the next 5 or 6 of the remaining nouns until all players have had a chance to drive the cars at least twice and all the nouns have been driven over. Teams can acquire as many points as they can to win incentives from the treasure box at the end of the game.

Activity 3 -

Introduce the verb phrase:

Daa sá yéi adaa.néi?	What is he doing?
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Have the students sit in a circle. Hand a student-gatherer the pictures of the nouns/props he is gathering. Introduce the verb phrase, "Daa sá yéi adaa.néi?" "What is he doing?" Point to the student holding the pictures/props of the nouns and ask the class, "Daa sá yéi adaa.néi/what is he doing?" Repeat the question phrase as many times as it is necessary for students to repeat it back to you.

Introduce the verb phrase:

A.éen.	He is gathering.
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Say this answer phrase as many times as necessary for students to be able to repeat it by themselves and point the student-gatherer holding pictures/props of the nouns/props he is gathering. When students are responding with the answer phrase "a.éen" and pointing to the student-gatherer you will introduce the question phrase:

Daa sá aawa.ín?	What did he gather?
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Say this question phrase as many times as necessary for students to be able to repeat it back to you by themselves. When students are responding with the phrase, "Daa sá aawa.ín?" you will turn to the student-gatherer and have him/her hold up his noun pictures/props and say the next verb phrase.

Introduce the verb phrase:

(noun) aawa.ín.	He gathered_(noun)_.
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Have the students take turns boys first, stand with the noun pictures/props, while the group says, "Daa sá aawa.ín?/What did he gather?" Have the student next to the gatherer answer with the appropriate noun/prop that is chosen, i.e., "laakh'ásk, s'ikshaldéen, etc, aawa.ín/He gathered black seaweed, Hudson bay tea, etc".

Repeat with each student several times taking turns boys than girls. Eventually students will be able to recognize the phrase and answer without the props.



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Daa sáyá?/What is this?/Daa sá iyatéen?/What do you see?

Assessment: (time in minutes)

Observation, are the students engaged and participating?

Assessment sheet:

Lingít	English	Student response?
S'ook	Barnacle	
Gháax'w	Herring eggs	
S'áx	Starfish	
S'íkshaldéen	Hudson bay tea	
Daa sá yéi'adaa.néi?	What is he doing?	
A.éen .	He is gathering.	
Daa sá aawa.ín?	What did he gather?	
-(noun)_ aawa.ín.	He gathered _(noun)_.	



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Daa sáyá?/What is this?/Daa sá iyatéen?/What do you see?

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Lesson 4 ~Aadóo sá kéidladi k'wát'i aawa.ín?/Who gathered sea gull eggs?/Kéidladi k'wát'i xhwaa.ín./I gathered seagull eggs./Kéidladi k'wát'i aawa.ín./He gathered seagull eggs.

Objectives:

Students will learn:

- 3-4 phrases

Time: 30 -40 minutes

Tlingit Vocabulary:

Any Tlingit language words you plan to use should be written here.

Laakh'ásk	Black seaweed	Yalooleit nóox'u	Cockle shells
Kéidladi k'wát'i	Seagull eggs	Kh'áach'	Red ribbon seaweed
Nées'	Sea urchin	S'ook	Barnacle
Shaaw	Gumboots	Gháax'w	Herring eggs
Ts'ésexh'w	Snail with shell	S'áx	Starfish
Gáal' nóox'u	Clam shells	S'ikshaldéen	Hudson bay tea

Phrases:

Aadóo sá laakh'ásk aawa.ín?	Who gathered black seaweed?
Laakh'ásk xhwaa.ín.	I gathered black seaweed.
Aadóo sá laakh'ásk aawa.ín?	Who gathered black seaweed?
Laakh'ásk aawa.ín.	He gathered black seaweed.



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Daa sáyá?/What is this?/Daa sá iyatéen?/What do you see?

Unit SEADAY

Lesson 4 ~ Aadóo sá laakh'ásk aawa.ín?/Who gathered black seaweed?/Laakh'ásk xhwaa.ín/I gathered black seaweed./Laakh'ásk aawa.ín/He gathered black seaweed.

Time: 30 -40 minutes

Activities:

Activity 1-

Review previous nouns: Tape or hang the pictures of the 12 nouns you are reviewing as you did in Lessons 1, 2 & 3. Repeat several times before having students say them aloud. Repeat Activity 1 with you asking the students, "Daa sáyá/What is this?", and have the students repeat to you in Lingít, "Laakh'ásk áwé./That's black seaweed, seagull eggs, sea urchin, etc". Review the 12 nouns either hang up on the walls or spread on the floor depending on which game you are going to play to refresh the nouns in the students memories.

Activity 2-(you may play 2-color flashlight find or remote-control car park or concentration)

Race car find: Divide class into equal players boys team and girls team. Display the 12 noun pictures on the floor (5 or 6 will do for the first round). You will have to have 2 remote control cars on two different frequencies for this activity. You may keep score for the students' teams on the white board. Have the students wait for you to randomly place the 5 or 6 pictures of the nouns on the floor and say the noun and then say go! When you say go, the first car to park on the picture of the noun you said first wins and that team gets a point under their name on the white board. Place the remaining pics of the nouns on the floor and go through these until all players have had a chance to drive the cars at least twice and all the nouns have been driven over and parked on. Teams can acquire as many points as they can to win incentives from the treasure box at the end of the game.

Activity 3-Concentration/memory game



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Daa sáyá?/What is this?/Daa sá iyatéen?/What do you see?

Concentration game: Divide students into teams Eagles vs. Ravens
 Have a display board with rungs numbered 1-24. Laminate the 3x5 card pictures of your 12 nouns and the spellings in the language of the nouns making it a total of 24 3x5 laminated pictures. Have the separated students sit at tables facing you as you place the 24 cards on the rungs of your display board facedown so the students cannot see the picture or the Lingít spelling when they are face down. Choose a scorekeeper to keep track of the points each player wins on the whiteboard. Have one student from a team choose two cards they would like the teacher to turn over (déixh yoo áa yaxh yéi sané). If the student gets a pair and they can identify their match they can hold on to the cards they have won, thereby attaining a point for their team and an individual point for themselves under their name. The team that gets the most pairs wins. However, if the student does not attain a match the next team gets a chance. The cards are turned back over if a player does not get a match. The students will be forced to remember where they last saw the card they need. Fun.

Activity 4 -

Introduce the verb phrase:

Aadóo sá laakh'ásk aawa.ín?

Who gathered black seaweed?

Have the students sit in a circle. Choose a noun/prop, i.e., seagull eggs, black seaweed and place it in front of a student who is going first. Hand the student the pictures of the nouns/props he is gathering. Introduce the question phrase, "Aadóo sá laakh'ásk aawa.ín?" "Who gathered black seaweed, seagull eggs, etc?" Ask the student holding the pictures/props of the nouns, "Aadóo sá laakh'ásk aawa.ín?/Who gathered black seaweed, seagull eggs, etc?" Repeat the question phrase as many times as it is necessary for student holding the pictures of the nouns/props and the others students in the circle to repeat it back to you.

Introduce the verb phrase:

Kéidladi k'wát'i xhwaa.ín.

I gathered seagull eggs.

Say this answer phrase as many times as necessary for students to be able to repeat it by themselves. When students are responding with the answer phrase "Kéidladi k'wát'i xhwaa.ín", you can have the circle of students ask the student holding the noun pictures or props i.e.: speckled green Easter eggs,"Aadóo sá kéidladi k'wát'i aawa.ín?/Who gathered seagull eggs?" and then the student holding with the noun pictures/props responds with, "Kéidladi k'wát'i xhwaa.ín./I gathered seagull eggs. You will then introduce the question phrase again:



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Aadóo sá kéidladi k'wát'i aawa.ín?

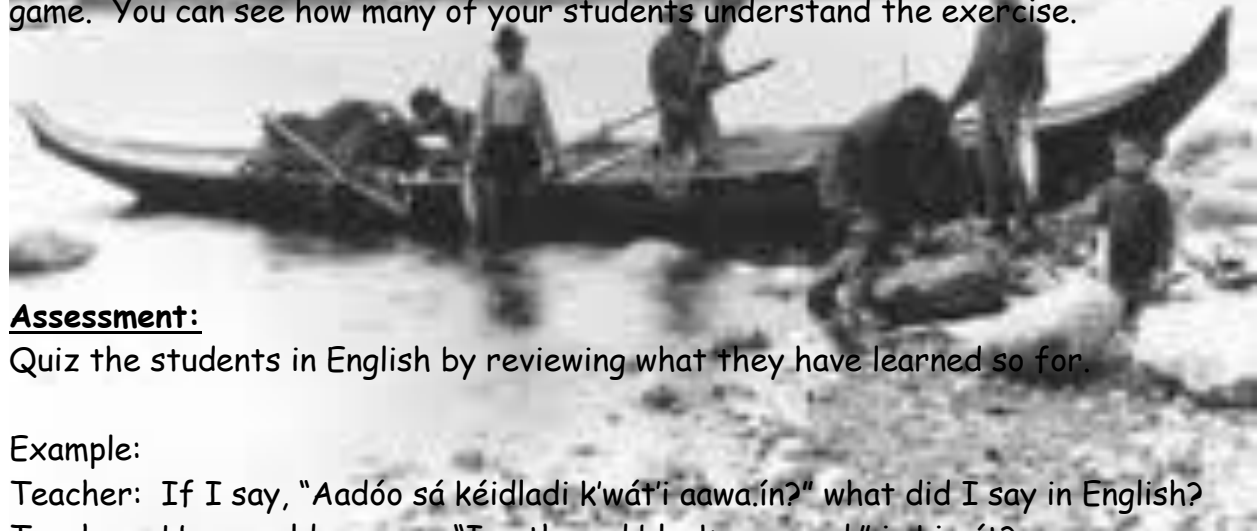
Who gathered seagull eggs?

Say this question phrase as many times as necessary for students to be able to repeat it back to you by themselves. Tell the students to "Yéi yanaykhá./Say it (all). When students are responding with the phrase, "Aadóo sá _(noun)_ aawa.ín?", you will introduce the verb phrase:

Kéidladi k'wát'i aawa.ín

He gathered seagull eggs.

When it feels like the students are comfortable with the phrase the teacher asks the student next to the student-gatherer holding the noun pictures or the props i.e.: speckled green colored Easter eggs, "Aadóo sá kéidladi k'wát'i aawa.ín?/Who gathered seagull eggs?". When the student next to the student-gatherer answers, "Kéidladi k'wát'i aawa.ín./He gathered seagull eggs." Have the student that is answering point at the student-gatherer holding the noun picture/props when he answers. Take turns with the students' around the circle letting them be the gatherer. When the gatherer answers the question phrase, "Aadóo sá kéidladi k'wát'i aawa.ín?" with, "Kéidladi k'wát'i aawa.ín"/He gathered seagull eggs, you may use any of the other nouns in place of the kéidladi k'wát'i picture/props during this game. You can see how many of your students understand the exercise.



Assessment:

Quiz the students in English by reviewing what they have learned so far.

Example:

Teacher: If I say, "Aadóo sá kéidladi k'wát'i aawa.ín?" what did I say in English?

Teacher: How would you say, "I gathered black seaweed." in Lingít?

Assessment sheet:

Lingít	English	Student response?
Laakh'ásk	Black seaweed	
Kéidladi k'wát'i	Seagull eggs	
S'áx	Starfish	
S'ikshaldéen	Hudson bay tea	
Aadóo sá _(noun)_	Who gathered	



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aawa.ín?	_(noun)_ ?	
(noun) xhwaa.ín.	I gathered _(noun)_.	
Aadóo sá _(noun)_ aawa.ín?	Who gathered _(noun)_ ?	
-(noun)_ aawa.ín.	He gathered _(noun)_ .	

- O --- no students respond
X --- under 10% students respond
XX --- approximately 50% students respond
☺ --- 100% students respond





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Daa sáyá?/What is this?/Daa sá iyatéen?/What do you see?

Unit SEADAY

Story

Lesson 5 ~ Jim daa sá ayatéen?/What does Jim see?/Jim kéidladi

k'wát'i ayatéen./Jim sees seagull eggs.

Jim daa sá yéi aguxhsanéi?/What is Jim going to do?/Jim kéidladi

k'wát'i akghwa.éen./Jim is going to gather seagull eggs.

Objectives:

Students will review:

- 15 phrases and 2 new future tense phrases
- Hear a story containing the phrases from Lessons 1 - 4 and 3 new future tense phrases

Time: 30 -40 minutes

Tlingit Vocabulary:

Review phrases from Lessons 1 - 4:

Phrases:

Daa sáyá?	What is this?
Kéidladi k'wát'i áwé.	That is seagull eggs.
Daa sá iyatéen?	What do you see?
Kéidladi k'wát'i xhaatéen.	I see seagull eggs.
Daa sá yéi daa.eenéi?	What are you doing?
Xha.éen.	I am gathering.
Daa sá iya.ín	What did you gather?
Kéidladi k'wát'i xhwaa.ín.	I gathered seagull eggs.
Daa sá yéi adaa.néi.	What is he doing?
Kéidladi k'wát'i a.éen.	He is gathering seagull eggs.
Daa sá iya.ín?	What did he gather?
Kéidladi k'wát'i	He gathered seagull





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aawa.ín.	eggs.
Aadóo sá kéidladi k'wát'i aawa.ín?	Who gathered seagull eggs?
Kéidladi k'wát'i xhwa.ín.	I gathered seagull eggs.
Kéidladi k'wát'i aawa.ín.	He gathered seagull eggs.

New phrases:

Jim daa sá ayatéen?	What does Jim see?
Jim kéidladi k'wát'i ayatéen.	Jim sees seagull eggs

New future tense phrases:

Jim daa sá yéi aguxhsanéi?	What is Jim going to do?
Jim kéidladi k'wát'i akghwa.éen.	Jim is going to gather seagull eggs.

Put a few previous vocabulary and phrases together in a very short story, just make sure you use the same tense taught in each lesson. Now add a future tense to the story and ask the students questions about the story. What does Jim see? What is Jim going to do? What is Jim going to gather? You can also tell the same story using another students name and different nouns from the unit. Make sure every student gets an opportunity to answer one of your questions.

Short story:

"One day my cousin Jim went gathering out on the West Coast with my Grandfather John Joseph. When he got out there aboard the MARY B, he could see a lot of seagull eggs nestled in the cliffs. My Gramp lowered him down the cliffs to gather the eggs. He gathered seagull eggs and placed them in his shirt. He was so happy to be gathering that he lost his footing and began to fall down the cliff. My Gramp grabbed a hold of his hair on top of his head and held on so he would not fall down the cliff. Phew! That was a close call." The End



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Unit SEADAY

Lesson 5 ~ ~ Jim daa sá ayatéen?/What does Jim see?/Jim Kéidladi k'wát'i ayatéen./Jim sees seagull eggs./Jim daa sá yéi aguxhsanéi?/What is Jim going to do?/Jim kéidladi k'wát'i akghwa.éen./Jim is going to gather seagull eggs.

Objectives:

Students will review :

- 15 phrases
- Learn 5 new phrases

Time: 30 -40 minutes

Activities:

Activity 1-

Teacher will tell the short story "One day my cousin Jim went gathering out on the West Coast with my Grandfather John Joseph. When he got out there aboard the MARY B, he could see a lot of seagull eggs nestled in the cliffs. My Gramp lowered him down the cliffs to gather the eggs. He gathered seagull eggs and placed them in his shirt. He was so happy to be gathering that he lost his footing and began to fall down the cliff. My Gramp grabbed a hold of his hair on top of his head and held on so he would not fall down the cliff. Phew! That was a close call." The End

Introduce the phrase:

Jim daa sá ayatéen?/What does Jim see?

Jim kéidladi k'wát'i ayatéen./Jim sees seagull eggs.

Ask students the question, "Jim daa sá ayatéen?/What does Jim see?" Look around for raised hands and choose a student to answer. If the student is correct in his answer put his name on the board with a mark next to it. Ask the question again and choose another student and check to see if students comprehend the question? If they are, go on to the next question. If they are not, stop and review lesson 1 with the question, "Daa sá



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iyatéen?/What do you see?" Hold up your speckled eggs and have the students repeat the answer, "Kéidladi k'wát'i xhaatéen./I see seagull eggs." Then help the students who are not answering, by answering with them. Next ask the question again, "Jim daa sá ayatéen?/What does Jim see?" Answer, "Jim kéidladi k'wát'i ayatéen./Jim sees seagull eggs." Ask the question to students who raise their hands. You can assess the ones who are engaged and engaging in the lesson

Introduce the phrase:

Jim daa sá yéi aguxhsanéi?/What is Jim going to do?	Jim kéidladi k'wát'i akghwa.éen./Jim is going to gather seagull eggs.
---	---

Ask the students the question, "Jim daa sá yéi aguxhsanéi?/What is Jim going to do?" Look around the room and pick students with their hands up. If the students are having a hard time with the questions you may review lesson 2 with question, "Daa sá yéi daa.eenéi?/What are you doing?" If you do not see the students comprehending you may repeat the question and model the answer for the students by gathering the plastic Easter eggs that are colored green with speckles to resemble seagull eggs. Once you feel students are engaging in the lesson you may repeat the question, "Jim daa sá yéi aguxhsanéi?/What is Jim going to do?" Repeat the question and then the answer "Jim kéidladi k'wát'i akghwa.éen./Jim is going to gather seagull eggs" with the students as many times as needed to assure all the students are engaged in the activity. When a student has answered the question with the right answer you may put a point on the board under the students name for incentives when your lesson has concluded.

Introduce the phrase:

Jim daa sá akghwa.éen?/What is Jim going to gather?	Jim kéidladi k'wát'i akghwa.éen./Jim is going to gather seagull eggs.
---	---

Ask students the question, "Jim daa sá akghwa.éen?/What is Jim going to gather?" Look around for raised hands and choose a student to answer. If the student is correct in his answer put his name on the board with a mark next to it. Ask the question again and choose another student and check to see if students comprehend the question? If they are, go on to the next question. If they are not, stop and review lesson 3 with the question, "Daa sá aawa.ín?/What did he gather?" Hold up your speckled eggs and have the students repeat the answer, "Kéidladi k'wát'i aawa.ín./He gathered seagull eggs." Then help the students who are not answering, by answering with them. Next ask the question again, "Jim daa sá akghwa.éen/What is Jim going to gather?" Answer, "Jim kéidladi k'wát'i akghwa.éen./Jim is going to gather seagull eggs." Ask the question to students who raise their hands. You can assess the ones who are engaged and engaging in the lesson.

Introduce the phrase:

Jim daa sá akghwa.éen?/What is Jim going to gather?	Jim kéidladi k'wát'i akghwa.éen./Jim is going to gather seagull eggs.
---	---



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Daa sáyá?/What is this?/Daa sá iyatéen?/What do you see?

Ask the students, "Jim daa sá aghwa.éen/What is Jim going to gather?" Repeat the question and observe how many students are engaging in the activity. Ask students to raise their hands to answer. Choose students one at a time to answer. Record their points on the board under their name.

Assessment:

Assessment sheet:

Lingít	English	Student response?
Jim daa sá ayatéen?	What does Jim see?	
Jim kéidladi k'wát'i ayatéen.	Jim sees seagull eggs.	
Jim daa sá yéi aguxhsanéi?	What is Jim going to do?	
Jim kéidladi k'wát'i aghwa.éen	Jim is going to gather seagull eggs.	

--- no students respond
 --- under 10% students respond
 --- approximately 50% students respond
 --- 100% students respond





SEADAY

Daa sáyá?/What is this?/Daa sá iyatéen?/What do you see?

Cultural Standards for Students

A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Students who meet this cultural standard are able to:

1. assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;
2. recount their own genealogy and family history;
3. acquire and pass on the traditions of their community through oral and written history;
4. practice their traditional responsibilities to the surrounding environment;
5. reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
6. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.
7. determine the place of their cultural community in the regional, state, national and international political and economic systems;

B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard are able to:

1. acquire insights from other cultures without diminishing the integrity of their own;
2. make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
3. make appropriate choices regarding the long-term consequences of their actions;
4. identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

C. Culturally-knowledgeable students are able to actively participate in various cultural environments.

Students who meet this cultural standard are able to:

1. perform subsistence activities in ways that are appropriate to local cultural



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traditions;

2. 2. make constructive contributions to the governance of their community and the well-being of their family;
3. 3. attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;
4. 4. enter into and function effectively in a variety of cultural settings.

D. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Students who meet this cultural standard are able to:

1. 1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
2. 2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
3. 3. interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
4. 4. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
5. 5. identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;
6. 6. engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:

1. 1. recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
2. 2. understand the ecology and geography of the bioregion they inhabit;
3. 3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
4. 4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;



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5. 5. recognize how and why cultures change over time;
6. 6. anticipate the changes that occur when different cultural systems come in contact with one another;
7. 7. determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;
8. 8. identify and appreciate who they are and their place in the world.





SEADAY

Daa sáyá?/What is this?/Daa sá iyatéen?/What do you see?

