

YÁ KUTÍ
THE WEATHER
SEIGÓOT JESSICA CHESTER
ABILITY LEVEL: BEGINNER

TLINGIT LANGUAGE & CULTURAL SIGNIFICANCE:

Weather and the environment shapes our Tlingit culture. The Tlingit people are able to survive and thrive in this harsh climate because of their many adaptations to the weather and seasons. Being prepared for the weather is important when living in Alaska.

ELDER/CULTURE BEARER ROLE:

Invite an elder or cultural specialist in to tell the **Kiks.ádi** oral history of **Kaaxachgook**. Also have the elder share about being prepared for the weather and how Tlingit ancestors trained their bodies to withstand extreme cold and freezing temperatures.

OVERVIEW:

A Student will

- ◆ answer the questions **Wáa sá kuwatee?** and **Wáa sá iyatee?**
- ◆ know the phrases: I am cold. I am wet. I am warm.
- ◆ know the songs: **Wáa sá kuwatee?**, **5 frogs**.
- ◆ hear the oral history of **Kaaxachgook**.
- ◆ collect weather data and then graph it on the weather graph.
- ◆ say the sentences while choral reading “Yesterday the weather was.” “Today the weather is.” “Tomorrow the weather will be.”
- ◆ go home and teach their family weather vocabulary in Tlingit.
- ◆ practice the phrase “I need _____” for weather clothing relay game.
- ◆ cut and glue together a weather book to take home and read to their families.

ALASKA EDUCATION STANDARDS FOR STUDENTS ADDRESSED IN THIS UNIT:

ALASKA CULTURAL STANDARDS FOR STUDENTS:

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:

D1) acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;

D3) interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture bearers and educators in the community;

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:

E1) 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;

ALASKA STANDARDS FOR WORLD LANGUAGES:

A4: A student should be able to communicate in two or more languages, one of which is English. A student who meets the content standards should
3) use two or more languages effectively in real life situations;

MATH GRADE 2 – JUNEAU SCHOOL DISTRICT STANDARDS:

Standard for Statistics, Data Analysis and Probability: Collect and Analyze Data by describing data displayed in bar graph and tables.

Standard: Draw a pictograph and a bar graph (with single-unit scale) to represent a data set with up to four categories.

Standard: Ask and answer questions based on data presented in a bar graph.

SCIENCE GRADE 1 – JUNEAU SCHOOL DISTRICT STANDARDS:

Weather Observations

Big Idea: We can observe our weather changing.

Essential Question: How does the weather give us information about the world around us?

ADDITIONAL LANGUAGE RESOURCES:

- ◆ *Replacing Thing-A-Ma-Jig The Developmental Language Process* by Jim MacDiarmid
- ◆ *Lingít X'éínáx Sá! Say it in Tlingit: A Tlingit Phrase Book* Edited by Richard Dauenhauer and Nora Marks Dauenhauer
- ◆ *Dictionary of Tlingit* by Keri Edwards
- ◆ *Learning Lingít Naturally: TPR Lessons for Beginners* by Bessie Cooley, Hans Chester, & Roy Mitchell – Sealaska Heritage Institute
- ◆ *Beginning Tlingit* by Richard Dauenhauer & Nora Marks Dauenhauer Sealaska Heritage Foundation
- ◆ Sealaska Heritage Website – Language Interactive Game @ http://www.sealaskaheritage.org/programs/language_resources.htm
- ◆ *Haa Shuká* collection of oral histories by Richard & Nora Marks Dauenhauer

ALL VOCABULARY FOR ENTIRE UNIT

Tlingit VOCABULARY:

VERBS:

Perfective- did	Future- will do	Imperfective- doing, does	is	Translation
Awdigaan	Yei aguxdagáan	Awdigaan		Sunny
Kuusi.áat'	Kei Kuguxsa.áat'	Kusi.áat'		Cold
Séew daak wusitán	Séew daak guxsatáan	Séew daak wusitán		Rain
Kaséixjaa daak wusitán	Kaséixjaa daak guxsatáan	Kaséixjaa daak wusitán.		Misty/Fine Rain
Dleit daak wusitán	Dleit daak guxsatáan	Dleit daak wusitán		Snow
Kuwdigwás'	Kuguxdagwáas'	Kuwdigwás'		Fog
Ayawditee	Yei Ayaguxdatée	Ayawditee		Stormy
Kuwligoós'	Kei Kuguxlagóos'	Kuligóos'		Cloudy
Koowat'áa	Kukgwat'áa	Kuwat'áa		Warm
Koowak'ei	Kei Kukgwak'ei	Kuyak'ei.		Fine

VERB PHRASES:

Tatgé koowski.áat'.	Yesterday it was cold.
Yáa yagiyee awdigaan.	Today it is sunny.
Seigán séew daak guxsatáan.	Tomorrow, it will rain.

SENTENCE PATTERNS:

(Blank) yahaayí yóo áa yax yinaak.	You all turn and face the picture of (blank).
(Blank) yahaayí dayéen áa yax hán.	You turn and face the picture of (blank).
Yá (blank) dayéen yóo áa yax hán.	You turn and face the (blank).
Tatgé, (blank).	Yesterday it was (blank).
Yáa yagiyee (blank).	Today it is (blank).
Seigán, (blank) shákdé.	Tomorrow, perhaps it will (blank).
X'oon yagiyee sáyá séew daak wusitán?	How many days have been <u>rainy</u> ?
X'oon yagiyee sáyá awdigaan?	How many days have been <u>sunny</u> ?
X'oon yagiyee sáyá kuligóos'?	How many days have been <u>cloudy</u> ?

NOUNS:

gagaan	sun
kichx.anagaak	rainbow
góos'	cloud
xeitl	thunder

yahaayí	picture
tatgé	yesterday
yáa yagiyee	today
seigán	tomorrow
gwál	probably, maybe, perhaps
shákdé	perhaps, probably
ka	and
s'áaxw	hat
sadaa.át	scarf
kéi dakinji s'áaxw	umbrella
kinaak.át	coat
táakw tukatáli	snow pants
táakw tutéli	winter boots
tsáax'	gloves
téel	shoes
l.uljini	vest
x'óow	blanket
gwéil	bag

QUESTIONS & ANSWERS – GAME PHRASES

Hóoch'.	It's all gone.
Ganú.	Sit down (singular).
Gaykí.	Sit down (plural).
Wáa sá iyatee?	How are you?
Xat seiwa.át'.	I am cold.
Xat wuditl'ák'.	I am wet.
Xat uwat'áa.	I am warm.
Wáa sá kuwatee?	How's the weather?
Daa sáyá?	What is this?
(Blank) áyá..	This is (blank).
(Blank) áwé.	That is (blank).
Eesháan.	Poor you.
Aadóoch sá yakgwadláak?	Who will win it?
Yaxwaadlaak.	I won it.
Ayaawadlaak.	S/he she won it.
Yak'éi áwé.	That is good.
Ax adée!	Oh wow!
I tundatáani	Your thinking (memory)
Wooch udiyaa gé?	Is that a pair?
Aaá.	Yes.
Tléik'.	No.
Yóo áa yax tí wé x'úx'.	Turn over the paper.
Wa.é deisk'.	Your turn.

Góok!	Go!
Daat eetéenáx sá yatee?	What does he/she need?
Kinaak.át eetéenáx yatee.	She needs a coat.
(Blank) eetéenáx yatee.	She needs (blank).
(Blank) eetéenáx gé iyatee?	Do you need (blank)?
(Blank) eetéenáx iyatee.	You need (blank).
(Blank) eetéenáx xat yatee.	I need (blank).
Aagáa kunashí.	Look for it (singular).
Aagáa kunayshí.	Look for it (plural).

ALL MATERIALS FOR ENTIRE UNIT

- ◆ 2 sets of the Large Weather Vocabulary Pictures (at end of unit)
- ◆ Classroom set of Small weather pictures (flash card size) (at end of unit)
- ◆ 1 set of Large pictures cut in half
- ◆ Weather Sentence Strips (at end of unit)
- ◆ Weather Graph (at end of unit)
- ◆ Song Lyrics to: Wáa sá kuwatee? and 5 Frogs
- ◆ pointers: either a stick pointer, flash light, fly swatter one for each student
- ◆ tape
- ◆ Two bags of miscellaneous clothing. Make sure both cases have clothing for warm, cold, and wet weather.
- ◆ Pre Assessment sheet
- ◆ Post Assessment sheet

ASSESSMENTS:

PRE-ASSESSMENT: Use the sheet provided at the end of this unit to assess the students' knowledge of the target Tlingit.

If students have already mastered the imperfective forms of the weather verbs use this unit's activities to teach either the future or past tenses.

ONGOING ASSESSMENT: Assess for students comfort level in games and their ability to stay in the language. Continue to encourage correct pronunciation of verbs.

POST-ASSESSMENT: Use the sheet provided at the end of this unit to assess each student's ability to remember the target Tlingit. Compare the pre and post assessments and report the genius of you and your students to their parents, your supervisors, the local newspaper, all your mentors.

LESSON 1

WÁA SÁ KUWATEE?

WHAT'S THE WEATHER?

OBJECTIVES:

A student will be able to...

- ◆ Review the question and answer to, **Wáa sá kuwatee?**
- ◆ Learn the song **Wáa sá kuwatee?**
- ◆ graph the weather
- ◆ say the sentences while choral reading “Yesterday the weather was.” “Today the weather is.” “Tomorrow the weather will be.”

TIME: 30 mins

Materials:

- ◆ Large Weather Pictures (2 sets of the vocab list)
- ◆ Weather Sentence Strips
- ◆ Weather Graph
- ◆ Wáa sá kuwatee? Song Lyrics/CD

TLINGIT VOCABULARY:

VERBS:

Perfective- did	Future- will do	Imperfective- doing, does	is	Translation
Awdigaan	Yei aguxdagáan	Awdigaan		Sunny
Kuusi.áat'	Kei Kuguxsa.áat'	Kusi.áat'		Cold
Séew daak wusitán	Séew daak guxsatáan	Séew daak wusitán		Rain
Kaséixjaa daak wusitán	Kaséixjaa daak guxsatáan	Kaséixjaa daak wusitán.		Misty/Fine Rain
Dleit daak wusitán	Dleit daak guxsatáan	Dleit daak wusitán		Snow
Kuwigwás'	Kuguxdagwáas'	Kuwigwás'		Fog
Ayawditee	Yei Ayaguxdatée	Ayawditee		Stormy
Kuwligoós'	Kei Kuguxlagóos'	Kuligóos'		Cloudy
Koowat'áa	Kukgwat'áa	Kuwat'áa		Warm
Koowak'ei	Kei Kukgwak'ei	Kuyak'ei.		Fine

Verb Phrases:

Tatgé koowsi.áat'.	Yesterday it was cold.
Yáa yagiye awdigaan.	Today it is sunny.
Seigán séew daak guxsatáan shákdé.	Tomorrow, perhaps, it will rain.

Sentence patterns:

_____ yahaayí dayéen áa yax yinaak.	You all turn and face the picture of _____.
_____ yahaayí dayéen áa yax hán.	You turn and face the _____.
Tatgé _____.	Yesterday it was _____.
Yáa yagiyee _____.	Today it is _____.
Seigán _____ shákdé.	Tomorrow, perhaps, it will _____.

NOUNS:

gagaan	sun
kichx.anagaak	rainbow
góos'	cloud
xeitl	thunder
yahaayí	picture
tatgé	yesterday
yáa yagiyee	today
seigán	tomorrow
gwál	probably, maybe, perhaps
shákdé	perhaps, probably
ka	and

PRE-ASSESSMENT: Start first lesson with the question, “**Wáa sá kuwatee?**” Note how many students can answer the question correctly and also note their answers, see what weather terms the students are already comfortable with in the imperfective form.

ACTIVITIES:

PRE-ASSESSMENT: Large Group - Show students the large pictures of the weather. Ask them the target questions: **Wáa sá kuwatee?**, **Daa sáyá?**, and **Wáa sá iyatee?** Use the Pre-Assessment Sheet and tally the number of students who respond correctly.

ACTIVITY 1 – MOTIONS - (5 MINS) LISTENING

Have students do the motions and say the word if they are comfortable with it, as you introduce the pictures, check for understanding of the picture meaning. If able use the motions the students create themselves or go to www.aslpro.com for signs in American Sign Language.

ACTIVITY 2 – TURN AND FACE (5 MINS) LISTENING

Start with four pictures at a time, if students are having a difficult time keeping up then keep with the first four verbs until they are ready to move on. Keep adding four pictures at a time until you have used all the weather verbs and nouns. If you have students who are already experts in imperfective weather then give them the chance to be the teacher. Use the phrase: _____ **yahaayí dayéen áa yax yinaak**. You all turn and face the picture of _____.

ACTIVITY 3 – WHISPER – KUTLÁAKW (5 MINS) LISTENING & SPEAKING

Once all students have demonstrated a basic understanding of the verbs and nouns introduced play Whisper. Played just like telephone. Whisper one of the verbs into the first person's ear and then they whisper it to the next, and so on until the word reaches the end of the line and the last friend touches the picture of the word they heard whispered. After playing 3 to 4 times as a full class play it in teams in Activity 4.

ACTIVITY 4 – TEAM WHISPER (5 MINS) LISTENING & SPEAKING

Sit the students into two lines with the weather photos at one end of the line. Start with the opposite end of the photos, whisper the word to the first student in each line have them whisper the word to the next friend when you say "Gook!". Once the word has reached the end of the line have that friend say the word they heard and touch the picture.

ACTIVITY 5 – CHORAL READING & WEATHER REPORTER JOB (10 MINS) LISTENING

Ask the students about the weather, yesterday's, today's, and tomorrow's, model what the Weather Reporters Job will be like. Using the weather sentences from the resources lead the choral reading of yesterdays, todays, and tomorrows prediction. Also graph today's weather on the weather chart included in resources.

ACTIVITY 6 – SONG: WÁA SÁ KUWATEE? (3 MINS) SPEAKING

Have students sing the song at the end of the song hold up a weather picture and students will say the verb.

ASSESSMENT:

During the lesson watch for the students' comprehension of weather vocabulary and correct pronunciation. Start Lesson 2 with a review of the sounds they are having difficulty with.

Wáa Sá kuwatee Song

Wáa sá kuwatee?

Wáa sá kuwatee?

Wáa sá kuwatee?

Wáa sá kuwatee?

How's the weather?



Ax gagaaníx
isitee.



Ch'a tléináx
xáa iyatee.



Ax toowú ilik'úi
xáa.



Tléil kooshk'úiyi.



Tléil yisakú gé.



Wáa ixsaxáni.



Daa ch'a tlákw
Ax gagaaníx
inastí.



LESSON 2
XAT SEIWA.ÁT' KA XAT WUDITL'ÁK' TSÚ.
I AM COLD. I AM WET.

OBJECTIVES:

A student will...

- ◆ review imperfective weather verbs.
- ◆ learn the phrases: I am cold and I am wet.
- ◆ collect weather data and then graph it on the weather graph.
- ◆ engage in choral reading of perfective, imperfective, and future weather verbs.

TIME: 30 mins

MATERIALS:

- ◆ Pictures of I am cold, I am wet
- ◆ Weather Graph
- ◆ Weather Sentence Strips

TLINGIT VOCABULARY:

VERBS:

Perfective- did	Future- will do	Imperfective- doing, does	is	Translation
Awdigaan	Yei aguxdagáan	Awdigaan		Sunny
Kuusi.áat'	Kei Kuguxsa.áat'	Kusi.áat'		Cold
Séew daak wusitán	Séew daak guxsatáan	Séew daak wusitán		Rain
Kaséixjaa daak wusitán	Kaséixjaa daak guxsatáan	Kaséixjaa daak wusitán.		Misty/Fine Rain
Dleit daak wusitán	Dleit daak guxsatáan	Dleit daak wusitán		Snow
Kuwdigwás'	Kuguxdagwáas'	Kuwdigwás'		Fog
Ayawditee	Yei Ayaguxdatée	Ayawditee		Stormy
Kuwligoós'	Kei Kuguxlagóos'	Kuligóos'		Cloudy
Koowat'áa	Kukgwat'áa	Kuwat'áa		Warm
Koowak'ei	Kei Kukgwak'éi	Kuwak'éi.		Fine

Sentences:

Kuusi.áat' tatgé.	Yesterday it was cold.
Awdigaan yáa yagiyee.	Today it is sunny.
Seigán séew daak guxsatáan shákdé.	Tomorrow, perhaps, it will rain.

Sentence patterns:

_____ yahaayí dayéen áa yax yinaak.	You all turn and face the picture of _____.
_____ yahaayí dayéen áa yax hán.	You turn and face the picture of _____.
Tatgé _____.	Yesterday it was _____.
Yáa yagiyee _____.	Today it is _____.
Seigán _____ shákdé.	Tomorrow, perhaps, it will _____.

NOUNS:

<u>gagaan</u>	sun
<u>kichx.anagaak</u>	rainbow
<u>góos'</u>	cloud
<u>xeitl</u>	thunder
<u>yahaayí</u>	picture
<u>tatgé</u>	yesterday
<u>yáa yagiyee</u>	today
<u>seigán</u>	tomorrow
<u>gwál</u>	probably, maybe, perhaps
<u>shákdé</u>	perhaps, probably
<u>ka</u>	and

QUESTIONS & ANSWERS – GAME PHRASES

<u>Hóoch'.</u>	It's all gone.
<u>Ganú.</u>	Sit down (singular)
<u>Gaykí.</u>	Sit down (plural)
<u>Wáa sá iyatee?</u>	How are you?
<u>Xat seiwa.át'.</u>	I am cold.
<u>Xat wuditl'ák'.</u>	I am wet.
<u>Eesháan.</u>	Poor You.
<u>Aadóoch sá yakgwadláak?</u>	Who will win it?
<u>Yaxwaadlaak.</u>	I won it.
<u>Ayaawadlaak.</u>	He/she won it.
<u>Yak'éi áwé.</u>	That is good.
<u>Ax adée!</u>	Oh wow!
<u>I tundatáani</u>	Your thinking (memory)
<u>Wooch udiyaa gé?</u>	Is that a pair?
<u>Aaá.</u>	Yes.
<u>Tléik'.</u>	No.
<u>Yóo áa yax tí wé x'úx'.</u>	Turn over the paper.
<u>Wa.é deisk'.</u>	Your turn.
<u>Góok!</u>	Go!

ACTIVITIES:

ACTIVITY 1 – REVIEW OF IMPERFECTIVE WEATHER MEMORY (5 MINS) SPEAKING

Using large pictures of weather verbs play a quick game of memory. Before a friend flips over a picture, have the class ask *Wáa sá kuwatee?* Have the class answer when they turn over the picture.

ACTIVITY 2 – INTRODUCE VERBS I AM WET. I AM COLD. (5 MINS) SPEAKING

Using pictures of people cold and wet, introduce the 1st person imperfective (I am cold) forms of the wet & cold using motions.

ACTIVITY 3 – HÓOCH' Á GAME (5 MINUTES) SPEAKING

Using the large pictures of 'I am cold' and 'I am wet' use those phrases to play the game **Hóoch' á**, you may also pick a few of the imperfective weather pictures to mix in, especially the ones that the students need more practice on. **Hóoch' á** is a fun group game! First, The class forms a circle. The teacher picks a list of vocab words and says the order to the students. Then the first student says the first vocab word, the next student says the next vocab word, and the third student in the circle says the next vocab word, and so on until all the words on the list have been said. The student next in line says **Hóoch' á** and sits down; they are now out. The next student in the circle then starts the vocab list over. The final student standing is the **Hóoch' á** winner.

ACTIVITY 4 – QUESTION AND ANSWER PRACTICE (10 MINS) SPEAKING

Use the small pictures of I am cold and I am wet. Use the question: **Wáa sá iyatee?** (How are you usually w/ physical emphasis) Have them pick one and act it out. 'I am cold' or 'I am wet.' Or you can combine the phrases and say 'I am cold and wet.'

ACTIVITY 5 – CHORAL READING & WEATHER REPORTER JOB & GRAPHING (5 MINS) SPEAKING

Have the weather reporter lead the choral reading of yesterdays, today's, and tomorrows weather prediction. Use the weather sentence strips. Also graph today's weather on the weather chart included in resources.

ASSESSMENT:

Continuously assess student's conformability with the vocabulary. Go slower if they need more time. If they are mastering the vocabulary quickly keep challenging them so they are constantly learning.

ADDITIONAL OPTIONAL ACTIVITIES:

- ◆ Have students illustrate a weather book. Prep the book by writing the number word on the bottom of the page.
- ◆ Play Knee Knock game, Balloon Volley Ball, or Flash Light Find from *Replacing Thing-a-ma-jig*.
- ◆ Sing the song: **Wáa sá kuwatee?**
- ◆ Make Fog In A Jar - Science Experiment from:
[HTTP://EO.UCAR.EDU/WEBWEATHER/CLOUDACT1.HTML](http://eo.ucar.edu/webweather/cloudact1.html)

LESSON 3

XAT UWAT'ÁA.

I AM WARM.

OBJECTIVES:

A student will

- ◆ review the question and answer **Wáa sá kuwatee? & Wáa sá iyatee?**
- ◆ say the phrase I am warm.
- ◆ go home and teach their family weather vocabulary in Tlingit.
- ◆ learn the song **Keijín Xíxch' Xaatéen** (I see 5 frogs).
- ◆ collect weather data and then graph it on the weather graph.
- ◆ engage in choral reading of perfective, imperfective, and future weather verbs.

TIME: 30 mins

MATERIALS:

- ◆ song lyrics for five frogs song & **wáa sá kuwatee**
- ◆ set of flash cards (small pictures) one set for each student
- ◆ pointers: either a stick pointer, flash light, fly swatter one for each student
- ◆ set of flash cards for around the world

TLINGIT VOCABULARY:

VERBS:

Perfective- did	Future- will do	Imperfective- doing, does	is	Translation
Awdigaan	Yei aguxdagáan	Awdigaan		Sunny
<u>Ku</u>si.áat'	Kei <u>Ku</u>guxsa.áat'	<u>Ku</u>si.áat'		Cold
Séew daak wusitán	Séew daak guxsatáan	Séew daak wusitán		Rain
Kaséixjaa daak wusitán	Kaséixjaa daak guxsatáan	Kaséixjaa daak wusitán.		Misty/Fine Rain
Dleit daak wusitán	Dleit daak guxsatáan	Dleit daak wusitán		Snow
<u>Ku</u>wdigwás'	<u>Ku</u>guxdagwáas'	<u>Ku</u>wdigwás'		Fog
Ayawditee	Yei Ayaguxdatée	Ayawditee		Stormy
<u>Ku</u>wligoós'	Kei <u>Ku</u>guxlagóos'	<u>Ku</u>wligoós'		Cloudy
Koowat'áa	Kukgwat'áa	Kuwat'áa		Warm
<u>Ku</u>wak'ei	Kei <u>Ku</u>kwak'ei	<u>Ku</u>wak'ei.		Fine

Sentence patterns:

<u>Ku</u>si.áat' tatgé.	Yesterday it was cold.
Awdigaan yáa yagiye.	Today it is sunny.
Seigán séew daak guxsatáan shákdé.	Tomorrow, perhaps, it will rain.

Sentence patterns:

_____ yahaayí dayéen áa yax yinaak.	You all turn and face the picture of _____.
_____ yahaayí dayéen áa yax hán.	You turn and face the picture of _____.
_____ tatgé.	Yesterday it was _____.
_____ yáa yagiyee.	Today it is _____.
Seigán _____ shákdé.	Tomorrow, perhaps, it will _____.

NOUNS:

gagaan	sun
kichx.anagaak	rainbow
góos'	cloud
xeitl	thunder
yahaayí	picture
tatgé	yesterday
yáa yagiyee	today
seigán	tomorrow
gwál	probably, maybe, perhaps
shákdé	perhaps, probably
ka	and

Questions & Answers – Game Phrases

Wáa sá iyatee?	How are you?
Xat uwat'áa.	I am warm.
Xat seiwa.át'.	I am cold.
Xat wuditl'ák'.	I am wet.
Aadóoch sá yakgwadláak?	Who will win it?
Yaxwaadlaak.	I won it.
Ayaawadlaak.	He/she won it.
Yak'éi áwé.	That is good.
Ax adée!	Oh wow!
Wa.é deisk'.	Your turn.
Góok!	Go!

ACTIVITIES:**ACTIVITY 1 – WÁA SÁ KUWATEE SONG (3 MINS) SPEAKING**

Sing the song and flash up the weather vocabulary pictures so the students to review all imperfective weather vocabulary .

ACTIVITY 2- POINT TO THE PICTURE (5 MINS) LISTENING

Using the small pictures put the kids into groups of two. Put the vocabulary pictures in between the two partners. Give the students either a pointer, flashlight, or fly swatter.

When you say the vocabulary word/phrase the students use the object to point to the picture.

Activity 3 – Around the World (10 mins) Speaking

USING THE FLASH CARDS (SMALL PICTURES OF WEATHER VERBS, TARGET PHRASES, AND WEATHER nouns) have the students sit in a circle and flash a card to the first two, whoever says the weather vocabulary correctly first moves on to the next student. Go until one student completely goes Around the World (circle).

ACTIVITY 4 – FIVE FROGS SONG (5 MINS) SPEAKING

Sing **Keijín Xíxch' Xaatéen Sheeyí.**

ACTIVITY 5 – GRAPH, CHORAL READING & WEATHER REPORTER JOB (7 MINS) SPEAKING

Have the weather reporter lead the choral reading of, yesterdays, today's, and tomorrows weather perdition. Use the weather sentence strips. Also graph today's weather on the weather chart included in resources.

ASSESSMENT:

Look for students who are understanding and remembering the words and have them be language leaders sitting them next to friends who may need more help.

OPTIONAL ACTIVITIES:

- Activities from the book *Replacing Thing-a-ma-jig*.
- Have students create a large rainbow made out of handprints to be put on a bulletin board. Prepare squares of paper one stack for each color of the rainbow (red, orange, yellow, green, blue, purple) Have each student trace one hand on each color of the papers. Then have them write wishes or goals on their hands. For example: read daily, count by 2s, play with my little sister, be nice, be patient, etc. You may also have an elder come in and talk about the Tlingit traditional values. If you are not going to make a large bulletin board the hands can be glued on to a large paper for students to take home. This activity would work well to transition from teaching weather into teaching colors and traditional values.



- Keijín Xíxch' Xaatéen Sheeyí- I see five frogs

TRANSLATED FROM ENGLISH TO TLINGIT BY NANCY DOUGLAS & HANS CHESTER

Keijín xíxch' xaatéen
 gán kát has kéen
 táax'aa has axá
 éitsk' éitsk'
 áak'wde kei wjik'én
 tlei awsi.át' wé héen
 daax'oon xíxch' áwé.
 hei hei



Daax'oon xíxch' xaatéen
 gán kát has kéen
 táax'aa has axá
 éitsk' éitsk'
 áak'wde kei wjik'én
 tlei awsi.át' wé héen
 nás'k xíxch' ee áwé.
 hei hei

Nás'k xíxch' xaatéen
 gán kát has kéen
 táax'aa has axá
 éitsk' éitsk'
 áak'wde kei wjik'én
 tlei awsi.át' wé héen
 déix xíxch' ee áwé.
 hei hei



Déix xíxch' xaatéen
 gán kát has kéen
 táax'aa has axá
 éitsk' éitsk'
 áak'wde kei wjik'én
 tlei awsi.át' wé héen
 tléix' xíxch' ee áwé.
 hei hei



Tléix' xíxch' xaatéen
 gán kát uwanook
 táax'aa axá a
 éitsk' éitsk'
 áak'wde kei wjik'én
 tlei awsi.át' wé héen
 yeedát tlél xíxch' ee áwé.

Hóoch' áwé.

Lesson 4

Kutí

Weather

OBJECTIVES:

A student will

- ◆ answer the questions: **Wáa sá kuwatee?** and **Wáa sá iyatee?**
- ◆ use the phrases I feel cold, I feel warm, and I am wet.
- ◆ practice the phrase “I need _____” for weather clothing relay game
- ◆ sing the song Five Frogs.
- ◆ collect weather data and then graph it on the weather graph
- ◆ engage in choral reading of perfective, imperfective, and future weather verbs

TIME: 30 mins

MATERIALS:

- ◆ 1 set of Large pictures cut in half, scotch tape.
- ◆ Two bags of miscellaneous clothing. Make sure both bags have clothing for warm, cold, and wet weather.
- ◆ Small pictures to use as a drawing stack for game.
- ◆ Song Lyrics for Five Frogs Song.
- ◆ Graph.
- ◆ Sentence Strips.

TLINGIT VOCABULARY:

VERBS:

Perfective- did	Future- will do	Imperfective- doing, does	is	Translation
Awdigaan	Yei aguxdagáan	Awdigaan		Sunny
Kuusi.áat'	Kei Kuguxsa.áat'	Kusi.áat'		Cold
Séew daak wusitán	Séew daak guxsatáan	Séew daak wusitán		Rain
Kaséixjaa daak wusitán	Kaséixjaa daak guxsatáan	Kaséixjaa daak wusitán.		Misty/Fine Rain
Dleit daak wusitán	Dleit daak guxsatáan	Dleit daak wusitán		Snow
Kuwigwás'	Kuguxdagwáas'	Kuwigwás'		Fog
Ayawditee	Yei Ayaguxdatée	Ayawditee		Stormy
Kuwligoós'	Kei Kuguxlagóos'	Kuligóos'		Cloudy
Koowat'áa	Kukgwat'áa	Kuwat'áa		Warm
Koowak'ei	Kei Kukgwak'ei	Kuwak'ei.		Fine

Target Verb Phrases:

Kuusi.áat' tatgé.	Yesterday it was cold.
Awdigaan yáa yagiyee.	Today it is sunny.

Seigán séew daak guxsatáan shákdé.	Tomorrow, perhaps, it will rain.
---	----------------------------------

TARGET SENTENCE PATTERNS:

_____ yahaayí dayéen áa yax yinaak.	You all turn and face the picture of _____.
_____ yahaayí dayéen áa yax hán.	You turn and face the picture of _____.
_____ tatgé.	Yesterday it was _____.
_____ yáa yagiyee.	Today it is _____.
Seigán _____ shákdé.	Tomorrow, perhaps, it will _____.

NOUNS:

gagaan	sun
kichx.anagaak	rainbow
góos'	cloud
xeitl	thunder
yahaayí	picture
tatgé	yesterday
yáa yagiyee	today
seigán	tomorrow
gwál	probably, maybe, perhaps
shákdé	perhaps, probably
ka	and
s'áaxw	hat
sadaa.át	scarf
kéi dakinji s'áaxw	umbrella
kinaak.át	coat
táakw tukatáli	snow pants
táakw tutéeli	winter boots
tsáax'	gloves
téel	shoes
l.uljini	vest
x'óow	blanket
gwéil	bag

QUESTIONS & ANSWERS – GAME PHRASES

Wáa sá iyatee?	How are you?
Xat uwat'áa.	I am warm.
Xat seiwa.át'.	I am cold.
Xat wuditl'ák'.	I am wet.
Wáa sá kuwatee?	How's the weather?
Daa sáyá?	What is this?
_____ áyá. or _____ áwé.	This is _____. or That is _____.
Wa.é deisk'.	Your turn.

Góok!	Go!
Daat eetéenáx sá yatee?	What does he/she need?
kinaak.át eetéenáx xat yatee.	I need a coat.
Kinaak.át eetéenáx iyatee.	You need a coat.
_____ eetéenáx xat yatee.	I need _____.
_____ eetéenáx iyatee.	You need _____.
Aagáa kunashí.	Look for it (singular)
Aagáa kunayshí.	Look for it (plural)

ACTIVITIES:

ACTIVITY 1 – PICTURE HALVES TAPED ON BACKS (8 MINS) SPEAKING

Take a set of large pictures and cut them in half, then tape one half of picture on a student's back. Then have students find their other half asking the questions **Daa sáyá? Wáa sá kuwatee?** and **Wáa sá iyatee?** so they can figure out what picture they have without using English.

ACTIVITY 2 – GAME (15 MINUTES) SPEAKING

Introduce clothing nouns and phrase I need _____. Split the students into two groups, then have them sit in a line. At the other end of the room put two bags (one for each team) filled with warm and cold clothing items. Have the first students draw a small picture from the stack. They see how the weather is, then race down to the bag. They then look in the bag for an item to wear that is appropriate for the weather. The students then say the weather is _____, so I need a _____.

ACTIVITY 3 – FIVE FROGS SONG (2 MINS) SPEAKING

Sing **Keijín Xíxch' Xaatéen Sheeyí.**

ACTIVITY 4 – CHORAL READING & WEATHER REPORTER JOB & GRAPHING (5 MINS) SPEAKING

Have the weather reporter lead the choral reading of, yesterdays, today's, and tomorrows weather prediction. Use the weather sentence strips. Also graph today's weather on the weather chart included in resources.

ADDITIONAL OPTIONAL ACTIVITIES:

- ◆ Talk with the classroom teacher about what math games they are playing during math and translate the games into Tlingit and use those games as a station.
- ◆ In the small adding group use the remote control cars, give students two numbers and have them race to the answer.

LESSON 5

KUTÍ X'ÚX'U

WEATHER BOOK

OBJECTIVES:

A student will

- ◆ cut and glue together a weather book to take home and read to their families.
- ◆ collect weather data and then graph it on the weather graph.
- ◆ engage in choral reading of the perfective, imperfective, and future weather verbs.

TIME: 30 Mins

MATERIALS:

- ◆ Large Pictures
- ◆ Lyrics for Five Frogs Song
- ◆ Assessment Sheet

TLINGIT VOCABULARY:

VERBS:

Perfective- did	Future- will do	Imperfective- doing, does	is	Translation
Awdigaan	Yei aguxdagáan	Awdigaan		Sunny
Kuusi.áat'	Kei Kuguxsa.áat'	Kusi.áat'		Cold
Séew daak wusitán	Séew daak guxsatáan	Séew daak wusitán		Rain
Kaséixjaa daak wusitán	Kaséixjaa daak guxsatáan	Kaséixjaa daak wusitán.		Misty/Fine Rain
Dleit daak wusitán	Dleit daak guxsatáan	Dleit daak wusitán		Snow
Kuwigwás'	Kuguxdagwáas'	Kuwigwás'		Fog
Ayawditee	Yei Ayaguxdatée	Ayawditee		Stormy
Kuwligoós'	Kei Kuguxlagóos'	Kuligóos'		Cloudy
Koowat'áa	Kukgwat'áa	Kuwat'áa		Warm
Koowak'ei	Kei Kukgwak'ei	Kuwak'ei.		Fine

Target Verb Phrases:

Kuusi.áat' tatgé.	Yesterday it was cold.
Awdigaan yáa yagiye.	Today it is sunny.
Seigán séew daak guxsatáan shákdé.	Tomorrow, perhaps, it will rain.
X'oon yagiye sáyá séew daak wusitán?	How many days have been rainy?
X'oon yagiye sáyá awdigaan?	How many days have been sunny?
X'oon yagiye sáyá Kuligóos'?	How many days have been cloudy?

TARGET SENTENCE PATTERNS:

_____ yahaayí dayéen áa yax yinaak.	You all turn and face the picture of _____.
_____ yahaayí dayéen áa yax hán.	You turn and face the picture of _____.
Tatgé _____.	Yesterday it was _____.
Yáa yagiyee _____.	Today it is _____.
Seigán _____ shákdé.	Tomorrow, perhaps, it will _____.

Nouns:

gagaan	sun
kichx.anagaak	rainbow
góos'	cloud
xeitl	thunder
yahaayí	picture
tatgé	yesterday
yáa yagiyee	today
seigán	tomorrow
gwál	probably, maybe, perhaps
shákdé	perhaps, probably
ka	and

Questions & Answers – Game Phrases

Wáa sá iyatee?	How are you?
Xat uwat'áa.	I am warm.
Xat seiwa.át'.	I am cold.
Xat wuditl'ák'.	I am wet.
Wáa sá kuwatee?	How's the weather?
Daa sáyá?	What is this?
_____ áyá. or _____ áwé.	This is _____. or That is _____.
Wa.é deisk'.	Your turn.
Góok!	Go!

TIME: 30 mins

ACTIVITIES:

ACTIVITY 1 – DISAPPEARING ILLUSTRATIONS (4 MINUTES) SPEAKING

Mount 4-6 pictures on the board, vertically. Point to the pictures top to bottom leading the students in naming the pictures. After you repeat remove the top illustration and continue to have the students say the missing picture word/phrase. Continue until all pictures are gone and students are able to say the correct order.

ACTIVITY 2 – REMOTE CONTROL CARS (13 MINUTES) LISTENING& SPEAKING

Lay out one set of the large pictures. Use two remote control cars and say a vocab picture and have the students drive to the picture. Use the question and answer

phrases: How are you feeling physically? How is the weather? and **Daa sáyá?** to create conversation.

ACTIVITY 3 – CHORAL READING & WEATHER REPORTER JOB & GRAPHING (5 MINS) SPEAKING

Have the weather reporter lead the choral reading of, yesterdays, today's, and tomorrows weather prediction. Use the weather sentence strips. Also graph today's weather on the weather chart included in resources.

Ask questions about the graph. **X'oon yagiyee sáyá _____ wusitán?** How many days have been _____?

ACTIVITY 4 – WEATHER BOOK TO TAKE HOME (8 MINS) SPEAKING

Hand out the weather book; students will cut out the weather sentence and paste it under the correct picture. Show and read a finished book to the students so they can hear and see what it looks like when completed.

ASSESSMENT:

ACTIVITY 5 – ASSESSMENT (15 MINS) SPEAKING

Have students sit in a circle. Use the small pictures; give each student their own set. Have the student place the pictures upside down in front of them. One at a time have the students turn over a card and check off if they say the correct picture on the assessment check off sheet.

ADDITIONAL OPTIONAL ACTIVITIES:

- ◆ Sing **Keijín Xíxch' Xaatéen Sheeyí** (5 frogs song).

EXTENSION ACTIVITIES:

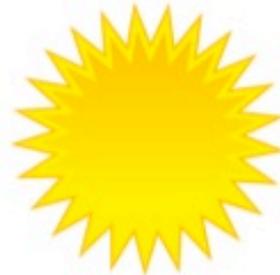
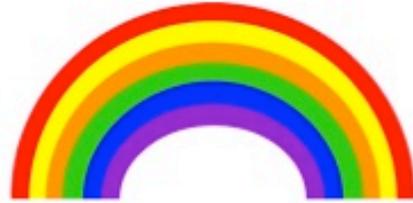
- ◆ Continue to talk about the weather at the beginning of Tlingit class daily and have the weather reporter tell what the weather was, what it is, and then predict what it will be and then lead the choral reading.
- ◆ Use the unit **Daa sá yéi aya.óo?** what is s/he Wearing? by Daljini Mary Folletti to teach the clothing nouns and verb I am wearing.
- ◆ Offer an incentive for students who share the weather book with their families.

WEATHER PRE-ASSESSMENT

LISTENING Teacher says the following, students point to pictures	Tally for each student who identified picture correctly.
Awdigaan	
<u>K</u>usi.áat'	
Séew daak wusitán	
Dleit daak wusitán	
<u>K</u>uwdigwás'	
Ayawditee	
<u>K</u>uligóos'	
<u>K</u>uwat'áa	
<u>K</u>wak'éi.	
<u>X</u>at uwat'áa.	
<u>X</u>at seiwa.át'	
<u>X</u>at wuditl'ák'	
gagaan	
kichx.anagaak	
góos'	
xeitl	
SPEAKING Teacher and student ask and answer questions.	
_____ yahaayí dayéen áa yax hán.	
Tatgé _____.	
Yáa yagiyee _____.	
Seigán _____ shákdé.	
Wáa sá iyatee?	
<u>X</u>at uwat'aa.	
<u>X</u>at seiwa.át'.	
<u>X</u>at wuditl'ák'.	
Wáa sá <u>k</u>watee?	
Daa sáyá?	
Daat eetéenáx sá yatee?	
kinaak.át eetéenáx <u>x</u>at yatee.	
Kinaak.át eetéenáx <u>i</u>yatee.	
_____ eetéenáx <u>x</u>at yatee.	
_____ eetéenáx <u>i</u>yatee.	
Aagáa <u>k</u>unashí.	
Aagáa <u>k</u>unayshí.	

If students already know the imperfective form of the weather verbs, then you do not need to teach the imperfective form over again. Move on to the future form of the verb.

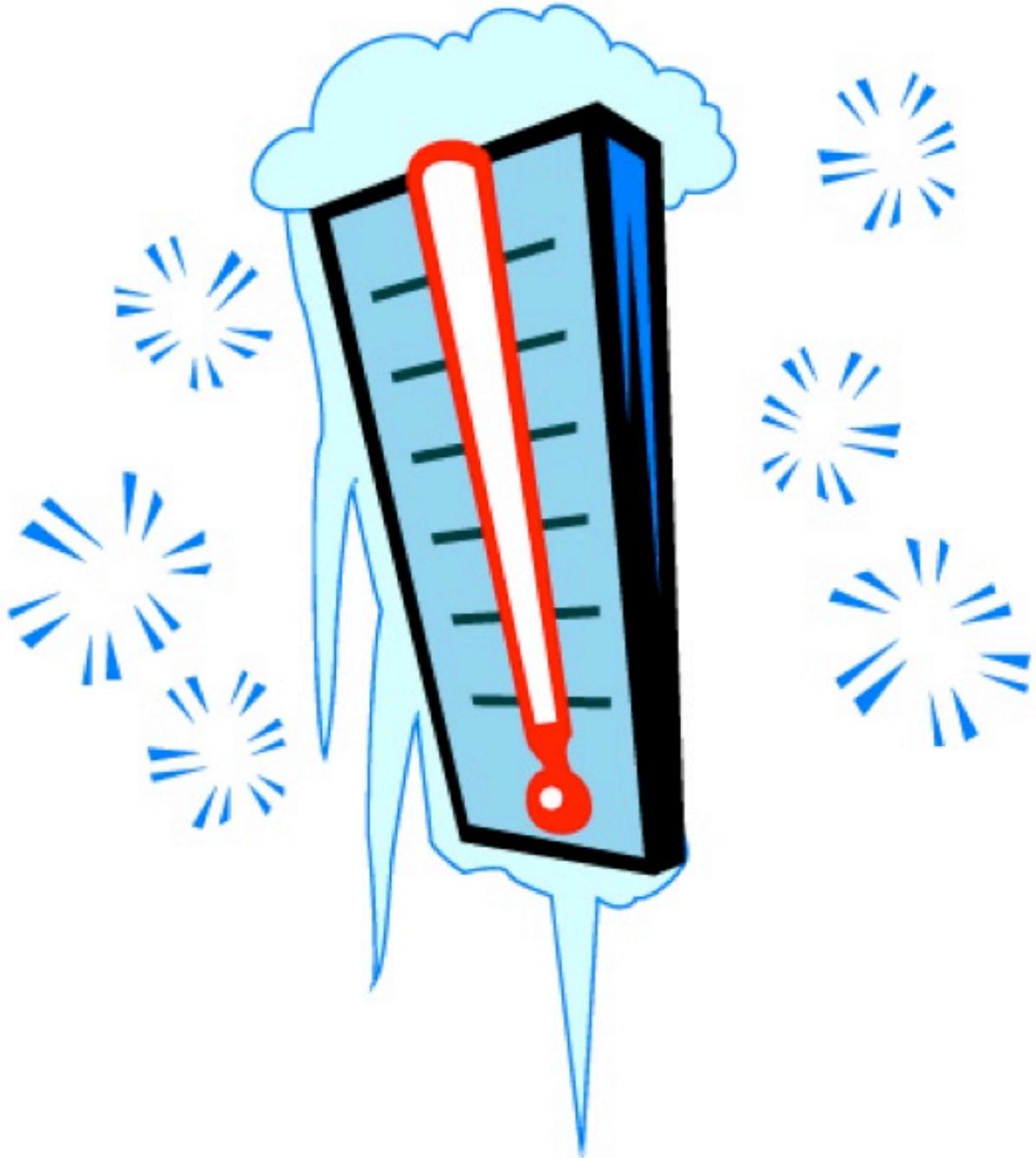




Large Weather Pictures

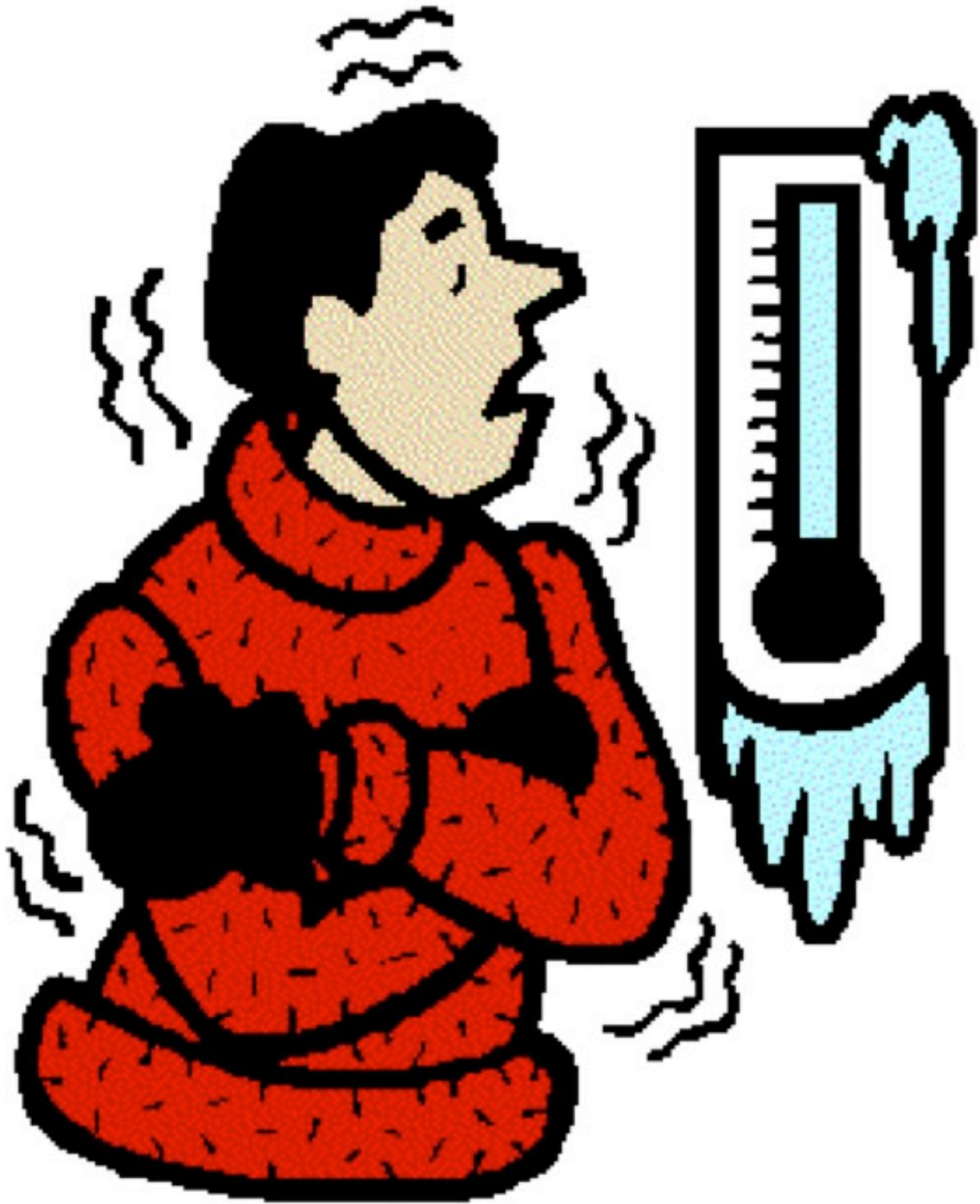




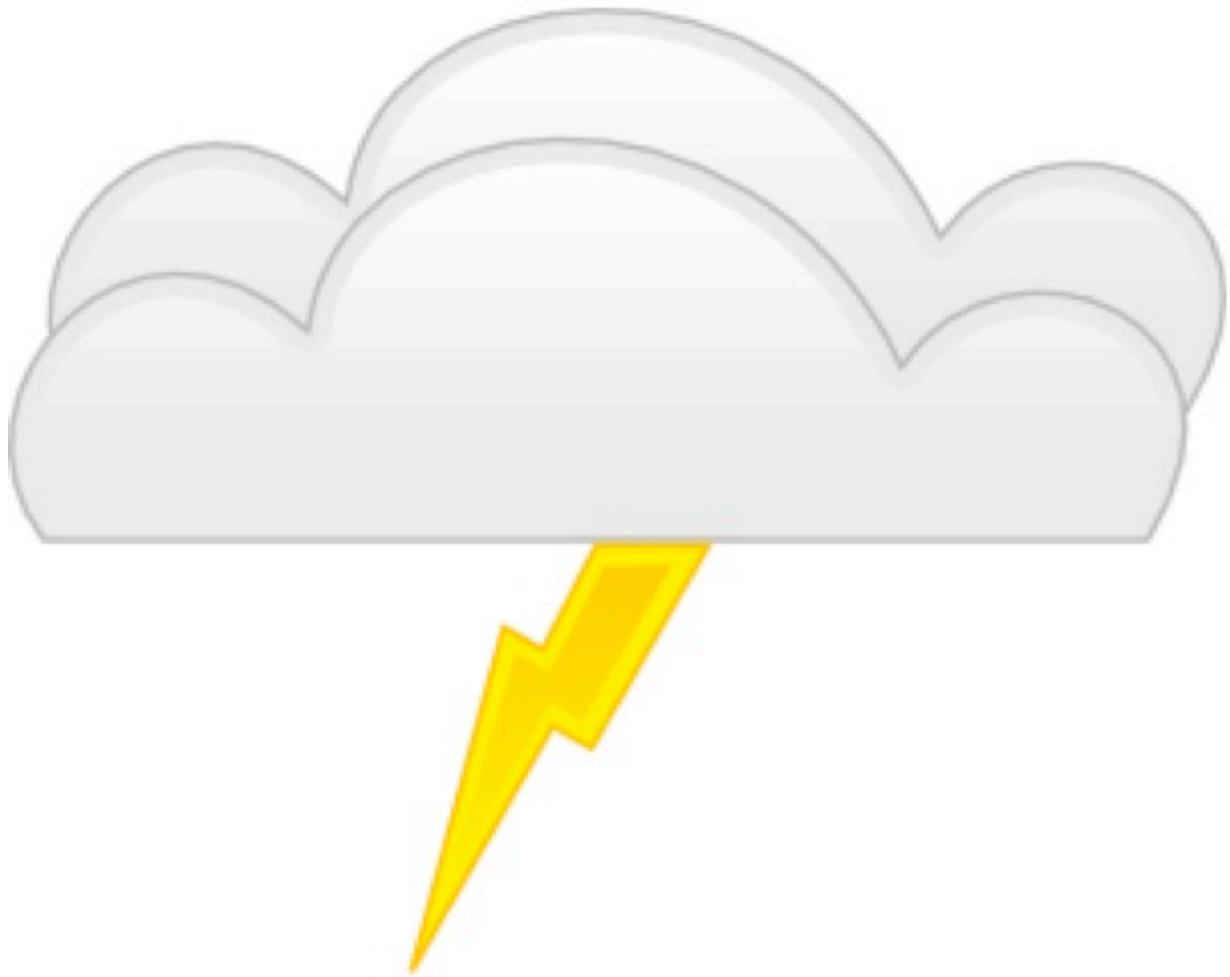










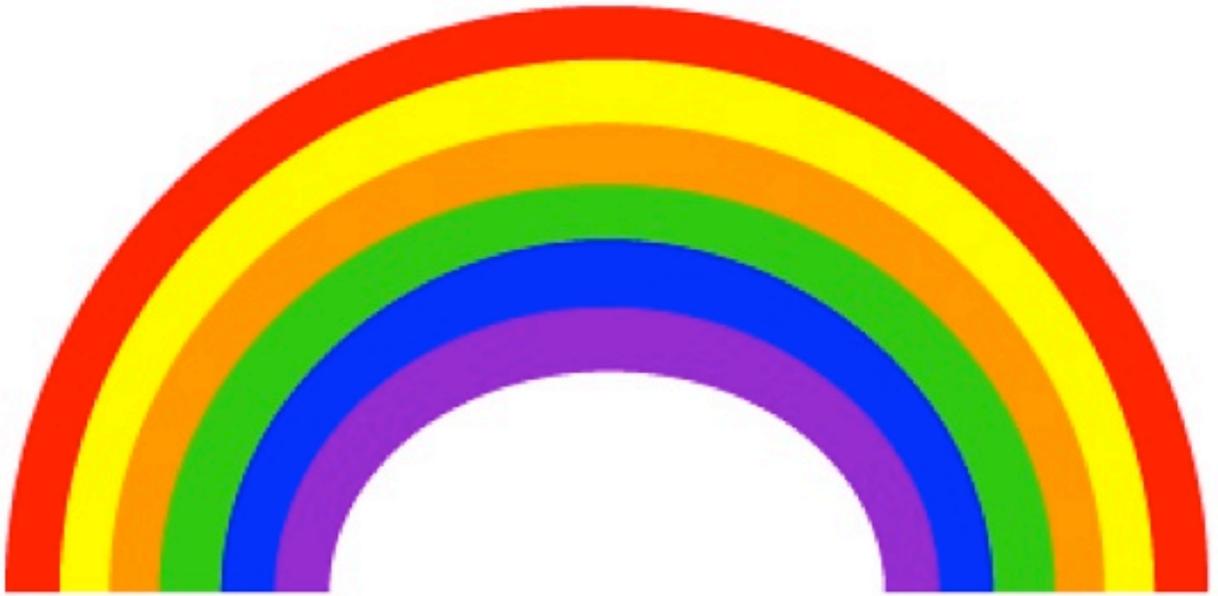




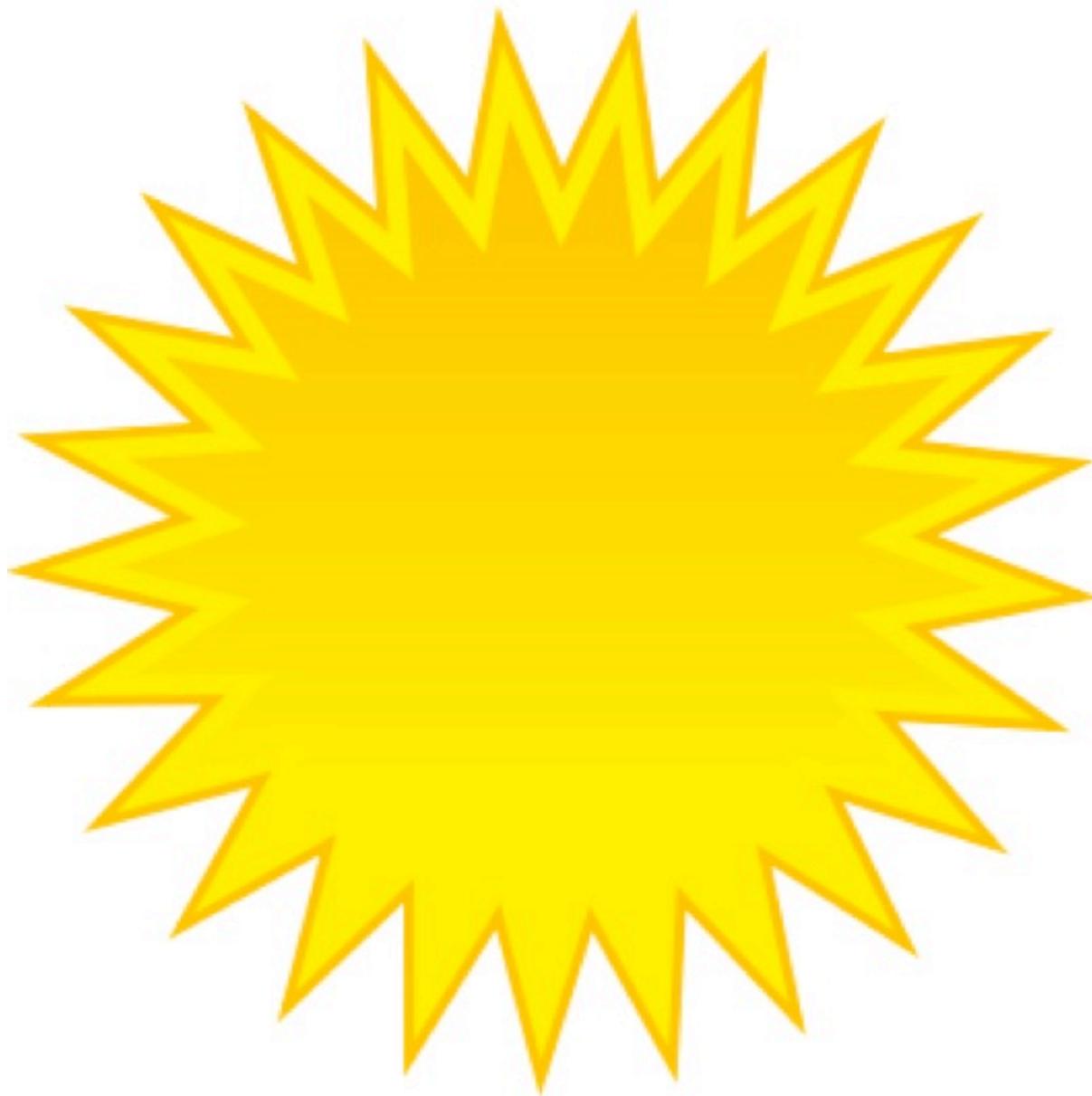


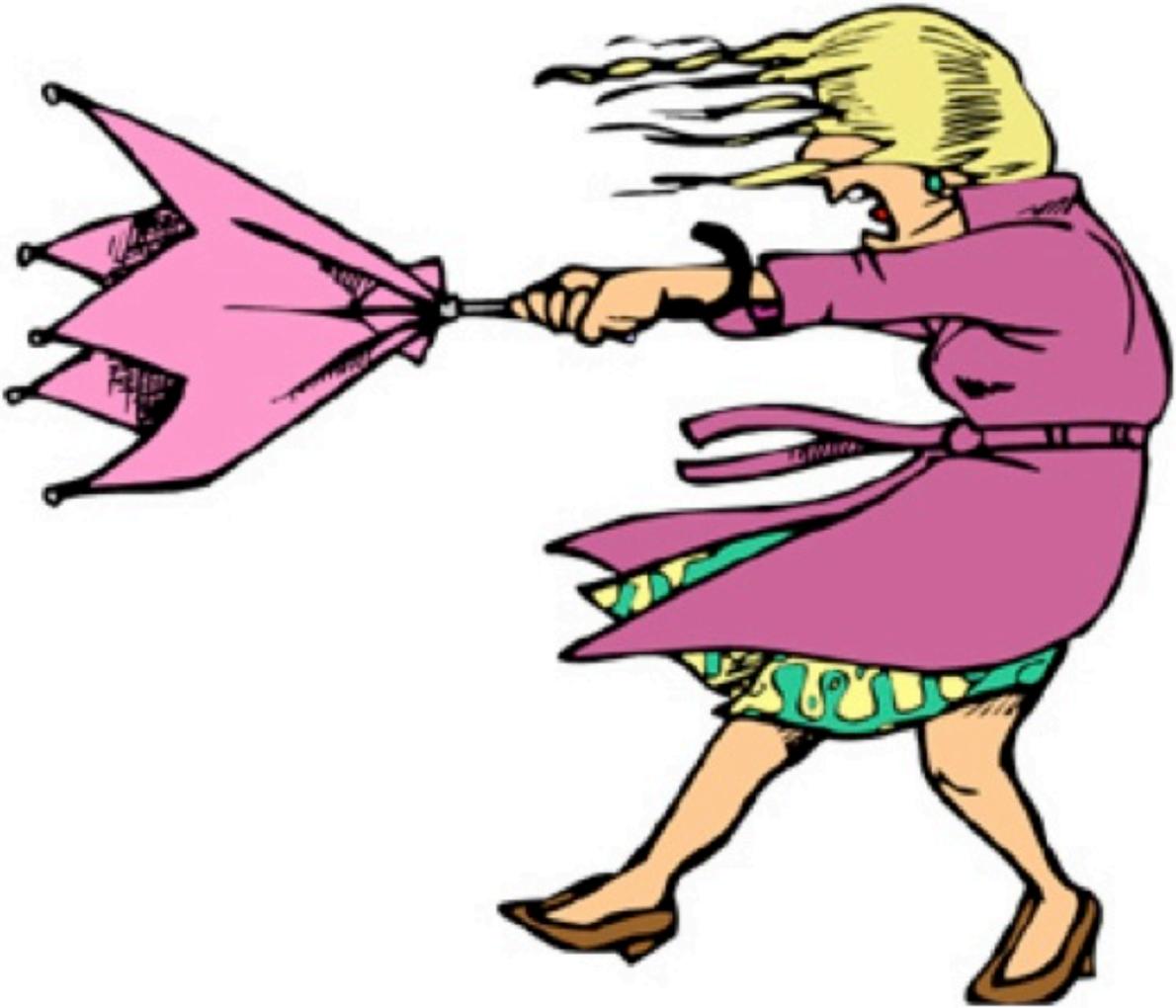












_____ tatgé.

_____ yáa yagiyee.

Seigán _____ shákdé.

Wáa sá koowatee?

Wáa sá kuwatee?

Wáa sá kukgwatée?

ka

yeedát

tsú

ku.aa

gwál

Koowak'ei



Kuwak'éi



kei kukgwak'éi



Kwligóos' 

Kuligóos' 

kei kugulagóos' 

Awdigaan



Awdigaan



yei aguxdagáan



Koowat'aa



Kuwat'aa



kukgwat'áa



Koowsi.áat'



Kusi.áat'



kei kuguxsa.áat'



Dleit daak wusitán 

Dleit daak wusitán 

dleit daak guxsatáan 

Séew daak wusitán 

Séew daak wusitán 

séew daak guxsatáan 

Kuwdigwás'



Kuwdigwás'



kugxdawáas'



Ayawditee



Ayawditee



yei ayaguxdatée



Wáa sá kuwatee?

Dís: _____

Yagiye

20					
19					
18					
17					
16					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					

Awdigaan



Kuligóos'



Ayawditee



Séew daak
wusitán



Kuwigwás'



Wáa sá kuwatee?

Day - Yagiye

5						
4						
3						
2						
1						
	Séew daak wusitán 	Awdigaan 	K̓uligóos' 	Ayawditee 	K̓uwdigwás' 	Dleit daak wusitán 

Weather - kutí