Daa sá yee sháat?
What did you catch?

LEARNING LEVEL: Intermediate Beginner:

"Drink from the Vessel of Traditional Knowledge."

Perfective

Person	Tlingit	English
1st sg.	Ka<u>x</u>waasháat	Catch, round object
2nd sg.	keeyasháat	Catch, round object
3rd sg.	akaawasháat	Catch, round object
1st sg.	Ka<u>x</u>wlisháat	Catch, long object
2nd sg.	Kaylisháat	Catch, long object
3rd sg.	akawlisháat	Catch, long object

Daily 30-minute lessons.

Tlingit Cultural Significance: the verb "to catch" is only one example of how the Tlingit people developed their language around shapes of individual object (long, round, full, empty, etc). This variation is not found in the English language but is seen frequently in Tlingit verbs. This is an introductory unit that is important to the learning foundation of students and focuses on the round and long shapes of objects

Elder/Culture Bearer Role: An elder/speaker presence is invited and encouraged throughout the unit. Speakers provide an opportunity for students to hear the sounds and words pronounced accurately, observe teacher/speaker interaction and answer culturally relevant questions.

Unit Overview: This unit is geared toward Intermediate Beginner learners and the students' knowledge of some nouns in the Tlingit language is preferred—namely objects that are round or long in shape. A total of 25 verb phrases are taught throughout the unit. Activity 1 of each lesson begins with a brief review of nouns that will be used. Activity 2 is the introduction of verb phrases that will be used. Activity 3 is the Question and Answer drill that will review and reinforce any phrases previously learned.

Please reference the Goldbelt Heritage Foundation's Home Verb Paradigm along with this unit: http://www.goldbeltheritage.org/verbs/verb/catch-it-grab-himherit-arrest-himherit-trap-himherit

LESSON # 1

LESSON THEME: 3rd Person sg. Perfective –sháat "to catch (round object)"

Pre-assessment: Activity Sheets + Verbal Assessment and Verbal Activities

Vocabulary:

Nouns, if you use other objects, write them here:

Tlingit	English		
Kooch'éet'aa	Ball		
Gút	Dime		
K'wánts'	Potato		

Verbs

Tlingit	English
Dáa sá akaawasháat?	What did s/he catch (round).
_____ akaawasháat.	S/he caught (a/an) _____? (round)
_____ gé akaawasháat?	Did s/he catch (a/an) _____? (round)
Kagasháat	Catch it! (round)
Kéi kagíx'.	Throw it! (round)

Materials:

Props for nouns, 6 pages of blank paper per student.

 LESSON 1

Activity 1:

1a. Pre-assessment: before you introduce any nouns or verb phrases, hand out Activity Sheets 1, 2, 3. Grade and keep.

1b. Drawing: Before students are introduced to the verbs, have each of them write their name on the paper, and then draw a picture of the *following scenes:

He caught a ball	He caught a dime
He caught a potato	He caught rope
He caught yarn	He caught a pencil

(2) plus any other long or round objects for which you can provide props.

Keep these drawings safe, these will be used for Lesson 5.

1c. Introduce Nouns: Introduce the three props one at a time to the students. Repeat the name for the object several times. Students will just be listening at this point.

Non-verbal activity: instructor holds a object in each hand and says one aloud, students point to the corresponding object (left or right), continue switching objects in hands. Set objects down and continue repeating the name of the objects as you point to them.

Verbal Activity: point at random objects and have students repeat the word after you a few times.

Activity 2:

2a. **Turn and Face(Point): this is a non-verbal activity that gets students comfortable with identifying the objects. Choose students to set the objects in different places around the room (they can be chosen at random or by using a game such as "Pick A Number"; if students have learned 1-10 by this point, this is a good choice as it focuses on numbers). Make sure they are visible by all students. Next, have students stand up and listen for a word, as soon as they hear the word they turn and point to the corresponding object. Soon students will be able to identify all objects…and fast!

Verbal activity: instructor points to objects around the room and students identify it aloud.

**Please note that not a lot of time is devoted to learning nouns in this unit. If students need a refresher on any other nouns seen throughout this unit, you can revert back to this activity.

Dáa sá akaawasháat?	What did s/he catch? (round)
_____ akaawasháat.	S/he caught (a/an) _____.

2b. Introduce verb phrases:

	(round)

Repeat the phrases several times before you ask students to repeat it after you. When it feels the students are comfortable with the phrase, gather students into a circle and choose an object to toss to a student. Then ask the rest of the students, "dáa sá akaawasháat?" Students will respond with "_____ akaawasháat. Toss an object to a student and have a group of students ask you, "dáa sá akaawasháat?" Respond appropriately. As students begin to get more comfortable with the phrase, have individual students ask you and ask each other, "dáa sá akaawasháat?" Continue until all students have had an opportunity.

2c. Introduce verb phrase:

_____ gé akaawasháat?	Did s/he catch (a/an) _____? (round)

Activity 3:

3a. Q&A Drill: Choose an object and toss it to a student. Ask a different student "_____ gé akaawasháat?", make it a true or false statement. After students feel comfortable, toss an item to a student, then have another student ask you, "_____ gé akaawasháat?" Continue until all students have had a chance to ask you.

Activity 3:

3b. Review: Review what students have learned by verbal assessment:

Example: Instructor: "If I said 'k'wánts' akaawasháat", what did I say in English?"

                Instructor: "How would you say, 'I caught the ball' in Tlingit?"

LESSON # 2

LESSON THEME: 1st / 2nd Person Perfective –sháat "to catch (round object)"

Verbal Assessment and Verbal Activities

Vocabulary:

Nouns

Tlingit	English
Kooch'éet'aa	Ball
Gút	Dime
K'wánts'	Potato

Verbs

Tlingit	English
_____ keeyasháat.	You caught a/an _____. (round)
_____ gé keeyasháat?	Did you catch a/an _____. (round)
Dáa sá keeyasháat?	What did you catch? (round)
Dáa sá kaxwasháat?	What did I catch? (round)
_____ gé kaxwasháat?	Did I catch an/an _____. (round)
_____ kaxwasháat.	I caught a/an _____. (round)
Kei kagíx'.	Catch it! (round)
Xat x'anawóos'	Ask me.

Materials

Props for nouns

 (2)   Flashlights with 2 different colored transparencies taped onto over the light.

LESSON 2

Activity 1:

1a. Introduce nouns as you did in Lesson 1/Activity 1. Repeat several times before asking students to say the words aloud. Next, play a quick version of **Turn and Face(Point)** using only the new nouns.

1b. Review nouns: Review nouns learned in lesson 1 and have students place them around the room. You should have 6 objects in different areas. Divide class into two teams (let them pick their team name, can be colors, nouns, etc.) and have them line up single-file. Students will play a competitive variant of the game "Turn and Face". Hand a student from each team a flashlight. The flashlights remain on (or they can them remain off, whichever works best) and if students are not holding a flashlight, they are sitting on the floor "criss-cross applesauce". Students with flashlights wait for instructor to announce a word, and race to get their flashlight on the object first. Be sure to keep score on a board or somewhere students can see. Go to a specific number or allow for each student to go once or twice.

Activity 2:

2a. Introduce the verb phrase:

_____ keeyasháat.	You caught a/an _____. (round)
_____ gé keeyasháat?	Did you catch a/an _____. (round)

Repeat the phrase several times before you ask students to repeat it after you. As students seem more comfortable repeating the phrase, toss an object to them and tell them what they've caught, example, "kooch'éet'aa keeyasháat."

2b. Introduce the verb phrase:

Dáa sá kaxwaasháat?	What did I catch? (round)
_____ gé kaxwaasháat?	Did I catch a/an _____? (round)
Dáa sá keeyasháat?	What did you catch? (round)
_____ kaxwaasháat.	I caught a/an _____. (round)

Repeat the phrase several times before you ask students to repeat it after you. When it sounds like students are grasping the phrase, choose a noun and ask the students "dáa sá kaxwaasháat?" Have the students respond with the appropriate phrase: "_____ keeyasháat." If students are not comfortable speaking the phrases aloud, prompt with "_____ gé kaxwaasháat?" and have students respond with "aaá," or "tléik'." You can also have students ask you "dáa sá keeyasháat?" by review the phrase and then demanding an individual to "xat x'anawóo's"—"ask me."

Activity 3:

Q&A Drill: Choose a learned prop. Toss it to the student to the right and ask "dáa sá keeyasháat?" thus beginning the Question and Answer Drill (Q&A Drill). Student will respond with "_____ kaxwaasháat." Pass the item around the circle until everyone has had a chance. This is a good opportunity to also review the verb phrase from Lesson 1. Have

students ask each other "dáa sá akaawasháat?" If students need prompting, toss different students props and ask others, "dáa sá akaawasháat?"

LESSON # 3

LESSON THEME: 3rd Person sg. Perfective –sháat "to catch (long object)"

Verbal Assessment and Verbal Activities

Vocabulary:

Nouns

Tlingit	English
Kooxéedaa	Pencil
Tíx'	Rope
Kakéin	Yarn

Verbs

Tlingit	English
Dáa sá akawlisháat?	What did s/he catch? (long)
_____ akawlisháat.	S/he caught (a/an) _____. (long)
_____ gé akawlisháat?	Did s/he catch (a/an) _____? (long)
Gasháat	Catch it! (general object)
Kei gíx'	Throw it! (general object)

Materials

Props for nouns

LESSON 3

Activity 1:

1a. Brief Review (Q&A Drill): Review phrases by asking the students "Dáa sá akaawasháat?", and "____ gé akaawasháat / keeyasháat / kaxwasháat." Reverse roles and

mix in yes/no questions. Be sure to reinforce to students immediately the correct phrases if students seem unsure.

1b. Introduce nouns: If lesson nouns are new, use the activities from Lessons 1 and 2 to introduce nouns.

1c. Introduce the verb phrases:

Dáa sá akawlisháat?	What did s/he catch? (long)
_____ akawlisháat.	S/he caught (a/an) _____. (long)

Repeat the phrases several times before you ask students to repeat it after you. When it feels the students are comfortable with the phrase, gather students into a circle and choose an object to toss to a student. Then ask the rest of the students, "dáa sá akawlisháat?" Students will respond with "_____ akawlisháat. Toss an object to a student and have a group of students ask you, "dáa sá akawlisháat?" Respond appropriately.

Activity 2:

Introduce one (or both) verb phrases:

_____ gé akawlisháat?	Did s/he catch (a/an) _____? (long)

Activity 3:

3a. Q&A Drill: Choose an object and toss it to a student. Ask a different student "_____ gé akaawasháat?", make it a true or false statement. Students should only answer "aaá" or "tléik'." If the answer is negative, prompt with the question, "dáa sá akawlisháat?" After students feel comfortable, toss an item to a student, then have another student ask you, "_____ gé akaawasháat?" Continue until all students have had a chance to ask you. If students are not comfortable with verbal exercises, continue with non-verbal.

3b. Review: Review what students have learned by verbal assessment:

Example: Instructor: "If I said 'kakéin akawlisháat", what did I say in English?"

             Instructor: "How would you say, 'you caught the rope' in Tlingit?"

LESSON # 4

LESSON THEME: 1st/2nd Person sg. Perfective –sháat "to catch (long object)"

Verbal Assessment and Verbal Activities

Vocabulary:

Nouns, if you use other objects, write them here:

Tlingit	English		
Kooxéedaa	Pencil		
Tíx'	Rope		
Kakéin	Yarn		

Verbs

Tlingit	English
_____ kaylisháat.	You caught a/an _____. (long)
_____ gé kaylisháat?	Did you catch a/an ____? (long)
Dáa sá kaylisháat?	What did you catch? (long)
Dáa sá kaxwlisháat?	What did I catch? (long)
_____ gé kaxwlisháat?	Did I catch a/an _____? (long)
Keik sagíx'	Catch it! (long)

Materials: Props for nouns

LESSON 4

Activity 1:

1a. Brief Review (Q&A Drill): Review phrases from Lesson 2 by tossing a prop to a student and asking "_____ keeyasháat?", after they respond appropriately, reverse roles with a few select students and ask "dáa sá kaxwasháat?" Be sure to reinforce to students immediately the correct phrases if students seem unsure.

Activity 2:

2a. Introduce the verb
phrase:

| _____ kaylisháat. | You caught a/an _____. (long) |
| _____ gé kaylisháat? | Did you catch a/an ____? (long) |

Repeat the phrase several times, at this time students are only listening and not repeating
after you. Make sure you tell the students in English what the phrase means before you act
it out. After you've repeated it several times, As students seem more comfortable
repeating the phrase, have a student toss you an object and ask them what you caught. For
review,

2b. Introduce the verb phrases:

Dáa sá kaxwlisháat?	What did I catch? (long)
_____ gé kaxwlisháat?	Did I catch a/an _____? (long)
Dáa sá kaylisháat?	What did you catch? (long)
_____ kaxwlisháat.	I caught a/an _____. (long)

Repeat the phrase several times before you ask students to repeat it after you. When it
sounds like students are grasping the phrase, choose a noun and ask the students "dáa sá
kaxwaasháat/ kaxwlisháat?" depending on the object. At this point, it is acceptable that
students only respond with the object—they are *listening* for the verb.

2c. Have students pass an object to you, telling them, "kei kagíx' / keik sagíx'." Then have
the students tell you what you caught using the appropriate verb phrase; by asking "dáa sá
kaxwlisháat / kaxwasháat?"

Activity 3:

Q&A Drill: Gather your props. Have students sit or stand in a circle and choose one prop.
Toss the prop to the student to the right and ask "dáa sá kaylisháat / keeyasháat?" thus
beginning the Question and Answer Drill (Q&A Drill). Student will respond with "_____
kaxwaasháat / kaxwlisháat . Pass the item around the circle until everyone has had a
chance. Repeat with a different prop, change directions and alternate phrases with "dáa sá
kaxwaasháat / kaxwlisháat?" and "_____ gé keeyasháat / kaylisháat."

LESSON # 5

LESSON THEME: 3rd Person Perfective –sháat "to catch (round and long)"

Verbal Assessment and Activity Sheets (Post-Assessment)

Vocabulary

Tlingit	English
Kooch'éet'aa akaawasháat	S/he caught the ball
Gút akaawasháat	S/he caught the dime
K'wánts' akaawasháat	S/he caught the potato
Kooxéedaa akawlisháat	S/he caught the pencil
Tíx' akawlisháat	S/he caught the rope
Kakéin akawlisháat	S/he caught the yarn

Materials

Student drawings

Pointer

Tape

Assessment Sheets

Masking tape

Balloon (inflated)
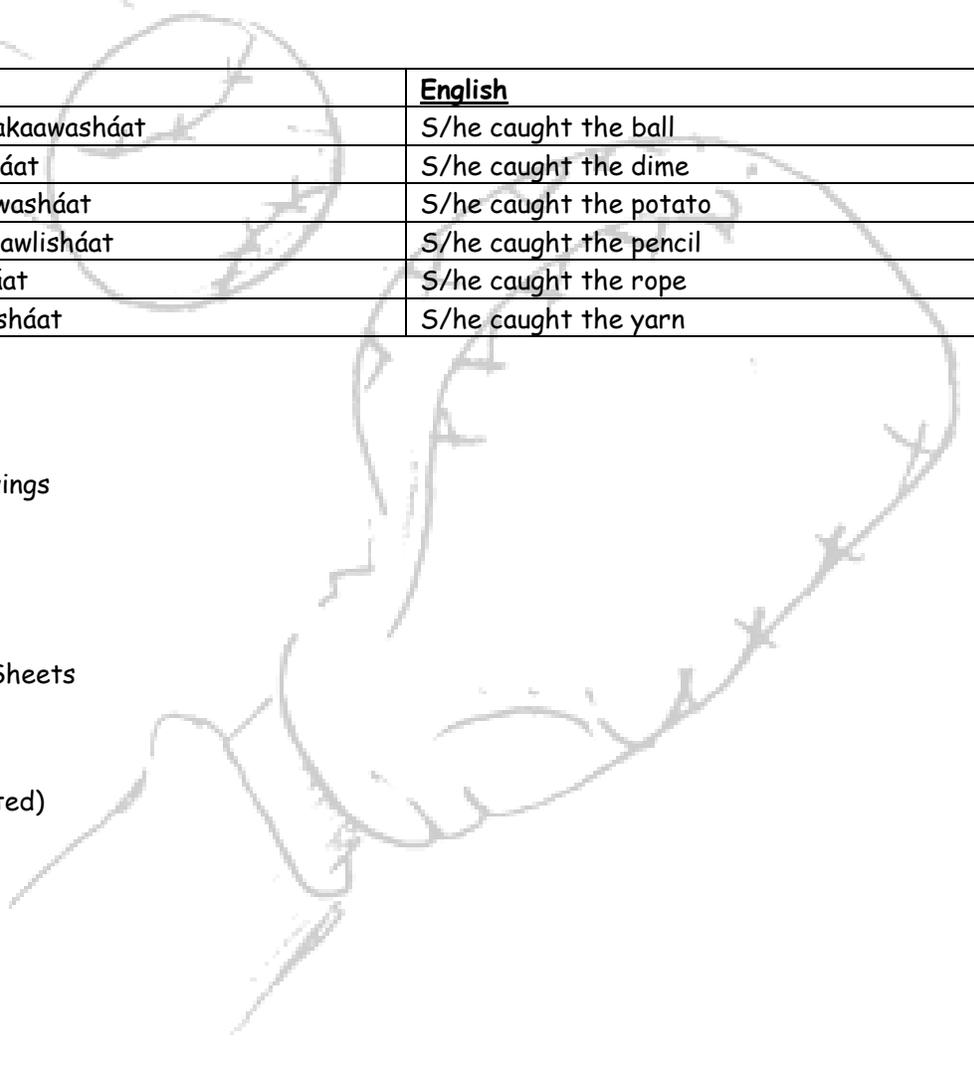
LESSON 5

Activity 1:

1a. Reviewing the Drawings: this is where each student's drawing will come into play. Separate drawings into one of the six categories: "he caught a ball, he caught a potato, he caught a dime, he caught rope, he caught yarn, he caught a pencil." Choose one drawing of each phrase and tape to a wall or board. Have students stand in front of the drawings and identify the object in each drawing aloud. Then point to each drawing and say the corresponding phrase, i.e., "kooch'éet'aa akaawasháat," or "kakéin akawlisháat." After you have reviewed each drawing and students are comfortable, you can play "Simon Says."

1b. "Simon Says": This is a variance of the game "Simon Says." Instructor will point to different drawings and say a phrase aloud. If instructor says the accurate phrase for the drawing, students will clap once. If the instructor says the inaccurate phrase for the drawing, students stay still and quiet. If students clap for the wrong phrase, those students sit down and wait until the next game. Sometimes this game goes fast, sometimes it's slow and sometimes the last two contenders will battle it out for a while. If this happens, at some point you can say, "OK, if you two get the next three correct in a row, it's a tie." It's your prerogative what the winner "wins." Perhaps s/he chooses what game to play next?

Activity 2:

Balloon Tag: this game continues using the drawings. Using the masking tape, place one line on the floor. Divide students into two teams (this can be done using counting "tléix', déex, tléix', déex," etc). Place Team Tléix' on one side of the line, and Team Déex on the other. If you have an odd number of students, the last student can help you watch for feet and keep score. Rules are simple: students cannot move their feet, and they cannot hit the balloon twice in a row. If the balloon touches the floor on either team's side of the line, that team has to identify a drawing. (It helps to have drawings that are clearly identifiable for this game). Also, if any team member's feet move, that team has to identify a drawing. Be sure to keep score on a surface that students can monitor. This game tends to go fast, the first team to 10 is appropriate. Points are awarded if the opposite team has to identify a drawing.

Activity 3:

3a. Balloon Tag 2: Continue to play this game, but integrate all 1st/2nd Person sg. Perfective phrases by acting them out, in lieu of the drawings, and having students identify the action.

3b. Review: Post-Assessment: Hand out the same assessments students took before beginning lessons. Grade and keep.

Daa sá yee sháat?
What did you catch?

ACTIVITY SHEET 1   Saayí kashaxít: _____

                                                    Yagiyee:_____

Check the box next to the correct sentence.

1. I caught a ball.

    ☐ Kooch'éet'aa ka<u>x</u>waasháat.
    ☐ Kooch'éet'aa ka<u>x</u>wlisháat
    ☐ Kooch'éet'aa keeyasháat.
    ☐ Kooch'éet'aa akaawasháat.

2. He caught the rope.

    ☐ Tíx' ka<u>x</u>waasháat.
    ☐ Tíx' keeyasháat.
    ☐ Tíx' akawlisháat.
    ☐ Tíx' kaylisháat.

3. You caught the pencil.

    ☐ Kooxéedaa akaawasháat.
    ☐ Kooxéedaa ka<u>x</u>wlisháat.
    ☐ Kooxéedaa keeyasháat.
    ☐ Kooxéedaa kaylisháat.

4. She caught the dime.

    ☐ Gút keeyasháat.
    ☐ Gút akaawasháat.
    ☐ Gút akawlisháat.
    ☐ Gút ka<u>x</u>waasháat.

5. I caught the yarn.

    ☐ Kakéin ka<u>x</u>wlisháat.
    ☐ Kakéin kaylisháat.
    ☐ Kakéin ka<u>x</u>waasháat.
    ☐ Kakéin <u>x</u>waasháat.

6. She caught pencil.

    ☐ Kooxéedaa akawlisháat.
    ☐ Kooxéedaa akaawasháat
    ☐ Kooxéedaa keeyasháat.

Daa sá yee sháat?
What did you catch?

□ Kooxéedaa kaylisháat.

7. I caught the potato.

   □ K'wánts' akaawasháat.
   □ K'wánts' kaylisháat.
   □ K'wánts' ka<u>x</u>waasháat.
   □ K'wánts' keeyasháat.

8. You caught the rope.

   □ Tíx' keeyasháat.
   □ Tíx' kaylisháat.
   □ Tíx' ka<u>x</u>wlisháat.
   □ Tíx' ka<u>x</u>waasháat.

9. She caught the potato.

   □ K'wánts' akaawasháat.
   □ K'wánts' kaylisháat
   □ K'wánts' ka<u>x</u>wlisháat.
   □ K'wánts' akawlisháat.

10. You caught the dime.

   □ Gút kaylisháat.
   □ Gút akaawasháat.
   □ Gút akawlisháat.
   □ Gút keeyasháat.

ACTIVITY SHEET 2   I Saayí kasha<u>x</u>ít: _____

                          Yagiyee:_____

Daa sá yee sháat?
What did you catch?

Fill in the Blank with one of the following:

K'wánts'   Kooxéedaa

11. _____ akaawasháat.

12. _____ kax̱wlisháat.

13. _____ kax̱waasháat.

14. _____ keeyasháat.

15. _____ kax̱waasháat.

16. _____ akawlisháat.

17. _____ kaylisháat.

18. _____ akaawasháat.

19. _____ kax̱wlisháat.

20. _____ kaylisháat.
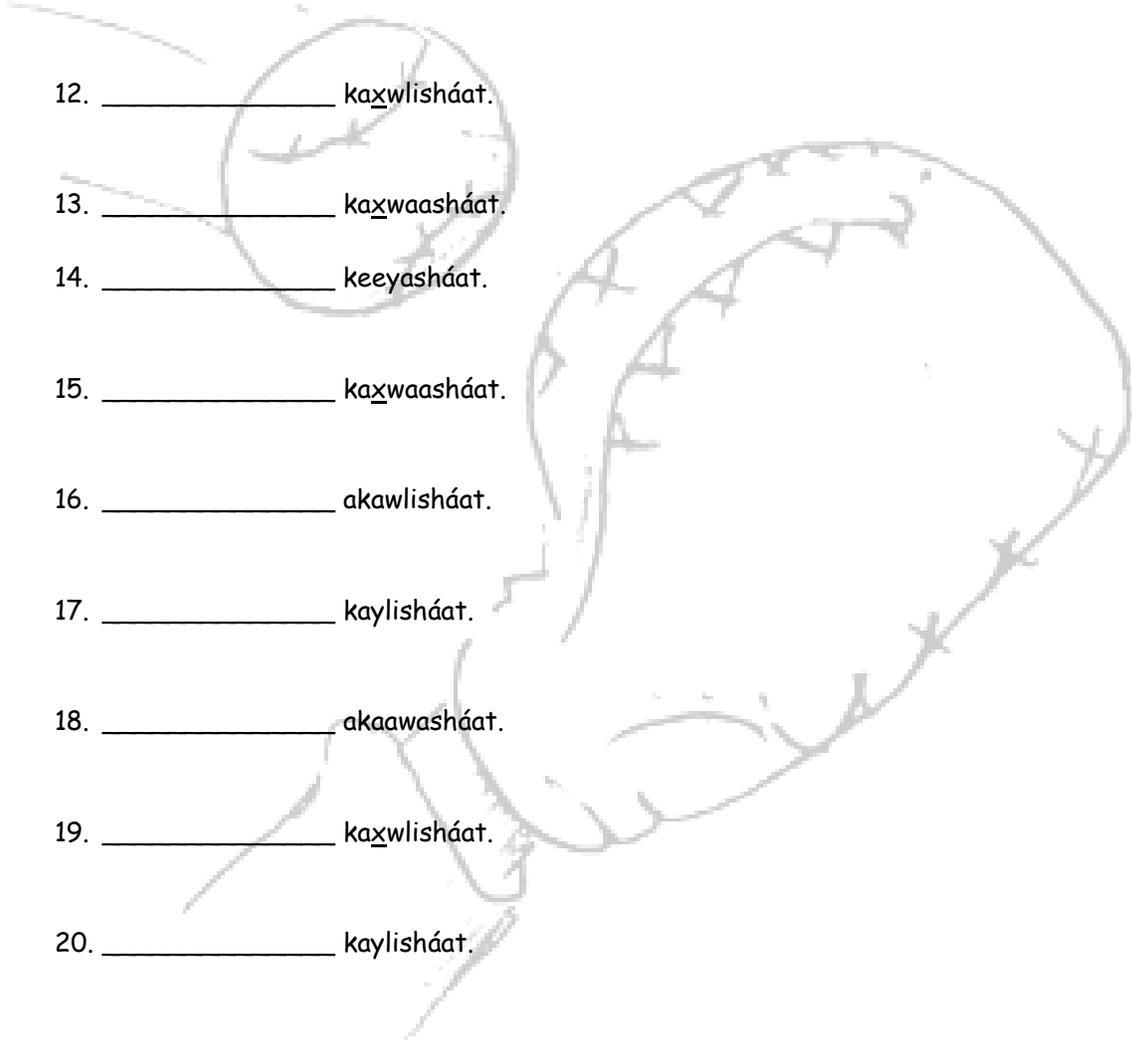
ACTIVITY SHEET 3

I Saayí kashax̱ít: _____

Yagiyee:_____

Draw a line from the Tlingit phrase to the corresponding English sentence.

I caught a dime.   K'wánts' gé akaawasháat?

You caught the yarn.   Kooxéedaa akawlisháat.

She caught a pencil.   Kakéin kaylisháat.

Did I catch a ball?   Gút kaxwaasháat.

Did she catch a potato?   Kooxéedaa akawlisháat.

Did you catch a ball?   Tíx' akawlisháat.

She caught a pencil.   Kooch'éet'aa gé kaxwaasháat?

I caught a potato.   K'wánts' kaxwaasháat.

She caught the rope.   Kooch'éet'aa gé keeyasháat?

Verb-Use Summary of Phrases by Lesson
Tlingit vocabulary for entire unit:

Daa sá yee sháat?
What did you catch?

Lesson 1	Tlingit	English
3rd sg.	Dáa sá akaawasháat?	What did s/he catch (round)?
3rd sg.	Kooch'éet'aa akaawasháat.	S/he caught a ball.
3rd sg.	Gút akaawasháat.	S/he caught a dime.
3rd sg.	K'wánts' akaawasháat.	S/he caught a potato.
3rd sg.	Kooch'éet'aa gé akaawasháat?	Did s/he catch a ball?
3rd sg.	Gút gé akaawasháat?	Did s/he catch a dime?
3rd sg.	K'wánts' gé akaawasháat?	Did s/he catch a potato?
3rd sg.	Kagasháat!	Catch it! (round)
2nd sg.	Kéi kagíx'.	Throw it! (round)
Lesson 2		
2nd sg.	Kooch'éet'aa keeyasháat.	You caught a ball.
2nd sg.	Gút keeyasháat.	You caught a dime.
2nd sg.	K'wánts' keeyasháat.	You caught a potato.
2nd sg.	Kooch'éet'aa gé keeyasháat?	Did you catch a ball?
2nd sg.	Gút gé keeyasháat?	Did you catch a dime?
2nd sg.	K'wánts' gé keeyasháat?	Did you catch a potato?
2nd sg.	Dáa sá keeyasháat?	What did you catch? (round)
1st sg.	Dáa sá kaxwaasháat?	What did I catch? (round)
1st sg.	Kooch'éet'aa gé kaxwaasháat?	Did I catch a ball?
1st sg.	Gút gé kaxwaasháat?	Did I catch a dime?
1st sg.	K'wánts' gé kaxwaasháat?	Did I catch a potato?
1st sg.	Kooch'éet'aa kaxwaasháat.	I caught a ball.
1st sg.	Gút kaxwaasháat.	I caught a dime.
1st sg.	K'wánts' kaxwaasháat.	I caught a potato.
1st sg.	Xat x'anawóos'	Ask me.
Lesson 3		
3rd sg.	Dáa sá akawlisháat?	What did s/he catch? (long)
3rd sg.	Kooxéedaa akawlisháat.	S/he caught a pencil.
3rd sg.	Tíx' akawlisháat	S/he caught the rope.
3rd sg.	Kakéin akawlisháat	S/he caught the yarn.
3rd sg.	Kooxéedaa gé akawlisháat?	Did s/he catch a pencil?
3rd sg.	Tíx' gé akawlisháat?	Did s/he catch the rope?
3rd sg.	Kakéin gé akawlisháat?	Did s/he catch the yarn?
3rd sg.	Gasháat!	Catch it! (general object)
2nd sg.	Keik sagíx'	Throw it! (general object)
lesson 4		
2nd sg.	Kooxéedaa kaylisháat.	You caught a pencil.
2nd sg.	Tíx' kaylisháat.	You caught the rope.
2nd sg.	Kakéin kaylisháat.	You caught the yarn.
2nd sg.	Kooxéedaa gé kaylisháat?	Did you catch a pencil?
2nd sg.	Tíx' gé kaylisháat?	Did you catch the rope?
2nd sg.	Kakéin gé kaylisháat?	Did you catch the yarn?

2nd sg.	Dáa sá kaylisháat?	What did you catch? (long)
1st sg.	Dáa sá ka<u>x</u>wlisháat?	What did I catch? (long)
1st sg.	Kooxéedaa gé ka<u>x</u>wlisháat?	Did I catch a pencil?
1st sg	Tíx' gé ka<u>x</u>wlisháat?	Did I catch the rope?
1st sg	Kakéin gé ka<u>x</u>wlisháat?	Did I catch the yarn?
1st sg.	Kooxéedaa ka<u>x</u>wlisháat.	I caught a pencil.
1st sg	Tíx' ka<u>x</u>wlisháat.	I caught the rope.
1st sg	Kakéin ka<u>x</u>wlisháat.	I caught the yarn.
Lesson 5		Review of Phrases