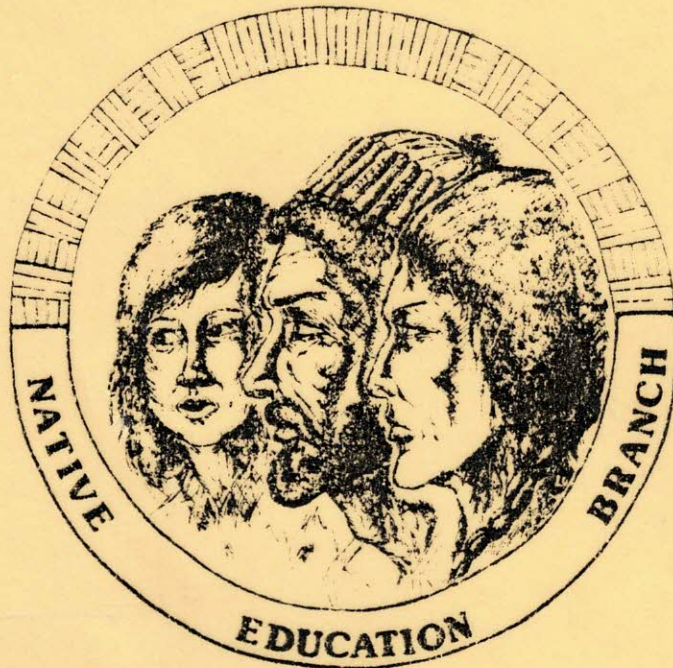




- Manitoba Indigenous Cultural Education Centre (MICEC) hosts [language resource documents on our website](#) with the aim of supporting Indigenous language learners and educators.
- MICEC is responsible for preserving and promoting these important historic documents that not only celebrate the past efforts and knowledge of Elders and language keepers, but also preserve examples of how the language was written and used in years past.
- Access to these documents is for research and personal study purposes. If you would like to use these for any other purpose, please reach out to us at: collections@micec.com. If you would like to learn more about your rights and responsibilities regarding copyright, we recommend you visit the [Copyright Act webpage](#). For a great introduction to the act and what it implies, check out this [guide to Canadian copyright](#).
- For a nuanced introduction to how current Western ideas on copyright relate to Indigenous Knowledge and Traditional Cultural Expressions you can visit the Canadian Government's [Indigenous peoples and intellectual property webpage](#), and Indigenous Corporate Training Inc.'s article: [Indigenous Knowledge and the Question of Copyright](#).

NOTE: These links and email address were active as of October 2024. Apologies if you access this document sometime in the future and they are no longer up to date or available. You can always try Internet Archive's [Wayback Machine](#) to see if they have a snapshot of the dead links. That said, if these documents are no longer available it also likely means there are new legislation and guides that speak to your contemporary moment.

GUIDE TO SPOKEN CREE NATIVE LANGUAGE COURSE



Manitoba
Education
Native Education



PART

1

LESSON

1-24

497.8
Na

CREE

MANITOBA ASSOCIATION FOR
NATIVE LANGUAGES, INC.
500 - 259 PORTAGE AVENUE
WINNIPEG, MANITOBA
R3B 2A9



497.8

Na

CREE

02

ACKNOWLEDGEMENTS

The Native Education Branch of the Manitoba Department of Education wishes to express its appreciation for the efforts of the students of native ancestry, who worked under the auspices of the Summer Youth Program of the Youth Secretariat during the summers of 1972 and 1973.

In addition, sincere appreciation to the Cross-Cultural Native Language Committee who guided the students in preparing this program.

Document provided for research and/or personal use.
For further information contact collections@micec.com

TEXT: Mrs. Maria Ross - Brandon University

Mrs. Stella Dysart - Brandon University

ILLUSTRATOR: Mr. Sydney Muskego - Brandon University

LINGUIST: Dr. Paul Voorhis - Brandon University

Document provided for research and/or personal use.
For further information contact collections@micec.com

CONTENTS

.....

Lesson 1 - 24

1. Purpose of this Course:

Introductory Cree Elementary Program

2. Objectives

1. Teach spoken Cree to people that do not speak Cree.
2. To teach structure of the Cree language to people who are fluent in the Cree language.
3. To place the Cree language in the school curriculum WHERE IT BELONGS, as an equal of English, French, Odjibwe, etc.
4. To get the people of the community involved as teachers in the schools.
5. Preservation dissemination, and promotion of Cree Culture in order to promote a better understanding of the Cree Nation.

DESCRIPTION OF THE COURSE

This course was designed to introduce spoken cree to non-speakers. It is basically a guide. The course is to be a base course for anyone who wants to learn the language. From this course, one can learn the sentence patterning and the structure of the language. For the beginner, it will be all oral which will eventually branch out to understanding, reading, and writing of the language. The syllabics are included for this purpose.

Lessons 1 - 9 consist of a series of questions about the pictures and appropriate answers. The students should learn both the questions and the answers.

The teacher should point to the thing being talked about. The pictures printed in the book can be used, or the pictures can be reproduced on the blackboard, or in some other way.

After learning these lessons, the students can use the questions in class to ask the teacher for the names of additional objects and they can use the questions outside of class with cree-speaking members of the community. But it is important not to let the class delay too long before going on in the lessons while aimlessly collecting the names of everything. It is as important to know how to use words as it is to know the words themselves.

The lessons in this book are designed to teach the student both the most important words and how to use them. Lessons 10 - 18 continue the question-and-answer pattern of lessons 1 - 9, while introducing a new kind of Cree word, which we will call transitive verbs. Transitive verbs change their endings and beginnings to indicate different pronouns. *Moreover - the beginnings and endings are different in sentences with question words, such as "awena?" "what" , "kekwan?" "what?", and "tantahto?" "how much?", "how many?", and in sentences with no question word. As in the preceding lessons, the student should

learn both the questions and the answers. For example:

| with no question word | with a question word | |
|-----------------------|----------------------|---------------------------|
| ni-wá pam-á w | wá pam-ak | "I see him" |
| ni-wá pam-á wak | wá pam-akik | "I see them" |
| ki-wá pam-á w | wá pam-at | "You see him" |
| ki-wá pam-á wak | wá pam-acik | "You see them" "He |
| wá pam-é w | wá pam-át | sees him or them" |
| wá pam-é wak | wá pam-ácik | "They see him or them" |

These are the forms of the transitive verb meaning "see" when it is a k-noun that is seen. But when an a-noun is seen, the verb is different, for example:

with no question word

ni-wá paht-en

ki-wá paht-én

wá paht-am

wá paht-amwak

with a question word

wá paht-amá

" I see it or them"

wá paht-aman

" You see it or them"

wá paht-ahk

" He sees it or them"

wá paht-ahkik

" They see it or them"

All transitive verbs work the same way, different forms go with k-nouns and a-nouns, for example:

ni-péhtaw-á w

" I hear him"

ni-péht-én

" I hear it"

Lessons 18 - 24

Introduce the student to the obviative form of nouns. The verb forms listed at the beginning of lesson 10 can be divided into two groups:

Group 1

niwápamáw
niwápamáwak
kiwapamá
kiwápamáwak

wápamak
wápamakik
wápamat
wápamacik

Group 2

wápamew
wápaméwak

wápamat
wápamácik

Group 1

niwápahtén
kiwápahtén

wápahtamán
wápahtámán

Group 2

wápahtam
wápahtamwak

wápahtahk
wápahtahkik

With verb forms of group 2, the noun naming the thing that is seen must be in the obviative form. With verb forms of group 1, the noun naming the thing seen is not in the obviative.

The obviative of k-nouns ends in A. It is the same in both singular and plural, for example:

| | |
|-------------------------|-------------------------|
| " atim niwápamáw " | "I see a dog" |
| " atimwak niwápamawak " | "I see dogs" |
| " atimwa wápamew " | "He sees a dog or dogs" |

The obviative of a-nouns ends in--niw in the singular. In the plural the obviative is the same as the regular plural ending in--a, for example:

| | |
|------------------------|------------------|
| " cimán niwápahtén " | "I see a boat" |
| " cimána niwápahtén " | " I see boats" |
| " cimániniw wápahtam " | "He sees a boat" |
| " cimána wápahtam " | "He sees boats" |

TEACHERS GUIDE

This guide is for use at an elementary level, specifically grades 4 to 6. Teachers who plan to teach this course should be thoroughly familiar with the local Cree dialect in their area, if there is any. Corrections should be then made if there are any dialect differences.

A method of teaching of a second language consists of the following steps.

1. Imitation of course material.
2. Interpretation of course material.
3. Question and answer, using course material.
4. Substitution of words or word groups within a stimulus sentence. For example:

awéniwa wápmat ana nápésis?
aweniwa wápmat ana iskwesis?

or

neso wáposa wápméw
nisto wáposa wápméw
peyak atimwa wápméw
nápésisa wápméw

5. Extension of basic sentence, by use of
 - a) substitution, and
 - b) coordinating or subordinating basic sentences

GUIDELINES for teachers as to the timing of the lessons may be.

GRADES

Time

III & IV
V & VI

15 - 20 minutes, daily
20 - 25 minutes, daily

The lesson may be divided into several sections for different activities of learning. Some of these may be:

Greetings

Review of yesterday's work.

Review of older material, presented to students through discussions or through a variety of ways.

Lesson for the day.

Songs, games, drama, to provide a break after lesson.

Discussion and questions about course from students.

Recap of lesson learned that day.

These are only suggestions! These can be modified and adapted according to needs, circumstances, and conditions of the teachers and students' particular classroom. It is up to the teachers and students to make the course exciting. No matter how dull or exciting a course may look on paper, it eventually will be up to the teacher and student to make the course exciting, challenging and a success.

Teachers may wonder why greetings and farewells are not on the first lesson. Authors felt that the greetings and farewells bring in quite a number of difficulties. It has been left to a later lesson. It was felt that students may be informed, informally of the words at this time. Teacher may mention these casually. So children may be aware. However, this course was not designed to be followed strictly, one lesson before the next lesson. These lessons can be changed around, other things may be brought in. If teacher feels students are ready for these other lessons, he is perfectly free to do so. Also,

phrases such as "come here", "go away", "sit down", may be introduced, not structurally, but incidentally.

| | |
|--------------------|--------------------------|
| Come here | astum |
| Go away | awas |
| Sit down | upi-upik |
| Be quiet! | kakito- kakitak |
| Sit still! | kiskowatapi- kiskowatapi |
| What's the matter? | tanáki ? |

For supplementary materials, authors suggest teachers prepare these, specifically tape recordings. Local dialect variations, recorded from local residents would be a valuable aid in the classrooms. Visits could be also arranged for local residents to visit the schools and converse with the students. The visits, and the use of the tapes will help both the teacher and the student to perfect their oral skills.

Other activities suggested are:

1. Keeping scrap books of pictures, drawn or cut-out, of the animals, houses, activities etc. The names would be printed beside them, of course.
2. Make wall murals, huge ones, big enough so each student may have his own section, where he can draw his own ideas. Here again, print names of things besides them. Figures could be drawn, colored and cut out, then pasted on mural.
3. Plasticine models could be made. Depict scenes. Seasonal activities and changes may be depicted. Remember also, different things are more important at different times of the year. Beaver and muskrat in the spring, strawberries in early summer, cranberries in late fall, snowshoes and rabbits in the winter. These could be worked into conversations and activities.
4. Pictures of local animals, flowers, trees, birds, fish, plants that are used (as seneca root), may be used in the school. It would be even better if some of them were brought in the classroom.

TESTING

Testing suggestions are given after lesson 10.

ADVICE TO THE TEACHER

1. The philosophy of the course is that the student should work through each of the stages at a rate best suited to his abilities. Although complete mastery of the work covered is never possible--or even desirable--a pupil should show reasonable competence before proceeding to the next step. In the early stages, so much material is repeated, that the pupil who fails to learn something at its first appearance will have the opportunity of doing so later.

The teacher must avoid boredom, on the one hand, by not insisting that each pupil should know everything, and, on the other hand, avoid excessive speed and superficial treatment that would lead to ignorance and frustration. To be able to reach a balance these two is the mark of a good teacher.

2. The teacher has three main tasks: he is a model for pupil imitation, a judge of pupil accuracy in imitation and practice and a manager of classroom activity.

A. A Model:

To be a model, the teacher needs only to have an accurate control of the pronunciation of the sentence structures and materials to be learned, nothing more. The teacher is aided in this role by the tapes, which should be purchased or made. While both tapes and teacher are needed, the teacher supplies the needed flexibility, freedom from mechanical defects, and the important accompanying gesture and facial expressions.

B. A Judge:

The teacher's second task is that of judge of the pupil's accuracy. Tapes are a help to the teacher since they provide a standard against which the performance of the class can be measured and judged. However, the tape is just an aid, for only the teacher can notice and comment on a pupil's errors and difficulties. Consistent evaluation of each pupil's

performance and progress in an aural-oral course is of particular importance.

C. A manager:

As manager of the classroom activity, the teacher must decide how much practice is essential to learning the material, without allowing too little or demanding too much. He must also be able to vary the activities so that the result is a well-planned and effective performance.

3. The success of any language course depends upon the teacher, not the teaching materials. This is particularly true of an aural-oral language course, for it is the teacher alone who must present the materials, direct their practice, and judge the effectiveness of the results. The teaching materials can make the task easier or more difficult, but in the last analysis, if the course is a success, it is the teacher who makes it so. Therefore, the teacher must also be able to create situations which have meaning for the students and bear relationship to their actual experience. The teacher should make events in his community a real part of the Cree program.

This outline was submitted by George McFeek, who has had experience with the teaching of this course, GUIDE TO SPOKEN CREE.

List of words in lessons 1 - 24

| <u>NCUNS</u> | <u>Plurals</u> | <u>Lesson</u> |
|-------------------|----------------------|---------------|
| atim | atimwak | 1 |
| acimosis | acimosisak | 1 |
| wápos | wáposak | 2 |
| wápososis | wápososisak | 2 |
| nápéw | nápéwak | 3-4 |
| iskwéw | iskwesak | 3-4 |
| napésis | nápésisak | 3-4 |
| iskwésis | iskwésisak | 3-4 |
| wáskahikan | wáskahikana | 5 |
| iskwáhtém | iskwáhtema | 5 |
| wásenamáwin | wásenamáwina | 5 |
| wásténikan | wásténikana | 5 |
| apahkwan | aphkwana | 5 |
| micisowinahtik | micisowináhtikwa | 6 |
| tehtapowin | téhtapowina | 6 |
| masinahikan | masinahikana | 6 |
| masinahikanékan | masinahikanékaanwa | 6 |
| masinahikanáhttik | masinahikanáhttikwak | 6 |
| pisim | pisimwak | 7 |
| kisikáwipisim | | 7 |
| tipiskáwipisim | | 7 |
| wasko | waskoya | 7 |
| wacahkos | wacahkosak | 7 |
| kisik | | 7 |
| mistatim | mistatimwak | 22 |
| pinésis | pinésisak | 24 |

Demonstratives :

| | |
|--------|---|
| awa | 1 |
| ókok | 1 |
| óma | 5 |
| óho | 5 |
| ana | 1 |
| anikik | 1 |
| anima | 5 |
| anihi | 5 |
| náha | 1 |
| nékik | 1 |
| néma | 5 |
| néhi | 5 |

"Who's" and "What's" ?

| | |
|------------|----|
| awéna ? | 1 |
| awénikik ? | 1 |
| awéniwa ? | 18 |
| kékwán ? | 5 |
| kékwána ? | 5 |

Particles :

| | |
|-------|----|
| mina | 1 |
| máka | 1 |
| ékwa | 7 |
| akwa | 18 |
| na | 8 |
| éhé | 8 |
| mwac | 8 |
| mayew | 8 |
| asici | 16 |
| piko | 19 |
| tánsi | 24 |

Verbs :

| | |
|----------|----|
| kisikáw | 7 |
| tipiskáw | 7 |
| itwéw | 24 |
| wápméw | 10 |
| wápahtam | 16 |

Numbers :

| | |
|----------|----|
| tántahto | 10 |
| péyak | 10 |
| niso | 11 |
| nisto | 15 |
| néwo | 19 |

Alphabetical list of WORDS:

| | Lesson | | Lesson |
|---------------|--------|-------------------------|--------|
| acimosis | 1 | inatokinosew | 24 |
| acimosisak | 1 | iskwah tem | 5 |
| ah tik | 18 | iskwah tema | 5 |
| akihtaso | 10 | iskwesis | 3 |
| akihtasona | 10 | iskwesisak | 4 |
| akocikan | 5 | iskwew | 3 |
| akocikana | 6 | iskwewak | 4 |
| akohpa | 5 | itwew | 24 |
| akwa | 18 | kecekanasis | 18 |
| alikhwacas | 18 | kecekanasisak | 18 |
| alikhwacasak | 18 | kekac mitataht | 10 |
| amikonak | 6 | kekac nistanow | 10 |
| amisk | 18 | kekwan | 5 |
| amiskak | 18 | kekwana | 5 |
| ana | 1 | kisik | 7 |
| anihi | 5 | kisikaw | 7 |
| aniki | 1 | kisikawipisim | 7 |
| anima | 5 | kiskinohamakao | 6 |
| apahkwan | 5 | kiskinohamatowikamik | 6 |
| apahkwana | 5 | kotuwanapisk | 5 |
| apekoses | 18 | kwekweo | 18 |
| apiwikamik | 5 | kwekwesowak | 18 |
| asici | 16 | macewin | 18 |
| aspisimon | 5 | mahekan | 18 |
| aspiskasimon | 5 | maka | 1 |
| aspiskasimona | 5 | makaso | 18 |
| atikamek | 24 | makasowak | 18 |
| atikonsew | 24 | masinahikan | 6 |
| atim | 1 | masinahikana | 6 |
| atimwak | 1 | masinahikana th tik | 6 |
| awa | 1 | masinahikana th ti kwak | 6 |
| awena | 1 | masinahikanekan | 6 |
| aweniki | 1 | masinahikanekanwa | 6 |
| aweniwa | 18 | masinahikunapisk | 5 |
| caheakano | 18 | masinahikunapoy | 5 |
| caheakanowak | 18 | masinipayikuna | 5 |
| cikastesimon | 6 | maskwa | 18 |
| cistasapona | 6 | mayew | 8 |
| ehé | 7 | meciwinatik | 6 |
| ekwa | 8 | michowikamik | 5 |
| eyinaniw | 10 | mici sowinah tik | 6 |

Alphabetical list of WORDS:

| | Lesson | | Lesson |
|---------------------|--------|-----------------|--------|
| mici sowinath tikwa | 6 | onakana | 6 |
| mina | 1 | opepehcaw | 18 |
| minikokana | 6 | opepehcawak | 18 |
| minowasowaskikok | 6 | osawapiskos | 10 |
| mista tim | 22 | pake tahowin | 18 |
| mista timwak | 22 | papaschaw | 18 |
| mistos | 18 | papaschawak | 18 |
| mitataht | 10 | paspuskew | 18 |
| moko | 18 | pesimohkan | 5 |
| mokomana | 6 | peyak | 10 |
| mokwahoso | 18 | peyakwapisk | 10 |
| mokwak | 18 | piko | 19 |
| moostowin | 5 | piminowasokamik | 6 |
| mooswa | 18 | pinao | 18 |
| mwac | 8 | pinawak | 18 |
| na | 8 | pinésis | 24 |
| naha | 1 | pinésisak | 24 |
| namépinak | 24 | pipon | 24 |
| napésis | 3 | piponok | 24 |
| napésisak | 4 | pisewak | 18 |
| napéw | 3 | písim | 7 |
| napéwak | 4 | písimwak | 7 |
| néhi | 5 | pisiskowak | 18 |
| nékik | 1 | pooses | 18 |
| néma | 5 | puspuskewak | 18 |
| nepin | 24 | sakwasowak | 18 |
| nepinok | 24 | sekan | 24 |
| néwo | 19 | sekanok | 24 |
| nikikwak | 18 | sihko sowak | 18 |
| nikotwasik | 10 | soniyaw | 10 |
| nipawikamik | 5 | takwakin | 24 |
| nipawin | 5 | takwajok | 24 |
| niso | 11 | tansi | 24 |
| nistanow | 10 | tantahto | 10 |
| nisto | 15 | téhtapowin | 6 |
| níyanan | 10 | téhtapowina | 6 |
| ochakwak | 18 | tépakohp | 10 |
| oho | 5 | tewaskik | 6 |
| okaw | 24 | tipahikunatik | 5 |
| okok | 1 | tipiskaw | 7 |
| oma | 5 | tipiskawipísim | 7 |

Alphabetical list of WORDS:

| | Lesson | | Lesson |
|------------|--------|--------------|--------|
| wacahkos | 7 | wapososis | 2 |
| wacahkosak | 7 | wapososisak | 2 |
| wacask | 18 | wasénamawin | 5 |
| wacaskok | 18 | wasénamawina | 5 |
| wanekéwin | 18 | waskahikan | 5 |
| wapahtam | 16 | waskahikana | 5 |
| wapaméw | 10 | wasko | 7 |
| wapenaw | 18 | waskoya | 7 |
| wapinewak | 18 | wasténikan | 5 |
| wapos | 2 | wasténikana | 5 |
| waposak | 2 | wepicesis | 24 |

Document provided for research and/or personal use.
 For further information contact collections@micec.com

Document provided for research and/or personal use.
For further information contact collections@micec.com

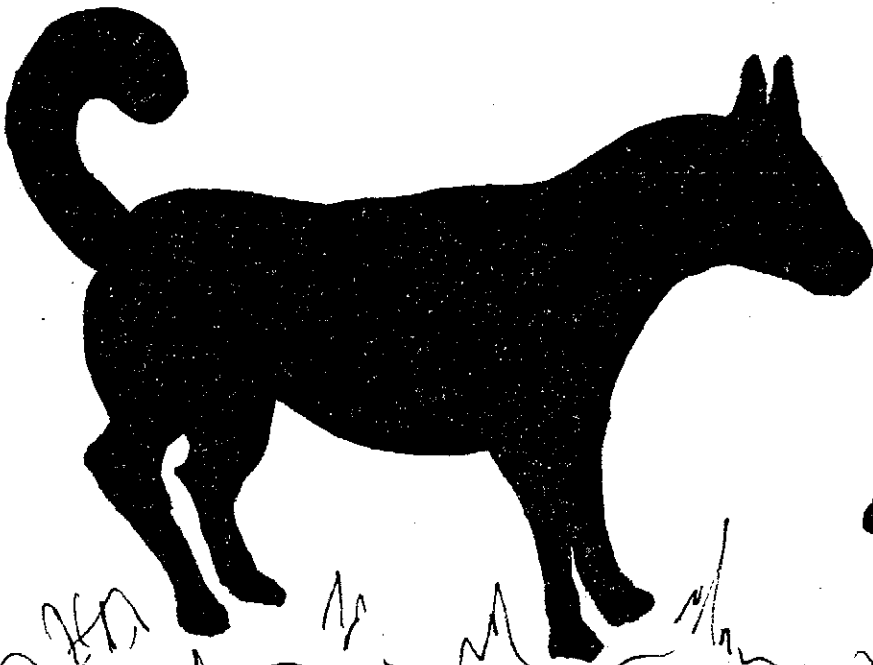
Lessons

P o P o < L) Δ • a

Kiskinohamatowina

Document provided for research and/or personal use.
For further information contact collections@micec.com

Document provided for research and/or personal use.
For further information contact collections@micec.com



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lessons 1 - 4

Introduce the student to one kind of Cree word, which we will call k-nouns. K-nouns are so called because their plural forms end in k, for example;

| | | | |
|-------------|-----------------|---------------|------------------|
| "atim" | "dog" | "atimwak" | "dogs" |
| "acimosis" | "puppy" | "acimosisak" | "puppies" |
| "wápos" | "rabbit" | "wáposak" | "rabbits" |
| "wápososis" | "little rabbit" | "wápososisak" | "little rabbits" |

The lessons also introduce the question words, awena and aweniki(k), and the pointing out words, awa, ana, naha and their plurals, which go with k-nouns.

Teaching suggestions:

Student will need an explanation of the distances involved in the use of awa, this one (right here)
 ana, that one (there)
 naha, that one (farthest away)

Animate and Inanimate Demonstratives -Singular and Plural

| K-nouns (animate) | | A-nouns (inanimate) | |
|--------------------------------------|-------------------------|----------------------|----------|
| this (here) that that (far) | awa ana naha | óma anima néma | Singular |
| these (here) those those (far) | ókok anikik nékik | óho anihi néhi | Plural |

Illustrations are enclosed as a supplement to demonstrate these distances. More practical devices

would be placing different things at different distances. Diagrams are only illustrations. Teaching distances will be so much more practical if done with materials that are right in the classrooms.

To supplement sentences, names of other animals may be introduced also. It will depend on the teacher and students which animals they want. However, it is advisable that, at Grade 4 level, it would be unwise to have more than six different animals, as this quantity of new vocabulary may cause a loss of retention of the few known nouns. The game example that is included should only be used after the students know quite thoroughly sentences one and two of Unit One. This game is a consolidation exercise, not a teaching drill.

Lesson 1

"awéna awa ?"
"atim awa."
"awéna ana ?"
"atim mina ana."
"awéna naha ?"
"atim mina naha."

"awéna awa ?"
"acimosis awa."
"awa máka ?"
"acimosis mina awa."

"awéna maka ana ?"
"acimosis mina ana."
"ana máka ?"
"acimosis mina awa."

"awéna máka náha ?"
"acimosis mina naha."
"náha máka ?"
"acimosis mina náha."

"awénikik ókok ?"
"atimwak ókok."
"awénikik maka ókok ?"
"acimosisak ókok."
"awénikik maka anikik ?"
"acimosisak mina anikik."
"awénikik maka nékik ?"
"acimosisak mina nékik."

"What's this?"
"This is a dog"
"What's that (near)?"
"That's a dog too."
"What's that (far)?"
"That's a dog too."

"What's this?"
"This is a puppy."
"And this?"
"This is a puppy too."

"And what's that (near)?"
"That's a puppy too."
"And that?"
"That's a puppy too."

"And what's that (far)?"
"That's a puppy too."
"And that?"
"That's a puppy too."

"What are these?"
"These are dogs."
"And what are these?"
"These are puppies."
"And what are those (near)?"
"These are puppies too."
"And what are those (far)?"
"Those are puppies too."

15, P0P0(L)A00

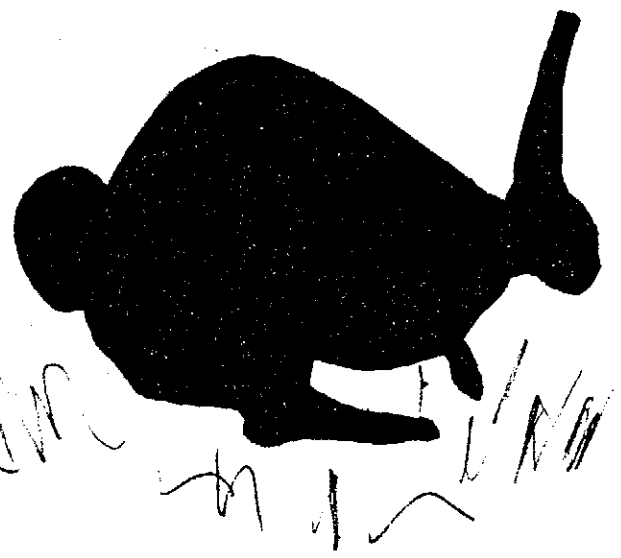
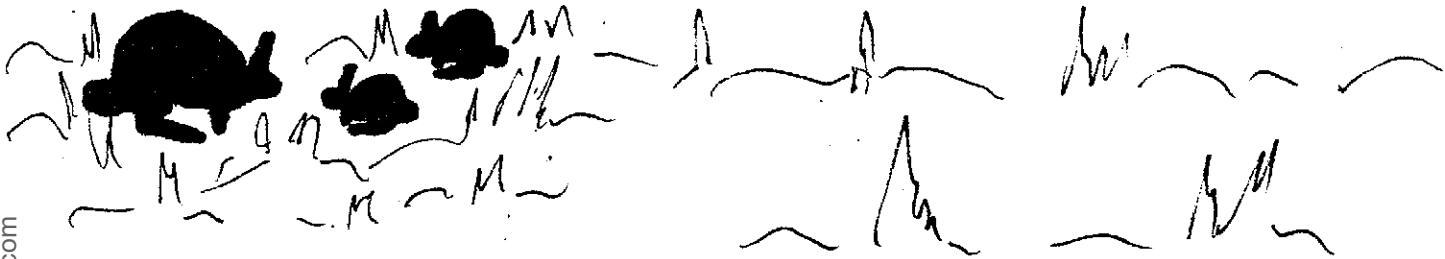
ΔΔ·e ΔΔ·
ΔΔ· ΔΔ·
ΔΔ·e Δe
ΔΔ· Δe
ΔΔ·e e·Δ
ΔΔ· e·Δ
ΔΔ· Γe e·Δ

ΔΔ·e ΔΔ·
ΔΔ· ΔΔ·
ΔΔ· Lb
ΔΔ· Γe ΔΔ·

ΔΔ·e Lb Δe
ΔΔ· Γe Δe
Δe Lb
ΔΔ· Γe Δe
ΔΔ·e Lb e·Δ
ΔΔ· Γe e·Δ

ΔΔ·gP, Δd,
ΔΔ· Δd,
ΔΔ·gP, Lb Δd,
ΔΔ· Δd,
ΔΔ·gP, Lb ΔgP,
ΔΔ· Γe ΔgP,
ΔΔ·gP, Lb eP,
ΔΔ· Γe eP,

Document provided for research and/or personal use.
For further information contact connections@micec.com



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 2

"awéna awa ?"
"wápos awa ."
"awéna ana ?"
"wápos mina ana ."
"awéna náha ?"
"wápos mina ana ."

"awéna awa ?"
"wapsoosis awa ."
"awa máka ?"
"wápososis mina ana ."

"awéna máka ana ?"
"wápososis mina ana ."
"ana máka ?"
"wápososis mina ana ."

"awéna máka náha ?"
"wápososis mina náha ."
"náha máka ?"
"wápososis mina náha ."

"awénikik ókok ?"
"wáposak ókok ."
"awénikik máka ókok ?"
"wáposisak ókok ."
"awénikik máka anikik ?"
"wáposisak mina anikik ."
"awénikik máka nékik ?"
"wáposisak mina nékik ."

"What this?"
"This is a rabbit!"
"What's that (near)?"
"That's a rabbit too."
"What's that (far)?"
"That's a rabbit, too."

"What's this?"
"This is a little rabbit."
"And this?"
"This is a little rabbit, too."

"And what's that (near)?"
"That's a little rabbit, too."
"And that?"
"That's a little rabbit, too."

"And what's that (far)?"
"That's a little rabbit, too."
"And that?"
"That's a little rabbit, too."

"What are these?"
"These are rabbits."
"And what are these?"
"These are little rabbits."
"And what are those (near)?"
"Those are little rabbits, too."
"And what are those (far)?"
"Those are little rabbits, too."

92 P0Pe(L)A00

ΔΔ·P ΔΔ·
Δ·> ΔΔ·
ΔΔ·P ΔP
Δ·> ΔP ΔP
ΔΔ·P P=Δ
Δ·> ΔP P=Δ

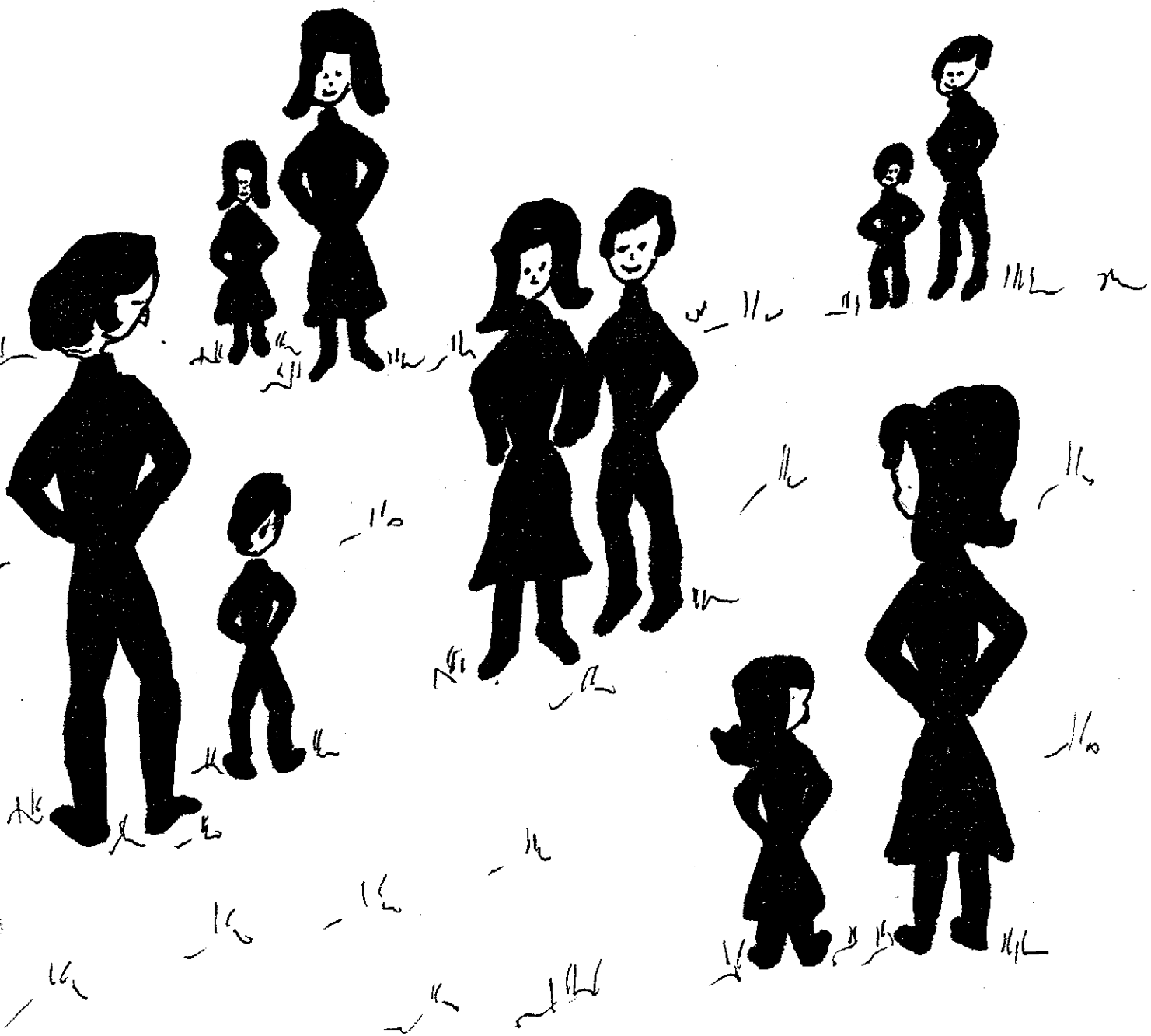
ΔΔ·e ΔΔ·
Δ·> ΔΔ·
ΔΔ· Lb
Δ·> ΔP ΔΔ·

ΔΔ·e Lb Δe
Δ·> ΔP ΔP
ΔP Lb
Δ·> ΔP ΔP

ΔΔ·P Lb P=Δ
Δ·> ΔP P=Δ
P=Δ Lb
Δ·> ΔP P=Δ

ΔΔ·qP Δe'
Δ·> Δd'
ΔΔ·qP Lσ Δd'
Δ·> Δe'
ΔΔ·qP Lσ ΔqP'
Δ·> ΔP ΔqP'
ΔΔ·qP Lσ ΔP'
Δ·> ΔP ΔP'

Document provided for research and/or personal use.
For further information, contact collections@micec.com



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 3

"awéna awa ?"
"nápéw awa."
"awéna ana ?"
"nápéw mina ana."
"awéna náha ?"
"nápéw mina ana."

"awéna awa ?"
"nápésis awa."
"awa máka ?"
"nápésis mina awa."

"awéna máka ana ?"
"nápésis mina ana."
"ana máka ?"
"nápésis mina náha."

"awéna máka náha ?"
"nápésis mina náha."
"náha máka ?"
"nápésis mina náha."

"awénikik ókok ?"
"nápéwak ókok."
"awénikik máka ókok ?"
"nápésisak ókok."
"awénikik máka anikik ?"
"nápésisak mina anikik."
"awénikik máka nékik ?"
"nápésisak mina nékik."

"What's this?"
"This is a man."
"What's that (near)?"
"That's a man too."
"What's that (far)?"
"That's a man, too."

"What's this?"
"This is a boy."
"And this?"
"This is a boy, too."

"And what's that (near)?"
"That's a boy, too."
"And that?"
"That's a boy, too."

"And what's that (far)?"
"That's a boy, too."
"And that?"
"That's a boy, too."

"What are these?"
"These are men."
"And what are these?"
"These are boys."
"And what are those (near)?"
"Those are boys, too."
"And what are those (far)?"
"Those are boys, too."

ॐ नमो भगवते वासुदेवाय

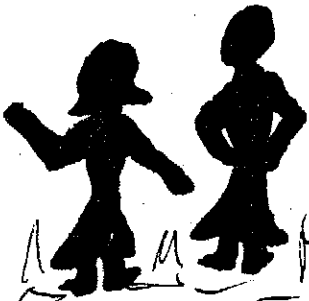
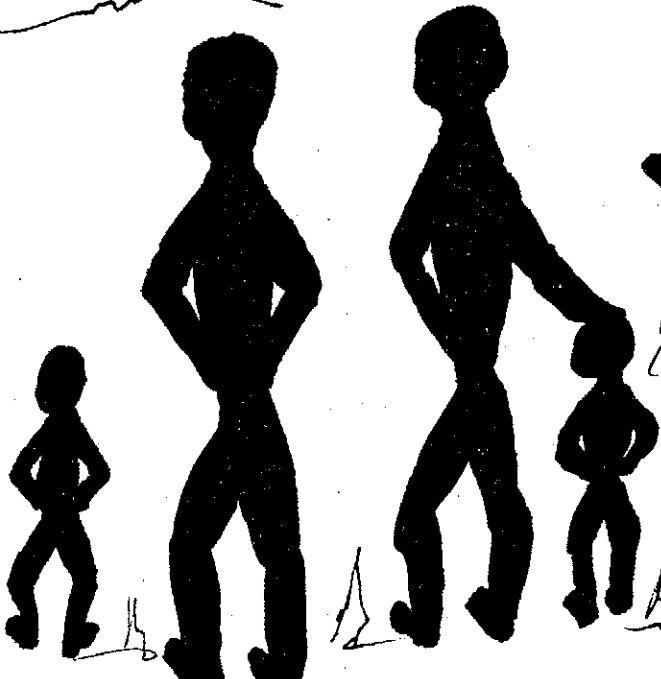
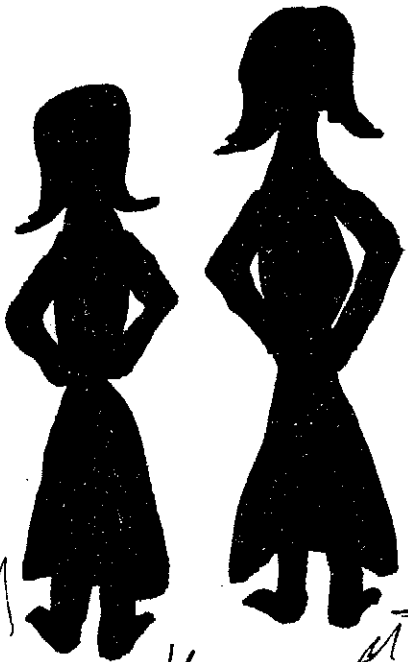
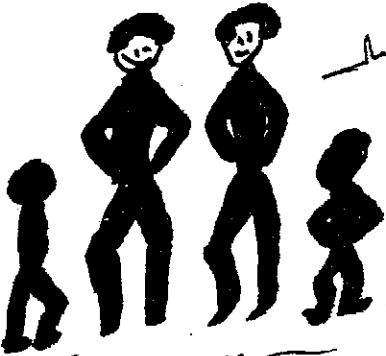
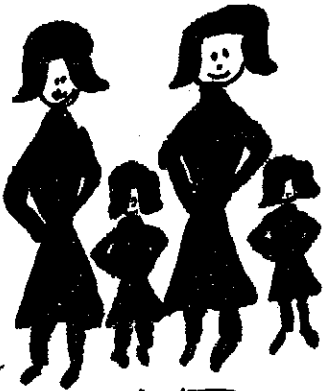
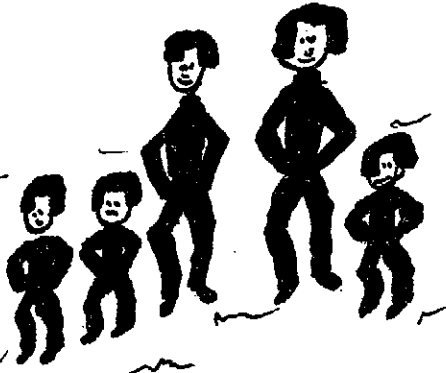
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय

ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय

ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय

ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय

ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय
ॐ नमो भगवते वासुदेवाय



Document provided for research and/or personal use.
For further information contact collections@micec.com

Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 4

"awéna awa ?"
"iskwéw awa."
"awéna awa ?"
"iskwéw mina ana."
"awéna náha ?"
"iskwéw mina ana."

"awéna awa ?"
"iskwésis awa."
"awa máka ?"
"iskwésis mina awa."

"awéna máka ana ?"
"iskwésis mina ana."
"ana máka ?"
"iskwésis mina ana."

"awéna máka náha ?"
"iskwésis mina náha."
"náha máka ?"
"iskwésis mina náha."

"aweníkik ókok ?"
"iskwéwak ókok."
"aweníkik máka ókok ?"
"iskwésisak ókok."
"aweníkik máka anikik ?"
"iskwésisak mina anikik."
"aweníkik máka nékik ?"
"iskwésisak mina nékik."

"What's this?"
"this is a woman."
"What's that (near)?"
"That's a woman, too."
"What's that (far)?"
"That's a woman, too."

"What's this?"
"This is a girl."
"And this?"
"This is a girl, too."

"And what's that (near)?"
"That's a girl, too."
"And that?"
"That's a girl, too."

"And what's that (far)?"
"That's a girl, too."
"And that?"
"That's a girl, too."

"What are these?"
"These are women."
"And what are these?"
"These are girls."
"And what are those (near)?"
"Those are girls, too."
"And what are those (far)?"
"Those are girls, too."

▷ P P Δ L Δ ▷

Δ▽◦ P ΔΔ◦
Δ▷9◦◦ ΔΔ◦
Δ▽◦ P Δe
Δ▷9◦◦ Γ P Δe
Δ▽◦ P P = Δ
Δ▷9◦◦ Γ P P = Δ

Δ▽◦ P ΔΔ◦
Δ▷9◦◦ ΔΔ◦
ΔΔ◦ L b
Δ▷9◦◦ Γ e ΔΔ◦

Δ▽◦ P L b Δe
Δ▷9◦◦ Γ P Δe
Δe L b
Δ▷9◦◦ Γ e Δe

Δ▽◦ P L b P = Δ
Δ▷9◦◦ Γ P P = Δ
P = Δ L b
Δ▷9◦◦ Γ P P = Δ

Δ▽◦ σ P \ Δ d \
Δ▷9◦◦ Δ ◦ \ Δ d \
Δ▽◦ σ P \ L b Δ d \
Δ▷9◦◦ Δ ◦ \ Δ d \
Δ▽◦ σ P \ L b Δ σ P \
Δ▷9◦◦ Δ ◦ \ Γ P Δ σ P \
Δ▽◦ σ P \ L b σ P \
Δ▷9◦◦ Δ ◦ \ Γ P σ P \

Document provided for research and/or personal use.
For further information contact collections@micec.com

Lessons 5,6,7.

Introduces the student to another kind of Cree word, which are called a-nouns. A-nouns are so called because their plural forms end in "A", for example:

| | |
|--------------|-----------|
| wáskahikan | "house" |
| wáskahikana | "houses" |
| iskwáhtém | "door" |
| iskwáhtéma | "doors" |
| wásenamáwin | "window" |
| wásenamáwina | "windows" |
| wásténika | "light" |
| wásténikana | "lights" |
| apahkwán | "roof" |
| apahkwána | "roofs" |

The lesson also introduces the question words, kekwan and kekwana, and the pointing-out words, oma, anima, and nema, and their plurals, which go with a-nouns.

It should be apparent at this point that k-nouns generally refer to people, or animals, and a-nouns generally refer to other things. For the most part this is true, but there are a few k-nouns that do not refer to animals or people. Lesson 6 contains one such k-noun, and lesson 7 contains two more; these are:

| | |
|----------------------|---------------|
| masinahikanahatik | "pencil" |
| masinahikanahatikwak | "pencils" |
| pisim | "sun or moon" |

| | |
|------------|------------------|
| pisimwak | "suns and moons" |
| wacahkos | "star" |
| wacahkosak | "stars" |

When saying "what", it is usual to use awéna (plural-awénikik) for people and animals, and Kekwan (plural-kekwana) for other things. However, people sometimes use awéna and awénikik for other things when they know that the answer is a k-noun.

Teaching suggestions:

Here again as a supplement, names of other things in a house can be learned, as was suggested in Units 1-4. It will be left to the discretion of the teacher how many words are learned. An example game is included to review distances and nouns. Create situations which have meaning for the students, for example, a walk around the school yard, pointing out words that the class has already learned. "Awéna naha?", Atim naha or maybe visit a home for lesson 6, any home, and point out names of various things in the home. It is not necessary to remember these nouns.

Children do get carried away with "What's this?"; so these need only be learned at a later date. Games like this are used only so children can become thoroughly familiar with basic sentences, questions, and answers. A list is included of various things one may find in a house, but

as these vary from dialect to dialect, you may be reminded again to check with the local dialect before proceeding , as is the case with all lessons.

Game Example Lesson 5

Small groups of students.

Cards: Pictures of houses, near and far.

Close ups of parts of houses, doors, windows, lights, roof, etc.

First: Practise with near houses and close-up

Student 1. asks student 2 (showing him a card).

Student 1 eg., window "kekwan oma?" "What is this?"

Student 2 "Wásénamáwin oma "This is a window"

Student 2 asks student 3 (new picture-door)

Student 2 "kekwan oma?" "What is this?"

Student 3 "iskwahtem oma" "This is a door"

This game can go round the group three or four times.

Later same as above but using distant pictures.

- | | |
|------------------------|--|
| 1. "Kekwan nema?" | "What's that" (far) |
| 2. "Waskahikan nema" | "That is a house" |
| 3. "Kékwána máka néhi" | "And what are these?" (still far away) |

Later still- mix "near" and "far" indicators.

*Pictures should have arrows to indicate items such as roof, door, etc. especially on "far" pictures.

Document provided for research and/or personal use.
For further information contact collections@micec.com



Document provided for research and/or personal use.
For further information contact collections@micec.com

Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 5

"kekwan oma ?"
 "waskahikan oma."
 "kekwan anima ?"
 "waskahikan mina anima."
 "kekwan nema ?"
 "waskahikan mina nema."

"What's this?"
 "This is a house."
 "What's that (near)?"
 "That's a house too."
 "What's that (far)?"
 "That's a house too."

"kekwan oma ?"
 "iskwahtem oma."
 "oma maka ?"
 "wasinamawin mina oma."
 "oma maka ?"
 "wasinamawin mina oma."
 "oma maka ?"
 "wastenikan oma."
 "oma maka ?"
 "apahkwan oma."

"What's this?"
 "This is a door."
 "And this?"
 "This is a window too."
 "And this?"
 "This is a window too."
 "And this?"
 "This is a light."
 "And this?"
 "This is a roof."

"kekwan maka anima ?"
 "iskwahtem anima."
 "anima maka ?"
 "wasenamawin oma."

"And what's that (near)?"
 "That's a door."
 "And that?"
 "That's a window?"

etc., as above but with anima in place of oma.

"kekwan maka nema ?"

"And what's that (far)?"

etc., as above with nema in place of oma and anima.

"kekwana oho ?"
 "wasenamawina oho."
 "kekwana maka anihi ?"
 "wasenamawina mina anihi."
 "kekwana maka nehi ?"
 "wasenamawina mina nehi."

"What are these?"
 "These are windows."
 "And what are those (near)?"
 "Those are windows too."
 "And what are those (far)?"
 "Those are windows too."

"kekwana oho ?"
 "waskahikana oho."
 "oho maka ?"
 "iskwahtema oho."
 "oho maka ?"
 "wasenamawina oho."
 "oho maka ?"
 "wasténikana oho."
 "oho maka ?"
 "apahkwana oho."

"What are these?"
 "These are houses."
 "And these?"
 "These are doors."
 "And these?"
 "These are windows."
 "And these?"
 "These are lights."
 "And these?"
 "These are roofs."

σ>ε P P ΔL Δ

9d ΔL
Δ·n b"Δb ΔL
9d ΔσL
Δ·n b"Δb Γa ΔσL
9d σL
Δ·n b"Δb Γa σL

9d ΔL
Δ·d"Uc ΔL
ΔL Lb
Δ·4eLΔ· ΔL
ΔL Lb
Δ·4eLΔ· Γa ΔL
ΔL Lb
Δ·n Uσb ΔL
ΔL Lb
Δ<b· ΔL

9d Lb ΔσL
Δ·d"Uc ΔσL
ΔσL Lb
Δ·4eLΔ· ΔσL
ΔσL Lb
Δ·4eLΔ· Γa ΔσL
ΔσL Lb
Δ·n Uσb ΔσL
ΔσL Lb
Δ<b· ΔσL

9d Lb σL
Δ·d"Uc σL
σL Lb
Δ·4eLΔ· σL
σL Lb
Δ·4eLΔ· Γa σL
σL Lb
Δ·n Uσb σL
σL Lb
Δ<b· σL

9d p ▽ = ▽
△ · √ p L △ · p ▽ = ▽
9d p L b △ q = △
△ · √ p L △ · p √ p △ q = △
9d p L b d = △
△ · √ p L △ · p √ p d = △

9d p ▽ = ▽
△ · > b △ b p ▽ = ▽
▽ = ▽ L b
△ > d = U L ▽ = ▽
▽ = ▽ L b
△ · √ p L △ · p ▽ = ▽
▽ = ▽ L b
△ · > U q p ▽ = ▽
▽ = ▽ √ b
△ < p ▽ = ▽

Lesson 5 supplement:

"Kékwan óma ?" "What's this?"
"Wáskhikan óma." "This is a house"

"Kékwan wapahtaman pesci wáskahikanik ?"
"What do you see inside the house?"

Nipawikamik "Bedroom"
Michowikamik "dining room"
pminowasokamik "kitchen"
Apiwikamik "sitting room"

"Kakinow oho niwapathtan pisci waskahikanik,"
"I see all these things inside the house".

"Nikatiwitane kikwanan apacita yak anta nipawikamikok:"

"We will identify the following items we use in the bedroom :"

nipawin "bed"
aspisimon "mattress"
aspiskasimon "pillow" (singular)
aspiskasimona "pillows" (plural)
akohpa "blankets"
akocikan "dresser"

Additional Material:

After the teacher has taught about the bedroom and kitchen, the teacher could ask the students if they say prayers or grace before going to bed or before eating meals.

Here are two prayers:

Prayer Before Bedtime

Now I lay me down to sleep
I pray the Lord, my soul to keep
If I should die before I wake
I pray the Lord, my soul to take
Lord, Bless my mother, father, brothers
and sisters, and all my dear friends,
and help me to be good.
For Jesus sake.

AMEN

Grace Before Mealtime

Dear Lord
We thank thee for this food
we are about to receive.
Bless it to our use.

AMEN

Anowak Apacistawin:

Ispi okiskinohamakew eki kiskinohamakit anihhi ohci nipewikamikohk
ekwa mina piminowasowikamikohk taki ka we cimeo okiskinohamakana,
kiaspin ayamihachik emwaye ka wikawisimocik ekwa mina emwaye
amicisocik.

Oho niso ayamihawina:

Ayamihawin Eti Kawisimoyan

Ekwani etikawisimoyan awinipayan
Ninatohtamawaw Kisemanito nitahkwa to kanawenimat
Kispin ninipin emway koskopaniyan
Ninatohtamawaw Kisemanito nitasahwa ta ohtinat
Manito, sawenimik nikawi, nohtawi, nistasak,
nisimak, ekwa mina nimisak, ekwa mina
kahkinaw nitotemak akwawicihin
ta minwawiyen.
Kanocihokosan weochipakosenimowiyen

AMEN

Ayamihawin Eti Micisonanowak

Kisemanito
Ki na nasko mitinan oma ohci micim
Ka wi ati otinamahk.
Sawenta katawi minoskakoyahk.

AMEN



Document provided for research and/or personal use.
For further information contact collections@micec.com

Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 6

| | |
|---|-----------------------------|
| " kékwán néma ? " | "What's that (far)?" |
| " micisowináhtik néma . " | "That's a table." |
| " kékwán máka anima ? " | "And what's that (near)?" |
| " téhtapowin anima . " | "That's a chair." |
| " kékwán máka óma ? " | "And what's this?" |
| " masinahikan óma . " | "This is a book." |
| " kékwán máka óma ? " | "And what's this?" |
| " masinahikanékan oma . " | "This is a piece of paper." |
| " kékwán máka óma or awéna máka awa ? " | "And what's this?" |
| " masinahikanáhtik awa . " | "This is a pencil." |
| | |
| " kékwana néhi ? " | "What are those?" |
| " micisowináhtikwa néhi . " | "Those are tables." |
| " kékwana máka anihi ? " | "And what are those?" |
| " téhtapowina anihi . " | "Those are chairs." |
| " kékwana máka óho ? " | "And what are these?" |
| " masinahikana óho . " | "These are books." |
| " masinahikanékanwa óho . " | "And these are papers." |
| " masinahikanáhtikwak ókok . " | "And these are pencils." |

σd)·r\ P·P·ΔL)Δ·

9d> σL
ΓΓrΔ·eN\ σL
9d> Lb ΔσL
UC>Δ·e ΔσL
9d> Lb ΔL
Lr·e"Δb> ΔL
9d> Lb ΔL
Lr·e"ΔbσP> ΔL
9d> Lb ΔL ΔΔ ΔΔ·e Lb ΔΔ·
Lr·e"ΔbeN\ ΔΔ·

9de σ"Δ
ΓΓrΔ·eNd· σ"Δ
9de Lb Δσ"Δ
UC>Δ·e Δσ"Δ
9de Lb Δ"Δ
Lr·e"Δbe Δ"Δ
Lr·e"ΔbσPe· Δ"Δ
Lr·e"ΔbeNd·\ Δd\

Lesson 6

Supplementary Material

Picture of a school, what is in the classroom that both teacher and students use.

"Kekwan oma ?" "Whats this?" (near)

"Kiskinohumatokamik oma ." "This is a school."

"Tantahto kisikao etotayan kiskinohumatowikamikok?"
"How many day do you go to school?"

"Niyanan kisikaw manow tetotan kiskinohumatowikamikok."
"I go to school five days altogether."

"Kikwana waputaman peeschi kiskinohumatowikamikok?"
"What do you see inside the school?"

| | |
|-----------------------------|------------------|
| kiskinohumakao | teacher |
| kiskinohumakao otetapowin | teacher's chair |
| masinahikan (s) pl-a | book -books |
| masinahikananatik (s) pl-ok | pencil-pencils |
| masinipayikuna | crayons |
| pesimohkan | clock |
| ukochikuna | cupboard |
| musinahikun apoy | ink |
| musinahikuma spisk | pen |
| tetapowina | chairs or desks |
| tipahikunatik (s) pl-ok | ruler or rulers |
| moostowin (s) pl-a | scissor-scissors |
| kiskinohumakun otetapowin | student's chair |
| chickastas mon | picture |

"Akwani cho kakenow niwapathten peeschi kiskinohumatowikamikok."

"These are all the things I see in a classroom."

Anikik ka kiskinahumachik tuke wetumok kotukeya kekwana awaputukik.

The students can go ahead and name other items they see in the classroom.

Supplement to Lessons 6 & 7

Extending vocabulary words and sentences to include things inside a house. Some of these words are used in lesson 5.

"What do you see in the bedroom?"
"Kekwan wapahtaman nipawikamikok?"

"I see a bed, blankets, pillows and a dresser."
"Nipawin, akohpa, uspuskwesimona akowmena akochikun niwapathten."

"What do you do in the bedroom?"
"Kekwan totuman nipawikamikok?"

"I sleep in the bedroom." "Ninipan nipawikamikok."

"What do you see in the kitchen?"
"Kekwan wapahtaman minosowewkanikok?"

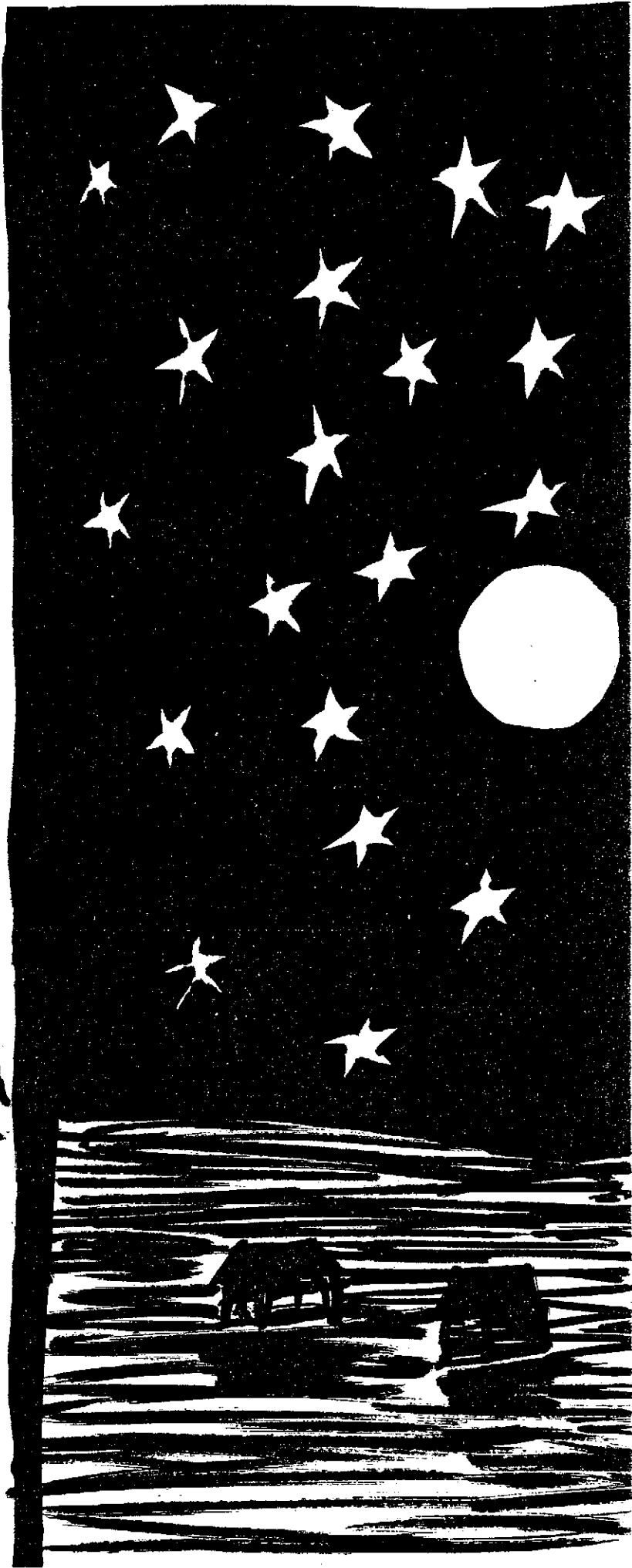
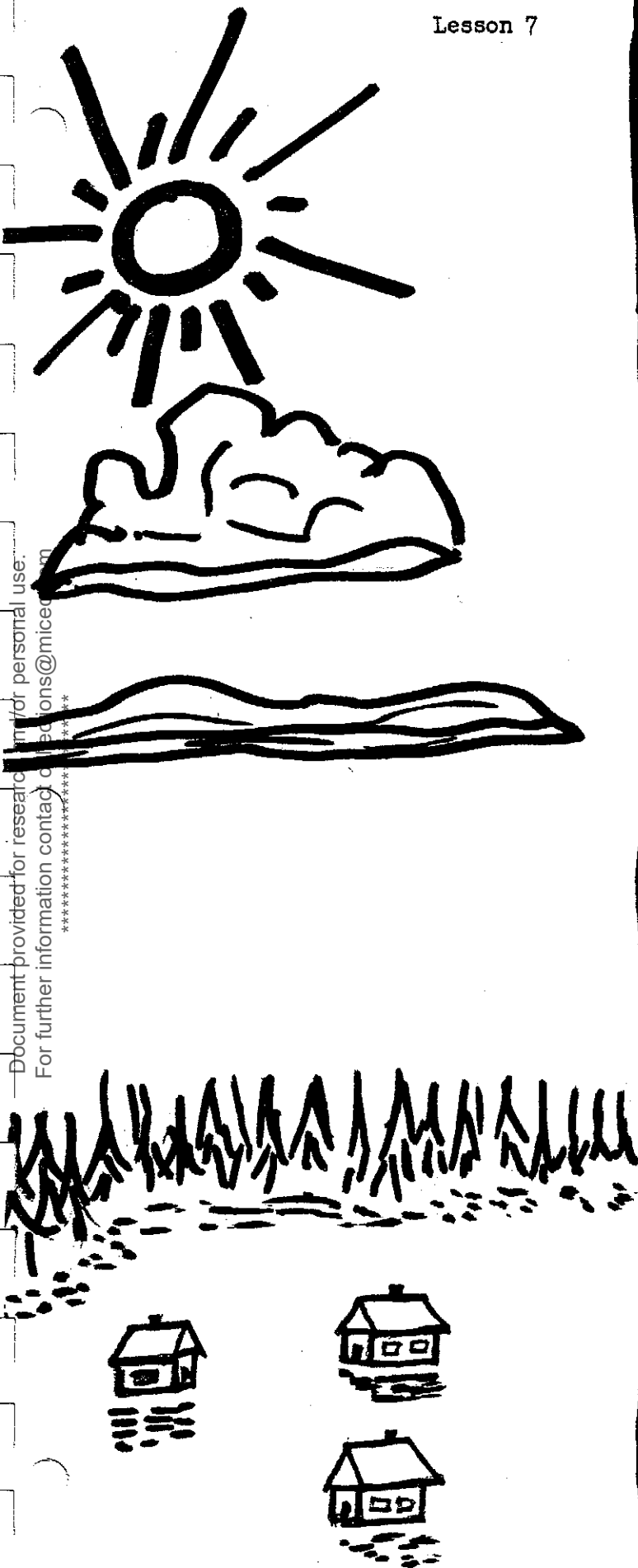
| | |
|------------------|-----------------|
| micewinatik | "table" |
| tehtapowina | "chairs" |
| oynakuna | "dishes" |
| minikokuna | "cups" |
| minowosowaskikok | "pots and pans" |
| amikonuk | "spoons" |
| mokomana | "knives" |
| chistashapona | "spoons" |

kekwan totuman minowasokumikok. Niminawason papetoos towa michim.
Kotuwanaipisk mena ustay minowasokumikook.

Words

| | |
|----------|-----------------------|
| bedroom | nipawikamik |
| bed | nipawin |
| blankets | akohpa |
| pillows | uspuskwesimona |
| dresser | akochikun |
| kitchen | minosowewkamik |
| chairs | tehtapowina (pl) |
| table | micewinatik |
| stove | kotuwanaipisk |
| dishes | ohnakuna (pl) |
| cups | minikokuna (pl) |
| spoons | amikonuk (pl) |
| knives | mokomana (pl) |
| forks | chistashapona (pl) |
| teapot | teawaskik |
| pots | minowosowaskikok (pl) |

Extension words may be added at the teacher discretion. More words, more examples:



Document provided for research purposes only. For further information contact permissions@micec.com

Lesson 7

"kisikaw óma, ekwa óma tipiskaw."
"This is day, and this is night."

"kékwan néma or awéna náha?" "What's that?"
"pisim náha." "That's a sun or moon."

"kékwan máka néma or awéna máka náha?"
"And what's that?"

"pisim mina náha." "That's a sun or moon too."
"pisimwak nékik." "Those are the sun and moon."

"kisikáwi pisim náha, ekwa náha tipiskáwi pisim."
"That is the sun (the day-pisim), and that is the moon
(the night-pisim)."

"kékwan néma?" "What's that?"
"wasko néma." "That's cloud."
"kékwana néhi?" "What are those."
"waskoya néhi." "Those are clouds."
"kékwan néma or awéna náha?" "What's that?"
"wacáhkos náha." "That's a star."

"kékwana néhi or awénikik nékik?"
"What are those?"

"wacáhkosak nékik." "Those are stars."
"kékwan néma?" "What's that?"
"kisik néma." "That's the sky."

U<d' P n P_m <L> Δ ° >

P r b ° Δ L ∇ d <L ∩ ^ n b °
q d > ∅ L <Δ> <∇ ° e e ° Δ
^ r c e ° Δ
q d > L b ∅ L
^ r c Γ e e ° Δ
^ r j ° \ ∅ P \
P r b Δ ° ^ r c e ° Δ ∇ d e ° Δ ∩ ^ n b Δ ° ^ r c

q d > ∅ L
< ° n d ∅ L
q d e ∅ ° Δ
< ° n d > ∅ ° Δ
q d > ∅ L <Δ> <∇ ° e e ° Δ
< ° L d ^ e ° Δ
q d e ∅ ° Δ <Δ> <∇ ° ∅ P \ ∅ P \
< ° L d ^ \ ∅ P \
q d > ∅ L
P r \ ∅ L

Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 7

Additional material:

The teacher can ask the student a few questions like:

By looking at the picture, how can you tell that it is day and it is night?

Answer could be: The moon and sun, also the stars and the clouds make the difference. The sun makes the day and also what kind of a day it could be --sunny or cloudy explain the differences.

"What do you do at night?" "We sleep at night and sometimes we go to a picture show and to a dance."

"What do you do during the day?" "We go to the store. My father goes to work at the hospital, but he also works at the hospital at night."

Also the teacher can explain about the full moon and how light it gets outside at times.

Okiskinumako tuke kukaychimao okiskinumakuna oho kakaychikamowina.

Nuskowisitowin: kisikawi pisim akwa mina tipiskawi pisim wuckosuk, wuskoya akota chi ka ki witane atipiskak mena akisikak. Kisikawi pisim ohchi ka ki skatane mina ta mino kisikak mina tanikosuk. Papitoose ispunowa.

Kekwan totuman atipiskak? Ninipan atipisak akwa mena askow chukastachikunik akwa mena nimiranik titotan.

Kekwan totauman akisikak kiskinahumatowikumik titotan atawikumikok titotan nohtawe tuwatoskao akosiwikumikok maka mena atoskao akosiwikumikok atipiskanik.

Okiskinumakao mena kwayusk tuke witum kekwan achi nepayastenik atipiskanik.

Lessons 8 and 9

Introduce questions that can be answered by yes or no. They also introduce the fact that ana, anima, anikik, and anihi are not only used to point out objects fairly near, but also for any object, near or far, that has already been mentioned. Thus, we start out by saying atim na awa, to point out that we are talking about something near by, but we answer the question éhé, atim ana, using 'ana' because we have already mentioned the object.

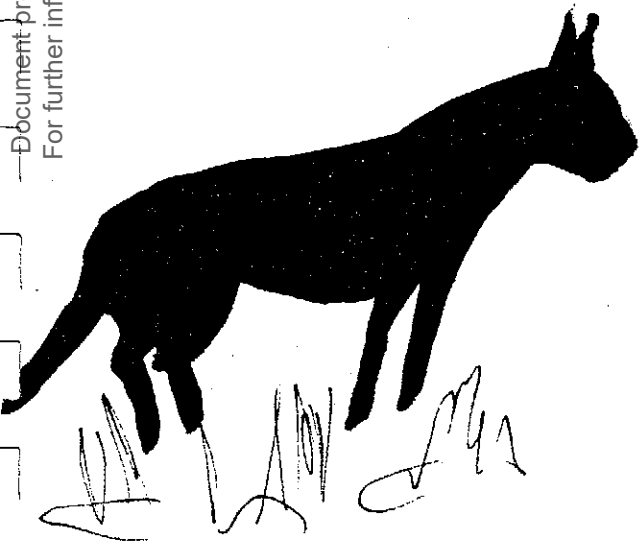
Teaching suggestions:

In these two lessons, teachers will be able to bring in a variety of supplemental exercises. The game example which is included can be altered, to accommodate other words which have been learned.

Document provided for research and/or personal use.
For further information contact collections@princeps.com



John - the ...



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 8

" atim ná awa ? "
" éhé, atim ana . "
" acimosisak ná okok ? "
" éhé, acimosisak anikik . "

" wápos ná ana . "
" éhé, wápos ana . "
" wápososisak ná anikik ? "
" éhé, wápososisak anikik . "

" nápéw ná náha . "
" éhé, nápéw ana . "
" iskwew ná náha ? "
" éhé, iskwéw ana . "
" nápésis ná náha ? "
" éhé, nápésis ana . "

" nápéw ná awa ? "
" mwac, mayéw ana nápéw . "
" atim ana . "

" atim ná mina ana ? "
" mwac, mayéw ana atim . "
" wápos ana . "

"Is this a dog?"
"Yes, it's a dog."
"Are these puppies?"
"Yes, they're puppies."

"Is that (near) a rabbit?"
"Yes, it's a rabbit."
"Are those little rabbits?"
"Yes, they are little rabbits."

"Is that (far) a man?"
"Yes, it's a man."
"Is that a woman?"
"Yes, it's a woman."
"Is that a boy?"
"Yes, it's a boy."

"Is this a man?"
"No, it's not a man."
"It's a dog."

"Is that (near) a dog too?"
"No, it's not a dog."
"It's a rabbit."

∇_{αβ} P_{αβ} ΔL Δ_α

Δ_α P_{αβ} Δ_α
∇_α Δ_α Δ_α Δ_α
Δ_α P_{αβ} P_{αβ} Δ_α
∇_α Δ_α Δ_α P_{αβ} Δ_α

Δ_α P_{αβ} P_{αβ} Δ_α
∇_α Δ_α Δ_α P_{αβ} Δ_α
Δ_α P_{αβ} P_{αβ} P_{αβ} Δ_α
∇_α Δ_α Δ_α P_{αβ} P_{αβ} Δ_α

P_{αβ} P_{αβ} P_{αβ} Δ_α
∇_α Δ_α P_{αβ} P_{αβ} Δ_α
Δ_α P_{αβ} P_{αβ} P_{αβ} Δ_α
∇_α Δ_α Δ_α P_{αβ} P_{αβ} Δ_α
P_{αβ} P_{αβ} P_{αβ} P_{αβ} Δ_α
∇_α Δ_α P_{αβ} P_{αβ} P_{αβ} Δ_α

P_{αβ} P_{αβ} P_{αβ} Δ_α
J_{αβ} L_{αβ} Δ_α P_{αβ}
Δ_α Δ_α

Δ_α P_{αβ} P_{αβ} Δ_α
J_{αβ} L_{αβ} Δ_α Δ_α
Δ_α P_{αβ} Δ_α

Game example: lesson 8

Group work:

Pictures of man and men, woman and women, boy and boys, girl and girls, rabbit and rabbits, dog and dogs etc.

Student 1. asks student 2.

"Atim ná awa?"

Student 2 replies

"Éhé, atim awa."

Student 2 asks student 3.

"Acimosisak ná okok?" "Are these puppies?"

Student 3 replies

"Éhé, acimosisak anikik." "Yes, they're puppies."

This game can continue with larger set of pictures (covering most vocabulary to date).

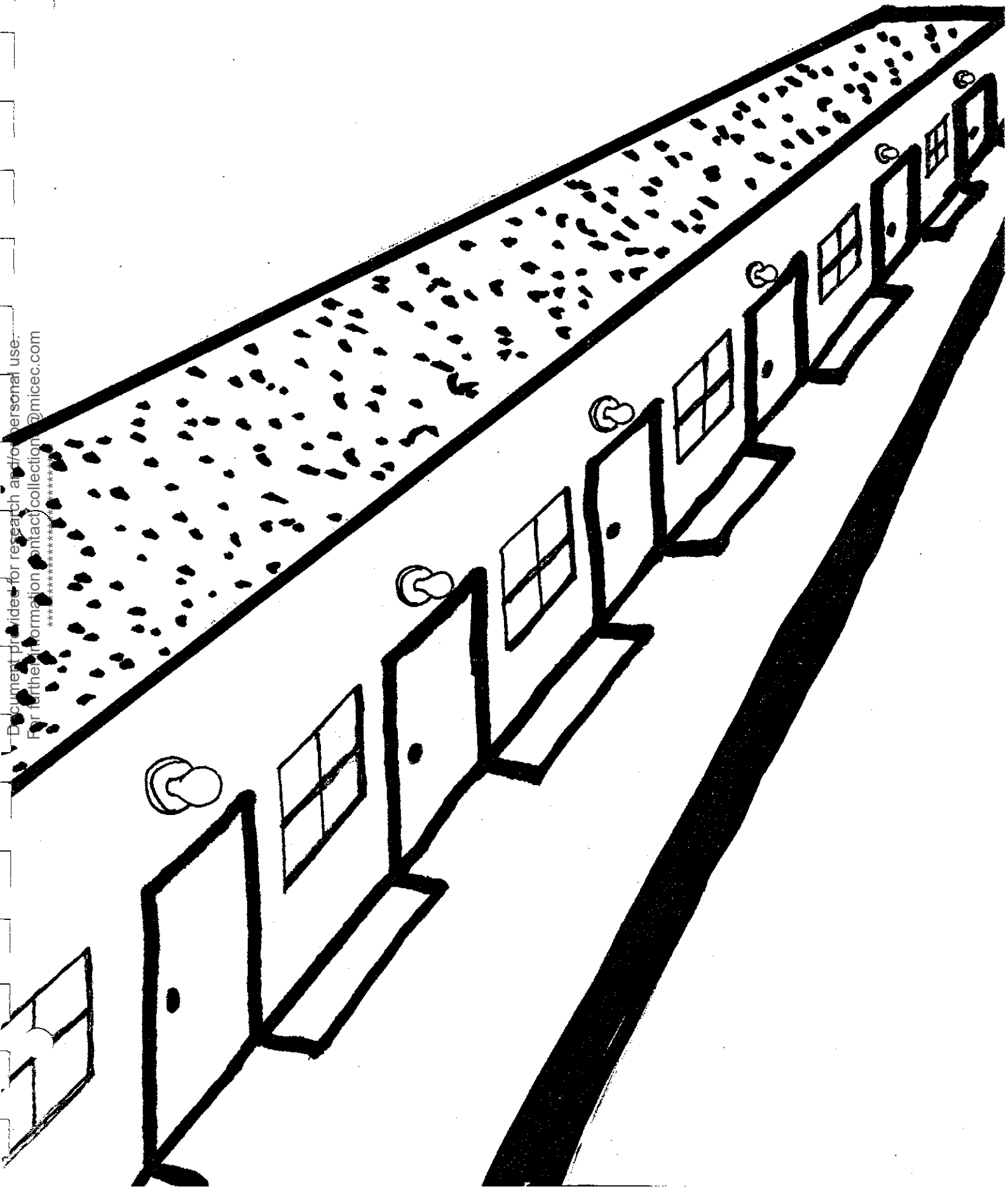
First student could ask several questions to students 2, 3, 5 & 5,

Second student asks new set of questions to students 3, 4, 5 & 1.

It could be the same for negative answers.

Document provided for research and/or personal use.
For further information contact collections@micec.com

Document provided for research and/or personal use.
For further information contact collection@micec.com



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 9

"iskwahtem ná óma ?"
"éhé, iskwáhtém anima."
"wásénamáwin ná óma ?"
"éhé, wásénamáwin anima."
"wásténikan ná óma ?"
"éhé, wásténikan anima."

"iskwáhtém ná néma ?"
"éhé, iskwáhtém néma."
"wásénamáwin na néma ?"
"éhé, wásénamáwin néma."
"wásténikan na néma ?"
"éhé, wásténikan néma."

"iskwáhtém ná anima ?"
"éhé, iskwáhtém anima."
"wásénamáwin na anima ?"
"éhé, wásénamáwin anima."
"wásténikan na anima ?"
"éhé, wásténikan anima."

"iskwáhtéma ná óho ?"
"éhé, iskwáhtéma anihi."
"wásénamáwina ná óho ?"
"éhé, wásénamáwina anihi."

"Is this a door?"
"Yes, it's a door."
"Is this a window?"
"Yes, that's a window."
"Is this a light?"
"Yes, that's a light."

"Is that a door?" (that-far away)
"Yes, that's a door."
"Is that a window?"
"Yes, that's a window."
"Is that a light?"
"Yes, that's a light."

"Is that a door?" (that- near)
"Yes, that's a door."
"Is that a window?"
"Yes, that's a window."
"Is that a light?"
"Yes, that's a light."

"Are these doors?"
"Yes, they're doors."
"Are these windows?"
"Yes, they're windows."

| | |
|-----------------------------------|---------------------------|
| " wásténikana ná óho ? " | "Are these lights?" |
| " éhé, wásténikana anihí . " | "Yes, they're lights." |
| " iskwahtéma ná néhi ? " | "Are those doors?" (far) |
| " éhé, iskwahtéma néhi . " | "Yes, they're doors." |
| " wásénamáwina ná néhi ? " | "Are those windows?" |
| " éhé, wásénamáwina nehi . " | "Yes, they're windows." |
| " wásténikana ná néhi ? " | "Are those lights?" |
| " éhé wásténikana néhi . " | "Yes, they're lights." |
| " iskwáhtéma ná anihí ? " | "Are those doors?" (near) |
| " éhé, iskwáhtéma anihí . " | "Yes, they're doors." |
| " wásénamáwina ná anihí ? " | "Are those windows?" |
| " éhé, wásénamáwina anihí . " | "Yes, they're windows." |
| " wásténikana na anihí ? " | "Are those lights?" |
| " éhé, wásténikana anihí . " | "Yes, they're lights." |
| " iskwáhtém ná óma ? " | "Is this a door?" |
| " mwac, mayéw anima iskwáhtém . " | "No, it isn't a door." |
| " wásénamáwin anima . " | "It's a window." |
| " apahkwána ná néhi ? " | "Are those roofs?" (far) |
| " mwac, mayéw anihí apahkwána . " | "No, they aren't roofs." |
| " wásténikana anihí . " | "They're lights." |
| " nápéw ná ana ? " | "Is that a man?" (near) |
| " mwac, mayéw ana nápéw . " | "No, it's not a man." |
| " iskwahtém anima . " | "It's a door." |

96-FCC / PAPERLADA

Δnd#Uc a DL
V#Δ Δnd#Uc ΔσL
Δ·ΥαLΔ'α a DL
V#Δ Δ·ΥαLΔ'α ΔσL
Δ·nUσba a DL
V#Δ Δ·nUσba ΔσL

Δnd#Uc a ρL
V#Δ Δnd#Uc ρL
Δ·ΥαLΔ'α a ρL
V#Δ Δ·ΥαLΔ'α ρL
Δ·nUσba a ρL
V#Δ Δ·nUσba ρL

Δnd#Uc a ΔσL
V#Δ Δnd#Uc ΔσL
Δ·ΥαLΔ'α a ΔσL
V#Δ Δ·ΥαLΔ'α ΔσL
Δ·nUσba a ΔσL
V#Δ Δ·nUσba ΔσL

Δnd#UL a Δ#Δ
V#Δ Δnd#UL Δσ#Δ
Δ·ΥαLΔ'α a Δ#Δ
V#Δ Δ·ΥαLΔ'α Δσ#Δ
Δ·nUσba a Δ#Δ
V#Δ Δ·nUσba Δσ#Δ

Δnd#UL a ρ#Δ
V#Δ Δnd#UL ρ#Δ
Δ·ΥαLΔ'α a ρ#Δ
V#Δ Δ·ΥαLΔ'α ρ#Δ
Δ·nUσba a ρ#Δ
V#Δ Δ·nUσba ρ#Δ

Δnd#UL a Δσ#Δ
V#Δ Δnd#UL Δσ#Δ
Δ·ΥαLΔ'α a Δσ#Δ
V#Δ Δ·ΥαLΔ'α Δσ#Δ
Δ·nUσba a Δσ#Δ
V#Δ Δ·nUσba Δσ#Δ

$$\Delta n d = U^c \quad e \quad \Delta L$$

$$J = L \Delta \sigma \quad \Delta n d = U^c$$

$$\Delta \sigma = \frac{U^c}{L} \quad \Delta n d = U^c$$

$$\Delta K = b \cdot e \quad e \quad \sigma = \Delta$$

$$J = L \Delta \sigma \quad \Delta K = b \cdot e$$

$$\Delta \sigma = \frac{U^c}{L} \quad \Delta K = b \cdot e$$

$$e V^0 \quad e \quad \Delta e$$

$$J = L \Delta \sigma \quad \Delta e \quad e V^0$$

$$\Delta n d = U^c \quad \Delta \sigma = L$$

Lesson 10. Transitive Verbs :

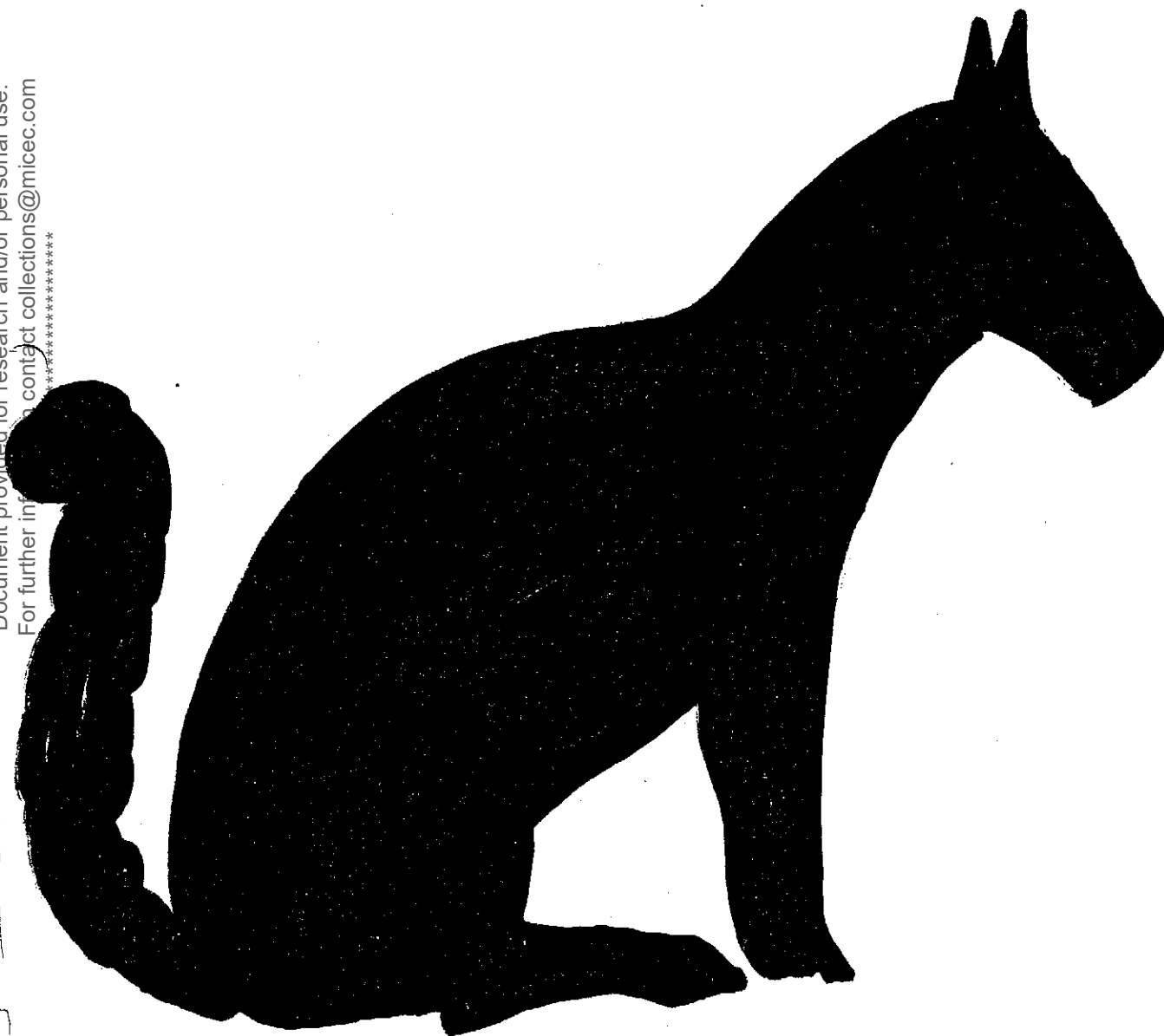
This is a continuation of the question and answer pattern of lessons 1-9, while introducing a new kind of Cree word, which is called a transitive verb. If the students want to learn to count, then counting should be inserted at this point. Or, as an optional, substitution, the lesson on money may be used. It is advisable, however, only one lesson be used. Do not teach counting and money at the same time as these are both different and will be confusing to students. The numbers change when dollars are used, so these should be taught separately.

Teaching suggestions:

As an enrichment, counting may go as high as 25. These numbers have been included. Along with this, simple arithmetic might be added. The questions may be asked in English with the student giving the answer in Cree. Examples are given for this. Although an optional lesson on money has been added, this would be difficult to teach because it varies between 1 to 9 cents and then in 10 - 19, it varies again, and so on. Also in relating it to dollars, the last letters of the numbers are either dropped or changed. This lesson was added mainly for informational reasons. If students inquire about money the teacher will have this lesson to refer to.

Document provided for research and/or personal use.
For further information contact collections@micec.com

Document provided for research and/or personal use.
For further information contact collections@micec.com



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 10

| | |
|--------------------------------|-----------------------------|
| "awéna wápmat .?" | "What do you see?" |
| "atim niwápmáw ." | "I see a dog." |
| "kiwápmáw ná ana atim .?" | "Do you see the dog?" |
| "éhé, niwápmáw ana atim ." | "Yes, I see the dog." or |
| "éhé, niwápmáw ." | "Yes, I see him." |
| "tántahto atimwak wápmacik .?" | "How many dogs do you see?" |
| "péyak atim niwápmáw ." | "I see one dog." |

ΓCC' P P ΔL Δ Δ Δ

Δ Δ Δ Δ Δ Δ Δ

Δ Δ Δ Δ Δ Δ Δ

P Δ Δ Δ Δ Δ Δ Δ

Δ Δ Δ Δ Δ Δ Δ Δ Δ

Δ Δ Δ Δ Δ Δ Δ

C Δ Δ Δ Δ Δ Δ Δ

Δ Δ Δ Δ Δ Δ Δ

Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 10 : Counting

Enrichment:

Use all pictures lessons 1-10 for practice in counting, and for answering questions. "How many?" "tantahto?"

| Numbers Count | "akihtasona" "akihtaso" | |
|-----------------------|----------------------------|----|
| péyak | one | 1 |
| niso | two | 2 |
| nisto | three | 3 |
| néwo | four | 4 |
| niyánan | five | 5 |
| (n) kotwásik | six | 6 |
| tépakohp | seven | 7 |
| éyinániw | eight | 8 |
| kekác mitataht | nine | 9 |
| mitataht | ten | 10 |
| mitataht peyakosap | eleven | 11 |
| mitataht nisosap | twelve | 12 |
| mitataht nistosap | thirteen | 13 |
| mitataht neyosap | fourteen | 14 |
| mitataht niyananosap | fifteen | 15 |
| mitataht (ni)kotwasap | sixteen | 16 |
| mitataht tepakohposáp | seventeen | 17 |
| mitataht eyinanéwosap | eighteen | 18 |
| kekac nistanow | nineteen | 19 |
| nistanaw | twenty | 20 |
| nistanaw peyakosap | twenty-one | 21 |
| nistanaw nisosap | twenty-two | 22 |
| nistanaw nistosap | twenty-three | 23 |
| nistanaw neyosap | twenty-four | 24 |
| nistanaw niyananosap | twenty-five | 25 |

Optional Lesson 10: Money

| | |
|-------------------|-------------|
| soniyaw | "money" |
| osawapiskos | "penny" |
| peyak osawapiskos | "one penny" |

You can continue with the following numbers 2, 3, 4, 5, 6, 7, 8, 9 putting them in front of "penny".

"Ekwani piyakwan ka ki itwan osawapiskos, akihtasona piko ka ahtastan. Akihtasona nikan ka wihten akwahté osawapiskos ka ki itwan."

| | | |
|-----------------------------|-----------------------|--------|
| For ten cents, we change to | "mitátaht piwápiskos" | 10¢ |
| Twenty-five cents | "peyak soniyas" | 25¢ |
| Fifty cents | "nisoniyas" | 50¢ |
| Seventy-five cents | "nisto soniyas" | 75¢ |
| One dollar | "peyakwapisk" | \$1.00 |

| | | |
|----------------|--------------------|---------|
| peyak | peyakwapisk | \$1.00 |
| niso | niswápisk | \$2.00 |
| nisto | nistwápisk | \$3.00 |
| néwo | néwopisk | \$4.00 |
| niyánan | niyánanwápisk | \$5.00 |
| (ni)kotwásik | (ni)kotwáswápisk | \$6.00 |
| tépakohp | tépakohptahtwapisk | \$7.00 |
| eyinániw | eyinánewapisk | \$8.00 |
| kékác mitataht | kékác mitahtwapisk | \$9.00 |
| mitátaht | mitátahtwapisk | \$10.00 |

An example of some questions that can be asked:

"Tansi etakihték totosapoy?"
 "How much does milk cost?"

"Peyak soniyas itakihtew totosapoy."
 "Milk costs twenty-five cents (25¢)."

27
Lesson 10 cont'd.

Simple Arithmetic:

An example:

1. "One dog plus one more dog. How many dogs do you have altogether?"
"Peyak atim ayawat mina kotak. Tantahto mamaw ayawacik?"

"I have two dogs altogether."

"Niso mamaw atimwak (ni)tayawawak."

2. "How many houses do you see?"

"Tantahto waskahikana wapahtaman?"

"I see three houses."

"Nisto waskahikana niwapahten."

"Count how many roofs, windows, doors, you see."

The students can start counting the following articles they see.

Testing Suggestions:

After lesson 10, testing may begin. Teachers judgement of pupils progress, achievement and ability should be verified by tests that are purposeful and systematic. This is the main purpose of testing.

A. Principles of test construction :

1. General considerations

- a) Instructions should be clear and brief. Directions given in the second language should be easily understood by the pupils. Where necessary, a model of the question and its answer might be supplied.
- b) The sampling of the items should be a fair representation of the skills and knowledges taught in the class.
- c) Tests in the elementary school should be brief, simple, flexible, integrated with the course and planned while teaching.

2. Testing the skills and knowledges:

- a) Work sample of the student's performance should be in the second language.
- b) All four skills (Aural comprehension, speaking, reading and writing) should be tested individually or collectively.
- c) Skills may be examined through group tests or individual tests. If the child is to be tested individually, the teacher will take longer than one period, per class.

B. Testing Aural Skills (Aural Discrimination)

1. This is measuring the understanding of the spoken word. It may be accomplished by testing the skill by itself or with other skills; understanding a native or near-native speaker at normal speed should be objective.

2. Suggestions:

a) True or False tests:

- 1) The teacher may read a number of statements in the second language each statement being read twice. Pupil may answer "yes" or "no" on paper. Example: Houses can walk.
- 11) The teacher holds up or points to a picture and makes a statement about it; then the pupil indicates on the answer sheet whether it is true or false. Example: Show picture of a dog and say: This is a horse.
- 111) The teacher makes statements with or without accompanying action, depending on the statement. Pupils write whether True or False. Example: Run and say: I am walking.
- 1V) Teachers says number in Cree, students write the answer in figures. Simple arithmetic may be done this way also. Example: One plus one equals what?
- v) Teacher distributes a sheet with ten pictures. He then directs the children that, as he reads a sentence, they are to write down the appropriate number of the picture on a separate sheet.

b) Multiple Choice Items:

- 1) Once the child has mastered his basic reading skills, he should be able to cope with this type of question.
- 11) Measuring aural comprehension through visual recognition of the correct answer to a question presented orally: The speaker asks a question. The student is directed to check the statement which answers correctly the question heard. Four answers appear on the student's paper. Example: What do you answer when someone says "How are you" ?
Choices: "No."
"Ten."
"Horse."
"I'm fine."

- 37)
- 111) Measuring aural comprehension by visual recognition of the correct completion of an incomplete statement presented orally. The speaker reads an incomplete sentence. The pupil chooses the word or phrase which best completes the sentence from among those on the pupils paper. Example: Speaker:
"I want to eat because. . . ."

Choices:

- "I'm tired."
- "I'm hungry."
- "I do my duty."
- "I like television."

c) Testing the Speaking Skills:

1. a) Mimic or Echo Test:

The simplest test of oral production is the mimic or Echo test. The pupil is instructed to repeat whatever the teacher says.

Example:

- "I see a dog."
- "I see a dog outside."
- "I see a dog outside on the grass."
- "I see a dog outside running on the grass."

b) Scoring:

To score the "echo" test, the teacher should prepare in advance a check list of the specific characteristics of speech production he wishes to measure. It is suggested that the teacher write these items across the top of a sheet of a paper.

Examples: intonation
stress
junctures
consonants
nasals etc.

c) Oral Reading:

Reading a passage aloud is another form of speech production test; the difficulty of the passage to be read will of course vary with the pupil level. It should also be material that has already been presented in class.

d) Answering Questions:

The question-answer type of test measures the pupils ability to:

- 1) Understand the question and,
- 11) to respond automatically. The response also measures his mastery of structural patterns. This type of evaluation is most highly recommended as it provides a work sample of performance mostly consonant with communicating goals.
Example: "What's your name?"
"How old are you?"

2. Evaluation:

The grading system may be of the simplest kind: G for good performance which shows the need for further practice. Such day-by-day records, constantly maintained, show at a glance which students need more-than-average guidance and practice, especially at the imitation stage.

D. Testing the Reading Skills:

1. Types of Questions:

Reading skills may be tested by means of many question types:

- Answering questions on content in complete sentences in Cree
- Matching questions
- Multiple choice questions
- True-False questions (on beginning level of learning)
- Combination completion and multiple choice of questions.

Again these are suggestions! The teacher is free to evaluate students progress any way he wishes.

Document provided for research and/or personal use.
For further information contact collections@micec.com



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 11

| | |
|------------------------------------|---------------------------------|
| "awénikik wápamacik?" | "Who do you see?" |
| "atimwak niwápamáwak." | "I see some dogs." |
| "kiwápamáwak na anikik atimwak?" | "Do you see those dogs?" (near) |
| "éhé, niwápamáwak anikik atimwak." | "Yes, I see those dogs." |
| "éhé, niwápamáwak." | "Yes, I see them." |
| "tántahto atimwak wápamacik?" | "How many dogs do you see?" |
| "nísò atimwak niwápamáwak." | "I see two dogs." |

35
Lesson 11

"What do you see?" Instead of, "Who do you see?" say, "What do you see?" Use plurals of the same thing: as dog, dogs. Later mix the types. Example:

Question: "What do you see?"

Answer: "I see a dog and a rabbit."
"I see dogs and rabbits."
"I see a dog and two rabbits."

The CHAIN game: Suggestion:

Teacher say: "What do you see?"

First student answers:

"I see a dog. What do you see?"

Second student answers:

"I see a dog and a rabbit. What do you see?"

Third student answers:

"I see a dog, a rabbit and a girl, what do you see?" etc. etc.

Points may be given for students who can add on a word. If he can't he loses one point and starts again at one word. Teachers are warned that giving points and using competition is sometimes not advisable. Use this system only with discretion.

Word chains should not exceed seven words! Problems of remembering:

- a) words given
- b) correct order and
- c) correct structure and pronunciation make it more difficult, to add words past this point, especially with younger children.

Lesson 11

Variation on "I spy"

Materials:

Fifteen to twenty cards of different objects spread out on floor, with a group of six or seven students around.

Student 1. Points to a card and asks:

"Awéna wápmat?" "Who do you see?"

Any student can answer:

Piko awíyak kakiskinoamat taki naskowasitow

"Atim niwapamaw" "I see a dog."

Student 1 then questions individuals eg., #2 & #3.

"Kiwápmáw ná ana atim?" "Do you see that dog?"

Chosen student(s) replies:

"Éhé niwápmaw ana atim apo ehe niwapamaw." Then:

"Tántahto atimwak wápmacik?" "How many dogs do you see?"

Student 2. "Peyak atim niwapamaw." "I see one dog."

Each student of the group then takes a turn to ask this set of questions to the rest of the group, using different animals or object or target word.

N.B. Teachers should be aware that some students may "fade into the background" and not be questioned. All questioners should be encouraged to involve everyone in their group.

Kakiskinoamahcit anikik ta ki mamiskoci ka kécimihtowak kakécinkemowina taki apacihtacik papihtos towihkan pisiskowa apo kikwana kotakiya taisi nahipaniki anihi ayamowina.

29

N.B. Okiskinohamákéwak ta wi awéniméwak átiht okiskinohamákaniwawa
é ká ta kákécimikocik kakécihkémowina. Kahtinaw anikik ka nita
kakécihkémacik ta kí sihkiskawéwak ta kaké cihkémónit mina ta
naskowásitwánit anihi kakécihkémowina.

Example: lesson 11

This game can be played with groups of students and starting with certain letters of animals on cards.

Student 1 holds out a card with a letter A on it and asks student 2:

"Niwapahnten kekwan niskisikosihk ohci kekwan e macipanik ohci -A-"
"I spy with my little eye something that starts with the letter -A-"

Student 2 answers:

"Atim mina acimosis kiwapamaw." "You see a dog and a puppy also."

The game can continue with all the other following names of things.

wapos "rabbit" wapososis "little rabbits."

Metawewin ta ki pimipaniw kotakiya winiwina anikik
pisiskowak ta ki itwanowahki.

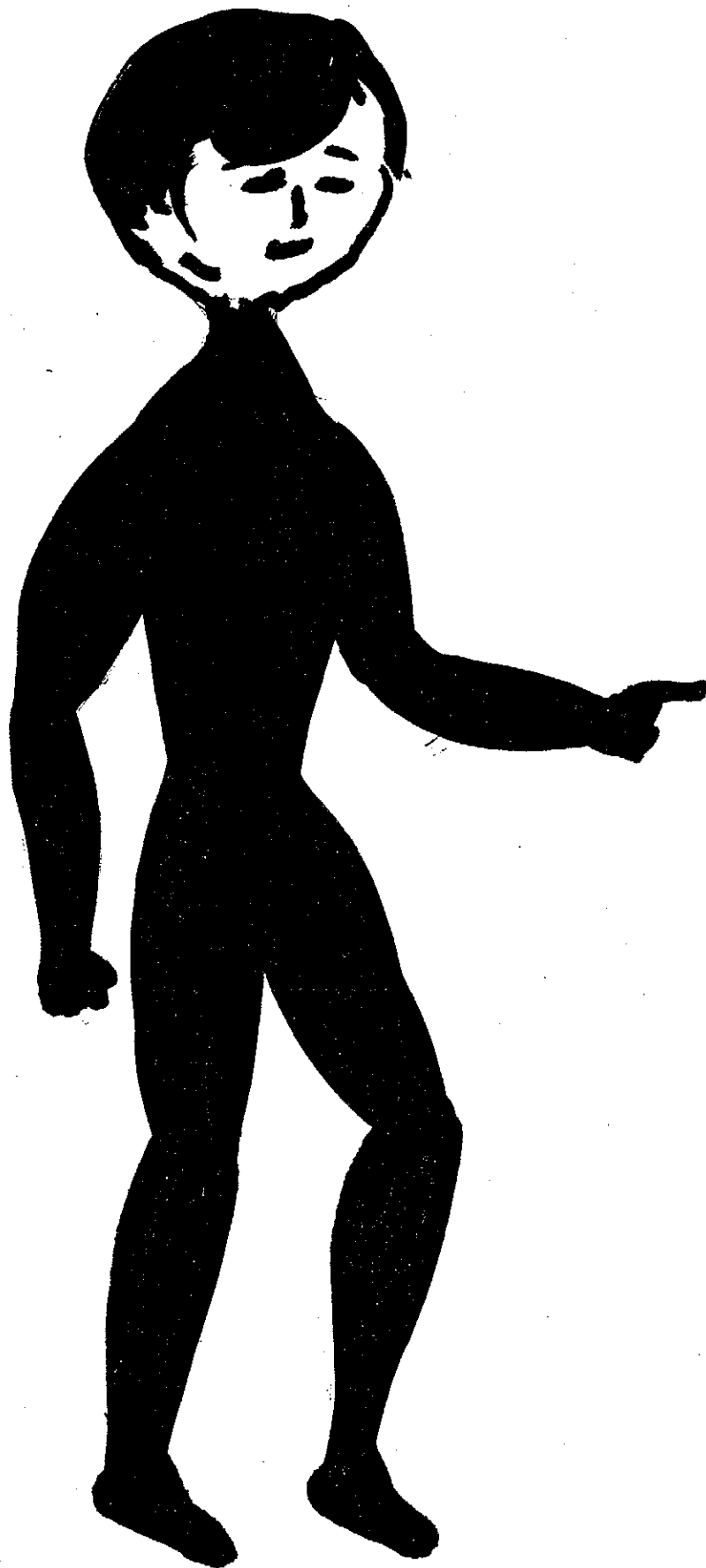
In the place of man, woman, boy and girl, the initials of the students or teachers can be used.

Napew, iskwew, napesis ekwa iskwesis nistum owenowin ka ohchi
machipunik tuke apuchtawon.

Lessons 12-15

These lessons have the same basic structure as lesson 10. Teaching suggestions after lesson 10 may be used with this lesson. Another test is suggested after lesson 15. Counting may be practised, if the counting lesson was used. Count boys and girls in the classroom.

Document provided for research and/or personal use.
For further information contact collections@micec.com



Document provided for research and/or personal use.
For further information contact collections@micec.com

Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 12

| | |
|---------------------------------|-----------------------------|
| "awena wapamat ?" | "Who do you see?" |
| "napisis niwapamaw ." | "I see a boy." |
| "kiwapamaw na ana napisis ?" | "Do you see the boy?" |
| "ehe, niwapamaw ana napisis ." | "Yes, I see the boy." |
| "ehe, niwapamaw ." | "Yes, I see him." |
| "tantahto napisisak wapamacik." | "How many boys do you see?" |
| "peyak napisis niwapamaw ." | "I see one dog." |

FCC/σρϕ: PσPσϕLσΔσ

Δσ·σ Δσ·<L'

σVρσ σΔσ·<L°

PΔσ·<L°σ Δσσ σVρσ

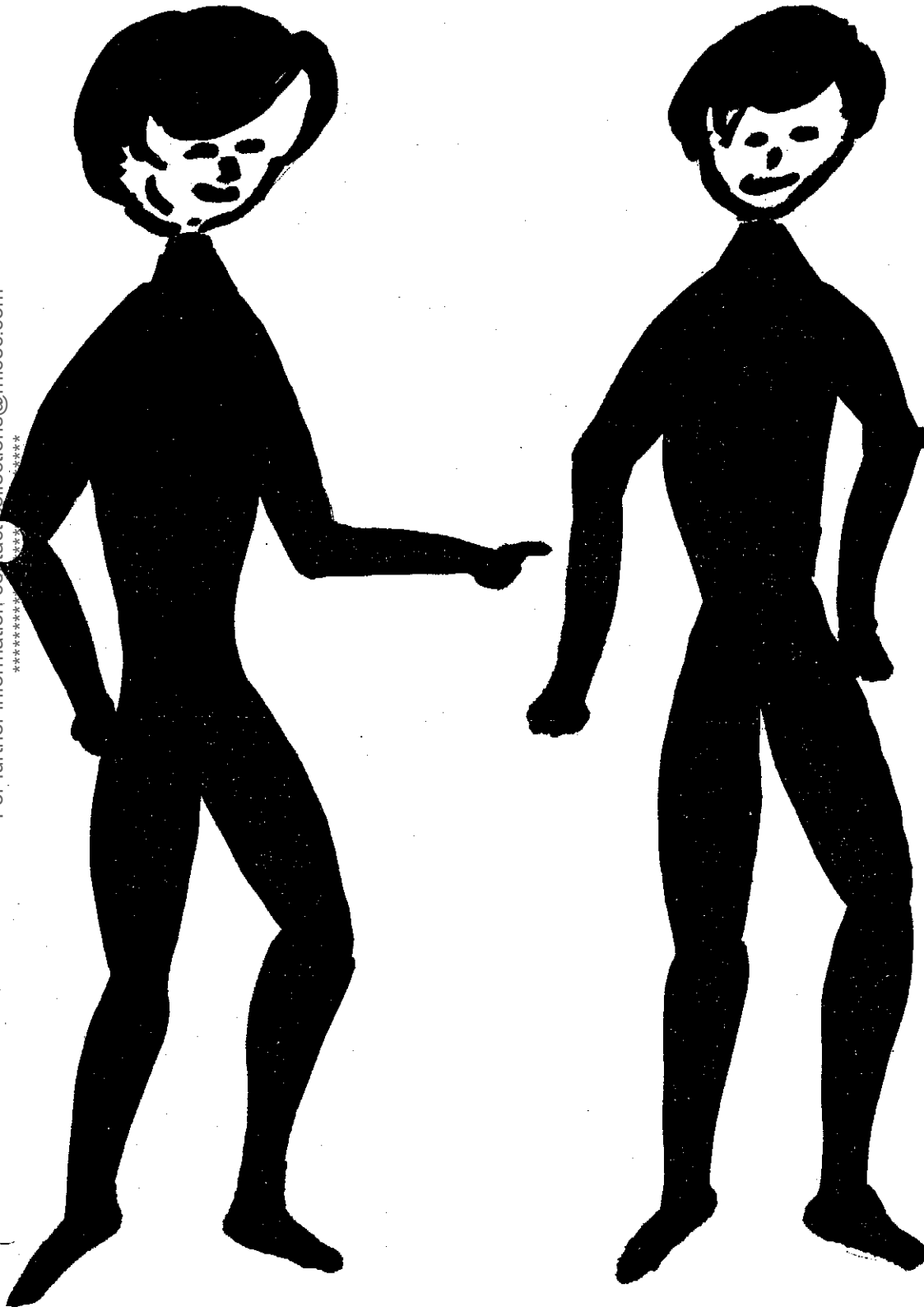
Δσ·Δ σΔσ·<L°Δσσ σVρσ >>

Δσ·Δ σΔσ·<L°

(σ(σ) σVρϕ' Δσ·<Lσ'

Δσ' σVρσ σΔσ·<L°

Document provided for research and/or personal use.
For further information contact collections@micec.com



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 13

- "awenikik wapamacik?" "Who do you see?"
"napesisak niwapamawak." "I see boys."
"kiwapamawak na anikik napesisak?" "Do you see the boys?"
"ehe, niwapamawak anikik napesisak." "Yes, I see the boys."
"ehe, niwapamawak." "Yes, I see them."
"tantahto napesisak wapamacik?" "How many boys do you see?"
"neso napesisak niwapamawak." "I see two boys."

ΓCC/σ α 27, P.P.σΔLΔ03

ΔV.σP\ Δ.κLΓ\

εVργ\ σΔ.κLΔ.\

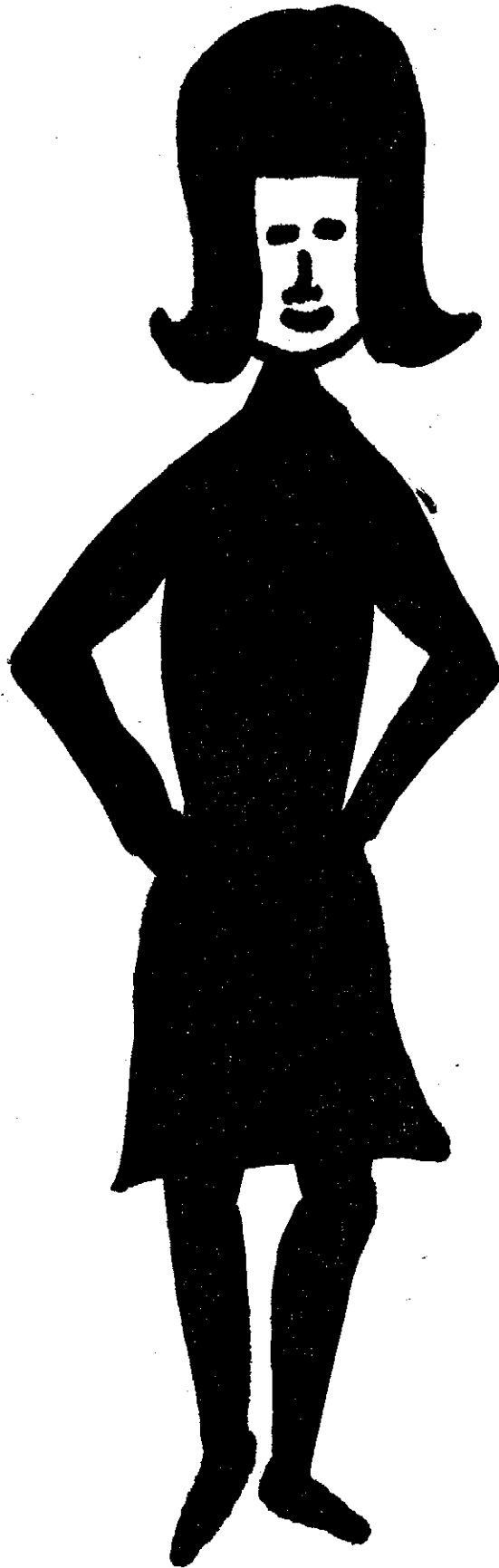
PΔ.κLΔ.\ ε ΔσP\ εVργ\

∇*Δ σΔ.κLΔ.\ ΔσP\ εVργ\

Δ ∇*Δ σΔ.κLΔ.\

(C.C*) εVργ\ Δ.κLΓ\

σρ εVργ\ σΔ.κLΔ.\



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 14

"awena wapamat?" "Who do you see?"
"iskwesis niwapamaw." "I see a girl."
"kiwapamaw na ana iskwesis?" "Do you see the girl?"
"ehe, niwapamaw ana iskwesis." "Yes, I see the girl."
"ehe, niwapamaw." "Yes, I see her."
"tantahto iskwesisak wapamacik?" "How many girls do you see?"
"peyak iskwesis niwapamaw." "I see one girl."

ΓCC'σΔγ. PσPσΔL)Δσσ

Δσσ.σ Δσ<L'

Δσσ.σσ Δσ<L°

PΔσ<L°σ Δσ Δσσ.σσ

σ*Δ σΔσ<L° Δσ Δσσ.σσ Δ

σ*Δ σΔσ<L°

(σ(σ) Δσσ.σσ\ Δσ<Lσ\

Δσ\ Δσσ.σσ σΔσ<L°

Document provided for research and/or personal use.
For further information contact collections@micec.com



Document provided for research and/or personal use.
For further information contact collections@mice.

Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 15

- "awenikik wapamacik?" "Whom do you see?"
"iskwesisak niwapamawak." "I see girls."
"kiwapamawak na anikik iskwesisak?" "Do you see those girls?"
"ehe, niwapamawak anikik iskwesisak." "Yes, I see those girls."
"ehe, niwapamawak." "Yes, I see them."
"tantáhto iskwesisak wapamacik." "How many girls do you see?"
"nisto iskwesisak niwapamawak." "I see three girls."

ΓCC/σβδγ, ΡηΡδ<L>Δ.ο

Δσ.σΡ\ Δ.<LΓ\

Δηγ.γ\ σΔ.<LΔ.γ\

ΡΔ.<LΔ.γ\ α ΔσΡ\ Δηγ.γ\

∇*Δ σΔ.<LΔ.γ\ ΔσΡ\ Δηγ.γ\ Δ>

∇*Δ σΔ.<LΔ.γ\

ε>ε*) Δηγ.γ\ Δ.<LΓ\

ση) Δηγ.γ\ σΔ.<LΔ.γ\

37

Lessons 16 & 17

More questions and answers. Here the supplement that was included along with lesson 5 may come in handy to extend the vocabulary. There is also an additional supplement; questions and answers should also be added according to the needs of the students.

Document provided for research and/or personal use.
For further information contact collections@micec.com



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 16

"kékwan wápahtaman ?" "What do you see?"
"wáskahikan niwápahtén." "I see a house."
"kékwan mina ?" "What else?"
"iskwahtém mina niwápahtén." "I see a door too."
"kékwan mina asici wápahtaman?" "What else do you see also?"
"wásenamáwina asici niwápahtén." "I see windows also."
"kekwan mina wapahtaman." "What else do you see?"
"apahkwán niwápahtén." "I see a roof."

"kiwápahtén na' anima wáskahikan ?"
"Do you see the house?"

"éhé, niwápahtén anima wáskahikan."
"Yes, I see the house." or
"éhé, niwápahtén."
"Yes, I see it."

"kiwápahtén na anima iskwahtem ?"
"Do you see the door?"
"éhé, niwápahtén."
"Yes, I see the door." or
"éhé, niwápahtén."
"Yes, I see it."

"kiwápahtén na' anihi wásenamáwina ?"
"Do you see the windows?"
"éhé, niwápahtén anihi wásenamáwina."
"Yes, I see the windows." or
"éhé, niwápahtén."
"Yes, I see them."

"tántahto wáskahikana wápahtaman?"
"How many houses do you see?"
"péyak wáskahikan niwápahtén."
"I see one house."

"tántahto máka iskwáhtéma wápahtaman?"
"And how many doors do you see?"
"péyak iskwáhtem niwápahtén."
"I see one door."

"tántahto máka wasénamawina wápahtaman?"
"And how many windows do you see?"
"niso wasénamawina niwápahtén."
"I see two windows."

"tántahto máka apahkwána wápahtaman?"
"And how many roofs do you see?"
"péyak apahkwán niwápahtén."
"I see one roof."

ΓCC/σd)·h P·P·ΔL)Δ·>

9d> Δ·<CL>

Δ·^bΔb> σΔ·<U>

9d> Γe

Δ^d·U^ Γe σΔ·<U>

9d> Γe ΔPΓ Δ·<CL>

Δ·^eLΔ·e ΔPΓ σΔ·<U>

9d> Γe Δ·<CL>

Δ σΔ·<U>

PΔ·<U> e ΔσL Δ·^bΔb>

Δ^Δ σΔ·<U> ΔσL Δ·^bΔb> <Δ>

Δ^Δ σ Δ·<U>

PΔ·<U> e ΔσL Δ^d·U^

Δ^Δ σΔ·<U> ΔσL Δ^d·U^ <Δ>

Δ^Δ σΔ·<U>

PΔ·<U> e Δσ^Δ Δ·^eLΔ·e

Δ^Δ σΔ·<U> Δσ^Δ Δ·^eLΔ·e <Δ>

Δ^Δ σΔ·<U>

C>C*) Δ·n bΔb_e Δ·<CL>

Λ> \ Δ·n bΔb> σΔ·<U>

C>C*) Lb Δnd*UL Δ·<CL>

Λ> \ Δnd*U< σ Δ·<U>

C>C*) Lb Δ·4eLΔ·e Δ·<CL>

σΔ· Δ·4eLΔ·e σ Δ·<U>

C>C*) Lb Δ<b·e Δ·<CL>

Λ> \ Δ<b·> σΔ·<U>

Lesson 16

There are many different kinds of houses here in our community.
Mihchet papetoose hisinakona waskahikana ota titawinack.

Some of the houses are big, small, long, short and some have
upstairs in them.

Ateht waskahikana mischawa apisacina, kioskona, chimasinow akwa
mina ateht waskahikana ispimiwana.

Some houses are close together and still other houses are far
apart.

Ateht waskahikana kisowack chachimataywa akwa mina ateht
waskahikana wanow austaywa.

Lesson 16

More Supplementary Material

- " Tansi espechak kikiskinahumatowikamik? "
- " Misaw akwa kinoskun nikiskinahamatowikamik. "
- " Mischet wasananamawina akwa mena kotosik iskwatema tukona. "

"How big is your school?"

"Our school is big and long."

"There are many windows and also there are six doors."

- " Tantahto okiskinahumakawak manow ayawakok? "

- " Mitataht nesosap mamow okiskinahumakawak ota ayawak. "

"How many teachers do you have altogether?"

"We have twelve teachers in our school altogether."

- " Okiskinahumakawak ota ka aychik misiwae eta ochiwak ahtiht
ayhek oschiwak "

Winnipeg - derives from: muddy water

Selkirk - asoochoonan

Saskatchewan- kishiskatchewan-fast water

Document provided for research and/or personal use.
For further information contact collections@micec.com



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 17

" kékwana wápahtaman ? " "What (things) do you see?"
" wáskahikana niwápahtén. " "I see houses."
" kékwana mina ? " "What else?"
" iskwáhtéma mina niwápahtén. " "I see doors too."

etc., with wásenanáwina "windows" and apahkwána "roofs"
in place of iskwáhtéma "doors".

" kiwápahtén ná anihí wáskahikana ? "
"Do you see the houses?"
" éhé, niwápahtén anihí wáskahikana. "
"Yes, I see the houses." or
" éhé, niwápahtén. "
"Yes, I see them."

etc. with iskwáhtéma "doors" wásenamáwina "windows",
and apahkwána "roofs" in place of wáskahikana "houses."

^tántahto wáskahikana wápahtaman.^"
"How many houses do you see?"

^nisto wáskahikana niwápahtén.^"
"I see three houses."

etc. with ^nisto iskwahtéma^ "three doors", ^niso wasénamáwina^
"two windows" and ^nisto apahkwána^ "three roofs" in place of
^nisto wáskahikana^ "three houses."

ΓCC/U<d5: Pn P_ΔL>Δ>

9da Δ<CL>

Δ·nbΔba σΔ<U>

9da Γa

Δnd"UL Γa σΔ<U>

9da Δ<CL>

Δ·4eLΔ·e σΔ<U>

9da Γa

Δ<b·e Γa σΔ<U>

PΔ<U> e Δσ"Δ Δ·nbΔba

Δ"Δ σΔ<U> Δσ"Δ Δ·nbΔba <Δ>

Δ"Δ σΔ<U>

PΔ<U> e Δσ"Δ Δnd"UL

Δ"Δ σΔ<U> Δσ"Δ Δnd"UL <Δ>

Δ"Δ σΔ<U>

PΔ<U> e Δσ"Δ Δ·4eLΔ·e

Δ"Δ σΔ<U> Δσ"Δ Δ·4eLΔ·e <Δ>

Δ"Δ σΔ<U>

$p \triangleleft \cdot \langle U \rangle \quad a \quad \triangleleft \sigma \cdot \Delta \quad \triangleleft \langle b \cdot e \rangle$

$\nabla \cdot \Delta \quad \sigma \triangleleft \cdot \langle U \rangle \quad \triangleleft \sigma \cdot \Delta \quad \triangleleft \langle b \cdot e \rangle \quad \triangleleft \rangle$

$\nabla \cdot \Delta \quad \sigma \triangleleft \cdot \langle U \rangle$

$(\rangle (\cdot) \quad \triangleleft \cdot \cdot b \Delta b a \quad \triangleleft \cdot \langle CL \rangle$

$\sigma \cdot \rangle \quad \triangleleft \cdot \cdot b \Delta b a \quad \sigma \triangleleft \cdot \langle U \rangle$

$(\rangle (\cdot) \quad \Delta \cdot d \cdot UL \quad \triangleleft \cdot \langle CL \rangle$

$\sigma \cdot \rangle \quad \Delta \cdot d \cdot UL \quad \sigma \triangleleft \cdot \langle U \rangle$

$(\rangle (\cdot) \quad \triangleleft \cdot \cdot e L \Delta \cdot e \quad \triangleleft \cdot \langle CL \rangle$

$\sigma \cdot \rangle \quad \triangleleft \cdot \cdot e L \Delta \cdot e \quad \sigma \triangleleft \cdot \langle U \rangle$

$(\rangle (\cdot) \quad \triangleleft \langle b \cdot e \rangle \quad \triangleleft \cdot \langle CL \rangle$

$\sigma \cdot \rangle \quad \triangleleft \langle b \cdot e \rangle \quad \sigma \triangleleft \cdot \langle U \rangle$

Lessons 18-24 Obviative Form - Refer to page 3

Here the teacher may introduce other animals that have not been taken yet. Review.

The use of charts of animals might be used. Experience charts of animals are available.

Discuss the habitat, the diet, the life of the animals. In discussing the moose, for instance, you can discuss the various parts of the moose that are utilized. There is very little that is not used. Maybe another chart can be made of this.

| | |
|---------|---|
| Brain | Used in tanning the hide |
| Antlers | Used for tools |
| Tongue | Considered a delicacy |
| Hide | Tanned and made into clothes, bags, shoes, etc. |
| Bones | Used for tools |
| Sinew | Used for thread |
| | Etc. Etc. |

Conservation may be also discussed at this time. No killing just for the killing but killing for survival. Remember Indians before were nomadic and they did so for a variety of reasons. One reason was conservation. They did not stay in one area until they had used every resource up. They moved seasonally, like the animals, to areas of plenty, to return to previous areas when these areas become revitalized. Man did not try to force nature and animals to adapt to him. He adapted himself to nature and the animals which he depended on for existence.

Areas of discussion may focus around the adaptation of animals and man to the north.

For instance, the changing to white of the rabbit, weasel and the ptarmigan. What advantage do they have? Hibernation of the bear, skunks and frogs. Why? The migration of different

39
birds from north to south. Why do some birds stay? What do the animals and birds that stay up north for the winter have that the others don't, (besides snow, that is). Bring adults in to include them in these discussions.

Beavers and muskrats: CHARTS of Homes
Adaptation to cold, warmth
Diet during winter, summer etc.

Another chart may have the value of the beaver to Indians.

As a source of food
As a source of clothing
As a source of money

Lessons 18 -24 : Teaching Suggestions :

Teachers can suggest to students to draw other kinds of animals rather than the ones used in the lessons. Each student then can ask another student what he or she drew. Here are some of the animals that can be drawn by students.

Singular

| | |
|----------|-------------|
| beaver | amisk |
| muskkrat | wachuska |
| moose | mooswa |
| bear | muskwa |
| wolf | mahheekun |
| fox | makkaso |
| caribou | ahtik |
| cat | poosees |
| horse | mistatim |
| mouse | apeekoosees |
| squirrel | alikhacas |
| cow | mistoos |

The same can be done for birds

| | |
|---------------------|---------------|
| blackbird | chachakuno |
| loon | moko |
| bittern | mookwahoso |
| whiskyjack | kweekweeso |
| chickadee | kechekannasis |
| woodpecker | papaschao |
| robin | opipehchao |
| grouse-partridge | pinnao |
| (any kind-pokotowa) | |
| ruffled grouse | puspuskeo |
| ptarmigan | wapenao |
| trapping | wanekawin |
| fishing | puketahowin |
| hunting | machewin |

Document provided for research and/or personal use.
For further information contact collections@micec.com

Plural

beavers
muskrats
lynx
squirrels
weasels
fox
mink
otter
fisher
animals

amiskok
wachuskak
pisseook
alikkwachasak
sihkoosowak
mukkasowak
sakwasowak
nehkikwak
ochakwak
pisiskowak

blackbirds
loons
whiskyjacks
chickadees
woodpeckers
robins
grouse
ruffled grouse
ptarmigan

chachakunnowak
mockwak
kweekweesowak
kechekannasisak
papaschawak
opipehchawak
pinnawak
puspuskewak
wappenawak

Extension of Sentences: Vocabulary for Lessons 18-24.

TRAPPING

"Where is your father?" "Tanowa kohtawe apo kipapa?"

"My father went trapping." "Nohtawe tawunekew aspin."

"What do you think your father will kill?"

"Kekwan ihtentaman ta nipatat kohtawe?"

"My father will kill beavers, muskrats, lynx, squirrels, weasels, foxes, mink, otters, fisher and many other different animals."

"Nohtawe ta nipahew amiskwa, wachuskwa pisseo, alikkwachasa, sihkoosowa, mukkasowa, sakwasowa, nehkikowa, ochakwa akwa mena nichet petoose towa pisiskowa."

"What will your father do with all the animals that he will kill?"

"Tansi ketotowat oho kohatwe pisiskowa ka wenipahat?"

"He will dry the fur of the animals and sell them to the market."

"Tapasawo wahtayia okwa tahatawakao."

"We will also eat some of the animals that he has cleaned."

"Akwa mena ka mawananuk anihkik pisiskowak tahto ka mowichik."

Document provided for research and/or personal use.
For further information contact collections@micec.com

Document provided for research and/or personal use.
For further information contact collections@micec.com



Handwritten scribbles consisting of several vertical lines of varying heights connected by a horizontal line at the bottom.

Handwritten scribbles consisting of a long horizontal line with several peaks and valleys, resembling a waveform.



Handwritten scribbles consisting of a few short, curved lines.

Handwritten scribbles consisting of several vertical lines of varying heights.

Handwritten scribbles consisting of a few short, curved lines.

Handwritten scribbles consisting of several vertical lines of varying heights.

Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 18

| | |
|-------------------------------------|---|
| "awénikik wáamacik ?" | "What (things) do you see?" |
| "atim niwápacaw akwá mina wápos." | "I see a dog and rabbit." |
| "awéniwa awa atim wápacát ?" | "What does the dog see?" |
| "wáposa wápacéw ana atim." | "The dog sees a rabbit." or |
| "wáposa wápacéw." | "He sees a rabbit." |
| "tántahto wáposa wápacát ana atim?" | "How many rabbits does the dog see?" or |
| "tántahto wáposa wápacát ?" | "How many rabbits does he see?" |
| "péyak wáposa wápacéw." | "He sees one rabbit." |
| | |
| "awéniwa máka ana wápos wápacát ?" | "And what does the rabbit see?" |
| "atimwa wápacéw ana wápos." | "The rabbit see the dog." or |
| "atimwa wápacéw." | "He sees the dog." |
| "tántahto atimwa wápacát ?" | "How many dogs does he see?" |
| "péyak wápacéw." | "He sees one." |

ΓCC'∇eϑ>·h·P·P·δΔL)Δ·>

Δ∇·σP\ Δ·<LΓ\

ΔΠ° σΔ·<L° ∇δ Γe Δ·>^

Δ∇·σΔ· ΔΔ·ΔΠ° Δ·<L'

Δ·>h Δ·<Γ° Δe ΔΠ° Δ>

Δ·>h Δ·<Γ°

C>C*) Δ·>h Δ·<L' Δe ΔΠ° Δ>

C>C*) Δ·>h Δ·<L'

Λ>\ Δ·>h Δ·<Γ°

Δ∇·σΔ· Lb Δe Δ·>^ Δ·<L'

ΔΠJ Δ·<Γ° Δe Δ·>^ Δ>

ΔΠJ Δ·<Γ°

C>C*) ΔΠJ Δ·<L'

Λ>\ Δ·<Γ°

Document provided for research and/or personal use.
For further information contact collections@micec.com

Document provided for research and/or personal use.
For further information contact collections@micec.com



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 19

| | |
|--|---|
| "awénikik wápmacik ?" | "What (things) do you see?" |
| "atim niwápmáw akwa mina wáposak." | "I see a dog and some rabbits." |
| "awéniwa awa atim wápmát ?" | "What does the dog see?" |
| "wáposa wápmew ana atim." | "The dog see some rabbits." or |
| "wáposa wápméw." | "He sees a rabbit." |
| "tántahto wáposa wápmát ana atim ?" | "How many rabbits does the dog see?" or |
| "tántanto wáposa wápmát ?" | "How many rabbits does he see?" |
| "péyak, niso, nisto, néwo." | "One, two, three, four." |
| "néwo wáposa wápméw :" | "He sees four rabbits." |
| | |
| "awéniwa máka anikik wáposak wápmácik ?" | "And what do the rabbits see?" |
| | |
| "atimwa wápméwak anikik wáposak." | "The rabbits see the dog." or |
| "atimwa wápméwak." | "They see the dog." |
| "tántahto atimwa wápmácik ?" | "How many dogs do they see?" |
| "péyak piko wápméwak." | "They see just one." |

9b-σ(C₂° P₀P₀ΔL)Δ⁰

ΔΔ⁰σP\ Δ⁰<L¹\

Δ⁰σ Δ⁰<L⁰ Δ⁰ Γ₂ Δ⁰>¹\

ΔΔ⁰σΔ⁰ ΔΔ⁰ Δ⁰σ Δ⁰<L¹\

Δ⁰>¹ Δ⁰<Γ⁰ Δ₂ Δ⁰σ Δ⁰ Δ⁰

Δ⁰>¹ Δ⁰<Γ⁰

(⁰σ⁰) Δ⁰>¹ Δ⁰<L¹ Δ₂ Δ⁰σ Δ⁰ Δ⁰

(⁰σ⁰) Δ⁰>¹ Δ⁰<L¹\

Δ⁰\, σ⁰, σ⁰, σ⁰, σ⁰, σ⁰ Δ⁰>¹ Δ⁰<Γ⁰

ΔΔ⁰σΔ⁰ L₆ ΔσP\ Δ⁰>¹\ Δ⁰<L¹\

Δ⁰σ Δ⁰<ΓΔ⁰\ ΔσP\ Δ⁰>¹\ Δ⁰

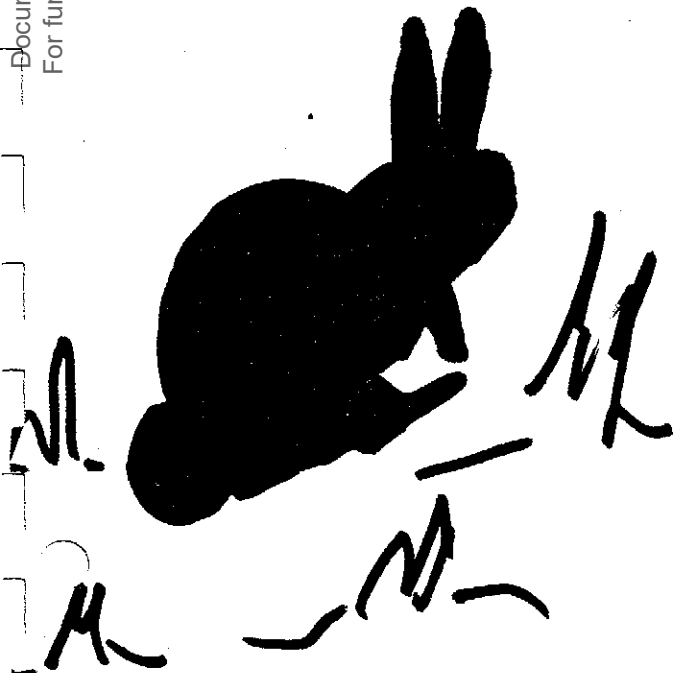
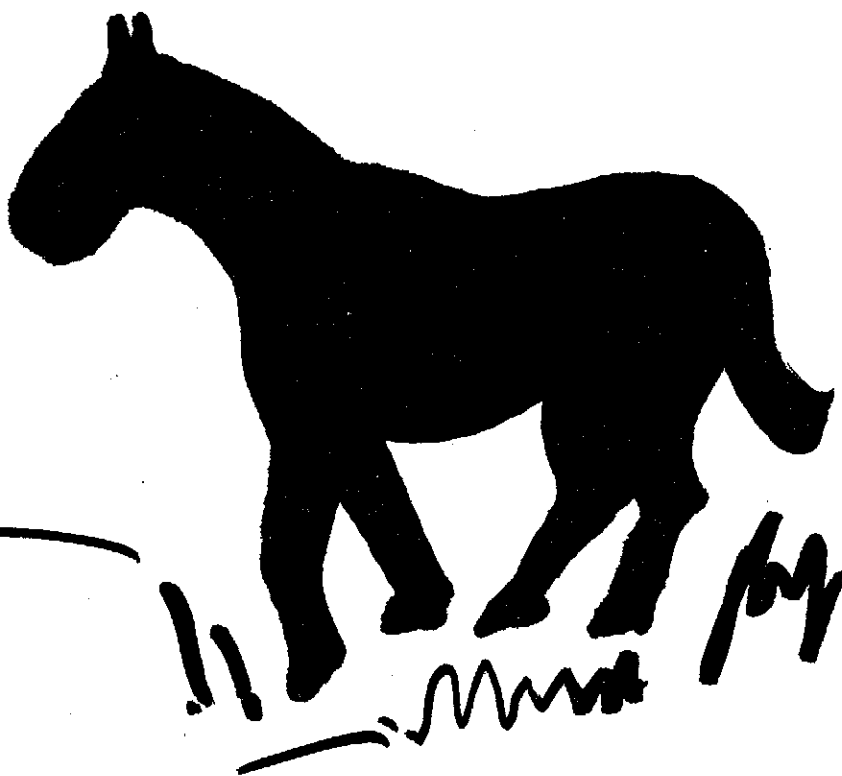
Δ⁰σ Δ⁰<ΓΔ⁰\

(⁰σ⁰) Δ⁰σ Δ⁰<L¹\

Δ⁰\ >⁰ Δ⁰<ΓΔ⁰\

Document provided for research and/or personal use.
For further information contact collections@micec.com

Document provided for research and/or personal use.
For further information contact collections@micec.com



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 20

"awénikik wápamacik ?" "What (things) do you see?"

"wápos niwápamaw akwa mina mistatim."
"I see a rabbit and a horse."

"wápaméw ná ana wápos anihí mistatimwa?"
"Does the rabbit see the horse?"

"éhé, wápaméw ana wápos anihí mistatimwa."
"Yes, the rabbit sees the horse." or
"éhé, wápaméw " "Yes, he sees him."

"wápaméw ná ana mistatim óho wáposa?"
"Does the horse see the rabbit?"

"mwac wápaméw ana mistatim óho wáposa "
"No, the horse doesn't see the rabbit." or
"mwac wápaméw " "No, he doesn't see him."

σ(C_a° P₁P₂ΔL)Δ⁰ =

Δ⁰σP₁ Δ⁰KL₁

Δ⁰>_n σΔ⁰KL⁰ ∇_δ Γ_a Γ⁰CN⁰

Δ⁰<Γ⁰ e Δ_a Δ⁰>_n Δ_σ⁰Δ Γ⁰CN₁

∇⁰Δ Δ⁰<Γ⁰Δ_a Δ⁰>_n Δ_σ⁰Δ Γ⁰CN₁ ◊

∇⁰Δ Δ⁰<Γ⁰

Δ⁰<Γ⁰ e Δ_a Γ⁰CN⁰ ∇⁰Δ Δ⁰>_n

┘ Δ⁰<Γ⁰ Δ_a Γ⁰CN⁰ ∇⁰Δ Δ⁰>_n ◊

┘ Δ⁰<Γ⁰

Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 21

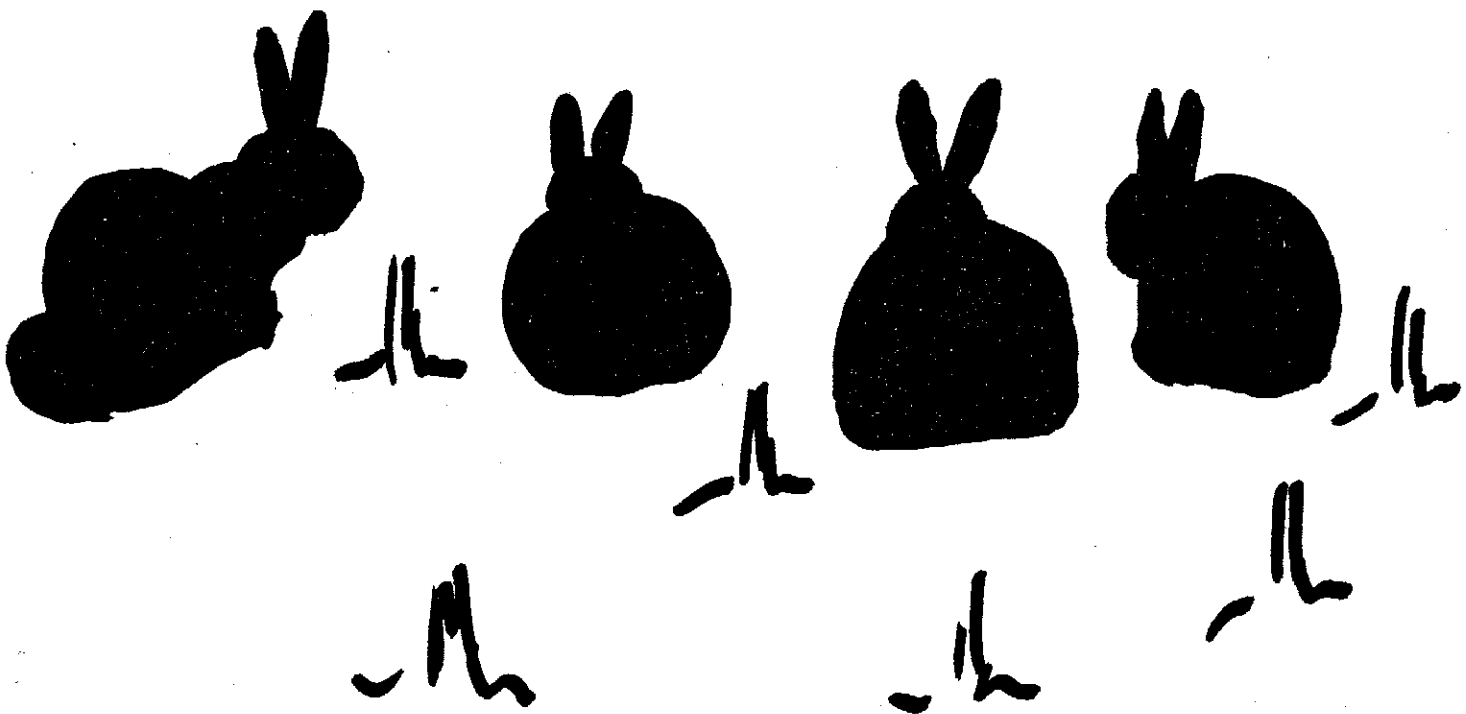
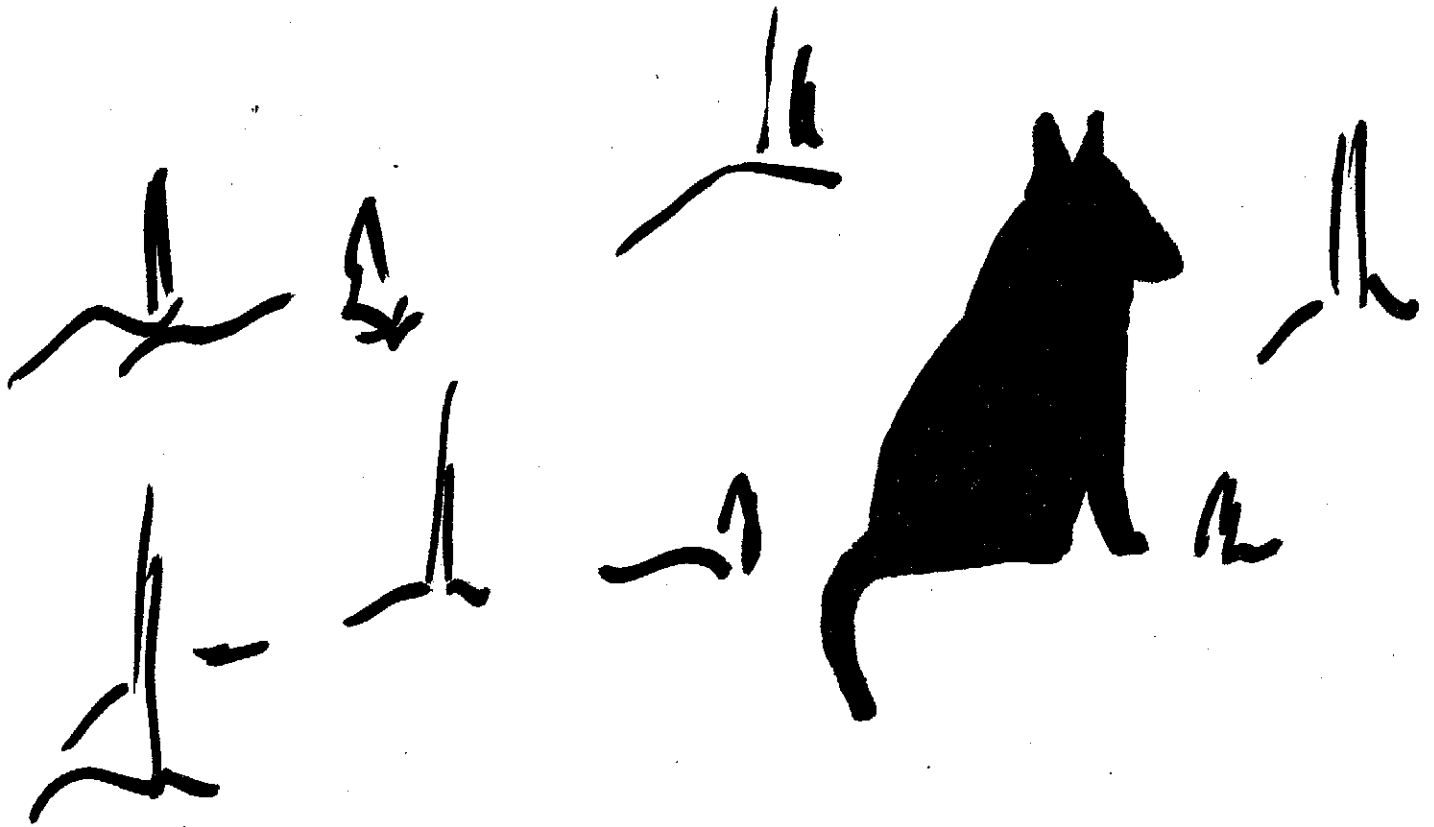
Note use of "anihi" with noun in fourth person (obviative) - extension of inanimate plurals: now animate in obviative. Here, teachers can refer back to the teaching suggestions of lessons 1-4, where the distances were explained in the use of "awa, ana, and naha." With lesson 21 there is a further complication to these distances.

| K-nouns (animate) | | A-nouns (inanimate) | |
|--------------------------------------|-------------------------|----------------------|----------|
| this (here) that that (far) | awa ana naha | óma anima néma | singular |
| these (here) those those (far) | ókok anikik nékik | óho anihi néhi | plural |

Obviative -starting at lesson 21

| K-nouns (animate) | | A-nouns (inanimate) | |
|-------------------------------|----------------------|-------------------------------------|----------|
| this that that (far) | óho anihi néhi | óméniniw animéniniw néméniniw | singular |
| these those those (far) | óho anhi néhi | óho anihi néhi | plural |

With obviative K-nouns, the pointing out words are "oho, anihi," and "néhi." With the obviative singular of A-nouns, the pointing out words are "omeniniw, animeniniw," and "nemeniniw." The obviative of "awena and awenikik is aweniwa or awenihi." The obviative "kekwan" is "kekwaniniw."



Document provided for research and/or personal use.
 For further information contact collections@micec.com

Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 21

"awénikik wápamacik ?" "What (things) do you see?"

"wáposak niwápamáwak akwa mina atim."
"I see some rabbits and a dog."

"wápaméwak ná ókok wáposak anihí atimwa ?"
"Do the rabbits see the dog?"

"éhé, wápaméwak ókok wáposak anihí atimwa."
"Yes, the rabbits see the dog." or

"éhé, wápaméwak." "Yes, they see him."

"wápaméw ana atim wáposa ?" "Does the dog see the rabbits?"
"mwac wápaméw." "No, he doesn't see them."

70901451 P. P. P. P. P.

44. 5. 1. 4. 2. 1.

4. 5. 1. 4. 2. 1. 4. 5. 1. 4. 2. 1.

4. 5. 1. 4. 2. 1. 4. 5. 1. 4. 2. 1.

4. 5. 1. 4. 2. 1. 4. 5. 1. 4. 2. 1.



4. 5. 1. 4. 2. 1.

4. 5. 1. 4. 2. 1. 4. 5. 1. 4. 2. 1.

4. 5. 1. 4. 2. 1.



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 22

"awéna awa?"

"What is this?"

"nápésis ana."

"It's a boy."

"awéna máka náha?"

"And what's that?"

"mistatim ana."

"It's a horse."

"awéniwa wápmat ana nápésis?"

"What does the boy see?"

"anihi mistatimwa wápméw ana nápésis."

"The boy sees the horse." or

"He sees the horse."

"anihi mistatimwa wápméw."

"tántahto mistatimwa wápmat?"

"How many horses does he see?"

"peyak mistatimwa wápméw."

"He sees one horse."

σ^α(α^{*}σ^βγ^δεζηθ^ιρ^στ^υφ^χψ^ωΔ[⊙])Δ[⊙]

Δ[⊙]α Δ[⊙]

α[⊙]β[⊙] Δ[⊙]

Δ[⊙]α Δ[⊙]β α[⊙]Δ[⊙]

Γ[⊙]Δ[⊙] Δ[⊙]

Δ[⊙]σ[⊙]Δ[⊙] Δ[⊙]Δ[⊙] Δ[⊙]α[⊙]β[⊙]

Δ[⊙]σ[⊙]Δ[⊙] Γ[⊙]Δ[⊙] Δ[⊙]Δ[⊙] α[⊙]β[⊙] Δ[⊙]

Δ[⊙]σ[⊙]Δ[⊙] Γ[⊙]Δ[⊙] Δ[⊙]Δ[⊙]

Δ[⊙]σ[⊙]Δ[⊙] Γ[⊙]Δ[⊙] Δ[⊙]Δ[⊙]

Δ[⊙]σ[⊙]Δ[⊙] Γ[⊙]Δ[⊙] Δ[⊙]Δ[⊙]

Document provided for research and/or personal use.
For further information contact collections@micec.com

Document provided for research and/or personal use.
For further information contact collections@micec.com



Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 23

"awéna awa?"

"What is this?"

"nápésis ana."

"It's a boy."

"awénikik máka nékik?"

"And what are those?"

"mistatimwak anikik."

"They are horses."

"awénihi wápamát ana nápésis?"

"What does the boy see?"

"anihi mistatimwa wápaméw ana nápésis."

"The boy sees the horses." or

"He sees the horses."

"anihi mistatimwa wápaméw."

"tántahto mistatimwa wápamát?"

"How many horses does he see?"

"niso mistatimwa wápaméw."

"He sees two horses."

σ₁(α²σ₁)₂ P₁P₂ΔLΔ²

Δ²α Δ²

αV₁ Δ₂

Δ²σ₁ L₂ P₁

Γ₁Δ₂ Δ₂P₁

Δ²σ² Δ²L² Δ₂ αV₁

Δ²σ² Γ₁Δ₂ Δ²L² Δ₂ αV₁ ◊

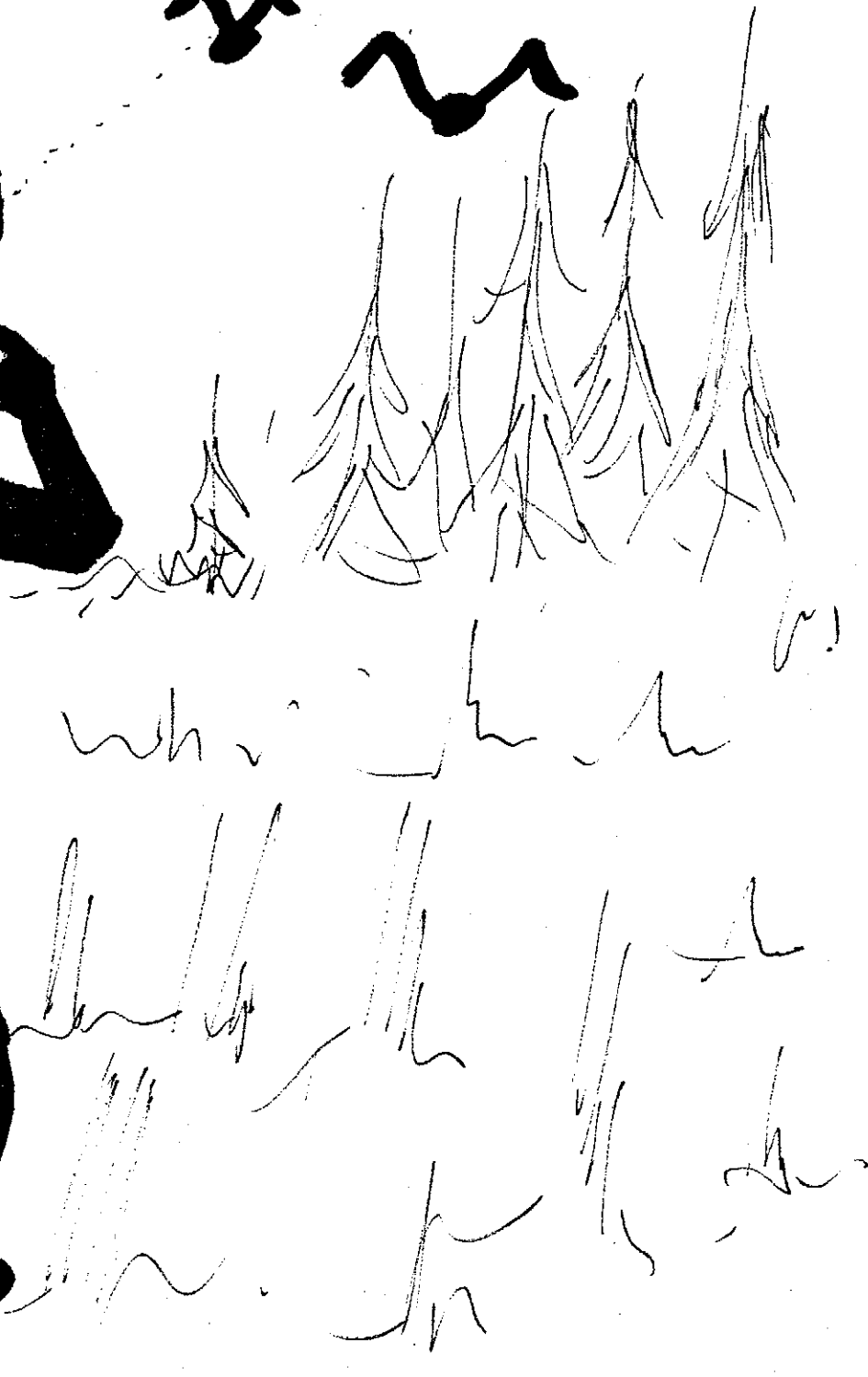
Δ²σ² Γ₁Δ₂ Δ²L²

σ₁(α²) Γ₁Δ₂ Δ²L²

σ₁ Γ₁Δ₂ Δ²L²

Document provided for research and/or personal use.
For further information contact collections@micec.com

σ Δ < L Δ < Λ ο ρ γ <



Document provided for research and/or personal use.
For further information contact collections@micec.com

Document provided for research and/or personal use.
For further information contact collections@micec.com

Lesson 24

"awéniwa wápmat ana iskwésis?"
"pinesisa wápmew."
"awena náha?"
"pinesis ana."
"awenikik máka nékik?"
"pinesisak anikik."
"tansi etwét ana iskwésis?"
"niwapamawak pinésisak, itwew."

"What does this girl see?"
"She sees some birds."
"What's that."
"That's a bird."
"And what are those?"
"Those are birds."
"What is the girl saying?"
"She says, I see some birds."

Document provided for research and/or personal use.
For further information contact collections@nicec.com

Additional Ideas :

FISHING

I went with my father to set a net.

Nikiwichawow nohtawe anta pukkitawot.

Early the next morning we went to lift the net.

Weepuch mena ahtikakisapayak ke taynatanuppanan.

We hooked or caught many fish in our net.

Miscet kinoosawak ki ohtawowak.

"What kind of fish did you catch?"

"Kikotoha kinoosawak ka ohtawownacik?"

atikkummak

numapinuk

pickeral

jackfish

goldeye

"whitefish"

"suckers"

"okow"

(innuttookennosao)

(atikoonsao)

"wepechesis"

These are some fishes that can be mentioned but there are other kinds of fish that can be caught with different types of nets used.

An example of one is sturgeon "nummao".

The net is called "nummaowanuppe."

Also you can fish with a hook.

Kakikowskipitaw mina kinosao.

45
Additional Material: Trees and Berries.

My friend and I went for a walk in the woods on Saturday. It was a very beautiful day. The birds were singing. We saw many different types of trees and these are a few of them: spruce, tamarack, birch, white poplar, black poplar and willow. There are many other trees.

The trees give many uses to the people, an example is people out camping; they have use for the tamarack for making fire. As we were walking in the woods, we saw many berries. These berries are very nice to pick and eat.

Some of the berries we picked were: strawberries, raspberries, cranberries, gooseberries, blueberries. Some people get together and all go picking berries and really enjoy themselves. If you eat too many berries they can make you sick. (give you a stomach-ache).

Anowak apacistawin okiskinohamakew taki apacistat: Mistiwak akwa Minisa.

Kakimatinewikisikak nina akwa nitotem nohcimihk kisi papamohtanan. Na natoohk towihkan mistikwak nikiwapamananak akwa okok atiht ka witiwinakik. (Minahik-aninahtik) wakinokan waskoy, wapimitos, manimitos akwa nipsishtakwa. Keyapic mihcet mistikwak eka ewinayahkok misiwe itapacihewak ininiwak mistikwa. Machika ininiwak eka pesicik wakinakaniw ponikakewak.

Ekwa oma epimohteyahk nohcimihk mihcet kiwapahten minisa minwasinwa oho minisa ta mominanowahk. Ekwani atiht oho minisa ka ki momineyahk otehimina, anoskanak, wisakimina, osapominak ininimina. Atiht ininiwak mamawitowak enate mawisochik ekwa minenihtamisowak kispin wesa mihcet kimicin minisa kika ahkosiskakon (kakisowaskastan).

Extensions of vocabulary words: Seasons

summer
fall
winter
spring

népin
tukwákin
pépoon
seekun

last summer
last fall
last winter
last spring

népinnook
tukwákook
pépoonook
seekunook

Document provided for research and/or personal use.
For further information contact collections@micec.com

48

Final Test Suggestions

After lesson 24, there should be a test to evaluate how much the student has learned. Does student know the basic sentence structure? Can he present a short oral story on what he has learned?

Test should also include pronunciation and comprehension. If a test is done orally, it will take three or four days to test each student individually, also, the test will have to vary: This is an example only:

1. Pronounce ten words you know.
2. Pronounce these words in Cree, dog, girls, pencils, rabbits, bird, etc.
3. Say two sentences you know.
4. Now say: What's that?, what things do you see?, He sees the horse etc.
5. Make two sentences that say something about today.
6. Say in Cree a few questions which he will answer with a yes or no.
Do you see dogs outside?
Do you see a pencil?
7. Tell a short story that he can tell you in English.
8. Now tell him to the same.
9. Count from 12-17.
10. Dots on paper. Ask how many, etc.

If possible, tape the student while you are testing. This way both the teacher and student will benefit from the play back. Student can listen to his pronunciation, and teacher can refer to it when he is evaluating the student.