# EAST CREE ONLINE LESSONS
# USER AND PEDAGOGICAL GUIDE

URL: **https://lessons.eastcree.atlas-ling.ca**

Written by: Marie-Odile Junker, Mimie Neacappo, Claire Owen, and Laurel Anne Hasler; Carleton University.

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## I.    Introduction

This guide is intended for users of the East Cree learning software available on the site eastcree.org and atlas-ling.ca. It will also be useful for teachers who wish to use it as a supplement to their classes. This guide contains a brief description of the target audience and the method used. After an introduction to the East Cree language, we present the software, then the content and the proposed progression, while highlighting the educational objectives of each level and/or lesson. Finally, we give examples of activity types available with the software. Of course, since hundreds of activities are possible with thousands of combinations, we invite the user to try them online.

## II.    Target Audience and Method

These series of lessons/activities are designed primarily for adult Cree speakers who are fluent in their language and wish to learn and master the standard orthography.

Our approach combines the phonic method and the global method for learning to read. The syllabic characters are always presented in the context of complete words. The activities are designed so that students gradually learn the presented elements, which include syllabic characters, vocabulary items and grammatical concepts. Numerous activities are also based on complete texts.

The first series of lessons/activities is designed for self-learning. The more advanced series is designed to accompany advanced literacy courses by furthering vocabulary enrichment, mastery of grammatical spelling and grammatical concepts, discovery of the language's morphological structure and working with whole texts.

These lessons/activities were also designed to complement the literacy classes offered by the Cree School Board. Users are invited to consult the thematic dictionary (https://dictionary.eastcree.org/words), the spelling manual (https://www.eastcree.org/cree/en/grammar/spelling-east-cree/) and the online grammar (http://grammar.eastcree.org/cree/en/).

## III.    Introduction to the East Cree Language

Eastern James Bay Cree is part of the large family of Algonquian languages stretching from the Atlantic to the Rocky Mountains; specifically, it is part of the Cree-Innu language continuum

(see www.atlas-ling.ca). In 2016, East Cree was spoken by more than 18,000 people in Québec. There are nine East Cree communities1 whose dialects can be grouped together as follows.

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[1] Two additional communities have recently been recognized by the Cree Nation Government: Washaw Sibi (near Amos in Québec) and MoCreebec (residents of Moose Factory or Moosonee in Ontario).

## Classification of Cree dialects

East Cree can be divided into two main dialects, Southern and Northern. They differ in their pronunciation and spelling, as well as in their vocabulary and certain grammatical features. The Northern dialect includes the communities of Whapmagoostui, Chisasibi, and Wemindji. The Southern dialect is divided into two sub-dialects: Coastal (Eastmain, Waskaganish, Nemaska) and Inland (Mistissini, Oujé-Bougoumou and Waswanipi).

| Northern | Southern | |
|---|---|---|
| Whapmagoostui | Coastal | Inland |
| Chisasibi | Eastmain | Mistissini |
| Wemindji | Waskaganish | Oujé-Bougoumou |
| | Nemaska | Waswanipi |

The majority of Cree in Québec tend to speak English as a second language. There is also a minority population that speaks French.

## Map of East Cree communities

## Writing system

The Cree read and write using a syllabic orthography based on the writing system created by James Evans, a Methodist priest serving the Ojibwe and Cree in Ontario and Manitoba from the 1820s to the 1840s. Modified versions of this system are now also used by the Inuit. The East Cree system is fully pointed, that is, a dot is used above the symbol to mark vowel length. In addition, a dot to the left of the symbol indicates w before a vowel; a small circle in final position (°) indicates a w or consonantal u at the end of a word; and the (") is a symbol for h.

The roman orthography that corresponds to the syllabics is rarely used. However, standard roman orthography can be found in the dictionary, and also allows for typing in syllabics, among other things.

## Syllabics chart – Eastern James Bay Cree

| e | we | i | ii | u | uu | a | aa | waa | final | final |
|-----|------|-----|------|-----|------|-----|------|-------|-------|-------|
| e | | i | ii | u | uu | a | aa | | u | h |
| we | | wi | wii | wu | wuu | wa | waa | | | |
| pe | pwe | pi | pii | pu | puu | pa | paa | pwaa | p | |
| te | twe | ti | tii | tu | tuu | ta | taa | twaa | t | |
| ke | kwe | ki | kii | ku | kuu | ka | kaa | kwaa | k | kw |
| che | chwe | chi | chii | chu | chuu | cha | chaa | chwaa | ch | |
| me | mwe | mi | mii | mu | muu | ma | maa | mwaa | m | |
| ne | nwe | ni | nii | nu | nuu | na | naa | nwaa | n | |
| le | lwe | li | lii | lu | luu | la | laa | lwaa | l | |
| se | swe | si | sii | su | suu | sa | saa | swaa | s | |
| she | shwe | shi | shii | shu | shuu | sha | shaa | shwaa | sh | |
| ye | ywe | yi | yii | yu | yuu | ya | yaa | ywaa | y | |
| re | rwe | ri | rii | ru | ruu | ra | raa | rwaa | r | |
| ve | vwe | vi | vii | vu | vuu | va | vaa | vwaa | v, f, | |
| the | thwe | thi | thii | thu | thuu | tha | thaa | thwaa | th | |

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A guide to the pronunciation of syllabics can be found in the *Talking Syllabic Chart*, which is downloadable from the eastcree.org website: http://eastcree.org/syl-keyboard.html

A general guide to Cree pronunciation can be found in the section *The Sounds of East Cree*: https://www.eastcree.org/cree/en/grammar/sounds-east-cree/

For spelling, consult https://www.eastcree.org/cree/en/grammar/spelling-east-cree/

And for typing in syllabics, see: https://www.eastcree.org/cree/en/resources/how-to/cree-fonts/

## Cree language structure

Cree structure is quite different from that of French and English. Some differences include:

**Grammatical gender**: Cree nouns are classified as either animate or inanimate. Nouns referring to people, animals and various types of vegetation (including trees and certain plants) are classified as animate. Certain objects such as cars, caribou hide, bread and snowmobiles are also animate. All other nouns are inanimate.

**Verb classes**: Cree verb classes are distinguished according to whether the verb is transitive or intransitive, and also by the gender (animate or inanimate) of the participants (agent and patient).

Transitive Animate Verb (VTA)

ᐧᐋᐸᒣᐤ  waapameu  **vta**  ◆ s/he sees him/her/it (animate, for example: a snowshoe, a friend)

Transitive Inanimate Verb (VTI)

ᐧᐋᐸᐦᑕᒻ  waapahtam  **vti**  ◆ s/he sees it

Animate Intransitive Verb (VAI)

ᓂᐹᐤ  nipaau  **vai**  ◆ s/he sleeps

ᒥᐦᑯᓲ  mihkusuu  **vai**  ◆ s/he, it (animate, for example a mitten) is red

Inanimate Intransitive Verb (VII)

ᒋᒧᐎᐣ  chimuwin  **vii**  ◆ it is raining

ᒥᐦᒁᐤ  mihkwaau  **vii**  ◆ it is red


Cree has only four word classes or grammatical categories: **nouns** (words that designate living beings and things); **pronouns** (words that replace nouns); **verbs** (words that describe actions and states of being); and **particles**, which include the equivalents of conjunctions ('and', 'but'), prepositions ('under') and adverbs ('very').

While the complexity of English and French lies at the sentence level, the complexity of Cree is found at the level of the word. In Cree, a single verb can always constitute a sentence. This is easily seen in the dictionary definitions: all the English translations of Cree verbs are complete sentences.

For more information, see: www.eastcree.org

# IV.     Content and progression (Literacy)

1. Reading and Writing in Cree
2. Reading and Thematic Vocabulary
3. Vocabulary and Grammar
4. Grammar
5. Vocabulary
6. Reading Texts

## 1. Reading and Writing in Cree

**General objective**: Learn syllabic characters.

Pedagogical considerations:

We chose to contrast as much as possible the syllabic characters that are taught, that is, characters that vary according to the consonant (e.g. ∧̇, ∩̇, Ṗ, Ṛ) and not the vowel (e.g. Ṛ, ⌐̇, L̇, ⌐), because the vowel only corresponds to a change in the character's orientation (see the variation of characters according to the column rather than the row in the syllabic chart).

Although occurring in a couple of lessons, we deliberately chose not to contrast characters that differ according to the use of the dot above (which indicates vowel length, e.g.: ∧, ∧̇), and the use of the dot on the left (which indicates the presence of a w in front of the vowel, e.g.: ▽, ·▽).

We have also tried as much as possible to respect a parallel progression between the two dialects, despite the differences in characters (for example, the absence of 'e' ▽ in the Northern dialect).

A chart highlighting which syllabics are introduced in which lesson is available in Appendix A. The superscript number next to each character indicates the number of the Lesson in which the syllabic character is introduced.

***Lessons 1-8: Large characters***

**General objective**: Learn large syllabic characters located in common words.

The table below shows, for each dialect, the characters and words used in the progression.

| Lesson 1 | Dialect | Syllabics | Vocabulary |
|---|---|---|---|
| | N | ∧̇ ⊲̇ ᔑ̇ ᔑ̇ ⊲<br>[pî, pâ, shî, sî, â] | ∧̇ᒋL, ⊲"∧°, ᔑᔑ<, ᔑ∧̇, ⊲⌐̇<br>[ pîsim, pâhpiu, shîshîp, sîpî, âmû] |
| | S | ⊲ ∧̇ ᔑ̇ ᔑ̇ ⊲<br>[â pî sî shî pâ] | ⊲⌐̇, ∧̇ᒋL, ᔑ∧̇, ᔑᔑ<, ⊲">̇<br>[âmû, pîsim, sîpî, shîshîp, pâhpû] |
| Lesson 2 | Dialect | Syllabics | Vocabulary |
| | N | L̇ > ᒋ ·⊲ ⌐̇ | L̇ᑐ, >∩°, ᒋ⌐△°, ·⊲>ᕁ, ⌐̇� |

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| | | | |
|---|---|---|---|
| | | [mâ pû chi wâ mû] | [mâtû, pûtin, chimuwin, wâpush, mûs] |
| | S | Ĺ �᠈ ᠈ ᠈ Ꮮ [mâ pû chi wâ mû] | Ĺᮃ, ᠈�∩ᵃ, ᠈Ꮮ·△ᵃ, ·᠈ᮐᵊ, Ꮮᵊ [mâtû, pûtin, chimuwin, wâpush, mûs] |
| **Lesson 3** | **Dialect** | **Syllabics** | **Vocabulary** |
| | N | ᠈ ᮃ Ꮮ ∩ ·△ [pu tû mu ti wi] | ᠈·ᐸ᠊Ꮮ, ᮃᮐᮐᮃ᠈△, Ꮮᵊᵊᑯ, ∩ᐱᵊᑲᵒ, ·△ᵊᑭᵃ [puwâmû, tûtûshinâpui, musâskû, tipiskâu, wiyâkin] |
| | S | ᠈ ᮃ Ꮮ ∩ ·△ [pu tû mu ti wi] | ᠈·ᐸ᠊Ꮮ, ᮃᵊᐸᵃ, Ꮮᵊᵊᑯ, ∩ᐱᵊᑲᵒ, ·△ᵊᑲᵃ [puwâmû, tûhân, musâskû, tipiskâu, wiyâkan] |
| **Lesson 4** | **Dialect** | **Syllabics** | **Vocabulary** |
| | N | ᵊ ᑯ ᠈ Ꮲ ᐱ [sâ kû yâ ki pi] | ᵊᒉᵊᐸᵒ, ᑯᵃ, ᠈ᵊ᠈ᵒ, Ꮲᐸᵒ, ᐱᵊᵒ [sâchihâu, kûn, yâyâu, kipâu, piyâu] |
| | S | ᵊ ᑯ ᠈ ᑲ ᐱ ᐁ ᠈ ᑌ ᐯ ᠈ [sâ kû yâ ka pi e ye te pe che] | ᵊᒉᵊᐁᵒ, ᑯᵃ, ᠈᠊ᵒ, ᑲ᠈ᵃ, ᐱ᠈ᵃ, ᐁᎱᵊᑲᵒ, ᠈ᑲᵒ, ᑌᵊᐸ, ᣟᐯ·△ᵃ, ᠈᠈ᵒ [sâchiheu, kûn, yâyeu, kapâu, pipun, emihkwân, yekâu, tehû, nipewin, ûcheu] |
| **Lesson 5** | **Dialect** | **Syllabics** | **Vocabulary** |
| | N | ᣟ ᠈ ᣟ ᠈ ᠈ ᠈ ·△ ᠈ ᠈ [nî shâ si mî chî tâ wî nû yû] | ᣟᐱᵒ, ᣟᐸᵊ∩·ᐸᵃ, ᣟᏢ·ᐸᵃ, ᣟᣟᵃ, ᠈ᑯᵃ, ᠈ᵊᮃᵃ, ·△ᵐᵃ, ᣟ∩ᒉᵒ, ᠈∩ᵃ [nîpin, shâpuhtiwân, sikipwân, misit, mîkun, chîmân, tâhchipû, wîsht, nûtimâu, yûtin] |
| | S | ᣟ ᠈ ᮃ ᠈ ᠈ ᠈ ·ᐁ ·△ ᠈ ᠈ [nî shâ chû mî chî tâ we wî nû yû] | ᣟᐱᵒ, ᣟᐸᮐ·ᐸᵃ, ᏞᎱᮐᮃ᠈△, ᠈ᑯᵃ, ᠈ᵊᮃᵃ, ᣟ∩ᒉᵒ, ·ᐁᐸᵊᮃᑲᵃ, ·△ᵐᵃ, ᣟ∩ᒉᵒ, ᠈∩ᵃ [nîpin, shâpuhtuwân, chûchûshinâpui, mîkun, chîmân, tâhchipû, wepahîkan, wîsht, nûtimâu, yûtin] |
| **Lesson 6** | **Dialect** | **Syllabics** | **Vocabulary** |
| | N | ᵊ ᣟ △ ᣟ ᵊ ᠈ ᒉ ᠈ ᑲ ·ᒉ [î tî i ni nâ shû shi sû kâ twâ] | ᵊᐱᑯ∩ᵃ, ᣟ·ᵊᵊ, △ᵊᵊᐱ, ᣟᏢᎱ, ᵊ·ᵒ, ᣟᮐ·△ᵊᵊᑲᵒ, ᵊᑲᑯ, ᣟᐸᵊᑭᵃ, ᑲᑯ, ·ᒉᒉᵃ [îchikutin, tîpwât, ihîpî, nikimû, nâpâu, shûshuwihkwâu, shikâkw, sûpuyâkin, kâkw, twâshin] |
| | S | ᵊ ᣟ ·ᐸ ᣟ ᣟ ᵊ ᠈ Ꮮ ᒉ ᠈ ·ᒉ [î tî wa ni nâ shû ma shi sû twâ] | ·ᐸᵃᵊᑲᵃ, ᣟ·ᵊᵊ, ᣟᑲᎱ, ᵊᐯᵒ, ᵊᵊᵊᵊ᠈ᵒ, ᏞᣟᎱᵊ, ᵊᑲᑯ, ᣟᐸᵊᑭᵃ, ·ᒉᒉᵃ [tîpwât, nikamû, nâpeu, manichûsh, shikâkw, wanahîkan, sûpuyâkan, shûshûhkweu, twâshin] |
| **Lesson 7** | **Dialect** | **Syllabics** | **Vocabulary** |
| | N | ᐊ ·ᵊ ᠈ ·ᐸ ᐅ ᣟ ᑯ ·Ꮮ ᣟ [a kwâ û pwâ u shu ku mwâ nu] | ᐊᑯᵊᐸ, ·ᵊᐱᒉᵒ, ᠈ᵃ, ·᠈ᑭᵃ, ᐅᵊᑭᵃ, ᣟᣟᒉᑭᵃ, ᑯ∩·ᐸᵒ, ·Ꮮᑯ, ᣟ△∩ᣟᮮ [akuhp, kwâpichâu, ût, pwâkit, uskin, shunitâkin, kutiwâu, mwâkw, nuwitinim] |
| | S | ᐊ ·ᵊ ·ᐸ ᐅ ᑯ ·Ꮮ [a kwâ pwâ u ku mwâ] | ᐊᑯᵊᐸ, ·ᵊᐸᎱᵒ, ·᠈ᑲᵃ, ᐅ·△ᵃ, ᑯᒉ·ᵒ, ᐅᵊᑲᵃ, ·Ꮮᑯ [akuhp, kwâpacheu, pwâkat, uwit, kutaweu, uskan, mwâkw] |

| Lesson 8 | Dialect | Syllabics | Vocabulary |
|---|---|---|---|
| | N | ᐧ ·ᑕᐧ ᓱ ·ᔕᐧ ᑭ ᒑ ᐧᐋ ᔫ ᓅᐧ ᓴ<br>[yi cwâ su wshâ kî châ ywâ yu nwâ swâ] | ᐸᓂᑭᒃ, ᐃᔰᔅᑎᓐ, ᔨᐦᒋᔅᑭᒻ, ᒀᑭᓕᑦ, ᓱᓵᔅᑯᓐ,<br>ᒥᐧᔕᑭᓐ, ᒑᑭᑦ, ᔫᐃᐱᔨᐅ, ᓃᔓᐱᐳᓐᐧᓵᓯᐅ, ᐃᔅᒀᔂᐤ<br>[pânikîk, iywâshtin, yihchishkim, chwâkilit, susâskun, miwshâkin, châkit, yuwipiyiu, nîshupipunwâsiu, îskwâswâu] |
| | S | ᐆ ᑐ ᑳ ᓄ ᒥ ᓀ ᓭ ᐃ ᔐ ᔭ<br>[û tu kâ nu mi ne se i she ya] | ᐆᑦ, ᓂᑐᐦᒋᑲᓐ, ᒋᓄᓲ, ᑳᐦᑳᒑ, ᒥᓯᑦ, ᓀᒨ,<br>ᔐᔐᓲ, ᐃᔭᐦᒋᓇᒻ, ᐃᔅᑫᐤ, ᓭᒋᐸᑤᓐ<br>[ût, nituhchikan, chinusû, kâhkâchû, misit, nemû, shesheshû, yahchinam, iskweu, sechipatwân] |

*Lessons 9-10: Small syllabic characters*

**General objective:** Learn syllabic characters, with a focus on finals.

**Northern dialect:**

| | Syllabics | Vocabulary |
|---|---|---|
| **Lesson 9** | ᒍ ᔩ ᒎ ᐦ ᐅ ᐸ ᑕ ᓇ ᑲ ᒐ<br>[chu yî chû h u p t n k ch] | ᑏᐧᐹᑦ, ᓲᑉ, ᐱᓐ, ᐲᐦᒡ, ᒫᒌᐦ, ᒍᐧᔖᔥᒄ, ᐅᑖᔨᔩ, ᒐᐦᐧᐋᓂᔥ, ᐅᒑᐤ, ᐄᔨᒃ<br><br>[tîpwât, sûp, pîn, pîhch, mâchîh, chuwâshk, utâyiyî, chûhwânish, uchâu, îyik] |
| **Lesson 10** | ᒫ ᑯ ᔅ ᔥ<br>[m kw s sh] | ᐊᒥᔅᒄ, ᒨᔅ, ᓃᐲᔥ, ᐊᑎᒻ<br><br>[amiskw, mûs, nîpîsh, atim] |

**Southern dialect:**

| | Syllabics | Vocabulary |
|---|---|---|
| **Lesson 9** | ᐦ ᐅ ᐸ ᑕ ᓇ ᑲ ᒐ<br>[h u p t n k ch] | ᐲᐦᒡ, ᐆᑑᐤ, ᓲᑉ, ᑏᐧᐹᑦ, ᐱᓐ, ᐊᔨᒃ<br>[tîpwât, sûp, pîn, pîhch, ûcheu, ayik] |
| **Lesson 10** | ᒫ ᑯ ᔅ ᔥ<br>[m kw s sh] | ᐊᑎᒻ, ᐊᒥᔅᒄ, ᒨᔅ, ᓃᐲᔥ<br>[atim, amiskw, mûs, nîpîsh,] |
| **Lesson 11** | ᐅ ᑕ ᑭ ᓱ ᔕ ᔫ ᔓ ·ᒪ ᓈ<br>[u ta kî su sha yu shu mwâ nwâ] | ᐅᔅᑲᓐ, ᑕᒀᒋᓐ, ᐸᓂᑭᒃ, ᐱᓂᓱᐁᐤ, ᔕᑳᐱᔑᔥ, ᒥᔫᔅ,<br>ᔓᓂᑖᑲᓐ, ᒪᒀ, ᒋᓄᐧᓵᔅᑯᓐ<br>[uskan, takwâchin, pânikîk, pinisuwe, shakâpishîsh, miyushû, shunitâkan, mwâkw, chinwâskun] |
| **Lesson 12** | ·ᔕ ·ᑕ ᒍ ᔩ ·ᐁ ·ᑌ ·ᑫ ·ᒣ<br>·ᓭ ·ᔦ<br>[wshâ cwâ chu yi pwe twe kwe mwe swe shwe] | ᒥᐧᔕᑲᓐ, ·ᒀᑲᓕᑦ, ᐋᐱᒥᒍᐃᓐ, ᐃᔨᐯᔮᐤ, ᓇᐯᒋᓇᒻ,<br>ᒣᐧᔥᑖᑕᒻ, ᒪᓂᔓᐁᐤ, ·ᑫᑎᐱᐅ, ᐃᔅᒀᔅᐁᐤ<br>[miwshâkan, cwâkalit, âpimichuwin, iyipeyâu, napwechinam, mweshtâtam, manishweu, matwehkwâmû, kwetipîu, iskwâsweu] |

## 2. Reading and Thematic Vocabulary

**General objectives:** Learn vocabulary by theme, practice reading syllabics.

| Weather (verbs) | |
|---|---|
| **N**<br>ᐊᑎ ᐃᔫᒦᔅᒃᐤ | ᔪᑎᐊ, ᒥᐢᐳᐊ, ᒋᒧᐃᐊ, ᐃᕝᐋᔥᑎᐊ, ᐱᐁᐊ, ᐹᔑᑲᐧᑎᐊ, ᓂᒥᔅᒌᔥᑳᐤ, ᒥᔪᒌᔑᑳᐤ, ᑎᐦᑳᔮᐤ, ᒋᔑᑖᐤ, ᐧᐋᔅᑭᒫᐤ, ᑭᔥᑭᐃᐊ, ᐃᔨᑯᐢᑯᐊ, ᒥᒋᒌᔑᑳᐤ<br>[yûtin, mispun, chimuwin, iywâshtin, pîwin, pâshikwâtin, nimischîskâu, miyuchîshikâu, tihkâyâu, chishitâu, wâskimâu, kishkiwin, iyikuskun, michichîshikâu] |
| **S**<br>∇ ◁ᑕ ᐃᑕᔅᑯᒣ | ᐱᐁᐊ, ᒋᔑᑌᐤ, ᑖᐦᑳᔮᐤ, ᐃᔨᐧᐋᔥᑎᐊ, ᒥᐢᐳᐊ, ᒋᒧᐃᐊ, ᔪᑎᐊ, ᐹᔑᑲᐧᐋᑎᐊ, ᒪᒋᒌᔑᑳᐤ, ᓂᒥᔅᒌᔥᑳᐤ, ᐧᐋᔅᑲᒫᐤ, ᐧᐋᐦᑯᑖᐊ, ᑲᔥᑯᐃᐊ<br>[pîwin, chishiteu, tahkâyâu, iywâshtin, mispun, chimuwin, yûtin, pâshikwâtin, machichîshikâu, nimischîskâu, wâskamâu, wâhkutân, kashkuwin] |

| Animals (nouns) | |
|---|---|
| **N**<br>ᐋᐧᐋᒋᔫ | ᐊᑎᒼ, ᐊᒥᔅᑯ, ᐧᐋᐳᔥ, ᒨᐢ, ᔑᑳᑯ, ᐊᑎᐦᑯ, ᑳᑯ, ᐧᐋᐱᐢᑯ, ᐋᐱᑯᔑᔥ, ᓂᒋᑯ, ᐧᐋᐱᔥᑖᐊ, ᒋᔑᐧᐋᔮᑯ, ᐋᓂᑯᒑᔥ, ᒥᐦᐄᐦᑭᐊ, ᐃᒋᔑᔥᑯ, ᒥᐦᒑᔑᐤ, ᓯᐦᑯᐢ, ᓂᑯᒑᔥ<br>[atim, amiskw, wâpush, mûs, shikâkw, atihkw, kâkw, wâpiskw, âpikushîsh, nichikw, wâpishtân, chishâyâkw, ânikuchâsh, mihîhkin, wichishkw, mihchâshiu, sihkus, nikuchâsh] |
| **S**<br>ᐊᐧᐁᔫᓴ | ᐊᑎᒼ, ᐊᒥᔅᑯ, ᐊᑎᐦᑯ, ᑳᑯ, ᓂᑯᒑᔥ, ᐧᐋᐱᐢᑯ, ᒋᔐᔮᑯ, ᑳᑯᔥ, ᔑᑳᑯ, ᒨᐢ, ᐋᐦᒋᑯ, ᐧᐋᐳᔥ, ᔑᑯᔑᔥ, ᐋᐱᑯᔑᔥ, ᒪᐦᐄᑲᐊ, ᐧᐋᐱᔥᑖᐊ, ᓂᒋᑯ, ᒪᐦᒉᔔ, ᐧᐊᒋᔥᑯ<br>[atim, amiskw, atihkw, kâkw, nikuchâsh, wâpiskw, chisheyâkw, kâkush, shikâkw, mûs, âhchikw, wâpush, shikushîsh, âpikushîsh, mahîkan, wâpishtân, nichikw, mahcheshû, wachishkw] |

| Birds (nouns) | |
|---|---|
| **N**<br>ᐱᔮᔔᐤ | ᓂᔅᒃ, ᒋᔮᔥᒃ, ᐧᒫᒃ, ᔓᔔᐱ, ᐧᐄᔥᑭᒑᓂᔥ, ᒍᐧᐋᔥᒃ, ᒥᒋᓯᐤ, ᐧᐋᐦᐧᐋᐤ, ᔕᔖᔑᐤ, ᑳᐦᑳᒋᐤ, ᐱᔮᐤ, ᐅᐦᐆᒥᓯᐤ, ᒥᐢᑎᑯᐦᔮᐤ, ᐱᐦᐱᐦᒑᐤ<br>[nisk, chiyâshkw, mwâkw, shîshîp, wîshkichânish, chuwâshk, michisiu, wâhwâu, shâshâshiu, kâhkâchiu, piyâu, uhûmisiu, mishtikuhyâu, pîhpîhchâu] |
| **S**<br>ᐱᔖᔫ | ᒋᔮᔥᒃ, ᑳᐦᑳᒍ, ᓂᔅᒃ, ᔐᔐᔔ, ᐱᔦᔑᔥ, ᐧᒫᒃ, ᐧᐁᐦᐧᐁᐤ, ᒥᒋᓲ, ᔓᔔᐱ, ᐱᔦᐤ, ᐱᐦᐱᐄᒉᐤ, ᐅᐦᐆᒥᓲ, ᐧᐄᔥᑭᒑᓂᔥ, ᐹᔥᐹᔥᑌᐤ, ᐧᐋᐱᔦᐤ, ᒥᐢᑎᓲ<br>[chiyâshkw, kâhkâchû, nisk, shesheshû, piyeshîsh, mwâkw, wehweu, michisû, shîshîp, piyeu, pîhpîcheu, ûhûmisû, wîshkichânish, pâshpâshteu, wâpiyeu, mistisû] |

| Insects and others (nouns) | |
|---|---|
| **N**<br>ᒥᓂᒍᔑᒡ | ᐋᒨ, ᒫᒋᔥᑯᒋᔅ, ·ᖾᐦᖼᐱᓯᐤ, ᒥᓯᓵᐦᒄ, ᐊᒋᓈᐱᒄ, ᐋᔨᒄ, ᐃᔨᒃ, ᑖᐦᑕᐤ, ᓯᒋᒫᐤ, ᒥᓂᑑᔥ, ᐅᒑᐤ<br>[âmû, mâchishkuchish, kwâhkwâpisiu, misisâhkw, achinâpikw, âyikw, îyik, tâhtâu, sichimâu, minitûsh, uchâu] |
| **S**<br>ᒪᓂᒎᔕᒡ | ᐋᒨ, ᐅᒉᐤ, ᒪᓂᒎᔥ, ᐊᔨᒃ, ᑌᐦᑌᐤ, ᓴᒋᒣᐤ, ᒥᔥᒑᒄ, ᒥᔅᓵᒄ, ᐹᐦᒀᒌᔥ, ᒫᒋᔥᑯᒋᔅ, ᒋᓀᐱᒄ, ·ᖾᐦᖼᐱᔒᔥ<br>[âmû, ûcheu, manichûsh, ayik, tehteu, sachimeu, mischâkw, missâkw, pahkwâchîsh, mâchishkuchish, chinepikw, kwâhkwâpishîsh] |

| Kitchen and household (nouns) | |
|---|---|
| **N**<br>ᒋᐦᑎᒋᒦᒡ ᐊᐦ ᐊᐱᑎᐦᒡ ᓈᐯᒄ | ᑏᐹᐟ, ᐹᓂᔅᒋᐦᒄᵈ, ᑖᐦᑎᐱᐎᐣ, ᒦᒋᓲᓈᐦᑎᒄᵈ, ᒨᐦᑯᒫᐣ, ᐋᒥᐦᒀᐣ, ᓲᐳᔮᑭᐣ, ᓂᐹᐎᐣ, ᐎᔮᑭᐣ, ᒌᔥᑎᐦᐄᑭᐣ, ᒥᓂᐦᒀᑭᐣ<br>[tîpwât, pânischihkw, tâhtipiwin, mîchisûnâhtikw, mûhkumân, âmihkwân, sûpuyâkin, nipâwin, wiyâkin, chîshtihîkin, minihkwâkin] |
| **S**<br>·ᐊᖾᐦᖳᖻ᙮ ᐊᐸᑎᐦᐅᐃᐣ᙮ | ·ᐎᔮᑭᐤ, ·ᐁᐹᐦᖐᑭᐤ, ᑏᐹᐟ, ᓲᐳᔮᑭᐤ, ᐁᒥᐦᑭᐤ, ᓂᐯᐎᐣ, ᒨᐦᑯᒫᐣ, ᒦᒋᓲᓈᑎᐦᒄ, ᒥᓂᐦᒀᑭᐤ, ᐹᓂᔅᒋᐦᒄᵈ, ᒋᑲᐦᐋᒪᐴᐣ, ᑌᐦᑕᐳᐎᐣ<br>[wiyâkan, wepahîkan, tîpwât, sûpuyâkan, emihkwân, nipewin, muhkumân, mîchisunâtihkw, minihkwâkan, pânischihkw, chikahâmapûn, tehtapuwin] |

## 3. Vocabulary and Grammar

**Objectives:** Learn grammar: nouns and verbs, grammatical gender of nouns, gender agreement of nouns and verbs. Continue practicing reading with thematic vocabulary.

These activities are designed to accompany advanced literacy courses where grammar concepts are presented.

The lessons below aim to help the student master the concept of grammatical gender of nouns (animate Vs. inanimate) within particular themes, as well as the agreement of nouns with the appropriate class of verb: VAI or VII, and VTI or VTA.

References:

https://www.eastcree.org/cree/en/grammar/northern-dialect/nouns/inflections-gender/
https://www.eastcree.org/cree/en/grammar/northern-dialect/verbs/cree-verb-classes/
http://www.eastcree.org/cree/en/grammar/southern-dialect/nouns/inflections-gender/
https://www.eastcree.org/cree/en/grammar/southern-dialect/verbs/cree-verb-classes/

### 3.1 Transportation – Animate & Inanimate

| VAI or VII | | |
|---|---|---|
| **Northern** Corresponds with ·ᐊᐱᓯᐤ [NA] or ·ᐊᐸᐤ [NI] | | |
| ᐊᐳᐃ | apui | NA |
| ᐊᔅᒫ | asâm | NA |
| ᒌᒫᐧ | chîmân | NI |
| ᑳᑎᐦᐱᔅᑭᐧᐋᑭᓂᐃᐧᑦ | kâtihtipishkiwâkiniwit | NA |
| ᑳᐱᐸᒥᐦᔮᒥᑭᐦᒡ | kâpipâmihyâmikihch | NI |
| ᑳᐅᐦᑖᑯᓂᒋᐱᐦᑖᑦ | kâushtâkunichipihtât | NA |
| ᑳ·ᐊᐱᑯᑐᔔᐱᔨᐨ | kâwâpikitushûpiyich | NI |
| ᐅᑖᐸᓈᔅᐠ | utâpânâskw | NA |
| ᐆᑦ | ût | NI |
| ᔑ·ᐋᐦᑭᒋᐤ | shiwâhkichiu | NI |

| VAI or VII (Southern) | | |
|---|---|---|
| **Southern** Corresponds with ·ᐊᐸᒍ [NA] or ·ᐊᐸᐤ [NI] | | |
| ᐊᐳᐃ | apui | NA |
| ᐊᔅᒫ | asâm | NA |
| ᒌᒫᐧ | chîmân | NI |
| ᑎᐦᑎᐱᐧᐁᐳᐦᐆᓱᐧᐋᑲᐧ | tihtipiwepuhûsuwâkan | NA |
| ᑳᐱᒥᐦᔮᒪᑲᐦᐤ | kâpimihyâmakahch | NI |
| ᑳᐅᐦᑎᐦᑖᑯᓂᒋᐸᐦᑖᑦ | kâustihtâkunichipahtât | NA |
| ᔩ·ᐁᐦᑲᒍ | shûwehkachû | NI |
| ᐅᑖᐸᐧᐊ | utâpân | NI |
| ᐅᑖᐸᓈᔅᐠ | utâpânâskw | NA |
| ᐆᑦ | ût | NI |

| VTA or VTI | | |
|---|---|---|
| **Northern** Corresponds with ᓂ·ᐊᐱᐦᒡᐊ [NI] or ᓂ·ᐊᐱᒫᐤ [NA] | | |
| ᐊᐳᐃ | apui | NA |
| ᐊᔅᒫ | asâm | NA |
| ᒌᒫᐧ | chîmân | NI |
| ᑳᑎᐦᑎᐱᔅᑭᐧᐋᑭᓂᐃᐧᑦ | kâtihtipishkiwâkiniwit | NA |
| ᑳᐱᐸᒥᐦᔮᒥᑭᐦᒡ | kâpipâmihyâmikihch | NI |
| ᑳᐅᐦᑖᑯᓂᒋᐱᐦᑖᑦ | kâushtâkunichipihtât | NA |
| ᑳ·ᐊᐱᑯᑐᔔᐱᔨᐨ | kâwâpikitushûpiyich | NI |
| ᐅᑖᐸᓈᔅᐠ | utâpânâskw | NA |
| ᐆᑦ | ût | NI |
| ᔑ·ᐋᐦᑭᒋᐤ | shiwâhkichiu | NI |

| VTA or VTI (Southern) | | |
|---|---|---|
| **Southern** Corresponds with ᓂ·ᐊᐸᐦᑌᐊ [NI] or ᓂ·ᐊᐸᒫᐤ [NA] | | |
| ᐊᐳᐃ | apui | NA |
| ᐊᔅᒫ | asâm | NA |
| ᒌᒫᐧ | chîmân | NI |
| ᑎᐦᑎᐱᐧᐁᐳᐦᐆᓱᐧᐋᑲᐧ | tihtipiwepuhûsuwâkan | NA |
| ᑳᐱᒥᐦᔮᒪᑲᐦᐤ | kâpimihyâmakahch | NI |
| ᑳᐅᐦᑎᐦᑖᑯᓂᒋᐸᐦᑖᑦ | kâustihtâkunichipahtât | NA |
| ᔩ·ᐁᐦᑲᒍ | shûwehkachû | NI |
| ᐅᑖᐸᐧᐊ | utâpân | NI |
| ᐅᑖᐸᓈᔅᐠ | utâpânâskw | NA |
| ᐆᑦ | ût | NI |

### 3.2 Traditional Tools – Animate & Inanimate

| Vocabulary | | |
|---|---|---|
| **Northern** ᓂᒍᐦᐅᐊᐱᒋᐦᐅᐊᐦ Corresponds with ᑭᓂ·ᐊᐱᐦᑎ [NI] or ᑭᓂ·ᐊᐱᒫᐤ [NA] | | |
| ᐃᐦᐃᐲᐦ | ihîpîh | NA |
| ᐊᐦᒑᐲᐦ | ahchâpîh | NA |
| ᐊᑭᔅ�}ᐦ | akiskwh | NA |

| Vocabulary (Southern) | | |
|---|---|---|
| **Southern** Corresponds with ᓂ·ᐊᐸᐦᑌᐊ [NI] or ᓂ·ᐊᐸᒫᐤ [NA] | | |
| ᐊᐦᐄᐱᐦᑳᓈᐦᑎᐠ | ahîpihkânâhtikw | NA |
| ᐊᐦᐄᐱ | ahîpî | NA |
| ᐊᐦᒑᐲ | ahchâpî | NA |

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| ᐊᐧᐦᑯᐸᓐᐦ | akwâskupânh | NA | ᐊᑲᐢᑫᐧᐦ | akaskwh | NA |
|---|---|---|---|---|---|
| ᐊᐱᐦᑌᐦ | apiht-h | NA | ᐊᐧᐦᑯᐸᓐ | akwâskupân | NA |
| ᐊᓯᓱᔨᐤ | asisuyiu | NI | ᐊᐱᐟ | apit | NA |
| ᔖᐦᑲᐧᐦᐄᑭᓂᔨᐤ | shâhkwâhîkiniyiu | NI | ᐁᔥᑲᐊ | eshkan | NI |
| ᑲᐧᐱᐦᐧᐋᓐᐦ | kwâpihwânh | NA | ᑲᔅᒉᑲᐦᐄᑲᐊ | kâschekahîkan | NI |
| ᓂᐱᒋᑖᐸᐧᓈᐢᑲᐧᐦ | nipichitâpânâskwh | NA | ᑲᔅᒋᐸᑕᐦᐄᑲᐊ | kâschipâtahîkan | NI |
| ᒫᑎᐦᐄᑭᓂᔨᐤ | mâtihîkiniyiu | NI | ᑲᐧᐸᐦᐧᐋᐊ | kwâpahwân | NA |
| ᒨᐦᑯᑖᑭᓂᔨᐤ | mûhkutâkiniyiu | NI | ᓇᐸᒋᐦᑖᐸᐧᓈᐢᑲᐧ | napachihtâpânâskw | NA |
| ᐅᒋᑲᐧᒋᑭᓂᔨᐤ | uchikwâchikiniyiu | NI | ᒫᑕᐦᐄᑲᐊ | mâtahîkan | NI |
| ᐄᔥᑎᔅᒌᔨᐤ | wîshtischîyiu | NI | ᒨᐦᑯᑖᑲᐊ | mûhkutâkan | NI |
| ᐅᑖᒥᐦᐄᑭᓂᔨᐤ | utâmihîkiniyiu | NI | ᔖᐦᑫᐧᐦᐄᑲᐊ | shâhkwehîkan | NI |
| ᐅᑖᐸᐧᓈᐢᑲᐧᐦ | utâpânâskwh | NA | ᐅᒋᑲᐧᒋᑲᐊ | uchikwâchikan | NI |
| ᒌᑭᐦᐄᑭᓂᔨᐤ | chîkihîkiniyiu | NI | ᐅᑯᐸᐊ | ukupân | NI |
| | | | ᐅᑖᒫᐦᐄᑲᐊ | utâmahîkan | NI |
| | | | ᐅᑖᐸᐧᓈᐢᑲᐧ | utâpânâskw | NA |
| | | | ᐅᓯᑖᐢᑲᐧ | usitâskw | NI |

## 3.3 Bring Clothing! (ᐹᑖᐦ or ᐹᔑᐤ/ᐯᑖᐦ or ᐯ�slᐤ)

| Examples | |
|---|---|
| **Northern - ᐹᑖᐦ or ᐹᔑᐤ  (pâtâh or pâshiu)** | **Southern - ᐯᑖᐦ or ᐯᔑᐤ (petâh or peshû)** |
| 1. **ᐹᑖᐦ** ᐊᐊ  ᐊᔥᑐᑎᐊ (**pâtâh** an ashtutin.) | 1. **ᐯᑖᐦ** ᐊᐊ  ᐊᔥᑑᑎᐊ (**petâh** an ashtûtin.) |
| 2. **ᐹᔑᐤ** ᐊᐊ  ᐊᔅᑎᐢ (**pâshiu** an astis.) | 2. **ᐯᔑᐤ** ᐊᐊ  ᐊᔅᑎᐢ (**peshû** an astis.) |

## 3.4 Build a shelter!

| Vocabulary | | | | | |
|---|---|---|---|---|---|
| **Northern** **Corresponds with** ᑭᓂᐧᐋᐱᐦᑎᓬ **[NI]  or** ᑭᓂᐧᐋᐱᒫᐤ **[NA]** | | | **Southern** **Corresponds with** ᐧᐋᐸᒬ **[NA] or** ᐧᐋᐸᒍ **[NI]** | | |
| ᐊᐱᐦᑲᐧᓂᔨᐤ | apihkwâniyiu | NI | ᐊᔅᒌᐅᑲᒥᑾ | aschîukamikw | NI |
| ᐊᐱᔔᔨᐤ | apishuyiu | NI | ᐊᔥᑖᐦᑯᐊ | ashtâhkun | NA |
| ᐊᔅᒋᔨᐤ | aschiyiu | NI | ᒫᐦᑭ | mâhkî | NI |
| ᒌᐢᑖᔅᑲᐧᓂᔨᐤ | chîstâskwâniyiu | NI | ᒪᑐᑎᓵᓂᑲᒥᑾ | matutisânikamikw | NI |
| ᒫᐦᑭᔨᐤ | mâhkiyiu | NI | ᒦᒋᐧᐋᐦᑉ | mîchiwâhp | NI |
| ᒦᑐᐢ | mîtus | NA | ᒥᓵᐦᑎᑯᑲᒥᑾ | misâhtikukamikw | NI |
| ᒦᒋᐧᐋᐦᐱᔨᐤ | mîchiwâhpiyiu | NI | ᒥᔥᑎᑯ | mishtikw | NA |
| ᒥᓵᐦᑎᑯᑭᒥᑯᔨᐤ | misâhtikukimikuyiu | NI | ᒥᔥᑎᑯᑲᒥᑾ | mishtikukamikw | NI |
| ᒥᔥᑎᑯᑭᒥᑯᔨᐤ | mishtikukimikuyiu | NI | ᐴᔅᒋᓈᐅᑲᒥᑾ | pûschinâukamikw | NI |
| ᒥᐦᑐᑲᓂᔨᐤ | mihtukâniyiu | NI | ᐴᔅᒋᓈᐤ | pûschinâu | NA |

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| ᒥᑐᑎᓵᓈᒋᓂᑭᒥᑯᔨᐤ | mitutisânâchinikimikuyiu | NI | ᔖᐳᐦᑐᐚᐣ | shâpuhtuwân | NI |
| ᓂᐱᑳᐦᑎᒃ | nipikâhtikw | NA | ᔖᐦᓂᑏᐅᑲᒥᒃ | shâhnitîukamikw | NI |
| ᐴᔅᒋᓈᐅᑭᒥᑯᔨᐤ | pûschinâukimikuyiu | NI | ᐅ�17ᐅᐃᐦᑎᒃ | ushkuiyahtikw | NA |
| ᐴᔅᒋᓈᐤ | pûschinâu | NA | ᐅᑎᐲ | utipî | NA |
| ᔖᐳᐦᑎᐚᓂᔨᐤ | shâpuhtiwâniyiu | NI | ᐚᔅᑳᐦᐄᑲᐣ | wâskâhîkan | NI |
| ᓯᐦᑖᐦᑯᐣ | shihtâhkun | NA | | | |
| ᐃ�hᑯᐃ | wishkui | NA | | | |
| ᐅᑐᔅᐲᔮᐦᑎᑯᔨᐤ | utuspîyâhtikuyiu | NI | | | |
| ᐃᑎᐲ | witipî | NA | | | |
| ᐚᒋᓈᑭᐣ | wâchinâkin | NA | | | |
| ᐚᔅᑳᐦᐄᑭᓂᔨᐤ | wâskâhîkiniyiu | NI | | | |

### 3.5 ᓂᐦᒋᓈᑯᐦ  Get dressed! (Northern Dialect Only)

| Vocabulary | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Northern** | | | **Southern** | | |
| ᐅᑳᓂᒌᒻ | ukânichîm | NI | ᐅᐲᐦᑎᐃᐱᔨᒌᓵᓐᐦ | upîhtiwipiyichîsânh | NI |
| ᐅᒥᔅᒋᓯᐣ | umischisin | NI | ᐅᒋᔅᑐᑎᐣ | uchishtutin | NA |
| ᐅᒨᓱᔮᓂᔅᒋᓯᓐᐦ | umûsuyânischisinh | NI | ᐅᑎᑯᐦᑉ | utikuhp | NI |
| ᐅᒨᓯᔮᓂᔅᑎᔅᐦ | umûsiyânistis-h | NA | ᐅᑖᐱᔥᑳᑭᓐᐦ | utâpishkâkinh | NI |
| ᐅᓂᐹᐅᐱᔨᒌᔅᐦ | unipâupiyichîs-h | NA | ᐅᒑᒋᔖᐹᐃᔅᒋᓯᓐᐦ | uchâchishâpâwischisinh | NA |
| ᐅᓂᐹᐅᔮᐣ | unipâuyân | NI | ᐅᑖᔅᐦ | utâs-h | NI |
| ᐅᐱᒋᐃᔮᐣ | upichiwiyân | NI | ᐅᑎᔅᒡᐦ | utisch-h | NI |
| ᐅᐱᔨᒌᓯᒻᐦ | upiyichîsimh | NA | ᐅᑎᔨᔅᒋᓯᓐᐦ | utiyischisinh | NA |
| ᐅᐹᑎᑯᑎᒻ | upâtikutim | NI | ᐅᐚᐳᔛᔮᓂᔥᑐᑎᐣ | uwâpushuyânishtutin | NI |
| ᐅᐱᔮᐚᔑᑭᓐᐦ | upiywâshikinh | NI | ᐅᐚᐳᔛᔮᓂᑯᐦᑉ | uwâpushuyânikuhp | NI |
| ᐅᐱᐳᓂᔅᒋᓯᓐᐦ | upipunischisinh | NI | ᐅᐚᐳᔛᔮᓂᐱᔨᒌᔅᐦ | uwâpushuyânipiyichîs-h | NA |
| ᐅᐱᐳᓂᐱᔨᒌᔅᐦ | upipunipiyichîs-h | NA | | | |
| ᐅᐲᐦᑎᐃᐱᒋᐃᔮᓈᐣ | upîhtiwipichiwiyânân | NA | | | |

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## 4. Grammar

**Objective:** Master grammatical concepts.

These activities are designed to accompany advanced literacy courses where grammatical concepts are presented.

### *A. Nouns and verbs*

### 4.1 Which is a verb or a noun?

**Objective:** Learn what is a noun ᐐᒉᓂᐦᑲᒡᐊᔾᐊᐸ/ᐊᒉᓂᐦᑲᑎᐊᐸ or a verb ᐊᔭᐦᑎᐊᐸ/ᐊᔭᐦᑲᐅᐊᐸ.

All words (nouns and verbs) are presented in their dictionary form, for example verbs are in the 3<sup>rd</sup> person singular proximate independent neutral.

| Vocabulary | | | | | |
|---|---|---|---|---|---|
| **Northern** | | | **Southern** | | |
| ᐊᑎᒥ | atim | N | ᐊᑎᒥ | atim | N |
| ᐊᐧᐋᒉᔅ | awâshish | N | ᐊᐧᐋᔅ | awâsh | N |
| ᒋᔖᔨᔫ | chishâyiyiu | N | ᒋᔕᐃᔨᔫ | chisheîyiyû | N |
| ᒋᔖᔨᔅᒁᔅ | chishâyishkwâsh | N | ᒋᔕᐃᔥ�[ᐧ]ᔅ | chisheishkwesh | N |
| ᐃᔅᑳᔑᔅ | ishkwâshish | N | ᐃᔅᑴᔅ | ishkwesh | N |
| ᐃᔅᑳᐅ | iskwâu | N | ᐃᔅᑴᐅ | iskweu | N |
| ᓈᐹᔑᔅ | nâpâshish | N | ᓈᐯᔅ | nâpesh | N |
| ᓈᐹᐅ | nâpâu | N | ᓈᐯᐅ | nâpeu | N |
| ᐴᔑ | pûshî | N | ᐴᔑ | pûshî | N |
| ᐊᐱᐅ | apiu | V | ᐊᐴ | apû | V |
| ᐊᔨᒥᐅ | ayimiu | V | ᐊᔨᒨ | ayimû | V |
| ᒫᑐ | mâtû | V | ᒫᑐ | mâtû | V |
| ᒮᒋᓲ | mîchisû | V | ᒮᒋᓲ | mîchisû | V |
| ᓃᒥᐅ | nîmiu | V | ᓃᒨ | nîmû | V |
| ᓂᑭᒨ | nikimû | V | ᓂᑲᒨ | nikamû | V |
| ᓂᐹᐅ | nipâu | V | ᓂᐹᐅ | nipâu | V |
| ᐹᐦᐱᐅ | pâhpiu | V | ᐹᐦᐴ | pâhpû | V |
| ᐹᑖᐅ | pâtâu | V | ᐯᑖᐅ | petâu | V |
| ᑖᐧᐹᐅ | tâpwâu | V | ᑌᐯᐅ | tepweu | V |

## 4.2 Family and actions - nouns & verbs

| Vocabulary | | | | | |
|---|---|---|---|---|---|
| **Northern** | | | **Southern** | | |
| ᐅ�ʰᑯᒥᒫᵒ | uhkumimâu | N | ᐅ�ʰᑯᒥᒫᵒ | uhkumimâu | N |
| ᐅʰᑯᒥᓯᒫᵒ | uhkumisimâu | N | ᐅʰᑯᒥᓯᒫᵒ | uhkumisimâu | N |
| ᐅʰᒑᐎᒫᵒ | uhtâwîmâu | N | ᐅʰᒑᐎᒫᵒ | uhtâwîmâu | N |
| ᐅᑲᐎᒫᵒ | ukâwîmâu | N | ᐅᑲᐎᒫᵒ | ukâwîmâu | N |
| ᐅᒥᓯᒫᵒ | umisimâu | N | ᐅᒥᓯᒫᵒ | umisimâu | N |
| ᐅᒍᔐᒥᒫᵒ | umushumimâu | N | ᐅᒍᔐᒥᒫᵒ | umushumimâu | N |
| ᐅᔑᒥᒫᵒ | ushîmimâu | N | ᐅᔑᒥᒫᵒ | ushîmimâu | N |
| ᐅᔑᒥᔑᒫᵒ | ushîmishimâu | N | ᐅᔑᒥᔑᒫᵒ | ushîmishimâu | N |
| ᐅᔅᒑᓯᒫᵒ | ustâsimâu | N | ᐅᔅᑌᓯᒫᵒ | ustesimâu | N |
| ᐅᑐᓯᓯᒫᵒ | utusisimâu | N | ᐅᒍᓯᒫᵒ | utûsimâu | N |
| ᐋᔨᔨᒨ | âyiyimû | V | ᐋᐃᒨ | âimû | V |
| ᛃᐧᑯʰᑎᐤ | kwâshkuhtiu | V | ᛃᐧᑯʰᒍ | kwâshkuhtû | V |
| ᒫᒫᐱᓲ | mâmâpisû | V | ᒣᒣᐱᓲ | memepisû | V |
| ᒫᑎᐧᐋᵒ | mâtiwâu | V | ᒣᑕᐁᵒ | metaweu | V |
| ᐱʰᒋᔑᓐ | pihchishin | V | ᐸʰᒋᔑᓐ | pahchishin | V |
| ᐹʰᑲᔑᓐ | pâhkâshin | V | ᐸᑲᔑᒨ | pakâshimû | V |
| ᐱᒥᔑᓐ | pimishin | V | ᐱᒥᔑᓐ | pimishin | V |
| ᐱᒍʰᒑᵒ | pimuhtâu | V | ᐱᒍʰᑌᵒ | pimuhteu | V |
| ᔑᑭʰᐅ | shîkihû | V | ᔑᑲʰᐅ | shîkahû | V |
| ᔔᔓᐃʰᑳᵒ | shûshuwihkwâu | V | ᔔᔔʰᑫᵒ | shûshûhkweu | V |

## 4.3 Things and Actions - Nouns and Verbs

| Vocabulary | | | | | |
|---|---|---|---|---|---|
| **Northern** | | | **Southern** | | |
| ᐊᑯʰᑉ | akuhp | N | ᐊᑯʰᑉ | akuhp | N |
| ᒌᔑᑎᐦᐄᑭᓐ | chîshtihîkin | N | ᒋᑲʰᐊᒫᐳᐃᓐ | chikahamâpuwin | N |
| ᒋʰᑭʰᐋᒫᐳᓐ | chihkihâmâpun | N | ᐁᒥʰᑳᓐ | emihkwân | N |
| ᐋᒥʰᑳᓐ | âmihkwân | N | ᑳᓂᒌ | kânchî | N |
| ᑳᓂᒌ | kânichî | N | ᒪᔅᒋᔑᓐ | maschisin | N |
| �ᔒᐹᒋᐱᔨᐃᐎᑯʰᑉ | sîpâchipiyiwikuhp | N | ᒥᓂʰᑳᑲᓐ | minihkwâkan | N |
| ᒥᔅᒋᔑᓐ | mischisin | N | ᒨʰᑯᒫᓐ | mûhkumân | N |
| ᒥᓂʰᑳᑭᓐ | minihkwâkin | N | ᓂᐹᑲᓐ | nipâkan | N |
| ᒨʰᑯᒫᓐ | mûhkumân | N | ᓂᐯᐃᓐ | nipewin | N |
| ᓂᐹᑭᓐ | nipâkin | N | ᐸᔨᒌᔅ | payichîs | N |
| ᓂᐹᐃᓐ | nipâwin | N | ᐃᔮᑲᓐ | wiyâkan | N |
| ᐱᔨᒌᔅ | piyichîs | N | ᒣᒣᐱᓲᓐ | memepisûn | N |
| ᐃᔮᑭᓐ | wiyâkin | N | ᒣᑕᐧᐋᑲᓐ | metawâkan | N |

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| ᒫᒫᐱᓱᐊ | mâmâpisun | N | ᔒᑲᐦᐅᐊ | shîkahûn | N |
| ᒫᑎᐚᑭᐊ | mâtiwâkin | N | ᔒᔒᑯᐊ | shîshîkun | N |
| ᔒᑭᐦᐅᐊ | shîkihun | N | ·ᐚᔥᑲᐦᐄᑲᐊ | wâskahîkan | N |
| ᔒᔒᑯᐊ | shîshîkun | N | ᐅᓱᐦᑖᐤ | ushihtâu | V |
| ·ᐚᔥᑲᐦᐄᑭᐊ | wâskâhîkin | N | ⊲ᔨᒥᐦᑖᐤ | ayimihtâu | V |
| ᐅᓱᐦᑖᐤ | ushihtâu | V | ᒥᓂᐦᑫᐤ | minihkweu | V |
| ⊲ᔨᒥᐦᑖᐤ | ayimihtâu | V | ᒋᐦᒋᐸᐦᑖᐤ | chihchipahtâu | V |
| ᒥᓂᐦᑲᐤ | minihkwâu | V | ᑲᔥᑫᐧᐸᐃᐦᐤ | kwâshkwepaihû | V |
| ᒋᐦᒋᐱᐦᑖᐤ | chihchipihtâu | V | ᐱᐹᒥᐸᔫ | pipâmipayû | V |
| ᑲᔥᑲᐱᔨᐦᐅ | kwâshkwâpiyihû | V | ᐱᐹᒥᔅᑯᐸᔫ | pipâmiskupayû | V |
| ᐱᐹᒥᐱᔨᐤ | pipâmipiyiu | V | ᔕᑲᒋᐌᐤ | shâkachiweu | V |
| ᐱᐹᒥᔅᑯᐱᔨᐤ | pipâmiskupiyiu | V | | | |
| ᔕᑭᒋᐚᐤ | shâkichiwâu | V | | | |

## B. Inflection

## 4.4 ᒑᒃ, ᒑᐧᑲᐊ, ᒑᐧᑲᔨᐤ chaakw, chaakwaan, chaakwaayiu (NORTH)

### ᒉᒃ, ᒉᐧᑲᐊ, ᒉᐧᑲᔫ chekw, chekwaan, chekwaayuu (SOUTH)

**Objective:** Master particles and pronoun forms.

This activity, displayed in syllabics, requires good reading comprehension and grammatical awareness.

| Examples | |
|---|---|
| **Northern** | **Southern** |
| ᒑᐧᑲᐊ ⊲ᐊ ·ᐚᐳᔕᒫᐤ<br>ᒑᐧᑲᔨᐤ ᓈᑲᓱᐟ ·ᐚᐳᔥ<br>ᒑᒃ ⊲·ᐚᓰᔅ ·ᐚᓱᐦᑖᐟ ᐅᔥᑯᑎᒥᔨᐤ<br>**châkwân** an wâpushumâu.<br>**châkwâyiu** nâkwâsut wâpush.<br>**châkw** âwâsîs wâshihtât uskutimiyiu. | ᒉᐧᑲᐊ ⊲ᐊ ·ᐚᐳᔕᓂᐤ<br>ᒉᐧᑲᔫ ᓇᑲᓱᐟ ·ᐚᐳᔥ<br>ᒉᒃ ⊲ᐁᓰᔅ ᐁᓱᐦᑖᐟ ᐅᔥᑯᑎᒥᔫ<br>**chekwân** an wâpushumeu.<br>**chekwâyû** nekwâsût wâpush.<br>**chekw** awesîs weshihtât uskutimiyû. |

## 5. Vocabulary

**Objective:** Test vocabulary knowledge and reading ability (no sound).

### 5.1 Antonyms - Action verbs

| Vocabulary | | | |
|---|---|---|---|
| **Northern** | | **Southern** | |
| ∩�... | | | |

| Vocabulary | | | |
|---|---|---|---|
| **Northern** | | **Southern** | |
| ∩ᑯᓱᵃ : ᒫᒋᐤ | tikushin : mâchîu | ᕐᑯᓱᵃ : ᒫᒋᐤ | takushin : mâchîu |
| ᒋ�ŝ> : ᔑᐅᐪᐤ | chîshpû : shîutâu | ᒋŝ> : ᔑᐅᑌᵒ | chîshpû : shîuteu |
| ᒥ"ᒋᐱ"ᐪᵒ : ᐱᒍ"ᐪᵒ | chihchipihtâu : pimuhtâu | ᒥ"ᒋᐸ"ᐪᵒ : ᐱᒍ"ᑌᵒ | chihchipahtâu : pimuhteu |
| ᒋᒍᒋᔭᒥᵒ : ᒋᔃᐠᐊᐤ | chîmuchiyimiu : chishwâwâu | ᒋᒍᒋᔭ ᒍ : ◁ᒋ"ᑫᵒ | chîmûchiyimû : âshihkweu |
| ᓂᑊ> : ◁ᐱᵒ | nîpû : apiu | ᓂᑊ> : ◁> | nîpû : apû |
| ᐹ"ᐱᵒ : ᒫᑐ | pâhpiu : mâtû | ᐹ"ᑊ> : ᒫᑐ | pâhpû : mâtû |
| ᐱᒉᵒ : ᒋᔫᐱᵒ | pisîu : chiyipîu | ᐱᒉᵒ : ᒋᐱᵒ | pisîu : chîpîu |
| ᓂᐸᵒ : ᐃᓂᔥᑳᵒ | nipâu : winishkâu | ᓂᐸᵒ : ·◁ᓂᔥᑳᵒ | nipâu : wanishkâu |
| ᐃᔨᐃᔫᵒ : ᐱ"ᒋᒋᐊᵒ | wiyiwîu : pîhchichâu | ᐃᐃᔫᵒ : ᐱ"ᒉᵒ | wîwîu : pîhcheu |
| | | ᑯᔅᐹ"ᐪᐅᐃᵒ : ᓂᔣ"ᐪᐅᐃᵒ | kuspâhtuwîu : nîshâhtuwîu |

### 5.2 Antonyms – Verbs that end with °.

| Vocabulary | | | |
|---|---|---|---|
| **Northern** | | **Southern** | |
| ∩ᐱᔅᑳᵒ : ᒋᓯᑳᵒ | tipiskâu : chîshikâu | ∩ᐱᔅᑳᵒ : ᒋᓯᑳᵒ | tipiskâu : chîshikâu |
| ·◁<ᵒ : ᐃᔨᐸᵒ | wâpâu : wiyipâu | ·◁<ᵒ : ᐃᐸᵒ | wâpâu : wîpâu |
| ᔫᔅᑳᵒ : ᒥᔥᑭ·◁ᵒ | yûskâu : mishkiwâu | ᔫᔅᑳᵒ : ᒪᔥᑯ·◁ᵒ | yûskâu : mashkuwâu |
| ᔖᑭ·◁ᵒ : ᐃᔨᑭᔥᑳᵒ | shâkiwâu : iyikishkâu | ᔖᑯ·◁ᵒ : ᐃᔭ�ᔥᑳᵒ | shâkuwâu : iyakashkâu |
| ᓵᑭᔅᒋᓈᵒ : ᐱᔑᔑᒄᐊᵒ | sâkischinâu : pishishikwâu | ᓵᑲᔅᒋᓀᵒ : ᐱᔑᒄᐊᵒ | sâkaschineu : pishikwâu |
| ᐅᑳᔥᑖᔮᵒ : ·◁ᓵᔮᵒ | ukâshtâyâu : wâsâyâu | ᐅᑳᔥᑌᔮᵒ : ·◁ᓭᔮᵒ | ukâshteyâu : wâseyâu |
| ∩"ᑫᵒ : ᒋᓇᵒ | tihkwâu : chinwâu | ᕐ"ᑫᵒ : ᒋᓇᵒ | tahkwâu : chinwâu |
| ∩"ᑳᵒ : ᒋᔑᐪᵒ | tihkâu : chishitâu | ᕐ"ᑳᵒ : ᒋᔑᑌᵒ | tahkâu : chishiteu |
| ᐃᔥᐸᵒ : ∩ᐱ"ᐪᵒ | îshpâu : tipihtâu | ᐃᔥᐸᵒ : ᕐᐱ"ᐪᵒ | ishpâu : tapihtâu |
| ·◁ᑳᵒ : ᑯᐃᔅᑫᵒ | wâkâu : kuiskwâu | ·◁ᑳᵒ : ᑯᐃᔅᑫᵒ | wâkâu : kuiskwâu |

## 6. Reading texts

**Objective:** Practice reading texts with "fill in the blank" activities, dictations, etc.

These activities are intended to complement Cree literacy courses.

### 6.1 Story: Is anyone here?

Malaya Audlakiak (1988) ᐛᐯᔅ ᐲ ᐛᓂᒉᐙᐸᒫᒡ ᐊᐧᑕᔫ ᖃ ᔨᒉᐧᒫᒡᐦ *Is anyone here?* Annie Whiskeychan (Ed. Southern dialect). Cree School Board.

Malaya Audlakiak (1988) ᐛᐸᔅ ᐲ ᐛᓂᐟᐛᐱᒫᒡ ᐊᐧᐊᔫ ᒦ ᒫᑎᐧᐛᒡᐦ *Is anyone here?* Luci Salt (Ed. Northern dialect). Cree School Board.

### 6.2 Story: Mary gets scared

Pashagumskum, Marianne (1998) ᐃᔅᐧᑫᔅ ᐲ ᒍᔅᒉᑏᒡ ᐁ ᑲᓂᐧᒉᐳᒫᐅᒍᔅᐦ *Mary gets scared*. Ruth Salt, Daisy Moar Emily Cooper, Anna Blacksmith, Patricia Diamond (Eds. Southern dialect). Cree School Board.

Pashagumskum, Marianne (1998) ᐃᔅᐧᒃᔅ ᐲ ᒍᔅᒉᑏᒡ ᐲ ᑭᓂᐧᑕᐳᒫᐅᑌᐧᐊᒡᐦ *Mary gets scared*. Linda Visitor, Luci Salt (Eds. Northern dialect). Cree School Board.

# V.     Software and types of activities

## Evaluation

Performance is evaluated based on precision and/or speed.

## Scoring

The results are displayed as follows:



The percentage reflects the number of correct answers and the timer indicates how quickly the student was able to complete the activity. Both accuracy and speed determine the student's overall result.

For example, to reach the gold level, the student must get 100% accuracy and complete the activity within a predetermined amount of time (for example, in 25 seconds or less).

For certain activities, the timer is the only factor considered because 100% accuracy may not be possible (e.g., in the Word Memory Matching activity).

## User Interaction

For accessibility reasons, many of the activities must be completed using "click and click" rather than "drag and drop".

## Activities Types

The software currently includes 12 types of activities and close to 54 sub-types, according to the settings of the parameters. For example, for *Recognizing New Words* activities we (content providers) can choose to expose the learner only to words in the current lesson, or to words in preceding lessons as well. We can also choose the maximum number of elements to include in an activity, and control or adjust audio specifications.

| | Dialect: Northern | | Level: East Cree Syllabics Lessons & Exercises | | Lesson: Lesson 5 - ᓂᔅᑯ | | Activity Choose |
|---|---|---|---|---|---|---|---|

Here are the 12 types that appear on the right-hand side of the navigation bar.

- Categorization
- Choose
- Matching
- Dictation
- Drawing
- Memory Game
- Missing syllabic(s)
- Word search
- Crossword
- Spelling
- Word pairs
- Fill in the blanks
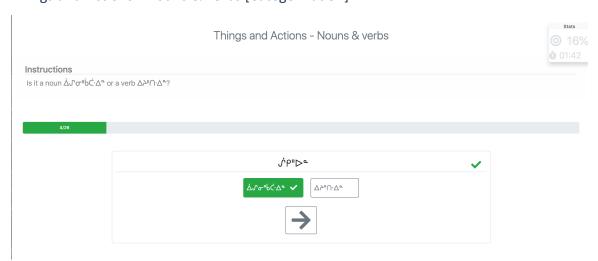
Below, we illustrate each type with some actual examples.

## Available Activities Types with examples

### Transportation - Animate & Inanimate [Categorization]



The goal of this activity is to select the grammatical class corresponding to the word displayed above by clicking on the correct box.

### Things and Actions - Nouns & verbs [Categorization]



The goal of this activity is to select the grammatical class corresponding to the word displayed above by clicking on the correct box.

## Recognizing New Words [Choose]



In this activity, students learn to match audio recordings with written words. At any time, a student can click "Replay" to hear the word pronounced again.

## Recognizing All Syllabics [Choose]



In this activity, the student listens to the word being pronounced and then clicks on the box containing the corresponding word. At any time, the student can click on "Replay" to hear the word again.

This is more challenging than *Recognizing New Syllabics*, because it includes words from previous lessons.

## Matching Words to Images [Matching]



The objective of this activity is to match words to their corresponding images by clicking on them. The student can either click the word and then the image, or vice versa.
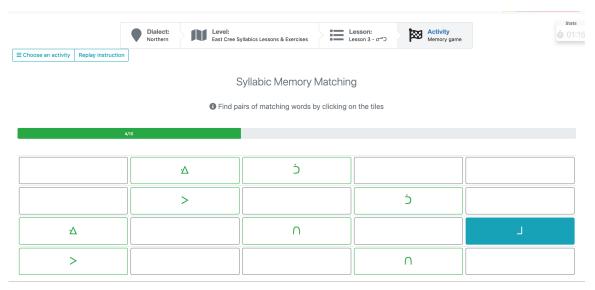
## Dictation [Dictation]



After listening to a recording of a word, the student types the word into the box and then clicks the check mark to verify the answer, at which point an arrow appears. If the word is spelled correctly, the timer is paused; if not, the timer continues. To move on to the next word, the student clicks the arrow. At any time, the student can click "Replay" to hear the word again.

## Drawing [Drawing syllabics]



Drawing

**Instructions**

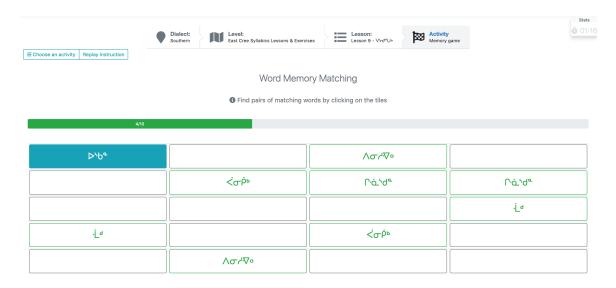Take a piece of paper and a pencil and draw the syllabics as illustrated.

The objective of this activity is to learn how to write syllabics. The student is asked to take a piece of paper and a pencil and draw the syllabics as illustrated.
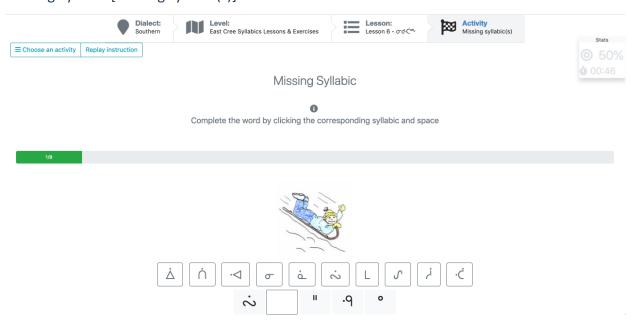
## Syllabic Memory Matching [Memory game]



In this memory game, a player clicks on blank tiles to uncover syllabics and find 10 pairs of matching syllabics.
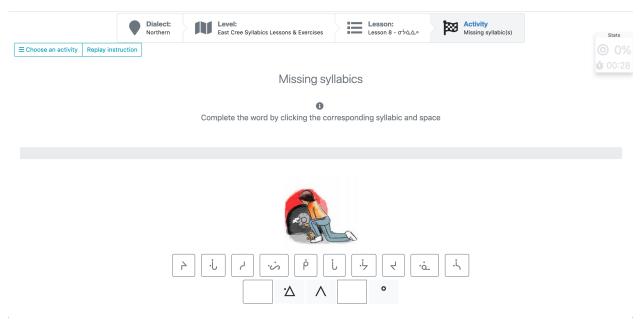
## Word Memory Matching [Memory game]



In this memory game, a player clicks on blank tiles to uncover words and find 10 pairs of matching words.

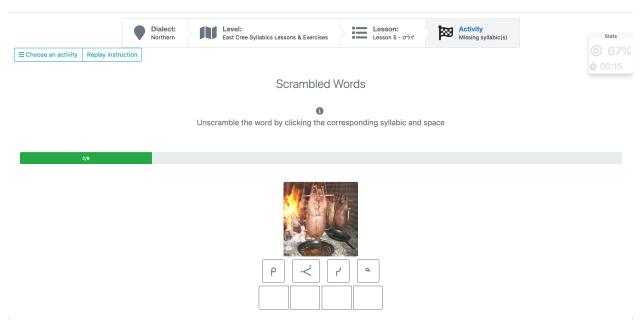## Missing Syllabic [Missing syllabic(s)]



The objective of this type of activity is to complete the word by clicking on the missing syllabic and then on the corresponding empty box (or vice versa).

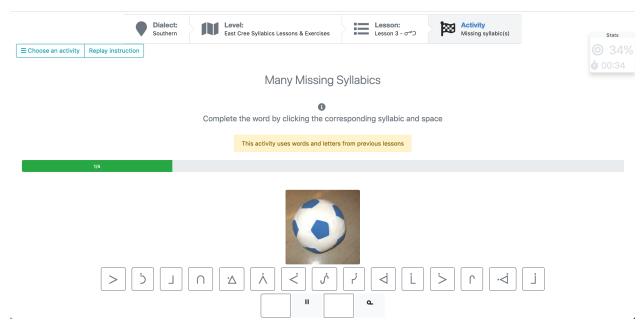27

## Missing Syllabics [Missing syllabic(s)]



This type of activity is a variant of the preceding one (Missing Syllabic). The student selects a syllabic by clicking it and then clicks the corresponding empty box (or vice versa) to complete the word.

## Scrambled Words [Missing syllabic(s)]



In this activity, the objective is to unscramble the word represented by the image above by placing each syllabic in the correct order. The student clicks a syllabic and then clicks the corresponding empty box. This process is repeated until the student completes the word correctly.
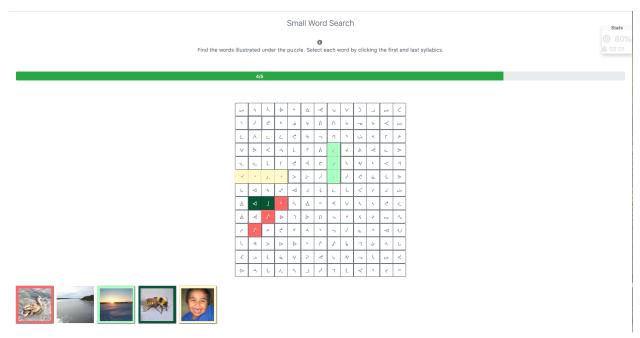
28

## Many Missing Syllabics [Missing syllabic(s)]



In this type of activity, the student clicks a syllabic and then clicks the corresponding empty box (or vice versa). This process is repeated until the student has correctly completed the word.
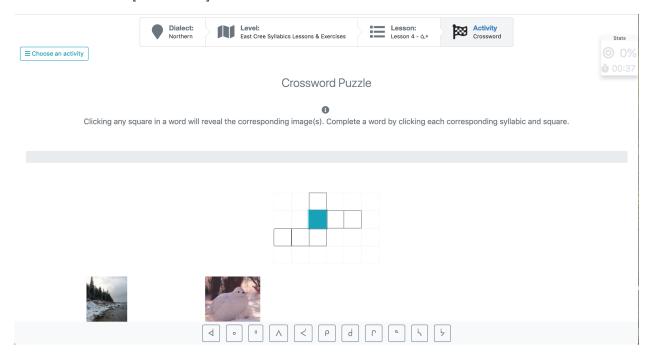
This is more challenging than other missing games such as *Missing Syllabics*, because it includes syllabics from previous lessons.
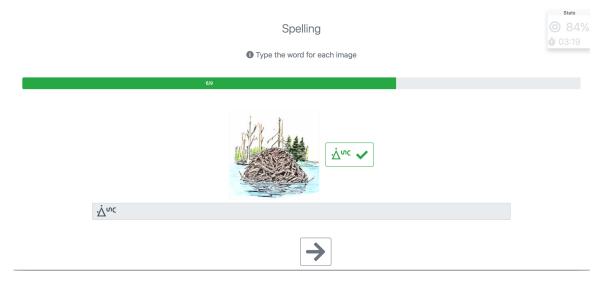
## Word Search (small) [Word search]



The objective of this type of activity is to find all the words pictured under the word search. The word can be written from top to bottom, left to right, or diagonally. To select a word, the student clicks the first syllabic of the word and then the final syllabic. If correct, the word will appear highlighted in a particular colour. If incorrect, the word will flash red and the student tries again until all words are found.
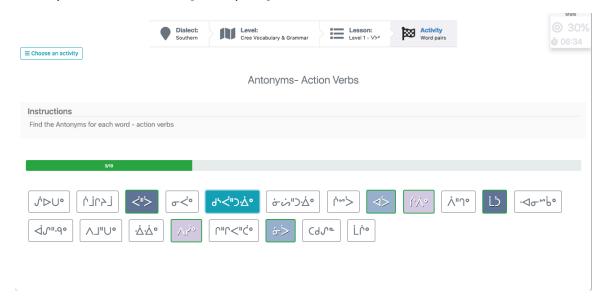
## Crossword Puzzle [Crossword]



The objective of this type of activity is to complete the puzzle by filling in the correct words. The student clicks on an empty box in the crossword to reveal the corresponding image (or images, in the case of two intersecting words). Double-clicking on any square will play the associated sound file. The student continues by clicking on the syllabics and intended blank squares in order to spell each word until all boxes have been filled.

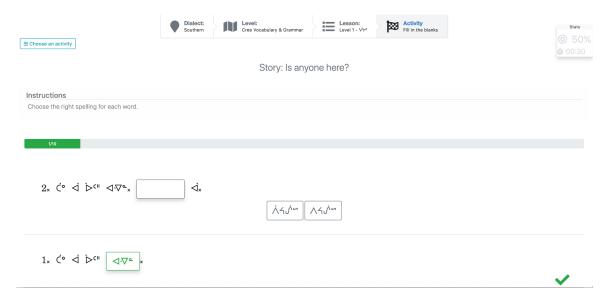## Spelling [Spelling]



In this type of activity, the student types the word represented by the image. If the word is spelled correctly, the timer is paused; if not, the timer continues. To move on to the next word, the student clicks the arrow.
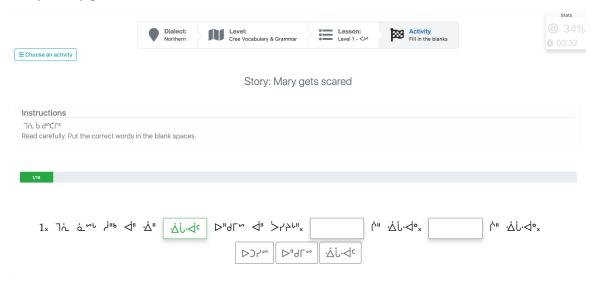
## Antonyms – Actions Verbs [Word pairs]



The objective of this type of activity is to associate pairs of words by clicking on the correct boxes.

32

## Story: Is anyone here? [Fill in the blanks]

| Dialect: Southern | Level: Cree Vocabulary & Grammar | Lesson: Level 1 - ᐤᓂ | **Activity** Fill in the blanks | Stats ⊚ 50% ⏱ 00:30 |

☰ Choose an activity

Story: Is anyone here?

**Instructions**
Choose the right spelling for each word.

1/10

2ₓ ᒋ° ᐊ ᐅᒡ ᐊᐧᑫᵃ ☐ ᐊ̇ₓ

| ᐱ̇ᐦᒢᐎ | ᐱᐦᒢᐎ |

1ₓ ᒋ° ᐊ ᐅᒡ [ ᐊᐧᑫᵃ ] ₓ ✔

The objective of this type of activity is to listen to a sound file and then complete the sentence by clicking on the correctly spelled word and then on the corresponding empty box (or vice versa).

## Story: Mary gets scared [Fill in the blanks]

| Dialect: Northern | Level: Cree Vocabulary & Grammar | Lesson: Level 1 - ᐸᑯ | **Activity** Fill in the blanks | Stats ⊚ 34% ⏱ 00:32 |

☰ Choose an activity

Story: Mary gets scared

**Instructions**
ᒋᓈ ᕒ ᑯᐸᒌᕒᑦ
Read carefully. Put the correct words in the blank spaces.

1/16

1ₓ ᒋᓈ ᐄ̇ᑊᐎ ᐱ̇ᑊᕒ ᐊᐦ ᐃ̇ᐦ [ ᐊ̇ᒡᐊᑦ ] ᐅᐦᑯᒢ ᐊᐦ ᐳᕒᔰᐦₓ ☐ ᓐᐦ ᐊ̇ᒡᐊᐧ°ₓ ☐ ᓐᐦ ᐊ̇ᒡᐊᐧ°ₓ
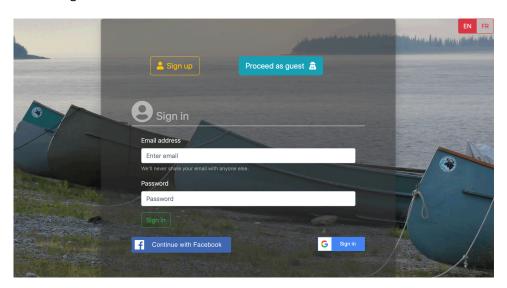
| ᐅᑐᕒᐎ | ᐅᐦᑯᒢ | ᐊ̇ᒡᐊᑦ |

In this type of activity, the student completes the sentences in a text one sentence at a time, by choosing the appropriate words from a set of options. In some cases, the options will only include words necessary to complete the sentence. In others, there will be additional words presented, which do not work in the sentence. To complete the sentence, the student clicks a word and then clicks the corresponding blank box in the sentence (or vice versa).
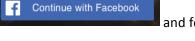
## VI.    Logging in to track scores

Learners are presented with two options when visiting the website : 1) Proceed as a guest; or 2) Sign up/Sign in.

To log in, users have the choice of : 1) creating an account, 2) using their Facebook account; or 3) using their Google account.
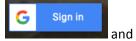


To log in with Facebook, click  and follow the prompts.
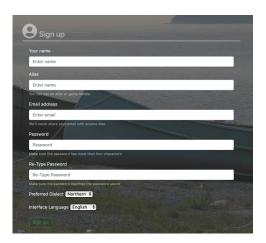
To log in with Gmail, click  and follow the prompts.
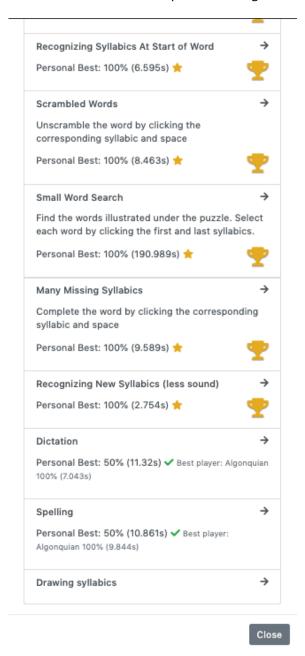
To create an account, click  and then fill out the following form:

Learners who choose to log in each time they use the site will be able to track which activities they have completed, including their personal best scores, and will be able to compare their results to the highest scores achieved for each activity.

A check mark ✔ (together with a percentage and time) indicates that an activity has been completed by the learner. A gold star ⭐ means that the learner has achieved 100% and a gold cup 🏆 indicates that the learner has achieved the top score among all users.

| Activity | |
|---|---|
| **Recognizing Syllabics At Start of Word** → <br> Personal Best: 100% (6.595s) ⭐ | 🏆 |
| **Scrambled Words** → <br> Unscramble the word by clicking the corresponding syllabic and space <br> Personal Best: 100% (8.463s) ⭐ | 🏆 |
| **Small Word Search** → <br> Find the words illustrated under the puzzle. Select each word by clicking the first and last syllabics. <br> Personal Best: 100% (190.989s) ⭐ | 🏆 |
| **Many Missing Syllabics** → <br> Complete the word by clicking the corresponding syllabic and space <br> Personal Best: 100% (9.589s) ⭐ | 🏆 |
| **Recognizing New Syllabics (less sound)** → <br> Personal Best: 100% (2.754s) ⭐ | 🏆 |
| **Dictation** → <br> Personal Best: 50% (11.32s) ✔ Best player: Algonquian 100% (7.043s) | |
| **Spelling** → <br> Personal Best: 50% (10.861s) ✔ Best player: Algonquian 100% (9.844s) | |
| **Drawing syllabics** → | |

Close

## APPENDIX A: Northern and Southern Syllabic Charts – syllabics introduced in lessons

Northern Dialect Syllabic Chart – Eastern James Bay Cree

| e | we | i | ii | u | uu | a | aa | (wa) | final | final2 |
|---|---|---|---|---|---|---|---|---|---|---|
| e | | i [6] | ii [6] | u [7] | uu [7] | a [7] | aa [1] | | u [9] | h [9] |
| we | | wi [3] | wii [5] | wu | wuu | wa | waa [2] | | | |
| pe | pwe | pi [4] | pii [1] | pu [3] | puu [2] | pa | paa [1] | pwaa [7] | p [9] | |
| te | twe | ti [3] | tii [6] | tu | tuu [3] | ta | taa [5] | twaa [6] | t [9] | |
| ke | kwe | ki [4] | kii [8] | ku [7] | kuu [4] | ka | kaa [6] | kwaa [7] | k [9] | kw [10] |
| che | chwe | chi [2] | chii [5] | chu [9] | chuu [9] | cha | chaa [8] | chwaa [8] | ch [9] | |
| me | mwe | mi | mii [5] | mu [3] | muu [2] | ma | maa [2] | mwaa [7] | m [10] | |
| ne | nwe | ni [6] | nii [5] | nu [7] | nuu [5] | na | naa [6] | nwaa [8] | n [9] | |
| le | lwe | li | lii | lu | luu | la | laa | lwaa | l | |
| se | swe | si [5] | sii [1] | su [8] | suu [6] | sa | saa [4] | swaa [8] | s [10] | |
| she | shwe | shi [6] | shii [1] | shu [7] | shuu [6] | sha | shaa [5] | shwaa [8] | sh [10] | |
| ye | ywe | yi [8] | yii [9] | yu [8] | yuu [5] | ya | yaa [4] | ywaa [8] | y | |
| re | rwe | ri | rii | ru | ruu | ra | raa | rwaa | r | |
| ve | vwe | vi | vii | vu | vuu | va | vaa | vwaa | v, f, | |
| the | thwe | thi | thii | thu | thuu | tha | thaa | thwaa | th | |

*The superscript numbers indicate the number of the Lesson for which the syllabic character is introduced.

## Southern Dialect Syllabic Chart – Eastern James Bay Cree

| e | we | i | ii | u | uu | a | aa | waa | (final) | (extra) |
|---|---|---|---|---|---|---|---|---|---|---|
| e [4] | | i [8] | ii [6] | u [7] | uu [8] | a [7] | aa [1] | | u [9] | h [9] |
| we [5] | | wi [3] | wii [5] | wu | wuu | wa [6] | waa [2] | | | |
| pe [4] | pwe [12] | pi [4] | pii [1] | pu [3] | puu [2] | pa | paa [1] | pwaa [7] | p [9] | |
| te [4] | twe [12] | ti [3] | tii [6] | tu [8] | tuu [3] | ta [11] | taa [5] | twaa [6] | t [9] | |
| ke | kwe [12] | ki | kii [11] | ku [7] | kuu [4] | ka [4] | kaa [8] | kwaa [7] | k [9] | kw [10] |
| che [4] | chwe | chi [2] | chii [5] | chu [12] | chuu [5] | cha | chaa | chwaa [12] | ch [9] | |
| me | mwe [12] | mi [8] | mii [5] | mu [3] | muu [2] | ma [6] | maa [2] | mwaa [11] | m [10] | |
| ne [8] | nwe | ni [4] | nii [5] | nu [8] | nuu [5] | na | naa [6] | nwaa [11] | n [9] | |
| le | lwe | li | lii | lu | luu | la | laa | lwaa | l | |
| se [8] | swe [12] | si | sii [1] | su [11] | suu [6] | sa | saa [4] | swaa | s [10] | |
| she [8] | shwe [12] | shi [6] | shii [1] | shu [11] | shuu [6] | sha [11] | shaa [5] | shwaa [12] | sh [10] | |
| ye [4] | ywe [12] | yi | yii | yu [11] | yuu [5] | ya [8] | yaa [4] | ywaa | y | |
| re | rwe | ri | rii | ru | ruu | ra | raa | rwaa | r | |
| ve | vwe | vi | vii | vu | vuu | va | vaa | vwaa | v, f, ph | |
| the | thwe | thi | thii | thu | thuu | tha | thaa | thwaa | th | |

*The superscript numbers indicate the number of the Lesson for which the syllabic character is introduced.