

EAST CREE ONLINE LESSONS

USER AND PEDAGOGICAL GUIDE

URL: <https://lessons.eastcree.atlas-ling.ca>

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I. Introduction

This guide is intended for users of the East Cree Online Lessons, available on the site [eastcree.org](https://lessons.eastcree.org) and atlas-ling.ca (<https://lessons.eastcree.atlas-ling.ca>), and for teachers who wish to use it as a supplement to their classes. The guide contains a brief description of the target audience and methodology used. After an introduction to the East Cree language, we present the software and the proposed progression, highlighting the educational objectives of each module and/or lesson. Finally, we give examples of activity types available with the software. Since hundreds of activities are possible with thousands of combinations, we invite users to try them online.

II. Target Audience and Methodology

The modules, lessons and activities have been designed both for adults who speak East Cree fluently and wish to learn and master the standard spelling of their language, and for people who want to learn East Cree as a second language.

For literacy training, 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, and grammatical concepts. Numerous activities are also based on complete texts.

The first series of lessons/activities is designed for self-directed learning while the advanced series complements advanced literacy courses by furthering vocabulary enrichment, mastery of spelling and grammatical concepts, and knowledge of the language's morphological structure, and focuses on working with whole texts.

For second-language learning, we provide content primarily for the Northern dialect (within the 2020 project parameters), including dialogues, personal narratives, verb conjugations, grammar exercises, thematic vocabulary, and translation and pronunciation activities. Standard roman orthography, corresponding to the syllabics, is now available for L2 learners.

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/>).

Detailed objectives for each series of lessons/modules are described further below, after we briefly situate the East Cree language and its dialects.

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 communities whose dialects can be grouped together as follows:

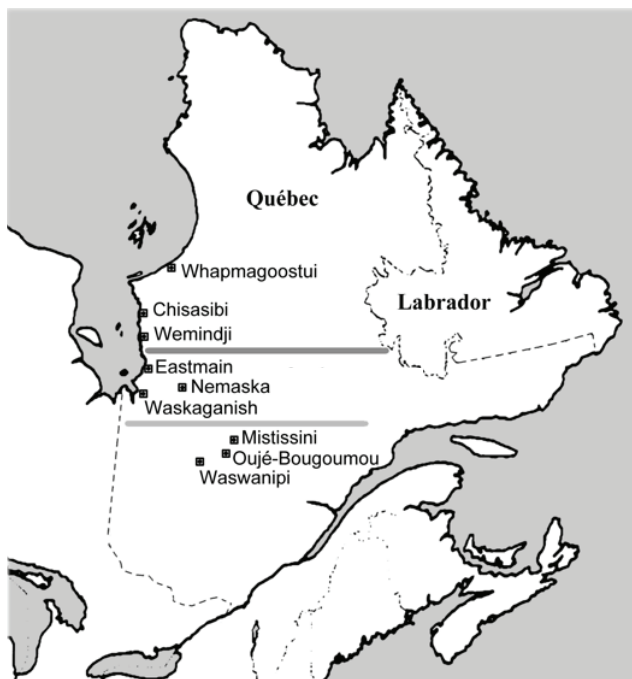
Classification of East Cree dialects

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. It is particularly useful for second-language learners.

Syllabics chart – Eastern James Bay Cree

▽		△	△̇	▷	▷̇	◁	◁̇	°	"
<i>e</i>		<i>i</i>	<i>ii</i>	<i>u</i>	<i>uu</i>	<i>a</i>	<i>aa</i>	<i>u</i>	<i>h</i>
·▽		·△	·△̇	·▷	·▷̇	·◁	·◁̇		
<i>we</i>		<i>wi</i>	<i>wii</i>	<i>wu</i>	<i>wuu</i>	<i>wa</i>	<i>waa</i>		
∇	·∇	∧	∧̇	>	>̇	<	<̇	·<̇	<
<i>pe</i>	<i>pwe</i>	<i>pi</i>	<i>pii</i>	<i>pu</i>	<i>puu</i>	<i>pa</i>	<i>paa</i>	<i>pwaa</i>	<i>p</i>
U	·U	∩	∩̇	⌋	⌋̇	⌌	⌌̇	·⌌̇	⌌
<i>te</i>	<i>twe</i>	<i>ti</i>	<i>tii</i>	<i>tu</i>	<i>tuu</i>	<i>ta</i>	<i>taa</i>	<i>twaa</i>	<i>t</i>
q	·q	p	ṗ	ɖ	ɖ̇	b	ḃ	·ḃ	b
<i>ke</i>	<i>kwe</i>	<i>ki</i>	<i>kii</i>	<i>ku</i>	<i>kuu</i>	<i>ka</i>	<i>kaa</i>	<i>kwaa</i>	<i>k</i>
ɣ	·ɣ	ɾ	ɾ̇	ɕ	ɕ̇	ʎ	ʎ̇	·ʎ̇	ʎ
<i>che</i>	<i>chwe</i>	<i>chi</i>	<i>chii</i>	<i>chu</i>	<i>chuu</i>	<i>cha</i>	<i>chaa</i>	<i>chwaa</i>	<i>ch</i>
ɭ	·ɭ	ɮ	ɮ̇	ɮ̥	ɮ̥̇	ɮ̥̥	ɮ̥̥̇	·ɮ̥̥̇	ɮ̥̥̥
<i>me</i>	<i>mwe</i>	<i>mi</i>	<i>mii</i>	<i>mu</i>	<i>muu</i>	<i>ma</i>	<i>maa</i>	<i>mwaa</i>	<i>m</i>
ɞ	·ɞ	ɛ	ɛ̇	ɞ̥	ɞ̥̇	ɞ̥̥	ɞ̥̥̇	·ɞ̥̥̇	ɞ̥̥̥
<i>ne</i>	<i>nwe</i>	<i>ni</i>	<i>nii</i>	<i>nu</i>	<i>nuu</i>	<i>na</i>	<i>naa</i>	<i>nwaa</i>	<i>n</i>
ɹ	·ɹ	ɻ	ɻ̇	ɹ̥	ɹ̥̇	ɹ̥̥	ɹ̥̥̇	·ɹ̥̥̇	ɹ̥̥̥
<i>le</i>	<i>lwe</i>	<i>li</i>	<i>lii</i>	<i>lu</i>	<i>luu</i>	<i>la</i>	<i>laa</i>	<i>lwaa</i>	<i>l</i>
ɣ̥	·ɣ̥	ɣ̥̥	ɣ̥̥̇	ɣ̥̥̥	ɣ̥̥̥̇	ɣ̥̥̥̥	ɣ̥̥̥̥̇	·ɣ̥̥̥̥̇	ɣ̥̥̥̥̥
<i>se</i>	<i>swe</i>	<i>si</i>	<i>sii</i>	<i>su</i>	<i>suu</i>	<i>sa</i>	<i>saa</i>	<i>swaa</i>	<i>s</i>
ʎ̥	·ʎ̥	ʎ̥̥	ʎ̥̥̇	ʎ̥̥̥	ʎ̥̥̥̇	ʎ̥̥̥̥	ʎ̥̥̥̥̇	·ʎ̥̥̥̥̇	ʎ̥̥̥̥̥
<i>she</i>	<i>shwe</i>	<i>shi</i>	<i>shii</i>	<i>shu</i>	<i>shuu</i>	<i>sha</i>	<i>shaa</i>	<i>shwaa</i>	<i>sh</i>
ɣ̥̥	·ɣ̥̥	ɣ̥̥̥	ɣ̥̥̥̇	ɣ̥̥̥̥	ɣ̥̥̥̥̇	ɣ̥̥̥̥̥	ɣ̥̥̥̥̥̇	·ɣ̥̥̥̥̥̇	ɣ̥̥̥̥̥̥
<i>ye</i>	<i>ywe</i>	<i>yi</i>	<i>yii</i>	<i>yu</i>	<i>yuu</i>	<i>ya</i>	<i>yaa</i>	<i>ywaa</i>	<i>y</i>
ɹ̥	·ɹ̥	ɹ̥̥	ɹ̥̥̇	ɹ̥̥̥	ɹ̥̥̥̇	ɹ̥̥̥̥	ɹ̥̥̥̥̇	·ɹ̥̥̥̥̇	ɹ̥̥̥̥̥
<i>re</i>	<i>rwe</i>	<i>ri</i>	<i>rii</i>	<i>ru</i>	<i>ruu</i>	<i>ra</i>	<i>raa</i>	<i>rwaa</i>	<i>r</i>
ʎ̥̥	·ʎ̥̥	ʎ̥̥̥	ʎ̥̥̥̇	ʎ̥̥̥̥	ʎ̥̥̥̥̇	ʎ̥̥̥̥̥	ʎ̥̥̥̥̥̇	·ʎ̥̥̥̥̥̇	ʎ̥̥̥̥̥̥
<i>ve</i>	<i>vwe</i>	<i>vi</i>	<i>vii</i>	<i>vu</i>	<i>vuu</i>	<i>va</i>	<i>vaa</i>	<i>vwaa</i>	<i>v, f</i>
ɮ̥̥	·ɮ̥̥	ɮ̥̥̥	ɮ̥̥̥̇	ɮ̥̥̥̥	ɮ̥̥̥̥̇	ɮ̥̥̥̥̥	ɮ̥̥̥̥̥̇	·ɮ̥̥̥̥̥̇	ɮ̥̥̥̥̥̥
<i>the</i>	<i>thwe</i>	<i>thi</i>	<i>thii</i>	<i>thu</i>	<i>thuu</i>	<i>tha</i>	<i>thaa</i>	<i>thwaa</i>	<i>th</i>

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)

•◀◀◀° waapameu vta ♦ s/he sees him/her/it (animate, for example: a snowshoe, a friend)

Transitive Inanimate Verb (VTI)

•<C^L waapahtam vti ♦ s/he sees it

Animate Intransitive Verb (VAI)

σ<° nipaau vai ♦ s/he sleeps

Γ"ɖɹi mihkusuu vai ♦ s/he, it (animate, for example a mitten) is red

Inanimate Intransitive Verb (VII)

ᑭᑭᑦᑭᑦ chimuwin vii ♦ it is raining

ᑭᓴᖅ 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

Note: in the list below, the labels L1 and L2 refer to first-language and second-language learners, respectively.

1. Reading and Writing Cree Syllabics (L1)
2. Thematic Vocabulary 1 (L1 and L2)
3. Opposites (L1)
4. Conversations (L2)*
5. Personal Narratives (L2)*
6. Pronouns (L1 and L2)
7. Cree Grammar: Nouns & Verbs, Animate/Inanimate (L1)
8. Reading Texts (L1 and L2)
9. Conjugating Verbs (series of modules, from beginner to advanced) (L1 and L2)*

**Currently these modules only exist for the Northern dialect*

1. Reading and Writing Cree Syllabics

General objective: Learn syllabic characters.

Beginner – Intended for Cree speakers (L1) who wish to learn basic syllabics

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. ᐃ, ᐅ, ᐇ, ᐉ) and not the vowel (e.g. ᐃ, ᐅ, ᐇ, ᐉ), 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.: ᐃ, ᐃ̇), and the use of the dot on the left (which indicates the presence of a w in front of the vowel, e.g.: ᐃ, ᐃ̇).

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' ᐃ̇ 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.

[illegible]

Lesson 7	Dialect	Syllabics	Vocabulary
	N	◁ ·ḃ ▷ ·ḥ ▷ ~ ḍ ·ḷ ḡ [a kwâ û pwâ u shu ku mwâ nu]	◁ḍ"ḥ, ·ḃḷḷ°, ḥḥ, ·ḥḥḥ, ▷ḥḥḥ, ~ḥḥḥḥḥ, ḍḥḥḥḥ, ·ḷḥḥ, ḡḥḥḥḥḥ [akuhp, kwâpichâu, ût, pwâkit, uskin, shunitâkin, kutiwâu, mwâkw, nuwitinim]
	S	◁ ·ḃ ·ḥ ▷ ḍ ·ḷ [a kwâ pwâ u ku mwâ]	◁ḍ"ḥ, ·ḃḥḥ°, ·ḥḥḥḥ, ▷ḥḥḥ, ḍḥḥḥḥ°, ▷ḥḥḥḥ, ·ḷḥḥ [akuhp, kwâpacheu, pwâkat, uwit, kutaweu, uskan, mwâkw]
Lesson 8	Dialect	Syllabics	Vocabulary
	N	ḡ ·ḷ ḡ ḥ ḥ ḥ ḥ ḥ ḥ ḥ [yi cwâ su wshâ kî châ ywâ yu nwâ swâ]	ḥḥḥḥḥ, ḡḥḥḥḥḥ, ḥḥḥḥḥḥ, ·ḷḥḥḥḥ, ḥḥḥḥḥḥ, ḡḥḥḥḥḥ, ḥḥḥḥḥ, ḥḥḥḥḥḥḥ, ḥḥḥḥḥḥḥḥ, ḥḥḥḥḥḥḥ [pânîkîk, iywâshtin, yihchishkim, chwâkilit, susâskun, miwshâkin, châkit, yuwipiyu, nîshupipunwâsiu, îskwâswâu]
	S	ḥḥ ḥḥ ḥḥ ḥḥ ḥḥ ḥḥ ḥḥ ḥḥ [û tu kê nu mi ne se i she ya]	ḥḥḥ, ḥḥḥḥḥḥḥ, ḥḥḥḥ, ḥḥḥḥḥ, ḥḥḥḥḥ, ḥḥḥḥḥḥ, ḥḥḥḥḥḥḥ, ḥḥḥḥḥḥ, ḥḥḥḥḥḥḥ [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	ḡ ḥ ḡ ḥ ḥ ḥ ḥ ḥ ḥ [chu yî chû h u p t n k ch]	ḥḥḥḥḥ, ḥḥḥ, ḥḥḥ, ḥḥḥḥ, ḥḥḥḥḥ, ḥḥḥḥḥḥ, ḥḥḥḥḥḥḥ, ḥḥḥḥḥ, ḥḥḥḥḥ [tîpwât, sûp, pîn, pîhch, mâchîh, chuwâshk, utâyiyî, chûhwânish, uchâu, îyik]
Lesson 10	ḥ ḥ ḥ ḥ [m kw s sh]	ḥḥḥḥḥ, ḥḥḥ, ḥḥḥḥḥ, ḥḥḥḥḥ [amiskw, mûs, nîpîsh, atim]

Southern dialect:

	Syllabics	Vocabulary
Lesson 9	ḥ ḥ ḥ ḥ ḥ ḥ ḥ ḥ [h u p t n k ch]	ḥḥḥḥḥ, ḥḥḥḥḥ, ḥḥḥ, ḥḥḥḥḥ, ḥḥḥḥḥ, ḥḥḥḥḥ [tîpwât, sûp, pîn, pîhch, ûcheu, ayik]
Lesson 10	ḥ ḥ ḥ ḥ [m kw s sh]	ḥḥḥḥḥ, ḥḥḥḥḥḥḥ, ḥḥḥ, ḥḥḥḥḥ [atim, amiskw, mûs, nîpîsh,]

Lesson 11	▷ C P Ṛ Ḥ Ṣ Ṭ Ḳ Ḷ Ḵ [u ta kî su sha yu shu mwâ nwâ]	▷ᵘᵇᵃ, Ḑᵘᵇᵃ, Ḓᵘᵇᵃ, Ḍᵘᵇᵃ, Ḧᵘᵇᵃ, Ḩᵘᵇᵃ, Ḫᵘᵇᵃ, Ṗᵘᵇᵃ, Ṛᵘᵇᵃ, Ṝᵘᵇᵃ [uskan, takwâchin, pânikîk, pinisuweu, shakâpishîsh, miyushû, shunitâkan, mwâkw, chinwâskun]
Lesson 12	Ṡᵘᵇᵃ Ḷᵘᵇᵃ Ḱᵘᵇᵃ Ṭᵘᵇᵃ Ṽᵘᵇᵃ Ṱᵘᵇᵃ Ṳᵘᵇᵃ [wshâ cwâ chu yi pwe twe kwe mwe swe shwe]	Ḟᵘᵇᵃ, Ḣᵘᵇᵃ, Ḥᵘᵇᵃ, Ḧᵘᵇᵃ, Ḩᵘᵇᵃ, Ḫᵘᵇᵃ, Ṗᵘᵇᵃ, Ṛᵘᵇᵃ, Ṝᵘᵇᵃ, Ṟᵘᵇᵃ, Ṡᵘᵇᵃ, Ṣᵘᵇᵃ, Ṥᵘᵇᵃ [miwshâkan, cwâkalit, âpimichuwîn, iyipeyâu, napwechinam, mweshtâtam, manishweu, matwehkwâmû, kwetipîu, iskwâsweu]

2. Thematic Vocabulary 1

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

Beginner – Intended for Cree speakers (L1) who wish to learn basic syllabics, or for second-language learners (L2)

[illegible][illegible]

[illegible]

Insects and others (nouns)	
N ፖሾኞሌ	ᐱᑭᓂᒃ, ᐱᓕሻሻᓂᒃ, ᐱᓕሻሻᓂᒃ, ᐱᓕሻሻᓂᒃ, ᐱᓕሻᐱᓂᒃ, ᐱᓕሻᐱᓂᒃ, ᐱᓕሻᐱᓂᒃ, ᐱᓕሻᐱᓂᒃ, ᐱᓕሻᐱᓂᒃ, ᐱᓕሻᐱᓂᒃ [âmû, mâchishkuchish, kwâhkwâpisiu, misisâhk, achinâpiw, âyikw, îyik, tâhtâu, sichimâu, minitûsh, uchâu]
S ፖሾኞሌ	ᐱᓕሻᐱᓂᒃ, ᐱᓕሻᐱᓂᒃ, ᐱᓕሻᐱᓂᒃ, ᐱᓕሻᐱᓂᒃ, ᐱᓕሻᐱᓂᒃ, ᐱᓕሻᐱᓂᒃ, ᐱᓕሻᐱᓂᒃ, ᐱᓕሻᐱᓂᒃ, ᐱᓕሻᐱᓂᒃ, ᐱᓕሻᐱᓂᒃ [âmû, ûcheu, manichûsh, ayik, tehte, sachimeu, mischâkw, missâkw, pahkwâchîsh, mâchishkuchish, chinepiw, kwâhkwâpishîsh]

[illegible]

3. Opposites

Objective: Test vocabulary knowledge and reading ability (no sound) with pairs of opposite words.

Beginner to intermediate – Intended for Cree speakers (L1)

3.1 Antonyms – action verbs

[illegible]

3.2 Antonyms – descriptions that end with °

Vocabulary			
Northern		Southern	
ᑎᐱᖃᓐ : ᑎᑎᓐ	tipiskâu : chîshikâu	ᑎᐱᖃᓐ : ᑎᑎᓐ	tipiskâu : chîshikâu
ᐱᐱᐱᓐ : ᐱᐱᐱᓐ	wâpâu : wiyipâu	ᐱᐱᐱᓐ : ᐱᐱᐱᓐ	wâpâu : wîpâu
ᖃᖃᓐ : ᖃᖃᐱᓐ	yûskâu : mishkiwâu	ᖃᖃᓐ : ᖃᖃᐱᓐ	yûskâu : mashkuwâu
ᖃᖃᐱᓐ : ᐱᐱᐱᖃᓐ	shâkiwâu : iyikishkâu	ᖃᖃᐱᓐ : ᐱᐱᐱᖃᓐ	shâkuwâu : iyakashkâu
ᖃᖃᖃᓐ : ᖃᖃᖃᓐ	sâkischinâu : pishishikwâu	ᖃᖃᖃᓐ : ᖃᖃᖃᓐ	sâkaschineu : pishikwâu
ᐱᐱᐱᖃᓐ : ᐱᐱᐱᖃᓐ	ukâstâyâu : wâsâyâu	ᐱᐱᐱᖃᓐ : ᐱᐱᐱᖃᓐ	ukâsteyâu : wâseyâu
ᖃᖃᓐ : ᖃᖃᓐ	tihkwâu : chinwâu	ᖃᖃᓐ : ᖃᖃᓐ	tahkwâu : chinwâu
ᖃᖃᓐ : ᖃᖃᓐ	tihkâu : chishitâu	ᖃᖃᓐ : ᖃᖃᓐ	tahkâu : chishiteu
ᐱᐱᐱᓐ : ᖃᖃᐱᓐ	îshpâu : tipihtâu	ᐱᐱᐱᓐ : ᖃᖃᐱᓐ	ishpâu : tapihtâu
ᐱᐱᓐ : ᐱᐱᖃᓐ	wâkâu : kuiskwâu	ᐱᐱᓐ : ᐱᐱᖃᓐ	wâkâu : kuiskwâu

4. Conversations

**Currently this module only exists for the Northern dialect*

Objective: Provide exposure to short but realistic/natural conversations between fluent speakers.

Beginner to intermediate – Intended for second-language learners (L2)

Topics include greetings and leave-taking, introductions, and asking/answering basic personal questions. Optional text translations (in French/English) and translation-based activities are included to assist L2 learners.

5. Personal Narratives

**Currently this module only exists for the Northern dialect*

Objective: Strengthen comprehension skills by listening to personal narratives in Cree, without written transcripts or translations. Activities for these lessons consist of written comprehension questions (available in English and French).

Intermediate to advanced – Intended for second-language learners (L2)

These narratives cover a variety of topics, including family, hunting, cooking, making camp, etc. The comprehension activities include both multiple-choice and true/false questions about the contents of the spoken narrative.

6. Pronouns

Objective: Learn and distinguish between various types of Cree pronouns.

Beginner – Intended for Cree speakers (L1) or second-language learners (L2)

Types: emphatic pronouns, indefinite and interrogative pronouns, demonstrative pronouns, focus pronouns, etc.

Here is an example of one of these lessons, contrasting pronouns and particles:

ᐱ, ᐱᐅ, ᐱᐅᐱ° chaakw, chaakwaan, chaakwaayiu (NORTH)

ᐱ, ᐱᐅ, ᐱᐅᐱ chekw, chekwaan, chekwaayuu (SOUTH)

Objective: Master particles and pronoun forms.

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

[illegible]

7. Cree Grammar: Nouns & Verbs, Animate/Inanimate

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

Intermediate to advanced – Intended for Cree speakers (L1)

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

A. Nouns and Verbs

7.1 Is it a verb or a noun?

Objective: Learn what is a noun ᐱᓂᓂᑦᐅᑦ/ᐱᓂᓂᑦᐅᑦᐅᑦ or a verb ᐱᓂᑦᐅᑦ/ᐱᓂᑦᐅᑦᐅᑦ.

All words (nouns and verbs) are presented in their dictionary form, e.g. verbs are in the 3rd person singular proximate independent neutral.

Vocabulary					
Northern			Southern		
ᐱᐢᐤ	atim	N	ᐱᐢᐤ	atim	N
ᐱᐢᐱᐢᐤ	awâshish	N	ᐱᐢᐱᐢ	awâsh	N
ᐱᐢᐱᐢᐱᐢᐤ	chishâiyiu	N	ᐱᐢᐱᐢᐱᐢᐤ	chisheîiyû	N
ᐱᐢᐱᐢᐱᐢᐱᐢᐤ	chishâishkwâsh	N	ᐱᐢᐱᐢᐱᐢᐱᐢᐤ	chisheishkwesh	N
ᐱᐢᐱᐢᐱᐢᐤ	ishkwâshish	N	ᐱᐢᐱᐢᐱᐢᐤ	ishkwesh	N
ᐱᐢᐱᐢᐤ	iskwâu	N	ᐱᐢᐱᐢᐤ	iskweu	N
ᐱᐢᐱᐢᐱᐢᐤ	nâpâshish	N	ᐱᐢᐱᐢᐱᐢᐤ	nâpesh	N

ᑭᑦᑭᑦ	nâpâu	N	ᑭᑦᑭᑦ	nâpeu	N
ᑭᑦᑭᑦ	pûshî	N	ᑭᑦᑭᑦ	pûshî	N
ᑭᑦᑭᑦ	apiu	V	ᑭᑦᑭᑦ	apû	V
ᑭᑦᑭᑦ	ayimiu	V	ᑭᑦᑭᑦ	ayimû	V
ᑭᑦᑭᑦ	mâtû	V	ᑭᑦᑭᑦ	mâtû	V
ᑭᑦᑭᑦ	mîchisû	V	ᑭᑦᑭᑦ	mîchisû	V
ᑭᑦᑭᑦ	nîmiu	V	ᑭᑦᑭᑦ	nîmû	V
ᑭᑦᑭᑦ	nikimû	V	ᑭᑦᑭᑦ	nikamû	V
ᑭᑦᑭᑦ	nipâu	V	ᑭᑦᑭᑦ	nipâu	V
ᑭᑦᑭᑦ	pâhpiu	V	ᑭᑦᑭᑦ	pâhpû	V
ᑭᑦᑭᑦ	pâtâu	V	ᑭᑦᑭᑦ	petâu	V
ᑭᑦᑭᑦ	tâpwâu	V	ᑭᑦᑭᑦ	tepweu	V

7.2 Family and actions – nouns & verbs

Vocabulary					
Northern			Southern		
ᑭᑦᑭᑦ	uhkumimâu	N	ᑭᑦᑭᑦ	uhkumimâu	N
ᑭᑦᑭᑦ	uhkumisimâu	N	ᑭᑦᑭᑦ	uhkumisimâu	N
ᑭᑦᑭᑦ	uhtâwîmâu	N	ᑭᑦᑭᑦ	uhtâwîmâu	N
ᑭᑦᑭᑦ	ukâwîmâu	N	ᑭᑦᑭᑦ	ukâwîmâu	N
ᑭᑦᑭᑦ	umisimâu	N	ᑭᑦᑭᑦ	umisimâu	N
ᑭᑦᑭᑦ	umushumimâu	N	ᑭᑦᑭᑦ	umushumimâu	N
ᑭᑦᑭᑦ	ushîmimâu	N	ᑭᑦᑭᑦ	ushîmimâu	N
ᑭᑦᑭᑦ	ushîmishimâu	N	ᑭᑦᑭᑦ	ushîmishimâu	N
ᑭᑦᑭᑦ	ustâsimâu	N	ᑭᑦᑭᑦ	ustesimâu	N
ᑭᑦᑭᑦ	utusisimâu	N	ᑭᑦᑭᑦ	utûsimâu	N
ᑭᑦᑭᑦ	âyiyimû	V	ᑭᑦᑭᑦ	âimû	V
ᑭᑦᑭᑦ	kwâshkuhtiu	V	ᑭᑦᑭᑦ	kwâshkuhtû	V
ᑭᑦᑭᑦ	mâmâpisû	V	ᑭᑦᑭᑦ	memepisû	V
ᑭᑦᑭᑦ	mâtiwâu	V	ᑭᑦᑭᑦ	metaweu	V
ᑭᑦᑭᑦ	pihchishin	V	ᑭᑦᑭᑦ	pahchishin	V
ᑭᑦᑭᑦ	pâhkâshin	V	ᑭᑦᑭᑦ	pakâshimû	V
ᑭᑦᑭᑦ	pimishin	V	ᑭᑦᑭᑦ	pimishin	V
ᑭᑦᑭᑦ	pimuhtâu	V	ᑭᑦᑭᑦ	pimuhteu	V
ᑭᑦᑭᑦ	shîkihû	V	ᑭᑦᑭᑦ	shîkahû	V
ᑭᑦᑭᑦ	shûshuwihkwâu	V	ᑭᑦᑭᑦ	shûshûhkweu	V

7.4 VAI or VII? $\triangleleft d^{\parallel} \triangleright \cdot \Delta^{\circ \parallel}$ Clothing

Examples	
Northern - <Ċ" or <ġ° (pâtâh or pâshiu)	Southern - <VĊ" or <Vṡ (petâh or peshû)
1. <Ċ" <ġ° <ġ°ġ° (pâtâh an ashtutin.)	1. <VĊ" <Vṡ <Vṡ°ġ° (petâh an ashtûtin.)
2. <ġ° <ġ° <ġ°ġ° (pâshiu an astis.)	2. <Vṡ <Vṡ <Vṡ°ġ° (peshû an astis.)

7.5 VTA or VTI? $\sigma \dot{\mathcal{D}}^{\parallel} \triangleright \triangleleft \wedge \mathcal{R}^{\parallel} \triangleright^{\omega}$ Traditional tools

[illegible]

7.6 VTA or VTI? $\Lambda \leq \Delta \tau \cdot \Delta P^{\text{all}}$ Transportation

VTA or VTI					
Northern Corresponds with $\sigma \cdot \langle \wedge \rangle \text{ }^{\circ} \text{ [NI]}$ or $\sigma \cdot \langle \wedge \rangle \text{ }^{\circ} \text{ [NA]}$			Southern Corresponds with $\sigma \cdot \langle \wedge \rangle \text{ }^{\circ} \text{ [NI]}$ or $\sigma \cdot \langle \wedge \rangle \text{ }^{\circ} \text{ [NA]}$		
$\langle \wedge \rangle \Delta$	apui	NA	$\langle \wedge \rangle \Delta$	apui	NA
$\langle \wedge \rangle \text{ }^{\circ}$	asâm	NA	$\langle \wedge \rangle \text{ }^{\circ}$	asâm	NA

$\dot{\text{P}}\dot{\text{L}}^{\text{e}}$	chîmân	NI	$\dot{\text{P}}\dot{\text{L}}^{\text{e}}$	chîmân	NI
$\dot{\text{b}}\text{ŋ}''\text{ŋ}\wedge\sim\rho\cdot\dot{\text{d}}\rho\sigma\Delta^{\text{c}}$	kâtihtipishkiwâkiniwit	NA	$\text{ŋ}''\text{ŋ}\wedge\cdot\nabla>"\dot{\text{D}}\rho\cdot\dot{\text{d}}\text{b}^{\text{e}}$	tihtipiwepuhûsuwâkan	NA
$\dot{\text{b}}\wedge<\Gamma''\dot{\text{z}}\Gamma\rho^{\text{u}}$	kâpipâmihyâmikihch	NI	$\dot{\text{b}}\wedge\Gamma''\dot{\text{z}}\text{Lb}^{\text{u}}$	kâpimihyâmakahch	NI
$\dot{\text{b}}\triangleright\sim\dot{\text{C}}\dot{\text{d}}\sigma\rho\wedge''\dot{\text{C}}^{\text{c}}$	kâushtëakunichiptât	NA	$\dot{\text{b}}\triangleright\sim\text{ŋ}''\dot{\text{C}}\dot{\text{d}}\sigma\rho<''\dot{\text{C}}^{\text{c}}$	kâustihtëakunichipahtât	NA
$\dot{\text{b}}\cdot\dot{\text{d}}\wedge\rho\triangleright\sim\wedge\rho^{\text{u}}$	kâwâpikitushûpiyich	NI	$\sim\nabla''\text{bJ}$	shûwehkachû	NI
$\triangleright\dot{\text{C}}<\dot{\text{z}}^{\text{e}}$	utâpânâskw	NA	$\triangleright\dot{\text{C}}<^{\text{e}}$	utâpân	NI
$\dot{\text{D}}^{\text{c}}$	ût	NI	$\triangleright\dot{\text{C}}<\dot{\text{z}}^{\text{e}}$	utâpânâskw	NA
$\text{J}\cdot\dot{\text{q}}''\rho\rho^{\circ}$	shiwâhkichiu	NI	$\dot{\text{D}}^{\text{c}}$	ût	NI

7.7 VTA or VTI? ⚡️ Get dressed! (Northern dialect only)

[illegible]

7.8 VTA or VTI? \triangleleft Δ SPG·bσ· Δ^L Shelters

Vocabulary					
Northern Corresponds with ᐅᓂᓐᓂᓐᓂᓐ [NI] or ᐅᓂᓐᓂᓐᓂᓐ [NA]			Southern Corresponds with ᐅᓂᓐᓂᓐᓂᓐ [NA] or ᐅᓂᓐᓂᓐᓂᓐ [NI]		
ᐅᓂᓐᓂᓐᓂᓐ	apihkwâniyu	NI	ᐅᓂᓐᓂᓐᓂᓐ	aschîukamikw	NI
ᐅᓂᓐᓂᓐᓂᓐ	apishuyiu	NI	ᐅᓂᓐᓂᓐᓂᓐ	ashtâhkun	NA
ᐅᓂᓐᓂᓐᓂᓐ	aschiyu	NI	ᐅᓂᓐᓂᓐᓂᓐ	mâhkî	NI
ᐅᓂᓐᓂᓐᓂᓐᓂᓐ	chîstâskwâniyu	NI	ᐅᓂᓐᓂᓐᓂᓐᓂᓐ	matutisânikamikw	NI
ᐅᓂᓐᓂᓐᓂᓐ	mâhkiyu	NI	ᐅᓂᓐᓂᓐᓂᓐ	mîchiwâhp	NI
ᐅᓂᓐᓂᓐᓂᓐ	mîtus	NA	ᐅᓂᓐᓂᓐᓂᓐᓂᓐ	misâhtikukamikw	NI
ᐅᓂᓐᓂᓐᓂᓐᓂᓐ	mîchiwâhpiyu	NI	ᐅᓂᓐᓂᓐᓂᓐᓂᓐ	mishtikw	NA

ᑦᑲᑦᑎᑖᑦᑖᑦ	misâhtikukimikuyiu	NI	ᑦᑲᑦᑎᑖᑦᑖᑦ	mishtikukamikw	NI
ᑦᑲᑦᑎᑖᑦᑖᑦ	mishtikukimikuyiu	NI	ᑲᑦᑲᑦᑎᑖᑦᑖᑦ	pûschinâukamikw	NI
ᑦᑲᑦᑎᑖᑦᑖᑦ	mihtukâniyiu	NI	ᑲᑦᑲᑦᑎᑖᑦᑖᑦ	pûschinâu	NA
ᑦᑲᑦᑎᑖᑦᑖᑦᑖᑦᑖᑦ	mitutisânâchinikimikuyiu	NI	ᑲᑦᑲᑦᑎᑖᑦᑖᑦᑖᑦ	shâpuhtuwân	NI
ᑦᑲᑦᑎᑖᑦᑖᑦ	nipikâhtikw	NA	ᑲᑦᑲᑦᑎᑖᑦᑖᑦᑖᑦᑖᑦ	shâhniitukamikw	NI
ᑲᑦᑲᑦᑎᑖᑦᑖᑦᑖᑦᑖᑦ	pûschinâukimikuyiu	NI	ᑲᑦᑲᑦᑎᑖᑦᑖᑦᑖᑦᑖᑦ	ushkuiyahtikw	NA
ᑲᑦᑲᑦᑎᑖᑦᑖᑦ	pûschinâu	NA	ᑲᑦᑲᑦᑎᑖᑦᑖᑦ	utipî	NA
ᑲᑦᑲᑦᑎᑖᑦᑖᑦᑖᑦᑖᑦ	shâpuhtiwâniyiu	NI	ᑲᑦᑲᑦᑎᑖᑦᑖᑦᑖᑦᑖᑦ	wâskâhîkan	NI
ᑲᑦᑲᑦᑎᑖᑦᑖᑦᑖᑦ	shihtâhkun	NA			
ᑲᑦᑲᑦᑎᑖᑦᑖᑦᑖᑦ	wishkui	NA			
ᑲᑦᑲᑦᑎᑖᑦᑖᑦᑖᑦᑖᑦᑖᑦ	utuspîyâhtikuyiu	NI			
ᑲᑦᑲᑦᑎᑖᑦᑖᑦᑖᑦᑖᑦ	witipî	NA			
ᑲᑦᑲᑦᑎᑖᑦᑖᑦᑖᑦᑖᑦ	wâchinâkin	NA			
ᑲᑦᑲᑦᑎᑖᑦᑖᑦᑖᑦᑖᑦᑖᑦ	wâskâhîkinyiu	NI			

8. Reading Texts

Objective: Discover Cree texts and stories, enrich vocabulary and grammar, and improve reading and writing skills.

Advanced – Intended for Cree speakers (L1) or second-language learners (L2)

Dictations are well-known exercises for learning orthography, while fill in the blanks are an excellent way to evaluate and practice reading. These activities are intended to complement Cree literacy courses.

The stories presented here come from the following books published by Cree Programs (<https://www.eastcree.org/cree/en/catalogue/>):

8.1 Story: Is anyone here?

Audlakiak, Malaya (1988). ᐃᓄᓕᑦᐱᓕᑦᐱᓕᑦ ᐱᓕᑦᐱᓕᑦ ᐱᓕᑦᐱᓕᑦ. *Is anyone here? Annie*
Whiskeychan (Ed. Southern dialect). Cree School Board.

Audlakiak, Malaya (1988). ᐱᓄᓕᑦᔨᓴᐅ ᐃᓂᑎᐊᓗᒻᓴᐅ ᐊᐊᐊᑦᔩ ᓯ ᓯᑎᐊᓗᒻᓴᐅ. *Is anyone here?* Luci Salt (Ed. Northern dialect). Cree School Board.

8.2 Story: Mary gets scared

Pashagumskum, Marianne (1998). ᐃᓴᓴᓴ ᐆ ᐃᓴᓴᓴ ᐃ ᐆᓴᓴᓴᐃᐃᐃᓴᓴ *Mary gets scared*. Ruth Salt, Daisy Moar, Emily Cooper, Anna Blacksmith, Patricia Diamond (Eds. Southern dialect). Cree School Board.

8.3 Story: When the beaver had a round tail

[illegible]

**Currently these modules only exist for the Northern dialect*

Because Cree verb inflections are so rich, the progression is based on and sequenced by grammatical person (1,2,3,4,1p,21p,2p,3p,0,0',0p,0'p, etc.) including number and obviation. The most common moods and tenses are presented first.

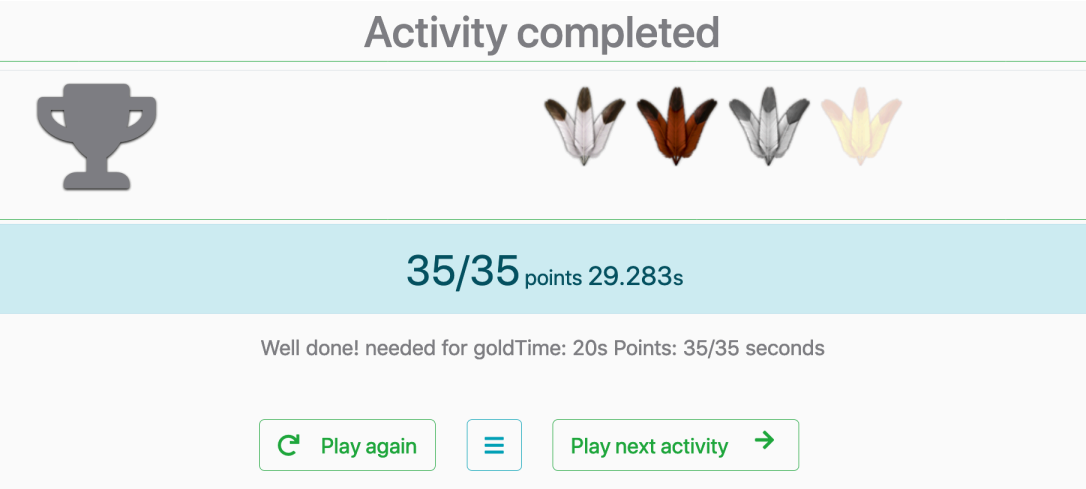
V. Software and Activity Types

Evaluation

Performance is evaluated based on precision and/or speed.

Scoring

Results are displayed as follows:



The screenshot shows a 'Activity completed' screen. At the top, the text 'Activity completed' is centered. Below this, on the left, is a grey trophy icon. To its right are four feathers of different colors: white, brown, grey, and yellow. A light blue horizontal bar contains the text '35/35 points 29.283s'. Below this bar, the text 'Well done! needed for goldTime: 20s Points: 35/35 seconds' is displayed. At the bottom, there are three buttons: 'Play again' with a circular arrow icon, a menu icon (three horizontal lines), and 'Play next activity' with a right-pointing arrow icon.

The score (35/35 in the illustration above) reflects the number of correct answers and the time (29.283s above) 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 some activities, scoring is only based on time 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".

Dialect

Upon entering the site for the first time, users are prompted to choose a dialect. A map and brief description of each dialect is provided to help users make an informed choice:

Dialects

East Cree Communities And Dialects

QUÉBEC

LABRADOR

Northern EC

Southern Coastal EC

Southern Inland EC

Communities marked on the map: Whapmagoostui, Chisasibi, Wemindji, Eastmain, Nemaska, Waskaganish, Mistissini, Ouje-Bougoumou, Waswanipi.

Northern →

The communities where the northern dialect is spoken are Wemindji, Chisasibi and Whapmagoostui.

Southern →

The communities where the southern dialect is spoken are Waskaganish, Nemaska, Waswanipi, Ouje-Bougoumou and Mistissini. The community of Eastmain is in between northern and southern dialects, but has chosen to belong to the Southern dialect by adopting the southern writing system.

For those who register (as opposed to remaining an anonymous/guest user), this is saved to their profile as the preferred (default) dialect. To change the default dialect:

1. Make sure you are signed in
2. Navigate to the main Modules page
3. Click 'Dialect' in the top left navigation bar
4. Choose a new dialect; it will be saved to your profile as the new default

However, within a lesson or activity, users can temporarily switch between dialects by simply clicking 'Dialect' in the left-hand side of the navigation bar:

Dialect:
Northern

Module:
Reading and Writing Cree Syllabics

Lesson:
Lesson 1 - ^{ᑭᑦᑭᑦᑭᑦ}

Activity
Do an activity within the lesson

Modules, Lessons and Activities

A **Module** is a thematic or grammatical grouping of one or more **Lesson(s)**. To facilitate user navigation, modules are tagged with different labels, including first-language (L1) or second-language (L2) target audiences; beginner, intermediate, or advanced skill levels; and specific verb classes (VAI, VII, VTI, VTA). When users select a tag, the interface displays the module(s) that match their selection – for example, in the image below, the tag ‘Beginner’ has been selected. It is highlighted in green and the corresponding subset (21 modules) is displayed:

Modules ²¹





✓ Beginner
Intermediate
Advanced
L1
L2
VAI
VII
VTA
VTI

<p>Reading and Writing Cree Syllabics →</p> <p>Learn how to read and write Cree syllabics.</p> <p><i>Beginner – Intended for Cree speakers (L1) who wish to learn basic syllabics</i></p> <p style="text-align: right;"> ✓ Beginner L1 </p>	<p>Thematic Vocabulary 1 →</p> <p>Learn vocabulary by theme, practice reading syllabics.</p> <p><i>Beginner – Intended for Cree speakers (L1) who wish to learn basic syllabics, or for second-language learners (L2)</i></p> <p style="text-align: right;"> ✓ Beginner L1 L2 </p>
<p>Opposites →</p> <p>Test vocabulary knowledge and reading ability (no sound) with pairs of opposite words.</p> <p><i>Beginner to intermediate – Intended for Cree speakers (L1)</i></p> <p style="text-align: right;"> ✓ Beginner Intermediate L1 </p>	<p>Conversations →</p> <p>Listen and read along to short conversations between Cree speakers.</p> <p><i>Beginner to intermediate – Intended for second-language learners (L2)</i></p> <p style="text-align: right;"> ✓ Beginner Intermediate L2 </p>
<p>Pronouns →</p> <p>Learn and distinguish between various types of Cree pronouns.</p> <p><i>Beginner – Intended for Cree speakers (L1) or second-language learners (L2)</i></p> <p style="text-align: right;"> ✓ Beginner L1 L2 </p>	<p>Conjugating Verbs: VII – BEGINNER →</p> <p>Learn to conjugate inanimate intransitive verbs (VII) like <i>ᓇᓂᓐ nuukun</i> ‘it is visible’.</p> <p>Lessons include commonly used forms for all verb classes and stems in indicative present for Independent (01) and Conjunct (11a).</p> <p style="text-align: right;"> ✓ Beginner VII </p>

A **Lesson** contains language content for the user to study (such as vocabulary items, a story, a dialogue, a link to an explanation of a grammatical concept, etc.), as well as a series of Activities related to that content. Both lessons and activities contain multimedia including text, sound files and/or images. Practice and repetition of the activities allow learners to improve their language proficiency and confidence.

Activity Types

The software currently includes 16 types of activities and over 50 sub-types, according to the settings of the parameters. For example, for *Recognize New Words* activities, the learner can be exposed to words in the current lesson only or to words in preceding lessons as well.

 Dialect: Northern	 Module: Reading and Writing Cree Syllabics	 Lesson: Lesson 5 - ᓂᓴᓴ	 Activity Choose
---	--	--	---

Here are the 16 types that appear on the right-hand side of the navigation bar.

- Categorization
- Choose
- Crossword
- Drawing syllabics
- Fill in the blanks
- Matching
- Memory game
- Missing syllabic(s)
- Missing words dictation
- Questions
- Repeat and record
- Sentence dictation
- Spelling
- Word dictation
- Word pairs
- Word search

[Categorization] VTA or VTI? $\wedge \leq \cdot \Delta \vdash \cdot \triangleleft \rho^{\text{all}}$ Transportation

[Categorization] Things and Actions - Nouns & Verbs

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

[Choose] Recognize New Words

Dialect:
Northern

Module:
Reading and Writing Cree Syllabics

Lesson:
Lesson 3 - ᓂᓄᓂ

Activity
Choose

0%

00:32

Choose an activity

Recognize new words

Listen, then click the corresponding word

Replay

Show Roman

>ᐱᓂ

ᓂᓄᓂ

ᓂᓄᓂᓂᓂᓂᓂ

ᓂᓄᓂ

And after clicking the 'Show Roman' button:

Replay

Show Roman

>ᐱᓂ puwaamuu

ᓂᓄᓂ tipiskaau

ᓂᓄᓂᓂᓂᓂᓂᓂ tuutuushinaapui

ᓂᓄᓂ wiyaakin

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.

[Choose] Recognize All Syllabics

Dialect:
Northern

Module:
Reading and Writing Cree Syllabics

Lesson:
Lesson 4 - ᐃᓄᐃ

Activity
Choose

Choose an activity

Stats
0%
01:53

Recognize all syllabics

Listen, then click the corresponding syllabic

This activity uses words and letters from previous lessons

Show Roman

ᐃ	ᐅ	ᐆ
ᐇ	ᐈ	ᐉ
ᐊ	ᐋ	ᐌ
	ᐍ	

Replay

And after clicking the 'Show Roman' button:

Show Roman

ᐃ waa	ᐅ pi	ᐆ pii
ᐇ pu	ᐈ ti	ᐉ ki
ᐊ mu	ᐋ muu	ᐌ saa
	ᐍ yaa	

Replay

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

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

[Choose] Recognize New Word Translations

Choose an activity

Dialect:
Northern

Module:
Pronouns (work in progress)

Lesson:
Pronouns: emphatic

Activity
Choose

Stats
0%
00:36

Recognize new word translations

Listen, then click the corresponding word

we-all, us (including you), ourselves	you (singular), yourself	you (plural), yourselves
we, us (but not you), ourselves	I, me, myself	s/he, her/him, her/himself
they, them, themselves		

Replay

In this activity, the student listens to the Cree word being pronounced and then clicks on the box containing the corresponding English (or French) translation. At any time, the student can click “Replay” to hear the word again.

Note: translation-based activities are particularly useful for second-language (L2) learners in the context of independent learning (as opposed to an immersion context).

[Crossword] Crossword Puzzle (syllabics)

Choose an activity

Dialect:
Northern

Level:
East Cree Syllabics Lessons & Exercises

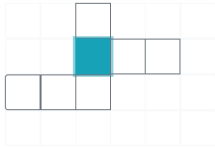
Lesson:
Lesson 4 - ᑭᓄᓐ



Activity
Crossword

Stats
0%
00:37

Crossword Puzzle

Clicking any square in a word will reveal the corresponding image(s). Complete a word by clicking each corresponding syllabic and square.



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↶

↷

The objective of this activity is to complete the puzzle by filling in the correct words. The student clicks 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.

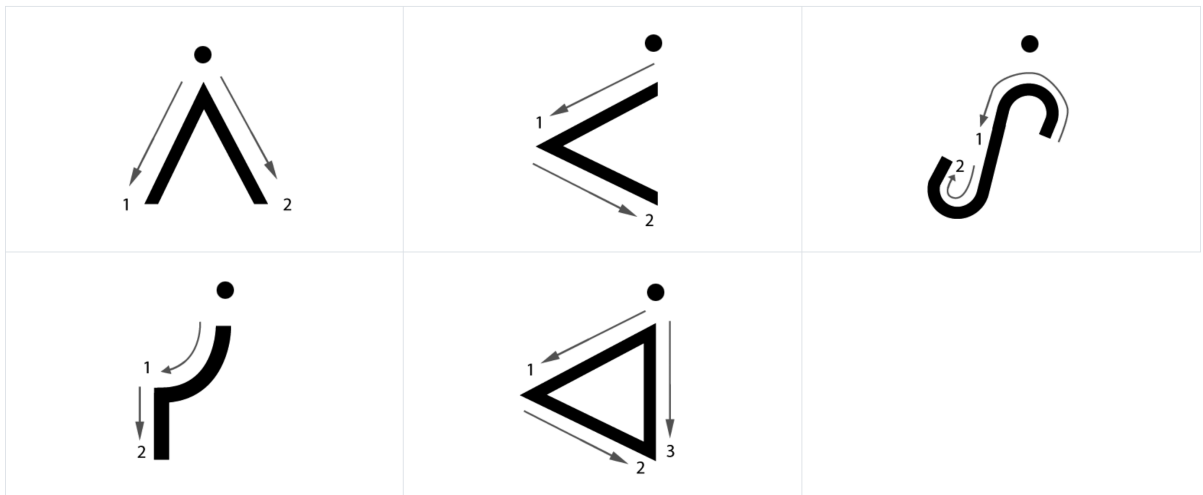
[Drawing syllabics] Drawing Syllabics

Drawing syllabics

Stats

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 to draw the syllabics as illustrated.

[illegible]

In this type of exercise, the student completes the sentences in a text one sentence at a time, by choosing the appropriate words from a set of options. To complete the sentence, the student clicks a word and then clicks the corresponding blank box in the sentence (or vice versa).

Note: there is a 'Show Roman' button available for those who want it.


[Matching] Match Words to Images (syllabics)

Match words to images

Click the image and corresponding word

Stats
0%
00:40

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[Matching] Match Words to Images (roman)

Match words to images (roman)

Click the image and corresponding word

Stats
0%
01:22

muus kaakw waapiskw wichishkw chishaayaakw shikaakw amiskw aanikuchaash
mihiihkin atim aapikushiish atihkw mihchaashiu nichikw sihkus waapishtaan
waapush



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.

[Matching] Match Written Translations (roman)

Choose an activity

Dialect:
Northern

Module:
Pronouns (work in progress)

Lesson:
Pronouns: emphatic

Activity
Matching

Stats
0%
00:13

Match written translations (roman)

Match the Cree text with its translation

you (singular), yourself	I, me, myself	s/he, her/him, her/himself
they, them, themselves	we-all, us (including you), ourselves	
we, us (but not you), ourselves	you (plural), yourselves	

chiyaaniu	niiyaan	chiiyi	niiyi
wiiyiwaau	chiiyiwaau	wiiyi	

[Matching] Match Written Translations (syllabics)

Choose an activity

Dialect:
Northern

Module:
Pronouns (work in progress)

Lesson:
Pronouns: emphatic

Activity
Matching

Stats
0%
00:09

Match written translations (syllabics)

Match the Cree text with its translation

they, them, themselves	we, us (but not you), ourselves
we-all, us (including you), ourselves	you (singular), yourself
I, me, myself	you (plural), yourselves
	s/he, her/him, her/himself

ᓂᓴᓐ	ᓴᓴ	ᓂᓴ	ᓴᓴᓴᓴᓴᓴ
ᓴᓴᓴᓴᓴᓴ	ᓴᓴᓴᓴᓴᓴ	ᓴᓴ	

The objective of these activities is to match the Cree words with their corresponding English (or French) translations. The student can either click the Cree word and then the translation, or vice versa.

Note: translation-based activities are particularly useful for second-language (L2) learners.

Dialect:
Northern

Module:
Reading and Writing Cree Syllabics

Lesson:
Lesson 3 - ᓄᓐᓂᓐ

Activity
Memory game

Choose an activity

STARTS

00:43

Syllabic Memory Matching

Find pairs of matching words by clicking on the tiles

6/10

>	>	ᓂ	ᓄ	
ᓄ		ᓂ		ᓂ
	ᓂ		ᓂ	
ᓄ	ᓂ	ᓄ		

[Memory game] Word Memory Matching (syllabics)

Dialect:
Northern

Module:
Reading and Writing Cree Syllabics

Lesson:
Lesson 9 - ᐃᓕᓂᓐᓂᓐ

Activity
Memory game

Stats
00:41

Choose an activity

Word Memory Matching

Find pairs of matching words by clicking on the tiles

3/10

			ᐃᓕᓂᓐ
ᐃᓕᓂᓐ	ᐃᓕᓂᓐ		
		ᐃᓕᓂᓐ	
ᐃᓕᓂᓐ	ᐃᓕᓂᓐ		
		ᐃᓕᓂᓐ	

34

[Missing syllabic(s)] Missing Syllabic

Dialect:
Southern

Level:
East Cree Syllabics Lessons & Exercises

Lesson:
Lesson 6 - ᓂᑦᐱᕐ

Activity
Missing syllabic(s)


Choose an activity | Replay instruction

Missing Syllabic

1

Complete the word by clicking the corresponding syllabic and space

1/9



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[Missing syllabic(s)] Missing Letter(s) (for L2 learners)

Missing letter

i Complete the word by clicking the corresponding letter and space

Stats


0%

00:20

Complete the word by clicking the corresponding letter and space

Instructions

Complete the word by clicking the corresponding syllabic and space



a

kw

mi

s

a

mi

kw

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

[Missing syllabic(s)] Scrambled Words (syllabics)

Dialect:
Northern

Level:
East Cree Syllabics Lessons & Exercises

Lesson:
Lesson 5 - ᓂᓴᓂ

Activity
Missing syllabic(s)

Choose an activity
Replay instruction

Stats
67%
00:15

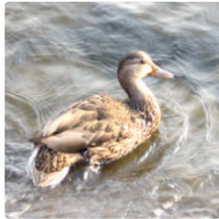
ᓂ ᓴ ᓂ ᓴ

[Missing syllabic(s)] Scrambled Words (roman)

Scrambled words (roman)

Unscramble the word by clicking the corresponding grapheme and space

00:38



p shii shii

The objective of these activities is to unscramble the word represented by the image above by placing each syllabic or letter(s) in the correct order. The student selects a syllabic or letter(s) and then clicks the corresponding empty box (or vice versa). This process is repeated until the student completes the word correctly.

[Missing syllabic(s)] Many Missing Syllabics

Dialect:
Southern

Level:
East Cree Syllabics Lessons & Exercises

Lesson:
Lesson 3 - ᓂᐱᑦ

Activity
Missing syllabic(s)

Choose an activityReplay instruction


Many Missing Syllabics

i

Complete the word by clicking the corresponding syllabic and space

This activity uses words and letters from previous lessons

1/4



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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.

Note: This is more challenging than other 'missing' activities such as *Missing Syllabics*, because it includes syllabics from previous lessons.

[Missing words dictation] Missing Words Dictation (syllabics) (Is anyone here?)

0:01 / 0:06

ԴՐԻՆԻՇՆԱԿԱՆ ԿՈՆԴՐԱՆՈՒՄԻՆ ԴՐԱՆՈՒՄԻՆ ԴՐԱՆՈՒՄԻՆ
 ՈՒՆԱԿԱՆ

ԴՐԻՆԻՇՆԱԿԱՆ ԿՈՆԴՐԱՆՈՒՄԻՆ ԴՐԱՆՈՒՄԻՆ
 ՈՒՆԱԿԱՆ

→

The objective of this type of exercise is to listen to the sound file and then to complete the sentence by typing the missing words into the corresponding boxes. Words can be typed directly in syllabics, or typed in roman and the interface will automatically convert it to syllabics. The student 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 the play button to hear the word again.

[Questions] Comprehension Questions: ENGLISH / FRENCH

Comprehension questions: ENGLISH (Making puutin 1)

Instructions


Answer the following comprehension questions about what you just heard:

Stats

14%

01:30

1/5

What is the first thing she does while mixing her puutin? 

boil some water

make a fire

put on music

sit and read a magazine

She always uses molasses instead of burnt sugar.

True

False

How much flour does she use?

8 tablespoons

8 cups

None

8 pieces

The objective of this type of exercise is primarily for second-language (L2) learners to test their listening comprehension of a short audio clip. Questions are presented in both multiple-choice and True/False formats; students indicate their answer by clicking on it.

*Note: in this version of the activity, questions are written in English to ensure that students are being evaluated on their listening comprehension alone, rather than a combination of their listening and reading comprehension. That is, if the questions were written in Cree syllabics and they did not fully understand (*reading comprehension*), they may select the wrong answer despite having correctly understood the Cree audio (*listening comprehension*). Questions can also be written in French for francophone learners. This approach is informed by best practices in second language testing and assessment.

[Repeat and record] Repeat and Record (for L2 learners)

The screenshot shows a web interface titled "Repeat and record". Below the title is a progress bar and a button labeled "Record what you hear". The word "chiyaashkw" is displayed in its syllabic form and Latin script. To the right is a "Show Translation" button. The interface features two side-by-side audio waveform visualizations. The left waveform is green and represents the original audio. The right waveform is also green and represents the user's recording. Below the waveforms are playback controls: a play button, a turtle icon for slower playback, a microphone icon, and a play button. A timer shows "00:00:694". At the bottom center is a right arrow button.

The objective of this type of exercise is primarily for second-language learners (L2) to practise their pronunciation. On the left is audio of a fluent speaker saying the word or sentence (*chiyaashkw* in the example above), which students can play repeatedly, along with the turtle button for playback at a slower speed. On the right, students record their own pronunciation of the same word, which they can play back and re-record repeatedly while comparing it to the original recording. They can also compare the visual waveforms of the two audio files. Note that this tool is intended for self-evaluation only; no score is given, as there is no way to provide customized evaluation or feedback.

**In order for the software to work, users are prompted to grant access to their computer's microphone.*

[Sentence dictation] Sentence Dictation (roman)

The screenshot shows the 'Sentence Dictation (roman)' activity interface. At the top, there is a navigation bar with the following elements: a 'Choose an activity' button, a 'Dialect: Northern' dropdown, a 'Module: Dialogues' dropdown, a 'Lesson: Conversation 1: ᑭᑭᑭᑭᑭ ᑭᑭ - How are you?' dropdown, and an 'Activity: Sentence dictation' button. A 'Stats' box on the right shows a target of 50%. Below the navigation bar, the title 'Sentence dictation (roman)' is displayed, followed by the instruction 'Write the sentences that you hear.' A progress bar indicates 2/8 items. The main content area features a audio player with a 0:02 / 0:02 timer and a play button. Below the player, the sentence 'waachiyaah, taan aah iyihitiyin.' is shown. The words are color-coded: 'waachiyaah' in green, 'taan aah' in red, and 'iyihitiyin' in red. A red 'X' icon is visible to the right of the sentence. Below the sentence, there is a text input box containing the same sentence. A right arrow button is located at the bottom right of the input box.


The objective of this type of exercise is to listen to a sound file and then type the sentence into the box. The student 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 press the play button to hear the word again.

[Spelling] Spelling (syllabics)

Spelling

Type the word for each image

0/0



unc ✓

unc

→

Stats
84%
03:19

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.

[Word dictation] Dictation (syllabics)

The screenshot shows the 'Dictation' activity interface. At the top, there is a navigation bar with the following elements: a 'Choose an activity' button, a 'Dialect: Northern' dropdown, a 'Level: East Cree Syllabics Lessons & Exercises' dropdown, a 'Lesson: Lesson 12 - ᐅᐅᐅᐅ' dropdown, and an 'Activity: Dictation' dropdown. On the right side of the navigation bar, there is a 'Stats' box showing a target icon and '10%'. Below the navigation bar, the main area is titled 'Dictation' with the instruction 'Type the word you hear'. A progress bar at the top of the main area shows '1/10'. In the center, there is a 'Replay' button with a speaker icon. Below the 'Replay' button, there is a text input field containing the syllabic word 'ᐅᐅ'. Below the input field, there are two buttons: a checkmark button and a right arrow button. Below these buttons, there is a green box containing the syllabic word 'ᐅᐅ' and a green checkmark.

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.

[Word pairs] Antonyms - Action Verbs

Choose an activity

Dialect: Southern

Level: Cree Vocabulary & Grammar

Lesson: Level 1 - V3

Activity: Word pairs

Stats: 30% 06:34

Antonyms- Action Verbs

Instructions
Find the Antonyms for each word - action verbs

3/10

ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ
ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ	ᐱᐅᐅᐅᐅᐅ

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

[Word search] Word Search (small) (syllabics)

Small Word Search

Find the words illustrated under the puzzle. Select each word by clicking the first and last syllables.






Stats

80%

02:01

4/5

S	A	I	B	V	A	E	V	U	A	S	C
V	P	E	B	S	A	H	S	W	S	<	S
L	A	L	E	H	T	S	W	A	T	P	
V	B	<	A	L	E	A	I	E	A	E	B
L	L	T	E	A	E	I	I	V	<	<	T
I	I	I	I	>	E	I	I	E	E	I	>
L	<	A	S	<	J	L	L	L	<	I	U
A	<	J	<	I	A	"	A	V	I	I	E
A	<	I	B	T	B	T	E	A	P	N	L
I	I	P	E	E	A	I	T	P	<	<	U
I	A	>	B	B	I	P	B	T	E	A	L
E	A	L	E	V	P	E	L	V	T	S	<
B	A	L	I	A	T	T	L	<	E	E	"

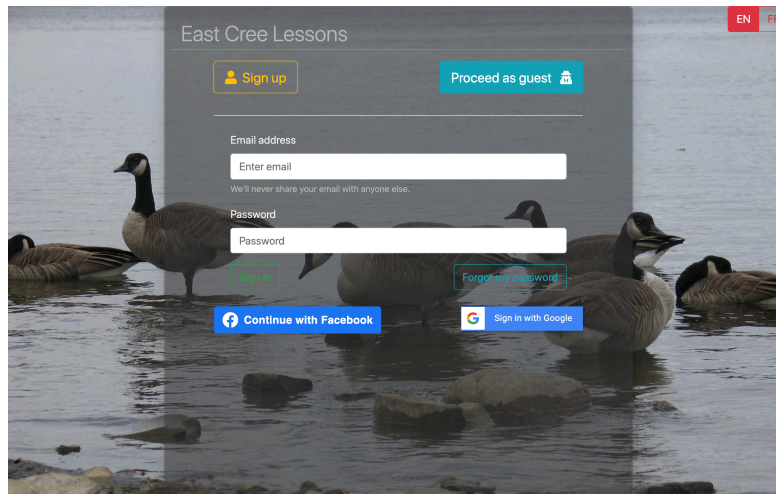
The objective of this type of activity is to find all the words pictured under the word search. The word can be written from top to bottom, left to right, or diagonally. To select a word, the student clicks the first syllabic of the word and then the final syllabic. If correct, the word will appear highlighted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

VI. Signing 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 sign in, users have the choice of:

1) creating an account, 2) using their Facebook account; or 3) using their Google (Gmail) account.



To log in with Facebook, click  **Continue with Facebook** and follow the prompts.

To log in with Gmail, click  **Sign in with Google** and follow the prompts.

To create an account, click  **Sign up** and then fill out the following form:

A screenshot of the 'Sign up' form on the website. The form is titled 'Sign up' with a user icon. It contains several input fields: 'Your name' (placeholder 'Enter name'), 'Alias' (placeholder 'Enter name' with a note 'You can use an alias or game handle'), 'Email address' (placeholder 'Enter email' with a note 'We'll never share your email with anyone else.'), 'Password' (placeholder 'Password' with a note 'Make sure the password has more than four characters'), and 'Re-Type Password' (placeholder 'Re-Type Password' with a note 'Make sure the password matches the password above'). At the bottom, there are two dropdown menus: 'Preferred Dialect' (set to 'Northern') and 'Interface Language' (set to 'English').

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.

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

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

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

Southern Dialect Syllabic Chart – Eastern James Bay Cree

[illegible]

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