

DOCUMENT RESUME

ED 365 158

FL 021 787

AUTHOR Tailfeathers, Esther  
 TITLE Blackfoot for Beginners. Books 1, 2, and 3.  
 INSTITUTION Lethbridge Catholic Separate School District #9  
 (Alberta).; Lethbridge Separate School District #51  
 (Alberta).  
 SPONS AGENCY Alberta Dept. of Education, Edmonton.  
 REPORT NO ISBN-0-7732-1106-3; ISBN-0-7732-1108-x;  
 ISBN-0-7732-1110-1  
 PUB DATE 93  
 NOTE 299p.  
 PUB TYPE Guides - Classroom Use - Instructional Materials (For  
 Learner) (051)

EDRS PRICE MF01/PC12 Plus Postage.  
 DESCRIPTORS \*Alphabets; \*American Indian Languages; Canada  
 Natives; Cultural Education; \*Daily Living Skills;  
 Elementary Secondary Education; Foreign Countries;  
 Grammar; Introductory Courses; Native Language  
 Instruction; \*Phonology; Second Language Instruction;  
 Sentence Structure; \*Sociocultural Patterns;  
 Uncommonly Taught Languages; \*Vocabulary  
 Development  
 IDENTIFIERS Alberta; \*Blackfoot (Language)

ABSTRACT

The set of three workbooks is designed for Canadian introductory-level instruction in Blackfoot, an American Indian language. Each workbook is intended to provide basic understanding of language use and daily language functions. The first volume focuses on the Blackfoot oral tradition, alphabet, and phonology, and some basic daily living skills. The second workbook treats counting and numbers, concepts of animate and inanimate, and counting animate and inanimate things. The third addresses social conventions, body parts, kinship and the extended family, daily routine, foods, use of verbs, clothing, home furnishings, and animals, birds, insects, and plants. All three target vocabulary development and simple sentence structure, while incorporating some traditional Blackfoot themes. A teacher's guide is appended to each volume. (MSE)

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**ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA**

**Tailfeathers, Esther**

**Blackfoot for beginners : Workbook 1.**

**ISBN 0-7732-1106-3**

1. Kainah Indians -- Languages -- Study and teaching.
2. Indians of North America -- Alberta -- Languages -- Study and teaching. I. Title. II. Lethbridge Public School District #51. III. Lethbridge Catholic Separate School District #9. IV. Alberta. Alberta Education.

**PM2341 no. 1 1993**

**497.979**

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## Acknowledgements

Lethbridge Public School District #51 and Lethbridge Roman Catholic Separate School District #9 gratefully acknowledge the contribution made by the following individuals to the development of "*Blackfoot For Beginners*".

Esther Tailfeathers - Author and Illustrator  
Johnel Tailfeathers - Graphics  
Don Frantz - Editing  
Earle Warnica  
Maurice Landry  
Merv Kowalchuk  
John Sokolowski  
Bernadette Pard  
Sharon Vanderhilt - Lethbridge Laser

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Nina Provost  
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Glenda McCue, ESL Consultant  
Louise Robert, French Language Consultant  
Johnel Tailfeathers, Coordinator

Grateful acknowledgement is made to Native Education Project, Alberta Education, for financial assistance in developing "Blackfoot For Beginners" and to Language Services Branch, Alberta Education, for consultative services and moral support.

# INTRODUCTION

*Blackfoot For Beginners – Workbooks One, Two and Three* was first developed because the author, Esther Tailfeathers, wanted to teach her two young children to speak their affiliate language which is Blackfoot. About this same time, both the Lethbridge Public and Separate school districts were beginning to offer the Blackfoot language and had it offered in seven schools at various grade levels.

Blackfoot language resources that were designed specifically to teach the language were nearly non-existent. Therefore, when the Lethbridge Schools Native Education Project had the opportunity to develop this material, all forces were conducive to the successful completion of a series of excellent language tools for the beginning-speaking student.

Each workbook is geared to provide the learner with a basic understanding of various aspects of language use and daily functions and notions, such as;

*Blackfoot For Beginners, Workbook One* (99 pages)

- oral tradition
- Blackfoot language alphabet
  - consonants
  - vowels
  - diphthongs (double letters)
- daily functions

*Blackfoot For Beginners, Workbook Two* (85 pages)

- counting and numbers
- animate and inanimate concept
- counting animate and inanimate things

*Blackfoot For Beginners, Workbook Three* (94 pages)

- social conventions
- body parts
- extended family
- daily routine
- foods
- use of verbs
- clothing
- home furnishings
- animals, birds, insects, plants

All three workbooks are designed to help the learner develop vocabulary and to begin simple sentence structure, while incorporating some traditional themes. Ample opportunity is given the learner to interact with the lessons in the way of interesting exercises for repetition, and as well, to help the instructor there is a Teacher's Guide section at the end of each workbook.

Soká' piiwa!  
Kitáakai' stamattsootsspoaawa

Johnel Tailfeathers  
Project Coordinator

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## TABLE OF CONTENTS

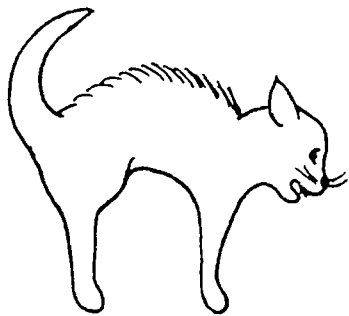
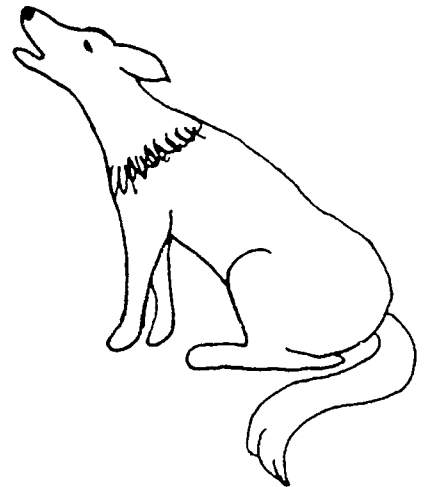
	<i>Page</i>
Introductory story – Náápiwa ki iksowa'pomaahkaiks . . . . .	1 - 8
Section 2, letters A, H, I, K, M, N, O. . . . .	9 - 38
Section 3, Ksiskanáótonisi . . . . .	39 - 44
Section 4, letters P, S, T, W, Y, ' . . . . .	45 - 66
Section 5, Nitáaksoyi . . . . .	67 - 72
Section 6, Double Letters and Diphthongs . . . . .	73 - 88
Appendix I, Teacher's Guide . . . . .	89 - 100

# NÁÁPIWA KI IKSOWA'POMAAHKAIKSI



Náápiwa ikkihíniitakiwa;  
máátohkottsi'poyiwa

Na aapí'siwa iitohkomiwa  
"Arf arf aaaayoooo"  
"Kitáaksspommoo; kitáakohkoto  
ami *A.*"

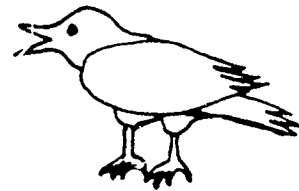
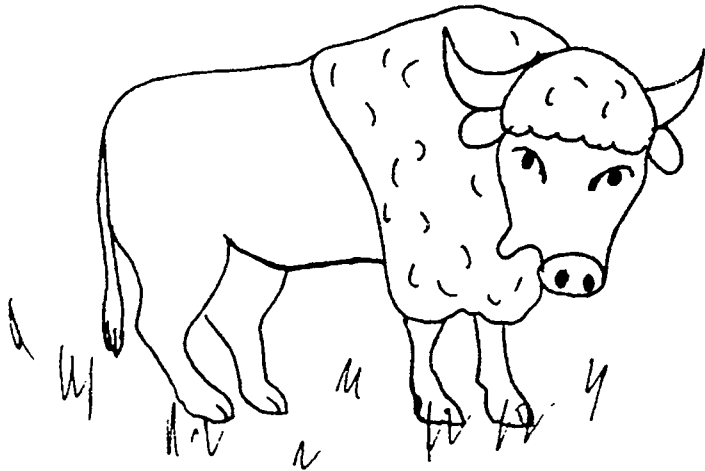


Ki na póosa iitohkomiwa  
"hihh, hihh, kitáaksspommo;  
kitáakohkoto ami *H.*"

Káánaisskiinaawa áániwa  
"Iii Iii Iiii", kitáaksspommo;  
kitáakohkoto ami *I.*"

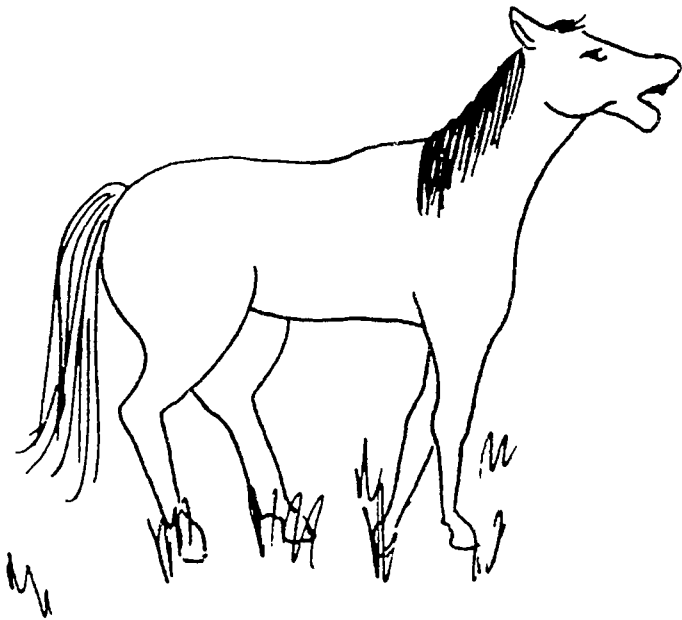


“Kaaa Kaaa!” iitohkomiwa  
mai’stóówa “ma’tsít ama *K*”



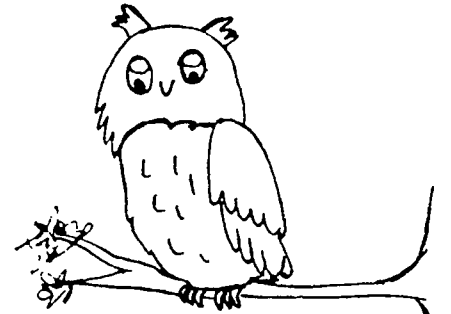
Iinííwa iitohkomiwa  
“Mmmaa mmmaa ma’tsít  
ami *M*”

Ponokáómitaawa iikská’siwa  
ki iitohkomiwa “Nii nii  
Kitáaksspommo; kitáakohkoto  
ama *N*”





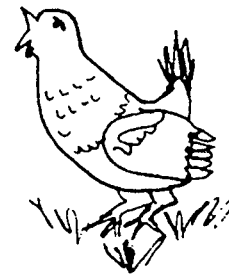
“Oooo Oooo Oooo” Sípistowa  
iitohkomiwa “ooo ooo. Kitáakohkoto  
ami O”



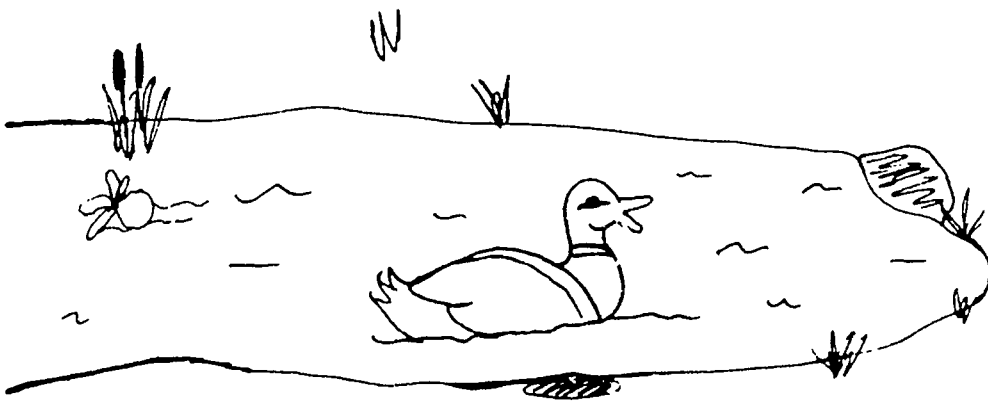
Kíitokiiwa iitahkomiwa  
“piip piip kitáakohkoto  
ami P”



“Ssss Ssss” Pitsíksiinaawa  
“Ssss Sss” iitohkomiwa  
ma'tsit ami S”

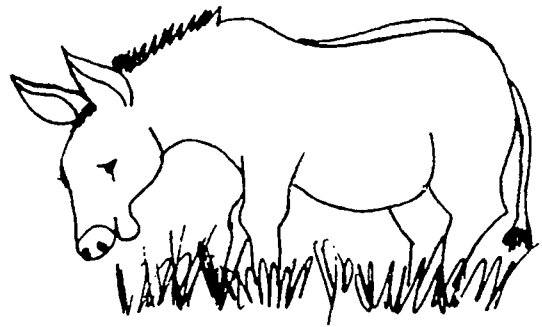


Tsikatsíwa iitohkomiwa  
“Tsi Tsi tsi tsi ma'tsit  
ami T”



Sa'aíwa iitohkomiwa  
“Waak Waak ma'tsit  
ami W”

“Iiyaa iiiyaaa” omahksstookiwa  
iitohkomiwa “nimáátohtsikiopa,  
ma’tsit ami Y”

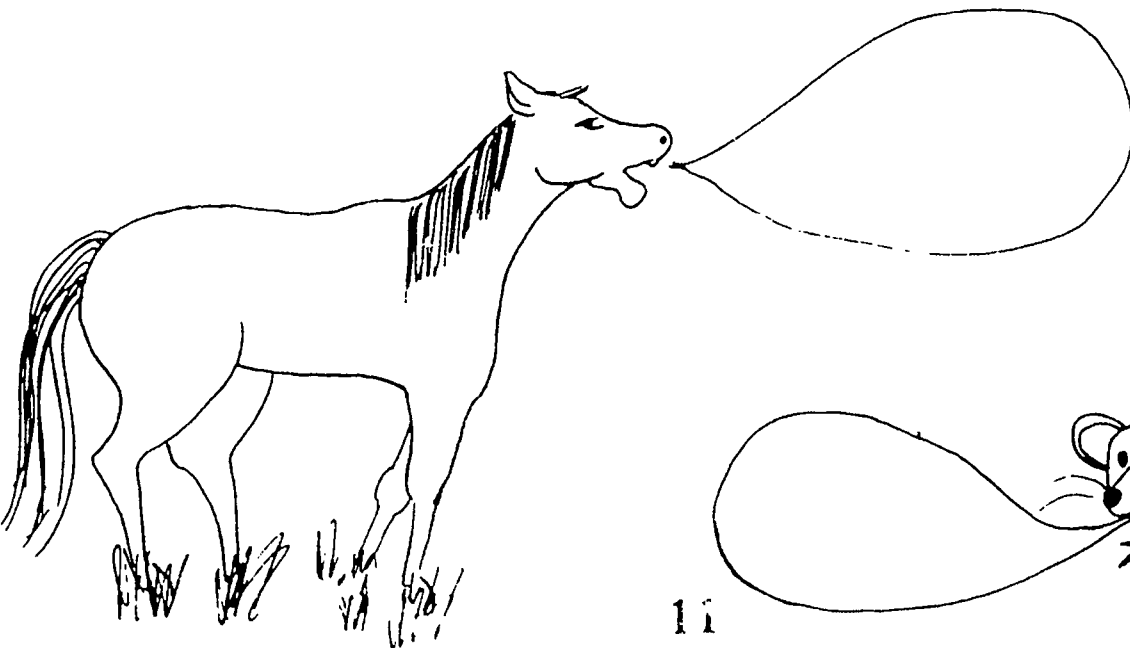
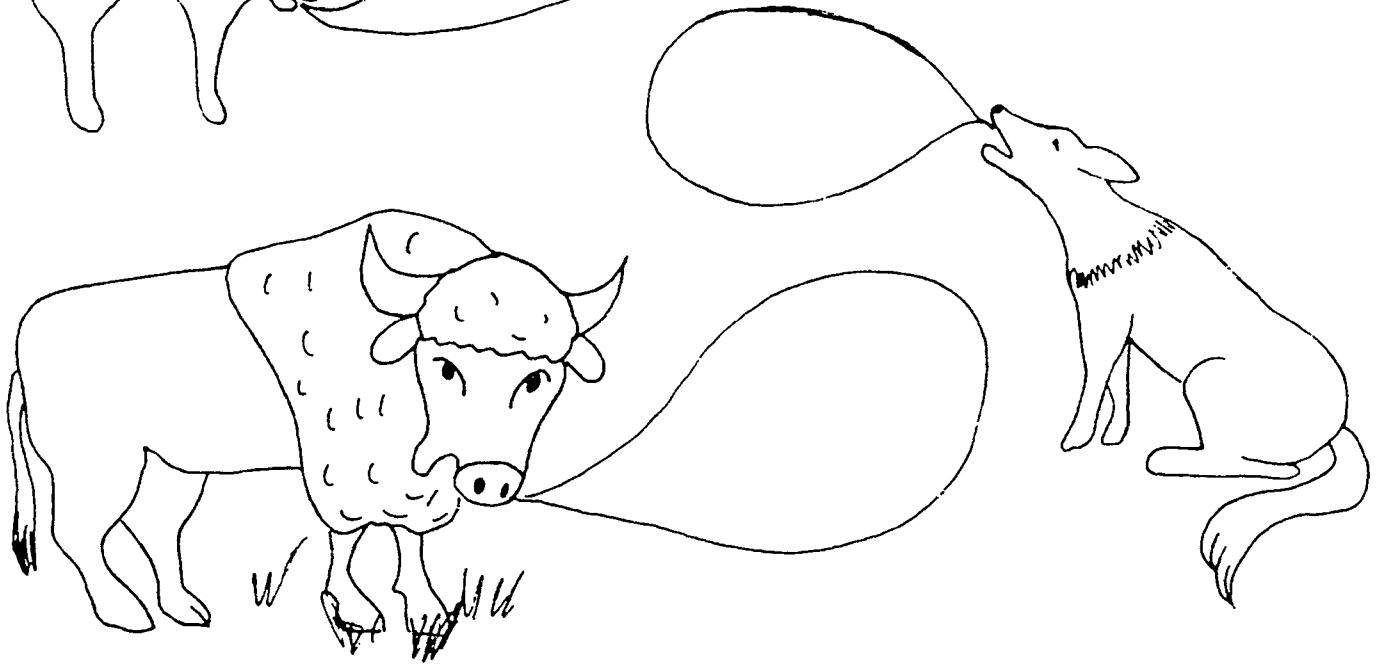
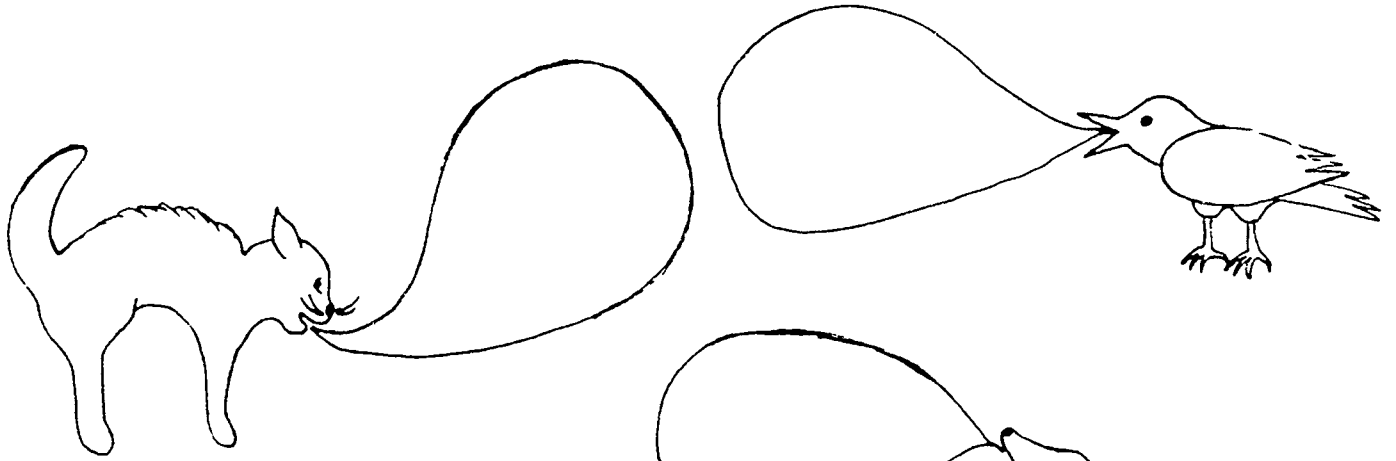


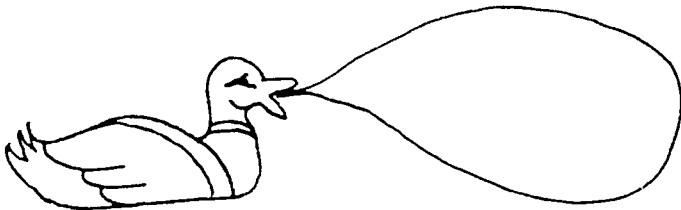
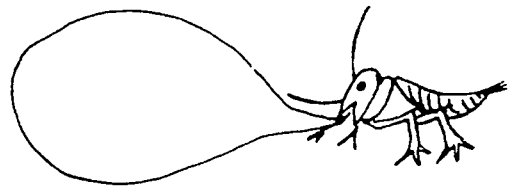
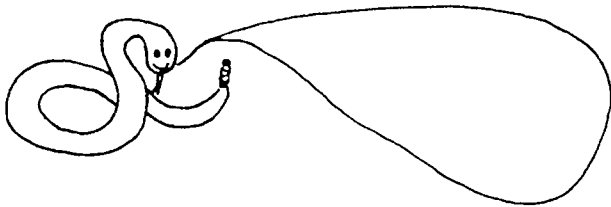
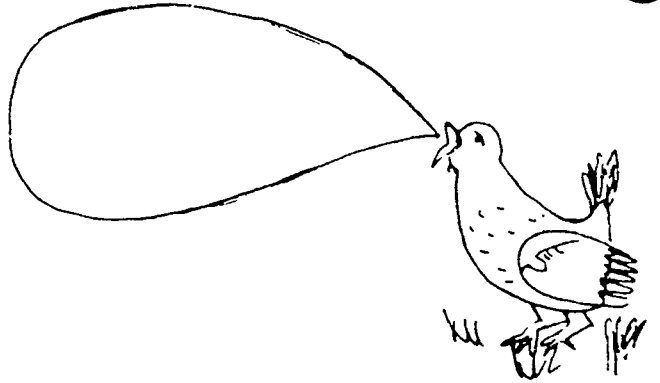
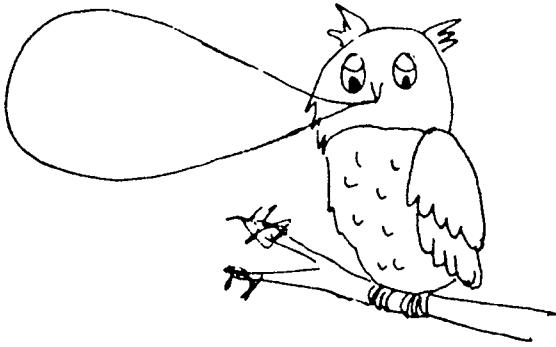
Na Apániwa iipááwaniwa, máátáóhtakowaatsiks  
mamínnistsi, iitohkotawa náápiyi otsiitohkokka ami ’.

Náápiwa itahkohkottái’poyiwa;  
áániwa, “aámoyi i’pówahsini  
niitá’pssoka’piiwa.  
Nitsíkohtaahsii’taki.”



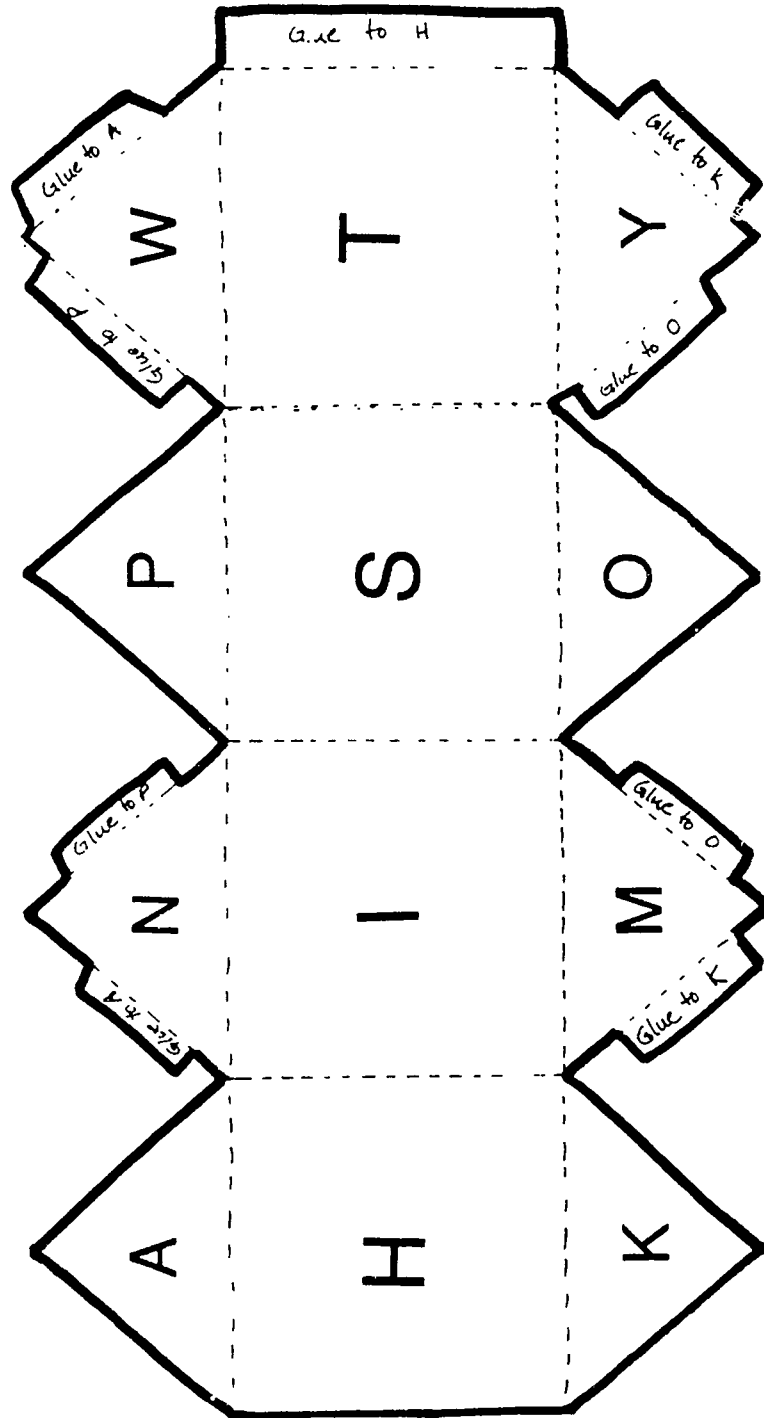
As your teacher calls out the animal's name, put the sound that the animal gave to Náápiwa in the space beside it.





## MAKE AND DO - ANIMAL SOUND DICE

Each student should bring a light cardboard box or shoe box. On the blank side of the box the student should copy this pattern. Cut out all the outside edges and fold on the dotted line and on the little flaps. Glue the die together. When it is dry, put the 12 sounds that the animals gave náápiwa on the die.



## SECTION 1 - VOCABULARY LIST

iksowa'pomaahkaiks . . . . .	animals
aapí'siwa . . . . .	coyote
poosa . . . . .	cat
káánaisskiinaawa . . . . .	mouse
mai'stóówa . . . . .	crow
iinííwa . . . . .	buffalo (bison)
ponokáómitaawa . . . . .	horse
sípisttoowa . . . . .	owl
kíítokiiwa . . . . .	grouse
pitsííksiinaawa . . . . .	snake
tsikatsííwa . . . . .	grasshopper
sa'áíwa . . . . .	duck
ómahksstookiwa . . . . .	donkey
apániíwa . . . . .	butterfly
<i>extra noun</i> - mamínnistsi . . . . .	wings

### *Verbs and Adjectives:*

ikkihíinii'takiwa . . . . .	he was feeling sad
máátokkotsí'poyiwa . . . . .	he couldn't speak
iitohkomíwa . . . . .	he called
kitáaksspommoo . . . . .	I will help you
kitáakohkoto . . . . .	I will give you
ma'tsit . . . . .	take this
nimáátokhtsikio'pa . . . . .	I don't care
iipááwaniwa . . . . .	flew
máátáokhtakowatsiks . . . . .	didn't make a sound
iitohkotawa . . . . .	gave it to him
itahkohkottái'poyiwa . . . . .	he could speak
áániíwa . . . . .	he said
aámoyi i'pówahsini niitá'pssoka'piiwa . . . . .	this language is very good
nitsííkohtaahsii'taki . . . . .	I am pleased

## SECTION 2 - "A" and "Aa"

Now we can start with the letters of the Blackfoot language.

Remember Aapi'siwa gave the letter A so we shall start with the letter A. A is heard in the English words like faught, father, walk, and talk. Say these words:

always	caught	taught
almost	call	tall
got	sock	hot
bother	fall	not

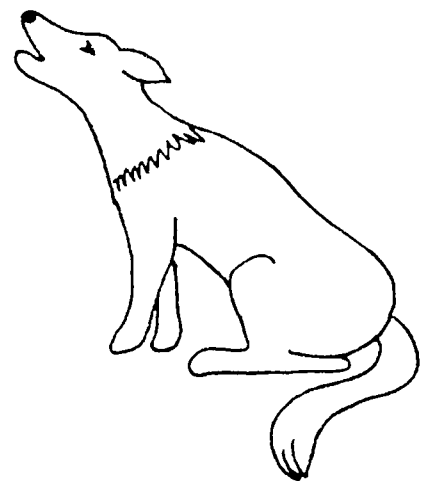
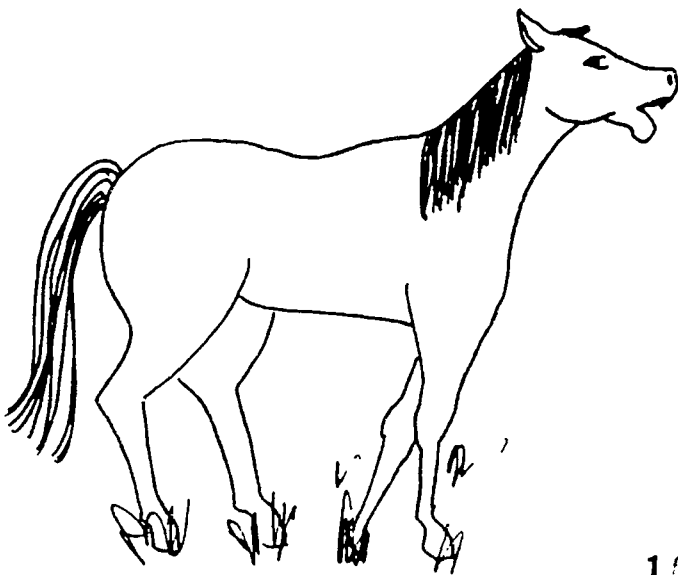
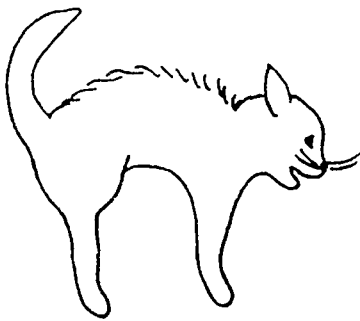
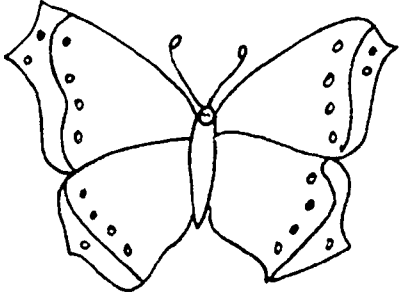
Can you hear the aaa sound?

Can you think of any other words that make that sound?

In the last lesson these words had the Aa sound. Listen while your teacher says the words of the last lesson. Now it is your turn to say the words. Can you hear the Aa sound?

Náá - pi - wa	A - pá - nii - wa
Aa - pí' - si - wa	Ii - páá - wa - ni - wa
Káá - nais - skii - naa wa	Maa' - tsit
Sa' - áí - wa	a - ma

Can you remember the names of the characters below?





Here are some new words. Repeat after your teacher the following words:

A

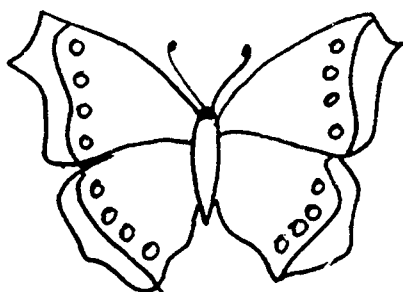


Aa - kíí - ko - an - a

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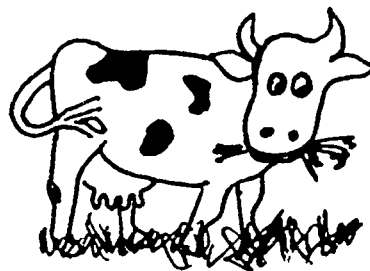


A - pá - nii - wa

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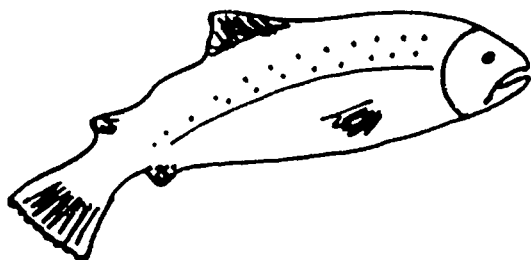


Áá - pots - ki - na - wa

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Ma - míí - wa

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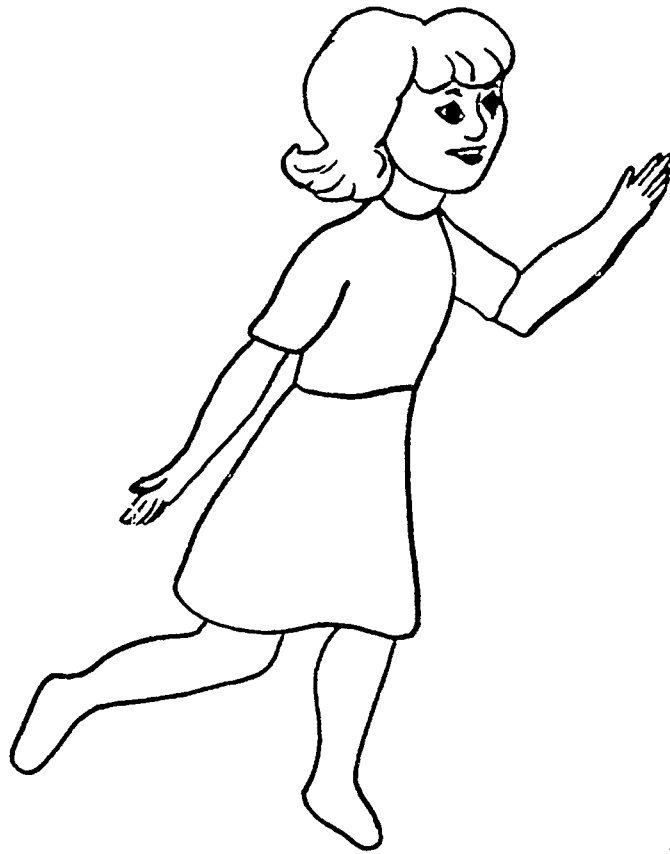


Aa - kíí - wa

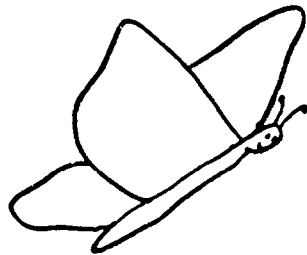
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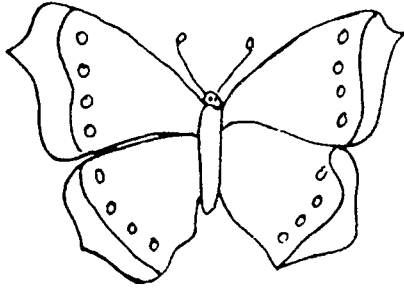
Ama aakíkoan  
Ki ama apániwa  
áwaawahkaayaawa



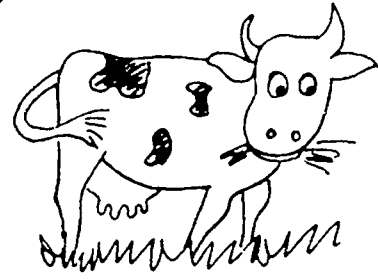
Ki anna apániwa  
áyiistapowaawa  
ki anni aakíkoani  
áwaasai'niyináyi

*Teacher: Read this to the students.  
Ask the students to answer these questions.*

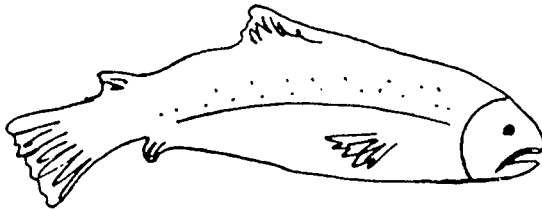
Tsá anistápssiwaatsiksi? (What is this?)



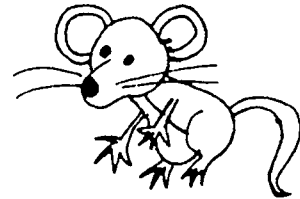
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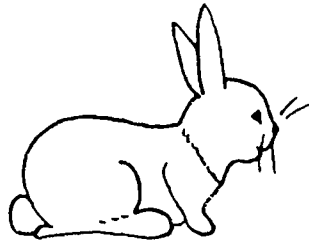
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While your teacher repeats the words of the animals above, write under the animal how many times you hear the **Aa** sound.

Example:



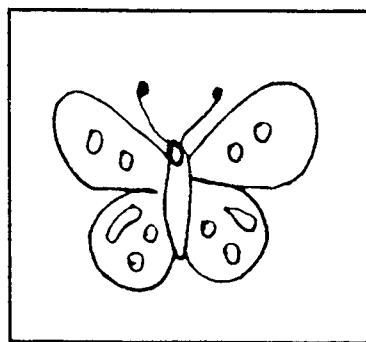
**3**

ááattsistaawa

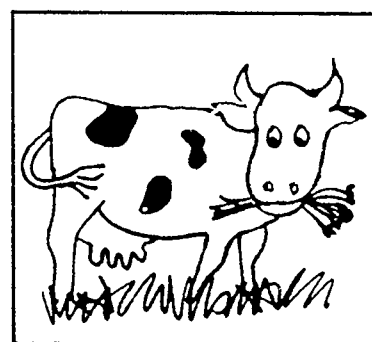
Here are some more things with the *Aa* sound. Listen while your teacher says the words. The second time around, the students should repeat after the teacher.



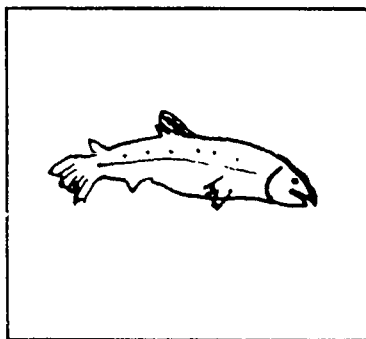
aakííkoana



apániiwa



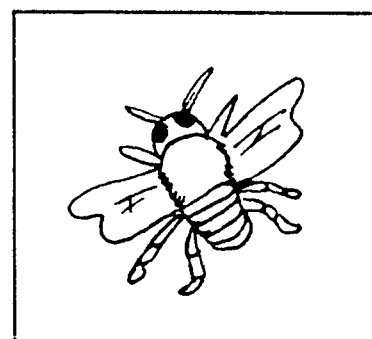
áápotskinawa



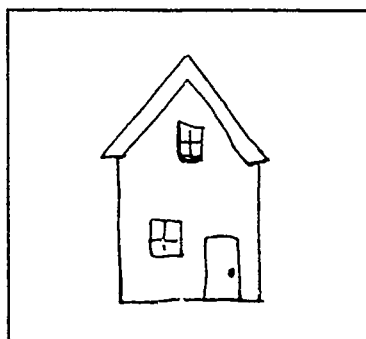
mamííwa



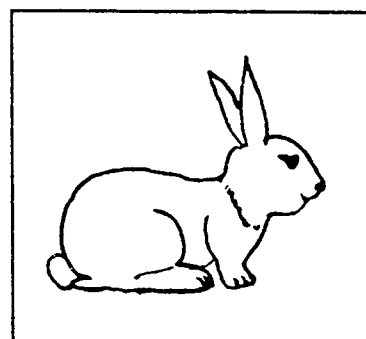
aakíí wa



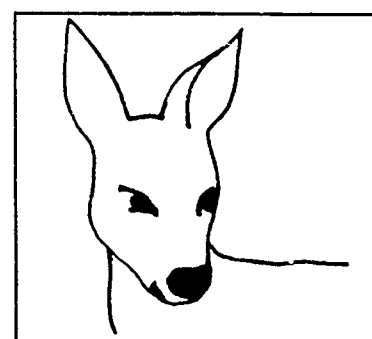
naamóówa



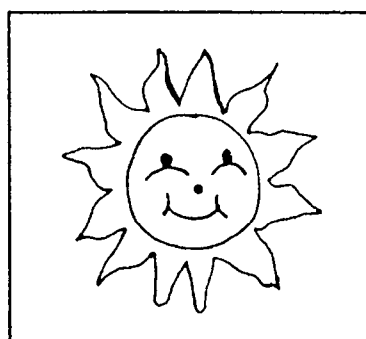
náápiooyisi



ááattsistaawa



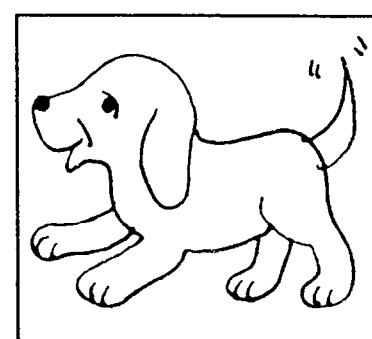
áwákaasiwa



naató'siwa



náápiwa



imitááwa

## SECTION 2 - "H"

*H* Poosa gave náápiwa the "h" sound.

This *H* is not like any of the sounds of the English language.

A cat's kihhh comes very close to the Blackfoot *H*.

In the first section, we heard a few words with the *H* sound - they were:  
(your teacher will say them)

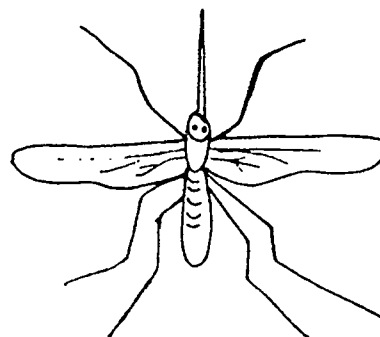
ikkihínii'takiwa . . . . .	he was feeling sad
maatohkottsí'poyiwa . . . . .	he couldn't speak
iitohkomíwa . . . . .	the animal called
kitáakohkoto . . . . .	I will give you
omahksstookiwa . . . . .	donkey
nimáátohtsikio'pa . . . . .	I don't really care
máátáohkowsaatsiksi . . . . .	didn't make a sound
itahkohkottái'poyiwa . . . . .	he could speak
nitsíkohtaahsii'taki . . . . .	I am very pleased

Did you hear the *H*?

Listen to the following new words.

Here are some more new words. Listen to your teacher say these words. Now repeat after your teacher.

H



Ksi - soh - kší - si - wa

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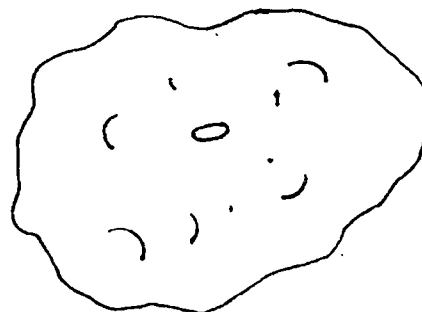


Óóh - ko - to - ki

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Im - mi - stsíh - kii - taan - i

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9



Piihk - ssó

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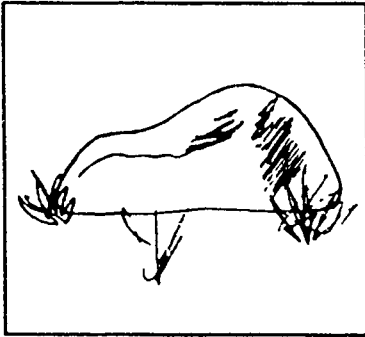
In - nóóh - soy - is - a

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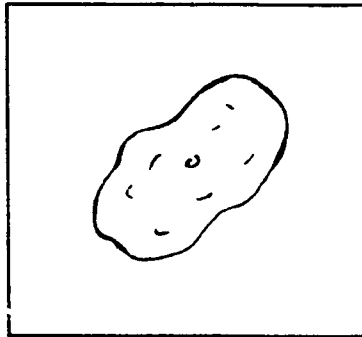
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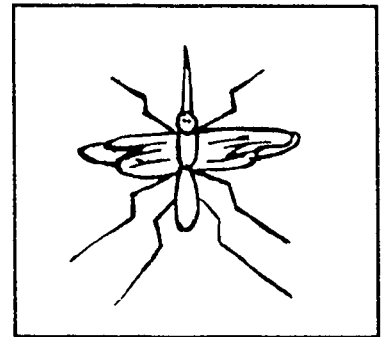
Here are some more **H** words. Listen while your teacher says the words. Try to repeat the words the second time around.



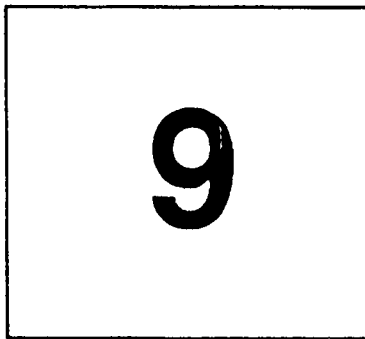
óóhkotoka



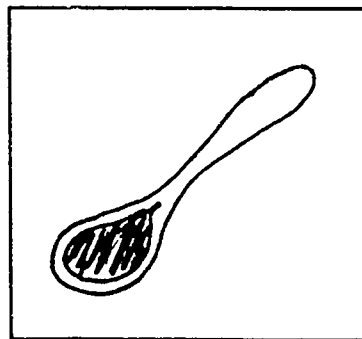
immistsífhkiitaani



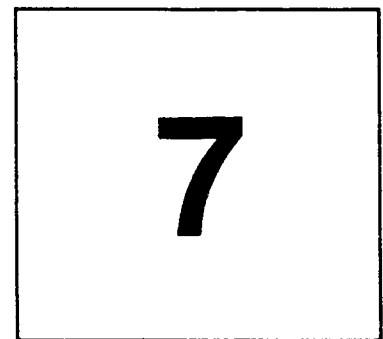
ksisohksísiwa



pihkssó



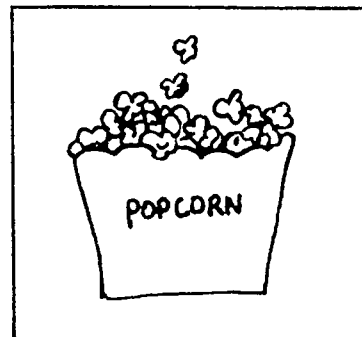
innóóhsoyisa



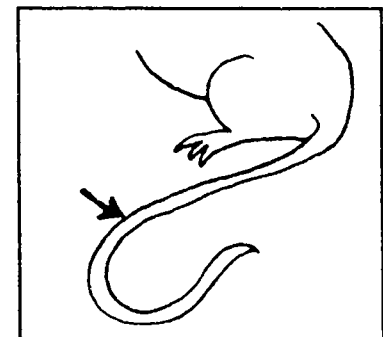
ihkitsíkayi



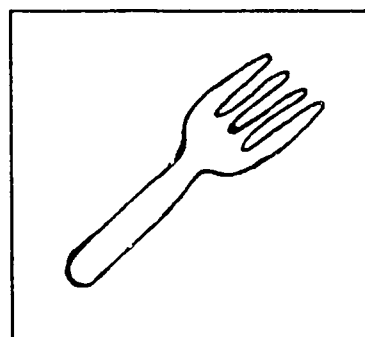
ómahkokatawa



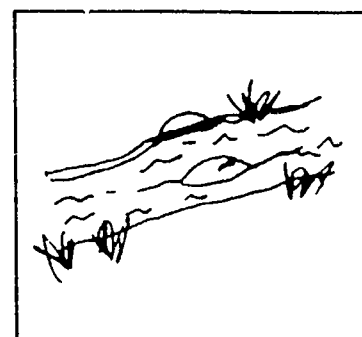
paapáowahsini



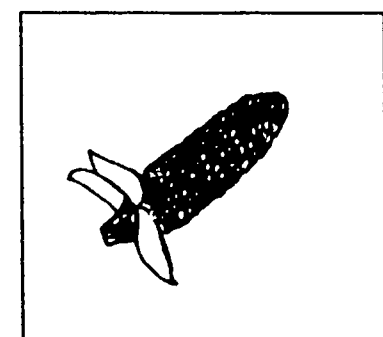
mohsoyísi



íihtáóoyo'pa



a'sítahtaai



áóhpiikiinattsi

## SECTION 2 - "I"

*I* Remember from the story of Náápiwa and the animals káánaisskiinaawa gave Náápiwa the *I* sound.

*I* in the Blackfoot language is pronounced like "i" in if, it, is and in. Often like "i" of elite especially when long (ii). Say these words and listen for the *I*.

ink	this
think	pin
kiss	miss
flip	chin

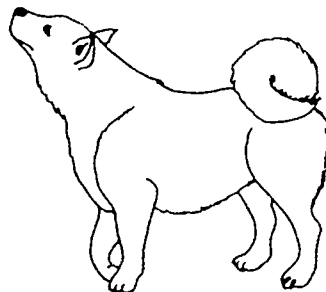
We have now heard very many Blackfoot words with the *I* sound, such as these: (Listen while your teacher reads.)

aapí'siwa	aakííkoana
náápiwa	aakííwa
káánaisskiinaawa	imitááwa
iinííwa	piihkssó
sípisttoowa	ksisohksísiwa
kíítokiiwa	ihkitsíkayi
pitsííksinaawa	iihtáóoyo'pa
tsikatsííwa	nitsííkohtaahsii'taki
apániíwa	ikkíhkínii'takiwa
mamííwa	áóhpiikiinattsi



Here are some *I* words. Listen while your teacher says them.  
Repeat after your teacher the second time around.

I



I - mi - táá - wa

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Áí - ksi - ni - wa

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7

Ih - ki - tsí - ka - yi

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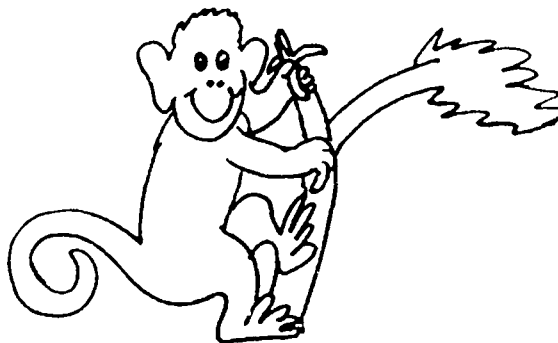


Is - stóó - wah - sin - i

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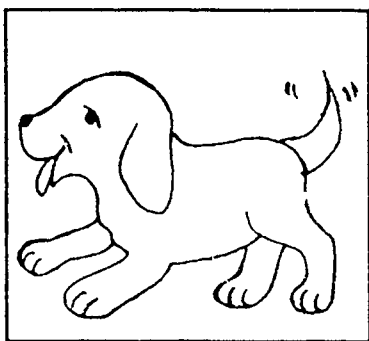
Máó - kii - wa

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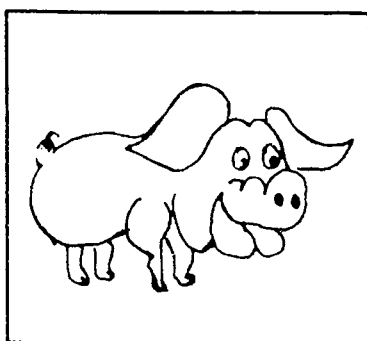
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Read through these words with your teacher; listen first then say. Can you hear all the I's?



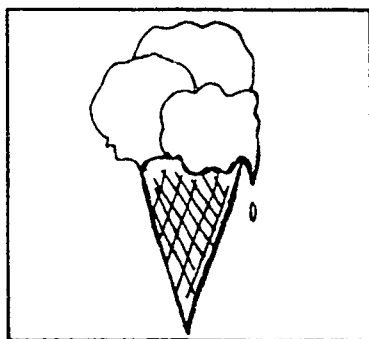
imitááwa



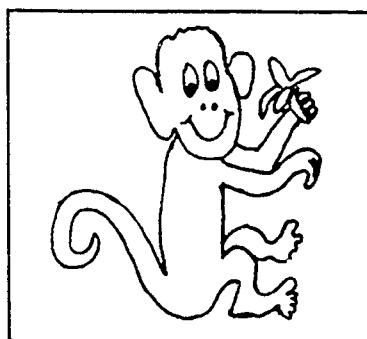
áíksiniwa



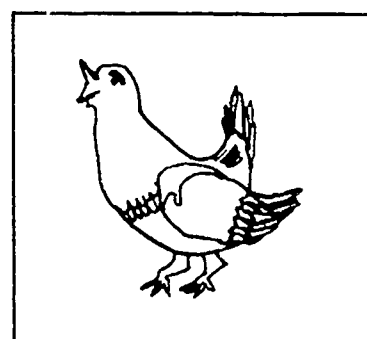
ihkitsíkayi



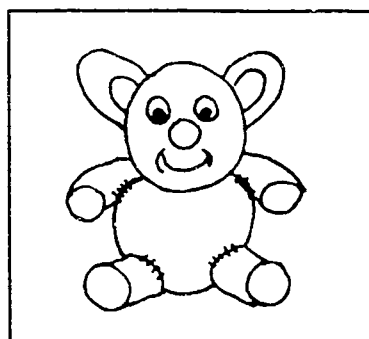
isstóówahsini



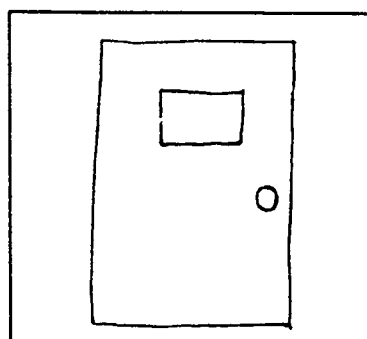
máókíiwa



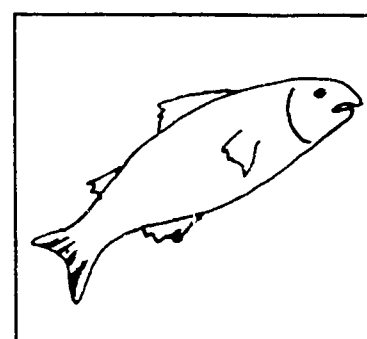
kíitokiwa



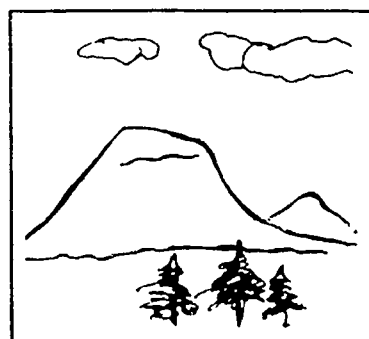
kiááyowa



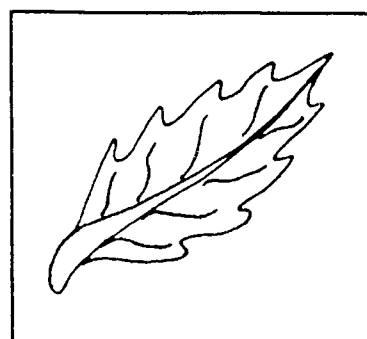
kitsíma



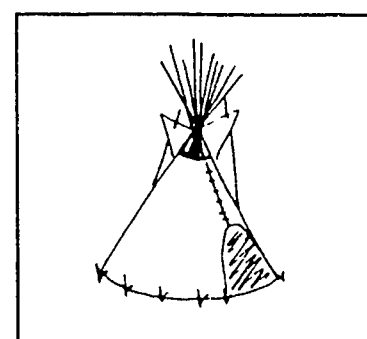
mamíiwa



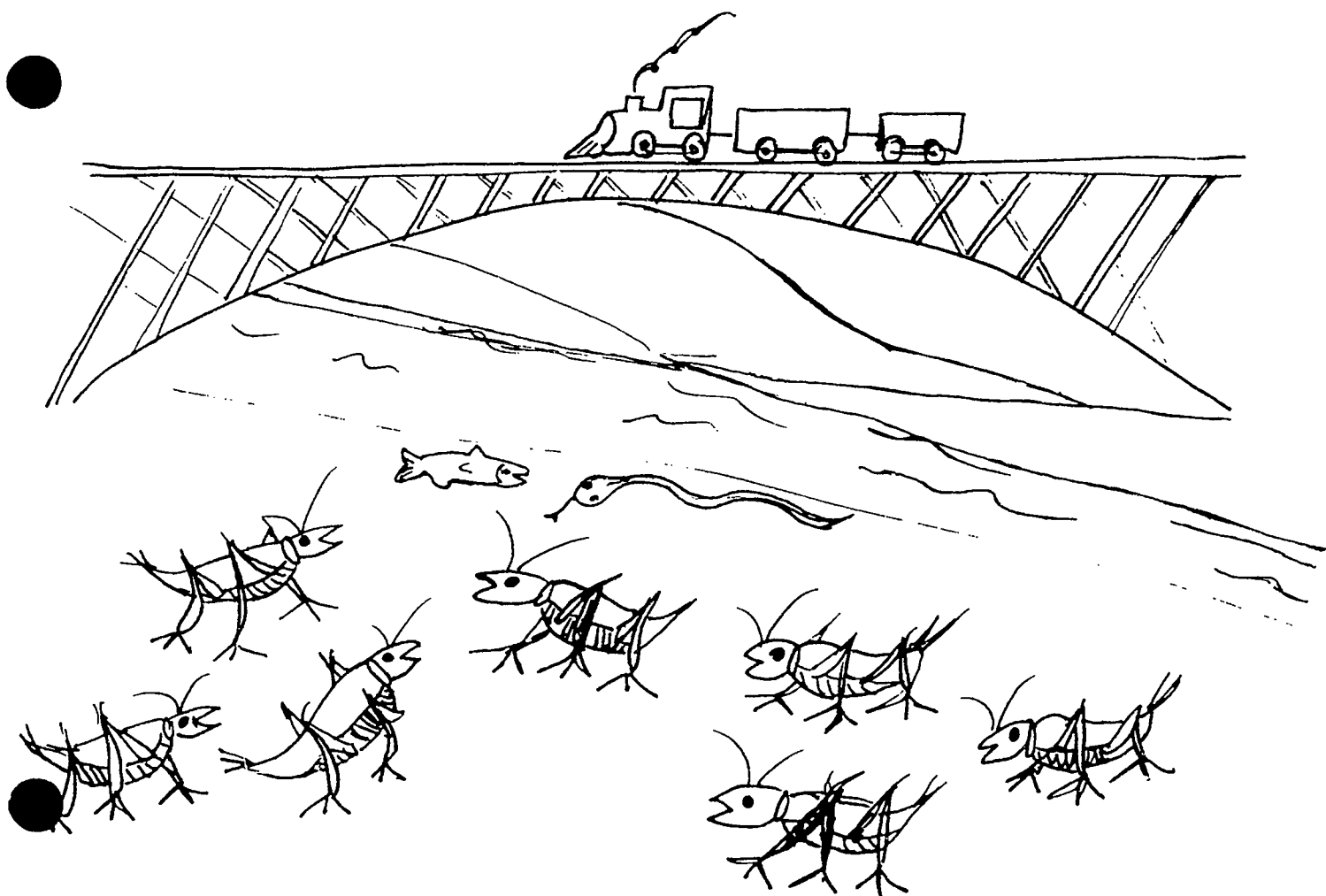
miistáki



nípi



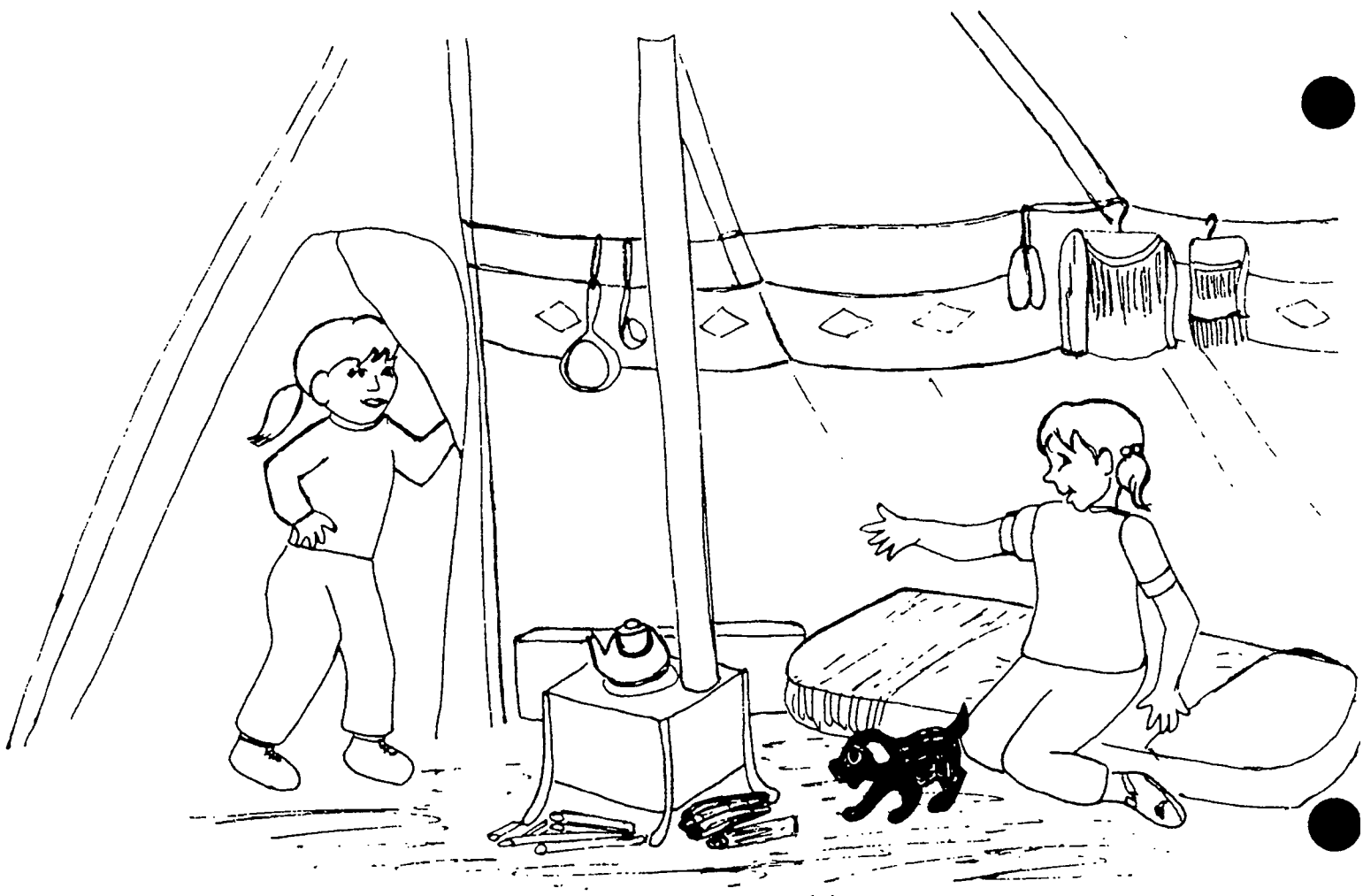
niitóyisi



Ihkitsíkammiaawa tsikatsíksi; iitapóóyaawa  
sikóhkotoki.

Ihkóónimaayaawa mamíí ki pitsíksiinai,  
itahkáyiyaawa.

*Listen while your teacher reads this little story.  
Can you hear 16 i's?*



A: Amok niitóyisi

A: Nitánikkoowa Ápiniskim

A: Oki, píít

A: Tsa kitánikkoowa?

Aa: Nitánikkoowa Aakííkoana

Aa: Tsa anistápssíwaatsiksi?

A: Imitááwa

Aa: Nitáakomatapóo

A: Tsimáa?

Aa: Nitáakihtsisoo

A: Ápiniskim

Aa: Aakííkoana

*Listen to your teacher tell this little story. Your teacher will read it first so you can understand. The second time around can you hear all the i's?*

## SECTION 2 - "K"

The **K** that mai'stóowa gave to Náápiwa may sound to you more like the "g" of English words like goat, go, gander, girl and goose. That is because English K has a puff of air after it in most positions in "a" words. The Blackfoot **K** never has this puff of air. Here are some words with the Blackfoot **K**.

káánaisskiinaawa  
kítokiiwa  
aakíikoana  
kiááyowa  
kitsimi

When **K** and **S** come together, the two sound like the "x" in Mexico. Try these words after your teacher says them.

ksisohksísiwa  
piihkssó  
ómahksstookiwa  
kitáaksspommoo  
pitsíiksiinaawa  
ikkihkínii'takiwa  
kitáakohkoto  
nitsíikohtaahsii'taki  
itahkohkottái'poyiwa

When your teacher says these words to you, listen for the voiced  
“K” and the soft “K”.

**K**

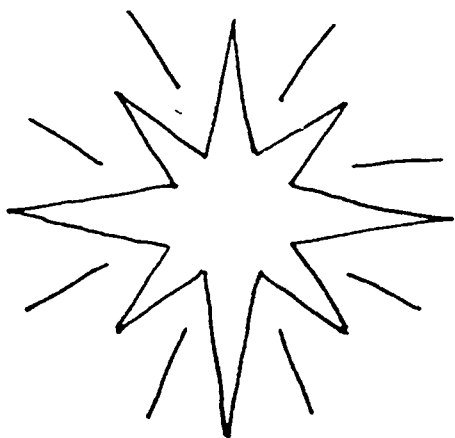


Ksi - sóy - i - wa

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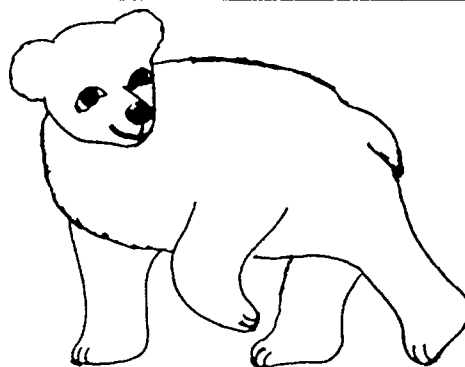


Ka - ka - tó' - si wa

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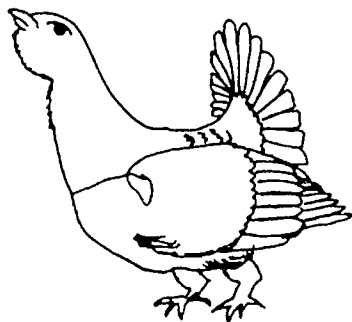


Ki - áá - yo - wa

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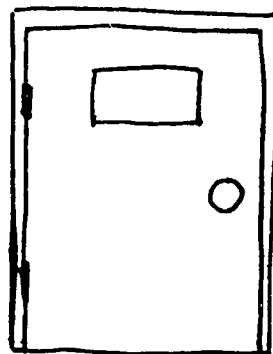


Kíí - to - ki - wa

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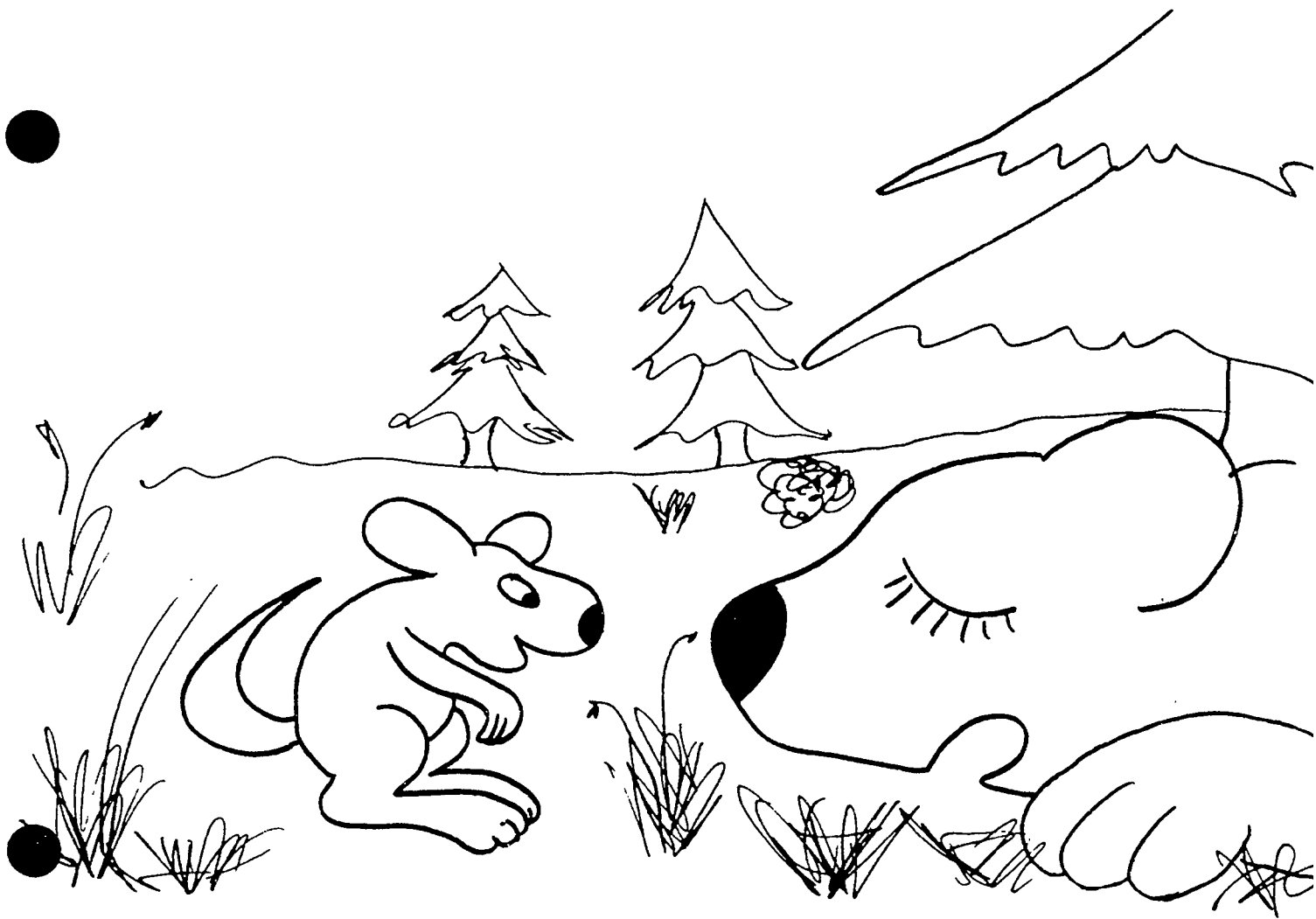


Ki - tsím - i

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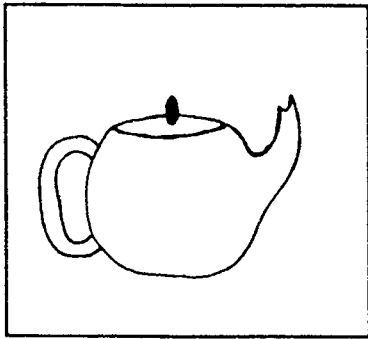


Káánaisskiinaawa ki kiááyowa.

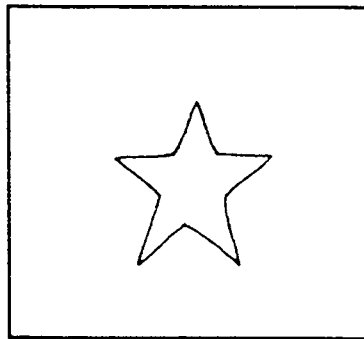
Káánaisskiinaawa áániwa “Nitáakahkayii”.  
Ki na kiááyowa áániwa “Kakó!”

*Listen while your teacher reads this to you.  
How many K's do you hear?*

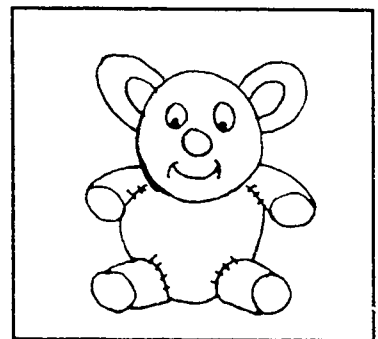
Listen while your teacher says these words to you. The second time around, write “k” under the picture if it is voiced and “ks” if it is the “ks” sound.



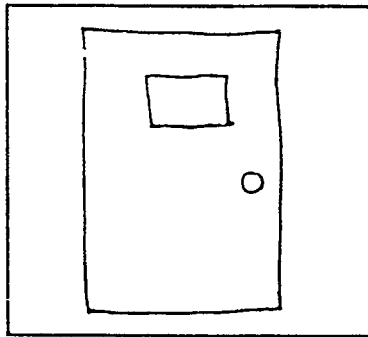
kisóyiwa



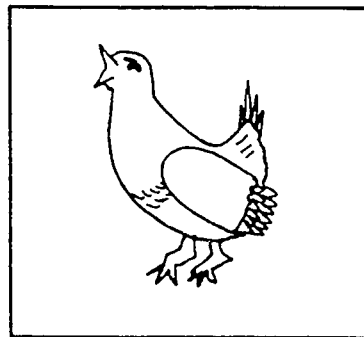
kakató'siwa



kiááyowa



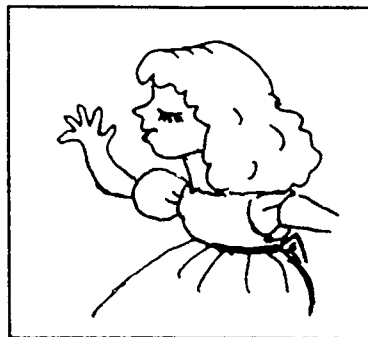
kitsim



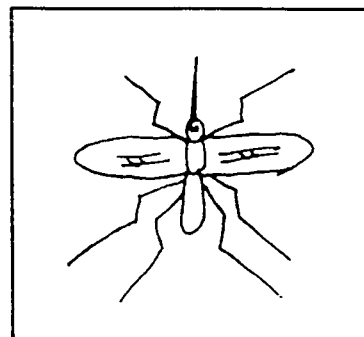
kítokiwa



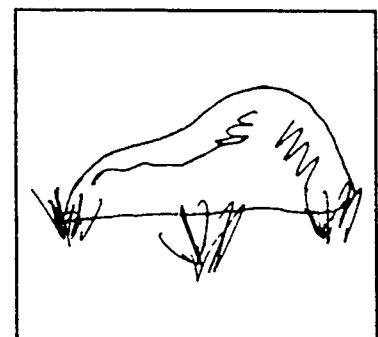
aakííwa



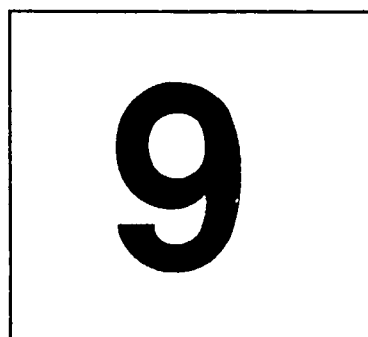
aakííkoana



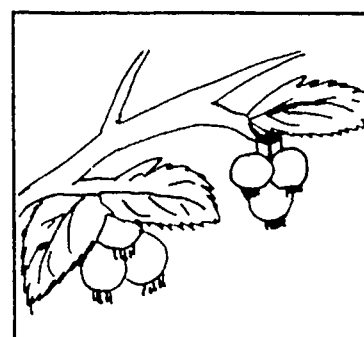
kisohksísiwa



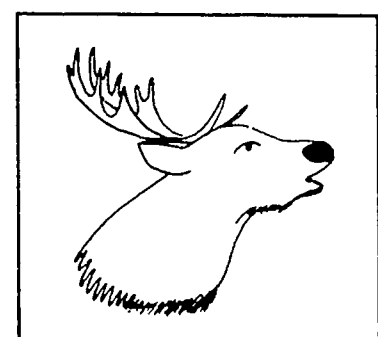
óóhкотoki



piihkssó



ókonoki



ponokáwa



## SECTION 2 - "M"

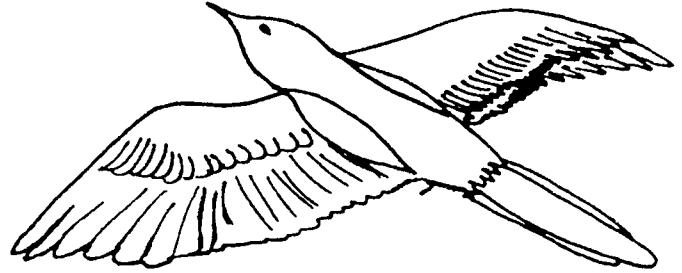
linííwa gave *M* to Náápiwa. *M* is just like the *M* of English. From all of the previous lessons, we have learned very many *M* words. Can you think of some? Do you remember these?

mai'stóówa . . . . . crow  
mamínnistsi . . . . . wings  
omahkokatawa . . . . . gopher

immistsíhkiitaani  
omahksstookiwa  
mohsoyis  
máókiiwa

Here are some "M" words. Can you say them after your teacher says them? How many can you say by yourself?

M

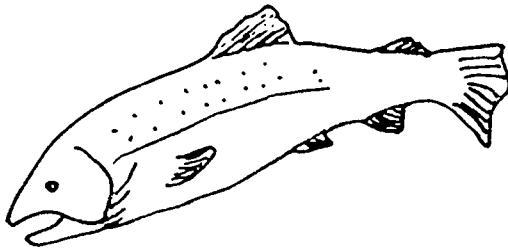


Ma - miá' - tsi - ki - mi wa

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Ma - míí - wa

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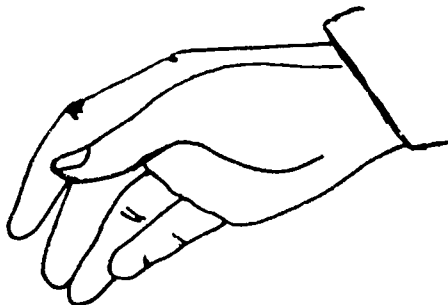


Ma - tóy - ih - ko - yi

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Mo' - tsís - i

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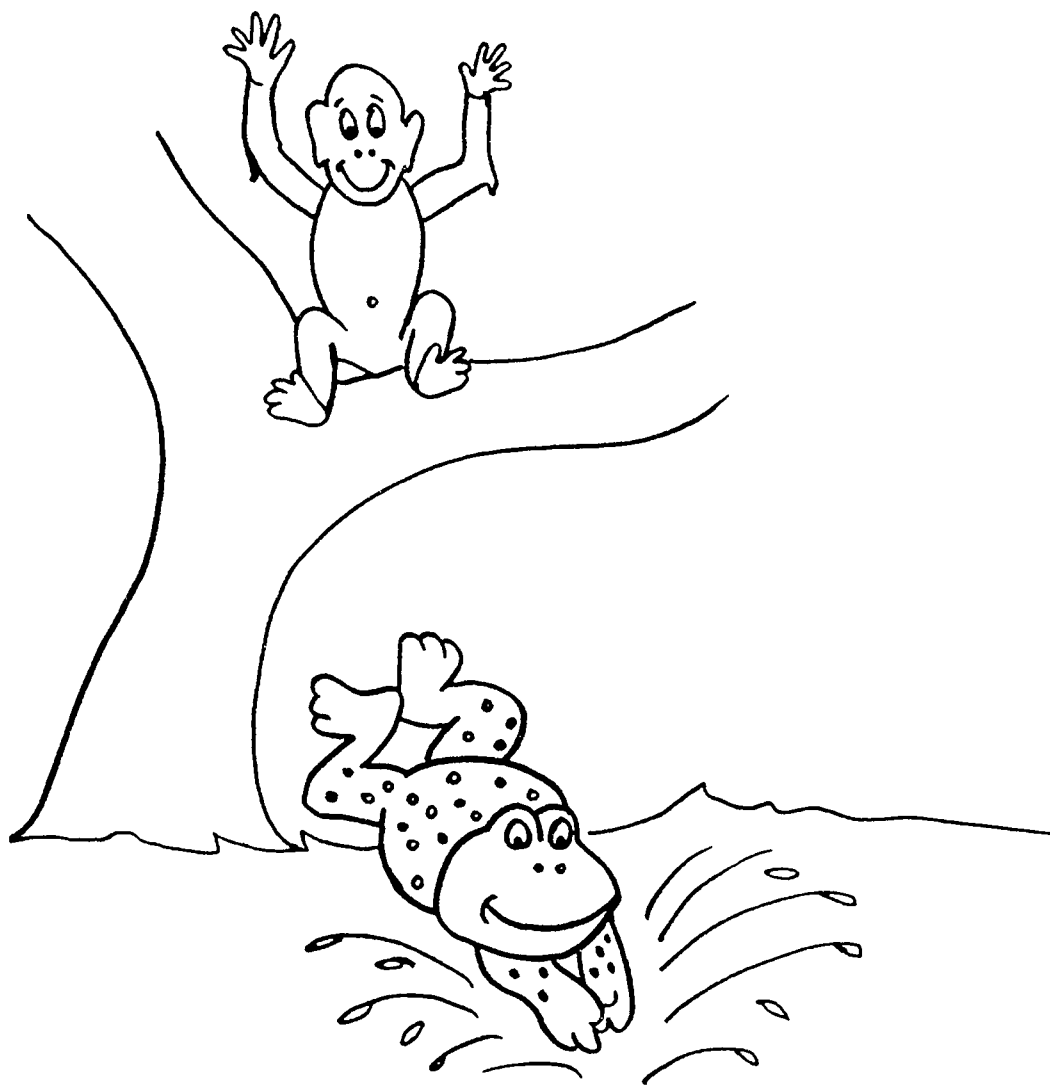


Mii - sták - i

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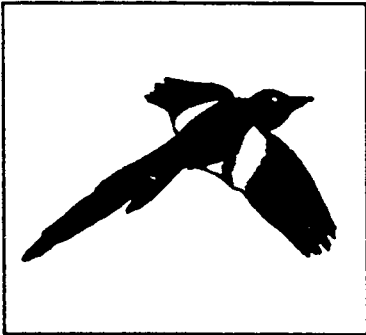


Máókiiwa ki Matsiyíkkapisaawa.

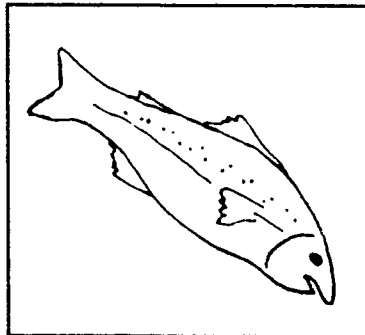
Máókiiwa inoyííwa  
Matsiyíkkapisaayi.  
Ki na máókiiwa  
i'tsikinsstsoohsiwa.

*Listen while your teacher reads this to you.*

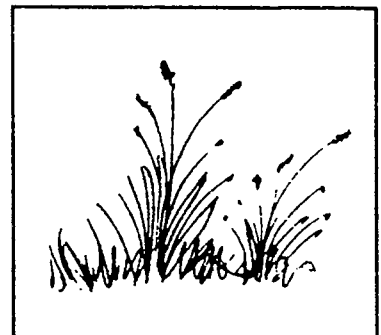
Listen while your teacher says the words which go to the things below. Put an "M" under the things that start with "M".



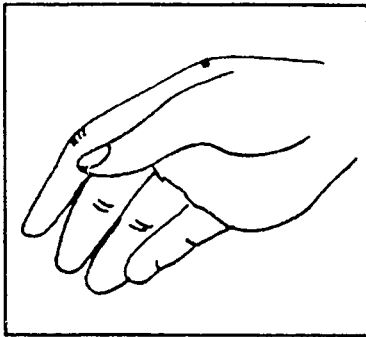
\_\_ amiá'tsikimiwa



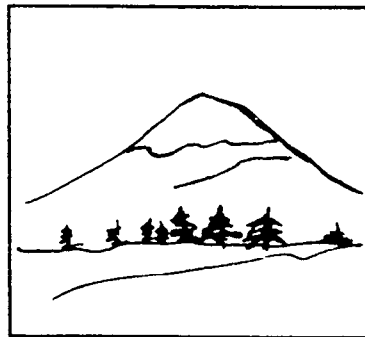
\_\_ amííwa



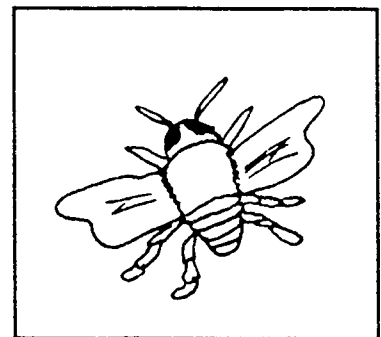
\_\_ atóyihkoyi



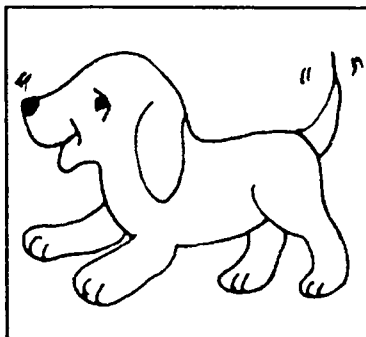
\_\_ o'tsísi



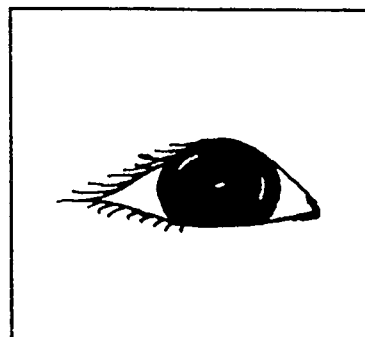
\_\_ iistáki



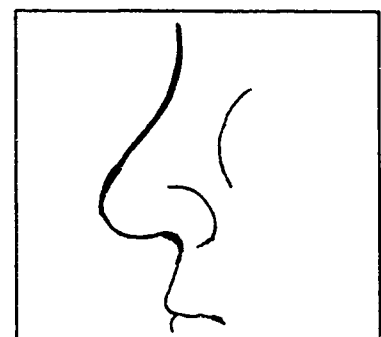
\_\_ aamóówa



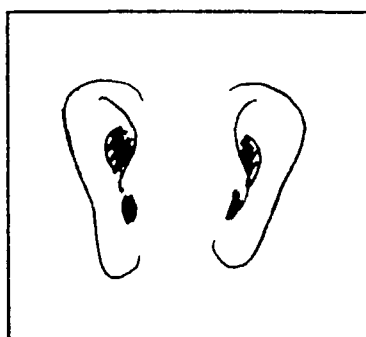
\_\_ mitááwa



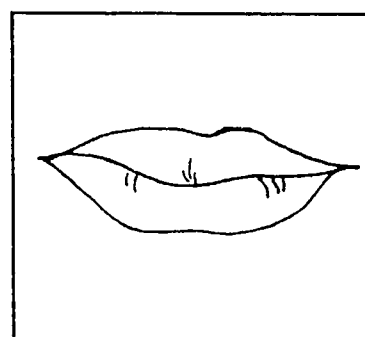
\_\_ óapsspa



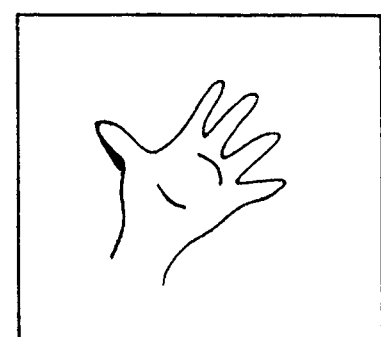
\_\_ ohksisísi



\_\_ ohtóókiists



\_\_ áaoyi



\_\_ o'tsísi

## SECTION 2 - "N"

Ponokáómitaawa gave Náápiwa the *N* sound. This is a very easy sound which is much like the *N* in the English language. Can you say these words without the help of your teacher? Do you remember them from other lessons?

*(pictures)*

náápiwa

naamóówa

niitóyisi

niípi

naató'siwa

náápiooyisi

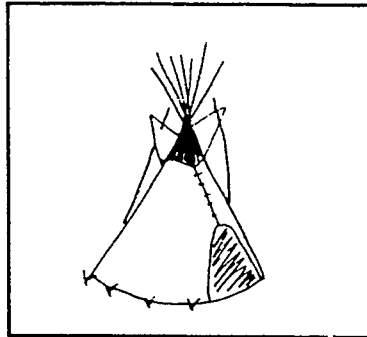
Did you know that the first 6 numbers start with the letter *N*?

Ni'tókskaa ..... 1  
Nááto'ka ..... 2  
Nioókska ..... 3  
Niisó ..... 4  
Niisito ..... 5  
Nááo ..... 6

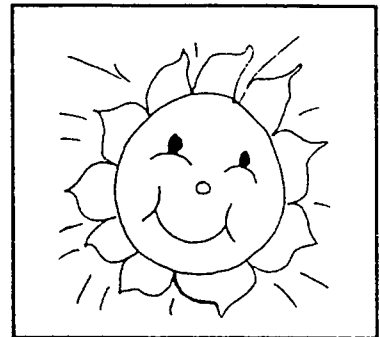
Listen while your teacher says these words. Perhaps you can say them now without your teacher's help.



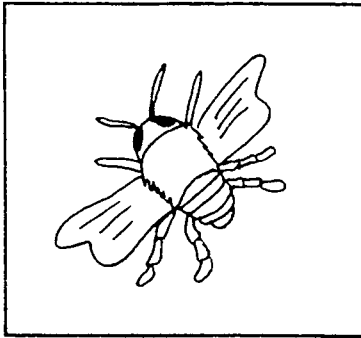
Náápiwa



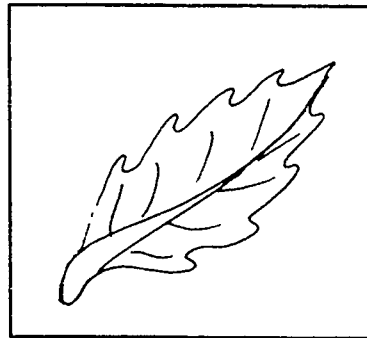
Niitóyisi



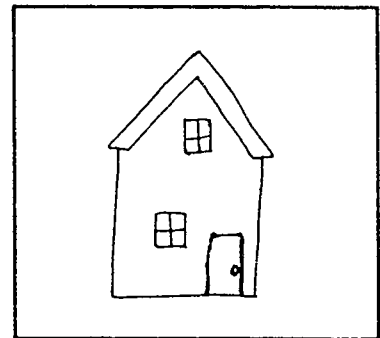
naató'siwa



naamóowa



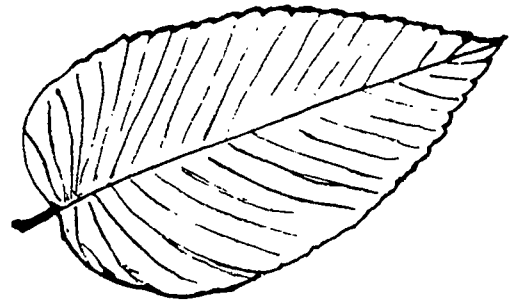
niípi



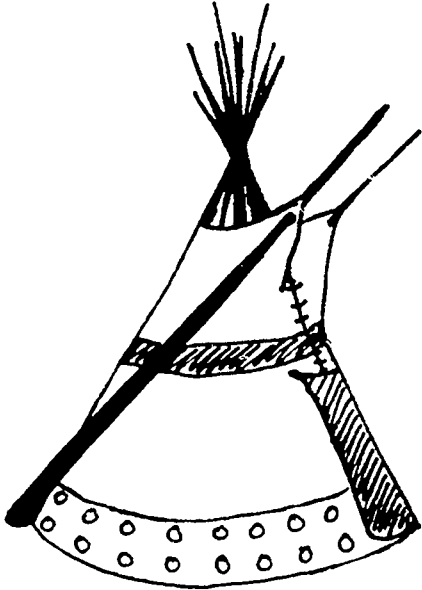
náápiooyisi

What numbers begin with "N"? Can you say them as you write them?

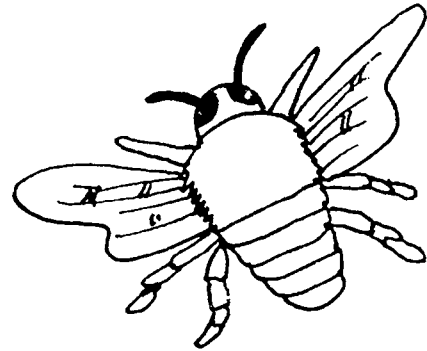
# N



Níí - pi



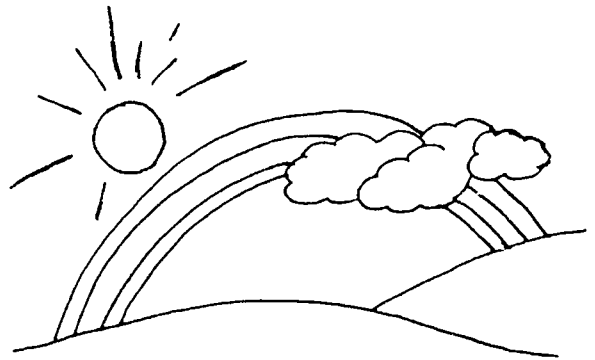
Níí - tó - yis - i



Naa - móó - wa

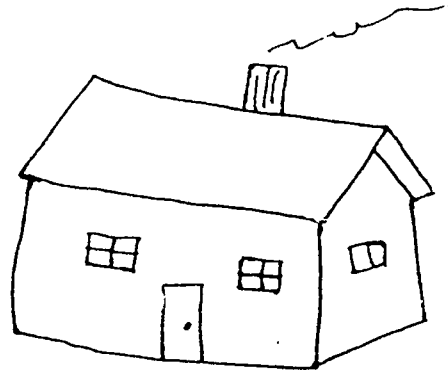
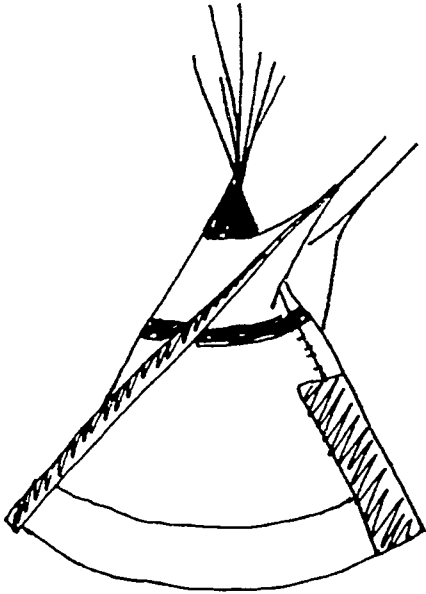


Náá - píoo - yis - i



Náá - pí - wa  
o - to - káá' - tsis - i

Tsá anistápiiwa? (What is it?)



Na naahka Náápi?  
Na naahk Náápi?  
Na naahk Náápi?  
Amokao'k, amokao'k  
Tsa niitá'pii Náápi?  
Tsa niitá'pii Náápi?  
Ikssoka'pii, Ikssoka'pii

*Teacher: This song is to be sung to the tune of "Where is Thumbkin?" (Are you Sleeping, Brother John)*

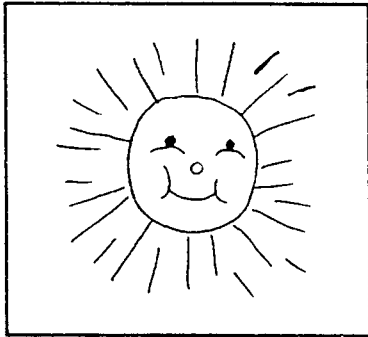


## SECTION 2 - "O"

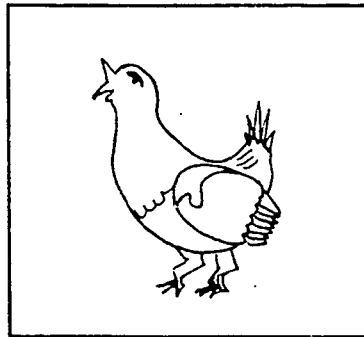
Remember that Sípisttoowa gave Náápiwə this sound. *O* is the third vowel of the Blackfoot language. It is pronounced like "o" in go, toe, low, and snow. Can you hear the "o" in these words?

potato no doe bow sew flow

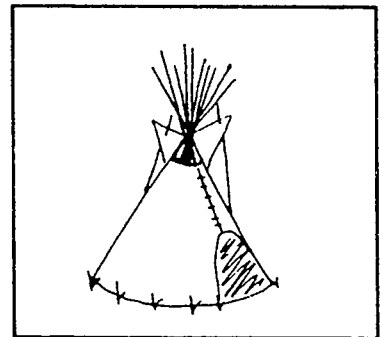
Read through these words with your teacher. In the bottom 6 spaces, draw anything that has the "o" sound.



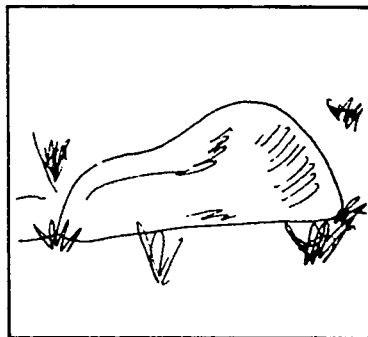
naató'siwa



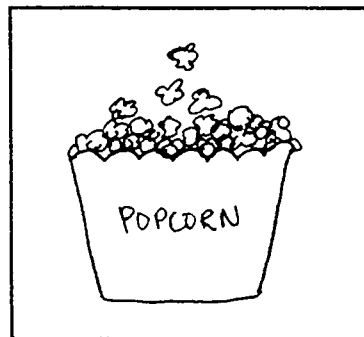
kíitokiwa



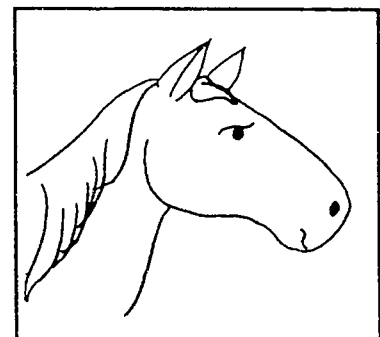
niitóyisi



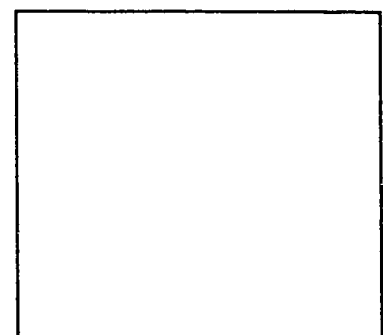
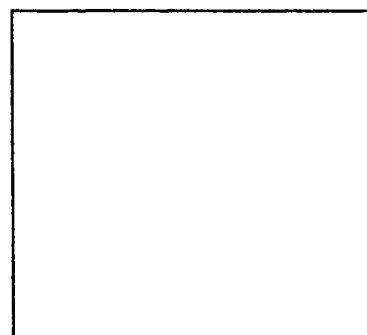
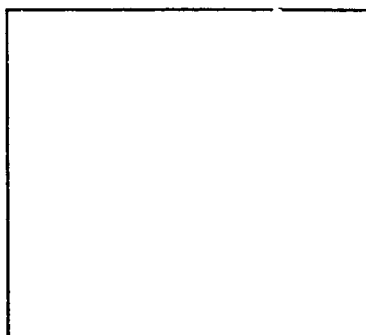
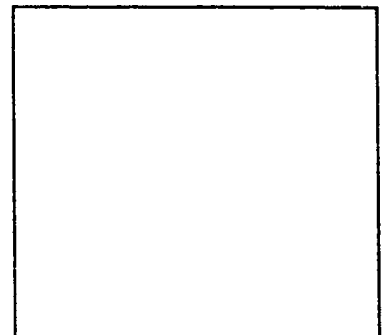
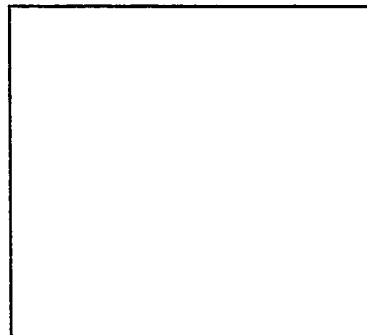
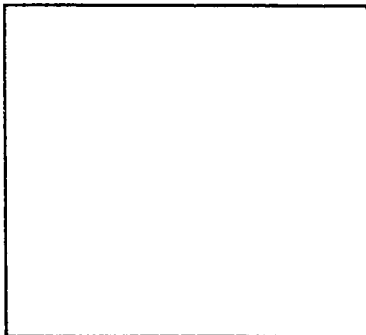
óóhkotoki



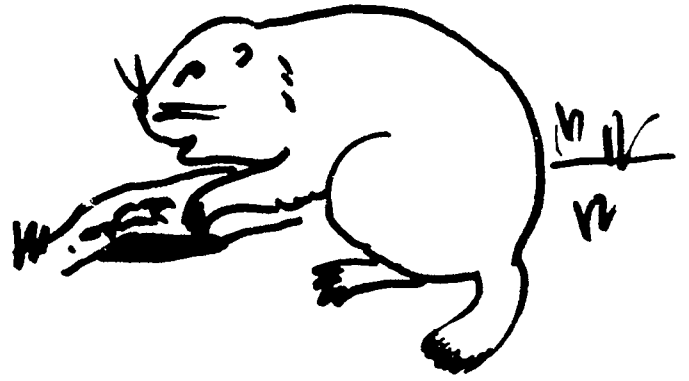
paapáowahsini



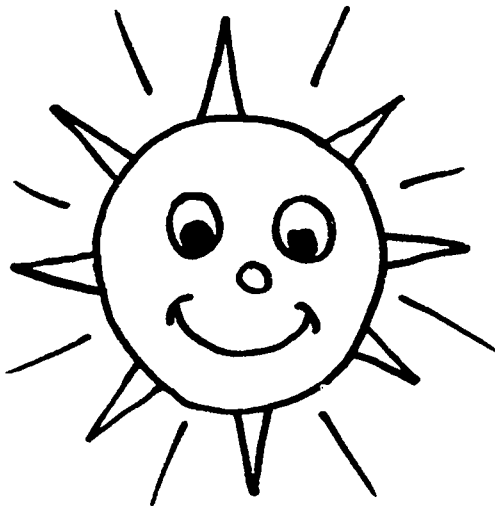
ponokáómitaawa



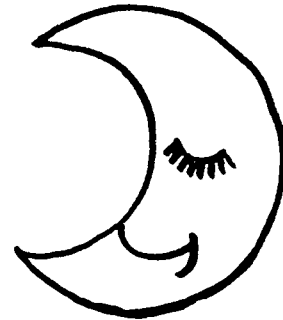
O



Ómah - ko - ka - ta - wa



Naa - tó' - si - wa



Ko' - ko - mí - ki' - som - ma



Aa - wápss - pii - nao' - sa' tsis - a



Ó - ko - no - ki

Nínaistako

Aaa - Iii

Aaa - Iii - Ooo

Aaa - Iii

Aaa - Iii - Ooo

Aaa - Iii - Ooo

Iii - Aaa - Iii - Ooo

O - ki

Tsa - tsi - oo

issá' - tsit

mii - sta - pohts

mii - stá - kiists

Ni - nai - sta - koo

Aaa - Iii

Aaa - Iii - ooo

Aaa - Iii

Aaa - Iii - ooo

Aaa - Iii - ooo

Iii - Aaa - Iii - ooo

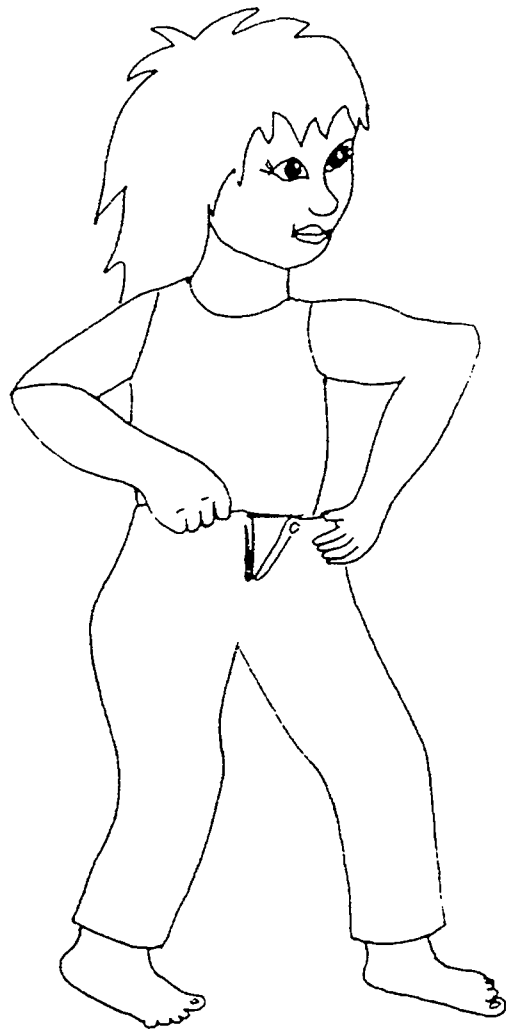
### SECTION 3 - Ksiskanáótonisi



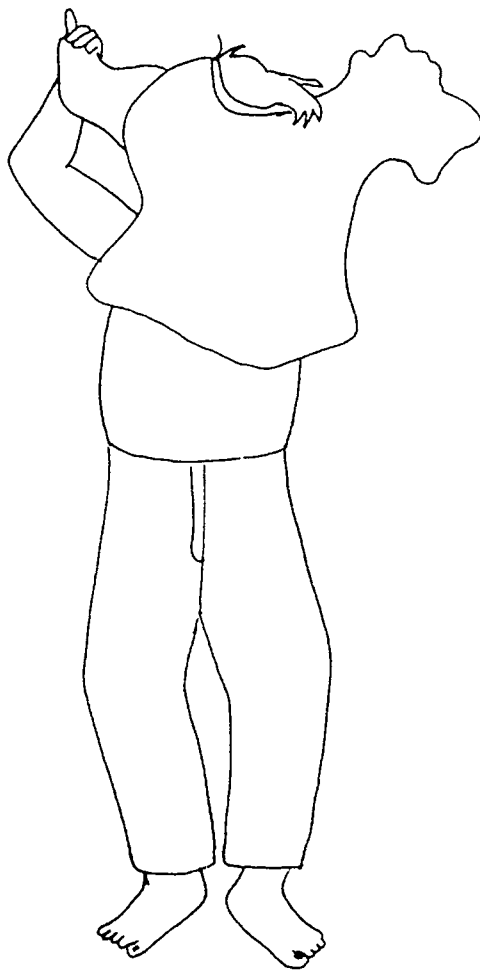
Annóóhk ksiskanáótonisi  
nitsíípookaki



Nitssísskiitsi



Nitsíyáaksistotoohsi  
Nitsíyáakowayi

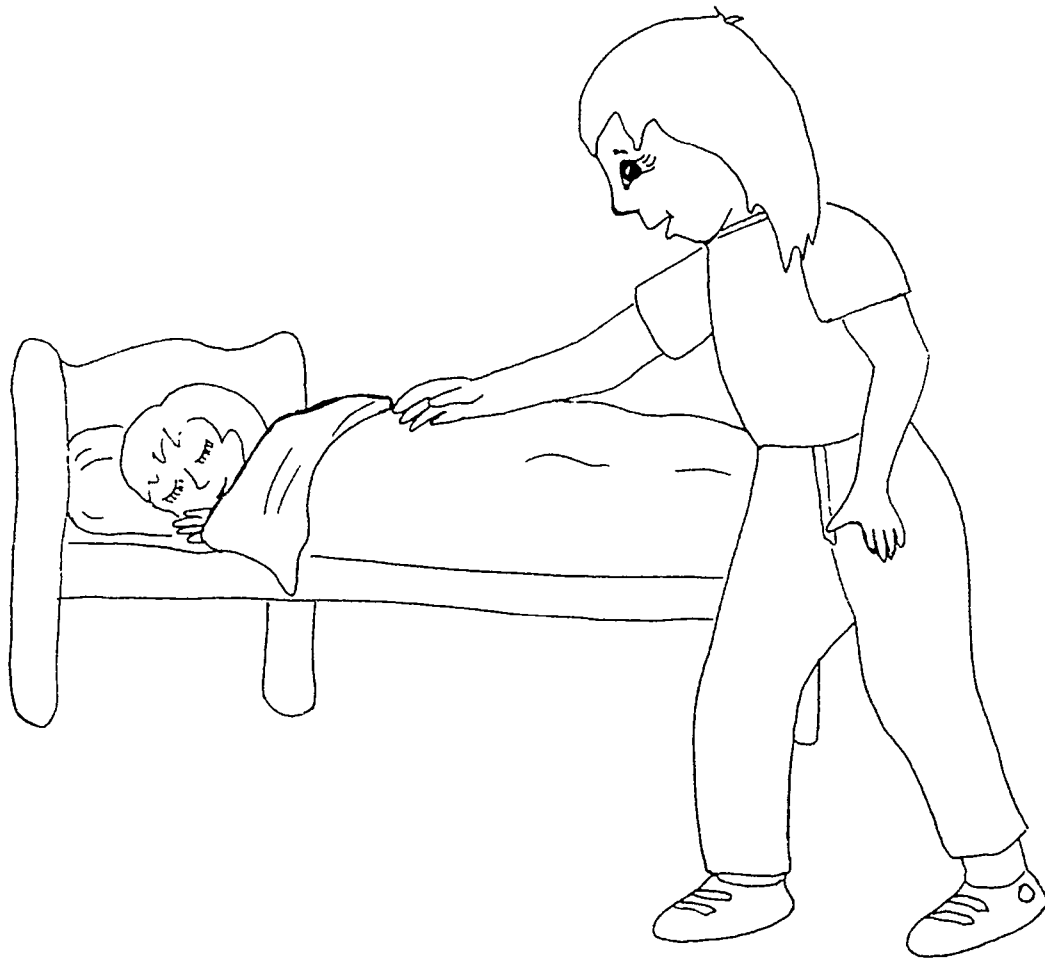


Nitssápskaohsattoo'pa  
nitsisttohksisoka'sim





Nitsíyáakotoahsimi ki  
nitáaksstsitsiki.



Nitsítsikíniwa  
na nissíssa

## SECTION 4 - "P"

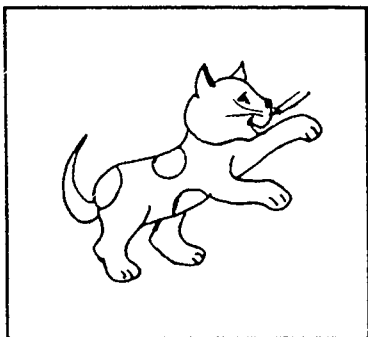
Let's do the second half of the Blackfoot letters. Which animal gave Náápiwa the letter *P*? It must have been Kíítokiwa. The letter *P* is pronounced almost like "b" of the English language.

In this lesson, we shall not only listen and say but we will start to write some words.

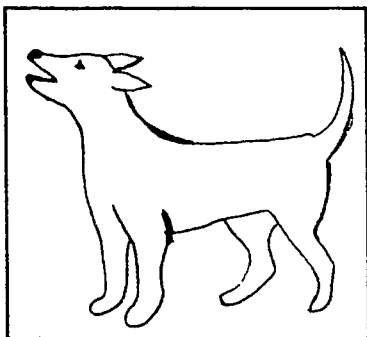
poosa, aapí'siwa, níipi, ponoká, náápiwa, pi'kssiiwa

poo - sa, aa - pí' - si (wa), po - no - káwa,  
níi - pi, pi' - ks - sii (wa)

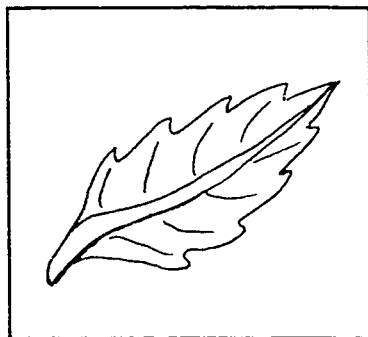
Read through these words with your teacher. Then draw 6 things that have the "P" sound in them.



poosa



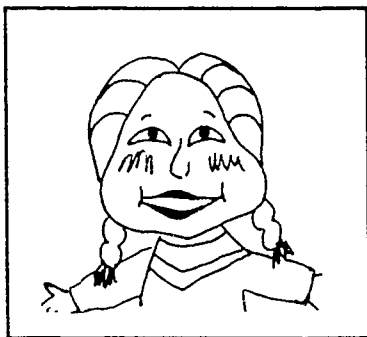
aapí'siwa



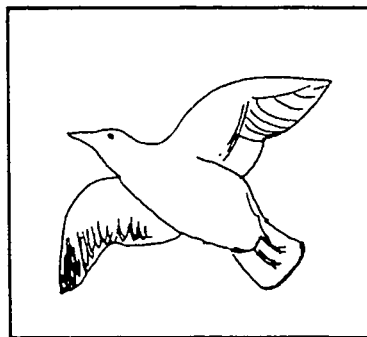
niípi



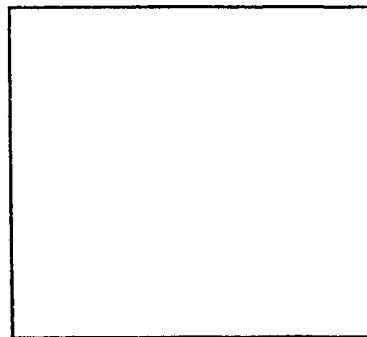
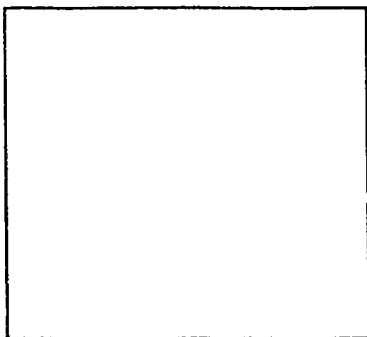
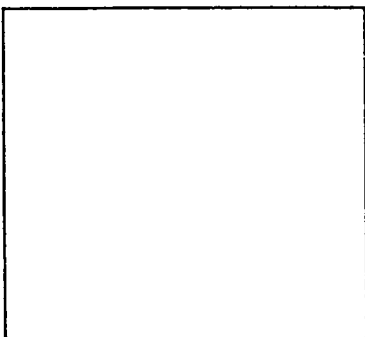
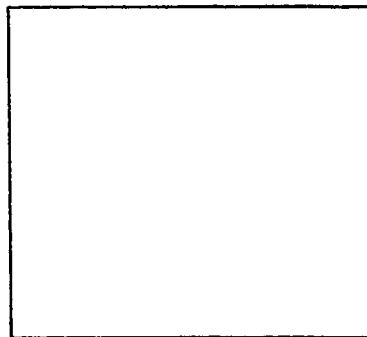
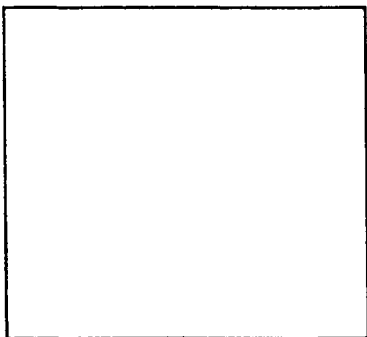
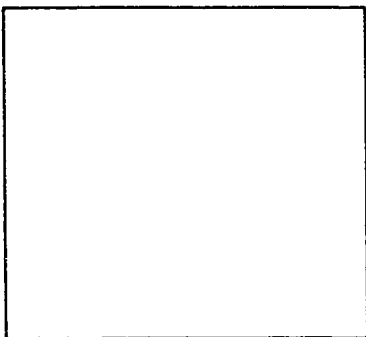
ponokáwa



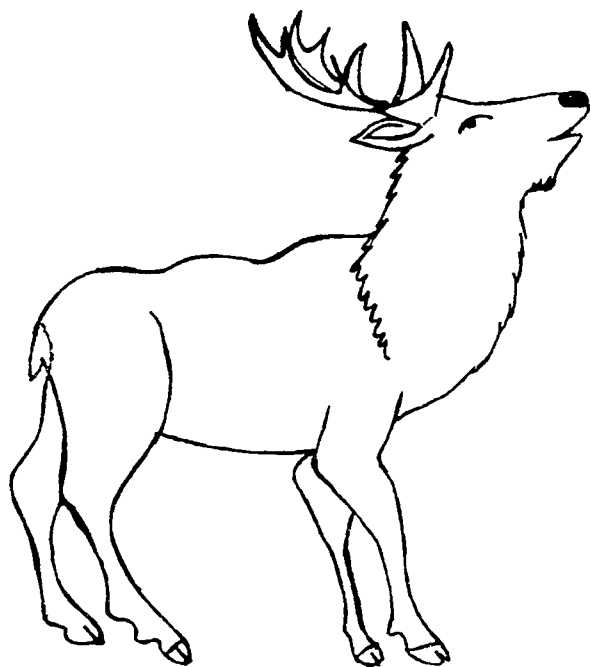
náápiwa



pi'kssíwa



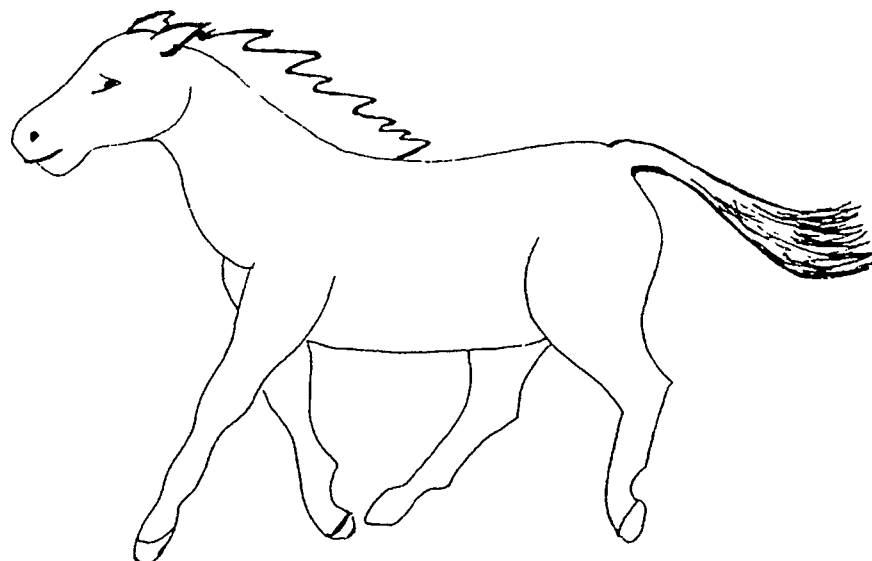
Isskóóhtsika máátsitstsii'pa ponokáómitaiksi.  
Christopher Columbus ii'to'toowa ki ii'tsípiyiiwa  
ponokáómitaawa, Niitsítapiiksi itsínoyiiyaawa  
ponokáómitaawa, ponokáínattsi ki imitáínattsi.  
Inihkátsiwa ponokáómitaawa.



Ponokáwa

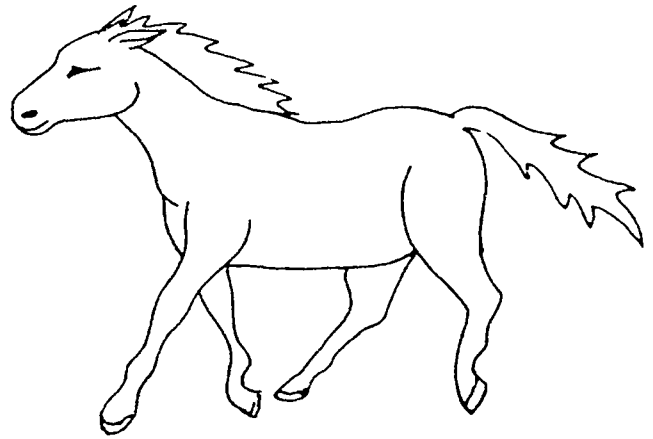


Imitááwa



Ponokáómitaawa

Write and say.

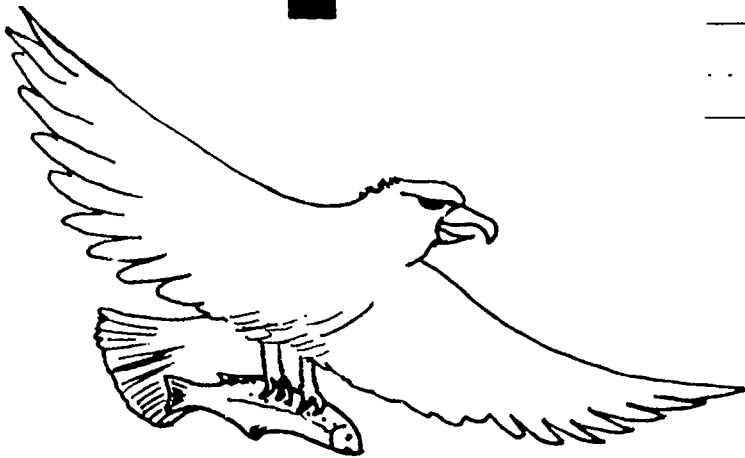


P

Po - no - káó - mi - taa - wa

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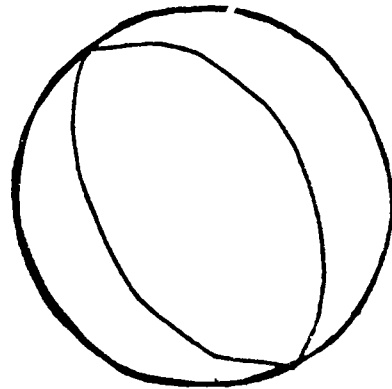
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Píí - ta - wa

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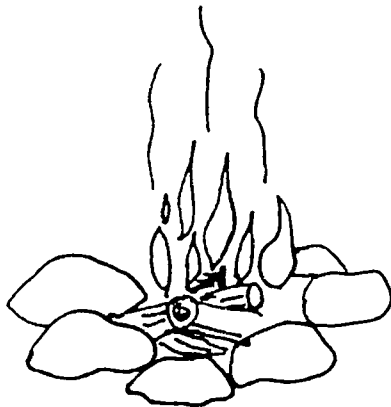
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Po - kó - na

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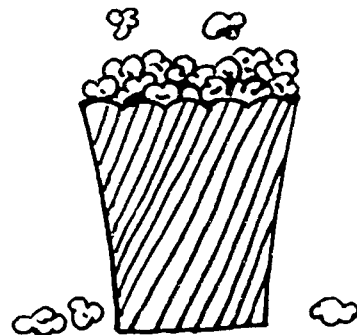
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Po' - táá - ni

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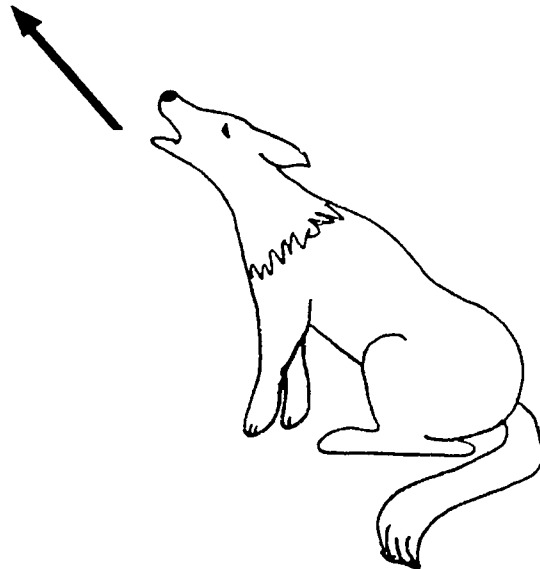
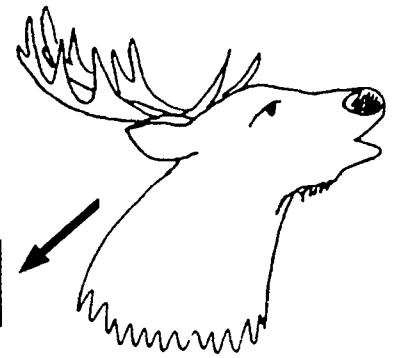
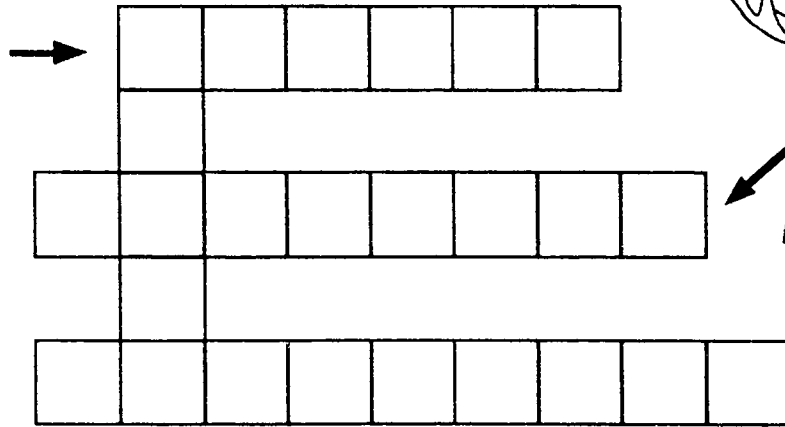
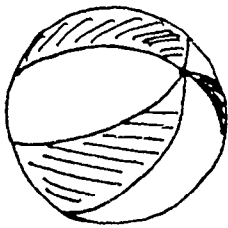
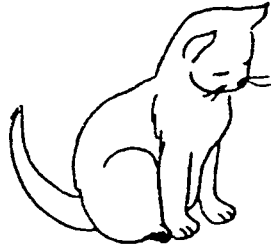
Paa - páo - wah - sin - i

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Where do these words fit?

Poosa  
Ponokáwa  
Aapí'siwa  
Pokóna



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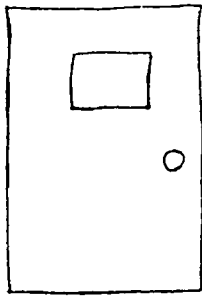
Have your teacher read this little poem about popcorn.

Paapáowahsini, paapáowahsini  
paap paap paapáowahsini  
nitsíipapao'ka nitsíipapao'ka  
paap paap paapáowahsini

1. Can you say this poem?
2. Can you draw a picture to match the poem?
3. Can you make up a nonsense poem with all the sounds you have learned.



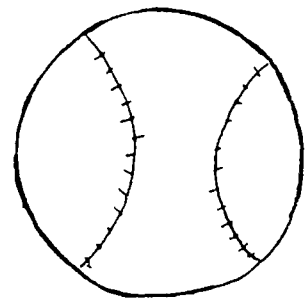
● Fill in the proper consonant: K, M, N, P



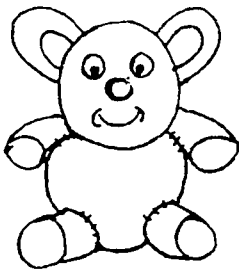
\_\_\_ itsimi



\_\_\_ iistsísá



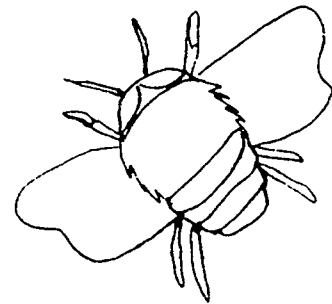
\_\_\_ okona



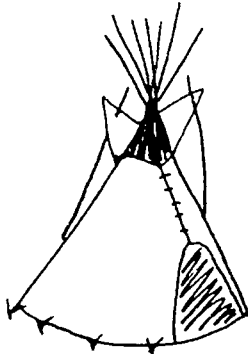
\_\_\_ iááyowa



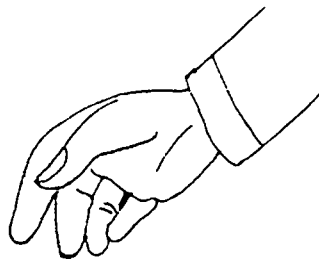
\_\_\_ íipi



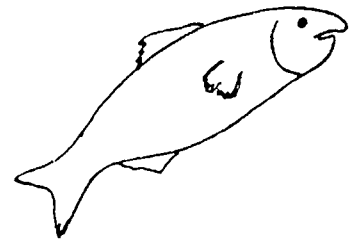
\_\_\_ aamóowa



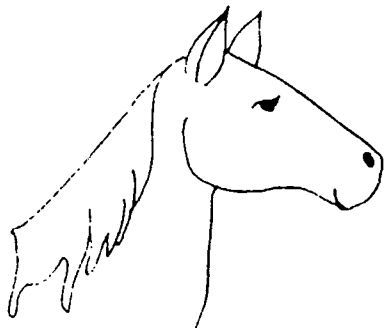
\_\_\_ iitóyisi



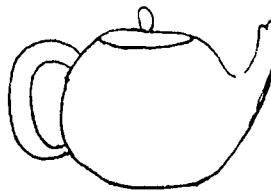
\_\_\_ o'tsísi



\_\_\_ amííwa



\_\_\_ onokáómitaawa

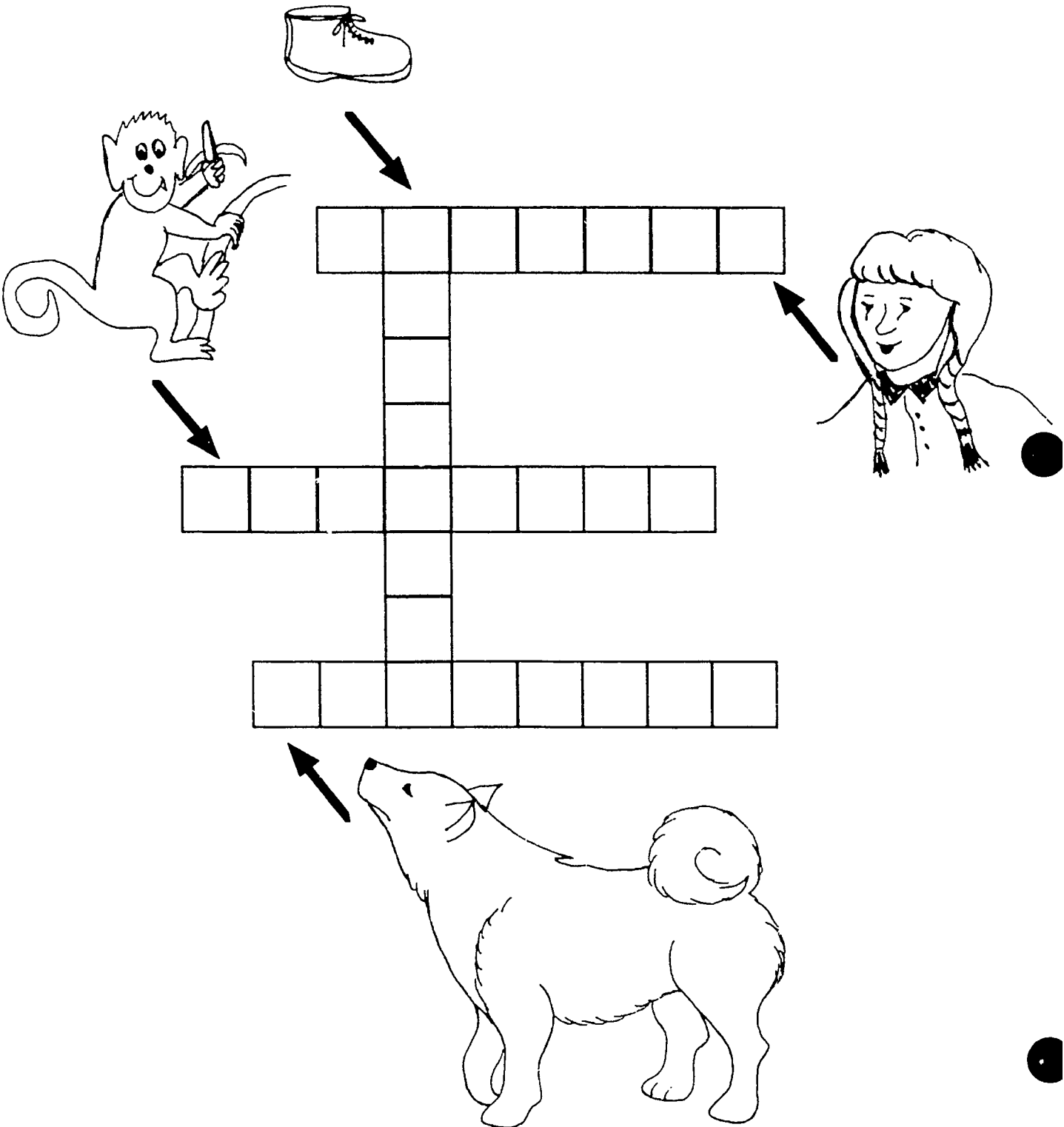


\_\_\_ sisoyi



\_\_\_ akato'siwa

Can you fill in this crossword puzzle?



## SECTION 4 - "S"

"Sssss" iitohkomíwa pitsíksiinaawa. Remember that pitsíksinaawa gave Náápiwa the letter S.

S in Blackfoot is a little different than in English. The Blackfoot S is made by holding the tip of your tongue up towards the roof of your mouth and not against the back of your bottom teeth.

Let's review some words we have learned to say with the S sound. Can you draw these things?

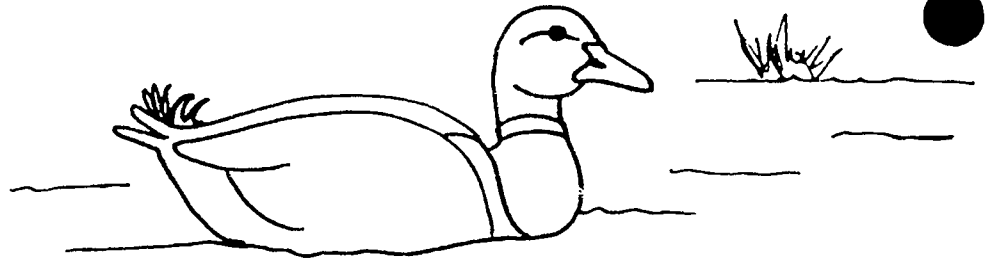
miistáki  
niitóyisi  
naató'siwa

These 3 were easy because the S is not mixed up with another letter.

Now we will look at when K comes before S, if you remember KS gives the same sound as "x" in Mexico.

piihkssó  
áíksiniwa  
mohksisísi  
ni'tókska  
ksisohksísiwa  
ksisóyiwa

# S

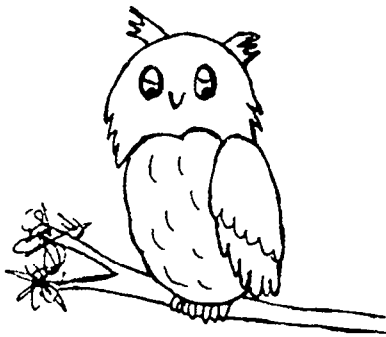


Sa' - áí - wa

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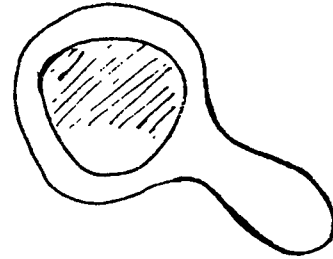


Sí - pist - too - wa

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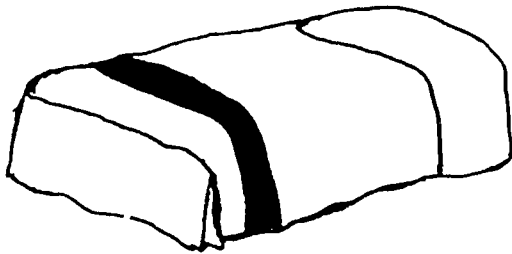


Sáa - pia' - tsis - i

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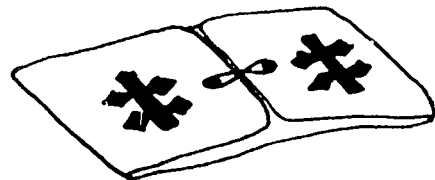


Si' - káá - na

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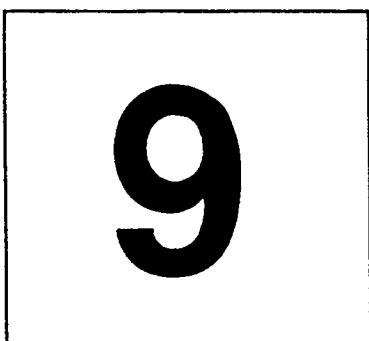
Soo - tsí - maan - i

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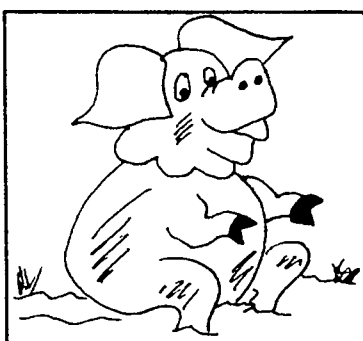
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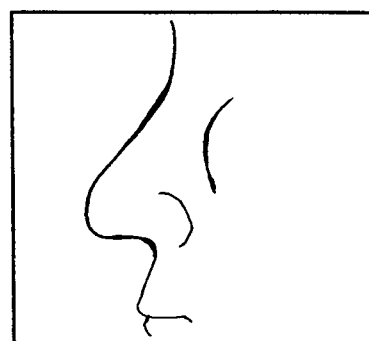
Listen for the "s" sound as your teacher reads the words. Can you think of 6 "s" words to draw in the 6 empty boxes? Draw them.



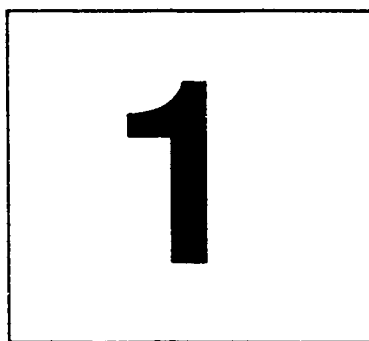
pihkssó



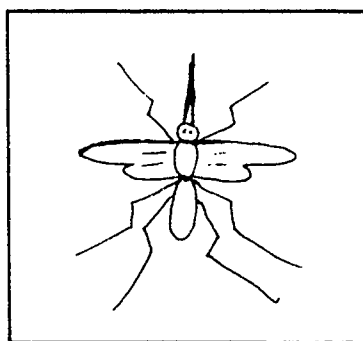
áksiniwa



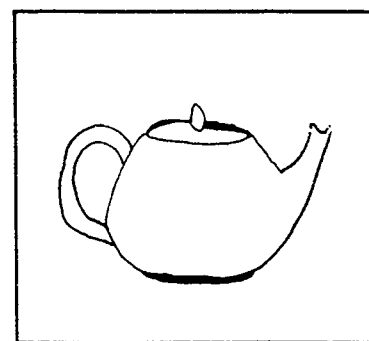
mohksísí



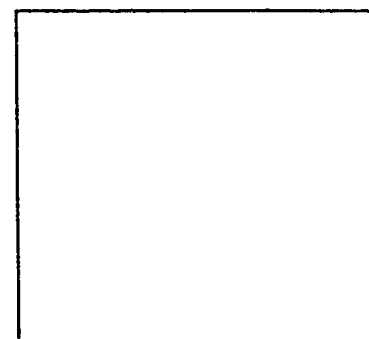
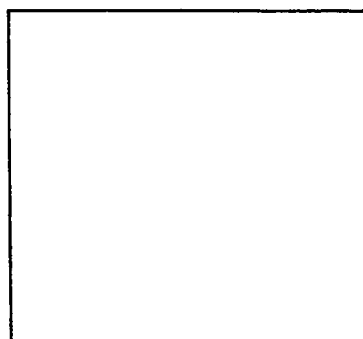
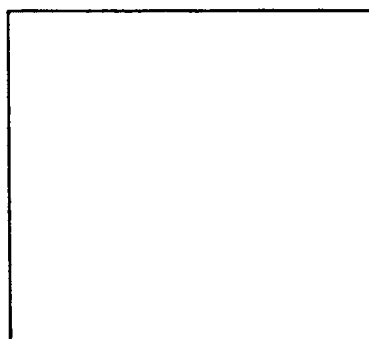
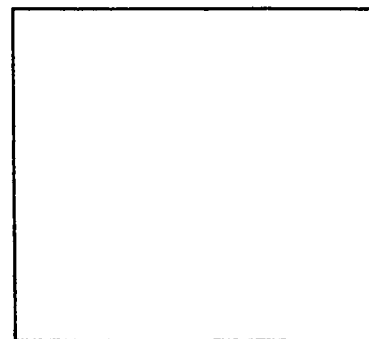
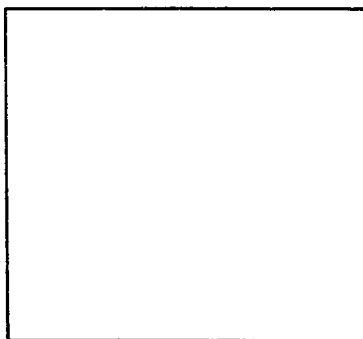
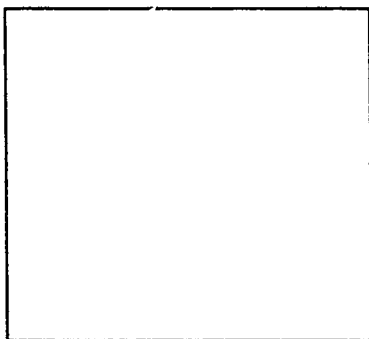
ni'toksa



kisohksísiwa



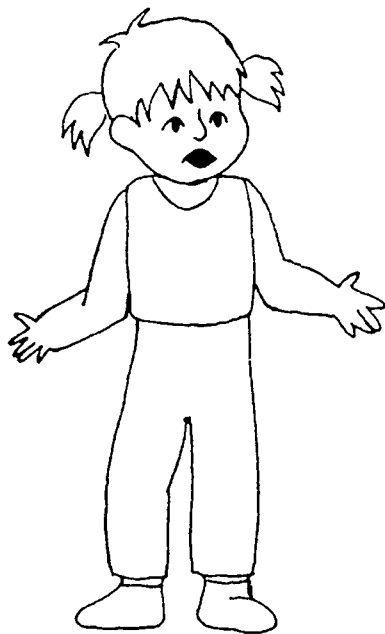
kisóyiwa





“Saahkómaapiyi, kitáókska’sspa?”

“Aa, nitáókska’si.”



“Aakíikoani, kitáíssínaakihpa?”

“Aa, nitáíssínaaki.”

## SECTION 4 - "T"

Tsikatsííwa iitohkotawa Náápiwa ama *T*.

*T* is not pronounced exactly like the *T* of English. Listen to these *T* words, then say them:

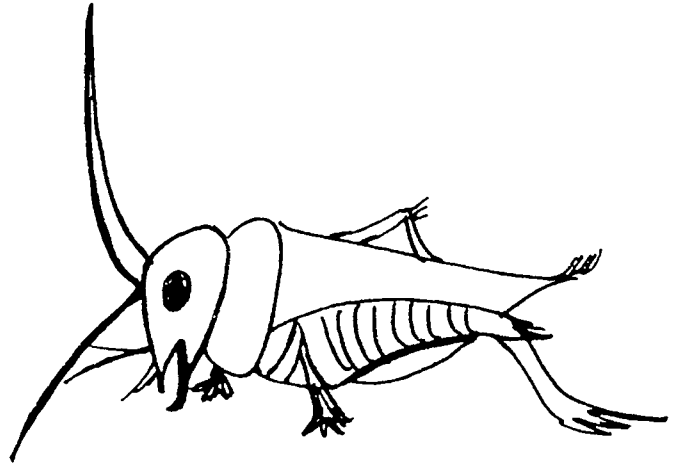
Train Tomorrow To

Put your hand in front of your mouth when you say them. Can you feel your breath on your hands? Then say the following words in Blackfoot. Can you feel your breath on your hands?

naató'siwa  
imitááwa  
oohkotoki  
niitóyisi  
kíítokiwa  
a'síítahtai

When *T* comes before *S* in a word, it sort of slides into the *S*. Like in Tsikatsííwa. Here are some more words with *T* and *S* together.

T

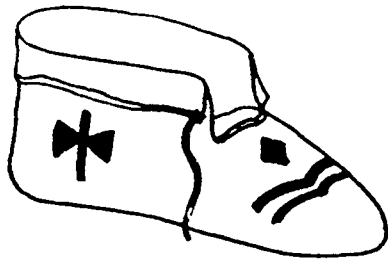


Tsi - ka - tsí - wa

\_\_\_\_\_

.....

\_\_\_\_\_



A - tsi - kín - i

\_\_\_\_\_

.....

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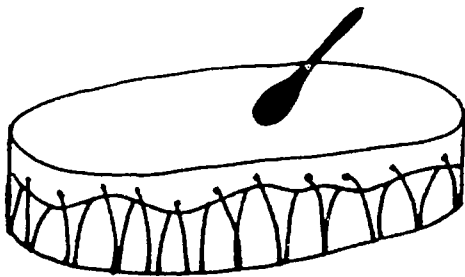
7

Ih - ki - tsí - ka - yi

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.....

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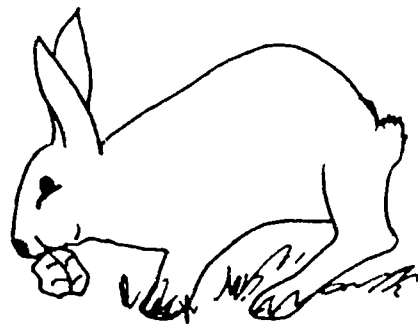


Ist - tó - ki - maa' - tsis - i

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.....

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Áaat - tsis - taa - wa

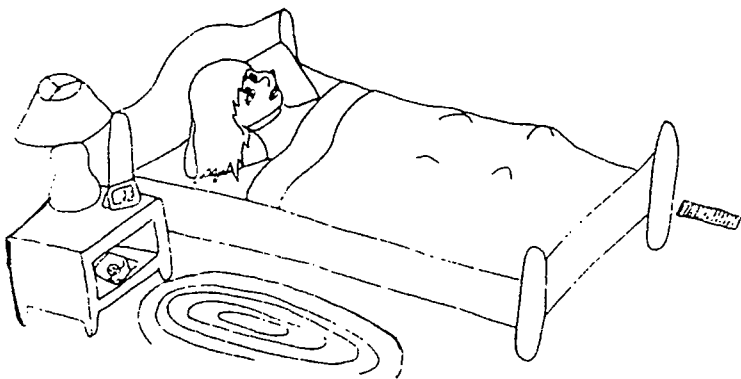
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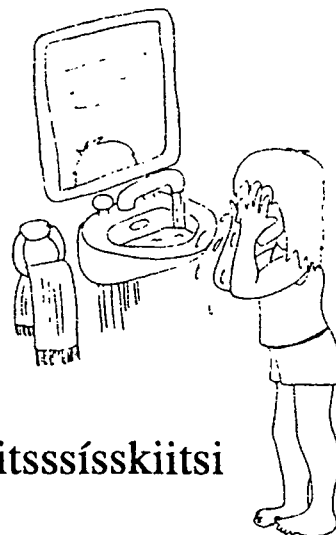
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Review the story in the previous section called ksiskanáótonisi. Listen while your teacher reads it to you. You may try to read along but listen very carefully for the “ts” sound. Can you count how many times you hear the “ts” sound?



Annóóhk ksiskanáótonisi  
nitsíípookaki



Nitsssísskiitsi



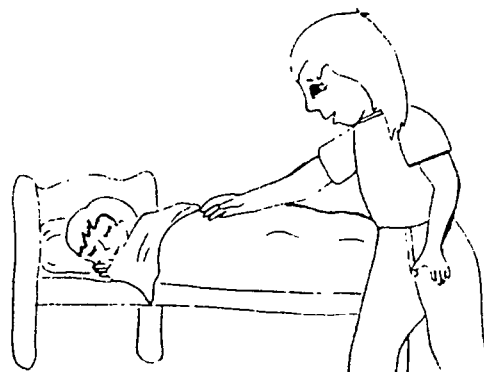
Nitsííyáakowayi



Nitsííyáaksistotoohsi

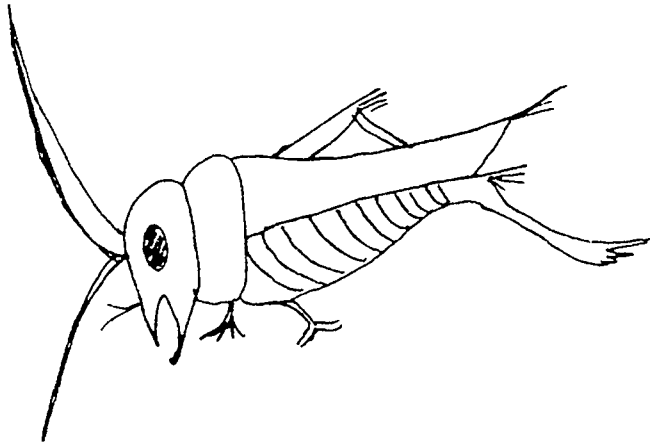


Nitáaksstsitsiki

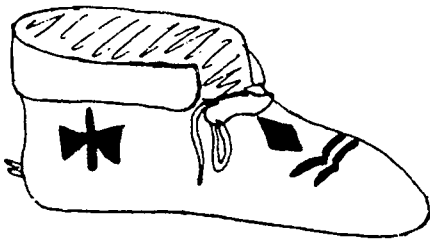


Nitsítsikííniwa na  
nissíssa

Listen while your teacher says these words.  
Fill in the missing letters.



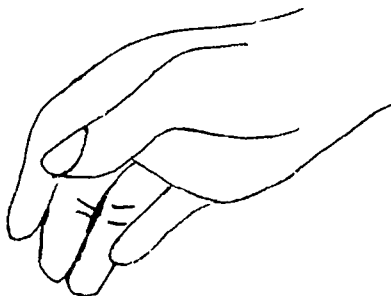
\_\_\_ \_\_\_ \_\_\_ katsíwa



a \_\_\_ \_\_\_ \_\_\_ kirí



áaat \_\_\_ \_\_\_ \_\_\_ staawa



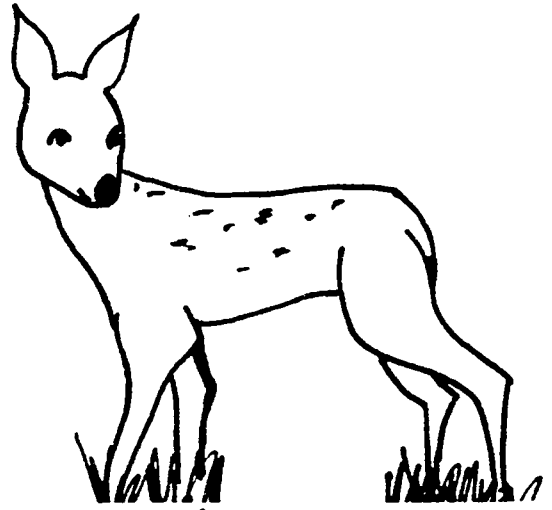
mo' \_\_\_ \_\_\_ \_\_\_ si

## SECTION 4 - "W"

Sa'aiwa iitohkotsiwa Náápiyi ami W.

W is almost like the W of English. It is different when it comes at the end of a word followed by an "a" then you whisper the "wa". So sa'áiwa sounds like you are saying sa'ai. We can call it the ghost "wa". It is there but can barely be heard.

W

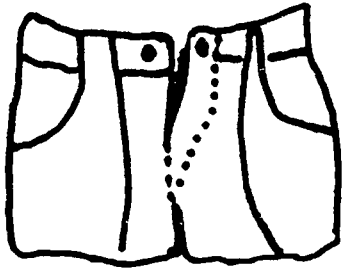


Áwákaasiwa

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Aamisskapataawa

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Owááyi

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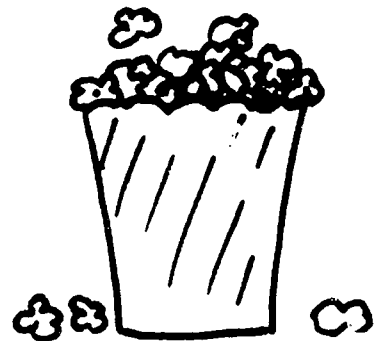


Isstóowahsini

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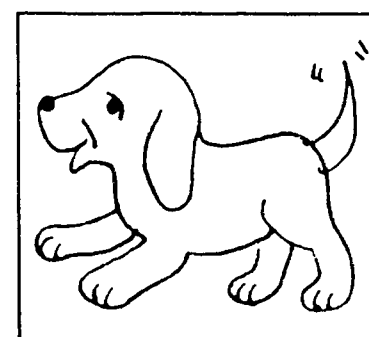
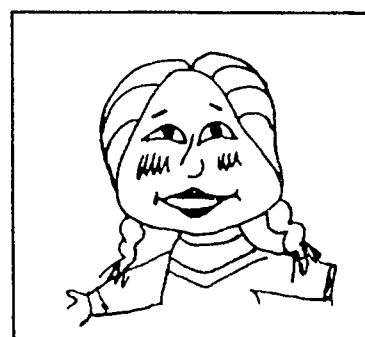
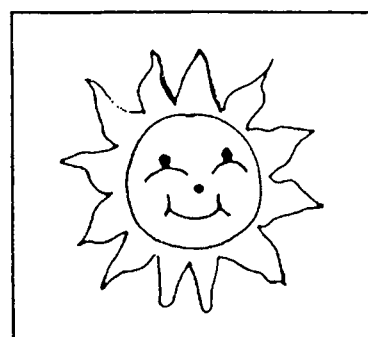
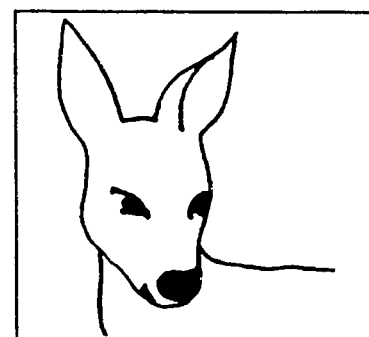
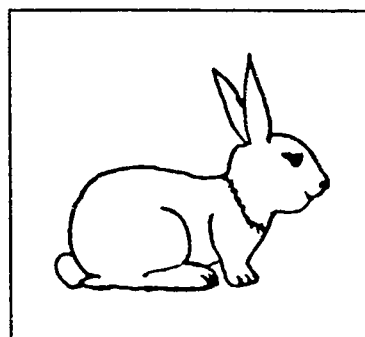
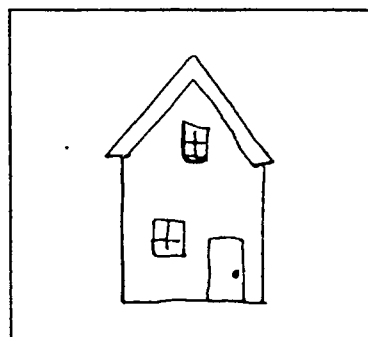
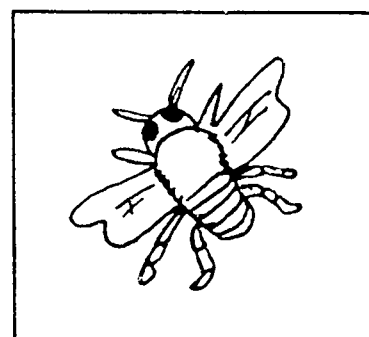
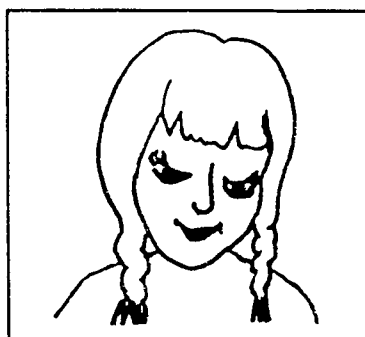
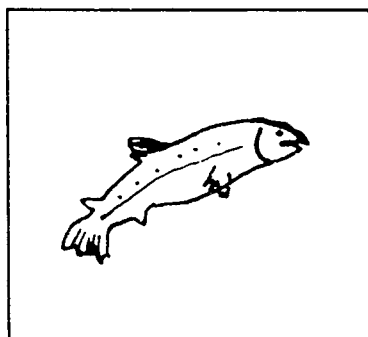
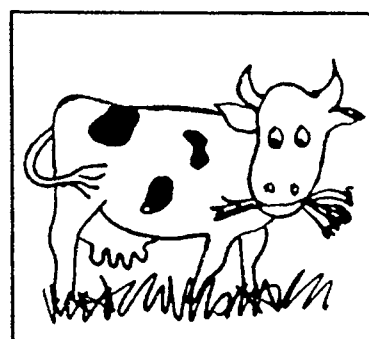
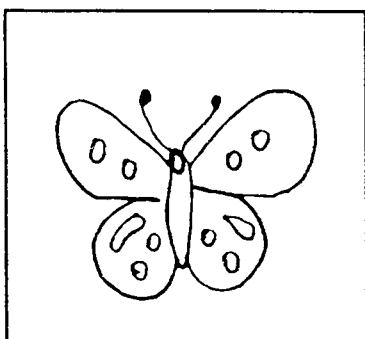
Paapáowahsini

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Find the words that go with the pictures, then find the 2 words that don't end in "wa".



## SECTION 4 - "Y"

Remember that omahksstookiwa gave Náápiwa the letter *Y*. *Y* is much like the *Y* of English but it is like *W* because when *Y* is at the end of a word followed by "i", it too is whispered. Like in *ihkitsikayi* and *matóyihkoyi* and *máaoyi*.

*W* and *Y* are letters which mark the difference between what we call animate and inanimate. Animate means things that are living or have just been put in the animate category. They are marked with a "wa" and inanimate are non-living things marked with "yi". Sometimes the "w" is dropped and only "a" appears. Sometimes the *Y* is dropped and only the "i" appears.

On the following page, look for animate (wa) and inanimate things (yi) or (i).

Y

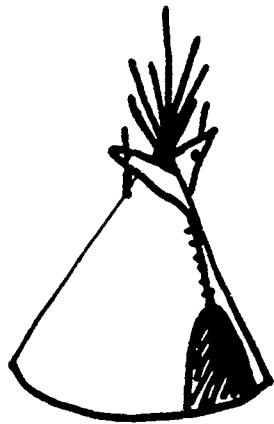


Kiááyowa

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Niitóyisi

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Náápiooyisi

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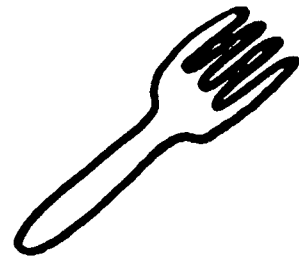


Mohsoyísi

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Iihtáóoyo'pa

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## SECTION 4 - ' and the Stress Mark ´

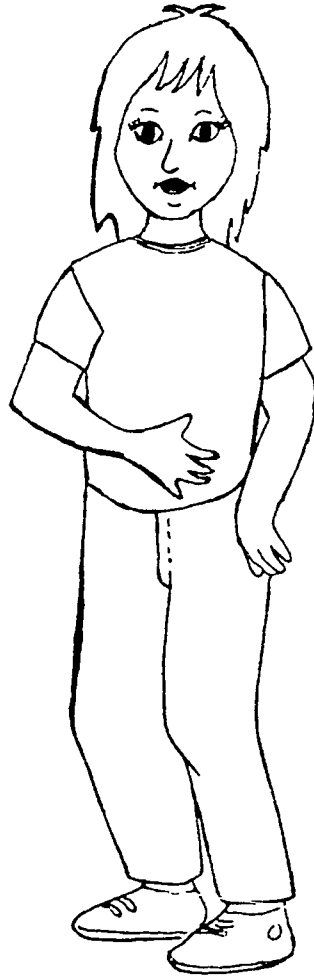
Apániiwa maminnistsi maatóhta - kowatsiks. Remember that Apániiwa's wings did not make a sound, instead of making a sound you must pause. When you see this mark ' . ' is like the silent moment when the butterfly flaps its wings. Let's practice the pause with these words.

Mo`tsísi  
Mamiá'tsikimiwa  
si'káána  
ni'tókska  
nááto'ka  
a'síítahtai  
iihtáóoyo'pa  
iihtái'poyo'pa

You have probably noticed the ´ mark over some of the letters. It means that you must say those letters at a little higher pitch than the rest of the word.



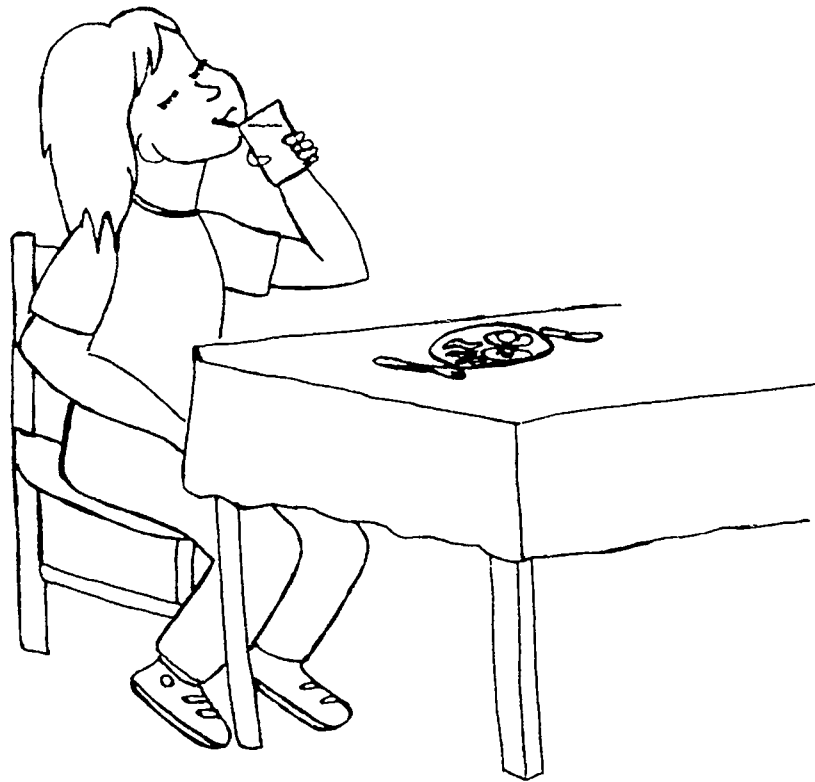
## SECTION 5 - NITÁAKSOYI



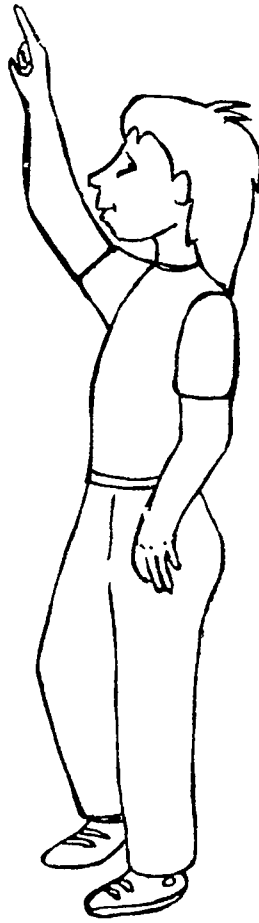
Nitáaksoyi  
Nitsiksísttso'kini



Na niksíssta áóoyo’siwa  
owái ki áíksinóósaki



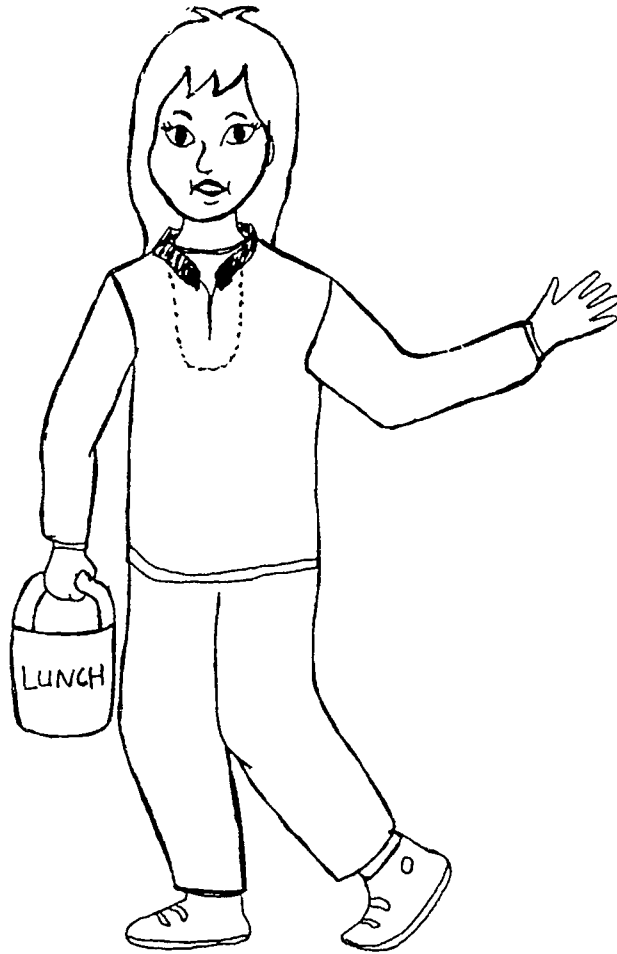
Nitáóoyi owái ki  
aiksinóósaki



Áí'tama'kito'to'wa  
ihkitsíkayi áánao'kaotooma



Nítssíikiniistsi  
ki nítssísskioohsi



Nitáakitapoo  
iitáíssksinima'tstohkio'pi

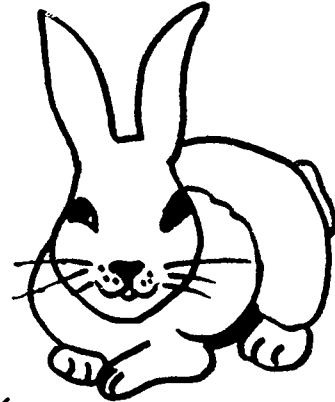
## **SECTION 6 - DOUBLE LETTERS**

Double letters in Blackfoot are more important than double letters in English. Vowels become longer if there are double vowels. Consonants become longer too when you double them or triple them.

The following pages have double letters. Can you find them?

Say these words with your teacher. Listen for the double letters.

AA



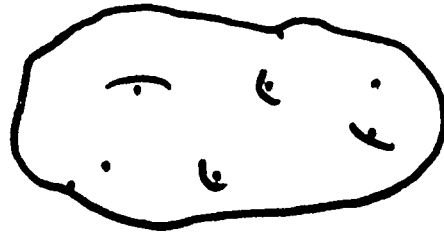
Ááa - ttsis - taa - wa

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2



Náá - to' - ka

Maa - táá - ki

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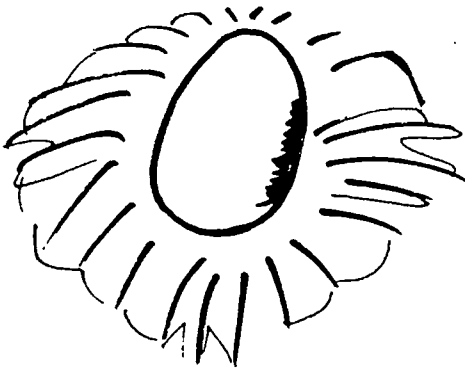
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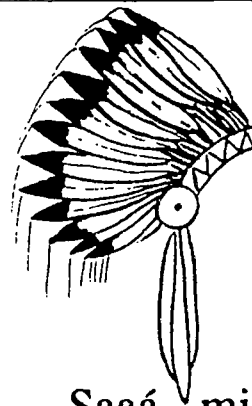
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O - wáá - yi



Saaá - mi

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## DOUBLE LETTERS:

**AA** Ama ááattsistaawa áóoyiwa maataáki  
ki áwaaniwa, "Iikááhsiiwa ami maataáki."  
Aakííwa iiníkkoyihkaamiiwa, "Míístapoot!"  
Áaattsistawa itsíístapokska'siwa!

**II** Amokao isstsíiyainaka'siwa ki káánaisskiinaawa  
iihkómatakiwa. I'nákssaahkomaapiwa  
iihkóónoyiiwa káánaisskiinaawa ki isstsíiyainaka'siwa.  
I'nakssaahkomaapiwa iyímmiwa.

Listen while your teacher reads the 2 passages above. Can you hear all the double a's and i's?

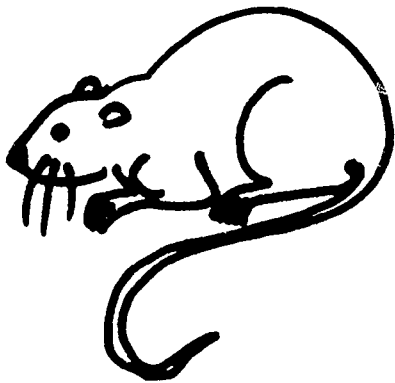
# III



Niitsápiwa

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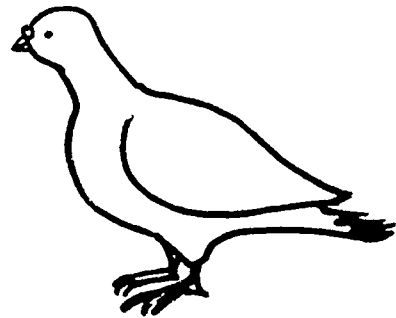
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Káánaisskiinaawa

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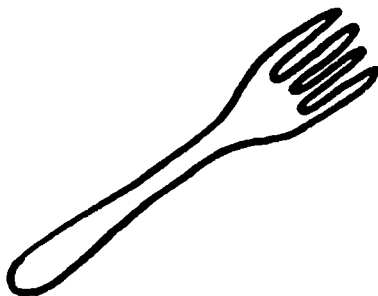
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Pi'kssíwa

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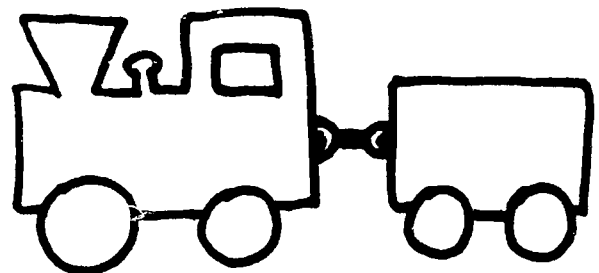
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Iihtáóoyo'pa

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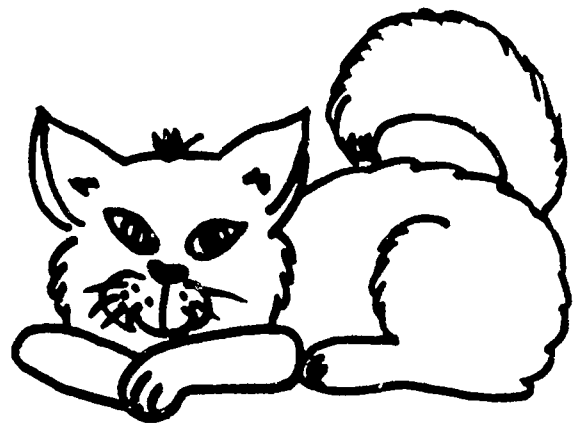


Isstsíyainaka'siwa

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oo

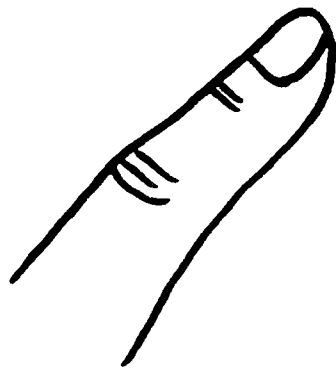


Póosa

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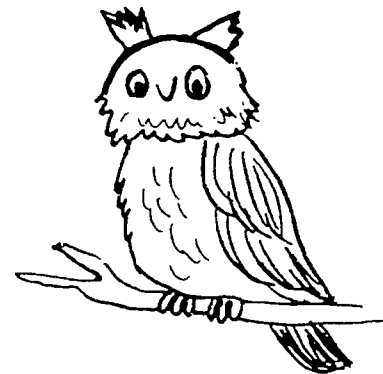


Mookítsisa

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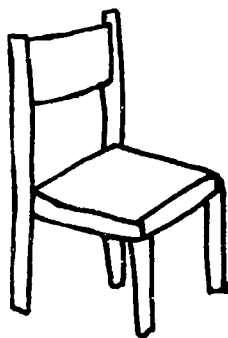


Sípisttoowa

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Sóopa'tsisi

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Kóónsskoi

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## SECTION 6 - DIPHTHONGS

When certain pairs of vowels are next to each other, the sound they make is called a diphthong.

**Ai** “Ai” that comes before double consonants is pronounced like “ai” in said, and the short “e” in fed, red and head.

“Ai” that comes before the ’ (glottal stop) or butterflys wing beat is longer than it is before double consonants.

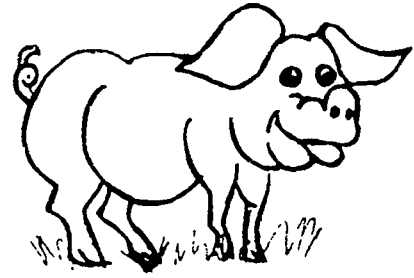
**Ao** “Ao” is like the “aw” in dawn and becomes longer when it comes before the ’ (glottal stop) when it is like “ou” in house.

**Oi** “Oi” is not very common but it is pronounced like the “oy” in boy. Try saying:

ótahkóinattsiwa - yellow

ótsskoinattsiwa - blue or green

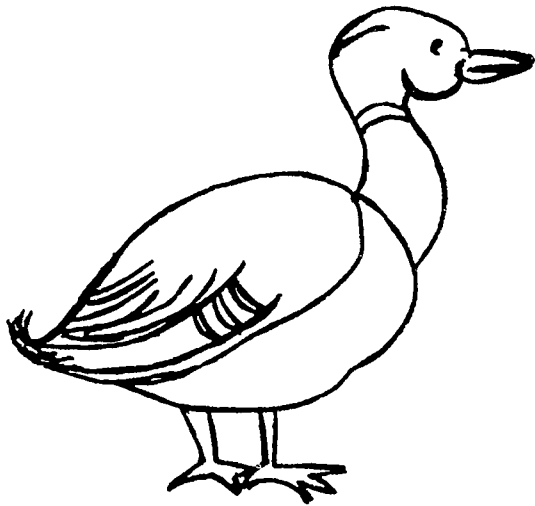
# AI



Ái - ksi - ni - wa

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Sa' - áí - wa

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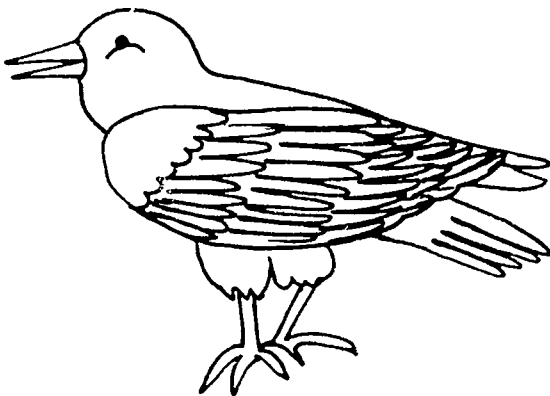
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Ái - ssin - ii' - pi

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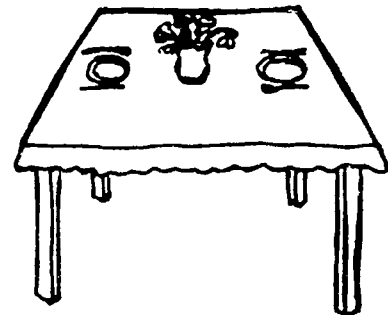
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Ómahk - ai' stoo - wa

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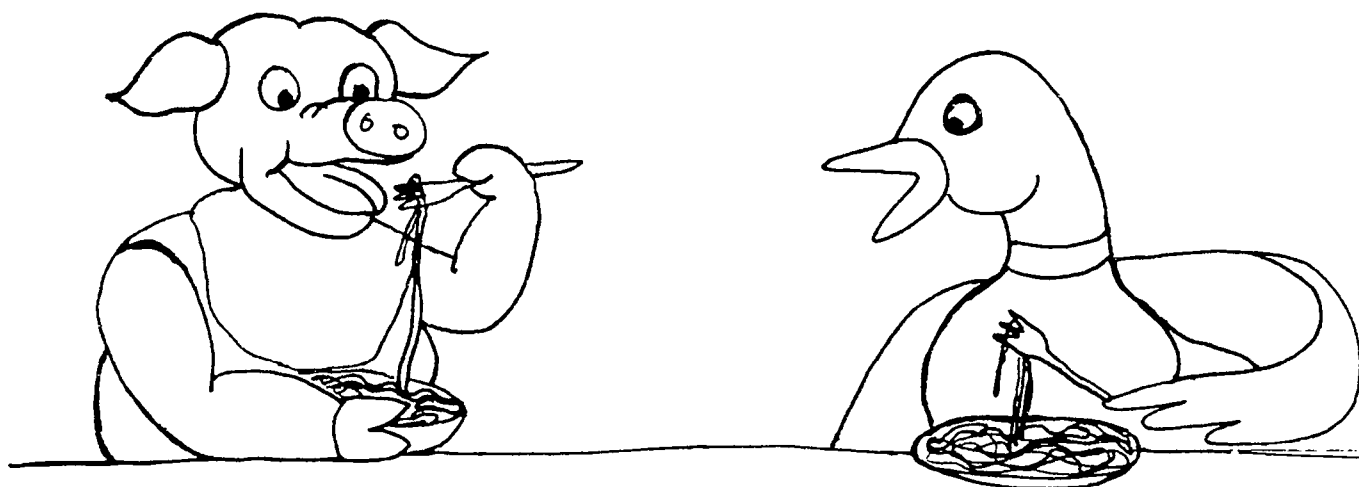
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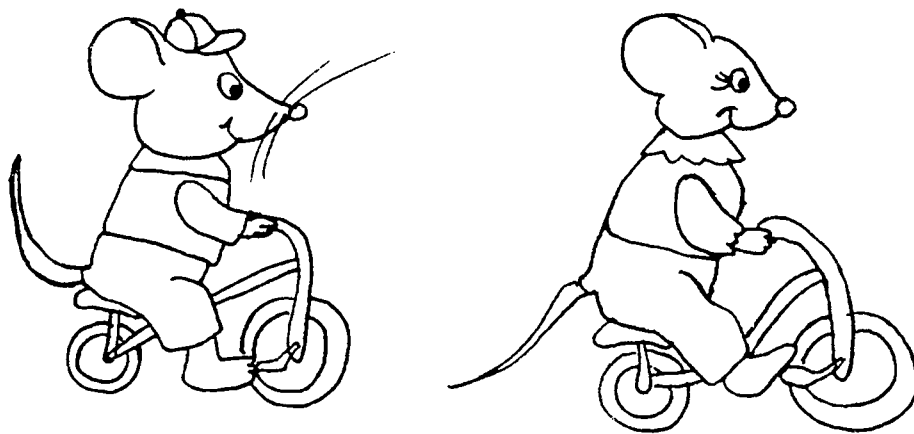
Ii - táí - soo - yo' - pi

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Amoka iitáísooyo'pi.  
Am áíksiniwa áóoyiwa áíssinii'pi  
ki ama Sa'áiwa áóoyiwa áíssinii'pi.

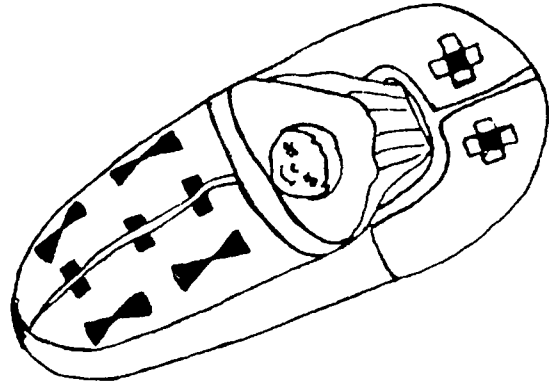


Amoksi káánaisskiinaiksi ohkitópiiyaawa  
kswáínaka'siiksi.

Ama saahkómaapiwa áánistawa 'Herb,'  
ki ama aakííkoana áánistawa 'Mabel'.

Herb ki Mabel ohkitopiiyaawa kswáínaka'siiksi.

# AO

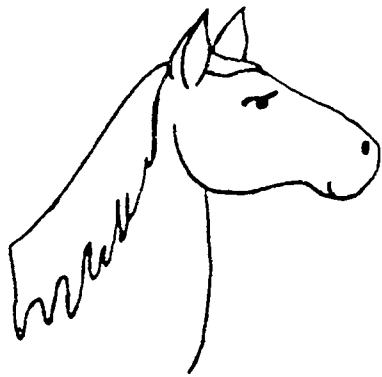


Ao' - tó - pis - tan - ni

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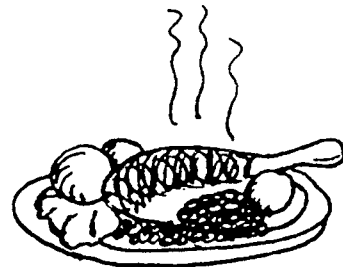


Po - no - káó - mi - taa - wa

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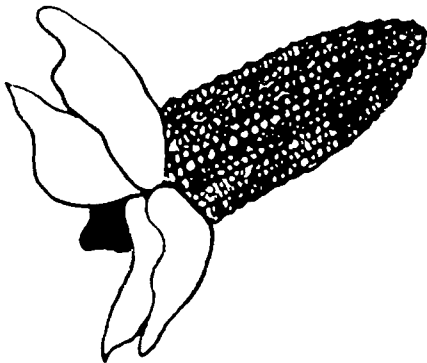


Aoó - wah - sin - i

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Áóh - pii - kii - nat - tsi

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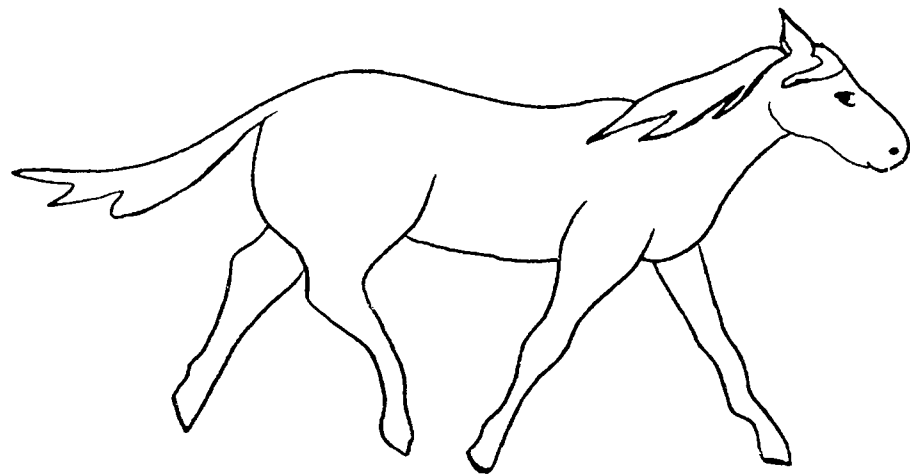
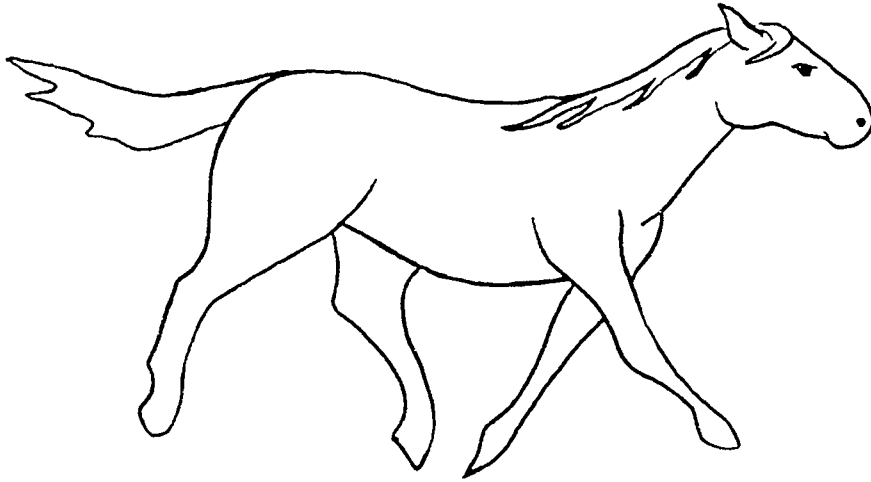
Maoó - yi

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Amoksi ponokáómitaiks áókska'siyaawa.  
Ama ponokáómitaayi ksikksinámma  
ki ami máttstsíki siksínámmináyi.

## SECTION 6

Ao Can you say, "Six horses are running."?  
Nááoyáawa ponokáómitaiks áókska'siyaawa.

How about saying, "The girl is eating corn."?  
Aakíikoana áóoyiwa áóhpiikínattsiyi.

Ai Say, "The mice are writing."  
Káánaisskiinaiks áíssínaakiyaawa.

Say, "Are those ducks eating?"  
Omiksi sa'áiks áóoyiwaiksaawa?

## SECTION 6

Some difficult sounds in the Blackfoot language are “ih”, “ah”, and “oh”. Here is some extra practice with these sounds.

**Ih** Say, “The sheep sang ‘what’s wrong, what’s wrong’.”  
Ímahkihkinawa inihkiwa kitsikíhpa, kitsikíhpa.

Here are some practice words:

ihkitsikayi  
piihkssó  
akihsín  
immistsíhkiitani  
iihtáóoyo’pa  
iihtái’poyo’pa

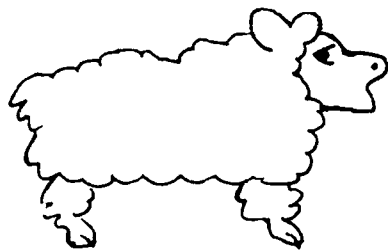
**Ii** Say, “The boy said, ‘Where is my grandfather?’  
Over there, oops sorry old man, there is my grandfather.”

Saahkómaapiiwa awaníwa  
“Na nahk naáhsa?” “Oma!”  
“Paahtsá’pi omahkínaa. Omao’k naahk naáhsa.”

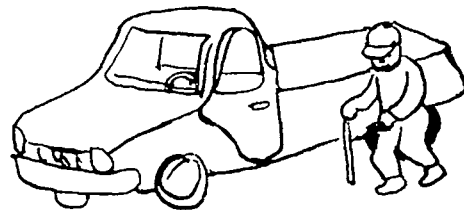
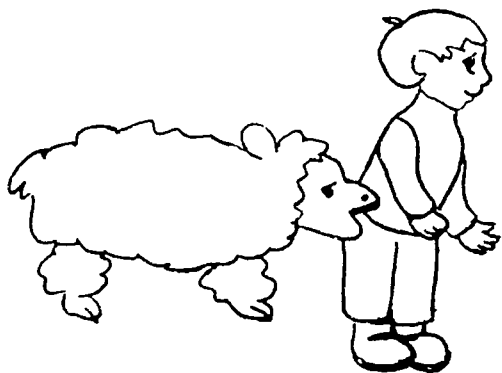
**Oh** Say, “Elephant ears and mosquito nose.”  
Innóhksisiwa ohtóókiists ki ksisohksísiwa ohksisísi.

Here are some more practice words:

nohkówa . . . . . my son  
koohkátsi . . . . . your foot  
óóhkimaat! . . . . . wait!  
innóhsoyisa. . . . . spoon  
mohtóókiists . . . . . ears  
mohksisísi. . . . . nose



Matónni ama saahkómaapiiwa iitasai'niiwa ki na ímahkihkinayi itohkomiynáyi, "Kitsikíhpa? kitsikíhpa?" Saahkómaapiiwa aanííwa, "Na nahk naáhsa?" Ímahkihkinayi isopówahtsi'siyináyí, "Takáatsiksi kaáhsi?" Saahkómaapiiwa aanííwa, "Tsáótsi."



Ímahkihkinayi aanííyínáyí, "Mináttasáí'nit, issámmisa oma omahkínaawa, ito'taipoyi oma iitawai'pihtakio'pa."

"Aa, ómao'k naahk naáhsa, nitsííkohtaahsii'taki."

● Fill in the missing letters as your teacher says the words.

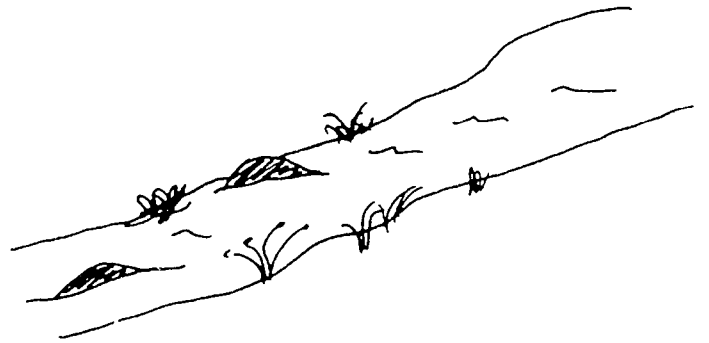


7

óó \_ kotoki

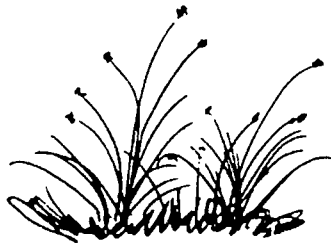
i \_ kitsíka

● 9



pii \_ kssó

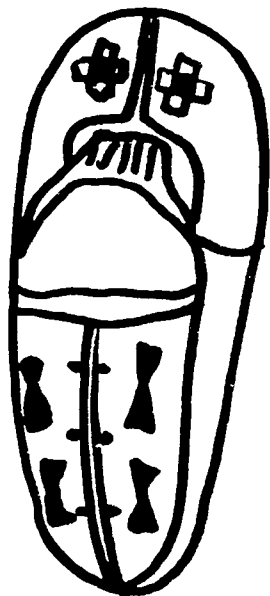
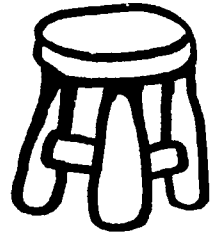
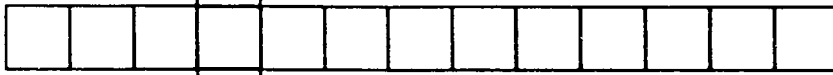
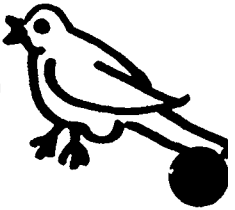
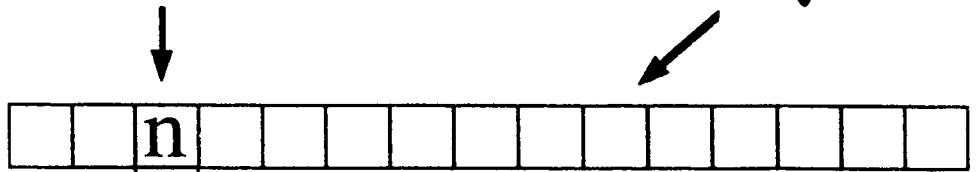
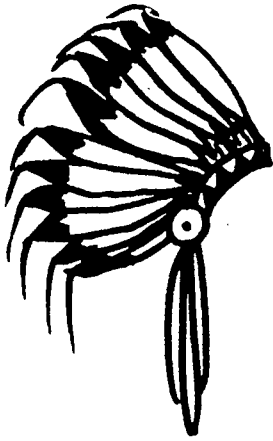
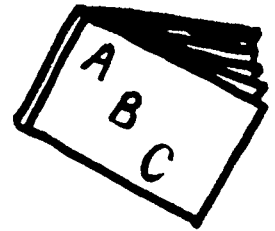
a'síta \_ tayi



● m \_\_\_\_\_

SS

Can you fill out this crossword puzzle?



# APPENDIX I

## TEACHER'S GUIDE FOR BOOK 1

The material in this book is meant to be a supplemental resource for students who are at various levels of learning the Blackfoot language. Beginning students are not expected to read the material but rather to listen while the teacher reads and follows picture sequences. Students with more advanced knowledge of the language should begin to interact with the written words.

### SECTION 1 - INTRODUCTORY STORY

#### NÁÁPIWA KI IKSOWA'POMAAHKAIKS (pages 1-8)

In the past teaching was done through storytelling so this section is meant to introduce the language with a story of how Náápiwa was given language. Because beginning students have little or no understanding of the language teachers may use various ways of helping the students to understand. The story of Náápiwa may be told in English first then in Blackfoot. This should be done using each picture as an interval. The teacher may choose to be very animate and mime each picture sequence while telling the story in Blackfoot.

#### **EXERCISES:**

Do not be afraid to repeat the story and to add on to it if you feel like it. During the second reading ask the students to repeat the sounds that the animals gave to Náápiwa. Perhaps you could give each child an animal to portray while you tell the story.

*(Pages 5 & 6)*

While the teacher goes over the story the students should be asked which animals gave certain sounds or letters to Náápiwa. The students should write the sounds in the space provided.

*(Page 7)*

A small project allowing the students to think about the letters which the animals gave. The pattern for the die should be cut out and glued to a light cardboard box like a cereal box and then cut out the whole piece. Fold along the dotted lines then glue the little flaps to the sides which are specified so that you end up with 12 sides. Use the dice for the following activities.

## ACTIVITIES:

### *Animal Sound Game*

- (a) Each student must have a partner. Partners should sit facing each other and about 3 feet apart. They must toss the die to the partner while the partner tosses his/her die back. When they catch the dice they must make the sound of the side of the die which is highest up and quickly toss it back to the partner. The players must try not to end up with 2 dice at the same time.
- (b) More advanced version - the same as above but the student must say the name of the animal which gave the letter then make the sound.

Save the dice for further on.

### *Animal Puppet Show*

Students should bring an old sock that is not going to be used again. With marking pens or colored construction paper the students can make puppets of the animals which helped Náápiwa and of Náápiwa. Proceed to follow the story from this section. Each animal can introduce itself and give Náápiwa a sound. (Eg. Oki, nitánikko aapísiwa ki kitáakohkoto ama A.)

### *Animal Race*

(Should be played outside or in gymnasium.)

The teacher is the first to be Náápiwa all the players must line up at the start line when Náápiwa calls out an animal (in Blackfoot) then the children must crawl, walk on all fours, hop, duckwalk, flapwings, etc. towards the finish line. If they make a mistake they must go back to the start. The winner then becomes Náápiwa.

### *Animal Name*

The teacher is again Náápiwa and gives each student an animal name. Náápiwa may choose to give the child a name in the manner of name giving the traditional way. Náápiwa can put his/her hands on the students shoulders and give the student a gentle push while giving the name.

After everyone has a name then Náápiwa calls out an animal name. The animal must answer with the sound it gave.

If the students are advanced enough they may take turns being Náápiwa.



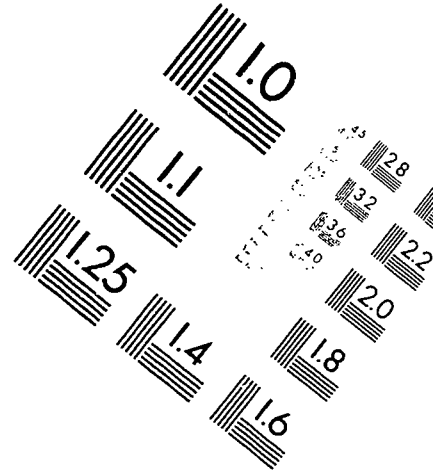
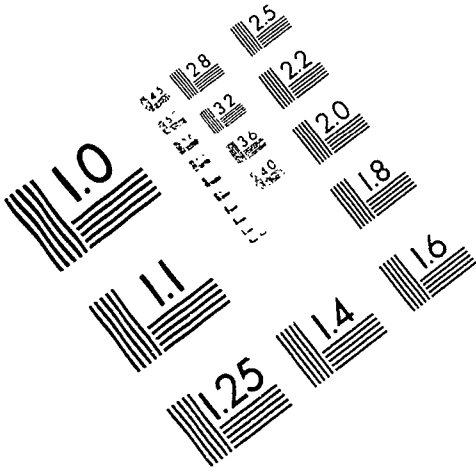


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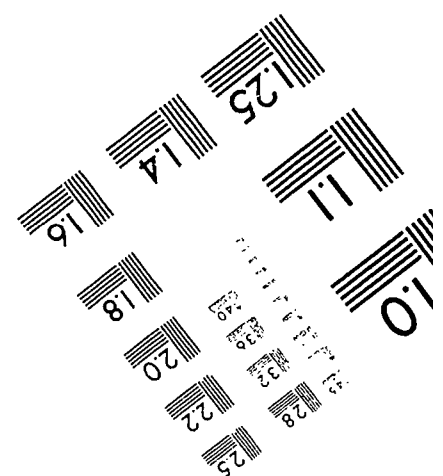
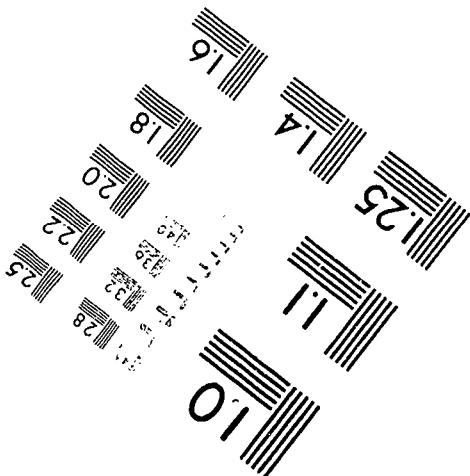
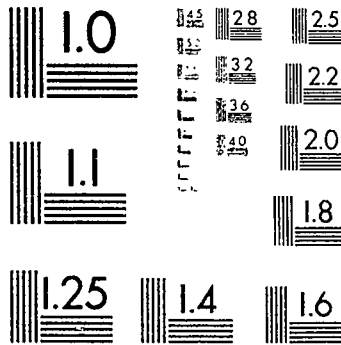
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Centimeter



Inches



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## ***Hot Potato "Maatááki"***

Náápiwa must stand in the middle of a circle, using a beanbag or a small soft object. Náápiwa must throw the object "Maatááki" to a student and give a sound the student must throw the bag "Maatááki" back to Náápiwa and repeat the sound.

### ***Making Noise***

Each student is given a sound. When the teacher points at the student, the student must keep making the sound until another student makes a sound.

## **SECTION 2 - BLACKFOOT LETTERS A, H, I, K, M, N, O.** (pages 9-38)

This section introduces the first 7 letters of the Blackfoot language. Each letter has an introduction that the teacher should read to/with the class. The teacher should say each word slowly breaking each word into syllables, as is done on page 11, then have the students concentrate on each syllable. Slide the syllables together and repeat the word in the fashion which it is normally said.

### **A** *Page 9 - Introduction to A*

Read page 9 with the students, make sure they are very familiar with the "a" sound.

### *Page 10*

For repetition ask them to give you the names of the characters, if they need help suggest a name, ask them if it is the proper name for the character.

### *Page 11*

Div. I should repeat the words after the teacher. Div II should write the word in the space provided below the printed word. Get them to practice each syllable as they write it.

### *Page 12*

Read this with the students so they begin to hear the "a" sound in context.

### *Page 13*

Try to get the students to listen for the "a" sound as they say or answer the question.

*Page 14*

Div. I students should cover the words below the pictures as the teacher says what each picture is. Ask them to listen for the "a" sound the first time around. The second time through have the students repeat after you. Div. II can read the words both times through.

**EXERCISES:**

*Page 14*

Teacher should enlarge the pictures on this page and then cut them out, glue them on cards and use them as flash cards. Students can cut the pictures out and make flash cards. First for familiarity with the words the teacher says the word and each student may hold up the picture. Example the teacher says náápiooyisi, the students hold up the picture of the house. Second for pronunciation practice the teacher holds up a flash card and the students must say what it is.

**ACTIVITIES:**

***Telephone Line "Iihtái'poyo'pa"***

The students can place chairs side by side or stand side by side. The student at the front of the line must whisper a word from this lesson into the next child's ear. The word must be passed on to the last student in line. The last student must say the word he/she heard. Is it what was said into the telephone? Give everyone a chance to be first.

***In what order?***

Using the last page 14 of 12 pictures, the teacher can say the words in a different order than they appear on the page. The students must write (1) by the first, (2) by the second and so on.

**H**

*Page 15*

Read through page 15 with the students in the same manner as you did with the part on **A**.

*Pages 16 & 17*

Should be done the same as **A** too.

1. Teacher say words - students must repeat and count how many times you hear "h" sound.

2. Teacher say these short sentences - students count on fingers how many times they hear the "h" sound for each sentence.

- (a) ksisohksísiwa maatátokowatsiks
- (b) omahksstookiwa áániwa nimáátoktsikio'pa
- (c) kitáakohkoto innóóhsoyisa
- (d) kitáakohkoto immistsíhkiitaani
- (e) náápiwa ikkihíniitakiwa
- (f) piihkssóyi óóhkotokists
- (g) nitsíkohtaahsii'taki

Note: A short, unaccented vowel before "h" is voiceless and simultaneous with the "h" (eg. "oh" will sound like a long "h" made with the lips rounded).

3. Póosaiks itahkohkottá'poyiyaawa  
(The cats could talk)

The teacher is the leader cat he/she picks a list of words with the "h" sound. All the students become cats and must kneel on all fours on the floor. Everytime the leader cat says a word with an "h" the other cats must arch their backs and repeat the word *exaggerating* the "h" sound. (Eg. list - ksisohksísiwa, óóhkotoki, immistsíhkiitanni, piihkssó, innóóhsoyisa, ómahksstookiwa, nimáátoktsikio'pa)

I *Pages 18, 19 & 20*

To be done in the same manner as the previous 2 letters A, H.

*Page 21*

The teacher should read through this once, helping the students to understand the story. The second time through students should have a pen and paper handy to tick off every time they hear the "i". There are 16 "i's" that can be heard.

*Page 22*

An introductory to conversation. This page can be used in many ways. First, the teacher should read through the dialogue helping the students to understand what is being said. Second, you can have the students listen for the "i's." Third, each student should have a partner to practice with. This may be a bit difficult for Div. I but should be done by Div. II.

## ACTIVITIES:

Find a partner, then find a space where you and your partner can have an imaginary *niitóyisi*. In your *niitóyisi* put as many "i" things as you can think of. You may even practice saying what the two friends are saying to each other in this short story.

Here is a list of things that might be in a *niitóyisi*.

*kitsíma* . . . . . door  
*kisóyiwa* . . . . . tea kettle  
*innóhsoyisa* . . . . . spoon  
*immistsíhkiitaani* . . fry bread

Have your teacher help you with these words.

## K *Pages 23, 24 & 26*

Should be done in the same manner as the previous letters.

Page 25 - The teacher should read through this short story with the students, helping them to understand. Have them count how many "k's" they hear. Then ask them to make up a short conversation between *káánaisskiinaawa* and *kiááyowa*.

## ACTIVITIES:

### *Kiááyowa*

One student is chosen to be *kiááyowa* he/she must leave the room. While *kiááyowa* is out of the room the others must choose who is *káánaisskiinaawa*. Then they must all find a spot to stand quietly (and still). *Kiááyowa* must be blindfolded and brought back into the room. *Kiááyowa* must search for *káánaisskiinaawa*, if he/she finds someone, *kiááyowa* must say *káánaisskiinaawa kitánikkowa káánaisskiinaawa*. The student must answer *saa nitánikkowa \_\_\_\_\_* (give his/her name), if he/she is not *káánaisskiinaawa*. If he/she is *káánaisskiinaawa*, he/she must answer *aa nitánikkowa káánaisskiinaawa*. *Káánaisskiinaawa* now becomes *kiááyowa*. Play this until everyone has had a chance to be both.

**M**

*Pages 27-30*

Should be done as the previous letters except that page 30 asks that the students print an "m" in the blank under the picture if the words starts with "m".

***Maatááki***

This game is played like hot potato where everyone sits in a circle except for the one who stands in the middle. The one who stands in the middle must toss a small object like a bean bag or a ball to one person in the circle and say an "m" word. The one who catches it must throw it back and repeat the word. If someone misses saying the word he must be it.

**ACTIVITIES:*****Bingo with the Letter "M"***

The students may pick any 6 of the 12 pictures which appear on the previous page. They can make a small circle in the top right hand corner of the picture. The teacher can then choose randomly which word to call. If the student has that word as one of his/her 6 choices he/she can put an "x" in the circle. The first one to get all 6 is the first one out. Keep calling until everyone is finished. You may play this several times if the student has small removable objects, eg. pebbles that may be placed in the circle.

***Magazine Collage***

Ask the students to bring old magazines that can be cut up. Students should find pictures that have the letter "m" in them and cut them out and glue them to the page to make an "m" collage.

***Telephone Line - "Iihtái'poyo'pa"***

This game appears in the section on the letter A. Use only words with "m" in them.

**THIS PAGE INTENTIONALLY LEFT BLANK**

N

*Pages 31-34*

Should follow along the same as before. Page 32 asks that the students begin to say these 6 first words on their own. The second part of page 32 asks that they write down the numbers which begin with "n" using the 6 empty boxes.

*Page 34*

Has 2 short exercises, Tsá anistápiwa? This just introduces the question "Tsá anistápiwa?", if you remember page 13 asks "Tsa anistápssiwaatsiksi?" The difference being Tsa anistápiwa is asking "what is it?" referring to an inanimate thing while "Tsa anistápssiwaatsiksi?" is referring to an animate thing.

The bottom half of the page is a fun little song Na neahk Náápiwa? Translated - Where is Náápiwa, where is Náápiwa? Here he is, here he is. How are you Náápiwa? How are you Náápiwa? Doing fine, doing fine.

#### **ACTIVITIES:**

You might want to play Náápiwa and the animals as outlined in Section 1. Only now you should have each student have a short conversation with Náápiwa before he/she gets an animal name.

O

*Pages 35, 36, 37 & 38*

Should follow normal procedure. You may choose activities which may be appropriate from those suggested previously.

#### **SECTION 3 - KSISKANÁÓTONISI** (pages 39-44)

This short section is designed just to introduce the vocabulary of daily routine. The importance of this section is that the students hear the sounds which they have learned and that they begin to understand some common words. Div. 1 should try to say some of the words but they need not memorize. Just have fun with trying to say and help them to understand. Div. II should work at being able to say all the words.

#### **ACTIVITIES:**

***"This Morning" Annóohk ksiskanáótonisi***

*Pages 39-44*

1. For each phrase develop a movement all the students must stand by their chair and imitate washing their face if the teacher says



nitsitssisskiitsi or put on their pants for nitsíyáakowayi, etc.

2. The teacher can mimic or do each movement and the students either individually or all together must say what it is using the Blackfoot word.
3. Give each student a phrase (in secret) either whisper in the ear or show the picture to them. One student may start by miming the phrase, the students must guess using the Blackfoot term. The first student to guess must then act out his/her word. Play this game until all have had a turn.

It is not important for level one students to know how to write the words but they should be able to first recognize them and later to say them.

#### **SECTION 4 - BLACKFOOT LETTERS P, S, T, W, Y, '.** (pages 45-66)

This section completes the rest of Blackfoot alphabet starting with "p". It follows the same procedure as Section 2, and because there are a number of activities suggested in the first part of this book the teacher should choose some of those which best fit.

#### **P** *Pages 45-51*

Page 47 translation - "In the past there were no horses." Christopher Columbus came and brought the horse. Native Americans saw the horse. It looked like an elk and a dog so they called it elk-dog. This page is meant for more advanced students than Div. II but can be used just so that both Div. I and II may hear the language in context and learn the history of how some words came to be.

#### *Page 49*

A simple crossword puzzle can be done by both Div. I & II.

#### *Page 50*

Help the students to say this little poem about popcorn - translation: popcorn, popcorn - paap - paap - popcorn. I dreamt, I dreamt - paap - paap - popcorn.

#### *Page 51 & 52*

Are both simple but the students may need help with the words. For Div. I you should read the words as they fill in the missing letters.

**S**      *Pages 53-56*

*Page 53*

Asks that the students draw *miistáki*, *niitóyisi*, *naató'siwa*.

*Page 54*

Standard.

*Page 55*

Asks that the students draw 6 "s" words in the empty boxes. Help them if they need help.

*Page 56*

Introducing the verbs *áókska'si* and *áíssinaaki*. The teacher should have the students pair up. Each pair should learn how to ask and answer each question. Perhaps you want to work with a few other verbs.

**T**      *Pages 57-60*

*Page 57*

Do the little exercise with the difference between "t" & "d". They should feel their breath on their hands as they say the English words and not with the Blackfoot words. *Tsi*, *Tsa* are very difficult sounds. Page 59 should help a bit but the teacher should help them to practice the *ts*.

**W**      *Pages 61-63*

*Page 61*

This page is standard. The teacher should spend a little time showing the difference between a "w" which occurs in the middle of a word and a "w" which occurs at the end of a word and a "w" which occurs at the end of a word. Keep in mind that some Blackfoot speakers do pronounce the "wa" at the end of a word.

*Page 63*

Is the same as page 14. Read the words out loud to the students. Tell them that you will pronounce the "wa" at the end so they can hear it. The 2 words that do not end in "wa" are *aakíkoana* and *naápiooyisi*.

**Y**      *Pages 64 & 65*

*Page 64*

Gives a short introduction to animate and inanimate nouns. Book 2 will deal with that in much more detail.

' - '      *Page 66*

The apostrophe and stress mark. The apostrophe signifies a short pause in the word. The teacher might want to exaggerate the pause at first then say the words normally just to get the feeling of the pause.

The stress mark signifies a high pitch, or stress on a certain part of the word.

Ask the students to close their eyes and listen while you say a list of words. Ask them to listen for the stress. Have them practice a number of words. The following list is suggested:

aohkííwa	.....	water
áóhkiwa	.....	barking (the dog)
sa'áiwa	.....	the duck
nááto'ka	.....	2 (two)
óóhkotoki	.....	stone
ksisohksísiwa	.....	mosquito
mamííwa	.....	fish
Náápiwa	.....	Napi
Niípi	.....	leaf

**SECTION 5 - NITSIKSÍSTTSO'KINI (I'M HUNGRY)**      (pages 67-72)

This section is intended to follow Section 3. Again this deals with daily routine and should be treated as was section 3. The students in Div. I should be able to say all the words with some help. Div. II should be able to read along then say the words.

**ACTIVITY:**

Make a list of breakfast foods like: onniki - milk, pikkiaakssini - porridge, oowayi - eggs, áksinóósakiksi - bacon, isttohkihkiítaani - pancakes, etc.

The teacher may ask "Would you like to eat bacon?", kitáksto'htsoyih - paatsiki áksinóósakiksi?" The student may answer "No, I do not like bacon"; "Saa nitsiikáikái'tsii'pi áksinóósakiksi *or* "Yes, I like bacon"; "Aa, nitsikáhsi'tsii'pa áksinóósakiksi."

**SECTION 6 - DOUBLE LETTERS & DIPHTHONGS** (pages 73-88)

This section is meant to help students with sounds which are sometimes very difficult.

***Double letters***    *Pages 73-77*

Double letters are not that difficult but do need some attention. Page 73 follows the standard. Read page 74 with the students and help them to understand it. Div. II should be able to read the text but may need help with pronunciation.

*Pages 75-77*

Should be done the same as above.

***Diphthongs***    *Pages 78-83*

Diphthongs are often quite difficult and the teacher might want to spend some time on this aspect. The idea of 2 vowels making one peculiar sound is not easy for English speakers. Use pages 79, 80, 81, 82 and 83 for extra practice.

*Pages 84 - 88*

Some difficult sounds are dealt with on pages 84-88. Please go through these pages with the students. Listen for any problems they may have.

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**Learning Resources  
Distributing Centre  
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# **Blackfoot for Beginners**

**Book 2 of 3**

**Esther Tailfeathers  
Author and Illustrator**

**Lethbridge Public School District #51  
Lethbridge Catholic Separate School District #9**

**ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA**

Tailfeathers, Esther

Blackfoot for beginners : Workbook 2.

ISBN 0-7732-1108-x

1. Kainah Indians -- Languages -- Study and teaching.
2. Indians of North America -- Alberta -- Languages -- Study and teaching. I. Title. II. Lethbridge Public School District #51. III. Lethbridge Catholic Separate School District #9. IV. Alberta. Alberta Education.

PM2341 no. 2 1993

497.979

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## Acknowledgements

Lethbridge Public School District #51 and Lethbridge Roman Catholic Separate School District #9 gratefully acknowledge the contribution made by the following individuals to the development of "*Blackfoot For Beginners*".

Esther Tailfeathers - Author and Illustrator  
Johnel Tailfeathers - Graphics  
Don Frantz - Editing  
Earle Warnica  
Maurice Landry  
Merv Kowalchuk  
John Sokolowski  
Bernadette Pard  
Sharon Vanderhilt - Lethbridge Laser

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Nina Provost  
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Grateful acknowledgement is made to Native Education Project, Alberta Education, for financial assistance in developing "Blackfoot For Beginners" and to Language Services Branch, Alberta Education, for consultative services and moral support.



# INTRODUCTION

*Blackfoot For Beginners – Workbooks One, Two and Three* was first developed because the author, Esther Tailfeathers, wanted to teach her two young children to speak their affiliate language which is Blackfoot. About this same time, both the Lethbridge Public and Separate school districts were beginning to offer the Blackfoot language and had it offered in seven schools at various grade levels.

Blackfoot language resources that were designed specifically to teach the language were nearly non-existent. Therefore, when the Lethbridge Schools Native Education Project had the opportunity to develop this material, all forces were conducive to the successful completion of a series of excellent language tools for the beginning-speaking student.

Each workbook is geared to provide the learner with a basic understanding of various aspects of language use and daily functions and notions, such as;

*Blackfoot For Beginners, Workbook One* (99 pages)

- oral tradition
- Blackfoot language alphabet
  - consonants
  - vowels
  - diphthongs (double letters)
- daily functions

*Blackfoot For Beginners, Workbook Two* (85 pages)

- counting and numbers
- animate and inanimate concept
- counting animate and inanimate things

*Blackfoot For Beginners, Workbook Three* (94 pages)

- social conventions
- body parts
- extended family
- daily routine
- foods
- use of verbs
- clothing
- home furnishings
- animals, birds, insects, plants

All three workbooks are designed to help the learner develop vocabulary and to begin simple sentence structure, while incorporating some traditional themes. Ample opportunity is given the learner to interact with the lessons in the way of interesting exercises for repetition, and as well, to help the instructor there is a Teacher's Guide section at the end of each workbook.

Soká' piwa!  
Kitáakai' stamattsootsspoaawa

Johnel Tailfeathers  
Project Coordinator

## Table of Contents

	<i>Page</i>
Section 1, Counting .....	1 - 8
Section 2, Animate Words .....	9 - 19
New Word List .....	20
Section 3, Counting Animate Things .....	21 - 32
Section 4, More Than One .....	33 - 41
Section 5, Counting Past Ten .....	42 - 43
Section 6, Inanimate Words .....	44 - 64
New Word List .....	65
Section 7, More Than One Inanimate Thing ..	66 - 69
Section 8, Counting Inanimate Things .....	70 - 75
Appendix I, Teacher's Guide (for Book 2) ...	76 - 85

● **1** ni'tókska                      ni' - tóks - ka

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---

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**2** nááto'ka                      náá - to' - ka

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---

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● **3** nioókska                      ni - oóks - ka

---

---

---

**4** niisó                      nii - só

●

---

---

---

**5** niisito

nii - si - to

---

---

---

**6** náóó

ná - óó

---

---

---

**7** ihkitsika

ih - ki - tsi - ka

---

---

---

**8** náánisoyi

náá - ni - soyi

---

---

---

9

piihkssó

piihk - ssó

10

kiipó

kii - pó

Now can you write the number by its name, as your teacher reads them to you?

ni`tókska

\_\_\_\_\_

nááto`ka

\_\_\_\_\_

nioókska

\_\_\_\_\_

niisó

\_\_\_\_\_

niisito

\_\_\_\_\_

nááo

\_\_\_\_\_

ihkitsika

\_\_\_\_\_

náánisoyi

\_\_\_\_\_

piihkssó

\_\_\_\_\_

kiipó

\_\_\_\_\_

Fill in the missing letters as your teacher reads the numbers.

**4**

\_\_ ii \_\_ ó

**1**

i' \_\_ oks \_\_ a

**5**

nii \_\_ i \_\_ o

**7**

ih \_\_ i \_\_ si \_\_ a

**9**

\_\_ \_\_ ihk \_\_ só

**3**

\_\_ ioókska

**2**

\_\_ áá \_\_ o'ka

**6**

ná \_\_ \_\_

**8**

náá \_\_ i \_\_ oyi

**1**

\_\_ i'to \_\_ ska

**2**

n \_\_ \_\_ to'ka

**3**

ni \_\_ ' kska

Now can you put the right number in the space?

- |            |                   |
|------------|-------------------|
| nááto'ka   | <u>    2    </u>  |
| niisó      | <u>          </u> |
| niisito    | <u>          </u> |
| náóó       | <u>          </u> |
| ni'tókskaa | <u>          </u> |
| nááto'ka   | <u>          </u> |
| piihkssó   | <u>          </u> |
| kiipó      | <u>          </u> |
| ihkitsika  | <u>          </u> |
| náánisoyi  | <u>          </u> |
| niisito    | <u>          </u> |
| náóó       | <u>          </u> |
| niisó      | <u>          </u> |
| nááto'ka   | <u>          </u> |
| ni'tókskaa | <u>          </u> |
| niioókska  | <u>          </u> |

Can you write in the number?

- |          |  |                           |
|----------|--|---------------------------|
| <b>1</b> | <input type="checkbox"/>   | <u>ni'tókska</u>          |
| <b>2</b> | <input type="checkbox"/> <input type="checkbox"/>  | <u>                  </u> |
| <b>3</b> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>   | <u>                  </u> |
| <b>4</b> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>                          | <u>                  </u> |
| <b>5</b> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <u>                  </u> |

Draw a line from the number to its name.

Niisó

Nioókska

Ni'tókska

Nááto'ka

Ihkitsika

Náóo

Niisito

1

2

3

4

5

6

7



# ● LET'S COUNT . . .

Write the number by its name.

Ni'tókskaa	_____
Nááto'ka	_____
Nioókska	_____
Niisó	_____
Niisito	_____
Náóo	_____
Ihkitsika	_____
Náánisoyi	_____
Piihkssó	_____
Kiipó	_____

Fill in the missing letters.

- |                      |                    |
|----------------------|--------------------|
| 1. n ___ 'toksks ___ | 6. n ___ o         |
| 2. n ___ to'k ___    | 7. ihk ___ tsi ___ |
| 3. n ___ oók ___     | 8. n ___ nis ___   |
| 4. n ___ só          | 9. p ___ hkssó     |
| 5. nii ___ it ___    | 10. k ___ p ___    |

Let's do some addition in Blackfoot. Can you say what the answer is when your teacher asks you "what is . . . . ?"

ni'tókskaa ki nááto'ka = \_\_\_\_\_

ni'tókskaa ki nioókska = \_\_\_\_\_

nááto'ka ki niisó = \_\_\_\_\_

nioókska ki niisito = \_\_\_\_\_

niisó ki nááo = \_\_\_\_\_

ni'tokskaa ki ihkitsika = \_\_\_\_\_

nááto'ka ki náánisoyi = \_\_\_\_\_

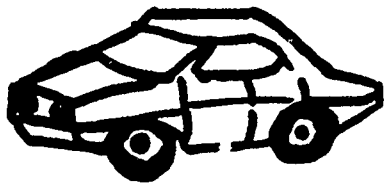
ni'tókska ki piihkssó = \_\_\_\_\_

niisito ki niisito = \_\_\_\_\_

ni'tókska ki ni'tókska ki ni'tókska = \_\_\_\_\_

nááto'ka ki nááto'ka = \_\_\_\_\_

**ANIMATE WORDS** – words with an a or wa ending when singular. Say them with your teacher. \*



Áínaka'siwa  
 Áí - na - ka' - siwa

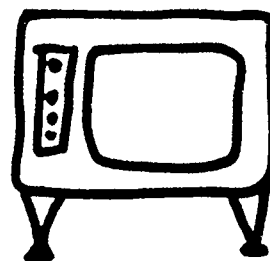
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Áísaiksistoowa  
 Áís - ai - ksis - toowa

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Áksstsiwa  
 Á - kss - tsiwa

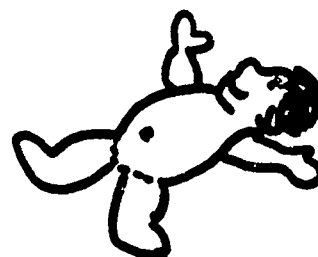
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Atapííma  
 A - ta - pííma

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Atonáóksisa  
 A - to - náó - ksis - a

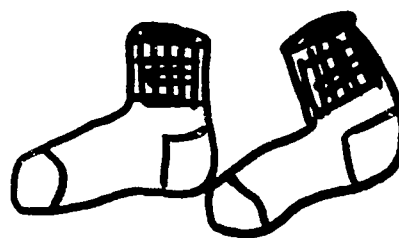
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Ató'ahsima  
 A - tó' - ah - sima

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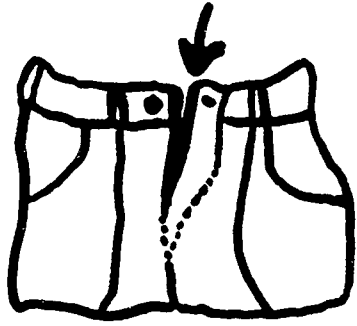


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\* *Note to Teacher: Many speakers omit the -wa and -a endings.*



Áwaamisskapataawa

\_\_\_\_\_

.....

\_\_\_\_\_

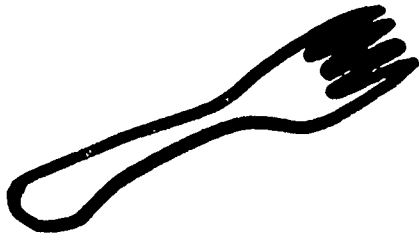


Iihtái'poyo'pa

\_\_\_\_\_

.....

\_\_\_\_\_



Iihtáóoyo'pa

\_\_\_\_\_

.....

\_\_\_\_\_

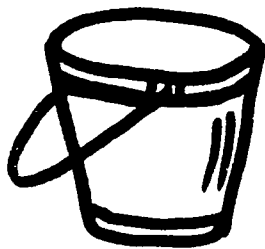


Innóóhsoyisa

\_\_\_\_\_

.....

\_\_\_\_\_

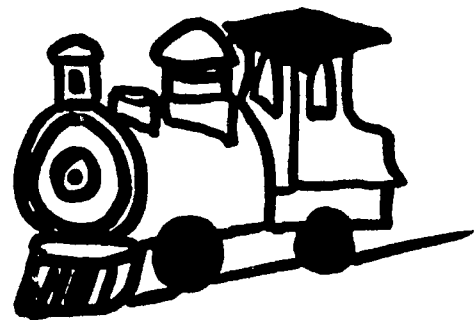


Ísska

\_\_\_\_\_

.....

\_\_\_\_\_

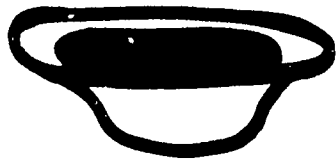


Isstsáínaka'siwa

\_\_\_\_\_

.....

\_\_\_\_\_

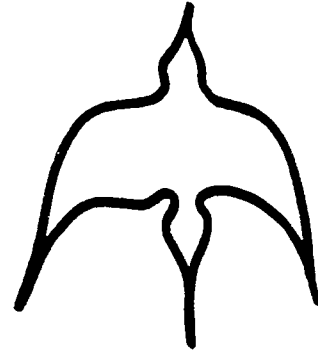


Kó'sa

\_\_\_\_\_

.....

\_\_\_\_\_

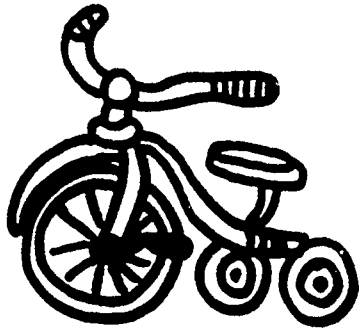


Ksiistsikómiipi'kssiwa

\_\_\_\_\_

.....

\_\_\_\_\_



Ksiwáínaka'siwa

\_\_\_\_\_

.....

\_\_\_\_\_



Ksisóyiwa

\_\_\_\_\_

.....

\_\_\_\_\_



Moápsspa

\_\_\_\_\_

.....

\_\_\_\_\_



Mookítsisa

\_\_\_\_\_

.....

\_\_\_\_\_

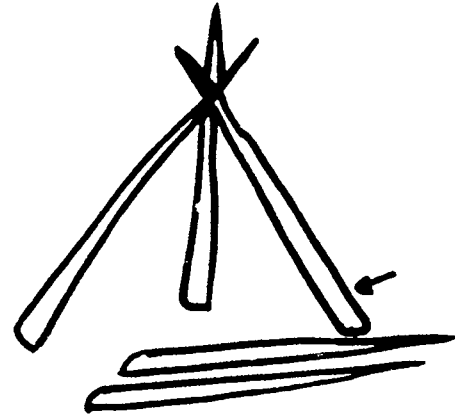


Móótoyí'sa

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Niipóínsstaama

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Oápsspiinao'sa'tsisa

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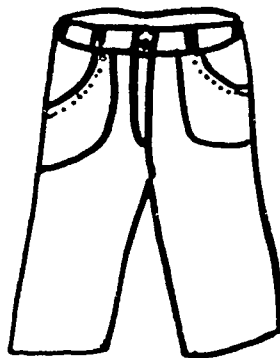


Ohtóókipisa

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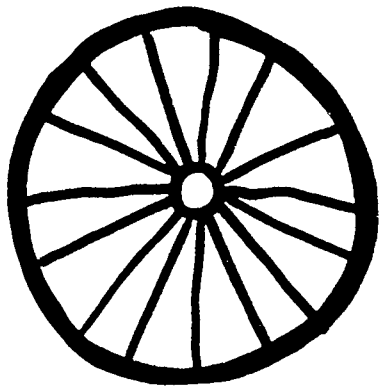


Otsskoiitsisa

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O'takáínaka'siwa

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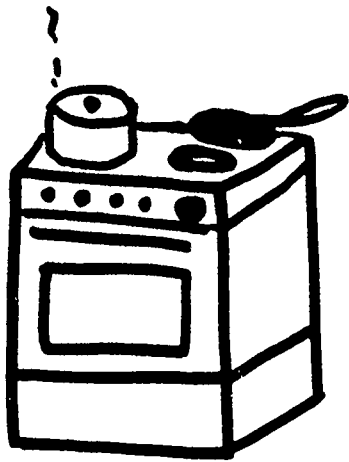


Pokóna

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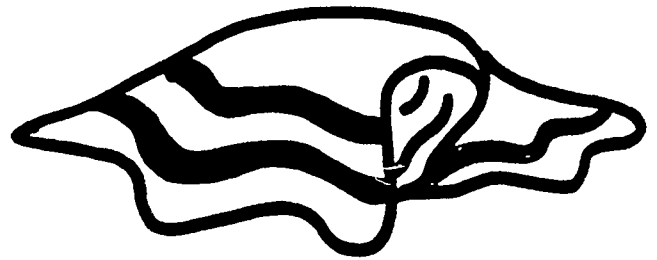


Po'táátsisa

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Si'káána

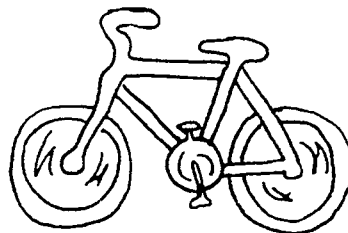
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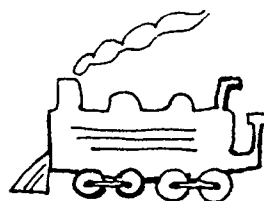
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Finish writing these words, while your teacher helps you say them.

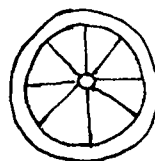
Ksiwáínaka' \_\_\_\_\_



Isstsáínaka' \_\_\_\_\_



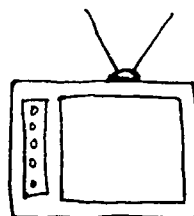
O'takáínaka' \_\_\_\_\_



Áíksisstooma \_\_\_\_\_



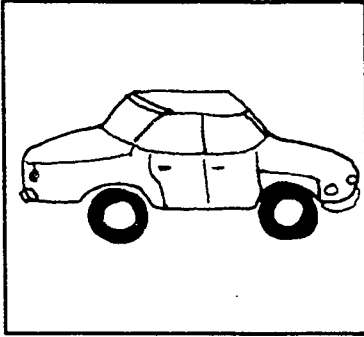
Áísaiksis \_\_\_\_\_



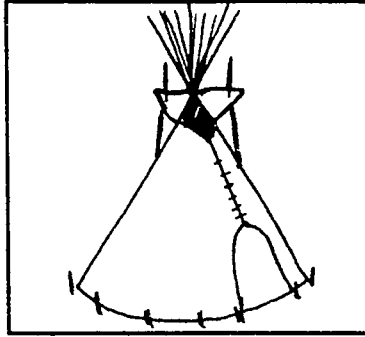


Remember that all singular animate words end in wa or a. While your teacher reads off these words, repeat the word and check off all the animate nouns.

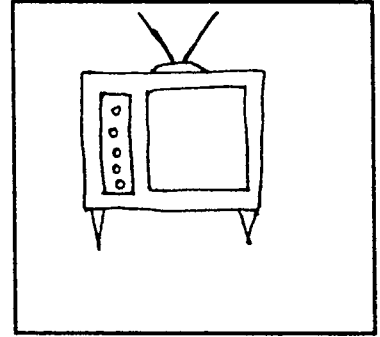
áínaka'siwa



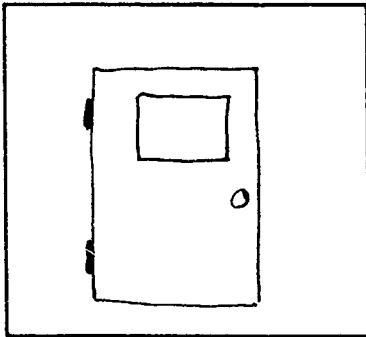
niitóyisi



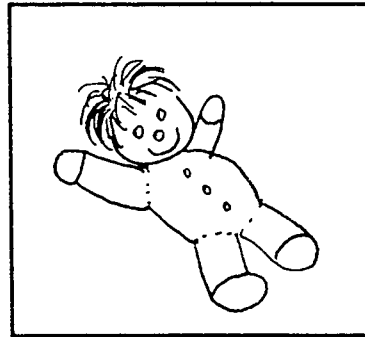
áísaiksistoowa



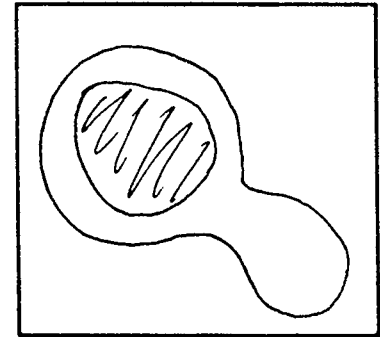
kitsími



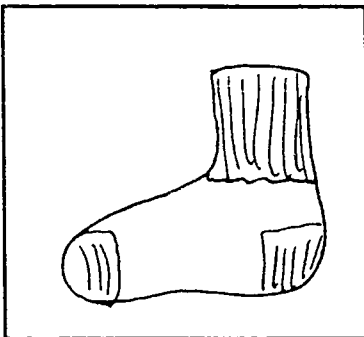
atapííma



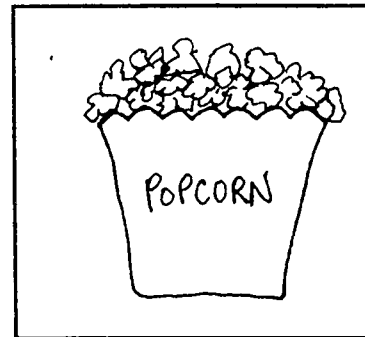
sáapia'tsisi



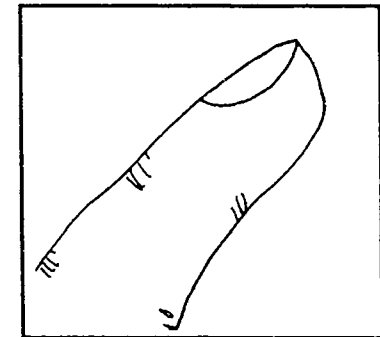
ató'ahsima



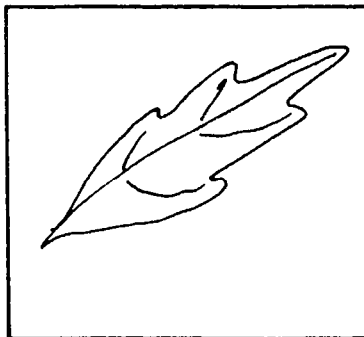
paapáówahsini



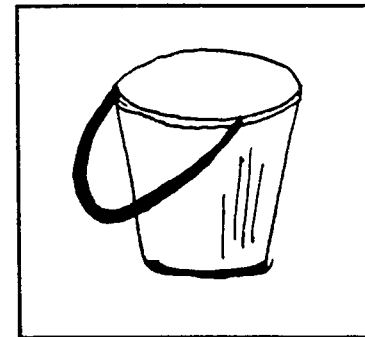
mookítsisa



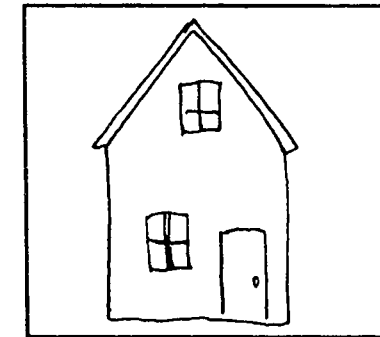
níipi



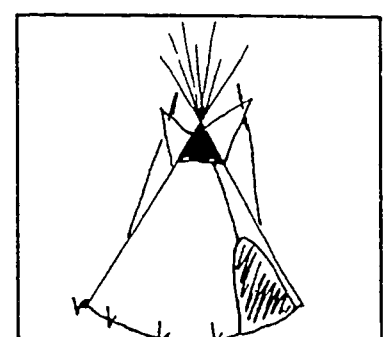
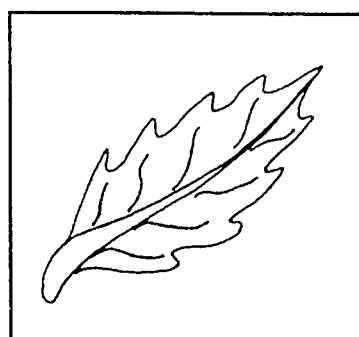
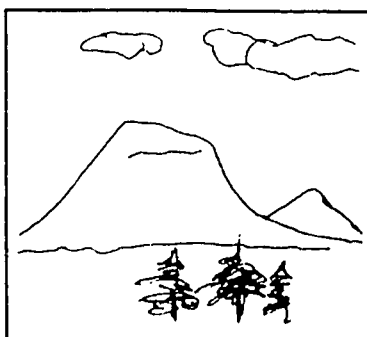
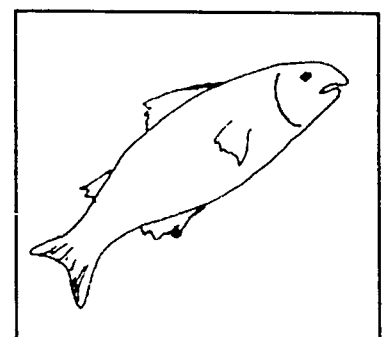
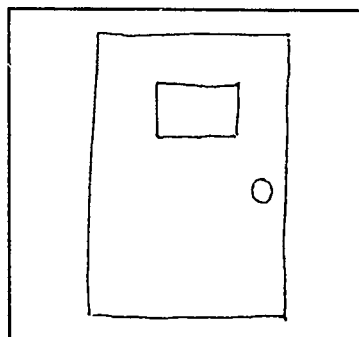
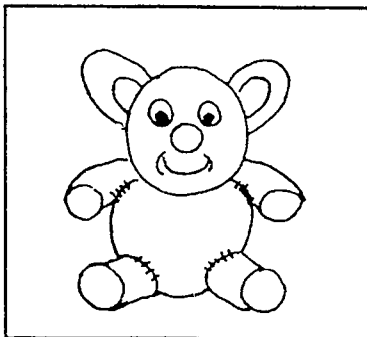
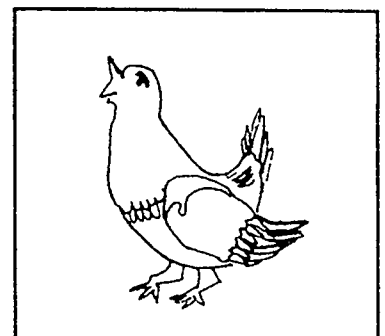
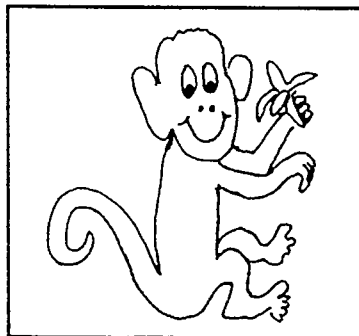
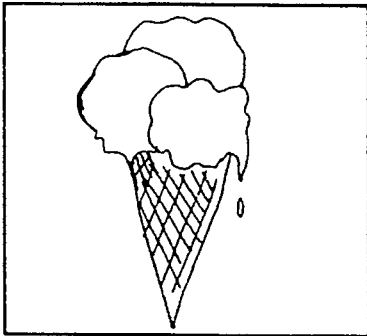
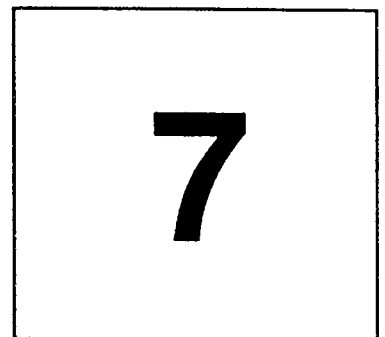
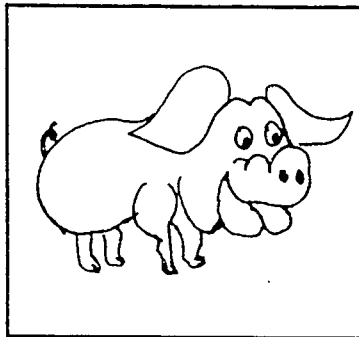
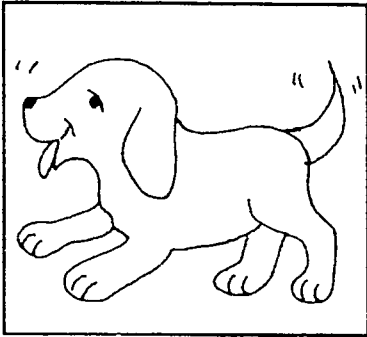
ísska



náápiooyisi

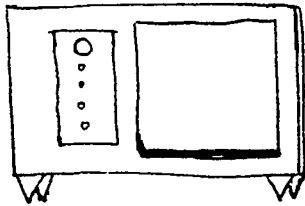


As your teacher says these words, can you hear which are “wa” and “a” endings.



## WHICH THINGS ARE ANIMATE?

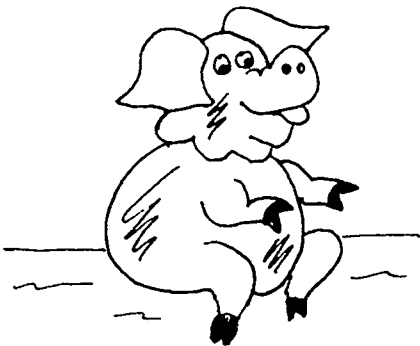
Write the name that fits the picture and put a check by the animate things. Remember animate things end in wa or a.



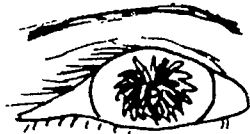
\_\_\_\_\_



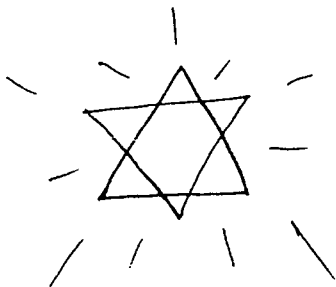
\_\_\_\_\_



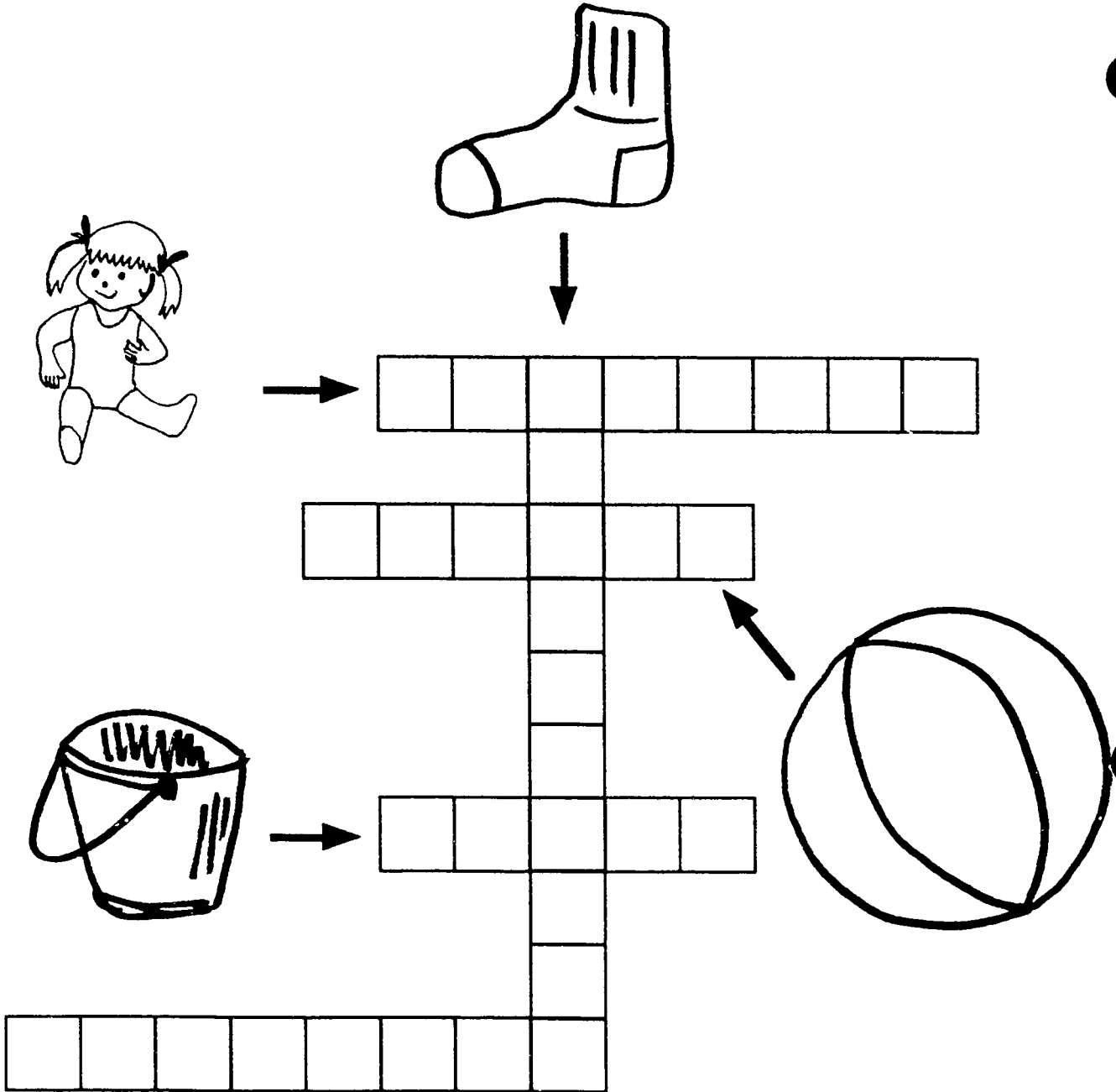
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

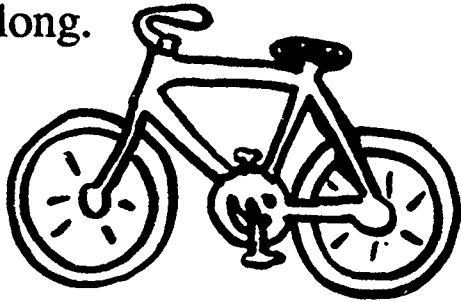


Here are the words.  
You find where they fit.

- Pokóna
- Ísska
- Atapíima
- Si'káána
- Ató'ahsima

# Tsá anistápssiwaatsiksi? What is it?

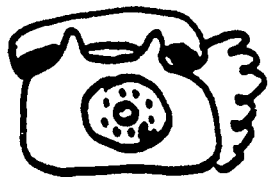
The words are at the bottom of the page. Put them where they belong.



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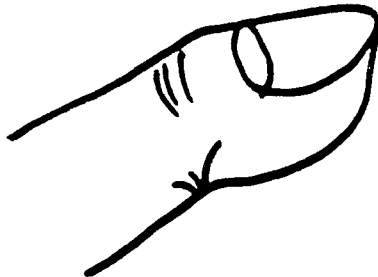
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Mookítsisa  
Áínaka'siwa

Ksisóyiwa  
Ksiwáínaka'siwa

Iihtái'poyo'pa,

## NEW WORD LIST

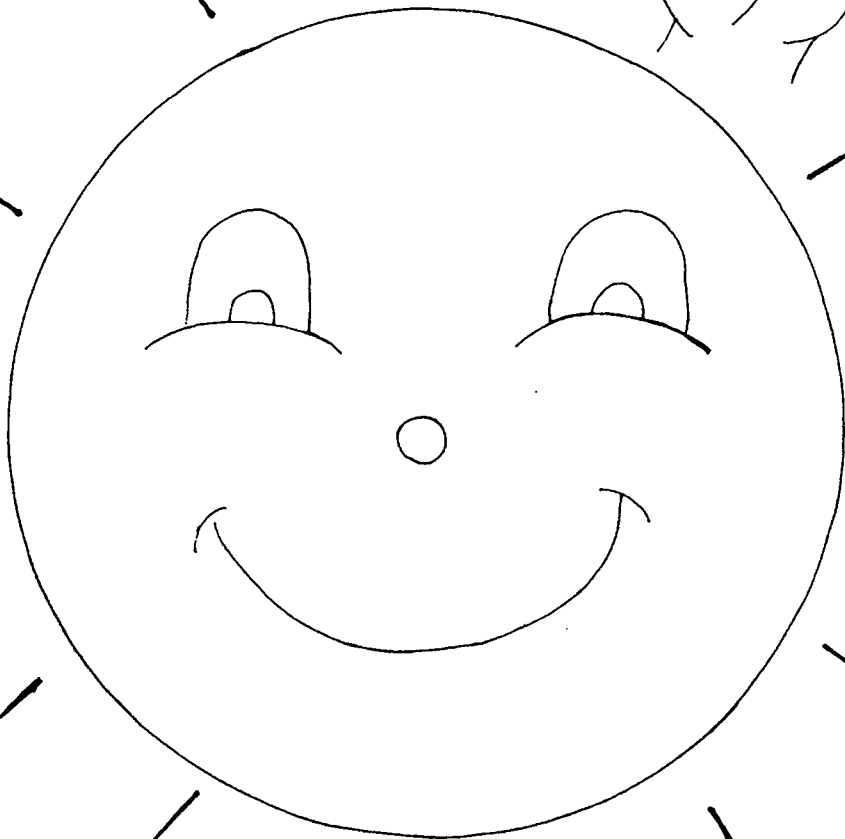
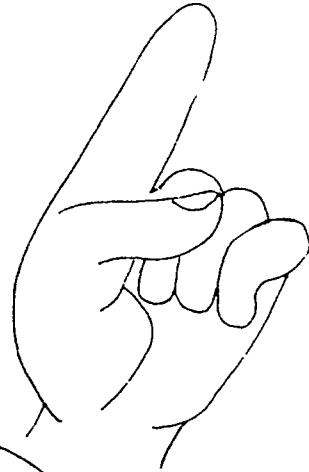
Áínaka'siwa . . . . .	car
Áísaiksistoowa . . . . .	television
Áksstsiwa . . . . .	shell
Atapíima . . . . .	doll
Atonáóksisa . . . . .	needle
Ató'ahsima . . . . .	sock
Áwaamisskapataawa . . . . .	zipper
Iihtái'poyo'pa . . . . .	telephone
Iihtáóoyo'pa . . . . .	fork
Innóóhsoyisa . . . . .	spoon
Ísska . . . . .	pail
Isstsáínaka'siwa . . . . .	train
Kó'sa . . . . .	dish
Ksiistsikómiipi'kssiwa . . . . .	thunderbird
Ksiwáínaka'siwa . . . . .	bicycle
Ksisóyiwa . . . . .	tea kettle
Moápsspa . . . . .	eye
Mookítsisa . . . . .	finger
Móótoyí'sa . . . . .	belly button
Niipóínsstaama . . . . .	tipi pole
Oápsspiinao'sa'tsisa . . . . .	eye glasses
Ohtóókipisa . . . . .	earring
Otsskoiitsisa . . . . .	blue jeans
O'takáínaka'siwa . . . . .	wheel
Pokóna . . . . .	ball
Po'táa'tsisa . . . . .	stove
Si'káána . . . . .	blanket

## COUNTING ANIMATE THINGS

When you are counting animate things, you must use special numbers which are much like the ordinary counting numbers but they have a different ending.

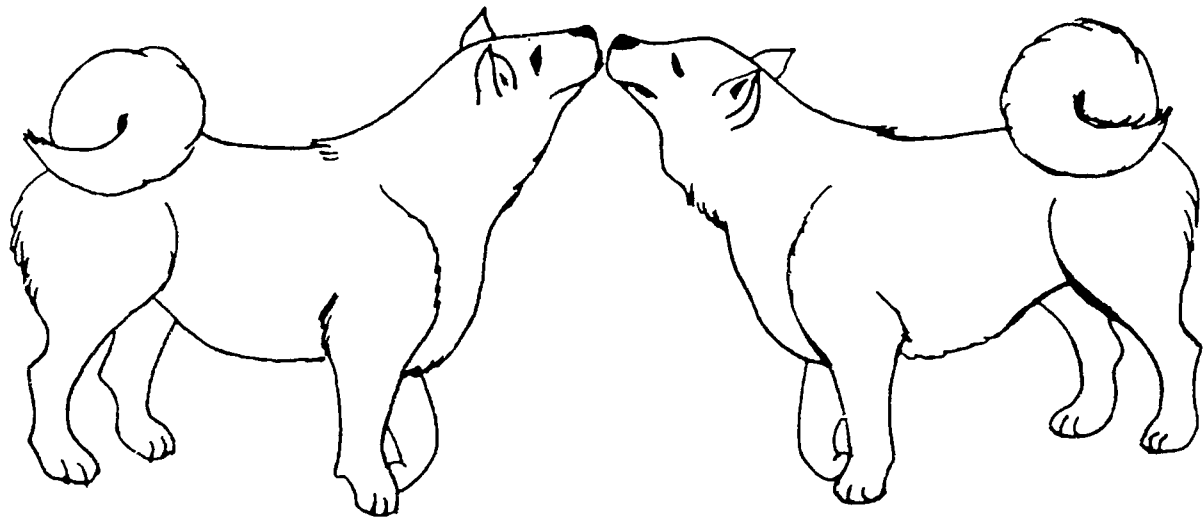
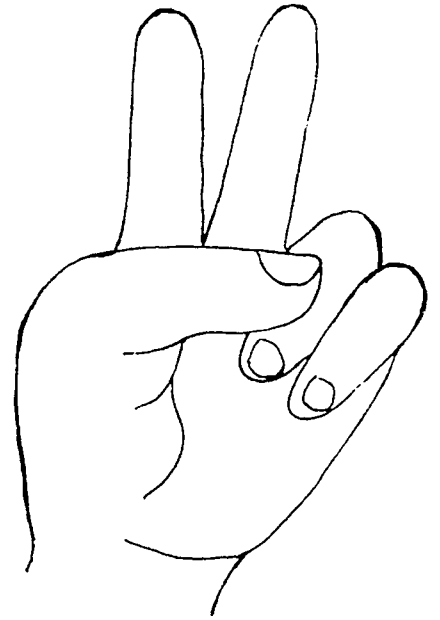
**1**

Ni'tókskaamma



2

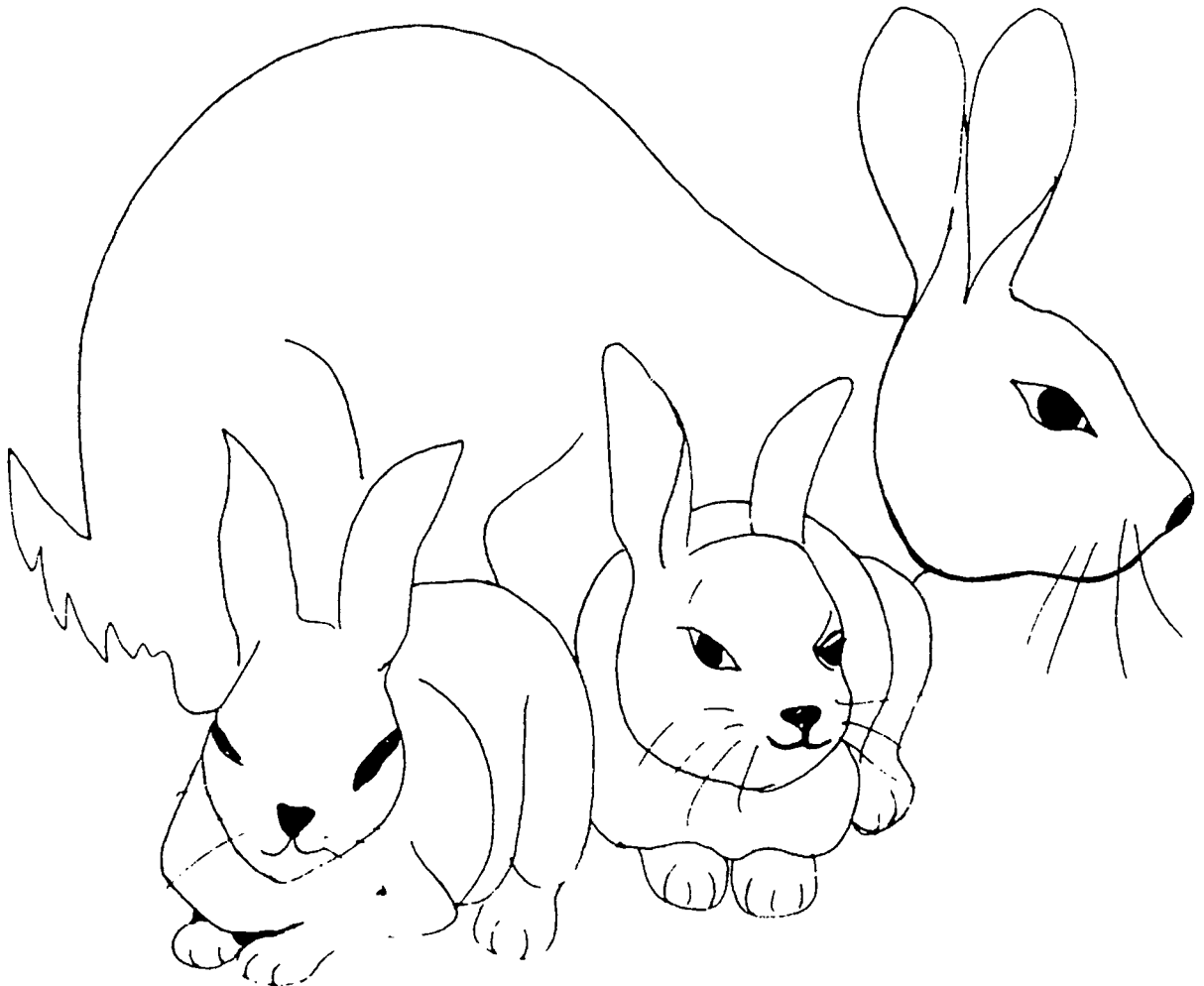
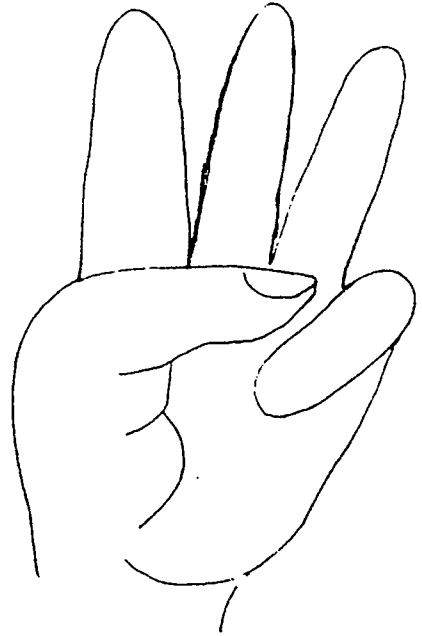
**Nááto'kammiaawa**





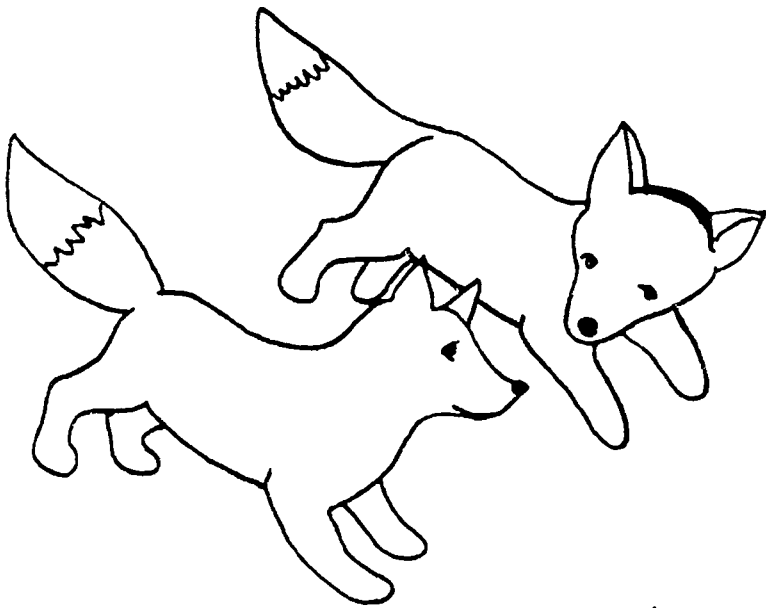
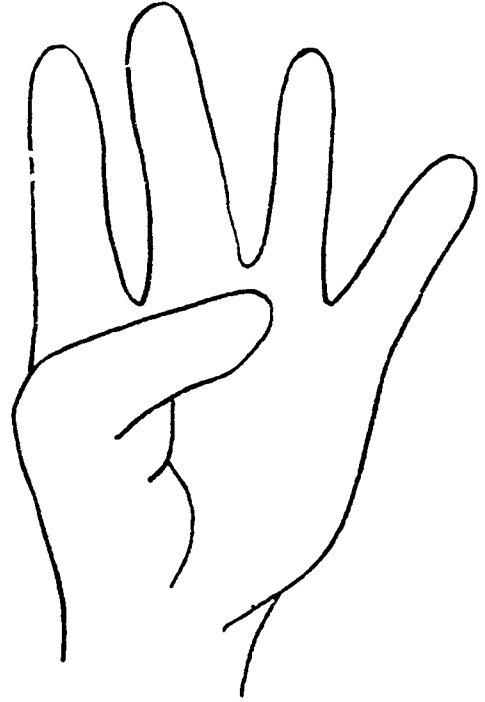
3

Niiókskammiaawa



4

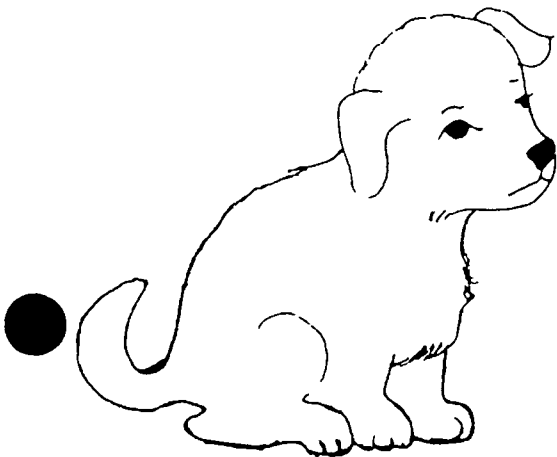
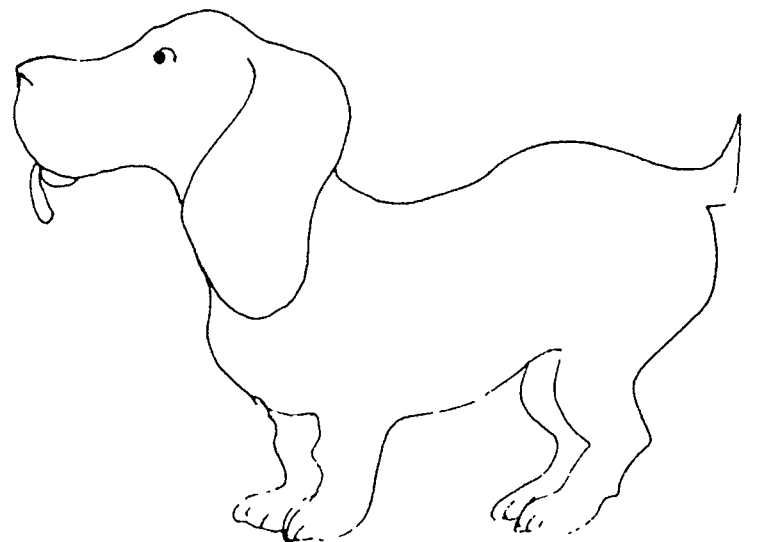
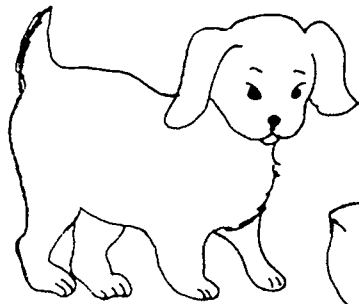
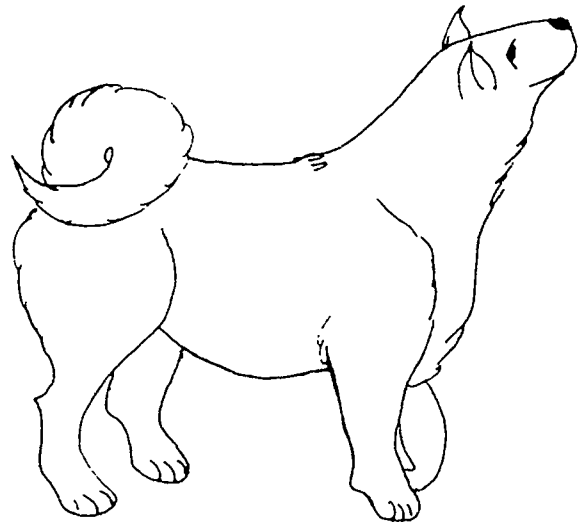
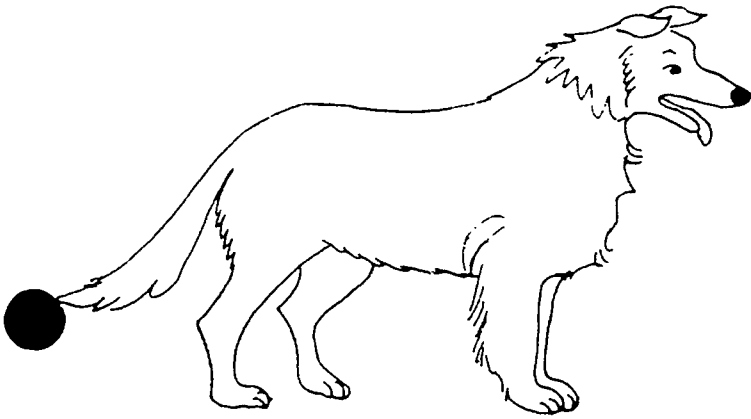
Niisóyimmiaawa



137

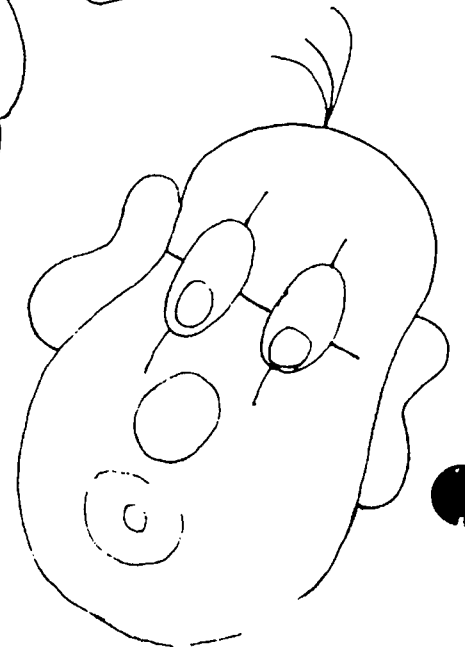
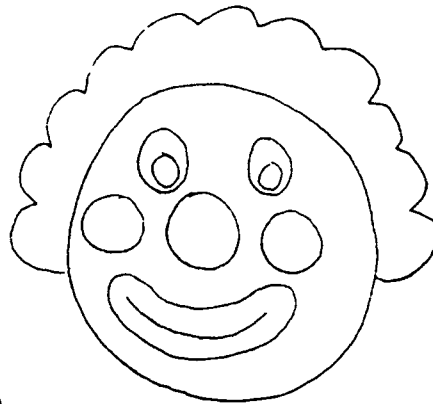
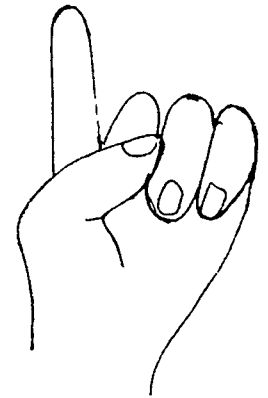
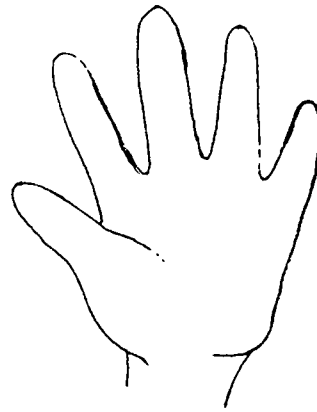
5

Niisitóyimmiaawa



6

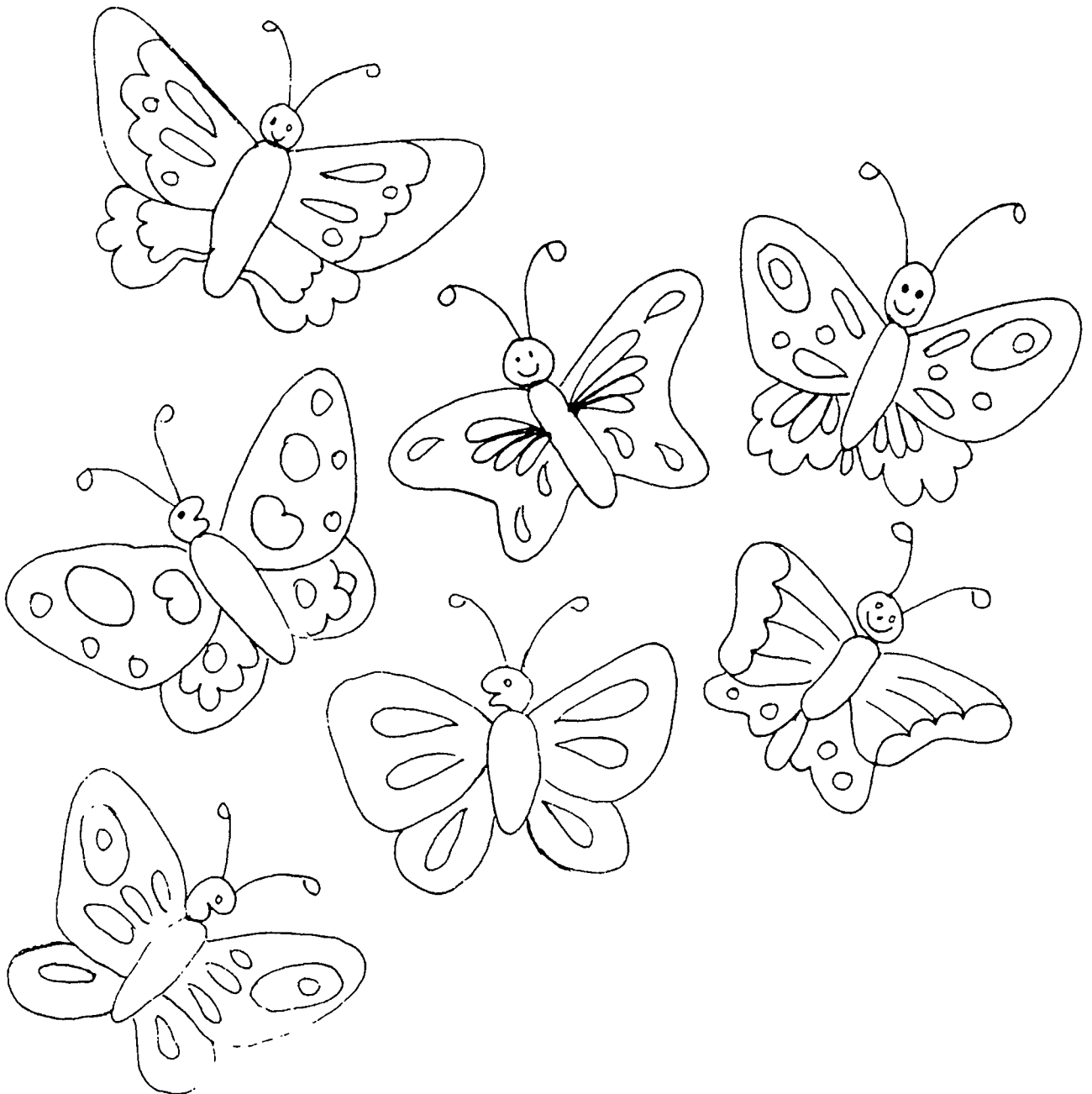
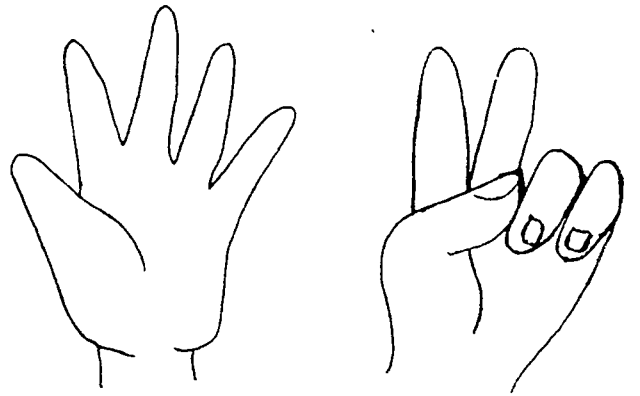
Nááoyaawa



130

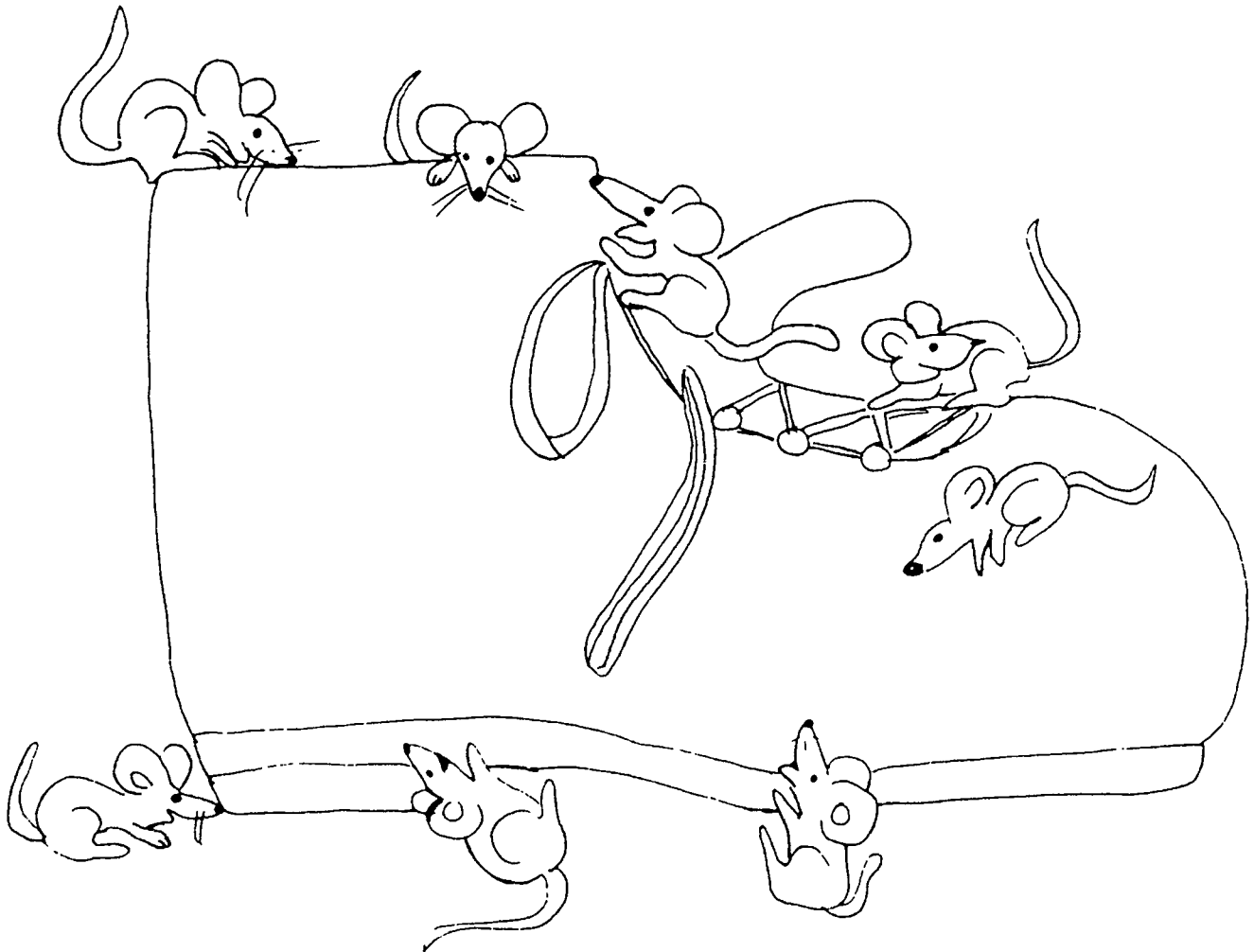
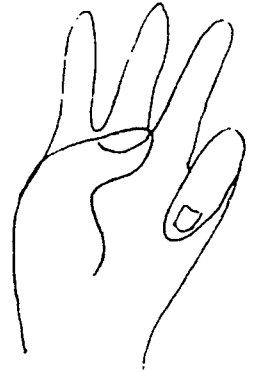
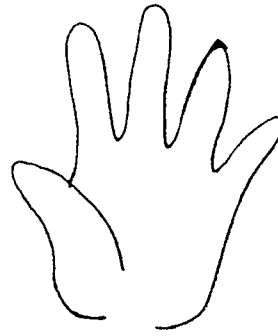
7

Ihkitsíkammiaawa



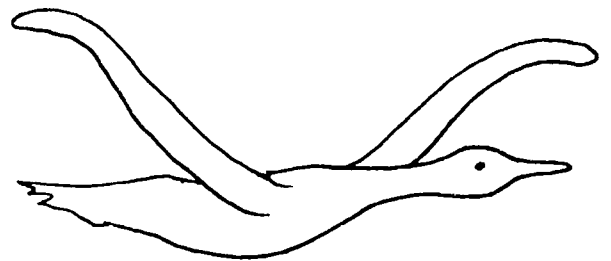
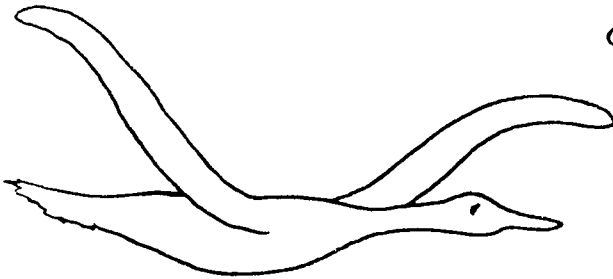
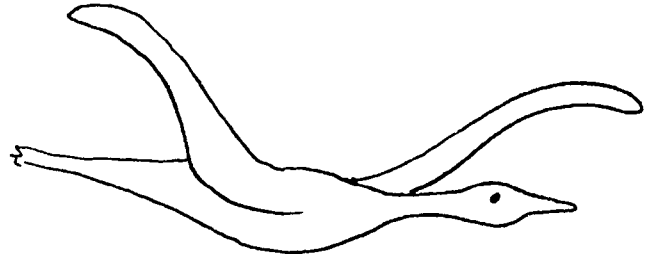
8

Náánisoyimmiaawa



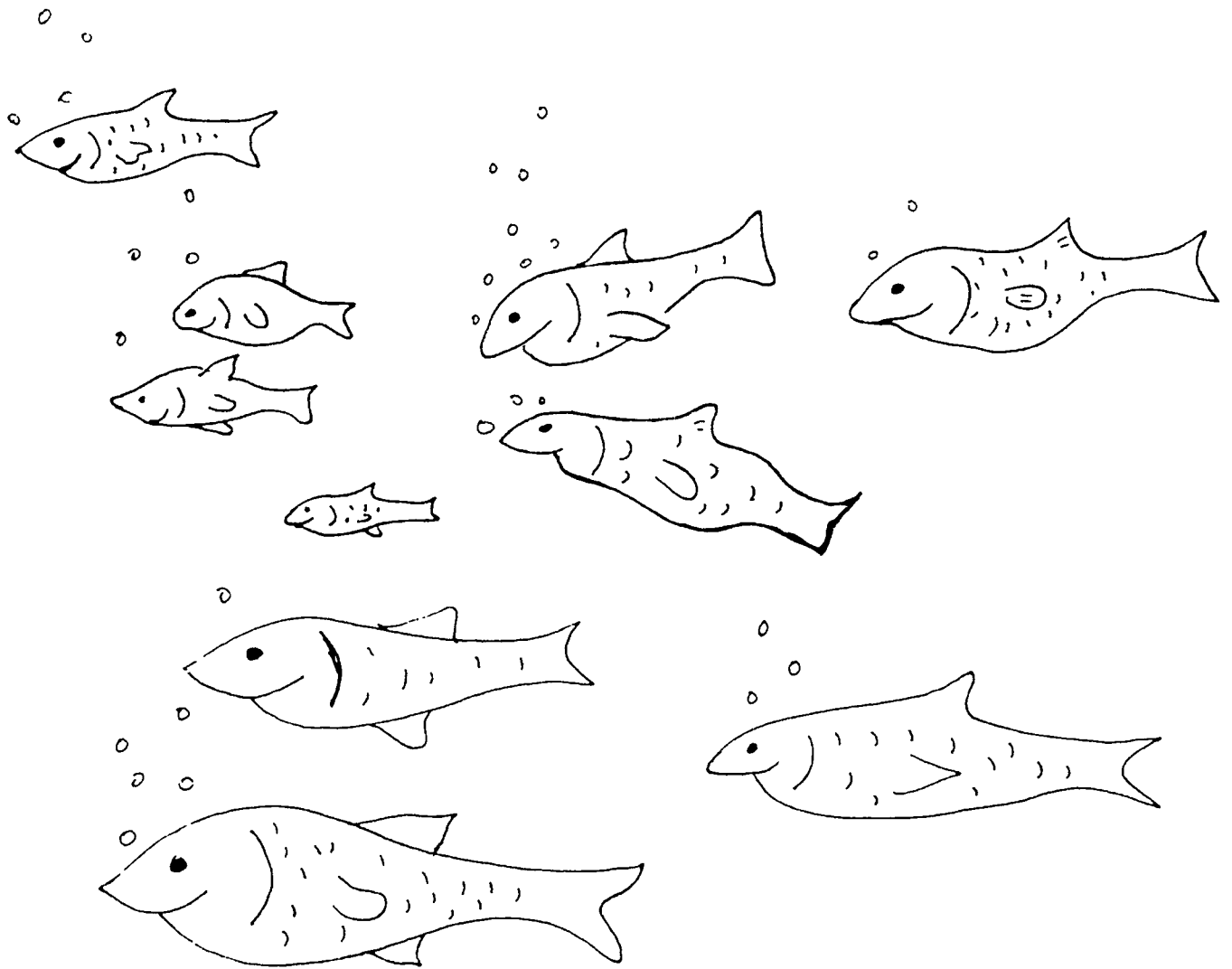
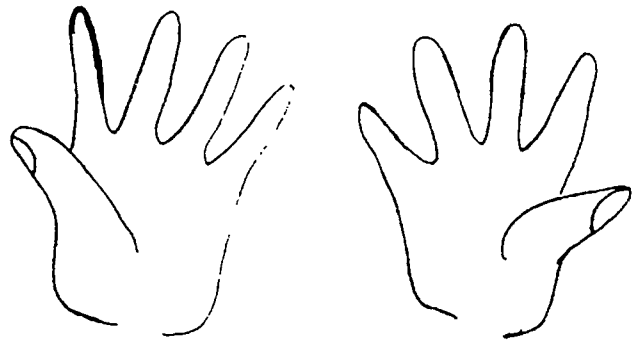
9

Piihkssóímmiaawa



10

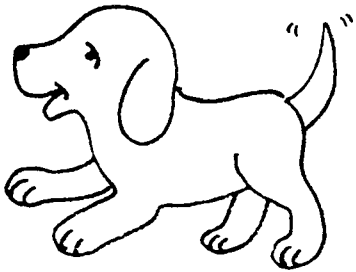
Kiipóyaawa



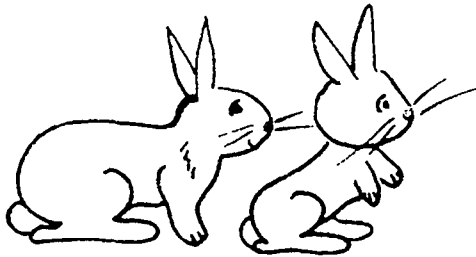


While your teacher helps you say these words, write in the proper endings.

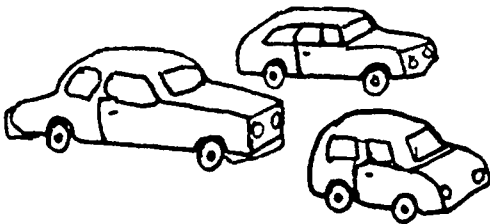
Tsa niitsíma? (How many animate things?)



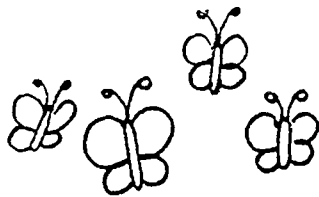
Ni'tokska \_\_\_\_\_



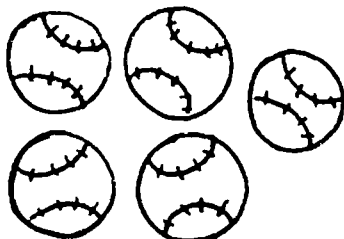
Nááto'kammi \_\_\_\_\_



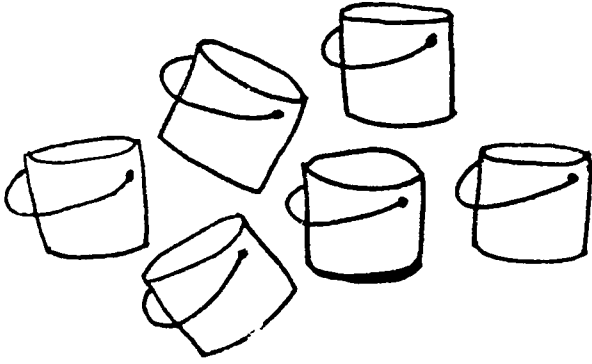
Niiókskammia \_\_\_\_\_



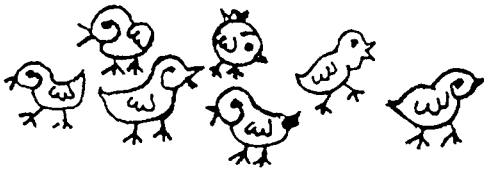
Niisoyimmia \_\_\_\_\_



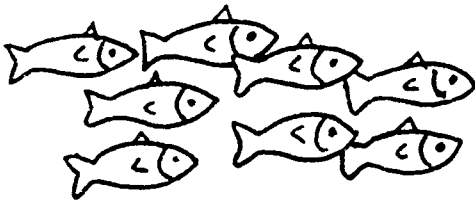
Niisitóyimmia \_\_\_\_\_



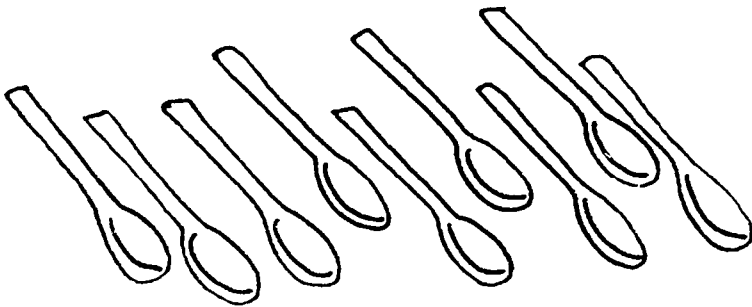
Nááoya \_\_\_\_\_



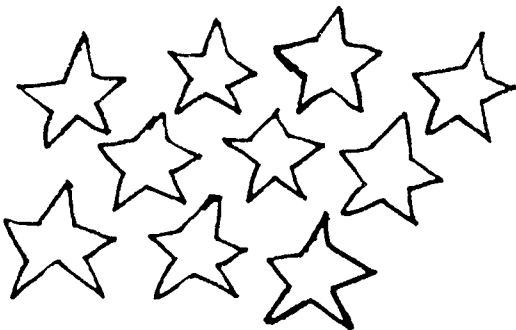
Ihkitsikammia . \_\_\_\_\_



Náánisoyimmia \_\_\_\_\_



Piihkssoimmia \_\_\_\_\_



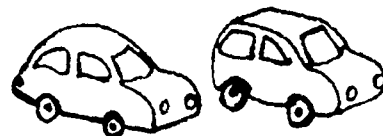
Kiipóyaa \_\_\_\_\_

## MORE THAN ONE

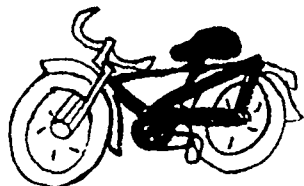
When we have more than one animate thing, we drop the wa or a ending and add iksi to form the plural.



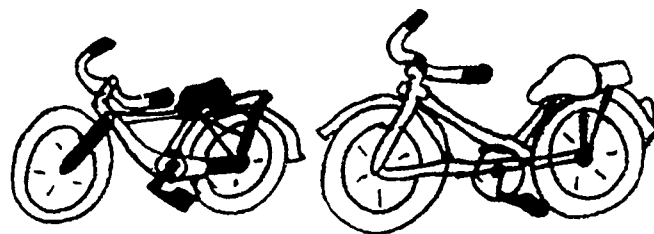
áínaka'si wa



áínaka'si iksi



ksiwáínaka'si wa



ksiwáínaka'si iksi



moápssp a

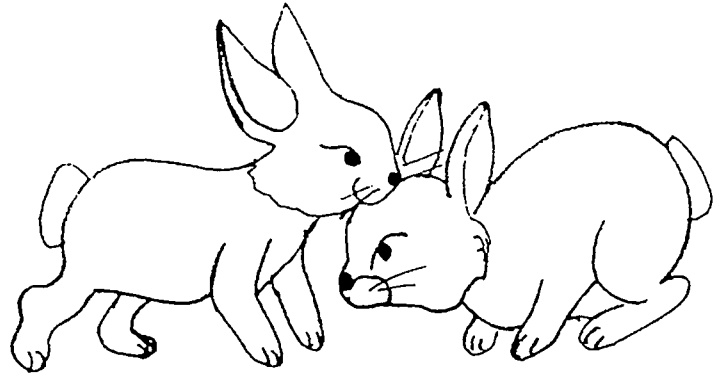


moápssp iksi

When there are double vowels like aa or ii before wa, then you must also drop the last one of the two vowels as well as the wa, then add iksi.



ááattsista awa



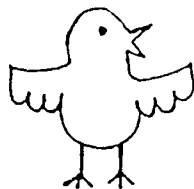
ááattsista iksi



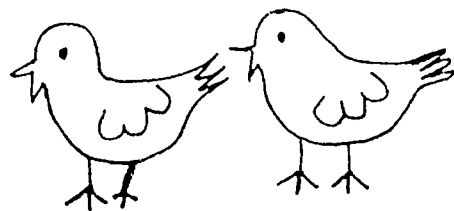
kaanaisskiina awa



kaanaisskiina iksi



pi'kssí íwa

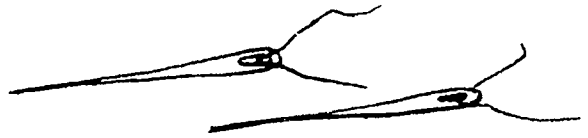


pi'kssí iksi

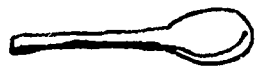
Here are some words that drop the sa ending to add the iksi.



atonáóksi sa



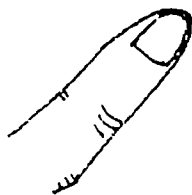
atonáóksi iksi



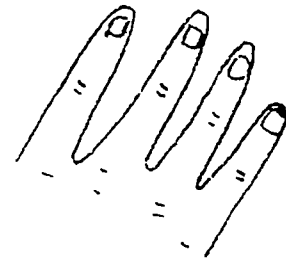
innóóhsoyi sa



innóóhsoyi iksi



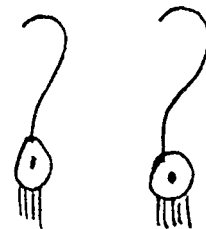
mookítsi sa



mookítsi iksi



ohtóókipi sa



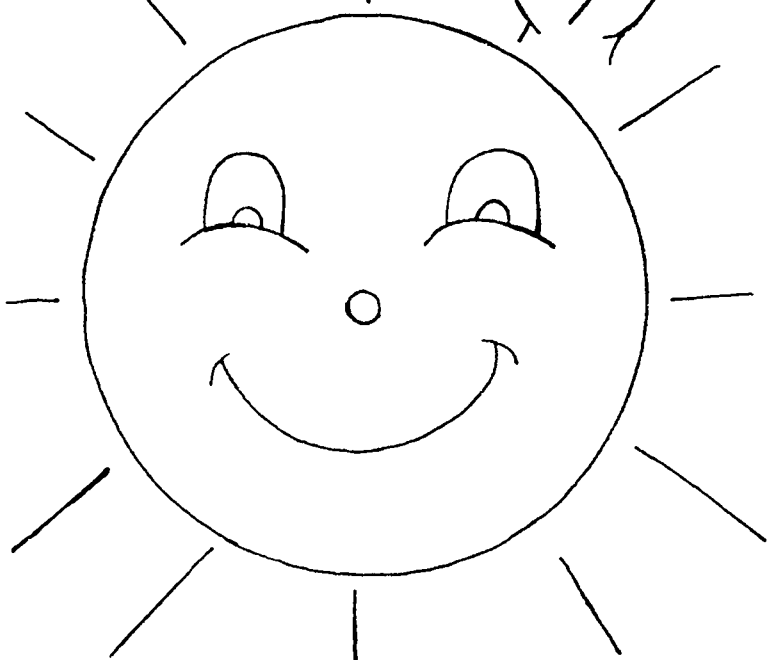
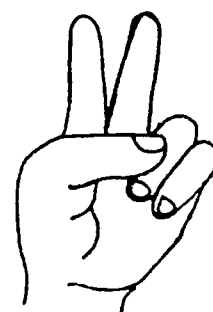
ohtóókipi iksi

Now that we know how to count animate things and how to say animate words that are more than one, let's go back to the first part of this lesson. Repeat after your teacher . . .

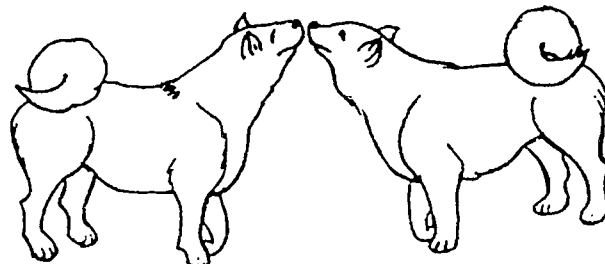
1



2

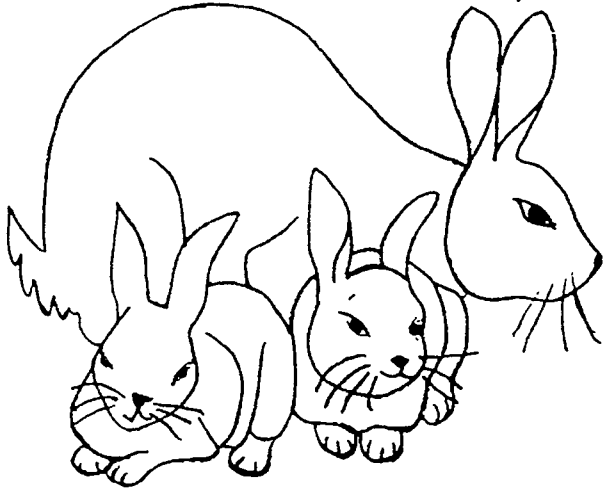
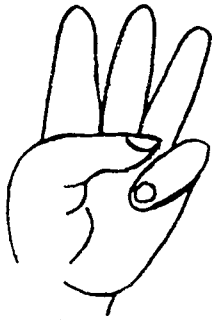


Ni'tókskaamma  
naató'siwa



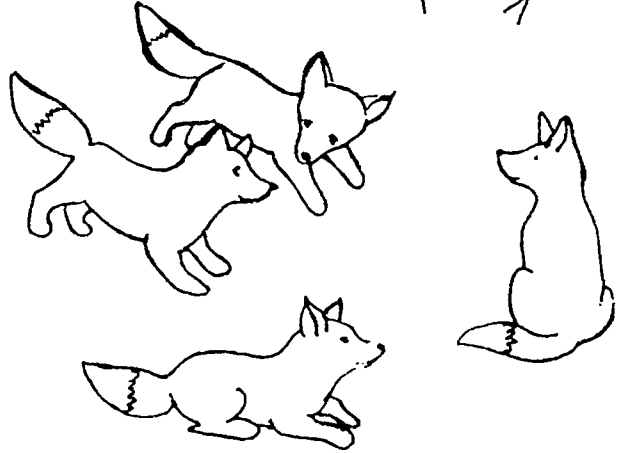
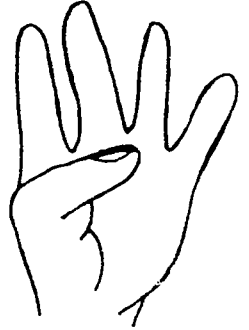
Nááto'kammiaawa  
imitáíksi

3



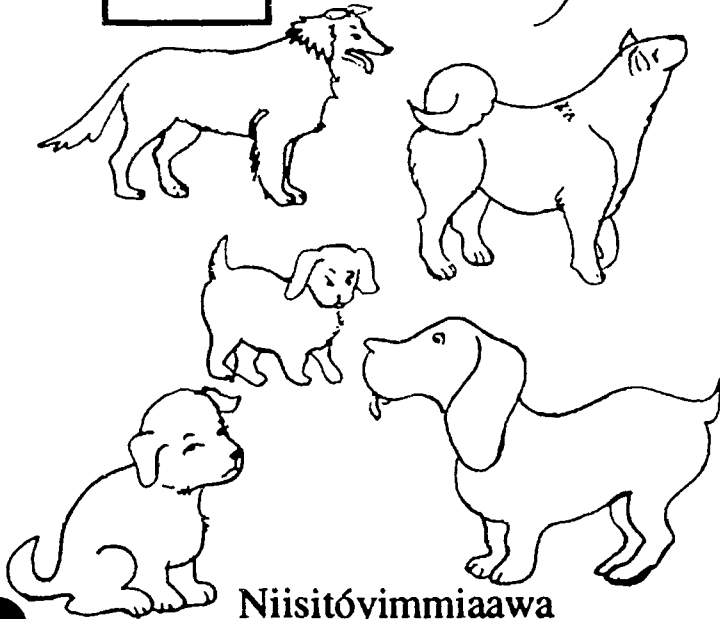
Niióskammiaawa  
ááattsistaiksi

4



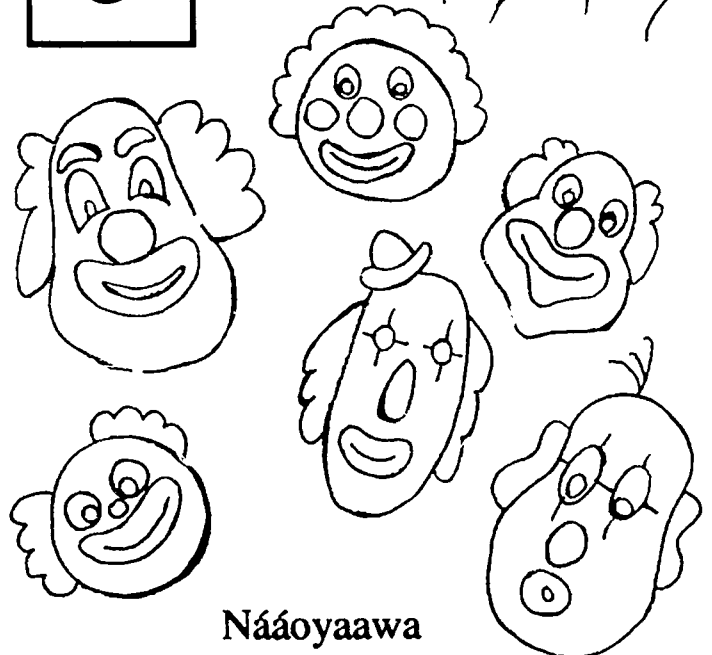
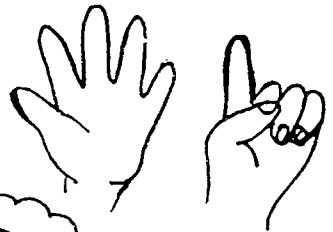
Niisóyimmiaawa  
sinopáiksi

5



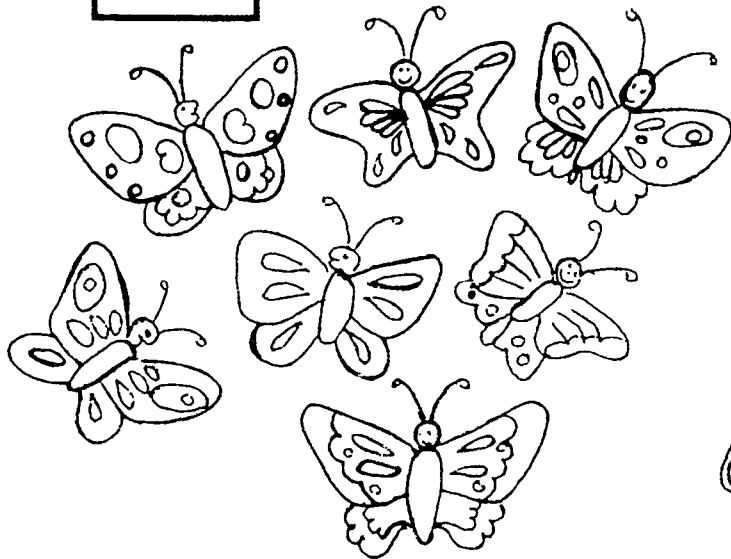
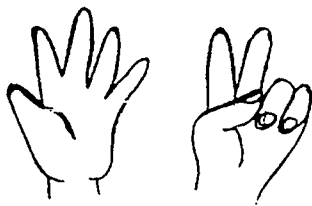
Niisitóyimmiaawa  
imitáiksi

6



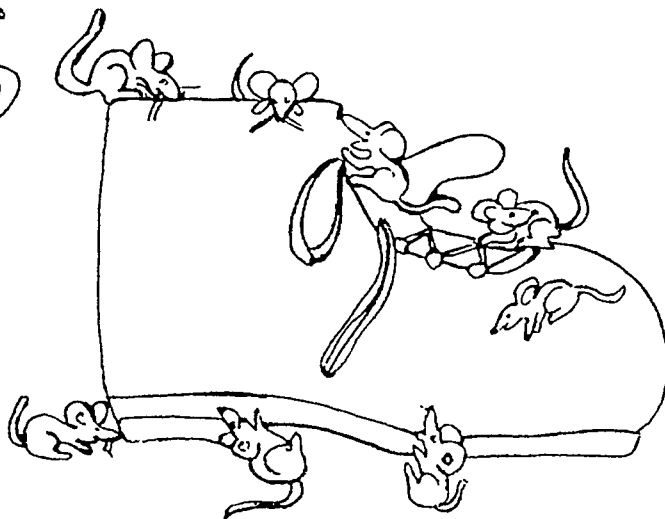
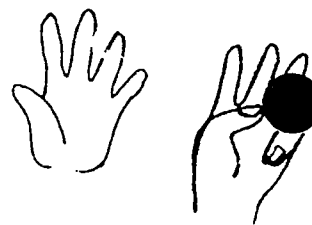
Nááoyaawa  
nínaiksi

7



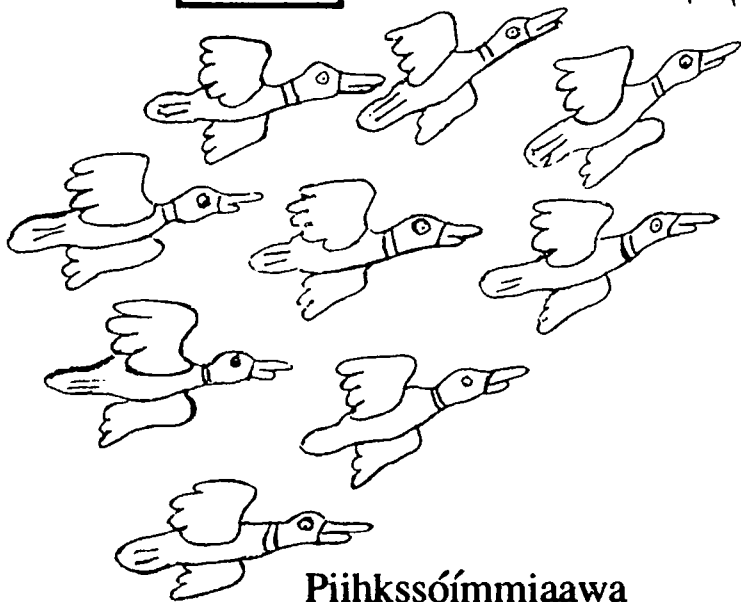
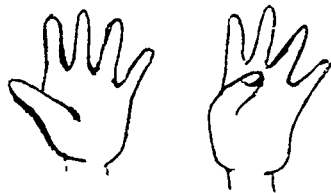
Ihkitsíkammiaawa  
apániiksi

8



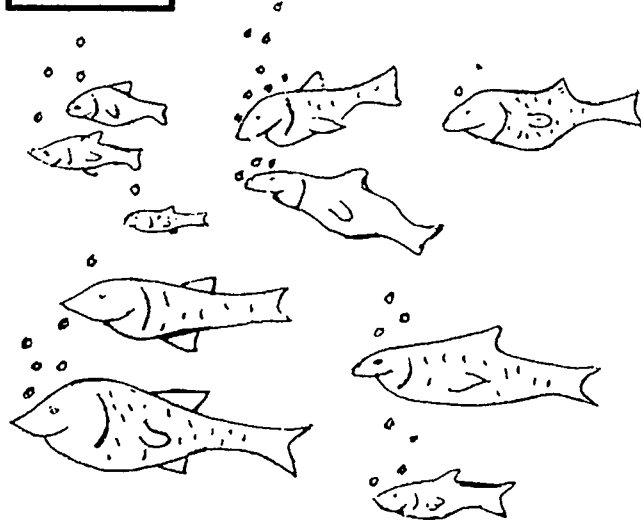
Náánisoyimmiaawa  
káánaisskiinaiksi

9



Piikhssóimmiaawa  
pi'ksiiksi

10



Kiipóyaawa  
mamíiksi

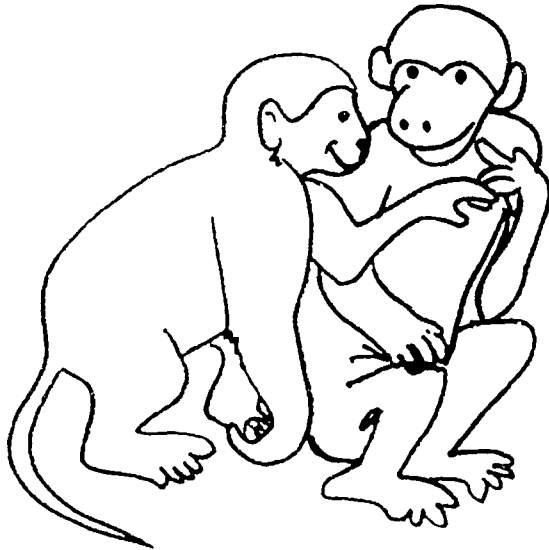
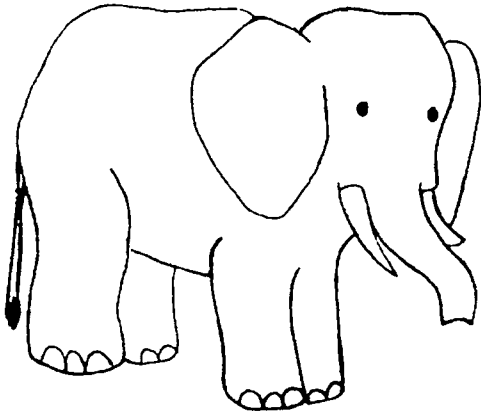


While your teacher reads this list to you, can you find where they belong?

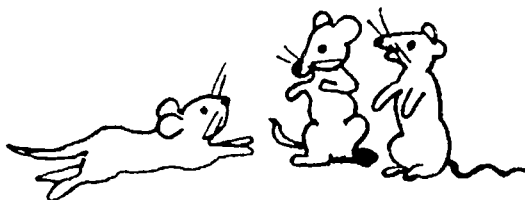
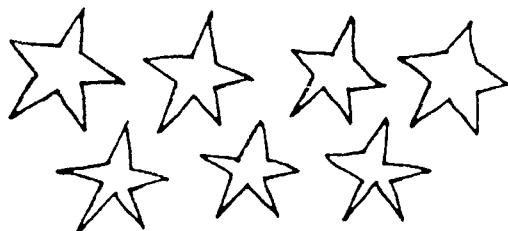
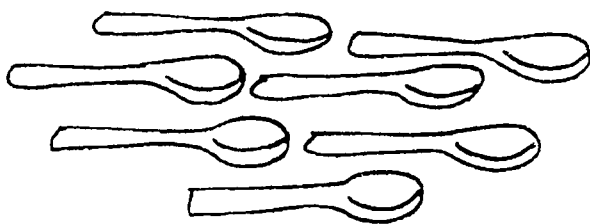
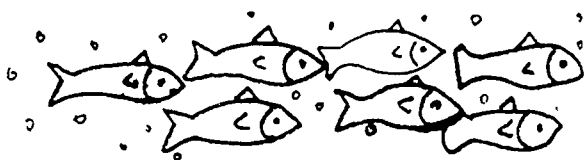
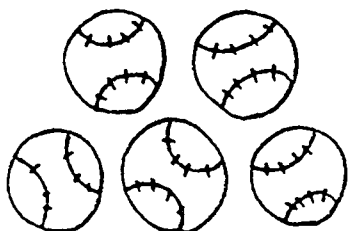
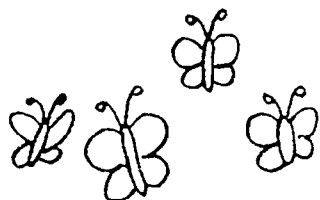
niiókskammiawa  
innóóhksisiwa

matsiyíkkapisaiksi  
nááto'kammiawa

ni'tókskaamma  
máókiiksi



niisóyimmiaawa apániiksi, niisitóyimmiaawa pokoiksi,  
niioókskammiaawa káánaisskiinaiksi, ihkitsíkammiaawa  
kakatósiiksi, nááoyawa inóóhsoyiiksi, ihkitsíkammiaawa  
mamíiksi



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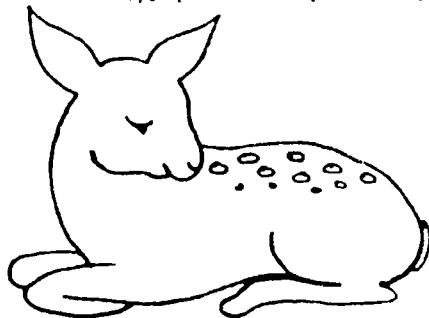
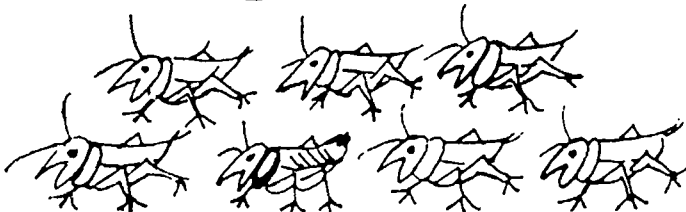
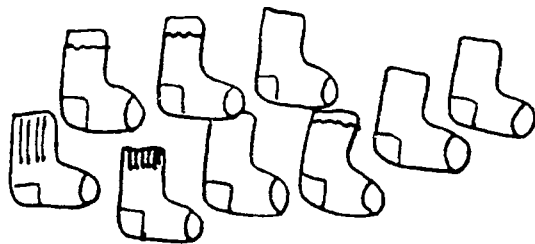
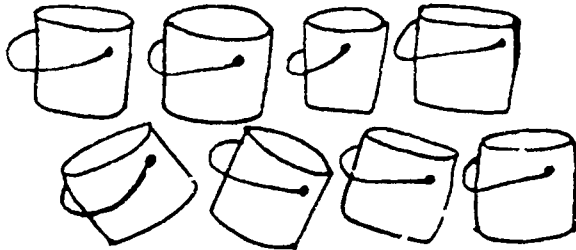
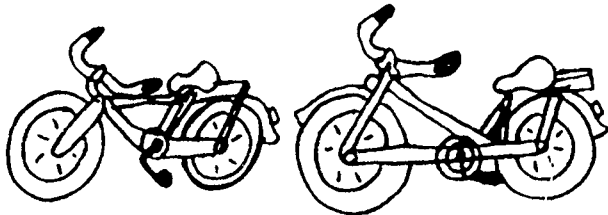
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nááto'kammiaawa kswáínaka'siiksi, náánisoyimmiaawa ísskiksi, íhkítsíkammiaawa tsikatsíiksi, píihkssoimmiaawa ató'ahsiiksi, kiipóyaawa apániiksi, ni'tókskaamma áwákaasiwa



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## CARDINAL NUMBERS AFTER 10

Do you remember the numbers up to 10?

ni'tókskaa

nááto'ka

nioókska

niisó .

niisito

náoo

ihkitsíka

náánisoyi

piihkssó

kiipó

Let's learn how to count past 10.

11. ni'tsikópotto

12. náátsikoppotto

13. niikópotto

14. niisííkopotto

15. niisitsíkopotto

16. naííkopotto

17. ihkitsíkiikopotto

18. náánisiikopotto

19. piihkssíkopotto

20. náátsippo

Can you count together with your teacher up to 20?

Can you do it all by yourself?

● Shall we count higher than 20?

After 20, náátsippo, you say

náátsippo ni'tsikópotto	(21)
náátsippo náátsikopotto	(22)
náátsippo niikópotto	(23)
náátsippo niisíkopotto	(24)
náátsippo niisitsíkopotto	(25)
náátsippo naíkopotto	(26)
náátsippo ihkitsíkiikopotto	(27)
náátsippo náánisiikopotto	(28)
náátsippo piihkssíkopotto	(29)
niiípo	(30)

● the 30's go the same as the 20's.

40 is niisípo

50 is niisitsíppo

60 is náíppo

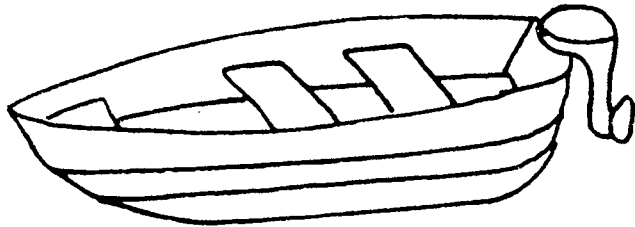
70 is ihkitsíkippo

80 is náánisippo

90 is piihkssíppo

100 is kiipppo

**INANIMATE WORDS** – words that end in i or yi when singular. Go through these words with your teacher and listen for the i or yi ending.

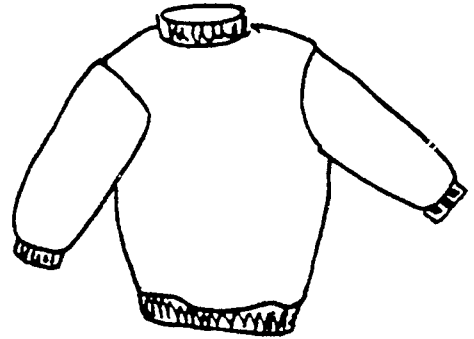


Ááh - kiooh - sa'tsisi

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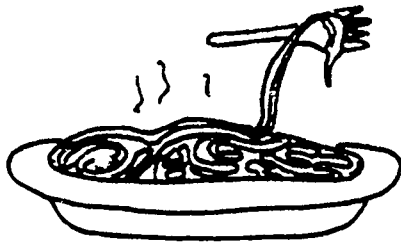


Áís - ai - pih - kai - so - ka'simi

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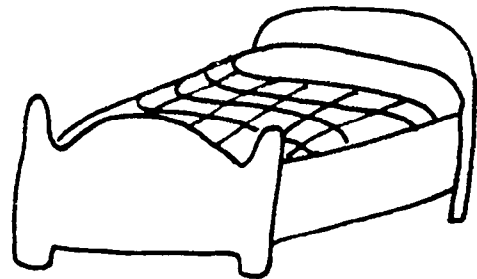


Áís - sin - nii' - pi

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Aks - si - ní

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Aoó - wah - sini

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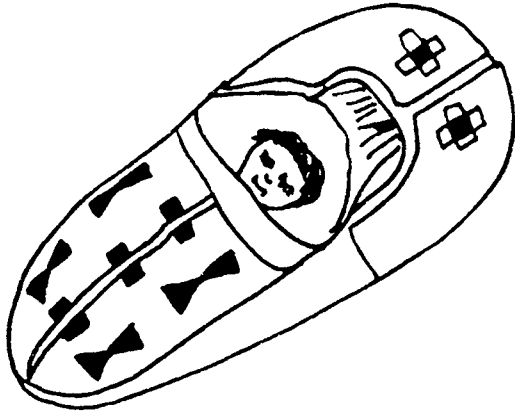


Áóhpiikiinattsi

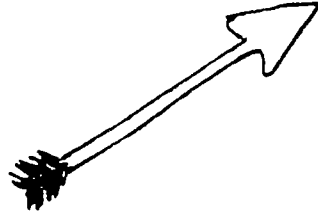
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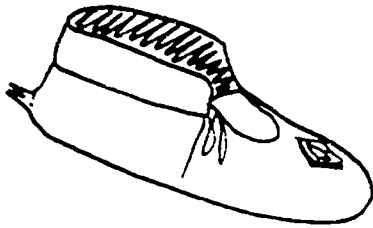
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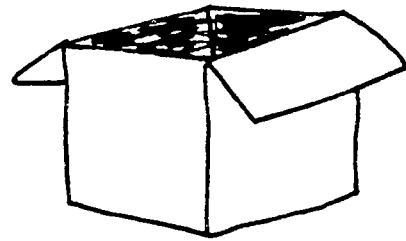
Ao' - tó - pis - tan - ni



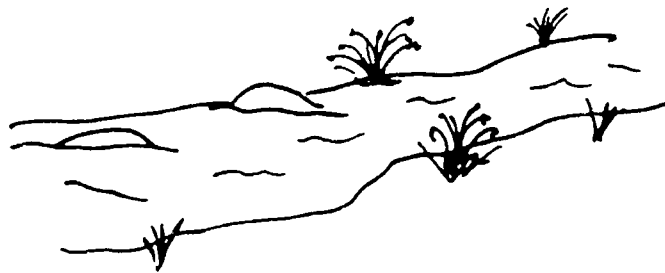
Áp - ssi



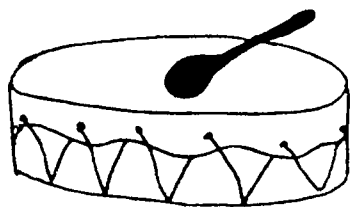
A - tsi - kíni



A - taks - áa - kssi - ni



A' - sí - tah - taayi

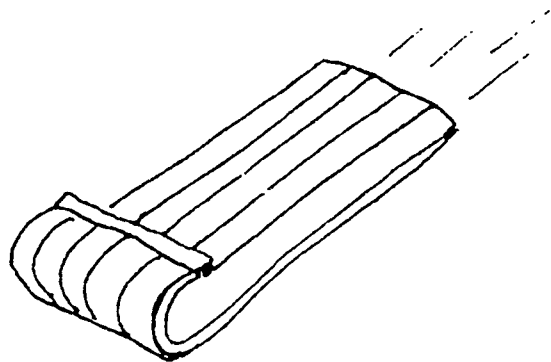


Isttókimaa'tsisi

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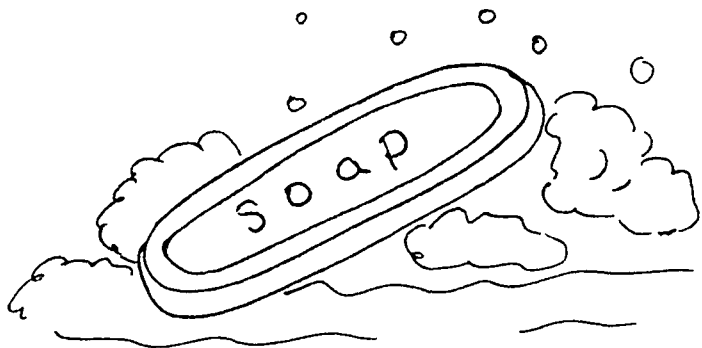


Isttsikónistsi

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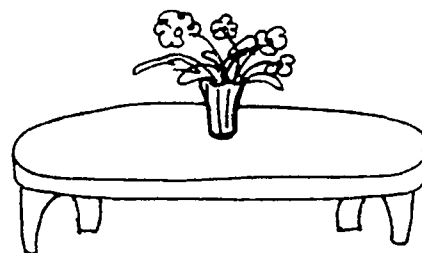


Issískioohsa'tsisi

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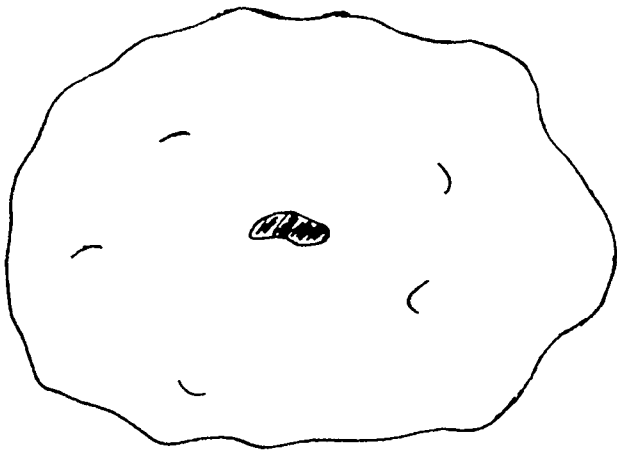
Iitáísooyo'pi

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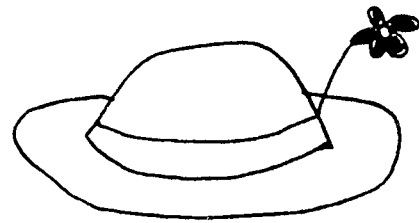


Immistsíhkiitaani

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Isttsómo'kaani

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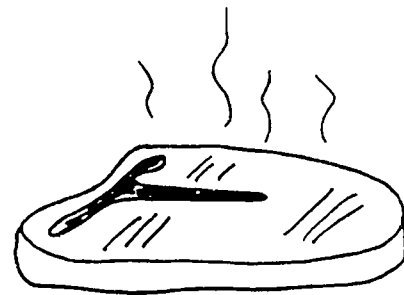


Isstóowahsini

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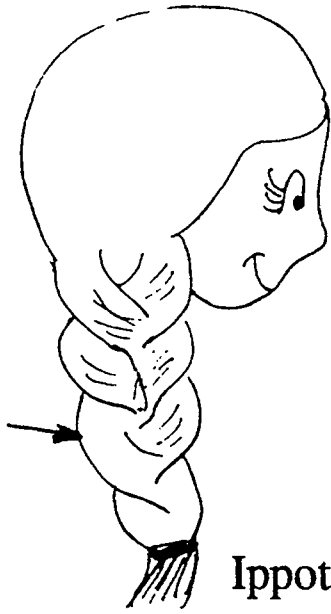


Í'ksisakoyi

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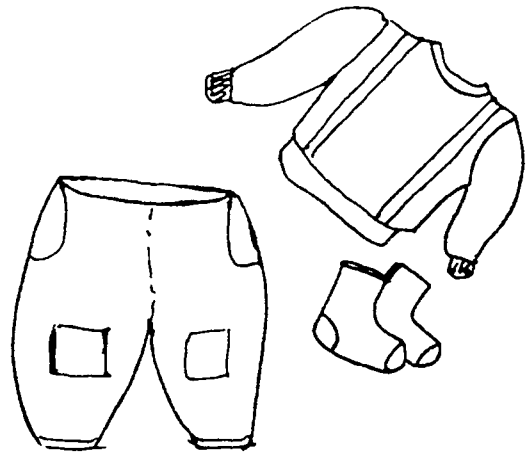


Ippotsípistaani

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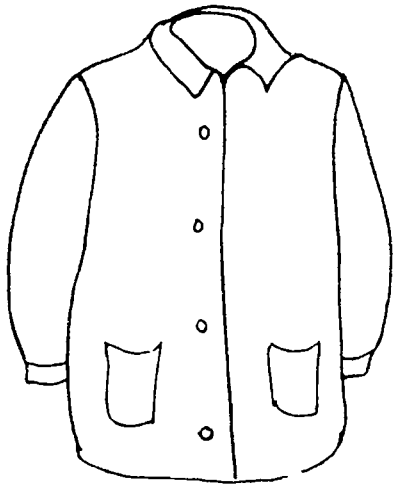


Istotóóhsini

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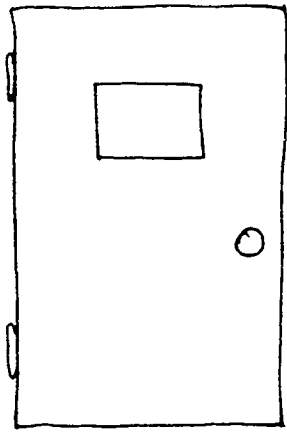


Isspiksísoka'simi

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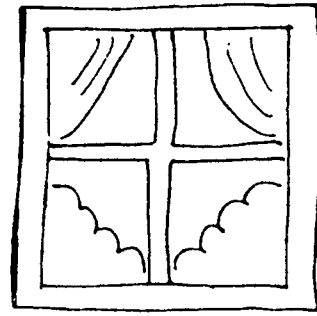


**Kitsími**

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**Ksiistsikómmstaani**

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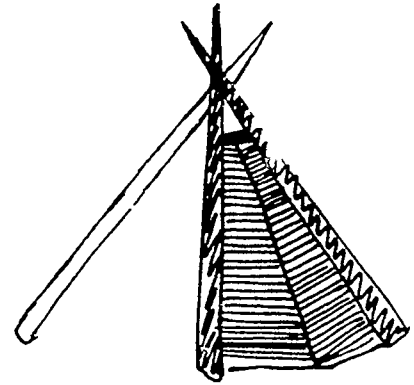


**Kóónsskoyi**

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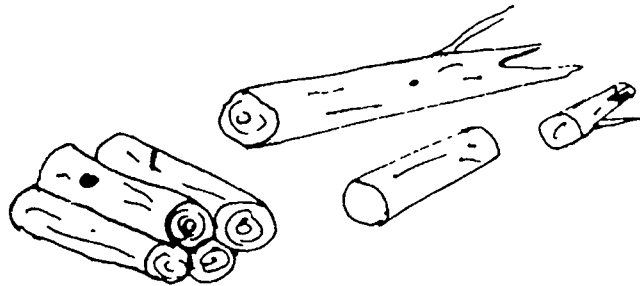


**Kísska'tsisi**

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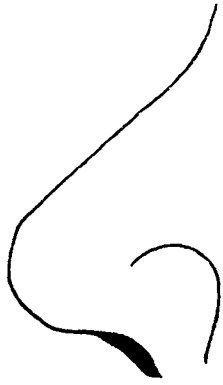


**Kaniksíyi**

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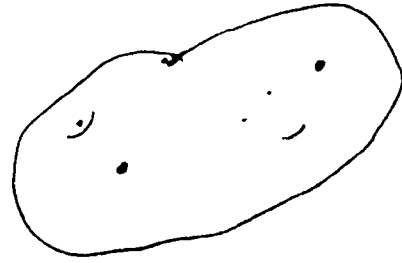


Mohksisísi

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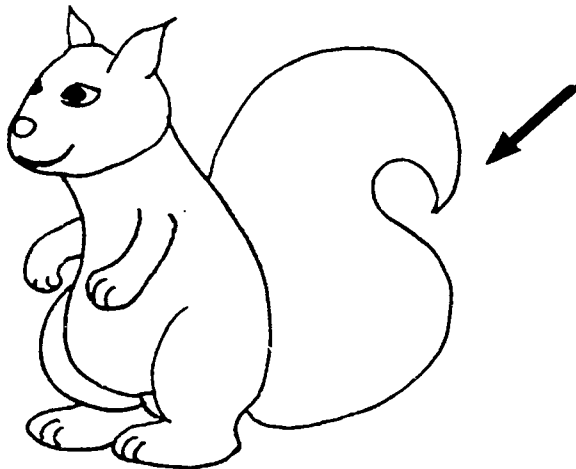


Maatááki

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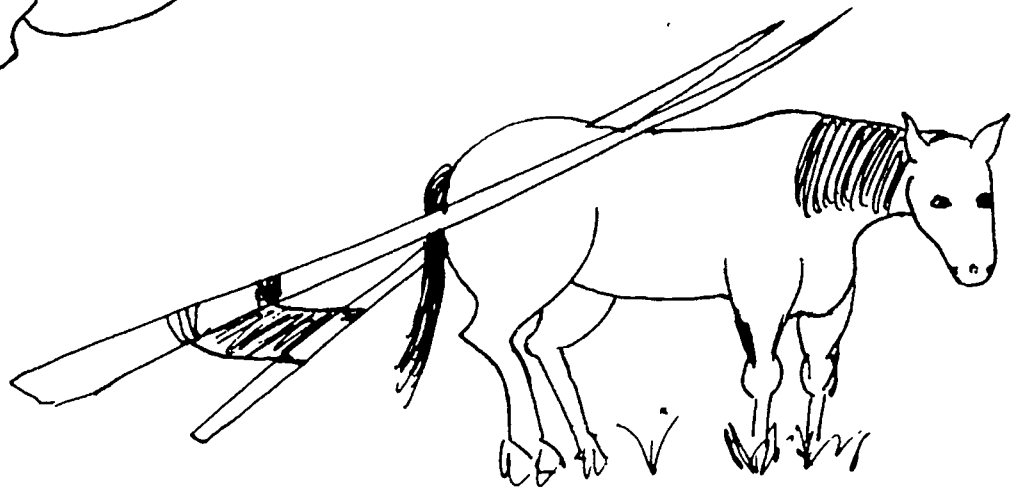


Mohsoyísi

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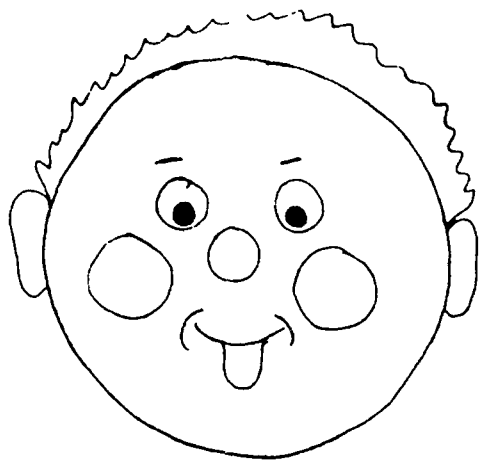


Manistsí'sstaani

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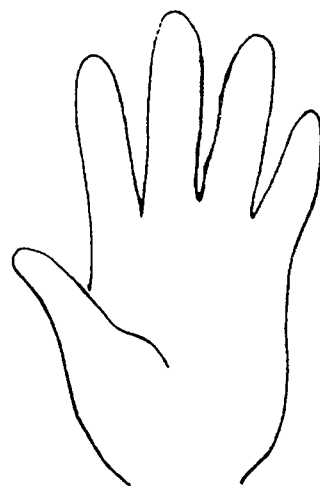


Mosstoksísi

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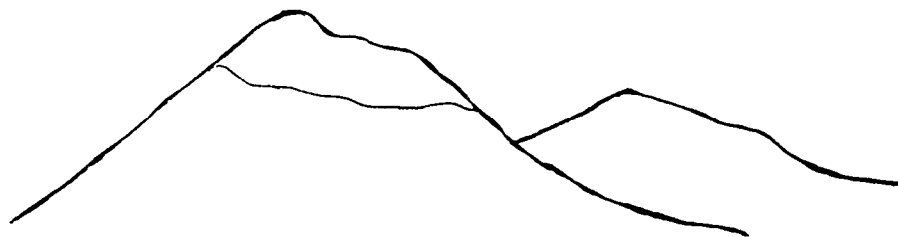


Mo'tsísi

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Miistáki

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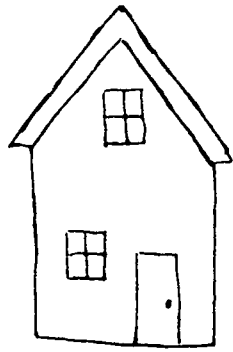


Maoóyi

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Náápiooyisi

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



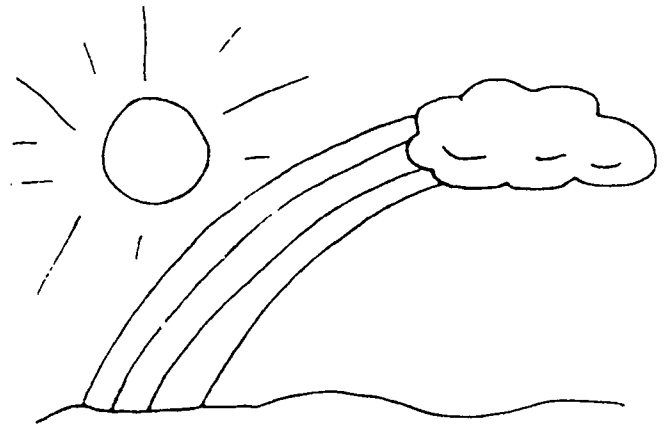
Niípi

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



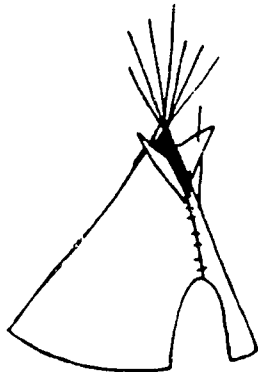
Napayíni'nssimaani

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



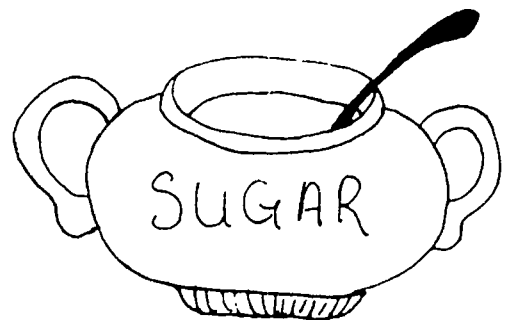
Náápiwa otó'piimi

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



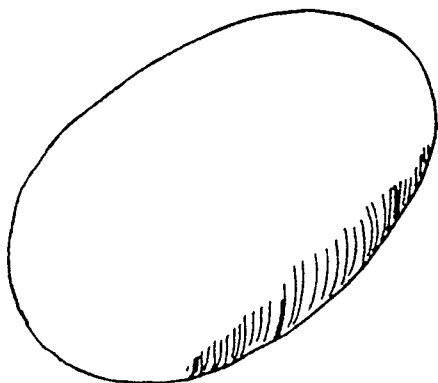
Niitóyisi

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



Náápiiniiwani

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



Owááyi

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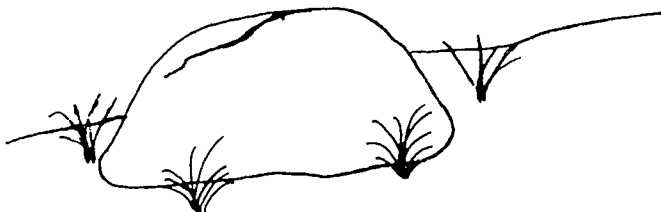


Ónnikisi

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Óóhkotoki

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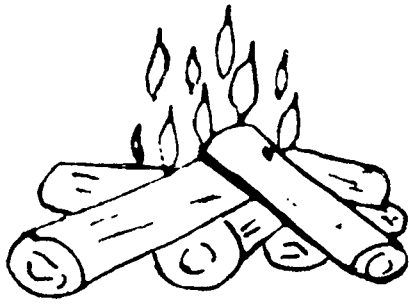


Ókonoki

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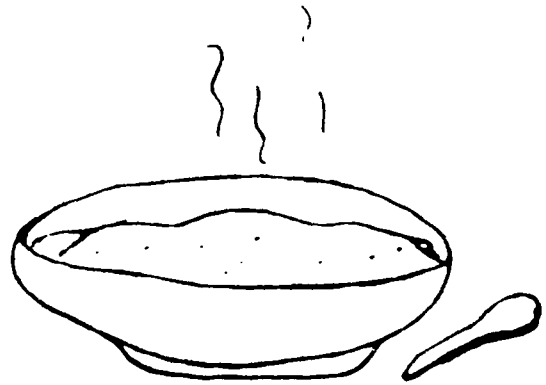


Po'tááni

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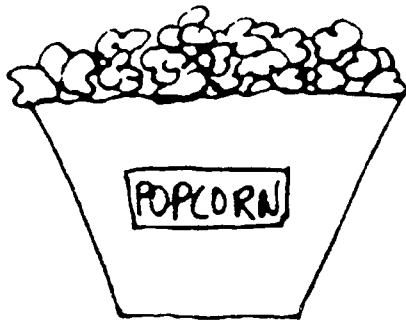


Pikkiáákssini

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Paapáówahsini

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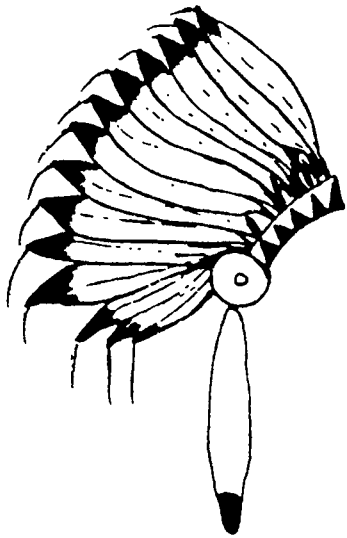
Pisátsskiitaani

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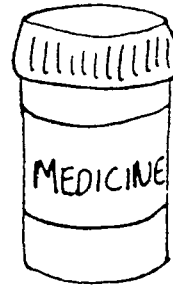
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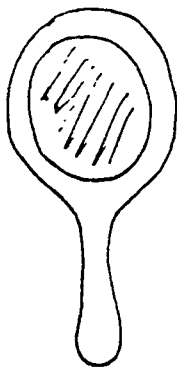
Saaámi

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



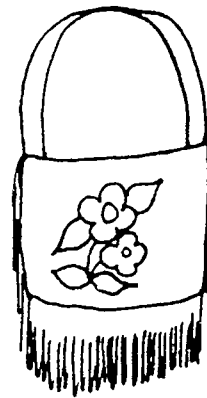
Saaámi

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



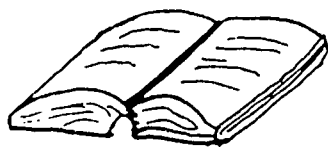
Sáapia'tsisi

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



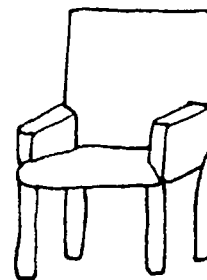
Soohpómmaa'tsisi

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



Sináákia'tsisi

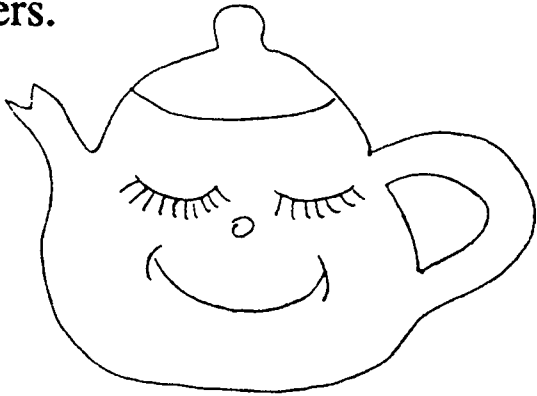
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



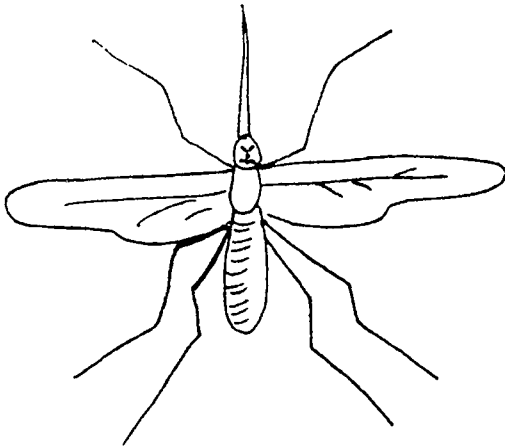
Sóopa'tsisi

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Read this together with your teacher and fill in the missing letters.



ksisoyi \_ \_

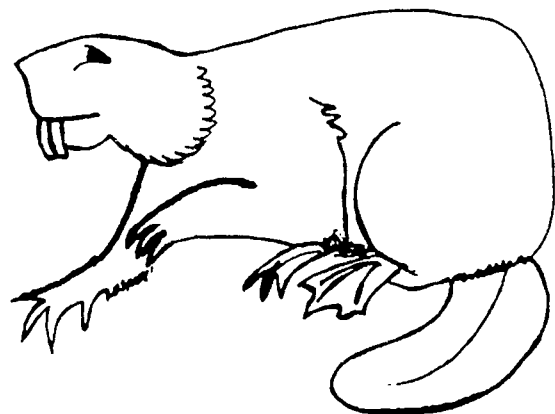


ksisohksisi \_ \_



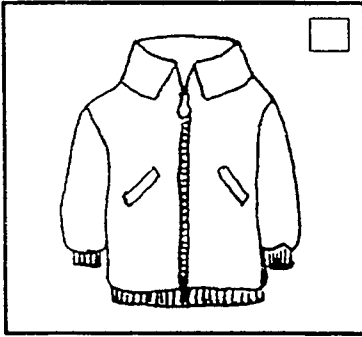
áíksini \_ \_

ksísskstaki \_ \_

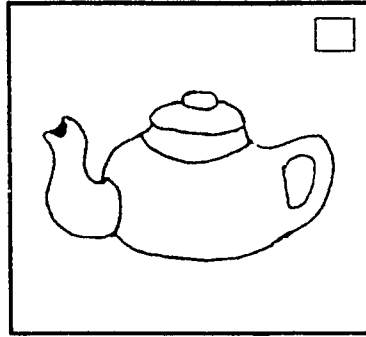


Can you find the inanimate words with the i or yi ending? Put a check in the box for those inanimate words.

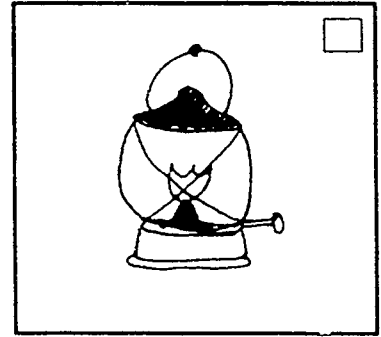
Isspiksísoka'simi



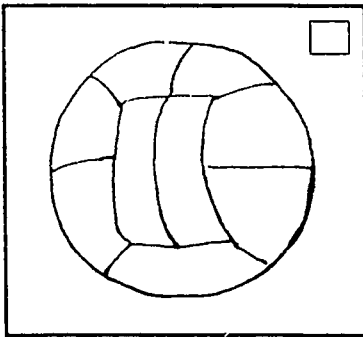
litáíksistokomssakio'pa



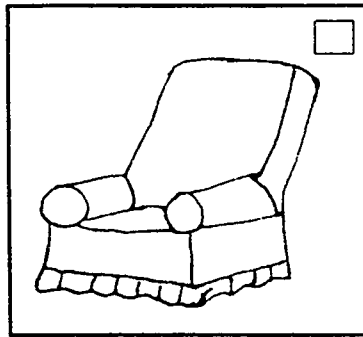
Poyaana'kimaa'tsisi



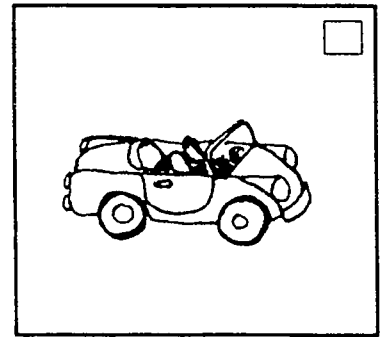
Pokóna



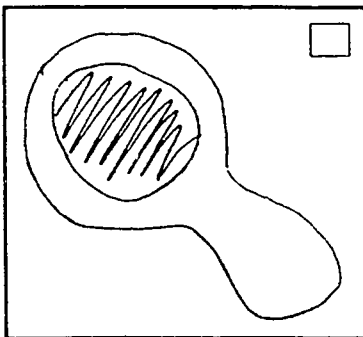
Sóopa'tsisi



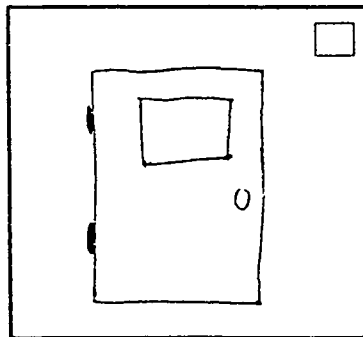
Áinaka'siwa



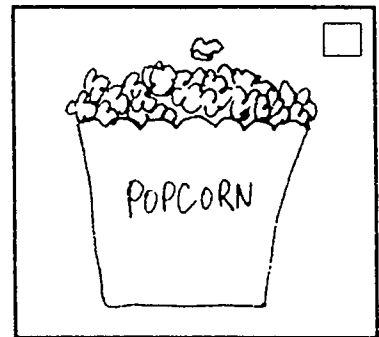
Saapia'tsisi



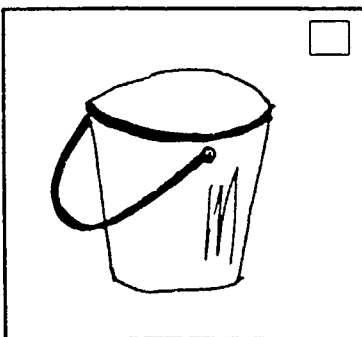
Kitsími



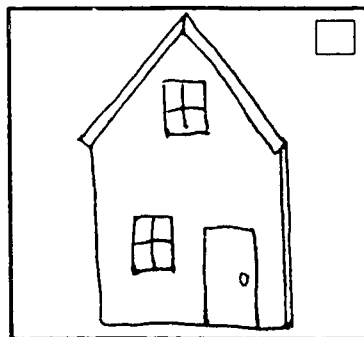
Paapáówahsini



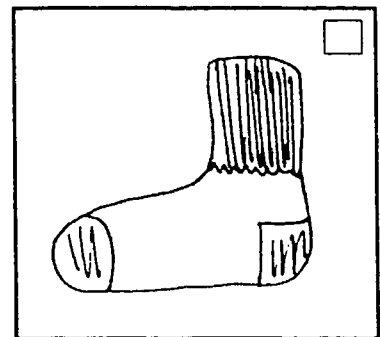
Ísska



Náápiooyisi



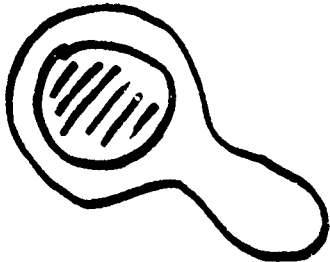
Ató'ahsima



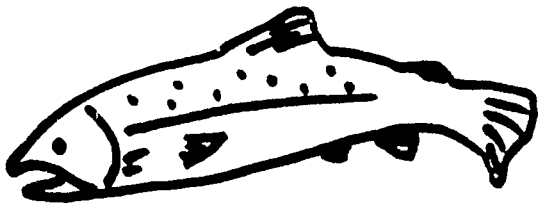
Write the name of the object, then put a check beside the objects which are inanimate. Remember that inanimate things have a yi or i ending.



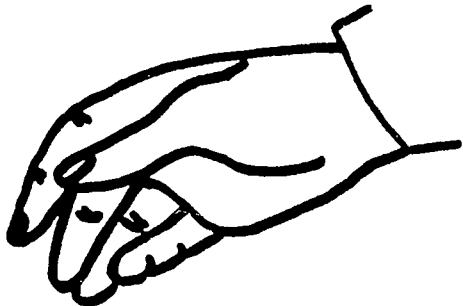
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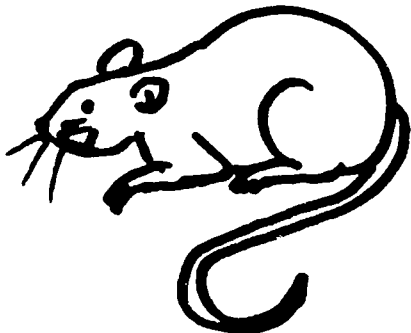
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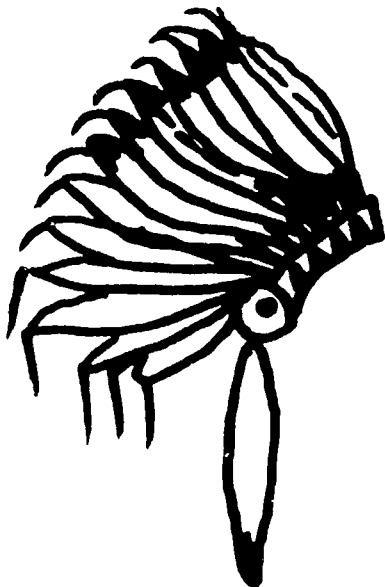
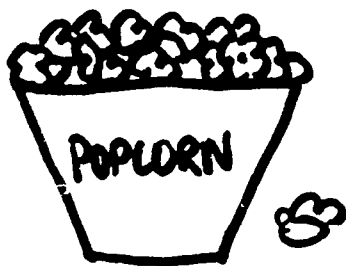
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# Tsá anistápiiwa? What is it?

Can you find where these words go? Saaámi, Náápiiniiwani,  
Paapáówahsini, Mohksisísi

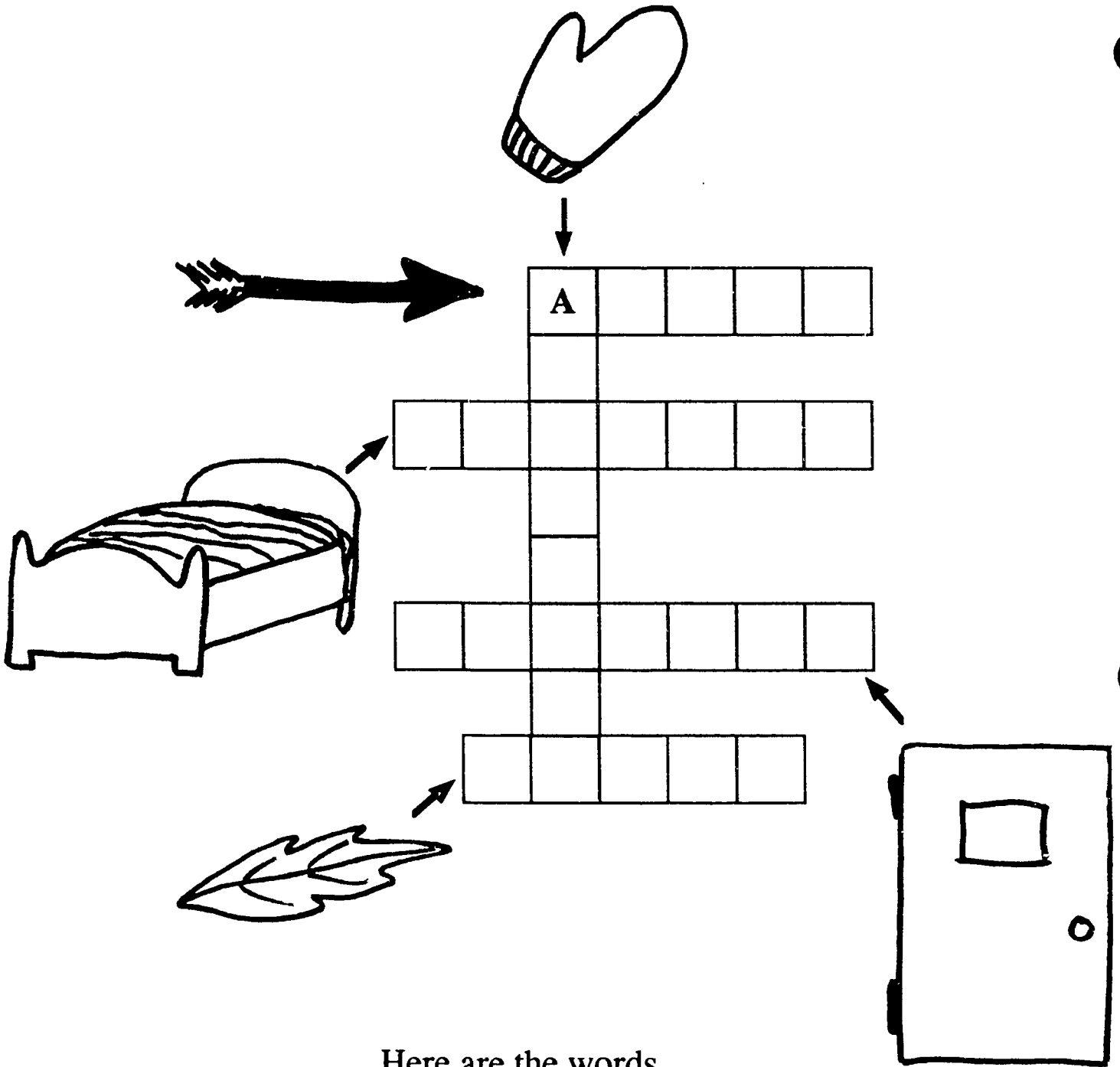


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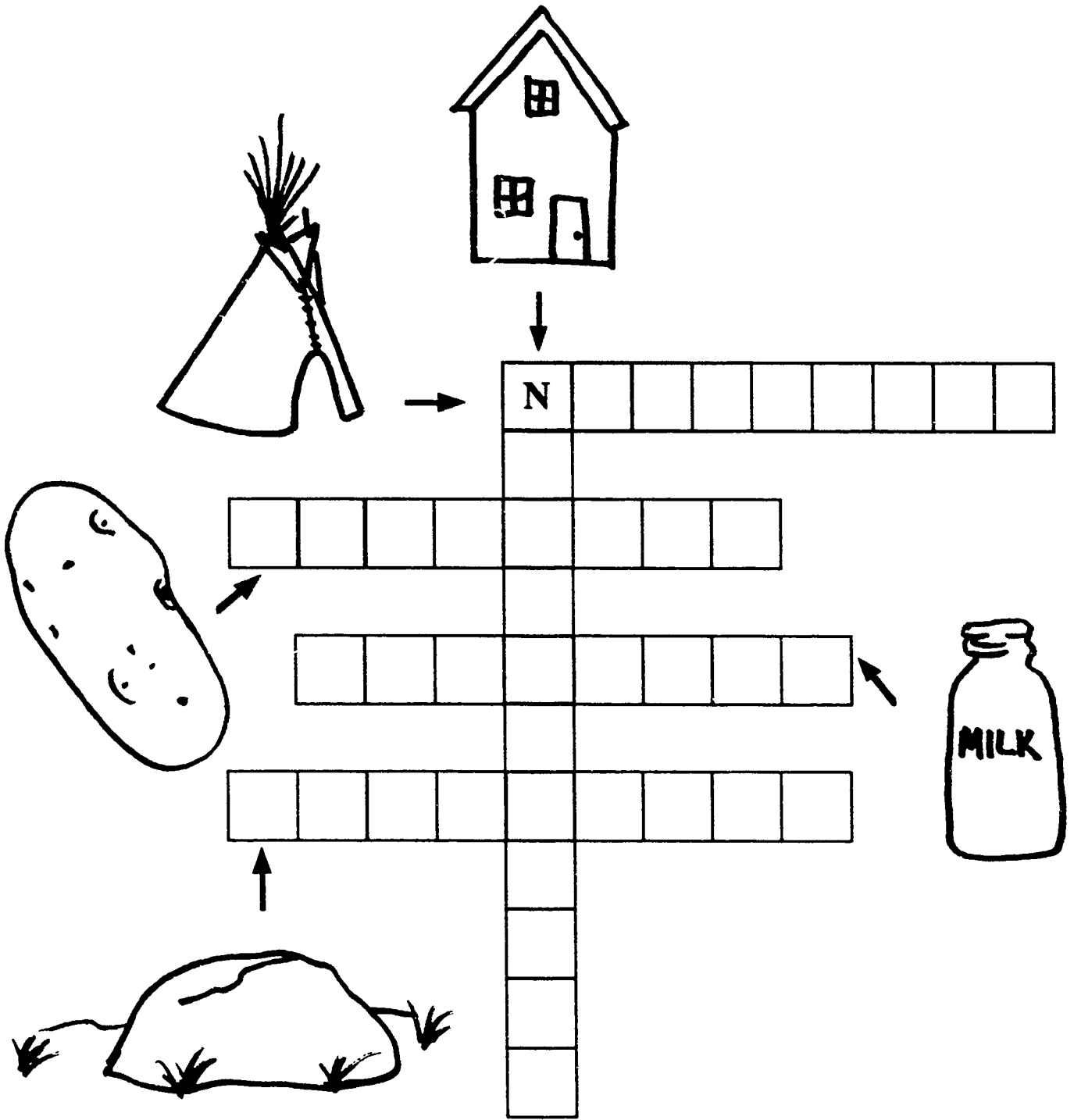
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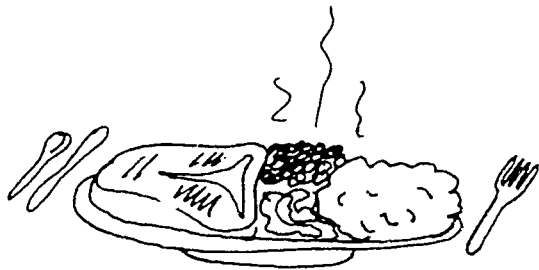
Here are the words.  
 Can you find where they fit.

Átsi'tsi    Ápssi  
 Akssíni    Níipi  
 Kitsími

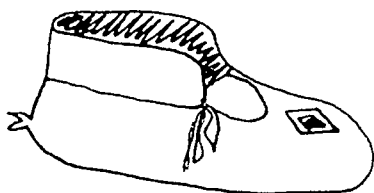


Can you find these words in this lesson?

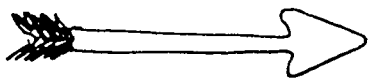
As your teacher reads, can you finish writing the words?



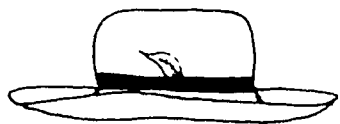
aoówahsin \_



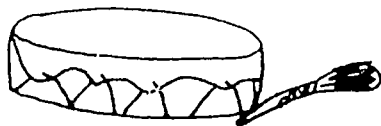
atsikín \_



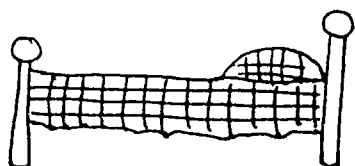
ápss \_



isttsómo'kaan \_



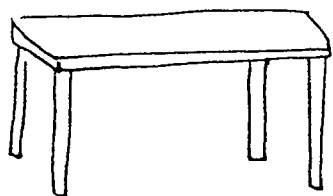
isttókimaa'tsis \_



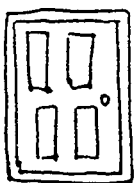
akssín \_



What letter is missing?



iitáísooyo'p \_



kitsím \_



mosstoksís \_



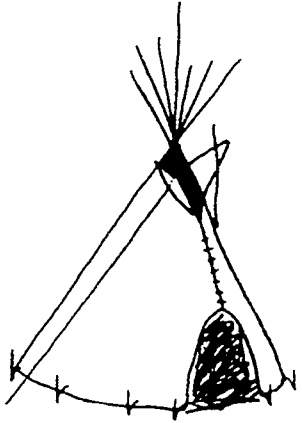
mo'tsís \_



maatáák \_



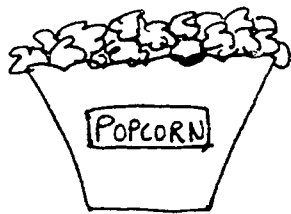
niíp \_



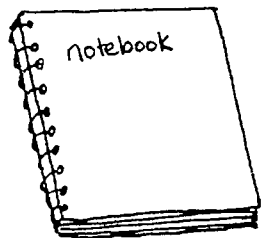
niitóyis \_\_



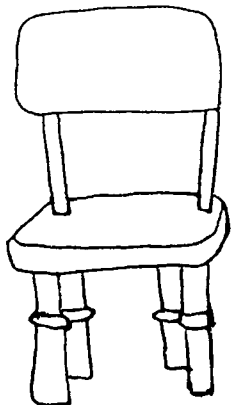
óóhкотok \_\_



paapáówahsin \_\_



sináákia'tsis \_\_



sóópa'tsis \_\_

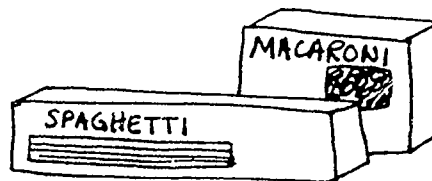
## NEW WORD LIST

Aoówahsini . . . . .	food	Mosstoksísi . . . . .	face
Átsi'tsi . . . . .	mitten	Mo'tsisi . . . . .	hand
Atsikíni . . . . .	shoe	Miistáki . . . . .	mountain
Áíssinnii'pi . . . . .	spaghetti	Maoóyi . . . . .	mouth
Áísaipihkaisoka'sim . . . . .	sweater	Mohksisísi . . . . .	nose
Ápssi . . . . .	arrow	Maatáaki . . . . .	potato
Akssíni . . . . .	bed	Mohsoyísi . . . . .	tail
Aahkioohsa'tsisa . . . . .	boat	Manistsí'sstaani . . . . .	travois
Ataksáakssini . . . . .	box	Náápiooyisi . . . . .	house
A'síitahtaayi . . . . .	creek	Niípi . . . . .	leaf
Áóhpiikiinattsi . . . . .	corn	Napayíni'nssimaani . . . . .	wheat
Immistsíhkiitaani . . . . .	frybread	Náápiwa otó'piimi . . . . .	rainbow
Isttsómo'kaani . . . . .	hat	Niitóyisi . . . . .	tipi
Isstóowahsini . . . . .	ice cream	Náápiiniiwani . . . . .	sugar
Í'ksisakoyi . . . . .	meat	Owáayi . . . . .	εξϚ
Isttókimaa'tsisi . . . . .	drum	Ónnikisi . . . . .	milk
Isttsikónistsi . . . . .	sled	Óóhkotoki . . . . .	stone
Issísskioohsa'tsisi . . . . .	soap	Ókonoki . . . . .	saskatoon berry
Iitáísooyo'pi . . . . .	table	Po'tááni . . . . .	campfire
Ippotsipistaani . . . . .	braid	Pikkiáákssini . . . . .	oatmeal porridge
Istotóóhsini . . . . .	clothes	Paapáowahsimi . . . . .	popcorn
Isspiksísoka'simi . . . . .	coat	Pisátsskiitaani . . . . .	cake
Kitsími . . . . .	door	Saaámi . . . . .	headress
Ksiistsikómmsstaani . . . . .	window	Saaámi . . . . .	medicine
Kóónsskoyi . . . . .	snow	Sáápia'tsisi . . . . .	mirror
Kísska'tsisi . . . . .	willow back rest	Sináákia'tsisi . . . . .	book
Kaniksí . . . . .	branch	Sóópa'tsisi . . . . .	chair

Now we are going to learn how to say and write more than one inanimate thing. First we are going to drop the i and yi endings and add istsi.



áíssinnii'p*i*



áíssinnii'p*istsi*



isttsómo'kaan*i*



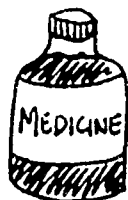
isttsómo'kaan*istsi*



nií*p*i



niíp*istsi*

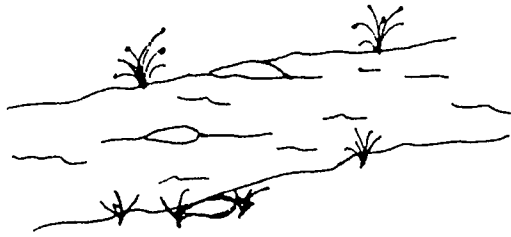


saaá*m*i

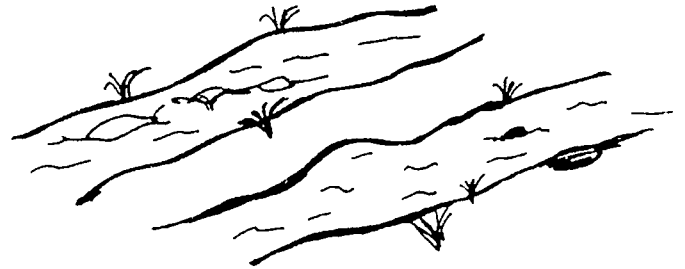


saaám*istsi*

On the first two pictures, drop the yi and the a in front of yi, then add istsi. On the second two pictures, drop the mi at the end to add istsi.



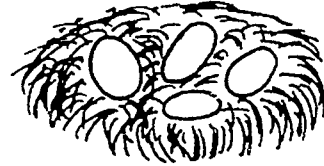
a'síitahtaayi



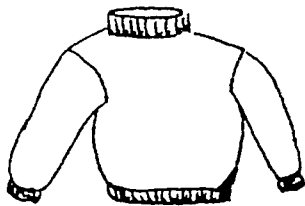
a'síitahtaistsi



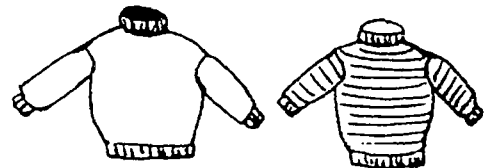
owáayi



owáistsi



áísaipihkaisoka'simi



áísaipihkaisoka'siistsi

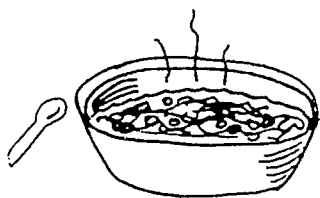


isspiksísoka'simi

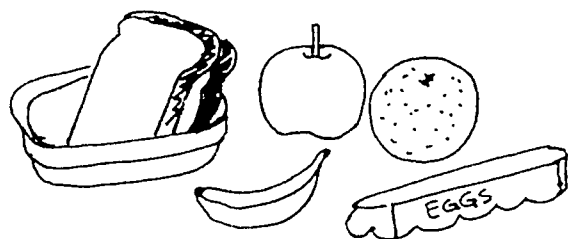


isspiksísoka'siistsi

Now we drop the ni ending to add istsi.



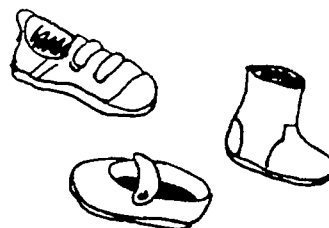
aoówahsini



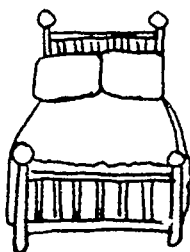
aoówahsiistsi



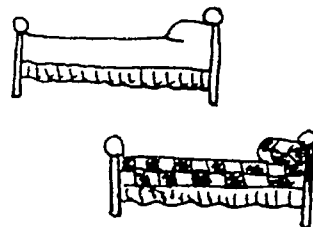
atsikini



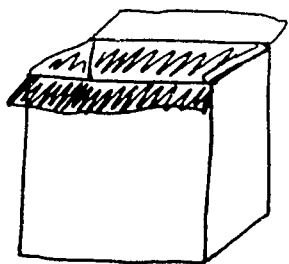
atsikíistsi



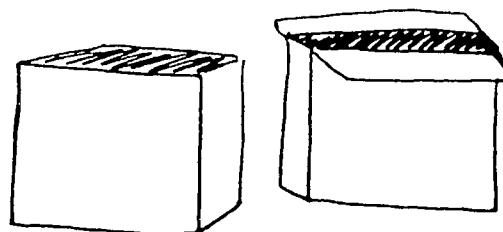
akssini



akssíistsi

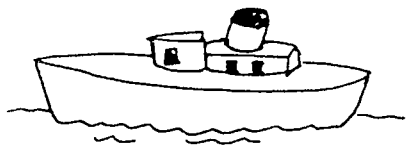


ataksáakssini

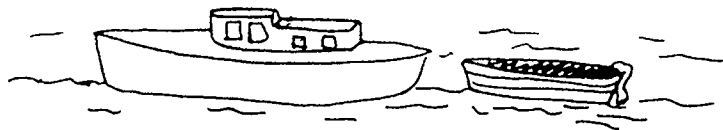


ataksáakssiistsi

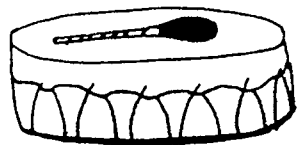
Now we are going to drop the si ending to add istsi.



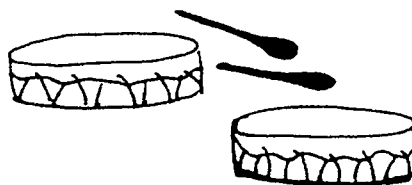
aahkioohsa'tsisi



aahkioohsa'tsiistsi



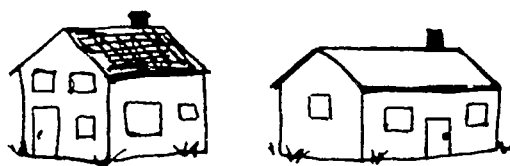
isttókimaa'tsisi



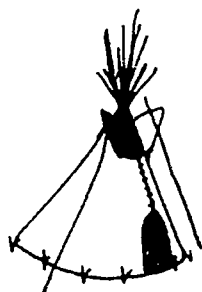
isttókimaa'tsiistsi



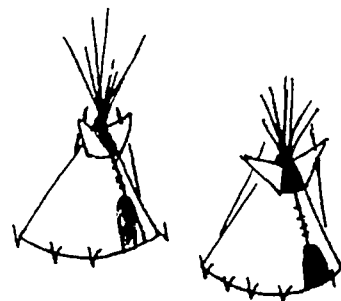
náápiooyisi



náápiooyiistsi



niitóyisi

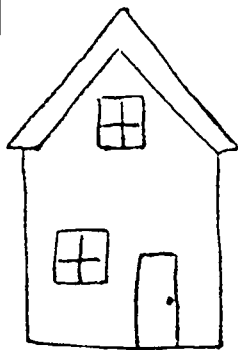


niitóyiistsi

## COUNTING INANIMATE THINGS

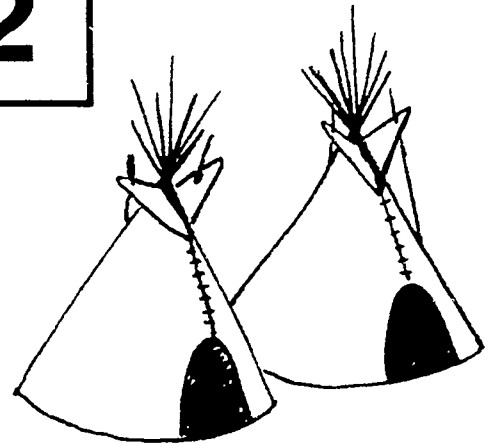
Remember that animate things have special numbers that are used when you are counting them; well, so do inanimate things have special numbers.

1



ni'tókska

2



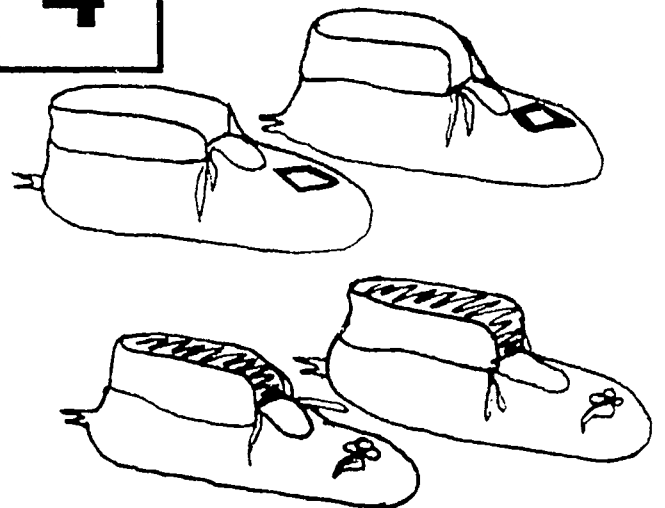
nááto'kayi

3



nioókskayi

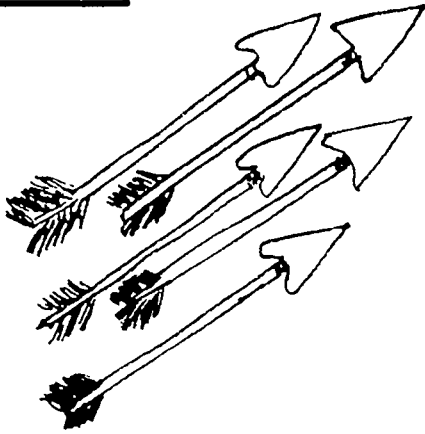
4



niisóyi

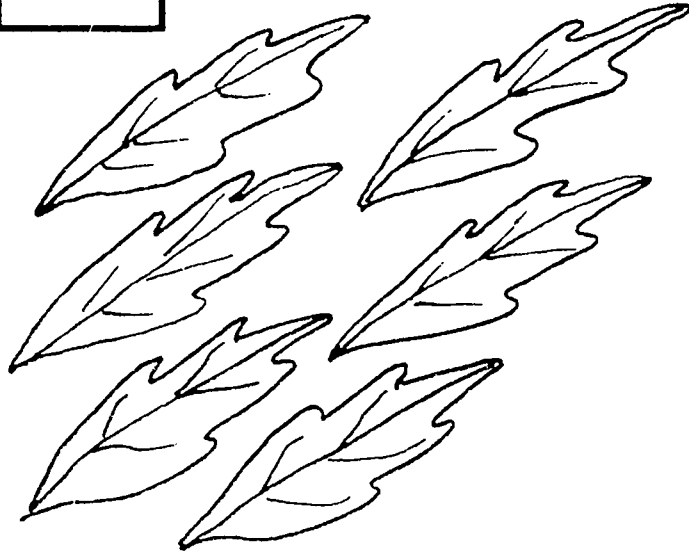


5



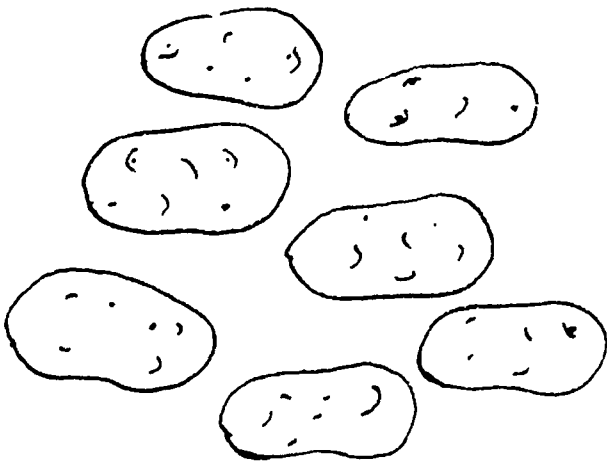
niisitóyi

6



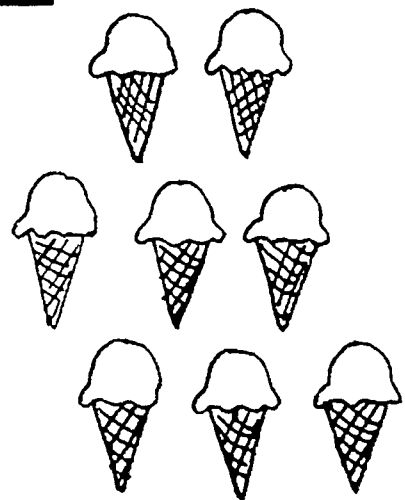
náaiyi

7



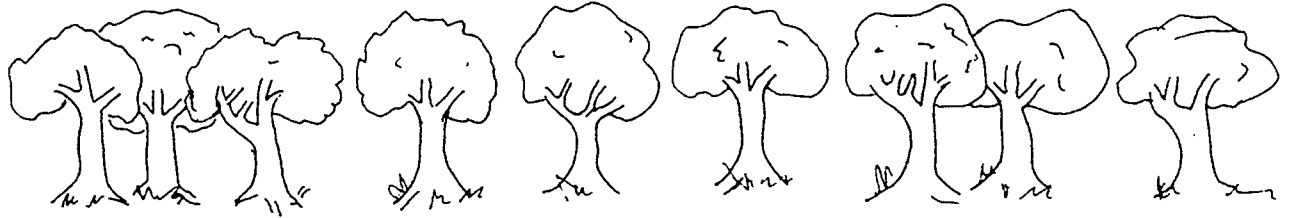
ihkitsíkayi

8



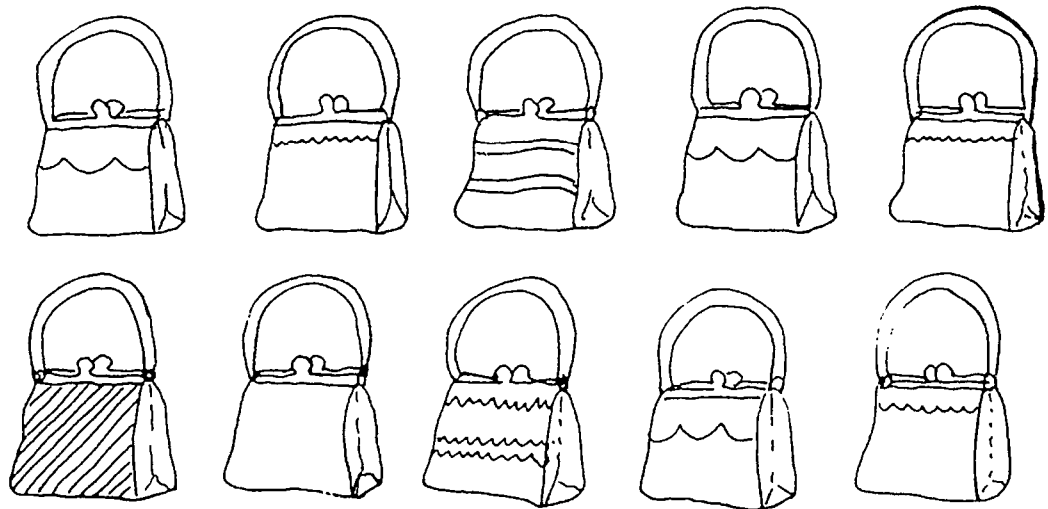
náánisoyi

9



piihkssóyi

10

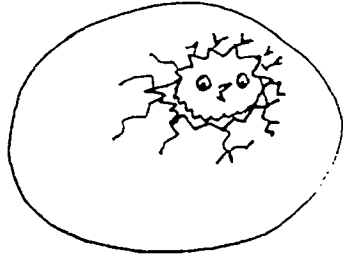


kiipóyi

185

When your teacher reads this list, can you find where they belong?

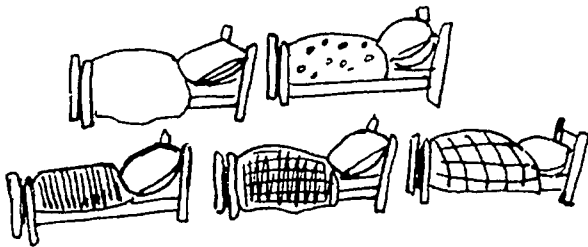
niisóyi atsikíistsi, nááiyi níipistsi, ni'tókska owááyi,  
nioókskayi soohpómmaa'tsiistsi, niisitóyi akssíistsi.



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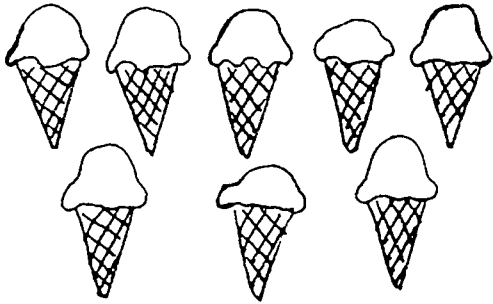


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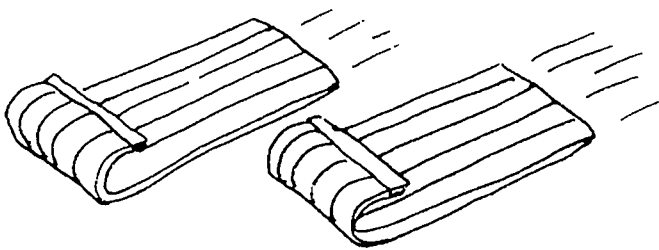
niisóyi sóopa'tsiistsi  
náánisoyi isstóowahsiistsi,  
nioókskayi iitáisooyo'pistsi  
nááto'kayi isttsikónistsiistsi  
kiipóyi isttókimaa'tsiistsi



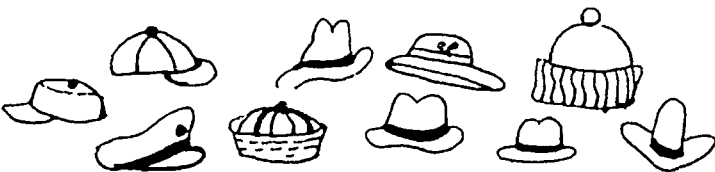
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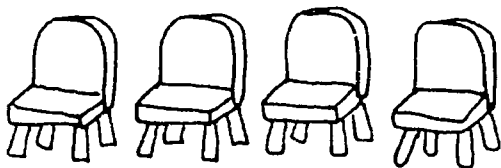
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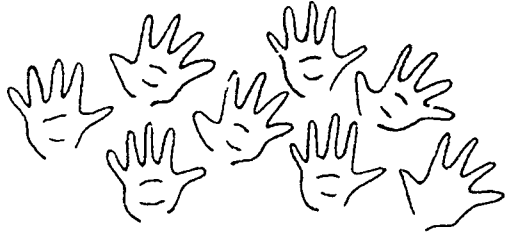


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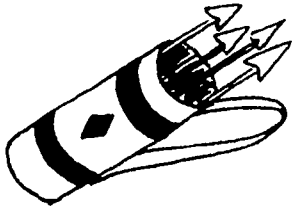


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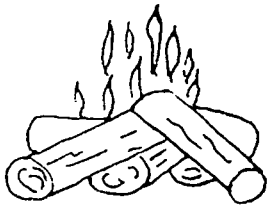
nááto'kayi sináákia'tsiistsi  
ihkitsikayi owáístsi  
ni'tókska po'tááni  
niisóyi ápssiistsi  
náánisoyi mo'tsíístsi



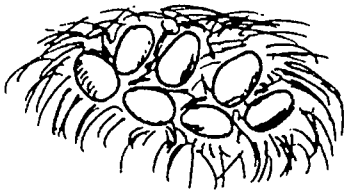
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## TEACHER'S GUIDE FOR BOOK 2

This book is directed at learning numbers and the use of them with animate and inanimate things. Because animate and inanimate suffixes (i), (yi) and (istsi), as well as (a), (wa) and (iksi) are very much part of the grammar, this section is also a grammar lesson.

### SECTION 1 – CARDINAL NUMBERS TO 10 (pages 1 - 8)

The aim of this section is to review cardinal numbers 1 through 10. Division I should be able to count without help as well as recognize individual numbers. Division II and III should be able to read and write the numbers as well as recognize them.

#### EXERCISES:

##### *Division I* (pages 1 - 8)

Teacher should go through these exercises with the students giving the number carefully and slowly.

##### *Division II* (pages 1 - 8)

Teacher should supervise these exercises and perhaps read through them if need be depending on the ability of the class to read the numbers.

#### ACTIVITIES: Games with numbers.

##### *Bingo*

Because this lesson only covers up to number 10, we shall include 5 animal names in this Bingo. Each child may choose what numbers he/she wants in each row running from top to bottom. Each child should prepare his/her card in the following manner:

The children may choose numbers from 1 to 10 for each row	Píítaawa <b>P</b>	Imitááwa <b>I</b>	Naamóówa <b>N</b>	Kiááyowa <b>K</b>	Omahksstookiwa <b>O</b>

Teacher is the Bingo caller and you may make 10 tickets on 5 different colours of paper. The winner must shout Bingo!

***Numbers***

Each student is given a number under 10. If there are more than 10 students in class, then you can break up into 2 groups of even number; the 2nd group may move to another corner of the room to play. Put chairs in a circle, give each person a number. Start the game by counting; each person in turn must give their number. Then player 1 calls out the number of another player. That person in turn calls out another number and continuing until someone makes a mistake. Then everyone's number is changed and you have another go. Play until the players get to know their numbers better.

***Flash Cards***

Flash cards are very useful for numbers and can be used often just to refresh the numbers sometime during the section for a few minutes.

## SECTION 2 – ANIMATE WORDS (pages 9 - 19)

This section's purpose is to make the students aware of animate and inanimate (in later section) things. In the French language objects are given a masculine or feminine identifier. In Blackfoot, things are given animate or inanimate identifiers. These come in the form of suffixes as you will find in the lessons. Division I should be able to recognize the endings as well as to be able to know which ending to use. Division II should be able to write the endings while the teacher pronounces the words but because there are so many exceptions to the animate numbers endings it shouldn't be necessary to know them.

### **EXERCISES:**

#### ***Division I*** (pages 9 and 19)

On page 14 there is only one inanimate ending the rest are all animate. Page 15 there are more (i) endings. Read through these with the students and have them check the animate words ✓ in the box provided. Page 14 only needs the (wa) ending written in but can be done by Division I.

#### ***Division II*** (pages 15 - 19)

These pages can be done by division II students. For extra help, use pages from:

Section 2 (Book 1)

Section 3 (Book 1)

Section 4 (Book 1)

These can also be used for supplements for the section on inanimate things.

This may be a good time to introduce the use of the dictionary with a lesson on the use of it. All nouns with (nan) following are animate nouns and the rules of this section apply.

**ACTIVITIES:** Go for a walk around the classroom and point at objects. Give the name and ask if it is animate. Walk outside and point at objects. Give the name and ask students to identify them.

Review the story in Section 1 Book 1 on "Napiwa and the Animals". Ask the students to listen carefully to the animal names. Do they all have the (a) or (wa) ending.



### SECTION 3 – COUNTING ANIMATE THINGS (pages 21 - 41)

This section is designed to teach the students to count animate things and recognize these numbers. Almost all of these numbers have an added suffix of (mmiaaw) except for Ni'tókskaamma, Nááoyaaawa and Kiipóyaawa.

#### **EXERCISES:**

##### *Division I* (pages 21 - 30)

This section should be read over with the students. They should recognize the common suffix (mmiaaw) and the 3 exceptions. Actually the (mm) is part of the stem and shows up only before (y) or (w) – the (y) and (w) are dropped then.

##### *Division II* (pages 31 - 32)

You might want to blank out the whole word and have them write it in as you say it.

**ACTIVITIES:** Use plastic farm and zoo animals and place them into groups of one, two's, three's, etc. and ask the class to say how many. "Tsa niitsíma?" is used for animate things.

Use books with animals to count.

Go for a walk outside and count animals, cars, bikes and other animate things.

Bring old magazines and have the class cut out pictures of animate things and glue them on to construction paper and pin them up on the wall.

Students may draw things that are animate in groups of one, two, three, etc.

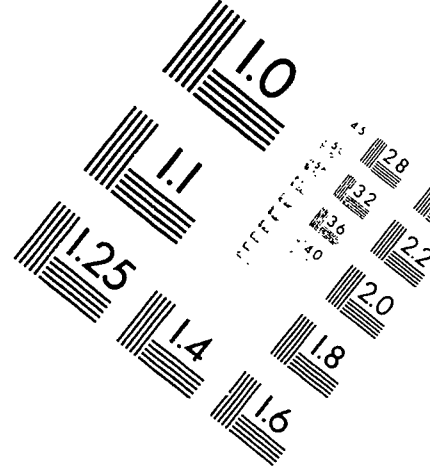
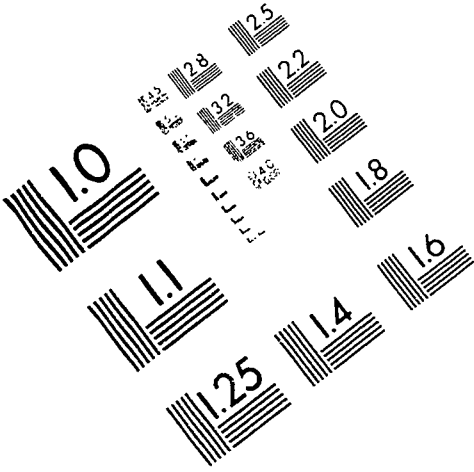


**AIM**

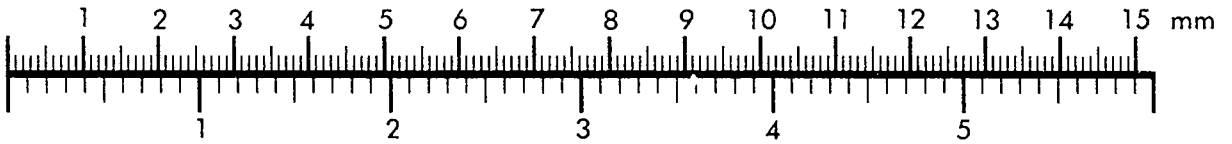
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Silver Spring, Maryland 20910

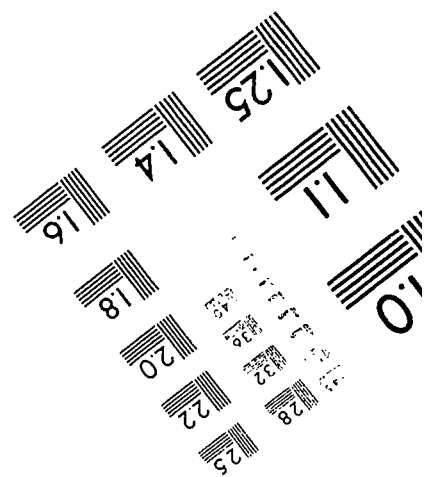
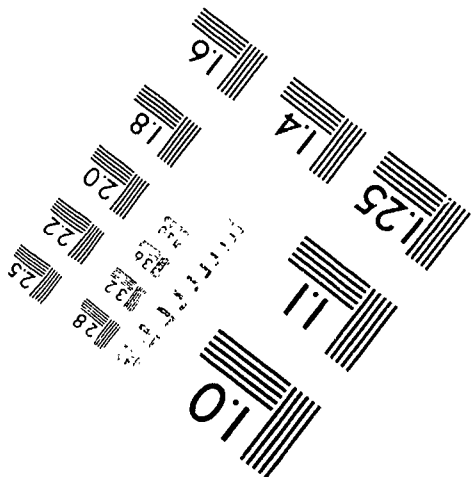
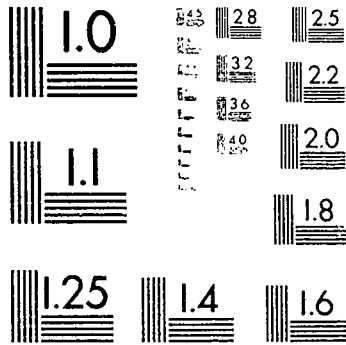
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Centimeter



Inches



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## **SECTION 4 – MORE THAN ONE** (pages 33 - 41)

To pluralize nouns that are animate, you drop the (a) or (wa) ending and add (iksi). This section is designed to cover pluralizing the animate noun. Division I should be able to recognize the change as well as to make the change on simple nouns. Division II should be able to write and read this section.

### **EXERCISES:**

#### ***Division I*** (pages 33 - 35)

You might ask the students to colour each group of things in the order that you read them and put 1, 2, 3, etc. by the pictures as you read the list in that order (eg. if you read *niiókskammiaawa matsiyíkkapisaiksi* first, then they write 1 by the right picture).

#### ***Division II*** (pages 39 - 41)

As you read the list, give the students time to write in the proper words in the space provided.

Ask them to go back to pages 9 - 19 and write the plural for the nouns which appear on the page as is done on pages 33 - 35.

### **ACTIVITIES:**

Go over some of the activities from Section 3 and use the animate number as well as the plural noun when they do the activities.

#### ***Group Charades***

Divide the class into 2 groups. Each group may go to separate areas of the room and decide what they will act out for the other group. (Example: Group 1 may send 2 monkeys, *Nááto'-kammiaawa Máókiiksi*. Group 2 must guess and say what it is in Blackfoot until everyone has had a chance to be something.)

**SECTION 5 – CARDINAL NUMBERS TO 100** (pages 42 - 43)

This short section is for Division II and the more advanced in Division I. Review numbers to 10 on page 42 and go on to 20 with the more advanced Division I and Division II. After 20, there is a different rule which applies to Blackfoot numbers. In English, you say twenty-one, 20 + 1 but in Blackfoot you say twenty-eleven, 20 + 11, náátsippo ni'tsikópotto. This same rule applies to each group of 10's.

**EXERCISES:**

***Division I***

Flash cards up to 20.

- Ask each child to give his/her age in Blackfoot.
- Read off some numbers and have the students write the numerals in the order you read off the numbers. Give them time and say the numbers slowly.

***Division II***

Do the same as above but extend the numbers to 100.

- Give each student a set of 10 numbers to do. (Example: student number 1 reads or says 1 to 10. Student 2 gives 10 - 20 and student 3 gives 20 - 30, etc.)

**ACTIVITIES:**

After you have practiced your numbers up to 20, then make a circle of chairs. Teacher pick the starting player. He/she must start with one – ni'tókska; the next is nááto'ka and so on up to 20. If someone misses, then he/she is out. The rest of the players must keep going. When you reach 20, start at 1 again until you are down to a single player.

***Addition***

Suited for grades 4 through 6. Teacher – go through this exercise with the class.

- ni'tókskaa ki kiipó = \_\_\_\_\_
- piihkssó ki nááto'ka = \_\_\_\_\_
- náánisoyi ki náóo = \_\_\_\_\_
- niisitó ki íhkitsíka = \_\_\_\_\_
- náánisoyi ki íhkitsíka = \_\_\_\_\_
- piihkssó ki náánisoyi = \_\_\_\_\_
- náóo ki íhkitsíka = \_\_\_\_\_
- nááto'ka ki nioókska = \_\_\_\_\_

## **Bingo**

*(Up to 50 - Grades 4 through 6)*

Players make up their own cards. Under "B" they can choose any 5 numbers between 1 and 10; under the "I" and 5 numbers between 11 and 20; under the "N" any 5 numbers between 31 and 40; under the "O" any 5 numbers between 41 and 50.

Teacher is the caller and the numbers should be made the same as above but the full set up to 50 – each set of 10 should be made on a different colour of paper and then put in a box to draw from. Teacher can give clues like "show the paper colour", "give the letter", "B indicates between 21 and 10", etc. The teacher should go slow in the beginning.

## **SECTION 6 – INANIMATE WORDS** (pages 44 - 64)

This section should be easier for the students than the section on animate nouns because all inanimate things are either plants or are lifeless. Students should be taught to hear the (i) or (yi) ending on the words. Division I should be able to recognize this suffix. They should be able to say the words provided in this section. Division II should be able to start writing and reading these words.

### **EXERCISES:**

#### ***Division I*** (pages 56 and 58)

The teacher should go over these slowly with the pupils. On page 59, the teacher may ask “tsa anistápiiwa?” and have the student answer without having to write what it is. Can you see the difference between asking “what is it?” and “animate and inanimate?” If you remember animate is tsa anistápssi or tsa anistápssiwaatsiksi then inanimate is tsa anistápiiwa?

#### ***Division II*** (pages 56 - 61)

These should be done by Division II with help from the teacher.

**SECTION 7 – MORE THAN ONE INANIMATE THING** (pages 66 - 69)

The aim of this section is to teach students to pluralize inanimate nouns. Remember the (i) and (yi) ending of inanimate nouns are dropped and (istsi) is added. This is much like Section 4 in form. Division I should learn to recognize the endings as well as be able to know how to change from singular to plural. Division II should be able to do the above as well as write and read the words and the suffixes.

**EXERCISES:**

*Division I*            Make flash cards out of pages 62 - 64 and go over these with Division I and II.

Teacher might want to review the exercises and activities for Section 4 but apply them to inanimate nouns.

## **SECTION 8 – COUNTING INANIMATE THINGS** (pages 70 - 75)

Again this section is much like the section for counting animate things. These numbers are a little easier to write than animate numbers. Both Division I and Division II should be able to recognize these numbers. A review of Section 3 may be needed to show the students the difference between the two types of numbers.

**EXERCISES:** (pages 70 - 72)

***Division I*** Cover these pages once over with the students. Help them to say each group of things.

***Division II*** (pages 73 - 75)  
Students should be able to write in the answers to these blanks without too much help.



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**Learning Resources  
Distributing Centre  
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Barrhead, Alberta  
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**"Reaching Students is What We're About"**

# **Blackfoot for Beginners**

**Book 3 of 3**

Esther Tailfeathers  
Author and Illustrator

Lethbridge Public School District #51  
Lethbridge Catholic Separate School District #9

**ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA**

Tailfeathers, Esther

Blackfoot for beginners : Workbook 3.

ISBN 0-7732-1110-1

1. Kainah Indians -- Languages -- Study and teaching.
2. Indians of North America -- Alberta -- Languages -- Study and teaching. I. Title. II. Lethbridge Public School District #51. III. Lethbridge Catholic Separate School District #9. IV. Alberta. Alberta Education.

PM2341 no. 3 1993

497.979

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## Acknowledgements

Lethbridge Public School District #51 and Lethbridge Roman Catholic Separate School District #9 gratefully acknowledge the contribution made by the following individuals to the development of "*Blackfoot For Beginners*".

Esther Tailfeathers - Author and Illustrator  
Johnel Tailfeathers - Graphics  
Don Frantz - Editing  
Earle Warnica  
Maurice Landry  
Merv Kowalchuk  
John Sokolowski  
Bernadette Pard  
Sharon Vanderhilt - Lethbridge Laser

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Nina Provost  
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Glenda McCue, ESL Consultant  
Louise Robert, French Language Consultant  
Johnel Tailfeathers, Coordinator

Grateful acknowledgement is made to Native Education Project, Alberta Education, for financial assistance in developing "Blackfoot For Beginners" and to Language Services Branch, Alberta Education, for consultative services and moral support.

# INTRODUCTION

*Blackfoot For Beginners – Workbooks One, Two and Three* was first developed because the author, Esther Tailfeathers, wanted to teach her two young children to speak their affiliate language which is Blackfoot. About this same time, both the Lethbridge Public and Separate school districts were beginning to offer the Blackfoot language and had it offered in seven schools at various grade levels.

Blackfoot language resources that were designed specifically to teach the language were nearly non-existent. Therefore, when the Lethbridge Schools Native Education Project had the opportunity to develop this material, all forces were conducive to the successful completion of a series of excellent language tools for the beginning-speaking student.

Each workbook is geared to provide the learner with a basic understanding of various aspects of language use and daily functions and notions, such as;

*Blackfoot For Beginners, Workbook One* (99 pages)

- oral tradition
- Blackfoot language alphabet
  - consonants
  - vowels
  - diphthongs (double letters)
- daily functions

*Blackfoot For Beginners, Workbook Two* (85 pages)

- counting and numbers
- animate and inanimate concept
- counting animate and inanimate things

*Blackfoot For Beginners, Workbook Three* (94 pages)

- social conventions
- body parts
- extended family
- daily routine
- foods
- use of verbs
- clothing
- home furnishings
- animals, birds, insects, plants

All three workbooks are designed to help the learner develop vocabulary and to begin simple sentence structure, while incorporating some traditional themes. Ample opportunity is given the learner to interact with the lessons in the way of interesting exercises for repetition, and as well, to help the instructor there is a Teacher's Guide section at the end of each workbook.

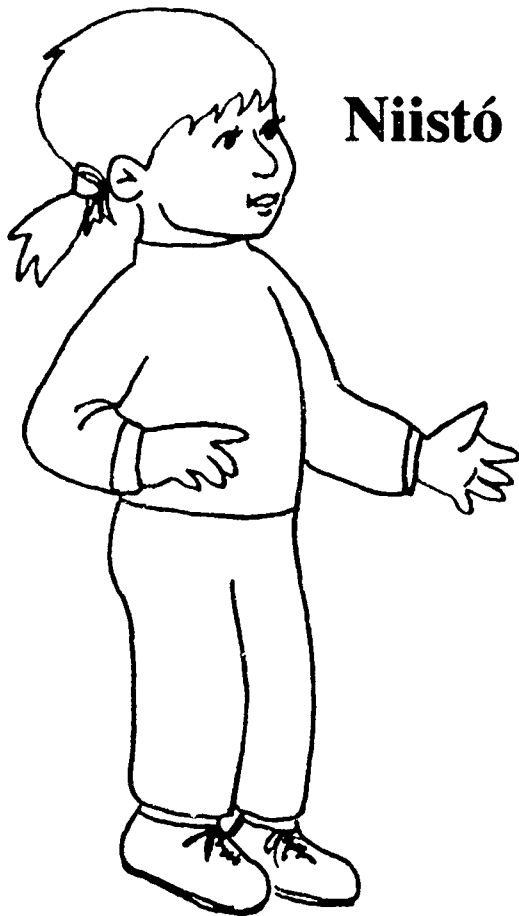
Soká' piiwa!  
Kitáakai' stamattsootsspoaawa

Johnel Tailfeathers  
Project Coordinator

## Table of Contents

	<i>Page</i>
Section 1, Niistó ki kiistó .....	1 - 8
New Word List.....	9
Section 2, Níkso'kowaiksi.....	10 - 14
New Word List.....	12
Section 3, Nitáaksoyi.....	15 - 27
New Word List.....	19
New Word List.....	28
Section 4, Clothing – Istotoohsini .....	29 - 32
Section 5, Nookóówayi – My Home .....	33 - 39
Section 6, Iksowa'pomaahkaiks – Animals .....	40 - 53
New Word List.....	54
Section 7, Pi'kssíiksi – Birds .....	55 - 68
New Word List.....	66
Section 8, More Verbs.....	69 - 80
Appendix I, Teacher's Guide .....	81 - 94

## Niistó ki kiistó



Oki, saahkómaapiiwa  
nitánikkoowa Apiniskim.  
Kiistó, tsa kitánikkoowa?



Oki, nitánikkoowa  
Piinaakoyim.



Issá'tsit nohksisísi.



Aa, kohksisísi. Issá'tsit  
noáppsspiksi.



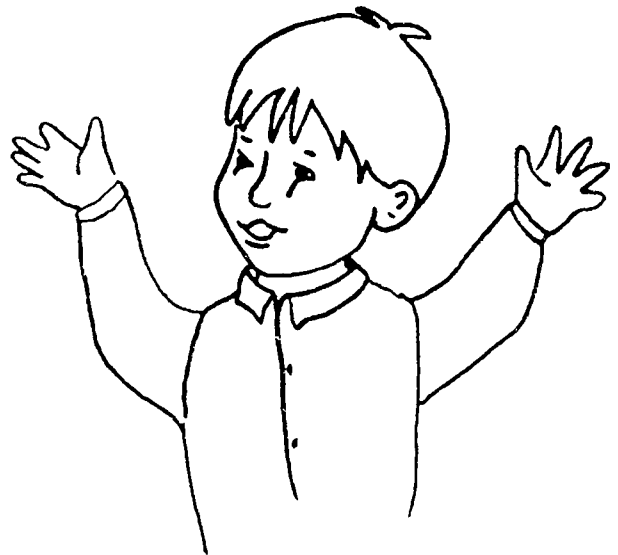
Aa, issá'tsit nohtóókisi.



Aa, kohtóókiistsi issá'tsit naoóyi.



Aa, issá'tsit no'tokááni.



Aa, ko'tokááni issá'tsit nosstoksísi.



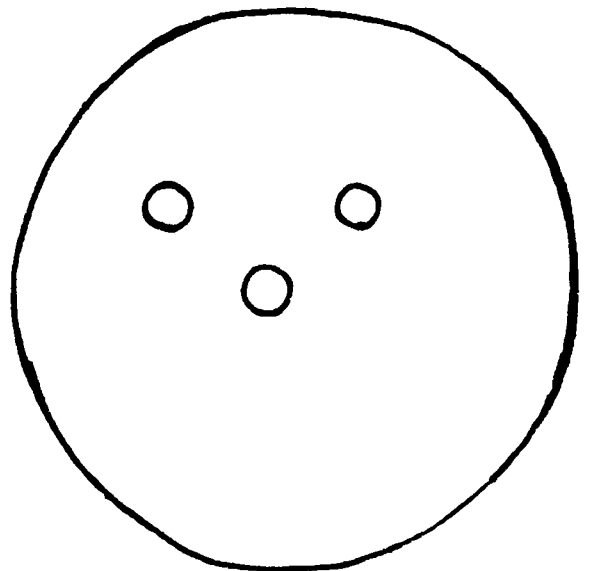
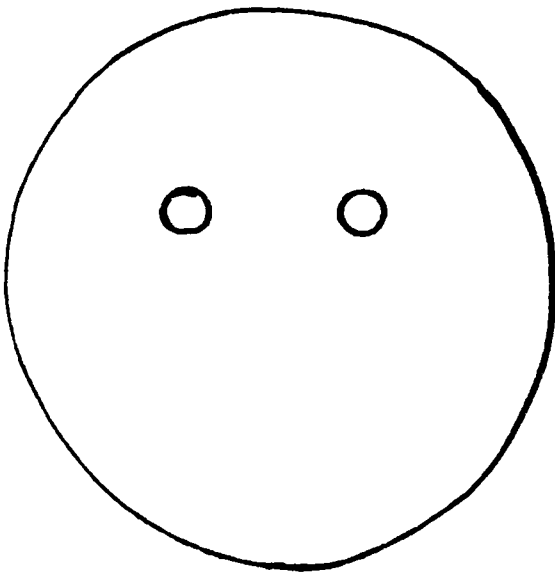
Draw your own face on a sheet of paper like this.



Noáppsspa

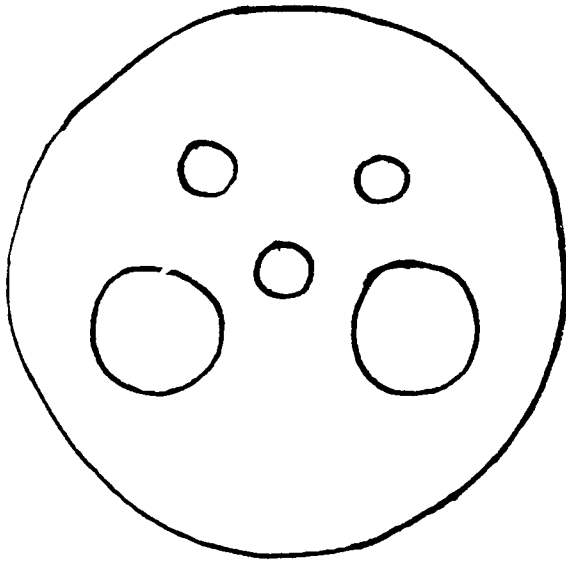
Noáppsspiiksi

When you are finished, cut along your middle lines and glue the pages together to make a book called Niistó.

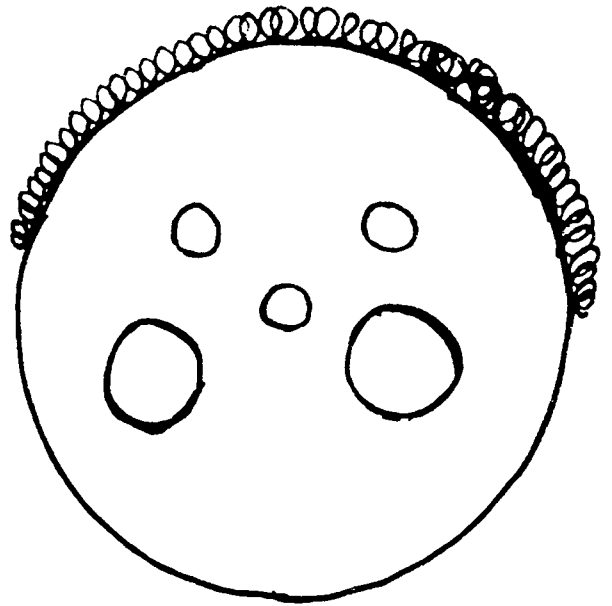


Nosstoksísi

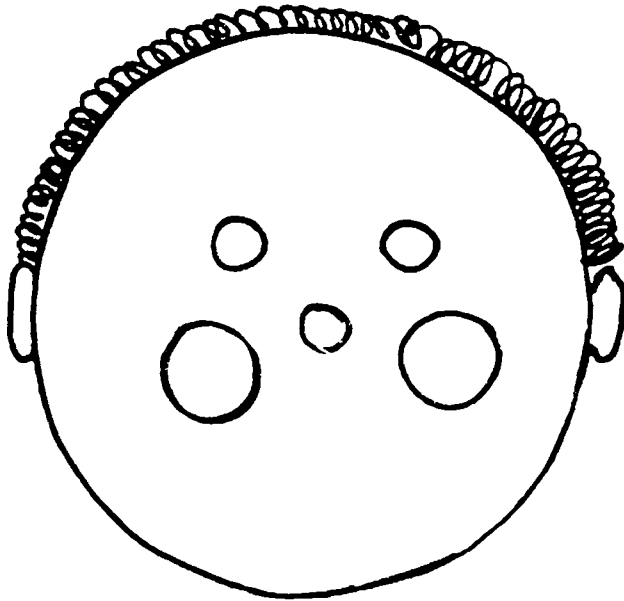
Nohksisísi



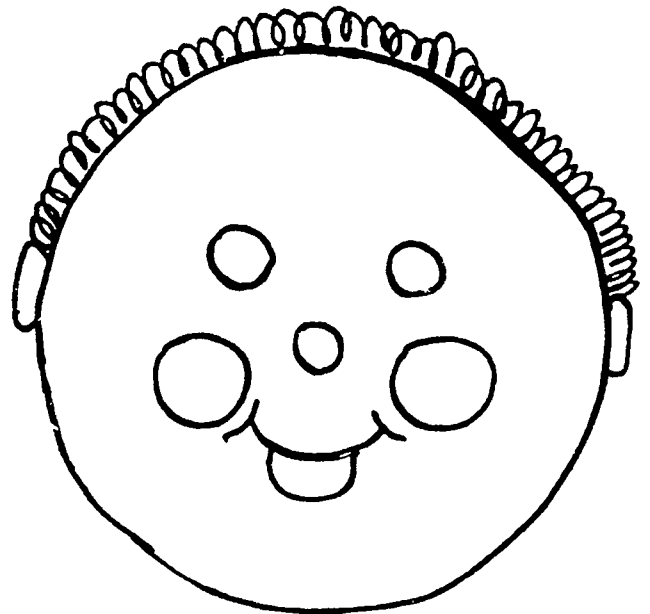
Nootsípinnanistsi



No'tokááni



Nohtóókiists



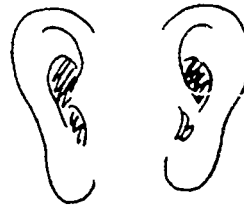
Naaóyi

Can you repeat these words after your teacher says them?

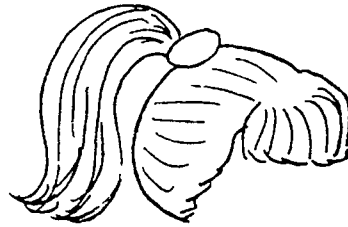
Maoóyi



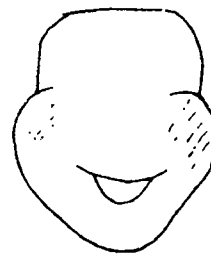
Mohtóókiistsi



Mo'tokááni



Mosstoksísi



Mohksisísi

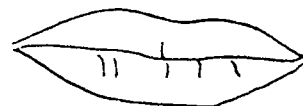


Moápsspa



200

Can you write the proper name that goes under the picture?



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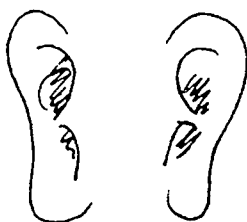
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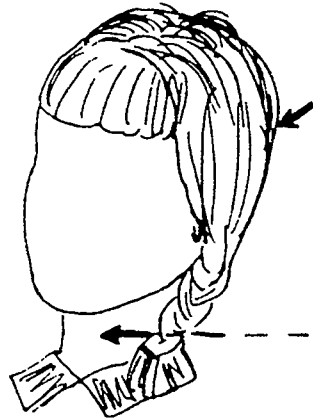


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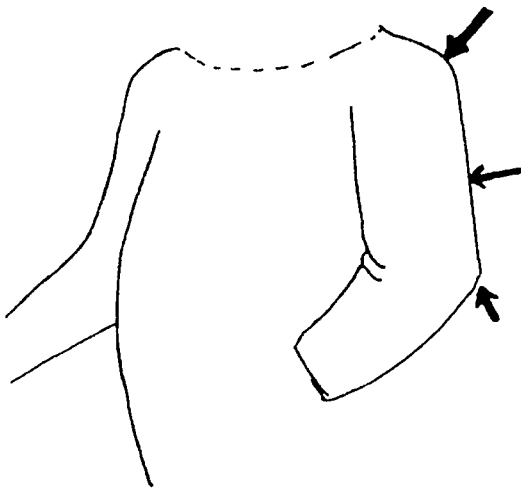
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Can you say these words along with your teacher?



Mo'tokááni

Moohkokíni



Mottsikísi

Mo'tsísi

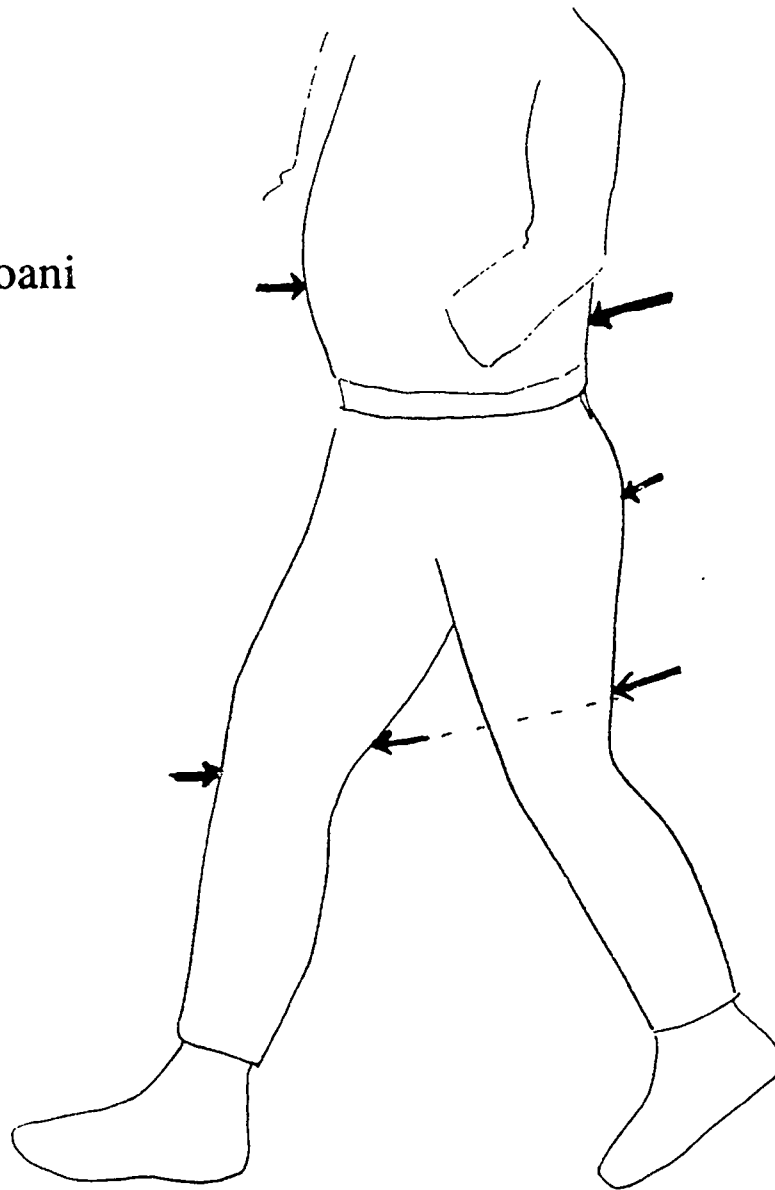
Mohkínsstsi



Mookítsiiksi

Mo'tsíistsi

Móókoani

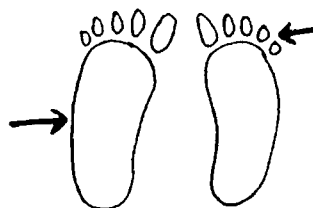


Mo'kakíni

Moosa

Mohkátsistsi

Mohkátsistsi

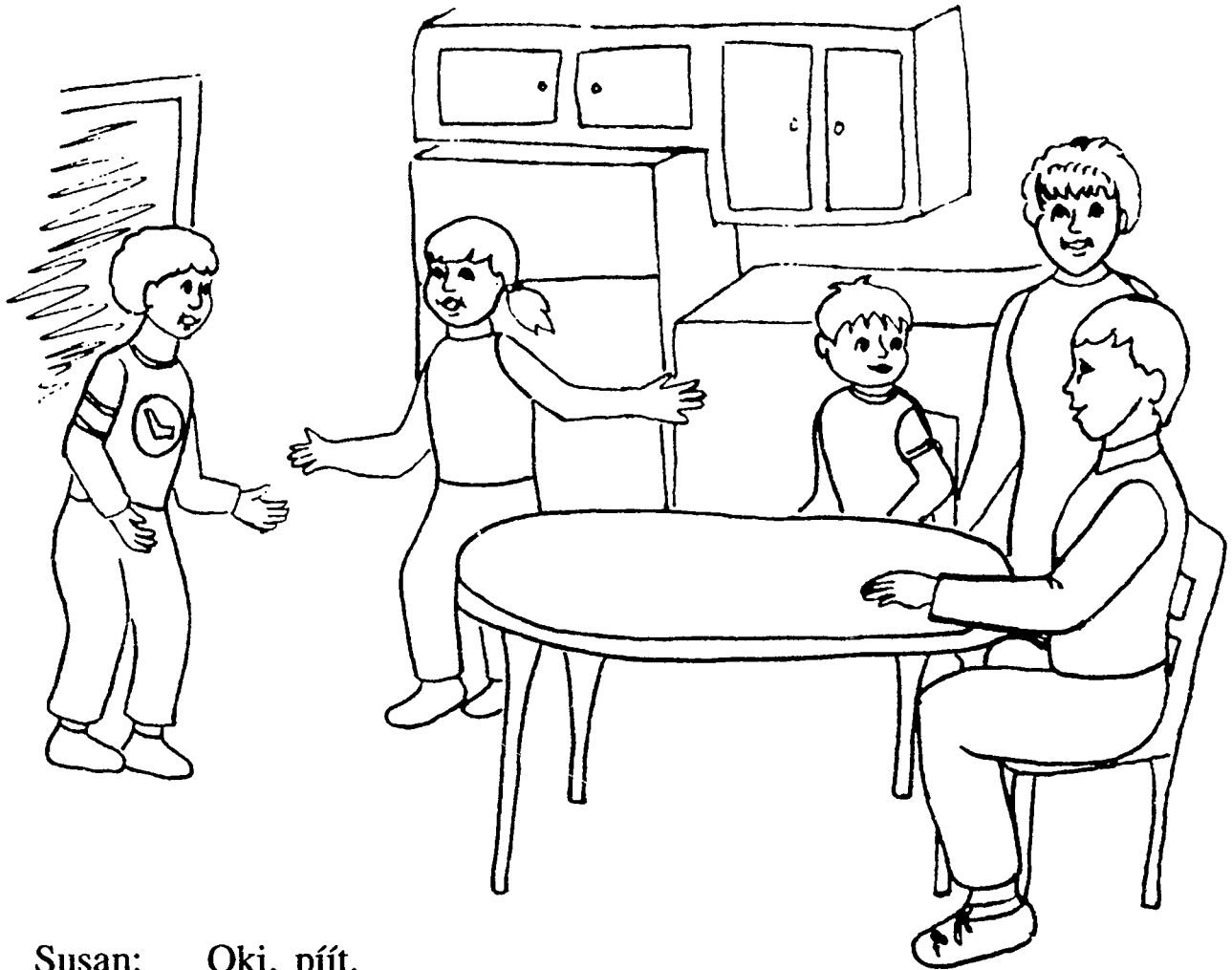


Mookítsiiksi

## WORD LIST

Niistó . . . . .	me, myself
Kiistó . . . . .	you, yourself
Saahkómaapiiwa . . . . .	boy
Nitánikkoowa . . . . .	my name/ it is said to me.
Tsa kitánikkoowa? . . . . .	What is your name?
Issa'tsit . . . . .	look at
Nohksisísi . . . . .	my nose
Kohksisísi . . . . .	your nose
Noáppsspiksi . . . . .	my eyes
Nohtóókiistsi . . . . .	my ears
Kohtóókiistsi . . . . .	your ears
Naoóyi . . . . .	my mouth
No'tokááni . . . . .	my head
Ko'tokááni . . . . .	your head
Maoóyi . . . . .	mouth
Mohtóókiistsi . . . . .	ears
Mo'tokááni . . . . .	hair, head
Mosstoksísi . . . . .	face
Mohksisísi . . . . .	nose
Moáppspa . . . . .	eye
Mo'tokááni . . . . .	head
Moohkokíni . . . . .	neck
Mottsikísi . . . . .	shoulder
Mo'tsísi . . . . .	arm
Mohkínsstsisí . . . . .	elbow
Mookítsiiksi . . . . .	fingers and toes
Mo'tsíístsi . . . . .	hands
Móókoani . . . . .	stomach
Mo'kakíni . . . . .	back
Nootstšípinnaanistsi . . . . .	my cheeks

## Níkso'kowaiksi



Susan: Oki, píít.  
Nitánikkoowa Susan.  
Ama niksíssta, áánistawa 'Ann'.  
Ama nínna, áánistawa 'Herb',  
Ki ama nissíssta, áánistawa 'Jim'.  
Kiistó, tsá kitánikkoowa?

Bill: Oki, nitánikkoowa Bill.

Susan: Takáatsiksi kiksíssta ki kínna?

Bill: Niksíssta áánistawa 'Christine', ki  
nínna áánistawa 'Joe'.





Children: Oki naáhsa,  
kitáístotoksisowáatohppinnaan.

Grandmother: Oki pookáiksi, póóhsapoota.  
Nitsíkohtaahsii'taki kitsitó'toohpoaawa.  
Nitáakihkiitaa immistsíhkiitaani.

Children: Kitákstao'ohkottsspommoohpinnáána?

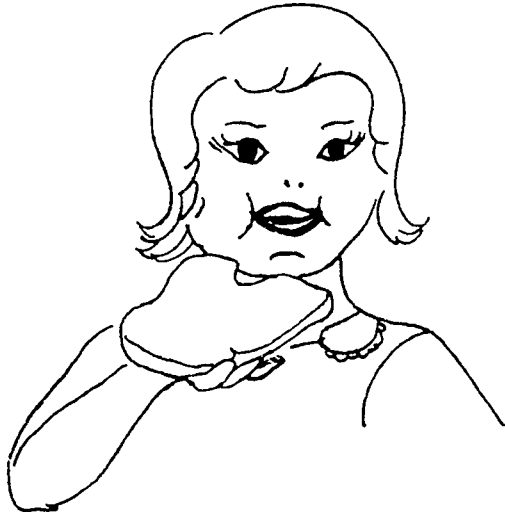
Grandmother: Aa póóhsapoota.

## WORD LIST

Níkso'kowaiksi	.....	my relatives
Píít	.....	come in
Niksíssta	.....	my mother
Kiksíssta	.....	your mother
Nínna	.....	my father
Kínna	.....	your father
Nissíssa	.....	my younger brother/sister (female speaker)
Áánistawa	.....	his/her name is _____.
Takáatsiksi	.....	who is _____?

Naáhsa	.....	my grandmother, my grandfather
Kitáístotokssowáatohpinnaan	.....	We have to visit you.
Pookáiksi	.....	children
Póóhsapoota	.....	come here
Nitsíikohtaahsii'taki	.....	I was glad
Kitsitó'toohpoaawa	.....	when you arrived (plural)
Nitáakihkiitaa	.....	I am going to bake/cook
Immistsíhkiitaani	.....	fry bread
Kitákstao'ohkottsspommoohpinnáána?		Can we help you?

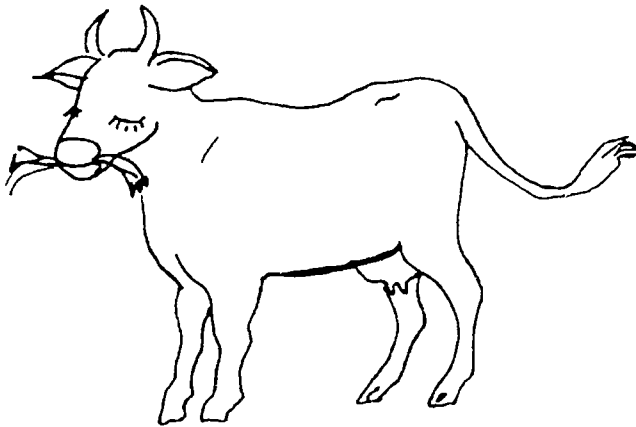
Read through this with your teacher. Repeat after the teacher.



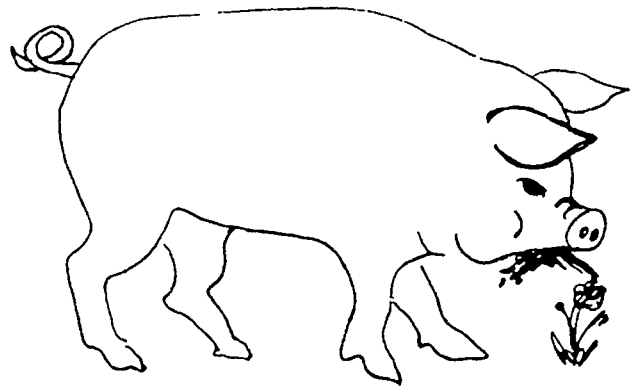
Ama aakíikoana  
áóoyiwa



Ama saahkómaapiiwa  
áóoyiwa

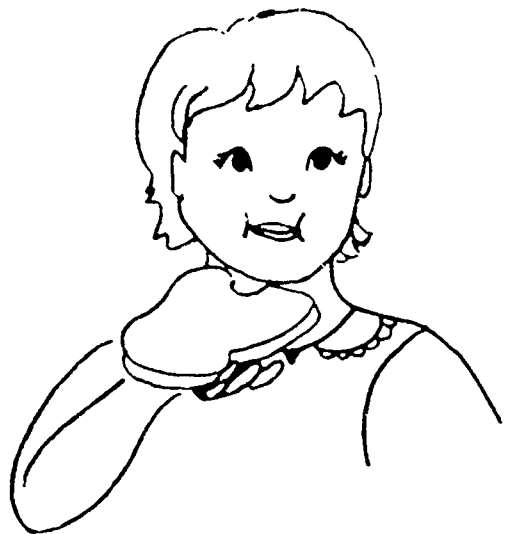


Ama áápotskinawa  
áóoyiwa



Ama áíksiniwa  
áóoyiwa

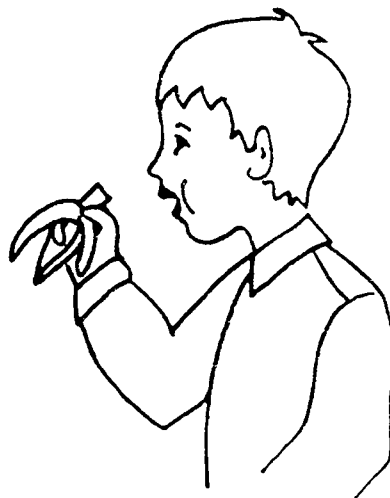
Read through this and repeat after your teacher.



Ama aakíikoana áóoyiwa  
napayini.

Áakaniwa, “Nitáóoyi napayíni”.

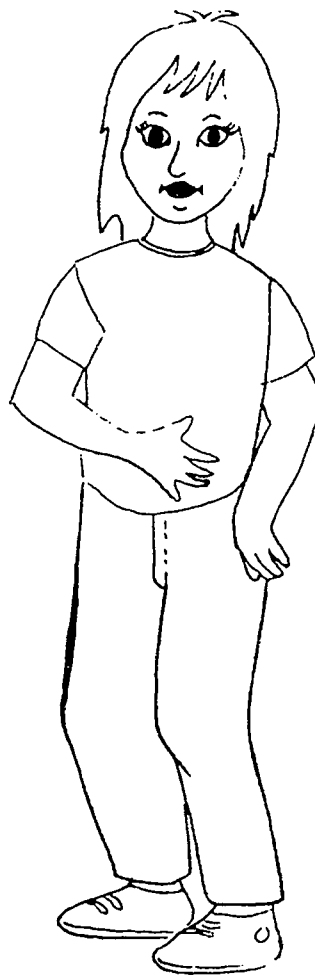
Ama saahkómaapiwa  
áóoyiwa iináni.  
Áakaniwa “Nitáóoyi  
iináni”.



Ama káánaisskiinaawa  
áóoyiwa iitsskonnikisi.  
Áakaniwa “Mmm mmm!”

210

# Nitáaksoyi

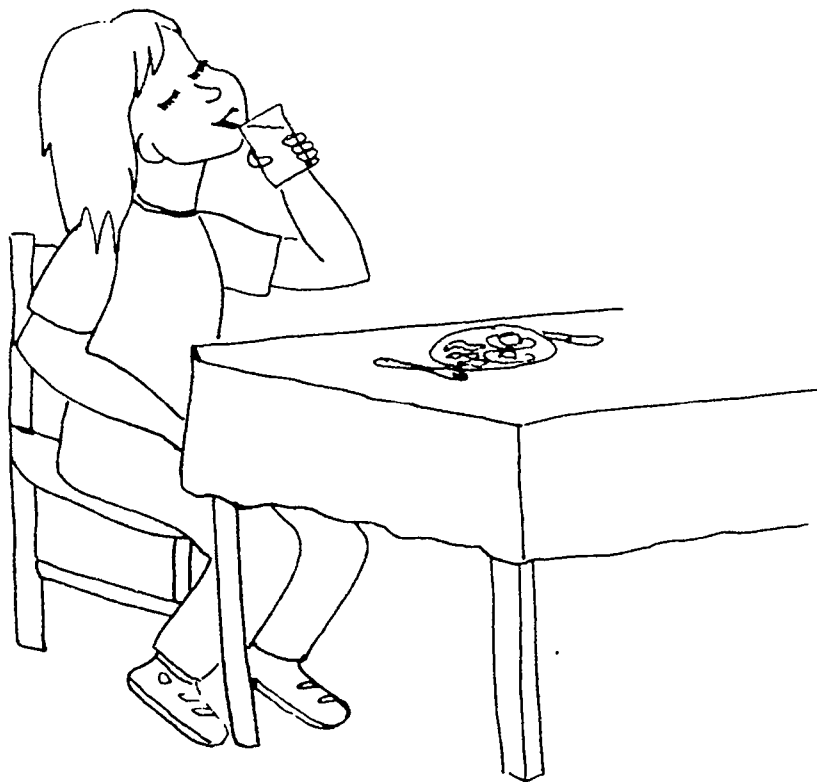


Nitáaksoyi.  
Nitsiksísttso'kini.



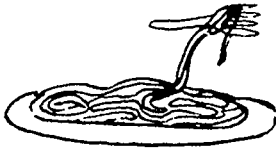
Na niksíssta áóoyo'siwa  
owái ki áíksinóósakii.

220

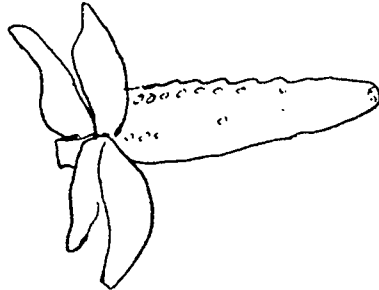


Nitáóoyi owái ki áíksinóósakii.

Here is a list of things you can eat. Say them along with your teacher. Then you say, "I am going to eat spaghetti" "Nitáaksoyi áíssinnii'pi" or you may pick any of the foods listed.



áíssinnii'pi



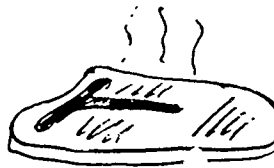
áóhpiikiinattsi



immistsíhkiitaani



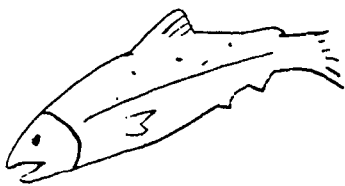
isstóówahsii



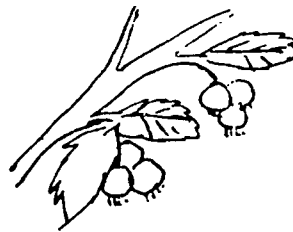
í'ksisakoi



maatááki



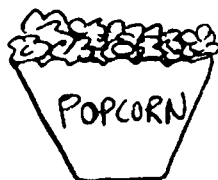
mamíi



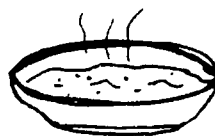
ókonoki



owái



paapáówahsii



pikkiáákssii



po'tákssii



## WORD LIST

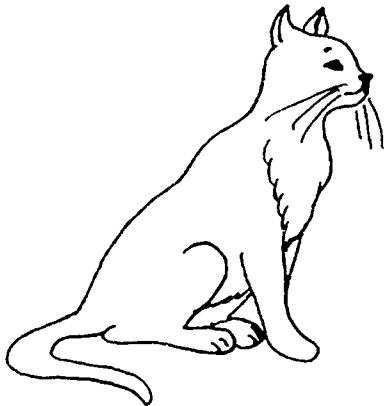
Ama	.....	this
Aakíkoana	.....	girl
Áóoyiwa	.....	eats
Saahkómaapiiwa	.....	boy
Áápotskinawa	.....	cow
Áíksiniwa	.....	pig
Napayíni	.....	bread
Áakaniwa	.....	is going to say
Nitáóoyi	.....	I am eating
Iináni	.....	banana
Káánaisskiinaawa	.....	mouse
Iitsskonnikisi	.....	cheese
Nitáaksoyi	.....	I am going to eat
Nitsiksísttso'kini	.....	I am hungry
Niksíssta	.....	my mother
Áóoyo'siwa	.....	is cooking
Owáísts	.....	eggs
Áíksinóósakiksi	.....	bacon
Áíssinnii'pi	.....	spaghetti
Áóhpiikiinattsi	.....	corn
Immistsífhkiitaani	.....	fry bread
Isstóówahsini	.....	ice cream
Í'ksisakoyi	.....	meat
Maatááki	.....	potato
Mamíwa	.....	fish
Ókonoki	.....	berries (Saskatoon)
Paapáówahsini	.....	popcorn
Pikkiáákssini	.....	porridge
Po'tstákssini	.....	sandwich



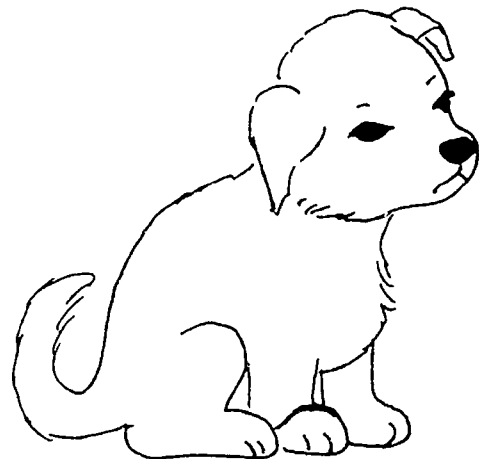
Ama kipitáaakiiwa  
áópiiwa



Ama aakííkoana  
áópiiwa



Ama poosa  
áópiiwa



Ama imitááwa  
áópiiwa



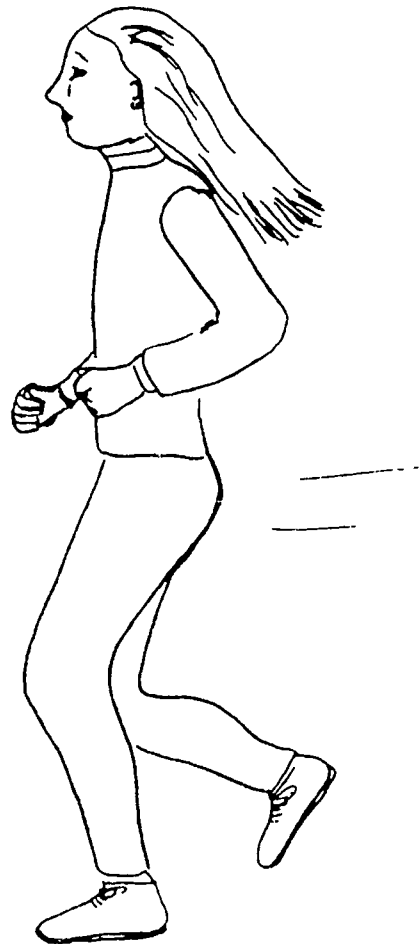
Ama po'táána  
Nitánikkoowa aakíkoana.  
Nitáopii ki nitáóoyi napayíni.  
Amoka nínna, áópiiwa.  
Ama isttókimaa'tsisi.  
Na nínna áínihkiwa.  
Amoka nissísa,  
Na nissísa áaksoyiwa.

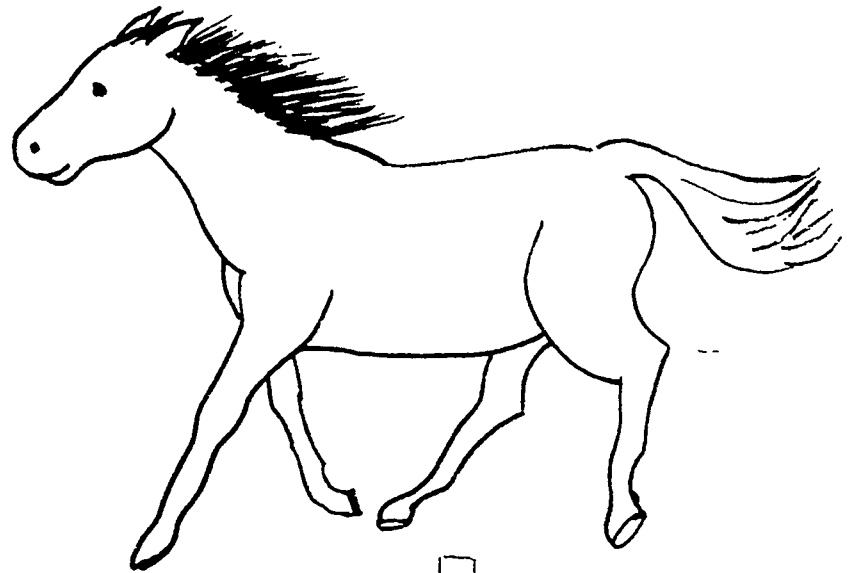
is running – áókska'siwa



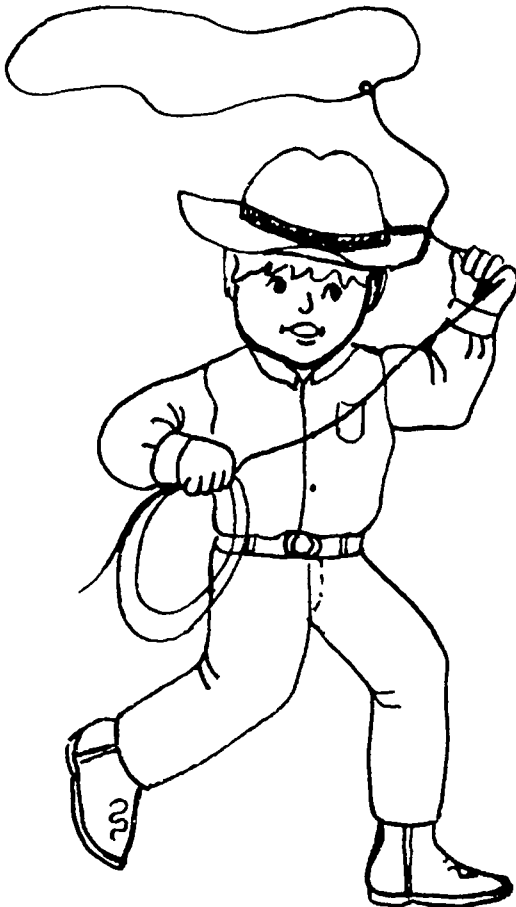
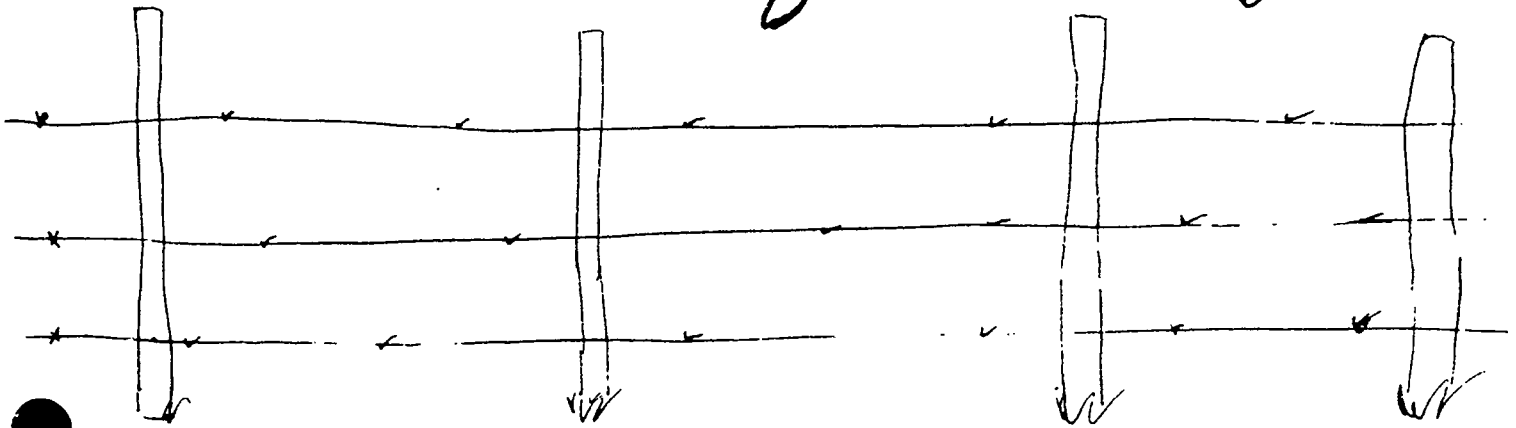
Ama saahkómaapiwa  
áókska'siwa

Ama aakííkoana  
áókska'siwa





Ama ponokáómitaawa  
áókska'siwa

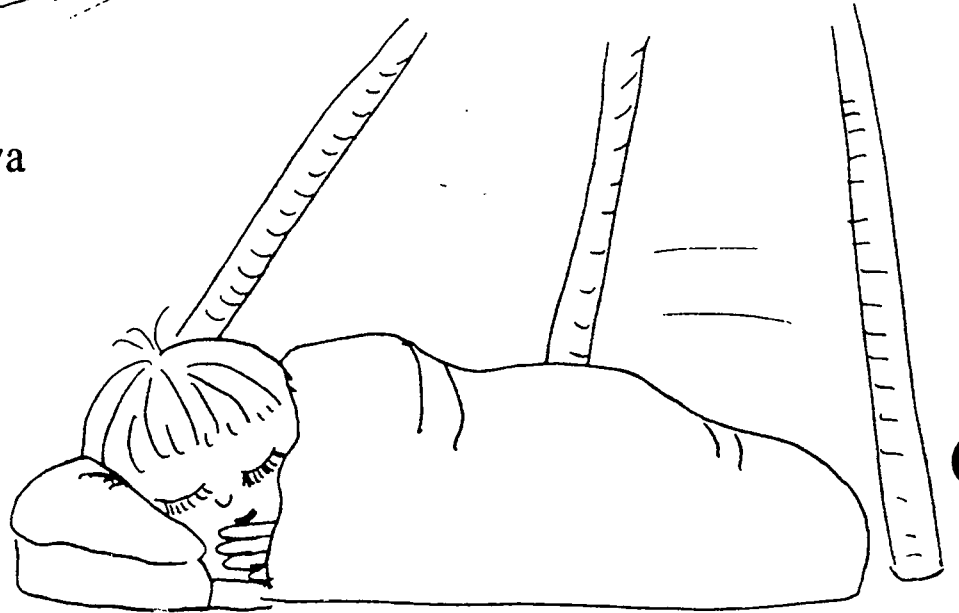


Ki niistó, nitáókska'si.  
Kiistó, kitáókska'sspa?

Answer: Aa, nitáókska'si  
or  
Saa, nimátáókska'si



Ama nínaawa  
áyo'kaawa



Ama pookááwa  
áyo'kaawa



Ama imitááwa  
áyo'kaawa

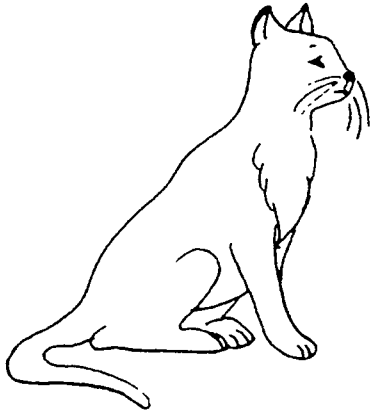


Naató'siwa áyo'kaawa  
Ki na ko'komíki'somma  
máátáyo'kaawa

Ki kiisto, kitáyo'kááhpa?

Answer: Aa, nitáyo'ka  
or  
Saa, nimátáyo'kaahpa

Fill in the blanks with the proper verbs.



Ama póosa \_\_\_\_\_



Ama máókiwa \_\_\_\_\_

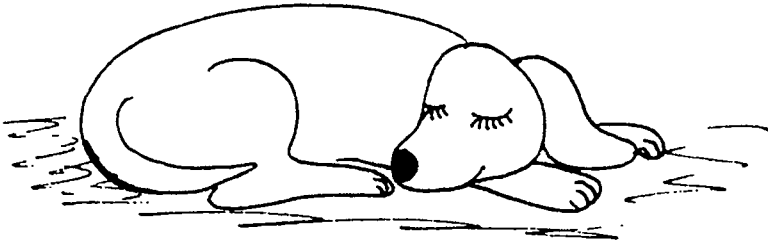
Ama saahkómaapiwa

\_\_\_\_\_





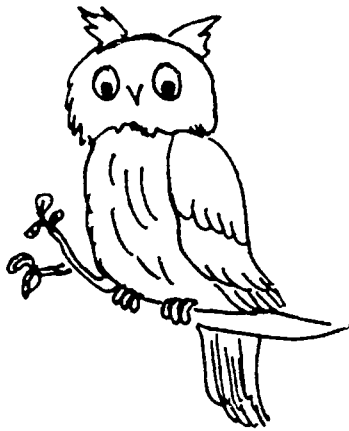
● Draw a line from the picture to the right sentence.



ama imitááwa  
áópiiwa



ama sípisttoowa  
áópiiwa



ama káánaisskiinaawa  
áóoyiwa



ama imitááwa  
áyo'kaawa

## WORD LIST

Kipitáaakiiwa . . . . .	elderly woman
Áópiiwa . . . . .	is sitting
Poosa . . . . .	cat
Imitááwa . . . . .	dog
Po'tááni . . . . .	campfire
Nitáópi . . . . .	I am sitting
Ninna . . . . .	my father
Isttókimaa'tsisi . . . . .	drum
Áínihkiwa . . . . .	is singing
Nissísa . . . . .	younger brother/sister (female speaker)
Áaksoyiwa . . . . .	he is going to eat
Áókska'siwa . . . . .	is running
Ponokáómitaawa . . . . .	horse
Nitáókska'si . . . . .	I am running
Kitáókska'sspa . . . . .	are you running?
Aa . . . . .	yes
Saa . . . . .	no
Nimátáókska'si . . . . .	I am not running
Nínaawa . . . . .	man
Áyo' kaawa . . . . .	is sleeping
Pookááwa . . . . .	child
Naató'siwa . . . . .	sun
Ko' komíki'somma . . . . .	moon
Máátáyo'kaawa . . . . .	is not sleeping
Kitáyo'kááhpa . . . . .	are you sleeping?
Nitáyo'kaa . . . . .	I am sleeping
Nimátáyo'kááhpa . . . . .	I am not sleeping

# Istotoohsini



Isttsómo'kaani

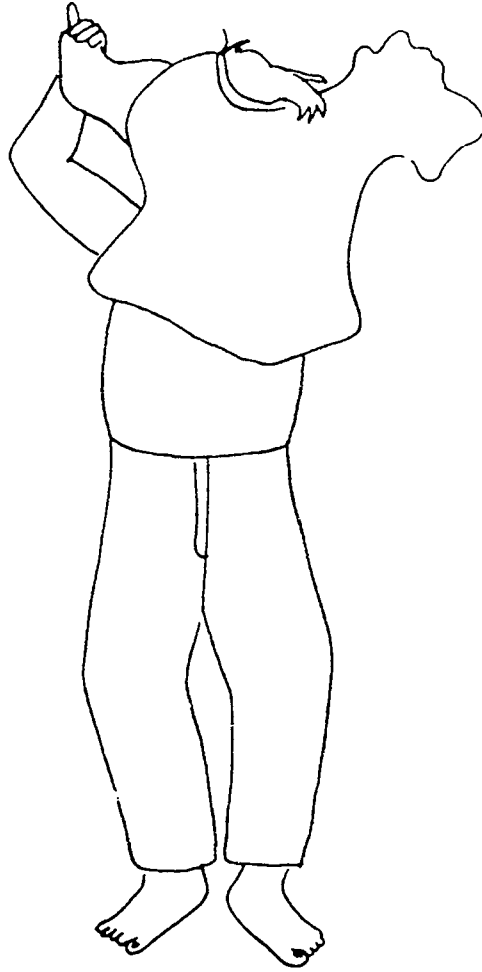
Isspiksísoka'simi

Asóka'simi

Otsskoiitsisi  
atóáhsiiksi  
atsikíístsi



Nitsíyáaksistotoohsi.  
Nitsíyáakowayi nitótsskoiitsiksi.



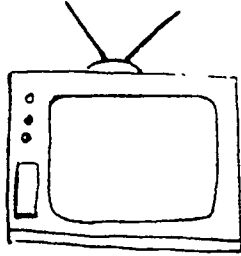
Nitssápskaohsattoo'pa  
Nitsisttohksisoka'sim



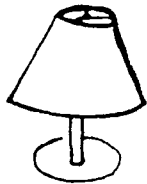
Nitsíyáakotoahsimi  
ki nitáaksstsitsiki.

# Nookóowayi

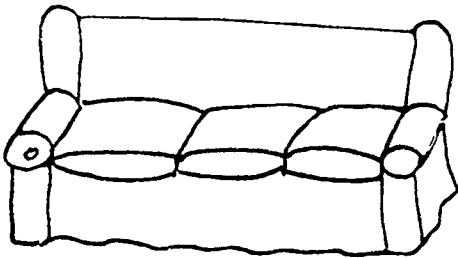
Here are some things that go in the livingroom - Itáópao'pi. Can you say them with your teacher?



Áisínaakioohpiwa

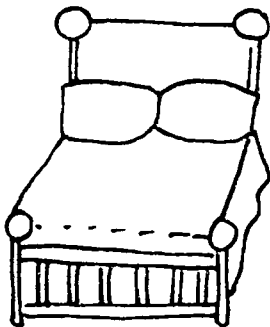


Aná'kimaat'sisi

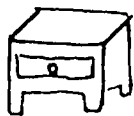


Innóisóopa'tsisi

In the bedroom - Iitáíyo'kao'pi



Akssíni

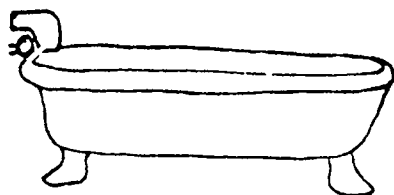


Iitáísooyo'pi



Sáápia'tsisi

Here are some things that go in the bathroom. Can you say them with your teacher?



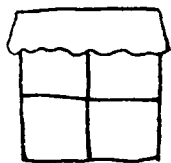
Iitáísapssiistso'pi



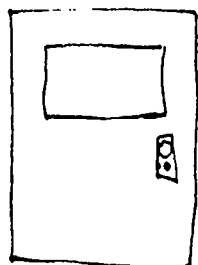
Iitáísaipioohso'pi



Sáápia'tsisi



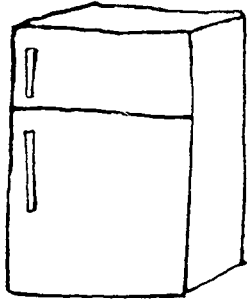
Ksiistsikómmsstaani



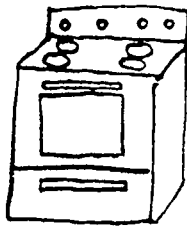
Kitsími



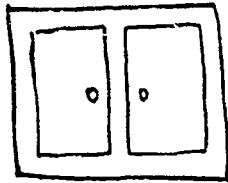
Here are some things that go in the kitchen. Can you say them with your teacher?



Iitáisstoyihtakio'pi



Po'táá'tsisa



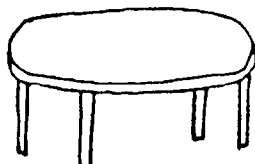
Iitáísokohko'so'pi



Iitáíssáakio'pi

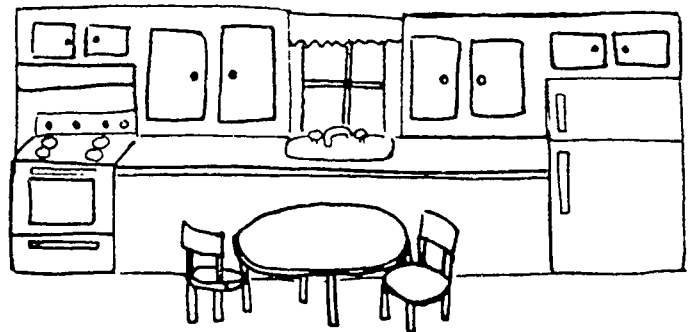
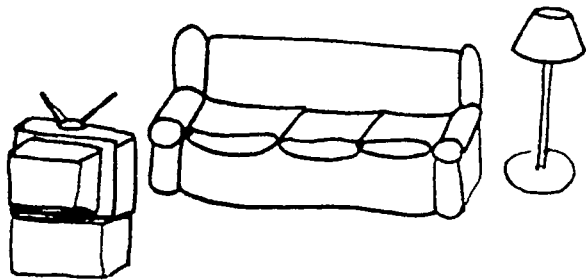
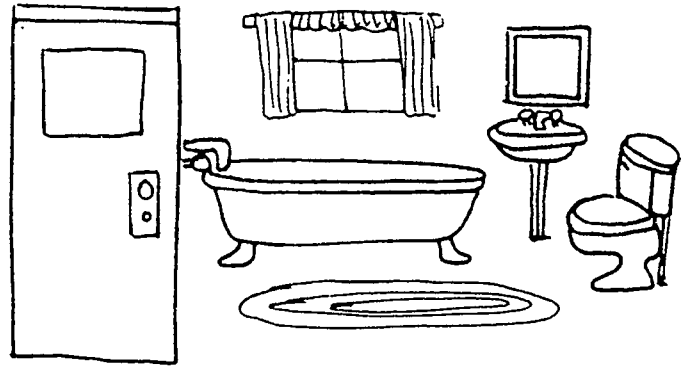
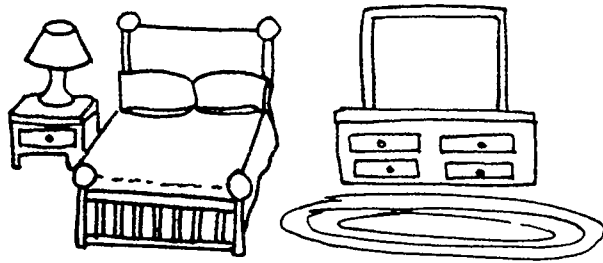


Sóopa'tsisi



Iitáísooyo'pi

Can you find all the things that go in your home? What are they called?

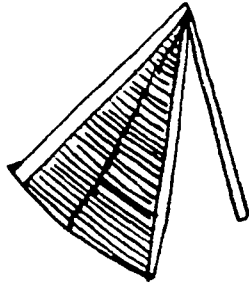


201

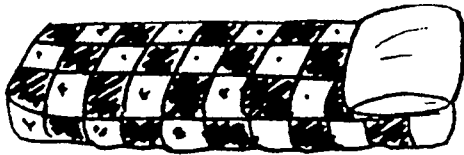
These things can be found in a tipi - niitóyisi. Can you say them with your teacher?



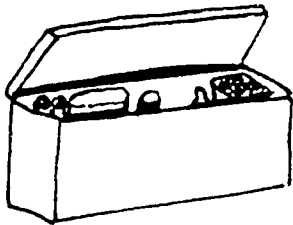
Poyaana'kimaatsisi



Kísska'tsisi



Akssíni



Ataksáakssini



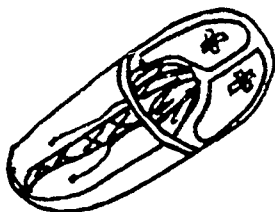
Iitáíksistokomssakio'pa



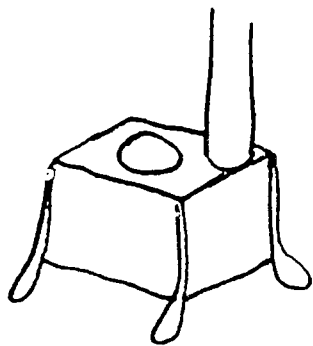
Si'káána



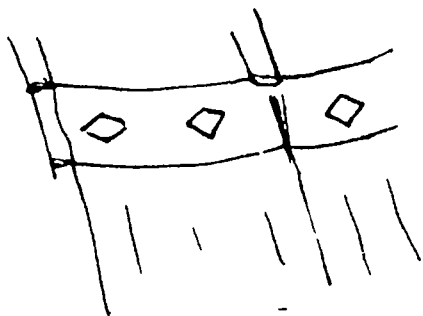
Isttókimaa'tsisi



Ao'tópistaani

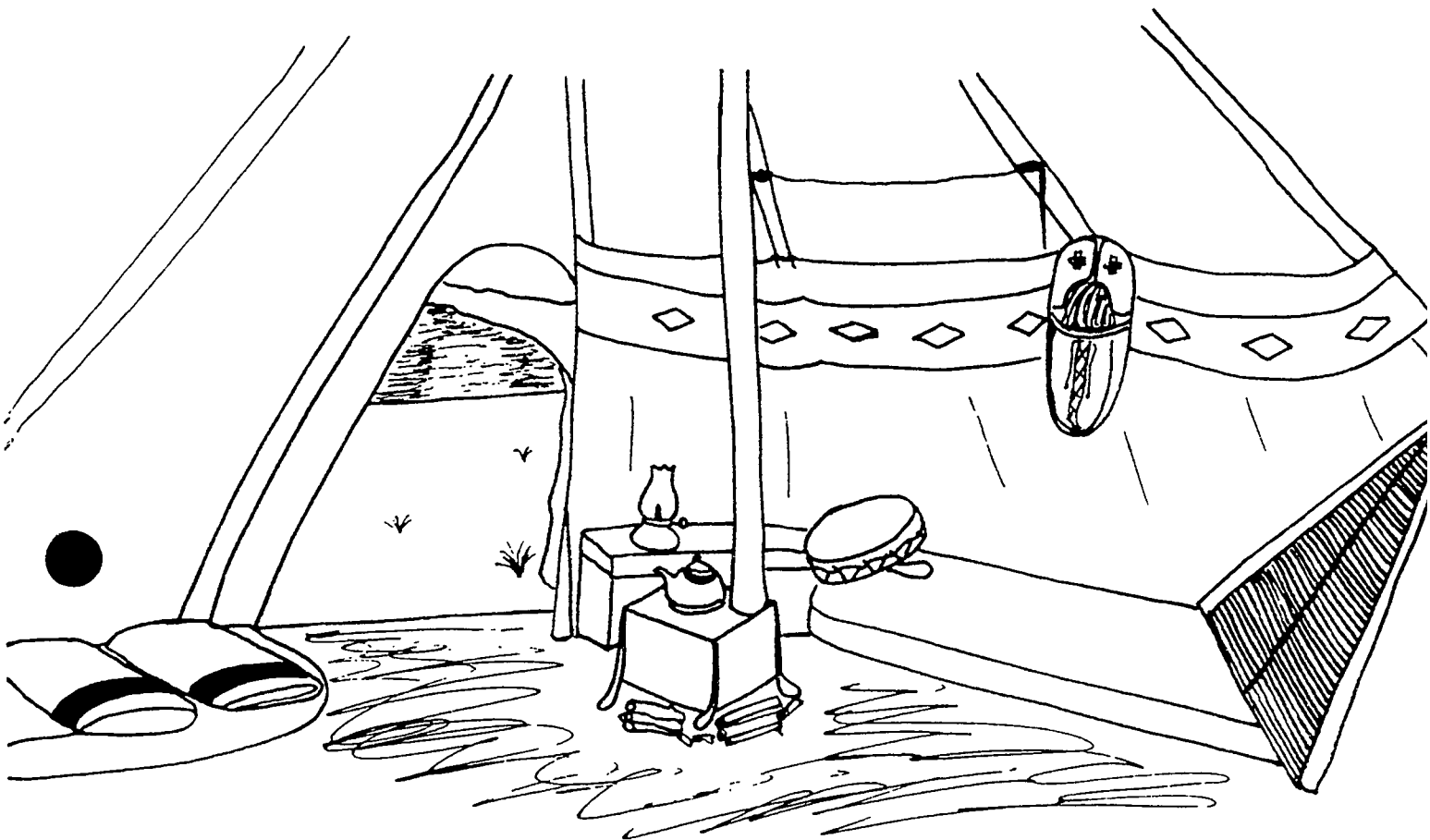


Po'táá'tsisa

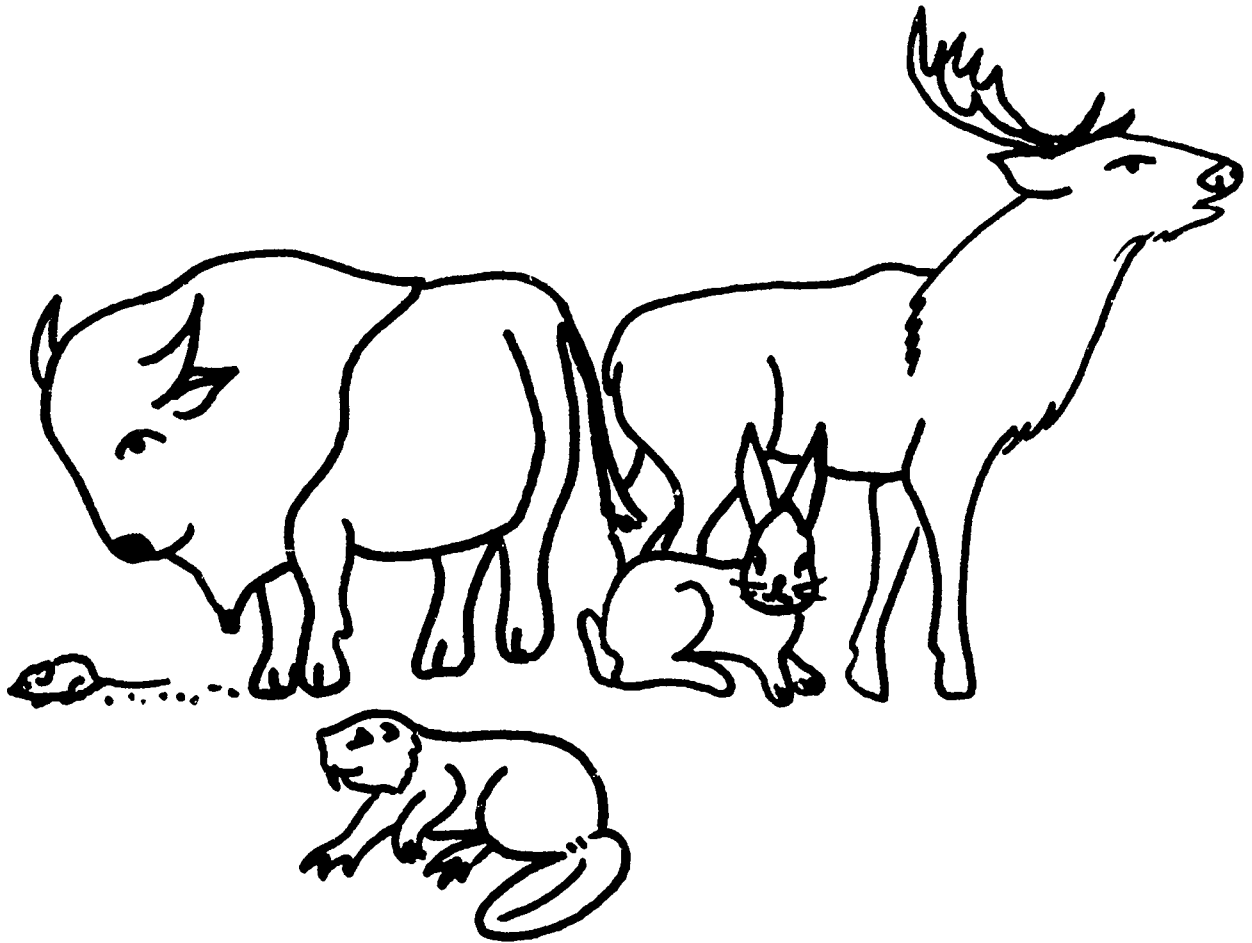


Apáni'kahtaa'tsisi  
(tipi curtain)

Can you find all the things that go in your tipi? What are they called?

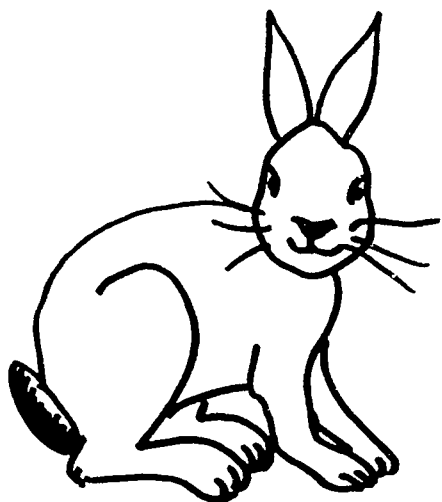


Niitóyisi

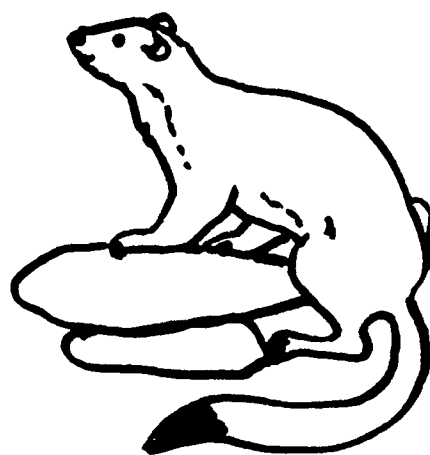


**Iksowa'pomaahkaiks**

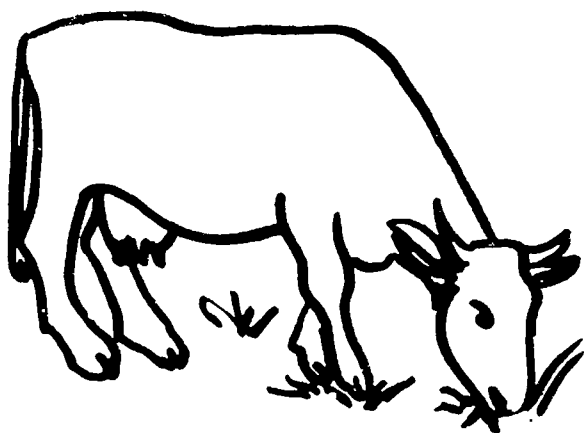
247



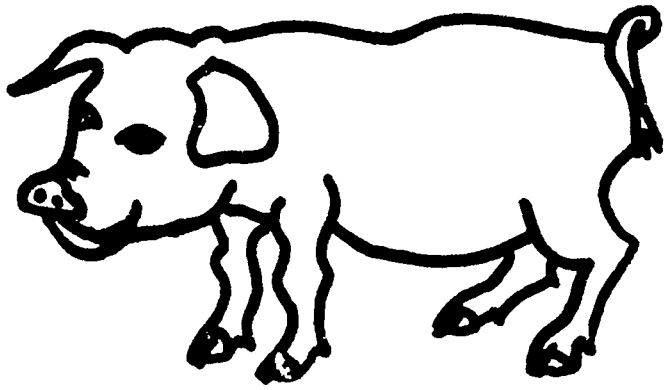
Ááattsistaawa



Áápaiiwa



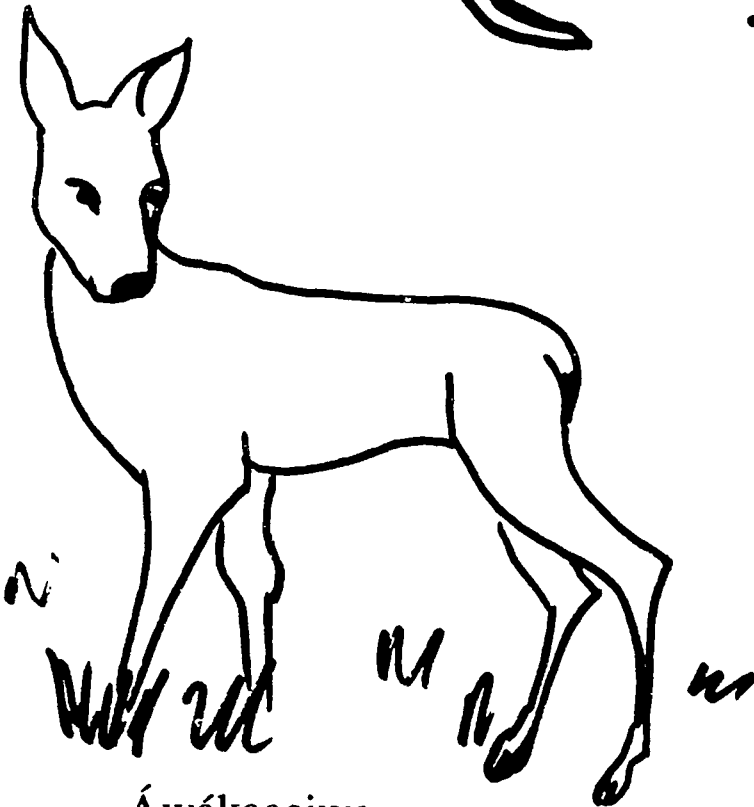
Áápotskinawa



Áíksiniwa

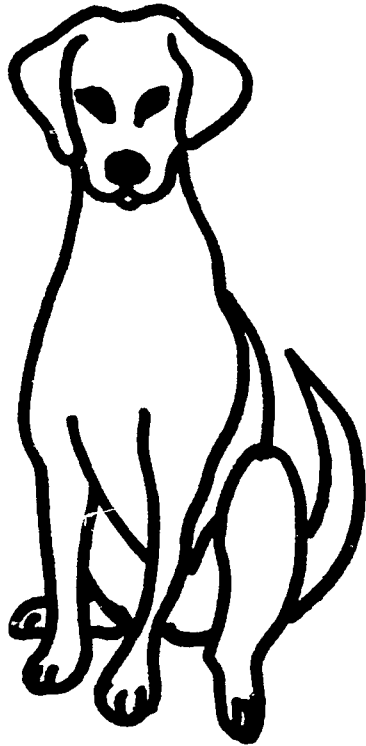


Áímmóniisiwa

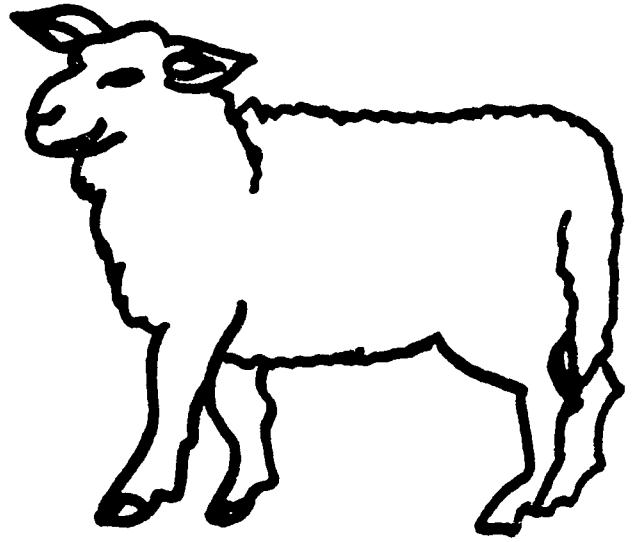


Áwákaasiwa

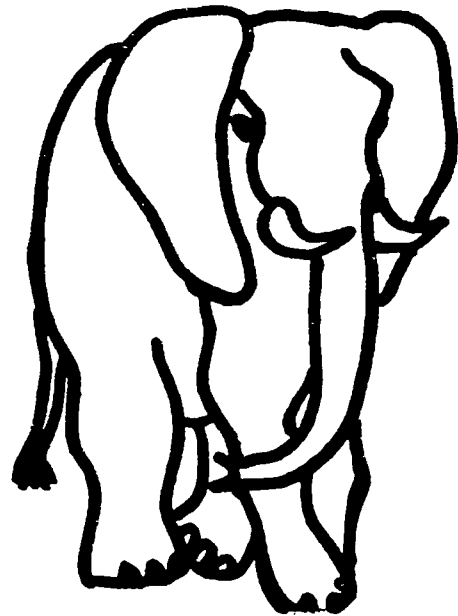




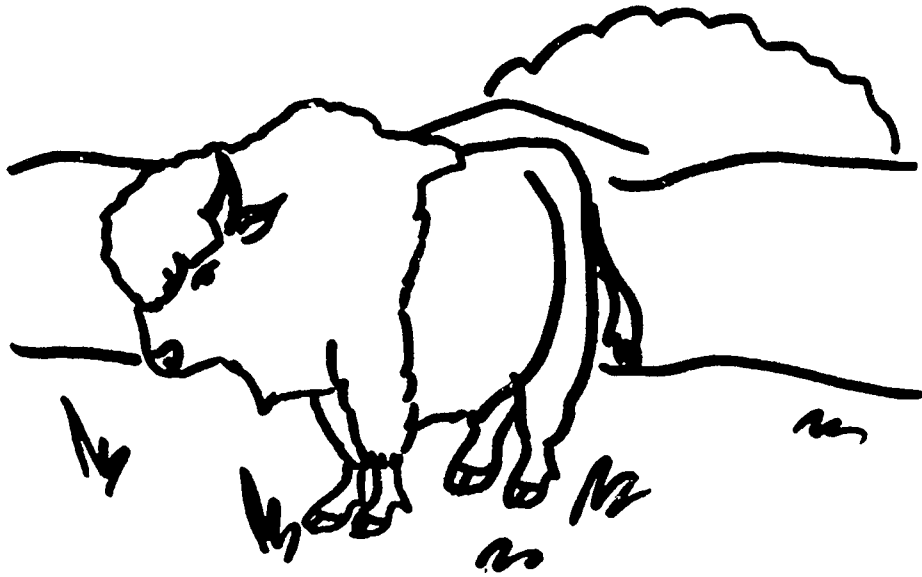
Imitááwa



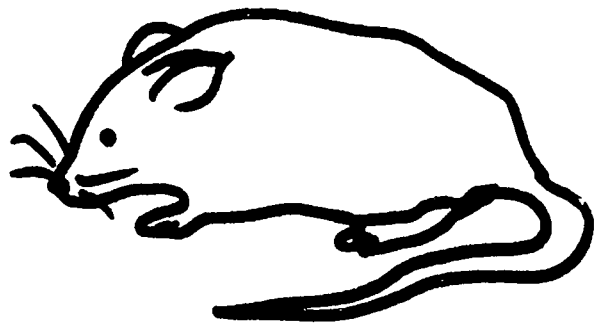
Ímahkihkinaawa



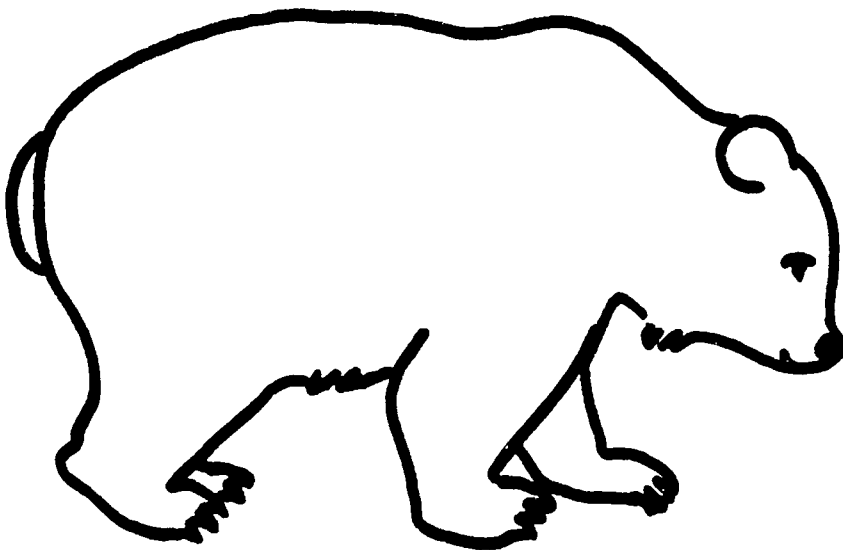
Innóóhksisiwa



Iinííwa



Káánaisskiinaawa

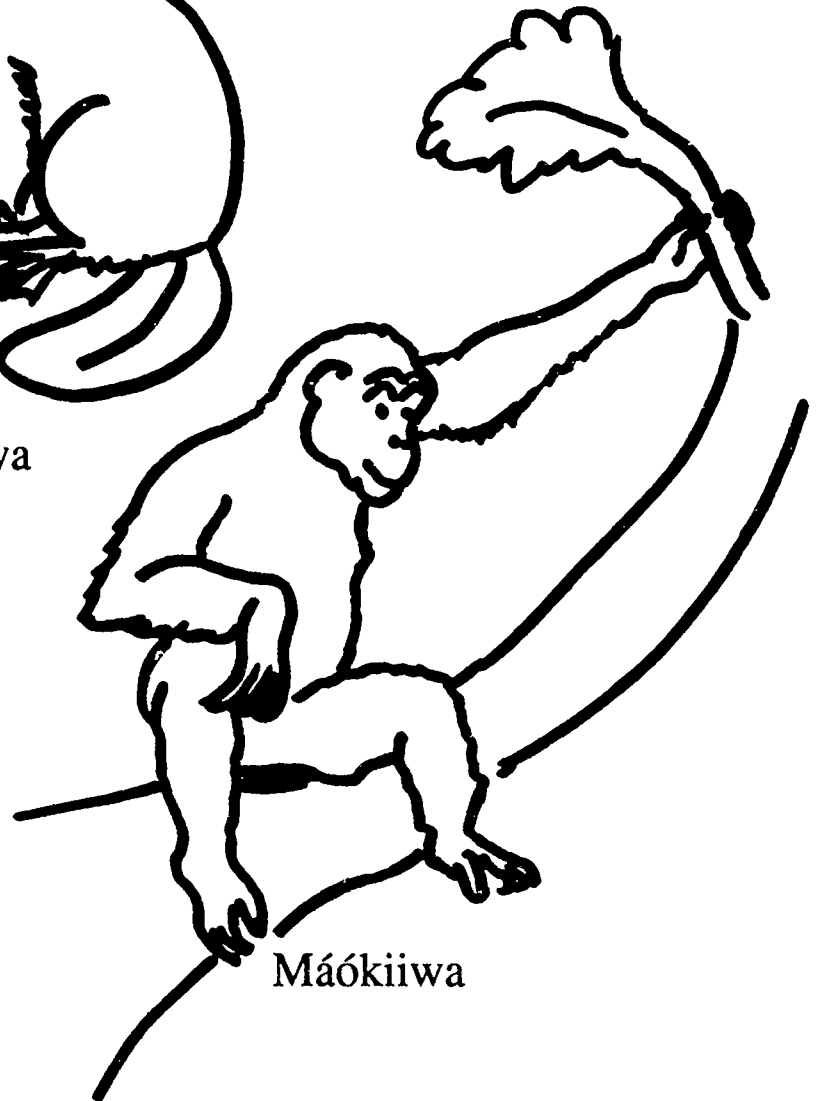


Kiááyowa

243



Ksísskstakiwa

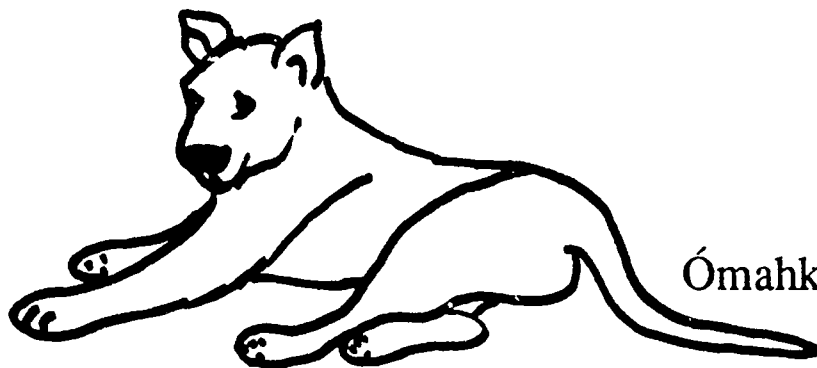
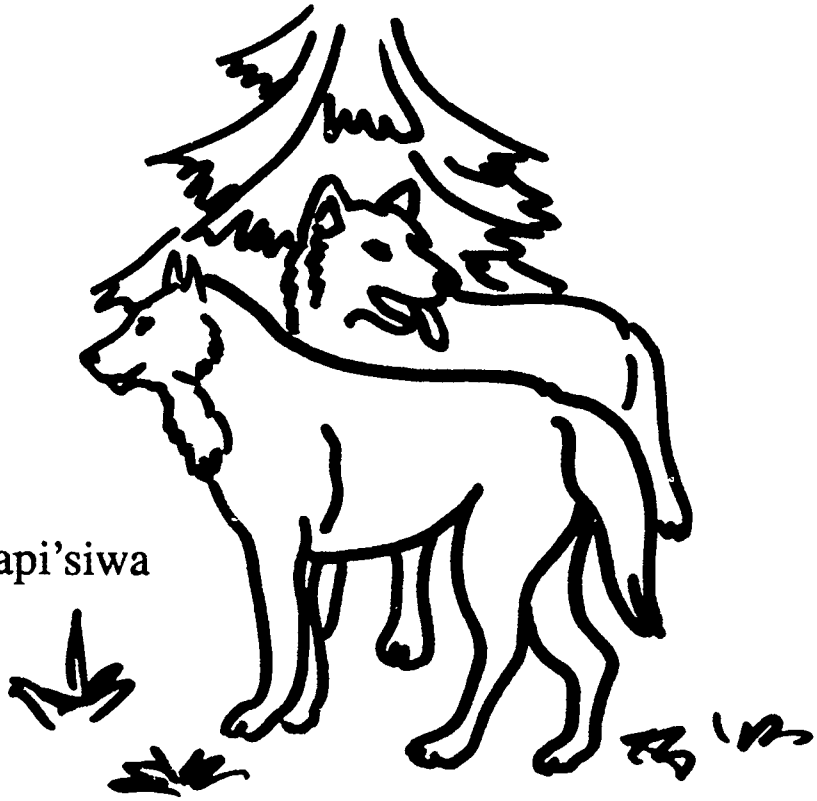


Máókiwa



Natáyowa

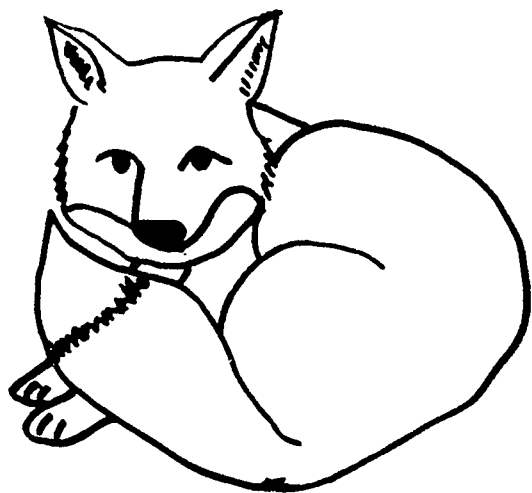
Ómahkapi'siwa



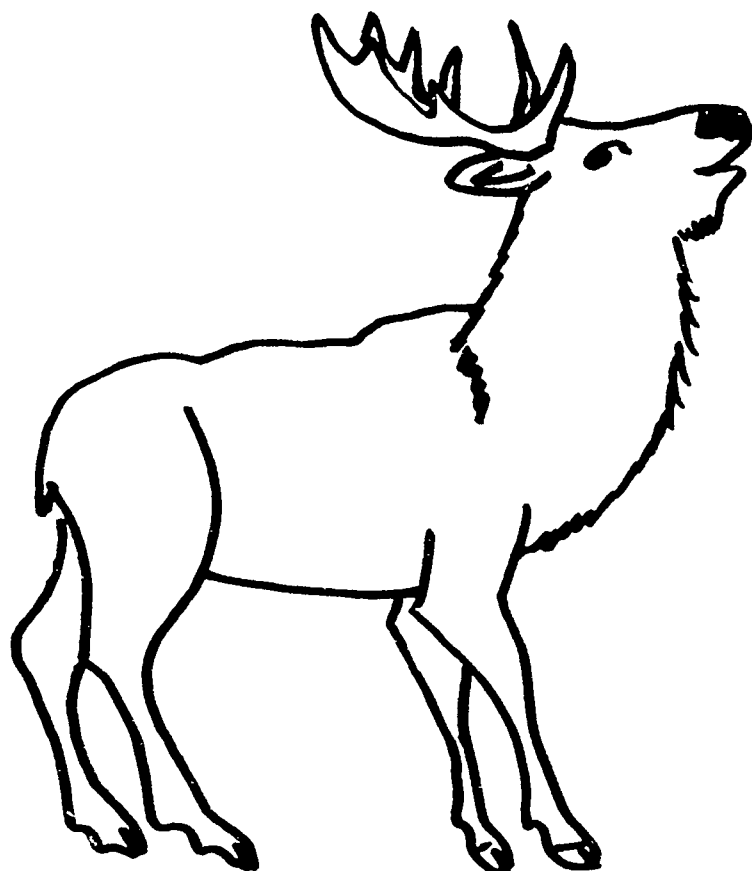
Ómahkatayowa



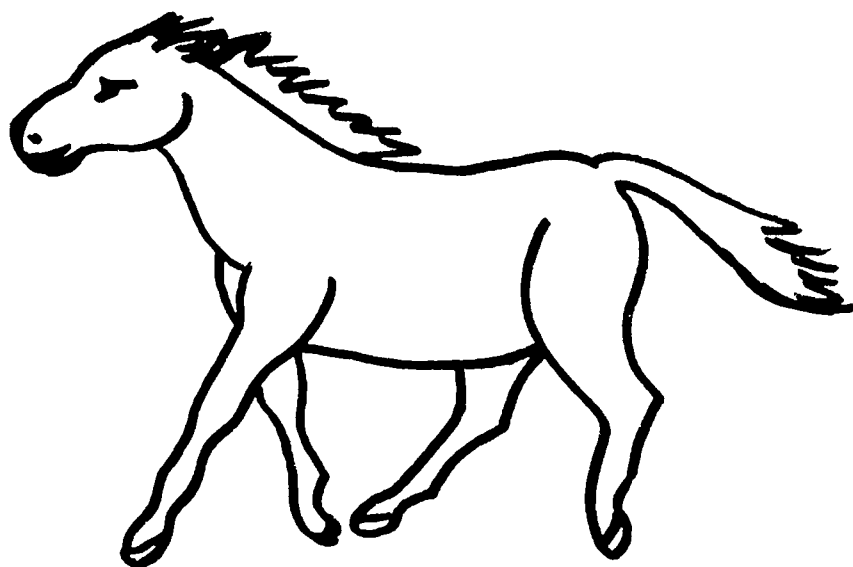
Ómahkokatawa



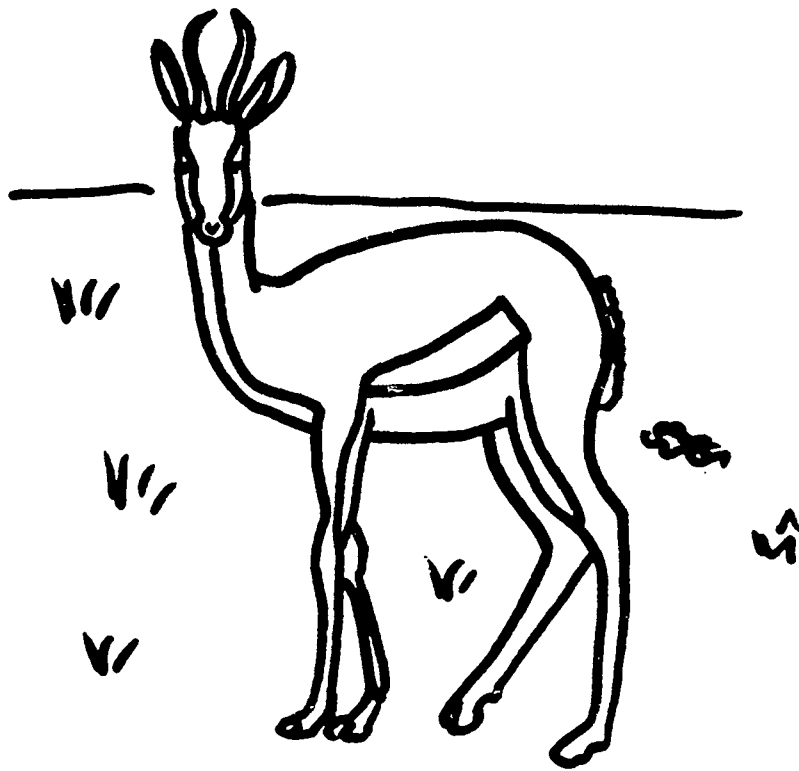
Otáátoyíwa



Ponokáwa

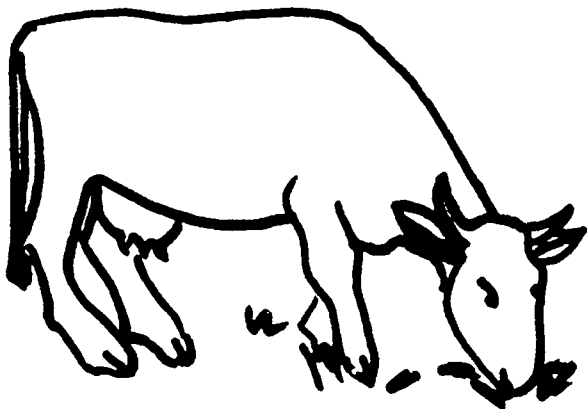


Ponokáómitaawa

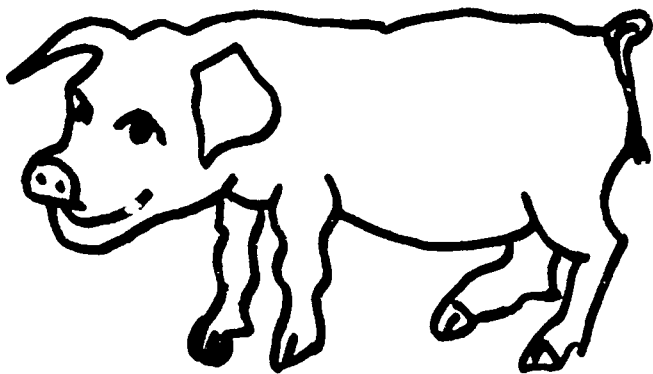


Saokiáwakaasiwa

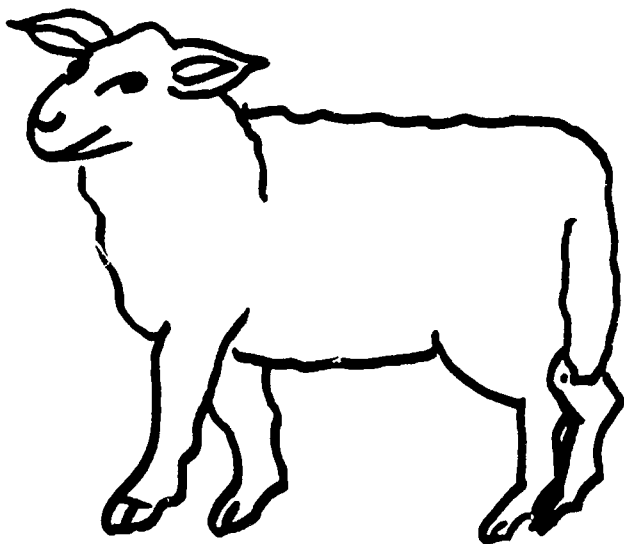
● Tsá anistápssiwaatsiksi? What is it?



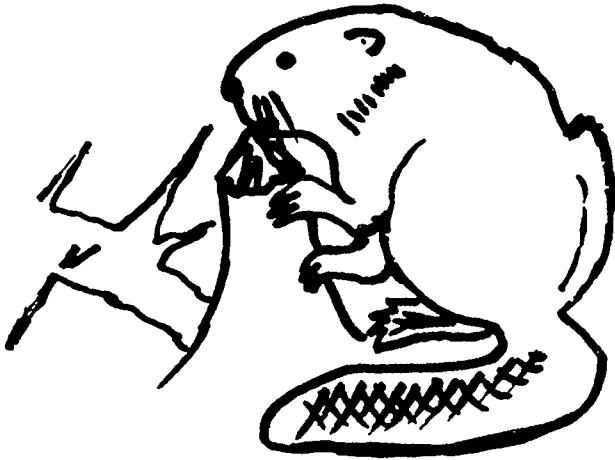
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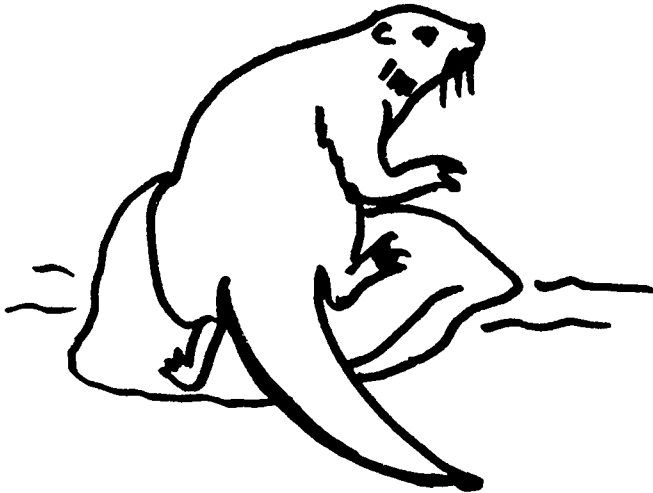
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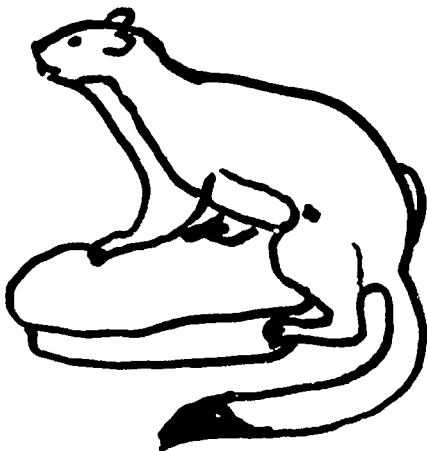
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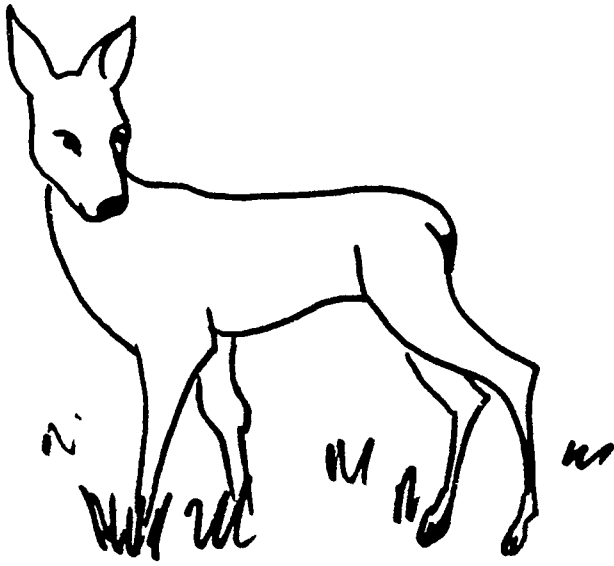


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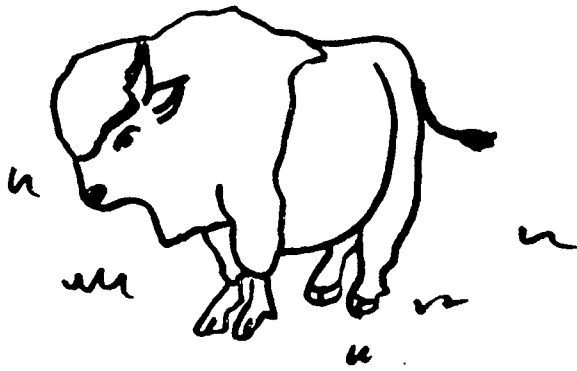


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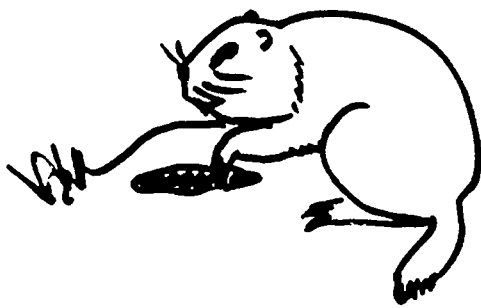




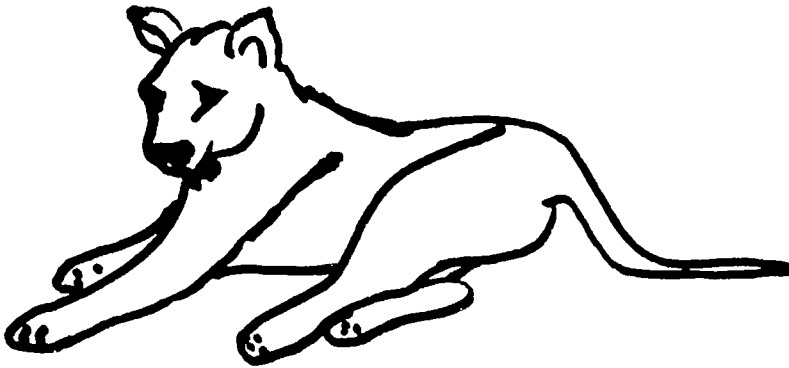
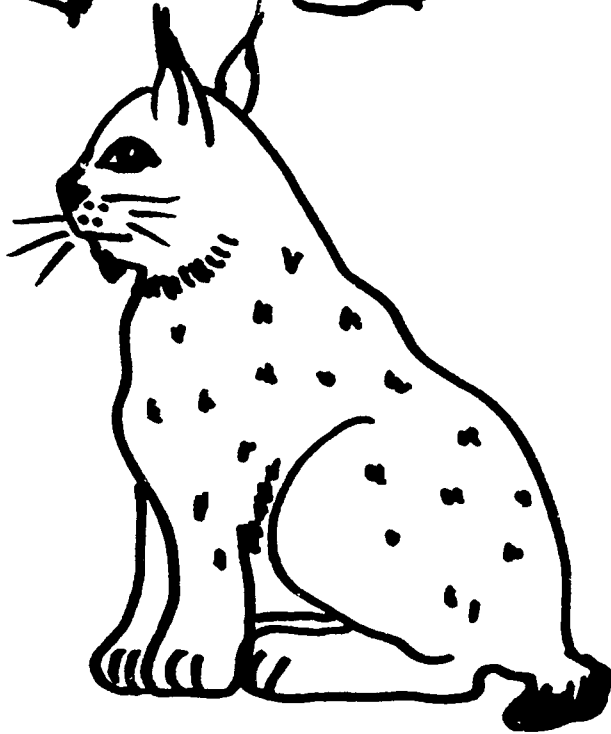
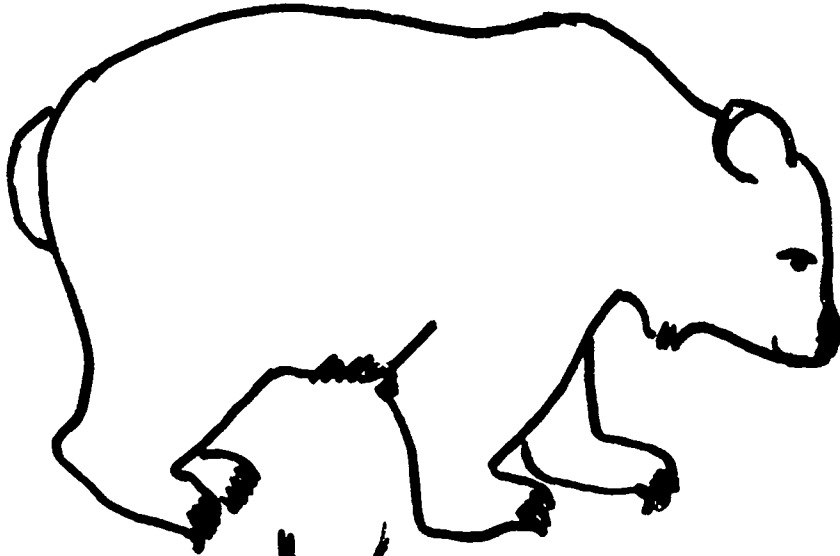
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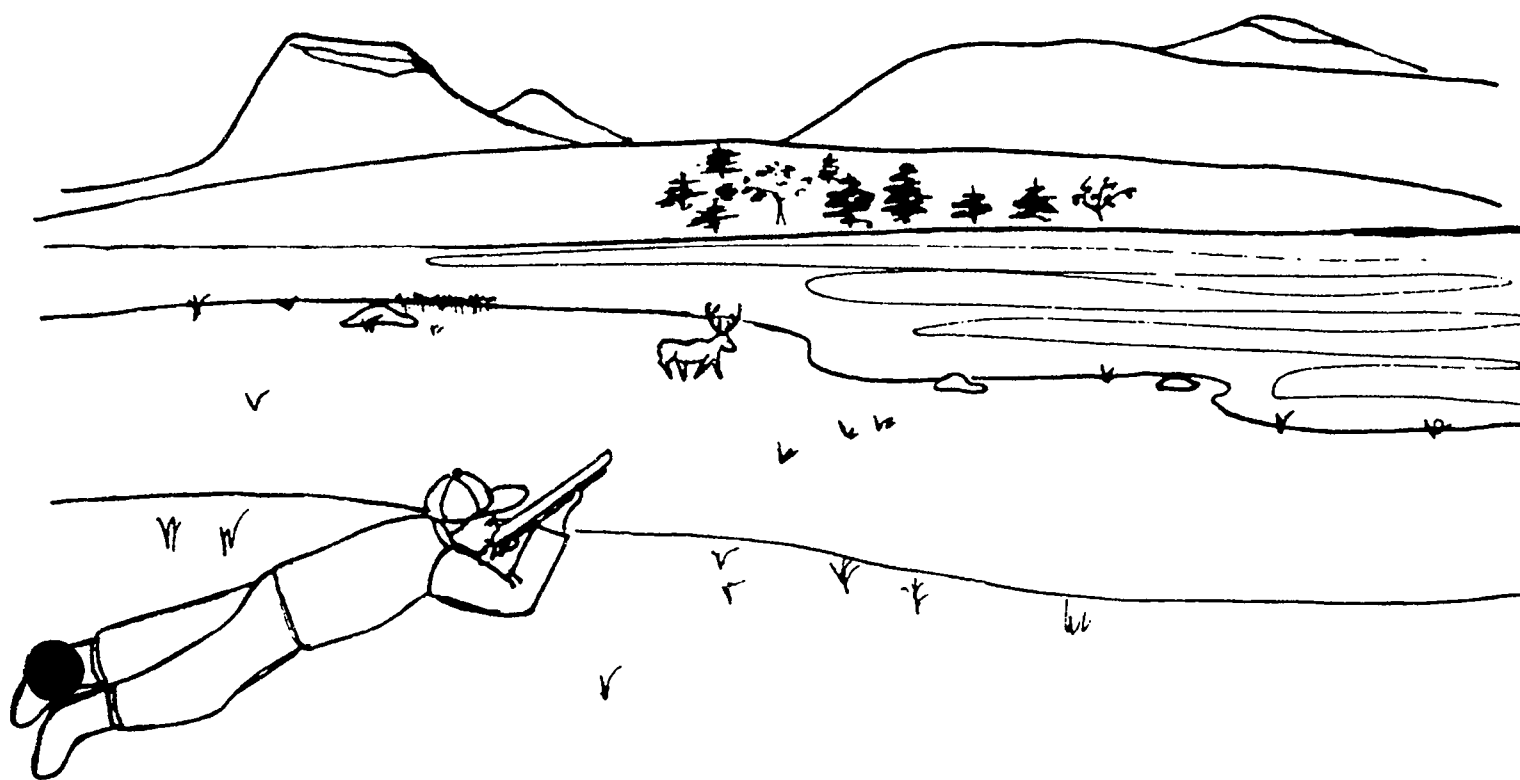
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250

# Ikskímaawa



Ákáó'kowa.

Na nínna áakotoyííkskímaawa.

Áaksskonákatsiwa ponokáwa.

## NEW WORD LIST

Kaawá' pomaahkaiksi . . . . .	animals
Ááattsistaawa . . . . .	rabbit or hare
Áakotoyííkskímaawa . . . . .	he/she is going to hunt
Áaksskonákatsiwa . . . . .	he/she will shoot it (animate)
Áápaiawa . . . . .	weasel, ermine
Áápotskinawa . . . . .	cow
Áíksiniwa . . . . .	pig
Áímmóniisiwa . . . . .	otter
Ákáó'kowa . . . . .	It is fall
Áwákaasiwa . . . . .	deer
Ímahkihkinaawa . . . . .	sheep
Imitááwa . . . . .	dog
Innóóhksisiwa . . . . .	elephant
Iinííwa . . . . .	bison
Káánaisskiinaawa . . . . .	mouse
Kiááyowa . . . . .	bear
Ksísskstakiwa . . . . .	beaver
Máókiiwa . . . . .	monkey
Natáyowa . . . . .	lynx
Ómahkapi'siwa . . . . .	wolf
Ómahkatayowa . . . . .	cougar
Ómahkokatawa . . . . .	gopher
Otáátoyíwa . . . . .	fox
Ponokáwa . . . . .	elk
Ponokáómitaawa . . . . .	horse
Saokiáwakaasiwa . . . . .	antelope
Tsá anistápssiwaatsiksi? . . . . .	What is it (animate)?

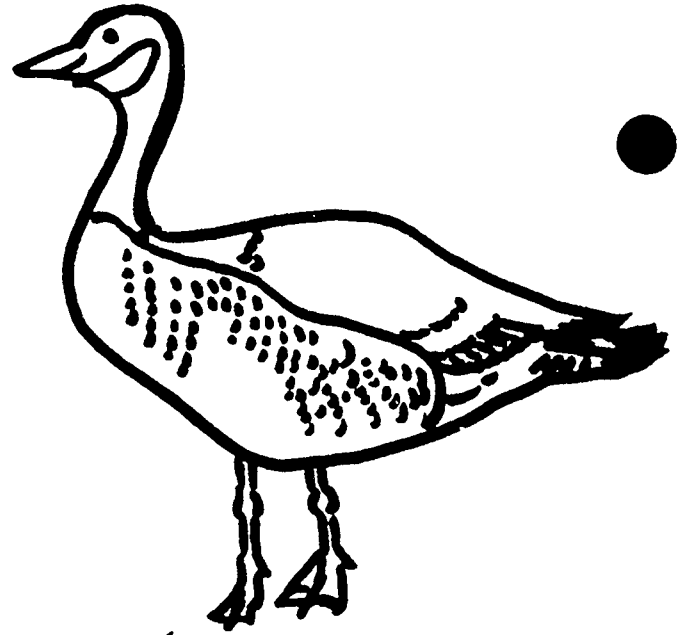


**Pi'ksíksi**

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Áápsspiniwa

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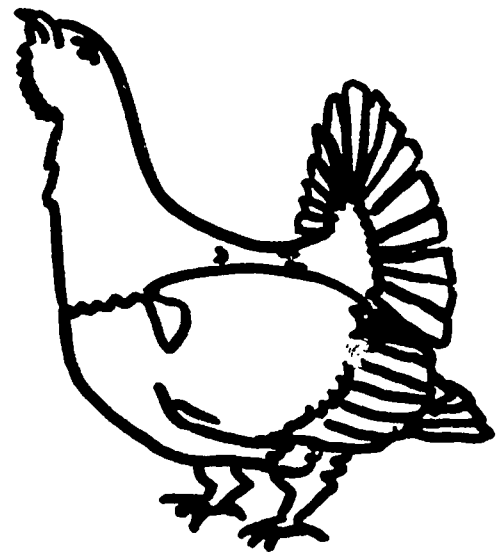
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Iimahkáyiiwa

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Kíitokiiwa

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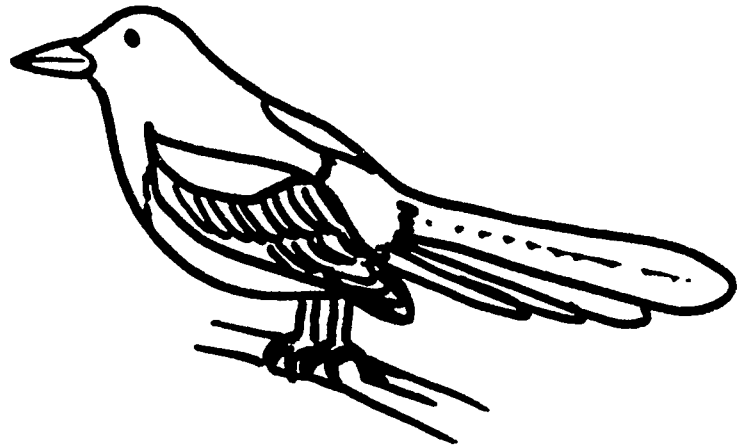
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Mi'kiimatawa

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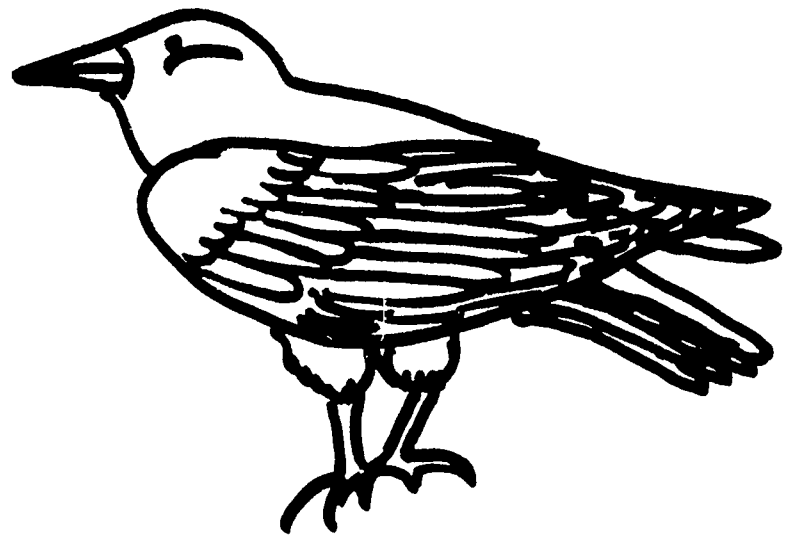
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Mamiá'tsíki miwa

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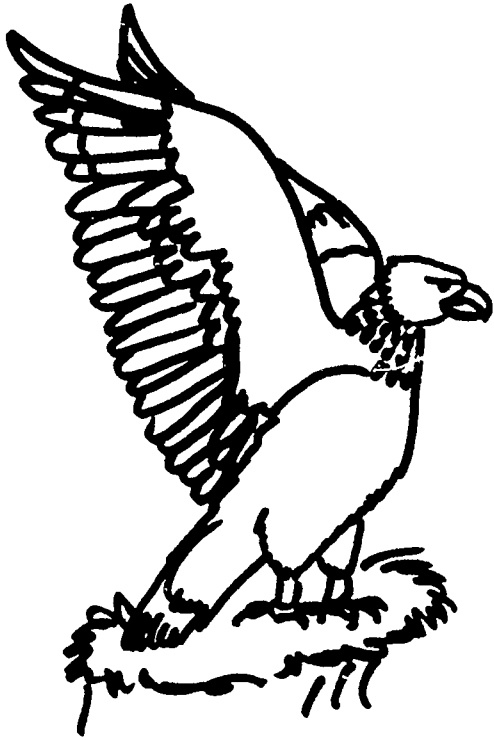
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Ómahkai'stoowa

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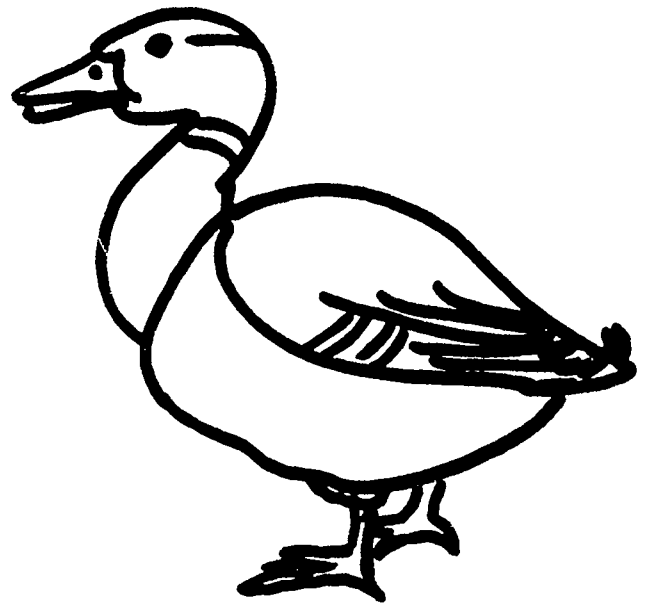
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Píítaawa

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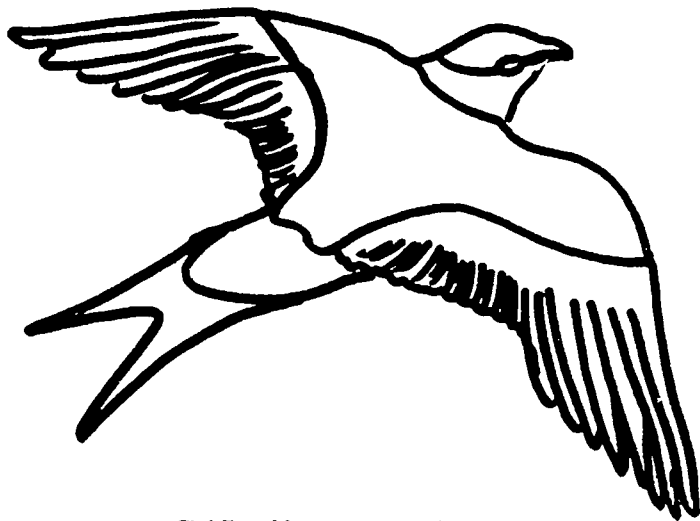
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Sa'áiwa

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Síksikapanssiwa

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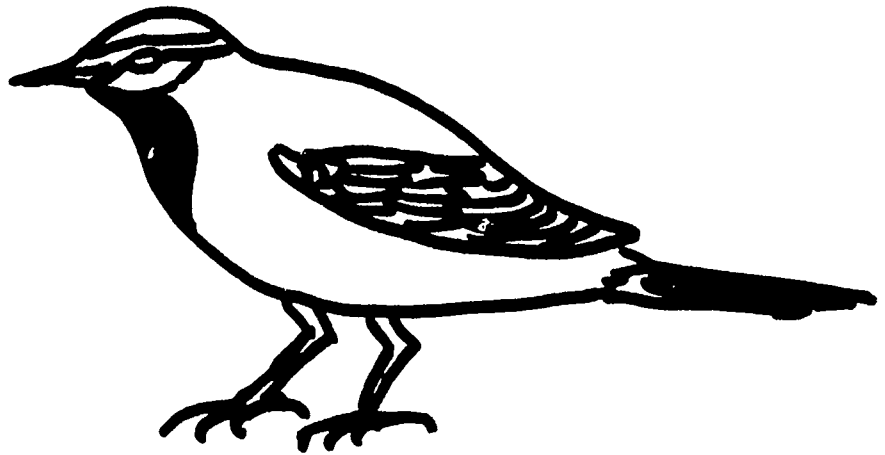




Sípisttoowa

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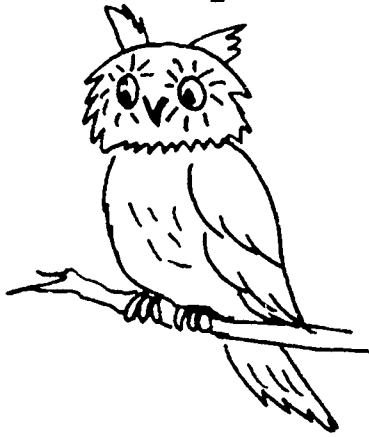


Sóóhksiisimsstaama

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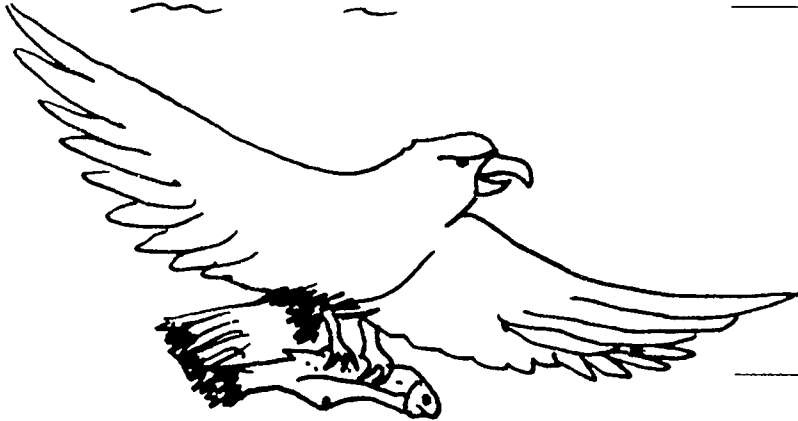
**Tsá anistápssiwaatsiksi?** What is it?



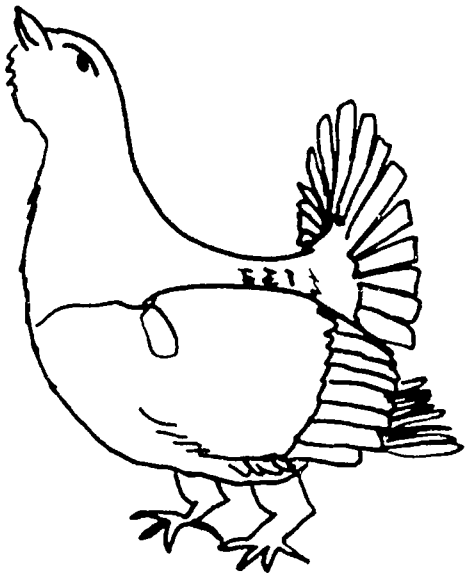
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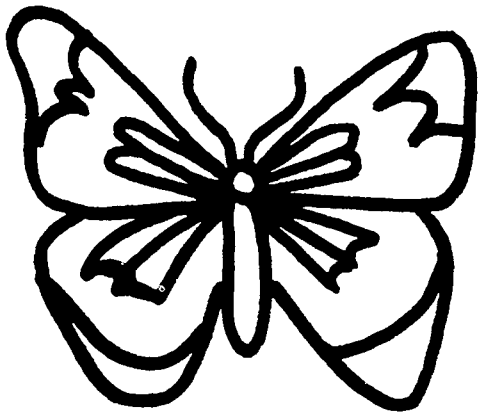
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Apániiwa

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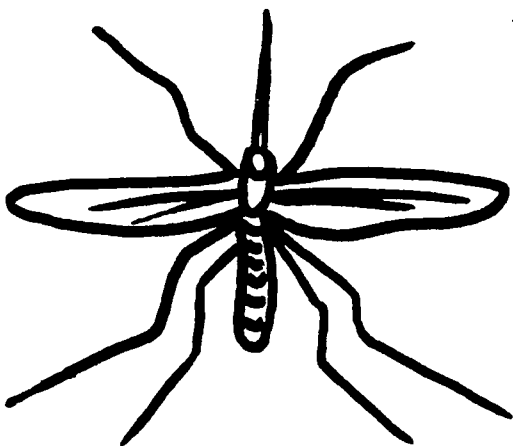


Kómmoyo'ktsiikinakimma

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Ksisohksísiwa

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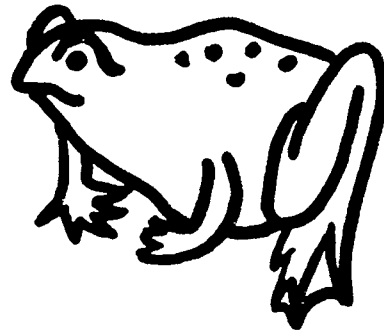


Mamííwa

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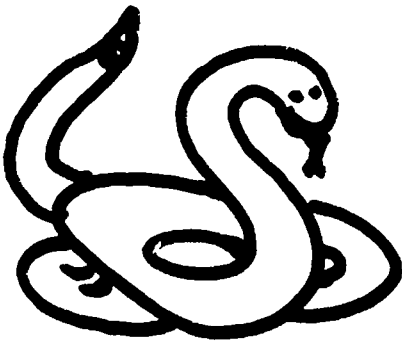


Matsiyíkkapisaawa

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Pitsíksiinaawa

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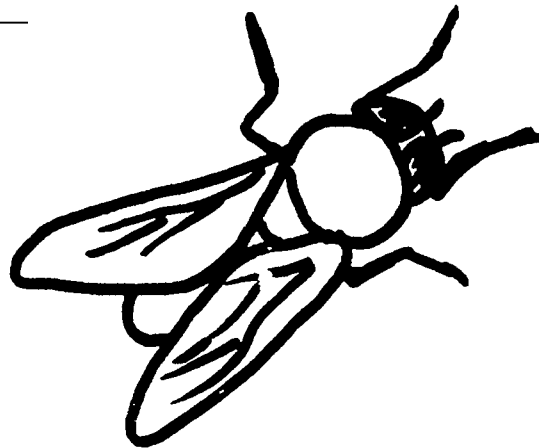


Naamóowa

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Soy'sksíssiwa

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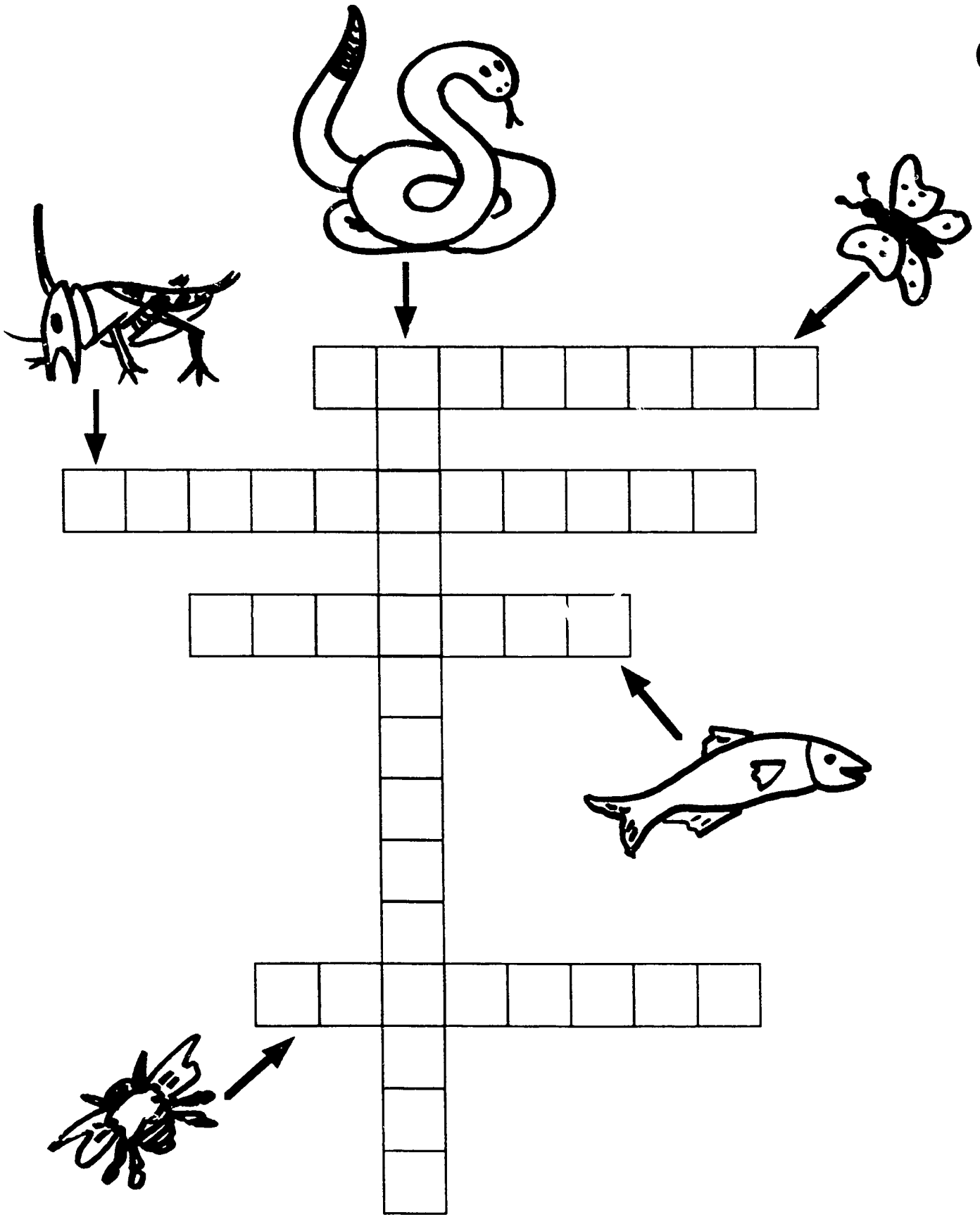


Tsikatsíiwa

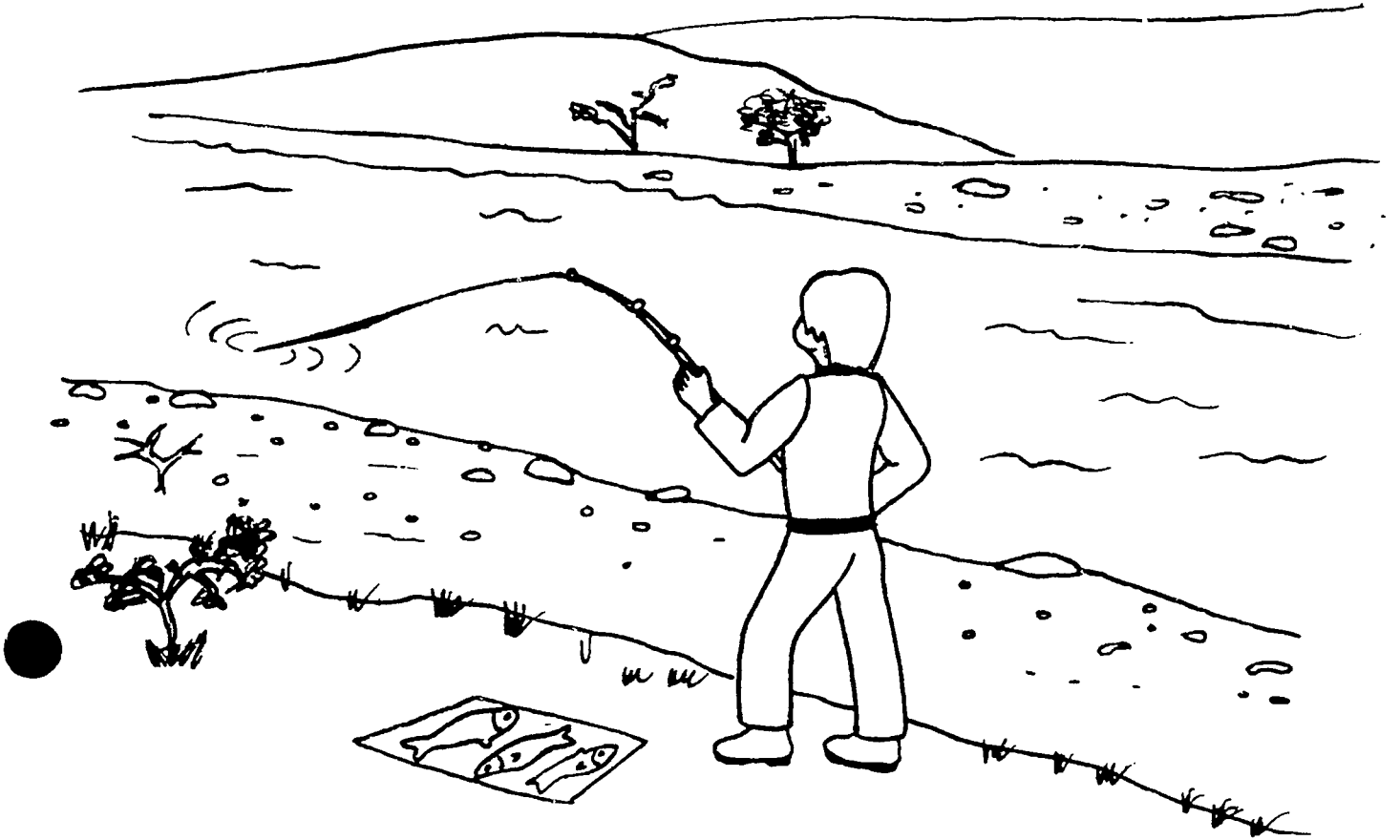
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# Áómiihkaawa



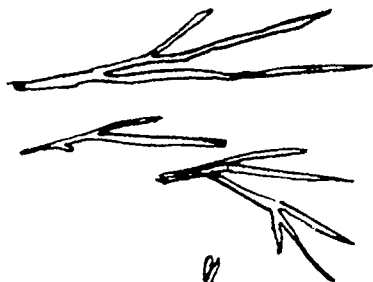
Aamo ní'sa,  
áómiihkaawa,  
iimííhkaawa nioókskammiaawa  
mamííksi.

## NEW WORD LIST

Pi'ksíksi . . . . .	birds
Áápsspiniwa . . . . .	Canada goose
Iimahkáyiiwa . . . . .	swan
Kíitokiiwa . . . . .	grouse
Mamiá'tsíkiimiwa . . . . .	magpie
Mi' kiimatawa . . . . .	woodpecker
Ómahkai'stoowa . . . . .	raven
Píítaawa . . . . .	eagle
Sa'áiwa . . . . .	duck
Síksikapanssiwa . . . . .	swallow
Sípisttoowa . . . . .	owl
Sóhksiisiimsstaama . . . . .	meadowlark
Apániwa . . . . .	butterfly
Kómmoyo' ktsiikinakimma . . . . .	earthworm
Ksisohksísiwa . . . . .	mosquito
Naamóówa . . . . .	bee
Soy'sksíssiwa . . . . .	fly
Tsikatsíiwa . . . . .	grasshopper
Mamíiwa . . . . .	fish
Matsiyíkkapisaawa . . . . .	frog
Pitsíksinaawa . . . . .	snake
Nisísa . . . . .	my younger sibling (female speaker)
Áómiihkaawa . . . . .	he/she is fishing
Iimíihkaawa . . . . .	he/she caught fish
Nioókskammiawa . . . . .	3 (animate)
Mamíiksi . . . . .	fish (plural)



Here are some things that grow outside. Can you say them along with your teacher?



Miistsíistsi (sticks)



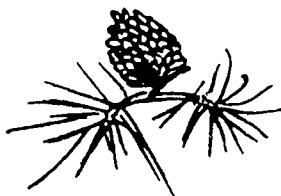
Póósohsóóá'tsiistsi  
(pussywillows)



Pisátssaisskiyi



Óóhкотoki  
(rock singular)

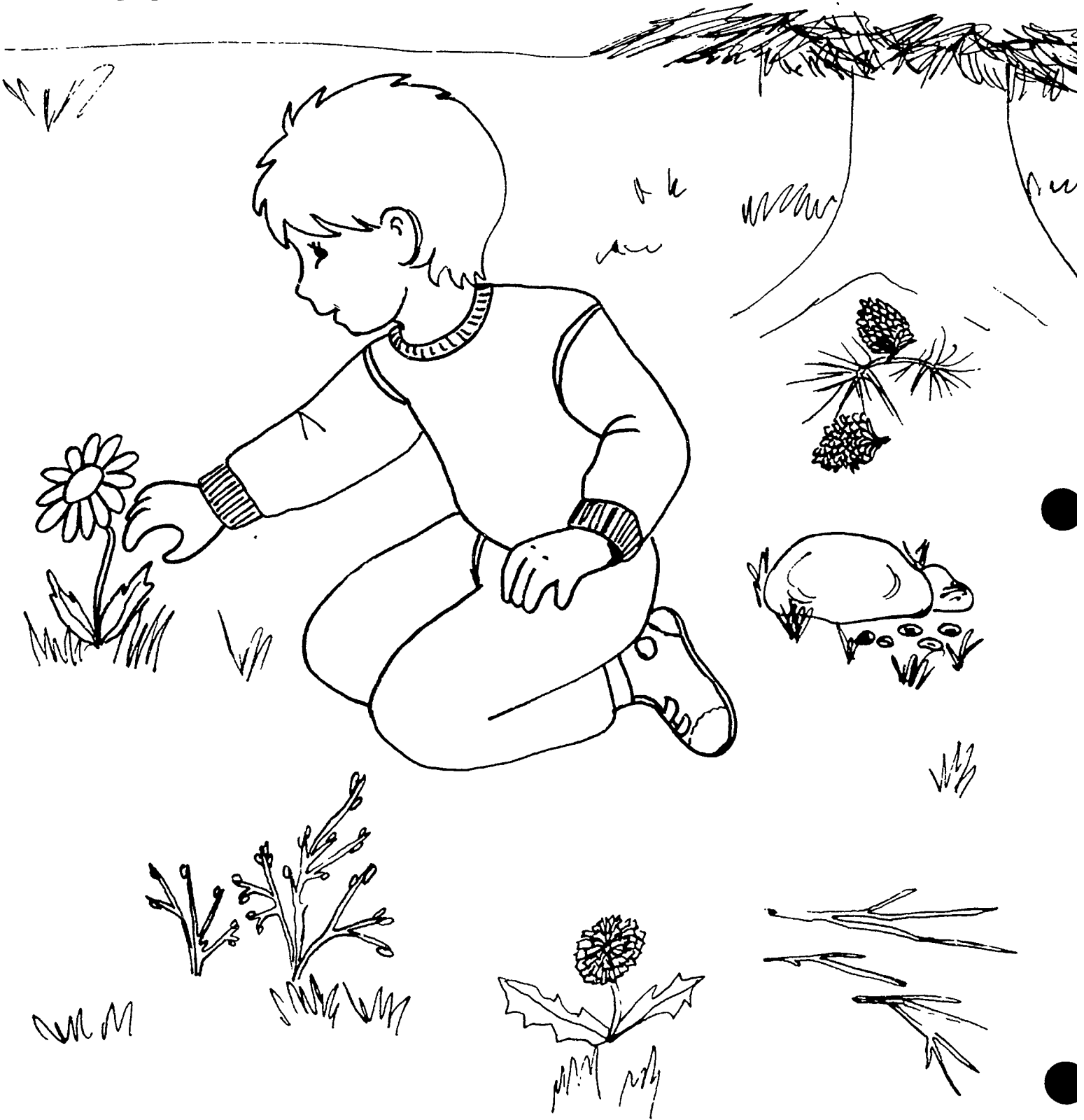


Isstsimamsskaapooyi  
(pinecone)



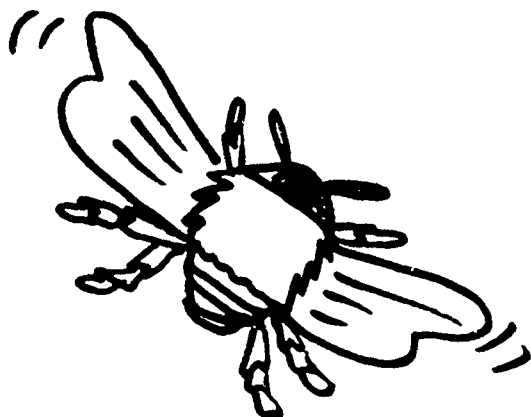
Níípistsi

Can you find the things which were named on the previous page?

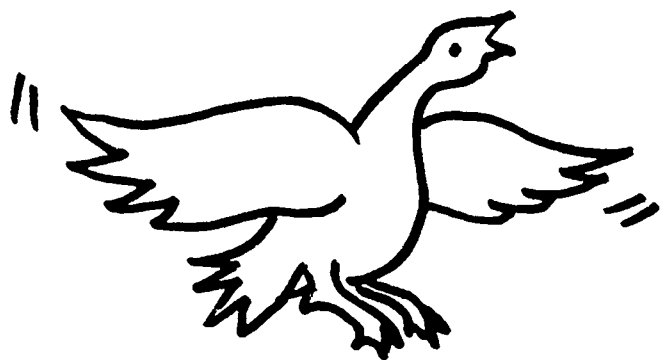


● LET'S LEARN SOME MORE VERBS

Áípottaawa - he, she, or it is flying



Ama naamóowa áípottaawa

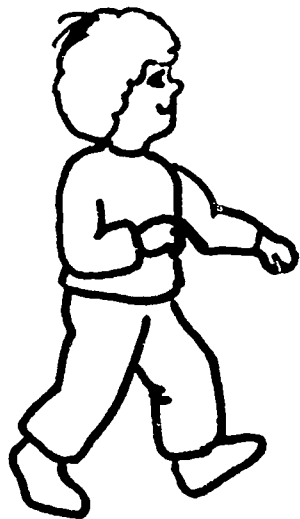


● Ama sa'áíwa áípottaawa



● Ama apániwa áípottaawa

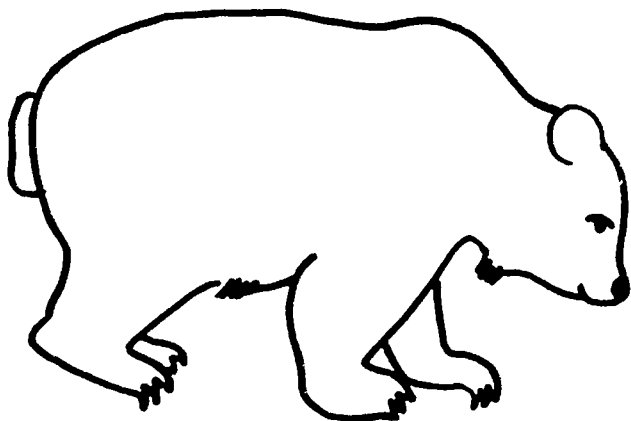
**Ááwaawahkaawa** - he, she, or it is walking.



Ama saahkómaapiwa  
ááwaawahkaawa



Ama nínaawa  
ááwaawahkaawa



Ama kiááyowa  
ááwaawahkaawa

● **Áí'poyiwa** - he, she, or it is speaking.



Ama aakííkoana  
ái'poyiwa



Ama saahkómaapiwa  
ái'poyiwa



Ama aakííwa  
ái'poyiwa

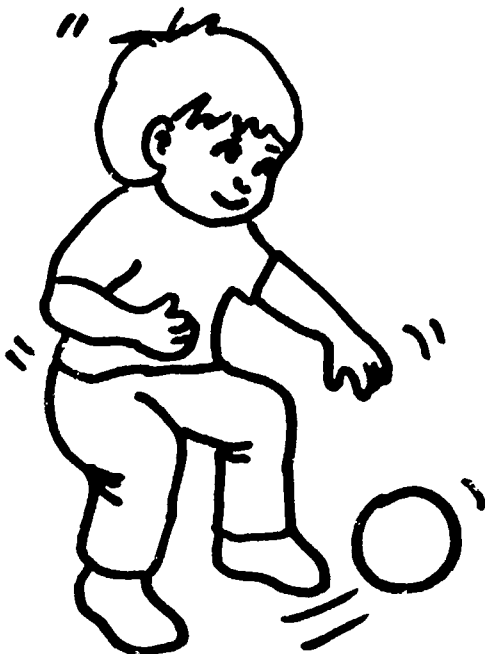
Ááwaawahkaawa - he, she, or it is playing.



Ama póosa  
ááwaawahkaawa



Ama aakíkoana  
ááwaawahkaawa



Ama saahkómaapiwa  
ááwaawahkaawa

276

● **Áíssínaakiwa** - he, she, or it is writing.

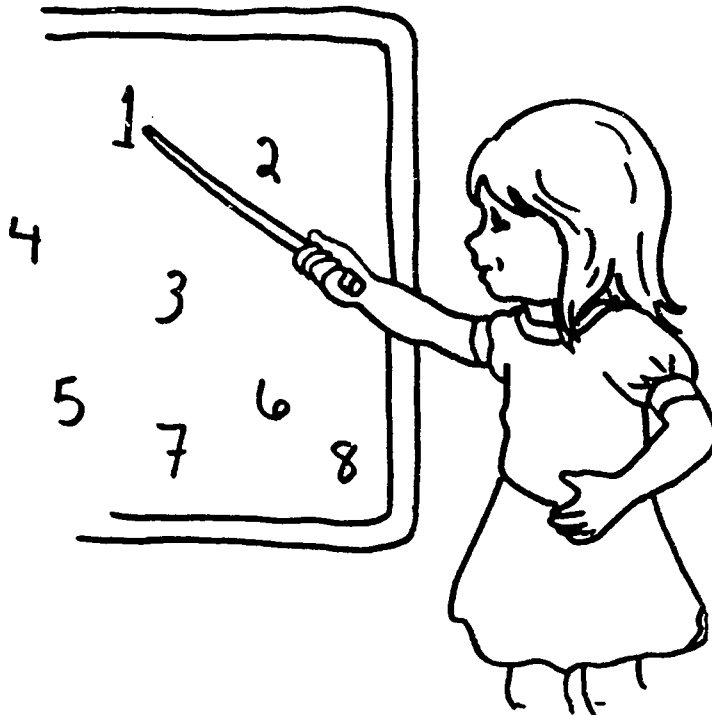


Ama saahkómaapiwa  
áíssínaakiwa



Ama aakííkoana  
áíssínaakiwa

● **Áókstakiwa** - he, she, or it is counting or reading.



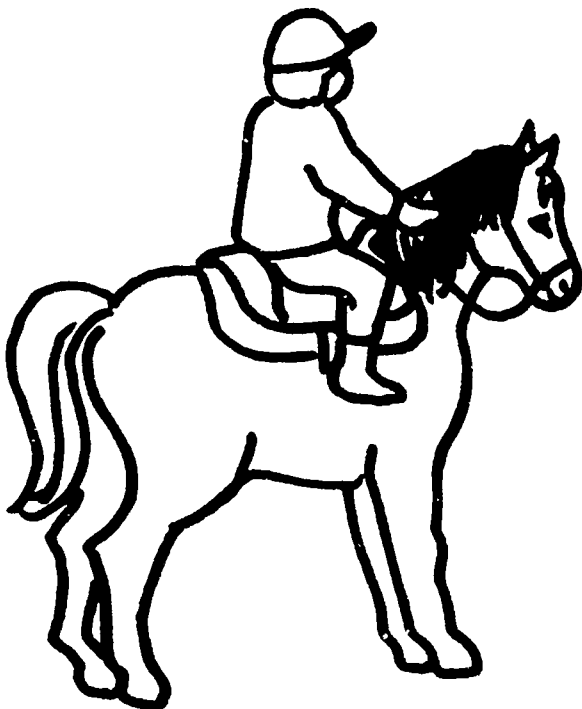
Ama aakííkoana áókstakiwa

**Áíhpiyiwa** - he, she, or it is dancing.



Ama aakíkoana  
áíhpiyiwa

**Áóhkitópiiwa** - he, she, or it is riding a horse, bike, etc.



Ama saahkómaapiwa  
áóhkitópiiwa

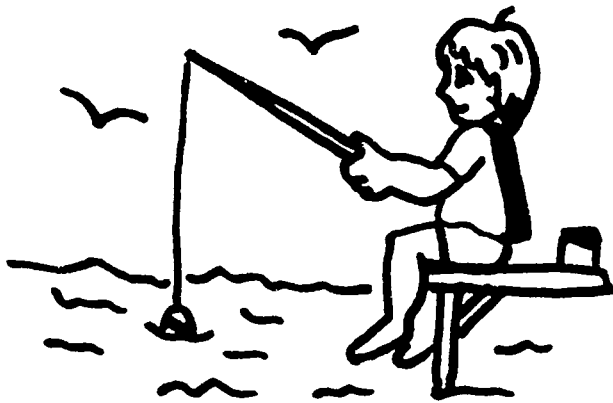


● **Áihkiitaawa** - he, she, or it is baking.



Ama saahkómaapiwa  
áihkiitaawa

● **Áómiihkaawa** - he, she, or it is fishing.



Ama aakíikoana  
áómiihkaawa

● **Áíksimsstaawa** - he, she, or it is thinking.

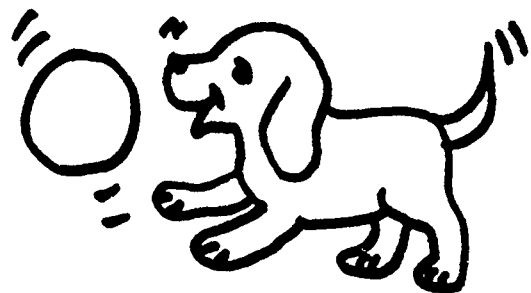


Ama aakíikoana  
áíksimsstaawa

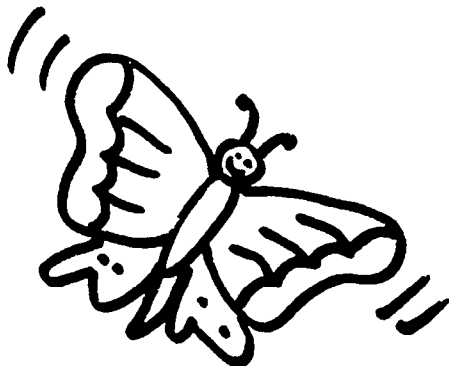
What is the subject doing? Can you say what each of the following are doing?



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\_\_\_\_\_

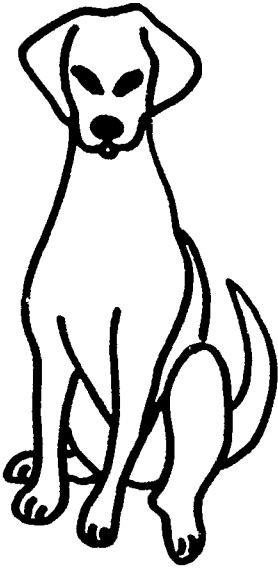


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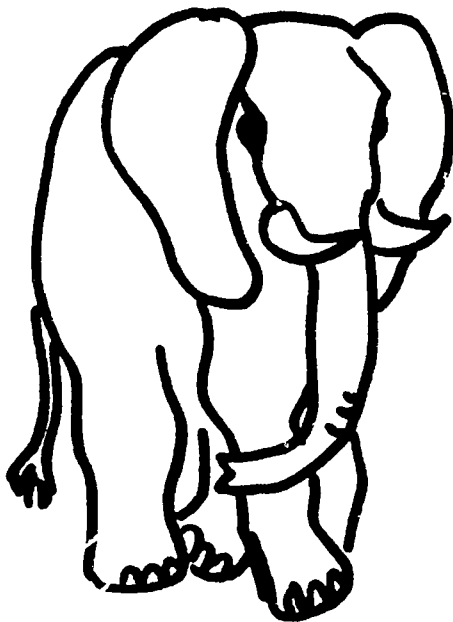
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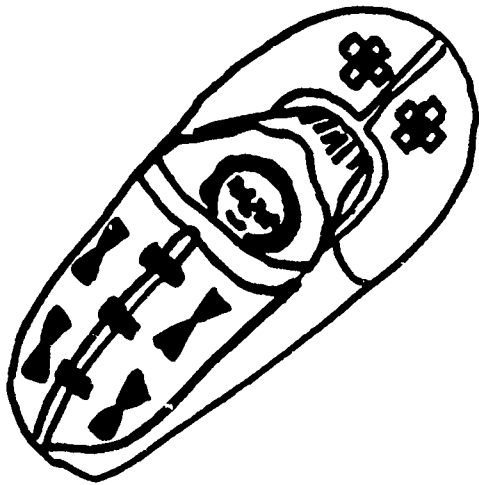
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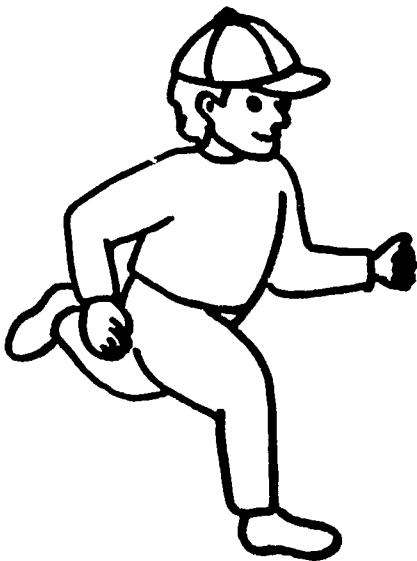
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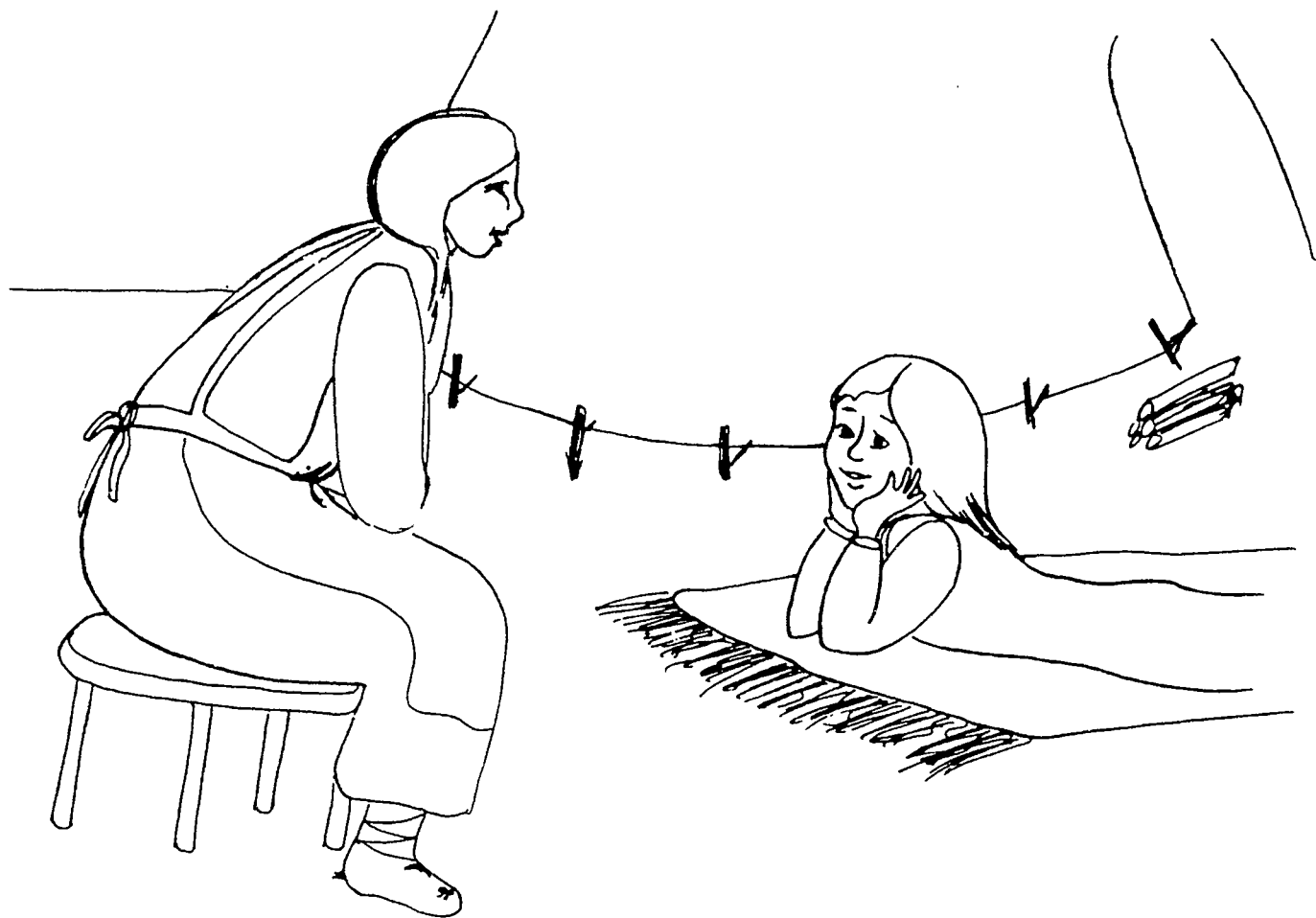
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254

## TEACHER'S GUIDE FOR BOOK 3

This book is intended to help develop vocabulary as well as to begin simple sentence structure with common nouns and verbs. Each section has a specific theme which will be identified as we go. This book starts with the theme myself (my body) and yourself (your body) then the themes broaden to family, clothing, home, animals, birds, insects, and verbs associated with simple daily activities, while trying to incorporate some traditional themes like tipi furnishings, hunting, fishing, camping, speaking to elders, etc.

### SECTION 1 - NIISTÓ KI KIISTÓ (Pages 1-8)

This section is directed at learning simple body parts and the prefixes which are used for saying "my (body part)" and "your (body part)". We first concentrate on the facial parts then the rest of the body.

#### EXERCISES:

##### *Division I*

Go over pages 1, 2, and 3 with the students. Then drill them by first asking them to repeat after you as you point out your facial parts. They must follow by pointing to their facial parts and repeat the words. This is to stress the "my body part" like nohksisísi. Then do the same thing but have a student point to another students face saying "your facial part" like amoka kohksisísi. Have them each take turns.

Have them make a book of their own face in the manner shown on page 3 and 4. Cut out the pages and glue them together.

Review pages 5 and 6. It is not necessary for the students to be able to write the words but they should be able to say the words. Do the section on Body Parts in the same way.

##### *Division II*

Go over this section in the same manner as Division I but have the students read along with you. Have them write in the proper names. You may want to say the names slowly while they write.

Do pages 7 and 8 in the same manner as above. You might want to photocopy the pages and blank out the names then make a list on the side of the pages to write the name in where it belongs.

## **ACTIVITIES:**

From old magazines cut out facial parts and glue them to a page to make funny faces. Each student can give his/her funny face a name.

### ***Body Parts***

Divide the class into groups of 3. Each group should have enough space to play this game. One of the three will be the caller while the other two must do as the caller says by trying to touch body parts. For example, if the caller says "mohkínsstsisiki mohtóóki" then the other two must try to touch an elbow to an ear. When the tasks are getting to difficult to carry out, have the caller become a partner while one of the two becomes the caller. Do this until all the players have been a caller.

### ***Make Your Body***

#### ***Alternative I***

With a couple of rolls of aluminum foil, give each child a body part to mold. For example, one child should mold his/her arm, another a leg, have another mold a neck, etc.

Have them label the part they make. Make sure the part is approximately the same size as their own. When everyone is done, tape your "student" together, talking about each part as you do it. Hang up your new student and give him/her a name.

#### ***Alternative II***

Using newspaper rolls, or a wide long sheet of paper (wide and long enough for each student to trace their body on) have each student pick a partner. Each student lies on the paper while the partner traces around the body with a pencil, naming each part as he/she goes. When the tracing is done each student may go over the pencil tracing with a felt marker. Then they should color and label "themselves" by using the n prefix.



## SECTION 2 – NÍKSO’KOWAIKSI (Pages 10-14)

This short section is intended only as an introduction to the theme of relatives.

### EXERCISES:

*Division I* Go over page with the students and explain the meaning of each word. They should be able to say everything with little help. The “visit with Grandma” section is much more difficult and they will need much help to pronounce the words. The aim of this page for Division I is to be able to understand.

*Division II* Students should be able to read and pronounce the page entitled Níkso’kowaiksi with little difficulty. The visit with Grandma presents a challenge but can be done if the long words are broken up into syllables and read that way at first.

### ACTIVITIES:

*Division I & II* Have the children bring family pictures so that they may tell who their relatives are in the pictures.

Have the class pretend to be a family. Let them each introduce “their family”.

### SECTION 3 – INTRODUCTION TO SOME VERBS (Pages 15-27)

This section introduces a few verbs and shows how they may be used in various ways. The simple third person singular form is used first because it is close to the stem form and can be used with different subject forms. Then there is first person and second person Nit- and Kit-. Try to get the students to use all three singular person forms and to recognize the verbs themselves. The first four verbs are 'eats' - áóoyiwa, 'sits' - áópiiwa, 'runs' - áókska'siwa, 'sleeps' - áyo'kaawa. Take good time for each verb.

*Division I*            Students should be able to use these verbs with little difficulty. The teacher should go over each page with the students first then review thoroughly.

*Division II*            Same as above but they should be able to write the simple forms of verbs and nouns.

#### **EXERCISES:**

*Division I*            (*Page 18*)

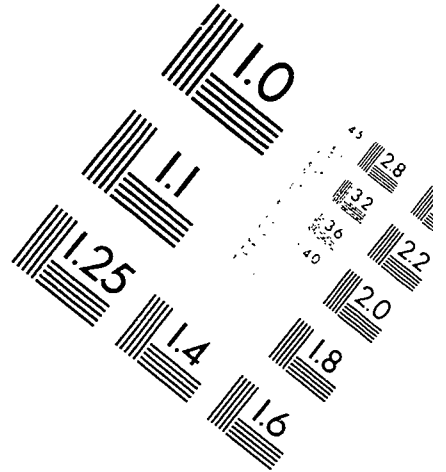
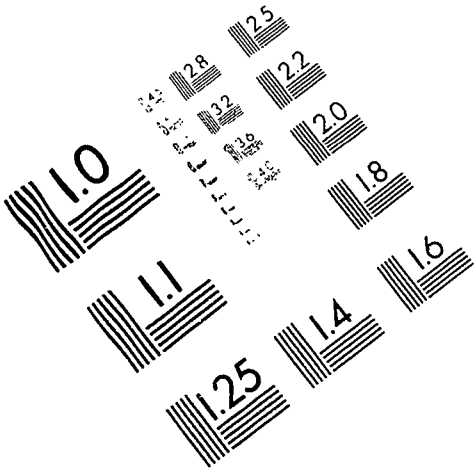
Use nitáaksoyi with each noun and have the class repeat after you. Do the same with nitáóoyi. Then each student may take a turn saying which food they choose with nitáaksoyi.



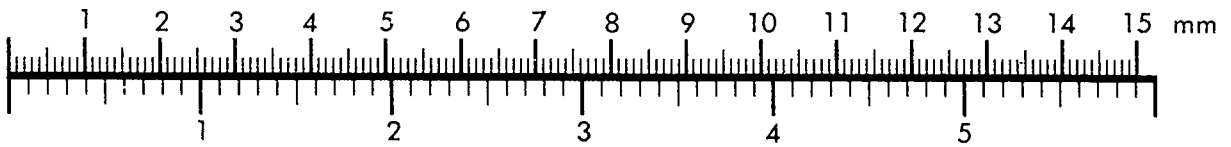
**AIM**

**Association for Information and Image Management**

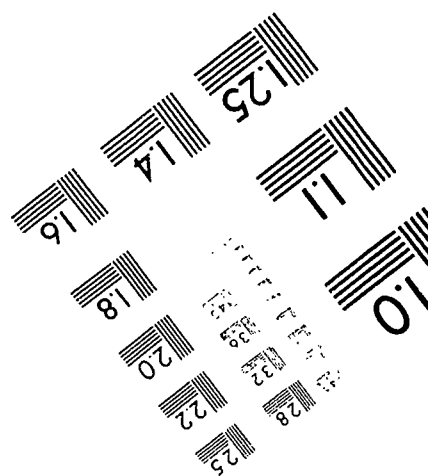
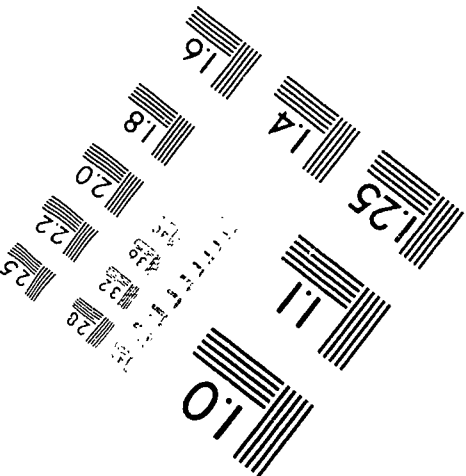
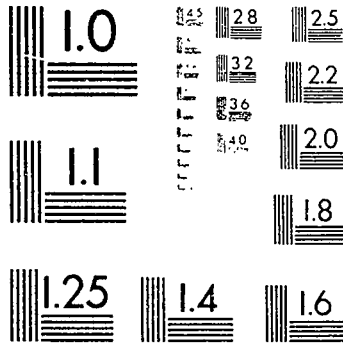
1100 Wayne Avenue, Suite 1100  
Silver Spring, Maryland 20910  
301/587-8202



Centimeter



Inches



MANUFACTURED TO AIM STANDARDS  
BY APPLIED IMAGE, INC.

## SECTION 4 – CLOTHING – ISTOTOOHSINI (Pages 29-32)

This short section serves as an introduction to common clothing and verbs associated with dressing. Both Division I and Division II should be able to say these words. Repetition is necessary. Read over carefully having the students repeat.

### EXERCISES:

*Division I & II* Prepare flashcards with each piece of clothing. Drill the students with them.

### ACTIVITIES:

*Division I & II* Play a clothing game. Bring some big old clothes; hat, coat, sweater, jeans, socks & shoes. Have the students sit in a circle. If the class is large divide it into groups of six. The students roll a die and when they get a given number like six they must try to put on all the clothes before another student rolls six. The students must say the die number in Blackfoot as well as each piece of clothing. Make them use the possessive n- (eg., nottsómo'kaani, nisóka'simi, nitótsskoiitsiiksi, nóoto'ahsiiksi, natsikíístsi).

*Division II* Do the same thing with Division II as above then have them write a list of foods they are going to eat.

*Page 23* - asks "Kiistó kitáókska'sspa? Ask each student individually to answer this (Division I & II).

*Page 25* - same with this page. You should have Division II write all their answers.

*Page 26* - Have Division I say what verb fits in the space. Division II should say and write.

*Page 27* - Both Division I and Division II should do this page.

*Division I & II*

*Charades*

Divide the class into two teams. Each team must give each of their team members one short sentence like aakíkoana áóoyiwa and each student must act out their sentence for the other team. Take the time as each team guesses what the other team has given them. The team with the least total time is the winner.

*Flashcards*

The teacher can make flashcards out of the pages showing subject and verb asking áíkíwaatsiksi? (What is he/she doing?)

## SECTION 5 – NOOKÓÓWAYI – MY HOME (pages 33-39)

This section is intended to help familiarize students with common items in their home. Review each page carefully and help the students to say each item.

### EXERCISES:

*Division I* Students should be able to point out things on page 36 and say what each is. Ask them to draw their own home, telling you what is in their home. Do the same with the tipi.

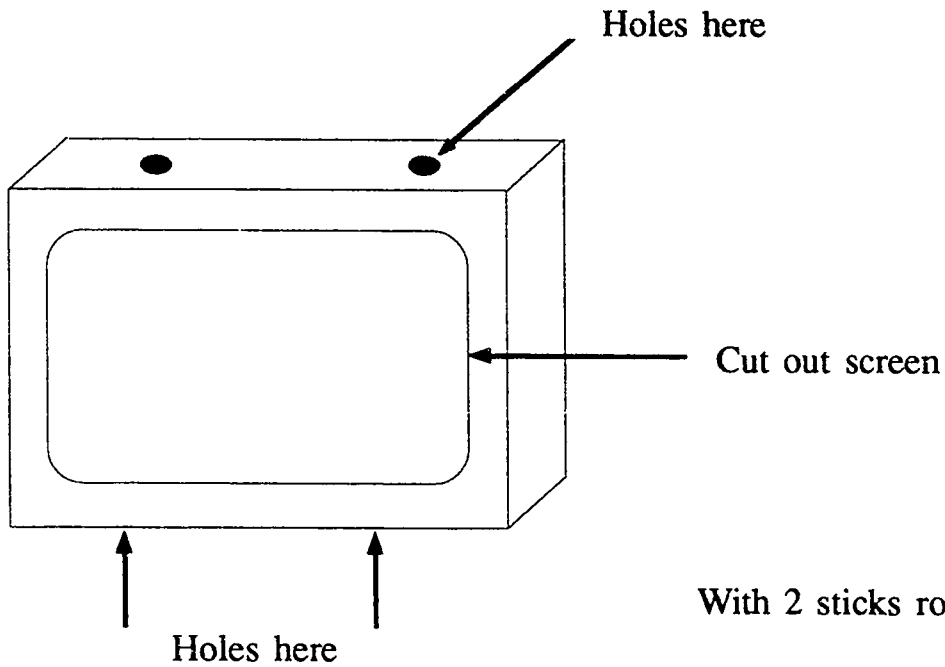
*Division II* Students should be able to write in the name of each item on page 36. Have them make cards with the names of the items, so they can take them home and tape them to the real things at home (use masking tape.) Do the same with the tipi exercise.

### ACTIVITIES:

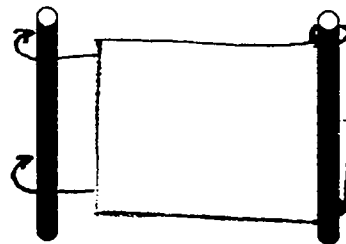
*Division I and II* Bring cardboard boxes to school. Each student should be given one piece of furniture to make. With crayons and scissors they must cut and draw (tape if necessary) something to furnish your classroom with. Each piece of furniture must be labelled. Take a walk around your “home” when all is complete and talk about each piece of furniture. Keep your “home” for at least a couple of days.

- Bring pictures (books) of Niitóyisi. If possible bring actual items for the children to look at.
- Have them make a tipi with paper and make miniature furnishings to go into their niitóyisi.
- Have an elder come to talk about Niitóyisi and the furnishings.
- Make a make-believe tipi in your classroom and have the children make items out of cardboard boxes, etc. to furnish your niitóyisi.

- Out of a cardboard box have each child make a T.V. Make a "T.V." program in Blackfoot by making holes at the top and bottom of each side of the box. On a few sheets of long paper have them draw pictures of a story which they may tell to the class.



With 2 sticks roll sheet



## SECTION 6 – IKSOWA’POMAAHKAIKS - ANIMALS (Pages 40-53)

This section is directed at simply familiarizing students with the common animals. Since children have a natural curiosity with animals, they may remember some animals from previous lessons. For the most part this section is aimed at pronunciation and memorization for both Division I and II.

### EXERCISES:

#### *Division I*

Do the exercises on page 49 called Tsáanistápssiwaatsiksi? Help the children with the pronunciation of each animal. Do the same thing with the rest of the pages through to page 52.

- Go back to book one, section one, and read Náápiwa and the animals. Ask the students which animals gave which sound to Náápiwa.
- Use picture books with pictures of the animals. Ask the class to give you the name of each animal.
- Review the section on animate things in book 2 on the animate numbers and pluralizing animate things. Do pages 33 and 36-41 again for repetition and refreshing memories.
- Ask the children to say what each animal’s name is and what it is doing on pages 41-48 (eg. page 41 ámo ááattsistaawa, ámo ááattsistaawa áópiiwa).
- Have each student draw a picture of the animal of their choice, or animals if they choose.
- Make up flashcards of the animals and drill the class.

#### *Division II*

Go over all the above exercises with the students. Give them time to write the names of the animals. With the exercise on “what is the animal doing?” help them to write the proper verb. Ask ákííwaatsiksi? (What is he/she doing?)



## ACTIVITIES

- From old magazines have the children cut pictures of the animals in this section. Have them cut out ten animals of their choice and glue them to a blank page. They should make two rows of five pictures each. The teacher may call out different animal names and the student may cover each picture with a small piece of paper. (This is a shorter version of Bingo.)
- Divide the class into two teams and have them play animal charades.
- Outside or in a large play area have an Animal Race. Divide the class into teams of five on each team. Line the teams up behind a start line. They will play a relay, as the first team member must listen to the teacher. The teacher calls out an animal's name. The first player must move in the manner of the animal called (eg. hop if it is ááattsistaawa or run on all fours if it is ponokáómitaawa). When they reach a turning line to go back. The teacher must call out a new animal and the student must mimic the new animal until he/she reaches the team and start line.

## *Ikskímaawa*

(Page 53)

- Read page 53 with the students.
- You might want to address the importance of hunting and have the students discuss hunting.
- Ask These Questions:

Kitáakotoyííkskimahpa? - "Are you going hunting?"

They may answer "Aa, nitáakotoyííkskima" - "Yes, I am going to hunt" or "Saa, nimáátáakotoyííkskima" - "No, I am not going to hunt."

"Tsá anistápssiwa kitáaksskonákatawa?" - "What are you going to shoot?" They may answer "Nitáaksskonákatawa áwákaasiwa" - "I am going to shoot a deer."

- They may choose any animal.

## SECTION 7 – PI' KSSÍIKSI - BIRDS (Pages 55-68)

As in the last section this section is intended to help familiarize students with birds, some insects, and other little animals. Because this section is so much like the last section, it is suggested that the teacher adapt some of the exercises and activities from the last section.

### ACTIVITY:

***Bird Watching*** Go for a walk outdoors with the class. Try to identify some of the birds mentioned in this section. You may want to pack a book of Southern Alberta Birds and The Blackfoot Dictionary.

*(Pages 67-68)*

These pages are aimed at familiarizing the students with a few things outdoors. The teacher may want to expand on this.

### ***Siikó' tsitaawa!*** ***(Gather!)***

Make a list for each pair of children consisting of different numbers of the things mentioned on these pages, eg. nááto'kayi miistsífstsi (two sticks); nááiyi óóhкотokistsi (six stones); ihkítsíkayi níípistsi (seven leaves); ni'tókska písátssaisskiyi (one flower); nioókskayi poosohsooa'tsiistsi (three pussywillows); nááto' kayi isstsimamsskaapoiksi (two pine cones.)

Then, in class, divide the children into pairs of two, and give each pair a list of things to gather in the school yard. Make sure you read over the list with each pair before sending them out. When the children have gathered what they need, they must return and show the class. They can say, eg., nítssiiko'tsii' pinnaana amo(i)stsi nááto'kayi miistsífstsi.

## SECTION 8 – MORE VERBS (pages 69-80)

This section is aimed at broadening the students knowledge of verbs and how to use them. The following activities and exercises can be applied to the first section of verbs. It is important to be able to use verbs in different contexts. Therefore this section is followed by a list of verb tenses and degrees.

**EXERCISES:** (pages 76 - 79)

**Division I** Have the students look at the picture on the left of the page. Ask them to tell you something about the picture using the verbs they have learned.

**Division II** Students should be able to write short sentences beside each picture with help from the teacher.

**ACTIVITIES:** *Division I & II*

**Charades** The teacher should make a list of short sentences using *one subject* and *one verb* (eg. Ama saahkómaapiwa áíhpiyiwa). Each student get a short sentence to act out in front of the class.

**“Ihtái’ poyo’ pa”** Have the players/students sit in a circle. Choose someone to start. He/she must whisper a short sentence to his/her neighbor and the neighbor whispers the message to the next one, and so on until it reaches the end. The last person to get the message must say what he/she has heard. Ask the starter to say what he/she said in the beginning.

**Náápiwa áwaaniwa** Blackfoot version of ‘Simon Says’ (a favorite of School District # 51 Blackfoot teachers.) Using commands like Apíít, Nipóipoyit, Míístapoot, Póóhsapoot, etc. students must do what Náápiwa says. If the leader does not say “Náápiwa áwaaniwa” before the command, then the student must not do what he/she is commanded.

***Ánnohk, aapinákosi, matónni - "today (now), tomorrow, yesterday"***

Start with ánnohk - "today." Ask each student "kitáikííhpa ánnohk" - "What are you doing now?" They may answer with any verb they choose, eg., "ánnohk nitáíksimssta" - "Now I am thinking." (See the following list for help.)

Then ask each student about the student behind him/her. What is he/she doing?, eg., Na Susan ákííwaatsiksi? They may answer with any verb they choose, eg., Na Susan áíssínaakiwa.

Then ask nitáikííhpa ánnohk? - "what am I doing now?" They may answer in any way they choose, eg., "ánnohk kitáí'poyi."

***Aapinákosi - "tomorrow"***

Ask about the student behind, eg., aapinákosi, na Susan áaksikííwa? - "Tomorrow, what is Susan going to do?" They may answer "Aapinákosi na Susan áaksi'poyiwa."

Ask about their parents - "Aapinákosi, na kiksíssta áaksikííwa or Na kiksíssta áaksikííwa aapinákosi?" - "What is your mother going to do tomorrow?"

Ask them "What you, the teacher, are going to do" - "Nitáaksikííhpa áapinákosi?" "What am I doing tomorrow?" They may answer "Aapinákosi kitáakihkiitaa napayíni" - "Tomorrow you are going to bake bread."

Ask about "What the student is going to do" - Aapinákosi kitáaksikííhpa? - "Tomorrow what are you going to do?" They may answer "Aapinákosi nitáakomiikkaa" - "Tomorrow I am going fishing."

***Matónni - "Yesterday"***

In the same manner as above and using the list provided, ask questions about yesterday with the words nitsíikííhpa and kitsíikííhpa.

*Ánnohk – today (present tense)*

*3rd person (he/she is)*

*1st person (I am)*

*2nd person (you are)*

áípottaawa  
ááwaawahkaawa  
áí'poyiwa  
áíssínaakiwa  
áíhpiyiwa  
áóhkitópiiwa  
áíhkiitaawa  
áómiihkaawa  
áíksimsstaawa

nitáípóttaa  
nitááwaawahkaa  
nitáí'poyi  
nitáíssínaaki  
nitáíhpiyi  
nitáóhkitópi  
nitáíhkiita  
nitáómiihka  
nitáíksimssta

kitáípóttaa  
kitááwaawahkaa  
kitáí'poyi  
kitáíssínaaki  
kitáíhpiyi  
kitáókitópi  
kitáíhkiita  
kitáómiihka  
kitáíksimssta

*Aapinákosi – tomorrow (future tense)*

áaksipottaawa  
áakawahkaawa  
áaksi'poyiwa  
áakssínaakiwa  
áakihpiyi  
áakihkiitaawa  
áakomiihkaawa  
áaksiksimsstaawa

nitáaksipottaa  
nitáakawahkaa  
nitáaksi'poyi  
nitáakssínaaki  
nitáakihpiyi  
nitáakihkiitaa  
nitáakomiihkaa  
nitáaksiksimsstaa

kitáaksipottaa  
kitáakawahkaa  
kitáaksi'poyi  
kitáakssínaaki  
kitáakihpiyi  
kitáakihkiitaa  
kitáakomiihkaa  
kitáaksiksimsstaa

*Matónni – yesterday (past tense)*

iípóttawa  
ááwahkaawa  
isínaakiwa  
ihpíyiwa  
iíhkítaawa  
iimíhkaawa  
iksimsstaawa

nitsíipottaa  
nitááwahkaa  
nítssínaaki  
nítsspiyi  
nítsskiitaa  
nitsímiihkaa  
nitsiksimsstaa

kitsíipottaa  
kitááwahkaa  
kítssínaaki  
kítsspiyi  
kítsskiitaa  
kitsímiihkaa  
kitsiksimsstaa

**Produced and Printed by**



**Learning Resources  
Distributing Centre  
Production Division  
Barrhead, Alberta  
Canada, T0G 2P0**

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