

*NISGA'A LANGUAGE PROGRAM*

Kindergarten  
to  
Grade Three

Nisga'a Language & Culture Program  
Nisga'a Elementary Secondary School  
P. O. Box 239, New Aiyansh, B. C., VOJ 1A0

## TABLE OF CONTENTS

PURPOSE OF THIS BOOK . . . . .	4
OBJECTIVES OF THE NISGA'A LANGUAGE PROGRAM . . . . .	4
PROGRAM OUTLINE . . . . .	5
NISGA'A LANGUAGE PROGRAM OUTLINE	
Kindergarten to Grade Three . . . . .	6
THE NISGA'A LANGUAGE PROGRAM AND THE SCHOOL . . . . .	8
THE NISGA'A LANGUAGE TEACHER . . . . .	9
PRINCIPLES OF NISGA'A LANGUAGE TEACHING . . . . .	10
PROGRAM OUTLINE FOR KINDERGARTEN . . . . .	12
UNIT 1 - GREETINGS . . . . .	13
UNIT 2 - COMMANDS . . . . .	15
UNIT 3 - NISGA'A GRACE . . . . .	17
UNIT 4 - COUNTING TO FIVE [OBJECTS] . . . . .	18
UNIT 5 - CLASSROOM OBJECTS/PARTS OF THE ROOM . . . . .	19
UNIT 6 - PARTS OF THE BODY . . . . .	21
UNIT 7 - FAMILY MEMBERS . . . . .	24
UNIT 8 - TRIBE {NAMES} . . . . .	27
PROGRAM OUTLINE FOR GRADE ONE . . . . .	28
UNIT 1 - COMMANDS . . . . .	29
UNIT 2 - ANIMALS, BIRDS AND FISH . . . . .	31
UNIT 3 - HOME: Rooms of the house/furniture . . . . .	34
UNIT 4 - COLOURS . . . . .	37
UNIT 5 - COUNTING: Six to Twenty [Objects] . . . . .	39
UNIT 6 - SEASONS AND WEATHER . . . . .	41
PROGRAM OUTLINE FOR GRADE TWO . . . . .	43
UNIT 1 - LORD'S PRAYER . . . . .	44
UNIT 2 - TREES & BERRIES / PARTS OF THE TREE . . . . .	46
UNIT 3 - CELEBRATIONS AND HOLIDAYS . . . . .	48
UNIT 4 - COUNTING TO TEN [ANIMALS / FISH] . . . . .	50
UNIT 5 - EXPRESSIONS OF TIME . . . . .	51
UNIT 6 - CLOTHING . . . . .	53
PROGRAM OUTLINE FOR GRADE THREE . . . . .	55
UNIT 1 - VILLAGE . . . . .	56
UNIT 2 - NASS VALLEY . . . . .	58
UNIT 3 - COUNTING TO TEN [PEOPLE] . . . . .	60
UNIT 4 - FOOD . . . . .	61
UNIT 5 - WORK: House/Village/Hunting/Fishing/Logging . . . . .	63

## *Program Outline*

On the following page is the basic outline for Nisga'a from Kindergarten to Grade Three. This outline, as you will see, is based largely on vocabulary. Don't forget, though, to try to teach the words in a sentence - even a simple sentence such as "This is a \_\_\_\_". Unless students learn words in a context they will not be familiar with the way they are used in a sentence. Remember, too, that the program may be supplemented by the teaching of Nisga'a songs and poems.

Students are not taught formally to read and write Nisga'a until the intermediate grades, although written words may be used as cues from the end of grade one. One important reason for the oral emphasis is that pronunciation must be emphasized at this stage.

There are many sounds and sound combinations in Nisga'a that do not exist in English; these sounds will be unfamiliar to many of the students and must be learned. For this reason, it is important that the Nisga'a teacher ensure that the students have mastered the pronunciation as well as the meaning and use of a particular item before introducing new items. At this stage, correct pronunciation is as important to learn as is vocabulary. The Nisga'a Language Assistant may therefore find it necessary to teach vocabulary at a sufficiently slow pace to facilitate the learning of correct pronunciation.

LINDA WALSH

## *Nisga'a Language Program Outline (continued)*

### **Grade Two**

*Review Kindergarten Units*

*Review Grade One Units*

1. Lord's Prayer
2. Trees and Berries / Parts of the Tree
3. Celebrations and Holidays
4. Counting to Ten [Animals]
5. Expressions of Time
6. Clothing

### **Grade Three**

*Review Kindergarten Units*

*Review Grade One Units*

*Review Grade Two Units*

1. Village
2. Nass Valley
3. Counting to Ten [People]
4. Food
5. Work: House / Village / Hunting / Fishing / Logging

## *The Nisga'a Language Teacher*

The teacher of the program is the key person to the success of the program. Among the qualifications considered necessary are:

- (a) The ability to speak Nisga'a clearly and fluently with good accent and correct pronunciation.
- (b) The ability to use, read and write the Nisga'a alphabet.
- (c) A genuine interest in and understanding of young children and an ability to interest them in learning their language.
- (d) An enthusiastic interest in teaching the program, a conviction that it is worthwhile, and a willingness to assist in improving its effectiveness.
- (e) A readiness to co-operate with the classroom teachers and the principals as a member of the school staff.

### *Lesson Aids*

The Nisga'a Language teachers have many lessons and teaching aids at their disposal. There are materials available in each classroom, as well as materials especially prepared or adapted for the Nisga'a Language Program. Find out what is available and learn how to use it. If the school does not have something you may want or need, do not be afraid to ask for it.

*Principles of Nisga'a Language Teaching* (continued)

8. Let the pupils play the role of teacher. They find this a privilege and a pleasure, and it provides an excellent means for review. Pupils should learn question forms as well as answers.
9. Emphasize progress. It is fun to begin, but more fun to advance. At every point the pupil should feel he is making progress.
10. Provide a challenge. Keep interest and enjoyment high, but give pupils the satisfaction of attempting something difficult, mastering it, and receiving recognition for it.
11. PLAN FOR REPETITION. Language learning involves memorization. New material should be repeated until students are completely familiar with it, but the repetition should be varied and carefully controlled to avoid boredom.
12. When introducing a new unit, try to combine it with the review of a previously taught unit of units.

## Kindergarten

### Unit 1 - Greetings

- Nit. . . . . Hi, Hello.  
 ✓ Amaa hiihlukw. . . . . Good morning  
 Amaa galaanhl silkwsaxs. . . . . Good afternoon.  
 ✓ Ndahl wilaa wilin? . . . . . How are you?  
 (Aam wilaa wilina?) . . . . . How are you? *Are you doing well?*  
 Aam. . . . . Fine.  
  
 Dim huxw ga'ay' niin. . . . . Good bye. *I'll see you again*  
 ✓ Dim huxw ga'ay' nisimh . . . . . Good bye. *I'll see all of you again*  
 Dim huxw ga'am' niin. . . . . Good bye. *we'll see you again*  
 Dim huxw ga'am' nisimh. . . . . Good bye. *we'll see all of you again*  
  
 Tooyaksiy' niin. . . . . Thank you.  
 Tooyaksiy' nisimh. . . . . Thank you. *all*  
 Tooyaksimh' niin. . . . . Thank you. *we thank you*  
 Tooyaksimh' nisimh. . . . . Thank you. *we thank you all*  
  
 Naahl wan? . . . . . What is your name?  
 Naahl wanis? . . . . . What is your name?  
Jack hl way'. . . . . My name is Jack.  
Jane hl way'. . . . . My name is Jane.  
  
 Amaa haniisgat. . . . . Happy Birthday.  
 Amaa sii k'uuhl. . . . . Happy New Year.  
 Amaa Christmas. . . . . Merry Christmas.

*Kindergarten*Unit 2 - CommandsSingularPlural

Amaa t'aan . . . . . Amaa wansirñ . . . . . Sit properly

Amaa hitgwin . . . . . Amaa makskwsirñ . . . . . Stand properly

Hawit . . . . . Hawitsirñ . . . . . Stop it

Gesxgwin . . . . . Lisxkwsirñ . . . . . Stop talking

Amukwsin . . . . . Amukwsisirñ . . . . . Listen

Limx . . . . . Limxsirñ . . . . . Sing

Hitgwin . . . . . Makskwsirñ . . . . . Stand up



*Kindergarten**Unit 3 - Nisga'a Grace*

K'amgwiitkwhl wineexhl dim gibirh.  
oo sim'oogit

Mi ii huksa'anhl haygwin loot

Wil t Jesus Christ miinirh  
dim gan wilt.

Amen

Bless this food we are about to eat,  
O Lord.

With thy Holy Spirit

Through Jesus Christ  
our Lord.

Amen

*Suggestions for Teaching Nisga'a Grace*

1. Teach it slowly, phrase by phrase.
2. Use daily as the grace before snack.

*Kindergarten**Unit 5 - Classroom Objects / Parts of the Room*

The following are names of objects which may be found in the classroom:

Hañiiwan . . . . . Floor

Haahlgan . . . . . Wall

Luurinhaahlgan . . . . . Ceiling

Ganluugoyp'ax . . . . . Window

Pdo'o . . . . . Door

Laakws . . . . . Light

Waats . . . . . Clock

Hañiit'imis . . . . . Desk

Hañiitxooxkw . . . . . Table

Hañiit'aa, Hañiiwan . . . . . Chair, Chairs

Bukw . . . . . Book

Sawinsk(w) . . . . . Sheet of Paper

## Kindergarten

### Unit 6 - Parts of the Body

Hliphlan	Body
* Timges	Head
✓ Timkaax	Arm
✓ An'un	Hand
✓ Asay' / Sisay'	Leg, Foot / Legs, Feet
✓ Sgans	Elbow
✓ K'esa'a	Knee
Laxno'ohl	Shoulder
Tukw'	Navel
Ban	Belly, Stomach
Goot	Heart
* Ges	Hair
* Ts'ai	Eye, Face
Do'o / Dido'o	Cheek / Cheeks
* Muxw	Ear
* Kets'	Chin
* Aak	Mouth
Hupx	Forehead
* Ts'imaak	Inside of Mouth
* Ween	Tooth, teeth
Dilx	Tongue
* Nisk	Upper Lip
✓ Tl'ak	Lower Lip
Ligil	Eyebrows

*Tindax*  
*Tsuk*

*Nesk*  
*Nisk*

## *Kindergarten*

### Unit 6 - Parts of the Body {continued}

#### Suggestions for Teaching Parts of the Body

8. Ask children to place the head on their desk and then each part of the face.
9. Ask each child to choose a part of the body. Then ask each one to tell the class in Nisga'a which part s/he has.
10. Play "Touch"; touch your head, touch your nose, touch your ear, etc.
11. Teacher holds a nose or eye in his/her hand. Children ask in Nisga'a if it is a hand or head. Teacher pretends s/he doesn't understand Nisga'a and asks for a translation in English. S/he then answers yes or no.
12. Ask the children in Nisga'a what do I do with my "eyes" in Nisga'a. Child answers "see", etc.
13. Individually have students name the parts of the body, using flannel board parts, drawn pictures, or his/her own body.
14. True/False; Yes/No. e.g. I see with my ban.
15. Play Simon says, Pin the Tail on the Donkey.
16. Sing Nibiibiý Dan.

*Kindergarten**Unit 6 - Parts of the Body* (continued)*Suggestions for Teaching Parts of the Body*

8. Ask children to place the head on their desk and then each part of the face.
9. Ask each child to choose a part of the body. Then ask each one to tell the class in Nisga'a which part s/he has.
10. Play "Touch"; touch your head, touch your nose, touch your ear, etc.
11. Teacher holds a nose or eye in his/her hand. Children ask in Nisga'a if it is a hand or head. Teacher pretends s/he doesn't understand Nisga'a and asks for a translation in English. S/he then answers yes or no.
12. Ask the children in Nisga'a what do I do with my "eyes" in Nisga'a. Child answers "see", etc.
13. Individually have students name the parts of the body, using flannel board parts, drawn pictures, or his/her own body.
14. True/False; Yes/No. e.g. I see with my ban.
15. Play Simon says, Pin the Tail on the Donkey.
16. Sing Nibiibiý Dan.

*Grade Two**Unit 2 - Trees & Berries / Parts of the Trees* (continued)

## C. Parts of the Tree

<u>G</u> an . . . . .	Tree
Andip <u>g</u> an . . . . .	Tree Trunk
Wist . . . . .	Roots
L <u>a</u> ks . . . . .	Pine Needles
Me <u>e</u> k . . . . .	Cones (Pine)
Anwana'a . . . . .	Seed
Sgan . . . . .	Pitch
Y <u>a</u> ns . . . . .	Leaf
(Sk' <u>a</u> n.... . . . . .	.... tree or bush)

*Suggestions for Teaching Trees & Berries/Parts of the Tree*

1. Collect specimens and name.
2. Draw a tree. Name its parts.
3. Take students on a nature walk - name the trees and berries in Nisga'a. Later, have them draw and label pictures of what they saw.

## *Grade Two*

### *Unit 3 - Celebrations and Holidays* (continued)

#### *Suggestions for Teaching Celebrations and Holidays*

1. Photographs enlarged for class use.
  
2. Resource People.
  
3. News Time;
  - (a) Feast coming up
    - plans for
    - people involved
    - sequence of program
    - responsibilities of particular people
  
  - (b) Birthdays
  
  - (c) Holidays
    - plans for, etc.
  
4. Report after attending or after event.
  - e.g. feast, wedding, etc.

## Grade Two

### Unit 5 - Expressions of Time

A.	Sa . . . . .	Day
	<u>G</u> anuutkw . . . . .	Week
	K'uuhl . . . . .	Year
	Sa Guuñ . . . . .	Today
	Taahlakw . . . . .	Tomorrow
	K'yoots . . . . .	Yesterday
	Misaax . . . . .	Dawn
	Hiihlukw . . . . .	Morning
	Silkwsaxs . . . . .	Noon
	<u>G</u> alaanhl silkwsaxs . . . . .	Afternoon
	Sil' . . . . .	Dusk
	Yukwsa . . . . .	Evening
B.	Hli Sadihl <u>G</u> anuutkw . . . . .	Days of the Week
	Haniisgwaay'tkw . . . . .	Sunday
	Ksgoogam Sadihl <u>G</u> anuutkw . . . . .	Monday
	Haniigilp'ilhl Sa . . . . .	Tuesday
	Haniigwilahl Sa . . . . .	Wednesday
	Haniitxalp'xhl Sa . . . . .	Thursday
	Haniikwsdinshl Sa . . . . .	Friday
	Haniiyeeek . . . . .	Saturday



*Grade Two**Unit 6 - Clothing*

Daahliisk . . . . .	Socks
<u>G</u> ayt . . . . .	Hat
Kslawiskw . . . . .	Shirt
K'udats' . . . . .	Coat
K'uktk'unak' . . . . .	Skirt
Lukwhlikslawiskw . . . . .	Undershirt
<u>M</u> aks . . . . .	Pants
<u>N</u> ak' . . . . .	Dress
Sgats'iip'a'a . . . . .	Tie
Ts'awa <u>k</u> sa buts . . . . .	Boots
Ts'awa <u>k</u> s . . . . .	Shoes
Ts'ilt . . . . .	Mittens, Gloves

*Program Outline for Grade Three*

*Review Kindergarten Units*

*Review Grade One Units*

*Review Grade Two Units*

1. Village
2. Nass Valley
3. Counting to Ten [People]
4. Food
5. Work: House, Village, Hunting, Fishing, Logging

## *Grade Three*

### *Unit 1 - Village* {continued}

#### *Suggestions for Teaching Village*

1. Field trip around village.
2. Map of village, model, mural.
3. Definitions given by teacher and student guesses place or thing in village. e.g. where the feasts are held.
4. Flannel sets could be made.
5. Naming places or things in pictures.
6. Enlarged local photographs for classroom use.

## *Grade Three*

### *Unit 2 - Nass Valley* {continued}

#### *Suggestions for Teaching Nass Valley*

1. Have students make a map of Nass Valley.
2. Have pictures of different parts of the Nass Valley for children to identify.
3. Take children on fields trips.
4. Enlarge local photographs for identification.
5. (Intermediate students could write letters to another village in Nisga'a Language.)

## Grade Three

### Unit 4 - Food

- A.
- |           |       |                   |
|-----------|-------|-------------------|
| Saak      | ..... | Oolichan(s)       |
| T'ilx     | ..... | Oolichan Grease   |
| Digit     | ..... | Smoke Oolichan(s) |
| T'ibin    | ..... | Sea Lion          |
| Hoon      | ..... | Salmon            |
| Ts'al     | ..... | Smoked Fish       |
| Do'ohl    | ..... | Tripe             |
| Txox      | ..... | Halibut           |
| Ts'ak'    | ..... | Clams             |
| Gabook    | ..... | Cockles           |
| K'almooos | ..... | Crab              |
| Bilaa     | ..... | Abalone           |
| Hlak'askw | ..... | Seaweed           |
| Xswink    | ..... | Herring Eggs      |
| Gask      | ..... | Rice              |
| Anaax     | ..... | Bread             |
| Iinuu     | ..... | Turnips           |
| Sguusiit  | ..... | Potatoes          |
- B. Food Preparation:
- |                |       |       |        |         |
|----------------|-------|-------|--------|---------|
| Simo'onsgum    | _____ | ..... | Salted | _____   |
| Simiyeen'isgum | _____ | ..... | Smoked | _____   |
| Sidaaw'isgum   | _____ | ..... | Frozen | _____   |
| K'ayukwsa      | _____ | ..... | _____  | fillets |

*Grade Three*

*Unit 5 - Work: House/Village/Hunting/Fishing/Logging*

A. Around the House:

T'awiskw	.....	To sweep
Jam	.....	To cook
Saksa'anskw	.....	To clean up
Hat'awiskw	.....	Broom
Yo'oksno'ohl	.....	To wash dishes
Luulidiksa'a	.....	To wash clothes
Luuyi'oos	.....	To wash the floor
Amaabahla'am-haniigeehl	.....	To make a bed
Sits'ilimtkw	.....	To make lunch

B. Around the Village:

Saayt hahlals	.....	Public Work
K'aaltkw	.....	To clear land
Lipleet	.....	Priest
Sim'oogit	.....	Chief
Miinhl Galts'ap	.....	Chief Councillor

