

P'P_mL dΔ.°

PC ^ P^q.γ°

Γ°

PC <Δ>Γ R q γ°

Γ°

PC L P'° "Δ q γ°

° "Δ > ∇ · Δ · °

L P'° "Δ b° 3 - < 3 Δ q ° γ°

GABRIEL DUMONT INSTITUTE

of Native Studies and Applied Research

1987

L E A R N I N G

T O

S P E A K

R E A D

A N D

W R I T E

C R E E

Book 3 - Pronouns

GABRIEL DUMONT INSTITUTE

of Native Studies and Applied Research

1987



I HEAR AND I FORGET,

I SEE AND I REMEMBER,

I DO AND I UNDERSTAND.

OUR CHILDREN - OUR FUTURE.

Unless a child learns

about the forces which shaped him;

the history of his people,

their values and customs,

their language,

he will never really know himself

or his potential as a human being.

National Indian Brotherhood, 1972

I. PREFACE

Each language organizes experience in a special way by using unique thought patterns in its expressions.

Many White tribes have the English language. Although their way of life may differ one from the other, the language, with its thought patterns and the twenty-six letters that go to make up the written language, is the same. The basis of the English thought pattern seems, compared to Cree, to be 'abstract', that is, the expression in many cases is not direct and must be understood by inference.

The Cree culture, and the language that expresses that culture, is unique. A person understanding the culture, which is the basis of the thought pattern, appreciates the beauty of the language. The uniqueness and the beauty Cree may be expressed as "a picture thought form with description and action." This idea will become clearer as you study the language.

Cree should be studied along with the thought pattern of the Cree culture. This will enable you to grasp the language more quickly.

II. INTRODUCTION

The Cree syllabics were invented by Dr. James Evans. This invention gave the Cree Indians a written form for their language. Dr. Evans began his work as a missionary in England and emigrated to Canada in 1823. In 1828 he became a teacher at an Indian school at Rice Lake, and, having talent in the study of languages, he mastered the Ojibway tongue and made translations of hymns and portions of the Bible.

While Dr. Evans was stationed at Norway House in Northern Manitoba, he formulated the Cree Syllabics. His first books in the Cree Syllabic were made with birchbark, on which the characters were written in ink from the soot of the chimney. The Bible in Swampy Cree was published in 1861, and the one in Plains Cree, in 1920.

The Cree Indians owe much to Dr. Evans for his hard work, for his accomplishment in learning to speak Cree and his invention of the Cree syllabics. He was also a notable Missionary, and one of the pathfinders of the Northwest, and he is therefore worthy of remembrance as one of Canada's great men. (Dr. Evans died suddenly at Keilby, Lincolnshire, England, on November 23rd, 1846, at the age of 45).

The "Square Method" of learning the syllabics, as illustrated in this book, was formulated by Rev. Tommy Francis in 1986.

The Cree language with its variety and precision makes a highly interesting study, and of all the various Algonkians dialects, it is believed that Cree is the oldest and most original of these. The Cree syllabics are unique in their structure and form. The syllabics represent exactly and completely the phonemics (linguistic sound) of the Cree language.

III ABOUT THE AUTHORS

During the Second World War, Tommy Francis enlisted with the Royal Canadian Air Force, serving two and a half years overseas. When he returned home in 1946, he began employment with the Saskatchewan Department of Natural Resources as a Conservation Officer. He resigned his position in 1953, and began his training for the Ministry. Tommy Francis was instrumental in founding the Native Evangelical Fellowship of Canada, (an all Native Christian Church), in 1957.

At the beginning of his Ministry, Tommy soon realized the value of learning to read and write the Cree syllabics. Many of the Native folk in Northern communities were using the Cree syllabics as a means of communication. The Bible had been translated into Cree and Church services were conducted in the Native language. By contrast, the Native language, he saw, was being lost in the southern Native communities. "If we, the Native people see the value of retaining our language", he said, "then we should make it our aim and purpose to encourage and restore what we have lost."

Born in 1956, Dennis Morin grew up in Sandy Bay in northern Saskatchewan with Cree being his first language. It wasn't until the age of seven and attending the first day of school that he encountered the English language. He did not realize it then, but he would have to learn English, to him a foreign language, be instructed in it and use it for most of his life. As he became more proficient in English, learned to read and write, he felt at times that he was losing Cree; that he was viewing his first language as his second. By and by, he began to take an interest in the study of the Cree language itself, its notation, and the teaching of it; and has become for him the centre of a new vocation with the Gabriel Dumont Institute.

Mr. Morin has misgivings that his son, Trevor, who just started school, makes English his first language. Mr. Morin feels that his son is missing out on a part of his Native culture, and will not enjoy fully his identity as a Native. Mr. Morin has the satisfaction, however, of working to reverse this process for his son and for Native people generally by the study and teaching of the Cree language and culture.

IV GABRIEL DUMONT INSTITUTE

The Gabriel Dumont Institute is the educational arm of the Association of Metis and Non-Status Indians of Saskatchewan. The Institute's mission is to promote the renewal and development of Native culture through appropriate research activities, material development, collection and distribution of those materials, and by the design, development and delivery of specific educational and cultural programs and services

The goals of the Institute are threefold:

1. The development of healthy Metis and Non-Status Indian communities.
2. A renewed and strengthened Native culture.
3. The development of a new educational system.

These three goals have been historically articulated by the Metis and Non-Status Indian people of Saskatchewan. Beginning with the cultural conference of 1976 and continuing to the present, these goals have been collectively and consistently put forward as recommendations and have in turn provided policy direction to the Board of the Gabriel Dumont Institute, and policy guidelines to Institute planning.

SQUARE METHOD CHART

Learning to read Syllabics by the Square Method.

ㄗ - ye	ㄥ - me	ㄨ - te	ㄑ - kā	ㄥ - yā
ㄗ - se	ㄆ - ke	ㄨ - pe	ㄑ - nā	ㄥ - sā
	ㄊ - ne	ㄨ - we	ㄑ - chā	ㄥ - mā
	ㄊ - che	ㄨ - e		

tu pu wu u				
ㄊ < ㄨ				o wo po to
ㄊ' < ㄨ'				ㄨ > ㄨ
ta pa wa a				

chu - ㄌ ㄨ - cha	ㄨ - ā
nu - ㄌ ㄨ' - na	ㄨ' - wā
ku - ㄌ ㄨ' - ka	ㄨ - pā
mu - ㄌ ㄨ - ma	ㄨ - tā
su - ㄌ ㄨ' - sa	
yu - ㄌ ㄨ' - ya	

	ㄑ - cho	ㄑ - no	ㄑ - ko	ㄑ - mo
				ㄑ - so
				ㄑ - yō

FINAL CONSONANTS

Final consonants - two styles.

P	'	<
T	/	c
K	\	b
Ch	-	l
M	c	L
N	>	e
S	^	s

Final oo ----- °

Final i ----- °

Aspirated k ----- x

Christ ----- X

wi ----- :

h before a vowel ----- "

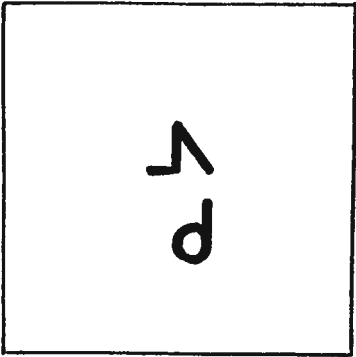
A soft guttural h before a consonant - "

Extra signs.

r ----- >

l ----- &

Final consonants are used when the letter sound is heard alone.



Personal Pronouns - A personal pronoun is a pronoun that shows by its form whether it refers to the person speaking, the person spoken to, or the person spoken of. The following sentences show the use of personal pronouns in the first, second, and third person.

σ> - I / me / mine
ρ> - you / your
Δ•> - he / him / his or she / her / hers

σ> - I

σ> ρ b Δ•γΔ•Ŋ°.

I will go with you.

σ> ρ b Δ•ŕ"ΔŊ°.

I will help you.

σ> - me

◁σL ŕL° σ> σ NV>U°.

That canoe belongs to me.

σ ρ Δ•γΔ•b σ>.

He went with me.

σ> - mine

σ> ◁σ"Δ ◁•σ"Δbα.

The traps are mine.

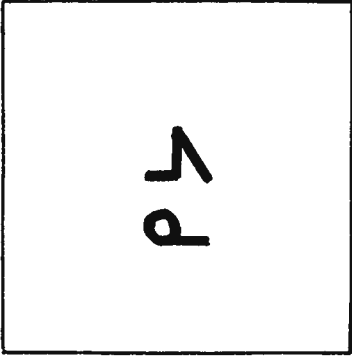
σ> ◁α Γ'CNL.

The horse is mine.

ρ> - you

ρ> VCJΔ•° Δ'Jb°.

You bring me the clock.



את - you

את ראש המשפחה.

You and Joseph play.

את - Your

את רוצה לחתום ?

Is this your cat ?

את רוצה לחתום ?

Is this your friend ?

הוא - he / היא / his or she / הוא / her

הוא - he or she

הוא הלך לראות.

He went with the woman.

היא הלכה לראות.

She snared the rabbit.

לו - him or her

לוא הלך.

John went for him.

לוא הלך לראות.

Mary played with her.

הוא - his or hers.

הוא הלך לראות.

This shoe is hers.

הוא גדול.

His house is big.

△.↳△.°

△.↳△.° - they / them / their

△.↳△.° - they

△.↳△.° Γσ 9.△.б б.∧.

They are drinking coffee.

△.↳△.° σΓ"△)△.б.

They are dancing.

△.↳△.° - them

U_α ʔ αU° △.↳△.°.

Dennis went for them.

△.↳ 9.° ʔ △.∩∇.° △.↳△.°.

The woman went with them.

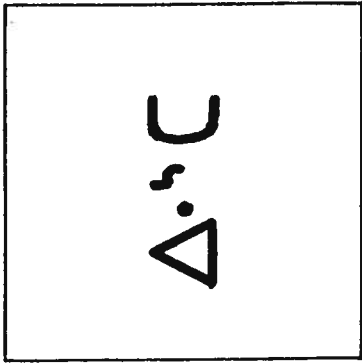
△.↳△.° - their

△.↳△.° ▷ ∫△.∩Γ∩△.△.б ∩C∇.△.б.

Their children are playing.

△.↳△.° ▷ ∫∩σ△.° б.↳.↳ ∩Γ<∩°.

Their canoe works good.



אֵלֶּיךָ - him or her too / also

Jִּיָּכֶּ פֶּ אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ.

Joseph worked with him also.

אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ.

Her mother is also sick.

אֵלֶּיךָ אֵלֶּיךָ - we / us too / also (not you)

אֵלֶּיךָ אֵלֶּיךָ - we / us too / also (you too)

אֵלֶּיךָ אֵלֶּיךָ - you

אֵלֶּיךָ אֵלֶּיךָ - they / them too / also

אֵלֶּיךָ אֵלֶּיךָ - we / us too / also (not you)

אֵלֶּיךָ אֵלֶּיךָ - we too / also (not you)

אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ.

We also ate the rabbit.

אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ.

We are also going to work to-day.

אֵלֶּיךָ אֵלֶּיךָ - us too / also (not you)

אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ.

He went with us also.

אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ.

He also fed us.

אֵלֶּיךָ אֵלֶּיךָ - we / us too / also (you too)

אֵלֶּיךָ אֵלֶּיךָ - we too / also (you too)

אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ אֵלֶּיךָ.

We also will sit on the bed.

ᠫᠠᠴᠠᠭᠤ

ᠫᠠᠴᠠᠭᠤ - we too / also (you too)

ᠫᠠᠴᠠᠭᠤ ᠫᠪᠢ ᠮᠣᠪᠪᠠᠭᠤ ᠰᠢᠨᠨᠢ.

We also will drink tea.

ᠫᠠᠴᠠᠭᠤ - us too / also (you too)

ᠫᠠᠴᠠᠭᠤ ᠳᠤᠮᠴᠴᠢᠪᠢ ᠯᠢᠰᠤᠨᠳᠢᠪᠪᠠᠭᠤ.

Let us also read the letter.

ᠳᠠᠮᠴᠢ ᠫᠪᠢ ᠳᠠᠨᠭᠳᠠᠳᠠᠳᠠᠭᠤ ᠫᠠᠴᠠᠭᠤ.

She will go with us also.

ᠫᠠᠴᠠᠳᠠᠭᠤ - You

ᠫᠠᠴᠠᠳᠠᠭᠤ ᠰᠢ ᠫᠫᠠ ᠳᠠᠴᠠᠳᠠᠭᠤ ᠯᠢᠨᠳᠢᠪᠪᠠᠭᠤ ?

Did you also see the wolf ?

ᠫᠠᠴᠠᠳᠠᠭᠤ ᠮᠣᠪᠪᠠᠭᠤ ᠳᠠᠨᠵᠢᠭᠤ.

You too drink milk.

ᠳᠠᠶᠢᠴᠠᠳᠠᠭᠤ - they / them too / also

ᠳᠠᠶᠢᠴᠠᠳᠠᠭᠤ - they too / also

ᠳᠠᠶᠢᠴᠠᠳᠠᠭᠤ ᠳᠠᠫᠠᠴᠢᠪᠢ ᠳᠠᠨᠵᠢᠭᠤ.

They also like milk.

ᠳᠠᠶᠢᠴᠠᠳᠠᠭᠤ ᠳᠠᠴᠠᠳᠠᠭᠤᠪᠢ ᠪᠢᠪᠶᠠᠭᠤ.

They also see the raven.

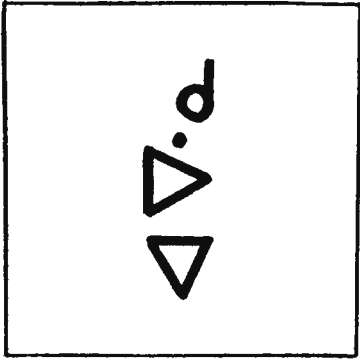
ᠳᠠᠶᠢᠴᠠᠳᠠᠭᠤ - them too / also

ᠳᠠᠳᠠᠶᠢᠴᠠᠳᠠᠭᠤᠨᠠᠳᠠᠶᠢᠴᠠᠳᠠᠭᠤ.

The child went with them also.

ᠫᠤᠯᠪᠢ ᠫᠳᠠᠭᠠᠳᠠᠶᠢᠴᠠᠳᠠᠭᠤᠪᠢ ᠰᠢ ᠳᠠᠶᠢᠴᠠᠳᠠᠭᠤ ?

you then, are you going with them also ?



Interrogative Pronouns - are pronouns that are used in asking questions.

- ◁∇•ა ? - who ?
- ჴბ: ? - what ?
- ჴდ)◁• ? - what kind ?
- ◁სU ? - where ?
- ◁ს^∧ ? - when ?
- ◁სP ? - why ?
- ◁სჲ ? - how ?
- ◁სdb ? - how much ?
- ◁ს(") ? - how many ?
- ◁ს("◁•• ? - how many times ?
- ◁ს◁• ? - where is he / she ? animate
- ◁ს∇• ? - where is it ? inanimate
- ◁ა ? - which one ? animate
- ◁სL ? - which one ? inanimate

◁∇•ა - who singular

◁∇•ა ◁ა ?

Who is that one ?

◁∇•ა PC P ∆•ႁ◁•∫ U∧ ?

Who will go with Debbie ?

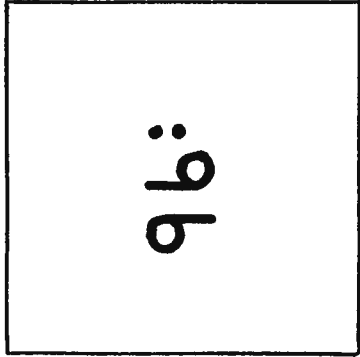
◁∇•ა.ა.სP - who plural

◁∇•ა.ა.სP ბ ◁ჲრბ P ႁP ႁ"◁L∆•ბΓdb ?

Who are at the school ?

◁∇•ა.ა.სP ბ Γრრრბ ?

Who are eating ?



96: - what singular

96: <σL ḃ CdaL^a ?

What are you holding ?

96: <σL ḃ Γr>^a ?

What are you eating ?

96:↳ - what plural

96:↳ <σ"Δ ḃ <↳P ʌr r'ḷσḃ ?

What are those things in the canoe ?

96:↳ ḃ P Γr<ḃ <ḷ"ḷ ?

What did you eat today ?

9ḃḃ< - what kind

9ḃḃ< Δ.ḃḃ ḃ P <ḷḷḃ.ḃ^a ?

What kind of meat did you buy ?

9ḃḃ< Δḷḷḷḷ ḃ <ḃḃ<ḃ ?

What kind of a car do you have ?

ḷσU - where

ḷσU ʄḃḃḃ.ḃ ḃ ΔCḷḃ ?

Where does the road lead to ?

ḷσU ḃ Δ. ΔḃUḃḃ ?

Where are you going ?

ḷσḃḃ - when

ḷσḃḃ ḃ Δ. ḷḷΔ. <ʌḃ <ḷḃ"ḷ ?

When is the meeting going to be today ?

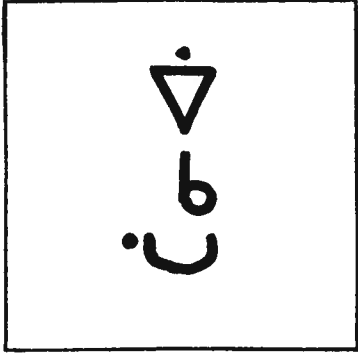
ḷσḃḃ <ḃḃḃḃḃ P C ʄCḃ.ḃḃ ?

When will the children play ?

Write the sentences.

Write the sentences.

Blank lined area for writing.



Interrogative pronouns that refer to animate or inanimate nouns.

სად - where is he / she animate singular
სად - where is it inanimate singular

Where is John ?

სად - where are they animate plural

Where is your child ?

სადა - where are they animate plural

სადა - where are they inanimate plural

Where are your children ?

სადა - where are they animate plural

Where are the women and the men ?

სადა - where is it inanimate singular

სადა - where is it inanimate singular

Where is my hammer ?

სადა - where is it inanimate singular

Where is your cap ?

სადა - where are they inanimate plural

სადა - where are they inanimate plural

Where are the pencils ?

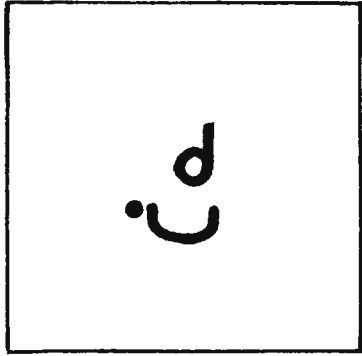
სადა - where are they inanimate plural

Where are the letters ?

სადა - which one animate singular

სადა - which one inanimate singular

Which one is sick ?



ცა - which one animate singular

ცა ბ ა• ႁႃ•ႃႅ ႁႃ"ႃ ?

Which one is leaving today ?

ცႁႃ - which ones animate plural

ცႁႃ ბ ႃႃႃႃႃ ?

Which ones are hungry ?

ცႁႃ ბ ႃႃႃႃႃ ?

Which ones arrived ?

ცႃႃ - which one inanimate singular

ცႃႃ ბ ა• ႃႃႃႃ ?

Which one are you going to take ?

ცႃႃ ბ ႃႃႃ"ႃႃ ?

Which one did you write ?

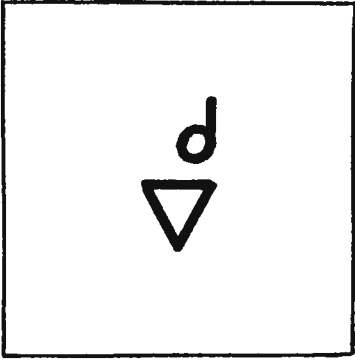
ცႃ"ႃ - which ones inanimate plural

ცႃ"ႃ ბ ႃႃ•ႃႃႃ ႃႃ"ႃ ?

Which ones did they take away today ?

ცႃ"ႃ ႃ•ႃႃႃ ბ ႃႃ ႃႃႃ•ႃ ?

Which dishes do you want to buy ?



ა - that one animate singular

ა პ აჯუ° ▷უაბ .

That one went to town.

ა ႠႡႣ•Ⴄ .

Play with that one.

აჲჲ - those ones animate plural

აჲჲ ალღ•Ⴃ Ⴄ Ⴄ"Ⴀ ႡႣႤ ႣႡႣ•Ⴃ .

Those ones did not work.

აჲჲ ႠႣႣ•Ⴃ ႠႠႣႡႣ•Ⴃ .

Those ones are eating.

ა"ა - that one over there animate singular

ა"ა ბ Ⴃ• ႠႣႣ ႡႣႤ ႣႡႣ•Ⴃ !

That one over there is trying to find work.

ა"ა ალღ•Ⴃ ႠႡႣ•Ⴀ° ႡႣႣ•ႠႣႣ•Ⴃ .

That one over there does not play with children.

აჲ - those over there animate plural

აჲ ႡႣ: Ⴄ Ⴁ•ႡႣႡႣ•Ⴃ ႠႣႠႠႣ•Ⴃ° .

Those over there already saw the doctor.

აჲ Ⴄ Ⴁ•ႡႣႡႣႣႣႣ•Ⴃ ႣႣႣ ႠႡ ႣႡႣႣႣႣႣ•Ⴃ .

Those over there were told not to come.

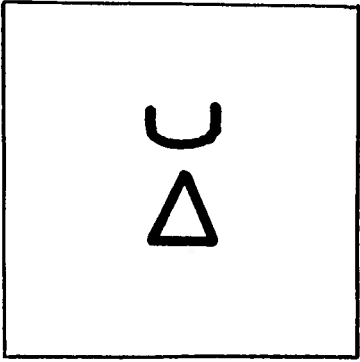
აႤ - this one inanimate singular

აႤ ალღ•Ⴃ ႡႣႣႣ° .

This one is not used.

აႤ ႡႣ: Ⴄ ႡႣႣႣႣႣႣႣႣ•Ⴃ .

This one they already read.



D C - here

<A D C.

Sit here.

^D9. D C.

Enter here.

<σC - there

<ιĊ Lr_e"Δb^ <σC.

Put the letter there.

Pb <ι^ <σC.

You will sit there.

ρU - over there

Pb Δ)Cα.<°° ρU.

You will go over there.

ι.CJb σ^ ρU.

Get the water over there.

∇dC - there

ιĊ∇. ΓrL ∇dU.

Buy the food there.

<A ∇dC <ι>°.

Sit there for a while.

∇dU - over there

Δ)U ∇dU <°<P.

You go over there tomorrow.

Pb Γιb<°° P)UL ∇dU.

You will find your friend over there.

(b)

Demonstrative suffixes that are attached to nouns to show location.

(b)

d^b

σ^b on the, in the, to the, at the.

ǫ^b

Suffix - (b)

ɾ^ʌ - river.

ɾ^ʌ^b - on, in, to, at the river.

ɾ Δ^ǰɾ^ʌΔ[•]^b ɾ^ǰɾ^ʌ^b.

They used the canoe on the river.

ǫ[•]∇Δ[•]^b <^ǰɾ^ʌΔ[•]^b ɾ^ʌ^b.

The men are swimming in the river.

Δ[•]Δ[•]ɾ^ʌ^b ɾ Δ[•]∇Δ[•]^b ɾ^ʌ^b.

The children went to the river.

bɾ^ʌ[•] Δ^ǰΔ[•]^b ɾ^ʌ^b

They are all at the river.

Δ[•]ɾ - mountain.

Δ[•]ɾ^b - on, in, to, at the mountain.

ɾ σ<[•]∇Δ[•]^b ɾ^ʌΔ[•] Δ[•]ɾ^b.

They killed the moose on the mountain.

ɾ Δ[•]ɾ^ǰΔ[•]^b Δ[•]ɾ^ǰɾ^ʌ^b Δ[•]ɾ^b.

They made a hole in the mountain.

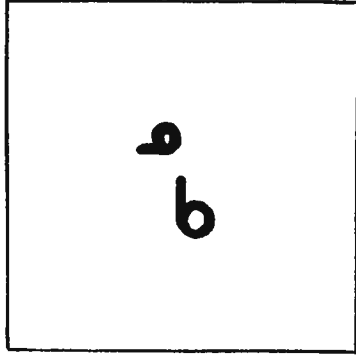
Δ[•]ɾ ɾ Δ[•]∇[•] Δ[•]ɾ^b.

He went to the mountain.

Δ[•]ɾ[•]Δ[•][•] ɾ^ǰ∇Δ[•]^b Δ[•]ɾ^b.

They are playing at the mountain.

Suffix - σ



◁.ჲბ"Δბ^ა - house.

◁.ჲბ"Δბσ^ბ - on, in, to, at the house.

ღ<ღჲ ჯ"▷◦ ◁.ჲბ"Δბσ^ბ.

The bird lit on the house.

◁ღღღσ◁.ბ ◁ღ◁.ბ ◁.ჲბ"Δბσ^ბ.

The people are in the house.

◁◁.ღღჲბ ρ Δ▷U◁.ბ ◁.ჲბ"Δბσ^ბ.

The children went to the house.

ρ ◁ღ◁.ბ ◁.ჲბ"Δბσ^ბ ▷Cღღღ.

They were at the house yesterday.

ღ^ბბ"Δბ^ა - lake.

ღ^ბბ"Δბσ^ბ - on, in, to, at the lake.

ღღ^ა ◁ღღC◁.ბ ჴ^ბბ"Δბσ^ბ.

They are using the canoe on the lake.

Δჲღ◁.ბ <ღღღღ◁.ბ ჴ^ბბ"Δბσ^ბ.

The women are swimming in the lake.

◁ღღ ρჲ<ღ◦ ჴ^ბბ"Δბσ^ბ.

The dog ran to the lake.

ρ ▷ღღ◁. ◁.ჲბ"Δბ^ა ჴ^ბბ"Δბσ^ბ.

They made a house at the lake.

PARTS OF THE BODY

Γ>°	-	body	-	Γ>°Δ°	plural
Δ< b ^e	-	bone	-	Δ< b ^e	
Γ< ḡb ^o • ^e	-	head	-	Γ< ḡb ^o • ^e	
Γ< ḡḡb	-	forehead	-	Γ< ḡḡb	
Γ< ḡb ^o	-	hair	-	Γ< ḡb ^o	
Γ< ḡḡb<	-	hair	-	Γ< ḡḡb<	
Γ" CΔ° b	-	ear	-	Γ" CΔ° b>	
Γ b• d°	-	chin	-	Γ b• d° Δ°	
Γ b• <°	-	neck	-	Γ b• <° Δ°	
Γ" b• b ^e	-	face	-	Γ" b• b ^e	
Γ< ḡPḡb	-	eye	-	Γ< ḡPḡb•	
Γ d<	-	nose	-		
Γ< ḡPΔ°• ^e	-	nose	-	Γ< ḡPΔ°• ^e	
Γ > ^e	-	mouth	-	Γ > ^e	
Γ U>σ	-	tongue	-	Γ U>σ>	
Γ ^c	-	tooth	-	Γ ^c	
Γ d C< ḡ b<:	-	throat	-	Γ d C< ḡ b<:	
Γ d C< b ^e	-	throat	-	Γ d C< b ^e	
Δ< ḡb ^o	-	skin	-		
L ḡb ^o	-	skin	-		
Γ ḡ" ḡL ^e	-	shoulder	-	Γ ḡ" ḡL ^e	
Γ< ḡ ^ > ^e	-	arm	-	Γ< ḡ ^ > ^e	
Γ > ḡ b• ^e	-	elbow	-	Γ > ḡ b• ^e	
Γ ḡ ḡ ḡ	-	hand	-	Γ ḡ ḡ ḡ>	
ḡ ḡ ḡ ḡ ^e	-	finger	-	ḡ ḡ ḡ ḡ ḡ	
Γ ḡ ḡ ^e	-	thumb	-		
Γ ḡ ḡ ḡ ^e	-	thumb	-	Γ ḡ ḡ ḡ ^e	

PARTS OF THE BODY

				plural
ΔC•"Δbσr"rʿ	-	index finger	-	
ΔD>"Δb ^e	-	index finger	-	
Pσrʿ ^e	-	middle finger	-	
CʿDΔ•rʿ ^e	-	middle finger	-	
σD>rʿ ^e	-	fourth finger	-	
Δʿb•rʿrʿ	-	fourth finger	-	
Δʿb•rʿʿσʿ	-	fourth finger	-	
Γ<•L	-	thigh	-	Γ<•L
Γrʿb• ^e	-	knee	-	Γrʿb• ^e
Γʿbʿ ^c	-	leg	-	ΓʿbʿC
Γrʿ ^c	-	foot	-	ΓrʿC
Dʿʿʿb•σσqʿb ^e	-	backbone	-	
<•Δ•b ^e	-	backbone	-	
<•Δ•b ^e	-	spine	-	
<•Δ•bσ>ʿʿʿʿ	-	spinal cord	-	
LʿPb ^e	-	chest	-	LʿPb ^e
ΓU"	-	heart	-	ΓU"ʿ
Dʿd ^e	-	liver	-	Dʿd ^e
D< ^e	-	lung	-	D< ^e
LC°, <•C•	-	stomach	-	<•C ʿ
LCʿb, <•Cʿb	-	stomach	-	<•Cʿb•
ĊC dʿ	-	kidney	-	ĊC dʿʿ
ΓΠΠdʿ	-	kidney	-	ΓΠΠdʿʿ
ΓCPʿ	-	intestine	-	ΓCPʿʿ
ΓrʿrʿĊ ^e	-	big toe	-	ΓrʿrʿĊ ^e
ʿPʿrʿĊ ^e	-	toe	-	ʿPʿrʿĊ ^e
ʿPʿrʿĊ ^e ʿbʿ	-	toe nail	-	ʿPʿrʿĊ ^e ʿbʿ
Γʿbʿ	-	finger nail	-	ΓʿPʿʿ

Write the words.

Write the words.

Blank lined area for writing.



<<ρ b <|>ρ Γ>°Δ•b Δ"r

PARTS OF THE BODY

Δ•bσΛΓ	-	bone marrow	-	plural
Γδ	-	blood	-	
ρδΔ•°	-	spit	-	
Δ•ρΠ°	-	brain	-	Δ•ρΠα
ΓρΠ°	-	brain	-	ΓρΠα
ΛΓ>σρΓb°	-	mind	-	ΛΓ>σρΓbα
< b	-	spirit	-	< b•b
< δρΔ•	-	soul	-	< δρΔ•b
Δ•>ρ	-	flesh	-	
<V•ρΔ•°	-	sweat	-	
ΓCρρ	-	bowel	-	ΓCρρ>

ᑕᑦᑭᑦᑎᑕᑦ.

COLORS

<u>Animate</u>	singular	
ᑖᑦᑭᑦᑎᑕᑦᑦ	-	He / she / it is white.
ᑕᑦᑭᑦᑎᑕᑦᑦ	-	He / she / it is red.
ᑕᑦᑭᑦᑎᑕᑦᑦ	-	It is blue
ᑕᑦᑭᑦᑎᑕᑦᑦ	-	It is green.
ᑕᑦᑭᑦᑎᑕᑦᑦ	-	It is yellow.
ᑕᑦᑭᑦᑎᑕᑦᑦ	-	It is purple.
ᑕᑦᑭᑦᑎᑕᑦᑦ	-	He / she / it is black.
ᑕᑦᑭᑦᑎᑕᑦᑦ	-	It is orange.
ᑕᑦᑭᑦᑎᑕᑦᑦ	-	He / she / it is brown.
ᑕᑦᑭᑦᑎᑕᑦᑦ	-	It is silver.
ᑕᑦᑭᑦᑎᑕᑦᑦ	-	It is light.
ᑕᑦᑭᑦᑎᑕᑦᑦ	-	It is dark.

ርሶጫኑበቴ

COLORS

<u>Animate</u>	<u>plural</u>	<u>Color</u>	<u>Inanimate</u>	<u>plural</u>
ጳጳ	ጳጳጳጳ	white	ጳጳ	ጳጳጳጳ
ጳጳ	ጳጳጳጳ	red	ጳጳ	ጳጳጳጳ
ጳጳ	ጳጳጳጳ	blue	ጳጳ	ጳጳጳጳ
ጳጳ	ጳጳጳጳ	green	ጳጳ	ጳጳጳጳ
ጳጳ	ጳጳጳጳ	yellow	ጳጳ	ጳጳጳጳ
ጳጳ	ጳጳጳጳ	purple	ጳጳ	ጳጳጳጳ
ጳጳ	ጳጳጳጳ	black	ጳጳ	ጳጳጳጳ
ጳጳ	ጳጳጳጳ	orange	ጳጳ	ጳጳጳጳ
ጳጳ	ጳጳጳጳ	brown	ጳጳ	ጳጳጳጳ
ጳጳ	ጳጳጳጳ	silver	ጳጳ	ጳጳጳጳ
ጳጳ	ጳጳጳጳ	light	ጳጳ	ጳጳጳጳ
ጳጳ	ጳጳጳጳ	dark	ጳጳ	ጳጳጳጳ

სქესობა •

COLORS

Animate plural

ქ • ა • ს • რ • ო • ბ - They are white.

რ • ო • ო • ო • ბ - They are red.

რ • ო • ო • ო • ბ - They are blue.

ღ • ი • ო • ო • ო • ბ - They are green.

ქ • ო • ო • ო • ო • ბ - They are yellow.

ღ • ო • ო • ო • ო • ბ - They are purple.

ბ • ო • ო • ო • ო • ბ - They are black.

ღ • ო • ო • ო • ო • ბ - They are orange.

ბ • ო • ო • ო • ო • ო • ბ - They are brown.

ქ • ო • ო • ო • ო • ო • ბ - They are silver.

ქ • ო • ო • ო • ო • ო • ბ - They are light.

ბ • ო • ო • ო • ო • ო • ო • ბ - They are dark.

