



CCT  
LANGUAGE  
PROGRAM

2020

nxaʔamxčín

Our purpose in creating this booklet across all three languages is to provide a basic curriculum that can be used in a variety of ways, as we develop more resources, lessons, etc. for our communities and tribal members.

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## Lesson 1 wəl\_ĩsíx<sup>w</sup>əl (kinship)

Our families are our biggest support systems and for this reason we have made wəl\_ĩsíx<sup>w</sup>əl our first lesson. If it weren't for our families, we wouldn't be molded to be the people that we currently are.

škíntaščq<sup>w</sup>əńčút- Indian Name

wəl\_ĩsíx<sup>w</sup>əl- family

šktámqən- relatives

Female	Male	Family terms
tum̃	šk <sup>w</sup> uy	Mom
maʔáštəm	ləʔáw	Dad
	kkíyaʔ	Maternal grandma
	štílaʔ	Maternal grandpa
	qqánaʔ	Paternal grandma
	šxəxápaʔ	Paternal grandpa
	ʔatúpaʔ	Great grandma
	kkáwaʔ	Great grandpa
	q <sup>w</sup> úpšaʔ	Great-great grandparent
kəx	čákaʔ	Older sister
čáyaʔ	xílaʔ	Younger sister



yúk<sup>w</sup>a?

qačk

Older brother

šíña?

šíńča?

Younger brother



Here is a script for introducing you and your family.

Female	Male
tǐl' xəšt	tǐl' xəšt
iščq <sup>w</sup> əncút ...	iščq <sup>w</sup> əncút ...
intum' šcǎq <sup>w</sup> əncútš ...	inləʔáw šcǎq <sup>w</sup> əncútš ...
inmaʔáštəm šcǎq <sup>w</sup> əncútš ...	išk <sup>w</sup> uy šcǎq <sup>w</sup> əncútš ...
inkkíyaʔ šcǎq <sup>w</sup> əncútš ...	išxəxápaʔ šcǎq <sup>w</sup> əncútš ...
ištílaʔ šcǎq <sup>w</sup> əncútš ...	inqqánaʔ šcǎq <sup>w</sup> əncútš ...
inqqánaʔ šcǎq <sup>w</sup> əncútš ...	ištílaʔ šcǎq <sup>w</sup> əncútš ...
išxəxápaʔ šcǎq <sup>w</sup> əncútš ...	inkkíyaʔ šcǎq <sup>w</sup> əncútš ...
intatúpaʔ šcǎq <sup>w</sup> əncútš ...	inkkáwaʔ šcǎq <sup>w</sup> əncútš ...

## Lesson 2 greetings

Saying “good morning/afternoon/evening/ etc.” is a contemporary way that we greet each other in nxaʔamxčín these days- for this lesson the more traditional ways we would have greeted one another with are at the beginning and new ways are included at the end.

kn\_čkičx

I've arrived

k<sup>w</sup>\_čkičx

You've arrived

našu ?alwikłtmən

I'll see you again

čnqínəm

Come in

kt\_čyap

We have arrived

k<sup>w</sup>p\_čyap

You all have arrived

čyap\_lx

They have arrived

kn\_yəmyúmkštmntx<sup>w</sup>

Shake hands with me

šwat iščq<sup>w</sup>ənčút ?

What is your name?

iščq<sup>w</sup>ənčút ...

My name is

?a· / tıl

Yes/hi

lut

No

šəšt šxəlšólt

Good day

ǰəšt ʔik<sup>w</sup>k<sup>w</sup>ášt

Good morning

ǰəšt šháǰəǰ

Good evening

ǰəšt šćúwǰyǰ

Good night



## Lesson 3 škintaš?ítən (foods)

Our people followed the seasonal rounds more than anything- this is especially true of our traditional foods. We greeted our seasons and foods with a gathering and feast- in which foods would be served in order from which they were gathered.

šawłk <sup>w</sup>	Water
šmúk <sup>w</sup> aʔxən	Sunflower
šk <sup>w</sup> əńk <sup>w</sup> ínəm	Indian potato
špáł'əm	Bitterroot
ćəx <sup>w</sup> lúšaʔ	White camas
ʔitx <sup>w</sup> áʔ	Black camas
štúk <sup>w</sup> əm	Wild carrot
šyáyaʔ	Service berry
šwəńáʔx	Huckleberry
šhayk <sup>w</sup>	Wild onion
łáq <sup>w</sup> aʔ	Wild celery
šxxk'ókšt	Moss

## Lesson 4 čkəkənátx<sup>w</sup> (colors)

From one of our respected elders- here are some examples of how we used and made colors:

**túl?mn** was used for rock painting and makeup.

Basket imbrication could be done with wild cherry bark, bear grass, corn husk, and porcupine quills.

Twined bag imbrication could be done with cornhusk.

Plant dyes: alder wood bark, Oregon grape, berries.

Oldest colors used were light blue, yellow, green, and pink.



k <sup>w</sup> əl	Red
q <sup>w</sup> in	Green
k <sup>w</sup> ráyq	Yellow
q <sup>w</sup> iy	Black
paŷq	White
q <sup>w</sup> iy	Blue
p̣um	Brown
pəḥ	Gray
k <sup>w</sup> əriq	Orange
šwíywiyt	Purple
p̣iǫ	Pink
axá? ...	This is ...
ačí? ...	That is...

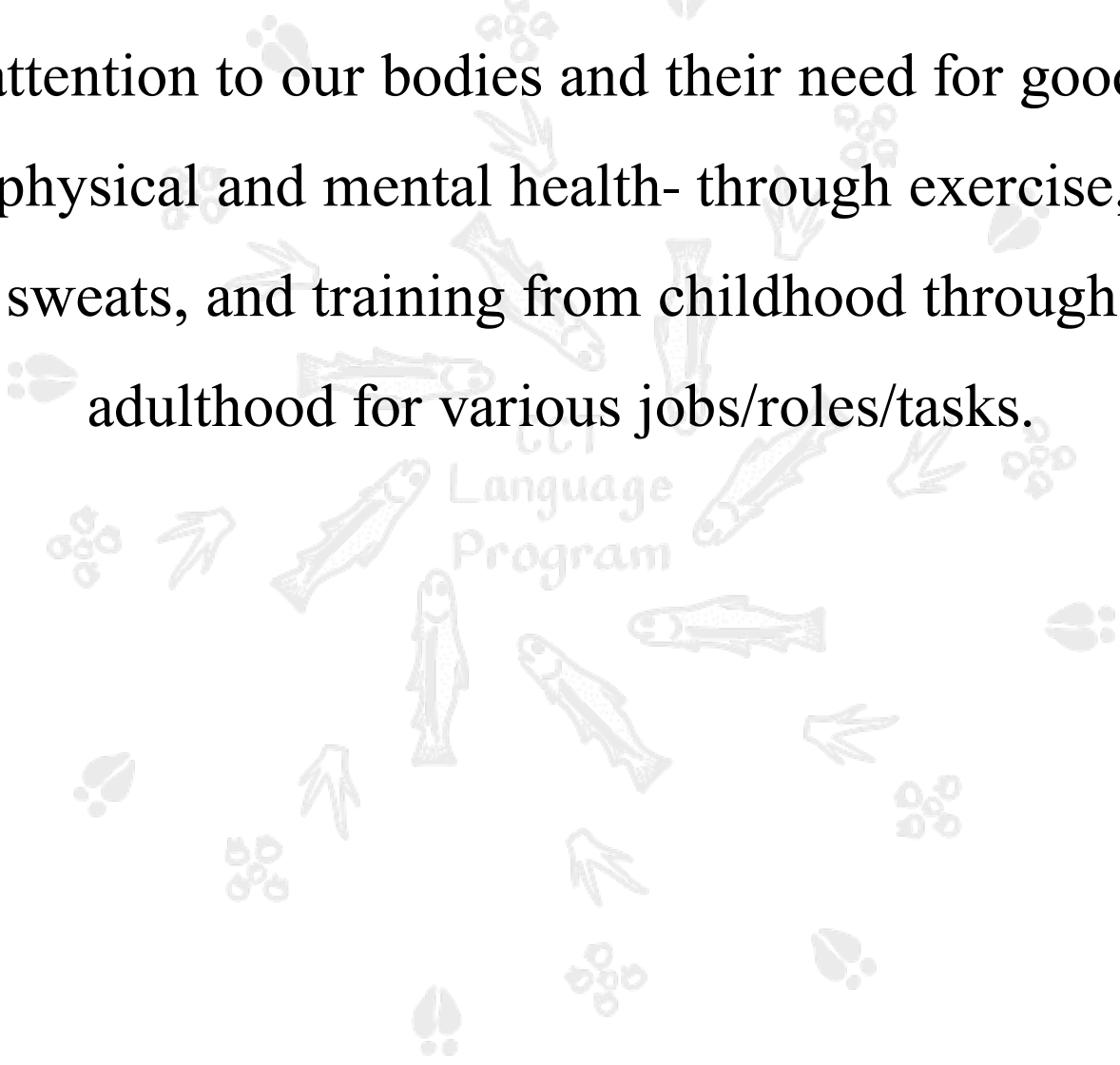
## Lesson 5 kupupíča? (animals)

In šnk<sup>w</sup>almáya?tn the animals (tmix<sup>w</sup>) came before people and they helped get the world ready for the people-to-be. Every animal had a job and purpose and some of these are explained in our stories- if you're lucky enough to hear stories from our elders and knowledge keepers try and pay attention to what it's trying to tell you. Some stories have morals, others explanations of why animals look the way they do, and even more for various reasons.

šmiyáw	Coyote
yiláwəlxqñ	Moose
šx <sup>w</sup> laxkn	Buck
ḥannaník	Jack Rabbit
ntitiyáx	Chinook salmon
melqñúps̥	Golden Eagle
q̣ <sup>w</sup> əcəwáyaʔ	Chipmunk
míxat̚	Black bear
t̚xac̚ʔ	Elk
yəx̣ <sup>w</sup> yəx̣ <sup>w</sup> útxn	Badger
piyá	Red tail Hawk
x̣x̣əłčín	Dog

## Lesson 6 čkšqalk (body)

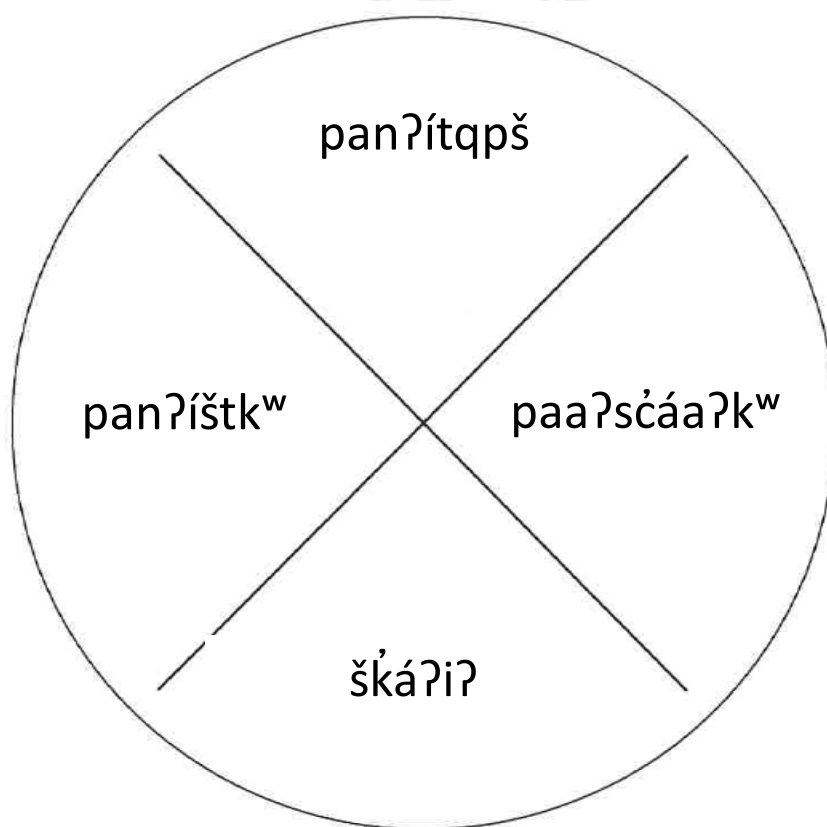
Our people have shown how much we paid attention to our bodies and their need for good physical and mental health- through exercise, sweats, and training from childhood through adulthood for various jobs/roles/tasks.



q <sup>w</sup> úmɤən	Head
škíyáwɤən	Hair
k'óšpən	Neck
šnk'əmíkən	Back
čkšqáltk	Body
štúšmən	Face
šnaʎušmən	Eye
šnaʎúštúšmən	Eyes
tánaʔ	Ear
tntánaʔ	Ears
móqšən	Nose
šk'əmčín	Mouth

## Lesson 7 seasons

Again, our people have always followed the seasonal round, paying close attention to the starts, weather, and other markers to help us complete any of our jobs.



panʔítq̄pš	Spring
paaʔscáaʔk <sup>w</sup>	Summer
škáʔiʔ	Fall
panʔišt̄k <sup>w</sup>	Winter
k̄pum̄čnəm	Root feast
ǰačtəm	Root digging
xək̄əmíx	Berry picking
k <sup>w</sup> íyəm	Hunting
q̄a q̄ítaʔəm	Fishing
šq̄itəm ntitiyáx	Salmon harvest
škmóq <sup>w</sup> əlʔ	Basket net fishing
liyminalwíš	Spear fishing
k̄muləntalwíš	Dipnet fishing

nk'almáya?tn

Story

šnk<sup>w</sup>nam

Winter dance

ššóčəm

Stickgame





## Lesson 8 šćákəm (numbers)

Numbers and indigenous mathematics were involved in daily lives of our people for gathering, hunting, traveling by foot or canoe, and everything in between. Our number systems were based on 5's for the most part, but of course there are exceptions and likely different counting systems for many different things.

naqš	1
tqawš	2
kaʔʦáš	3
múšəš	4
čilkšt	5
ǰ <sup>w</sup> əčmákšt	6
šišpəlʔ	7
twiń	7
ǰəǰńút	9
xóʎxəʎt	10
xóʎxəʎt al_naqš	11
šalxóʎxəʎt	20
kaʔʦhakšt	30

məʃhákšt 40

čəlakštákšt 50

ǰ<sup>w</sup>əčmakštákšt 60

ššpəl<sup>w</sup>k'ákšt 70

tuńákšt 80

ǰǰəńtákšt 90

ǰəččákšt 100

k<sup>w</sup>inx ha? špantk\_k<sup>w</sup> How old are you  
?

ti?\_kn\_\_\_\_\_špantk. I am \_\_\_\_\_ years old.



## Lesson 9 ?ačkánəm\_kʷ (feelings)

**škínt** people are taught to pay attention to their feelings- especially when they are working on something. This is apparent in our cooking, crafts, hunting, and fishing- showing that if you're in a bad mood, you're likely going to have a lower quality product or bad luck.

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npiyəlwáš Happy

puʔpuʔšánk Sad

ḥimt Angry

təqnúx<sup>w</sup> Hungry

luʔpčín Thirsty

məqánk Full

kšmáɫəm Rested

kšʔítx Sleepy

naxáɫ Scared

k<sup>w</sup>éɫxən Surprised

pičx<sup>w</sup>t Disgusted

qəmpmp Calm

## Lesson 10 ýayáwt (days of the week)

We didn't have “days of the week” until after colonization and afterward our days of the week are based off of religion.

**k<sup>w</sup>ax<sup>w</sup>ta?** wake up

**łáqəlxta?** get up

**ćawšm** wash your face

**łiq<sup>w</sup>ənšta?** comb your hair

**łx<sup>w</sup>píya?əmta?** get dressed

šthčawś	Sunday
škλəməšqt	Monday
?alšalšqt	Tuesday
ška?łahášqt	Wednesday
šmušqt	Thursday
ščilkšqt	Friday
kła?ášqt	Saturday
yayáwt ačí	Today is
?ayk <sup>w</sup> ást ačí	Tomorrow is
pəláqəl_aý	Yesterday was
nq <sup>w</sup> aš pəláqəl	The other day
nq <sup>w</sup> aš pəláqəl	The other week
ṭxyáwt	Last year

ířyawtwíłx

Next year





## Lesson 11 ščq̄yašqt (months)

Before contact our people recognized 13 “Months”- based off of the moon and our seasonal rounds. After contact and colonization our elders came up with the following month names to fit in with the English calendar.

šnirmən	Coldest time of the year	January
šyəx <sup>w</sup> múš	North wind	February
šyáʎ <sup>w</sup> mən	Buttercup time, Budding time	March
qiýʔp	Warming time	April
pəčkəltən	Leaf time	May
šcaʔák <sup>w</sup>	Bloom time	June
paaʔscáaʔq <sup>w</sup>	Summer	July
slləəmp	End of summer	August
šk <sup>w</sup> šuš	Indian summer	September
škəkáʔiʔ	Early Fall	October
škáʔiʔ	Fall	November

š?išt<sup>w</sup>

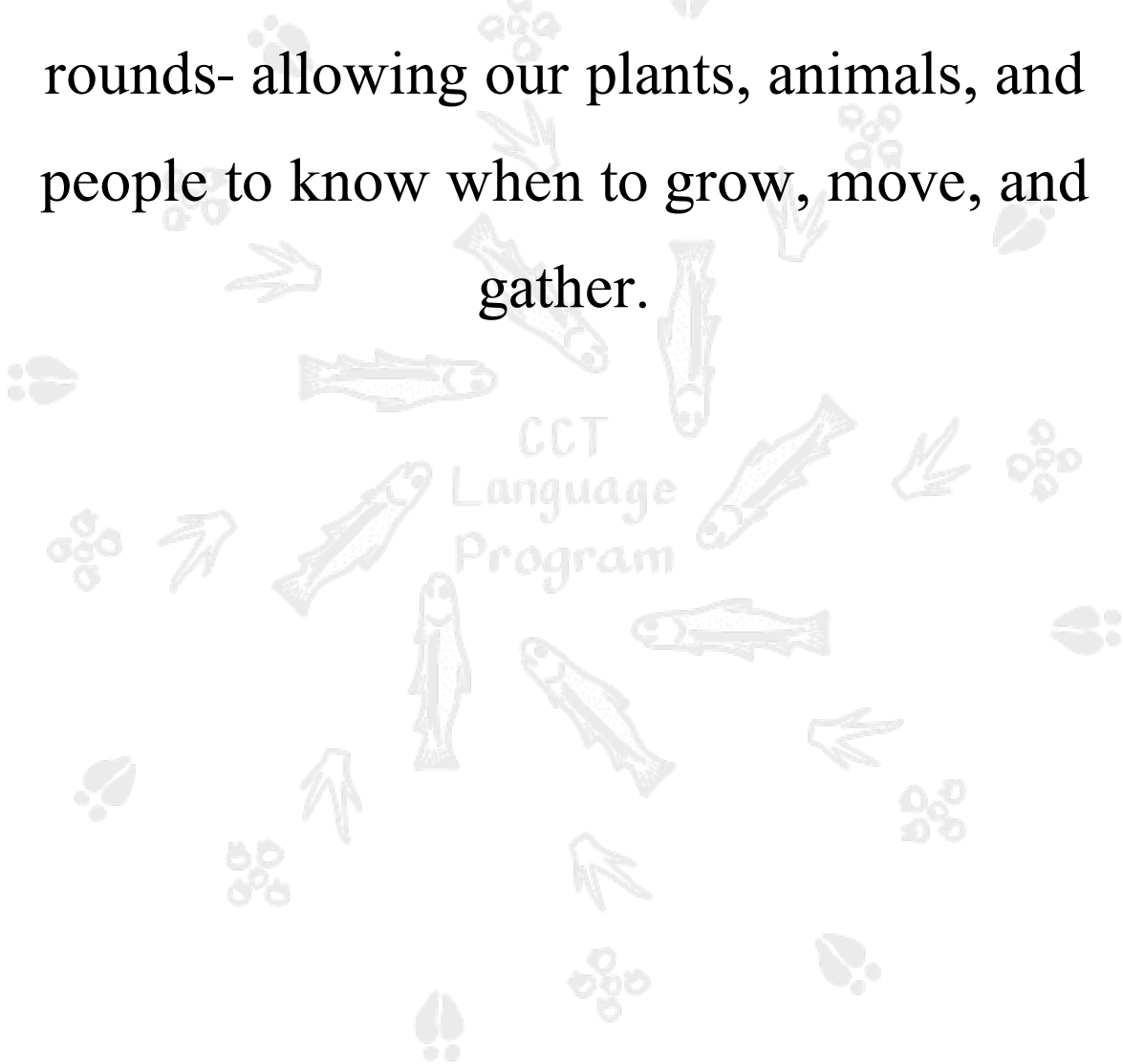
Early winter

December



## Lesson 12 weather

Weather plays a big part in our seasonal rounds- allowing our plants, animals, and people to know when to grow, move, and gather.



qaʔč

It's sunny

štaʔuʔmíx

It's rainy

ʔəkʔpáʔq<sup>w</sup>

It's windy

šməʔ<sup>w</sup>əʔ<sup>w</sup>míx

It's snowy

čəʔt

It's cold

haʔí

It's hot

škyəčp

It's cloudy

štəpm

It's thundering

šyánmušm

It's lightning

čəsʔlúšaʔm

It's hailing

šwəptánm

It's foggy

ʔačkánəm ʔaʔáwt

How's the weather?

## Lesson 13 tools

The following list is full of traditional and contemporary tools that our people have used and continue to use. Before contact our people had vast knowledge of plants and materials needed to make all kinds of tools- the best twining plants, hardest trees and branches, and more for every purpose that needed to be filled.

páčaʔ	Root digger
štkáčaʔaʔ	Root basket
yámǰ <sup>w</sup> aʔ	Cedar Basket
pəŋpəŋáqš	Parfleche
n̄pnałniwʔtn	Travois
šqiyx <sup>w</sup>	Fish trap
kłmúlmən	Dip net
liymíntn	Spear
čk <sup>w</sup> íkən	Bow
cəqálən	arrow
šwəlmíŋk	Gun
n̄níkʔmən	Knife
nlx <sup>w</sup> atk <sup>w</sup> tn	Cooking basket

taʔmíntn

Pestle

tinx

Sinew

łəx<sup>w</sup>míntn

Thread

tš<sup>w</sup>?ápla?

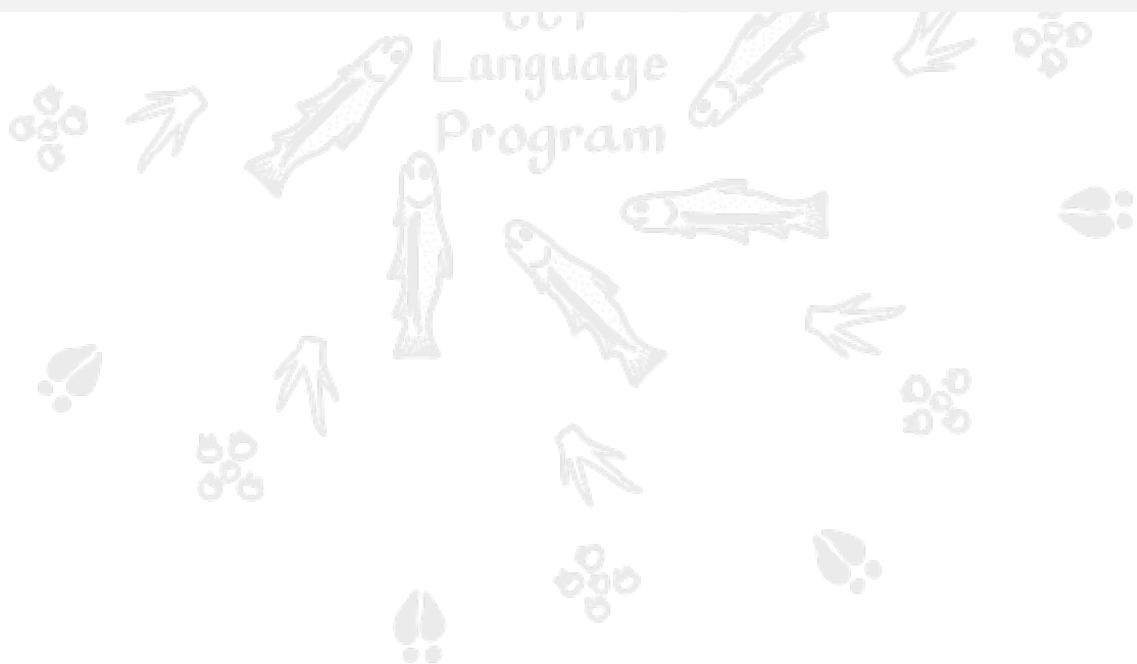
Needle

ləŋ<sup>w</sup>ákšən

Thimble

šš<sup>w</sup>u?úl

Awl





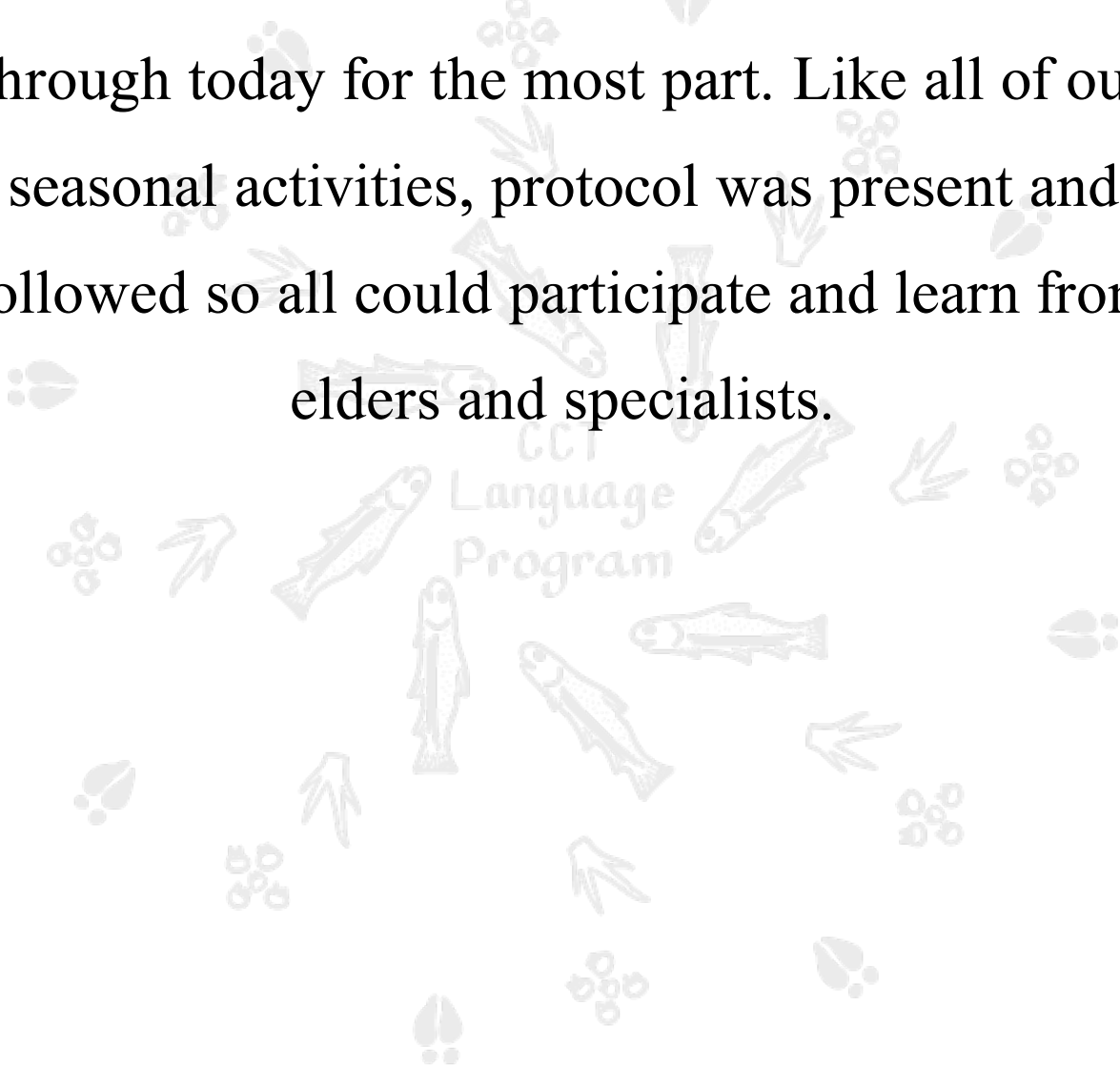
## Lesson 14 roles/ jobs

The following list is both traditional and contemporary, but traditionally our youth would train hard for any role they were to take in order to help one another they best that they were able to- this can be seen today with our master weavers, canoe families, hunters, fishers, and the like.

yilmíx <sup>w</sup> əm	Chief
šx <sup>w</sup> mámíyəm	Messenger
xiʔtúš	Leader
yóməm	Elders
čačnmaʔantx <sup>w</sup>	Hands on teaching
sx <sup>w</sup> skcǰ <sup>w</sup> áplaʔ	Tribal Council
šx <sup>w</sup> šmaʔmáyaʔm	Teacher
q <sup>w</sup> əšləkam	Police
ščǰk <sup>w</sup> uʔəm ščiyátk <sup>w</sup> p	Firefighter
šqiyímíx	Student
tq <sup>w</sup> tnlwaš	Soldier

## Lesson 15 cultural activities

These are traditional activities that continue through today for the most part. Like all of our seasonal activities, protocol was present and followed so all could participate and learn from elders and specialists.



kaščq<sup>w</sup>únən

Name giving

kpumčnəm

Root feast/ berry feast

tərqəm

Dance

wanx

War dance

smiʔk<sup>w</sup>mənčut

Round dance

šxóčəm

Stick game

məkmkmíntn

Beavertooth game

xətəntwáx<sup>w</sup>

Wrestle

sxəcšəcnawáx

Gamble

káłxmən

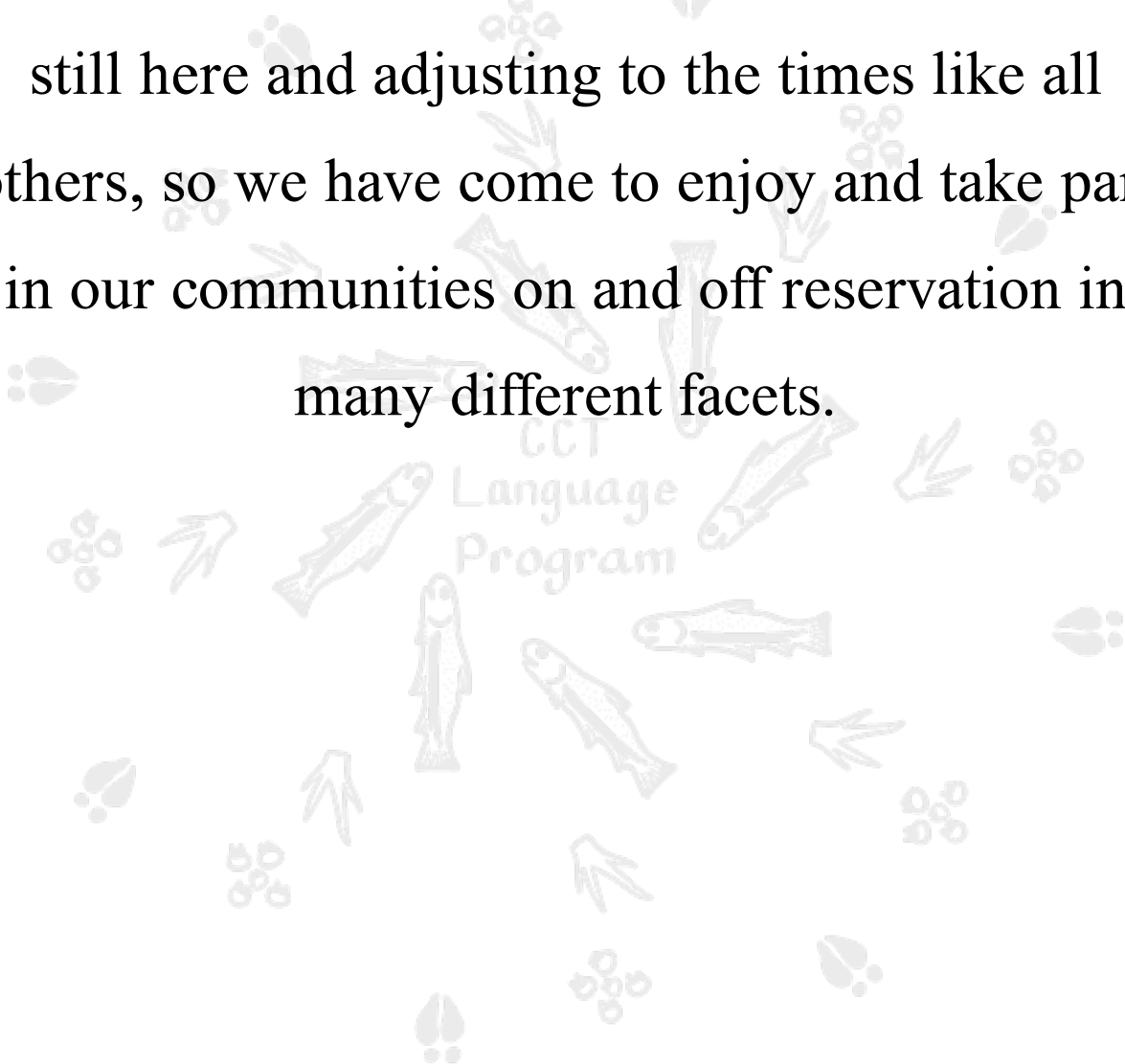
Give Away

ncəlčínəm

War chant

## Lesson 16 contemporary activities

Our **škínt** (people) are not stagnant. We are still here and adjusting to the times like all others, so we have come to enjoy and take part in our communities on and off reservation in many different facets.



čkmxitwax<sup>w</sup>

Baseball

ṛək<sup>w</sup>laʔntwax<sup>w</sup>

Basketball

q̣<sup>w</sup>aʔq̣<sup>w</sup>úʔaʔxnəṃ

Race

mamščútən

Play cards

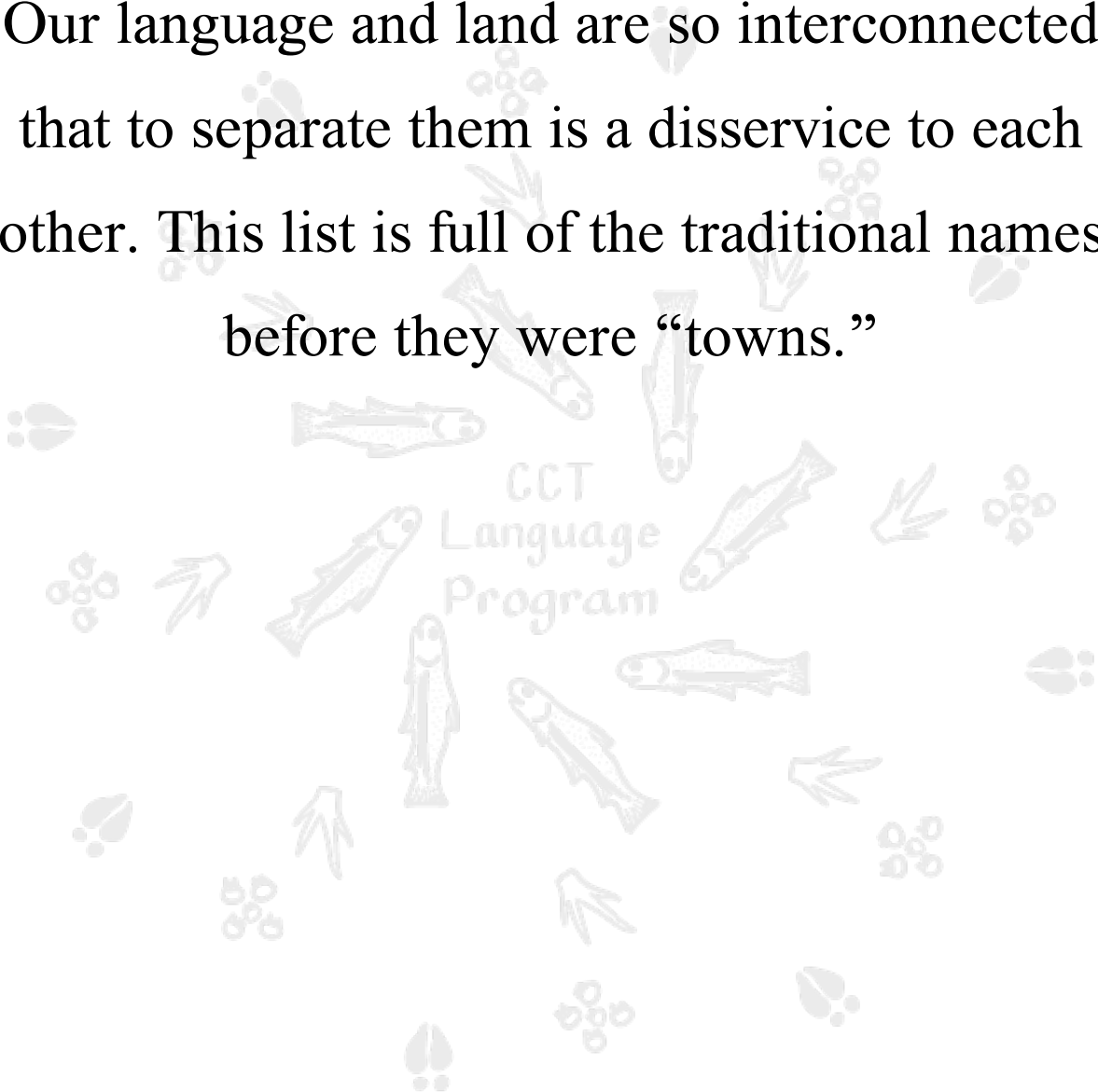
taʔtaʔštús

Play bingo



## Lesson 17 place names

Our language and land are so interconnected that to separate them is a disservice to each other. This list is full of the traditional names before they were “towns.”



nacákt

Moses Coulee

k<sup>w</sup>ux<sup>w</sup>čín

Badger Mountain

kłk<sup>w</sup>áx<sup>w</sup>aʔst

Soap lake

katpaałaawaas

Moses lake

taapísqn

Vantage

nsíqəłt

Icicle

naǰólq

Chelan Falls

nxəñčín

Pateros

škwáxcn

Rock Island

tx<sup>w</sup>úlcaʔtn

Rock Reach

ščəłámx

Chelan

nləx<sup>w</sup>úləx<sup>w</sup>

Waterville

npšpíšaʔšt

Blewett Pass



nᵑkʷatkʷ

Columbia River

ntəʔtʰáyʔpm

Ephrata

šłʰʷpʰmátkʷ

Leavenworth

nᵑtəwáckʷm

Cashmere

naʰáʔʰaʔm

Nahahaum Canyon

nᵑtiyátkʷ

Entiat

niʔškʷiʔkʷiyáʔšt

Wenatchi

katʔítəlk

Big Bend Area



## Lesson 18 təmtəmútn (clothing)

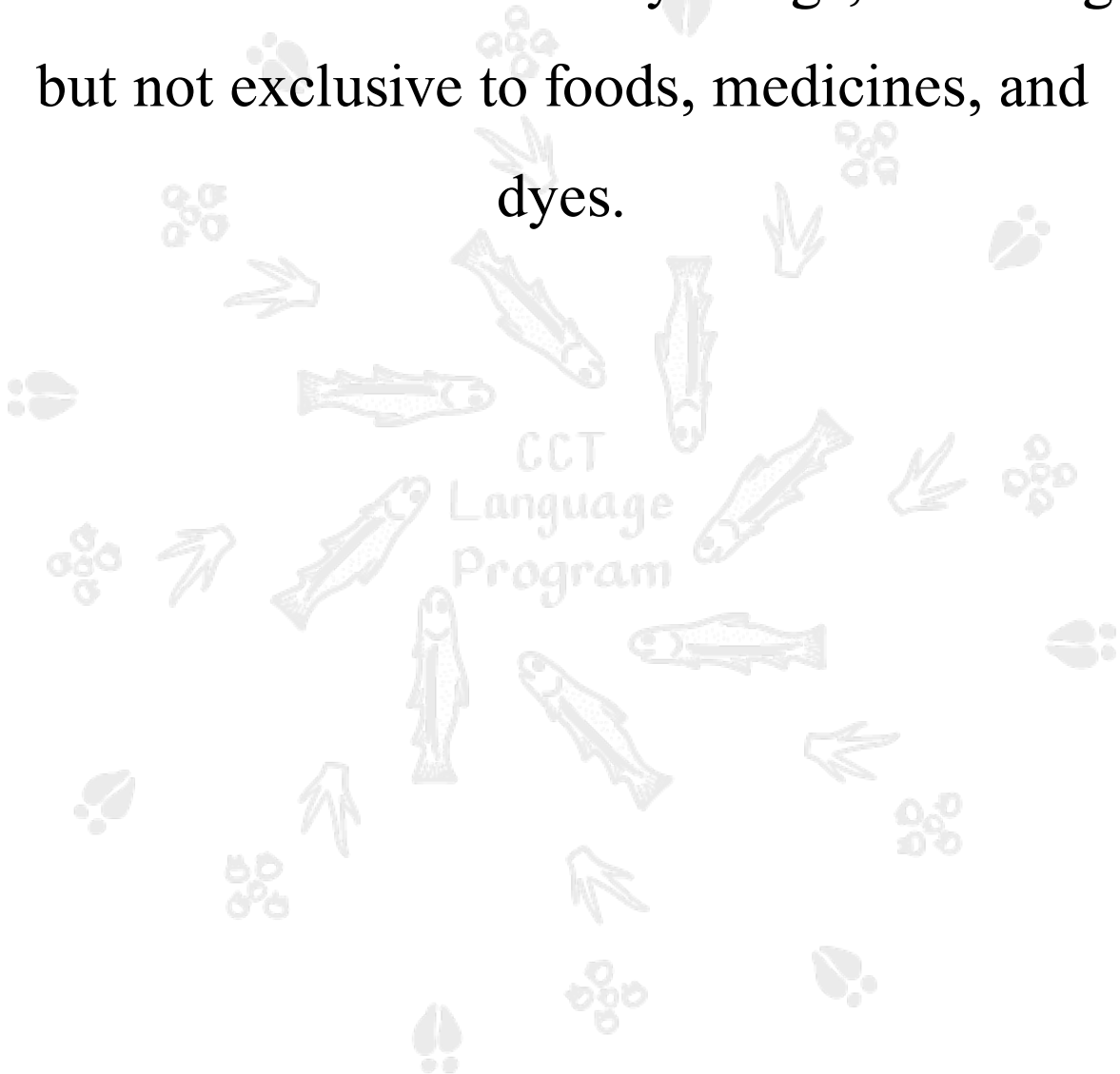
Like tools, our people had to be resourceful to make their clothing and accessories- utilizing animal hides and parts, plant fibers, shells, and trade items from other tribes.



kɬwəntálqš	Underwear
kɬkənpáʔxən	Bra
šxał'əmχən	Pants
nlək'ánktn	Belt
naq <sup>w</sup> úλxn	Socks
ɬx <sup>w</sup> páyáʔ	Shirt
ɬx <sup>w</sup> páyáʔ	Dress
ǰəšmənčút	Dress clothes
šqiʔtəlqš	Sweater
kɬkənʔpáxn	Vest
k <sup>w</sup> k <sup>w</sup> ušəm	Watch
šiyúpəm	Necklace

## Lesson 19 škʷuḷq (plants)

Plants were used for many things, including  
but not exclusive to foods, medicines, and  
dyes.



pák<sup>w</sup>šəm

Bloom

caʔák<sup>w</sup>əm

Bud

póčkəl

Leaf

šux<sup>w</sup>áp

Plant roots

špák<sup>w</sup>šəm

Flower

yuk<sup>w</sup>yúk<sup>w</sup>pš

Desert lily

štiwaʔ

Yellow avalanche lily

ššáwǰaw

Yellow bells

štəǰčín

Tiger lily

láklàkt

Yellow pond lily

ʔišnamənx<sup>w</sup>tn

Fire weed

q<sup>w</sup>iyiʔq<sup>w</sup>iyiʔ

Pearly everlasting

k<sup>w</sup>áyk<sup>w</sup>aý

Shooting star

kłiyłiyx<sup>w</sup>úš

Black-eyed Susan

ščúšəm

Balsam root seeds

čkčkrúnłp

Rose bush

mšáŋ<sup>w</sup>i?ia

Root

šłili?

Thorn

q<sup>w</sup>əčq<sup>w</sup>əci?x<sup>w</sup>úpš

Yarrow

ŋašłək

Brush, bushes

kəšúłəx<sup>w</sup>

Brushy ground

ni?cəpq

Underbrush

?asłíkłik

A lot of bushes

q<sup>w</sup>əlq<sup>w</sup>əlqín

Sagebrush

cq<sup>w</sup>ášq<sup>w</sup>alst

Large sage brush

šx<sup>w</sup>úsəmałp

Foam berry bush

cək <sup>w</sup> ik <sup>w</sup> aɫp	Elderberry bush
ɣ <sup>w</sup> iɣ <sup>w</sup> ŋɫp	Salal bush / buck brush
yáɾkəŋ	Wild currants
c̣iṛc̣iṛšáɫp	Gooseberry bush
q <sup>w</sup> íyq <sup>w</sup> iyʔwáɫp	Oregon grape bush
q̣ <sup>w</sup> əšq̣ <sup>w</sup> əš	Cat tail
sɫk <sup>w</sup> áʔst	Tule
cəq̣əlnášṭiyaʔ	Rye grass
spácəŋ	Hemp
taχtəχáɫp	Bitter cherry shrub
štktkšáɫp	Red willow
pəhpəhháɫq <sup>w</sup>	Gray willow
piqlqáɫp	White willow

ᄫᄱ <sup>w</sup> út	Pussy willow
ʔačpáaλ	Any tree or a tree
ʔascólčól	Trees
pálan	Bark
q <sup>w</sup> álčən	Branch
hanniʔaɫp	Aspen
tᄫtᄫáyɫp	Poplar
ᄫəqáɫpəčkl	Maple
təmtəmnayáɫp	Snowberry
təqtəqtáɫp	Sumac
k <sup>w</sup> əx <sup>w</sup> čín	Pine tree
cəqáɫp	Douglas Fir tree
punɫp	Juniper tree



təḥtəḥáyɫp Cottonwood tree

q<sup>w</sup>ašq<sup>w</sup>əyáɫp Alder tree

škiʔkiʔáɫp Birch tree

ɫónp Twig, stick

ktk<sup>w</sup>mk<sup>w</sup>álq<sup>w</sup> Trunk

ščqmáp Stump

cəkəlɫ Pinecone

kəmámaʔ Pine needles

tq<sup>w</sup>álk Pitch on older pines

šók<sup>w</sup>əm Cedar

čiq<sup>w</sup>əlɫ Tamarack

mərímɫp Spruce

cəqáɫp Douglas Fir

k<sup>w</sup>əx<sup>w</sup>čín

Ponderosa Pine

íxa? šk<sup>w</sup>ul'q pák<sup>w</sup>šəm This plant is flowering.

lut pák<sup>w</sup>šəm šk<sup>w</sup>ul'q This plant doesn't  
flower.

?íxa? ?ascól This tree is evergreen.

?alšx<sup>w</sup>ólx<sup>w</sup>əlt

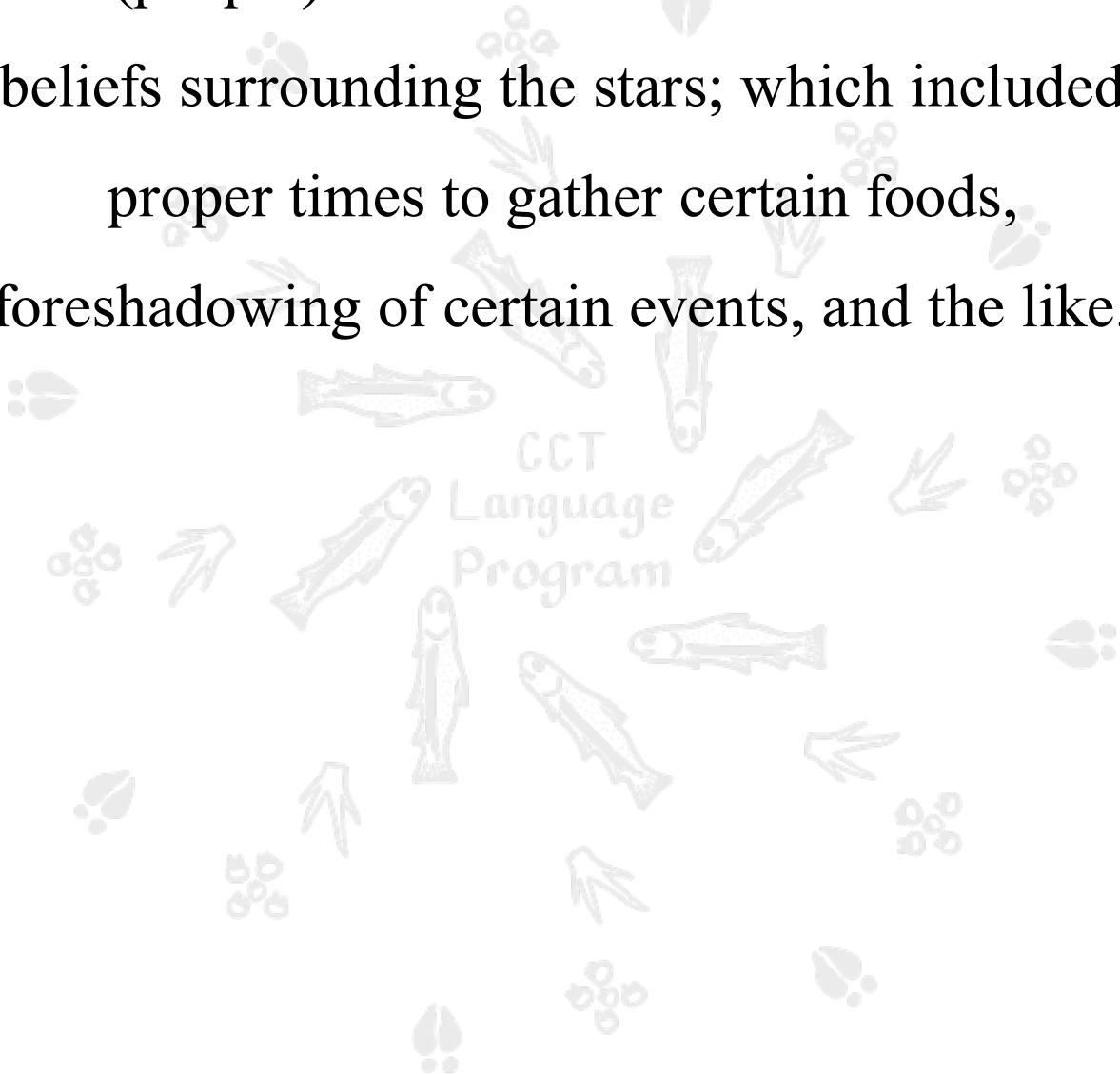
čəpəpiy páčkəl This tree is deciduous.

staṁ ica ?íxa? What is this plant like?



## Lesson 20 astronomy

**škínt** (people) had their own constellations and beliefs surrounding the stars; which included proper times to gather certain foods, foreshadowing of certain events, and the like.



šučáʔəm	Moon
ḥawiyáʔx <sup>w</sup> m k <sup>w</sup> aʔ	Ring around the moon
šučaʔəm	
ščəláp̄m	New moon
miyməyáʔws	Half moon
yərnčút	Full moon
šhəʔ <sup>w</sup> št	Last quarter moon
scəl̄ix	Crescent moon
k <sup>w</sup> əl̄k <sup>w</sup> əl̄ šučáʔəm	Dark, chokecherry colored moon
háʔšt	Dark moon
p̄əkýáwt	Star
p̄p̄ək̄p̄əkýáwt	Little stars

ṗəkṗəkʻyáwt	Lots of stars
šǰólptn	Morning star
txəwalášq̄t	Milky Way
ḥaʎʎəmínaʔ	Evening star
nʔitóltmínaʔ	North star
kʷəʎʔṗəkʻyáwt	Red star
ḥámp ṗəkṗəkʻyáwt	Falling star, shooting star, comet, meteor
txʷiʔxʷiʔít	Little dipper
ǰiǰiʔíyt	Big dipper

