Wiw'xus!

Learning Hul'q'umi'num' through stories

by

Roberta Charlie

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Approval

Name:	**Roberta Charlie**
Degree:	**Master of Arts**
Title:	**Wiw'xus! Learning Hul'q'umi'num' through stories**
Examining Committee:	**Chair: Nancy Hedberg**
	Professor
	Department Chair

Donna B. Gerdts
Senior Supervisor
Professor _____

Ruby Peter – Sti'tum'at
Supervisor
Hul'q'umi'num' Elder _____

Date Approved: April 15, 2019

Ethics Statement

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Abstract

I have chosen this project to explore new ways of teaching the Hul'q'umi'num' language to children in a daycare setting. My project focuses on the book *Froggy Goes to Bed* by Johnathan London, translated into Hul'q'umi'num' by Ruby Peter. I develop materials to engage our young learners so that they can learn the vocabulary and phrases needed to understand the story. Recognizing that some children are visual learners while others are auditory learners, I anchor the materials around pictures as well as acting out the meanings. I chose this story because it is full of basic vocabulary—actions and objects—familiar to a child's world. I break the vocabulary into domains and give a step by step format for graduated learning.

Keywords: Hul'q'umi'num', Coast Salish, Translation, Stories, Early Childhood

Dedication

As a Cultural Teacher at Le'lum'uy'lh daycare, my goal for this project was to inspire the children and make learning Hul'q'umi'num' fun and easy for them. I dedicate this project to all teachers, early childhood educator, and parents with the hope that they will use my work so all the children may benefit from it.

Acknowledgements

Most importantly I can't go on without praying and giving thanks to my parents and grandparents in heaven for all that they taught me as I was growing up and giving me teachings to carry on and hand down to my children and grandchildren. I have to mention that I also have the best sisters and brothers that are walking beside me one hundred percent in my educational journey. In my own observations, I have learned how to deliver the Hul'q'umi'num' language to children, from infants to preschoolers.

My parents always said if you want a child to learn you have to involve them, let them learn to be a part of a discussion, never ask them to leave, especially when the focus is regarding teaching them. I was told at a very young age that when an Elder or someone else is willing to teach you something you listen with an open heart, don't add or take away from a teaching, never claim a teaching that does not belong to you, if you are going to share what you have been taught, to always introduce the teaching, saying "this is the way I was taught," and then deliver it exactly the same way it was taught to you.

Lastly, I would like to thank Jonathan London for allowing us to translate his wonderful children's story into Hul'q'umi'num'. Thanks to the artist Frank Remkiewicz for his beautiful drawings that bring Froggy's world to life. Looking ahead, we hope that many Hul'q'umi'num' speakers will write stories for our children, but we are thankful to use this book in translation to help fill our urgent need.

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Preface

The Hul'q'umi'num' language is said to be dwindling away according to the census count regarding languages. But, most recently there has been a high interest from people of all ages, locally and from neighbouring communities, who are eager to learn the born language of our people. It has been stated many times before that generations have suffered the loss of the language due to the residential schools and day school sufferers. We are fortunate enough to have Elders who did not attend the Residential or Day Schools and were able to hang on to our language. And we have the ones who relearned the language upon returning home that are willing to teach those who want to learn. We also have professors of the Hul'q'umi'num' Linguistics from University of Victoria and Simon Fraser University who assist our Elders. We also have an Elders Committee in our Cowichan Tribes Cultural and Education Centre who are keeping the Hul'q'umi'num' language alive by creating Dictionaries and other books. My past experience includes working with the Elders committee for two years helping with the revisions of the first Hul'q'umi'num' Dictionary. It has been a dream of many that our daycare centres that we deliver the language on a daily basis. Many families in the community are young and do not understand the language but are excited that their children are being taught. Together, we are getting one step closer to reaching our dreams. I have taken several steps to make this possible, one day at a time, and this paper examines each of these steps in the method I use for teaching the language in our daycare.

Chapter 1.

Introduction

’uy skweyul mukw’ lhwet. ’een’thu Yulektunaat, tun’ni’ tsun ’utl’ Somena ’i’ kwa’mutusun, Roberta Charlie tthu nu s-hwunitum’a’lh nu sne. I am from Somena and Quamichan Reserve tun’ni’ tsun ’utl’ Quw’utsun’. ’uy’ nu shqwaluwun kwunus ’i kwun’atul’ ’utl’ lhwulup. I am happy to with you.

I am a Cultural Teacher at Le’lum’uy’lh Daycare. Le’lum’uy’lh, has five classrooms, two baby rooms, a room with only three-year-old children and a room with twenty-four, four-year-old children. I currently work with the four-year-old children. This class is the first stepping stone in our efforts to see that the language lives on. We have a future goal of becoming a full immersion daycare within the next five years.[1]

For my project, I have chosen to analyze the Hul’q’umi’num’ version of the book *Froggy Goes to Bed.* The author of the book, Jonathan London, was contacted for permission to translate it into the Hul’q’umi’num’ language and the translation was then done by Ruby Peter and Donna Gerdts. The goal of my analysis is to create a structured framework and materials to teach pre-school aged children Hul’q’umi’num’ the vocabulary and phrases in this book so that they can understand the story.

The theme of this book is the challenge to get Little Froggy to bed and to meet Little Froggy’s exhausting needs and wants at bedtime. As I read this book in Hul’q’umi’num’, I found it to be very pertinent to young children and knew that the children at the daycare would enjoy listening to it. Bedtime routines hold a lot of significance and importance for children and provide opportunity for language development through the repetitious nature of the routine. I think that reading this story

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[1] The plan going forward is that I will be teaching both the staff and children so that they can all learn together. I was fortunate to inherit Merle Seymour’s Hul’q’umi’num’ language teaching materials and to carry on where he left off when he retired. I am looking forward to creating new materials.

repeatedly will help the children two-fold—it will assist those who have struggles with their routines to better understand their responsibilities, and also, it is a great way to introduce the Hul'q'umi'num' language in an interesting way.

1.1. Analysis

Froggy Goes to Bed is twenty-eight pages with ten scenes; each scene is like a world in itself. Overall, the vocabulary totals up to eighty-two lexical items. In order to analyze and learn this story, I researched all the verbs, nouns, and clitics (little function words that lean on neighboring words for pronunciation), and organized them into lists by semantic domains (e.g., the items in the house—bed, bedroom, bathtub, etc.). The sources that I am using to compile the word lists include the Cowichan Dictionary (Hukari and Peter 1975), along with the word lists that are on the Ta'ulthun Sqwal (http://sqwal.hwulmuhwqun.ca/).

I found that doing a thorough analysis of the story was very informative. I share my analysis of the story by listing the words, categorizing them, and examining how each is used in a sentence, as well as how many times it is used within the story. Such analysis leads to a more in-depth understanding of the different ways of using the individual words, as well as uncovering difficulties in pronunciation and spelling.

1.2. Teaching strategies

Once the study of the vocabulary and analysis of the sentence patterns was complete, I turned to the task of finding ways of incorporating Hul'q'umi'num' into a daycare setting. This is the plan that I have devised in order to help share the story with the children. Slowly, I will introduce words from the story in word sets. A word set is a group of words that fits together, where the lesson can be structured so that one word builds upon the next word i.e., *frog*, *green*, *jump, ribbit*. I will then gradually introduce scenes from the story, practicing each scene, using the Hul'q'umi'num' words and phrases using the Total Physical Response (TPR) method to ingrain that scene within the children's memory. The TPR method seeks to anchor an action to a word by having the students listen to a command and then immediately obey with a physical action (Asher

1969: 4). My plan is to approach the story one scene at a time, focusing on the words in the scene until the children start to recognize each word and understand and use it freely with little to no direction. I will then move on to the next scene and repeat this process. Once the children are comfortable with all the scenes, I will then display the entire story and have the children talk about what they remember and see how they are progressing.

I also plan on incorporating the words from the story into various games and through music all the while using TPR. Some are every day words and are used often, while others are a bit more challenging and should be introduced to the children slowly and repeatedly until they shave some understanding of what the word means.

First, though, before going further, let me share the story with you.

Chapter 2. Froggy goes to bed

2.1. ni' wulh 'itut wiw'xus | Froggy goes to bed story

The story was written by Jonathan London, used with permission. Hul'q'umi'num' translation of Ruby Peter recorded by Thomas Jones and transcribed by Donna Gerdts and Ruby Peter.[2].

1.   ni' wulh 'itut wiw'xus
     Froggy goes to bed

2.   ni' wulh lhtsiws wiw'xus. skw'ey kws tstl'ums. 'iilh hiw'a'lum' tun'ni' 'u
          tthu netulh 'i' nuw' hwune'unt 'ul'.
     It was late. Froggy was so tired that he couldn't hop. He'd been playing hard
          from morning until evening.

3.   "wi-i-iw'xus!" wulh teem thu tsi'tsut.
     "FRROOGGYY!" called his mother.

4.   "stem?" hwtulqun wiw'xus.
     "What?" answered Froggy.

5.   "ni' wulh tus 'u kwthun' shhw'itut!"
     "It's time for you to go to bed!"

6.   "'uwu!" thut wiw'xus. "'uwu tsun 'iin' slhtsiw's."
     "No!" cried Froggy. "I'm not tired!"

7.   thut-stum 'u thu tens, "'uy' kwun's shakw'um. nilh tse' kwthu 'uy'eluqup
          s'p'aqw'um hakwushun'."
     His mother said, "Why don't you take a bath? I will use the bubble bath."

8.   "'uy'!" suw' thut-s wiw'xus. "'i yuw'en' tse' thulh kwunus nem' suwq't
           lhunu snin'hwulh." tstl'um, tstl'um, tstl'um.

     "Okay," said Froggy. "But first I have to find my boat!" — hop hop hop.

9.   lemutus tthu shxuy'tl'ul's. 'i' 'uwu te'.

     He looked in the fridge, but it wasn't there.

10.   nem' 'u tthu stl'pal'we'lh 'u tthu shtth'uxwusum'. 'i' 'uwu te'.

     He looked beneath the sink, but it wasn't there.

11.   nem' 'u tthu shni's tthu situn, situn stth'xwulwutum.

     He looked in the basket, the laundry basket.

12.   "'i tsun kwunnuhw!"

     "I found it!"

13.   yelh sis nem' shakw'um. push psh push

     And he took a bath - splash splash splash.

14.   "ni' kwu'elh wulh tus kwun's hakwush lhun' 'itutulwut!" suw' hwlukw'tus
           tthu mun'us 'u tthu shhw'a'tth'usum', statum' shhw'a'tth'usum'.

     "Now it's time to put your pajamas on!" said his mother. And she wrapped in
           a towel, a warm towel.

15.   "'uy'!" thut wiw'xus. "hakwush tsun tse'!" tstl'um, tstl'um, tstl'um.

     "Okay," said Froggy. "I will put them on!" — hop hop hop.

16.   lemutus tthu lhuxunuptun, 'i' 'uwu te'.

     He looked on his floor, but it wasn't there.

17.   nem' 'u tthu suw'a'lum' xthum, 'i' 'uwu te'.

     He looked in this toy chest, but it wasn't there.

18.   nem' 'u tthu shni's kws xuxulum's, suw' thut, "'i tsun kwunnuhw!" suw'
           hakwushus — tsoop.

     He looked behind his desk, and he said, "I found them!" And he put them on
           — tsoop.

19. "wi-i-iw'xus!" teem thu tens.

    "FRROOGGYY!" called his mother.

20. "stem 'a'lu?"

    "Wha-a-a-a-t?"

21. "ni' wulh tus kwun's tth'xwulnusum!"

    "It's time to brush your teeth!" said his mother.

22. "'i' yusuw'q' tsun tse' thulh 'u kwthunu shtth'uxwul'nusum'!" tstl'um,
          tstl'um, tstl'um.

    "Okay," said Froggy. 'But first I have to find my toothbrush!" - hop hop hop.

23. lemutus tthu shni's tthu stselutslhutun's, 'i' 'uwu te'!

    He looked in the fishbowl, but it wasn't there.

24. nem 'u tthu shni's tthu qulmuns, 'i' 'uwu te'!

    He looked in the wastebasket, but it wasn't there.

25. nem' 'u tthu shni's 'u tthu kookis, suw' thut, "'aaa, 'i tsun kwunnuhw!"

    He looked in the cookie jar. "Oh, I found it!"

26. wulh nilh 'ul' sus 'uw' tth'xwulnusum — swush swush swush.

    And he brushed his gums - brush brush brush.

27. "wi-i-iw'xus!" teem thu tsi'tsut.

    "FRROOGGYY!" called his mother.

28. "ste-e-em?"

    "Wha-a-a-a-t?"

29. "'un' stl'i' tsi'elh kwthu yath 'uw' qwam'tsustuhw!"

    "I bet you want to have a hug," said his mother.

30. "'uw' thu'it!" thut wiw'xus.

    "Yep!" said Froggy.

31. "ni' 'untsu kwthunu munaya'lh? nem' tsun suw'q't." tstl'um, tstl'um, tstl'um.

    "Where is my doll? I will go look for it." hop hop hop.

32. "o-o-o, 'e'ut 'i 'u tu'i! 'e'ut stl'pal'we'lh 'u tthu stoop." t'uma'qw tthuw'nilh.

   "Oh, here it is! It's under the stove!" He hit his head.

33. qwum'tsustus tthu munaya'lhs sus 'uw' tstl'um 'itut.

   He gave it a hug and climbed into bed.

34. "ni' kwu'elh wulh tus kwun's 'itut!" thut thu tsi'tsut. sis 'uw'
   hwmukwuthutum 'u thu tens, tssetum 'uw' 'itutus.

   "Now it's time to sleep!" said his mother and gave him a goodnight kiss and
   told him to go to bed.

35. suw' hwtulqun thut, "'uy'! 'itut tsun tse'. yuw'en' thulh kw'unus lhuyxt
   kw'uw' stem 'ul'. 'i' yelh tse' nus 'itut."

   "Okay," said Froggy. "But first I need a snack! Then I'll go to sleep."

36. sis tl'e' wulh tstl'um 'utl'qul 'u tthu shhw'a'mut-s. tstl'um, tstl'um' tstl'um.

   And he hopped out of bed — hop hop hop.

37. xep'kw'um xep'kw'um sis 'uw' lhuyxtus tthu sul'its' 'u tthu hwstl'up
   la'thuns 'u tthu xwuyxwuya'yu.

   Crunch, crunch, crunch. He ate a bowl of flies.

38. yelh sus tl'e' wulh hwu'alum' nem' 'u tthu shhw'a'mut-s.

   Then he crawled back into bed.

39. "yelh kwu'elh 'un's 'uw' thu'it 'itut, wiw'xus!" thut thu tsi'tsut.

   "Now go to sleep, Froggy!" said his mother.

40. ni' tl'e' 'uw' 'ulh lhtsiws thuw'nilh tsi'tsut.

   She was getting a little tired herself.

41. "'uy'!" thut tthuw'nilh wiw'xus. "'i tsun thulh tsqul'qul'u!"

   "Okay," said Froggy. "But I'm thirsty!

42. "aa may!" thut thu tsi'tsut, suw' 'amustum 'u tthu qa'.

   "Oh my!" said his mother and got him a glass of water.

43. "yuw'!" thut tthuw'nilh wiw'xus. hwu tskwim tthu s'athusth 'uwu niis
      qwayul.

"Oops!" cried Froggy, looking more red in the face than green.

44. "ni' tsun kw'ulhnuhw!"

"I spilled it!"

45. "Aaa, wiw'xus!" thut tthu tsi'tsut, sus 'uw' 'etth'utus.

"Oh, Froggy," said his mother. She wiped it up.

46. sis tl'e' wulh qul'et 'amustum 'u tthu qa'.

Then she got him another glass of water.

47. suw' wulh qa'qa'tus 'ul' tumtumqwtus tthu qa' —qa'qa' qa'qa' qa'qa'.

And he drank it, glugging the water — glug glug glug.

48. "hwtqet ch thulh tthu shhw'ukw'elu!"

"And you have to close the closet!

49. "'i' hay tthu shelh 'uw' 'uhwiin' 'ul' kwun's shxwu'ixwstuhw."

"And open my door just a crack!

50. "'un's 'uw' tl'ukw'unt thu huy'qwoon' 'i' yelh tse' nus st'e 'u tthu nusht'es
      kwunus 'uy'stuhw.

"And turn the light down just how I like it!

51. 'i' yelh tse' nus 'itut!"

"Then I'll go to sleep!"

52. suw' hwtqetum tthu shhw'ukw'elu, tuw' wukw'lhuq'.

She closed the closet— slam!

53. hwyuxwutum tthu shelh 'u kw'uw' 'uhwiin' 'ul' 'i' ni' qetth'uq'um.

Opened his door just a crack and cre-e-eak.

54. sis 'uw' tl'ukw'untum thu huy'qwoon' 'u kw'uw' 'uhwiin' 'ul'.

And turned down the light just right.

55. "'itut ch kwu'elh 'u tun'a st'e 'u tthey', wiw'xus!" thut thu tsi'tsut.

"Now go to sleep!" she said.

56. "'uy'!" thut wiw'xus. 'i' yuw'en' thulh kwun's xwi'a'mustham'sh!"

"Okay," said Froggy. "But first... tell me story."

57. "'uy'!" thut thu tsi'tsut, tl'uw'ulh wi'wuqus.

"Okay," said his mother, and she was yawning.

58. suw' xwi'em', xwi'em' xwi'em'.

And she read and read the story.

59. hith kwus xwi'xwi'em'.

She told the story for a long time.

60. 'i' ni' wulh qtl'um tthu poukws thuw'nilh — wukw'lhuq'!

And the book dropped —thump!

61. sis tl'uw' nuqw, lhat'uqw'um ste'ukw' stiqiw.

And she fell asleep, snoring like a horse.

62. suw' hwi' thut-s tthuw'nilh wiw'xus, "'uy' snet, te'!"

"Goodnight, Mom," said Froggy.

63. sis 'uw' tth'up'nuhw 'i' ni''itut, ksksksksks kwus wulh 'itut.

Then he closed his eyes and went to sleep - zzzzzzzzzz.

64. "'uy' snet, wiw'xus!" thut tthu tsiitmuhw, 'a'mut ni' 'u tthu sts'ushtutsus.

"Good night, Froggy!" said Mr. Owl, sitting on a branch.

65. hoo hoo hoooo.

Who Who Whooooo

66. ni' hay.

The End.

2.2. Vocabulary list by domain

The vocabulary words and phrases are organized by semantic domain, i.e. grouped into related items, objects or actions. For each word, I give the Hul'q'umi'num', the English translation, and some grammatical notes, such as lexical or functional category of the word.

Our cast

wiw'xus	'little frog' (wuxus 'tree frog')	*noun - creatures*
tthu mun'us	'her son'	tthu – *determiner* mun'u – *noun – kin term*
thu tsi'tsut	'the mother'	thu – *determiner* tsi'tsut *noun – kin term*
thu tens	'his mother'	thu – *determiner* ten *noun – kin term*
te'	'Mummy'	*moun – kin term*

Other creatures in the story:

stselutslhutun'	'fishes' (stseelhtun 'salmon')	*noun – creatures*
xwuyxwuya'yu	'flies'	*noun – creatures*
stiqiw	'horse'	*noun – creatures*
tsiitmuhw	'great horned owl'	*noun – creatures*

Items in Froggy's world

shhw'itut	'place to sleep, bedtime'	*noun – household*
'itutulwut	'pajamas'	*noun – clothes*
shhw'a'mut	'bed'	*noun – household*
'uy'eluqup s'p'aqw'um	'bubble bath'	*noun – household*
sni'nhwulh	'little boat' (snuhwulh 'canoe, vessel')	*noun – vehicle*
shxuy'tl'ul's	'refrigerator'	*noun – household*

shtth'uxwusum	'bathroom sink'	*noun – household*
stth'xwulwutum	'laundry'	*noun – clothes*
shtth'uxwul'nusum'	'toothbrush'	*noun – household*
situn	'basket'	*noun – household*
shhw'a'tth'usum'	'towel'	*noun – household*
lhuxunuptun	'floor'	*noun – building*
suw'a'lum'	'toy'	*noun – game*
xthum	'box, chest'	*noun – household*
qulmuns	'garbage'	*noun – household*
munaya'lh	'doll'	*noun – game*
stoop	'stove'	*noun – household*
hwstl'up la'thun	'bowl' (la'thun 'plate')	*noun – household*
qa'	'water'	*noun – nature*
shhw'ukw'elu	'closet'	*noun – building*
shelh	'door'	*noun – building*
huy'qwoon'	'light'	*noun – household*
poukw	'book'	*noun – personal effect*
sts'ushtutsus	'branch'	*noun – nature*

Body parts and verbs, locations

s'athus	'face'	*noun – body parts*
tth'xwulnusum	'to brush ones teeth'	*verb – action*
qwam'tsust	'giving a hug'	*verb – action*
hwmukwuthut	'kiss someone'	*verb – action*
t'uma'qw	'bump head'	*verb – action*
stl'pal'we'lh	'underneath'	*verb – location*
nuqw	'fall asleep'	*verb – action*
tth'up'nuhw	'close eyes'	*verb – action*

Action verbs

tstl'um	'jump, hop'	*verb - motion*
hiw'a'lum'	'playing'	*verb – action*
'itut	'sleep'	*verb – action*
suwq't	'look for it'	*verb – action*
lemut	'look at it, in it'	*verb – action*
kwunnuhw	'get it, find it'	*verb – action*
shakw'um	'bathe'	*verb – action*
hakwush	'use it, wear it'	*verb – action*
hwlukw't	'wrap someone up'	*verb – action*
lhuyxt	'eat it'	*verb – action*
qa'qa't	'drink it'	*verb – action*
xuxulum'	'writing'	*verb – action*
'amust	'give'	*verb – action*
kw'ulhnuhw	'spill it'	*verb – action*
'etth'ut	'wipe it'	*verb – action*
hwtqet	'close it'	*verb – action*
hwyuxwut	'open it'	*verb – action*
tl'ukw'unt	'extinguish light, turn off appliance'	*verb – action*

Times of day

netulh	'morning'	*noun – nature*
hwune'unt	'evening'	*noun – nature*
snet	'night'	*noun – nature*

Descriptive words

lhtsiws	'tired'	*verb – state*
slhtsiw's	'being tired out'	*verb – state*
statum'	'warm'	*verb – state*
tskwim	'red'	*adjective – colour*
qwayul	'turn green'	*verb – state*
sul'its'	'full'	*verb – state*

Speech act verbs

teem	'call out, yell'	*verb – speech*
thut	'say'	*verb – speech*
hwtulqun	'answer'	*verb – speech*
xwi'em'	'read/tell a story'	*verb – speech*

Noises

push, psh	'splash'	*sound word*
swush swush swush	'swish, swish' (sound of brushing teeth)	*sound word*
xep'kw'um	'crunching, grinding noise'	*sound word*
tumtumqwt	'gulp it, glug' (sound of drinking)	*verb – action*
qa'qa'	'drink' (sound of drinking)	*verb – action*
wukw'lhuq'	'slam, bang, thump'	*sound word*
qetth'uq'um	'creak'	*sound word*
lhat'uqw'um	'snoring'	*sound word*
ksksksksks	'zzzz' (sleeping sound)	*sound word*
hoo	'who' (sound of owl)	*sound word*

2.3. Vocabulary with pictures

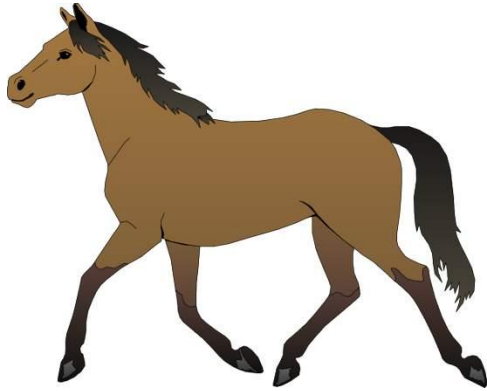These pictures occur in the order of the words in the story.

1. wiw'xus 'little frog' (wuxus 'tree frog')   3. thu tsi'tsut 'the mother"

2. tthu mun'us 'her son'   4. thu tens 'his mother'

5. te' 'Mummy"
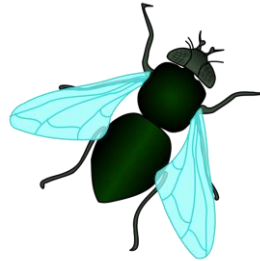
6. stselutslhutun' 'fishes' (stseelhtun   7. xwuyxwuya'yu 'flies'
    'salmon')

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[3] For clipart sources, please see 'Clipart websites' under References below.

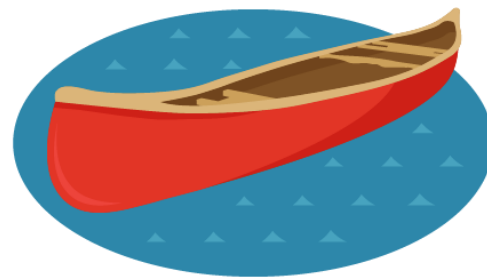8. stiqiw 'horse'

9. tsiitmuhw 'great horned owl'

10. shhw'itut 'place to sleep, bedtime'

11. shhw'a'mut 'bed'

12. 'itutulwut 'pajamas'

13. 'uy'eluqup s'p'aqw'um 'bubble bath'

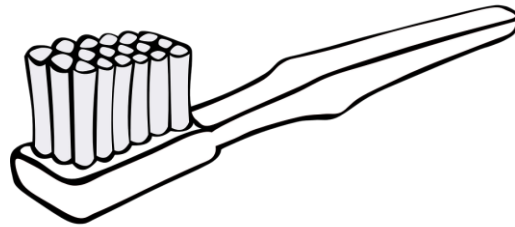14. snin'hwulh 'little boat' (snuhwulh 'canoe, vessel')
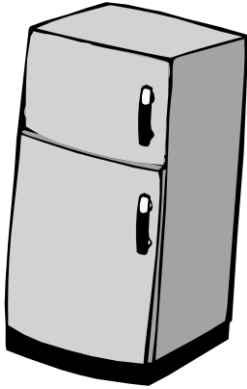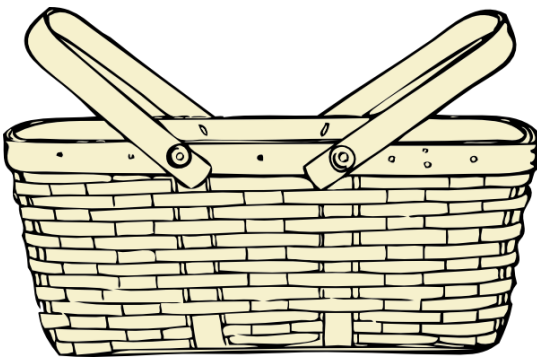
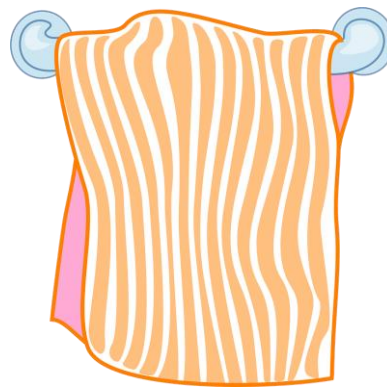15. shxuy'tl'ul's 'refrigerator'
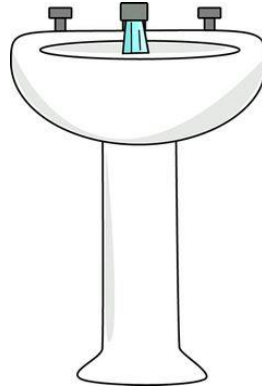
16. shtth'uxwusum 'bathroom sink'

17. stth'xwulwutum 'laundry'
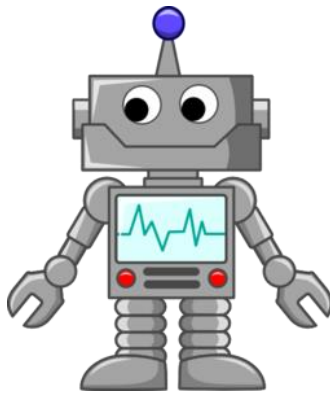

18. shtth'uxwul'nusum' 'toothbrush'
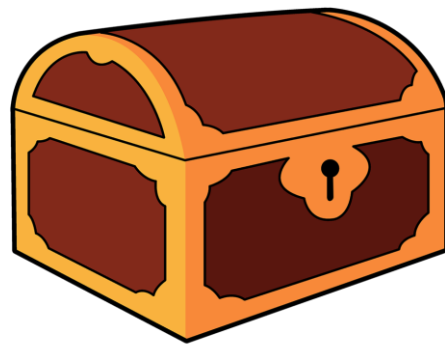

19. situn 'basket'

20. shhw'a'tth'usum' 'towel'

21. lhuxunuptun 'floor'

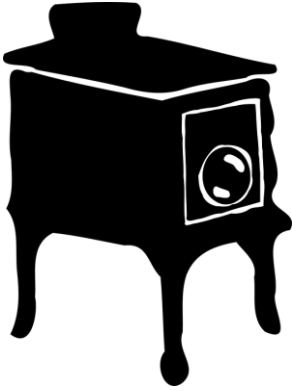

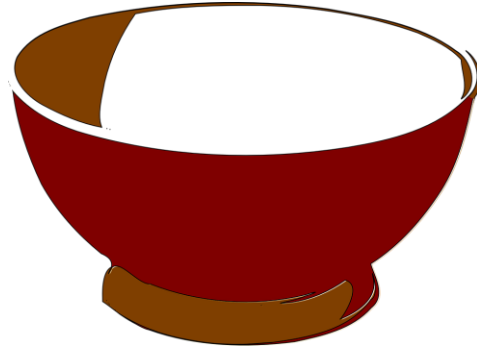22. suw'a'lum' 'toy'

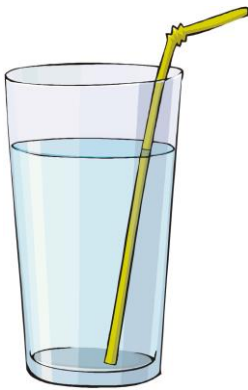

23. xthum 'box, chest'

24. qulmuns 'garbage'

25. munaya'lh 'doll'

26. stoop 'stove'

27. hwstl'up la'thun 'bowl' (la'thun 'plate')

28. qa' 'water'

29. shhw'ukw'elu 'closet'
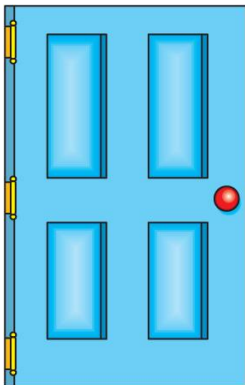
30. shelh 'door'

31. huy'qwoon' 'light'
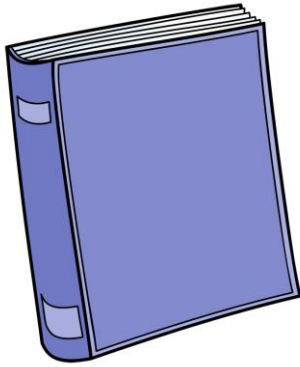
32. poukw 'book'
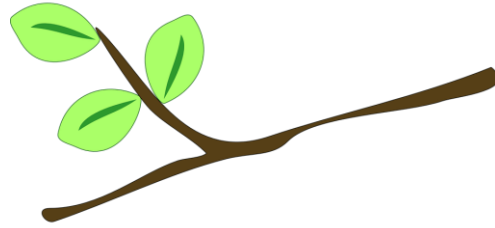
33. sts'ushtutsus 'branch'

34. s'athus 'face'

35. tth'xwulnusum 'brush teeth'

36. qwam'tsust 'giving a hug'

37. hwmukwuthut 'kiss someone'

40. nuqw 'fall asleep'

41. tth'up'nuhw 'close eyes'

42. tstl'um 'jump, hop'

43. hiw'a'lum' 'playing'

44. 'itut 'sleep'

45. suwq't 'look for it'
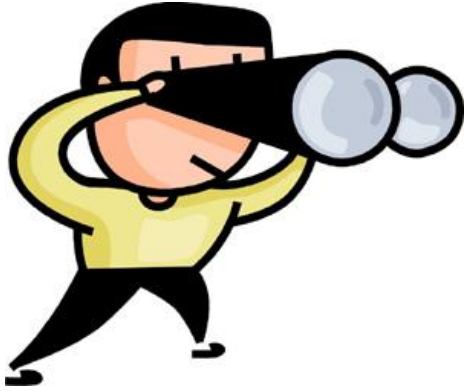
46. lemut 'look at it, in it'

47. kwunnuhw 'get it, find it'

48. shakw'um 'bathe'

49. hakwush 'use it, wear it'

51. lhuyxt 'eat it'

52. qa'qa't 'drink it'

53. xuxulum' 'writing'

54. 'amust 'give'

55. kw'ulhnuhw 'spill it'

56. 'etth'ut 'wipe it'

57. hwtqet 'close it'

58. hwyuxwut 'open it'

59. tl'ukw'unt 'extinguish light, turn off appliance'
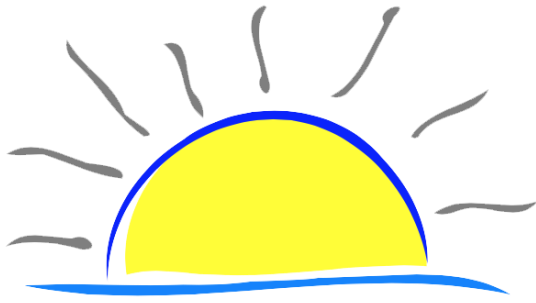
60. netulh 'morning'

61. hwune'unt 'evening'

62. snet 'night'
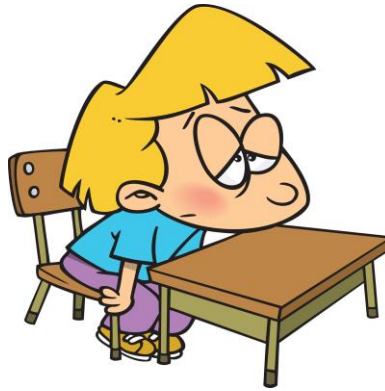
63. lhtsiws 'tired'

64. slhtsiw's 'being tired out'
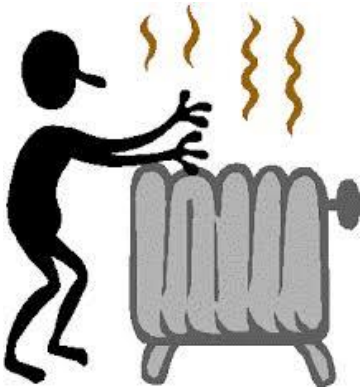
65. statum' 'warm'

66. tskwim 'red'

68. sul'its' 'full'

69. teem 'call out, yell'

70. thut 'say'
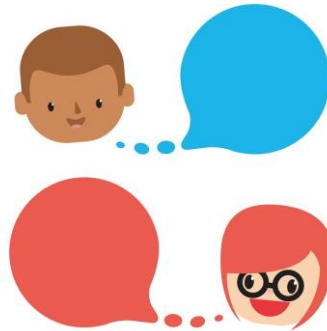
71. hwtulqun 'answer'

72. xwi'em' 'read/tell a story'

73. push, psh 'splash' 'splash, splash'

Many of the 'noise' vocabulary items and the like have been left out of this section. Instead of pictures, these words will be demonstrated and practiced using actions and sound effects.

Chapter 3.   Teaching by sets

3.1. Sample unit: Creatures

For teaching vocabulary:

- Do small SETS of words that are semantically related.

- Keep reinforcing words by using them in different ways.

Example: Animals Unit

Table 1 Vocabulary for animals unit

creature	action	descriptive	colour	sound
wuxus *tree frog*	tstl'um *jump*	tsqway *green*	tsqway *green*	wuxus
xwuyxwuya'yu *fly*	lhakw' *fly*	tsq'ix *black*	tsq'ix *black*	zzz, zzz
tsiitmuhw *horned owl*	lhakw' *fly*	snet *night*	tumlhalus *brown*	hou, hou
stiqiw *horse*	xwchenum *run*	thi *big*	p'uq' *white*	nee, nee
stqeeye' *wolf*	q'ewum *howl*	xwum *fast*	ts-hwikw' *grey*	woo, woo
steelhtun *fish*	ts'isum *swim*	'uhwiin' *little*		bloop, bloop

For hands-on activities and props use:

Pictures of creatures on sticks

Picture cubes: 6 words per cube

For

Games: Matching colour and animal

Actions: kids pretend to be a creature

Song: *nuwa'lu lhwet?*   *Who are you?*

        'een'thu stqeeye'.   *I'm wolf.*

        This song by Thomas Jones can be found at

        http://sxwiem.hwulmuhwqun.ca/nuwala-lhwet/

Song: *xut'u tthu stqeeye' woo woo woo 'uw' mukw' snet.*

        The wolf says woo woo woo all night long.

        In this song by Merle Seymour you can put in the name of any

        creature, imitate its sound, and then chose *skweyul* (day) or *snet*

        (night) for when it is active.

Table 2 Graduated vocabulary learning

Each day some new words & then review the old words.			
Day 1	frog fly	green black	jump fly	wuxus zzzz
Day 2	horse wolf	white grey	jump run	neigh woo woo
Day 3	Review			
Day 4	owl fish	brown swim	fly bloop	hoo, hoo
Day 5	big/little	fast loud		

Sample schedule

Day 1:

- Introduce the animals *wuxus* and *xwuyxwuya'yu*.
- Introduce the colours *tsqway* and *tsq'ix*.

Creature		descriptive	
wuxus	tree frog	tsqway	blue/green
xwuyxwuya'yu	fly	tsq'ix	black

Day 2:

- Introduce the animals *stiqiw* and *stqeeye'*.
- Introduce the colours *p'uq'* and *ts-hwikw*.

Creature		descriptive	
stiqiw	horse	p'uq'	white
stqeeye'	wolf	ts-hwikw	grey

Day 3:

- Review the animals *wuxus*, *xwuyxwuya'yu*, *stiqiw*, and *stqeeye'*.
- Review the colours *tsqway*, *tsq'ix*, *p'uq'*, *ts-hwikw*.
- Introduce *thqet*, talk about what they eat and where they hang out.

Creature		Colours	What do they eat?	Where do they hang out?
wuxus	frog	tsqway	flies	xatsa' 'lake'
xwuyxwuya'yu	fly	tsq'ix	---	
stiqiw	horse	p'uq'	saxwul 'grass'	-----
stqeeye'	wolf	ts-hwikw	smuyuth meat	---

Day 4:

- Introduce the animals *tsiitmuhw* and *steelhtun*.
- Review the colour *ts-hwikw*.
- Review the animals *wuxus* and *xwuyxwuya'yu*.
- Review the places *xatsa'* and *thqet*.

Creature		Colour	what do they eat	where do they hang out
tsiitmuhw	owl	ts-hwikw	frogs	thqet 'tree'
steelhtun	fish	ts-hwikw	flies	lake

Day 5:

- Reviewing the animal unit
- Introducing the hygiene unit
- Introducing the food unit

The *animals'* unit would be one week of a series of sets. The vocabulary would be revisited for review.

	week 1	week 2	week 3	week 4
Animal Unit	√		√	
Hygiene Unit	√	√	√	√
Food unit	√	√	√	√

The goal at the end of the five day unit will be for the children to be able to produce the vocabulary items with little to no coaching. To test their comprehension we will present them pictures and have them call out the corresponding vocabulary item. This will make it clear to us which have been learned and which need further review.

3.2. Sample set for 'Froggy'

This set would introduce daily routines to the children. This helps them use Hul'q'umi'num' in their daily lives. It is framed in terms of the Froggy bedtime story.

Routine activities

Table 3 Routine activities sample schedule

	Day 1	Day 2	Day 3	Day 4
wash hands	√	√	√	√
wash face	√	√		√
bathe		√		√
wash hair			√	√
brush your teeth	√	√	√	√

This set introduces action words for washing hands and face as well as bathing, washing hair, and brushing teeth. The Hul'q'umi'num' words for this are important and students can be encouraged to teach their younger siblings, parents, and relatives. The same can be said of the bedtime vocabulary below.

Table 4 Going to bed vocabulary

shhw'itut	place to sleep; bed	'itut	sleep
'itutulwut	pajamas	statum'	warm (liquid)
shhw'a'mut	bed	tstl'um	jump
'itut	sleep	hiw'a'lum	play
lhtsiws	tired	xwi'em'	story
slhtsiw's	being tired out		

tth'xwulnusum	brush teeth	swish swish swish	
shtth'uxwul'nusum'	toothbrush		
shtth'uxwusum'	bathroom sink	Wash up	q'a

The kitchen vocabulary is also useful for daily life. Once they have learned it they will be able to talk about items that they encounter on a regular basis.

Table 5 Kitchen vocabulary

shxuy'tl'ul's	refrigerator	xuy'tl	cold
stoop	stove	s'ulhtun	food
hwstl'up la'thun	bowl	'uy' s'ulhtun	good food
lhuxunuptun	floor		

Many daycare facilities have kitchen playsets. The playsets can be labeled with vocabulary for the benefit of the staff. Flash cards with pictures can be discussed as a large group and can be put on the wall near the station. The vocabulary can be used in discussion while children are playing in the area.

Table 6 Times of the day

netulh	morning
hwune'unt	evening
snet	night
skweyul	day

Chapter 4.   Activities

I recommend having the following materials as visuals and or domain them to make little booklet. Repetition is essential and TPR can be used to keep children relaxed and engaged. This is a way to introduce the vocabulary and ideas to both the teachers and children.

Masks: Who am I?

Description: Children can colour masks of various animals or characters from a story. Once the masks have been coloured, they can play 'Who am I?'. A sample frog mask has been provided in the appendix.

Directions:

- Teach the question: *who am I*?
- Go over the names of the animals or characters.
- Have the children colour the various masks and then have each of them select an identity.
- Taking turns, have the children to ask each other who each person is and then have that child respond with the name of their animal or character.

Fly-swatter game:

Directions:
- Pictures are posted up on the wall in random areas of the room.
- Teacher says word or phrase, and one child at a time searches for and then slaps the picture.
- If there are a lot of children, they will break up into two teams and search for the picture that the teacher has called out, and they will help one another.

Opposites & Matching game:

Opposites: Create several different pages of pictures of opposites so the children can look for the opposites and draw a line to the matching opposite.

Matching: Create several different pages of pictures of same pictures possibly different colours but the same action or such, so the children can look for the same and draw a line to the matching picture. A sample matching page has been provided in the Appendix.

Placemats

Description: Children will run to a spot on the floor, or to a chair at the table, or gets assigned to one by the teacher.

Directions:

- Teacher lays out mats on the floor or on the tables depending on number of children.
- The children can either sit in random spots or the teacher can assign them to a spot.
- The teacher will then call out a name or roll a dice and have the children count the numbers and see which child the number will end on till everyone gets a chance.
- Once the child turns the mat over they will have to make the sound or motion if it is an animal or point at and say what the picture is, such as shirt, pants, shoe and so on.

Circle game

Description: This game could be played like 'blanket, blanket, who's under the blanket' but, would be switched up to stuffed animals.

Directions:

- The children will hide their faces, while one of the teachers hide a stuffed animal under the blanket.
- The children would be given motion hints or sound hints till they guess which animal is under the blanket.

Musical mats

Description: Musical mats would be played much like musical chairs.

Directions:

- Have the children stand on mats and walk to the beat of the drum and when the drumming stops the kids stand on the mat.

- The number of mats decreases each round, just like the chairs would in musical chairs, eliminating children from the game.

Passing the ball during drumming: when it stops

Description: Passing the ball (hot potato) would be played like musical chairs or musical mats same sort of rules.

Duck, duck, goose

- Get the kids to play 'duck, duck, goose'.
- Switch up to other animals such as *dog* and *cat*, *crow* and *seagull*, *owl* and *raven* and *cow* and *horse*, *pig* and *sheep* and so on.
- One could also incorporate colours or other things.

Vocabulary Charades

*Description***:** Pick a vocabulary words from the story and give the children hints until they guess what it is. Can be played as charades or can be played by describing the vocabulary word without saying it.

Line up

Directions:

- Have the children line up in equal groups (2-4 teams) and have a teacher stand with each team.
- Create recipe card pictures and stack them faced down on the table.
- The first in line comes forward and picks the first picture and holds it up and says what it is and all the children on his/her team have to repeat what was said.
- The child that had a turn then moves to the back and the next child repeats the first steps of the game till all the children on that team had turns… everyone in their line repeats it going down the line.

Spinner

Directions:

- Create a game board with a circle chart with equal amounts of spaces with Velcro so that pictures could be held in place

- Make the pictures interchangeable with Velcro so the children are not playing the same game all the time

Picture Bingo

Directions:

- Start with a large number of pictures (around 30).
- Create pages of eight pictures in a table in random positions (ensure no duplicate pages).
- Put all of the pictures in a bag and draw from the bag.
- Child is the winner when all of their squares are covered.

Vocab cube

Description: Pictures grouped into six related words. A sample design for the cube is provided in the Appendix. There will be several different cubes to choose from.

Directions:

- Child rolls the cube on floor, then the child will act out, make the sound of, or provide the name of whichever picture is facing upward.
- If the children has the kitchen and appliance cube, they can go find it in the house play area.
- If the child has the bath related cube, they can also go to the house play area.
- If the child chooses the body parts and actions cube, they will demonstrate the actions that they land on.
- If the child chooses the cube with verbs for 'look for', 'look at', 'find', etc., they have to do the actions.
- If the child chooses the cube with verbs for ' drink it', 'spill it', 'write it', 'give it', etc., they have to do the actions.

Table 7 Sample word sets for six sides of the cube

Theme: Bathing	Theme: Playing
statum' warm	suw'a'lum' - toy
shakw'um - bathe	xthum - box
qa' - water	munaya'lh - doll
'uy'eluqup s'p'aqw'um - bubble bath	poukw – book
snin'hwulh - little boat	tstl'um - jump
shhw'a'tth'usum – towel	hiw'a'lum – play
Theme: Goodnight	**Theme: Verbs**
s'athus - face	suwq't - look for it
qwam'tsust - giving a hug	lemut - look at it, in it
hwmukwuthut - kiss someone	kwunnuhw - get it, find it
t'uma'qw - bump head	hakwush - use it, wear it
nuqw - fall asleep	hwlukw't - wrap someone up
tth'up'nuhw - close eyes	xuxulum' - writing it
Theme: Verbs	
lhuyxt - eat it	
qa'qa't - drink it	
'amust - give	
kw'ulhnuhw - spill it	
'etth'ut - wipe it	
hwtqet - close it	

After several times of reading the story and repeating the vocabulary along with showing the children the pictures that go with the story, I make a game of the word domains and see what the kids remember about the story, i.e., I would lay out all the flash cards on the table and say the words and see if they can find the picture with very little to no prompting. This game could be played with several small groups on the classroom. When reviewing the story, I make several copies of the books so that children can look at

them during circle time and sit, observe, and remember the story. And see if the kids notice the difference and share corrections in and amongst each other.

Chapter 5.   Conclusion

The story *Little Froggy Goes to Bed* in an effective story for teaching basic vocabulary to young children in a daycare. My analysis of this story shows that it includes nouns that are familiar to children of this age group and focuses on activities with which they are familiar. The story is particularly good for all the action verbs it contains and the repetition of movement. The children can follow along with the story and act out Froggy's bedtime routine: hopping, brushing his teeth, eating a snack, having a drink, taking a bath, and finally going to sleep. The vocabulary is at a child's introductory level and includes sayings that are commonly used by kids in any language, such as "I don't want to go to bed!", "I'm thirsty!", "Leave the door open a crack!" For a language teacher, the story provides vocabulary from several domains around which active lessons can be developed. The domains can also be combined into more complex lessons. With stating that I will do the actions of some of the words and see if the children recognize the word that goes along with the action, such as yell, hop, or point at the doors lights and so on. The method I used for my analysis was listing the words, categorizing them, and finding out how each was used in a sentence, as well as how many times it was used with in the story.

In conclusion, upon completion of my analysis I have come to realize that there could be several different ways to teach the children the Hul'q'umi'num' language in a fun and very efficient manner with different ways of delivering the story to the children. For instance, introduce the vocabulary words along with the pictures at the same time on one day and just one or the other on another day while doing the action words to make it fun for the children to learn, and then sit with them and read to them and get the children to take turns doing the action movements.

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London, Jonathan. (2002). *Froggy Goes to Bed*. Penguin Young Readers Group.

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Clipart websites:

http://clipart-library.com/

http://www.clker.com/

https://pixabay.com/

http://www.publicdomainfiles.com/

https://publicdomainvectors.org/

https://www.thesprucecrafts.com/

http://worldartsme.com/

Appendix　　　Sample of activity materials

Template for cube game
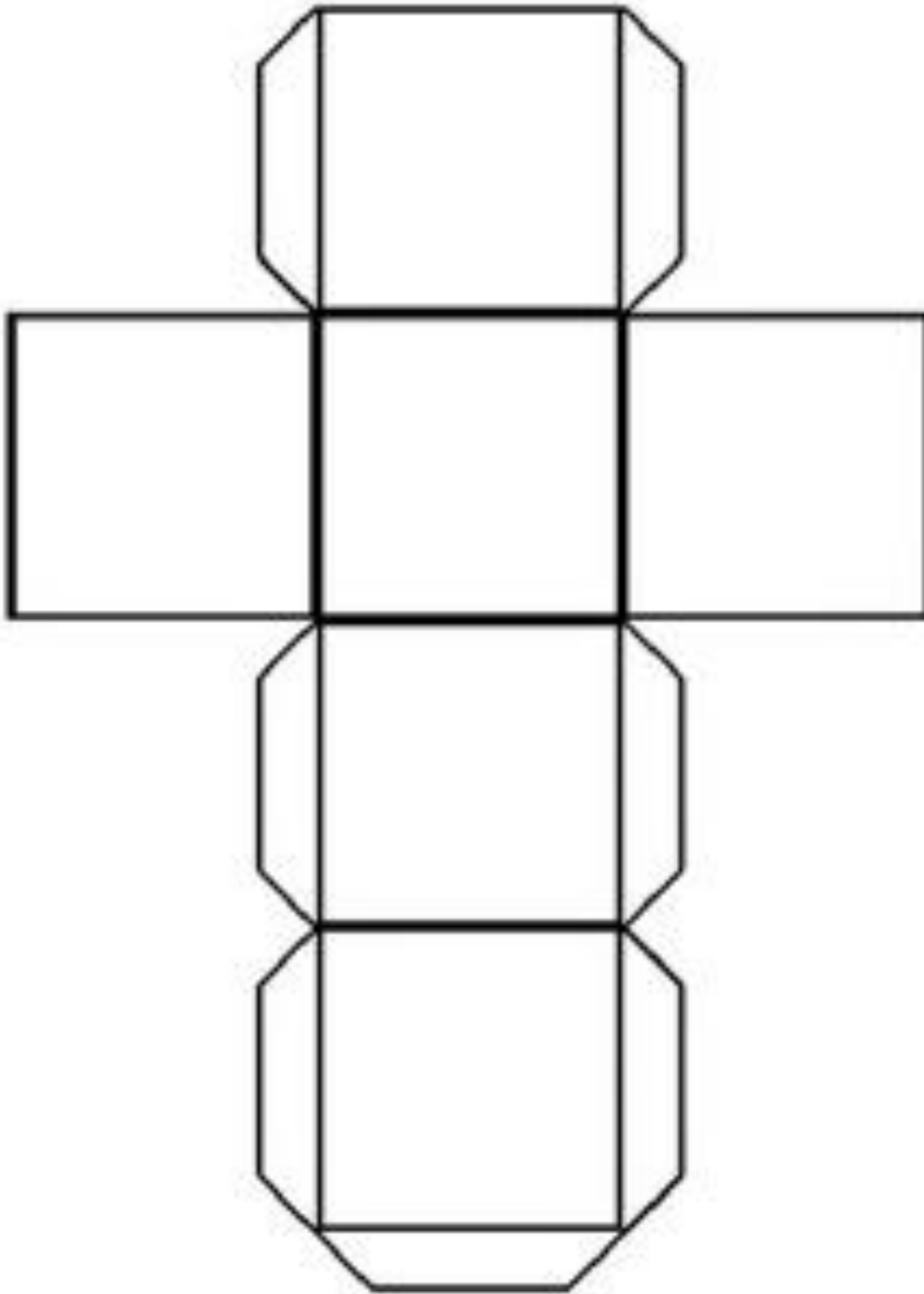
For matching colours game
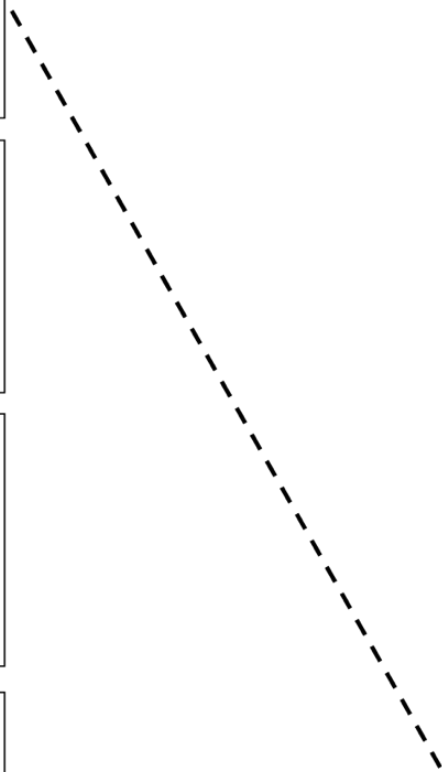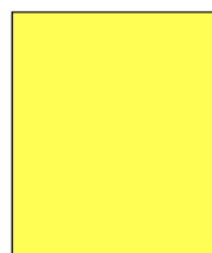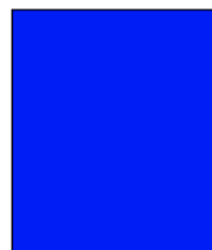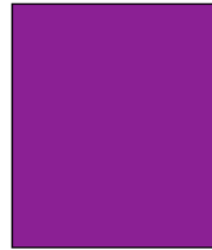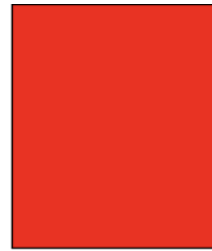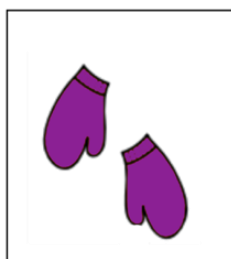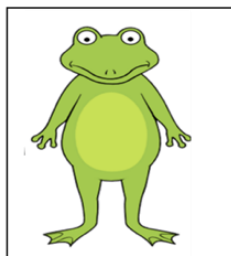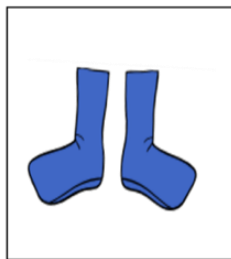
Mask for a naming activity

Frog MASK