UNIT 5

LEVEL 1

UNIT 5 LEVEL 1 CURRICULUM
INTRODUCTION

This curriculum contains the objectives and vocabulary for the Unit 5 Level 1. It presupposes that students have had Oneida classes from Units 1-4, Levels 1-4.

The objective of this curriculum is to familiarize the student with basic sets of vocabulary that are the building blocks for the later years. They should be taught in order as the Units and Levels have been scaffolded for learning, the only exception being that the locative and plural suffixes should be taught after the nouns they attach to.

Nearly all of the basic sets include cue questions or commands that provide the context for the student to
provide a response. The teacher should be careful to use a variety of methods to ensure that the students are really learning the basic sets rather than responding automatically to some cue.

At the oneidanation.org/language website you will find primarily first language Oneida speakers covering the vocabulary. We have tried to provide you with first language speakers as much as possible. They will also
provide models for the correct pronunciation.

Certain lessons also require the use of other prepared materials such as coloring books, posters, story books and worksheets that can be found on the website.

Many people have worked on the preparation and testing of this curriculum for the Oneida Language Project. The Ukwehuwenéha aetwatwʌnu·táhkweʔ (The Real People we are speaking our language) and the
Administration of Native Americans is proud to support your language revitalization efforts.

The basic sets of vocabulary have been built upon each other in Unit 5 Levels 1-4. Although there may be typos and some spelling errors in this document we did the best we could to create a clean document for you to learn the Oneida language. May you have language journey be exciting and fulfilling.

Tane

ONEIDA SPELLING SYSTEM
VOWELS:
Oneida has six vowel sounds. Unlike English each letter stands for one and only one sound. Here are the letters and the sounds they represent.

"A"   has the sound of the 'a' in ah or father
"E"has the sound of the 'e' in egg or eight
"I" has the sound of the 'i' in ski or machine
"O"   has the sound of the 'o' in hope or low

The remaining two vowels are nasalized. That means they are pronounced more through the nose than the usual English sounds. Roughly then;
"U"   has the sound of the 'un' in tune
"ʌ"has the sound of the 'on' in son.

CONSONANTS:
Most of the consonants have the same sound as they usually do in English. This is true for:
H, L, N, W, and Y
The letters "T", and "K", and "S" each have two pronunciations depending on the other sounds near them.

"T"   normally has the sound of the 't' in city, water, stove.
Notice in those words 't' sounds more like 'd'. If a 'k', 'h', or
's' follows then the 't' has the usual English sound as in top.

"K"   normally has a g-like sound as in skill but if a 't', 's', or 'h' follows, if sounds like the usual English 'k' as in kill.

CONSONANTS: (cont..)
"S" often has a sound halfway between the 's' in sea and the z-like sound
of the 's' in was. When it comes between two vowels it always has the z-like sound and when it comes before or after 'h', then it has the sound of the 's' in sea.

OTHER SYMBOLS USED IN WRITING ONEIDA:
" ʔ " is used to represent a special consonant sound (called a glottal stop) that English doesn't have. The sound is made by quickly stopping the flow of air in the throat, a kind of catch.
" ´ " this symbol is written above a vowel to indicate the stressed syllable in a word.
" · " this symbol is used after a vowel to indicate the vowel is lengthened or dragged out a bit.
(Vowels marked with both the dot and the stress mark have a slightly falling tone.)
" "   underlined sounds are whispered and not said aloud.

This, then, is the Oneida alphabet used in this booklet.

A, E, H, I, K, L, N, O, S, T, U, W, Y, ʌ, ʔ

Some special combinations are:
"tsy" or "tsi" has the 'j' sound as in jam, or judge
"tshy" or "tshi" has the 'ch' sound as in church
"sy" has the 'sh' sound as in shoe or hush

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UNIT5 LEVEL 1
ANIMALS
OBJECTIVES:
1. The student will use a complete sentence to identify each of several animals.

Animals Cues:

what is this?	náhteʔ né· kaʔi·kʌ́
what kind of indigenous animal is this?	oh nikalyoʔtó·tʌ kaʔi·kʌ́
what is this called?	náhteʔ né· kuwa·yáts
what kind of domestic animal is this?	oh nikanaskó·tʌ kaʔi·kʌ́

Animals:

pig	koskos
chicken	kitkit
cat	takó·s
dog	é·lhal
bear	ohkwa·lí
wolf	othahyu·ní·
turtle	aʔno·wál
(red) squirrel	tsyohsoʔkwaka·nʌ́
grey squirrel	tsikwilʌ́htu
cow	tsyonhúskwalut
fly	tsiks
frog	kwale·lé
fox	skʌhnáksʌ
turkey	skawelo·wáhneʔ
mosquito	okalyaʔtáhneʔ
sheep	siksik
goat	kayaʔtáklahseʔ
snake	ótku
deer	oskʌnu·tú
bird	otsiʔtʌ́haʔ
monkey	tsikawihsakíhaʔ
grasshopper	tsístalak
rabbit	otshuhkalo·lʌ́
fish	kʌ́tsi
horse	kohsa·tʌ́s
skunk	aní·tas
duck	taluʔkó

UNIT 5 LEVEL 1
WEATHER
OBJECTIVES:
1. The student will describe weather conditions using complete sentences.

Weather Cues:
     what kind of day is it   oh niwʌhnisló·tʌ

Weather:
it's a good day	wʌhnisli·yó
it's a bad day	wʌhnisláksʌ
it's sunny	yotʌhalote̲
it's rainy	yokʌno·lé̲
it's windy	yowelu·tú̲
it's cold	yotho·lé·
it's warm	yoʔtalíh̲ʌ
it's snowing	yotaʔklókwʌ
it's cloudy	yohtsí·kehle̲ʔ

UNIT5 LEVEL 1
NATURE WORDS
OBJECTIVE:
1. The student will be able to identify certain natural and manmade objects with complete Oneida sentences.

Nature Cues:
| what is this | náhteʔ né· kaʔi·kʌ̲ |
| what is that | náhteʔ né· thi·kʌ̲ |

Nature:
this is a log	ka·lúteʔ né· kaʔi·kʌ̲
this is a field	kahʌtá·ke né· kaʔi·kʌ̲
this is a hill	yonutáheleʔ né· kaʔi·kʌ̲
this is a lake	kanyata·láyʌ né· kaʔi·kʌ̲
this is a tree	kalu·tóteʔ né· kaʔi·kʌ̲
this is a leaf	ónlahteʔ né· kaʔi·kʌ̲
this is a branch	ónhahteʔ né· kaʔi·kʌ̲
this is a stone	onʌ·yá· né· kaʔi·kʌ̲
this is grass	onékliʔ né· kaʔi·kʌ̲
this is the ground	ohwʌtsyá·ke né· kaʔi·kʌ̲
this is a road	oháha né· kaʔi·kʌ̲
this is the woods	kalha·kú né· kaʔi·kʌ̲
this is a flower	otsí·tsyaʔ né· kaʔi·kʌ̲

UNIT 5 LEVEL 1
ASTéHTSI
OBJECTIVES:
1. The student will correctly learn commands for getting up in the morning and verbally identify each command.
2. The student will describe his own actions in getting up in the morning.
3. The student will correctly answer yes-no questions about his actions in getting up in the morning.

Astéhtsi Cues:

what are you doing	náhte? nihsatyél<u>ha?</u>
get up	satkétsk<u>o</u>
wash your face	satkuhsóhal
comb your hair	tehsatnathál<u>ho</u>
get dressed	satslu·n<u>i·</u>
eat	satekhu·n<u>i·</u>
brush your teeth	satnawilóhal
go to school	sataya?táh<u>na</u>

Astéhtsi Activities:

I'm getting up	katkétskwas
I'm washing my face	katkuhsóhale<u>he?</u>
I'm combing my hair	tekatnathálhos
I'm getting dressed	katslu·ní<u>he?</u>
I'm eating	katekhu·ní<u>he?</u>
I'm brushing my teeth	katnawilóhale<u>he?</u>
I go to school	kataya?tá·neh<u>se?</u>

UNIT 5 LEVEL 1
JOBS
OBJECTIVE:
1. The student will be able to verbally identify certain job titles.

Job Cues:

who is this	úhka? náhte? ka?i·k<u>ʌ</u>

Jobs:

this is a policeman	shakoye·nás né· ka?i·k<u>ʌ</u>
this is a farmer	lahʌta?kehlo·lú né· ka?i·k<u>ʌ</u>
this is a doctor	latétsyʌt né· ka?i·k<u>ʌ</u>
this is a teacher	shakolihunyʌ·níhe? né· ka?i·k<u>ʌ</u>
this is a carpenter	lanuhsu·níhe? né· ka?i·k<u>ʌ</u>
this is a fireman	lata?swátha? né· ka?i·k<u>ʌ</u>
this is a mailman	lahyatuhslakalényehse? né· ka?i·k<u>ʌ</u>
this is a bus driver	shakoya?takalényehse? né· ka?i·k<u>ʌ</u>
this is a storekeeper	latʌhni·núhe? né· ka?i·k<u>ʌ</u>
this is a cook	lakhu·níhe? né· ka?i·k<u>ʌ</u>
this is a thief	lanʌskwas né· ka?i·k<u>ʌ</u>
this is a dentist	shakonawilahslu·níhe? né· ka?i·k<u>ʌ</u>

UNIT 5 LEVEL 1
COMMON OBJECTS
OBJECTIVES:
1.   The student will be able to verbally identify common nouns and objects.

Common Object Cues:
    what is this   náhteʔ   né· kaʔi·kʌ̲
    what is that   náhteʔ   né· thi·kʌ̲

Common Objects:
    this is a boy   laksá·   né· kaʔi·kʌ̲
    this is a girl   yeksá·   né· kaʔi·kʌ̲
    this is a man   lu·kwé   né· kaʔi·kʌ̲
    this is a woman   yaku·kwé   né· kaʔi·kʌ̲
    this is a house   kanúhsoteʔ   né· kaʔi·kʌ̲
    this is a car   ká·sleht   né· kaʔi·kʌ̲
    this is a bed   ka·nákteʔ   né· kaʔi·kʌ̲
    this is a boat   kahuwe·yá·   né· kaʔi·kʌ̲
    this is a book   kahyatúhsliʔ   né· kaʔi·kʌ̲
    this is a pencil   yehyatúkhwaʔ   né· kaʔi·kʌ̲
    this is a ball   ahtá·nawʌʔ   né· kaʔi·kʌ̲
    this is a spoon   atókwat   né· kaʔi·kʌ̲
    this is a knife   á·shaleʔ   né· kaʔi·kʌ̲
    this is a fork   aʔshékweʔ   né· kaʔi·kʌ̲
    this is a plate   átsi   né· kaʔi·kʌ̲
    this is a cup   teyuthnekutákhwaʔ   né· kaʔi·kʌ̲
    this is a table   atekhwahlákhwaʔ   né· kaʔi·kʌ̲
    this is a chair   anitskwahlákhwaʔ   né· kaʔi·kʌ̲
    this is a box   kanutó·tsliʔ   né· kaʔi·kʌ̲
    this is a basket   ashé·nut   né· kaʔi·kʌ̲

UNIT 5 LEVEL 1
CLOTHES
OBJECTIVES:
1. The student will be able to verbally identify common articles of clothing.

Clothing Cues:
what is this	náhteʔ né· kaʔi·kʌ
what are you wearing	náhteʔ sátstu
what is he wearing	náhteʔ lótstu
what is she wearing	náhteʔ yakótstu

Clothes:
this is a shirt	atyá·tawiht né· kaʔi·kʌ
these are pants	aʔnhuskwálhaʔ né· kaʔi·kʌ
this is a shoe	áhtaʔ né· kaʔi·kʌ
this is a sock	atláhtiʔ né· kaʔi·kʌ
this is a hat	anú·waloleʔ, né· kaʔi·kʌ
this is a belt	atuʔkwánhaʔ né· kaʔi·kʌ
this is a ribbon	ká·nheks né· kaʔi·kʌ
this is a feather	ostósliʔ né· kaʔi·kʌ
this is a skirt	ká·khaleʔ né· kaʔi·kʌ

UNIT 5 LEVEL 1
COMMANDS

OBJECTIVES:
1. The student will verbally understand and speak basic commands.
2. The student will verbally understand and speak basic plural commands.

Commands:
listen	satahúhsatat
keep still	tehsato·tát
speak Oneida	ukwehuwehnéha satwʌnu·ták
say it again	tutasátlatst
touch it	kaʔnyahátsyel
point to it	yahsahtsya·tú
sit down	sátih
stand up	téhstaʔn
turn around	tehsatkalhate·ní·
jump	tehsanítskwak
dance	tehsnúnyak
come here	ká·tsi
your turn	i·sé· nʌ nʌʔúhwaʔ
say it	né· tsí·luʔ
tell me	takhlo·lí·
hurry up	tesaslíhʌ
don't run	tákʌʔ tʌhsaláhtat
go slow	oskʌnʌʔshú
tie your shoe	satashalahkwánhak
clap	tehsahsáleʔek
all of you	swake·kú
once more	she·kú úskah
let's count	twáshet
lets sing	tetwalí·wahk

Group Commands:
listen	swatahúhsatat
keep still	teswato·tát
speak Oneida	ukwehuwehnéha swatwʌnu·ták
point to it	yaswahtsya·tú
sit down	swátih
stand up	teswa·táhn
turn around	teswatkalhate·ní·
jump	teswanítskwak
dance	teswanúnyak
hurry up	teswaslíhʌ
don't run	tákʌʔ tʌswaláhtat
clap	teswahsáleʔek

UNIT 5 LEVEL 1
PLURALS
OBJECTIVES:
1. The students will be able to play a Simon says game involving parts of the body.
2. The students will be able to verbally name and point to body parts.

Cue:
Point to it -   yahsahtsya·tú
Plurals:
eye   okáh<u>la</u>ʔ
eyes   okahlaʔshú<u>ha</u>
ear   ohúh<u>ta</u>ʔ
ears   ohúhtaʔshú<u>ha</u>
foot   ohsíh<u>ta</u>ʔ
feet   ohsiʔtaʔshú<u>ha</u>
shoe   áh<u>ta</u>ʔ
shoes   ahtaʔshú<u>ha</u>
log   ka·lút<u>e</u>ʔ
logs   kaluteʔshú<u>ha</u>
flower   otsí·tsyaʔ
flowers   otsiʔtsyaʔshú<u>ha</u>
boy   laksá·
children   latiksaʔshú<u>ha</u>

UNIT 5 LEVEL 1
LOCATIVES

OBJECTIVES:
1. The student will be able to identify the location of an object as on, under,
near, or in some other object whose name has been learned.
2. The student will be able to respond to and give commands for placing
objects in various positions.

Locative Cues:
where is the grasshopper   katsaʔ né· tsístalak

Locatives:
on the box	kanutoʔtslá·ke
in the box	kanutó·tslaku̱
under the box	kanutoʔtslo·kú̱
on the car	kaʔslehtá·ke
in the car	kaʔsléhtaku̱
under the car	kaʔslehto·kú̱
on the house	kanuhsá·ke
in the house	kanúhsku̱
under the house	kanuhso·kú̱
on the flower	otsiʔtsyá·ke
under the flower	otsiʔtsyo·kú̱
near the flower	otsiʔtsyákta
on the tree	kalutá·ke
in the tree	kalu·táku̱
under the tree	kaluto·kú̱
on the grass	oneklá·ke
in the grass	onéklaku̱
under the grass	oneklo·kú̱
on the leaf	onlahtá·ke
on the branch	onhahtá·ke
on the stone	onʌyá·ke
on the lake	kanyatalá·ke