

Student Workbook

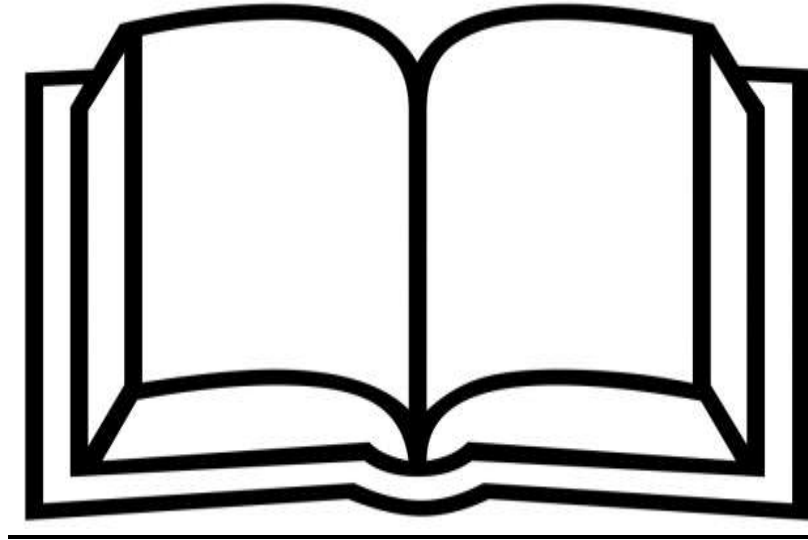
łmłamá łu í qlispé stúlix^ws

Frogs in Kalispel Land



(rev July 2015)

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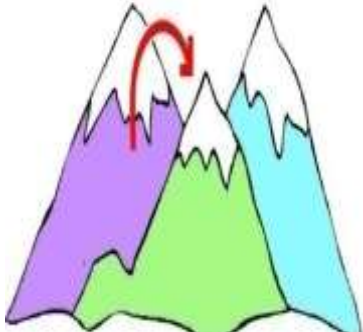


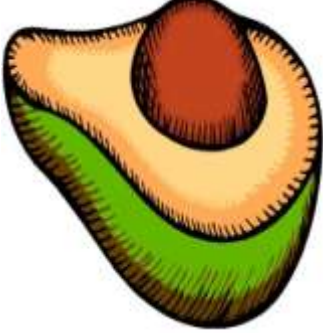
Frogs in Kalispel Land

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łmłamá łu ı qlispé stúlix^ws

Frogs in the Kalispel Land

Set 1 Vocabulary	
xsúlex ^w	valley / good land / meadow
tu?	crowd / crowded
?imš	to move / change houses
łqa	top / on top (of ground, hill, mount)
sx ^w cusí	other side of the mountain
k ^w tunt	big
q ^w amq ^w mt	beautiful / excellent
tx ^w ews	half
Set 2 Vocabulary	
ntax ^w lúsm	to face toward
sčut	other side
učsqé (učsqélix ^w)	to see (people)
Set 3 Vocabulary	
yamncút	to gather together

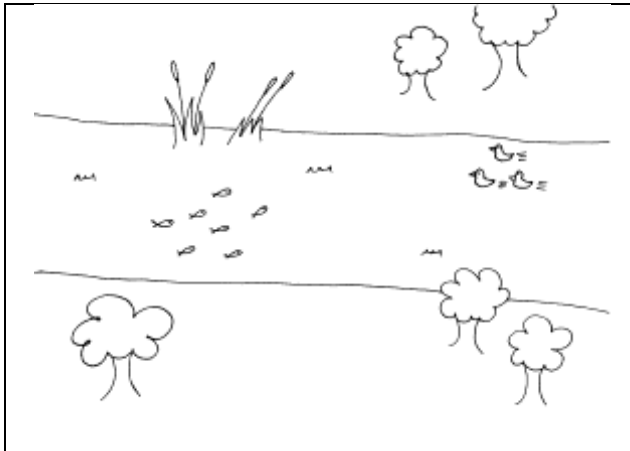
		
<p>ḡsúlex^w</p>	<p>tuʔ</p>	<p>ʔimš</p>
		
<p>łqa</p>	<p>sḡ^wcusí</p>	<p>k^wtunt</p>
		
<p>q^wamq^wmt</p>	<p>tḡ^wews</p>	

Frogs in Kalispel Land	Set 1 Phrases
x ^w ?it łmłamá łu ł sčewíle? ɣsúlex ^w .	A lot of Frogs lived in the Chewelah (water snake) Valley.
čna łmłamá cu, “mił i tu? łu sčewíle? ɣsúlex ^w .”	One of the frogs said, “it was too crowded in the Chewelah Valley (good land).”
cúti, ňem epł ?imš.	He said, some of them will move away.
łu k ^w iłt łmłamá cuntm, “x ^w uyš č łqa ci esmóq ^w .”	The other frogs told him, “Go to the top of the mountain.”
cuntm, “ačɣnt stem łu č sɣ ^w cusí.”	He was told, “to look what it was like on the other side.
wíčis k ^w tunt ɣsúlex ^w .	He saw a big valley (good land).
wíčis q ^w ámq ^w mt, k ^w tunt ntɣ ^w e.	He saw a beautiful, large river.
šey łu qlispé stúlix ^{ws} !	It was Kalispel Country!
tɣ ^w ews łu łmłamá ?imš łu č ɣsúlex ^w .	Half of the frogs moved to the valley (good land).
yetɣ ^w á, x ^w ?it łu łmłamá łu ł qlispé stúlix ^{ws} .	Now, there are lots of frogs in the Kalispel land.

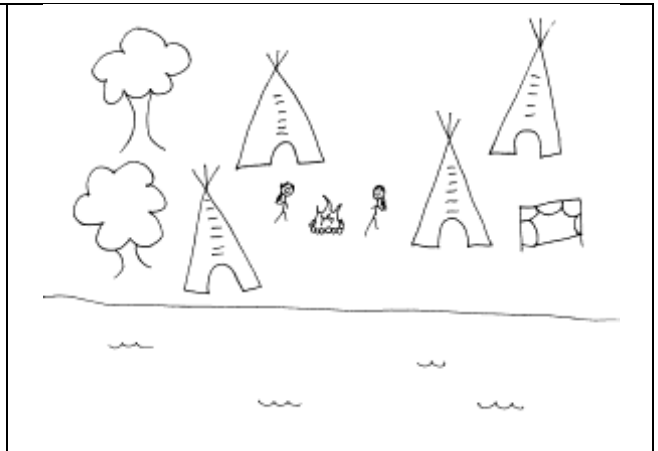
Set 1 Story

<p>x^w?it łmłamá łu ł sćewíle? ɣsúlex^w.</p>	<p>ćna łmłamá cu, “mił i tu? łu sćewíle? ɣsúlex^w.”</p>
<p>cúti, ñem epl ?imš.</p>	<p>łu k^wíłt łmłamá cuntm, “x^wuyš ć łqa ci esmóq^w.”</p>
<p>cuntm, “acɣnt stem łu ć sɣ^wcusí.”</p>	<p>wíčis k^wtunt ɣsúlex^w.</p>

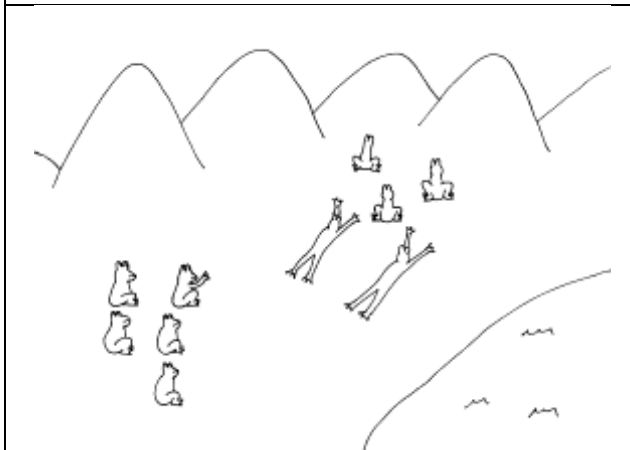
Set 1 Story (cont.)



wíčis q^wámq^wmt k^wtunt nt^xw^e.



šey̓ lu qlispé stúlix^ws !

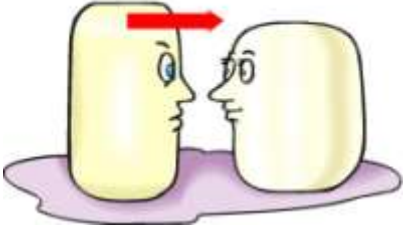
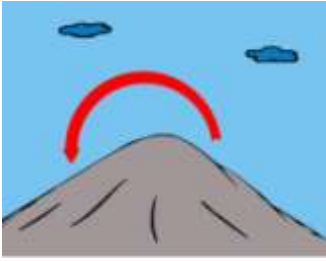



t^xw^ews lu łmłamá ?imš lu ċ
x̄súlex^w.



yet^xw^á, x^w?it lu łmłamá lu í qlispé
stúlix^ws.

Frogs in the Kalispel Land	Set 2 Vocabulary
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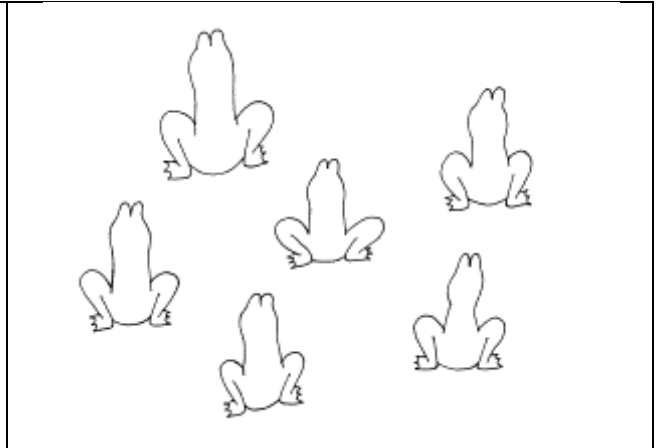
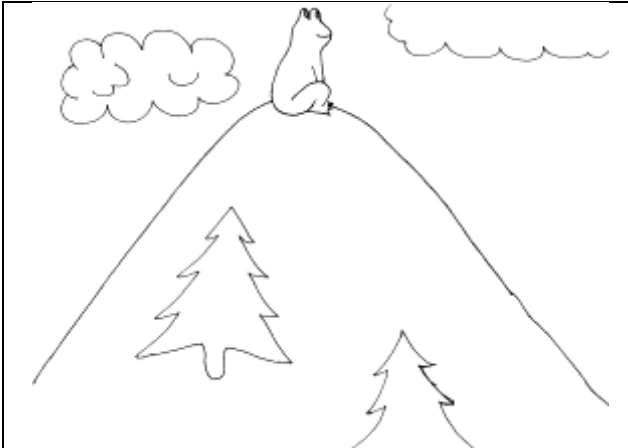
		
ntax ^w lúsm	s ^č ut	učsqé

Frogs in Kalispel Land	Set 2 Phrases
cúti, ec ^x éy t s ^č ewíle? x ^s úlex ^w .	He said, it was just like the Chewelah Valley.
łu t k ^w iłt łmłamá sewntm, “č ^č čeń u k ^w es ntax ^w lúsm”?	The other frogs asked him, "Which way were you facing"?
cu łu łmłamá, “čn tax ^w lúsm łu č ^č s ^č ut”.	The frog said, "I faced the other side".
cuntm łu t k ^w iłt łmłamá, “x ^w uyš ełčíwlš č ^č s ^ł qa.”	The other frogs told him, “to go back to the top.”
cuntm, “ńem łu č ^č s ^č ewíle? x ^s úlex ^w m ^ń k ^w ntax ^w lúsm.”	He was told, “to face the Chewelah Valley.”
ełeńés łu łmłamá łu č ^č s ^ł qa.	The frog went back to the top.
ełntax ^w lúsm łu t ^ł šey ^y u es cx ^w úyi.	He faced where he came from.
łmłamá es wičms łu č ^č snčmíčis.	Frogs see in back of themselves.
ta es učsqé łu č ^č sčma.	He doesn't see who is in front of them.

Set 2 Story

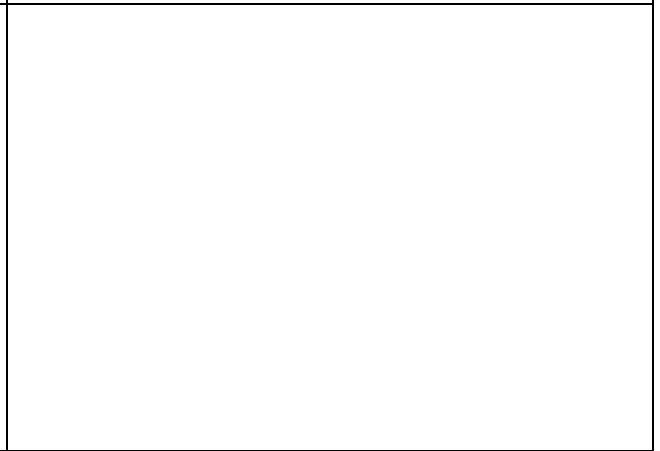
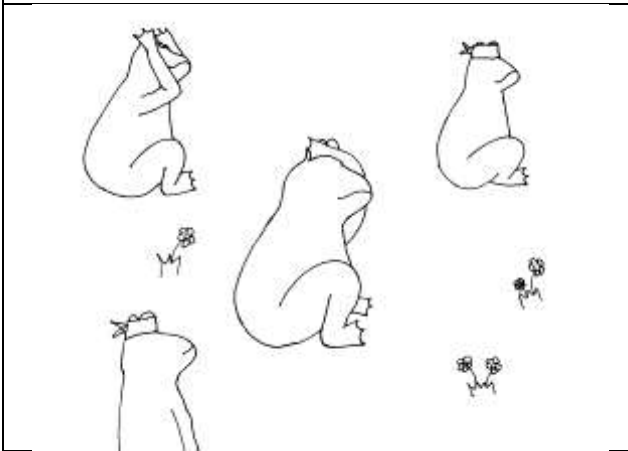
	
<p>cúti, ec̣xéy t sc̣ewíle? x̣súlex^w.</p>	<p>fu t ḳ^wiłt łmłamá sewntm, “č̣ čeń u k^w es ntaḡ^wlús”?</p>
	
<p>cu fu łmłamá, “č̣n taḡ^wlúsm fu č̣ sc̣ut”.</p>	<p>cuntm fu t ḳ^wiłt łmłamá, “x^wuyš ełč̣iwlš č̣ ṣłqa.”</p>
	
<p>cuntm, ńem fu č̣ sc̣ewíle? x̣súlex^w ṃ k^w ntaḡ^wlúsm.”</p>	<p>ełeńés fu łmłamá fu č̣ ṣłqa.</p>

Set 2 Story (cont.)



ełntax^wlúsm łu tı́ šey' u es cx^wúyi.

łmłamá es wičms łu ě sněmícis.



ta es uĉsqé łu ě sĉma.

Frogs in Kalispel Land	Sets 1 and 2 Combined
x ^w ?it łmłamá łu ł sčewíle? ɣsúlex ^w .	A lot of Frogs lived in the Chewelah (water snake) Valley.
čna łmłamá cu, “mił i tu? łu sčewíle? ɣsúlex ^w .”	One of the frogs said, “it was too crowded in the Chewelah Valley.”
cúti, “ńem epł ?imš.”	He said, “some of them will move away.”
łu k ^w iłt łmłamá cuntm, “x ^w uyš č łqa ci esmóq ^w .”	The other frogs told him, “to go to the top of the mountain.”
cuntm, “ačɣnt stem łu č sɣ ^w cusí.”	They told him, “to look what it was like on the other side.”
cúti, ečɣéy t sčewíle? ɣsúlex ^w .	He said it was just like the Chewelah Valley.
łu t k ^w iłt łmłamá sewntm, “č čeń u k ^w es ntaɣ ^w lús?”	The other frogs asked, "Which way were you facing?"
cu łu łmłamá, “čn taɣ ^w lúsm łu č sčut”.	The frog said, "I faced the other side".
cuntm łu t k ^w iłt łmłamá, “x ^w uyš ełčíwlš č słqa.”	The other frogs told him to go back to the top.
cuntm, ńem łu č sčewíle? ɣsúlex ^w m k ^w ntaɣ ^w lúsm.	They told him, “ to face the Chewelah Valley.”
ełeńés łu łmłamá łu č słqa.	The frog went back to the top.
ełntaɣ ^w lúsm łu tı šey u es cx ^w úyi.	He faced where he came from.
wíčis k ^w tunt ɣsúlex ^w .	He saw a big valley.
wíčis q ^w ámq ^w mt k ^w tunt ntɣ ^w e.	He saw a beautiful, large river.
šey łu qlispé stúlix ^w s !	It was Kalispel Country!
łmłamá es wičms łu č snčmíčis.	Frogs see in back of themselves.
ta es učsqé łu č sčma.	They don't see who is in front of them.
tɣ ^w ews łu łmłamá ?imš łu č ɣsúlex ^w .	Half of the frogs moved to the valley.
yetɣ ^w á, x ^w ?it łu łmłamá łu ł qlispé stúlix ^w s.	Now, there are lots of frogs in the Kalispel land.

Frogs in the Kalispel Land	Set 3 Vocabulary
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yamncút		

Frogs in Kalispel Land	Set 3 Phrases
t nk ^w asqt, esyá? lu łmłámá u yamncút.	One day, all of the frogs were gathered together.
łmłámá ełx ^w úy lu ċ es yamncúti.	The frog came back to the gathering.
lu t k ^w iłt łmłámá sewntm, “ċ čeń u k ^w ačx ?”	The other frogs asked him which way he looked.
cu lu łmłámá, “čn łqa u čn tešłš u čn ačx lu ċ sčut”.	The frog said, "I was on top and I stood and looked on the other side".
cuntm, “x ^w uyš ełáčxnt”.	They told him, "go look again".
ełx ^w úy u cúis sterń lu wíčis.	He went back and told them what he had seen.

Set 3 Story

	
<p>t nk^wasqt, esyá? lu łmłamá u yamncút.</p>	<p>łmłamá ełx^wúy lu ċ es yamncúti.</p>
	
<p>lu t k^wiłt łmłamá sewntm, “ċ ċeń u k^w ačx?”</p>	<p>cu lu łmłamá, “ċn łqa u ċn tešš u ċn ačx lu ċ sčut”.</p>
	
<p>cuntm, “x^wuyš ełáčxnt”.</p>	<p>ełx^wúy u cúis stem łu wícis.</p>

Frogs in Kalispel Land	Whole Text
x ^w ?it łmłamá łu ł sćewíle? ɣsúlex ^w .	A lot of Frogs lived in the Chewelah (water snake) Valley.
t nk ^w asqt, esyá? łu łmłamá u yamncút.	One day, all of the frogs were gathered together.
čna łmłamá cu “mił i tu? łu sćewíle? ɣsúlex ^w .”	One of the frogs said, “it was too crowded in the Chewelah Valley.
cúti, ñem epł ?imš.	He said some of them will move away.
łu k ^w iłt łmłamá cuntm “x ^w uyš ć łqa ci esmóq ^w .”	The other frogs told him to go to the top of the mountain.
cuntm aćxnt stem łu ć sɣ ^w cusí.	They told him to look what it was like on the other side.
łmłamá ełx ^w úy łu ć es yamncúti.	The frog came back to the gathering.
cúti ećxéy t sćewíle? ɣsúlex ^w .	He said it was just like the Chewelah Valley.
łu t k ^w iłt łmłamá sewntm, “ć čeń u k ^w aćx?”	The other frogs asked him “which way he looked.”
cu łu łmłamá, “čn łqa u čn tešłš u čn aćx łu ć sćut”.	The frog said, "I reached the top and I stood and looked to the other side".
łu t k ^w iłt łmłamá sewntm, “ć čeń u k ^w es ntaɣ ^w lús”?	The other frogs asked, "Which way were you facing"?
cu łu łmłamá, “čn taɣ ^w lúsm łu ć sćut”.	The frog said, "I faced the other side".
cuntm łu t k ^w iłt łmłamá “x ^w uyš ełćíwlš ć słqa.”	The other frogs told him to “go back to the top.”
cuntm, “x ^w uyš ełácxnt”.	He was told, "go look again".
cuntm ñem łu ć sćewíle? ɣsúlex ^w m k ^w ntaɣ ^w lúsm.	He was told to face the Chewelah Valley.
ełeńés łu łmłamá łu ć słqa.	The frog went back to the top.
ełntaɣ ^w lúsm łu tł šeý u es cx ^w úyi.	He faced where he came from.
wíčis k ^w tunt ɣsúlex ^w .	He saw a big valley.

wíčis q ^w ámq ^w mt k ^w tunt nt ^x w ^e .	He saw a beautiful, large river.
šey ^ʔ ɬu qlispé stúlix ^w s!	It was Kalispel Country!
ɬmɬamá es wičms ɬu č̣ snčmíčis.	Frog's see in back of themselves.
ta es učsqé ɬu č̣ sčma.	He doesn't see who is in front of them.
eɬx ^w úy u cúis stem ɬu wíčis.	He went back and told him what he had seen.
t ^x w ^e ws ɬu ɬmɬamá ʔimš ɬu č̣ x̣súlex ^w .	Half of the frogs moved to the valley.
yetɬ ^w á x ^w ʔit ɬu ɬmɬamá ɬu ɬ̣ qlispé stúlix ^w s.	Now there are lots of frogs in the Kalispel land.

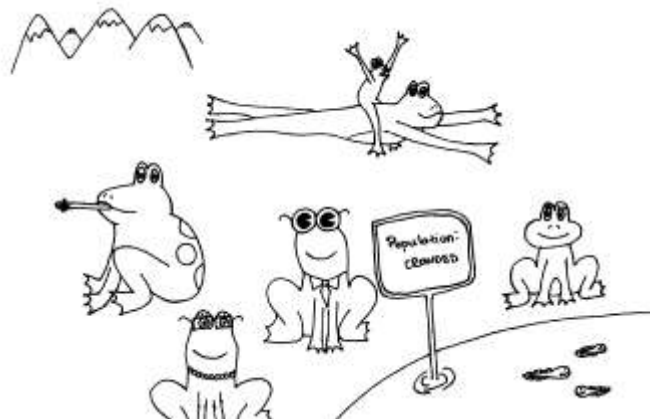
Whole Story w/ Pictures



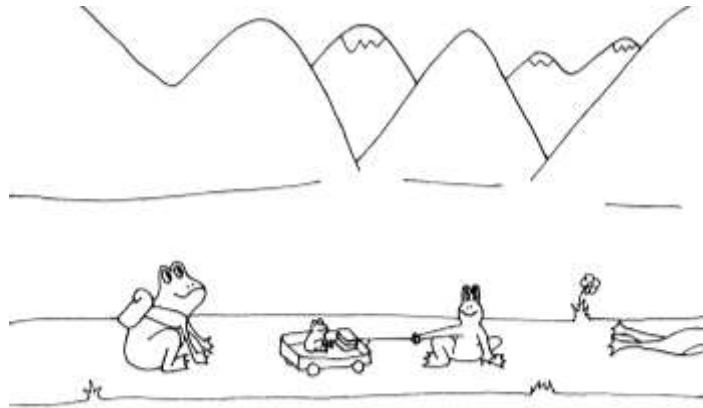
x^w?it łmlamá lu ł sčewile? ɣsúlex^w.



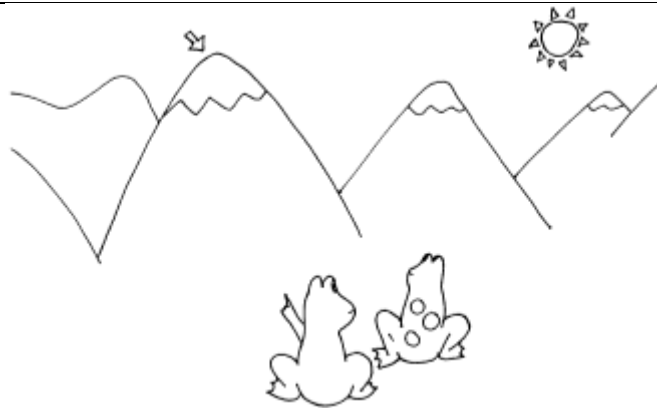
t nk^wasqt esyá? lu łmlamá u yamncút.



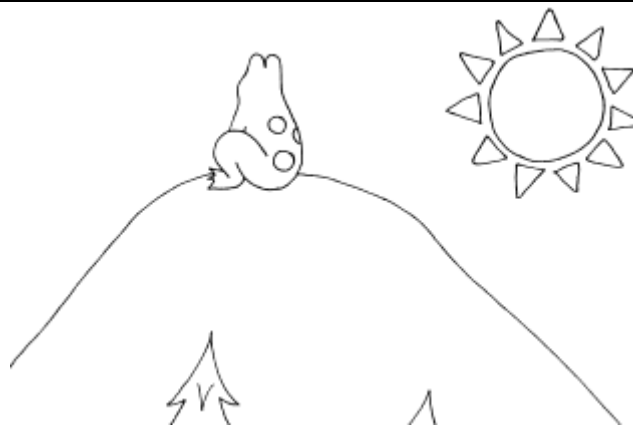
čna łmlamá cu mił i tu? lu sčewile? ɣsúlex^w.



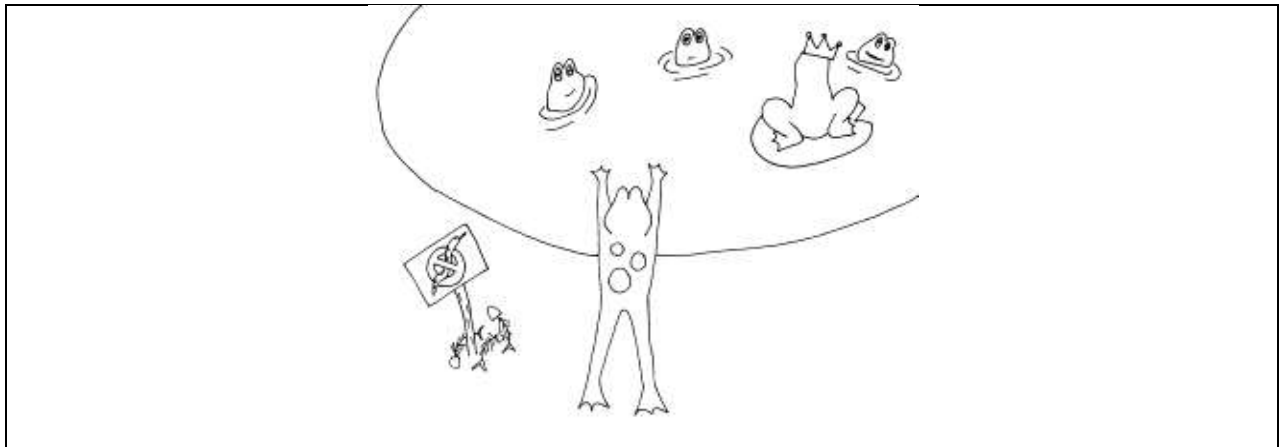
cúti ñem epl ?imš.



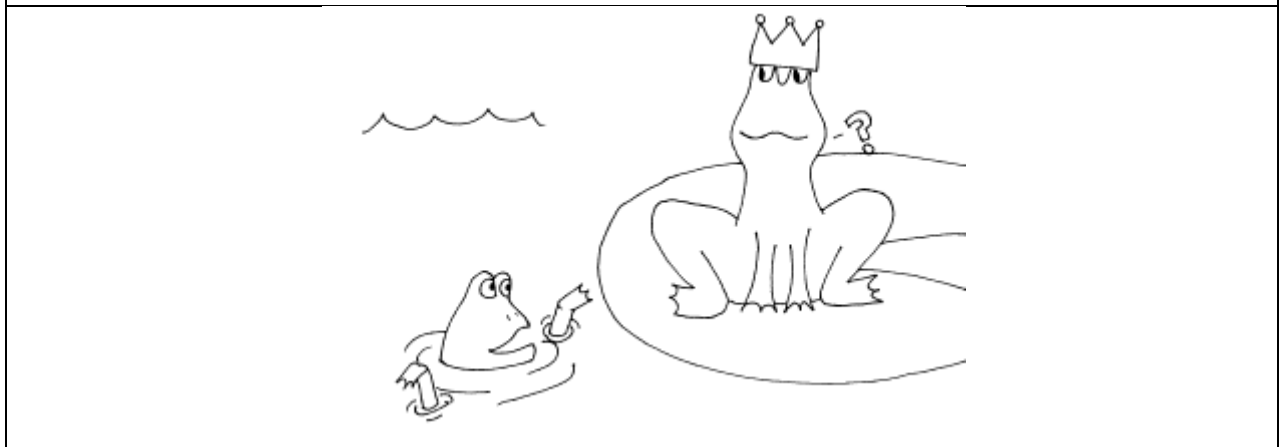
lu k^{wi}łt łmlańá cuntm “x^{wu}yš ċ łqa ci esmóq^w.”



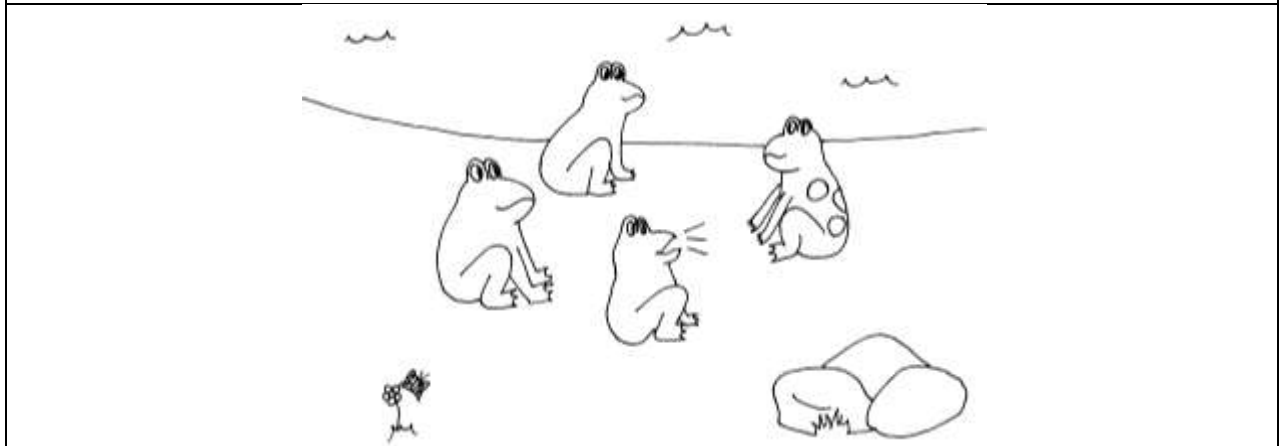
cuntm ačxnt stem łu ċ s^xw^cusí.



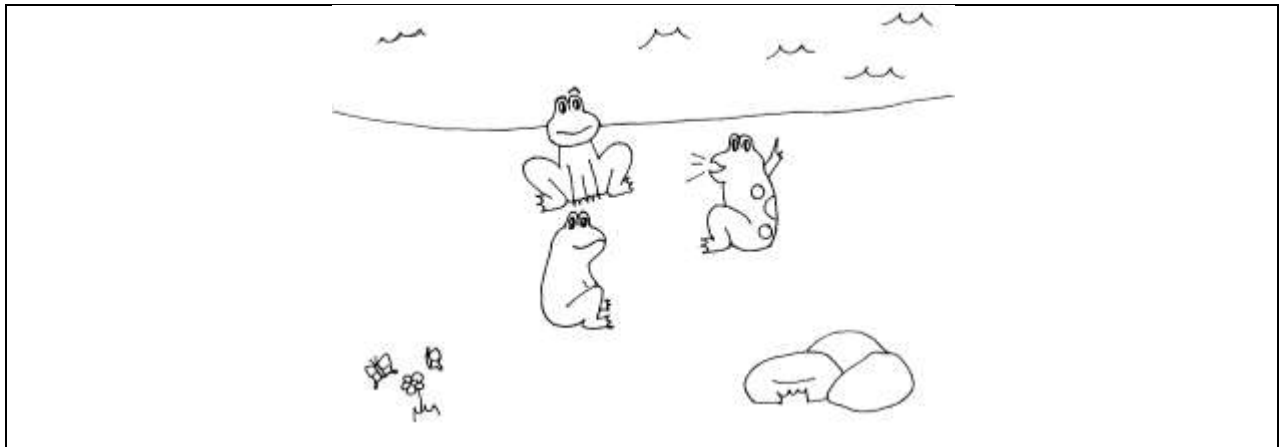
łmlamá ełx^wúy łu ċ es yamncúti.



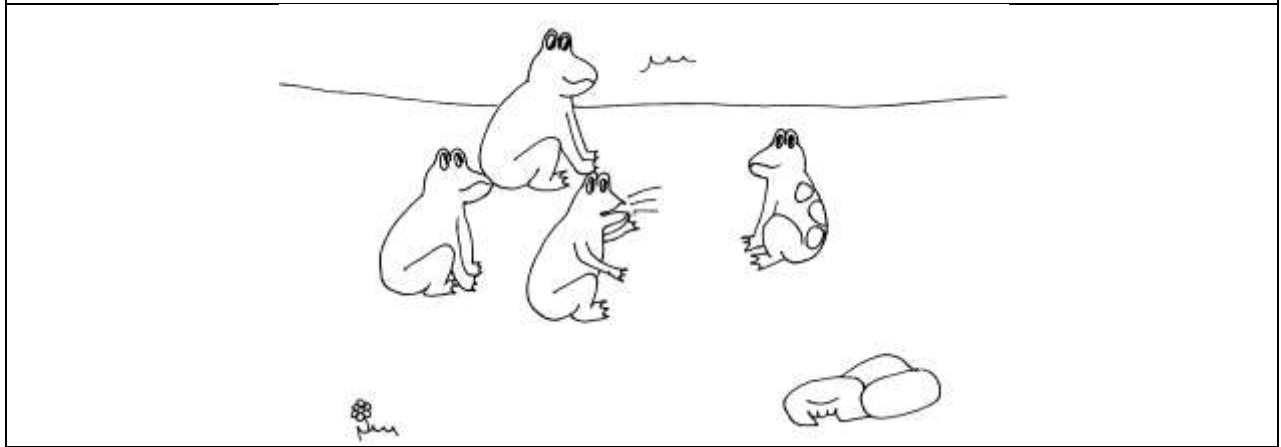
cúti ećxéy t sćewíle? xśúlex^w.



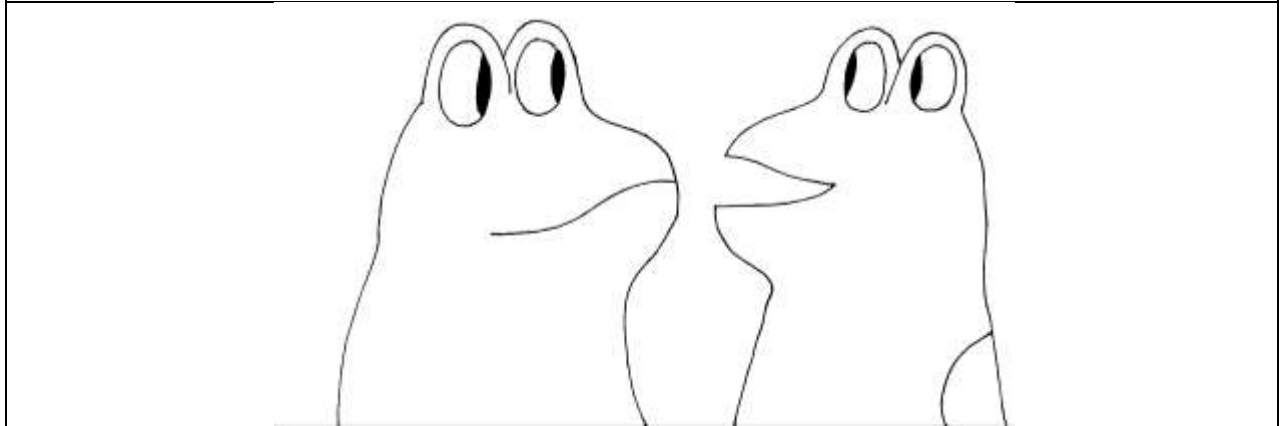
łu t k^wiłt łmlamá sewntm, “ċ ċeń u k^w aćx?”



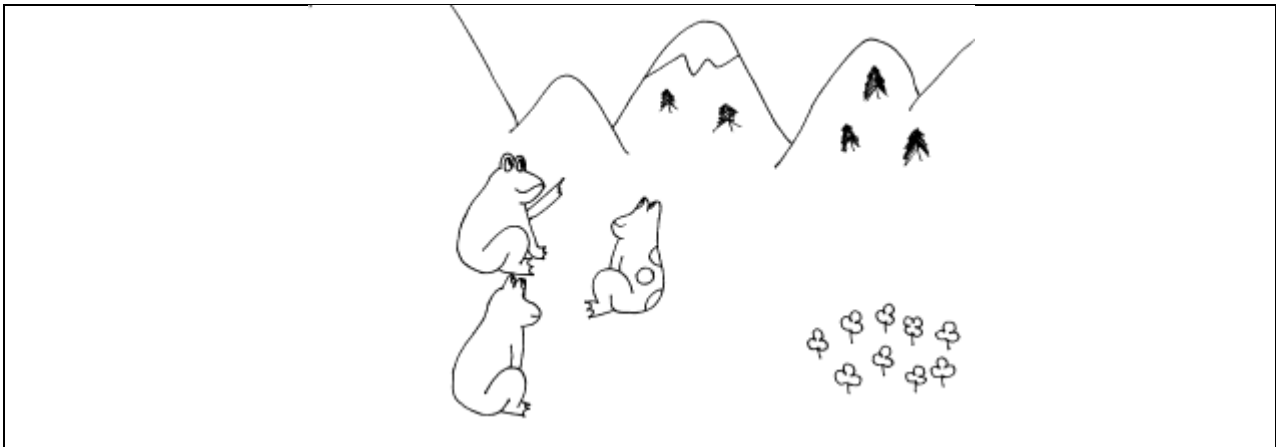
cu lu łmlamá, “čn łqa u čn tešłš u čn ačx lu č sčut”.



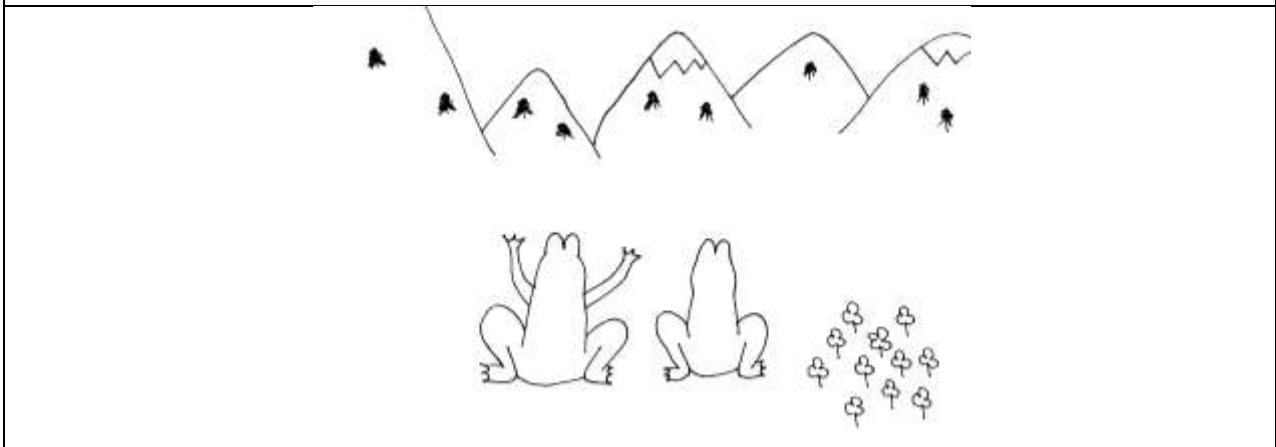
lu t kwiłt łmlamá sewntm, “č čeñ u kw es ntax^włús?”



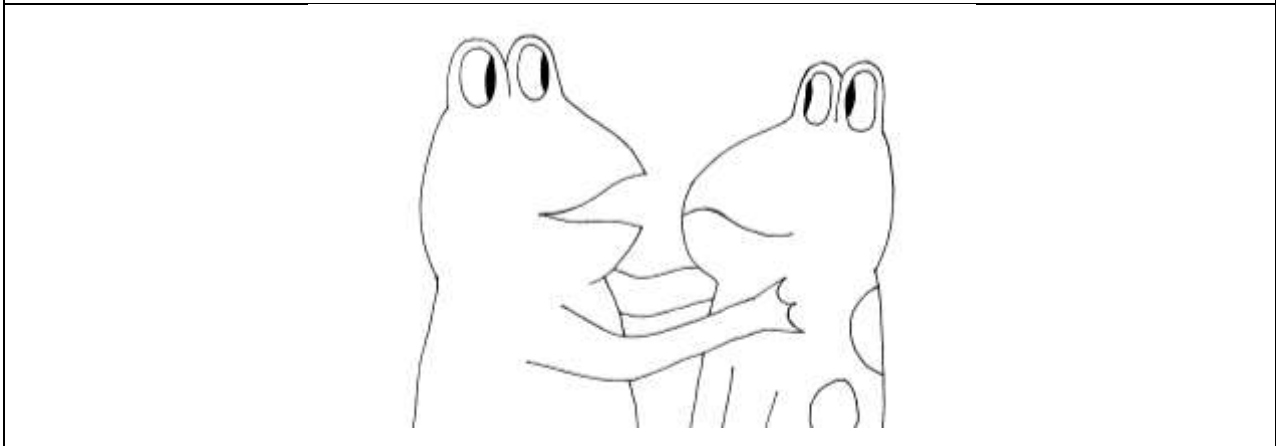
cu lu łmlamá, “čn tax^włúsm lu č sčut”.



cuntm lu t k'wiłt łmlamá "x'wuyš elč'wlš č slqa."



cuntm, "x'wuyš eláčxnt".



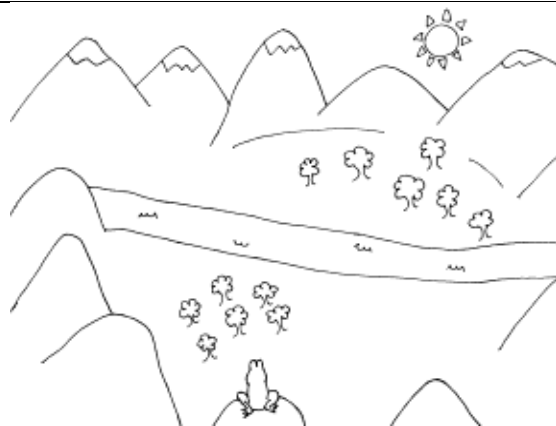
cuntm nem lu č sčewile? x'súlex'w m k'w ntax'wlúsm.



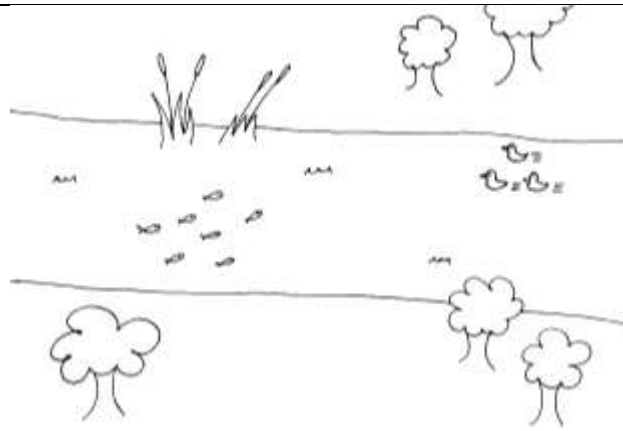
eleñés tu tmlamá tu č slqa.



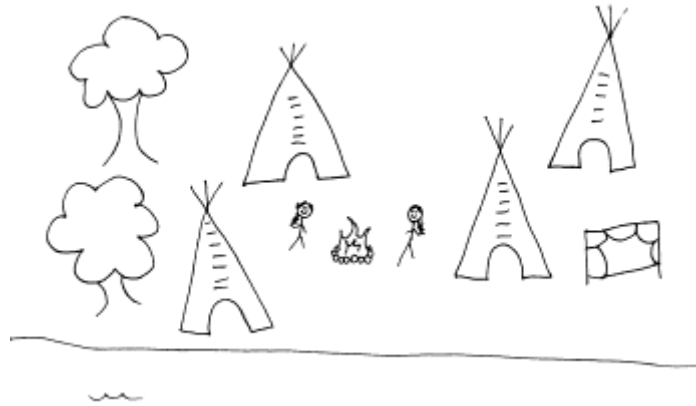
elntax^wlúsm tu tl šey u es cx^wúyi.



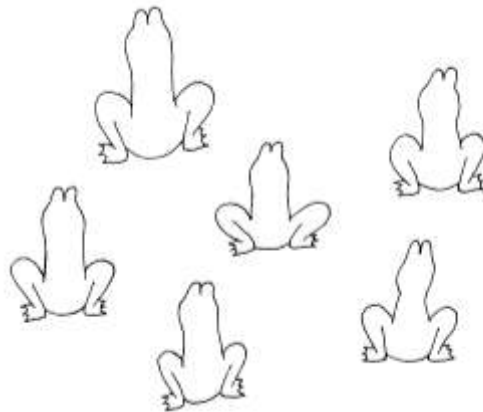
wičis k^wtunt xsúlex^w.



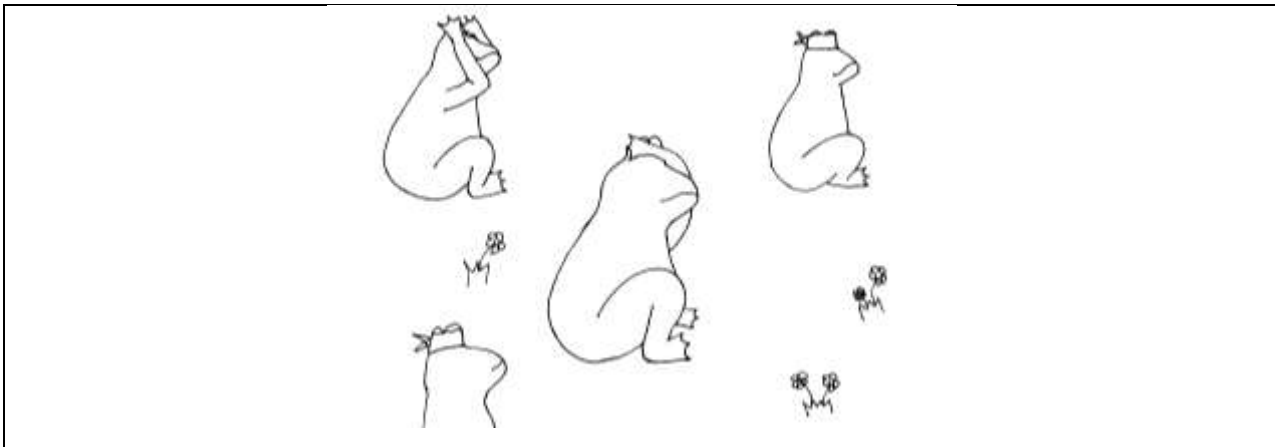
wíčis q^wámq^wmt k^wtunt nt^xw^e.



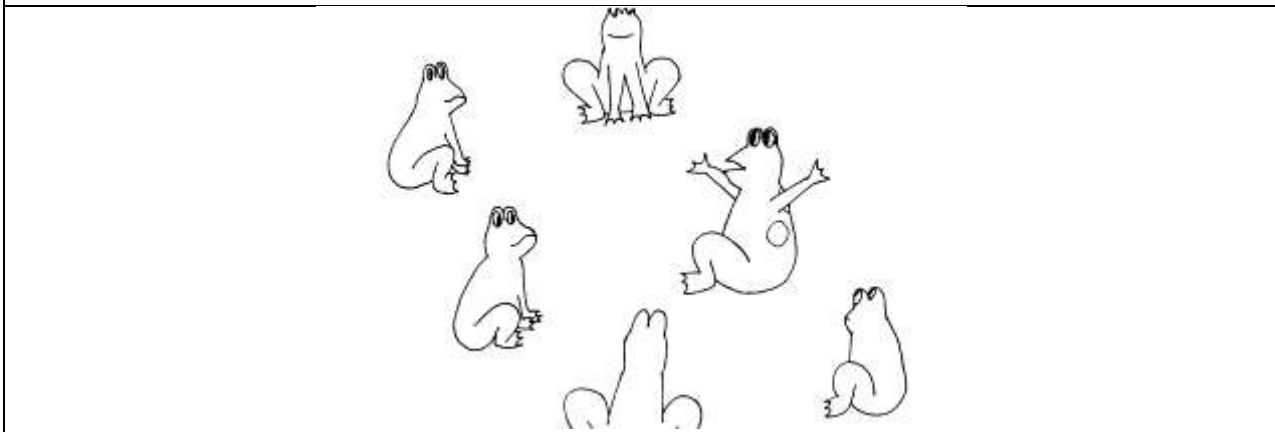
šey^ʔ tu qlispé stúlix^ws !



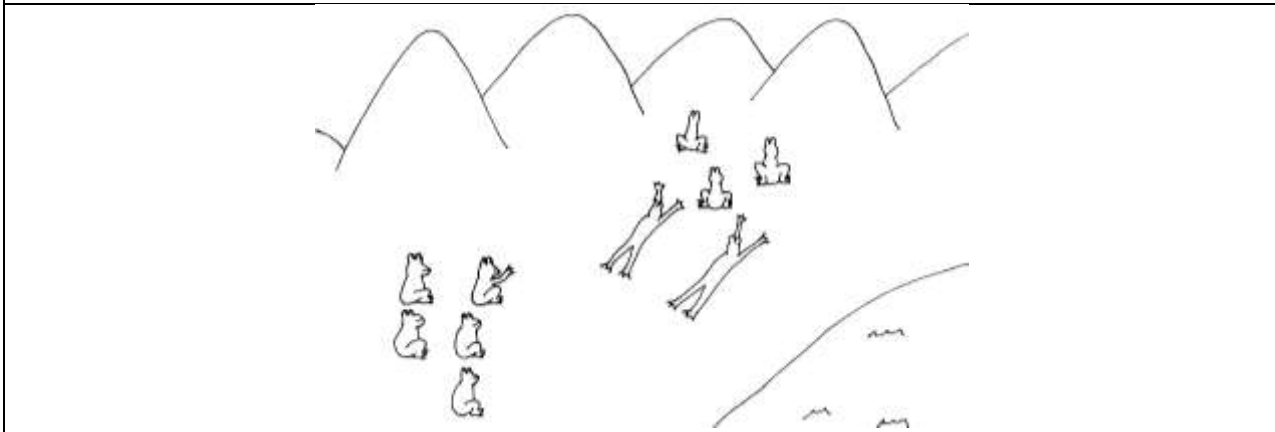
łmlańá es wičms tu č snčmíčis.



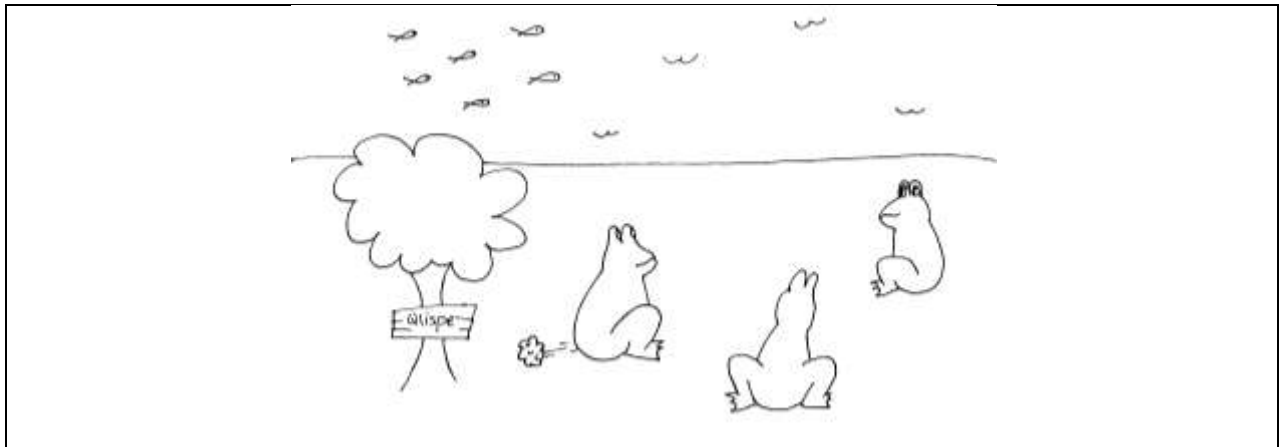
ta es učsqé tu č sčma.



elx^wúy u cúis stem tu wíčis.



tx^wews tu tmlamá ?imš tu č xsúlex^w.

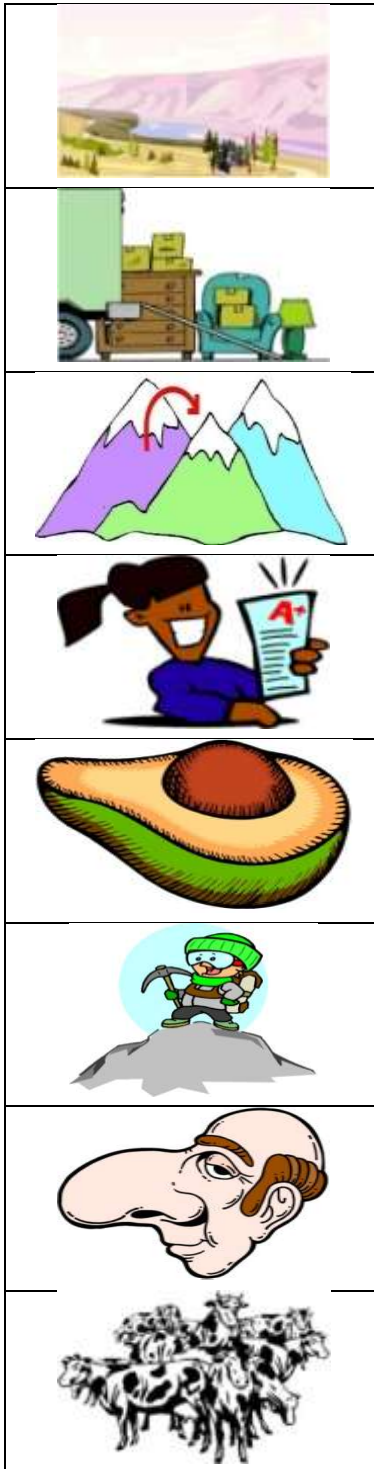


yetlx^{wá} x^{w?}it tu lmlamá tu l qlispé stúlix^{ws}.

English Translation: Frogs in Kalispel Land.	
1	A lot of Frogs lived in the Chewelah (water snake) Valley.
2	One day all of the frogs were gathered together.
3	One of the frogs said it was too crowded in the Chewelah Valley.
4	He said some of them will move away.
5	The other frogs told him to go to the top of the mountain.
6	They told him to look what it was like on the other side.
7	The frog came back to the gathering.
8	He said it was just like the Chewelah Valley.
9	The other frogs asked him which way he looked.
10	The frog said, "I reached the top and I stood and looked to the other side".
11	The other frogs asked, "Which way were you facing?"
12	The frog said, "I faced the other side".
13	The other frogs told him to go back to the top.
14	He was told, "go look again".
15	He was told to face the Chewelah Valley.
16	The frog went back to the top.
17	He faced where he came from.
18	He saw a big valley.
19	He saw a beautiful, large river.
20	It was Kalispel Country!
21	Frogs see in back of themselves.
22	They don't see who is in front of them.
23	He went back and told him what he had seen.
24	Half of the frogs moved to the valley.
25	Now there are lots of frogs in the Kalispel land.

SET 1 WORKSHEETS

Set 1 Vocabulary Worksheet. Draw a line to connect the Kalispel written word to the representative picture.



tu?
q ^w amq ^w mt
tx ^w ews
łqa
x ^s úlex ^w
?imš
sx ^w cusí
k ^w tunt

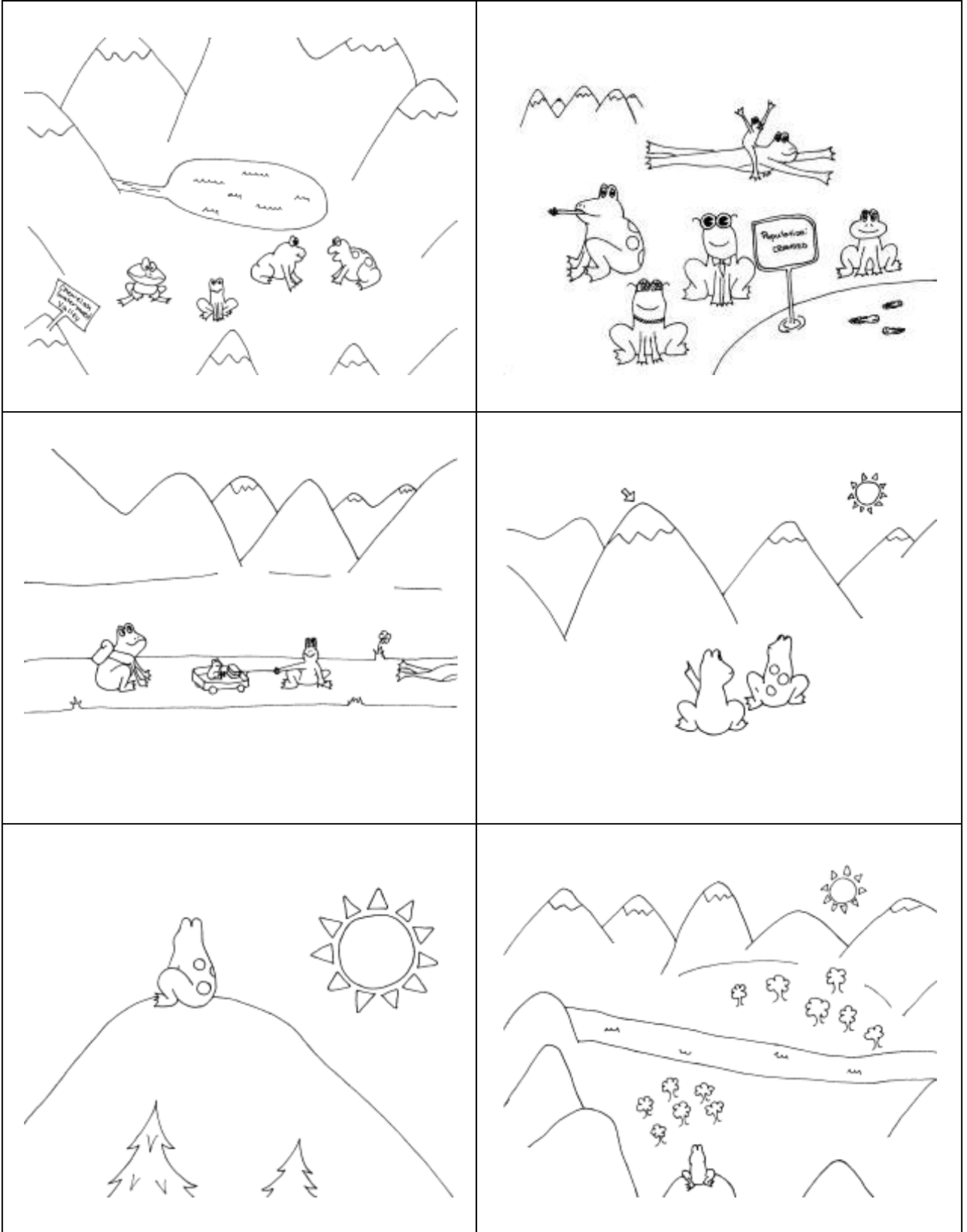
Set 1 Sentence Worksheet. Write the Kalispel word in the correct place using the word bank shown at the bottom of the page. Use each word only once.

_____ łmłamá łu ł sćewíle? _____.
_____ łmłamá _____ mił i _____ łu _____ ɣsúlex ^w .
_____ ńem epł _____.
łu _____ łmłamá _____ x ^w uyš ć _____ ci _____.
cuntm, “_____ stem łu ć _____.”
wíčis _____ ɣsúlex ^w .
wíčis _____ k ^w tunt _____.
_____ łu qlispé _____ !
_____ łu łmłamá ʔimš _____ ć ɣsúlex ^w .
_____ x ^w ?it łu _____ łu ł _____ stúlix ^w s.

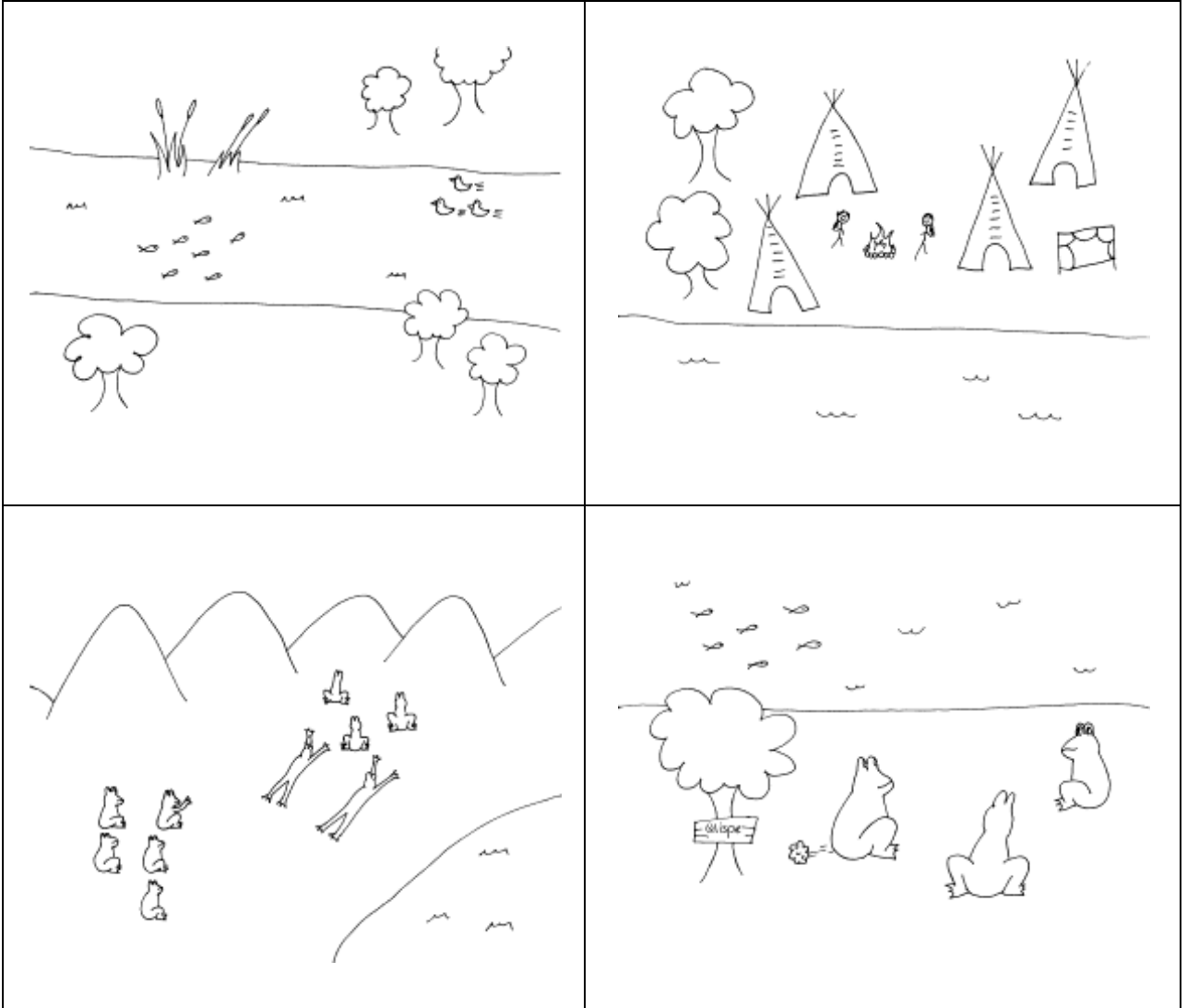
word bank

čna	aćɣnt	ntɣ ^w e	ʔimš
łu	tɣ ^w ews	x ^w ?it	yetɣ ^w á
q ^w ámq ^w mt	ɣsúlex ^w	cu	łqa
cúti	šey	sɣ ^w cusí	łmłamá
sćewíle?	esmóq ^w	stúlix ^w s	tu?
qlispé	cuntm	k ^w iłt	k ^w tunt

Set 1 Sequence Pictures (Cutout)


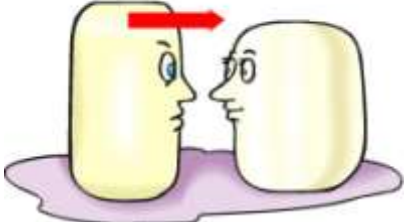
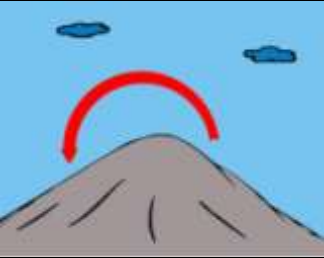


Set 1 Sequence Pictures (Cutout)



SET 2 WORKSHEETS

Set 2 Vocabulary Worksheet. Write the Kalispel word underneath the corresponding picture.

Word Bank

sčut	ntax ^w lúsm	učsqé
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Set 2 Sentence Worksheet. Write the Kalispel word in the correct place using the word bank shown at the bottom of the page. Use each word only once.

cúti _____ t _____ x̄súlex ^w .
łu t _____ łmłamá _____, “č̣ _____ u k ^w es _____?”
_____ łu łmłamá, “čn _____ łu č̣ s̄cut”.
_____ łu t k̄ ^w iłt _____ x ^w uyš _____ č̣ s̄łqa.
cuntm _____ łu _____ s̄c̄ewíle? _____ m̄ k ^w ntax̄ ^w lúsm.
_____ łu łmłamá łu č̣ _____.
_____ łu t̄l _____ u es _____.
łmłamá es _____ łu č̣ _____.
_____ es _____ łu č̣ _____.

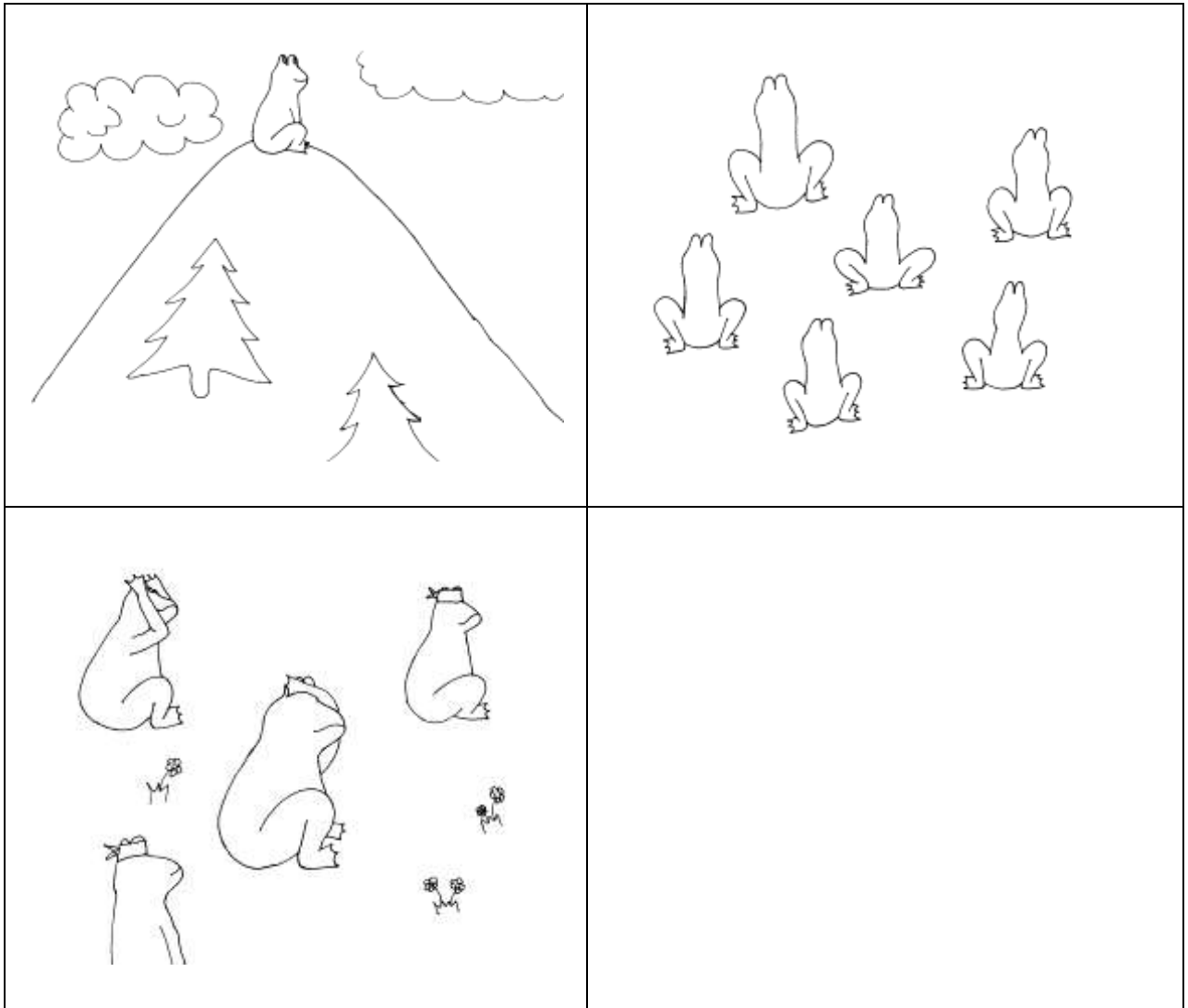
word bank

ełeńés	tax̄ ^w lúsm	ńem	k̄ ^w iłt
eč̄x̄éy	uč̄sqé	ntax̄ ^w lús	wičms
ełntax̄ ^w lúsm	šeý	č̣	cuntm
x̄súlex ^w	ełčíwlš	s̄c̄ewíle?	s̄c̄ma
sewntm	ta	čeń	cx ^w úyi
łmłamá	s̄łqa	sn̄c̄mícis	cu

Set 2 Sequence Pictures (Cutout)



Set 2 Sequence Pictures (Cutout)



SET 3 WORKSHEETS

Set 3 Vocabulary Worksheet. Spell the Kalispel word underneath the picture using the scrambled letters below.



Letters

m	t	ú	a	c	y	n
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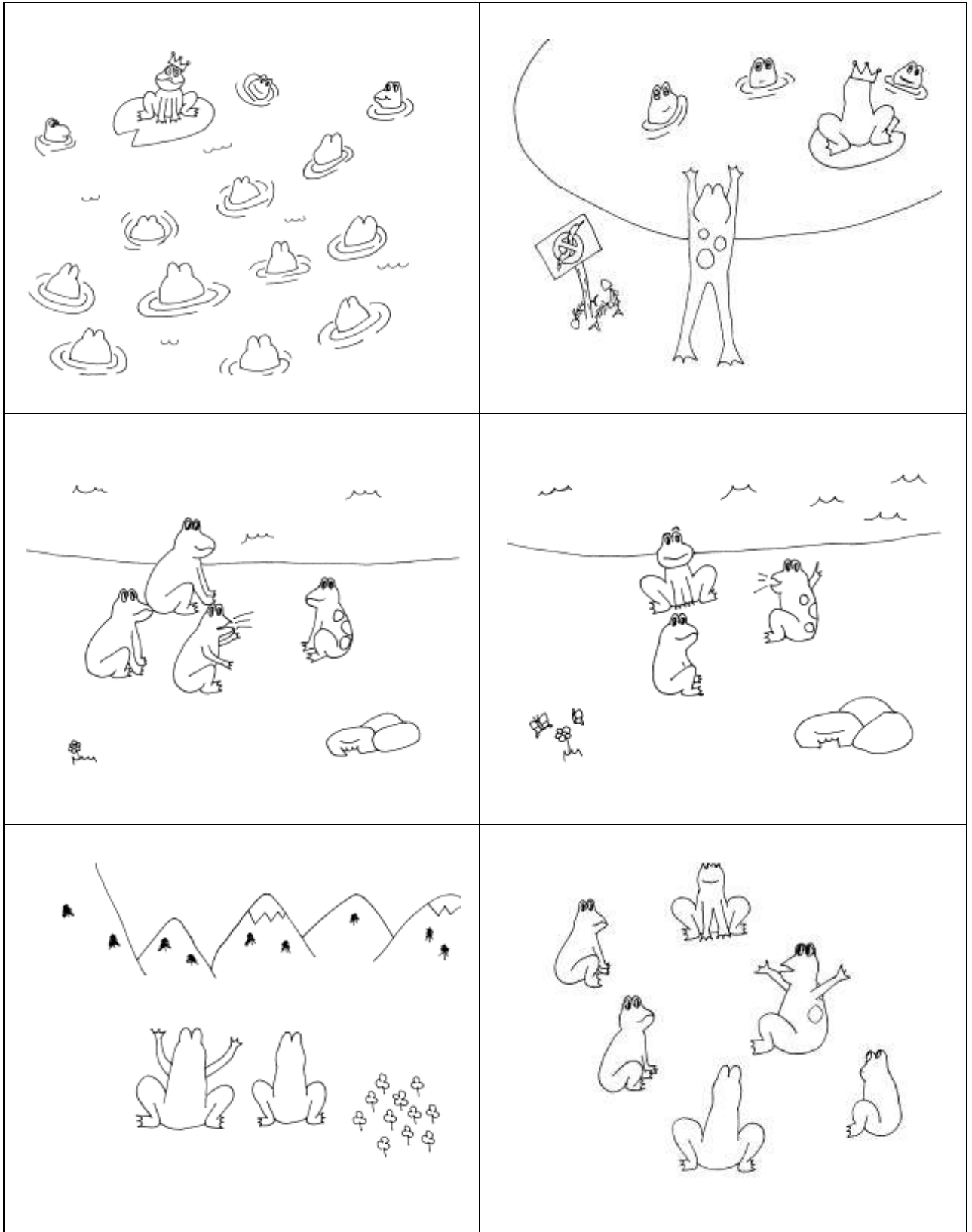
Set 3 Sentence Worksheet. Write the Kalispel word in the correct place using the word bank shown at the bottom of the page. Use each word only once.

t _____ esyá? _____ łmłamá u _____.
łmłamá _____ łu ć es _____.
łu t _____ łmłamá sewntm, “ć čeń u k ^w _____?”
_____ łu łmłamá, “čn _____ u čn _____ u _____ aćx łu ć _____.”
_____, “x ^w uyš _____.”
_____ u cúis _____ łu wíčis.

word bank

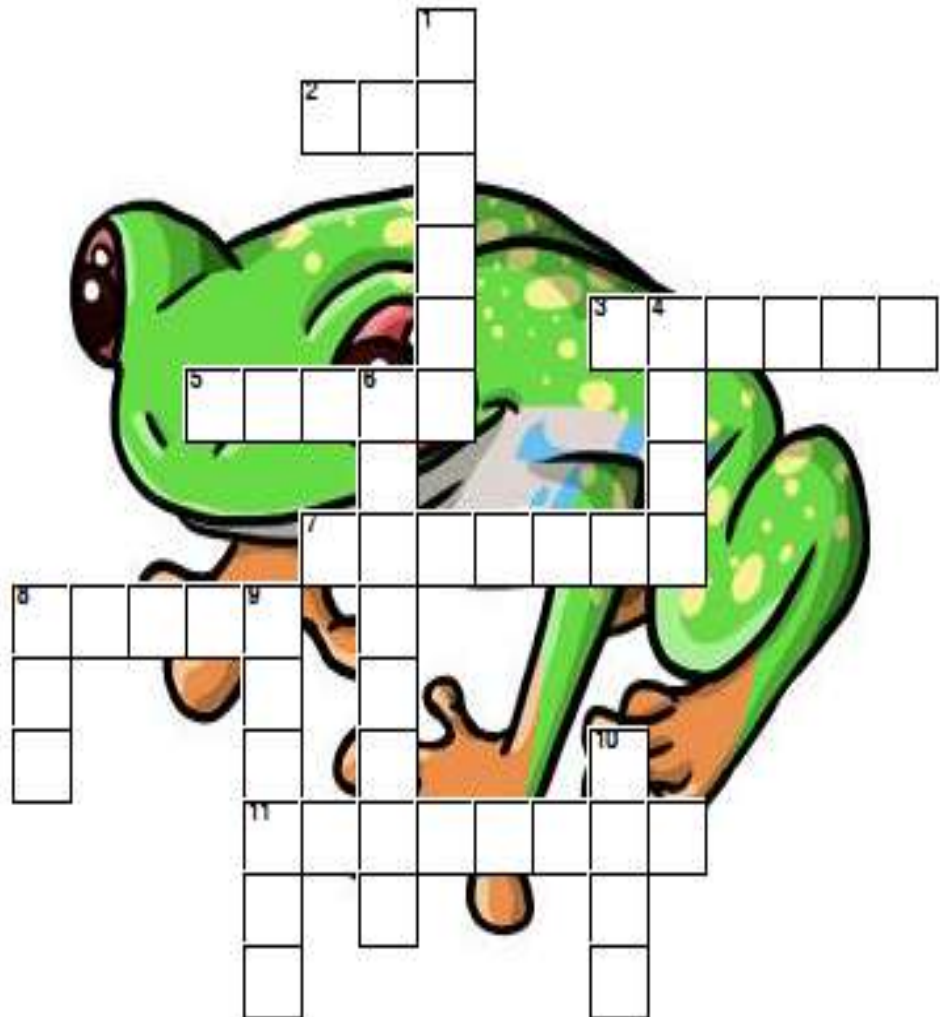
tešlš	n ^k wasqt	łu	aćx
ełx ^w úy	cuntm	yamncút	čn
steń	yamncúti	sćut	ełx ^w úy
k ^w iłt	ełáćxnt	łqa	cu

Set 3 Sequence Pictures (Cutout)



Imlaamá lu í qlispé stúlix^ws

Frogs in Kalispel Land



Across

- 2. top of hill
- 3. Valley/Good land
- 5. big
- 7. to gather together
- 8. half
- 11. to see people













Down

- 1. beautiful/excellent
- 4. other side
- 6. to face toward
- 8. crowded
- 9. other side of mountain
- 10. to move/migrate

A. Instructions- circle the word that completes the sentence according to the story, then translate to English.

1. čna łmłamá cu mił i tu? łu sčewíle? (ništúlex ^w / ɣsúlex ^w).
2. wíčis (q ^w amq ^w mt / ɣsúlex ^w) k ^w tunt ntɣ ^w e.
3. (yetłɣ ^w á / tɣ ^w ews) łu łmłamá ?imš łu č ɣsúlex ^w .
4. cuntm ačxnt stem łu č (?imš / sɣ ^w cusí).
5. t nk ^w asq̄t esyá? łu łmłamá u (yamncút / ntɣ ^w lúsm).

B. Instructions- cross out the word in the sentence that does not match the story. Write the correct word from the story above the word that you crossed out. Then, circle the picture that matches the new word that you wrote.

1. ta es sčewíle? łu č sčma.			
2. čna łmłamá cu mił i ɣest łu sčewíle? ɣsúlex ^w .			
3. cu łu łmłamá, čn taɣ ^w lúsm łu č łmłamá.			
4. wíčis esmóq ^w ɣsúlex ^w .			
5. cúti nem epł tɣ ^w ews.	