INNU ONLINE LESSONS PEDAGOGICAL AND USER GUIDE

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I. Introduction

This guide is intended for users of the Online Innu Lessons, available at innu-aimun.ca and tshakapesh.ca (https://lessons.innu.atlas-ling.ca), and for teachers who wish to use it as a supplement to their classes. The guide contains a brief description of the target audience and methodology used. Then, after an introduction to the Innu language, we present the software and the proposed progression, highlighting educational objectives for each level and/or lesson. Lastly, we give examples of activity types available with the software. Since hundreds of activities are possible with thousands of combinations, we invite users to try them online.

II. Target Audience and Methodology

This series of lessons/activities is designed primarily for adults who speak Innu fluently and want to learn and master the standard spelling of their language.

Our approach combines the phonic method and the global method for learning to read. Letters are always presented in the context of complete words and activities are designed so that students gradually learn the presented elements, including letters and graphemes, vocabulary, and grammatical concepts. Numerous activities are also based on complete texts.

The first series of lessons/activities is designed for self-directed learning while the advanced series complements literacy courses by furthering vocabulary enrichment, mastery of spelling, and grammatical concepts, and knowledge of the language's morphological structure, and focuses on working with whole texts.

Detailed objectives for each series of lessons are described further below.

III. Introduction to the Innu Language

The Innu language is part of the large family of Algonquian languages that stretches from the Atlantic to the Rocky Mountains. More precisely, it is part of the Cree-Innu language continuum (see www.atlas-ling.ca). In 2016, Innu was spoken by more than 11,000 people in Quebec (86%) and Labrador (14%). There are 11 Innu communities and the different dialects are grouped as follows:

Classification of Innu Dialects

WEST	EAST		
'l' dialect	'n' dialects		
	Central	Lower-North-Shore (Mamit)	Labrador
Mashteuiatsh

Pessamit

Essipit (†) | Uashat mak Mani-utenam

Matimekush | Ekuanitshit

Nutashkuanit

Unaman-shipit

Pakut-shipit | Sheshatshiu | Natuashish (Mushuau dialect) |

Innu from Labrador tend to speak English as their second language while speakers from Quebec tend to speak French.

Map of Innu Communities in Labrador and Quebec
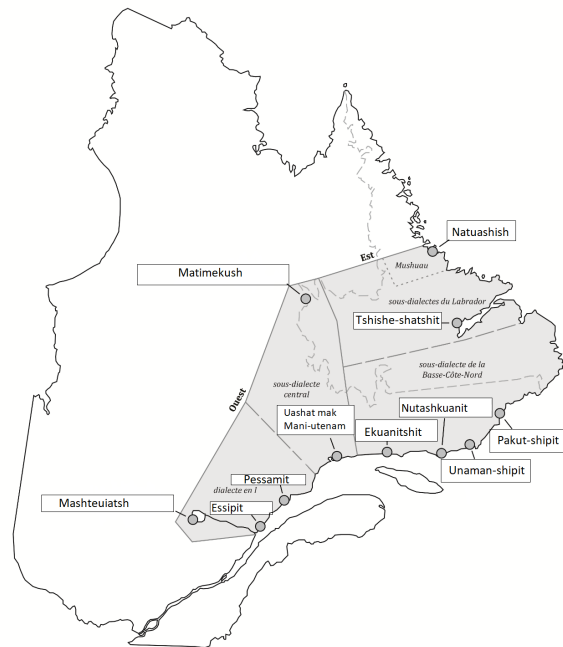
Writing System

Innu has a relatively long written tradition. Its first writing systems date from the sixteenth century and are based on the roman alphabet used by missionaries. However, the standardization of Innu orthography only began in 1974 and it wasn't until 1997 that work towards a single spelling system for all Innu dialects began.

Grammatical forms are based on the Eastern dialect, while spelling was inspired by the oldest forms of Innu, which are more similar to the Western dialect. In standard Innu spelling, vowel

length is not marked and *l* is written as *n* (or, optionally, *ń*). Written forms reflect pronunciations without contractions and the *s* is never written on its own, but always as part of the graphemes *ss*, *sh*, and *tsh*. The raised u (ᵘ) only appears at the end of a word.

Letters and Graphemes in Standard Innu

Vowels	a	e	i	u	ᵘ				
Consonants	h	k	m	n	p	s			t
Graphemes				ń		ss	sh	tsh	

For more information on the process of standardization or on the spelling itself, consult *Other Resources* at www.innu-aimun.ca or *Spelling* at grammar.innu-aimun.ca.

Structure of the Innu Language

Innu structure is quite different from English and French. Some differences include:

Gender: In Innu, there is a distinction between **animate** and **inanimate** gender. People, animals, and most plants are animate. Some objects are also animate, for example *ushpuakan* 'pipe', *pishimᵘ* 'sun', *pakueshikan* 'bread', and *ashtish* 'mitten'. Everything else is inanimate.

Verb Classes: Innu verbs are distinguished by whether they are **transitive** or **intransitive**, as well as by the gender (animate or inanimate) of the participants (agent or patient).

Transitive Animate Verb (VTA)
uapameu s/he sees him/her, it (anim)

Transitive Inanimate Verb (VTI)
uapatamᵘ s/he sees it

Animate Intransitive Verb (VAI)
nipau s/he sleeps
mikushiu it (animate) is red

Inanimate Intransitive Verb (VII)
tshimuan it's raining
mikuau it (inanimate) is red

Grammatical Categories: Innu only has four word classes or grammatical categories: **nouns** (words that designate living beings and things); **pronouns** (words that replace nouns); **verbs** (words that describe actions and states of being); and **particles**, which include the equivalents of conjunctions ('and', 'but'), prepositions ('under'), and adverbs ('very').

Verb Conjugations: Innu verb conjugations are very rich. See the conjugation guide at: verb.innu-aimun.ca

While the complexity of English and French lies at the level of the sentence, the complexity of Innu can be found at the level of the word. In Innu, a single verb can always constitute a full sentence, as is shown in the translations of the verbs given above. For more information, see: grammar.innu-aimun.ca

IV. Content and Progression (Literacy)
1. Reading and Writing in Innu
2. Innu Vocabulary (Basic words)
3. Thematic Vocabulary I
4. Thematic Vocabulary II
5. Word Families (Morphology and Semantics)
6. Text-based Games
7. Verb Conjugations (Grammar)
8. Dialect Recognition

1. Reading and Writing in Innu

General Objective: The main goal of this level is for adult speakers of Innu to master the basics of standard Innu spelling using self-directed learning. Each lesson presents challenging Innu spellings by highlighting certain letters, with example words, followed by a variety of activities.

Because the target audience already speaks Innu, oral instructions are given in Innu and written instructions are in English (or French).

Here is a reminder of the letters and graphemes in the Innu alphabet:

Vowels	a	e	i	u	ᵘ			
Consonants	h	k	m	n	p	s		t
Graphemes				ń		ss	sh	tsh	

Reading and Writing in Innu		
Lesson	**Letters**	**Innu Vocabulary[1]**
Lesson 1	a, i, k u, ᵘ	amishkᵘ, amu, anik, anushkan, akunishkueun
Lesson 2	u, ᵘ	amishkᵘ, amu, anik, anishku-enikᵘ (C,E,W,M)/aianishku-enikᵘ (S), atshikᵘ, innasht, kashkuan
Lesson 3	a, e, i	apita-tipishkau, ashtish, emikuan, esh, kanakunass
Lesson 4	k, p, sh, ss	akup (C,E,W,S)/ishkueukup (M), epishiminishkueu, emikuaniss, akunishkueun, ashtueikan (C,E,W,S)/ashtueiaputshikan (M)
Lesson 5	i, sh	anikutshash (C,E,W,S)/anissikutshash (M), ashatsheu, anushkan, ashtish, esh
Lesson 6	sh, ss, t	akussutakaniss, esh, innasht, innu-assi, kashikueuniss
Lesson 7	m, n	aiamieutshuap, anakapeshakan (C,E,W,S)/kassipishun (M), inniminan (C,E,W,S)/ashtassiminish (M), amishkᵘ, ashtuannakan (C,E,W,S)/atutshimiutan (M)
Lesson 8	a, k, n	akushiuakan/tatakushkaian, anakapeshakan (C,E,W,S)/kassipishun (M), akuaiashkuaikan/akuaiashkuanakan, ashtuannakan/atutshimiutan, ashtueikan/ashtueiaputshikan
Lesson 9	a, e	anakapeshakan (C,E,W,S)/kassipishun (M), atusseussin (C,E,W,S)/mishtikussin (M), emikuan, auass-meish, esh
Lesson 10	a, k, t	kaishkuteusht, kakashteuat, kamikuat, kashipekut, kaiapitshiminet (E,W,S)/kaututshi-mikuatsh (M)
Lesson 11	k, n, p	akushiutapan (C,E,W,S)/natukunishiutapan (M), ishkuteutapan, ishkuteu-ush (C,E,W,S)/katshishipanisht ush (M), kaneukatet (C,E,W,S)/uapush (M), kapimautishunanut (C,W,S,M)/kapimauishunanut (E)
Lesson 12	t, tsh, u	akushiutshuap (C,W)/natukunitshuap (E,S,M), atautshuap, kamitshishishunanut, aiamieutshuap, katshipaikanisht, kaishetshishimakanit (S)/kamatau-katshiunanut (E)/kamatanikashiut (M)

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[1] C=central, E=est, W=west, S=Sheshatshiu, M=Mushuau

Where unmarked, the word is used in all dialects

"/" between words indicates that they are synonyms

Additional Information:

Lesson 1 : Writing initial "a", which is only pronounced in some dialects

Students will learn that some initial vowels (in this lesson, "a") are not pronounced in certain dialects, but are still written in the standard orthography.

- See https://grammar.innu-aimun.ca/english/spelling/letters-and-sounds-vowels/short-vowels-at-the-start-of-a-word/

Lesson 2 : The difference between the regular *u* and the raised ^{u} (at the end of a word)

- See https://grammar.innu-aimun.ca/wp-content/uploads/2019/04/Using-the-Raised-u.pdf

Lesson 3 : Differences in pronunciation across dialects for the vowels *a, e, i*

Lesson 4 : Objectives:

- Students will learn that other vowels besides *a* can appear at the beginning of a word
- Students will learn that the vowel *e* is always long and always pronounced
- Students will learn how the vowels *a, e, i* are pronounced differently across dialects
- Students will learn how consonants *k, p* and *sh* are pronounced differently across dialects (there is a notable difference between Quebec dialects (West, Central, East) and Labrador dialects (Sheshatshiu and Mushuau)

Lesson 5 : Objectives:

- Students will learn that other vowels besides *a* can appear at the beginning of a word
- Students will learn that the vowel *e* is always long and always pronounced
- Students will learn how the vowels *a* and *e* are pronounced differently across dialects
- Students will learn how *sh* can be pronounced differently across dialects (sometimes it's pronounced like an aspirated "h" but it's always written "sh" in the standard spelling)

Lesson 6 : Students will learn differences in pronunciation across dialects for *sh* and *ss*

- *sh* is sometimes pronounced like an aspirated "h", but is always written "sh"; *ss* is sometimes pronounced like "sh" but is always written "ss"

Lessons 7 - 8: The ending "-akan" is often pronounced "-an"

Lesson 9 : Students will learn how the vowels *a* and *e* are pronounced differently across dialects

- The vowel *e* is always long and always pronounced

Lesson 10 : Become familiar with the words for colours, which are nominalisations; learn about participles

- Words with the form *ka-…-t /-k*: "the thing that… + conjunct verb" or "the one who… + conjunct verb" https://grammar.innu-aimun.ca/english/grammar/participles/

Lesson 11 : Consonants *k*, *n, p* with thematic vocabulary: modes of travel

Lesson 12 : Consonants *t, tsh*, *u*:

- Nominalisations with the preverb *ka-* (for some words)

https://grammar.innu-aimun.ca/english/grammar/participles/

- The final "–*tshuap*" used for buildings

2. Innu Vocabulary (Basic Words)

General Objectives:

Students will learn to read and write basic words.

Students will learn/review vocabulary and practice spelling with a variety of themes (see the table below).

Innu Vocabulary		
Lesson	Theme(s)	Innu Vocabulary
pishimuat	Months of the Year	tshishe-pishimᵘ, epishiminishkueu, uinashku-pishimᵘ, shiship-pishimᵘ, nissi-pishimᵘ, uapikun-pishimᵘ, shetan-pishimᵘ, upau-pishimᵘ, ushkau-pishimᵘ, uashtessiu-pishimᵘ, takuatshi-pishimᵘ, pishimuss
atushkan-tshishikua	Days of the Week	<u>verbs</u>: ushkat-atushkanu (W), nishu-tshishikau (E)/e nishu-tshishikat (C)/nishutshishikua-atushkanu (W), tetau-tshishikau (E,W)/e tetau-tshishikat (C), neu-tshishikau (E,W)/e neu-tshishikat (C), namesh-muakanu (W)/ namesh e muakanit (C,E), mashten-atushkanu (W) <u>nouns</u>: minashtakan, ushkat-atushkan (C,E,S,M), nishu-tshishikᵘ (S,M), nishtu-tshishikᵘ (S,M), neu-tshishikᵘ(S,M), namesh (C,E,W,S)/namesh-muakan (M), mashten-atushkan (C,E,S,M)
uiau	Body Parts	ututan (C,E,W,S)/mitutan (M), utshikun (C,E,W)/uitshikun (S,M), utashtan, ushukan, ushtikuan, ushpishkun, upuam, uiau, ushkatai
ushtikuan	Parts of the Head	utashtamikᵘ, utun, utenni, ussishikᵘ, utamakan (C,E,W,M)/utamakana (S), uipit, ushkush (E,S)/ushkut (M)/ussun (W), ushkatikᵘ, ukueiau, ushtikuan, umamama, utukai (C,W,S)/uitukai (E,M), mishuiapunan, pishkueun
atshitashuna (1-10)	Numbers 1-10	peikᵘ, nishᵘ, nishtᵘ, neu, patetat, kutuasht (C,E,W,S)/ashutash (M), nishuasht (C,E,O,S)/nishuashutash (M), nishuaush (C,E,W,S)/nianeu (M), peikushteu, peikunnu (E,M)/kutunnu (C,W,S)
atshitashuna (10-100)	Numbers 10-100	peikunnu (E,M)/kutunnu (C,W,S), nishunnu, nishtunnu, neunnu, patetat-tatunnu, kutuasht-tatunnu (C,E,W,S)/ashutash-tatunnu (M), nishuasht-tatunnu (C,E,W,S)/nishuashutash-tatunnu (M), nishuaush-tatunnu (C,E,W,S)/nianeu-tatunnu (M), peikushteu-tatunnu, peikumitashumitannu, peikutshishemitashumitannu

3. Thematic Vocabulary I

General Objectives:

Practice reading and writing while learning new vocabulary.

Thematic Vocabulary 1		
Lesson	Theme(s)	Innu Vocabulary
eshinakuaki mitshuapa	Buildings	aiamieutshuap, atautshuap, natukunitshuap (E,S,M)/akushiutshuap (C,W), mashinaikanitshuap, mitshuap, metueutshuap, kapitaipimenanut (E)/kapimikatatishunanut (W)/kapitshipimanut (S)/kapitshipimanitsh (M), kamatau-katshiunanut (E)/kamatau-pikutakanit (C,W)/kaishetshishimakanit (S)/kamatanikashiut (M), kamitshishunanut (C,E,W,S)/mitshishutshuap (M)
matshunisha	Clothing	akunishkueun, akup (C,E.W,S)/ishkueukup (M), anakapeshakan (C,E,W,S)/kassipishun (M), ashtish, matinet, mitash, mitashiapiu-akunishkueun (C,E,W,S)/kaiassimatanikanutsh-akunishkueun (M), ninikashtish, nipeukup, pishakanassin
aueshishat	Animals	amishkᵘ, anikutshash (C,E,W,S)/anissikutshash (M), atimᵘ, katshinuakueiet, kukush, manatenish, mashkᵘ, matsheshu, minush, mush
nameshat	Fish	atikamekᵘ, kashkanamekush, makanash (E,S)/kaushkanusht (C,W), matamekᵘ (C,E,W,S,M)/mashamekush (W), mishtamekᵘ, papakatishu (E,S,M)/pakatishu (C,W), unan, unushu (C,E,W,S)/ueushu (M), upimishui, utshashumekᵘ

3. Thematic Vocabulary I

4. Thematic Vocabulary II (Advanced)

General Objectives:

Practice reading and writing while learning advanced Innu vocabulary.

Thematic Vocabulary 2[2]		
Lesson	Theme(s)	Innu Vocabulary
Pineshishat	Small Birds	kapiminau (E)/uishkatshan (W,S), uapikun-pineshish, uapishush (E,S)/uapitshiminikushish (W), pashpashteu, pipitsheu, pitshikaishkashish, shakuekanish (E,S)/kautshishtunitshesht (W), nutshipemakueshish, ashtukuteshish, anuk^u
Pineshuat	Birds	kakatshu, uhu/uhumishu (W), munaikutanish (E,S)/munaikutan (W), mitshishu, ahashu, uapakanu, tshiashk^u, umemeu (E)/umimiu (W,S), askushamesheu, kukukueshish, papanatshishish
Innu-mitshim	Innu Food	apuan, atiku-pimi, atiku-uiash, innu-pakueshikan, mush-uiash, niuaikanat, pashteu-uiash, pimikan, shaieuat, shikuteu-minapui
Etit auen	transitive verbs referring to the five senses	uapatam^u, uapameu, kutshishtam^u, kutshipueu, minatam^u, minameu, petam^u, petueu, tatshinam^u, tatshineu
Ishkuau mak ishkushiu	intransitive verbs referring to size	tshinuau, tshinushiu, tshinuapekan, tshinuapetshishiu, tshinuapishkau, tshinuapissiu, tshinuashkuan, tshinuashkushiu, tshinuekan, tshinuetshishiu
E tshishitet mak e takat tshekuan	verbs indicating what is hot or cold	takau, tatshishiu, tshishiteu, tshishishu, takapishkau, takapissiu, tshishapissiteu, tshishapissiu, tatshikamu, tshishakamishu, tshishakamiteu, tatshikamishiu

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Additional Information:

Etit auen (Senses): Learn vocabulary and spelling for transitive verbs (which take animate and inanimate objects) in relation to the five senses.

https://grammar.innu-aimun.ca/english/grammar/verbs/verb-classes/

Ishkuau mak ishkushiu (Length): Learn vocabulary and spelling of verbs (animate intransitive or inanimate intransitive) that indicate length. These words also include classifiers that indicate specific properties of the objects: metallic, string-like, etc.

E tshishitet mak e takat tshekuan (Hot and Cold) : Learn vocabulary and spelling of verbs (animate intransitive or inanimate intransitive) that indicate what is hot or cold. These words include classifiers that indicate specific properties of the objects: mineral, liquid, etc.

5. Word Families (Morphology and Semantics)

Objectives: Practice reading while testing vocabulary knowledge. Identify morphological and semantic regularities.

The words in these families all contain an element of meaning in common, often indicated by a particular morpheme (short forms for animal names, classifiers, or finals), or are synonyms (or dialectal variants).

6. Text-based Games

Objectives: Practice reading and writing using complete texts. These activities include various types of dictations (with audio) and fill in the blanks (without audio).

Dictations are well-known exercises for learning orthography, while fill in the blanks are an excellent way to evaluate and practice reading.

The texts presented here come from the dictations given in Institut Tshakapesh's annual competition.

- Nitassinan
- Aitinanuipan shashish
- Nikaui
- Auass ka nakatakanit
- Tipatshimun

7. Verb Conjugations (Grammar)

Objective: Master the standard spelling of verb conjugations (reading and writing).

Verb Classes (VAI, VII, VTI, VTA)

Objective: Test knowledge of verb classes, including the terminology used to describe them. Innu verbs agree in gender (animate/inanimate) with their subject and/or object, which results in four different verb classes: VAI, VII, VTI, VTA

Innu Verb Stems: Changed Forms

Objective: Recognize conjugated forms and changed forms of the same animate intransitive verb (VAI).

Conjugation of VTA : Direct and Inverse

Objective: Distinguish between direct and inverse forms of transitive animate verbs (VTA).

8. Dialect Recognition

Objective: Promote standard Innu orthography by raising awareness of dialectal differences, including differences in pronunciation and lexical items.

See the map on page 4.

Note: Generally, there is only one voice per dialect so that it is possible to recognize the voice rather than the dialect. However, the learner will hear all variants at the beginning of each activity, which ensures that all dialectal variations will be learned.
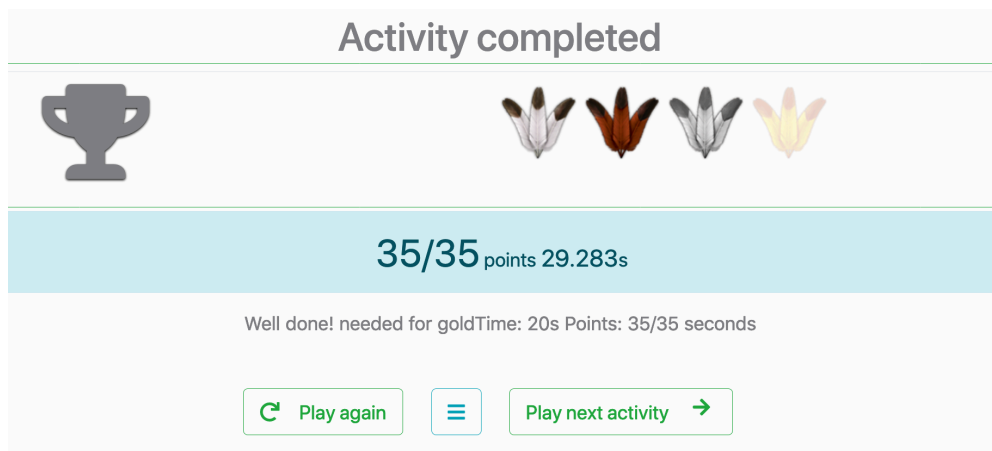
V. Software and Activity Types

Evaluation
Performance is evaluated based on precision and/or speed.

Scoring
Results are displayed as follows:

The score (35/35 in the illustration above) reflects the number of correct answers and the time (29.283s above) indicates how quickly the student was able to complete the exercise. Both accuracy and speed determine the student's overall result.

For example, to reach the gold level, the student must get 100% accuracy and complete the exercise within a predetermined amount of time (for example, in 25 seconds or less).

For some exercises, scoring is only based on time because 100% accuracy may not be possible (e.g., in the Word Memory Matching activity).

User Interaction
For accessibility reasons, many of the exercises must be completed using "click and click" rather than "drag and drop".

Activity Types
The software currently includes 15 types of exercises and close to 54 sub-types, according to the settings of the parameters. For example, for *Recognizing New Words* exercises we can choose to expose the learner only to words in the current lesson or to words in preceding lessons as well. We can also choose the maximum number of elements to include in an exercise, and control or adjust audio specifications.

📍 **Dialect:** Sheshatshiu	📖 **Level:** Reading and Writing in Innu	☰ **Lesson:** Lesson 2	🏁 **Activity** Missing letter(s)

Here are the 15 types that appear on the right-hand side of the navigation bar.

- Categorization
- Choose
- Classify by theme
- Matching
- Word dictation
- Missing words dictation
- Sentence dictation
- Identify dialects
- Memory game
- Missing letter(s)
- Word search
- Crossword
- Spelling
- Word pairs
- Fill in the blanks

Available Activity Types with Examples

Noun or Verb? Identify [Categorization]

Noun or verb? Identify

Instructions

Indicate whether the word is a noun or a verb. Need help?

minu-tshishikau

Nom   Verbe

VTA or VTI? Identify [Categorization]

VTA or VTI? Identify

Instructions

Is it a transitive animate verb (VTA) or a transitive inanimate verb (VTI)? Hint: a VTI in the third person always ends in -m^u. A VTA ends with –eu. Need help?

tshissenitam^u

vta   vti

The goal of this activity is to select the grammatical class corresponding to the word displayed above by clicking on the correct box.

Recognizing New Words [Choose]

In this activity, students learn to match audio recordings with written words. At any time, a student can click "Replay" to hear the word pronounced again.

Recognizing All Words [Choose]

In this activity, the student listens to the word being pronounced and then clicks on the box containing the corresponding word. At any time, the student can click "Replay" to hear the word again.

This is more challenging than *Recognizing New Words*, because it includes words from previous lessons.

Word Families [Classify by theme]

Word family: Trees

Instructions

Move the words related to trees to the box on the right and all other words to the box on the left.

Consult the dictionary for the words you don't know.

mishtik^u			mishtik^u
	ashamashk^u aiatashkuaim^u		
	aiapishashkukateshu aiatashkuaueu		
	aiakatuashkuaim^u kashkan mashkutin		
	aiashkumeu akauashk^u aiashku		

Which Verbs are VTI? [Classify by theme]

Which verbs are VTI? Classify

Instructions

Which verbs are transitive inanimate verbs (vti)? Place them to the right, and place others to the left. Hint: a vti (3rd person) ends with m^u Need help?

VTI		VTI
	shatshipeu tshipaim^u uapatam^u ushinam^u utuetam^u	
	aiakatuneu aiaueu tshimuan uteu tutam^u	

The objective of this type of exercise is to classify words as belonging (green box on the right) or not belonging (red box on the left) to the category presented. To place a word in one of the two boxes, the student clicks the appropriate box, then clicks the corresponding word.
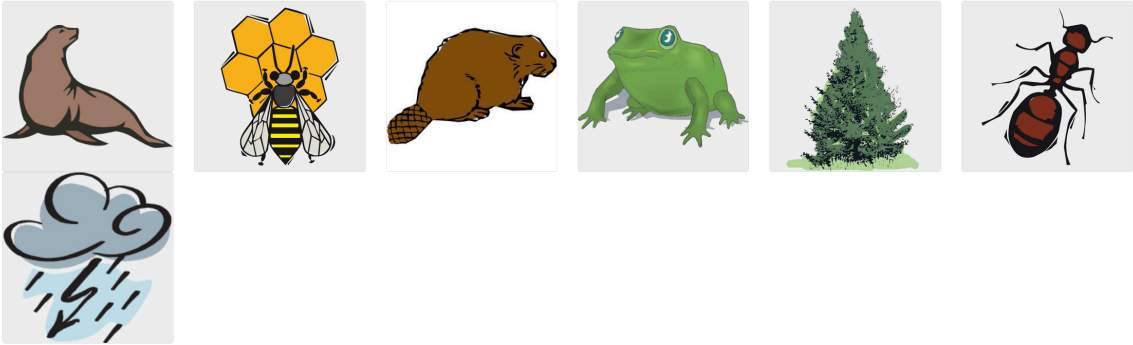
Matching Words to Images [Matching]

The objective of this exercise is to match words to their corresponding images by clicking on them. The student can either click the word and then the image, or vice versa.

Dictation [Word dictation]

	Dialect: East	Level: Reading and Writing in Innu	Lesson: Lesson 10	Activity Word dictation

Dictation

ⓘ Type the word you hear

Replay

Type in this box : Type w if you want to type ᵁ
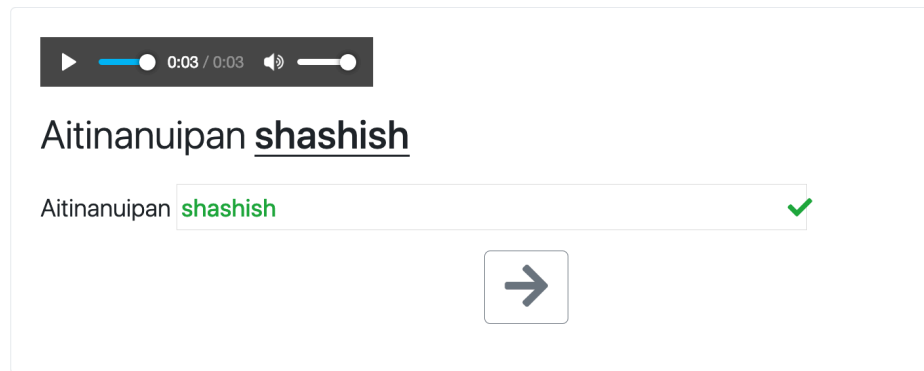
✓

After listening to a recording of a word, the student types the word into the box and then clicks the check mark to verify the answer, at which point an arrow appears. If the word is spelled correctly, the timer is paused; if not, the timer continues. To move on to the next word, the student clicks the arrow. At any time, the student can click "Replay" to hear the word again.

Missing Words Dictation [Missing words dictation]

▶ ━━● 0:03 / 0:03 🔊 ━━●

Aitinanuipan **shashish**

Aitinanuipan shashish   ✔

→

The objective of this type of exercise is to listen to the sound file and then to complete the sentence by typing the missing words into the corresponding boxes. The student then clicks the check mark to verify the answer, at which point an arrow appears. If the word is spelled correctly, the timer is paused; if not, the timer continues. To move on to the next word, the student clicks the arrow. At any time, the student can click "Replay" to hear the word again.

Sentence Dictation [Sentence dictation]

Nitassinan: Sentence dictation

Instructions

Write the sentences that you hear.

Pakunu e mashinaitshenanut: Nitassinan

1/0

▶ ─●─ 0:02 / 0:05 ◀) ──●

Nitassinan   ✓

Nitassinan

> Nitassinan

→

The objective of this type of exercise is to listen to a sound file and then type the sentence into the box. The student then clicks the check mark to verify the answer, at which point an arrow appears. If the word is spelled correctly, the timer is paused; if not, the timer continues. To move on to the next word, the student clicks the arrow. At any time, the student can click "Replay" to hear the word again.

Dialect Recognition [Identify dialects]

Unuik^u!

| 🔊 | 🔊 | 🔊 | 🔊 |

| Pakut-shipu | Pessamit | Matimekush | Uashat mak Mani-utenam |

The objective of this type of exercise is to identify the dialect based on the pronunciation. The student clicks on the sound icons to listen to each recording and then selects the corresponding dialect. If the answer is correct, the icon is replaced by the name of the dialect. The student continues until all sound files have been associated correctly to their corresponding dialect. At any time, the student can click the sound icon to hear the recording again.

Word Memory Matching [Memory game]

Word Memory Matching

Stats
⏱ 00:35

ⓘ Find pairs of matching words by clicking on the tiles

6/10

epishiminishkueu			epishiminishkueu
akup	epishiminishkueu		
ashtueikan	ashtueikan		akup
	akunishkueun	akup	
akunishkueun	epishiminishkueu		akup

In this memory game, a player clicks on blank tiles to uncover words and find 10 pairs of matching words.

Missing Letter [Missing letter(s)]

Missing Letter

ⓘ Complete the word by clicking the corresponding letter and space

3/5

a	e	i

a	p	i	t	a	-	t		p	i	sh	k	a	u

The objective of this type of exercise is to complete the word by clicking on the missing letter and then on the corresponding empty box (or vice versa).

Missing Letters [Missing letter(s)]

Missing Letters

ⓘ Complete the word by clicking the corresponding letter and space

Stats
◎ 63%
⏱ 00:57

4/6

| h | s | t | ss |

| a | k | u | ss | u | | a | k | a | n | i | |

This type of exercise is a variant of the preceding one (Missing Letter). The student selects a letter or grapheme by clicking it and then clicks the corresponding empty box (or vice versa) to complete the word.

Scrambled Words [Missing letter(s)]

Scrambled Words

ⓘ Unscramble the word by clicking the corresponding letter and space

n	t	i	a	n	sh

The objective of this exercise is to unscramble the word represented by the image above by placing each letter in the correct order. The student selects a letter and then clicks the corresponding empty box. This process is repeated until the student completes the word correctly.

Many Missing Letters [Missing letter(s)]

In this type of exercise, the student clicks a letter and then clicks the corresponding empty box (or vice versa). This process is repeated until the student has correctly completed the word.

All Letters Missing [Missing letter(s)]

All Letters Missing

ⓘ Complete the word by clicking the corresponding letter and space

Stats

◎ 20%

⏱ 00:22

1/5

| a | e | i | k | p | sh | t | u |

The objective of this activity is to place all of the letters in a word in the correct order by clicking a letter to select it and then clicking the corresponding empty box (or vice versa). This process is repeated until the student has completed the word correctly.
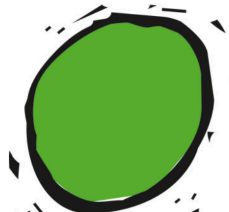
Word Search (small) [Word search]

	Dialect:		Level:		Lesson:		Activity
📍	Sheshatshiu	📖	Reading and Writing in Innu	☰	Lesson 1	🏁	Word search

☰ Choose an activity   Replay instruction

Word Search (small)

ℹ Find the words illustrated under the puzzle.
Select each word by clicking the first and last letters.

4/5

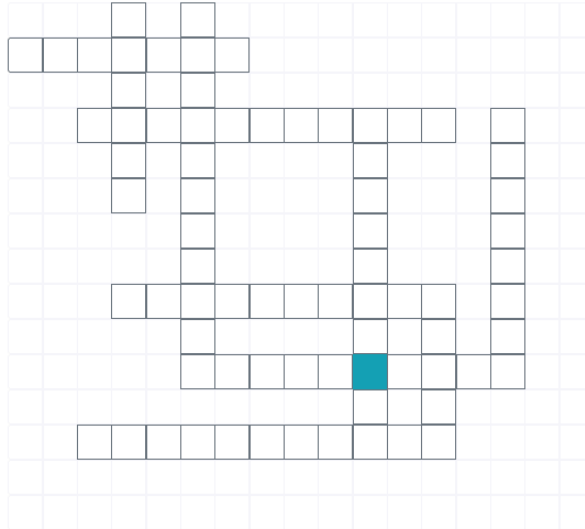| h	n	t	m	a	h	n	n	tsh	p	u	m	h
a	n	i	k	k	ss	u	n	tsh	tsh	m	u	u
n	ss	sh	u	u	k	m	t	a	ss	m	k	sh
u	ss	e	k	n	h	ss	tsh	tsh	h	u	i	tsh
sh	e	u	k	i	-	a	ss	u	i	h	h	ss
k	m	h	-	sh	e	i	tsh	a	a	ss	a	p
a	m	i	sh	k	u	m	u	a	p	n	t	-
n	ss	e	u	u	n	k	h	-	p	-	k	m
t	sh	e	u	e	k	h	n	n	a	e	-	u
n	k	ss	u	u	sh	h	u	a	m	k	tsh	n
m	u	p	-	n	n	u	t	a	ss	u	u	u
p	u	u	n	h	u	m	tsh	ss	a	a	e	m
tsh	i	m	u	u	n	i	u	p	p	a	ss	k

The objective of this activity is to find all of the words pictured under the word search. The word can be written from top to bottom, left to right, or diagonally. To select a word, the student clicks the first letter of the word and then the final letter. If correct, the word will appear highlighted in a particular colour. If incorrect, the word will flash red and the student tries again until all words are found. The student can also click on each image to hear the word pronounced.

Crossword Puzzle [Crossword]

The objective of this activity is to complete the puzzle by filling in the correct words. The student clicks an empty box in the crossword to reveal the corresponding image or images (in the case of two intersecting words). Double clicking on any square will play the associated sound file. The student continues by clicking the letters and intended blank squares in order to spell each word until all boxes have been filled.

Spelling [Spelling]

Type in this box : Type w if you want to type ᵁ

In this type of exercise, the student types the word represented by the image. If the word is spelled correctly, the timer is paused; if not, the timer continues. To move on to the next word, the student clicks the arrow.

Changed Forms [Word pairs]

Changed Forms

Instructions

Click on the two different forms of the same verb.

Study "changed form" here: https://grammaire.innu-aimun.ca/english/grammar/verbs/conjugations/inflection/changed-form/

6/11

piapatat	uieñutishit	shakatshit	atusset	netaut	tekushinit	shikatshit	peuamut

puamut	akushit	upaut	ueñutishit	takushinit	papatat	uepaut	etusset	nekamut

iakushit	nataut	nikamut	auassiut	euassiut

VTA Direct and Inverse (1-2) Matching [Word pairs]

VTA Direct and Inverse (1-2): Matching

Instructions

Match direct and inverse forms of each verb.

2/4

tshiminuashin	tshuitshin	tshuitshitin	tshuapamitin	tshipetun	tshipetatin	tshiminuatitin

tshuapamin

The objective of this type of exercise is to associate pairs of words by clicking on the correct boxes.

Nikaui: Choose the Correct Word (Fill in the blanks) [Fill in the blanks]

Nikaui: Choose the Correct Word (Fill in the blanks)

Instructions

Complete the text with the correct words.

1/23

Nikaui. Eukuannu umenu nikaui Tenesh [utipatshimun] nete ka aitiht [   ] nutshimit..

[ueshkat] [utipatshimun] [nitipatshimun] [tshimuan]

In this type of exercise, the student completes the sentences in a text one sentence at a time by choosing the appropriate words from a set of options. In some cases, the options will only include words necessary to complete the sentence. In others, there will be additional words presented, which do not work in the sentence. To complete the sentence, the student clicks a word and then clicks the corresponding blank box in the sentence (or vice versa).

Nitassinan: Verb Classes [Fill in the blanks]

Nitassinan: Verb Classes

Instructions
Select the verb class and place it beside the verb, in parentheses.

2/14

Nitassi nui uapaten (　　　　　) tshin nuta, tshimeshkanam..

| vta | vii | vti | vai |

Nutshimit e uitakanit, eukuan ka mishta-itenitakuak (vii) tshitassinan..   ✓

Tshinashkumitin (vta) innu, akua etutamin tshitassi..   ✓

The objective of this type of exercise is to select the verb class that corresponds to the preceding verb. The student clicks a verb class followed by the corresponding blank box (or vice versa).
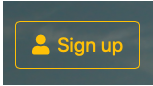
VI. Signing In to Track Scores

Learners are presented with two options when visiting the website: 1) Proceed as a guest; or 2) Sign up/Sign in.

To sign in, users have the choice of: 1) creating an account, 2) using their Facebook account; or 3) using their Google account.
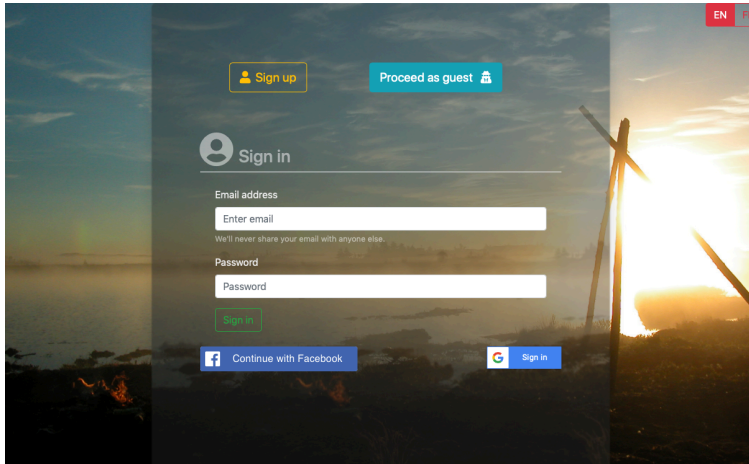
To log in with Facebook, click and follow the prompts.

To log in with Gmail, click and follow the prompts.

To create an account, click and then fill out the following form:

Learners who choose to sign in each time they use the site will be able to track which activities they have completed, including their personal best scores, and will be able to compare their results to the highest scores achieved for each activity.

A check mark ✔ (together with a percentage and time) indicates that an activity has been completed by the learner. A gold star ★ means that the learner has achieved 100% and a gold cup 🏆 indicates that the learner has achieved the top score among all users.

Choose an activity   ✕

These activities are listed in order of difficulty

Recognizing New Words   →
Personal Best: 100% (28.982s) ★ Best player: Claire
100% (23.297s)

Matching Words to Images   →
Personal Best: 84% (17.644s) ✔   🏆

Missing Letter   →
Personal Best: 100% (9.416s) ★   🏆

Missing Letters   →

Word Memory Matching   →

Scrambled Words   →

Many Missing Letters   →

All Letters Missing   →
Personal Best: 100% (25.457s) ★   🏆