



# Shanyaak'utlaax

Johnny Marks, Hans Chester, David Katzeek, Nora Dauenhauer ka Richard Dauenhauer-ch áwé yax hás ayawsitee.  
Lisa Teas-ch kawshixít. Sealaska Heritage Institute, 2004.

**Shanyaak'utlaax**

Johnny Marks, Hans Chester, David Katzeek, Nora Dauenhauer ka Richard Dauenhauer-ch áwé yax háx ayawsitee.  
Lisa Teas-ch kawshixít.

**Moldy End**

Edited by Johnny Marks, Hans Chester, David Katzeek, Nora Dauenhauer, and Richard Dauenhauer.  
Illustrated by Lisa Teas.

This story is recognized as a Kiks.ádi story. The version presented here is a rewrite of the 'Salmon Boy Legend' taken from the Juneau Indian Studies Program, 1986. Please note the purpose of this publication is to support Tlingit language immersion programs. This is a much abbreviated version of the actual story. To read the story in its entirety, as told by Deikeenák'w in 1904, go to: <http://pec.jun.alaska.edu:16080/salmon/graphics/swanton.pdf>

Keri Edwards, Project Coordinator, SHI

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Ch'áakw áwé haa een has akawlineek yóo Kiks.ádi atk'átsku daat, wé kéidladi  
akaawa.áakw awooldáas'i. "Atléé, ax\_éet yaan uwaháad!" Yéi áwé kei uwa.íx'.  
"Atxá ax\_jeet yéi sané!"

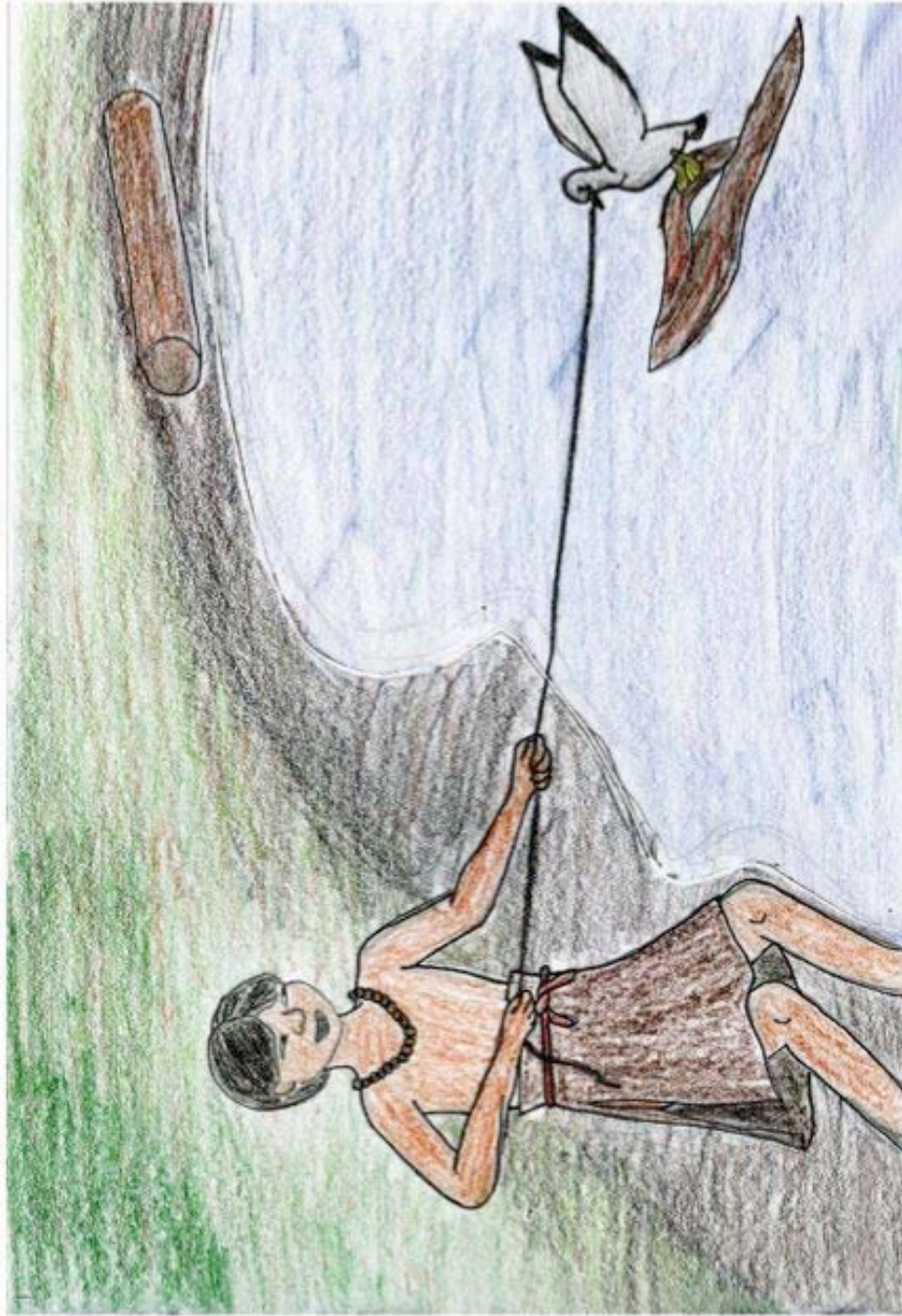
*Long ago, they told us a story about a Kiks.ádi boy who was trying to snare sea gulls. "I'm hungry, mom," he yelled to his mother. Give me some thing to eat!"*



**Wuditláxi xáat shanyaa áwé du jéet aawatee wé atk'átsk'u. Kei aawagix' wé xáat shanyaa x'áan tin. "Ch'a tlákw áwé wuditláxi xáat ax jeet eetéeych."**  
**Áx x'áyáa koowdligát.**

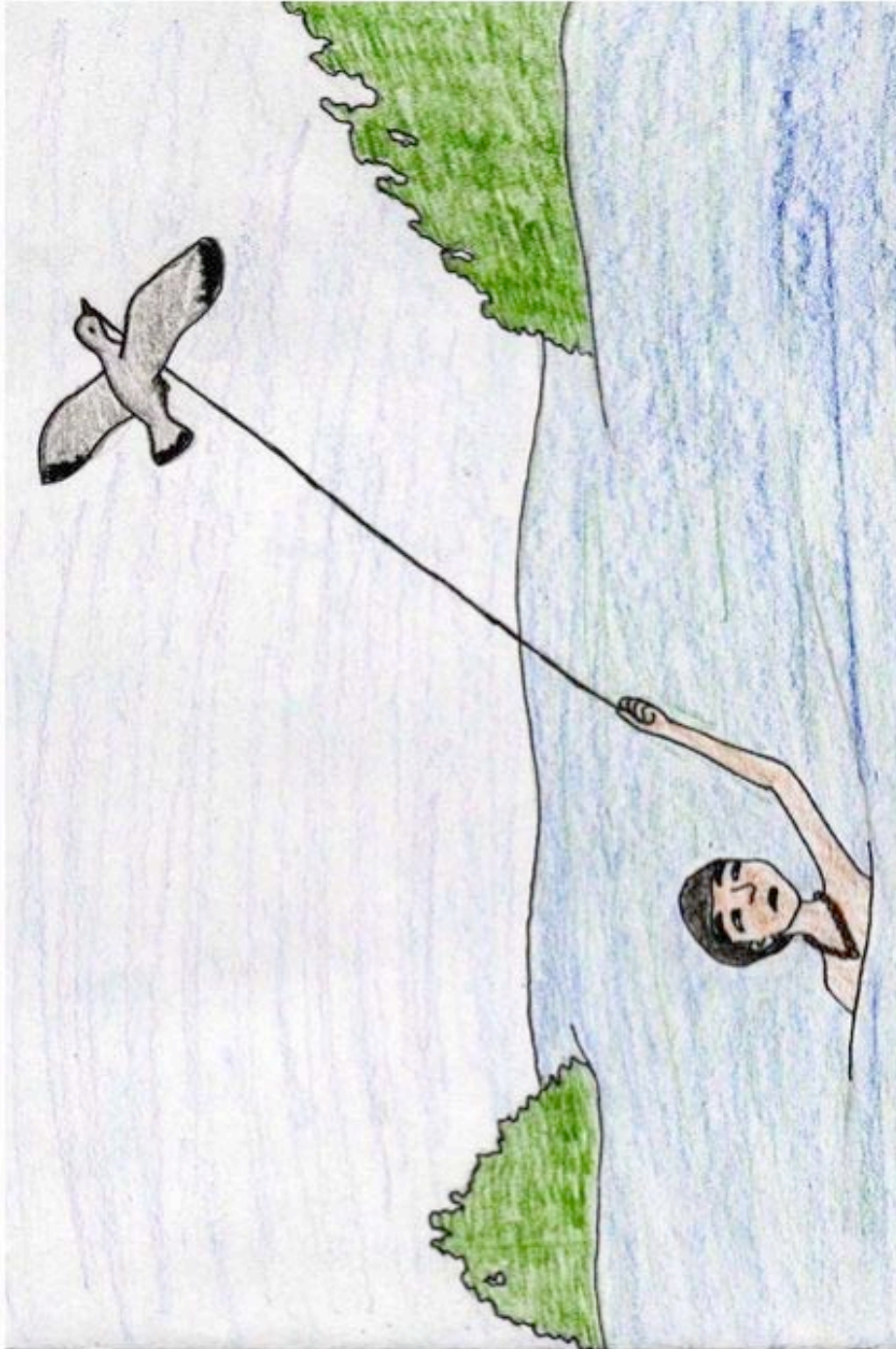
*She gave him the bony shoulder piece of a dried salmon with mold on the end. The boy flung it away in disgust, saying "You always give me the moldy pieces." This is a taboo.*





**Aagá áwé kéidladi aawasháat du dáas'aayi een.**

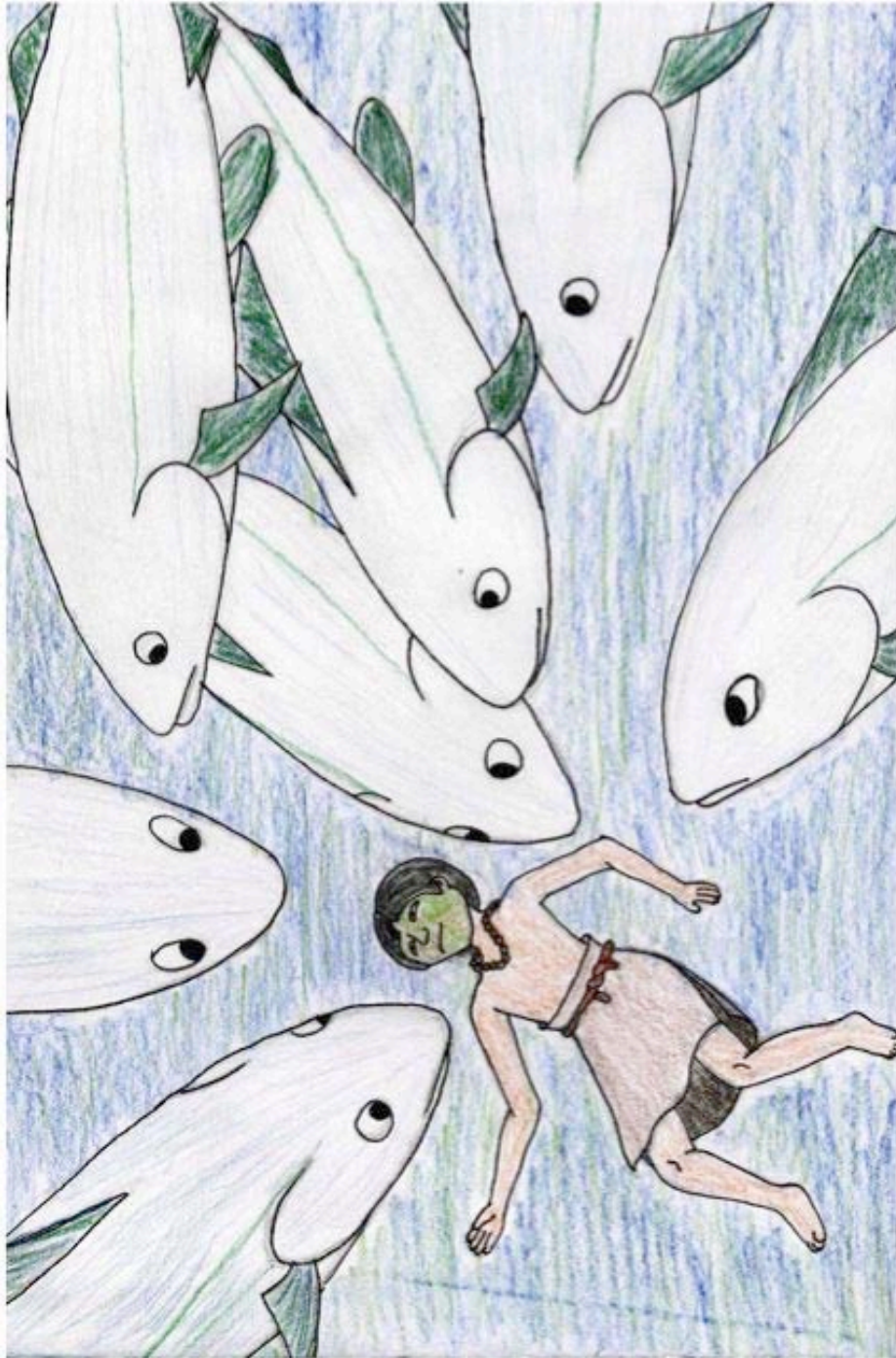
*Just then, a sea gull was trapped in his snare. The boy ran down into the water to pull in the sea gull.*



Héent kei wjixíx wé atk'átsk'u wé kéidladigaa. Wé kéidladi ku.aa héen táakde  
aawaxóot' wé atk'átsk'u. Deikéet ash uwaxút'.

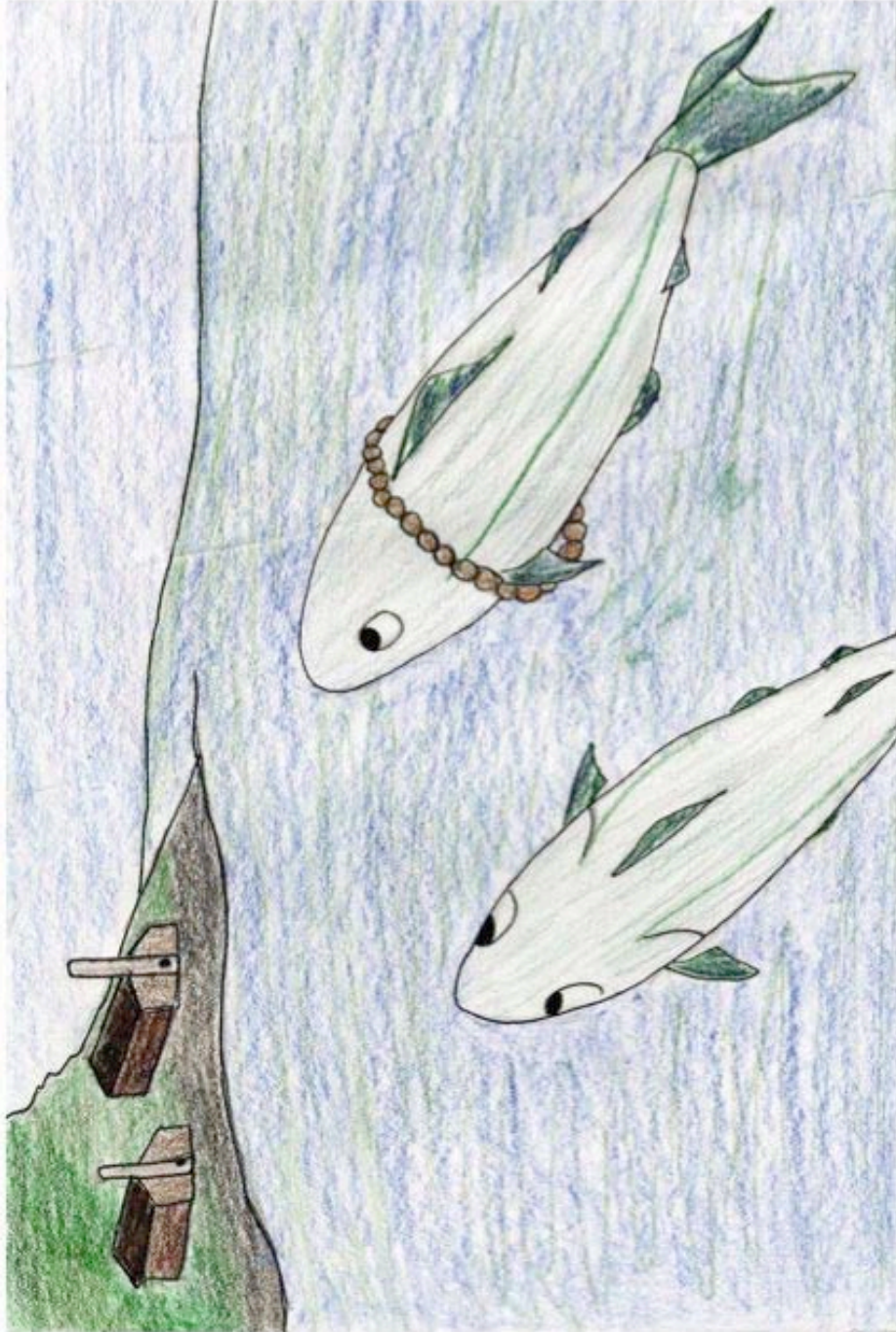
*The sea gull kept pulling the snare out into deeper water.*





Héen táade wdzigeet wé atk'átsk'u. Áx' áwé has aawasháat wé Xáat kwáanich ku.aa. Aadéi yawakaayí yéich áwé Shanyaak'utlaax yéi wduwasáa wé Xáat kwáanich.

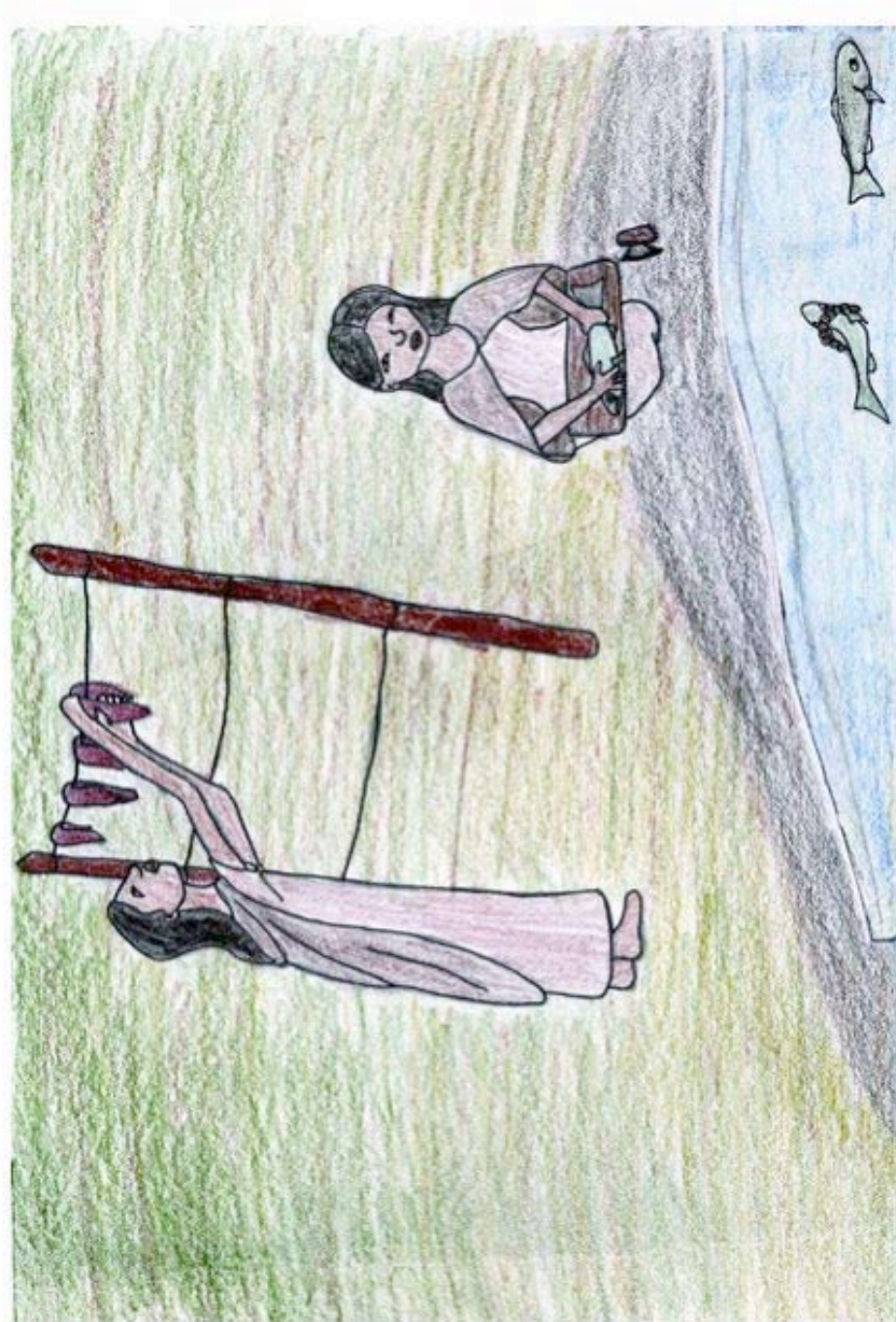
*The boy was swept under the deep water where he was brought into the world of the Salmon People. They named him Shanyaak'utlaax, or "Moby End", because they were offended by his disrespect.*



**Daax'oon táakw áwé xáat kwáani xóox' yéi wootee wé atk'átsk'u. Át áwé  
kuwahaa aa has wudixeedi yé yéide has yakwgwa.áa.**

*The boy had been with the Salmon People for 4 or 5 years when one day they began moving toward the streams of their birth.*





**Shanyaak'utlaax du éesh héeni yíkt uwax'ák.**

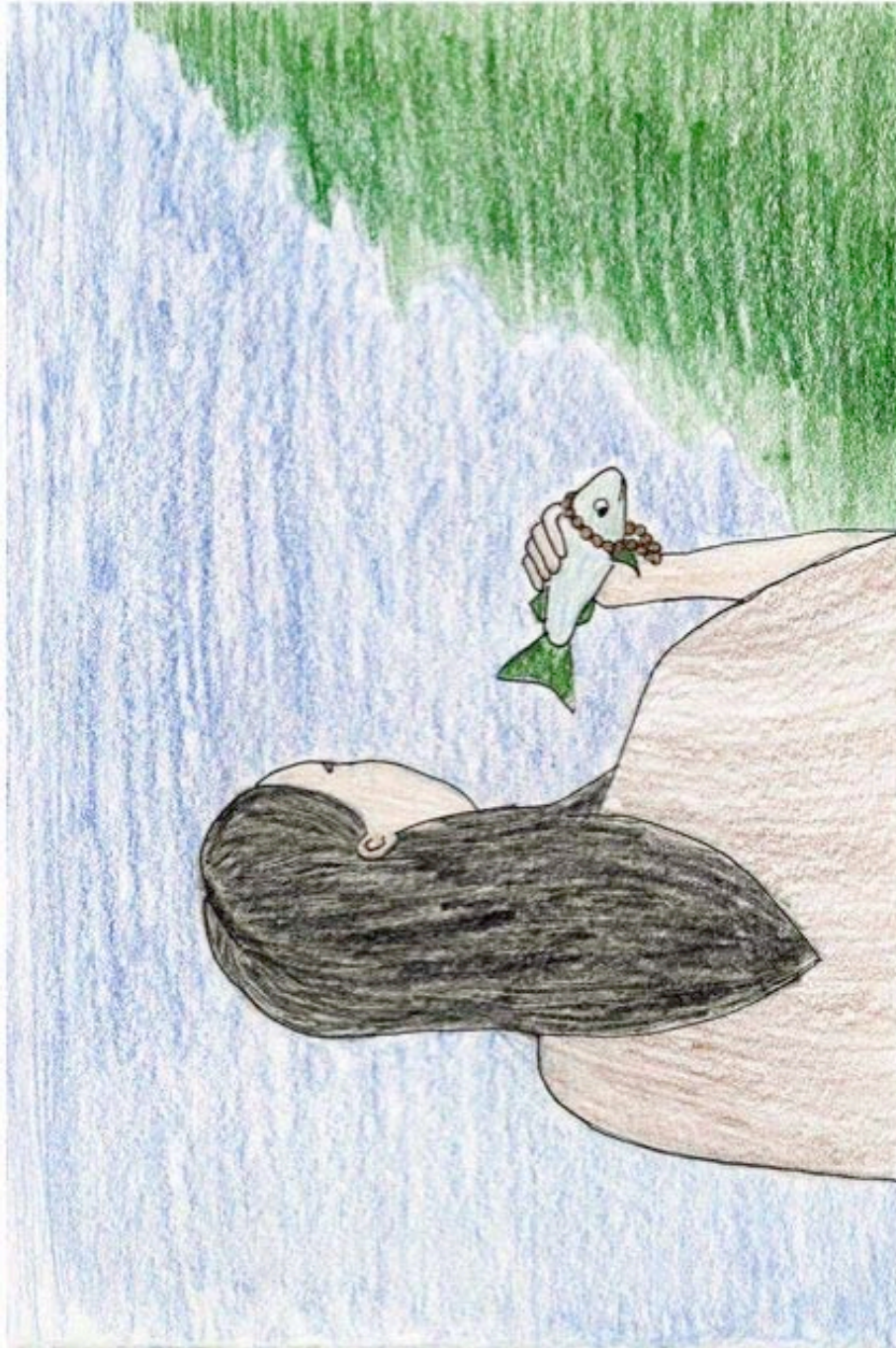
*Eventually, Shanyaak'utlaax arrived at his parents' stream.*



Du éeshch áwé uwak'éx'. Aadáx du tíáa jeet awsitaa.

*His father speared him and gave him to his mother.*





Du tláach gugaxaashí wé xáat, ayaawatín du yéet seidí. Ách áyá tlél awuxaash wé xáat.

*As she was trying to cut the fish, she saw her son's necklace. This is why she didn't cut the salmon.*





X'ow ka x'wáal' káa yan has awsitáa.

*His father wrapped Shanyaakú'tlaax in a blanket.*

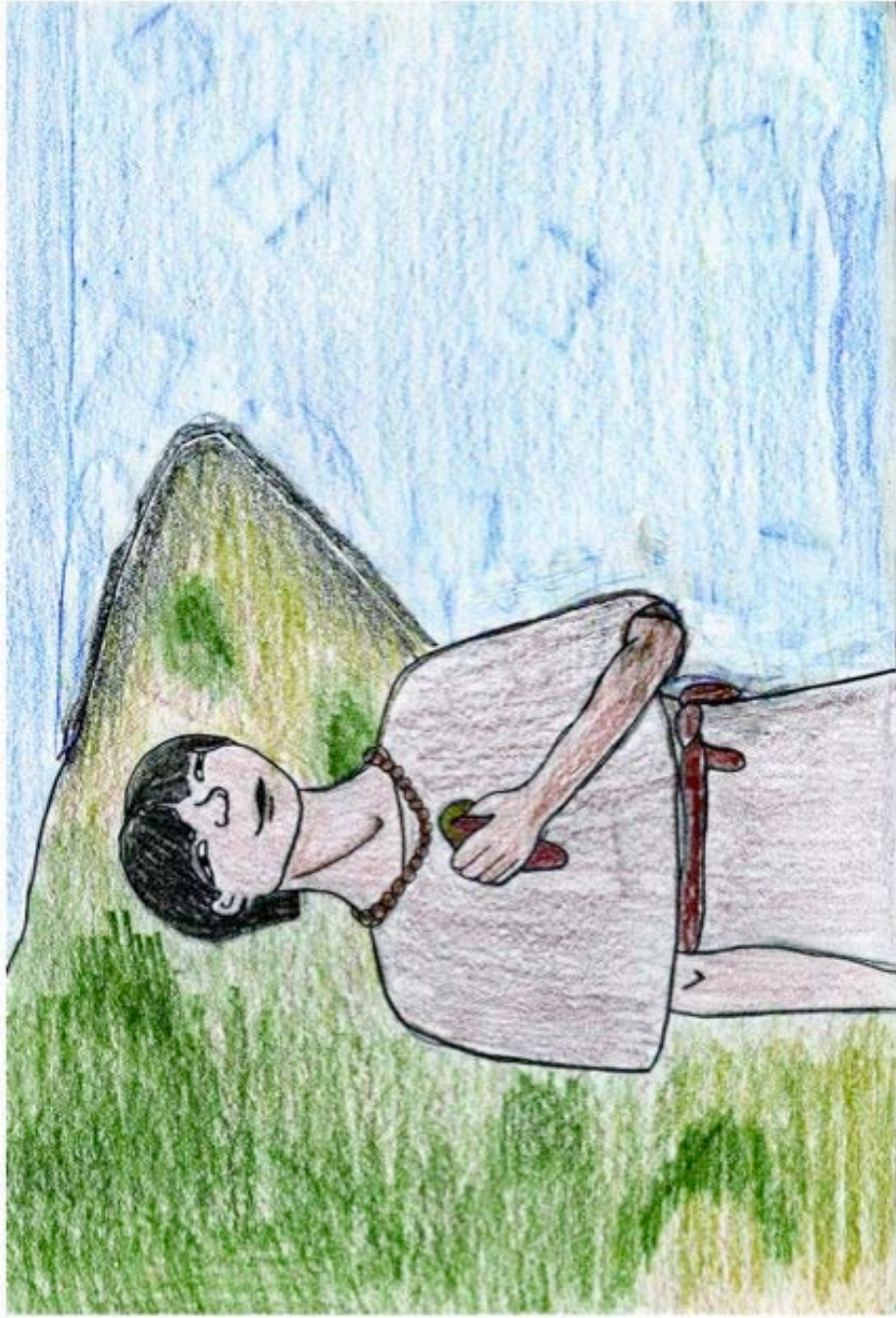




A ítdax áwé Shanyaak'utlaax kúx wudigút. Wé atk'átsk'u du naax satee een akaawanéek xáat daat sh kalneek. Aagáa áwé wé xáatsh du jeet uwateeyi saa "Aak'wtaatseen"

*After a while, Shanyaak'utlaax appeared as a young man and told his family his story. Then they named him "Aak'wtaatseen".*





Yéi áwé wuduzikóo xáat kwáanich wusneixí. Atk'átskooch tlél ayáx  
ayawuskaa wé xáat. Áx x'áyáa kooowulgaadích áwé, xáat kwáanich wusneix.

*He became known as the boy who was captured by the Salmon People for insulting the Salmon People and the food that comes from them.*



*Xáat* – Salmon Unit  
Lesson 2 – Activity 1  
Salmon Habitat Study Prints





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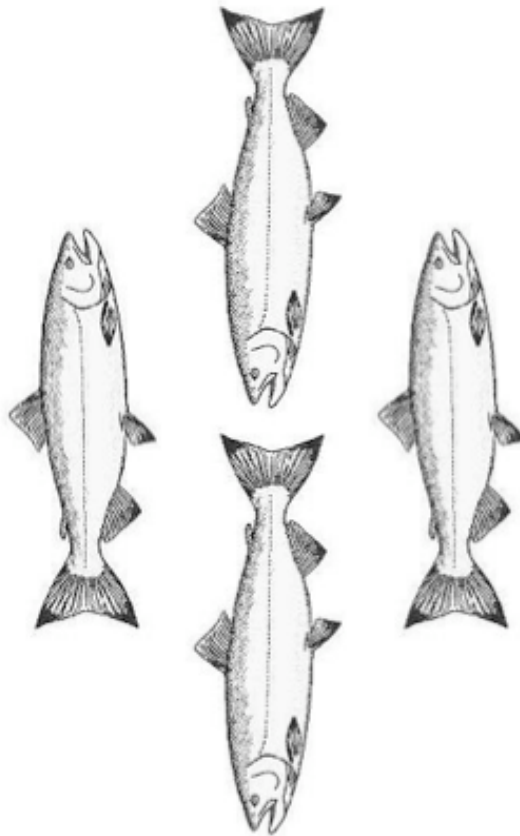




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# Gaat Át Naxtoostóow

Let's count sockeye



Name \_\_\_\_\_

Date \_\_\_\_\_





\_\_\_\_\_ sockeye.  
*Tléix' gaat.*



\_\_\_\_\_ sockeye.  
*Déix gaat.*



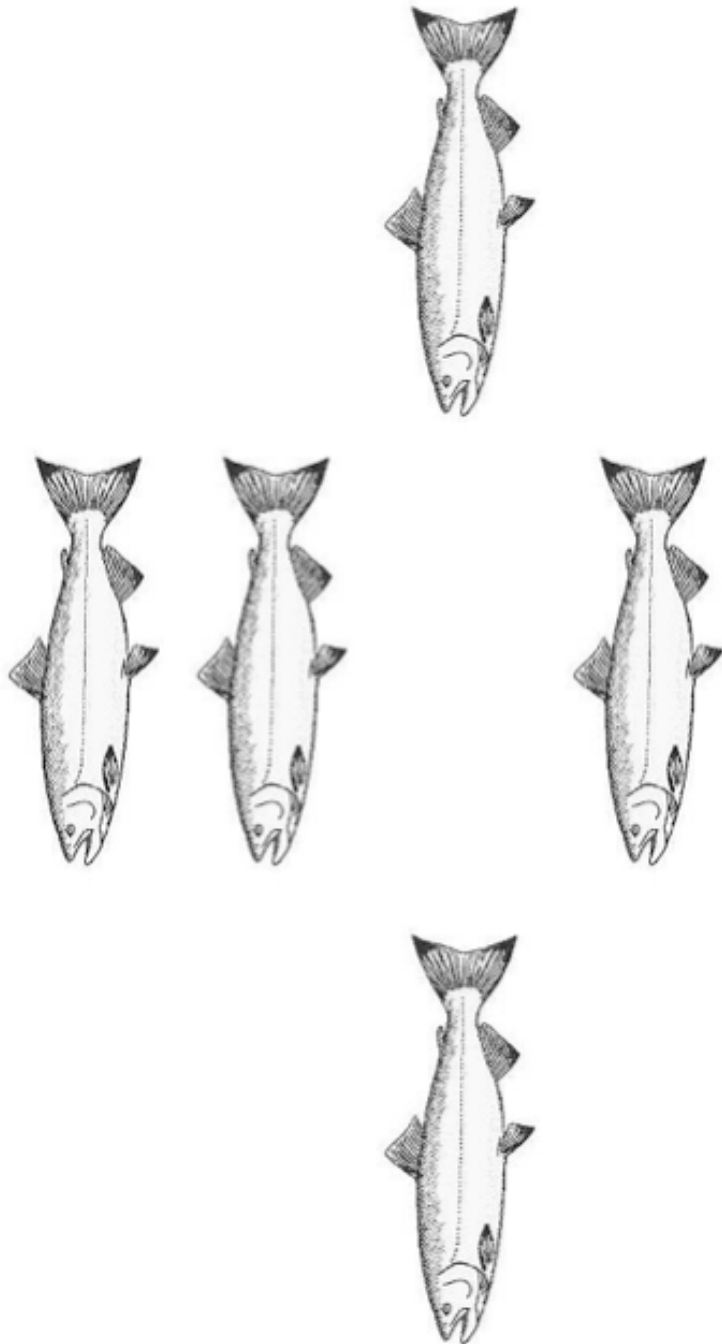


\_\_\_\_\_ sockeye.  
*Nás'k gaat.*

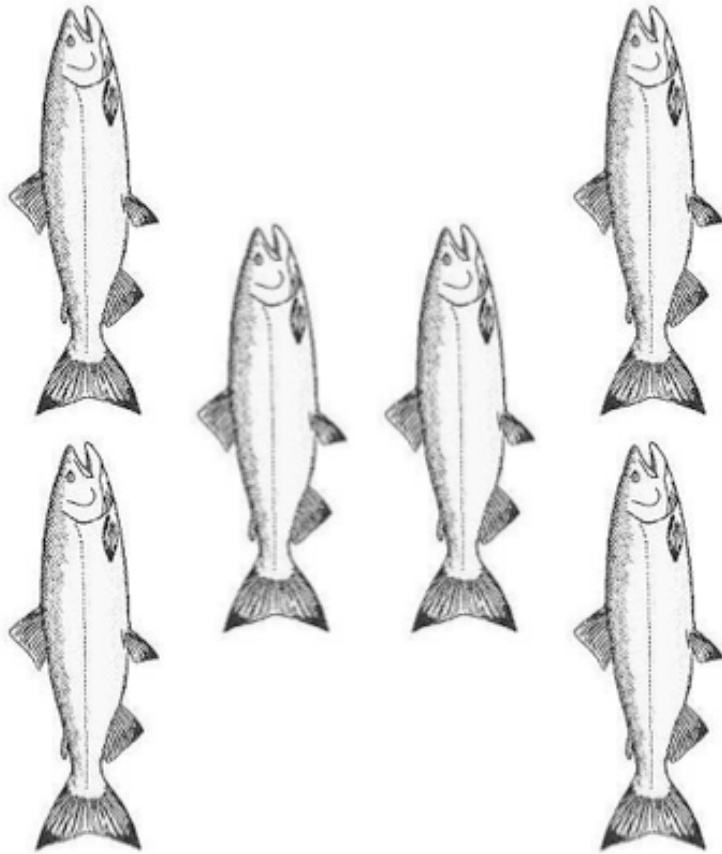


\_\_\_\_\_ sockeye.  
*Daax'oon gaat.*



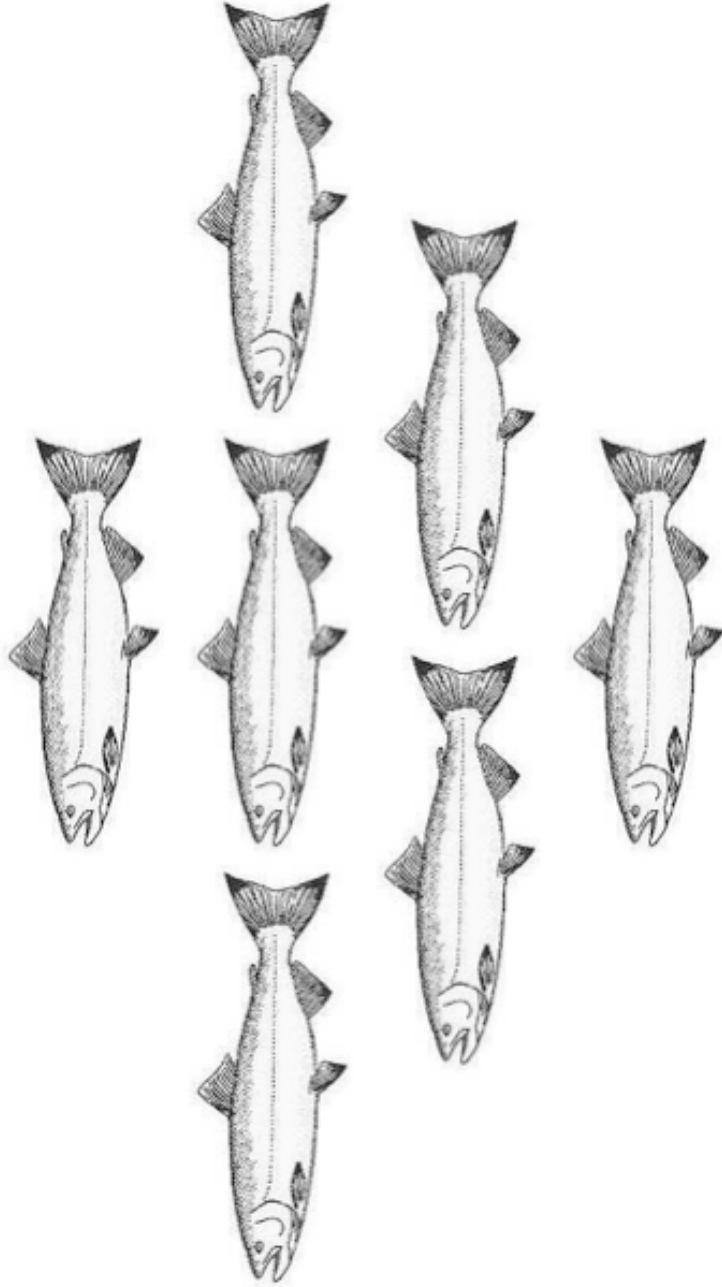


\_\_\_\_\_ sockeye.  
*Keijin gaat.*



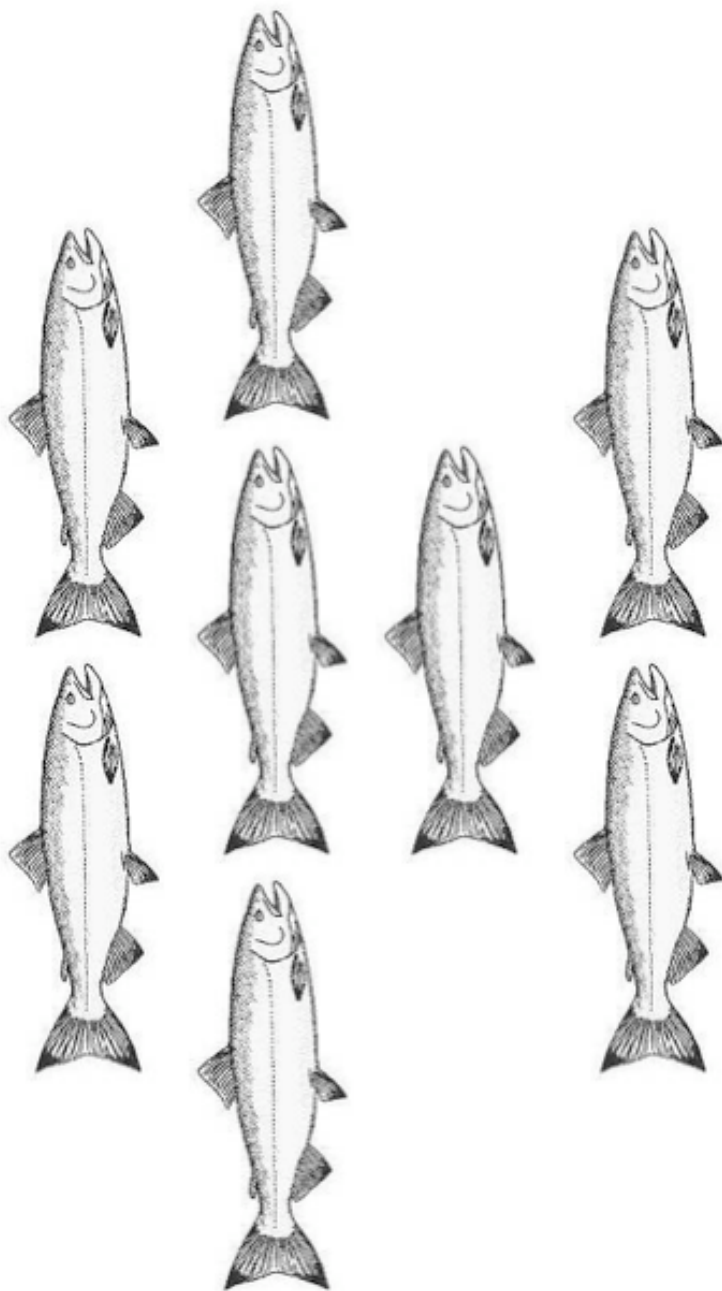
\_\_\_\_\_ sockeye.  
*Tleidooshú gaat.*





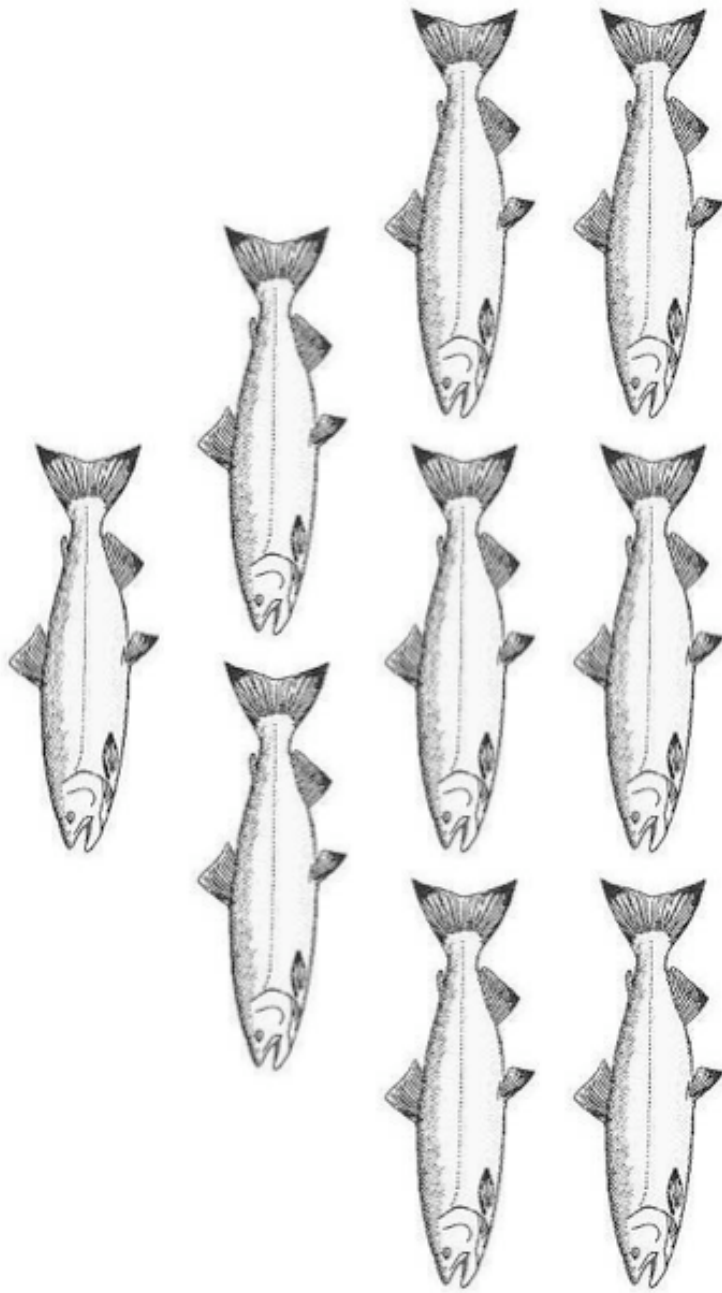
\_\_\_\_\_ sockeye.

*Daxadooshú gaat.*

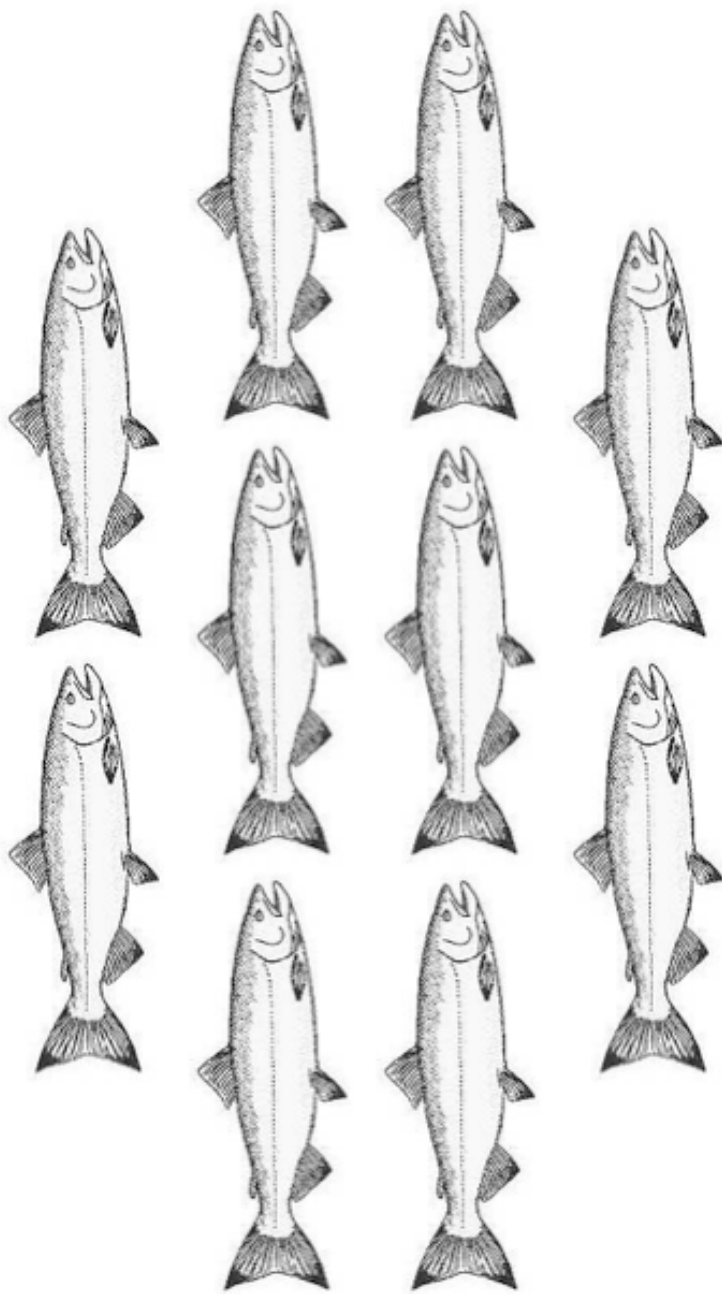


\_\_\_\_\_ sockeye.  
*Nas'gadooshú gaat.*





\_\_\_\_\_ sockeye.  
Gooshúk gaat.



\_\_\_\_\_ sockeye.  
*Jinkaak gaat.*





**Cháas'**  
Humpy/Pink Salmon



**Gaat**  
Sockeye/Red Salmon



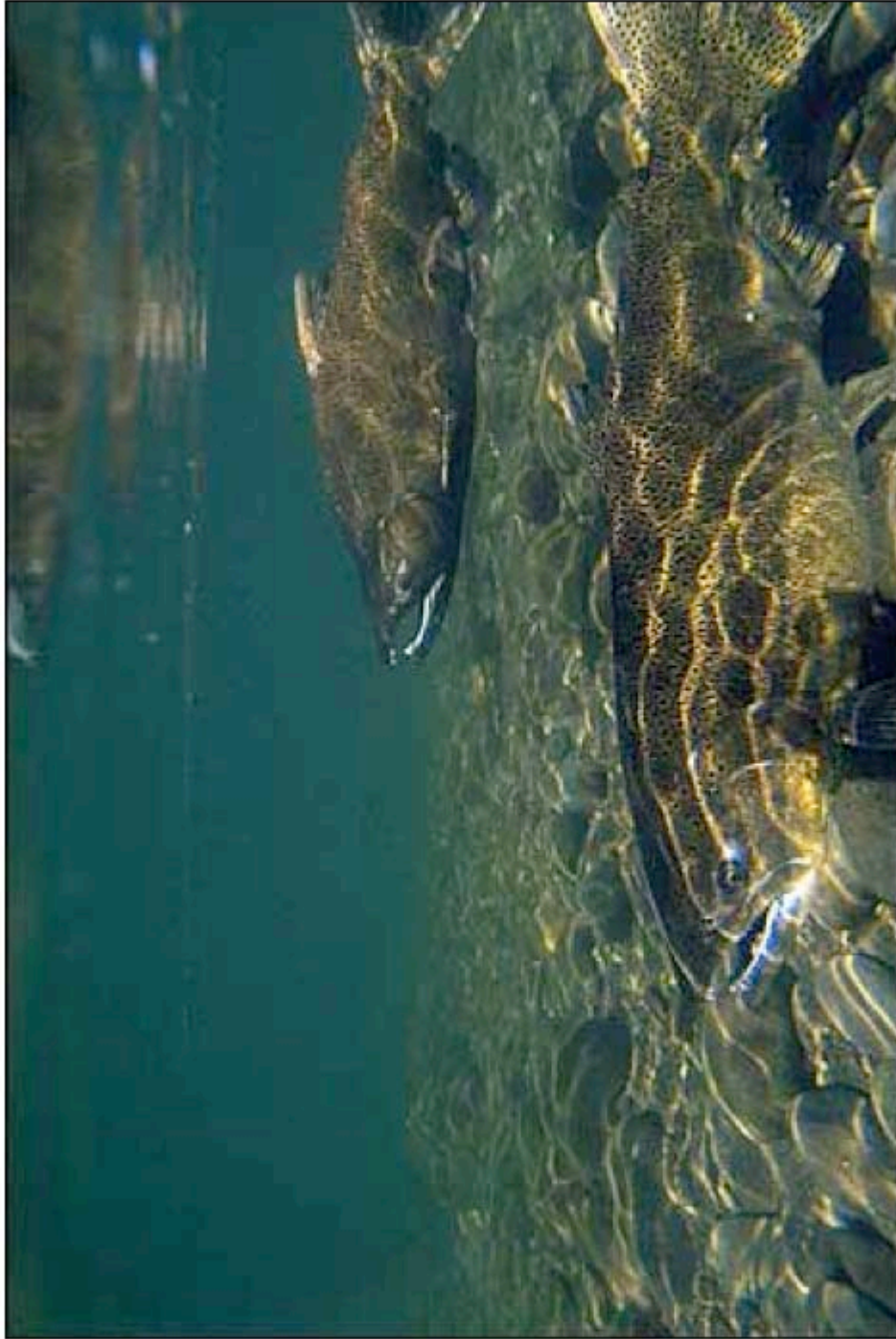
# L'ook

Coho/Silver

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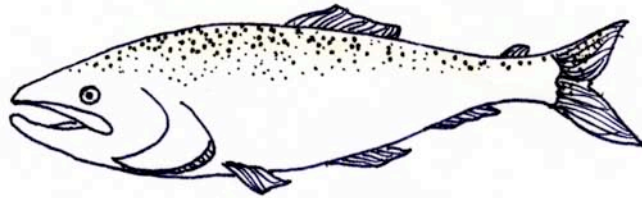




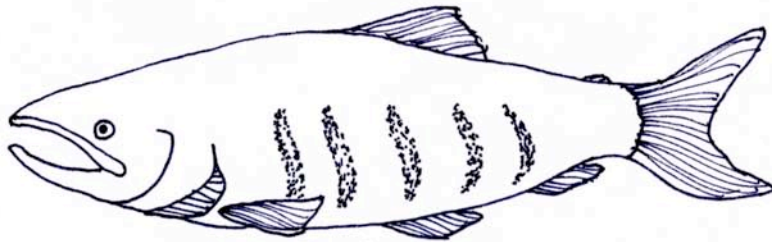
**T'á**  
King/Chinook Salmon



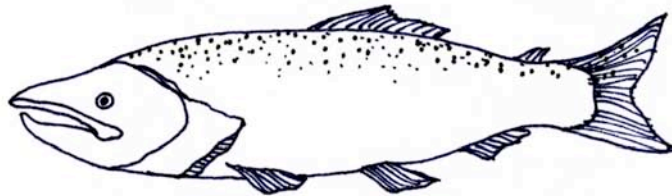
**Téel'**  
Chum/Dog Salmon



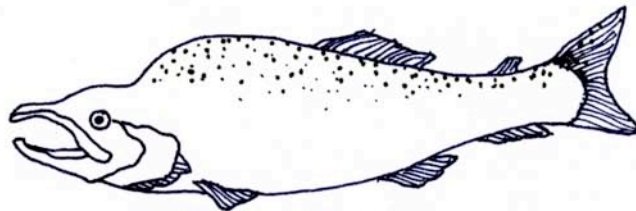
Coho



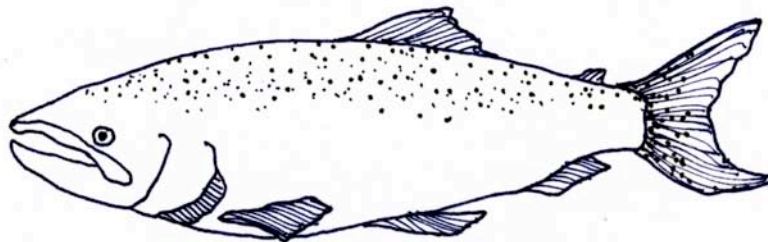
Dog Salmon



Sockeye



Humpback



Chinook (king)

Juneau School District, Indians Studies Curriculum, 1986

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### Daa sá iyatéen Shí

Sung to the tune BINGO

Adapted from Tlingit Language Intern Workshop July 2004

#### Verse 1

Aadéi yantoo.át.  
Daa sá iyatéen?  
Daa sá iyatéen? (3x)  
Wé **t'á** xaatéen.

We are walking along.  
What do you see?  
What do you see?  
I see a king salmon'

Hín taakx' yéi yatée.  
Wé **t'á** xaatéen.  
Hín taakx' yéi yatée. (3x)  
Wé **t'á** xaatéen.

It's in the water.  
I see a king salmon.  
It's in the water.  
I see a king salmon.



#### Verse 2

Aadéi yantoo.át.  
Daa sá iyatéen?  
Daa sá iyatéen? (3x)  
Wé **gaat** xaatéen.

We are walking along.  
What do you see?  
What do you see?  
I see a sockeye salmon.

Hín taakx' yéi yatée.  
Wé **gaat** xaatéen.  
Hín taakx' yéi yatée. (3x)  
Wé **gaat** xaatéen.

It's in the water.  
I see a sockeye salmon.  
It's in the water.  
I see a sockeye salmon.



#### Verse 3

Aadéi yantoo.át.

We are walking along.

*Daa sá iyatéen?*  
*Daa sá iyatéen? (3x)*  
*Wé **cháas'** xaatéen.*

*Hín taakx' yéi yatée.*  
*Wé **cháas'** xaatéen.*  
*Hín taakx' yéi yatée. (3x)*  
*Wé **cháas'** xaatéen.*

What do you see?  
What do you see?  
I see a humpy/pink salmon

It's in the water.  
I see a humpy/pink salmon.  
It's in the water.  
I see a humpy/pink salmon.

#### **Verse 4**

*Aadéi yantoo.át.*  
*Daa sá iyatéen?*  
*Daa sá iyatéen? (3x)*  
*Wé **téel'** xaatéen.*

*Hín taakx' yéi yatée.*  
*Wé **téel'** xaatéen.*  
*Hín taakx' yéi yatée. (3x)*  
*Wé **téel'** xaatéen.*

We are walking along.  
What do you see?  
What do you see?  
I see a dog/chum salmon.

It's in the water.  
I see a dog/chum salmon.  
It's in the water.  
I see a dog/chum salmon.

#### **Verse 5**

*Aadéi yantoo.át.*  
*Daa sá iyatéen?*  
*Daa sá iyatéen? (3x)*  
*Wé **l'ook** xaatéen.*

We are walking along.  
What do you see?  
What do you see?  
I see a coho.

*Hín taakx' yéi yatée.  
Wé l'ook xaatéen.  
Hín taakx' yéi yatée. (3x)  
Wé l'ook xaatéen.*

It's in the water.  
I see a coho.  
It's in the water.  
I see a coho.





## Xáat Activity

Xáat – Salmon Unit  
Lesson 3 – Activity #4

1. Adáx kei xaash wé at yahaayí. Cut out the picture.
2. Wé x'ux' a kaax' kalas'eix'w wé k'aas'. Tape the stick to the paper.
3. I saayí kaax kashaxit wé xáat. Write your name on the salmon



**T'á** – Chinook/King  
Arrive April/May - June up river



**Gaat** – Sockeye  
Arrive Midsummer



**L'ook** – Coho  
Arrive Fall

**Xáat daa sheeyí**  
**Samon song**  
Sung to the tune BINGO

### First Verse

Aadéi yantoo.át. – We are walking along

Daa sá iyatéen? – What can you see?

Daa sá iyatéen? (3x's) – What can you see?

Wé    xaatéen. – I see   .

### Second Verse

Hín taakx' yéi yatée. – It's in the water.

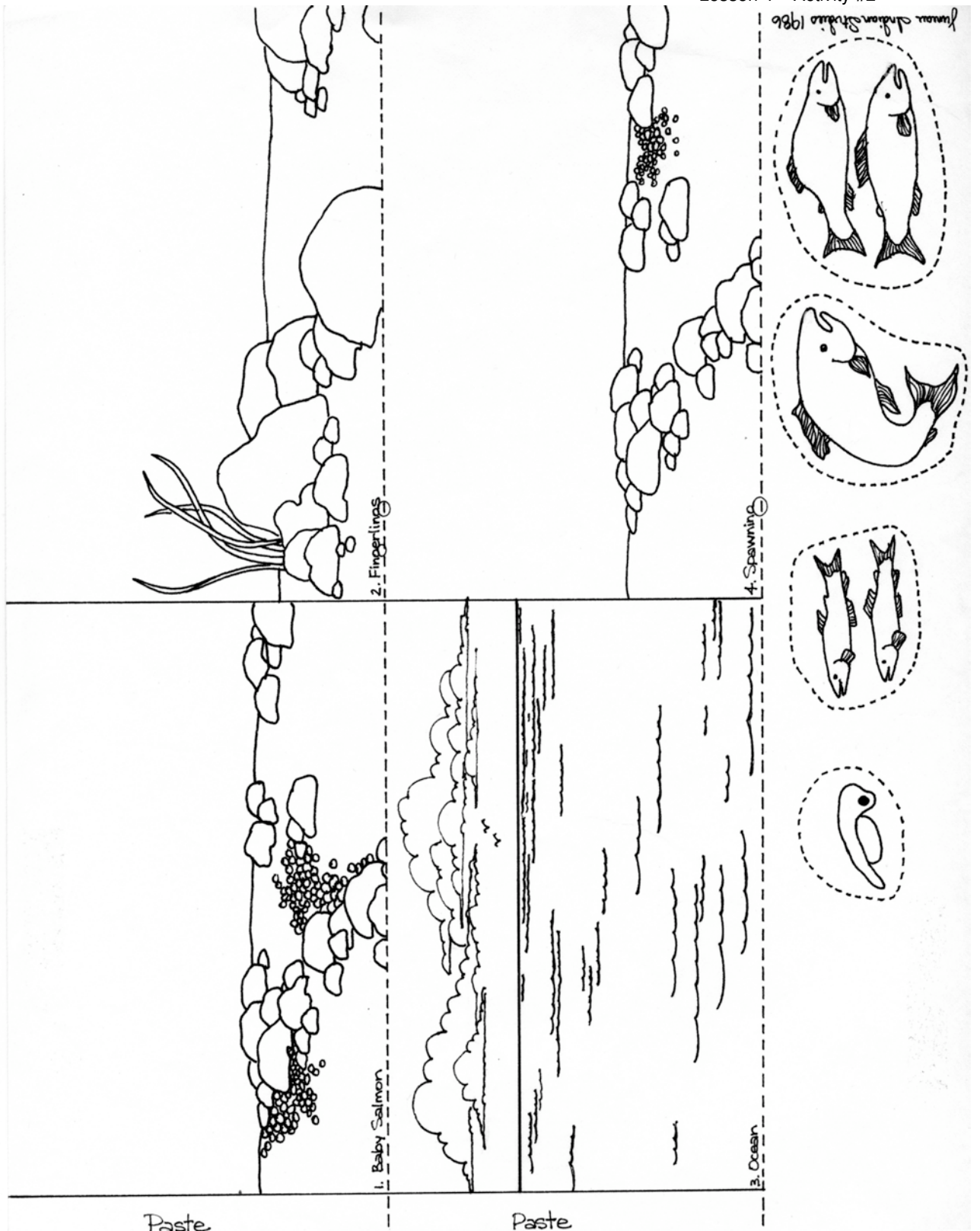
Wé    xaatéen. – I see   .

Hín taakx' yéi yatée. (3x's) – It's in the water.

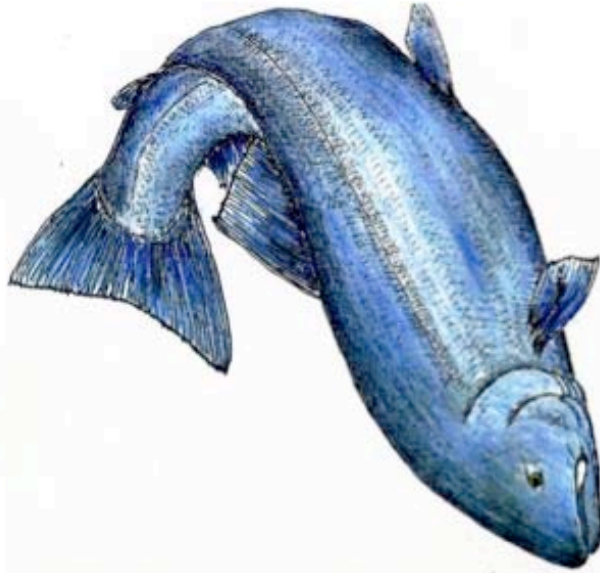
Wé    xaatéen. – I see   .

**Cháas'** – Humpy/Pink  
Arrive Midsummer

Xáat – Salmon Unit  
Lesson 4 – Activity #2

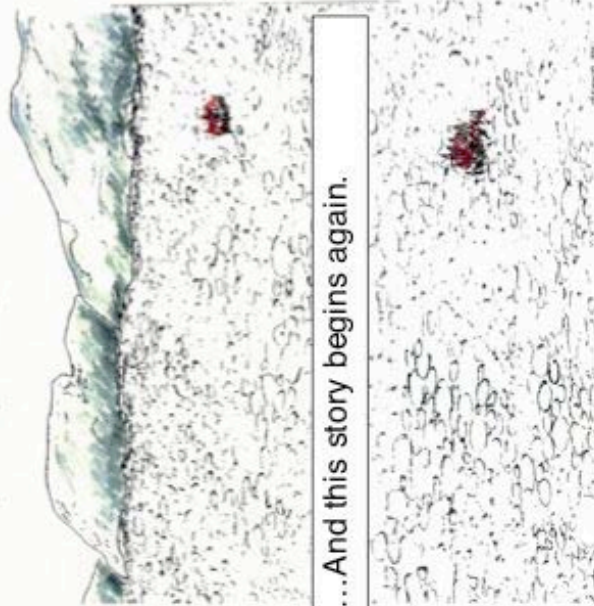


Juneau School District, Indian Studies Program 1986



**Xáat Kusteeyi**  
Salmon Life Cycle

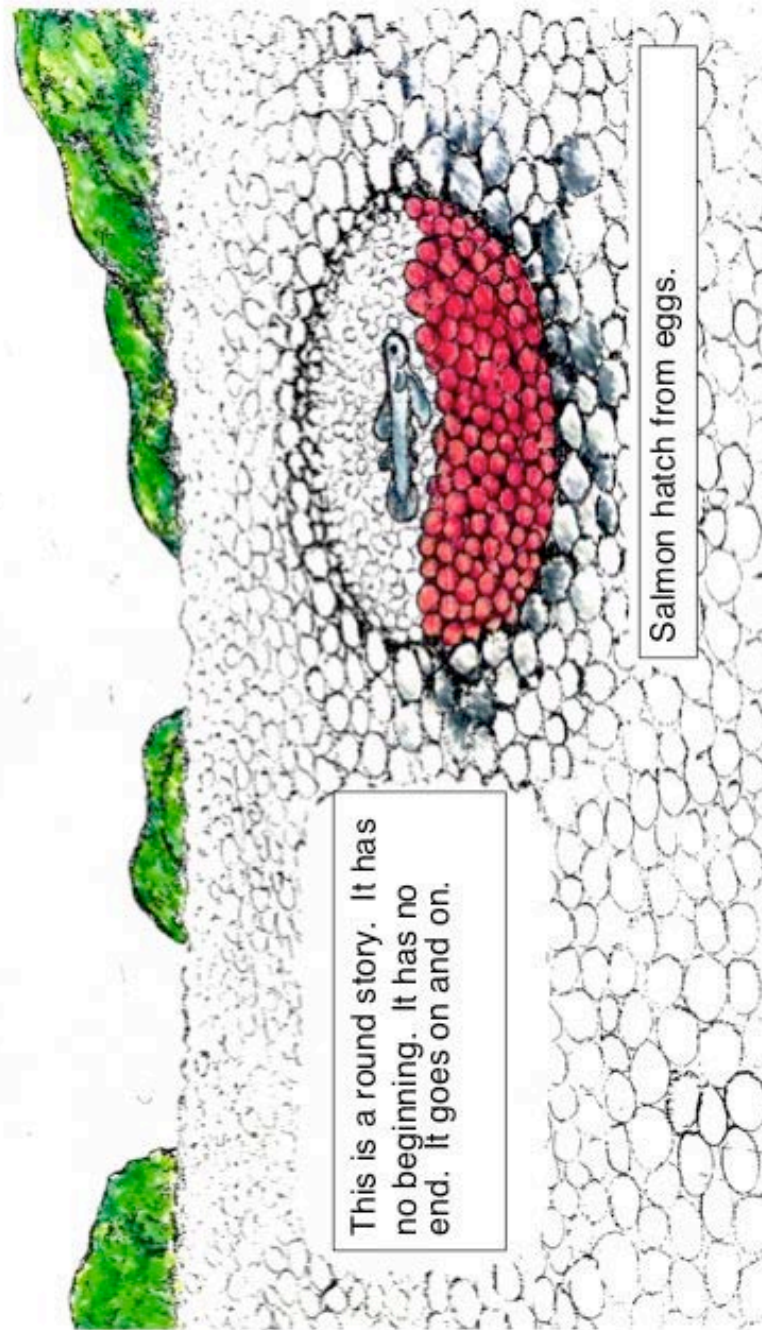
The adult salmon drift away and die.  
The eggs hatch....



...And this story begins again.

**Fold in Half and Glue to Page 2**





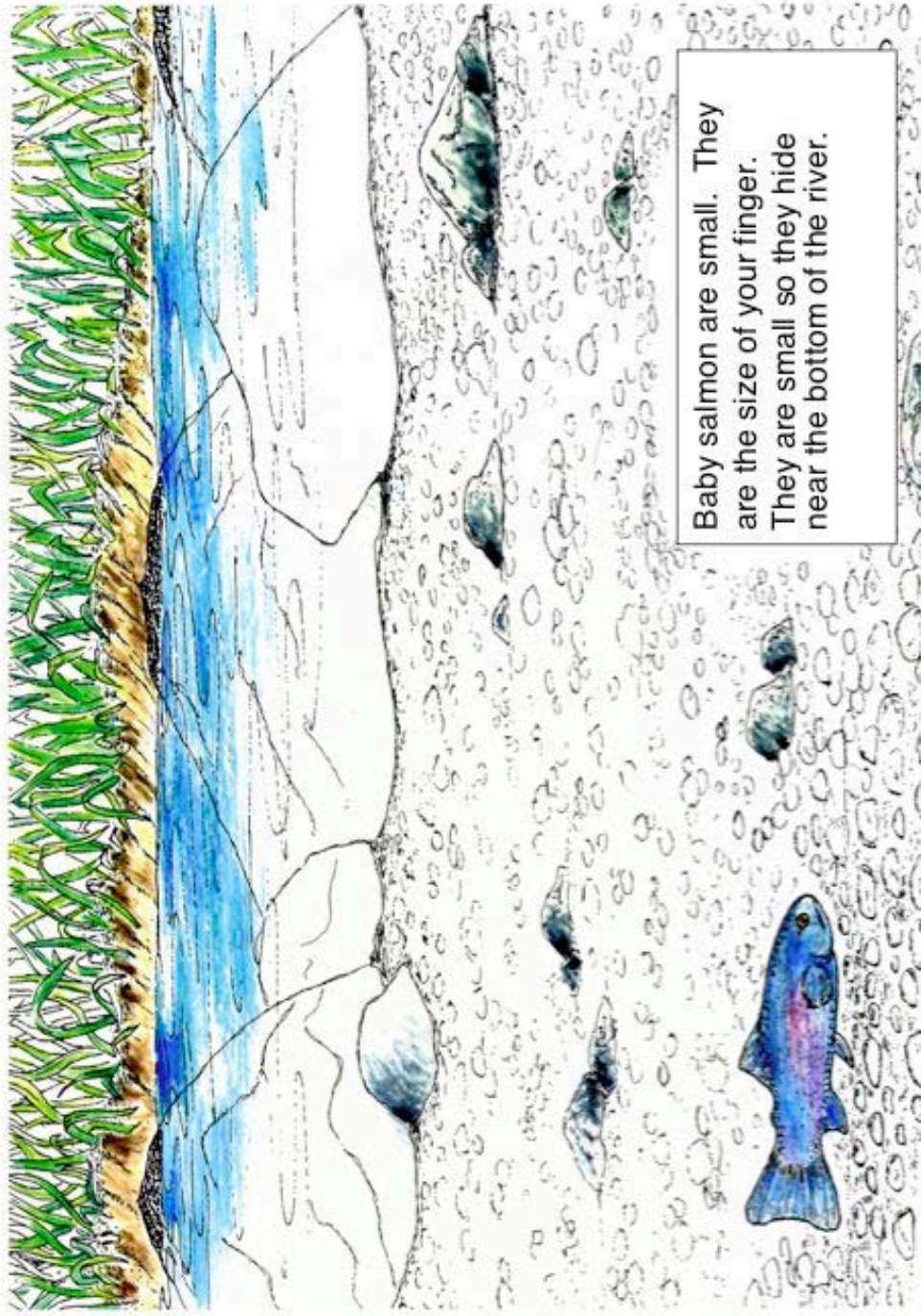
This is a round story. It has no beginning. It has no end. It goes on and on.

Salmon hatch from eggs.

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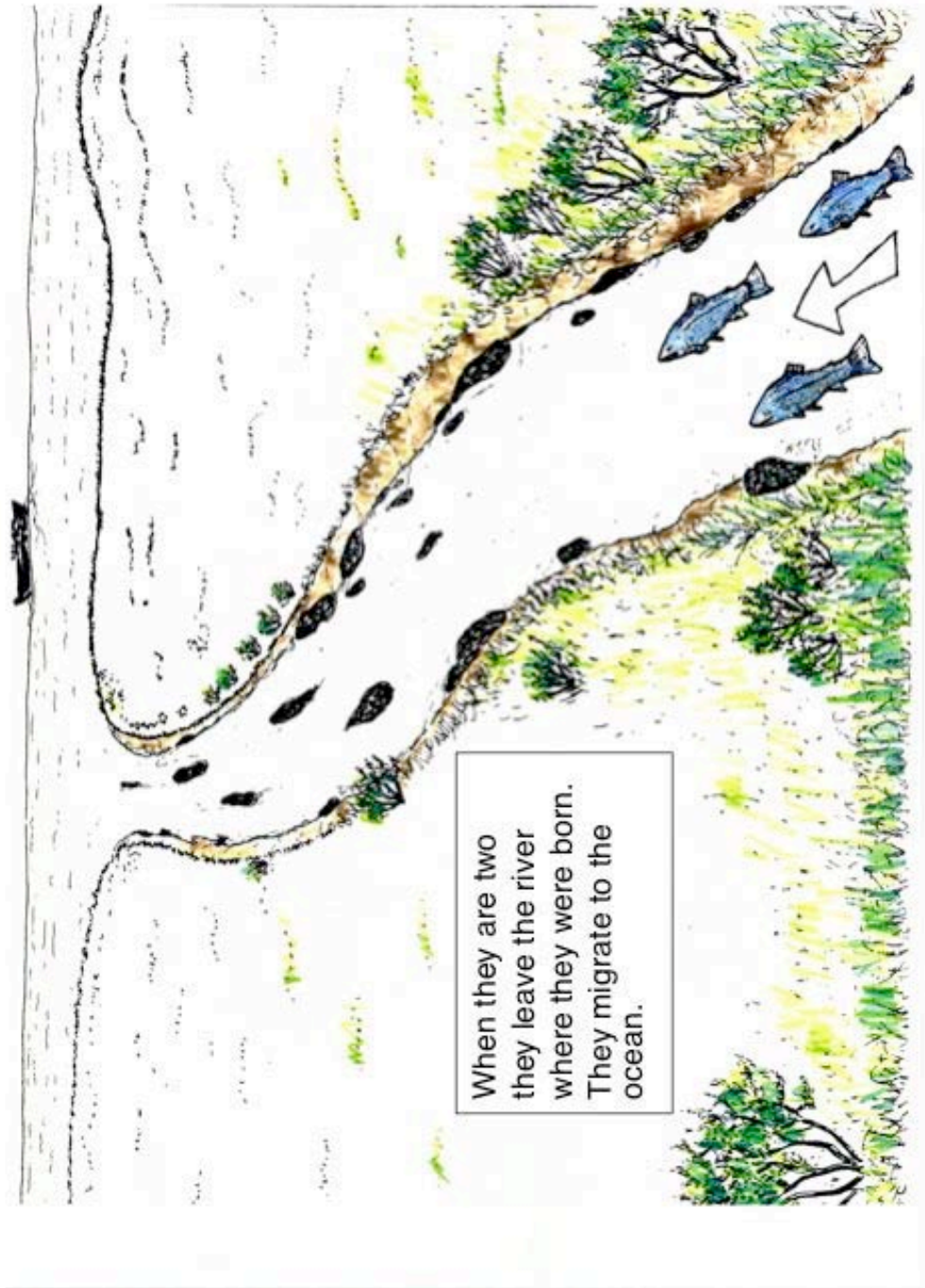
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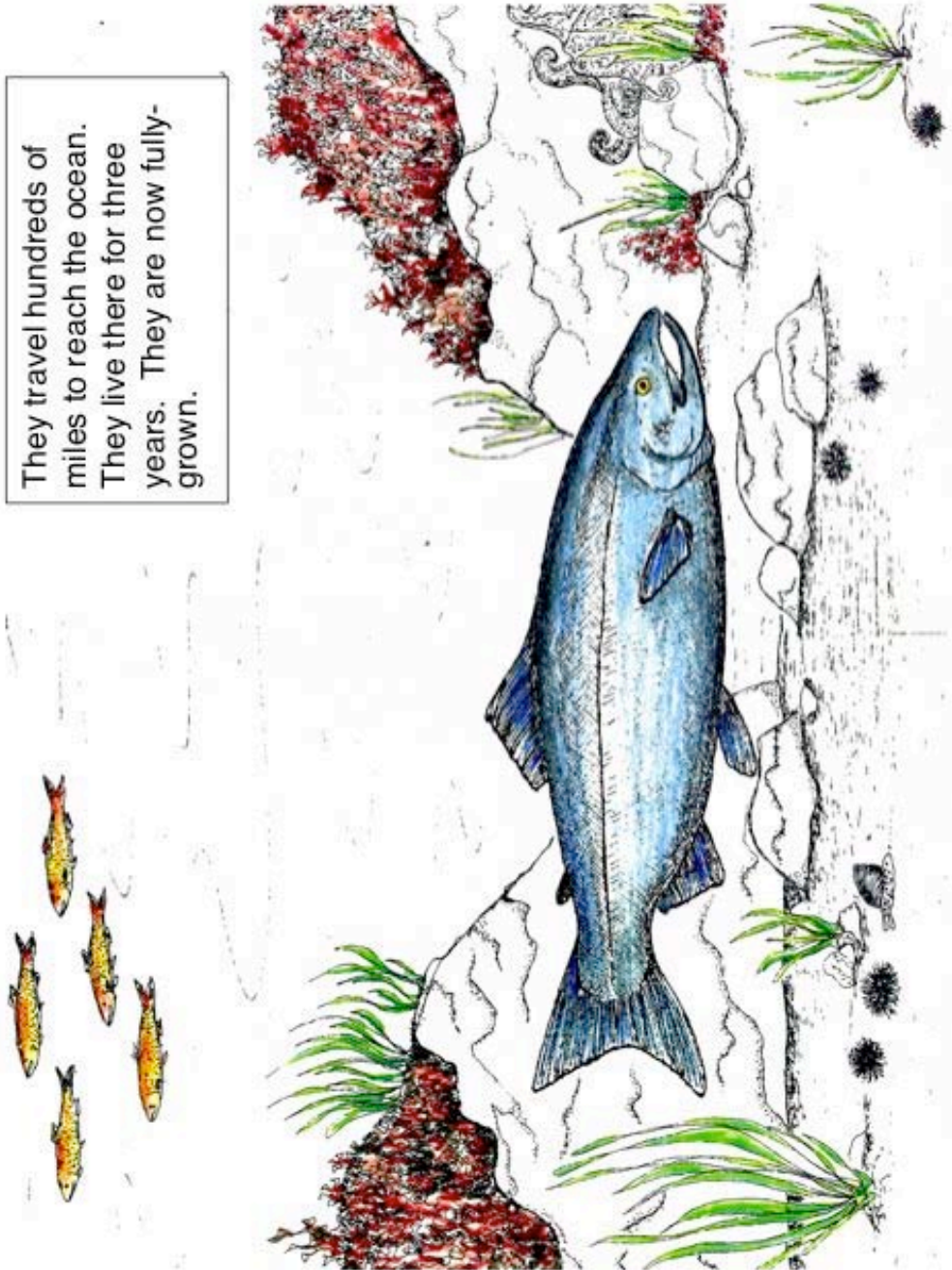


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They travel hundreds of miles to reach the ocean. They live there for three years. They are now fully-grown.



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They spend many weeks traveling up the river. They arrive at their home scarred, tired and a different color.

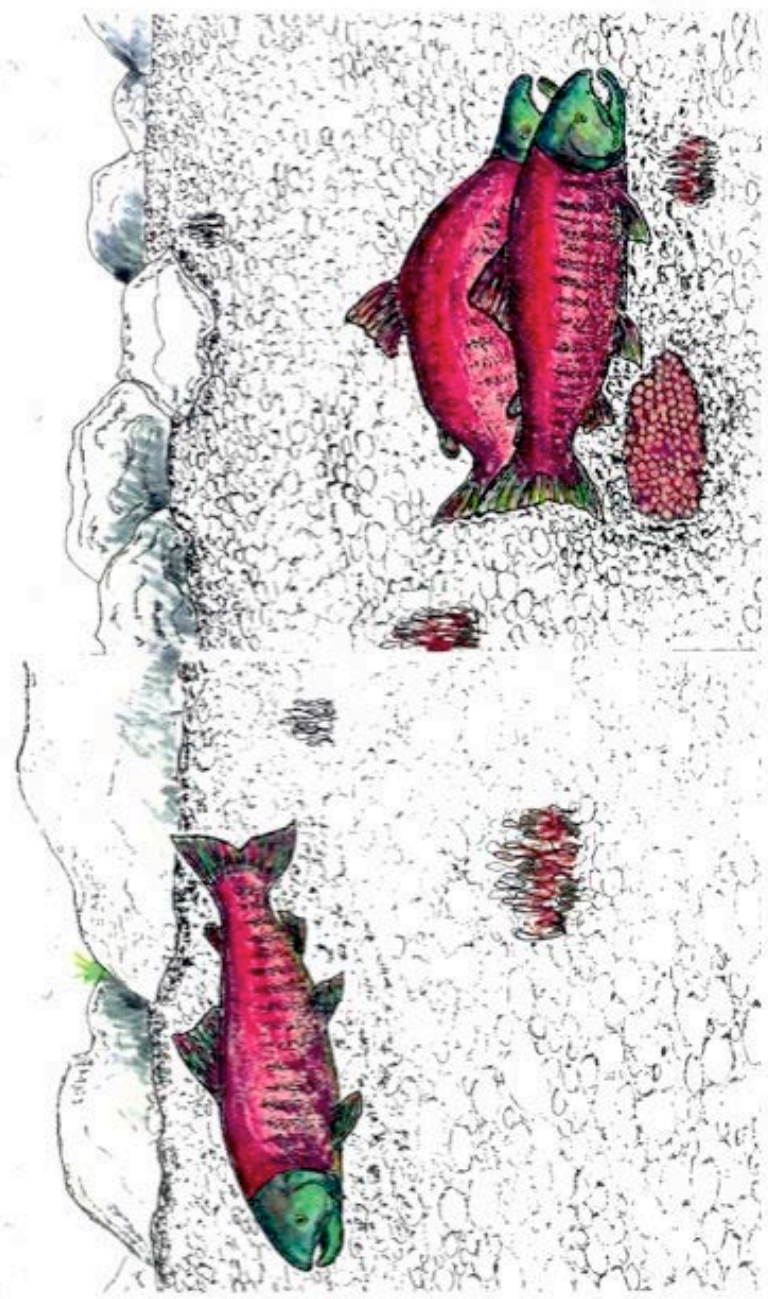


**Fold in Half and Glue to Page 8**

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The salmon compete for a mate.

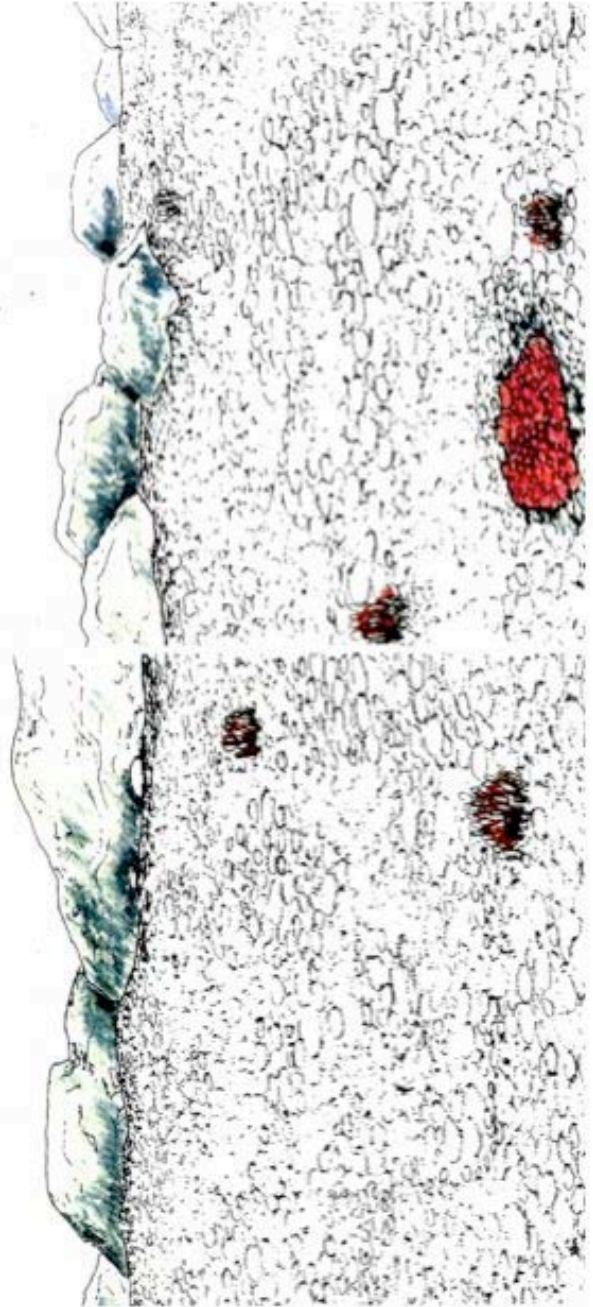


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The female uses her tail to make a nest in the gravel and lays her eggs.

The male fertilizes the eggs and covers them with pebbles.

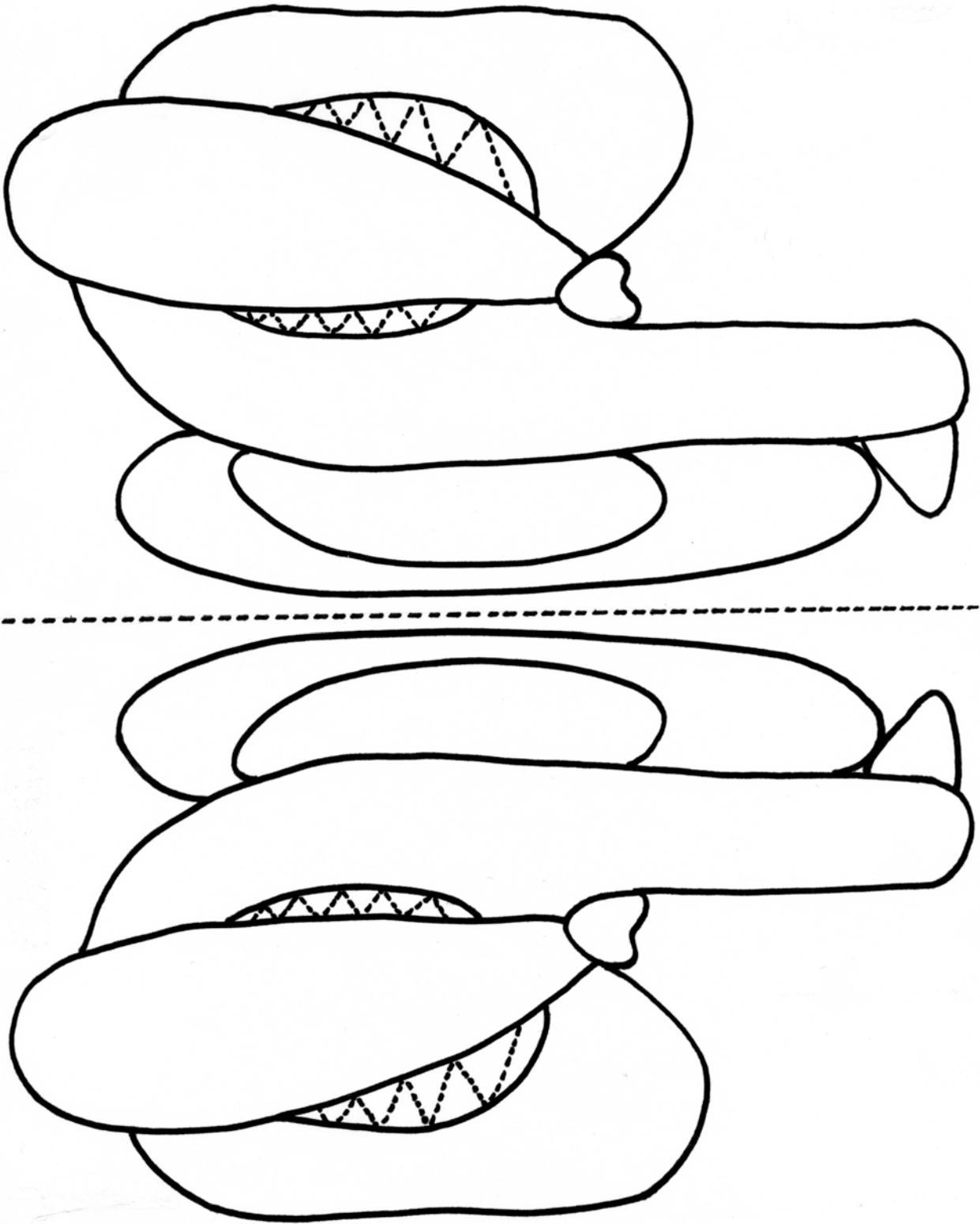


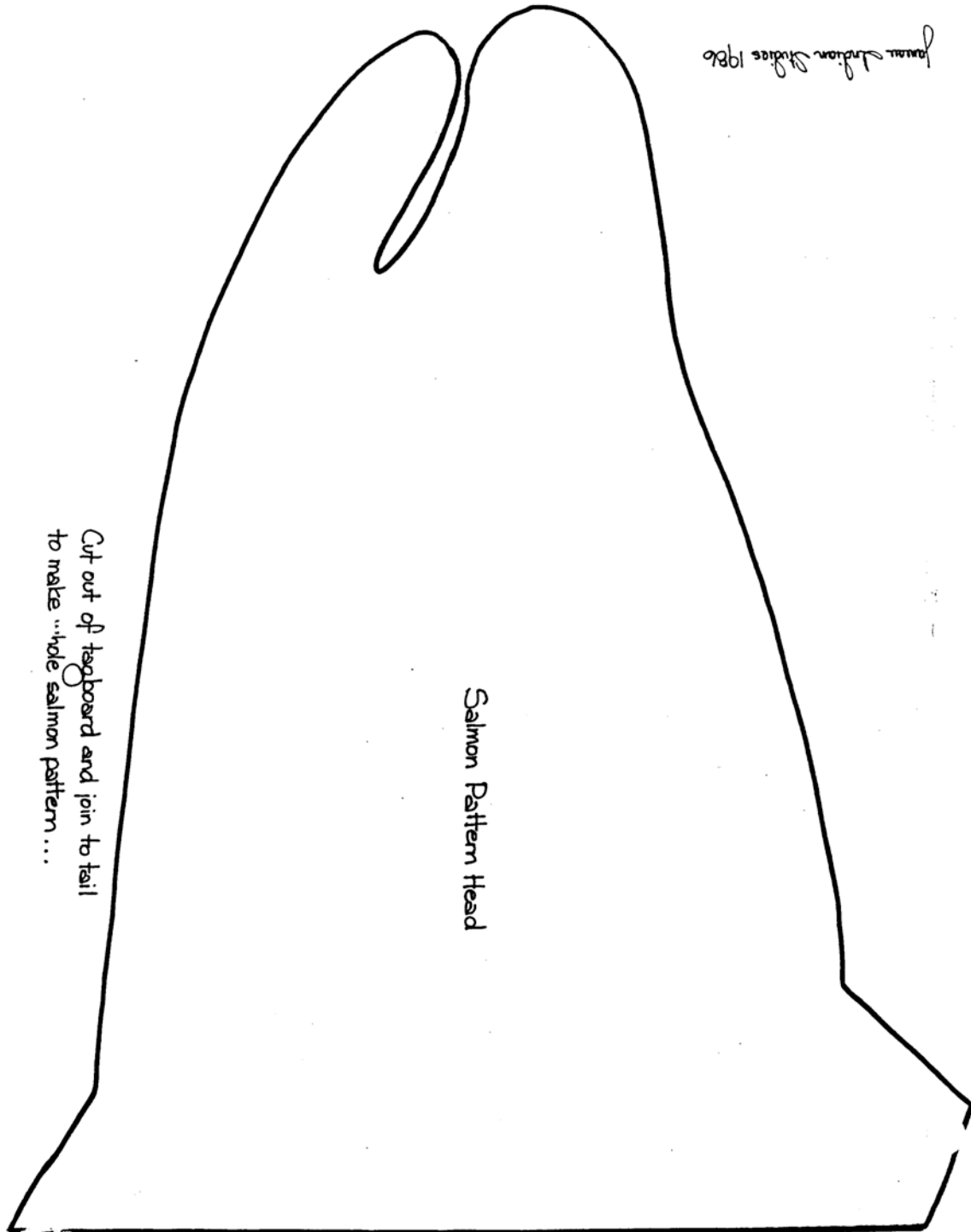
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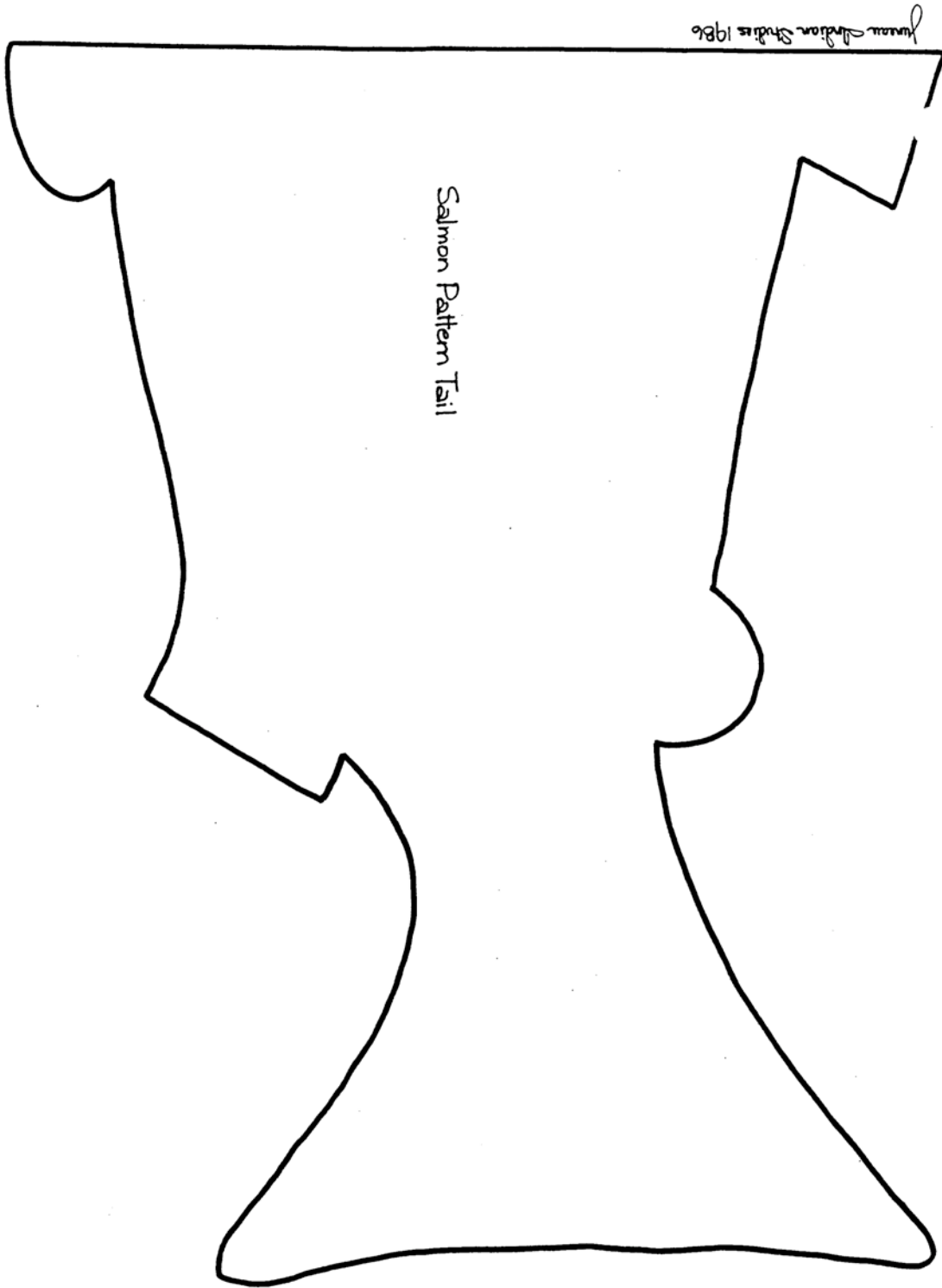


waagi	eyes
x'éi	mouth
xéixú	gills
koowu	tail
a díx t'aawú	dorsal fin
a t'aawú	pectoral fin
a daa s'aagj	pelvic fin













Anchorage Museum of History & Art. Library & Archives.



**Alaska State Library - Historical Collections**

ASL-P427-43



Alaska State Library - Historical Collections  
ASL-Sitka-Indians-31





Archives, University of Alaska, Fairbanks  
UAF-2003-183-2



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## Let's Make a Fish Trap

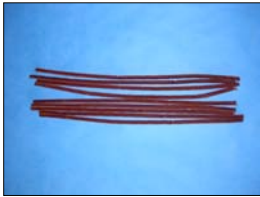


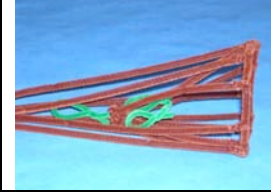
### Materials Needed

9 - brown chenille stems per student

1 - silver or other salmon colored chenille stems

Scissors





Cut silver chenille stem in thirds. Form into the shape of a salmon to put inside your trap.

Alaska State Museum  
Juneau, Alaska

# The Tlingit Way: How to Treat Salmon

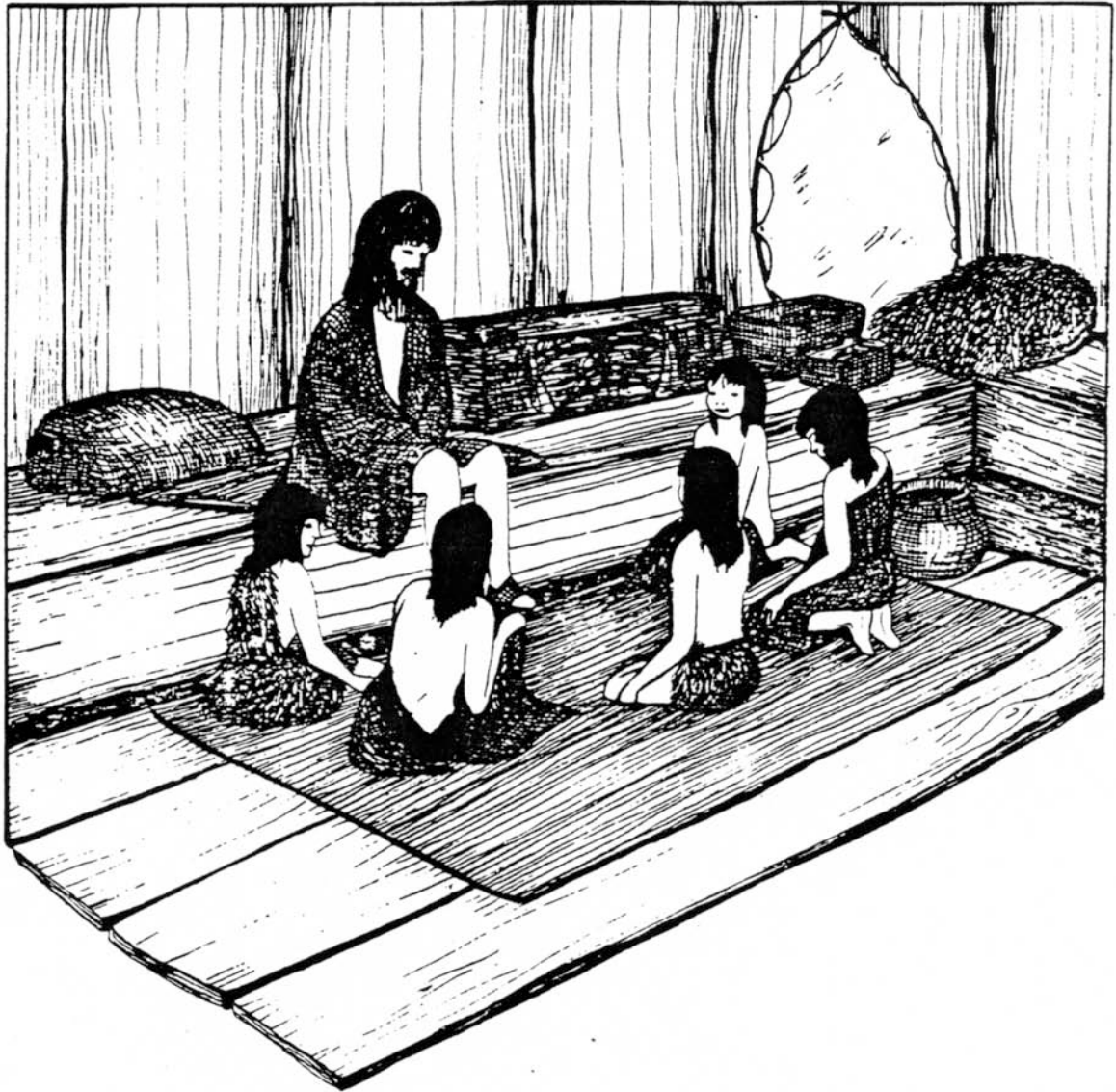


Name \_\_\_\_\_

Date \_\_\_\_\_

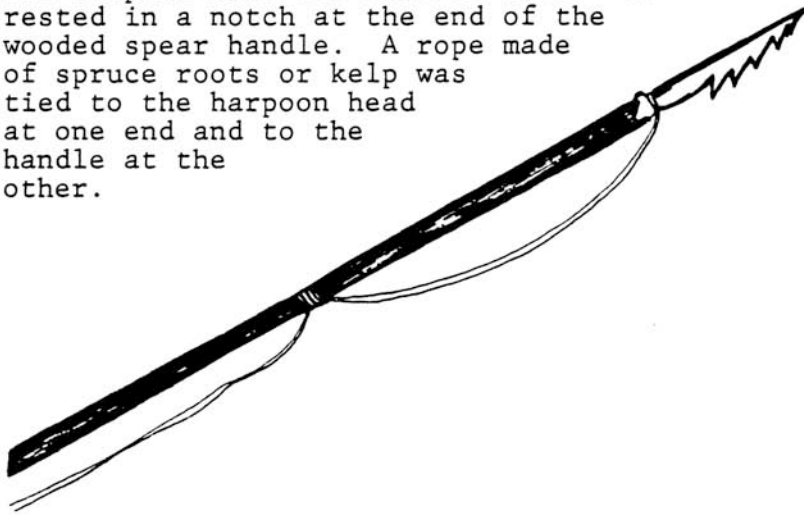
Alaska Bilingual Education Center, 3-75-500  
Juneau School District, Indian Studies Program Curriculum, 1986





This story tells some of the special ways the Tlingits treated salmon, and some of the ways they knew to avoid insulting the salmon. These were things that all children had to learn when they were growing up. The children learned by watching and listening to their parents and uncles and aunts and grandparents, and they remembered everything that these relatives told them. They had to--it was a matter of life and death! Then, when the children grew up, they passed on all these rules, and many more, to their own children.

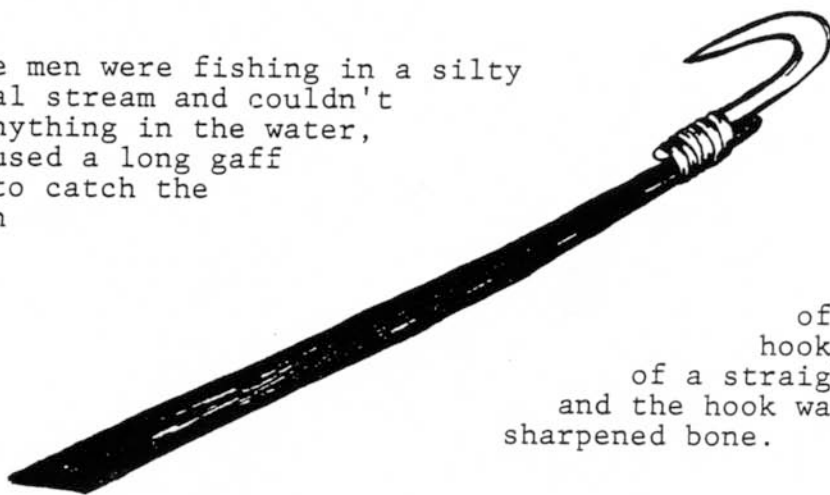
The harpoon head was made of bone. It rested in a notch at the end of the wooded spear handle. A rope made of spruce roots or kelp was tied to the harpoon head at one end and to the handle at the other.



When a salmon was harpooned, the fisherman held on to the rope. The harpoon head came loose from the handle, and stuck in the salmon. The fisherman let the salmon swim around on the end of the rope, and when it became tired, the man pulled the fish to shore.



If the men were fishing in a silty  
glacial stream and couldn't  
see anything in the water,  
they used a long gaff  
hook to catch the  
salmon

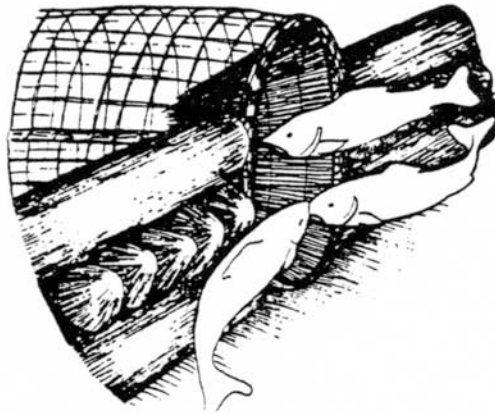


The  
handle  
of the gaff  
hook was made  
of a straight stick,  
and the hook was made of  
sharpened bone.

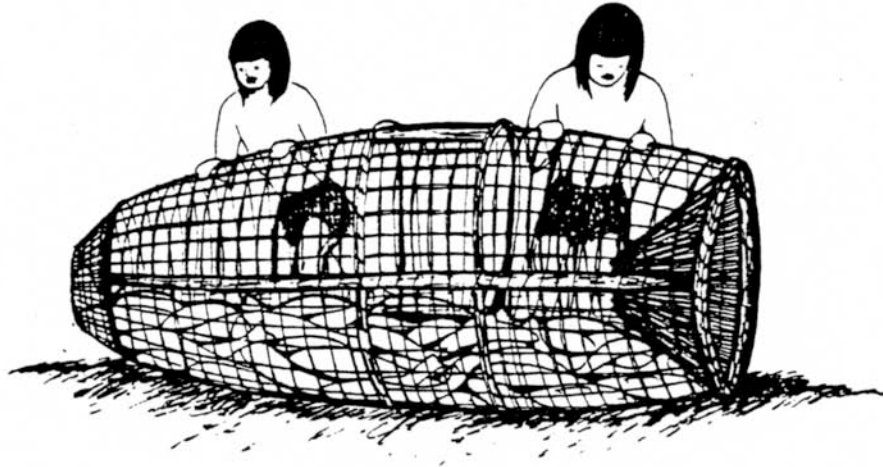




The men built the trap. Then they placed it across the stream with the opening facing downstream.



As the salmon swam upstream to their spawning grounds, they were guided to the opening of the trap. They swam into it, but could not find their way out.



When the trap was full, it was hauled out of the water and the salmon were taken to the women to clean.

After a man caught a salmon, he sang to it, explaining why he had killed it. The song might say something like this:

"Why did I kill that fish?  
I need it to eat.  
My family at home is hungry--  
I didn't kill it for nothing.  
Forgive me."

## Preparing Salmon

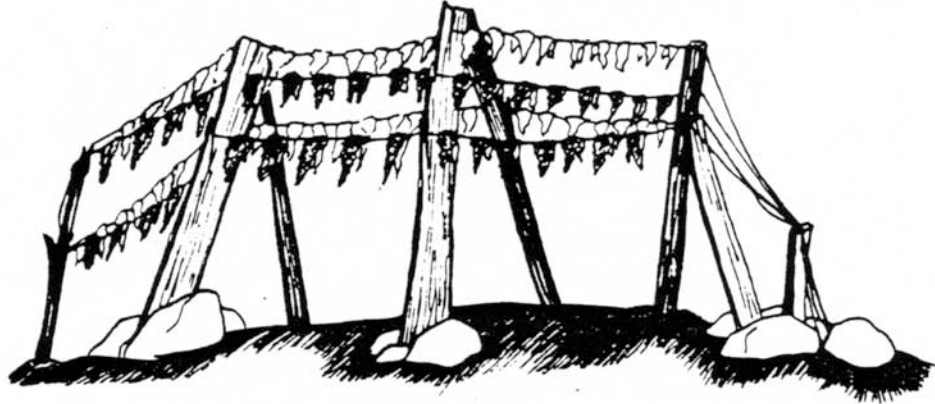
The women liked to be together when they were cleaning and smoking salmon. They stayed close to the campsite, and talked and laughed as they worked. They had to work quickly to clean the fish before they spoiled. The children helped them--some helped to clean fish, others helped by babysitting for their younger brothers and sisters.

Each woman had a large cutting board made of cedar or spruce wood for cleaning the fish. She put this on the ground, and put the fish she was going to clean on the board with its head pointed upstream. The fish's head always had to point upstream, for at the head of the stream it would spawn, and its soul would be born again in the body of another fish. The woman herself sat on the ground facing downstream, with her side, not her face, towards the water.

To clean the fish, the woman would cut off its head and make a cut down the fish's belly to clean the guts out. Then she cut the fish almost in two along the backbone and pulled the backbone and ribs out. She cut slits in a special pattern in the meat. Each woman cut her own special design in the fish for her family. That way, she could tell which fish were hers after they were dried along with everyone else's salmon in the big smokehouse.

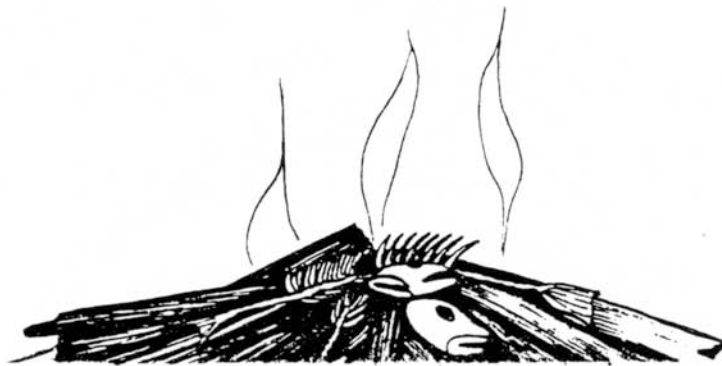


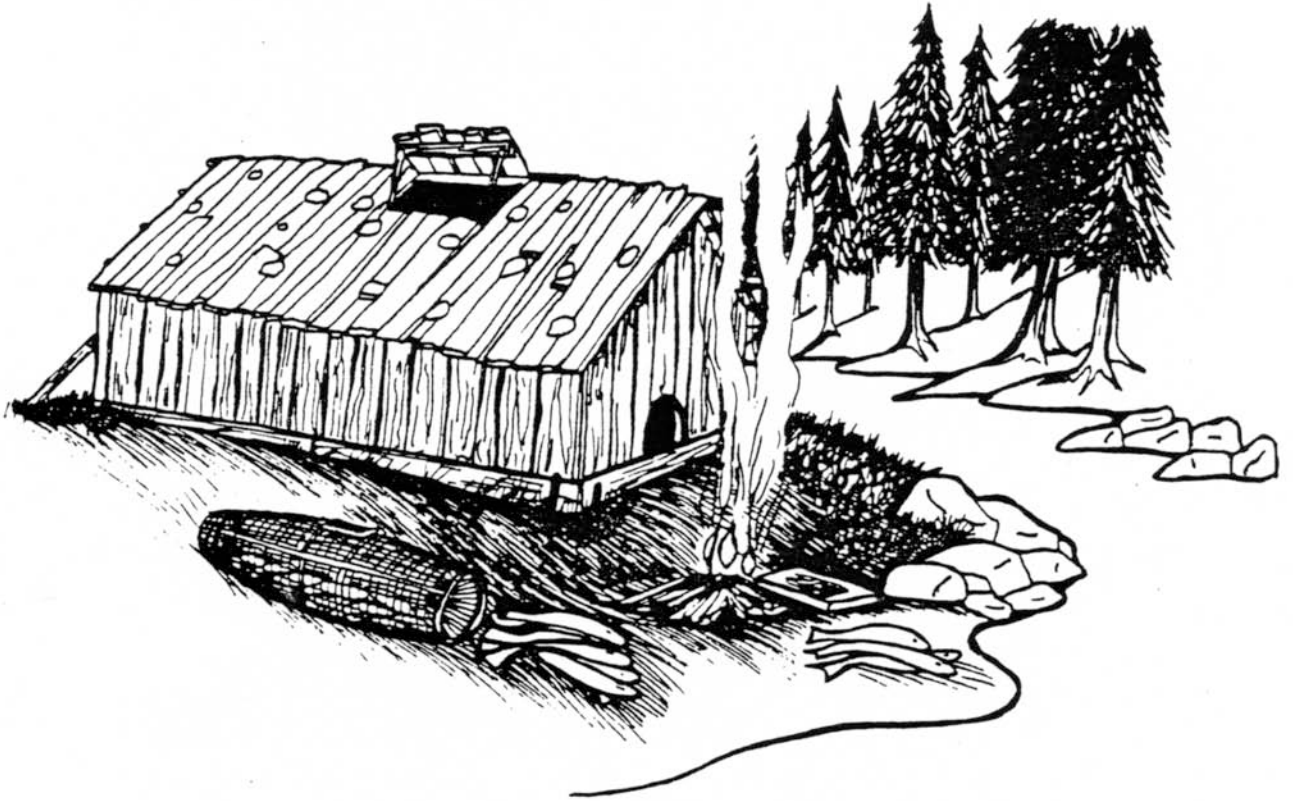




She saved the fish eggs to dry or smoke.

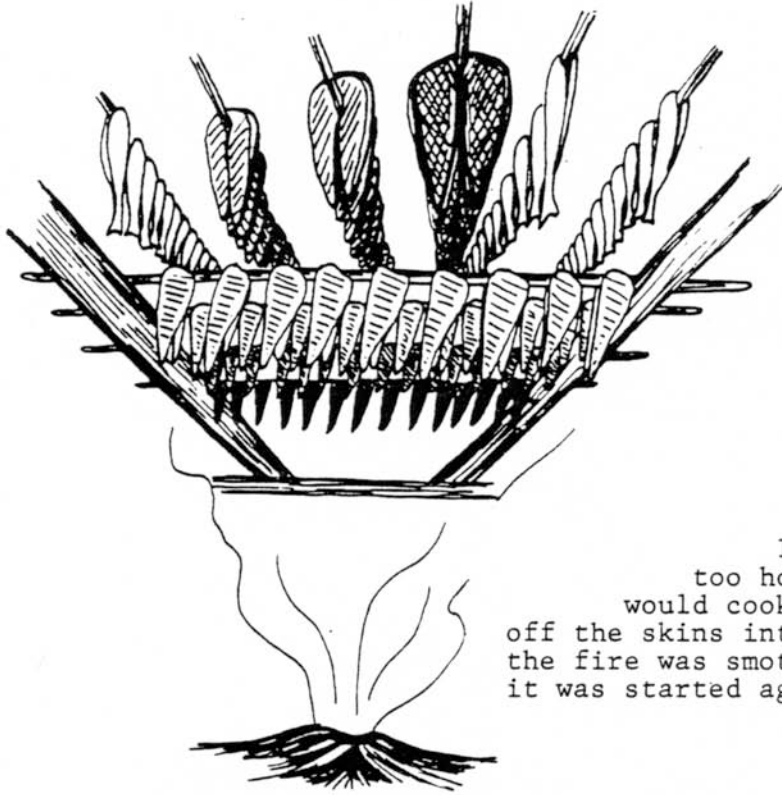
The women were very careful to take care of the bones, head and guts of the salmon. In some parts of Lingít Aanée, the women burned all of the left-over parts of the salmon after they cleaned it. In other areas, they threw them into the stream. This was one of the things which the salmon demanded of human beings. Otherwise, the fish would not be reborn and the people would starve.





There was usually one big smokehouse at summer fish camp. Sometimes people lived in the smokehouse, and other times they lived in tents or small huts and only used the smokehouse for drying fish.

The door of the smokehouse faced the river or stream. Sticks to hold the drying salmon hung across the house, in the same direction as the river. When a woman put her salmon on these sticks, she made sure that the front end of the salmon was heading upstream.



The fire for smoking the fish was made of alder wood and cotton wood. It was not allowed to get too hot, because then the fish would cook and the meat would fall off the skins into the fire. Every night the fire was smothered, and every morning it was started again.

The women had to pay close attention to the salmon they were smoking. The fish had to be moved around so they would not spoil, and had to be checked to see if they were drying evenly all the way through.

After about a week the smoking would be finished, and the women would take their fish down from the sticks.

They stacked the dried fish together, packed them all between two boards, and put them in a wooden box. The fish were stored in the box until later in the year when the family was ready to eat them.





## Smoking Salmon





The contents of this curriculum were developed under the Tlingit Language Immersion Program (2004) and Building on Excellence (2005) grants from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Dept. of Education and you should not assume endorsement by the Federal Government



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# Xáat - Salmon unit

## Tlingit components

### Lesson 1

#### Vocabulary

1.	Salmon boy's true name	<i>Aak'w taatseen</i>
2.	Salmon boy's new name	<i>Shanyaak'utlaax</i>
3.	A Tlingit raven clan	<i>Kiks.ádi</i>
4.	A Tlingit story teller	<i>Deikeenáakw</i>
5.	A Kiks.ádi summer village near Sitka	<i>Daxéit</i>
6.	salmon	<i>xáat</i>
7.	seagull	<i>kéidladi</i>
8.	snare	<i>dáas'aa</i>
9.	salmon people	<i>xáat kwáani</i>
10.	respect	<i>át yaa awunéi</i>

### Lesson 2

#### Vocabulary

11.	tree	<i>aas</i>
12.	sand, gravel	<i>l'éiw</i>
13.	rock	<i>té</i>
14.	river	<i>nadaayí héen</i>

#### Phrases

15.	Where do salmon live?	<i>Goox' sáwé kuna.eich wé xáat?</i>
16.	Salmon live in the river and the ocean. <i>kuna.eich wé xáat.</i>	<i>Nadaayí héen yikt' ka eil' tlein ka</i>
17.	What is in a salmon's home?	<i>Daa sá a yei yatee wé xáat neitleex'?</i>
18.	There are trees.	<i>Wéidu aas.</i>
19.	There is sand, gravel.	<i>Wéidu l'éiw.</i>
20.	There are rocks.	<i>Wéidu té.</i>
21.	There is water.	<i>Wéidu héen.</i>
22.	Let's count sockeye.	<i>Gaat át naxtoostóow.</i>
23.	One sockeye.	<i>Tleix' gaat.</i>
24.	Two sockeye.	<i>Déix gaat.</i>
25.	Three sockeye.	<i>Nás'k gaat.</i>
26.	Four sockeye.	<i>Daax'oon gaat.</i>
27.	Five sockeye.	<i>Keijín gaat.</i>
28.	Six sockeye.	<i>Tleidooshú gaat.</i>
29.	Seven sockeye.	<i>Daxadooshú gaat.</i>
30.	Eight sockeye.	<i>Nas'gadooshú gaat.</i>
31.	Nine sockeye.	<i>Gooshúk gaat.</i>
32.	Ten sockeye.	<i>Jinkaak gaat.</i>

## Lesson 3

### Vocabulary

33. king salmon	<i>t'á</i>
34. sockeye salmon	<i>gaat</i>
35. coho salmon	<i>l'ook</i>
36. dog salmon	<i>t'éel'</i>
37. humpy salmon	<i>cháas'</i>

### Phrases

38. What do you see?	<i>Daa sá iyatéen?</i>
39. I see a salmon.	<i>(Xáat) xaatéen.</i>
40. I see a king salmon.	<i>(T'á) xaatéen.</i>
41. I see a sockeye salmon.	<i>(Gaat) xaatéen.</i>
42. I see a coho salmon.	<i>(L'ook) xaatéen.</i>
43. I see a dog salmon.	<i>(Téel') xaatéen.</i>
44. I see a humpy salmon.	<i>(Cháas') xaatéen.</i>
45. Cut out the picture.	<i>Adax kei xaash wé at yahaayí.</i>
46. Tape the stick to the paper.	<i>Wé x'úx' kaax'kalas'eix'w wé k'aas'.</i>
47. Write your name on the salmon.	<i>Wé xáat kaax kashaxít i saayí.</i>
48. Salmon Song	<i>Xáat daa sheeyí.</i>
We are walking along.	<i>Aadei yaa ntoo.aat</i>
What do you see?	<i>Daa sá iyatéen?</i>
	<i>Daa sá iyatéen?</i>
	<i>Daa sá iyatéen?</i>
	<i>Daa sá iyatéen?</i>
	<i>Daa sá iyatéen?</i>
I see a coho salmon	<i>Wé l'ook xaateen.</i>
It lives in the water.	<i>Heen taak yei yatee</i>
The big coho.	<i>We l'ook tléin.</i>
	<i>Heen taak yei yatee</i>
	<i>Heen taak yei yatee</i>
	<i>Heen taak yei yatee</i>
	<i>Wé l'ook tl'éin aa</i>

## Lesson 4

### Vocabulary

49. ocean	<i>éil' tléin</i>
50. river	<i>nadaayí héen</i>
51. redd/salmon nest	<i>xáat kúdi</i>
52. salmon eggs	<i>xáat kaháagu</i>
53. hatch	<i>a toonáx yoot uwa.át</i>
54. baby salmon	<i>xáat yátx'i</i>



## Phrases

55. Salmon life cycle *Xáat kusteeyí*  
56. The ocean is salmon habitat. *Xáat aaní áwé éil' tléin.*  
57. Salmon swim back to where they were hatched to lay eggs. *Aa háa wuda<sub>x</sub>eedí yéix' kúx has yada.éich.*  
58. The salmon lays her eggs in a stream. *Nadaayí heenyíx' háa du kúdi káa yéis a.éix has du kaháagu.*  
59. The baby salmon swim back to the ocean. *Xáat yátx'i éil' tlein kaadéi yóo yaa.héink.*

## Lesson 5

### Vocabulary

60. its head *a sháayi*  
61. its cheek *a wáshi*  
62. its eyes *a waagi*  
63. its mouth *a x'éiyi*  
64. its gills *a x'éix'u*  
65. its scales *a kajeigí*  
66. its dorsal fin *a litkat'aawú*  
67. its pectoral fin *a t'aawú*  
68. its pelvic fin *a daa s'aagí*  
69. its tail *a koowú*

### Phrases

70. Let's learn about the external parts of a salmon. *Sh toox tooltoow yá xáat daa.ádi daat át.*  
71. This is its (tail). *(A koowú) áyá.*

## Lesson 6

### Vocabulary

72. its heart *a téix'i*  
73. its liver *a tl'óogu*  
74. its eggs *a kaháagu*  
75. its milt *a tl'éili*  
76. its gall bladder *a yik téiyi*  
77. its air sac *a keilí*  
78. its stomach *a yoowú*

### Phrases

79. Let's learn about the internal parts of a salmon. *Sh toox tooltoow yá xáat yik.ádi daat át.*  
80. This is its (heart). *(A téix'i) áyá.*

## Lesson 7

### Vocabulary

81. fishing spear	<i>áadaa</i>
82. seine net	<i>geiwú</i>
83. dip net	<i>digaa</i>
84. fish trap	<i>shaal</i>
85. rock fish weir	<i>óot'</i>

### Phrases

86. Let's go fishing.	<i>Asteix naxtookúx.</i>
87. I used a (fishing spear) to catch fish.	<i>(Áadaa)teen áwé xáat shaxatléikw.</i>
88. I used a (seine net) to catch fish.	<i>(Geiwú)teen áwé xáat shaxatléikw.</i>
89. I used a (dip net) to catch fish.	<i>(Digaa)teen áwé xáat shaxatléikw.</i>
90. I used a (fish trap) to catch fish.	<i>(Shaal)teen áwé xáat shaxatléikw.</i>
91. I used a (rock fish weir) to catch fish.	<i>(Óot')teen áwé xáat shaxatléikw.</i>

## Lesson 8

### Vocabulary

92. respect	<i>át yaa awunéi</i>
93. salmon spirit	<i>xáat yeigi</i>
94. salmon	<i>xáat</i>
95. its head	<i>a sháayi</i>
96. its guts/insides	<i>a yik.ádi</i>
97. upstream	<i>nandé héen</i>

### Phrases

98. Where is its head?	<i>Goosú wé a sháayi?</i>
99. The head goes upstream. <i>yáx shadustaa.</i>	<i>Kei naxákw yáx nandé héen ayinaadei</i>
100. Return the insides to the river.	<i>Héen yix' a kúx yei sanéi a yik.ádi.</i>

## Lesson 9

### Vocabulary

101. water	<i>héen</i>
102. salt	<i>éil'</i>
103. potato	<i>k'únts'</i>
104. tub	<i>kaast</i>
105. papertowel	<i>x'úx' jigwéinaa</i>
106. smokehouse	<i>at x'aan hídi</i>
107. firewood	<i>gán</i>
108. wood chips	<i>kayeixtáagu</i>
109. smoke	<i>s'eik</i>

## Phrases

- |                                |  |
|--------------------------------|--|
| 110. Let's smoke salmon.       | <i>Xáat ax' akanatoolas'eik.</i>               |
| 111. We'll need (water).       | <i>(Héen) eeteenáx haakw gwatí.</i>            |
| 112. We'll need (salt).        | <i>(Éil') eeteenáx haakw gwatí.</i>            |
| 113. We'll need a (potato).    | <i>(K'únts') eeteenáx haakw gwatí.</i>         |
| 114. We'll need a (tub).       | <i>(Kaast) eeteenáx haakw gwatí.</i>           |
| 115. We'll need (papertowels). | <i>(X'úx' jigwéinaa) eeteenáx haakw gwatí.</i> |
| 116. fish strips               | <i>xáat kaxashí</i>                            |

## Lesson 10

### Vocabulary

- |                    |                                |
|--------------------|--------------------------------|
| 117. salmon        | <i>xáat</i>                    |
| 118. smoked salmon | <i>axakawdudlis'eigi xáat.</i> |
| 119. bowl          | <i>s'íx'</i>                   |
| 120. spoon         | <i>shál</i>                    |
| 121. stir/mix      | <i>a káay yukahá</i>           |
| 122. eat           | <i>at xá</i>                   |

### Phrases

- |   |   |
|---|---|
| 123. Let's mix together salmon spread.    | <i>Xáateen woosht jikayjél a káay yukahá.</i> |
| 124. We'll mix it in a bowl.              | <i>S'íx' kát shakagax yilawoos'.</i>          |
| 125. We'll mix it with a spoon.           | <i>Shálteen shakagax yilawoos'.</i>           |
| 126. We'll mix fish & mayonaise together. | <i>Xáat ka mayonaise shakagax yilawoos'.</i>  |
| 127. Let's eat!                           | <i>At gatuxáal!</i>                           |