

# Rosetta Stone<sup>®</sup> Ojibwe

TEACHER'S GUIDE



Level 1 – Unit 2



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Page iii  
The Ojibwe People's Dictionary

Page 7  
Nay Ah Shing Schools, Mille Lacs Band Education Division, "Asigibii'iganan - Numbers Song" in *Baswewe: "Echo."*

Page 9  
"Apiitaginjiganan - Vowels" previously recorded on *Abinoonjii Nagamonan*, 2000.

Please see our Acknowledgements video for all those who contributed to this project, including the cast of actors at <https://www.culture.aanji.org/ojibwe-rosetta-stone/>

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Welcome to the Teacher's Guide for Rosetta Stone® Ojibwe Level 1. This guide is for teachers who are using Rosetta Stone Ojibwe to complement their instruction. These activities are designed to support learners of various ages and ability levels, and teachers with a range of experience with Ojibwe language and culture. Learning Ojibwe language will bring meaning and purpose to students' past, present, and future. Through this experience, they will understand more about elders, recognize their traditions, and appreciate what it means to be Ojibwe.

By teaching Ojibwe, you and your students are contributing to the vital work of keeping Ojibwe a spoken, living language, and advancing our language and culture forward for future generations. We are excited that you are part of this historically significant effort.

### Using the Guide

The purpose of this guide is to help you create an environment where learners can use the Ojibwe language together and have a good time! You don't need to speak Ojibwe to use this guide, just be ready to learn and to create a nurturing learning environment. We recommend staying at least one lesson ahead of students in the Rosetta Stone Ojibwe program.

This guide is organized with plans for each lesson starting with a pre-teaching activity to prepare students for the Rosetta Stone Ojibwe online segment. Class viewing and working together through the program is part of the structure, followed by interactive, fun activities that develop verbal acquisition and communicative skills. Handouts and image cards are provided for your convenience, and may be reproduced to distribute to students.

You should pick and choose the activities that are most appropriate for your classroom environment and students' needs. Because this guide is designed for a wide range of learning situations, you can be flexible to determine what works best for your students. For example, you might divide a longer activity into smaller chunks to fit your schedule, redesign an activity to fit the resources you have, or skip an activity if learners have already mastered the material. A general time estimate for each activity is given and can be adjusted to fit a class session.



**Aaniin! - Hello!**

### Using Rosetta Stone Ojibwe in your classroom

Rosetta Stone Ojibwe is organized into levels, units, and lessons. This guide accompanies Level 1, which is made up of twelve units and centers around the fall season. Each unit contains four lessons and one test. Each lesson begins with a list of objectives, which you can use for making lesson plans. We encourage you to familiarize yourself with Rosetta Stone Ojibwe by exploring its structure and format so you can guide learners in using it effectively.



Within a lesson, you can navigate back and forth to repeat activities or review previous lessons. The exception is the Unit Test. On a test, you have only one opportunity to answer each question, and will receive feedback after completing all the test items. You can, however, go back and repeat a whole test.

In addition to the lesson plans in the Teacher's Guide, there are many ways to use Rosetta Stone Ojibwe in your teaching. For example:

- Watch a video together at the start of a lesson and discuss in class
- Repeat pronunciation items together, in pairs, or individually
- Complete practice activities together as a class, in pairs or small groups, or individually
- Revisit videos to see the vocabulary and grammar you've learned in context
- Assign lessons or activities as homework

## Setting up your classroom

Ideally, you will be able to show videos and other Rosetta Stone activities in your classroom on a Smartboard or projector. If these aren't available, use individual laptops or tablets.

Displaying Ojibwe language in your classroom is a great way to create an Ojibwe learning environment and support students' language acquisition. Some activities in this guide ask learners to create materials that you can display in your classroom. You might also create a word wall where learners can post new vocabulary they've learned, or label objects around the room in Ojibwe.

The screenshot shows the Rosetta Stone Ojibwe interface. On the left is a sidebar with a progress list: '0 of 6 completed', 'Lesson Objectives', 'Look and Listen' (Skipped), 'Explore', 'Vocabulary' (Skipped), 'Pronounce' (Skipped), 'Practice' (selected), 'Look and Listen', and 'Lesson Summary'. The main area displays a 'Practice' section with the instruction 'Speak the best response.' and a question 'How would you say that this animal is your clan?'. Below the text is a photograph of a wolf.

## Assessment/Evaluation

The goal of these Teacher's Guide activities is to provide students an opportunity to use Ojibwe language, and inspire them to learn more outside the classroom. It's important to conduct evaluations in ways that provide feedback and motivate students to continue learning and speaking Ojibwe. While tests often focus on accuracy and achievement, we encourage you to use assessment practices that recognize growth and effort.



### Different ways of speaking Ojibwe

All languages have variations, and all languages change over time. English spoken in the United States today is different from that in Scotland or Australia, and certainly different from English spoken in 1421 or even 1921. Ojibwe is no exception. There are several major dialects of Ojibwe, and within dialects there are even smaller differences in how people speak.

It is important that we respect the variations of Ojibwe. If a learner knows a different way to say something in Ojibwe than what they see in a lesson, acknowledge it. All are correct, and none is better than another. These differences demonstrate the richness of Ojibwe language and the importance of learning the language in one's community, as well as in the classroom and through Rosetta Stone Ojibwe.

In Rosetta Stone Ojibwe, we introduce some common variants. We encourage learners to pay close attention to how people in their own community speak and to learn from them. You can contribute by talking to speakers in your community, and by inviting them into the classroom.

It's possible that new learners will speak slightly differently from older generations. That is a natural part of language, too. You don't use the same slang as your grandparents or your children! Of course you want learners to use Ojibwe accurately, but you also want them to use the language creatively for purposes that are relevant to them, even if it might be in new or unexpected ways.



### More Resources

Visit the "Getting Started" section for information about the Ojibwe language, the organization of Level 1, and additional resources about the language. An alphabet section models each letter of the alphabet in context. There are also brief introductions to grammar information and references to their detailed explanations within the course. The "Other Resources" section will point you toward additional helpful information.

The Ojibwe People's Dictionary ([ojibwemowin.com](http://ojibwemowin.com)) is one especially helpful resource. You can search in English or Ojibwe, and view cultural collections.

We also encourage you to draw on your community resources—not only Ojibwe speakers, but also those who can teach your students about ricing, hunting, quilting, jingle dresses, and other important Ojibwe cultural elements covered in this course.

# UNIT 2

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Ojibwe



# UNIT 2

# Morning routines

Ojibwe



**Overview:** In this unit, Amik and Ogimaakwe are getting ready to go harvest wild rice. They use commands, negative verbs and preverbs. You'll also learn how to read and pronounce Ojibwe vowels.

## LESSON 1: Ingiizhiitaa niin! – I'm ready!

Students will:

- address family members
- talk about getting ready
- thank someone
- say goodbye to others

## LESSON 2: Bezhig, Niizh, Niswi... – One, Two, Three...

Students will:

- use numbers
- recognize number patterns
- learn a numbers song

## LESSON 3: Aaniin endaso-diba'iganek? – What time is it?

Students will:

- tell time
- form commands
- make negative statements
- use the preverbs **o-** and **bi-**
- describe their own actions
- learn about prefixes and suffixes

## LESSON 4: Apiitaginjiganan – Vowels

Students will:

- read and pronounce Ojibwe vowels
- learn a song about vowels

## REVIEW







# Lesson 1: Ingizhiitaa niin! *I'm ready!*

## OBJECTIVES

After completing this Rosetta Stone lesson and the classroom activities, students will be able to:

- address family members
- talk about getting ready
- thank someone
- say goodbye to others

## MATERIALS

- Word Ending Worksheet from Unit 1
- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 1 Script
- Sample Vocabulary Frame (See Printouts A)
- Index cards

## VOCABULARY

1

**Waabooz** *a girl's name*

2

**nookoo** *grandma*

**maam** *mom*

3

**bi-izhaa** *s/he comes*  
vai

**wiisini** *s/he eats*  
vai

**aanzikonaye** *s/he changes clothes*  
vai

4

**ayaa** *s/he is (in a certain place)*  
vai

**giizhiitaa** *s/he is done (s/he is ready)*  
vai

5

**dibi** *I wonder where*

**dash** *but; and*

**gaawiin** *no; not*

**ahaw** *OK*

6

**omaa** *here*

**niin** *I; me*

**niizhwaaso-diba'iganed** *it is seven o'clock*  
vii

7

**Bekaa!** *Wait!*

**Mii go i'iw.** *That's it; That's right.*

**Miigwech.** *Thank you.*

**Giga-waabamin gomaapii!** *See you in a while!*





### ACTIVITY A Vocabulary Review

#### Materials

- Word Ending Worksheet from Unit 1 (See Unit 1, Printouts B)

🕒 **Estimated time:** 15 minutes

#### Activity Steps

1. Ask students for vocabulary words they remember from the previous unit. Write the list on the board.
  - a. If students have trouble remembering vocabulary, refer to the Word Ending Worksheet from Unit 1, Lesson 2, or ask students which words they remember that start with **ni-**, **ind-**, **in-** and **im-**.
2. Use the words **nimaamaa** (*my mother*) and **nookomis** (*my grandmother*) from the list to introduce the family address terms **maam** (*mom*) and **nookoo** (*grandma*), which will appear in the first lesson of this unit.



#### TEACHER'S TIP

When introducing **maam** and **nookoo**, use the common English terms *mom* and *grandma*. Point out that while students probably wouldn't introduce their family members as such, these are the words they use to address them. **Maam** and **nookoo** are address (or *vocative*) terms that you'll use when directly addressing someone, not when referring to them. You may want to mention that **nimishoo** (*grandpa*), introduced in Unit 1, Lesson 1, is also an address term.

#### ONLINE ACTIVITIES

🕒 **Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 2, Lesson 1 individually or in groups. (See Lesson 1 Script, page 24)



### ACTIVITY B

## Where are Amik and Ogimaakwe?

### Materials

- Lesson 1 Script, one per student (Lesson 1 Script, page 24)

 **Estimated time:** 60 minutes

### Activity Steps

1. Divide the students into groups of three.
2. Have each student take one of the three main roles (**Amik**, **Ogimaakwe**, and **Waasegizhigookwe**).
3. Have groups practice reading and acting out the script. Encourage them to act out each line so the meaning is clear.
4. Have each group present their version of the scene to the class.



### TEACHER'S TIP

**Waabooz** and **Gimiwan** each have one line in this script. When students present to the class, the teacher or a student from another group should take on those roles. **Gimiwan's** line is not central to the action, and can be skipped.

### ACTIVITY C

## Vocabulary Frames

### Materials

- Sample Vocabulary Frame (See Printouts A, page 29)
- Index cards

 **Estimated time:** 30 minutes

### Activity Steps

1. Write the vocabulary words from Vocabulary Groups 2, 3, 4, 5, and 6 on the board.
2. Ask students to come to the board one at a time and translate the words they know into English.
3. Translate any remaining words that students did not recall.
4. Tell students that you are going to introduce Vocabulary Frames, a tool for learning and remembering vocabulary. Display the sample Vocabulary Frame as an example.



### ACTIVITY C

## Vocabulary Frames (continued)

5. Instruct students to complete the following tasks on an index card to make vocabulary frames for the words on the board:
  - a. Write an Ojibwe word (such as **nimaamaa**) on the center of the index card.
  - b. Use the word in a sentence at the bottom.
  - c. Draw a picture of the word in the top left corner.
  - d. Write the English translation in the top right corner.
6. Encourage students to use their frames to review individually or by quizzing a partner.



### TEACHER'S TIP

Students can use their copies of the Lesson 1 Script to find example sentences or construct their own.



### TEACHER'S TIP

Students will add to their frames at the end of this unit, so make sure they know where to put the frames to save them for another day. You can have students return to their frames at other times, including as a Do Now activity at the beginning of class or a transitional activity if they finish something early.



## Lesson 2: Bezhig, Niizh, Niswi... One, Two, Three...

### OBJECTIVES

After completing this Rosetta Stone lesson and the classroom activities, students will be able to:

- use numbers
- recognize number patterns
- sing a numbers song

### MATERIALS

- Numbers Song Lyrics (Printouts B)
- Numbers Song Audio
- Number Image Cards (Printouts C)
- Counting Image Cards (Printouts D)
- Rosetta Stone Ojibwe
- Computers or tablets
- Bowl or other container
- Blank Bingo Card (Printouts E)

### VOCABULARY

1

<b>bezhig</b>	<i>one</i>
<b>niizh</b>	<i>two</i>
<b>niswi</b>	<i>three</i>
<b>niiwin</b>	<i>four</i>
<b>naanan</b>	<i>five</i>

2

<b>ingodwaaswi</b>	<i>six</i>
<b>niizhwaaswi</b>	<i>seven</i>
<b>ishwaaswi</b>	<i>eight</i>
<b>zhaangaswi</b>	<i>nine</i>
<b>midaaswi</b>	<i>ten</i>

3

<b>ashi-bezhig</b>	<i>eleven</i>
<b>ashi-niizh</b>	<i>twelve</i>
<b>ashi-niswi</b>	<i>thirteen</i>
<b>ashi-niiwin</b>	<i>fourteen</i>
<b>ashi-naanan</b>	<i>fifteen</i>
<b>ashi-ingodwaaswi</b>	<i>sixteen</i>
<b>ashi-niizhwaaswi</b>	<i>seventeen</i>
<b>ashi-ishwaaswi</b>	<i>eighteen</i>
<b>ashi-zhaangaswi</b>	<i>nineteen</i>

4

<b>niishtana</b>	<i>twenty</i>
<b>nisimidana</b>	<i>thirty</i>
<b>niimidana</b>	<i>forty</i>
<b>naanimidana</b>	<i>fifty</i>
<b>ingodwaasimidana</b>	<i>sixty</i>
<b>niizhwaasimidana</b>	<i>seventy</i>
<b>ishwaasimidana</b>	<i>eighty</i>
<b>zhaangasimidana</b>	<i>ninety</i>

5

<b>ingodwaak</b>	<i>one hundred</i>
<b>niizhwaak</b>	<i>two hundred</i>
<b>ingodosagoons</b>	<i>one thousand</i>

**ACTIVITY A** Numbers 1–10**Materials** **Estimated time:** 45 minutes

- Numbers Song Lyrics (See Printouts B, page 30)
- Numbers Song Audio (See [www.culture.aanji.org/language/ojibwe-rosetta-stone/](http://www.culture.aanji.org/language/ojibwe-rosetta-stone/))
- Number Image Cards, one set (See Printouts C, page 31)
- Counting Image Cards, one set (See Printouts D, page 34)

**Activity Steps**

1. Start by taking time to check students' prior knowledge of common numbers. Students who live within an Ojibwe community may be familiar with them.
2. Introduce the **Asigibii'iganan** - Numbers Song. Play the song a few times, then break it down into parts to teach it to students. Have them count along with the song on their fingers.
3. Practice singing the song a few times as a group, then see if any students are ready to try it on their own.
4. Use actual objects, or the Number Image Cards and Counting Image Cards to practice counting. Display a number, image card, or set of objects and ask students to identify how many there are.
5. Write numerals from 1–10 and the Ojibwe words (Vocabulary Groups 1 and 2) on the board.
6. Ask students to identify the common sounds in each of the numbers from six to ten (-**aaswi**/-**aswi**). Underline each word where the sound -(a)**aswi** starts as shown below. Explain to students that it is helpful to think of this sound as meaning +5.

ningodwaaswiniizhwaaswiishwaaswizhaangaswimidaaswi**TEACHER'S TIP**

You may want to introduce the phrase **Aaniin minik?** (*How many?*) so you can do this activity fully in Ojibwe. You can use **Mii go i'iw!** (*That's it!*) when a student gets an answer right.

- [www.culture.aanji.org/language/ojibwe-rosetta-stone/](http://www.culture.aanji.org/language/ojibwe-rosetta-stone/)



### ACTIVITY A Numbers 1–10 (continued)

6. Ask students if anything in the first part of these words looks familiar. Students should recognize the word **niizh** (*two*) in **niizhwaaswi** (*seven*), and may recognize the sound **ish-** in **ishwaaswi** (*eight*) as relating to the word **niswi** (*three*). Point out that the word **niizhwaaswi** can be thought of as 2 + 5, and **ishwaaswi** as 3 + 5.
7. Introduce the initial sound **ingod-**, which means *one*. This will come up again in this lesson when students count to **ingodwaak** (*100*).
8. Address common mispronunciations by modeling proper pronunciation or playing audio from Vocabulary 1 and 2 of this lesson and having students repeat.
9. If additional practice and explanation is needed, compare number words with non-number words on the board. For example, you could compare the word **niswi** with the word **nishiime**. After pointing out that the words have different final vowel sounds, have students read them aloud and compare the sounds they are making for the final **i** and **e** in each word. It may also help to compare with non-number words that end in **i**, such as **dibi** or **wiisini**.
10. To make this more fun, instructors may take English numbers, write them out, and change a vowel in each word. This is a useful way to show students the implications of mispronunciation. An example may look something like this:
  - a. ine (*one*), twe (*two*), throo (*three*), foor (*four*), fave (*five*), sox (*six*).



#### TEACHER'S TIP

Numbers are commonly mispronounced. Take time now to make sure that the short **i** at the end of many numbers is not being pronounced as an **e**. **Niswi**, for example, is commonly mispronounced **niswe**. Likewise, **ingodwaaswi**, is commonly mispronounced by many students as **ingodwaaswe**. The same problem commonly occurs with the final vowel in the word **naanani**, which is commonly mispronounced as **naanin**.



### ACTIVITY B Ashi-bezhig

#### Activity Steps

1. Have students stand in a circle.
2. The first student to play says **bezhig** (*one*) or **bezhig, niizh** (*one, two*) or **bezhig, niizh, niswi** (*one, two, three*).
3. The next student picks up and can say one, two or three numbers. For example, if the first student said **bezhig**, the next student can say **niizh** (*two*) or **niizh, niswi** (*two, three*) or **niizh, niswi, niwin** (*two, three, four*).
4. This continues around the circle until a student is forced to say **ashi-bezhig** (*eleven*). The student who says **ashi-bezhig** sits down.
5. The game starts back at **bezhig** with the next student.
6. The last student standing wins.

🕒 **Estimated time:** 15 minutes



#### TEACHER'S TIP

Be sure that students master the numbers from one to 10 before moving on to higher numbers. These numbers form the basis for building larger numbers, for telling time (Unit 2, Lesson 3), and for number verbs taught in later units.

There are many ways to use the Counting and Number Cards to reinforce these numbers. For example:

- Give each student a set of Number Cards. Give a simple addition problem, and ask students to raise the correct number card. For example, if you say **niizh miinawaa bezhig** (*two and one*), they should raise the number 3.
- Have pairs of students play Memory: Give each pair a set of Counting Image Cards and Number Cards. They can flip over two at a time. When they do, they have to say the numbers aloud. If the cards do not match, they flip both back over. If the cards match, the player who flipped them over says **Mii go i'iw!** (*That's it!*) and keeps the pair. The player with the most pairs wins.

#### ONLINE ACTIVITIES

🕒 **Estimated time:**  
60 minutes

##### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

##### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 2, Lesson 2 individually or in groups. (See Lesson 2 Script, page 25)





### ACTIVITY C Numbers 11–20

#### Activity Steps

🕒 **Estimated time:** 15 minutes

1. Review numbers 11–15 with students. Write or ask students to write numerals and written words on the board.
2. Use students' understanding of numbers 1–10 and 11–15 to recall numbers 16–19. Students should be able to use their existing knowledge to correctly identify them as follows: **ashi-ingodwaaswi**, **ashi-niizhwaaswi**, **ashi-ishwaaswi**, **ashi-zhaangaswi** (*sixteen, seventeen, eighteen, nineteen*).
3. Add the number 20 (**niishtana**) to the display to finish the list of 11–20.
4. Play variations on **Ashi-bezhig** (Lesson 2, Activity B). For example, try counting by twos to 20 or by threes to 21.

### ACTIVITY D Numbers up to 100

#### Activity Steps

🕒 **Estimated time:** 30 minutes

1. Review Vocabulary Group 4 with students. Play one more round of **Ashi-bezhig**, counting by 10s to 100.
2. Identify for students, by writing on the board and speaking aloud, how you use the words **niishtana** and **ashi-bezhig** to create **niishtana ashi-bezhig** (21). Repeat the process for 22–25, then speak aloud only for 26–29.
3. Split students into seven equal groups. Assign each group a set of ten numbers: 30s, 40s, 50s, 60s, 70s, 80s and 90s. Have students write out, and prepare to read aloud all ten numbers associated with their group.
  - a. For example, the group assigned the 40s would write out and speak aloud the words **niimidana**, **niimidana ashi-bezhig**, **niimidana ashi-niizh**, etc.
  - b. Have each group, in ascending order, read their numbers aloud to count together as a group to 99!



### ACTIVITY E Number Codes

#### Materials

- Number Image Cards, two sets (See Printouts C, page 31)
- Bowl or other container

 **Estimated time:** 30 minutes

#### Activity Steps

1. Cut out two sets of Number Cards and shuffle them in a bowl or other container.
2. Remove two number cards. Don't show the cards to the class. Read one number, then the other. Students write the numerals down as a two-digit number.
3. Students read back the two-digit number in Ojibwe.
  - a. For example, if you pull 4 then 9 out of the box, you will say **niiwin, zhaangaswi**. Students should write down the number 49, and read it back as **niimidana ashi-zhaangaswi**.
4. Repeat until all numbers have been used.



#### TEACHER'S TIP

As students gain confidence with numbers, you can have them read the individual digits to the class.



### ACTIVITY F Bingo

#### Materials

- Blank Bingo Card, one per student (See Printouts E, page 37)
- Number Image Cards, two sets (See Printouts C, page 31)
- Bowl or other container

#### Activity Steps

1. Distribute Blank Bingo Cards to students
2. Have students complete the card using their choice of numbers from 1–99.
3. Have students begin by filling in their free space.
4. Cut out two sets of Number Image Cards and shuffle them in a bowl or other container.
5. Remove two number cards and read the two-digit number. Students who have that number on their card should mark that space.
  - a. Be sure to record the numbers called in order to verify bingos.
6. Continue calling numbers until a student has filled five spaces in a row (horizontal, vertical, or diagonal). Have the student read out the numbers in their bingo to verify that they were the numbers that were called.



**Estimated time:** 45 minutes



#### TEACHER'S TIP

Try a variation of Bingo:

- As students gain confidence with numbers, have students call the numbers out to the class. You could try having the winner of one round become the caller for the next round.
- Have students fill in a blank bingo card with number words. Instead of calling numbers aloud, show the number.
- Pull three number cards at a time and use three-digit numbers.



## Lesson 3: Aaniin endaso-diba'iganek?

### What time is it?

#### OBJECTIVES

After completing this Rosetta Stone lesson and the classroom activities, students will be able to:

- tell time
- form commands
- make negative statements
- use the preverbs **o-** and **bi-**
- use prefixes and suffixes
- describe their own actions

#### MATERIALS

- Clock Spinner (See Printouts F)
- Rosetta Stone Ojibwe
- Computers or tablets
- Smartboard or projector
- Lesson 1 Script
- Vocabulary Frames
- Paper and pencil

#### VOCABULARY

1

<b>ingo-diba'iganed</b> vii	<i>it's one o'clock</i>
<b>niizho-diba'iganed</b> vii	<i>it's two o'clock</i>
<b>niso-diba'iganed</b> vii	<i>it's three o'clock</i>
<b>niiyo-diba'iganed</b> vii	<i>it's four o'clock</i>
<b>naano-diba'iganed</b> vii	<i>it's five o'clock</i>
<b>ingodwaaso-diba'iganed</b> vii	<i>it's six o'clock</i>
<b>niizhwaaso-diba'iganed</b> vii	<i>it's seven o'clock</i>
<b>ishwaaso-diba'iganed</b> vii	<i>it's eight o'clock</i>
<b>zhaangaso-diba'iganed</b> vii	<i>it's nine o'clock</i>
<b>midaaso-diba'iganed</b> vii	<i>it's ten o'clock</i>
<b>ashi-bezhigo-diba'iganed</b> vii	<i>it's eleven o'clock</i>

2

<b>naawakwe</b> vii	<i>it's noon</i>
<b>aabitaa-dibikad</b> vii	<i>it's midnight</i>
<b>ashi-aabitaa</b> vii	<i>and a half</i>



### ACTIVITY A Telling time

#### Materials

- Clock Spinner (See Printouts F, page 38)

**Estimated time:** 30 minutes

#### Activity Steps

1. Review the numbers 1–11 by playing **Ashi-bezhig** up to 11.
2. Present the vocabulary word **niizhwaaso-diba'iganed** from Lesson 1 on the board. Ask students to identify the differences between the number they've been using (**niizhwaaswi**), and the number as it is seen in this vocabulary word (**niizhwaaso-**).
3. Help the students to identify two differences: the final **o** replacing the final **i**, and a hyphen. Explain that this is a preverb. Preverbs are different from the base number words because they combine with a verb, instead of standing on their own.
4. Ask students to think about other numbers 1–11, and how they might change to be used with the verb **diba'iganed**. Work with students to come up with the preverbs in Vocabulary Group 1.
5. Introduce the three words in Vocabulary Group 2.
6. Use the Clock Spinner to practice saying what time it is. Move the hands to an hour or half hour and ask students to identify the time. You can also reverse this by saying a time and asking students to place the clock hands at the corresponding location.

#### ONLINE ACTIVITIES

**Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 2, Lesson 3 individually or in groups. (See Lesson 3 Script, page 26)



#### TEACHER'S TIP

Now that students have learned time words, incorporate these into your classroom management routines. For example, if students are slow to make a transition to the next class period, you can say:

**"Mii i'iw midaaso-diba'iganek! Wewiib!"** (*It's 10:00! Hurry up!*)



### ACTIVITY B Simon Says

#### Activity Steps

 **Estimated time:** 30 minutes

1. Have students stand up facing the front of the room.
2. Explain that in this game, they have to follow the directions of the leader. Practice the commands you will use:
  - a. **Wiisinig!** (*Eat [you all]!*): Students act out eating.
  - b. **Aanzikonayeg!** (*Change clothes [you all]!*): Students act out changing clothes.
  - c. **Ojibwemog!** (*Speak Ojibwe [you all]!*): Students speak Ojibwe.
  - d. **Bi-izhaag!** (*Come here [you all]!*): Students come toward the leader.
  - e. Add the preverb **o-** at the beginning of the verb: Students do the action while moving away from the leader.
  - f. Add the preverb **bi-** at the beginning of the verb: Students do the action while moving toward the leader.
3. Play the game: Give students commands. Any student who performs the wrong action (for example, going toward the teacher instead of away) is out.
4. Once students have mastered the basic commands and directional preverbs, add additional challenges:
  - a. Use the first-person or dictionary form of a verb instead of a command form. Since it was not a command, they should not stop their previous action.
  - b. Give singular commands to specific students. Only one student should follow a singular command.
  - c. Choose different students to be the leader and give commands.



## ACTIVITY C *I (verb)*

### Materials

- Rosetta Stone Ojibwe
- Smartboard/projector
- Lesson 1 Script, one per student (See page 24)
- Vocabulary Frames
- Clock Spinner, one copy (See Printouts F, page 38)



**Estimated time:** 30 minutes

### Activity Steps

1. Review Unit 2, Lesson 3, Explore 5 and Practice 5 in Rosetta Stone Ojibwe.
2. Remind students that the prefixes covered in Unit 1 will work for both showing personal possession and for somebody to talk about what they're doing.
3. Remind students of the patterns they learned in Unit 1, Lesson 3 for personal prefixes:
  - **ni-**: before most consonants
  - **n-**: before **ii** or **oo**
  - **in-**: before **d** or **g**
  - **ind-**: before short vowels
4. Use the Lesson 1 Script that the students acted out to help them identify instances where **ni-**, **ind-**, **in-** and **im-** are used for someone to talk about what they're doing.
5. Update vocabulary frames with */* forms: for verbs, write the conjugated */* form below the main entry. For nouns, add the *my* form under the main entry.



### TEACHER'S TIP

Dependent nouns, such as family members, are introduced in the *my* form; for example, **nimaamaa** (*my mother*). Explain this to students so they don't double personal pronouns.



### TEACHER'S TIP

For an added layer, ask students to set the Clock Spinner to a time and announce what time they are doing their action. For example, a student may say, **Niwiisin naano-diba'iganek**. (*I eat at 5 o'clock.*) You can also incorporate command forms by having students tell the next person what to do.

6. Have students stand in a circle. The first one acts out an action and describes what she is doing. For example, she may act out putting on her backpack and getting ready, and announce **Ingiizhiitaa** (*I'm ready*). The next student acts out a different action. This student says he is not doing the thing the previous student was doing, and describes what he is doing. For example, the next student could act out eating and say **Gaawiin ingiizhiitaasiin. Niwiisin**. (*I'm not ready. I'm eating.*)
7. Repeat around the room.





### ACTIVITY D Verb stations

#### Materials

- Paper and pencils



**Estimated time:** 45 minutes

#### Activity Steps

1. Set up five stations around the room. At each station write one of the following instructions.

**Station A.** Conjugate your verb for first person.

**Station B.** Modify your verb to be a singular command.

**Station C.** Modify your verb to be a plural command.

**Station D.** Conjugate your verb for first person and negate it.

**Station E.** Add the preverb **bi-** on one of your commands, and **o-** on one of your conjugated verbs.

2. Separate students into four small groups. Assign each group one verb from the list below and one piece of paper.

**Group 1. wiisini** (*s/he eats*)

**Group 2. aanzikonaye** (*s/he changes clothes*)

**Group 3. ayaa** (*s/he is [in a certain place]*)

**Group 4. giizhiitaa** (*s/he is done; s/he is ready*)

3. Students will rotate through the stations, and write their responses on their papers.

**a.** Start Group 1 at Station A, Group 2 at Station B, etc.

**b.** Have students rotate through the stations in alphabetical order, but wait to complete Station E last.

**c.** When students have completed their stations, check their writing, then repeat with a new verb.

4. When everybody has finished, students can turn their papers in, or share with the class.



## Lesson 4: Apiitaginjiganan – Vowels

### OBJECTIVES

After completing this Rosetta Stone lesson and the classroom activities, students will be able to:

- read and pronounce Ojibwe vowels
- sing a song about vowels

### MATERIALS

- Vowel Song Audio
- Rosetta Stone Ojibwe
- Computers or tablets
- Vowel Cards (See Printouts G)

### VOWELS

<b>a</b> (short a)	<b>a</b> nishinaabewi ma <b>n</b> oomin da <b>a</b>
<b>aa</b> (long aa)	<b>a</b> aniin ni <b>ma</b> amaa miinaw <b>aa</b>
<b>e</b> (long e)	<b>e</b> ndaad a <b>se</b> maake ma <b>n</b> oomin <b>e</b>
<b>i</b> (short i)	i <b>z</b> hinikaazo noo <b>zh</b> ishenh wiis <b>i</b>
<b>ii</b> (long ii)	ni <b>i</b> tawis we <b>w</b> e <b>b</b> anaab <b>ii</b>
<b>o</b> (short o)	<b>o</b> jibwemo niib <b>ow</b> a ge <b>o</b>
<b>oo</b> (long oo)	<b>o</b> odena bo <b>o</b> zhoo ni <b>m</b> ish <b>oo</b>



### ACTIVITY A Vowel song

#### Materials

- Vowel Song Audio  
(See [www.culture.aanji.org/language/ojibwe-rosetta-stone/](http://www.culture.aanji.org/language/ojibwe-rosetta-stone/))

**Estimated time:** 30 minutes

#### Activity Steps

1. Introduce the Vowel Song to students.
2. Add consonants at the beginning of the vowels one at a time.
  - a. **ba, baa, be, bi, bii, bo, boo**
  - b. **da, daa, de, di, dii, do, doo**
  - c. Etc.
3. Continue to add consonants as long as it's relevant and useful for this lesson. More consonants may be added at any time in the future for continued practice.



#### TEACHER'S TIP

Variations on the vowel song can keep the activity fresh and offer additional pronunciation practice. You may eventually want to instead add a consonant following the vowels, use consonant clusters such as **kw**, or include nasal vowels, which you'll learn more about in Unit 3, Lesson 4.

#### ONLINE ACTIVITIES

**Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 2, Lesson 4 individually or in groups.

- Be sure that students pronounce each word several times.
- Encourage students to listen to their own pronunciation to be sure it matches what they hear in the examples.
- You may want to repeat some of the Rosetta Stone Ojibwe activities as a class to double check accurate pronunciation.



### ACTIVITY B Vowel practice

#### Materials

- Vocabulary Frames
- Vowel Cards, one set per student (See Printouts G, page 39)

 **Estimated time:** 30 minutes

#### Activity Steps

1. Have students review their vocabulary frames. While reviewing each word, they will underline all long vowels (**aa, e, ii, oo**), and circle all short vowels (**a, i, o**).
2. Have students read their vocabulary words aloud to a partner with both partners paying special attention to vowel pronunciation.
3. Give each student a set of Vowel Cards. Ask them to raise the card that corresponds to the vowel(s) they hear. Read aloud both familiar and unfamiliar words, or play audio from Rosetta Stone Ojibwe.
4. Invite students to pronounce Ojibwe words of their choice. Ask other students to raise the vowel card that corresponds to the vowel(s) they hear.



#### TEACHER'S TIP

When asking students to pronounce words, remind them that we start sounds with the consonant, and move into the vowel. For example, when pronouncing the word **giizhiitaa**, it should sound like this, **gii zhii taa**. For a word that starts with a vowel, like **omaa**, make sure that students start the second vowel connected to the consonant. It should sound like this: **o maa**.



# Unit 2 – REVIEW

Ojibwe



## OBJECTIVES

- Review Unit 2

## MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Comic Strip Template (See Printouts H)
- Colored pencils or markers

## Test Review

### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector



**Estimated time:** 30 minutes

### Review Steps

1. Divide students into pairs or small groups.
2. Display each practice activity listed below. Give students time to discuss the correct answer together.
  - a. Suggested Activities: Lesson 1 Final Practice, Lesson 2 Final Practice, Lesson 3 Practice 2, 3, 4, 5, and 6, and Lesson 4 Practice 1 and 2.
  - b. You can also use any other practice activities, especially any that your students have found challenging.
3. Rotate among groups to share their answer with the whole class, or have students buzz in to give their answer as on a game show

## Getting Ready Comics

### Materials

- Comic Strip Template, one per student (See Printouts H, page 41)
- Colored pencils/markers



**Estimated time:** 90 minutes

### Review Steps

1. Have students use the Comic Strip Template to draw a story about getting ready in the morning. They should be sure to mention the time, use commands, include **bi-** or **o-** preverbs, and have at least one negative statement.
2. Have students present their comic strips to the class. If their comic strip has more than one character, they may want to have different classmates read the parts of the different characters.



### TEACHER'S TIP

Encourage students to use their vocabulary frames to get ideas and remember the vocabulary they've learned.



## Conversation

 **Estimated time:** 30 minutes

### Review Steps

1. Divide students into pairs.
2. Have each pair of students come up with a conversation in which each one speaks at least three lines, using what they've learned in Units 1 and 2.
3. Have students act out their dialogues for the rest of the class.

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## Reflect

 **Estimated time:** 15 minutes

### Materials

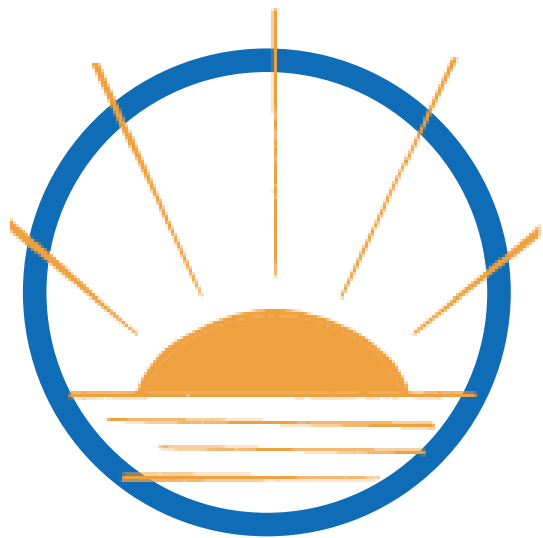
- Student notebooks

### Review Steps

1. Write prompts for reflection on the board:
  - a. How will you use what you have learned in this unit?
  - b. Have you heard people use the language you learned in this unit? When?
  - c. How did you feel learning Ojibwe in this unit?
  - d. What is something that made you feel proud during this unit?
  - e. What was challenging in this unit? How did you face this challenge, and how can you approach similar challenges in the future?
2. Have students answer these questions in their notebooks.
3. Students may share and discuss.

# UNIT 2

## Scripts



Ojibwe



# Dibi Amik Miinawaa Ogimaakwe?

## Where are Amik and Ogimaakwe?



Waasegiizhigookwe	<p><b>Niizhwaaso-diba'iganed. Dibi Amik miinawaa Ogimaakwe?</b> <i>It's 7 o'clock. I wonder where Amik and Ogimaakwe are?</i></p> <p><b>Amik! Ogimaakwe! Ambe! Mii iw niizhwaaso-diba'iganek! Ambe bi-wiisinig!</b> <i>Amik! Ogimaakwe! Come on! It's 7 o'clock! Come eat!</i></p>
Ogimaakwe	<p><b>Maam! Omaa indayaa!</b> <i>Mom! I'm here!</i></p> <p><b>Boozhoo, Nookoo.</b> <i>Hi, Grandma!</i></p>
Waabooz	<p><b>Boozhoo, Ogimaakwe.</b> <i>Hi, Ogimaakwe.</i></p>
Amik	<p><b>Maam! Inga-bi-izhaa!</b> <i>Mom! I'm coming!</i></p>
Waasegiizhigookwe	<p><b>Amik, o-aanzikonayen!</b> <i>Amik, go get dressed!</i></p> <p><b>Ogimaakwe, bi-wiisinin!</b> <i>Ogimaakwe, come and eat.</i></p>
Ogimaakwe	<p><b>Miigwech, Maam.</b> <i>Thanks, Mom.</i></p>
Gimiwan	<p><b>Ahaw. Mii go i'iw. Giga-waabamin gomaapii!</b> <i>OK. That's right. See you soon.</i></p>
Ogimaakwe	<p><b>Ingiiizhiitaa niin!</b> <i>I'm ready!</i></p> <p><b>Ambe manoominikedaa!</b> <i>Come on, let's rice!</i></p>
Waasegiizhigookwe	<p><b>Giga-waabamin gomaapii, Ogimaakwe.</b> <i>See you later, Ogimaakwe.</i></p>
Ogimaakwe	<p><b>Giga-waabamin gomaapii, Maam.</b> <i>See you later, Ogimaakwe.</i></p> <p><b>Giga-waabamin miinawaa, Nookoo.</b> <i>See you again, Grandma.</i></p>
Waasegiizhigookwe	<p><b>Dibi dash Amik?</b> <i>But I wonder where Amik is?</i></p>
Amik	<p><b>Gaawiin dash niin ingiiizhiitaasiin! Bekaa!</b> <i>But I'm not ready! Wait!</i></p>

## Asigibii'iganan – Numbers



1	bezhig	21	niishtana ashi-bezhig
2	niizh	22	niishtana ashi-niizh
3	niswi	23	niishtana ashi-niswi
4	niiwin	24	niishtana ashi-niiwin
5	naanan	25	niishtana ashi-naanan
6	ingodwaaswi	26	niishtana ashi-ingodwaaswi
7	niizhwaaswi	27	niishtana ashi-niizhwaaswi
8	ishwaaswi	28	niishtana ashi-ishwaaswi
9	zhaangaswi	29	niishtana ashi-zhaangaswi
10	midaaswi	30	nisimidana
11	ashi-bezhig	40	niimidana
12	ashi-niizh	50	naanimidana
13	ashi-niswi	60	ingodwaasimidana
14	ashi-niiwin	70	niizhwaasimidana
15	ashi-naanan	80	ishwaasimidana
16	ashi-ingodwaaswi	90	zhaangasimidana
17	ashi-niizhwaaswi	100	ingodwaak
18	ashi-ishwaaswi	200	niizhwaak
19	ashi-zhaangaswi	1000	ingodosagoons
20	niishtana	2000	niizhosagoons

# Aaniin Endaso-diba'iganek? What time is it?



**bezhig**

one

**Ingo-diba'iganed.**

*It's one o'clock.*

**Ingo-diba'iganed ashi-aabita.**

*It's one thirty.*

**niizh**

two

**Niizho-diba'iganed.**

*It's two o'clock.*

**Niizho-diba'iganed ashi-aabita.**

*It's two thirty.*

**niswi**

three

**Niso-diba'iganed.**

*It's three o'clock.*

**Niso-diba'iganed ashi-aabita.**

*It's three thirty.*

**niiwin**

four

**Niiyo-diba'iganed.**

*It's four o'clock.*

**Niiyo-diba'iganed ashi-aabita.**

*It's four thirty.*

**naanan**

five

**Naano-diba'iganed.**

*It's five o'clock.*

**Naano-diba'iganed ashi-aabita.**

*It's five thirty.*

**ingodwaaswi**

six

**Ingodwaaso-diba'iganed.**

*It's six o'clock.*

**Ingodwaaso-diba'iganed**

**ashi-aabita.**

*It's six thirty.*

**niizhwaaswi**

seven

**Niizhwaaso-diba'iganed.**

*It's seven o'clock.*

**Niizhwaaso-diba'iganed**

**ashi-aabita.**

*It's seven thirty.*

**ishwaaswi**

eight

**Ishwaaso-diba'iganed.**

*It's eight o'clock.*

**Ishwaaso-diba'iganed**

**ashi-aabita.**

*It's eight thirty.*

**zhaangaswi**

nine

**Zhaangaso-diba'iganed.**

*It's nine o'clock.*

**Zhaangaso-diba'iganed**

**ashi-aabita.**

*It's nine thirty.*

**midaaswi**

ten

**Midaaso-diba'iganed.**

*It's ten o'clock.*

**Midaaso-diba'iganed ashi-aabita.**

*It's ten thirty.*

**ashi-bezhig**

eleven

**Ashi-bezhigo-diba'iganed.**

*It's eleven o'clock.*

**Ashi-bezhigo-diba'iganed**

**ashi-aabita.**

*It's eleven thirty.*

**ashi-niizh**

twelve

**Naawakwe.**

*It's twelve o'clock. (noon)*

**Naawakwe ashi-aabita.**

*It's twelve thirty. (half past noon)*

**Aabitaa-dibikad.**

*It's twelve o'clock. (midnight)*

**Aabitaa-dibikad ashi-aabita.**

*It's twelve thirty.*

*(half past midnight)*

## Apiitaginjiganan – Vowels



There are seven vowels in the Ojibwe alphabet: **a aa e i ii o oo**. Let's take a closer look.

<b>dash</b> <i>and</i>	<b>manoomin</b> <i>wild rice</i>	<b>Gimiwan</b> <i>Gimiwan</i>	<b>Maajaadaa!</b> <i>Let's go!</i>	<b>Aaniin!</b> <i>Hello!</i>	<b>Bekaa!</b> <i>Wait!</i>
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There's a short **a**, and a long **aa**. Let's compare them.

These two words mean two different things, so it's important to know how to recognize and pronounce both short and long vowels correctly.

<b>akoozi</b> <i>s/he is a certain height/length</i>	<b>aakozi</b> <i>s/he is sick</i>	<b>inabi</b> <i>s/he sits a certain way</i>	<b>inaabi</b> <i>s/he looks to a certain place</i>
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Do you hear the difference? The long **aa** is twice as long as the short **a**, and it gets a little more emphasis.

We see the same thing happen with the vowels short **i** and long **ii**.

<b>izhinikaazo</b> <i>s/he is named</i>	<b>nibiing</b> <i>in the water</i>	<b>giizhigi</b> <i>s/he is done growing</i>
<b>Amik</b> <i>Amik</i>	<b>niibing</b> <i>when it's summer</i>	<b>gizhiigi</b> <i>s/he grows fast</i>
<b>dibi</b> <i>I wonder where</i>		

Can you hear how the long **ii** is twice as long as the short **i**, and gets a little more emphasis? And can you hear how the long and short vowels affect the rhythm and intonation of the word?

There's a short **o** vowel and a long **oo** vowel, too.

<b>omaa</b> <i>here</i>	<b>gego</b> <i>don't</i>	<b>manoomin</b> <i>wild rice</i>	<b>nookoo</b> <i>grandma</i>
<b>ojibwemo</b> <i>s/he speaks ojibwe</i>	<b>gegoo</b> <i>something</i>	<b>Boozhoo!</b> <i>Hello!</i>	

The vowel **e** is a little different. Even though it's written with a single letter, it's a long sound.

<b>Miigwech!</b> <i>Thank you!</i>	<b>indede</b> <i>my father</i>	<b>asemaake</b> <i>s/he makes a tobacco offering</i>
---------------------------------------	-----------------------------------	---

There are even more vowel sounds in Ojibwe, like the one you hear at the end of this word.

**nimisenh**  
*my older sister*

Did you notice that this vowel is said more through your nose?

You'll be learning more about these kinds of nasal sounds later.

# UNIT 2

## Printouts



Ojibwe



my mother

**nímaamaa**

**Mii wa'aw nímaamaa.**

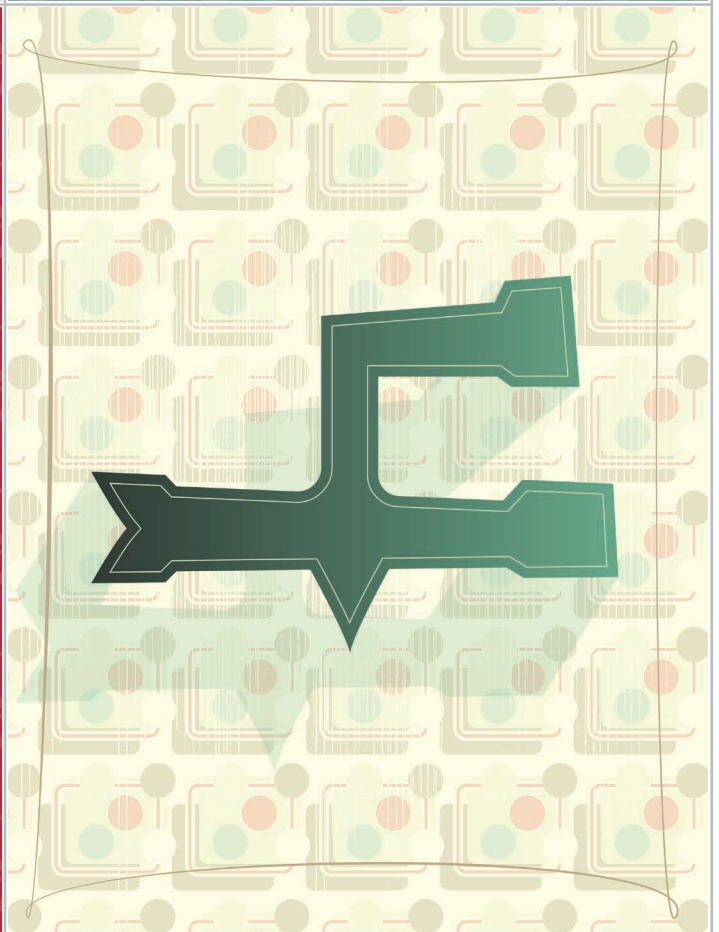
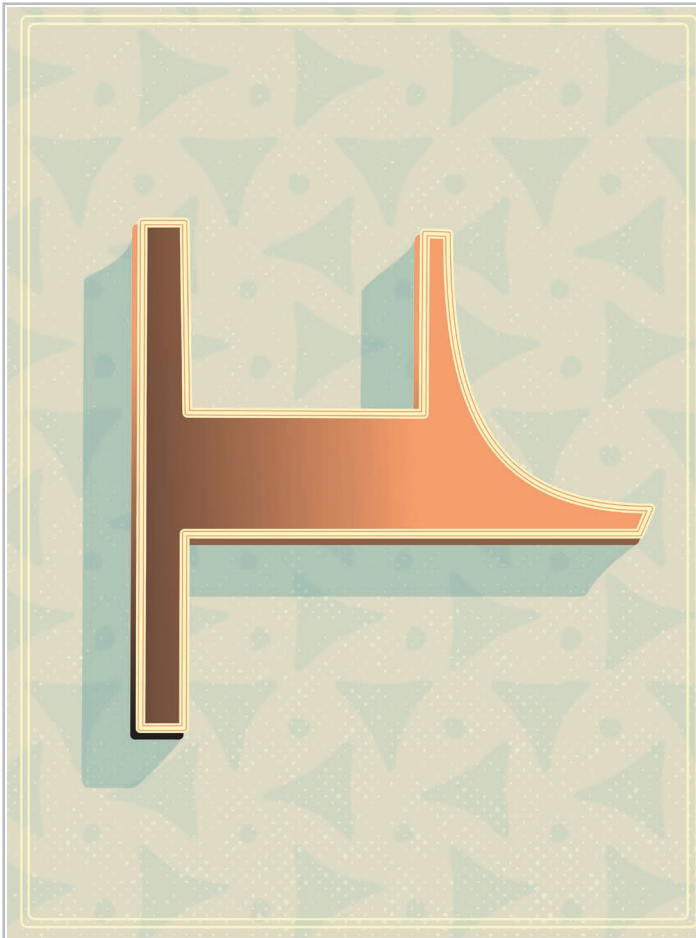
## Asigibii'iganan – *Numbers*

Bezhib, niizh, niswi, niiwin, naanan  
*One, two, three, four, five*

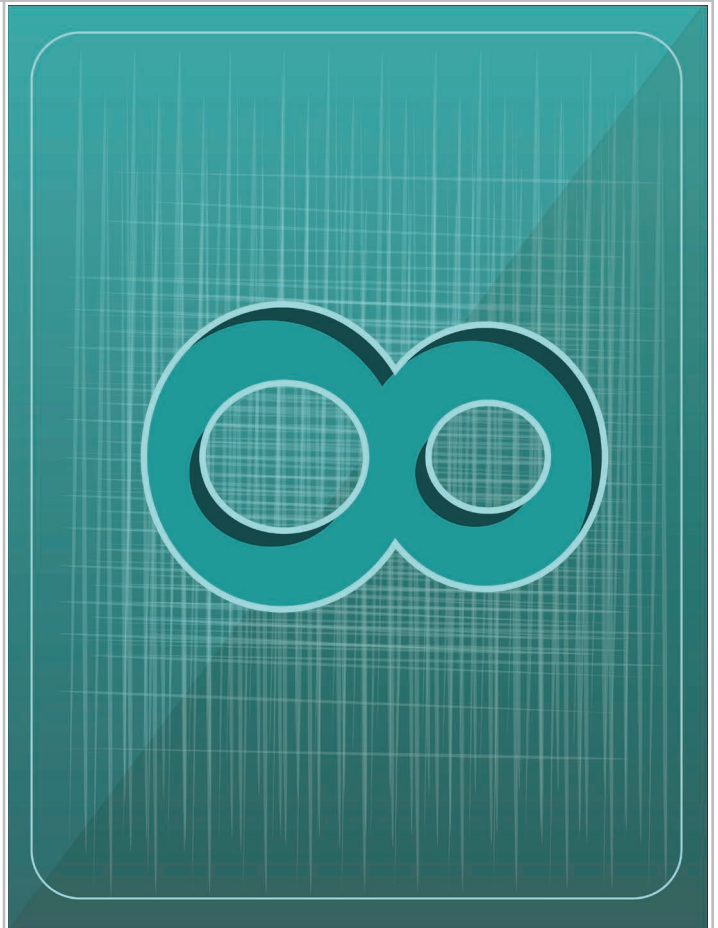
Bezhib, niizh, niswi, niiwin, naanan  
*One, two, three, four, five*

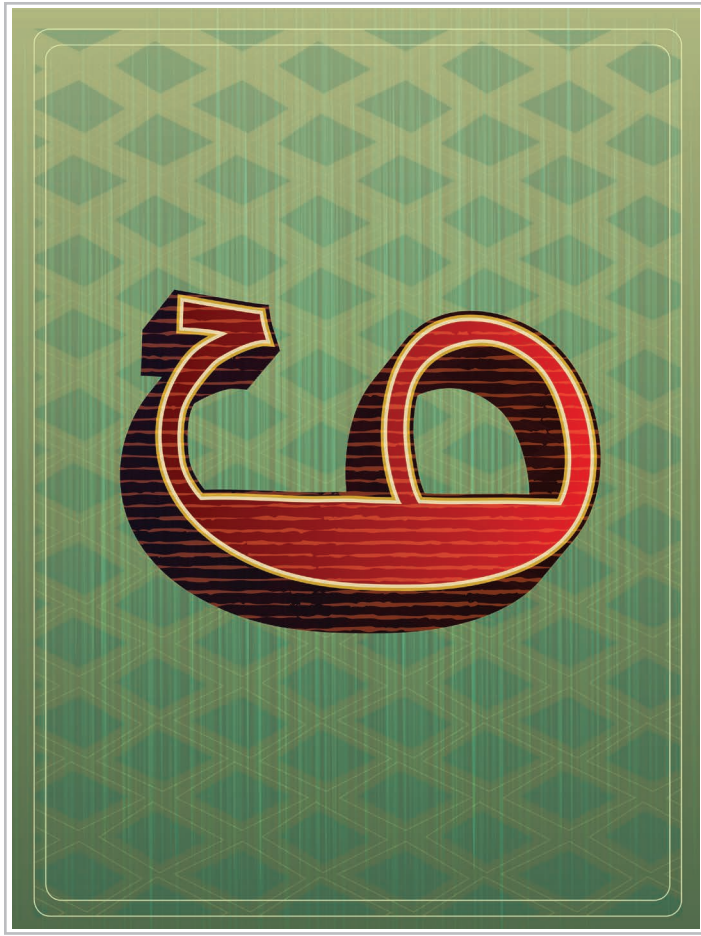
Ingodwaaswi, niizhwaaswi,  
ishwaaswi, zhaangaswi  
*Six, seven, eight, nine,*

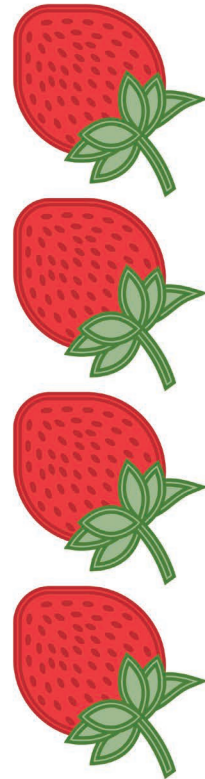
ingikendan midaaswi  
*I know ten*



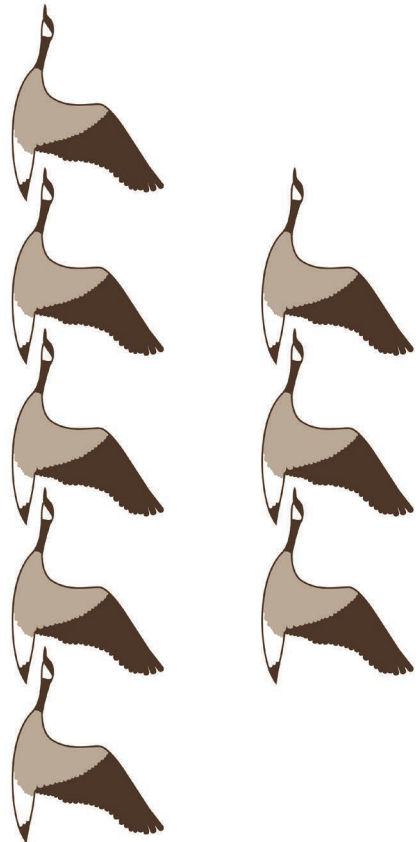
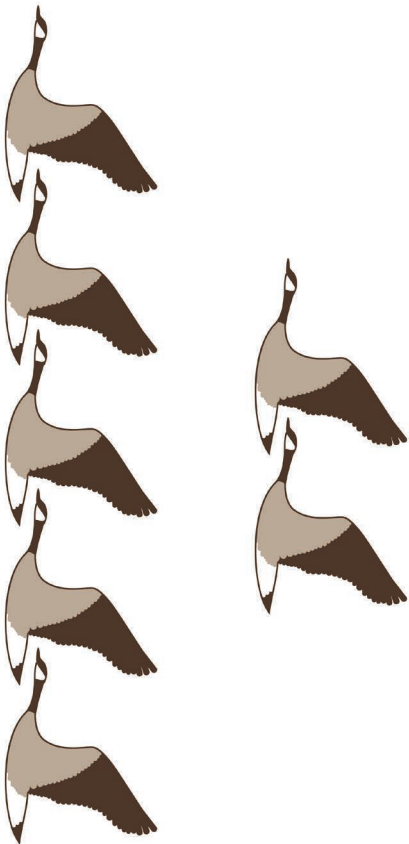
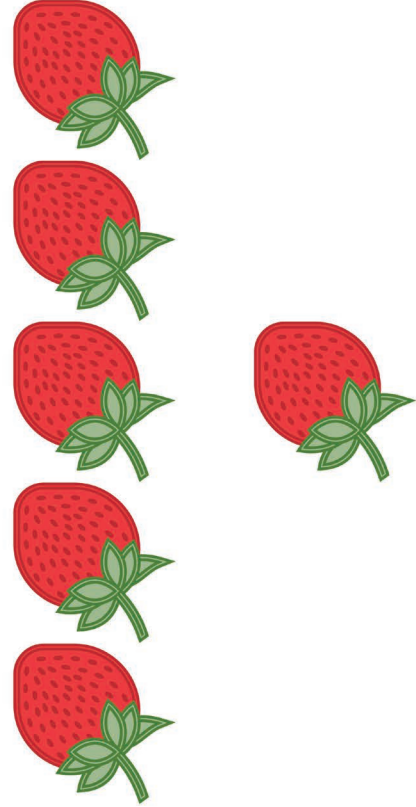


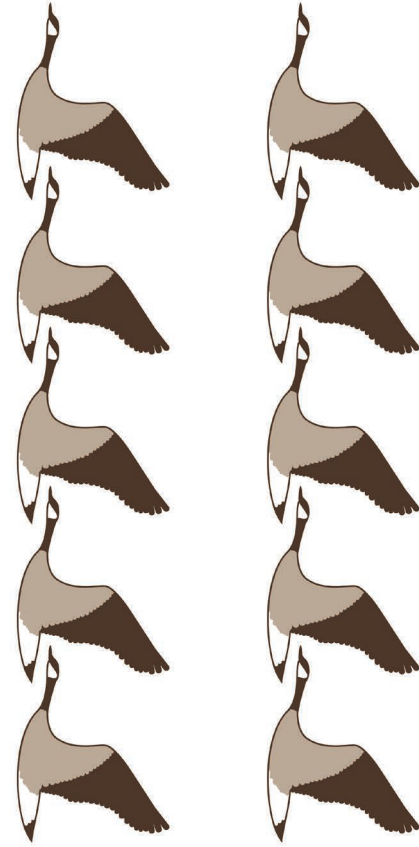
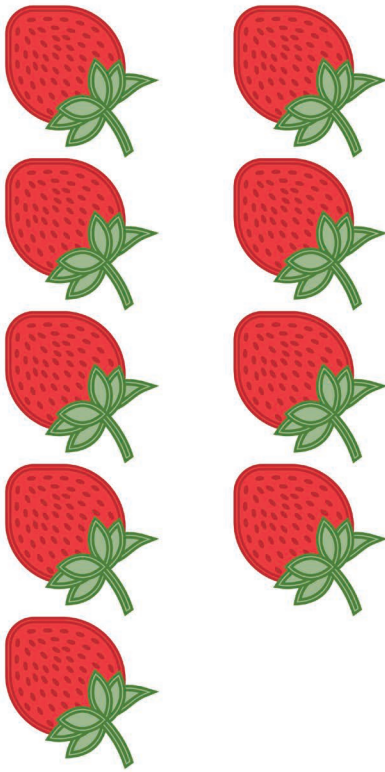






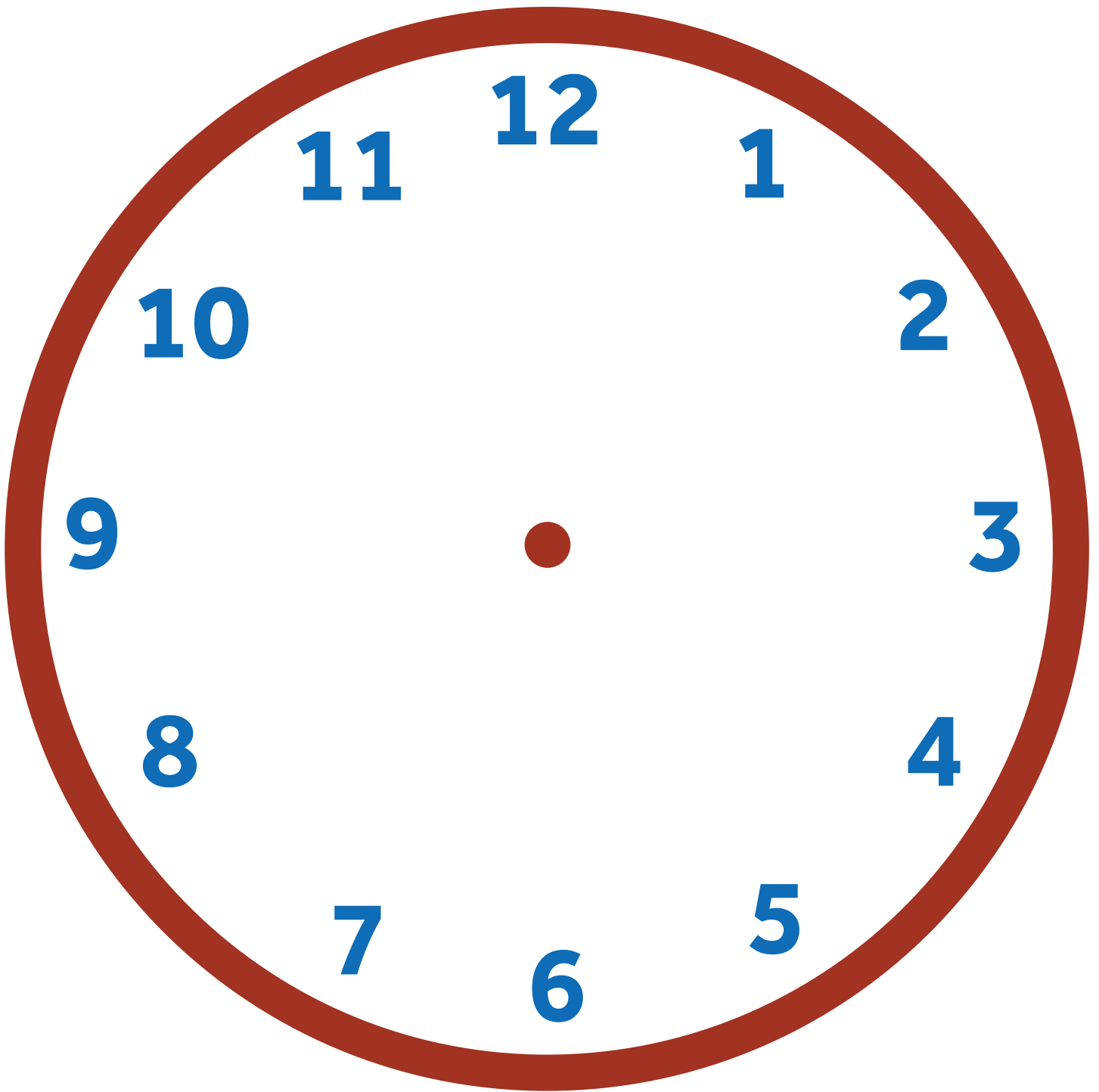








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