

Rosetta Stone[®] Ojibwe

TEACHER'S GUIDE



Level 1 – Unit 3



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The Ojibwe People's Dictionary

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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.



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.' Below this is a question: 'How would you say that this animal is your clan?'. A photograph of a wolf is shown below the question.

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) 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 3

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Ojibwe



UNIT 3

Getting Dressed

Ojibwe



Overview: In this unit, Amik is looking for his clothing. He describes his clothes, and Waasegiizhigookwe helps him find them. You'll also learn how to read and pronounce the glottal stop and nasal vowels.

LESSON 1: Amik, wewiib! – Amik, hurry up!

Students will:

- identify clothing and colors
- ask where something is
- talk about morning routines

LESSON 2: Misko-azhiganan – Red socks

Students will:

- identify more clothing and colors

LESSON 3: Miskwaa. – It is red.

Students will:

- use plural forms
- use color verbs and preverbs
- talk about things that belong to you and others
- use and understand **mii**
- ask questions

LESSON 4: Mii go i'iw. – That's it.

Students will:

- recognize and pronounce the glottal stop
- recognize and pronounce nasal vowels

REVIEW





Lesson 1: Amik, wewiib! Amik, hurry up!

OBJECTIVES

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

- identify clothing and colors
- ask where something is
- talk about morning routines

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Lesson 1 Image Cards
- Two fly swatters (or tube socks/rolled up construction paper/etc.)

VOCABULARY

1

azhigan(an) ni	<i>sock(s)</i>
giboodyegwaazon(ag) na	<i>pair(s) of pants</i>
makizin(an) ni	<i>shoe(s)</i>
babiinzikawaagan(an) ni	<i>jacket(s)</i>

2

misko-	<i>red</i>
ozhaawashko-	<i>blue; green</i>
waabishki-	<i>white</i>
makade-	<i>black</i>

3

nazikwe'o vai	<i>s/he combs her/his hair</i>
giziiyaabide'o vai	<i>s/he brushes her/his teeth</i>
gaye	<i>too</i>
aaniindi	<i>where</i>
imaa	<i>there</i>

4

Nashke!	<i>Look!</i>
Wewiib!	<i>Hurry up!</i>



ACTIVITY A Who's wearing what?

Materials

- Rosetta Stone Ojibwe
- Smartboard or projector

⌚ Estimated time: 30 minutes

Activity Steps

1. Watch the Unit 3, Lesson 1 video (Look and Listen) together as a class. (See Lesson 1 Script, page 16)
2. Complete Lesson 1 Vocabulary and Pronounce exercises as a group. Repeat each Pronounce item three times.
3. Ask students to stand up if they are wearing a clothing item of a particular color. For example, if you ask **Aaniindi makade-makizinan?** (*Where are black shoes?*), all students wearing black shoes should stand up.
 - While students wearing a clothing item are standing up, count the number of people standing using the numbers learned in Unit 2, Lesson 2.
4. Repeat, using different colors and clothing items.

★ **Stretch activity:** After leading this a few times, have students take turns asking the question.



TEACHER'S TIP

- If students don't realize they are wearing an item you've called out, say **Nashke!** (*Look!*) to point it out to them.
- If they are not moving quickly enough, say **Wewiib!** (*Hurry up!*).

ONLINE ACTIVITIES

⌚ Estimated time:
60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 3, Lesson 1 individually or in groups. (See Lesson 1 Script, page 16)



ACTIVITY B Four corners

Materials

⌚ Estimated time: 15 minutes

- Lesson 1 Image Cards, one copy (See Printouts A, page 21)
- Smartboard or projector

Activity Steps

1. Place four Lesson 1 Image Cards in each corner of the room.
 - a. Every corner should have a card with each clothing item and a card with each color.
 - b. You can also use actual clothing items.
2. Have students stand in the center of the room.
3. Call out a card, such as **misko-giboodiyegwaazon** (*red pants*).
 - a. Students run to the corner with the correct card.
 - b. The last student to arrive must correctly name all four cards in the corner. If they cannot, they are eliminated.
 - c. Any student in the wrong corner is eliminated.
4. Repeat until only one student is left.

ACTIVITY C Flyswatter game

Materials

⌚ Estimated time: 30 minutes

- Lesson 1 Image Cards, one copy (See Printouts A, page 21)
- Two fly swatters (or tube socks/rolled up construction paper/etc.)

Activity Steps

1. Write all 16 combinations of vocabulary words from Vocabulary 1 and 2 on the board.
Leave space between words.
2. Divide students into two groups.
3. Give each group a fly swatter (or tube sock/rolled up construction paper/etc.).
4. Call one student from each group to the board. Show the students a Lesson 1 Image Card. The first student to correctly hit the word on the board and name it aloud gets the point for their team.
5. Count the points in Ojibwe using the numbers from Unit 2.
6. Repeat until one team has ten points.



Lesson 2: Misko-azhiganan - Red socks

OBJECTIVES

- identify more clothing and colors

MATERIALS

- Lesson 1 Image Cards
- Lesson 2 Image Cards
- Rosetta Stone Ojibwe
- Computers or tablets

VOCABULARY

1

babagiwayaan(an) ni	<i>shirt(s)</i>
wiiwakwaan(an) ni	<i>hat(s)</i>
babiinzikawaagan(an) ni	<i>jacket(s)</i>
azhigan(an) ni	<i>sock(s)</i>
makizin(an) ni	<i>shoe(s)</i>
ingoodaas(an) nid	<i>my dress(es)</i>
giboodiyegwaazon(ag) na	<i>pair(s) of pants</i>

2

makade-	<i>black</i>
waabishki-	<i>white</i>
misko-	<i>red</i>
ozhaawashko-	<i>blue; green</i>
ozaawi-	<i>yellow; brown</i>
ashkibagong inaande	<i>it is green</i>



ACTIVITY A What am I? Part 1

Materials

Estimated time: 15 minutes

- Lesson 1 Image Cards, one per student (See Printouts A, page 21)

Activity Steps

1. Give each student one Lesson 1 Image Card. **Students may not look at their cards!**
2. Each student holds or tapes their card to their forehead, with the image facing outward.
3. Students ask each other if their photo is of a clothing item, for example: **Mii na makizin?** (*Is it a shoe?*)
4. Students answer each other with **eya'** (yes) or **gaawiin** (no).
5. Students repeat questions and answers until they identify what's on their card.
6. Students group themselves into jackets, pants, socks and shoes.
7. Repeat the activity, using colors instead of clothing items.

ONLINE ACTIVITIES

Estimated time:
60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 3, Lesson 2 individually or in groups. (See Lesson 2 Script, page 17)



ACTIVITY B

Describe your outfit

Activity Steps

1. Students use nouns and colors from Lessons 1 and 2 to write a list of everything they're wearing.
2. Students present their outfits to the class using **Mii o'ow/Mii onow** (*This is/These are*). For example, they might say: **Mii o'ow waabishki-babagiwayaan.** (*This is a white shirt.*) **Mii onow makade-makizinan.** (*These are black shoes.*)

🕒 **Estimated time:** 30 minutes



TEACHER'S TIP

Remind students that pants are animate, so they will use **Mii wa'aw giboodiyegwaazon.** (*This is a pair of pants.*)

ACTIVITY C

What am I? Part 2

Materials

- Lesson 2 Image Cards, one per student (See Printouts B, page 25)

🕒 **Estimated time:** 15 minutes

Activity Steps

1. Repeat Lesson 2 Activity A using the Lesson 2 Image Cards.
 - Increase the difficulty by having students guess both color and clothing item.
 - You may also use the Lesson 1 Image Cards.



Lesson 3: Miskwaa. *It is red.*

OBJECTIVES

- use plural forms
- use color verbs and preverbs
- talk about things that belong to you and others
- use and understand **mii**
- ask yes or no questions

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets

ACTIVITY A Whose is it?

Activity Steps

Estimated time: 30 minutes

1. Introduce the personal prefixes for *my* (**ni-**) and *your* (**gi-**) on the board. Have students practice applying these prefixes to the following nouns:
 - a. **wiiwakwaan** (*hat*)
 - b. **makizin** (*shoe*)
 - c. **manoomin** (*wild rice*)
 - d. **maamaa** (*mother*)
2. Model the interaction students are about to have: Ask: **Mii na gimazina'igan/gimakizin?** (*Is this your book/shoe?*) and be sure they know the possible answers:
 - a. **Eya', mii i'iw nimazina'igan/nimakizin.** (*Yes, this is my book/shoe.*)
 - b. **Gaawiin.** (*No.*)
3. Collect a notebook, book, or even one shoe from each student.
4. Redistribute the objects to students randomly and without showing the owner's name. Students should not look at the name on the object.
5. Students go from classmate to classmate asking the question, **Mii na gimazina'igan/gimakizin?** (*Is this your book/shoe?*)
6. If the answer is yes, the answering student takes their object. The questioning student returns to their desk.
7. The activity ends when all students have their own objects back.



ONLINE ACTIVITIES

Estimated time:
60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 3, Lesson 3 individually or in groups. (See Lesson 3 Script, page 18)

ACTIVITY B I spy

Activity Steps

1. One person chooses a clothing item that is visible to everyone and says what they are looking at. For example, they might say **Niwaabandaan misko-babagiwayaan** (*I'm looking at a red shirt.*), or for plurals, **Niwaabandanān waabishki-azhiganān** (*I'm looking at white socks.*).
2. Students guess the object by asking **Mii na nimisko-babagiwayaan/gimisko-babagiwayaan/omisko-babagiwayaan Ogimaakwe?** (*Is it my red shirt/your red shirt/Ogimaakwe's red shirt?*)
3. The leader's possible answers are:
 - a. **Eya'.** (*Yes.*)
 - **Eya', mii iw gimisko-wiiwakwaan.** (*Yes, it's your red shirt.*)
 - **Eya', niwaabandaan gimisko-wiiwakwaan.** (*Yes, I'm looking at your red shirt.*)
 - b. **Gaawiin.** (*No.*)
4. Take turns until all students have had a chance to lead the questions.

Estimated time: 30 minutes



TEACHER'S TIP

It's fine if the phrase is only memorized for now; the goal is to have students use plurals with their articles of clothing.



ACTIVITY C Who's wearing what?

Activity Steps

 **Estimated time:** 30 minutes

1. In pairs, students describe their partner's outfit to each other. For example, **Mii o'ow gimisko-wiiwakwaan.** (*This is your red hat.*)
2. After practicing with each other, students describe their partner's outfit to the class. For example, **Mii o'ow omisko-wiiwakwaan.** (*This is her/his red hat.*)
 - a. Remind students that pants are animate:
 - i. For *your pants*, remember to use **Mii wa'aw.**
 - ii. For *her/his pants*, there are additional changes. Prepare your students to either skip talking about pants, or use the following form: **Mii onow ogiboodiyegwaazonan.** (*These are her/his pants.*)



Lesson 4: Mii go i'iw. *That's it.*

OBJECTIVES

- recognize and pronounce the glottal stop
- recognize and pronounce nasal vowels

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Odd One Out Wordlists (See Printouts C)

ACTIVITY A Group pronunciation practice

Materials


- Rosetta Stone Ojibwe
- Smartboard or projector

 **Estimated time:** 60 minutes

Activity Steps

1. Watch the Unit 3, Lesson 4 video together as a class. (See Lesson 4 Script, page 19)
2. Complete all Unit 3, Lesson 4 activities as a class. Repeat every word in Pronounce 1, 2, and 3 several times.
 - Pronunciation of the glottal stop and nasals might be difficult for some students. Practicing as a group allows you to model correct pronunciation for the students.
 - For words with a glottal stop, have students feel their throats while speaking. Doing this will help them feel the catch in their throat and assign a physical movement to represent the glottal stop.
 - Nasal sounds can be especially difficult for new learners. To help students hear the difference between nasal and non-nasal vowels, pronounce each of the following words with the nasal vowel, then pronounce it again without the nasal sound:
 - **nisayenh** vs. **nisaye**
 - **giigoonyag** vs. **giigooyag**
 - **ingodosagoons** vs. **ingodosagoos**

ONLINE ACTIVITIES

 **Estimated time:**
45 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

- Students repeat Rosetta Stone Ojibwe Unit 3, Lesson 4 individually or in groups. Encourage students to pronounce every word several times, and listen to their recorded pronunciation, focusing on glottal stops and nasal vowels. (See Lesson 4 Script, page 19)



ACTIVITY B Odd one out

Materials

- Odd One Out wordlists (See Printouts C, page 32)

 **Estimated time:** 45 minutes

Activity Steps

1. Speak the following words aloud: **niswi, nibi, nishiime**.
 - Recall: we compared **nishiime** and **niswi** in Unit 2, Lesson 2, Activity A (See Unit 2 Teacher's Guide, pages 7-8)
2. Ask students to listen to the final sound in each word. Repeat the words: **niswi, nibi, nishiime**.
3. Ask students to identify the word with a different final vowel from the other two.
4. Write the words on the board and show students that they look different as well as sound different.
5. Repeat using the following words, and ask students to listen to the first vowel: **miizh, niiwin, nimaamaa**.
6. Post the Odd One Out Wordlists around the classroom.
7. Separate students into groups of two or three.
8. Students go from sheet to sheet reading the words aloud and writing down the odd one out in each grouping.
9. When all students have completed this task, ask students to share their lists aloud. Keep track of any differences in the groups, and discuss why they thought differently.



TEACHER'S TIP

Many learners will insert a glottal stop where they see a dash between two vowels, as in **bi-izhaa**. Use the set **bi-izhaa, i'iw, wa'aw** to explain that there is not a glottal stop between preverbs and verbs.

★ Stretch activities:

1. Give each student a set of three words with an odd sound out. Have each student read their set out loud to the class. Ask the rest of the class to identify the odd sound out.
2. Have students create their own set of three words with an odd sound out. Have them read to the class or write their words on the board. Ask the rest of the class to identify the odd sound out.



Unit 3 – REVIEW

Ojibwe



OBJECTIVES

- Review Unit 3

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Paper and colored pencils or crayons
- Student notebooks

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 Practice 1 and 2, Lesson 3 Practice 3, 4, and 8, and Lesson 4 Final Practice.
 - 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

Family Portrait

Materials

- Paper and colored pencils or crayons

⌚ **Estimated time:** 45 minutes

Review Steps

1. Students draw a portrait of themselves and their family members or friends, wearing clothing of different colors.
2. Students write a short paragraph describing who is in the drawing and what they are wearing.
3. Have students present their drawing and description to the class, or record a short video of their presentation.



Unit 3 – REVIEW

Ojibwe



Conversation

 **Estimated time:** 15 minutes

Review Steps

1. Divide students into pairs.
2. Have each student ask their partner two questions about colors and clothes. For example, **Aaniindi giwiiwakwaan?** (*Where is your hat?*) Or **Mii na gimakade-makizinan?** (*Are these your black shoes?*)

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 3

Scripts



Ojibwe

Amik, Wewiib! Amik, Hurry up!



Amik	Maam, aaniindi nindazhiganan? Niwaabishki-azhiganan? <i>Mom, where are my socks? My white socks?</i>
Waasegiizhigookwe	Mii na giwaabishki-azhiganan? Nashke, mii omaa. <i>Your white socks? Look, here.</i>
Amik	Maam, aaniindi ingiboodiyegwaazon? Nindoozhaawashko-giboodiyegwaazon? <i>Mom, where are my pants? My blue pants?</i>
Waasegiizhigookwe	Amik! Nashke, mii imaa. Wewiib! <i>Amik! Look, there! Hurry up!</i>
Amik	Oh, nashke. Mii omaa. <i>Oh, look. Here.</i>
	Maam, aaniindi nimakizinan? Nimisko-makizinan? <i>Mom, where are my shoes? My red shoes?</i>
	Mii omaa. <i>Ah, here.</i>
	Maam, aaniindi nimbabiinzikawaagan? Nimakade-babiinzikawaagan? <i>Mom, where's my jacket? My black jacket?</i>
Waasegiizhigookwe	Mii na gimakade-babiinzikawaagan? <i>Your black jacket?</i>
	Amik, wewiib! <i>Amik, hurry up!</i>
	Nazikwe'on! Giziiyaabide'on gaye! <i>Brush your hair! Brush your teeth too!</i>
	Ambe maajaan! Mii giizhiging iw manoomin! <i>Get going! The rice is ready!</i>
Amik	Ahaw, Maam, ingiizhiitaa! <i>OK, Mom, I'm ready!</i>
	Bekaa! ... Ded, bekaa! <i>Wait! ... Dad, wait!</i>

Biizikiiganan – Clothing



babagiwayaan <i>shirt</i> misko-babagiwayaan <i>red shirt</i> misko-babagiwayaanan <i>red shirts</i>	wiiwakwaan <i>hat</i> ozhaawashko-wiiwakwaan <i>blue hat</i> ozhaawashko-wiiwakwaan <i>blue hats</i>	makizin <i>shoe</i> makade-makizin <i>black shoe</i> makade-makizinan <i>black shoes</i>
babiinzikawaagan <i>jacket/coat</i> misko-babiinzikawaagan <i>red jacket/coat</i> misko-babiinzikawaaganan <i>red jackets/coats</i>	babiinzikawaagan <i>jacket/coat</i> ozhaawashko-babiinzikawaagan <i>blue jacket/coat</i> ozhaawashko-babiinzikawaaganan <i>blue jackets/coats</i>	babagiwayaan <i>shirt</i> waabishki-babagiwayaan <i>white shirt</i> waabishki-babagiwayaanan <i>white shirts</i>
azhigan <i>sock</i> misko-azhigan <i>red sock</i> misko-azhiganan <i>red socks</i>	ingoodaas <i>my dress</i> indoozhaawashkogoodaas <i>my blue dress</i> indoozhaawashkogoodaasan <i>my blue dresses</i>	azhigan <i>sock</i> waabishki-azhigan <i>white sock</i> waabishki-azhiganan <i>white socks</i>
makizin <i>shoe</i> misko-makizin <i>red shoe</i> misko-makizinan <i>red shoes</i>	wiiwakwaan <i>hat</i> makade-wiiwakwaan <i>black hat</i> makade-wiiwakwaan <i>black hats</i>	ingoodaas <i>my dress</i> niwaabishkigoodaas <i>my white dress</i> niwaabishkigoodaasan <i>my white dresses</i>
babagiwayaan <i>shirt</i> ozhaawashko-babagiwayaan <i>blue shirt</i> ozhaawashko-babagiwayaanan <i>blue shirts</i>	babiinzikawaagan <i>jacket/coat</i> makade-babiinzikawaagan <i>black jacket/coat</i> makade-babiinzikawaaganan <i>black jackets/coats</i>	

Anooj Inaandewan. *They are different colors.*



Miskwaa.

It's red.

Miskwaa i'iw babagiwayaan.

The shirt is red.

Miskwaawan.

They're red.

**Miskwaawan iniw
babagiwayaan.**

The shirts are red.

Miskwaa.

It's red.

Miskwaa i'iw wiiwakwaan.

The hat is red.

Miskwaawan.

They're red.

Miskwaawan iniw wiiwakwaan.

The hats are red.

Ozhaawashkwaa.

It's blue.

Ozhaawashkwaa i'iw

babiinzikawaagan.

The jacket/coat is blue.

Ozhaawashkwaawan.

They're blue.

**Ozhaawashkwaawan iniw
babiinzikawaganan.**

The jackets/coats are blue.

Ozhaawashkwaa.

It's blue.

Ozhaawashkwaa i'iw azhigan.

The sock is blue.

Ozhaawashkwaawan.

They're blue.

**Ozhaawashkwaawan iniw
azhiganan.**

The socks are blue.

Makadewaa.

It is black.

Makadewaa i'iw makizin.

The shoe is black.

Makadewaawan.

They're black.

Makadewaawan iniw makizinan.

The shoes are black.

Makadewaa.

It's black.

Makadewaa i'iw ingoodaas.

My dress is black.

Makadewaawan.

They're black.

Makadewaawan iniw ingoodaasan.

My dresses are black.

Waabishkaa.

It's white.

Waabishkaa i'iw babagiwayaan.

The shirt is white.

Waabishkaawan.

They're white.

**Waabishkaawan iniw
babagiwayaan.**

The shirts are white.

Waabishkaa.

It's white.

Waabishkaa i'iw makizin.

The shoe is white.

Waabishkaawan.

They're white.

Waabishkaawan iniw makizinan.

The shoes are white.

Ashkibagong inaande.

It's green.

**Ashkibagong inaande i'iw
azhigan.**

The sock is green.

Ashkibagong inaandewan.

They're green.

**Ashkibagong inaandewan iniw
azhiganan.**

The socks are green.

Ashkibagong inaande.

It's green.

**Ashkibagong inaande i'iw
ingoodaas.**

My dress is green.

Ashkibagong inaandewan.

They're green.

**Ashkibagong inaandewan iniw
ingoodaasan.**

My dresses are green.

Gibichibii'igan *The Glottal Stop*



Have you noticed this character ' in some words?

It's a letter called a glottal stop.

It comes between the letters **h** and **i** in our Ojibwe alphabet.

It represents a sound something like the catch in your throat when you say uh-oh.

Listen: **uh-oh**

Now try saying "**uh-oh**" with your hand on your throat.

"Uh-oh"

Do you hear and feel the catch in your throat?

You'll see the glottal stop in the middle of some words, or sometimes at the end. You'll never see it at the beginning of a word.

Listen to these words.

wa'aw <i>this (animate)</i>	nazikwe'o <i>s/he combs her/his hair</i>	eya' <i>yes</i>	i'iw <i>that (inanimate)</i>
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Do you hear the glottal stop?

Now try practicing this sound some more. Repeat each word after you hear it.

wa'aw	nazikwe'o	eya'	i'iw
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And here are a few more to practice with.

giziiyaabide'o <i>s/he brushes her/his teeth</i>	o'ow <i>this (inanimate)</i>	aabaji' <i>use something (animate)</i>
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Now that you know what that little letter represents, try saying it whenever you see it!

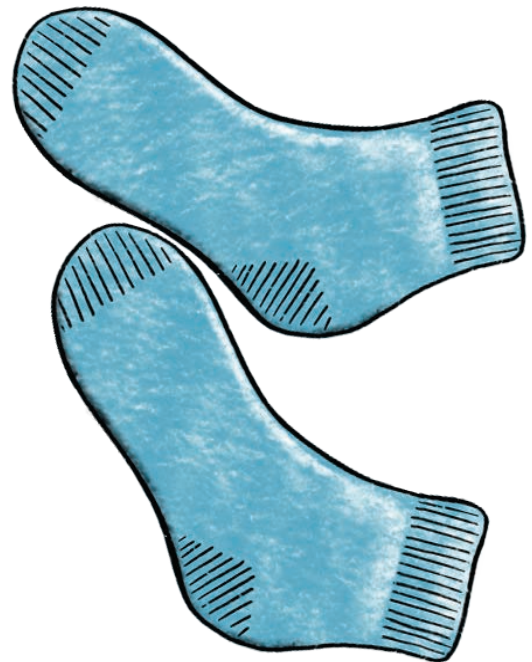
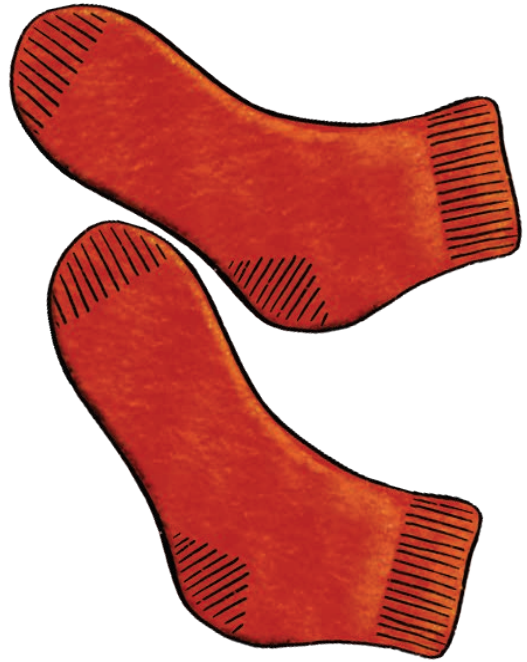
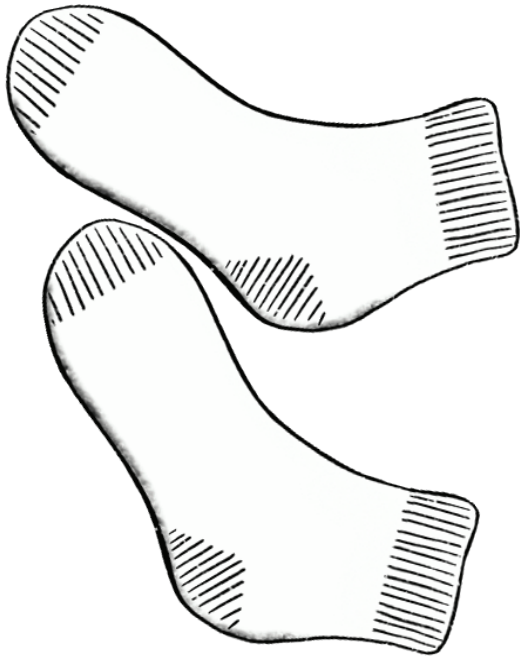
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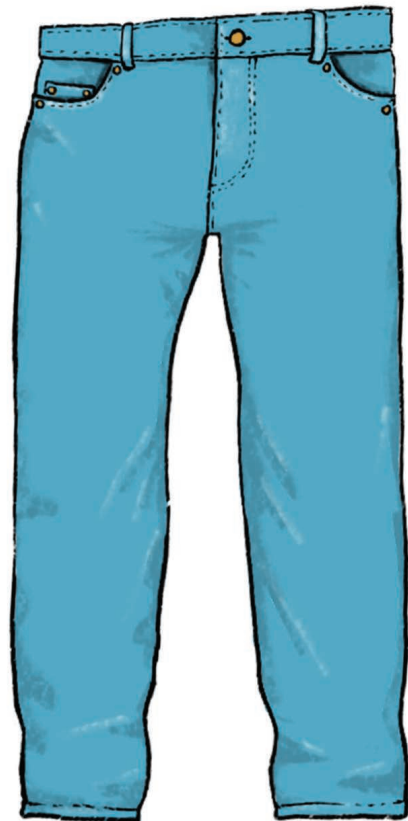
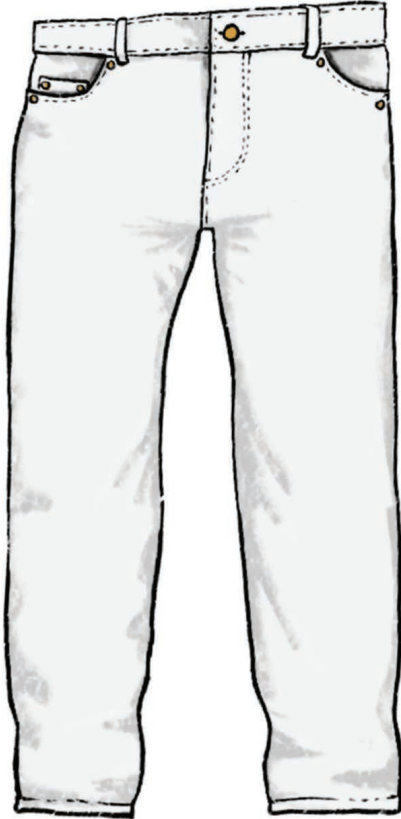
UNIT 3

Printouts

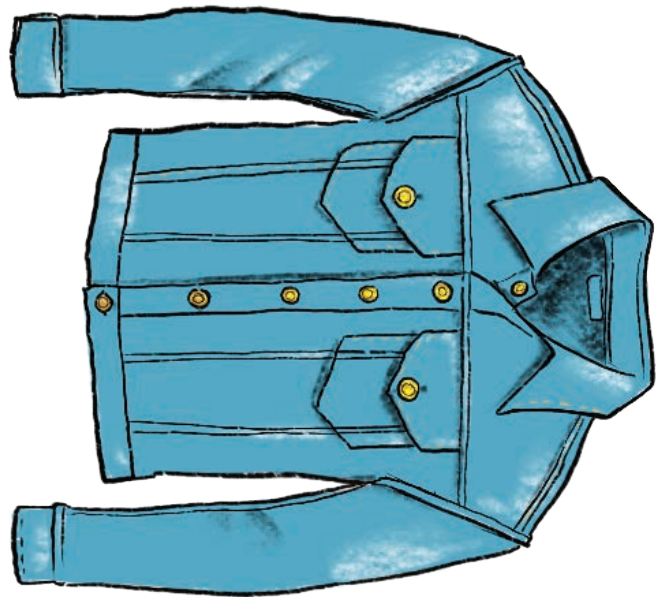
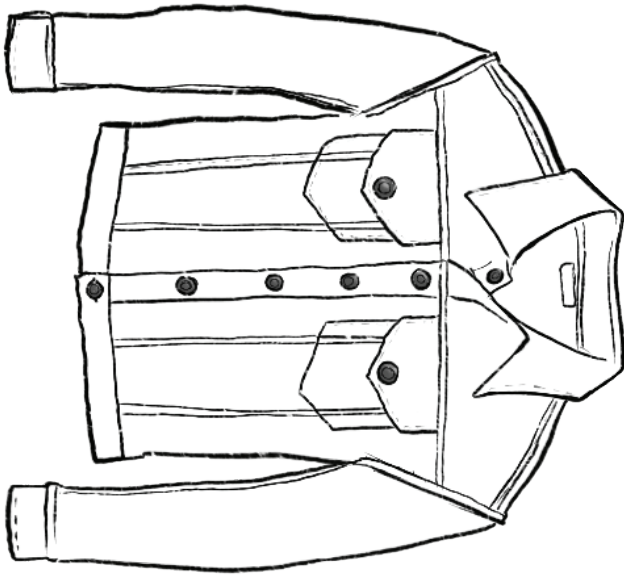


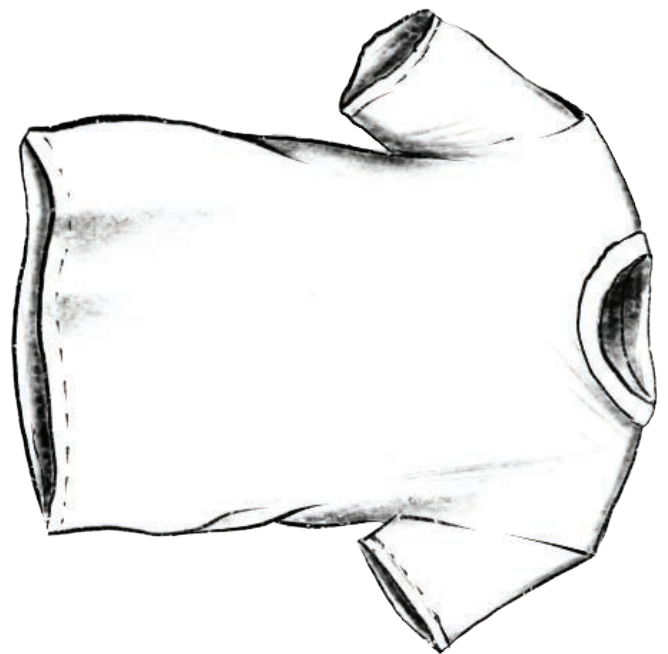
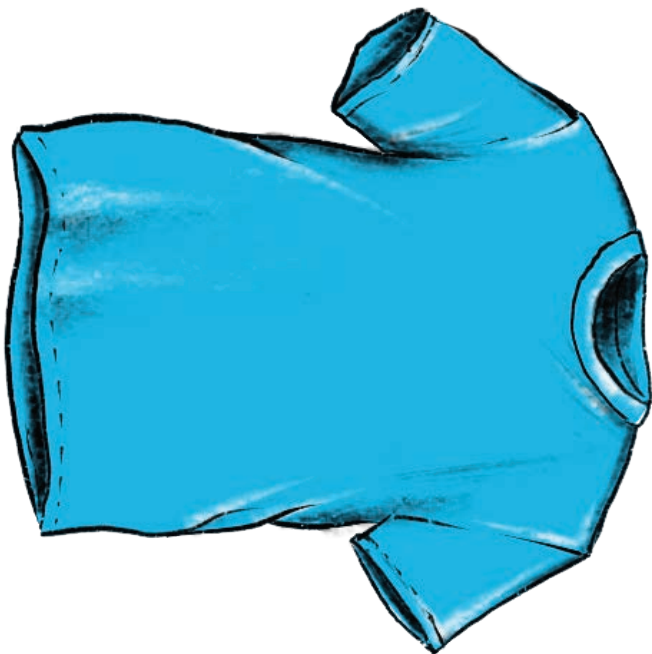
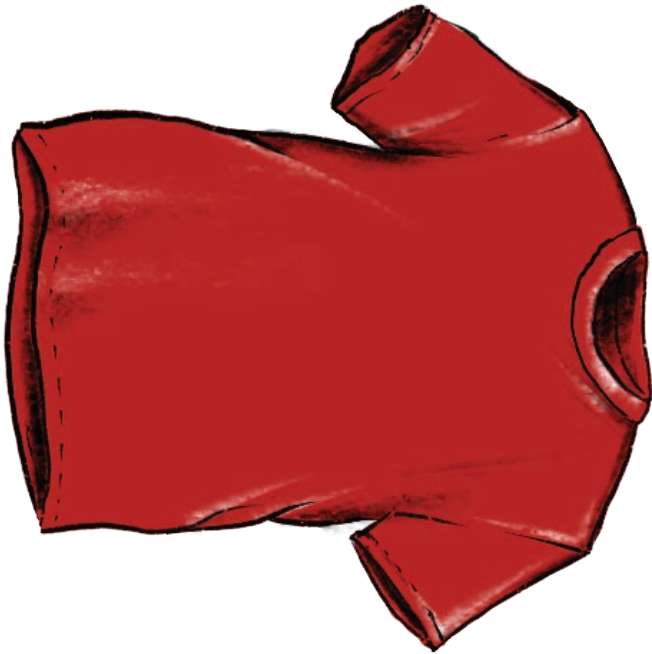
Ojibwe

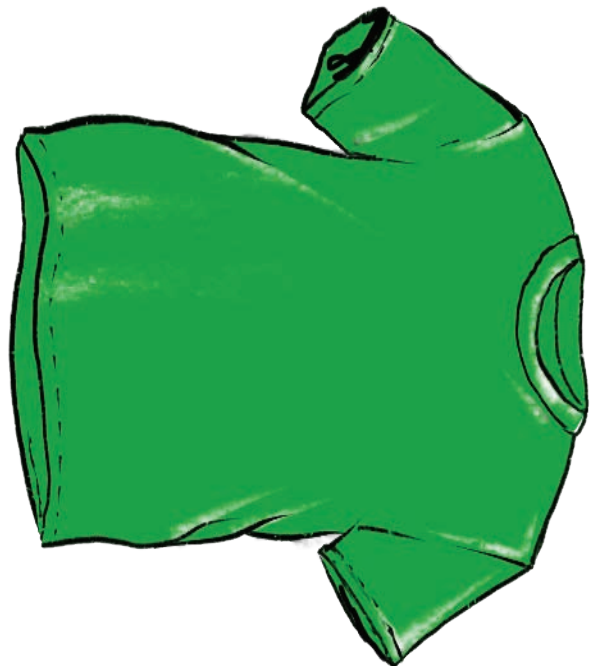
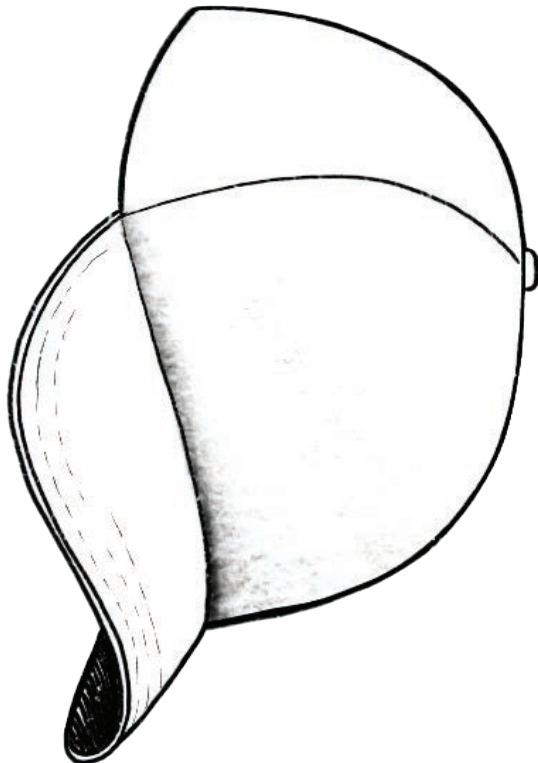
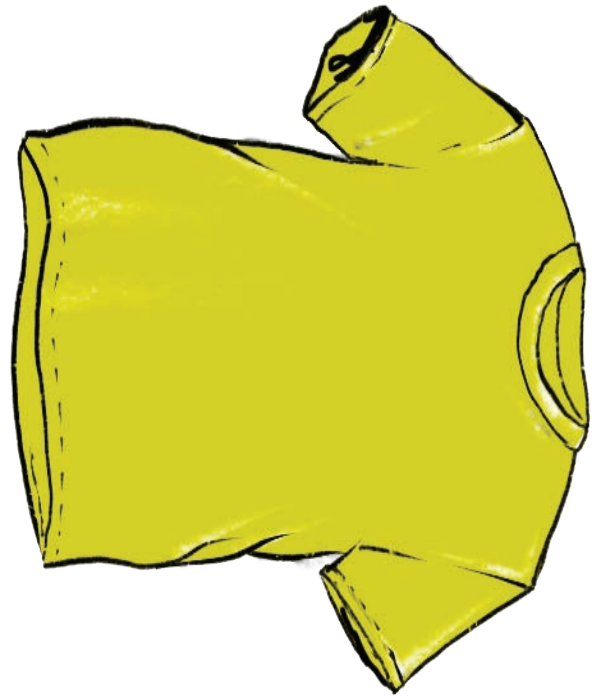
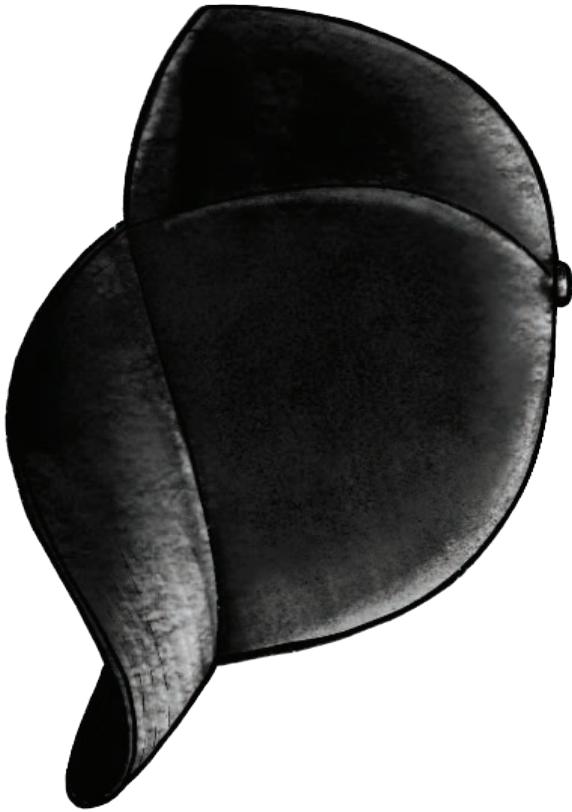


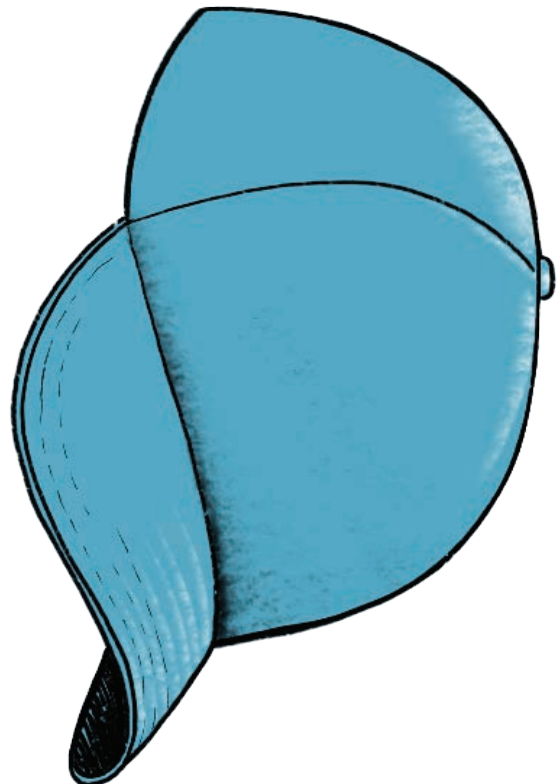
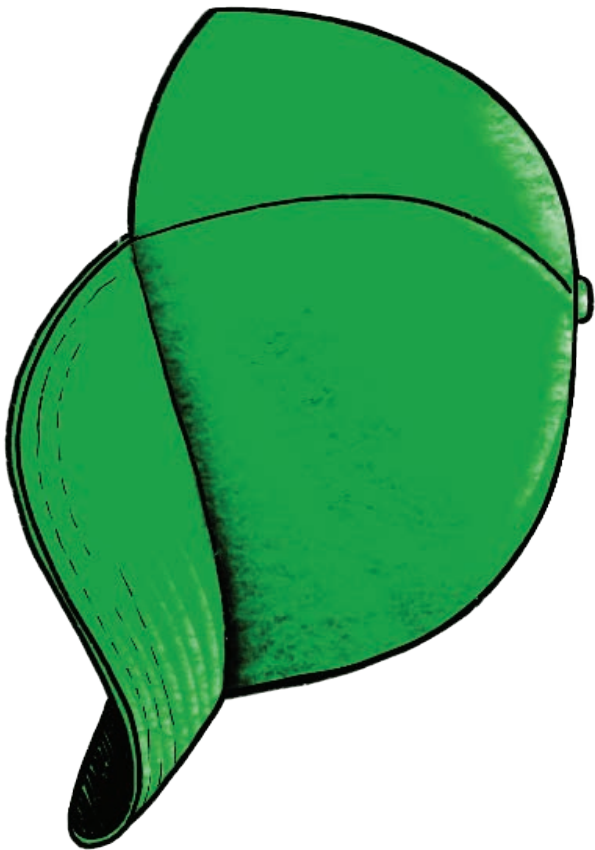
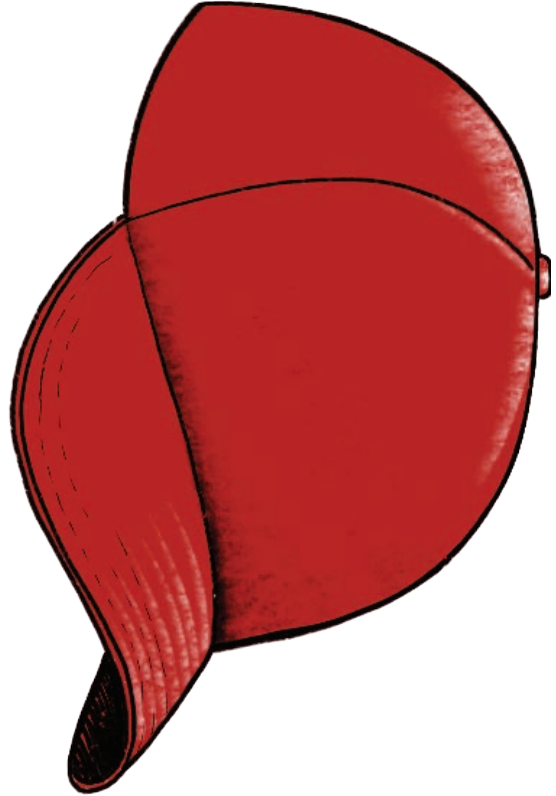
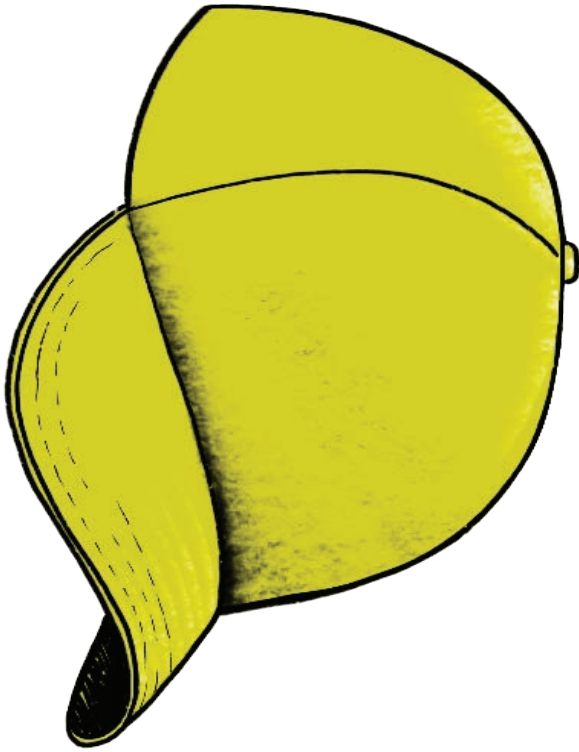


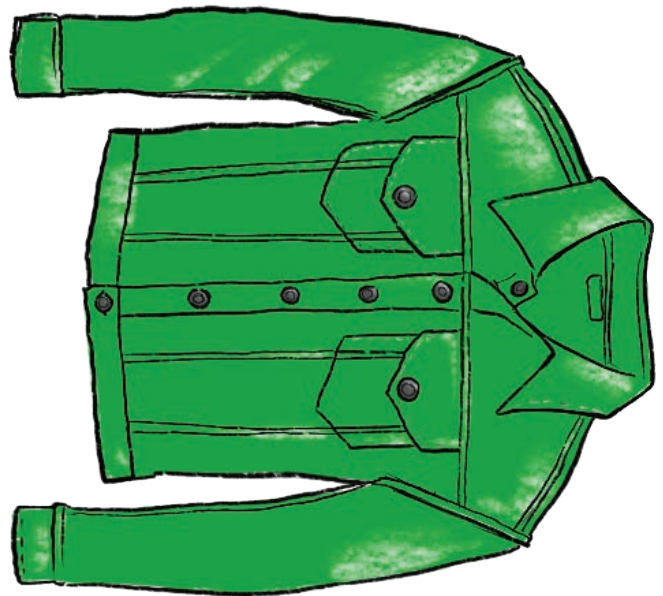
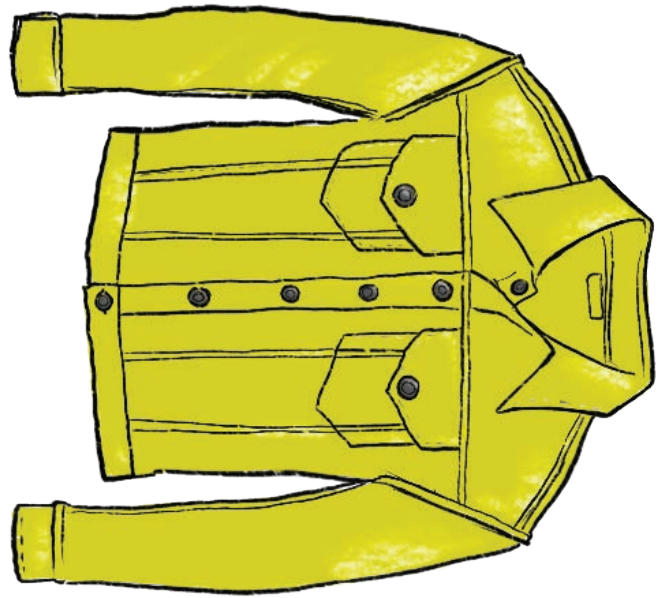
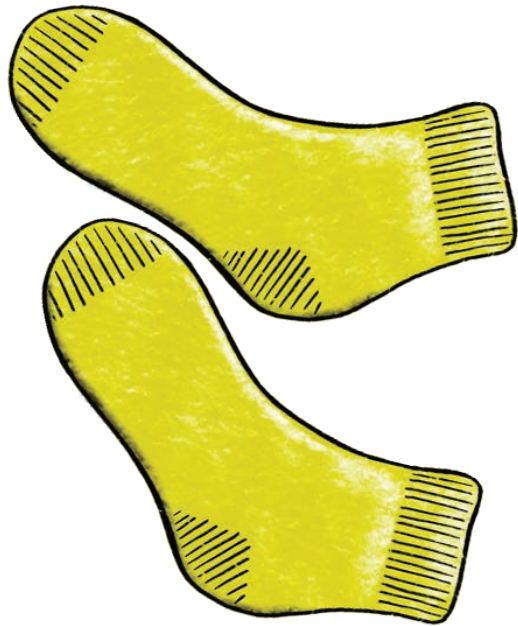


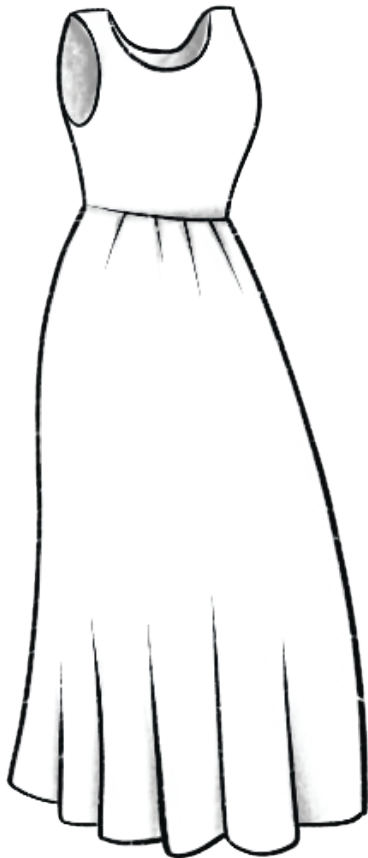


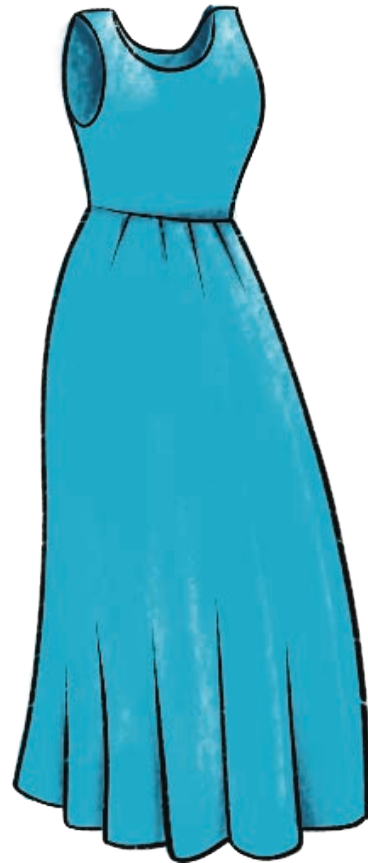
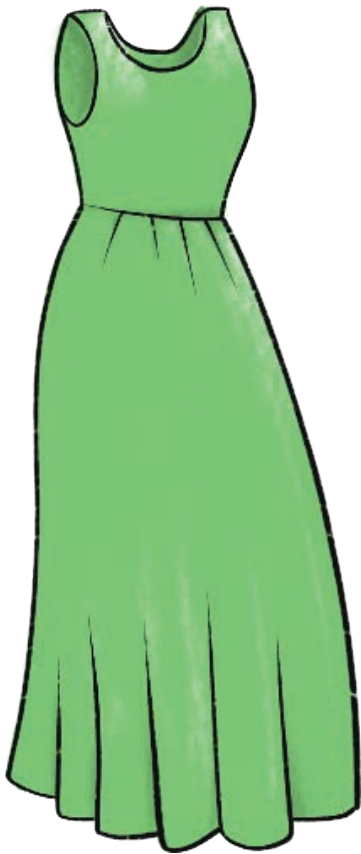
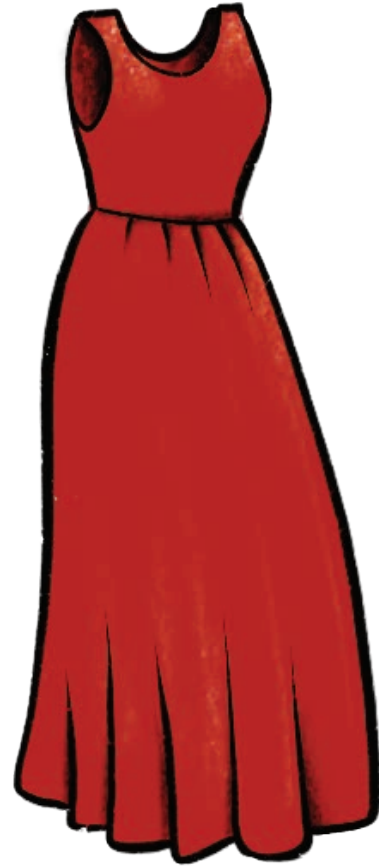
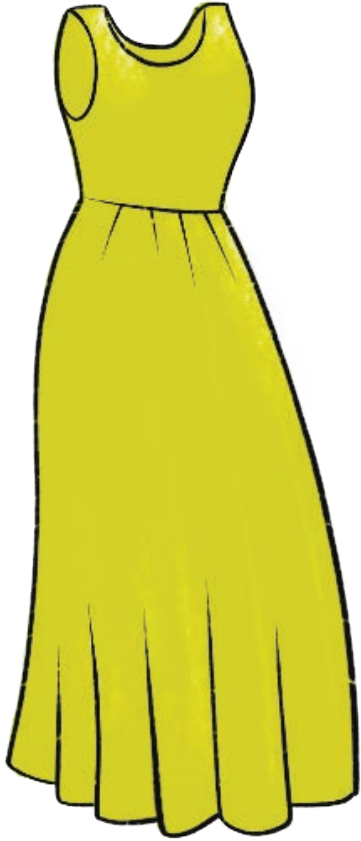


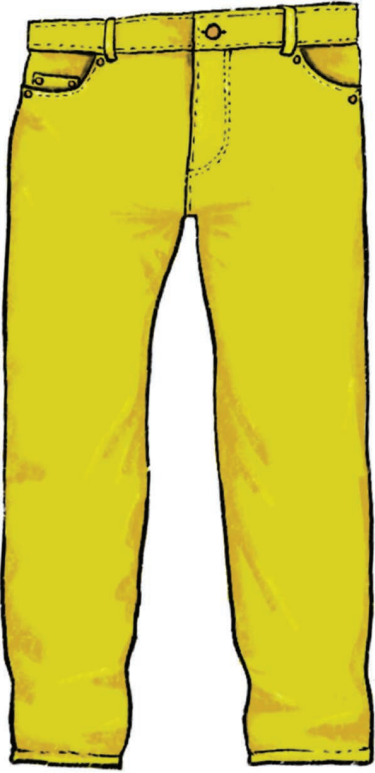












Final Sound

manidoo

boozhoo

giigoonh

Final Sound

nishiime

nimisenh

indede

Final Sound

noozhishenh

nisayenh

nishiime

Final Sound

niizh

miizh

dash

Final Sound

jaagiz
waabooz
miizh

Middle Sound

wa'aw
o'ow
ashi

Middle Sound

bi-izhaa
i'iw
wa'aw