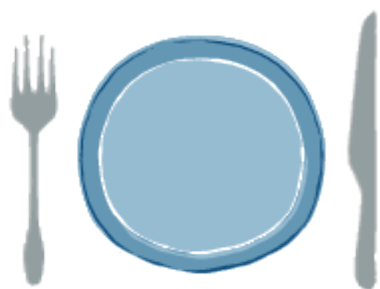


Rosetta Stone[®] Ojibwe

TEACHER'S GUIDE



Level 1 – Unit 6



RS-Ojibwe-TeacherGuide-Level 1 ISBN: 978-1-947569-57-7

All information in this document is subject to change without notice. This document is provided for informational purposes only and the Mille Lacs Band of Ojibwe and Rosetta Stone, LLC, make no guarantees, representations, or warranties, either express or implied, about the information contained within the document or about the document itself.

Rosetta Stone® and the Rosetta Stone logo are trademarks of Rosetta Stone LLC.

Copyright © 2022 Mille Lacs Band of Ojibwe. All rights reserved.

Printed in the United States of America.



Mille Lacs Band of Ojibwe
43408 Oodena Dr
Onamia, MN 56359
<https://millelacsband.com>
[https://www.culture.aanji.org/
language/ojibwe-rosetta-stone/](https://www.culture.aanji.org/language/ojibwe-rosetta-stone/)



Rosetta Stone, LLC
A division of IXL Learning
San Mateo, California USA
[RosettaStone.com](https://www.RosettaStone.com)

ACKNOWLEDGEMENTS

The Mille Lacs Band of Ojibwe and Rosetta Stone acknowledge support from the following:

Authors and Editors:

Chato Ombishkebines Gonzalez
Michael Migizi Sullivan
Dustin Gimiwan Burnette

Chase Bagwajikwezens Sam for the Unit icon illustrations
Melissa Baabiitawigiizhigookwe Boyd for song recording vocals
The songs featured in Level 1 are commonly used in Ojibwe language classes.

Pages iii and 6
The Ojibwe People's Dictionary

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/>



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.

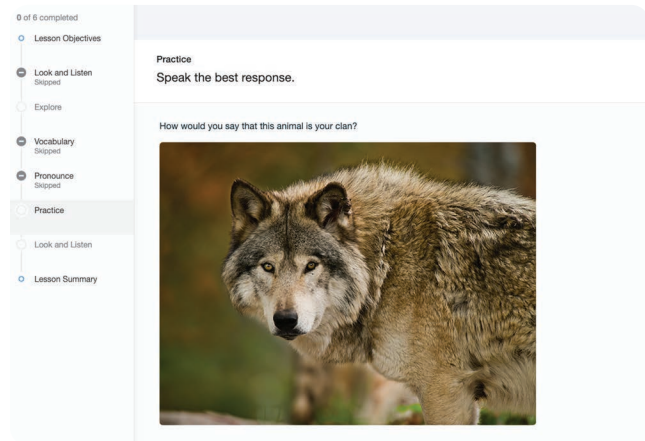
In addition to the lesson plans in the Teacher's Guide, there are many ways to use Rosetta Stone Ojibwe in your teaching. For example:

- 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.



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 6

Contents



UNIT 6 OVERVIEW	1
LESSON 1: Niiyo-giizhigad noongom. – Today is Thursday.	2
Activity A: Like it or not?	4
Online activities	4
Activity B: Act it out	5
Activity C: Ojibwe People's Dictionary	6
LESSON 2: Awenen nitam? – Who is first?	7
Activity A: Days of the Week song	8
Online activities	8
Activity B: Days of the week	9
Activity C: Calendar	9
Activity D: Awenen nitam?	10
LESSON 3: Aaniin ezhi-giizhigak? – What day is it?	11
Activity A: Weekly calendar	12
Online activities	13
Activity B: Building sentences	13
Activity C: Plurals	14
LESSON 4: Niminopidaan manoomin. – I like wild rice.	15
Online activities	16
Activity A: Cooking rice	16
REVIEW	17
Test Review	17
Enanjigeyaan	17
Conversation	18
Reflect	18
SCRIPTS	19
PRINTOUTS	30

Ojibwe



UNIT 6

Dinnertime

Ojibwe



Overview: The family sits down for dinner and discusses the food they do and do not like. In this unit, you'll learn about the days of the week and ordinal numbers. You'll be introduced to new command forms and learn how to cook wild rice.

LESSON 1: Niiyo-giizhigad noongom. – *Today is Thursday.*

Students will:

- talk about eating and enjoying food
- say goodbye to a group of people
- use an online Ojibwe dictionary to learn new words

LESSON 2: Awenen nitam? – *Who is first?*

Students will:

- talk about the days of the week
- use ordinal numbers

LESSON 3: Aaniin ezhi-giizhigak? – *What day is it?*

Students will:

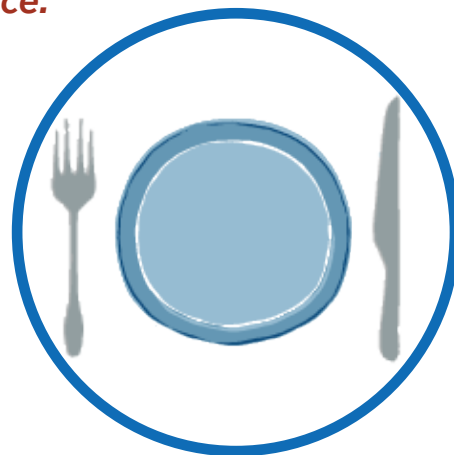
- use A and B forms to talk about days of the week
- tell someone not to do something
- form /et's commands
- learn when to use the preverb **wii-**
- use vti verbs with singular and plural objects

LESSON 4: Niminopidaan manoomin. – *I like wild rice.*

Students will:

- learn how to cook **manoomin**

REVIEW





Lesson 1: Niiyo-giizhigad noongom. *Today is Thursday.*

OBJECTIVES

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

- talk about eating and enjoying food
- say goodbye to a group of people
- use an online Ojibwe dictionary to learn new words

MATERIALS

- Like/Dislike Cards (See Printouts A)
- Lesson 1 Image Cards (See Printouts B)
- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 1 Script
- Smartboard or projector

VOCABULARY

1

giigoonh (giigoonyag) na	<i>fish (multiple fish)</i>
okaadaak(oon) ni	<i>carrot(s)</i>
ojibwemowin ni	<i>Ojibwe language</i>
giiwewijigan(an) ni	<i>homework (multiple homework assignments)</i>

2

Niiyo-giizhigad vii	<i>it is Thursday</i>
Naano-giizhigad vii	<i>it is Friday</i>
noongom	<i>today</i>

3

minopidan vti	<i>like the taste of something</i>
mijjin vti	<i>eat something</i>
giziibiiginaagane vai	<i>s/he washes dishes</i>

4

nanda-	<i>seek</i>
gikinoo'amaagozi vai	<i>s/he goes to school</i>
giizhiikan vti	<i>finish with something</i>
maajaa vai	<i>s/he leaves</i>



VOCABULARY

5

minwaabi *s/he has good vision*
vai

odamino *s/he plays*
vai

wii- *want to*

6

geget *certainly; sure*

wenda- *really*

gegiinawaa *you (all) too*

7

Mii go geget. *That's for sure.*

minwaabaminaagwad *it looks good*
vii

Sataayaa! *Oh, no! (said by a male)*



ACTIVITY A Like it or not?

Materials

- Like/Dislike Cards, one set (See Printouts A, page 31)
- Lesson 1 Image Cards, one set (See Printouts B, page 33)

Estimated time: 30 minutes

Activity Steps

1. Introduce the verb **minopidan** (*like the taste of something*).
2. Practice saying **Niminopidaan i'iw.** (*I like that.*) and **Gaawiin niminopidanzin i'iw.** (*I don't like that.*) Use gestures and facial expressions to associate these sentences with the feelings of liking and disliking things.
3. Post the Like/Dislike Cards on opposite sides of the room.
4. Display a Lesson 1 Image Card. Have students move to stand near the sign that reflects their preference.
 - You could also use actual food (for example, candies that students get to keep for answering correctly!).
5. Ask students on each side of the room: **Giminopidaan na o'ow?** (*Do you like this?*) They should answer with one of the sentences they have learned.



TEACHER'S TIP

Be sure to mention that this verb is about liking the taste of something. You'll use different words to talk about other kinds of likes and dislikes.

ONLINE ACTIVITIES

Estimated time: 60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 6, Lesson 1 individually or in groups. (See Lesson 1 Script, page 20)



ACTIVITY B Act it out

Materials

Estimated time: 45 minutes

- Lesson 1 Script, one copy per student (See Lesson 1 Script, page 20)

Activity Steps

1. Divide students into groups of four.
2. Distribute copies of the Lesson 1 Script.
3. Students assign the roles of Ogimaakwe, Amik, Gimiwan, and Waasegiizhigookwe among themselves. (The instructor is cast as Waabooz for each group.)
4. Allow each group 10 minutes to rehearse. Encourage students to use actions, gestures and facial expressions to make the meanings clear.
5. Each group will act out the script to their classmates.
6. Ask students to recall the lines where Gimiwan and Waasegiizhigookwe say goodbye to Ogimaakwe and Amik. Ask students other ways they are familiar with saying goodbye in Ojibwe and list them on the board. If students are unfamiliar, you may offer the following words, which could follow **Giga-waabamin** (See you) or **Giga-waabamigoom** (See you all):
 - **baanimaa** (*later*)
 - **miinawaa** (*again*)
7. Ask students why it might be important to have different ways of saying the same thing. If students are having trouble, compare these ways of saying goodbye to the different ways they say goodbye in English.



ACTIVITY C Ojibwe People's Dictionary

Materials

Estimated time: 60 minutes

- Smartboard or projector
- Computers or tablets

Activity Steps

1. Model use of the Ojibwe People's Dictionary (www.ojibwemowin.com) on the smartboard.
 - a. Demonstrate how to search for an English word. You might take suggestions from the class or use *fish* as an example.
 - b. Demonstrate how to search for an Ojibwe word. You might take suggestions from the class or use **waabam** as an example.
 - c. Explore an entry together. For example, you might do the following:
 - hover over the vocabulary code
 - click on a speaker's initials
 - listen to audio
 - look at other forms of the word
 - look at and listen to example sentences
 - follow links to related words in the word family
 - d. Have students use computers or tablets to search for and make a list of eight foods: five foods that they like, and three foods they do not like.
2. Students use their list to complete the following sentences:
 - a. **Niminopidaan (food they like).**
 - b. **Gaawiin niminopidanziin (food they dislike).**
3. Have students read their lists to the class one at a time.
 - a. Write a list of the foods on the board as students read, and tally the total number of likes and dislikes for the classroom. This is a good opportunity to practice numbers!



Lesson 2: Awenen nitam? - Who is first?

OBJECTIVES

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

- talk about the days of the week
- use ordinal numbers

MATERIALS

- Days of the Week Song Lyrics (See Printouts C)
- Days of the Week Song Audio
- Rosetta Stone Ojibwe
- Computers or tablets
- Day of the Week Cards (See Printouts D)
- Calendar
- Ordinal Number Cards (See Printouts E)

VOCABULARY

1

nitam	<i>first</i>
eko-niizhing	<i>second</i>
eko-nising	<i>third</i>
eko-niiwing	<i>fourth</i>
eko-naaning	<i>fifth</i>
eko-ingodwaaching	<i>sixth</i>
eko-niizhwaaching	<i>seventh</i>
eko-ishwaaching	<i>eight</i>
eko-zhaangaching	<i>ninth</i>
eko-midaaching	<i>tenth</i>

2

Nitam-anokii-giizhigad vii	<i>it is Monday</i>
Niizho-giizhigad vii	<i>it is Tuesday</i>
Aabitoose vii	<i>it is Wednesday</i>
Niiyo-giizhigad vii	<i>it is Thursday</i>
Naano-giizhigad vii	<i>it is Friday</i>
Ishkwaaj-anokii-giizhigad vii	<i>it is Saturday</i>
Anwebi-giizhigad vii	<i>it is Sunday</i>
Aaniin ezhi-giizhigak?	<i>What day of the week is it?</i>



ACTIVITY A Days of the Week song

Materials

Estimated time: 30 minutes

- Days of the Week Song Audio (www.culture.aanji.org/ojibwe-rosetta-stone)
- Days of the Week Song Lyrics (See Printouts C, page 35)

Activity Steps

1. Listen to the Days of the Week song. Optional: Distribute the Days of the Week lyrics to learners.
2. Practice singing the Days of the Week song together.
3. Ask students what parts of the days of the week they recognize. They should recognize some of the number forms. They might also notice that most days end with **giizhigad**.
4. Ask students if they know any other names for these days.
 - a. List student suggestions on the board.
5. Fill in the following alternate words if students do not come up with them:
 - a. **Maadanokii-giizhigad** (*it is Monday; it is the day that starts the work week*)
 - b. **Giziibiigisaginige-giizhigad** (*it is Saturday; it is floor scrubbing day*)
 - c. **Anama'e-giizhigad** (*it is Sunday; it is church day*)

ONLINE ACTIVITIES

Estimated time: 60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 6, Lesson 2 individually or in groups. (See Lesson 2 Script, page 22)



ACTIVITY B Days of the week

Materials

- Day of the Week Cards, one set per group (See Printouts D, page 36)

Estimated time: 30 minutes

Activity Steps

1. Split students into small groups.
2. Give each group a set of Day of the Week Cards.
3. Explain that you are going to give a day of the week to start with, and they should put their cards in order as fast as they can. When a group is done, they should yell out **Ingiizhitaamin!** (*We're done!*)
4. Call out a day of the week. Groups race to put the cards in order starting on the day you call out.
5. Repeat, starting on a different day of the week.
6. Repeat as many times as is helpful.

ACTIVITY C Calendar

Materials

- Calendar

Estimated time: 30 minutes

Activity Steps

1. Use a calendar to ask the following questions:

a. Aaniin ezhi-giizhigak? (*What day of the week is it?*)

- Student answer should be one of the days of the week. For example, they might answer **Niizho-giizhigad** or **Mii iw Niizho-giizhigak**. (*It is Tuesday.*)

b. Aaniin waa-izhi-giizhigak waabang? (*What day will it be tomorrow?*)

- Student answer should be **Da-(day of the week) waabang**. (*It will be [day of the week] tomorrow.*) For example, they might answer **Da-aabitoose waabang**. (*It will be Wednesday tomorrow.*)

c. Aaniin gaa-izhi-giizhigak bijiinaago? (*What day was it yesterday?*)

- Student answer should be **Gii-(day of the week) bijiinaago**. (*It was [day of the week] yesterday.*) For example, they might answer **Gii-nitam-anokii-giizhigad bijiinaago**. (*It was Monday yesterday.*)



TEACHER'S TIP

Repeat this activity daily to start or end class.

As students become familiar with this routine, they can take over asking the questions as well as providing the answers.



ACTIVITY D **Awenen nitam?**

Materials

 **Estimated time:** 30 minutes

- Ordinal Number Cards, one card per student (See Printouts E, page 37)

Activity Steps

1. Distribute Ordinal Number Cards to students. They should not look at their own cards!
2. Students hold their cards on their foreheads. (Alternatively, you can tape cards on students' backs.)
3. Students tell each other what number they are and arrange themselves in a line in order from first to last.
4. Ask students to identify who is in different positions in the line. For example, if you ask **Awenen eko-naaning?** (*Who is fifth?*), they should answer with the name of the student who is fifth in line.
5. Next, tell students that they will line up in order of height. Ask **Awenen nitam?** (*Who is first?*) to figure out who should go first, and following numbers to arrange the class.
6. Ask students to identify who is in different positions in the line, as in Step 4.



TEACHER'S TIP

If you have more than ten students, you can print multiple copies of the Ordinal Number Cards and have students double up or work in groups. You can also make additional cards for higher numbers.



Lesson 3: Aaniin ezhi-giizhigak? *What day is it?*

OBJECTIVES

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

- use A and B forms to talk about days of the week
- tell someone not to do something
- form *let's* commands
- use the preverb **wii-**
- use *vti* verbs with singular and plural objects

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Blank Week Template (See Printouts F)
- Sentence Building Cards (See Printouts G)
- Sentence Building Cards Expansion (See Printouts H)

VOCABULARY

1

jiibaakwe	<i>s/he cooks</i>
vai	
wiisiniwigamig(oon)	<i>restaurant(s)</i>
ni	



ACTIVITY A Weekly calendar

Materials

Estimated time: 60 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Blank Week Template, one per student (See Printouts F, page 39)

Activity Steps

1. Watch Unit 6, Lesson 3 Look and Listen video together as a class.
2. Write the following sentences on the board:
 - a. **Nitam-anokii-giizhigad.** (*It is Monday.*)
 - b. **Mii iw Nitam-anokii-giizhigak.** (*It is Monday.*)
3. Ask students what they notice about sentences A and B above. They might notice similarities between the sentences, or that sentence A is a full sentence in one word. Guide students to notice these two key differences:
 - a. The last letter of the day of the week changes from **d** to **k**.
 - b. In sentence B, the day of the week follows the phrase **Mii iw** (*It is*).
4. Distribute Blank Week Templates. Ask students to fill in the template with the days of the week and illustrate each day with an activity. They should either use activities they know or use the Ojibwe People's Dictionary to look up activities they want to use.
5. Model a conversation about the week. For example:

Person A: **Aaniin ezhi-giizhigak?** (*What day is it?*)

Person B: **Mii iw Nitam-anokii-giizhigak.** or **Nitam-anokii-giizhigad.** (*It is Monday.*)

Person A: **Aaniin ezhichigeyan?** (*What are you doing?*)

Person B: **Indoodamin gichi-bikwaakwad.** (*I'm playing basketball.*)
6. Have students work in pairs to talk about their week.
7. After all students have had time to work in pairs, ask some students to share with the class. Be sure that students use **d** and **k** endings on the days of the week accurately.



ONLINE ACTIVITIES

Estimated time: 60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 6, Lesson 3 individually or in groups. (See Lesson 3 Script, page 25)

ACTIVITY B Building sentences

Materials

Estimated time: 60 minutes

- Sentence Building Cards, one set per group (See Printouts G, page 40)

Activity Steps

1. Split students into small groups. Distribute one set of Sentence Building Cards to each group.
2. Call out a sentence in English that uses only the words listed above. For example, you might say something like:
 - a. carrot, eat, I
 - b. shoe, make, you
 - c. she, like, blanket
3. Students work together to align their index cards to express the sentence in Ojibwe. For the examples above, the target sentences would be:
 - a. **Nimijin okaadaak.** (three cards: **ni**, **mijin**, **okaadaak**)
 - b. **Gidoozhitoon makizin.** (three cards: **gid**, **ozhitoon**, **makizin**)
 - c. **Ominwendaan waabooyaan.** (three cards: **o**, **minwendaan**, **waabooyaan**)
4. When students are finished, have them read their sentences out loud. After a group gives their answer, ask if everyone agrees. If there is disagreement, ask for other options and discuss the differences between these options to determine the best option.
5. Repeat as many times as time allows.



TEACHER'S TIP

Tell students that the goal of this activity is to see how the varying parts of our language fit together to form a sentence. Remind students that they need to make changes to some of these words when pronouncing them. When they read the sentences aloud, make sure they double the initial **o** when putting a personal prefix on **ozhitoon**, and elongate the **a** when using a personal prefix on other vtis, such as **ominwendaan**.



ACTIVITY C Plurals

Materials

Estimated time: 45 minutes

- Sentence Building Cards, one set per group (See Printouts G, page 40)
- Sentence Building Cards Expansion, one set per group (See Printouts H, page 41)

Activity Steps

1. Split students into small groups. Distribute Sentence Building Cards and Sentence Building Cards Expansion.
2. Repeat Activity C using the additional cards in the Sentence Building Cards Expansion. For example, you might say:
 - a. basketballs, she, forget
 - b. I, shoes, like
3. Students should add a day of the week card to the end of their sentences. Complete sentences may sound like the following:
 - a. **Gego miijiken okaadaakoon Naano-giizhigak.** (six cards: gego, miijin, ken, okaadaak, oon, Naano-giizhigak)
 - b. **Gaawiin niwanendanziinan makizinan Aabitooseg.** (eight cards: gaawiin, ni, wanendan, ziin, an, makizin, an, Aabitooseg)



TEACHER'S TIP

Similar to the preceding activity, this one is helpful for students to see how the varying pieces of our language fit together to form a sentence. Remind students to apply rules for elongating vowels where they apply. Students may also need to drop the final **n** from the words **miijin** and **ozhitoon** when using **-ken**, **-siin**, or **-daa**.

Be sure to include sentences that use the different structures taught in this unit, including:

- negative commands
- *let's* commands
- the preverb **wii-**
- verbs with singular and plural objects



Lesson 4: Niminopidaan manoomin. *I like wild rice.*

OBJECTIVES

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

- cook **manoomin**

MATERIALS

- Smartboard or projector
- Rosetta Stone Ojibwe
- Stove tops or hotplates
- Kettles/pots
- Spoons (for cooking)
- One-cup measuring cups
- Wild rice
- Salt
- Water
- Bowls
- Spoons (for eating)

VOCABULARY

1

zhiiwitaagan ni	<i>salt</i>
akik(oog) na	<i>pot(s)</i>
ingodonaagaans ni	<i>one cup</i>
onzan vti	<i>boil something</i>
diba'igaans	<i>minute</i>
giziibiiginan vti	<i>wash something (by hand)</i>
dibagindan vti	<i>measure something</i>
atoon vti	<i>put something somewhere</i>

2

ziiginan vti	<i>pour something</i>
boodaakwe vai	<i>s/he puts (something) in the kettle/pot</i>
gibaabowe'an vti	<i>cover something (a liquid)</i>
aatenan vti	<i>put something out; extinguish something</i>
maanoo da-ateg vii	<i>let it sit</i>
aabajitoon vti	<i>use something</i>



ONLINE ACTIVITIES

Estimated time: 45 minutes

Materials

- Smartboard or projector
- Rosetta Stone Ojibwe

Activity Steps

1. Complete Rosetta Stone Ojibwe Unit 6, Lesson 4 as a class. (See Lesson 4 Script, page 28)
 - a. Let students know that they will cook rice in the next lesson. They should take notes to help them remember the process.
2. Ask students if they've prepared rice in any other way. If they are comfortable, have them share with the class.
 - a. Keep a list of different dishes and different methods for cooking rice on the board.

ACTIVITY A Cooking rice

Materials

Estimated time: 45 minutes

- One per small group:
 - Stove top or hotplate
 - Kettle/pot
 - Spoon (for cooking)
 - One-cup measuring cup
 - Smartboard or projector
- Wild rice (enough for one cup per small group)
- Salt
- Water
- One per student
 - Bowl
 - Spoon

Activity Steps

1. Have students review their notes from the Online Activities.
2. Assign students to small groups (one group per stovetop/hotplate).
3. Review and display the vocabulary words for this lesson.
4. Instructor will model, and students will follow the instructor, and their notes, to prepare and cook wild rice.
 - Give directions and discuss the process using vocabulary from the lesson.
5. Eat and enjoy!



TEACHER'S TIP

It may be necessary to work with the kitchen, home economics classroom, or your supervisor to allow permission for hotplates in the classroom to complete this lesson. Depending on the age and number of students in your class, you may have to do some of the cooking as a demonstration rather than as a participatory activity.



Unit 6 – REVIEW

Ojibwe



OBJECTIVES

- Review Unit 6

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Ojibwe dictionary

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, 4, 5, and 7, and Lesson 4 Practice 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.

Enanjigeyaan

Materials

- Computers or tablets
- Ojibwe dictionary (e.g., Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe**)

🕒 **Estimated time:** 45 minutes

Review Steps

1. Students will create presentations with seven slides. Each slide should be labeled as one day of the week.
2. Each slide will show two different foods that the student eats on that day of the week. Students may use a print or online Ojibwe dictionary to find new foods.
3. Students should practice presenting their slides to a partner. For example, for one slide they might say: **Nitam-anokii-giizhigak nimijinan ode'iminan miinawaa okaadaakoon.** (*On Monday, I eat strawberries and carrots.*)
4. Students present their slides to the whole class.



TEACHER'S TIP

Remind students that they may need to use the plural form of the verb **miijin** (*eat something*) for this exercise. If I am eating one item, I would say **Nimijinan...** (*I am eating [one item]...*) If I am eating more than one item, I would say **Nimijinan...** (*I am eating [more than one item]...*)

*Nicholas, John D. and Nyholm, Earl. 1995. *A Concise Dictionary of Minnesota Ojibwe*. Minneapolis, MN: University Of Minnesota Press.



Unit 6 – REVIEW

Ojibwe



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 they tell someone how to cook wild rice. Students should use as many ordinal numbers as they can in their conversations.
 3. Have students act out their dialogues for the rest of the class.
-

Reflect

 **Estimated time:** 15 minutes

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 6

Scripts



Ojibwe

Niiyo-giizhigad Noongom. – *Today is Thursday.*



Waasegiizhigookwe

Ambe. Bi-wiisinidaa!

Come on. Let's eat!

Ogimaakwe

Miigwech, Maam!

Thanks, Mom!

Amik

Minwaabaminaagwad geget.

This looks good!

Niwenda-minopidaan manoomin miinawaa giigoonh.

I love rice and fish!

Gimiwan

Ogimaakwe, Amik.

Ogimaakwe, Amik.

Gego wanendagegon wii-naano-giizhigak waabang.

Don't forget that tomorrow is Friday.

Giga-maajii-gikinoo'amaagozim miinawaa.

You guys will start going to school again.

Amik

Sataayaa!

Oh, no!

Ogimaakwe

Eya'! Mii go geget.

Oh, good!

Daga okaadaakoon.

Carrots, please.

Amik

Aayay! Gaawiin niminopidanziinan iniw okaadaakoon.

Ewww. I don't like (the taste of) carrots.

Waaboos

Giga-minwaab miijiyan okaadaakoon.

You will have good eyesight if you eat carrots.

Waasegiizhigookwe **Mii iw Niiyo-giizhigak. Mii iw noongom da-o-nanda-gikinoo'amaagoziyaang ojibwemowin.**

It is Thursday. We go to our Ojibwe language class today.

Gimiwan **Ahaw. Mii iw niizhwaaso-diba'iganek ashi-aabita.**

Oh, it's 7:30!

Booch da-maajaayang. Maajaadaa!

We have to go! Let's go!

Waasegiizhigookwe **Daga giziibiiginaaganeg!**

Wash the dishes please!

Waasegiizhigookwe **Giga-waabamigoom gomaapii!**

+ **Gimiwan**

We will see you (all) later!

Amik + Ogimaakwe **Gigawaabamigoom gomaapii gegiinawaa!**

We will see you (all) later too!

Ogimaakwe **Gaawiin niwii-giziibiiginaaganesiin.**

I don't want to do dishes!

Booch da-giizhiikamaan ningiiwewijigan.

I have to finish my homework!

Amik **Gaawiin niwii-giziibiiginaaganesiin.**

I don't want to do dishes!

Niwii-odamin gichi-bikwaakwad

I want to play basketball.

Awenen Nitam? – Who is First?



bezhig

one

nitam

first

Mii a'aw nitam.

This is the first person.

niizh

two

eko-niizhing

second

Mii a'aw eko-niizhing.

This is the second person.

niswi

three

eko-nising

third

Mii a'aw eko-nising.

This is the third person.

niiwin

four

eko-niiwing

fourth

Mii a'aw eko-niiwing.

This is the fourth person.

naanan

five

eko-naaning

fifth

Mii a'aw eko-naaning.

This is the fifth person.

ingodwaaswi

six

eko-ingodwaaching

sixth

Mii a'aw eko-ingodwaaching.

This is the sixth person.

niizhwaaswi

seven

eko-niizhwaaching

seventh

Mii a'aw eko-niizhwaaching.

This is the seventh person.

ishwaaswi

eight

eko-ishwaaching

eighth

Mii a'aw eko-ishwaaching.

This is the eighth person.

zhaangaswi

nine

eko-zhaangaching

ninth

Mii a'aw eko-zhaangaching.

This is the ninth person.

midaaswi

ten

eko-midaaching

tenth

Mii a'aw eko-midaaching.

This is the tenth person.

Aaniin Ezhi-giizhigak? – *What day is it?*



Aaniin ezhi-giizhigak?

What day is it?

Nitam-anokii-giizhigad.

It's Monday.

Niizho-giizhigad.

It's Tuesday.

Aabitoose.

It's Wednesday.

Niiyo-giizhigad.

It's Thursday.

Naano-giizhigad.

It's Friday.

Ishkwaaj-anokii-giizhigad.

It's Saturday.

Anwebi-giizhigad.

It's Sunday.

Aaniin ezhi-giizhigak?

What day is it?

Nitam-anokii-giizhigad.

It's Monday.

Gikinoo'amaagozi Ogimaakwe.

Ogimaakwe is at school.

Aaniin ezhi-giizhigak?

What day is it?

Niizho-giizhigad.

It's Tuesday.

Odamino gichi-bikwaakwad a'aw Amik.

Amik is playing basketball.

Aaniin ezhi-giizhigak?

What day is it?

Aabitoose.

It's Wednesday.

Omiijinaawaa manoomin Amik miinawaa Ogimaakwe.

Amik and Ogimaakwe are eating wild rice.

Aaniin ezhi-giizhigak?

What day is it?

Niiyo-giizhigad.

It's Thursday.

Nanda-gikendamooj ojibwemowin nimaamaa miinawaa indede.

My mom and dad are studying Ojibwe.

Aaniin ezhi-giizhigak?

What day is it?

Naano-giizhigad.

It's Friday.

Jiibaakwe indede.

My dad is cooking.

Aaniin ezhi-giizhigak?

What day is it?

Ishkwaaj-anokii-giizhigad.

It's Saturday.

Gashkigwaaso Waabooz.

Waabooz is sewing.

Aaniin ezhi-giizhigak?

What day is it?

Anwebi-giizhigad.

It's Sunday.

Wiisiniwigamigong wiisiniwag nimaamaa miinawaa indede.

My mom and dad are eating in the restaurant.

Giizizigaadeg i'iw Manoomin – Cooking Rice



Baabiitawigiizhigookwe

Aaniin. Baabiitawigiizhigookwe indizhinikaaz.

Hi. I'm Baabiitawigiizhigookwe.

Noongom giwii-kikinoo' amoon da-nitaa-giizizaman o'ow manoomin.

Today I'm going to teach you how to cook wild rice.

Ambe maajitaadaa.

Let's start.

Giga-wii-ayaan manoomin, nibi, miinawaa zhiiwitaagan.

You will need rice, water, and salt.

Giga-dibagindaan i'iw manoomin minik waa-aabajitooyan.

You will measure the amount of rice you want to use.

Inga-aabajitoon ingodonaagaans.

I am going to use one cup.

Giga-atoon i'iw manoomin imaa akikong.

You will put the rice in a pot.

Giga-giziibiiginaan i'iw manoomin.

You will wash/rinse the rice.

Nisonaagaans i'iw nibi giga-ziiginaan imaa akikong.

You will add three cups of water to the kettle.

Ingodonaagaans, niizhonaagaans, nisonaagaans.

One cup, two cups, three cups.

Bangii zhiiwitaagan imaa gidaa-boodaakwe.

You can add a little salt to the kettle.

Giga-onzaan i'iw manoomin.

You will boil the rice.

Onzan iw manoomin niishtana-diba'igaans ingoji.

Boil the rice for approximately twenty minutes.

Aatenan i'iw gizhaabikizigan.

Turn off the heat.

Gibaabowe'an i'iw manoomin.

Cover the rice.

Maanoo midaaso-diba'igaans da-ateg gibaabowe'igaadeg.

Let the rice sit covered for ten minutes.

Gwaaba'an iw manoomin.

Serve the rice.

Miijin iw manoomin.

Eat the rice.

Mmmm. Niminopidaan manoomin. Giin dash?

Mmmm. I love wild rice. What about you?

UNIT 6

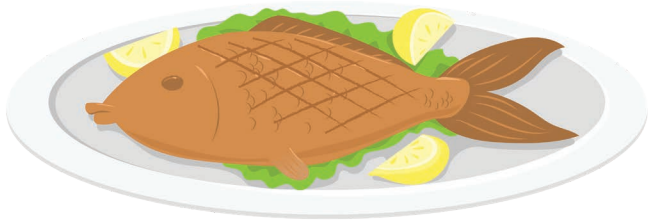
Printouts



Ojibwe



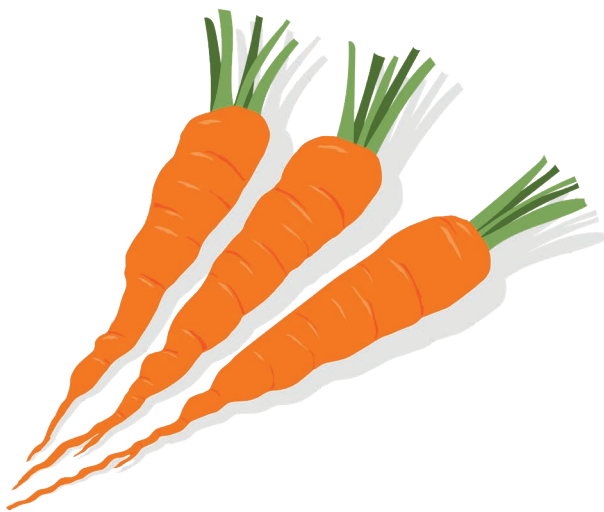




giigoonh



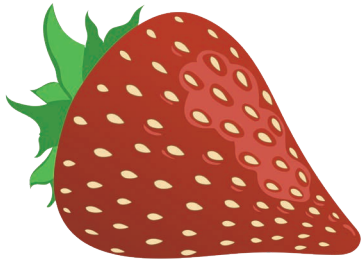
manoomin



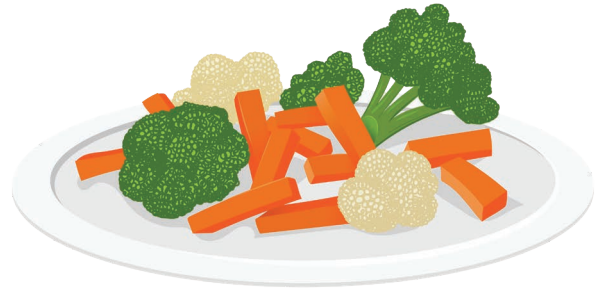
okaadaakoon



waawaashkeshiwi-wiinyaas



ode'imín



gitigaanensan



aniibiishaaboo



makade-mashkikiwaaboo

Ezhi-giizhigak - *Days of the week*

(sing to the tune of the Addams Family)

Ezhi-giizhigak (snap snap), **Ezhi-giizhigak** (snap snap),
Days of the week, Days of the week

Ezhi-giizhigak (snap snap), **Ezhi-giizhigak** (snap snap), **Ezhi-giizhigak** (snap snap)
Days of the week, Days of the week, Days of the week

Nitam-anokii-giizhigad, Niizho-giizhigad, Aabitoose, Niiyo-giizhigad
Monday, Tuesday, Wednesday, Thursday

Ezhi-giizhigak (snap snap), **Ezhi-giizhigak** (snap snap),
Days of the week, Days of the week

Ezhi-giizhigak (snap snap), **Ezhi-giizhigak** (snap snap), **Ezhi-giizhigak** (snap snap)
Days of the week, Days of the week, Days of the week

Naano-giizhigad, Ishkwaaj-anokii-giizhigad, Anwebi-giizhigad, izhinikaadewan
And also Friday, Saturday, Sunday

Ezhi-giizhigak (snap snap), **Ezhi-giizhigak** (snap snap),
Days of the week, Days of the week

Ezhi-giizhigak (snap snap), **Ezhi-giizhigak** (snap snap), **Ezhi-giizhigak** (snap snap)
Days of the week, Days of the week, Days of the week

Nitam-anokii-giizhigad

Niizho-giizhigad

Aabitoose

Niiyo-giizhigad

Naano-giizhigad

Ishkwaaj-anokii-giizhigad

Anwebi-giizhigad

nitam

eko-niizhing

eko-nising

eko-niiwing

eko-naaning

eko-ingodwaaching

eko-niizhwaaching

eko-ishwaaching

eko-zhaangaching

eko-midaaching

ni	minopidan		giwewijigan
ind	miijin		okaadaak
in	ozhitoon		waabooyaan
go	gwaaba'an		gichi-bikwaakwad
gid	wanendan		makizin
o	minwendan		babagiwayaan
od	an	an	oon

gego	daa	Nitam-anokii-giizhigak
gaawiin	wii-	Niizho-giizhigak
siin		Aabitooseg
ziin		Niiyo-giizhigak
gen		Naano-giizhigak
ken		Ishkwaaj-anokii-giizhigak
		Anwebi-giizhigak