

# Rosetta Stone<sup>®</sup> Ojibwe

TEACHER'S GUIDE



Level 1 – Unit 8



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Page iii

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.

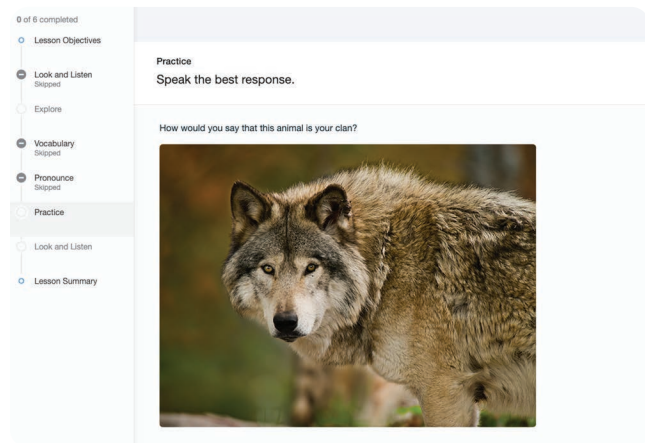
In addition to the lesson plans in the Teacher's Guide, there are many ways to use Rosetta Stone Ojibwe in your teaching. For example:

- 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.



### 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 8

# Contents



<b>UNIT 8 OVERVIEW</b> .....	1
<b>LESSON 1: Asemaake nimishoomis.</b>	
<i>My grandfather offers tobacco.</i> .....	2
<b>Activity A:</b> Script read-through .....	3
<b>Online activities</b> .....	4
<b>Activity B:</b> Running dictation .....	4
<b>LESSON 2: Giizisooḡ – Months</b> .....	5
<b>Activity A:</b> Why are the months named the way they are? .....	6
<b>Online activities</b> .....	7
<b>Activity B:</b> Classroom calendar prep .....	7
<b>LESSON 3: Aaniin endasogonagizid wa’aw giizis?</b>	
<i>What’s today’s date?</i> .....	8
<b>Activity A:</b> Calendar review .....	9
<b>Online activities</b> .....	10
<b>Activity B:</b> Calendar months and dates .....	10
<b>Activity C:</b> How old are you? .....	12
<b>LESSON 4: Madwesin i’iw! – It’s ringing!</b> .....	13
<b>Activity A:</b> Verb types .....	14
<b>Online activities</b> .....	15
<b>Activity B:</b> Plural agreement .....	15
<b>Activity C:</b> vai and vii .....	16
<b>Activity D:</b> vta and vti .....	17
<b>REVIEW</b> .....	18
<b>Test Review</b> .....	18
<b>Make Your Own Calendar</b> .....	18
<b>Conversation</b> .....	19
<b>Reflect</b> .....	19
<b>SCRIPTS</b> .....	20
<b>PRINTOUTS</b> .....	28

Ojibwe



**Overview:** Ogimaakwe, Amik, and their friends attend a ceremony to start the school year. In this unit, you'll learn about dates and months. You'll also learn more about verb types and new commands.

## LESSON 1: Asemaake nimishoomis. – *My grandfather offers tobacco.*

Students will:

- say what something is called
- use **weweni** in different contexts
- learn some ceremonial language

## LESSON 2: Giizisoog – *Months*

Students will:

- understand the origins of the months of the year

## LESSON 3: Aaniin endasogonagizid wa'aw giizis? – *What's today's date?*

Students will:

- identify the months of the year
- talk about today's date
- tell someone their age

## LESSON 4: Madwesin i'iw! – *It's ringing!*

Students will:

- learn about sentence agreement
- use **mii go**
- learn more about verb types
- recognize related verbs
- use different command forms

## REVIEW







# Lesson 1: Asemaake nimishoomis. *My grandfather offers tobacco.*

## OBJECTIVES

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

- say what something is called
- use **weweni** in different contexts
- understand some ceremonial language

## MATERIALS

- Lesson 1 Script
- Highlighters or colored pencils
- Smartboard or projector
- Rosetta Stone Ojibwe
- Computers or tablets
- Running Dictation (See Printouts A)
- Tape

## VOCABULARY

1

**gikinoo'amaadiwigamig(oon)** *school(s)*  
ni

**wiisiniwin** *food*  
ni

**asemaa** *tobacco*  
na

**Neyaashiing** *District 1 of Mille Lacs  
Reservation*

2

**minwendam** *s/he is happy;*  
**vai** *s/he is glad*

**azhegiwe** *s/he returns*  
**vai**

**maajitaa** *s/he starts doing*  
**vai** *something*

**ozhigaabawi** *s/he lines up*  
**vai**

**minotaagozi** *s/he sounds good*  
**vai**

3

**weweni** *take care; properly*

**achigaade** *it is put down*  
**vai**

**izhinikaade** *it is called*  
**vii**

4

**apagizom** *throw something (to*  
**vta** *the spirits) by use of*  
*words*

**gagwe-** *try*

**gikendan** *know something*  
**vti**

**minotaw** *like how s/he sounds*  
**vta**

**gagwejim** *ask someone*  
**vta**





### ACTIVITY A Script read-through

#### Materials

- Lesson 1 Script, one per student (See Lesson 1 Script, page 21)
- Highlighters or colored pencils, three per student
- Blank index cards
- Smartboard or projector
- Rosetta Stone Ojibwe

**Estimated time:** 45 minutes

#### Activity Steps

1. Distribute copies of the Lesson 1 Script. Be sure each student has three different colored highlighters or colored pencils.
2. Have students read the script and highlight the form of each verb in a different color. For example, they might choose to use the following colors:
  - First person - red
  - We inclusive - yellow
  - Third person - blue
3. When students have completed this task, they work with a partner to check each other's work.
4. Students who finish early may work on creating vocabulary frames for new vocabulary in the script.
5. Address any questions the class may have about conjugations and/or content in the script.
6. Watch the Unit 8, Lesson 1 Look and Listen video as a group. Students may follow along using their scripts.



#### TEACHER'S TIP

The Ceremony MC's line in the Lesson 1 script uses more advanced language than your students have mastered. Encourage your students to figure out what they can in this line but not be discouraged if they don't understand every word or form. They are still early in their language learning journeys!



#### CULTURE CORNER

This video shows a ceremony for the beginning of the school year. In this ceremony, the MC offers food and tobacco to the **manidoog** (*spirits*). He uses his words to send the tobacco to the spirits. Ceremonies like this must be conducted in Ojibwemowin. That's one important reason to learn the language!



### ONLINE ACTIVITIES

🕒 **Estimated time:** 60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 8, Lesson 1 individually or in groups. (See Lesson 1 Script, page 21)

## ACTIVITY B Running dictation

#### Materials

🕒 **Estimated time:** 30 minutes

- Running Dictation, one set (See Printouts A, page 29)
- Tape

#### Activity Steps

1. Tape Running Dictation prompts to the wall around the classroom.
2. Have students make an answer sheet by writing the Ojibwe alphabet from **A** to **K** (skipping the glottal stop):  
**A AA B CH D E G H I II J K**
3. Put students in groups of two. In each pair, students decide who will start as the Runner and who will start as the Scribe.
4. Runners run to a Running Dictation Prompt, memorize it, and then run back to their Scribe and repeat the sentence.
  - a. Scribes must stay seated.
  - b. Runners can only speak, not write.
5. When students reach a time limit that you have set, the Runner and Scribe switch roles. Base the time limit on how long you think students will need to complete the exercise. There should be enough time for them to complete about half the sentences. This will depend on the proficiency of your students, but we suggest starting with ten-minute timers.
6. Allow students to continue the activity in their new roles until the next time limit is reached.
7. Go around the room to read sentences aloud and see which pairs completed the most accurate sentences.



## Lesson 2: Giizisoog Months

### OBJECTIVES

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

- understand the origins of the months of the year

### MATERIALS

- Ojibwe Month Descriptions (See Printouts B)
- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Construction paper
- Markers/Colored Pencils
- Magazines
- Tape

### VOCABULARY

1

<b>giizis(oog)</b> na	<i>month(s)</i>
<b>gichi-</b>	<i>great; big</i>
<b>namebin(ag)</b> na	<i>sucker (fish)</i>
<b>onaabanad</b> vii	<i>there is a crust on the snow</i>
<b>iskigamizige</b> vai	<i>s/he boils down sap</i>
<b>zaagibagaa</b> vii	<i>it buds; the leaves come out</i>
<b>ode'imin(an)</b> ni	<i>strawberry(s)</i>

2

<b>aabita</b>	<i>half</i>
<b>manoominike</b> vai	<i>s/he rices; s/he goes ricing</i>
<b>waatebagaa</b> vii	<i>there are bright leaves</i>
<b>binaakwii</b> vii	<i>it (a tree) has its leaves fall</i>
<b>gashkadin</b> vii	<i>it freezes over</i>
<b>manidoo(g)</b> na	<i>spirit(s)</i>



### ACTIVITY A

# Why are the months named the way they are?

## Materials

**Estimated time:** 45 minutes

- Ojibwe Month Descriptions, one per student (See Printouts B, page 30)
- Rosetta Stone Ojibwe
- Smartboard or projector

## Activity Steps

1. Distribute Ojibwe Month Descriptions to each student.
2. Give students time to read the month descriptions and fill in their best guesses for the English month names.
3. Have students work in pairs or small groups to discuss their answers. They should also discuss their answers to the questions in the month descriptions.
4. Watch Unit 8, Lesson 2 Look and Listen video in Rosetta Stone Ojibwe together as a class. Pause the video after each month to discuss the meaning of the month's name.
5. Ask students to share any new information that surprised them.
6. Ask students if they have any additional questions about the month names.



## CULTURE CORNER

Month names give lots of information about the natural world and how Ojibwe people interact with it. This is a good opportunity to talk about activities like tapping for maple sugar and gathering different kinds of food. You might also consider how the meaning of the months have changed over time. There used to be thirteen months in a year that aligned with the moon cycles, instead of the twelve we are introducing now. Weather patterns and seasons might also be different now than when these months were named. There have also been influences from other cultures. Your class might find it interesting to talk to an elder or other knowledgeable person about the meanings behind the month names and how they have evolved.



### ONLINE ACTIVITIES

**Estimated time:** 45 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 8, Lesson 2 individually or in groups. (See Lesson 2 Script, page 23)

### ACTIVITY B

## Classroom calendar prep

#### Materials

**Estimated time:** 30 minutes

- Ojibwe Month Descriptions (See Printouts B, page 30)
- Construction paper
- Markers or colored pencils
- Magazines
- Tape

#### Activity Steps

1. Separate students into twelve groups.
2. Assign one month to each group.
3. Each group will make a Calendar display for their month which includes the name, description, and images representing the description.
  - a. Students may want to refer to the Ojibwe Month Descriptions printout.
  - b. Students may draw images, print images, use magazine images, etc.
4. Use these displays for your classroom calendar work as you progress through the school year (See Lesson 3, Activity A for more on calendar work).



## Lesson 3: Aaniin endasogonagizid wa'aw giizis? *What's today's date?*

### OBJECTIVES

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

- identify the months of the year
- talk about today's date
- tell someone their age

### MATERIALS

- Large blank wall calendar
- Ojibwe Month Names (See Printouts C)
- Rosetta Stone Ojibwe
- Computers or tablets
- Smartboard or projector

### VOCABULARY

1

**Gichi-manidoo-giizis**      *January*  
na

**Namebini-giizis**      *February*  
na

**Onaabani-giizis**      *March*  
na

2

**Iskigamizige-giizis**      *April*  
na

**Zaagibagaa-giizis**      *May*  
na

**Ode'imini-giizis**      *June*  
na

3

**Aabita-niibino-giizis**      *July*  
na

**Manoominike-giizis**      *August*  
na

**Waatebagaa-giizis**      *September*  
na

4

**Binaakwe-giizis**      *October*  
na

**Gashkadino-giizis**      *November*  
na

**Manidoo-giizisoons**      *December*  
na



### ACTIVITY A Calendar review

#### Materials

**Estimated time:** 30 minutes

- Large blank wall calendar
- Ojibwe Month Names, one set, preferably laminated (See Printouts C, page 32)

#### Activity Steps

1. Introduce a daily routine with your students of looking at the calendar, if you haven't done so already.
2. Post a blank calendar or grid in your classroom. Store Ojibwe Month Names nearby.
3. Number the calendar appropriately to represent the dates of the current month.
4. Review the days of the week by singing the Days of the Week song. (See Unit 6, Printouts C, page 35 and [www.culture.aanji.org/language/ojibwe-rosetta-stone](http://www.culture.aanji.org/language/ojibwe-rosetta-stone))
5. Review the question **Aaniin ezhi-giizhigak?** (*What day of the week is it?*) with the students.
6. Use the classroom calendar to ask the following questions:
  - a. **Aaniin ezhi-giizhigak?** (*What day of the week is it?*)
    - Students should answer one of the days of the week. For example, they might answer **Niizho-giizhigad.** (*It is Tuesday.*) or **Mii iw Niizho-giizhigak.** (*It is Tuesday.*)
  - b. **Aaniin waa-izhi-giizhigak waabang?** (*What day will it be tomorrow?*)
    - Students should answer **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?*)
    - Students should answer **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.*)





### ONLINE ACTIVITIES

**Estimated time:** 45 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 8, Lesson 3 individually or in groups. (See Lesson 3 Script, page 24)

### ACTIVITY B

## Calendar months and dates

#### Materials

- Smartboard or projector

**Estimated time:** 45 minutes

#### Activity Steps

1. Introduce the following verbs using the Ojibwe People's Dictionary ([www.ojibwemowin.com](http://www.ojibwemowin.com)):

- a. **agoojin** (*s/he hangs; s/he is in the sky [e.g., a star, sun, or moon]*)
- b. **dasogonagizi** (*s/he is a certain day of the month; s/he is a certain number of days old*)

- c. **nisogonagizi** (*it is the third of a month; s/he is three days old*), **niiyogonagizi** (*it is the fourth of the month; s/he is four days old*), **naanogonagizi** (*it is the fifth of the month; s/he is five days old*), etc.

2. Click on each word, and explore the word parts, example sentences, and audio clips for each. Ask students how these might apply to talking about the day of the month.

3. Introduce the following questions on the board.

- a. **Aaniin ezhinikaazod wa'aw giizis noongom egoojing?** (*What month is it? What is the name of the month that's hanging today?*)

- b. **Aaniin endasogonagizid wa'aw giizis noongom egoojing?** (*What is today's date? How many days old is the month that's hanging today?*)

4. Ask students to identify components they recognize from each question. Assist students in understanding the components they do not understand.

5. Explain that the question **Aaniin endasogonagizid wa'aw giizis?** (*What is today's date?*) is a shorter version of question b above.



#### TEACHER'S TIP

Remember that months, or moons, are animate, so you will need to use animate verbs to talk about them.



## ACTIVITY B

## Calendar months and dates (continued)

## Activity Steps

6. Use the classroom calendar as a reference to ask students to answer the questions listed above. Here are some example answers:

- a. **Namebini-giizis izhinikaazo wa'aw giizis.** (*It is February.*)
- b. **Gashkadino-giizis izhinikaazo wa'aw giizis noongom egoojing.** (*It is November.*)
- c. **Zhaangasogonagizi wa'aw giizis noongom.** (*Today is the ninth.*)
- d. **Niishtana dasogonagizi wa'aw giizis noongom.** (*Today is the twentieth.*)

7. Add talking about yesterday's and tomorrow's dates to your calendar work routine. Ask **Aaniin waa-tasogonagizid wa'aw giizis waabang?** (*What day of the month will it be tomorrow?*) or **Aaniin gaa-tasogonagizid wa'aw giizis bijiinaago?** (*What day of the month was it yesterday?*)

8. Use the classroom calendar as a reference to ask students to answer the questions listed above. Here are some example answers:

- a. **Da-niizho-giizhigad waabang.** (*Tomorrow will be Tuesday.*)
- b. **Gii-ishkwaaj-anokii-giizhigad bijiinaago.** (*Yesterday was Saturday.*)
- c. **Da-midaasogonagizi waabang.** (*Tomorrow will be the tenth.*)
- d. **Gii-ashi-ishwaasogonagizi bijiinaago.** (*Yesterday was the eighteenth.*)



## TEACHER'S TIP

Did you notice that the first letter in **dasogonagizi** changed from a **d** to a **t** in the questions in Step 7? After certain preverbs, the first consonant in a verb will change to a similar sound. We will discuss this pattern in Level 2 of Rosetta Stone Ojibwe. For now, it might be worth pointing out that while this looks confusing if you look at the written words, saying the words out loud can help you notice the similarity between the sounds **d** and **t**, which can help you identify what the original verb is.



## ACTIVITY C How old are you?

### Materials

**Estimated time:** 45 minutes

- Smartboard or projector
- Computers or tablets

### Activity Steps

1. Introduce the following verbs using the Ojibwe People's Dictionary ([www.ojibwemowin.com](http://www.ojibwemowin.com)):
  - a. **biboonagizi** (*s/he is a number of years old*)
  - b. **daso-biboonagizi** (*s/he is a certain number of years old*)
  - c. **ingo-biboonagizi, niso-biboonagizi, midaaso-biboonagizi** (*s/he is one year old, s/he is three years old, s/he is ten years old*)
2. Search for each word, and explore the word parts, example sentences, and audio clips for each. You may also choose to divide the class into groups and assign each group a word to investigate.
3. Write the question **Aaniin endaso-biboonagiziyan?** (*How old are you?*) on the board.
  - a. Ask students to take a moment to reflect on the words **ingo-biboonagizi** (*s/he is one year old*), **niso-biboonagizi** (*s/he is three years old*) and **midaaso-biboonagizi** (*s/he is ten years old*) to assist them in expressing their own age in Ojibwe. Make sure students remember to conjugate each of these verbs for first person. Here are some examples:
    - **ashi-naano-biboonagizi** → **Indashi-naano-biboonagiz.** (*s/he is fifteen years old* → *I am fifteen years old.*)
    - **niishtana daso-biboonagizi** → **Niniishtana daso-biboonagiz.** (*s/he is twenty years old* → *I am twenty years old.*)
    - **nisimidana ashi-niizho-biboonagizi** → **Ninisimidana ashi-niizho-biboonagiz.** (*s/he is thirty-two years old* → *I am thirty-two years old.*)
4. Have students work their way around the classroom asking each other **Aaniin endaso-biboonagiziyan?** and answering in Ojibwe.



## Lesson 4: Madwesin i'iw! *It's ringing!*

### OBJECTIVES

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

- understand sentence agreement
- use **mii go**
- understand more about verb types
- recognize related verbs
- use different command forms

### MATERIALS

- Smartboard or projector
- Rosetta Stone Ojibwe
- Students' Vocabulary Frames
- Computers or tablets
- Plural Agreement Cards (See Printouts D)
- Index cards
- Tape
- Large pieces of paper
- Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe*

### VOCABULARY

1

<b>bimose</b> vai	<i>s/he walks</i>
<b>gimiwan</b> vii	<i>it is raining</i>
<b>naazhazhen</b> vta	<i>pet something (animate)</i>
<b>makade-mashkikiwaaboo</b> ni	<i>coffee</i>

2

<b>amo</b> vta	<i>eat something (animate)</i>
<b>baaka'aakwenh</b> (baaka'aakwenyag) na	<i>chicken(s)</i>
<b>waawan(oon)</b> ni	<i>egg(s)</i>
<b>minopogwad</b> vii	<i>it taste good</i>

3

<b>nibaa</b> vai	<i>s/he sleeps</i>
<b>ganawaabandan</b> vti	<i>watch something; look at something</i>
<b>madwesin</b> vii	<i>it rings</i>



### ACTIVITY A Verb types

#### Materials

- Smartboard or projector
- Rosetta Stone Ojibwe
- Students' Vocabulary Frames



**Estimated time:** 30 minutes

#### Activity Steps

1. Check for prior knowledge: Ask students if they know what the different kinds of verbs are, what they know about the different types of verbs, and if they can give examples of different kinds of verbs.
2. Watch the Unit 8, Lesson 4 Look and Listen video in Rosetta Stone Ojibwe together as a class (See Lesson 4 Script, page 26). Discuss each example to be sure students understand why it fits into the category it does.
3. Ask students to think of four verbs besides the ones in the video, one for each category of verbs, and come up with a sentence using each of their verbs. They may want to use their vocabulary frames for reference.
4. Ask students for examples of their sentences. Write them on the board in quadrants labeled for the four verb types (vai, vii, vta, vti).
5. Ask students if they see any patterns or similarities among the verbs. They may come up with various examples. Be sure that you talk about common verb endings for different verb types, and verbs with shared stems but different verb types (like **waabam** and **waabandan**).
  - You may want to look through Lesson 4, Explore 4 in Rosetta Stone Ojibwe together as a class for examples of related verbs from different verb types.



#### TEACHER'S TIP

The overall goal of this course is to get students to feel excited and confident about using Ojibwemowin. Knowing grammar terms like *animate* and *intransitive* is helpful for learning and using more advanced language, but not as important as actually speaking the language. It's important to keep the mood light and encouraging while introducing grammar lessons like this one. Be sure to emphasize that your students already know and use all four kinds of verbs. You might want to break up the grammar lesson with fun activities like any of the games or songs from this unit or earlier units.



### ONLINE ACTIVITIES

 **Estimated time:** 45 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 8, Lesson 4 individually or in groups. (See Lesson 4 Script, page 26)

## ACTIVITY B Plural agreement

#### Materials

 **Estimated time:** 30 minutes

- Smartboard or projector
- Rosetta Stone Ojibwe
- Plural Agreement Cards, one set per group (See Printouts D, page 33)

#### Activity Steps

1. Review Lesson 4, Explore 2 and Practice 2 as a class.
2. Discuss the parts of the sentence that need to match when you have one or multiple items: the verb, the noun, and the pointer word.
3. Divide the class into small groups. Give each group a set of Plural Agreement Cards.
4. Have each group use all of their cards to make six sentences.
5. Groups write down the sentences they created using their cards. Then, they switch each sentence from singular to plural, or plural to singular.
6. Groups can try to create additional sentences using their cards, and switch these new sentences from singular to plural or vice versa.
7. When all groups have completed the task, students read their sentences to the class.



### ACTIVITY C vai and vii

#### Materials

**Estimated time:** 60 minutes

- Large piece of paper
- Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe*\*
- Index cards, two per student
- Vocabulary frames
- Tape

#### Activity Steps

1. Prepare a T-chart on a large piece of paper or on the board. Label the two sides vai and vii as in the example.
2. Pass out two index cards to each student.
3. Allow students enough time to use their prior knowledge, vocabulary frames, or a dictionary (physical or online) to identify one vai and one vii. Students write these words in large print on their index cards.
4. Students tape their index cards in the appropriate column on the T-chart.
5. Discuss the words on either side of the T-chart with students. Try to identify any similarities or differences in each column.
6. Ask students to come up with sentences using one of the verbs on the board. Encourage them to use as many forms as they can think of, including A and B forms, negatives, different people, and imperatives.



#### TEACHER'S TIP

Discuss with students why they haven't learned imperative forms for viis by thinking about what such a form would mean.

vai	vii

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





### ACTIVITY D vta and vti

#### Materials

 **Estimated time:** 30 minutes

- Large piece of paper
- Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe*
- Index cards, two per student
- Vocabulary frames
- Tape

#### Activity Steps

1. Repeat Activity C, but using vta and vti.
2. When making sentences, draw students' attention to the kinds of objects used with each kind of verb, and to agreement for singular and plural forms.



# Unit 8 – REVIEW

Ojibwe



## OBJECTIVES

- Review Unit 8

## MATERIALS

- Smartboard or projector
- Rosetta Stone Ojibwe
- Blank Calendar (See Printouts E)

## Test Review

### Materials

🕒 **Estimated time:** 30 minutes

- Smartboard or projector
- Rosetta Stone Ojibwe

### 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 Final Practice, and Lesson 4 Practice 1, 2, and 5.
  - 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.

## Make Your Own Calendar

### Materials

🕒 **Estimated time:** 30 minutes

- Blank Calendar, one of each page per student (See Printouts E, page 35)
- Computers or tablets

### Review Steps

1. Distribute a Blank Calendar to each student.
2. Have students label the months and the days of the week.
3. Students identify seven important dates on their calendars, such as birthdays, vacations, or holidays. They may need to use a dictionary to find new words.
4. Students present the important dates on their calendar to the class in Ojibwe. For each date, they must identify the month name, day of the month and day of the week.



# Unit 8 – REVIEW

Ojibwe



## Conversation

 **Estimated time:** 30 minutes

### Review Steps

1. Divide students into pairs.
2. Have each pair of students interview each other. They should learn at least their partner's name, clan, age, something they're wearing, and what they like to eat.
3. Give students time to write an introduction to their partner.
4. Students introduce their partners to 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 8

## Scripts



Ojibwe

## Inga-gagwejimaa Nimishoomis *I'll ask my Grandpa*



Ogimaakwe	<b>Giga-waabamin gomaapii, Amik!</b> <i>See you later, Amik!</i>
Amik	<b>Eya', weweni!</b> <i>Yeah, take care!</i>
	<b>Boozhoo, Zhaawanigiizhigook!</b> <i>Hey, Zhaawanigiizhigookwe!</i>
Zhaawanigiizhigookwe	<b>Boozhoo, Amik!</b> <i>Hi, Amik!</i>
Amik	<b>Aaniin, Makwa!</b> <i>Hi, Makwa!</i>
Makwa	<b>Aaniin, Amik!</b> <i>Hi, Amik!</i>
Amik	<b>Boozhoo, Nazhike-awaasanookwe!</b> <i>Hi, Nazhike-awaasanookwe!</i>
Nazhike-awaasanookwe	<b>Boozhoo, Amik! Boozhoo, Gikino'amaaganidog!</b> <b>Nazhike-awaasanookwe indizhinikaaz.</b> <i>Hi, Amik! Hello, students! My name is Nazhike-awaasanookwe.</i>
Class	<b>Boozhoo, Nazhike-awaasanookwe!</b> <i>Hello, Nazhike-awaasanookwe!</i>
Nazhike-awaasanookwe	<b>Niwenda-minwendam bi-azhegiweyeg omaa miinawaa.</b> <b>Neyaashiing gikino'amaadiwigamig izhinikaade.</b> <i>I'm happy you're back here again at Neyaashiing school.</i>
	<b>Weweni giga-maajitaamin gikino'amaagoziyang</b> <b>da-asemaakeyang miinawaa wiisiniwin da-achigaadeg.</b> <i>We are going to start our schooling off properly by offering our tobacco and putting down food.</i>
	<b>Daga ozhigaabawig omaa.</b> <i>Line up here, please.</i>

	<p><b>Ahaw, maajaadaa!</b></p> <p><i>OK, let's go!</i></p>
Ceremony MC	<p><b>Ahaw, indapagizomaa wa'aw asemaa akina ingiw manidoog namadabiwaad. Mii imaa da-bi-naadamaagoowiziyang sa omaa maajitaayang omaa Neyaashiing gikina'amaadiiwigamig.</b></p> <p><i>I'm sending the tobacco to where all the spirits sit, asking them properly for us to be helped as we start off again at Neyaashiing school.</i></p>
Amik	<p><b>Minotaagozi wa'aw. Niminotawaa. Niwii-gagwe-gikendaan ge-apagizomag wa'aw asemaa.</b></p> <p><i>He sounds good. I like how he sounds. I want to try and learn how to speak for tobacco.</i></p>
Makwa	<p><b>Eya'. Mii go geniin. Zanagan dash. Aaniin ge-izhichigeyaambaan da-nanda-gikendamaan?</b></p> <p><i>Yes. Me too. But it's hard. What could I do to learn?</i></p>
Amik	<p><b>Ninga-gagwejimaa nimishoomis.</b></p> <p><i>I'll ask my grandpa.</i></p>

## Giizisoog – Months



**Gichi-manidoo-giizis**

*January: Great Spirit Moon*

**Namebini-giizis**

*February: Sucker Fish Moon*

**Onaabani-giizis**

*March: Crust-on-the-Snow Moon*

**Iskigamizige-giizis**

*April: Sap-boiling Moon*

**Zaagibagaa-giizis**

*May: Budding Moon*

**Ode'imini-giizis**

*June: Strawberry Moon*

**Aabita-niibino-giizis**

*July: Halfway-through-summer Moon*

**Manoominike-giizis**

*August: Wild Rice Harvesting Moon*

**Waatebagaa-giizis**

*September: Leaves Changing Moon*

**Binaakwe-giizis**

*October: Falling Leaves Moon*

**Gashkadino-giizis**

*November: Freezing Moon*

**Manidoo-giizisoons**

*December: Little Spirit Moon*



## Aaniin Endasogonagizid wa'aw Giizis? What's Today's Date?



**Aaniin endasogonagizid wa'aw giizis?**

*What's today's date?*

**Maadaginzo a'aw Gichi-manidoo-giizis noongom.**

*Today is January first.*

**Aaniin endasogonagizid wa'aw giizis?**

*What's today's date?*

**Niishtana ashi-niizhogonagizi Manoominike-giizis noongom.**

*Today is August twenty-second.*

**Aaniin endasogonagizid wa'aw giizis?**

*What's today's date?*

**Ashi-bezhigogonagizi Binaakwe-giizis noongom.**

*Today is October eleventh.*

**Aaniin endasogonagizid wa'aw giizis?**

*What's today's date?*

**Ishwaasogonagizi Gashkadino-giizis noongom.**

*Today is November eighth.*

**Aaniin waa-tasogonagizid waabang?**

*What's tomorrow's date?*

**Da-zhaangasogonagizi Gashkadino-giizis waabang.**

*Tomorrow is November ninth.*

**Aaniin endasogonagizid wa'aw giizis?**

*What's today's date?*

**Ishkwaaginzo Manidoo-giizisoons noongom.**

*Today is December thirty-first.*

**Aaniin waa-tasogonagizid waabang?**

*What's tomorrow's date?*

**Da-maadaginzo a'aw Gichi-manidoo-giizis waabang.**

*Tomorrow is January first.*

**Aaniin waa-tasogonagizid waabang?**

*What's tomorrow's date?*

**Da-ashi-niizhwaasogonagizi a'aw Onaabani-giizis waabang.**

*Tomorrow is March seventeenth.*

**Aaniin waa-tasogonagizid waabang?**

*What's tomorrow's date?*

**Da-niishtana ashi-ishwaasogonagizi Aabita-niibino-giizis waabang.**

*Tomorrow is July twenty-eighth.*

## Niiwin Dinowa Ikidowinan – Four Word Types



Let's take a closer look at the four types of verbs:

- verb animate intransitive
- verb inanimate intransitive
- verb transitive animate
- verb transitive inanimate

<b>vai</b>	<p><b>Bimose.</b></p> <p><i>He is walking.</i></p> <p>The subject is animate, and there is no object.</p>
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<b>vii</b>	<p><b>Gimiwan.</b></p> <p><i>It is raining.</i></p> <p>The subject is inanimate, and there is no object.</p>
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<b>vta</b>	<p><b>Onaazhizhenaan iniw gaazhagensan.</b></p> <p><i>He is petting the cat.</i></p> <p>There is an object, and it is animate.</p>
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<b>vti</b>	<p><b>Odoozhitoon makade-mashkikiwaaboo.</b></p> <p><i>She is making coffee.</i></p> <p>There is an object, and it is inanimate.</p>
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<b>vai</b>	<p><b>Wiisini.</b></p> <p><i>He is eating.</i></p>
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<b>vta</b>	<p><b>Odamwaan iniw baaka'aakwenyan.</b></p> <p><i>She is eating chicken.</i></p>
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<b>vti</b>	<p><b>Omiijinan waawanoon.</b></p> <p><i>She is eating eggs.</i></p>
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<b>vii</b>	<p><b>Minopogwad!</b></p> <p><i>It tastes delicious!</i></p>
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<b>vai</b>	<b>Nibaa.</b> <i>She is sleeping.</i>
<b>vta</b>	<b>Oganawaabamaan iniw oshiimeyan.</b> <i>She is watching her younger sibling.</i>
<b>vti</b>	<b>Oganawaabandaan ogiigidowin.</b> <i>She is watching her phone.</i>
<b>vii</b>	<b>Madwesin i'iw!</b> <i>It is ringing!</i>

# UNIT 8

## Printouts



**Ojibwe**

A Minotaagozi a'aw.

AA Niwii-gagwe-gikendaan da-apagizomag a'aw asemaa.

B Inga-gagwejimaa nimishoomis.

CH Mii go geniin.

D Aaniin ge-izhichigeyaambaan da-nanda-gikendamaan?

E Niwii-gagwe-gikendaan da-apagizomag a'aw asemaa.

G Niwenda-minwendam bi-azhegiweyeg omaa miinawaa.

H Ahaw, maajaadaa!

I Boozhoo, Gikinoo'amaaganidog!

II Niminotawaa.

J Neyaashiing gikinoo'amaadiwigamig izhinikaade.

K Daga ozhigaabawig omaa.

Near the end of the winter, the sun melts the snow as it warms up during the day, but it freezes again overnight, making a crust. This month is named for the crust on top of the snow. What are some other signs that the winter is almost over?

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This month is halfway through the summer. It includes the longest day of the year: the summer solstice. Traditionally, this moon started on the summer solstice. What do you like to do in the middle of summer?

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This month is named for the suckerfish, which spawns during this time of year. Lots of suckerfish swim upriver at the same time, which makes it easy to catch them. What times of year do you or people you know go fishing?

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This is one of two months named for the spirits. But this one has a special ending on the name of the month that tells us it is a small month. It happens at the time of year when the nights are longest, and the days are the shortest. What do you like to do in winter?

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This month is named for one of the first berries to ripen every year. Imagine if you spent the whole winter eating food that you saved from the year before. How would you feel when you saw the first fruit of the year?

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After the leaves turn bright colors, they fall to the forest floor. This is the month when the trees go from having brilliant colors to having bare branches. What else happens in the natural world at this time of year?

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This is the time of year when we go out in canoes to knock wild rice. This is when the **manoomin** is ready to be harvested. Do you remember all the steps of harvesting and processing wild rice?

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This is the month when the lakes and rivers start to freeze. This month is named for the thin layer of ice that forms on top of the water. What are some other signs of the start of winter?

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This is the time of year when trees and plants grow new leaves and flowers. This is a beautiful time of year, but there is beauty in the world around us all the time. What is beautiful in the natural world right now?

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This is one of two months named for the spirits. This one has a word part that means big or great. What other words or phrases do you know that talk about something great or big?

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This is the month when we notice the bright colors of the leaves. The days begin to get shorter and the nights get colder. This is the beginning of autumn. What are other signs that autumn is about to start?

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Early in spring, we tap maple trees for their sweet sap. Then we boil down the sap to make it into delicious maple syrup. For the sap to run, the temperature at night needs to be under freezing, but during the day it needs to be above freezing. Do you or people you know collect maple syrup?

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Gichi-manidoo-giizis

Iskigamizige-giizis

Namebini-giizis

Zaagibagaa-giizis

Onaabani-giizis

Ode'imini-giizis

Aabita-niibino-giizis

Binaakwe-giizis

Manoominike-giizis

Gashkadino-giizis

Waatebagaa-giizis

Manidoo-giizisoons

wiisiniwag

ingiw

makwag

minopogozi

wa'aw

zaasagokwaan

apiitendaagozi

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