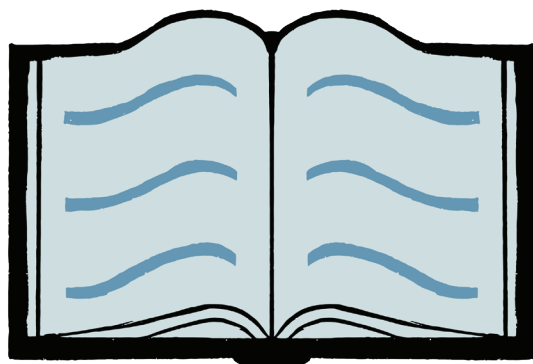


Rosetta Stone<sup>®</sup>  
**Ojibwe**  
TEACHER'S GUIDE



# Scope and Sequence

## Level 1 and 2



Rosetta Stone 



UNIT 1: FAMILY				
Lesson	Focus	Video	Objectives	Topics
<b>1</b> <b>Aaniin!</b> <i>Hello!</i>	conversation vocabulary	Amik introduces his family while driving to their favorite ricing location. Amik meets Waabishkibines and Gidagigwaneb at the water's edge who inform him that the rice is ready.	<ul style="list-style-type: none"> <li>greet others</li> <li>introduce yourself and others</li> <li>identify your family members</li> </ul>	introductions family members
<b>2</b> <b>Indinawemaaganag</b> <i>My Relatives</i>	vocabulary	Amik introduces his family.	<ul style="list-style-type: none"> <li>identify more family members</li> </ul>	family members
<b>3</b> <b>Indoojibwemomin!</b> <i>We Speak Ojibwe!</i>	grammar	Slideshow of family members illustrates different forms of the first person possessive prefix.	<ul style="list-style-type: none"> <li>use dependent nouns</li> <li>learn about animate and inanimate things</li> </ul>	dependent nouns personal prefixes animate and inanimate things
<b>4</b> <b>Asemaake.</b> <i>He Offers Tobacco.</i>	culture	An elder describes the importance of tobacco and how to offer it.	<ul style="list-style-type: none"> <li>learn about the importance of tobacco</li> </ul>	tobacco offerings
UNIT 2: MORNING ROUTINES				
<b>1</b> <b>Ingizhiitaa niin!</b> <i>I'm Ready!</i>	conversation vocabulary	The family prepares for a ricing trip.	<ul style="list-style-type: none"> <li>address your family members</li> <li>talk about getting ready</li> <li>thank someone</li> <li>say goodbye to others</li> </ul>	address terms for family members useful phrases
<b>2</b> <b>Bezhiig, niizh, niswi...</b> <i>One, Two, Three...</i>	vocabulary	Animated introduction to counting numbers.	<ul style="list-style-type: none"> <li>use numbers</li> <li>learn number patterns</li> </ul>	counting
<b>3</b> <b>Aaniin endaso-diba'iganek?</b> <i>What Time Is It?</i>	grammar	Animated introduction to telling time.	<ul style="list-style-type: none"> <li>tell time</li> <li>form commands</li> <li>make negative statements</li> <li>use the preverbs <b>o-</b> and <b>bi-</b></li> <li>describe your own actions</li> <li>learn about prefixes and suffixes</li> </ul>	telling time giving commands describing actions
<b>4</b> <b>Apiitaginjiganan</b> <i>Vowels</i>	pronunciation	Animated introduction to the vowels in Ojibwe.	<ul style="list-style-type: none"> <li>recognize and pronounce Ojibwe vowels</li> </ul>	vowels



UNIT 3: GETTING DRESSED				
Lesson	Focus	Video	Objectives	Topics
<b>1</b> <b>Amik, wewiib!</b> <i>Amik, Hurry Up!</i>	conversation vocabulary	Amik frantically searches for his clothes, hoping not to be left behind from the ricing trip.	<ul style="list-style-type: none"> <li>identify clothing and colors</li> <li>ask where something is</li> <li>talk about morning routines</li> </ul>	colors clothes asking where something is
<b>2</b> <b>Misko-azhiganan</b> <i>Red Socks</i>	vocabulary	Slideshow of clothing items in different colors.	<ul style="list-style-type: none"> <li>identify more clothing and colors</li> </ul>	colors clothes
<b>3</b> <b>Miskwaa.</b> <i>It Is Red.</i>	grammar	Slideshow demonstrates different ways to talk about colors of singular and plural clothing items.	<ul style="list-style-type: none"> <li>use plural forms</li> <li>use color verbs and preverbs</li> <li>talk about things that belong to you and others</li> <li>use and understand <b>mii</b></li> <li>ask questions</li> </ul>	color verbs personal prefixes yes-no questions
<b>4</b> <b>Mii go i'iw.</b> <i>That's It.</i>	pronunciation	Animated introduction to pronunciation of the glottal stop and nasal vowels.	<ul style="list-style-type: none"> <li>recognize and pronounce the glottal stop</li> <li>recognize and pronounce nasalized vowels</li> </ul>	glottal stop nasal vowels
UNIT 4: RICING				
<b>1</b> <b>Niibowa manoomin!</b> <i>A Lot of Rice!</i>	conversation vocabulary	The family returns to shore from their ricing trip. Waabishkibines walks the family through the rice preparation process.	<ul style="list-style-type: none"> <li>learn about the ricing process and ricing vocabulary</li> <li>talk about quantities</li> <li>use <b>dash</b> as a connector</li> </ul>	ricing
<b>2</b> <b>Wegonen o'ow?</b> <i>What Is This?</i>	grammar	Animated introduction to near and far, singular and plural, animate and inanimate pointer words.	<ul style="list-style-type: none"> <li>use animate and inanimate plural forms</li> <li>use pointer words for animate and inanimate things</li> </ul>	pointer words animate and inanimate things
<b>3</b> <b>Niinawind miinawaa giinawind</b> <i>Some of Us and All of Us</i>	grammar	Animated introduction to conjugating an animate intransitive verb (vai).	<ul style="list-style-type: none"> <li>describe who is doing an action</li> <li>use the preverb <b>daa-</b></li> <li>talk about actions in the future</li> <li>learn about A and B form</li> </ul>	vai future tense A and B forms
<b>4</b> <b>Manoominikeng</b> <i>The Rice Harvest</i>	culture	Slideshow introduction to the objects used in harvesting and processing rice.	<ul style="list-style-type: none"> <li>learn what's needed to go ricing</li> <li>identify the steps in processing rice</li> </ul>	ricing



UNIT 5: HOME				
Lesson	Focus	Video	Objectives	Topics
<b>1</b> <b>Aaniin giin ezhichigeyan?</b> <i>What Are You Doing?</i>	conversation vocabulary	After returning from a ricing trip, Amik is asked to help with the rice while Ogimaakwe puts off taking a shower by asking Waabooz for a sewing lesson.	<ul style="list-style-type: none"> <li>ask and tell where something is</li> <li>say something is easy or hard</li> <li>ask what someone is doing</li> </ul>	everyday language
<b>2</b> <b>Mii o'ow ninibewigamig.</b> <i>This Is My Bedroom.</i>	vocabulary grammar	Family members point out <i>my, your</i> and <i>her</i> items in a bedroom.	<ul style="list-style-type: none"> <li>talk about common household items</li> <li>say who things belong to</li> </ul>	household items personal prefixes
<b>3</b> <b>Abiiwigamigong</b> <i>In the Living Room</i>	grammar	A character identifies rooms in his house and describes where inanimate and animate things are in the house.	<ul style="list-style-type: none"> <li>say where something is</li> <li>learn about transitive and intransitive verbs</li> <li>learn about animate and inanimate verbs</li> <li>use two kinds of <i>we</i></li> </ul>	locatives verb types yes-no and A-word questions inclusive and exclusive <i>we</i>
<b>4</b> <b>Maawandooowaas-onike.</b> <i>She Quilts.</i>	culture	An elder talks about quilting and giving away quilts.	<ul style="list-style-type: none"> <li>learn about the quilting tradition</li> </ul>	quilting
UNIT 6: DINNERTIME				
<b>1</b> <b>Niiyo-giizhigad noongom.</b> <i>Today Is Thursday.</i>	conversation vocabulary	The family sits down to enjoy a family meal together. The parents have to rush off to language class while the children are tasked with doing the dishes.	<ul style="list-style-type: none"> <li>talk about eating and enjoying food</li> <li>say goodbye to a group of people</li> </ul>	everyday language
<b>2</b> <b>Awenen nitam?</b> <i>Who Is First?</i>	vocabulary	Introduction to ordinal numbers.	<ul style="list-style-type: none"> <li>talk about the days of the week</li> <li>use ordinal numbers</li> </ul>	days of the week ordinal numbers
<b>3</b> <b>Aaniin ezhi-giizhigak?</b> <i>What Day Is It?</i>	grammar	Characters introduce the days of the week and discuss what activities they do on different days of the week.	<ul style="list-style-type: none"> <li>use A and B forms to talk about days of the week</li> <li>tell someone not to do something</li> <li>form <i>let's</i> commands</li> <li>learn when to use the preverb <b>wii-</b></li> <li>use <i>vti</i> verbs with singular and plural objects</li> </ul>	A and B forms negative and <i>let's</i> commands <i>vti</i>
<b>4</b> <b>Niminopidaan manoomin.</b> <i>I Like Wild Rice.</i>	culture	A cook teaches how to prepare wild rice.	<ul style="list-style-type: none"> <li>learn how to cook <b>manoomin</b></li> </ul>	cooking



UNIT 7: LANGUAGE CLASS				
Lesson	Focus	Video	Objectives	Topics
<b>1</b> <b>Awenen gidoodem?</b> <i>What Is Your Clan?</i>	conversation vocabulary culture	Waasegiizhigookwe and Gimiwan attend their adult language learning class. They learn about the various clans at the Mille Lacs Reservation and ponder what clans their grandchildren will be.	<ul style="list-style-type: none"> <li>learn new pronouns</li> <li>learn about clans</li> <li>identify your and others' clans</li> </ul>	clans everyday language
<b>2</b> <b>Bezhigo. Bezhigwan.</b> <i>There Is One (animate).</i> <i>There Is One (inanimate).</i>	vocabulary grammar	Animated video of geese and strawberries introduces verbs for counting animate and inanimate items.	<ul style="list-style-type: none"> <li>use number verbs to count animate and inanimate items</li> </ul>	counting animate and inanimate things
<b>3</b> <b>Ojibwemowan gaye.</b> <i>She Speaks Ojibwe Too.</i>	grammar	Introduction to obviative (fourth person).	<ul style="list-style-type: none"> <li>learn when to use personal pronouns</li> <li>learn about grammatical person</li> <li>recognize fourth-person (obviative) forms</li> </ul>	personal pronouns first, second, third, and fourth person
<b>4</b> <b>Gidoodeminaanig</b> <i>Our Clans</i>	culture	Introduction to the seven clans at Mille Lacs.	<ul style="list-style-type: none"> <li>learn the seven clans at Mille Lacs</li> <li>understand the significance of the Ojibwe clan system</li> </ul>	clans
UNIT 8: SCHOOL				
<b>1</b> <b>Asemaake nimishoomis.</b> <i>My Grandfather Offers Tobacco.</i>	conversation vocabulary culture	It's the first day back to school. Amik sees old friends, meets his new teacher, and enjoys watching the pipe and bowl ceremony.	<ul style="list-style-type: none"> <li>say what something is called</li> <li>use <b>weweni</b> in different contexts</li> <li>learn some ceremonial language</li> </ul>	everyday language ceremonial language
<b>2</b> <b>Giizisooq</b> <i>Months</i>	vocabulary culture	Introduction to the names of the months of the year.	<ul style="list-style-type: none"> <li>understand the origins of the months of the year</li> </ul>	months of the year
<b>3</b> <b>Aaniin endasogonag-izid wa'aw giizis?</b> <i>What's Today's Date?</i>	vocabulary	Introduction to describing dates in a month.	<ul style="list-style-type: none"> <li>identify the months of the year</li> <li>talk about today's date</li> </ul>	months of the year dates
<b>4</b> <b>Madwesin i'iw!</b> <i>It's Ringing!</i>	grammar	Introduction to the four verb types: vai, vti, vii, and vta.	<ul style="list-style-type: none"> <li>learn about sentence agreement</li> <li>use <b>mii go</b></li> <li>learn more about verb types</li> <li>recognize related verbs</li> <li>use different command forms</li> </ul>	verb types related verbs plural commands



UNIT 9: FRIENDS				
Lesson	Focus	Video	Objectives	Topics
<b>1</b> <b>Aaniin enakamigak?</b> <i>What's Up?</i>	conversation vocabulary	It is the first day back to school. Ogimaakwe connects with her friend Anangookwe at her locker while meeting Bezhighoogaabawikwe for the first time.	<ul style="list-style-type: none"> <li>talk about going somewhere</li> <li>ask what someone did</li> <li>give directions</li> <li>address a group of people</li> <li>compare <b>wegonen</b> and <b>aaniin</b></li> <li>ask for someone's phone number</li> </ul>	back to school everyday language
<b>2</b> <b>Aaniin ezhiwebak agwajiing?</b> <i>What's the Weather?</i>	vocabulary	Introduction to talking about the four seasons and describing the weather.	<ul style="list-style-type: none"> <li>talk about the four seasons</li> <li>talk about the weather</li> </ul>	seasons weather
<b>3</b> <b>Mazina'igan indayaan.</b> <i>I Have a Book.</i>	grammar	Characters talk about who has a book or books.	<ul style="list-style-type: none"> <li>review vai and vti verb forms</li> <li>learn new vti verb forms</li> <li>talk about something that happened in the past</li> <li>use locative suffixes to talk about where something is</li> </ul>	vai and vti conjugations past tense locatives
<b>4</b> <b>Ziibaaska'-iganagooday</b> <i>Jingle Dress</i>	culture	A character talks about her jingle dress.	<ul style="list-style-type: none"> <li>learn about the origins of the jingle dress</li> </ul>	clans
UNIT 10: HUNTING				
<b>1</b> <b>Oshki-nitaage.</b> <i>He Gets His First Kill.</i>	conversation vocabulary	Amik and Gimiwan spend quality family time together out on a cold autumn deer hunt.	<ul style="list-style-type: none"> <li>talk about hunting</li> <li>tell someone to be careful</li> <li>describe the size of something animate</li> </ul>	hunting
<b>2</b> <b>Gaazhagensag mii-nawaa animoshassg</b> <i>Cats and Dogs</i>	vocabulary	Descriptions of a variety of cats and dogs.	<ul style="list-style-type: none"> <li>use verbs to describe animate things</li> </ul>	vais
<b>3</b> <b>Agaashiinyiwag.</b> <i>They Are Small.</i>	grammar	Introduction to diminutive forms and their plurals.	<ul style="list-style-type: none"> <li>use diminutives</li> <li>use <b>nawaj</b> to make comparisons</li> <li>say if an action is not happening anymore</li> <li>learn about word order</li> <li>learn more about vta verbs</li> </ul>	diminutives comparisons vtas
<b>4</b> <b>Giiwose.</b> <i>He Hunts.</i>	culture	A character describes going deer hunting.	<ul style="list-style-type: none"> <li>learn about hunting traditions</li> </ul>	hunting



UNIT 11: COOKING				
Lesson	Focus	Video	Objectives	Topics
<b>1</b> <b>Gidaa-zagaswe'-idimin.</b> <i>We Should Have a Ceremony.</i>	conversation vocabulary culture	The family celebrates Amik's kill by sharing a meal with both grandparents and Gidagigwaneb.	<ul style="list-style-type: none"> <li>talk about food</li> <li>express what you think or hope</li> <li>ask someone how they are</li> </ul>	food everyday language ceremonial language
<b>2</b> <b>Ozisaaganen!</b> <i>Set the Table!</i>	vocabulary	A character describes setting the table.	<ul style="list-style-type: none"> <li>talk about setting the table</li> </ul>	setting the table
<b>3</b> <b>Minosemagad.</b> <i>It's Going Well.</i>	grammar	Short dialogues introduce families of related words.	<ul style="list-style-type: none"> <li>recognize words with related meanings</li> <li>use B form with more verbs</li> <li>learn about adverbs</li> <li>use reciprocal verbs</li> </ul>	related words B form
<b>4</b> <b>Waawaashkeshi-wi-wiyyaas</b> <i>Venison</i>	culture	A cook teaches how to prepare venison.	<ul style="list-style-type: none"> <li>learn how to prepare venison</li> </ul>	cooking
UNIT 12: STORYTELLING				
<b>1</b> <b>Aadizookaanan</b> <i>Sacred Stories</i>	conversation vocabulary culture	Waabooz tells a sacred story to Amik, Ogimaakwe, and to a sleepy Gimiwan.	<ul style="list-style-type: none"> <li>learn storytelling vocabulary</li> <li>talk about sacred stories (<b>aadizookaanan</b>)</li> </ul>	sacred stories
<b>2</b> <b>Awesiinyag</b> <i>Wild Animals</i>	vocabulary	Slideshow introduces some wild animals.	<ul style="list-style-type: none"> <li>identify some common wild animals</li> </ul>	animals
<b>3</b> <b>Bizindawishin!</b> <i>Listen to Me!</i>	grammar	Children ask to hear a sacred story using vta imperatives.	<ul style="list-style-type: none"> <li>compare vai and vta verbs</li> <li>learn more about vta commands</li> <li>talk about things that might happen using B form</li> <li>talk about things that already happened using B form</li> </ul>	vta B form
<b>4</b> <b>Wenabozho miinawaa Zhiishiibag</b> <i>Wenabozho and the Ducks</i>	culture	The first part of the story of <i>Wenabozho and the Ducks</i> . Wenabozho comes up with a plan to kill the ducks.	<ul style="list-style-type: none"> <li>learn about the story <i>Wenabozho and the Ducks</i></li> <li>learn strategies to figure out the meaning of unknown words</li> </ul>	sacred stories



UNIT 13: WINTER				
Lesson	Focus	Video	Objectives	Topics
<b>1</b> <b>Aaniin dash Waa-izhichigeyan?</b> <i>What Are You Doing?</i>	vocabulary grammar	Two friends have a catch-up conversation and discuss the weather, what they've been up to, and plans for later.	<ul style="list-style-type: none"> <li>make introductions</li> <li>name seasons and weather conditions</li> <li>ask and answer questions about the past, present, and future</li> </ul>	introductions weather seasons tenses
<b>2</b> <b>Biboonagak</b> <i>When It Is Winter</i>	conversation vocabulary grammar	It's going to snow! The family talks about how their day went and the weather forecast for later in the week. The kids are excited that school might be cancelled.	<ul style="list-style-type: none"> <li>understand the meaning of an unfamiliar word by looking at its parts</li> <li>use verbs in B form to say when during the week something will happen</li> <li>use preverbs and adverbs to add emphasis and uncertainty to statements</li> </ul>	talking about your day weather
<b>3</b> <b>Awenesh a'aw?</b> <i>But Who Is That?</i>	grammar	Family members ask and answer yes/no and wh- questions.	<ul style="list-style-type: none"> <li>use <b>ina</b> to ask yes–no questions</li> <li>use A-words and a changed conjunct form to ask questions</li> <li>form contractions</li> <li>make negative statements</li> </ul>	yes/no questions wh- questions
<b>4</b> <b>Anishinaabedog!</b> <i>Hey, You All!</i>	vocabulary grammar	Family members and friends introduce and greet one another.	<ul style="list-style-type: none"> <li>address friends and family members</li> <li>greet others and say goodbye</li> <li>make small talk</li> </ul>	vocatives greetings family terms
UNIT 14: SCHOOL				
<b>1</b> <b>Gikinoo'amaadii-wigamigong</b> <i>At School</i>	vocabulary	A student talks about what's in her backpack. We introduce useful communicative phrases for the classroom and beyond.	<ul style="list-style-type: none"> <li>name things found in a classroom</li> <li>ask for help in the classroom and say when you don't understand</li> <li>name someone's age and grade in school</li> <li>say what belongs to whom</li> </ul>	school subjects classroom objects classroom phrases
<b>2</b> <b>Apeghish Sanaa Chi-zoogipog.</b> <i>I Hope It Snows a Lot.</i>	conversation vocabulary grammar	The kids are at school. Excitement builds about the snowstorm on the way. The kids discuss school subjects and nervousness about an upcoming test with their friends.	<ul style="list-style-type: none"> <li>name school subjects and winter sports</li> <li>use verbs common to school activities</li> <li>express degrees of certainty</li> <li>use adverbs to add detail to basic sentences</li> <li>use personal prefixes with verbs</li> </ul>	school snowstorm tests
<b>3</b> <b>Zhooshkwajiwedaa!</b> <i>Let's Go Sledding!</i>	grammar	Characters discuss what to do in the snow and describe a snowstorm. Focus on words with <b>zhooskhw</b> - initials and words with <b>-pon</b> finals.	<ul style="list-style-type: none"> <li>recognize word families with common initials and finals</li> <li>use vocabulary related to winter activities</li> <li>use imperatives to suggest that others do something with you</li> <li><b>conjugate singular, positive vais that end in short vowels</b></li> </ul>	initials and finals snow activities vai conjugations
<b>4</b> <b>Da-bagakitaagozid Gaagiigidod Awiya</b> <i>For Someone To Be Understood</i>	pronunciation	Introduction to basic rules of word stress.	<ul style="list-style-type: none"> <li>recognize stressed syllables</li> <li>identify characteristics that affect word stress</li> <li>pronounce words with proper stress</li> </ul>	word stress





UNIT 15: ICE FISHING				
Lesson	Focus	Video	Objectives	Topics
<b>1</b> <b>Aaniin apii Waa-akwa'waayan?</b> <i>When Are You Going To Spear Fish Through the Ice?</i>	grammar	Characters answer the question "When are you going to go ice fishing?" using different units of time.	<ul style="list-style-type: none"> <li>ask and answer questions about when you will do something</li> <li>include adverbs, preverbs, and phrases in descriptions of time</li> <li>recognize word parts and how they contribute to a word's meaning</li> <li>recognize how initial vowels shift in the changed conjunct form</li> <li>consonant change following a preverb</li> </ul>	when questions when answers
<b>2</b> <b>Gii-akwa'waawaad</b> <i>When They Speared Through the Ice</i>	conversation culture	Some family members go ice fishing and meet Gidagigwaneb on the way out to their hole.	<ul style="list-style-type: none"> <li>expand vocabulary related to ice fishing</li> <li>use vai verbs to tell others what to do or not to do</li> <li>recognize word parts and how they contribute to a word's meaning</li> <li>add emphasis to statements</li> </ul>	ice fishing commands
<b>3</b> <b>Gigagwejimim.</b> <i>I'm Asking You.</i>	grammar	Introduction to <i>I-to-you</i> and <i>s/he-to-you</i> vtas.	<ul style="list-style-type: none"> <li>use vta verbs to say that <i>I</i> am doing something to <i>you</i></li> <li>use vta verbs to say that <i>he</i> or <i>she</i> is doing something to <i>you</i></li> <li><b>conjugate plural, positive vais that end in short vowels</b></li> </ul>	vtas vai conjugations
<b>4</b> <b>Mizay</b> <i>Burbot</i>	culture vocabulary	Two friends go to spear eelpout. Afterward, they ask their relatives if they want any fish and are turned down.	<ul style="list-style-type: none"> <li>expand vocabulary related to ice fishing</li> <li>use adverbs to express limits, amounts, and locations</li> <li>distinguish between similar words and recognize the right word for the situation</li> <li>report what other people say</li> <li>recognize word parts and how they contribute to a word's meaning</li> <li>recognize common features in stories</li> </ul>	ice fishing storytelling listening to stories
UNIT 16: WINTER SPORTS				
<b>1</b> <b>Ezhichigeyang iko Biboonagak</b> <i>What We Do in Winter</i>	vocabulary	A slideshow of winter activities and the items used to do them.	<ul style="list-style-type: none"> <li>talk about winter sports</li> <li>recognize meaningful parts in longer words</li> <li>talk about animate things that belong to you and others</li> </ul>	winter activities
<b>2</b> <b>Gii-soogipog Mewinzha</b> <i>When It Snowed Long Ago</i>	conversation grammar culture	Mom and Dad attend their weekly language class. The class wonders about how it was in the old days.	<ul style="list-style-type: none"> <li>talk about past and present winter survival strategies</li> <li>recognize meaningful parts in longer words</li> <li>use verbs in B form to add additional information to a sentence</li> <li>use positive B forms of viis and vais</li> <li>use negative A forms of vais and vtis</li> <li>review consonant change following a preverb</li> </ul>	winter in the past A and B forms
<b>3</b> <b>Gigagwejimaa.</b> <i>You're Asking Her/Him.</i>	grammar	Introduction to <i>you-to-her/him</i> vtas.	<ul style="list-style-type: none"> <li>use vta verbs to say that <i>he</i> or <i>she</i> is doing something to <i>you</i></li> <li>use vta verbs to say that <i>you</i> are doing something to <i>him</i> or <i>her</i></li> <li><b>conjugate positive vais that end in long vowels</b></li> </ul>	vtas vai conjugations
<b>4</b> <b>Mewinzha Gaa-izhiwebak</b> <i>What Happened Long Ago</i>	culture	An elder describes winter when he was young and how it was different from winter now.	<ul style="list-style-type: none"> <li>learn how the Anishinaabe prepared for winter in the past</li> <li>use respectful terms to talk about elders</li> <li>practice listening for key words when hearing a story with unfamiliar language</li> </ul>	winter in the past listening to stories



UNIT 17: FAMILY				
Lesson	Focus	Video	Objectives	Topics
<b>1</b> <b>Indinawemaaganag</b> <i>My Relatives</i>	vocabulary culture	Introduction to aunts, uncles and cousins using a family tree.	<ul style="list-style-type: none"> <li>understand extended family relationships (parallel and cross aunts, uncles, cousins)</li> <li>use appropriate kinship terms for extended family</li> </ul>	cross and parallel relationships aunts and uncles cousins
<b>2</b> <b>Bi-mawidishiwed Abinoojiinyens</b> <i>When the Baby Comes to Visit</i>	conversation culture	The family is at home, impatiently awaiting the first visit from their cousin and her newborn baby girl. Waabooz presents moccasins she made for the baby.	<ul style="list-style-type: none"> <li>express affection for someone</li> <li>recognize word parts and how they contribute to a word's meaning</li> <li>recognize reduplication and what it means</li> </ul>	everyday language
<b>3</b> <b>Indaanisens</b> <i>My Little Daughter</i>	pronunciation	Review of pronunciation and spelling of nasal vowels, with an emphasis on diminutives.	<ul style="list-style-type: none"> <li>recognize and pronounce nasal vowels</li> <li>use diminutives to describe something small or young</li> <li>conjugate negative vais that end in vowels</li> </ul>	nasal vowels diminutives vai conjugations
<b>4</b> <b>Abinoojiinyens Obashkwegino-makizinensan</b> <i>A Baby's Moccasins</i>	culture	Explanation of why baby moccasins have holes.	<ul style="list-style-type: none"> <li>understand why baby moccasins have holes</li> <li>recognize reduplication and what it means</li> <li>conjugate negative B forms</li> </ul>	listening to stories cultural concepts
UNIT 18: MY BODY				
<b>1</b> <b>Niiyaw</b> <i>My Body</i>	vocabulary	A mother teaches her child about <i>my</i> body parts and <i>your</i> body parts.	<ul style="list-style-type: none"> <li>name parts of the body</li> <li>use dependent nouns to talk about body parts</li> <li>use pointer words to talk about nearby things</li> <li>describe when something hurts</li> </ul>	body parts
<b>2</b> <b>Gii-wiisagishing Amik</b> <i>When Amik Crashed and Got Hurt</i>	conversation vocabulary	The snowstorm has arrived. Amik wakes up to a day off school, and heads outside to sled. Until...oops! Amik has a sledding accident.	<ul style="list-style-type: none"> <li>talk about getting hurt</li> <li>recognize word parts and how they contribute to a word's meaning</li> <li>use correct word order</li> </ul>	body parts getting hurt everyday language
<b>3</b> <b>Izhi-gwayak Inose.</b> <i>He is Walking Straight.</i>	vocabulary	Introduction to directions and walking verbs.	<ul style="list-style-type: none"> <li>name cardinal directions</li> <li>describe different ways of moving</li> <li>name navigational directions</li> <li>recognize word parts and how they contribute to a word's meaning</li> <li>conjugate vais that end in -m or -n</li> </ul>	directions walking verbs vai conjugations
<b>4</b> <b>Wegonen Dinowa Jiimaan Iwedi?</b> <i>What Kind of a Canoe Is that Over There?</i>	vocabulary grammar	Review of close and far demonstratives and introduction to distant demonstratives.	<ul style="list-style-type: none"> <li>use pointer words to talk about nearby and distant things</li> <li>ask questions about animate and inanimate things</li> <li>use participles to describe the color of things</li> <li>recognize participles that describe people doing an action</li> </ul>	demonstratives participles



UNIT 19: AT HOME				
Lesson	Focus	Video	Objectives	Topics
<b>1</b> <b>Aaniin Wenji-wiisiniyan?</b> <i>Why Are You Eating?</i>	grammar	A child asks her father why he is doing the things he's doing, and he explains.	<ul style="list-style-type: none"> <li>expand vocabulary related to daily living</li> <li>ask <i>why</i> questions</li> <li>say <i>why</i> you're doing something</li> <li>recognize different meanings conveyed by reduplication</li> </ul>	why questions because statements
<b>2</b> <b>Onagizhiinsan Inanjigewaad</b> <i>Eating Hot Dogs</i>	conversation vocabulary	The family is at home, and it's still snowing as the day closes. Just as they're ready to start preparing dinner, the electricity goes out. Everyone has a great time cooking hot dogs and playing cards anyway.	<ul style="list-style-type: none"> <li>expand vocabulary related to daily living</li> <li>recognize word parts and how they contribute to a word's meaning</li> <li>add emphasis and emotion to what you say</li> </ul>	everyday language
<b>3</b> <b>Wegonen Jaabaakwaadaman?</b> <i>What Are You Cooking?</i>	grammar	Introduction to uses and form of changed conjunct form.	<ul style="list-style-type: none"> <li>ask questions using changed conjunct form</li> <li>describe things using changed conjunct form</li> <li>use changed conjunct form to say that an action has been completed</li> <li>rearrange word order to change what you emphasize</li> <li><b>conjugate singular, positive vtis that end in -an</b></li> </ul>	changed conjunct form vti conjugations
<b>4</b> <b>Ezhi-bimaadizing Waaboozoowakiing</b> <i>How Life Is in the Rabbit World</i>	culture vocabulary	A mischievous rabbit talks about his view of the world, including stealing vegetables from the garden and being used to make good clothes and food.	<ul style="list-style-type: none"> <li>expand vocabulary related to gardening and food</li> <li>recognize word parts and how they contribute to a word's meaning</li> <li>recognize shortened forms of common words</li> <li>become familiar with different meanings conveyed by changed conjunct forms</li> </ul>	listening to stories cultural concepts
UNIT 20: JINGLE DRESS				
<b>1</b> <b>Niminwendaan Biboonagak.</b> <i>I Like Winter.</i>	grammar	Two characters talk about what weather they like and dislike.	<ul style="list-style-type: none"> <li>use <b>minwendan</b> to express likes and dislikes</li> <li>use negative B forms to talk about when something doesn't happen</li> <li>use specific verbs to talk about likes and dislikes related to taste, sight, and sound</li> <li><b>conjugate plural, positive vtis that end in -an</b></li> </ul>	negative verb forms A and B forms vti conjugations
<b>2</b> <b>Ziibaaska'igani-goodayikeng</b> <i>Making a Jingle Dress</i>	conversation culture	The kids have another snow day, but they're getting bored. Ogimaakwe starts a sewing project with her grandmother, and Amik wants to help.	<ul style="list-style-type: none"> <li>expand vocabulary related to sewing and jingle dresses</li> <li>express that you don't know something</li> <li>use pejorative endings to talk about things you don't like</li> <li>use preverbs to describe when and if an action takes place</li> </ul>	everyday language sewing preverbs
<b>3</b> <b>Da-bagakitaagozid Gaagiigidod Awiya</b> <i>For Someone To Be Understood Clearly</i>	pronunciation	More detailed focus on word stress.	<ul style="list-style-type: none"> <li>recognize stressed syllables</li> <li>identify characteristics that affect word stress</li> <li>identify primary word stress</li> <li>pronounce words with proper stress</li> </ul>	word stress
<b>4</b> <b>Manidoominensikeng</b> <i>Beading</i>	culture	An expert beader explains how to complete a beading project.	<ul style="list-style-type: none"> <li>expand vocabulary related to beading and sewing</li> <li>recognize word parts and how they contribute to a word's meaning</li> <li>use preverbs to describe locations</li> <li>give instructions</li> </ul>	beading location preverbs instructions



## UNIT 21: SNARING

Lesson	Focus	Video	Objectives	Topics
<b>1</b> <b>Asigibii'iganan</b> <i>Numbers</i>	vocabulary	Review of numbers for counting, telling time, talking about age, and more.	<ul style="list-style-type: none"> <li>use word parts to form numbers</li> <li>review number verbs for animate and inanimate objects</li> <li>distinguish between numbers for dates, measurements, duration, and time</li> </ul>	numbers number verbs number preverbs
<b>2</b> <b>Agoodoowaad</b> <i>Snaring Rabbit</i>	conversation vocabulary	Amik and Ogimaakwe are still off from school and stuck inside on a snow day. They've been stringing the jingles for Ogimaakwe's new dress, but need a change of scenery. They set snares and imagine what to make when they catch a rabbit.	<ul style="list-style-type: none"> <li>recognize word parts and how they contribute to a word's meaning</li> <li>expand vocabulary related to snaring</li> <li>name family members and relatives, your own and others'</li> </ul>	snaring everyday language
<b>3</b> <b>Giwaabam.</b> <i>You See Me.</i>	grammar	Introduction to <i>you-to-me</i> vtas.	<ul style="list-style-type: none"> <li>use vta verbs to say that <i>you</i> are doing something to <i>me</i></li> <li>review other vta forms to say who does what to whom</li> </ul>	vtas
<b>4</b> <b>Bimikawewaad ingiw Awesiinyag</b> <i>Animal Tracks</i>	vocabulary	Slideshow of animal tracks in the snow.	<ul style="list-style-type: none"> <li>name wild animals and talk about their tracks</li> <li>recognize the singular and plural forms of animate nouns</li> <li><b>conjugate positive vtis that end in -oon</b></li> </ul>	animals plurals vti conjugations

## UNIT 22: AT THE GYM

<b>1</b> <b>Odaminowinan</b> <i>Sports</i>	vocabulary	Slideshow of sports and sports vocabulary.	<ul style="list-style-type: none"> <li>talk about playing sports</li> <li>use <b>-win</b> to change a verb into a noun</li> <li>recognize actions done for someone else</li> </ul>	sports verbs sport names (nouns) athletic terms
<b>2</b> <b>Bimibatoowigamigong Izhaadaa!</b> <i>Let's Go to the Gym!</i>	conversation vocabulary	The family has just eaten their big dinner of snowshoe hare. They're still cooped up inside and restless. They decide to go to the community center/gym.	<ul style="list-style-type: none"> <li>describe when something tastes good</li> <li>expand vocabulary related to daily living</li> <li>express how recently something happened</li> <li>use adverbs to add emphasis to statements</li> </ul>	everyday language
<b>3</b> <b>Izhigiizhweyang Anishinaabewiyang</b> <i>How We Speak Here</i>	culture	A story about possibly living pants provides context for an introduction to linguistic variation within Ojibwemowin.	<ul style="list-style-type: none"> <li>learn about regional language similarities and differences</li> <li><b>conjugate negative vtis that end in -oon</b></li> </ul>	regional variation vti conjugations
<b>4</b> <b>Wenabozho Miinawaa Zhiishiibag: 2</b> <i>Wenabozho and the Ducks: 2</i>	culture	In the next installment of the Wenabozho story begun in Unit 12, Wenabozho looks for a place to camp. He sets his ducks to roast, but worries someone might steal them while he sleeps. He comes up with a strategy to keep the ducks safe and falls asleep.	<ul style="list-style-type: none"> <li>learn what happens next in the story <i>Wenabozho and the Ducks</i></li> <li>use familiar language to understand the meaning of unfamiliar language</li> <li>use known grammar structures to understand new sentences</li> <li>practice using listening strategies and images to understand a story</li> </ul>	listening to stories cultural concepts



UNIT 23: BAKING				
Lesson	Focus	Video	Objectives	Topics
<b>1</b> <b>Nijiibaakwe-wigamigong</b> <i>In My Kitchen</i>	vocabulary	A character describes appliances and ingredients in his kitchen while he considers what to cook.	<ul style="list-style-type: none"> <li>expand vocabulary related to kitchen appliances, foods, and ingredients</li> <li>identify animate and inanimate nouns</li> <li>express when something looks or smells good</li> </ul>	kitchen appliances foods
<b>2</b> <b>Biitoosijigani-bakwezhiiganikeng</b> <i>Making Pie</i>	conversation vocabulary	The family decides to bake a pie, but they realize they're missing a key ingredient. Mom volunteers to brave the bad weather and take a trip to the store.	<ul style="list-style-type: none"> <li>expand vocabulary related to daily living</li> <li>name kitchen utensils</li> <li>recognize word parts and how they contribute to a word's meaning</li> </ul>	cooking kitchen utensils everyday language
<b>3</b> <b>Ikidowinikeng</b> <i>Building Words</i>	vocabulary grammar	Explore how words are built from smaller parts.	<ul style="list-style-type: none"> <li>recognize word parts and how they contribute to a word's meaning</li> <li>use word parts to make the meaning of a word precise</li> <li>use prefixes and suffixes to say who is doing an action</li> <li><b>conjugate negative vtis that end in -an</b></li> </ul>	word formation vti conjugations
<b>4</b> <b>Wenabozho Miinawaa Zhiishiibag: 3</b> <i>Wenabozho and the Ducks: 3</i>	culture	Wenabozho's plan to keep his ducks safe doesn't work! He wakes up and realizes he was robbed. We learn how Wenabozho gave the Anishinaabe people their means of obtaining tobacco.	<ul style="list-style-type: none"> <li>learn what happens in the last part of the story <i>Wenabozho and the Ducks</i></li> <li>use familiar language to understand the meaning of unfamiliar language</li> <li>use known grammar structures to understand new sentences</li> <li>practice using listening strategies and images to understand a story</li> </ul>	listening to stories cultural concepts
UNIT 24: NAMING				
<b>1</b> <b>Adaawewigamigong</b> <i>At the Grocery Store</i>	vocabulary	A character goes to the grocery store. She crosses items off her shopping list and interacts with a grocery store clerk to buy her groceries.	<ul style="list-style-type: none"> <li>expand vocabulary related to food items</li> <li>complete a shopping transaction</li> <li>talk about amounts of money</li> <li>recognize word parts and how they contribute to a word's meaning</li> </ul>	food shopping
<b>2</b> <b>Wiiyawen'enyikaa-geng</b> <i>Baby Gets a Name</i>	conversation culture	The family and namesakes gather at the community center for baby's naming ceremony.	<ul style="list-style-type: none"> <li>expand vocabulary related to talking about ceremonies</li> <li>learn about naming ceremonies and their importance</li> <li>recognize word parts and how they contribute to a word's meaning</li> </ul>	everyday language ceremonial language
<b>3</b> <b>Awenen Ba-dagoshing?</b> <i>Who Is Arriving?</i>	grammar	Review of the use of A, B, and changed conjunct forms of verbs.	<ul style="list-style-type: none"> <li>use A, B, and changed conjunct verb forms</li> <li>understand how different verb forms contribute to the meaning of a sentence</li> <li>review contexts that require use of changed conjunct forms</li> <li><b>conjugate vtis that end in -in</b></li> </ul>	A forms B forms changed conjunct form vti conjugations
<b>4</b> <b>Wiindaawasong</b> <i>Naming Ceremony</i>	culture	Explanation of the importance and form of naming ceremonies.	<ul style="list-style-type: none"> <li>learn about naming ceremonies and their importance</li> <li>expand vocabulary related to talking about ceremonies</li> </ul>	cultural concepts ceremonial language

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