

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



# Level 2

Units 13–24



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LEVEL  
2



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Mille Lacs Band of Ojibwe: Any cultural content included in this product has been carefully reviewed and approved by elder community members to ensure that it may be shared for learning purposes. All appropriate permissions have been obtained.

The Ojibwe People's Dictionary [www.ojibwemowin.com](http://www.ojibwemowin.com)

**Unit 14**

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Lee Obizaan Staples, "A Baby's First Moccasins," YouTube

Anton Waagosh Treuer, "A Baby's First Moccasins," YouTube

**Unit 18**

"Head, Shoulders, Knees, and Toes," sung by Keller Waawaakeyaash Paap, Ava Madwewebineshiinh Pettibone, Preston Manidoobineshiinsag Sullivan

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Mille Lacs Band of Ojibwe: "Wenabozho Miinawaa Zhiishiibag: 2," as told by Migizi, illustrated by Steve Zhaawan Premo.

**Unit 23**

Mille Lacs Band of Ojibwe: "Wenabozho Miinawaa Zhiishiibag: 3," as told by Migizi, illustrated by Steve Zhaawan Premo.

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Welcome to the Teacher's Guide for Rosetta Stone® Ojibwe Level 2. 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 the 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 this 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!

We recommend that you also use the online materials to increase your understanding of Ojibwemowin. You should stay at least one lesson ahead of your students in the Rosetta Stone Ojibwe program.

This guide is organized with activities to support each lesson. 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.



This guide may not include every activity that is necessary for your students to meet each lesson's objectives. We encourage you to add note-taking activities, lectures, homework, and other activities to support your students' learning. You may find it helpful to use activity formats from other units within these guides alongside your favorite teaching strategies.



## Using Rosetta Stone Ojibwe in your classroom

Rosetta Stone Ojibwe is organized into levels, units, and lessons. This guide accompanies Level 2, which is made up of twelve units and centers around the winter 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.

In each unit of Level 2, Lesson 2 includes a live action video featuring an Ojibwe family. Other lessons begin and end with animated videos. Within each unit, lessons cover a range of vocabulary, grammar, and cultural information. Beginning with Unit 14, each unit includes a special Conjugations section that focuses on one section of a verb paradigm. The Scope and Sequence section of this guide gives additional information about the structure of the lessons, including where to find the Conjugation sections.

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
- Turn practice or test activities into a game show, with students buzzing in to answer
- 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 smart board 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. You may also want to pay attention to and evaluate accuracy of pronunciation.



## 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 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 is one especially helpful resource. You can search in English or Ojibwe, and view cultural collections. The Ojibwe People's Dictionary can be found online at <http://ojibwe.lib.umn.edu/>.

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 13: WINTER				
Lesson	Focus	Video	Objectives	Topics
<b>1</b> <b>Aaniin dash</b> <b>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>zhooshkw</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>Gigagwejimin.</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><b>conjugate negative vais that end in vowels</b></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><b>conjugate vais that end in -m or -n</b></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



In each lesson of the Ojibwe Teacher's Guide, there is a list of materials used for each activity. Here is a summary of what you'll need for each unit. Items used in every unit are listed first. In addition, printouts of worksheets, flashcards, wordlists, and other handouts are provided at the end of each unit with this Guide. Have fun!



## FOR ALL UNITS:

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Ojibwe dictionaries
- Whiteboard or smart board
- Printouts
- Scripts
- Paper and pencils

## UNIT 13:

- Classroom calendar
- Drawing materials (colored pencils, markers, etc.)

## UNIT 14:

- Large piece of paper
- Markers
- Backpacks
- Books
- Blank cards or paper
- Drawing materials (e.g., markers, colored pencils)
- Rubber bands

## UNIT 15:

- Student schedules
- Two flyswatters
- Tape
- Supplies to make decoys
- Ice fishing supplies
- Fresh fish
- Cooking supplies
- Heat sources

## UNIT 16:

- Tape
- Two flyswatters

## UNIT 17:

- Slideshow presentation app (Powerpoint, Google Slides, Prezi, etc.)
- A Baby's First Moccasins video (Obizaan Staples)
- Baby's first Moccasins video (Anton Treuer)
- Pictures of aunts, uncles, and cousins
- Large pieces of paper
- Markers
- Sticky notes

## UNIT 18:

- Two flyswatters
- Tape
- *Head, Shoulders, Knees and Toes* video
- Blindfolds
- Obstacles
- Community Map
- A token (e.g., a bean or coin)
- Paperclips

## UNIT 19:

- Awegonen Ge-biizikamaan Audio
- Tape
- Two flyswatters

## UNIT 20:

- Index cards
- Headphones
- Rubber bands
- Needles (size 12)
- Beads (size 11)
- Scissors
- Lighter
- Thread (size D)
- Paracord

## UNIT 21:

- Markers
- Paperclips

## UNIT 22:

- Bag or box
- Poster board
- Markers
- Index cards
- Anna Gibbs' story video
- Barbara Nolan's story video

## UNIT 23:

- Recipe for blueberry pie or cake
- School kitchen or home economics room
- All ingredients for the recipe
- Mixing bowls
- Measuring cups
- Mixing spoons
- Measuring spoons
- Cake pans
- Butter or grease for pans
- Oven mitts
- Cooling racks
- Toothpicks (to test doneness)
- Butter knives (to loosen cakes from pans)
- Cleaning supplies
- Red willow video
- Tobacco
- Handheld pruners (several)
- Work/gardening gloves
- Butter knives, one for each student

## UNIT 24:

- Highlighters

UNIT  
13



Ojibwe

**Overview:** Two friends have a conversation where they discuss weather, what they've been up to, and plans for later. You'll learn about weather and seasons, and review tenses, greetings and introductions. Later, the family meets at the end of the day to catch up on the news and the coming snowstorm. You'll also learn about asking and answering different types of questions and addressing family members and friends.

## LESSON 1: Aaniin dash Waa-izhichigeyan? — *And What Are You Going to Do?*

Students will:

- make introductions
- name seasons and weather conditions
- ask and answer questions about the past, present, and future

## LESSON 2: Biboonagak — *When It Is Winter*

Students will:

- understand the meaning of an unfamiliar word by looking at its parts
- use verbs in B form to say when during the week something will happen
- use preverbs and adverbs to add emphasis and uncertainty to statements

## LESSON 3: Awenesh a'aw? — *But Who Is That?*

Students will:

- use **ina** to ask yes–no questions
- use A-words and a changed conjunct form to ask questions
- form contractions
- make negative statements

## LESSON 4: Anishinaabedog! — *Hey, You All!*

Students will:

- address friends and family members
- greet others and say goodbye
- make small talk







# Lesson 1: Aaniin dash Waa-izhichigeyan? — And What Are You Going to Do?

## OBJECTIVES

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

- make introductions
- name seasons and weather conditions
- ask and answer questions about the past, present, and future

## MATERIALS

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Classroom calendar
- Weather Image Cards (Printouts A)

## VOCABULARY

1

<b>izhinikaazo</b> vai	<i>s/he is named</i>
<b>onjibaa</b> vai	<i>s/he comes from a certain place</i>
<b>indoodem</b> nad	<i>my clan</i>
<b>Misi-zaaga'igan</b>	<i>Mille Lacs Reservation</i>

2

<b>biboon</b> vii	<i>it is winter</i>
<b>ziigwan</b> vii	<i>it is spring</i>
<b>niibin</b> vii	<i>it is summer</i>
<b>dagwaagin</b> vii	<i>it is fall</i>

3

<b>gimiwan</b> vii	<i>it is raining</i>
<b>zakaate</b> vii	<i>it is sunny</i>
<b>gisinaa</b> vii	<i>it is cold (outside)</i>
<b>zoogipon</b> vii	<i>it is snowing</i>
<b>noodin</b> vii	<i>it is windy</i>
<b>Aaniin ezhiwebak agwajjiing?</b>	<i>What's the weather outside?</i>

4

<b>bijiinaago</b> adverb	<i>yesterday</i>
<b>noongom</b> adverb	<i>today; now</i>
<b>waaban</b> vii	<i>it is tomorrow; it is dawn</i>



## VOCABULARY

5

<b>odamino</b> vai	<i>s/he plays</i>
<b>zhooshkwajiwe</b> vai	<i>s/he goes sledding</i>
<b>minwendan</b> vti	<i>like something</i>
<b>giikaji</b> vai	<i>s/he is cold</i>

6

<b>chi-bikwaakwad(oon)</b> ni	<i>basketball(s)</i>
<b>biindig</b> adverb	<i>inside; indoors</i>



## ACTIVITY A How to use Rosetta Stone Ojibwe

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets

 **Estimated time:** 30 minutes

### Activity Steps

1. Explore the About Rosetta Stone Ojibwe unit in Rosetta Stone Ojibwe as a class.
  - a. Watch the Introduction video.
  - b. Look through the other sections of About Rosetta Stone Ojibwe together so that students are familiar with the contents. There is a lot of information in this section that can be overwhelming all at once. The goal of this activity is to help students become familiar enough with this section that they will be able to find the information they need later.

2. Address any questions and/or needs from the students.

3. Make sure everyone is able to sign into their individual Rosetta Stone accounts.

4. Ensure that students are able to set up their microphones to complete pronunciation activities. Pronunciation activities work best when students are wearing headphones.




### TEACHER'S TIP

It may be difficult for students to complete pronunciation activities while sitting near each other. Have students spread out across the classroom, and be mindful of their volume while performing these activities. Wearing headphones can help.

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets

 **Estimated time:**  
60 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 13, Lesson 1 (See Unit 13, Lesson 1 Script). The instructor can guide this activity on the smart board or projector as students follow on their own devices, or students can work individually or in groups.



## ACTIVITY B

## Introduction presentations

## Materials

- Smart board or projector
- Computers or tablets

**Estimated time:**  
1-2 class periods

## Activity Steps

1. Share a presentation about yourself. This presentation should include your name, clan, and where you are from. This presentation will also introduce one student in the classroom, including their name, clan and where they're from. It will take the following form:
 

**Boozhoo/Aaniin! (Name) indizhinikaaz. (Clan) indoodem. (Place) indoobjibaa.** (*Hello! My name is [name]. My clan is [clan]. I'm from [place].*)

**Mii wa'aw (student). (Clan) odoodeman. (Place) onjibaa.** (*This is [name]. Her/his clan is [clan]. S/he is from [place].*)
2. Have students create a slideshow that they will add to for presentations throughout the unit.
3. Students will work in pairs to complete their own presentations. These presentations will follow the form of the teacher's model in Step 1 and should include:
  - a. Student's name, clan, and where they are from.
  - b. Partner's name, clan, and where they are from.
4. Students may present to the class or share with each other in smaller groups. You could also have students walk around the room to interview each other using the questions in the Teacher's Tip below.



## TEACHER'S TIP

Our suggested activities include building on this slideshow throughout the unit. Be sure students save this slideshow in a place they can come back to. Feel free to substitute other media that is feasible and engaging for your students.



## TEACHER'S TIP

The verb **izhinikaazo** (*s/he is called*) should be used for Ojibwe names. If a student does not yet have or know their Ojibwe name, or a student is non-Ojibwe, you can have them use their English name by saying **(Name) nizhaaganaashiwinikaaz.** (*My English name is [name]*). Students who are not Ojibwe or don't know their clan can skip that part of the activity.



## TEACHER'S TIP

The goal of this exercise is to elicit speech from your students. This activity also helps students transition between first and third person conjugations. Now that students have practiced talking about a third person, make sure to use the following questions with your students on a daily basis to make sure students retain these useful phrases:

1. **Aaniin ezhinikaazod?** (*What's her/his name?*) **Aaniin ezhinikaazoyan?** (*What's your name?*)
2. **Awenenan odoodeman a'aw \_\_\_\_?** (*Who is her/his clan?*) **Awenen gidoodem?** (*Who is your clan?*)
3. **Aaniindi wenjibaad a'aw \_\_\_\_?** (*Where is s/he from?*) **Aaniindi wenjibaayan?** (*Where are you from?*)



## ACTIVITY C Daily calendar review

### Materials

- Classroom calendar

**Estimated time:** 30 minutes

### Activity Steps

1. Review your classroom calendars, which were introduced in Units 6, 8, and 9. If you have not yet established a classroom calendar for instructional purposes, do so now.
2. Add the following questions to your calendar work and assist students in answering correctly:
  - a. **Aaniin ezhiwebak?** (*What's the weather like?*)
  - b. **Aaniin gaa-izhiwebak bijiinaago?** (*What was the weather like yesterday?*)
  - c. **Aaniin waa-izhiwebak waabang?** (*What will the weather be like tomorrow?*)
3. Add questions about weather during different seasons to your daily calendar questions:
  - a. **Aaniin ezhiwebak iko (ziigwang/niibing/dagwaaging/biboong)?**  
(*What is the weather generally like in the [spring/summer/fall/winter]?*)
  - b. Answers should sound like: **Gimiwan iko ziigwang.** (*It's generally rainy in the spring.*)  
Or, **Zoogipon iko biboong.** (*It usually snows in the winter.*)



### TEACHER'S TIP

The Calendar Work routine introduced in the Teacher's Guide Units 6, 8, and 9 includes discussing the day of the week and weather. This is a helpful routine to establish the use of Ojibwemowin in your class, and to help students become familiar with useful daily phrases.



## ACTIVITY D

# Broadcasting the weather

## Materials

- Classroom calendar
- Weather Image Cards, one set per small group (Printouts A)
- Optional: Smart board or projector

⌚ **Estimated time:** 90 minutes

## Activity Steps

1. Work as a class or in small groups to brainstorm different phrases you know in Ojibwe that a weather person on the news might use to describe the weather and the seasons.
  - a. This can include a review of how to say the date. You may want to review parts of Unit 8, Lesson 3 to remind students of how to talk about the month and date.
  - b. Encourage students to be creative in using the language they know and to use the past, present, and future.
2. Students will perform a weather forecast on TV. This can involve one or more characters; for example, a newscaster asking questions to the weather person: **Aaniin ezhiwebak?** (*What's the weather like?*)
3. Students write a short script in small groups.
  - a. Scripts should include:
    - what the weather was like yesterday
    - what the weather is like today
    - what the weather will be like tomorrow
    - commentary or small talk to set the scene
  - b. Students can make a slideshow of images showing the weather to project during their presentation, or they can use Weather Image Cards.
4. Students perform their weather reports in front of the class or small groups.
5. After each performance, ask questions or have students ask the audience the following questions, using your classroom calendar:
  - **Aaniin ezhiwebak?** (*What's the weather like?*)
  - **Aaniin gaa-izhiwebak bijiinaago?** (*What was the weather like yesterday?*)
  - **Aaniin waa-izhiwebak waabang?** (*What will the weather be like tomorrow?*)



## Lesson 2: Biboonagak — *When It Is Winter*

### OBJECTIVES

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

- understand the meaning of an unfamiliar word by looking at its parts
- use verbs in B form to say when during the week something will happen
- use preverbs and adverbs to add emphasis and uncertainty to statements

### MATERIALS

- **Zhooshkogaabawing** List (Printouts B)
- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Classroom calendar
- Activity Image Cards (Printouts C)
- Activity Answer Sheet (Printouts D)
- Lesson 2 Script
- Optional: Ojibwe People's Dictionary or paper dictionaries

### VOCABULARY

1

<b>giuwe</b> vai	<i>s/he goes home;</i> <i>s/he returns</i>
<b>gikinoo'amaagozi</b> vai	<i>s/he goes to school</i>
<b>minwendaagozi</b> vai	<i>s/he has a good time;</i> <i>s/he has a fun time</i>

2

<b>maajipon</b> vii	<i>it starts to snow</i>
<b>zhawendaagozi</b> vta	<i>s/he is pitied; s/he is</i> <i>blessed; s/he is loved</i>
<b>gikendan</b> vti	<i>know something</i>
<b>ayaan</b> vti	<i>have something; own</i> <i>something</i>

3

<b>giiwewijigan</b> ni	<i>homework</i>
<b>Anwebi-giizhigad</b> vii	<i>it is Sunday</i>
<b>chi-</b> preverb	<i>great; big</i>
<b>aaaniin apii</b> adverb	<i>when</i>

4

<b>baanimaa</b> adverb	<i>later; after a while</i>
<b>gema</b> adverb	<i>or; or maybe</i>
<b>enange</b>	<i>definitely; for sure</i>
<b>geget</b> adverb	<i>really; certainly; sure;</i> <i>yes</i>



# ACTIVITY A **Zhooshkogaabawing**

## Materials

- **Zhooshkogaabawing** List, one copy (Printouts B)
- Rosetta Stone Ojibwe
- Smart board or projector

 **Estimated time:** 60 minutes

## Activity Steps


1. Read and listen to the the following sections of Unit 13, Lesson 2 together as a group:
  - a. Review vais
  - b. Review days of the week
  - c. Review B forms
2. All students line up in a single file row facing the instructor at the back of the room (not facing the board).
3. Call out one of the verbs from the **Zhooshkogaabawing** List.
  - a. When you call out each word, say it in either A or B form. For example, call out either **Naano-giizhigad** (*it is Friday*) or **Naano-giizhigak** (*when it is Friday*).
4. Students take one step to the right if the verb is in A form, and one step to the left if the verb is in B form.
  - a. Students who step in the wrong direction are eliminated.
5. Repeat until only one player remains.



## TEACHER'S TIP

Allow students to read the verbs for their peers in A and B forms. Students who are eliminated from the game could be eligible (or required) to read the next set of words. To increase the difficulty for the student reader, you could give them a copy of the **Zhooshkogaabawing** List (See Printouts B) that doesn't have all the forms written out, requiring students to figure out one form from the other.

## ONLINE ACTIVITIES

 **Estimated time:**  
60 minutes

## Materials

- Rosetta Stone Ojibwe
- Computers or tablets

## Activity Steps

Students complete Rosetta Stone Ojibwe Unit 13, Lesson 2 individually. Instructor should circulate around the room to assist students. (See Unit 13, Lesson 2 Script)





# ACTIVITY B Daily calendar work

## Materials

- Classroom calendar

 **Estimated time:** 60 minutes

## Activity Steps

1. Review the daily calendar questions with the class.
2. Add the following questions to your daily routine:
  - a. **Aaniin gaa-izhi-giizhigak bijiinaago?** (*What day was it yesterday?*)
  - b. **Aaniin waa-izhi-giizhigak waabang?** (*What day will it be tomorrow?*)
3. Answers should sound like:
  - a. **Gii-niizho-giizhigad bijiinaago.** (*Yesterday was Tuesday.*)
  - b. **Da-niyo-giizhigad waabang.** (*Tomorrow will be Thursday.*)



# ACTIVITY C What did you do on Sunday?

## Materials

⌚ Estimated time: 60 minutes

- Activity Image Cards, two cards per student (Printouts C)
- Activity Answer Sheet, one per student (Printouts D)

## Activity Steps:

### Scaffolding activity

1. Review the activities in the Activity Image Cards as a class.
2. Ask students the following questions:
  - a. **Aaniin gaa-izhichigeyan Anwebi-giizhigak?** (*What did you do on Sunday?*)
  - b. **Aaniin waa-izhichigeyan Naano-giizhigak?** (*What will you do on Friday?*)
3. Guide students to answer using the following sentence structure:
  - a. **Ingii-(vai) Anwebi-giizhigak** (*I [vai]ed on Sunday.*)
  - b. **Niwii-(vai) Naano-giizhigak.** (*I will [vai] on Friday.*)

### Communicative activity

1. Students take two Activity Image Cards and one Answer Sheet. They will decide which of the activities they did in the past and which they will do in the future.
  - a. Students can either choose cards to represent what they really did, or it can be fictional.
2. Students go around the room asking their classmates what they did on Sunday and what they will do on Friday. They write down answers on their handout until it's full.
3. Students return to their seats. Ask students or have students ask questions to their peers in the third person singular, for example:
  - a. **Aaniin gaa-izhichiged (name) Anwebi-giizhigak?** (*What did [name] do on Sunday?*)
  - b. **Gii-odamino Anwebi-giizhigak.** (*S/he played Sunday.*)

### Grammar Review

1. Have a class discussion about why they answer with the B form on the vii.
  - a. If students are unable to identify why they are using it, explain that the B form implies *when* in this scenario: *I ate when it was Sunday.*



# ACTIVITY D Personal prefixes script review

## Materials

⌵ **Estimated time:** 60 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Lesson 2 Script, one per student
- Optional: Ojibwe People's Dictionary or paper dictionaries

## Activity Steps:

1. Go over Review personal prefixes from Unit 13, Lesson 2 in Rosetta Stone Ojibwe as a class.
2. Place students in groups of five. If the numbers do not work out evenly, have some groups of four.
3. Give each student a copy of the Lesson 2 Script.
4. First, have students assign each member of the group a role from the script (Ogimaakwe, Waabooz, Amik, Waasegiizhigookwe, and Gimiwan). Read through the script, with each group member reading their character's lines.
5. Next, have students go back through the script to look for verb forms. They may choose to do this step in smaller groups of two or three, or remain in their five-person groups. Students should:
  - a. Circle every first-person conjugation
  - b. Square every second-person conjugation
  - c. Underline each vii
  - d. Underline each vai twice



## TEACHER'S TIP

Have students start with the first expectation and work their way downward until they run out of time. They may complete this task as homework and then check their answers with each other at the next class meeting. Students may also use a dictionary to help them identify verb types. For Goal C, remind students that all days of the week and weather vocabulary are viis.



### TEACHER'S TIP

There are many ways to use the video scripts in your lessons! The live action videos in each unit's Lesson 2 are especially well suited for additional uses, though conversations from other unit's videos may be used for these purposes too. Here are a few ideas, and you may come up with your own ideas, too.

- **Students act out/perform the script.** They should be sure to use actions, gestures, props, and expressions to make the meaning of the lines clear.
- **Students do a close analysis of some lines to understand the meaning and grammatical structure of those lines.** They may share their close analysis with other students.
- **Students use lines from the scripts to find example sentences for Vocabulary Frames** (see Unit 2 Teacher's Guide).
- **Students practice pronunciation using lines from the script.**
- **Students identify particular word types or grammatical structures, such as:**
  - vai, vii, vti, vta
  - first person, second person, third person, and obviative forms
  - past, present, and future
  - A form, B form, and changed conjunct form
  - singular and plural forms
  - positive and negative forms
- **Students look at each verb and identify characteristics such as:**
  - verb type
  - person
  - tense
  - form (A, B, changed conjunct)
  - preverbs
- **Students make changes to the script and identify what the meaning would change to, possibly by acting it out.** For example, students could change positive verbs to negative, or change who is doing certain actions.
- **Identify cultural concepts within the scripts and use them to prompt discussion of these ideas.** Some examples in Level 2 include respecting elders, naming ceremonies, and baby's first moccasins.
- **Students look for familiar word parts to recognize word families.**
- **Students identify parts of the scripts that they don't yet understand.** Ask them to use what they know to make their best guess about the meaning of unfamiliar language. For example, they might recognize the dictionary form of a verb but not the specific conjugated form, or they might identify a new word but not recognize some of its grammatical characteristics. You can explain these mysteries now (get help from someone else if necessary), or you can also keep a list of puzzles and identify when students have learned enough to understand something they didn't previously.
- **Give students copies of the script with some or all words deleted. Have them listen to the video and transcribe what they think goes in the blanks.** After checking answers, lead a discussion about what students noticed or were surprised by in conducting this transcription. For example, were there any words that were not spelled as they expected? Were there any sounds that they consistently had trouble hearing and transcribing?



# Lesson 3: Awenesh a'aw? — But Who Is That?

## OBJECTIVES

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

- use **ina** to ask yes–no questions
- use A-words and a changed conjunct form to ask questions
- form contractions
- make negative statements

## MATERIALS

- Classroom calendar
- Weather Image Cards (Printouts E)
- Weather Information Gap Card (Printouts F)
- Drawing materials (colored pencils, markers, etc.)
- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Identity cards (Printouts G)
- Whiteboard or smart board
- Weather Recording Handout (Printouts H)
- Optional: Activity Image Cards (Printouts C)

## VOCABULARY

1

<b>aaniin</b> adverb	<i>how; what</i>
<b>aaniin apii</b> adverb	<i>when</i>
<b>aaniin minik</b> adverb	<i>how much; how many</i>
<b>aaniindi</b> adverb	<i>where</i>

2

<b>awenen</b>	<i>who</i>
<b>wegonen</b>	<i>what</i>
<b>dibi</b> adverb	<i>I wonder where</i>
<b>dash</b> adverb	<i>but; and</i>



# ACTIVITY A Asking yes or no questions with **na** and **ina**

## Materials

 **Estimated time:** 30 minutes

- Classroom calendar
- Weather Image Cards, one per student (Printouts E)
- Weather Information Gap Card, one per student (Printouts F)
- Drawing materials (colored pencils, markers, etc.)

## Activity Steps

### Scaffolding activity

1. Complete the following Unit 13, Lesson 3 activities as a class:
  - a. Vocabulary 1
  - b. Pronounce 1
  - c. Explore question words 1
  - d. Practice 1
2. Ask students to identify the difference between A-word questions and **na/ina** questions.
  - a. If they are unable to answer, use Explore question words 1 to show that **na/ina** questions are questions that can be answered with *yes* or *no*, while A-word questions are not.
  - b. Give some examples of questions in English and ask students if they would be A-word questions or **na/ina** questions. For example, *Is it raining outside?* would be a **na/ina** question, while *What is the weather like?* is an A-word question.
  - c. Remind students that **ina** and **na** mean the same thing, but that it is common to use **ina** following a consonant and **na** following a vowel. Listen to some example sentences in Rosetta Stone Ojibwe to focus on the sounds of **na** and **ina**.
3. Use your classroom calendar and weather terms to ask students about the day of the week and weather using **na** and **ina**. Students answer with **eya'** or **gaawiin** (*yes* or *no*). Here are some example questions.
  - a. **Gimiwan ina?** (*Is it raining?*)
  - b. **Aabitoose na?** (*Is it Wednesday?*)
  - c. **Gii-naano-giizhigad ina bijiinaago?** (*Was it Friday yesterday?*)
  - d. **Wii-gizhaate na waabang?** (*Is it going to be hot tomorrow?*)



# ACTIVITY A Asking yes or no questions with **na** and **ina**

## Activity Steps (Continued)


### Communicative activity

1. Divide students into pairs and give each student one Weather Image Card and one Weather Information Gap Card. Students should hold their Weather Image Cards in a way that their partners can't see the card.
2. Students take turns asking their partners **na/ina** questions to get the information they need to draw an accurate version of their partner's card. Some example questions include:
  - **Gimiwan ina?** (*Is it raining?*)
  - **Gizhaate na?** (*Is it hot?*)
  - **Ningwakwad ina?** (*Is it windy?*)
  - **Zoogipon ina?** (*Is it snowing?*)
  - **Chi-zoogipon ina?** (*Is it snowing a lot?*)
  - **Biboon ina?** (*Is it winter?*)

Students answer with **eya'** or **gaawiin** (*yes or no*).

3. When both students are done, they show each other the cards and compare them with their drawings.
4. Come back together as a class. Show students' drawings and talk about them. Students may present their drawings and describe the weather and season shown in their images.

### ONLINE ACTIVITIES

 **Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 13, Lesson 3 individually or in groups. (See Unit 13, Lesson 3 Script)



## ACTIVITY B Negation review for answering questions

### Materials

- Smart board or projector
- Identity cards, one card per student (Printouts G)

 **Estimated time:** 45 minutes

### Activity Steps

1. Display your introduction slide from Unit 13, Lesson 1, Activity B. Here is an example:
  - a. **Amik indizhinikaaz.**
  - b. **Makwa indoodem.**
  - c. **Misi-zaaga'iganiing indoonjibaa.**
2. Ask students to add the word **gaawiin**, and negate the verbs in the first and third sentences. The result should look like this:
  - a. **Gaawiin Amik indizhinikaazosiin.**
  - b. \* See Teacher's Tip
  - c. **Gaawiin Misi-zaaga'iganiing indoonjibaasiin.**
3. Hand each student an Identity Card.
4. Use one student to demonstrate the process.
  - a. Ask this student, **Gimiwan ina gidizhinikaaz?** (*Is your name Gimiwan?*)
    - If the name on the student's Identity Card is Gimiwan, they should respond, **Eya' Gimiwan indizhinikaaz** (*Yes. My name is Gimiwan.*) If it is not, they should respond, **Gaawiin Gimiwan indizhinikaazosiin** (*My name is not Gimiwan.*) Keep asking with different names until you guess the correct name.
    - Repeat this process for a place of origin, and optionally a clan (see Teacher's Tip, above).
  - b. Each student picks a partner, and they speak only Ojibwe to each other until they've identified each other's name, where they're from, and clan (if using that line).
  - c. If time permits, students may introduce their partners to the class or instructor using the **wiin** (third person) form.



### TEACHER'S TIP

The second sentence requires a little more work to negate. You need to change the noun **-doodem** to the related verb **odoodemi**, then negate the verb to make the sentence

**Gaawiin makwa indoodoodemisiin.**

You may choose to omit this sentence, or include it in your lesson depending on the level of your students. If you include this sentence in the activity, be sure to keep the correct form displayed somewhere students can refer to as they complete the activity.

**Optional:** If students need more practice with these concepts, you could also use the Identity Cards to play a game in the style of Headbands. In this variation, students do not see their own card but rather hold their card to their forehead or tape it to their back. Students ask their peers **na/ina** questions to find out their own identity.





### ACTIVITY C Noticing vowel changes

#### Materials

**Estimated time:** 60 minutes

- Whiteboard or smart board
- Weather Recording Handout, one per student (Printouts H)
- Optional: Activity Image Cards (Printouts C)

#### Activity Steps

1. Divide students into pairs and give each pair a Weather Recording Handout to fill out through questions and answers. For example:
  - a. **Aaniin gaa-izhiwebak Anwebi-giizhigak?** (*How was the weather on Sunday?*)
  - b. **Aaniin ezhiwebak noongom?** (*How is the weather today?*)
  - c. **Aaniin waa-izhiwebak waabang?** (*How will the weather be tomorrow?*)
  - d. **Aaniin waa-izhiwebak Naano-giizhigak?** (*How will the weather be on Friday?*)
2. Students work together to write down the questions and answers on the grid, then compare with other pairs.
3. Ask students to note what changes they notice between the questions and answers. Ask them to highlight the changes and to create a chart with the vowel changes that they found.
4. Have students compare their findings with each other.

**Optional:** Repeat the process using another copy of the handouts. In this variation, students ask questions about what their partners did during the last three days of the week, what they did today and what they will do the next three days. For example, students can ask **Aaniin gaa-izhichiged bijiinaago** (*What did you do yesterday?*) and answer **Ingii-gikinoo'amaagoz bijiinaago**. (*I went to school yesterday*). Students write down the questions and their partners' responses and notice the changes between the questions and answers. Students may answer with their actual activities, or use Activity Image Cards to get ideas.



## ACTIVITY D Using questions to form answers

### Materials

- Whiteboard or smart board

⌚ Estimated time: 30 minutes

### Activity Steps

1. Write the following question on the board: **Aaniin gaa-izhiwebak bijjiinaago?** (*What was the weather like yesterday?*)
2. Write the following response directly under the question, while trying to align the preverbs **gaa-** and **Gii-**, and the word **bijjiinaago** in both sentences: **Gii-kimiwan bijjiinaago.** (*It rained yesterday.*)
3. Draw a vertical line from **gaa-** to **Gii-**, and another from **bijjiinaago** to **bijjiinaago**. Finally, draw one circle around the two words **izhiwebak** and **kimiwan**. It should look something like this:

**Aaniin gaa-izhiwebak bijjiinaago?**  
 |  
**Gii-kimiwan bijjiinaago.**

4. Ask students to identify the similarities and differences between the question and answer. They should identify the following:

- a. The question has the word **Aaniin**, while the answer does not.
- b. The question uses the tense preverb **gaa-**, while the answer uses **gii-**.

Make sure students understand that these are the same, with **gaa-** having a changed vowel.

- a. The word **bijjiinaago** stays the same in both question and answer.
- b. The words **izhiwebad** and **gimiwan** are each used in only one of the sentences.

5. Summarize these findings to the students:
  - a. When asking and answering questions about the weather, the tense and date stay the same.
  - b. The question uses **izhiwebad**, while answers use a weather term.
  - c. **Aaniin** is only used in the question, because it's a question word.
6. Repeat steps 1-5 using the following question and answer:
  - a. **Aaniin waa-izhiwebak waabang?** (*What will the weather be like tomorrow?*)
  - b. **Wii-noodin waabang.** (*It will be windy tomorrow.*)
7. Repeat the process as time permits, changing the word **izhiwebad** (*it is a certain weather condition*) to **izhi-giizhigad** (*it is a certain day*) to ask about days of the week. In this example, be sure to point out that the vowel that changes is the first one in the whole verb form, so in this case the changed vowel is in the preverb.



# Lesson 4: Anishinaabedog! — Hey, You All!

## OBJECTIVES

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

- address friends and family members
- greet others and say goodbye
- make small talk

## MATERIALS

- Introduction Slideshow from Unit 13, Lesson 1
- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Family Member Photo Cards (Printouts I)

## VOCABULARY

1

<b>maam</b> nad	<i>my mom</i>
<b>ded</b> nad	<i>my dad</i>
<b>niniijaanis(idog)</b> nad	<i>my child(ren)</i>
<b>nookoo</b> nad	<i>my grandma</i>
<b>noozis(idog)</b> nad	<i>my grandchild(ren)</i>

2

<b>indaangosh(enyidog)</b> nad	<i>my (female) friend(s)</i>
<b>nijii(dog)</b> nad	<i>my (male) friend(s)</i>



## ACTIVITY A Introduce your family

### Materials

- Introduction Slideshow from Unit 13, Lesson 1
- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets

 **Estimated time:** 60 minutes

### Activity Steps


1. Display your introduction slideshow from Activity B in Unit 13, Lesson 1, and add two extra slides to this presentation, each showing a different family member, their clan, and where they're from. Introduce yourself and these family members to the class.
2. Have students work individually or with partners to add two new slides to their presentations from Activity B in Unit 13, Lesson 1. Each slide will introduce a new family member.
  - a. Students do not need to use actual pictures of their family members, or their actual names, clans, or locations. The goal of this activity is to have students introduce people and use family member terminology.
3. Students share their presentations with the class.



### TEACHER'S TIP

When students and/or instructors are presenting, they should only use Ojibwemowin. These presentations are in place to allow students to use what they know, without needing to use English.

### ONLINE ACTIVITIES

 **Estimated time:**  
30 minutes

### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 13, Lesson 4 individually or in groups. (See Unit 13, Lesson 4 Script)



### ACTIVITY B

# Vocative around the world

## Materials

- Family Member Photo Cards, one set (Printouts I)

 **Estimated time:** 20 minutes

## Activity Steps

1. Play Around the World: Each student sits at their own desk, or all students sit in a circle.
2. One student starts the game by standing behind the person seated to their left. These two students are the first two contestants.
3. Explain to the students that for this game, everybody is speaking as if they were the character Amik from the videos. When they see a picture, they need to greet the person by saying **Aaniin** or **Boozhoo**, and using the vocative which Amik would use based on how they're related. For example, if you hold up a photo of Gimiwan, the students should reply **Aaniin/Boozhoo, (In)ded!** (*Hi, Dad!*)
4. Show the students a Family Member Photo Card of one of Amik's family members or his friend Makwa. The first student to say **Aaniin, (vocative)!** or **Boozhoo, (vocative)!** wins.
  - a. If the standing person wins, they move on to stand behind the next seated student.
  - b. If the seated person wins, they stand behind the next seated student, and the person who was previously standing takes the winner's chair
5. Repeat the process until one student has made it all the way around to their original chair.
6. If students would benefit from more practice like this, play the same game using a different character as the origin point, such as Ogimaakwe or Waasegiizhigookwe. You may have to add or remove some cards for these variations.



### TEACHER'S TIP

Around the World is a helpful and energetic game format for quick practice or review of concepts. Feel free to use this format to review vocabulary using image cards or online images, or to practice grammar concepts.



### ACTIVITY C

# Vocative improv

## Materials

- Family Member Photo Cards, one set (Printouts I)

 **Estimated time:** 30 minutes

## Activity Steps

1. Students stand up in a semicircle. Two students at one end of the semicircle get a Family Member Photo Card and move to the front of the room. They should show each other their cards, but be sure not to let their other classmates see their cards.
2. The two students greet each other using vocatives. They can add other conversational phrases from the unit and then say goodbye to each other.
3. After the role play, the audience tries to guess who the characters are.
4. One of the two presenting students goes to the other end of the semicircle and the next one moves to the front with their Family Member Photo Card so that the process repeats itself and each student participates twice with two different peers (they can keep the Family Member Photo Card or get a new one).

UNIT  
13

# Scripts



Ojibwe

**Aaniin dash Waa-izhichigeyan Noongom?**  
*And What Are You Going to Do Today?*



**Wazhashk**

**Boozhoo!**

*Hello!*

**Wazhashk indizhinikaaz.**

*My name is Wazhashk.*

**Ma'iingan indoodem.**

*My clan is wolf.*

**Misi-zaaga'iganiing indoonjibaa.**

*I'm from Mille Lacs.*

**Aaniin ezhiwebak agwajiing noongom?**

*What's the weather today?*

**Gii-kimiwan bijiinaago. Zakaate noongom.**

*It rained yesterday. It's sunny today.*

**Wii-kisinaa noongom.**

*Today will be cold.*

**Waabang igo wii-kisinaa miinawaa. Mii dash ji-zoogipog.**

*Tomorrow it will be cold again. And it will snow.*

**Aaniish naa mii iw biboong.**

*Well, it is winter.*

**Naabaw**

**Aaniin, Wazhashk!**

*Hello, Wazhashk!*

**Wazhashk**

**Boozhoo, Naabaw!**

*Hello, Naabaw!*

**Mii wa'aw indaangoshenh Naabaw.**

*This is my friend Naabaw.*

**Awaazisiin wiin odoodeman.**

*Her clan is bullhead.*

**Misi-zaaga'iganiing onjibaa gaye wiin.**

*She is also from Mille Lacs.*

**Naabaw**

**Mewinzha gii-waabaminaambaan.**

*It's been a long time since I've seen you!*

**Apegish igo mino-ayaayan!**

*I hope you're well!*

**Wazhashk**

**Nimino-ayaa. Giin dash?**

*I'm good. How about you?*

**Naabaw**

**Nimino-ayaa gaye niin.**

*I'm good too.*

**Wazhashk**

**Aaniin gaa-izhichigeyan?**

*What have you been doing?*



## Aaniin dash Waa-izhichigeyan Noongom? *And What Are You Going to Do Today?* (continued)



<p><b>Naabaw</b></p>	<p><b>Gii-tagwaaging, ingii-kiiwose.</b> <i>In fall, I went hunting.</i></p> <p><b>Gii-niibing, ingii-izhaa niimi'iding.</b> <i>In summer, I went to a powwow.</i></p> <p><b>Gii-siigwang, ingii-iskigamizige.</b> <i>In spring, I went maple sugaring.</i></p>
<p><b>Wazhashk</b></p>	<p><b>Howa!</b> <i>Wow!</i></p> <p><b>Aaniin dash waa-izhichigeyan noongom?</b> <i>What are you going to do today?</i></p>
<p><b>Naabaw</b></p>	<p><b>Maagizhaa niwii-o-zhooshkwajiwe.</b> <i>I might go sledding.</i></p> <p><b>Giwii-paa-wijjiw ina?</b> <i>Do you want to go with me?</i></p>
<p><b>Wazhashk</b></p>	<p><b>Gaawiin. Onzaam gisinaa agwajiing.</b> <i>No. It's too cold outside.</i></p> <p><b>Biindig niwii-odamin chi-bikwaakwad.</b> <i>I'm going to play basketball indoors.</i></p>
<p><b>Naabaw</b></p>	<p><b>Ahaw. Giga-waabamin miinawaa.</b> <i>Okay. See you later!</i></p>
<p><b>Wazhashk</b></p>	<p><b>Giga-waabamin gomaapii.</b> <i>See you!</i></p>

## Mii iw Biboonagak. *It Is Winter.*



Ogimaakwe	<b>Aaniin, Nookoo! Mii bi-giiweyaan!</b> <i>Hi, Grandma! I'm home!</i>
Waabooz	<b>Aaniin, Noozis! Aaniin bebaa-inakamigiziyan noongom?</b> <i>Hi, Grandchild! How was your day?</i>
Ogimaakwe	<b>Ayai. Geget niibowa giiewewijigan indayaan.</b> <i>Ugh. I have a lot of homework.</i>
Waabooz	<b>Onyai. Geget igo gizhawendaagoz, Noozis.</b> <i>You poor thing. I feel sorry for you, Grandchild.</i> <b>Aaniindi gishiime?</b> <i>Where's your brother?</i>
Amik	<b>Boozhoo, Nookoo! Mii bi-giiweyaan!</b> <i>Hi, Grandma! I'm home!</i>
Waabooz	<b>Boozhoo, Noozis. Aaniin danaa bebaa-inakamigiziyan?</b> <i>Hi, Grandchild. How was your day?</i>
Amik	<b>Ingii-wenda-minwendaagoz.</b> <i>I had a really good time.</i> <b>Ingii-odamin chi-bikwaakwad!</b> <i>I played basketball!</i>
Waasegiizhigookwe	<b>Boozhoo, Nizigozis.</b> <i>Hi, Mother-in-law.</i>
Waabooz	<b>Boozhoo!</b> <i>Hi!</i>
Waasegiizhigookwe	<b>Boozhoo, Niniijaanisidog. Aaniin gaa-inakamigiziyeg noongom?</b> <i>Hi, Kids. How was your guys' day?</i>
Amik	<b>Ingii-wenda-minwendaagoz.</b> <i>I had a lot of fun.</i>
Ogimaakwe	<b>Gaawiin sa niin. Geget niibowa giiewewijigan indayaan.</b> <i>Not me. I have a lot of homework.</i>
Waasegiizhigookwe	<b>Gigikendaanaawaa na wii-chi-zoogipog?</b> <i>Do you guys know that it is going to storm?</i>
Amik	<b>Howa! Mii iw waabang gaawiin inga-gikinoo'amaagozisiimin.</b> <i>Yay! We will not have school tomorrow.</i>

## Mii iw Biboonagak. *It Is Winter. (continued)*



Ogimaakwe	<b>Aaniin apii waa-maajipog?</b> <i>When's it going to start snowing?</i>
Waasegiizhigookwe	<b>Baanimaa iwidi gemaa Anwebi-giizhigak wii-maajipon.</b> <i>Not until maybe Sunday will it start snowing.</i>
Gimiwan	<b>Boozhoo! Aaniin enakamigak?</b> <i>Hi! What's going on?</i>
Amik	<b>Wii-chi-zoogipon Anwebi-giizhigak!</b> <i>There's a big snowstorm coming Sunday!</i>
Gimiwan	<b>I'iw ina? Aaniish naa mii iw biboong.</b> <i>Oh, really? Well, it is winter.</i>
Amik	<b>Enange. Mii iw biboong!</b> <i>Definitely. It is winter.</i>

## Awenesh a'aw? But Who Is That?

<b>Waabooz</b>	<b>Aaniin, Noozis! Aaniin ezhichigeyan?</b> <i>Hi, Grandchild! What are you doing?</i>
<b>Ogimaakwe</b>	<b>Boozhoo, Nookoo! Indazhiikaan giwewijigan.</b> <i>Hi, Grandma! I'm doing homework.</i>
<b>Waabooz</b>	<b>Aaniindi gishiime?</b> <i>Where is your brother?</i>
<b>Ogimaakwe</b>	<b>Geyaabi iwidi gikinoo'amaadiiwigamigong ayaa.</b> <i>He is still at school.</i>
<b>Waabooz</b>	<b>Aaniish apii ge-bi-giiwed?</b> <i>When will he come home?</i>
<b>Ogimaakwe</b>	<b>Gemaa baanimaa niyo-diba'iganek.</b> <i>Maybe not until 4:00.</i>
<b>Waabooz</b>	<b>Awenesh a'aw, Noozis?</b> <i>But who is that, Grandchild?</i>
<b>Amik</b>	<b>Aaniin! Mii iw bi-giiweyaan!</b> <i>Hi! I'm home!</i>
<b>Waabooz</b>	<b>Nashke. Mii gii-pi-dagoshing a'aw gishiime.</b> <i>Look. It's your brother who's arrived!</i> <b>Gibakadem ina?</b> <i>Are you all hungry?</i>
<b>Amik</b>	<b>Gaawiin! Gaawiin imbakadesiin.</b> <i>No! I am not hungry.</i>
<b>Ogimaakwe</b>	<b>Eya'! Geget imbakade niin.</b> <i>Yes! I am hungry for sure.</i>
<b>Waabooz</b>	<b>Ahaw. Daga jiibaakwewigamigong izhaadaa.</b> <i>Okay. Let's go to the kitchen.</i>

## Awenesh a'aw? But Who Is That? (continued)

<b>Narrator</b>	Let's take a closer look at how to ask and answer questions. Questions with yes or no answers include the question word <b>ina</b> or the shortened form <b>na</b> .
<b>Waabooz</b>	<b>Gibakadem ina?</b> <i>Are you hungry?</i>
<b>Amik</b>	<b>Gaawiin! Gaawiin imbakadesiin.</b> <i>No! I am not hungry.</i>
<b>Ogimaakwe</b>	<b>Eya'! Geget imbakade niin.</b> <i>Yes! I am hungry for sure.</i>
<b>Narrator</b>	Other questions use A words like <b>aaniindi</b> . Some A-word questions don't need a verb.
<b>Waabooz</b>	<b>Aaniindi gishiime?</b> <i>Where is your brother?</i>
<b>Ogimaakwe</b>	<b>Geyaabi iwidi gikinoo'amaadiiwigamigong ayaa.</b> <i>He is still at school.</i>
<b>Narrator</b>	For A-word questions that do include a verb, change the first vowel in the verb, and use the B form ending.
<b>Waabooz</b>	<b>Aaniin ezhichigeyan?</b> <i>What are you doing?</i>
<b>Ogimaakwe</b>	<b>Indazhiikaan giwewijigan.</b> <i>I'm doing homework</i>
<b>Narrator</b>	Now you can ask lots of questions. What do you want to ask next?

## Anishinaabedog! Hey, You All!



Amik	<b>Mii wa'aw nimaamaa.</b> <i>This is my mother.</i> <b>Boozhoo, Maam.</b> <i>Hi, Mom!</i>
Ogimaakwe	<b>Mii wa'aw indede.</b> <i>This is my father.</i> <b>Aaniin, Ded.</b> <i>Hi, Dad!</i>
Gimiwan	<b>Mii ongow ninijaanisag.</b> <i>These are my children.</i> <b>Boozhoo, Ninijaanisidog.</b> <i>Hi, Kids!</i>
Waasegiizhigookwe	<b>Boozhoo, Indaangosh!</b> <i>Hi, friend!</i>
Waasegiizhigookwe's friend	<b>Aaniin, Waasegiizhigook!</b> <i>Hi, Waasegiizhigookwe!</i> <b>Aaniin ezhi-ayaayan?</b> <i>How are you doing?</i>
Waasegiizhigookwe	<b>Nimino-ayaa.</b> <i>I'm doing well.</i>
Waasegiizhigookwe's friend	<b>Aaniin ezhi-ayaad Ogimaakwe?</b> <i>How is Ogimaakwe?</i>
Waasegiizhigookwe	<b>Mino-ayaa gaye wiin.</b> <i>She is doing well too.</i>

## Anishinaabedog! Hey, You All! (continued)



<b>Waasegiizhigookwe's friend</b>	<b>Niminwendam noondamaan i'iw.</b> <i>I'm happy to hear that.</i>
<b>Gidagigwaneb</b>	<b>Aaniin, Nijii!</b> <i>Hi, friend!</i>
<b>Waabishkibines</b>	<b>Boozhoo!</b> <i>Hello!</i>
<b>Gidagigwaneb</b>	<b>Aaniin enakamigak?</b> <i>How's it going?</i>
<b>Waabishkibines</b>	<b>Minosemagad.</b> <i>It's going well.</i>
<b>Gidagigwaneb</b>	<b>Aaniin ezhi-ayaawaad gidinawemaaganag?</b> <i>How are your relatives?</i>
<b>Waabishkibines</b>	<b>Mino-ayaawag igo.</b> <i>They are doing well.</i>
<b>Gidagigwaneb</b>	<b>Howa. Weweni go.</b> <i>Good. Take care.</i>

UNIT  
13

# Printouts



Ojibwe





**ningwakwad**



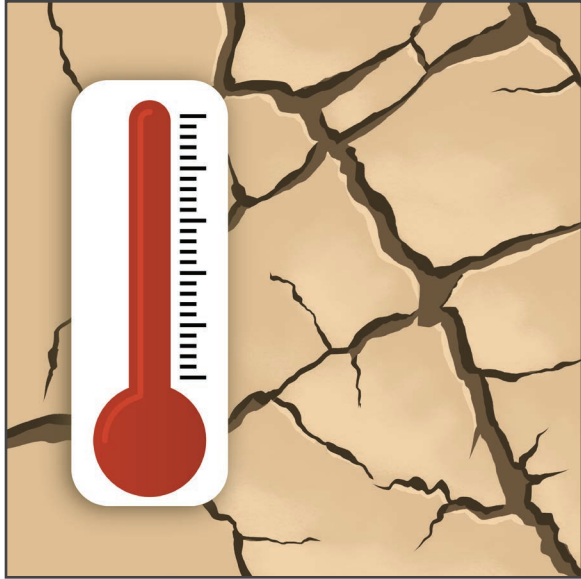
**zoogipon**



**gimiwan**



**zakaate**

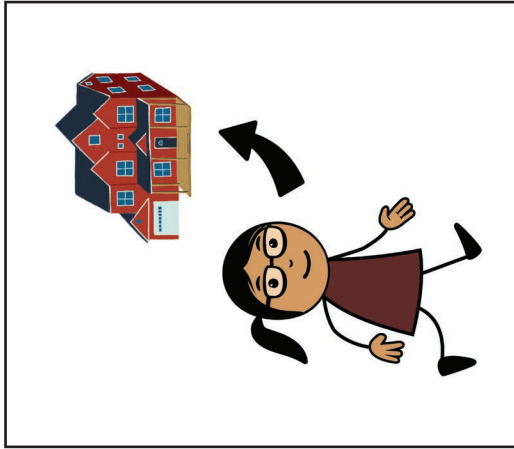


**gizhaate**

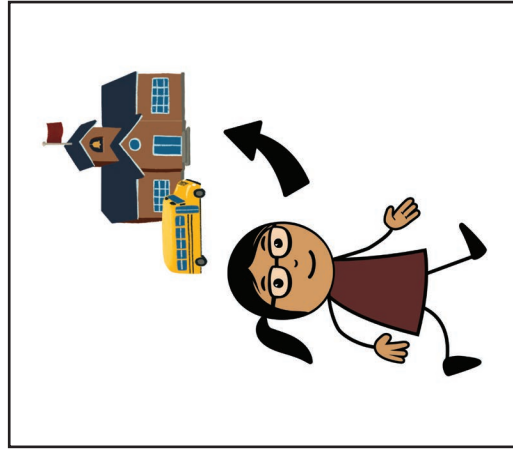


**gisinaa**

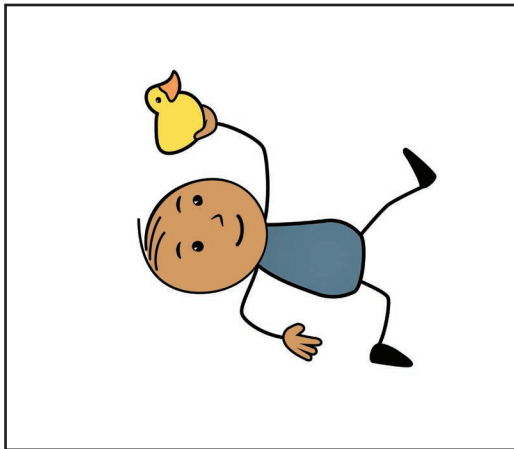
	A form	B form
it is Monday	<b>Nitam-anokii-giizhigad</b>	<b>Nitam-anokii-giizhigak</b>
it is Tuesday	<b>Niizho-giizhigad</b>	<b>Niizho-giizhigak</b>
it is Wednesday	<b>Aabitoose</b>	<b>Aabitooseg</b>
it is Thursday	<b>Niiyo-giizhigad</b>	<b>Niiyo-giizhigak</b>
it is Friday	<b>Naano-giizhigad</b>	<b>Naano-giizhigak</b>
it is Saturday	<b>Ishkwaaj-anokii-giizhigad</b>	<b>Ishkwaaj-anokii-giizhigak</b>
it is Sunday	<b>Anwebi-giizhigad</b>	<b>Anwebi-giizhigak</b>
it is winter	<b>biboon</b>	<b>biboong</b>
it is spring	<b>ziigwan</b>	<b>ziigwang</b>
it is summer	<b>niibin</b>	<b>niibing</b>
it is fall	<b>dagwaagin</b>	<b>dagwaaging</b>
it is raining	<b>gimiwan</b>	<b>gimiwang</b>
it is sunny	<b>zakaate</b>	<b>zakaateg</b>
it is cold	<b>gisinaa</b>	<b>gisinaag</b>
it is snowing	<b>zoogipon</b>	<b>zoogipog</b>
it is windy	<b>noodin</b>	<b>nooding</b>
it is windy	<b>ningwakwad</b>	<b>ningwakwak</b>
it is hot	<b>gizhaate</b>	<b>gizhaateg</b>



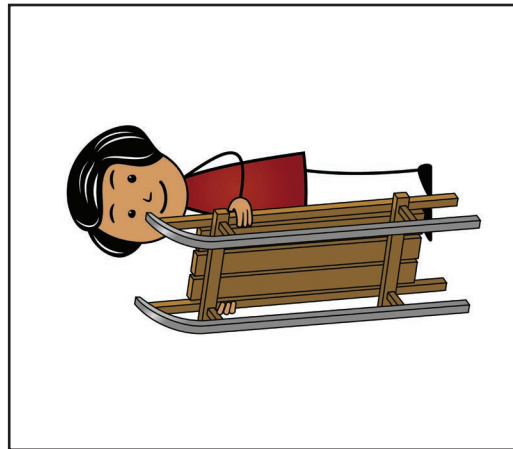
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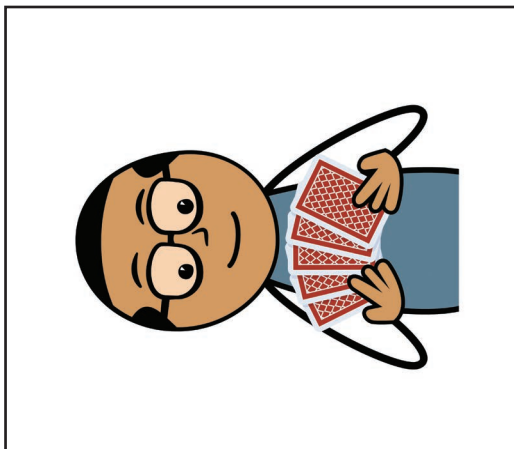
gikinoo'amaagozi



odamino



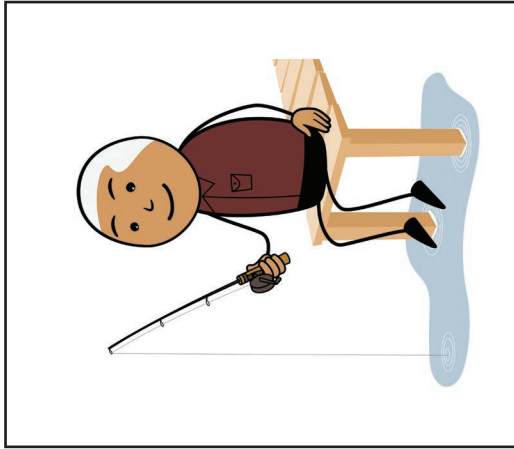
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ataage



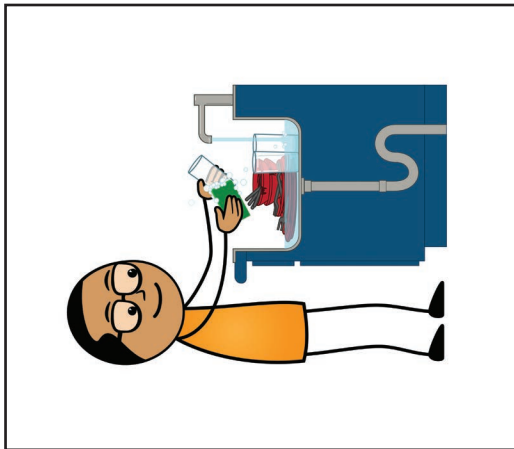
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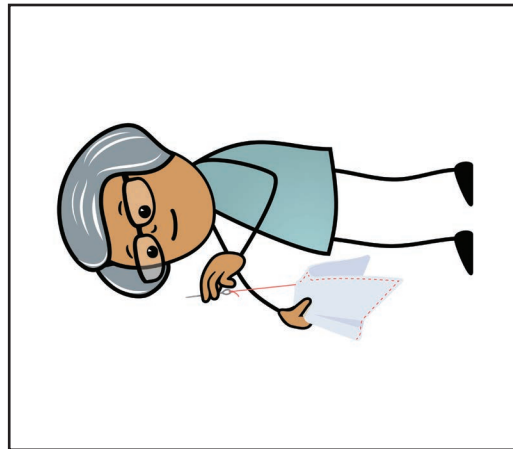
wewebanaabii



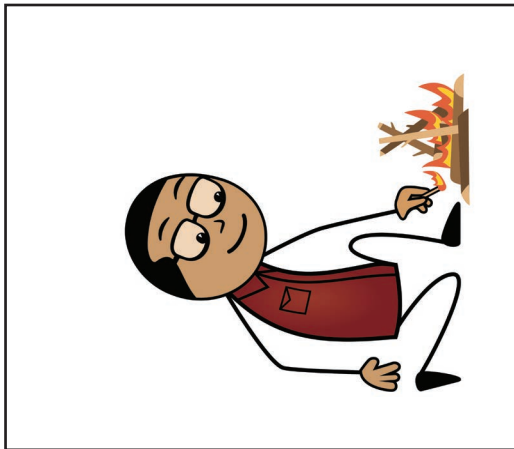
niimi



giziibiiginaagane



gashkigwaaso

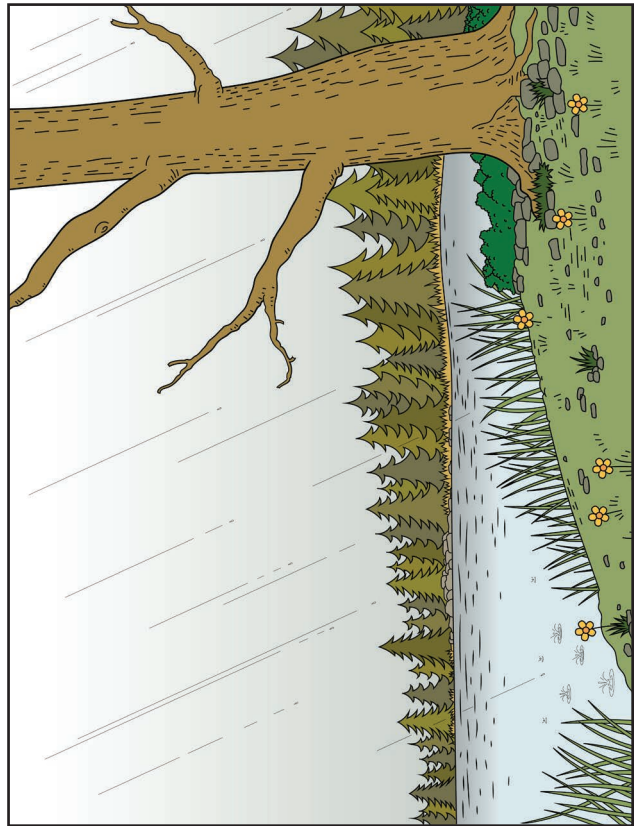
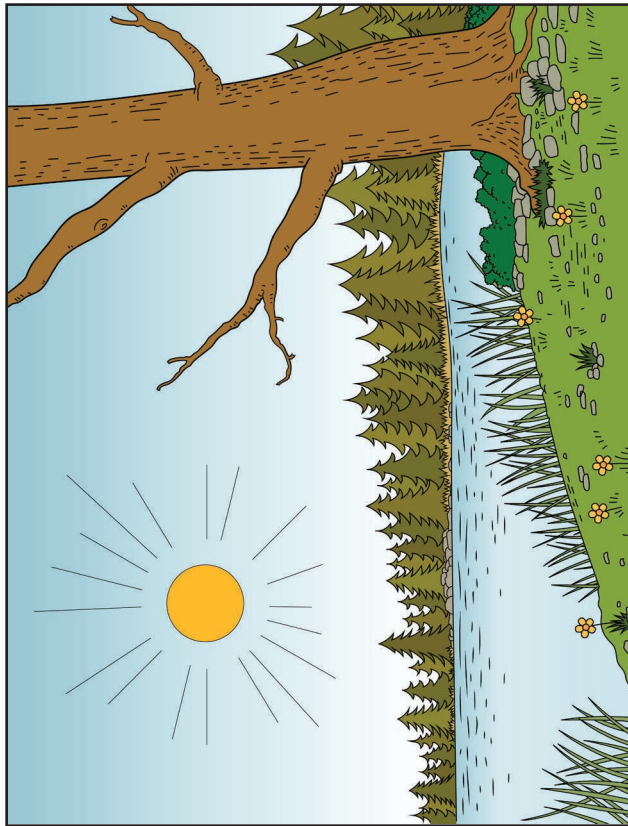
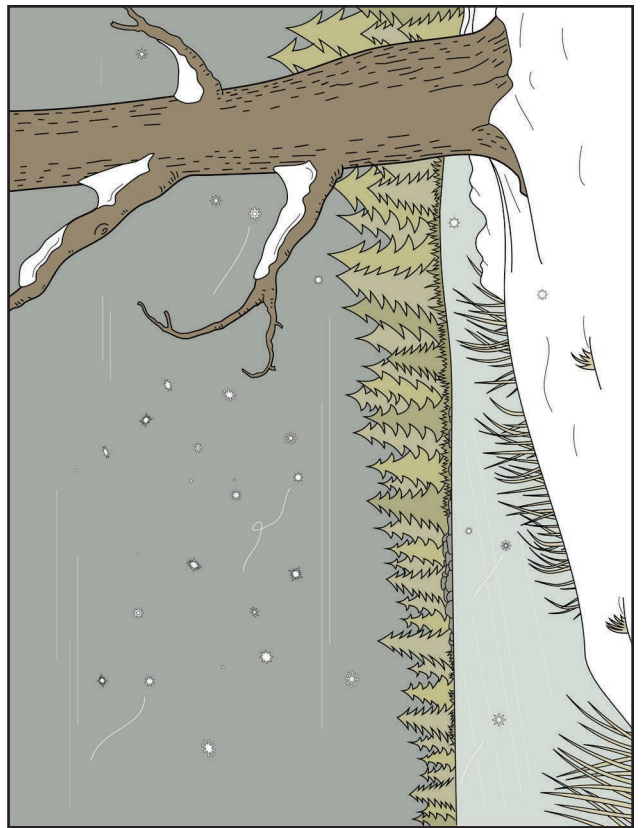
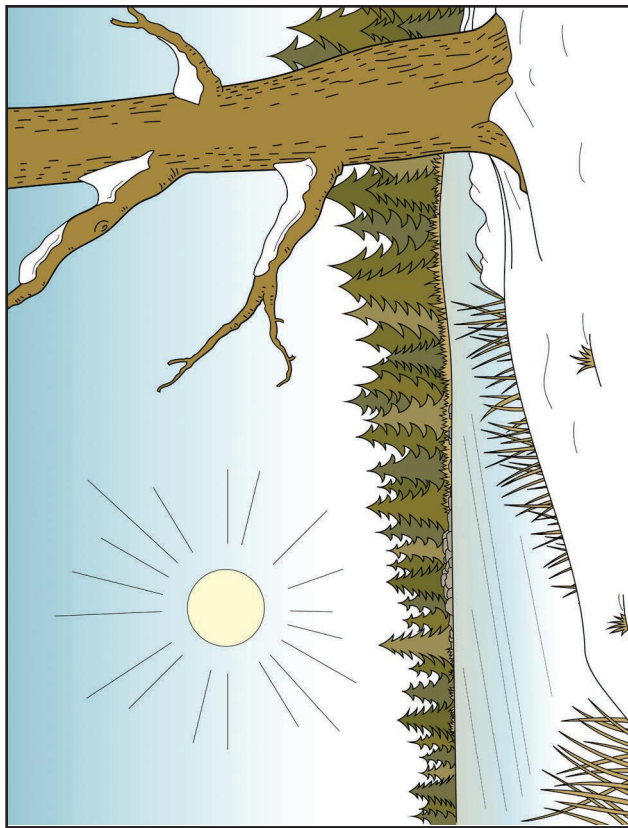


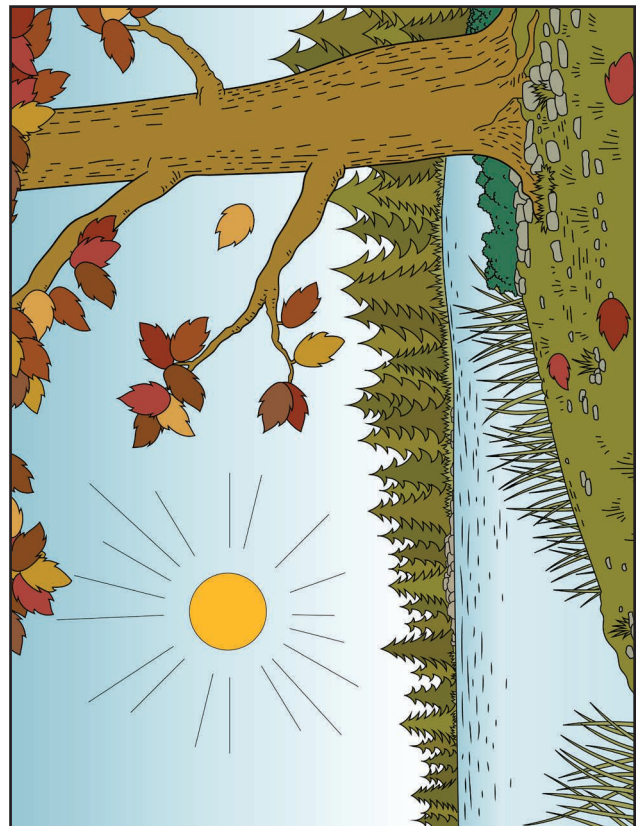
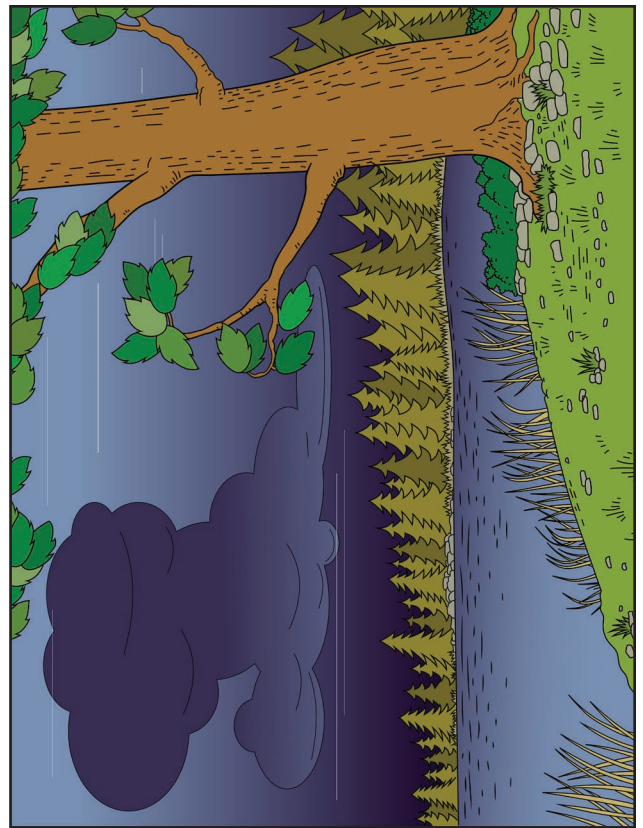
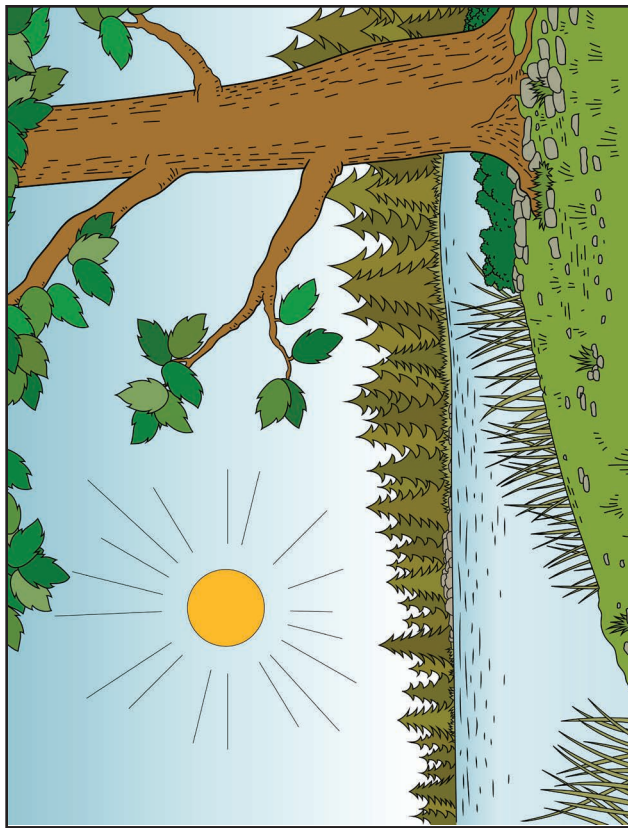
boodawe



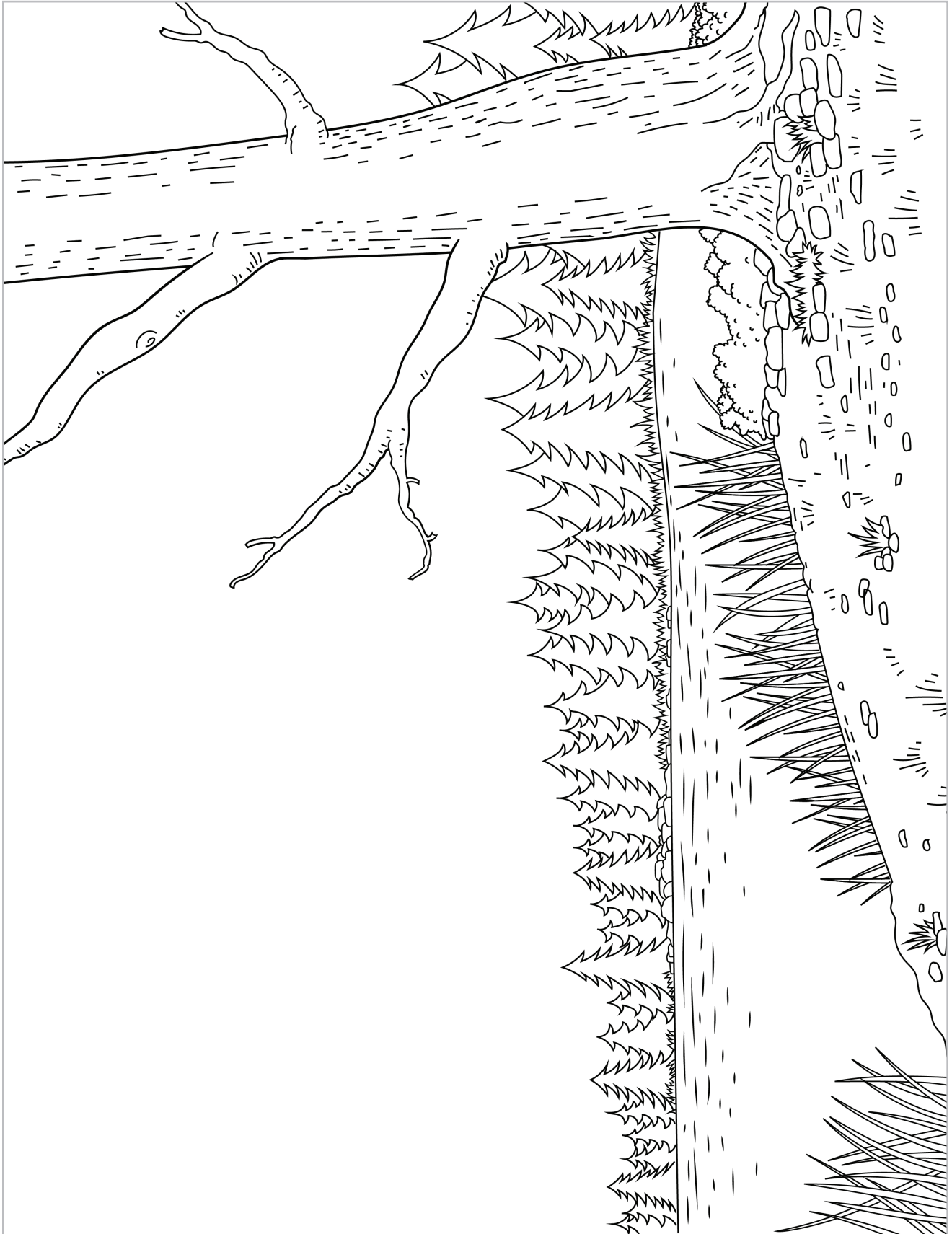
manoominike

<p><b>Name:</b></p> <p><b>Sunday:</b></p> <p><b>Friday:</b></p>	<p><b>Name:</b></p> <p><b>Sunday:</b></p> <p><b>Friday:</b></p>
<p><b>Name:</b></p> <p><b>Sunday:</b></p> <p><b>Friday:</b></p>	<p><b>Name:</b></p> <p><b>Sunday:</b></p> <p><b>Friday:</b></p>
<p><b>Name:</b></p> <p><b>Sunday:</b></p> <p><b>Friday:</b></p>	<p><b>Name:</b></p> <p><b>Sunday:</b></p> <p><b>Friday:</b></p>











Waabooz  
Makwa  
Misi-zaaga'iganiing



Waabishkibines  
Awaazisii  
Neyaashiing



Gimiwan  
Migizi  
Misi-zaaga'iganiing



Waasegiizhigookwe  
Awaazisii  
Misi-zaaga'iganiing



Ogimaakwe  
Migizi  
Misi-zaaga'iganiing



Amik  
Migizi  
Misi-zaaga'iganiing

noongom	Aaniin ezhiwebak noongom?	

Unchanged vowel	Changed vowel
a	
i	
o	
aa	
e	
ii	
oo	













UNIT  
14



Ojibwe

**Overview:** The kids are at school discussing the coming snowstorm, upcoming classes, and nerves about a test. You'll learn how to talk about classroom subjects, objects, phrases, and how to use numbers to talk about grades. You'll also learn how to talk about more winter activities, and review personal prefixes with verbs.

## LESSON 1: Gikinoo'amaadiwigamigong — At School

Students will:

- name things found in a classroom
- ask for help in the classroom and say when they don't understand
- name someone's age and grade in school
- say what belongs to whom

## LESSON 2: Apegish Sanaa Chi-zoogipog. — I Hope It Snows a Lot.

Students will:

- name school subjects and winter sports
- use verbs common to school activities
- express degrees of certainty
- use adverbs to add detail to basic sentences
- use personal prefixes with verbs

## LESSON 3: Zhooshkwajiwedaa! — Let's Go Sledding!

Students will:

- recognize word families with common initials and finals
- use vocabulary related to winter activities
- use imperatives to suggest that others do something with them
- conjugate singular, positive verbs that end in short vowels

## LESSON 4: Da-bagakitaagozid Gaagiigidod Awiya — For Someone To Be Understood Clearly

Students will:

- recognize stressed syllables
- identify characteristics that affect word stress
- pronounce words with proper stress





# Lesson 1: Gikinoo'amaadiwigamigong — At School

## OBJECTIVES

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

- name things found in a classroom
- ask for help in the classroom and say when they don't understand
- name someone's age and grade in school
- say what belongs to whom

## MATERIALS

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Large piece of paper
- Markers
- Backpacks
- Pencils
- Books
- Blank cards or paper
- Drawing materials (e.g., markers, colored pencils)

## VOCABULARY

1

<b>bimiwanaan(an)</b> ni	<i>backpack(s); pack(s)</i>
<b>mazina'igan(an)</b> ni	<i>book(s); paper(s)</i>
<b>omooday(an)</b> ni	<i>bottle(s)</i>

2

<b>ozhibii'iganaatig(oon)</b> ni	<i>pencil(s)</i>
<b>waasebii'igan(an)</b> ni	<i>highlighter(s)</i>

3

<b>awi'</b> vta	<i>lend (it) to someone</i>
<b>ikido</b> vai	<i>s/he says</i>
<b>danoon</b> vti	<i>keep something in a certain place; store something in a certain place</i>
<b>nisidotan</b> vti	<i>understand something (by hearing)</i>



## ACTIVITY A Common classroom phrases

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Large pieces of paper
- Markers

 **Estimated time:** 30 minutes

### Activity Steps

1. Explore and complete the following activities in Rosetta Stone Ojibwe as a group:
  - a. Vocabulary 3
  - b. Pronounce 3
  - c. Explore expressions
  - d. Pronounce expressions
  - e. Practice 3
2. Have students use large pieces of paper and markers to create classroom posters of the common classroom phrases from Explore expressions.
3. Hang these visuals in a place in the classroom where students can easily see and reference them. Be sure to use these phrases when they're relevant in class.




### TEACHER'S TIP

Pay attention to phrases that you use often in your classroom, such as common classroom management phrases. Find ways to say those phrases in Ojibwe, by asking other speakers or elders if necessary. Post those additional phrases alongside these phrases and use them as much as possible in your classroom.

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**  
60 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 14, Lesson 1 individually or in groups. (See Unit 14, Lesson 1 Script)



## ACTIVITY B Mii na gi\_\_\_\_\_?

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- One item from each student:
  - Backpacks
  - Pencils
  - Books

**Estimated time:** 45 minutes

### Activity Steps

1. Review Explore possessives 1-6 in Rosetta Stone Ojibwe as a class.
2. Have each student hold their backpack, one book and one pencil.
3. One at a time, each student comes to the middle of the room and sets their items on the floor. As they are setting them down, they should show everyone their items and say:
  - a. **Mii o'ow nibimiwanaan.** (*This is my backpack.*)
  - b. **Mii o'ow nimazina'igan.** (*This is my book.*)
  - c. **Mii o'ow indoozhibii'iganaatig.** (*This is my pencil.*)
4. Once all items are in the middle of the room, randomly pass out one book, one pencil and one backpack to each student.
5. Students go around the room and ask each other **Mii na o'ow gibimiwanaan/gimazina'igan/ gidoozhibii'iganaatig?** (*Is this your backpack/book/pencil?*)
  - a. If the answer is yes, students can say, **Eya'. Mii i'iw nibimiwanaan/nimazina'igan/ indoozhibii'iganaatig.** (*Yes. That's my backpack/ book/pencil.*)
  - b. If the answer is no, but they know whose it is, they can say, **Gaawiin. Mii i'iw (name) obimiwanaan/omazina'igan/ odoozhibii'iganaatig.** (*No. That's [name's] backpack/ book/pencil.*)
  - c. If the answer is no, and the student doesn't know whose item it is, they can just say, **Gaawiin.**
6. Continue this activity until all items have been returned to their rightful owner. As students are making their way around the classroom, make sure to assist them with accurate pronunciation and keep them using Ojibwemowin!



### TEACHER'S TIP

Point out to students that when you talk about an object that belongs to someone, there is a possessive prefix on the object, but no marker on the name of the person who owns the object (for example, **Amik obimiwanaan**). This is different from English, where there is a marker on the name of the person (for example, *Amik's backpack*).



## ACTIVITY C Cardinal and ordinal numbers

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector

**Estimated time:** 30 minutes

### Activity Steps

1. Review Explore ordinal numbers and Practice ordinal numbers in Rosetta Stone Ojibwe as a group.
2. Show the following ordinal numbers on the board so all students can see them throughout the activity:

20	<b>eko-niishtana-dasing</b>
30	<b>eko-nisimidana-dasing</b>
40	<b>eko-niimidana-dasing</b>
50	<b>eko-naanimidana-dasing</b>
60	<b>eko-ningodwaasimidana-dasing</b>
70	<b>eko-niizhwaasimidana-dasing</b>
80	<b>eko-ishwaasimidana-dasing</b>
90	<b>eko-zhaangasimidana-dasing</b>
100	<b>eko-ingodwaak-dasing</b>

3. Have students pair up and identify roles. One person will count using cardinal numbers, and the other will count using ordinal numbers.
4. The students will count by ones to 50. The student who uses cardinal numbers will start by saying, **bezhig** (*one*). Their partner will follow by offering the ordinal number partner, **nitam** (*first*).
5. Repeat this as a timed challenge: have students go as fast as they can, and race to see how high they can get in a set time frame, such as five or ten minutes.



### TEACHER'S TIP

If there are an uneven number of students in your class, try one group of three. Instead of assigning one student as the cardinal number counter and one as the ordinal number counter, have them go around in a circle, allowing for all three of the students to use both cardinal and ordinal numbers throughout the activity.



## ACTIVITY D Asking about age and grade

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Blank cards or paper, one or two sheets per student
- Drawing materials (e.g., markers, colored pencils)

 **Estimated time:** 45 minutes

### Activity Steps

1. If necessary, review Explore ordinal numbers and Explore age in Rosetta Stone Ojibwe.
2. Each student takes a blank piece of paper and creates a character. Students draw their characters and write their character's name, age, and grade in school on the card. These characters can be fictional or based on people they know.
3. Students pretend to be their characters and go around the room asking:
  - a. **Aaniin ezhinikaazoyan?** (*What is your name?*)
  - b. **Aaniin endaso-biboonagiziyan?** (*How old are you?*)
  - c. **Aaniin epiichi-gikinoo'amaagoziyan?** (*What grade are you in?*)
4. Students record their classmates' responses on another piece of paper, or on the back of their character drawings. You can ask them to either write down the numerals or words for answers about age and grade.



### TEACHER'S TIP

You can expand on this activity by having students create more detailed stories about their characters. For example, they could come up with and ask about family members or activities.



## Lesson 2: Apegish Sanaa Chi-zoogipog. — *I Hope it Snows a Lot.*

### OBJECTIVES

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

- name school subjects and winter sports
- use verbs common to school activities
- express degrees of certainty
- use adverbs to add detail to basic sentences
- use personal prefixes with verbs

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Optional: Ojibwe People's Dictionary or paper dictionaries
- Odd One Out Wordlists (Printouts A)

### VOCABULARY

1

**izhi-bimaadizing** *social studies*  
ni

**asigibii'igeng** *math*  
ni

**nanda-gikenjigeng** *science*  
ni

**mamaajing** *gym*  
ni

2

**dibaginjigaade** *there is a test*  
vii

**agindaaso** *s/he reads*  
vai

**wawiiingezi** *s/he is skillful; s/he does a good job; s/he does something well*  
vai

3

**zhooshkwajiwe** *s/he goes sledding*  
vai

**zhooshkwaagime** *s/he skis*  
vai

**zhooshkwaagim(ag)** *ski(s)*  
na

4

**noondan** *hear something*  
vti

**ayaaw** *have something (animate)*  
vta

**zegizi** *s/he is scared*  
vai





## VOCABULARY

5

<b>ashi-aabita</b>	<i>and a half</i>
<b>naagaj</b> adverb	<i>later</i>
<b>azhigwa</b> adverb	<i>now</i>
<b>wewiib</b> adverb	<i>quickly; hurry</i>
<b>apegish</b> adverb	<i>I hope that</i>

6

<b>onzaam</b> adverb	<i>because; too (much)</i>
<b>giiwenh</b>	<i>it is said; so the story goes</i>
<b>ginwenzh</b> adverb	<i>for a long time</i>
<b>sanaa</b>	<i>really; very</i>


7

<b>maagizhaa</b>	<i>maybe; perhaps</i>
<b>Mii go maanoo.</b>	<i>Let it be.; Never mind.</i>

## ONLINE ACTIVITIES

## Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**  
45 minutes

## Activity Steps

Students complete Rosetta Stone Ojibwe Unit 14, Lesson 2 individually or in groups. (See Unit 14, Lesson 2 Script)



## ACTIVITY A Make your own schedule

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Optional: Ojibwe People's Dictionary or paper dictionaries

Estimated time: 45 minutes

### Activity Steps

#### Scaffolding activity

1. Review how to tell time. You may want to review Vocabulary 1 and Explore 1 from Unit 2, Lesson 1 in Rosetta Stone Ojibwe as a class.
2. Students use Vocabulary 1 and Explore School Vocabulary 1 from Unit 14, Lesson 2 to write their own school schedules in Ojibwe. Make sure student work is easily readable, as the class will use these presentations again in Unit 15, Lesson 1. Students must include the following:
  - a. The name of the class
  - b. The time the class starts (rounded to the nearest half hour)

#### Presentation activity

1. Students work in pairs to prepare a short presentation of their schedules. Their presentations should use the following format:
  - a. **Nitam indizhaa asigibii'igeng ishwaaso-diba'iganek.**  
(First, I go to math at eight o'clock.)
  - b. **Eko-niizhing indizhaa izhi-bimaadizing zhaangaso-diba'iganek.** (Second, I go to Social Studies at nine o'clock.)
  - c. **Eko-nising indizhaa mamaajiing midaaso-diba'iganek.**  
(Third, I go to gym at ten o'clock.)
2. Students present their schedules to the class using only Ojibwemowin.
3. Save these presentations as you'll use them again in Unit 15, Lesson 1.



### TEACHER'S TIP

For classes for which Rosetta Stone has not provided vocabulary, try using one of the following strategies.

- See if the class could fit into a broader term. For example, instead of American History, use the word for Social Studies, **izhi-bimaadizing**.
- Use the construction in the provided vocabulary to change a verb into a class name. For example, for a break or free period, use the verb **anwebi** (*rest*) and add **-ng** to the end to construct **anwebing** (*break*).
- Look in a dictionary or other dictionaries for a translation.
- As a last resort, use the English term.



# ACTIVITY A Make your own schedule (continued)

## Communicative activity

1. Students work in pairs to ask each other when they have each school subject. They ask using the format: **Aaniin apii waa-izhaayan izhi-bimaadizing?** (*When do you have social studies?*)
2. Students answer by saying the day and the time they have each subject, for example: **Nindizhaa izhi-bimaadizing ishwaaso-diba'iganek.** (*I have social studies at eight o'clock.*) If they don't have a given subject, they can answer: **Gaawiin izhi-bimaadizing indizhaasiin.** (*I don't have social studies.*)
3. Their partner enters the information in a blank schedule and continues asking questions until they have completed it.
4. Students compare their answers with their partner's schedules.



## TEACHER'S TIP

If all students have the same schedule, have them fill out a fictional schedule to make these activities more engaging.

# ACTIVITY B Odd one out

## Materials

- Odd One Out Wordlists, one set (Printouts A)

 **Estimated time:** 45 minutes

## Activity Steps

1. Speak the following words aloud: **gibakade, ginibaa, gimaajaam.**
2. Ask students to identify the word with the conjugation that doesn't belong. Repeat the words: **gibakade, ginibaa, gimaajaam.**
3. Ask students to identify the conjugation that doesn't fit. Write the words on the board so the students can see that they sound and look different.
4. Ask a student to explain their reasoning as to why they picked the odd one out. For this set, students may identify **gimaajaam** as the odd one out as it is the only plural conjugation.
5. Repeat steps 1-4 using the following words: **nimaajaa, nimaajaamin, maajaawag.** Remember to have students explain their reasoning! This set has two possible answers: students may identify **nimaajaa** as the odd one out as it is the only singular conjugation. They may also identify **maajaawag** as the odd one out as it is the only third person conjugation.
6. Post the Odd One Out Wordlists around the classroom.
7. Separate students into groups of two or three.
8. Students go from sheet to sheet reading the words aloud and writing down the odd one out in each grouping.
9. When all students have completed this task, ask students to share their lists aloud. Keep track of any differences in the groups, and discuss why they thought differently.

**Optional:** Have students create their own set of three words with an odd conjugation out. Have them read to the class or write their words on the board. Ask the rest of the class to identify the odd one out.



# Lesson 3: *Zhooshkwajiwedaa! — Let's Go Sledding!*

## OBJECTIVES

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

- recognize word families with common initials and finals
- use vocabulary related to winter activities
- use imperatives to suggest that others do something with them
- conjugate singular, positive *vais* that end in short vowels

## MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Word Tree 1 (Printouts B)
- Word Tree 2 (Printouts C)
- Ojibwe People's Dictionary or paper dictionaries
- Around the World Prompt Cards (Printouts D)

## VOCABULARY

1

<b>goon</b> na	<i>snow</i>
<b>maajipon</b> vii	<i>it starts to snow</i>
<b>bagamipon</b> vii	<i>the snow arrives; it starts snowing</i>

<b>chi-zoogipon</b> vii	<i>there is a snowstorm</i>
<b>ishkwaapon</b> vii	<i>the snow is over</i>

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

**Estimated time:**  
60 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 14, Lesson 3 individually or in groups. (See Unit 14, Lesson 3 Script)



### ACTIVITY A Word tree word parts

#### Materials

⌚ Estimated time: 45 minutes

- Word Tree 1, one per student (Printouts B)
- Word Tree 2, one per student (Printouts C)
- Ojibwe People's Dictionary or paper dictionaries
- Computers or tablets (if using online dictionary)

#### Activity Steps

1. Give each student a copy of Word Tree 1 and a dictionary or access to the online Ojibwe People's Dictionary, <http://ojibwe.lib.umn.edu>.
2. Have students underline the similarities between the word in the primary red circle, and the words in the first blue circle in each column. Explain that these words have the same final morpheme (**-pon**).
  - a. See if any student can recall or infer what the final means (*snowing*).
3. Have students underline the similarities between the words in the first and second blue circle in each column. Explain that these words have the same initial morphemes (**maaji-**, **ishkwaa-**, and **chi-**).
  - a. See if any student can recall or infer what the initials mean (*start, stop, and big*).
4. Have students use their dictionaries to fill in the third circle in each column by finding another word with the same initial morpheme.
5. Give each student a copy of Word Tree 2.
  - a. Work with students to identify and translate the four words on this worksheet.
  - b. Have students continue each column by finding words in the dictionary that have the same initial morpheme that is underlined in the blue circle in each column.



#### TEACHER'S TIP

For students who complete this activity faster than their peers, have them continue to add circles to each column of their worksheets. Encourage them to look for common initial and final morphemes as they keep learning Ojibwemowin! As you encounter new initials and finals, or new words that use these initials and finals, encourage (or require) students to build on these word trees and draw new ones.



### ACTIVITY B Around the world

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Around the World Prompt Cards, one set (Printouts D)

 **Estimated time:** 45 minutes

#### Activity Steps

1. Review Conjugations: vai positive A and B forms in Rosetta Stone Ojibwe as a class.
2. Each student sits at their own desk, or all students sit in a circle.
3. One student starts the game by standing behind the person seated to their left. These two students are the first two contestants.
4. Show students one of the Around The World Prompt Cards. Tell students that they will be responsible for changing the verb from A to B form, or from B to A form. The first student to change the conjugated verb into the alternative form moves on to play against the next seated student. The student who does not win either stays seated, or takes the winner's seat. The first student to make it all the way around the room and back to their original chair wins.



#### TEACHER'S TIP

Beginning in Unit 14, each unit of Level 2 in Rosetta Stone Ojibwe has a section devoted to a specific conjugation pattern. This section stands somewhat separate from the rest of the material in that lesson. It may be helpful to have students complete the conjugation section separately from the rest of the lesson so they can focus on the conjugation exercises. We'll suggest several formats across the units for practicing conjugations so that you have several options. All of these formats can be used for other conjugation units.



#### TEACHER'S TIP

There are many variations of this game that you could play. Here are a few ideas:

- To decrease difficulty, use only some of the cards. For example, display only A-form cards so students know they are always changing A form to B form. You could also begin with only one of **niin**, **giin**, or **wiin** forms and gradually move to include all three forms.
- Have students change between person rather than between A and B forms. For example, students answer with the **wiin** form of any card displayed.
- Make additional Prompt Cards using other verbs, or have students create their own Prompt Cards to use with the class.
- Students race to act out the verbs, and the class creates physical conventions to clarify **niin**, **giin**, and **wiin** and A vs. B forms.



# Lesson 4: Da-bagakitaagozid Gaagiigidod Awiya — *For Someone to be Understood Clearly*

## OBJECTIVES


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

- recognize stressed syllables
- identify characteristics that affect word stress
- pronounce words with proper stress

## MATERIALS

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Ojibwe People's Dictionary
- Rubber bands

### ONLINE ACTIVITIES

 **Estimated time:**  
30 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 14, Lesson 4 individually or in groups. (See Unit 14, Lesson 4 Script)



### TEACHER'S TIP

This lesson focuses on pronunciation. Be sure that students carefully complete the Pronunciation activities in this lesson by listening closely to the stressed and unstressed syllables in the recordings and attempting to match them.



### ACTIVITY A

# Rubber band pronunciation

## Materials

- Ojibwe People's Dictionary
- Computers or tablets
- Smart board or projector
- Rubber bands, one per student

 **Estimated time:** 30 minutes

## Activity Steps

1. Explain to students how to stretch rubber bands to show intonation. You may want to search YouTube for a demonstration video or use the instructions below.
  - a. Pass out a rubber band to each student.
  - b. Students hold one end of the rubber band in each hand.
  - c. On each stressed syllable, stretch one end of the rubber band out.
  - d. Let the rubber band come back while speaking the unstressed syllables.
2. Complete the Pronounce activities in Unit 14, Lesson 4 of Rosetta Stone Ojibwe.
3. Use the audio components of the viewer, and your rubber bands, to practice correct intonation and stress for all Pronounce activities.



### TEACHER'S TIP

If students need more practice with this activity, continue it by reviewing Pronounce activities from previous lessons. You should also use this activity as often as you like as you progress through Rosetta Stone Ojibwe!





### ACTIVITY B Exploring resources

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Optional: one rubber band per student

⌚ Estimated time: 45 minutes

#### Activity Steps

1. Use your classroom display to access the Ojibwe People's Dictionary ([www.ojibwe.lib.umn.edu](http://www.ojibwe.lib.umn.edu)).
  - a. Search for and click on the word **wiinawaa** (*they; them*).
  - b. Listen to all four audio examples as a class. Ask students to listen for consistency in stress. They may want to use the rubber bands from the previous activity to notice stress.
2. Repeat for the word **giinawaa** (*you [all]*).
3. Search for the word **wiigwaasaatig** (*birch tree*). Click on the word. Ask students to guess what will be stressed based on what they've learned so far.
4. Repeat the process for each of the items in Audio for Basic Forms on the Ojibwe People's Dictionary page for **wiigwaasaatig**. Point out how stress can change with different forms of a word.
5. Allow students to explore the dictionary and listen to audio. For each word they look at, they should guess what the stress pattern will be, and then listen to the audio for stress patterns.
6. To extend this activity, have students explore additional recordings of first language speakers of Ojibwemowin available at <https://www.miinojibwe.org/ojibwe-language-resources/adult-learning/>.

UNIT  
14

# Scripts



Ojibwe

## Gikinoo'amaadiwigamigong At School



**Anangookwe**

**Boozhoo! Anangookwe indizhinikaaz.**

*Hi! My name is Anangookwe.*

**Mii omaa Neyaashiing gikinoo'amaagoziyaan.**

*I am a student at Neyaashing School.*

**Eko-ishwaaching indapiichi-gikinoo'amaagoz.**

*I am in 8th grade.*

**Indashi-niso-biboonagiz.**

*I'm 13 years old.*

**Bimiwanaan indayaan.**

*I have a backpack.*

**Mii imaa bimiwanaaning endanooyaan: mazina'iganan, ozhibii'iganaatigoon, waasebii'iganan, miinawaa omooday.**

*In my backpack I keep: books, pencils, highlighters, and a water bottle.*

**Mii iw noongom da-o-nanda-gikinoo'amaagoziyaan ojibwemowin.**

*I am going to Ojibwemowin class now.*

**Narrator**

Now, let's take a look at some useful classroom phrases.

If you don't understand something, you can say:

**Gaawiin ninisidotanziin ekidoyan.**

*I don't understand (what you said).*

If you need someone to repeat something, you can say:

**Daga miinawaa ikidon.**

*Repeat that, please.*

Here's a phrase you can use if you don't know how to say something in Ojibwe:

**Aaniin akeyaa ge-ikidoyamban highlighter?**

*How do you say highlighter?*

**Waasebii'igan.**

*Highlighter.*

If you need to borrow a pencil, you can say:

**Daga awi'ishin ozhibii'iganaatig.**

*Please lend me a pencil.*

How would you ask to borrow a highlighter?

**Daga awi'ishin waasebii'igan.**

*Please lend me a highlighter.*

**Anangookwe**

**Niso-diba'iganed. Mii ow apii da-giiweyaambaan.**

*It's 3 o'clock. Time to go home.*

## Apegish Sanaa Chi-zoogipog. *I Hope It Snows a Lot.*



Ogimaakwe	<b>Aaniin, Anangook! Aaniin, Bezhigoogaabawiik!</b> <i>Hey, Anangookwe! Hey, Bezhigoogaabawiikwe!</i>
Anangookwe	<b>Aaniin, Indaangosh!</b> <i>Hey, Girlfriend!</i>
Bezhigoogaabawiikwe	<b>Boozhoo, Ogimaakwe! Aaniin enakamigak?</b> <i>Hey, Ogimaakwe! What's up?</i>
Ogimaakwe	<b>Ayai. Mii iw noongom da-dibaginjigaadeg nanda-gikenjigeng.</b> <i>Ayai. There is a test in science class today.</i>
Anangookwe	<b>Mii go maanoo, Ogimaakwe. Booch giga-wawiingez.</b> <i>Don't worry, Ogimaakwe. You'll do fine.</i>
Ogimaakwe	<b>Ginwenzh ingii-agindaas. Booch igo geyaabi inzegiz.</b> <i>I studied a long time. I'm still worried.</i>
	<b>Gemaa gaye gaawiin giga-gikinoo'amaagozisiimin Nitam-anokii-giizhigak.</b> <i>But maybe we won't have school on Monday.</i>
Bezhigoogaabawiikwe	<b>I'iw ina? Aaniin dash?</b> <i>Oh, really? Why?</i>
Ogimaakwe	<b>Gaawiin ina gigii-noondanziin? Onzaam wii-chi-zoogipon giienh!</b> <i>Didn't you hear? Because there's a big snowstorm coming!</i>
Anangookwe	<b>Giishpin zoogipog, gaawiin da-dibaginjigaadesinoo imaa izhi-bimaadizing Nitam-anokii-giizhigak.</b> <i>If it snows, there won't be a social studies test on Monday.</i>
Ogimaakwe	<b>Apegish sanaa maajipog wewiib.</b> <i>I wish it would start snowing right now.</i>
	<b>Ahaw. Giga-waabamininim naagaj.</b> <i>Okay. I'll see you all later.</i>
Amik	<b>Boozhoo, Zhaawanigiizhigook! Boozhoo, Niiiii! Aaniin enakamigak?</b> <i>Hey, Zhaawanigiizhigookwe! Hey, my friend! What's up?</i>

**Apegish Sanaa Chi-zoogipog.**  
*I Hope It Snows a Lot. (continued)*

<b>Zhaawanigiizhigookwe</b>	<b>Gigii-noondaanaawaa ina wii-chi-zoogipog?</b> <i>Did you guys hear that it's going to snow a lot?</i>
<b>Amik</b>	<b>Apegish sanaa chi-zoogipog. Gaawiin niwii-gikinoo'amaagozisiin Nitam-anokii-giizhigak.</b> <i>I hope it snows a lot. I don't want to have school on Monday.</i>
<b>Makwa</b>	<b>Enange. Gidaa-zhooshkwajiwemin maagizhaa gaye gidaa-zhooshkwaagimemin.</b> <i>That's for sure. Let's go sledding or maybe we could ski?</i>
<b>Amik</b>	<b>Daga zhooshkwajiwedaa. Gaawiin dash indayaawaasiig zhooshkwaagimag.</b> <i>Come on, let's go sledding. I don't have skis.</i>
<b>Makwa</b>	<b>Mii iw ishwaaso-diba'iganek ashi-aabita!</b> <i>It's 8:30!</i>
<b>Zhaawanigiizhigookwe</b>	<b>Mii go geget. Booch asigibii'igeng da-izhaayaan azhigwa. Giga-waabaminim gomaapii.</b> <i>Oh, yeah. I've got to go to math class now. I'll see you all later!</i>
<b>Amik</b>	<b>Mamaajiing dash niin inga-izhaa. Naagaj!</b> <i>I'm going to gym. Later!</i>

## Zhooshkwajiwedaa! Let's Go Sledding!

Person 1	<b>Nashke! Niibowa goon abi.</b> <i>Look! There is a lot of snow.</i>
Person 2	<b>Howa. Zhooshkwajiwedaa!</b> <i>Wow. Let's go sledding!</i>
Person 1	<b>Maagizhaa gaye gidaa-zhooshkwaagimemin.</b> <i>Or maybe we could go skiing.</i>
Person 2	<b>Tayaa. Gaawiin indayaawaasiig zhooshkwaagimag. Zhooshkwajiwedaa!</b> <i>Aw man. I don't have skis. Let's go sledding!</i>
Person 1	<b>Ahaw, zhooshkwajiwedaa.</b> <i>Okay, let's go sledding.</i>
Narrator	Did you notice the words that start with this sound? <b>zhooshkwajiwedaa</b> <b>zhooshkwaagimemin</b> <b>zhooshkwaagimag</b> They all have to do with something smooth or slippery. Let's listen again:
Person 2	<b>Howa. Zhooshkwajiwedaa!</b> <i>Wow. Let's go sledding!</i>
Person 1	<b>Maagizhaa gaye gidaa-zhooshkwaagimemin.</b> <i>Or maybe we could go skiing.</i>
Person 2	<b>Tayaa. Gaawiin indayaawaasiig zhooshkwaagimag. Zhooshkwajiwedaa!</b> <i>Aw man. I don't have skis. Let's go sledding!</i>
Person 1	<b>Ahaw, zhooshkwajiwedaa.</b> <i>Okay, let's go sledding.</i>
Narrator	Words can also have the same ending sound. Listen for what the next set of words have in common.
Person 1	<b>Gigii-noondaan ina wii-chi-zoogipog?</b> <i>Did you hear there's going to be a big snowstorm?</i>
Person 2	<b>Howa. Aaniin apii waa-maajipog?</b> <i>Wow. When is it going to start snowing?</i>

## Zhooshkwajiwedaa! *Let's Go Sledding!* (continued)



<b>Person 1</b>	<b>Bagamipon azhigwa.</b> <i>It is starting to snow now.</i>
	<b>Nashke! Mii iw gii-ishkwaapog!</b> <i>Look! The snow is stopping!</i>
<b>Narrator</b>	Did you hear the final sound? Let's listen again.
<b>Person 1</b>	<b>Gigii-noondaan ina wii-chi-zoogipog?</b> <i>Did you hear there's going to be a big snowstorm?</i>
<b>Person 2</b>	<b>Howa. Aaniin apii waa-maajipog?</b> <i>Wow. When is it going to start snowing?</i>
<b>Person 1</b>	<b>Bagamipon azhigwa.</b> <i>It is starting to snow now.</i>
	<b>Nashke! Mii iw gii-ishkwaapog!</b> <i>Look! The snow is stopping.</i>
<b>Narrator</b>	All of these words have the same final syllable. They all have to do with snow. Pay attention to the words you know, and the new words you learn. Common sounds at the beginning, middle, or end of words can be a clue about shared meanings.

## Da-bagakitaagozid Gaagiigidod Awiya

### *For Someone To Be Understood Clearly*



When you speak, not every part of a word is emphasized the same amount. Some sounds are stressed, or emphasized, a little more than others.

Listen to the following word:

**nibi**

Did you hear which part of the word was stressed? Try listening again.

**nibi**

The last syllable is emphasized.

**nibi**

Word stress sets the rhythm and cadence of a language. Knowing where the stress falls will help your pronunciation.

Let's listen to a few more examples. Try to identify where the stressed, or heavy, sounds are in each word. There may be more than one stressed syllable per word.

**azhigwa**

**odamino**

Now that you've practiced listening for stress, let's look at some patterns. Often, you'll hear alternating stressed and unstressed syllables. Listen to this example again:

**odamino**

There are some exceptions to this pattern.

Long vowels get a little more emphasis than short vowels.

Remember that there are long and short vowels.

The short vowels are **a**, **i**, and **o**.

The long vowels are **aa**, **e**, **ii**, and **oo**.

Long vowels are twice as long as short vowels, and long vowels are always stressed. Listen carefully:

**zhooshkwajiwe**

**maagizhaa**



## Da-bagakitaagozid Gaagiigidod Awiya

### *For Someone To Be Understood Clearly* (continued)



The last syllable of a word is always stressed, even if that breaks the alternating pattern.

**apegish**

Let's try pronouncing a few words. Pay attention to the stressed syllables.

**ginwenzh**

**giiwenh**

**akoozi**

**aakozi**

Let's review what you've learned.

- Stressed and unstressed syllables often alternate.
- Long vowels get more emphasis than short vowels.
- The last syllable in a word is always stressed.

It's important to stress the right parts of each word. Keep listening carefully for heavy and light syllables, and practice pronouncing them. Soon it will feel natural!

UNIT  
14

# Printouts



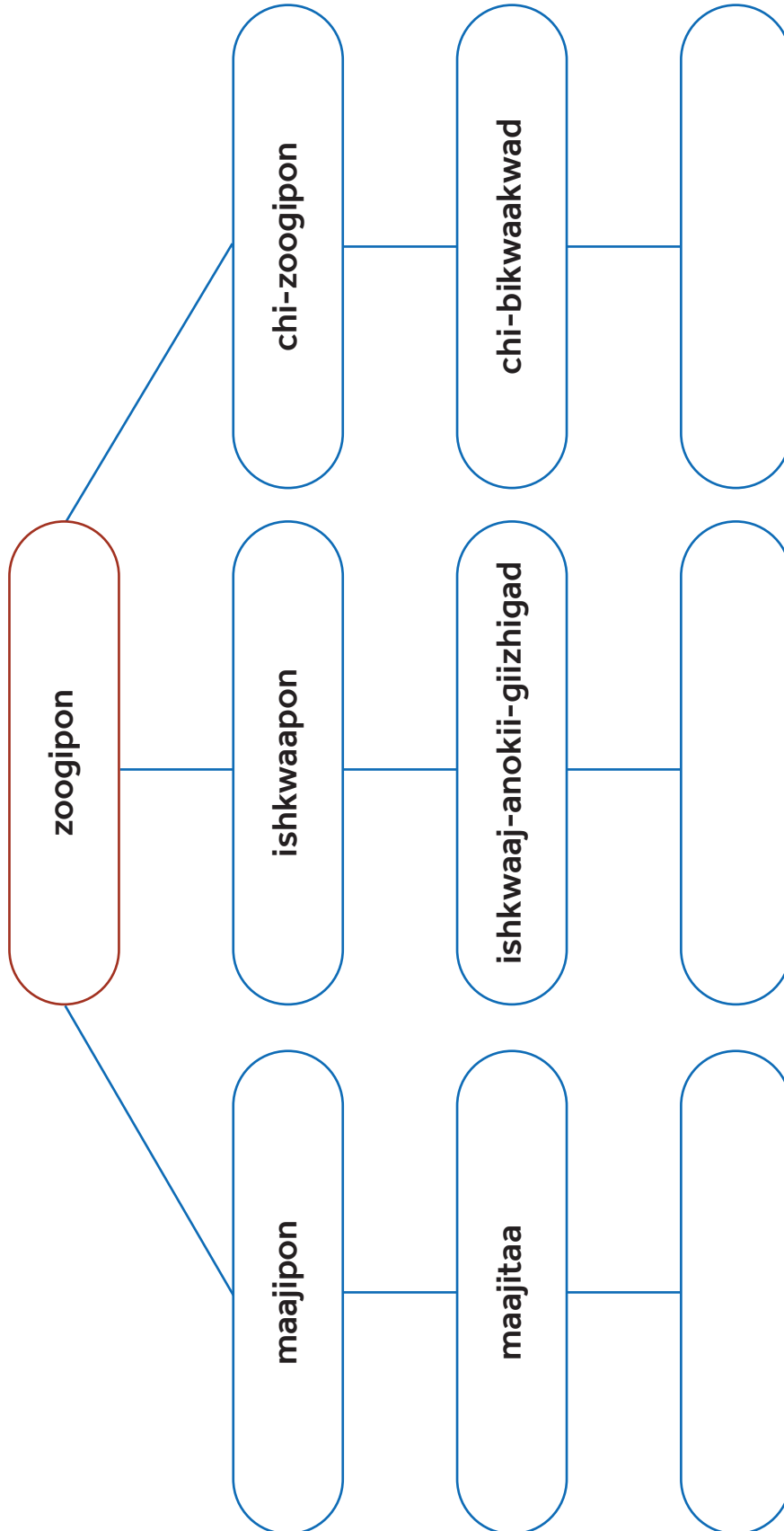
Ojibwe

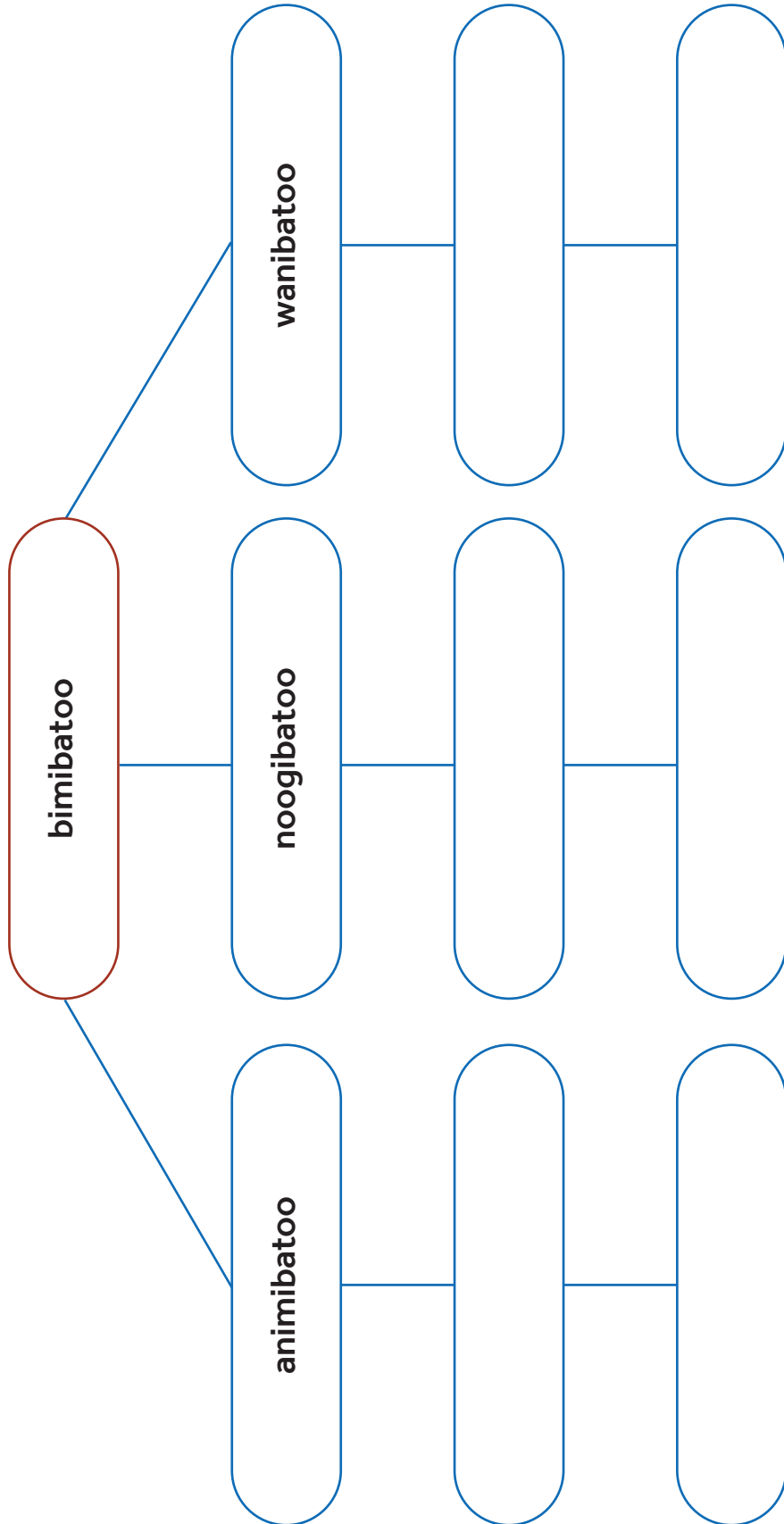
<p>indoojibwem nimanoominike niwiisinimin</p>	<p>naadinise bi-izhaawag maajaa</p>
<p>ginamadabimin giwiisinimin gimanoominikem</p>	<p>niwiisin giwiisin giwiisinim</p>

gidoojibwemomin  
indoojibwemomin  
gidoojibwemom

gimaajaam  
gidoojibwemom  
gibakademini

bi-izhaawag  
bakadewag  
gimanoominikemin





**nizhooshkwajiwe**

**nizhooshkwaagime**

**indagindaas**

**nizegiz**

**gizhooshkwajiwe**

**gizhooshkwaagime**



**zegizi**

**gidagindaas**

**gizegiz**

**zhooshkwajiwe**

**agindaaso**

**zhooshkwaagime**





**zhooshkwaagimeyan**

**zhooshkwajiweyaan**

**zhooshkwaagimeyaan**

**agindaasoyaan**

**zegiziyaan**

**zhooshkwajiweyan**



**agindaasoyan**

**zegiziyan**

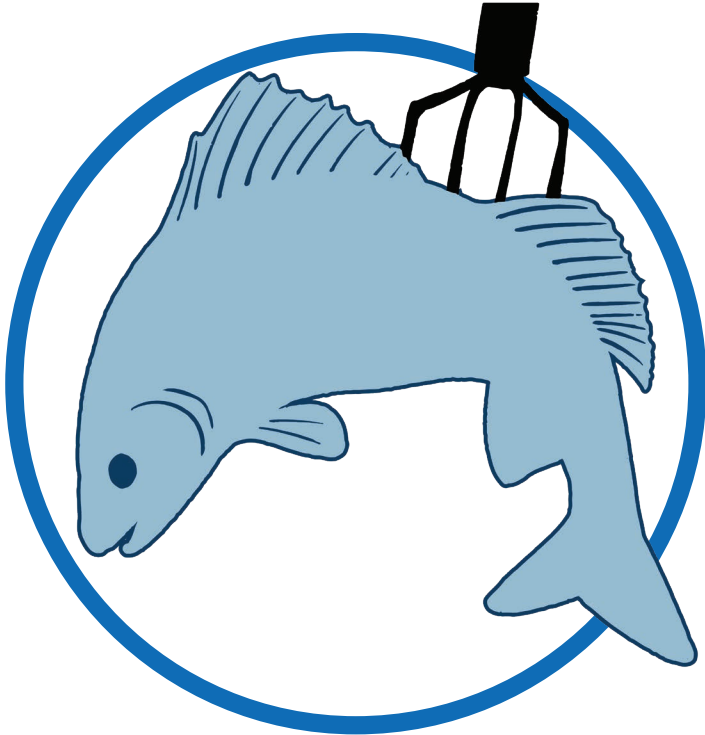
**zhooshkwajiwed**

**zhooshkwaagimed**

**agindaasod**

**zegizid**

UNIT  
15



Ojibwe

**Overview:** In this unit, the family goes ice fishing. You'll learn how to talk about ice fishing and spearing. You'll also ask and answer **aaniin apii** questions, talk about time, and identify consonant change following certain tenses.

## LESSON 1: Aaniin apii Waa-akwa'waayan? — *When Are You Going To Spear Fish Through the Ice?*

Students will:

- ask and answer questions about when they will do something
- include adverbs, preverbs, and phrases in descriptions of time
- recognize word parts and how they contribute to a word's meaning
- recognize how initial vowels shift in the changed conjunct form
- recognize consonant change following a preverb

## LESSON 2: Gii-akwa'waawaad — *When They Speared Through the Ice*

Students will:

- expand vocabulary related to ice fishing
- use vai verbs to tell others what to do or not to do
- recognize word parts and how they contribute to a word's meaning
- add emphasis to statements

## LESSON 3: Gigagwejimin. — *I'm Asking You.*

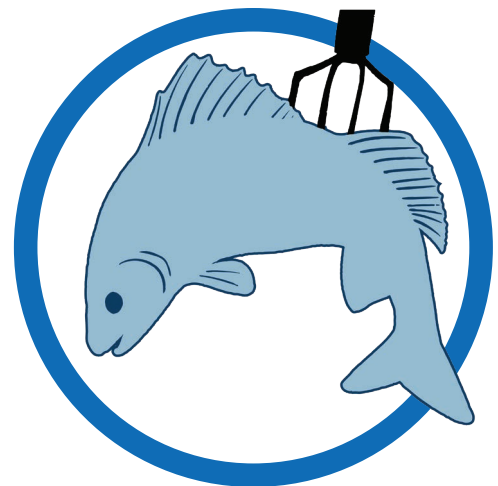
Students will:

- use vta verbs to say that *I* am doing something to *you*
- use vta verbs to say that *he* or *she* is doing something to *you*
- conjugate plural, positive vais that end in short vowels

## LESSON 4: Mizay — *Burbot*

Students will:

- expand vocabulary related to ice fishing
- use adverbs to express limits, amounts, and locations
- distinguish between similar words and recognize the right word for the situation
- report what other people say
- recognize word parts and how they contribute to a word's meaning
- recognize common features in stories





## Lesson 1: Aaniin apii Waa-akwa'waayan? — When Are You Going To Spear Fish Through the Ice?

### OBJECTIVES

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

- ask and answer questions about when they will do something
- include adverbs, preverbs, and phrases in descriptions of time
- recognize word parts and how they contribute to a word's meaning
- recognize how initial vowels shift in the changed conjunct form
- recognize consonant change following a preverb

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Student schedules
- Student Schedule Questionnaire (Printouts A)
- Flyswatter Game Consonant Change Consonants (Printouts B)
- Flyswatter Game Consonant Change Verb List (Printouts C)
- Two flyswatters (or tube socks/rolled up construction paper/etc.)

### VOCABULARY

1

<b>akwa'waa</b> vai	<i>s/he fishes through the ice with a spear</i>
<b>nawapwaanike</b> vai	<i>s/he makes lunch/provisions to take along</i>
<b>dawise</b> vai	<i>s/he has time; s/he is free to do something</i>

2

<b>ingo-diba'igan</b>	<i>one hour</i>
<b>ingoji</b> adverb	<i>approximately</i>
<b>wayiiba</b> adverb	<i>soon; in a little while</i>

3

<b>gigizhebaawagad</b> vii	<i>it is morning</i>
<b>ishkwaa-naawakwe</b> vii	<i>it is afternoon</i>
<b>onaagoshin</b> vii	<i>it is evening</i>
<b>dibikad</b> vii	<i>it is night</i>



### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ Estimated time:  
60 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 15, Lesson 1 individually or in groups. (See Unit 15, Lesson 1 Script)

## ACTIVITY A Ishwaaso-diba'iganek niwii-izhaa...

#### Materials

- Student schedules from Unit 14, Lesson 2, Activity A

⌵ Estimated time: 30 minutes

#### Activity Steps

1. Students review the schedules they created in Unit 14, Lesson 2, Activity A.
2. Students prepare to orally present their schedule to the class. To prepare, students should make the following changes to their schedules:
  - a. Round the time of each of their classes to the nearest half hour.
  - b. Identify the day of the week for any classes they don't have daily. For these classes, students should add the day of the week in B form. For example, **Niizho-diba'iganek indizhaa mamaajiing Niiyo-giizhigak.** (*I go to Gym at two o'clock on Thursday.*)
3. Students orally present their schedules using the following sentence structure: **(Time) indizhaa (class).** (*I go to [class] at [time].*) For example, they might say: **Zhaangaso-diba'iganek indizhaa asigibii'igeng.** (*I go to math at nine o'clock.*)
4. Students who are ready and able should include the day of the week as well!



## ACTIVITY B Gigizhebaawagak, ishkwa-naawakweg

### Materials

- Student schedules from Unit 14, Lesson 2, Activity A
- Student Schedule Questionnaire, one per student (Printouts A)

⌚ Estimated time: 45 minutes

### Activity Steps

1. Give each student a copy of the Student Schedule Questionnaire.
2. Students write the name of their classmates in the Names column.
3. Students approach their classmates and ask what time they go to each of the classes on the questionnaire. Students should use the following structure to ask:
  - a. **Aaniin apii waa-izhaayan (class)?**  
*(What time do you go to [class]?)*
4. Students answer by using one of the three following prompts.
  - a. **Gigizhebaawagak indizhaa (class).** *(I go to [class] in the morning.)*
  - b. **Ishkwaa-naawakweg indizhaa (class).** *(I go to [class] in the afternoon.)*
  - c. **Gaawiin indizhaasiin (class).** *(I don't go to [class].)*
5. Students document what time their peers have each class on their questionnaires by using the following abbreviations:
  - a. **G = Gigizhebaawagak** *(in the morning)*
  - b. **IN = Ishkwaa-naawakweg** *(in the afternoon)*
  - c. **X = Gaawiin izhaasiin** *(s/he doesn't go)*
6. Students continue to question their classmates until they've completed their questionnaire.
7. Ask the group about the time any student has any class. For example, you might ask **Aaniin apii waa-izhaad izhi-bimaadizing a'aw Makwa?** *(What time does Makwa go to Social Studies?)* Each student should be able to identify if Makwa goes to Social Studies in the morning, afternoon, or if he doesn't have Social Studies.



### TEACHER'S TIP

The goal of this lesson is to have students practice using **gigizhebaawagak** and **ishkwaa-naawakwe**. The instructor should monitor students to check for Ojibwe language use and accuracy.



## ACTIVITY C Flyswatter game, consonant change

### Materials

**Estimated time:** 45 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Flyswatter Game Consonant Change Consonants, one copy (Printouts B)
- Flyswatter Game Consonant Change Verb List, one copy (Printouts C)
- Two flyswatters (or tube socks/rolled up construction paper/etc.)

### Activity Steps

1. Review Explore consonant change and Practice consonant change in Rosetta Stone Ojibwe as a class.
2. Cut out and tape the letters from Flyswatter Game Consonant Change Consonants on the whiteboard or wall.
3. Divide students into two groups.
4. Give each group flyswatters.
5. Call one student from each group to the board. Say one of the verbs on the Flyswatter Game Consonant Change Verb List.
6. The first student to hit the correct letter that shows the changed consonant for the spoken verb gets the point for their team.
7. Repeat until one team has ten points, or until it seems that students have mastered this concept.



### TEACHER'S TIP

Remember that some speakers do not change consonants in these contexts. If you live in a community where consonant change is not the norm, this may still be a useful activity to help students recognize the change, which is shown throughout Rosetta Stone Ojibwe. It may also make sense to skip this activity and not emphasize consonant change.



### TEACHER'S TIP

You can extend this to use additional verbs by using any vai that starts with **d, b, z, zh, g,** or **j**. You can also ask students to complete further tasks in order to win the point. For example, you can ask students to use the verb in a sentence, or in two sentences, one with a changed consonant and one with an unchanged consonant. You can also involve students by having them read from the Verb List or by having them come up with their own verbs to read off.





## Lesson 2: Gii-akwa'waawaad — When They Speared Through the Ice

### OBJECTIVES

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

- expand vocabulary related to ice fishing
- use vai verbs to tell others what to do or not to do
- recognize word parts and how they contribute to a word's meaning
- add emphasis to statements

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Script Handout (Printouts D)
- Smart board or projector
- Command **Zhooshkogaabawing** Verb List (Printouts E)
- Flyswatter Game Vowel Change (Printouts F)
- Flyswatter Game Vowel Change Verb List (Printouts G)
- Two flyswatters (or tube socks/rolled up construction paper/etc.)

### VOCABULARY

1

<b>mizay(ag)</b> na	<i>burbot</i>
<b>ogaa(wag)</b> na	<i>walleye</i>
<b>akwa'wewigamig(oon)</b> ni	<i>spearing house(s)</i>
<b>minjikaawan(ag)</b> na	<i>mitten(s); glove(s)</i>

2

<b>waniiken</b> vai+o	<i>s/he forgets something</i>
<b>wiiji'iwe</b> vai	<i>s/he accompanies; goes along with</i>
<b>goshkozi</b> vai	<i>s/he wakes up</i>
<b>maajibizo</b> vai	<i>s/he starts driving</i>

3

<b>bazhiba'</b> vta	<i>spear something (animate)</i>
<b>gagwejikazh</b> vta	<i>race someone</i>
<b>inendan</b> vti	<i>think something in a certain way</i>

4

<b>mino-giizhigad</b> vii	<i>it is a nice day</i>
<b>izhinaagwad</b> vii	<i>it looks a certain way</i>
<b>dinowa</b>	<i>a certain kind or type of something</i>
<b>dabwaa-</b> preverb	<i>before</i>
<b>niminaako</b> vai	<i>s/he goes out from shore on the ice</i>



### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Script Handout, one per student (Printouts D)

🕒 **Estimated time:**  
60 minutes

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 15, Lesson 2 individually or in groups. (See Unit 15, Lesson 2 Script)
2. Give each student a copy of the Unit 15 Lesson 2 Script Handout. Students use the Look and Listen and Vocabulary sections of the lesson to identify all new verbs and nouns in the script.
  - a. Students should underline all new verbs in their script.
  - b. Students should circle all new nouns in their script.
3. Students who are ready, and have extra time, may try translating their scripts.



#### TEACHER'S TIP

See the Teacher's Tip in Unit 14 for more ways to use scripts in a lesson.

### ACTIVITY A

## Command **Zhooshkogaabawing**

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Command **Zhooshkogaabawing** Verb List, one copy (Printouts E)

🕒 **Estimated time:** 15 minutes

#### Activity Steps

1. Complete Review commands and Practice commands in Rosetta Stone Ojibwe as a class.
2. All students line up, single file facing the instructor at the back of the room (not facing the board).
3. Call out the singular or plural command form of one of the verbs on the Command **Zhooshkogaabawing** Verb List. For example, when you see the word **odamino** (*s/he plays*), you should call out either **Odaminon!** (*Play!*) or **Odaminog!** (*Play [you all]!*)
4. Students take one step to the right if the command is plural, and one step to the left if the command is singular. Students who step in the wrong direction are eliminated.
5. Repeat until only one player remains.

**Optional:** Allow students to read the verbs for their peers in imperative form. Students who are eliminated from the game could be eligible, or required, to read the next set of words.



## ACTIVITY B Simon says

### Materials

⌵ **Estimated time:** 15 minutes

- Command **Zhooshkogaabawing** Verb List, one copy (Printouts E)

### Activity Steps

1. Have all students stand side by side in a line.
2. Explain to students that you're going to play Simon Says, with the following rule changes:
  - a. You are not going to say Simon Says. You are instead going to say a verb with a singular or plural command.
  - b. You will point at someone when you say each word.
    - If it's a singular command, the person you're pointing at should do the action.
    - If it's a plural command, everybody should do the action, except for the person you're pointing at.
3. Play and have fun!



### TEACHER'S TIP

This may seem a bit confusing the first time you play. Take your time and make sure everybody understands the game and feel free to play more than once. Students may also enjoy getting a chance to lead the activity!



# ACTIVITY C Flyswatter game, vowel change

## Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Flyswatter Game Vowel Change, one copy (Printouts F)
- Flyswatter Game Vowel Change Verb List, one copy (Printouts G)
- Two flyswatters (or tube socks/rolled up construction paper/etc.)

⌚ Estimated time: 45 minutes

## Activity Steps

1. Go over Review changed conjunct and Practice changed conjunct in Rosetta Stone Ojibwe as a class.
2. Cut out and tape the letters from Flyswatter Game Vowel Change on the whiteboard or wall.
3. Divide students into two groups.
4. Give each group a flyswatter.
5. Call one student from each group to the board. Say one of the verbs on the Flyswatter Game Vowel Change Verb List. The first student to hit the correct letter which shows the changed vowel for the spoken verb gets the point for their team.
6. Repeat until one team has ten points, or until students have mastered this concept.



## TEACHER'S TIP

You can use verbs that are not on the Flyswatter Game Vowel Change Verb List as well, such as verbs from the Command **Zhooshkogaabawing** Verb List (See Printouts E). Students don't need to understand the word called out but rather need to identify vowel change patterns.



# Lesson 3: Gigagwejimin. — I'm Asking You.

## OBJECTIVES

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

- use vta verbs to say that *I* am doing something to *you*
- use vta verbs to say that *he* or *she* is doing something to *you*
- conjugate plural, positive vais that end in short vowels

## MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Vta Station Prompts (Printouts H)
- Vta Station Worksheet (Printouts I)
- Tape
- Conjugation Practice Cards (Printouts J)

## VOCABULARY

1

**gagwejim** *ask someone; question someone*  
vta

**gagwejikazh** *race someone*  
vta

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

**Estimated time:**  
60 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 15, Lesson 3 individually or in groups. (See Unit 15, Lesson 3 Script)



### ACTIVITY A I \_\_\_\_\_ you!

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Vta Station Prompts, one set (Printouts H)
- Vta Station Worksheet, one per student (Printouts I)
- Tape

 **Estimated time:** 45 minutes

#### Activity Steps

1. Hang the Vta Station Prompts around the room.
2. Review Unit 15, Lesson 3 Explore vtas 2, 3 and 4 in Rosetta Stone Ojibwe as a class.
3. Separate students into six equal groups.
4. Give each student a copy of the Vta Station Worksheet. Remind students that the final **-zh** on vtas changes to **-n** when conjugating for this activity.
5. Allow students time to move around the room in their groups and complete their worksheets.
6. When students have completed the worksheet, review their answers as a class by having each group read one station's responses aloud.

### ACTIVITY B Conjugation practice

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Conjugation Practice Cards, one set (Printouts J)

 **Estimated time:** 45 minutes

#### Activity Steps

1. Review Unit 15, Lesson 3 Conjugations activities in Rosetta Stone Ojibwe as a class.
2. Have students sit in pairs. Each pair of students will need a piece of paper and a pencil.
3. Each pair numbers their paper from one to ten.
4. Choose a verb, a form and a subject from the Conjugation Practice Cards and hold them up for students to see.
5. Students use the information from the cards to write the conjugated verb on their list.
6. Repeat until students have completed their list of ten conjugated verbs.
7. When students have finished, have them check their work with a neighboring pair.



#### TEACHER'S TIP

Instead of writing the words, student pairs could compete to see who can correctly say the conjugated word aloud. You could also turn this into an individual activity, and have students check their answers with another student.



## Lesson 4: Mizay — Burbot

### OBJECTIVES

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

- expand vocabulary related to ice fishing
- use adverbs to express limits, amounts, and locations
- distinguish between similar words and recognize the right word for the situation
- report what other people say
- recognize word parts and how they contribute to a word's meaning
- recognize common features in stories

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 4 Script Handout (Printouts K)
- Smart board or projector
- Supplies to make decoys
- Ice fishing supplies
- Fresh fish
- Cooking supplies
- Heat sources

### VOCABULARY

1

<b>mikwam</b> na	<i>ice</i>
<b>bagonezigwa'igan(an)</b> ni	<i>ice auger(s)</i>
<b>anit(iin)</b> ni	<i>fish spear(s)</i>
<b>asin(iig)</b> na	<i>stone(s); rock(s)</i>

2

<b>aabajitoon</b> vti	<i>use something</i>
<b>bagone'igaazo</b> vai	<i>it has a hole drilled in it</i>
<b>atoon</b> vti	<i>put something somewhere</i>
<b>anaamayi'ii</b> adverb	<i>under it</i>

3

<b>debibizh</b> vta	<i>catch something (animate); grab something (animate)</i>
<b>awashime</b> adverb	<i>more; more than</i>
<b>mami</b> vta	<i>take something (animate)</i>
<b>waak(wag)</b> na	<i>fish egg(s); roe</i>

4


<b>nandodamaage</b> vai	<i>s/he asks people; s/he begs people for things</i>
<b>endaad</b> ni	<i>her/his house</i>
<b>eta</b> adverb	<i>just; only</i>
<b>giishpin</b> adverb	<i>if</i>



## ONLINE ACTIVITIES

### Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 4 Script Handout, one per student (Printouts K)
- Smart board or projector

 **Estimated time:**  
60 minutes

### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 15, Lesson 4 individually or in groups. (See Lesson 4 Script)
2. Distribute copies of the Lesson 4 Script Handout. Play the Look & Listen video again. To increase the difficulty and have students focus only on listening, you can play only audio, without video. Ask students to listen for and underline the following items:
  - a. Types of fish
  - b. Tools for ice fishing
  - c. Familiar verbs
  - d. Familiar nouns
  - e. Reported speech (that is, when the narrator reports something that someone else said).
3. Replay the story several times to allow students to underline the items above.



### TEACHER'S TIP

Make sure students are familiar with **mizay**, which has many English names: burbot, ling, eelpout, mariah, and lawyer (fish). These used to be very common in Mille Lacs and other nearby lakes.



### TEACHER'S TIP

See the Teacher's Tip in Unit 14 for more ideas of activities you can do using the videos. Having students act out this story may be a particularly helpful activity with this video.





### ACTIVITY A Making decoys

#### Materials

- Consult with knowledgeable community members to learn what they use

⌵ **Estimated time:** Several class periods or ½ school day

#### Activity Steps

1. Work with community members to identify a knowledgeable person who could guide students through making their own spearing decoys.
2. Throughout the activity, use as much language from this unit as possible. For example, you can ask students about what they will use their decoys for, or what kinds of fish they hope to catch using their decoys.



#### TEACHER'S TIP

This activity is a great stand alone cultural activity, or partner to the activity listed below. Ideally, students make their own decoys, and go ice fishing shortly after!

### ACTIVITY B Spearing through the ice

#### Materials

- Consult with knowledgeable community members to learn what they use

⌵ **Estimated time:** One school day

#### Activity Steps

1. Work with community members and staff in your school to prepare an ice fishing field trip for your students.
  - a. This experience would be especially beneficial and relevant to students if spearing demonstration and participation were an option.
2. Throughout the day, use vocabulary from this unit and previous units to describe items and activities. Conduct as much of the trip as possible in Ojibwemowin. If unfamiliar language comes up during the trip, be sure to repeat it so that students understand and recognize the new vocabulary or forms, and go over it next time you are back in the classroom.



#### TEACHER'S TIP

This is the preferred activity for this lesson, if it is an option based on the time of year you teach it. If you teach this unit before ice fishing season, you may revisit it in the winter. If ice fishing is not an option, Activity A above can stand on its own as well. Be sure students wear warm clothes!



### ACTIVITY C Mizay

#### Materials

- Burbot or other fresh fish, enough for all students to have some
- Cooking supplies
- Heat sources, one per group

⌵ **Estimated time:**  
1 class period

#### Activity Steps

1. Work with community members and staff in your school to prepare any burbot that was caught during your student field trip, or which could be donated by a community member. If available, prepare and offer the burbot eggs as well.



#### CULTURE CORNER

As Anishinaabe people, we are always taught to respect everyone and everything, because there is a spirit in everything. Treat the animals killed for food with the utmost respect. When you have fish, remember to share with the elders who cannot hunt, the widows, the ones who are grieving who are not able to fish, and your family.

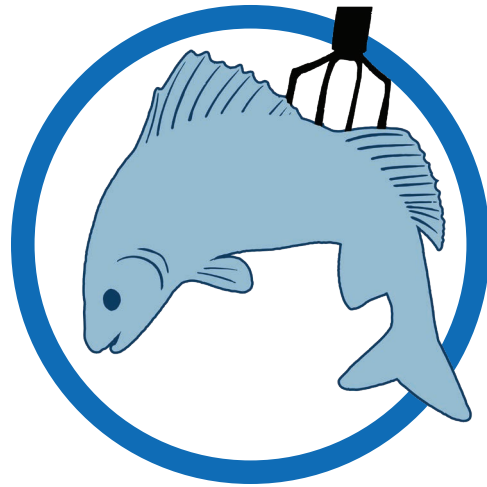


#### TEACHER'S TIP

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. If burbot is not available, you can cook another kind of fish, such as **ogaa** (*walleye*).

UNIT  
15

# Scripts



Ojibwe

## Aaniin apii Waa-akwa'waayan?

### *When Are You Going To Spear Fish Through the Ice?*



<b>Asker</b>	<b>Aaniin apii waa-akwa'waayan?</b> <i>When are you going to spear fish through the ice?</i>
<b>Fisher 1</b>	<b>Baanimaa Gichi-manidoo-giizis ashi-naanogonagizid, inga-akwa'waa.</b> <i>I'm going to spear fish through the ice on January fifteenth.</i>
<b>Asker</b>	<b>Aaniin dash apii waa-akwa'waayan?</b> <i>When are you going to spear fish through the ice?</i>
<b>Fisher 2</b>	<b>Naano-giizhigak, inga-akwa'waa.</b> <i>I'm going to spear fish through the ice on Friday.</i>
<b>Asker</b>	<b>Aaniin dash apii waa-akwa'waayan?</b> <i>When are you going to spear fish through the ice?</i>
<b>Fisher 3</b>	<b>Ishkwaa-naawakweg, inga-akwa'waa.</b> <i>I'm going to spear fish through the ice in the afternoon.</i>
<b>Fisher 4</b>	<b>Niiyo-diba'iganek, inga-akwa'waa.</b> <i>I'm going to spear fish through the ice at four o'clock.</i>
<b>Fisher 5</b>	<b>Ingo-diba'igan ingoji, inga-akwa'waa.</b> <i>I'm going to spear fish through the ice in about an hour.</i>
<b>Fisher 2</b>	<b>Azhigwa gaa-nawapwaanikeyaan, inga-akwa'waa.</b> <i>After I pack lunch, I will spear fish through the ice.</i>
<b>Fisher 6</b>	<b>Azhigwa ge-dawiseg, inga-akwa'waa.</b> <i>When I have free time, I will spear fish through the ice.</i>
<b>Fisher 2</b>	<b>Wayiiba inga-akwa'waa.</b> <i>I'm going to spear fish through the ice soon.</i>
<b>Fisher 2</b>	<b>Mii azhigwa da-akwa'waang, maajaadaa.</b> <i>It's time to spear fish through the ice. Let's go!</i>

## Gii-akwa'waawaad

### When They Speared Through the Ice



<b>Gimiwan</b>	<b>Aaniin, Nizinis. Mino-giizhigad igo izhinaagwak da-akwa'waayangiban.</b> <i>Hi, Father-in-law. It looks like a good day for us to spear.</i>
	<b>Aaniin dash enendaman?</b> <i>What do you think?</i>
	<b>Ahaw. Giga-waabamigoo iwidi ingoji go ingo-diba'igan.</b> <i>Okay. We'll see you there in about an hour.</i>
	<b>Goshkozig! Awenen danaa waa-akwa'waad noongom?</b> <i>Wake up! Who wants to spear today?</i>
<b>Ogimaakwe</b>	<b>Niwii-paa-wiiji'iwe, Inded.</b> <i>I want to go along, Dad.</i>
<b>Amik</b>	<b>Eya'! Gaye niin niwii-paa-wiiji'iwe!</b> <i>Yes! I wanna go too!</i>
<b>Gimiwan</b>	<b>Ahaw. Akawe gidaa-nawapwaanikemin dabwaa-maajibizoyang.</b> <i>Okay. Let's make our lunch first before we take off.</i>
<b>Waabishkibines</b>	<b>Aaniin, Na'aangish. Aaniin, Noozisidog.</b> <i>Hey, son-in-law. Hey, Grandkids.</i>
<b>Gimiwan</b>	<b>Aaniin!</b> <i>Hello!</i>
<b>Amik + Ogimaakwe</b>	<b>Aaniin, Nimishoo!</b> <i>Hey, Granddad!</i>
<b>Gimiwan</b>	<b>Ahaw, Ninijaanisidog. Niminaakodaa. Gego dash waniikekegon giminjikaawaniwaag.</b> <i>Okay, kids. Let's head out on the ice. Don't forget your gloves.</i>
	<b>Bekaa! Gego wanendangegon da-asemaakeyeg dabwaa-niminaakoyeg.</b> <i>Wait! Don't forget to make a tobacco offering before you go out on the ice.</i>
<b>Amik</b>	<b>Ahaw, Ded.</b> <i>Okay, Dad.</i>
<b>Ogimaakwe</b>	<b>Nashke! Giwaabamaawaa na Gidagigwaneb?</b> <i>Look! Do you all see Gidagigwaneb?</i>
<b>Waabishkibines</b>	<b>Eya', niwaabamaa.</b> <i>Yes, I see him.</i>
<b>Gidagigwaneb</b>	<b>He, Indinawemaaganidog!</b> <i>Hey, my relatives!</i>

## Gii-akwa'waawaad



### When They Speared Through the Ice (continued)

<b>Amik</b>	<b>Howa! Awenenag dinowa giigoonyag gaa-pazhiba'wajig noongom?</b> <i>Wow! What kinds of fish did you spear?</i>
<b>Gidagigwaneb</b>	<b>Niizh ingiw ogaawag miinawaa bezhig wa'aw mizay.</b> <i>Two walleye and a burbot.</i>
<b>Waabishkibines</b>	<b>Howa. Mii sa go naa i'iw. Minopogoziwag ogaawag.</b> <i>Wow. That's the way. Walleye tastes good.</i>  <b>Ambe, Noozisidog. Akwa'wadaa.</b> <i>Come on, Grandkids. Let's spear through the ice.</i>
<b>Ogimaakwe</b>	<b>Giga-waabamigoo, Gidagigwaneb.</b> <i>We'll see you later, Gidagigwaneb.</i>
<b>Amik</b>	<b>Maajaadaa!</b> <i>Let's go!</i>
<b>Ogimaakwe</b>	<b>Giga-gagwejikanin iwidi akwa'wewigamigong.</b> <i>I'll race you to the spear house.</i>

## Gigagwejimin. *I'm Asking You.*

Let's talk about animate, transitive verbs. A transitive verb has a subject (the doer) and an object (the receiver). The object of a vta is someone or something animate.

Who is the subject in this sentence, and who is the object?

**Gigagwejimin.**  
*I am asking you.*

The subject (doer) here is **niin** (I). The object is **giin** (you). So this means, "I'm asking you."

Now let's look at which parts of the verb tell you who is doing and receiving the action. The **-in** at the end tells you that the subject is **niin**.

**Gigagwejimin.**  
*I am asking you.*

In this example, the **gi-** at the beginning tells you that the object is **giin**.

**Gigagwejimin.**  
*I am asking you.*

Here's another form of the same verb.

**Gigagwejimidig.**  
*S/he is asking you.*

Just like before, the prefix **gi-** tells you that the object is **giin**.

**Gigagwejimidig.**  
*S/he is asking you.*

The suffix **-ig** tells you that the subject is **wiin** (she or he). So this sentence means, "She or he is asking you."

**Gigagwejimidig.**  
*S/he is asking you.*

Here's another example of a vta that you saw in the previous lesson's video. Taking what you just learned, can you figure out what this sentence means?

**Giga-gagwejikanin.**  
*I will race you.*

The **gi-** tells you that the object is **giin**, and the **-in** tells you that the subject is **niin**. So this means "I'll race you."

**Giga-gagwejikanin.**  
*I will race you.*

How would you say "He'll race you."? The object hasn't changed, so you just need to change the suffix to **-ig**.

**Giga-gagwejikanig.**  
*S/he will race you.*

Here's a chart that summarizes what you just learned.

When you see a vta that starts with **gi-** and ends with **-in**, it means "I am doing something to you." If the verb starts with **gi-** and ends with **-ig**, it means "She or he is doing something to you."



**Mizay  
Burbot**



**Gaa-tibaajimod David Sam**  
*Told by David Sam*

**Gaa-tibaajimotawaajin Kim Anderson**  
*Told to Kim Anderson*

**Gaa-objiwemod Migizi**  
*Narrated by Migizi*

**Gaa-mazinibii'ang Chase Sam "Bagwajikwezens"**  
*Illustrated by Chase Sam "Bagwajikwezens"*

**Mii gaa-ikidod ji-o-nandawaabamangidwaa mizayag a'aw Miskwaanakwad.**  
*Miskwaanakwad said that we should go look for some burbot.*

**Ingii-wijjiwaa gii-izhaad imaa Misi-zaaga'iganiing.**  
*I went with him as he went to Mille Lacs lake.*

**Mii imaa gii-ayaamaang i'iw bagonezigwa'igan gaa-aabajitooyaang.**  
*That's where we were when we used the ice auger.*

**Mii dash anit gii-atooyaang imaa bagone'igaazod aw mikwam.**  
*We put a spear where we'd put a hole in the ice.*

**Mii dash imaa gii-aabajitooyaang iw anit ji-baazagobinangid asin anaamayi'ii waakaa'iganing.**  
*Then we used that spear to scratch a rock under the house.*

**Giishpin imaa ayaawaad mizayag ji-bi-naazikaagewaad imaa aniting.**  
*If there were burbot under there, they'd approach the spear.*

**Mii dash izhi-ombinamaang anit, mii dash bazhiba'ondwaa ingiw mizayag waa-kiwewininjig.**  
*Then we raised the spear, and a burbot had been speared for us to bring home.*

**Awashime niishtana ashi-naanan ingii-tebibinaanaanig mizayag.**  
*We caught more than 25 burbot.*

**Mii dash gii-paa-izhaayaang iwidi endaawaad ongow indinawemaaganinaanig gagwejimangidwaa giishpin wii-ayaawaawaad mizayan.**  
*Then we went around to our relatives' homes and asked them if they wanted burbot.*

**Mii imaa gii-nandodamaagewaad, "Gidayaawaawaag ina waakwag?"**  
*They asked, "Do you guys have the eggs?"*

**Mii gii-ikidoyaan, "Gaawiin."**  
*I said, "No."*

**Mii dash gaa-ikidowaad, "Gaawiin go booch niwii-ayaawaasiwaanaanig."**  
*Then they said, "Well, we don't want any (burbot) then."*

**Mii eta go waa-ayaawaawaajin onow waakwan.**  
*They only wanted the eggs.*

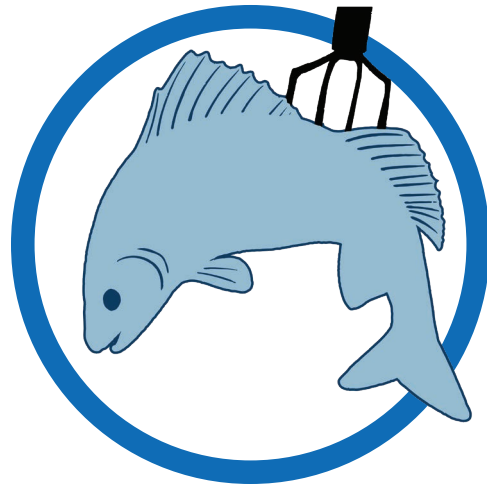
**Mii go gaa-izhiwebak.**  
*That's what happened.*

**Ningii-gikendaamin ji-mamaasiwangidwaa niibowa ingiw mizayag.**  
*We knew not to take too many burbot.*



UNIT  
15

# Printouts



Ojibwe

Document what time your peers have each class using the following abbreviations:

**G** = Gigizhebaawagak

**IN** = Ishkwaa-naawakweg

**X** = Gaawiin izhaasiin

Your Name:

Classmate's Name	Izhi-bimaadizing	Asigibii'igeng	Nanda-gikenjigeng	Mamaajiing

**t**

**p**

**s**

**sh**

**k**

**ch**

<b>dawise</b>
<b>bagamipon</b>
<b>zegizi</b>
<b>zhooshkwaagime</b>
<b>zhooshkwajiwe</b>
<b>dibaginjigaade</b>
<b>danoon</b>
<b>gikendan</b>
<b>zhawendaagozi</b>
<b>giuwe</b>
<b>giikaji</b>
<b>zoogipon</b>
<b>gimiwan</b>
<b>zagaswaa</b>
<b>bimose</b>
<b>boodawe</b>
<b>jiibaakwe</b>
<b>jaagizo</b>
<b>jiibaakwaadan</b>

**Mii iw Biboonagak.**

<p><b>Gimiwan</b></p>	<p><b>Aaniin, Nizinis. Mino-giizhigad igo izhinaagwak da-akwa'waayangiban.</b></p> <p>_____</p> <p>_____</p> <p><b>Aaniin dash enendaman?</b></p> <p>_____</p> <p><b>Ahaw. Giga-waabamigoo iwidi ingoji go ingo-diba'igan.</b></p> <p>_____</p> <p><b>Goshkozig! Awenen danaa waa-akwa'waad noongom?</b></p> <p>_____</p>
<p><b>Ogimaakwe</b></p>	<p><b>Niwii-paa-wiiji'uwe, Inded.</b></p> <p>_____</p>
<p><b>Amik</b></p>	<p><b>Eya'! Gaye niin niwii-paa-wiiji'uwe!</b></p> <p>_____</p>
<p><b>Gimiwan</b></p>	<p><b>Ahaw. Akawe gidaa-nawapwaanikemin dabwaa-maajibizoyang.</b></p> <p>_____</p>
<p><b>Waabishkibines</b></p>	<p><b>Aaniin, Na'aangish. Aaniin, Noozisidog.</b></p> <p>_____</p>

**Mii iw Biboonagak. (continued)**

<b>Gimiwan</b>	<b>Aaniin!</b> _____
<b>Amik + Ogimaakwe</b>	<b>Aaniin, Nimishoo!</b> _____
<b>Gimiwan</b>	<b>Ahaw, Niniijaanisidog. Niminaakodaa. Gego dash waniikekegon giminjikaawaniwaag.</b> _____ _____ <b>Bekaa! Gego wanendangegon da-asemaakeyeg dabwaa-niminaakoyeg.</b> _____ _____
<b>Amik</b>	<b>Ahaw, Ded.</b> _____
<b>Ogimaakwe</b>	<b>Nashke! Giwaabamaawaa na Gidagigwaneb?</b> _____
<b>Waabishkibines</b>	<b>Eya', niwaabamaa.</b> _____
<b>Gidagigwaneb</b>	<b>He, Indinawemaaganidog!</b> _____

**Mii iw Biboonagak. (continued)**

<p><b>Amik</b></p>	<p><b>Howa! Awenenag dinowa giigoonyag gaa-pazhiba'wajig noongom?</b></p> <p>_____</p> <p>_____</p>
<p><b>Gidagigwaneb</b></p>	<p><b>Niizh ingiw ogaawag miinawaa bezhig wa'aw mizay.</b></p> <p>_____</p>
<p><b>Waabishkibines</b></p>	<p><b>Howa. Mii sa go naa i'iw. Minopogoziwag ogaawag.</b></p> <p>_____</p> <p><b>Ambe, Noozisidog. Akwa'waadaa.</b></p> <p>_____</p>
<p><b>Ogimaakwe</b></p>	<p><b>Giga-waabamigoo, Gidagigwaneb.</b></p> <p>_____</p>
<p><b>Amik</b></p>	<p><b>Maajaadaa!</b></p> <p>_____</p>
<p><b>Ogimaakwe</b></p>	<p><b>Giga-gagwejikanin iwidi akwa'wewigamigong.</b></p> <p>_____</p>

<b>izhinikaazo</b>	<b>onjibaa</b>	<b>odamino</b>
<b>giikaji</b>	<b>giuwe</b>	<b>gikinoo'amaagozi</b>
<b>minwendaagozi</b>	<b>zhawendaagozi</b>	<b>ikido</b>
<b>agindaaso</b>	<b>wawiingezi</b>	<b>zhooshkwajiwe</b>
<b>zhooshkwaagime</b>	<b>zegizi</b>	<b>akwa'waa</b>
<b>nawapwaanike</b>	<b>dawise</b>	<b>wiiji'iwe</b>
<b>goshkozi</b>	<b>maajiibizo</b>	<b>niminaako</b>
<b>odoodemi</b>	<b>nazikwe'o</b>	<b>giziibiiginaagane</b>
<b>anwaataa</b>	<b>dakoozi</b>	<b>aanzikonaye</b>
<b>jiibaakwe</b>	<b>minawaanigozi</b>	<b>wiisini</b>
<b>maajitaa</b>	<b>inaabi</b>	<b>maajaa</b>
<b>makadewizi</b>	<b>wiinino</b>	<b>wiinizi</b>
<b>minopogozi</b>	<b>izhichige</b>	<b>iskigamizige</b>
<b>biinizi</b>	<b>minwaabi</b>	<b>ataage</b>
<b>giizhiitaa</b>	<b>giziibiigazhe</b>	<b>giiwose</b>
<b>naadinise</b>	<b>ojibwemo</b>	<b>niimi</b>
<b>nakomewizi</b>	<b>nibaa</b>	<b>bengozi</b>
<b>wewebanaabii</b>	<b>asemaake</b>	<b>waabishkizi</b>
<b>makowi</b>	<b>manise</b>	<b>bimose</b>
<b>bizaan-ayaa</b>	<b>aadizooke</b>	<b>biindige</b>
<b>mindido</b>	<b>namadabi</b>	<b>manoominike</b>



e

ayaa

aye

aa

we

waa

<b>niminaako</b>	<b>onaagoshin</b>
<b>izhinaagwad</b>	<b>maajipon</b>
<b>mino-giizhigad</b>	<b>noondan</b>
<b>maajiibizo</b>	<b>zhooshkwajiwe</b>
<b>bazhiba'</b>	<b>odamino</b>
<b>goshkozi</b>	<b>giuwe</b>
<b>wiiji'iwe</b>	<b>ayaan</b>
<b>waniiken</b>	<b>biindige</b>
<b>akwa'waa</b>	<b>noodin</b>
<b>nawapwaanike</b>	<b>zakaate</b>
<b>dawise</b>	<b>onjibaa</b>

**A****I → you****(present)****AA****she → you****(present)**

**B****I → you****(past)****CH****he → you****(past)**

**D****I → you****(future)****E****she → you****(future)**

Name: _____	Date: _____
-------------	-------------

Use the following four words at each station: :

**waabam      gagwejim      ganoozh      gagwejikazh**

<p><b>Station A:</b></p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p>	<p><b>Station AA:</b></p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p>
<p><b>Station B:</b></p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p>	<p><b>Station CH:</b></p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p>
<p><b>Station D:</b></p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p>	<p><b>Station E:</b></p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p> <p>Ojibwe: _____</p> <p>English: _____</p>

**niinawind**

**giinawind**

**giinawaa**

**wiinawaa**

**A form**

**B form**



**giikaji**

**odamino**

**bakade**

**wiisini**

**namadabi**

**niimi**

**zegizi**

**agindaaso**

**giawe**

## Mizay

**Mii gaa-ikidod ji-o-nandawaabamangidwaa mizayag a'aw Miskwaanakwad.**

---

**Ingii-wiijiwaa gii-izhaad imaa Misi-zaaga'iganiing.**

---

**Mii imaa gii-ayaamaang i'iw bagonezigwa'igan gaa-aabajitooyaang.**

---

**Mii dash anit gii-atooyaang imaa bagone'igaazod aw mikwam.**

---

**Mii dash imaa gii-aabajitooyaang iw anit ji-baazagobinangid asin anaamay'i'ii waakaa'iganing.**

---

**Giishpin imaa ayaawaad mizayag ji-bi-naazikaagewaad imaa anitiing.**

---

**Mii dash izhi-ombinamaang anit, mii dash bazhiba'ondwaa ingiw mizayag waa-kiwewininjig.**

---

**Awashime niishtana ashi-naanan ingii-tebibinaanaanig mizayag.**

---

**Mii dash gii-paa-izhaayaang iwidi endaawaad ongow indinawemaaganinaanig gagwejimangidwaa giishpin wii-ayaawaawaad mizayan.**

---

**Mizay (Continued)**

**Mii imaa gii-nandodamaagewaad, "Gidayaawaawaag ina waakwag?"**

---

**Mii gii-ikidoyaan, "Gaawiin."**

---

**Mii dash gaa-ikidowaad, "Gaawiin go booch niwii-ayaawaasiwaanaanig."**

---

**Mii eta go waa-ayaawaawaajin onow waakwan.**

---

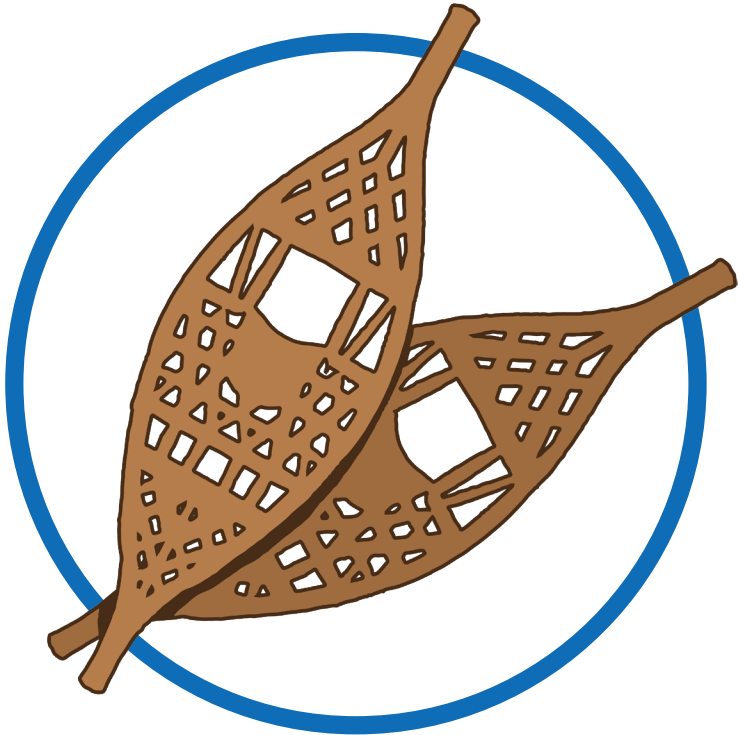
**Mii go gaa-izhiwebak.**

---

**Ningii-gikendaamin ji-mamaasiwangidwaa niibowa ingiw mizayag.**

---

UNIT  
16



Ojibwe

**Overview:** Gimiwan and Waasegiizhigookwe attend language class and discuss surviving winter in the old days as compared to today. In this unit you'll learn about winter sports, past and present winter survival strategies, and new vta forms and patterns.

## LESSON 1: Ezhichigeyang iko Biboonagak — *What We Do in Winter*

Students will:

- talk about winter sports
- recognize meaningful parts in longer words
- talk about animate things that belong to them and others

## LESSON 2: Gii-soogipog Mewinzha — *When It Snowed Long Ago*

Students will:

- talk about past and present winter survival strategies
- recognize meaningful parts in longer words
- use verbs in B form to add additional information to a sentence
- use positive B forms of viis and vais
- use negative A forms of vais and vtis
- review consonant change following a preverb

## LESSON 3: Gigagwejimaa. — *You're Asking Him.*

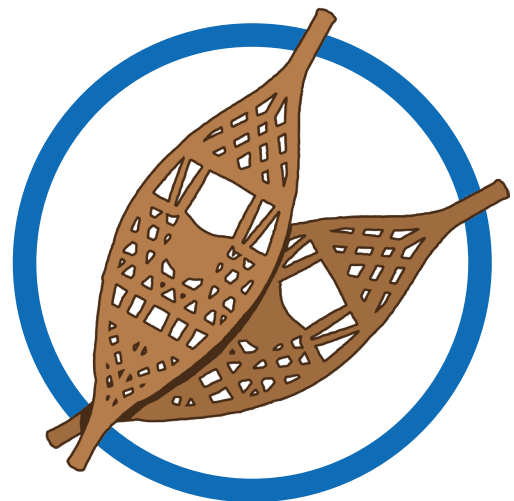
Students will:

- use vta verbs to say that *he* or *she* is doing something to *you*
- use vta verbs to say that *you* are doing something to *him* or *her*
- conjugate positive vais that end in long vowels

## LESSON 4: Mewinzha Gaa-izhiwebak — *What Happened Long Ago*

Students will:

- learn how the Anishinaabe prepared for winter in the past
- use respectful terms to talk about elders
- practice listening for key words when hearing a story with unfamiliar language





# Lesson 1: Ezhichigeyang iko Biboonagak — What We Do in Winter

## OBJECTIVES

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

- talk about winter sports
- recognize meaningful parts in longer words
- talk about animate things that belong to them and others

## MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 1 vocabulary list
- **Zhooshk**- Dot Game Large Images (Printouts A)
- **Zhooshk**- Dot Game Small Images (Printouts B)
- Tape
- Smart board or projector
- Around the World Noun List (Printouts C)
- Vocabulary 2 Image Cards (Printouts D)

## VOCABULARY

1

<b>zhooshkwaada'e</b> vai	<i>s/he skates</i>
<b>aagime</b> vai	<i>s/he snowshoes</i>
<b>zhooshkwadaabaane</b> vai	<i>s/he snowmobiles</i>

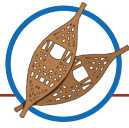
2

<b>zhooshkwaada'aagan(an)</b> ni	<i>skate(s); ice skate(s)</i>
<b>aagim(ag)</b> na	<i>snowshoe(s)</i>
<b>biboonodaabaanens(ag)</b> na	<i>sled(s)</i>
<b>zhooshkwadaabaanens(ag)</b> na	<i>snowmobile(s)</i>

3

<b>gegoo</b>	<i>something; anything</i>
<b>goonikaa</b> vii	<i>there is (a lot of) snow</i>
<b>jiigishkode</b> adverb	<i>near a fire</i>
<b>iko</b>	<i>generally; often</i>
<b>inaajimo</b> vai	<i>s/he tells a certain way</i>





### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**  
45 minutes

#### Activity Steps

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

## ACTIVITY A Sparkle

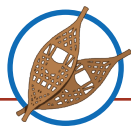
#### Materials

- Lesson 1 vocabulary list

⌵ **Estimated time:** 30 minutes

#### Activity Steps

1. Students line up side-by-side facing the instructor.
2. Instructor says one vocabulary word from any of the Unit 16, Lesson 1 vocabulary, including conjugated forms.
3. Students spell the word, one letter at a time, moving down the line.
  - a. If a student misspells, they are eliminated from the game.
  - b. When the last student has spelled, resume at the beginning of the line.
4. Repeat using new vocabulary words until there is one player left.



### ACTIVITY B **Zhooshk- Dot game**

#### Materials

- **Zhooshk**- Dot Game Large Images, one set (Printouts A)
- **Zhooshk**- Dot Game Small Images, one card per student (Printouts B)
- Tape

🕒 **Estimated time:** 15 minutes

#### Activity Steps

1. Tape a **Zhooshk**- Dot Game Large Image Card in each corner of the room.
2. Give each student one **Zhooshk**- Dot Game Small Image Card. Students may not look at their cards!
3. Each student holds or tapes their card to their forehead, with the image facing outward.
4. Students ask each other about their photo in Ojibwe. They may ask the following questions to each of their peers.
  - a. **Nizhooshkwaada'e ina?** (*Am I skating?*)
  - b. **Nizhooshkwajiwe ina?** (*Am I sledding?*)
  - c. **Nizhooshkwaagime ina?** (*Am I skiing?*)
  - d. **Nizhooshkwadaabaane ina?** (*Am I snowmobiling?*)
5. Each student should answer their peers with one of the following responses.
  - a. **Eya'! Gi(verb)!** *Yes! You're [verb]!* For example, **Eya'! Gizhooshkwadaabaane!** (*Yes! You're snowmobiling!*)
  - b. **Gaawiin gi(verb)siin.** (*You're not [verb].*) For example, **Gaawiin gizhooshkwadaabaanesiin.** (*You're not snowmobiling.*)
6. Students repeat this process until they identify what is on their image card. When they've identified their image, they move to the station where the large image card is posted to join their group.
7. When all students have reached their station, the activity is over.

**Optional:** Shuffle the cards and play again. You can also play using different conjugations by pairing up your students. When questioning each other they must now ask *Are we [verb]?* and the answers will be *Yes! You all are [verb]!* or *No, you all are not [verb].* Make sure to review A forms for **niinawind** and **giinawaa** before trying this additional step.



## ACTIVITY C Around the world

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Around the World Noun List, one copy (Printouts C)

⌵ **Estimated time:** 30 minutes

### Activity Steps

1. Review Explore nouns and Practice nouns from Unit 16, Lesson 1 in Rosetta Stone Ojibwe as a class.
2. Review the nouns on the Around the World Noun List.
3. Write the following four statements where all students can see them:
  - **Indayaan...** (*I have [inanimate singular]...*)
  - **Indayaanan...** (*I have [inanimate plural]...*)
  - **Indayaawaa...** (*I have [animate singular]...*)
  - **Indayaawaag...** (*I have [animate plural]...*)
4. Play Around the World
  - a. Each student sits at their own desk, or all students sit in a circle.
  - b. One student starts the game by standing behind the person seated to their left. These two students are the first two contestants.
  - c. Say the singular or plural form of a noun from the Around the World Noun List.
  - d. Students must identify which of the four statements on the board should be used for that noun based on its animacy and number. For example, if you say **aagim** (*snowshoe*) the student's response should be **Indayaawaa aagim**. (*I have a snowshoe.*) because **aagim** is a single, animate noun.
  - e. The first student to say the correct phrase moves on to play against the next seated student. The student who doesn't win either stays seated, or takes the winner's seat. The first student to make it all the way around the room and back to an empty chair wins.

**Optional:** You may also want to require students to translate or act out their sentence to count as a win.



## ACTIVITY D Do you have skates?

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Vocabulary 2 Image Cards, two cards per student (Printouts D)

⌚ **Estimated time:** 45 minutes

### Activity Steps

1. Review Explore nouns and Practice nouns in Unit 16, Lesson 1 of Rosetta Stone Ojibwe as a class.
2. Remind students of the difference between the verbs **ayaaw** (vta) and **ayaan** (vti). Both verbs describe having or owning something, but **ayaaw** is used with animate objects, while **ayaan** is used with inanimate objects.
3. Give each student two Vocabulary 2 image cards. Students hold their cards so that only they can see them.
4. Students pick one activity for which they have the equipment (as shown in the image cards) and go around the room to find other students to do that activity with them. They can use one of the following sentences to ask about what another student has:
  - **Aagimag ina gidayaawaag?** *Do you have snowshoes?*
  - **Biboonodaabaanens ina gidayaawaa?** *Do you have a sled?*
  - **Zhooshkwadaabaanens ina gidayaawaa?** *Do you have a snowmobile?*
  - **Zhooshkwaada'aaganan ina gidayaanan?** *Do you have ice skates?*

Or they can use one of the following sentences to ask another student to do something with them:

- **Aagimedaa!** *(Let's snowshoe!)*
  - **Gaawiin. Gaawiin indayaawaasiig aagimag.** *(No, I don't have snowshoes.)*
  - **Gaawiin. Gaawiin indayaawaasiin biboonodaabaanens.** *(No, I don't have a sled.)*
  - **Gaawiin. Gaawiin indayaanziinan zhooshkwaada'aaganan.** *(No, I don't have skates.)*
  - **Gaawiin. Gaawiin niminwendanziin aagimeyaan.** *(No, I don't like to go snowshoeing.)*
5. Students reply with **eya'** or **gaawiin** (yes or no), or they may suggest another activity. Here are some example responses:
    - **Eya'! Aagimedaa!** *(Yes, let's go snowshoeing!)*
    - **Gaawiin. Gaawiin indayaawaasiig aagimag.** *(No, I don't have snowshoes.)*
    - **Gaawiin. Gaawiin indayaawaasiin biboonodaabaanens.** *(No, I don't have a sled.)*
    - **Gaawiin. Gaawiin indayaanziinan zhooshkwaada'aaganan.** *(No, I don't have skates.)*
    - **Gaawiin. Gaawiin niminwendanziin aagimeyaan.** *(No, I don't like to go snowshoeing.)*
  6. If two students want to do the same activity and have the equipment, they go around together asking other students to join them.
  7. The activity ends when all students are grouped according to the activities in the image cards.
  8. To add a layer of complexity, if students want to do an activity but don't have the necessary equipment, they can ask other students to lend it to them and trade cards. For example, they could use the following questions:
    - **Zhooshkwaada'aaganan ina gidayaanan?** *(Do you have skates?)*
    - **Zhooshkwadaabaanens ina gidayaawaa?** *(Do you have a sled?)*
    - **Aagimag ina gidayaawaag?** *(Do you have snowshoes?)*
    - **Gidaa-awi' ina gizhooshkwaada'aaganan?** *(Can you lend me your skates?)*



## Lesson 2: Gii-soogipog Mewinzha — When it Snowed Long Ago

### OBJECTIVES

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

- talk about past and present winter survival strategies
- recognize meaningful parts in longer words
- use verbs in B form to add additional information to a sentence
- use positive B forms of viis and vais
- use negative A forms of vais and vtis
- review consonant change following a preverb

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Script Handout (Printouts E)
- **Mewinzha** Cards (Printouts F)
- Possession Practice Note Sheet (Printouts G)
- Smart board or projector
- Running Dictation Prompts (Printouts H)
- Tape
- Two flyswatters

### VOCABULARY

1

<b>aawadaasoowidaabaan(ag)</b> na	<i>truck(s)</i>
<b>adaawewigamig(oon)</b> ni	<i>store(s)</i>
<b>waazakonenjigan(an)</b> ni	<i>light(s)</i>
<b>naajimijime</b> vai	<i>s/he gets food</i>

2

<b>misan</b> ni	<i>firewood</i>
<b>jaagizan</b> vti	<i>burn something up</i>
<b>wanii'igan(an)</b> ni	<i>trap(s)</i>
<b>nagwaajigan(an)</b> ni	<i>snare(s)</i>



## VOCABULARY

3

<b>besho</b> adverb	<i>near; close</i>
<b>akawaabandan</b> vti	<i>expect something to come</i>
<b>asigisidoon</b> vti	<i>put something together</i>

4

<b>zanagad</b> vii	<i>it is difficult</i>
<b>wenipanizi</b> vai	<i>s/he does something easily</i>
<b>mewinzha</b> adverb	<i>a long time ago</i>
<b>noongom</b> adverb	<i>now; today</i>
<b>giizhaa</b> adverb	<i>beforehand; in advance</i>

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Script Handout, one per student (Printouts E)

**Estimated time:**  
60 minutes

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 16, Lesson 2 individually or in groups. (See Unit 16, Lesson 2 Script)
2. Give each student a copy of the Lesson 2 Script Handout and have students read along after they have watched the video and completed the lesson.



### TEACHER'S TIP

As students listen to and read along with the script, you may ask them to pay attention to and underline the words they know. You can write these words on the board. You may also ask them to circle words that they don't know and ask them to guess the meaning based on context and known word parts. Students may also work in groups to decode meanings. See the Teacher's Tip in Unit 13, Lesson 2 for more ideas about how to use the scripts in your class.



### ACTIVITY A Mewinzha...

#### Materials

- **Mewinzha** Cards, one set per student (Printouts F)

 **Estimated time:** 30 minutes

#### Activity Steps

1. Give each student a set of **Mewinzha** Cards. Ask students to pair the two cards that go together. They should come up with the following pairs:
  - **Mewinzha niibowa wiisiniwin giizhaa ogii-asigisidoonaawaa anishinaabeg ani-biboong.**  
*(A long time ago Anishinaabe would gather a lot of food before winter.)*  
**Noongom dash gidizhaamin adaawewigamigong da-naajimijimeyang.**  
*(But now we go to the store to get food.)*
  - **Niibowa misan ogii-chaagizaanaawaan ingiw anishinaabeg mewinzha.**  
*(A long time ago Anishinaabe would burn a lot of wood.)*  
**Noongom dash waazakonenjiganan gidaabajitoomin.** *(But today we use lights.)*
  - **Mewinzha ogii-aabaji'aawaan aagiman.** *(A long time ago they used snowshoes.)*  
**Noongom dash aawadaasoowidaabaanag gidaabaji'aanaanig.** *(But today we use trucks.)*
2. Students read their pairs aloud and compare answers. Check that students understand the meaning of each sentence.



# ACTIVITY B Possession practice

## Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Possession Practice Note Sheet, one per student (Printouts G)

 **Estimated time:** 30 minutes

## Activity Steps

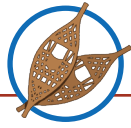
1. Give each student a copy of the Possession Practice Note Sheet. Use the smart board or projector to display your own copy of this note sheet. Work together as a class to fill in the cells as you complete steps 2-3 of this activity.
2. Go over Review possession and Practice possession in Rosetta Stone Ojibwe as a class.
3. Review all new nouns from this lesson in Vocabulary 1 and Vocabulary 2. Post them on the board for student reference with their plurals and noun types (animate/inanimate).
4. Play Word Tennis.
  - a. Tell students that the goal of this game is to say as many possessed nouns as they can recall.
  - b. Have two students stand facing each other.
  - c. One student starts by saying a possessed noun for first, second, or third person. The next student has three seconds to say a different possessed noun. They may use the same noun or the same person, but not the same noun possessed by the same person.
  - d. This process repeats as students go back and forth saying possessed nouns.
  - e. The first student to not think of a possessed noun in three seconds, or to repeat a form that has already been used, is out.
  - f. The winning student plays again against another student in class.



### TEACHER'S TIP

Have students work together to develop a large list of animate and inanimate nouns before the game and write them on the board. The Around the World Nouns List may be helpful for this purpose (See Printouts C).





# ACTIVITY C Niminwendaan da-... / Running dictation

## Materials

⌚ Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Running Dictation Prompts, one set (Printouts H)
- Tape

## Activity Steps

1. Review Explore B form 1, Practice B form 1, Explore B form 2, Review **da-**, and Practice B form 2 in Unit 16, Lesson 2 of Rosetta Stone Ojibwe as a class.
  - a. While reviewing these activities, have students identify the A-form verb and the B-form verb in each sentence.
2. Tape Running Dictation Prompts to the wall around the classroom.
3. Have students make an answer sheet by writing the Ojibwe alphabet from A to H in list form on a blank piece of paper (**A AA B CH D E G H**).
4. Put students in groups of two. In each pair, students decide who will start as the Runner and who will start as the Scribe.
5. Runners run to the 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.
6. After completing four sentences, the Runner and Scribe switch jobs.
7. Allow students to continue the activity in their new roles until you reach a predetermined time limit, or until they finish.
8. Go around the room to read sentences aloud and see which pairs completed the most accurate sentences. Be sure to check that students understand the meaning of each sentence, and recognize the A and B forms in each sentence.



# ACTIVITY D Flyswatter game

## Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Tape
- Two fly swatters

 **Estimated time:** 15 minutes

## Activity Steps

1. Go over Review changed conjunct and Practice changed conjunct in Unit 16, Lesson 2 of Rosetta Stone Ojibwe as a class.
2. Write the following letters on individual pieces of scratch paper, or spread out on a smart board or whiteboard:  
**b d g j z zh p t k ch s sh**
3. Tape these letters on the board or wall with plenty of space between them.
4. Divide the students into two groups.
5. Give each group a flyswatter (or tube sock/rolled up construction paper/etc.).
6. Students in each group go to the board one at a time to represent their group. Call out one of the letters on the board. The first student to correctly hit the changed or unchanged form of that letter gets the point for their team. For example, if you say **b**, students should hit **p**; if you say **ch**, students should hit **j**.
  - a. Let each set of students try 2-3 times before passing on the flyswatter to a teammate.
7. Repeat until one team has a predetermined number of points. Be sure to count the points in Ojibwe!



## TEACHER'S TIP

To add difficulty to this activity, use the script or the viewer to identify and read sentences with a changed consonant. Students have to listen for the change and identify the unchanged form on the board.



## Lesson 3: Gigagwejimaa. — *You're Asking Him.*

### OBJECTIVES

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

- use vta verbs to say that *he* or *she* is doing something to *you*
- use vta verbs to say that *you* are doing something to *him* or *her*
- conjugate positive vais that end in long vowels


### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Around the World Person Cards (Printouts I)
- Around the World Vta Cards (Printouts J)
- You Did What? Prompt (Printouts K)
- Ojibwe People's Dictionary or paper dictionaries

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**  
60 minutes

#### Activity Steps

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



# ACTIVITY A Around the world with vtas

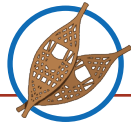
## Materials

⌚ Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Around the World Person Cards, one set (Printouts I)
- Around the World Vta Cards, one set (Printouts J)

## Activity Steps

1. Review Unit 15, Lesson 3 Explore vtas 2 through Practice vtas 3 in Rosetta Stone Ojibwe as a group.
2. Review Unit 16, Lesson 3 Explore vtas 1, 2, 3 and 4 in Rosetta Stone Ojibwe as a group.
3. Play Around the World:
  - a. Each student sits at their own desk, or all students sit in a circle.
  - b. One student starts the game by standing behind the person seated to their left. These two students are the first two contestants.
  - c. Hold up one Around the World Person Card and one Around the World Vta card.
  - d. The first student to accurately conjugate the verb moves on to play against the next seated student. For example, if you hold up the person card **wiin** → **giin** and the vta card **waabam**, students should say **giwaabamig**. The student who does not win either stays seated, or takes the winner's seat. The first student to make it all the way around the room and back to their original seat wins.



### ACTIVITY B Translate a story

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- You Did What? Prompts, one per student (Printouts K)
- Ojibwe People's Dictionary or paper dictionaries

 **Estimated time:** 60 minutes

#### Activity Steps

1. Review Explore vtas 1, 2, 3 and 4 in Rosetta Stone Ojibwe as a group.
2. Give each student a copy of You Did What? Prompts. Ensure students have access to paper dictionaries or the Ojibwe People's Dictionary (<https://ojibwe.lib.umn.edu/>).
3. Explain to students that they will translate the stories into Ojibwemowin.
4. Complete the first two sentences as a group. Write them on the board to ensure that all students can follow along.
5. Allow students time to translate the story. While students are working, make your way around the room and be available to assist them.



#### TEACHER'S TIP

We have not included activities specific to the conjugation activities in Unit 16, Lesson 3. If your students would benefit from additional practice conjugating vais that end in long vowels, you may want to adapt conjugation practice activities from Unit 14, Lesson 3 and Unit 15, Lesson 3.



## Lesson 4: Mewinzha Gaa-izhiwebak — What Happened Long Ago

### OBJECTIVES

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

- learn how the Anishinaabe prepared for winter in the past
- use respectful terms to talk about elders
- practice listening for key words when hearing a story with unfamiliar language

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 4 Script Handout (Printouts L)
- Smart board or projector
- Optional: Ojibwe People's Dictionary or paper dictionaries
- Change Venn Diagrams (Printouts M)

### VOCABULARY

1

<b>akiwenzii(yag)</b> na	<i>old man (men)</i>
<b>mindimooyenh</b> <b>(mindimooyenyag)</b> na	<i>old woman (women); old lady (ladies)</i>
<b>abinoojiinh</b> <b>(abinoojiinyag)</b> na	<i>child(ren)</i>
<b>awiya</b>	<i>somebody</i>

2

<b>aanind</b> adverb	<i>some</i>
<b>bebezhigooganzhii(g)</b> na	<i>horse(s)</i>
<b>bimidaabaazo</b> vai	<i>s/he is pulled along (on something)</i>
<b>bimose</b> vai	<i>s/he walks</i>



## VOCABULARY

3

<b>bimaadizi</b> vai	<i>s/he lives; s/he is alive</i>
<b>giizhizige</b> vai	<i>s/he heats something</i>
<b>gizhaabikizigan(an)</b> ni	<i>stove(s)</i>
<b>waazakonenjiganaaboo</b> ni	<i>kerosene; diesel</i>

4

<b>mazinaatesijigan(an)</b> ni	<i>television(s)</i>
<b>mawadisidiwag</b> vai	<i>they visit each other</i>
<b>aadizooke</b> vai	<i>s/he tells a sacred story</i>

5

<b>gibaakwa'igaade</b> vii	<i>it is shut</i>
<b>mijjin</b> vti	<i>eat something</i>
<b>mijjim(an)</b> ni	<i>food(s)</i>

## ONLINE ACTIVITIES

## Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ Estimated time:  
60 minutes

## Activity Steps

Students complete Rosetta Stone Ojibwe Unit 16, Lesson 4 individually or in groups. (See Unit 16, Lesson 4 Script)



### ACTIVITY A Listening activity

#### Materials

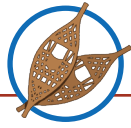
 **Estimated time:** 60 minutes

- Lesson 4 Script Handout (Printouts L)
- Rosetta Stone Ojibwe
- Smart board or projector
- Optional: Ojibwe People's Dictionary or paper dictionaries

#### Activity Steps

1. Give each student a copy of the Lesson 4 Script Handout (See Printouts L).
2. Play just the audio of the Unit 16, Lesson 4 video several times. Ask students to complete the following tasks as they listen:
  - a. Underline familiar words
  - b. Highlight verbs in one color. Depending on the level of students, they may use different colors for different verb types.
  - c. Highlight nouns in another color. Depending on the level of students, they may use different colors for animate and inanimate nouns, or singular and plural nouns.
  - d. Underline key unfamiliar words and have students guess their meaning based on context and known word parts. Students may use a dictionary.
3. Have students work in pairs or small groups to compare their answers.





### ACTIVITY B

# Changes in our communities

## Materials

- Change Venn Diagrams, one per student (Printouts M)
- Rosetta Stone Ojibwe
- Smart board or projector

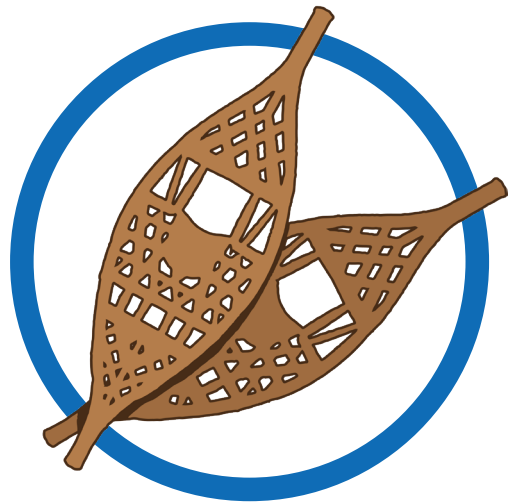
 **Estimated time:** 45 minutes

## Activity Steps

1. Give each student a copy of the Change Venn Diagrams.
2. Work together to fill in similarities and differences between our communities now and long ago by re-watching the Unit 16, Lesson 4 video as a class and discussing afterward. Be sure students are using the Long Ago Venn Diagram.
3. Assign students the goal of working with a family member, preferably someone from the generation before their parents', to complete the second page of the Change Venn Diagram.
4. After students complete their Venn Diagrams, have them compare and share with their peers. Make a list of any surprising or interesting answers the students received and discuss as a class.

UNIT  
16

# Scripts



Ojibwe

## Ezhichigeyang iko Biboonagak *What We Do in Winter*



**Biboon.**

*It is winter.*

**Gisinaa.**

*It is cold.*

**Goonikaa.**

*There is snow.*

**Niibowa go gegoo gidizhichigemin biboonagak.**

*We do many things in winter.*

**Zhooshkwaagiman odayaawaan.**

*She has skis.*

**Zhooshkwaagime.**

*She is skiing.*

**Zhooshkwaada'aaganan odayaanan.**

*He has skates.*

**Zhooshkwaada'e.**

*He is skating.*

**Aagiman odayaawaan.**

*He has snowshoes.*

**Aagime.**

*He is snowshoeing.*

**Biboonodaabaanensan odayaawaan.**

*He has a sled.*

**Zhooshkwajiwe.**

*He is sledding.*

**Zhooshkwadaabaanensan odayaawaan.**

*She has a snowmobile.*

**Zhooshkwadaabaane.**

*She is snowmobiling.*

**Naadinise.**

*He gathers firewood.*

**Boodawe.**

*He builds a fire.*

**Mii imaa jiigishkode iko inajimoyang.**

*We tell stories by the fire.*

## Gii-soogipog Mewinzha

### When it Snowed Long Ago

<b>Nazhike-awasanookwe</b>	<b>Boozhoo, Indinawemaaganidog!</b> <i>Hello, my relatives!</i>
	<b>Gidakawaabandaanaawaa na miinawaa wii-soogipog?</b> <i>Do you guys see that it will snow again?</i>
<b>Gimiwan</b>	<b>Eya'.</b> <i>Yes.</i>
<b>Biizhikens</b>	<b>Wii-soogipon ina miinawaa?</b> <i>Is it going to snow again?</i>
<b>Nazhike-awasanookwe</b>	<b>Geget nawaj gii-sanagadinidog gidinawemaaganinaanig mewinzha gii-chi-zoogiponig.</b> <i>It must have been more difficult for our relatives when it snowed a lot in the past.</i>
<b>Waasegiizhigookwe</b>	<b>Gaawiin ogii-ayaanziinaawaan waazakonenjiganan noongom eyaamang.</b> <i>They didn't have the lights that we have nowadays.</i>
<b>Ominwaasinookwe</b>	<b>Gaawiin gaye besho adaawewigamigong ogii-ayaanziinaawaa da-naajimijimewaad.</b> <i>They also didn't have a store nearby to go and get food.</i>
<b>Gimiwan</b>	<b>Niibowa gaye wiisiniwin giizhaa ogii-asigisidoonaawaa.</b> <i>They gathered a lot of food ahead of time.</i>
<b>Nazhike-awasanookwe</b>	<b>Eya', niibowa wanii'iganan miinawaa iniw nagwaajiganan ogii-ayaanaawaan gaye.</b> <i>Yes, they had plenty of traps and snares too.</i>
<b>Gimiwan</b>	<b>Gaawiin gaye ogii-ayaawaasiwaawaan aawadaasoowidaabaanan mewinzha.</b> <i>They also did not have trucks a long time ago.</i>
<b>Waasegiizhigookwe</b>	<b>Aagiman gaye ogii-aabaji'aawaan.</b> <i>They used snowshoes also.</i>
<b>Nazhike-awasanookwe</b>	<b>Eya'. Geget gii-sanagadinidog. Gaawiin gii-wenipanizisiwag.</b> <i>Yes. It must have been hard for them. It was not easy for them.</i>
<b>Waasegiizhigookwe</b>	<b>Geget niibowa misan ogii-chaagizaanaawaan.</b> <i>They burnt up a lot of wood.</i>
<b>Ominwaasinookwe</b>	<b>Booch gaye niibowa iniw waabooyaanan giizhaa ogii-ayaanaawaan.</b> <i>They also had plenty of blankets in preparation.</i>

## Gii-soogipog Mewinzha

### *When it Snowed Long Ago* (continued)



**Waasegiizhigookwe**

**Geget niminwendaan biboonagak.**

*I like it when it's winter.*

**Geget niminwendaan waabamag a'aw goon biindig ayaayaan.**

*I like seeing the snow from inside.*

**Nazhike-awasanookwe**

**Eya'. Nawaj igo wenipanad noongom apii dash mewinzha. Mii na?**

*Yes. Things are easier now than long ago. Aren't they?*

**Biizhikens**

**Mii go geget.**

*They sure are.*

## Gigagwejimaa. You're Asking Him.



Let's review what you learned about vtas, transitive animate verbs, in the previous unit. Do you remember what this sentence means?

**Gigagwejimig.**  
*S/he is asking you.*

In this sentence, the subject, or the person doing the action, is **wiin**. *She (or he) is asking*. The **-ig** ending tells you that the subject is **wiin**.

The object, or receiver of the action, is **giin**. *She is asking you*. The **gi-** prefix tells you this.

*wiin → giin*  
**Gigagwejimig.**  
*She is asking you.*

But what if **you** want to ask **her** something? Instead of *She's asking you*, we've flipped the sentence to *You're asking her*.

**Gigagwejimaa.**  
*You are asking her.*

We still have the same dictionary form, **gagwejim**.

This new form still starts with **gi-**. In this case, the **gi-** tells you that the subject is **giin**. *You are asking her*.

The **-aa** ending tells you that the object is **wiin**. *You are asking her*.

*giin → wiin*  
**Gigagwejimaa.**  
*You are asking her.*

Let's compare that again to our first sentence.

**Gigagwejimig.**  
*She is asking you.*

**Gigagwejimaa.**  
*You are asking her.*

In both of these sentences, **gi-** is at the beginning of the word. That's because **giin** is considered the most important participant in an action. No matter if **giin** is the object or the subject of the action, **gi-** will come at the start of the verb.

Anytime you want to talk about something that *she* or *he* is doing to *you*, you will use the **gi-** prefix and the **-ig** suffix.

Anytime you want to talk about what *you* are doing to *him* or *her*, you will use the **gi-** prefix and the **-aa** suffix.

## Mewinzha Gaa-izhiwebak What Happened Long Ago



**Ogimaawab indizhinikaaz.**

*My name is Ogimaawab.*

**Gii-sanagad gii-piboonagak mewinzha.**

*Winter was hard in the old days.*

**Gaawiin ingii-ayaanziimin gizhaabikiziganan imaa jaagizigaadeg waazakonenjiganaaboo.**

*We didn't have gas heat.*

**Mii eta go gii-chaagizamaang misan da-giizhizigeyaang imaa ayaayaang.**

*Instead, we burned lots of wood.*

**Niibowa waabooyaanan ingii-ayaamin.**

*We had lots of blankets.*

**Gaawiin besho adaawewigamigoon gii-ayaamagasinoon.**

*We didn't have many stores.*

**Mii dash booch gii-kiiwasaadamaang waa-miijiyaang.**

*Instead, we had to hunt for our food.*

**Mii gaye gaa-miijiyaang gaa-kibaakwa'igaadeg miijim.**

*We also ate food we had canned.*

**Gii-sanagad igo ingoji wii-izhaayaang.**

*Going places was hard, too.*

**Gaawiin ingiw aawadaasooiwidaabaanag ingii-ayaawaasiwaanaanig.**

*We didn't have trucks.*

**Mii go booch da-bimoseyaang maagizhaa gaye aagimag ingii-aabaji'aanaanig giishpin ingoji wii-izhaayaang.**

*Instead, we had to walk or snowshoe if we wanted to go somewhere.*

**Aanind bebezhiigooganzhiin ogii-ayaawaawaan da-bimidaabaazowaad.**

*Some had horses and buggies.*

**Gaawiin ingii-ayaanziimin mazinaatesijiganan.**

*In the old days we didn't have TVs.*

**Mii eta go mawadisidiyaang miinawaa gaye gii-aadizooked awiya.**

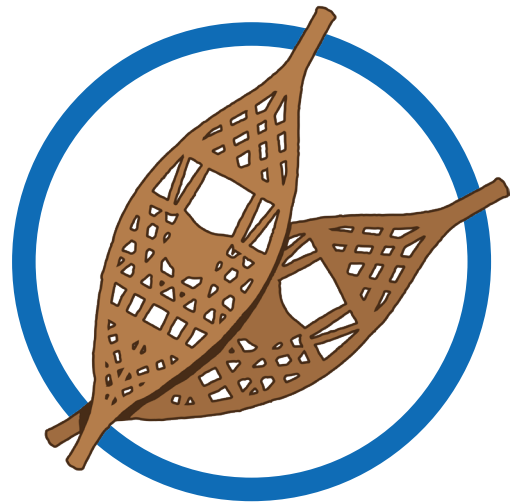
*Instead, we visited each other and told stories.*

**Mii eta go ingiw akiwenziiyag miinawaa mindimooyenyag gii-gikinoo'amawaawaad iniw abinoojiinyan gaa-pi-izhiwebak miinawaa ge-izhi-bimaadizinid.**

*The old men and old ladies taught children how things used to be and how to live their lives.*

UNIT  
16

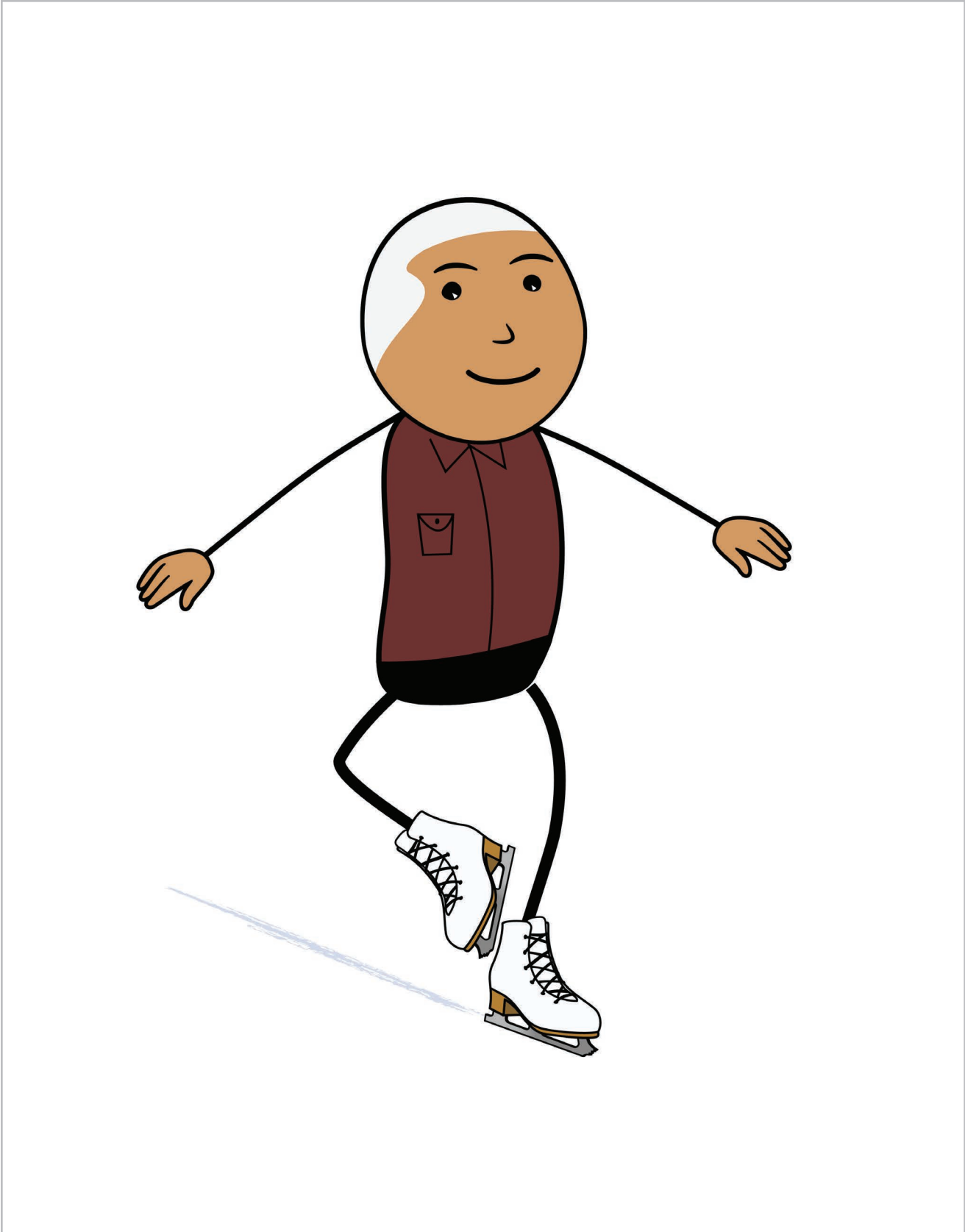
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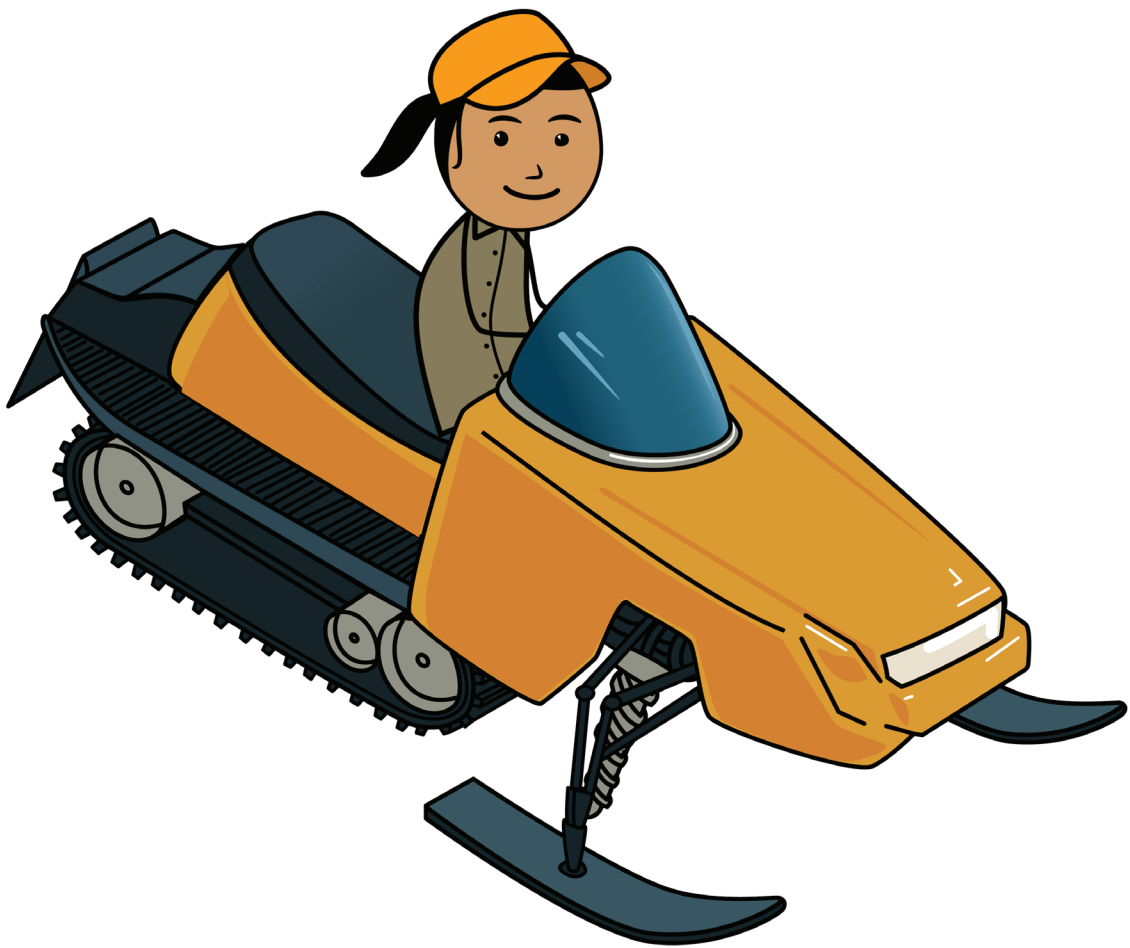
Ojibwe

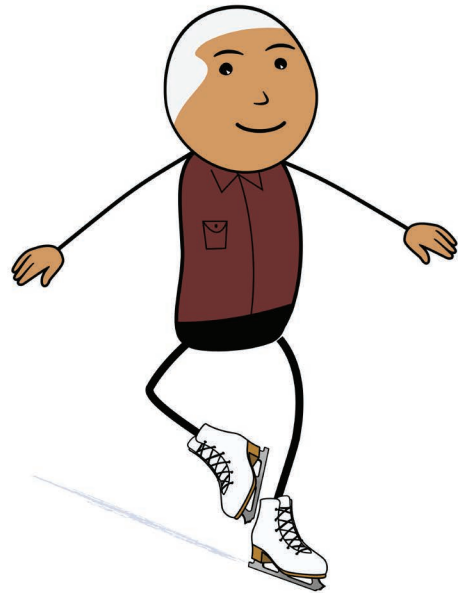










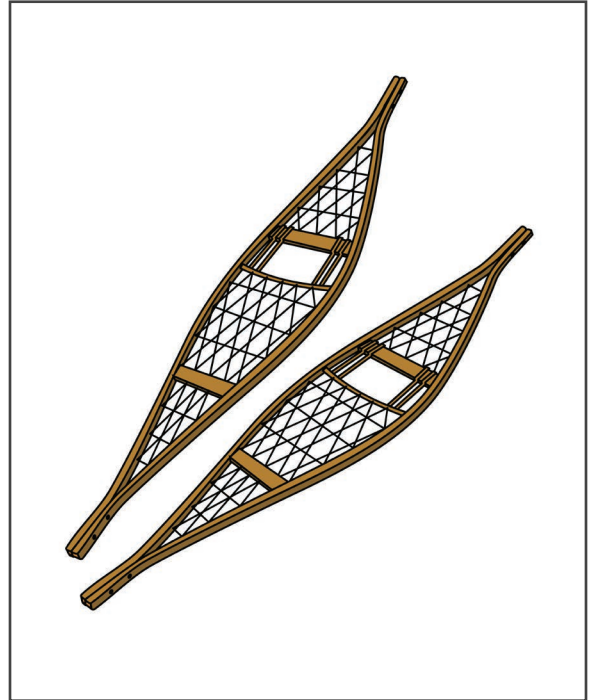


<b>chi-bikwaakwad</b>	<b>chi-bikwaakwadoon</b>	<i>basketball (ball)</i>
<b>bimiwanaan</b>	<b>bimiwanaanag</b>	<i>backpack; pack</i>
<b>zhooshkwaagim</b>	<b>zhooshkwaagimag</b>	<i>ski</i>
<b>omooday</b>	<b>omoodayan</b>	<i>bottle</i>
<b>ozhibii'iganaatig</b>	<b>ozhibii'iganaatigoon</b>	<i>pencil</i>
<b>minjikaawan</b>	<b>minjikaawanag</b>	<i>mitten; glove</i>
<b>waasebii'igan</b>	<b>waasebii'iganan</b>	<i>highlighter</i>
<b>akwa'wewigamig</b>	<b>akwa'wewigamigoon</b>	<i>spearing house</i>
<b>mizay</b>	<b>mizayag</b>	<i>burbot</i>
<b>anit</b>	<b>anitiin</b>	<i>fish spear</i>
<b>asin</b>	<b>asiniig</b>	<i>stone; rock</i>
<b>bagonezigwa'igan</b>	<b>bagonezigwa'iganan</b>	<i>ice auger</i>
<b>zhooshkwaada'aagan</b>	<b>zhooshkwaada'aaganan</b>	<i>skate; ice skate</i>
<b>waak</b>	<b>waakwag</b>	<i>fish egg; roe</i>
<b>aagim</b>	<b>aagimag</b>	<i>snowshoe</i>
<b>waabigwan</b>	<b>waabigwaniin</b>	<i>flower</i>
<b>biboonodaabaanens</b>	<b>biboonodaabaanensag</b>	<i>sled</i>
<b>waakaa'igan</b>	<b>waakaa'iganan</b>	<i>house</i>
<b>zhooshkwadaabaanens</b>	<b>zhooshkwadaabaanensag</b>	<i>snowmobile</i>
<b>badaka'igan</b>	<b>badaka'iganan</b>	<i>fork</i>
<b>waawaashkeshi</b>	<b>waawaashkeshiwag</b>	<i>deer</i>
<b>aawadaasoowidaabaan</b>	<b>aawadaasoowidaabaanag</b>	<i>truck</i>
<b>mookomaan</b>	<b>mookomaanan</b>	<i>knife</i>

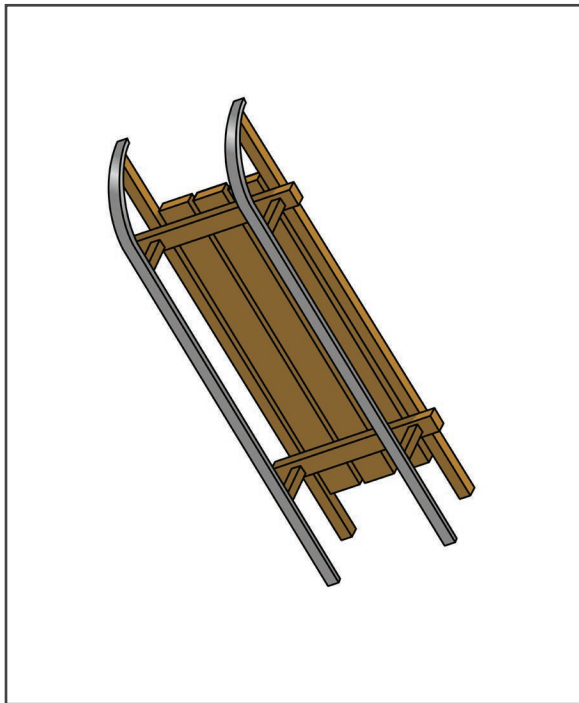
<b>odaabaan</b>	<b>odaabaanag</b>	<i>car</i>
<b>onaagan</b>	<b>onaaganan</b>	<i>plate</i>
<b>wiiyaas</b>	<b>wiiyaasan</b>	<i>meat</i>
<b>zaasagokwaan</b>	<b>zaasagokwaanag</b>	<i>frybread</i>
<b>adoopowin</b>	<b>adoopowinan</b>	<i>table</i>
<b>adoopowiniigin</b>	<b>adoopowiniiginoon</b>	<i>tablecloth</i>
<b>waabooz</b>	<b>waaboozoog</b>	<i>rabbit; snowshoe hare</i>
<b>boozikinaagan</b>	<b>boozikinaaganan</b>	<i>bowl</i>
<b>zhiishiib</b>	<b>zhiishiibag</b>	<i>duck</i>
<b>ajidamoo</b>	<b>ajidamoog</b>	<i>red squirrel</i>
<b>giziidoone'on</b>	<b>giziidoone'onan</b>	<i>napkin</i>
<b>apabiwin</b>	<b>apabiwinan</b>	<i>chair</i>
<b>ogaa</b>	<b>ogaawag</b>	<i>walleye</i>
<b>emikwaanens</b>	<b>emikwaanensan</b>	<i>spoon (small)</i>
<b>onaagaans</b>	<b>onaagaansan</b>	<i>cup; drinking glass</i>
<b>waagosh</b>	<b>waagoshag</b>	<i>fox</i>
<b>abwewin</b>	<b>abwewinan</b>	<i>frying pan</i>
<b>gitigaanens</b>	<b>gitigaanensan</b>	<i>vegetable</i>
<b>manidoons</b>	<b>manidoonsag</b>	<i>insect</i>
<b>gekek</b>	<b>gekekweg</b>	<i>hawk</i>
<b>aadizookaan</b>	<b>aadizookaan</b>	<i>sacred story</i>
<b>gidagaa-bizhiw</b>	<b>gidagaa-bizhiwag</b>	<i>bobcat</i>
<b>gidagaakoons</b>	<b>gidagaakoonsag</b>	<i>fawn</i>



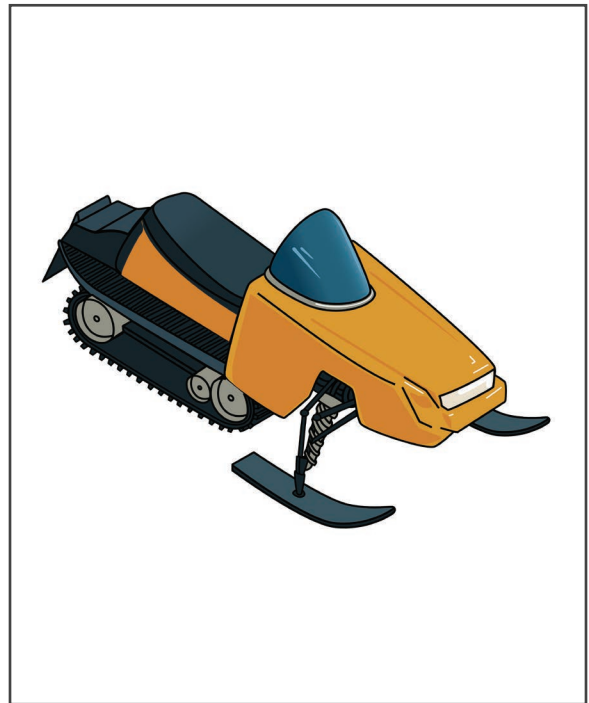
**zhooshkwaada'aaganan**



**aagimag**



**biboonodaabaanens**



**zhooshkwadaabaanens**



<p><b>Nazhike-awasanookwe</b></p>	<p><b>Boozhoo, Indinawemaaganidog!</b></p> <p>_____</p> <p><b>Gidakawaabandaanaawaa na miinawaa wii-soogipog?</b></p> <p>_____</p>
<p><b>Gimiwan</b></p>	<p><b>Eya'.</b></p> <p>_____</p>
<p><b>Biizhikens</b></p>	<p><b>Wii-soogipon ina miinawaa?</b></p> <p>_____</p>
<p><b>Nazhike-awasanookwe</b></p>	<p><b>Geget nawaj gii-sanagadinidog gidinawemaaganinaanig mewinzha gii-chi-zoogiponig.</b></p> <p>_____</p> <p>_____</p>
<p><b>Waasegiizhigookwe</b></p>	<p><b>Gaawiin ogii-ayaanziinaawaan waazakonenjiganan noongom eyaamang.</b></p> <p>_____</p>
<p><b>Ominwaasinookwe</b></p>	<p><b>Gaawiin gaye besho adaawewigamigong ogii-ayaanziinaawaa da-naajimijimewaad.</b></p> <p>_____</p> <p>_____</p>
<p><b>Gimiwan</b></p>	<p><b>Niibowa gaye wiisiniwin giizhaa ogii-asigisidoonaawaa.</b></p> <p>_____</p>
<p><b>Nazhike-awasanookwe</b></p>	<p><b>Eya', niibowa wanii'iganan miinawaa iniw nagwaajiganan ogii-ayaanaawaan gaye.</b></p> <p>_____</p>

<p><b>Gimiwan</b></p>	<p><b>Gaawiin gaye ogii-ayaawaasiwaawaan aawadaasoowidaabaanan mewinzha.</b></p> <hr/> <hr/>
<p><b>Waasegiizhigookwe</b></p>	<p><b>Aagiman gaye ogii-aabaji'aawaan.</b></p> <hr/>
<p><b>Nazhike-awasanookwe</b></p>	<p><b>Eya'. Geget gii-sanagadinidog. Gaawiin gii-wenipanizisiiwag.</b></p> <hr/>
<p><b>Waasegiizhigookwe</b></p>	<p><b>Geget niibowa misan ogii-chaagizaanaawaan.</b></p> <hr/>
<p><b>Ominwaasinookwe</b></p>	<p><b>Booch gaye niibowa iniw waabooyaan giizhaa ogii-ayaanaawaan.</b></p> <hr/>
<p><b>Waasegiizhigookwe</b></p>	<p><b>Geget niminwendaan biboonagak.</b></p> <hr/> <p><b>Geget niminwendaan waabamag a'aw goon biindig ayaayaan.</b></p> <hr/>
<p><b>Nazhike-awasanookwe</b></p>	<p><b>Eya'. Nawaj igo wenipanad noongom apii dash mewinzha. Mii na?</b></p> <hr/>
<p><b>Biizhikens</b></p>	<p><b>Mii go geget.</b></p> <hr/>

Noongom dash  
waazakonenjiganan  
gidaabajitoomin.

Niibowa misan  
ogii-chaagizaanaawaan  
ingiw anishinaabeg  
mewinzha.

Noongom dash  
gidizhaamin  
adaawewigamigong  
da-naajimijimeyang.

Noongom dash  
aawadaasoowidaabaanag  
gidaabaji'aanaanig.

Mewinzha niibowa  
wiisiniwin giizhaa  
ogii-asigisidoonaawaa  
anishinaabeg  
ani-biboong.

Mewinzha  
ogii-aabaji'aawaan  
aagiman.

### Animate Nouns

	singular	plural
niin		
giin		
wiin		

### Inanimate Nouns

	singular	plural
niin		
giin		
wiin		

**A. Niminwendaan biboong.**

**AA. Gigii-noondaan ina wii-zoogipog?**

**B. Niminwendaan da-odaminoyaan.**

**CH. Niminwendaan da-wiisiniyaan.**

**D. Waabang ina giga-izhaa?**

**E. Ojiibaakwaadaan manoomin bakaded.**

**G. Ominwendaan da-agindaasod a'aw ikwe.**

**H. Booch ji-maajaawaad.**

**niin → giin**

**wiin → giin**

**giin → wiin**

**waabam**

**ganawaabam**

**wiikom**

**dazhim**

**miigwechiwi'**



## You Did What?

gi <u>waabamaa</u>	gi <u>waabamig</u>
gi <u>gii-waabamaa</u>	gi <u>gii-waabamig</u>
gi <u>giga-waabamaa</u>	gi <u>giga-waabamig</u>

### PROMPT 1

Use the conjugations above, your dictionary and the following verbs to translate the story below: **gagwejim, wiindamaw, ganawaabam, dazhim**

Did you tell your mom? \_\_\_\_\_

Did you tell your dad? \_\_\_\_\_

Did you ask my grandma? \_\_\_\_\_

She talks about you. \_\_\_\_\_

She will watch you dance. \_\_\_\_\_

### PROMPT 2

Use the conjugations above, your dictionary and the following words to translate the story below: **waabam, bizindaw, minotaw, boozhoo', minwenim, miigwechiwi'**

You saw Makwa yesterday. \_\_\_\_\_

He said hi to you. \_\_\_\_\_

You like him. \_\_\_\_\_

Tomorrow you are going to listen to him. \_\_\_\_\_

You are going to think he sounds good. \_\_\_\_\_

He will thank you. \_\_\_\_\_

Ogimaawab indizhinikaaz.

---

Gii-sanagad gii-piboonagak mewinzha.

---

Gaawiin ingii-ayaanziimin gizhaabikiziganan imaa jaagizigaadeg  
waazakonenjiganaaboo.

---

---

Mii eta go gii-chaagizamaang misan da-giizhizigeyaang imaa ayaayaang.

---

Niibowa waabooyaan an ingii-ayaamin.

---

Gaawiin besho adaawewigamigoon gii-ayaamagasinoon.

---

Mii dash booch gii-kiiwasaadamaang waa-miijiyaang.

---

Mii gaye gaa-miijiyaang gaa-kibaakwa'igaadeg miijim.

---

Gii-sanagad igo ingoji wii-izhaayaang.

---

**Gaawiin ingiw aawadaasoowidaabaanag ingii-ayaawaasiwaanaanig.**

---

**Mii go booch da-bimoseyaang maagizhaa gaye aagimag ingii-aabaji'aanaanig  
giishpin ingoji wii-izhaayaang.**

---

---

**Aanind bebezhigooganzhiin ogii-ayaawaawaan da-bimidaabaazowaad.**

---

**Gaawiin ingii-ayaanziimin mazinaatesijiganan.**

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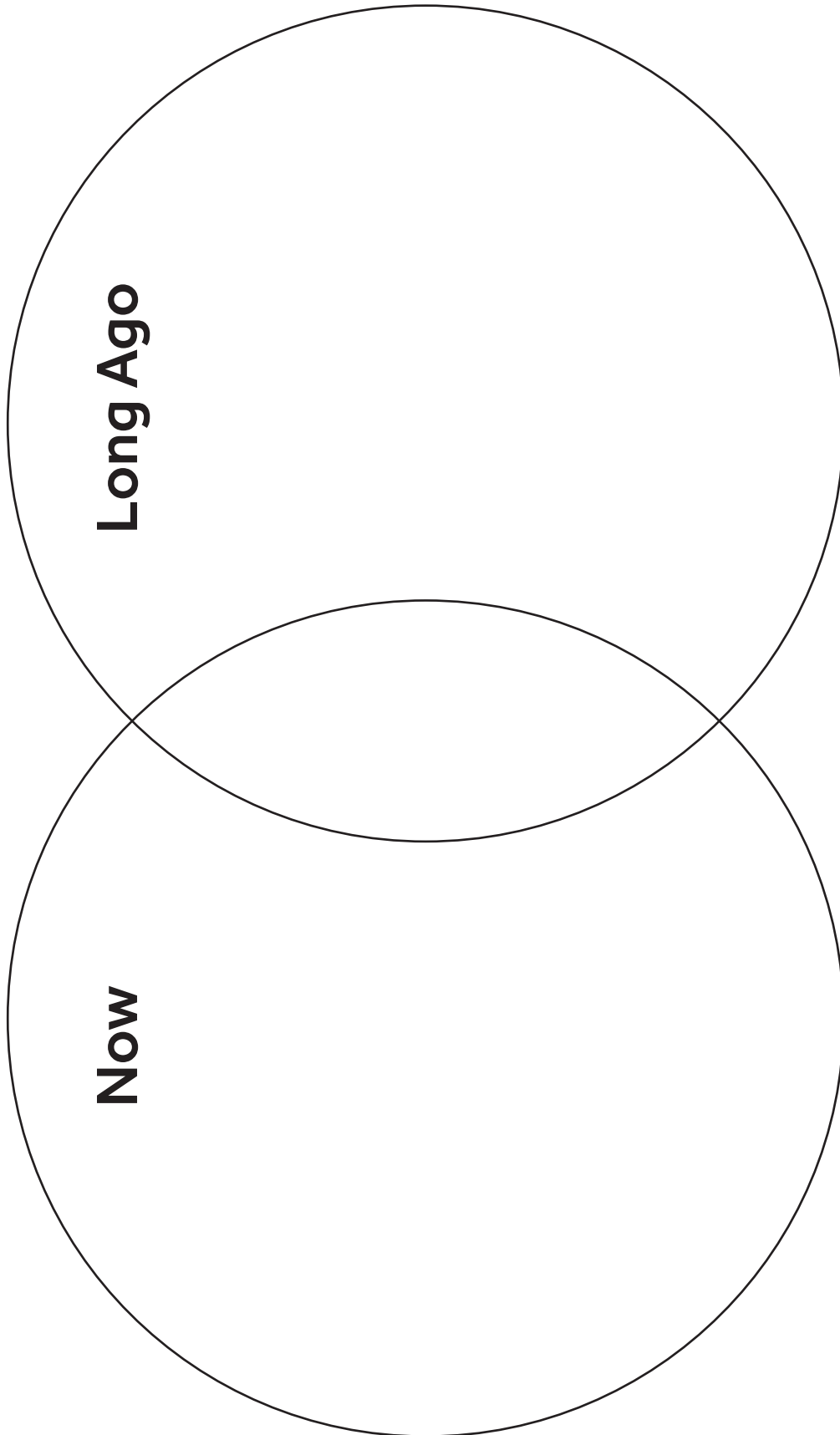
**Mii eta go mawadisidiyaang miinawaa gaye gii-aadizooked awiya.**

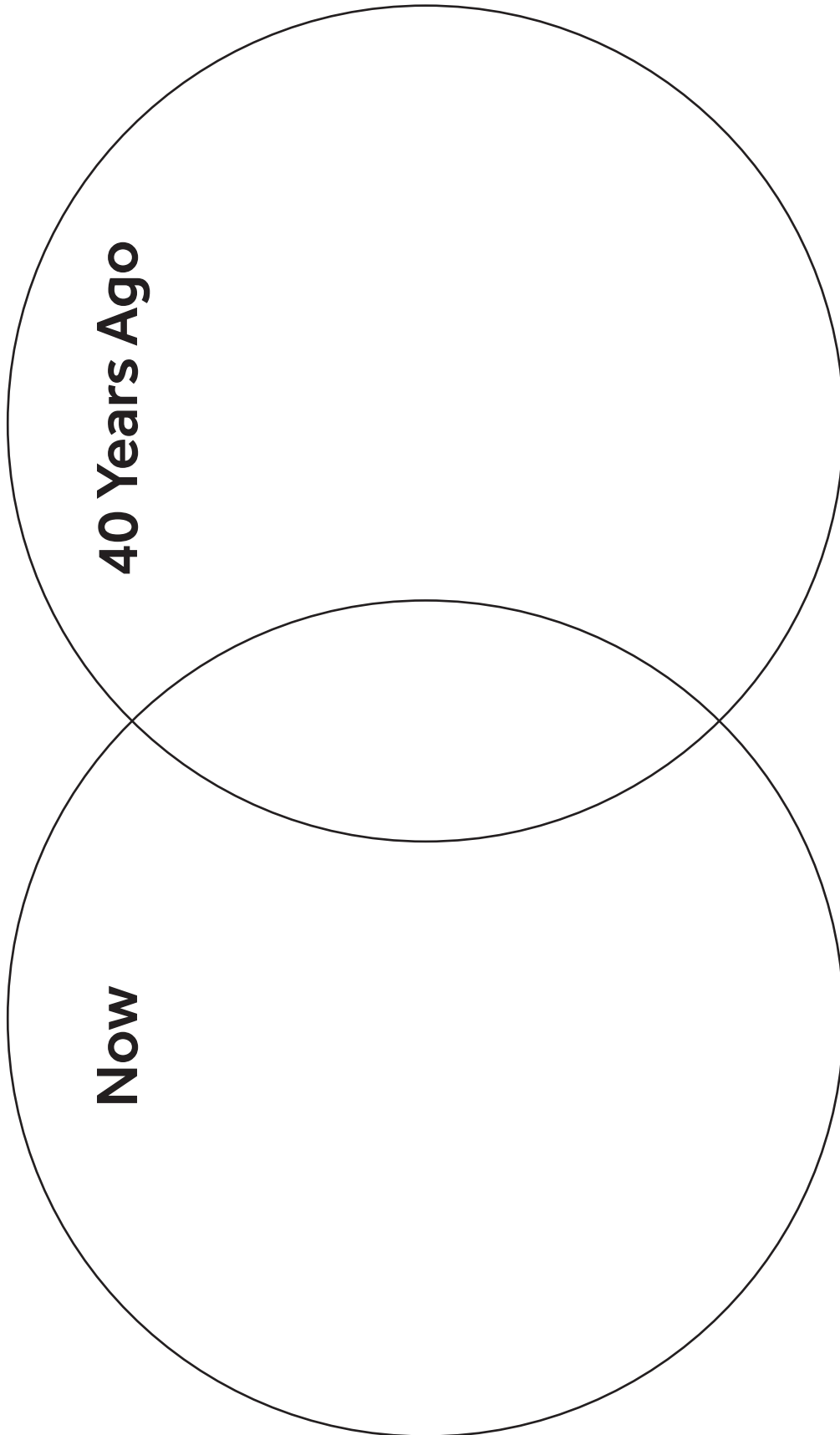
---

**Mii eta go ingiw akiwenziiyag miinawaa mindimooyenyag gii-gikinoo'amawaawaad  
iniw abinoojiinyan gaa-pi-izhiwebak miinawaa ge-izhi-bimaadizinid.**

---

---





Name:

## Now and 40 Years Ago Worksheet

1. Where do you go to get food? Where did your family members go to get food 40 years ago?
2. What do you do when you're bored after school? What would your family do 40 years ago?
3. What do you do if the power goes out in your house? What did your family do 40 years ago?
4. How much extra food do you keep in your house? How much did your family keep 40 years ago?
5. How many people's homes do you visit every month? How many homes would your family visit 40 years ago?

UNIT  
17



Ojibwe

**Overview:** Amik and Ogimaakwe's aunt bring their new cousin over for a visit. In this unit, you'll learn new family terms, how to express affection for someone, review nasal vowels, and understand why baby moccasins have holes in them.

## LESSON 1: Indinawemaaganag — *My Relatives*

Students will:

- understand extended family relationships (parallel and cross aunts, uncles, cousins)
- use appropriate kinship terms for extended family

## LESSON 2: Bi-mawidishiwed Abinoojiinyens — *When the Baby Comes to Visit*

Students will:

- express affection for someone
- recognize word parts and how they contribute to a word's meaning
- recognize reduplication and what it means

## LESSON 3: Indaanisens — *My Little Daughter*

Students will:

- recognize and pronounce nasal vowels
- use diminutives to describe something small or young
- conjugate negative vais that end in vowels

## LESSON 4: Abinoojiinyens Obashkwegino-makizinensan — *A Baby's Moccasins*

Students will:

- understand why baby moccasins have holes
- recognize reduplication and what it means
- conjugate negative B forms







## Lesson 1: Indinawemaaganag — *My Relatives*

### OBJECTIVES

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

- understand extended family relationships (parallel and cross aunts, uncles, cousins)
- use appropriate kinship terms for extended family


### MATERIALS

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Slideshow presentation app (Powerpoint, Google Slides, Prezi, etc.)
- Pictures of aunts, uncles, and cousins
- Large pieces of paper
- Markers

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**  
30 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 17, Lesson 1 individually or in groups. (See Lesson 1 Script)



# ACTIVITY A Indinawemaaganag

## Materials

- Slideshow presentation app (Powerpoint, Google Slides, Prezi, etc.)
- Pictures of aunts, uncles, and cousins

 **Estimated time:** 1–2 class periods

## Activity Steps

1. Students use the vocabulary from Unit 17, Lesson 2 to create a slideshow about their aunts, uncles and cousins. Students create a slide for each kind of aunt, uncle, and cousin that they have.
2. Each slide should have a picture, and a full sentence reading **Mii wa'aw (my family member)**. (*This is [my family member].*)
3. When students have finished creating their slideshows, have them present in class. For students who have multiple aunts, uncles, and cousins with the same relationship term, have them put them all one on slide. Those students can use number verbs from Rosetta Stone Ojibwe Unit 7, Lesson 2 to make sentences like **Nisiwag nizhishenyag**. (*I have three uncles on my mom's side.*)



## TEACHER'S TIP

Some students may come from small families. If a student does not have any aunts, uncles, or cousins, have them use images of other people to make a fictional family.



### ACTIVITY B Extended family tree

#### Materials

- Large pieces of paper
- Markers

 **Estimated time:** 1–2 class periods

#### Activity Steps

1. Students use the vocabulary from Unit 17, Lesson 2 to create a family tree which shows their parents, grandparents, aunts, uncles and cousins. Students will create a branch for each kind of aunt, uncle, and cousin.
2. Students label each person with their name and family designation as they relate to that person. For example, under the picture of their father's sister, they will write **Nizigos** (*my cross-aunt*).
3. When students have finished creating their family trees, have them present to the class.
4. After students have presented, ask other students to answer questions about their classmates' families. For example, ask how many aunts or cousins a student has.



#### TEACHER'S TIP

While presenting, encourage students to use full sentences like **Mii wa'aw nizigos**. (*This is my cross-aunt.*) After students can identify parallel and cross aunts, uncles and cousins, they can add and label other family members too (brothers, sisters, great grandparents, nieces and nephews).

After students complete their family trees, you may want to display them around your classroom! You can incorporate asking questions about family members into your regular classroom routines.



## Lesson 2: Bi-mawidishiwed Abinoojiinyens — When the Baby Comes to Visit

### OBJECTIVES

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

- express affection for someone
- recognize word parts and how they contribute to a word's meaning
- recognize reduplication and what it means

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Lesson 2 Script Handout (Printouts A)
- Odd One Out Wordlists (Printouts B)
- Sentence Building Cards (Printouts C)

### VOCABULARY

1

<b>ikwezens(ag)</b> na	<i>girl(s)</i>
<b>aanikoobijigaans(ag)</b> na	<i>great-grandchild(ren)</i>
<b>wawiyadendaagozi</b> vai	<i>s/he is cute</i>

2

<b>wiindamaw</b> vta	<i>tell someone something</i>
<b>doodaw</b> vta	<i>do something to someone</i>

3

<b>bashkwegino-makizin(an)</b> ni	<i>leather moccasin(s)</i>
<b>giizhiikan</b> vti	<i>finish (with) something</i>
<b>bagone'igaade</b> vii	<i>it has a hole in it</i>
<b>ozhitamaw</b> vta	<i>make something for someone</i>

4

<b>onji-</b> preverb	<i>because; for a certain reason</i>
<b>baabii'o</b> vai	<i>s/he waits</i>
<b>gegaa</b> adverb	<i>almost; nearly</i>
<b>apane</b> adverb	<i>always</i>



## VOCABULARY

5

<b>onaajiwi</b> vai	<i>s/he is beautiful</i>
<b>zaagi'</b> vta	<i>love someone; treasure someone</i>


6

<b>dakon</b> vta	<i>hold someone</i>
<b>miizh</b> vta	<i>give something to someone</i>
<b>memeshkwad</b> adverb	<i>in turns; alternately</i>

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**  
60 minutes

#### Activity Steps

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



### ACTIVITY A Identifying verbs

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Script Handout, one per student (Printouts A)

 **Estimated time:** 45 minutes

#### Activity Steps

1. Give each student a copy of the Lesson 2 Script Handout (See Printouts A).
2. Have students play the Look and Listen video in Unit 17, Lesson 2 and listen to the audio.
3. As they listen, students read along with the Lesson 2 Script Handout, identifying and underlining the verbs.
4. Next, have students create a table and categorize the verbs according to verb type (vai, vti, vii, or vta). Ask them to use information such as word finals and context.
5. Finally, students compare and discuss their answers with each other and as a group.



### ACTIVITY B Odd one out

#### Materials

- Odd One Out Wordlists, one copy (Printouts B)

 **Estimated time:** 45 minutes

#### Activity Steps

1. Write the following words on the board where all students can see them:
  - **miizh, doodaw, bashkwegino-makizin**
2. Explain to students that these are all vocabulary words from this lesson, but that they are different in type (verb, noun, etc.).
3. Ask students to identify the word with a different type than the other two.
  - Students should be able to identify that **miizh** and **doodaw** are verbs, and more specifically vtas, which means that **bashkwegino-makizin** is the odd word out.
4. Repeat using the following words:
  - **ikwezens, aanikoobijigaans, zaagi'**
5. Ask students to identify the word with a different type than the other two (**zaagi'**).
6. Post the Odd One Out Wordlists around the room.
7. Separate students into groups of two or three.
8. Have students go from sheet to sheet reading the words aloud and writing down the odd one out in each grouping.
9. When all students have completed this task, ask students to share their lists aloud. Keep track of any differences in the groups, and discuss their different conclusions.



#### TEACHER'S TIP

If groups are having trouble with a certain grouping of words, encourage them to use their resources, including Rosetta Stone Ojibwe, dictionaries, and any physical resources located in the classroom.

**ACTIVITY C** Sentence Building**Materials**

- Rosetta Stone Ojibwe
- Smart board or projector
- Sentence Building Cards, one set per group (Printouts C)

 **Estimated time:** 45 minutes
**Activity Steps**

1. Review Unit 16, Lesson 3, Explore vtas 2 in Rosetta Stone Ojibwe as a group.

- a. Write the two examples from this activity on the board. Show students that adding a **g** to the end of these sentences pluralizes the subject.

- **Gigagwejimaa(g)**. (*You ask her/him [them].*)
- **Gizaagi'aa(g)**. (*You love her/him [them].*)

2. Complete Unit 16, Lesson 3 Practice vtas 2 in Rosetta Stone Ojibwe as a group. As you move through the questions, have students pluralize and translate each example.

3. Split students into pairs or small groups.

4. Give each group a copy of the Sentence Building Cards.

5. Show students how to use the prompt cards by saying the following sentence in English: *I love her!*

- a. Guide students to find the verb that means *love her/him*, **zaagi'**, and put the card in front of them.
- b. Next, have them find the correct personal prefix, **ni**, and personal suffix, **aa**. Have them put all the cards together to make the following sentence: **Nizaagi'aa**. (*I love her.*)



6. Have students work in their groups to build sentences based your spoken prompts as follows:

- a. *I tell them.*
- b. *You hold her.*
- c. *I do something to him.*
- d. *You love them.*
- e. *I make it for them.*
- f. *You give it to them.*
- g. *I give it to him.*
- h. Add as many more as you'd like using the verbs offered in the prompt cards.

**Optional:** To make this activity more difficult, include the cards for **gii-** and **ga-**, and change your prompts to include one of these tenses. For example, you could say *I made it for them*, or *I will make it for them*.

**TEACHER'S TIP**

The single **n** card included in this activity is for use with the word **miizh**. Remind students that when conjugating **miizh**, the final **-zh** changes to **-n**.





## Lesson 3: Indaanisens — *My Little Daughter*

### OBJECTIVES

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

- recognize and pronounce nasal vowels
- use diminutives to describe something small or young
- conjugate negative verbs that end in vowels

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Ojibwe People's Dictionary or paper dictionaries
- Dictionary Practice Sheet (Printouts D)

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**  
45 minutes

#### Activity Steps

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



### ACTIVITY A Dictionary practice

#### Materials

⌚ Estimated time: 45 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Ojibwe People's Dictionary or paper dictionaries
- Dictionary Practice Sheet, one per student (Printouts D)

#### Activity Steps

1. Review Unit 17, Lesson 3 Explore diminutives and Practice diminutives in Rosetta Stone Ojibwe as a class. Make sure that students understand how to make diminutives based on the examples in Explanations 2-3.
2. Show students how to find nouns and their diminutive equivalents in the Ojibwe People's Dictionary on your smart board or projector.
  - a. Use the Search in English feature to look for the word *table*.
  - b. Click on the word **adoopowin**.
  - c. On the fourth line of text, above the section titled Audio for Basic Forms, show students the singular, plural, and diminutive forms.
3. Allow students time to search for ten more nouns, both animate and inanimate, that have either an **-an** or **-ag** plural, and an **-ens** diminutive.
4. Each student should keep track of the words they find using the Dictionary Practice sheet.



### ACTIVITY B Negated word tennis

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector

 **Estimated time:** 30 minutes

#### Activity Steps

1. Review Unit 17, Lesson 3 Conjugations section in Rosetta Stone Ojibwe as a class.
2. Play Word Tennis.
  - a. Tell students that the goal of this game is to say as many negated vais as they can recall.
  - b. Have two students stand facing each other.
  - c. One student starts by saying a negated vai. They may conjugate this for any of the seven pronouns practiced in Unit 17, Lesson 3 Conjugations. The next student has three seconds to say a different negated vai. They may repeat the verb, but must change either the personal prefix or the form.
  - d. This process repeats as students go back and forth saying negated vais.
  - e. The first student to not think of a negated vai in three seconds, or to repeat a negated vai that has already been used, is out.
  - f. The winning student plays again against another student in class.



### ACTIVITY C Performing conjugations

#### Activity Steps

 **Estimated time:** 45 minutes

1. Work with students to come up with a movement associated with each conjugation practiced in Unit 17, Lesson 3 Conjugations. You will need to come up with movements for the following concepts:
  - a. person: for example, point to yourself for **niin**, point with lips to the center for **giin**, and point with lips to the side for **wiin**
  - b. verb: for example, wave goodbye for **maajaa** (*s/he leaves*)
  - c. negation: for example, shake your head to indicate a negative
2. Students stand in a circle.
3. One person stands in the center and says one verb form or sentence.
4. All other students perform the action associated with it.
5. The last person to do the action, or anyone who does the wrong movement, moves to the center and says the next word.



#### TEACHER'S TIP

This can be a fun and helpful game, but is a little hard to visualize! Here are a few examples to help you get started, using the sample conventions listed above. If someone calls **gimaajaa**, students can point to the center with their lips and wave goodbye. For **gaawiin gimaajaasiin**, students can wave goodbye, point to the center with their lips, and shake their heads. To show **gaawiin maajaasiin**, students would wave goodbye, point to their neighbor with their lips, and shake their heads.



#### CULTURE CORNER

This game can be a good time to remind students that in Ojibwe culture, it is rude to point to other people with your hands or a finger. Instead, it is polite to indicate other people by pointing with your lips. If you watch carefully, this gesture is shown in some videos in Rosetta Stone Ojibwe!



## Lesson 4: Obashkwegino-makizinensan — A Baby's Moccasins

### OBJECTIVES

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

- understand why baby moccasins have holes
- recognize reduplication and what it means
- conjugate negative B forms

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Whiteboard or large piece of paper
- Sticky notes, one per student
- A Baby's First Moccasins (Obizaan Staples) (<https://www.youtube.com/watch?v=oLZvhJ4NMxQ>)
- Baby's First Moccasins (Anton Treuer) ([https://www.youtube.com/watch?v=wj1R\\_-Kxw7I](https://www.youtube.com/watch?v=wj1R_-Kxw7I))
- Lesson 4 Script Handout (Printouts E)
- Optional: Ojibwe People's Dictionary or paper dictionaries

### VOCABULARY

1

<b>wijjiw</b> vta	<i>go with someone</i>
<b>ishkwaa-ayaa</b> vai	<i>s/he deceases</i>
<b>ojichaagwan</b> nad	<i>her/his soul; her/his spirit</i>

2

<b>bapagone'igaade</b> vii	<i>it has a hole in it</i>
<b>bashkwegino-makizinens</b> ni	<i>leather moccasin (little)</i>
<b>abinoojiinyens</b> na	<i>baby</i>

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

**Estimated time:**  
30 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 17, Lesson 4 individually or in groups. (See Lesson 4 Script)



### ACTIVITY A A baby's first moccasins

#### Materials

Estimated time: 45 minutes

- Whiteboard or large piece of paper
- Sticky notes, one per student
- Rosetta Stone Ojibwe
- Smart board or projector
- A Baby's First Moccasins (Obizaan Staples)  
(<https://www.youtube.com/watch?v=oLZvhJ4NMxQ>)
- Baby's First Moccasins (Anton Treuer)  
([https://www.youtube.com/watch?v=wj1R\\_-Kxw7I](https://www.youtube.com/watch?v=wj1R_-Kxw7I))
- Ojibwe People's Dictionary or paper dictionaries

#### Activity Steps

1. Create a KWL (Know/Want to Know/Learned) chart on a whiteboard or large piece of paper.
2. Ask students what they already know about a baby's first moccasins.
  - a. Either allow students to write their contributions in the Know column or write them yourself.
  - b. You might want to ask specific questions such as:
    - Do you know any moccasin makers?
    - Did you have a first pair of moccasins?
    - What is unique about a baby's first pair?
    - Do you know anything else about a baby's first pair?
3. Hand each student one sticky note.
  - a. Each student writes one thing they want to know about moccasins.
  - b. Each student puts their sticky note in the Want to Know section.
  - c. Read the questions in the Want to Know section aloud. You may want to group related questions together.
4. Review Unit 17, Lesson 4 Look and Listen in Rosetta Stone Ojibwe together as a class.
5. Watch the following videos together:
  - a. A Baby's First Moccasins (Obizaan Staples)  
(<https://www.youtube.com/watch?v=oLZvhJ4NMxQ>)
  - b. Baby's First Moccasins (Anton Treuer)  
([https://www.youtube.com/watch?v=wj1R\\_-Kxw7I](https://www.youtube.com/watch?v=wj1R_-Kxw7I))
6. After watching the videos, ask students to share whether or not they can answer any of the questions in the Want to Know section. If they can answer the questions, they may write the new information in the Learned section.
7. Offer students the chance to add additional new information to the Learned section.
8. Discuss where students may be able to find the answers to the remaining questions in the Want to Know section. Learning more may be a good homework assignment!



### ACTIVITY B

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 4 Script Handout, one copy per student (Printouts E)
- Optional: Ojibwe People's Dictionary or paper dictionaries

 **Estimated time:** 60 minutes

#### Activity Steps

1. Give each student a copy of Lesson 4 Script Handout.
2. Have students play the video in the Unit 17, Lesson 4 Look and Listen activity in Rosetta Stone Ojibwe and listen to the audio.
3. Students read the script as they listen to the audio, underlining words that they know in one color and words that they don't know in another.
4. Next, students compare with their classmates and try to figure out the meaning of the words they don't know. Students should take the following steps to try to decipher new words:
  - a. Look for familiar word parts
  - b. Guess at the meaning from context
  - c. Search in a dictionary
5. After looking at unfamiliar words individually, students should try to understand the meaning of each sentence.

**Optional:** Ask students to retell the script, focusing on pronunciation of nasals and correct word stress.

UNIT  
17

# Scripts



Ojibwe



## Indinawemaaganag *My Relatives*



### Part 1 - Nizigos Miinawaa Nizhishenh – *My Aunt and My Uncle*

Let's take a look at this family tree from the perspective of our main character, Migizi.

Here are Migizi's mother and father. Now let's look at Migizi's relatives on his father's side. We'll start with the father's siblings.

**nimishoomenh**  
*my parallel uncle (uncle on father's side)*

**nizigos**  
*my cross aunt (aunt on father's side)*

Now let's look at Migizi's relatives on his mother's side.

**nizhishenh**  
*my cross uncle (uncle on mother's side)*

**ninoshenh**  
*my parallel aunt (aunt on mother's side)*

Notice that these terms for aunt and uncle are different from the ones you saw on the father's side.

We'll look at some more family members a little bit later in this lesson. First, let's review and practice what you just saw.

### Part 2 - Niitaawis Miinawaa Niinimoshenh – *My Cousins*

Let's take a look at this family tree again. This time we'll be looking at the terms for Migizi's cousins. Let's start with the children of Migizi's cross aunt, his father's sister. These are Migizi's cross cousins. Migizi would use the same terms for cross cousins on the other side of his family, too. Those cross cousins would be the children of his cross uncle, his mother's brother.

**niinimoshenh**  
*(my opposite-gender cross cousin)*

**niitaawis**  
*(my male-to-male cross cousin)*

Now let's look at the children of Migizi's parallel aunt, his mother's sister. These are Migizi's parallel cousins.

He would use the same terms for his parallel uncle's children, too. Those would be Migizi's father's brother's children, and they would also be his parallel cousins.

The words for parallel cousins depend on age. In this case, the girl is older than he is, and the boy is younger.

**nimisenh**  
*(my older female parallel cousin)*

**nishiime**  
*(my younger parallel cousin)*

## Indinawemaaganag

### *My Relatives (continued)*



Now we're going to look at this family again, but this time from the perspective of Migizi's younger sister, Anangookwe. Even though this is the same family, some of the terms Anangookwe uses are different from what Migizi uses because of differences in gender and age.

Here are her cross cousins. Anangookwe's terms for cross cousins differ from Migizi's because they are different genders.

**indaangoshenh**  
*(my female-to-female cross cousin)*

**niinimosenh**  
*(my opposite gender cross cousin)*

Now let's look at Anangookwe's other set of cousins. These are her mother's sister's children, so they're Anangookwe's parallel cousins. Both of these cousins are older than Anangookwe.

Anangookwe's terms for parallel cousins are different from Migizi's because they are different ages.

**nimisenh**  
*(my older female parallel cousin)*

**nisayenh**  
*(my older male parallel cousin)*

**Mii ongow indinawemaaganag.**  
*These are my relatives.*

## Bi-mawidishiwed Abinoojiinyens

### When the Baby Comes To Visit



Waaboos	<b>Mii iw gii-kiizhiikamaan obashkwegino-makizinan.</b> <i>I just finished up her moccasins.</i>
Amik	<b>Howa, Nookoo! Wenda-onaajiwanoon.</b> <i>Nice, Grandma! They're beautiful.</i>  <b>Aaniin apii waa-pi-dagoshinowaad? Niwii-nagadenimaa niinimoshenh.</b> <i>When are they going to be here? I want to meet my cross-cousin.</i>
Waasegiizhigookwe	<b>Amik! Baabii'on! Mii azhigwa gegaa da-dagoshinowaad.</b> <i>Amik! Wait! They will be here soon.</i>
Amik	<b>Boozhoo. Biindigen!</b> <i>Hi. Come in!</i>  <b>Boozhoo, Niinimosh! Amik indizhinikaaz.</b> <i>Hi, my cross-cousin (opposite gender)! My name is Amik.</i>
Ogimaakwe	<b>Boozhoo, Indaangosh! Niin Ogimaakwe indizhinikaaz.</b> <i>Hi, my cross-cousin (female-female)! My name is Ogimaakwe.</i>
Ningaabii'anookwe	<b>Abinoojiinyidog! Ambe sanoo baabii'og!</b> <i>Kids! Please wait!</i>  <b>Nookoo, giwii-pi-waabamaa na gidaanikoobijigaans?</b> <i>Gramma, do you want to see your great-grandchild?</i>
Waaboos	<b>Eya'.</b> <i>Yes.</i>  <b>Onyai, Indaanikoobijigaans. Geget igo giwawiyadendaagoz. Geget igo gizhawendaagoz.</b> <i>Ah, Great-grandchild. You are so cute. You are so blessed.</i>  <b>Weweni indoodawaa gidaanisans. Ingii-ozhitamawaa bashkwegino-makizinan.</b> <i>I am being respectful to your little daughter. I made her moccasins.</i>
Ningaabii'anookwe	<b>Aaah, Nookoo. Miigwech! Bagone'igaadewan gaye. Geget onaajiwanoon.</b> <i>Grandma. Thank you! They even have holes in them too. They're beautiful.</i>
Ogimaakwe	<b>Aaniin dash wenji-bagone'igaadeg iniw bashkwegino-makizinensan?</b> <i>Why do they have holes on the little moccasins?</i>
Zhashagi	<b>Mii go apane izhi-bagone'igaadenig iniw nitam miinind abinoojiinyens.</b> <i>They always have holes in the first moccasins that are given to a baby.</i>
Gimiwan	<b>Geget gigichi-ina'oonwewizim, Na'aangish naa Nishimis, bi-dagoshing a'aw ikwezens.</b> <i>You guys received a great gift, Niece and Son-in-law, by the arrival of this girl.</i>
Ningaabii'anookwe	<b>Miigwech, Nizhishenh.</b> <i>Thank you, Uncle.</i>

## Bi-mawidishiwed Abinoojiinyens *When the Baby Comes To Visit* (continued)



Ogimaakwe	<b>Daga naa, indaa-dakonaa na?</b> <i>Please, can I hold her now?</i>
Amik	<b>Niwii-dakonaa gaye niin!</b> <i>I wanna hold her too!</i>
Ningaabii'anookwe	<b>Bekaa. Memeshkwad gidaa-dakonaawaa aw indaanisens.</b> <i>Wait. You could take turns holding my baby daughter.</i>
Ogimaakwe	<b>Agaasiminagizi wenda-wawiyadendaagozid a'aw ikwezens. Geget onaajiwi. Nizaagi'aa geget.</b> <i>She is small (ball-like), and especially cute. She's definitely beautiful. I love her for sure.</i>
Amik	<b>Oonh, Niinimosh. Geget gizaagi'igoo.</b> <i>Oh, my cousin. We love you.</i>
Waasegiizhigookwe	<b>Booch da-wii-miinind anishinaabewinikaazowin.</b> <i>She will need to be given an Anishinaabe name.</i>  <b>Aaniin dash apii waa-wiindaawasong?</b> <i>When will the naming ceremony be?</i>
Zhashagi	<b>Wayiiba go. Giga-wiindamaagoom azhigwa giizhaakonigeyaang.</b> <i>Soon. We'll let you all know when we decide.</i>
Waasegiizhigookwe	<b>Ahaw. Giga-waabamigoom miinawaa azhigwa gaa-ishkwaapog. Weweni sanaa.</b> <i>Okay. We'll see you again after the snow stops. Be safe.</i>
Ogimaakwe	<b>Giga-waabamigoo, Indaangosh.</b> <i>We'll see you, my cross-cousin (female-female).</i>
Amik	<b>Giga-waabamigoo miinawaa. Weweni sanaa.</b> <i>We'll see you later. Stay safe.</i>

## Indaanisens

### *My Little Daughter*



You have learned to pronounce the seven vowels in Ojibwe: **a**, **aa**, **e**, **i**, **ii**, **o**, **oo**. You have also learned to pronounce some vowels more through your nose. Let's take a closer look at those.

There are four nasalized vowel sounds: **aanh**, **enh**, **iinh**, and **oonh**. These nasalized vowel sounds are made through your nose.

**zenibaa**nh****

*ribbon*

**noozhish**enh****

*my grandchild*

**abinoo**jiinh****

*child*

**giigoon**h****

*fish*

We usually spell nasalized vowels with the letters **nh**, but you don't pronounce the letter **n** as a separate sound. Instead, it shows that the vowel is nasalized. Listen again, and repeat these words back with a nasalized vowel.

**zenibaa**nh****

**noozhish**enh****

**abinoo**jiinh****

**giigoon**h****

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

**gi**iwe****

*s/he goes home*

**gi**iwenh****

*it is said*

Sometimes, we leave out the **h** when spelling nasalized vowels. This happens before several sounds, including **y** and **s**. You still won't pronounce the **n** separately.

**mazina'**igaans****

*small book*

**giigoon**yag****

*fish (plural)*

**ingodosago**oons****

*one thousand*

**gaazhag**ens****

*house cat*

## Indaanisens

### *My Little Daughter* (continued)



You'll often hear nasalized vowels when you talk about something small.

**waakaa'igaans**

*small house*

**makizins**

*small shoe*

**waabigwaniins**

*small flower*

**animoons**

*small dog*

Remember, you don't pronounce the last **n** in these words. Instead, the **n** indicates that the vowel before it is nasalized.

Listen to these examples and practice pronouncing the nasalized vowels.

**aanikoobijigaans**

*great-grandchild*

**ikwezins**

*girl*

**onagizhiins**

*hot dog*

**gidagaakoons**

*fawn*

## Abinoojiinyens Obashkwegino-makizinensan *A Baby's Moccasins*

Ojibwe



**Mii onow abinoojiinyens obashkwegino-makizinensan.**

*Here are some baby moccasins.*

**Bapagonechigaadewan iniw.**

*They have holes in them.*

**Mii go apane bapagone'igaadenig iniw abinoojiinyens obashkwegino-makizinensan.**

*Baby moccasins always have holes in them.*

**Owaabandaanaawaa gegoo ingiw abinoojiinyensag iko waabandanziwang giinawind.**

*Babies can see things that adults cannot see.*

**Owaabamaawaan ingiw abinoojiinyensag iniw ojichaagwanini awiya gaa-ishkwaa-ayaanijin.**

*Babies can see the spirits of the deceased.*

**Ikidowag dash ingiw abinoojiinyensag, "Gaawiin gidaa-wijiiwisinon onzaam bapagonechigaadewan imbashkwegino-makizinensan."**

*But the babies say, "I can't go with you. My moccasins have holes in them."*

**Gaawiin dash ingiw abinoojiinyensag owijiiwaasiwaawaan iniw ojichaagwanini wayaabamaawaajin.**

*The babies don't go with the spirits.*

**Mii iw wenji-bapagonechigaadenig iniw obashkwegino-makizinensiwaan ingiw abinoojiinyensag.**

*That's why baby's moccasins have holes in them.*

UNIT  
17

# Printouts



Ojibwe



## Bi-mawidishiwed Abinoojiinyens – *When the Baby Comes to Visit*

<p><b>Waaboos</b></p>	<p><b>Mii iw gii-kiizhiikamaan obashkwegino-makizinan.</b></p> <hr/>
<p><b>Amik</b></p>	<p><b>Howa, Nookoo! Wenda-onaajiwanoon.</b></p> <hr/> <p><b>Aaniin apii waa-pi-dagoshinowaad? Niwii-nagadenimaa niinimoshenh.</b></p> <hr/> <hr/>
<p><b>Waasegiizhigookwe</b></p>	<p><b>Amik! Baabii'on! Mii azhigwa gegaa da-dagoshinowaad.</b></p> <hr/>
<p><b>Amik</b></p>	<p><b>Boozhoo. Biindigen!</b></p> <hr/> <p><b>Boozhoo, Niinimosh! Amik indizhinikaaz.</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Boozhoo, Indaangosh! Niin Ogimaakwe indizhinikaaz.</b></p> <hr/>
<p><b>Ningaabii'anookwe</b></p>	<p><b>Abinoojiinyidog! Ambe sanoo baabii'og!</b></p> <hr/> <p><b>Nookoo, giwii-pi-waabamaa na gidaanikoobijigaans?</b></p> <hr/>

## Bi-mawidishiwed Abinoojiinyens – *When the Baby Comes to Visit* (continued)

<p><b>Waaboos</b></p>	<p><b>Eya'.</b></p> <hr/> <p><b>Onyai, Indaanikoobijigaans. Geget igo giwawiyadendaagoz. Geget igo gizhawendaagoz.</b></p> <hr/> <hr/> <p><b>Weweni indoodawaa gidaanisans. Ingii-ozhitamawaa bashkwegino-makizinan.</b></p> <hr/> <hr/>
<p><b>Ningaabii'anookwe</b></p>	<p><b>Aaah, Nookoo. Miigwech! Bagone'igaadewan gaye. Geget onaajiwanoon.</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Aaniin dash wenji-bagone'igaadeg iniw bashkwegino-makizinensan?</b></p> <hr/>
<p><b>Zhashagi</b></p>	<p><b>Mii go apane izhi-bagone'igaadenig iniw nitam miinind abinoojiinyens.</b></p> <hr/>
<p><b>Gimiwan</b></p>	<p><b>Geget gigichi-ina'oonwewizim, Na'aangish naa Nishimis, bi-dagoshing a'aw ikwezens.</b></p> <hr/>

**Bi-mawidishiwed Abinoojiinyens – *When the Baby Comes to Visit* (continued)**

<p><b>Ningaabii'anookwe</b></p>	<p><b>Miigwech, Nizhishenh.</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Daga naa, indaa-dakonaa na?</b></p> <hr/>
<p><b>Amik</b></p>	<p><b>Niwii-dakonaa gaye niin.</b></p> <hr/>
<p><b>Ningaabii'anookwe</b></p>	<p><b>Bekaa. Memeshkwad gidaa-dakonaawaa aw indaanisens.</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Agaasiminagizi wenda-wawiyadendaagozid a'aw ikwezens. Geget onaajiwi. Nizaagi'aa geget.</b></p> <hr/> <hr/>
<p><b>Amik</b></p>	<p><b>Ooonh, Niinimosh. Geget gizaagi'igoo.</b></p> <hr/>
<p><b>Waasegiizhigookwe</b></p>	<p><b>Booch da-wii-miinind anishinaabewinikaazowin.</b></p> <hr/> <p><b>Aaniin dash apii waa-wiindaawasong?</b></p> <hr/>
<p><b>Zhashagi</b></p>	<p><b>Wayiiba go. Giga-wiindamaagoom azhigwa giizhaakonigeyaang.</b></p> <hr/>

**Bi-mawidishiwed Abinoojiinyens – *When the Baby Comes to Visit* (continued)**

<p><b>Waasegiizhigookwe</b></p>	<p><b>Ahaw. Giga-waabamigoom miinawaa azhigwa gaa-ishkwaapog. Weweni sanaa.</b></p> <hr/> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Giga-waabamigoo, Indaangosh.</b></p> <hr/>
<p><b>Amik</b></p>	<p><b>Giga-waabamigoo miinawaa. Weweni sanaa.</b></p> <hr/>

<p>ikwezens</p> <p>bashkwegino-makizin</p> <p>niwiisinimin</p>	<p>doodaw</p> <p>ozhitamaw</p> <p>giizhiikan</p>
<p>onaajijiwi</p> <p>baabii'oo</p> <p>bagone'igaade</p>	<p>dakon</p> <p>miizh</p> <p>giizhiikan</p>

<p>ikwezens</p> <p>aanikoobijigaans</p> <p>bashkwegino-makizin</p>	<p>bashkwegino-makizin</p> <p>bagone'igaade</p> <p>aanikoobijigaans</p>
<p>onji-</p> <p>dakon</p> <p>wiindamaw</p>	<p>ikwezens</p> <p>bashkwegino-makizin</p> <p>memeshkwad</p>

<p>wawiyadendaagozi</p> <p>onaajijiwi</p> <p>bashkwegino-makizin</p>	<p>wawiyadendaagozi</p> <p>baabii'oo</p> <p>doodaw</p>
<p>doodaw</p> <p>ozhitamaw</p> <p>gegaa</p>	<p>zaagi'</p> <p>wiindamaw</p> <p>apane</p>

ni

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aa

aag



**wiindamaw**

**doodaw**

**ozhitamaw**

**zaagi'**

**dakon**

**miizh**

**gii-**

**gaa-**

**n**

Singular	Plural	Diminutive

**Abinoojiinyens Obashkwegino-makizinensan**

Mii onow abinoojiinyens obashkwegino-makizinensan.

---

Bapagonechigaadewan iniw.

---

Mii go apane bapagone'igaadenig iniw abinoojiinyens obashkwegino-makizinensan.

---

Owaabandaanaawaa gegoo ingiw abinoojiinyensag iko waabandanziwang giinawind.

---

Owaabamaawaan ingiw abinoojiinyensag iniw ojichaagwanini awiya gaa-  
ishkwaa-ayaanijin.

---

Ikidowag dash ingiw abinoojiinyensag, "Gaawiin gidaa-wiijiwisinoon onzaam  
bapagonechigaadewan imbashkwegino-makizinensan."

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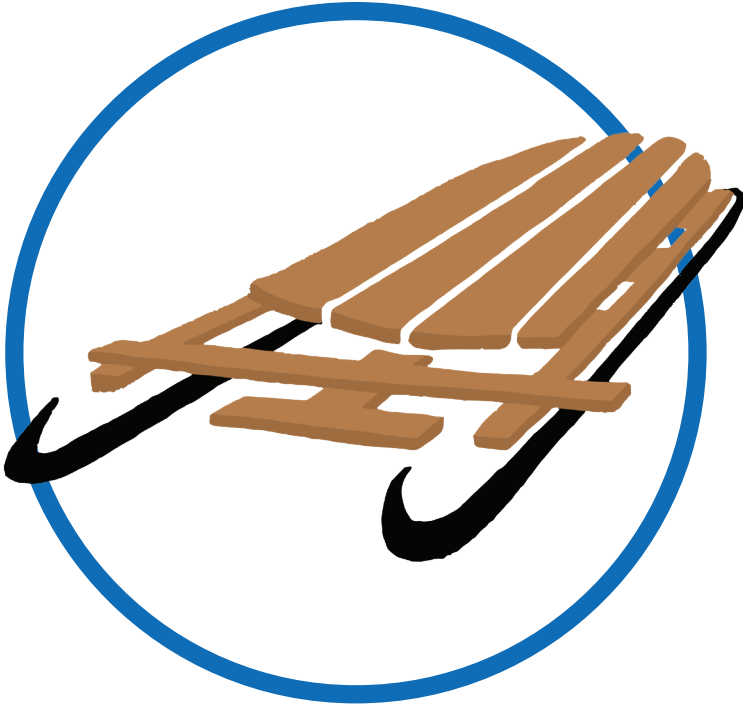
Gaawiin dash ingiw abinoojiinyensag owiijiwaasiwaawaan iniw ojichaagwanini  
wayaabamaawaajin.

---

Mii iw wenji-bapagonechigaadenig iniw obashkwegino-makizinensiwaan ingiw  
abinoojiinyensag.

---

UNIT  
18



Ojibwe

**Overview:** The kids are having a great time playing outside in the snow...until Amik gets hurt! In this unit you'll learn to talk about body parts, getting hurt, the cardinal directions, and new pointer words.

## LESSON 1: Niiyaw — My Body

Students will:

- name parts of the body
- use dependent nouns to talk about body parts
- use pointer words to talk about nearby things
- describe when something hurts

## LESSON 2: Gii-wiisagishing Amik — When Amik Crashed and Got Hurt

Students will:

- talk about getting hurt
- recognize word parts and how they contribute to a word's meaning
- use correct word order

## LESSON 3: Izhi-gwayak Inose. — He Is Walking Straight.

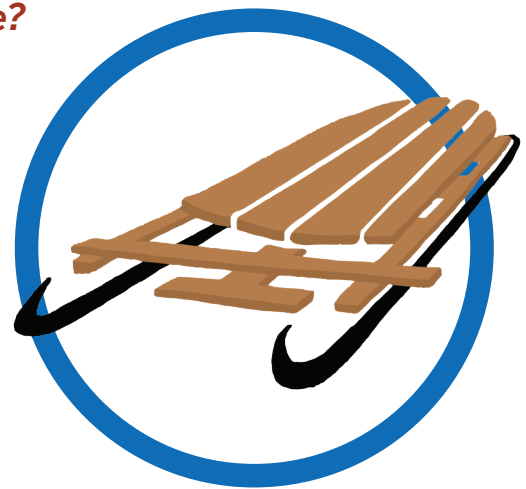
Students will:

- name cardinal directions
- describe different ways of moving
- name navigational directions
- recognize word parts and how they contribute to a word's meaning
- conjugate vais that end in -m or -n

## LESSON 4: Wegonen Dinowa Jiimaan lwedi? — What Kind of Canoe Is That over There?

Students will:

- use pointer words to talk about nearby and distant things
- ask questions about animate and inanimate things
- use participles to describe the color of things
- recognize participles that describe people doing an action





# Lesson 1: Niiyaw — My Body

## OBJECTIVES

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

- name parts of the body
- use dependent nouns to talk about body parts
- use pointer words to talk about nearby things
- describe when something hurts

## MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Two flyswatters
- **Niiyaw** Diagram (Printouts A)
- Running Dictation Prompts (Printouts B)
- Tape
- *Head, Shoulders, Knees and Toes* video
- *Head, Shoulders, Knees and Toes* lyrics (Printouts C)

## VOCABULARY

1

<b>nishtigwaan</b> nid	<i>my head</i>
<b>nishkiinzhig(oon)</b> nid	<i>my eye(s)</i>
<b>nitawag(an)</b> nid	<i>my ear(s)</i>
<b>injaanzh</b> nid	<i>my nose</i>
<b>indoon</b> nid	<i>my mouth</i>

2

<b>ninik(an)</b> nid	<i>my arm(s)</i>
<b>nininj(iin)</b> nid	<i>my hand(s)</i>
<b>niibinaakwaanininjiins(an)</b> ni	<i>finger(s)</i>

3

<b>nikaad(an)</b> nid	<i>leg(s)</i>
<b>nizid(an)</b> nid	<i>my foot (feet)</i>
<b>niibinaakwaanizidaan(an)</b> ni	<i>toe(s)</i>



## ONLINE ACTIVITIES

### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**  
30 minutes

### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 18, Lesson 1 individually or in groups. (See Lesson 1 Script)

## ACTIVITY A Simon says

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector

⌵ **Estimated time:** 30 minutes

### Activity Steps

1. Review Unit 18, Lesson 1 Vocabulary 1, 2, and 3 in Rosetta Stone Ojibwe as a class.
2. Introduce the word **daanginan** (*touch it [with hand]*). This word is a vti.
3. Play Simon Says by using the following prompt structure: **Simon ikido daanginan gi(body part).**  
(*Simon says touch your [body part].*)
4. If a student touches the wrong body part, or touches a body part when you didn't say "Simon says," they are out.
5. Continue playing until there is just one player left.



### TEACHER'S TIP

The vocabulary words introduced in Unit 18, Lesson 1 are all presented as *my* body parts, which is why they all start with **n**. To play this game, you'll want to say *your* body parts, which means that you'll need to remember to change the first letter of all of these words to **g**.





### ACTIVITY B Flyswatter game

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Two fly swatters
- Whiteboard or smart board
- **Niiyaw** Diagram, one copy (Printouts A)

**Estimated time:** 30 minutes

#### Activity Steps

1. Review Unit 18, Lesson 1 Vocabulary 1, 2, and 3 in Rosetta Stone Ojibwe as a class.
2. Write each vocabulary word on the smart board or whiteboard, once each in large print.
3. Divide the students into two groups.
  - a. Give each group a flyswatter (or tube sock/rolled up construction paper/etc.).
  - b. One student from each group goes to the board to represent their group. Point to a body part on the **Niiyaw** printout. The first student to correctly hit and say the word that identifies that body part gets the point for their team.
    - i. For example, if you point at the nose, students should hit **injaanzh**; if you point at a finger, students should hit **niibinaakwaanininjiins**.
    - ii. Let each set of students try two to three times before passing on the flyswatter to a teammate.
  - c. Repeat until one team has a predetermined number of points. Be sure to count the points in Ojibwe!



#### TEACHER'S TIP

You might also try drawing a person on the board, and saying the word aloud as a prompt, allowing the students to hit the body part you said. Another way to play this would be to change the personal prefix. Instead of saying *my body part*, you could say *your* or *her/his body part*.



### ACTIVITY C Running dictation

#### Materials

- Running Dictation Prompts, one set (Printouts B)
- Tape

 **Estimated time:** 30 minutes

#### 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 E in list form on a blank piece of paper (**A AA B CH D E**).
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 the 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. After completing three sentences, the Runner and Scribe switch jobs.
6. When students finish with all the sentences, they must draw the person described in the six sentences (four eyes, ten legs, three ears, ten feet, five toes, and one arm).



## ACTIVITY D Head, shoulders, knees and toes

### Materials

 **Estimated time:** 60 minutes

- Smart board or projector
- *Head, Shoulders, Knees and Toes* video (<https://www.culture.aanji.org/language/ojibwe-rosetta-stone/rosetta-stone-groups/rosetta-stone-sem/>)
- *Head, Shoulders, Knees and Toes* lyrics, one or multiple copies (Printouts C)

### Activity Steps

1. Watch *Head, Shoulders, Knees and Toes* video together as a class. You may choose to distribute copies of the lyrics to students, or learn by listening to the video.
2. Practice singing *Head, Shoulders, Knees and Toes*, with appropriate movements.
3. Students work in groups to create a song modeled after *Head, Shoulders, Knees and Toes*. In their song, students should have physical actions to indicate different body parts. Encourage students to be creative and create a unique song. For example, students can:
  - Use different body parts
  - Use different pronouns (e.g., *your head*)
  - Use numbers (e.g., *two hands*)
  - Come up with their own melody or reuse a familiar one
4. Each group performs their song and teaches it to the rest of the class.
5. The event can end with all students performing all the songs together.



### TEACHER'S TIP

This activity can also take the form of a song competition where students give points, for example, for "Best Original Song" and "Best Performance." Students can also share their work with each other and other groups by recording music videos.



## Lesson 2: Gii-wiisagishing Amik — When Amik Crashed and Got Hurt

### OBJECTIVES

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

- talk about getting hurt
- recognize word parts and how they contribute to a word's meaning
- use correct word order

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Script
- Question Examination Worksheet (Printouts D)
- Word Order Printout (Printouts E)
- Word Order Printout Key (Printouts F)

### VOCABULARY

1

<b>indinimaangan(an)</b> nid	<i>my shoulder(s)</i>
<b>wiisagishin</b> vai	<i>s/he is hurt by falling</i>
<b>wiisagendam</b> vai	<i>s/he hurts</i>
<b>bitaakoshin</b> vai	<i>s/he hits something accidentally</i>

2

<b>bizaanishin</b> vai	<i>s/he lies still</i>
<b>mikwam(iig)</b> na	<i>ice</i>
<b>biizh</b> vta	<i>bring something (animate); bring someone</i>

3

<b>gashkitoon</b> vti	<i>be able to do something</i>
<b>mamaajii</b> vai	<i>s/he moves</i>
<b>izhiwebizi</b> vai	<i>s/he has certain things happen to her/him</i>

4

<b>aanawi</b> adverb	<i>although; despite</i>
<b>aaniin danaa</b> adverb	<i>well how; well why</i>
<b>ganabaj</b> adverb	<i>I think that</i>
<b>Namanj iidog.</b>	<i>I don't know.</i>



### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**  
45 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 18, Lesson 2 individually or in groups. (See Lesson 2 Script)

## ACTIVITY A Script review

### Materials

- Lesson 2 Script, one per student
- Question Examination Worksheet, one per student (Printouts D)

⌵ **Estimated time:** 45 minutes

### Activity Steps

1. Divide the students into groups of four.
  - a. Assign each student one of the four roles from the Lesson 2 Script: Amik, Ogimaakwe, Waasegiizhigookwe, or Gimiwan.
  - b. Students read the Lesson 2 Script in their small groups, each reading their own parts.
2. Students return to their own seats, or continue to work in groups.
3. Point out to students that there are many questions in the script. Some of these questions have a verb in A form, while others have a verb in B form.
4. Students read the script again and write each question they find in the script in the appropriate column of the chart in the Question Examination Worksheet.
5. Students use their questions to complete the Question Examination worksheet.



### ACTIVITY B Word order

#### Materials

 **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Word Order Printout, one per student (Printouts E)
- Word Order Printout Key, one copy (Printouts F)

#### Activity Steps

1. Review Unit 18, Lesson 2, Explore word order in Rosetta Stone Ojibwe as a class.
2. Group students into pairs.
3. Give each group a copy of the Word Order Printout.
4. Students cut out all words from the Word Order Printout.
5. Students use Explore word order to put each word grouping in the correct order.
6. When students are finished, you may use the Word Order Printout Key or distribute copies of the key to students, to check their work.



# ACTIVITY C Are you hurt?

## Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets

 **Estimated time:** 30 minutes

## Activity Steps

1. Review Unit 18, Lesson 2, Explore 4 and Explore questions in Rosetta Stone Ojibwe as a class.
2. Group students into pairs. Ask each pair to use the language from this lesson to create a mini script about a person getting hurt. Students can use phrases from the steps they just reviewed, or the following phrases:

- Niwiisagendam geget.
- Aaniin danaa gaa-izhiwebiziyan?
- Aaniindi danaa wiisagendaman?
- Niwiisagendam ninikaang.
- Ingii-chi-bitakoshin.
- Namanj iidog.
- Bizaanishinin!
- Daga biizh mikwam.
- Gego mamaajiiken.
- Gigashkitoon ina da-mamaajibidooyan ginik?

*I really hurt.*  
*What happened to you?*  
*Where do you hurt?*  
*My arm is hurting me.*  
*I accidentally crashed*  
*I don't know.*  
*Lie still!*  
*Please bring ice.*  
*Don't be moving around.*  
*Can you move your arm*  
*(by pulling on it)?*

3. Students perform their scripts in front of the class. Encourage them to use gestures and prompts. Other alternatives for presentations could be recording a video, using puppets, or creating a comic strip.



## Lesson 3: Izhi-gwayak Inose. — He Is Walking Straight.

### OBJECTIVES

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

- name cardinal directions
- describe different ways of moving
- name navigational directions
- recognize word parts and how they contribute to a word's meaning
- conjugate vais that end in **-m** or **-n**

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Blindfolds
- Obstacles
- Community Map (Printouts G) or a map of your community
- Tokens (e.g., a bean or coin)
- Spinners (Printouts H)
- Paperclips

### VOCABULARY

1

<b>waabanong</b> adverb	<i>in the east; to the east</i>
<b>zhaawanong</b> adverb	<i>in the south; to the south</i>
<b>ningaabii'anong</b> adverb	<i>in the west; to the west</i>
<b>giiwedinong</b> adverb	<i>in the north; to the north</i>

2

<b>bimose</b> vai	<i>s/he walks along</i>
<b>inose</b> vai	<i>s/he walks to a certain place; s/he walks a certain way</i>
<b>giiwewose</b> vai	<i>s/he walks home</i>
<b>noogitaa</b> vai	<i>s/he stops her/himself</i>

3

<b>gichinikaang</b> adverb	<i>to the right</i>
<b>namanjinikaang</b> adverb	<i>to the left</i>
<b>gwayak</b> adverb	<i>straight</i>

4

<b>zaaga'igan(iin)</b> ni	<i>lake(s)</i>
<b>chi-oodena(wan)</b> ni	<i>city (cities)</i>





## ONLINE ACTIVITIES

### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**  
60 minutes

### Activity Steps

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

## ACTIVITY A Navigating obstacles

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Blindfolds
- Obstacles

⌵ **Estimated time:** 45 minutes

### Activity Steps

1. Review Unit 18, Lesson 3, Vocabulary 2 through Practice 3 in Rosetta Stone Ojibwe as a group.
2. Group students into pairs and give each pair one blindfold.
3. One student puts on the blindfold, and the other uses the Ojibwe phrases below to guide their partner past obstacles to get from one side of the room to the other.
  - **Gwayak inosen.** *Walk forward.*
  - **Namanjinikaang inosen.** *Walk to your left.*
  - **Gichinikaang inosen.** *Walk to your right.*
  - **Noogitaan!** *Stop!*
4. Have all blindfolded students stand at one end of the classroom, with their backs to the wall. Their goal will be to reach their partners on the other side of the classroom.
5. When all students are in their starting positions, have the non-blindfolded students quickly rearrange furniture in the classroom.
6. Once obstacles are in place, the non-blindfolded students can guide their partners around the obstacles!
7. Be sure to switch roles so each student gets a turn navigating and directing.



### ACTIVITY A Navigating obstacles (continued)

**Optional:** Try this activity again using cardinal directions. First, determine the four directions in your classroom, and label them as a group. Then let your students guide each other by saying the following:

- |                           |                           |
|---------------------------|---------------------------|
| • Waabanong inosen.       | <i>Walk to the east.</i>  |
| • Zhaawanong inosen.      | <i>Walk to the south.</i> |
| • Ningaabii'anong inosen. | <i>Walk to the west.</i>  |
| • Giiwedionong inosen.    | <i>Walk to the north.</i> |
| • Noogitaan!              | <i>Stop!</i>              |



#### TEACHER'S TIP

If you don't feel comfortable using furniture as obstacles, instead move all the furniture out of the way, and have the non-blindfolded students lay paper down on the floor. They must then guide their peers around the paper obstacles. If a blindfolded student steps on a piece of paper, their partner must bring them back to their starting positions.



### ACTIVITY B Navigating with a map

#### Materials

 **Estimated time:** 60 minutes

- Community Map, one per student (Printouts G) or a map of your community
- Tokens, one per student (e.g., a bean or coin)

#### Activity Steps

1. Group students in pairs and give students a copy of the Community Map or a map of your own community.
2. One student will give directions and the other will follow directions.
3. The student giving directions places a mark on one location (for example, the lake or the school). The student who is following directions should not be able to see it.
4. The student who is following directions places a token at the entrance of town and moves it according to the directions they receive from their partner.
5. Once they arrive, the destination is revealed and students change roles.



#### TEACHER'S TIP

This activity can be turned into a game by giving a prize to the team who arrives first at one location or a set of locations.



### ACTIVITY C Spinners

#### Materials

Estimated time: 60 minutes

- Spinners, one set per group (Printouts H)
- Rosetta Stone Ojibwe
- Smart board or projector
- Paperclips, one per group

#### Activity Steps

1. Review Unit 18, Lesson 3 Conjugations through Conjugations: vai A and B forms in Rosetta Stone Ojibwe as a class.
2. Split students into groups of three. Give each group a set of Spinners. Explain to students that they will use these printouts to practice conjugations.
3. Demonstrate for students how to use a pencil and a paperclip to use their Spinners. Allow time for students to cut out their spinners and practice using them.
4. Once students have finished cutting out and trying their spinners, demonstrate how to use them to make a conjugated verb. Use your own spinners to select a verb, person, and form. Once they are selected, write them on the board similar to the example below:

**dagoshin** A form positive **giinawaa**

5. Finally, show students how to use the charts in Unit 18, Lesson 3, Conjugations: vai A and B forms in Rosetta Stone Ojibwe to review their conjugations and make the following word from your prompt: **gidagoshinim** (*you all arrive*).
6. Allow students time to practice writing and saying their own conjugated words. Give students a goal of a certain number of words to complete.



#### TEACHER'S TIP

It's always important to encourage students to say everything they can aloud while you monitor and assist them with pronunciation. For this activity, it may also be helpful to expect students to write down their prompts and conjugated verbs so you can check for accuracy.



# Lesson 4: Wegonen Dinowa Jiimaan Iwedi? — What Kind of Canoe Is That over There?

## OBJECTIVES

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

- use pointer words to talk about nearby and distant things
- ask questions about animate and inanimate things
- use participles to describe the color of things
- recognize participles that describe people doing an action

## MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Four Corners Prompt Pictures (Printouts I)
- Odd One Out Wordlist (Printouts J)

## VOCABULARY

1

<b>iwedi</b>	<i>that over there</i>
inanimate	
<b>iniwedin</b>	<i>those over there</i>
inanimate	

2

<b>awedi</b>	<i>that over there</i>
animate	
<b>ingiwedig</b>	<i>those over there</i>
animate	

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:  
60 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 18, Lesson 4 individually or in groups. (See Lesson 4 Script)



### ACTIVITY A Four corners

#### Materials

 **Estimated time:** 45 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Four Corners Prompt Pictures, one set (Printouts I)

#### Activity Steps

1. Review Unit 18, Lesson 4 Vocabulary 1 and Vocabulary 2 in Rosetta Stone Ojibwe as a class.
2. Write each of the four new vocabulary words from this lesson (**iwedi**, **iniwedin**, **awedi**, **ingiwedig**) in large print on a separate sheet of paper. Tape each of these pieces of paper in one of the four corners of the room.
3. Display one of the Four Corners Prompt Pictures.
4. Students decide which of the pointer words is appropriate and run to that corner of the room.
5. Students who run to the wrong corner are eliminated.
6. Ask a student in the correct corner to make a sentence using the word on the card and the correct pointer word.
7. The winner is the last person still in the game.

**Optional:** These four pointer words point at objects far away. Students have previously learned pointer words for close and medium distances. Feel free to make additional images to include different distances in this activity.



### ACTIVITY B Odd one out

#### Materials

- Odd One Out Wordlist, one per student (Printouts J)

 **Estimated time:** 45 minutes

#### Activity Steps

1. Write the following words on the board where all students can see them: **i'iw**, **iwedi**, **iniwedin**.
  - Explain to students that these are vocabulary words from this and previous lessons, but that they are different in one way.
  - Ask students to identify the word that is different from the other two.
  - Students should identify that **i'iw** and **iwedi** are singular pointer words, and that the odd word out is **iniwedin**, a plural pointer word.
2. Repeat using the following words: **a'aw**, **ongow**, **iniw**.
  - Ask students to identify the word with a different type than the other two.
  - Students should identify either **a'aw** as the only singular pointer word, or **iniw** as the only inanimate pointer word. Be sure to ask for their reasoning.
  - Once students have identified one of the two odd words out in this set, see if they can identify the other.
3. Give each student a copy of the Odd One Out Wordlist and allow them time to finish it.
4. When all students have completed the worksheet, ask students to share their answers aloud, along with their reasoning. Keep track of any differences in their answers, and discuss why they thought differently.

**Optional:** After you have practiced the pointer words in this lesson you can take a walk outside the classroom and ask students to notice (and point to) things that they see near and far. Before you go, take some time to brainstorm objects that you might see on your work. Use resources like the Ojibwe People's Dictionary to make a list of the words in Ojibwe and note whether they are animate or inanimate. On the walk, be sure to point to things that are near, somewhat distant, and very distant, both singular and plural, and animate and inanimate in order to practice all the pointer words that students have learned.



## ACTIVITY C I spy participles

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector

⌚ Estimated time: 30 minutes

### Activity Steps

1. Review Unit 18, Lesson 4 Explore participles 1 through Practice Participles 3 in Rosetta Stone Ojibwe as a class.
2. List the following words on the board, in a T-chart, with animate verbs on one side and inanimate verbs on the other:

Animate verbs	Inanimate verbs
miskozi	miskwaa
ozaawizi	ozaawaa
ozhaawashkozi	ozhaawashkwaa
makadewizi	makadewaa
waabishkizi	waabishkaa

3. Have all students stand in the middle of the classroom. Then use one of the following prompts:
  - a. For an inanimate object: **Niwaabandaan gegoo (meskwaag)**. (*I see something [red].*)
  - b. For an animate object: **Niwaabamaa awiya (meskozid)**. (*I see something [red].*)
4. Students then must go to and touch the object they think you are referring to. When they get to their object, they ask one of the following questions:
  - a. For an inanimate object: **Mii na o'ow?** (*Is this it?*)
  - b. For an animate object: **Mii na wa'aw?** (*Is this it?*)
5. Answer by using **Eya'** or **Gaawiin**.
6. The first student who identifies the object gets to start the next round by repeating Step 3 above.



UNIT  
18

# Scripts



Ojibwe

## Niiyaw My Body



**Mii o'ow nishtigwaan.**  
*This is my head.*

**Mii i'iw gishtigwaan.**  
*That is your head.*

**Mii onow nishkiinzhigoon.**  
*These are my eyes.*

**Mii iniw gishkiinzhigoon.**  
*Those are your eyes.*

**Mii onow nitawagan.**  
*These are my ears.*

**Mii iniw gitawagan.**  
*Those are your ears.*

**Mii o'owinjaanzh.**  
*This is my nose.*

**Mii i'iw gijaanzh.**  
*That is your nose.*

**Mii o'ow indoon.**  
*This is my mouth.*

**Mii i'iw gidoon.**  
*That is your mouth.*

**Mii o'ow ninik.**  
*This is my arm.*

**Mii i'iw ginik.**  
*That is your arm.*

**Mii o'ow nininj.**  
*This is my hand.*

**Mii i'iw gininj.**  
*That is your hand.*

**Mii onow niniibinaakwaanininjiinsan.**  
*These are my fingers.*

**Mii iniw giniibinaakwaanininjiinsan.**  
*Those are your fingers.*

**Mii o'ow nikaad.**  
*This is my leg.*

**Mii i'iw gikaad.**  
*That is your leg.*

**Mii o'ow nizid.**  
*This is my foot.*

**Mii i'iw gizid.**  
*That is your foot.*

**Mii onow niniibinaakwaanizidaanensan.**  
*These are my toes.*

**Mii iniw giniibinaakwaanizidaanensan.**  
*Those are your toes.*

## Gii-wiisagishing Amik

### When Amik Crashed and Got Hurt



<b>Amik</b>	<b>Woohoo! Gaawiin gigikinoo'amaagozisiimin noongom.</b> <i>Woohoo! We do not have school today.</i>
	<b>Niwii-shooshkwajiwe. Wewiib!</b> <i>I want to go sledding. Hurry up!</i>
	<b>Giga-waabamininim gomaapii!</b> <i>I will see you guys later!</i>
<b>Ogimaakwe</b>	<b>Amik! Aaniin danaa gaa-izhiwebiziyan?</b> <i>Amik! What happened to you?</i>
<b>Amik</b>	<b>Ayai. Niwiisagendam geget.</b> <i>Oh, oh. I hurt.</i>
<b>Ogimaakwe</b>	<b>Aaniindi wiisagendaman, Amik?</b> <i>Where do you hurt, Amik?</i>
<b>Amik</b>	<b>Ninikaang. Ningii-pitaakoshin.</b> <i>My arm. I accidentally crashed.</i>
<b>Ogimaakwe</b>	<b>Maam! Inded! Wewiib bi-izhaag. Amik gii-wiisagishin.</b> <i>Mom! Dad! Come quick. Amik's hurt himself.</i>
<b>Waasegiizhigookwe</b>	<b>Amik! Aaniin danaa gaa-izhiwebiziyan gii-wiisagishinan?</b> <i>Amik! What happened when you fell and got hurt?</i>
<b>Amik</b>	<b>Ingii-chi-bitakoshin. Geget niwiisagendam.</b> <i>I accidentally crashed. It really hurts.</i>
<b>Gimiwan</b>	<b>Aaniindi danaa wiisagendaman, Amik?</b> <i>Where do you hurt, Amik?</i>
<b>Amik</b>	<b>Namanj isa iidog. Mii ganabaj ninikaang gemaa nindinimaanganaang.</b> <i>I don't know. Maybe my arm, or my shoulder.</i>
<b>Waasegiizhigookwe</b>	<b>Gigashkitoon ina da-mamaajibidooyan giniibinaakwaaninjinjinsan?</b> <i>Can you move your fingers?</i>
<b>Amik</b>	<b>Eya'.</b> <i>Yes.</i>
<b>Waasegiizhigookwe</b>	<b>Gigashkitoon ina da-mamaajibidooyan gininj?</b> <i>Can you move your hand?</i>
<b>Amik</b>	<b>Eya'.</b> <i>Yes.</i>

## Gii-wiisagishing Amik



### When Amik Crashed and Got Hurt (continued)

<b>Waasegiizhigookwe</b>	<b>Gigashkitoon ina da-mamaajibidooyan ginik?</b> <i>Can you move your arm?</i>
<b>Amik</b>	<b>Eya'. Aanawi go chi-wiisagendamaan.</b> <i>Yes. Even though it really hurts.</i>
<b>Gimiwan</b>	<b>Bizaanishinin, Amik. Gego mamaajiiken.</b> <i>Lie still, Amik. Don't be moving around.</i>  <b>Ambe, Ogimaakwe. Daga biizh mikwam.</b> <i>Come on, Ogimaakwe. Please bring some ice.</i>
<b>Ogimaakwe</b>	<b>Ahaw, Inded. Mii wa'aw mikwam.</b> <i>Okay, Dad. Here is the ice.</i>  <b>Ahaw. Mii go wii-shooshkwajiwayaan. Giga-waabamin naagaj, Nichiim!</b> <i>Okay, I'm going to go sledding now. See you later, Little Brother!</i>

## Izhi-gwayak Inose. *He Is Walking Straight.*

**waabanong**  
*east*

**zhaawanong**  
*south*

**ningaabii'anong**  
*west*

**giiwedinong**  
*north*

**Waabanong inose.**  
*He is walking east.*

**Zhaawanong inose.**  
*He is walking south.*

**Ningaabii'anong inose.**  
*He is walking west.*

**Giiwedinong inose.**  
*He is walking north.*

**Mii iwidi waabanong ayaamagak chi-oodena.**  
*The city is to the east.*

**Mii iwidi zhaawanong ayaamagak gikinoo'amaadiwigamig.**  
*The school is to the south.*

**Mii iwidi ningaabii'anong ayaamagak i'iw endaayaan.**  
*My house (the place where I live) is to the west.*

**Mii iwidi giiwedinong ayaamagak i'iw zaaga'igan.**  
*The lake is to the north.*

**Bimose.**  
*He is walking.*

**Noogitaa.**  
*He is stopping.*

**Gichinikaang inose.**  
*He is walking to the right.*

**Namanjinikaang inose.**  
*He is walking to the left.*

**Izhi-gwayak inose.**  
*He is walking straight.*



## Izhi-gwayak Inose.

### *He Is Walking Straight.* (continued)

**Chi-oodenaang inose. Mii dash namanjinikaang inosed.**

*He is walking to the city. Then he turns left.*

**Zaaga'iganiing inose. Mii dash gichinikaang inosed.**

*He is walking to the lake. Then he turns right.*

**Gikinoo'amaadiiwigamigong inose. Noogitaa. Mii dash izhi-gwayak inosed.**

*He is walking to the school. He stops. Then he goes straight.*

**Giiwewose.**

*He walks home.*

**Part 1: Wegonen Dinowa Jiimaan Iwedi?**  
*What Kind of Canoe Is That over There?*



**Wegonen i'iw jiimaan meskwaag?**

*Which canoe is red?*

**O'ow jiimaan.**

*This canoe.*

**Wegonen i'iw jiimaan wezaawaag?**

*Which canoe is yellow?*

**I'iw jiimaan.**

*That canoe.*

**Wegonen i'iw jiimaan wezhaawashkwaag?**

*Which canoe is blue?*

**Iwedi jiimaan.**

*That canoe over there.*

**Wegonenan iniw jiimaan meskwaagin?**

*Which canoes are red?*

**Onow jiimaan.**

*These canoes.*

**Wegonenan iniw jiimaan wezaawaagin?**

*Which canoes are yellow?*

**Iniw jiimaan.**

*Those canoes.*

**Wegonenan iniw jiimaan wezhaawashkwaagin?**

*Which canoes are blue?*

**Iniwedin jiimaan.**

*Those canoes over there.*

**o'ow**

*this*

**i'iw**

*that*

**iwedi**

*that over there*

**onow**

*these*

**iniw**

*those*

**iniwedin**

*those over there*

**Part 2: Awenen Dinowa Animosh Awedi?**  
*What Kind of Dog Is That over There?*



**Awenen a'aw animosh meskozid?**

*Which dog is red?*

**Wa'aw animosh.**

*This dog.*

**Awenen a'aw animosh wezaawizid?**

*Which dog is yellow?*

**A'aw animosh.**

*That dog.*

**Awenen a'aw animosh wezhaawashkozid?**

*Which dog is blue?*

**Awedi animosh.**

*That dog over there.*

**Awenenag ingiw animoshag meskozijig?**

*Which dogs are red?*

**Ongow animoshag.**

*These dogs.*

**Awenenag ingiw animoshag wezaawizijig?**

*Which dogs are yellow?*

**Ingiw animoshag.**

*Those dogs.*

**Awenenag ingiw animoshag wezhaawashkozijig?**

*Which dogs are blue?*

**Ingiwedig animoshag.**

*Those dogs over there.*

**wa'aw**

*this*

**a'aw**

*that*

**awedi**

*that over there*

**ongow**

*these*

**ingiw**

*those*

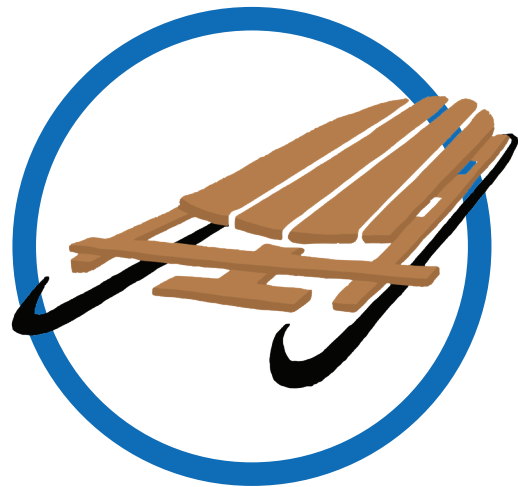
**ingiwedig**

*those over there*

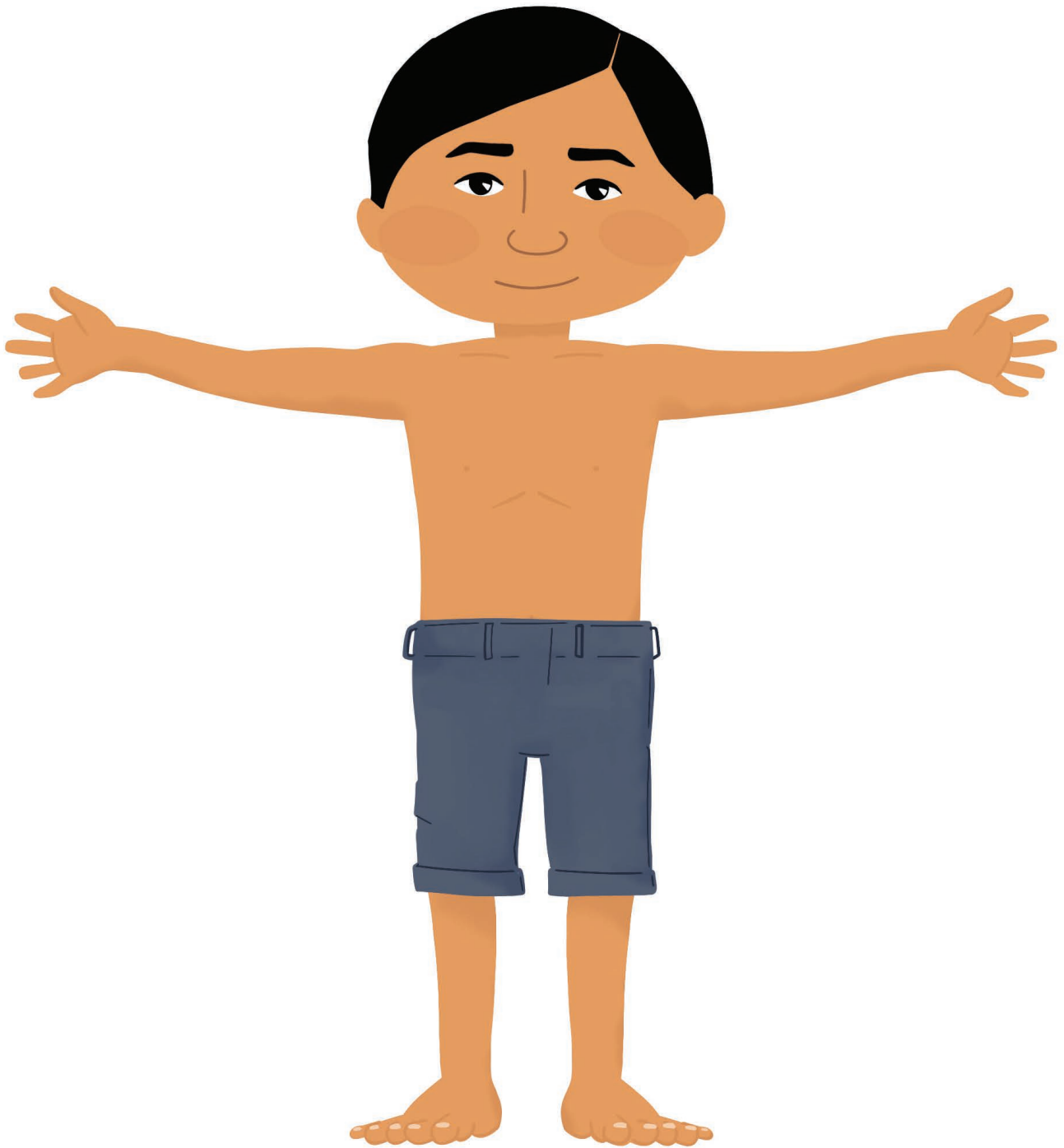


UNIT  
18

# Printouts



Ojibwe



**A. Niiwinoon nishkiinzhigoon.**

**AA. Midaachinoon nikaadan.**

**B. Nisinoon nitawagan.**

**CH. Midaachinoon nizidan.**

**D. Naananinoon niniibinaakwaanizidaan.**

**E. Bezhigwan ninik.**

Nishtigwaan, indinamaangan, nikaad nizid nikaad nizid

Nishtigwaan, indinamaangan, nikaad nizid nikaad nizid

Nishkiinzhigoon, nitawagan, injaanzh, indoon

Nishtigwaan, indinamaangan, nikaad nizid nikaad nizid



Name:

## A-Form Questions

## B-Form Questions



Name:

---

1 Look closely at the A-form questions. The words **na** and **ina** are always in a specific place. Where are these words in each sentence?

---

2 Look closely at the B-form questions. Each of these questions start with a specific word. What words are used at the beginning of these sentences?

---

3 Amik's answers to A-form questions are generally short. His answers to B-form questions are generally longer. Why do you suppose this is?

---

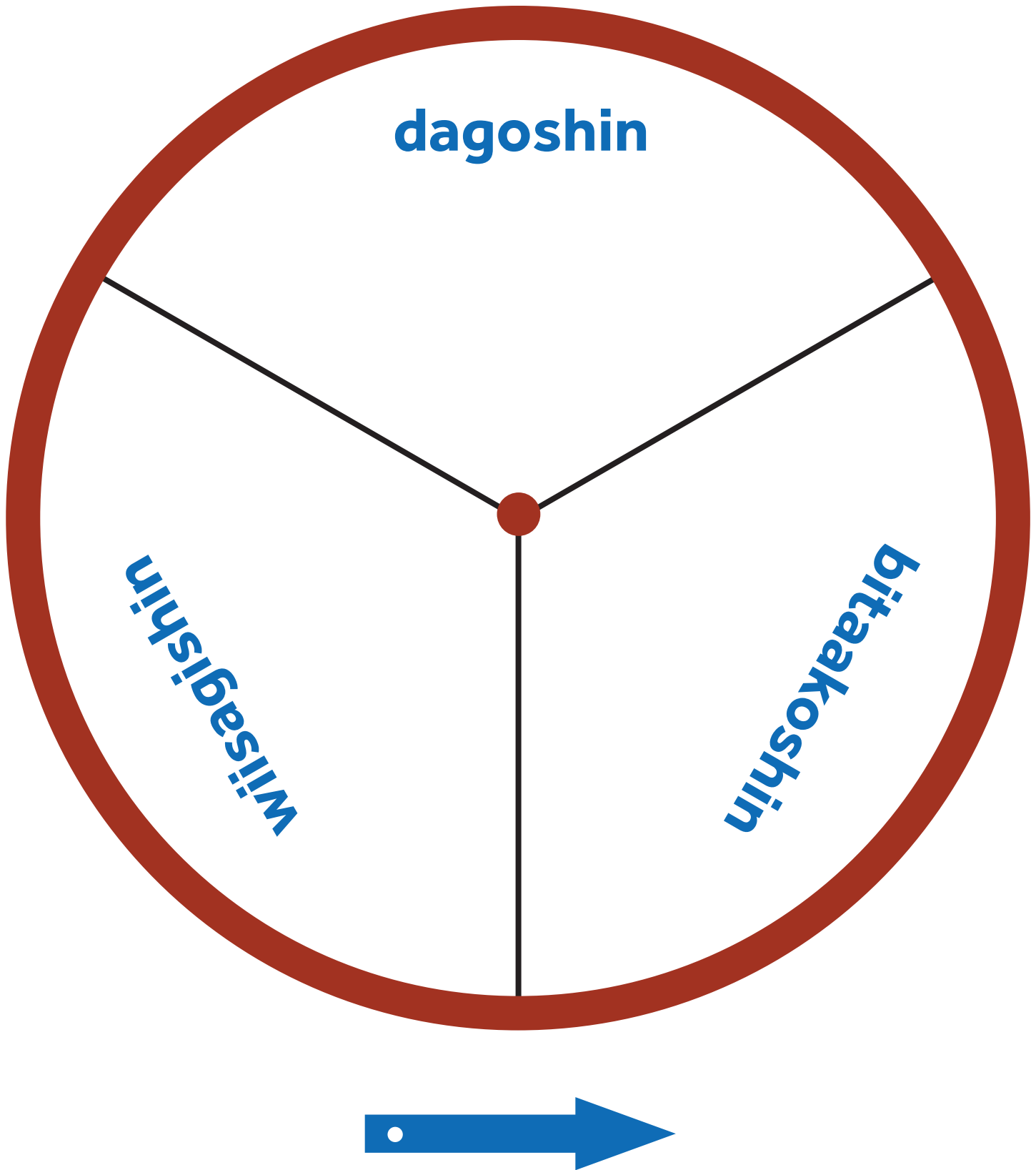
4 Write an example of an A-form question and a B-form question that are not found in this script.

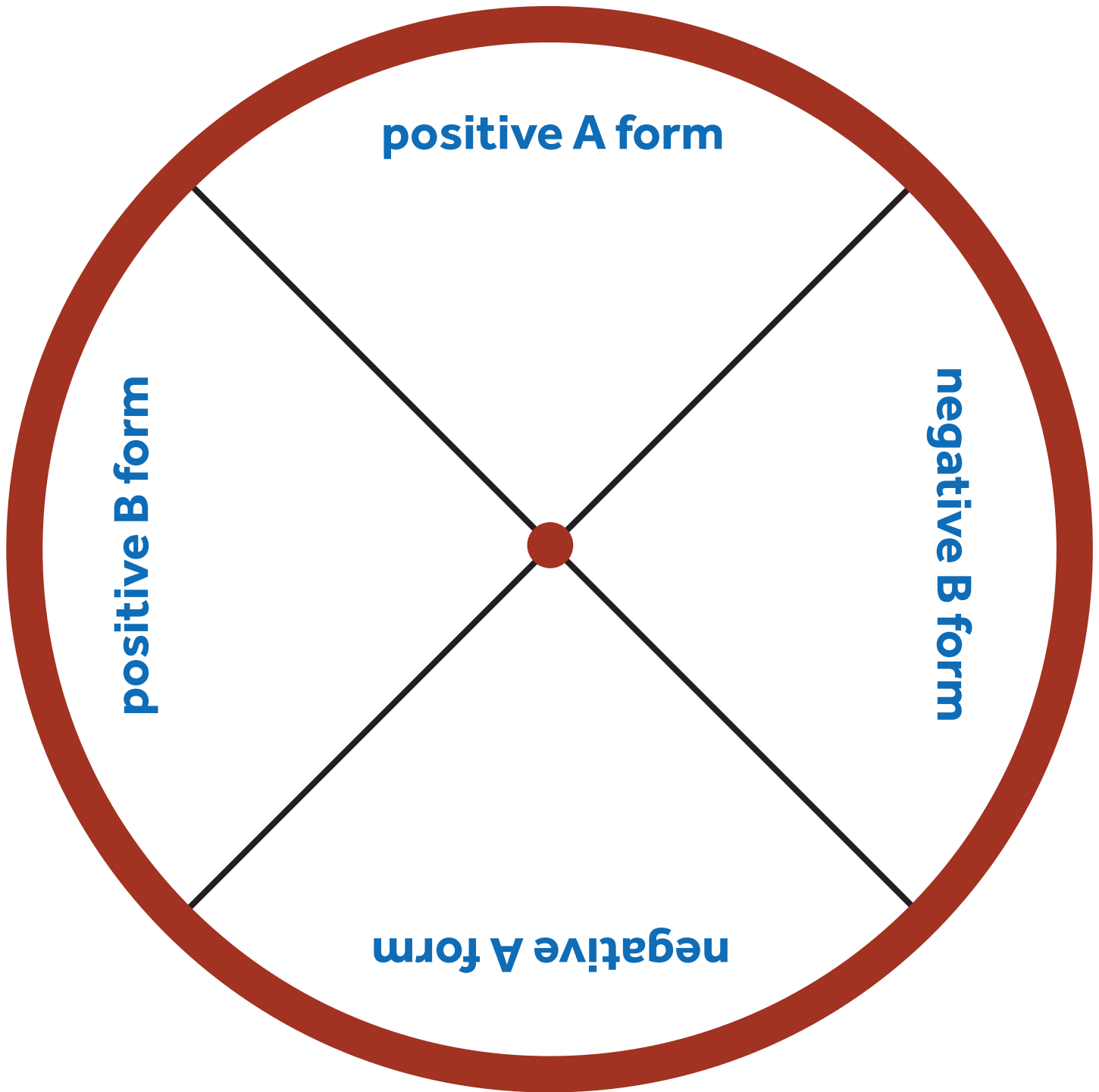
wiisagishinziin	ina	gikinoo'amaagozisiin	ingozis	gigii-
bizaanishinoog	geget	a'aw	gigii-	abinoojiinyag
gaawiin	giwe	ina	noongom	wewiib
bi-	niwii-	ingiw	gaawiin	bitaakoshin

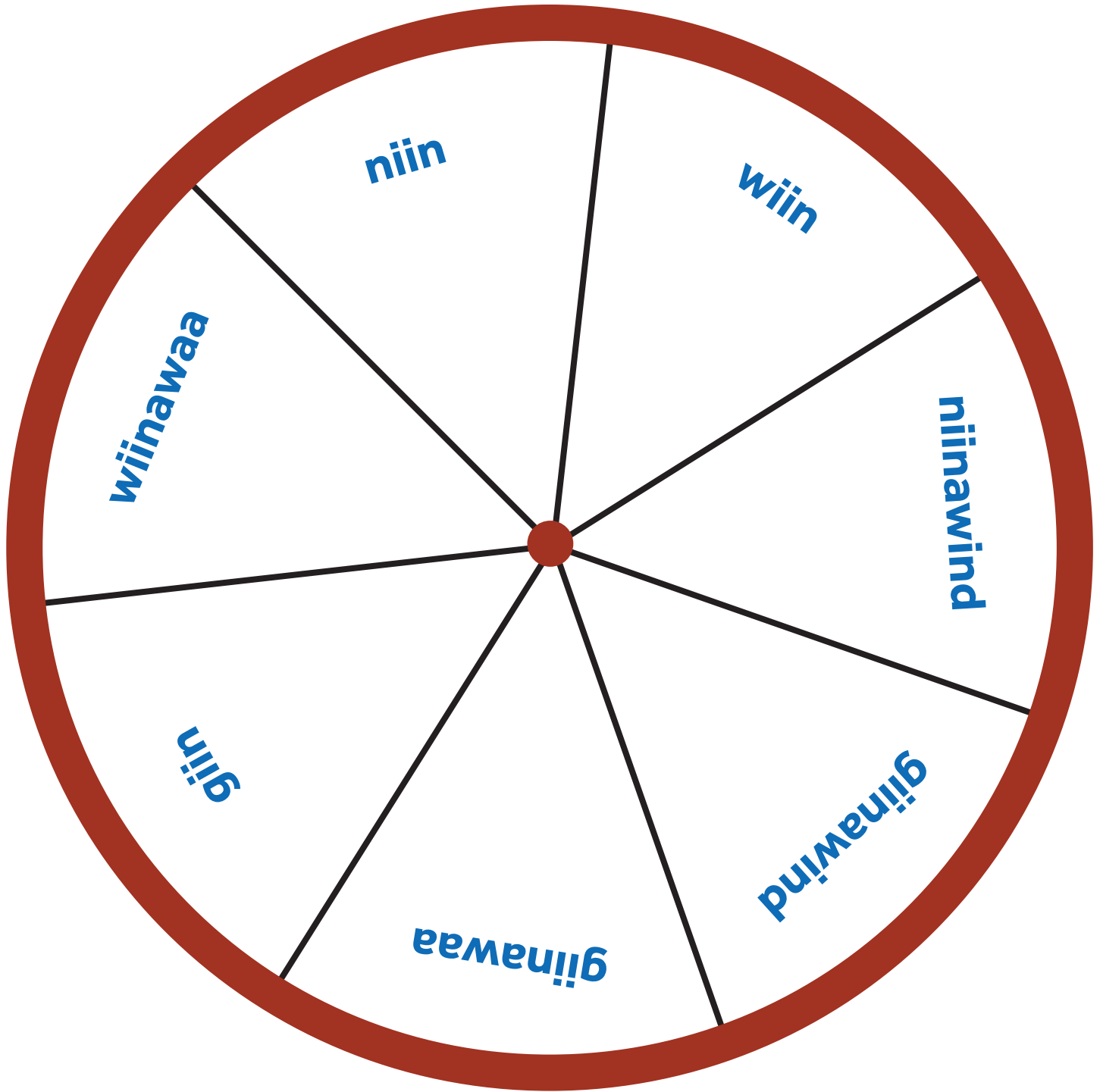
- a. Bi-giiwe a'aw ingozis.
- b. Gaawiin niwii-gikinoo'amaagozisiin noongom.
- c. Bizaanishinoog ina ingiw abinoojiinyag?
- d. Gaawiin ina gigii-wiisagishinziin?
- e. Geget wewiib gigii-bitakoshin.

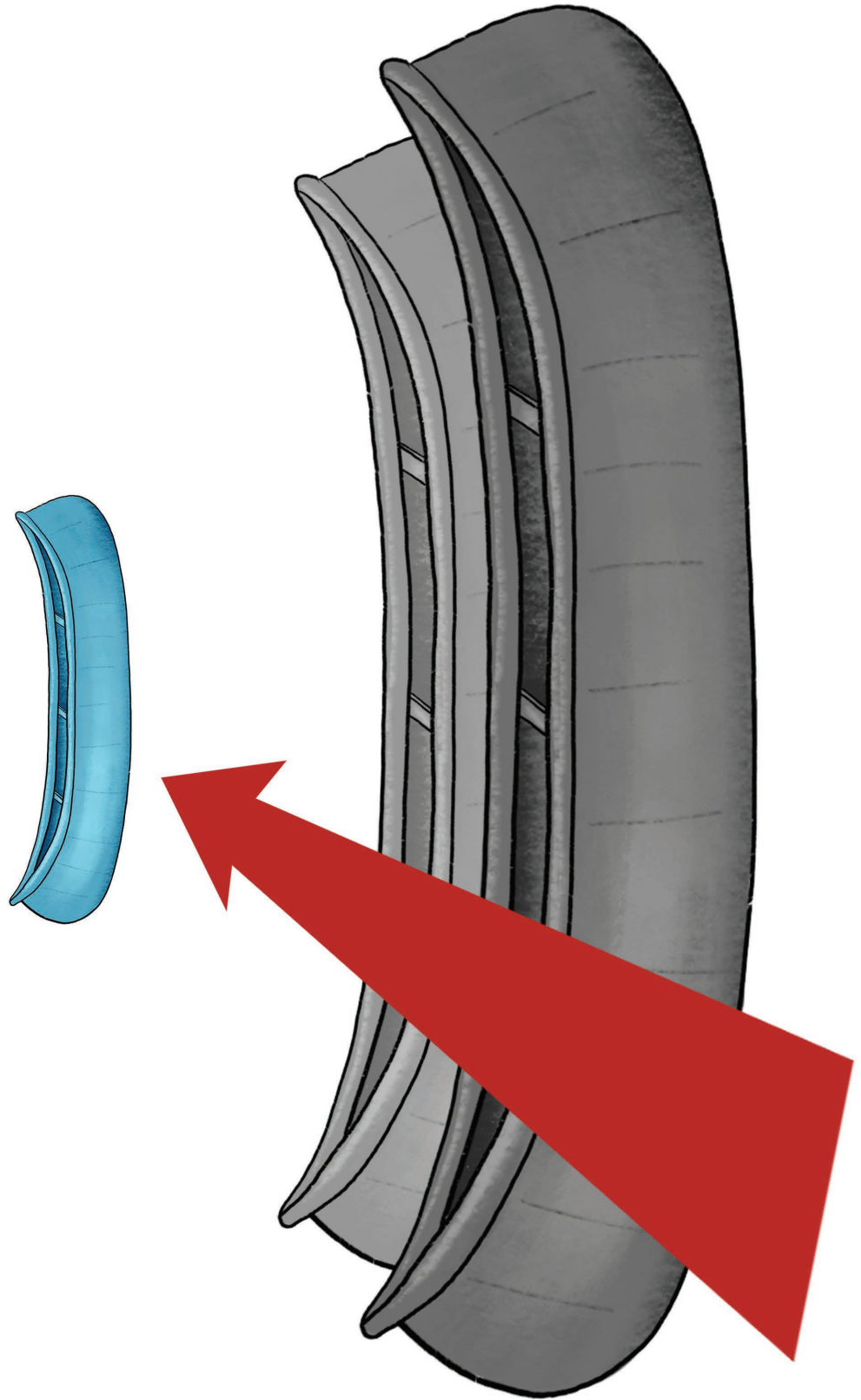


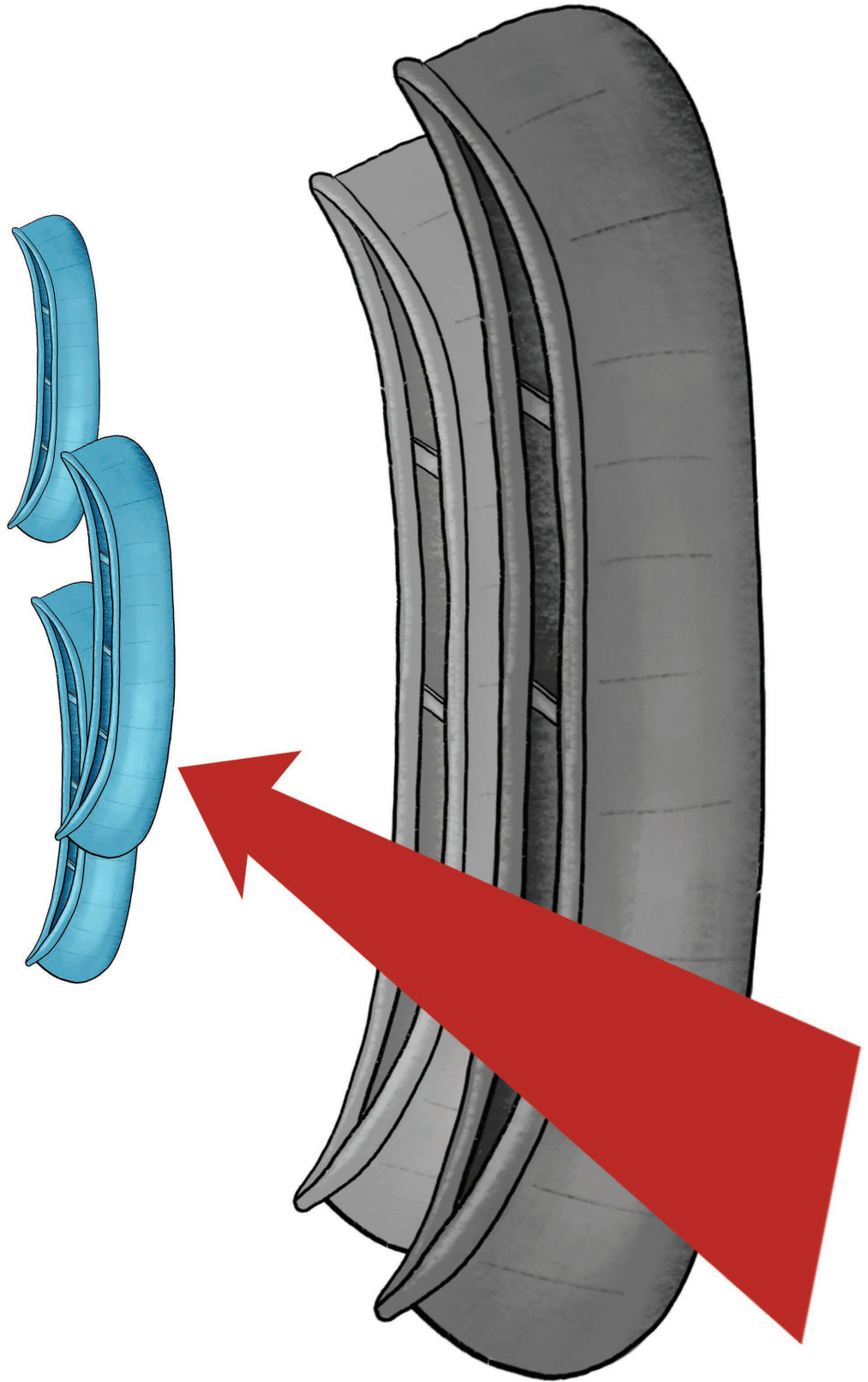


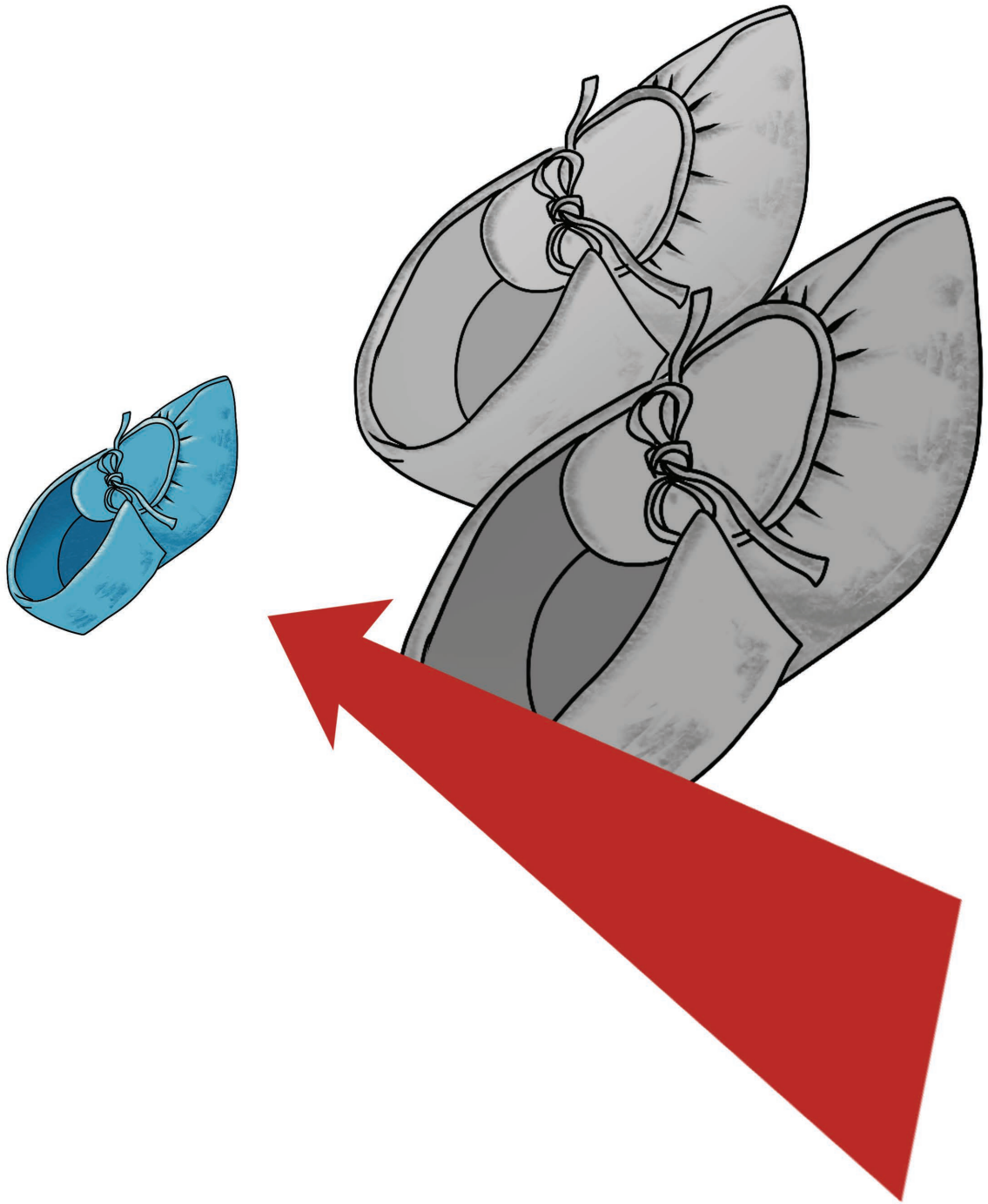


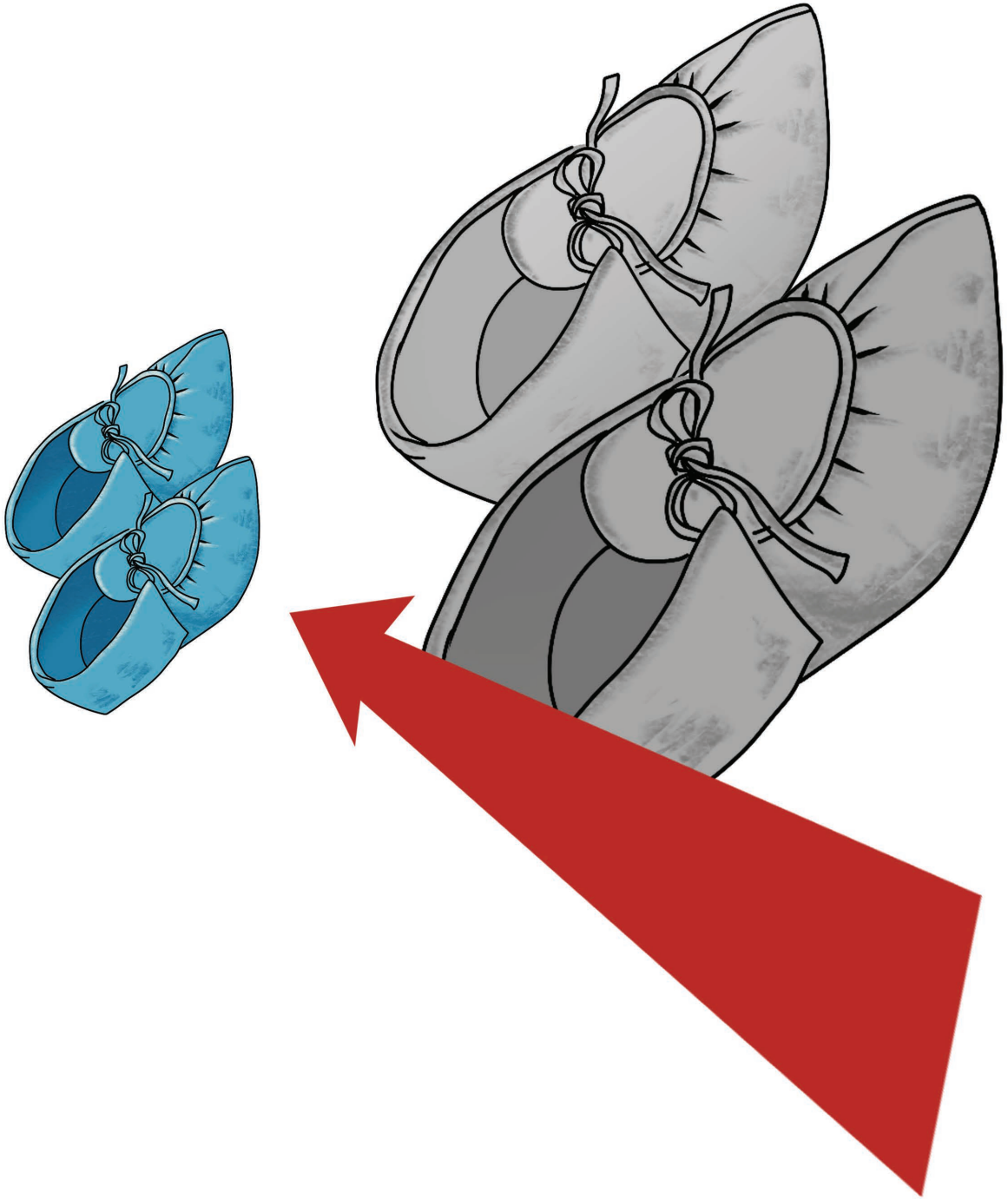




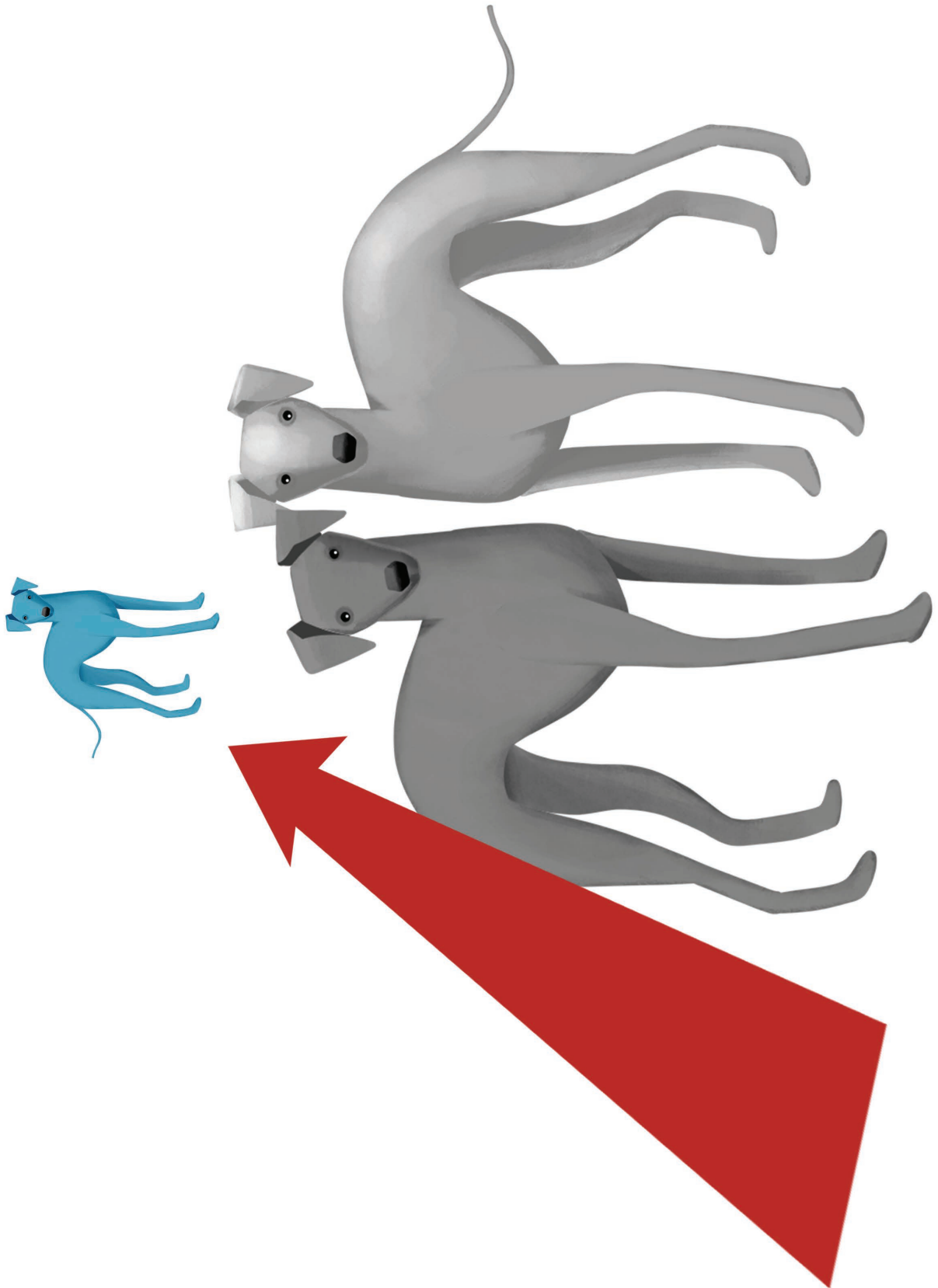


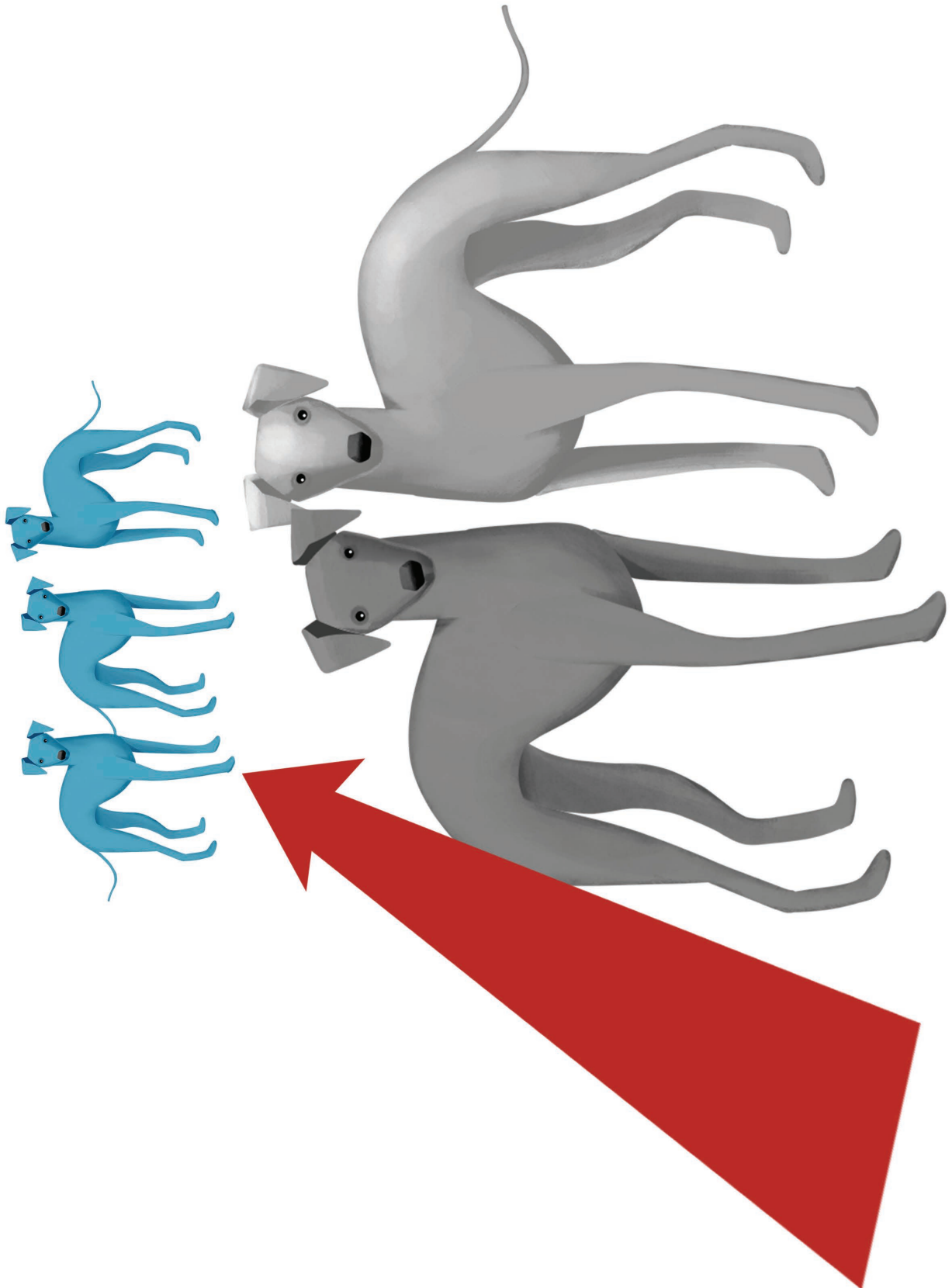


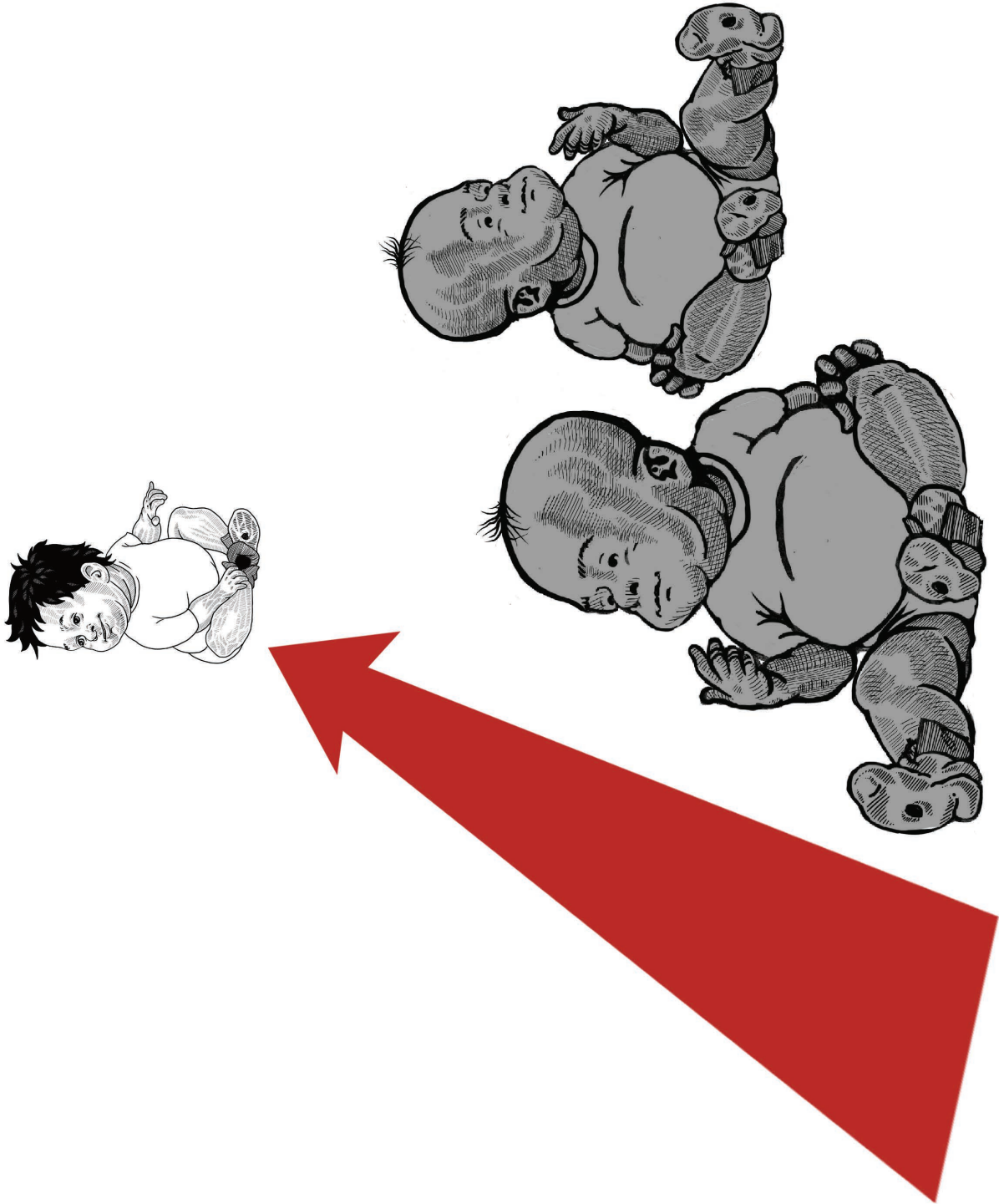


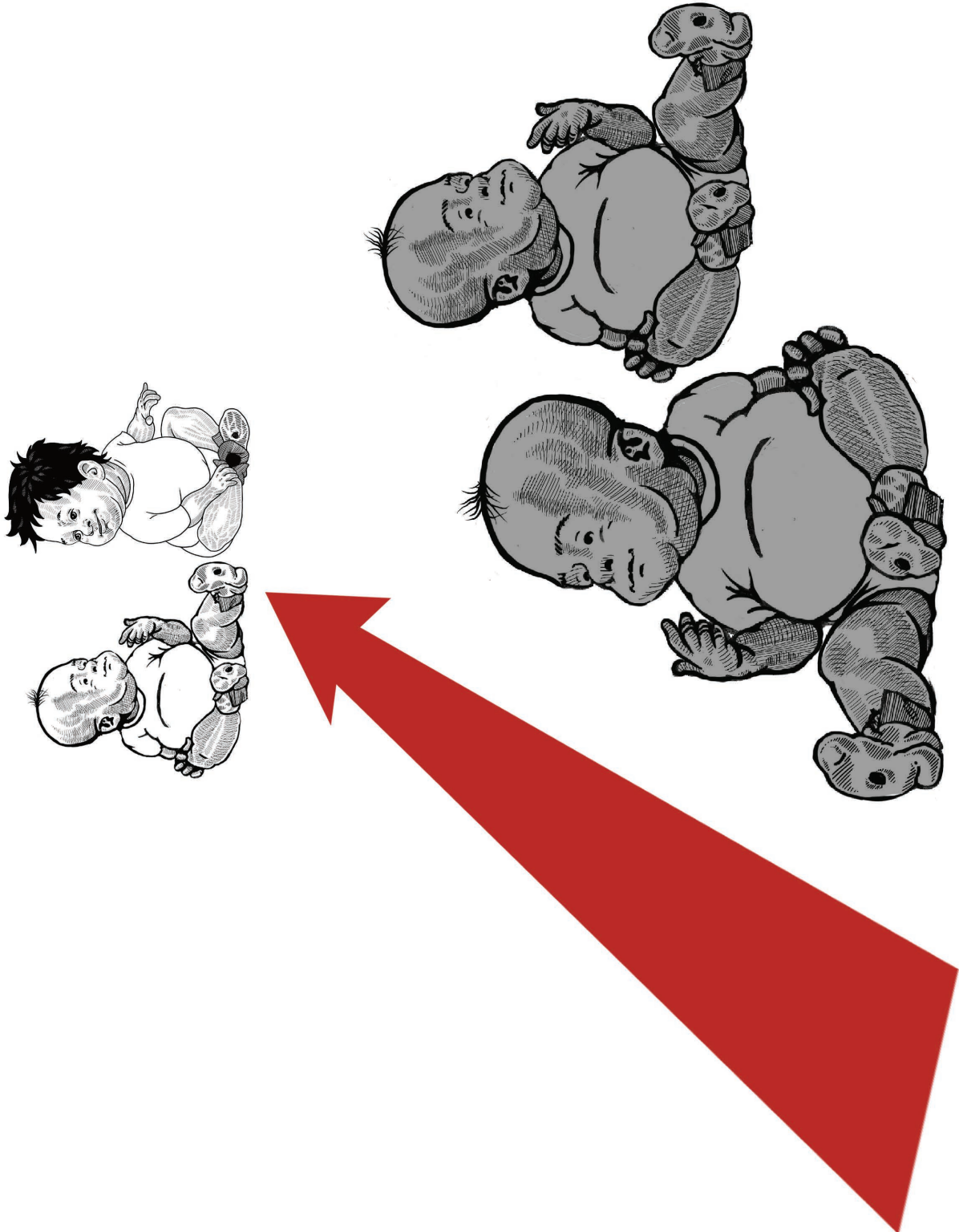












Name:

		Which is the odd one out?	Why did you choose the word you did as the odd one out in each grouping? Explain your reasoning.
1	a'aw wa'aw o'ow		
2	ingiwedig ingiw iniw		
3	a'aw awedi ongow		
4	a'aw i'iw o'ow		
5	iniw iniwedin onow		
6	ingiwedig iniwedin ongow		
7	onow ongow i'iw		
8	a'aw awedi o'ow		
9	ongow onow wa'aw		

UNIT  
19



Ojibwe

**Overview:** The electricity goes out in a storm, which leads to the family cooking hot dogs in the fireplace. You'll learn how to ask and answer *why* and *because*, talk about indoor activities, and use the changed conjunct form to ask questions and describe things.

## LESSON 1: Aaniin Wenji-wiisiniyan? — *Why Are You Eating?*

Students will:

- expand vocabulary related to daily living
- ask *why* questions
- say why they're doing something
- recognize different meanings conveyed by reduplication

## LESSON 2: Onagizhiinsan Inanjigewaad — *Eating Hot Dogs*

Students will:

- expand vocabulary related to daily living
- recognize word parts and how they contribute to a word's meaning
- add emphasis and emotion to what they say

## LESSON 3: Wegonen Jaabaakwaadaman? — *What Are You Cooking?*

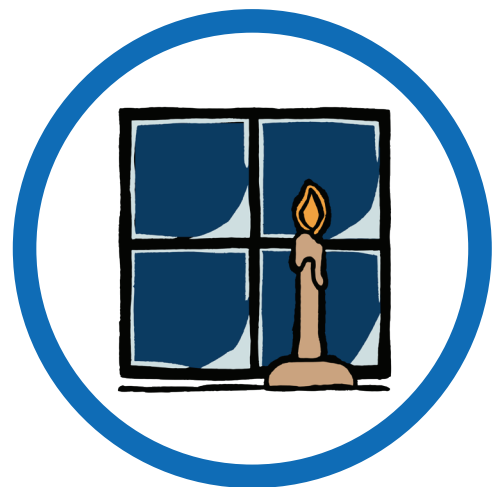
Students will:

- ask questions using changed conjunct form
- describe things using changed conjunct form
- use changed conjunct form to say that an action has been completed
- rearrange word order to change what they emphasize
- conjugate singular, positive vtis that end in **-an**

## LESSON 4: Ezhi-bimaadizing Waaboozoowakiing — *How Life Is in the Rabbit World*

Students will:

- expand vocabulary related to gardening and food
- recognize word parts and how they contribute to a word's meaning
- recognize shortened forms of common words
- become familiar with different meanings conveyed by changed conjunct forms





# Lesson 1: Aaniin Wenji-wiisiniyan? — Why Are You Eating?

## OBJECTIVES

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

- expand vocabulary related to daily living
- ask *why* questions
- say why they're doing something
- recognize different meanings conveyed by reduplication

## MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Why-Because Cards (Printouts A)
- **Awegonen Ge-biizikamaan** Audio
- **Awegonen Ge-biizikamaan** Lyrics (Printouts B)

## VOCABULARY

1

<b>biizikan</b> vti	<i>wear something, put something on (the body)</i>
<b>jiibaakwe</b> vai	<i>s/he cooks</i>
<b>ataage</b> vai	<i>s/he plays cards</i>
<b>bakade</b> vai	<i>s/he is hungry</i>
<b>onji-</b> preverb	<i>because; for a certain reason</i>

2

<b>biindigenise</b> vai	<i>s/he brings firewood inside</i>
<b>nanaamadabi</b> vai	<i>s/he sits for a while</i>
<b>abizo</b> vai	<i>s/he warms up at heat source</i>
<b>zaka'an</b> vti	<i>light something</i>

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

**Estimated time:**  
30 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 19, Lesson 1 individually or in groups. (See Lesson 1 Script)





## ACTIVITY A Why? Because.

### Materials

- Why-Because Cards, one set per student (Printouts A)

**Estimated time:** 60 minutes

### Activity Steps

#### Scaffolding Activity

1. Give each student a set of Why-Because Cards. Ask students to pair the two cards that go together.

They should come up with the following pairs:

- **Aaniin gaa-onji-jiibaakweyan?** (*Why did you cook?*)  
**Onzaam ingii-bakade.** (*Because I was hungry.*)
- **Aaniin dash wenji-nanaamadabiyan?** (*Why are you sitting by the fire?*)  
**Onzaam nigiiikaj.** (*Because I'm cold*)
- **Aaniin wenji-biindigeniseyan?** (*Why are you bringing in firewood?*)  
**Onzaam niwii-abiz.** (*Because I want to warm up by the fire.*)
- **Aaniin dash wenji-wiisagendaman?** (*Why are you hurting?*)  
**Onzaam ingii-pitaakoshin.** (*Because I fell.*)
- **Aaniin waa-onji-agindaasoyan?** (*Why are you reading?*)  
**Onzaam da-dibaginjigaadeg waabang izhi-bimaadizing.**  
(*Because there is a test tomorrow in Social Studies.*)
- **Aaniin waa-onji-giiweyan?** (*Why are you going home?*)  
**Onzaam niwii-nibaa.** (*Because I want to go to sleep.*)
- **Aaniin wenji-gisinaag?** (*Why is it cold?*)  
**Onzaam biboonagad.** (*Because it's winter.*)
- **Aaniin dash wenji-gizhaateg?** (*Why is it hot?*)  
**Onzaam zakaate.** (*Because the sun is shining.*)

2. Students read their pairs aloud and compare answers. Check that students understand the meaning of each sentence.

#### Communicative activity

1. Group students into pairs.
2. Distribute one set of Why-Because cards to each pair, giving one student the question cards and the other student the answer cards. Alternatively, divide the question/answer pairs into two sets, so each student has four questions and four answers.
3. The student with the questions asks them to their partner, who picks the right answer to reply orally.
4. Switch roles, so the person who had questions for the first round now has answers.

**Optional:** You may increase the difficulty by giving students questions and having them come up with the answers. If this is too difficult, give students a list of verbs that they can use to formulate their answers.



### ACTIVITY B Awegonen ge-biizikamaan?

#### Materials

- Awegonen Ge-biizikamaan Lyrics, one per student (Printouts B)
- Awegonen Ge-biizikamaan Audio

 **Estimated time:** 30 minutes

(See <https://www.culture.aanji.org/language/ojibwe-rosetta-stone/rosetta-stone-groups/rosetta-stone-sem/>)

#### Activity Steps

1. Review the song **Awegonen Ge-biizikamaan** (*What Will I Wear*) by listening to the recording.
2. Distribute copies of the lyrics and look closer. For this lesson, replace the weather words with the four seasons: **biboon** (*winter*), **ziigwan** (*spring*), **niibin** (*summer*), and **dagwaagin** (*fall*). Make sure that you put each of these verbs in B form for the song by adding a **-g** at the end.
3. Introduce the following words on the board
  - **bibooni-babiinzikawaagan** (*winter jacket*)
  - **gimiwanoowayaan** (*raincoat*)
  - **bagizoowayaan** (*swimsuit*)
  - **gibide'ebizon** (*vest*)
4. Have students use their best judgment to answer each season with one of the words introduced in Step 3.



## Lesson 2: Onagizhiinsan Inanjigewaad — *Eating Hot Dogs*

### OBJECTIVES

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

- expand vocabulary related to daily living
- recognize word parts and how they contribute to a word's meaning
- add emphasis and emotion to what they say

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Script Handout (Printouts C)
- Lesson 2 Script Cards (Printouts D)
- Optional: Lesson 2 Script

### VOCABULARY

1

<b>indawaas</b> adverb	<i>anyway; might as well</i>
<b>ataadiwin(ag)</b> na	<i>playing card(s)</i>
<b>onagizhiins(an)</b> ni	<i>hot dog(s)</i>
<b>mitigoons(an)</b> ni	<i>stick(s)</i>
<b>waazakonenjigaans(an)</b> ni	<i>lamp(s)</i>

2

<b>naadin</b> vti	<i>go get something</i>
<b>inanjige</b> vai	<i>s/he eats a certain way</i>
<b>agana go</b>	<i>less than</i>



### ACTIVITY A Script preview

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Script Handout, one per student (Printouts C)

⌚ Estimated time: 30 minutes

#### Activity Steps

1. Give each student a copy of the Lesson 2 Script Handout.
2. Allow students time to complete the following tasks:
  - a. Draw a box around each noun (both animate and inanimate).
  - b. Circle all vtis and vtas.
  - c. Draw lines connecting each transitive verb with the noun it's acting on.
3. Make sure students save their handouts to use in the next activity.



#### TEACHER'S TIP

Don't forget the sentence **Giga-naadamoan, Nichiim.** (*I'll help you, little brother.*) This sentence has a vta, **naadamaw** (*help someone*). The object is **Nichiim**, the vocative for **nishiime** (*my little brother*).

#### ONLINE ACTIVITIES

##### Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Script Handouts used in Activity A (Printouts C)

⌚ Estimated time:  
60 minutes

##### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 19, Lesson 2 individually or in groups. (See Lesson 2 Script)
2. Students revisit their Lesson 2 Script Handouts from the previous activity as they watch the video and are introduced to new vocabulary in Rosetta Stone Ojibwe.



### ACTIVITY B Say what?

#### Materials

 **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Script Cards, one set per group of three students (Printouts D)
- Optional: Lesson 2 Script, one copy

#### Activity Steps

1. Separate your class into groups of three.
2. Give each student one group of Lesson 2 Script Cards.
3. Students put their own set of Script Cards in the correct order based on memory and reading comprehension.
4. When each student in a group has finished, they must put their three sets together in the correct order.
5. When each group has finished, they read you their script, with each student reading their own set of cards.  
You may want to use the Lesson 2 Script with English and Ojibwe to assist students with this activity, and to follow along when they're ready to read their sets to you.



#### TEACHER'S TIP

If your students are more advanced, you may instead give them each a full set of Script Cards and have each student put the whole script in order.



## Lesson 3: Wegonen Jaabaakwaadaman? — *What Are You Cooking?*

### OBJECTIVES

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

- ask questions using changed conjunct form
- describe things using changed conjunct form
- use changed conjunct form to say that an action has been completed
- rearrange word order to change what they emphasize
- conjugate singular, positive vtis that end in **-an**


### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Tape
- Two flyswatters
- Changed Conjunct Worksheet (Printouts E)
- Ojibwe People's Dictionary or paper dictionaries
- Lesson 3 Script

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**  
30 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 19, Lesson 3 individually or in groups. (See Lesson 3 Script)



# ACTIVITY A Flyswatter game

## Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Tape
- Two flyswatters

 **Estimated time:** 30 minutes

## Activity Steps

1. Review Unit 19, Lesson 3 Explore changed conjunct 2 and Practice changed conjunct 2 in Rosetta Stone Ojibwe as a class.
2. Write the following letters on individual pieces of scratch paper, or spread out on a smart board or whiteboard:  
**e ayaa aye aa we waa**
3. Tape these letters on the board or wall with plenty of space between them.
4. Divide the students into two groups.
5. Give each group a flyswatter (or tube sock/rolled up construction paper/etc.).
6. Students in each group go to the board one at a time to represent their group. Call out one of the unchanged vowels (**a aa e i ii o oo**). The first student to correctly hit the changed form of that letter gets the point for their team. For example, if you say **e**, students should hit **aye** (and not **e**); if you say **o**, students should hit **we**.
7. Let each set of students try a few times before passing on the flyswatter to a teammate.
8. Repeat until one team has a predetermined number of points. Be sure to count the points in Ojibwe!



## TEACHER'S TIP

If the five changed vowels are not enough of a challenge for your students, put all changed and unchanged vowels on the board instead.

**Optional:** To add difficulty to this activity, tape up or display the unchanged vowels (**a aa e i ii o oo**). Use the Lesson 3 script, other scripts, or Rosetta Stone Ojibwe to identify and read sentences with a changed vowel. Students have to listen for the change and identify the unchanged form on the board.



### ACTIVITY B Deconstruct changed conjunct

#### Materials

 **Estimated time:** 30 minutes

- Changed Conjunct Worksheet, one per student (Printouts E)
- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe People's Dictionary or paper dictionaries

#### Activity Steps

1. Give each student a copy of the Changed Conjunct Worksheet.
2. Students follow the directions to complete the worksheet.
  - Allow students to reference Rosetta Stone Ojibwe and dictionaries to assist them in completing the worksheet.





### ACTIVITY C What did you cook yesterday?

#### Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Lesson 3 Script, one per student (optional)

#### Activity Steps

1. Review the Unit 19, Lesson 3 video as a class. You can give students a copy of the Lesson 3 script to follow along and as a reference for this lesson.
2. Review vocabulary for different foods. Here are a few suggestions:
  - **manoomin** (*wild rice*)
  - **onagizhiins** (*hot dog*)
  - **wiiyaas** (*meat*)
3. Ask students the questions asked in the video:
  - **Awegonen gaa-jiibaakwaadaman bijiinaago?** (*What did you cook yesterday?*)
  - **Awegonen jaabaakwaadaman noongom?** (*What are you cooking today?*)
  - **Awegonen waa-jiibaakwaadaman waabang?** (*What will you cook tomorrow?*)
4. Students write down answers to the questions using the reviewed food vocabulary or other foods they have learned. Answers should look like this:
  - **Manoomin ingii-jiibaakwaadaan bijiinaago.** (*I cooked wild rice yesterday.*)
  - **Onagizhiins nijiibaakwaadaan noongom.** (*I'm cooking a hot dog today.*)
  - **Wiiyaas niwii-jiibaakwaadaan waabang.** (*I'll cook meat tomorrow.*)
5. Have students walk around the room, asking other students what they cooked or will cook yesterday, today and tomorrow.
6. After they have collected and written down a few answers, students go back to their seats.
7. As a class or in groups, ask students to identify the changes between the verb forms in the questions and answers.



#### TEACHER'S TIP

Some foods, like baked goods, are animate nouns. Stick with foods that are inanimate nouns, like the examples here, to allow students to focus on using this vti.



### ACTIVITY D Vti word tennis

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector

 **Estimated time:** 45 minutes

#### Activity Steps

1. Review Unit 19, Lesson 3 Conjugations section as a class.
2. Play Word Tennis.
  - a. Tell students that the goal of this game is to say as many conjugated A-form vtis as they can recall.
  - b. Have two students stand facing each other.
  - c. One student starts by saying an A-form vti. They may conjugate this for any of the three pronouns practiced in Unit 19, Lesson 3 Conjugations (**niin**, **giin**, or **wiin**).
  - d. The next student has three seconds to say a different A-form vti. They may repeat the verb, but must change either the personal prefix or the form.
    - This process repeats as students go back and forth saying A-form vtis.
    - The first student to not think of an A-form vti in three seconds, or to repeat an A-form vti that has already been used, is out.
  - e. The winning student plays again against another student in class.



## Lesson 4: Ezhi-bimaadizing Waaboozoowakiing— *How Life Is in the Rabbit World*

### OBJECTIVES

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

- expand vocabulary related to gardening and food
- recognize word parts and how they contribute to a word's meaning
- recognize shortened forms of common words
- become familiar with different meanings conveyed by changed conjunct forms

### MATERIALS

- Lesson 4 Script Cards (Printouts F)
- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 4 Script
- Smart board or projector
- Profession Cards (Printouts G)

### VOCABULARY

1

<b>nitaa-</b> preverb	<i>know how to do something (well); be good at</i>
<b>gwaashkwani</b> vai	<i>s/he jumps</i>
<b>bimibatoo</b> vai	<i>s/he runs</i>
<b>wiidookaw</b> vta	<i>help someone</i>

2

<b>megwayaak</b> adverb	<i>in the woods</i>
<b>gitigaanens(an)</b> ni	<i>vegetable(s)</i>
<b>gitigaan(an)</b> ni	<i>garden(s); field(s); farm(s)</i>
<b>mashkiki(wan)</b> ni	<i>medicine(s)</i>

3

<b>ikwezens(ag)</b> na	<i>girl(s)</i>
<b>gwiiwizens(ag)</b> na	<i>boy(s)</i>
<b>ikwe(wag)</b> na	<i>woman (women)</i>
<b>inini(wag)</b> na	<i>man (men)</i>

4

<b>gakina gegoo</b>	<i>everything</i>
<b>minonaagwad</b> vii	<i>it looks good; looks nice</i>
<b>minopogozi</b> vai	<i>it (animate) tastes good</i>



### ACTIVITY A Say what?

#### Materials

- Lesson 4 Script Cards, one per pair of students (Printouts F)
- Rosetta Stone Ojibwe
- Computers or tablets
- Optional: Lesson 4 Script, one copy

 **Estimated time:** 30 minutes

#### Activity Steps

1. Print one copy of Lesson 4 Script Cards for every two students in your class.
2. Cut the cards out from each other. Group the two sets of cards.
3. Separate your class into pairs.
4. Give one student in each pair the first set of cards and the other the second set.
5. Students must put their own set in the correct order based on reading comprehension.
6. After each student in a group has finished, they must put their sets together in the correct order.
7. After trying to complete the script, have students watch the Unit 19, Lesson 4 video to confirm whether or not they put the sentences in the correct order.
8. When each group has finished, they read you their script (each student reads their own set). You may want to use your copy of the script to check for accuracy.




#### TEACHER'S TIP

Students should be familiar with this activity format as it was just introduced two lessons ago. This is a good time to see how well they do with this activity before watching the video. There may be several plausible orders because the script does not have a clear narrative. Encourage students to figure out one or more plausible orders before checking against the video.

#### ONLINE ACTIVITIES

##### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**  
30 minutes

##### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 19, Lesson 4 individually or in groups. (See Lesson 4 Script)



### ACTIVITY B What are you good at?

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Optional: Lesson 4 Script, one per student

 **Estimated time:** 30 minutes

#### Activity Steps

1. Play the Unit 19, Lesson 4 video. You may want to distribute copies of the Lesson 4 Script to each student. Ask students to pay attention to the use of the preverb **nitaa-** in the video.
2. Teach students the following question: **Awegonen i'iw netaawichigeyan?** (*What do you do well?/ What are you good at?*)
3. As a class, brainstorm verbs that could be used in response to this question and write them on the board as a review. Here are some verbs to get started: **bimibattoo** (*s/he runs*), **bagizo** (*s/he swims*), **zhooshkwaagime** (*s/he skis*), **jiibaakwe** (*s/he cooks*), **odamino** (*s/he plays*), **ojibwemo** (*s/he speaks Ojibwe*).
4. Help students make phrases with **nitaa-** to express what they are good at. Here are some examples:
  - **Ninitaa-bagiz.** (*I'm a good swimmer.*)
  - **Ninitaa-jiibaakwe.** (*I'm good at cooking.*)
  - **Ninitaa-ojibwem!** (*I'm good at speaking Ojibwe!*)
5. Have students walk around the room asking their peers what they are good at and noting down their answers.
6. Ask students about what their peers are good at using the following questions:
  - **Awegonen i'iw netaawichiged a'aw (name)?** (*What is [name] good at?*)
  - **Awenen netaa-jiibaakwed?** (*Who is good at cooking?*)



### ACTIVITY C Talking about professions

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Profession Cards, one card per student (Printouts G)

⌵ **Estimated time:** 30 minutes

#### Activity Steps

1. Review Unit 19, Lesson 4, Explore 3 in Rosetta Stone Ojibwe as a class.
2. Write down **gikinoo'amaagewinini** (*male teacher*) and **gikinoo'amaagewikwe** (*female teacher*) on different sides of the board and ask students to identify the male and female form.
3. Write down other professions (refer to the Profession Cards, Printouts G) on the board and have students try to identify the meaning and whether each word is male or female. Then ask students to create the other form.
4. Teach the students how to talk about their professions with these two phrases:
  - a. **Aaniin enanokiiyan?** (*What is your profession?*)
  - b. **[Profession] indaw.** (*I am a [profession].*)
5. Students walk around the room asking their peers about their professions and noting their answers. The answers can be fictional, using the professions from the Profession Cards, but you may also encourage students to use other resources to find out how to express their actual or intended profession.

UNIT  
19

# Scripts



Ojibwe

## Aaniin dash Wenji-wiisiniyan? *But Why Are You Eating?*

<b>Ikwezens</b>	<b>Aaniin wenji-biizikaman gibabiinzikawaagan?</b> <i>Why are you wearing your coat?</i>
<b>Inini</b>	<b>Nibiizikaan nibabiinzikawaagan onzaam gisinaa.</b> <i>I'm wearing my coat because it's cold.</i>
<b>Ikwezens</b>	<b>Aaniin dash wenji-gisinaag agwajiing?</b> <i>Why is it cold outside?</i>
<b>Inini</b>	<b>Gisinaa onzaam biboonagad.</b> <i>It is cold because it's winter.</i>
<b>Ikwezens</b>	<b>Aaniin wenji-jiibaakweyan?</b> <i>Why are you cooking something?</i>
<b>Inini</b>	<b>Nijiibaakwe onzaam niwii-wiisin.</b> <i>I am cooking something because I want to eat.</i>
<b>Ikwezens</b>	<b>Aaniin dash wenji-wiisiniyan?</b> <i>Why are you eating?</i>
<b>Inini</b>	<b>Niwiisin onzaam imbakade.</b> <i>I am eating because I am hungry.</i>
<b>Ikwezens</b>	<b>Aaniin dash wenji-biindigeniseyan?</b> <i>Why are you bringing firewood inside?</i>
<b>Inini</b>	<b>Niwii-poodawe mii iw wenji-biindigeniseyaan.</b> <i>I am bringing firewood inside because I want to build a fire.</i>
<b>Ikwezens</b>	<b>Aaniin dash iwidi jiigishkodeng wenji-nanaamadabiyan?</b> <i>Why are you sitting near the fire?</i>
<b>Inini</b>	<b>Jiigishkodeng ninanaamadab da-abizoyaan.</b> <i>I am sitting near the fire because it is warm.</i>
<b>Ikwezens</b>	<b>Aaniin wenji-zaka'aman iw waazakonenjigan?</b> <i>Why are you lighting the lamp?</i>
<b>Inini</b>	<b>Nizaka'aan i'iw waazakonenjigan onzaam dibikaabaminaagwad.</b> <i>I am lighting the lamp because it is dark.</i>
<b>Ikwezens</b>	<b>Aaniin dash wenji-ataageyan?</b> <i>Why are you playing cards?</i>
<b>Inini</b>	<b>Niminwendaan ataageyaan. Mii iw wenji-ataageyaan!</b> <i>I like to play cards. So I want to play cards!</i>



## Onagizhiinsan Inanjigewaad Eating Hot Dogs



Ogimaakwe	<p><b>Mii iw azhigwa onaagoshig.</b> <i>It's getting toward evening.</i></p> <p><b>Miinawaa geyaabi zoogipon.</b> <i>And it's still snowing.</i></p>
Waasegiizhigookwe	<p><b>Hayaa. Mii sa go naa niibowa aw goon bangishing.</b> <i>Wow. A lot of snow is falling.</i></p> <p><b>Indawaas igo niwii-maajii-jiibaakwe.</b> <i>I guess I'll just start cooking.</i></p>
Amik	<p><b>Daga naa. Imbakade igo.</b> <i>Yes, please. I'm hungry.</i></p>
Gimiwan	<p><b>Ahaw. Giga-naadamoon jiibaakweyan.</b> <i>Okay. I will help you cook.</i></p> <p><b>Tayaa. Aaniin akeyaa ge-jiibaakweyangiban azhigwa?</b> <i>Oh no. Now what are you planning on cooking?</i></p>
Waasegiizhigookwe	<p><b>Namanj iidog.</b> <i>I don't know.</i></p> <p><b>Niwii-zaka'aan i'iw waazakonenjigaans.</b> <i>I'll light the lamp.</i></p> <p><b>Onyai. Mii eta go onagizhiinsan ge-inanjigeyang.</b> <i>Oh no. All we have to eat are hot dogs.</i></p> <p><b>Daga, Gimiwan, boodawen.</b> <i>Gimiwan, please start a fire.</i></p>
Gimiwan	<p><b>Ahaw. Inga-biindigenise.</b> <i>Okay. I'll bring in some wood.</i></p>
Waasegiizhigookwe	<p><b>Naadig iniw mitigoonsan da-abizameg onagizhiinsan.</b> <i>Go (you all) get the sticks to warm up the hot dogs.</i></p>
Amik	<p><b>Gaawiin ingashkitoosiin ganabaj. Onzaam niwiisagendam nindinimaanginaang.</b> <i>I don't think that I can. My shoulder hurts too much.</i></p>
Ogimaakwe	<p><b>Giga-naadamoon, Nichiim.</b> <i>I'll get them for you, Little Brother.</i></p>
Amik	<p><b>Miigwech, Nimis. Giizhi-wiisiniyang, gidaa-odaminomin ina?</b> <i>Thanks, Sis. After we eat dinner, can we play games?</i></p>
Ogimaakwe	<p><b>Eya'. Giwii-ataage ina?</b> <i>Yes. Do you want to play cards?</i></p>

## Onagizhiinsan Inanjigewaad *Eating Hot Dogs* (continued)



<b>Gimiwan</b>	<b>Daga naa.</b> <i>Yes, please.</i>
<b>Ogimaakwe</b>	<b>Nashke, Amik. Mii giizhideg gidoonagizhiinsim.</b> <i>Here, Amik. Your hot dog is done cooking.</i>
<b>Amik</b>	<b>Oooh, miigwech.</b> <i>Oooh, thanks.</i>
<b>Gimiwan</b>	<b>Mii ongow ataadiwinag.</b> <i>Here are the cards.</i>
<b>Ogimaakwe</b>	<b>Miigwech, Inded. Gigiizhiitaam ina?</b> <i>Thanks, Dad. Are you guys ready?</i>
<b>Amik</b>	<b>Eya'. Mii go da-maajitaayangiban.</b> <i>Yes. We can start (if you all are ready).</i>
<b>Ogimaakwe</b>	<b>Howa, Amik. Niminwendam agana go izhi-wiisagendaman.</b> <i>Wow, Amik. I am happy to see you are not hurting as bad.</i>

## Wegonen Jaabaakwaadaman? What Are You Cooking?

<b>Narrator</b>	Listen to the following conversation and see if you can recognize any changed conjunct forms.
<b>Person 1</b>	<b>Nijiibaakwe.</b> <i>I am cooking.</i>
<b>Person 2</b>	<b>Wegonen jaabaakwaadaman?</b> <i>What are you cooking?</i>
<b>Person 1</b>	<b>Nijiibaakwaadaan onow onagizhiinsan.</b> <i>I'm cooking these hot dogs.</i>  <b>Ingii-chiibaakwe bijiinaago.</b> <i>I cooked something yesterday.</i>
<b>Person 2</b>	<b>Wegonen gaa-chiibaakwaadaman bijiinaago?</b> <i>What did you cook yesterday?</i>
<b>Person 1</b>	<b>Ingii-chiibaakwaadaan onagizhiinsan.</b> <i>I cooked hot dogs.</i>  <b>Inga-jiibaakwe waabang.</b> <i>I will cook something tomorrow.</i>
<b>Person 2</b>	<b>Wegonen waa-chiibaakwaadaman waabang?</b> <i>What will you cook tomorrow?</i>
<b>Person 1</b>	<b>Niwii-chiibaakwaadaan onagizhiinsan miinawaa.</b> <i>I will cook hot dogs again.</i>
<b>Person 2</b>	<b>Wa. Giwenda-minopidaan iniw onagizhiinsan.</b> <i>Wow! You really like hot dogs.</i>
<b>Person 1</b>	<b>Enange!</b> <i>Definitely!</i>
<b>Narrator</b>	Here are three examples of the changed conjunct from the conversation you just heard. You'll often use the changed conjunct form when asking a question.  <b>jiibaakwaadan → Wegonen jaabaakwaadaman?</b> <b>gii- → Wegonen gaa-chiibaakwaadaman bijiinaago?</b> <b>wii- → Wegonen waa-chiibaakwaadaman?</b>

## Wegonen Jaabaakwaadaman? What Are You Cooking? (continued)

**Narrator** You probably also noticed a few cases of consonant change. Some consonants change when you use the tense preverbs **gii-** and **wii-**...

**jiibaakwaadan** → Ingii-**chiibaakwaadaan** onagizhiinsan.

**jiibaakwaadan** → Niwii-**chiibaakwaadaan** onagizhiinsan miinawaa.

...or their changed forms, **gaa-** and **waa-**.

**jiibaakwaadan** → Wegonen **gaa-chiibaakwaadaman** bijiinaago?

**jiibaakwaadan** → Wegonen **waa-chiibaakwaadaman** waabang?

Now let's take a look at another use of the changed conjunct.

**Person 1** **Aaniin ezhichigeyan?**  
*What are you doing?*

**Person 2** **Nizhooshkwajiwe.**  
*I am sledding.*

**Person 1** **Awenen dash giin gibiboonodaabaanens?**  
*Which sled is yours?*

**Person 2** **Meskozid, mii a'aw nibiboonodaabaanens.**  
*Mine is the red sled.*

**Narrator** In this case, the changed conjunct is used to turn a verb into an adjective that describes color.

**miskozi** → **Meskozid, mii a'aw nibiboonodaabaanens.**

Let's look at one more use of the changed conjunct.

**Person 1** **Aaniin dash apii waa-shooshkwaagimeyan?**  
*And when will you ski?*

**Person 2** **Niwii-shooshkwaagime azhigwa gaa-kiizhi-zhooshkwajiweyaan.**  
*I will ski after I go sledding.*

**Narrator** The changed conjunct is also used to show that an action has been completed. In this example, the speaker will go skiing after finishing sledding.

**gii-kiizhi-zhooshkwajiwe** → **Niwii-shooshkwaagime azhigwa gaa-kiizhi-zhooshkwajiweyaan.**

## Ezhi-bimaadizing Waaboozoowakiing

### *How Life Is in the Rabbit World*



**Gaa-tibaajimod Carol Nickaboine**

*Told by Carol Nickaboine*

**Gaa-tibaajimotawaajin Wesley Ballinger**

*Told to Wesley Ballinger*

**Gaa-ojibwemod Migizi**

*Narrated by Migizi*

**Gaa-mazinibii'ang Chase Sam "Bagwajikwezens"**

*Illustrated by Chase Sam "Bagwajikwezens"*

**Waabooz niin indizhinikaaz.**

*My name is rabbit.*

**Nitaa-gizhiibatooyaan, nitaa-gwaashkwaniyaan.**

*I'm good at running fast, I'm good at jumping.*

**Mii dash minwendamaan miijiyaan gakina zayaagakiigin miziwe eyaamagakin imaa megwayaak, miinawaa gitigaanensan,**

*I like to eat everything that grows all over in the bush, and vegetables,*

**niminwendaanan imaa Anishinaabe ogitigaanan.**

*I like the ones in the Indian's gardens.*

**Nindikonaazha'ogoog apane ingiw imaa endaa jig maazhaa ikwezens maazhaa gwiizens maazhaa a'aw gitigewinini,**

*The ones who live there, the girl and boy and the farmer, they try to chase me off,*

**mii dash nibaapi'aag ekonaazhikawiwaad, gaawiin indaa-debibinigoosiin, onzaam nigichi-bimibatoo.**

*and when they have chased me off, I laugh at them. They can't catch me. I run too fast.*

**Gakina gegoo maajiyaan niwiidookawaag ingiw Anishinaabeg, mii dash mijiwaad mashkiki da-mino-ayaawaad.**

*Everything that I eat helps the Anishinaabe, so when they eat me, they're eating medicine to make them healthy.*

**lishpin debibinigooyaan indaa-zhawenimaag.**

*If they catch me, I'll take pity on them.*

**Niin niwaaboozwayaan chi-minonaagwak mii dash ezhi-ozhitoowaad makizinan miinawaa minjikaawanag anooj igo gegoo odizhitoonaawaa ingiw Anishinaabeg.**

*My rabbit hide looks really nice, and they use it to make moccasins and gloves, the Indians make all sorts of things with it.*

**Niminopogoz napodinensag.**

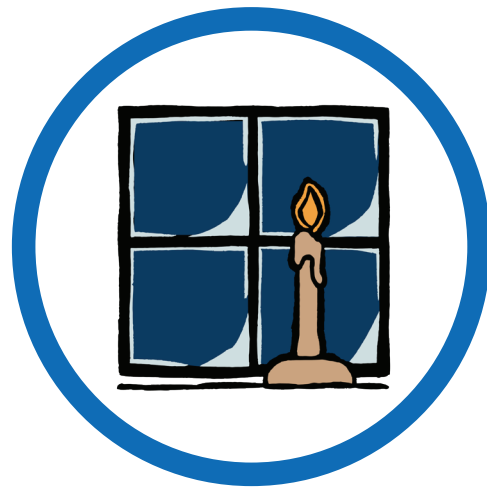
*I taste good with dumplings.*

**Mii iw.**

*That's it.*

UNIT  
19

# Printouts



Ojibwe

Aaniin gaa-onji-jiibaakweyan?	Onzaam ingii-bakade.
Aaniin dash wenji-nanaamadabiyani jigishkode?	Onzaam nigii-kaj.
Aaniin wenji-biindigeniseyan?	Onzaam niwii-abiz.
Aaniin dash wenji-wisagendaman?	Onzaam ingii-pitaakoshin.
Aaniin waa-onji-agindaasoyan?	Onzaam da-dibaginjigaadeg waabang izhi-bimaadizing.
Aaniin waa-onji-giiweyan?	Onzaam niwii-nibaa.
Aaniin wenji-gisinaag?	Onzaam biboonagad!
Aaniin dash wenji-gizhaateg?	Onzaam zakaate!

*To the tune of Here We Go Round the Mulberry Bush*

**Awegonen ge-biizikamaan, ge-biizikamaan, ge-biizikamaan?  
Awegonen ge-biizikamaan [gimiwang]?**

**[Niwiwakwaan] nimbiizikaan nimbiizikaan nimbiizikaan  
[Niwiwakwaan] nimbiizikaan [gimiwang].**

*What will I wear, will I wear, will I wear?  
What will I wear when it's [raining]?*

*I wear [my hat], I wear, I wear,  
I wear [my hat] when it's [raining].*

**Awegonen ge-biizikamaan, ge-biizikamaan, ge-biizikamaan?  
Awegonen ge-biizikamaan [zoogipog]?**

**[Minjikaawanag] nimbiizikawaag nimbiizikawaag nimbiizikawaag  
[Minjikaawanag] nimbiizikawaag [zoogipog].**

*What will I wear, will I wear, will I wear?  
What will I wear when it's [snowing]?*

*I wear [mittens], I wear, I wear,  
I wear [mittens] when it's [snowing].*

**Awegonen ge-biizikamaan, ge-biizikamaan, ge-biizikamaan?  
Awegonen ge-biizikamaan [gisinaag]?**

**[Giizhoopizon] nimbiizikaan nimbiizikaan nimbiizikaan  
[Giizhoopizon] nimbiizikaan [gisinaag].**

*What will I wear, will I wear, will I wear?  
What will I wear when it's [cold]?*

*I wear [a scarf], I wear, I wear,  
I wear [a scarf] when it's [cold].*



## Onagizhiinsan Inanjigewaad

<p><b>Ogimaakwe</b></p>	<p><b>Mii iw azhigwa onaagoshig.</b></p> <hr/> <p><b>Miinawaa geyaabi zoogipon.</b></p> <hr/>
<p><b>Waasegiizhigookwe</b></p>	<p><b>Hayaa. Mii sa go naa niibowa aw goon bangishing.</b></p> <hr/> <p><b>Indawaas igo niwii-maajii-jiibaakwe.</b></p> <hr/>
<p><b>Amik</b></p>	<p><b>Daga naa. Imbakade igo.</b></p> <hr/>
<p><b>Gimiwan</b></p>	<p><b>Ahaw. Giga-naadamoon jiibaakweyan.</b></p> <hr/> <p><b>Tayaa. Aaniin akeyaa ge-jiibaakweyangiban azhigwa?</b></p> <hr/>
<p><b>Waasegiizhigookwe</b></p>	<p><b>Namanj iidog.</b></p> <hr/> <p><b>Niwii-zaka'aan i'iw waazakonenjigaans.</b></p> <hr/> <p><b>Onyai. Mii eta go onagizhiinsan ge-inanjigeyang.</b></p> <hr/> <p><b>Daga, Gimiwan, boodawen.</b></p> <hr/>

## Onagizhiinsan Inanjigewaad (continued)

<b>Gimiwan</b>	<b>Ahaw. Inga-biindigenise.</b> _____
<b>Waasegiizhigookwe</b>	<b>Naadig iniw mitigoonsan da-abizameg onagizhiinsan.</b> _____
<b>Amik</b>	<b>Gaawiin ingashkitoosiin ganabaj. Onzaam niwiisagendam nindinimaanginaang.</b> _____ _____
<b>Ogimaakwe</b>	<b>Giga-naadamoon, Nichiim.</b> _____
<b>Amik</b>	<b>Miigwech, Nimis.</b> _____ <b>Giizhi-wiisinyang, gidaa-odaminomin ina?</b> _____
<b>Ogimaakwe</b>	<b>Eya'. Giwii-ataage ina?</b> _____
<b>Gimiwan</b>	<b>Daga naa.</b> _____
<b>Ogimaakwe</b>	<b>Nashke, Amik. Mii giizhideg gidoonagizhiinsim.</b> _____

## Onagizhiinsan Inanjigewaad (continued)

<p><b>Amik</b></p>	<p><b>Oooh, miigwech.</b></p> <hr/>
<p><b>Gimiwan</b></p>	<p><b>Mii ongow ataadiwinag.</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Miigwech, Inded. Gigiizhiitaam ina?</b></p> <hr/>
<p><b>Amik</b></p>	<p><b>Eya'. Mii go da-maajitaayangiban.</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Howa, Amik.</b></p> <hr/> <p><b>Niminwendam agana go izhi-wiisagendaman.</b></p> <hr/>

## Set 1

<b>Waasegiizhigookwe</b>	<b>Hayaa. Mii sa go naa niibowa aw goon bangishing. Indawaas igo niwii-maajii-jiibaakwe.</b>
<b>Ogimaakwe</b>	<b>Mii iw azhigwa onaagoshig. Miinawaa geyaabi zoogipon.</b>
<b>Amik</b>	<b>Daga naa. Imbakade igo.</b>
<b>Waasegiizhigookwe</b>	<b>Namanj iidog. Niwii-zaka'aan i'iw waazakonenjigaans. Onyai. Mii eta go onagizhiinsan ge-inanjigeyang. Daga, Gimiwan, boodawen.</b>
<b>Gimiwan</b>	<b>Ahaw. Inga-biindigenise.</b>
<b>Gimiwan</b>	<b>Ahaw. Giga-naadamoon jiibaakweyan. Tayaa. Aaniin akeyaa ge-jiibaakweyangiban azhigwa?</b>

## Set 2

<b>Amik</b>	<b>Gaawiin ingashkitoosiin ganabaj. Onzaam niwiisagendam nindinimaanginaang.</b>
<b>Amik</b>	<b>Miigwech, Nimis. Giizhi-wiisinyang, gidaa-odaminomin ina?</b>
<b>Waasegiizhigookwe</b>	<b>Naadig iniw mitigoonsan da-abizameg onagizhiinsan.</b>
<b>Ogimaakwe</b>	<b>Eya'. Giwii-ataage ina?</b>
<b>Ogimaakwe</b>	<b>Giga-naadamoon, Nichiim.</b>
<b>Gimiwan</b>	<b>Daga naa.</b>

## Set 3

Ogimaakwe	Nashke, Amik. Mii giizhideg gidoonagizhiinsim.
Gimiwan	Mii ongow ataadiwinag.
Amik	Oooh, miigwech.
Ogimaakwe	Howa, Amik. Niminwendam agana go izhi-wiisagendaman.
Amik	Eya'. Mii go da-maajitaayangiban.
Ogimaakwe	Miigwech, Inded. Gigiizhiitaam ina?

Name:	Date:
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Use what you've learned about initial vowel change and conjunct form to convert these changed conjunct forms back to their dictionary forms. In each B answer, change the vowel back to its unchanged form. In each C answer, use the unchanged vowel and the A-form ending. Once you've identified the verb, check your answer in the Ojibwe People's Dictionary. Here is an example:

- A. **dekonaman**
- B. **dakonaman**
- C. **dakonan**

1 A. **gwayaashkwanid**

B.

C.

2 A. **bwaanitooyaan**

B.

C.

3 A. **bayekaadiziyeg**

B.

C.

4 A. **bebaamendaman**

B.

C.

5 A. **baanak**

B.

C.

6 A. **ayaabadak**

B.

C.

## Set 1

...niminwendaanan imaa Anishinaabe ogitigaanan.

Waabooz niin indizhinikaaz.

...mii dash nibaapi'aag ekonaazhikawiwaad, gaawiin indaa-debibinigoosiin,  
onzaam nigichi-bimibatoo.

Nitaa-gizhiibatooyaan, nitaa-gwaashkwaniyaan.

Mii dash minwendamaan mijiyaan gakina zayaagakiigin miziwe eyaamagakin  
imaa megwayaak, miinawaa gitigaanensan...

Nindikonaazha'ogoog apane ingiw imaa endaa jig maazhaa ikwezens maazhaa  
gwiwizens maazhaa a'aw gitigewinini...

## Set 2

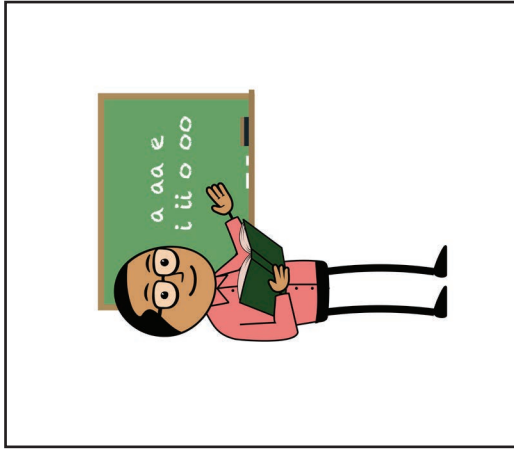
Niin niwaaboozwayaan chi-minonaagwak mii dash ezhi-ozhitoowaad makizinan  
miinawaa minjikaawanag anooj igo gegoo odizhitoonaawaa ingiw Anishinaabeg.

Niminopogoz napodinensag.

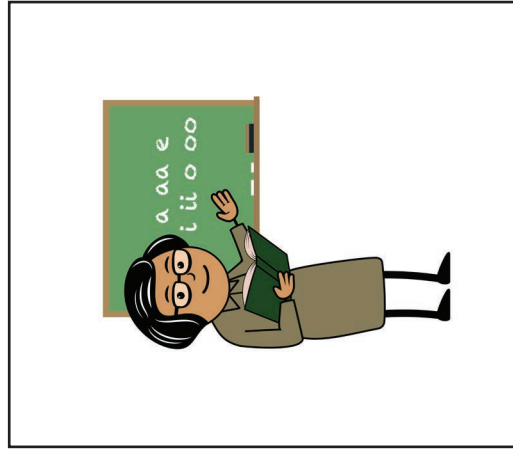
Gakina gegoo maajiyaan niwiidookawaag ingiw Anishinaabeg, mii dash  
mijiwaad mashkiki da-mino-ayaawaad.

Mii iw.

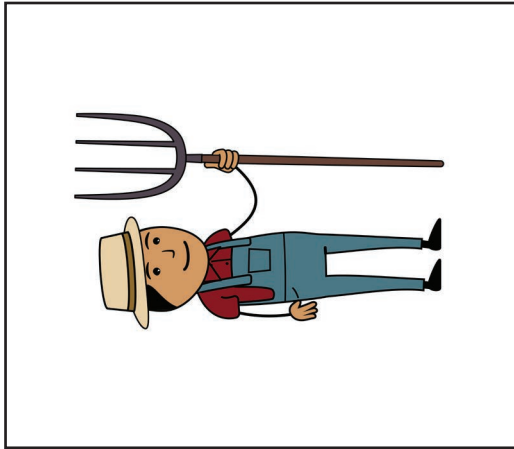
lishpin debibinigooyaan indaa-zhawenimaag.



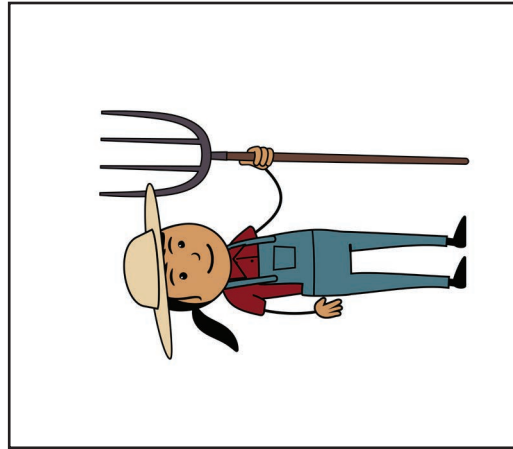
**gikinoo'amaagewinini**



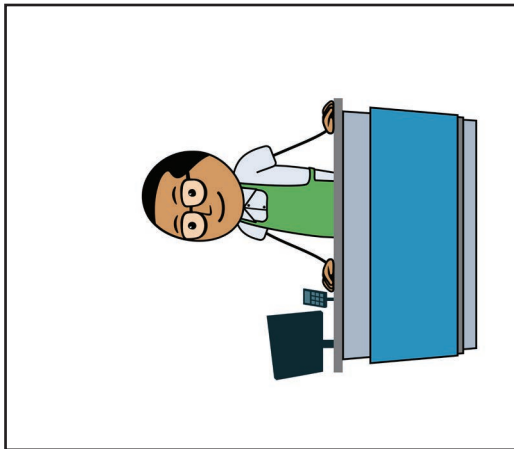
**gikinoo'amaagewikwe**



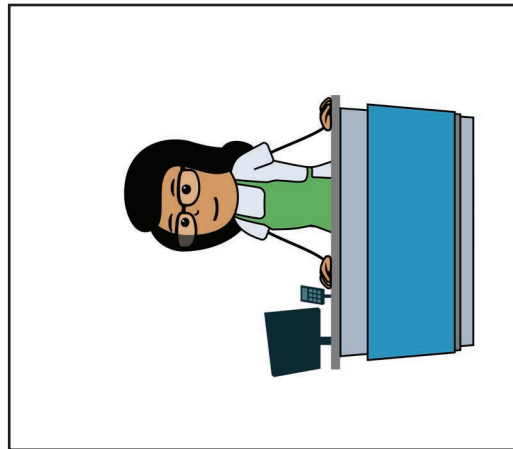
**gitigewinini**



**gitigewikwe**

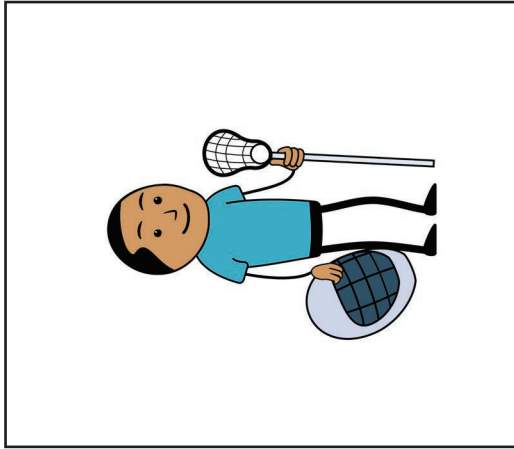


**adaawewinini**

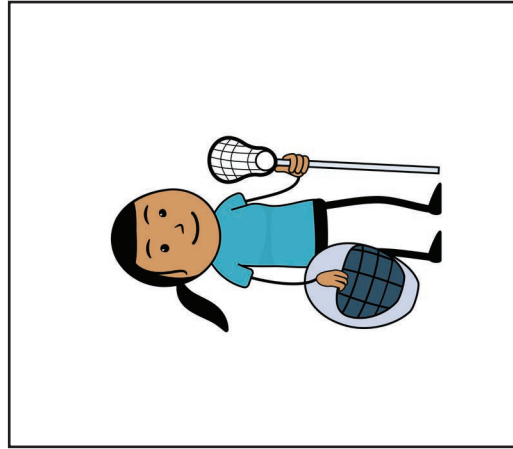


**adaawewikwe**

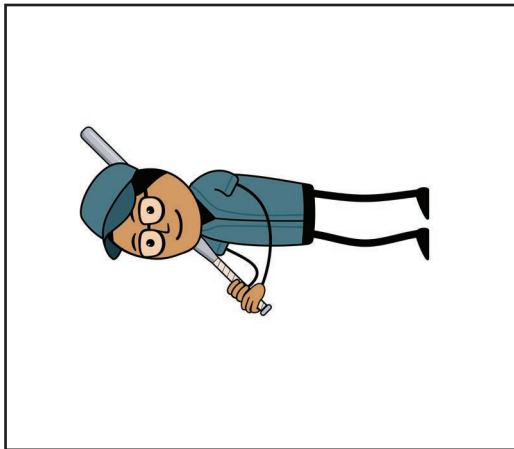




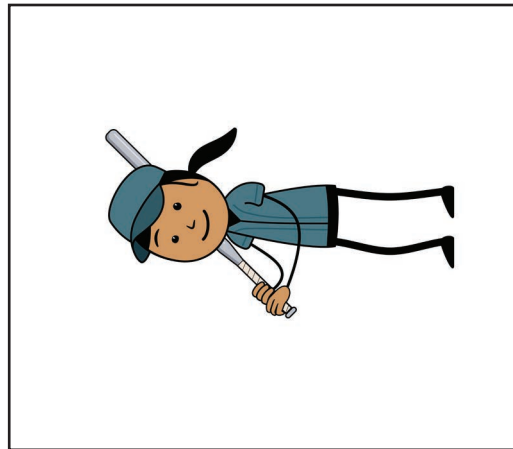
baaga'adowewinini



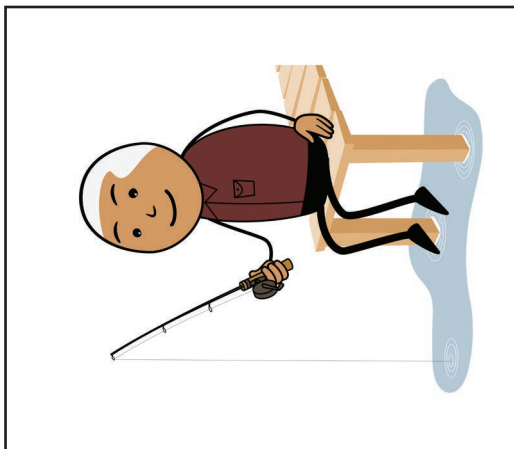
baaga'adowewikwe



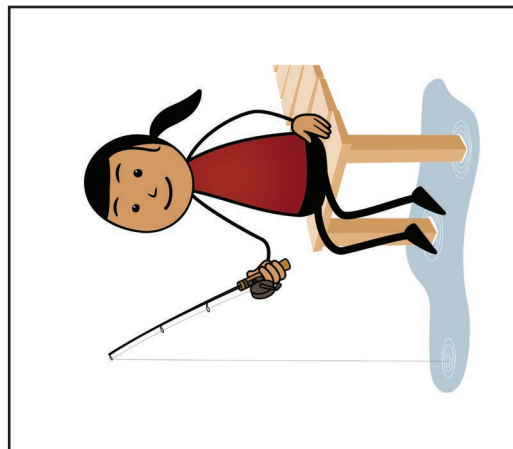
bakitejii'igewinini



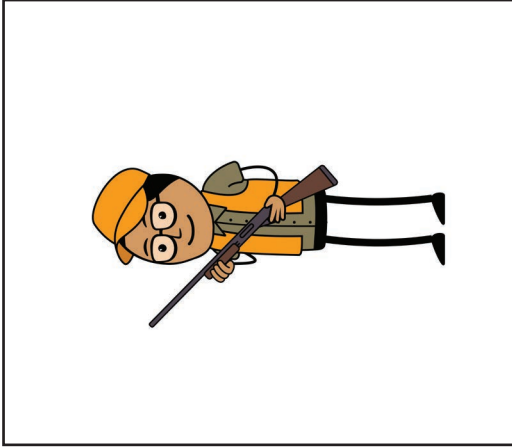
bakitejii'igewikwe



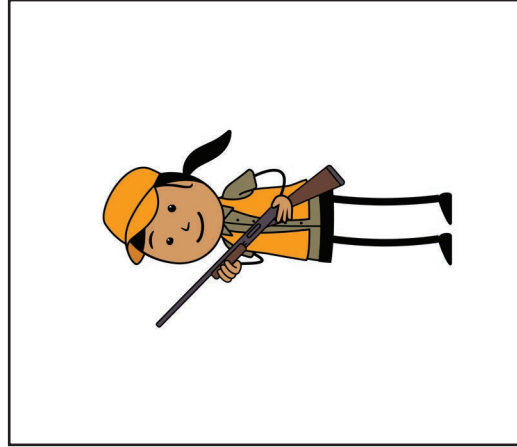
giigoonyikewinini



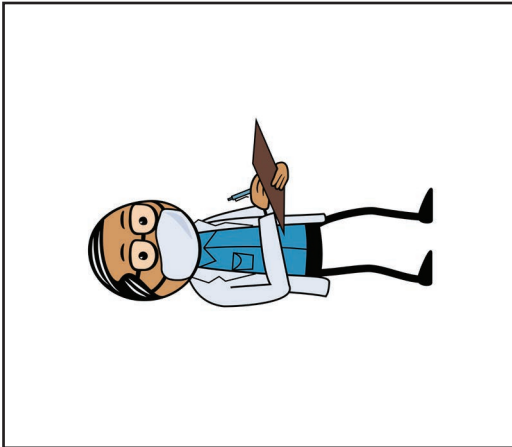
giigoonyikewikwe



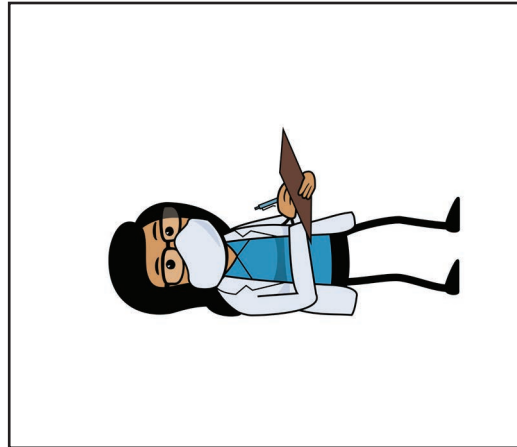
giwosewinini



giwosewikwe



mashkikiwinini



mashkikiwikwe

UNIT  
20



Ojibwe

**Overview:** Ogimaakwe is home on another snow day, and decides to learn how to make a jingle dress. In this unit you'll talk about likes and dislikes, use negative A and B forms, discuss making a jingle dress, and talk about beading. You'll also learn about word stress.

## LESSON 1: Niminwendaan Biboonagak. — *I Like Winter.*

Students will:

- use **minwendan** to express likes and dislikes
- use negative B forms to talk about when something doesn't happen
- use specific verbs to talk about likes and dislikes related to taste, sight, and sound
- conjugate plural, positive vtis that end in **-an**

## LESSON 2: Ziibaaska'iganigoodayikeng — *Making a Jingle Dress*

Students will:

- expand vocabulary related to sewing and jingle dresses
- express that they don't know something
- use pejorative endings to talk about things they don't like
- use preverbs to describe when and if an action takes place

## LESSON 3: Da-bagakitaagozid Gaagiigidod Awiya — *For Someone To Be Understood Clearly*

Students will:

- recognize stressed syllables
- identify characteristics that affect word stress
- identify primary word stress
- pronounce words with proper stress

## LESSON 4: Manidoominensikeng — *Beading*

Students will:

- expand vocabulary related to beading and sewing
- recognize word parts and how they contribute to a word's meaning
- use preverbs to describe locations
- give instructions





# Lesson 1: Niminwendaan Biboonagak. — *I Like Winter.*

## OBJECTIVES

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

- use **minwendan** to express likes and dislikes
- use negative B forms to talk about when something doesn't happen
- use specific verbs to talk about likes and dislikes related to taste, sight, and sound
- conjugate plural, positive vtis that end in **-an**

## MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe People's Dictionary or paper dictionaries
- Edit Written Ojibwemowin Handout (Printouts A)
- Edit Written Ojibwemowin Answer Key (Printouts B)
- Word Tree 1 (Printouts C)
- Word Tree 2 (Printouts D)

## ONLINE ACTIVITIES

### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**  
30 minutes

### Activity Steps

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



### ACTIVITY A Likes and dislikes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe People's Dictionary or paper dictionaries

 **Estimated time:** 45 minutes

#### Activity Steps

1. Have each student use the Unit 20, Lesson 1 Look and Listen video and Explore likes and dislikes 1, 2, and 3 in Rosetta Stone Ojibwe to compose a list of five things they like and five things they dislike. They should use the following sentence structures:
  - a. **Niminwendaan (B-form verb).** (*I like when/to [B-form verb].*)
  - b. **Gaawiin niminwendanziin (B-form verb).** (*I don't like when/to [B-form verb].*)
2. Students may also use the Ojibwe People's Dictionary or paper dictionaries to identify vais and viis for activities that they do and do not like.
3. When students have finished, have them share their likes and dislikes as a class. Keep track of similarities and differences.



#### TEACHER'S TIP

Make sure that students use negation on the B-form verbs in the correct places. A double negative on the second sentence structure (**Gaawiin niminwendanziin [B-form verb]**) would make a positive! If students are clearly understanding this concept, challenge them to come up with a purposeful double negative sentence.



### ACTIVITY B Editing written Ojibwemowin

#### Materials

- Edit Written Ojibwemowin Handout, one per student (Printouts A)
- Edit Written Ojibwemowin Answer Key, one copy (Printouts B)
- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:** 30 minutes

#### Activity Steps

1. Give each student a copy of the Edit Written Ojibwemowin Handout.
2. Provide students access to Rosetta Stone Ojibwe and allow time to complete the handout.
3. Monitor and assist students as they work. Use the Answer Key to check student work.

**Optional:** For advanced students, ask them to write a similar prompt for a peer.



### ACTIVITY C Word Tree word parts

#### Materials

- Word Tree 1, one per student (Printouts C)
- Word Tree 2, one per student (Printouts D)
- Ojibwe People's Dictionary or paper dictionaries

 **Estimated time:** 45 minutes

#### Activity Steps

1. Give each student a copy of Word Tree 1 and a dictionary or access to the online Ojibwe People's Dictionary (<https://ojibwe.lib.umn.edu/>).
2. Have students underline the similarities between the word in the primary red circle, and the words in the first blue circle in each column. Explain that these words have the same final (**-an**).
3. Students use their dictionaries to identify more vtis with the final **-an**.
4. When students have finished finding more **-an** final vtis, have a discussion as a class about why all of these words have a similar component.
5. Give each student a copy of Word Tree 2.
6. Have students underline the similarities between the word in the primary red circle, and the words in the first blue circle in each column. Explain that these words have the same final (**-end**).
7. Students use their dictionaries to identify more vtis with the final (**-end**).
8. When students have finished finding more **-end** vtis, have a discussion as a class as to why all of these words have a similar component.



#### TEACHER'S TIP

To search for words with the same ending using the Ojibwe People's Dictionary, click on Advanced Search. In the last dropdown menu, select "end with", and then search for a final, such as **-an**. For a final like **-end**, which may not appear at the very end of words, change the last dropdown menu to "contain." In both cases but especially when doing a "contain" search, students have to check whether the word actually contains the meaningful piece **-end**, or if a word includes this sequence of sounds but not the meaningful piece **-end**. In order to determine this, students should click on a word, and then scroll down to the bottom of the page to see the analysis in the "Word Parts" box.





## Lesson 2: Ziibaaska'iganigoodayikeng — Making a Jingle Dress

### OBJECTIVES

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

- expand vocabulary related to sewing and jingle dresses
- express that they don't know something
- use pejorative endings to talk about things they don't like
- use preverbs to describe when and if an action takes place

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Script Handout (Printouts E)
- Ojibwe People's Dictionary or paper dictionaries
- Smart board or projector
- Want to, Will, Should Cards (Printouts F)
- Sample Vocabulary Frame (Printouts G)
- Index cards

### VOCABULARY

1

<b>gashkigwaaso</b> vai	<i>s/he sews</i>
<b>dazhiikan</b> vti	<i>work on something; be involved with something</i>
<b>naadamaage</b> vai	<i>s/he helps people</i>
<b>asabaab(iin)</b> ni	<i>thread(s)</i>
<b>zenibaanh</b> (zenibaanyag) na	<i>ribbon(s)</i>

2

<b>baabiigiskaadendam</b> vai	<i>s/he is bored</i>
<b>inendam</b> vai	<i>s/he thinks a certain way</i>
<b>gaagwiinawi-inendam</b> vai	<i>s/he does not know; s/he is at a loss</i>
<b>wiiji'</b> vta	<i>play with someone</i>
<b>agwajiing</b> adverb	<i>outside</i>



## VOCABULARY

3

<b>waashkobizid</b>	<i>cake(s)</i>
<b>bakwezhigan</b> <b>(waashkobizijig</b> <b>bakwezhiganag)</b>	
na	
<b>ozhi'</b>	<i>make something</i> <i>(animate)</i>
vta	
<b>anwaataa</b>	<i>s/he stops doing</i> <i>something</i>
vai	
<b>gaawiin gosha</b>	<i>no way</i>

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**  
30 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 20, Lesson 2 individually or in groups. (See Lesson 2 Script)



# ACTIVITY A Decoding the script, identifying verbs

## Materials

⌚ Estimated time: 45 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Script Handout, one per student (Printouts E)
- Ojibwe People's Dictionary or paper dictionaries

## Activity Steps

1. Give each student a copy of the Lesson 2 Script Handout.
2. Have students play the Unit 20, Lesson 2 Look and Listen video in Rosetta Stone Ojibwe and listen to the audio.
3. As they listen, students read along with the Lesson 2 Script Handout, underlining words they know in one color and words that they don't know in another color.
4. Ask students to identify the verbs within the words that they underlined and to try to categorize them by type. They should do this first with the verbs that they know. Then they should use context (including word finals and preverbs) and the Ojibwe People's Dictionary or a paper dictionary to identify the new and unknown words.
5. Finally, students compare and discuss their answers with each other and as a group.



# ACTIVITY B Want to, will, should

## Materials

- Smart board or projector
- Rosetta Stone Ojibwe
- Want to, Will, Should Cards, one set per group (Printouts F)
- Ojibwe People's Dictionary or paper dictionaries
- Computers or tablets (if using Ojibwe People's Dictionary)

 **Estimated time:** 45 minutes

## Activity Steps

1. Review Unit 20, Lesson 2 Explore preverbs and Practice preverbs in Rosetta Stone Ojibwe as a class.
2. Separate students into groups of three.
3. Give each group a set of Want to, Will, Should Cards. Students cut out each card.
4. Use this example set to show students how to complete the activity as a large group.
  - a. Write the following three verbs on the board:
    - **odamino** (*s/he plays*)
    - **giwe** (*s/he goes home*)
    - **agindaaso** (*s/he reads*)
  - b. Explain to students that within each set they'll identify one thing they want to do (**niwii-**), one thing they will do (**inga-**) and one thing they should do (**indaa-**). Attach one of these conjugations and tenses to each verb like this:
    - **Niwii-odamin.** (*I want to play.*)
    - **Inga-agindaas.** (*I will read.*)
    - **Indaa-giwe.** (*I should go home.*)
5. When students understand the activity, they start in their own groups by selecting one card and reading the three verbs. Next, each student in the group writes their three sentences on a piece of scratch paper.
6. When everyone in the group has finished their sentences, they compare to see their similarities and differences.
7. Repeat the activity until each group has written sentences for each of their cards.



## TEACHER'S TIP

We've previously introduced all of the *vais* in the verb sets for this lesson. If students need a review of these words, encourage them to use their partners' prior knowledge, and the Ojibwe People's Dictionary or a paper dictionary.

**Optional:** For an extra challenge, ask students to negate some verbs to express what they don't want to do, won't do, or shouldn't do. Be sure they remember to use **gaawiin** before the verb and the negative ending **-siin**.



# ACTIVITY C Vocabulary frames

## Materials

- Sample Vocabulary Frame, one per student (Printouts G)
- Rosetta Stone Ojibwe
- Computers or tablets
- Index cards, several per student

 **Estimated time:** 30 minutes

## Activity Steps

1. Use the Sample Vocabulary Frame to reintroduce the primary components of this activity:
  - The vocabulary word
  - The English translation: Have students write the translation on the back of the index card so they can use it to quiz themselves or others in English and Ojibwe.
  - A sentence using the word: Students can use lines from the Lesson 2 Script as example sentences, or they can construct their own.
  - A picture of the word
2. Provide students with access to Unit 20, Lesson 2 in Rosetta Stone Ojibwe, and allow enough time for them to complete a vocabulary frame for each of the vocabulary words.
3. Encourage students to use their frames to review individually or by quizzing a partner.



## TEACHER'S TIP

We introduced this activity in the Level 1 Ojibwe Teacher's Guide, Unit 2, Lesson 1, Activity C. See if students remember how they used their vocabulary frames from that lesson!



# ACTIVITY D Performing words

## Materials

- Students' vocabulary frames (see Activity C)

 **Estimated time:** 45 minutes

## Activity Steps

1. Have students stand and make a circle.
2. Pick one student to start. The student chooses one vocabulary word from this lesson and performs an action that represents that word.
3. The other students repeat the action. That is now the action for that word.
4. The next student around the circle picks an action for another word.
5. After all words have been assigned actions, pick one student to stand in the center and either say one of the words or show its vocabulary frame.
6. All students perform the action associated with that word.
7. The last person to perform the action, or to do the wrong action, will take the place of the student at the center of the circle and pick a new word.



## Lesson 3: Da-bagakitaagozid Gaagiigidod Awiya — *For To Be Understood Clearly*

### OBJECTIVES

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

- recognize stressed syllables
- identify characteristics that affect word stress
- identify primary word stress
- pronounce words with proper stress

### MATERIALS

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Listening for Emphasis Prompts (Printouts H)
- Ojibwe People's Dictionary
- Headphones
- Rubber bands

## ACTIVITY A Word stress review

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector

⌵ **Estimated time:**  
30 minutes

### Activity Steps

1. Review Unit 14, Lesson 4 in Rosetta Stone Ojibwe as a class. Be sure that students practice each pronunciation activity.
2. Listen carefully to students' pronunciation of stressed syllables.

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**  
30 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 20, Lesson 3 individually or in groups. (See Lesson 3 Script)



# ACTIVITY B Listening for emphasis

## Materials

- Listening for Emphasis Prompts, one per student (Printouts H)
- Ojibwe People's Dictionary
- Computers or tablets
- Headphones, one per student

⌚ Estimated time: 30 minutes

## Activity Steps

1. Give each student a copy of Listening for Emphasis Prompts.
2. Complete the first prompt as a class:
  - a. Navigate to the Ojibwe People's Dictionary.
  - b. Type the word **anwaataa** into the search bar.
  - c. Click on the word **anwaataa**.
  - d. Listen to the audio sample at the top of the page.
  - e. Ask students to listen closely for the main stress (the first long **aa**). Students should underline the vowel that receives the main stress on their worksheet (**anwaataa**).
  - f. Scroll down and listen to the prompt **gego anwaataaken**. Ask students to identify how the emphasis has changed (now the second **aa**). Students should underline the syllable that receives the main stress on their worksheet (**anwaataaken**).
3. Allow students time to listen to the rest of their prompts, and identify and underline the stressed vowels for each.



## TEACHER'S TIP

Make sure to try this activity yourself before giving it to your students. If you've already practiced with these words, you'll be better able to help them as they go through the prompts.

**Optional:** You can also ask students to underline the word stress without hearing the word, based on the clues they learned from the lesson. Next, they can listen to the words and try to determine if the audio corresponds to their guess.





### ACTIVITY C Rubber band pronunciation

#### Materials

 **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Rubber bands, one per student

#### Activity Steps

1. Review with students how to stretch rubber bands to show rhythm and word stress. You may want to search YouTube for a demonstration video or use the instructions below.
  - a. Pass out a rubber band to each student.
  - b. Students hold one end of the rubber band in each hand.
  - c. On each stressed syllable, stretch one end of the rubber band out.
  - d. Let the rubber band come back while speaking the unstressed syllables.
  - e. Exaggerate the movement, stretching the rubber band longer for primary stress.
2. Watch and listen to the Unit 20, Lesson 3 Look and Listen video in Rosetta Stone together as a class, using the rubber band to exaggerate the stress in the pronunciation of the words that are used as examples in the video.
3. Complete the Pronounce activities in Unit 20, Lesson 3 as a group.
4. Have students use their rubber bands to practice correct intonation and stress for all Pronounce activities, using both the audio and speech functions of the activities.



## Lesson 4: Manidoominensikeng — Beading

### OBJECTIVES

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

- expand vocabulary related to beading and sewing
- recognize word parts and how they contribute to a word's meaning
- use preverbs to describe locations
- give instructions

### MATERIALS

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Spot Stitching Instruction Cards (Printouts I)
- Beading supplies:
  - Needles (size 12)
  - Beads (size 11)
  - Scissors
  - Lighter
  - Thread (size D)
  - Paracord

### VOCABULARY

1

<b>gidagiigin(oon)</b> ni	<i>fabric(s)</i>
<b>zhaabonigan(an)</b> ni	<i>needle(s)</i>
<b>manidoominens(ag)</b> na	<i>bead(s)</i>
<b>asabaab(iin)</b> ni	<i>thread(s)</i>

2

<b>manidoominensike</b> vai	<i>s/he beads</i>
<b>naabidoo'an</b> vti	<i>thread something; bead something</i>
<b>anokiitan</b> vti	<i>work on something</i>
<b>onaabam</b> vta	<i>choose something (animate)</i>
<b>aabaji'</b> vta	<i>use something (animate)</i>

3


<b>anaami-</b> preverb	<i>under</i>
<b>ogiji-</b> preverb	<i>on top; on top of</i>
<b>ani-</b> preverb	<i>in progress</i>



### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**  
30 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 20, Lesson 4 individually or in groups. (See Lesson 4 Script)

## ACTIVITY A Following instructions

### Materials

- Smart board or projector
- Rosetta Stone Ojibwe
- Spot Stitching Instruction Cards, one set per pair of students (Printouts I)
- Ojibwe People's Dictionary or paper dictionaries
- Computers or tablets (if using Ojibwe People's Dictionary)

 **Estimated time:** 45 minutes

### Activity Steps

1. Review the Unit 20, Lesson 4 Look and Listen video and vocabulary activities in Rosetta Stone Ojibwe as a class.
2. Tell students that you will hand them the Spot Stitching Instruction Cards. They have two tasks:
  - a. put the cards in order
  - b. pair each instruction with the corresponding image
3. Group students into pairs and give each pair a set of Spot Stitching Instruction Cards.
4. Ask students to work together to resolve the two tasks. If this is challenging, suggest that they can use prior knowledge of beading and a dictionary as a resource.
5. Have students compare and discuss their answers. They can also rewatch the Look and Listen video to check their work.



### TEACHER'S TIP

If completing both of these tasks is too challenging, have students just complete one of the tasks.



### ACTIVITY B Beading

#### Materials

- Bead wrapping video tutorial or knowledgeable community members
- Smart board or projector
- Beading supplies for each student:
  - Needles (size 12), one per student
  - Beads (size 11), enough for each student to complete a project
  - Scissors
  - Lighter
  - Thread (size D)
  - Paracord

 **Estimated time:** 1–2 class sessions

#### Activity Steps

1. Search YouTube for a tutorial on how to bead wrap, or find a knowledgeable community member to help with the class.
2. Ask students to use scratch paper and a pencil to quickly design what they would like their project to look like. You may also want to suggest some designs for them to use.
3. Allow students to collect the materials they'll need, including beads.
4. Students spend the class using their materials and YouTube videos or guidance from a knowledgeable person to start their beading projects. Be sure to use as much Ojibwemowin during the beading process as possible, including vocabulary from this lesson.



#### TEACHER'S TIP

Don't let this project overtake your classroom for weeks. This is a one- or two-day lesson, and students should be encouraged to bring home materials and finish at home if they can't finish in the classroom.



#### CULTURE CORNER

Some artists like to work one mismatched bead into their project. It's a way to show that only the **manidoog** are perfect and that we as humans make mistakes, like Wenabozho.

UNIT  
20

# Scripts



Ojibwe

## Niminwendaan Biboonagak. *I Like Winter.*



<b>Ikwe</b>	<b>Niminwendaan biboonagak.</b> <i>I like when it is winter.</i>
<b>Inini</b>	<b>Gaawiin niminwendanziin biboonagak.</b> <i>I do not like when it is winter.</i>  <b>Niminwendaan biboonagasinok.</b> <i>I like when it's not winter.</i>
<b>Narrator</b>	You just heard these people talk about things that they do and don't like. Let's take a closer look.
<b>Ikwe</b>	<b>Niminwendaan biboonagak.</b> <i>I like when it is winter.</i>
<b>Narrator</b>	The verb <b>minwendan</b> is in A form. The other verb, <b>biboonagad</b> , is in B form. But what if you don't like something?
<b>Inini</b>	<b>Gaawiin niminwendanziin biboonagak.</b> <i>I do not like when it is winter.</i>
<b>Narrator</b>	Again, the verb <b>minwendan</b> is in A form, but this time you add <b>gaawiin</b> before it, and use the negative A form. The other verb, <b>biboonagad</b> , is in B form again. This isn't the only way to express disliking something. Here's another way.
<b>Inini</b>	<b>Niminwendaan biboonagasinok.</b> <i>I like when it's not winter.</i>
<b>Narrator</b>	Again, <b>minwendan</b> is in A form and <b>biboonagad</b> is in B form. But this time it is a negative B form, <b>biboonagasinok</b> . Notice that you don't use the word <b>gaawiin</b> to make a negative in B form. Let's look at some other examples:
<b>Ikwe</b>	<b>Niminwendaan gisinaag.</b> <i>I like when it is cold.</i>

## Niminwendaan Biboonagak. *I Like Winter. (continued)*



**Inini**                    **Gaawiin niminwendanziin gisinaag.**  
*I do not like when it's cold.*

**Niminwendaan gisinaasinok.**  
*I like when it's not cold.*

**Niminwendaan gizhaateg.**  
*I like when it is hot.*

**Ikwe**                    **Gaawiin niminwendanziin gizhaateg.**  
*I do not like when it's hot.*

**Niminwendaan gizhaatesinok.**  
*I like when it's not hot.*

**Niminwendaan zoogipog.**  
*I like when it snows.*

**Inini**                    **Gaawiin niminwendanziin zoogipog.**  
*I do not like when it snows.*

**Niminwendaan zoogiposinok.**  
*I like when it's not snowing.*

**Niminwendaan zakaateg.**  
*I like when it's sunny.*

**Ikwe**                    **Niminwendaan zakaateg gaye.**  
*I like when it's sunny too.*

## Ziibaaska'iganigoodayikeng Making a Jingle Dress



<b>Waabooz</b>	<b>Aaniin, Noozis.</b> <i>Hi, Granddaughter.</i>
<b>Ogimaakwe</b>	<b>Aaniin, Nookoo.</b> <i>Hi, Grandmother.</i>  <b>Gaawiin inga-gikinoo'amaagozisiin miinawaa noongom.</b> <i>I don't have school again today.</i>  <b>Nibaabiigiskaadendam. Ingaagwiinawi-inendam waa-ni-izhichigeyaan noongom.</b> <i>I am bored. I don't know what I want to do today.</i>
<b>Waabooz</b>	<b>Agwajiing gidaa-baa-odaminom. Gidaa-wiiji'aa Amik.</b> <i>You (all) can go play outside. You can play with Amik.</i>
<b>Ogimaakwe</b>	<b>Gaawiin niwii-wiiji'aasiin Amikosh.</b> <i>I don't want to play with Amik.</i>
<b>Waabooz</b>	<b>Maagizhaa gaye gidaa-dazhiikaan gegoo.</b> <i>Maybe you can work on something.</i>
<b>Ogimaakwe</b>	<b>Wegonen danaa?</b> <i>Like what?</i>
<b>Waasegiizhigookwe</b>	<b>Maagizhaa gidaa-ozhi'aa waashkobizid bakwezhigan.</b> <i>You could make a cake.</i>
<b>Ogimaakwe</b>	<b>Gaawiin niwii-ozhi'aasiin waashkobizid bakwezhigan.</b> <i>I don't want to make a cake.</i>
<b>Waasegiizhigookwe</b>	<b>Maagizhaa gaye gidaa-ozhitoon ziibaaska'iganigooday.</b> <i>You could make a jingle dress.</i>
<b>Ogimaakwe</b>	<b>Geget ina? Zanaganad.</b> <i>For real? It's hard.</i>
<b>Waasegiizhigookwe</b>	<b>Gaawiin zanagasinoon, Ogimaakwe.</b> <i>It's not hard, Ogimaakwe.</i>  <b>Ambe, ozhitoodaa ziibaaska'iganigooday!</b> <i>Come on, let's make a jingle dress!</i>



## Ziibaaska'iganigoodayikeng Making a Jingle Dress (continued)



Ogimaakwe	<b>Geget ina? Maagizhaa gidaa-ozhitoomin wezaawaag ziibaaska'iganigooday?</b> <i>Really? Maybe we could make a yellow jingle dress?</i>
Waasegiizhigookwe	<b>Ahaw.</b> <i>Okay.</i>  <b>Mii iw ge-aabajitooyang: gidagiigin, asabaab, zenibaanh, miinawaa iniw ziibaaska'iganan.</b> <i>Here is what we'll use: cloth, thread, ribbon, and jingles.</i>
Ogimaakwe	<b>Aaniin dash minik iniw ziibaaska'iganan?</b> <i>How many jingles?</i>
Waasegiizhigookwe	<b>Ganabaj igo niizhwaak niswaak ingoji, indinendam.</b> <i>Around two hundred or three hundred, I think.</i>
Ogimaakwe	<b>Niswaak! Geget ina?</b> <i>Three hundred! Really?</i>
Amik	<b>Awegonen danaa niswaak? Aaniin danaa waa-izhichigeyeg?</b> <i>Three hundred of what? What are you guys going to do?</i>
Ogimaakwe	<b>Niswaak iniw ziibaaska'iganan. Nimaamaa inga-gikinoo'amaag da-ozhitooyaan ziibaaska'iganigooday.</b> <i>Three hundred jingles. Mom's going to teach me how to make a jingle dress.</i>
Amik	<b>Indaa-naadamaage ina? Nibaabiigiskaadendam.</b> <i>Can I help? I'm bored.</i>
Ogimaakwe	<b>Wegonen danaa? Gaawiin ginitaa-gashkigwaasosiin!</b> <i>What? You don't know how to sew!</i>
Amik	<b>Eya'. Geget ingikendaan!</b> <i>Yes. I do too!</i>
Ogimaakwe	<b>Gaawiin gosha!</b> <i>Do not!</i>
Waabooz	<b>Noozhishenyidog! Daga anwaataag! Giwii-ikinoo'aamaagoom noongom.</b> <i>Grandchildren! Stop this! We will teach (both of) you now.</i>

## Da-bagakitaagozid Gaagiigidod Awiya (Miinawaa) For Someone To Be Understood Clearly (Again)

Ojibwe



Have you been listening closely to pronunciation and word stress? Let's review some things you've learned.

Not every syllable in a word receives the same amount of stress.

**wii na waa**

Stressed and unstressed syllables often alternate. Long vowels get more emphasis than short vowels. The last syllable in a word is always stressed.

Now, let's look at stress in a little more detail. Every word has one syllable that receives the heaviest stress.

**WII na waa**

The main stress is usually on the second-to-last stressed syllable. Let's look at some examples.

**da zhii kan**

What are the stressed syllables in this word?

**da zhii kan**

What syllable has the main stress?

**da ZHII kan**

**naa da maa ge**

What are the stressed syllables in this word?

**naa da maa ge**

And what syllable has the main stress?

**naa da MAA ge**

So far we've mostly looked at the dictionary forms of words. But often, you'll use forms that have prefixes or suffixes added to the dictionary form. A stressed syllable in one form of a word can become unstressed in another form. In this word, both syllables are stressed, and the first syllable receives the main stress:

**WAA gosh**

But when you use the plural form, the stress moves.

**WAA gosh ag**

**WAA gosh**

**WAA gosh ag**

## Da-bagakitaagozid Gaagiigidod Awiya (Miinawaa) Ojibwe

*For Someone To Be Understood Clearly (Again) (continued)*



Here's another example.

**ni wii ji'aa**

The main stress is on the second-to-last stressed syllable, **wii**.

**ni WII ji' aa**

But what happens to the stress when you make this verb negative?

**gaawiin ni wii ji' aa siin**

The same syllables are stressed, but so is the last syllable.

Where is the main stress now?

**gaawiin ni wii ji' AA siin**

Now the heaviest stress is on **aa**.

**ni WII ji' aa**

**gaawiin ni wii ji' AA siin**

Keep listening for these patterns as you learn new words and new forms. Soon you will get a feel for which syllables should be heavy or light.

## Manidoominensikeng Beading



### Giwii-nanda-gikendaan ina da-manidoominensikeyan?

*Would you like to learn how to bead?*

### Booch da-ayaaman:

*You will need:*

**zhaabonigan**

*a needle*

**asabaab**

*thread*

**anooj enaanzojig manidoominensag**

*beads of different colors*

**gidagiigin**

*fabric*

**ingoji da-minwiiyan manidoominensikeyan**

*a good place to bead*

**giizhaa da-naabibii'igaadeg waa-anokiitaman**

*a pattern ready ahead of time of what you want to work on*

**miinawaa awiya wewiingezid ge-gikinoo'amook.**

*and someone who is skillful to teach you.*

### Mii iw ge-izhichigeyan:

*Here's what you need to do:*

**Naabidoo'an zhaabonigan.**

*Thread the needle.*

**Gashka'oodan asabaab.**

*Tie a knot in the thread.*

**Zhaabobidoon zhaabonigan anaami-gidagiigin.**

*Come up through the fabric with the needle.*

**Giga-onaabamaag ge-inaanzowaad ingiw manidoominensag waa-aabaji'ajig.**

*You will select the colors of the beads that you want to use.*

**Zhaabobidoon zhaabonigan ogiji-gidagiigin.**

*Put the needle back down through the fabric.*

**Mii dash ani-baabitawi-izhiwebinaman i'iw zhaabonigan.**

*And then you will repeat this action with your needle over and over.*

UNIT  
20

# Printouts



Ojibwe



Name: \_\_\_\_\_

Use your understanding of pointer words, vtis, plurals and conjugations to correct mistakes in the following sentences. When you're done making the corrections, translate the sentences.

**1 Ingii-dazhiikamin i'iw giiwewijigan.**

Corrected sentence: \_\_\_\_\_

Translation: \_\_\_\_\_

**2 Gigii-noondaanaawaan ina i'iw mazinaatesijigan?**

Corrected sentence: \_\_\_\_\_

Translation: \_\_\_\_\_

**3 Ogikendaanaawaa iniw mashkikiin.**

Corrected sentence: \_\_\_\_\_

Translation: \_\_\_\_\_

**4 Gidaa-dazhiikanaawaan iniw nagwaajiganan.**

Corrected sentence: \_\_\_\_\_

Translation: \_\_\_\_\_

**5 Gaawiin niwii-gikendaanziimin i'iw!**

Corrected sentence: \_\_\_\_\_

Translation: \_\_\_\_\_

Use your understanding of pointer words, vtis, plurals and conjugations to fill in the blanks in the following sentences. When you're done rewriting the sentences, translate them.

**1 Aaniin apii waa-dazhiika \_\_\_\_\_ gidanokiiwiniwaan?**

Corrected sentence: \_\_\_\_\_

Translation: \_\_\_\_\_

**2 Aaniindi gii-noondameg i'iw? Mii imaa gaa-noonda \_\_\_\_\_ !**

Corrected sentence: \_\_\_\_\_

Translation: \_\_\_\_\_

**3 Awegonen gekenda \_\_\_\_\_ ? Anooj gigikendaamin!**

Corrected sentence: \_\_\_\_\_

Translation: \_\_\_\_\_



# ANSWERS

Name: \_\_\_\_\_

Use your understanding of pointer words, vtis, plurals and conjugations to correct mistakes in the following sentences. When you're done making the corrections, translate the sentences.

**1 Ingii-dazhiikamin i'iw giiwewijigan.**

Corrected sentence: Ingii-dazhiikaamin i'iw giiwewijigan.

Translation: We worked on the homework.

**2 Gigii-noondaanaawaan ina i'iw mazinaatesijigan?**

Corrected sentence: Gigii-noondaanaawaa+ina i'iw mazinaatesijigan?

Translation: Did you all hear that TV?

**3 Ogikendaanaawaa iniw mashkikiin.**

Corrected sentence: Ogikendaanaawaan iniw mashkikiin.

Translation: They know those medicines.

**4 Gidaa-dazhiikanaawaan iniw nagwaajiganan.**

Corrected sentence: Gidaa-dazhiikaanaawaan iniw nagwaajiganan.

Translation: You all should work on those snares.

**5 Gaawiin niwii-gikendaanziimin i'iw!**

Corrected sentence: Gaawiin niwii-gikendaanziimin i'iw!

Translation: We don't want to know that!

Use your understanding of pointer words, vtis, plurals and conjugations to fill in the blanks in the following sentences. When you're done rewriting the sentences, translate them.

**1 Aaniin apii waa-dazhiika \_\_\_\_\_ meg \_\_\_\_\_ gidanokiiwiniwaan?**

Complete sentence: Aaniin apii waa-dazhiikameg gidanokiiwiniwaan?

Translation: What time are you all going to work on your homework?

**2 Aaniindi gii-noondameg i'iw? Mii imaa gaa-noonda \_\_\_\_\_ maang \_\_\_\_\_ !**

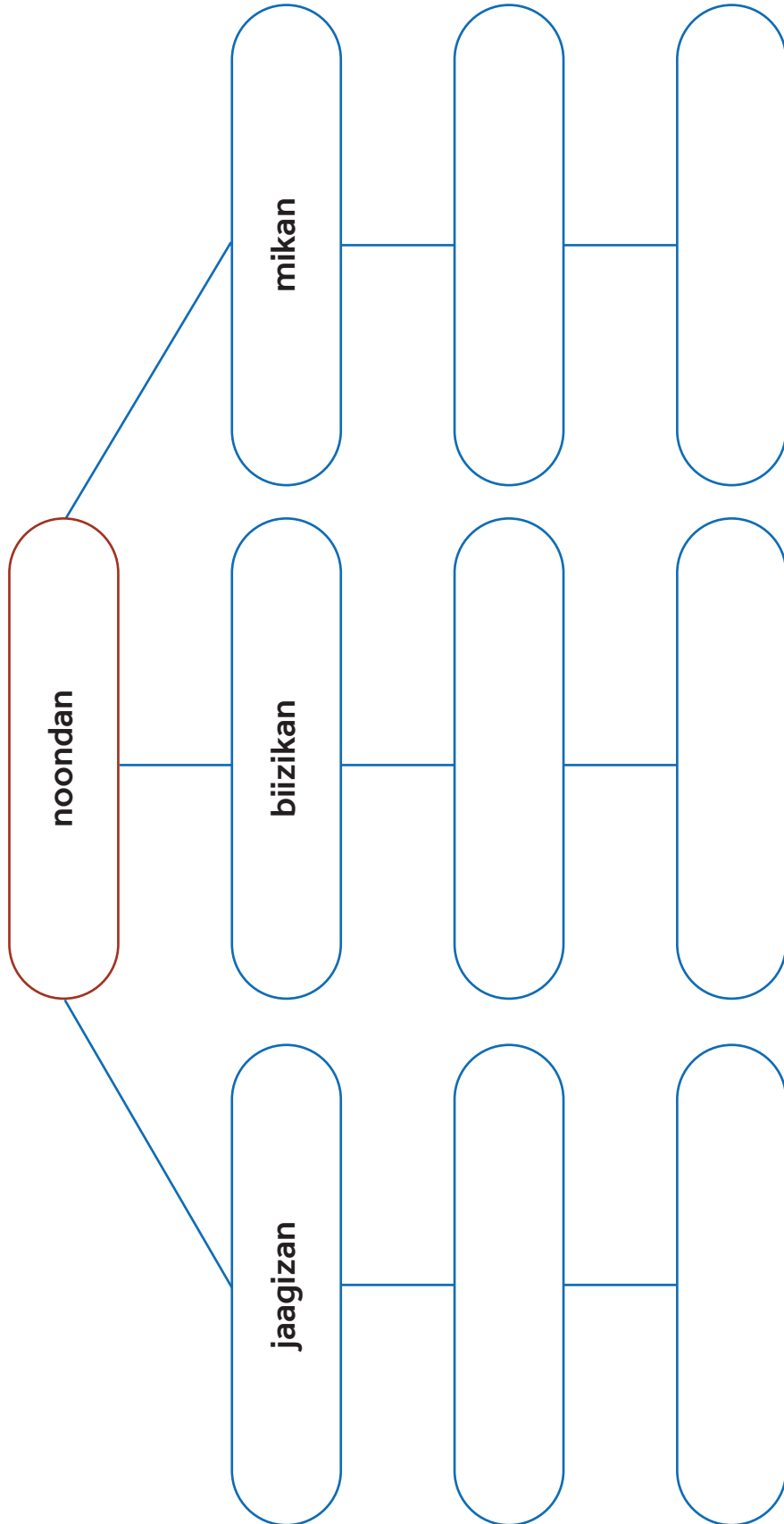
Complete sentence: Aaniindi gii-noondameg i'iw? Mii imaa gaa-noondamaang!

Translation: Where did you all hear it? That's where we heard it!

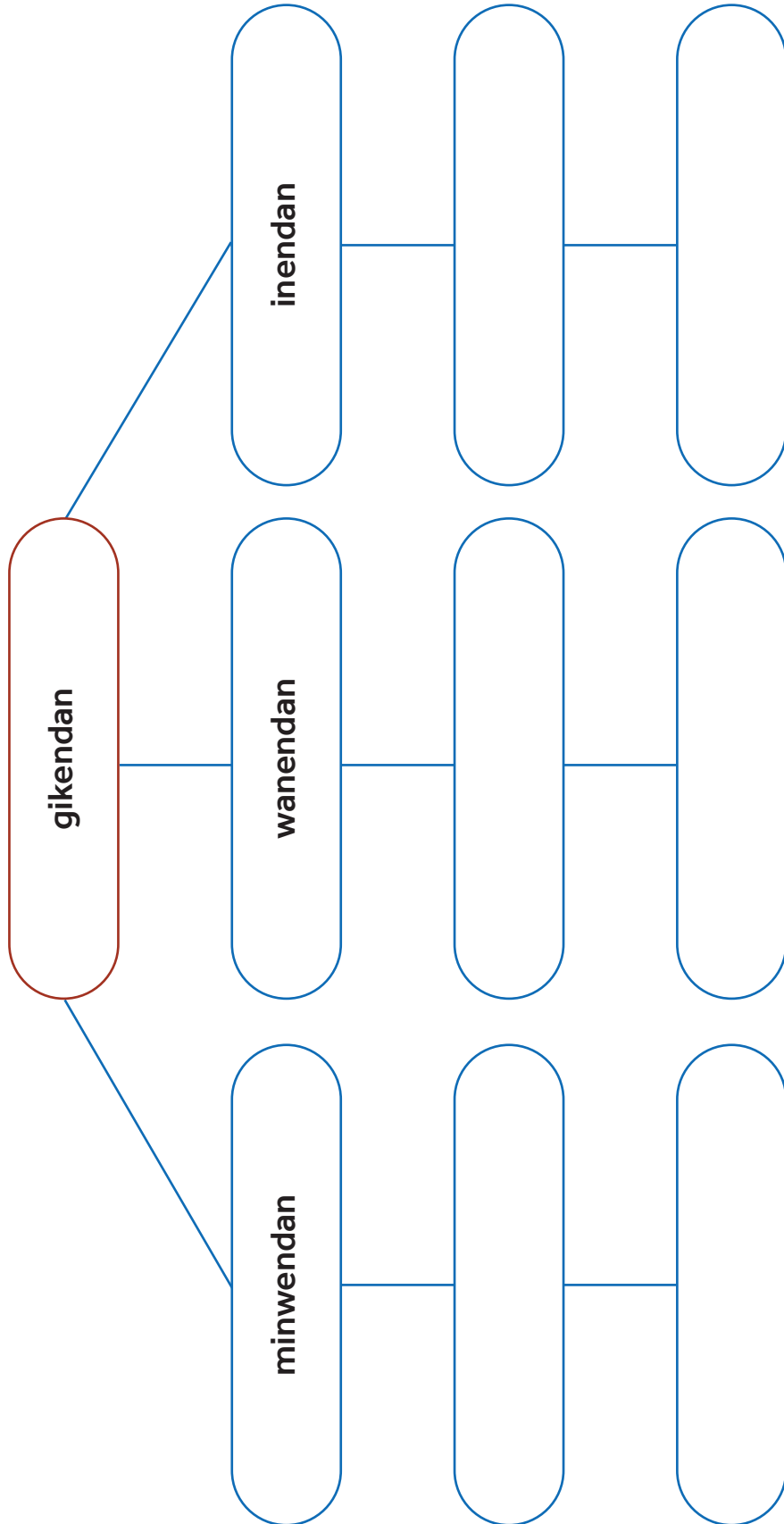
**3 Awegonen gekenda \_\_\_\_\_ mang \_\_\_\_\_ ? Anooj gigikendaamin!**

Complete sentence: Awegonen gekendamang? Anooj gigikendaamin!

Translation: What do we know? We know a lot of things!







## Ziibaaska'iganigoodayikeng — Making a Jingle Dress

<p><b>Waabooz</b></p>	<p><b>Aaniin, Noozis.</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Aaniin, Nookoo.</b></p> <hr/> <p><b>Gaawiin inga-gikinoo'amaagozisiin miinawaa noongom.</b></p> <hr/> <p><b>Nibaabiigiskaadendam. Ingaagwiinawi-inendam waa-ni-izhichigeyaan noongom.</b></p> <hr/>
<p><b>Waabooz</b></p>	<p><b>Agwajiing gidaa-baa-odaminom. Gidaa-wiiji'aa Amik.</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Gaawiin niwii-wiiji'aasiin Amikosh.</b></p> <hr/>
<p><b>Waabooz</b></p>	<p><b>Maagizhaa gaye gidaa-dazhiikaan gegoo.</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Wegonen danaa?</b></p> <hr/>
<p><b>Waasegiighigookwe</b></p>	<p><b>Maagizhaa gidaa-ozhi'aa waashkobizid bakwezhigan.</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Gaawiin niwii-ozhi'aasiin waashkobizid bakwezhigan.</b></p> <hr/>

## Ziibaaska'iganigoodayikeng — Making a Jingle Dress (continued)

<p><b>Waasegiighigookwe</b></p>	<p><b>Maagizhaa gaye gidaa-ozhitoon ziibaaska'iganigooday.</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Geget ina? Zanagad.</b></p> <hr/>
<p><b>Waasegiizhigookwe</b></p>	<p><b>Gaawiin zanagasinoon, Ogimaakwe.</b></p> <hr/> <p><b>Ambe, ozhitoodaa ziibaaska'iganigooday!</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Geget ina? Maagizhaa gidaa-ozhitoomin wezaawaag ziibaaska'iganigooday?</b></p> <hr/> <hr/>
<p><b>Waasegiighigookwe</b></p>	<p><b>Ahaw. Mii iw ge-aabajitooyang: gidagiigin, asabaab, zenibaanh, miinawaa iniw ziibaaska'iganan.</b></p> <hr/> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Aaniin dash minik iniw ziibaaska'iganan?</b></p> <hr/>
<p><b>Waasegiighigookwe</b></p>	<p><b>Ganabaj igo niizhwaak niswaak ingoji, indinendam.</b></p> <hr/>

## Ziibaaska'iganigoodayikeng — Making a Jingle Dress (continued)

<p><b>Ogimaakwe</b></p>	<p><b>Niswaak! Geget ina?</b></p> <hr/>
<p><b>Amik</b></p>	<p><b>Awegonen danaa niswaak? Aaniin danaa waa-izhichigeyeg?</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Niswaak iniw ziibaaska'iganan. Nimaamaa inga-gikinoo'amaag da-ozhitooyaan ziibaaska'iganigooday.</b></p> <hr/> <hr/>
<p><b>Amik</b></p>	<p><b>Indaa-naadamaage ina? Nibaabiigiskaadendam.</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Wegonen danaa? Gaawiin ginitaa-gashkigwaasosiin!</b></p> <hr/>
<p><b>Amik</b></p>	<p><b>Eya'. Geget ingikendaan!</b></p> <hr/>
<p><b>Ogimaakwe</b></p>	<p><b>Gaawiin gosha!</b></p> <hr/>
<p><b>Waabooz</b></p>	<p><b>Noozhishenyidog! Daga anwaataag! Giwii-ikinoo'aamaagoom noongom.</b></p> <hr/>

<p><b>asemaake wiisini odamino</b></p>	<p><b>nitaawichige manoominike ojibwemo</b></p>
<p><b>giziibiiginaagane naadinise wewebanaabii</b></p>	<p><b>aangwaamizi oshki-nitaage nibaa</b></p>
<p><b>maajaa minwendam giiwose</b></p>	<p><b>bakade ataage zhooshkwajiwe</b></p>
<p><b>giuwe maajiibizo aagime</b></p>	<p><b>nawapwaanike bimose onaajiwi</b></p>



my mother

**niimaamaa**

**Mii wa'aw niimaamaa.**

Name:

Practice listening for the main stress using the Ojibwe People’s Dictionary (<https://ojibwe.lib.umn.edu/>). Search for the first word in each box in the dictionary. Listen to the recordings by the speakers identified in parentheses next to each word. Underline the vowel sound that receives the most stress on each word.

<p><b>anwaataa (RG)</b></p> <p><b>gego anwaataaken (RS)</b></p>	<p><b>doodaw (RG)</b></p> <p><b>nindoodawaa (RG)</b></p>
<p><b>wiindamaw (ES)</b></p> <p><b>owiindamowaan (ES)</b></p>	<p><b>jaagizan (GH)</b></p> <p><b>injaagizaan (GH)</b></p>
<p><b>aabajitoon (LW)</b></p> <p><b>ndaabajitoon (LW)</b></p>	<p><b>asabaab (ES)</b></p> <p><b>asabaabiin (ES)</b></p>
<p><b>abinoojii (ES)</b></p> <p><b>abinoojiinyag (ES)</b></p>	<p><b>onjibaa (ES)</b></p> <p><b>indoonjibaa (ES)</b></p>

Booch da-ayaaman  
zhaabonigan, asabaab, anooj  
enaanzojig manidoominensag,  
gidagiigin...



...giizhaa da-naabibii'igaadeg  
waa-anokiitaman

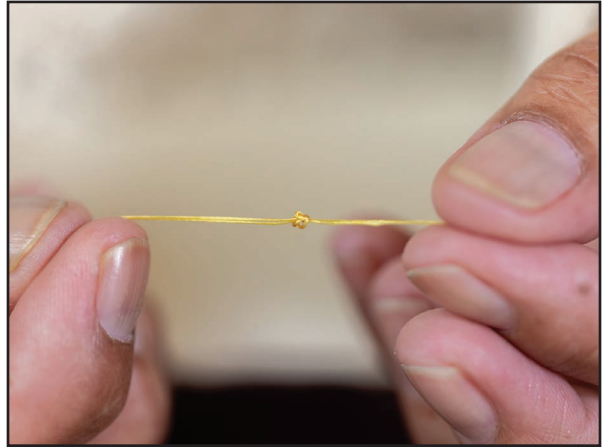


Naabidoo'an zhaabonigan.





**Gashka'oodan asabaab.**



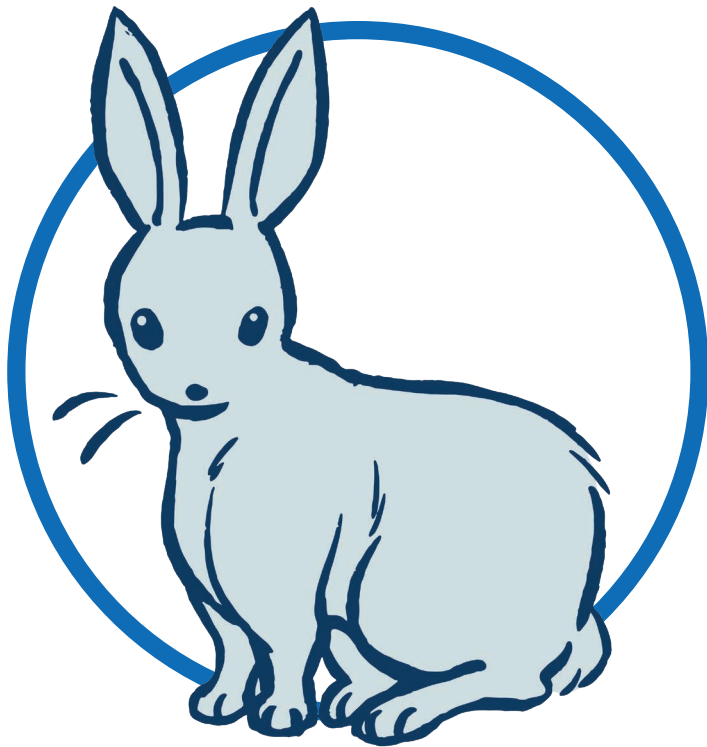
**Zhaabobidoon zhaabonigan  
anaami-gidagiigin.**



**Zhaabobidoon zhaabonigan  
ogiji-gidagiigin.**



UNIT  
21



Ojibwe

**Overview:** Amik and Ogimaakwe need a break from working on the jingle dress and go out to set snares. In this unit you'll learn different types of numbers, the names of wild animals, how to identify tracks, and more about snaring.

## LESSON 1: Asigibii'iganan — Numbers

Students will:

- use word parts to form numbers
- review number verbs for animate and inanimate objects
- distinguish between numbers for dates, measurements, duration, and time

## LESSON 2: Agoodoowaad — Snaring Rabbit

Students will:

- recognize word parts and how they contribute to a word's meaning
- expand vocabulary related to snaring
- name family members and relatives, their own and others'

## LESSON 3: Giwaabam. — You See Me.

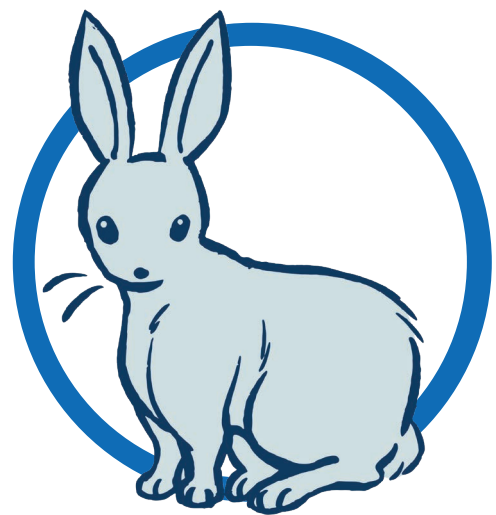
Students will:

- use vta verbs to say that *you* are doing something to *me*
- review other vta forms to say who does what to whom

## LESSON 4: Bimikawewaad ingiw Awesiinyag — Animal Tracks

Students will:

- name wild animals and talk about their tracks
- recognize the singular and plural forms of animate nouns
- conjugate positive vtis that end in -oon





# Lesson 1: Asigibii'iganan — Numbers

## OBJECTIVES

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

- use word parts to form numbers
- review number verbs for animate and inanimate objects
- distinguish between numbers for dates, measurements, duration, and time

## MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Running Dictation Answers (Printouts A)
- Running Dictation Questions (Printouts B)
- Number Word Practice (Printouts C)

## VOCABULARY

1

<b>bezhib</b>	<i>one</i>
<b>niizh</b>	<i>two</i>
<b>niswi</b>	<i>three</i>
<b>niiwin</b>	<i>four</i>
<b>naanan</b>	<i>five</i>
<b>ingodwaaswi</b>	<i>six</i>
<b>niizhwaaswi</b>	<i>seven</i>
<b>ishwaaswi</b>	<i>eight</i>
<b>zhaangaswi</b>	<i>nine</i>
<b>midaaswi</b>	<i>ten</i>

2

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



## VOCABULARY

3

**niishtana** *twenty*

**nisimidana** *thirty*

**niimidana** *forty*

**naanimidana** *fifty*

**ingodwaasimidana** *sixty*

**niizhwaasimidana** *seventy*

**ishwaasimidana** *eighty*

**zhaangasimidana** *ninety*

4

**ingodwaak** *one hundred*


**niizhwaak** *two hundred*

**ingodosagoons** *thousand*

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**  
30 minutes

#### Activity Steps

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



### ACTIVITY A Ashi-bezhig

#### Activity Steps

⌚ Estimated time: 15 minutes

1. Students stand in a circle.
2. The first student to play says **bezhig** (*one*), or **bezhig, niizh** (*one, two*), or **bezhig, niizh, niswi** (*one, two, three*). The student can choose to say one, two, or three numbers, but not more than that.
3. The next student picks up and can say one, two, or three numbers. For example, if the first student said **bezhig**, the next student can say **niizh** (*two*), or **niizh, niswi** (*two, three*) or **niizh, niswi, niiwin** (*two, three, four*).
4. This continues around the circle until a student is forced to say **ashi-bezhig** (*eleven*). The student who says **ashi-bezhig** sits down.
5. The game starts back at **bezhig** with the next student.
6. The last student standing wins.
7. Play again, but instead of using cardinal numbers, use ordinal numbers.



#### TEACHER'S TIP

You can use this game to practice any kind of numbers. If students are engaged and enjoying it, continue the game by using animate or inanimate number verbs.



### ACTIVITY B Running dictation

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Running Dictation Answers, one set (Printouts A)
- Running Dictation Questions, one set per pair of students (Printouts B)

⌵ **Estimated time:** 30 minutes

#### Activity Steps

1. Review Unit 21, Lesson 1 Explore number preverbs in Rosetta Stone Ojibwe as a class.
2. Print, cut out, and post the Running Dictation Answers around the classroom.
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. Give each Scribe a copy of the Running Dictation Questions.
4. Each Scribe asks their Runner a question. Runners run to find an answer, 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. After completing three sentences, the Runner and Scribe switch jobs.
6. Allow students to continue the activity in their new roles until you reach a predetermined time limit, or until they finish.
7. Go around the room to read sentences aloud and see which pairs completed the most accurate sentences. Be sure to check that students understand the meaning of each question and answer, and recognize the question words and changed conjunct forms in the questions.

### ACTIVITY C Number word practice

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Number Word Practice, one per student (Printouts C)

⌵ **Estimated time:** 30 minutes

#### Activity Steps

1. Review Unit 21, Lesson 1 Explore number words in Rosetta Stone Ojibwe as a class.
2. Give each student a copy of Number Word Practice.
3. Allow students access to Rosetta Stone Ojibwe and time to finish identifying how to describe each image.

**Optional:** After completing the worksheet, students may make their own prompts using number words and/or number preverbs and give them to their peers.



## Lesson 2: Agoodoowaad — Snaring Rabbit

### OBJECTIVES

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

- recognize word parts and how they contribute to a word's meaning
- expand vocabulary related to snaring
- name family members and relatives, their own and others'

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Say What Script Part 1 (Printouts D)
- Say What Script Part 2 (Printouts E)
- Smart board or projector
- Possession Practice Pronouns (Printouts F)
- Tape

### VOCABULARY

**1**

<b>agoodoo</b> vai	<i>s/he sets snares</i>
<b>naadagwe</b> vai	<i>s/he checks snares</i>
<b>bimikawe</b> vai	<i>s/he leaves tracks</i>

**2**

<b>nagwaazh</b> vta	<i>snare something (animate)</i>
<b>amo</b> vta	<i>eat something (animate)</i>
<b>amaji'</b> vta	<i>wake someone</i>
<b>baabii'</b> vta	<i>wait for someone</i>

**3**

<b>inaabi</b> vai	<i>s/he looks to a certain place</i>
<b>nandawaabandan</b> vti	<i>look for something; search for something</i>
<b>wiisagishkiinzhigwe</b> vai	<i>her/his eyes hurt</i>





### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**  
30 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 21, Lesson 2 individually or in groups. (See Lesson 2 Script)

## ACTIVITY A Say what?

#### Materials

- Say What Script Part 1, one per group (Printouts D)
- Say What Script Part 2, one per group (Printouts E)
- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:** 45 minutes

#### Activity Steps

1. Divide students into groups of four people.
2. Give each student group a cut-out copy of Say What Script Part 1 and Part 2.
3. Explain that two students are in charge of putting the Part 1 dialogue in the correct order, and the other two students in the group are in charge of Part 2. For both Part 1 and Part 2, the script is color-coded by character.
4. After both pairs finish putting their parts in order, they work together to put the two parts together and complete the dialogue.
5. When each group has finished, they practice reading the scripts and prepare to act them out. All four members of the group participate in acting out the scripts. The student pair that arranged Part 1 will act out that part of the script, while the student pair that arranged Part 2 will act out the second part. One person in each pair will play Amik, while the other will play Ogimaakwe.



#### TEACHER'S TIP

Encourage students to finish this activity without using the video in the lesson to help them. If they are struggling, suggest that they look back through the vocabulary and explanations and not the video itself.



# ACTIVITY B Possession practice

## Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Possession Practice Pronouns, one set (Printouts F)
- Tape

🕒 Estimated time: 30 minutes

## Activity Steps

1. Review Unit 21, Lesson 2 Explore possessives and Practice possessives in Rosetta Stone Ojibwe as a class.
2. Tape the Possession Practice Pronouns in the four corners of your classroom.
3. Write the following three words on the board where all students can see them: **bimiwanaan** (*backpack*), **-mishoomis** (*grandfather*), **-daanis** (*daughter*).
4. Separate students into four groups.
5. Explain to students that their group will go to each station and will use the pronoun listed, along with the nouns on the board, to make possessed nouns.
6. Do a practice set as a group by writing **giin** next to the nouns on the board. Ask students to show possession by **giin** on each of the nouns. The answers should be:
  - a. **gibimiwanaan**
  - b. **gimishoomis**
  - c. **gidaanis**
7. Allow students time to work their way through all the stations. Move around the classroom so you can listen for accuracy and assist.



## TEACHER'S TIP

Depending on the number of students in your group, it may be necessary to make smaller groups. If this is the case you can make two sets of the prompt pronoun words and separate your class into two primary groups so there's less traffic at each station.

**Optional:** Depending on the number of students in your group and their language level, you may instead want to make seven stations, one for each pronoun: **niin**, **giin**, **wiin**, **niinawind**, **giinawind**, **giinawaa**, and **wiinawaa**.



## Lesson 3: Giwaabam. — *You See Me.*

### OBJECTIVES

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

- use *vta* verbs to say that *you* are doing something to *me*
- review other *vta* forms to say who does what to whom

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Markers
- Ojibwe People's Dictionary or paper dictionaries

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ Estimated time:  
30 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 21, Lesson 3 individually or in groups. (See Lesson 3 Script)



### ACTIVITY A I do it to you

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Markers

 **Estimated time:** 30 minutes

#### Activity Steps

1. Review Unit 21, Lesson 3 Explore vtas 1, 2, 3, and 4 in Rosetta Stone Ojibwe as a class.
2. Divide students into groups of three.
3. Give each student grouping three pieces of paper. They should write **Niin** on one piece, **Giin** on the next, and **Wiin** on the final piece. Each student takes one paper.
4. The instructor will say a conjugated vta using **niin**, **giin**, or **wiin**, like **giwaabamin** (*I see you*). When the students hear the prompt, they'll do the following:

- a. The two students who are represented in the verb stand up. In this case, the students holding **Niin** and **Giin** should stand up.
- b. They stand in the correct order of the action. In this example, **Niin** (*I*) am doing something to **Giin** (*you*), so the student holding **Niin** should stand first in line, with the student holding **Giin** standing second.
- c. The student who represents the person doing the action should place their hand on the shoulder of the person they're doing the action to, or act out the action they're doing. In this case, the student holding **Niin** should place their hand on the shoulder of the person holding **Giin** or else act out seeing the student holding **Giin**.



#### TEACHER'S TIP

When you conjugate vtas that have a **zh** final, like **ganoozh** or **miizh**, the **zh** changes to **n**. This does not happen when the action is coming from second person to first person, so you'll just say **giganoozh** (*you call me*) or **gimiizh** (*you give it to me*).



### ACTIVITY A I do it to you

#### Activity Steps (Continued)

5. Repeat this process using several different vtas and conjugations. Here is a list of example prompts to get you started.

**a. dazhim**

- **gidazhimin** (*I talk about you*)
- **nindazhimaa** (*I talk about her/him*)
- **nindazhimig** (*s/he talks about me*)
- **gidazhimaa** (*you talk about her/him*)
- **gidazhim** (*you talk about me*)
- **gidazhimig** (*s/he talks about you*)

**b. gagwejim**

- **gigagwejimin** (*I ask you*)
- **ningagwejimaa** (*I ask her/him*)
- **ningagwejimig** (*s/he asks me*)
- **gigagwejimaa** (*you ask her/him*)
- **gigagwejim** (*you ask me*)
- **gigagwejimig** (*s/he asks you*)

**c.** Additional verbs: **ganoozh** (*call someone*), **miizh** (*give to someone*), **onaabam** (*choose someone*), **waabam** (*see someone*), **wiijiw** (*go with someone*), **wiiji'** (*play with someone*), **zaagi'** (*love someone*)



### ACTIVITY B **Zhooshkogaabawing**

#### Activity Steps

⌵ **Estimated time:** 30 minutes

1. All students line up single file, facing the instructor at the back of the room (not facing the board).
2. Call out one of the conjugated vtas used in the last activity.
3. Students take one step to the right if the subject (the person doing the action) is **niin** (*me*), and one step to the left if the subject is **giin** (*you*). If the subject is **wiin** (*her/him*), students sit down.
  - a. Begin with a few practice words, or some practice in English to be sure students understand the concept of an action having a subject and an object.
  - b. If students step in the wrong direction, or sit when they shouldn't, they are eliminated from the game.
4. Repeat until only one player remains.
5. Play Zhooshkogaabawing again, but have students listen for the object (person who the action is being done to) instead of the subject.



### ACTIVITY C Write a story about you, me, and her/him

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe People's Dictionary or paper dictionaries

⌚ Estimated time: 45 minutes

#### Activity Steps

1. Quickly review the tenses **gii-** (past) and **ga-** (future) as a group. Show students how to add the tenses onto a conjugated *vta* using the following examples:

- a. **Giwaabamin** (*I see you*)
- b. **Gigii-waabamin** (*I saw you*)
- c. **Giga-waabamin** (*I will see you*)

2. Students write a story about themselves (**niin**), a second person (**giin**), and a third person (**wiin**). Each story should have at least six sentences following these guidelines:

- a. Something **niin** (*I*) did to **giin** (*you*) yesterday.
- b. Something **wiin** (*s/he*) did to **niin** (*me*) yesterday.
- c. Something **giin** (*you*) are doing to **niin** (*me*) now.
- d. Something **niin** (*I*) am doing to **wiin** (*her/him*) now.
- e. Something **wiin** (*s/he*) will do to **niin** (*me*) tomorrow.
- f. Something **giin** (*you*) will do to **wiin** (*her/him*) tomorrow.

3. Students can use Rosetta Stone Ojibwe and a dictionary to help find the words and conjugations to use for their stories.
4. When students have finished their stories, have them share with a partner.



#### TEACHER'S TIP

If students are having an easy time with this task, encourage them to add additional information to their sentences, like locatives!



# Lesson 4: Bimikawewaad ingiw Awesiinyag — *Animal Tracks*

## OBJECTIVES

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

- name wild animals and talk about their tracks
- recognize the singular and plural forms of animate nouns
- conjugate positive vtis that end in **-oon**

## MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Animal Tracks Memory Cards (Printouts G)
- Three Corners Printouts (Printouts H)
- Spinners (Printouts I)
- Smart board or projector
- Paperclips

## VOCABULARY

1

<b>waagosh(ag)</b> na	<i>fox(es)</i>
<b>waabooz(oog)</b> na	<i>snowshoe hare(s); rabbit(s)</i>
<b>makwa(g)</b> na	<i>black bear(s)</i>
<b>waawaashkeshi(wag)</b> na	<i>deer(s)</i>
<b>ajidamoo(g)</b> na	<i>red squirrel(s)</i>





### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**  
30 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 21, Lesson 4 individually or in groups. (See Lesson 4 Script)

## ACTIVITY A Animals and tracks memory

### Materials

- Animal Tracks Memory Cards, one set per small group (Printouts G)

⌵ **Estimated time:** 30 minutes

### Activity Steps

1. Separate students into groups of two to three people.
2. Give each student group a set of Animals Tracks Memory Cards.
3. Students cut out the cards, keeping the animal images in one group and the track images in another group. Students mix up the cards, keeping the two sets separate, and place them in two groups face down.
4. Students take turns first selecting a track card and flipping it over. When they do, they ask, **Awenen bemikawed?** (*Who made the tracks?*)
5. Next, they select an animal card and try to get a match. If they do find the match, they say the following sentence, **A'aw (animal) bemikawed.** (*The [animal] made the tracks.*)
  - a. If a student finds a match, they keep those cards, and then it's the next student's turn.
  - b. If they select the wrong animal, they say the following sentence: **Gaawiin (animal) gii-pimikawesiin.** (*The [animal] didn't make the tracks.*) Then they put the cards back where they found them, and it's the next student's turn.
6. Students take turns repeating this process until all the cards are gone. The student with the most pairs at the end of the game wins!



### ACTIVITY B Three corners

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Three Corners Printouts, one copy (Printouts H)

 **Estimated time:** 30 minutes

#### Activity Steps

1. Review Unit 21, Lesson 4 Conjugations section in Rosetta Stone Ojibwe as a group.
2. Place the Three Corners Printouts in three corners of the classroom.
3. Have students stand in the center of the room.
4. The instructor calls out a conjugated vti in A form. You can use examples from the Conjugations section in Unit 21, Lesson 4, or use other vtis.
5. Students run to the corner which correctly describes which person is being talked about.
6. The last student to arrive is eliminated, and must call out the next conjugation. When the next player is eliminated, it is then their turn to call out a conjugation.
7. Repeat this process until only one student is left.

**Optional:** To make this activity a little more difficult, add a fourth card in the final corner of the room labeled "Not plural." When students listen to the conjugation, they must first decide if it does not have a plural and choose that card. If the conjugation does have a plural, then they must run instead to the card which identifies the correct person.



## ACTIVITY C Spinners

### Materials

- Spinners, one set per student group (Printouts I)
- Rosetta Stone Ojibwe
- Smart board or projector
- Paperclips, one per student group

 **Estimated time:** 45 minutes

### Activity Steps

1. Review Unit 21, Lesson 4 Conjugations in Rosetta Stone Ojibwe.
2. Split students into groups of three. Give each group a set of Spinners. Explain to students that they will use these printouts to practice conjugations.
3. Demonstrate for students how to use a pencil and a paperclip to use their spinners. Allow time for students to cut out their spinners and practice using them.
4. Once students have finished cutting out and trying their spinners, demonstrate how to use them to make a conjugated verb. Use your own spinners to select a verb, person, form, and singular vs. plural. Once they are selected, write them on the board similar to the example below:

**danoon** A form plural **giinawaa**

5. Finally, show students again how to use the charts in Unit 21, Lesson 4, Conjugations: vti (positive A and B forms) to review conjugations and make the following word from your prompt: **gidanoonaawaan** (*you all keep them in a certain place*).
6. Allow students time to practice writing and saying their own conjugated words. Give students a goal of a certain number of words to complete.

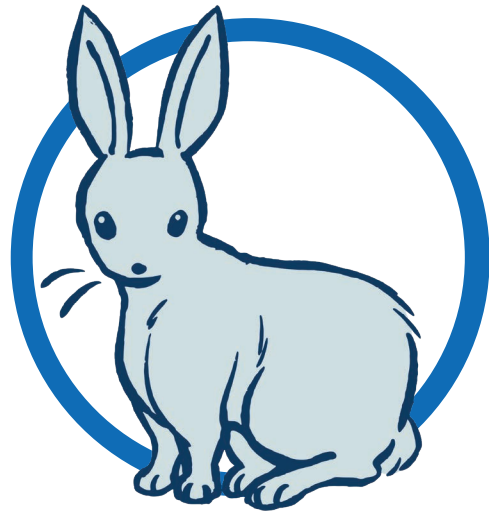


### TEACHER'S TIP

It's always important to encourage students to say everything they can aloud while you monitor and assist them with pronunciation. For this activity, it may also be helpful to expect students to write down their prompts and conjugated verbs so you can check for accuracy.

UNIT  
21

# Scripts



Ojibwe

## Asigibii'iganan Numbers



Let's review some of the kinds of numbers you've learned. Some numbers are used for counting.

**bezhig, niizh, niswi, niiwin, naanan**

*one, two, three, four, five*

Others are used for saying how many animate or inanimate things there are.

**Bezhigo. Bezhigwan.**

*There is one (animate). There is one (inanimate).*

**Niizhiwag. Niizhinoon.**

*There are two (animate). There are two (inanimate).*

**Nisiwag. Nisinoon.**

*There are three (animate). There are three (inanimate).*

**Niiwiwag. Niiwinoon.**

*There are four (animate). There are four (inanimate).*

**Naananiwag. Naananinoon.**

*There are five (animate). There are five (inanimate).*

Some numbers are used to describe the order of people or things.

**nitam, eko-niizhing, eko-nising, eko-niiwing, eko-naaning**

*first, second, third, fourth, fifth*

You've also learned how to use numbers to talk about time.

**Ingo-diba'iganed. Niizho-diba'iganed. Niso-diba'iganed. Niiyo-diba'iganed.**

**Naano-diba'iganed.**

*It is one o'clock. It is two o'clock. It is three o'clock. It is four o'clock. It is five o'clock.*

The numbers you use for telling time are preverbs. You can tell because they end with a hyphen and attach to a verb.

**Naano-diba'iganed.**

*It is five o'clock.*

You can use these same preverbs to say how old you are.

**Ninaano-biboonagiz.**

*I am five years old.*

## Asigibii'iganan

### Numbers (continued)



Here are some of the number preverbs. Notice how similar they are to the other number forms you know.

<b>ingo-</b>	1	<b>ingodwaaso-</b>	6
<b>niizho-</b>	2	<b>niizhwaaso-</b>	7
<b>niso-</b>	3	<b>ishwaaso-</b>	8
<b>niiyo-</b>	4	<b>zhaangaso-</b>	9
<b>naano-</b>	5	<b>midaaso-</b>	10

You can use number preverbs to do other things, like talk about how long you did something.

**Ingodwaaso-giizis ingii-pabaamaadiz.**

*I traveled for six months.*

Keep your eyes and ears open for these and more ways to use numbers in Ojibwe.

## Agoodoowaad Snaring Rabbit



<b>Amik</b>	<b>Bezbig, niizh, niswi, niiwin, naanan, ingodwaaswi. Daga bezbig geyaabi.</b> <i>One, two, three, four, five, six. One more, please.</i>
<b>Ogimaakwe</b>	<b>Shhh. Bizaan. Gego amaji'aaken gookomisinaan. O'ow ziibaaska'igan.</b> <i>Shhh. Be quiet. Don't wake up our grandmother. Here's another jingle.</i>  <b>Indayekoz. Niwiisagishkiinzhigwe.</b> <i>I'm tired. My eyes hurt.</i>
<b>Amik</b>	<b>Eya'. Mii go gaye niin.</b> <i>Yeah. Me, too.</i>  <b>Ingikendaan ge-izhichigeyangiban.</b> <i>I know what we can do.</i>
<b>Ogimaakwe</b>	<b>Mii na? Wegonen dash?</b> <i>Oh, yeah? What?</i>
<b>Amik</b>	<b>Gidaa-o-agoodoomin.</b> <i>We could set snares.</i>  <b>Gidaa-onaagoshi-amwaanaan a'aw waabooz waabang.</b> <i>We could eat rabbit for dinner tomorrow.</i>
<b>Ogimaakwe</b>	<b>Wayaa! Mii go geget! Daga naa.</b> <i>Oh! Right! Let's do it.</i>
<b>Amik</b>	<b>Baabii'ishin midaaso-diba'igaans. Inga-naadin waa-aabajitooyang.</b> <i>Wait for me for ten minutes. I'll get what we'll use.</i>
<b>Ogimaakwe</b>	<b>Ahaw goda. Midaaso-diba'igaans.</b> <i>Okay. Ten minutes.</i>  <b>Shh. Bizaan.</b> <i>Shh. Be quiet.</i>
<b>Amik</b>	<b>Inaabin imaa, Ogimaakwe. Nashke omaa bimikawewaad waaboozoog.</b> <i>Look there, Ogimaakwe. Here are some rabbit tracks.</i>  <b>Mii omaa ge-agoodooyangiban.</b> <i>This is where we can set our snares.</i>
<b>Ogimaakwe</b>	<b>Bi-ininamawishin iw nagwaajigan.</b> <i>Come hand me a snare.</i>  <b>Giinitam.</b> <i>Your turn.</i>

## Agoodoowaad Snaring Rabbit (continued)



Amik	<b>Nashke. Imaa.</b> <i>Look. There.</i>
Ogimaakwe	<b>Howa. Mii iw giizhi-agoodooyang.</b> <i>Great. We are done hanging snares.</i>  <b>Waabang gidaa-bi-naadagwemin.</b> <i>We can come back tomorrow to check the snares.</i>
Amik	<b>Mii go geget. Mii a'aw waabooz da-amwang onaagoshi-wiisinyang.</b> <i>Right. We will eat rabbit for dinner.</i>
Ogimaakwe	<b>Eya'. Giishpin nagwaanang bezhig, indaa-napodinikaanaa a'aw waabooz.</b> <i>Yes. If we snare one, I could make rabbit and dumplings.</i>



## Giwaabam

### You See Me.



Let's take a look at animate, transitive verbs again. Here's a form you've seen before.

**Giwaabamin.**

Use the **gi-** prefix and **-in** suffix to talk about what I am doing to you. In this case, *I see you*.

Now let's switch the doer and receiver.

**Giwaabam.**

The **gi-** shows who is seeing: *you* are seeing. To talk about what *you* are doing to *me*, there is no suffix for the receiver of the action. When the form has **gi-** at the beginning and no suffix, the object is *me*. *You see me*.

Let's compare both forms:

*I see you*

**Giwaabamin.**

and

*You see me.*

**Giwaabam.**

When you have a vta where one of the participants is **giin**, it is always considered the most important participant. Because of this, **gi-** comes at the start of both of these forms. This is true whether **giin** is the subject or object.

Now let's look at what happens in forms where **giin** is not a participant.

**Niwaabamaa.**

**Niwaabamig.**

**Niin** is considered the second-most important participant, and **wiin** is the third-most important participant.

Because **niin** is considered more important than **wiin**, both of these forms start with the prefix **ni-**.

In order to understand the doers and receivers of a vta, you have to look at both the prefix and suffix, or notice if there is no suffix.

And remember the order of importance of participants: **giin** will always come before **niin** or **wiin**, and **niin** always comes before **wiin**.

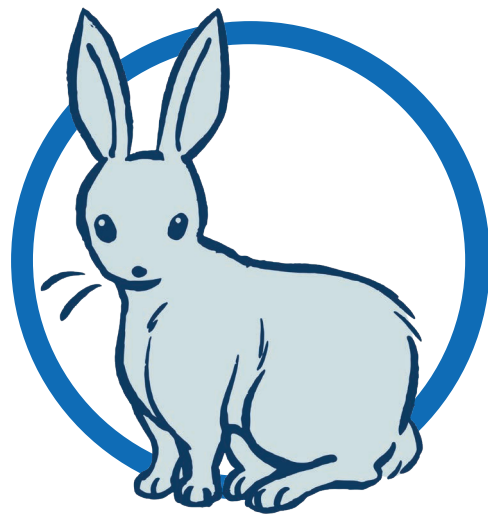
## Bimikawewaad ingiw Awesiinyag *Animal Tracks*



<b>Gwiwizens</b>	<b>Nashke! Bimikawe awiya.</b> <i>Look! Tracks!</i>
	<b>Awenen dash bemikawed?</b> <i>Whose tracks are those?</i>
<b>Inini</b>	<b>A'aw waagosh bemikawed.</b> <i>Those are fox tracks.</i>
<b>Gwiwizens</b>	<b>Awenen dash bemikawed?</b> <i>Whose tracks are those?</i>
<b>Inini</b>	<b>A'aw waabooz bemikawed.</b> <i>Those are snowshoe hare tracks.</i>
<b>Gwiwizens</b>	<b>Awenen dash bemikawed?</b> <i>Whose tracks are those?</i>
<b>Inini</b>	<b>A'aw makwa bemikawed.</b> <i>Those are bear tracks.</i>
<b>Gwiwizens</b>	<b>Awenen dash bemikawed?</b> <i>Whose tracks are those?</i>
<b>Inini</b>	<b>A'aw waawaashkeshi bemikawed.</b> <i>Those are deer tracks.</i>
<b>Gwiwizens</b>	<b>Awenen dash bemikawed?</b> <i>Whose tracks are those?</i>
<b>Inini</b>	<b>A'aw ajidamoo bemikawed.</b> <i>Those are red squirrel tracks.</i>
<b>Gwiwizens</b>	<b>Awenen dash bemikawed?</b> <i>Whose tracks are those?</i>
<b>Inini</b>	<b>Niin imaa ingii-pimikawe!</b> <i>Those are my tracks!</i>

UNIT  
21

# Printouts



Ojibwe

**Ishwaaso-diba'igan.**

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

**Ashi-naano-biboonagizi.**

**Indashi-niizhwaaso-  
biboonagiz.**

**Niizho-giizis.**

**Gii-bezhigo-diba'iganek**

Names: \_\_\_\_\_

Ask your partner three of the questions below and record their responses. When you've written three answers, it's your partner's turn to write and your turn to run!

**1 Aaniin epiitiziyan?**

**2 Aaniin endaso-diba'iganek?**

**3 Aaniin minik gaa-pabaamaadiziyan?**

**4 Aaniin minik daso-diba'igan gaa-nibaayan?**

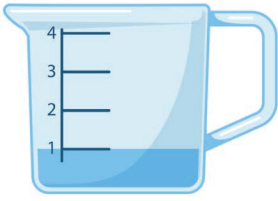
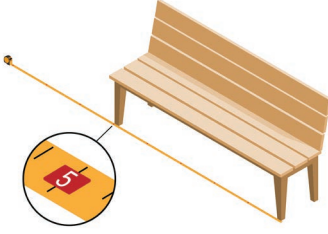

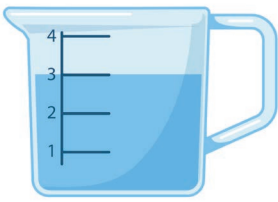
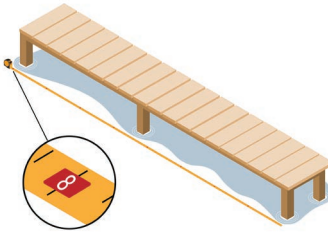

**5 Aaniin endaso-biboonagizid a'aw Ogimaakwe?**

**6 Aaniin gaa-taso-diba'iganek?**

Name: \_\_\_\_\_

Use the information from Unit 21, Lesson 1 Explore number words, along with your understanding of numbers, to describe each of the images below using **-naagaans**, **-zid**, and **-gonagizi**.

For example, in the image below, the measuring cup is full to the one-cup line. To describe this picture, you would use the word part **ingod-** and the word part **-naagaans** to make **ingodonaagaans**.

 <p>ingodonaagaans</p> <hr/>	 <hr/>	 <hr/>
 <hr/>	 <hr/>	 <hr/>



**Ahaw goda. Midaaso-diba'igaans.**

**Shh. Bizaan.**

**Wayaa! Mii go geget! Daga naa.**

**Shhh. Bizaan. Gego amaji'aaken gookomisinaan.**

**O'ow ziibaaska'igan.**

**Indayekoz. Niwiisagishkiinzhigwe.**

**Mii na? Wegonen dash?**

**Eya'. Mii go gaye niin.**

**Ingikendaan ge-izhichigeyangiban.**

**Baabii'ishin midaaso-diba'igaans. Inga-naadin  
waa-aabajitooyang.**

**Bezhigh, niizh, niswi, niiwin, naanan, ingodwaaswi.**

**Daga bezhigh गयाabi.**

**Gidaa-o-agoodomin. Gidaa-onaagoshi-amwaanaan a'aw  
waabooz waabang.**

**Nashke. Imaa.**

**Mii go geget. Mii a'aw waabooz da-amwang  
onaagoshi-wiisiniyang.**

**Inaabin imaa, Ogimaakwe. Nashke omaa bimikawewaad  
waaboozoog.**

**Mii omaa ge-agoodooyangiban.**

**Howa. Mii iw giizhi-agoodooyang.**

**Waabang gidaa-bi-naadagwemin.**

**Eya'. Giishpin nagwaanang bezhig, indaa-napodinikaanaa a'aw  
waabooz.**

**Bi-ininamawishin iw nagwaajigan.**

**Giinitam.**

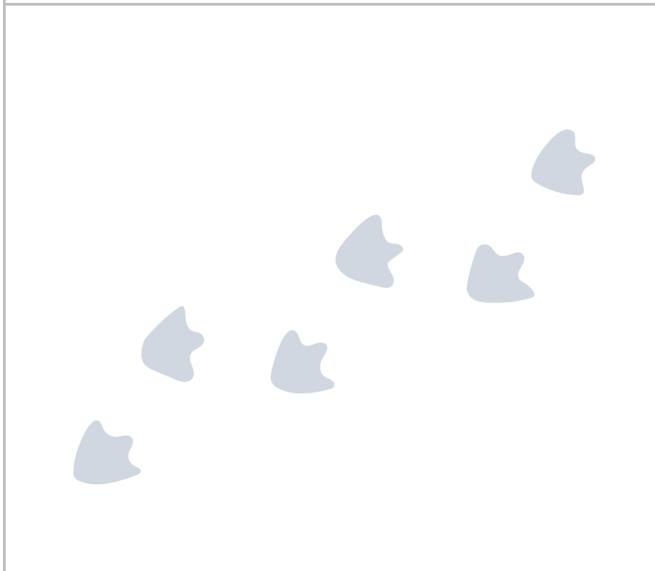
niin

**giinawind**

**niinawind**

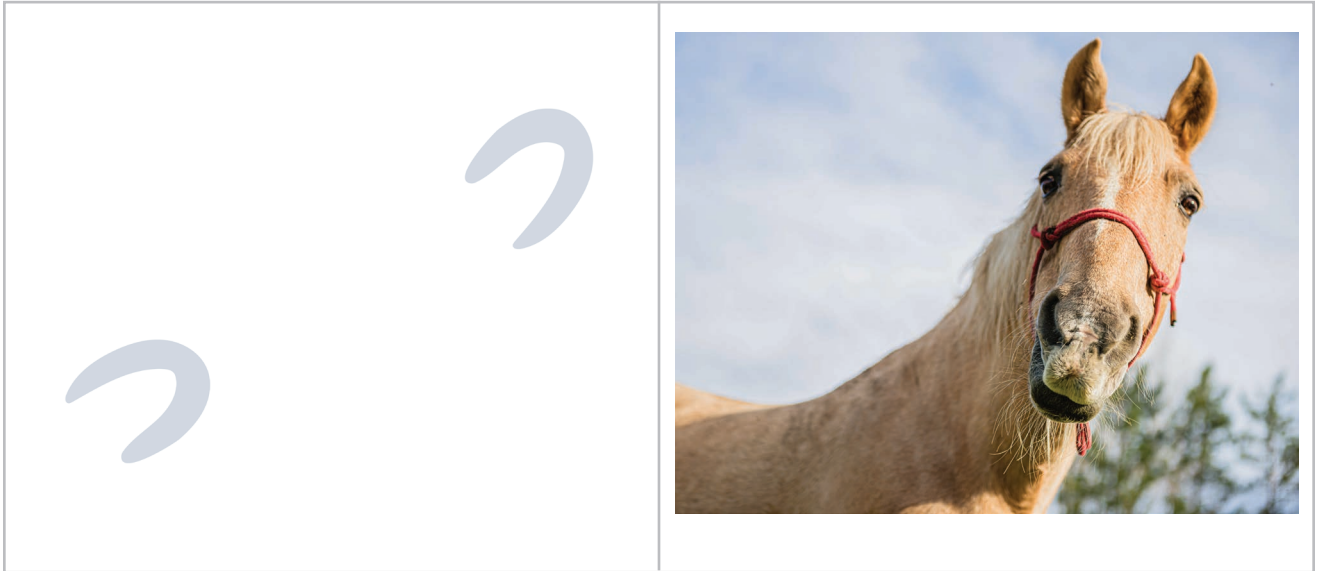
**giinawaa**







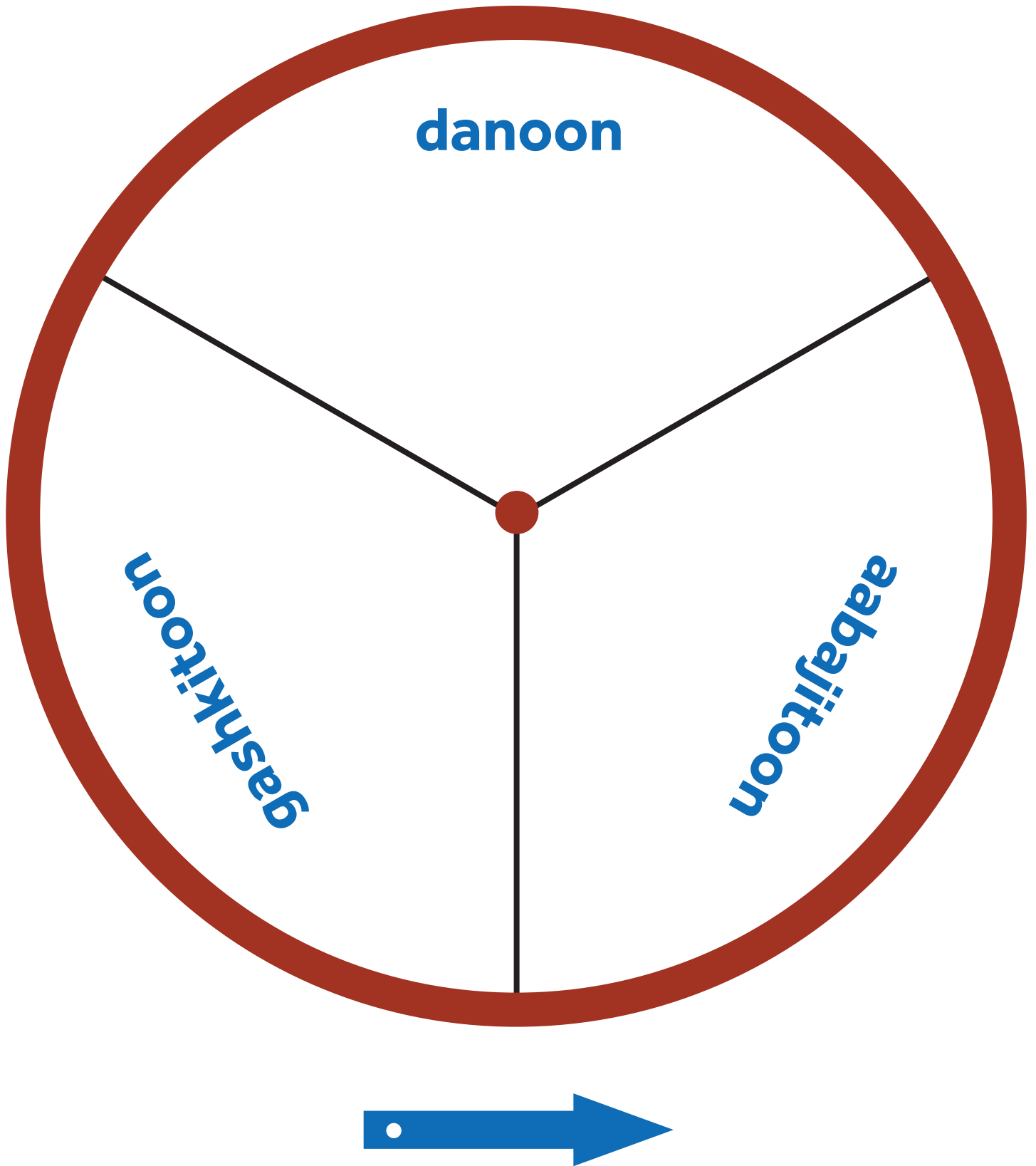


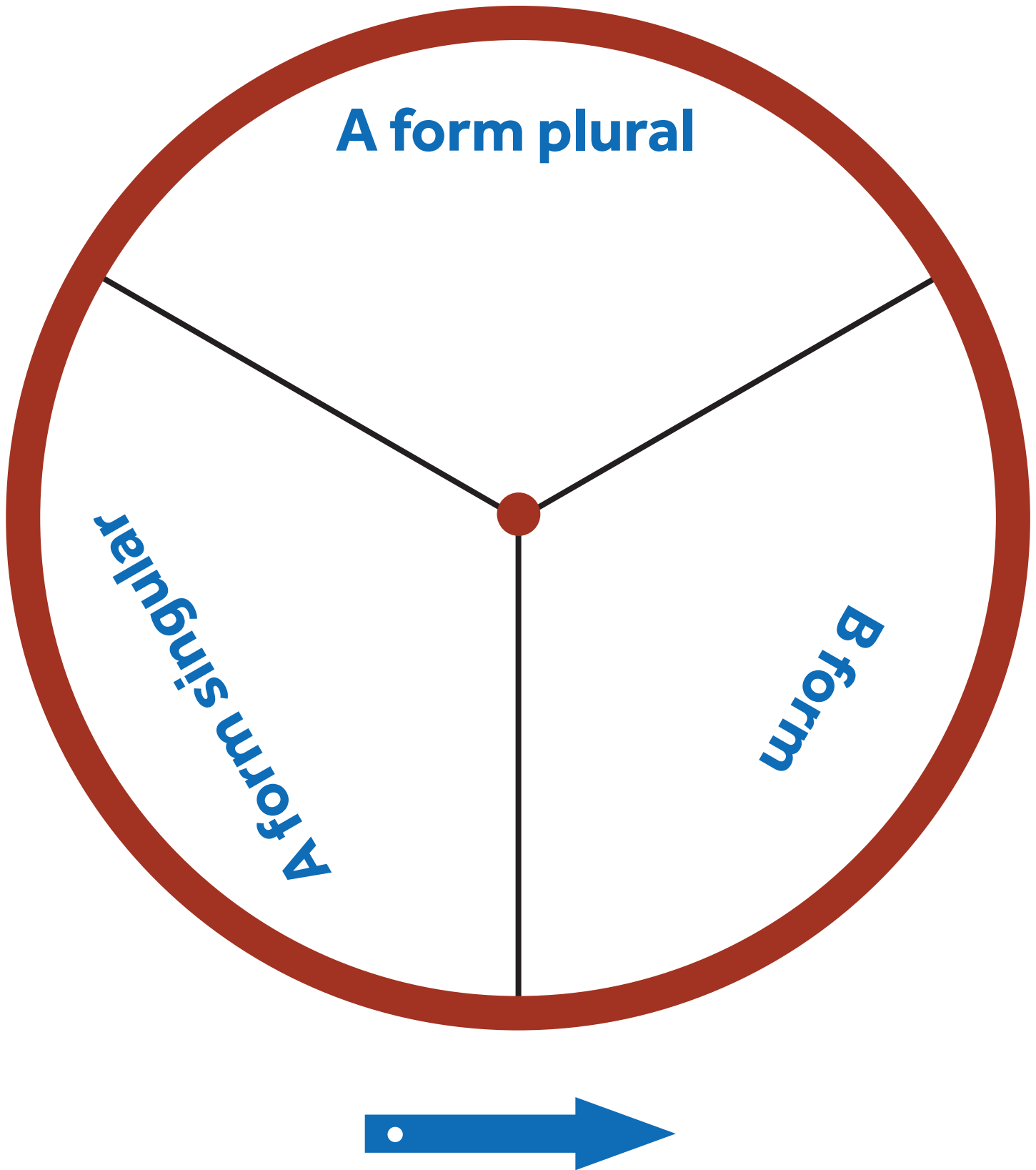


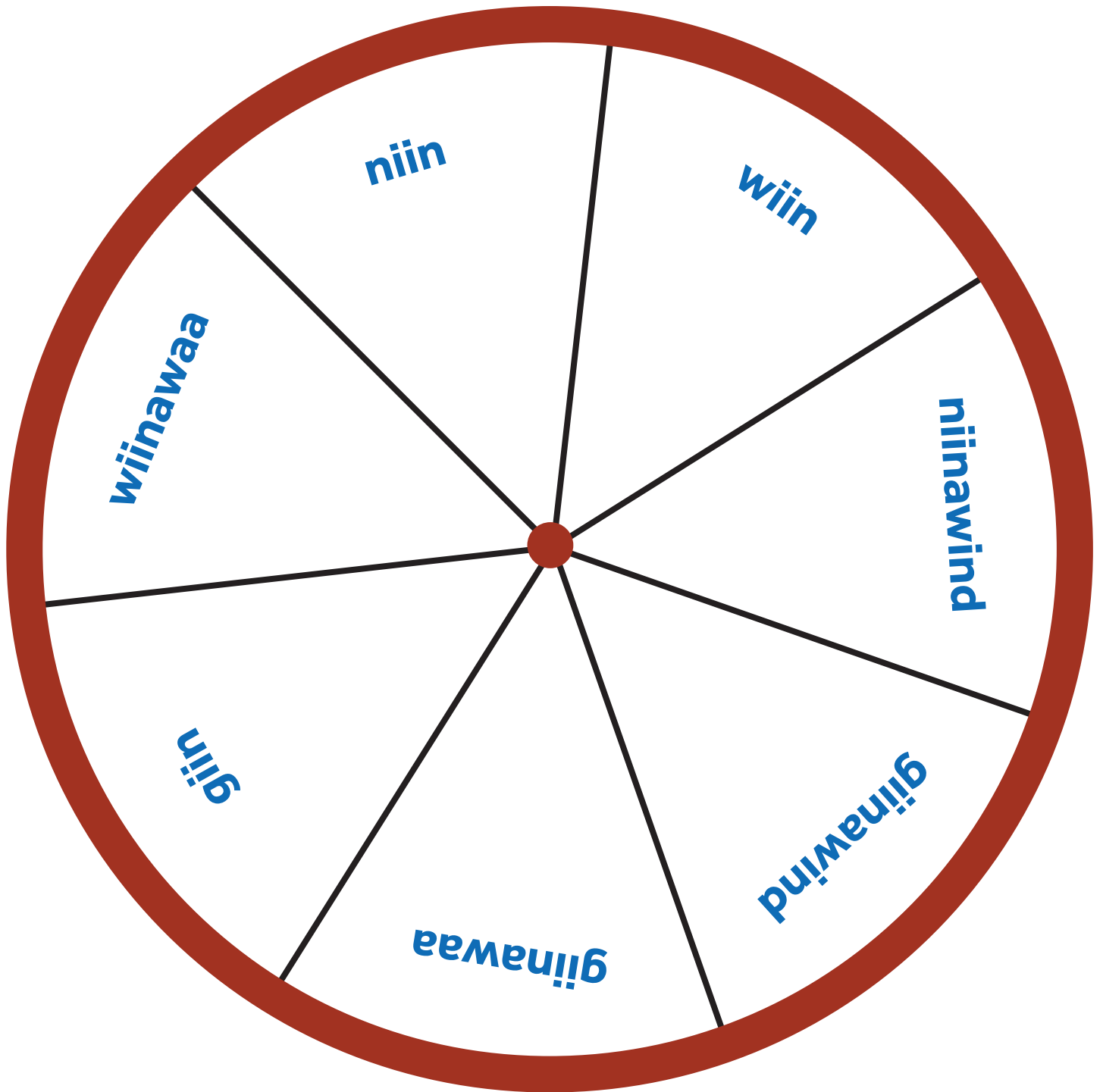
me / you /  
him / her

su

**they / you all**









UNIT  
22



Ojibwe

**Overview:** The family is tired of being cooped up and goes out to get some exercise. You'll learn how to talk about sports and wellness activities, and learn to recognize regional similarities and differences in Ojibwe.

## LESSON 1: Odaminowinan — Sports

Students will:

- talk about playing sports
- use **-win** to change a verb into a noun
- recognize actions done for someone else

## LESSON 2: Bimibatoowigamigong Izhaadaa! — Let's Go to the Gym!

Students will:

- describe when something tastes good
- expand vocabulary related to daily living
- express how recently something happened
- use adverbs to add emphasis to statements

## LESSON 3: Izhigiizhweyang Anishinaabewiyang — How We Speak Here

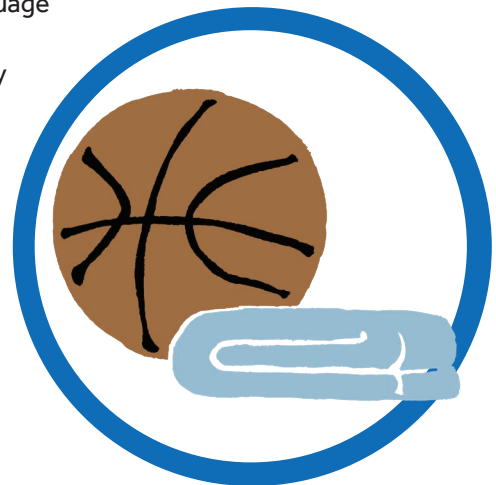
Students will:

- learn about regional language similarities and differences
- conjugate negative vtis that end in **-oon**

## LESSON 4: Wenabozho Miinawaa Zhiishiibag: 2 — Wenabozho and the Ducks: 2

Students will:

- learn what happens next in the story *Wenabozho and the Ducks*
- use familiar language to understand the meaning of unfamiliar language
- use known grammar structures to understand new sentences
- practice using listening strategies and images to understand a story





# Lesson 1: Odaminowinan — Sports

## OBJECTIVES

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

- talk about playing sports
- use **-win** to change a verb into a noun
- recognize actions done for someone else

## MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Charades Prompts (Printouts A)
- Bag or box
- **Gizhiikwazhiwe** Word Tree (Printouts B)
- Ojibwe People's Dictionary
- Running Dictation Image Prompts (Printouts C)
- Running Dictation Response Sheet (Printouts D)

## VOCABULARY

**1**

<b>bimibatoo</b> vai	<i>s/he runs</i>
<b>bagizo</b> vai	<i>s/he swims; s/he bathes</i>
<b>gizhiikwazhiwe</b> vai	<i>s/he swims fast</i>
<b>baaga'adowe</b> vai	<i>s/he plays lacrosse</i>
<b>bakitejii'ige</b> vai	<i>s/he plays baseball</i>

**2**

<b>biinjwebinige</b> vai	<i>s/he plays basketball; s/he throws things in</i>
<b>bimaakoweba'ige</b> vai	<i>s/he plays hockey</i>
<b>basikawebishkige</b> vai	<i>s/he plays soccer</i>
<b>bakinaage</b> vai	<i>s/he wins</i>



### VOCABULARY

3

<b>bagizowin</b> ni	<i>swimming</i>
<b>baaga'adowewin</b> ni	<i>lacrosse</i>
<b>bakitejii'igewin</b> ni	<i>baseball</i>
<b>biinjwebinigewin</b> ni	<i>basketball</i>
<b>bimaakoweba'igewin</b> ni	<i>hockey</i>
<b>basikawebishkigewin</b> ni	<i>soccer</i>

4

<b>nakwebidoon</b> vti	<i>catch something</i>
<b>apagidoon</b> vti	<i>throw something</i>
<b>apagidamaw</b> vta	<i>throw something to someone</i>

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**  
30 minutes

#### Activity Steps

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



### ACTIVITY A Charades

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Charades Prompts (Printouts A)
- Bag or box

⌵ **Estimated time:** 30 minutes

#### Activity Steps

1. Review all Unit 22, Lesson 1 Vocabulary sections in Rosetta Stone Ojibwe as a class. Review Explore 3 as a class.
2. Cut out all Charades Prompts and put them in a box or bag.
3. Separate students into two teams.
4. Each team sends one representative to the front of the room. The instructor will draw one word from the bag or box and show the two representatives.
5. When the teacher says **Maajitaag!** (*Start [you all]!*), each representative will start to act out the chosen word until someone guesses the correct word in Ojibwe. The winning team gets a point.
6. Repeat Step 4 until all the words have been selected. The team with the most points at the end of the game wins.

### ACTIVITY B Word tree: Gizhiikwazhiwe

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- **Gizhiikwazhiwe** Word Tree, one copy per student (Printouts B)
- Ojibwe People's Dictionary
- Computers or tablets

⌵ **Estimated time:** 30 minutes

#### Activity Steps

1. Review Unit 22, Lesson 1 Explore 1 in Rosetta Stone Ojibwe as a class.
2. Give each student a copy of the **Gizhiikwazhiwe** Word Tree.
3. Students look up the word **gizhiikwazhiwe** in the Ojibwe People's Dictionary.
  - a. Students click on the word **gizhiikwazhiwe**.
  - b. Students scroll down to Word Parts at the bottom of the entry. Students click on **gizhii-** and **-akwazhiwe** in order to identify more words that use those word parts.
4. Students fill in their word trees based on their findings.



## ACTIVITY C Running dictation... for someone

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Running Dictation Image Prompts, one set (Printouts C)
- Running Dictation Response Sheets, one copy per pair (Printouts D)

**Estimated time:** 30 minutes

### Activity Steps

1. Print and post Running Dictation Image Prompts around the classroom.
2. Review Unit 22, Lesson 1 Explore 4 in Rosetta Stone Ojibwe as a class.
3. Write the following words on the board and ask students to translate them: **apagidamaw**, **naadamaw**, **gikinoo'amaw**, **ininamaw**, **ozhitamaw** and **wiindamaw**.
4. Write the following words on the whiteboard and ask students to translate them: **gwiwizens**, **ikwezens**.
5. Review Unit 16, Lesson 3 Explore vtas 2 in Rosetta Stone Ojibwe as a class.
6. Separate students into pairs.
  - a. Give each pair of students one copy of the Running Dictation Response Sheet.
  - b. Each student will write three sentences, and run for three sentences.
7. Allow students time to examine each picture and use the vocabulary on the board to dictate the sentence to their partner. Continue the activity until students have finished all six images or you run out of time.



### TEACHER'S TIP

This activity may feel complicated for some students. Be sure to monitor and assist students by redirecting them toward the vocabulary on the whiteboard, and reminding them of the vta conjugations reviewed from Unit 16, Lesson 3.



## Lesson 2: Bimibatoowigamigong Izhaadaa! — Let's Go to the Gym!

### OBJECTIVES

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

- describe when something tastes good
- expand vocabulary related to daily living
- express how recently something happened
- use adverbs to add emphasis to statements

### MATERIALS

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Four Corners Prompts (Printouts E)
- Poster board
- Markers
- Blank index cards

### VOCABULARY

1

<b>minopijige</b> vai	<i>s/he likes the taste of something</i>
<b>minawaanigozi</b> vai	<i>s/he has a good time</i>
<b>biinichige</b> vai	<i>s/he cleans something</i>

2

<b>niinizis(an)</b> nid	<i>my hair(s)</i>
<b>giziingwe'on(an)</b> ni	<i>towel(s)</i>
<b>binaakwaan(an)</b> ni	<i>comb(s)</i>

3

<b>aapiji</b> adverb	<i>very; quite</i>
<b>aangwaamas</b> adverb	<i>finally; after a long time</i>
<b>noomaya</b> adverb	<i>recently; a little while ago</i>

**ACTIVITY A** Four corners: Sports and activities**Materials**

- Rosetta Stone Ojibwe
- Smart board or projector
- Four Corners Prompts, one copy (Printouts E)

⌚ **Estimated time:** 30 minutes**Activity Steps**

1. Print and post the Four Corners Prompts in the four corners of the classroom.
2. Review Unit 22, Lesson 1 Vocabulary 1, 2, and 3 in Rosetta Stone Ojibwe as a class.
3. Examine Unit 22, Lesson 2 Vocabulary 3 and Explore 3.1 in Rosetta Stone Ojibwe as a class. Focus on the word **aapiji**.
4. Explain to students that when you call out a sport, they will choose whether they really don't like it (**Gaawiin aapiji niminwendanziin...**), they don't like it (**Gaawiin niminwendanziin...**), they like it (**Niminwendaan...**) or if they really like it (**Aapiji niminwendaan...**) and run to that corner.
  - a. Choose at least one student from each corner to explain their decision by using the verb equivalent of the sport into one of the following prompts:
    - **Gaawiin aapiji ninitaa-(verb)siin.** (*I'm really not good at [verb].*)
    - **Gaawiin ninitaa-(verb)siin.** (*I'm not good at [verb].*)
    - **Ninitaa-(verb).** (*I'm good at [verb].*)
    - **Aapiji ninitaa-(verb).** (*I'm really good at [verb].*)
  - b. For example, if you say **bakitejii'igewin** (*baseball*), and a student runs to the corner labeled **Aapiji niminwendaan...** (*I really like*), when prompted they should respond **Aapiji ninitaa-bakitejii'ige** (*I'm really good at baseball*).
5. Repeat this process until you've used all the sports listed in Unit 22, Lesson 1 Vocabulary.

**TEACHER'S TIP**

The goal of this activity is to elicit language from your students. Make sure that every student gets several opportunities to speak up during the game.

**ONLINE ACTIVITIES****Materials**

- Rosetta Stone Ojibwe
- Computers or tablets

⌚ **Estimated time:**  
30 minutes**Activity Steps**

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





## ACTIVITY B Likes and dislikes

### Materials

**Estimated time:** 60 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Poster board, one per group
- Markers, several per group

### Activity Steps

1. Explain to students that they will be conducting a survey about the likes and dislikes of students in the classroom.
2. Group students into pairs or small groups.
3. As a class, make a list of activities that you would like to include in the survey. These can be the sports from Unit 22, Lesson 1, or other verbs from previous lessons.
4. Assign each group or pair of students one to four activities from the list to include in their survey.
5. Students will go around the classroom, asking other students to what degree they like each activity. The activity should be a verb in B form.
  - a. **Giminwendaan ina (activity)?** (*Do you like [activity]?*)
  - b. **Aaniin epiichi-minwendaman (activity)?** (*How much do you like [activity]?*)
6. Students answer using the following options:
  - a. **Gaawiin aapiji niminwendanziin...** (*I really don't like it...*)
  - b. **Gaawiin niminwendanziin...** (*I don't like it...*)
  - c. **Niminwendaan...** (*I like it...*)
  - d. **Aapiji niminwendaan...** (*I really like it...*)
7. Once each student group has collected answers from all students, they use a slideshow app like PowerPoint, Prezi or Google Slides, or a poster board and markers to make graphs to represent their findings for each activity.
8. Students present their findings to the class using Ojibwemowin. Here are some useful phrases:
  - a. **Naanan ininiwag ominwendaanaawaa (activity).** (*Five men like [activity].*)
  - b. **Niswi ikwewag gaawiin ominwendanziinaawaa (activity).** (*Three women don't like [activity].*)
  - c. **Akina awiya ominwendaanaawaa (activity).** (*Everybody likes [activity].*)
  - d. **Gaawiin awiya ominwendanziin (activity).** (*Nobody likes [activity].*)
9. Once every group has presented, discuss the findings with the class. What activities do people like the most? Which activities do they like the least? Here are some helpful questions:
  - a. **Awegonenan menwendamowaad?** (*What [activities] do people/students like?*)
  - b. **Awegonenan menwendanzigwaa?** (*What [activities] do people/students not like?*)



### ACTIVITY C Who is it?

#### Materials

- Blank index cards, one per student

**Estimated time:** 30 minutes

#### Activity Steps

1. Have each student write down three or four phrases that describe what they (really) like and dislike on a blank index card or piece of paper.
2. Collect all the cards and give one to each student. Make sure that they do not get their own.
3. Students take turns to read aloud each card, changing the subject from the first person (**niin**) to the third person (**wiin**).
4. Other students have to guess who the card belongs to.

**Optional:** A variation could be to have one or two students read aloud all the cards in front of the class. Or you could divide the class into two teams and assign a point each time a student from that team makes a correct guess.



#### TEACHER'S TIP

This game can be a fun test of how well students know each other. If it is too difficult to guess, you can take a few minutes in advance for students to go around the room and ask each other in Ojibwemowin about their likes and dislikes.



# Lesson 3: Izhigiizhweyang Anishinaabewiyang — How We Speak Here

## OBJECTIVES

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

- learn about regional language similarities and differences
- conjugate negative vtis that end in **-oon**

## MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Anna Gibbs' story: <https://www.youtube.com/watch?v=tULWwZp6edY>
- Barbara Nolan's story: <https://www.youtube.com/watch?v=Hqd06VXihFQ>
- Odd One Out Handout (Printouts F)

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

**Estimated time:**  
30 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 22, Lesson 3 individually or in groups. (See Lesson 3 Script)

**ACTIVITY A** Two speakers tell one story**Materials**⌵ **Estimated time:** 45 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Anna Gibbs' story: <https://www.youtube.com/watch?v=tULWwZp6edY>
- Barbara Nolan's story: <https://www.youtube.com/watch?v=Hqd06VXihFQ>

**Activity Steps**

1. Review Unit 22, Lesson 3 Explore 1 and 2 in Rosetta Stone Ojibwe as a class.
2. Explain to students that you'll be watching two videos, both of the same story, told by speakers from different communities.
  - a. Students will notice differences in the way the two speakers talk. Ask them to keep notes detailing how each storyteller speaks.
3. Watch the Anna Gibbs story, **Gaa-ondinang Dakwaanowed Makwa**, then the Barbara Nolan story.
4. After you've finished watching each video, ask students to share all the ways they noticed that the two speakers sounded different.
5. After discussing differences, be sure to point out similarities, too.

**TEACHER'S TIP**

Demonstratives are one of the major differences between these two speakers. When reviewing Explore 2, Explanation 4, have students write down the words **maanda** and **maaba**, and listen for them in the Barbara Nolan video.

**ACTIVITY B** Odd one out**Materials**⌵ **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Odd One Out Handout, one per student (Printouts F)

**Activity Steps**

1. Review the Conjugations section of Unit 22, Lesson 3 in Rosetta Stone Ojibwe as a class.
2. Give each student a copy of the Odd One Out Handout.
3. Allow students time to complete their handouts.
4. When students are finished, have them read their answers to a partner to check for accuracy.



## Lesson 4: Wenabozho Miinawaa Zhiishiibag: 2 — Wenabozho and the Ducks: 2

### OBJECTIVES

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

- learn what happens next in the story *Wenabozho and the Ducks*
- use familiar language to understand the meaning of unfamiliar language
- use known grammar structures to understand new sentences
- practice using listening strategies and images to understand a story

### MATERIALS

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Wenabozho Part 1 Script Handout (Printouts G)
- Wenabozho Part 2 Script Handout (Printouts H)
- Wenabozho Video Images (Printouts I)

### VOCABULARY

1

<b>bimoom</b> vta	<i>carry someone (or something animate) on one's back</i>
<b>gabeshi</b> vai	<i>s/he camps</i>
<b>abwen</b> vai+o	<i>s/he roasts something over a fire</i>

2

<b>oditan</b> vti	<i>come up to</i>
<b>ziibi(wan)</b> ni	<i>river(s)</i>
<b>bimitigweyaa</b> vii	<i>it (a river) flows along</i>

3

<b>moona'ige</b> vai	<i>s/he digs things</i>
<b>giiwitaa-ayi'ii</b> adverb	<i>all around it</i>
<b>giiziz</b> vta	<i>cook something (animate)</i>

4

<b>zaagigaadeshin</b> vai	<i>s/he lies with legs sticking out</i>
<b>inendam</b> vai	<i>s/he thinks a certain way</i>
<b>giikiibingwashi</b> vai	<i>s/he is sleepy</i>
<b>ajina</b> adverb	<i>a little while</i>



## VOCABULARY

5

<b>makam</b> vta	<i>rob someone of something</i>
<b>mikwendan</b> vti	<i>remember something; recall something</i>
<b>ojiid</b> nid	<i>her/his anus</i>
<b>zhingishin</b> vai	<i>s/he lies down; s/he goes to bed</i>

**ACTIVITY A** Aadizookaanan review

## Materials

- Rosetta Stone Ojibwe
- Smart board or projector

**Estimated time:** 30 minutes

## Activity Steps

1. Ask students what they remember about **aadizookaanan**. Make a list on the board.
  - a. If students don't remember some of the protocol surrounding how and when we teach **aadizookaanan**, remind them and add to the list on the board. See the Culture Corner for this lesson for help.
2. Review Unit 12, Lesson 4 in Rosetta Stone Ojibwe Level 1 as a class. Complete all activities.



## CULTURE CORNER

Traditionally, **aadizookaanan** are told at night. If you are telling or viewing these stories during the day, it would be appropriate to make it as night-like as possible. Turn off the lights and draw the curtains to give the illusion of night. We also use our tobacco when we tell these stories. Before you tell or watch these videos, offer tobacco in a fire, on clean ground, or at the base of a tree.



## ONLINE ACTIVITIES

### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

**Estimated time:**  
30 minutes

### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 22, Lesson 4 individually or in groups. (See Lesson 4 Script)

## ACTIVITY B Wenabozho aadizookaanan

### Materials

**Estimated time:** 30 minutes

- Rosetta Stone Ojibwe (Levels 1 and 2)
- Smart board or projector
- Wenabozho Part 1 Script Handout, one copy per group (Printouts G)
- Wenabozho Part 2 Script Handout, one copy per group (Printouts H)
- Wenabozho Video Images, one copy per group (Printouts I)

### Activity Steps

1. Watch Unit 12, Lesson 4 Look and Listen in Rosetta Stone Ojibwe Level 1 as a class. Then rewatch Unit 22, Lesson 4 Look and Listen.
2. Separate students into groups of two.
  - a. Give each group one copy of the Wenabozho Part 1 Script Handout, the Wenabozho Part 2 Script Handout, and Wenabozho Video Images.
  - b. Students cut out the Wenabozho Video Images.
3. Have students put the images in order based on their memory of the story. Students can use the scripts to help guide them through the activity.



### TEACHER'S TIP

Make sure student groups save their materials from this activity to help them in the next activity.



### ACTIVITY C Act it out!

#### Materials

Estimated time: 45 minutes

- Wenabozho Part 1 Script Handout (Printouts G), completed copy from Activity B
- Wenabozho Part 2 Script Handout (Printouts H), completed copy from Activity B
- Wenabozho Video Images (Printouts I), completed copy from Activity B

#### Activity Steps

1. Student groups from the last activity will prepare to act out this Wenabozho **aadizookaan** using their images from the previous activity.
2. Each group should identify one narrator and one actor to play the part of Wenabozho.
  - a. The narrator will read the story to the class as the actor acts it out.
  - b. The narrator does not need to read every line of the scripts, just the lines that match the sixteen images.
3. Give students time to practice, then let them present!



#### CULTURE CORNER

All protocols around telling an **aadizookaan** will still be present when students prepare to retell the stories for this activity. Make sure you make your classroom as night-like as possible and **gego wanendangegon da-biindaakoojigeyeg dabwaa-aadizookeyeg!**



UNIT  
22

# Scripts



Ojibwe

## Odaminowinan Sports



**Baaga'adowe.**  
*He plays lacrosse.*

**baaga'adowewin**  
*lacrosse*

**Bakitejii'ige.**  
*He plays baseball.*

**bakitejii'igewin**  
*baseball*

**Biinjwebinige.**  
*He plays basketball.*

**biinjwebinigewin**  
*basketball*

**Bimaakoweba'ige.**  
*He plays hockey.*

**bimaakoweba'igewin**  
*hockey*

**Basikawebishkige.**  
*She plays soccer.*

**basikawebishkigewin**  
*soccer*

**Bagizo.**  
*She swims.*

**Bimibatoo.**  
*She runs.*

**Apagidoon!**  
*Throw it!*

**Nakwebidoon!**  
*Catch it!*

## Odaminowinan

### *Sports* (continued)



---

**Bakinaage.**

*He wins.*

**Gaawiin bakinaagesiin.**

*He loses. (He doesn't win).*

**Ominwendaan biinjwebinigid.**

*He likes playing basketball.*

**Nitaa-biinjwebinige.**

*He is good at playing basketball.*

**Ominwendaanaawaa bagizowaad.**

*They like swimming.*

**Nitaa-bagizowag.**

*They are good at swimming.*

**Ginitaawichigem.**

*Good job (you all).*

---

## Bimibatoowigamigong Izhaadaa! *Let's Go to the Gym!*

<b>Gimiwan</b>	<b>Wayaa, Ninijjaanisidog. Ingii-wenda-minopijige. Miigwech sanaa.</b> <i>Wow, my children. I liked the taste of that! Thank you!</i>
<b>Waasegiizhigookwe</b>	<b>Enange. Ingii-minopijige gaye niin. Miigwech aapji.</b> <i>Definitely. I really liked the taste of that too! Thank you!</i>
<b>Amik</b>	<b>Nibaabiigiskaadendam. Niwii-biinjwebinige. Daga bimibatoowigamigong izhaadaa.</b> <i>I'm bored. I want to play basketball. Let's go to the gym.</i>
<b>Waasegiizhigookwe</b>	<b>Ahaw. Giizhi-biinichigeyaan jiibaakwewigamigong.</b> <i>Okay. After I'm done cleaning in the kitchen.</i>
<b>Ogimaakwe</b>	<b>Maam, gidaa-bagizomin giinawind.</b> <i>Mom, you and I can swim.</i>
<b>Waasegiizhigookwe</b>	<b>Ahaw goda.</b> <i>Okay.</i>
<b>Ogimaakwe</b>	<b>Oooo. Wenda-giizhoogamin o'ow nibi.</b> <i>Oooo. The water is warm.</i>
<b>Waasegiizhigookwe</b>	<b>Gaawiin! Dakaagamin o'ow nibi.</b> <i>No! The water is cold.</i>
<b>Ogimaakwe</b>	<b>Ambe! Niminwendam bagizoyang.</b> <i>Come on! Swimming is so fun!</i>
<b>Amik</b>	<b>Apagidamawishin! Apagidamawishin!</b> <i>Throw it to me! Throw it to me!</i>
<b>Gimiwan</b>	<b>Nakwebidoon!</b> <i>Catch!</i>  <b>Ginitaawichige!</b> <i>Good job!</i>
<b>Waasegiizhigookwe</b>	<b>Omaa, Ogimaakwe. Gaasii'an giinizisan. O'ow gizingwe'on gidaa-aabajitoon.</b> <i>Here, Ogimaakwe. Dry your hair. You can use this towel.</i>  <b>Aangwaamasidog bi-dagoshineg. Ggii-baabii'igoom.</b> <i>Finally you guys arrive. We were waiting for you all.</i>
<b>Gimiwan</b>	<b>Gaawiin onjida ingii-izhichigesiiimin. Onzaam ingii-minawaanigozimin gii-piinjwebinige yaang.</b> <i>We didn't do it on purpose. We were having too much fun playing basketball.</i>
<b>Ogimaakwe</b>	<b>Aaniindi a'aw Amik?</b> <i>Where's Amik?</i>
<b>Gimiwan</b>	<b>Dibi iidog? Noomaya igo omaa baa-ayaaban.</b> <i>I don't know. He was just right here.</i>
<b>Amik</b>	<b>Nakwebidoon, Ded!</b> <i>Catch, Dad!</i>

## Izhigiizhweyang Anishinaabewiyang

### *How We Speak Here*



All languages vary depending on who is speaking. People who live in different places speak differently from each other. There are also changes that happen across time. In some cases, different people just prefer to speak differently.

Within Ojibwe, these differences are pretty small! If you know any variety of Ojibwe, you can speak with people from across the Anishinaabe community. We are focused on Southwestern Ojibwe in this course, but other Ojibwe speakers will have no problem understanding you.

It can be interesting to know some of the differences across different communities. Here is a story about these kinds of small differences:

One day, a girl and her grandmother were going to the store.

On the way, they stopped off at a neighbor's house. The girl's grandmother asked the neighbor,

**Aaniin ezhichigeyan?**

*What are you doing?*

The neighbor replied,

**Ingiboodiyegwaazon indagoonaa.**

*I'm hanging up my pants.*

I'm hanging up my pants, he said.

Sometime after they had left, the girl asked,

**Bimaadiziwidogenan iidog iniw ogiboodiyegwaazonan?**

*Could it be that those pants are alive?*

The girl heard her neighbor use a transitive animate verb to talk about pants, which means the pants would be animate.

The grandmother responded,

**Gaawiin, mii gosha omaa ezhigiizhwewaad ongow Anishinaabeg.**

*No, that's just how Anishinaabeg speak around here.*

What happened in this story? The girl's neighbor used a transitive animate verb, or vta, to talk about pants.

But in some places it's more common to treat pants as inanimate. Several other things are animate in some places and inanimate in others.

## Izhigiizhweyang Anishinaabewiyang

### *How We Speak Here* (continued)



Sometimes the same word can mean different things in different places. In the next examples, the same verb can mean either “play” or “help.”

**Niwiji'aa nishiime.**

*I'm playing with my little brother.*

**Niwiji'aa nishiime.**

*I'm helping my little brother.*

And there are some differences in pronunciation in different communities too:

**Bi-dagoshin ningozis onaagoshig.**

**Bi-dagwashin ningwizis onaagwashig.**

*My son is arriving in the evening.*

It can be interesting to listen for these small differences as you learn and talk to more people! But the similarities across Anishinaabemowin in all communities where it is spoken are more important than these small differences.

**Giga-waabamin!**

*See you later!*

## Wenabozho miinawaa Zhiishiibag: 2

### Wenabozho and the Ducks: 2



**Gaa-objiwemod Migizi**  
Told by Migizi

**Gaa-mazinibii'ang Steve Premo**  
Illustrated by Steve Premo

**Mii dash babimosed a'aw Wenabozho geyaabi bimoomaad iniw zhiishiiban gaa-nisaajin.**  
*So then Wenabozho is walking along still carrying his ducks that he killed on his back.*

**Onandawaabandaan ingoji ji-gabeshid wii-abwenaad iniw ozhiishiibiman.**  
*He's looking for somewhere to camp with the desire of roasting his ducks.*

**Mii dash gii-oditang i'iw ziibi, mii imaa bimitigweyaanig gii-kabeshid a'aw Wenabozho iwidi jiigi-ziibi.**  
*So then he gets to a river, and it is there along the river Wenabozho makes his camp on the bank.*

**Gaa-izhi-boodawed, wa! Nitaawichige a'aw Wenabozho.**  
*Then he makes a fire, wa! Wenabozho does a good job.*

**Gaa-izhi-moona'iged imaa giiwitaa-ayi'ii ishkode waanikaanaad iniw zhiishiiban waa-kiizizwaajin.**  
*So then he's digging, all around the fire, digging holes for his ducks that he wants to cook.*

**Nashke dash ogii-zaazaagigaadeshimaan iniw zhiishiiban jiigishkode ji-abwenaad.**  
*You see, he placed the ducks in the holes with their legs sticking out next to the fire to roast them.*

**Mii dash gii-inendang giiwenh, "Aayay ingiikiibingwash. Ajina go niwii-nibaash. Ganabaj awiya inga-bi-makamig."**  
*So then he thinks, "Aw man, I'm tired. I'd like to sleep for a bit. I think someone will come and rob me."*

**Gaa-izhi-mikwendang ojiid, "Daga giin, ganawaabam ongow. Wiindamawishin awiya ziibiing bi-izhaad."**  
*Then he remembers his anus. "How about you watch over these. Let me know if anyone comes up the river."*

**Gii-shingishing a'aw Wenabozho izhidiyeshing imaa ishkodeng, mii imaa gii-nibaad...**  
*When Wenabozho lay down he had his butt pointed toward the fire, there he slept...*

**Nawaj da-ayaamagad naagaj...**  
*To be continued...*

UNIT  
22

# Printouts



Ojibwe



baaga'adowe

bimibattoo

bagizo

gizhiikwazhiwe

bakitejii'ige

biinjwebinige

bimaakoweba'ige

basikawebishkige

bagizowin

baag'adowewin

bakitejii'igewin

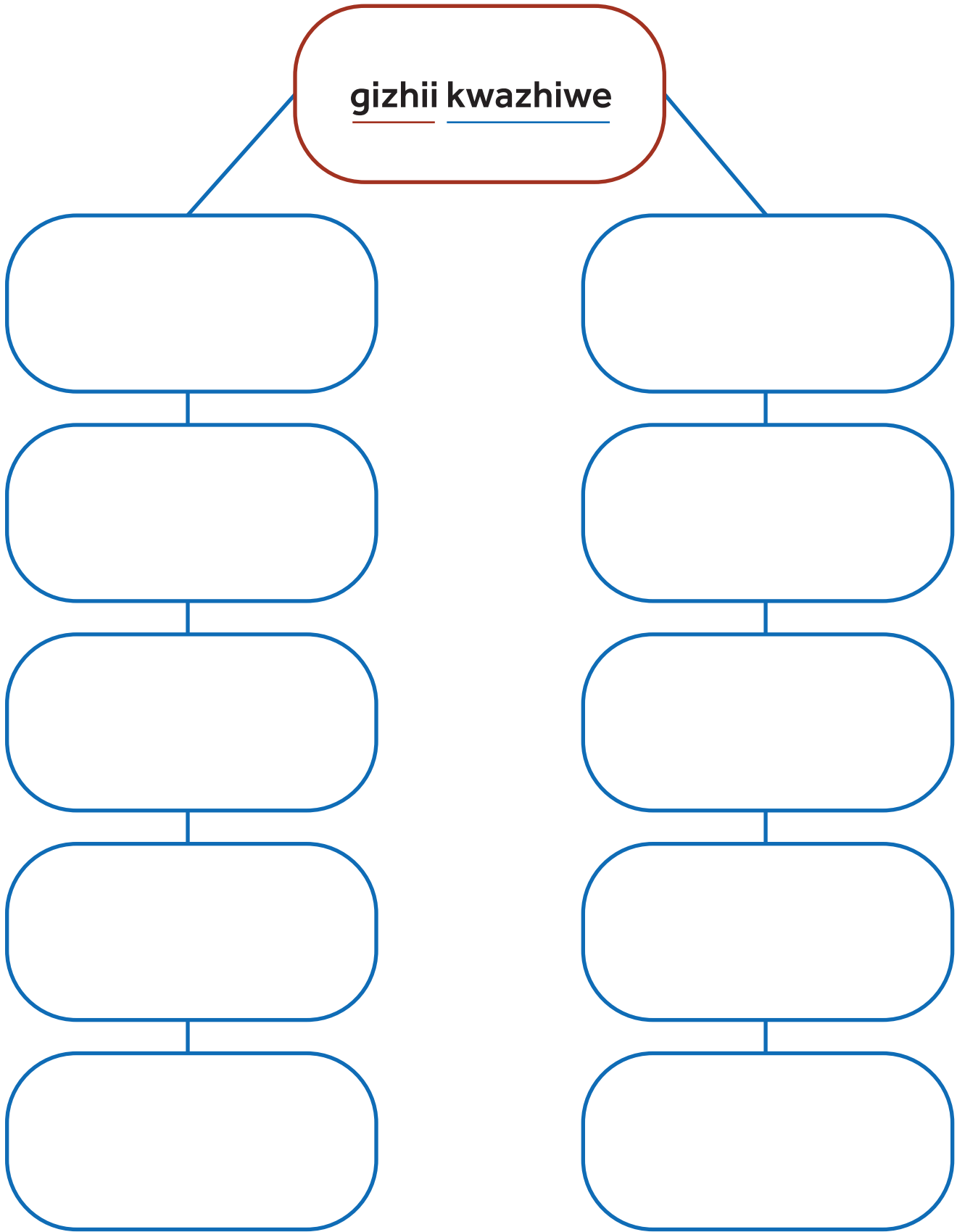
biinjwebinigewin

bimaakoweba'igewin

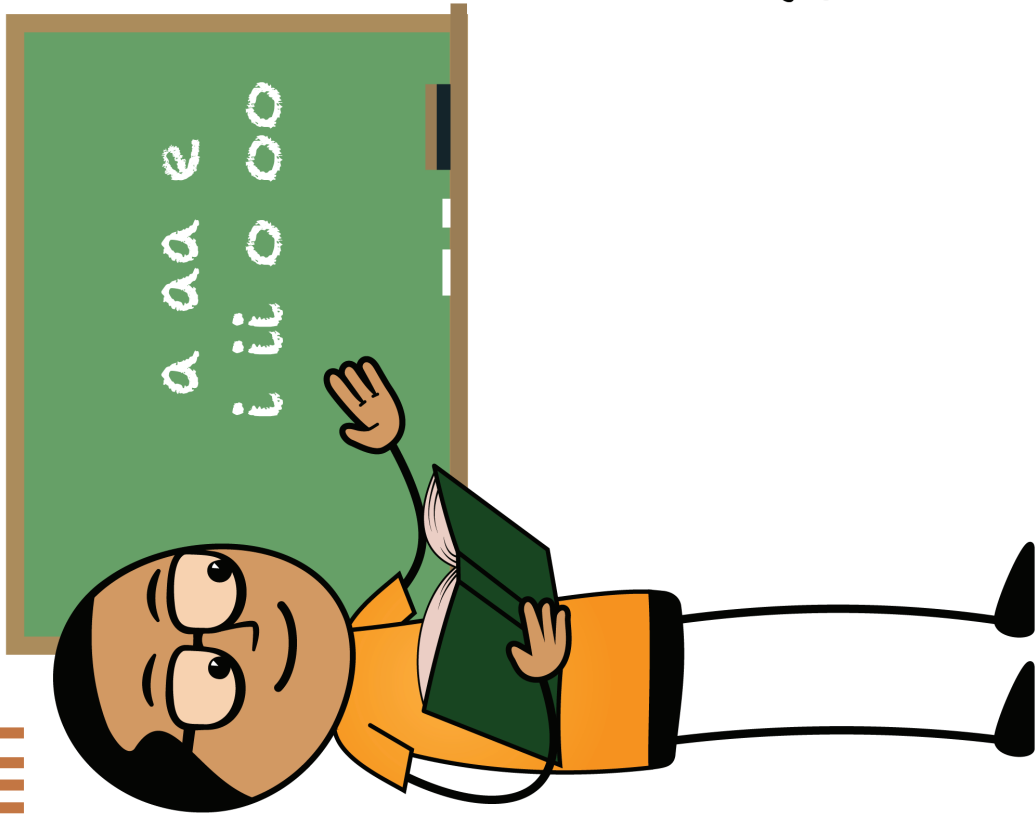
basikawebishkigewin

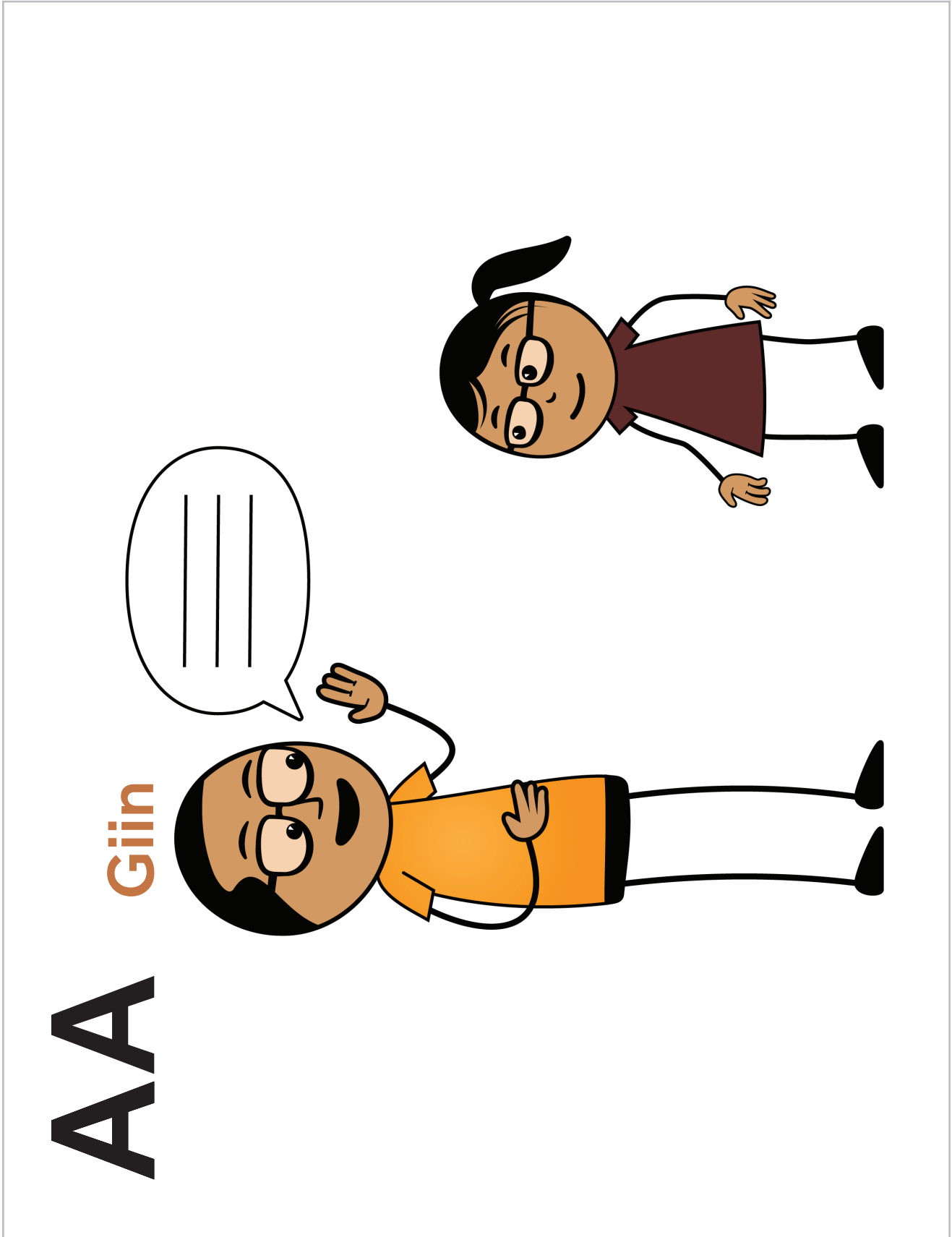
nakwebidoon

apagidoon



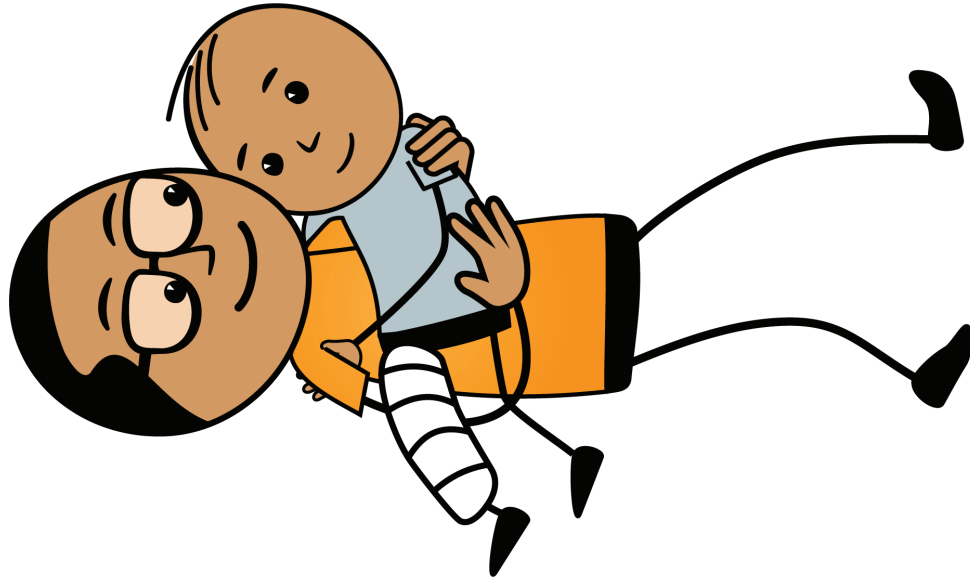
# A Giin





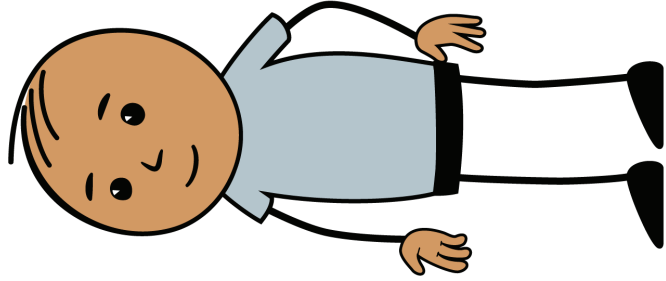
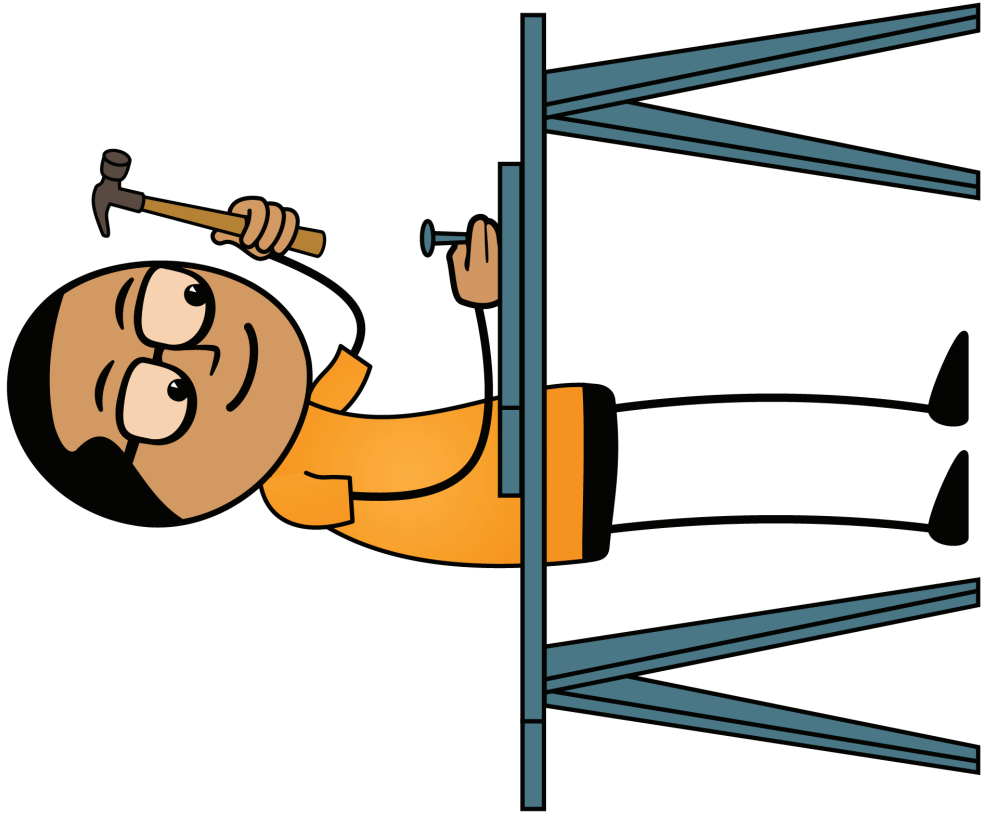
B

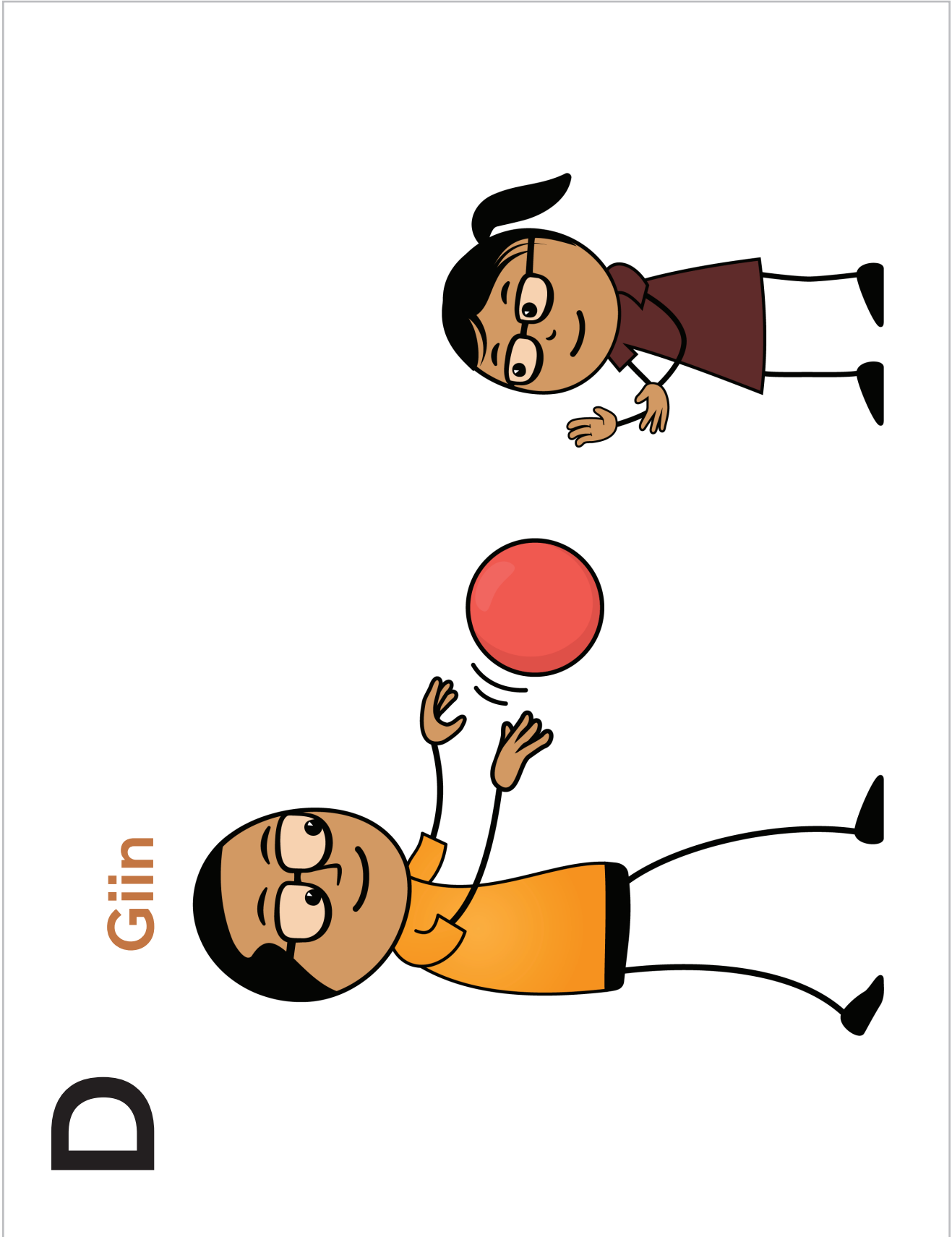
Giin



CH

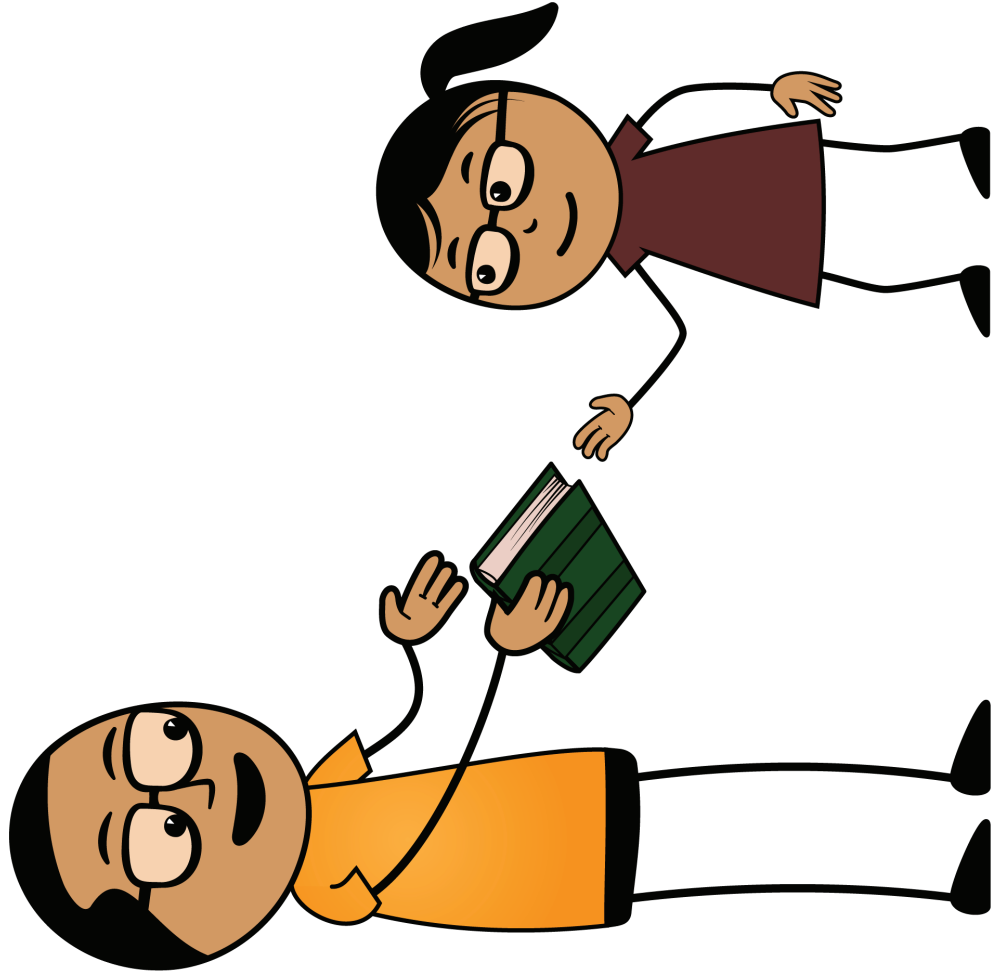
Giin





**E**

Giin





Name:

Name:

**A.**

**AA.**

**B.**

**CH.**

**D.**

**E.**

**Gaawiin aapiji  
niminwendanziin...**

# Gaawiin niminwendanziin...

# Niminwendaan...

# Aapiji niminwendaan...

Name:

Date:

Use Rosetta Stone Ojibwe Unit 22, Lesson 3 to cross out the incorrect verb in each sentence.

- 1 Gaawiin [niwii-nakwebidoosiin] [nakwebidoosiwaan] i'iw bikwaakwad.
- 2 Niminwendaan [indatoosiin] [atoosiwaan] nimazina'igan imaa.
- 3 Gaawiin nishiime [ogii-apagidoosiin] [gii-apagidoosig] i'iw bikwaakwad.
- 4 Aaniindi [gigii-atoonaawaan] [gii-atooyeg] iniw mazina'iganan?
- 5 Nashke! Weweni [onakwebidoonaawaan] [nakwebidoowaad] iniw bikwaakwadoon!
- 6 Aapiji niminwendaamin [ginakwebidoonan] [nakwebidooyan] iniw bikwaakwadoon, Ningwis.
- 7 Aaniin [gidoonji-apagidoosiimin] [wenji-apagidoosiwang] onow bikwaakwadoon?
- 8 Gaawiin niminwendanziin [ogii-atoosiinaawaan] [gii-atoosigwaa] iniw mazina'iganan omaa.
- 9 Gaawiin [gigii-nakwebidoosiin] [gii-nakwebidoosiwan] o'ow bikwaakwad gii-apagidooyaan.
- 10 Onow niizh bikwaakwadoon [gidaa-apagidoonaawaan] [da-apagidooyeg].

Try writing two prompts similar to those above. Give them to a classmate to complete!

11

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12

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## Wenabozho miinawaa Zhiishiibag: 1

Aabiding Wenabozho babaamosed, ogii-waabamaan iniw zhiishiiban iwidi zaaga'iganiing.

Ogii-naazikawaan, gaa-izhi-gagwejimigod aaniindi ezhaad.

"Iwidi zhaawanong indizhaa da-naadiyaan manidoo-nagamonan," ogii-inaan.

Mii dash gii-maajaad, gii-o-gaazod, gaa-izhi-biindashkinadood anooj igo gegoo imaa obimoonjiganing.

Gii-azhegiuwe iwidi gaa-ayaanid iniw zhiishiiban.

"Ambe, Nichiimedog, niimi'ididaa!" ogii-inaan iniw zhiishiiban.

Dabwaa-biindigewaad imaa wiigiwaaming Wenabozho ogii-izhi-wiindamawaan, "Basangwaabig miinawaa niimig nagamoyaan, gego ayinaabikegon.

Giishpin inaabiyeg, giga-mamishkoshiinzhigwem omaa akiing ani-maajikamigaag."

Mii imaa gii-piindigewaad gaa-izhi-maajii'amaazod a'aw Wenabozho.

"Gego ayinaabikegon...giga-mamiskoshkiizhigwem, yoo we he he he, yoo we he he he!"

Mii iw gaa-ina'ang.

Geget gii-pasangwaabishimowag ingiw zhiishiibag megwaa nagamod a'aw Wenabozho.

Ayaapii dash Wenabozho ogii-nawadinaan bezhig iniw zhiishiiban, bookogwebinaad apaginaad imaa.

Bezhig dash a'aw zhingibis gii-dooskaabi waabamaad Wenabozhon ezhichigenid.

Gaa-izhi-biibaagid, mii imaa gii-saagijiba'iwewaad ingiw zhiishiibag.

Wenabozho dash ogii-adimaan iniw zhingibisan zagigwebinaad imaa, wiindamawaad, "Mii iw ge-izhinaagoziyan omaa akiing ani-maajikamigaag."

Geget geyaabi mamiskoshkiinzhigwe a'aw zhingibis.

## Wenabozho miinawaa Zhiishiibag: 2

Mii dash babimosed a'aw Wenabozho geyaabi bimoomaad iniw zhiishiiban gaa-nisaajin.

Onandawaabandaan ingoji ji-gabeshid wii-abwenaad iniw ozhiishiibiman.

Mii dash gii-oditang i'iw ziibi, mii imaa bimitigweyaanig gii-kabeshid a'aw Wenabozho iwidi jiigi-ziibi.

Gaa-izhi-boodawed, wa! Nitaawichige a'aw Wenabozho.

Gaa-izhi-moona'iged imaa giiwitaa-ayi'ii ishkode waanikaanaad iniw zhiishiiban waa-kiizizwaajin.

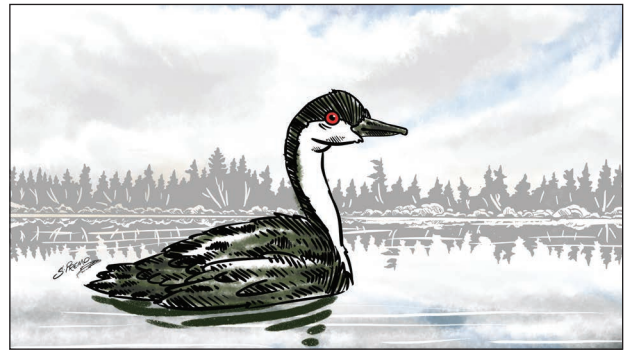
Nashke dash ogii-zaazaagigaadeshimaan iniw zhiishiiban jiigishkode ji-abwenaad.

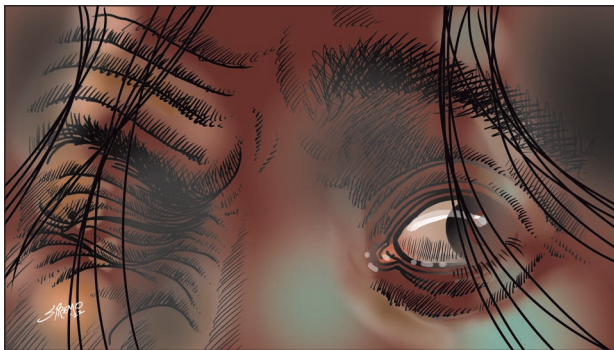
Mii dash gii-inendang giiwenh, "Aayay ingiikiibingwash. Ajina go niwii-nibaash. Ganabaj awiya inga-bi-makamig."

Gaa-izhi-mikwendang ojiid, "Daga giin, ganawaabam ongow. Wiindamawishin awiya ziibiing bi-izhaad."

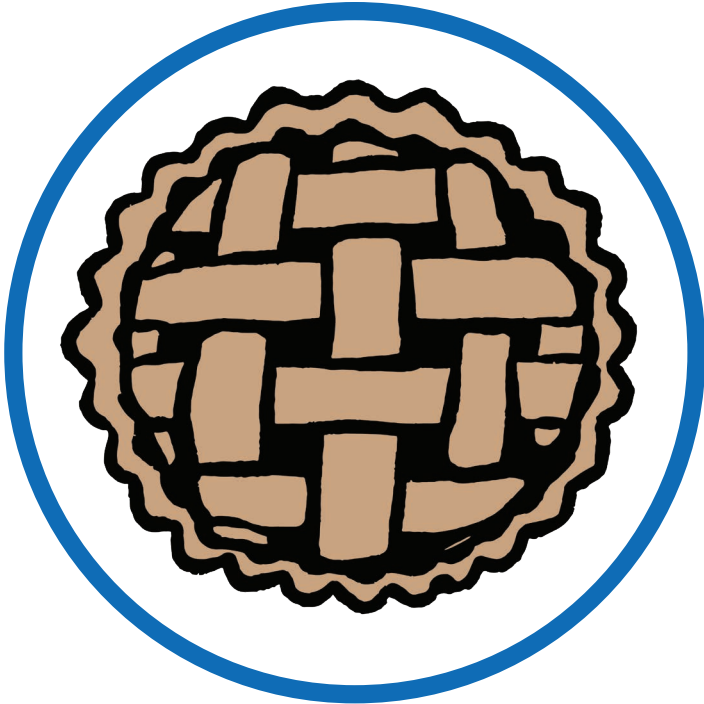
Gii-shingishing a'aw Wenabozho izhidiyeshing imaa ishkodeng, mii imaa gii-nibaad...







UNIT  
23



Ojibwe

**Overview:** Gimiwan and Ogimaakwe want to bake a pie. Mom braves the icy roads to make a run to the store for ingredients. In this unit you'll review animacy, and learn new kitchen appliances and food items.

## LESSON 1: Nijiibaakwewigamigong — *In My Kitchen*

Students will:

- expand vocabulary related to kitchen appliances, foods, and ingredients
- identify animate and inanimate nouns
- express when something looks or smells good

## LESSON 2: Biitoosijigani-bakwezhiganikeng — *Making Pie*

Students will:

- expand vocabulary related to daily living
- name kitchen utensils
- recognize word parts and how they contribute to a word's meaning

## LESSON 3: Ikidowinikeng — *Building Words*

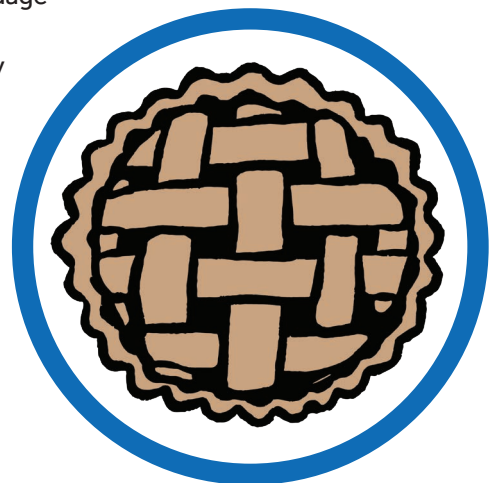
Students will:

- recognize word parts and how they contribute to a word's meaning
- use word parts to make the meaning of a word precise
- use prefixes and suffixes to say who is doing an action
- conjugate negative vtis that end in **-an**

## LESSON 4: Wenabozho Miinawaa Zhiishiibag: 3 — *Wenabozho and the Ducks: 3*

Students will:

- learn what happens in the last part of the story *Wenabozho and the Ducks*
- use familiar language to understand the meaning of unfamiliar language
- use known grammar structures to understand new sentences
- practice using listening strategies and images to understand a story





# Lesson 1: Nijiibaakwewigamigong — In My Kitchen

## OBJECTIVES

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

- expand vocabulary related to kitchen appliances, foods, and ingredients
- identify animate and inanimate nouns
- express when something looks or smells good

## MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Ojibwe People's Dictionary or paper dictionaries
- Kitchen Printout (Printouts A)
- Food and Kitchen Item Cut-outs (Printouts B)
- Recipe for blueberry pie or cake

## VOCABULARY

1

<b>jiibaakwewigamig(oon)</b> ni	<i>kitchen(s)</i>
<b>dakisijigan(an)</b> ni	<i>refrigerator(s)</i>
<b>mashkawaakwajigan(an)</b> ni	<i>freezer(s)</i>
<b>endazhi-gibozigadeg(in)</b> <b>gegoo</b> ni	<i>oven(s)</i>

2

<b>gizhaabikizigan(an)</b> ni	<i>stove(s)</i>
<b>giziibiiganaagane-makak(oon)</b> ni	<i>dishwasher(s)</i>
<b>endazhi-giziibiiginigaadeg(in)</b> <b>gegoo</b> ni	<i>sink(s)</i>
<b>ataasowin(an)</b> ni	<i>pantry(s); cupboard(s); closet(s)</i>



## VOCABULARY

3

<b>doodooshaaboo</b> ni	<i>milk</i>
<b>doodooshaaboo-bimide</b> ni	<i>butter</i>
<b>chi-doodooshaaboo</b> ni	<i>cheese</i>
<b>waawan(oon)</b> ni	<i>egg(s)</i>

4

<b>miin(an)</b> ni	<i>blueberry</i> <i>(blueberries)</i>
<b>ode'im(in)</b> ni	<i>strawberry</i> <i>(strawberries)</i>
<b>miskomin(ag)</b> na	<i>raspberry</i> <i>(raspberries)</i>
<b>waashkobizid bakwezhigan</b> <b>(waashkobizijig</b> <b>bakwezhiganag)</b> na	<i>cake(s)</i>
<b>biitoosijigani-bakwezhigan(ag)</b> na	<i>pie(s)</i>

5

<b>bibine-bakwezhigan</b> na	<i>flour</i>
<b>ziinzibaakwad</b> ni	<i>sugar</i>
<b>zhiiwitaagan</b> ni	<i>salt</i>
<b>gaa-wiisagang</b> ni	<i>pepper</i>

6

<b>minwaabaminaagozi</b> vai	<i>it (animate)</i> <i>looks good</i>
<b>minomaaso</b> vai	<i>it (animate)</i> <i>smells good</i> <i>cooking</i>



### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌚ Estimated time:  
30 minutes

#### Activity Steps

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

## ACTIVITY A Kitchen maps

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Ojibwe People's Dictionary or paper dictionaries

⌚ Estimated time: 30 minutes

### Activity Steps

1. Review Unit 23, Lesson 1, Vocabulary 1 and 2 in Rosetta Stone Ojibwe as a group.
2. Ask students to draw a picture of their home kitchens and title the drawing **Nijiibaakwewigamig**. Make sure that students include the following in their pictures (even if it's not actually present in their home):
  - Refrigerator
  - Freezer
  - Oven
  - Stovetop
  - Dishwasher
  - Sink
  - Cupboards
3. Students label each item in their kitchen map using Unit 23, Lesson 1 vocabulary words. If students want to label something in their kitchen that wasn't used in this lesson, encourage them to use a dictionary



## ACTIVITY B What's in your kitchen?

### Materials

- Kitchen Printout, one per student (Printouts A)
- Food and Kitchen Item Cut-outs, one per student (Printouts B)

 **Estimated time:** 45 minutes

### Activity Steps

1. Group students into pairs and give each student a copy of the Kitchen Printout and the Food and Kitchen Item Cut-outs.
2. Have students cut out the food items from the Food and Kitchen Item Cut-outs.
3. In each pair, one student places the Food and Kitchen Item Cut-outs on their Kitchen Printout (in the cupboard, stove, refrigerator, freezer, dishwasher, or sink). Their partner should not be able to see how they arrange the items in their kitchen.
4. The student with the empty kitchen printout asks their partner questions to figure out what items their partner has and where they are in their kitchen. For example:
  - a. **Zhiiwitaagan ina gidayaan?** (*Do you have salt?*)
  - b. **Ataasowining ina ayaamagad zhiiwitaagan?** (*Is the salt in the cupboard?*)
  - c. **Dakisijiganing ina ayaamagad zhiiwitaagan?** (*Is the salt in the refrigerator?*)

The student with the filled-in kitchen printout can only reply with **Eya'** or **Gaawiin**.

5. The student asking questions will place the food items in the kitchen printout to reflect the answers.
6. Once the two kitchens look the same, the turn ends and students change roles.



### TEACHER'S TIP

Encourage students to put items in unexpected places to add humor and a challenge. You can also suggest that students add more items in addition to those available in the printout.





## ACTIVITY C Translating a recipe

### Materials

- Recipe for blueberry pie or cake, one copy per student
- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Ojibwe People's Dictionary or paper dictionaries

**Estimated time:** 30 minutes

### Activity Steps

1. Before class, find a simple recipe for blueberry pie or cake. Use an internet search or a favorite family recipe!
2. Review Unit 23, Lesson 1, Vocabulary 3, 4, and 5 in Rosetta Stone Ojibwe as a class.
3. Give each student a copy of the recipe.
4. Have students translate all the ingredients on their recipes. If they can't find the terms in the Unit 23, Lesson 1 vocabulary, encourage them to use a dictionary.



### TEACHER'S TIP

Students will not have worked on the tools and utensils section of their recipes yet. They'll learn these in the activities accompanying Unit 23, Lesson 2, so make sure you save the students' translated recipes. They will add to it during that class session.

## ACTIVITY D Miini-baashkimasigani-biitoosijigani-bakwezhigan

### Activity Steps

1. For a long time, the word for blueberry pie was the longest word in our dictionary and is an infamous term in Ojibwe country! For new learners, saying this word is a rite of passage. Recently, the word for raspberry pie was added to the dictionary and is four letters longer (two more syllables)! Challenge students to take time and use their own methods to try and memorize either of these words.

**Optional:** These may be the longest dictionary entries, but learners can make even longer forms by adding on prefixes and suffixes, such as personal prefixes, descriptors like **chi-**, or plural suffixes. It may be fun to have students try to come up with increasingly long forms, and practice pronouncing them!

**Estimated time:** 15 minutes



### TEACHER'S TIP

It may be helpful to tackle either word in four parts, the berry used (**miini-/miskomini-**), the jam (**baashkimasigani-**) the layers of the pie (**biitoosijigani-**) and the crust (**bakwezhigan**).



## Lesson 2: Biitoosijigani-bakwezhiganikeng — Making Pie

### OBJECTIVES

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

- expand vocabulary related to daily living
- name kitchen utensils
- recognize word parts and how they contribute to a word's meaning

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Script Cards (Printouts C)
- Optional: Lesson 2 Script
- Smart board or projector
- Word Tree Handout (Printouts D)
- Ojibwe People's Dictionary
- Translated recipes from Unit 23, Lesson 1, Activity B
- School kitchen or home economics room
- All ingredients for the recipe
- Baking supplies (Mixing bowls, measuring cups, mixing spoons, measuring spoons, cake pans, butter or grease for pans, oven mitts, cooling racks, toothpicks, butter knives)
- Cleaning supplies

### VOCABULARY

1

<b>adaawe</b> vai	<i>s/he buys</i>
<b>biidoon</b> vti	<i>bring something</i>
<b>maajitaa</b> vai	<i>s/he starts doing something</i>
<b>giziibiigazhe</b> vai	<i>s/he showers; s/he bathes</i>

2

<b>miikana(n)</b> ni	<i>road(s)</i>
<b>boozikinaagan(an)</b> ni	<i>bowl(s)</i>
<b>emikwaan(an)</b> ni	<i>spoon(s)</i>



### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌚ **Estimated time:**  
30 minutes

#### Activity Steps

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

### ACTIVITY A Say what?

#### Materials

- Rosetta Stone Ojibwe
- Lesson 2 Script Cards, one set per group of three students (Printouts C)
- Optional: Lesson 2 Script, one copy

⌚ **Estimated time:** 30 minutes

#### Activity Steps

1. Separate your class into groups of three.
2. Give each student one group of Lesson 2 Script Cards.
3. Students put their own set of Script Cards in the correct order based on memory and reading comprehension.
4. When each student in a group has finished, they must put their three sets together in the correct order.
5. When each group has finished, they read you their script, with each student reading their own set of cards. You may want to use the Lesson 2 Script with English and Ojibwe to assist students with this activity, and to follow along when they're ready to read their sets to you.



#### TEACHER'S TIP

If your students are more advanced, you may instead give each student a full set of Script Cards and have each student put the whole script in order.



### ACTIVITY B Word tree

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Word Tree Handout, one per student (Printouts D)
- Ojibwe People's Dictionary
- Computers or tablets

 **Estimated time:** 30 minutes

#### Activity Steps

1. Review Unit 23, Lesson 2, Explore initials, Practice initials and Explore finals in Rosetta Stone Ojibwe as a class.
2. Give each student a copy of the Word Tree Handout.
3. Allow students time and access to the Ojibwe People's Dictionary to finish their handouts.
4. When students have finished, have them compare the words they found in partner pairs or small groups.



#### TEACHER'S TIP

For **da**gon**igaade**, the initial morpheme is **da**gw**-**. Students will need to click on **da**gon**igaade**, scroll down to word parts and select **da**gon**-**, then scroll down again to word parts and select **da**gw**-**.



### ACTIVITY C Bake a cake!

#### Materials

- School kitchen or home economics room
- Translated recipes from Unit 23, Lesson 1, Activity B
- All ingredients for the recipe
- Baking supplies:
  - Mixing bowls
  - Mixing spoons
  - Measuring cups
  - Measuring spoons
  - Cake pans
  - Butter or grease for pans
  - Oven mitts
  - Cooling racks
  - Toothpicks (to test doneness)
  - Butter knives (to loosen cakes from pans)
- Cleaning supplies

 **Estimated time:** One class session



#### TEACHER'S TIP

This activity will take a lot of extra supplies and coordination. Make sure to give yourself ample time to prepare for this activity!

#### Activity Steps

1. Review the new vocabulary words **boozikinaagan** (*bowl*) and **emikwaan** (*spoon*) as a group.
2. Have students use their translated recipes from Unit 23, Lesson 1, Activity B, the new vocabulary listed in Step 1, and the tools listed in the materials to bake a cake. Encourage students to use as much Ojibwe as they can as they prepare their cakes.
3. Eat and enjoy!



## Lesson 3: Ikidowinikeng — *Building Words*

### OBJECTIVES

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

- recognize word parts and how they contribute to a word's meaning
- use word parts to make the meaning of a word precise
- use prefixes and suffixes to say who is doing an action
- conjugate negative vtis that end in **-an**


### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- How Many Sentences?! Worksheet (Printouts E)
- Ojibwe People's Dictionary
- Making New Words Worksheet (Printouts F)

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**  
30 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 23, Lesson 3 individually or in groups. (See Lesson 3 Script)

**ACTIVITY A** How many sentences?!**Materials**

- Rosetta Stone Ojibwe
- Smart board or projector
- How Many Sentences?! Worksheet, one per student (Printouts E)

 **Estimated time:** 45 minutes
**Activity Steps**

1. Review Unit 23, Lesson 3, Conjugations: vti (negative A form) and Conjugations: vti (negative B form) in Rosetta Stone Ojibwe as a class.
2. Give each student a copy of the How Many Sentences?! Worksheet.
3. Practice making the first two sentences as a group. Use the first prompt in each row to make a sentence:
  - a. **Niin wii- o- atoon** positive A form  
**Niwii-o-atoon.**
  - b. **Niin gii- o- atoon** positive A form  
**Ingii-o-atoon.**
4. Students repeat these same two sentences but change from positive A form to negative A form to make the following sentences:
  - a. **Gaawiin niwii-o-atoosiin.**
  - b. **Gaawiin ingii-o-atoosiin.**
5. Next, students will repeat the same sentences in positive B form, and again in negative B form.
6. Finally, students repeat steps 3–6 for **giin** and **wiin**.

**TEACHER'S TIP**

Process is important for this activity, so make sure that students understand that they can make a total of 48 sentences from the information they were given.

**Optional:** If students are doing well with this activity, encourage them to continue by adding **niinawind**, **giinawind**, **giinawaa**, and **wiinawaa**!



# ACTIVITY B Making new words

## Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe People's Dictionary
- Making New Words Worksheet, one copy per student (Printouts F)

 **Estimated time:** 30 minutes

## Activity Steps

1. Give each student a copy of the Making New Words Worksheet.
2. Allow students time to complete the worksheets individually. Monitor and assist them as they work.
3. As students finish, have them read their words to a partner.





## ACTIVITY C Word domino

### Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or whiteboard

**Estimated time:** 30 minutes

### Activity Steps

1. The goal of this activity is for students to create a string of “word dominos” by thinking of words that can connect to each other through a shared part (initial, final, prefix, suffix).
2. Students stand or sit in a semi-circle, so that everyone can face each other and see the board.
3. Offer students one word introduced in Unit 23, Lesson 3.
4. One student will take the role of the scribe and write the word on the board.
5. Students raise their hand if they can think of a word that connects through a shared part.
  - a. For example: **miskwaakose** and **miskwaabiimizh** are connected through their initial, **miskw-**.
  - b. Other words that students have learned that connect through **miskw-** include **miskomin**, and the preverb **misko-**.
6. The scribe writes down the next word and the process repeats again. Words can connect through any part of the word.
7. The string ends when nobody can think of a word that connects to the last one and a new string can be started with a new word part, or a new word.
8. The goal is to challenge the group to make the strings as long as they can and see how long they can go.



### TEACHER'S TIP

You may choose to allow or not allow students to use resources like the Ojibwe People's Dictionary and Rosetta Stone Ojibwe. This might depend on whether students want to do the activity as a challenge. Activity B can be a good scaffold, as well as intentional review of the vocabulary in this lesson and others they know that share word parts.



## Lesson 4: Wenabozho Miinawaa Zhiishiibag: 3 — Wenabozho and the Ducks: 3

### OBJECTIVES

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

- learn what happens in the last part of the story *Wenabozho and the Ducks*
- use familiar language to understand the meaning of unfamiliar language
- use known grammar structures to understand new sentences
- practice using listening strategies and images to understand a story

### MATERIALS

- Rosetta Stone Ojibwe (Levels 1 and 2)
- Computers or tablets
- Smart board or projector
- Tobacco
- Red willow video (<https://www.youtube.com/watch?v= beiKDXUmAc>)
- Handheld pruners
- Work/gardening gloves
- Butter knives

### VOCABULARY

1

<b>Bwaan(ag)</b> na	<i>Dakota(s)</i>
<b>izhi</b> vta	<i>say to someone; speak to someone</i>
<b>okan(an)</b> nid	<i>her/his bone(s)</i>

2

<b>hay'</b>	<i>dang</i>
<b>bakite'odizo</b> vai	<i>s/he hits her/himself</i>
<b>odiy</b> nid	<i>her/his butt</i>
<b>jaagizo</b> vai	<i>it (animate) burns</i>
<b>miskwaakose</b> vii	<i>it turns red</i>



## VOCABULARY

3

<b>noogibatoo</b> vai	<i>s/he stops running</i>
<b>miskwaabiimizh(iig)</b> na	<i>red willow(s)</i>
<b>zagaswaa</b> vai	<i>s/he smokes tobacco</i>
<b>apaakozigan(ag)</b> na	<i>kinnikinnick (tobacco and bark smoking mixture)</i>

## ACTIVITY A Wenabozho and the Ducks

### Materials

- Rosetta Stone Ojibwe (Levels 1 and 2)
- Smart board or projector
- Computers or tablets

 **Estimated time:** 30 minutes

### Activity Steps


1. Review Unit 12, Lesson 4 Look and Listen in Rosetta Stone Ojibwe Level 1.
  - a. Work together as a group to identify the five main plot points in this video. List them on the board for all students to see.
  - b. Have students copy the notes into their own notebooks.
2. Review Unit 22, Lesson 4 Look and Listen in Rosetta Stone Ojibwe Level 2.
  - a. Ask students to work in small groups to identify the five main plot points in this video.
  - b. Students add these five main plot points to their previous list (Unit 12, Lesson 4), for a total of ten main plot points.
3. Save these notes as students will use them in a later activity for this lesson.



### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**  
30 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 23, Lesson 4 individually or in groups. (See Lesson 4 Script)

## ACTIVITY B Story summaries

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Notes from Unit 23, Lesson 4, Activity A

 **Estimated time:** 30 minutes

### Activity Steps

1. Review Look and Listen in Rosetta Stone Ojibwe Level 2, Unit 23, Lesson 4.
  - a. Ask students to work individually to identify the five main plot points in this video.
  - b. Students add these five main plot points to their previous list (See Unit 23, Lesson 4 Activity A), for a total of fifteen main plot points.
2. Allow students time to prepare to present this story's fifteen main plot points.
3. When students are ready, have them present their stories to the class!



### TEACHER'S TIP

The primary goal of the Teacher's Guides is to prepare students to practice and produce Ojibwe language. This activity, however, is not only about speaking Ojibwemowin, but also preparing students to tell traditional stories. Encourage students to use their notes on plot points as little as possible, and instead to focus on their memories and understanding of the Ojibwe language!



## ACTIVITY C Harvest your own **apaakozigan**

### Materials

- Smart board or projector
- Tobacco
- Red willow video (<https://www.youtube.com/watch?v= beiKDXUmAc>)
- Handheld pruners, several
- Work/gardening gloves, several
- Butter knives, one for each student

 **Estimated time:** One class session

### Activity Steps

1. Watch the following YouTube video of Anton Treuer discussing red willow as a class:  
<https://www.youtube.com/watch?v= beiKDXUmAc>
2. Bring the class to a patch of red willow.
  - a. Each student who plans on harvesting should offer tobacco. (Anton describes his family's process of giving tobacco to the "chief" plant. Either have the students do this, or offer tobacco to the plant that they plan to harvest).
  - b. Have students cut the main stem of the plant at the base.
  - c. Students delimb their plants, leaving the branches in the area where they harvest the stem.
3. Return to the classroom.
4. Demonstrate the following process to students:
  - a. Use your pruners to cut your plant into smaller sections so it's easier to peel. Six to nine inches each would be fine.
  - b. Use your butter knife to peel the outer bark of one of the sections. It should look green under the outer bark.
    - i. Show students what happens if you go too deep and into the second layer of bark, so they know if they're going too deep.
    - ii. Once you've removed all of the outer bark, set it aside so it doesn't get mixed with the second layer.
    - iii. Peel the inner bark with your butter knife.
      - Make small strips (which will curl) so that the final product won't be too fine.
    - iv. When you've finished, spread the inner bark out to dry. You may need to flip it over once or twice to get an even dry.
5. Students repeat the process you demonstrated individually. Move around the classroom and monitor and assist your students.

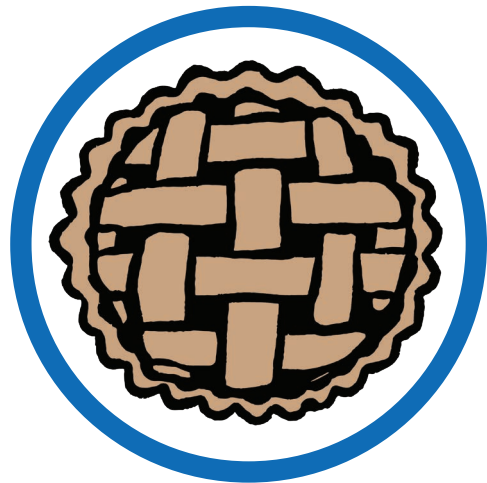


### TEACHER'S TIP

This lesson will require you to do some pre-planning, including identifying red willow and getting your students to the red willow while it's in season and ready to be harvested (spring). Don't worry if you can't find any red willow, as this lesson is optional. If you're unable to harvest, you may still want to share the YouTube video with your class!

UNIT  
23

# Scripts



Ojibwe

## Nijiibaakwewigamigong *In My Kitchen*



**Mii o'ow nijiibaakwewigamig.**  
*This is my kitchen.*

**Mii o'ow:**  
*This is:*

**dakisijigan**  
*refrigerator*

**mashkawaakwajigan**  
*freezer*

**endazhi-gibozigaadeg gegoo**  
*oven*

**gizhaabikizigan**  
*stove*

**endazhi-giziibiiginigaadeg gegoo**  
*sink*

**giziibiiganaagane-makak**  
*dishwasher*

**Mii imaa indakisijiganing eyaamaan:**  
*In my refrigerator I have:*

**doodooshaaboo**  
*milk*

**doodooshaaboo-bimide**  
*butter*

**waawanoon**  
*eggs*

**chi-doodooshaaboo**  
*cheese*

**miinan**  
*blueberries*

**ode'iminan**  
*strawberries*

**miskominag**  
*raspberries*

## Nijiibaakwewigamigong *In My Kitchen* (continued)



**Mii imaa indataasowining eyaamaan:**

*In my cabinet I have:*

**bibine-bakwezhigan**

*flour*

**ziinzibaakwad**

*sugar*

**zhiiwitaagan**

*salt*

**gaa-wiisagang**

*pepper*

**Ganabaj waashkobizid bakwezhigan niwii-kiizizwaa**

*I think I will bake a cake...*

**gemaagaye a'aw biitoosijigani-bakwezhigan.**

*...or maybe a pie.*

**Minwaabaminaagozi.**

*It looks good.*

**Minomaaso gaye!**

*It smells good too!*



## Biitoosijigani-bakwezhiganikeng Making Pie



<b>Waasegiizhigookwe</b>	<b>Giwaabamaa na a'aw goon? Geget minwaabaminaagozi.</b> <i>Do you see the snow? It looks so good.</i>
	<b>Mii go geyaabi izhi-zoogipog.</b> <i>And it's still snowing.</i>
<b>Gimiwan</b>	<b>Eya'. Geget minwaabaminaagozi. Ozhaashikwaa sa wiin igo.</b> <i>Yes. It looks good, but it's really slippery.</i>
	<b>Niminwendaan wii-izhaasiwang ingoji noongom.</b> <i>I'm glad we don't have to go anywhere today.</i>
<b>Ogimaakwe</b>	<b>Aaniin waa-izhichigeyang noongom?</b> <i>What are we going to do today?</i>
	<b>Onzaam gisinaa da-zhooshkwajiweyangiban.</b> <i>It's too cold for sledding.</i>
<b>Gimiwan</b>	<b>Giwii-naadamaw ina da-giizizwag a'aw biitoosijigani-bakwezhigan?</b> <i>Do you want to help me bake a pie?</i>
<b>Ogimaakwe</b>	<b>Eya'. Awegonen ge-dagonigaadeg wii-ozhi'ind?</b> <i>Sure. What should we add to it (the pie) when we make it?</i>
<b>Gimiwan</b>	<b>Miinan indayaan.</b> <i>I have blueberries.</i>
<b>Waasegiizhigookwe</b>	<b>Hmm. Hay'! Gii-chaaginigaade i'iw doodooshaaboo-bimide.</b> <i>Hmm. Oh no! We used up the butter.</i>
	<b>Indaa-izhaa adaawewigamigong da-adaaweyaan nawaj.</b> <i>I can go to the store and buy more.</i>
<b>Gimiwan</b>	<b>Weweni sanaa! Ozhaashikwaa.</b> <i>Be careful! It is slippery.</i>
<b>Waasegiizhigookwe</b>	<b>Ahaw goda.</b> <i>Okay.</i>
<b>Gimiwan</b>	<b>Ozhaashikwaa ina iw miikana?</b> <i>Are the roads slippery?</i>
<b>Waasegiizhigookwe</b>	<b>Geget gii-ozhaashikwaa. Ingii-pejibiz dash.</b> <i>For sure it was icy. But I drove slowly.</i>
	<b>Ingii-piidoon waa-ayaamang.</b> <i>I brought what we wanted.</i>
<b>Ogimaakwe</b>	<b>Ahaw. Maajitaadaa. Wegonen dash nitam waa-tazhiikamang?</b> <i>Okay. Let's get started. What do we work on first?</i>

## Biitoosijigani-bakwezhiganikeng Making Pie (continued)



<b>Gimiwan</b>	<b>Gidaa-zheshkisidoon bibine-bakwezhigan, ziinzibaakwad, miinawaa zhiiwitaagan.</b> <i>You can get out and put out in the open the flour, sugar, and salt.</i>
<b>Ogimaakwe</b>	<b>Indayaan bibine-bakwezhigan, ziinzibaakwad, miinawaa zhiiwitaagan.</b> <i>I have flour, sugar, and salt.</i>
<b>Waasegiizhigookwe</b>	<b>Mii gaye o'ow chi-boozikinaagan miinawaa emikwaan.</b> <i>And here is a big bowl and a spoon.</i>
<b>Ogimaakwe</b>	<b>Giwii-naadamaage ina, Maam, biitoosijigani-bakwezhiganikeyaang?</b> <i>Do you want to help with the pie, Mom?</i>
<b>Waasegiizhigookwe</b>	<b>Gaawiin. Niwii-o-giziibiigazhe da-giizhooziyaan.</b> <i>No. I'm going to take a shower to warm up.</i>  <b>Giwii-naadamooinim azhigwa wii-kodameg wa'aw biitoosijigani-bakwezhigan.</b> <i>I could help you guys taste the pie later!</i>
<b>Ogimaakwe</b>	<b>Howa. Minwaabaminaagozi!</b> <i>Nice. It looks good!</i>
<b>Amik</b>	<b>Enange. Minomaaso gaye!</b> <i>Sure does. And it smells good too!</i>

## Ikidwinikeng

### Building Words



Let's take a look at how to put together words.

You can use smaller parts to build very descriptive words. Here are a couple examples:

A horse is an animal with one toenail on each foot.

**bebezhigooganzhii**

Pants are something sewn to cover your butt.

**giboodyegwaazon**

Ojibwe speakers have always combined existing word parts to create new combinations.

A long time ago, **odaabaan** meant a sled or wagon, but now we use it to talk about cars.

**odaabaan**

Many other forms of transportation are related to this word.

**aawadaasowidaabaan**

This part of the word refers to pulling something heavy.

See if you can recognize the word parts for these next vehicles.

**gikinoo'amaadiiwidaabaan**

**gagwejikazhiwewidaabaan**

**zhooshkwadaabaanens**

Do you recognize the parts of this word?

**bimibatoowigamig**

**bimibatoo -wigamig**

Both parts of this word can be reused in many other words!

**adaawewigamig**

**jiibaakwewigamig**

**akwa'wewigamig**

**bimibatoowigamig**

**gizhiibatoo**

**noogibatoo**

**maajibatoo**

**giwebatoo**

You can use these smaller meaningful parts to recognize new words. You can also use them to talk about things in new ways!

## Wenabozho Miinawaa Zhiishiibag: 3 Wenabozho and the Ducks: 3



**Gaa-objiwemod Migizi**  
*Told by Migizi*

**Gaa-mazinibii'ang Steve Premo**  
*Illustrated by Steve Premo*

**Gii-shingishing a'aw Wenabozho izhidiyeshing imaa ishkodeng, mii imaa gii-nibaad...**  
*When Wenabozho lay down he had his butt pointed toward the fire, there he slept...*

**Na'idaa ogii-pi-makamigoon bakaan Anishinaaben, mii ganabaj Bwaanag.**  
*Just then some other kind of Natives come and rob him, I think it was the Dakota.*

**Gaa-izhi-giimoozikawaawaad iniw Wenabozhon iwidi nibaanid. "Bwaanag!" odaano-gii-igoon iniw ojidiishan.**  
*So they sneak up on Wenabozho over there sleeping. "Dakotas!" his ol' butthole tries to tell him.*

**"Wewiib!" odigoon. Gaawiin dash ogii-amaji'igosiin a'aw Wenabozho.**  
*"Hurry up!" it says to him. But it doesn't wake up Wenabozho.*

**Mii imaa gii-mamaawaad iniw zhiishiiban ingiw Bwaanag, mamooaad akina i'iw wiiyaas, mii dash neyaab gii-atoowaad iniw okanensan, ozidensan.**  
*So there the Dakotas take all the ducks, take all of the meat and then put the little bones and little feet back.*

**Apane! Mii dash Wenabozho gaa-te-nibaad, gaa-izhi-goshkozid. "Mii ji-amwagwaa nizhiishiibimag!"**  
*They were gone! So once Wenabozho had slept enough, he then wakes up. "Now I can eat my ducks!"*

**Aano-gii-mookibinaad bezhig iniw zhiishiiban, hay'! Meta go okanensan.**  
*When he goes to pull out one of the ducks, dang! There are just bones.*

**Moona'iged a'aw Wenabozho, hay'! Mii go gaawiin gegoo wiiyaas, meta go okanensan, ozidensan.**  
*As Wenabozho is digging, dang! There is no meat, just little bones and little feet.*

**Gaa-izhi-mikwendang ojidiish.**  
*Then he remembers his ol' butthole.*

**Bakite'odizod imaa odiyaaashing, gaa-izhi-azhetaad imaa ishkodeng gii-chaagizodizod.**  
*He's hitting himself on his butt, then he backs up to the fire, burning himself.*

**Mii dash gii-maajiibatood a'aw Wenabozho baa-bakwesenig omiskwiim naa owiiyaasim.**  
*And then Wenabozho takes off running with blood and pieces of his flesh falling off.*

**Gaa-izhi-maaminonaabandang gii-ani-miskwaakosenig imaa megwekob.**  
*Then he notices the little bushes turning red.*

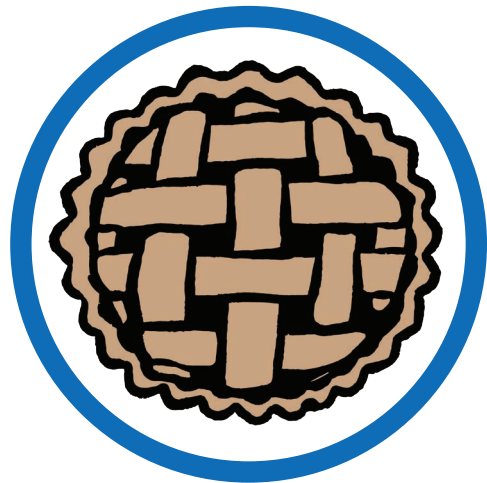
**Noogibatood, "Wa! Miskwaabiimizhiinsag! Mii da-izhinikaazoyeg omaa akiing ani-maajiikamigaag. Mii omaa da-ondinaged a'aw Anishinaabe wii-sagaswaad."**  
*He stops running. "Wa! Little Red Willows! That is what you will be called from this day forward. This is where Anishinaabe will obtain their means of smoking."*

**Mii imaa wenzikaamagak ge-ondinaged a'aw Anishinaabe wii-apaakoziganiked, Wenabozho gigii-miinigonaan.**  
*That is where Anishinaabe people get what they need for making their apaakozigan (smoking mixture). Wenabozho gave that to us.*

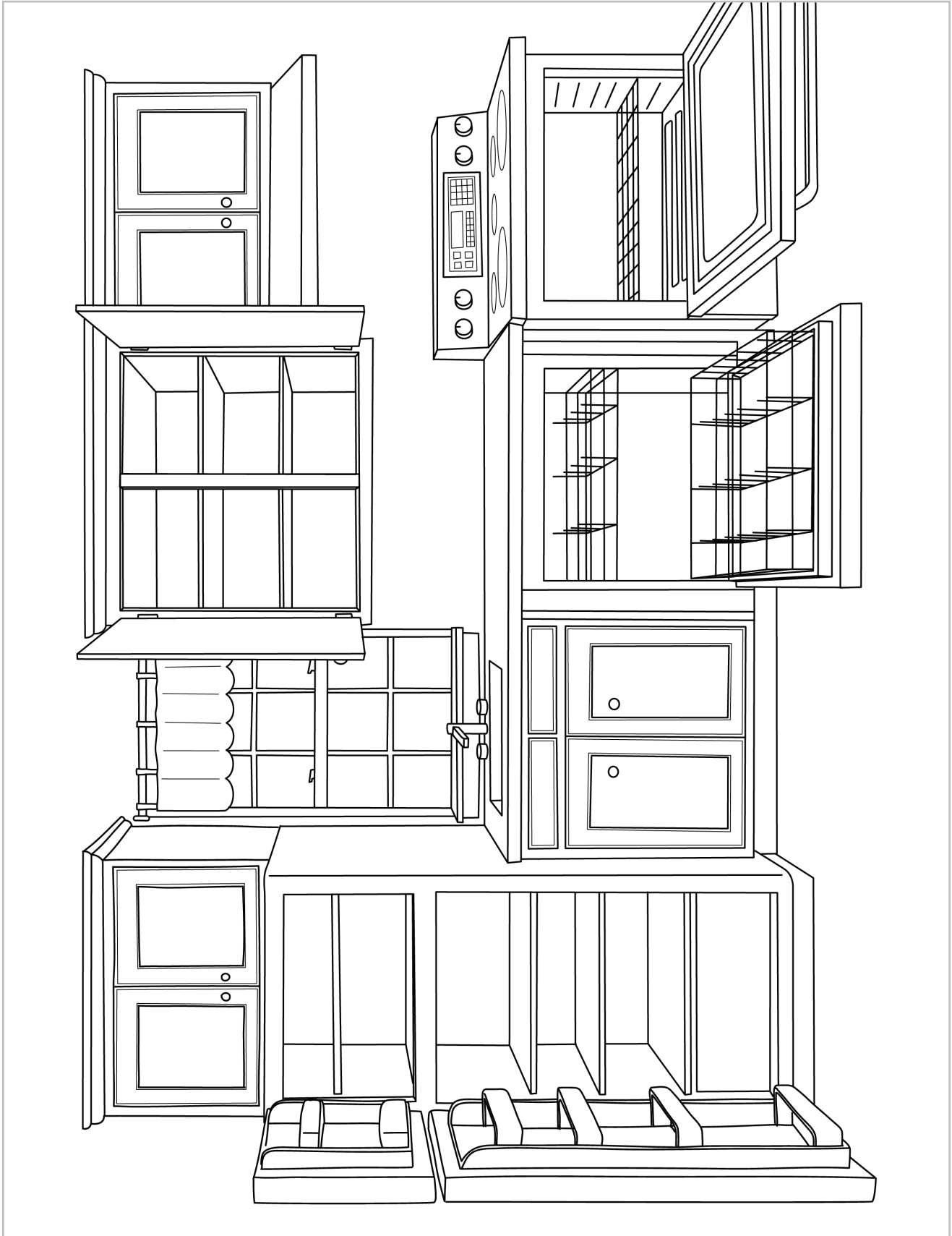
**Mii ekwaabiigizid wa'aw aadizookaan.**  
*That is it for this legend.*


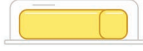
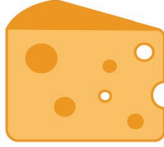



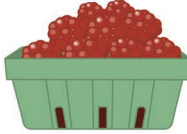






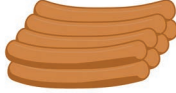

UNIT  
23

# Printouts



Ojibwe



**Biitoosijigani-bakwezhiganikeng — Making Pie**

**Set 1**

<b>Ogimaakwe</b>	<b>Eya'. Awegonen ge-dagonigaadeg wii-ozhi'ind?</b>
<b>Gimiwan</b>	<b>Miinan indayaanan.</b>
<b>Waasegiizhigookwe</b>	<b>Giwaabamaa na a'aw goon? Geget minwaabaminaagozi. Mii go geyaabi izhi-zoogipog.</b>
<b>Ogimaakwe</b>	<b>Aaniin waa-izhichigeyang noongom? Onzaam gisinaa da-zhooshkwajiweyangiban.</b>
<b>Gimiwan</b>	<b>Giwii-naadamaw ina da-giizizwag a'aw biitoosijigani-bakwezhigan?</b>
<b>Gimiwan</b>	<b>Eya'. Geget minwaabaminaagozi. Ozhaashikwaa sa wiin igo. Niminwendaan wii-izhaasiwang ingoji noongom.</b>

**Set 2**

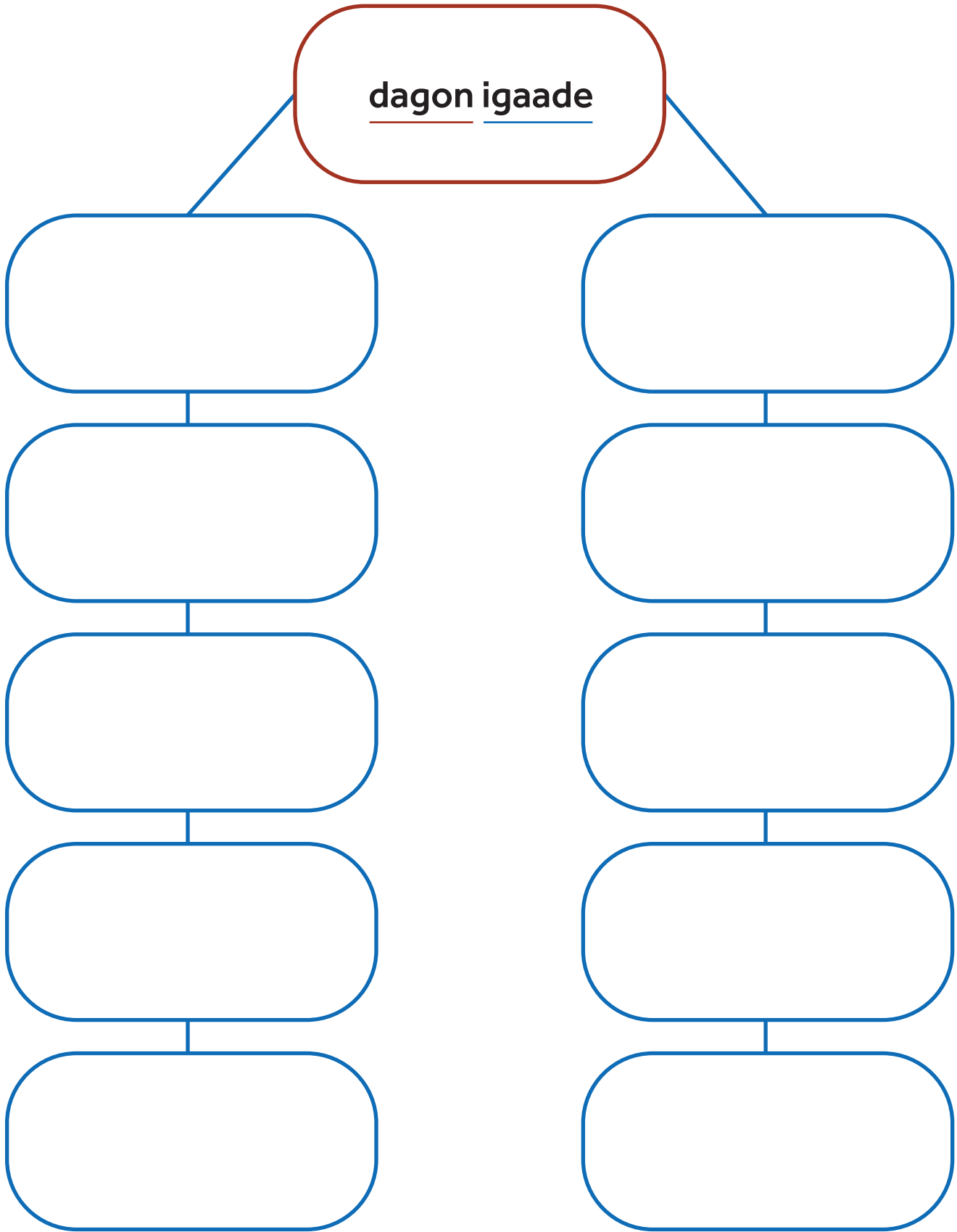
<b>Waasegiizhigookwe</b>	<b>Hmm. Hay'! Gii-chaaginigaade i'iw doodooshaaboo-bimide. Indaa-izhaa adaawewigamigong da-adaaweyaan nawaj.</b>
<b>Waasegiizhigookwe</b>	<b>Ahaw goda.</b>
<b>Ogimaakwe</b>	<b>Ahaw. Maajitaadaa. Wegonen dash nitam waa-tazhiikamang?</b>
<b>Gimiwan</b>	<b>Ozhaashikwaa ina iw miikana?</b>
<b>Waasegiizhigookwe</b>	<b>Geget gii-ozhaashikwaa. Ingii-pejibiz dash. Ingii-piidoon waa-ayaamang.</b>
<b>Gimiwan</b>	<b>Weweni sanaa! Ozhaashikwaa.</b>

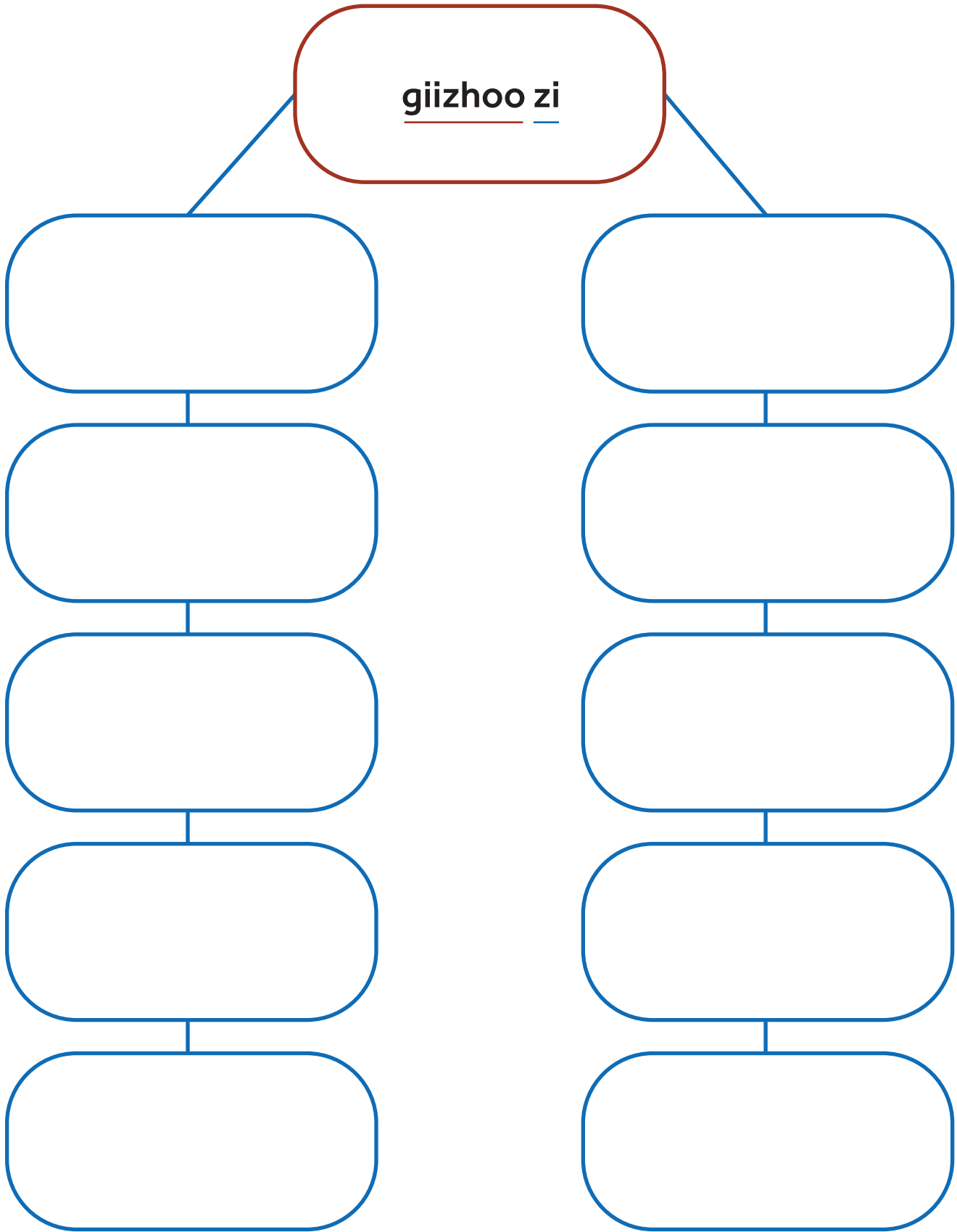


## Biitoosijigani-bakwezhiganikeng — *Making Pie*

### Set 3

<b>Waasegiizhigookwe</b>	<b>Gaawiin. Niwii-o-giziibiigazhe da-giizhooziyaan. Giwii-naadamooinim azhigwa wii-kodameg wa'aw biitoosijigani-bakwezhigan.</b>
<b>Ogimaakwe</b>	<b>Indayaan bibine-bakwezhigan, ziinzibaakwad, miinawaa zhiiwitaagan.</b>
<b>Gimiwan</b>	<b>Gidaa-zheshkisidoon bibine-bakwezhigan, ziinzibaakwad, miinawaa zhiiwitaagan.</b>
<b>Ogimaakwe</b>	<b>Giwii-naadamaage ina, Maam, biitoosijigani-bakwezhiganikeyaang?</b>
<b>Waasegiizhigookwe</b>	<b>Mii gaye o'ow chi-boozikinaagan miinawaa emikwaan.</b>
<b>Ogimaakwe</b>	<b>Howa. Minwaabaminaagozi!</b>
<b>Amik</b>	<b>Enange. Minomaaso gaye!</b>





Name:	Date:
-------	-------

Person	Tense	Direction	Verb	Pos/Neg	Form
niin giin wiin	wii- gii-	o- bi-	atoon	positive negative	A form B form

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_
- 12 \_\_\_\_\_
- 13 \_\_\_\_\_
- 14 \_\_\_\_\_
- 15 \_\_\_\_\_
- 16 \_\_\_\_\_
- 17 \_\_\_\_\_
- 18 \_\_\_\_\_
- 19 \_\_\_\_\_
- 20 \_\_\_\_\_
- 21 \_\_\_\_\_
- 22 \_\_\_\_\_
- 23 \_\_\_\_\_
- 24 \_\_\_\_\_

Name:	Date:
-------	-------

Person	Tense	Direction	Verb	Pos/Neg	Form
niin giin wiin	wii- gii-	o- bi-	atoon	positive negative	A form B form

- 25 \_\_\_\_\_
- 26 \_\_\_\_\_
- 27 \_\_\_\_\_
- 28 \_\_\_\_\_
- 29 \_\_\_\_\_
- 30 \_\_\_\_\_
- 31 \_\_\_\_\_
- 32 \_\_\_\_\_
- 33 \_\_\_\_\_
- 34 \_\_\_\_\_
- 35 \_\_\_\_\_
- 36 \_\_\_\_\_
- 37 \_\_\_\_\_
- 38 \_\_\_\_\_
- 39 \_\_\_\_\_
- 40 \_\_\_\_\_
- 41 \_\_\_\_\_
- 42 \_\_\_\_\_
- 43 \_\_\_\_\_
- 44 \_\_\_\_\_
- 45 \_\_\_\_\_
- 46 \_\_\_\_\_
- 47 \_\_\_\_\_
- 48 \_\_\_\_\_

Name:	Date:
-------	-------

Identify 6 words which have the **-batoo** final:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

Underline the initial morpheme in each of the words above (the part of the word before **-batoo**). Write each of those initials in one of the boxes below.

Under each box, use the new initial morpheme, and the finals **-(w)ose** (*walk*) and **-(y)oode** (*crawl*) to make new words. Translate each new word.

--	--

- |         |         |
|---------|---------|
| 1 _____ | 1 _____ |
| 2 _____ | 2 _____ |

--	--

- |         |         |
|---------|---------|
| 1 _____ | 1 _____ |
| 2 _____ | 2 _____ |

--	--

- |         |         |
|---------|---------|
| 1 _____ | 1 _____ |
| 2 _____ | 2 _____ |

Use the Ojibwe People's Dictionary to look for the new words you made. Circle all the words that you were able to find.

UNIT  
24



Ojibwe

**Overview:** A group of family and namesakes gather for a naming ceremony. You'll learn about buying and preparing food, naming ceremonies, and namesakes.

## LESSON 1: Adaawewigamigong — At the Grocery Store

Students will:

- expand vocabulary related to food items
- complete a shopping transaction
- talk about amounts of money
- recognize word parts and how they contribute to a word's meaning

## LESSON 2: Wiiyawen'enyikaageng — Baby Gets a Name

Students will:

- expand vocabulary related to talking about ceremonies
- learn about naming ceremonies and their importance
- recognize word parts and how they contribute to a word's meaning

## LESSON 3: Awenen Ba-dagoshing? — Who is arriving?

Students will:

- use A, B, and changed conjunct verb forms
- understand how different verb forms contribute to the meaning of a sentence
- review contexts that require use of changed conjunct forms
- conjugate vtis that end in **-in**

## LESSON 4: Wiindaawasong — Naming Ceremony

Students will:

- learn about naming ceremonies and their importance
- expand vocabulary related to talking about ceremonies







# Lesson 1: Adaawewigamigong — At the Grocery Store

## OBJECTIVES

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

- expand vocabulary related to food items
- complete a shopping transaction
- talk about amounts of money
- recognize word parts and how they contribute to a word's meaning

## MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Ojibwe People's Dictionary or paper dictionaries
- Meal Image Prompts (Printouts A)
- Lesson 1 Script Handout (Printouts B)

## VOCABULARY

1

<b>adaawaagen</b> vai+o	<i>sell something</i>
<b>diba'ige</b> vai	<i>s/he pays things</i>
<b>naajimijime</b> vai	<i>s/he goes to get food</i>
<b>maamiginan</b> vti	<i>collect things together</i>

2

<b>editeg(in)</b> ni	<i>fruit(s)</i>
<b>chi-aniibiish(an)</b> ni	<i>lettuce(s)</i>
<b>ogin(iig)</b> na	<i>tomato(es)</i>
<b>akandamoo(g)</b> na	<i>banana(s)</i>
<b>mishiimin(ag)</b> na	<i>apple(s)</i>

3

<b>baaka'aakwenh</b> (baaka'aakwenyag) na	<i>chicken(s)</i>
<b>bizhiki(wag)</b> na	<i>cow(s)</i>
<b>gookoosh(ag)</b> na	<i>pig(s)</i>
<b>wiiaas(an)</b> ni	<i>meat(s)</i>

4

<b>napodinens(ag)</b> na	<i>pasta; dumpling(s)</i>
<b>opin(iig)</b> na	<i>potato(es)</i>
<b>waabi-manoomin</b> ni	<i>white rice</i>
<b>bakwezhigan(ag)</b> na	<i>bread(s)</i>



## VOCABULARY

5

<b>meshkwadoonigan</b> na	<i>currency; cash; paper money</i>
<b>mazina'ige- mazina'igaans(an)</b> ni	<i>credit card(s)</i>
<b>miskwaabikoons(ag)</b> na	<i>cent(s); penny (pennies)</i>

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

**Estimated time:**  
30 minutes

#### Activity Steps

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



### ACTIVITY A I am going to the grocery store and I am buying...

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector

 **Estimated time:** 30 minutes

#### Activity Steps

1. Review the vocabulary in Unit 24, Lesson 1 in Rosetta Stone Ojibwe and previously taught food vocabulary.
2. Students will sit or stand in a circle.
3. Review the phrase: **Adaawewigamigong indizhaa. Inga-adaawen...** (*I am going to the grocery store. I'm going to buy...*)
  - a. Ask students what it means.
  - b. Ask students to repeat the phrase.
  - c. Tell students that you will say an item that you're buying and they need to listen carefully, because each person will repeat the phrase and the items of the students before them.
  - d. Each item will have an accompanying gesture that students need to repeat when they say the item.
4. Begin the game by saying: **Adaawewigamigong indizhaa. Inga-adaawen...** (*I am going to the grocery store. I'm going to buy ...*) followed by an item, for example, **chi-aniibiish** (*lettuce*). Make sure that you pronounce the item slowly and make an accompanying gesture.
5. The next person will repeat the phrase and the item and add a new item with a gesture. For example: **Adaawewigamigong indizhaa. Inga-adaawenan chi-aniibiish miinawaa akandamoog.** (*I am going to the grocery store. I'm going to buy lettuce and bananas.*) When students talk about buying more than one item, make sure they pluralize the verb **adaawen** by adding **-an**, as shown in the example above.
6. The game continues until the last student in the circle has to repeat the phrase and all items in the list (one for each student).
7. Repeat the game starting somewhere else in the circle or changing directions!



### ACTIVITY B Awegonenan ge-adaaweyaanin?

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe People's Dictionary or paper dictionaries
- Meal Image Prompts, one per student (Printouts A)

⌵ Estimated time: 30 minutes

#### Activity Steps

1. Give each student a copy of the Meal Image Prompts.
  - a. Students choose one breakfast (**gigizhebaa-wiisiniwin**), one lunch (**naawakwe-wiisiniwin**), and one dessert (**wiishkobanjigan**).
2. Students create a shopping list and title it **Waa-adaaweyaanin** (*What I will buy*).
3. Students may use Vocabulary sections in Rosetta Stone Ojibwe Unit 23, Lesson 1 and Unit 24, Lesson 1, and a dictionary to create their shopping lists.



### ACTIVITY C At the grocery store

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 1 Script Handout, one copy per pair (Printouts B)
- Ojibwe People's Dictionary or paper dictionaries

 **Estimated time:** 30 minutes

#### Activity Steps

1. Review Unit 24, Lesson 1, Look and Listen in Rosetta Stone Ojibwe as a class.
2. Separate students into pairs, and give each pair of students a copy of the Lesson 1 Script Handout.
3. Have students read through the script together to get more familiar with the script.
4. Instruct students to write their own script to practice talking about food items and completing a transaction at the grocery store. Write the following guidelines on the board for the students:
  - a. One student is a shopper and one is a grocery store clerk.
  - b. Students must list at least four food items.
  - c. Students must talk about how to pay for the food.
  - d. Students must identify the total cost of the food.
5. Allow students time to use their scripts, Rosetta Stone Ojibwe, and a dictionary to complete their script.
6. Students present their scripts to the class.



#### TEACHER'S TIP

Students can use their shopping lists from the last activity to complete this task.



## Lesson 2: Wiiyawen'enyikaageng — Baby Gets a Name

### OBJECTIVES

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

- expand vocabulary related to talking about ceremonies
- learn about naming ceremonies and their importance
- recognize word parts and how they contribute to a word's meaning

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Who's doing what? Image Prompts (Printouts C)
- Who's doing what? Sentences (Printouts D)
- Lesson 2 Script Handout (Printouts E)
- Ojibwe People's Dictionary

### VOCABULARY

1

<b>minomaate</b> vii	<i>it smells good</i>
<b>minikwe</b> vai	<i>s/he drinks</i>
<b>mina'</b> vta	<i>give someone a drink</i>
<b>atamaw</b> vta	<i>put something in a certain place for someone</i>
<b>aniibiish</b> ni	<i>tea</i>

2

<b>bagijigan(an)</b> ni	<i>gift(s); offering(s); bundle(s)</i>
<b>ozisidoon</b> vti	<i>put something in place</i>
<b>michisag</b> adverb	<i>on the floor</i>

3

<b>owiiyawen'enyi</b> vai	<i>s/he is a namesake</i>
<b>wiiyawen'enkaw</b> vta	<i>give someone a namesake; give someone a name</i>
<b>anwebi</b> vai	<i>s/he rests</i>



### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌚ **Estimated time:**  
30 minutes

#### Activity Steps

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

## ACTIVITY A Who's doing what?

### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Who's doing what? Image Prompts, one set (Printouts C)
- Who's doing what? Sentences, one copy per student (Printouts D)

⌚ **Estimated time:** 30 minutes

### Activity Steps

1. Post the Who's doing what? Image Prompts around the classroom.
2. Review Unit 24, Lesson 2, Look and Listen in Rosetta Stone Ojibwe as a class.
3. Give each student a copy of the Who's doing what? Sentences.
4. Students move around the classroom to approach each image and identify the sentences that describe it.
5. When students have identified the correct sentence, they write the letter on the image next to the appropriate sentence.
6. When students have finished they return to their seats.
7. Check students' answers by walking up to each image and asking a student to read the corresponding sentence aloud.



### ACTIVITY B Reading the script

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Script Handout, one set per student (Printouts E)
- Ojibwe People's Dictionary

 **Estimated time:** 45 minutes

#### Activity Steps

1. Listen in Rosetta Stone Ojibwe.
2. Cut the Lesson 2 Script Handout at each speaker's turn and hand one set to each student.
3. Have students work individually or in pairs to put the conversation back in order.
4. Students compare their scripts with each other and discuss.
5. Watch or listen to the Look and Listen video once again and have students self-assess their own work and correct it if necessary.
6. Have students use their resources (Rosetta Stone Ojibwe, Ojibwe People's Dictionary) to check the meanings of words that they don't know.
7. Form groups and give out roles for each character.
8. Students practice, then read the script aloud, using gestures or performing the actions.





## Lesson 3: Awenen Ba-dagoshing? — *Who is arriving?*

### OBJECTIVES

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

- use A, B, and changed conjunct verb forms
- understand how different verb forms contribute to the meaning of a sentence
- recognize contexts that require use of changed conjunct forms
- conjugate vtis that end in **-in**


### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Lesson 3 script
- Highlighters
- Sentence Building Cards (Printouts F)

### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**  
30 minutes

#### Activity Steps

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



# ACTIVITY A As, Bs, and Cs

## Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Lesson 3 Script, one copy per student
- Pens or pencils
- Highlighters

 **Estimated time:** 45 minutes

## Activity Steps

1. Review Unit 24, Lesson 3, Explore A form, Explore B form, and Explore changed conjunct in Rosetta Stone Ojibwe as a group.
2. Give each student a copy of the Lesson 3 Script.
3. Students should read the script individually and complete the following tasks:
  - a. Underline all A forms.
  - b. Circle all B forms.
  - c. Highlight all C forms.
4. When students have finished, have them compare their scripts in partners or small groups to identify any verbs they may have missed.
5. Rewatch Unit 24, Lesson 3, Look and Listen in Rosetta Stone Ojibwe as a group. Have students follow along with their scripts to listen for A, B, and C forms.
6. Discuss with students how A, B, and C forms contribute to the meaning of sentences.



# ACTIVITY B Around the world with C-form verbs

## Materials

- Rosetta Stone Ojibwe
- Smart board or projector

 **Estimated time:** 30 minutes

## Activity Steps

1. Review Unit 24, Lesson 3 Explore changed conjunct in Rosetta Stone Ojibwe as a class.
2. Each student sits at their own desk, or all students sit in a circle.
3. One student starts the game by standing behind the person seated to their left. These two students are the first two contestants.
4. Instructor will start the game by saying a vai and **wiin**. The first student to change the verb into C forms moves on to play against the next seated student. The student who does not win either stays seated or takes the winner's seat. The first student to make it all the way around the room and back to their original chair wins.

**Optional:** There are many variations you could play with this game. Here are a few ideas:

- To decrease difficulty, start by giving the students the C forms of the verb, and having them deconstruct back to the unchanged vai.
- To increase difficulty, try one of the following:
  - Change from **wiin** to any other person
  - Review **-jig** in Unit 19, Lesson 4, Explore changed conjunct, Explanation 3, and add **wiinawaa** to the prompts.
  - Add vtis to your prompts.



## ACTIVITY C Sentence building

### Materials

⌵ Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Sentence Building Cards, one set per student (Printouts F)
- Computers or tablets

### Activity Steps

1. Review Unit 24, Lesson 3, Explore changed conjunct form and Practice changed conjunct form in Rosetta Stone Ojibwe as a class.
2. Give each student a set of Sentence Building Cards.
3. Show students how to use the prompt cards by saying the following prompt in English: *when we don't eat it.*
  - a. Allow students to use the charts in Unit 24, Lesson 3, Explore changed conjunct form to identify the proper conjugation of *when we don't eat it.*
  - b. Guide students to find each of the cards necessary to build this phrase.
  - c. Work together as a group and have each student build **miijisiwaang** individually as shown below. Check student work for accuracy.

miiji	si	w	aang
-------	----	---	------

4. Practice one more time as a group by saying the prompt *You all don't eat them.*
  - a. Work together as a group and have each student build **Gaawiin gimijisiinaawaan.**
5. Have students work in their groups to build sentences based your spoken prompts as follows:
 

a. <i>I eat them.</i>	<b>Ni   miijin   an.</b>
b. <i>You don't eat it.</i>	<b>Gaawiin   gi   miiji   siin.</b>
c. <i>when you all eat them</i>	<b>miiji   y   eg</b>
d. <i>when they don't eat it</i>	<b>miiji   si   g   waa</b>
e. <i>They don't eat them.</i>	<b>Gaawiin   o   miiji   siin   aawaa   n.</b>
f. <i>when you don't eat it</i>	<b>miiji   si   w   an</b>
g. <i>We all don't eat them.</i>	<b>Gaawiin   ni   miiji   sii   min.</b>

Add as many more as you'd like using the verbs offered in the prompt cards.



## Lesson 4: Wiindaawasong — Naming Ceremony

### OBJECTIVES

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

- learn about naming ceremonies and their importance
- expand vocabulary related to talking about ceremonies

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Lesson 4 Script Handout (Printouts G)
- Ojibwe People's Dictionary

### VOCABULARY

1

<b>mawi</b> vai	<i>s/he cries</i>
<b>nandwewendan</b> vti	<i>go and ask for it</i>
<b>danakamigizi</b> vai	<i>s/he has an event in a certain place</i>
<b>inaasamabi</b> vai	<i>s/he sits facing in a certain way</i>

2

<b>gizhibaawizh</b> vta	<i>carry someone around in a circle</i>
<b>ininamaw</b> vta	<i>hand something to someone</i>
<b>doodaw</b> vta	<i>do something to someone</i>
<b>inaabaso</b> vai	<i>her/his smoke goes a certain way</i>
<b>inabi</b> vai	<i>s/he sits a certain way</i>

3


<b>nanaandom</b> vta	<i>ask someone for something</i>
<b>inikaamagad</b> vii	<i>it goes a certain way; it goes to a certain place</i>
<b>dibishkoo</b> adverb	<i>just like; equal</i>



### ONLINE ACTIVITIES

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**  
30 minutes

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 24, Lesson 4 individually or in groups. (See Lesson 4 Script)

## ACTIVITY A Arranging the script

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Lesson 4 Script Handout, one per student (Printouts G)
- Ojibwe People's Dictionary
- Computers or tablets

 **Estimated time:** 45 minutes

#### Activity Steps

1. Review Unit 24, Lesson 4, Look and Listen in Rosetta Stone Ojibwe as a class.
2. Cut the Lesson 4 Script Handout by sentence. You can leave the images attached to their corresponding sentence, or, for a bigger challenge, separate the images from the text and have students rearrange them as well.
3. Have students work individually or in pairs to rearrange the text in the correct order. Encourage students to underline and use their resources (Ojibwe People's Dictionary, Rosetta Stone Ojibwe) to look up the meanings of words they don't know.
4. Students check their work with each other and discuss.
5. Watch the video again and have students assess and, if necessary, correct their own scripts.



### ACTIVITY B Niiyawen'enyag

#### Materials

- Rosetta Stone Ojibwe
- Smart board or projector

 **Estimated time:** 30 minutes

#### Activity Steps

1. Review Unit 24, Lesson 2, Explore naming in Rosetta Stone Ojibwe as a class.
2. Explain to students that sometimes people get their names as young adults or as adults, or that they may need more namesakes because they need additional help and support.
3. Ask students to make a list of people that they would select as their own namesakes. Encourage them to use the information in Unit 24, Lesson 2, Explore naming to guide them.
  - a. Each student should select four men and four women.  
This may not be the standard in every community, but it will make good practice for the students!
  - b. Along with the names of the namesakes they select, each student should identify why they picked each person on their list.
  - c. Students shouldn't pick any family members, as they're related to them and can already get guidance and support from them.
4. When students have finished, have them share their answers with each other to identify if anyone has picked the same people!



#### TEACHER'S TIP

If students already have a name, in addition to this activity, have them work with their parents or guardians to identify all of their namesakes, and why they were selected.



#### CULTURE CORNER

Many Anishinaabeg get their Ojibwe names when they are infants, like the baby in the video. Because of this, some young people may not be able to identify all their namesakes. Ask students to work with family members to identify all of their namesakes. They may even be able to ask their parents/grandparents why each namesake was selected for them. If a student does not have an Ojibwe name, have them come up with a list of people who they think would make good namesakes for them. Ask students to identify why they would pick each person.

UNIT  
24

# Scripts



Ojibwe



## Adaawewigamigong

### At the Grocery Store



Ikwe

**Niwii-naajimijime.**

*I want to go get food.*

**Mii onow waa-adaaweyaanin.**

*Here is my shopping list (what I want to buy).*

**Mii o'ow adaawewigamig.**

*Here is the store.*

**Mii iniw nitam waa-adaaweyaanin, editegin miinawaa gitigaanensan.**

*First, I need to buy some fruits and vegetables.*

**chi-aniibiish**

*lettuce*

**oginiig**

*tomatoes*

**akandamoog**

*bananas*

**mishiiminag**

*apples*

**Miinawaa gaye anooj i'iw wiiyaas.**

*Next, meat.*

**baaka'aakwenh-wiiyaas**

*chicken*

**bizhikiwi-wiiyaas**

*beef*

**gookooshiwi-wiiyaas**

*pork*

**Miinawaa gaye waa-tagozamaan.**

*I will also cook.*

**napodinensag**

*pasta*

**opiniig**

*potatoes*

**waabi-manoomin**

*white rice*

**Odadaawaagenaawaa ina anishinaabe-manoomin omaa?**

*Do they sell wild rice here?*

**Daga. Anishinaabe-manoomin ina gidadaawaagenaawaa omaa?**

*Excuse me, do you sell wild rice?*

## Adaawewigamigong At the Grocery Store (continued)



Inini	<b>Gaawiin.</b> <i>No.</i>
Ikwe	<b>Hay'.</b> <i>Okay.</i>
	<b>Aaniindi dash a'aw bakwezhigan?</b> <i>Where is the bread?</i>
Inini	<b>Iwidi akeyaa.</b> <i>Over there.</i>
Ikwe	<b>Ahaw. Niwaabamaa. Miigwech.</b> <i>Okay. I see it. Thank you!</i>
	<b>Mii gii-maamiginamaan gakina waa-ayaamaan.</b> <i>I have gathered everything.</i>
	<b>Mii iw azhigwa da-diba'igeyaan.</b> <i>It's time to pay.</i>
Inini	<b>Naanimidana ashi-niizhwaaswaabik miinawaa ishwaasimidana ashi-niwin miskwaabikoons.</b> <i>Fifty-seven dollars and eighty-four cents.</i>
	<b>Meshkwadoonigan ina giwii-aabaji'aa gemaa gaye mazina'ige-mazina'igaans?</b> <i>Do you want to use cash or a credit card?</i>
Ikwe	<b>Mazina'ige-mazina'igaans.</b> <i>Credit card.</i>
Inini	<b>Zhooshkobidoon gimazina'ige-mazina'igaans.</b> <i>Swipe your credit card.</i>
	<b>Miigwech.</b> <i>Thank you.</i>
Ikwe	<b>Miigwech gegiin!</b> <i>Thank you too!</i>

**Wiiyawen'enyikaageng**  
*Baby Gets a Name*



<b>Ningaabii'anookwe</b>	<b>He... Bi-dagoshin a'aw akiwenzii.</b> <i>Hey... The old man is arriving.</i>
	<b>Gigiizhiitaam ina? Indayaan imbagijiganan.</b> <i>Are you all ready? I have my gifts.</i>
<b>Waabooz</b>	<b>Eya'. Gegaa igo nigizhiitaa.</b> <i>Yes. I'm almost ready.</i>
<b>Ningaabii'anookwe</b>	<b>Boozhoo, Waabishkibines.</b> <i>Hi, Waabishkibines.</i>
	<b>Geget niwenda-minwendam bi-dagoshinan da-wiiyawen'enkawad a'aw indaanis.</b> <i>I am glad you can make it to name my daughter.</i>
<b>Waabishkibines</b>	<b>Aaniin, Ningaabii'anook. Geget gidayekozinaadog.</b> <i>Hi, Ningaabii'anook. I bet you are tired.</i>
	<b>Apeghish weweni anwebiyan azhigwa gaa-giizhiitaayang.</b> <i>I hope you get some rest once we are finished.</i>
	<b>Boozhoo. Geget minomaate.</b> <i>Hi. It sure smells good.</i>
<b>Ominwaasinookwe</b>	<b>Niminwendam gaye niin bi-dagoshinan, Waabishkibines.</b> <i>I, too, am glad you could make it, Waabishkibines.</i>
	<b>Omaa bi-nanaamadabin.</b> <i>Have a seat.</i>
	<b>Gegoo ina giwii-minikwen?</b> <i>Do you want something to drink?</i>
<b>Waabishkibines</b>	<b>Daga aniibiish mina'ishig.</b> <i>Please give me a drink of tea.</i>
	<b>Gigiizhiitam ina?</b> <i>Are you guys ready?</i>
<b>Ominwaasinookwe</b>	<b>Eya'.</b> <i>Yes.</i>

## Wiiyawen'enyikaageng Baby Gets a Name (continued)



<b>Waabishkibines</b>	<b>Awenen waa-ozisidood i'iw wiisiniwin?</b> <i>Who is going to set out the food?</i>
<b>Waasegiizhigookwe</b>	<b>Amik da-naadamaage.</b> <i>Amik will help.</i>  <b>Amik, ambe. Bi-wiidookaagen.</b> <i>Amik, come help.</i>  <b>Giga-wiindamoon ge-izhichigeyan.</b> <i>I will tell you what you will do.</i>  <b>Naa go gaye giinawaa, Ningaabii'anook.</b> <i>You guys too, Ningaabii'anook.</i>
<b>Amik</b>	<b>Maam. Awegonen ge-izhichigeyaan?</b> <i>Mom. What do I do?</i>
<b>Waasegiizhigookwe</b>	<b>Atoon i'iw anaakan imaa michisag.</b> <i>Put the mat on the floor.</i>  <b>Ningaabii'anook, Zhashagi, giga-ozisidoonaawaan iniw onaaganan.</b> <i>Ningaabii'anook, Zhashagi, you guys will make the plates.</i>  <b>Amik, anaakaning dash giga-atoonan.</b> <i>Amik, you will place them on the mat.</i>
<b>Ominwaasinookwe</b>	<b>Gego wanendangen i'iw aniibiish.</b> <i>Don't forget the tea.</i>  <b>Bebezhig gidaa-atamawaawaag aniibiish ge-minikwewaad.</b> <i>You will set down one for each one of them to drink.</i>
<b>Waabooz</b>	<b>Geget igo minwaabaminaagwad! Geget igo da-maajitaayang.</b> <i>It looks good. We can get started.</i>

## Awenen Ba-dagoshing? Who Is Arriving?

You have learned a lot about different verb forms in this level. Listen carefully to the following conversation and think about how different verb forms add different layers of meaning.

**Awenen ba-dagoshing?**

*Who is arriving?*

**Bi-dagoshinoog ingiw waa-wiiyawen'enyijig.**

*The namesakes are arriving.*

**Aaniin apii ge-bi-dagoshinowaad ingiw waa-wiiyawen'enyijig?**

*When are the namesakes arriving?*

**Da-bi-dagoshinoog naawakweg.**

*They are arriving at noon.*

Let's take a second look at a couple of these sentences.

**Da-bi-dagoshinoog naawakweg.**

*They are arriving at noon.*

The main verb in this sentence is in the A form. The A form tells you what this sentence is mostly about. In this case, the sentence is about the namesakes arriving.

**Da-bi-dagoshinoog naawakweg.**

*They are arriving at noon.*

The second verb is in the B form. It adds on to the meaning and tells you when the namesakes will arrive.

**Aaniin apii ge-bi-dagoshinowaad ingiw waa-wiiyawen'enyijig?**

*When are the namesakes arriving?*

The first verb in this sentence is in the changed conjunct form. This form is used because we have an A-word question.

Now listen to this next conversation and once again think about the different forms that you hear.

**Mii azhigwa wii-ozisidooyaan i'iw wiisiniwin.**

*I can set the food down at this time.*

**Ingii-ozisidoon i'iw wiisiniwin.**

*I put the food out.*

**Minwaabaminaagwad i'iw wiisiniwin gaa-ozisidooyan.**

*The food that you set out looks good.*



## Awenen Ba-dagoshing? Who Is Arriving? (continued)

Were you able to recognize some different verb forms? Let's take a closer look at some of them now.

**Minwaabaminaagwad i'iw wiisiniwin gaa-ozisidooyan.**

*The food that you set out looks good.*

The A form here tells you that this sentence is about the food looking good.

**Minwaabaminaagwad i'iw wiisiniwin gaa-ozisidooyan.**

*The food that you set out looks good.*

The changed conjunct tells you which food the person likes—the food that has been set out.

**Mii azhigwa wii-ozisidooyaan i'iw wiisiniwin.**

*I can set the food down at this time.*

The B form in this sentence tells you when the food will be put out.

Now that we've looked at some of the ways different verb forms are used, let's review how they are formed.

Here is the A form of the vti **ozisidoon**.

**Ingii-ozisidoon i'iw wiisiniwin.**

*I (have) set out the food.*

Here is a verb chart with some of the A forms for vtis that end in **-oon**.

These are the forms you would use if you are setting out one thing or one object.

	A Form
niin	indoozisidoon
giin	gidoozisidoon
wiin	odoozisidoon
niinawind	indoozisidoomin
giinawind	gidoozisidoomin
giinawaa	gidoozisidoonaawaa
wiinawaa	odoozisidoonaawaa

Now let's look at B forms for the same verb.

**Mii azhigwa wii-ozisidooyaan  
i'iw wiisiniwin.**

*I can set the food down at this time.*

You can use these forms with singular or plural objects.

In this sentence, we see the same verb again, but this time in the changed conjunct form.

To make this form, you change the first vowel sound in the verb and then add a B-form ending.

**Minwaabaminaagwad i'iw wiisiniwin gaa-ozisidooyan.**

*The food that you set out looks good.*

	A Form	B Form
niin	indoozisidoon	ozisidooyaan
giin	gidoozisidoon	ozisidooyan
wiin	odoozisidoon	ozisidood
niinawind	indoozisidoomin	ozisidooyang
giinawind	gidoozisidoomin	ozisidooyang
giinawaa	gidoozisidoonaawaa	ozisidooyeg
wiinawaa	odoozisidoonaawaa	ozisidoowaad

All of the verb forms you just reviewed are used very frequently in everyday speech. Keep practicing with them, and with time using them will become second nature.

## Wiindaawasong Naming Ceremony



**Giishpin mawishkid a'aw abinoojiinyens,**  
*If a baby cries a lot,*

**mii iw nandwewendang da-wiiyawen'enkawind.**  
*s/he is asking to be given an Anishinaabe name.*

**Azhigwa ani-maajitaang danakamigizing, mii iniw ogitiziiman imaa maamiinaawaad iniw asemaan gaa-onaabamaawaajin da-wiiyawen'enyinid onijaanisensiwaan.**  
*At the start of the ceremony, the parents give tobacco to the ones they chose to be namesakes to their child.*

**Mii imaa wiisiniwin achigaadenig anaakaning imaa enaasamabiwaad waa-wiiyawen'enkawinjig.**  
*They place food in front of the ones who will be namesakes.*

**Mii iniw bezhig ogitiziiman ogizhibaawinaan onijaanisensan ininamawaad waa-wiiyawen'enkawaajin.**  
*One of the parents shows the baby to each namesake.*

**Mii dash ekidod, "Gimiinin indaanis da-wiiyawen'enyiyan."**  
*The parent says, "I give you my daughter as a namesake."*

**Mii iw bebezhigh waa-wiiyawen'enkawaajin endoodawaad.**  
*They do this for each namesake.*

**Booch da-ayaad ge-apagizomaad iniw asemaan.**  
*Then someone speaks for the tobacco.*

**Mii ge-ani-inaabasod enabiwaad ingiw manidoog.**  
*They send the tobacco to the manidoog.*

**Mii imaa nanaandomindwaa ingiw manidoog da-zhawenimaawaad iniw abinoojiinyensan.**  
*We ask the manidoog to take pity on the baby.*

**Mii go iwidi ge-inikaamagak i'iw wiisiniwin dibishkoo a'aw asemaa gaa-ani-inaabasod.**  
*We offer tobacco and food to the manidoog.*

UNIT  
24

# Printouts



Ojibwe



## Gigizhebaa-wiisiniwin



## Naawakwe-wiisiniwin



## Wiishkoganjigan



## Adaawewigamigong

<p><b>Ikwe</b></p>	<p><b>Niwii-naajimijime.</b>  <b>Mii onow waa-adaaweyaanin.</b>  <b>Mii o'ow adaawewigamig.</b>  <b>Mii iniw nitam waa-adaaweyaanin, editegin miinawaa gitigaanensan:</b></p> <p style="padding-left: 40px;"><b>chi-aniibiish</b>  <b>oginiig</b>  <b>akandamoog</b>  <b>mishiiminag</b></p> <p><b>Miinawaa gaye anooj i'iw wiiyaas:</b></p> <p style="padding-left: 40px;"><b>baaka'aakwenh-wiiyaas</b>  <b>bizhikiwi-wiiyaas</b>  <b>gookooshiwi-wiiyaas</b></p> <p><b>Miinawaa gaye waa-tagozamaan</b></p> <p style="padding-left: 40px;"><b>napodinensag</b>  <b>opiniig</b>  <b>waabi-manoomin</b></p> <p><b>Odadaawaagenaawaa ina anishinaabe-manoomin omaa?</b>  <b>Daga. Anishinaabe-manoomin ina gidadaawaagenaawaa omaa?</b></p>
<p><b>Inini</b></p>	<p><b>Gaawiin.</b></p>
<p><b>Ikwe</b></p>	<p><b>Hay'.</b>  <b>Aaniindi dash a'aw bakwezhigan?</b></p>

## Adaawewigamigong (continued)

Inini	Iwidi akeyaa.
Ikwe	Ahaw. Niwaabamaa. Miigwech. Mii gii-maamiginamaan gakina waa-ayaamaan. Mii iw azhigwa da-diba'igeyaan.
Inini	Naanimidana ashi-niizhwaaswaabik miinawaa ishwaasimidana ashi-niiwin miskwaabikoons. Meshkwadoonigan ina giwii-aabaji'aa gemaa gaye mazina'ige-mazina'igaans?
Ikwe	Mazina'ige-mazina'igaans.
Inini	Zhooshkobidoon gimazina'ige-mazina'igaans. Miigwech.
Ikwe	Miigwech gegiin!



A

AA





B



CH



D





**E**





H

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Look at each of the image prompts around the classroom. Find the sentence below that matches the image. Write the letter from the image next to the sentence which describes it. You may only use each sentence once!

- 1 Mii ingiw waa-owiiyawen'enyijig. Image: \_\_\_\_\_
- 2 Owiiyawen'enkawaan iniw abinoojiinyensan. Image: \_\_\_\_\_
- 3 Geget niminwendam bi-wiiyawen'enkawad a'aw indaanis. Image: \_\_\_\_\_
- 4 Indayaanan imbagijiganan. Image: \_\_\_\_\_
- 5 Odoozidoon i'iw wiisiniwin imaa michisag. Image: \_\_\_\_\_
- 6 Geget minomaate o'ow wiisiniwin. Image: \_\_\_\_\_
- 7 Aniibiish omina'aan. Image: \_\_\_\_\_
- 8 Michisagong odatoon i'iw anaakan. Image: \_\_\_\_\_

Wiiyawen'enyikaageng

<b>Ningaabii'anookwe</b>	<b>He... Bi-dagoshin a'aw akiwenzii! Gigiizhiitaam ina? Indayaanan imbagijiganan.</b>
<b>Waabooz</b>	<b>Eya'. Gegaa igo nigiiizhiitaa.</b>
<b>Ningaabii'anookwe</b>	<b>Boozhoo, Waabishkibines. Geget niwenda-minwendam bi-dagoshinan da-wiiyawen'enkawad a'aw indaanis.</b>
<b>Waabishkibines</b>	<b>Aaniin, Ningaabii'anook. Geget gidayekozinaadog. Apegish weweni anwebiyan azhigwa gaa-giizhiitaayang.</b>
<b>Waabishkibines</b>	<b>Boozhoo. Geget minomaate.</b>
<b>Ominwaasinookwe</b>	<b>Niminwendam gaye niin bi-dagoshinan, Waabishkibines. Omaa bi-nanaamadabin. Gegoo ina giwii-minikwen?</b>
<b>Waabishkibines</b>	<b>Daga aniibiish mina'ishig. Gigiizhiitam ina?</b>
<b>Ominwaasinookwe</b>	<b>Eya'.</b>
<b>Waabishkibines</b>	<b>Awenen waa-ozisidood i'iw wiisiniwin?</b>
<b>Waasegiizhigookwe</b>	<b>Amik da-naadamaage.</b>

Wiiyawen'enyikaageng (continued)

<b>Waasegiizhigookwe</b>	<b>Amik, ambe. Bi-wiidookaagen. Giga-wiindamoon ge-izhichigeyan. Naa go gaye giinawaa, Ningaabii'anook.</b>
<b>Amik</b>	<b>Maam. Awegonen ge-izhichigeyaan?</b>
<b>Waasegiizhigookwe</b>	<b>Atoon i'iw anaakan imaa michisag.</b>
<b>Waasegiizhigookwe</b>	<b>Ningaabii'anook, Zhashagi, giga-ozisidoonaawaan iniw onaaganan.</b>
<b>Waasegiizhigookwe</b>	<b>Amik, anaakaning dash giga-atoonan.</b>
<b>Ominwaasinookwe</b>	<b>Gego wanendangen i'iw aniibiish. Bebezhig gidaa-atamawaawaag aniibiish ge-minikwewaad.</b>
<b>Waaboos</b>	<b>Geget igo minwaabaminaagwad! Geget igo da-maajitaayang.</b>

<b>miijin</b>	<b>miiji</b>	<b>ni</b>	<b>gi</b>
<b>o</b>	<b>min</b>	<b>aawaa</b>	<b>an</b>
<b>n</b>	<b>gaawiin</b>	<b>siin</b>	<b>sii</b>
<b>si</b>	<b>y</b>	<b>w</b>	<b>aan</b>
<b>an</b>	<b>d</b>	<b>aang</b>	<b>ang</b>
<b>eg</b>	<b>aad</b>	<b>g</b>	<b>waa</b>



Mii iniw bezhig **ogitiziiman** ogizhibaawinaan onijaanisensan ininamawaad **waa-wiiyawen'enkawaajin**. Mii dash ekidod, "Gimiinin **indaanis da-wiiyawen'enyiyan**."



Mii **ge-ani-inaabasod** enabiwaad ingiw manidoog. Mii imaa nanaandomindwaa ingiw **manidoog da-zhawenimaawaad** iniw abinoojiinyensan.



Mii imaa **wiisiniwin achigaadenig** anaakaning imaa enaasamabiwaad waa-wiiyawen'enkawinjig.



Mii go iwidi ge-inikaamagak i'iw wiisiniwin dibishkoo a'aw asemaa gaa-ani-inaabasod.



Mii iw bebezahig **waa-wiiyawen'enkawaajin** endoodawaad.



Azhigwa ani-maajitaang **danakamigizing**, mii iniw ogitiziiman imaa maamiinaawaad iniw **asemaan** gaa-onaabamaawaajin da-wiiyawen'enyinid onijaanisensiwaan.



Giishpin **mawishkid** a'aw abinoojiinyens, mii iw nandwewendang da-wiiyawen'enkawind.



Booch da-ayaad **ge-apagizomaad** iniw asemaan.