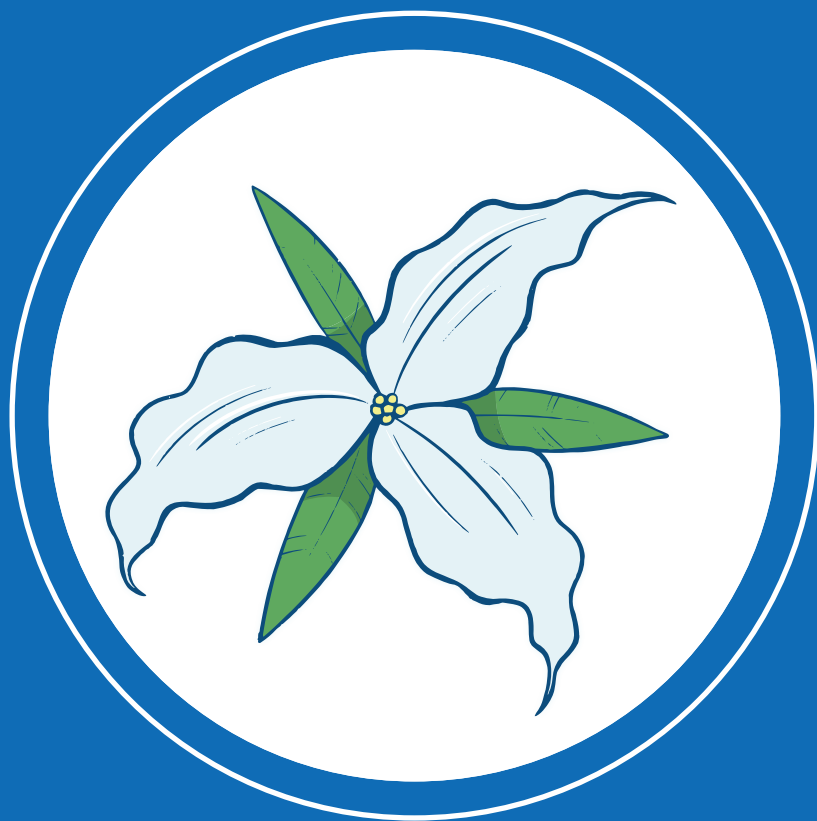


Rosetta Stone[®]
Ojibwe
TEACHER'S GUIDE



Level 3

Units 25–36



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LEVEL
3



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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

Unit 27

Minnesota Historical Society, "Sugarbush," YouTube, <https://www.youtube.com/watch?v=LXPVCcHVfMU>

Lakeland PBS, "Iskigamizigan (Sugar Bush)," YouTube, <https://www.youtube.com/watch?v=jP4DFyggNFU>

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Maude Kegg, *Portage Lake: Memories of an Ojibwe Childhood* (University of Minnesota Press, 1993).

Unit 33

Lee Obizaan Staples & Chato Ombishkebines Gonzalez, *Anishinaabe-Niimi'iding: An Anishinaabe Ceremonial Dance* (Aanjobimaadizing, Minnesota Historical Society Press, 2023).

Lee Obizaan Staples, "Anishinaabe Niimi'iding Ojibwemong" and "An Anishinaabe Ceremonial Dance," YouTube, <https://www.youtube.com/@leeobizaanstaples1557/playlists>

Anton Treuer and Michael Sullivan Sr., *Akawe Niwii-tibaajim* (Aanjobimaadizing, Minnesota Historical Society Press, 2020).

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Unit 34

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Unit 35

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

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Welcome to the Teacher's Guide for Rosetta Stone® Ojibwe Level 3. 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 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. Viewing and working through the online program as a class is part of the structure, followed by interactive, fun classroom activities that develop communicative skills. Handouts, flashcards, and other interactive activity materials 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 in determining 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 activities 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 3, which is made up of twelve units and centers around the spring season. Most units contain four lessons and one test. Each lesson begins with a list of objectives, which you can reference 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.

Level 3 incorporates several opportunities to review previously covered material. Unit 25, the first unit of Level 3, is a review of material presented in Levels 1 and 2. The final unit of Level 3, Unit 36, reviews material covered in Level 3. In the remaining units, Lesson 4 is a review of the material covered within that unit. Most review lessons also include a special Conjugations section that focuses on one section of a verb paradigm.

In units 26-35 of Level 3, Lesson 1 begins with a live action video featuring an Ojibwe family. Lessons 2 and 3 begin with videos, mostly animated, but also a few live action. Within each unit, lessons cover a range of vocabulary, grammar, and cultural information. The Scope and Sequence section of this guide gives additional information about the content and topics of the lessons.

Within a lesson, you can navigate backward or forward to repeat activities or review previous lessons. The exception is the Unit Test. In a test, you have only one opportunity to answer each question and will receive a score after completing all the test items. You can, however, go back and repeat a whole test.

In addition to the activities 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 to 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 the Ojibwe language, and also inspire students 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.



Aadizookaanan (*Sacred stories*)

Rosetta Stone Ojibwe incorporates cultural content throughout the curriculum so that learners can grow in their knowledge of both language and culture. One of the culturally significant aspects of the program is the telling of **aadizookaanan** (*sacred stories*), which appear in Levels 1–3.

In the Mille Lacs community, we have been taught to tell **aadizookaanan**, such as Wenabozho stories, only on winter evenings when there is snow on the ground. We offer tobacco to the person who shares the **aadizookaan** with us.

If possible, we suggest that you and your students go through the lessons with Wenabozho stories at the appropriate time of year and under the appropriate circumstances.

In Level 3, you can find two parts of a Wenabozho story in Unit 35, Lessons 2 and 3. Note that in order to successfully complete the Unit 35 test, students will need to have worked through the content in the Wenabozho lessons.

Unit 36, Lesson 1 also contains some Wenabozho excerpts. However, this unit does not include a test, so students could skip Lesson 1 and still go through the rest of the content in that unit.

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 the 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 of the "About Rosetta Stone® Ojibwe" unit for information and additional resources about the Ojibwe 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 also 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 sugarbush, Big Drum ceremony, fasting, storytelling, and other important Ojibwe cultural elements covered in this course.



UNIT 25: REVIEW

Lesson	Focus	Video	Objectives	Topics
1 Miigwech Bi-azhegiweyan. <i>Thank You for Returning.</i>	vocabulary	The family is happy to welcome their visiting cousin. They visit and talk about relatives.	Review <ul style="list-style-type: none"> greetings small talk 	introductions small talk family
2 Gojichigen Miinawaa 1 <i>Try It Again 1</i>	grammar review	Introduction to the four verb types (Review)	Review <ul style="list-style-type: none"> parts of speech verb types vai and vti conjugations commands past and future tense 	grammar
3 Gojichigen Miinawaa 2 <i>Try It Again 2</i>	grammar review	Introduction to uses and form of changed conjunct form (Review)	Review <ul style="list-style-type: none"> A form, B form, and changed conjunct form consonant change after tense preverbs 	grammar
4 Gojichigen Miinawaa 3 <i>Try It Again 3</i>	grammar review	Short dialogues introduce families of related words (Review)	Review <ul style="list-style-type: none"> word order word parts noun prefixes and suffixes pointer words agreement of animate and inanimate verbs, nouns, and pointer words 	grammar

UNIT 26: SPRING

1 Mii iw Ziigwang. <i>Spring Is Here.</i>	vocabulary grammar	Amik and Ogimaakwe walk to school and observe the first signs of spring.	<ul style="list-style-type: none"> talk about signs of spring compare different degrees of temperature use expressions of time use azhigwa to describe the order of two actions 	spring temperature time sequencing events
2 Mii Azhigwa Ani-ziigwang. <i>Spring Is Coming.</i>	vocabulary grammar	A narrator describes the arrival of spring using different senses.	<ul style="list-style-type: none"> talk about things that happen in the spring describe spring using different senses use vai and vti commands to tell someone to do something use vai and vti commands to tell someone not to do something 	spring senses commands
3 Giwaabamaa ina a'aw Makwa? <i>Do You See the Bear?</i>	grammar	Characters use direct and inverse vta forms to talk about seeing a bear, and being seen.	<ul style="list-style-type: none"> recognize direct and inverse vtas with wiin and wiinawaa use vtas to say that <i>I</i> or <i>you</i> are doing something to <i>her, him, or them</i> use vtas to say that <i>she, he, or they</i> are doing something to <i>you or me</i> 	vtas, direct vs. inverse
4 Gojichigen Miinawaa. <i>Try It Again.</i>	review	Amik and Ogimaakwe walk to school and observe the first signs of spring. (Review)	<ul style="list-style-type: none"> review lessons 1-3 	review



UNIT 27: SUGARBUSH

Lesson	Focus	Video	Objectives	Topics
1 Ozhiga'igeng <i>Tapping the Trees</i>	vocabulary grammar	Amik and Ogimaakwe are tapping trees with their uncle. Amik has a hard time identifying maple trees.	<ul style="list-style-type: none"> learn about tapping maple trees for syrup name different kinds of trees use the correct verb type to talk about animate and inanimate things 	tapping trees kinds of trees
2 Zhiwaagamizigeng <i>Making Maple Syrup</i>	vocabulary grammar culture	Description of the steps involved in tapping trees and boiling maple syrup	<ul style="list-style-type: none"> learn about the process of making maple syrup expand vocabulary related to making maple syrup 	maple syrup
3 Owaabamaan iniw Ininiwan. <i>He Sees the Man.</i>	grammar	Characters use fourth-person vta forms to talk about seeing a bear.	<ul style="list-style-type: none"> review direct and inverse vtas recognize fourth-person vtas and when to use them use vtas to say that <i>she or he sees her, him, or them</i> 	vtas fourth person (godag)
4 Gojichigen Miinawaa. <i>Try It Again.</i>	review	Amik and Ogimaakwe are tapping trees with their uncle. Amik has a hard time identifying maple trees. (Review)	<ul style="list-style-type: none"> review lessons 1-3 review conjugations of positive A-form vais 	review

UNIT 28: BOILING SAP

1 Iskigamizigeng <i>Boiling Sap</i>	vocabulary grammar	The family finishes boiling one batch of sap in the woods and then goes home to bottle an older batch.	<ul style="list-style-type: none"> talk about processing maple syrup use da- and ji- with B forms review and expand vta commands 	boiling maple syrup canning
2 Gwekiwebiniganag <i>Pancakes</i>	vocabulary grammar	Ogimaakwe and Waas-egjiizhigookwe make pancakes to enjoy with their maple syrup.	<ul style="list-style-type: none"> talk about cooking and breakfast foods recognize word parts and how they contribute to a word's meaning 	breakfast foods word parts
3 Iskigamizigewin <i>Boiling Maple Sap</i>	vocabulary grammar culture	Elder Shirley Boyd's recollections of collecting maple syrup as a child	<ul style="list-style-type: none"> recognize known vocabulary, including new forms of known vocabulary, when listening to a narrative use known grammar structures to understand a spoken narrative understand culturally appropriate ways to treat maple syrup 	maple syrup listening strategies
4 Gojichigen Miinawaa. <i>Try It Again.</i>	review	The family finishes boiling one batch of sap in the woods and then goes home to bottle an older batch. (Review)	<ul style="list-style-type: none"> review lessons 1-3 review conjugations of positive A-form vtis 	review



UNIT 29: DRIVING

Lesson	Focus	Video	Objectives	Topics
1 Odaabii'iwe Ogimaakwe. <i>Ogimaakwe Is Driving.</i>	vocabulary grammar	The family has breakfast out to celebrate Ogimaakwe getting her driver's license. They plan where she will drive next.	<ul style="list-style-type: none"> talk about driving and transportation describe doing something for someone review locatives learn to interpret a vta conjugation chart 	driving doing an action for someone vtas
2 Mamakadewizide a'aw Animosh. <i>The Dog's Feet Are All Black.</i>	grammar	Introduction to reduplication and its varied meanings	<ul style="list-style-type: none"> recognize reduplication identify common meanings of reduplication 	reduplication
3 Odaabii'iweyaan <i>Driving</i>	vocabulary grammar	A man gives his friend a ride to the lake.	<ul style="list-style-type: none"> use different verbs to describe driving review giving directions expand describing locations 	driving directions
4 Gojichigen Miinawaa. <i>Try It Again.</i>	review	The family has breakfast out to celebrate Ogimaakwe getting her driver's license. They plan where she will drive next. (Review)	<ul style="list-style-type: none"> review lessons 1-3 review conjugations of negative A-form vais 	review

UNIT 30: BINGO

1 Agwana'igedaa! <i>Let's Play Bingo!</i>	vocabulary grammar	Gimiwan, Waasegiizhigookwe, and Jiingwe meet at the casino to play bingo.	<ul style="list-style-type: none"> talk about playing games expand conversational language recognize negative vtas 	games competition vtas
2 Mii Mizhodamaan! <i>I Won!</i>	vocabulary	A bingo game gives an opportunity to review numbers.	<ul style="list-style-type: none"> review numbers use numbers when talking about money 	numbers money
3 Awenen Gaa-amwaad Niwiisagidesijiganan? <i>Who Ate My Pizza?</i>	vocabulary grammar	Three siblings eat a pizza and compare who ate more.	<ul style="list-style-type: none"> compare quantities of something use nawaj, agana, and maamawi- to compare two or more people or things 	comparisons superlatives
4 Gojichigen Miinawaa. <i>Try It Again.</i>	review	Gimiwan, Waasegiizhigookwe, and Jiingwe meet at the casino to play bingo. (Review)	<ul style="list-style-type: none"> review lessons 1-3 review conjugations of negative A-form vtis 	review



UNIT 31: SCIENCE PROJECT

Lesson	Focus	Video	Objectives	Topics
1 Nanda-gikenjigeng <i>Science Class</i>	vocabulary grammar	The science teacher assigns a year-end project. Amik and his friends go to the woods to look for plants, birds, and trees.	<ul style="list-style-type: none"> identify plants, birds, and trees review changed conjunct forms recognize B-form vtas 	plants birds trees vtas
2 Nandawaabanjigaadeg Gegoo Bagwaj <i>When They Look for Something in the Woods</i>	vocabulary grammar	Makwa, Zhaawanigiizhigookwe, and Amik identify trees, plants, and birds in the woods.	<ul style="list-style-type: none"> recognize names of common trees, plants, and birds review sentence agreement expand knowledge of vtas with obviatives 	plants birds trees vtas
3 Mitigong <i>On the Tree</i>	grammar	Introduction to using noun patterns to identify the correct form of noun suffixes	<ul style="list-style-type: none"> use plural, diminutive, pejorative, locative, and obviative suffixes accurately form suffixes using noun patterns 	noun suffixes noun patterns
4 Gojichigen Miinawaa. <i>Try It Again.</i>	review	The science teacher assigns a year-end project. Amik and his friends go to the woods to look for plants, birds, and trees. (Review)	<ul style="list-style-type: none"> review lessons 1-3 review conjugations of positive B-form vtis 	review

UNIT 32: SUMMER JOB

1 Nandawanokiid Ogimaakwe <i>Ogimaakwe Goes Job Hunting</i>	vocabulary grammar	Ogimaakwe interviews for a summer job at the museum.	<ul style="list-style-type: none"> talk about jobs and careers expand use of vtas where the doer is niin, giin, or wiin 	jobs vtas
2 Naawakamigookweban <i>Maude Kegg</i>	culture vocabulary	Biography of Maude Kegg and description of her contributions to our knowledge about Anishinaabe life in the past	<ul style="list-style-type: none"> describe biographical details of someone's life understand Maude Kegg's contributions to art, history, and language expand reading comprehension skills and strategies 	biography Maude Kegg reading strategies
3 Miskwaabikad. <i>It is Red (Mineral).</i>	grammar vocabulary	Introduction to using medials to indicate things that are metal, stick-like, cloth-like, liquid, or dirt	<ul style="list-style-type: none"> use medials to describe the material of objects recognize material medials in object names 	materials medials
4 Gojichigen Miinawaa. <i>Try It Again.</i>	review	Ogimaakwe interviews for a summer job at the museum. (Review)	<ul style="list-style-type: none"> review lessons 1-3 review conjugations of positive B-form vais 	review



UNIT 33: BIG DRUM

Lesson	Focus	Video	Objectives	Topics
1 Niimi'idung Izhaawaad <i>When They Go to a Dance</i>	vocabulary grammar culture	Gimiwan and Amik prepare to go to a Big Drum ceremony.	<ul style="list-style-type: none"> learn about Big Drum ceremony expand knowledge of viis 	Big Drum viis
2 Manidoo-dewe'igan <i>Big Drum</i>	culture vocabulary	A narrator explains the importance of Big Drum ceremony and his role in the ceremony.	<ul style="list-style-type: none"> understand more about Big Drum ceremony use known words to understand unfamiliar language 	Big Drum reading strategies
3 Zegi'idizo a'aw Gaazhagens. <i>The Cat Scares Herself.</i>	grammar	Introduction to transforming verbs across different types	<ul style="list-style-type: none"> recognize words with common roots understand how to use verbs with common roots and different finals use reflexive verbs to talk about doing something to oneself 	verb families reflexive verbs
4 Gojichigen Miinawaa. <i>Try It Again.</i>	review	Gimiwan and Amik prepare to go to a Big Drum ceremony. (Review)	<ul style="list-style-type: none"> review lessons 1-3 review conjugations of negative B-form vais 	review

UNIT 34: AMIK FASTS

1 Makadedek Amik. <i>Amik Fasts.</i>	vocabulary grammar culture	Amik can't put his video game down. Gimiwan and Uncle Jiingwe talk to him about what it means to come of age.	<ul style="list-style-type: none"> learn about coming of age understand how to use -ban to express uncertainty 	fasting uncertainty
2 Makadekeng <i>Boys' Fast</i>	culture vocabulary	The narrator describes what it was like to fast when he was coming of age.	<ul style="list-style-type: none"> learn about boys' coming of age and its importance comprehend the main ideas from a spoken sentence with unfamiliar language 	fasting listening strategies
3 Bakaanigeng <i>Girls' Fast</i>	culture vocabulary	The narrator describes what it was like to fast when she was coming of age.	<ul style="list-style-type: none"> learn about girls' coming of age and its importance comprehend the main ideas from a text with unfamiliar language 	fasting reading strategies
4 Gojichigen Miinawaa. <i>Try It Again.</i>	review	Amik can't put his video game down. Gimiwan and Uncle Jiingwe talk to him about what it means to come of age. (Review)	<ul style="list-style-type: none"> review lessons 1-3 review conjugations of positive B-form vtis 	review



UNIT 35: TRIP TO THE CITIES

Lesson	Focus	Video	Objectives	Topics
1 Chi-oodenaang Izhaawaad <i>Going to the Cities</i>	vocabulary grammar	The family is getting ready for a weekend trip to the Cities.	<ul style="list-style-type: none"> talk about going on a trip review possession with plural subjects expand use of vtas with plural subjects 	travel possession vtas
2 Wenabozho Miinawaa Ininaatigoog: 1 <i>Wenabozho and the Maple Trees: 1</i>	culture	First part of the story of <i>Wenabozho and the Maple Trees</i>	<ul style="list-style-type: none"> learn what happens in the story of <i>Wenabozho and the Maple Trees</i> 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 	sacred stories listening strategies reading strategies
3 Wenabozho Miinawaa Ininaatigoog: 2 <i>Wenabozho and the Maple Trees: 2</i>	culture	Second part of the story of <i>Wenabozho and the Maple Trees</i>	<ul style="list-style-type: none"> learn what happens in the story of <i>Wenabozho and the Maple Trees</i> 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 	sacred stories listening strategies reading strategies
4 Gojichigen Miinawaa. <i>Try It Again.</i>	review	The family is getting ready for a weekend trip to the Cities.	<ul style="list-style-type: none"> review lessons 1-3 review conjugations of negative B-form vtis 	review

UNIT 36: REVIEW

1 Learning Strategies Review	review	—	<ul style="list-style-type: none"> review strategies for listening and speaking practice listening for meaning in a complex passage explore strategies for studying and review 	review learning strategies
2 Grammar Concepts Review	review	—	<ul style="list-style-type: none"> review major grammar topics from Level 3 	review grammar
3 Vta Conjugation Charts	reference	—	<ul style="list-style-type: none"> review vta conjugation charts included in Level 3 	reference vtas
4 Other Conjugation Charts	reference	—	<ul style="list-style-type: none"> review conjugation charts for viis, reflexive verbs, and vai and vti commands 	reference viis reflexive verbs commands



In each lesson of the Ojibwe Teacher's Guide, there is a list of materials used for each lesson in a unit. 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, word lists, and other handouts are provided at the end of each unit with this guide. Have fun!



FOR ALL UNITS

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Ojibwe dictionaries
- Smart board or whiteboard
- Printouts
- Scripts
- Paper and pencils
- Markers
- Tape
- Sticky notes
- Scissors

- Highlighters
- **Akawe Niwii-tibaajim**
- Paperclips

- Dry erase markers
- Page sleeves (sheet protectors)
- Tissues
- Popsicle sticks
- Plastic cups

UNIT 25

- Scratch paper
- Flyswatters
- Boxes (tissue boxes or similar)

UNIT 26

- Timer
- Drawing materials

UNIT 27

- Large chart paper or whiteboard
- GLIFWC "**Iskigamizigan (Sugarbush) Mazina'igan**" Supplement (printed or online)
- Cell phones or tablets
- Red Cliff Band of Lake Superior Chippewa's "Sugarbush" web page

UNIT 28

- Flyswatters
- Cell phones or tablets
- Peanut butter
- Jelly
- Bread
- Butter knives
- Paper towels

UNIT 29

- Poster boards (or other dividers)
- Blindfolds
- Obstacles

UNIT 30

- Baton
- Scratch paper
- Bingo daubers (optional)
- Highlighters
- Random number generator
- Six-sided dice
- M&Ms or other candy
- Transparent bingo chips
- Deck of playing cards

UNIT 31

- Microsoft PowerPoint or Google Slides
- Cell phones or cameras
- Access to an outdoor area
- Old magazines and newspapers
- Glue
- Large tagboard, poster board, or large sticky pad paper
- Scratch paper
- Highlighters
- Science Assignments (from Lesson 2)

UNIT 32

- Flyswatters
- *Portage Lake: Memories of an Ojibwe Childhood*, by Maude Kegg
- Microsoft PowerPoint or Google Slides

UNIT 33

- Paper or plastic cups
- Popsicle sticks
- Index cards
- Bowl or other container
- **Anishinaabe Niimi'idung**
- Box, hat, or other container
- Scratch paper
- Large sheets of paper

UNIT 34

- Large sheet of paper
- **Akawe Niwii-tibaajim**
- Flyswatters
- KWL Chart from Lesson 1, Activity D

UNIT 35

- Highlighters
- Paper or plastic cups
- Popsicle sticks
- Large sheets of paper

UNIT 36

- Rubber bands
- Six-sided dice

UNIT
25



Ojibwe

Overview: A family member comes to visit with Ogimaakwe, Amik, Gimiwan, Waasegiizhigookwe, and Waabooz. In this unit, you'll review verbs, nouns, preverbs, conjugations, word order, word parts, and A, B, and changed conjunct forms.

LESSON 1: Miigwech Bi-azhegiweyan. – *Thank you for returning.*

Students will review:

- greetings
- small talk

LESSON 2: Gojichigen Miinawaa 1 – *Try it again 1*

Students will review:

- parts of speech
- verb types
- vai and vti conjugations
- commands
- past and future tense

LESSON 3: Gojichigen Miinawaa 2 – *Try it again 2*

Students will review:

- A form, B form, and changed conjunct form
- consonant change after tense preverbs

LESSON 4: Gojichigen Miinawaa 3 – *Try it again 3*

Students will review:

- word order
- word parts
- noun prefixes and suffixes
- pointer words
- agreement of animate and inanimate verbs, nouns, and pointer words





Lesson 1: Miigwech Bi-azhegiwewan. – *Thank you for returning.*

OBJECTIVES

In this Rosetta Stone lesson and the classroom activities, students will review:

- greetings
- small talk

MATERIALS

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Lesson 1 Script
- Ojibwe Language Notebooks

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
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 25, Lesson 1 (See Unit 25, 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 Script study

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 1 Script, one per student

 **Estimated time:** 30 minutes

Activity Steps

1. Divide the class into groups of three.
2. Give each student a copy of the Lesson 1 script.
3. Students work together to read and discuss the script, circling and adding translations to all new vocabulary from this lesson.
 - Students may use Video vocabulary in Unit 25, Lesson 1 to add translations.
4. Student groups take turns acting out the script in their small groups. Each student will play the role of two people:
 - Student 1: Miskwaanakwadookwe, Waaboos
 - Student 2: Gimiwan, Amik
 - Student 3: Waasegiizhigookwe, Ogimaakwe



TEACHER'S TIP

There are many ways to use the video scripts in your lessons! The live action videos in each unit are especially well suited for additional uses, though other lesson videos may be used 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 3 include sugarbush, fasting, and Big Drum.
- **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?



ACTIVITY C Small talk

Materials

 **Estimated time:** 45 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe Language Notebooks, one per student (a notebook used specifically for Rosetta Stone Ojibwe Level 3 notes)

Activity Steps

1. Each student will use their Ojibwe Language Notebooks to make a note sheet with four sections labeled Greetings, Farewells, Questions, and Answers.
2. Instructor and students review Unit 25, Lesson 1, Greetings and small talk, as a class.
 - a. Have students take notes on Explanation 3 in the section titled Greetings.
 - b. Have students take notes on Explanations 4, 6, and 7 in the section titled Questions.
 - c. Have students take notes on Explanation 5 in the section titled Answers. Students should draw lines connecting their questions with these answers.
 - d. Assist students by introducing the following answers that aren't listed in Rosetta Stone Ojibwe:
 - i. **Ningikinoo'amaagoz.** (*I'm at school.*)
 - ii. **Mino-giizhigad.** (*It's a nice day.*)
 - iii. **Gaawiin mino-giizhigasinoon.** (*It's not a nice day.*)
 - iv. **Mino-ayaawag.** (*They are well.*)
 - e. Have students take notes on Explanation 8 in the section titled Farewells.
3. Students use their notes to have a quick conversation with each person in the classroom. Each conversation should include each student using at least one line from each section of their notes; that is, a greeting, a question, an answer, and a farewell.



Lesson 2: Gojichigen Miinawaa 1 — *Try it again 1*

OBJECTIVES

In this Rosetta Stone lesson and the classroom activities, students will review:

- parts of speech
- verb types
- vai and vti conjugations
- commands
- past and future tense


MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 1 Script
- Smart board or projector
- Ojibwe Language Notebooks
- Verb Scoot Cards (Printouts A)
- Tape

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 25, Lesson 2 individually or in groups. (See Unit 25, Lesson 2 Script)



ACTIVITY A Script study

Materials

 **Estimated time:** 15 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 1 Script, one per pair of students

Activity Steps

1. Group students into pairs.
2. Give each pair of students a copy of the Lesson 1 script.
3. Students use Rosetta Stone Ojibwe Unit 25, Lesson 2 to complete the following tasks:
 - Circle all verbs
 - Draw a square around all tense markers
 - Draw a triangle around all personal prefixes and conjugation suffixes
 - Underline all commands
 - Underline all non-tense preverbs twice

Optional: Have students change one word part at a time. See if students can change the tense or the conjugation, or change conjugated verbs to commands and vice versa. For example, when Ogimaakwe says,

Giwii-waabanda'in i'iw wiigwaasi-makak gaa-ozhitooyaan.

I want to show you the birchbark basket I made.

the students could change the tense maker **wii-** to **gii-**:

Gigii-waabanda'in i'iw wiigwaasi-makak gaa-ozhitooyaan.

I showed you the birchbark basket I made.

Be sure that students understand how changing word parts changes the meaning of the sentence.



ACTIVITY B Conjugation notes and practice

Materials

Estimated time: 15 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Ojibwe Language Notebooks, one per student

Activity Steps

1. Students copy the conjugation charts in Unit 25, Lesson 2, Verb conjugations, Explanations 2–5 into their notebooks. Each explanation should have its own page in their notebook.
 - Make sure students leave room at the bottom of each page to practice the conjugation.
2. For Explanations 2 and 3, students practice conjugating the word **mawadishiwe** (*s/he visits people*) by writing sentences below the verb charts on their notebook pages.
3. For Explanations 4 and 5, students practice conjugating the word **minwendan** (*like something*) by writing sentences below the verb charts on their notebook pages.



TEACHER'S TIP

Encourage students to use tenses and preverbs when practicing conjugations in their notebooks.

ACTIVITY C Verb scoot

Materials

Estimated time: 30 minutes

- Tape
- Verb Scoot Cards, one set (Printouts A)
- Ojibwe Language Notebooks, one per student

Activity Steps

1. Use tape to hang the Verb Scoot Cards around the classroom (in no specific order).
2. Have students create an answer sheet in their Ojibwe language notebooks by listing the letters of the Ojibwe alphabet on a piece of paper:

A AA B CH D E G H I II J K M N

3. Explain to the students that they will use the word **mawadishiwe** (*s/he visits people*) while completing each Verb Scoot Card. For example, card A says, *Tell one person to do something*. For this card their answer should be **Mawadishiwen**.
4. When students have finished writing all of their sentences, have them compare their answers with a peer to check for accuracy.
5. If time allows, have students repeat this activity with the vti **biidoon** (*bring something*).



Lesson 3: Gojichigen Miinawaa 2 — *Try it again 2*

OBJECTIVES

In this Rosetta Stone lesson and the classroom activities, students will review:

- A form, B form, and changed conjunct form
- consonant change after tense preverbs

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe Language Notebooks
- Conjugation Practice Prompts (Printouts B)
- Smart board or projector
- Around the World Prompt Cards (Printouts C)
- Scratch paper
- Smart board or whiteboard
- Tape
- Two flyswatters

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

🕒 **Estimated time:**
30 minutes

Activity Steps

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



ACTIVITY A Conjugation notes and practice

Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe Language Notebooks, one per student
- Conjugation Practice Prompts, one set (Printouts B)

Activity Steps

1. Students copy the conjugation charts in Unit 25, Lesson 3, A form, Explanations 3–4 in their notebooks. Each explanation should have its own page in their notebook. Make sure students leave room at the bottom of each page to practice the conjugation.
2. Repeat the previous step for B form, Explanations 4–5.
3. For each explanation, students write a few sentences by conjugating the words **bimibatoo** (*s/he runs*), and **minwendan** (*like something*) below each set of notes. Encourage students to use tenses and preverbs when practicing conjugations in their notebooks.
4. Print and hang the Conjugation Practice Prompts around the classroom.
 - a. Students work their way to each of the six stations in pairs. At each station, students say a sentence aloud to a partner by adding the missing conjugation for each of the seven pronouns practiced in this lesson. For example, for the station, **Niminwendaan wiisini...** (*I like when ... eats*), students should practice saying the following:
 - i. **Niminwendaan wiisiniyaan.** (*I like when I eat.*)
 - ii. **Niminwendaan wiisiniyan.** (*I like when you eat.*)
 - iii. **Niminwendaan wiisimid.** (*I like when s/he eats.*)
 - iv. **Niminwendaan wiisiniyaang.** (*I like when we, but not you, eat.*)
 - v. **Niminwendaan wiisiniyang.** (*I like when we, including you, eat.*)
 - vi. **Niminwendaan wiisiniyeg.** (*I like when you all eat.*)
 - vii. **Niminwendaan wiisiniwaad.** (*I like when they eat.*)
 - b. For the station **...nibaa(...)** **gimiwang.** (*...sleep(s) when it rains.*), students should practice saying the following:
 - i. **Ninibaa gimiwang.** (*I sleep when it rains.*)
 - ii. **Ginibaa gimiwang.** (*You sleep when it rains.*)
 - iii. **Nibaa gimiwang.** (*S/he sleeps when it rains.*)
 - iv. **Ninibaamin gimiwang.** (*We, but not you, sleep when it rains.*)
 - v. **Ginibaamin gimiwang.** (*We, including you, sleep when it rains.*)
 - vi. **Ginibaam gimiwang.** (*You all sleep when it rains.*)
 - vii. **Nibaawag gimiwang.** (*They sleep when it rains.*)



5. Students return to sit with their partners. In pairs, students write a short story about **niin** with at least six sentences using at least three A forms and three B forms. Students can use the sentence frames from the Unit 25, Lesson 3 Conjugation Practice Prompts to get ideas.
6. Students pass their story to another group. The next group rewrites the story to be about **giin**. Continue passing and changing to be a different person until students have rewritten a story for each pronoun, or as time allows.

ACTIVITY B Around the world

Materials

 **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Around the World Prompt Cards, one set (Printouts C)
- Scratch paper (optional)

Activity Steps

1. As a group, review the A form and B form sections in Unit 25, Lesson 3.
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.

Optional: Before playing, give each student one Around the World Prompt Card. Ask the student to make four more prompt cards by conjugating a vai in A form or B form. When all students have completed their new prompt cards, collect and shuffle them to use in the game.



ACTIVITY C Flyswatter game

Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Smart board or whiteboard
- Scratch paper
- Tape
- Two flyswatters

Activity Steps

1. As a group, review Unit 25, Lesson 3 Changed conjunct form.
2. Write the following letters on individual pieces of scratch paper and tape them on the board or wall, or write them spread out on a smart board or whiteboard:

e ayaa aye aa we waa
3. Divide the class into two groups.
4. Give each group a flyswatter (or tube sock/rolled up construction paper/etc.).
5. 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**.
6. Let each set of students try a few 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!

Optional: Instead of individual letters, try using words with a changed vowel. Here are some examples of when that happens in the Unit 25, Lesson 1 script:

Amik	Aaniin, Miskwaanakwadook. Aaniin enakamigak? <i>Hey, Miskwaanakwadook. What's up?</i>
Gimiwan	Aaniin ezhiyan gabe-gikinoo'amaagooyan? <i>How is college going?</i>
Ogimaakwe	Ambe! Anaamisagong izhaadaa. Giwii-waabanda'in i'iw wiigwaasi-makak gaa-ozhitooyaan. <i>Come on! Let's go downstairs. I want to show you the birchbark basket I made.</i>
Waasegiizhigookwe	Aaniin ezhi-ayaawaad gigitiziimag? Indaa-gii-wenda-minwendam da-bi-mawadishiwewaapan gewiinawaa. <i>How are your parents doing? It would have been nice if they could have come.</i>
Miskwaanakwadookwe	Aaniin apii ge-nagadenimag Ningaabii'anookwe iniw odaanisan? <i>When can I meet Ningaabii'anookwe's daughter?</i>



Lesson 4: Gojichigen Miinawaa 3 — *Try it again 3*

OBJECTIVES

In this Rosetta Stone lesson and the classroom activities, students will review:

- word order
- word parts
- noun prefixes and suffixes
- pointer words
- agreement of animate and inanimate verbs, nouns, and pointer words


MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe People's Dictionary
- Word Tree 1 (Printouts D)
- Word Tree 2 (Printouts E)
- Noun Scoot Cards (Printouts F)
- Tape
- Ojibwe Language Notebooks
- Scratch paper
- Three boxes (tissue boxes or similar)

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 25, Lesson 4 individually or in groups. (See Unit 25, Lesson 4 Script)



ACTIVITY A Word tree word parts

Materials

- Ojibwe People's Dictionary
- Word Tree 1, one per student (Printouts D)
- Word Tree 2, one per student (Printouts E)

 **Estimated time:** 30 minutes

Activity Steps

1. Give each student a copy of Word Tree 1 and 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 initial (**minw-**).
3. Students type the word in the red circle into the search bar on the dictionary, press enter, then click on the word **minwendan** (*like something*). Next, students scroll to the bottom of the page, to the Word parts section, and click on the word part **minw-**.
4. Students use this list of words to identify more words with the initial **minw-**.
5. When students have finished finding more words with the **minw-** initial, have a discussion as a class about why all of these words would have a similar component.
6. Give each student a copy of Word Tree 2.
7. 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 (**-batoo**).
8. Students should type the word in the red circle into the search bar on the dictionary, press enter, then click on the word **bimibatoo**. Next, students scroll to the bottom of the page, to the Word parts section, and click on the word part **-batoo**.
9. Students use this list of words to identify more words with the final **-batoo**.
10. When students have finished finding more words with the **-batoo** final, have a discussion as a class about why all of these words would have a similar component.
11. If time allows, have students select another initial or final of their choice and complete the same steps with this initial or final.



TEACHER'S TIP

Be ready for questions and comments when students see the list of words in the dictionary with the **minw-** initial. About half of these words start with **mino-**, while the other half start with **minw-**. Explain to students that this initial has a different form depending on whether it is followed by a vowel (**minw-**) or a consonant (**mino-**).



TEACHER'S TIP

Word Tree 2 includes vais and one vta. Point out to students that different verb types can include some of the same word parts. It might be a helpful exercise to identify words of different types that include the same word parts.



ACTIVITY B Noun scoot

Materials

 **Estimated time:** 30 minutes

- Noun Scoot Cards, one set (Printouts F)
- Tape
- Ojibwe Language Notebooks, one per student

Activity Steps

1. Use tape to hang the Noun Scoot Cards around the classroom (in no specific order).
2. Have students create an answer sheet in their Ojibwe language notebooks by listing the letters of the Ojibwe alphabet on a piece of paper:

A AA B CH D E G H I II J K M N

3. Explain to the student that they will use the word **wanii'igan** (*trap*) while completing each Verb Scoot Card.
 - For example, card A says, *my one object*. For this card their answer should be, **niwanii'igan**.
4. When students have finished writing all of their sentences, have them compare their answers with a peer to check for accuracy.
5. If time allows, have students create a sentence using each noun. Use this as an opportunity to review agreement of nouns, verbs, and pointer words.



ACTIVITY C Word order word boxes

Materials

 **Estimated time:** 45 minutes

- Ojibwe People's Dictionary
- Rosetta Stone Ojibwe
- Computers or tablets
- Scratch paper
- Three boxes (tissue boxes or similar)

Activity Steps

1. Label each box one of the following: Verb, Subject, or Object.
2. Introduce the students to the three word boxes.
3. Have each student use the Ojibwe People's Dictionary to find three vtis and three inanimate objects.
 - a. Students write each of these words on a piece of scratch paper or sticky note, with the Ojibwe word on one side and the English translation on the other (one piece of paper per word).
 - b. Students write three pronouns (**niin**, **giin**, **wiin**, etc.) on three more pieces of paper (subjects).
4. Students put their nine pieces of paper into the three boxes. The vtis go in the Verb box, the pronouns go in the Subject box, and the inanimate nouns go in the Objects box.
5. Review Rosetta Stone Ojibwe Unit 25, Lesson 4, Pointer words and Agreement.
6. Students take turns picking one word from each box and speaking a sentence using their cues and a pointer word.

Optional: Repeat the activity, but use vtas, animate nouns as objects, and pointer words.

UNIT
25

Scripts



Ojibwe

Anamikawind Miskwaanakwadookwe Welcoming Miskwaanakwadookwe

Ojibwe



Ogimaakwe	Bi-dagoshin Miskwaanakwadookwe. <i>Miskwaanakwadookwe is here.</i>
	Inga-anamikawaa ishkwaandeming. <i>I'll greet her at the door.</i>
Gimiwan	Daga biindigen! <i>Come in!</i>
Ogimaakwe	Boozhoo! <i>Hi!</i>
Miskwaanakwadookwe	Boozhoo, Ogimaakwe! <i>Hello, Ogimaakwe!</i>
Ogimaakwe	Niminwendaan waabaminaan. <i>I'm happy to see you.</i>
Gimiwan	Amik! Waasegiizhigook! Ishpimisagong bi-izhaag. <i>Amik! Waasegiizhigook! Come upstairs.</i>
Waabooz	Aaniin. Bi-wiisinin. Gijiibaakwetamoon. <i>Welcome. Come eat. I cooked for you.</i>
Miskwaanakwadookwe	Daga naa. Nimbakade gosha. <i>Yes. I'm hungry!</i>
Amik	Aaniin, Miskwaanakwadook. Aaniin enakamigak? <i>Hey, Miskwaanakwadook. What's up?</i>
Miskwaanakwadookwe	Niminwendaan da-bi-mawadishiweyaan. <i>I'm happy to be visiting.</i>
Gimiwan	Aaniin ezhiyan gabe-gikinoo'amaagooyan? <i>How is college going?</i>
Miskwaanakwadookwe	Minose. Niminwendaan gikinoo'amaagooyaan anooj gegoo. <i>It's going well. I love learning new things.</i>
Ogimaakwe	Ambe. Anaamisagong izhaadaa. <i>Come on! Let's go downstairs.</i>
	Giwii-waabanda'in i'iw wiigwaasi-makak gaa-ozhitooyaan. <i>I want to show you the birchbark basket I made.</i>
Waabooz	Aaniin, Noozis. Akawe maa giwii-mawadishiwemin. <i>Hello, Grandchild. Let us visit a little bit first.</i>
	Namadabin maa ji-wiisinyan. <i>Sit down and eat.</i>

Anamikawind Miskwaanakwadookwe Welcoming Miskwaanakwadookwe (continued)

Ojibwe



Waasegiizhigookwe	<p>Miigwech. <i>Thank you.</i></p> <p>Aaniin ezhi-ayaawaad gigitiziimag? <i>How are your parents doing?</i></p> <p>Indaa-gii-wenda-minwendam da-bi-mawadishiwewaapan gewiinawaa. <i>It would have been nice if they could have come.</i></p>
Miskwaanakwadookwe	<p>Aana-wii-pi-mawidishiwewag gewiinawaa. <i>They really wanted to come (but couldn't).</i></p> <p>O'ow waabooyaan miinawaa manoomin gigii-niindaa'igowaag. <i>They sent along this blanket and wild rice for you all.</i></p>
Waasegiizhigookwe	<p>Miigwech! <i>Thank you!</i></p>
Miskwaanakwadookwe	<p>Aaniin apii ge-nagadenimag Ningaabii'anookwe iniw odaanisan? <i>When can I meet Ningaabii'anookwe's daughter?</i></p>
Waasegiizhigookwe	<p>Noongom onaagoshig. Ningaabii'anookwe miinawaa odinawemaaganan giwii-wiidoopamigonaanig onaagoshi-wiisiniyang. <i>This evening. Ningaabii'anookwe and her family will come to dinner.</i></p>
Ogimaakwe	<p>Anaamisagong ina indaa-izhaamin mashi? <i>Can we go downstairs yet?</i></p>
Gimiwan	<p>Ahaw, maajaag. <i>Yes, go.</i></p>
Ogimaakwe	<p>Ambe maajaadaa. <i>Let's go.</i></p>

Niiwin Dinowa Ikidowinan

Four word types



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

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

vai	Bimose. <i>He is walking.</i>	The subject is animate, and there is no object.
vii	Gimiwan. <i>It is raining.</i>	The subject is inanimate, and there is no object.
vta	Onaazhazhenaan iniw gaazhagensan. <i>He is petting the cat.</i>	There is an object, and it is animate.
vti	Odoozhitoon makade-mashkikiwaaboo. <i>She is making coffee.</i>	There is an object, and it is inanimate.
vai	Wiisini. <i>He is eating.</i>	
vta	Odamwaan iniw baaka'aakwenyan. <i>She is eating chicken.</i>	
vti	Omiijinan waawanoon. <i>She is eating eggs.</i>	
vii	Minopogwad! <i>It tastes delicious!</i>	

Niiwin Dinowa Ikidowinan

Four word types (continued)

Ojibwe



vai	Nibaa. <i>She is sleeping.</i>
vta	Oganawaabamaan iniw oshiimeyan. <i>She is watching her younger sibling.</i>
vti	Oganawaabandaan ogiigidowin. <i>She is watching her phone.</i>
vii	Madwesin i'iw! <i>It is ringing!</i>

Wegonen Jaabaakwaadaman? *What are you cooking?*

Ojibwe



Narrator	Listen to the following conversation and see if you can recognize any changed conjunct forms.
Inini	Nijiibaakwe. <i>I am cooking.</i>
Ikwe	Wegonen jaabaakwaadaman? <i>What are you cooking?</i>
Inini	Nijiibaakwaadaanan onow onagizhiinsan. <i>I'm cooking these hot dogs.</i> Ingii-chiibaakwe bijiinaago. <i>I cooked something yesterday.</i>
Ikwe	Wegonen gaa-chiibaakwaadaman bijiinaago? <i>What did you cook yesterday?</i>
Inini	Ingii-chiibaakwaadaanan onagizhiinsan. <i>I cooked hot dogs.</i> Inga-jiibaakwe waabang. <i>I will cook something tomorrow.</i>
Ikwe	Wegonen waa-chiibaakwaadaman waabang? <i>What will you cook tomorrow?</i>
Inini	Niwii-chiibaakwaadaanan onagizhiinsan miinawaa. <i>I will cook hot dogs again.</i>
Ikwe	Wa. Giwenda-minopidaan iniw onagizhiinsan. <i>Wow! You really like hot dogs.</i>
Inini	Enange! <i>Definitely!</i>
Narrator	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. jiibaakwaadan → Wegonen jaabaakwaadaman? gii- → Wegonen gaa-chiibaakwaadaman bijiinaago? wii- → Wegonen waa-chiibaakwaadaman?

Wegonen Jaabaakwaadaman? *What are you cooking? (continued)*

Ojibwe



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.

Inini **Aaniin ezhichigeyan?**
What are you doing?

Ikwe **Nizhooshkwajiwe.**
I am sledding.

Inini **Awenen dash giin gibiboonodaabaanens?**
Which sled is yours?

Ikwe **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.

Inini **Aaniin dash apii waa-shooshkwaagimeyan?**
And when will you ski?

Ikwe **Niwii-shooshkwaagime azhigwa gaa-kiizhi-zhooshkwajiwyaan.**
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-zhooshkwajiwyaan.**

Ojibikan Roots



Narrator	You've learned a little about related sets of words in the past, but let's take a closer look at different kinds of patterns now. Listen carefully for similar sounds in each of the following examples.
Ikwe	Aaniin enakamigak? <i>How's it going?</i>
Inini	Minosemagad. <i>It's going well.</i> Minomaagwad. <i>It smells good.</i> Minonaagwad gaye! <i>It looks good too!</i>
Ikwe	Aaniin enakamigak? <i>How's it going?</i>
Inini	Minosemagad. <i>It's going well.</i> Minomaagwad. <i>It smells good.</i> Minonaagwad gaye! <i>It looks good too!</i>
Narrator	Did you hear a similar sound throughout this dialogue? What do you think mino- means? If you guessed <i>good</i> , then you're right!
Ikwe	Giminopidaan ina manoomin? <i>Do you like the taste of rice?</i>
Inini	Eya'. Minopogwad. <i>Yes. It tastes good.</i>
Ikwe	Giminopwaa ina baaka'aakwenh? <i>Do you like the taste of chicken?</i>
Inini	Gaawiin. Gaawiin minopogizisiin! <i>No. It doesn't taste good!</i>
Ikwe	Giminopidaan ina manoomin? <i>Do you like the taste of rice?</i>
Inini	Eya'. Minopogwad. <i>Yes. It tastes good.</i>

Ojibikan Roots (continued)



Ikwe	<p>Giminopwaa ina baaka'aakwenh? <i>Do you like the taste of chicken?</i></p>
Inini	<p>Gaawiin. Gaawiin minopogiziin! <i>No. It doesn't taste good!</i></p>
Narrator	<p>Were you able to understand what's being said in these conversations, even if some of the words were new to you? You can often use your knowledge of related words to help you figure out the meaning of unknown words.</p>
Ikwe	<p>Niwiiniz. Inga-giziibiigazhe! <i>I'm dirty. I'm going to bathe.</i></p>
Inini	<p>Wiinad o'ow emikwaanens. Inga-giziibiiginaan. <i>This spoon is dirty. I'm going to wash it.</i></p> <p>Wiinadoon onow onaaganan. Inga-giziibiiginaagane. <i>These dishes are dirty. I'm going to wash the dishes.</i></p>
Ikwe	<p>Niwiiniz. Inga-giziibiigazhe! <i>I'm dirty. I'm going to bathe.</i></p>
Inini	<p>Wiinad o'ow emikwaanens. Inga-giziibiiginaan. <i>This spoon is dirty. I'm going to wash it.</i></p> <p>Wiinadoon onow onaaganan. Inga-giziibiiginaagane. <i>These dishes are dirty. I'm going to wash the dishes.</i></p>
Narrator	<p>Did you notice how all the words for dirty are related?</p> <p>The words to talk about washing or bathing are also related.</p> <p>Keep looking for patterns like these as you continue your language-learning journey.</p>

UNIT
25

Printouts



Ojibwe

AA

tell more than
one person to
do something

CH

tell more than
one person not
to do something

A

tell one person
to do something

B

tell one person not
to do something

E

tell more than
one person not to do
something with you

H

say that you all, but
not me, are doing
something

D

tell someone to do
something with you

G

say that we,
but not you, are
doing something

||

say that I am not
doing something

K

say that we all are
not doing something

I

say that they are
doing something

J

say that you are not
doing something

N

say that you all,
but not me, are not
doing something

M

say that s/he is not
doing something

**Niminwendaan
wiisini...**

**Onizhishin
agindaaso...**

**Aaniin apii
ge-izhaa...**

**...nibaa(...)
gimiwang.**

**...bakade(...)
naawakweg.**

**...iskigamizige(...)
ziigwang.**

nizhooshkwajiwe

nizhooshkwaagime

indagindaas

nizegiz

gizhooshkwajiwe

gizhooshkwaagime

gidagindaas

gizegiz

zhooshkwajiwe

agindaaso

zhooshkwaagime

zegizi

zhooshkwaagimeyan

zhooshkwajiveyaan

zhooshkwaagimeyaan

agindaasoyaan

zegiziyaan

zhooshkwajiveyan

agindaasoyan

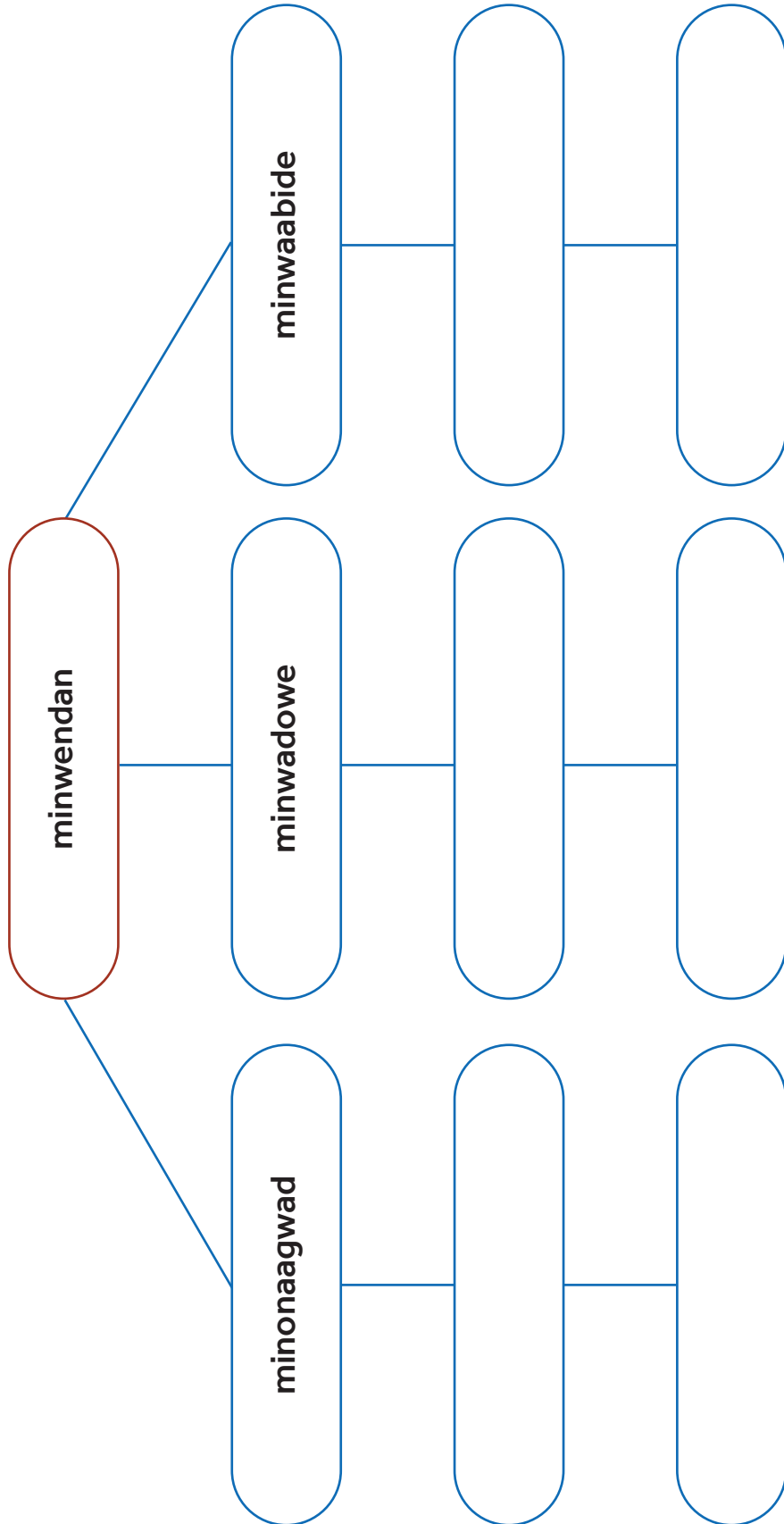
zegiziyan

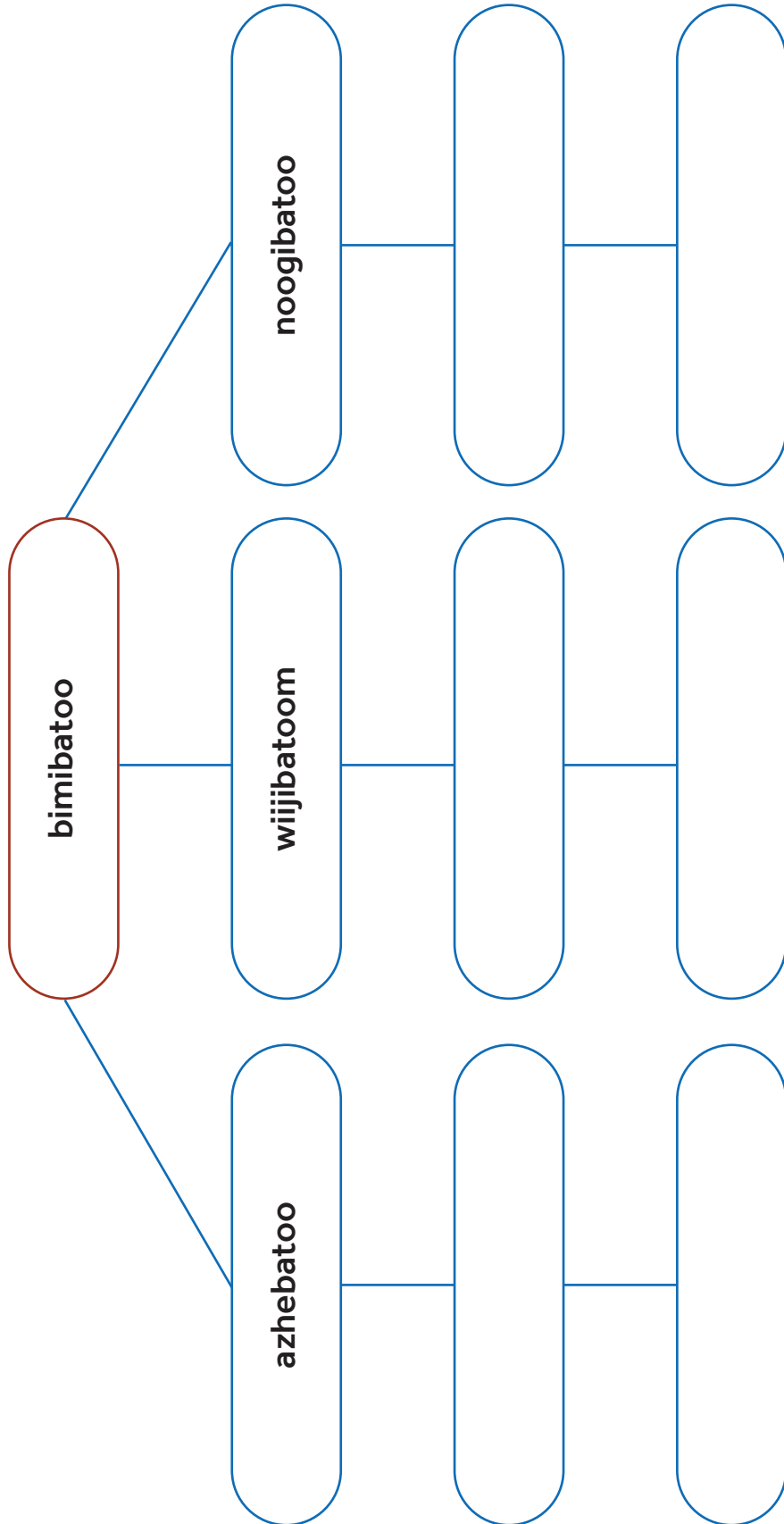
zhooshkwajiwed

zhooshkwaagimed

agindaasod

zegizid







AA

my multiple objects

CH

your multiple objects

A

my one object

B

your one object



E

our, including your,
multiple objects

H

our, but not your,
multiple objects

D

our, including your,
one object

G

our, but not your,
one object



||

all of your
multiple objects

K

her/his
multiple objects

|

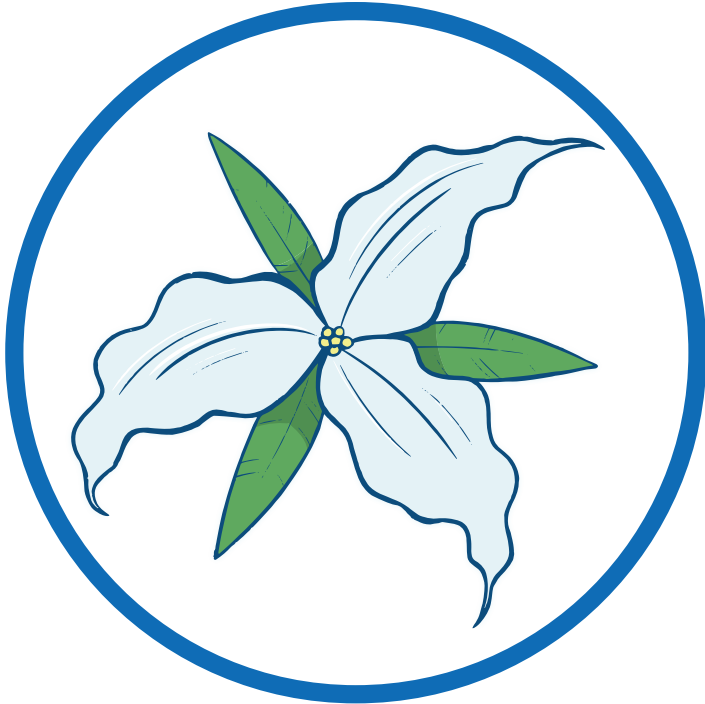
all of your
one object

J

her/his one object

<p>their one object</p>	<p>M</p>	<p>their multiple objects</p>	<p>N</p>
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UNIT
26



Ojibwe

Overview: Amik and Ogimaakwe walk to school and talk about signs that spring is coming. In this unit, you'll learn to talk about what happens in spring, use commands, and practice vtas.

LESSON 1: Mii iw Ziigwang. — *Spring is here.*

Students will:

- talk about signs of spring
- compare different degrees of temperature
- use expressions of time
- use **azhigwa** to describe the order of two actions

LESSON 2: Mii Azhigwa Ani-ziigwang. — *Spring is coming.*

Students will:

- talk about things that happen in the spring
- describe spring using different senses
- use vai and vti commands to tell someone to do something
- use vai and vti commands to tell someone not to do something

LESSON 3: Giwaabamaa ina a'aw Makwa? — *Do you see the bear?*

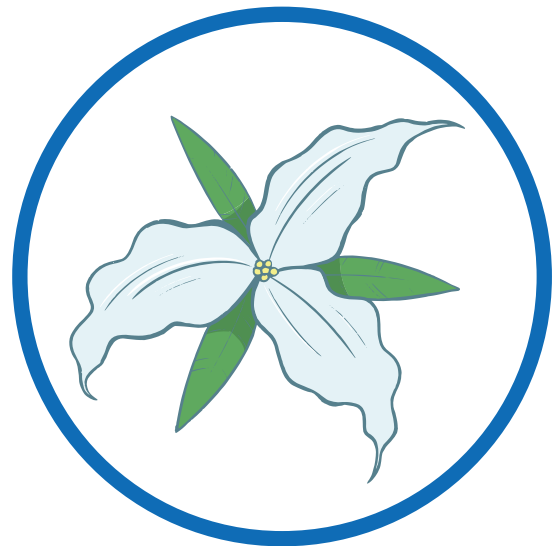
Students will:

- recognize direct and inverse vtas with **wiin** and **wiinawaa**
- use vtas to say that *I* or *you* are doing something to *her*, *him*, or *them*
- use vtas to say that *she*, *he*, or *they* are doing something to *you* or *me*

LESSON 4: Gojichigen Miinawaa. — *Try it again.*

Students will review:

- describing temperatures
- expressions of time
- using **azhigwa**
- vai and vti commands
- vtas with **niin**, **giin**, **wiin**, and **wiinawaa** subjects and objects
- vocabulary related to signs of spring, temperatures, and everyday conversation





Lesson 1: Mii iw Ziigwang. — Spring Is Here.

OBJECTIVES

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

- talk about signs of spring
- compare different degrees of temperature
- use expressions of time
- use **azhigwa** to describe the order of two actions

MATERIALS

- Rosetta Stone Ojibwe
- Smart board or whiteboard
- Weather Cards (Printouts A)
- Computers or tablets
- Neighbor Small Talk (Printouts B)
- Smart board or projector
- Landscape Cards (Printouts C)
- **Azhigwa** Sentence Matching (Printouts D)

VOCABULARY

1

mino-giizhigad vii	<i>it is a nice day</i>
aabawaa vii	<i>it is warm weather; it is mild weather</i>
dakaayaamagad vii	<i>it is cool weather</i>
ozhaashikwaa vii	<i>there is slippery ice</i>

2

zaagakii vii	<i>it (a plant) sprouts</i>
maajiigin vii	<i>it starts growing</i>
initaagwad vii	<i>it is heard; it is understood a certain way</i>

3

iskigamizige vai	<i>s/he boils down sap</i>
dakaji vai	<i>s/he gets a chill; s/he has a cold</i>
ningizo vai	<i>it (animate) melts; it (animate) thaws</i>

4

maajidaabii'iwe vai	<i>s/he starts driving</i>
ayaangwaamizi vai	<i>s/he is careful</i>
abi vai	<i>s/he or it (animate) sits in a certain place; s/he or it (animate) is at home</i>
ikido vai	<i>s/he says</i>



Lesson 1: Mii iw Ziigwang. — *Spring Is Here.* (continued)

VOCABULARY

5

gaawiin mashi adverb	<i>not yet</i>
akina ingoji adverb	<i>everywhere</i>
gaawiin memwech adverb	<i>it's not necessary; you don't have to</i>

ACTIVITY A How's the weather?

Materials

- Rosetta Stone Ojibwe
- Smart board or whiteboard
- Weather Cards, one set per pair of students (Printouts A)

Estimated time: 15 minutes

Activity Steps

Scaffolding activity

1. Make a list of weather vocabulary from this unit and earlier units, such as Unit 9, Lesson 2 and Unit 13, Lesson 1 (for example, **gizhaate** (*it is hot (outside)*), **gisinaa** (*it is cold (outside)*), **noodin** (*it is windy*). Write them on the board.
2. Review these words, and how to negate them in A form, using the endings **-zinoon** and **-sinoon**.

Communicative activity

3. Pass out one set of Weather Cards to each pair of students.
4. Students take turns picking a card and asking the other how the weather is; for example:
 - **Aaniin ezhiwebak?** (*How is the weather?*)
 - **Noodin ina?** (*Is it windy?*)
 - **Gizhaate na?** (*Is it hot?*)
 - **Gimiwan ina?** (*Is it raining?*)



TEACHER'S TIP

There are several additional weather-related activities in the Levels 1 and 2 Teacher's Guides. For example, see Unit 13, Lesson 1, Activity C, Daily Calendar Review and Activity D, Broadcasting the Weather. We suggest that you make the weather a part of your daily routine by continuing or starting to use the calendar work activity introduced in Units 6, 8, 9, and 13 of the Teacher's Guides.



5. The other student replies with an appropriate answer; for example:


- **Gisinaa. Ingiikaj.** (*It's cold. I feel cold.*)
- **Dakaayaamagad.** (*It's cool.*)
- **Aabawaa.** (*It's warm.*)
- **Gizhaate. Ingizhooz.** (*It's hot. I feel hot.*)
- **Eya'. Gimiwan.** (*Yes. It's raining.*)
- **Gaawiin gimiwanzinooon. Noodin miinawaa gisinaa dash.** (*No, it's not raining. But it is windy and cold.*)

Optional: Come together as a class and repeat the same process, but with the teacher holding one card and asking one or all students to reply.

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

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

ACTIVITY B Neighbor small talk

Materials

- Smart board or whiteboard
- Neighbor Small Talk, one per student (Printouts B)
- Optional: Weather Cards (Printouts A)

 **Estimated time:** 20 minutes

Activity Steps

Scaffolding activity

1. Draw two columns titled "Greeter" and "Responder" on the smart board, and write down the greetings and responses from Neighbor Small Talk. Try to add more greetings and responses by eliciting ideas from the students.
 - Students may use the Weather Cards from the last activity for additional ideas.
2. Give each student a copy of Neighbor Small Talk and ask them to add the new greetings and responses to use during the next part of the activity.



Communicative activity

3. Divide the class into two groups, Greeters and Responders. Greeters make a circle and face outward and Responders face them in an outer circle.
4. The Greeter uses their copy of Neighbor Small Talk to choose one of the greeting lines to say to the Responder, who responds appropriately.
5. The Responders shift to the right to stand in front of a new Greeter and the Greeter chooses the same or another line to say. Repeat until everyone is back at their starting place, and then swap Greeter/Responder roles.

Optional: After completing some rounds of small talk, have students put down their copies of the Neighbor Small Talk printout and continue having conversations.

ACTIVITY C Is it spring yet?

Materials

 **Estimated time:** 20 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Landscape Cards, one set per pair of students (Printouts C)

Activity Steps

1. As a group, review Unit 26, Lesson 1, Explore expressions of time.
2. As you review, write the expressions of time and example sentences on the board for students to reference.
3. Group students into pairs.
4. Give one set of Landscape Cards to each pair of students.
5. One student holds up a card and asks: **Mashi na ziigwan?** (*Is it spring yet?*)
6. The other person responds accordingly; for example:
 - **Eya', ziigwan. Zaagakiiwan waabigwaniin.** (*Yes, it is spring. The flowers are sprouting.*)
 - **Gaawiin mashi ziigwanzinoon. Gaawiin zaagakiisinoon waabigwaniin.** (*No, it is not spring yet. The flowers are not sprouting.*)
 - **Gaawiin mashi ziigwanzinoon. Geyaabi gashkadin zaaga'igan.** (*No, it is not spring yet. There is still ice on the lake.*)
 - **Eya', ziigwan. Ani-baakibii'an.** (*Yes, it is spring. The ice is starting to clear off the lake.*)
 - **Eya', ziigwan. Ani-ningizo goon.** (*Yes, it is spring. The snow is starting to melt.*)
 - **Gaawiin ziigwanzinoon. Gaawiin mashi zaagakiisinoon waabigwaniin. Wayiiba da-maajiiginoon.** (*It is not spring. The flowers are not sprouting yet. They will start growing soon.*)
7. Come back together as a class. Hold up one card and ask, **Mashi na ziigwan?** (*Is it spring yet?*)
8. Try to elicit as many responses as possible and write them on the board, underlining the expressions of time.



ACTIVITY D Azhigwa sentence matching

Materials

 **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- **Azhigwa** Sentence Matching, one set per pair or group of students (Printouts D)

Activity Steps

1. As a group, review the meanings and uses of the word **azhigwa** as shown in Unit 26, Lesson 1 Explore expressions of time and Explore **azhigwa**.
2. Students work in pairs or small groups to put sentences together. Give a shuffled set of the **Azhigwa** Sentence Matching prompts to each pair or group of students and have them work together to match the pairs. For example, **Azhigwa gaa-maajidaabii'iweyaan / gaawiin memwech geyaabi giga-inosesiimin.** (*After I've started driving / it won't be necessary to walk to school anymore.*)
 - a. Alternatively, you can hand all of the first halves of the sentences to one student and the second halves to the other student and have them work together to match them to create the full sentences.
 - b. You could also give each student a card and have them go around the room looking for the person with the other half of their sentence.
3. Students check their answers with other groups.
4. Elicit the full sentences and write them on the board.



Lesson 2: Mii Azhigwa Ani-ziigwang. — Spring is coming.

OBJECTIVES

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

- talk about things that happen in the spring
- describe spring using different senses
- use vai and vti commands to tell someone to do something
- use vai and vti commands to tell someone not to do something

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Vocabulary Cards (Printouts E)
- Timer
- Sensory Images (Printouts F)
- Locations List (Printouts G)
- Tape
- Command Cards (Printouts H)
- Drawing materials

VOCABULARY

1

bineshiinh (bineshiinyag) na	<i>bird(s)</i>
zhiiwaagamizigan ni	<i>maple syrup</i>
waabigwan(iin) ni	<i>flower(s)</i>
zaagibagaa vii	<i>it buds; the leaves come out</i>
nookakamigaa vii	<i>it is soft ground</i>

2

bizindan vti	<i>listen to something</i>
noondaw vta	<i>hear someone or something animate</i>
moozhitoon vti	<i>feel something in or on one's body</i>
bijjimaandan vti	<i>smell something</i>
azhegiwe vai	<i>s/he goes back; s/he returns</i>



ACTIVITY A Vocabulary charades

Materials

- Vocabulary Cards, one set (Printouts E)
- Timer

 **Estimated time:** 15 minutes


Activity Steps

1. Review the Vocabulary Cards with the class by showing each card and having students repeat the word.
 - Challenge students to use each word in a sentence.
2. Divide students into two groups on different sides of the room.
3. Have one student pick a vocabulary card and act out the action without using any words.
4. The student's team has to guess what the action is and say the verb in Ojibwe. Set a time limit (30–90 seconds per word).
5. If they guess correctly, the team gets one point. If they can't guess correctly, the other team gets a chance at guessing and getting the point.
6. At the end of the game, the team with the most points wins the game.

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 26, Lesson 2 individually or in groups. (See Unit 26, Lesson 2 Script)



ACTIVITY B What do you sense?

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Sensory Images, one copy (Printouts F)
- Locations List, one copy (Printouts G)
- Tape

 **Estimated time:** 30-40 minutes

Activity Steps

1. As a group, review Unit 26, Lesson 2, Vocabulary 2, Practice 2, Explore sensing verbs, and Practice sensing verbs.
 - a. While reviewing, write the following vocabulary words on the board:
 - i. **moozhitoon** (*feel something in or on one's body*)
 - ii. **bizindan** (*listen to something*)
 - iii. **bijimaandan** (*smell something*)
 - iv. **waabandan** (*see something*)
 - b. Review vti A-form negation with students for these four verbs.
 - i. **Gaawin gegoo nimoozhitoosiin.** (*I don't feel anything.*)
 - ii. **Gaawin gegoo nibizindanziin.** (*I don't hear anything.*)
 - iii. **Gaawin gegoo nibijimaandanziin.** (*I don't smell anything.*)
 - iv. **Gaawin gegoo niwaabandanziin.** (*I don't see anything.*)
2. Tape the Sensory Images around the room, so students can move around during this activity. Tape a Locations List near each sensory image.
3. For each image, students will write a positive and negative statement using one of the four sensory verbs listed on the board, the noun listed on the sensory image, and one of the locations. For example, a student looking at the garbage can might write the following two sentences:
 - a. **Nibijimaandaan webinigan jiibaakwewigamigong.** (*I smell garbage in the kitchen.*)
 - b. **Gaawin nibijimaandanziin webinigan zaaga'iganiing.** (*I don't smell garbage at the lake.*)
4. When students have completed writing all eight sentences, they can share what they've written in partners or small groups.

Optional: Have students come up with additional places and nouns to create more sentences about senses.



ACTIVITY C Sentence maker: Commands

Materials

 **Estimated time:** 30 minutes

- Command Cards, one set per pair of students (Printouts H)
- Drawing materials

Activity Steps

1. Group students into pairs and hand one set of Command Cards to each pair. Ask students to review the verbs on the cards. They can optionally draw an image to illustrate each verb to help them remember the vocabulary.
2. In pairs, students make three piles of cards, positive/negative (set 1), personal pronouns (set 2), and verbs (set 3).
3. Students take one card from each pile. For example, they might end up with:
 - a. Positive
 - b. **giinawaa**
 - c. **bijjimaandan**
4. Students take turns or work together to write and say the correct form; for example, if they get positive, **giinawaa**, and **bijjimaandan**, they should come up with **Bijjimaandamok**.
5. Reshuffle the cards back in their piles and repeat the process until students have created five commands each.
6. Get together as a class and share some of the commands that students created.

Optional: Ask students to collect verbs that they use in their daily lives between classes. If necessary, they may look up additional verbs in the Ojibwe People's Dictionary. Repeat the activity using these additional verbs.



Lesson 3: Giwaabamaa ina a'aw Makwa? — *Do you see the bear?*

OBJECTIVES

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

- recognize direct and inverse vtas with **wiin** and **wiinawaa**
- use vtas to say that *I* or *you* are doing something to *her, him, or them*
- use vtas to say that *she, he, or they* are doing something to *you or me*


MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or whiteboard
- Doer and Receiver Cards (Printouts I)
- Vtas Cards (Printouts J)
- Smart board or projector
- Drawing materials
- Ojibwe People's Dictionary

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 26, Lesson 3 individually or in groups. (See Unit 26, Lesson 3 Script)



ACTIVITY A Word tennis

Materials

 **Estimated time:** 30 minutes

- Smart board or whiteboard
- Doer and Receiver Cards, one set (Printouts I)
- Optional: Vtas Cards, one set (Printouts J)

Activity Steps

1. Ask students to help you write a list of vtas on the smart board. You may want to use the list from Printouts J to get started, but also encourage students to think of vtas they know.
2. Have two students stand facing each other.
3. Identify the vta you are using. Draw one doer card and one receiver card. If you end up with a pair that wasn't taught in the lesson (for example, **niin-niin**), redraw. Show the cards to the students at the same time.
4. The student who responds first with the correct A-form vta wins the round.
5. The winning student plays again against another student in class.



ACTIVITY B Sentence maker: Vtas

Materials

Estimated time: 45 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Vtas Cards, one set per pair or group of students (Printouts J)
- Drawing materials

Activity Steps

1. Review the verbs in the Vtas Cards. You can review the Explore activities in Unit 26, Lesson 3 individually or as a class.
2. Group the class into pairs or small groups and hand each group a set of Vtas Cards.
3. Students sort their cards into three piles: Verbs, Doers and Receivers. Students place the cards face down on the table in their three piles.
4. Students then draw one card from each pile and work independently or together to form the corresponding sentence. For example, if they get: Verb: **waabam**, Doer: **niin**, and Receiver: **giin**, they should come up with and write down **Giwaabamin**.
 - Some sentences might be unrealistic and humorous. That's okay! We are practicing using the correct structure here, not saying anything of significance.
5. After students have formed at least five sentences, come together as a class and elicit some sentences from students.
6. Write down the sentences on the board and have the class determine the meaning of each sentence and who is the doer and the receiver.

Optional:

7. Students go back to their pairs or small groups. Using the cards, a student creates a new sentence as the other students draw an image that illustrates the meaning.
 - Put a time limit of one to two minutes for the drawing. The focus should be only on conveying the meaning of the sentence with simple graphics (students can use stick figures or arrows to convey who is the doer and the receiver).
8. Students check their answers/drawings in their small groups. Some of them can be shared with the whole class.



ACTIVITY C Create a story

Materials

- Ojibwe People's Dictionary

 **Estimated time:** 45 minutes

Activity Steps

1. Students will work in small groups or pairs to create a story using sentences with vtas.
2. Tell students that they can use some of the sentences generated in the previous activity to start thinking about a story. The story can be simple and be composed of only a few sentences, but it should have a storyline. Students can use a variety of media to tell the story; for example, they can perform it, make a video, draw it, or write it.

For example, it can be a simple comic using the following four sentences. Images and/or gestures can give the story additional context.

- a. **Niwaabamaa a'aw makwa.** (*I see that bear.*)
 - b. **Niwaabamaag niizh makwag.** (*I see two bears.*)
 - c. **Niwaabamaag niswi makwag.** (*I see three bears.*)
 - d. **Ayay! Niwaabamigoog ingiw makwag!** (*Oh no! Those bears see me!*)
3. Encourage students to use the Ojibwe People's Dictionary to look up doers and receivers they might want to use in their stories.
 - Stories do not have to be limited to vta sentences. Students could also include commands and other previously learned vocabulary.
 4. Compile all the stories/comics created in class in a single document, and print and distribute one copy to each student.



Lesson 4: Gojichigen Miinawaa. — *Try it again.*

OBJECTIVES

Students will review:

- describing temperatures
- expressions of time
- using **azhigwa**
- vai and vti commands
- vta with **niin**, **giin**, **wiin**, and **wiinawaa** subjects and objects
- vocabulary related to signs of spring, temperatures, and everyday conversation

MATERIALS

- Rosetta Stone Ojibwe
- Smart board or projector
- Weather Cards (Printouts A)
- Weather Recording Handout (Printouts K)
- Computers or tablets
- Command Cards (Printouts H)
- Ojibwe People's Dictionary
- Sticky notes



TEACHER'S TIP

Every Lesson 4 in Level 3 is a review of the previous three lessons. The title, **Gojichigen Miinawaa.**, translates more literally to *Try things again.*

ACTIVITY A How's the weather?

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Weather Cards, one card per student (Printouts A)
- Weather Recording Handout, one per student (Printouts K)

 **Estimated time:** 30 minutes

Activity Steps

1. Elicit and write down simple phrases that your students can use in conversations. You can review Unit 13, Lesson 4, Explore phrases individually or as a group. Keep this list posted for students to refer to throughout the activity.
2. Give one Weather Card and one Weather Recording Handout to each student.
3. Tell students to pretend that each of them is in a different place around the world. Students will walk around the room to find another student to interact with.
4. When two students come together, they will pretend to have a phone conversation where they greet each other and ask each other about the weather in their respective locations.
5. Ask students to be creative and use all the language they can access to have a simple conversation. Here are some phrases introduced in Level 2 that they can use:



- **Boozhoo!** (*Hello!*)
- **Apegish mino-ayaayan.** (*I hope you're well.*)
- **Aaniin ezhi-ayaayan?** (*How are you (doing)?*)
- **Minosemagad.** (*It's going well.*)
- **Niminwendaan noondamaan i'iw.** (*I'm happy to hear that.*)
- **Aaniin ezhiwebak agwajiing noongom?** (*What is the weather today?*)
- **Aaniin ezhichigeyan noongom?** (*What are you doing today?*)

6. During or after each interaction, students use the weather recording handout to write down the name of their peer and write down the weather in their peer's imagined location. Students should not show their weather cards to their partners.
7. Come together as a class and share some of the responses.

Optional: Ask students to also record what activities their peers are doing that day.

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

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

ACTIVITY B Simon Says: Commands

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Optional: Command Cards, one set (Printouts H)

Estimated time: 30 minutes

Activity Steps

1. As a group, review Unit 26, Lesson 2, Explore vai commands 1 and 2 and Explore vti commands 1 and 2.
2. Students stand in a circle with one person in the middle.
3. The student in the middle points at one person and gives an order (command). It can be singular (**giin**) or plural (**giinawaa** or **giinawind**):
 - a. If the command is in the singular (**giin**), the person they point to has to perform the action.



- b. If the command is in the plural (**giinawaa**), everybody has to perform the action.
 - c. If the command is in the plural (**giinawind**), everybody, including the person in the center, performs the action.
 - d. If there is a negative command, nobody performs the action.
4. If a student fails to perform the action when they should or performs the action when they shouldn't, they take the place of the person in the center and give the next order.



TEACHER'S TIP

Students can improvise if they are confident in their ability to form commands. You can also have students use the Command Cards (Printouts G), or brainstorm a list of potential vocabulary together before beginning the activity. Students can pick one card from each set (verbs, pronouns, and positive/negative) and create a command accordingly. If this is still too challenging, you could give them a card with a command for them to read aloud.

ACTIVITY C Aandabin giishpin...

Materials

- Smart board or whiteboard
- Rosetta Stone Ojibwe
- Ojibwe People's Dictionary
- Sticky notes, several per student

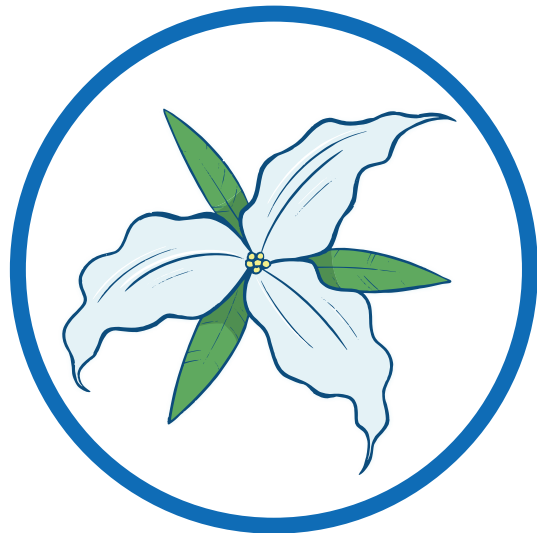
 **Estimated time:** 20 minutes

Activity Steps

1. Ask students what they do in each season of the year using the sentence frame **Aaniin ezhichigeyan niibing?** (*What do you do in the summer?*)
2. Elicit some answers. You can also write some answers as examples on the board.
3. Give students ten minutes to use their dictionaries and other resources to make a list of vais they do in the summer.
 - a. Students write them down on a sticky note to reference during the game.
 - b. When playing the game, students will conjugate these verbs for **giin** in B form. Before starting the game, review this form as a group (**-an, -yan**).
4. Play **Aandabin giishpin...** (*Change your chair if...*)
 - a. Arrange the chairs in a circle with one student in the center, standing up.
 - b. The student in the center says "**Aandabin giishpin _____ niibing,**" filling in the blank with a vai from their sticky note.
 - c. All students for which this is also true (that is, they also do this activity during summer) stand up and look for another seat that is more than two chairs away from them.
 - d. The student who is not able to find a vacant seat moves to the center and gives the next prompt.
 - e. Play until each student has had a turn speaking.

UNIT
26

Scripts



Ojibwe

Mii iw Ziigwang. Spring is here.



Amik	<p>Howa. Mino-giizhigad! <i>Nice. What a beautiful day!</i></p> <p>Niwenda-minwendam aabawaag gashki'ewiziyang gikinoo'amaadiwigamigong da-inoseyang. <i>I'm happy the weather is warm enough for us to be able to walk to school.</i></p>
Ogimaakwe	<p>Aaniin wenji-biizikawad dadaakogaade-giboodiyegwaazon? <i>Why are you wearing shorts?</i></p> <p>Giga-dakaj. Dakaayaamagad geyaabi agwajiing. <i>You'll get a chill. It's still cold outside.</i></p> <p>Geyaabi goon miinawaa mikwam abi. <i>There's still snow and ice.</i></p>
Amik	<p>Mii iw ziigwang! Gaawiin geyaabi gisinaasinoon. <i>It's spring! It's not cold anymore.</i></p> <p>Nashke, ningizo a'aw goon. <i>See, the snow is melting.</i></p>
Ogimaakwe	<p>Gaawiin gosha. Geyaabi gisinaa! <i>No way. It's still cold!</i></p>
Amik	<p>Giwaabandaan ina i'iw? Iwidi inaabin. Mii iw azhigwa ani-baakibii'ang. <i>Do you see that? Look over there. The ice is breaking up/clearing off the lake.</i></p> <p>Ginoondaan ina i'iw? Mii iw enitaagwak ani-ziigwang. <i>Do you hear that? That's how it sounds when spring is starting.</i></p>
Ogimaakwe	<p>Gaawiin ziigwanzinoon mashi. Geyaabi goon abi. <i>It's not spring yet. There's still snow on the ground.</i></p>
Amik	<p>Ani-ningizo a'aw goon. <i>The snow is starting to melt.</i></p>
Ogimaakwe	<p>Gidebwe. Mii azhigwa da-ningizod a'aw goon. <i>You speak the truth. Soon the snow will melt.</i></p> <p>Mii azhigwa da-wiinijiishkiwagaag akina ingoji. <i>And then there will be dirty mud everywhere.</i></p>

Mii iw Ziigwang. Spring is here. (continued)

Ojibwe



Amik	Eya', da-wiinijiishkiwagaa akina ingoji. <i>Yes, there will be dirty mud everywhere.</i>
	Mii gaye da-zaagakiig. <i>And also all the plants will start to sprout.</i>
Ogimaakwe	Inaabin! Giwaabandaan ina gegoo mayaajiiging? <i>Look around! Do you see anything starting to grow?</i>
Amik	Gaawiin mashi zaagakiisinoon. Wayiiba dash da-maajiiging. <i>They're not sprouting yet. But they will start growing soon.</i>
	Wayiiba gaye da-iskigamizigeyang miinawaa da-bagida'waayang! <i>And then it will be time for sugarbush and netting!</i>
Ogimaakwe	Ayaangwaamizin! Ozhaashikwaa. Geyaabi mikwam abi. <i>Be careful! It's slippery. There's still ice.</i>
Amik	Eya', geyaabi mikwam. Gaawiin mashi ziigwanzinoon. <i>Yeah, there's still ice. It's not spring yet.</i>
Ogimaakwe	Azhigwa gaa-maajidaabii'iweyaan, gaawiin memwech geyaabi gikinoo'amaadiiwigamigong giga-inosesiimin. <i>After I start driving, it won't be necessary to walk to school anymore.</i>
Amik	Aaniish apii ge-maajidaabii'iweyan? <i>When are you going to start driving?</i>
Ogimaakwe	Mii azhigwa gegaa. Azhigwa ningizod a'aw mikwam, mii imaa da-maajidaabii'iweyaan, ikidowag gigitiziiminaanig. <i>Soon! Our parents say I can start driving after the ice melts.</i>
Amik	Howa! Apegish wewiib da-aabawaag naa ningizod a'aw goon. <i>Wow! I hope that soon it will be warmer and the snow will melt.</i>
Ogimaakwe	Mii go geget! <i>For sure!</i>

Mii Azhigwa Ani-ziigwang. *Spring is coming.*

Ojibwe



Inaabin. Mii azhigwa ani-ziigwang.

Look. It's starting to become spring.

Giwaabamaa na ningizod a'aw goon?

Do you see that the snow is melting?

Giwaabandaan ina zaagakiig?

Do you see (the plants) sprouting?

Giwaabandaan ina zaagibagaag?

Do you see the leaves sprouting?

Bizindan. Mii azhigwa ani-ziigwang.

Listen. Spring is coming.

Ginoondawaa ina ningizod a'aw goon?

Do you hear the snow melting?

Ginoondawaag ina bi-azhegiwewaad ingiw bineshiinyag?

Do you hear the birds coming back?

Ginoondawaag ina ingiw abinoojiinyag baa-odaminowaad?

Do you hear the children playing?

Moozhi'on. Mii azhigwa ani-ziigwang.

Feel it. Spring is coming.

Gimoozhitoon ina nookakamigaag?

Do you feel the soft ground?

Gimoozhitoon ina ani-aabawaag?

Do you feel it starting to get warm?

Gimoozhitoon ina nooding?

Do you feel the wind?

Gojimaanjigen. Mii azhigwa ani-ziigwang.

Take a smell. Spring is coming.

Gibijimaandaan ina i'iw zhiwaagamizigan?

Do you smell the maple syrup?

Gibijimaandaan ina i'iw nooding?

Do you smell that, when the wind blows?

Gibijimaandaanan ina iniw waabigwaniinsan?

Do you smell the flowers?

Mii azhigwa ani-ziigwang.

It's starting to become spring.

Giwaabamaa ina a'aw Makwa?

Do you see the bear?

Ojibwe



Let's review some animate, transitive verbs.

Niwaabamaa a'aw makwa.

I see the bear.

Giwaabamaa ina a'aw makwa gaye?

I'm asking him, Do you see the bear too?

Geget igo!

I sure do!

Niwaabamig a'aw makwa.

Uh-oh! Now the bear sees me!

Giwaabamig a'aw makwa.

The bear sees you!

Let's take a closer look at these sentences. How do you know who sees whom? You need to pay attention to what comes right after the dictionary form of the verb.

If there is an **-ig** right after the dictionary form of the verb, then the receiver of the action is identified at the beginning of the verb.

Niwaabamig a'aw makwa.

The bear sees me.

Who is seen?

Me.

Giwaabamig a'aw makwa.

The bear sees you.

Who is seen?

You.

If there is an **-aa** right after the dictionary form of the verb, then the receiver is identified at the end of the verb.

Niwaabamaa a'aw makwa.

I see the bear.

Who is seen?

The bear.

Giwaabamaa a'aw makwa.

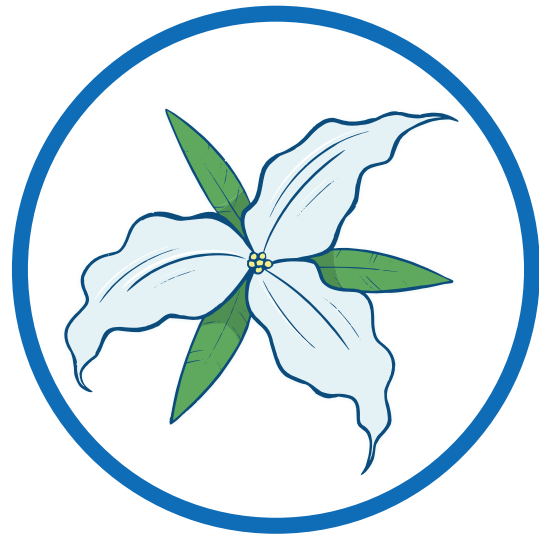
You see the bear.

Who is seen?

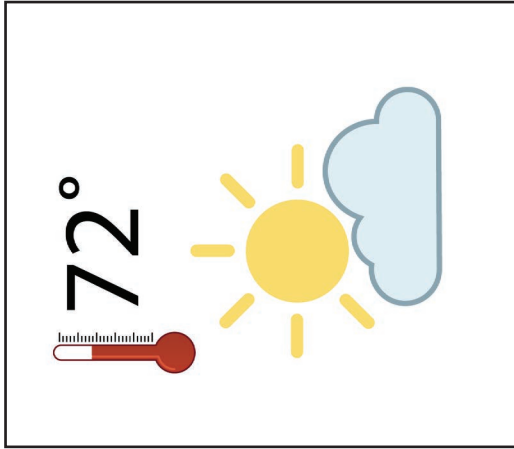
The bear.

UNIT
26

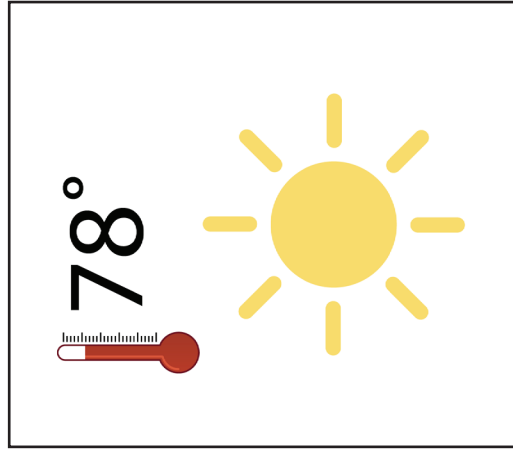
Printouts



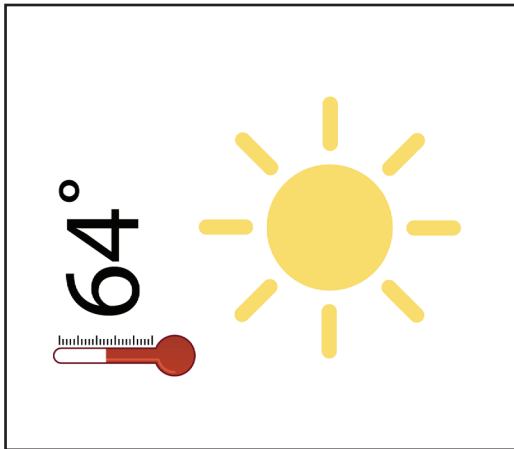
Ojibwe



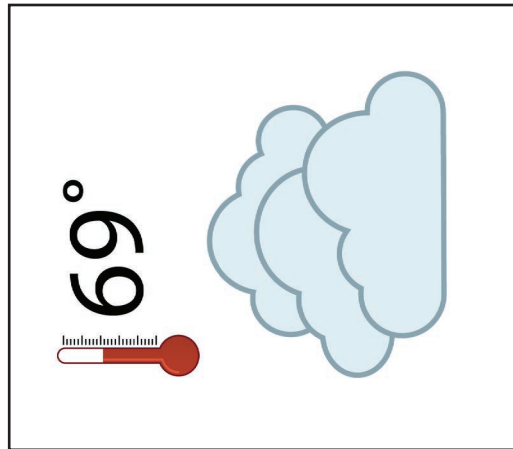
Mino-giizhigad



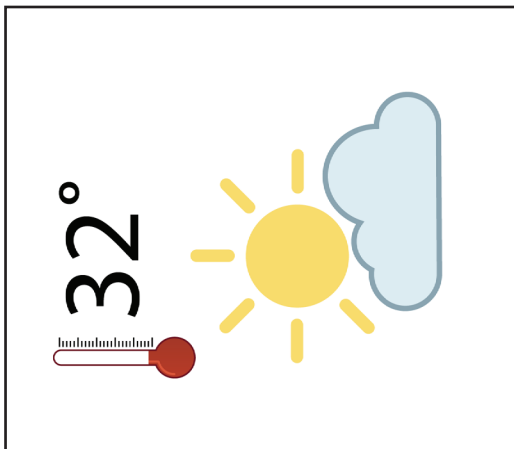
Aabawaa



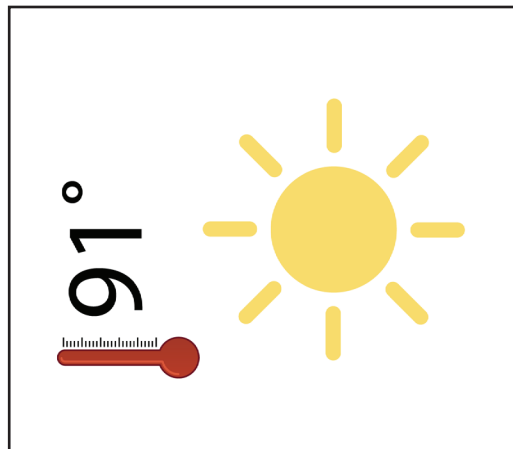
Dakaayaamagad



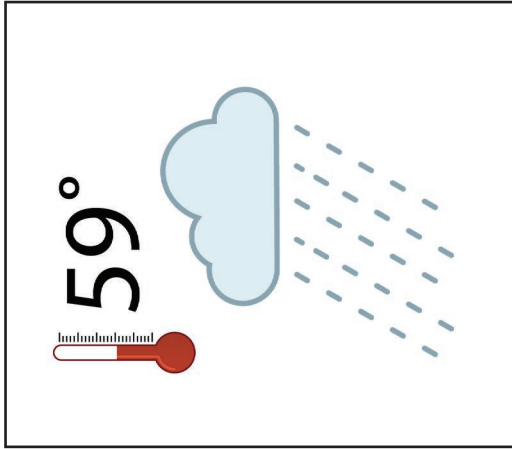
Ningwakwad



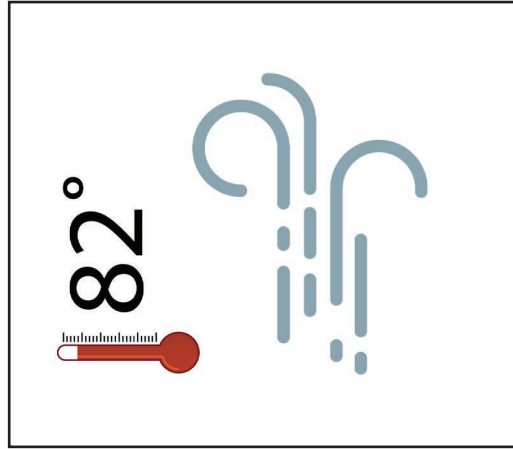
Gisinaa



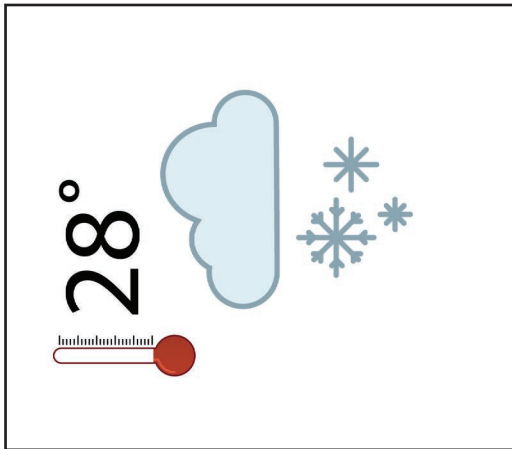
Gizhaate



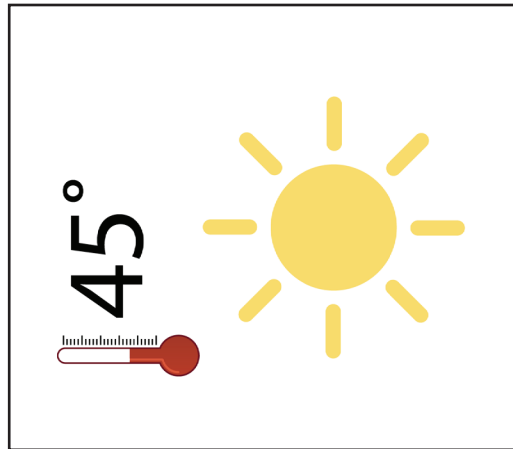
Gimiwan



Noodin



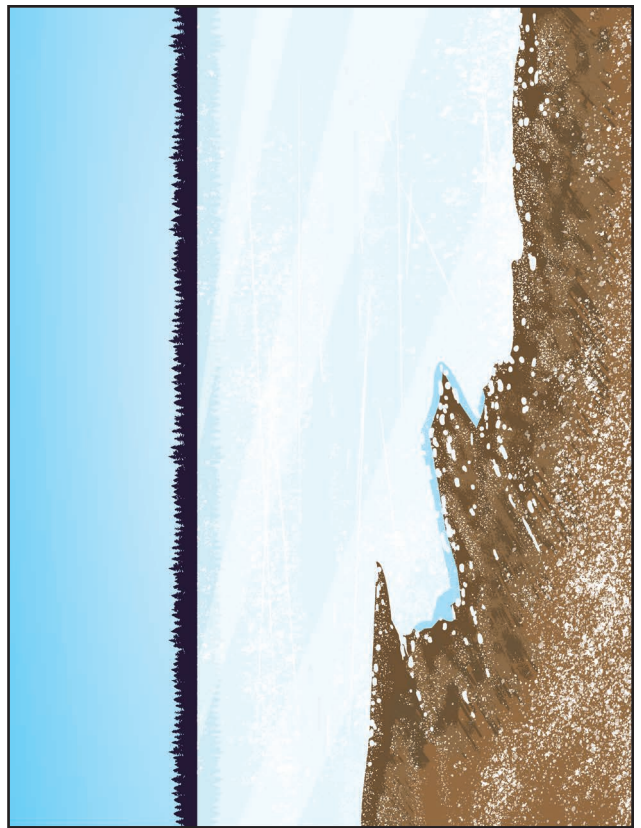
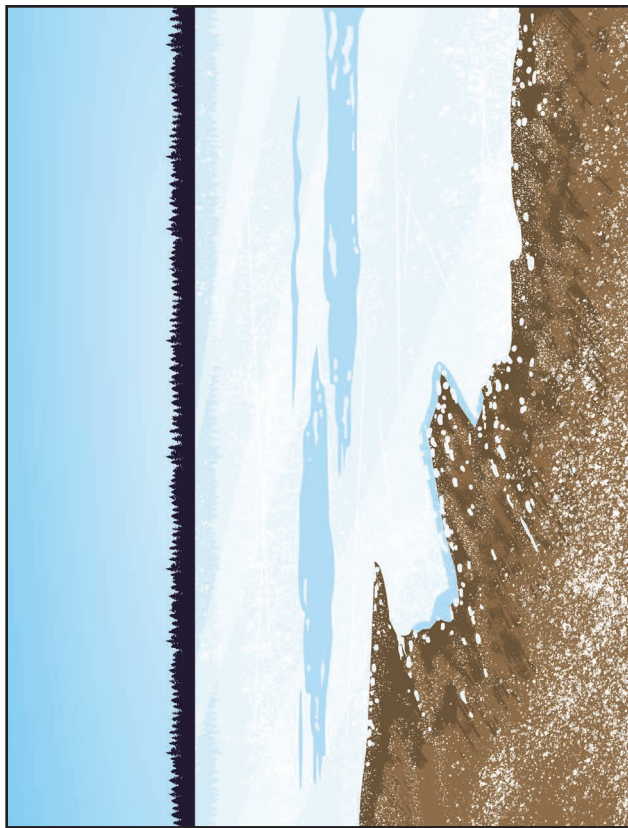
Zoogipon

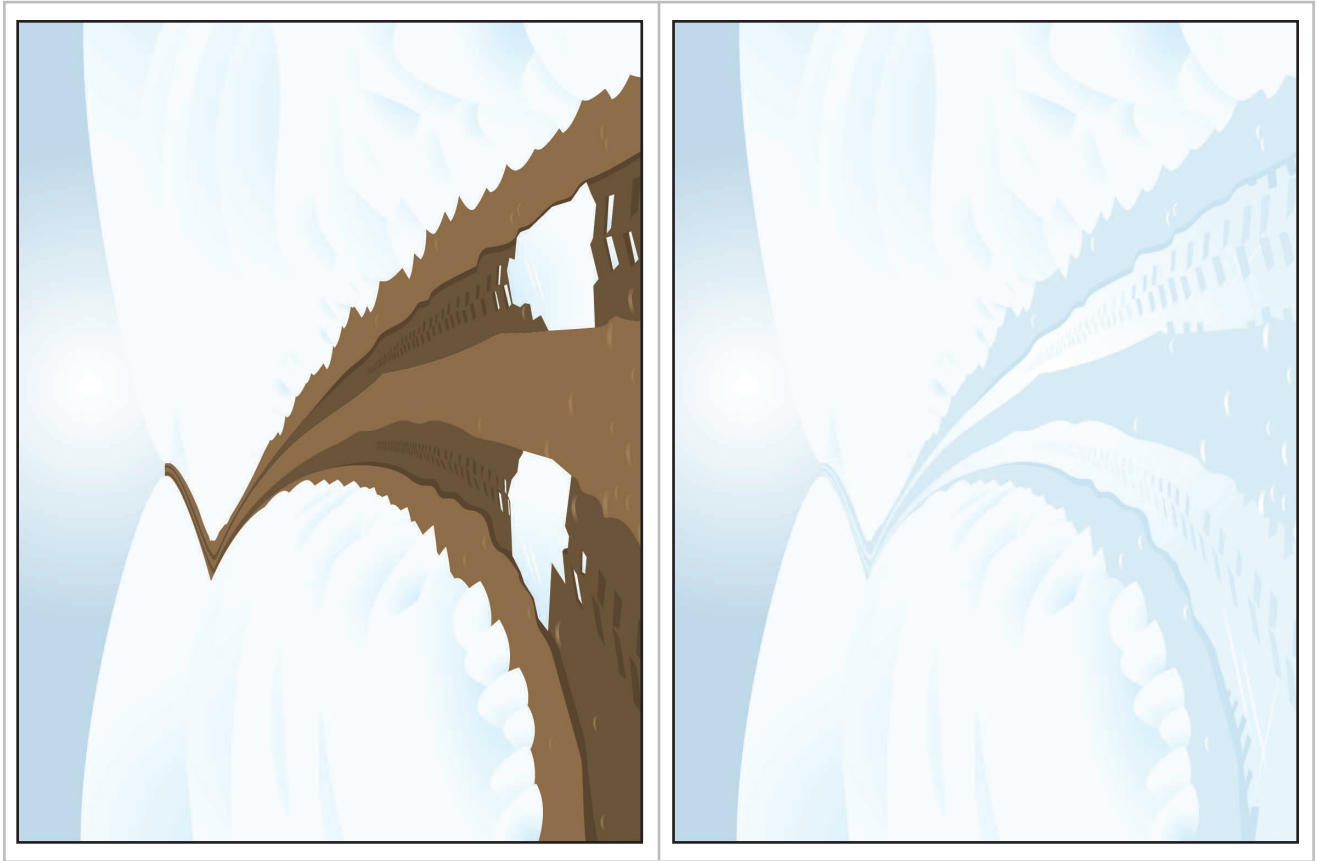


Zakaate



Greeters	Responders
Boozhoo! Mino-giizhigad.	Eya'! Aabawaa.
	Eya'! Maajiigin gakina gegoo!
Boozhoo! Dakaayaamagad.	Eya', ayaangwaamizin! Ozhaashikwaa.
	Eya', gego dakajiken!







Set 1A

Azhigwa gaa-maajidaabii'iweyaan,	gaawiin memwech geyaabi giga-inosesiimin.
Azhigwa ningizod a'aw mikwam,	inga-maajidaabii'iwe.
Azhigwa gaa-nawapwaanikeyaan,	inga-maajaa.
Giga-wiindamaagoom	azhigwa giizhaakonigeyaang.
Giwii-naadamooninim	azhigwa wii-kodameg wa'aw biitoosijigani-bakwezhigan.

Set 1B

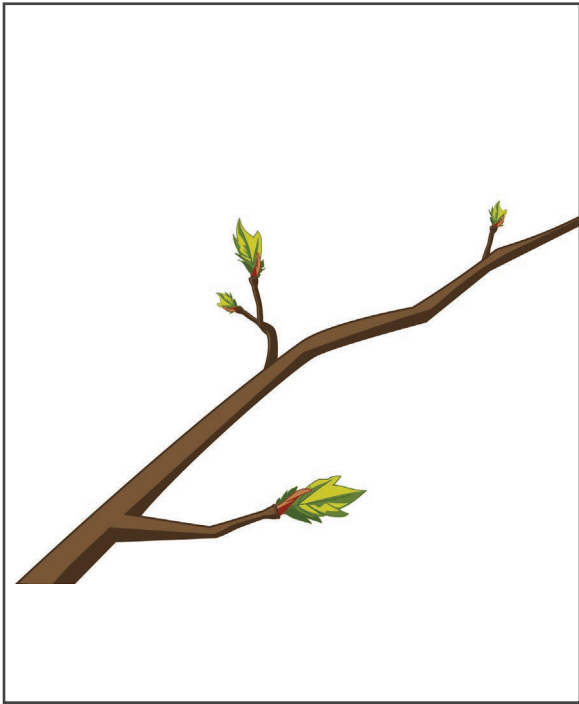
Azhigwa gaa-biinichigeyan,	gidaa-odamin.
Azhigwa gaa-agindaasoyaan,	inga-nibaa.
Azhigwa ani-aabawaag,	da-maajiiginoon waabigwaniin.
Gidaa-diba'ige	azhigwa anokiiyan.
Giga-wiisinimin	azhigwa gaa-jiibaakweyaan.

Set 2A

Azhigwa gaa-maajidaabii'iweyaan,	gaawiin memwech geyaabi giga-inosesiimin.
Azhigwa ningizod a'aw mikwam,	inga-maajidaabii'iwe.
Azhigwa gaa-nawapwaanikeyaan,	inga-maajaa.
Giga-wiindamaagoom	azhigwa giizhaakonigeyaang.
Giwii-naadamooninim	azhigwa wii-kodameg wa'aw biitoosijigani-bakwezhigan.

Set 2B

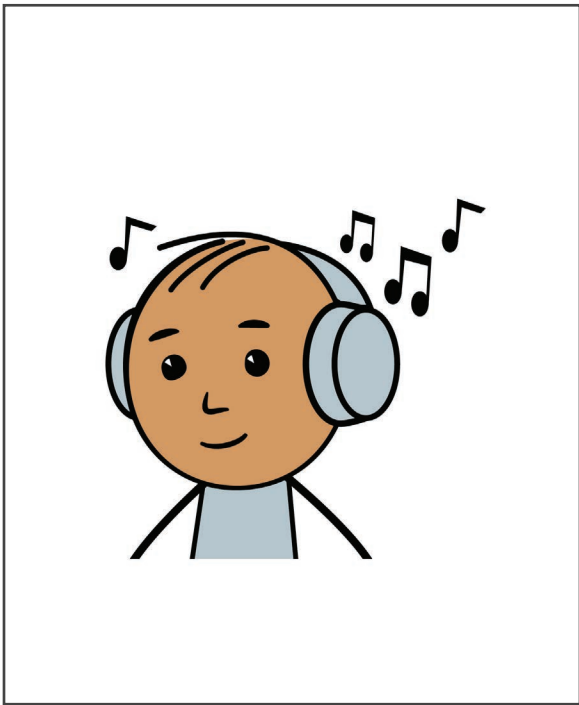
Azhigwa gaa-biinichigeyan,	gidaa-odamin.
Azhigwa gaa-agindaasoyaan,	inga-nibaa.
Azhigwa ani-aabawaag,	da-maajiiginoon waabigwaniin.
Gidaa-diba'ige	azhigwa anokiiyan.
Giga-wiisinimin	azhigwa gaa-jiibaakweyaan.



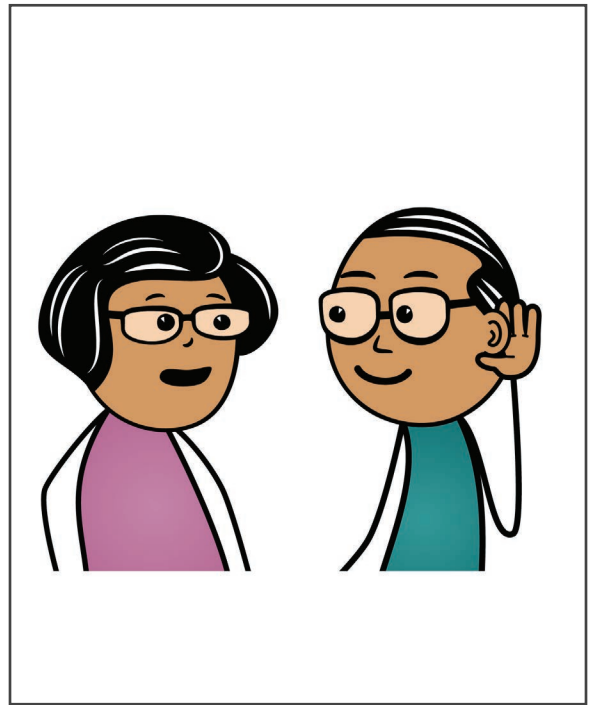
zaagibagaa



nookakamigaa



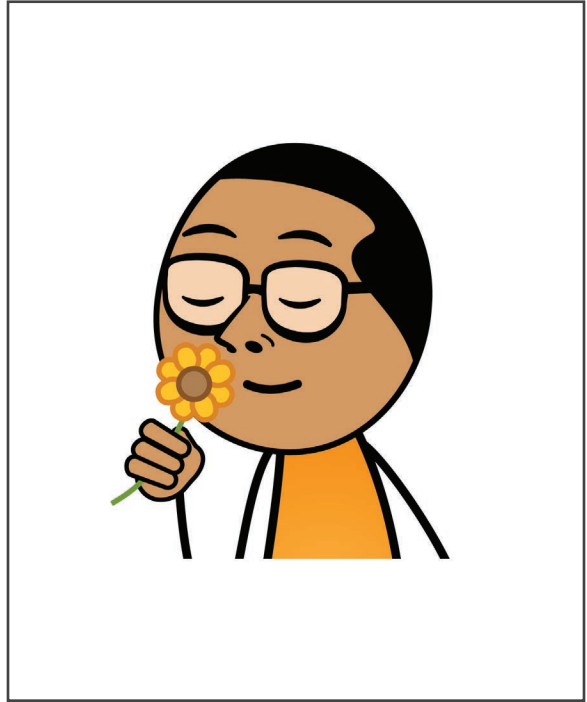
bizindan



noondaw



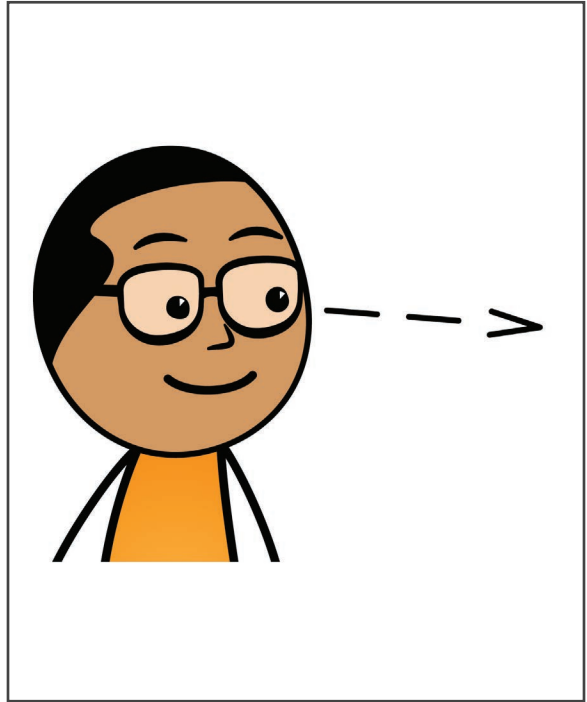
moozhitoon



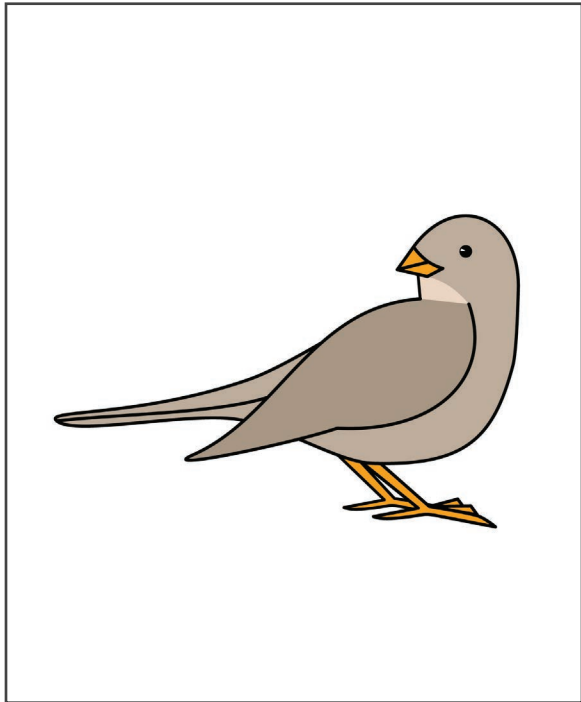
bijimaandan



azhegiwe



inaabi



bineshiinh

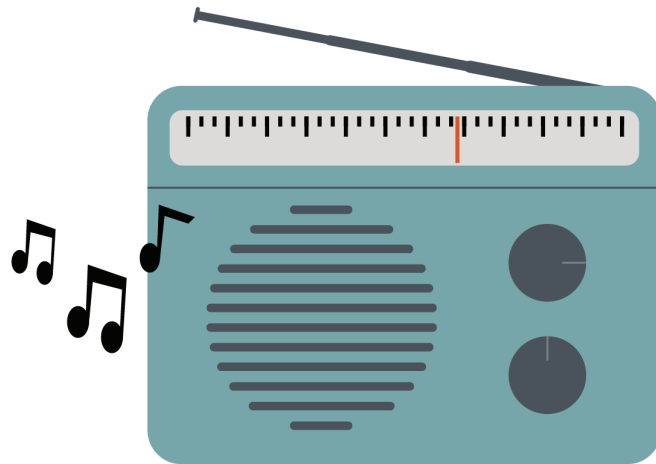


zhiwaagamizigan

webinigan

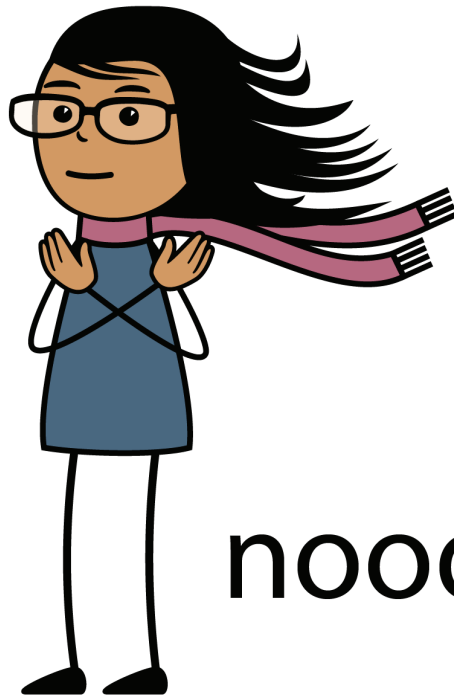


bizindamoo-makak





mazinaatesijigan



nooding

odaabaan

zaaga'igan

adaawewigamig

gikinoo'amaadiwigamig

nibewigamig

abiiwigamig

jiibaakwewigamig

bimibatoowigamig

odaabaan

zaaga'igan

adaawewigamig

gikinoo'amaadiwigamig

nibewigamig

abiiwigamig

jiibaakwewigamig

bimibatoowigamig

odaabaan

zaaga'igan

adaawewigamig

gikinoo'amaadiwigamig

nibewigamig

abiiwigamig

jiibaakwewigamig

bimibatoowigamig

odaabaan

zaaga'igan

adaawewigamig

gikinoo'amaadiwigamig

nibewigamig

abiiwigamig

jiibaakwewigamig

bimibatoowigamig

Positive

Negative



Giin

Giinawaa

Giinawind



bijimaandan

moozhi'o

moozhitoon

bizindan

gojimaanjige

Note to teachers: If possible, print each set on a different color paper. Alternatively, a different mark can be drawn on the back of the cards to represent each set.

doer

niin

doer

giin

doer

wiin

Note to teachers: If possible, print each set on a different color paper. Alternatively, a different mark can be drawn on the back of the cards to represent each set.

receiver

niin

receiver

giin

receiver

wiin

Note to teachers: If possible, print each set on a different color paper. Alternatively, a different mark can be drawn on the back of the cards to represent each set.

doer

niin

doer

giin

doer

wiin

doer

wiinawaa

Note to teachers: If possible, print each set on a different color paper. Alternatively, a different mark can be drawn on the back of the cards to represent each set.

receiver

niin

receiver

giin

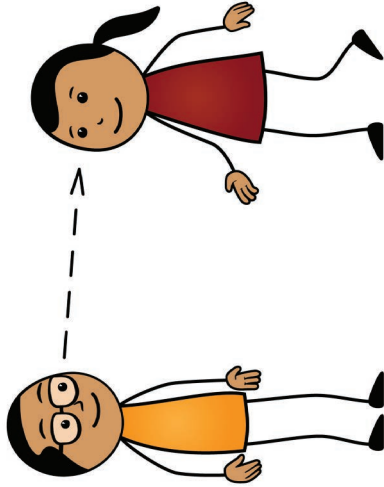
receiver

wiin

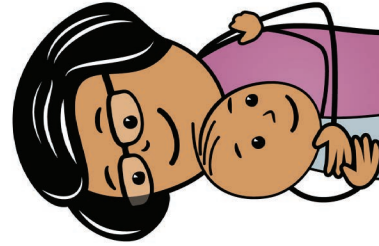
receiver

wiinawaa

Note to teachers: If possible, print each set on a different color paper. Alternatively, a different mark can be drawn on the back of the cards to represent each set.



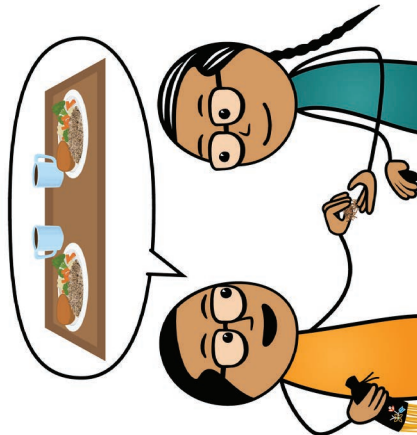
waabam



zaagi'

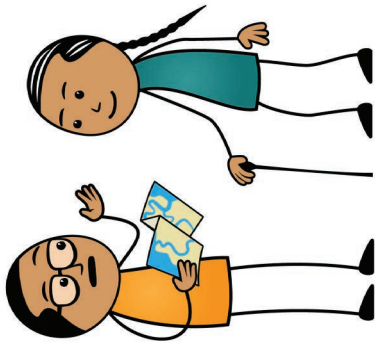


mina'

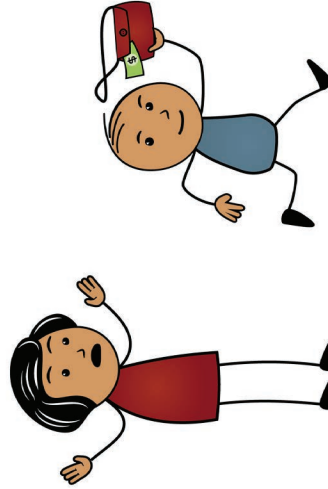


wiikom

Note to teachers: If possible, print each set on a different color paper. Alternatively, a different mark can be drawn on the back of the cards to represent each set.



gagwejim



makam

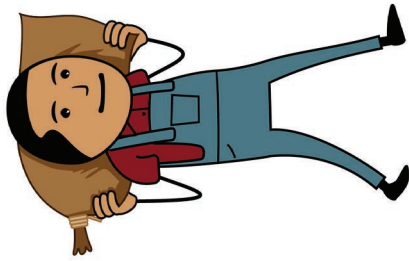


aabaji'

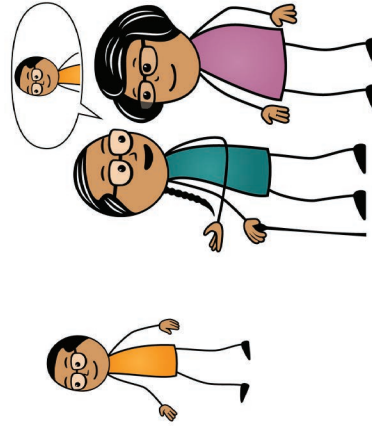


dakon

Note to teachers: If possible, print each set on a different color paper. Alternatively, a different mark can be drawn on the back of the cards to represent each set.



bimoom



dazhim



Name:

Student	Aaniin ezhiwebak noongom?	Aaniin ezhichigeyan noongom?

UNIT
27



Ojibwe

Overview: Amik and Ogimaakwe tap maple trees with Jiingwe. In this unit, you'll learn about the process of making maple syrup, as well as more about animacy and vtas.

LESSON 1: Ozhiga'igeng — *Tapping the trees*

Students will:

- talk about tapping maple trees for syrup
- name different kinds of trees
- use the correct verb type to talk about animate and inanimate things

LESSON 2: Zhiwaagamizigeng — *Making maple syrup*

Students will:

- learn about the process of making maple syrup
- expand vocabulary related to making maple syrup

LESSON 3: Owaabamaan iniw Ininiwan. — *He sees the man.*

Students will:

- review direct and inverse vtas
- recognize fourth-person vtas and when to use them
- use vtas to say that *she* or *he* sees *her*, *him*, or *them*

LESSON 4: Gojichigen Miinawaa. — *Try it again.*

Students will review:

- animacy
- making maple syrup
- vtas with fourth person
- vocabulary related to sugarbush and everyday conversation
- positive A-form vai conjugations for verbs ending in vowels





Lesson 1: Ozhiga'igeng — *Tapping the trees*

OBJECTIVES

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

- talk about tapping maple trees for syrup
- name different kinds of trees
- use the correct verb type to talk about animate and inanimate things

MATERIALS

- Smart board or whiteboard
- Tree Identification Images (Printouts A)
- Ojibwe People's Dictionary
- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Questions and Answers Worksheet (Printouts B)

VOCABULARY

1

mitig(oog) na	<i>tree(s)</i>
inaatig(oog) na	<i>maple tree(s)</i>
mitigomizh(iig) na	<i>oak tree(s)</i>
wanagek(wag) na	<i>bark(s) (of a tree)</i>
bakite'igaans(an) ni	<i>small hammer(s)</i>
anokiiwin(an) ni	<i>work; job(s)</i>

2

minwaabaminaagozi vai	<i>s/he or it (animate) looks good</i>
aawi vai	<i>s/he or it (animate) is a certain thing or being</i>
ozhiga'igaazo vai	<i>it (a tree) is tapped</i>
noondeshin vai	<i>s/he is fatigued; s/he is exhausted (from working)</i>
anwaataa vai	<i>s/he stops doing something</i>

3

izhinaagwad vii	<i>it looks a certain way</i>
gikenjigaade vii	<i>it is known (by someone)</i>



ACTIVITY A Tree identification - Pre-check

Materials

 **Estimated time:** 60 minutes

- Smart board or whiteboard
- Tree Identification Images (Printouts A)
- Ojibwe People's Dictionary

Activity Steps

1. Write the following two responses on the smart board or whiteboard:
 - a. **Mii wa'aw [tree].** (*This is a [tree].*)
 - b. **[Tree] aawi.** (*This is a [tree].*)
2. Make a list of the two types of trees introduced in Unit 27, Lesson 1: **mitigomizh** and **inaaatig** (*oak tree and maple tree*).
 - a. Use the Ojibwe People's Dictionary to search for **inaaatig**. Remind students that they can use the Word Parts section of the dictionary to find more related words.
 - b. Click on **-aatigw** in the Word Parts section. The dictionary will generate a list of words with that word part.
 - c. Scroll the list and discuss what students know about different kinds of trees until you identify the following three additional trees:
 - **mishiiminaatig** (*apple tree*)
 - **wiigobaatig** (*basswood tree*)
 - **wiigwaasaatig** (*birch tree*)
 - d. Introduce the following word and write it on the board:
 - **zhingwaak** (*pine tree*)
3. Use the Tree Identification Images to practice tree names with students. Here are some ideas:
 - a. Play Around the World with the images. Students must identify each tree using the two phrases in Step 1 of this activity.
 - b. Divide the class into small groups. Have them group the images by tree. When they are finished, use the images like flashcards with each group. Students must identify each tree using the two phrases in Step 1 of this activity.
 - c. Go for a walk around the school with the images. Challenge students to match the images to trees around the school and use the phrases in Step 1 of this activity to point out the trees they see.



CULTURE CORNER


It may be difficult for students to identify trees through images. Do your best to activate the community to engage the students in an actual sugarbush! Many community members process maple sap each spring. If you have trouble finding a community member to help, check with your local DNR. If an in-person experience isn't possible, check for videos online, such as these: <https://www.youtube.com/watch?v=jP4DFyggNFU>, <https://www.youtube.com/watch?v=LXPVCcHVfMU>



ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 27, Lesson 1 individually or in groups. (See Unit 27, Lesson 1 Script)

ACTIVITY B Animacy - Asking and answering questions

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Questions and Answers Worksheet, one per student (Printouts B)
- Ojibwe People's Dictionary

 **Estimated time:** 45 minutes

Activity Steps

1. As a group, review Explore animacy and Practice animacy in Unit 27, Lesson 1.
2. Create a T-chart on the smart board or whiteboard. Label one side **Aya'aag** (*animate things*) and the other **Ayi'iin** (*inanimate things*).
3. Have students come to the board and write animate and inanimate objects in the T-chart.
 - a. Students should write in Ojibwe. If they think of an English language example, help them find the Ojibwe word using the Ojibwe People's Dictionary.
 - b. If you want to focus on maple sugar vocabulary, you can use the Sugaring category within the Ojibwe People's Dictionary: <https://ojibwe.lib.umn.edu/category/dictionary/sugaring>
4. Give each student a copy of the Questions and Answers Worksheet.



TEACHER'S TIP

If necessary, review word order when asking questions (Unit 25, Lesson 4, Word order) and making negative statements (Unit 25, Lesson 2, Review verb conjugations). This may help students to construct their sentences more accurately.



5. Show students how to use the worksheet by completing the first two sentences as a group.
 - a. Use the question chart to identify a verb and an object to ask a question. For an example, use the question: **Minwaabaminaagozi na a'aw ininaatig?** (*Does the maple tree look good?*)
 - b. Show students how to answer the question.
Eya', minwaabaminaagozi a'aw ininaatig. (*Yes, the maple tree looks good.*)
6. Give students individual work time to write a question in each Question box on their worksheet. As they work, move around the classroom to make sure students are pairing animate and inanimate objects with the correct verbs.
7. After students have finished writing questions, they exchange their worksheets with a partner. On the new worksheet, students answer each question.
8. When all students have asked and answered questions on the worksheet, have them move around the room and use their worksheet to ask and answer questions with their peers. Listen to make sure that they are pairing animate and inanimate objects with the correct verbs.

ACTIVITY C Vocabulary stories

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe People's Dictionary

Estimated time: 60 minutes

Activity Steps

1. Review Unit 27, Lesson 1 Vocabulary 1, 2, and 3 as a group or independently.
2. Challenge each student to write a short paragraph using at least ten of the new vocabulary words.
 - a. Students can use as many other words from outside this lesson as they want.
 - b. Encourage students to use the Ojibwe People's Dictionary and Rosetta Stone Ojibwe to find more vocabulary words.
3. When students have finished, have them read their paragraph to the class.



TEACHER'S TIP

Have students exchange their stories and translate them for each other!



Lesson 2: Zhiiwaagamizigeng — Making maple syrup

OBJECTIVES

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

- describe the process of making maple syrup
- use more vocabulary related to making maple syrup

MATERIALS

- Large chart paper or whiteboard
- GLIFWC **Iskigamizigan (Sugarbush) Mazina'igan** Supplement (printed or online), (https://glifwc.org/publications/pdf/Iskigamizigan_Supplement.pdf)
- Computers or tablets
- Rosetta Stone Ojibwe
- Smart board or projector
- Cell phones or tablets
- Red Cliff Band of Lake Superior Chippewa's Sugarbush web page (<https://www.redcliff-nsn.gov/sugarbush/>)
- Script Cards (Printouts C)
- Lesson 2 Script
- Running Dictation Prompts (Printouts D)

VOCABULARY

1

nandawaabam vta	<i>look for someone or something (animate)</i>
ozhiga' vta	<i>tap a tree (to get sap)</i>
agoodoon vti	<i>hang something</i>
iskigamizan vti	<i>boil something down</i>

2

endaso-giizhik adverb	<i>every day</i>
naadoobii vai	<i>s/he gathers sap</i>
ziinzibaakwadaaboo ni	<i>maple sap</i>



ACTIVITY A Great Lakes Indian Fish and Wildlife Commission

Materials

 **Estimated time:** 60 minutes

- Large chart paper or whiteboard
- GLIFWC **Iskigamizigan (Sugarbush) Mazina'igan** Supplement (printed or online), one per student (https://glifwc.org/publications/pdf/Iskigamizigan_Supplement.pdf)
- Computers or tablets (optional)


Activity Steps

1. Set up a KWL (Know, Want to Know, Learned) chart on a piece of large chart paper or whiteboard.
 - a. Ask students what they know about sugarbush, including information they learned in Unit 27, Lesson 1. Record this information in the Know column.
 - b. Ask students what questions they still have or what else they want to know about sugarbush. Record their questions in the Want to Know column.
 - c. Leave the KWL chart visible for the rest of this activity.
2. Students read and complete pages 3–12 of the GLIFWC **Iskigamizigan (Sugarbush) Mazina'igan** Supplement.
3. Have students compare answers to check for accuracy.
4. Have a group discussion, identifying new information students learned while reading.
 - a. Write new information in the Learned column of the KWL chart.
 - b. Identify whether any questions in the Want to Know column were answered in the GLIFWC **Iskigamizigan (Sugarbush) Mazina'igan** Supplement. If so, put a check mark next to those questions.
 - c. If students have remaining questions, brainstorm how they could find answers, for example by asking a knowledgeable community member or finding another trustworthy source of information. Following up on these questions could be a good homework assignment!

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 27, Lesson 2 individually or in groups. (See Unit 27, Lesson 2 Script)



ACTIVITY B Make a language video

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Cell phones or tablets
- Red Cliff Band of Lake Superior Chippewa's Sugarbush web page (<https://www.redcliff-nsn.gov/sugarbush/>)

 **Estimated time:** 45 minutes

Activity Steps

1. Watch the first three videos from Red Cliff Band of Lake Superior Chippewa's Sugarbush page as a group (<https://www.redcliff-nsn.gov/sugarbush/>).
2. Students watch the rest of the videos in pairs.
3. Student pairs use their phones to record their own vocabulary videos, using the new vocabulary in this lesson.
 - Encourage students to act out or illustrate each word in their videos.



TEACHER'S TIP

Have students vote on their favorite video for each word. Get permission to post these videos on the school's social media and/or website.

ACTIVITY C Say what?

Materials

- Script Cards, one set per group of three students (Printouts C)
- Lesson 2 Script, one copy

 **Estimated time:** 30 minutes

Activity Steps

1. Divide the class into groups of three.
2. Give each group one set of Script Cards.
3. Students work together in their small groups to put their set of Script Cards in the correct order based on memory and reading comprehension.
4. When each group has finished, they read you their script, with each student reading part of the script. You may want to have a copy of the Lesson 2 Script on hand to assist students with this activity, and to follow along when they're ready to read their sets to you.



ACTIVITY D Running dictation

Materials

 **Estimated time:** 30 minutes

- Running Dictation Prompts, one copy (Printouts D)
- Rosetta Stone Ojibwe
- Smart board or projector

Activity Steps

1. Print, cut out, and post the Running Dictation Prompts around the classroom.
2. Review Unit 27, Lesson 2, Vocabulary 1 and 2 as a group.
 - Write all vocabulary words on the board and have students translate them.
3. Group students into pairs.
4. Have students create an answer sheet with lines labeled as follows:
A AA B C CH D E G
5. Each student will write four sentences and run for four sentences.
6. When students have finished, have them read their sentences aloud to each other.



Lesson 3: Owaabamaan iniw Ininiwan. — *He sees the man.*

OBJECTIVES

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

- use direct and inverse vtas in appropriate contexts
- recognize fourth-person vtas and when to use them
- use vtas to say that *she* or *he* sees *her*, *him*, or *them*


MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Vtas Cards (Printouts J from Unit 26)
- Story Full of Blanks (Printouts E)
- Smart board or whiteboard

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 27, Lesson 3 individually or in groups. (See Unit 27, Lesson 3 Script)



ACTIVITY A **Zhooshkogaabawing** — *Sliding around*

Materials

 **Estimated time:** 45 minutes

- Vtas Cards, one set per pair or group of students (Printouts J from Unit 26)

Activity Steps

1. Group the class into pairs or small groups and hand each group a set of Vtas Cards from Unit 26, Printouts J.
 - Students remove the **wiinawaa** card from each pile.
2. Students sort their cards into three piles: Verbs, Doers, and Receivers. Students place the cards face down on the table in their three piles.
3. Students then draw one card from each pile and work to form the corresponding sentence.
 - a. For example, if students draw Verb: **waabam**, Doer: **wiin**, and Receiver: **giin**, they should come up with and write down **Giwaabamig**.
 - b. Students complete this process five times to produce and write down five sentences.
 - c. The instructor should monitor and assist students to ensure accuracy.
4. Gather all student-produced sentences.
5. Check whether students remember and understand direct and inverse vta forms. If necessary, review Unit 26, Lesson 3, Look and listen and Explore vtas 2.
 - If students need to practice, have them review Unit 26, Lesson 3, and Unit 27, Lesson 3, Explore vtas 1 and Practice vtas 1.
6. Play **Zhooshkogaabawing**:
 - a. All students line up in a single-file row facing the instructor.
 - b. Read student-produced sentences aloud.
 - i. When students hear an inverse sentence, they should step to their left. For example, if the sentence is **Giwaabamig a'aw makwa!**, the sentence is inverse, and students should step to the left.
 - ii. When students hear a direct sentence, they should step to their right. For example, if the sentence is **Giwaabamaa na?**, the sentence is direct, and students should step to their right.
 - iii. Students who step in the wrong direction are eliminated from the game. When a student is eliminated, they lead the activity by reading the sentences aloud to the group.
 - c. Repeat until only one player remains.



ACTIVITY B Story full of blanks

Materials

- Story Full of Blanks, one per student (Printouts E)

Estimated time: 20 minutes

Activity Steps

1. Students review Unit 27, Lesson 3, Explore vtas 1–4.
2. Students complete the Story Full of Blanks worksheet individually.
3. When students finish, they can read their story aloud to a partner to check for accuracy. Use this key to check student work:

Shh! Bizaan! Giwaabamaa na a'aw makwa?

Eya', niwaabamaa a'aw makwa. Giwaabamaa na a'aw inini?

Eya', niwaabamaa a'aw inini.

Owaabamaan ina iniw makwan a'aw inini?

Gaawiin. Gaawiin owaabamaasiin iniw makwan a'aw inini.

Makwa dash? Owaabamaan ina iniw ininiwan a'aw makwa?

Eya', owaabamaan azhigwa iniw ininiwan.

Owaabamaan iniw makwan a'aw inini.

Owaabamaan iniw ininiwan a'aw makwa.



ACTIVITY C Who's who?

Materials

- Smart board or whiteboard

 **Estimated time:** 30 minutes

Activity Steps

1. Write the following four words on the smart board or whiteboard:
 - a. **gikenim** (*know about someone*)
 - b. **minotaw** (*like how s/he sounds*)
 - c. **naadamaw** (*help someone*)
 - d. **zhawenim** (*take pity on someone; have compassion for someone; love someone*)
2. Have students translate each word into English as a group. Students should be able to recall each word, but may use a dictionary if necessary.
3. Write a sentence on the board that is true for you as the instructor, with you as the doer. Sentences should look like this:
 - a. **Ningikenimaa Niizhoogaabawikwe.** (*I know Niizhoogaabawikwe.*)
 - b. **Niminotawaa a'aw Taylor Swift.** (*I like how Taylor Swift sounds.*)
 - c. **Ninaadamawaa nishiime.** (*I help my younger sibling.*)
 - d. **Nizhawenimaa a'aw nookomis.** (*I love my grandmother.*)
4. Have students write a sentence, with themselves as the doer, which identifies someone they know, like hearing, help, and love.
5. When students finish writing their sentences, they go around the room and find someone who has a matching sentence for each word. Students should ask each other the following questions:
 - a. **Gigikenimaa na a'aw ____?** (*Do you know ____?*)
 - b. **Giminotawaa na a'aw ____?** (*Do like how ____ sounds?*)
 - c. **Ginaadamawaa na a'aw ____?** (*Do you help ____?*)
 - d. **Gizhawenimaa na a'aw ____?** (*Do you love ____?*)
6. Responding students should answer by saying either **eya'** or **gaawiin**.
7. When students find someone who has something in common with them, they should take note on the paper where their sentences are written.
8. When students have finished asking each other questions, give them time to write new sentences. These new sentences use the same verbs, but show what their peers said. For example, if they found a peer who also helps their younger sibling, their sentence should read:
 - **Onaadamawaan oshiimeyan a'aw [student name].** (*[Student name] helps their younger sibling.*)
9. Make your way around the classroom and assist students as they write these new sentences.



Lesson 4: Gojichigen Miinawaa. — *Try it again.*

OBJECTIVES

Students will review:

- animacy
- making maple syrup
- vtas with fourth person
- vocabulary related to sugarbush and everyday conversation
- positive A-form vai conjugations for verbs ending in vowels


MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe Language Notebooks
- Around the World Prompt Cards (Printouts F)
- Smart board or whiteboard

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 27, Lesson 4 individually or in groups. (See Unit 27, Lesson 1 Script)



ACTIVITY A Conjugation review

Materials

 **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe Language Notebooks

Activity Steps

1. Students review Rosetta Stone Ojibwe Unit 16, Lesson 3, Conjugations through Summary, as a group.
2. Students copy the B-form conjugation chart in their Ojibwe Language Notebooks. This chart should have its own page in their notebooks.
 - Make sure students leave room at the bottom of the page to practice the conjugation.
3. Students practice conjugating *vais* in B form by writing sentences below the conjugation chart on their notebook page using the following words:
 - a. **ikido** (*s/he says*)
 - b. **gashki'ewizi** (*s/he accomplishes; s/he succeeds*)
 - c. **abi** (*s/he or it (animate) sits in a certain place; s/he or it (animate) is at home*)
 - d. **aawi** (*s/he or it (animate) is a certain thing or being*)
 - e. **bimibatoo** (*s/he runs*)
4. When students finish, have them read their sentences aloud to a partner.

ACTIVITY B Around the world

Materials

 **Estimated time:** 30 minutes

- Around the World Prompt Cards, one set (Printouts F)

Activity Steps

1. Play Around the World using the Prompt Cards for this lesson.
 - 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. Show the students one red and one blue prompt card at the same time. The first student to accurately conjugate the shown verb in B 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 an empty chair wins.



ACTIVITY C Word tennis

Materials

- Smart board or whiteboard

Estimated time: 30 minutes

Activity Steps

1. Write the following words on the board for students to refer to during the game:
 - a. **noondeshin** (*s/he is fatigued; s/he is exhausted (from working)*)
 - b. **ozhiga'igaazo** (*it (a tree) is tapped*)
 - c. **anwaataa** (*s/he stops doing something*)
 - d. **aawi** (*s/he or it (animate) is a certain thing or being*)
 - e. **abi** (*s/he or it (animate) sits in a certain place; s/he or it (animate) is at home*)
 - f. **gashki'ewizi** (*s/he accomplishes; s/he succeeds*)
 - g. **ikido** (*s/he says*)
2. Tell students that the goal of this game is to say as many B-form vais as they can recall.
3. Have two students stand facing each other.
4. One student starts by saying a B-form vai. The next student has three seconds to say a different B-form vai. They may use the same verb or the same person, but not the same verb being done by the same person.
5. This process repeats as students go back and forth saying B-form vais.
6. The first student to not think of a B-form vai in three seconds, or to repeat a form that has already been used, is out.
7. The winning student plays again against another student in class.

UNIT
27

Scripts



Ojibwe

Ozhiga'igeng Tapping the trees

Ojibwe



Amik	Nashke, Nizhishenh! Minwaabaminaagozi wa'aw mitig. <i>Look, Cross-uncle! This tree looks like a good one.</i>
Jiingwe	Baabii'on. Inga-bi-izhaa iwidi. <i>Wait a minute. I'll be right there.</i>
Amik	Nashke. Mii gaye wa'aw. <i>Look. Here's another one.</i>
Jiingwe	Mii na wa'aw gaa-izhinoo'wad? Gaawiin inaatig aawisiin. Mitigomizh aawi. <i>Is this the one you pointed to? This isn't a maple tree. It's an oak.</i>
Amik	Hay'. Wa'aw dash? <i>Oops. How about this one?</i>
Jiingwe	En'. Inaatig aawi. Minjiminan o'ow bakite'igaans. <i>Yes, this one's a maple. Hold this hammer.</i>
Amik	Mii na gaye wa'aw? <i>Is this another one?</i>
Jiingwe	Niningwanis, mii a'aw mitigomizh miinawaa. Giwaabamaa na a'aw wanagek? Bakaan igo izhinaagozi. <i>Nephew, that is an oak tree again. See the bark? It looks different.</i>
Amik	Oh, niwaabandaan azhigwa. <i>Oh, yeah. I see it now.</i> Aaniin, Nimis. <i>Hey, Sis.</i>
Ogimaakwe	Aaniin, Nichiim. Aaniin, Nizhish. Aaniin minik gaa-ozhiga'igaazojig? <i>Hey, Brother. Hey, Cross-uncle. How many trees have been tapped?</i>
Jiingwe	Niishtana ganabaj. <i>I think twenty.</i>
Ogimaakwe	Mii na, niishtana? Howa, ginitaawichigem. <i>Really? Twenty? Good work, guys.</i>
Amik	Eya', gaawiin weweni ingikenimaasiig ingiw inaatigoog. <i>Yeah, it's not easy to recognize maple trees.</i> Nawaj igo zanagad azhigwa gaa-pinaakwiwaad ingiw mitigoog! <i>It's harder when the trees' leaves have fallen!</i>
Ogimaakwe	Gaawiin ingodino. Gaawiin wenipanasinooon da-gikenjigaadeg o'ow. <i>Don't worry about it. It's not easy to learn this.</i>

Ozhiga'igeng Tapping the trees (continued)

Ojibwe



Amik	Mii na de-minik? Ninoondeshin. <i>Is that enough? I'm exhausted (from working).</i>
Jiingwe	En'. Ambe anwaataadaa. Niwenda-bakade gosha. <i>Yeah, let's quit. I'm really hungry.</i> Nawaj waabang gidaa-dazhiikawaanaanig. <i>We'll do more tomorrow.</i>
Amik	Eya'. Inga-wenda-minwendaan giizhiitaayang. Zanagad o'ow anokiiwin. <i>Yeah. I'll be glad when we finish. This is hard work.</i>
Ogimaakwe	Mii go geget. Giizhi-iskigamizigeyang, giga-ayaamin dash niibowa zhiiswaagamizigan wenda-minopogwak. <i>It is. But when we're done boiling it down, we'll have lots of good-tasting maple syrup.</i>

Zhiiwaagamizigeng

Making maple syrup

Ojibwe



Wii-iskigamizigeyan, mii onow ge-aabajitooyanin:

If you want to make maple syrup, this is what you'll use:

bagone'igan

drill and bit

negwaakwaanan

taps

bakite'igaans

a hammer

mashkimodan

bags

akikoog

buckets

iskigamiziganaabik

an evaporator pan

gwaaba'igan

a ladle

miinawaa misan.

and firewood.

Mii dash da-nandawaabamadwaa ingiw ininaatigoog.

Then you'll find some maple trees.

Mii dash da-ozhiga'wadwaa ingiw mitigoog.

Then you'll tap the trees.

Mii dash da-zhegosidooyan iniw negwaakwaanan.

Then you'll put taps in each tree.

Mii imaa da-agoodooyan iniw mashkimodan negwaakwaaning.

That's where you'll hang the bags on the taps.

Endaso-giizhik giga-bi-azhegiwe da-naadoobiyan.

Every day you'll come back and collect sap.

Iskigamizan i'iw ziinzibaakwadaaboo imaa iskigamiziganaabikong.

Then you'll boil the sap down in a big pan.

Minopidan i'iw zhiiwaagamizigan gaa-ozhitooyan!

Enjoy the taste of the syrup that you made!

Owaabamaan iniw Ininiwan.
He sees the man.



Ikwe	Shh! Bizaan! Giwaabamaa ina a'aw makwa? <i>Shh! Quiet! Do you see the bear?</i>
Inini	Eya', niwaabamaa a'aw makwa! <i>Yes, I see the bear!</i>
Ikwe	Giwaabamaa ina a'aw inini? <i>Do you see the man?</i>
Inini	Eya', niwaabamaa a'aw inini! <i>Yes, I see the man!</i>
Ikwe	Owaabamaan ina iniw makwan a'aw inini? <i>Does the man see the bear?</i>
Inini	Gaawiin. Gaawiin owaabamaasiin iniw makwan a'aw inini. <i>No. The man doesn't see the bear.</i> Nashke! Owaabamaan iniw makwan a'aw inini azhigwa! <i>Hey! Now the man sees that bear!</i>
Ikwe	Makwa dash? Owaabamaan ina iniw ininiwan a'aw makwa? <i>What about the bear? Does the bear see the man?</i>
Inini	Owaabamaan azhigwa iniw ininiwan! <i>He sees the man now!</i>

Let's look at some of those sentences again. In this one, how do you know who sees whom?

Owaabamaan iniw makwan a'aw inini.

We have a third person and a fourth person in this sentence.

You can tell the bear is fourth person because it has a fourth-person ending and uses the fourth-person pointer word **iniw**.

The **-aa** in the verb tells you this form is direct.

That means the fourth person—**makwan**—is the receiver of the action in this sentence.

Owaabamaan iniw makwan a'aw inini.

The man sees the bear.

Because the verb form is direct, the doer of the action is the third-person **inini**.

So in this sentence, the man sees the bear.

Owaabamaan iniw makwan a'aw inini.

The man sees the bear.

Owaabamaan iniw Ininiwan.
He sees the man. (continued)

Ojibwe



Let's try another one. Who is the receiver of the action, the man or the bear?

Owaabamaan iniw ininiwan a'aw makwa.

Once again, we have a direct verb form. The man is the receiver in this sentence. The bear is the doer. The bear sees the man.

Owaabamaan iniw ininiwan a'aw makwa.

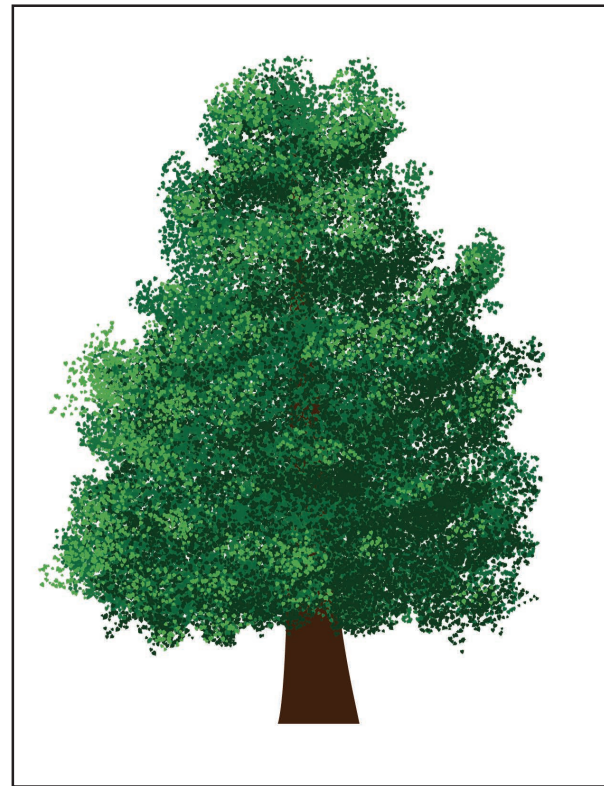
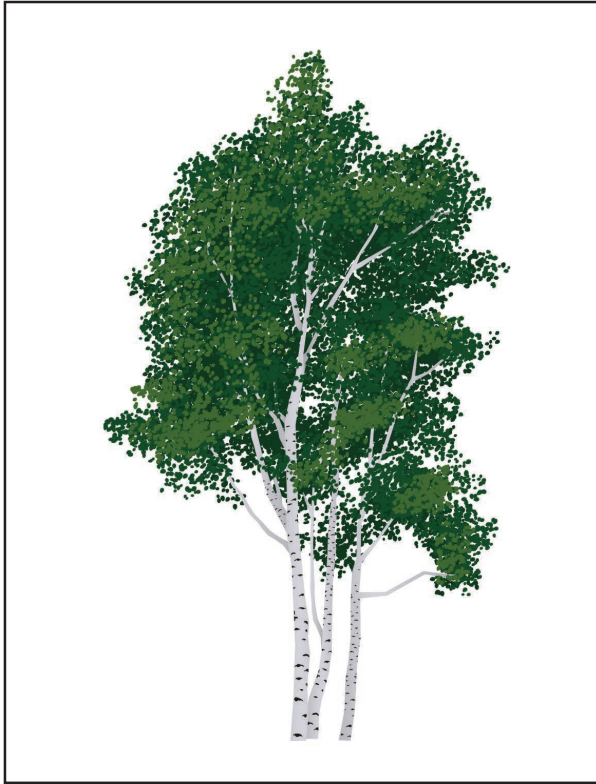
The bear sees the man.

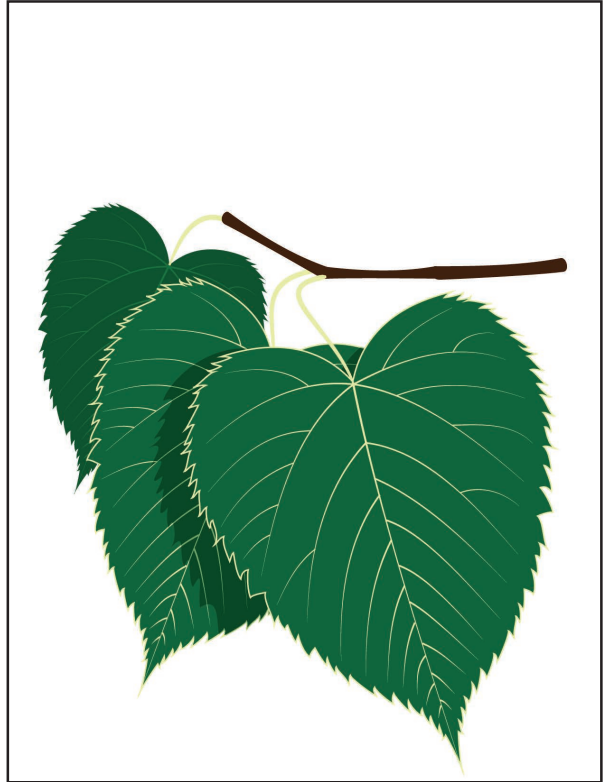
UNIT
27

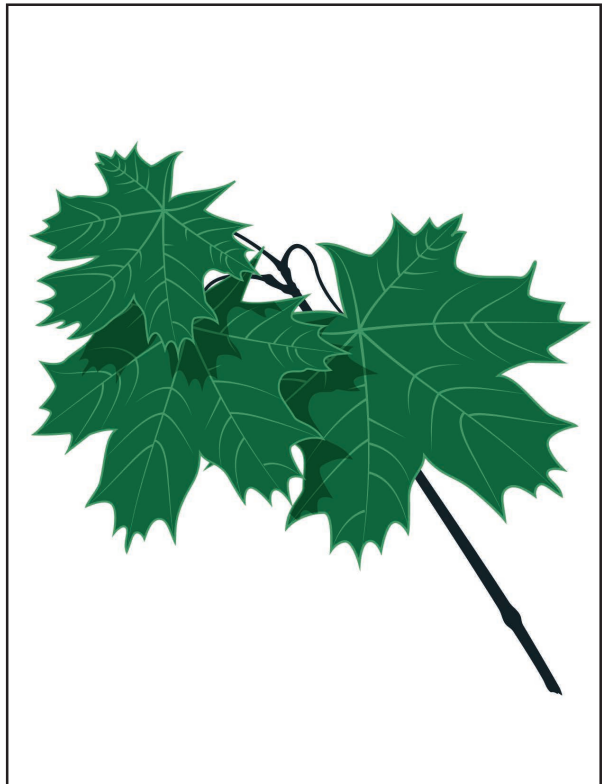
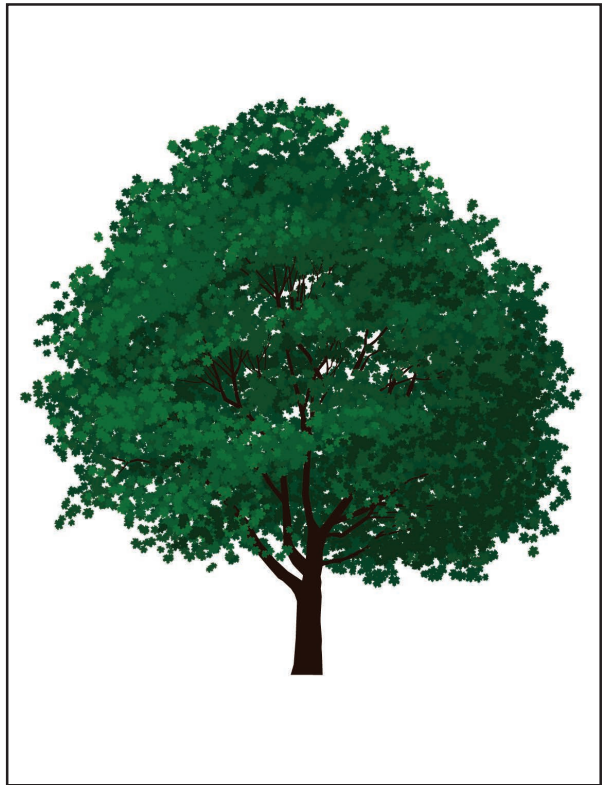
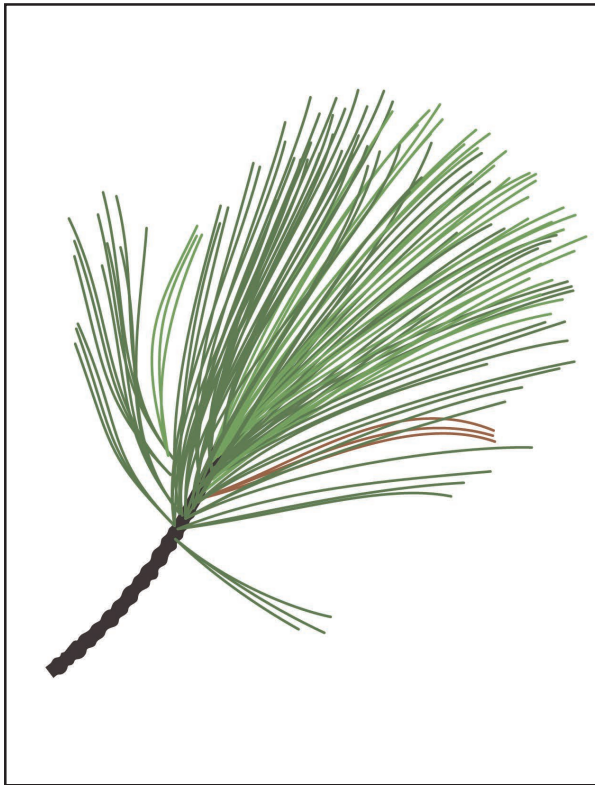
Printouts

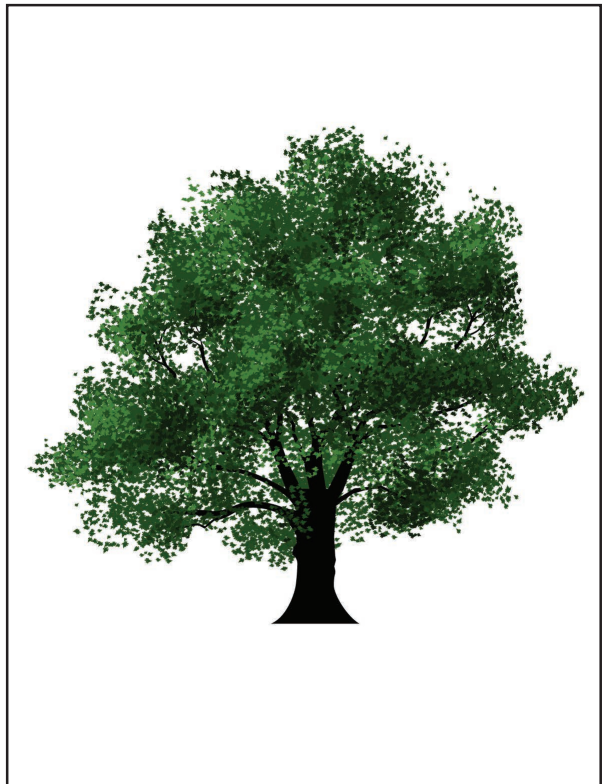
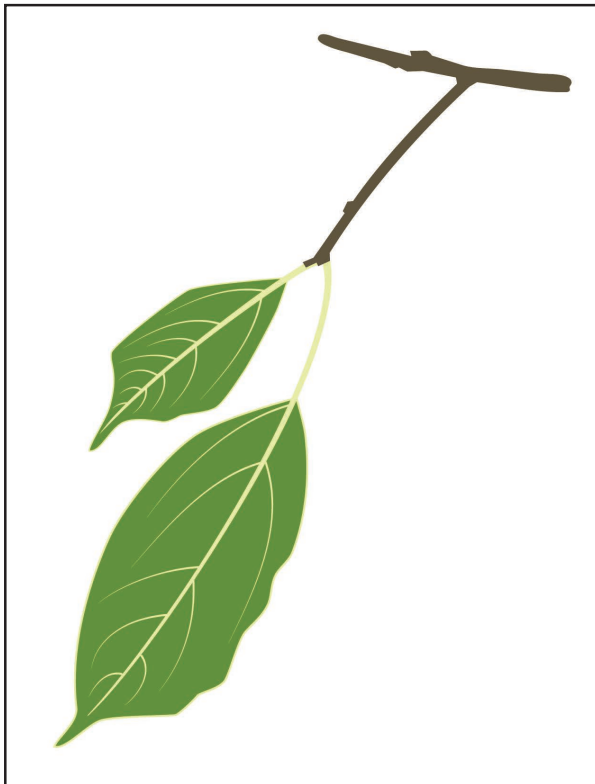


Ojibwe













Name:

Objects	Question word	Verb (animate/inanimate)	Negative
Animate: ininaatig mitigomizh Inanimate: bakite'igaans mazina'igan	na ina	minwaabaminaagozi/ minonaagwad aawi/aawan abi/ayaa agaashiinyi/agaasaa mindido/michaa	siin/ziin sinoon/zinoon

Question:

Answer:

Question:

Answer:

Question:

Answer:

Question:

Answer:

Question:

Answer:

Question:

Answer:

Question:

Answer:

...akikoog, iskigamiziganaabik, gwaaba'igan miinawaa misan.

Mii dash da-ozhiga'wadwaa ingiw mitigoog.

Endaso-giizhik giga-bi-azhegiwe da-naadoobiiyan.

Mii dash da-zhegosidooyan iniw negwaakwaanan.

Iskigamizan i'iw ziinzibaakwadaaboo imaa iskigamiziganaabikong.

bagone'igan, negwaakwaanan, bakite'igaans, mashkimodan

Mii imaa da-agoodooyan iniw mashkimodan negwaakwaaning.

Mii dash da-nandawaabamadwaa ingiw ininaatigoog.

Wii-iskigamizigeyan, mii onow ge-aabajitooyanin:

Minopidan i'iw zhiywaagamizigan gaa-ozhitooyan!

A. Gidaa-naadoobiim endaso-giizhik.

AA. Howa! Niibowa ziinzibaakwadaaboo gidaa-iskigamizaamin!

B. Aaniin apii wii-o-naadoobiiyang, Nimishoo?

C. Ininaatigoog ina ginandawaabamaawaag?

CH. Ingii-ozhiga'waag ashi-niizhwaaswi ininaatigoog.

D. Agoodoodaanin onow mashkimodan.

E. Mii imaa ge-iskigamizaman i'iw ziinzibaakwadaaboo.

G. Mmm, daa-minopogwad i'iw zhiwaagamizigan!



Name: _____

Use what you've learned about vtas in this lesson to complete the forms below.

Use the context of the conversation to guide you.

Shh! Bizaan! _____ waabamaa na a'aw makwa?

Eya', niwaabam _____ a'aw makwa. Giwaabam _____ na a'aw inini?

Eya', _____ waabamaa a'aw inini.

Owaabam _____ ina iniw makwan a'aw inini?

Gaawiin. Gaawiin _____ waabam _____ siin iniw makwa _____ a'aw inini.

Makwa dash? _____ waabamaan ina iniw inini _____ a'aw makwa?

Eya', _____ waabam _____ azhigwa iniw inini _____.

_____ waabam _____ iniw makwan a'aw inini.

_____ waabam _____ iniw inini _____ a'aw makwa.



niin

giin

wiin

giinawaa



giinawind

niinawind

wiinawaa

ikido



abi

aawi

bimibattoo

gashki'ewizi

UNIT
28



Ojibwe

Overview: Amik, Ogimaakwe, Waasegiizhigookwe, and Gimiwan finish boiling sap, then go home to finish their maple syrup and jar it! In this unit you'll learn more about the process of making maple syrup and teachings around maple syrup, making pancakes and other breakfast foods, and how to recognize parts of new words.

LESSON 1: Iskigamizigeng — Boiling sap

Students will:

- talk about processing maple syrup
- use **da-** and **ji-** with B forms
- review and expand vta commands

LESSON 2: Gwekiwebiniganag — Pancakes

Students will:

- talk about cooking and breakfast foods
- recognize word parts and how they contribute to a word's meaning

LESSON 3: Iskigamizigewin — Boiling maple sap

Students will:

- recognize known vocabulary, including new forms of known vocabulary, when listening to a narrative
- use known grammar structures to understand a spoken narrative
- understand culturally appropriate ways to treat maple syrup

LESSON 4: Gojichigen Miinawaa. — Try it again.

Students will review:

- B forms after **da-** or **ji-**
- vta commands
- word parts **gwek-** and **-aaboo**
- strategies for understanding unfamiliar words
- vocabulary related to processing syrup, making pancakes, and everyday conversation
- positive A-form vti conjugations for verbs ending in **-an**





Lesson 1: Iskigamizigeng — Boiling sap

OBJECTIVES

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

- talk about processing maple syrup
- use **da-** and **ji-** with B forms
- use vta commands

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Running Dictation (Printouts A)
- Running Dictation Correct Order Answer Sheet (Printouts B)
- Tape
- Ojibwe Language Notebooks
- Smart board or projector
- Find Your Match Prompts (Printouts C)
- Flyswatters
- Flyswatter Game Prompt Cards (Printouts D)

VOCABULARY

1

minomaate	<i>it smells good burning or cooking</i>
vii	

onde	<i>it boils</i>
vii	

giizhigamide	<i>it finishes boiling</i>
vii	

2

waninawe'an	<i>stir something</i>
vti	

gibaakobidoon	<i>can something; bottle something</i>
vti	

3

ziigwebinige	<i>s/he spills things; s/he pours things out</i>
vai	

miigiwe	<i>s/he gives things away</i>
vai	

wijjiw	<i>go with someone</i>
vta	

biidamaw	<i>bring something for someone</i>
vta	



ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 28, Lesson 1 individually or in groups. (See Unit 28, Lesson 1 Script)

ACTIVITY A Running dictation

Materials

- Running Dictation, one set (Printouts A)
- Running Dictation Correct Order Answer Sheet, one copy (Printouts B)
- Tape
- Ojibwe Language Notebooks

Estimated time: 45 minutes

Activity Steps

1. Cut out the Running Dictation prompts and tape them around the classroom in no specific order.
2. Students work in pairs. One student will start as the Runner and the other will be the Scribe.
3. The Scribe creates an answer sheet in their Ojibwe Language Notebook with lines labeled
A AA B CH D E G H I II J
4. Runners run to a Running Dictation Prompt, memorize it, and then run back to their Scribe and repeat the sentence.
5. Scribes write the corresponding sentence for each letter (**A, AA, B, etc.**).
6. After six sentences, the Runner and Scribe on each team switch roles.
7. After writing all eleven sentences, pairs work together to put the sentences in the correct sequential order. They can either rewrite the sentences in order or, to save time, just use the letters for each sentence.
8. Use the Running Dictation Correct Order Answer Sheet to check student work.



TEACHER'S TIP

If you want to replace the terms Runner and Scribe with Ojibwe words, you can use these participle forms:

- Egindaasod** - *The Reader*
- Wezhibii'iged** - *The Scribe*



ACTIVITY B Find your match

Materials

 **Estimated time:** 45 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Find Your Match Prompts, one set (Printouts C)
- Tape

Activity Steps

1. As a group, review Unit 28, Lesson 1, Explore B forms with **da-** and Practice B forms with **da-**.
2. Give each student one Find Your Match Prompt card. Students may not look at their cards!
3. Each student holds or tapes their card to their forehead, with the sentence part facing outward.
4. Students move around the classroom reading each other's sentence parts to each other, trying to find the A- or B-form match for their sentence.
 - For example, if a student has the sentence half "...**da-adaaweyaan dodooshaaboo.**" (...to buy milk.), they should be looking for the A-form part of the sentence which reads, "**Adaawewigamigong indizhaa....**" (I'm going to the store...).
5. When all students have found their partner, they sit together until the activity is done, then read their sentence to the class.



TEACHER'S TIP

Repeat this activity two or three times by mixing the prompt cards and redistributing them to students! If there are an odd number of students, the instructor should play as well to ensure that every sentence prompt has a partner.



ACTIVITY C New commands - flyswatter game

Materials

 **Estimated time:** 45 minutes

- Rosetta Stone Ojibwe
- Ojibwe Language Notebooks
- Tape
- Flyswatters
- Flyswatter Game Prompt Cards, one set (Printouts D)

Activity Steps

1. As a group, review Unit 28, Lesson 1, Explore **giin** vta commands, Explore **giinawaa** vta commands, and Explore **giinawind** vta commands.
2. Students copy the command conjugation charts in their Ojibwe Language Notebooks. These charts should have their own pages in their notebooks. Make sure students leave room at the bottom of the page to practice the conjugation.
3. Students practice conjugating these commands by writing simple sentences below the conjugations charts on their notebook pages. They may use the following words:
 - a. **wijjiw** (*go with someone*)
 - b. **biidamaw** (*bring something for someone*)
 - c. **nandawaabam** (*look for someone or something (animate)*)
 - d. **anamikaw** (*greet someone*)
 - e. **gagwejim** (*ask someone*)
4. Collect students' Ojibwe Language Notebooks.
5. Print out and tape the Flyswatter Game Prompt Cards on the whiteboard.
6. Divide the class into two groups.
7. Give each group a flyswatter (or tube sock/rolled up construction paper/etc.).
8. Students in each group go to the board one at a time to represent their group. Call out one of the command form practice sentences from students' Ojibwe Language Notebooks. The first student to hit the card that shows the correct subject to object direction gets the point for their team.
9. Let each set of students try a few times before passing on the flyswatter to a teammate.
10. Repeat until one team has a predetermined number of points. Be sure to count the points in Ojibwe!



Lesson 2: Gwekiwebiniganag — Pancakes

OBJECTIVES

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

- talk about cooking and breakfast foods
- recognize word parts and how they contribute to a word's meaning

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Shortened Script (Printouts E)
- Shortened Script PB&J Example (Printouts F)
- Ojibwe People's Dictionary
- Cell phones or tablets
- Peanut butter
- Jelly
- Bread
- Butter knives
- Paper towels

VOCABULARY

1

gwekiwebinigan(ag) na	<i>pancake(s)</i>
giikanaamozigan na	<i>bacon</i>
gwekiwebiniganaaboo ni	<i>pancake batter</i>
abwewin(an) ni	<i>frying pan(s)</i>

2

gwekiwebiniganike vai	<i>s/he makes pancakes</i>
ziiginan vti	<i>pour something</i>
zaasakokwaazh vta	<i>fry something (animate)</i>

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 28, Lesson 2 individually or in groups. (See Unit 28, Lesson 2 Script)



ACTIVITY A Peanut butter and jelly

Materials

 **Estimated time:** 45 minutes

- Shortened Script, one per student (Printouts E)
- Shortened Script PB&J Example, one copy (Printouts F)
- Ojibwe People's Dictionary

Activity Steps

1. Pass out and review the Shortened Script as a class.
2. Explain to students that they are going to adapt this script to describe making a peanut butter and jelly sandwich, instead of pancakes. The verbs and nouns they need to replace are already underlined in the handout.
3. Write the following three words on the board:
 - a. **bagaani-bimide** (*peanut butter*)
 - b. **baashkimasigan** (*jam/jelly*)
 - c. **nabonigan** (*sandwich*)
4. Give students time, and access to the Ojibwe People's Dictionary, to rewrite their scripts to describe making a peanut butter and jelly sandwich.
 - See the Shortened Script PB&J Example as one way to complete this exercise. Keep in mind that there are other possible ways to complete the script.



TEACHER'S TIP

Remind students that some food items are animate, and some are inanimate. It will be important for them to know which is which so they know which verb types to use!



TEACHER'S TIP

Feel free to allow students to make other recipes. In the next activity, the instructor will bring peanut butter, jelly, and bread to class for the students to follow through on their instructions. Be sure that the students and instructor are comfortable bringing other food items before allowing them to write other instructions.



ACTIVITY B Make an instructional video

Materials

 **Estimated time:** 45 minutes

- Shortened Script, one per student, used in previous activity (Printouts E)
- Cell phones or tablets
- Peanut butter
- Jelly
- Bread
- Butter knives
- Paper towels

Activity Steps

1. Students review their rewritten versions of the Shortened Script from the previous activity.
2. Students work in groups to record each other making peanut butter and jelly sandwiches while using the language from their scripts. They may want to add additional conversational language to make their videos more fun!
3. Students share their videos with each other while eating and enjoying their sandwiches!



TEACHER'S TIP

We suggested a similar activity in Unit 27, Lesson 2. As with those videos, get permission to post these videos on the school's social media and/or website.



Lesson 3: Iskigamizigewin — Boiling maple sap

OBJECTIVES

- After completing this Rosetta Stone lesson and the classroom activities, students will be able to:
- recognize known vocabulary, including new forms of known vocabulary, when listening to a narrative
 - use known grammar structures to understand a spoken narrative
 - understand culturally appropriate ways to treat maple syrup

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Script Images (Printouts G)
- Ojibwe-only Script (Printouts H)
- Ojibwe People's Dictionary
- Ojibwe Language Notebooks
- Highlighters
- **Akawe Niwii-tibaajim**
(<https://birchbarkbooks.com/products/akawe-niwii-tibaajim>)

VOCABULARY

1

wiikobizh vta	<i>pull someone or something (animate)</i>
ashi vta	<i>put someone or something (animate) somewhere</i>
wiidookaazo vai	<i>s/he helps</i>
ashange vai	<i>s/he feeds people or animate beings; s/he serves food</i>

2

gakina gegoo	<i>everything</i>
gakina awiya	<i>everybody</i>
gabe-giizhig adverb	<i>all day</i>
aanawi adverb	<i>although; anyhow</i>

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 28, Lesson 3 individually or in groups. (See Unit 28, Lesson 3 Script)



ACTIVITY A Building comprehension

Materials

 **Estimated time:** 30 minutes

- Script Images, one set per student group (Printouts G)
- Ojibwe-only Script, one set per student group (Printouts H)
- Ojibwe People's Dictionary
- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Pass out the Story Images and the Ojibwe-only Script.
2. Students work in small groups to read the script.
 - As they read, students underline any words they don't recognize, then use the Story Images and the Ojibwe People's Dictionary to translate the words.
3. After identifying and looking up the words they don't know, students re-read the script for comprehension.
4. Students work in small groups to put the Story Images in the correct order.
5. When students have finished, they may watch Unit 28, Lesson 3, Look and listen to check their work.

ACTIVITY B Who's who?

Materials

 **Estimated time:** 30 minutes

- Ojibwe-only Script, one per student (Printouts H)
- Ojibwe Language Notebooks
- Highlighters
- **Akawe Niwii-tibaajim**, one copy per student (optional)
(<https://birchbarkbooks.com/products/akawe-niwii-tibaajim>, ISBN 978-1-68134-179-8)

Activity Steps

1. Students review the Ojibwe-only Script used in the previous activity and highlight each verb in the script.
2. Students rewrite the script in their Ojibwe Language Notebooks, making the following changes:
 - a. Change all **niin** conjugations to **wiin**.
 - b. Change all **niinawind** conjugations to **wiinawaa**.
3. When students finish writing, they check their work by reading it aloud to a partner and vice versa.



TEACHER'S TIP

Akawe Niwii-tibaajim is a book you might want to use as a resource in your classroom. This book collects recollections from several Mille Lacs Band elders. You can purchase it through Birchbark Books in Minneapolis or the Minnesota Historical Society.

Optional: Try reading the full story on page 49 of **Akawe Niwii-tibaajim** as a class. Use the images, the dictionary, and your other resources to understand the story. If possible, provide one copy of the book for each student, or make individual copies of the story to pass out to each student.



Lesson 4: Gojichigen Miinawaa. — *Try it again.*

OBJECTIVES

In this lesson, students will review:

- B forms after **da-** or **ji-**
- vta commands
- word parts **gwek-** and **-aaboo**
- strategies for understanding unfamiliar words
- vocabulary related to processing syrup, making pancakes, and everyday conversation
- positive A-form vti conjugations for verbs ending in **-an**

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Spinners (Printouts I)
- Paperclips
- Ojibwe Language Notebooks
- Sticky notes
- Memory Cards (Printouts J)

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 28, Lesson 4 individually or in groups. (See Unit 28, Lesson 1 Script)



ACTIVITY A Spinners

Materials

 **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Spinners, one set per group of students (Printouts I)
- Paperclips, one per group of students
- Ojibwe Language Notebooks

Activity Steps

1. As a group, review Unit 28, Lesson 4, Conjugations through Practice conjugations 2: vti (positive A form).
2. Students copy the conjugation chart into their Ojibwe Language Notebooks.
3. Divide the class into groups of three. Give each group a set of spinners. Explain to students that they will use these printouts to practice conjugations.
4. 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.
5. Once students have finished cutting out and trying their Spinners, demonstrate how to use them to make a conjugated verb. Use your own Spinner to select a verb, subject, and object. Once they are selected, write them on the board similar to the example below:

agindan niinawind mazina'iganan

6. Finally, show students how to use the conjugation chart in their notebooks to make the sentence **Indagindaamin mazina'iganan** (*We are reading books*).
7. Allow students time to practice spinning and writing their sentences in their Ojibwe Language Notebooks below their conjugation charts. Each student should spin to create, speak, and write at least four sentences.

Optional: Encourage students to use pointer words (**o'ow, onow, i'iw, iniw**) when writing and speaking their sentences.



ACTIVITY B Sticky note stations

Materials

- Sticky notes, seven
- Ojibwe Language Notebooks

 **Estimated time:** 30 minutes

Activity Steps

1. Post seven sticky notes around the classroom, each with one of the following written on it:
 - a. **niin - ziiginan**
 - b. **giin - bizindan**
 - c. **wiin - noondan**
 - d. **niinawind - miijin**
 - e. **giinawind - ayaan**
 - f. **giinawaa - agoodoon**
 - g. **wiinawaa - dazhiikan**
2. Students use their Ojibwe Language Notebooks and the sticky notes to write an original A-form sentence for each note.
3. When students have finished, they revisit each of the sticky notes with a partner to read their sentences to each other.

ACTIVITY C Vta memory

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Ojibwe Language Notebooks
- Memory Cards, one set per group (Printouts J)

 **Estimated time:** 30 minutes

Activity Steps

1. As a group, review Unit 28, Lesson 1, Explore **giin** vta commands through Practice vta commands.
2. Divide the class into groups of four and give each group a copy of Memory Cards.
3. Students lay the cards out, face-down in a grid.
4. Each student takes a turn flipping a card and reading it aloud, then flipping another card and reading it aloud. If the two cards have the same command form, that student keeps those cards. For example, if a student draws **Wijiwaadaa.** and **Wiji'aadaa.**, they can keep those cards. If the cards don't have the same command form, the student replaces the cards.
5. Play until all the cards have been claimed. The student with the most cards at the end of the game wins.

UNIT
28

Scripts



Ojibwe

Iskigamizigeng Boiling sap



Waasegiizhigookwe	<p>Mmm. Minomaate. Mii azhigwa gegaa da-giizhigamideg i'iw zhiwaagamizigan. <i>Mmm. It smells good. The syrup is almost done cooking.</i></p> <p>Gwis, daga ganoozh gidede. Wiindamaw, mii azhigwa gegaa da-wiikobinind a'aw iskigamiziganaabik. <i>My son, please call your dad. Tell him we're almost ready to pull the pan.</i></p>
Amik	<p>Ahaw, Maam. <i>Ok, Mom.</i></p> <p>Inded. Mii azhigwa gegaa da-wiikobinind a'aw iskigamiziganaabik, ikido nimaamaa. Gidaa-bi-naadamaagem ina? <i>Dad, Mom says we're almost ready to pull the pan. Can you (plural) come help us?</i></p>
Gimiwan	<p>Ahaw. Wewiib inga-bi-izhaamin. Inga-bi-wiijiwig a'aw Ogimaakwe. <i>Ok. We'll be over right away. Ogimaakwe is coming with me.</i></p>
Waasegiizhigookwe	<p>Gwis, daga biidamawishin emikwaan. <i>My son, bring me a spoon, please.</i></p>
Amik	<p>Nashke. Indaa-waninawe'aan ina? <i>Here it is. Can I stir it?</i></p>
Waasegiizhigookwe	<p>Weweni go waninawe'an i'iw. Gego ziiwebinigen. <i>Stir carefully. Don't spill it.</i></p>
Amik	<p>Aaniish minik geyaabi ge-ondeg da-giizhigamideg? <i>How much longer does it need to boil until it's done?</i></p>
Waasegiizhigookwe	<p>Gegaa igo. Nawaj dash da-gipagaagamideg. <i>It's almost there. A little bit more for it to thicken up.</i></p>
Gimiwan	<p>He! Mii bi-dagoshinaang! <i>Hey! We're here.</i></p>
Ogimaakwe	<p>Giizhigamide ina mashi? <i>Is it done yet?</i></p>
Waasegiizhigookwe	<p>Mii go ganabaj! Gidaa-wiikobinaanaan a'aw iskigamiziganaabik dabwaa-zinzibaakwadokeyang. <i>I think so! We should pull the evaporator pan before we end up making sugar.</i></p> <p>Gidaa-giiewemin da-gibaakobidooyang i'iw zhiwaagamizigan gaa-kiizhiikamang awasonaago. <i>We can go home now to bottle the syrup from the day before yesterday.</i></p>
Waasegiizhigookwe	<p>Ahaw, Nindaanis. Mii azhigwa da-gibaakobidooyang i'iw zhiwaagamizigan. <i>Ok, my daughter. It's time to bottle the syrup now.</i></p>
Amik	<p>Howa. Niibowa go zhiwaagamizigan gidayaamin omaa. Aaniin waa-toodamang? <i>Wow. That's a lot of maple syrup. What are we going to do with it?</i></p>
Ogimaakwe	<p>Gidaa-miijimin gosha! <i>We can eat it!</i></p>
Gimiwan	<p>Mii go geget! Booch dash niibowa da-miigiweyang gaye, Ingoz. <i>For sure! But we'll give most of it away, my son.</i></p>

Gwekiwebiniganag Pancakes



Waasegiizhigookwe

Giga-gwekiwebiniganikemin.

We will make pancakes.

Nitam, giga-asiginaan waa-tagonigaadeg gwekiwebiniganaaboo.

First you're going to collect everything you're going to need to make the pancake batter.

Dagonan gakina gegoo.

Add everything together.

Ginigawinan gaa-tagonaman.

Mix everything that you added.

Mii dash da-ziiginaman imaa abwewining.

Then we'll pour it into skillets.

Giwaabamaa na ozaawaakizod?

Do you see it browning?

Mii azhigwa da-gwekiwebinadwaa.

You're going to flip them.

Ogimaakwe

Giizizowag ina mashi gwekiwebiniganag?

Are the pancakes done cooking yet?

Waasegiizhigookwe

Mii giizizowaad.

They're done.

Mii dash da-zaasakokwaanang giikanaamozigan.

Next, we'll fry up some bacon.

Miinawaa gaye giga-zaasakokwaadaamin iniw waawanoon.

We'll also fry these eggs.

Ambe wiisinidaa!

Come, let's eat!

Ogimaakwe

Mmm! Wenda-minopogwad i'iw zhiwaagamizigan gaa-ozhitooyang.

Mmm! The syrup that we made tastes great.

Iskigamizigewin *Boiling maple sap*



Gaa-tibaajimod Shirley Boyd

Written by Shirley Boyd

Gaa-ojibwemod Shirley Boyd

Narrated by Shirley Boyd

Gaa-tibaajimotawaajin Michelle Goose

Told to Michelle Goose

Gaa-mazinibii'ang Chase Sam "Bagwajikwezens"

Illustrated by Chase Sam "Bagwajikwezens"

Gigizhebaawagak ingii-naadoobiimin jibwaa-maajaayaang gikinoo'amaadiiwigamigong gaa-izhi-gikinoo'amaagoziyaang.

We would haul sap in the mornings before we went to school.

Bi-azhegiweyaang, mii miinawaa gakina gegoo gaa-izhichigeyaang gaa-naadoobiyaang.

When we came home, we had to do it all over again, hauling sap.

Gakina awiya gii-wiidookaazowag, Howard, Fred, Jimmy, Delores, Evelyn, Rosalie, geniin.

Everybody helped, Howard, Fred, Jimmy, Delores, Evelyn, Rosalie and me.

Gii-manisewag.

They gathered firewood.

Ingii-pimosemin ji-ozhitooyaang miikanens.

We walked around to break trails (in the snow).

Ingii-wiikobinaanaanig biboonodaabaanensag.

We'd pull sleds.

Nimaamaa miinawaa indede gii-iskigamizigewag gabe-giizhig.

My mom and dad would boil down sap all day.

Gaa-ishkwaa-iskigamizigewaad, gii-chiibaakwewaad miinawaa gii-ashangewaad miinawaa asemaan gii-asaawaad, ...

When they were done boiling, they'd cook and have a feast and they'd put out their tobacco, ...

... aanawi go jibwaa-izhichigewaad gii-asemaakewaad.

...even though before they did anything they made a tobacco offering.

Mii gaa-izhi-gikendamaan.

That's how I knew it.

UNIT
28

Printouts



Ojibwe

D. Gidaa-nandawaabamaag ingiw ininaatigoog.

E. Mii dash da-ozhiga'wadwaa ingiw mitigoog.

AA. Mii dash da-zhegosidooyan iniw negwaakwaanan.

J. Mii imaa da-agoodooyan iniw mashkimodan negwaakwaaning.

II. Endaso-giizhik giga-bi-azhegiwe da-naadoobiiyan.

I. Iskigamizan i'iw ziinzibaakwadaaboo imaa iskigamiziganaabikong.

A. Gidaa-waninawe'aan i'iw ziinzibaakwadaaboo. Nawaj dash da-gipagaagamideg.

H. Giizhigamide i'iw zhiywaagamizigan.

B. Da-wiikobinaa a'aw iskigamiziganaabik.

CH. Gidaa-giiwemin da-gibaakobidooyang i'iw zhiywaagamizigan.

G. Gidaa-miijimin miinawaa niibowa da-miigiweyang gaye!



- D. Gidaa-nandawaabamaag ingiw ininaatigoog.
- E. Mii dash da-ozhiga'wadwaa ingiw mitigoog.
- AA. Mii dash da-zhegosidooyan iniw negwaakwaanan.
- J. Mii imaa da-agoodooyan iniw mashkimodan negwaakwaaning.
- II. Endaso-giizhik giga-bi-azhegiwe da-naadoobiiyan.
- I. Iskigamizan i'iw ziinzibaakwadaaboo imaa iskigamiziganaabikong.
- A. Gidaa-waninawe'aan i'iw ziinzibaakwadaaboo. Nawaj dash da-gipagaagamideg.
- H. Giizhigamide i'iw zhiywaagamizigan.
- B. Da-wiikobinaa a'aw iskigamiziganaabik.
- CH. Gidaa-giiwemin da-gibaakobidooyang i'iw zhiywaagamizigan.
- G. Gidaa-miijimin miinawaa niibowa da-miigiweyang gaye!

**Adaawewigamigong
gidaa-izhaamin...**

**...da-adaaweyang
doodooshaaboo.**

Gidaa-giiwemin...

...da-nibaayang.

**Izhaadaa
zaaga'iganiing...**

...da-bagizoyang!

<p>Gimanoominikemin...</p>	<p>...da-wiisiniyang.</p>
<p>Ininaatigoog ginandawaabamaanaanig...</p>	<p>...da-ozhiga'wangwaa.</p>
<p>Gidaa- bizaan-ayaamin...</p>	<p>...ji-bizindamang.</p>



Gidaa-manisemin...

...ji-boodaweyang.

**Agoodoodaanin
onow mashkimodan...**

**...ji-mamooyang
ziinzibaakwadaaboo.**

giin → **wiin**

giin → **wiinawaa**

giinawaa  **wiin**

giinawaa  **wiinawaa**

giinawind → **wiin**

giinawind → **wiinawaa**



Name:

Giga-gwekiwebiniganikemin.

We will make pancakes.

Nitam, giga-asiginaan waa-tagonigaadeg gwekiwebiniganaaboo.

First you're going to collect everything you're going to need to make the pancake batter.

Mii dash da-ziiginaman imaa abwewining.

Then we'll pour it into skillets.

Mii azhigwa da-gwekiwebinadwaa.

You're going to flip them.

Mii dash da-zaasakwaanang giikanaamozigan.

Next, we'll fry up some bacon.

Mii giizizowaad.

They're done.

Ambe wiisinidaa!

Come, let's eat!



Name:

Giga-naboniganikemin.

We will make sandwiches.

Nitam, giga-asiginaan waa-tagonigaadeg nabonigan.

First you're going to collect everything you're going to need to make the sandwich.

Mii dash da-zhizhoo'aman imaa bakwezhiganing bagaani-bimide.

Then we'll spread peanut butter onto the bread.

Mii azhigwa da-zhizhoo'aman baashkimasigan.

You're going to spread jam.

Mii dash da-maawandooshimadwaa bakwezhiganag.

Next, you'll put together the bread.

Mii giizhitooyan.

You're done making it.

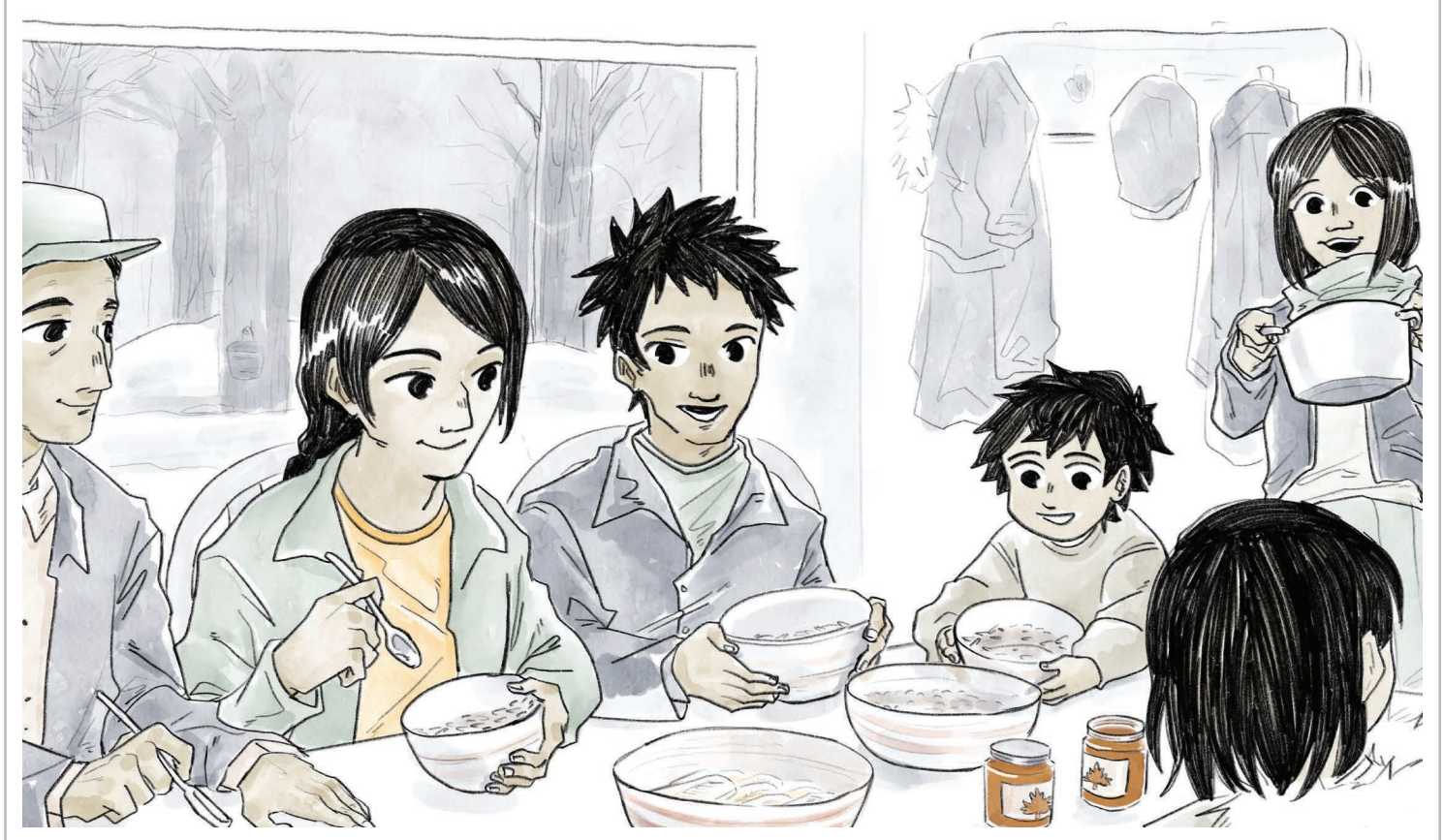
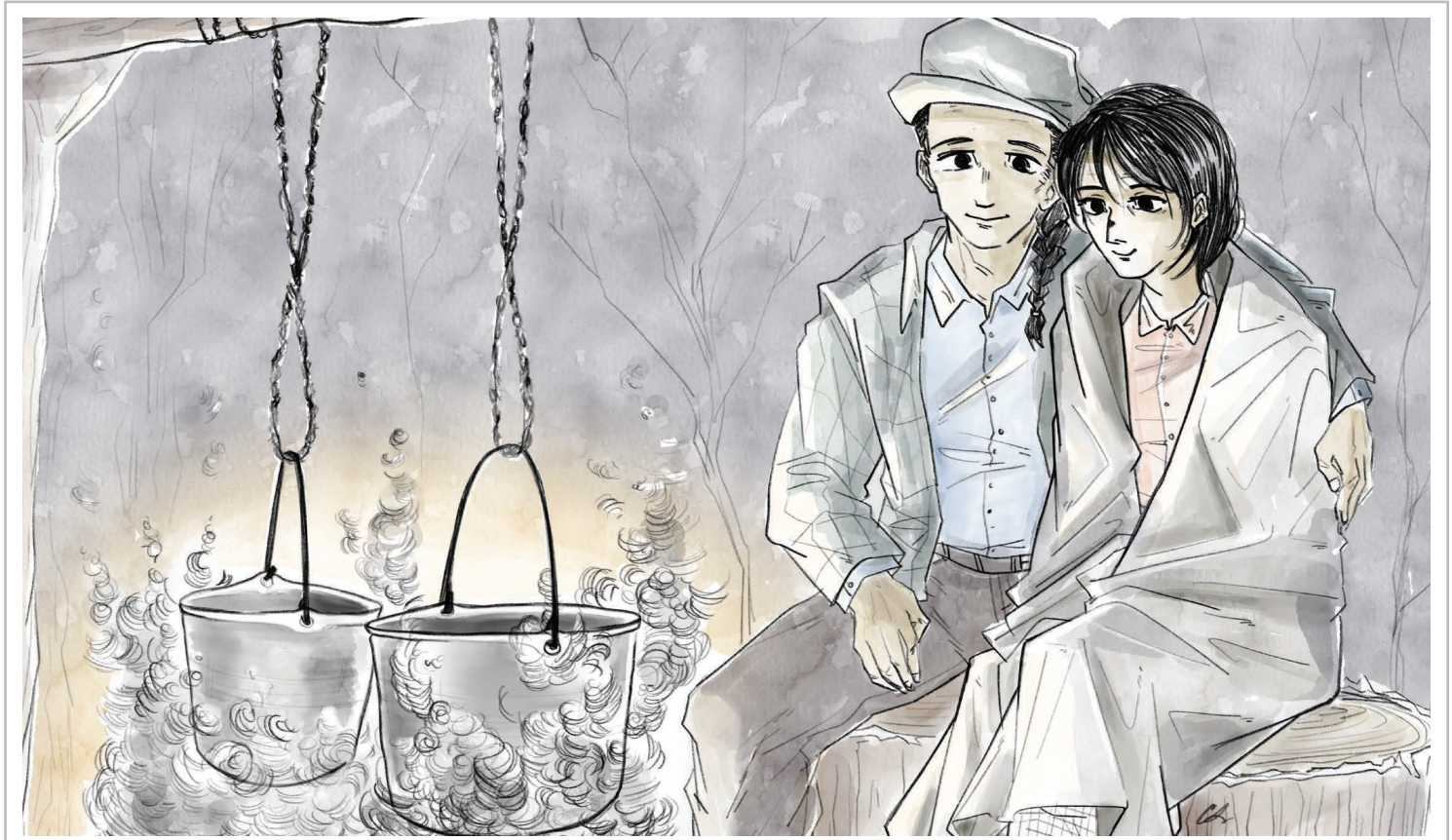
Ambe wiisinidaa!

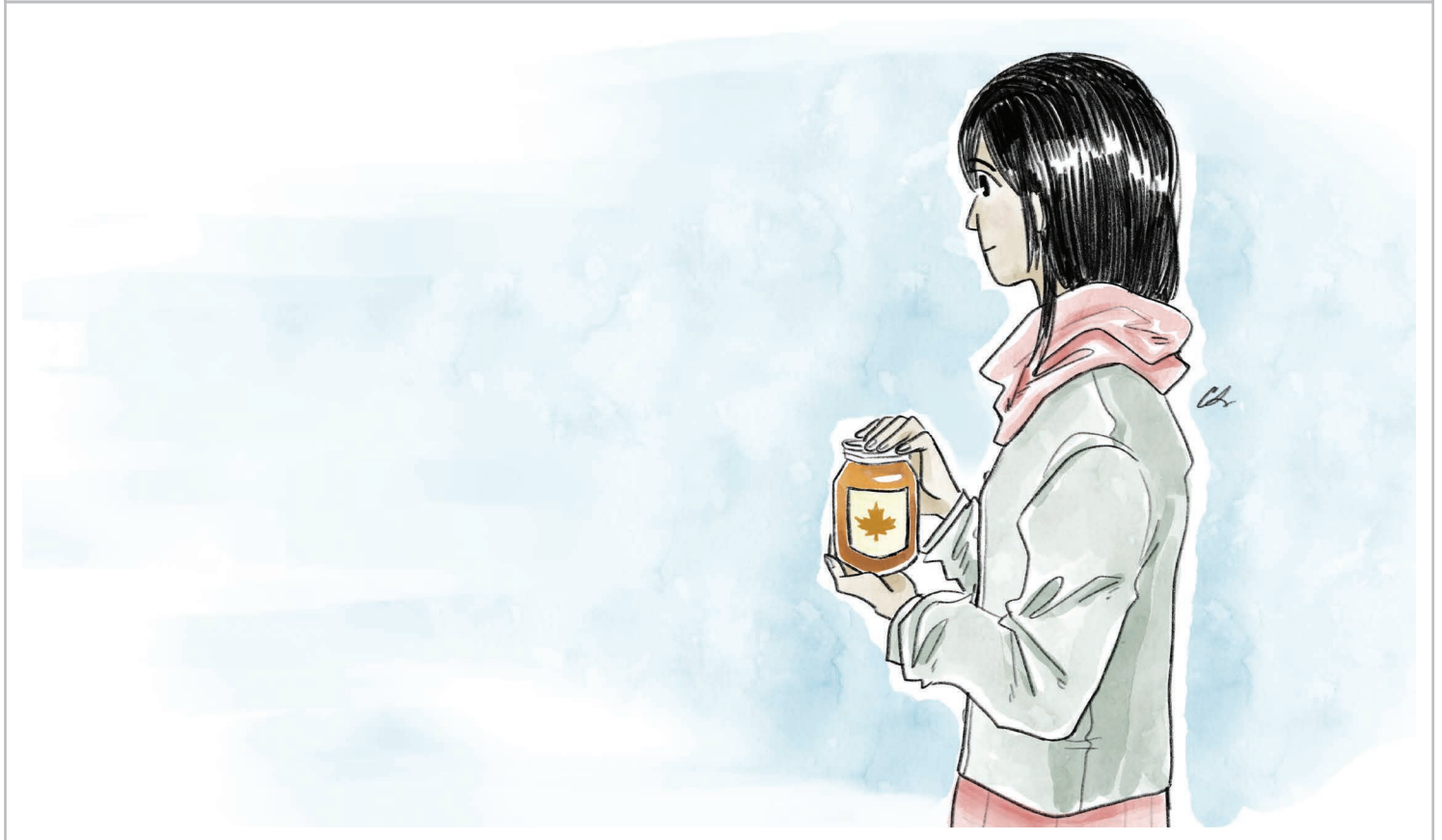
Come, let's eat!











Name:

Iskigamizigewin

Gigizhebaawagak ingii-naadoobiimin jibwaa-maajaayaang gikinoo'amaadiwigamigong
gaa-izhi-gikinoo'amaagoziyaang.

Bi-azhegiweyaang, mii miinawaa gakina gegoo gaa-izhichigeyaang
gaa-naadoobiiyaang.

Gakina awiya gii-wiidookaazowag, Howard, Fred, Jimmy, Delores, Evelyn, Rosalie, geniin.

Gii-manisewag.

Ingii-pimosemin ji-ozhitooyaang miikanens.

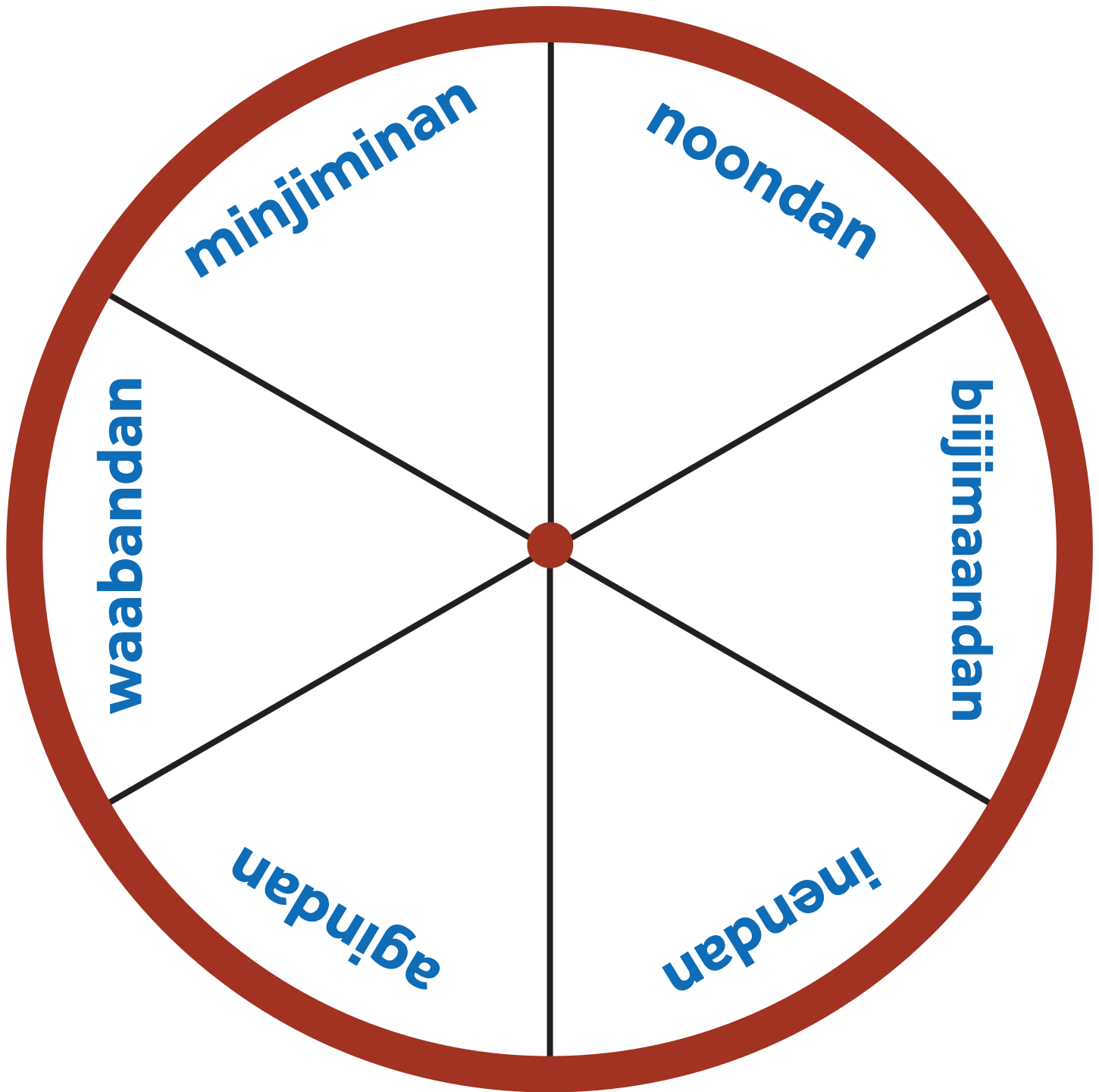
Ingii-wiikobinaanaanig biboonodaabaanensag.

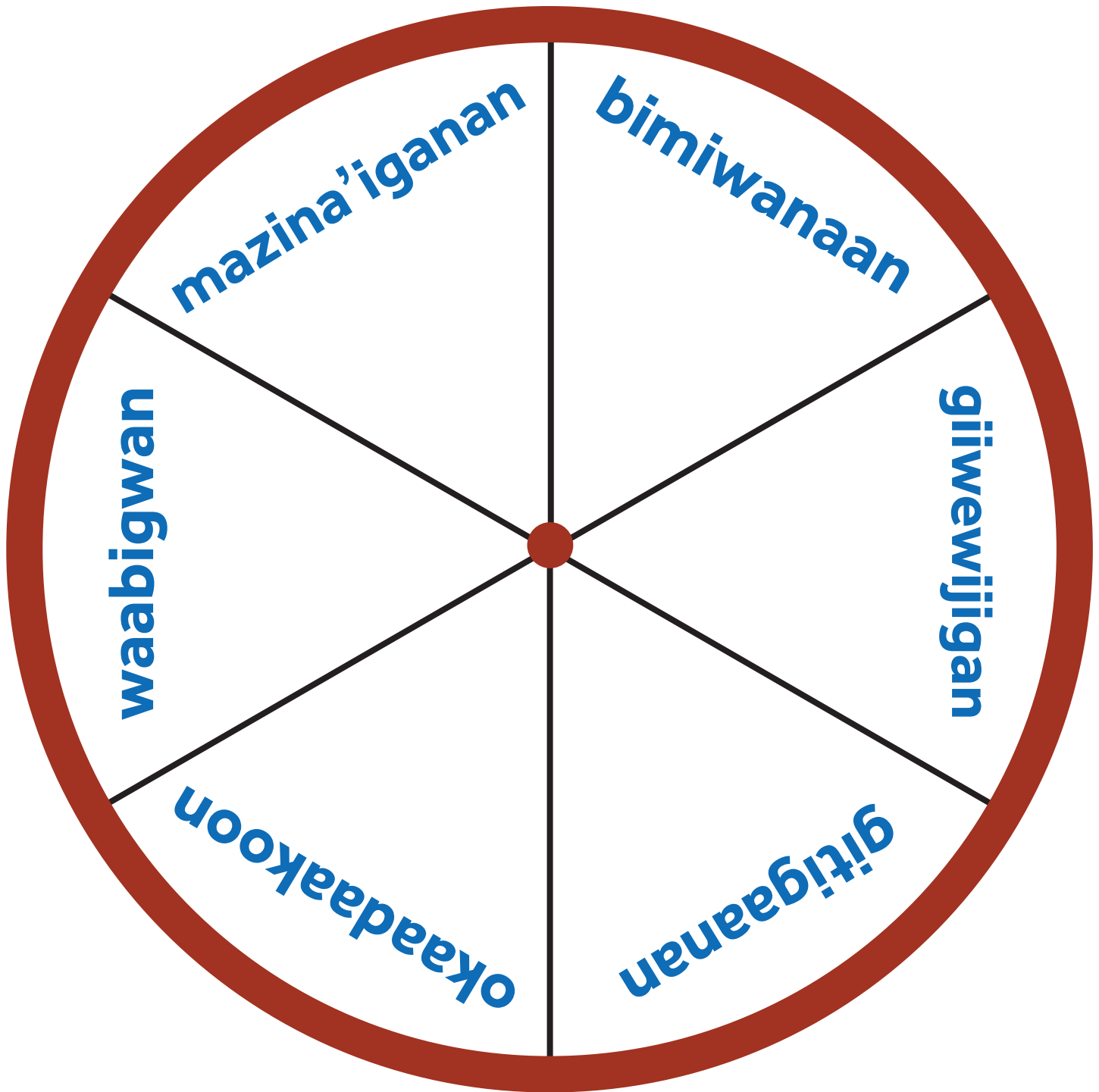
Nimaamaa miinawaa indede gii-iskigamizigewag gabe-giizhig.

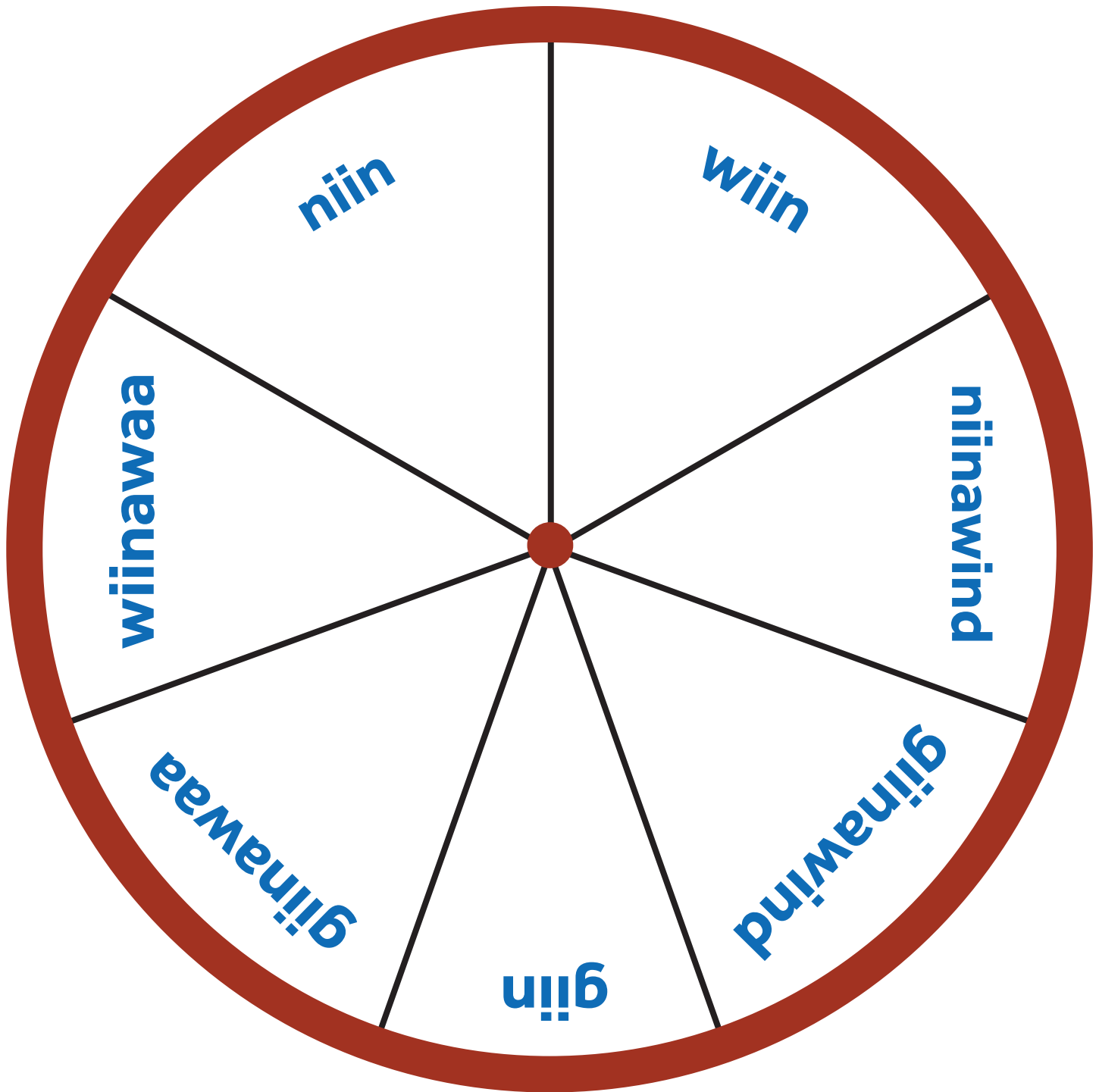
Gaa-ishkwaa-iskigamizigewaad, gii-chiibaakwewaad miinawaa
gii-ashangewaad miinawaa asemaan gii-asaawaad,

aanawi go jibwaa-izhichigewaad gii-asemaakewaad.

Mii gaa-izhi-gikendamaan.







Wiindamawishin.

Bizindawishin.

Ganawaabamishinaang.

Ininamawishinaang.

Mikaw.

Gagwejim.

Makamishinaam.

Mina'ishinaam.

Doodawishinaang.

Biidamawishinaang.

Wiiijiwaadaa.

Wiiji'aadaa.

Naadamawaadaanig.

Wiidookawaadaanig.

Waabanda'ishinaang.

Ozhitamawishinaang.

Onabi'ishinaam.

Zhawenimishinaam.

Zaagi'aadaanig.

Amaji'aadaanig.

Atamawik.

Aabaji'ik.

Aadizookawik.

Dakonik.

UNIT
29



Ojibwe

Overview: Ogimaakwe gets her driver's license and is excited to drive her family members where they want to go. In this unit you'll learn new driving and directional words as well as how to recognize and use reduplication.

LESSON 1: Odaabii'iwe Ogimaakwe. — *Ogimaakwe is driving.*

Students will:

- talk about driving and transportation
- describe doing something for someone
- review locatives
- learn to interpret a vta conjugation chart

LESSON 2: Mamakadewizide a'aw Animosh. — *The dog's feet are all black.*

Students will:

- recognize reduplication
- identify common meanings of reduplication

LESSON 3: Odaabii'iweyaan — *Driving*

Students will:

- use different verbs to describe driving
- review giving directions
- expand describing locations

LESSON 4: Gojichigen Miinawaa. — *Try it again.*

Students will review:

- using vtas to describe doing something for someone
- forming and using reduplicated verbs
- vocabulary related to driving, giving directions, and everyday conversation
- negative A-form vai conjugations for verbs ending in vowels





Lesson 1: Odaabii'iwe Ogimaakwe. — Ogimaakwe is driving.

OBJECTIVES

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

- talk about driving and transportation
- describe doing something for someone
- use locatives
- interpret a vta conjugation chart

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe People's Dictionary
- Ojibwe Language Notebooks
- Vti to Vta Conversion (Printouts A)
- Around Town Map and Characters (Printouts B)
- Around Town Grid (Printouts C)
- Poster boards (or other dividers)
- Scissors

VOCABULARY

1

odaabii'iwe vai	<i>s/he drives</i>
maajibizo vai	<i>s/he drives off; s/he starts driving</i>
izhiwizh vta	<i>take someone to a certain place</i>
diba'an vti	<i>pay something; pay for something</i>
mizhodam vai	<i>s/he wins</i>

2

mazinaatese vii	<i>it is a movie</i>
onizhishin adverb	<i>it is nice</i>
minose vii	<i>it goes well</i>

3

odaabii'iwe-mazina'igaans(an) ni	<i>driver's license(s)</i>
waasamoo-bimide ni	<i>gas; gasoline</i>
megwaa adverb	<i>while; during</i>
anishaa adverb	<i>just for fun; without purpose</i>



ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 29, Lesson 1 individually or in groups. (See Unit 29, Lesson 1 Script)

ACTIVITY A Short stories

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe People's Dictionary
- Ojibwe Language Notebooks

⌵ Estimated time: 30 minutes

Activity Steps

1. As a group, review Unit 29, Lesson 1, Explore **-amaw**, Practice **-amaw**, and Explore vtas through Practice vtas 2.
2. Review the word parts section of the Ojibwe People's Dictionary with students by doing the following:
 - a. Search for the word **naadamaw** (*help someone*).
 - b. Click on the blue headword **naadamaw**.
 - c. Scroll to the bottom of the page to Word Parts.
 - d. Click on the word part **-amaw**. A list will be generated of all the words in the dictionary with the **-amaw** word part.



Activity Steps

3. Explain to students that they will be writing a short story in their Ojibwe Language Notebooks. Set the following guidelines for their short stories:

- a. Use at least five different **-amaw** words.
- b. Use at least four of the following forms:
 - positive **-amaw** word in A form
 - a positive **-amaw** word in B form
 - a negative **-amaw** word in A form
 - a negative **-amaw** word in B form
 - an **-amaw** word from **niin** to someone else
 - an **-amaw** word from someone else to **niin**

4. When students are finished, they can read their story to a partner. You can challenge the partners to translate the stories as they are read line by line.



TEACHER'S TIP

Feel free to use more, or fewer, guidelines for the short story writing based on the level of your students.

ACTIVITY B Verb conversion

Materials

- Vti to Vta Conversion, one per student (Printouts A)
- Ojibwe People's Dictionary

 **Estimated time:** 30 minutes

Activity Steps

1. Give each student a copy of the Vti to Vta Conversion handout.
2. Students use the Ojibwe People's Dictionary to search for the definition of each word and the vta counterpart for each word.
 - a. Encourage students to make a guess about how to change vtis to vtas using familiar patterns.
 - b. After making a guess, students can use the word parts section of the dictionary to check their work.
3. After students finish converting and defining their verbs, they complete the second section of the handout.
4. After students complete their handouts, they read their conversions, definitions, and sentences to a partner to check for accuracy and understanding.



TEACHER'S TIP

Make sure you monitor and assist students while they work. The vtis in the handout are paired to help students make connections. If they don't see the patterns for converting vtis to vtas, point them out.



ACTIVITY C Around town

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Around Town Map and Characters, one per student (Printouts B)
- Around Town Grid, one per student (Printouts C)
- Poster boards (or other dividers), one per pair of students
- Scissors

 **Estimated time:** 45 minutes

Activity Steps

1. Group students into pairs.
2. Each pair of students reviews Unit 29, Lesson 3, Review Locatives and Practice Locatives.
3. Give each student a copy of Around Town Map and Characters and Around Town Grid. Give each pair of students a divider.
4. Each pair of students sets up their divider to hide their work from their partner. Then they do the following:
 - a. Cut out their characters.
 - b. Place their characters in different places on the map.
5. Students take turns asking if characters are in different locations on their partner's map. For example, a student might ask their partner:

Abiiwigamigong ina ayaa a'aw Waabooz? (*Is Waabooz in the living room?*)
6. Their partner answers with a yes or no sentence like these:

Eya'. Abiiwigamigong ayaa a'aw Waabooz. (*Yes. Waabooz is in the living room.*)

or

Gaawiin abiiwigamigong ayaasiin a'aw Waabooz. (*Waabooz is not in the living room.*)
7. Students use the grid in their handout to keep track of their partner's answers.
8. The first student to find all of their partner's characters wins!



TEACHER'S TIP

You may want to introduce more rules for this game. For example, you may want no more than two characters in one place on any map. Students may also want to use verbs to identify where characters are. For example, if a student asks **Ataage na a'aw Gimiwan?** (*Is Gimiwan gambling?*), you can infer that they are asking if he's at the casino. You may also want to print more copies of the grid included in this Printout so students can play more than once.



Lesson 2: Mamakadewizide a'aw Animosh. — *The dog's feet are all black.*

OBJECTIVES

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

- recognize reduplication
- identify common meanings of reduplication

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Reduplication Cards (Printouts D)
- Ojibwe People's Dictionary
- Scissors
- Around the World Flashcards (Printouts E)

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 29, Lesson 2 individually or in groups. (See Unit 29, Lesson 2 Script)



ACTIVITY A Reduplication

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Reduplication Cards, one set per student (Printouts D)
- Computers or tablets
- Ojibwe People's Dictionary
- Scissors

 **Estimated time:** 30 minutes

Activity Steps

1. As a group, review Unit 29, Lesson 2, Explore reduplication 1–3.
2. Show students the Reduplication section of word entries in the Ojibwe People's Dictionary by doing the following:
 - a. Search for the word **bakade** (*s/he is hungry*).
 - b. Click on the word **bakade**.
 - c. Scroll down to the section titled Reduplication.
3. Give each student a copy of Reduplication Cards.
 - a. Students cut out the cards.
 - b. Students separate the cards into regular verbs and reduplicated verbs.
4. For the reduplicated verbs, students guess what the non-reduplicated version of the word is based on their knowledge of reduplication. They write their guess on the back of the card. Then they use the dictionary to check their guess, and update the back of the card if necessary.
 - If students are having trouble with this, remind them to use the dictionary's Advanced Search feature. For example, for **memegade** (*s/he keeps burping*), students should go to Advanced Search. Set the options to Ojibwe entries, by Lemma, which end with, and enter **megade** (*s/he burps*).
5. For the regular verbs, have students write the reduplicated version of the word on the back of the card.
6. Students can double check their work by looking at the Reduplication section of each word's dictionary entry.



ACTIVITY B Reduplication around the world

Materials

⌚ **Estimated time:** 30 minutes

- Around the World Flashcards, one set per pair of students (Printouts E)

Activity Steps

1. Group students into pairs.
2. Give each student pair a copy of Around the World Flashcards. Students cut out the flashcards.
3. Students work together to figure out the reduplicated form of each word and write it lightly on the back of the card so as not to see through.
4. Students quiz each other using the flashcards.
5. Play Around the World using the Flashcards as prompts.
 - 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. Show students one of the flashcards. The first student to reduplicate the verb 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

You can also use the Reduplication Cards (Printouts D) for more variety while playing Around the World.



Lesson 3: Odaabii'iveyaan — Driving

OBJECTIVES

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

- use different verbs to describe driving
- give directions
- describe locations

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Smart board or whiteboard
- Blindfolds
- Obstacles
- Blank paper

VOCABULARY

1

apizo vai	<i>s/he drives to a certain place</i>
babaamibizo vai	<i>s/he drives about</i>
bagamibizo via	<i>s/he arrives driving</i>
giiwedaabii'iwe via	<i>s/he drives home</i>

2

namanjinikaang adverb	<i>to the left</i>
gichinikaang adverb	<i>to the right</i>
ishkweyaang adverb	<i>behind; in the back</i>
niigaan adverb	<i>ahead; at the front</i>
akeyaa adverb	<i>in the direction of, in that way</i>

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 29, Lesson 3 individually or in groups. (See Unit 29, Lesson 3 Script)



ACTIVITY A Navigating obstacles

Materials

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

Estimated time: 45 minutes

Activity Steps

1. As a group, review Unit 29, Lesson 3, Vocabulary 2 through Explore directions and locations. Write the following sentences on the smart board or whiteboard when you see them:
 - a. **Aaniin akeyaa epizoyang?** (*Which way do we drive?*)
 - b. **Mii na gichinikaang akeyaa?** (*To the right?*)
 - c. **Namanjinikaang akeyaa gidaa-apizomin.** (*We should drive to the left.*)
 - d. **Izhi-gwayak inose.** (*S/he is walking straight.*)
2. Work together to rewrite these sentences in two ways:
 - a. to focus on giving one person directions
 - b. for a person who is walking instead of driving. For example:
 - **Aaniin akeyaa enoseyang?** (*Which way do we walk?*)
 - **Namanjinikaang akeyaa gidaa-inosemin.** (*We should walk to the left.*)
3. Group students into pairs and give each pair one blindfold.
4. One student puts on the blindfold, and the other uses the sentences identified as a group to guide their partner past obstacles to get from one side of the room to the other. They can add the following sentences:
 - a. **Niigaan akeyaa inosen.** *Walk forward.*
 - b. **Noogitaan!** *Stop!*
5. Have all students with blindfolds stand at one end of the classroom, with their backs to the wall. Their goal is to reach their partners on the other side of the classroom.
6. When all students are in their starting positions, have the non-blindfolded students quickly rearrange furniture in the classroom.
7. Once obstacles are in place, the non-blindfolded students guide their partners around the obstacles!
8. Be sure to switch roles so each student gets a turn navigating and directing.



ACTIVITY B How do I get home?

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Blank paper

 **Estimated time:** 45 minutes

Activity Steps

1. Students use Google Maps to find the school (or their current location).
2. Students use Google Maps to find their homes.
3. Students identify the route they take to get from school to their home.
4. Students write directions from the school to their home using the road names on Google Maps, and using the vocabulary from this lesson. Students should use the following directional and driving words when writing their directions:
 - a. **apizo** (*s/he drives to a certain place*)
 - b. **bagamibizo** (*s/he arrives driving*)
 - c. **giiwedaabii'iwe** (*s/he drives home*)
 - d. **namanjinikaang** (*to the left*)
 - e. **gichinikaang** (*to the right*)
 - f. **ishkweyaang** (*behind; in the back*)
 - g. **niigaan** (*ahead; at the front; in the future*)
 - h. **akeyaa** (*that way*)
5. When students have all finished writing their directions, come back to the whole group.
 - a. Bring up a map of your community on the smart board or projector.
 - b. Allow students to come up in pairs, with one student reading their directions, and the other trying to follow them on the map.



TEACHER'S TIP

Students should use the online component of this lesson to help them remember vocabulary. If a student is having trouble with Google Maps, have them get directions by typing in the school's address and their home address. Students could also use the map apps on their phones to get directions.



Lesson 4: Gojichigen Miinawaa — *Try it again.*

OBJECTIVES

In this Rosetta Stone lesson and the classroom activities, students will review:

- using vtas to describe doing something for someone
- forming and using reduplicated verbs
- vocabulary related to driving, giving directions, and everyday conversation
- negative A-form vai conjugations for verbs ending in vowels


MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe Language Notebooks
- Scissors
- Sticky notes
- Vocabulary Cards (Printouts F)
- Ojibwe-only Script (Printouts G)
- Ojibwe People's Dictionary

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 29, Lesson 4 individually or in groups. (See Unit 29, Lesson 1 Script)



ACTIVITY A Conjugation practice

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe Language Notebooks

 **Estimated time:** 30 minutes

Activity Steps

1. Students individually review Unit 29, Lesson 4 Conjugations through Practice conjugations 2: vai.
2. Students copy the conjugation chart in their Ojibwe Language Notebooks. This chart should have its own page in their notebooks.
 - Make sure students leave room at the bottom of the page to practice the conjugation.
3. Students can practice conjugating negative A-form vais by writing sentences below the conjugation chart on their notebook page. They may use any of the following words:
 - a. **ikido** (*s/he says*)
 - b. **gashki'ewizi** (*s/he accomplishes; s/he succeeds*)
 - c. **abi** (*s/he or it (animate) sits in a certain place; s/he or it (animate) is at home*)
 - d. **aawi** (*s/he or it (animate) is a certain thing or being*)
 - e. **bimibattoo** (*s/he runs*)

Optional: After students finish writing their sentences, collect their notebooks and use these sentences to play Sparkle. Have students line up side-by-side facing you. Read one of the one-word sentences from this lesson's negation practice sentences. Students spell the word, one letter at a time, moving down the line. If a student misspells, they are eliminated from the game. When the last student has spelled, resume at the beginning of the line. Repeat, using as many of the negative A-form sentences as you need, until only one student remains.



ACTIVITY B Categorization

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Scissors
- Sticky notes
- Vocabulary Cards, one per group of students (Printouts F)

 **Estimated time:** 30 minutes

Activity Steps

1. Divide the class into groups of two or three. Give each group a set of Vocabulary Cards.
 - Students cut them out.
2. Students work together in small groups to separate the words into categories. Encourage students to do this as they see best fit, based on their understanding of the words.
3. After students have categorized their cards, have them discuss why they grouped each set of words.
 - They write a quick explanation or title for each grouping on a sticky note, and place it near the group.
4. After students have justified their groupings, have them move around the room to examine other groups' categorizations and justifications.
5. Ask for volunteers to discuss their own categorization methods, and what they thought of other groups' methods.



TEACHER'S TIP

If students are struggling with this activity, suggest different ways they might group these words: by meaning, by word type, by verb type, by natural vs. man-made objects, etc.



ACTIVITY C Comprehension check

Materials

 **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe-only Script, one per student (Printouts G)
- Ojibwe People's Dictionary

Activity Steps

1. Give each student a copy of the Ojibwe-only Script.
2. Have students watch Unit 29, Lesson 1, Look and listen, while following along with the script.
 - a. Students should underline any words they don't know.
 - b. Give them time to use Rosetta Stone Ojibwe and the Ojibwe People's Dictionary to identify the words they don't know.
3. Come together as a class and discuss how their comprehension has grown since the start of this unit.
4. Continue the discussion by asking students which activities in this unit were most helpful, what concepts they feel they mastered, and what they feel like they need more practice on.
5. After the discussion, divide the class into groups of five. Each group will roleplay the script.
 - a. Each student should play one character in the script.
 - b. Encourage students to use body language, movement, tone of voice, and props to help tell the story.
 - c. Allow students to rehearse, then take turns presenting to the group!

Optional: Students can follow these steps to make additional scenes that they can perform in front of the class, or in front of other classes, families, and community members!

UNIT
29

Scripts



Ojibwe

Odaabii'iwe Ogimaakwe. Ogimaakwe is driving.



Gimiwan	<p>Geget gii-minoseni bijiinaago a'aw Ogimaakwe. <i>Yesterday went well for Ogimaakwe.</i></p> <p>Mii iw gii-kashkitamaadizod odaabii'iwe-mazina'igaans. <i>She got (passed the requirements for) her driver's license.</i></p> <p>Giizhi-gigizhebaa-wiisinyang, inga-giiwedaabii'iwetamaagonaan. <i>After we finish eating breakfast, she will drive us home.</i></p>
Waabishkibines	<p>Hayaa. Onzaam wayiiba niwii-odaabii'iwetamaagonaan. <i>Oh no. It is too soon for her to drive us.</i></p>
Waasegiizhigookwe	<p>Mii go gaawiin ingodino. <i>Don't worry.</i></p> <p>Mii iw bijiinaago gii-gashkitamaadizod odaabii'iwe-mazina'igaans. <i>She passed the test yesterday.</i></p>
Ogimaakwe	<p>Aaniindi ge-izhaayangiban giizhi-wiisinyang? <i>Where should we go after we eat breakfast?</i></p> <p>Gidaa-odaabii'iwetamooninim ingoji. <i>I can drive you guys anywhere.</i></p>
Waasegiizhigookwe	<p>Gidaa-naajimijimemin Waamaating. <i>We should get groceries at Walmart.</i></p> <p>Indaa-adaawen ge-onaagoshi-mijiyang. <i>I could buy what I'll cook for dinner.</i></p>
Ogimaakwe	<p>Ahaw goda, Maam. Gidaa-izhiwinin da-naajimijimeyan. <i>Ok, Mom, I can take you to get groceries.</i></p>
Gimiwan	<p>Maagizhaa zaaga'iganiing gidaa-izhaamin. <i>Maybe we could go to the lake.</i></p> <p>Niwii-tibaabandaan minik gaa-baakibii'ang. <i>I want to check how much the ice has cleared off the lake.</i></p> <p>Indaanoodiz da-bagida'waayaan. <i>I have the desire to set nets.</i></p>
Ogimaakwe	<p>Ahaw Ded. Gidaa-o-dibaabandaamin i'iw zaaga'igan. <i>Ok, Dad, we can check up on the lake.</i></p>

Odaabii'iwe Ogimaakwe. Ogimaakwe is driving. (continued)



Waabishkibines	Daga, ataagewigamigong izhaadaa. Niwii-ataage gosha! <i>Come on. Let's go to the casino. I really want to gamble!</i>
Ogimaakwe	Gidaa-izhiwinin iwidi, Nimishoo, wii-ataageyan. Apegish mizhodaman! <i>I can take you over there, Grampa, to gamble. I hope you win!</i>
Amik	Mazinaatesewigamigong niwii-o-ganawaabandaan mezinaateseg. <i>I want to go watch a movie at the movie theater.</i>
Ogimaakwe	Ahaw, gidaa-izhiwinin iwidi, Nichiim. <i>Ok, I will take you over there, Little Brother.</i>
Waasegiizhigookwe	Giin dash, Ogimaakwe? Aandish waa-izhaayan? <i>What about you, Ogimaakwe? Where do you want to go?</i>
Ogimaakwe	Gaawiin ingodino, mii eta go wii-odaabii'iweyaan. <i>I don't care, as long as I can drive.</i> Ahaw. Giizhi-wiisinyang, Waamaating indaa-izhiwinaa nimaamaa da-naajimijimed megwaa ganawaabandang i'iw mezinaateseg a'aw Amik. <i>Okay, after we finish eating, I'll take Mom to Walmart to get groceries while Amik watches a movie.</i> Gidaa-noogitaamin iwidi zaaga'iganiing da-dibaabanjigeyang. Mii dash ge-izhi-izhiwinang Nimishoomis da-ataaged. <i>We can stop at the lake to check on things. Then we'll take Grampa to gamble.</i>
Gimiwan	Ogimaakwe. Mikwendan booch da-diba'aman waasamoo-bimide. Gaawiin anishaa gidaa-babaamibizosiin. <i>Ogimaakwe. Remember that you have to pay for gas. You are not going to just drive around for no reason.</i>
Ogimaakwe	Ahaw, Ded. Ganabaj indaa-nandawanokii da-diba'igeyaan dash. <i>Ok, Dad. I think I should get a job to pay for things.</i>
Waabishkibines	Onizhishin geget da-bami'idizoyan. <i>It's really good for you to support yourself.</i>
Ogimaakwe	Ambe maajibizodaa! Niibowa gidayaamin waa-izhaayang! <i>Let's start driving! We have a lot of places to go!</i>

Mamakadewizide a'aw Animosh. *The dog's feet are all black.*

In this video, we're going to look at different ways to use reduplication, or verbs with repeated syllables that add an extra layer of meaning. For each set of examples, see if you can figure out the meaning that the reduplicated syllable adds.

Makadewizide a'aw animosh.

The dog has one black foot.

Mamakadewizide a'aw animosh

The dog has all/multiple black feet.

Bagone'igaazowan onaabikawaaganan a'aw animosh.

The dog's collar has a hole in it.

Bapagone'igaazowan onaabikawaaganan a'aw animosh.

The dog's collar has holes in it.

Zaagikweni a'aw animosh.

The dog's head is sticking out.

Zaazaagikweniwag ingiw animoshag.

All of the dogs' heads are sticking out.

Now take a moment to think about what the reduplicated verb means.

Reduplicated verbs can have a few potential meanings. In these sentences, the reduplicated verb shows that there is more than one of something.

Odapagidoon.

S/he is throwing the ball.

Odapapagidoon.

S/he is throwing the ball over and over.

Wiisini.

S/he eats.

Wawwiisini.

S/he eats and eats.

Niimi.

S/he is dancing.

Naaniimi.

S/he dances and dances.

Mamakadewizide a'aw Animosh.

The dog's feet are all black. (continued)

Now take a moment to think about what the reduplicated verb means.

In these sentences, the reduplicated verb shows that something happens more than once.

Namadabi.

S/he is sitting down now.

Nanaamadabi.

S/he is sitting for a while.

Now take a moment to think about what the reduplicated verb means.

In these sentences, the reduplicated verb shows that something happens over a long period of time.

Odaabii'iwayaan Driving



<p>Niigaanigwaneb</p>	<p>Boozhoo. Niigaanigwaneb indizhinikaaz. Mii wa'aw indoodaabaan. <i>Hello. My name is Niigaanigwaneb. This is my car.</i></p> <p>Mii azhigwa gegaa da-maajibizoyaan. <i>I'm about to take off driving.</i></p> <p>Nimbabaamibiz <i>I'm out driving around.</i></p> <p>Niminwendam odaabii'iwayaan. <i>I like driving.</i></p> <p>Boozhoo, Niiiii. <i>Hi, friend!</i></p>
<p>Inini</p>	<p>Boozhoo! Chi-zaaga'iganiing niwii-izhaa. Gidaa-izhiwizh ina? <i>I want to go to the big lake. Can you take me?</i></p>
<p>Niigaanigwaneb</p>	<p>Ahaw goda. Gidaa-izhiwinin iwidi. <i>Ok. I can take you there.</i></p> <p>Boozhoo, Niiiii. Boozin. <i>Hi, friend. Get in.</i></p> <p>Aaniin akeyaa epizoyang? Mii na gichinikaang akeyaa? <i>Which way do we drive? To the right?</i></p>
<p>Inini</p>	<p>Namanjinikaang akeyaa gidaa-apizomin. <i>We should go left.</i></p>
<p>Niigaanigwaneb</p>	<p>Tayaa. Gibaashkijiisijigemin. Gidaa-naadamaw ina? <i>Oh no. We have a flat tire. Can you help me?</i></p> <p>Daga naadamawishin i'iw ombaabikwa'igan imaa ishkweyaang. <i>Please grab me the jack in the back.</i></p>
<p>Inini</p>	<p>Mii gii-pagamibizoyang. Miigwech odaabii'iwetamawiyen. <i>We've arrived. Thank you for driving me.</i></p> <p>Gidaa-giiwedaabii'iwetamaw ina onaagoshig? <i>Can you drive me home this evening?</i></p>
<p>Niigaanigwaneb</p>	<p>Eya'. Ingodwaaso-diba'iganek, gidaa-bi-naanin. <i>Yes. I'll pick you up at six.</i></p>

UNIT
29

Printouts



Ojibwe

Name:

Use the Ojibwe People's Dictionary to define each vti. Try converting the vti into a vta with a similar meaning using patterns you've learned before checking in the dictionary. After writing down your guess, check in the dictionary for the corresponding vta and its definition.

	vti	vta
	minwendan	
Definition		
	gikendan	
Definition		
	zhawendan	
Definition		
	babaamendan	
Definition		
	aabajitooon	
Definition		
	boonitooon	
Definition		
	ozhitooon	
Definition		
	mazinibii'an	
Definition		
	aabaabika'an	
Definition		
	zhizhoo'an	
Definition		
	ondinan	
Definition		
	daanginan	
Definition		
	dakonan	
Definition		

Name: _____

Choose three vti/vta pairs from above. Write a sentence for each word. Include animate and/or inanimate nouns and pointer words (demonstratives) in each sentence.

For an extra challenge, try to use different conjugations in each sentence!

vti/vta pair 1

vti sentence:

vta sentence:

vti/vta pair 2

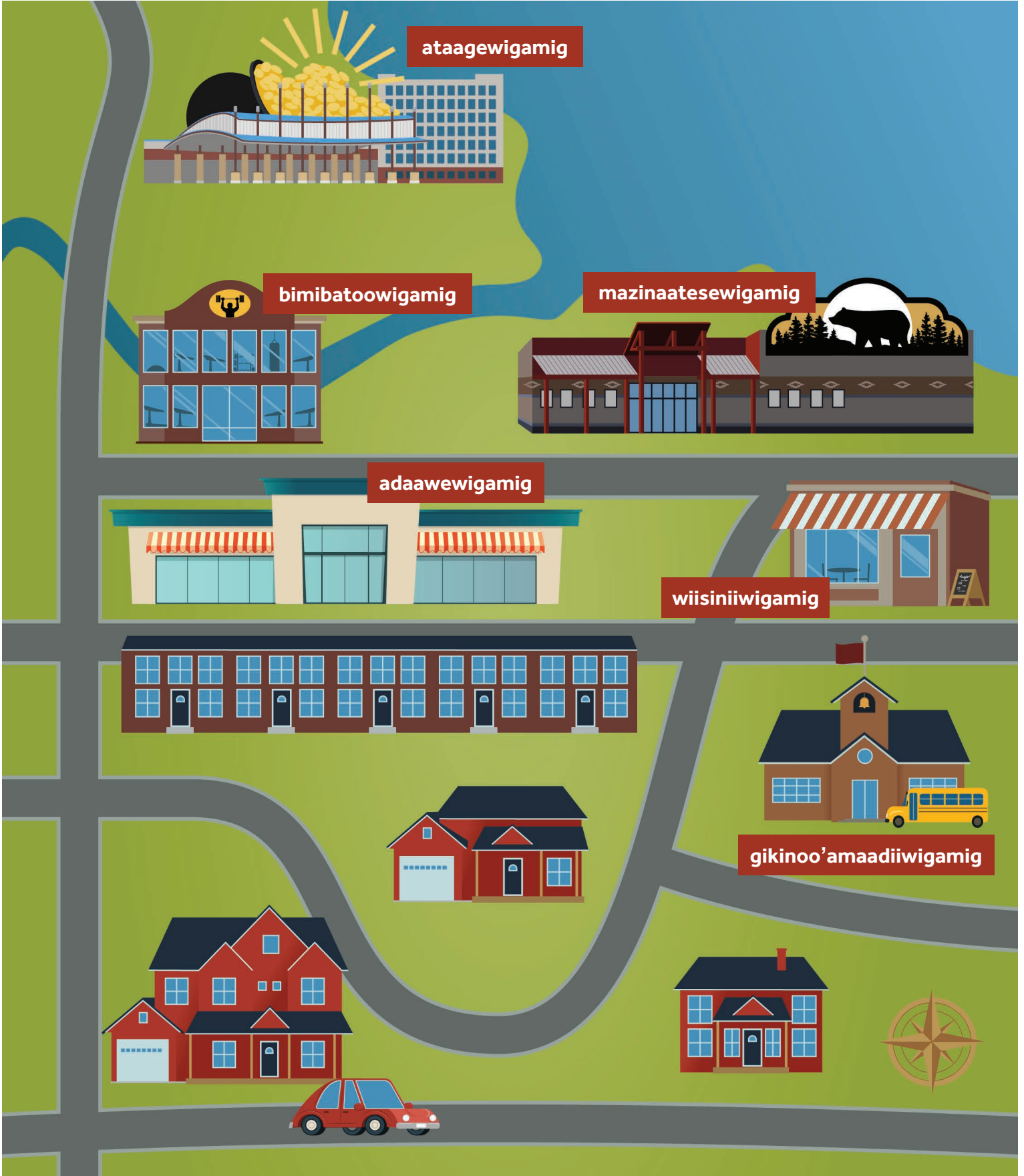
vti sentence:

vta sentence:

vti/vta pair 3

vti sentence:

vta sentence:







Name:

Ask your partner where characters are on their map. Use Xs and checks to keep track of their answers.

	Amik	Ogimaakwe	Gimiwan	Waaboos	Waasegiizhigookwe	Waabishkibines
odaabaaniwigamig						
jiibaakwewigamig						
abiiwigamig						
miiziiwigamig						
zaaga'igan						
ataagewigamig						
odaabaan						
bimibatoowigamig						
adaawewigamig						
gikinoo'amaadiiwigamig						

memidaaswi

neniizhwaaswi

wiisini

adaawe

naanoogibatoo

gwaakwaashkwani

memegade

zhegwaabide'o

naaniimi

jiibaakwe

boodawe

daadooskaabi

zhaangaswi

niiwin

bakade

wiisini

adaawe

nooginan

jiibaakwaadan

boodawe

niimi

nagamo

megade

gwaashkwani

bii'oo

minwaapi

mawi

wiindamaw

odaabii'iwe	maajiibizo	izhiwizh
diba'an	mizhodam	mazinaatese
onizhishin	minose	odaabii'iwe- mazina'igaans
waasamoo- bimide	megwaa	anishaa
apizo	babaamibizo	bagamibizo
giiwedaabii'iwe	namanjinikaang	gichinikaang
ishkweyaang	niigaan	akeyaa

Name:

Odaabii'we Ogimaakwe.

Gimiwan	Geget gii-minoseni bijiinaago a'aw Ogimaakwe. Mii iw gii-kashkitamaadizod odaabii'we-mazina'igaans. Giizhi-gigizhebaa-wiisinyang, inga-giiwedaabii'iwetamaagonaan.
Waabishkibines	Hayaa. Onzaam wayiiba niwii-odaabii'iwetamaagonaan.
Waasegiizhigookwe	Mii go gaawiin ingodino. Mii iw bijiinaago gii-gashkitamaadizod odaabii'we-mazina'igaans.
Ogimaakwe	Aaniindi ge-izhaayangiban giizhi-wiisinyang? Gidaa-odaabii'iwetamooninim ingoji.
Waasegiizhigookwe	Gidaa-naajimijimemin Waamaating. Indaa-adaawen ge-onaagoshi-miijiyang.
Ogimaakwe	Ahaw goda, Maam. Gidaa-izhiwinin da-naajimijimeyan.
Gimiwan	Maagizhaa zaaga'iganiing gidaa-izhaamin. Niwii-tibaabandaan minik gaa-baakibii'ang. Indaanoodiz da-bagida'waayaan.
Ogimaakwe	Ahaw, Ded. Gidaa-o-dibaabandaamin i'iw zaaga'igan.
Waabishkibines	Daga, ataagewigamigong izhaadaa. Niwii-ataage gosha!
Ogimaakwe	Gidaa-izhiwinin iwidi, Nimishoo, wii-ataageyan. Apegish mizhodaman!
Amik	Mazinaatesewigamigong niwii-o-ganawaabandaan mezinaateseg.
Ogimaakwe	Ahaw, gidaa-izhiwinin iwidi, Nichiim.
Waasegiizhigookwe	Giin dash, Ogimaakwe? Aandish waa-izhaayan?
Ogimaakwe	Gaawiin ingodino, mii eta go wii-odaabii'iweyaan. Ahaw. Giizhi-wiisinyang, Waamaating indaa-izhiwinaa nimaamaa da-naajimijimed megwaa ganawaabandang i'iw mezinaateseg a'aw Amik. Gidaa-noogitaamin iwidi zaaga'iganiing da-dibaabanjigeyang. Mii dash ge-izhi-izhiwinang Nimishoomis da-ataaged.
Gimiwan	Ogimaakwe. Mikwendan booch da-diba'aman waasamoo-bimide. Gaawiin anishaa gidaa-babaamibizosiin.
Ogimaakwe	Ahaw, Ded. Ganabaj indaa-nandawanokii da-diba'igeyaan dash.
Waabishkibines	Onizhishin geget da-bami'idizoyan.
Ogimaakwe	Ambe maajibizodaa! Niibowa gidayaamin waa-izhaayang!

UNIT 30



Ojibwe

Overview: Waasegiizhigookwe, Gimiwan, and Jiingwe play bingo at the casino. In this unit you'll learn about playing games, expand your conversational skills, review numbers, and learn how to compare quantities.

LESSON 1: Agwana'igedaa! — *Let's play bingo!*

Students will:

- talk about playing games
- expand conversational language
- recognize negative vtas

LESSON 2: Mii Mizhodamaan! — *I won!*

Students will:

- review numbers
- use numbers when talking about money

LESSON 3: Awenen Gaa-amwaad Niwiisagidesijiganan? — *Who ate my pizza?*

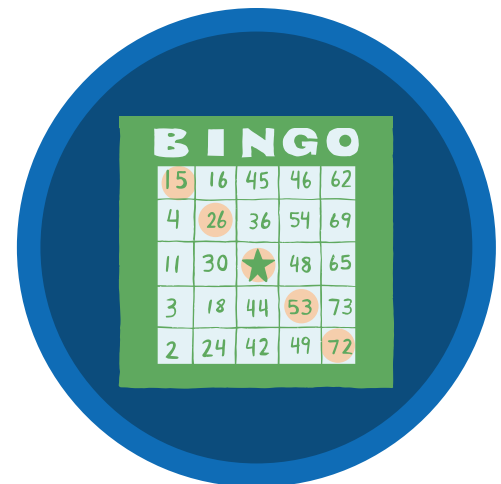
Students will:

- compare quantities of something
- use **nawaj**, **agana**, and **maamawi**- to compare two or more people or things

LESSON 4: Gojichigen Miinawaa. — *Try it again.*

Students will review:

- negative vtas
- comparing quantities
- comparing people or things
- vocabulary related to playing games, amounts of money, and everyday conversation
- negative A-form conjugations for vtis ending in **-an**





Lesson 1: Agwana'igedaa! — Let's play bingo!

OBJECTIVES

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

- talk about playing games
- use more conversational language
- recognize negative vtas

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe-only Script (Printouts A)
- Ojibwe People's Dictionary
- Smart board or projector
- Smart board or whiteboard
- Baton
- Ojibwe Language Notebooks
- Tape
- Negative Vtas Chart 1 (Printouts B)
- Negative Vtas Chart 2 (Printouts C)
- Negative Vtas Chart 3 (Printouts D)
- Negative Vta Prompt Cards (Printouts E)
- Scratch paper
- Markers

VOCABULARY

1

niiwezh vta	<i>beat someone in a contest or game</i>
gikenim vta	<i>know about someone</i>
agwana'ige vai	<i>s/he plays bingo; s/he covers things</i>
gojichige vai	<i>s/he tries something</i>
wawenabi vai	<i>s/he sits down</i>



ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 30, Lesson 1 individually or in groups. (See Unit 30, Lesson 1 Script)

ACTIVITY A Script practice

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe-only Script, one per student (Printouts A)
- Ojibwe People's Dictionary

⌵ **Estimated time:** 30 minutes

Activity Steps

1. Give each student a copy of the Ojibwe-only Script.
2. Have students work to write a translation of the script. Give them time to use Rosetta Stone Ojibwe and the Ojibwe People's Dictionary to identify the words they don't know.
3. After the discussion, divide the class into groups of four. Each group will roleplay the script.
 - a. Each student should play one character in the script.
 - b. Encourage students to use body language, movement, tone of voice, and props to help tell the story. Have fun with the humorous moments in the script, like Gimiwan's final line!
 - c. Allow students to rehearse, then take turns presenting to the group. Students can also present their scenes to other classes, for families, or for community members.
4. In groups of four, students use the script and new vocabulary from this lesson to write their own short scenes. The scenes should include:
 - a. a game that the characters play
 - b. characters talking about the game
 - c. small talk before, after, or during the game
5. Students should write scripts, then rehearse and perform their scripts for each other.



ACTIVITY B Last person standing

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Baton (an object to pass between students during the game)

 **Estimated time:** 45 minutes

Activity Steps

1. As a group, review Unit 17, Lesson 3, Conjugations through Lesson Summary and Unit 23, Lesson 3, Conjugations through Lesson Summary.
2. All students stand in a circle.
3. Give one student the baton (an object to pass between students during the game).
4. When the game starts, the person holding the baton must say a negative vai or vti. They then pass the baton to the person to their left.
5. The person now holding the baton must say a negative vai or vti. They then pass the baton to the person to their left.
6. If a student repeats something that's already been said, or fails to say something inside a reasonable timeframe, they are eliminated and must pass the baton to the person to their left, and sit down.
7. The last person standing is the winner.



ACTIVITY C Practice negative vtas

Materials

Estimated time: 45 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Smart board or whiteboard
- Ojibwe Language Notebooks
- Tape
- Negative Vtas Chart 1, one per student (Printouts B)
- Negative Vtas Chart 2, one per student (Printouts C)
- Negative Vtas Chart 3, one per student (Printouts D)
- Negative Vta Prompt Cards, one card per student (Printouts E)

Activity Steps

1. As a group, review Unit 30, Lesson 1, Explore negative vtas 1, Explore negative vtas 2, and Explore negative vtas 3: Extra tips.
2. Give each student a copy of the three Negative Vtas Charts. These are the conjugation charts from the Explore sections you've just reviewed together.
3. Students tape or glue each chart on a new page (three different pages) in their Ojibwe Language Notebooks.
4. Allow students time to practice writing a few sentences on each page. Write the following words on the board for them to practice in their notebooks:
 - a. **minwenim** (*like someone*)
 - b. **asham** (*feed someone*)
 - c. **baabii'** (*wait for someone*)
 - d. **makam** (*take something from someone*)
5. Give each student a Negative Vta Prompt Card.
6. Students move around the classroom with their notebooks, and use their Negative Vta Prompt Cards to ask each other to conjugate the vtas on the board.



TEACHER'S TIP

Feel free to use new or other vtas that weren't suggested above. Keep track of new vtas that interest your students by creating a vta list and hanging it in the classroom where everyone can easily see.



ACTIVITY D Objects and subjects

Materials

- Scratch paper, one sheet per student
- Markers, one per student

 **Estimated time:** 30 minutes

Activity Steps

1. Give each student one piece of scratch paper.
2. Assign one of the following words to eight of the students: **niin**, **giin**, **wiin**, **niinawind**, **giinawind**, **giinawaa**, **wiinawaa**, and **godag**. Those students write the assigned words on their scratch paper in large letters. This group is called the Objects.
3. The students who were not assigned words in the previous step write either **niin** or **giin** on their scratch paper in large letters. This group of students is called the Subjects.
4. The Objects stand in a tight circle in the middle of the room, facing outward, and hold their cards up at chest level, facing outward so they can be read.
5. The Subjects hold their cards up at chest level, facing outward to be read, and move to stand across from one of the Objects.
6. When the students are facing each other, the instructor will call out a vta such as **waabam** (*see someone*). When the teacher says this word, the Objects stay put, and the Subjects move clockwise until they're face to face with a different Subject.
7. When students come face to face, they race to form a negative A form of the verb the teacher said, using the object and subject cards they are holding.
8. When a Subject is the first to answer, they switch places and cards with the Object. Once all students have conjugated, the teacher calls out another vta, the Subjects move clockwise, and the process repeats itself.
9. The goal is for everyone to be in the Objects group at the end of the activity.



Lesson 2: Mii Mizhodamaan! — I won!

OBJECTIVES

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

- use numbers
- use numbers when talking about money

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- 100 Chart (Printouts F)
- Lesson 1 Ojibwe Script (Printouts A)
- Highlighters
- Bingo Cards (Printouts G)
- Bingo daubers (optional)
- A random number generator
- How Much Does That Cost? (Printouts H)

VOCABULARY

1

bezhig	one
niizh	two
niswi	three
niiwin	four
naanan	five
ingodwaaswi	six
niizhwaaswi	seven
ishwaaswi	eight
zhaangaswi	nine
midaaswi	ten

2

ashi-bezhig	eleven
ashi-niizh	twelve
ashi-niswi	thirteen
ashi-niiwin	fourteen
ashi-naanan	fifteen
ashi-ingodwaaswi	sixteen
ashi-niizhwaaswi	seventeen
ashi-ishwaaswi	eighteen
ashi-zhaangaswi	nineteen



Lesson 2: Mii Mizhodamaan! — /won! (continued)

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 *one thousand*

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 30, Lesson 2 individually or in groups. (See Unit 30, Lesson 2 Script)



ACTIVITY A Counting by...

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- 100 Chart, one per student (Printouts F)

Estimated time: 45 minutes

Activity Steps

1. Review Unit 30, Lesson 2, Vocabulary 1, 2, 3, and 4 as a class.
2. Give each student a copy of the 100 Chart, or display the 100 Chart on the smart board or projector for everyone to see.
3. Play **Counting by...**
 - a. Students stand in a circle.
 - b. The first student to play says **bezhig**, or **bezhig, niizh**, or **bezhig, niizh, niswi** (*one, two, three*). The student can choose to say one, two, or three numbers, but not more than that.
 - c. 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**, or **niizh, niswi** or **niizh, niswi, niiwin** (*two, three, four*).
 - d. This continues around the circle until a student is forced to say **ashi-bezhig** (*eleven*). The student who says **ashi-bezhig** sits down.
 - e. The game starts back at **bezhig** with the next student.
 - f. The last student standing wins.
4. Play again, but this time count by fives, counting until fifty-five.
 - a. Students stand in a circle.
 - b. The first student to play says **naanan**, or **naanan, midaaswi**, or **naanan, midaaswi, ashi-naanan** (*five, ten, fifteen*). The student can choose to say one, two, or three numbers, but not more than that.
 - c. The next student picks up and can say one, two, or three numbers. For example, if the first student said **naanan**, the next student can say **midaaswi**, or **midaaswi, ashi-naanan** or **midaaswi, ashi-naanan, niishtana** (*ten, fifteen, twenty*).
 - d. This continues around the circle until a student is forced to say **naanimidana ashi-naanan** (*fifty-five*). The student who says **naanimidana ashi-naanan** sits down.
 - e. The game starts back at **naanan** with the next student.
 - f. The last student standing wins.
5. Play again, but this time count by 2s, 3s, 4s, 10s, etc.



ACTIVITY B *Agwana'igeg! — Play bingo!*

Materials

Estimated time: 45 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Ojibwe-only Script, one per student (Printouts A) or Lesson 1 Script, one per student
- Highlighters, one per student
- Bingo Cards, one per student (Printouts G)
- Bingo daubers, one per student (optional)
- A random number generator

Activity Steps

1. As a group, review Unit 30, Lesson 2, Vocabulary 1, 2, and 3.
2. Give each student a copy of the Ojibwe-only script or Lesson 1 Script.
 - Students use a highlighter to highlight all words and phrases they think will be useful to them when they play bingo.
 - The character Jiingwe uses many good lines for playing bingo. If students are having trouble, point them toward his lines.
3. Give each student a Bingo Card and a dauber. If you don't have daubers, have students use highlighters instead.
4. Use a random number generator, with numbers set between 1–75, to call out numbers for bingo (in Ojibwe).
5. Students use the language they highlighted in their scripts to interact with each other, or to declare that they've won!



TEACHER'S TIP

You can play multiple times by printing multiple sets of Bingo Cards. You can also use something else to mark the cards, like beans or transparent bingo counting chips, and have students trade cards after each game to save on paper. Students may even want to take turns being the bingo caller.



ACTIVITY C How much does that cost?

Materials

- How Much Does That Cost?, two sheets per student pair (Printouts H)
- Computers or tablets
- Rosetta Stone Ojibwe

Estimated time: 15 minutes

Activity Steps

1. If necessary, review Unit 30, Lesson 2, Explore 5 to ensure students understand how to talk about money.
2. Pass out two How Much Does That Cost? sets to each pair of students. Each pair should have an A/B set (inanimate objects) and a C/D set (inanimate objects)
3. Students start with the A/B set. One student in the pair should have the A sheet with store items and prices; they are the Owner. The other student has the corresponding B sheet that just shows the items, with no prices. They are the Customer.
4. The Customer picks out an item they'd like to buy and asks the Owner how much it is by asking **Aanin enagindeg?** (*How much do/does it/they cost?*) For the How Much Does That Cost? C/D set, they ask **Aaniin enaginzod/enaginzowaad?** (*How much do/does it/they cost?*)
5. The Owner responds, giving the price. The customer can choose to buy the item or bargain, using more number vocabulary.
 - a. To buy an item, the student can say: **Ahaw. Niwii-adaawen.** (*Okay. I'll buy it.*)
 - b. To refuse an item, the student can start a negotiation by saying: **Gaawiin. [Amount] giga-miinin.** (*No. I'll give you [amount].*)
6. The pair continues to buy/sell all the items on sheet A.
7. When a pair finishes the A/B sheets, they switch Owner/Customer roles and buy/sell the items on the C/D sheets.



Lesson 3: Awenen Gaa-amwaad Niwiisagidesijiganan? — Who ate my pizza?

OBJECTIVES

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

- compare quantities of something
- use **nawaj**, **agana**, and **maamawi-** to compare two or more people or things

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Six-sided dice
- 6 x 6 Multiplication Chart (Printouts I)
- Sticky notes
- **Awenen Nawaj Eyaang?** (Printouts J)
- **Awenen Nawaj Eyaang?** Prompts (Printouts K)
- M&Ms or other candy

VOCABULARY

1

nawaj adverb	<i>more</i>
maamawi- preverb	<i>the most; the least; the best; the worst (superlative)</i>

2

agana adverb	<i>less</i>
bangii adverb	<i>a little; a little bit; few</i>
niibowa adverb	<i>a lot; many; much</i>
agaawaa adverb	<i>barely; hardly</i>

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 30, Lesson 3 individually or in groups. (See Unit 30, Lesson 3 Script)



ACTIVITY A Dachingagindaasong (*Multiplication*)

Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Six-sided dice, two per student
- 6 x 6 Multiplication Chart, one per pair of students (Printouts I)
- Sticky notes, one per student

Activity Steps

1. As a group, review Unit 30, Lesson 3 Vocabulary 1, Vocabulary 2, and Explore Comparisons 1.
2. Write the following words on the board for students to reference later in the activity:
 - a. **agana** (*less*)
 - b. **nawaj** (*more*)
 - c. **niibowa** (*a lot*)
 - d. **bangii** (*a little*)
 - e. **apii dash giin** (*than you*)
3. Group students into pairs and give each pair one 6 x 6 Multiplication Chart.
4. Give each student two six-sided dice and a sticky note.
5. Each student rolls their two dice and multiplies them. Students say their total multiplied number, then use the words on the board to express their total multiplied number compared to their partner. For example, they might say:
 - a. **Nisimidana. Nawaj indayaan an apii dash giin.** (*Thirty. I have more than you.*)
 - b. **Ishwaaswi. Bangii indayaan an apii dash giin.** (*Eight. I have a little compared to you.*)
6. Each time a student has a higher total than their partner, they make a tally mark on their sticky note. The first student to get twenty tally marks is the winner.



ACTIVITY B Awenen nawaj eyaang? — *Who has more?*

Materials

 **Estimated time:** 20 minutes

- **Awenen Nawaj Eyaang?**, one per student (Printouts J)
- **Awenen Nawaj Eyaang?** Prompts, one copy (Printouts K)
- M&Ms or other candy, one bag per student

Activity Steps

1. Give each student a copy of **Awenen Nawaj Eyaang?** and a bag of M&Ms or other small candies or tokens.
2. Have students take turns reading one of the **Awenen Nawaj Eyaang?** Prompts to their peers.
3. Students use their M&Ms to show how many each character on their printout should have.
 - For example, if you read, "**Nawaj odayaanan a'aw animosh apii dash iniw gwiwizensan.**" (*The dog has more than the boy.*), the students should place more M&Ms on the image of the dog than they do on the image of the boy.
4. Repeat until students have completed all the prompts.
5. When the activity is completed, students can eat and enjoy their M&Ms!

Optional: Challenge students to write their own prompts and try to stump their peers!



Lesson 4: Gojichigen Miinawaa. — *Try it again.*

OBJECTIVES

In this Rosetta Stone lesson and the classroom activities, students will review:

- negative vtas
- comparing quantities
- comparing people or things
- vocabulary related to playing games, amounts of money, and everyday conversation
- negative A-form conjugations for vtis ending in **-an**

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Lotería Cards (Printouts L)
- Lotería Vocabulary Words (Printouts M)
- Transparent bingo chips
- **Mii go Geniin!** (Printouts N)
- Deck of playing cards
- 10 x 10 Multiplication Chart (Printouts O)

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 30, Lesson 4 individually or in groups. (See Unit 30, Lesson 1 Script)



ACTIVITY A Lotería

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Lotería Cards, one card per student (Printouts L)
- Lotería Vocabulary Words, one copy (Printouts M)
- Transparent bingo chips, twelve per student

Estimated time: 30 minutes

Activity Steps

1. Allow students time to review Unit 30, Lesson 1, Lesson 2, and Lesson 3 vocabulary.
2. Give each student a Lotería Card and twelve transparent bingo chips.
3. Read a vocabulary word from the Lotería Vocabulary Words. Students cover the image that matches that word on their Lotería Card.
 - The first student to cover all their images wins.
4. Play again, with the winner of the previous game calling out the new vocabulary words.



TEACHER'S TIP

Encourage students to use words and phrases from Unit 30, Lesson 1 while talking about the game!

ACTIVITY B Mii go Geniin! — *Me too!*

Materials

- **Mii go Geniin!**, four sentences per student (Printouts N)

Estimated time: 30 minutes

Activity Steps

1. Give each student one set of **Mii go Geniin!** sentences.
 - These sentences are printed in pairs. When you pass them out, make sure that you pass out both groups of sentences from each pair. If one half of a pair isn't passed out, one student won't be able to find their partner. The instructor may also have to play to ensure an equal number of participants.
2. Students move around the classroom looking for the person with the same sentences as them. To do so, they walk up to someone and read them their first sentence. The respondent can do one of the following:
 - If they have the same sentence they say: **Mii go geniin!** (*Me too!*)
 - If they have a different sentence, they read it aloud. They then look for a new partner to read with.
3. Students repeat this process until they find the person with the same four sentences as them.
4. Continue playing until all players have found their partner.



ACTIVITY C Multiplication War

Materials

- Deck of playing cards, one per pair of students
- 10 x 10 Multiplication Chart, one per pair of students (Printouts O)

 **Estimated time:** 30 minutes

Activity Steps

1. Group students into pairs. Give each pair of students one deck of cards and one 10 x 10 Multiplication Chart.
2. Students remove all face cards from their decks, shuffle, and deal twenty cards to each student. Each student holds their twenty cards face down.
3. Students play Multiplication War.
 - a. Each student flips two cards face up, then multiplies those numbers. Students say the total of their multiplied numbers in Ojibwe. The student with the higher numbers must say: **Nawaj indayaan apii dash giin.** (*I have more than you.*) They then take their two face-up cards, and their opponent's two face-up cards, and put them on the bottom of their deck.
 - b. Students repeat this process until one student has all the cards.



TEACHER'S TIP

Remind students that aces are equal to one for the purposes of this game.

UNIT 30

Scripts



Ojibwe

Agwana'igedaa! Let's play bingo!

Ojibwe



Waasegiizhigookwe	Aaniin, Jiingwe! <i>Hi, Jiingwe!</i>
Jiingwe	Aaniin, Waasegiizhigook. Aaniin, Gimiwan. <i>Hi, Waasegiizhigookwe. Hi, Gimiwan.</i>
Gimiwan	Aaniin, Jiingwe. <i>Hi, Jiingwe.</i>
Jiingwe	Gaawiin gigikenimisinoon wii-pi-agwana'igeyan noongom dibikak. <i>I didn't know you were coming to bingo tonight.</i> Mii aangwaamasidog da-niiweninaan. <i>Now I'll finally have a chance to beat you.</i>
Waabishkibines	Daga wawenabig. Giga-maajitaamin. <i>Please sit down (everyone). We will start.</i>
Waasegiizhigookwe	Aaniin ezhi-ayaawaad giniijaanisag? <i>How are your kids doing?</i>
Waabishkibines	I niishtana ashi-niswi! <i>I twenty-three!</i>
Jiingwe	Bizaan! Gaawiin ninoondamaasiin. <i>Shh! I can't hear.</i> Gaawiin ingii-noondawaasiin gaa-wiindang. Wegonen nitam gaa-wiindang? <i>I didn't hear what he called. What did he call first?</i>
Gimiwan	I niishtana ashi-niswi. <i>I twenty-three.</i>
Waabishkibines	G niimidana ashi-niizhwaaswi. <i>G forty-seven.</i>
Jiingwe	Wa. Indayaan. <i>Yes. Got it.</i>
Waabishkibines	O niizhwaasimidana. <i>O seventy.</i>
Waasegiizhigookwe	Nashke. Gegaa go nimizhodam. <i>Look. I'm almost winning.</i>
Waabishkibines	I niishtana ashi-zhaangaswi. <i>I twenty-nine.</i>
Jiingwe	Tayaa. Gaawiin mashi ingii-mizhodanziin. <i>Man. I haven't won yet.</i>

Agwana'igedaa! Let's play bingo! (continued)

Ojibwe



Waabishkibines	B ashi-bezhig. <i>B eleven.</i>
	I ashi-niizhwaaswi. <i>I seventeen.</i>
Jiingwe	Mii mizhodamaan! Mii aangwaamas niuweninaan! <i>Bingo! (I win!) I finally beat you!</i>
Waabishkibines	Awenen danaa gaa-mizhodang? <i>Who won?</i>
Jiingwe	Howa. Wadaawisidog mii mizhodamaan! <i>Ha. I finally won!</i>
Waasegiizhigookwe	Aangwaamas gii-mizhodaman. <i>You finally won.</i>
	Mii na miinawaa wii-kojichigeyan? <i>Are you going to play again?</i>
Jiingwe	Gaawiin sanaa nabaj. <i>I don't think so.</i>
	Indoojaanimendam da-giiweyaan da-wiindamawagwaa niniijaanisag gii-mizhodamaan. <i>I can't wait to get home and tell my kids I won.</i>
Waasegiizhigookwe	Giga-niweenin miinawaa wii-agwana'igeyang. <i>I'll beat you next time.</i>
	Aaniin dash ezhi-ayaawaad giniijaanisag? <i>So, how are your kids doing?</i>
Jiingwe	Weweni go izhi-ayaawag. <i>They're good.</i>
	Niwii-pagida'waamin Ishkwaajanokii-giizhigak. Giwii-paa-wiiji'iwem ina? <i>We're planning to go netting on Saturday. Would you like to join us?</i>
Waasegiizhigookwe	Inga-waabandaan giishpin dawiseyaan. Giga-bi-ganoonin naagaj. <i>Let me see if I'm free. I'll call you later.</i>
	Mii na azhigwa da-giiweyang, Gimiwan? <i>Are you ready to go home, Gimiwan?</i>
Gimiwan	Eya'. Kawe niwii-piizikaan nibabiinzikawaagan. <i>Yes. Let me just put on my coat.</i>
	Niwii-niwezhiwe agwana'igeyaan miinawaa. <i>I'll win when I play bingo again.</i>

Mii Mizhodamaan! I won!

Ojibwe



Inini 1	<p>Ambe namadabig. <i>Come sit down.</i></p> <p>Mii azhigwa da-maajitaayang. <i>We are about to start.</i></p> <p>Gidaa-aabajitooon o'ow agwana'ige-mazina'igan wii-odaminoyan gaye giin. <i>You can use this card if you want to play too.</i></p> <p>Mii iw nitam B niizhwaaswi. <i>The first (one) is B seven.</i></p>
Ikwe 1	<p>Mii iw. <i>Yes.</i></p>
Inini 1	<p>Mii dash N nisimidana ashi-niswi. <i>Next is N thirty-three.</i></p> <p>Mii dash I ashi-ishwaaswi. <i>Next is I eighteen.</i></p>
Inini 2	<p>Mii gaawesaa. <i>I don't have that one.</i></p>
Inini 1	<p>Mii dash O niizhwaasimidana ashi-niiwin. <i>Next is O seventy-four.</i></p>
Ikwe 1	<p>Mii iw. <i>Yes.</i></p>
Inini 1	<p>Mii dash O ingodwaasimidana ashi-ishwaaswi. <i>Next is O sixty-eight.</i></p>
Inini 2	<p>Wa. Indayaan i'iw. <i>Wow. I got it.</i></p>
Inini 1	<p>Mii dash B ashi-niizh. <i>Next is B twelve.</i></p> <p>Mii dash I niishtana ashi-zhaangaswi. <i>Next is I twenty-nine.</i></p> <p>Mii dash N niimidana ashi-naanan. <i>Next is N forty-five.</i></p>
Ikwe 2	<p>Mii gaawesaa. <i>I don't have that one.</i></p>
Inini 1	<p>Mii dash I niishtana ashi-ingodwaaswi. <i>Next is I twenty-six.</i></p>

Mii Mizhodamaan! *I won!* (continued)

Ojibwe



Ikwe 2	Mii iw. Yes.
Ikwe 1	Ayay. <i>Oh, man.</i>
Inini 1	Mii dash O ingodwaasimidana ashi-bezhig. <i>Next is O sixty-one.</i> Mii dash G niimidana ashi-niizhwaaswi. <i>Next is G forty-seven.</i> Mii dash G naanimidana ashi-niizh. <i>Next is G fifty-two.</i>
Ikwe 1	Howa! Mii mizhodamaan! <i>Wow! I win!</i>
Inini 2	Howa. Mii go iw. <i>Wow. That's the way.</i>
Ikwe 2	Giga-niiwenin miinawaa wii-agwana'igeyang. <i>I'll beat you next time we play.</i>

Awenen Gaa-amwaad Niwiisagidesijiganan? *Who ate my pizza?*

Ojibwe



Gwiiwizens 1	Howa! Awegonen i'iw menomaagwak? Imbakade gosha. <i>Howa! What's that good smell? I'm hungry.</i>
Gwiiwizens 2	Nawaj igo niin imbakade apii dash giin! <i>I'm hungrier than you!</i>
Ikwezens	Nimaamawi-bakade gosha. <i>Well, I'm the hungriest.</i>
Gwiiwizens 2	Howa! Wiisagidesijigan! <i>Ooh, pizza!</i>
Narrator	Nisiwag ingiw abinoojiinyag. Maamawi-agaashiinyi wa'aw. <i>There are three kids. This kid is the smallest.</i> Nawaj mindido wa'aw abinoojiinh apii dash iniw oshiimeyan. <i>This kid is bigger than his younger sibling.</i> Mii a'aw mayaamawi-mindidod nisiwaad abinoojiinyag. <i>She is the biggest of the three kids.</i>
Narrator	Bangii wiisagidesijigan ayaa omaa onaaganing. <i>There is a little bit of pizza on this plate.</i> Nawaj wiisagidesijigan ayaa omaa onaaganing. <i>There is more pizza on this plate.</i> Niibowa wiisagidesijigan ayaa omaa onaaganing. <i>There is a lot of pizza on this plate.</i>
Inini	Aaniin, Abinoojiinyidog! Mii azhigwa da-wiisinyang! <i>Hey, kids! Time to eat!</i> Aaniin danaa? Awenen gaa-amwaad niwiisagidesijiganan? <i>Wait, what happened? Who ate my pizza?</i>
Gwiiwizens 1	Agaawaa go ingii-amwaa wiisagidesijigan! Niibowa dash nisayenh ogii-amwaan! <i>I barely ate any pizza! But my older brother ate a lot!</i>
Gwiiwizens 2	Gaawiin gosha! Agana ingii-izhi-amwaa apii dash nimisenh! <i>No way! I ate less than my older sister!</i>
Ikwezens	Niibowa geget ingii-amwaa. Nawaj dash nimindid apii dash giinawaa. <i>I did eat a lot of pizza. But I'm bigger than you guys.</i>
Inini	Tayaa. Nawaj wiisagidesijigan indaa-biinaa wiisinyang miinawaa! <i>Oh, well. I'll have to bring more pizza when we eat again!</i>

UNIT 30

Printouts



Ojibwe

Name:

Agwana'igedaa!

Waasegiizhigookwe Aaniin, Jiingwe!

Jiingwe Aaniin, Waasegiizhigook. Aaniin, Gimiwan.

Gimiwan Aaniin, Jiingwe.

Jiingwe Gaawiin gigikenimisinoon wii-pi-agwana'igeyan noongom dibikak.
Mii aangwaamasidog da-niiweninaan.

Waabishkibines Daga wawenabig. Giga-maajitaamin.

Waasegiizhigookwe Aaniin ezhi-ayaawaad giniijaanisag?

Waabishkibines I niishtana ashi-niswi!

Jiingwe Bizaan! Gaawiin ninoondamaasiin.

Gaawiin ingii-noondawaasiin gaa-wiindang. Wegonen nitam gaa-wiindang?

Gimiwan I niishtana ashi-niswi.

Waabishkibines G niimidana ashi-niizhwaaswi.

Jiingwe Wa. Indayaan.

Waabishkibines O niizhwaasimidana.

Waasegiizhigookwe Nashke. Gegaa go nimizhodam.

Waabishkibines I niishtana ashi-zhaangaswi.

Name:

Jiingwe	Tayaa. Gaawiin mashi ingii-mizhodanziin.
Waabishkibines	B ashi-bezhig. I ashi-niizhwaaswi.
Jiingwe	Mii mizhodamaan! Mii aangwaamas niuweninaan!
Waabishkibines	Awenen danaa gaa-mizhodang?
Jiingwe	Howa. Wadaawisidog mii mizhodamaan.
Waasegiizhigookwe	Aangwaamas gii-mizhodaman. Mii na miinawaa wii-kojichigeyan?
Jiingwe	Gaawiin sanaa nabaj. Indoojaanimendam da-giiweyaan da-wiindamawagwaa niniijaanisag gii-mizhodamaan.
Waasegiizhigookwe	Giga-niiwenin miinawaa wii-agwana'igeyang. Aaniin dash ezhi-ayaawaad giniijaanisag?
Jiingwe	Weweni go izhi-ayaawag. Niwii-pagida'waamin Ishkwaaj-anokii-giizhigak. Giwii-paa-wiiji'iwem ina?
Waasegiizhigookwe	Inga-waabandaan giishpin dawiseyaan. Giga-bi-ganoonin naagaj. Mii na azhigwa da-giiweyang, Gimiwan?
Gimiwan	Eya'. Kawe niwii-piizikaan nibabiinzikawaagan. Niwii-niwezhiwe agwana'igeyaan miinawaa.

WAABAM: NEGATIVE VTAS, A FORM	
niin → giin	gaawiin gi waabamisinoon
niin → wiin	gaawiin ni waabamaasiin
niin → godag	gaawiin ni waabamimaasiin
niin → giinawaa	gaawiin gi waabamisinooninim
niin → wiinawaa	gaawiin ni waabamaasiig

WAABAM: NEGATIVE VTAS, A FORM	
giin → niin	gaawiin giwaabamisiin
giin → wiin	gaawiin giwaabamaasiin
giin → godag	gaawiin giwaabamimaasiin
giin → niinawind	gaawiin giwaabamisiimin
giin → wiinawaa	gaawiin giwaabamaasiig

WAABAM: NEGATIVE VTAS, A FORM	
wiin → niin	gaawiin ni waabam igosiin
wiin → giin	gaawiin gi waabam igosiin
wiin → godag	gaawiin owaabamaasiin
wiin → niinawind	gaawiin ni waabam igosiinaan
wiin → giinawind	gaawiin gi waabam igosiinaan
giin → wiinawaa	gaawiin gi waabam igosiwaa

giin - wiinawaa

niin - wiin

niin - godag

niin - giinawaa

wiin - niinawind

wiin - giinawind

niin - giin

giin - wiin

giin - niinawind

wiin - niin

wiin - giinaawa

wiin - godag

niin - wiinawaa

giin - niin

giin - godag

niin - giin

100 Chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

B I N G O

4	30	42	55	71
1	17	36	52	65
15	18	★	46	68
9	27	38	47	63
5	21	31	59	69

B I N G O

14	29	41	50	72
10	19	36	56	63
11	27	★	55	67
4	18	33	46	68
9	16	32	57	73

B I N G O

8	23	39	54	63
1	27	43	46	71
6	28	★	47	73
2	22	32	49	61
5	18	45	58	66

B I N G O

2	27	45	55	75
14	25	44	56	64
1	23	★	49	66
6	16	43	48	62
12	19	36	52	69

B I N G O

15	26	38	59	68
13	20	42	53	62
8	19	★	60	71
1	28	33	55	70
12	24	41	51	65

B I N G O

8	29	38	54	74
12	23	32	50	70
1	30	★	48	68
3	25	40	46	72
11	21	35	59	67

B I N G O

14	30	41	53	74
4	28	35	57	68
10	23	★	46	75
8	16	43	48	70
12	27	39	56	66

B I N G O

11	23	44	53	69
5	27	38	47	65
4	16	★	56	63
13	18	40	55	61
9	26	36	50	74

BINGO

8	24	44	48	75
2	20	40	46	69
11	18	★	56	66
10	16	42	49	71
5	29	37	53	65

BINGO

14	18	45	55	65
10	16	39	56	69
8	26	★	52	64
12	19	41	50	61
7	23	35	46	73

BINGO

14	23	39	59	63
8	17	35	55	61
15	26	★	53	71
10	25	31	57	64
6	20	44	52	68

BINGO

9	29	33	60	70
5	25	31	54	71
3	23	★	51	67
1	27	34	56	65
14	22	38	50	61

B I N G O

9	27	36	52	62
8	25	34	47	64
3	19	★	49	68
6	16	33	57	66
2	22	35	59	67

B I N G O

6	22	32	48	70
4	17	34	60	65
8	19	★	58	66
3	27	36	46	62
5	29	37	53	64

B I N G O

13	24	42	51	67
12	23	40	49	62
11	18	★	53	64
3	21	31	48	72
2	17	37	50	74

B I N G O

12	21	37	47	63
10	19	32	49	75
4	23	★	53	73
1	18	42	51	61
7	20	44	52	68

B I N G O

2	18	40	54	67
4	30	35	56	75
8	28	★	59	68
6	16	32	57	66
7	23	34	52	74

B I N G O

10	24	37	58	62
5	26	45	48	70
6	29	★	47	66
2	27	36	51	64
4	22	44	60	61

B I N G O

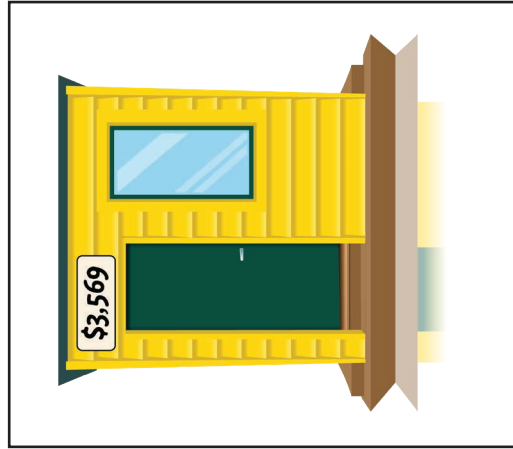
7	17	33	55	69
2	19	45	50	71
4	23	★	51	74
12	21	31	47	72
14	22	38	49	67

B I N G O

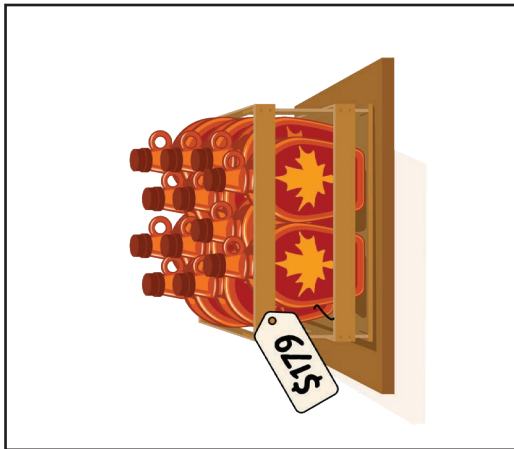
3	25	39	52	73
15	20	41	60	63
13	21	★	53	62
1	17	42	51	66
8	19	37	59	75



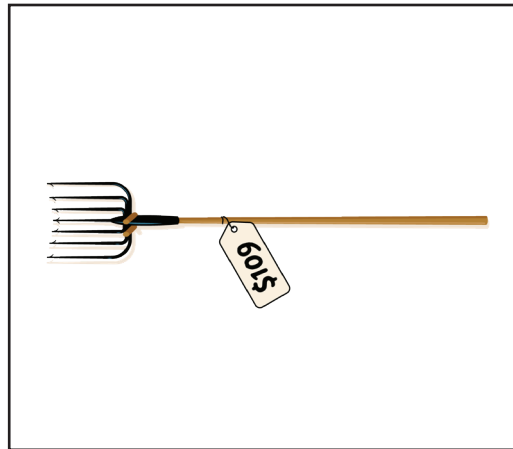
Jiimaan



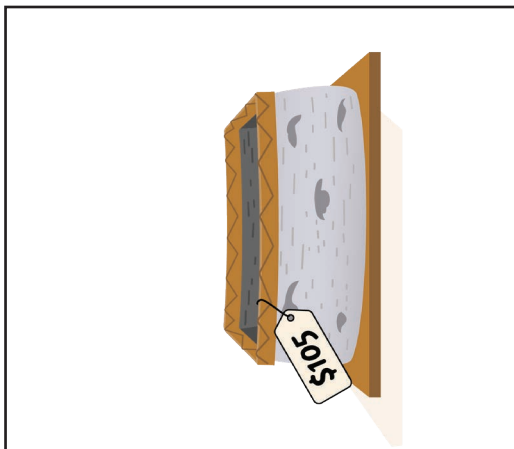
Akwa'wewigamig



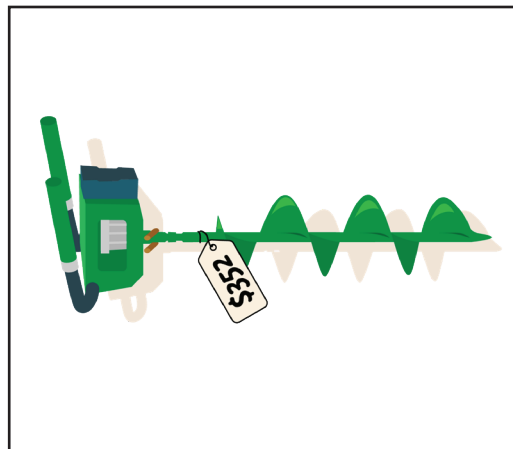
Zhiwaagamizigan



Anit



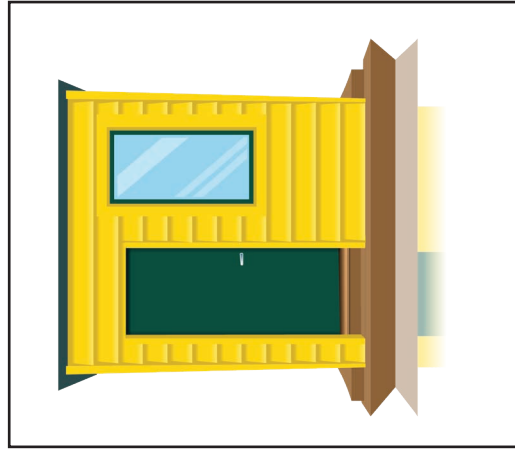
Wiigwaasi-makakoons



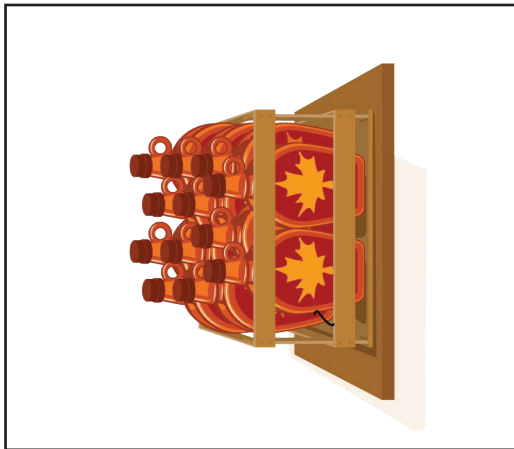
Bagonezigwa'igan



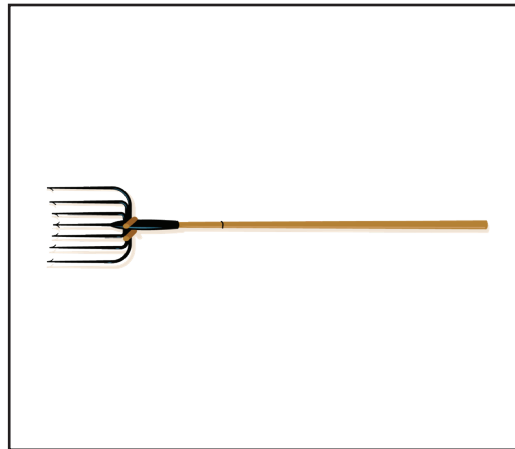
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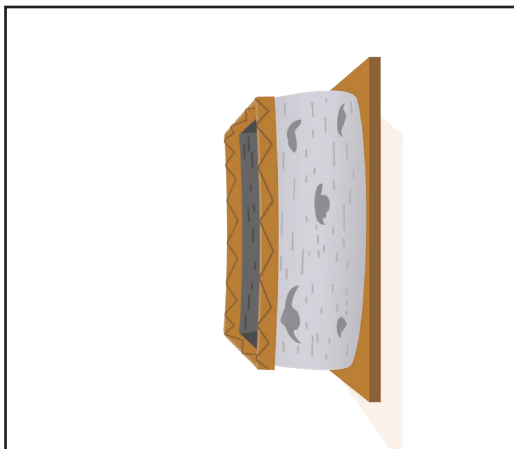
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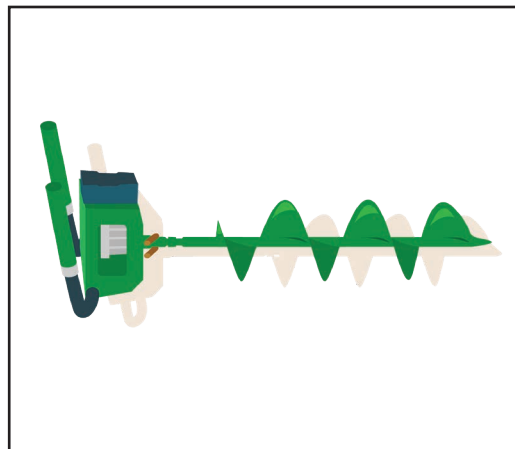
Zhiwaagamizigan



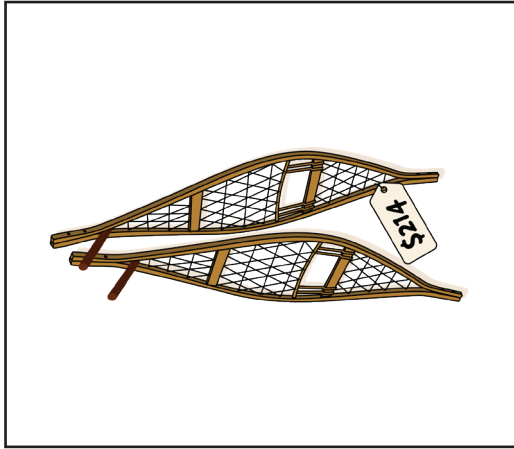
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Wiigwaasi-makakoons



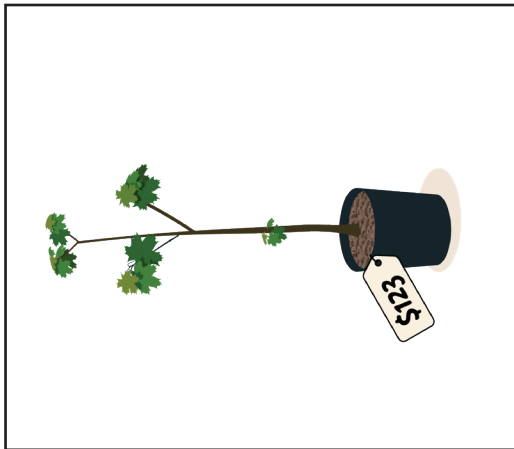
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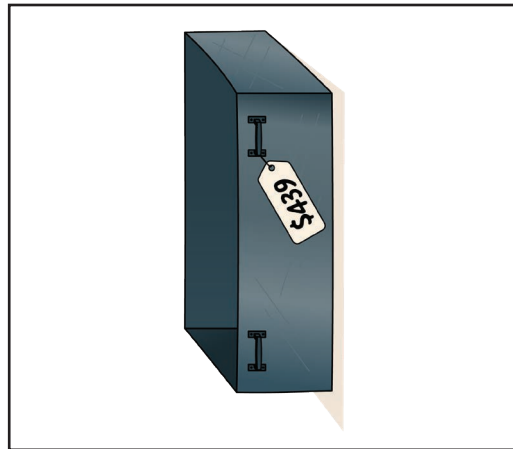
Aagimag



Zhooshkwadaabaanens



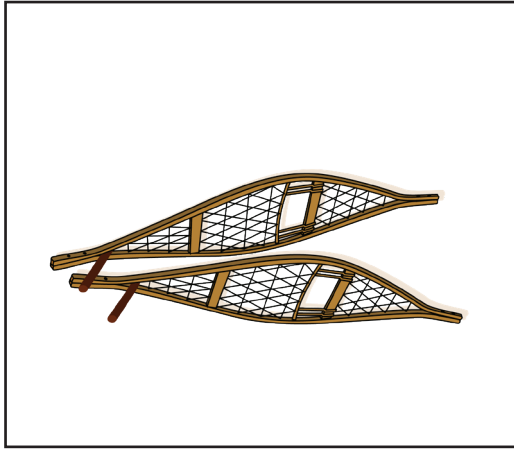
Ininaatig



Iskigamiziganaabik



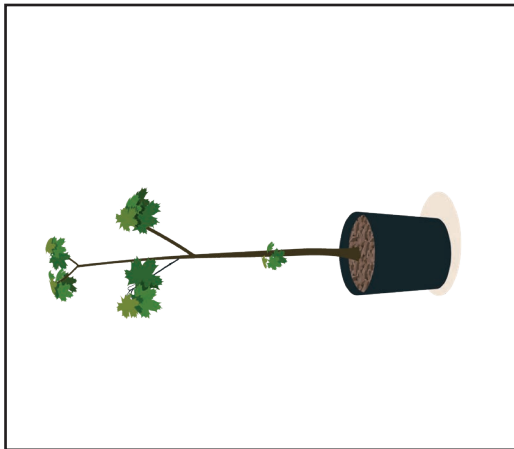
Minjikaawanag



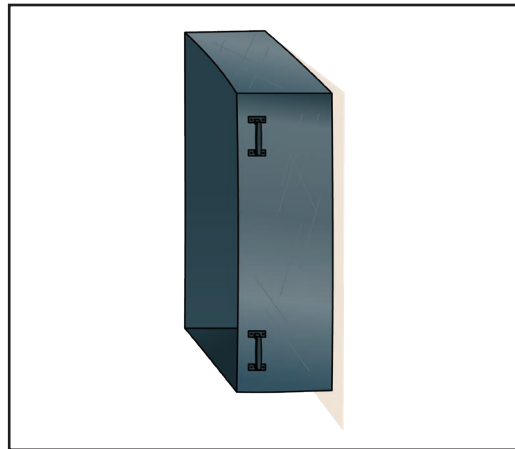
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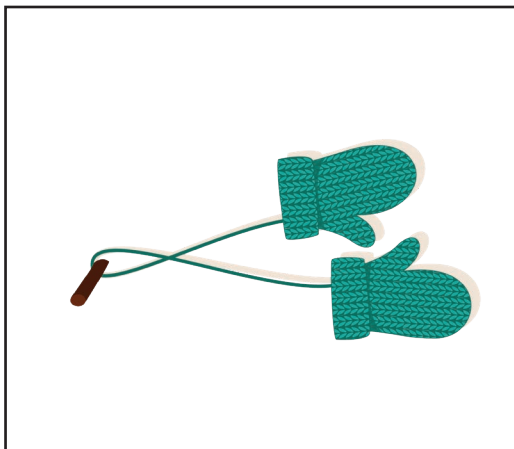
Zhooshkwadaabaanens



Ininaatig



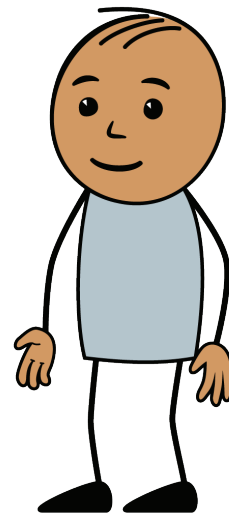
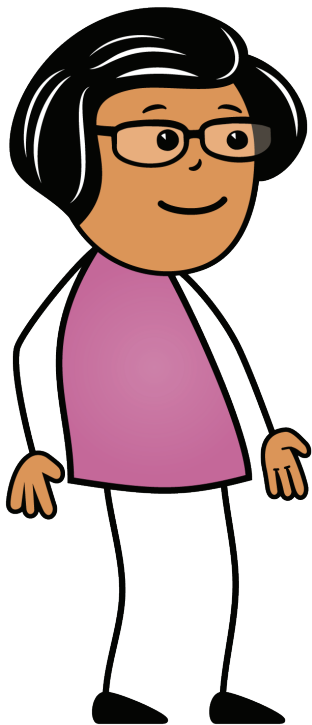
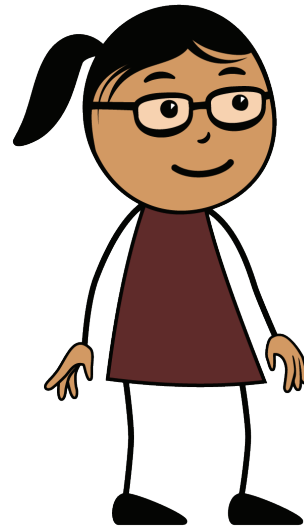
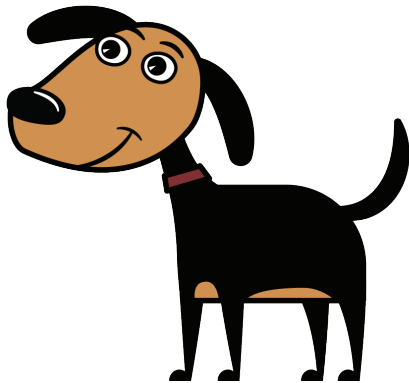
Iskigamiziganaabik



Minjikaawanag

Multiplication Chart

×	1	2	3	4	5	6
1	1	2	3	4	5	6
2	2	4	6	8	10	12
3	3	6	9	12	15	18
4	4	8	12	16	20	24
5	5	10	15	20	25	30
6	6	12	18	24	30	36





- 1. Agana da-wiisini a'aw mindimooyenh apii dash iniw ikwezensan. Nawaj dash da-wiisini a'aw mindimooyenh apii dash iniw animoshan.**

The old woman will eat less than the girl. The old woman will eat more than the dog.

- 2. Nawaj da-wiisiniwag ingiw ikwezens miinawaa gwiiwizens apii dash iniw mindimooyenyan.**

The boy and girl will eat more than the old woman.

- 3. Niibowa da-wiisini a'aw gwiiwizens. Bangii da-wiisini a'aw animosh. Nawaj da-wiisini a'aw animosh apii dash iniw ikwezensan.**

The boy will eat a lot. The dog will only eat a little. The dog will eat more than the girl.

- 4. Bangii da-wiisini a'aw ikwezens. Niibowa da-wiisini a'aw animosh. Agaawaa go da-wiisini a'aw gwiiwizens apii dash iniw animoshan.**

The girl will eat a little. The dog will eat a lot. The boy will hardly eat compared to the dog.


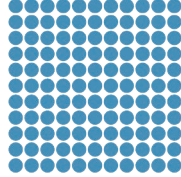

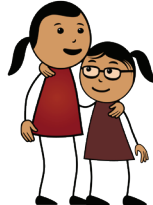



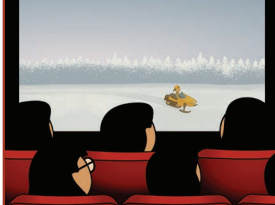



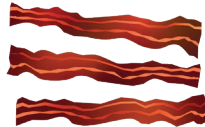
- 5. Agana da-wiisini a'aw gwiiwizens apii dash iniw ikwezensan. Nawaj da-wiisini a'aw gwiiwizens apii dash iniw mindimooyenyan.**

The boy will eat less than the girl. The boy will eat more than the old woman.

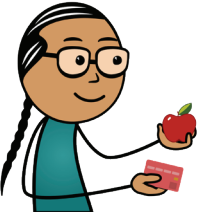

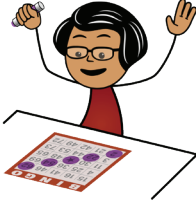



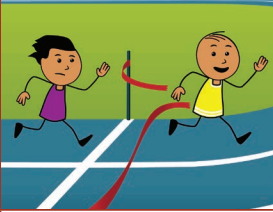




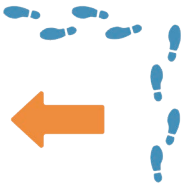
- 6. Niibowa da-wiisini a'aw mindimoonyenh. Agaawaa go da-wiisini a'aw gwiiwizens. Nawaj da-wiisini a'aw gwiiwizens apii dash iniw ikwezensan. Agana da-wiisini a'aw mindimoonyenh apii dash iniw animoshan.**

The old woman will eat a lot. The boy will hardly eat. The boy will eat more than the girl. The old woman will eat less than the dog.




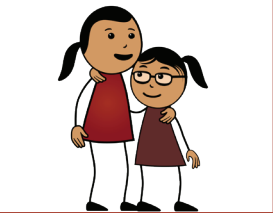
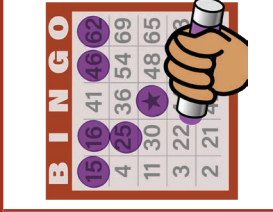


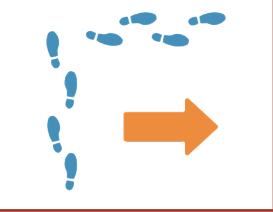

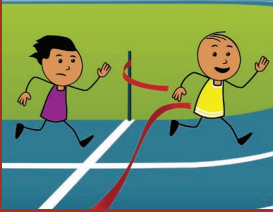


LOTERÍA

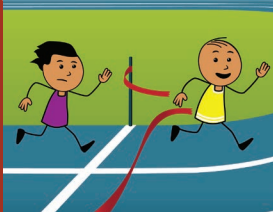
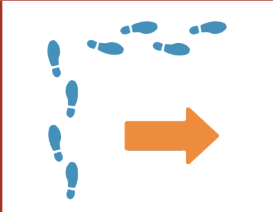
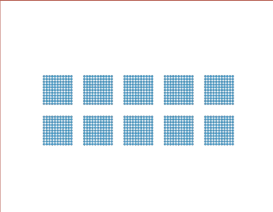
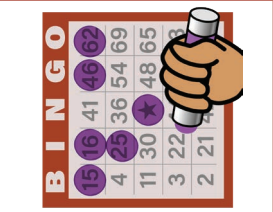

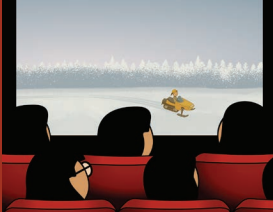






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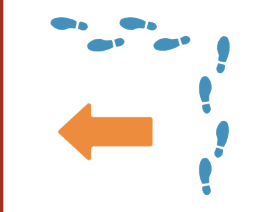
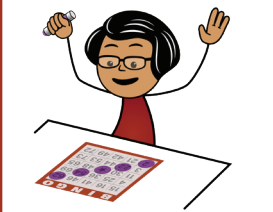

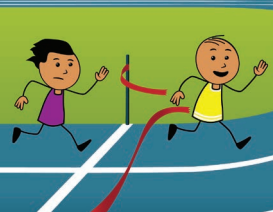

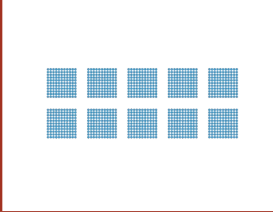
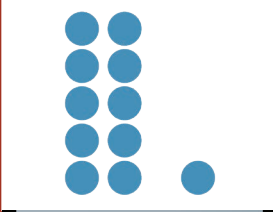

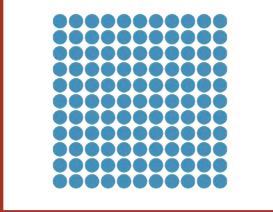

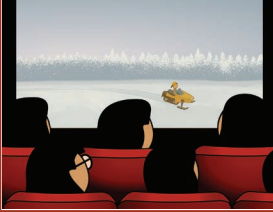

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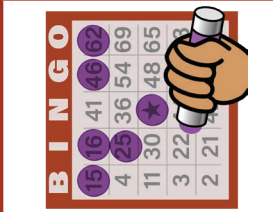
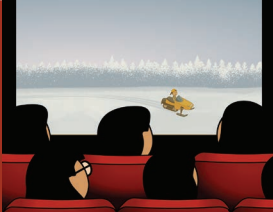




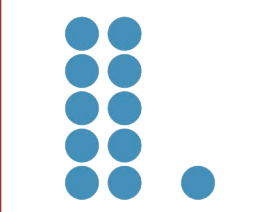
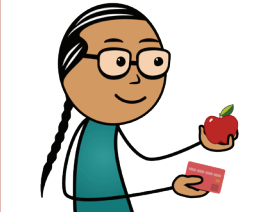



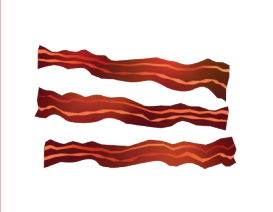
LOTERÍA



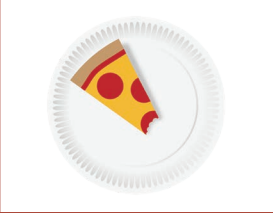

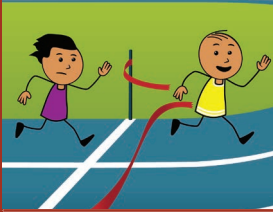
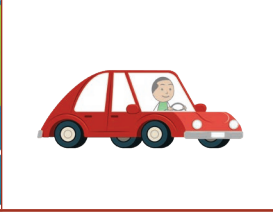

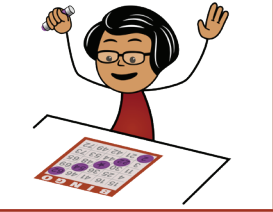
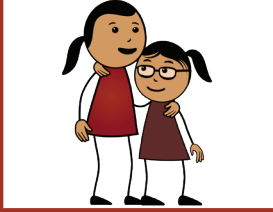

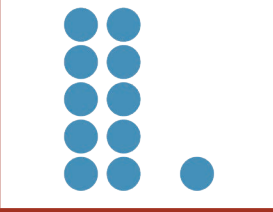

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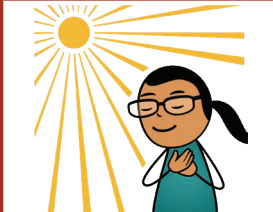

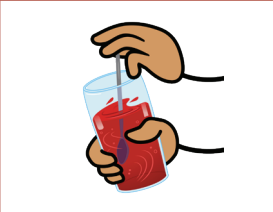
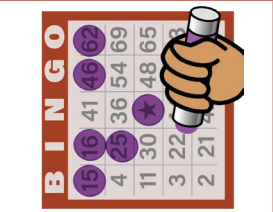
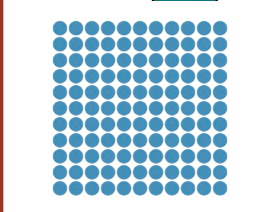




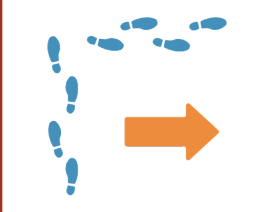

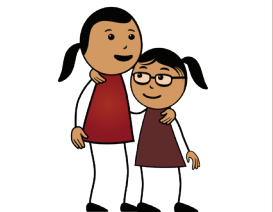
LOTERÍA


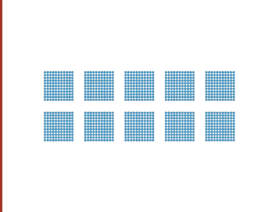

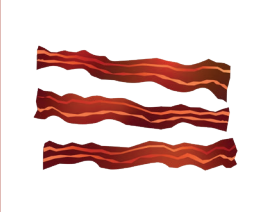
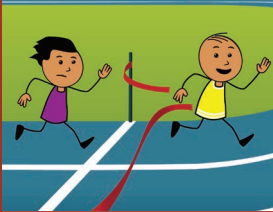


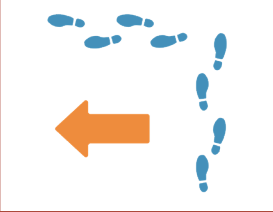
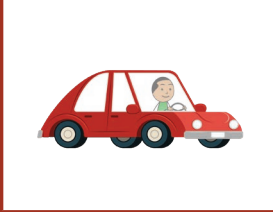

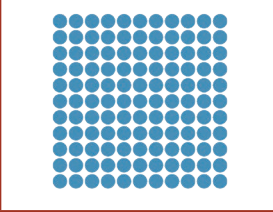
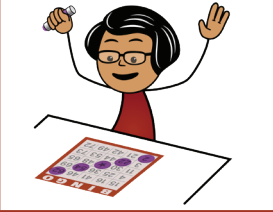
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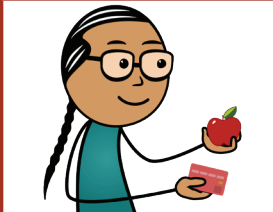
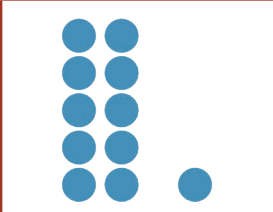
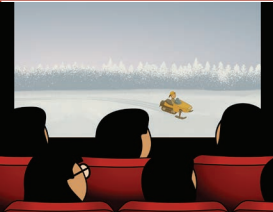

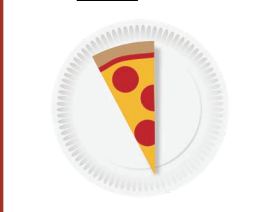
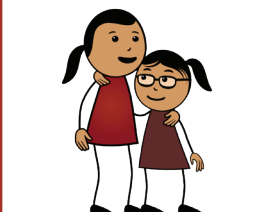
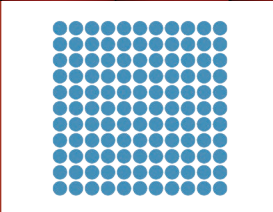

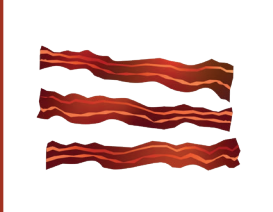

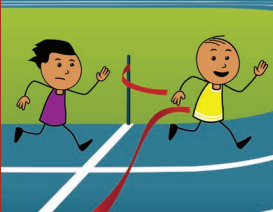

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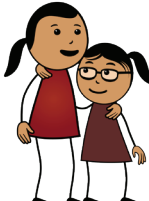

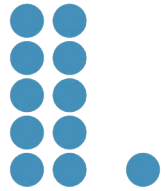


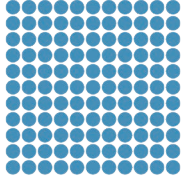



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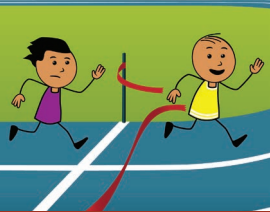



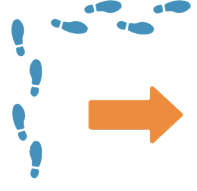
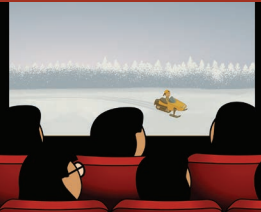
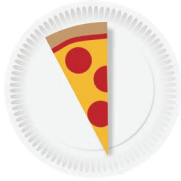
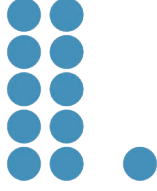
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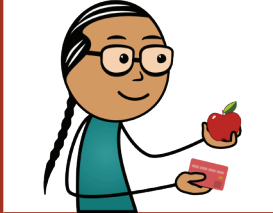
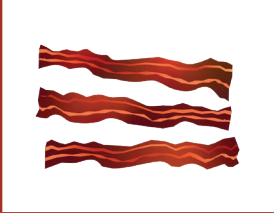


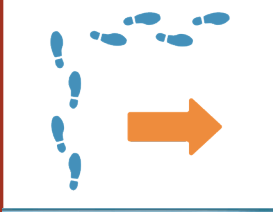
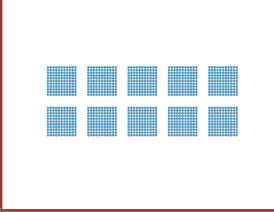

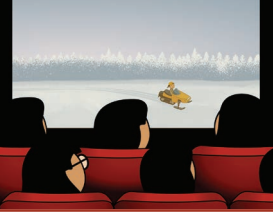
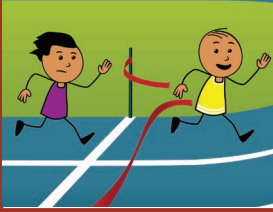
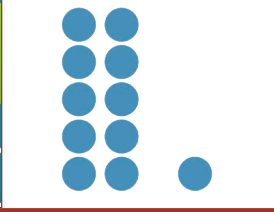

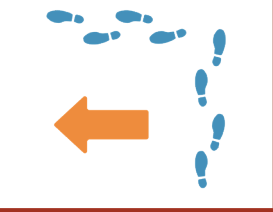
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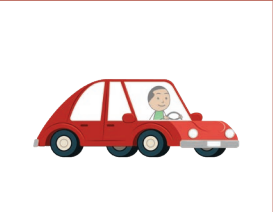


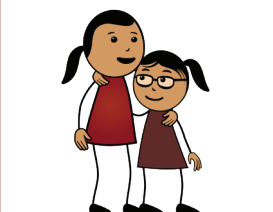

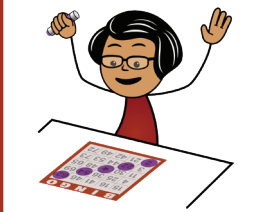
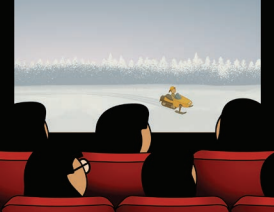

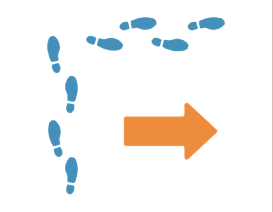
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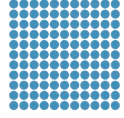




L O T E R Í A

L O T E R Í A

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waninawe'an	
giikanaamozigan	
gwekiwebinigan	
odaabii'iwe	
diba'an	
mizhodam	
mazinaatese	
onizhishin	
odaabii'iwe-mazina'igaans	
namanjinikaang	

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Multiplication Chart

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

UNIT
31



Ojibwe

Overview: Amik and his classmates are assigned science projects. In this unit, you'll learn the names of more trees, flowers, and birds, review animacy and changed conjunct forms, and practice more vta conjugations.

LESSON 1: Nanda-gikenjigeng — *Science class*

Students will:

- identify plants and birds
- review changed conjunct forms
- recognize B-form vtas

LESSON 2: Nandawaabanjigaadeg Gegoo Bagwaj! — *When they look for something in the woods*

Students will:

- recognize names of common trees, flowers, and birds
- review sentence agreement
- expand knowledge of vtas with obviatives

LESSON 3: Mitigong — *On the tree*

Students will:

- use plural, diminutive, pejorative, locative, and obviative suffixes accurately
- form suffixes using noun patterns

LESSON 4: Gojichigen Miinawaa. — *Try it again.*

Students will review:

- changed conjunct
- B-form vtas
- sentence agreement
- vtas with obviatives
- noun patterns and suffixes
- vocabulary related to plants, birds, trees, school, and everyday conversation
- positive B-form conjugations for vtis ending in **-an**





Lesson 1: Nanda-gikenjigeng — Science class

OBJECTIVES

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

- identify plants and birds
- use changed conjunct forms
- recognize B-form vtas

MATERIALS

- Word Scramble (Printouts A)
- Lesson 1 Script
- Rosetta Stone Ojibwe
- Computers or tablets
- A + B = Good Sentences Guidelines (Printouts B)
- Smart board or projector
- Microsoft PowerPoint or Google Slides
- Ojibwe Language Notebooks
- Scratch paper or sticky notes
- Smart board or whiteboard

VOCABULARY

1

onaabandan vti	<i>choose something (by sight); select something (by sight)</i>
mikaw vta	<i>find someone or something (animate)</i>
wiinzh vta	<i>name someone or something (animate)</i>
ozhibii'ige vai	<i>s/he writes things</i>

2

bineshiinh (bineshiinyag) na	<i>bird(s)</i>
awesiinh (awesiinyag) na	<i>(wild) animal(s)</i>
giigoonh (giigoonyag) na	<i>fish (multiple fish)</i>
maang(wag) na	<i>loon(s)</i>

3

miskojiibik(an) ni	<i>bloodroot(s)</i>
wiinizik(oog) na	<i>yellow birch(es)</i>
bagwaj adverb	<i>in the wilderness</i>



ACTIVITY A Word scramble

Materials

- Word Scramble, one set (Printouts A)
- Lesson 1 Script, one copy

Estimated time: 15 minutes

Activity Steps

1. Shuffle all the Word Scramble cards and pass them out. These cards form two sentences from the Lesson 1 Script. If necessary, a student may have more than one card.
2. Students move around the classroom asking their peers what's written on their cards. Allow time for all the students to talk to each other.
3. When students have all talked to each other, bring them back to the whole group.
 - a. Ask students to guess what the cards are referring to.
 - b. Ask students to group the words into the two sentences they belong to.
 - c. Ask students to put the sentences in the correct order.
4. Revisit the sequencing aspect of this activity after you've completed the online activities.

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps


Students complete Rosetta Stone Ojibwe Unit 31, Lesson 1 individually or in groups. (See Unit 31, Lesson 1 Script)



ACTIVITY B $A + B =$ Good sentences

Materials

- $A + B =$ Good Sentences Guidelines, one per student (Printouts B)
- Smart board or projector
- Rosetta Stone Ojibwe
- Microsoft PowerPoint or Google Slides
- Ojibwe Language Notebooks

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

Activity Steps

1. In preparation for this activity, create a model presentation that follows the $A + B =$ Good Sentences Guidelines.
2. As a class, review Unit 31, Lesson 1, Explore B-form vtas 1 through Practice B-form vtas 2.2.
3. Hand out one copy of the $A + B =$ Good Sentences Guidelines to each student.
4. Show students your example presentation. Demonstrate how your presentation follows the guidelines.
5. Answer students' questions about your presentation and the guidelines.
6. Allow students time to develop their presentation.
7. Students share their presentations with the class.



TEACHER'S TIP

Taking the time to make this presentation will give you an idea of the amount of time your students will need to create theirs. Try to model anything you want to see from student presentations, such as the range of verbs or topics you expect students to use. Depending how long this takes students, you may want to both allow students in-class time to work on their presentation and also assign out-of-class homework time to complete the assignment.



ACTIVITY C Mii iw izhichigeyaan! — *That's what I'm doing!*

Materials

⌚ Estimated time: 30 minutes

- Scratch paper or sticky notes
- Smart board or projector
- Rosetta Stone Ojibwe
- Smart board or whiteboard

Activity Steps

1. As a class, review Unit 31, Lesson 1, Review changed conjunct. Copy Explanation 3 on the board for students to reference later.
2. Write the following sentence on the board, next to the copy of Explanation 3:
Awegonen _____? (*What* _____?)
and the following verbs:
 - a. **miijin** (*eat something*)
 - b. **ganawaabandan** (*watch something*)
 - c. **adaawen** (*buy something*)
 - d. **biizikan** (*wear something*)
3. Practice completing each sentence as a group by changing the first vowel in the verb, and adding a B-form ending for **giin** (you).
 - a. **Awegonen maajiyan?** (*What are you eating?*)
 - b. **Awegonen genawaabandaman?** (*What are you watching?*)
 - c. **Awegonen edaaweyan?** (*What are you buying?*)
 - d. **Awegonen baazikaman?** (*What are you wearing?*)
4. Give each student five pieces of scratch paper or sticky notes.
5. Each student draws one thing they eat, watch, buy, and wear. For example, a student may draw a sandwich, a TV, headphones, and a sweatshirt.
6. Collect all students' drawings and shuffle them.
7. Write the following on the board:
Mii iw _____. (*That's what* _____.)
8. Students take turns coming to the board, picking a drawing at random, and trying to draw it exactly the same on the board for the class to see. If a student selects their own drawing, they put it back and draw another.
9. When a student who is not drawing recognizes their drawing, they say one of the following:
 - a. **Mii iw maajiyaan!** (*That's what I'm eating!*)
 - b. **Mii iw genawaabandamaan!** (*That's what I'm watching!*)
 - c. **Mii iw edaaweyaan!** (*That's what I'm buying!*)
 - d. **Mii iw baazikamaan!** (*That's what I'm wearing!*)
10. When a student correctly identifies their own drawing, it is their turn to go to the whiteboard and repeat step 8.



Lesson 2: Nandawaabanjigaadeg Gegoo Bagwaj

— When they look for something in the woods

OBJECTIVES

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

- recognize names of common trees, flowers, and birds
- understand sentence agreement
- expand knowledge of vtas with obviatives

MATERIALS

- Smart board or projector
- Rosetta Stone Ojibwe
- Cell phones or cameras
- Microsoft PowerPoint or Google Slides
- Access to an outdoor area
- Old magazines and newspapers
- Scissors
- Glue
- Markers
- Large tagboard, poster board, or large sticky pad paper
- Gallery Walk Prompts (Printouts C)
- Ojibwe Language Notebooks

VOCABULARY

1

miskwaabiimizh(iig) na	<i>red willow(s)</i>
zhingwaak(oog) na	<i>pine tree(s); white pine tree(s)</i>
bagwaji-zhigaagawanzh(iig) na	<i>wild onion(s)</i>
wewaagaag(in) ni	<i>bracken fern(s)</i>
omakakiibag(oog) na	<i>plantain(s)</i>

2


nika(g) na	<i>goose (geese)</i>
aandeg(wag) na	<i>crow(s)</i>
opichi(wag) na	<i>robin(s)</i>



ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes


Activity Steps

Students complete Rosetta Stone Ojibwe Unit 31, Lesson 2 individually or in groups. (See Unit 31, Lesson 2 Script)

ACTIVITY A Science assignment

Materials

- Smart board or projector
- Rosetta Stone Ojibwe
- Cell phones or cameras
- Microsoft PowerPoint or Google Slides
- Access to an outdoor area

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

Activity Steps

1. Pre-plan by finding an accessible outdoor area where students will be able to find at least ten species from a mix of birds, plants, and trees.
2. As a class, review Unit 31, Lesson 1, Look and listen. Point out to students that the students in the video were tasked to find ten birds, plants, or trees.
3. Tell students that they will have a similar task. They will work individually and use their phones to find and take pictures of a mix of ten birds, plants, and trees. If students don't finish during class time, assign the completion of the assignment as homework.
4. After students have identified ten birds, plants, and trees, review Unit 31, Lesson 2, Look and listen as a class. This may happen on a different day from the exploration.
5. Tell students that they will create a presentation using the pictures they took. Each presentation must include the following:
 - a. at least ten slides
 - b. at least five plural sentences
 - c. the word **waabandan** (*see something*)
 - d. the word **waabam** (*see someone*)
6. Give students time to create their presentations, or assign this to be done at home. Remind students to check for the animacy of each of the things they found, as animacy can be surprising!
7. Students take turns presenting their finished presentations to the class.



TEACHER'S TIP

It's always exciting to share student work! See if you can share students' presentations on the school website, social media, or elsewhere!



ACTIVITY B Animacy collage

Materials

 **Estimated time:** 45 minutes

- Smart board or projector
- Rosetta Stone Ojibwe
- Old magazines and newspapers
- Scissors
- Glue
- Markers
- Large tagboard, poster board, or large sticky pad paper

Pre-activity Step

This activity will require students to cut images from magazines and newspapers. Encourage or assign students to bring old magazines and newspapers to class about a week before you teach this lesson. Reminding students daily will ensure you get more. It may also be helpful to send an all-staff email asking for other professionals at the school to donate print materials for this activity.

Activity Steps

1. As a class, review Unit 31, Lesson 2, Explore agreement, and Practice agreement. Ask your students what they remember about animate and inanimate objects. Take notes on the board to keep track of your students' prior knowledge.
2. Divide the class into groups of two to three students.
3. Give each group a posterboard, large piece of tagboard, or a large sticky note (the bigger the better).
 - Each group will draw a line down the middle of their board and label the two sides **Aya'aag** (*Animate objects*) and **Ayi'iin** (*Inanimate objects*).
4. Give students access to the collected magazines and newspapers. Instruct students to cut out images of animate and inanimate objects, and paste or tape them to their boards to make animacy collages.
 - If students have trouble identifying the animacy of an object, encourage them to use resources including the Ojibwe People's Dictionary, Rosetta Stone Ojibwe, and their peers in the classroom.



ACTIVITY C Gallery walk

Materials

- Smart board or projector
- Rosetta Stone Ojibwe
- Gallery Walk Prompts, one set (Printouts C)
- Ojibwe Language Notebooks

 **Estimated time:** 30 minutes

Activity Steps

1. Print and cut out the Gallery Walk Prompts and tape them around the classroom.
2. As a class, review Unit 31, Lesson 2, Explore agreement, and Practice agreement.
3. Have students walk around the classroom with their Ojibwe Language Notebooks. Students visit each prompt and rewrite it in their notebooks to reflect the third person doing something to the fourth person. While students are doing this, make your way around the classroom to assist if needed. For example:
 - For the sentence **Niwaabamaag zhingwaakoog.** (*I see pine trees.*), the student would rewrite it as **Owaabamaan zhingwaakoon.** (*S/he sees pine trees.*)
 - For the sentence **Ninoondawaag nikag.** (*I hear geese.*), the student would rewrite it as **Onoondawaan nikan.** (*S/he hears geese.*)
4. When students are finished, do a group review of the sentences by having students read their sentences aloud to check their work against their peers'.



Lesson 3: Mitigong — *On the tree*

OBJECTIVES

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

- use plural, diminutive, pejorative, locative, and obviative suffixes accurately
- form suffixes using noun patterns


MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Scratch paper
- New Nouns Sentences (Printouts D)
- Obviatives Around the World Flashcards (Printouts E)

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 31, Lesson 3 individually or in groups. (See Unit 31, Lesson 3 Script)



ACTIVITY A Changing nouns

Materials

- Smart board or projector
- Rosetta Stone Ojibwe
- New Nouns Sentences, one per student (Printouts D)

 **Estimated time:** 30 minutes

Activity Steps

1. Before students come to class, write the following words on scratch paper and post them in each corner of the classroom:
 - more than one
 - little
 - in/on/near
 - no-good
2. Review all Explore activities in Unit 31, Lesson 3 as a group.
3. Explain to students that they will move around the classroom, using the posted stations to change nouns.
4. Give each student a copy of the New Nouns Sentences handout.
5. Have each student start at a different station, and follow the directions on their handout. When they finish at one station, they move clockwise to the next.
6. When students have finished, stop at each station, and ask students to share their sentences with the class.
7. Collect these handouts at the end of the activity; you'll use them in the next one! You can also reuse the station labels for the next activity.



ACTIVITY B Four corners

Materials

- Completed New Nouns Sentences handouts (from the previous activity)
- Scratch paper

 **Estimated time:** 30 minutes

Activity Steps

1. Before students come to class, write the following words on scratch paper and post them in each corner the classroom (or reuse the labels from the previous activity):
 - more than one
 - little
 - in/on/near
 - no-good
2. All students stand in the center of the classroom.
3. Read a random sentence from one of the students' completed New Nouns Sentences handouts.
4. Students listen for the changed noun in the sentence and determine whether it is indicating more than one, little, in/on/near, or no-good. Once they decide, they run to the correct corner of the room where that change is posted.
5. The last student to the correct corner is eliminated.
6. Students return to the center of the classroom. The student who was just eliminated reads a new sentence, and students continue the activity.
 - Once students have read a new sentence, the instructor may choose if they are done playing (eliminating one student at a time until there is a winner) or may rejoin the group.



TEACHER'S TIP

Students will be running in your classroom for this activity, so make sure you move furniture ahead of time so that it doesn't keep students from moving around. If your space is too tight, or too small, you can play the Flyswatter Game instead.



ACTIVITY C Obviatives around the world

Materials

- Obviatives Around the World Flashcards, one copy per pair of students (Printouts E)

 **Estimated time:** 30 minutes

Activity Steps

1. Group students into pairs.
2. Give each pair a copy of Obviatives Around the World Flashcards. Students cut out the flashcards.
3. Students practice pluralizing, then obviating each of the nouns on the flashcards.
4. Students quiz each other using the flashcards.
5. Play Around the Word using the flashcards as prompts.
 - 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. Show students one of the flashcards. The first student to obviate the noun 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.



Lesson 4: Gojichigen Miinawaa. — *Try it again.*

OBJECTIVES

In this Rosetta Stone lesson and the classroom activities, students will review:

- changed conjunct
- B-form vtas
- sentence agreement
- vtas with obviatives
- noun patterns and suffixes
- vocabulary related to plants, birds, trees, school, and everyday conversation
- positive B-form conjugations for vtis ending in **-an**


MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Highlighters
- Ojibwe-only Script (Printouts F)
- Review Gallery Walk Prompts (Printouts G)
- Ojibwe Language Notebooks
- Smart board or projector
- Science Assignments (from Lesson 2)

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 31, Lesson 4 individually or in groups. (See Unit 31, Lesson 1 Script)



ACTIVITY A Look and listen, video review

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe-only Script, one per student (Printouts F)
- Highlighters, one per student

 **Estimated time:** 30 minutes

Activity Steps

1. Give each student a copy of the Ojibwe-only Script.
2. Write the following instructions on the board:
 - a. Highlight all changed conjunct verbs
 - b. Circle all plural agreements including the verb, noun, and pointer word
 - c. Cross out all verbs with obviative endings
 - d. Underline all noun endings which mean in/on/near, no-good, or little
3. Encourage students to read the script multiple times, focusing on one of these targets each time.
4. When students are done identifying these pieces of the script, give them time and access to the Ojibwe People's Dictionary and Rosetta Stone Ojibwe to translate the script into English.
5. When students have finished their translations, divide the class into groups of four. These groups will act out the script playing the parts of Jiingwe, Makwa, Amik, and Zhaawanigiizhigookwe.



ACTIVITY B Review gallery walk

Materials

- Review Gallery Walk Prompts, one set (Printouts G)
- Ojibwe Language Notebooks
- Rosetta Stone Ojibwe
- Smart board or projector

 **Estimated time:** 30 minutes

Activity Steps

1. Print the Review Gallery Walk Prompts and hang them around the classroom.
2. As a class, review Unit 31, Lesson 2, Explore obviative endings.
3. Separate students into (up to) seven pairs (or groups).
4. Have students walk around the classroom with their Ojibwe Language Notebooks. Students visit each prompt, and do the following:
 - a. Each student reads the prompt aloud.
 - b. Students work together to rewrite the sentences to reflect the third person doing something to the fourth person. For example:
 - For the sentence **Giwaabamaa ina a'aw zhingwaak?** (*Do you see that pine tree?*), students would rewrite it as **Owaabamaan ina iniw zhingwaakoon?** (*Does s/he see that pine tree?*).
 - c. Each student writes these new sentences in their Ojibwe language notebooks.
5. When students have finished, come back together as a class and ask students to discuss the activity. Some questions that may prompt conversation include:
 - a. Were any of the prompts more difficult than others?
 - b. What patterns did you notice?
 - c. What are some strategies you may use to remember how to obviate the different parts of a sentence?



ACTIVITY C Share your science assignment

Materials

- Ojibwe Language Notebooks
- Science Assignments (from Lesson 2)
- Computers or tablets

 **Estimated time:** 30 minutes

Activity Steps

1. Each student interviews three of their classmates to make a list in their Ojibwe Language Notebooks of the birds, plants, and trees that they identified for their Science Assignments in Lesson 2.
2. Students add their own list of birds, plants, and trees to the list they have created in their notebooks.
3. Students make a T-chart in their notebooks, labeling one side **Ayi'iin** (*Inanimate nouns*) and the other **Aya'aag** (*Animate nouns*).
4. Students assign all the birds, plants, and trees they listed to one of these two categories in their T-chart.

UNIT
31

Scripts



Ojibwe

Nanda-gikenjigeng Science class

Ojibwe



<p>Jiingwe</p>	<p>Gikinoo'amaaganidog, ambe namadabig. Mii azhigwa da-maajitaayang. <i>Students, please sit down. It's time for us to get started.</i></p> <p>Mii iw azhigwa gegaa da-ishkwaa-gikinoo'amaagozing. <i>The school year is almost over.</i></p>
	<p>Booch sa wiin igo giwii-chi-anoonigoom da-ozhibii'igeyeg. <i>You're going to have one more big assignment.</i></p>
<p>Zhaawanigiizhigookwe</p>	<p>Aayay, wegonen danaa? <i>Oh no. What is it?</i></p>
<p>Gikinoo'amaagan 1</p>	<p>Onyai. Nizegiz gosha. <i>Oh no. I'm scared.</i></p>
<p>Jiingwe</p>	<p>Mii iw nanda-gikenjigeng. Gidaa-onaabandaanaawaa waa-tazhiikameg. <i>It's a science project. You can choose what to do.</i></p> <p>Booch da-wiindameg ezhinikaazowaad ingiw midaaswi bineshiinyag, gegoo bagwaj mayaajiiging, gemaa gaye mitigoog. <i>You need to identify ten birds, plants, or trees.</i></p>
<p>Gikinoo'amaagan 2</p>	<p>Da-wenipanad. <i>It'll be easy.</i></p>
<p>Makwa</p>	<p>Niwii-wiinaag mitigoog ezhinikaazowaad. <i>I'm going to identify trees.</i></p>
<p>Zhaawanigiizhigookwe</p>	<p>Niwii-wiindaanan gegoo bagwaj mayaajiiging ezhinikaadeg. <i>I'm going to identify plants.</i></p>
<p>Amik</p>	<p>Mii iw niin bineshiinyag niwii-wiinaag ezhinikaazowaad. <i>As for me, I'm going to identify birds.</i></p>
<p>Amik</p>	<p>Onzaam zanagad. Giwaabamaag ina bineshiinyag mashi? <i>This is hard. Do you see any birds yet?</i></p>
<p>Makwa</p>	<p>Gaawiin. Niwaabamaa dash bezhig ininaatig. <i>No, but I see a maple tree.</i></p>
<p>Amik</p>	<p>Maagizhaa gaye ayaadog ininaatigong. <i>Maybe there's a bird in the maple tree.</i></p>
<p>Zhaawanigiizhigookwe</p>	<p>Oonh. Waabigwaniins niwaabandaan. Miskojiibik ganabaj. <i>Oh, I see a flower! I think it's a blood root.</i></p>
<p>Makwa</p>	<p>Howa. Miinawaa mitigomizh niwaabamaa. <i>Nice! And I see a white oak tree.</i></p>

Nanda-gikenjigeng Science class (continued)

Ojibwe



Amik	Bizaan-ayaag. Ganabaj maang ninoondawaa. <i>Be quiet, you two! I think I hear a loon.</i>
	Inaabin iwidi. Mii a'aw maang. <i>Look over there. That's a loon.</i>
Zhaawanigiizhigookwe	Onaajiwi geget a'aw maang. <i>That loon is really beautiful.</i>
Makwa	Nashke, mii a'aw wiinizik. <i>Look, there's a yellow birch.</i>
	Mii niswi ingiw mitigoog waabamagwaa. <i>That's three trees that I see.</i>
Amik	Gaawiin wenipanasinooon da-mikawindwaa ingiw bineshiinyag. <i>It's not easy to find birds.</i>
Zhaawanigiizhigookwe	Gidaa-naadamaagoo, Amik. <i>We can help you, Amik.</i>
Makwa	Daga naa. Minawaanagwad igo bagwaj baa-ayaayang azhigwa ani-aabawaag. <i>Yeah. It's fun to be out in the woods when it's warm.</i>
Amik	Aayay. Mii gii-mikawid a'aw bineshiinh. <i>Oh no, a bird found me.</i>

Nandawaabanjigaadeg Gegoo Bagwaj

When they look for something in the woods

Ojibwe



Makwa

Ninandawaabamaag mitigoog.

I am looking for trees.

Niwaabamaa ininaatig.

I see a maple tree.

Niwaabamaa mitigomizh.

I see an oak tree.

Niwaabamaa wiinizik.

I see a yellow birch tree.

Niwaabamaag miskwaabiimizhiig.

I see red willows.

Niwaabamaag zhiingwaakoog.

I see pine trees.

Zhaawanigiizhigookwe

Ninandawaabandaan anooj bagwaj mayaajiiging.

I am looking for things growing in the wild.

Niwaabamaa miskojiibik.

I see a bloodroot.

Niwaabamaag bagwaji-zhigaagawanzhiig.

I see wild onions.

Niwaabandaanan wewaagaagin.

I see bracken ferns.

Niwaabandaanan ode'iminan.

I see strawberries.

Niwaabamaag omakakiibagoog.

I see plantains.

Nandawaabanjigaadeg Gegoo Bagwaj

When they look for something in the woods
(continued)

Ojibwe



Amik

Ninandawaabamaag bineshiinyag.*I am looking for birds.***Niwaabamaa zhiishiib.***I see a duck.***Niwaabamaa nika.***I see a goose.***Niwaabamaa aandeg.***I see a crow.***Niwaabamaag niizh opichiwag.***I see two robins.***Niwaabamaag niizh migiziwag.***I see two eagles.***Niwaabamaa maang.***I see a loon.*

Mitigong On the tree



In this video, we're going to look at suffixes you can use to add information to nouns. Let's look at the plural forms of inanimate nouns.

ishkode	<i>fire</i>
ishkoden	<i>fires</i>
azhigan	<i>sock</i>
azhiganan	<i>socks</i>
waabigwan	<i>flower</i>
waabigwaniin	<i>flowers</i>

You've learned that plural forms of inanimate nouns always end in **n**. Sometimes there is a connecting vowel or sound before the **n**.

Now let's look at some animate nouns.

odaabaan	<i>car</i>
odaabaanag	<i>cars</i>
ikwe	<i>woman</i>
ikwewag	<i>women</i>
asin	<i>rock</i>
asiniig	<i>rocks</i>

Plural forms of animate nouns always end in **g**. Sometimes there is a connecting vowel or sound before the **g**.

The plural form of a noun often tells you what pattern other suffixes follow. Let's look at some examples.

ishkode	<i>fire</i>
ishkoden	<i>fires</i>
ishkodens	<i>little fire</i>
ishkodeng	<i>in the fire</i>

Take a look at these words again. There is no extra sound that connects the end of the noun to the suffix.

Notice that these animate words also follow a similar pattern. Again, there is no extra sound connecting the end of the noun to the suffix.

bebezhigooganzhii	<i>horse</i>
bebezhigooganzhiig	<i>horses</i>

Mitigong On the tree (continued)



bebezhigooganzhiins	<i>little horse</i>
bebezhigooganzhiing	<i>on the horse</i>

Let's look at another pattern. Words that have a short **a** between the end of the noun and the plural ending follow this next pattern.

jiimaan	<i>canoe</i>
jiimaanan	<i>canoes</i>
jiimaanens	<i>little canoe</i>
jiimaaning	<i>in the canoe</i>

Take a look at these words again. Other words that have a short **a** between the end of the noun and the plural ending will also follow this pattern. Here is an animate noun that follows the same pattern.

odaabaan	<i>car</i>
odaabaanag	<i>cars</i>
odaabaanens	<i>little car</i>
odaabaaning	<i>in the car</i>

Now let's look at one more pattern. Words that have a long **oo** between the noun and the plural ending follow this next pattern.

mitig	<i>tree</i>
mitigoog	<i>trees</i>
mitigoons	<i>little tree</i>
mitigong	<i>on the tree</i>

Take a look at this pattern. Other words that have a long **oo** connecting the end of the noun and the plural ending will also follow this pattern. Here is an inanimate noun that follows the same pattern.

wiisiniwigamig	<i>restaurant</i>
wiisiniwigamigoon	<i>restaurants</i>
wiisiniwigamigoons	<i>little restaurant</i>
wiisiniwigamigong	<i>in the restaurant</i>

We'll look more at these and other patterns in the rest of this lesson.

UNIT
31

Printouts



Ojibwe

Mii iw

**nanda-
gikenjigeng.**

**Gidaa-
onaabandaanaawaa**

waa-tazhiikameg.

Booch

da-wiindameg

ezhinikaazowaad

ingiw

midaaswi

bineshiinyag,

gegoo

bagwaj

mayaaajiiging,

gemaa

gaye

mitigoog.

Use Microsoft PowerPoint or Google Slides to make a presentation with eight slides.

Each slide must have the following:

- an Ojibwe sentence with an A-form verb and a B-form vta.
- an image that represents one of the verbs
- an English translation in small print at the bottom of the page

For example, a slide may read

Niminwendam waabaminaan.

I'm happy when I see you.

You must use two forms from each of the following charts from Unit 31, Lesson 1:

- Explore B-form vtas 1, Explanation 3
- Explore B-form vtas 1, Explanation 6
- Explore B-form vtas 2, Explanation 1
- Explore B-form vtas 2, Explanation 4

Niwaabamaag zhingwaakoog.

Ninoondawaag nikag.

Nindamwaaag mishiiminag.

Niwiidookawaag ininiwag.

**Ninandawaabamaag
ininaatigoog.**

Niwijiwaag opichiwaag.

**Indizhiwinaag gwiwizensag
bimibatoowigamigong.**

Ningikenimaag ikwewag.

Nimikawaag aandegwag.

**Nizaasakokwaanaa
giikanaamozigan.**

Name:

For each noun, identify the station, and then write a sentence using that noun with the change identified by the station. For example, if you're working on the word **ininaatig**, and come to the station that says little, you should write a sentence with **ininaatigoons**.

Noun: ininaatig	Noun: aandeg
Station:	Station:
Sentence:	Sentence:
Noun: waabigwan	Noun: miskojibik
Station:	Station:
Sentence:	Sentence:
Noun: zhingwaak	Noun: mazinaakizon
Station:	Station:
Sentence:	Sentence:
Noun: nika	Noun: wiigwaasi-makakoons
Station:	Station:
Sentence:	Sentence:
Noun: abwewin	Noun: miskwaabiimizh
Station:	Station:
Sentence:	Sentence:
Noun: awesiinh	
Station:	
Sentence:	

miskwaabiimizh

zhingwaak

**bagwaji-
zhigaagawanzh**

omakakiibag

nika

aandeg

opichi

wiinizik

maang

awesiinh

giigoonh

ininaatig

mitig

bineshiinh

inini

ikwe

waabooz

miskomin

moose

makwa

Nanda-gikenjigeng**Jiingwe****Gikinoo'amaaganidog, ambe namadabig. Mii azhigwa da-maajitaayang.****Mii iw azhigwa gegaa da-ishkwaa-gikinoo'amaagozing.****Booch sa wiin igo giwii-chi-anoonigoom da-ozhibii'igeyeg.****Zhaawanigiizhigookwe****Aayay, wegonen danaa?****Gikinoo'amaagan 1****Onyai. Nizegiz gosha.****Jiingwe****Mii iw nanda-gikenjigeng. Gidaa-onaabandaanaawaa waa-tazhiikameg.****Booch da-wiindameg ezhinikaazowaad ingiw midaaswi bineshiinyag, gegoo bagwaj mayaajiiging, gemaa gaye mitigoog.****Gikinoo'amaagan 2****Da-wenipanad.****Makwa****Niwii-wiinaag mitigoog ezhinikaazowaad.****Zhaawanigiizhigookwe****Niwii-wiindaanan gegoo bagwaj mayaajiiging ezhinikaadeg.****Amik****Mii iw niin bineshiinyag niwii-wiinaag ezhinikaazowaad.****Onzaam zanagad. Giwaabamaag ina bineshiinyag mashi?****Makwa****Gaawiin. Niwaabamaa dash bezhig ininaatig.****Amik****Maagizhaa gaye ayaadog ininaatigong.****Oonh. Waabigwaniins niwaabandaan. Miskojiibik ganabaj.****Makwa****Howa. Miinawaa mitigomizh niwaabamaa.**

Name:

Amik **Bizaan-ayaag. Ganabaj maang ninoondawaa.**

Inaabin iwidi. Mii a'aw maang.

Zhaawanigiizhigookwe **Onaajiwi geget a'aw maang.**

Makwa **Nashke, mii a'aw wiinizik.**

Mii niswi ingiw mitigoog waabamagwaa.

Amik **Gaawiin wenipanasinooon da-mikawindwaa ingiw bineshiinyag.**

Zhaawanigiizhigookwe **Gidaa-naadamaagoo, Amik.**

Makwa **Daga naa. Minawaanagwad igo bagwaj baa-ayaayang azhigwa aniaabawaag.**

Amik **Aayay. Mii gii-mikawid a'aw bineshiinh.**

Giwaabamaa ina a'aw zhingwaak?

Ingikenimaa a'aw ikwe.

**Ginoondawaa
nika.**

**Ninaadamawaa
a'aw inini.**

**Giganawaabamaa
a'aw opichi.**

**Indazhimaa
akiwenzii.**

**Gidayaaawaa
bineshiinh.**

UNIT
32



Ojibwe

Overview: Ogimaakwe has a job interview at the Mille Lacs Museum and shares how she can contribute to their team. In this unit you'll learn how to talk about jobs and careers, describe biographical details of someone's life, and use medials to describe the materials that objects are made of.

LESSON 1: Nandawanokiid Ogimaakwe — *Ogimaakwe goes job hunting*

Students will:

- talk about jobs and careers
- expand use of vtas where the doer is **niin**, **giin**, or **wiin**

LESSON 2: Naawakamigookweban — *Maude Kegg*

Students will:

- describe biographical details of someone's life
- understand Maude Kegg's contributions to art, history, and language
- expand reading comprehension skills and strategies

LESSON 3: Miskwaabikad. — *It is red (mineral).*

Students will:

- use medials to describe the material of objects
- recognize material medials in object names

LESSON 4: Gojichigen Miinawaa. — *Try it again.*

Students will review:

- vtas with **niin**, **giin**, and **wiin** subjects
- material medials
- vocabulary related to jobs and careers, biographical details, and everyday conversation
- positive B-form vai conjugations for verbs ending in vowels





Lesson 1: Nandawanokiid Ogimaakwe — Ogimaakwe goes job hunting

OBJECTIVES

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

- talk about jobs and careers
- use more vtas where the doer is **niin**, **giin**, or **wiin**

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Finger Twister Vtas (Printouts A)
- Ojibwe Language Notebooks
- Flyswatter Game Prompts (Printouts B)
- Flyswatters
- Lesson 1 Script

VOCABULARY

1

anokii vai	<i>s/he works</i>
misawendan vti	<i>want something; desire something</i>

2

gaganoozh vta	<i>have a conversation with someone; address someone multiple times; talk to someone</i>
anoozh vta	<i>hire someone</i>
waabanda' vta	<i>show something to someone</i>

3

wiigwaasi-makakoons(an) ni	<i>birchbark basket(s)</i>
mazinaakizon(an) ni	<i>picture(s) (of someone)</i>
gayat adverb	<i>formerly; previously; some time ago</i>

**ONLINE ACTIVITIES****Materials**

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 32, Lesson 1 individually or in groups. (See Unit 32, Lesson 1 Script)

ACTIVITY A **Finger twister****Materials**

- Rosetta Stone Ojibwe
- Smart board or projector
- Finger Twister Vtas, one per student (Printouts A)
- Ojibwe Language Notebooks

Estimated time: 30 minutes

Activity Steps

1. As a class, review Unit 32, Lesson 1, Explore singular vtas through Explore **-aw** vtas: Extra tips.
2. Assign one of the following vtas to each student in your class:
 - a. **waabanda'** (*show something to someone*)
 - b. **mikaw** (*find someone*)
 - c. **gikenim** (*know about someone*)
 - d. **biidamaw** (*bring something for someone*)
 - e. **nandawaabam** (*look for someone or something*)
 - f. **noondaw** (*hear someone*)
3. Students use their assigned word to copy the conjugation charts from Explanation 1 of Explore plural vtas 1, 2, and 3 in their Ojibwe Language Notebooks.
4. When students are finished copying their conjugation charts, give them each a copy of Finger Twister Vtas.
5. Show students how to use one finger to identify the personal prefix, and one finger to identify the suffix.
6. Say English sentences aloud, and have students identify the Ojibwe prefix and suffix needed to translate the sentence. For example, you might say one of the following, and students would identify the bolded letters below:
 - a. I see the woman. **ni** **aa**
 - b. They see you. **gi** **igowaa**
 - c. The eagle is eating a fish. **o** **aan**



ACTIVITY B Flyswatter game

Materials

- Flyswatter Game Prompts, one set (Printouts B)
- Ojibwe Language Notebooks
- Two flyswatters

 **Estimated time:** 30 minutes

Activity Steps

1. Print, cut out, and hang the Flyswatter Game Prompts on the whiteboard.
2. Have students sit in pairs or small groups based on the word they were assigned in the previous activity, Step 2.
 - Each student who was assigned a word with an **-aw** final should be paired with a student who was not.
3. Students use their Ojibwe Language Notebooks to compare and review conjugation charts from the previous activity. After students have reviewed, collect the Ojibwe Language Notebooks.
4. Divide the class 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 conjugations from the previous lesson in their Ojibwe Language Notebooks. The first student to correctly hit the card with the correct doer and receiver gets the point for their team.
7. Let each pair 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 students are able to do this easily, make the task a bit more difficult. When students hit a card with their flyswatter, they then say it in Ojibwe. For example, when they hit, they should shout **niin, wiinawaa**. For added challenge, you could require students to provide the conjugated verb.



ACTIVITY C Job interviews

Materials

 **Estimated time:** 30 minutes

- Smart board or projector
- Rosetta Stone Ojibwe
- Lesson 1 Script, one per student

Activity Steps

1. As a class, watch Unit 32, Lesson 1, Look and listen.
2. Group students into pairs.
3. Pass out a copy of the Lesson 1 script to each student. Ask students to read the script together, with one student reading the lines of both Niigaanigaabawiikwe and Zhawaanigiizhigookwe, and one student reading Ogimaakwe's lines.
4. Have students conduct interviews with their partners, with one student in the role of a museum director and one student as a job applicant.
 - a. Encourage students to think of additional vocabulary they know that describes other skills they could contribute to the museum.
 - b. Students can use additional resources, like the Ojibwe People's Dictionary, to identify more vocabulary as needed.
 - c. Walk around the room to help students.
5. When pairs have finished one interview, have them switch roles and do another interview.

Optional: Ask student pairs to volunteer to perform their interview for the class!



Lesson 2: Naawakamigookweban — Maude Kegg

OBJECTIVES

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

- describe biographical details of someone’s life
- understand Maude Kegg’s contributions to art, history, and language
- use reading comprehension skills and strategies

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Who is Maude Kegg? (Printouts C)
- *Portage Lake: Memories of an Ojibwe Childhood*, by Maude Kegg (<https://birchbarkbooks.com/products/portage-lake>)
- Ojibwe Language Notebooks
- Microsoft PowerPoint or Google Slides
- Who is ____? Guidelines (Printouts D)

VOCABULARY

1

ondaadizi vai	<i>s/he is born</i>
nitaawigi' vta	<i>raise someone</i>
ishkwaa-ayaa vai	<i>s/he dies</i>

2

izhi-bimaadizi vai	<i>s/he lives a certain way</i>
apiitendaagozi vai	<i>s/he is so important</i>
gikinoonowin adverb	<i>year</i>

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 32, Lesson 2 individually or in groups. (See Unit 32, Lesson 2 Script)



ACTIVITY A Who is Maude Kegg?

Materials

 **Estimated time:** 45 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Who is Maude Kegg?, one per student or student pair (Printouts C)

Activity Steps

1. Give each pair of students a copy of Who is Maude Kegg?
2. Instruct students to first be sure they understand the questions. They may use the Ojibwe People's Dictionary and Rosetta Stone Ojibwe.
3. Allow students time to answer the questions posed in the printout. If they don't recall the answers, they can review the online lesson, which has all the answers. In each pair, one student answers the blue questions, and the other answers the red.
4. After both students have finished answering their questions, they exchange information.
 - a. The blue student asks the red student the red questions. The red student answers orally. The blue student writes what they hear on their own sheet.
 - b. The red student asks the blue student the blue questions. The blue student answers orally. The red student writes what they hear on their own sheet.
5. You may use the following answer key to guide students or correct their answers:
 - a. **Aaniin apii gaa-ondaadizid a'aw Naawakamigookwe?**
(When was Maude Kegg born?)
I'iw gikinoonowin ashi-zhaangaswaak niwin apii gaa-ondaadizid.
(She was born in the year 1904.)
 - b. **Awenenan gaa-nitaawigi'igojin?**
(Who raised her?)
Mii iniw ookomisan gaa-nitaawigi'igojin.
(She was raised by her grandmother.)
 - c. **Aaniindi gaa-nitaawigi'ind?**
(Where was she raised?)
Gabekanaansing gii-nitaawigi'aa.
(She was raised in Portage Lake.)
 - d. **Awegonenan gaa-tazhiikang?**
(What did she work on?)
Niibowa anooj ogii-tazhiikaan. Ogii-minwendaan manidoominensiked, anaakaniked, miinawaa mazinichiganan gii-ozhi'aad.
(She worked on many kinds of things. She liked to bead, make rugs, and make dolls.)
 - e. **Aaniin gaa-gikinoo'amaagod iniw ookomisan?**
(What did her grandmother teach her?)
Ogii-gikinoo'amaagoon iniw ookomisan i'iw akeyaa anishinaabe ezhi-bimaadizid.
(Her grandmother taught her how to live an Anishinaabe life.)



f. Aaniin gaa-izhichiged gii-anokiid imaa Mille Lacs Museum?

(What did she do when she worked at the Mille Lacs Museum?)

Mii imaa Mille Lacs Museum gii-gikinoo'amaaged.

(She taught at the Mille Lacs Museum.)

g. Aaniin apii gaa-ishkwaa-ayaad a'aw Naawakamigookwe?

(When did Maude Kegg die?)

Gii-ishkwaa-ayaashi i'iw gikinoonowin ashi-zhaangaswaak zhaangasimidana ashi-ingodwaaswi.

(She died in the year 1906.)

ACTIVITY B Portage Lake

Materials

 **Estimated time:** 45 minutes

- *Portage Lake: Memories of an Ojibwe Childhood*, by Maude Kegg, one per student (<https://birchbarkbooks.com/products/portage-lake>, ISBN 9780816624157)
- Ojibwe Language Notebooks

Activity Steps

1. Provide each student with a copy of *Portage Lake*, or copies of the pages you want them to look at.
2. Each student selects from the list of pre-identified stories.
3. Students read their selected story and take notes on it in their Ojibwe Language Notebooks. Encourage students to draw as much meaning as they can from the Ojibwe-written story before using the English-written counterpart. If using copies of sections of the book, you may want to first distribute the Ojibwe version and give students time to work with just the Ojibwe version before distributing the English version.
4. Students take turns explaining their story to the group. Students can present the information in English, but encourage them to include Ojibwe vocabulary as much as possible as they present.
5. Once all students have finished presenting their story, have a class discussion about Naawakamigookwe. You might ask:
 - What did students learn about her childhood? What don't they know? Can they make any assumptions about things she didn't talk about explicitly?
 - How did Naawakamigookwe generally behave?
 - Who do you think she spent the most time with?
 - How was her life different from students' lives? How was it the same?



TEACHER'S TIP

It is important for the teacher to pre-select stories for this lesson so that students don't select the same story.



ACTIVITY C Who is _____?

Materials

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

- Computers or tablets
- Microsoft PowerPoint or Google Slides
- Who is _____? Guidelines, one per student (Printouts D)

Activity Steps

1. Provide each student with a copy of the Who is _____? Guidelines.
 - a. Each student must use the following vocabulary words:
 - i. **nitaawigi'** (*raise someone*)
 - ii. **ondaadizi** (*s/he is born*)
 - iii. **ishkwaa-ayaa** (*s/he dies*)
 - iv. **apiitendaagozi** (*s/he is important*)
 - b. Slides must answer the following questions:
 - i. **Aaniin apii gaa-ondaadizid?** (*When was s/he born?*)
 - ii. **Awenenan gaa-nitaawigi'igojin?** (*Who raised her/him?*)
 - iii. **Aaniindi gaa-nitaawigi'ind?** (*Where was s/he raised?*)
 - iv. **Awegonen gaa-izhichiged?** (*What did s/he do?*)
 - v. **Aaniin apii gaa-ishkwaa-ayaad?** (*When did s/he die?*)
2. Allow each student time to research and complete their presentation. Students may interview a family or community member, or do research on a historic figure. This part of the lesson may be best completed outside of the classroom.
3. Each student presents their slideshow to the class.



Lesson 3: Miskwaabikad. — *It is red (mineral).*

OBJECTIVES

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

- use medials to describe the material of objects
- recognize material medials in object names

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Dry erase markers
- Page sleeves (sheet protectors)
- Video Image Cards (Printouts E)
- Making Connections (Printouts F)
- Tissues
- Popsicle sticks
- Markers

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 32, Lesson 3 individually or in groups. (See Unit 32, Lesson 3 Script)



ACTIVITY A Make connections

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Dry erase markers, one per student
- Page sleeves (sheet protectors), one per student
- Video Image Cards (Printouts E), one set
- Making Connections, one per student (Printouts F)
(This activity will work best if this handout is printed on cardstock.)
- Tissues, one per student

 **Estimated time:** 30 minutes

Activity Steps

1. Review Unit 32, Lesson 3, Explore Medials 1 and 2 as a class.
2. Give each student a copy of Making Connections, one page sleeve, one tissue, and one dry erase marker.
 - Students place the handout inside the page sleeve. Students will use the dry erase marker to draw on the page sleeve and the tissue to clean it.
3. Show students one of the Video Image Cards. Students must draw a line between the correct initial, medial, and final to make the word represented on the card. For example, if you showed them the picture of the dirty bat, they should draw a line between the initial **wiin-** (*dirty*), the medial **-aakw-** (*stick-like*) and the final **-ad** to make the word **wiinaakwad** (*it is dirty (stick-like)*).
4. Give students a moment to complete the task, then ask a student to read the word they made aloud to check their work with their peers.
5. Students may then erase their lines and repeat the activity for each of the Video Image Cards.



TEACHER'S TIP

Make sure students save their copies of the Making Connections handout. They'll use it again in Activity C.



ACTIVITY B **Around the world**

Materials

 **Estimated time:** 30 minutes

- Video Image Cards, one set (Printouts E)

Activity Steps

1. 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. Start the game by showing the students a Video Image Card. The first student to say the correct vii to describe the object 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.

ACTIVITY C **Word jumble**

Materials

 **Estimated time:** 30 minutes

- Popsicle sticks, thirteen per student pair
- Video Image Cards, one set (Printouts E)
- Making Connections, one per student (Printouts F)
- Markers, three per student pair

Activity Steps

1. Group students into pairs. Give each pair of students thirteen popsicle sticks and three different colored markers.
2. Each pair of students uses their Making Connections handout to write the initials, medials, and finals on their popsicle sticks.
 - All initials should be one color, all medials a single different color, and all finals a third color.
3. After all students finish writing their word part popsicle sticks, show the class a Video Image Card. Student pairs work together to make the word shown on the card, then stand up and yell it. The first group to create, stand up, and yell the correct word gets a point.
4. Repeat this for each Video Image Card. The group with the most points at the end of the activity wins!



Lesson 4: Gojichigen Miinawaa. — *Try it again.*

OBJECTIVES

In this Rosetta Stone lesson and the classroom activities, students will review:

- vtas with **niin**, **giin**, and **wiin** subjects
- material medials
- vocabulary related to jobs and careers, biographical details, and everyday conversation
- positive B-form vai conjugations for verbs ending in vowels

MATERIALS

- Rosetta Stone Ojibwe
- Smart board or projector
- Look and listen: Prepare (Printouts G)
- Computers or tablets
- Plastic cups
- Markers
- Finger Twister Vtas (Printouts A)
- Cups and Letters Teacher's Prompts (Printouts H)
- Go Fish (Printouts I)

ACTIVITY A Look and listen: Prepare

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Look and listen: Prepare, one per student (Printouts G)

 **Estimated time:** 30 minutes

Activity Steps


1. Give each student a copy of Look and listen: Prepare.
2. Allow students time to watch Unit 32, Lesson 4, Look and listen, and answer the questions.
3. When students have finished, write the three questions on the board, with space below each to write the students' answers.
4. Have one student read their answers aloud while the instructor writes those responses on the board under the corresponding questions.
5. That student then comes to the board and writes the answers read by the next student. Repeat until all answers are on the board.
6. Have students vote on the best way to answer each question.



ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 32, Lesson 4 individually or in groups. (See Unit 32, Lesson 1 Script)

ACTIVITY B Cups and letters

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Plastic cups, twenty per each three-student group
- Markers, one per three-student group
- Finger Twister Vtas, one per three-student group (Printouts A)
- Cups and Letters Teacher's Prompts, one copy (Printouts H)

 **Estimated time:** 30 minutes

Activity Steps

1. Divide the class into groups of three. Give each pair of students twenty cups and one marker.
2. Students review Unit 32, Lesson 1, Explore plural vtas 1, 2, and 3.
 - a. Give each group a copy of Finger Twister Vtas.
 - b. Students write the sixteen prefixes and suffixes, one each, in large letters on sixteen of the cups.
 - c. Students write the following words on the other four cups:
 - i. **dazhim** (*talk about someone*)
 - ii. **aabaji'** (*use something animate*)
 - iii. **gikenim** (*know about someone*)
 - iv. **bimoom** (*carry someone, or something animate, on one's back*)
3. When students are done writing on their cups, they stack them into three stacks: prefixes, verbs, and suffixes.
4. Once all the cups have been stacked, the instructor reads one of the prompts from the Cups and Letters Teacher's Prompts printout.
5. After the instructor reads the prompt, students use the cups to make the correct word and yell it out. The first group to correctly make and yell the word gets a point.
6. After one group gets a point, all groups restack their current cups into three stacks: prefixes, verbs, and suffixes.
7. Repeat for each of the prompts. The group with the most points at the end of the game wins. Be sure to count points in Ojibwemowin!



ACTIVITY C Go fish

Materials

 **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Go Fish, one set per three-student group (Printouts I)
(This activity will work best if this handout is printed on cardstock.)

Activity Steps

1. Divide the class into groups of three.
2. Allow each group time to review Unit 32, Lesson 4, Conjugations: vai (positive B form) and Practice conjugations: vai (positive B form).
3. Give each group a copy of Go Fish.
4. Students cut out and shuffle the cards face down.
5. One student deals five cards to each student in their group.
6. One at a time, a student will ask one of the people in their group if they have a similar card by saying the following:
 - a. **[Card] ina gidayaan?** (*Do you have [card]?*)
7. Students answer by saying one of the following:
 - a. **Eya'.** (*Yes.*)
 - b. **Gaawiin. Bezhig mamoon.** (*No. Take one.*)
8. When a student has a matching pair in their hand, they must identify who the person is based on the conjugation. For example, if their cards both read **ozhibii'igeyeg** (*when you all write*), they must say either **giinawaa** or *you all*. If they do, they lay them together face-up in front of them.
9. When no players have any cards in hand, each player counts the number of pairs they've collected. The player with the most pairs at the end of the game wins.

UNIT
32

Scripts



Ojibwe

Nandawanokiid Ogimaakwe Ogimaakwe goes job hunting

Ojibwe



Ogimaakwe	Boozhoo, Zhawaanigiizhigook. <i>Hi, Zhawaanigiizhigook.</i>
	Indayaa omaa da-gaganoonigooyaan da-anokiiyaambaan omaa. <i>I am here for an interview about working here.</i>
Zhawaanigiizhigookwe	Howa. Daga wawenabin imaa. <i>Cool. Sit down there.</i>
Ogimaakwe	Miigwech. <i>Thank you.</i>
Niigaanigaabawiikwe	Aaniin. <i>Hi.</i>
Ogimaakwe	Boozhoo. <i>Hello.</i>
Niigaanigaabawiikwe	Niigaanigaabawiikwe indizhinikaaz. <i>I'm Niigaanigaabawiikwe.</i>
	Niminwendam wii-pi-anokiiyan omaa. Daga bi-wiijiwishin. <i>I'm happy that you want to come work here. Please come with me.</i>
	Daga wiindamawishin wenji-misawendaman wii-anokiiyan omaa. <i>Please tell me why you want to work here.</i>
Ogimaakwe	Nimisawendaan da-anokiiyaambaan omaa da-waabanda'iweyaambaan ezhichiged a'aw anishinaabe. <i>I want to work here to show people what Anishinaabe do.</i>
Niigaanigaabawiikwe	Gayat na gigii-anokii ingoji? <i>Have you ever had a job anywhere?</i>
Ogimaakwe	Gaawiin mashi. <i>Not yet.</i>
Niigaanigaabawiikwe	Ahaw dash... Wegonen gayat gekendaman ge-biidooyamban da-naadamaageyamban wii-anoonigooyan omaa? <i>Ok then... What kind of other knowledge would you bring to help us if we hire you here?</i>
Ogimaakwe	Nigikendaan da-gashkigwaasoyaan miinawaa da-nagwaanagwaa ingiw waaboozoog. <i>I know how to sew and how to snare rabbits.</i>
	Miinawaa gaye wiigwaasi-makakoonsan indaa-ozhitoonan. <i>I can also make birchbark baskets.</i>

Nandawanokiid Ogimaakwe Ogimaakwe goes job hunting (continued)

Ojibwe



Niigaanigaabawiikwe	Mii na geget? Gidaa-waabanda' ina? <i>Oh, really? Can you show me?</i>
Ogimaakwe	Mii go geget. Nashke inaabin. Indayaanan mazinaakizonan. <i>Sure. Look here. I have some pictures.</i>
Niigaanigaabawiikwe	Howa. Minwaakodewan. <i>Wow. Nice pictures.</i> Awenen gaa-gikinoo' amook? <i>Who taught you?</i>
Ogimaakwe	Nookomis ingii-gikinoo' amaag, miinawaa nimaamaa ingii-naadamaag. <i>My grandmother taught me, and my mom helped me too.</i>
Niigaanigaabawiikwe	Nitaa-gikinoo' amaagewag. <i>They are excellent teachers.</i>
Ogimaakwe	Miigwech. <i>Thank you.</i> Apegish anoonigooyaan. <i>I hope I will get hired.</i>
Niigaanigaabawiikwe	Indaa-minwendaamin igo da-bi-anokiiyamban omaa, Ogimaakwe. <i>We would be happy to have you work here, Ogimaakwe.</i> Gidaa-maadankii ina omaa Ode'imini-giizis? <i>Could you start in June?</i>
Ogimaakwe	Eya'. Miigwech sanaa. Giga-waabamin Ode'imini-giizis! <i>Yes. Thank you so much. I'll see you in June!</i>
Zhawaanigiizhigookwe	Giga-anoonigoo ina? <i>Are they going to hire you?</i>
Ogimaakwe	Eya'. Giga-waabamin miinawaa. <i>Yes. See you later.</i>
Zhawaanigiizhigookwe	Giga-waabamin! <i>See you!</i>

Naawakamigookwe Maude Kegg

Ojibwe



Geget gii-aa-piitendaagozi Naawakamigookweban.

Maude Kegg was very important.

I'iw gikinooowin ashi-zhaangaswaak niwin apii gaa-ondaadizid.

She was born in the year 1904.

Gabekanaansing gii-nitaawigi'aa giwedining imaa ayaamagak Misi-zaaga'igan.

She grew up in Portage Lake, north of Mille Lacs.

Mii iniw ookomisan gaa-nitaawigi'igojin.

She was raised by her grandmother.

Ogii-gikinoo'amaagoon iniw ookomisan i'iw akeyaa anishinaabe ezhi-bimaadizid.

Her grandmother taught her how to live an Anishinaabe life.

Ogii-kiizhibii'aanan iniw anooj mazina'iganan.

Maude Kegg wrote various books.

Niibowa anooj ogii-tazhiikaan.

She worked on many kinds of things.

Ogii-minwendaan manidoominsiked, anaakaniked, miinawaa mazinichiganan gii-ozhi'aad.

She liked to bead, make rugs, and make dolls.

Mii imaa Mille Lacs Museum gii-gikinoo'amaaged gaye.

She also taught at the Mille Lacs Museum.

Mii omaa waabanda'iweng gaa-gikinoo'amaaged anooj akeyaa anishinaabe gaa-izhi-bimaadizid.

This room shows how Anishinaabeg used to live.

Gii-iskigamizigem ziigwaninig.

They did sugarbush in spring.

Gii-wewebanaabiim miinawaa gii-mawinzom niibininig.

They fished and gathered berries in summer.

Gii-manoominikem dagwaagininig.

They riced in fall.

Gii-kiiwosem miinawaa gii-wanii'igem bibooninig.

They hunted and trapped in winter.

Gii-ishkwaa-ayaashi i'iw gikinooowin ashi-zhaangaswaak zhaangasimidana ashi-ingodwaaswi.

Maude Kegg died in the year 1996.

Geget ingii-kiige'igonaan gii-nagadang gii-tibaajimod gaa-izhi-bimaadizid gete-anishinaabe.

We really benefit from what she left behind telling about how Anishinaabe lived long ago.

Miskwaabikad.

It is red (mineral).



Niwaabandaan gegoo meskwaabikak.
I see something red (mineral).

Miskwaabikad i'iw gizhaabikizigan.
The stove is red.

Agaasaabikad.
It (mineral) is small.

Michaabikad.
It (mineral) is big.

Wiinaabikad.
It (mineral) is dirty.

Biinaabikad.
It (mineral) is clean.

Niwaabandaan gegoo meskwaakwak.
I see something red (stick-like).

Miskwaakwad i'iw bakitejii'iganaak.
The baseball bat is red.

Agaasaakwad.
It (stick-like) is small.

Michaakwad.
It (stick-like) is big.

Wiinaakwad.
It (stick-like) is dirty.

Biinaakwad.
It (stick-like) is clean.

Miskwaabikad.

It is red (mineral). (continued)

Ojibwe



Niwaabandaan gegoo meskwegak.

I see something red (sheet-like).

Miskwegad i'iw adoopowiniigin.

The tablecloth is red.

Agaasiigad.

It (sheet-like) is small.

Michiigad.

It (sheet-like) is big.

Wiiniigad.

It (sheet-like) is dirty.

Biiniigad.

It (sheet-like) is clean.

Niwaabandaan gegoo meskwaagamig.

I see something red (liquid).

Minwaagamin i'iw meskwaagamig.

The red juice is good.

Wiinaagamin.

It (liquid) is dirty.

Biinaagamin.

It (liquid) is clean.

Niwaabandaan gegoo meskwakamigaag.

I see something red (dirt).

Miskwakamigaa imaa mitakamig.

The earth is red over there where the ground is showing.

Wiinakamigaa.

It is dirty ground.

Biinakamigaa.

It is clean ground.

UNIT
32

Printouts



Ojibwe

ni

gi

aa

ig

nin

gid

aag

igonaan

nim

o

aan

igowaa

nind

od

imaan

in

I → you

I → you all

I → them

you → us

you → them

**s/he →
fourth person**

**s/he → some
of us**

s/he → all of us

s/he → you all

I → fourth person

you →
fourth person

Name: _____

You will complete this handout with a partner. One of you will answer the red questions, and the other will answer the blue questions.

Once you've both completed your own questions, work together to ask and answer the other person's questions. Write what your partner says on your handout to finish answering each question.

1. Aaniin apii gaa-ondaadizid a'aw Naawakamigookwe?

2. Awenenan gaa-nitaawigi'igojin?

3. Aaniindi gaa-nitaawigi'ind?

4. Awegonenan gaa-tazhiikang?

5. Aaniin gaa-gikinoo'amaagod iniw ookomisan?

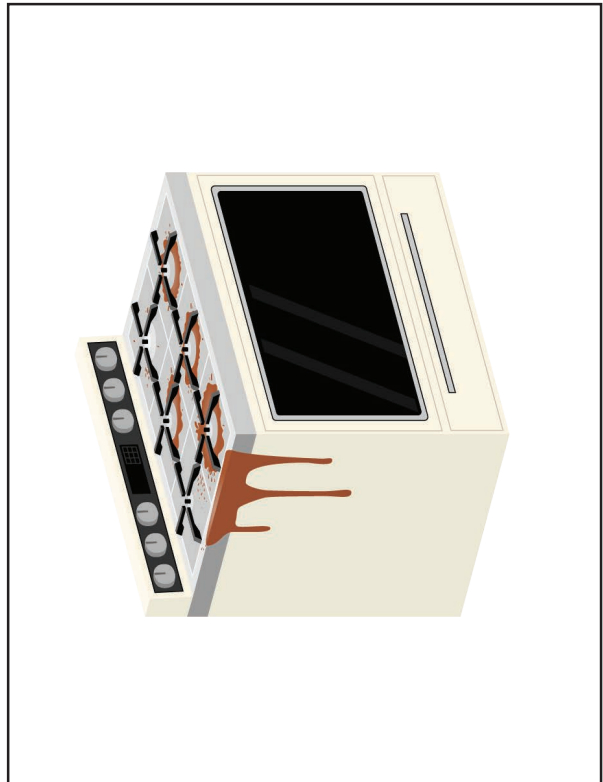
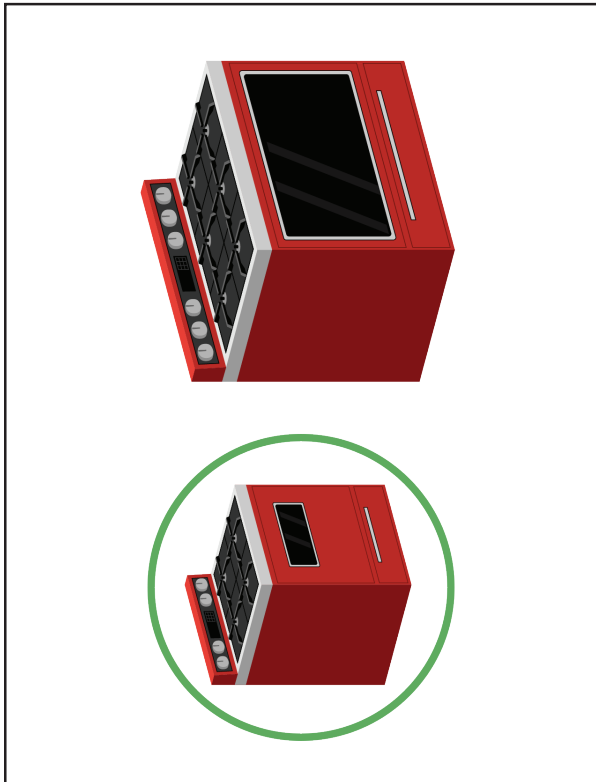
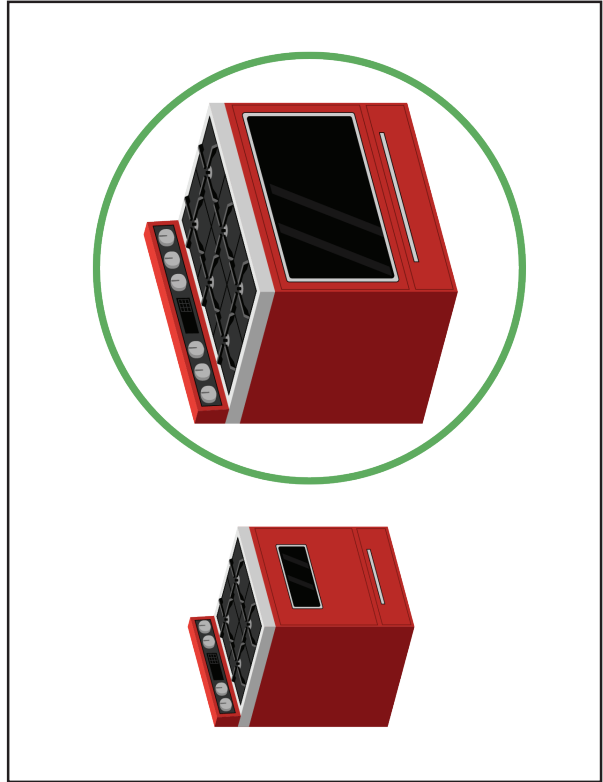
6. Aaniin gaa-izhichiged gii-anokiid imaa Mille Lacs Museum?

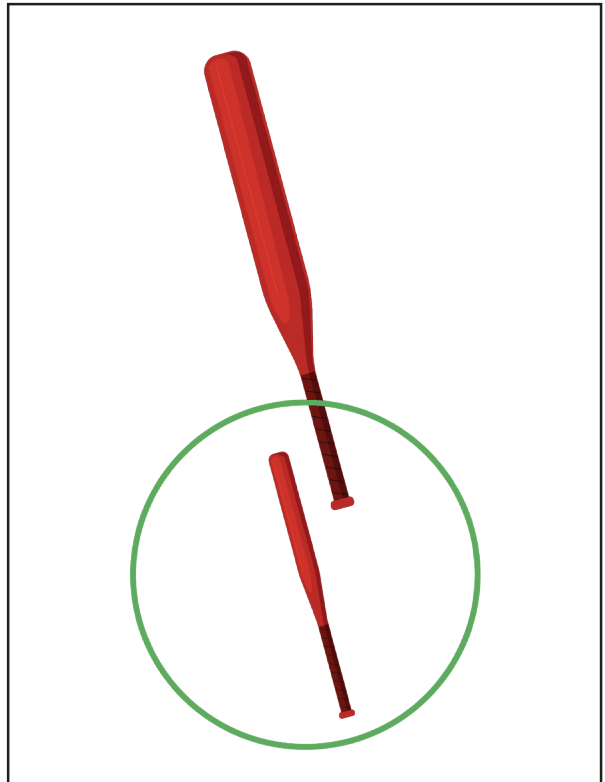
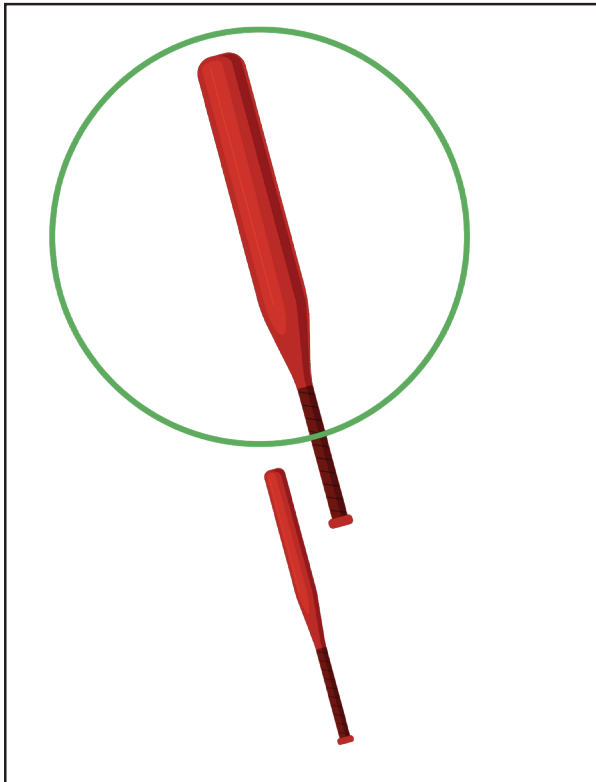
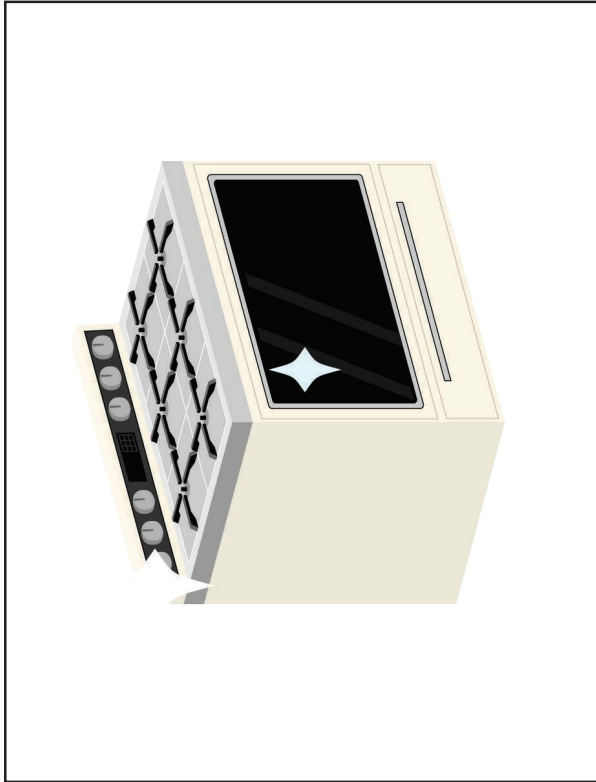
7. Aaniin apii gaa-ishkwaa-ayaad a'aw Naawakamigookwe?

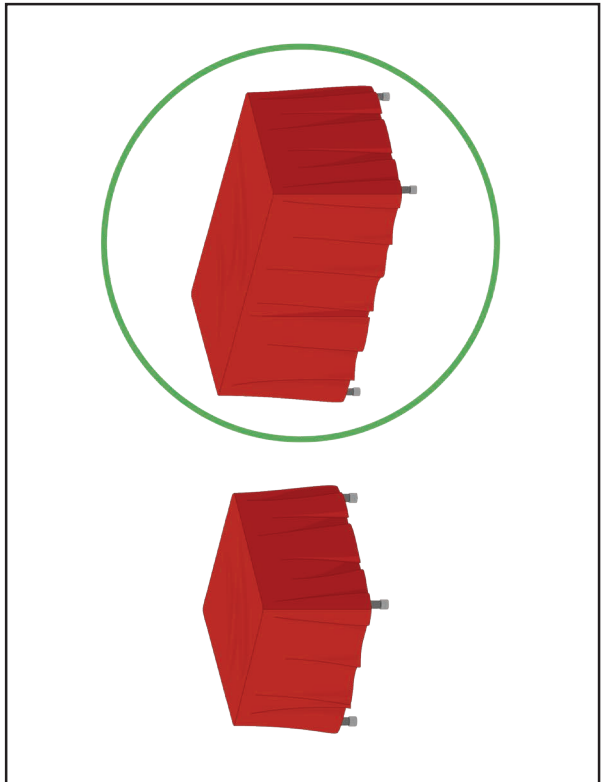
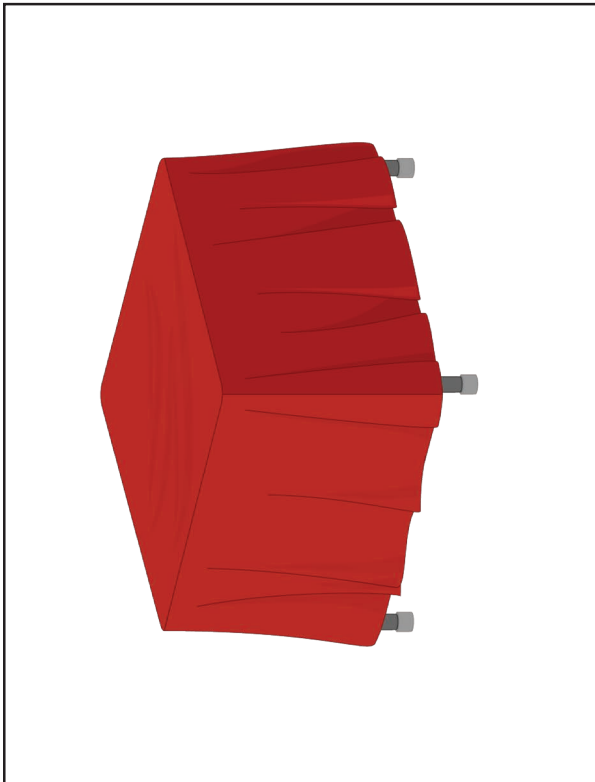


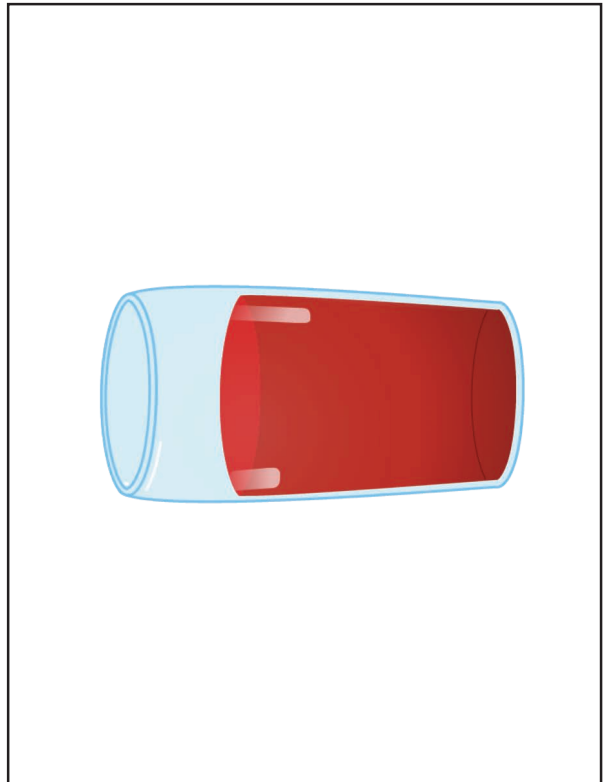
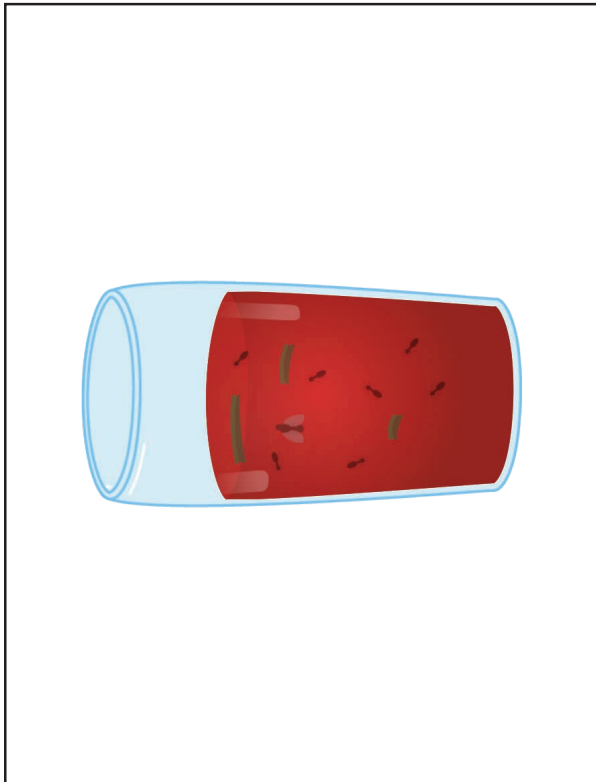
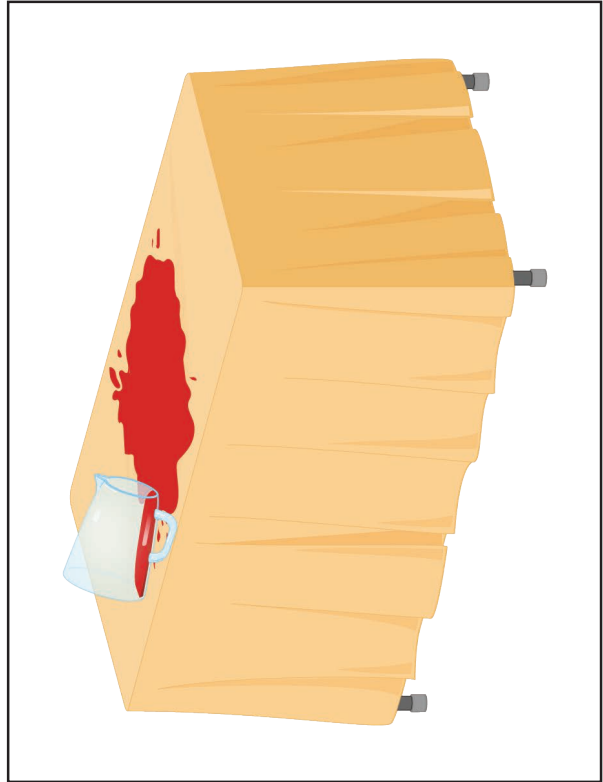
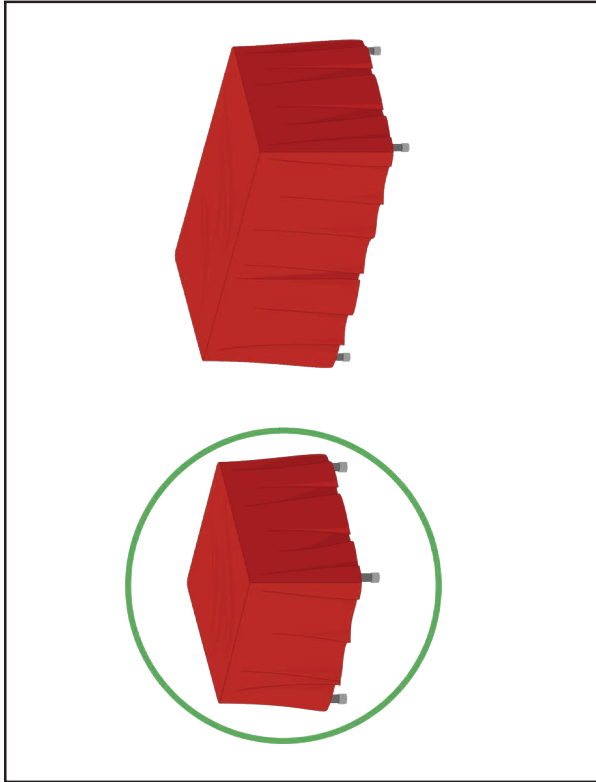
Create a slideshow providing information about an important figure. This can be a relative, community member, or historical figure.

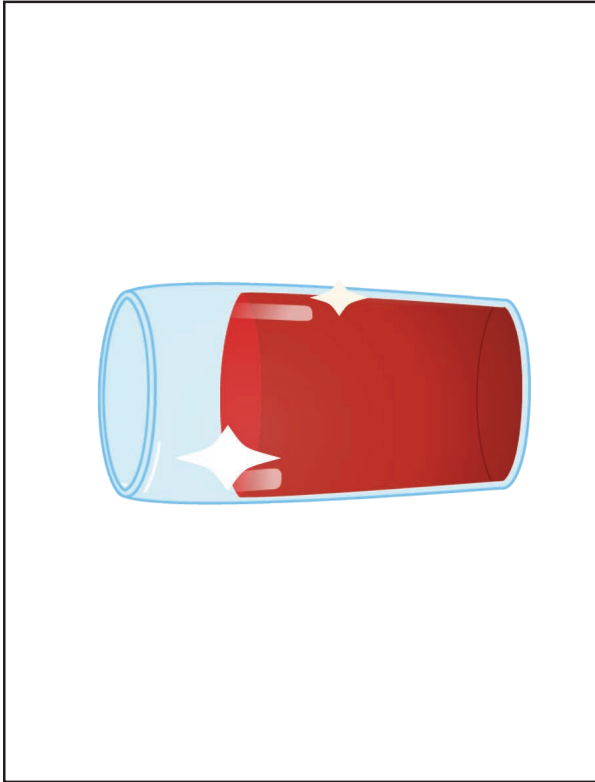
1. Slides must all be written in Ojibwe only.
2. Include at least six slides.
 - a. Each slide must have at least one sentence.
 - b. Each slide must have at least one image which matches the text.
3. In your presentation, you must use the following vocabulary words:
 - a. nitaawigi'
 - b. ondaadizi
 - c. ishkwaa-ayaa
 - d. apiitendaagozi
4. Slides must answer the following questions:
 - a. Aaniin apii gaa-ondaadizid?
 - b. Awenenan gaa-nitaawigi'igojin?
 - c. Aaniindi gaa-nitaawigi'ind?
 - d. Awegonen gaa-izhichiged?
 - e. Aaniin apii gaa-ishkwaa-ayaad?













initials	medials	finals
miskw-	-aabik-	-ad
mich-	-aakw-	-in
agaas-	-iig- / -eg-	-aa
wiin-	-aagam-	
biin-	-akamig-	



Name:

Use the Ojibwe People's Dictionary and Rosetta Stone Ojibwe Unit 32, Lesson 4 to answer the following questions.

Answer the questions below in Ojibwe using full sentences.

1. Why does Ogimaakwe visit the museum?

2. Why does Ogimaakwe want to work at the museum?

3. What skills does Ogimaakwe mention she has?



I'm talking about them
I'm talking about you all
I'm talking about you

I'm using them
I'm using you all
I'm using you

I know them
I know you all
I know you

I'm carrying them
I'm carrying you all
I'm carrying you

You are carrying them
You are carrying us

You are using them
You are using us

You are talking about them
You are talking about us

You know them
You know us

She or he uses it (animate)
She or he uses some of us
She or he uses all of us
She or he uses you all

She or he knows him or her
She or he knows some of us
She or he knows all of us
She or he knows you all

She or he carries him or her
She or he carries some of us
She or he carries all of us
She or he carries you all

She or he talks about him or her
She or he talks about some of us
She or he talks about all of us
She or he talks about you all

ozhibii'igeyaan

ozhibii'igeyan

ozhibii'iged

ozhibii'igeyaang

ozhibii'igeyang

ozhibii'igeyeg

ozhibii'igewaad

ondaadiziyaan

ondaadiziyan

ondaadizid

ondaadiziyeg

ondaadiziyaang

ondaadiziyang

ondaadiziwaad

anokiiyaan

anokiiyan

anokiid

anokiiyeg

anokiiyaang

anokiiyang

anokiiwaad

minwendaagoziyaan

minwendaagoziyan

minwendaagozid

minwendaagoziyeg

minwendaagoziyaang

minwendaagoziyang

minwendaagoziwaad

ozhibii'igeyaan

ozhibii'igeyan

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minwendaagoziyaan

minwendaagoziyan

minwendaagozid



minwendaagoziyeg

minwendaagoziyaang

minwendaagoziyang

minwendaagoziwaad

UNIT
33



Ojibwe

Overview: Gimiwan and the family are getting ready to go to Big Drum. In this lesson you'll learn about the Big Drum ceremony, roots and finals of verbs, and how to use words you know to understand unfamiliar language.

LESSON 1: Niimi'iding Izhaawaad — *When they go to a dance*

Students will:

- learn about Big Drum ceremony
- expand knowledge of viis

LESSON 2: Manidoo-dewe'igan — *Big Drum*

Students will:

- understand more about Big Drum ceremony
- use known words to understand unfamiliar language

LESSON 3: Zegi'idizo a'aw Gaazhagens. — *The cat scares herself.*

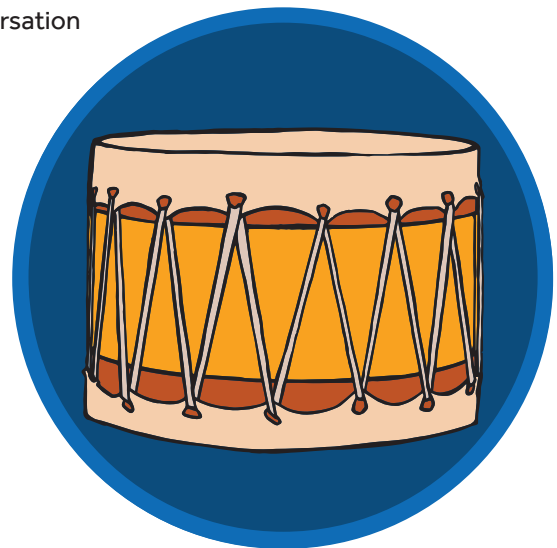
Students will:

- recognize words with common roots
- understand how to use verbs with common roots and different finals
- use reflexive verbs to talk about doing something to oneself

LESSON 4: Gojichigen Miinawaa. — *Try it again.*

Students will review:

- viis
- strategies for understanding unfamiliar language
- words with common roots and different finals
- reflexive verbs
- vocabulary related to Big Drum ceremony and everyday conversation
- negative B-form vai conjugations for verbs ending in vowels





Lesson 1: Niimi'iding Izhaawaad — When they go to a dance

OBJECTIVES

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

- talk about Big Drum ceremony
- use viis in more contexts

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Paper or plastic cups
- Permanent marker
- Popsicle sticks
- Stick in a Cup Teacher's Guide (Printouts A)
- Ojibwe People's Dictionary
- Index cards
- Bowl or other container
- Guess the Word Cards (Printouts B)

VOCABULARY

1

akik(oog) na	<i>pot(s)</i>
zhinawa'oojigan(an) ni	<i>small round bell(s); dance bell(s)</i>
niimi'idiwag vai	<i>they dance with each other</i>

2

oshkaabewisiwi vai	<i>he is an Oshkaabewis</i>
bimishimo vai	<i>s/he dances along</i>
bagijige vai	<i>s/he makes an offering</i>
boozitaaso vai	<i>s/he loads cargo</i>

3

naazh vta	<i>go get someone or something (animate)</i>
ininamaw vta	<i>hand something to someone in a certain way</i>
giizhide vii	<i>it is done cooking</i>
dagode vii	<i>it is cooked with something else</i>

**CULTURE CORNER**

During this unit, you can encourage students to find Big Drum ceremonies in their community to attend to experience for themselves. Students could also brainstorm people they know in their community who could share more about the ceremony and its significance. Ask students to come back to class and share what they learned!

ONLINE ACTIVITIES**Materials**

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 33, Lesson 1 individually or in groups. (See Unit 33, Lesson 1 Script)

ACTIVITY A **Stick in a cup****Materials**

- Rosetta Stone Ojibwe
- Smart board or projector
- Paper or plastic cups, four
- Permanent marker
- Popsicle sticks, twenty-seven
- Stick in a Cup Teacher's Guide, one copy (Printouts A)

Estimated time: 30 minutes

Activity Steps

1. As a class, review Unit 33, Lesson 1, Review simultaneous actions: Extra tips.
2. Write the following on one of the four cups using permanent marker: Person, A form, B form, adverb. Place those cups in the front of the class.
3. Write the words specified in the Stick in a Cup Teacher's Guide on the popsicle sticks. Place the popsicle sticks in the appropriate cup at the front of the classroom.
4. Have students take turns choosing one stick from each cup. When they have their sticks, they must:
 - a. Conjugate the verbs for A form and B form to make a sentence using their two verbs and their adverb.
 - b. Write their sentences on the board.
 - c. Translate their sentences.
 - d. Replace the popsicle sticks.



ACTIVITY B Gidaa-aandab giishpin...

Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Ojibwe People's Dictionary
- Index cards, four per student
- Bowl or other container

Activity Steps

1. In small groups or as a class, review Unit 33, Lesson 1, Explore viis: introduction through Practice viis: negative B form.
2. If necessary, review colors and clothing items in Unit 3, Lessons 1-3. Note that the colors in Unit 3 are presented as preverbs. This activity uses color participles.
3. Write the following phrase on the board for all students to see: **Gidaa-aandab giishpin...** (*You should change where you're sitting if...*)
4. Explain to students that they need to think of four ways to finish this sentence, related to colors and clothing.
 - a. They will write one sentence on each of the four index cards.
 - b. Remind students to use a B-form verb in a clause that follows **giishpin** (*if*).
 - c. Sentences must describe students' outfits that day. They may use the Ojibwe People's Dictionary to look up colors and clothing items.
 - d. Sentences may be positive or negative; for example:
 - ...**miskwaag gibabagiwayaan.** (*...your shirt is red.*)
 - ...**makadewaag gimakizinan.** (*...your shoes are black.*)
 - ...**ozhaawashkwaasinok giwiiwakwaan.** (*...your hat isn't blue.*)
 - ...**ozaawaasinok gidazhiganan.** (*...your socks aren't yellow.*)
5. Collect the completed index cards and place them in a container.
6. Set up the room.
 - a. Clear a space in the center of the classroom.
 - b. Each student brings their chair and sits in a circle. This game requires a large play area, so chairs should not be too close together.
 - c. There should be one fewer chair than there are players.
7. One person stands in the center of the circle.
 - a. The person in the center draws an index card and announces **Gidaa-aandab giishpin [color and clothing from the index card].** (*You should change where you're sitting if [color and clothing from the index card].*)
 - b. Each player considers their own outfit. If what the center player said is true for their outfit, they must stand up and find a new chair to sit in. The center person tries to find a chair to sit in.
 - c. The player left standing at the end is the next to read a prompt.
 - d. Continue playing until each player has had a chance to read at least one index card prompt.



TEACHER'S TIP

Because the goal of this activity is to practice viis, remind students to only describe clothing items that are inanimate.



TEACHER'S TIP

The game in Activity B was adapted from the game *Where the Warm Wind Blows*. **Gidaa-aandab giishpin...** can be adapted to practice many concepts including conjugation and tense in the opening prompt, and any verb type in the second prompt. This game is a student favorite!

ACTIVITY C Guess the word

Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Guess the Word Cards, one set (Printouts B)

Activity Steps

1. As a class, review Unit 33, Lesson 1, Vocabulary 1, 2, and 3, and Explore viis: positive A form, negative A form, positive B form, and negative B form.
2. Divide the class into two teams.
3. Shuffle the Guess the Word Cards and place them face down at the front of the classroom.
4. For each team's turn, they send up one player to draw a random Guess the Word Card. This player's goal is to get their team to guess as many words as possible during their one-minute turn.
 - a. The player can only give clues by speaking. Gestures, sounds, and drawings are off limits.
 - b. Each card has a target word and a list of off-limits words that are related to the target word. The player can't use the off-limits words.
 - c. Someone on the opposing team looks at the player's card. If the player uses an off-limits word, the opposing team player makes a buzzer noise, and the player must move on to a new card.
 - d. The player's team scores a point for each correct guess.
 - e. When a player's team guesses a word correctly, set the card to the side to count as a point. The player can move on to the next card if they still have time.
5. Alternate players from the two teams for one-minute turns.
6. The team with the most points wins! Be sure to count points and talk about winning and losing in Ojibwe.



Lesson 2: Manidoo-dewe'igan — *Big Drum*

OBJECTIVES

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

- understand more about Big Drum ceremony
- use known words to understand unfamiliar language

MATERIALS

- Ojibwe People's Dictionary
- Computers or tablets
- Ojibwe-only Script (Printouts C)
- English-only Script (Printouts D)
- Rosetta Stone Ojibwe
- Seize the Keywords (Printouts E)
- Box, hat, or other container
- **Anishinaabe Niimi'iding** (<https://birchbarkbooks.com/products/anishinaabe-niimiiding>)
- **Anishinaabe Niimi'iding** Chapter Assignments (Printouts F)
- **Anishinaabe Niimi'iding** Report Guidelines (Printouts G)
- Ojibwe Language Notebooks

VOCABULARY

1

minawaanigwendam vai	<i>s/he feels happy; s/he feels glad</i>
onabi' vta	<i>seat her/him; appoint her/him</i>
dewe'igan(ag) na	<i>drum(s)</i>

2

gimishoomisinaan na	<i>our grandfather; ceremonial drum</i>
endasing adverb	<i>every time</i>
naabibitaw vta	<i>sit on someone's behalf</i>



Lesson 2: Manidoo-dewe'igan — *Big Drum* (continued)

VOCABULARY

3

baakishim vta	<i>leave her/him uncovered</i>
biindigadoon vti	<i>bring something inside</i>
bagijigan(an) ni	<i>gift(s); offering(s); bundle(s)</i>
ininamaw vta	<i>hand something to someone</i>

4

naazikaage vai	<i>s/he goes to people; s/he approaches people</i>
nagamon(an) ni	<i>song(s)</i>
bazigwii vai	<i>s/he stands up</i>
aanishendam vai	<i>s/he gives up</i>
danakamigizi vai	<i>s/he has an event in a certain place</i>
mindawe vai	<i>s/he is dissatisfied (with what s/he has been given); s/he pouts</i>

5

apiitendan vti	<i>be so proud of some thing; value something</i>
giige' vta	<i>benefit someone</i>
aginzoo vai	<i>s/he is a member</i>
inawem vta	<i>be related to her/him</i>



ACTIVITY A Script study

Materials

- Ojibwe People's Dictionary
- Computers or tablets
- Ojibwe-only Script, one per student (Printouts C)
- English-only Script, one per student (Printouts D)

 **Estimated time:** 30 minutes

Activity Steps

1. Give each student a copy of the Ojibwe-only Script.
2. Students underline all unknown words, then use the Ojibwe People's Dictionary to identify them, writing the definition on their script.
3. Once students have finished defining unknown words, they cut their scripts on the lines provided, separating it into nine sentences.
4. Give each student a copy of the English-only Script. Students cut out the nine sentences on this script, then match them to their Ojibwe counterparts.
5. Students put their Ojibwe and English scripts in the correct order.

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 33, Lesson 2 individually or in groups. (See Unit 33, Lesson 2 Script)



ACTIVITY B Seize the Keywords

Materials

- Seize the Keywords, one set (Printouts E)

Estimated time: 30 minutes

Activity Steps

1. Set up eight stations around the classroom and clearly mark them 1A, 1B, 2A, 2B, 3A, 3B, 4A, and 4B.
 - a. Put the Seize the Keywords blue prompts in 1A, orange prompts in 2A, red prompts in 3A, and green prompts in 4A.
 - b. Put the blue verbs in 1B, orange verbs in 2B, red verbs in 3B and green verbs in 4B.
2. As a class, review Rosetta Stone Ojibwe Unit 33, Lesson 2, Look and listen.
3. Assign students to four small groups.
 - a. Each group will start at either 1A, 2A, 3A, or 4A. Groups study their prompts, trying to memorize them.
 - b. After three minutes, students leave their prompts, and rotate to the same-colored verb station.
 - c. At the verb stations, groups will try to remember the order of the verbs in their prompt, and order the verbs correctly.
 - d. Students should build off their memory of their prompt and see if they can recite part of it now that the verbs are in the correct order.
 - e. After each group completes ordering their verbs, have them shuffle the verbs for the next group and rotate to the next prompt station.
 - f. Repeat this process until each group has been at each station.
4. When each group has finished each station, have a class conversation about the activity. Discuss:
 - a. How did this activity help you?
 - b. What did you notice as you moved through the stations?
 - c. What strategies did you use to recall the order of the verbs?
 - d. What did you learn about the order of verb forms in sentences from this activity?



TEACHER'S TIP

If time permits, have students rotate through each station multiple times. Their success rate and recall should improve every time they repeat a station!

**ACTIVITY C** Anishinaabe Niimi'iding**Materials**

- **Anishinaabe Niimi'iding** Chapter Assignments, one copy (Printouts F)
- Box, hat, or other container
- **Anishinaabe Niimi'iding** (<https://birchbarkbooks.com/products/anishinaabe-niimiiding>, ISBN 9781681342788), one copy per student
- **Anishinaabe Niimi'iding** Report Guidelines, one copy per student (Printouts G)
- Computers or tablets
- Ojibwe Language Notebooks

Estimated time: 30 minutes + another class period

**TEACHER'S TIP**

If you aren't able to get copies of the book for each student, you can do this activity with videos instead! The author of this book, Lee Obizaan Staples, has a YouTube channel under his name, which includes playlists titled **Anishinaabe Niimi'iding Ojibwemong** (25 videos) and **An Anishinaabe Ceremonial Dance** (20 videos). Link: <https://www.youtube.com/@leeobizaanstaples1557/playlists>

Activity Steps

1. Cut out the **Anishinaabe Niimi'iding** Chapter Assignments and place them in a box, hat, or other container.
2. Students each pick a random chapter assignment from the box.
3. Give each student a copy of **Anishinaabe Niimi'iding** and **Anishinaabe Niimi'iding** Report Guidelines.
4. Allow students time to read both in English and Ojibwe, and to prepare their report. Depending on your students and timing, this may require students to work outside of the classroom.
5. During the next class period, each student presents their report in sequential order based on which chapter they were assigned.
6. During other students' presentations, students take notes in their Ojibwe Language Notebooks using the following guidelines:
 - a. Write the chapter number and title.
 - b. Record three things you learned from the report.
 - c. Write one question for the presenter.
7. After each student's presentation, leave time for the audience to come up with and ask questions for the presenter.
8. Repeat until all students have had a chance to present.

**CULTURE CORNER**

Here are some additional books that include stories related to Big Drum ceremonies. You can purchase these through Birchbark Books in Minneapolis or the Minnesota Historical Society.

Akawe Niwii-tibaajim: "Ezhichigeng Geyaabi sa go Niimi'iding" (ch. 14), "Mii i'iw Gaa-igooyaan Gii-kwiwizensiwiyaan Ge-ni-izhichigeyaan Endazhi-niimi'idiiked a'aw Anishinaabe" (ch. 15), "Gii-pagadinigooyaan Da-izhaayaan Niimi'idiwigamigong" (ch. 16)

Gaa-pi-izhiwebak: "Zhawenindiwin" (ch. 15)

Ge-ni-aabadak Giniigaaniiminaang: "Manidoo-dewe'igan Aabajichigaazod" (ch. 2), "Gizhibaabines Gii-naazikaaged Aabajichigaazonid iniw Manidoo-dewe'iganan" (ch. 13)



Lesson 3: Zegi'idizo a'aw Gaazhagens. — The cat scares herself.

OBJECTIVES

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

- recognize words with common roots
- understand how to use verbs with common roots and different finals
- use reflexive verbs to talk about doing something to oneself

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Ojibwe People's Dictionary
- Word Trees (Printouts H)
- Plastic cups
- Markers
- Cups and Word Parts Teacher's Guide (Printouts I)
- Dictionary Dig (Printouts J)

VOCABULARY

1

zegizi vai	<i>s/he is afraid; s/he is frightened; s/he is scared</i>
biizikonaye vai	<i>s/he puts on clothes</i>
nandawaabanjige vai	<i>s/he looks for things</i>
ayekozi vai	<i>s/he is tired</i>



ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 33, Lesson 3 individually or in groups. (See Unit 33, Lesson 3 Script)

ACTIVITY A Word tree

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Ojibwe People's Dictionary
- Word Trees, one per student (Printouts H)

 **Estimated time:** 30 minutes

Activity Steps

1. As a class, review Rosetta Stone Ojibwe Unit 33, Lesson 3, Explore related verbs 1 through Practice related verbs 3.
2. Give each student a copy of the Word Trees handout.
3. Students look up the headword on the word tree in the Ojibwe People's Dictionary.
 - a. Students click on that word.
 - b. Students scroll down to Word Parts at the bottom of the entry. They click on each underlined word part in order to identify more words that use those word parts.
4. Allow students time and access to the Ojibwe People's Dictionary to finish their handouts.
5. When students have finished, have them compare the words they found in pairs or small groups.



ACTIVITY B Transforming verbs — Cups and word parts

Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Plastic cups, thirty-six
- Markers
- Cups and Word Parts Teacher’s Guide, one copy (Printouts I)

Activity Steps

1. Divide the class into three groups. Give each group twelve cups and two markers.
2. Students write the following, one per cup, all in lowercase:

bizind-	zaagi’-	-aw
noond-	odaabii’-	-iwe
biizik-	-an	-idizo
zegi’-	-am	-idiwag

3. Students stack their labeled cups in two groups: starting sounds and ending sounds.
4. Read one of the prompts from the Cups and Word Parts Teacher’s Guide.
 - a. Each group sends two students to their stacks of cups.
 - b. Students use the cups to make the correct word and shout it out in Ojibwe. The first group to correctly make and yell the word gets a point.
 - c. After one group gets a point, all groups shuffle and restack their cups.
5. Repeat step four for each prompt. The group with the most points at the end of the game wins. Be sure to count points in Ojibwe.



ACTIVITY C Dictionary dig

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Ojibwe People's Dictionary
- Dictionary Dig, one per student (Printouts J)

Estimated time: 30 minutes

Activity Steps

1. As a class, review Rosetta Stone Ojibwe Unit 33, Lesson 3, Explore reflexive verbs and Practice reflexive verbs.
2. Give each student a copy of Dictionary Dig.
3. Allow students time to complete the handout.
4. Have students share their sentences aloud with the class.



Lesson 4: Gojichigen Miinawaa. — *Try it again.*

OBJECTIVES

In this Rosetta Stone lesson and classroom activities, students will review:

- viis
- strategies for understanding unfamiliar language
- words with common roots and different finals
- reflexive verbs
- vocabulary related to Big Drum ceremony and everyday conversation
- negative B-form vai conjugations for verbs ending in vowels

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- **Anishinaabe Niimi'iding** (<https://birchbarkbooks.com/products/anishinaabe-niimiiding>)
- Smart board or projector
- Scratch paper or sticky notes
- Smart board or whiteboard
- Draw the Word Prompts (Printouts K)
- Large sheets of paper
- Parking Lots Prompts (Printouts L)
- Tape

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 33, Lesson 4 individually or in groups. (See Unit 33, Lesson 1 Script)



ACTIVITY A Lee Obizaan Staples — *Big Drum*

Materials

🕒 **Estimated time:** 30 minutes

- **Anishinaabe Niimi'idung** (<https://birchbarkbooks.com/products/anishinaabe-niimiiding>, ISBN 9781681342788)
- Computers or tablets

Activity Steps

1. This unit introduced multiple materials from Lee Obizaan Staples about Anishinaabe drums (**Anishinaabe Niimi'idung**, Lee Obizaan Staples Youtube Playlists, <https://www.youtube.com/@leeobizaanstaples1557/playlists>). For more information on these materials, see Unit 33, Lesson 2, Activity C.
2. Take this time to approach or review any of the materials not already covered by the class. For example,
 - a. assign chapters and/or videos that weren't assigned previously
 - b. work together as a class to review materials that were assigned earlier



TEACHER'S TIP

Reach out to community members to identify when and where local Big Drum ceremonies are happening. See if someone will come in and talk about their participation, and encourage students and families to attend if interested.

ACTIVITY B Draw the word

Materials

🕒 **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Scratch paper or sticky notes
- Smart board or whiteboard
- Draw the Word Prompts, one set (Printouts K)

Activity Steps

1. As a class, review all Explore activities in Unit 33, Lesson 3.
2. Split students into two groups.
3. Each group selects one "drawer" for each round. The drawers come to the board and are provided with a prompt by the instructor.
4. Each drawer begins to draw the word. The first group to guess the correct word gets a point.
5. Once all prompts have been used, the group with the most points wins.

Optional: As an additional activity or as an alternative, you could use the same prompts to play charades.



ACTIVITY C Parking lots

Materials

 **Estimated time:** 30 minutes

- Seven large sheets of paper
- Parking Lots Prompts, one colored set per student (Printouts L)
- Tape

Activity Steps

1. Label seven large pieces of paper with the following pronouns: **niin**, **giin**, **wiin**, **niinawind**, **giinawind**, **giinawaa**, and **wiinawaa**. Hang them around the classroom.
2. As a class, review Unit 33, Lesson 4, Conjugations: vai (negative B form).
3. Give each student a copy of one set of colored words from the Parking Lots Prompts. If you have more than seven students, make additional copies. Students may have the same colored set as others.
 - a. Students cut out each word.
 - b. Students consider each of their words and who is being identified in the conjugation.
 - c. Students tape each of their words on the correct "parking lot" (sheet of paper).
4. Once all students have finished, they move around the classroom and check each parking lot for any words that may have been misplaced.

UNIT
33

Scripts



Ojibwe

Niimi'iding Izhaawaad *When they go to a dance*

Ojibwe



Gimiwan	Niimi'iding indizhaa. Gii-kiizhide ina i'iw gijiibaakwaan? <i>I'm off to the drum ceremony. Is the food ready?</i>
Waasegiizhigookwe	Eya', mii gii-kiizhideg. Manoomin miinawaa waawaashkeshiwi-wiiaas omaa dagode. <i>Yes, it's ready. There's wild rice cooked with venison.</i>
Waaboos	Gidooshkaabewisiw ina? <i>Aren't you the Oshkaabewis?</i>
Gimiwan	Eya'. Indooshkaabewisiw. <i>Yes. I'm the Oshkaabewis.</i>
Waaboos	Ahaw. <i>Okay.</i>
Waasegiizhigookwe	Booch ina wa'aw akik da-ayaawad da-agwaa'izekweshimoyan? <i>Do you have to use this kettle for the food offering song?</i>
Gimiwan	Eya'. Inga-aabaji'aa. <i>Yes. I will use it.</i>
Amik	Aaniin enaabaji'ind a'aw oshkaabewis? <i>How is an Oshkaabewis used? (What does the Oshkaabewis do?)</i>
Gimiwan	Mii a'aw eninamawaad iniw manidoon i'iw wiisiniwin azhigwa agwaa'izekweshimod. <i>An Oshkaabewis is the person who offers food to the manidoog during the food offering song.</i>
Amik	Onizhishin. <i>That's cool.</i>
Waasegiizhigookwe	Amik. Daga naadamaw gidede da-boozitaasod iwidi odaabaaning. <i>Amik. Go help your dad load up the car.</i>
Waaboos	Na'aanganikwe, daga biidamawishin iw maawandoogwaason gaa-ozhitooyaan. <i>Daughter-in-law, go get the quilt that I made.</i>
Waasegiizhigookwe	Ahaw. <i>Okay.</i>
Amik	He, Inded. Gidaa-wijjiwin ina? <i>Hey, Dad. Can I go, too?</i>
Gimiwan	Eya'. <i>Yes.</i>
Waaboos	Asemaa ina gidayaawaa? <i>Do you have tobacco?</i>

Niimi'iding Izhaawaad When they go to a dance (continued)

Ojibwe



Amik	Ninga-o-naanaa. Baabii'ishin, Inded. <i>I'll go get some. Wait up, Dad.</i>
Gimiwan	Miigwech, Amik. <i>Thanks, Amik.</i>
Waasegiizhigookwe	Nashke. Onaajiwan geget. <i>Here you go. It's beautiful.</i>
Gimiwan	Miigwech. Mii iw ge-atooyaan azhigwa bagijigeng. <i>Thanks. I'll put it in when the bundle is made.</i>
Waasegiizhigookwe	Zhinawa'oojiganan dash? <i>What about the bells?</i>
Amik	Ninga-naadinan zhinawa'oojiganan. <i>I'll go get the bells.</i> Aaniin ge-inaabajitooyan? <i>What will you use those for?</i>
Gimiwan	Inga-noondaagoog ingiw manidoog bimishimoyaan. <i>The manidoog will hear me dancing by.</i> Ambe, Amik. Giga-wiindamoon bimibizoyang. <i>Come on, Amik. I'll tell you about it while we drive.</i>
Waabooz	Gego wiikaa zheshenik maa biindigeken niimi'iding. <i>Never walk into a dance empty handed.</i>
Gimiwan	Ahaw, Maam. <i>Okay, Mom.</i>

Manidoo-dewe'igan Big Drum

Ojibwe



Niminawaanigwendam gii-wiindamaagoowiziyaan wii-onabi'igooyaan imaa dewe'iganing.

I'm excited to be told that I will be seated here on the drum.

Niizhing ani-aabajichigaazod a'aw gimishoomisinaan endaso-gikinoonowin.

The big drum is used twice a year.

Azhigwa onabi'igooyaan, endasing aabajichigaazod a'aw gimishoomisinaan, booch da-ayaayaan imaa.

Once I am seated, every time the drum is used, I have to be there.

Ishke gii-asigooyaan, ninaabibiitawaa a'aw manidoo.

Where I am sat, I sit for a manidoo.

Indaa-ayaangwaamiz weweni da-doodawag a'aw manidoo nayaabibiitawag.

I have to be careful to make sure I do good by the manidoo that I sit for (represent).

Endasing baakishimind a'aw gimishoomisinaan, booch da-biindigadooyaan imbagijigan, indasemaam, naa go gaye wiisiniwin da-ininamawag a'aw manidoo nayaabibiitawag.

Every time the drum is laid open, I have to bring in my offering, my tobacco, and some food to hand to the manidoo I represent.

Giishpin naazikaagesiwaan imaa da-bazigwiitamaan i'iw nagamon debendang a'aw manidoo, gaawiin gaye wiin da-bazigwiisiin. Mii imaa da-aanishendang a'aw manidoo danakamigizinid anishinaaben.

If I don't go to the drum to dance my song that belongs to the manidoo, he also doesn't get up. And that manidoo will give up on that ceremony.

Dibishkoo go da-mindawe a'aw manidoo ininamawaasiwag imbagijigan, nindasemaam, naa go gaye niwiisiniwin.

It is like the manidoo is dissatisfied that I didn't hand him my offering, my tobacco, and my food.

Geget indapiitendaan da-aginzoyaan. Mii imaa ge-giige'idizoyaan biinish gaye da-giige'agwaa besho enawemagig.

I am proud that I am a drum member. It is from there that I will be helped and I will also help my close relatives.

Zegi'idizo a'aw Gaazhagens. *The cat scares herself.*

Ojibwe



Niwii-piizikonaye.

I want to get dressed.

Akawe inga-biizikawaa nigiboodiyegwaazon.

First I will put on my pants.

Mii dash ge-izhi-biizikamaan nimbabagiwayaan miinawaa nibabiinzikawaagan.

Then I'll put on my shirt and jacket.

Inga-biizikoonaa a'aw animosh gaye.

I'm going to get the dog dressed too.

Indayaawaa bezhig gaazhagens miinawaa bezhig animosh.

I have a cat and a dog.

Zegizi a'aw gaazhagens.

The cat is scared.

Ozegi'aan iniw gaazhagensan a'aw animosh.

The dog scares the cat.

Zegi'iwe a'aw animosh.

The dog scares people.

Zegi'idiwag a'aw animosh miinawaa gaazhagens.

The dog and cat scare each other.

Zegi'idizo a'aw gaazhagens gaye!

The cat also scares herself!

Giwii-nandawaabanjige ina?

Do you want to go look for things?

Nandawaabamaadaanig waaboozoog.

Let's look for rabbits.

Akawe gidaa-nandawaabandaamin bimikawewaad.

First we'll look for where they made tracks.

Nashke. Mii iwidi akeyaa ayaad.

Look. The rabbit's over there.

Gaawiin geyaabi niwii-nandawaabamaasiin. Onzaam indayekoz.

I don't want to look for him anymore. I'm too tired.

UNIT
33

Printouts



Ojibwe



Write the following words, one on each popsicle stick, and place them at the front of the class in the appropriate cups. If you are able, write each set of words in a different color to make organizing easier.

2 adverbs:

azhigwa

megwaa

7 A-form verbs:

boozitaaso

ozhibii'ige

gojichige

giiwedaabii'iwe

mizhodam

wiidookaazo

ashange

7 B-form verbs:

bimibizo

naajimijime

ayaa

anokii

odamino

jiibaakwe

ataage

7 pronouns:

niin

giin

wiin

niinawind

giinawind

giinawaa

wiinawaa



Print and cut out these prompts. Shuffle them and have students draw one at random when it is their turn. The "target words" are green and the "off limits words" are *italicized*. These cards will work best if printed on card stock, so students cannot see through the paper.

<p>Akik <i>Pot</i></p>	<p>Zhinawa'oojiganan <i>Bells</i></p>	<p>Niimi'idiwag <i>Dance</i> <i>Together</i> <i>Each other</i></p>	<p>Oshhkaabewisiwi <i>Oshkaabewis</i></p>
<p>Bimishimo <i>Dance</i></p>	<p>Bagijige <i>Offering</i> <i>Bundle</i></p>	<p>Boozitaaso <i>Load</i></p>	<p>Naazh <i>Get</i></p>

<p>Minomaate Smell(s) Good</p>	<p>Ininamaw Hand Give</p>
<p>Gaawiin onaajiwanzinoon Not Beautiful Pretty</p>	<p>Giizhide Cook Done Cooking</p>
<p>Minomaateg Smell(s) Good B form Isn't</p>	<p>Dagode Cooked</p>
<p>Minomaatesinok Smell(s) Good B form Doesn't</p>	<p>Onaajiwanoon Beautiful Pretty</p>

Name:

Read each sentence. Underline any words you do not recognize. Use the Ojibwe People's Dictionary and the Advanced Search feature to identify those words. Write the definition below the word. When you've identified all underlined words, cut out each box on the blue line so you have nine sections of script.

Niminawaanigwendam gii-wiindamaagoowiziyaan wii-onabi'igooyaan imaa dewe'iganing.

Niizhing ani-aabajichigaazod a'aw gimishoomisinaan endaso-gikinoonowin.

Azhigwa onabi'igooyaan, endasing aabajichigaazod a'aw gimishoomisinaan, booch da-ayaayaan imaa.

Ishke gii-asigooyaan, ninaabibiitawaa a'aw manidoo.

Indaa-ayaangwaamiz weweni da-doodawag a'aw manidoo nayaabibiitawag.

Endasing baakishimind a'aw gimishoomisinaan, booch da-biindigadooyaan imbagijigan, indasemaam, naa go gaye wiisiniwin da-ininamawag a'aw manidoo nayaabibiitawag.

Giishpin naazikaagesiwaan imaa da-bazigwiitamaan i'iw nagamon debendang a'aw manidoo, gaawiin gaye wiin da-bazigwiisiin. Mii imaa da-aanishendang a'aw manidoo danakamigizininid anishinaaben.

Dibishkoo go da-mindawe a'aw manidoo ininamawaasiwag imbagijigan, nindasemaam, naa go gaye niwiisiniwin.

Geget indapiitendaan da-aginzoyaan. Mii imaa ge-giige'idizoyaan biinish gaye da-giige'agwaa besho enawemagig.

Name:

Cut out each box on the orange lines. Match each English sentence to its Ojibwe counterpart.

If I don't go to drum to dance my song that belongs to the manidoo, he also doesn't get up. And that manidoo will give up on that ceremony.

It is like the manidoo is dissatisfied that I didn't hand him my offering, my tobacco, and my food.

I'm excited to be told that I will be seated here on the drum.

The big drum is used twice a year.

I am proud that I am a drum member. It is from there that I will be helped and I will also help my close relatives.

Once I am seated, every time the drum is used, I have to be there.

Where I am sat, I sit for a manidoo.

Every time the drum is laid open, I have to bring in my offering, my tobacco, and some food to hand to the manidoo I represent.

I have to be careful to make sure I do well by the manidoo that I represent.



Name:

1A

Niminawaanigwendam gii-wiindamaagoowiziyaan wii-onabi'igooyaan imaa dewe'iganing.

Niizhing ani-aabajichigaazod a'aw gimishoomisinaan endaso-gikinoonowin.

Azhigwa onabi'igooyaan, endasing aabajichigaazod a'aw gimishoomisinaan, booch da-ayaayaan imaa.

Ishke gii-asigooyaan, ninaabibiitawaa a'aw manidoo.

1B

naabibiitaw	wiindamaw	onabi'	onabi'
ashi	abajichigaazo	minawaanigwendam	abajichigaazo

2A

Indaa-ayaangwaamiz weweni da-doodawag a'aw manidoo nayaabibiitawag.

Endasing baakishimind a'aw gimishoomisinaan, booch da-biindigadooyaan imbagijigan, indasemaam,

naa go gaye wiisiniwin da-ininamawag a'aw manidoo nayaabibiitawag.

2B

doodaw	biindigadoon	naabibiitaw	ayaangwaamizi
naabibiitaw	ininamaw	baakishim	



Name:

3A

Giishpin naazikaagesiwaan imaa da-bazigwiitamaan i'iw nagamon debendang a'aw manidoo, gaawiin gaye wiin da-bazigwiisiin. Mii imaa da-aanishendang a'aw manidoo danakamigizinid anishinaaben.

3B

aanishendam	naazikaage	bazigwii	bazigwiitan
danakamigizi	debendan		

4A

Dibishkoo go da-mindawe a'aw manidoo ininamawaasiwag imbagijigan, nindasemaam, naa go gaye niwiisiniwin.

Geget indapiitendaan da-aginzoyaan. Mii imaa ge-giige'idizoyaan biinish gaye da-giige'agwaa besho enawemagig.

4B

giige'	inawem	mindawe	apiitendan
ininamaw	aginzo	giige'idizo	



Chapter Assignments: Printouts F

Print and cut out these numbers. Students draw one each at random to identify which chapter they will read and present on, and in what order.

1	10	17
2	11	18
3	12	19
4	13	20
5	14	21
6	15	22
7	16	23



Name:

1. What chapter did you read?

2. What are two significant takeaways you gained from this chapter?

3. Identify one thing that surprised or stood out to you in this chapter.

4. Identify three new words you found while reading the Ojibwe chapter and add their definitions.

a.

i.

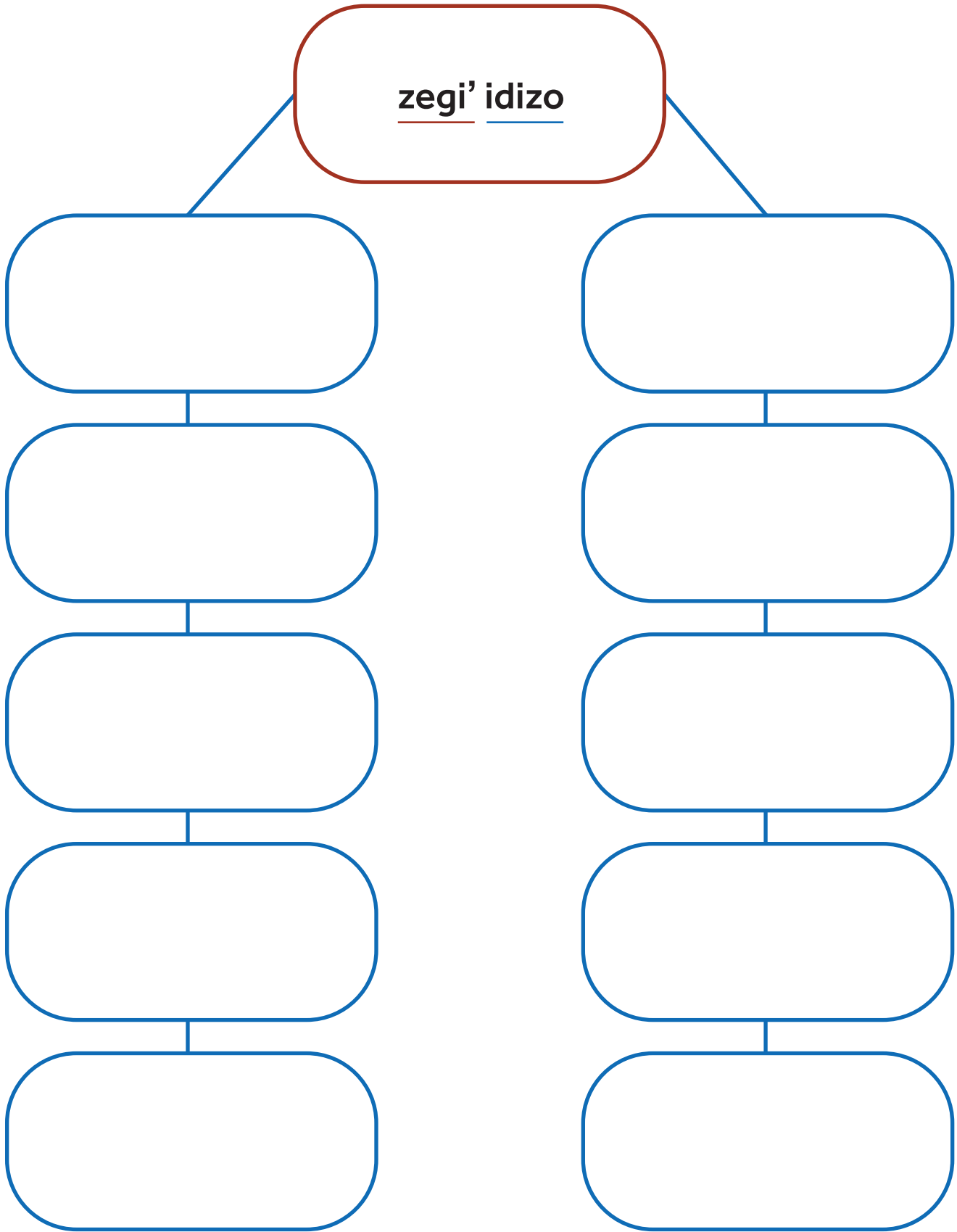
b.

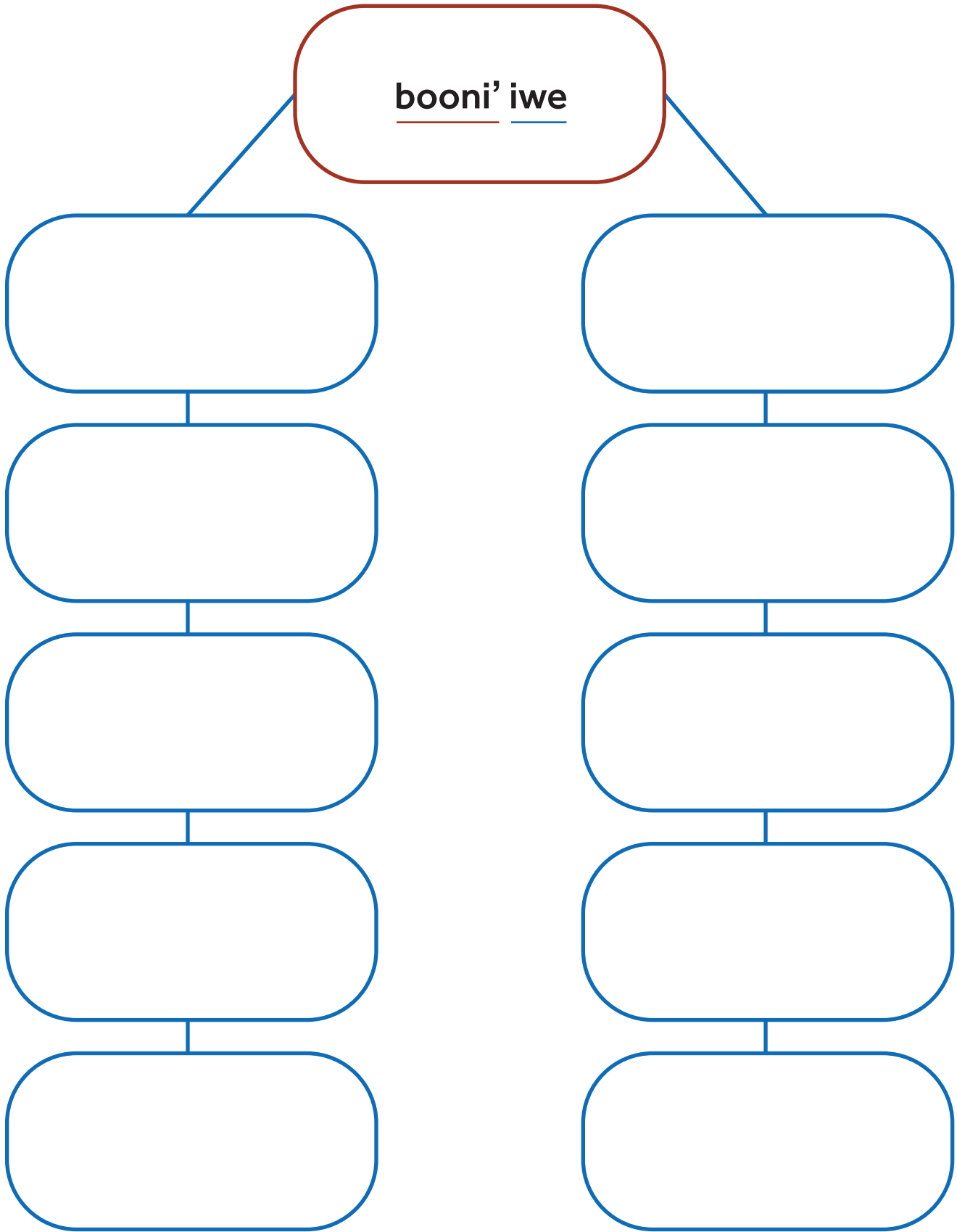
i.

c.

i.

5. What questions do you have after reading this chapter?







baapi' idiwag

Empty rounded rectangular box for the first child node in the left branch.

Empty rounded rectangular box for the second child node in the left branch.

Empty rounded rectangular box for the third child node in the left branch.

Empty rounded rectangular box for the fourth child node in the left branch.

Empty rounded rectangular box for the fifth child node in the left branch.

Empty rounded rectangular box for the first child node in the right branch.

Empty rounded rectangular box for the second child node in the right branch.

Empty rounded rectangular box for the third child node in the right branch.

Empty rounded rectangular box for the fourth child node in the right branch.

Empty rounded rectangular box for the fifth child node in the right branch.

Name:

Use the following words in English to prompt students during the game:

<i>listen to something</i>	bizindan
<i>s/he listens</i>	bizindam
<i>listen to someone</i>	bizindaw
<i>hear something</i>	noondan
<i>s/he hears</i>	noondam
<i>hear someone</i>	noondaw
<i>wear something (inanimate)</i>	biizikan
<i>wear something (animate)</i>	biizikaw
<i>s/he frightens people</i>	zegi'iwe
<i>s/he frightens her/himself</i>	zegi'idizo
<i>they frighten each other</i>	zegi'idiwag
<i>s/he loves people</i>	zaagi'iwe
<i>s/he loves her/himself</i>	zaagi'idizo
<i>they love each other</i>	zaagi'idiwag
<i>s/he drives people</i>	odaabii'iwe
<i>s/he drives her/himself</i>	odaabii'idizo
<i>they drive each other</i>	odaabii'idiwag



Name:

In the Ojibwe People's Dictionary, search for the word **abizodizo**. Click on the word, then scroll down to Word Parts. Select **-idizo** [reflexive]. Select ten of those words and write them in the table below on the left. On the right, write the vta form of the word on the left.

-idizo reflexive word	vta

Choose three of the rows above. For each row, write two sentences, one with the reflexive verb and one with the vta.



Name:

Bonus: The reflexive versions of these two vtas are not in the Ojibwe People's Dictionary. Use the patterns you see on the dictionary's **-idizo** word list to change these vtas into reflexive words.

-idizo reflexive word	vta
	naadamaw
	agim

zegi'idizo	bami'idizo	zhawenindizo	waabam
bizindan	mikan	mikaw	baapi'iwe
zegi'iwe	biizikan	biizikaw	noondam
noondaadizo	zegi'	gikeninidizo	mikaadizo
zegi'idiwag	zhawenindiwag	waabandan	bizindaadizo
bizindam	bami'idizowag	noondaw	baapi'idiwag
waabandiwag			



bagizosiwaan	anokiiswan	nibaasig	izhaasiwaang	jiiibaakwesiwang
maajjibizisigweg	miigiwesigwaa	nawapwaanikesiwaan	wiininoswan	bagjigesig
wiisinisiwaang	ayekoziisiwang	zegizisiweg	bakadesigwaa	

bagizosiwaan	anokiisig	nibaasiwaang	izhaasiwang	jiiibaakwesiweg
maajjibizisigwaa	miigiwesiwaan	nawapaanikesiwan	wiinosisig	bagjigesiwaang
wiisinisiwang	ayekoziisiweg	zegizisiwaa	bakadesiwaan	



bagzosisig	anokiisiwaang	nibaasiwang	izhaasiweg	jiiibaakwesigwaa
maajjibizosiwaan	miigiwesiwan	nawapaanikesig	wiininosiwaang	bagjigesiwang
wiisinisigwaa	ayekoziisigwaa	zegizisiwaan	bakadesiwan	

bagzosisiwaang	anokiisiwang	nibaasiweg	izhaasiwaa	jiiibaakwesiwaan
maajjibizosiwan	miigiwesig	nawapaanikesiwaang	wiininosiwang	bagjigesiweg
wiisinisigwaa	ayekoziisiwaan	zegizisiwan	bakadesig	



bagizosiwang	anokiisiweg	nibaasigwaa	izhaasiwaan	jiibaakwesiwan
maajibizosiwang	miigiwesiwaang	nawapaanikesiwang	wiinosisiweg	bagijigesigwaa
wiisiniiswaan	ayekoziisiwan	zegizisiig	bakadesiwaang	

bagizosiweg	anokiisiigwaa	nibaasiwaan	izhaasiwan	jiibaakwesig
maajibizosiwaang	miigiwesiwang	nawapaanikesiweg	wiinosisigwaa	bagijigesiwaan
wiisiniisiwan	ayekoziisig	zegizisiwaang	bakadesiwang	



bagizosigwaa	anokiiswaan	nibaasiwan	izhaasig	jiibaakwesiwaang
maajjibizosiwang	miigiwesiweg	nawapaanikesigwaa	wiinosiswaan	bagjigesiwan
wiisinisig	ayekoziisiwaang	zegizisiwang	bakadesiweg	

UNIT
34



Ojibwe

Overview: In this unit, Amik learns about fasting from his uncle. You'll learn about boys' fasting, girls' fasting, and the cultural significance of both. You'll also learn vocabulary related to coming of age and how to use **-ban** to express uncertainty.

LESSON 1: Makadedek Amik — *Amik fasts.*

Students will:

- talk about coming of age
- understand how to use **-ban** to express uncertainty

LESSON 2: Makadekeng — *Boys' fast*

Students will:

- learn about boys' coming of age and its importance
- comprehend the main ideas from a spoken sentence with unfamiliar language

LESSON 3: Bakaanigeng — *Girls' fast*

Students will:

- learn about girls' coming of age and its importance
- comprehend the main ideas from a text with unfamiliar language

LESSON 4: Gojichigen Miinawaa. — *Try it again.*

Students will review:

- using **-ban** to express uncertainty
- the significance of fasting for boys and girls
- vocabulary related to coming of age and everyday conversation
- positive B-form conjugations for vtis ending in **-oon**





Lesson 1: Makadeked Amik. — Amik fasts.

OBJECTIVES

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

- talk about coming of age
- understand how to use **-ban** to express uncertainty

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Sketch Notes (Printouts A)
- Smart board or projector
- Ojibwe Language Notebooks
- Verb Scoot (Printouts B)
- Tape
- Script-Conjunct Form (Printouts C)
- B-form Verbs and **-ban** (Printouts D)
- Marker
- Large sheet of paper
- Sticky notes

VOCABULARY

1

boonitooon vti	<i>leave something alone; quit something</i>
ganoozh vta	<i>call someone; speak to someone</i>
odaminwaagan(an) ni	<i>toy(s)</i>

2

abi vai	<i>s/he is at home; s/he sits in a certain place</i>
makadeke vai	<i>he blackens his face with charcoal (as when fasting for spiritual guidance)</i>
oniigaaniiming nid	<i>her/his future</i>

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 34, Lesson 1 individually or in groups. (See Unit 34, Lesson 1 Script)



ACTIVITY A Sketch notes

Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Sketch Notes, one per student (Printouts A)

Activity Steps

1. Give each student a copy of Sketch Notes.
2. Students review Unit 34, Lesson 1, Vocabulary 1 and Vocabulary 2.
3. In each section of their Sketch Notes handouts, students write a vocabulary word and draw their interpretation of that word.
4. When students have finished writing and drawing, they cut out each box of the grid, and fold back the vocabulary word behind the image.
5. Students use their new flashcards to quiz other students in the classroom, seeing if others understand their drawings.

ACTIVITY B Verb scoot

Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Ojibwe Language Notebooks
- Verb Scoot, one copy (Printouts B)
- Tape



TEACHER'S TIP

If you have trouble creating a verb list for your students, try using the Glossary or use vais from earlier in Level 3.

Activity Steps

1. As a class, review Unit 34, Lesson 1, Explore **-ban** 1 through Explore other uses of **-ban**.
2. Students copy the chart found in Explore **-ban** 2, Explanation 3 into their Ojibwe Language Notebooks. Instruct students to label this chart for future reference.
3. Cut out the Verb Scoot cards and use tape to hang them around the room.
4. Have students create an answer sheet by listing the letters of the Ojibwe alphabet on a piece of paper in their Ojibwe Language Notebooks.

A AA B CH D E G H

5. Assign each student one vai that ends in a vowel.
6. Students move around the classroom, using their assigned word and the pronoun listed on each Verb Scoot card to conjugate for **-ban** forms.
7. When students have finished all eight conjugations, they can check their work against that of a peer for accuracy.



ACTIVITY C More -ban!

Materials

- Script–Conjunct Form, one per pair of students (Printouts C)
- B-form Verbs and **-ban**, one per student (Printouts D)
- Smart board or projector

 **Estimated time:** 30 minutes

Activity Steps

1. Group students into pairs.
2. Give each student pair a copy of Script–Conjunct Form, and give each student a copy of B-form Verbs and **-ban**.
3. Students follow the instructions on the B-form Verbs and **-ban** handout.

ACTIVITY D KWL — fasting

Materials

- Smart board or projector
- Large sheet of paper
- Marker
- Sticky notes, several per student
- “Fasting (Young Men And Young Women),” by Lee Obizaan Staples (<https://youtu.be/YA6JJdQ0itc?feature=shared>)

 **Estimated time:** 30 minutes

Activity Steps

1. Use a large sheet of paper to create a KWL chart, with three columns labeled K (Know), W (Want to know), and L (Learned). Distribute several sticky notes to each student.
2. Ask students to write one thing they know about fasting in Ojibwe culture on a sticky note. They are welcome to write more than one. Place these notes in the K column of the chart.
3. Ask students to write one question they have about fasting on a sticky note. They are welcome to write more than one. Place these notes in the W column of the chart.
4. Read students’ sticky notes as a class and group similar topics or themes together. Encourage students to listen for answers to the questions in the W column as they complete this lesson and the following lessons.
5. As a class, watch the video “Fasting (Young Men And Young Women),” by Lee Obizaan Staples (<https://youtu.be/YA6JJdQ0itc?feature=shared>).
6. After watching the video, ask students to write at least one thing they learned about fasting on a sticky note and place the note in the L column. If the video answers one of their questions from the W column, they can place both the question and answer in the L column.
7. Read the sticky notes in the L column as a class.



8. Encourage students to add new questions to the W column.
9. Explain to students that for the last lesson of this unit, you will return to the KWL chart and document all the new information they've learned about fasting!



TEACHER'S TIP

Hang the KWL chart somewhere in the classroom where students can refer to it throughout the unit.



CULTURE CORNER

Not all communities have the same procedures for fasting. Try to find someone in your community who's willing to come and share your community's norms with the class.



Lesson 2: Makadekeng — *Boys' fast*

OBJECTIVES

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

- know more about boys' coming of age and its importance
- comprehend the main ideas from a spoken sentence with unfamiliar language

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Ojibwe-only Script (Printouts E)
- English-only Script Scrambled (Printouts F)
- Act It Out (Printouts G)

VOCABULARY

1

ininiwi vai	<i>he is a man</i>
biboonagizi vai	<i>s/he is a number of years old</i>

2

ininamaw vta	<i>motion to someone a certain way with the hand or hands</i>
akakanzhe ni	<i>charcoal</i>
nininj(iin) nid	<i>my hand(s)</i>

3

indengway nid	<i>my face</i>
zinigobidoon vti	<i>rub it with something</i>

4

odaapinan vti	<i>take something; accept something; pick something up</i>
miinigoowizi vai	<i>s/he is given something as a gift in a spiritual way</i>
gii'igoshimo vai	<i>s/he fasts for a vision</i>



ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 34, Lesson 2 individually or in groups. (See Unit 34, Lesson 2 Script)

ACTIVITY A Reading strategies

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Ojibwe-only Script, one per student (Printouts E)
- English-only Script Scrambled, one per student (Printouts F)

⌵ **Estimated time:** 30 minutes

Activity Steps

1. Give each student a copy of the Ojibwe-only Script.
2. Review Unit 34, Lesson 2, Look and listen as a class. Encourage students to read along with the script while listening to the video.
3. Students read the script individually, and do the following:
 - a. Circle all new vocabulary introduced in this lesson.
 - b. Underline all words they don't know.
 - c. Use the Ojibwe People's Dictionary, Rosetta Stone Ojibwe, and their peers in the classroom to identify the underlined words on their script. Students should write the definitions for new words on their script.
4. Give each student a copy of the English-only Script Scrambled handout.
 - a. Students cut out the sentence strips in this handout.
 - b. Students organize the sentence strips in the correct order to show the translation of the Ojibwe-only script.
5. Students compare their re-ordered translation with peers to check for accuracy.



6. Lead the class in a discussion of the reading strategies they used to put their script in order. For example, you might ask:
 - a. How did you know which sentences correspond to each other?
 - b. When you encountered an Ojibwe sentence that you didn't understand, what did you do?
 - c. How is reading in Ojibwe like reading in English? How is it different?
7. Have students save the English-only Script Scrambled sentence strips for the next activity.

ACTIVITY B Listening comprehension

Materials

 **Estimated time:** 15 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- English-only Script Scrambled, one per pair of students (Printouts F)

Activity Steps

1. Group students into pairs. Each student pair should have one computer or tablet and one set of shuffled English-only Script Scrambled sentence strips.
2. One student plays the video from Unit 34, Lesson 2 Look and listen, and pauses it after each sentence. The student who is not watching the video uses the sentence strips to identify the translation of what was said in the video.
3. Students switch roles at the halfway point of the video.

ACTIVITY C Act it out!

Materials

 **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Act It Out, one per pair of students (Printouts G)

Activity Steps

1. Group students into pairs. Give each student a copy of Act It Out.
2. Each student group uses Rosetta Stone Ojibwe, and their resources from the activities in this lesson, to create their own script in which one person in the group is a father and the other is a young boy.
3. When students are ready, have each group act out their presentation for the class.



Lesson 3: Bakaanigeng — *Girls' fast*

OBJECTIVES

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

- know more about girls' coming of age and its importance
- comprehend the main ideas from a text with unfamiliar language

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Group Translation Script Sentences (Printouts H)
- Act It Out (Printouts I)
- **Akawe Niwii-tibaajim**
(<https://birchbarkbooks.com/products/akawe-niwii-tibaajim>)

VOCABULARY

1

bakaanige vai	<i>she fasts; she is secluded at first menses</i>
ikwewi vai	<i>she is a woman</i>

2

endasonaagosh adverb	<i>every evening</i>
mawadisidiwag vai	<i>they visit each other</i>
bimiwidoon vti	<i>carry something along</i>
bimaadizi vai	<i>s/he lives</i>

3

biindaakoojige vai	<i>s/he makes an offering of tobacco</i>
zhakamoozh vti	<i>put something in her/his mouth; spoon-feed her/him</i>
manidoowaadad vii	<i>it is spiritual</i>

4

akwaandawe vti	<i>s/he climbs up</i>
mashkawaadizi vai	<i>s/he is powerful</i>
bimisemagad vii	<i>it speeds along</i>



ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 34, Lesson 3 individually or in groups. (See Unit 34, Lesson 3 Script)

ACTIVITY A Script review

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Group Translation Script Sentences, one copy (Printouts H)

⌵ **Estimated time:** 30 minutes

Activity Steps

1. As a class, review Unit 34, Lesson 3, Look and listen.
2. Separate students into three groups. Give each group one section of the Group Translation Script Sentences.
3. Allow each group time to translate the sentences in their section of the script, then to put them in sequential order. Students may use Rosetta Stone Ojibwe, but may not use the Look and listen section from Unit 34, Lesson 3.
4. When all groups have finished their translations and sequencing, have the groups combine all of their sentences to complete the script.

ACTIVITY B Act it out!

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Act It Out, one per every three students (Printouts I)

⌵ **Estimated time:** 30 minutes

Activity Steps

1. Divide the class into groups of three. Give each group an Act It Out handout.
2. Each student group uses Rosetta Stone Ojibwe and their resources from the activities in this lesson to create their own script in which one person in the group is a mother, one is a grandmother, and the other is a young girl.
3. When students are ready, have each group act out their presentation for the class.



ACTIVITY C Group translation

Materials

 **Estimated time:** 30 minutes

- *Akawe Niwii-tibaajim*, pp. 23-27

(<https://birchbarkbooks.com/products/akawe-niwii-tibaajim>, ISBN 978-1-68134-179-8)

Activity Steps

1. Separate students into ten groups.
2. Discuss as a class what strategies to use when encountering a challenging text in Ojibwe.
For example:
 - a. Underline unfamiliar words. Look for familiar word parts or grammar structures that give clues about meaning.
 - b. Use the dictionary to identify new words.
 - c. Approach a passage one sentence at a time.
 - d. Use videos and activities in Rosetta Stone Ojibwe.
 - e. Ask peers and teachers for help.
3. Assign one paragraph from the story "**Bakaanige**" on pages 23–27 in the book *Akawe niwii-tibaajim* to each group. There are eleven paragraphs in this story, so the first two, both on page 23, should be assigned to one group.
4. Allow each group sufficient time, and access to resources, to translate their paragraph. This is the largest translation task we've suggested so far in these activities. Encourage students to use the methods and tools discussed in Step 2 to help them.
5. When all students have finished their translations, read the story aloud to the class, one paragraph at a time. After you finish each paragraph, the student group who translated it will read their translation aloud.



Lesson 4: Gojichigen Miinawaa. — *Try it again.*

OBJECTIVES

In this Rosetta Stone lesson and the classroom activities, students will review:

- using **-ban** to express uncertainty
- the significance of fasting for boys and girls
- vocabulary related to coming of age and everyday conversation
- positive B-form conjugations for vtis ending in **-oon**


MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Flyswatter Game Prompts (Printouts J)
- Vti 2 List and **-ban**/B-form Prompts (Printouts K)
- Tape
- Two flyswatters
- KWL Chart from Lesson 1, Activity D
- Sticky notes
- White Board

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 34, Lesson 4 individually or in groups. (See Unit 34, Lesson 1 Script)



ACTIVITY A Flyswatter game

Materials

 **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Flyswatter Game Prompts, one set (Printouts J)
- Vti 2 List and **-ban**/B-form Prompts, one set (Printouts K)
- Tape
- Two flyswatters (or tube socks/rolled up construction paper/etc.)

Activity Steps

1. As a class, review Unit 34, Lesson 1, Explore **-ban** 2, Explanation 3. Then, review Unit 34, Lesson 4, Conjugations through Practice conjugations 2 (vti positive B form).
2. Cut out and tape all Flyswatter Game Prompts on the board.
3. Divide the class into two groups.
4. Give each group one flyswatter.
5. Call one student from each group to the board. Say one of the verbs on the Vti 2 List and one of the **-ban** or B-form prompts.
6. The first student to hit the correct conjugation and say the verb with the correct conjugation aloud gets the point for their team.
7. Repeat until one team has ten points.



CULTURE CORNER

If students want to learn more about fasting, they can lean on their community and relatives. Remind them that using tobacco to ask questions is always a respectful way to start the conversation.



ACTIVITY B KWL - review

Materials

- KWL Chart from Lesson 1, Activity D
- Sticky notes, several for each student

 **Estimated time:** 15 minutes

Activity Steps

1. Review the K and W sections of the KWL.
2. Give each student several sticky notes. Ask students to write one thing they learned about fasting. Students should write one thing they have learned per sticky note, and are welcome to write more than one, and place their sticky notes in the L column of the chart.
3. Read the sticky notes as a class.
4. Have students discuss whether their questions were answered as they worked through this unit. Ask students where else they might find information to answer any of their unanswered questions.

ACTIVITY C Venn diagram - fasting

Materials

- Whiteboard
- KWL Chart from Lesson 1, Activity D

 **Estimated time:** 15 minutes

Activity Steps

1. Create a Venn diagram on the board, titling one side "boys" and one side "girls."
2. Ask students to use the KWL chart and what they learned in this lesson to identify similarities and differences in fasting for boys and girls. Have students come to the board and write the similarities in the overlapping space of the diagram, and differences in the non-overlapping space.

UNIT
34

Scripts



Ojibwe

Makadedeked Amik Amik fasts



<p>Jiingwe</p>	<p>He, Amik. Gidab ina? <i>Hey, Amik. Are you home?</i></p> <p>Amik. Ginoondaw ina? Amik! <i>Amik. Can you hear me? Amik!</i></p>
<p>Amik</p>	<p>Huh? Eya', Nizhish, ginoondoan. <i>Huh? Yeah, Uncle, I hear you.</i></p>
<p>Jiingwe</p>	<p>Amik. Gegoo giwii-kagwejimin. <i>Amik. I want to ask you something.</i></p>
<p>Amik</p>	<p>Awegonen waa-kagwejimiyan? <i>What do you want to ask?</i></p>
<p>Gimiwan</p>	<p>Amik. Boonitooon i'iw gidoodaminwaagan. Giganoonig gizhishenh. <i>Amik. Quit your game. Your cross-uncle is talking to you.</i></p>
<p>Jiingwe</p>	<p>Amik. Aaniin endaso-biboonagiziyan? <i>Amik. How old are you?</i></p>
<p>Amik</p>	<p>Indashi-naano-biboonagiz. <i>I'm fifteen.</i></p>
<p>Jiingwe</p>	<p>Mii ko apii makadedeked a'aw gwiwizens. <i>This is the time when a boy fasts.</i></p>
<p>Amik</p>	<p>I'iw ina? Niwii-makadeke gaye. <i>Is that right? I want to fast too.</i></p>
<p>Jiingwe</p>	<p>Zanagad wii-makadedeked awiya. <i>Fasting is hard for anyone.</i></p> <p>Mii iwapii ina'oonigod iniw manidoon a'aw gwiwizens ge-naadamaagod oniigaaniiming. <i>But that's when a boy will get the spiritual gifts from the manidoog that will help him in the future.</i></p>
<p>Amik</p>	<p>Ginwenzh ina indaa-makadeke? <i>Do I have to fast for a long time?</i></p>
<p>Jiingwe</p>	<p>Niiyogon miinawaa niiyo-dibik. <i>Four days and four nights.</i></p>
<p>Amik</p>	<p>Mii na niiyogon da-wiisnisiwaan makadekeyaan? Mii na gaye gaawiin indaa-minikwesiin iwidi ayaayaan? <i>Four days without eating? And I can't drink either when I am out there?</i></p>

Makadedek Amik

Amik fasts (continued)

Ojibwe



Jiingwe	En', Amik. Mii iw akeyaa ezhichigeng. <i>Yes, Amik. That's the way it's done.</i>
Gimiwan	Mii iw Ishkwaajanokii-giizhigak da-maajitaayamban da-makadekeyan. <i>Saturday you could start to fast.</i>
Jiingwe	Mii iw noongom da-maajitaayang da-ozhiitaayang. <i>We will start preparing everything today.</i> Giga-giige'idiz miinawaa giga-giige'aag gidinawemaaganag. <i>You are doing a good thing for yourself and the people.</i>

Makadekeng *Boys' fast*

Ojibwe



Geget apiitendaagwadini makadeced a'aw gwiiwizens iw apii ani-ininiwid.

It's important for boys to fast when they're turning into men.

Ningii-ashi-niso-biboonagiz iw apii gii-makadekeyaan.

I was 13 years old when I fasted.

Gaa-kigizhebaawagak, indede ingii-pi-ininamaag gii-atood akakanzhe oninjiing naa iwedi bezhig oninjiing i'iw wiisiniwin ogii-atoon.

In the morning, my dad held out his hands. In one hand he put coal, in the other hand he put food.

Mii dash gaa-izhid, "Giishpin mamooyan i'iw akakanzhe mii imaa ani-wiindamaageyan wii-makadekeyan."

And then he told me, "If you take the coal, you're saying that you want to fast."

Ingii-mamoon i'iw akakanzhe.

I took the coal.

Mii dash iwidi bagwaj gii-izhiwinigooyaan.

I was taken out into the woods.

I'iw dash akakanzhe gaa-toodamaan, mii imaa indengwaang gii-sinigobidooyaan i'iw.

And then what I did with the coal is I rubbed it on my face.

Mii dash iwidi niiyo-dibik naa niiyo-giizhik gii-ayaayaan imaa bagwaj.

I stayed in the woods for four nights and four days.

Gaawiin ingii-minikwesiin miinawaa gaawiin ingii-wiisnisiin gii-ayaayaan.

I didn't drink or eat while I was out there.

Mii iw gaa-onji-izhichigeyaan gii-odaapinanziwaan i'iw wiisiniwin naa minikwewin, niminwaabamigoog ezhi-apiitendamaan i'iw gaa-izhi-miinigoowiziyang da-izhichigeyang.

The reason why I did that, not accepting food or drinks, is the manidoog like seeing how important I think this is.

Oga-waabandaanaawaa dash ingiw manidoog.

The manidoog will see that.

Mii dash imaa ge-onjikaamagak da-zhawendaagoziyaan gii'igoshimoyaan.

And that is where I'll be given spiritual gifts while I fast.

Bakaanigeng

Girls' fast

Ojibwe



Geget apiitendaagwadini bakaaniged a'aw ikwezens iw apii ani-ikwewid.

It's important for girls to fast when they're turning into women.

Ingii-ashi-bezhigo-biboonagiz iw apii gii-bakaanigeyaan.

I was eleven years old when I fasted.

Niiyo-dibik miinawaa niiyo-giizhik ingii-ayaa imaa wiigiwaaming.

I was in a wigwam for four nights and four days.

Endasonaagosh ingiw ikwewag ingii-pi-mawadisigoog.

Every evening, women would come visit me.

Mii dash gii-wiindamaagoowiziyaan gaa-inendaagozid a'aw anishinaabekwe ge-izhi-bimiwidood i'iw bimaadizid.

And I was told how Anishinaabe women are intended to live out their lives.

Ingo-gikinoonowin gaawiin ingii-miijisiin i'iw wiisiniwin gaa-miinigod iniw manidoon aw anishinaabe da-miijid.

For one year I didn't eat foods that were given to the Anishinaabe by the manidoog to eat.

Booch akawe gii-piindaakoojigem naa gaye gii-shakamoonigooyaan i'iw wiisiniwin menidoowaadak.

First, a tobacco offering had to be made and I had to be spoonfed those spiritual foods.

Miinawaa ingii-wiindamaagoo gego imaa zaaga'iganiing indaa-bagizosiin naa gaye da-akwaandawesiwaan imaa mitigong.

And I was told not to go into the lake or climb trees.

Megwaa imaa bimisemagak i'iw gikinoonowin ingiw ikwewag ingii-pi-gikinoo'amaagoog ezhi-mashkawaadizid aw anishinaabekwe.

During that year, women would come teach me how powerful an Anishinaabe woman is.

UNIT
34

Printouts



Ojibwe

Ozhibii'an (*Write it*):

Mazinibii'an (*Draw it*):

Ozhibii'an (*Write it*):

Mazinibii'an (*Draw it*):

Ozhibii'an (*Write it*):

Mazinibii'an (*Draw it*):

Ozhibii'an (*Write it*):

Mazinibii'an (*Draw it*):

Ozhibii'an (*Write it*):

Mazinibii'an (*Draw it*):

Ozhibii'an (*Write it*):

Mazinibii'an (*Draw it*):

A

wiin

AA

niin

B

niinawind

CH

giin

D

giinawind

E

godag

G

giinawaa

H

wiinawaa

Name:

Makadedeked Amik

Jiingwe

He, Amik. Gidab ina?

Hey, Amik. Are you home?

Amik. Ginoondaw ina? Amik!

Amik. Can you hear me? Amik!

Amik

Huh? Eya', Nizhish, ginoondo.

Huh? Yeah, Uncle, I hear you.

Jiingwe

Amik. Gegoo giwii-kagwejimin.

Amik. I want to ask you something.

Amik

Awegonen waa-kagwejimiyan?

What do you want to ask?

Gimiwan

Amik. Boonitoo*n* i'iw gidoodaminwaagan. Giganoo*n*ig gizhishenh.

Amik. Quit your game. Your cross-uncle is talking to you.

Jiingwe

Amik. Aaniin endaso-biboonagiziyan?

Amik. How old are you?

Amik

Indashi-naano-biboonagiz.

I'm fifteen.

Jiingwe

Mii ko apii makadedeked a'aw gwiizizens.

This is the time when a boy fasts.

Amik

I'iw ina? Niwii-makadeke gaye.

Is that right? I want to fast too.

Jiingwe

Zanagad wii-makadedeked awiya.

Fasting is hard for anyone.

**Mii iwapii ina'oonigod iniw manidoon a'aw gwiizizens
ge-naadamaagod oniigaaniiming.**

*But that's when a boy will get the spiritual gifts from the manidoog
that will help him in the future.*

Amik

Ginwenzh ina indaa-makadeke?

Do I have to fast for a long time?

Jiingwe

Niiyogon miinawaa niyo-dibik.

Four days and four nights.

Amik

**Mii na niiyogon da-wiisiniisimaan makadekeyaan? Mii na gaye gaawiin
indaa-minikwesiin iwidi ayaayaan?**

Four days without eating? And I can't drink either when I am out there?

Name:

Jiingwe **En', Amik. Mii iw akeyaa ezhichigeng.**
Yes, Amik. That's the way it's done.

Gimiwan **Mii iw Ishkwaajanokii-giizhigak da-maajitaayamban da-makadekeyan.**
Saturday you could start to fast.

Jiingwe **Mii iw noongom da-maajitaayang da-ozhiitaayang.**
We will start preparing everything today.

Giga-giige'idiz miinawaa giga-giige'aag gidinawemaaganag.
You are doing a good thing for yourself and the people.

Name: _____

Instructions

1. Use the Script–Conjunct Form handout, and the **-ban** conjugation chart in your Ojibwe language notebook to finish this handout.
2. Write each underlined sentence and its translation in the boxes below. Then, for each underlined sentence, do the following:
 - Identify one B-form verb.
 - Change the identified B-form verb to have a **-ban** conjugation.
 - Rewrite the sentence to show the change.
 - Translate the new sentence.

<p>Original sentence:</p> <p>Original translation:</p> <p>New sentence:</p> <p>New translation:</p>
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Name:

Makadekeng

Geget apiitendaagwadini makadeked a'aw gwiwizens iw apii ani-ininiwid.

Ningii-ashi-niso-biboonagiz iw apii gii-makadekeyaan.

Gaa-kigizhebaawagak, indede ingii-pi-ininamaag gii-atood akakanzhe oninjiing naa iwedi bezhig oninjiing i'iw wiisiniwin ogii-atoon.

Mii dash gaa-izhid, "Giishpin mamooyan i'iw akakanzhe mii imaa ani-wiindamaageyan wii-makadekeyan."

Ingii-mamoon i'iw akakanzhe.

Mii dash iwidi bagwaj gii-izhiwigooyaan. I'iw dash akakanzhe gaa-toodamaan, mii imaa indengwaang gii-sinigobidooyaan i'iw.

Mii dash iwidi niyo-dibik naa niyo-giizhik gii-ayaayaan imaa bagwaj. Gaawiin ingii-minikwesiin miinawaa gaawiin ingii-wiisiniin gii-ayaayaan.

Mii iw gaa-onji-izhichigeyaan gii-odaapinanziwaan i'iw wiisiniwin naa minikwewin, niminwaabamigoog ezhi-apiitendamaan i'iw gaa-izhi-miinigoowiziyang da-izhichigeyang. Oga-waabandaanaawaa dash ingiw manidoog.

Mii dash imaa ge-onjikaamagak da-zhawendaagoziyaan gii'igoshimoyaan.

I stayed in the woods for four nights and four days. I didn't drink or eat when I was out there.

The reason why I did that, not accepting food or drinks, is the manidoog like seeing how important I think this is. The manidoog will see that.

I was 13 years old when I fasted.

I was taken out into the woods. And then what I did with the coal is I rubbed it on my face.

And that is where I'll be given spiritual gifts while I fast.

It's important for boys to fast when they're turning into men.

And then he told me, "If you take the coal, you're saying that you want to fast."

I took the coal.

In the morning, my dad held out his hands. In one hand he put coal, in the other hand he put food.

Use Rosetta Stone Ojibwe and the handouts you've used for this lesson to create a skit. You'll act out the skit with one partner being a father and the other partner being a young boy. Make sure you include the following in your skit:

1. Each student must have lines.
2. Each new vocabulary word from this unit must be used.
 - **ininiwi**
 - **biboonagizi**
 - **ininamaw**
 - **akakanzhe**
 - **nininj**
 - **indengway**
 - **zinigobidoon**
 - **odaapinan**
 - **miinigoowizi**
 - **gii'igoshimo**
3. Each student must use a **-ban** conjugation.

Ingii-ashi-bezhigo-biboonagiz iw apii gii-bakaanigeyaan.

Niiyo-dibik miinawaa niiyo-giizhik ingii-ayaa imaa wiigiwaaming.

Geget apiitendaagwadini bakaaniged a'aw ikwezens iw apii ani-ikwewid.

Ingo-gikinoonowin gaawiin ingii-miijisiin i'iw wiisiniwin gaa-miinigod iniw manidoon aw anishinaabe da-miijid.

Mii dash gii-wiindamaagoowiziyaan gaa-inendaagozid a'aw anishinaabekwe ge-izhi-bimiwidood i'iw bimaadizid.

Endasonaagosh ingiw ikwewag ingii-pi-mawadisigoog.

Booch akawe gii-piindaakoojigem naa gaye gii-shakamoonigooyaan i'iw wiisiniwin menidoowaadak.

Megwaa imaa bimisemagak i'iw gikinoonowin ingiw ikwewag ingii-pi-gikinoo'amaagoog ezhi-mashkawaadizid aw anishinaabekwe.

Miinawaa ingii-wiindamaagoog gego imaa zaaga'iganiing indaa-bagizosiin naa gaye da-akwaandawesiwaan imaa mitigong.

Use Rosetta Stone Ojibwe and the handouts you've used for this Lesson to create a skit. You'll act out the skit with one group member as a mother, another a grandmother, and the third group member as a young girl. Make sure you include the following in your skit:

1. Each student must have lines.
2. Each new vocabulary word from this unit must be used.
 - **bakaanige**
 - **ikwewi**
 - **endasonaagosh**
 - **mawadisidiwag**
 - **bimiwidoon**
 - **bimaadizi**
 - **biindaakoojige**
 - **zhakamoozh**
 - **manidoowaadad**
 - **akwaandawe**
 - **mashkawaadizi**

yaambaan

yamban

yaangiban

yangiban

yaan

yan

yaang

yang

pan

nipan

yegiban

waapan

d/g

waad

yeg

agoodoon	niin
apagidoon	giin
asigisidoon	wiin
atoon	niinawind
aabajitoon	giinawind
biidoon	giinawaa
biindigadoon	wiinawaa
bimiwidoon	niin (-ban form)
boonitoon	giin (-ban form)
danoon	wiin (-ban form)
gashkitoon	niinawind (-ban form)
giizhisidoon	giinawind (-ban form)
maajiidoon	giinawaa (-ban form)
mooshkinebadoon	wiinawaa (-ban form)
moozhitoon	godag (-ban form)
nakwebidoon	
ozhitoon	
ozisidoon	
zaswebidoon	

UNIT
35



Ojibwe

Overview: The family is going on a trip to visit their relatives in the city. In this lesson, you'll learn new language about packing and traveling. You'll also learn a new sacred story about maple trees.

LESSON 1: Chi-oodenaang Izhaawaad — Going to the Cities

Students will:

- talk about going on a trip
- review possession with plural subjects
- expand use of vtas with plural subjects

LESSON 2: Wenabozho Miinawaa Ininaatigoog: 1 — Wenabozho and the maple trees: 1

Students will:

- learn what happens in the story of *Wenabozho and the Maple Trees*
- 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 3: Wenabozho Miinawaa Ininaatigoog: 2 — Wenabozho and the maple trees: 2

Students will:

- learn what happens in the story of *Wenabozho and the Maple Trees*
- 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 4: Gojichigen Miinawaa. — Try it again.

Students will review:

- possession with plural subjects
- vtas with plural subjects
- strategies for understanding unfamiliar language
- vocabulary related to going on a trip, Wenabozho stories, and everyday conversation
- negative B-form conjugations for vtis ending in **-oon**





Lesson 1: Chi-oodenaang Izhaawaad — Going to the Cities

OBJECTIVES

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

- talk about going on a trip
- understand possession with plural subjects
- use more vtas with plural subjects

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe-only Script (Printouts A)
- Highlighters
- Ojibwe People’s Dictionary
- Plural Inanimate Possessives 1 (Printouts B)
- Plural Inanimate Possessives 2 (Printouts C)
- Plural Animate Possessives 1 (Printouts D)
- Plural Animate Possessives 2 (Printouts E)
- Smart board or projector
- Nouns List (Printouts F)
- Smart board or whiteboard
- Paper or plastic cups
- Permanent markers
- Stick in a Cup Teacher’s Guide (Printouts G)
- Popsicle sticks
- Large sheets of paper
- Markers

VOCABULARY

1

ganawaabi vai	<i>s/he looks; s/he watches</i>
giizhaakonige vai	<i>s/he decides; s/he finishes planning</i>
minwaakiz vta	<i>take a good picture of someone</i>
mawadish vta	<i>visit her/him</i>

2

giizhisidoon vti	<i>finish laying something down</i>
maajidoon vti	<i>carry something; take something away</i>
nagadan vti	<i>leave something behind</i>
aanzikan vti	<i>change something (on the foot or body)</i>



Lesson 1: Chi-oodenaang Izhaawaad — Going to the Cities (continued)

VOCABULARY

3

izhi-wiinde vii	<i>it is named a certain way; it is called a certain way</i>
biizikiigan(an) ni	<i>item(s) of clothing</i>
babaamaadizii-makak(oon) ni	<i>suitcase(s)</i>

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 35, Lesson 1 individually or in groups. (See Unit 35, Lesson 1 Script)



ACTIVITY A Script review

Materials

Estimated time: 45 minutes

- Ojibwe-only Script, one per student (Printouts A)
- Highlighters
- Computers or tablets
- Ojibwe People's Dictionary
- Rosetta Stone Ojibwe

Activity Steps

1. Give each student a copy of the Ojibwe-only Script.
2. Students review the script and highlight any unknown vocabulary.
3. Students use the Ojibwe People's Dictionary and Rosetta Stone Ojibwe to translate the highlighted words. They write the definitions on their handouts.
4. Once students have translated all unknown words, they do the following:
 - a. Watch Unit 35, Lesson 1, Look and listen. Silently read along on their Ojibwe-only scripts.
 - b. Watch Unit 35, Lesson 1, Look and listen again. Read along—but aloud this time—on their Ojibwe-only scripts.
5. Students work in groups of four and do the following:
 - a. Assign one role to each student in the group (Gimiwan, Waasegiizhigookwe, Ogimaakwe, Amik).
 - b. Act out the script, with each character delivering their own lines.
6. Students present their acting to the class in groups.



ACTIVITY B Plural nouns

Materials

 **Estimated time:** 30 minutes

- Plural Inanimate Possessives 1, one copy (Printouts B)
- Plural Inanimate Possessives 2, one copy (Printouts C)
- Plural Animate Possessives 1, one copy (Printouts D)
- Plural Animate Possessives 2, one copy (Printouts E)
- Rosetta Stone Ojibwe
- Smart board or projector
- Nouns List, one list per student (Printouts F)

Activity Steps

1. Hang the Plural Inanimate Possessives 1 and 2 and Plural Animate Possessives 1 and 2 charts around the classroom.
2. As a class, review Unit 35, Lesson 1, Review inanimate plural possessives through Practice animate plural possessives.
3. Give each student a copy of one of the three lists from the Nouns Lists handout. Try to distribute the three different lists evenly among students.
4. Students take their noun lists to the charts around the classroom. For each noun they must change it to be possessed by **niinawind**, **giinawind**, **giinawaa**, and **wiinawaa**, first as a single and then as a plural object.
5. When students have finished, they find a peer in the classroom with the same noun list as them and compare answers.



TEACHER'S TIP

Make sure students save their noun lists for the next activity.



ACTIVITY C We're going to visit Ogimaakwe....

Materials

Estimated time: 30 minutes

- Completed Nouns Lists (Printouts F), from activity B
- Smart board or whiteboard

Activity Steps

1. Write the following on the board:
 - **Ogimaakwe niwii-mawadisaanaan. Nimbabaamaadizii-makakong nimaajidoon(an)...**
 - **Ogimaakwe niwii-mawadisaanaan. Nimbabaamaadizii-makakong nimaajiinaa(g)...**
(We're going to visit Ogimaakwe. In my suitcase, I'm packing our [inanimate objects].)
(We're going to visit Ogimaakwe. In my suitcase, I'm packing our [animate objects].)
2. Have students sit in a circle and bring their completed Nouns Lists.
3. Select a student to start. This student will read the prompt on the board and add one item they're packing in their suitcase from their completed noun list. They'll use a **niinawind** (we) plural possessive.
 - For example, they may say:
Ogimaakwe niwii-mawadisaanaan. Nimbabaamaadizii-makakong nimaajiinaag nimishiimininaanig.
(We're going to visit Ogimaakwe. In my suitcase, I'm packing our apples.)
4. The next student in the circle will repeat what the first person said, then add their own item.
 - For example, they may say:
Ogimaakwe niwii-mawadisaanaan. Nimbabaamaadizii-makakong nimaajiinaag nimishiimininaanig miinawaa niwiigwaasi-makakoonsinaanin.
(We're going to visit Ogimaakwe. In my suitcase, I'm packing our apples and our birch bark baskets.)
5. Continue going around the circle, with each student repeating all items and then adding their own.
 - If a student forgets what one of their peers is bringing, they should ask them
Awegonen waa-maajidooyan? *(What are you bringing?)*
 Their peer then answers
[Items] niwii-maajidoon(an)/niwii-maajiinaa(g). *(I'm bringing (inanimate/animate) [items].)*
6. When the activity is completed, do it again for **giinawind**, **giinawaa**, and/or **wiinawaa**!



TEACHER'S TIP

Remind students to consider number and animacy when choosing their verbs and nouns. Also remind them that when more than one object is mentioned, the verb will agree with the noun closest to it (so if the first noun listed is singular and inanimate, the verb will be singular and inanimate).



ACTIVITY D Vta practice, Stick in a cup

Materials

 **Estimated time:** 45 minutes

- Paper or plastic cups, three
- Permanent marker
- Stick in a Cup Teacher's Guide, one copy (Printouts G)
- Popsicle sticks, nineteen
- Rosetta Stone Ojibwe
- Smart board or projector
- Large sheets of paper, one per student group
- Markers, two per student group

Activity Steps

1. Write one of the following on one of the three cups using permanent marker: Doer, Receiver, or Verb. Place those cups in the front of the class.
2. Use the Stick in a Cup Teacher's Guide instructions to write the specified words on the popsicle sticks. Place the popsicle sticks in the appropriate cup at the front of the classroom.
3. As a class, review Unit 35, Lesson 1, Explore vtas with plural doers 1 through Practice vtas with plural doers 2.
4. Divide the class into five groups. Assign each group one of the following:
 - a. **niinawind**
 - b. **giinawind**
 - c. **giinawaa**
 - d. **wiinawaa**
 - e. **wiin**
5. Each group will work together to recreate the paradigm chart for their assigned pronoun, using the online activities they just reviewed as a model. Students may use large sheets of papers and markers to create their paradigms.
6. When each group has finished their paradigm, they show it to the class.
7. When all students have presented their paradigms, hang them in the classroom for future reference and use.
8. Have students take turns choosing one stick from each cup. When they have their sticks, they must:
 - a. Use the classroom paradigms to conjugate the verb accurately, creating a sentence.
 - b. Write their sentences on the board and read them aloud.
 - c. Translate the sentences.
 - d. Replace the popsicle sticks.



Lesson 2: Wenabozho Miinawaa Ininaatigoog: 1 — Wenabozho and the Maple Trees: 1

OBJECTIVES

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

- understand what happens in the story of *Wenabozho and the Maple Trees*
- use familiar language to understand the meaning of unfamiliar language
- use known grammar structures to understand new sentences
- use listening strategies and images to understand a story

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Sketch Notes (Printouts H)
- Smart board or projector
- Ojibwe-only Scrambled Script (Printouts I)
- Video Images (Printouts J)
- Ojibwe People's Dictionary
- Smart board or whiteboard



CULTURE CORNER

All protocols around telling an **aadizookaan** (*sacred story*) will still be present when students prepare to work with the stories for this activity. Remind your students that it's important to make sure that there is snow on the ground, that you make your classroom as night-like as possible, and **Gego wanendagegon da-biindaakoojigeyeg dabwaa-aadizookeyeg!** (*Don't forget to offer tobacco before you aadizooke!*)

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 35, Lesson 2 individually or in groups. (See Unit 35, Lesson 2 Script)



ACTIVITY A Sketch notes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Sketch Notes, one per student (Printouts H)

 **Estimated time:** 30 minutes

Activity Steps

1. Give each student a copy of Sketch Notes.
2. Students review Unit 35, Lesson 2, Vocabulary 1, 2, and 4.
3. In each section of their Sketch Notes handouts, students write a vocabulary word and draw their interpretation of that word. There are thirteen words and only twelve Sketch Notes boxes, so each student can omit one word they are having trouble drawing.
4. When students have finished writing and drawing, they cut out each box of the grid and fold back the vocabulary word behind the image.
5. Students use their new flashcards to quiz other students in the classroom, to see if others understand their drawings.

ACTIVITY B Draw it out

Materials

- Completed Sketch Notes (from one student)
- Smart board or whiteboard

 **Estimated time:** 45 minutes

Activity Steps

1. Collect one student's Sketch Notes to use for this game.
2. Divide the class into two teams.
3. Choose one player from each team to be an illustrator.
4. Draw one Sketch Note and show both illustrators.
5. Each illustrator draws a picture that represents the word on the Sketch Note, without using letters or numbers. They also can't talk or make other noises.
6. Each team member who is not illustrating guesses what the illustrator is making. The first team to correctly guess the vocabulary word earns a point.
7. Repeat this process until all Sketch Notes have been reviewed.



ACTIVITY C Wenabozho Miinawaa Ininaatigoog: 1

Materials

Estimated time: 45 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Ojibwe-only Scrambled Script, one per student pair (Printouts I)
- Video Images, one set per student pair (Printouts J)
- Ojibwe People's Dictionary

Activity Steps

1. Rewatch Unit 35, Lesson 2, Look and listen as a class.
2. Group students into pairs.
 - a. Give each pair one copy of the Ojibwe-only Scrambled Script.
 - b. Give each pair one set of the Video Images.
 - c. Students cut out each section of the script and video images.
3. Have students match their script sections to the video images and put them in sequential order. If students are struggling with this, encourage them to try to translate their script sections.
 - Students may use the dictionary, but not Rosetta Stone Ojibwe, to help them translate their script sections.

ACTIVITY D What happens next?

Materials

Estimated time: 45 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Smart board or whiteboard

Activity Steps

1. Rewatch Unit 35, Lesson 2, Look and listen as a group. Let the students know that more will happen in this story, and they'll learn about it soon.
2. Divide the class into groups of three to four.
 - Have each student group discuss what they think might happen next in the story. Have they heard anything about the history of maple trees and sap in Ojibwe culture? What do they think Wenabozho might do next?
3. When student groups have finished discussing, ask each group to share their thoughts with the class.
 - Write a synopsis of each of their thoughts on the smart board or whiteboard



Lesson 3: Wenabozho Miinawaa Ininaatigoog: 2 — *Wenabozho and the maple trees: 2*

OBJECTIVES

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

- understand what happens in the story of *Wenabozho and the Maple Trees*
- use familiar language to understand the meaning of unfamiliar language
- use known grammar structures to understand new sentences
- use listening strategies and images to understand a story

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Sketch Notes (Printouts K)
- Smart board or whiteboard
- Smart board or projector
- Ojibwe-only Scrambled Script (Printouts L)
- Video Images (Printouts M)
- Ojibwe People’s Dictionary
- Ojibwe-only Scrambled Script (Printouts I)
- Video Images (Printouts J)

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Estimated time:
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 35, Lesson 3 individually or in groups. (See Unit 35, Lesson 3 Script)



ACTIVITY A Sketch notes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Sketch Notes, one per student pair (Printouts K)

 **Estimated time:** 30 minutes

Activity Steps

1. Group students into pairs.
2. Give each pair a copy of Sketch Notes.
3. Pairs review Unit 35, Lesson 3, Vocabulary 1 through 5.
4. In each section of their Sketch Notes handouts, students work together to write a vocabulary word and draw their interpretation of each word. There are seventeen words. Student groups split this work so that one person does nine drawings, and the other eight.
5. When students have finished writing and drawing, they cut out each box of the grid and fold back the vocabulary word behind the image.
6. Students use their new flashcards to quiz their partners, seeing if others understand their drawings.

ACTIVITY B Act it out

Materials

- Completed Sketch Notes (from one student)
- Smart board or whiteboard

 **Estimated time:** 15 minutes

Activity Steps

1. Collect one student's Sketch Notes.
2. Divide the class into two teams.
3. Choose a player to act from each team.
4. Draw one Sketch Note and show it to both actors.
5. Each actor acts out the word on the Sketch Note without using letters or numbers. They also can't talk or make other noises.
6. Each team member who is not acting guesses what the actor is depicting. The first team to correctly guess the vocabulary word earns a point.
7. Repeat this process until all Sketch Notes have been reviewed.



ACTIVITY C Wenabozho Miinawaa Ininaatigoog: 2

Materials

 **Estimated time:** 15 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Ojibwe-only Scrambled Script, one per student pair (Printouts L)
- Video Images, one set per student pair (Printouts M)
- Ojibwe People's Dictionary

Activity Steps

1. Rewatch Unit 35, Lesson 3, Look and listen as a class.
2. Group students into pairs.
 - a. Give each pair one copy of the Ojibwe-only Scrambled Script.
 - b. Give each group one set of Video Images.
 - c. Students cut out each section of the script and video images.
3. Have students match their script sections to the video images and put them in sequential order. If students are struggling with this, encourage them to try to translate their script sections.
 - Students may use the dictionary, but not Rosetta Stone Ojibwe, to help them translate their script sections.

ACTIVITY D Put it all together

Materials

 **Estimated time:** 15 minutes

- Ojibwe-only Scrambled Script, from Lesson 2 (Printouts I)
- Video Images, from Lesson 2 (Printouts J)
- Ojibwe-only Scrambled Script, from Lesson 3 (Printouts L)
- Video Images, from Lesson 3 (Printouts M)

Activity Steps

1. Divide the class into small groups. Each group will use one group member's copies of Video Images and Ojibwe-only Scrambled Scripts from Lessons 2 and 3.
2. Each group works together to match all script parts to their associated video images. They then put all pieces in sequential order.
3. When all groups have finished, engage the whole class in a discussion of the following questions:
 - What did you think about the way Wenabozho handled things?
 - Would you have solved the problem differently?
 - How can you apply lessons from this story to your life today?



Lesson 4: Gojichigen Miinawaa. — *Try it again.*

OBJECTIVES

After completing this Rosetta Stone lesson and the classroom activities, students will review:

- possession with plural subjects
- vtas with plural subjects
- strategies for understanding unfamiliar language
- vocabulary related to going on a trip, Wenabozho stories, and everyday conversation
- negative B-form conjugations for vtis ending in **-oon**

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe Language Notebooks
- Plural Inanimate Possessives 1 (Printouts B)
- Plural Inanimate Possessives 2 (Printouts C)
- Plural Animate Possessives 1 (Printouts D)
- Plural Animate Possessives 2 (Printouts E)
- Around the World Prompts (Printouts N)
- **Wenabozho Miinawaa Ininaatigoog**: Part 1 Script (Printouts O)
- **Wenabozho Miinawaa Ininaatigoog**: Part 2 Script (Printouts P)

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 35, Lesson 4 individually or in groups. (See Unit 35, Lesson 1 Script)



ACTIVITY A Vti conjugations

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe Language Notebooks

Estimated time: 15 minutes

Activity Steps

1. Students individually review Unit 35, Lesson 4, Conjugations through Practice conjugations 2: vti (negative B form).
2. Students copy the conjugation chart from Conjugations (negative B form) in their Ojibwe Language Notebooks.
3. Students select one of the words from Conjugations (but not **atoon**), and recreate the conjugation chart using that word.

ACTIVITY B Around the world

Materials

- Plural Inanimate Possessives 1, one copy (Printouts B)
- Plural Inanimate Possessives 2, one copy (Printouts C)
- Plural Animate Possessives 1, one copy (Printouts D)
- Plural Animate Possessives 2, one copy (Printouts E)
- Around the World Prompts, one copy (Printouts N)

Estimated time: 30 minutes

Activity Steps

1. Display Printouts B-E around the classroom. Allow students time to review these visuals.
2. Use Around the World Prompts to play Around the World.
3. Each student sits at their own desk, or all students sit in a circle.

- a. One student starts the game by standing behind the person seated to their left. These two students are the first two contestants.
- b. Start the game by saying a word from the Prompts list, and one of the following:
 - **niinawind, giinawind, giinawaa, wiinawaa.**
- c. The first student to say the correct possessed noun 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

Remind students that they should consider each noun's plural ending to determine if it's animate or inanimate.

The prompts for this activity have been given to you in plural form, but for an extra challenge, ask students to produce the correct possessive forms for both plural and singular nouns.



ACTIVITY C Act it out

Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- **Wenabozho Miinawaa Ininaatigoog**: Part 1 Script, one per student (Printouts O)
- **Wenabozho Miinawaa Ininaatigoog**: Part 2 Script, one per student (Printouts P)

Activity Steps

1. Divide the class into groups of four.
2. Each group should identify one narrator and three actors to play the parts of Wenabozho, his grandmother, and the joint role of an Anishinaabe and a maple tree.
3. The narrator will read the story to the class as the actors act it out.
4. Give students time to practice, then have them present their skits to the class.



CULTURE CORNER

Encourage students and teachers to get out and listen to other **aadizookaanan** (*sacred stories*) whenever possible, whether live or virtually. Consider inviting guest speakers to the classroom to share **aadizookaanan**.

UNIT
35

Scripts



Ojibwe

Chi-oodenaang Izhaawaad Going to the Cities

Ojibwe



Ogimaakwe	Geget niminawaanigoz chi-oodenaang wii-izhaayaan. <i>I'm so happy to go to the Cities.</i>
Amik	Gaye niin. Mii iwidi bakitejii'igeng wii-o-ganawaabiyang. <i>Me too. We're going to go watch baseball there.</i>
Waasegiizhigookwe	Eya'. Geget da-minawaanagwad giishpin wiikaa giizhisidooyeg waa-maajiidooyeg. <i>Yes. It will be very fun, if you all ever finish packing what you want to take.</i>
Gimiwan	Daga giizhaakonigedaa waa-izhichigeyang megwaa iwidi wii-paa-ayaayang. <i>Please, let's finish making a plan for what to do while we're there.</i>
Amik	Bakitejii'igeng gidizhaamin noongom onaagoshig. Biizikamok gibakitejii'ige-babagiwayaaniwaan. <i>We're going to the baseball game tonight. Put on your baseball shirts.</i>
Waasegiizhigookwe	Eya! Giga-o-mawadisaanaanig gidinawemaaganinaanig waabang. <i>Yes! We're going to visit our relatives tomorrow.</i>
Gimiwan	Anwebiwi-giizhigak, niwii-o-waabandaan gakijiwang. Minnehaha Falls izhi-wiinde. <i>On Sunday, we're going to see a waterfall. It's called Minnehaha Falls.</i> Ahaw goda. Ozisidoodaa waa-maajiidooyang. <i>Okay, we are ready. Let's lay out what we're going to take.</i>
Waasegiizhigookwe	Amik. Mii na iw waa-maajiidooyan? Nisogon giwii-paa-ayaamin. <i>Amik. Is that everything you're bringing? We're going to be there for three days.</i>
Amik	Indayaan nibakitejii'ige-babagiwayaan. Awegonen gaye ge-misawendamaambaan? <i>I have my baseball jersey. What else could I possibly need?</i>
Waasegiizhigookwe	Daga biidoon ge-aanzikaman biizikiiganan. <i>Go pack a change of clothes.</i>
Gimiwan	Aaniin danaa aapidek, Ogimaakwe? Mii eta go nisogon da-ondendiyang. <i>What the heck, Ogimaakwe? We're only going to be there for three days.</i>

Chi-oodenaang Izhaawaad Going to the Cities (continued)

Ojibwe



Ogimaakwe	Daga, Inded. Inga-minwaakizogoog gidinawemaaganinaanig. Niibowa dasing inga-aanzikonaye. <i>But, Dad. My relatives will take pictures (of me). I'll change a lot of times.</i>
Waasegiizhigookwe	Mii eta go bezhig babaamaadizii-makak ge-biidooyan. Nagadan bezhig omaa. <i>You can only bring one suitcase. Leave one here.</i>
Gimiwan	Daga maajibizodaa. Ogimaakwe, giin ina giwii-odaabii'iwe? <i>Let's start driving. Ogimaakwe, do you want to drive?</i>
Ogimaakwe	Enange! Gaawiin wiikaa ingii-odaabii'iwesiin chi-oodenaang. Gegaa go nigotaan. <i>Yes! Except I've never driven in the city before. I'm kind of scared.</i>
Waasegiizhigookwe	Da-minose, Ogimaakwe. <i>You'll be okay, Ogimaakwe.</i>
Gimiwan	Ogimaakwe, gidaa-bejidaabii'iwe. Na'egaaj. <i>Ogimaakwe, you can drive slowly. Go easy.</i>
Amik	Gego onzaam bejidaabii'iweken! Giga-ishkweyaangemin wii-o-ganawaabiyang bakitejii'igeng. <i>Don't drive too slowly! We will be late if we want to watch the baseball game.</i>

Wenabozho Miinawaa Ininaatigoog: 1 *Wenabozho and the maple trees: 1*

Ojibwe



gaa-objiwemod Migizi
told by Migizi

gaa-mazinibii'ang Steve Premo
illustrated by Steve Premo

Aabiding gii-oshki-ziigwaninig, Wenabozho gii-nanawizi aano-giiyosed, gaawiin awesiinyan ogii-waabamaasiin.
One time in the early spring, Wenabozho was having no success hunting; he hadn't seen any animals.

Gaa-izhi-aanishiitang a'aw Wenabozho gii-ani-azhegiowed iwidi gaa-taanid iniw ookomisan.
So he gave up and started making his way back to where his grandmother lived.

"Gigii-nitaage na, Wenabosh?" ogii-izhi-gagwejimigoon iniw ookomisan. "Gaawiin, Nookoo, gaawiin awiya ingii-waabamaasiin."

"Did you get a kill, Wenabosh?" his grandmother asked him. "No, Gram, I didn't see anyone."

"Ambe, Noozis! Aanjigozidaa!" Mii dash gii-ani-ozhiitaasowaad gaa-izhi-maajigoziwaad.

"Come on, grandson! Let's move!" Then they got busy packing their stuff and started off on their move.

Ginwenzh imaa babimosewag mii dash gii-tagoshinowaad ingoji gii-ininaatigokaamagadinig.

They had walked along for quite some time and then they had arrived somewhere where the maple trees were abundant.

"Daga naa wiigwaas naajibatwaadamawishin," ogii-igoon iniw ookomisan.

"Run and get me some birchbark," his grandmother said to him.

Ogii-piidamawaan iniw ookomisan.

He brought it to his grandmother.

Ogii-babiskiiginaan iw wiigwaas gii-ozhitood iw makakoons. "Biskitenaagan izhinikaade o'ow."

She had folded the piece of birchbark, making a little basket. "This is called a biskitenaagan."

Mii dash gii-aabajitood i'iw waagaakwad da-beshizhwaad iniw bezhig ininaatigoon. Mii go baabige gegoo gii-paashkigaag wezaawaagamig.

Then she used an axe to cut a line on a maple tree. Right away a brownish liquid substance began to burst from the tree.

"Wegonen da iw, Nookoo?" ogii-inaan iniw ookomisan. "Mii sa iw ziinzibaakwadaaboo. Gojipidan, Wenabosh!"

"What the heck is that, Gram?" he asked his grandmother. "That is maple sap. Try a taste of it, Wenabosh!"

Indigo naa zhiwaagamizigan noongom ezhi-gikendamang, mii iw akeyaa gaa-izhinaagwak ziinzibaakwadaaboo mewinzha.

Just like what we know today as syrup, that is how the maple sap looked a long time ago.

Nawaj da-ayaamagad naagaj...

To be continued...

Wenabozho Miinawaa Ininaatigoog: 2 Wenabozho and the maple trees: 2

Ojibwe



gaa-ojibwemod Migizi
told by Migizi

gaa-mazinibii'ang Steve Premo
illustrated by Steve Premo

Indigo naa zhiwaagamizigan noongom ezhi-gikendamang, mii iw akeyaa gaa-izhinaagwak ziinzibaakwadaaboo mewinzha.

Just like what we know today as syrup, that is how the maple sap looked a long time ago.

Aayay, gaawiin Wenabozho odoonizhishendanzin. "Onzaam wenipanad. Da-bagandizi a'aw indanishinaabem niigaan," gii-inendam giwenh.

Oh no, Wenabozho didn't think it was so wonderful. "It's too easy. My Anishinaabe people will be lazy in the future," he supposedly thought to himself.

Mii imaa gii-mamood iw biskitenaagan gaa-izhi-madaabiibatood.

So there he takes a little birchbark basket and takes off running down to the lake.

Jiigibiig gaa-tagoshing, mii imaa mooshkinebadood iw biskitenaagan nibi.

When he had arrived at the shore, there he filled that basket with water.

Gii-noonde-minikwe a'aw Wenabozho niibowa nibi gii-siikaapidang.

Wenabozho was thirsty and gulped down lots of water.

Mooshkinebadood miinawaa, gaa-izhi-azhegiwebatood iwidi gaa-ayaanid iniw ookomisan ininaatigokaag.

When he filled his birchbark basket again, then he took off running back to where his grandmother was among the maples.

Mii imaa gii-waabamaad anishinaaben aazhigijishininid jiigaatig.

There he saw the Anishinaabe people lying down on their backs next to the trees.

Mii imaa daawanishinowaad megwaa bapangigaag ziinzibaakwadaaboo. Chi-mangijiiziwag imaa debijiyaabowewaad.

There they were lying with their mouths open while the sap kept dripping. Their bellies were just bloated, being so full of sap.

Mii dash gii-akwaandawaanaad bezhig iniw inininaatigoon. Iwidi wanakong degoshing, mii imaa zaswebidood nibi imaa mitigong.

Then he climbed up one of those maples. When he had arrived at the top of the tree, then he started splashing water onto the trees.

Gii-niisaandawe a'aw Wenabozho awedi bezhig mitigoon gaa-izhi-akwaandawaanaad.

Wenabozho climbed down and then climbed up another tree.

Gii-ani-noondezhaazod a'aw Wenabozho, mii imaa gii-shiginaad iniw mitigoon.

He really had the urge to pee, and there he peed all over the trees.

Ogii-shaagwaagamisidoon iidog i'iw ziinzibaakwadaaboo a'aw Wenabozho. Mii iw wenji-bagakaagamig noongom.

Wenabozho had made the sap weaker. That is why it is a clear liquid these days.

Gizhawenimigonaan a'aw Wenabozho niibowa anokiiwin miininang.

Wenabozho shows us his compassion by providing us with lots of work to do.

Wenabozho Miinawaa Ininaatigoog: 2

Wenabozho and the maple trees: 2 (continued)

Ojibwe



Gimikwenimaanaan endaso-ziigwan chi-ginzhizhawiziyang imaa iskigamiziganing.

We remember him every spring as we work relentlessly out at the sugarbush.

Gaawiin ganage gibagandizisiimin. Mii iw ekwaabiigizid wa'aw aadizookaan.

In no way are we a lazy people. That is the extent of this sacred story.

UNIT
35

Printouts



Ojibwe



Name:

Chi-oodenaang Izhaawaad

Ogimaakwe

Geget niminawaanigoz chi-oodenaang wii-izhaayaan.

Amik

Gaye niin. Mii iwidi bakitejii'igeng wii-o-ganawaabiyang.

Waasegiizhigookwe

Eya'. Geget da-minawaanagwad giishpin wiikaa giizhisidooyeg waa-maajiidooyeg.

Gimiwan

Daga giizhaakonigedaa waa-izhichigeyang megwaa iwidi wii-paa-ayaayang.

Amik

Bakitejii'igeng gidizhaamin noongom onaagoshig. Biizikamok gibakitejii'ige-babagiwayaaniwaan.

Waasegiizhigookwe

Eya'! Giga-o-mawadisaanaanig gidinawemaaganinaanig waabang.

Gimiwan

Anwebiwi-giizhigak, niwii-o-waabandaan gakijiwang. Minnehaha Falls izhi-wiinde.

Ahaw goda. Ozisidoodaa waa-maajiidooyang.

Waasegiizhigookwe

Amik. Mii na iw waa-maajiidooyan? Nisogon giwii-paa-ayaamin.

Amik

Indayaan nibakitejii'ige-babagiwayaan. Awegonen gaye ge-misawendamaambaan?



Name:

Chi-oodenaang Izhaawaad

Waasegiizhigookwe

Daga biidoon ge-aanzikaman biizikiiganan.

Gimiwan

Aaniin danaa aapidek, Ogimaakwe? Mii eta go nisogon da-ondendiyang.

Ogimaakwe

Daga, Inded. Inga-minwaakizogoog gidinawemaaganinaanig. Niibowa dasing inga-aanzikonaye.

Waasegiizhigookwe

Mii eta go bezhig babaamaadizii-makak ge-biidooyan. Nagadan bezhig omaa.

Gimiwan

Daga maajibizodaa. Ogimaakwe, giin ina giwii-odaabii'iwe?

Ogimaakwe

Enange! Gaawiin wiikaa ingii-odaabii'iwesiin chi-oodenaang. Gegaa go nigotaan.

Waasegiizhigookwe

Da-minose, Ogimaakwe.

Gimiwan

Ogimaakwe, gidaa-bejidaabii'iwe. Na'egaaj.

Amik

Gego onzaam bejidaabii'iweken! Giga-ishkweyaangemin wii-o-ganawaabiyang bakitejii'igeng.



Prefix	Suffix
<p>gi- or gid- (giinawaa)</p> <p>o- or od- (wiinawaa)</p>	<p>-waa or -iwaa (singular)</p> <p>-waan or -iwaan (plural)</p>

Prefix	Suffix
<p>ni-, nim-, nin- or nind- (niinawind)</p> <p>gi- or gid- (giinawind)</p>	<p>-naan or -inaan (singular)</p> <p>-naanin or -inaanin (plural)</p>

Prefix	Suffix
<p>gi- or gid- (giinawaa)</p>	<p>-waa or -iwaa (singular)</p> <p>-waag or -iwaag (plural)</p>
<p>o- or od- (wiinawaa)</p>	<p>-waan or -iwaan (obviative)</p>

Prefix	Suffix
<p>ni-, nim-, nin- or nind- (niinawind)</p>	<p>-naan or -inaan (singular)</p>
<p>gi- or gid- (giinawind)</p>	<p>-naanig or -inaanig (plural)</p>



Name:

Nouns List 1			
Inanimate nouns biizikiigan (<i>item of clothing</i>) odaminwaagan (<i>toy</i>)	Animate nouns inawemaagan (<i>relative</i>) minjikaawan (<i>mitten</i>)		
Rewrite each word eight times, showing possession by niinawind , giinawaa , and wiinawaa as first a single and then a plural object.			
biizikiigan	odaminwaagan	inawemaagan	minjikaawan
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.



Name:

Nouns List 2			
Inanimate nouns	Animate nouns		
zhinawa'oojigan (<i>dance bell</i>) mazinaakizon (<i>picture</i>)	ataadiwin (<i>playing card</i>) mishiimin (<i>apple</i>)	Rewrite each word eight times, showing possession by niinawind , giinawaa , and wiinawaa as first a single and then a plural object.	
zhinawa'oojigan	mazinaakizon	ataadiwin	mishiimin
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.



Name:

Nouns List 3			
Inanimate nouns wiigwaasi-makakoons (<i>birchbark basket</i>) odaabii'ive-mazina'igaans (<i>driver's license</i>)	Animate nouns odaabaan (<i>car</i>) gwekiwebinigan (<i>pancake</i>)	Rewrite each word eight times, showing possession by niinawind , giinawind , giinawaa , and wiinawaa as first a single and then a plural object.	
wiigwaasi-makakoons	odaabii'ive-mazina'igaans	odaabaan	gwekiwebinigan
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.



Write the following words, one on each popsicle stick, and place at the front of the class in the appropriate cups. If you are able, write each set of words in a different color to make organizing easier.

7 vtas:

waabam
gikenim
mawadish
miizh
onaabam
wiijiw
zaagi'

5 Doers:

wiin
niinawind
giinawind
giinawaa
wiinawaa

7 Receivers:

niin
giin
wiin
niinawind
giinawind
giinawaa
wiinawaa

Ozhibii'an (*Write it*):

Mazinibii'an (*Draw it*):

Ozhibii'an (*Write it*):

Mazinibii'an (*Draw it*):

Ozhibii'an (*Write it*):

Mazinibii'an (*Draw it*):

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Ozhibii'an (*Write it*):

Mazinibii'an (*Draw it*):

Ozhibii'an (*Write it*):

Mazinibii'an (*Draw it*):

Aabiding gii-oshki-ziigwaninig, Wenabozho gii-nanawizi aano-giiyosed, gaawiin awesiinyan ogii-waabamaasiin.

Gaa-izhi-aanishiitang a'aw Wenabozho gii-ani-azhegiwed iwidi gaa-taanid iniw ookomisan.

"Gigii-nitaage na, Wenabosh?" ogii-izhi-gagwejimigoon iniw ookomisan. "Gaawiin, Nookoo, gaawiin awiya ingii-waabamaasiin."

"Ambe, Noozis! Aanjigozidaa!" Mii dash gii-ani-ozhiitaasowaad gaa-izhi-maajigoziwaad.

Ginwenzh imaa babimosewag mii dash gii-tagoshinowaad ingoji gii-ininaatigokaamagadinig.

"Daga naa wiigwaas naajibatwaadamawishin," ogii-igoon iniw ookomisan.

Ogii-piidamawaan iniw ookomisan.

Ogii-babiskiiginaan iw wiigwaas gii-ozhitood iw makakoons. "*Biskitenaagan* izhinikaade o'ow."

Mii dash gii-aabajitood i'iw waagaakwad da-beshizhwaad iniw bezhig ininaatigoon. Mii go baabige gegoo gii-paashkigaag wezaawaagamig.

"Wegonen da iw, Nookoo?" ogii-inaan iniw ookomisan. "Mii sa iw ziinzibaakwadaaboo. Gojipidan, Wenabosh!"

Indigo naa zhiwaagamizigan noongom ezhi-gikendamang, mii iw akeyaa gaa-izhinaagwak ziinzibaakwadaaboo mewinzha.





Ozhibii'an (*Write it*):

Mazinibii'an (*Draw it*):

Ozhibii'an (*Write it*):

Mazinibii'an (*Draw it*):

Ozhibii'an (*Write it*):

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Mazinibii'an (*Draw it*):

Ozhibii'an (*Write it*):

Mazinibii'an (*Draw it*):

Indigo naa zhiwaagamizigan noongom ezhi-gikendamang, mii iw akeyaa gaa-izhinaagwak ziinzibaakwadaaboo mewinzha.

Aayay, gaawiin Wenabozho odoonizhishendanzin. "Onzaam wenipanad. Da-bagandizi a'aw indanishinaabem niigaan," gii-inendam giiwenh.

Mii imaa gii-mamood iw biskitenaagan gaa-izhi-madaabiibatood.

Jiigibiig gaa-tagoshing, mii imaa mooshkinebadood iw biskitenaagan nibi.

Gii-noonde-minikwe a'aw Wenabozho niibowa nibi gii-siikaapidang.

Mooshkinebadood miinawaa, gaa-izhi-azhegiwebatood iwidi gaa-ayaanid iniw ookomisan ininaatigokaag.

Mii imaa gii-waabamaad anishinaaben aazhigijishininid jiigaatig.

Mii imaa daawanishinowaad megwaa bapangigaag ziinzibaakwadaaboo. Chi-mangijiiziwag imaa debijiyaabowewaad.

Mii dash gii-akwaandawaanaad bezhig iniw inininaatigoon. Iwidi wanakong degoshing, mii imaa zaswebidood nibi imaa mitigong.

Gii-niisaandawe a'aw Wenabozho awedi bezhig mitigoon gaa-izhi-akwaandawaanaad.

Gii-ani-noondezhaazod a'aw Wenabozho, mii imaa gii-shiginaad iniw mitigoon.

Ogii-shaagwaagamisidoon iidog i'iw ziinzibaakwadaaboo a'aw Wenabozho. Mii iw wenji-bagakaagamig noongom.

Gizhawenimigonaan a'aw Wenabozho niibowa anokiiwin miininang.

Gimikwenimaanaan endaso-ziigwan chi-ginzhizhawiziyang imaa iskgamiziganing.

Gaawiin ganage gibagandizisiimin. Mii iw ekwaabiigizid wa'aw aadizookaan.









ajidamoog	na	<i>red squirrels</i>
akikoog	na	<i>pots</i>
asiniig	na	<i>stones</i>
ataadiwinag	na	<i>playing cards</i>
aagimag	na	<i>snowshoes</i>
bakwezhiganag	na	<i>bread</i>
dewe'iganag	na	<i>drums</i>
gikinoo'amaaganag	na	<i>students</i>
manidoominensag	na	<i>beads</i>
minjikaawanag	na	<i>mittens</i>
odaabaanag	na	<i>cars</i>
okaadakikoog	na	<i>trade kettles</i>
zenibaanyag	na	<i>ribbons</i>
zhooshkwadaabaanensag	na	<i>snowmobiles</i>
abwewinan	ni	<i>frying pans</i>
adoopowinan	ni	<i>tables</i>
apabiwinan	ni	<i>chairs</i>
azhiganan	ni	<i>socks</i>
bagijiganan	ni	<i>gifts</i>
baashkiziganan	ni	<i>guns</i>
emikwaanensan	ni	<i>spoons</i>
gichi-bikwaakwadoon	ni	<i>basketballs</i>
makizinan	ni	<i>shoes</i>
mashkimodanan	ni	<i>bags</i>
nagwaajiganan	ni	<i>snares</i>
ode'iminan	ni	<i>strawberries</i>
ozhibii'iganaatigoon	ni	<i>pencils</i>
waagaakwadoon	ni	<i>axes</i>

Wenabozho Miinawaa Ininaatigoog: 1*Wenabozho and the Maple Trees: 1*

gaa-objiwemod Migizi
told by Migizi

gaa-mazinibii'ang Steve Premo
illustrated by Steve Premo

Aabiding gii-oshki-ziigwaninig, Wenabozho gii-nanawizi aano-giiyosed, gaawiin awesiinyan ogii-waabamaasiin.
One time in the early spring, Wenabozho was having no success hunting; he hadn't seen any animals.

Gaa-izhi-aanishiitang a'aw Wenabozho gii-ani-azhegiowed iwidi gaa-taanid iniw ookomisan.
So he gave up and started making his way back to where his grandmother lived.

"Gigii-nitaage na, Wenabosh?" ogii-izhi-gagwejimigoon iniw ookomisan. "Gaawiin, Nookoo, gaawiin awiya ingii-waabamaasiin."

"Did you get a kill, Wenabosh?" his grandmother asked him. "No, Gram, I didn't see anyone."

"Ambe, Noozis! Aanjigozidaa!" Mii dash gii-ani-ozhiitaasowaad gaa-izhi-maajigoziwaad.

"Come on, grandson! Let's move!" Then they got busy packing their stuff and started off on their move.

GINWENZH imaa babimosewag mii dash gii-tagoshinowaad ingoji gii-ininaatigokaamagadinig.

They had walked along for quite some time and then they had arrived somewhere where the maple trees were abundant.

"Daga naa wiigwaas naajibatwaadamawishin," ogii-igoon iniw ookomisan.

"Run and get me some birchbark," his grandmother said to him.

Ogii-piidamawaan iniw ookomisan.

He brought it to his grandmother.

Ogii-babiskiiginaan iw wiigwaas gii-ozhitood iw makakoons. "Biskitenaagan izhinikaade o'ow."

She had folded the piece of birchbark, making a little basket. "This is called a biskitenaagan."

Mii dash gii-aabajitood i'iw waagaakwad da-beshizhwaad iniw bezhig ininaatigoon. Mii go baabige gegoo gii-paashkigaag wezaawaagamig.

Then she used an axe to cut a line on a maple tree. Right away a brownish liquid substance began to burst from the tree.

"Wegonen da iw, Nookoo?" ogii-inaan iniw ookomisan. "Mii sa iw ziinzibaakwadaaboo. Gojipidan, Wenabosh!"

"What the heck is that, Gram?" he asked his grandmother. "That is maple sap. Try a taste of it, Wenabosh!"

Indigo naa zhiwaagamizigan noongom ezhi-gikendamang, mii iw akeyaa gaa-izhinaagwak ziinzibaakwadaaboo mewinzha.

Just like what we know today as syrup, that is how the maple sap looked a long time ago.

Nawaj da-ayaamagad naagaj...

To be continued...

Wenabozho Miinawaa Ininaatigoog: 2*Wenabozho and the Maple Trees: 2***gaa-ojibwemod Migizi***told by Migizi***gaa-mazinibii'ang Steve Premo***illustrated by Steve Premo***Indigo naa zhiwaagamizigan noongom ezhi-gikendamang, mii iw akeyaa gaa-izhinaagwak ziinzibaakwadaaboo mewinzha.***Just like what we know today as syrup, that is how the maple sap looked a long time ago.***Aayay, gaawiin Wenabozho odoonizhishendanzin. "Onzaam wenipanad. Da-bagandizi a'aw indanishinaabem niigaan," gii-inendam giiwenh.***Oh no, Wenabozho didn't think it was so wonderful. "It's too easy. My Anishinaabe people will be lazy in the future," he supposedly thought to himself.***Mii imaa gii-mamood iw biskitenaagan gaa-izhi-madaabiibatood.***So there he takes a little birchbark basket and takes off running down to the lake.***Jiigibiig gaa-tagoshing, mii imaa mooshkinebadood iw biskitenaagan nibi.***When he had arrived at the shore, there he filled that basket with water.***Gii-noonde-minikwe a'aw Wenabozho niibowa nibi gii-siikaapidang.***Wenabozho was thirsty and gulped down lots of water.***Mooshkinebadood miinawaa, gaa-izhi-azhegiwebatood iwidi gaa-ayaanid iniw ookomisan ininaatigokaag.***When he filled his birchbark basket again, then he took off running back to where his grandmother was among the maples.***Mii imaa gii-waabamaad anishinaaben aazhigijishininid jiigaatig.***There he saw the Anishinaabe people lying down on their backs next to the trees.***Mii imaa daawanishinowaad megwaa bapangigaag ziinzibaakwadaaboo. Chi-mangijiiziwag imaa debijiyaabowewaad.***There they were lying with their mouths open while the sap kept dripping. Their bellies were just bloated, being so full of sap.***Mii dash gii-akwaandawaanaad bezhig iniw inininaatigoon. Iwidi wanakong degoshing, mii imaa zaswebidood nibi imaa mitigong.***Then he climbed up one of those maples. When he had arrived at the top of the tree, then he started splashing water onto the trees.***Gii-niisaandawe a'aw Wenabozho awedi bezhig mitigoon gaa-izhi-akwaandawaanaad.***Wenabozho climbed down and then climbed up another tree.***Gii-ani-noondezhaazod a'aw Wenabozho, mii imaa gii-shiginaad iniw mitigoon.***He really had the urge to pee, and there he peed all over the trees.***Ogii-shaagwaagamisidoon iidog i'iw ziinzibaakwadaaboo a'aw Wenabozho. Mii iw wenji-bagakaagamig noongom.***Wenabozho had made the sap weaker. That is why it is a clear liquid these days.***Gizhawenimigonaan a'aw Wenabozho niibowa anokiiwin miininang.***Wenabozho shows us his compassion by providing us with lots of work to do.*



Wenabozho Miinawaa Ininaatigoog: 2

Wenabozho and the Maple Trees: 2

Gimikwenimaanaan endaso-ziigwan chi-ginzhizhawiziyang imaa iskigamiziganing.

We remember him every spring as we work relentlessly out at the sugarbush.

Gaawiin ganage gibagandiziimin. Mii iw ekwaabiigizid wa'aw aadizookaan.

In no way are we a lazy people. That is the extent of this sacred story.

UNIT
36



Ojibwe

Overview: This unit reviews learning strategies covered in Level 3 and provides additional tips for continuing a successful language learning journey. It also reviews Level 3 grammar concepts and provides a summary of several of the verb forms that were taught in Level 3, including vtas.

LESSON 1: Learning strategies review

Students will:

- review learning strategies for listening and speaking
- practice listening for meaning in a complex passage
- explore strategies for studying and review

LESSON 2: Grammar concepts review

Students will:

- review major grammar concepts from Level 3
- identify which Level 3 lessons to reference for more detailed explanation and practice

LESSON 3: Vta conjugation charts

Students will:

- review a summary of all the vta conjugation charts included in Level 3
- identify where to review the charts at any time

LESSON 4: Other conjugation charts

Students will review:

- review a summary of different verb forms covered in Level 3
- identify where to review these forms at any time





Lesson 1: Learning strategies review

OBJECTIVES

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

- review learning strategies for listening and speaking
- practice listening for meaning in a complex passage
- explore strategies for studying and review


MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Rosetta Stone Ojibwe Levels 2 and 3
- Smart board or projector
- Rubber bands
- Pronunciation Practice (Printouts A)
- Ojibwe People's Dictionary
- Listening Skills (Printouts B)

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 36, Lesson 1 individually or in groups.



ACTIVITY A Pronunciation practice

Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe Levels 2 and 3
- Smart board or projector
- Computers or tablets
- Rubber bands, one per student

Activity Steps

1. As a class, review Unit 36, Lesson 1, Speaking tips.
2. As a class, review Unit 14, Lesson 4, Explore word stress.
3. Use rubber bands to complete all the Pronounce activities in Unit 14, Lesson 4.
 - a. Explain to students how to stretch rubber bands to show intonation. You can use these instructions, or you may want to search YouTube for a demonstration video.
 - b. Pass out a rubber band to each student.
 - c. Students hold one end of the rubber band in each hand.
 - d. On each stressed syllable, stretch one end of the rubber band out.
 - e. Let the rubber band come back while speaking the unstressed syllables.
 - f. Use the rubber bands to practice correct intonation and stress while completing all of the Pronounce activities.

ACTIVITY B Pronunciation strategies

Materials

Estimated time: 15 minutes

- Rosetta Stone Ojibwe
- Smart board or projector
- Computers or tablets
- Pronunciation Practice, one per pair of students (Printouts A)
- Ojibwe People's Dictionary



TEACHER'S TIP

If you've kept track of your own list of words that students have struggled to pronounce, have students add those to their handout before they start to practice.

Activity Steps

1. As a class, review Unit 36, Lesson 1, Speaking tips, Explanations 2–3.
2. Group students into pairs. Have students practice saying **de-wiinijiishkiwagaag** in partners by using the strategy outlined in Explanation 2.
3. Give each pair of students a copy of the Pronunciation Practice handout.
4. Allow students time to work their way through the handout. Move around the classroom and monitor students to check for accuracy.
 - Encourage students to use their rubber bands from Activity A to help them with pronunciation.



ACTIVITY C Listening practice

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Listening Skills, one per student (Printouts B)

 **Estimated time:** 30 minutes

Activity Steps

1. As a class, review Unit 36, Lesson 1, Listening tips 1.
2. Explain to students that they are going to listen to the same video several times, to practice their listening skills. Give each student a copy of the Listening Skills handout.
3. Play the video in Unit 31, Lesson 1, Look and listen. While students are listening, have them do the following on their Listening Skills handout:
 - a. First listen: Listen for what they understand in general.
 - b. Second listen: Write specific words they recognize.
 - c. Third listen: Write the gist of the video.
 - d. Fourth listen: Write more details about the video.
4. Have students compare their notes with a partner. After five minutes, have each student change their partner and compare their notes again.



TEACHER'S TIP

Try using additional videos for this activity as well. Practicing listening skills is an important part of your students' linguistic development!



Lesson 2: Grammar concepts review

OBJECTIVES

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

- review the major grammar concepts from Level 3
- identify which Level 3 lessons to reference for more detailed explanation and practice

MATERIALS

- Grammar Concepts Review (Printouts C)
- Rosetta Stone Ojibwe
- Computers or tablets
- Grammar Concepts in Action, (Printouts D)
- Ojibwe Language Notebooks

ACTIVITY A Review pre-check

Materials

- Grammar Concepts Review, one per student (Printouts C)

 **Estimated time:** 20 minutes


Activity Steps

1. Give each student a copy of the Grammar Concepts Review handout.
2. Ask students to scan the handout and look for familiar concepts.
3. Give students time to complete the Pre-check column of the handout to the best of their abilities.
4. Ask students to share how much they remembered.
 - Take notes so you know what your students commonly struggled with. These may be concepts you could focus more on next time you teach this level.

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe Language Notebooks

 **Estimated time:**
30 minutes

Activity Steps

Students complete Rosetta Stone Ojibwe Unit 36, Lesson 2 individually or in groups. While completing the lesson, students take notes in their Ojibwe Language Notebooks about any concepts they would like to return to in Level 3 for more review.



ACTIVITY B Grammar concepts in action

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Grammar Concepts in Action, one per student (Printouts D)

 **Estimated time:** 30 minutes

Activity Steps

1. Give each student a copy of Grammar Concepts in Action.
2. Students use the content in Unit 36, Lesson 2 to help them complete their handouts.
3. When students have finished, they compare their work with a peer's to check for accuracy.



Lesson 3: Vta conjugation charts

OBJECTIVES

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

- identify where to review vta conjugation charts included in Level 3

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Rosetta Stone Ojibwe Teacher's Guide Level 3
- Six-sided dice
- Rolling Tasks (Printouts E)
- Rolling Tasks Response Sheet (Printouts F)
- Vta Dictionary Form Prompts (Printouts G)
- Pronoun Prompts (Printouts H)
- Ojibwe Language Notebooks

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌚ Estimated time:
15 minutes

Activity Steps

Students preview Rosetta Stone Ojibwe Unit 36, Lesson 3 individually or in groups.

ACTIVITY A Review vta conjugations

Materials

- Rosetta Stone Ojibwe Teacher's Guide Level 3

⌚ Estimated time: 30 minutes

Activity Steps

1. Re-use one or more of the following activities from this teacher's guide to practice these vta conjugations:

- Unit 26, Lesson 3, Activity A
- Unit 26, Lesson 3, Activity B
- Unit 26, Lesson 3, Activity C
- Unit 27, Lesson 3, Activity A
- Unit 30, Lesson 1, Activity C
- Unit 31, Lesson 1, Activity B
- Unit 35, Lesson 1, Activity D



ACTIVITY B Practice vta conjugations – Rolling words

Materials

⌚ Estimated time: 15 minutes

- Six-sided dice, one per student group
- Rolling Tasks, one per student group (Printouts E)
- Rolling Tasks Response Sheet, one per student group (Printouts F)
- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Divide the class into groups of three.
2. Give each group one six-sided die, one Rolling Tasks handout, and one Rolling Tasks Response Sheet handout.
3. While sitting in a group, students work together to take turns rolling the die and using their handouts to form the appropriate responses.
 - a. One student rolls the die, one student writes the response, and one student uses the computer or tablet to review the conjugation charts in Unit 36, Lesson 3.
 - b. Once a response has been agreed upon by the group and written down, each group member passes their tool (die, response sheet, computer) clockwise and the new player rolls the die.
4. When each group has finished rolling and responding to all prompts, they can hand in their Rolling Tasks Response Sheet.



ACTIVITY C Vocabulary stories

Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Computers or tablets
- Vta Dictionary Form Prompts, one set, or enough for each student to select four prompts (Printouts G)
- Pronoun Prompts, one set, or enough for each student to select two prompts (Printouts H)
- Ojibwe Language Notebooks

Activity Steps

1. Print and cut out all Vta Dictionary Form Prompts and Pronoun Prompts.
2. Tell students that they will each be given four vtas and two pronouns to write a story. Write the following guidelines for each of their stories on the board:
 - a. Students must use the following forms when conjugating their vtas:
 - Positive A form
 - Negative A form
 - Positive B form
 - Negative B form
 - b. The story must be at least four sentences long.
 - c. Not every sentence in the story needs to include a vta, as long as all other guidelines are met.
3. One at a time, students approach the teacher to randomly select four vtas and two pronouns. They write these words in their Ojibwe Language Notebooks and start writing their stories in their notebooks.
 - Students should use the Ojibwe People's Dictionary to look up any vtas they don't know.
4. When students have finished writing their stories, they can share them in small groups or aloud to the class.



Lesson 4: Other conjugation charts

OBJECTIVES

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

- identify where to review the conjugation charts beyond vtas covered in Level 3

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smart board or projector
- Four Corners Visuals (Printouts I)
- Four Corners Prompts (Printouts J)
- Dictionary Dig (Unit 33, Printouts J)
- Ojibwe People's Dictionary
- Sticky notes

ONLINE ACTIVITIES

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

⌵ **Estimated time:**
15 minutes

Activity Steps

Students preview Rosetta Stone Ojibwe Unit 36, Lesson 4 individually or in groups.

ACTIVITY A Vii review - Four corners

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Four Corners Visuals, one set (Printouts I)
- Four Corners Prompts, one set (Printouts J)

⌵ **Estimated time:** 30 minutes

Activity Steps

1. As a class, review Unit 36, Lesson 4, Viis through Vii (negative B form).
2. Hang the Four Corners Visuals in the four corners of the classroom.
3. The instructor calls out one of the Four Corners Prompts.
4. Students decide which of the visuals describes the vii that the instructor called out 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 prompt.
7. The winner is the last person still in the game.



ACTIVITY B Reflexive verb review

Materials

- Rosetta Stone Ojibwe
- Smart board or projector
- Dictionary Dig, one per student (from Unit 33, Printouts J)
- Computers or tablets
- Ojibwe People's Dictionary

 **Estimated time:** 30 minutes

Activity Steps

1. As a class, review Unit 36, Lesson 4, Reflexive verbs and Reflexive verbs (positive A form).
2. Give each student a copy of Dictionary Dig.
3. Allow students time to complete the handout.
4. Have students share their sentences aloud with the class.

ACTIVITY C Command review

Materials

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe Language Notebooks
- Sticky notes, up to nine per student

 **Estimated time:** 15 minutes

Activity Steps

1. Students individually review Unit 36, Lesson 4, Commands through Commands (negative vta: giinawind).
 - a. While reviewing, students check their Ojibwe Language Notebooks to ensure that the command chart has been copied there. If not, students should add the command chart to their notebooks.
 - b. When a student finds or writes a new command chart, they mark the page in their notebook using sticky notes for future reference.

UNIT
36

Printouts



Ojibwe

Use the strategies in Unit 36, Lesson 1, Speaking tips to practice pronouncing these words. Use the Ojibwe People's Dictionary to compare your pronunciation to that of an elder speaker. When using the dictionary to search for these words, do not include what's listed here in parentheses.

1. gagwaanisaginaagozi

2. aawadaasoowidaabaan(ing)

3. biitoosijigani-bakwezhigan(ag)

4. banaskwiiwagitaawigamig(oon)

5. (o)migoshkaadenim(aan)

6. (gii-)kizhiyaadagaakobizo

7. Mishiimini-baashkimasigani-biitoosijigani-bakwezhigan

- The speaker says **baashkimasijigani-** in the first two examples and **baashkimasigani-** in the sentence. Try saying it both ways along with the speaker.

Name:

While you're listening to the video, use this handout to take notes.

Listen 1: Just listen.

Listen 2: Write the words you recognize.

Listen 3: Write the gist of the video.

Listen 4: Write more details about the video.


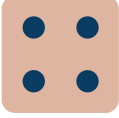


Name:

CONCEPT	PRE-CHECK
	Write down any tips or rules you remember about these concepts.
changed conjunct	
comparisons	
direct and inverse vtas	
fourth person	
material medials	
possession	
reduplication	
reflexive verbs	

Name:

CONCEPT	WORDS	SENTENCE
		Write a sentence that uses the concept and word indicated. If there are two words listed, write two separate sentences.
changed conjunct	jiibaakwe minopidan	
comparisons	ginoozi	
direct and inverse vtas	mina'	
fourth person	naadamaw	
material medials	miskwaabikad	
possession	makizin miskwaabikoons	
reduplication	biinichige	
reflexive verbs	zaagi'	

Name:

	<p>Translate the word.</p>
	<p>Use the word in a sentence.</p>
	<p>If the word is in A form, change it to B form, or vice versa.</p>
	<p>If the word is positive, make it negative, or vice versa.</p>
	<p>If the word is in A form, put it in a sentence with a B-form vta, or vice versa.</p>
	<p>If the doer is singular, rewrite the word with a plural doer. If the doer is plural, rewrite the word with a singular doer.</p>

Name:

Roll the die and use the Rolling Tasks sheet to determine which task to perform for each word.

#	Prompt Word	Rewritten Word
	giwabaamaanaan	
	gaawiin niwaabamaasiig	
	waabamigooyan	
	niwaabamigonaan	
	waabamisinowagog	
	waabamiwaad	
	gaawiin giwaabamisiim	

amaji'**bimoom****amo****dakon****apagizom****dazhim****awi'****gagwejim****ayaaw****ganawaabam****aabaji'****gikenim****baabii'****inawem****baakishim****makam**

mami**onaabam****mina'****ozhi'****miigwechiwi'****wawaanaji'****nanaandom****waabanda'****nandawaabam****wiijiw****naazhazhen****wiiji'****nitaawigi'****wiikom****onabi'****zaagi'**

niin**giin****wiin****niinawind****giinawind****giinawaa****wiinawaa**

Positive A form

Positive B form

Negative B form

Negative A form

Prompts Colors Key (for teacher's reference; do not give this information to students)

Black = Positive A form

Blue = Negative A form

Green = Positive B form

Red = Negative B form

achigaade	gibaakwa'igaadeg	maajipon
agwa'igaadesinok	gigizhebaawagak	zhaangaso-diba'iganesinoon
Anwebiwi-giizhigad	gikenjigaade	midaachinoon
ashi-bezhigo-diba'iganed	gimiwanzinok	midaaso-diba'iganesinoon
ashi-bezhigwanoonzinoon	gisinaasinok	mino-giizhigad
wenipanak	gizhaatesinoon	mino-giizhigasinook
ayaamagad	giizhide	minomaateg
aabawaasinoon	giizhigamide	minomaatesinok
aabitaa-dibikad	giizhiginzinoon	minonaagwad
Aabitooseg	goonikaasinoon	minopogwad
bagakaagaminzinok	inakaamagad	minose
bagamipon	ingo-diba'iganed	minosemagad
bagone'igaadeg	ingodwaachinoon	minwaabaminaagwak
bapagone'igaadesinok	ingodwaaso-diba'iganed	miskwaakoseg
bapangigaasinoon	initaagwad	naananinoon
baashkigaa	ishkwaa-naawakwesinok	naano-diba'iganed
bezhigwanzinoon	Ishkwaajanokii-giizhigad	Naano-giizhigak
biboon	ishkwaapon	naawakwesinoon
bimisemagad	ishwaachinoon	niibinzinoon
bimitigweyaag	ishwaaso-diba'iganed	niishtana dasinoon
binaakwiisinok	izhi-wiinde	niiwinoon
chi-zoogipon	izhinaagwad	niiyo-diba'iganed
dagode	izhinaagwak	Niiyo-giizhigak
dagwaagin	izhinikaade	niizhinoonzinok
dakaayaamagad	madwesin	niizho-diba'iganed
dibaginjigaade	manidoowaadad	Niizho-giizhigad
dibikad	mazinaatese	niizhwaachinoon
gashkadinzinoon	maajiginzinok	niizhwaaso-diba'iganesinok
noodin	zakaatesinok	ningwakwad
nookakamigaag	zanagasinoon	nisinoon
onaabanak	zaagakiisinoon	niso-diba'iganed
onaagoshin	zaagibagaag	Nitam-anokii-giizhigak
onaajiwanzinoon	zaagibagaasinoon	waatebagaasinok
ondesinok	ziigwang	
onizhishing	zoogipon	
ozhaashikwaasinoon	zhaangachinoon	