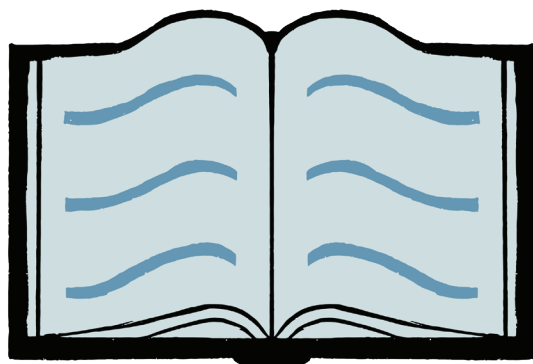


Rosetta Stone®
Ojibwe
TEACHER'S GUIDE



Scope and Sequence

Levels 1, 2, and 3



Rosetta Stone 



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



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



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



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



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



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



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



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



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



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



| UNIT 21: SNARING | | | | |
|---|-------------------------|--|---|---|
| Lesson | Focus | Video | Objectives | Topics |
| 1 Asigibii'iganan <i>Numbers</i> | vocabulary | Review of numbers for counting, telling time, talking about age, and more | <ul style="list-style-type: none"> use word parts to form numbers review number verbs for animate and inanimate objects distinguish between numbers for dates, measurements, duration, and time | numbers number verbs number preverbs |
| 2 Agoodoowaad <i>Snaring Rabbit</i> | conversation vocabulary | Amik and Ogimaakwe are still off from school and stuck inside on a snow day. They've been stringing the jingles for Ogimaakwe's new dress, but need a change of scenery. They set snares and imagine what to make when they catch a rabbit. | <ul style="list-style-type: none"> recognize word parts and how they contribute to a word's meaning expand vocabulary related to snaring name family members and relatives, your own and others' | snaring everyday language |
| 3 Giwaabam. <i>You See Me.</i> | grammar | Introduction to <i>you-to-me</i> vtas | <ul style="list-style-type: none"> use vta verbs to say that <i>you</i> are doing something to <i>me</i> review other vta forms to say who does what to whom | vtas |
| 4 Bimikawewaad ingiw Awesiinyag <i>Animal Tracks</i> | vocabulary | Slideshow of animal tracks in the snow | <ul style="list-style-type: none"> name wild animals and talk about their tracks recognize the singular and plural forms of animate nouns conjugate positive vtis that end in -oon | animals plurals vti conjugations |
| UNIT 22: AT THE GYM | | | | |
| 1 Odaminowinan <i>Sports</i> | vocabulary | Slideshow of sports and sports vocabulary | <ul style="list-style-type: none"> talk about playing sports use -win to change a verb into a noun recognize actions done for someone else | sports verbs sport names (nouns) athletic terms |
| 2 Bimibatoowigamigong Izhaadaa! <i>Let's Go to the Gym!</i> | conversation vocabulary | The family has just eaten their big dinner of snowshoe hare. They're still cooped up inside and restless. They decide to go to the community center/gym. | <ul style="list-style-type: none"> describe when something tastes good expand vocabulary related to daily living express how recently something happened use adverbs to add emphasis to statements | everyday language |
| 3 Izhigiizhweyang Anishinaabewiyang <i>How We Speak Here</i> | culture | A story about possibly living pants provides context for an introduction to linguistic variation within Ojibwemowin. | <ul style="list-style-type: none"> learn about regional language similarities and differences conjugate negative vtis that end in -oon | regional variation vti conjugations |
| 4 Wenabozho Miinawaa Zhiishiibag: 2 <i>Wenabozho and the Ducks: 2</i> | culture | In the next installment of the Wenabozho story begun in Unit 12, Wenabozho looks for a place to camp. He sets his ducks to roast, but worries someone might steal them while he sleeps. He comes up with a strategy to keep the ducks safe and falls asleep. | <ul style="list-style-type: none"> learn what happens next in the story <i>Wenabozho and the Ducks</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 | listening to stories cultural concepts |



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



| 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</i>, <i>him</i>, or <i>them</i> use vtas to say that <i>she</i>, <i>he</i>, or <i>they</i> are doing something to <i>you</i> or <i>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</i> or <i>he</i> sees <i>her</i>, <i>him</i>, or <i>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 Waasegiizhigookwe 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'iding 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 Makadeked 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 |

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