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GUIDE TO SPOKEN CREE / OJIBWE

**(ISLAND LAKE DIALECT)**  
NATIVE LANGUAGE COURSE  
**Teacher's Edition**  
PART I - LESSONS 1-24

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OJI-CREE



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## CONTENTS

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### Lesson 1 - 24

#### 1. Purpose of this Course:

Introductory Cree/Ojibwe Elementary Program

#### 2. Objectives

1. Teach spoken Cree/Ojibwe to people that do not speak Cree/Ojibwe.
2. To teach structure of the Cree/Ojibwe language to people who are fluent in the Cree/Ojibwe language.
3. To place the Cree/Ojibwe language in the school curriculum WHERE IT BELONGS, as equal of English, French, Ojibwe, etc.
4. To get the people of the community involved as teachers in the schools.
5. Preservation dissemination, and promotion of Cree/Ojibwe Culture in order to promote a better understanding of the Cree/Ojibwe nation.



## DESCRIPTION OF THE COURSE

This course was designed to introduce spoken Cree/Ojibwe to non-speakers. It is basically a guide. The course is to be a base course for anyone who wants to learn the language. From this course, one can learn the sentence patterning and the structure of the language. For the beginner, it will be all oral which will eventually branch out to understanding, reading, and writing of the language. The syllabics are included for this purpose.

Lessons 1 - 9 consist of a series of questions about the pictures and appropriate answers. The students should learn both the questions and the answers.

The teacher should point to the thing being talked about. The pictures printed in the book can be used, or the pictures can be reproduced on the blackboard, or in some other way.

After learning these lessons, the students can use the questions in class to ask the teacher for the names of additional objects and they can use the questions outside of class with Cree/Ojibwe speaking members of the community. But it is important not to let the class delay too long before going on in the lessons while aimlessly collecting the names of everything. It is as important to know how to use words as it is to know the words themselves.

The lessons in this book are designed to teach the student both the most important words and how to use them. Lessons 10 - 18 continue the question-and-answer pattern of lessons 1 - 9, while introducing a new kind of Cree/Ojibwe word, which we will call transitive verbs. Transitive verbs change their endings and beginnings to indicate different pronouns. \*Moreover - the beginnings and endings are different in sentences with question words, such as "awanen" "what", "kikinen" "what?", and "ani-monikok?" "how much?", "antasin" "how many?", and in sentences with no question word. As in the preceding lessons, the student should learn both the questions and the answers. For example:

with no question word

ni wapama  
ni wapamak  
kiwapama  
kiwapamak  
owapaman  
  
owapawan

with a question word

ǎwapamak I see him  
ewapamatwa I see them  
ewapamũch you see him  
ewapamutwa you see them  
ewapamach he sees him  
or them  
  
ewapamawach they see him  
or them.

These are the forms of the transitive verb meaning "see" when it is a k-noun that is seen. But when an a-noun is seen, the verb is different, for example:

with no question word

ni wapantan I see it or them  
ki wapantan You see it or them  
owapantan He sees it or them  
owapantanawa They see it or them

with a question word

ewapantamǎn I see it or them  
ewapantamũn You see it or them  
ewapantunk He sees it or them  
ewapantamowach They see it or them

All transitive verbs work the same way, different forms go with k-nouns and a-nouns, for example:

ninōntawa I hear him  
ninōntan I hear it

Lessons 18 - 24

Introduce the student to the obviative form of nouns. The verb forms listed at the beginning of lesson 10 can be divided into two groups:

Group 1

Ni wapamaw	I see him (or her)
Ni wapamawak	I see them
Kiwapamau	You see him?
Wapamak	Saw him (her) (I)
Wapamakik	Saw them (I)
Wapamat	Saw him (You)
Wapamacik	Saw them (You)

Group 2

Wapamew	Saw him
Wapamewak	Saw them
Wapamat	Saw him (you)
Wapamacik	Saw them (you)

Group 1

Niwapantan	I see it
Wapahtaman	I see it
Ki wapantan	You see it?
Wapahteman	I see it.

Group 2

Wapahtam	I saw it
Wapahtamawak	They saw it
Wapahtahk	They saw it
Wapahtahkik	They saw it

With verb forms of group 2, the noun naming the thing that is seen must be in the obviative form. With verb forms of group 1, the noun naming the thing seen is not in the obviative. The obviative of k-nouns ends in A. It is the same in both singular and plural, for example:

"animoos niwapama"	"I see a dog"
"animoosak niwapamak"	"I see dogs"
"animoosan ōwapaman"	"He sees a dog" or dogs.

The obviative of a-nouns ends in "niw" in the singular. In the plural the obviative is the same as the regular plural ending in "a", for example:

"jiman-niwapantan"	I see a boat
"jimanan ni wapantan"	I see boats
"jiman ōwapantan"	He sees a boat
"jimanan owapantan"	He sees boats

## TEACHERS GUIDE

This guide is for use at an elementary level, specifically grades 4 to 6. Teachers who plan to teach this course should be thoroughly familiar with the local Cree/Ojibwe dialect in their area, if there is any. Corrections should be then made if there are any dialect differences.

A method of teaching of a second language consists of the following steps:

1. Imitation of course material.
2. Interpretation of course material.
3. Question and answer, using course material.
4. Substitution of words or word groups within a stimulus sentence. For example:

awanen wapamat napesisan?	Who saw the boys?
awanen wapamat ikwesisan?	Who saw the girl?

OR

nesin waposak ni wapamak	I see two rabbits.
Nisin wapolak niwapamak	I see three rabbits
Pisak animoos ni wapama	I see one dog
Napesis niwapama	I see a boy.

5. Extension of basic sentence, by use of
  - a) substitution, and
  - b) coordinating or subordinating basic sentences

GUIDELINES for teachers as to the timing of the lessons may be.

<u>GRADES</u>	<u>Time</u>
III & IV	15 - 20 minutes, daily
V & VI	20 - 25 minutes, daily

The lesson may be divided into several sections for different activities of learning. Some of these may be:

Greetings

Review of yesterday's work.

Review of older material, presented to students through discussions or through a variety of ways.

Lesson for the day.

Songs, games, drama, to provide a break after lesson.

Discussion and questions about course from students.

Recap of lesson learned that day.

These are only suggestions! These can be modified and adapted according to needs, circumstances, and conditions of the teachers and students to make the course exciting. No matter how dull or exciting a course may look on paper, it eventually will be up to the teacher and student to make the course exciting, challenging and a success.

Teachers may wonder why greetings and farewells are not on the first lesson. Authors felt that the greetings and farewells bring in quite a number of difficulties. It has been left to a later lesson. It was felt that students may be informed, informally of the words at this time. Teacher may mention these casually. So children may be aware. However, this course was not designed to be followed strictly, one lesson before the next lesson. These lessons can be changed around, other things may be brought in. If teacher feels students are ready for these other lessons, he is perfectly free to do so. Also, phrases such as "come here", "go away", "sit down", may be introduced, not structurally, but incidentally.

Come here	pisan
Go away	koji
Sit down	nimatapin
Be quiet	kiwistatakos
Sit still	sakamatapin
What's the matter?	anink

For supplementary materials, authors suggest teachers prepare these, specifically tape recordings. Local dialect variations, recorded from local residents would be a valuable aid in the classrooms. Visits could be also arranged for local residents to visit the schools and converse with the students. The visits, and the use of the tapes will help both the teacher and the student to perfect their oral skills.

Other activities suggested are:

1. Keeping scrap books of pictures, drawn or cut-out, of the animals, houses, activities etc. The names would be printed beside them, of course.
2. Make wall murals, huge ones, big enough so each student may have his own section, where he can draw his own ideas. Here again, print names of things beside them. Figures could be drawn, colored and cut out, then pasted on mural.
3. Plasticine models could be made. Depict scenes. Seasonal activities and changes may be depicted. Remember also, different things are more important at different times of the year. Beaver and muskard in the spring, strawberries in early summer, cranberries in late fall, snowshoes and rabbits in the winter. These could be worked into conversations and activities.
4. Pictures of local animals, flowers, trees, birds, fish, plants that are used (as seneca root), may be used in the school. It would be even better if some of them were brought in the classroom.

#### TESTING

Testing suggestions are given after lesson 10.

## ADVICE TO THE TEACHER

1. The philosophy of the course is that the student should work through each of the stages at a rate best suited to his abilities. Although complete mastery of the work covered is never possible— or even desirable—a pupil should show reasonable competence before proceeding to the next step. In the early stages, so much material is repeated, that the pupil who fails to learn something at its first appearance will have the opportunity of doing so later.

The teacher must avoid boredom, on the one hand, by not insisting that each pupil should know everything, and, on the other hand, avoid excessive speed and superficial treatment that would lead to ignorance and frustration. To be able to reach a balance these two points are the mark of a good teacher.

2. The teacher has three main tasks: he is a model for the pupil imitation, a judge of pupil accuracy in imitation and practice and a manager of classroom activity.

### A. A Model:

To be a model, the teacher needs only to have an accurate control of the pronunciation of the sentence structures and materials to be learned, nothing more. The teacher is aided in this role by the tapes, which should be purchased or made. While both tapes and teacher are needed, the teacher supplies the needed flexibility, freedom from mechanical defects, and the important accompanying gesture and facial expressions.

### B. A Judge:

The teacher's second task is that of judge of the pupil's accuracy. Tapes are a help to the teacher since they provide a standard against which the performance of the class can be measured and judged. However, the tape is just an aid, for only the teacher can notice and comment on a pupil's errors and difficulties. Consistent evaluation of each pupil's performance and progress in an aural-oral course is of particular importance.

### C. A Manager:

As manager of the classroom activity, the teacher must decide

how much practise is essential to learning the material, without allowing too little or demanding too much. He must also be able to vary the activities so that the result is a well-planned and effective performance.

3. The success of any language course depends upon the teacher, not the teaching materials. This is particularly true of an aural-oral language course, for it is the teacher alone who must present the materials, direct their practise, and judge the effectiveness of the results. The teaching materials can make the task easier or more difficult, but in the last analysis, if the course is a success, it is the teacher who makes it so. Therefore, the teacher must also be able to create situations which have meaning for the students and bear relationship to their actual experience. The teacher should make events in his community a real part of the Cree/Ojibwe program.



List of words in lessons 1 - 24

<u>NOUNS</u>	<u>PLURALS</u>	<u>LESSON</u>
animos	animosak	1
animoooses	animosesak	1
wapos	waposak	2
waposes	waposesak	2
nape	napewak	3-4
ikwe	iskwewak	3-4
napesis	napesisak	3-4
wakahikan	wakahikanan	5
iskwantem	iskwanteman	5
papapoon	papapoonan	5
wastenikan	wastenikanan	5
apakwan	apakwanan	5
wisiniwinatik	wisiniwinatikan	6
tesapoon	tesapoonan	6
masinahikan	masinahikanan	6
masinahikanekan	masinahikanekanan	6
masinahikanatik	masinahikanatikok	6
kisis	kisisak	7
kisika	kisis	7
tipika	kisis	7
wako	wakok	7
wanankos	wanankosak	7
kisik		7
mistatim	mistatimok	22
pinesis	pinesisak	24

Demonstratives:

Owe		1
okayniwuk		1
owe		5
okayniwuk		6
awe		1
okayniwuk		1
owe		5
okayniwun		5
awe		1
okayniwuk		1
ewe		5
okayniwun		5

Lessons 1 - 4

Introduce the student to one kind of Cree/Ojibwe word, which we will call k-nouns. K-nouns are so called because their plural forms end in k, for example;

"animoos"	"dog"	"ani moosak"	"dogs"
"ani mooses"	"puppy"	"ani moosesak"	"puppies"
"wapoos"	"rabbit"	"wapoosak"	"rabbits"
"wapooses"	"little rabbit"	"wapoosesuk"	"little rabbits"

The lessons also introduce the question words, wanen and wanenuk, and the pointing out words, awe, ewe and their plurals, which go with k-nouns.

Teaching suggestions:

Student will need an explanation of the distances involved in the use of owe, this one (right here)

awe, that one (there)

ewe, that one (farthest away)

Animate and Inanimate Demonstratives - Singular and Plural

K-nouns (animate)		A-nouns (inanimate)	
this (here)	awe	wawe	Singular
that	awe	wawe	
that (far)	ewe	wawe	
these (here)	okayniwun	okayniwuk	Plural
those	ekayiwun	ekayniwuk	
those (far)	ekayiwun	ekayniwuk	

Illustrations are enclosed as a supplement to demonstrate these distances. More practical devices would be placing different things at different distances. Diagrams are only illustrations. Teaching distances will be so much more practical if done with materials that are right in the classrooms.

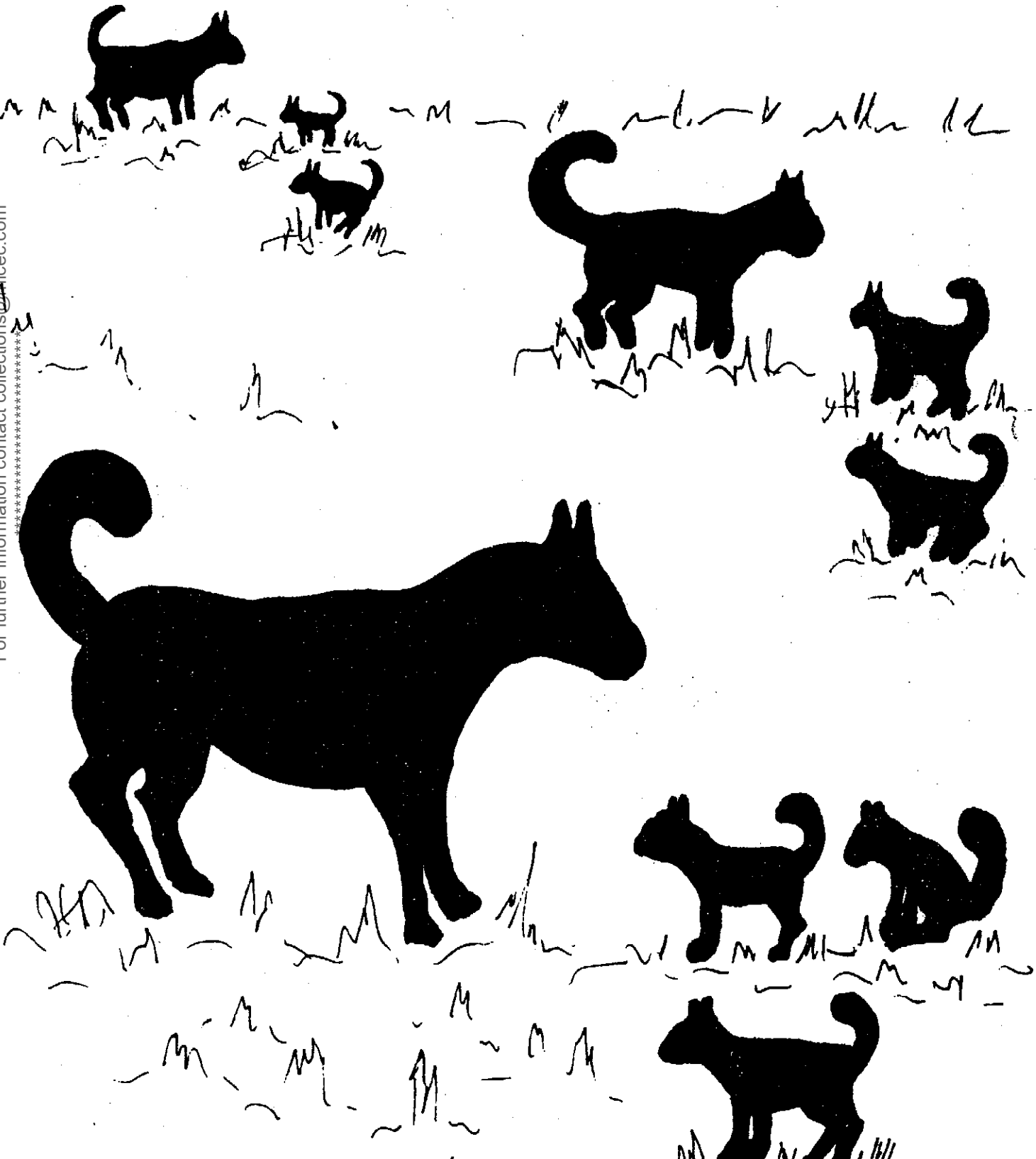
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To supplement sentences, names of other animals may be introduced also. It will depend on the teacher and students which animals they want. However, it is advisable that, at Grade 4 level, it would be unwise to have more than six different animals, as this quantity of new vocabulary may cause a loss of retention of the few known nouns. The game example that is included should only be used after the students know quite thoroughly sentences one and two of Unit One. This game is a consolidation exercise, not a teaching drill.

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### Lessons

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Lesson 1

Kekinen ōwě

Animoos sawě

Kekinen ōwe?

Animoos sawe kūyé

Kekinen owe?

Animoos sawe kūyé

Kekinen owe?

Animoosés sawe

Ōwě tusween?

Animoosés sawe kūyé

Kekinentusween ōwe?

Animooses sawe kūyé

Wawe tusween

Animooses sawe kūyé

Wanen okayniwuk

Animoosak sa okayniwuk

Wunenuk tusween okayniwuk

Animosésuk sa okayniwuk

Wunenuk tusween okayniwuk

Animoosésuk sa okayniwuk kūyé

Wunenuk tusween okayniwuk

Animoosésuk sa okayniwuk kūyé

What's this?

This is a dog

What's that? (near)

That's a dog too

What's that? (far)

That's a dog too

What's this?

This is a puppy

And this?

This is a puppy too

And what's that? (far)

That's a puppy too

And that?

That's a puppy, too

What are these?

These are dogs

And what are these?

There are puppies

And what are those? (near)

These are puppies too

And what are those? (far)

Those are puppies, too

Lesson 1

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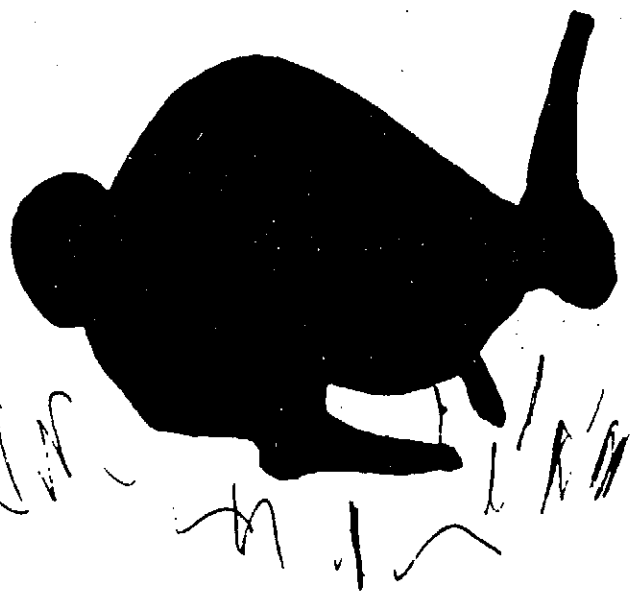
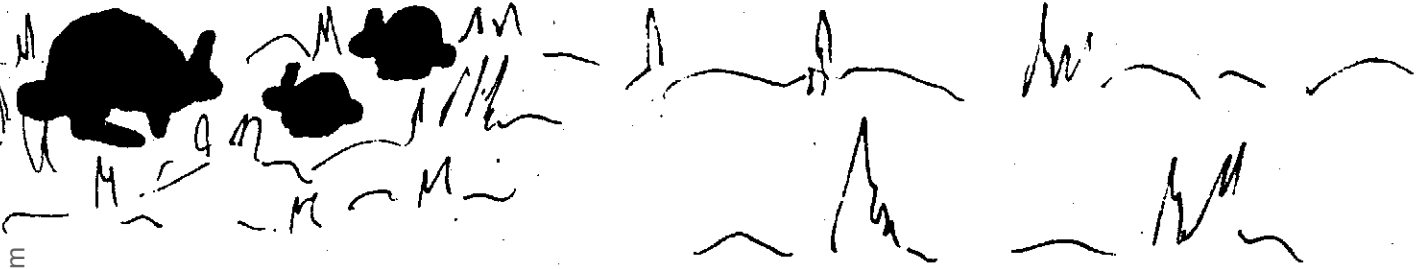
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Lesson 2

Kekinen oway?

Wapoos sá wa

Kekinen ōwe?

Wapoos sáway kúyé

Kekinen ōwe?

Wapoos sáwe kúyé

Kekinen ōway

Wapoosés sáway

Wáwé tusween

Wapoosés sáway kúyé

Kekinen tusween ōway

Wapoosés sáway kúyé

Wáwé tusween

Wapoosés sáway kúyé

Kekinen tusween ōway

Wapoosés sáway kúyé

Wáwé tusween?

Wapoosés sáway kúyé

Wánén okayniwuk

Wapoosak sa okayniwuk

Wanenuk tusween okayniwuk

Wapoosésuk sa okayniwuk

Wanenuk tusween okayniwuk

Wapoosésuk sa okayniwuk kúyé

Wanenuk tusween okayniwuk

Wapoosesuk sa okayniwuk kuye

What's this?

This is a rabbit

What's that? (near)

That's a rabbit, too

What's that? (far)

That's a rabbit, too

What's this?

This is a little rabbit

And this?

This is a little rabbit

And what's that? (near)

That's a little rabbit, too

And that?

That's a little rabbit, too

And what's that? (far)

That's a little rabbit, too

And that?

That's a little rabbit, too

What are these?

These are rabbits

And what are these?

These are little rabbits

And what are those? (near)

Those are little rabbits, too

And what are those (far)

Those are little rabbits, too

Lesson 2

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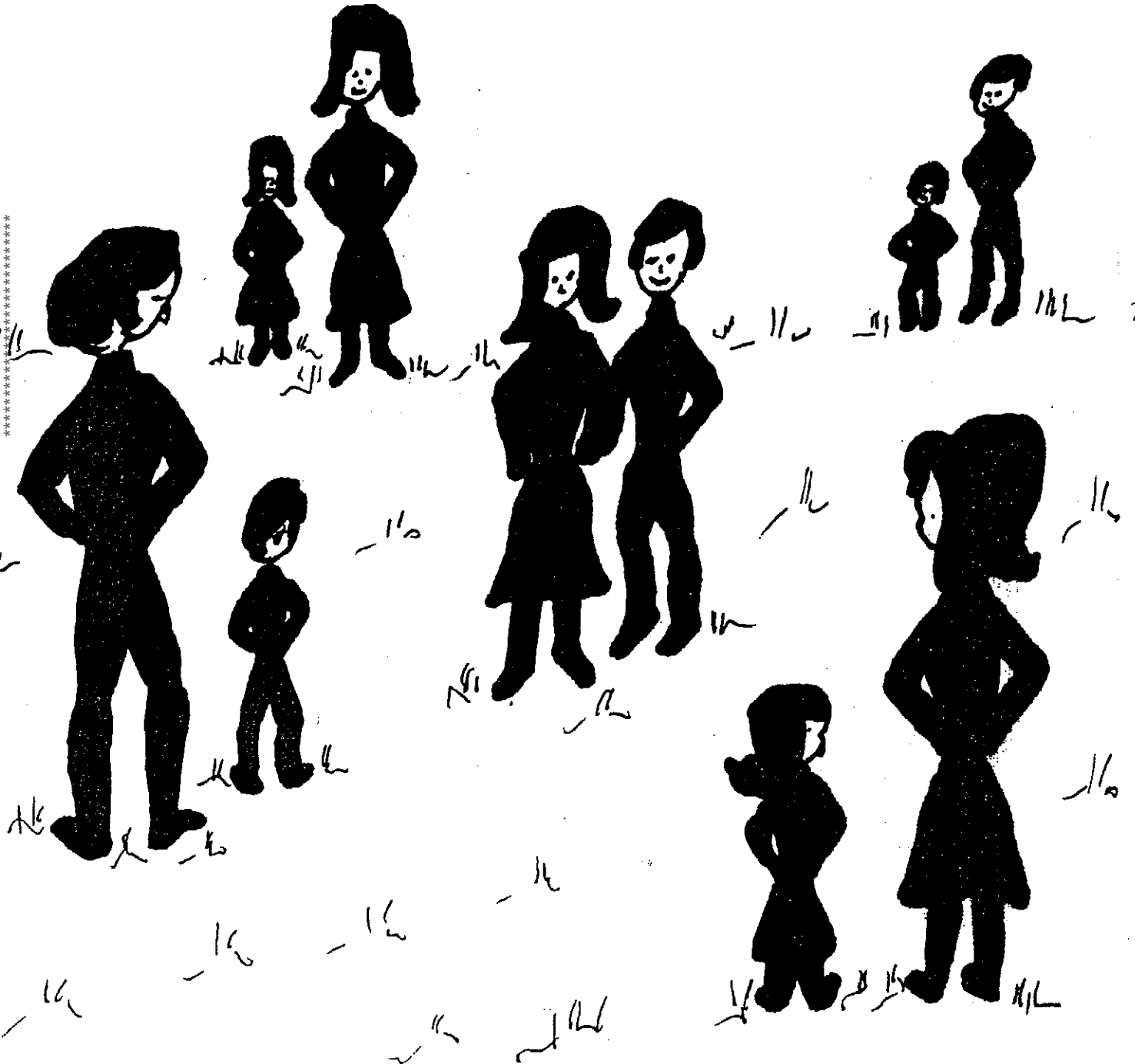
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Lesson 3

Wunen áway

Napé sáway

Wunen áway

Nápé sáway kúyé

Wunen áway

Nápé saway kuye

Wunen áway

Napésis saway

Wáwé tusween

Napésis sáway kúyé

Wunen tusween áway

Napésis sa way kúyé

Wáwé tusween

Napésis sáway kúyé

Wunen tusween áway

Napésis sa way kúyé

Wáwé tusween

Napésis sáway kúyé

Wunénuk okayniwuk

Napéwuk sa okayniwuk

Wunénuktusween okayniwuk

Napésisuk sa okayniwuk

Wunénuk tusween okayniwuk

Napésisuk sa okayniwuk kúyé

Wunenuk tusween okayniwuk

Napesisuk sa okayniwuk kúyé

What's this

This is a man

What's that? (near)

That's a man, too

What's that? (far)

That's a man, too

What's this?

This is a boy

And this?

This is a boy, too

And what's that? (near)

That's a boy, too

And that?

That's a boy, too

And what's that? (far)

That's a boy, too

And that?

That's a boy, too

What are these?

These are men

And what are these?

These are boys

And what are those? (near)

Those are boys, too

And what are these? (far)

Those are boys, too

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Lesson 3

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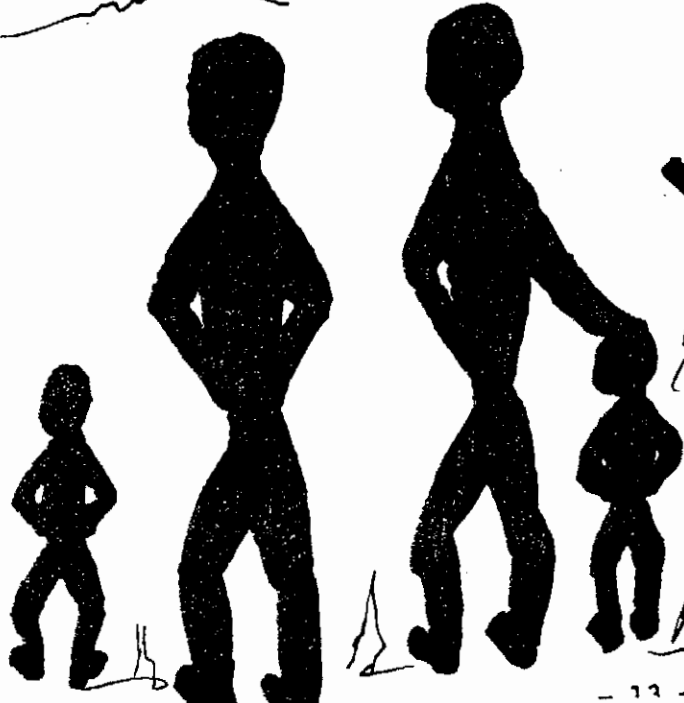
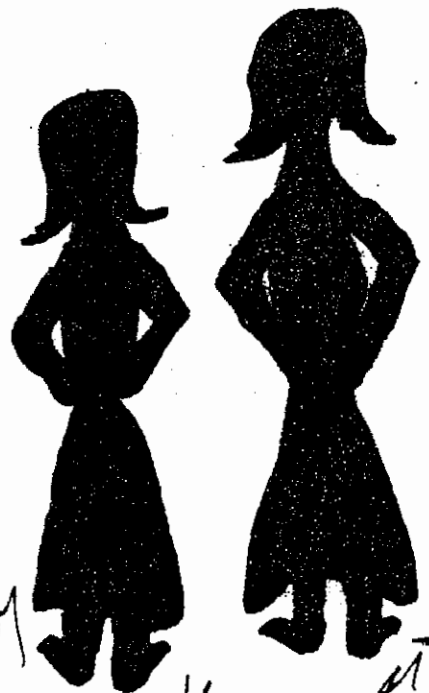
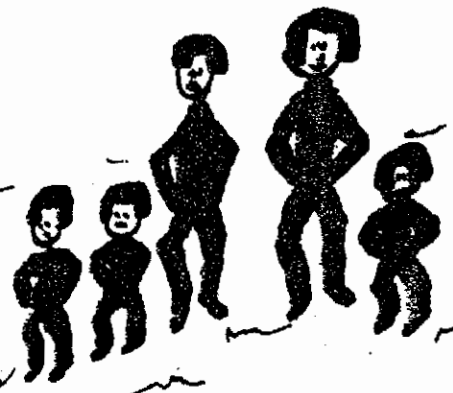
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Lesson 4

Wánen áway?

Ikwé sa way

Wánen áway?

Ikwé sáway kúyé

Wánen áway?

Ikwé saway kúyé

Wanen áway?

Ikwésis saway

Wáwé tusween?

Ikwésis saway kúyé

Wanen tusween áway?

Ikwésis saway kúyé

Wáwé tusween?

Ikwésis saway kúyé

Wanen tusween áway?

Ikwésis saway kúyé

Wáwé tusween?

Ikwésis saway kúyé

Wanenuk okayniwuk?

Ikwéwuksa okayniwuk

Wanénuk tusween okayniwuk

Ikwésisuk sa okayniwuk

Wanénuk tusween okayniwuk

Ikwésisuk saokayniwuk kúyé

Wanénuk tusween okayniwuk

Ikwésisuk sa okayniwuk kúyé

What's this?

This is a woman

What's that (near)?

That's a woman, too

What's that (far)?

That's a woman, too

What's this?

This is a girl

And this?

This is a girl, too

And what's that (near)

That's a girl, too

And that?

That's a girl, too

And what's that?

That's a girl, too

And that?

That's a girl, too

What are these?

These are women

And what are these?

These are girls

And what are those? (near)

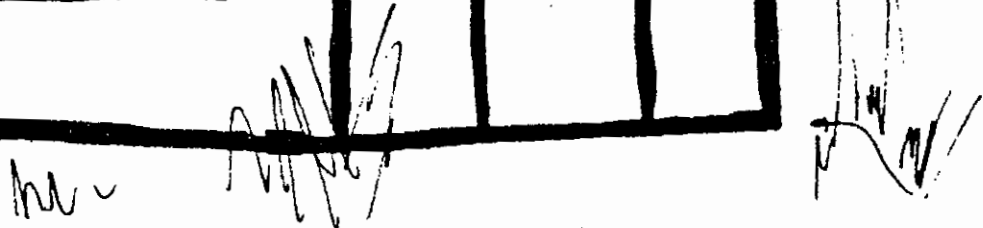
Those are girls, too

And what are those? (far)

Those are girls, too



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Lesson 4

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## Lesson 5

Introduces the student to another kind of Cree/Ojibway word, which are called a-nouns. A-nouns are so called because their plural forms end in "A", for example:

Watayikun	house
Wakayikunun	houses
Istwantem	door
Iskwantemun	doors
Papapoon	window
Papapoonun	windows
Wastenikun	light
Wastenikunun	lights
Apukwan	roof
Apukwanun	roofs

The lesson also introduces the question words, k<sup>i</sup>kinen and k<sup>i</sup>kinenan, and the pointing-out words, owe, awe, ewe, and their plurals, which go with a-nouns.

It should be apparent at this point that k-nouns generally refer to people, or animals, and a-nouns generally refer to other things. For the most part this is true, but there are a few k-nouns that do not refer to animals or people. Lesson 6 contains one such k-noun, and lesson 7 contains two more; these are:

Musinayikunatik	pencil
Musinayikunatikok	pencils
Kesis	sun or moon
Kesīsōk	suns or moons
Wanankoos <sup>4</sup>	star
Wanankoosak	stars

When saying "what", it is usual to use awanen (plural - awanenuk) for people and animals, and kikinen (plural - k<sup>i</sup>kinenun) for other things. However, people sometimes use awanen and awanenuk for other things when they know that the answer is a k-noun.

### Teaching Suggestions:

Here again as a supplement, names of other things in a house can be learned, as was suggested in Units 1-4. It will be left to the discretion of the teacher how many words are learned. An example game is included to review distances and nouns. Create situations which have meaning for the students, for example, a walk around the school yard, pointing out words that the class has already learned. "awanen awe?" (what's that), "Animoos sawe" (that's a dog) or maybe visit a home for lesson 6, any home, and point out names of various things in the home. It is not necessary to remember these nouns.

Children do get carried away with "What's this?"; so these need only be learned at a later date. Games like this are used only so children can become thoroughly familiar with basic sentences, questions, and answers. A list is included of various things one may find in a house, but as these vary from dialect to dialect, you may be reminded again to check with the local dialect before proceeding, as is the case with all lessons.

#### Game Example Lesson 5

Small groups of students.

Cards: Pictures of houses, near and far.

Close ups of parts of houses, doors, windows, lights, roof, etc.

First: Practise with near houses and close-up

Student 1. asks student 2 (showing him a card).

Student 1 eg., window "Kikinen ōwe?" What is this?

Student 2 "Papapoon sā owe" This is a window

Student 2 asks student 3 (new picture-door)

Student 2 "Kikinen ōwe?" What is this?

Student 3 "Iskwantem sa owe" (this is a door).

This game can go round the group three or four times.

Later same as above but using distant pictures.

1. "Kikinen ēwe?" "What's that? (far)

2. "Wakayikun sa ēwe" "That is a house"

3. "Kikinen tusween ēkayniwun?" "And what are those?  
(still far away)

Later still, mix "near" and "far" indicators.

\*Pictures should have arrows to indicate items such as roof, door, etc. especially on "far" pictures.

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Lesson 5

Kekinen ō way?

Wakayikun sa ōway

Kekinen ō way?

Wakayikun sa oway kūyě

Kekinen oway?

Wakayikun sa oway kūyě

Kekinen ō way?

Iskontem sǎ ōway

Ōway tusween?

Pupapoon sa ōway kūyě

Ō way tusween?

Pupapoon sa ōway kuye

Ō way tusween?

Wastenikun sa ōway

Ō way tusween?

Apukōn sa ōway

Kekinen tusween ōway?

Iskontem sǎ ōway

Ōway tusween?

Pupapoon sa ōway

Kekinenum okayniwun?

Pupapoonun sa okayniwun

Kekinenan tusween okayniwun?

Pupapoonun sa okayniwun kūyě

What's this?

This is a house

What's that? (near)

That's a house too

What's that? (far)

That's a house, too

What's this?

This is a door

And this?

This is a window, too

And this?

This is a window, too

And this?

This is a light

And this?

This is a roof

And what's that? (near)

That's a door

And that?

That's a window

What are these?

These are windows

And what are those? (near)

Those are wondows, too

Lesson 5

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Lesson 5 supplement:

Kikinen ōwe?

What's this

Wakayikun sa ōwe.

This is a house

Kikinen wapantaman pēnchiwakayikunink

What do you see inside the house?

Nipewikumik

Bedroom

Wēsiniwikumik

Dining room

Kēsitepiwikumik

Kitchen

Apiwikamik

Sitting room

Niwapantan kakina okayniwun pēntikumik

I see all these things inside the house.

Kōtakiyan kawapantamuk nipewikumikonk ka wēntamīn.

We will identify the following items we use in a bedroom.

Nipewin

bed

Apisimon

mattress

Apikwesimōn

pillow (singular)

Apikwesimōnan

pillows (plural)

Wapoowanun

blankets

Akochikan

dresser

Additional Material:

After the teacher has taught about the bedroom and kitchen, the teacher could ask the students if they say prayers or grace before going to bed or before eating meals.

Here are two prayers:

Prayer Before Bedtime

Now I lay me down to sleep  
I pray the Lord, my soul to keep  
if I should die before I wake  
I pray the Lord, my soul to take  
Lord, Bless my mother, father, brothers  
and sisters, and all my dear friends,  
For Jesus sake.

AMEN

Grace Before Mealtime

Dear Lord  
we thank thee for this food  
we are about to receive  
Bless it to our use.

AMEN

Kayiskwa wintamakech otiskōnēwe yayin onchi  
nipewikamik ekwa kēsitepōnikamik, otiskōnēwe  
Okakakwechiman otiskōnē kēspin ayamiyawach  
ani-nipawach nantake ani-wēsiniwach  
Okayniwun nēsin ayamiyawanin:





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Ayamiyawin Anikawisimiyank

Asay (n)tantawika wisim

Ni-aya miya Manito, chikanawenimisiyan

Kēspin-nipoyan aniwaniskayan

Ni-ayamiya Manito chōtapinisiyan

Manito, sawenim nimama, nitata, nitetak

Ekwa nimitetak-ekwa-kakina-nowechiwakanak

Ekwa wēchēsīn chimōniyayayan

Jesus onchi

AMEN

Ayamiyawin-Aniwesininanowahk

Manito

Kinanakimiko-ōwě-mechim

Kawiyani-ōtapinamank

Sawentan kawina pastōyank

AMEN

Lesson 6

Kekinen ōway

Achikun suway

Kekinen tusween ōway

Tesapoon suway

Kekinen tusween ōway

Musinuyékun sa oway

Kekinen tusween ōway

Pépun su way

Kekinen tusween ōway

Músinayegunatik suway

Kekinen okwyniwun

Achikunun sa okayniwun

Kekinen tusween okayniwun

Tesapoonun sa okayniwun

Kekinen tusween okayniwun

Musinuyekun sa okayniwun

Pépunun saween okayniwun

Musinayē kunatikuk saween  
okayniwuk

Kekinen ōwě

Iskonēwikumikonk sa ōwě

Antasin kēsika antawiskooniyan

Niyanun kēsika (n)tatawēs-kōōnē  
mamuw

Kekinen wapantaman pēnchi  
iskoniwikumikonk

What's that (far)?

That's a table.

And what's that (near)?

That's a chair

And what's this?

This is a book

And what's this?

This a piece of paper

And what's this?

This is a pencil

What are those?

Those are tables

And what are those?

Those are chairs

And what are these?

These are books

And these are papers

And these are pencils

What's this?

This is a school

How many days do you go to school?

I go to school five days altogether

What do you see inside the school?

Lesson 6

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## Lesson 6

### Supplementary Material

Picture of a school, what is in the classroom that both teacher and students use.

Kikinen ōwě?

What's this? (near)

Iskonēwikumikonk sa ōwě

That is a school

Antasin kēsika antawiskooniyan

How many days do you go to school?

Niyanun kēsika (n)tatawēskōōnē  
mamuw

I go to school five days altogether

Kekinen wapantaman pēnchi  
iskoniwikumikonk

What do you see inside the school?

Ōtiskonewe

teacher

Ōtiskonewe otesapoon

teacher's chair

Musinayikun (plural 'un')

book, books

Musinayikunatik (plural 'uk')

pencil, pencils

Ōsipēkunatik (plural 'uk')

crayons

Pēsinkan

clock

Achikun

cupboard

Musinuyikun apō

ink

Kamasinayipikunēsich

pen

tesapoonun

chairs or desks

tupuyikunatik

ruler, rulers

Mooswakun (plural 'un')

scissor, scissors

Otiskoone otisapoon

student's chair

Chikatēsichikun

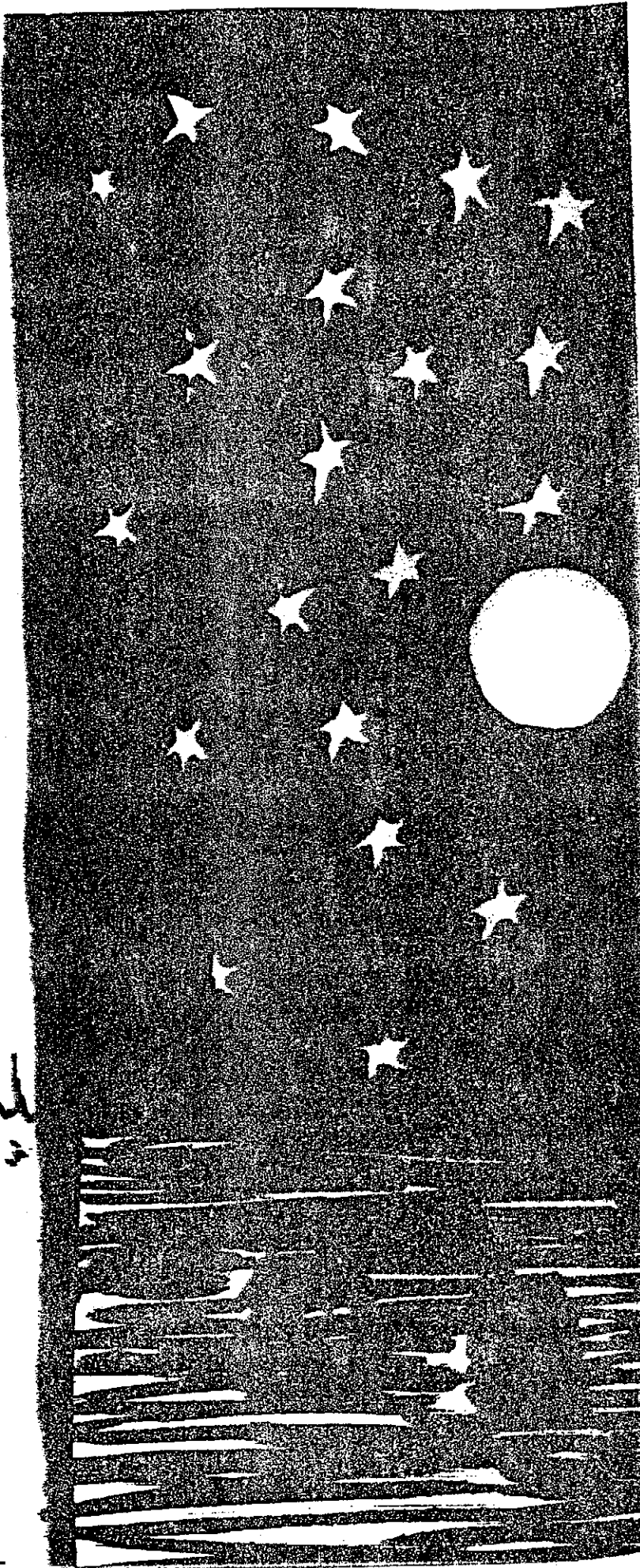
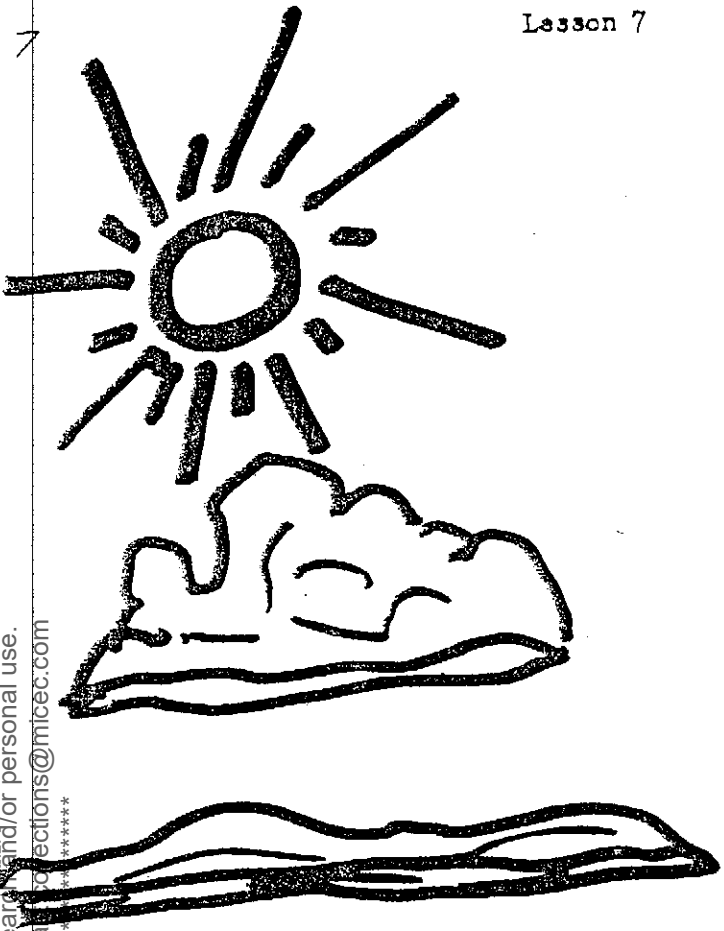
picture

These are all the things in a classroom

Ōkēniwun kakinu ka wapantaman iskōniwikumikōnk

The students can go ahead and name other items they see in a classroom

Ootiskooneek oka weentanawa kikoon kotuk ka wapantamwach iskōnēwikumikōnk.



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## Supplement to Lessons 6 & 7

Extending vocabulary words and sentences to include things inside a house. Some of these words are used in Lesson 5.

What do you see in a bedroom?

Kekinen wapantaman nipewikumikoonk?

I see a bed, blankets, pillows and a dresser

Nipewin, wapiwanun, apikwesimonan ika akochikun niwapantan.

I sleep in a bedroom.

Nipewikumikonk (n)teesinipa

What do you see in the kitchen?

Kekinen wapantaman kichenink?

Achikun	table
Tesapōnan	chairs
Ohakunun	dishes
Minikwakanun	cups
Akikok ekwa panakikok	pots and pans
Emikwanuk	spoons
Mōkimanun	knives
Chēstayiponan	forks

### Words

Nipewikumik	bedroom
Nipewin	bed
Wapiwanun	blankets
Apikwesiminun	pillows
Akochikun	dresser
Kichenink	kitchen
Tesapoonan	chairs
Achikun	table
Iskotekunapihk	stove
Onakunun	dishes
Minikokun	cups
Emikon	spoons
Mookiman	knives
Cheestuyipoon	forks
Teawukihk	Teapot
Ukohkuk	pots

Extension words may be added at the teacher discretion. More words, more examples:

Lesson 7

Kisika oway eka tupika oway  
This is day, and that is night

Kekinen tusween oway?  
And whats that?

Keesis saway kuye  
That's a sun or moon too

Keesisuk sa okayniwuk  
Those are the sun and moon.

Kesis saway eka tipikawkesis saway  
This is the sun (the day) and this is the  
moon (night)

Kekinen ōway?

Wu kō saway

Kekinen ōway?

Wukōn sa okayniwun

Kekinen ōway?

Wunukis saway

Kekinen ōway?

Wunukisuk sa okayniwuk

Kekinen ōway?

Keesik sa oway

What's that?

That's a cloud

What are those?

Those are clouds

What's that?

That's a star

What are those?

Those are stars

What's that?

That's the sky.



Lesson 7

የጊዜ ልዩ ልዩ ገጠብ ይህ.

የደጋጋ ይህ.

የጊዜ ልዩ.

የደጋጋ ርኅራኤ ይህ.

የጊዜ ልዩ ገጠብ.

የጊዜ ልዩ ይህ ይህ ይህ.

የጊዜ ልዩ የጊዜ ልዩ.

ልዩ ገጠብ የጊዜ ልዩ.

የደጋጋ ይህ.

ልዩ ልዩ ይህ.

የደጋጋ ይህ.

ልዩ ልዩ ይህ ይህ ይህ.

የደጋጋ ይህ.

ልዩ የደጋጋ ይህ.

የደጋጋ ይህ.

ልዩ የደጋጋ ልዩ ይህ ይህ ይህ.

የደጋጋ ይህ.

የጊዜ ልዩ ይህ.

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## Lesson 7

### Additional material:

The teacher can ask the student a few questions like:  
By looking at the picture, how can you tell that it is day and it is night?

Answer could be: The moon and sun, also the stars and the clouds make the difference. The sun makes the day and also what kind of a day it could be -- sunny or cloudy explain the differences.

"What do you do at night?" "We sleep at night and sometimes we go to a picture show and to a dance."

"What do you do during the day?" "We go to the store. My father goes to work at the hospital, but he also works at the hospital at night."

Also the teacher can explain about the full moon and how light it gets outside at times.

Otiskonewe okakakwechiman otiskone atika

Owe kanwapataman chikatesichikun, anti kewinchi

Kikentaman kespın kesikak nantake antipikak?

Owe takikitepan: Tipikaw kesis ekwa kesikaw kesis, ekwa miina wanankosakekwa wako tawonchikikentakowan.

Kesikaw kesis ayach ta kesisak. Edwa-anti

Keyisikesikakipun -- ta kesikate nantake ta nokakan.

Ante eyischikayan antipikak? Kinipamin antipikak ekwa eskam - kitantawi-pa watesichikemin ekwa kitantawi nimimin.

Ante eyis chikeyan kesikak? Atawikamikonk ki tisamin.

Nitata antawi anikwe muskewikumikonk,

sakoch antipikak kuye antawi anikwe muskewikumikonk.

Otis konee we kuye okawenana kesisoon ekwa

Ka-sikisikatek akwachenk eskam.

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I love - the Sun



Lessons 8 and 9

Introduce questions that can be answered yes or no. They also introduce the fact that "awe" (that), "owe" (that - near), okayniwuk (those - near) and "okayniwuk" (those - far) are not only used to point out objects fairly near, but also for any objects, near or far, that has already been mentioned. Thus, we start out by saying "animos awe", to point out that we are talking about something nearby, but we answer the question "ehe", animos awe", using "awe" because we have already mentioned the objects.

Lesson 8

Animoos na way

Éhé, animoos sa way

Animoosesuk na ōkayniwuk

Éhé, animoosesuk sa ōkayniwuk

Wapoos na way?

Éhé, wapoos sa way

Wapoosesuk na okayniwuk

Éhé wapoosesuk sa okayniwuk

Napé na way?

Éhé nápé sa way

Ikwé na way?

Éhé, ikwe saway

Napésis na way?

Éhé napésis sa way

Nápé na way?

Kawin, kwaninaway nápé

Animoos saway

Animoos na way kúyé

Kawin, kwaninaway animoos

Wápoos sa way

Is this a dog?

Yes, it's a dog

Are those puppies

Yes, they're puppies

Is that (near) a rabbit?

Yes, it's a rabbit

Are those little rabbits?

Yes, they are little rabbits

Is that (far) a man

Yes, it's a man

Is that a woman

Yes, it's a woman

Is that a boy?

Yes, it's a boy

Is this a man?

No, it's not a man

It's a dog

Is that (near) a dog, too?

No, it's not a dog

It's a rabbit

Lesson 8

ᐱᓂᓂᓂ ᓂᓂ.

ᓂᓂᓂ ᐱᓂᓂᓂ ᓂᓂ.

ᐱᓂᓂᓂᓂ ᓂ ᓂᓂᓂᓂ.

ᓂᓂᓂ ᐱᓂᓂᓂᓂ ᓂ ᓂᓂᓂᓂ.

ᐱᓂᓂᓂ ᓂᓂ.

ᓂᓂᓂ ᐱᓂᓂᓂ ᓂᓂ.

ᐱᓂᓂᓂᓂ ᓂ ᓂᓂᓂᓂ.

ᓂᓂᓂ ᐱᓂᓂᓂᓂ ᓂ ᓂᓂᓂᓂ.

ᓂᓂ ᓂᓂ.

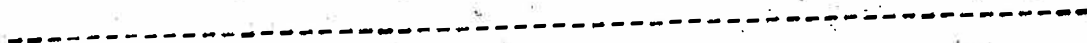
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ᓂᓂᓂ ᓂᓂᓂᓂ ᓂᓂ.



ᓂᓂ ᓂᓂ.

ᓂᓂᓂᓂ ᓂᓂᓂᓂ ᓂᓂ

ᐱᓂᓂᓂ ᓂᓂ.

ᐱᓂᓂᓂ ᓂᓂᓂ ᓂᓂ

ᓂᓂᓂᓂ ᓂᓂᓂᓂ ᐱᓂᓂᓂ

ᐱᓂᓂᓂ ᓂᓂ.

Game example: Lesson 8

Group work:

Pictures of man and men, woman and women, boy and boys, girl and girls, rabbit and rabbits, dog and dogs etc.

Student 1. asks student 2.

"Animoos na way?"

Is this a dog?

Student 2 replies

"Ehe, animoos sa way"

Yes, this is a dog

Student 2 asks student 3.

"Animoosesuk na okayniwuk"

Are these puppies?

Student 3 replies

"Ehe, animoosesuk sa okayniwuk"

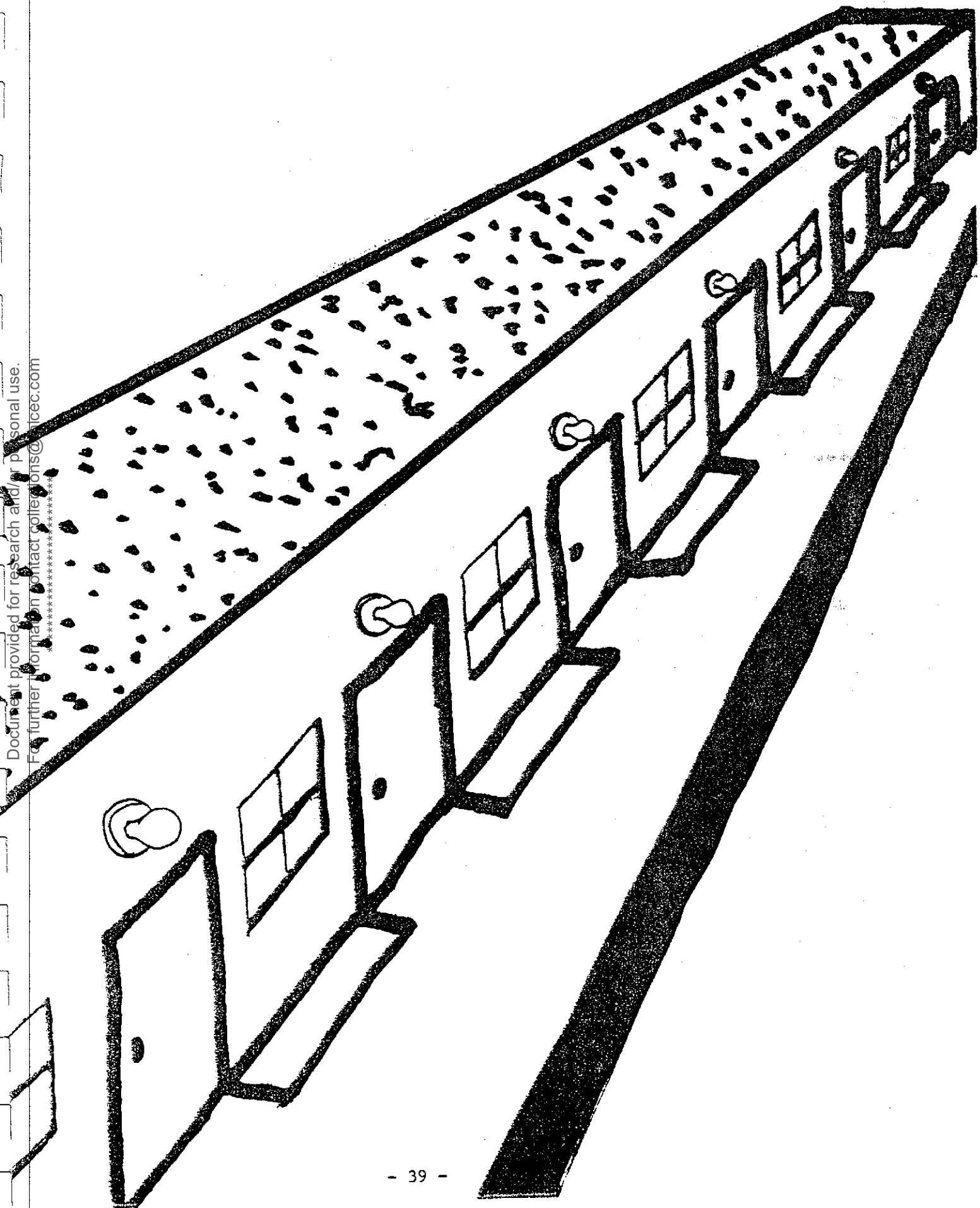
Yes, they're puppies.

This game can continue with larger set of pictures (covering most vocabulary to date).

First student could ask several questions to students 2, 3, 5 & 5, Second student asks new set of questions students 3, 4, 5 & 1.

It could be the same for negative answers.

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Lesson 9

Iskontem na ōwāy?

Éhé, iskojtem sa ōway

Pupapoon na ōway?

Éhé, pupapoon sa ōway

Wastenikun na ōway?

Éhé, wastenikun sa ōway

Iskontem na ōwāy?

Éhé iskontem sa ōway

Pupapoon na ōway

Éhé, pupapoon sa ōway

Wastenikun na ōway?

Éhé, wastenikun sa ōway

Iskontem na ōwāy?

Éhé, iskontem sa ōwāy

Pupapoon na ōwāy

Éhé, pupapoon sa ōway

Wastenikun na ōway

Éhé, wastenikun sa ōway

Iskontemun na okayniwun

Éhé, iskontemun sa okayniwun

Pupapoonun na okayniwun

Éhé, pupapoonun sa okayniwun

Wastenikunun na okayniwun

Éhé, wastenikunun sa okayniwun

Iskontemun na okayniwun?

Éhé, iskontemun sa okayniwun

Pupapoonun na okayniwun?

Éhé, pupapoonun sa okayniwun

Wastenikunun na okayniwun?

Éhé, wastenikunun sa okayniwun

Is this a door?

Yes, it's a door

Is this a window

Yes, that's a window

Is this a light

Yes, that's a light

Is that a door? (near-far)

Yes, that's a door

Is that a window?

Yes, that's a window

Is that a light?

Yes, that's a light

Is that a door (that-near)?

Yes, that's a door

Is that a window?

Yes, that's a window

Is that light?

Yes, that's a light

Are these doors?

Yes, they are doors

Are these windows?

Yes, they are windows

Are these lights?

Yes, they are lights

Are those doors? (far)

Yes, they're doors

Are those windows?

Yes, they are windows

Are those lights?

Yes, they are lights

Lesson 9

Δ<sup>α</sup>δ<sup>β</sup>U<sup>γ</sup> α Δ<sup>δ</sup>.

∇<sup>ε</sup>Δ<sup>ζ</sup> Δ<sup>η</sup>δ<sup>θ</sup>U<sup>ι</sup> γ Δ<sup>κ</sup>.

<<Δ>> α Δ<sup>δ</sup>.

∇<sup>ε</sup>Δ<sup>ζ</sup> <<Δ>> γ Δ<sup>δ</sup>.

Δ<sup>α</sup>·<sup>β</sup>U<sup>γ</sup>σ<sup>δ</sup> α Δ<sup>δ</sup>.

∇<sup>ε</sup>Δ<sup>ζ</sup> Δ<sup>α</sup>·<sup>β</sup>U<sup>γ</sup>σ<sup>δ</sup> γ Δ<sup>δ</sup>.

Δ<sup>α</sup>δ<sup>β</sup>U<sup>γ</sup> α Δ<sup>δ</sup>.

∇<sup>ε</sup>Δ<sup>ζ</sup> Δ<sup>α</sup>δ<sup>β</sup>U<sup>γ</sup> γ Δ<sup>δ</sup>.

<<Δ>> α Δ<sup>δ</sup>.

∇<sup>ε</sup>Δ<sup>ζ</sup> <<Δ>> γ Δ<sup>δ</sup>.

Δ<sup>α</sup>·<sup>β</sup>U<sup>γ</sup>σ<sup>δ</sup> α Δ<sup>δ</sup>.

∇<sup>ε</sup>Δ<sup>ζ</sup> Δ<sup>α</sup>·<sup>β</sup>U<sup>γ</sup>σ<sup>δ</sup> γ Δ<sup>δ</sup>.

Δ<sup>α</sup>δ<sup>β</sup>U<sup>γ</sup> α Δ<sup>δ</sup>.

∇<sup>ε</sup>Δ<sup>ζ</sup> Δ<sup>α</sup>δ<sup>β</sup>U<sup>γ</sup> γ Δ<sup>δ</sup>.

<<Δ>> α Δ<sup>δ</sup>.

∇<sup>ε</sup>Δ<sup>ζ</sup> <<Δ>> γ Δ<sup>δ</sup>.

Δ<sup>α</sup>·<sup>β</sup>U<sup>γ</sup>σ<sup>δ</sup> α Δ<sup>δ</sup>.

∇<sup>ε</sup>Δ<sup>ζ</sup> Δ<sup>α</sup>·<sup>β</sup>U<sup>γ</sup>σ<sup>δ</sup> γ Δ<sup>δ</sup>.

Δ<sup>α</sup>δ<sup>β</sup>U<sup>γ</sup>L<sup>δ</sup> α Δ<sup>ε</sup>σ<sup>δ</sup>.

∇<sup>ε</sup>Δ<sup>ζ</sup> Δ<sup>α</sup>δ<sup>β</sup>U<sup>γ</sup>L<sup>δ</sup> γ Δ<sup>ε</sup>σ<sup>δ</sup>.

<<Δ>> α Δ<sup>ε</sup>σ<sup>δ</sup>.

∇<sup>ε</sup>Δ<sup>ζ</sup> <<Δ>> α γ Δ<sup>ε</sup>σ<sup>δ</sup>.

Δ<sup>α</sup>·<sup>β</sup>U<sup>γ</sup>σ<sup>δ</sup>α<sup>ε</sup> α Δ<sup>ε</sup>σ<sup>δ</sup>.

∇<sup>ε</sup>Δ<sup>ζ</sup> Δ<sup>α</sup>·<sup>β</sup>U<sup>γ</sup>σ<sup>δ</sup>α<sup>ε</sup> γ Δ<sup>ε</sup>σ<sup>δ</sup>.

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Lesson 9 continued

Iskontemun na okayniwun?

Éhé, iskontemun sa okayniwun

Pupapoonun na okayniwun?

Éhé, pupapoonun sa okayniwun

Wastenikanun na okayniwun

Éhé, wastenikunun sa okayniwun

Iskõtem na oway?

Kawin, kõnin iskontem oway

Pupapoon sa oway

Apukõnun na okayniwun

Kawin, kõnin apukonun okayniwun

Wastenikunun sa okayniwun

Napě na oway

Kawin, konin away nape

Iskontem sa oway

Are those doors? (near)

Yes, they are doors

Are those windows?

Yes, they are windows

Are those lights?

Yes, they are lights

Is this a door?

No, it is not a door

It is a window

Are those roofs?

No, they are not roofs

They are lights

Is that a man? (near)

No, it is a man

It is a door.

Lesson 9

$\Delta^{\circ}d^{\circ}UL^{\circ}$   $a$   $\triangleright q\sigma\Delta^{\circ}$   
 $\nabla^{\circ}\Delta^{\circ} \Delta^{\circ}d^{\circ}UL^{\circ}$   $\text{h}$   $\triangleright q\sigma\Delta^{\circ}$   
 $\langle\Delta^{\circ}a^{\circ}$   $a$   $\triangleright q\sigma\Delta^{\circ}$   
 $\nabla^{\circ}\Delta^{\circ} \langle\Delta^{\circ}a^{\circ}$   $\text{h}$   $\triangleright q\sigma\Delta^{\circ}$   
 $\Delta^{\circ}U\sigma b a^{\circ}$   $a$   $\triangleright q\sigma\Delta^{\circ}$   
 $\nabla^{\circ}\Delta^{\circ} \Delta^{\circ}U\sigma b a^{\circ}$   $\text{h}$   $\triangleright q\sigma\Delta^{\circ}$

$\Delta^{\circ}d^{\circ}UL^{\circ}$   $a$   $\triangleright q\sigma\Delta^{\circ}$   
 $\nabla^{\circ}\Delta^{\circ} \Delta^{\circ}d^{\circ}UL^{\circ}$   $\text{h}$   $\triangleright q\sigma\Delta^{\circ}$   
 $\langle\Delta^{\circ}a^{\circ}$   $a$   $\triangleright q\sigma\Delta^{\circ}$   
 $\nabla^{\circ}\Delta^{\circ} \langle\Delta^{\circ}a^{\circ}$   $\text{h}$   $\triangleright q\sigma\Delta^{\circ}$   
 $\Delta^{\circ}U\sigma b a^{\circ}$   $a$   $\triangleright q\sigma\Delta^{\circ}$   
 $\nabla^{\circ}\Delta^{\circ} \Delta^{\circ}U\sigma b a^{\circ}$   $\text{h}$   $\triangleright q\sigma\Delta^{\circ}$

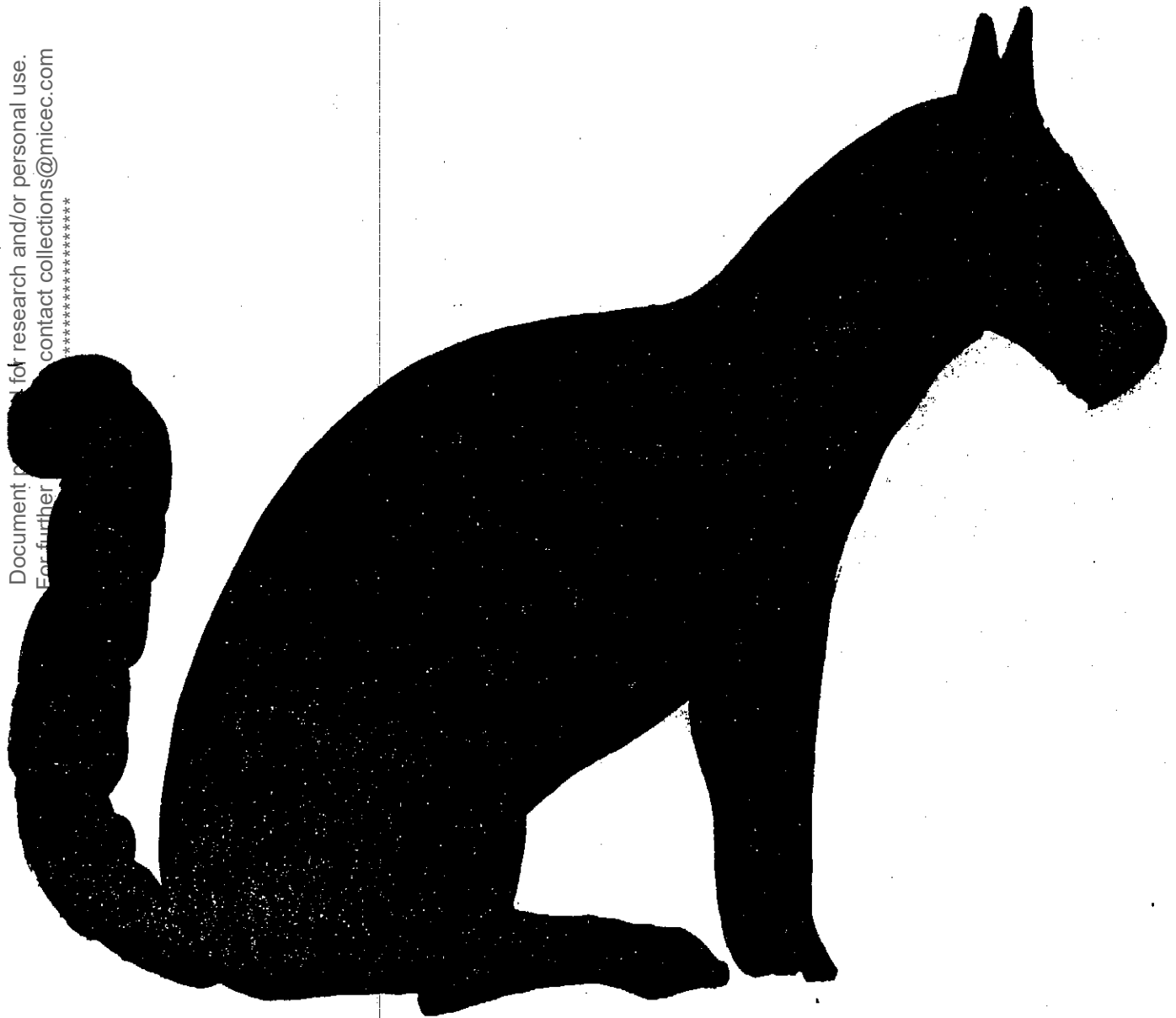
$\Delta^{\circ}d^{\circ}U^{\circ}$   $a$   $\triangleright \nabla^{\circ}$   
 $b\Delta^{\circ}$   $d\sigma^{\circ}$   $\Delta^{\circ}d^{\circ}U^{\circ}$   $\triangleright \nabla^{\circ}$   
 $\langle\Delta^{\circ}$   $\text{h}$   $\triangleright \nabla^{\circ}$

$\Delta^{\circ}d a^{\circ}$   $a$   $\triangleright q\sigma\Delta^{\circ}$   
 $b\Delta^{\circ}$   $d\sigma^{\circ}$   $\Delta^{\circ}d a^{\circ}$   $\triangleright q\sigma\Delta^{\circ}$   
 $\Delta^{\circ}U\sigma b a^{\circ}$   $\text{h}$   $\triangleright q\sigma\Delta^{\circ}$

$aV$   $a\nabla^{\circ}$   
 $b\Delta^{\circ}$   $d\sigma a\nabla^{\circ}$   $aV$   
 $\Delta^{\circ}d^{\circ}U^{\circ}$   $\text{h}$   $\triangleright \nabla^{\circ}$

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## Lesson 10. Transitive Verbs:

This is a continuation of the question and answer pattern of lessons 1-9, while introducing a new kind of Cree/Ojibwe word, which is called a transitive verb. If the students want to learn to count, then counting should be inserted at this point. Or, as an optional, substitution, the lesson on money may be used. It is advisable, however, only one lesson be used. Do not teach counting and money at the same time as these are both different and will be confusing to students. The numbers change when dollars are used, so these should be taught separately.

### Teaching suggestions:

As an enrichment, counting may go as high as 25. These numbers have been included. Along with this, simple arithmetic might be added. The questions may be asked in English with the student giving the answer in Cree/Ojibwe. Examples are given for this. Although an optional lesson on money has been added, this would be difficult to teach because it varies between 1 to 9 cents and then in 10 - 19, it varies again, and so on. Also in relating it to dollars, the last letters of the numbers are either dropped or changed. This lesson was added mainly for informational reasons. If students inquire about money the teacher will have this lesson to refer to.

Lesson 10.

Wanen wapamach?

Animoos niwapama

Kiwapama na animoos?

Ehe, animoos niwapama

Ehe, niwapama

Antasin animoosak wapamato?

Pesik animoos niwapama

What do you see?

I see a dog

Do you see the dog?

Yes, I see the dog OR

Yes, I see him.

How many dogs do you see?

I see one dog.

Lesson 10

1. 2. 3.

4. 5. 6.

7. 8. 9.

10. 11. 12.

13. 14. 15.

16. 17. 18.

19. 20. 21.



## Lesson 10. Counting

### Enrichment:

Use all pictures lessons 1-10 for practice in counting, and for answering questions. "antasin" how many?

pesik	one	1
neesin	two	2
nisin	three	3
neewin	four	4
niyanan	five	5
(ni)kotwasi	six	6
tepakohp	seven	7
eyinaniw	eight	8
sankusi	nine	9
metasi	ten	10
pesikisap	eleven	11
neesisap	twelve	12
nisisap	thirteen	13
neewisap	fourteen	14
niyananisap	fifteen	15
(ni)kotwasisap	sixteen	16
tepakohpisap	seventeen	17
eyinaniwisap	eighteen	18
sankusisap	nineteen	19
neesitunu	twenty	20
neesitunu pesikisap	twenty-one	21
neesitunu neesisap	twenty-two	22
neesitunu nisisap	twenty-three	23
neesitunu neewisap	twenty-four	24
neesitunu niyananisap	twenty-five	25

Optional Lesson 10: Money

Soniya money  
osawapikos penny  
pesik osawapikos one panny

You can continue with the following numbers 2, 3, 4, 5, 6, 7, 8, 9 putting them in front of "penny".

Okayniwun onchi machi toon akintasoninan 2, 3, 4, 5, 6, 7, 8, 9 chesiyatoyan pesik pewapikoos.

For ten cents, we change to	"mitasi piwapikis	10¢
Twenty-five cents	"pesoniyas	25¢
Fifty cents	"neesoniyas"	50¢
Seventy-five cents	"nisoniyas"	75¢
One dollar	"pesikwapik"	\$1.00

Pesik	pesikwapik	\$1.00
neesin	neeswapik	2.00
nisin	niswapik	3.00
neewin	neewapik	4.00
niyanan	niyananwapik	5.00
(ni)kotwasi	(ni)kotwaswapik	6.00
tepakohp	tepakohpwapik	7.00
eyinaniw	eyinaniwapik	8.00
sankusi	sankuswapik	9.00
mitasi	mitaswapik	10.00

An example of some questions that can be asked:

"Ané nukiték totosapo"

How much does milk cost?

"Pesoniyas inukité totosapo"

Milk costs twenty-five cents. (25¢)

Lesson 10 continued

Simple Arithmetic:

An example:

1. One dog plus one more dog. How many dogs do I have altogether?  
Pesik animoos ekwa miina kotak. Antasin mamuw animoosak áyawakwa?

I have two dogs altogether.

Nēsin animoosak mamuw nintayawak.

2. How many houses do you see?

Antasin wakayikanan wapantaman?

I see three houses

Nisin wakayikanan ni wapantanan.

Count how many roofs, windiws, doors, you see.

The students can start counting the following articles they see.

## Testing Suggestions:

After lesson 10, testing may begin. Teachers judgement of pupils progress, achievement and ability should be verified by tests that are purposeful and systematic. This is the main purpose of testing.

### A. Principles of test construction:

#### 1. General considerations

- a) Instructions should be clear and brief. Directions given in the second language should be easily understood by the pupils. Where necessary, a model of the question and its answer might be supplied.
- b) The sampling of the items should be a fair representation of the skills and knowledges taught in the class.
- c) Tests in the elementary school should be brief, simple, flexible, integrated with the course and planned while teaching.

#### 2. Testing the skills and knowledges:

- a) Work sample of the student's performance should be in the second language.
- b) All four skills (Aural comprehension, speaking, reading and writing) should be tested individually or collectively.
- c) Skills may be examined through group tests or individual tests. If the child is to be tested individually, the teacher will take longer than one period, per class.

### B. Testing Aural Skills (Aural Discrimination)

1. This is measuring the understanding of the spoken word. It may be accomplished by testing the skill by itself or with other skills; understanding a native or near-native speaker at normal speed should be objective.

## 2. Suggestions:

### a) True or False tests:

- i) The teacher may read a number of statements in the second language each statement being read twice. Pupil may answer "yes" or "no" on paper. Example: Houses can walk.
- ii) The teacher holds up or points to a picture and makes a statement about it; then the pupil indicates on the answer sheet whether it is true or false. Example: Show picture of a dog and say: This is a horse.
- iii) The teacher makes statements with or without accompanying action, depending on the statement. Pupils write whether True or False. Example: Run and say: I am walking.
- iv) Teacher says number in Cree/Ojibwe, students write the answer in figures. Simple arithmetic may be done this way also. Example: One plus one equals what?
- v) Teacher distributes a sheet with ten pictures. He then directs the children that, as he reads a sentence, they are to write down the appropriate number of the picture on a separate sheet.

### b) Multiple Choice Items:

- 1) Once the child has mastered his basic reading skills, he should be able to cope with this type of question.
- 11) Measuring aural comprehension through visual recognition of the correct answer to a question presented orally: The speaker asks a question. The student is directed to check the statement which answers correctly the question heard. Four answers appear on the student's paper. Example: What do you answer when someone says "How are you"?

Choices: "No"  
"ten"  
"horse"  
"I'm fine".

- 111) Measuring aural comprehension by visual recognition of the correct completion of an incomplete statement presented orally. The speaker reads an incomplete sentence. The pupil chooses the word or phrase which best completes the sentence from among those on the pupils paper. Example: Speaker  
"I want to eat because . . . . "

"I'm tired."

"I'm hungry."

"I do my duty."

"I like television."

c) Testing the Speaking Skills:

1. a) Mimic or Echo Test:

The simplest test or oral production is the mimic or Echo test. The pupil is instructed to repeat whatever the teacher says.

Example:

"I see a dog"

"I see a dog outside"

"I see a dog outside on the grass"

"I see a dog outside running on the grass"

b) Scoring:

To score the "echo" test, the teacher should prepare in advance a check list of the specific characteristics of speech production he wishes to measure. It is suggested that the teacher write these items across the top of a sheet of a paper.

Examples: intonation  
stress  
junctures  
consonants  
nasals etc.

c) Oral Reading:

Reading a passage aloud is another form of speech production test; the difficulty of the passage to read will of course vary with the pupil level. It should also be material that has already been presented in class.

d) Answering Questions:

The question-answer type of test measures the pupils ability to:

- 1) Understand the question and,
- ii) to respond automatically. The response also measures his mastery of structural patterns. This type of evaluation is most highly recommended as it provides a work sample of performance mostly consonant with communicating goals.

Example: "What's your name?"  
"How old are you?"

2. Evaluation:

The grading system may be of the simplest kind: "G" for good performance which shows the need for further practice. Such day-by-day records, constantly maintained, show at a glance which students need more-than-average guidance and practice, especially at the imitation stage.

D. Testing the Reading Skills:

1. Types of Questions:

Reading skills may be tested by means of many question types:

Answering questions on content in complete sentences  
in Cree/Odjibwe

Matching questions

Multiple choice questions

True-False questions (on beginning level of learning)

Combination completion and multiple choice of questions.

Again these are suggestions! The teacher is free to evaluate students progress any way he wishes.

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Lesson 11

Wunen wapamach

Animoosak niwapamak

Kiwapamak na okayniwuk  
animoosak?

Ehé, niwapamak okayniwuk  
animoosak

Ehé, niwapamak

Antasin animoosak wapamato?

Neesin animoosak niwapamak.

Who do you see?

I see some dogs

Do you see those dogs?(near)

Yes, I see those dogs

Yes, I see them

How many dogs do you see?

I see two dogs.

Lesson 11

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## Lesson 11

"What do you see?" Instead of, "Who do you see?" say, "What do you see?" Use plurals of the same thing: as dog, dogs. Later mix the types. Example:

Question: "What do you see?"

Answer: "I see dogs and rabbits."

"I see a dog and two rabbits."

The CHAIN game: Suggestion:

Teacher say: "What do you see?"

First student answers:

"I see a dog. What do you see?"

Second student answers:

"I see a dog and a rabbit. What do you see?"

Third student answers:

"I see a dog, a rabbit and a girl, what do you see?" etc. etc.

Points may be given for students who can add on a word. If he can't he loses one point and starts again at one word. Teachers are warned that giving points and using competition is sometimes not advisable. Use this system only with discretion.

Word chains should not exceed seven words! Problems of remembering:

- a) words given
- b) correct order and
- c) correct structure and pronunciation make it more difficult, to add words past this point, especially with younger children.

Lesson 11

Variation on "I spy"

Materials:

Fifteen to twenty cards of different objects spread out on floor, with a group of six or seven students around.

Student 1. Points to a card and asks:

"Wanen wapamach" "Who do you see?"

Any student can answer:

"Animoos niwapama" "I see a dog"

Student 1 then questions individuals eg., #2 & #3.

"Awe na kiwapama animoos? "Do you see that dog?"

Chosen student(s) replies: "Ehe, niwapama animoos  
"yes I see the dog" or (nantake)

"Ehe, niwapama"  
"Yes, I see him".

"Antasin animoosak wapamatwa?"

"How many dogs do you see?"

Student 2. "Pesik animoos niwapama"

"I see one dog".

Each student of the group then takes a turn to ask this set of questions to the rest of the group, using different animals or object or target word.

N.B. Teachers should be aware that some students may "fade into the background" and not be questioned. All questioners should be encouraged to involve everyone in their group.

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Example: Lesson 11

This game can be played with groups of students and starting with certain letters of animals on cards.

Student 1 holds out a card with a letter A on it and asks student 2:

"Niwapanta kekoon -A- ewinchi-matisek"

"I see with my little eye something that starts with a letter -A-"

Student 2 answers:

"Kiwapama animoos ekwa animooses kuye"

"You see a dog and a puppy also".

The game can continue with all the other following names of things.

wapoos "rabbit" wapoosesak "little rabbits."

In the place of man, woman, boy and girl, the initials of the students or teachers can be used.



Lesson 12

## Lessons 12-15

These lessons have the same basic structure as lesson 10. Teaching suggestions after lesson 10 may be used with this lesson. Another test is suggested after lesson 15. Counting may be practised, if the counting lesson was used. Count boys and girls in the classroom.

Lesson 12

Wunen wapamach?

Napésis niwapama

Kiwapama na napésis?

Ehé, niwapama napesis

Ehé, niwapama

Antasin napesisak wapamató

Pesik napesis niwapama.

Who do you see?

I see a boy

Do you see the boy?

Yes, I see the boy

Yes, I see him

How many boys do you see?

I see one boy.



## Lesson 12

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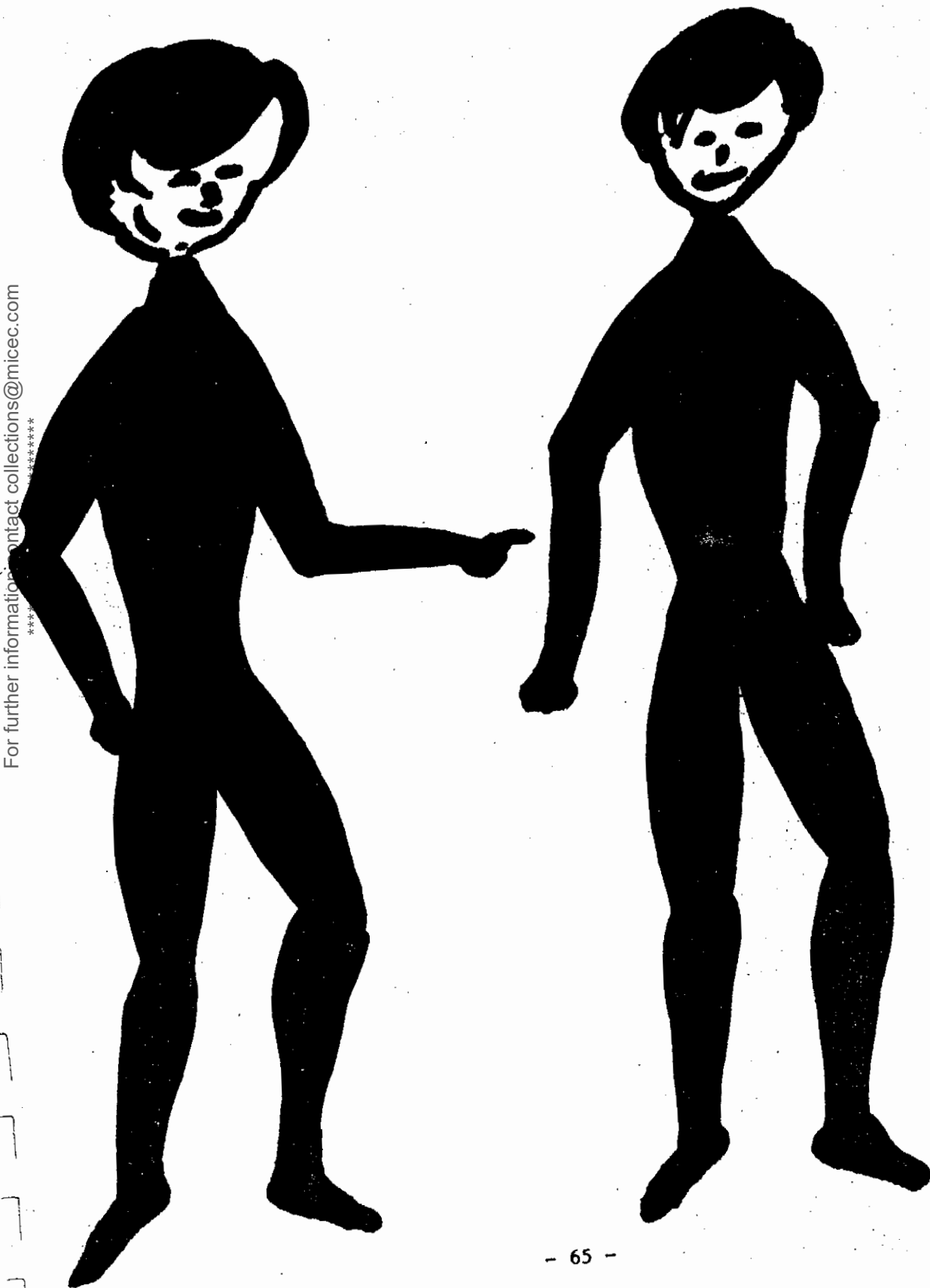
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Vr^n ◊Vr^n ◊ ◊•◊



Lesson 13

Wunen wapamach?

Napésisak niwapamak

Kiwapamak na napésisak?

Ehé, niwapamak napesisak

Ehé, niwapamak

Antasin napésisak wapamató?

Nesin napésisak niwapamak.

Who do you see?

I see boys

Do you see the boys?

Yes, I see the boys

Yes, I see them

How many boys do you see?

I see two boys.

Lesson 13

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Lesson 14

Wunen wapamach

Ikwésis niwapama

Kiwapama na ikwésis?

Éhé, niwapama ikwésis

Éhé, niwapama

Antasin ikwésisak wapamató?

Pesik ikwésis niwapama

Who do you see?

I see a girl

Do you see the girl?

Yes, I see the girl

Yes, I see her

How many girls do you see?

I see one girl

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Lesson 14

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Δ9•2 ◊•◊

P ◊•◊ ◊ Δ9•2

∇# ◊ ◊•◊ Δ9•2

∇# ◊ ◊•◊

◊•◊ Δ9•2 ◊•◊

∇# ◊ Δ9•2 ◊•◊

Lesson 15

Δ9.75\ σ Δ.Δ.  
Δ9.75\ σ Δ.Δ.  
PΔ.Δ.\ a Δ9.Δ.\ Δ9.75\  
∇#Δ σ Δ.Δ.\ Δ9.Δ.\ Δ9.75\  
∇#Δ σ Δ.Δ.\  
Δ9.75\ Δ9.75\ Δ.Δ.C.  
σ7\ Δ9.75\ σ Δ.Δ.\

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Lesson 15

Awunemuk wapamató?

Ikwésisak niwapamak

Kiwapamak na okayniwuk  
ikwésisak?

Ehé, niwapamak okayniwuk  
ikwésisak

Ehé, niwapamak

Antasin ikwésisak wapamato?

Nisin ikwésisak niwapamak.

Whom do you see?

I see girls

Do you see those girls?

Yes, I see those girls

Yes, I see them

How many girls do you see?

I see three girls.



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Lesson 16 & 17

More questions and answers. Here the supplement that was included along with lesson 5 may come in handy to extend the vocabulary.

There is also an additional supplement; questions and answers should also be added according to the needs of the students.

Lesson 16

Kekinen wapantamun?

Wakayikun niwapuntan

Kekinen tus kūyě?

Eeskontem kūyě niwapuntan

Kekinen tus kūyě wapantuman?

Pupapoonan kūyě newapuntaman

Kekinen tus kūyě wapantumun?

Apukon niwapuntan

Kiwapantan na wakayikun?

Ehé, wakayikun ni wapantan

Ehé, ni wapantan

Kiwapantan na iskontem?

Ehé, iskontem niwapantan

Ehé, niwapantan

Kiwapantan na pupapoonan?

Ehé, pupapoonan niwapantanun

Ehé, niwapantanun

What do you see?

I see a house

What else?

I see a door, too

What else do you see?

I see windows, also

What else do you see?

I see a roof

Do you see a house?

Yes, I see the house OR

Yes, I see it

Do you see the door?

Yes, I see the door OR

Yes, I see it

Do you see the windows?

Yes, I see the windows

Yes, I see them

Lesson 16

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Antasin wakayikunun wapantamun?

How many houses do you see?

Pesik wakayikun ni wapantan

I see one house

Antasin siween iskontemun  
wapantamun?

And how many doors do you see?

Pesik iskontem niwapantan

I see one door

Antasin siween pupapoonan  
wapantamun?

And how many windows do you see?

Neesin pupapoonan niwapantan

I see two windows

Antasin siween apukonan  
wapantamun?

And how many roofs do you see?

Pesik apukon niwapantan.

I see one roof.

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Lesson 16

אֲנִי אֶבְרָכְךָ אֶלְדָּרְךָ  
וְלִי אֶבְרָכְךָ אֶלְדָּרְךָ  
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## Lesson 16

Miseen kayisina kukon wakayikunan oma ayawun kitowininan.

There are many different kinds of houses here in the community.

Nanta okayniwun wakayikunan misawun, akachiniwun, kinokowun, chukowun eka nanta espimeewinwun.

Some of the houses are big, small, long, short and some have upstairs in them.

Nanta wakayikunan pesinch esi putukitiwan eka nanta wakayikunan wawasa esi putukitiwan.

Some houses are close together and still other houses are far apart.

Lesson 16

More Supplementary Material:

Ani iyinikok kitiskooniwikumikinam?

How big is our school?

Kitiskooniwikumikinam sa misa eka kinökö.

Our school is big and long.

Miseen pupapoonan ũya eka (n)kotwasi iskontemenan.

There are many windows and also there are six doors.

Antasin witiskooneewĕk manuw ũyawukö?

How many teachers do you have altogether?

Neesisap witiskooneewĕk manuw ũyawuk kitiskooniwi kumikinam.

We have twelve teachers in our school **altogether**.

Name three places you know the Indian name of: Such as -

Island Lake - Puskinukosenk

Red Lake - Miskosakahikanink

Oxford House - Punipayanipenk.

Lesson 17

Kekinenun wapantaman?

What (things) do you see?

Wakayikanaan ni wapantan

I see houses

Kikinen tus kuye?

What else?

Iskontem kuye niwapantan

I see doors too

Wakayikanaan na kiwapantanun?

Do you see the houses?

Ehe, niwapantan wakayikanaan

Yes, I see the houses

Ehe, niwapantanun

Yes, I see them.

Antasin wakayikanaan wapantamun?

How many houses do you see?

Nisin wakayikanaan niwapantanun.

I see three houses



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Lessons 18 - 24 Obviative Form - Refer to page 3

Here the teacher may introduce other animals that have not been taken yet. Review.

The use of charts of animals might be used. Discuss the habitat, the diet, the life of the animals. In discussing the moose, for instance, you can discuss the various parts of the moose that are utilized. There is very little that is not used. Maybe another chart can be made of this.

Brain	Used in tanning the hide
Antlers	Used for tools
Tongue	Considered a delicacy
Hide	Tanned and made into clothes, bags, shoes, etc.
Bones	Used for tools
Sinue	Used for thread
	Etc. Etc.

Conservation may be also discussed at this time. No killing just for the killing but killing for survival. Remember Indians before were nomadic and they did so for a variety of reasons. One reason was conservation. They did not stay in one area until they had used every resource up. They moved seasonally, like the animals, to areas of plenty, to return to previous areas when these areas become revitalized. Man did not try to force nature and animals to adapt to him. He adapted himself to nature and the animals which he depended on for existence.

Areas of discussion may focus around the adaptation of animals and man to the north.

For instance, the changing to white of the rabbit, weasel and the ptarmigan. What advantage do they have? Hibernation of the bear, skunks and frogs. Why? The migration of different birds from north to south. Why do some birds stay? What do the animals and birds that stay up north for the winter have that the others don't, (besides snow, that is). Bring adults in to include them in these discussions.

Beavers and muskrats: Charts of Homes

Adaptation to cold, warmth

Diet during winter, summer etc.

Another chart may have the value of the beaver to Indians.

as a source of food

as a source of clothing

as a source of money.



Lessons 18-24: Teaching Suggestions.

Teachers can suggest to students to draw other kinds of animals rather than the ones used in the lessons.

Each student then can ask another student what he or she drew.

Here are some of the animals that can be drawn by students.

	Singular
beaver	amik
muskrat	wachuska
moose	moos
bear	mukwa
wolf	muyinkun
fox	mukés
caribou	ahtic
cat	poos
horse	mistatim
mouse	apikoosees
squirrel	achitamoo
cow	mistoos

The same can be done for birds

Blackbird	chuchukanoo
loon	mank
bittern	
whiskeyjack	keekwees
chickadee	chickanéees
woodpecker	papatey
grouse	pināy
ruffled grouse	pupuski
ptarmigan	wapisé
trapping	waneki
fishing	puketahowi
hunting	machee

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beavers  
muskrats  
lynx  
squirrels  
weasels  
fox  
mink  
otter  
fisher  
animals  
blackbirds  
loons  
whiskey jacks  
chickadees  
woodpeckers  
robins  
gourse  
ruffled grouse  
ptarmigan

Plurals

amikok  
wuchuskok  
pisōk  
achitumok  
sinkosuk  
mukisuk  
sankēwiwuk  
mikikuk  
ocheek  
piskuk  
chuchukunok  
mankōk  
keekweesuk  
chikanēseesuk  
papatēk  
pipichuk  
pinēk  
pupuskōk  
wapisek

Extension of Sentences: Vocabulary for Lessons 18-24.

TRAPPING

Anti kitata?                      Where is your father?  
Nitata antawi waninke              My father went trapping.  
Wanen eyinintaman kitata kenisach?  
What do you think your father will kill?

Sinkwosak, mukesak, sankwesak, ninkikok, ochek ekwa miseen  
kotakiyak piskok.

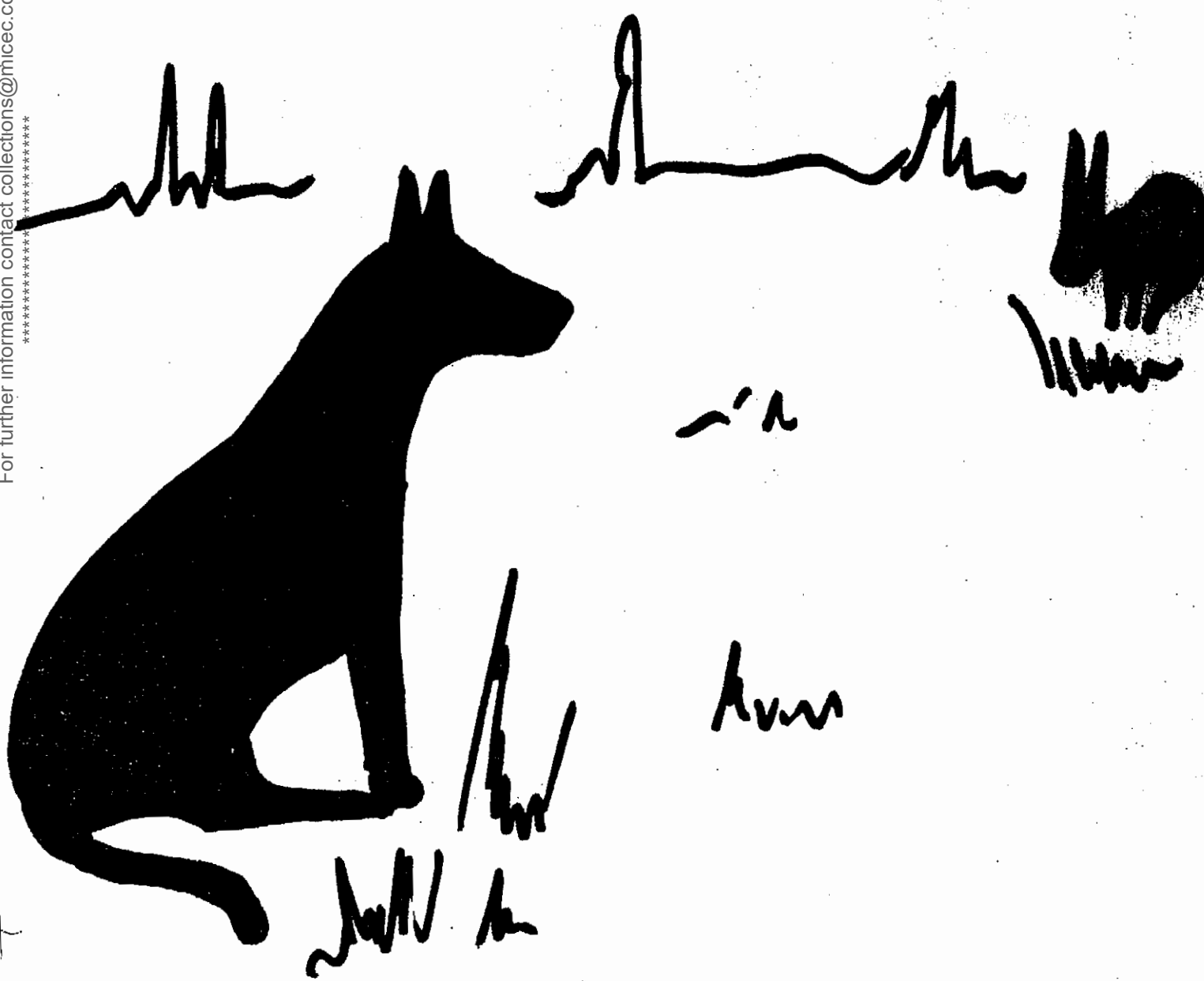
My father will kill beavers, muskrats, lynx, squirrels, weasels,  
foxes, mink, otters, fishes and many different animals.

Anti kitata ketotawach okayniwun kakina piskok kanisach?  
What will your father do with all the animals that he will kill?

Oka pason wayanan ekwa okanta otawake atawikumikonk.  
He will dry the fur of the animals and sell them to the market.

Kayamwamin nanta piskok usuy kake kasenach.  
We will also eat some of the animals that he has cleaned.

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Lesson 18

Kekinenun wapantaman?

Animoos ekwa wapoos niwapama

Kekinen animoos wapantunk?

Animoos ōwapaman wapoosun

Ōwapaman wapoosun

Antasin wapoosak wapamach  
animoos?

Antasin wapamach?

Pesik wapoosan ōwapaman

Kekinen tuseen wapoos  
wapantank?

Wapoos ōwapaman animoosan

Owapaman animoosan

Antasin animoosak wapamach?

Pesik ōwapaman.

What (things) do you see?

I see a dog and rabbit

What does a dog see?

The dog sees a rabbit OR

He sees a rabbit

How many rabbits does the dog see? OR

How many does he see?

He sees one rabbit

And what does the rabbit see?

The rabbit sees a dog OR

He sees a dog

How many dogs does he see?

He sees one.



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Lesson 19

Kekinenun wapantaman?

Animoos eka wapoosak  
niwapamak

Wunen animoos wapamach?

Animoos owapaman wapoosak  
Owapaman wapoosak

Antasin wapoosak wapamach  
animoos?

Antasin wapoosak wapamach?

Pesik, neesin, nisin, neewin

Neewin wapoosak owapaman

Wunenun tusween wapoosuk  
wapamawach?

Wapoosuk sa owapamawan  
animoosan

Owapamawan animoosan

Antasin animoosak wapamawach?

Pesik eta owapamawan.

What (things) do you see?

I see a dog and some rabbits

What does the dog see?

The dog sees some rabbits OR

He sees a rabbit

How many rabbits does the  
dog see? OR

How many rabbits does he see?

One, two, three, four

He sees four rabbits

And what do the rabbits see?

The rabbits see the dog. OR

They see the dog

How many dogs do they see?

They see just one.



Lesson 19

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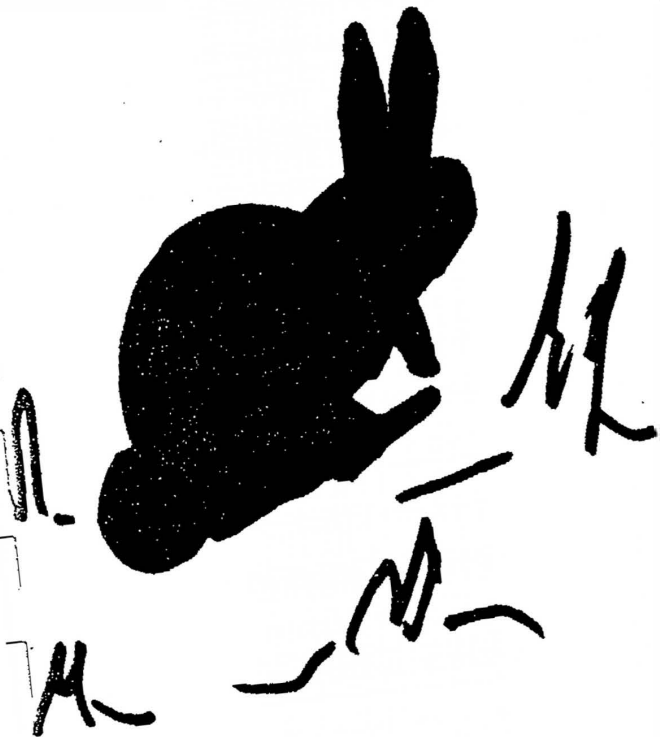
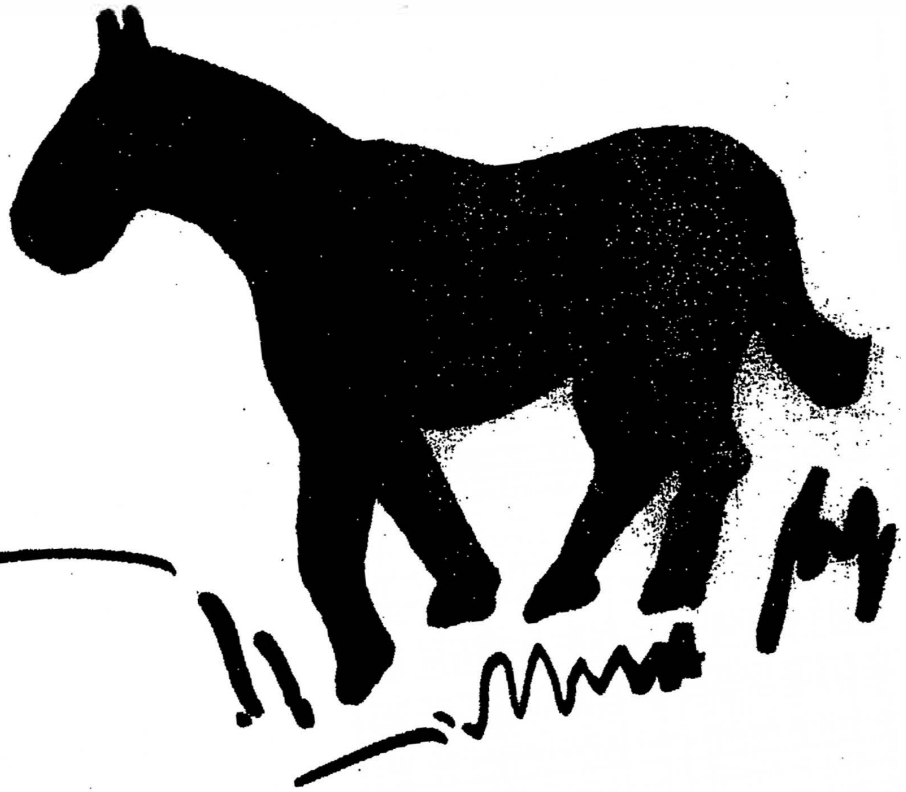
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Lesson 20

Kekinenun wapantaman?

What (things) do you see?

Wapoos eka mistatohm niwapama

I see a rabbit and a horse

Wapoos na ōwapaman mistatohminan?

Does the rabbit see the horse?

Éhé, wapoos ōwapaman  
mistatohminan

Yes, the rabbit sees the horse OR

Éhé, ōwapaman

Yes, he sees him

Mistatohm na ōwapaman  
wapoosan?

Does the horse see the rabbit?

Kawin, kōnin owapamaseen  
wapoosan

No, the horse does not see  
the rabbit OR

Kawin, kōnin owapamaseen.

No, he does not see him.

Lesson 20

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Δ.>^ a Δ.<L' Γ°OΓe'

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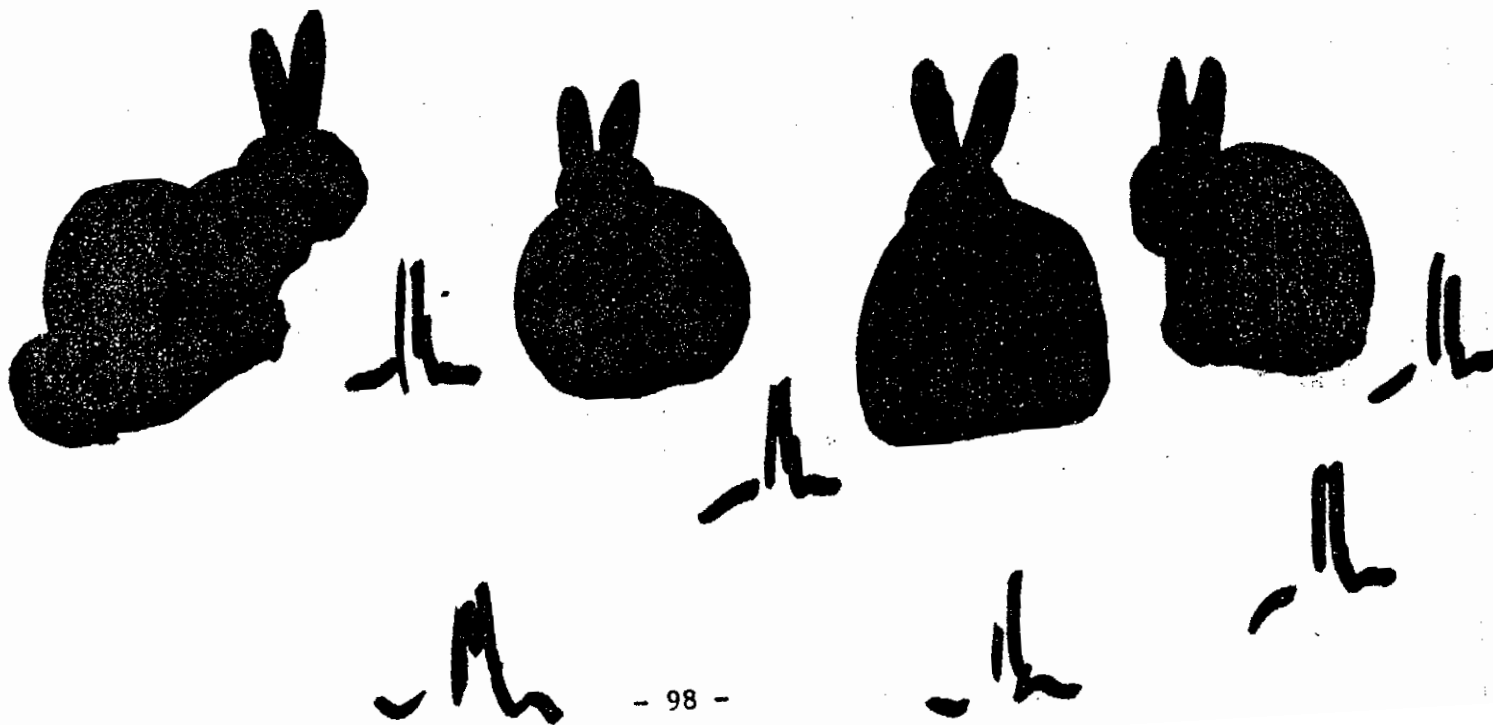
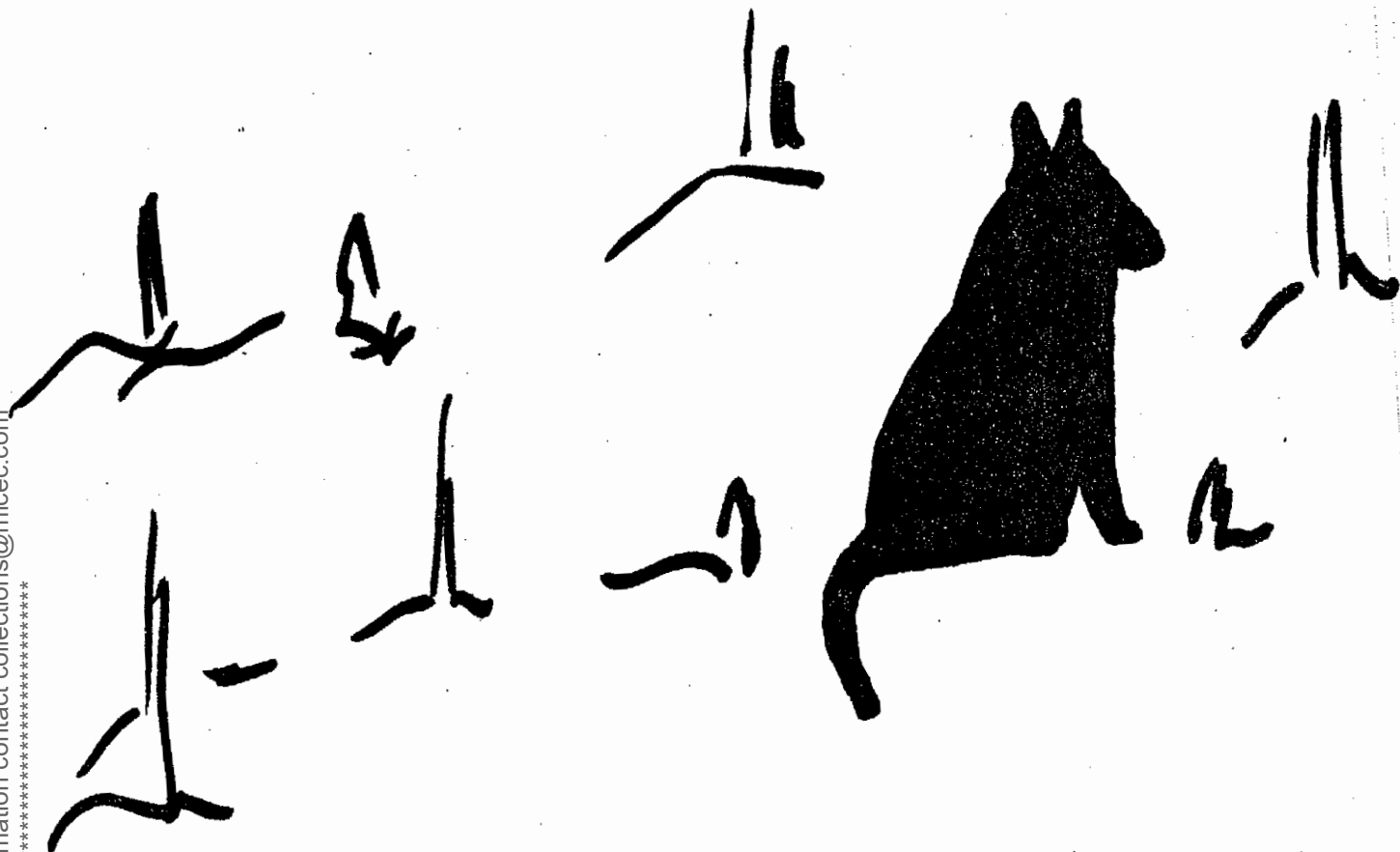
Γ°O' a Δ.<L' Δ.>^

bΔ.> dσ' Δ.<L' Δ.>^

bΔ.> dσ' Δ.<L'

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Lesson 21

Note use of "okayniwuk" with noun in fourth person (obviative) - extensive of inanimate plurals, now animate in obviative. Here, teachers can refer back to the teaching suggestions of Lessons 1-4 where the distances are explained in the use of "awe" and "wawe". With lesson 21 there is a further complication to these distances.

K - nouns (animate)		A-nouns (animate)	
this (here)	<u>a</u> we	owe	Singular
that	<u>e</u> we	<u>e</u> we	
that (far)	e <u>w</u> e	e <u>w</u> e	
these (here)	okayniwuk	okayniwun	Plural
those	okayniwuk	okayniwan	
those (far)	okayniwuk	okayniwan	

Obviative

K-nouns (animate)		A-nouns (inanimate)	
this	awe	owe	Singular
that	e <u>w</u> e	<u>e</u> we	
that (far)	e <u>w</u> e	e <u>w</u> e	
these	okayniwuk	okayniwun	Plural
those	okayniwuk	okayniwun	
those (far)	okayniwuk	okayniwun	

This and that have the same sound, but "that" will express more. They can either be expressed in the movement of hands i.e. pointing afar - that) (pointing close - this)

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Lesson 21

Kekinenun wapuntumun?

What (things) do you see?

Wapoosuk eka unimoos niwapuma

I see some rabbits and a dog

Wapoosukna ōwapuman  
unimoosun?

Do the rabbits see the dog?

Ehé, wapoosuk ōwapuman  
unimoosun

Yes, the rabbits see the dog OR

Ehé, ōwapumawan

Yes, they see him

Unimoos na ōwapuman wapoosuk?

Does the dog see the rabbits?

Kawin, konin owapumanseen.

No, he does not see them.

Lesson 21

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Lesson 22

Kēkinēn ōway?

Napēsis sa way

Kekinen tusween ōway?

Mistutohm sā way

Wunen ōway napesis wapumach

Napēsis owapuman  
mistutohmun

Ōwapuman mistutohmun

Antusin mistutohmuk wapumach?

Pesik mistutohminun owapuman.

What is this?

It's a boy

And what's this?

It's a horse

What does the boy see?

The boy sees the horse OR

He sees the horse

How many horses does he see?

He sees one horse.

Lesson 22

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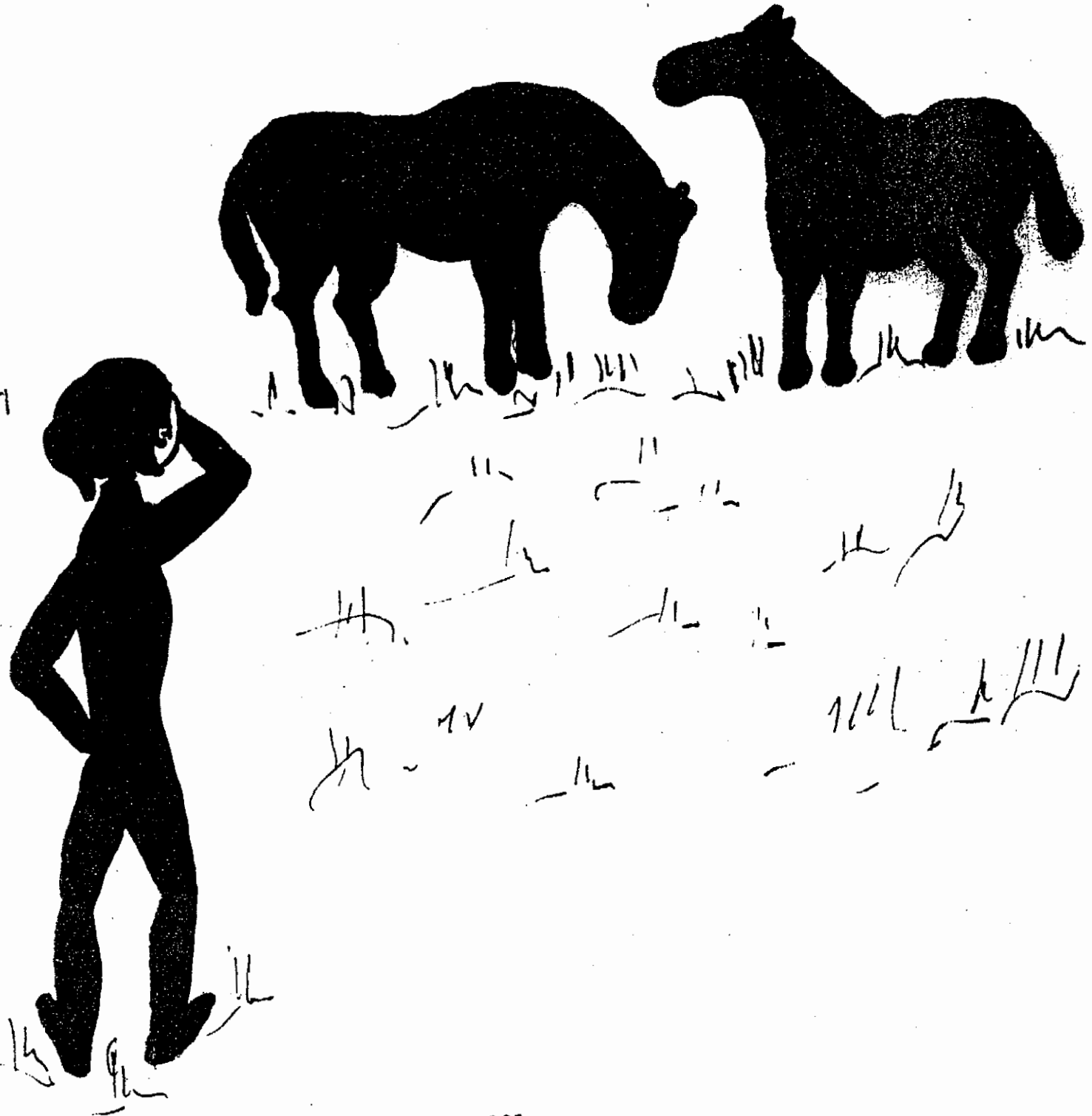
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Lesson 23

Kekinen ōway?

Napěsis sa way

Kekinen tusween okayniwun?

Mistutohm sa okayniwuk

Wunen āway napěsis wapumach?

Napěsis ōwapuman mistutohmuk

Ōwapuman mistutohmuk

Antusin mistutohmuk wapumach?

Neesin mistutohmuk owapuman.

What is this?

It is a boy

And what are those?

They are horses

What does the boy see?

The boy sees the horses OR

He sees the horses

How many horses does he see?

He sees two horses.

Lesson 23

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Lesson 24

Wunen away ikwesis wapumach?

Owapuman pineseesuk

Wunen away?

Pinesees saway

Wunenuktusween ikayniwuk?

Pineseesuksa okayniwuk

Anikitich away ikwesis?

Niwapumak pineseesuk, ekiti.

What does this girl see?

He sees some birds

What's that?

That's a bird

And what are those?

Those are birds

What is the girl saying?

She says, "I see some birds".



Lesson 24

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Additional Ideas:

### FISHING

I went with my father to set a net.

Nitata nīkee weechewa eki antūw pukitawēch.

Early the next morning we went to lift the net.

Weepuch ka kisēpayak (n)keenatisapeemin.

We hooked or caught many fish in our net.

(n)keekachitinamin miseen kīnoosāyk asupeekank.

What kind of fish did you catch?

Wuneni kīnōsay ka kee kachitinach?

Atikamēk	whitefish
nāmēpin	suckers
okas	pickeral
anchōpees	jackfish

These are some fishes that can be mentioned but there are other kinds of fish that can be caught with different types of nets used.

An example of one is sturgeon.

The net is called

Also you can fish with a hook.

Kakee koskipina sa kūyē kīnosay.

Additional Material:

Trees and Berries

My friend and I went for a walk in the woods on Saturday. It was a very beautiful day, the birds were singing. We saw many different types of trees and these are a few of them: spruce, tamarack, lurch, white poplar, black poplar and willow. There were many other trees.

The trees give many uses to the people, an example is people out camping; they have use for the tamarack for making fire.

As we were walking in the the woods, we saw many berries. These berries are very nice to pick and eat.

Some of the berries we picked were: strawberries, raspberries, cranberries, gooseberries, blueberries. Some people get together and all of us go picking berries and really enjoy ourselves. If you eat too much berries, they can make you sick. (give you a stomach-ache)

Sikopeek eka minisan

Niweecheewakan eka neen ekee machikapuw-yank noopimink Kamatinukisikak. Apich eminikeesicak. Piniseesak inikumoowach. (N)kiwapamamin miseen kayisinakoswach sikopeek eka okayniwuk kakee wapamankitwa: Askantakatikok, Asateeyatikohk, weekosatikohk, weekipeewatikok. Keeyapich miseenwuk kotakiyak sikoopeek.

Pikonti eenapachiya sikoopeek. Atika anisini kamachach. Weekosakit ôtapuchiyawan epootuwakêwach.

Wéti inipomisiyank noopimink, miseen minisan nkiil wapantamin. Minisan apich wēnkopikanōn.

Kakee ma wuntoonamak: miskoominan, ootéhíminan, wesukominan, wisapōminan, wisawuskomnan. Nanta ekee mawu cheentiyak eka ekee úntú muwisiyank eka kee minéntakowan. Keespin mistáyi meechiyan mēnis, kayakosisikak. (chikosiwuskutāyun)

Extensions of vocabulary words: Seasons

Summer	neepin
Fall	tukwakin
Winter	Pi poon
Spring	seekohk

last summer	neepinook
last Fall	tukwakook
last Winter	pipoonook
last Spring	seekonohk.

## Final Test Suggestions

After lesson 24, there should be a test to evaluate how much the student has learned. Does student know the basic sentence structure? Can he present a short oral story on what he has learned?

Test should also include pronunciation and comprehension. If a test is done orally, it will take three or four days to test each student individually, also, the test will have to vary:

This is an example only:

1. Pronounce ten words you know.
2. Pronounce these words in Cree, dog, girls, pencils, rabbits, bird, etc.
3. Say two sentences you know.
4. Now say: What's that?, what things do you see?, He sees the horse etc.
5. Make two sentences that say something about today.
6. Say in Cree/Ojibwe a few questions which he will answer with a yes or no.  
Do you see dogs outside?  
Do you see a pencil?
7. Tell a short story that he can tell you in English.
8. Now tell him to do the same.
9. Count from 12 - 17.
10. Dots on paper. Ask how many, etc.

If possible, tape the student while you are testing. This way both the teacher and student will benefit from the play back. Student can listen to his pronunciation, and teacher can refer to it when he is evaluating the student.

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