

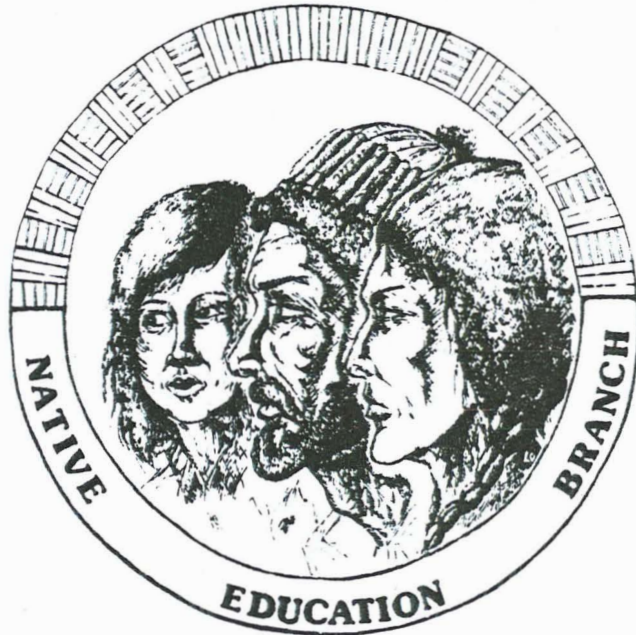


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- MICEC is responsible for preserving and promoting these important historic documents that not only celebrate the past efforts and knowledge of Elders and language keepers, but also preserve examples of how the language was written and used in years past.
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497.8
Na
ODJIBWE

GUIDE TO SPOKEN ODJIBWE NATIVE LANGUAGE COURSE



Manitoba
Education
Native Education



**PART
I**

**LESSON
1-24**



MICEC
1000634112

MANITOBA EDUCATION

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GUIDE TO SPOKEN ODJIBWE

NATIVE LANGUAGE COURSE

PART I - LESSONS 1 - 24

Native Education Branch
408 - 1181 Portage Avenue
Winnipeg, Manitoba R3G 0T3

M. I. C. E. C.
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TEXT: Mrs. Maria Ross - Brandon University

Mrs. Stella Neff - Brandon University

ILLUSTRATOR: Mr. Sydney Muskego - Brandon University

LINGUIST: Dr. Paul Voorhis - Brandon University

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KEY TO PRONUNCIATION

"a" as in ate

"e" as in eat

"o" as in oats

"ǎ" as in at

"c" sh as in shirt

"j" is soft as in jour (French)

"dj" j as in jam

"tc" ch as in church

"ǧ" an x over the s must have a "z" sound

"y" as a last letter is pronounced y as in by

"h" as a last letter has a mild guttural sound

In "oho" the "h" is a vowel separator, it is silent. Pronounced "oo".

"L" and "R" are only used to write common and proper nouns.

"ñ" has a soft sound as in song.

Underlined vowels have long sounds, as o in Joe.

The symbol "°" preceding a vowel is a "w", as °a, wa.

The symbol "°" after a vowel is a "w", as a°, ow.

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ODJIBWE SYLLABICS

▽ e	△ i	▷ o	◁ a	< h
▽ pe-be	△ bi-pi	▷ bo-po	◁ ba-pa	' b-p
↳ je-ce	↳ ji-ci	↳ jo-co	↳ ja-ca	u c-j
U de-te	U di-ti	U do-to	U da-ta	/ d-t
9 ge-ke	P gi-ki	d go-ko	b ga-ka	\ g-k
┘ me	┘ mi	┘ mo	┘ ma	c m
o ne	o ni	o no	o na	o n
┘ se-zo	┘ zi-si	┘ zo-so	┘ za-sa	o s-z
┘ dje-tce	┘ dji-tci	┘ djo-tco	┘ dja-tca	- tc-dj
△ ye	▷ yi	△ yo	▷ ya	+ y
•▽ we	•△ wi	•▷ wo	•▷ wa	• w
▽° ew	△° iw	▷° ow	▷° aw	° w
•9 kwe	P• kwi	d• kwo	b• kwa	kw
U le	U li	U lo	U la	s l
┘ re	┘ ri	┘ ro	┘ ra	z r

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CONTENTS

. . .

Lessons 1 - 24

1. Purpose of this Course:

Introductory Odjibwe Elementary Program

2. Objectives:

Teach spoken Odjibwe to people that do not speak Odjibwe.

Teach structure of the language to people who are fluent in the Odjibwe language.

Place the Odjibwe language in the school curriculum WHERE IT BELONGS, as an equal of French, English, Cree, etc.

To get the people of the community involved as teachers in the schools.

Preservation dissemination, and promotion of Odjibwe Culture in order to promote a better understanding of the Odjibwe Nation.

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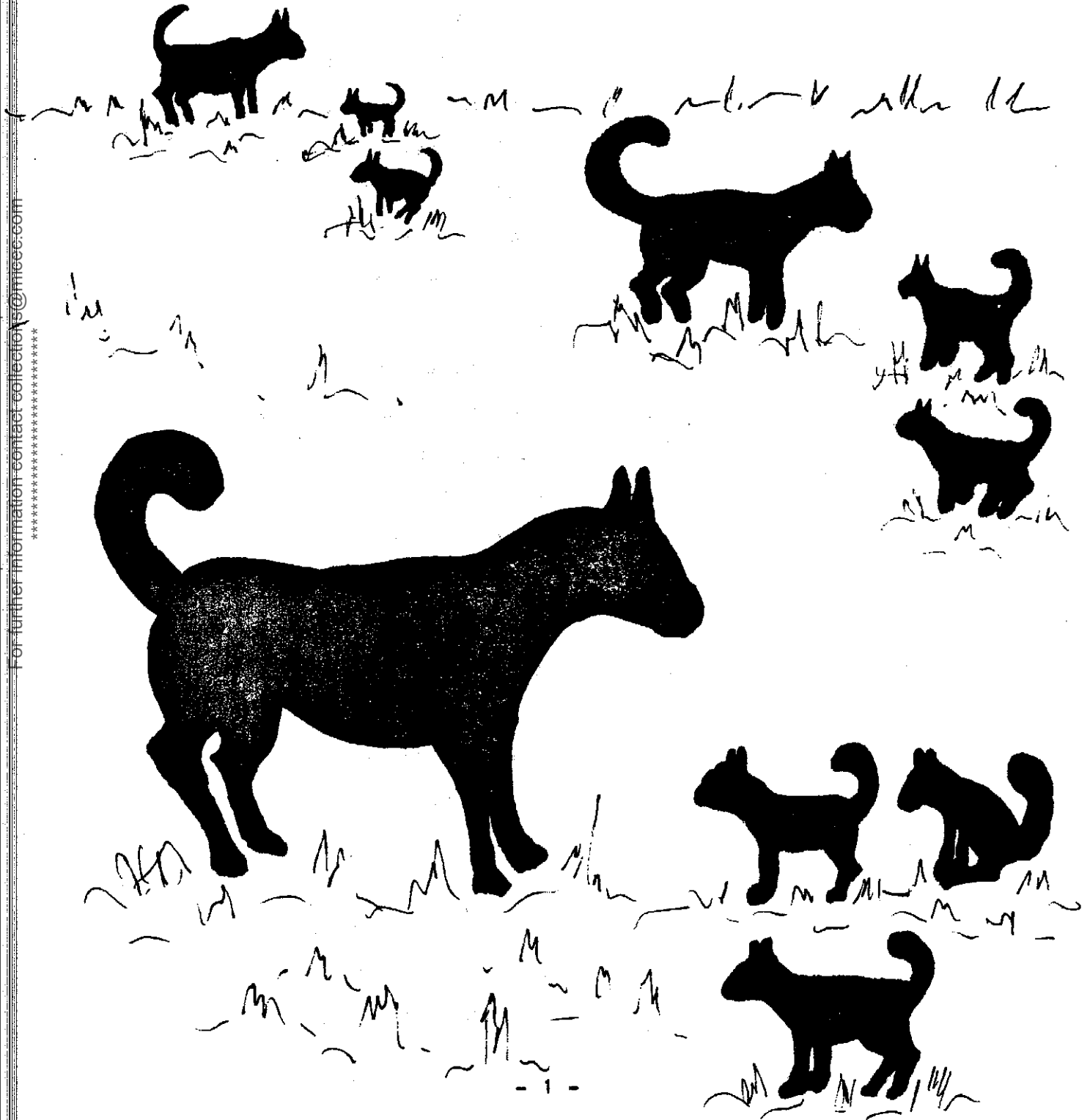
LESSONS

P P 9 L 9 0 Δ a >

KI KI NOHAMAKEWINAN

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Lesson 1

Awénén wahá?

Animoc wahá

Awénén wahá?

Animoc kaye wahá

Awénén awéti?

Animoc kayé aweti

Awénén ahá?

Animoňs aha

Aha dac?

Animoňs kayé aha

Awénén dac wahá?

Animoňs kayé wahá

Wahá dac

Animoňs kayé wahá

Awénén dac awéti?

Animoňs kayé awéti

Awéti dac?

Animoňs kayé awéti

Awénenak iki?

Animocak iki

Awénenak dac iki?

Animoňsak iki

Awénenak dac oko?

Animoňsak oko

Awénenak dac ikiwéti?

Animoňsak kaye ikiwéti

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? (near)

That's a puppy too.

And that?

That's 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?

These are puppies.

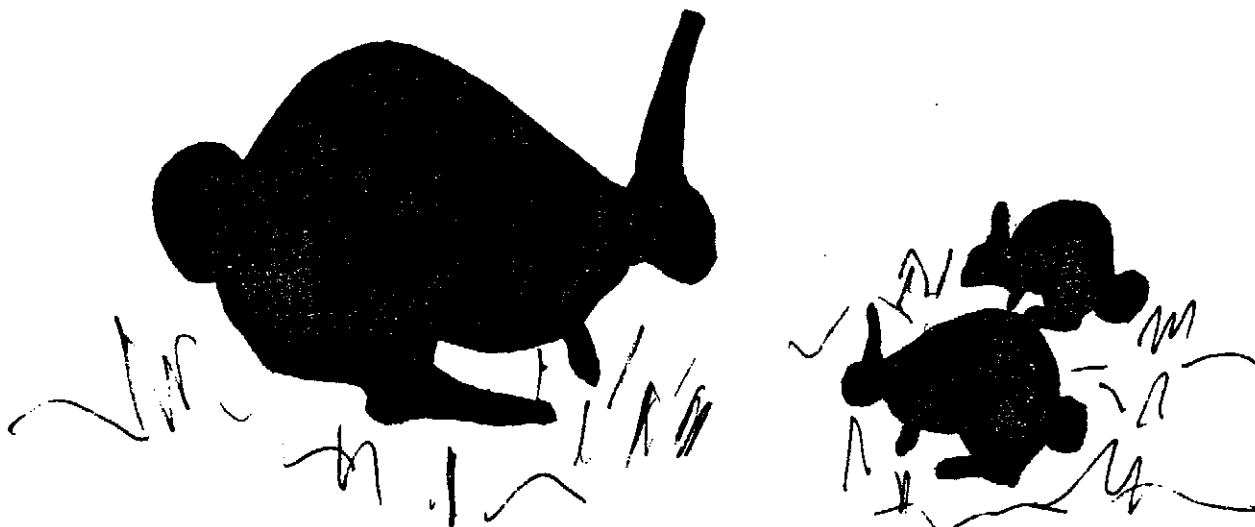
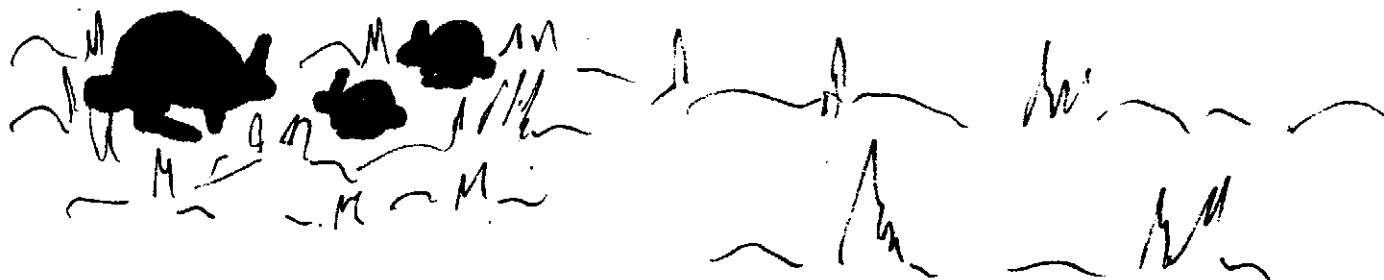
And what are those? (near)

These are puppies too.

And what are those? (far)

Those are puppies too.

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Lesson 2

Awénén aha?

Wapos aha

Awénén wahá?

Wapos kayé wahá

Awénén awéti?

Wapos kayé awéti

Awénén aha?

Waposoñs aha

Aha dac?

Waposoñs kayé aha.

Awénén kayé wahá?

Waposoñs kayé wahá

Wahá dao?

Waposoñs kayé wahá

Awénén dao awéti?

Waposoñs kayé awéti

Awéti dac?

Waposoñs kayé awéti

Awénénak iki?

Waposok iki

Awénénak dac iki

Waposoñsak iki

Awénénak dac oko?

Waposoñsak kayé oko

Awénénak dac ikiwéti?

Waposoñsak kayé ikiwéti

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 too.

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.

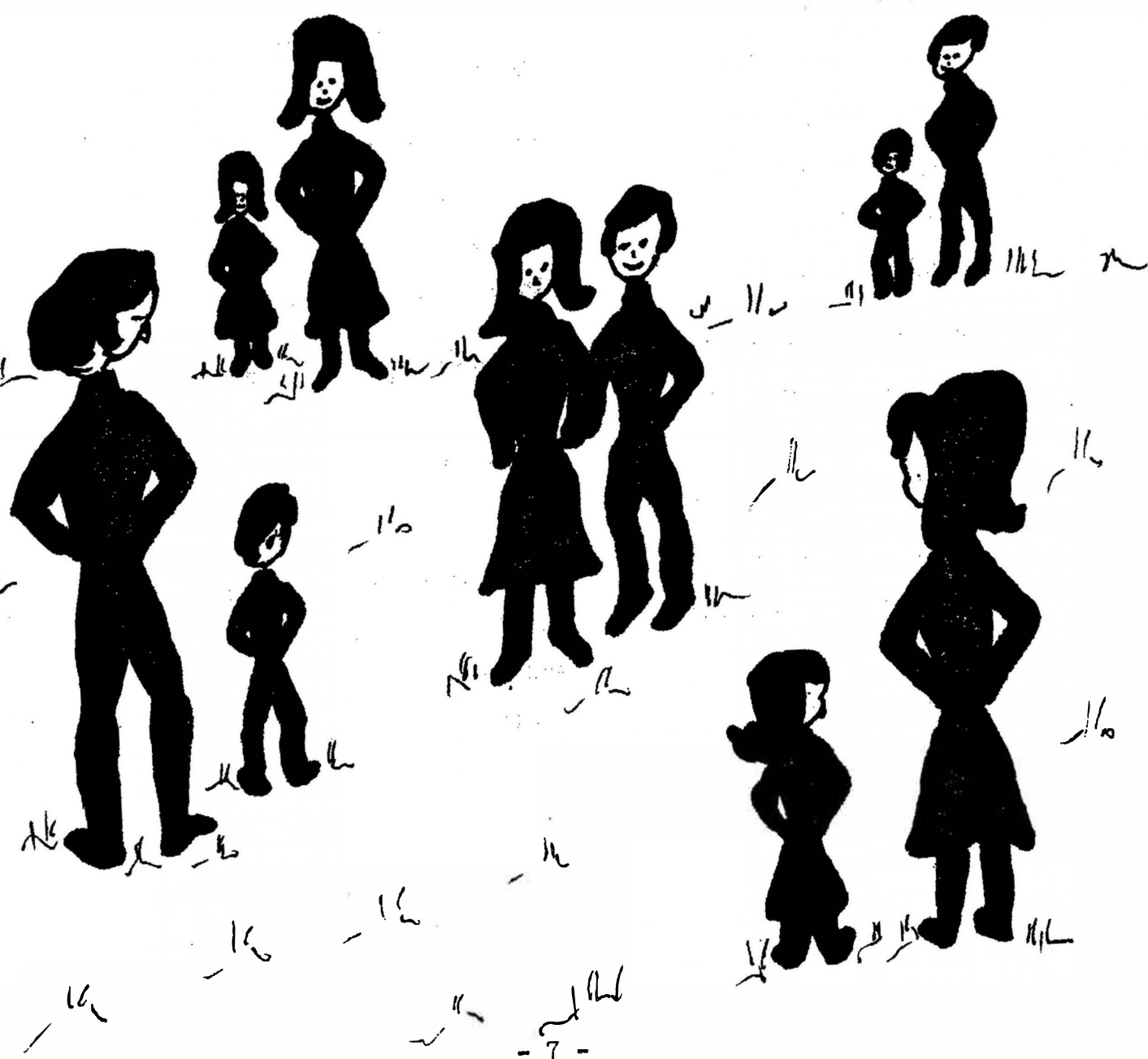
And what are those? (near)

Those are little rabbits too.

And what are those? (far)

Those are little rabbits too.

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Lesson 3

Awénén aha?

Inini aha.

Awénén wahá?

Inini kayé wahá

Awénén awéti?

Inini kayé awéti

Awénén aha?

Kwiwiseňs aha

Aha dac?

Kwiwiseňs kayé aha

Awénén dac wahá?

Kwiwiseňs kayé wahá

Wahá dac?

Kwiwiseňs kayé waha

Awénén dac awéti?

Kwiwiseňs kayé awéti

Awéti dac?

Kwiwiseňs kayé awéti

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?

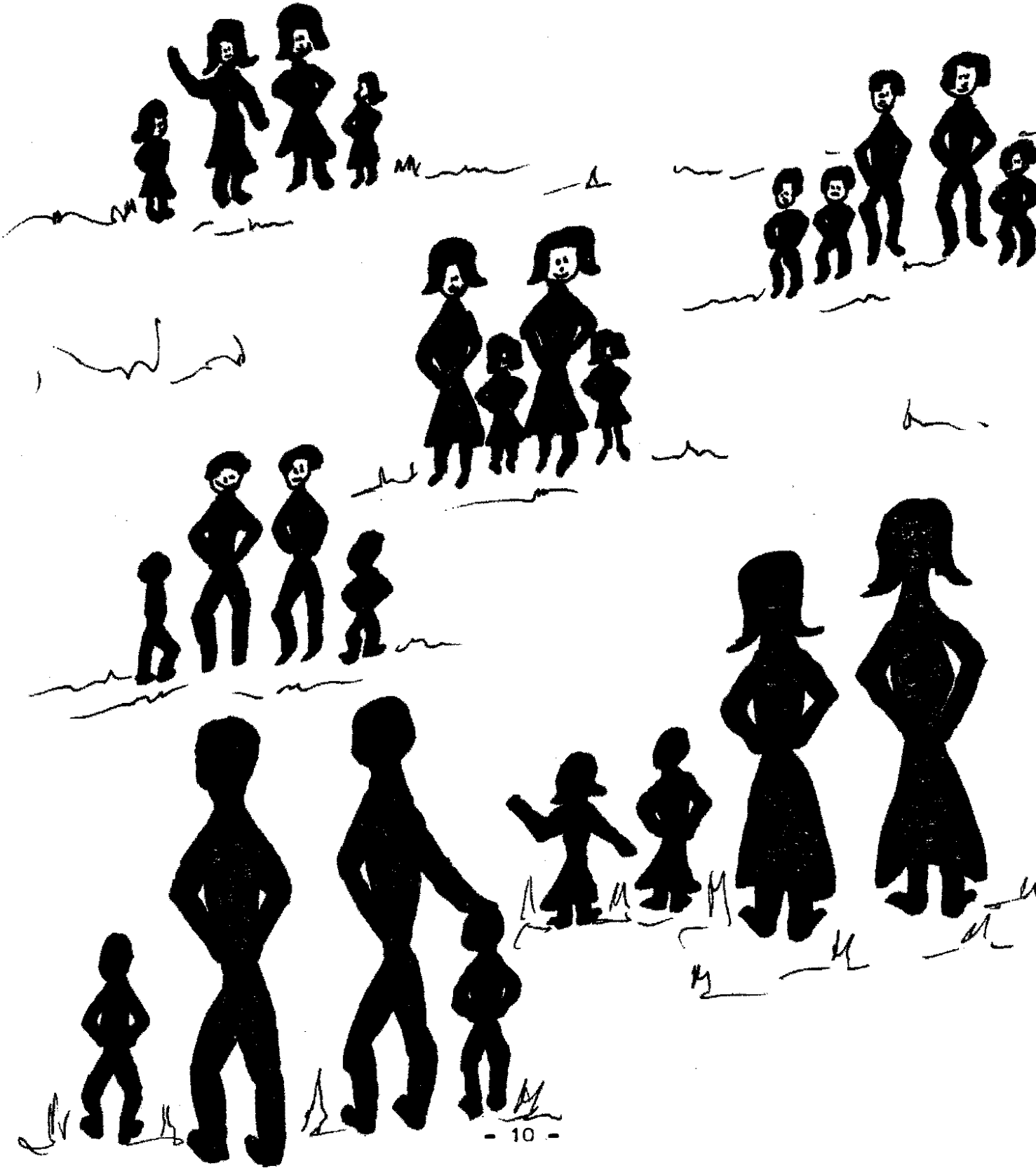
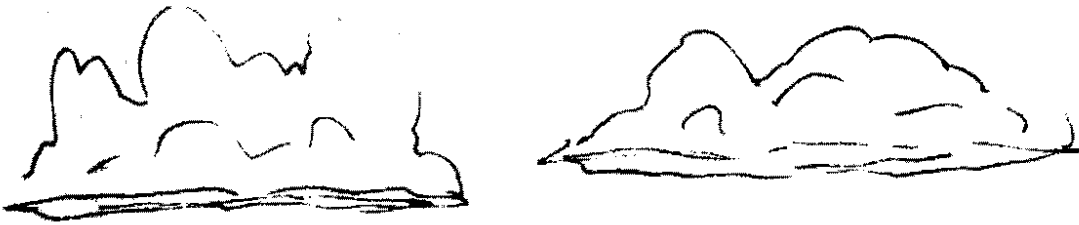
That's a boy too.

And what's that? (far)

That's a boy too.

And that?

That's a boy too.



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Lesson 4

Awénén aha?

Ikwé aha

Awénén wahá?

Ikwé kayé wahá

Awénén awéti?

Ikwé kayé awéti

Awénén aha?

Ikwéseňs aha

Aha dac?

Ikwéseňs kayé aha

Awénén dac wahá?

Ikwéseňs kayé wahá

Wahá dac?

Ikwéseňs kayé wahá

Awénén dac awéti?

Ikwéseňs kayé awéti

Awéti dac?

Ikwéseňs kayé awéti

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?

This is a girl too.

And what's that? (far)

That's a girl too.

And that?

That's a girl too.

Lesson 4 (con't)

Awénénak iki?

Ikwéwak iki.

Awénénak dac iki?

Ikwéseňsak iki.

Awénénak dac oko?

Ikwéseňsak kayé oko.

Awénénak dac ikiwéti?

Ikwéseňsak kayé ikiwéti.

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.

Lessons 5, 6, 7.

Introduces the student to another kind of Odjibwe word, which are called (an) nouns. (an) nouns are so called because their plural forms end in "an".

For example:

		Plural form
Wakáhigan	"house"	(an)
Wakáhigan (an)	"houses"	
Ickwándém	"door"	(an)
Ickwándém (an)	"doors"	
Wasénigan	"window"	
Wasénigan (an)	"windows"	
Wasakonéndjigan	"light"	
Wasakonéndjigan (an)	"lights"	
Apakwán	"roof"	
Apakwán (an)	"roofs"	
Ojipihiganák	"pencil"	
Ojipihiganák (ok)	"pencils"	

Kis̄is̄ (Sun) - Tibiki-kis̄is̄ (moon)

Kis̄is̄ok & Tibiki-kis̄is̄ok - (Suns and moons)

Anaň - star

Anaňgok - stars

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Lesson 5

Wékonén ihí?

Wakáhigan ihí

Wékonén oho?

Wakáhigan kayé oho

Wékonén iwéti?

Wakáhigan kayé iwéti

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.

Wékonén oho?

Ickwandém oho

Oho dao?

Wasénigan kaye oho

Ihí dac?

Wásakonéndjigan ihí

Ihí dao?

Apakwán ihí

What's this?

This is a door

And this?

This is a window too.

And this?

This is a light

And this?

This is a roof

Wékonén dao oho?

Ickwándém oho

Oho dao?

Wásénigan oho

Wékonén dao iwéti?

Wékonénan iniwéti?

Wakáhiganan iniwéti

Wekonenan kaye ono?

Wáséniganan kaye ono

Wékonénan kaye iniwéti?

Wáséniganan kayé iniwéti

And what's that? (near)

That's a door

And that?

That's a window

And what's that? (far)

What are these?

These are houses.

And what are those? (near)

Those are windows too.

And what are those? (far)

Those are windows too.

Lesson 5

Wékonénan ini?

What are these?

Wakáhiganan ini

These are houses.

Ini dac?

And these?

Ickwándéman ini

These are doors.

Ini dac?

And these?

Wáséniganan ini

These are windows

Ini dac?

And these?

Wasakonéndjiganan ini

These are lights.

Ini dac?

And these?

Apakwánan ini

These are roofs.

▽ Δσ εσζζ ρρϖΔL9•Δζ

- ▽d ρζ ΔΔ
- ΔbΔbζ ΔΔ
- ▽d ρζ ▷▷
- ΔbΔbζ b↔ ▷▷
- ▽d ρζ Δ•▽∩
- ΔbΔbζ b↔ Δ•▽∩
- ▽d ρζ ▷▷
- Δυb•γU^c ▷▷
- ▷▷ C^υ
- ΔbΔbζ b↔ Δ•▽∩
- ΔΔ C^υ
- Δγσbζ b↔ ΔΔ
- ΔΔ C^υ
- Δγd ρζ ρbζ ΔΔ
- ΔΔ C^υ
- Δ<b•γ ΔΔ
- ▽d ρζ C^υ ▷▷
- Δυb•γU^c ▷▷
- ▷▷ C^υ
- Δγσbζ ▷▷
- ▽d ρζ C^υ Δ•▽∩
- ▽d ρζ ΔΔ Δσ•▽∩
- ΔbΔbεζ Δσ•▽∩
- ▽d ρζ ΔΔ b↔ ▷b
- Δγσbεζ b↔ ▷b
- ▽d ρζ ΔΔ b↔ Δσ•▽∩
- Δγσbεζ b↔ Δσ•▽∩
- ▽d ρζ ΔΔ Δσ
- ΔbΔbεζ Δσ
- Δσ C^υ
- Δυb•γUL^γ Δσ
- Δσ C^υ
- Δγσbεζ Δσ
- Δσ C^υ
- Δγd ρζ ρbεζ Δσ
- Δσ C^υ
- Δ<b•γ ΔΔ Δσ

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Lesson 5 Supplement:

Wékonén oho? What's this?
Wakáhigan oho This is a house
Wékonén wábandam an piñdji wakáhigan?
What do you see inside the house?

Nipéwigamik	Bedroom
Wísini wigamik	Dining room
Tcipakwe wigamik	Kitchen
Apiwigamik	Sitting room

Kakina ono ni wábandánan piñdji wakáhigan.

I see all these things inside the house.

Ki ka wíndámin minik ápatakin pidji nipe wigamik.

We will identify the following items we use inside the bedroom.

Nipéwin	Bed
Apícimon	Mattress
Apikwécimon	Pillow (singular)
Apikwécimonan	Pillows (plural)
Akwaniwinan	Blankets
Akqtcigan	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,
and help me to be good.
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

Pakán abatci tcikan:

Api ki ickwa kikinohamaket okikinahamake nipewigamik
cigwa tcipakwigamik ondji o ka ki kakwédjimah o
kikinohawaganah taka tci anamihawát tcipwa nipawát
kema tcipwa wisiniwát. Niñj anamihawinan ono.

Anamihawin Tcipwa Kawicimong

Cigwa ni wi kawicim tci nipayan
Nind anamihetawa Tebendjiket tci kawawenimat nind
atcákwán
Kicpin nipoyán tcipwa kockosiyán
Nind anamihetawa Tebendjiket tci otapinatnind a
atcákwán
Tebendjikeyan, cawenim, ni mama, niñ papa, ni
sayeyák, ni miseyák
Kayé kakina nin Tciwawicak
Kaye widjihicin tci mino ijiwebisiyán
Jesus ondji APEDACING

Anamihawin Tcipwa Wisining

Tebendjikeyan,
Ki nanakomiko owe ondji midjim
Ka wi midjiyáng
Cawéndañ tci minockokoyang. APEDACING



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Lesson 6

Wékonén iwéti?	What's that? (far)
A <u>topowin</u> (w <u>isiniwinák</u>) iwéti	That's a table
Wékonén dac oho?	And what's that? (near)
Tésapiwin oho	That's a chair
Wékonén dac oho?	And what's this?
Masínahigan oho	This is a book
Wékonén dac oho?	And what's this?
Masínahigan oho	This is a piece of paper.
Awénén dac wahá?	And what's <u>this</u> ?
Oj <u>ipihiganák</u> wahá	This is a pencil.
Wékonénan ono?	What are those?
A <u>topowinan</u> ono	Those are tables
Wékonénan dac ono?	And what are those?
Tésapiwinan ono	Those are chairs.
Wékonénan dac ono?	And what are these?
Masínahiganan ono	These are books.
Masínahiginon kayé ono	And these are papers.
Oj <u>ipihiganákok</u> kayé oko	And these are pencils.

▽ <σ σ d C · f d d P P L q · Δ >

- ▽ d σ Δ · ▽ U
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Lesson 6: Supplementary Material

Wékonén oho? What's this? (near)

Kikinohamatiwigamík oho This is a school.

Anin taso kijik kekinohamákosiyan?

How many days do you go to school?

Nano kijikmamaw niñ kikinohamákos

I go to school five days altogether.

Wékonén wábandaman piñdji kikinohamatiwigamikoñg?

What do you see inside the school?

Okikinahamáke o tésapiwin Teacher's chair

Okikinohamáke Teacher

Masínahigan - Masínahiganam Book - Books

Ojipihiganak - Ojipihiganakok Pencil - Pencils

Masinipihiganakok Crayons

Tibahikisiswán - (kisisokán) Clock

Akotcigan Cupboard

Ojipihiganápo Ink

Ojipiganapohatik Pen

Tésapiwinan Chairs and/or desks

Tibahiganátik (pl. ok) Ruler or rulers

Moñjwágan (pl. an) Scissor or scissors

Kikinohamawágan o tésapiwin Students chair

Masinákison Picture

Mihi minik keko wábandamán kikinohamatiwikamikong.

These are all the things I see in the classroom.

Kikinohamawákanak o ka wiñdánawán pakán ini ka wabañdamowát kikinohamatiwigamikoñg.

Students will name other items seen in the classroom.

▽ אַס סאַדאַנאַ פּאַפּאַלאַנאַ

• אַדאַנאַ אַא
 פּאַפּאַלאַנאַ אַבאַנאַ אַא
 אַס אַר פּאַר אַפּאַפּאַלאַנאַ
 אַס אַר פּאַר אַפּאַפּאַלאַנאַ
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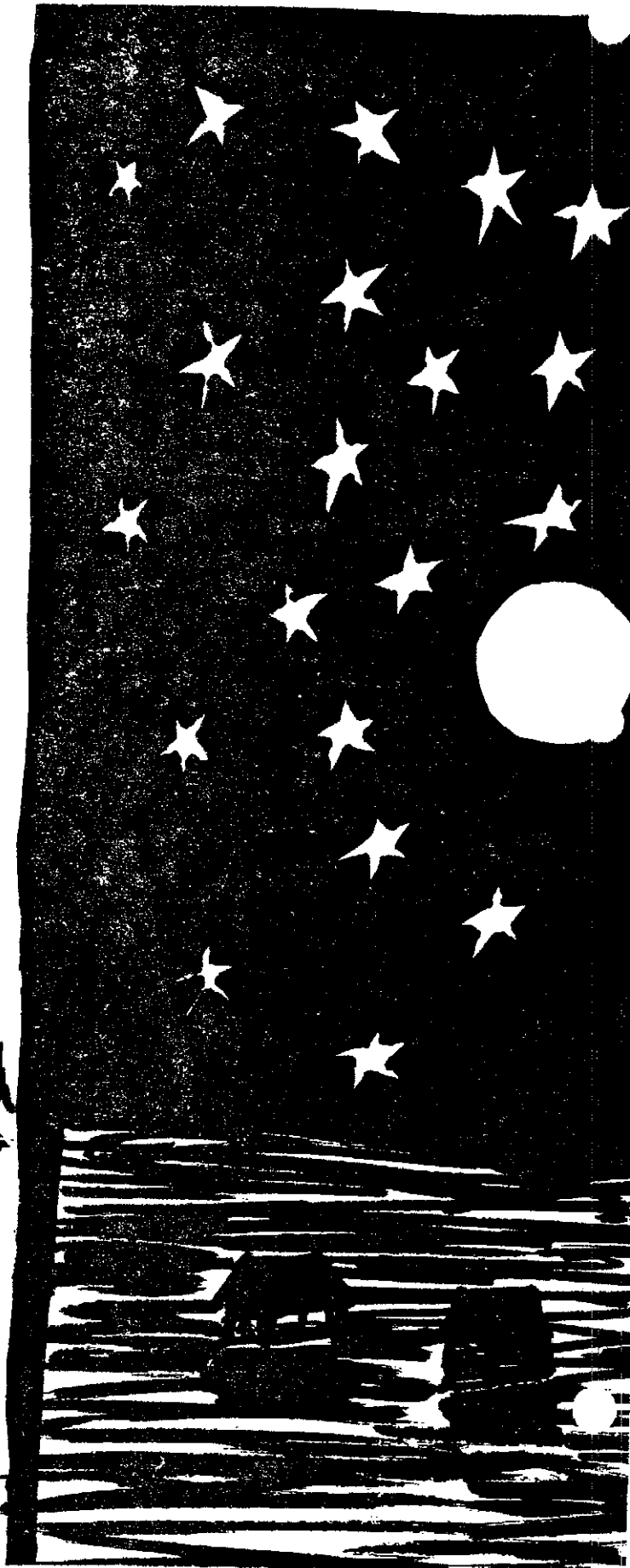
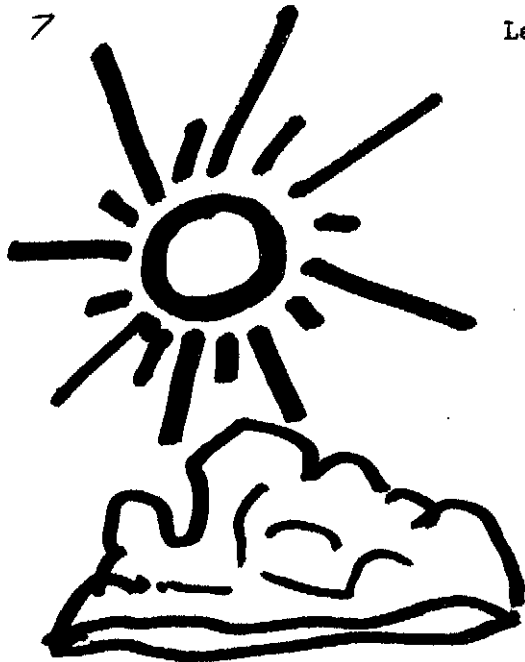
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Lesson 7

K <u>i</u> jigat kayé tibikat	This is day and this is night.
Awénén aha?	What's that? (an)
K <u>i</u> sis aha kema tibik <u>i</u> k <u>i</u> sis	That's a sun or moon.
Awénén dac aha?	And what's that?
K <u>i</u> sis aha kema tako tibik <u>i</u> k <u>i</u> sis	That's a sun or moon too.
K <u>i</u> sis oigwa tibiki <u>k</u> isis oko	Those are the sun and the moon.
K <u>i</u> sis aha	That is the sun.
Tibiki <u>k</u> isis aha	That is the moon.
Wékonén ihí?	What's that?
Ánakwat ihí.	That's a cloud.
Wékonénan ono?	What are those?
Ánakwat <u>on</u> ono.	Those are clouds.
Awénén aha?	What's that?
Ana <u>ng</u> aha	That's a star.
Awénénak oko?	What are those?
Ana <u>ngok</u> oko.	Those are stars.
Wékonén ihí	What's that?
K <u>i</u> jik ihí	That's the sky.

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.

Okikinohamake o ta kakweticimán kikinohamawaganan kakwetwewinan tableko ono. "Anin aji kikendaman kijigak kema tibikak kanawábamandaman masínáklison."

Oha ta ki iji nakotám: "Tibiki kisis, kisis, tako anaᅅgok kaye anakwatan, pe pakanaton. Kisis ot iji ton tci kijigatinik kaye anin wa ijiwébak. Anin maya ejiwebak ságátek kema níngwakwak."

"Wekonen nodjitoyan tibikak?" "Ki nipamin e tibikak, níngotingnindijaminka masinatesiteikeng kaye ka nímiहितing."

"Wekonen nodjitoyan e kijigak?" "Atawewigamikong nindijamin. Nin papa nanda anoki akosiwigamikoᅅg, Tibikaninik kaye anoki akosiwigamikoᅅg."

Okikinohamake kaye kwayak o ta wíndan wekonen wendji nipayatenik e tibikatinik.

Lessons 8 and 9

Introduce questions that can be answered by yes or no. They also introduce the fact that waha, oho, oko, ono, are not only used to point out objects fairly near, but also for any object, near or far, that has already been mentioned. Thus, we start out by saying animoc na waha, to point out that we are talking about something near by, but we answer the question Eh, enh, animoc wahá., using waha because we have already mentioned the object.

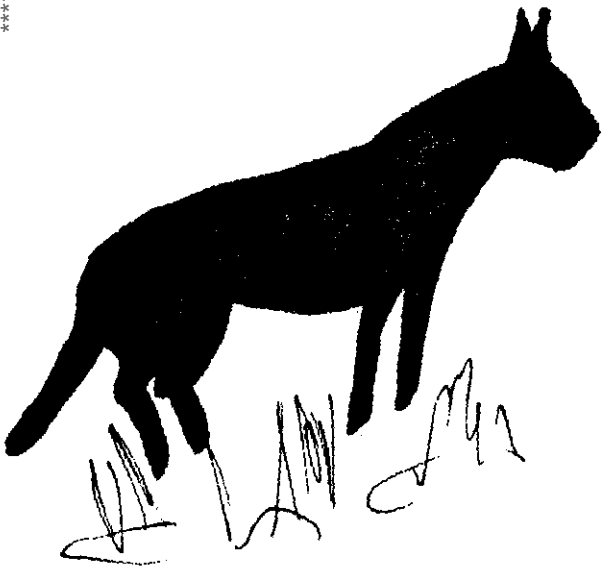
Teaching suggestions:

In these two lessons, teachers will be able to bring in a variety of supplemental exercises. The game example which is included can be altered, to accommodate other words which have been learned.

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John - the Sun with



Lesson 8

Animoc na wahá?

En, enh, animoc wahá.

Animoňsak na oko?

En, enh, animoňsak oko

Is this a dog?

Yes, it's a dog.

Are these puppies?

Yes, they are puppies.

Wapos na waha?

En, enh, wapos wahá.

Waposoňsak na oko?

En, enh, waposoňsak oko.

Is that a rabbit? (near)

Yes, it's a rabbit.

Are those little rabbits?

Yes, they are little rabbits.

Inini na awéti?

En, enh, inini awéti.

Ikwé na awéti?

En, enh, ikwé awéti.

Kwiwiseňs na awéti?

En, enh, kwiwiseňs awéti.

Is that a man? (far)

Yes, it's a man.

Is that a woman?

Yes, it's a woman.

Is that a boy?

Yes, it's a boy.

Inini na aha?

Kawin, kawin inini aha.

Animoc aha.

Is this a man?

No, it's not a man.

It's a dog.

Animoc na kayé aha?

Kawin, kawin animoc aha.

Wapos aha.

Is that a dog too?

No, it's not a dog.

It's a rabbit.

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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:

"Animoc na wahá?" Is this a dog?

Student 2 replies:

"En, enh, animoc wahá." Yes, this is a dog.

Student 2 asks Student 3:

"Animoňsak na oko?" Are these puppies?

Student 3 replies:

"En, enh, animoňsak oko." 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 2,3,4 & 5.

Second student asks new set of questions to Students 3,4,5, & 1.

It could be the same for negative answers.

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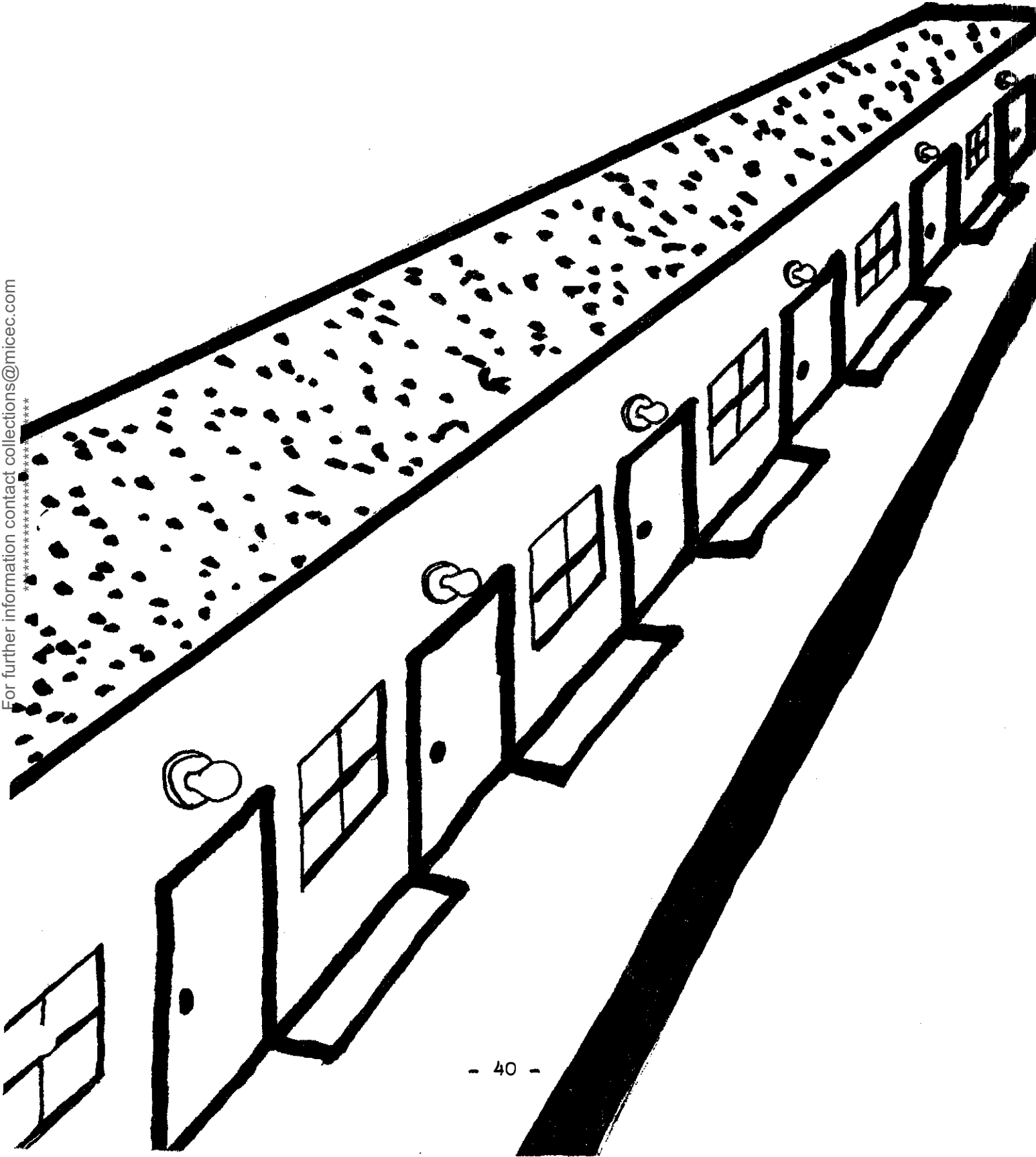
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Lesson 9

Ickwándém na ihí?

En, enh, ickwándém ihí.

Wasénigan na ihí?

En, enh, wasénigan ihí.

Wasakonéndjigan na ihí?

En, enh, wasakonéndjigan ihí.

Ickwándém na iwéti?

En, enh, ickwándém iwéti.

Wasenigan na iwéti?

En, enh, wasénigan iwéti.

Wasakonéndjigan na iwéti?

En, enh, wasakonéndjigan iwéti

Ickwándém na oho?

En, enh, ickwándém oho.

Wasénigan na oho.

En, enh, wasénigan oho.

Wasakonéndjigan na oho?

En, enh, wasakonéndjigan oho.

Ickwándéman na ono?

En, enh, ickwándéman ono.

Waséniganan na ono?

En, enh, waséniganan ono.

Is this a door?

Yes, it's a door.

Is this a window?

Yes, it's a window.

Is this a light?

Yes, it's a light.

Is that a door? (far away)

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? (near)

Yes, that's a door.

Is that a window?

Yes, that's a window.

Is that a light?

Yes, that's a light.

Are these doors?

Yes, they're doors.

Are these windows?

Yes, they're windows.

Lesson 9 (con'd)

Wasakonéñdjiganan na ono?	Are these lights?
En, enh, wasakonéñdjiganan ono	Yes, they're lights.
Ickwándéman na iniwéti?	Are those doors? (far)
En, enh, ickwándéman iniwéti	Yes, they're doors.
Waséniganan na iniwéti?	Are those windows?
En, enh, waséniganan iniwéti	Yes, they're windows.
Wasakonéñdjiganan na iniwéti?	Are those lights?
En, enh, wasakonéñdjiganan iniwéti	Yes, they're lights.

Ickwándéman na ono?	Are those doors? (near)
En, enh, ickwándéman ono	Yes, they're doors.
Waséniganan na ono?	Are those windows?
En, enh, waséniganan ono.	Yes, they're windows.
Wasakonéñdjiganan na ono?	Are those lights?
En, enh, wasakonéñdjiganan ono	Yes, they're lights.

Ickwándém na oho?	Is this a door?
Kaw <u>in</u> , kaw <u>in</u> ickwándém oho.	No, it is not a door.
Wasénigan oho.	It's a window.
Apakwánan na iniwéti?	Are those roofs? (far)
Kaw <u>in</u> , kaw <u>in</u> apakwánan iniwéti.	No, they are not roofs.
Wasakonéñdjiganan iniwéti.	They're lights.
Inini na waha?	Is that a man? (near)
Kaw <u>in</u> , kaw <u>in</u> inini wahá.	No, it's not a man.
Ickwándém oho.	It's a door.

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Lesson 10

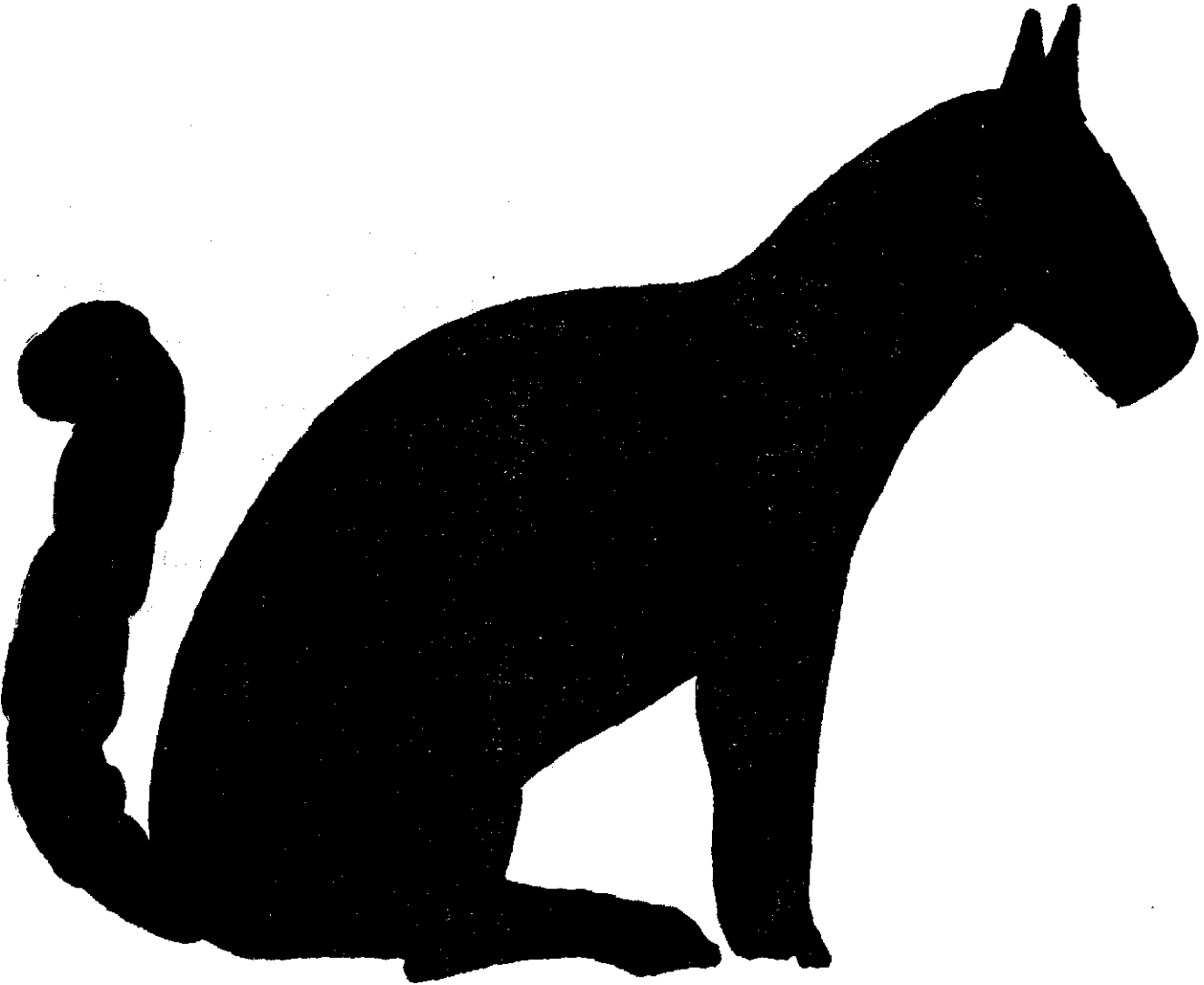
Transitive Verbs:

This is a continuation of the question and answer pattern of lessons 1-9, while introducing a new kind of Odjibwe 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. 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 Odjibwe. 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.

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Lesson 10

Awénén wábamat?

What do you see?

Animoc ni wábamá.

I see a dog.

Animoc na ki wábamá?

Do you see the dog?

En, enh, animoc ni wábamá (kemá) Yes, I see the dog (or)

En, enh, ni wábamá.

Yes, I see him.

Anin minik animocak wábamatwá?

How many dogs do you see?

Péjik animoc ni wábamá.

I see one dog.

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Lesson 10: Counting

Enrichment:

Use all picture lessons 1-10 for practice in counting, and for answering questions. "How many?" "Anin minik?"

Numbers Count	-	Akiñdasonan Akiñdan	
Péjik		One	1
Niñj		Two	2
Niswi		Three	3
Niwin		Four	4
Nánan		Five	5
Niñgotwaswi		Six	6
Niñjwaswi		Seven	7
Nicwaswi		Eight	8
Cañgaswi		Nine	9
Mitáswi		Ten	10
Mitáswi aci péjik		Eleven	11
Mitáswi aci niñj		Twelve	12
Mitási aci niswi		Thirteen	13
Mitáswi aci niwin		Fourteen	14
Mitáswi aci nánan		Fifteen	15
Mitáswi aci niñgotwaswi		Sixteen	16
Mitáswi aci niñjwaswi		Seventeen	17
Mitáswi aci nicwaswi		Eighteen	18
Mitáswi aci oañgaswi		Nineteen	19
Niñjitana		Twenty	20
Niñjitana aci péjik		Twenty-one	21
Niñjitana aci niñj		Twenty-two	22
Niñjitana aci niswi		Twenty-three	23
Niñjitana aci niwin		Twenty-four	24
Niñjitana aci nánan		Twenty-five	25

Optional Lesson 10: Money

Coniyá
 Píwápikoňs
 Péjiko píwápikoňs
 Mításo píwápikoňs
 Nínjitana aci nánó píwapíkons
 (or) Péjik coniyáns
 Nanimítana píwapíkons
 (or) Nínjo coniyáns
 Nínjwaswímítana aci nánó
 píwápíkons (or) Niso coniyáns
 Péjik wápiċ

Money
 Penny
 One penny
 Ten cents
 Twenty-five cents
 Fifty cents
 Seventy-five cents
 One dollar

Péjik wápiċ
 Nínjwápiċ
 Níswápiċ
 Níwápiċ
 Nánwápiċ
 Níngotwáswápiċ
 Nínjwáswápiċ
 Nícwáswápiċ
 Caŋgaswápiċ
 Mítaswápiċ

One dollar	\$ 1.00
Two dollars	2.00
Three dollars	3.00
Four dollars	4.00
Five dollars	5.00
Six dollars	6.00
Seven dollars	7.00
Eight dollars	8.00
Nine dollars	9.00
Ten dollars	10.00

Péjik
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 Nánan
 Níngotwáswi
 Nínjwáswi
 Nícwáswi
 Caŋgaswi
 Mítaswi

One
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 Seven
 Eight
 Nine
 Ten

An example of some questions to be asked:

How much does milk cost?

Anin enakindek totociwapo?

Milk costs twenty-five cents.

Péjik coniyáns inakiñde totociwapo.

Lesson 10 (con'd)

Simple Arithmetic:

Péjik animoc minawá péjik animoc

One dog plus one more dog

Anin minik mámawí eyawatwa?

How many do you have altogether?

Niñj animocak mámawí niñd ayáwák

I have two dogs altogether.

Anin minik wakáhiganan wábandaman?

How many houses do you see?

Niswi ni wábandánan wakáhiganan.

I see three houses.

Akiñdan anin minik apakwánan,
waséniganan, kaye ickwándéman
wábandaman?

Count how many roofs, windows
(doors) you see.

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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:

- 1) 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.
- 11) 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.
- 111) The teacher makes statements with or without a accompanying action, depending on the statement. Pupils write whether True or False. Examples: Run and say: I am walking.
- 1v) Teachers say number in Odjibwe, 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?" "Anin eji ayáyan?"
Choices: "no" "kawin"
"ten" "mitáswi"
"horse" "mictatim"
"I'm fine" "Ni mino aya."

- 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. . ."
"Ni wⁱ wⁱsin anic. . ."

Choices: "I'm tired." "Niñd ayekos."
"I'm hungry." "Ni noñdeskate."
"I do my duty." "Niñ totán enapiyán
tci to tamán."
"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." "Ni wábamá animoc."
"I see a dog outside." "Ni wábamá animoc
akwatcing."
"I see a dog outside on the grass."
"Ni wábamá animoc mackosiñkañg."
"I see a dog outside running on the grass."
"Ni wábamá animoc mackosiñsikang e pimipatoť."

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 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 be 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 pupil's ability to:

- 1) Understand the question, and
- 11) 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?"
"Anin ejinikasoyan?"
"How old are you?"
"Anin entaso piponweyan?"

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 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 in any way he wishes.

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Lesson 11

Awénénak wábamatwá?

Aniñd animocak ni wábamák.

Ki wábamák na oko animocak?

En, enh, ni wábamák oko animocak.

En, enh, ni wábamák.

Ani minik animocak wábamatwá?

Niñj animocak ni wábamák.

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.

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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 things as dog, dogs. Later mix the types. Example:

Question: "What do you see?"
"Wekonen wabañdaman?"

- Answer: 1. "I see a dog and a rabbit."
"Ni wabamá animoc cigwa wapos."
2. "I see dogs and rabbits."
"Ni wabamak animocak cigwa waposok."
3. "I see a dog and two rabbits."
"Ni wabama animoc cigwa niñj waposok."
4. "I see a dog and two rabbits."
"Ni wabama animoc cigwa niñj animocak."

The Chain Game: Suggestion:

Teacher says: "What do you see?" "Wekonen wábandaman?"

First student answers: "I see a dog. What do you see?"
"Ni wabama animoc. Wekonen wabandaman?"

Second student answers: "I see a dog and a rabbit. What do you see?"
"Ni wabamá animoc cigwa wapos. Wékonén wábandaman?"

Third student answers: "I see a dog, a rabbit, and a girl. What do you see?"
"Ni wabama animoc, wapos, cigwa ikwéseñs. Wekonen wabandaman?"

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:

"Awenen wabamat?" "Who do you see?"

Any student can answer:

Piko aha ka kikinohamawind ta nakotam.

"Animoc ni wabama." "I see a dog."

Student 1 then questions individuals, e.g., #2 & #3.

"Ki wabama na aha animoc?" "Do you see that dog?"

Chosen student(s) replies:

"En, enh, ni wabama aha animoc. En, enh, ni wabama."

"Yes, I see that dog. Yes, I see it."

"Anin minik animocak wabamatwa?"

"How many dogs do you see?"

Student 2: "Ni wabama pejik animoc." "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.

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:

"Niki^ňjikosi^ňg ni^ňd on^đji wa[́]bandan keko "A" e on^đji matcipihikatek."

"I spy with my little eye something that starts with the letter -A-."

Student 2 answers:

"Ki wabama animoc tako animo^ňs."

"You see a dog and a puppy also."

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

Ta ki ani otaminom otaminowin ani wi^ňđjikatekin pakan kekonan.

wapos - rabbit

waposo^ňsak - rabbits (little)

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

Apite inini, ikwe, kwiwise^ňs, ikwese^ňs, ka madji

pihikatenikin, okikinohamawakanak cigwa okikinohamakek o winsowiniwan ta ki apataniniwan.

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

Awénén wábamat?

Kwiwiseňs ni wábamá.

Ki wábamá na aha kwiwiseňs?

En, enh, ni wábamá aha

kwiwiseňs.

En, enh, ni wábamá.

Anin minik kwiwiseňsak

wábamatwá?

Péjik kwiwiseňs ni wábamá.

Who do you see?

I see a boy.

Do you see the boy?

Yes, I see the boy.

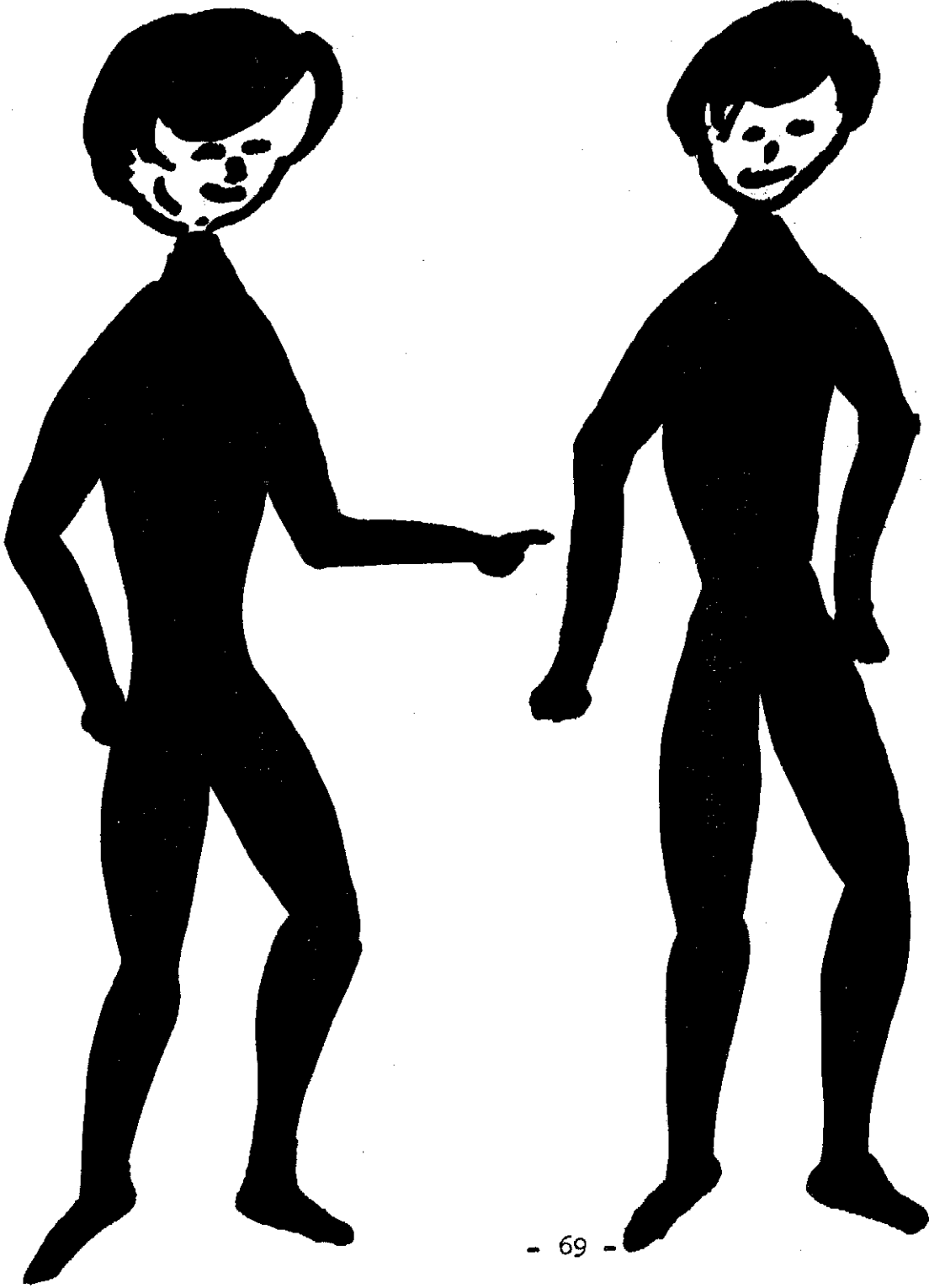
Yes, I see him.

How many boys do you see?

I see one boy.

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Lesson 13

Awénénak wábamatwá?
Kwíwiseňsak ni wábamák.

Who do you see?
I see boys.

Ki wábamák na iki
kwíwiseňsak?

Do you see the boys?

En, enh, ni wábamák iki
kwíwiseňsak.

Yes, I see the boys.

En, enh, ni wábamák.

Yes, I see them.

Ani minik kwíwiseňsak
wábamatwá?

How many boys do you see?

Niňj kwíwiseňsak ni wábamák.

I see two boys.

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Lesson 14

Awénén wábamat?

Who do you see?

Ikwéseňs ni wábamá.

I see a girl.

Ki wábamá na aha ikwéseňs?

Do you see the girl?

En, enh, ni wábamá aha
ikwéseňs.

Yes, I see the girl.

En, enh, ni wábamá.

Yes, I see her.

Anin minik ikwéseňsak
wábamatwá?

How many girls do you see?

Ni wábamá péjik ikwéseňs.

I see one girl.

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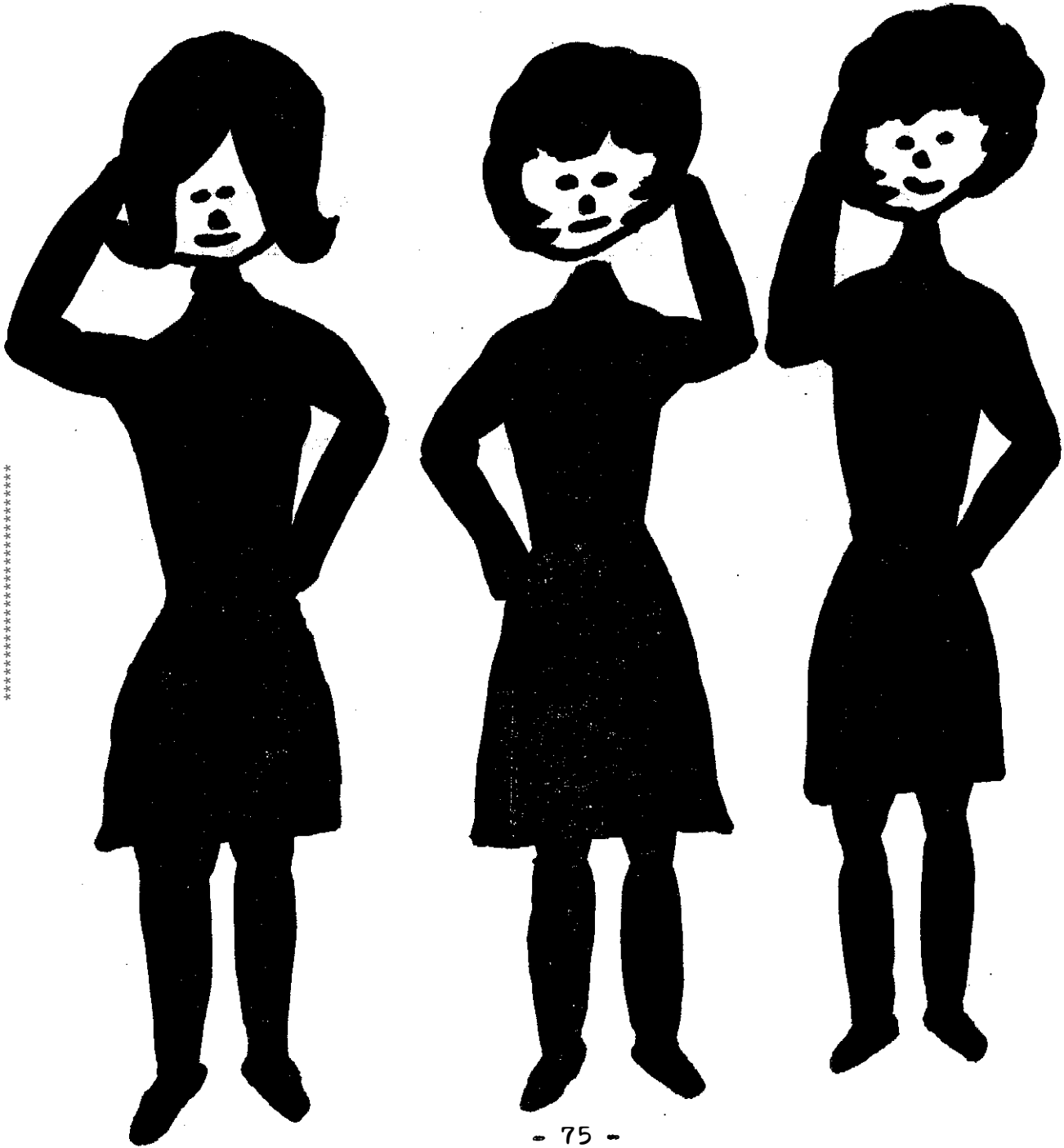
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Lesson 15

Awénénak wábamatwá?

Whom do you see?

Ni wábamák ikwéseňsak?

I see girls.

Ki wábamák na oko ikwéseňsak?

Do you see girls?

En, enh, ni wábamák oko
ikwéseňsak.

Yes, I see those girls.

En, enh, ni wábamák.

Yes, I see them.

Anin minik ikwéseňsak
wábamatwá?

How many girls do you see?

Ni wábamák niswi ikwéseňsak.

I see three girls.

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Lessons 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

Wékonén wábandaman?	What do you see?
Ni wábandán wakáhigan.	I see a house.
Wékonén <u>mi</u> nawá?	What else?
Ni wábandán kayé ickwándém.	I see a door too.
Wékonén <u>mi</u> nawá wábandaman?	What else do you see also?
Waséniganan kayé ni wábandánan.	I see windows also.
Wékonén <u>mi</u> nawá wábandaman?	What else do you see?
Apakwán ni wábandán.	I see a roof.
Ki wábandán na wakáhigan?	Do you see the house?
En, enh, ni wábandán wakáhigan (or) kema.	Yes, I see the house.
En, enh, ni wábandán.	Yes, I see it.
Ki wábandán na ickwándém?	Do you see the door?
En, enh, ni wábandán ickwándém (or) kema.	Yes, I see the door.
En, enh, ni wábandán.	Yes, I see it.
Ki wábandánan na waséniganan?	Do you see the windows?
En, enh, ni wábandánan waséniganan (or) kema.	Yes, I see the windows.
En, enh, ni wábandánan.	Yes, I see them.

Lesson 16 (continued)

Anin minik wakáhiganan wábandaman?	How many houses do you see?
Ni wábandán péjik wakáhigan.	I see one house.
Anin dac minik ickwándéman wábandaman?	And how many doors do you see?
Ni wábandán péjik ickwándém.	I see one door.
Anin dac minik waséniganan wábandaman?	And how many windows do you see?
Ni wábandánan niñj waséniganan.	I see two windows.
Anin dac minik apakwánan wábandaman?	And how many roofs do you see?
Ni wábandán péjik apakwán.	I see one roof.

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Lesson 16

Nanándok tino wakáhiganan ayáwan kit ayáwinináňg.

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

Aniňd ini wakáhiganan mitcáwan; agánsinon, kinwáwan; takwáwan; kayé aniňd icpimikandewan.

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

Aniňd ini wakáhiganan pépéco patakitéwan, ambe aniňd ini wakahiganan wáwása patakitéwan.

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

Lesson 16 - More Supplementary Material

Anin enikokwák ki kikinohamatiwigamikowa.
How big is your school?

Niń kikinohamatiwigamikonán mitcá cigwa kinwá.
Our school is big and long.

Onsamínaton waséniganan, nińgotwátcinon kayé ickwándeman.
There are many windows, there are also six doors.

Anin minik mamawi eyáwekwá okikinohamákek.
How many teachers do you have altogether?

Mitáswi aci nińj mamawi nińd ayawanani okikinohamákek.
We have twelve teachers altogether.

Winnipeg - derives from "muddy water" Winipik

Selkirk - Ajawahonánińg meaning "ferry crossing"

Saskatchewan - Kijitciwan meaning "fast or swift current".

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Lesson 17

Wékonenan wábañdaman? What (things) do you see?

Wakáhiganan ni wábañdanan. I see the houses.

Wékonenan minawá? What else?

Ickwándeman kayé ni wábañdanan. I see doors too.

Etc...With waséniganan - windows - and apakwánan - roofs -
in place of ickwándeman - doors.

Wakáhiganan na ki wábañdanan? Do you see the houses?

En, enh, wakáhiganan ni Yes, I see the houses.
wábandanan (or kema).

En, enh, ni wábañdanan. Yes, I see them.

Etc...With ickwándeman - doors
waséniganan - windows and
apakwánan - roofs in place of
wakáhiganan - houses

Anin minik wakáhiganan How many houses do you see?
wábandaman?

Niswi wakáhiganan ni wábandanan. I see three houses.

Etc...With niswi ickwándeman - three doors
niñj waséniganan - two windows and
niswi apakwánan - three roofs in place of
niswi waskáhiganan - three houses.

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Lessons 18 - 24 Obvlative 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. Experience charts of animals are available free from the Department of Education - Native Education Branch. Discuss the habits the diet, the life of the animals. In discussing the moose, for example, 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.

Winiñdibán	Brain
Eckanak	Antlers
Miténaniw	Tongue
Packwékin	Hide
Okanan	Bones
Otcístat	Sinew

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 became 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, the 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 do not, (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

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Lesson 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 can then ask another student what he or she drew. Here are some of the animals that can be drawn by students.

Singular

Amik	Beaver
Wajack	Muskrat
Mohs	Moose
Makwa	Bear
Mahingan	Wolf
Wagoc	Fox
Atik	Caribou
Poj	Cat
Pojeňs	Kitten
Mictatim	Horse
Wabiganonđji	Mouse
Atcitamo	Squirrel
Pijiki	Cow

The same can be done for birds.

Sikinak (wak - plural)	Blackbird
Mang (wak - plural)	Loon
Mockahosi (wak - plural)	Bittern
Kwikwici (wak - plural)	Whisky jack
Kitcikaneciňs (ak)	Chickadee
Moninkwane (k)	Woodpecker
Omiskwakikanesi (wak)	Robin
Pine (wak)	Grouse (partridge)
Papacki (wak)	Ruffed grouse
Wapise (k)	Ptarmigan
Wanihikeňg	Trapping
Pakitawanđg	Fishing
Naňdawéňđjikeňg	Hunting

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Lessons 18 - 24 (continued)

Some plural forms:

Amikwak	beavers
Wajackwak	muskrats
Pijiwak	lynx
Adjitamok	squirrels
Ciņgosak	weasels
Wagocak	fox
Caņgweciwak	mink
Nikikwak	otters
Otcikak	fishers
Awesiyak	animals
Sikinakwak	blackbirds
Maņgwak	loons
Kwikwiciwak	whiskey jacks
tcitcikitcikaņeņciņsak	chickadees
Papasek (or) moniņwanek	woodpeckers
Memiskwakikanesiwak	robins
Pinewak	grouse
Papackiwak	ruffed grouse
Wapi-pinewak	ptarmigan

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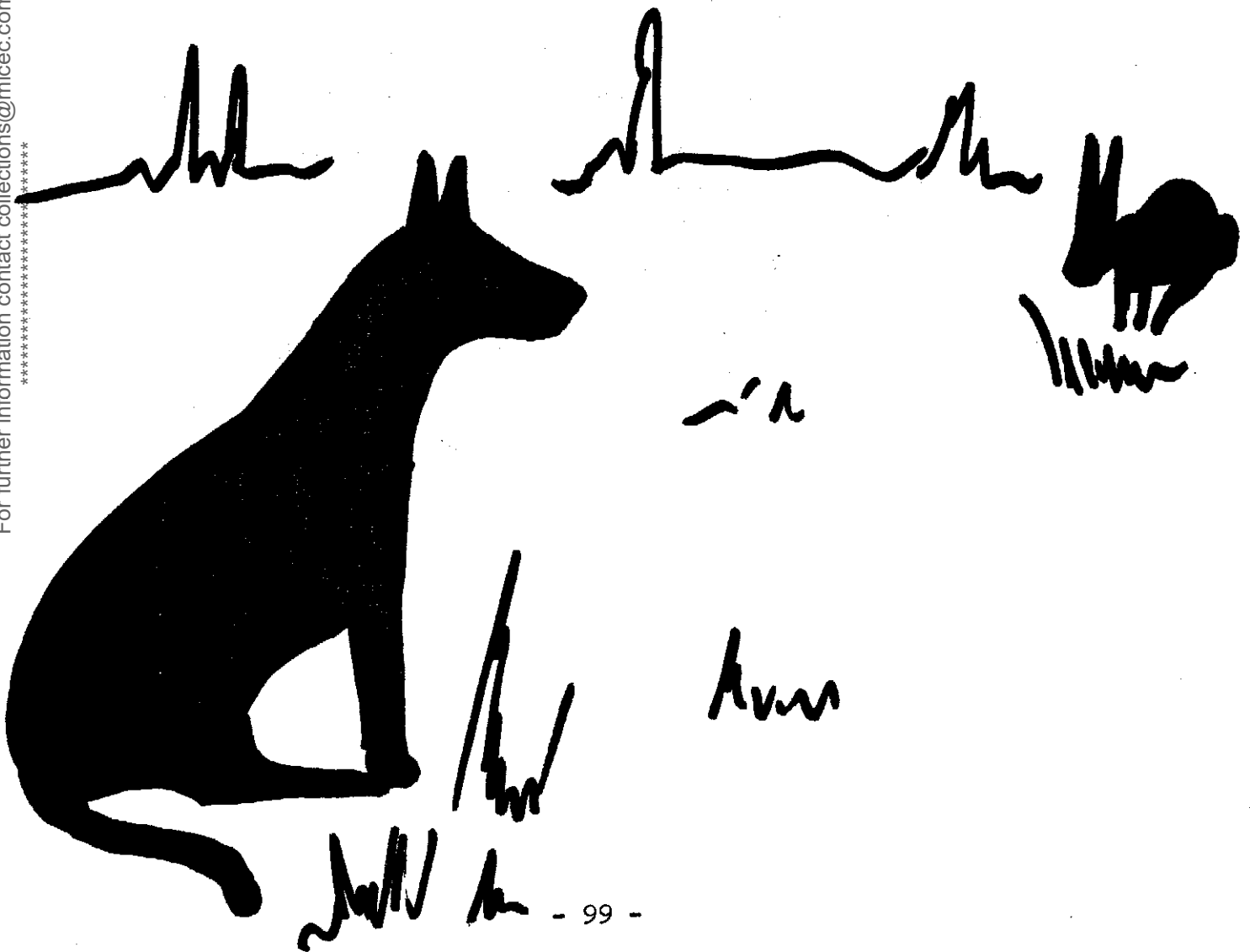
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Lesson 18

Awénenak wábamatwá?

What things do you see?

Ni wábamá animoc cigwa wápos.

I see a dog and a rabbit.

Awénenah wábamat aha animoc?

What does the dog see?

Ahá animoc o wábamán wáposon.
(or) kema

The dog sees a rabbit.

O wábamán wáposon.

He sees a rabbit.

Anin minik wáposoh aha animoc wábamat?

How many rabbits does the dog see? (or) kema

Anin minik wáposoh wábamat?

How many rabbits does he see?

O wábamán péjik wáposon.

He sees one rabbit.

Wékonen dac aha wápos wábandang.

And what does the rabbit see?

Ahá wápos o wábamán animocan.
(or) kema

The rabbit sees the dog.

O wábamáh animocah.

He sees the dog.

Anin minik animocah wábamat?

How many dogs does he see?

Péjik o wábamán.

He sees one.

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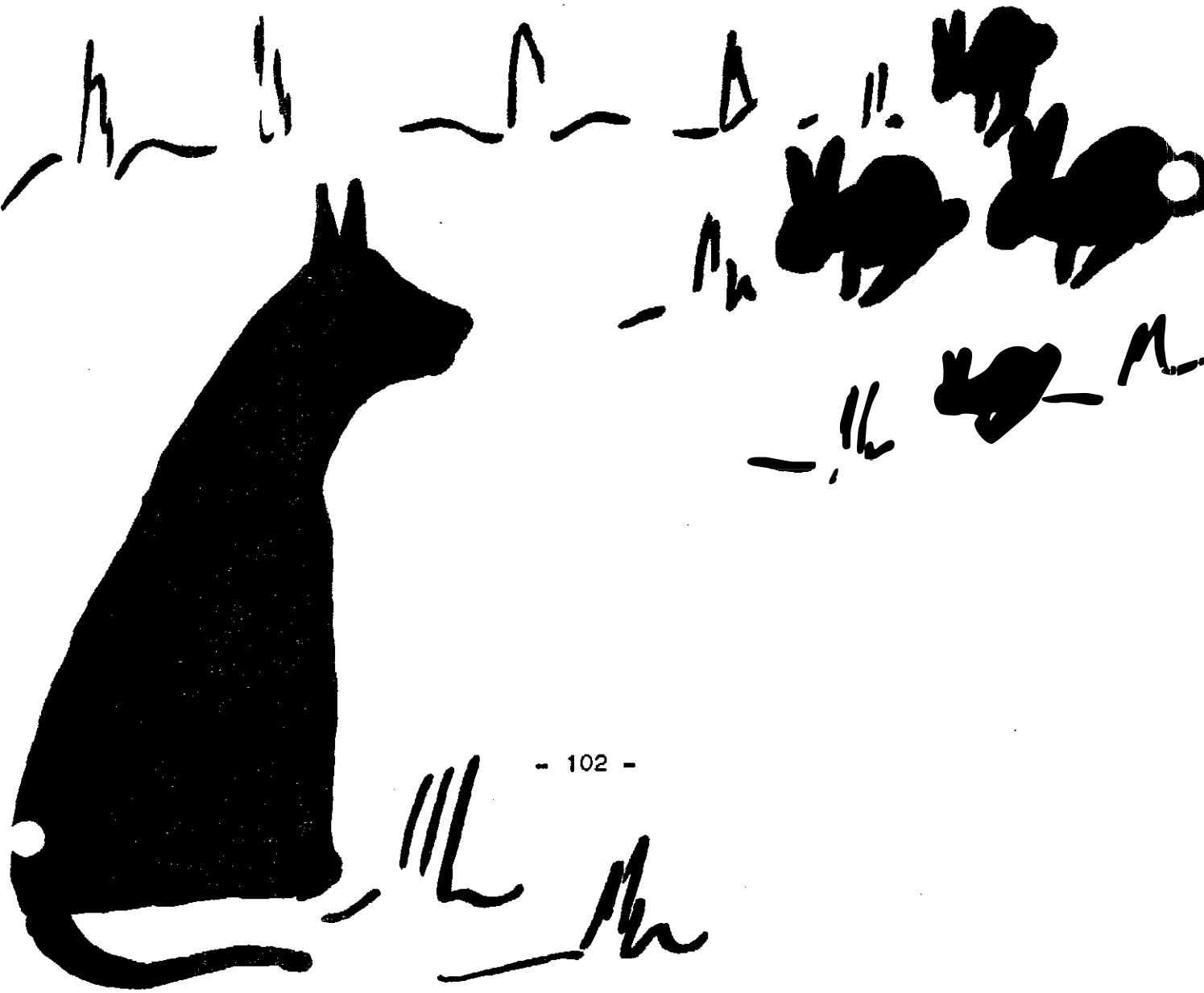
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Lesson 19

Awéneⁿak wá^bamatwá?

What do you see?

Nin wá^bamá animoc kaye aniñd wá^posok.

I see a dog and some rabbits.

Awéneⁿah wá^bamát ahá animoc?

What does the dog see?

Ahá animoc o wá^bamá^h aniñd wá^posoh.

The dog sees some rabbits.

O wá^bamáⁿ wá^poson.

He sees some rabbits.

Anin minik wá^posoh wá^bamát ahá animoc?

How many rabbits does the dog see?

Anin minik wá^posoh wá^bamát?

How many does he see?

Pejik, niñj, niswi, niwin.

One, two, three, four.

O wá^bamá^h niwin wá^posoh.

He sees four rabbits.

Wékonén dac wá^bándamowát iki wá^posok?

And what do the rabbits see?

Iki wá^posok o wá^bamawán animocan. (or) kema

The rabbits see the dog.

O wá^bamawá^h ini animocan.

They see the dog.

Anin minik animocah wá^bamawát?

How many dogs do they see?

Péjik eta animocan o wá^bamawán.

They see just one dog.

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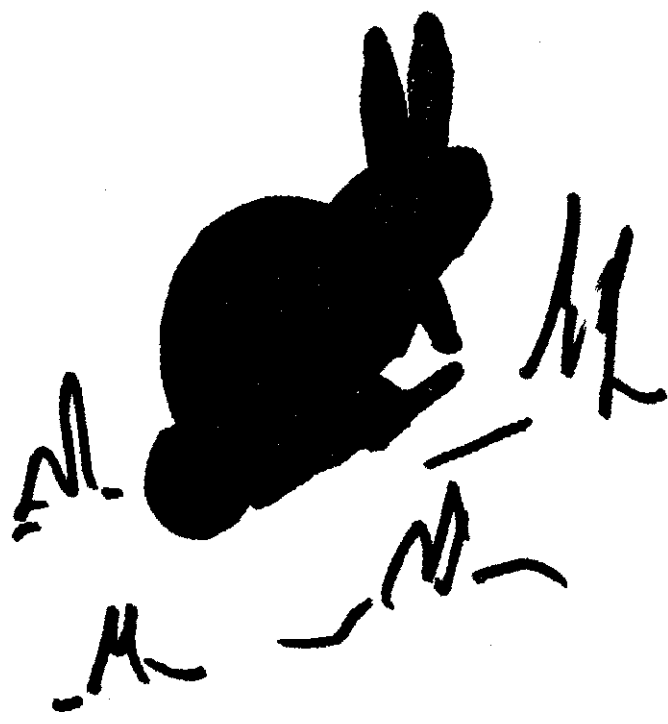
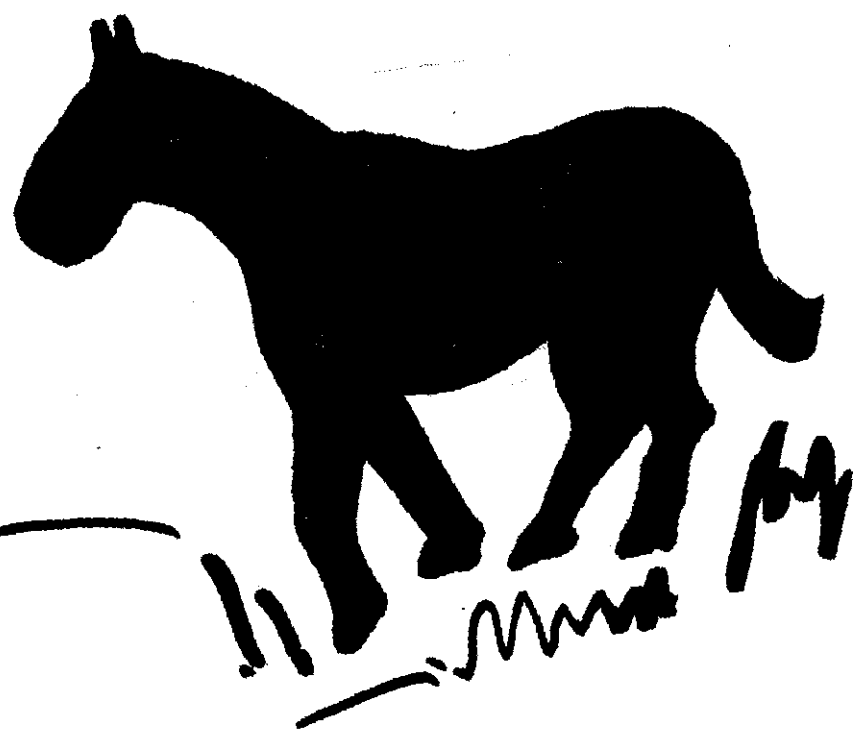
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Lesson 20

Wékonenan wábandaman?

What (things) do you see?

Ni wábamák wapos cigwa
mictatim.

I see a rabbit and a horse.

O wábamán na ahá wapos ini
mictatimon?

Does the rabbit see the horse?

En, enh, ahá wapos o wábamán
ini mictatimon. (or) kema

Yes, the rabbit sees the horse.

En, enh, o wábamán.

Yes, he sees him.

Aha na mictatim o wábamán
waposon?

Does the horse see the rabbit?

Kawin, kawin ahá mictatim o
wábamasin ini waposon.
(or) kema

No, the horse does not see
the rabbit.

Kawin, kawin, o wábamasim.

No, he does not see him.

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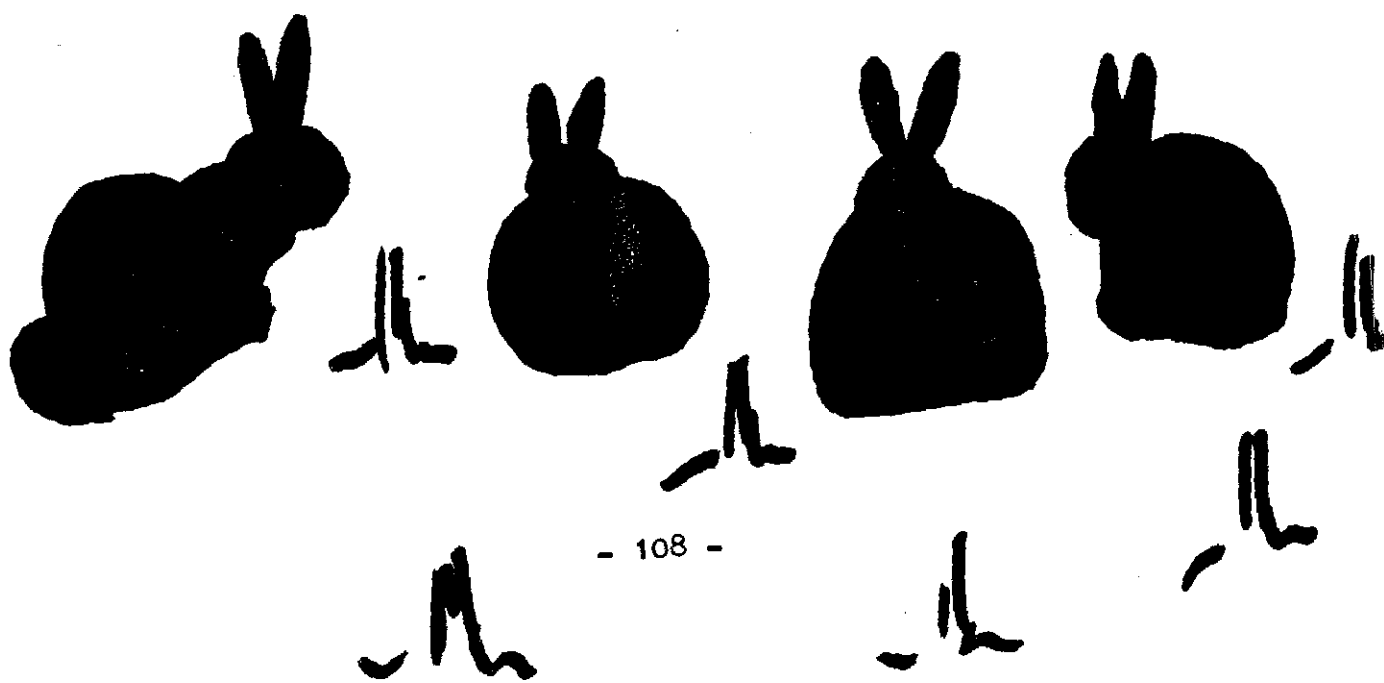
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Lesson 21

Wékonenan wábandaman?

What (things) do you see?

Ni wábamák waposok cigwa animoc.

I see some rabbits and a dog.

O wábamawáh na animocah iki waposok.

Do the rabbits see the dog?

En, enh, o wábamawán ini animocan iki waposok (or) kema.

Yes, the rabbits see the dog.

En, enh, o wábamawán.

Yes, they see him.

O wábamah na ahá animoc ini waposoh?

Does the dog see the rabbits?

Kawin, Kawin o wábamasih.

No, he does not see them.

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Lesson 22

What is this? (animate)

Awénen wahá?

It's a boy.

Kwiwisens waha.

And what's that?

Awénen dac wahá?

It's a horse.

Mictatim wahá.

What does the boy see?

Awénenan wábamát waha kwiwisens.

The boy sees the horse.

Ahá kwiwiséñs o wábaman ini mictatimon.

He sees the horse.

O wábamán ini mictatimon.

How many horses does he see?

Anin minik mictatimoh wábamát?

He sees one horse.

O wábamán péjik mictatimon.

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Lesson 23

Awénenah wáhá?

Kwíwiséñs waha.

Awénenah dac wín oko?

Mictatimok oko.

Awénenah wábamát wáhá
kwíwiséñs?

Mictatimoh o wábamah wáhá
kwíwiséñs. (or) (kema)

Mictatimoh o wábamah.

Anin minik mictatimoh
wábamát?

Niñj mictatimoh o wábamah.

What is this?

It's a boy.

And what are those?

They are horses.

What does the boy
see?

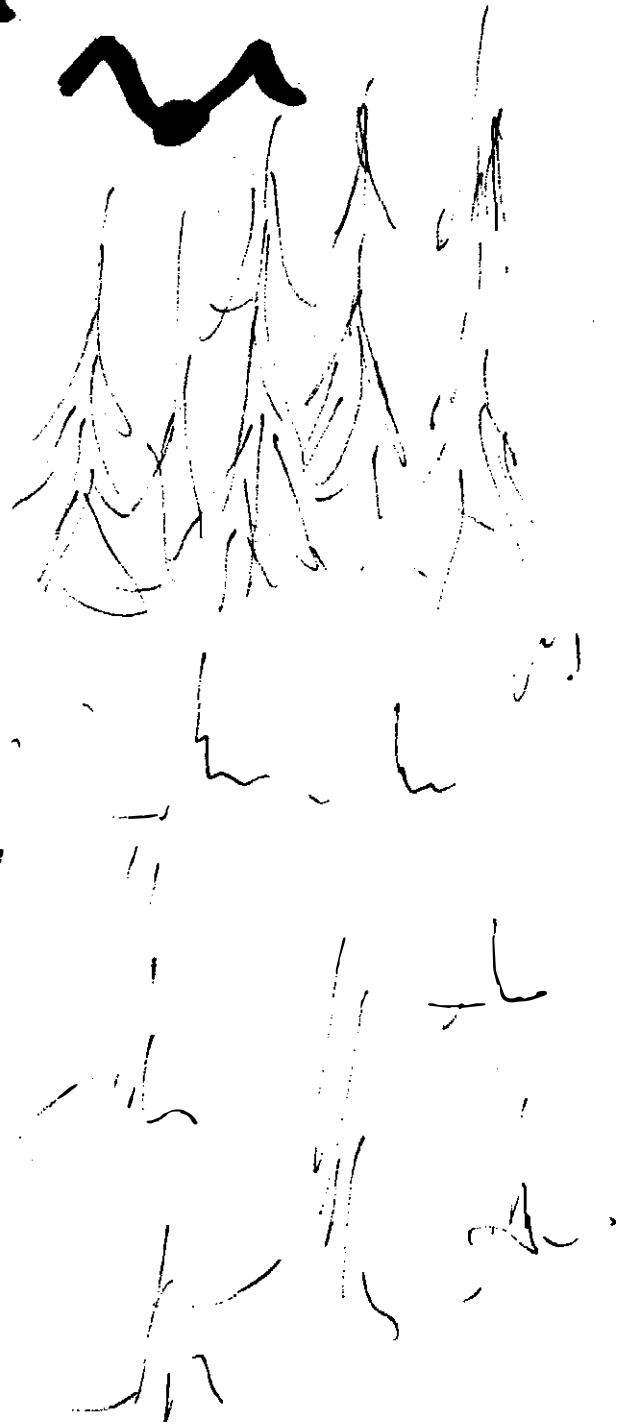
The boy sees the
horses.

He sees the horses.

How many horses does
he see?

He sees two horses.

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Lesson 24

Awenenah wabamat waha ikweseňš?	What does this girl see?
Pineñciyah o wabamah.	She sees some birds.
Awenen aha?	What's that?
Pineñci aha.	That's a bird.
Awenenak dac oko?	And what are those?
Pineñciyak oko.	Those are birds.
Anin ekitot aha ikweseňš?	What is the girl saying?
Ni wabamak pineñciyak ikit o.	She says, I see some birds.

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Additional Ideas:

FISHING

Niň gi widjiwa niň papa e
pakitawát.

I went with my father to set
a net.

Wipa e ani wábaňg, niň gi
natisapimin.

Early the next morning, went
to lift the net.

Niň gi kwáckwepinánánik, kema niň gi piňdahonánánik nipiwa
asaping.

We hooked or caught many fish in our net.

Anin tino kikoyak ká kátcitinekwa?

What kind of fish did you catch?

atikanékwak
namépinak
okáwək
kinonjék
wipitciyak

whitefish
suckers
pickerel
jackfish
goldeye

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 - namewak.
The net is called "asap".

Also you can fish with a hook.

Pekic ki ta kwackwepinak kikoyak.

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Additional Material: Trees and Berries.

Nidji niñ ki papamosemin nopimiñg ka mátinawe
ki jigak. Ápitci ki mino ki jigak. Ki noñdagosiwak
pinénciyak. Nanándok tino mitikok niñ ki wábamananik.
Mihi oko aniñd: minahik, ackatik, wikwas, wápasáti,
mánasáti, wikop. Nipiwa minawa pakán mitikok ayawak.
Mitikoh nipiwa ot inabadjihikowah pematisiwat. Ninkotci
nanda kapéciwát, ot abadjihawah ackatikoh.

É papimoséyañg nopimiñg, niñ ki wábandámin
nanándok tino minan. Wanijicinon tci mawiñzoñg kaye tci
midjiñg minan.

Mihi ono tino aniñd ka ki mawiñzoyang minan.
Otéhiminan, miskominak, anipiminan, capominak cigwa
ininato minan.

Aniñd pématisiwát mamawi nañda mawinzowak kayé
ápitci modjikitowak. Kicpin oñzam nipiwa midjiyan minan,
ki ka akosickákonan. (ki ka ki jiwakate.)

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, birch, white poplar, black poplar
and willow. There are 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 woods, we saw many berries. These
berries were very nice to pick and eat. Some of the berries
we picked were: strawberries, raspberries, cranberries,
gooseberries, blueberries. Some people get together and
all go picking berries and rálly enjoy themselves. If
you eat too many berries they can make you sick. (give
you a stomach-ache).

Extension of Vocabulary Words: Seasons

N <u>i</u> piŋg	Summer
Takwáki k	Fall
P <u>i</u> poŋg	Winter
S <u>i</u> kwaŋg	Spring
N <u>i</u> pinonŋg	Last Summer
Takwakoŋg	Last Fall
P <u>i</u> pononŋg	Last Winter
S <u>i</u> kwanonŋg	Last Spring

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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?

Tests 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 Odjibwe:
dog - animoc
girls - ikwesensak
pencils - ojipihikanakok
rabbits - wapposok
bird - penenci
3. Say two sentences you know.
4. Now say: What's that? - Wekonen ih?
What things do you see? - Wekonenan wabandaman?
He sees the horse. - O wabaman mictatimon.
5. Make two sentences that say something about today.
6. Say in Odjibwe a few questions which he will answer with a yes or no.
Do you see dogs outside?
Ki wabamak na animocak akwatcing?
Do you see a pencil?
Ki wabama na ojipihikanak?
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
12 - mitaswi aci ninj
13 - mitaswi aci niswi
14 - mitaswi aci niwin
15 - mitaswi aci nanan
16 - mitaswi aci ningotwaswi
17 - mitaswi aci ninjwaswi
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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