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Native Language Instruction Guide

LEVEL V

OJIBWAY

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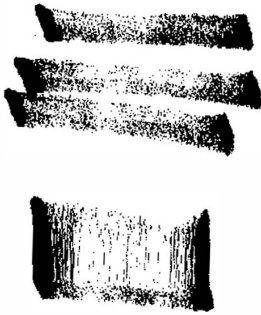


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OJIBWE



NATIVE LANGUAGE INSTRUCTION GUIDE

LEVEL V

This guide is subject to revision pending the receipt of information from teachers and schools.

A publication of the Native Education Branch

Manitoba Education

1985

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This guide has been developed as part of an overall Native Languages program for Manitoba schools and comprises the level 5 of the program. The document incorporates the ideas and suggestions of students and teachers in the field who speak and teach or have taught a Native Language.

This Native Language Instruction Guide - Level V is subject to revision pending the receipt of further information and suggestions from the field.

Acknowledgement is given to Dan Ehman, Stella Neff, Emma Gossfeld, Florence Paynter, Art Rempel, Boniface Guimond and Flora Zaharia.

INTRODUCTION TO LEVEL V

This course was originally designed as an introductory Spoken Ojibway program. With this revision, it will follow the Native Language Instruction Guide, Levels 1 - 4, as Level 5. The objectives for Level 5 is to acquaint the students to the structure and the grammar of the Ojibway language. The basic dialogue included with the lessons demonstrate the structure of the Ojibway language and some of the grammar differences. With students that are fluent in another language, it is wise to point out the differences in the grammar as compared to their language. The dialogue presented with these lessons should only serve as samples in the real lesson. Practical, real demonstrations would be more valuable in the teaching of distances.

Another objective for Level 5 is that the students should no longer rely on Roman Orthography as written communication, but only use syllabics in reading and writing. Practise in reading and writing should become an important part of the course. With Level 6, creative writing becomes a part of the program so Level 5 prepares the student for writing. Composing new sentences and writing them out could be part of each lesson.

Lessons 1 - 9

These lessons consist of a series of questions about the pictures and the 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 with the book can be used, or they 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 for the names of additional objects. They should be encouraged to use these questions with other Ojibway speaking members of the community. But it is important not to let the class delay too long before going on in the lessons while 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 level are designed to teach the student both the most important words and how to use them.

Lessons 10 - 18

These lessons continue the question and answer pattern as before, while introducing a new kind of Ojibway word, which we call transitive verbs. Transitive verbs change their endings and beginnings to indicate different pronouns. Moreover, the beginnings and endings wekonen - what, and anin minik - 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 wá pamá

ni wá pamák

ki wá pamá

ki wá pamák

o wá pamá

o wá pamáwán

With a Question Word:

wá pamák I see him

wá pamák I see them

wá památ You see him

wá památ You see them

wá pamáh He sees him or them

wá pamáwáh They see him or them

These are the forms of the transitive verb meaning see, when it is a k-noun that is being seen. When an a-noun is being seen, the verb is different.

For example:

With no Question Word:

ni wá pantán

ki wá pantán

o wá pantán

o wá pantánawa

With a Question Word:

ni wá pamák I see it or them

o wá pamák You see it or them

o wá pamáh He/she sees it or them

o wá pamáwáh They see it or them

- | | | |
|----|--------|--------|
| 1 | σ •ΔΔ | •ΔΔ\ |
| 2 | σ •ΔΔ | •ΔΔ\ |
| 3 | ρ •ΔΔ\ | •ΔΔ\ |
| 4 | ρ •ΔΔ\ | •ΔΔ\ |
| 5 | ▷ •ΔΔ\ | •ΔΔ\ |
| 6 | •ΔΔ•Δ\ | •ΔΔ•Δ\ |
| 7 | σ •ΔΔ\ | σ •ΔΔ\ |
| 8 | ρ •ΔΔ\ | ρ •ΔΔ\ |
| 9 | ▷ •ΔΔ\ | ▷ •ΔΔ\ |
| 10 | ▷ •ΔΔ\ | ▷ •ΔΔ\ |

All transitive verbs work the same way, different forms going with k-nouns and a-nouns.

For example:

ni nōñtawá	I hear him
ni nōñtán	I hear it

Lessons 19 to 24

These lessons 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 wá pamá	I see him/her	ni wá pamák	I see them
ni wá pamák	I see them	ni wá pamikok	they see me
ki wá pamá	You see him/her	wá památ	when you see him/her
ki wá pamák	You see them	ni wá pam	they see me
ni wá pañtán	I see it	wá pañtamán	when I see it
ki wá pañtán	You see it	wá pañtaman	when you see it

Group 2:

o wá pamán	he sees him/her	wá pamat	when he sees him/her
wá pamikok	they see me	wá pamak	I look at them
wá pañtám	it is seen	wá pañtán	look at it (singular)
wá pañtamok	look at it (plural)	wá pañtamok	look at it (plural)

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 end in 'a'. It is the same in both singular and plural.

For example:	animoc ni wá pamá	I see a dog.
	animocak ni wá pamák	I see dogs.
	animocah o wá pamáh	He sees dogs.

The obviative of a-nouns end in 'an' in the singular. In the plural, the obviative is the same as the regular plural ending in 'a'.

For example:

tcīmán ni wápañtán	I see a boat.
tcīmánan ni wápañtánan	I see boats.
tcīmán o wápañtán	He sees a boat.
tcīmánan o wápañtánan	He sees boats.

Ni wápamá animoc.	I see a dog.
Ni wápamák animok.	I see dogs.
O wápamán animocan (cah).	He sees a dog (dogs).

- 1 $\Gamma L^3 \sigma \cdot \Delta \Delta^3 C^3$
- 2 $\Gamma L^3 \Delta^3 \sigma \cdot \Delta \Delta^3 C^3 \Delta^3$
- 3 $\Gamma L^3 \triangleright \cdot \Delta \Delta^3 C^3$
- 4 $\Gamma L^3 \Delta^3 \triangleright \cdot \Delta \Delta^3 C^3$

- 5 $\sigma \cdot \Delta \Delta L \Delta \sigma J^u$
- 6 $\sigma \cdot \Delta \Delta L \setminus \Delta \sigma J^u$
- 7 $\triangleright \cdot \Delta \Delta L^3 \Delta \sigma J^u \Delta^3$

Suggestions for the Teacher

Teachers who plan to teach this course should be thoroughly familiar with the local Odjibwe dialect in their area, if there is any. Corrections should then be made if there are any dialect differences. The teacher has three main tasks in the teaching of the course. First, he is a model for pupil imitation. To be a model, the teacher needs only to have an accurate control of the pronunciation of the sentence structures and the materials to be learned. He is aided by tapes, which should be purchased or made. While both tapes and teacher are needed, the teacher supplies the needed flexibility and the important accompanying gesture and facial expressions. Second, the teacher is a judge of pupil accuracy in imitation and practise. Here again tapes are a help to the teacher since they provide a standard against which the performance of the class can be measured. However, tapes are aids, only teachers can notice and comment on a student's errors and difficulties. Consistent evaluation of each pupil's performance and progress in an aural - oral language course is of particular performance. Third, the teacher is a manager of classroom activity. As a manager, the teacher decides 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.

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 made it so. Therefore, the teacher must also be able to create situations which have meaning for the students and relate to their actual experiences. The teacher should make events of the community a real part of the program.

A method of teaching a language may consist 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:

Awenenan wápamát ahá kwīwiseňs - Who does that boy see?

Awenenan wápamát ahá ikwéseňs - Who does that girl see?

or

O wábamáh nīňj wáposh - He sees two rabbits.

O wábamáh niswi wáposh - He sees three rabbits.

or

O wábamán péjik animocan - He sees one dog.

O wábamán péjik ininiwan - He sees one man.

5. Extension of basic sentences, by the use of co-ordinating or subordinating the sentences.

Lesson Guideline:

Timing of the lessons may be as follows:

TIME: Fifteen to twenty minutes daily, for nine and ten year olds.
Twenty to twenty-five minutes daily, for eleven and twelve year olds.

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 otherwise

Lesson for the day

Songs, Games, Drama to provide 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

1 $\Delta \cdot \nabla \sigma \alpha \beta \cdot \Delta \Delta \Delta / \Delta \Delta \rho \cdot \Delta \Delta \Delta \Delta$

2 $\Delta \cdot \nabla \sigma \alpha \beta \cdot \Delta \Delta \Delta / \Delta \Delta \Delta \cdot \rho \Delta \Delta \Delta \Delta$

3 $\Delta \cdot \Delta \Delta \Delta \Delta \sigma \Delta \Delta \cdot \Delta \Delta \Delta \Delta$

4 $\Delta \cdot \Delta \Delta \Delta \Delta \sigma \Delta \cdot \Delta \cdot \Delta \Delta \Delta \Delta$

5 $\Delta \cdot \Delta \Delta \Delta \Delta \Delta \Delta \Delta \Delta \Delta \Delta \Delta \Delta$

6 $\Delta \cdot \Delta \Delta \Delta \Delta \Delta \Delta \Delta \Delta \Delta \Delta \Delta$

according to the needs, circumstances and conditions of the teachers and students' particular classroom.

The student should work through each of the stages at a rate best suited to his abilities. Although complete mastery of the work is improbable, a pupil should show reasonable competence before proceeding to the next step. In the early stages, so much material is repeated, the student who fails to learn something at its first appearance will have the opportunity to do 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 of the material that would lead to ignorance and frustration. To be able to reach a balance between these two is the mark of a good teacher.

ACTIVITIES AND RESOURCES:

For supplementary materials, prepare tapes. Local dialect variations, recorded from local residents would be a valuable aid in the classrooms. Arrange visits from local residents to converse with the students. Encourage students to practise their language outside of school time.

Other activities suggested are:

1. Keeping scrap books of pictures, drawn or cut out. Print in syllables beside them.
2. Make wall murals. Print names of things beside them.
3. Make models. Depict scenes. Seasonal activities and changes may be shown this way.
4. Have pictures of all local animals, trees, flowers, birds, fish and plants that are used, such as seneca root. Label them. Or, have the real thing in the classroom.
5. Encourage creative writing. Assign simple paragraph writing.

Testing suggestions are given after Lesson 10.

It is important that the teacher always use directions and common phrases in the Native language so the students will get used to the words. These useful phrases may be introduced, not structurally, but incidentally.

oma pihicán, oma pihicák (plural)	come here
n'kotci iján, n'kotci iják (plural)	go away
apin, apik (plural)	sit down
pañkiton, pañkitok (plural)	be quiet
kockawatapin, kockawatapik (plural)	sit still
kotciton, kotcitok (plural)	try it
ki nisitotam na?	Do you understand?
ki nisitotám na?	Do you understand?
ni wanike	I forget
ni wanikemin	we forget
anicinábemon, anicinábemok (plural)	talk Odjibwe
minawá ikiton, minawá ikitok (plural)	say it again
kitwám ikiton, kitwám ikitok (plural)	say it again
mihi ici	that is the way
kakwetcim	ask him/her
kakwetcimikok	ask them
wiñtamaw	tell him/her
wiñtamawikok	tell them
kakina ikitok	everybody say it
mámaw ikitok	say it altogether
nakwetaw, nakwetawikok	answer him/her, answer them
minawa	again
cakanácimon	talk English
eñ, eñh	yes
káwin	no
máagicá	maybe
wekonen	what
awenen	who
anin	What is the matter?
	requesting an answer

mina
keget
mánó
mi kwayek
káwin niñ kikeñdañsin
káwin niñiñawind
kikeñdañsimin nañdotan
nañdot awicin
nañdot awikok

okay?
true
never mind
that's okay
I don't know
we don't know
listen
listen to me
listen to them

- | | | |
|----|------------------------------------|-----------------------|
| 1 | DL ΛΔΣ | DL Λ ΔΣ |
| 2 | σ ³ df ΔΣ | σ ³ df ΔΣ |
| 3 | ΔΛ | ΔΛ |
| 4 | < ³ P> | < ³ P> |
| 5 | d ³ b••ΔCΛ | d ³ b••ΔCΛ |
| 6 | df> | df> |
| 7 | P σ ² CC ^c a | |
| 8 | σ •Δσ ⁹ | |
| 9 | σ •Δσ ⁹ Γ | P •Δσ ⁹ Γ |
| 10 | Δσ ⁹ aVJ | Δσ ⁹ aVJ |
| 11 | Γa•Δ ΔP> | Γa•Δ ΔP> |
| 12 | PC• ^c ΔP> | PC• ^c ΔP> |
| 13 | ΓΔ ΔJ | |
| 14 | b• ⁹ Γ ^c | |
| 15 | b• ⁹ Γ ^c Δ\Δ | |
| 16 | •Δ ³ CL ^o | |
| 17 | •Δ ³ CL ^o Δd | |
| 18 | bPa ΔP> | |
| 19 | LL ^o ΔP> | |
| 20 | a• ⁹ C ^o | a• ⁹ C•Δd |

Lessons 1 - 4

Introduce the students to one kind of Odjibwe word, which we call k-nouns. K-nouns are so called because their plural forms end in k, for example:

animoc	- dog	animocak	- dogs
animo ^ŋ s	- puppy	animo ^ŋ sak	- puppies
wápos	- rabbit	wáposok	- rabbits
wápos ^ŋ s	- little rabbit	wápos ^ŋ sak	- little rabbits

The lessons also introduce the question words, awenen and awenena(k), and the pointing out words, waha, aha, aweti, and their plurals, which go with k-nouns.

Teaching Suggestions:

Students will need an explanation of the distances involved in the use of:

- waha, this one (right here)
- aha, that one (there)
- aweti, that one (farthest away)

Animate and Inanimate Demonstratives: Singular and Plural

	K-nouns (animate)	A-nouns (inanimate)	
this (here)	wahá	aha	
that	wahá	aha	Singular
that (far)	awéti	iniwe	
these (here)	iki	oko	
those	oko	okowek	Plural
those (far)	ikiwéti	ikiwék	

The illustrations enclosed in the guide are to serve as a demonstration of these words. More practical devices would be to place different things at different distances. The sketches are only illustrations. Teaching distances will be so much more practical if done with materials that are right in the classroom.

1	Δσ ₁ ^u	Δσ ₁ ^u Δ ₁
2	Δσ ₁ ^u Δ ₁	Δσ ₁ ^u Δ ₁ Δ ₁
3	• Δ ₁ ^u	• Δ ₁ ^u Δ ₁
4	• Δ ₁ ^u Δ ₁ Δ ₁	• Δ ₁ ^u Δ ₁ Δ ₁ Δ ₁
5	• Δ ₁	
6	Δ ₁	
7	Δ ₁ Δ ₁	
8	• Δ ₁	Δ ₁
9	• Δ ₁	Δ ₁
10	Δ ₁ Δ ₁ Δσ ₁ Δ ₁	Δ ₁ Δ ₁
11	• Δ ₁	Δ ₁
12	• Δ ₁	Δ ₁
13	Δ ₁ Δ ₁ Δσ ₁ Δ ₁	Δ ₁ Δ ₁
14	Δ ₁	
15	Δ ₁	Δ ₁ Δ ₁
16	Δ ₁ Δ ₁	Δ ₁ Δ ₁

To supplement sentences, names of other animals may be introduced also. This should depend on the animals known to the children.

Assignment Suggestions:

- (1) Practise syllabic writing and reading.
- (2) Make worksheets for students to fill in the blanks.
- (3) Ask questions. Have student write the answer in syllabics.
- (4) Xerox syllabic pages and have the students translate them into Odjibwe and then English.

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LESSONS

Introductory Lesson IGreetings

These first two introductory lessons can be used anytime in the course.
This is some of the everyday language that is used.

- | | |
|--|--|
| 1. An <u>in</u> . An <u>in</u> megwa ^{eshayan} éjé ayáyan? | 1. Hello. How are you now? |
| 2. Ni mino ayá. | 2. I am fine. |
| 3. An <u>in</u> ^{cha} éjé ayáyan? | 3. How are you? |
| 4. Mihi kwayak. | 4. Very good. |
| 5. Ni mino ayá. | 5. I am fine. |
| 6. Ki sakinind <u>in</u> ^{ch} jinin . | 6. I shake hands with you. |
| 7. Ki sakinind <u>in</u> ^{ch} jinin ,
ni minwentan wábaminán. | 7. I shake hands with you,
I am very glad to see you. |
| 8. Ki sakinind <u>in</u> ^{ch} jinin ,
ki ka wábamin minawa. | 8. I shake hands with you,
I will see you again. |
| 9. K <u>in</u> da ^{sh} sh | 9. How about you? |
| 10. W <u>in</u> da ^{sh} sh | 10. How about him/her? |
| 11. W <u>in</u> da ^{sh} sh ki máná? | 11. How about your mother? |
| 12. An <u>in</u> ? | 12. How are you? |
| 13. An <u>in</u> ^{cha} éjé ayát ki máná? | 13. How is your mother? |
| 14. An <u>in</u> ^{ch} éjé hayát ki pápá? | 14. How is your father? |
| 15. An <u>in</u> ^{ch} éjé hayát kokom? | 15. How is your grandmother? |
| 16. An <u>in</u> ^{ch} éjé hayát kokominán? | 16. How is our grandmother? |
| 17. An <u>in</u> ^{ch} éjé inikásoyan? | 17. What is your name? |
| 18. niñá ^{ch} éjé inikás. | 18. is my name. |
| 19. Káw <u>in</u> iko ^{ch} apítai . | 19. Not very good. |
| 20. Káw <u>in</u> iko. | 20. Not really. |

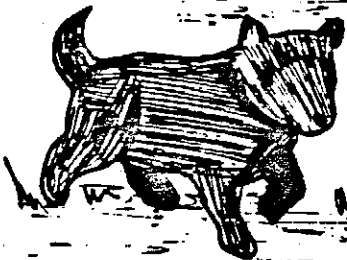
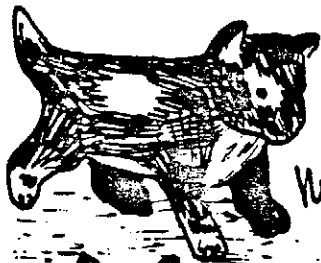
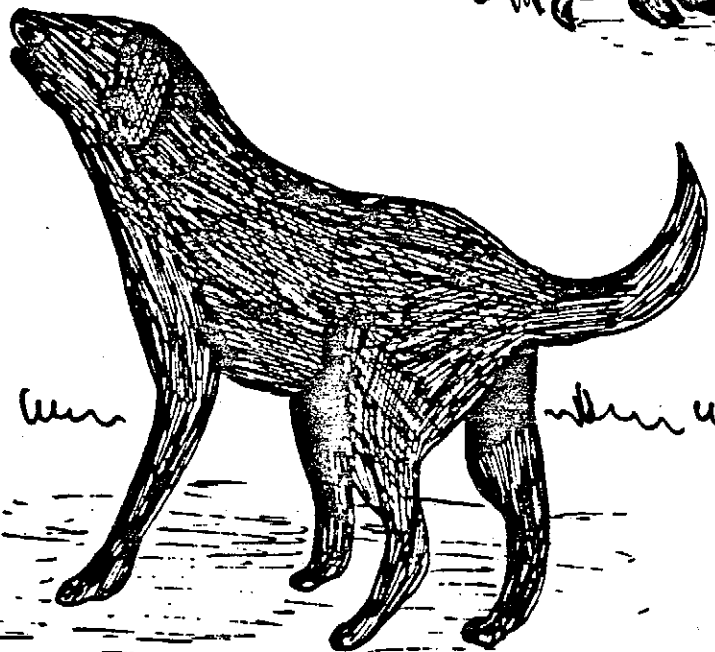
- 1 $\triangleleft \sigma' \triangleleft \sigma' \neg b \cdot \nabla \mathcal{S} \triangleleft \mathcal{L} \mathcal{L}'$
- 2 $\sigma \Gamma \circ \triangleleft$
- 3 $\triangleleft \sigma' \nabla \mathcal{S} \triangleleft \mathcal{L} \mathcal{L}'$
- 4 $\Gamma \Delta b \cdot \mathcal{L} \mathcal{L}'$
- 5 $\sigma \Gamma \circ \triangleleft$
- 6 $P \text{ } \mathcal{L} P \sigma' \mathcal{L} \sigma'$
- 7 $P \text{ } \mathcal{L} P \sigma' \mathcal{L} \sigma' \sigma \Gamma \cdot \nabla \mathcal{C} \cdot \triangleleft \Gamma \circ \mathcal{L}'$
- 8 $P \text{ } \mathcal{L} P \sigma' \mathcal{L} \sigma' P b \cdot \triangleleft \Gamma \cdot \Gamma \circ \mathcal{L}'$
- 9 $P \mathcal{L} \mathcal{C}'$
- 10 $\cdot \Delta \mathcal{L} \mathcal{C}'$
- 11 $\cdot \Delta \mathcal{L} \mathcal{C}' P LL$
- 12 $\triangleleft \sigma'$
- 13 $\triangleleft \sigma' \nabla \mathcal{S} \triangleleft \mathcal{L} \mathcal{L}' P LL$
- 14 $\triangleleft \sigma' \nabla \mathcal{S} \triangleleft \mathcal{L} \mathcal{L}' P \ll$
- 15 $\triangleleft \sigma' \nabla \mathcal{S} \triangleleft \mathcal{L} \mathcal{L}' dd \mathcal{C}'$
- 16 $\triangleleft \sigma' \nabla \mathcal{S} \triangleleft \mathcal{L} \mathcal{L}' dd \mathcal{C}' \Delta \circ \mathcal{L}'$
- 17 $\triangleleft \sigma' \nabla \mathcal{S} \sigma b \mathcal{L} \mathcal{L}'$
- 18 $\sigma' \mathcal{L} \Delta \mathcal{S} \sigma b \wedge$
- 19 $b \cdot \Delta \mathcal{L} \Delta d \triangleleft \mathcal{L} \mathcal{L}'$
- 20 $b \cdot \Delta \mathcal{L} \Delta d$

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Introductory Lesson IIWeather

- | | |
|--|--|
| 1. Anin ^{sh} éjiwebak noŋgom. | 1. What kind of a day is it today? |
| 2. Mino ki ^{sh} figan noŋgom. | 2. It is a nice day today. |
| 3. Añdi wéñdanimak noŋgom. | 3. Where is the wind from today? |
| 4. Kiwétinong oñdániman noŋgom. | 4. The wind is blowing from the north today. |
| 5. Niñgápihanong oñdániman noŋgom. | 5. The wind is blowing from the west today. |
| 6. Wábanong oñdániman noŋgom. | 6. The wind is from the east. |
| 7. ^{sh} áwanong oñdániman noŋgom. | 7. The wind is from the south. |
| 8. Mate ^{chi sh} ki ^{sh} řikan noŋgom. | 8. It is a bad day. (bad weather) |
| 9. Kitci ^h sokipon. | 9. It is snowing a lot. |
| 10. Kitchi ^h kimiwan. | 10. It is raining a lot. |
| 11. Kitchi ^h notin | 11. It is blowing a lot. |
| 12. Wawíŋge kisina. | 12. It is very cold. |
| 13. Wawíŋge kicite. ^{sh} | 13. It is very hot. |
| 14. Kitci ^{ch} sokipon. | 14. It is snowing hard. |
| 15. Kitci ^h kimiwan. | 15. It is raining hard. |
| 16. Soñk animat. | 16. It is blowing hard. |
| 17. Ki animikiká na tipikoŋg. | 17. Was there thunder last night? |
| 18. Kawin, ki wásikewak eta. | 18. No, it was only lightening. |
| 19. Wi kimiwan na noŋgom. | 19. Is it going to rain today? |
| 20. Wáwate. | 20. Northern lights. |

- 1 ◁σ' ∇∫.∇< \ ρ'd°
- 2 Γσ Ρ∫' ρ'd°
- 3 ◁σ∩ •∇'CσL \ ρ'd°
- 4 Ρ.∇∩ρ' ∇'CσL / ρ'd°
- 5 σ'בΛ◁σ' ∇'CσL / ρ'd°
- 6 •◁Kσ' ∇'CσL / ρ'd°
- 7 ϑ.◁σ' ∇'CσL / ρ'd°
- 8 LΓ Ρ∫' ρ'd°
- 9 ΡΓ ρ>
- 10 ΡΓ ΡΓ.◁
- 11 ΡΓ ρ∩
- 12 •◁.Δ'9 Ρ'ε
- 13 •◁.Δ'9 Ρ ∫U
- 14 ΡΓ ρ>
- 15 ΡΓ ΡΓ.◁
- 16 ρ' ∇σL /
- 17 Ρ ◁εΓΡ'ε ε ∩Λρ'
- 18 ב.Δ' Ρ •◁'9.◁ \ ∇C
- 19 •Δ ΡΓ.◁ ε ρ'd°
- 20 •◁.◁U



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Lesson 1

Awénén wahá?

Animo^{sh} wahá.

Awénén wahá?

Animo^{sh} kayé wahá.

Awénén awéti?

Animo^{sh} kayé awéti.

Awénén wahá?

Animo^{ns} wahá.

Ahá dae^{sh}

Animo^{ns} kayé wahá.

Awénén dae^{sh} wahá?

Animo^{ns} kayé wahá.

Wahá dae^{sh}

Animo^{ns} kayé wahá.

Awénén dae^{sh} awéti?

Animo^{ns} kayé awéti.

Awéti dae^{sh}

Animo^{ns} kayé awéti.

Awénenak iki?

Animo^{sh}ak iki.

Awénenak dae^{sh} iki?

Animo^{ns}ak iki.

Awénenak dae^{sh} oko?

Animo^{ns}ak kayé oko.

Awénenak dae^{sh} ikiwéti?

Animo^{ns}ak kayé ikiwéti.

Who is this?

This is a dog.

Who is that? (near)

That is a dog, too.

Who is that? (far)

That is a dog, too.

Who is this?

This is a puppy.

And this?

This is a puppy, too.

And who is that? (near)

That is a puppy, too.

And that?

That is a puppy, too.

And who is that? (far)

That is a puppy, too.

And that?

That is a puppy, too.

Who are these?

These are dogs.

And who are these?

These are puppies.

And who are those? (near)

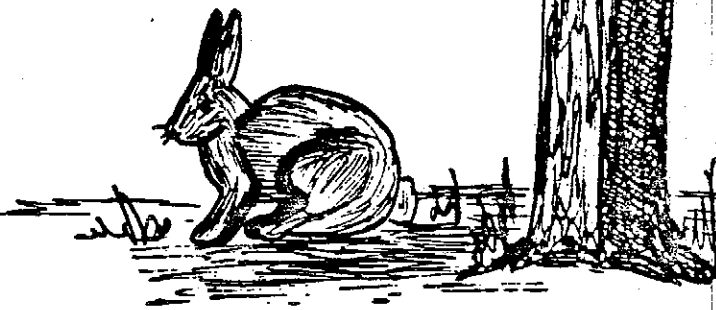
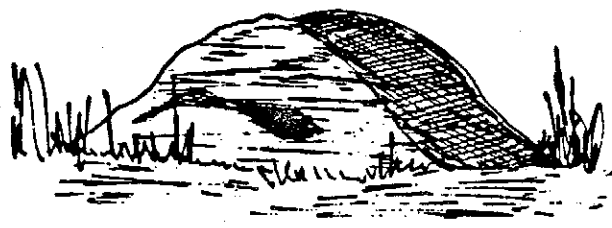
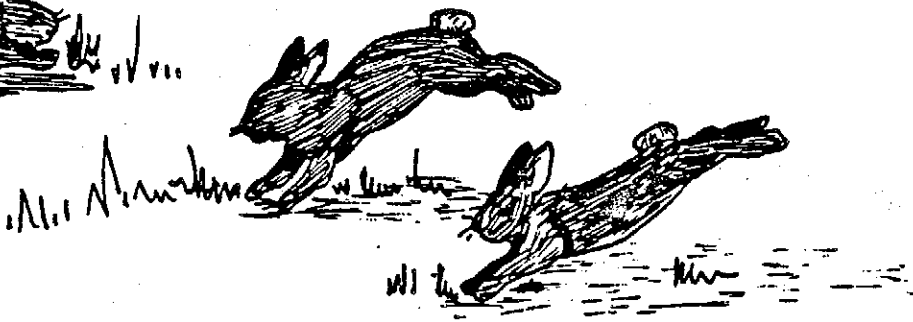
Those are puppies, too.

And who are those? (far)

Those are puppies, too.

- 1 $\triangleleft \cdot \nabla \circ \text{' } \cdot \triangleleft \triangleleft$
- 2 $\triangleleft \sigma \text{' } \cdot \triangleleft \triangleleft$
- 3 $\triangleleft \cdot \nabla \circ \text{' } \cdot \triangleleft \triangleleft$
- 4 $\triangleleft \sigma \text{' } \text{ b } \triangleleft \cdot \triangleleft \triangleleft$
- 5 $\triangleleft \cdot \nabla \circ \text{' } \triangleleft \cdot \nabla \cap$
- 6 $\triangleleft \sigma \text{' } \text{ b } \triangleleft \triangleleft \cdot \nabla \cap$
- 7 $\triangleleft \cdot \nabla \circ \text{' } \cdot \triangleleft \triangleleft$
- 8 $\triangleleft \sigma \text{' } \text{' } \cdot \triangleleft \triangleleft$
- 9 $\cdot \triangleleft \triangleleft \text{ C'}$
- 10 $\triangleleft \sigma \text{' } \text{' } \text{ b } \triangleleft \triangleleft$
- 11 $\triangleleft \cdot \nabla \circ \text{' } \text{ C' } \cdot \triangleleft \triangleleft$
- 12 $\triangleleft \sigma \text{' } \text{' } \text{ b } \triangleleft \cdot \triangleleft \triangleleft$
- 13 $\cdot \triangleleft \triangleleft \text{ C'}$
- 14 $\triangleleft \sigma \text{' } \text{' } \text{ b } \triangleleft \cdot \triangleleft \triangleleft$
- 15 $\triangleleft \cdot \nabla \circ \text{' } \text{ C' } \triangleleft \cdot \nabla \cap$
- 16 $\triangleleft \sigma \text{' } \text{' } \text{ b } \triangleleft \triangleleft \cdot \nabla \cap$
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Lesson 2

Awénén wahá?

Wapqs wahá.

Awénén wahá?

Wapqs kayé wahá.

Awénén awéti?

Wapqs kayé awéti.

Awénén wahá?

Wapsoṅs wahá.

Aha dae?

Wapsoṅs kayé wahá.

Awénén kayé wahá?

Wapsoṅs kayé wahá.

Wahá dae^{sh}?

Wapsoṅs kayé wahá.

Awénén dash awéti?

Wapsoṅs kayé awéti.

Awéti dash

Wapsoṅs kayé awéti.

Awénénak iki?

Wapsoṅs iki.

Awénénak dash iki?

Wapsoṅsak iki.

Awénénak dash oko?

Wapsoṅsak kayé oko.

Awénénak dash ikiwéti?

Wapsoṅsak kayé ikiwéti.

Who is this?

This is a rabbit.

Who is that? (near)

This is a rabbit, too.

Who is that? (far)

That is a rabbit, too.

Who is this?

This is a little rabbit.

And this?

This is a little rabbit, too.

And who is that? (near)

That is a little rabbit, too.

And that?

That is a little rabbit, too.

And who is that? (far)

That is a little rabbit, too.

And that?

That is a little rabbit, too.

Who are these?

These are rabbits.

And who are these?

These are little rabbits.

And who are those? (near)

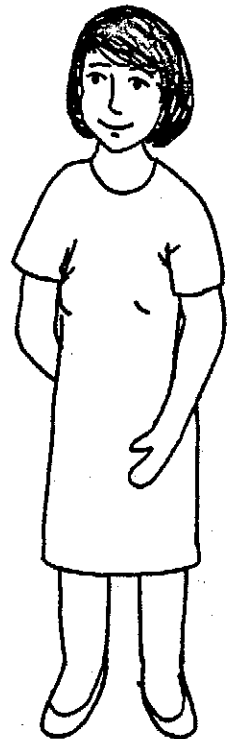
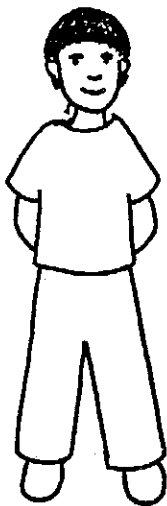
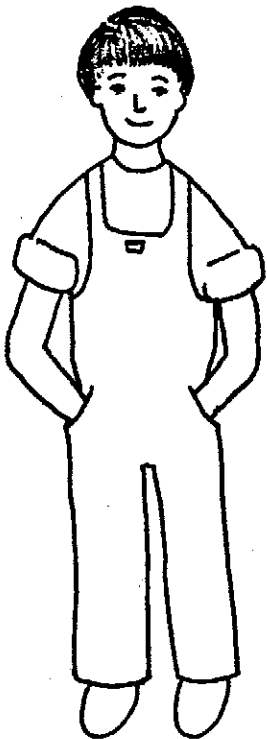
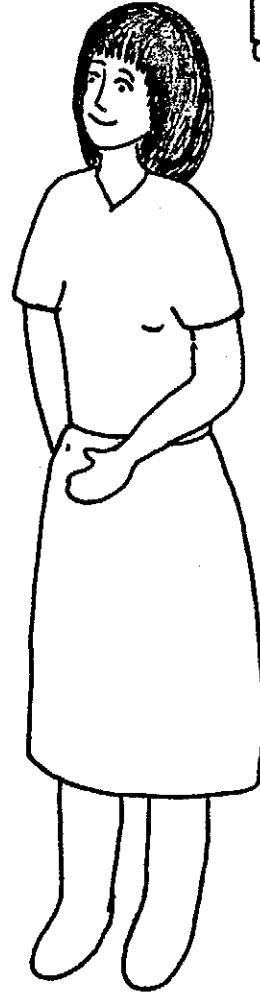
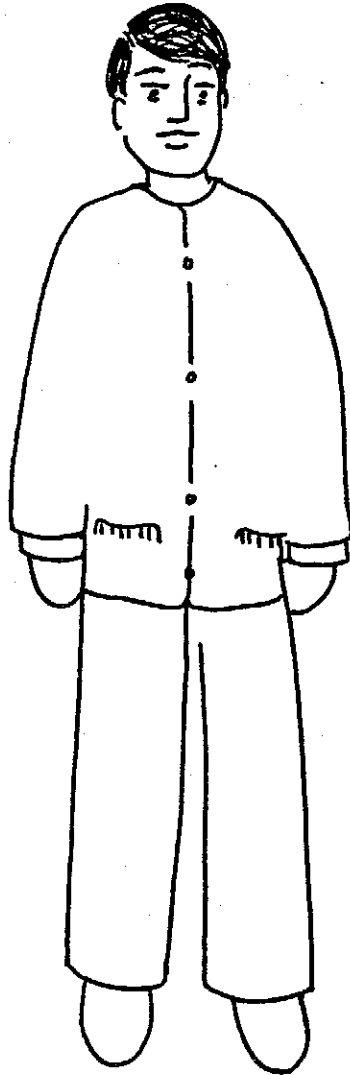
Those are little rabbits, too.

And who are those? (far)

Those are little rabbits, too.

- 1 ◁•▽◊' ◁◁
- 2 •◁▷^ ◁◁
- 3 ◁•▽◊' •◁◁
- 4 •◁▷^ бґ •◁◁
- 5 ◁•▽◊' ◁•▽∩
- 6 •◁▷^ бґ ◁•▽∩
- 7 ◁•▽◊' ◁◁
- 8 •◁▷^▷▷^ ◁◁
- 9 ◁◁ C^
- 10 •◁▷^▷▷^ ◁◁
- 11 ◁•▽◊' бґ •◁◁
- 12 •◁▷^▷▷^ бґ •◁◁
- 13 •◁◁ C^
- 14 •◁▷^▷▷^ бґ •◁◁
- 15 ◁•▽◊C^ ◁•▽∩
- 16 •◁▷^▷▷^ бґ ◁•▽∩
- 17 ◁•▽∩ C^
- 18 •◁▷^▷▷^ бґ ◁•▽∩
- 19 ◁•▽◊_ ΔP
- 20 •◁▷^ ΔP
- 21 •◁•▽◊_ C^ ΔP
- 22 •◁▷^▷▷^ ΔP
- 23 ◁•▽◊ C^ ▷d 25 ◁•▽◊_ C^ ΔP•▽∩
- 24 •◁▷^▷▷^ ΔP бґ ▷d 26 •◁▷^▷▷^ ΔP бґ ΔP•▽∩

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Lesson 3

Awénén wahá?

Inini wahá.

Awénén wahá?

Inini kayé wahá.

Awénén awéti?

Inini kayé awéti.

Awénén wahá?

Kwiwisěns wahá.

Aha dash

Kwiwisěns kayé wahá.

Awénén dag wahá?

Kwiwisěns kayé wahá.

Wahá dash

Kwiwisěns kayé wahá.

Awénén dag awéti?

Kwiwisěns kayé awéti.

Awéti dag

Kwiwisěns kayé awéti

Awénénak iki?

Ininiwak iki.

Awénénak dag iki?

Kwiwisěnsak iki.

Awénénak dac oko?

Kwiwisěnsak kayé oko.

Awénénak dag ikiwéti?

Kwiwisěnsak kayé ikiwéti.

Who is this?

This is a man.

Who is that? (near)

That is a man, too.

Who is that? (far)

That is a man, too.

Who is this?

This is a boy.

And this?

This is a boy, too.

And who is that? (near)

That is a boy, too.

And that?

That is a boy, too.

And who is that? (far)

That is a boy, too.

And that?

That is a boy, too.

Who are these?

These are men.

And who are these?

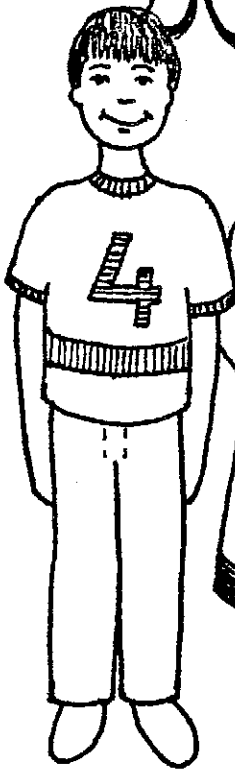
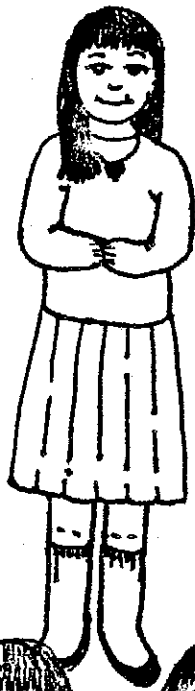
These are boys.

And who are those? (near)

Those are boys, too.

And who are those? (far)

Those are boys, too.



Lesson 4

Awénén wahá?

Ikwé wahá.

Awénén wahá?

Ikwé kayé wahá.

Awénén awéti?

Ikwé kayé awéti.

Awénén wahá?

Ikwéseňs wahá.

Aha dac?

Ikwéseňs kayé wahá.

Awénén dac wahá?

Ikwéseňs kayé wahá.

Wahá dac?

Ikwéseňs kayé wahá.

Awénén dac awéti?

Ikwéseňs kayé awéti.

Awéti dac?

Ikwéseňs kayé awéti.

Awénénak iki?

Ikwéwak iki.

Awénénak dac iki?

Ikwéseňsak iki.

Awénénak dac oko?

Ikwéseňsak kayé oko.

Awénénak dac ikiwéti?

Ikwéseňsak kayé ikiwéti.

Who is this?

This is a woman.

Who is that? (near)

That is a woman, too.

Who is that? (far)

That is a woman, too.

Who is this?

This is a girl.

And this?

This is a girl, too.

And who is that? (near)

That is a girl, too.

And that?

That is a girl, too.

And who is that? (far)

That is a girl, too.

And that?

That is a girl, too.

Who are these?

These are women.

And who are these?

These are girls.

And who are those? (near)

Those are girls, too.

And who are those? (far)

Those are girls, too.

1 ◁•▽◁' ◁◁

2 Δ•9 ◁◁

3 ◁•▽◁' •◁◁

4 Δ•9 64 •◁◁

5 ◁•▽◁' ◁•▽◁

6 Δ•9 64 ◁•▽◁

7 ◁•▽◁ ◁◁

8 Δ•9^▽^ ◁◁

9 ◁◁ C^

10 Δ•9^▽^ 64 ◁◁

11 ◁•▽◁' C^ •◁◁

12 Δ•9^▽^ 64 •◁◁

13 •◁◁ C^

14 Δ•9^▽^ 64 •◁◁

15 ◁•▽◁' C^ ◁•▽◁

16 Δ•9^▽^ 64 ◁•▽◁

17 ◁•▽◁ C^

18 Δ•9^▽^ 64 ◁•▽◁

19 ◁•▽◁' ΔP

20 Δ•9•◁' ΔP

21 ◁•▽◁' C^ ΔP

22 Δ•9^▽^◁' 64 ΔP

23 ◁•▽◁' C^ ▷d

24 Δ•9^▽^◁' 64 ▷d

25 ◁•▽◁' C^ ΔP

26 Δ•9^▽^◁' 64 ΔP

Lessons 5, 6, 7

These lessons introduce the student to another kind of Odjibwe words, which are called 'an' nouns. 'An' nouns are so called because their plural forms end in 'an', for example:

wakáhigan	house
wakáhigan(an)	houses
ickwandém	door
ickwandém(an)	doors
wasénigan	window
wasénigan(an)	windows
wásakonéndjigan	light
wásakonéndjigan(an)	lights
apakwán	roof
apakwán(an)	roofs

The lessons also introduce the question word, wékonén, and wékonénan, and the pointing-out words, ihí, oho, iwéti, ono, and their plurals, which go with 'an' nouns.

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

ojípihiganák	pencil
ojípihiganák(ok)	pencils
kísis	sun
kísis(ok)	suns
tibikíkísis	moon
tibikíkísis(ok)	moons
anaň	star
anaň(ok)	stars

When saying, what, it is usual to use awénén (plural - awénénak) for people and animals, and wékonén (plural - wékonénan) for other things. However, people sometimes use wékonénan and awénénak for other things when they know that the answer is an 'an' noun.

- 1 •ᐅᐅᐅᐅᐅ
- 2 •ᐅᐅᐅᐅᐅᐅ
- 3 ᐅᐅᐅᐅᐅᐅᐅ
- 4 ᐅᐅᐅᐅᐅᐅᐅᐅ
- 5 •ᐅᐅᐅᐅᐅ
- 6 •ᐅᐅᐅᐅᐅᐅᐅ
- 7 •ᐅᐅᐅᐅᐅᐅᐅᐅ
- 8 •ᐅᐅᐅᐅᐅᐅᐅᐅᐅ
- 9 ᐅᐅᐅᐅᐅ
- 10 ᐅᐅᐅᐅᐅᐅᐅ

- 11 ᐅᐅᐅᐅᐅᐅᐅᐅᐅ
- 12 ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
- 13 ᐅᐅᐅᐅᐅ
- 14 ᐅᐅᐅᐅᐅᐅᐅᐅ
- 15 ᐅᐅᐅᐅᐅᐅᐅᐅᐅ
- 16 ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ
- 17 ᐅᐅᐅᐅᐅᐅᐅ
- 18 ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ

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Teaching Suggestions:

Here again, as a supplement, names of other things in a house can be used or learned, as was suggested for Lessons 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. Maybe visit a home for Lesson 6 and point out the names of various things in the home. It is not necessary to remember all the nouns mentioned, the practise is on the sentence structure and proper usage of distances with the proper replies. Children do not get carried away with, "What's this?". So these need only to be learned at a later date. Games, like the one suggested 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 the lessons.

Game Example for Lesson 5:

Small groups of students.

Cards: Pictures of houses, near and far.
Close-ups of parts of houses such as doors, windows, lights, roof, etc.

First practise with the near houses and close-ups.

Student 1 asks Student 2, showing him a card, "Wékonén ihi?"
What is this?

Student 2 answers. He then asks Student 3 about another picture. Student should have the correct answer before he is allowed to continue the game.

This can go around the group a couple of times before different pictures are introduced.

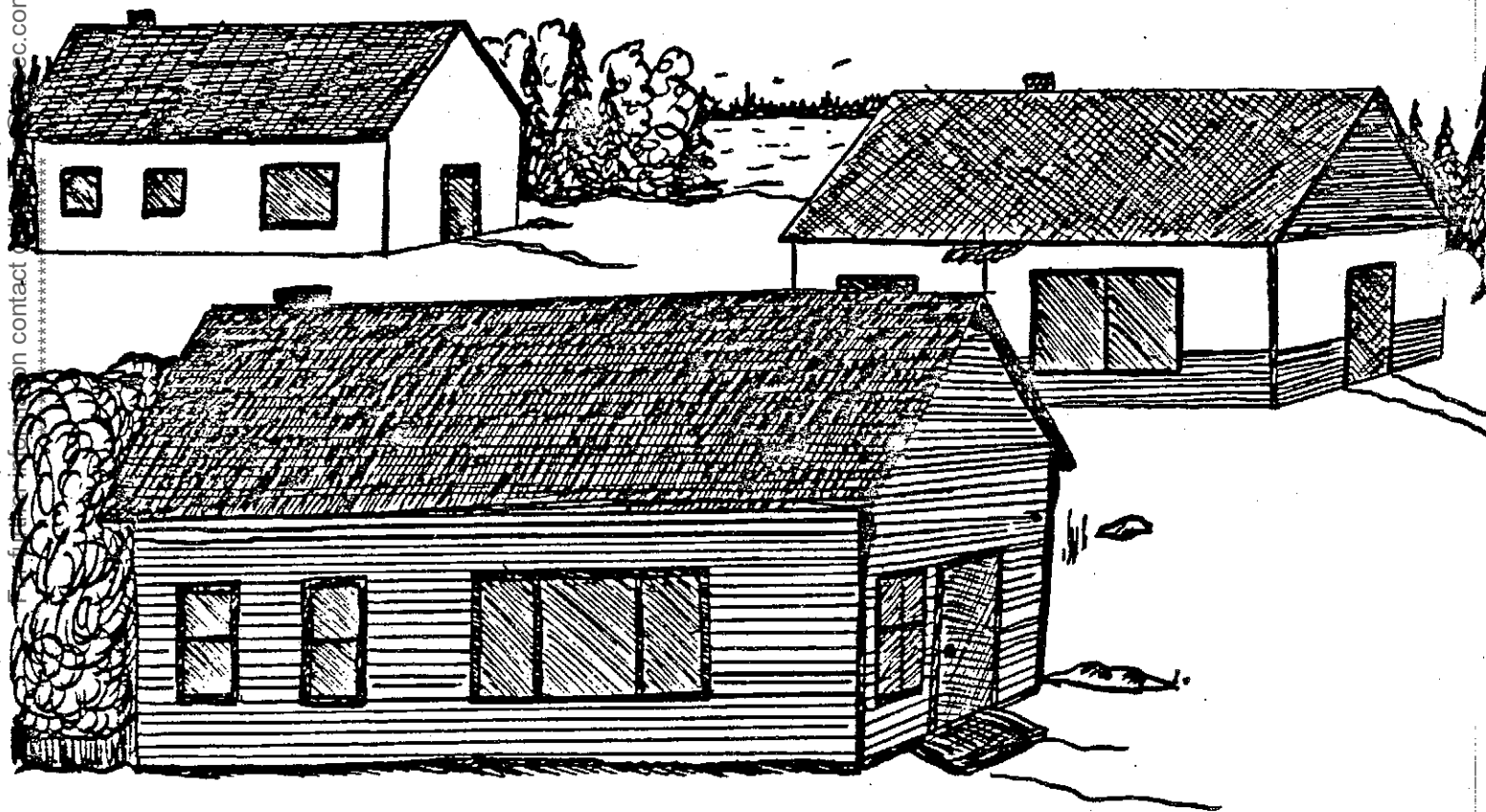
Second, introduce "Wékonén oho?" What is that?

Third, introduce "Wékonén iwéti?" What is that? (farther away).

Later still, mix the near and far indicators.

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Lesson 5

Wékonén ihi?
 Wakáhigan ihi.
 Wékonén oho?
 Wakáhigan kayé oho.
 Wékonén iwéti?
 Wakáhigan kayé iwéti.

Wékonén ihi?
 Ickwándém ihi.
 Ihi dac?
 Wasénigan ihi.
 Ihi dac?
 Wasénigan kayé ihi.
 Ihi dac?
 Wásakonéndjigan ihi.
 Ihi dac?
 Apakwán ihi.
 Wékonén dac oho?
 Ickwándém oho.
 Oho dac?
 Wasénigan oho.
 Wékonén dac iwéti?

Wékonénan iniwéti?
 Waséniganan iniwéti.
 Wékonénan kayé ono?
 Waséniganan kayé ono.
 Wékonénan kayé iniwéti?
 Waséniganan kayé iniwéti.

What is this?
 This is a house.
 What is that? (near)
 That is a house, too.
 What is that? (far)
 That is a house, too.

What is this?
 This is a door.
 And this?
 This is a window.
 And this?
 This is a window, too.
 And this?
 This is a light.
 And this?
 This is a roof.
 And what is that? (near)
 That is a door.
 And that?
 That is a window.
 And what is that? (far)

What are these?
 These are windows.
 And what are those? (near)
 Those are windows, too.
 And what are those? (far)
 Those are windows, too.

Lesson 5 (continued)

Wékonénan ini?

Wakáhigangan ini.

Ini dac?

Ickwándéman ini.

Ini dac?

Wasénigangan ini.

Ini dac?

Wasakonéndjigangan ini.

Ini dac?

Apakwánan ini.

What are these?

These are houses.

And these?

These are doors.

And these?

These are windows.

And these?

These are lights.

And these?

These are roofs.

- 1 •ᄋᄋᄋᄋ ᄇᄇ
- 2 •ᄋᄋᄋᄋᄋ ᄇᄇ
- 3 •ᄋᄋᄋᄋ ᄇᄇ
- 4 •ᄋᄋᄋᄋᄋ ᄇᄇ
- 5 •ᄋᄋᄋ ᄇᄋᄋᄋ
- 6 •ᄋᄋᄋᄋᄋ ᄇᄋᄋᄋ
- 7 •ᄋᄋᄋᄋ ᄇᄇ
- 8 ᄇᄋᄋᄋᄋᄋ ᄇᄇ
- 9 ᄇᄇ ᄋᄋ
- 10 •ᄋᄋᄋᄋᄋ ᄇᄇ
- 11 ᄇᄇ ᄋᄋ
- 12 •ᄋᄋᄋᄋᄋ ᄋᄋ ᄇᄇ
- 13 ᄇᄇ ᄋᄋ
- 14 •ᄋᄋᄋᄋᄋᄋᄋ ᄇᄇ
- 15 ᄇᄇ ᄋᄋ
- 16 ᄋᄋᄋᄋᄋ ᄇᄇ
- 17 •ᄋᄋᄋᄋ ᄋᄋ ᄇᄇ
- 18 ᄇᄋᄋᄋᄋᄋ ᄇᄇ
- 19 ᄇᄇ ᄋᄋ
- 20 •ᄋᄋᄋᄋᄋ ᄇᄇ
- 21 •ᄋᄋᄋᄋ ᄋᄋ ᄇᄋᄋᄋ
- 22 •ᄋᄋᄋᄋᄋᄋ ᄇᄋᄋᄋ
- 23 •ᄋᄋᄋᄋᄋᄋ ᄇᄋᄋᄋ
- 24 •ᄋᄋᄋᄋᄋᄋ ᄋᄋ ᄇᄋᄋ
- 25 •ᄋᄋᄋᄋᄋᄋ ᄋᄋ ᄇᄋᄋ

- 26 •ᎠᎩᎠᎠᎠᎠᎠᎠ ᎠᎩ ᎠᎠᎠᎠᎠᎠ
- 27 •ᎠᎩᎠᎠᎠᎠᎠᎠ ᎠᎩ ᎠᎠᎠᎠᎠᎠ
- 28 •ᎠᎩᎠᎠᎠᎠᎠᎠ ᎠᎩ ᎠᎠᎠᎠᎠᎠ
- 29 ᎠᎠᎠ ᎠᎩ
- 30 •ᎠᎩᎠᎠᎠᎠᎠᎠ ᎠᎠᎠ
- 31 •ᎠᎩᎠᎠᎠᎠᎠᎠᎠ ᎠᎠᎠ
- 32 ᎠᎠᎠ ᎠᎩ
- 33 ᎠᎩᎠᎠᎠᎠᎠᎠᎠᎠ ᎠᎠᎠ
- 34 ᎠᎠᎠ ᎠᎩ
- 35 •ᎠᎩᎠᎠᎠᎠᎠᎠᎠ ᎠᎠᎠ
- 36 ᎠᎠᎠ ᎠᎩ
- 37 •ᎠᎩᎠᎠᎠᎠᎠᎠᎠᎠᎠ ᎠᎠᎠ
- 38 ᎠᎠᎠ ᎠᎩ
- 39 ᎠᎩᎠᎠᎠᎠᎠᎠ ᎠᎠᎠ

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Lesson 6

Wékonén iwéti?
 Atopowin (wisiniwinák) iwéti.
 Wékonén dac oho?
 Tésapiwin oho.
 Wékonén dac ihi?
 Masinahigan ihi.
 Wékonén dac ihi?
 Masinahigan ihi.
 Awénén dac wahá?
 Ojipihiganák wahá.

Wékonénan ono?
 Atopowinan ono.
 Wékonénan dac ono?
 Tésapiwinaan ono.
 Wékonénan dac ini?
 Masinahiganan ini.
 Masinihiginon kayé ini.
 Ojipihiganakok iki.

What is that? (far)
 That is a table.
 And what is that? (near)
 That is a chair.
 And what is this?
 This is a book.
 And what is this?
 This is a piece of paper.
 And what is this?
 This is a pencil.

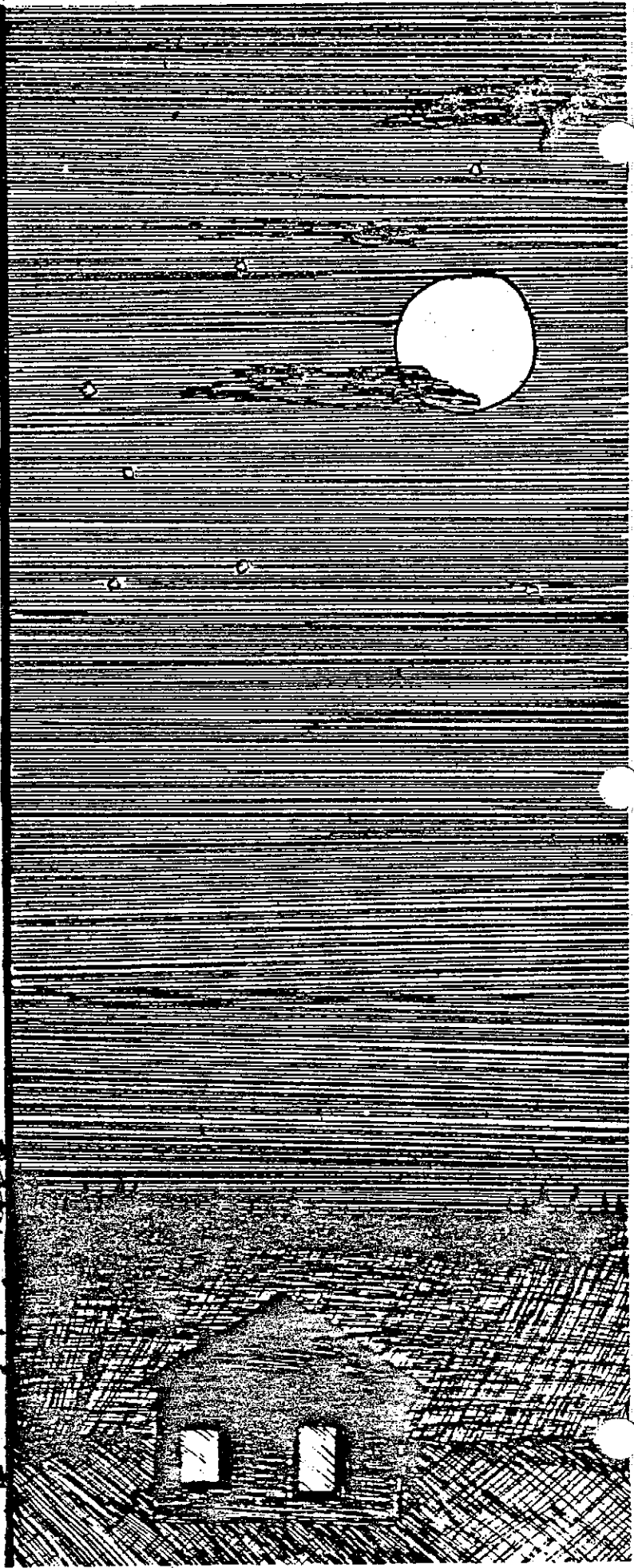
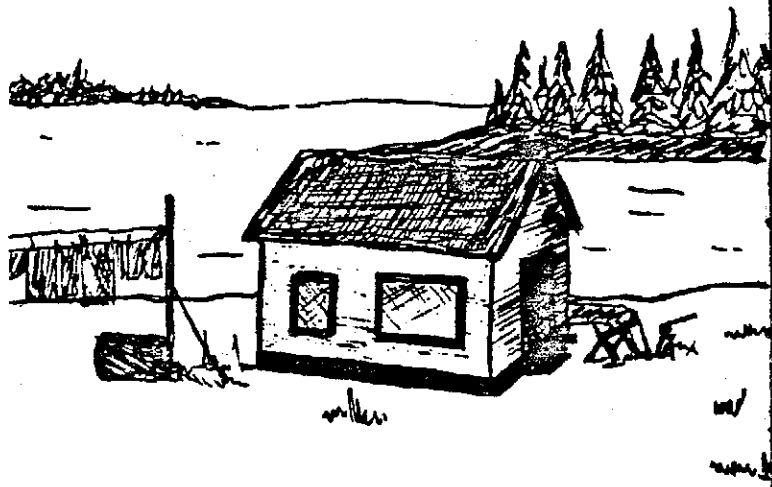
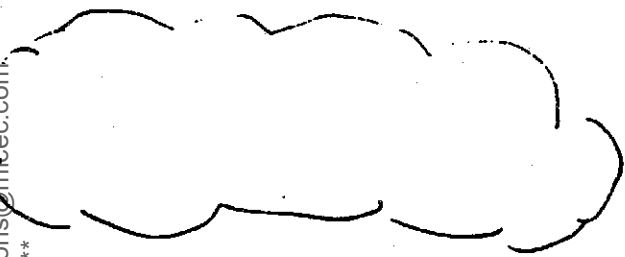
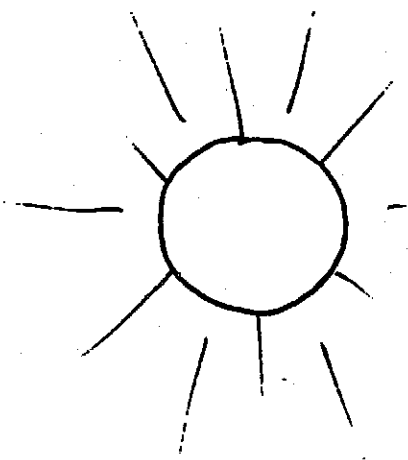
What are those?
 Those are tables.
 And what are those?
 Those are chairs.
 And what are these?
 These are books.
 And these are papers.
 These are pencils.

- 1 •∇dᵒᵒ Δ•∇Ŋ
- 2 ◁D>•Δᵒ Δ•∇Ŋ •Δrσ•Δᵒ◁ Δ•∇Ŋ
- 3 •∇dᵒᵒ Cᵒ ▷▷
- 4 Uᶜᶜ•Δᵒ ▷▷
- 5 •∇dᵒᵒ Cᵒ ΔΔ
- 6 LrᵒΔbᵒ ΔΔ
- 7 •∇dᵒᵒ Cᵒ ΔΔ
- 8 LrᵒΔPᵒ ΔΔ
- 9 ◁•∇ᵒ Cᵒ •◁◁
- 10 ▷ᶜ ᵂΔbᵒ◁ Δ•◁◁

- 11 •∇dᵒᵒ◁ᵒ ▷ᵒ
- 12 ◁D>•Δᵒ◁ᵒ ▷ᵒ
- 13 •∇dᵒᵒ◁ᵒ Cᵒ ▷ᵒ
- 14 Uᶜᶜ•Δᵒ◁ᵒ ▷ᵒ
- 15 •∇dᵒᵒ◁ᵒ Cᵒ Δσ
- 16 LrᵒΔbᵒ Δσ
- 17 LrᵒΔPᵒ Δσ
- 18 ▷ᶜ ᵂΔbᵒ▷ᵒ bᶜ ΔP

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Lesson 7

Kijigat cigwa tibikat.

Awénén wahá?

K_isis waha kema tibikik_isis.

Awénén dac wahá?

K_isis aha kema tako tibikik_isis. That is the sun 'or' moon, too.

K_isis kema tibikik_isis oko.

K_isis aha.

Tibikik_isis aha.

This is day and this is night.

What is that?

That is the sun 'or' moon.

And what is that?

That is the sun 'or' moon, too.

Those are the suns 'or' moons.

That is the sun.

That is the moon.

Wékonén ihi?

Anakwat ihi.

Wékonénan ono?

Ákakat_on ono.

Awénén waha?

Anaṅ waha.

Awénénak oko?

Anaṅgok oko.

Wékonén ihi?

K_ijik ihi.

What is that?

That is a cloud.

What are those?

Those are clouds.

What is that?

That is a star.

What are those?

Those are stars.

What is that?

That is the sky.

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Lesson 8

Animoc na wahá?

En, enh, animoc wahá.

Animoňsak na oko?

En, enh, animoňsak oko.

Wapos na wahá?

En, enh, wapos wahá.

Waposoňsak na oko?

En, enh, waposoňsak oko.

Inini na awéti?

En, enh, inini awéti.

Ikwé na awéti?

En, enh, ikwé awéti.

Kwiwisěň na awéti?

En, enh, kwiwisěň awéti.

Inini na wahá?

Kawin, kawin inini wahá.

Animoc waha.

Animoc na kayé wahá?

Kawin, kawin animoc aha.

Wapos aha.

Is this a dog?

Yes, that is a dog.

Are these puppies?

Yes, those are puppies.

Is that a rabbit? (near)

Yes, that is a rabbit.

Are those little rabbits? (bunnies)

Yes, those are bunnies.

Is that a man? (far)

Yes, that is a man.

Is that a woman? (far)

Yes, that is a woman.

Is that a boy? (far)

Yes, that is a boy.

Is this a man? (near)

No, that is not a man.

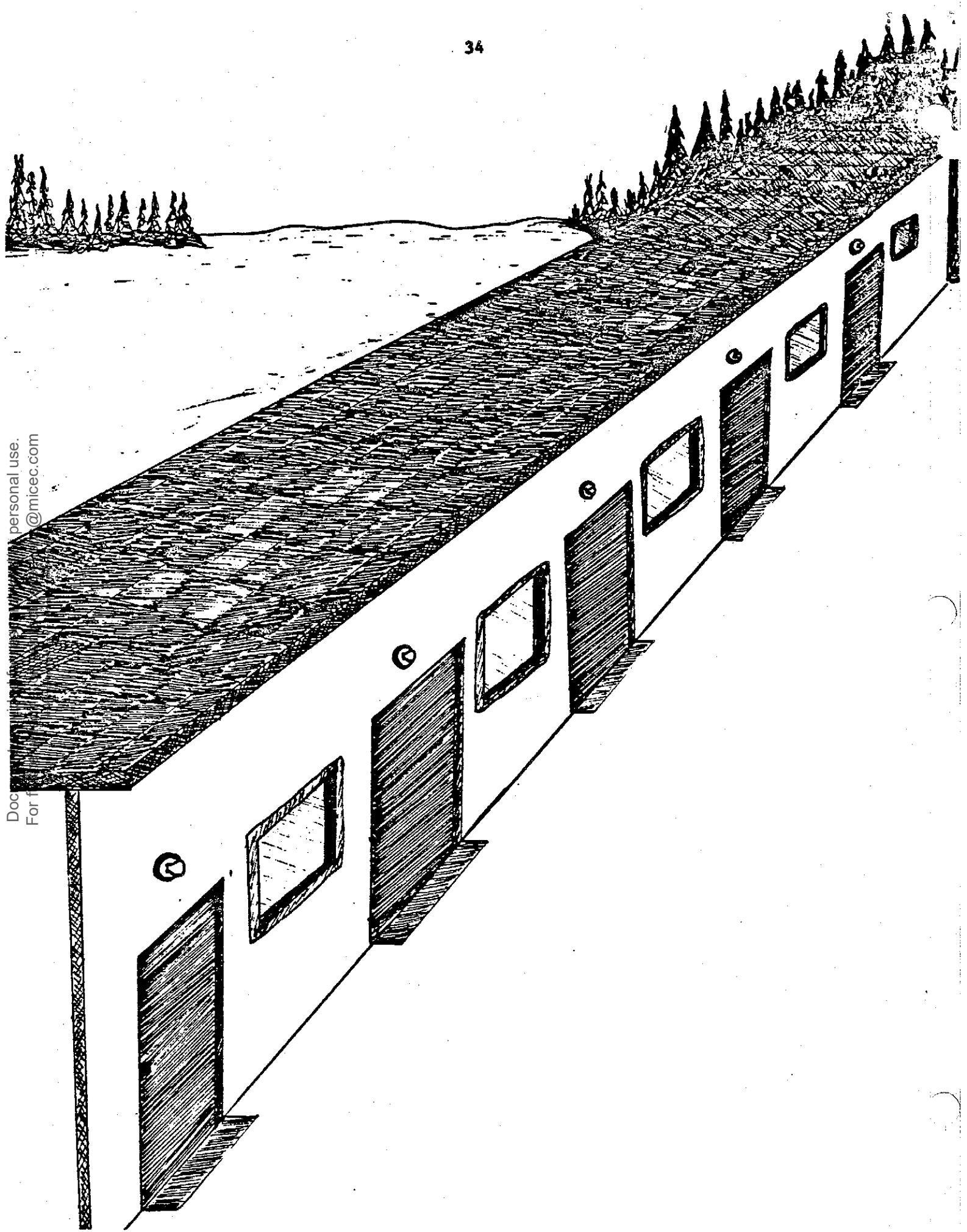
That is a dog.

Is that a dog, too? (near)

No, that is not a dog.

That is a rabbit.

- 1 $\langle \sigma \rangle^u \text{ a } \cdot \langle \Delta \rangle$
- 2 $\nabla \nabla \nabla \nabla \nabla \langle \sigma \rangle^u \cdot \langle \Delta \rangle$
- 3 $\langle \sigma \rangle^{\wedge} \nabla \nabla \text{ a } \triangleright d$
- 4 $\nabla \nabla \nabla \nabla \nabla \langle \sigma \rangle^{\wedge} \nabla \nabla \triangleright d$
- 5 $\cdot \langle \Delta \rangle^{\wedge} \text{ a } \cdot \langle \Delta \rangle$
- 6 $\nabla \nabla \nabla \nabla \nabla \cdot \langle \Delta \rangle^{\wedge} \cdot \langle \Delta \rangle$
- 7 $\cdot \langle \Delta \rangle^{\wedge} \nabla \nabla \nabla \nabla \nabla \text{ a } \triangleright d$
- 8 $\nabla \nabla \nabla \nabla \nabla \cdot \langle \Delta \rangle^{\wedge} \nabla \nabla \nabla \nabla \nabla \triangleright d$
- 9 $\Delta \sigma \sigma \text{ a } \langle \Delta \cdot \nabla \nabla \nabla \rangle$
- 10 $\nabla \nabla \nabla \nabla \nabla \Delta \sigma \sigma \langle \Delta \cdot \nabla \nabla \nabla \rangle$
- 11 $\Delta \cdot \nabla \text{ a } \langle \Delta \cdot \nabla \nabla \nabla \rangle$
- 12 $\nabla \nabla \nabla \nabla \nabla \Delta \cdot \nabla \langle \Delta \cdot \nabla \nabla \nabla \rangle$
- 13 $\rho \cdot \cdot \Delta \nabla \nabla \nabla \nabla \text{ a } \langle \Delta \cdot \nabla \nabla \nabla \rangle$
- 14 $\nabla \nabla \nabla \nabla \nabla \rho \cdot \cdot \Delta \nabla \nabla \nabla \nabla \langle \Delta \cdot \nabla \nabla \nabla \rangle$
- 15 $\Delta \sigma \sigma \text{ a } \langle \Delta \rangle$
- 16 $b \cdot \Delta \nabla \quad b \cdot \Delta \nabla \quad \Delta \sigma \sigma \quad \langle \Delta \rangle$
- 17 $\langle \sigma \rangle^u \text{ a } \langle \Delta \rangle$
- 18 $\langle \sigma \rangle^u \text{ a } b \nabla \langle \Delta \rangle$
- 19 $b \cdot \Delta \nabla \quad b \cdot \Delta \nabla \quad \langle \sigma \rangle^u \quad \langle \Delta \rangle$
- 20 $\cdot \langle \Delta \rangle^{\wedge} \quad \langle \Delta \rangle$



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Lesson 9

Ickwándém na ihi?	Is this a door? (close)
En, enh, ickwándém ihi.	Yes, that is a door.
Wasénigan na ihi?	Is this a window?
En, enh, wasénigan ihi.	Yes, that is a window.
Wasakonéndjigan na ihi?	Is this a light?
En, enh, wasakonéndjigan ihi.	Yes, that is a light.
Ickwándém na iwéti?	Is that a door? (far)
En, enh, ickwándém iwéti.	Yes, that is a door.
Wasénigan na iwéti?	Is that a window?
En, enh, wasénigan iwéti.	Yes, that is a window.
Wasakonéndjigan na iwéti?	Is that a light?
En, enh, wasakonéndjigan iwéti.	Yes, that is a light.
Ickwándém na oho?	Is that a door? (near)
En, enh, ickwándém oho.	Yes, that is a door.
Wasénigan na oho?	Is that a window?
En, enh, wasénigan oho.	Yes, that is a window.
Wasakonéndjigan na oho?	Is that a light?
En, enh, wasakonéndjigan oho.	Yes, that is a light.
Ickwándéman na ono?	Are these doors? (close)
En, enh, ickwándéman ono.	Yes, those are doors.
Waséniganan na ono?	Are these windows?
En, enh, waséniganan ono.	Yes, those are windows.
Wasakonéndjiganan na ono?	Are these lights?
En, enh, wasakonéndjiganan ono.	Yes, those are lights.

Lesson 9 (continued)

Ickwándéman na iniwéti?

En, enh, ickwándéman iniwéti.

Waséniganan na iniwéti?

En, enh, waséniganan iniwéti.

Wasakonéñdjiganan na iniwéti.

En, enh, wasakonéñdjiganan iniwéti.

Are those doors? (far)

Yes, those are doors.

Are those windows?

Yes, those are windows.

Are those lights?

Yes, those are lights.

Ickwándéman na ono?

En, enh, ickwándéman ono.

Waséniganan na ono?

En, enh, waséniganan ono.

Wasakonéñdjiganan na ono?

En, enh, wasakonéñdjiganan ono.

Are those doors? (near)

Yes, those are doors.

Are those windows?

Yes, those are windows.

Are those lights?

Yes, those are lights.

Ickwándém na oho?

Kawin, kawin ickwándém oho.

Waséniganan oho.

Apakwánan na iniwéti?

Kawin, kawin apakwánan iniwéti.

Wasakonéñdjiganan iniwéti.

Inini na wahá?

Kawin, kawin inini wahá.

Ickwándém oho.

Is this a door? (closest to you)

No, that is not a door.

It is a window.

Are those roofs? (far)

No, those are not roofs.

Those are lights.

Is that a man? (near)

No, that is not a man.

That is a door.

- 1 $\Delta^{\nu\beta\gamma\delta} \alpha \Delta\Delta$
- 2 $\nabla^{\alpha\beta\gamma\delta} \Delta^{\nu\beta\gamma\delta} \Delta\Delta$
- 3 $\cdot\Delta^{\nu\beta\gamma\delta} \alpha \Delta\Delta$
- 4 $\nabla^{\alpha\beta\gamma\delta} \cdot\Delta^{\nu\beta\gamma\delta} \Delta\Delta$
- 5 $\cdot\Delta^{\nu\beta\gamma\delta\rho\sigma} \alpha \Delta\Delta$
- 6 $\nabla^{\alpha\beta\gamma\delta} \cdot\Delta^{\nu\beta\gamma\delta\rho\sigma} \Delta\Delta$

- 7 $\Delta^{\nu\beta\gamma\delta} \alpha \Delta\cdot\nabla\eta$
- 8 $\nabla^{\alpha\beta\gamma\delta} \Delta^{\nu\beta\gamma\delta} \Delta\cdot\nabla\eta$
- 9 $\cdot\Delta^{\nu\beta\gamma\delta} \alpha \Delta\cdot\nabla\eta$
- 10 $\nabla^{\alpha\beta\gamma\delta} \cdot\Delta^{\nu\beta\gamma\delta} \Delta\cdot\nabla\eta$
- 11 $\cdot\Delta^{\nu\beta\gamma\delta\rho\sigma} \alpha \Delta\cdot\nabla\eta$
- 12 $\nabla^{\alpha\beta\gamma\delta} \cdot\Delta^{\nu\beta\gamma\delta\rho\sigma} \Delta\cdot\nabla\eta$

- 13 $\Delta^{\nu\beta\gamma\delta} \alpha \triangleright\triangleright$
- 14 $\nabla^{\alpha\beta\gamma\delta} \Delta^{\nu\beta\gamma\delta} \triangleright\triangleright$
- 15 $\cdot\Delta^{\nu\beta\gamma\delta} \alpha \triangleright\triangleright$
- 16 $\nabla^{\alpha\beta\gamma\delta} \cdot\Delta^{\nu\beta\gamma\delta} \triangleright\triangleright$
- 17 $\cdot\Delta^{\nu\beta\gamma\delta\rho\sigma} \alpha \triangleright\triangleright$
- 18 $\nabla^{\alpha\beta\gamma\delta} \cdot\Delta^{\nu\beta\gamma\delta\rho\sigma} \triangleright\triangleright$

- 19 $\Delta^{\nu\beta\gamma\delta\epsilon} \alpha \triangleright\circ$
- 20 $\nabla^{\alpha\beta\gamma\delta} \Delta^{\nu\beta\gamma\delta\epsilon} \triangleright\circ$
- 21 $\cdot\Delta^{\nu\beta\gamma\delta\epsilon} \alpha \triangleright\circ$
- 22 $\nabla^{\alpha\beta\gamma\delta} \cdot\Delta^{\nu\beta\gamma\delta\epsilon} \triangleright\circ$

Transitive Verbs (Lesson 10)

This lesson is a continuation of the question and answer pattern of lessons 1 to 9, while it introduces a new kind of Odjibwe word, which is called a transitive verb.

Teaching suggestions:

As an enrichment, introduce counting as an aside. Counting may go as high as the students are capable of. Add simple arithmetic as shown in the sample. Ask the question in English with the student answering in Odjibwe, and then vice versa:

Simple arithmetic: An example

1. Péjik animoc minawá péjik animoc.
One dog plus one more dog.
Anin minik mámawi eyawatwa?
How many do you have altogether?
Niñj animocak mámawi niñd ayáwák.
I have two dogs altogether.

2. Anin minik wakáhiganan wábandaman?
How many houses do you see?
Niswi ni wábandánan wakáhiganan.
I see three houses.

3. Akindason 'or' Akindan wakáhiganan.
Count 'or' Count the houses.

1 $V\mathcal{S} \setminus \langle \sigma \rangle^u \Gamma_{\mathcal{L}} \cdot \Delta V\mathcal{S} \setminus \langle \sigma \rangle^u$
 2 $\langle \sigma \rangle \Gamma_{\sigma} \setminus LL \cdot \Delta \nabla \rightarrow \cdot \langle \sigma \rangle^c$
 3 $\sigma^u \langle \sigma \rangle^u \langle \sigma \rangle^u \setminus LL \cdot \Delta \sigma^u \setminus \langle \sigma \rangle^u \setminus$

4 $\langle \sigma \rangle \Gamma_{\sigma} \setminus \cdot \langle \sigma \rangle^u \langle \sigma \rangle^u \setminus \langle \sigma \rangle^u$
 5 $\sigma^u \cdot \Delta \sigma \cdot \langle \sigma \rangle^u \langle \sigma \rangle^u \setminus \langle \sigma \rangle^u \langle \sigma \rangle^u$
 6 $\langle \sigma \rangle^u \setminus \langle \sigma \rangle^u \setminus \langle \sigma \rangle^u$

7 $\langle \sigma \rangle^u \setminus \langle \sigma \rangle \Gamma_{\sigma} \setminus \langle \sigma \rangle^u \setminus \langle \sigma \rangle^u \setminus \langle \sigma \rangle^u \setminus \langle \sigma \rangle^u \setminus \langle \sigma \rangle^u \setminus \langle \sigma \rangle^u$
 $\cdot \langle \sigma \rangle^u \setminus \langle \sigma \rangle^u$

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D

Lesson 10

Awénén wabamat?

Animoc ni wábamá.

Animoc na ki wábamá?

En, enh, animoc ni wábamá (kemá)

En, enh, ni wábamá.

Anin minik animocak wábamatwá?

Péjik animoc ni wábamá.

Who do you see?

I see a dog.

Do you see that dog?

Yes, I see the dog (or)

Yes, I see him.

How many dogs do you see?

I see one dog.

- 1 ◁•▽◊' •◁◁L'
- 2 ◁σJ^u σ •◁◁L
- 3 ◁σJ^u α ρ •◁◁L
- 4 ▽'▽'◊' ◁σJ^u σ •◁◁L 9L
- 5 ▽'▽'◊' σ •◁◁L

- 6 ◁σ' Γσ\ ◁σJ^u◁\ •◁◁LC•
- 7 VJ\ ◁σJ^u σ •◁◁L

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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 should be 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 knowledge 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 knowledge

- a) A work sample of the student's performance should be in the second language.
- b) All the 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 speaker, speaking at normal speed should be an objective.
2. Suggestions:
 - a) True or False Tests
 - i) The teacher may read a number of statements in the second language. Each statement should be read twice. The pupils 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. The pupil indicates on an answer sheet.

Example: Show a picture of a dog and say, "This is a horse". True or False

iii) The teacher makes statements with or without accompanying action, depending on the statement. Pupils write 'True or False' according to the action.

Example: Run, and say, I am walking.

iv) Teacher writes on the board, different numbers and says what they are. It is up to the student if the teacher has said the right number.

Example: Write 2, and then say "niñj" or "niwin".

b) Multiple Choice Items

i) Once the child has mastered his basic reading skills, he should be able to cope with this type of question.

ii) This is measuring aural comprehension through the 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 the question heard. Four answers appear on the student's paper.

Example: What do you answer when someone says, "How are you?" Choices are: No, Ten, Horse, I'm fine.

iii) Teacher says number in Odjibwe, student answers correct one from a choice of four different numbers.

iv) Simple arithmetic answers can be also given this way.

v) Teacher distributes a sheet with ten different pictures. He then directs the students that as he reads different sentences, they are to write down the appropriate number of the picture described on a sheet.

vi) Measuring aural comprehension by visual recognition of the correct completion of an incomplete statement presented orally. The teacher reads an incomplete sentence. The student chooses the word or phrase which best completes the sentence from among those on the student's paper.

Example: Teacher says, "I want to eat because"
Choices are: 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.

Examples: 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 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 student's 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:

- i - 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.

Examples: What is your name?
How old are you?

2. Evaluation

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

D. Testing the Reading Skills

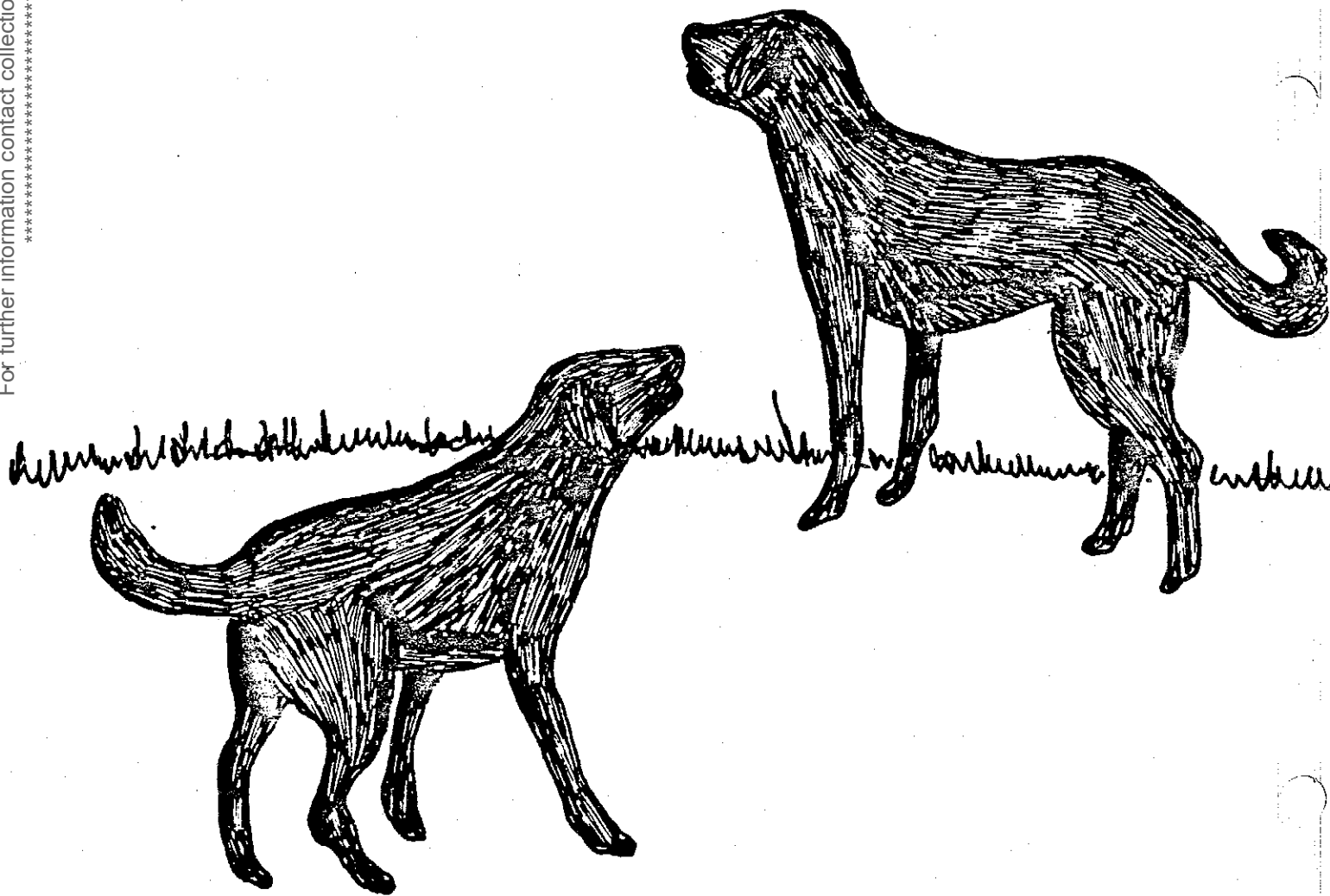
1. Types of questions

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

- a) Answering questions on content in complete sentences in Odjibwe.
- b) Matching questions.
- c) Multiple choice questions.
- d) True - False questions, on beginning level of learning.
- e) Combination completion and multiple choice of questions.

Note that these are just suggestions! The teacher is free to evaluate the student's progress in any way he wishes.

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Lesson 11

Awénénak wábamatwá?

Who do you see? (plural)

Aniňd animocak ni wábamák.

I see some dogs.

Ki wábamák na oko animocak?

Do you see those dogs? (near)

En, enh, ni wábamák oko animocak.

Yes, I see those dogs.

En, enh, ni wábamák.

Yes, I see them.

Anin minik animocak wábamatwá?

How many dogs do you see?

Niňj animocak ni wábamák.

I see two dogs.

- 1 $\langle \nabla_{\sigma} \nabla_{\sigma} \rangle \cdot \langle \langle L C \rangle \cdot$
- 2 $\langle \sigma \rangle / \langle \sigma \rangle^{\mu} \langle \sigma \rangle \cdot \langle \langle L \rangle \setminus$
- 3 $P \cdot \langle \langle L \rangle \setminus \sigma \rangle \Delta d \langle \sigma \rangle^{\mu} \langle \sigma \rangle \setminus$
- 4 $\nabla \nabla \nabla \nabla \nabla \sigma \cdot \langle \langle L \rangle \setminus \Delta d \langle \sigma \rangle^{\mu} \langle \sigma \rangle \setminus$
- 5 $\nabla \nabla \nabla \nabla \nabla \sigma \cdot \langle \langle L \rangle \setminus$
- 6 $\langle \sigma \rangle \Gamma \sigma \setminus \langle \sigma \rangle^{\mu} \langle \sigma \rangle \cdot \langle \langle L C \rangle \cdot$
- 7 $\sigma \nabla \langle \sigma \rangle^{\mu} \langle \sigma \rangle \setminus \sigma \cdot \langle \langle L \rangle \setminus$

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Teaching suggestions: (Lesson 11)

Instead of saying, "Who do you see?" say, "What do you see?"
Use plurals. Later mix the singular and plural words.

Example: Question: What do you see?

Answer: I see a dog and a rabbit.
I see dogs and rabbits.
I see a dog and two rabbits.

The CHAIN Game:

Teacher says, "What do you see?"

First student answers - "I see a dog. What do you see?"

Second student answers - "I see a dog and two rabbits.
What do you see?"

Third student answers - "I see a dog, a rabbit, and a girl.
What do you see?"

Points may be given for students that can add on a new word. If he can't he loses one point and the game starts again with 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. The problems of remembering the words given, the correct order and the correct structure and pronunciation make it more difficult to add words past this point, especially with younger children.

Variation of I Spy

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

Student 1 points to a card and asks, "Who do you see?"

Any student can answer.

Student 1 then questions individuals with chosen students answering.

Each student of the group then takes a turn to ask the set of questions to the rest of the group, using the different animals on the cards.

1

1 ▽•▽◊' •◁◁' /

2

2 ◊ •◁◁ ◁◊'◊ ◊◊' •◁◁'

3

3 ◊ •◁◁' ◁◊'◊ ◊◊' ◊◊' •◁◁'◊'

4

4 ◊ •◁◁ ◁◊'◊ ◊◊' ◊◊' •◁◁'◊'

5

5 •▽◊◊' •◁◁'◁◁'

6

6 ◊ •◁◁ ◁◊'◊ •▽◊◊' •◁◁'◁◁'

7

7 ◊ •◁◁ ◁◊'◊ ◊◊' ◊◊' •◁◁'◊'

8

8 •▽◊◊' •◁◁'◁◁'

9

9 ◊ •◁◁ ◁◊'◊ •◁◁' ◊◊' ◊◊' ◊◊'◊◊'

10

10 •▽◊◊' •◁◁'◁◁'

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I Spy:

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 he says to Student 2, "I spy with my little eye, something that starts with the letter A."

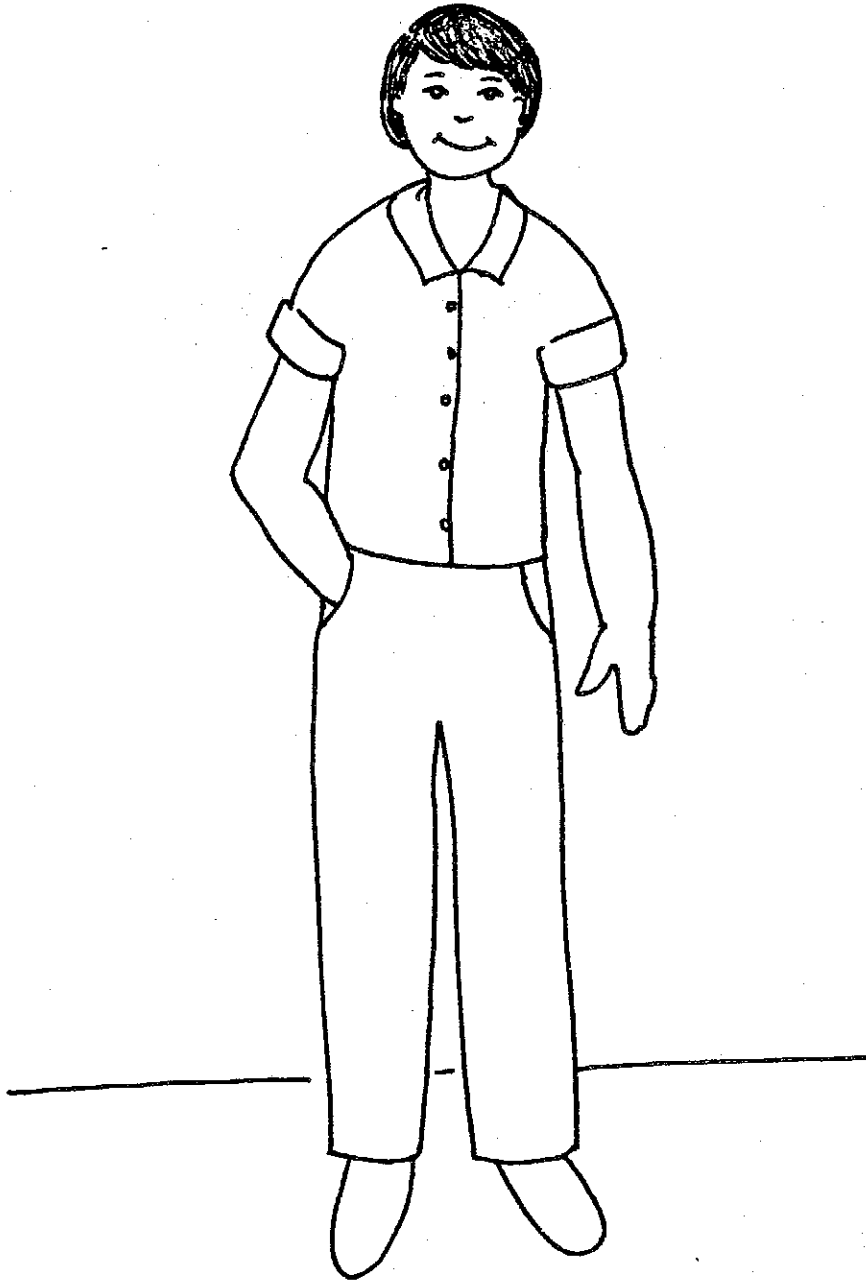
Student 2 answers, "You see a dog and a puppy." animoc cigwa animons.

The game continues with students taking turns and asking.

Lessons 12 - 15

These lessons have the same basic structure as Lesson 10. The previous teaching suggestions may be used with these lessons. Another test is suggested after Lesson 15. Counting may be practised, if the counting has been regularly used.

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Lesson 12

Awénén wábamat?

Who do you see?

Kwiwíseňs ni wábamá.

I see a boy.

Ki wábamá na aha kwiwíseňs?

Do you see that boy?

En, enh, ni wábamá aha kwiwíseňs.

Yes, I see that boy.

En, enh, ni wábamá.

Yes, I see him.

Anin minik kwiwíseňsak wábamatwá?

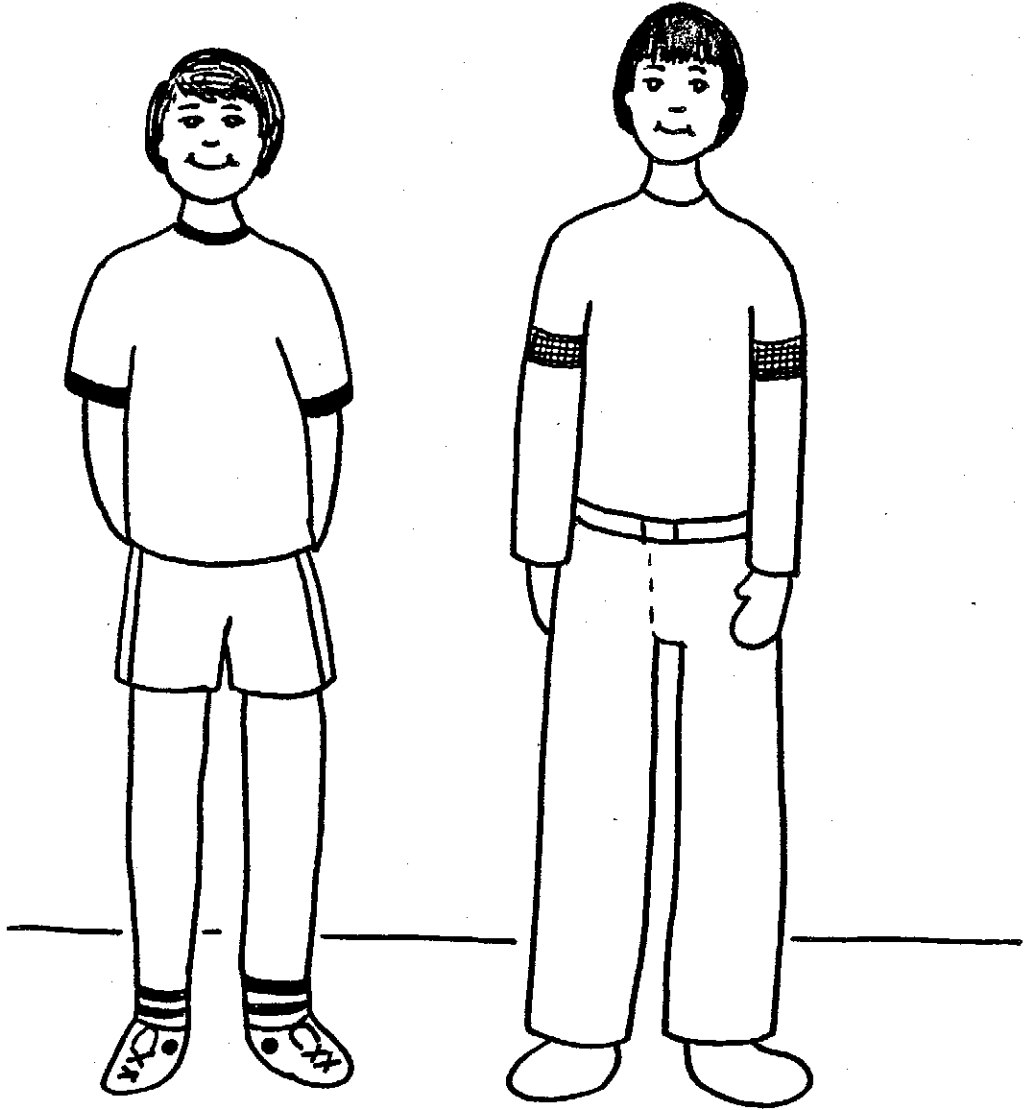
How many boys do you see?

Péjik kwiwíseňs ni wábamá.

I see one boy.

- 1 $\triangleleft \cdot \nabla \sigma^3 \cdot \triangleleft \triangleleft \triangleleft /$
- 2 $\rho \cdot \cdot \Delta^{\wedge} \nabla^{\wedge} \sigma \cdot \triangleleft \triangleleft$
- 3 $\rho \cdot \triangleleft \triangleleft \triangleleft \triangleleft \rho \cdot \cdot \Delta^{\wedge} \nabla^{\wedge}$
- 4 $\nabla^{\wedge} \nabla^{\wedge} \sigma \cdot \triangleleft \triangleleft \triangleleft \rho \cdot \cdot \Delta^{\wedge} \nabla^{\wedge}$
- 5 $\nabla^{\wedge} \nabla^{\wedge} \sigma \cdot \triangleleft \triangleleft$
- 6 $\triangleleft \sigma^3 \Gamma \sigma^{\wedge} \rho \cdot \cdot \Delta^{\wedge} \nabla^{\wedge} \triangleleft \triangleleft \cdot \triangleleft \triangleleft \triangleleft \cdot$
- 7 $\nabla \nabla \rho \cdot \cdot \Delta^{\wedge} \nabla^{\wedge} \sigma \cdot \triangleleft \triangleleft$

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Lesson 13

Awénénak wábamatwá?

Who do you see?

Kwiwisenšak ni wábamák.

I see boys.

Ki wábamák na iki kwiwisenšak?

Do you see those boys?

En, enh, ni wábamák iki kwiwisenšak.

Yes, I see those boys.

En, enh, ni wábamák.

Yes, I see them.

Anin minik kwiwisenšak wábamatwá?

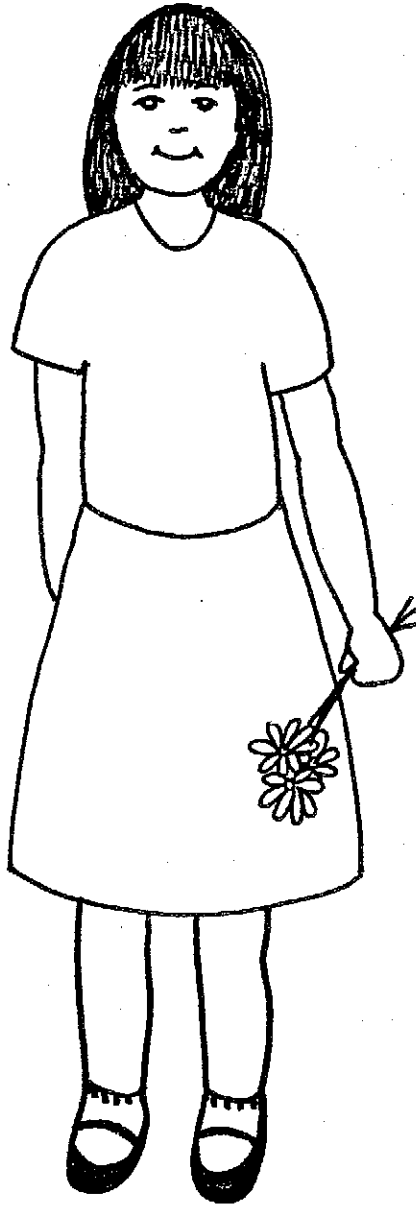
How many boys do you see?

Niňj kwiwisenšak ni wábamák.

I see two boys.

- 1 $\Delta \cdot \nabla \sigma^{\beta \gamma} \Delta \cdot \Delta \Delta C \cdot$
- 2 $P \cdot \cdot \Delta^{\alpha} \nabla^{\beta} \sigma^{\gamma \delta} \sigma \cdot \Delta \Delta L \cdot$
- 3 $P \cdot \Delta \Delta L \cdot \alpha \Delta P P \cdot \cdot \Delta^{\alpha} \nabla^{\beta} \sigma^{\gamma \delta}$
- 4 $\nabla^{\alpha} \nabla^{\beta} \sigma^{\gamma \delta} \sigma \cdot \Delta \Delta L \cdot \Delta P P \cdot \cdot \Delta^{\alpha} \nabla^{\beta} \sigma^{\gamma \delta}$
- 5 $\nabla^{\alpha} \nabla^{\beta} \sigma^{\gamma \delta} \sigma \cdot \Delta \Delta L \cdot$
- 6 $\Delta \sigma^{\alpha} \Gamma \sigma^{\beta} P \cdot \cdot \Delta^{\alpha} \nabla^{\beta} \sigma^{\gamma \delta} \cdot \Delta \Delta C \cdot$
- 7 $\sigma^{\alpha \beta} P \cdot \cdot \Delta^{\alpha} \nabla^{\beta} \sigma^{\gamma \delta} \sigma \cdot \Delta \Delta L \cdot$

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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?

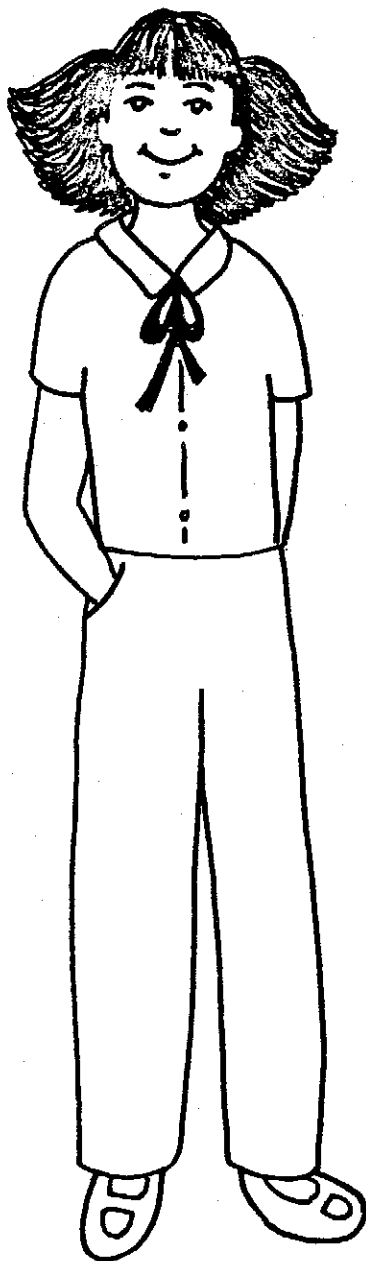
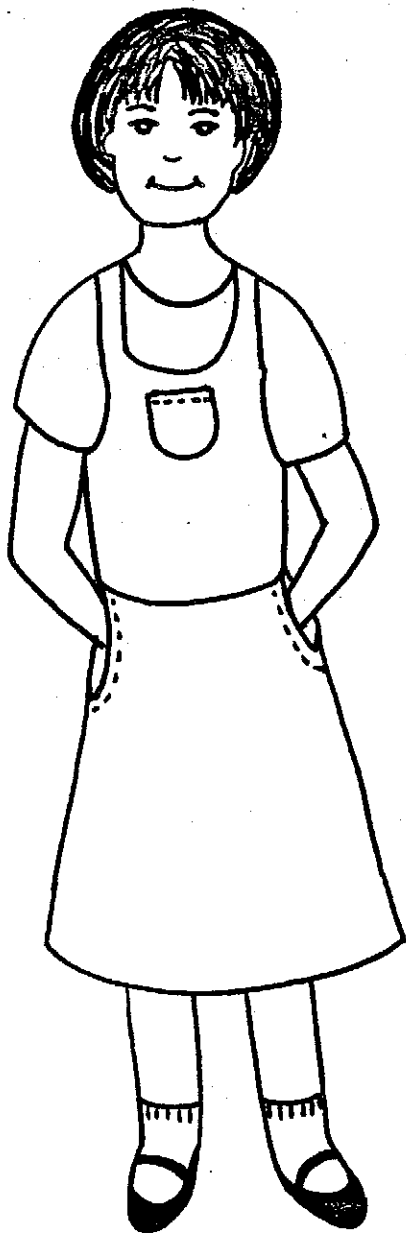
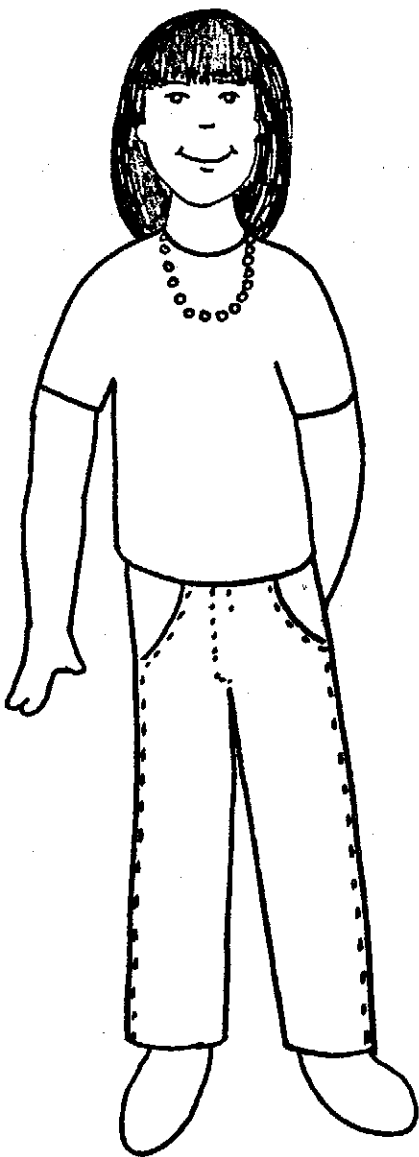
Ni wábamá péjik ikwéseňs.

I see one girl.

- 1 $\Delta \cdot \nabla \sigma \cdot \Delta \nabla$
- 2 $\Delta \cdot \nabla \sigma \cdot \Delta \nabla$
- 3 $\rho \cdot \Delta \nabla \sigma \cdot \Delta \nabla \Delta \cdot \nabla \sigma$
- 4 $\nabla \sigma \cdot \Delta \nabla \sigma \cdot \Delta \nabla \Delta \cdot \nabla \sigma$
- 5 $\nabla \sigma \cdot \Delta \nabla$
- 6 $\Delta \sigma \cdot \Gamma \sigma \cdot \Delta \cdot \nabla \sigma \cdot \Delta \nabla \sigma \cdot \Delta \nabla \sigma$
- 7 $\sigma \cdot \Delta \nabla \sigma \cdot \Delta \nabla \sigma \cdot \Delta \nabla \sigma$

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Lesson 15

Awénénak wábatwá?

Whom do you see?

Ni wábatwák ikwéseňsak.

I see girls.

Ki wábatwák na oko ikwéseňsak?

Do you see those girls?

En, enh, ni wábatwák oko ikwéseňsak.

Yes, I see those girls.

En, enh, ni wábatwák.

Yes, I see them.

Anin minik ikwéseňsak wábatwá?

How many girls do you see?

Ni wábatwák niswi ikwéseňsak.

I see three girls.

Introduce comparisons.

Maňwatc is used in a comparison to mean the most or the greatest. It is used in comparing three or more.

Ask all the girls to stand up and ask the question,

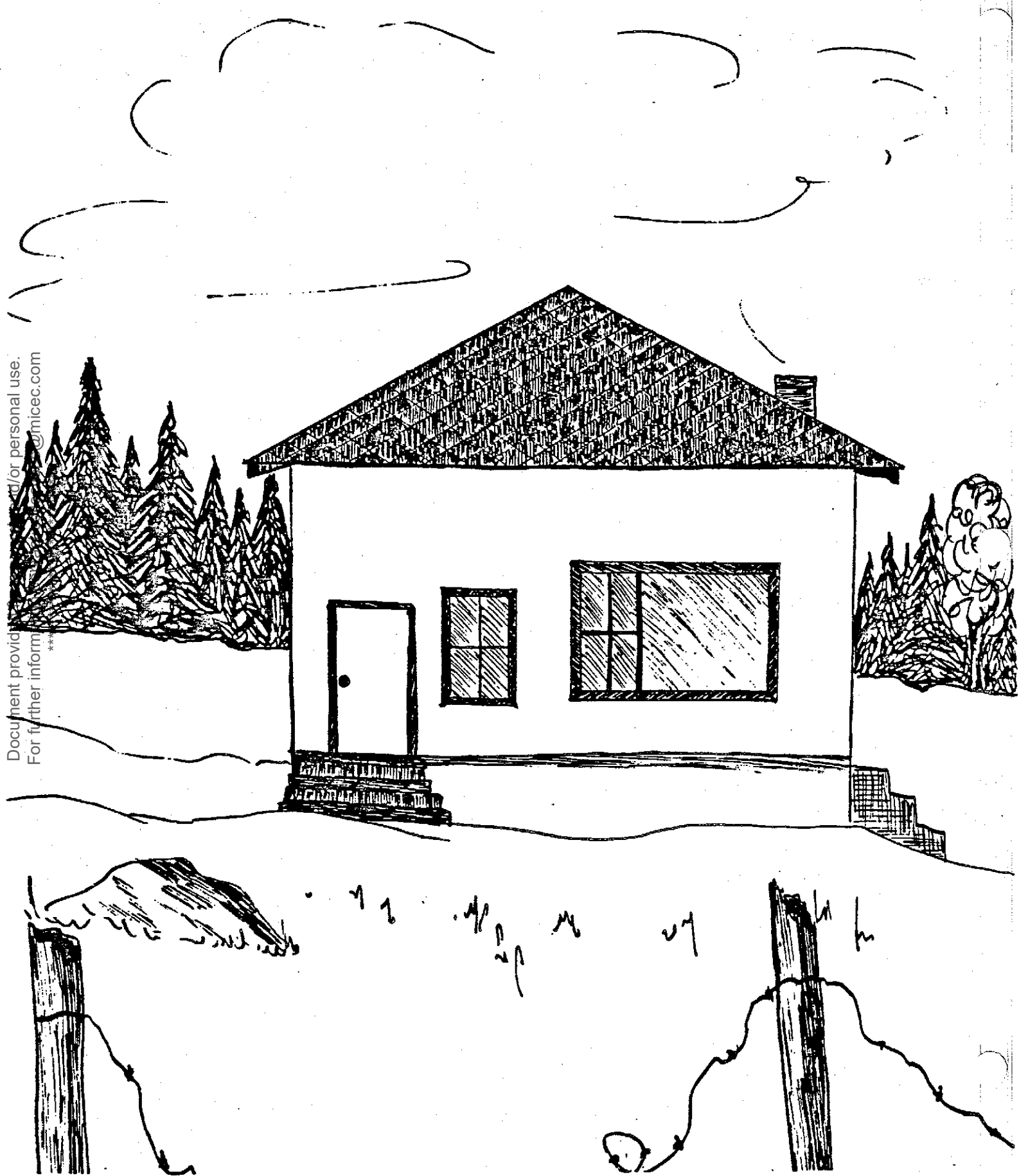
"Awénén maňwatc kénosit?" "Who is the tallest?" or

"Awénén maňwatc tékosit?" "Who is the shortest?"

Do the same for boys, and other nouns such as, books, pencils.

- 1 ◁•▽◊▷ \ •◁◁LC•
- 2 σ •◁◁L \ Δ•q^▽◊◊▷
- 3 ρ •◁◁L \ ρ ▷d Δ•q^▽◊◊▷
- 4 ▽◊◊▷ σ •◁◁L \ ▷d Δ•q^▽◊◊▷
- 5 ▽◊◊▷ σ •◁◁L \
- 6 ◁σ▷ Γσ \ Δ•q^▽◊◊▷ •◁◁LC•
- 7 σ •◁◁L \ σ^•Δ Δ•q^▽◊◊▷
- 8 ◁•▽◊▷ L^◊◊▷- ρ◊◊▷
- 9 ◁•▽◊▷ L^◊◊▷- U◊◊▷

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Lesson 16

Wékonén wábandaman?

Ni wábandán wakáhigan.

Wékonén minawá?

Ni wábandán kayé ickwándém.

Wékonén minawá wábandaman?

Waséniganan kayé ni wábandánan.

Wékonén minawá wábandaman?

Apakwán ni wábandán.

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.

Ki wábandán na ihi wakáhigan?

En, enh, ni wábandán ihi wakáhigan.

En, enh, ni wábandán.

Do you see that house?

Yes, I see that house.

Yes, I see it.

Ki wábandán na ihi ickwándém?

En, enh, ni wábandán ihi ickwándém.

En, enh, ni wábandán.

Do you see that door?

Yes, I see that door.

Yes, I see it.

Ki wábandánan na ini waséniganan?

En, enh, ni wábandánan ini waséniganan.

En, enh, ni wábandánan.

Do you see those windows?

Yes, I see those windows.

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 niňj 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.

- 1 •∇dσ' •Δ'CL'
- 2 σ •Δ'C' •ΔbΔb'
- 3 •∇dσ' Γa•Δ
- 4 σ •Δ'C' b4 Δ'b•'U'
- 5 •∇dσ' Γa•Δ •Δ'CL'
- 6 •Δ'σba' b4 σ •Δ'Ca'
- 7 •∇dσ' Γa•Δ •Δ'CL'
- 8 Δ'b•' σ •Δ'C'

- 9 ρ •Δ'C' a ΔΔ •ΔbΔb'
- 10 ∇'∇' σ •Δ'C' ΔΔ •ΔbΔb'
- 11 ∇'∇' σ •Δ'C'

- 12 ρ •Δ'C' a ΔΔ Δ'b•'U'
- 13 ∇'∇' σ •Δ'C' ΔΔ Δ'b•'U'
- 14 ∇'∇' σ •Δ'C'

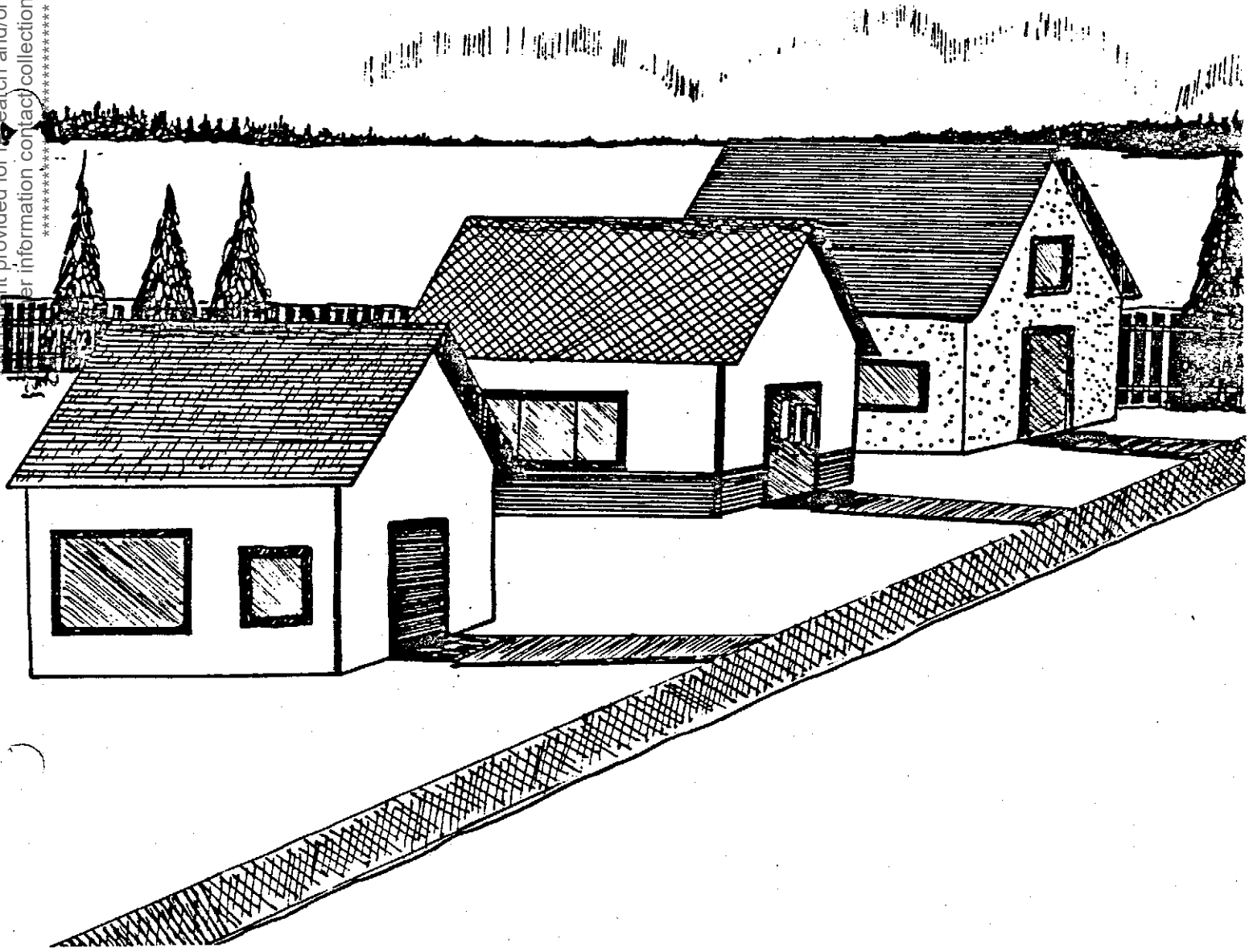
- 15 ρ •Δ'C'Δ' a Δσ •Δ'σb'Δ'

- 16 ∇'∇' σ •Δ'C'Δ' Δσ •Δ'σb'Δ'
- 17 ∇'∇' σ •Δ'C'Δ'

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- 18 $\Delta\sigma^b \Gamma\sigma^b \cdot \Delta b \Delta b^b \Delta^b \cdot \Delta \Delta^b \Delta^b$
- 19 $\sigma \cdot \Delta \Delta \Delta^b \vee \mathcal{N} \setminus \cdot \Delta b \Delta b^b$
- 20 $\Delta\sigma^b C^b \Gamma\sigma^b \Delta^b b \cdot \Delta^b \Delta^b \cdot \Delta \Delta^b \Delta^b$
- 21 $\sigma \cdot \Delta \Delta^b \Delta^b \vee \mathcal{N} \setminus \Delta^b b \cdot \Delta^b \Delta^b$
- 22 $\Delta\sigma^b C^b \Gamma\sigma^b \cdot \Delta \Delta \sigma b a^b \cdot \Delta \Delta^b \Delta^b$
- 23 $\sigma \Delta \Delta \Delta^b \Delta^b \sigma^b \sigma^b \cdot \Delta \Delta \sigma b^b \Delta^b$
- 24 $\Delta\sigma^b C^b \Gamma\sigma^b \Delta \Delta b \cdot \Delta^b \Delta^b \cdot \Delta \Delta^b \Delta^b$
- 25 $\sigma \cdot \Delta \Delta^b \Delta^b \vee \mathcal{N} \setminus \Delta \Delta b \cdot \Delta^b$

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Lesson 17

Wékonénan wábañdaman?	What things do you see?
Wakáhiganan ni wábañdánan.	I see houses.
Wékonénan minawá?	What else?
Ickwándeman kayé ni wábañdánan.	I see doors, too.

Follow the same question pattern with waséniganan - windows, apakwánan - roofs, in place of ickwándeman - doors.

Wakáhiganan na ini ki wábañdánan?	Do you see those houses?
En, enh, wakáhiganan ini ni wábañdánan.	Yes, I see those houses.
En, enh, ni wábañdánan.	Yes, I see them.

Follow the same question pattern as before, with the above nouns.

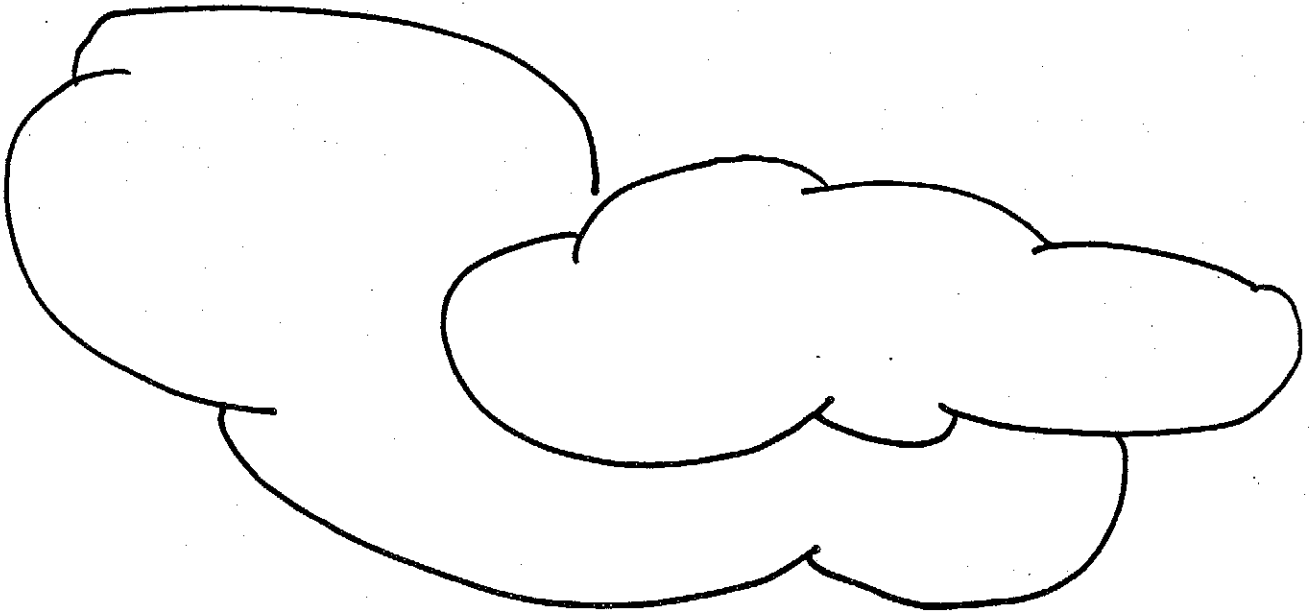
Activity

Have students draw or make model houses to use for new vocabulary development. To introduce different - pakán, and looks like - ijinákwan.

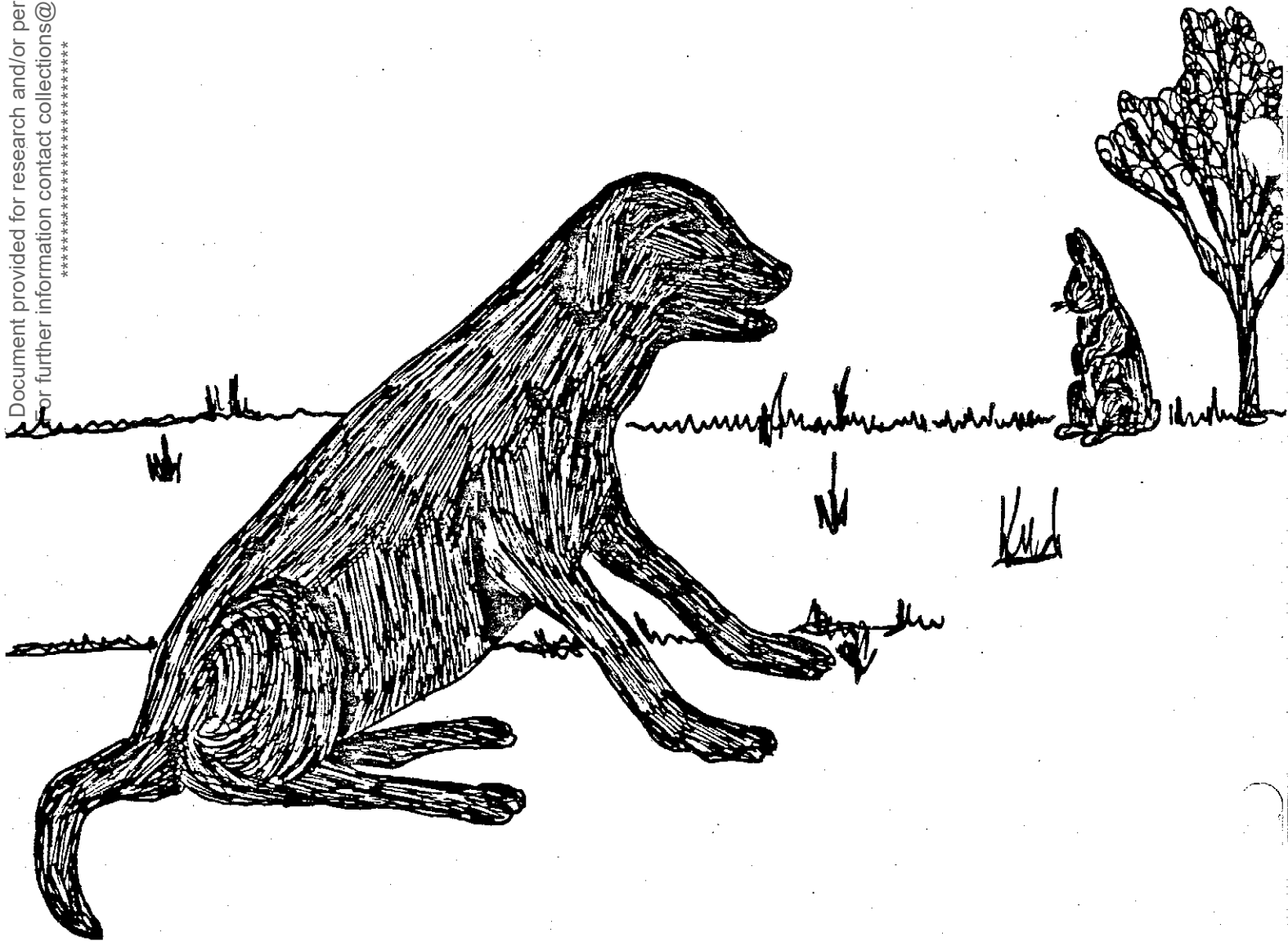
Say, "What do these houses look like?"

Some of the answers could be: mitca - big, agañsin - small, nahiminik - just right, icpiming - it has upstairs, kaytay - old, ocká - new

Also could translate "The Three Bears", and illustrate.



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Lesson 18

Awénénak wábamatwá?

Ni wábamá animoc cigwa wápos.

Awénénah wabamat ahá animoc?

Ahá animoc o wábamán wáposon.

O wábamán wáposon.

Anin minik wáposoh ahá animoc wábamat.

Anin minik wáposoh wábamat?

O wábamán péjik wáposon.

Wékonén dac ahá wápos wábandang?

Ahá wápos o wábamán animocan.

O wábamán animocan.

Anin minik animocah wábamat?

Péjik o wábamán.

Who do you see? (plural)

I see a dog and a rabbit.

What does this dog see?

That dog sees a rabbit.

He sees a rabbit.

How many rabbits does that dog see?

How many rabbits does he see?

He sees one rabbit.

And what does that rabbit see?

The rabbit sees a dog.

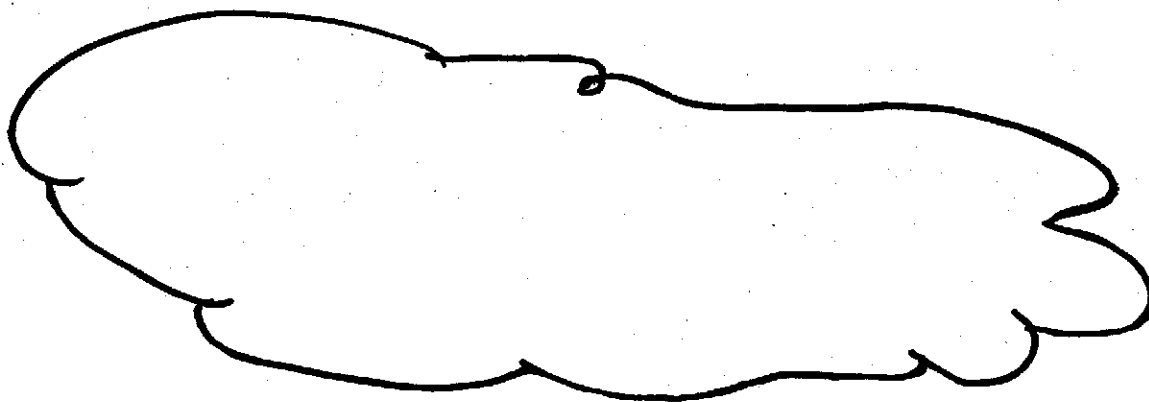
He sees a dog.

How many dogs does he see?

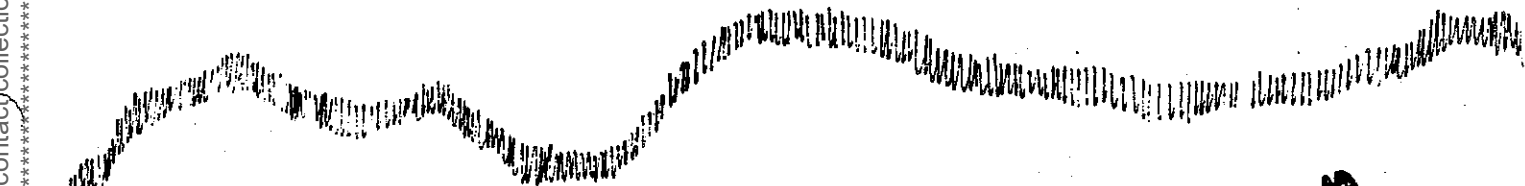
He sees one.

- 1 $\langle \nabla_{\sigma} \rangle \cdot \langle \langle L \rangle \rangle$
- 2 $\sigma \cdot \langle \langle L \rangle \rangle \langle \sigma \rangle^{\mu} \int b \cdot \langle \langle \rangle \rangle^{\wedge}$
- 3 $\langle \nabla_{\sigma} \rangle^{\mu} \cdot \langle \langle L \rangle \rangle \langle \langle \sigma \rangle \rangle^{\mu}$
- 4 $\langle \langle \sigma \rangle \rangle^{\mu} \triangleright \cdot \langle \langle L \rangle \rangle \cdot \langle \langle \rangle \rangle^{\wedge} \triangleright$
- 5 $\triangleright \cdot \langle \langle L \rangle \rangle \cdot \langle \langle \rangle \rangle^{\wedge} \triangleright$
- 6 $\langle \sigma \rangle \Gamma_{\sigma} \cdot \langle \langle \rangle \rangle^{\wedge} \langle \langle \sigma \rangle \rangle^{\mu} \cdot \langle \langle L \rangle \rangle$
- 7 $\langle \sigma \rangle \Gamma_{\sigma} \cdot \langle \langle \rangle \rangle^{\wedge} \cdot \langle \langle L \rangle \rangle$
- 8 $\triangleright \cdot \langle \langle L \rangle \rangle \vee \int \cdot \langle \langle \rangle \rangle^{\wedge} \triangleright$
- 9 $\cdot \nabla_{\sigma} \rangle C^{\mu} \langle \langle \rangle \rangle \cdot \langle \langle \rangle \rangle^{\wedge} \cdot \langle \langle \rangle \rangle C^{\mu}$
- 10 $\langle \langle \rangle \rangle \cdot \langle \langle \rangle \rangle^{\wedge} \triangleright \cdot \langle \langle L \rangle \rangle \langle \sigma \rangle \rangle^{\mu} \triangleright$
- 11 $\triangleright \cdot \langle \langle L \rangle \rangle \langle \sigma \rangle \rangle^{\mu} \triangleright$
- 12 $\langle \sigma \rangle \Gamma_{\sigma} \langle \sigma \rangle \rangle^{\mu} \triangleright \cdot \langle \langle L \rangle \rangle$
- 13 $\vee \int \cdot \triangleright \cdot \langle \langle L \rangle \rangle$

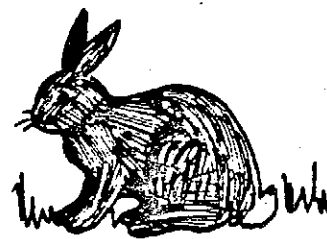
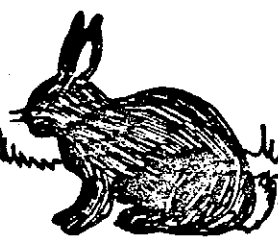
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Some of the following names



Lesson 19

Awénenák wábamatwá?

Who do you see? (plural)

Ni wábamá animoc kayé aniňd wáposok.

I see a dog and some rabbits.

Awénenah wábamát ahá animoc?

Who does this dog see?

Ahá animoc o wábamáh aniňd wáposoh.

That dog sees some rabbits.

O wábamáh wáposoh.

He sees rabbits.

Anin minik wáposoh wábamát ahá animoc?

How many rabbits does that dog see?

Anin minik wábamát?

How many does he see?

Péjick, niňj, niswi, niwin.

One, two, three, four.

O wábamáh niwin wáposoh.

He sees four rabbits.

Awénenah dac wábaňdamowát iki wáposok?

And who do those rabbits see?

Iki wáposok o wábamawán animocan.

Those rabbits see a dog.

O wábamawáh animocan.

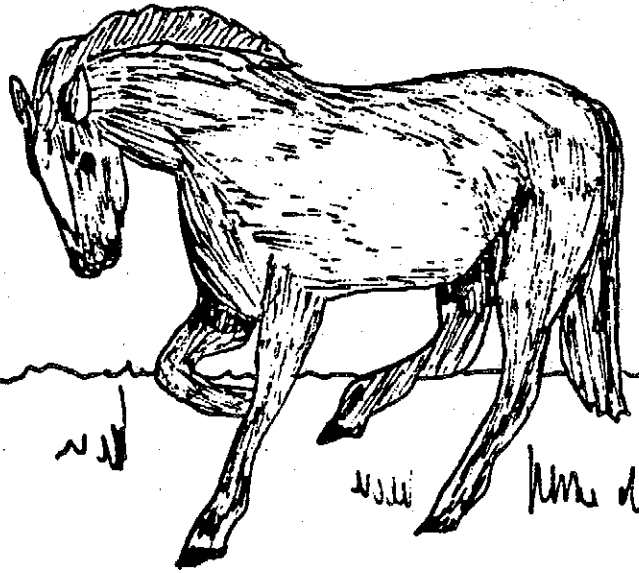
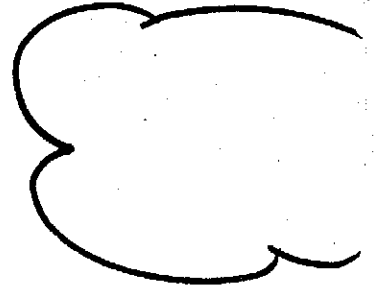
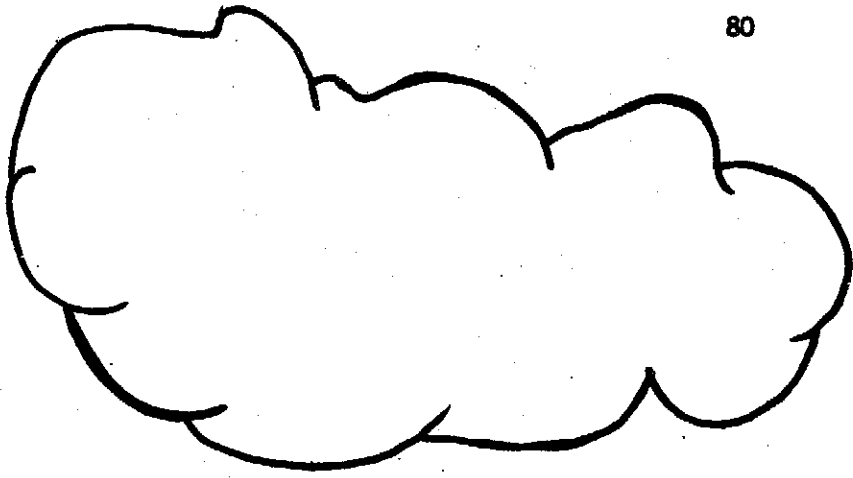
They see a dog.

Anin minik animocah wábamawát?

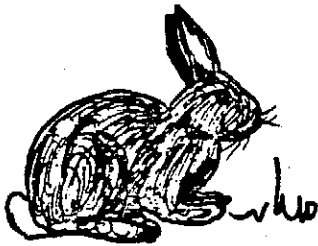
How many dogs do they see?

Péjick éta o wábamawán.

They see just one.



Handwritten scribbles and lines below the horse, possibly representing grass or ground texture.



Handwritten scribbles below the rabbit.



Handwritten scribbles to the right of the mountain range.

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Lesson 20

Awénénak wábatwá?

Who do you see? (plural)

Ni wábaták wápos cigwa mictatim.

I see a rabbit and a horse.

O wábatán na ahá wápos ini mictatimon?

Does that rabbit see that horse?

En, enh, ahá wápos o wábatán ini mictatimon.

Yes, that rabbit sees that horse.

En, enh, o wábatán.

Yes, he sees him.

Ahá na mictatim o wábatán wáposon?

Does that horse see this rabbit?

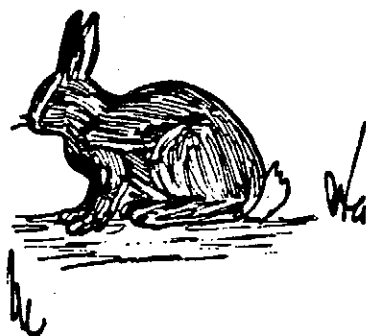
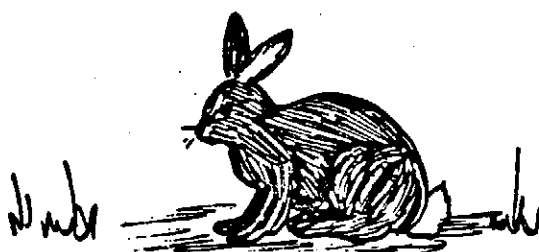
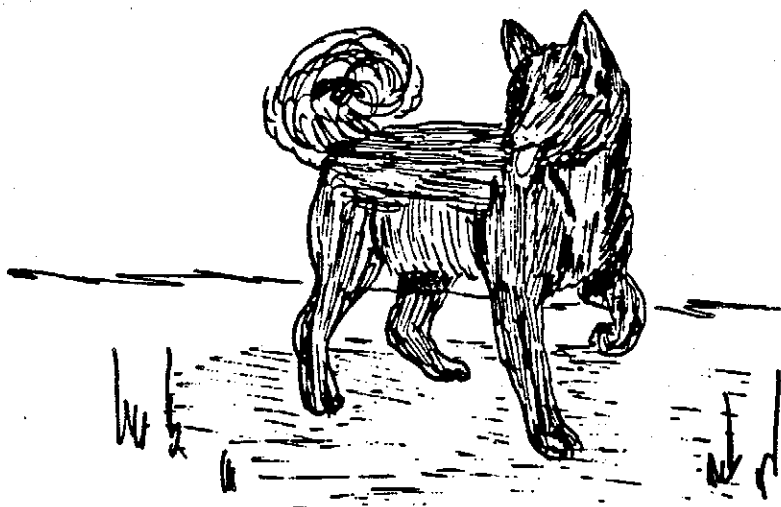
Kawin, kawin ahá mictatim o wábatásin ini wáposon.

No, that horse does not see this rabbit.

Kawin o wábatásin.

He does not see him.

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Lesson 21

Awénénak wábamatwá?

Who do you see? (plural)

Ni wábamák aniñd wáposok cigwa animoc.

I see some rabbits and a dog.

O wábamawáh na animocan iki wáposok?

Do these rabbits see the dog?

En, enh, o wábamawán ini animocan iki wáposok.

Yes, these rabbits see that dog.

En, enh, o wábamawán.

Yes, they see him.

O wábamáh na ahá animoc ini wáposoh?

Does that dog see the rabbits?

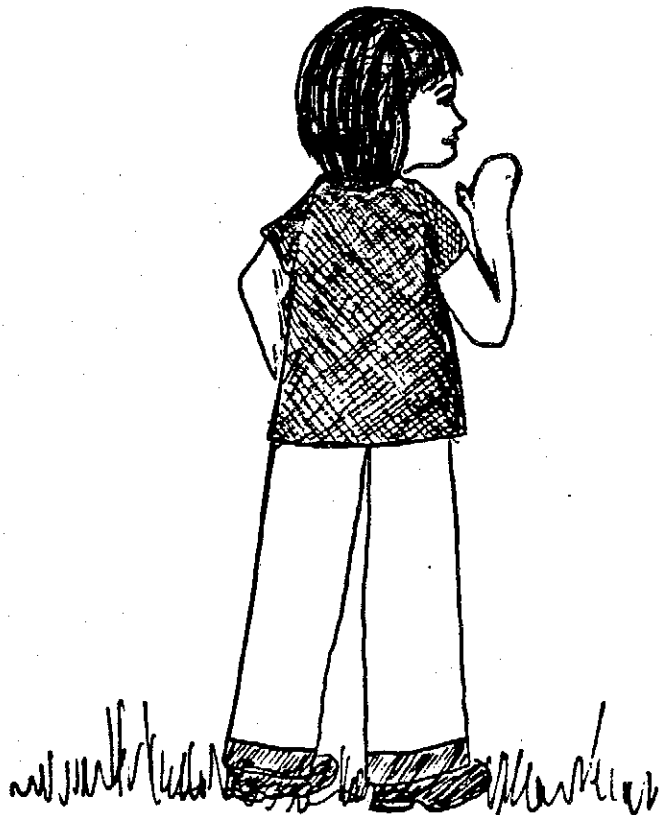
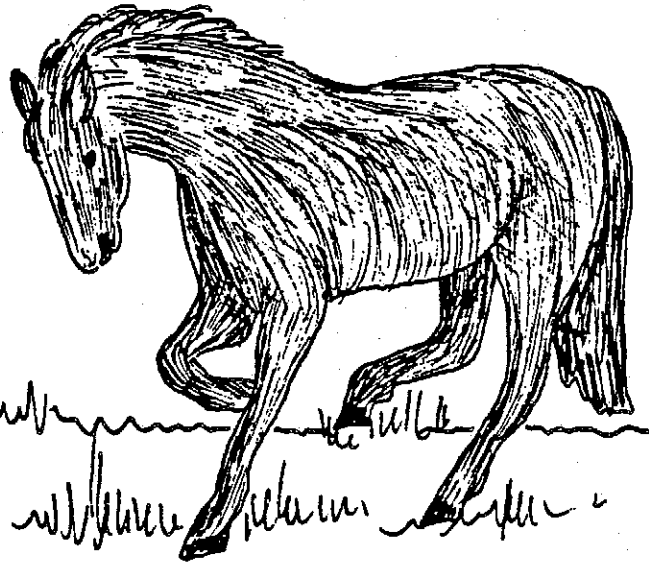
Kawin, kawin o wábamasih.

No, he does not see them.

- 1 •∇dᵒᵒ' •◀◀'CLᵒ
- 2 σ •◀◀L' •◀◀'ᵒᵒ' ᵒb •◀σJᵒ
- 3 ▷ •◀◀L•◀ᵒ e ◀σJᵒᵒᵒ Δᵒ •◀◀'ᵒᵒ'
- 4 ∇ᵒᵒᵒ'◀ ▷ •◀◀L•◀ᵒ Δσ ◀σJᵒᵒᵒ Δᵒ •◀◀'ᵒᵒ'
- 5 ∇ᵒᵒᵒ'◀ ▷ •◀◀L•◀ᵒ
- 6 ▷ •◀◀L' e ◀◀ ◀σJᵒ Δσ •◀◀'ᵒᵒ'◀
- 7 b•Δᵒ b•Δᵒ ▷ •◀◀L'ᵒ

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Lesson 22

Awénén wahá?

Who is this?

Kwiwiseňs wahá.

This is a boy.

Awénén dac aweti?

And who is that? (far)

Mictatim wahá.

That is a horse.

Awénénan wábamát wahá kwiwiseňs.

Who does that boy see?

Ahá kwiwiseňs o wábaman ini mictatimon.

That boy sees that horse.

O wábamán ini mictatimon.

He sees that horse.

Anin minik mictatimoh wábamát?

How many horses does he see?

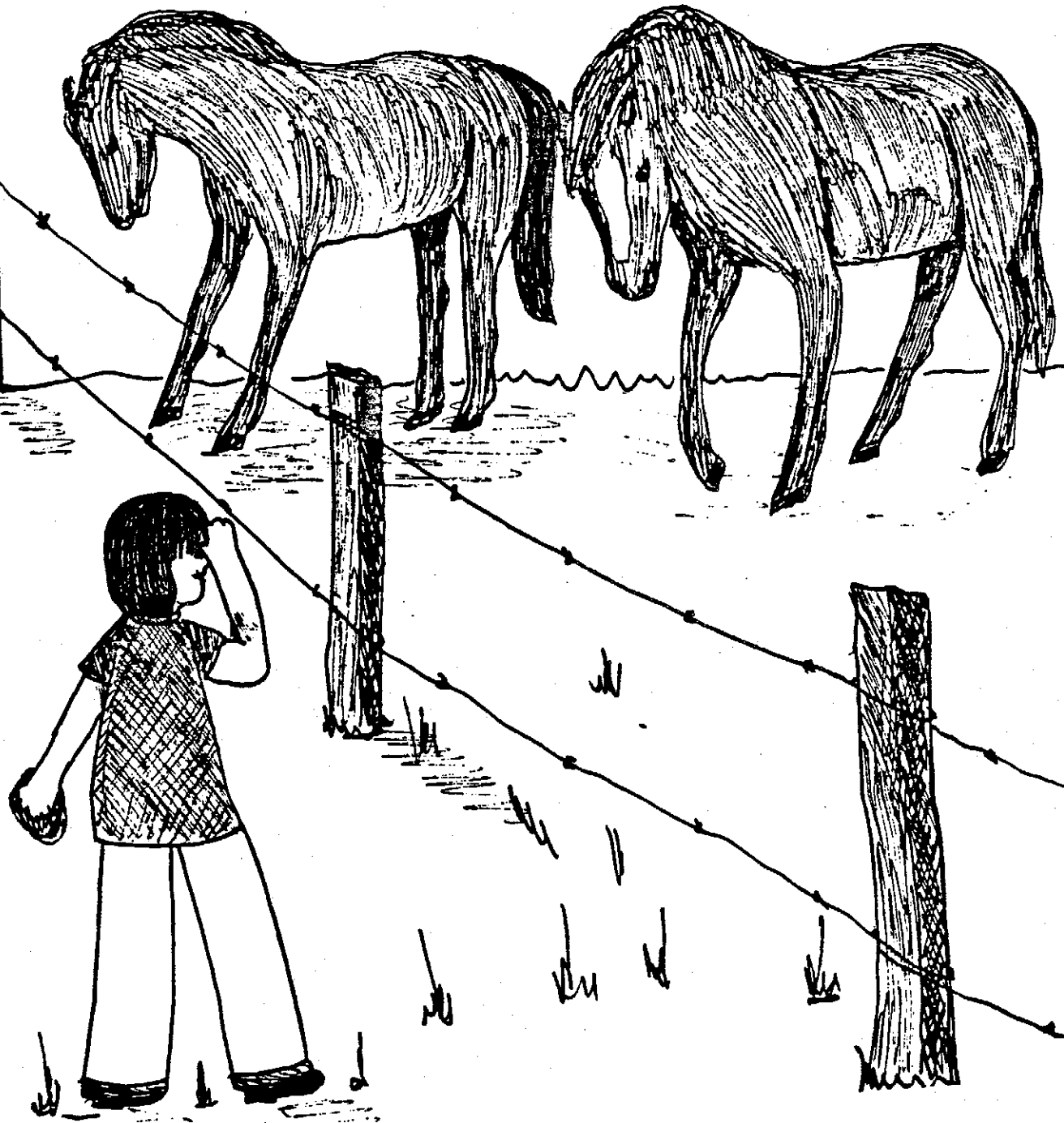
O wábamán péjik mictatimon.

He sees one horse.

- 1 ◁•▽◦' ◦◁•◁
- 2 ρ••Δ^▽'◦ ◦◁◁
- 3 ◁•▽◦' C' ◦◁◁
- 4 Γ^Cη' ◦◁◁
- 5 ◁•▽◦'◁' ◦◁◁ / ◦◁◁ ρ••Δ^▽'◦
- 6 ◁◁ ρ••Δ^▽'◦ ▷ ◦◁◁' Δσ Γ^Cη'▷'
- 7 ▷ ◦◁◁' Δσ Γ^Cη'▷'
- 8 ◁σ' Γσ' Γ^Cη'▷' ◦◁◁ /
- 9 ▷ ◦◁◁' vJ' \ Γ^Cη'▷'

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Lesson 23

Awénén wahá?

Who is this?

Kwiwíseňs wahá.

This is a boy.

Awénénak dac wín oko?

And who are those?

Mictatimok oko.

Those are horses.

Awénénah wábamát wahá kwiwíseňs?

Who does that boy see?

Ono mictatimoh o wábamáh wahá kwiwíseňs. That boy sees those horses.

Ono mictatimoh o wábamáh.

He sees those horses.

Anin minik mictatimoh wábamát?

How many horses does he see?

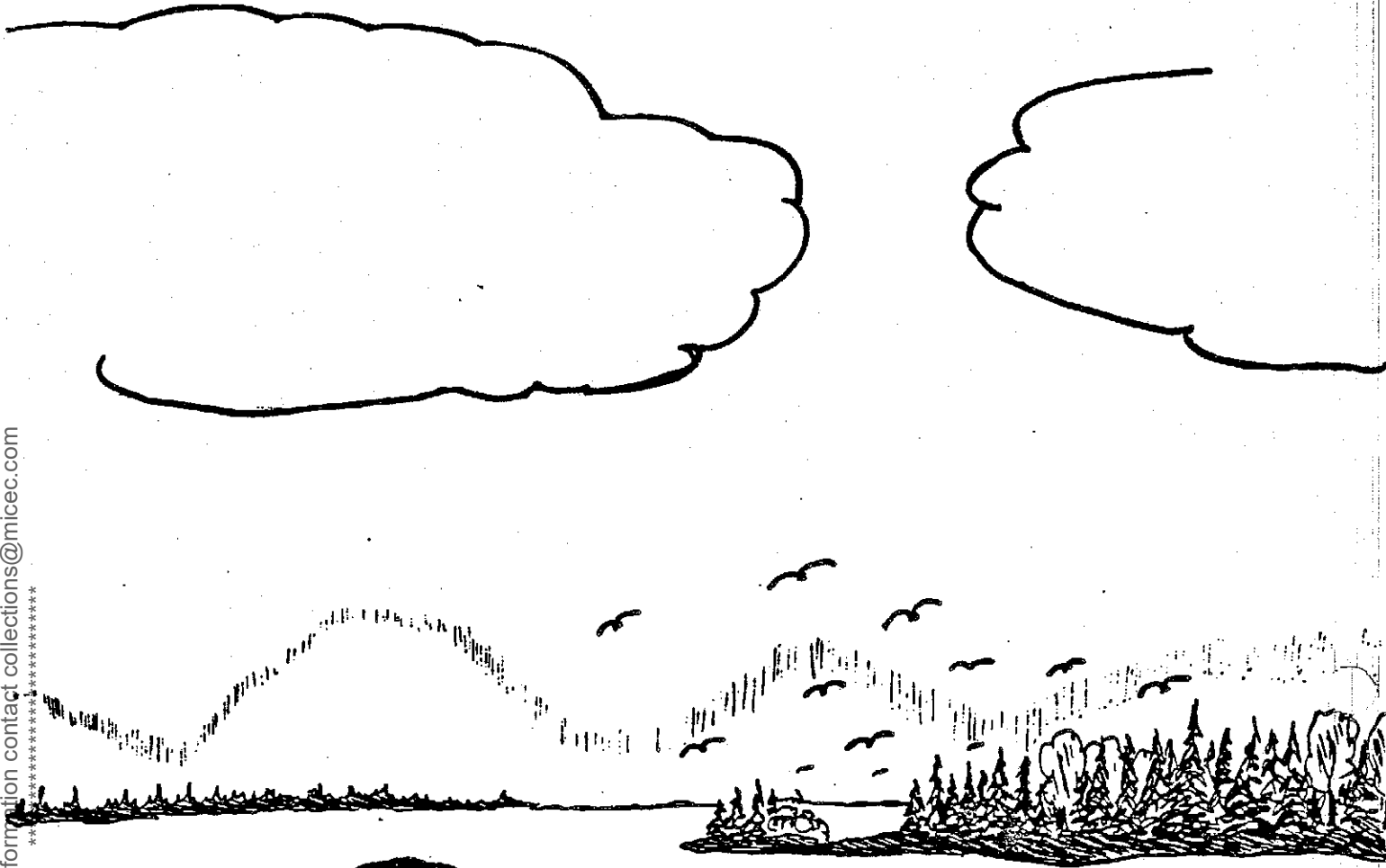
Niňj mictatimoh o wábamáh.

He sees two horses.

- 1 <•∇•' •<<
- 2 ρ••Δ•∇•'•' •<<
- 3 <•∇•'•<' C' •Δ' ∇d
- 4 Γ'CN'∇' ∇d
- 5 <•∇•'•' •<<L' •<< ρ••Δ•∇•'•'
- 6 ∇• Γ'CN'∇' ∇ •<<L' •<< ρ••Δ•∇•'•'
- 7 ∇• Γ'CN'∇' ∇ •<<L'
- 8 <σ' Γσ' Γ'CN'∇' •<<L'
- 9 σ'• Γ'CN'∇' ∇ •<<L'

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Lesson 24

Awénénah wábamát wahá ikweseňs?	Who does that girl see?
Pineňciyah o wábamáh.	She sees birds.
Awénén ahá?	Who is that?
Pineňci ahá.	That is a bird.
Awénénak dac ikiwéti?	And who are those? (far)
Pineňciyak ikiwéti.	Those are birds.
Anin ekitot ahá ikweseňs?	What is that girl saying?
"Ni wábamák pineňciyak", ikito.	She says, "I see birds".
"Ni wábamák pineňciyak pimipisowat", ikito.	She says, "I see birds flying".
Icpáhamok na oko pineňciyak?	Are these birds flying high?
Kawin, tapasáhamok.	No, they are flying low.

Activity:

To introduce this lesson, demonstrate high and low, icpiming and tapacic. Ask these questions:

Icpá na oho?	Is this high?
Tapasá na oho?	Is this low?
En, enh, icpá oho.	Yes, that is high.
En, enh, tapasá oho.	Yes, that is low.
Kawin, kawin icpásinon	No, that is not high.
Kawin, kawin tapasásinon.	No, that is not low.

- 1 ◁•▽ᵒᵒ ◁ •◁◁L' •◁◁ Δ•ᑦᑦᑦᑦᑦ
- 2 ለᵒᵒᵒᵒ ᵒᵒ ◁ •◁◁L' ◁
- 3 ◁•▽ᵒᵒ ◁◁
- 4 ለᵒᵒᵒᵒ ◁◁
- 5 ◁•▽ᵒᵒᵒᵒᵒ Cᵒ •Δᵒ ΔP•ᑦᑦ
- 6 ለᵒᵒᵒᵒ ᵒᵒ ΔP•ᑦᑦ
- 7 ◁ᵒᵒ ᑦᑦᑦᑦ' ◁◁ Δ•ᑦᑦᑦᑦᑦ
- 8 ᵒ •◁◁L' ለᵒᵒᵒᵒ ᵒᵒ ΔPᑦ
- 9 ᵒ •◁◁L' ለᵒᵒᵒᵒ ᵒᵒ ᑦ ለᑦᑦᑦᑦᑦ' ΔPᑦ
- 10 Δᵒ◁◁L' ᵒ ᑦᑦ ለᵒᵒᵒᵒ ᵒᵒ
- 11 ᑦ•Δᵒ C◁ᑦᑦᑦᑦ
- 12 Δᵒ◁ ᵒ ᑦᑦ
- 13 C◁ᑦ ᵒ ᑦᑦ
- 14 ᑦᑦᑦᑦᑦᑦ Δᵒ◁ ᑦᑦ
- 15 ᑦᑦᑦᑦᑦᑦ C◁ᑦ ᑦᑦ
- 16 ᑦ•Δᵒ ᑦ•Δᵒ Δᵒ◁ᑦᑦᑦᑦ
- 17 ᑦ•Δᵒ ᑦ•Δᵒ C◁ᑦᑦᑦᑦᑦ

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