Native Language Instruction Guide

LEVELS I to IV (K-3)

ODJIBWE

MANITOBA
DEPARTMENT OF EDUCATION

Province of Manitoba

DEPARTMENT OF EDUCATION

N A T I V E L A N G U A G E I N S T R U C T I O N G U I D E

L E V E L S I T O I V

O D J I B W E

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This guide has been developed as part of an overall Native languages instruction program for schools in Manitoba and comprises the first four levels of the program. The document incorporates ideas and suggestions from teachers in the field who speak and teach or have taught a Native language.

ACKNOWLEDGEMENTS

This guide was designed and authored by the Native Languages Advisory Committee. The members of the Committee are as follows:

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Appreciation is extended to all administrative personnel of the schools, school divisions and institutions on whose staffs committee members regularly serve.

INTRODUCTORY STATEMENT

Language is a vehicle by which ideas are transmitted from one individual to another. A language uses a set of sounds and structures commonly accepted by those who speak it. A language is learned by listening and speaking.

The first step in language acquisition is listening. By listening to the different sounds and language patterns made by the people in one's culture milieu, the student, by abstracting the meaning from that which he hears, begins to distinguish these sounds, patterns and structures, and begins to use them in speech.

With increasing competence in the use of language, it is essential that the student be simultaneously provided with extension and enrichment activities so as to positively reinforce what has been learned. Skillfully, the teacher manipulates words and phrases in new and meaningful contexts which help the student towards mastery. Pronunciation and memorizations of dialogues are also helpful at this stage. The primary objective is fluency in the native language; it can be evaluated when the student is conversing within the limits of his vocabulary and experiential background.

This Native Language Instruction Guide - LEVEL I to IV is designed to help the student acquire competence and confidence in using the native language in meaningful conversation. By Level IV, the student will be ready to be introduced to the written syllabic representations of the languages being studied. The student will increasingly become aware that words can be represented by symbols, recorded on paper, and read.

Each person progresses towards the mastery of language at an individual speed; therefore, the teaching of language requires the diagnosis of individual requirements, and the planning for and evaluation of the individual's progress.

The content of each unit in the four levels of this guide, reflects a desire to provide a program which can meet a wide variety of needs and interests. In order to meet the various needs of individual students, groups of students and classes, this guide may be used to:

1) introduce a Native language as a second language instruction program at any point in time and,

2) provide a continuous and sequential program of instruction.

It is assumed by the authors of this guide that teachers using it as a tool for instruction will be familiar with the local dialect of their students and have some knowledge of second language teaching methods and techniques. The instructor should also be familiar with the related materials and teaching aids listed on page vi.

The basic philosophy of the Native Language Instruction Guide Levels I to IV is as follows:

1. The approach is to be multi-sensory (i.e. oral-aural, audio-visual) and based on the teacher's intensive involvement in communication with the pupils at each of the four levels;

2. Oral language particularly is to be emphasized at the first three levels;

3. The textual materials are suggested in order to augment the teacher's expertise and to expose students to Native languages materials which will stimulate their curiosity in language learning;

4. A gradual and systematic development of oral competence, from the discrimination and production of distinctive sounds to grammatical understanding through usage, will be possible through multi-method, multi-sensory and multi-material approaches;

5. Continuous drill and evaluation should aim primarily at facilitating student progress.

At the end of Level IV, the student should be able to speak the Native language at an elementary level on familiar topics.

In order to insure the success of this program, not less than thirty minutes per day should be spent in Levels I to IV.

ABOUT THE GUIDE

There are four levels in this guide, each having twelve units. The teacher is responsible for planning each lesson and making necessary adjustments in consideration of the student(s) ability, time available, and dialect. The teacher is encouraged to utilize to the fullest extent possible, the community and its people as resources.

LEVEL I

- The emphasis is on informal language learning in the present tense.
- Introduce the Native language using the audio-lingual/visual method.
- By the end of Level I, children should be able to name simple nouns and verbs orally and use them in simple sentences.

LEVEL II

- The emphasis on informal language learning is continued.
- Learn to use orally simple nouns and verbs in sentence forms, emphasizing the present tense.
- Introduce the use of gender.
- By the end of Level II, students should have learned enough oral vocabulary and sentence forms to begin learning the grammatical structure of language.

LEVEL III

- Students begin to learn grammatical structures.
- Continue to use simple nouns and verbs in oral sentence patterns.
- Introduce plurals, animate and inanimate objects, past tense, and demonstrative forms.
- Introduce syllabics informally by matching words with corresponding pictures. By the end of Level III, students should be able to recognize syllabic symbols for words thus far learned.

LEVEL IV

- Introduce the future tense.
- Continue oral language development.
- Formally introduce syllabics by teaching the syllabic alphabet; introduce syllabic writing.
- By the end of Level IV students should be aware of present, past and future tenses, and should be able to read and write in syllabics all the vocabulary thus far learned in sentence forms.

IMPORTANT NOTE

- As much as possible, only the Native language should be used by both the teacher and the students during classtime.
- The Supplementary Units XI and XII of each level should be used at the appropriate time.

SUPPORT MATERIALS

Related Materials

Cree Dictionary
How to Learn to Read and Write Cree Syllabics
How to Learn to Read and Write Odjibwe Syllabics
Cree Phrase Book
Odjibwe Phrase Book
This Is Hunting
Songs and Poems in the Cree Language
A Collection of Saulteaux (Odjibwe) Lessons
Murdo's Memoirs
- Trail Blazers of the North
- Life on the Trapline
- Canoe Freighting in the North

Contemporary Cree Story Book
Cree Readers
Odjibwe Readers
Tanisi Readers
Anamikakweini Readers

Teaching Aids

Northern Experience Charts
Traditional Native Lifestyles
Native Tribes of Canada Charts
Handbook on Early Childhood
Cree Kit
Action Charts
Syllabics Charts

*All the above materials are available from the Manitoba Text Book Bureau.

NOTE TO INSTRUCTOR

Plan each daily lesson very carefully so that you know exactly what you wish to achieve. Have the necessary materials and activities well organized and ready so as not to lose any valuable class time.

Although the instructors are encouraged to design their own daily lesson outline, the following is a sample outline for preparing a 30-minute lesson:

1. Greet the class - included can be general greetings, weather topic, day of the week, etc. (3 minutes)

2. Warm-up - stimulate student interest by asking questions for learners to answer on any topic of interest to learners. (5 minutes)

3. Action song or game - learning must be enjoyable and most students like to sing or play games. (5 minutes)

4. Review - a quick-moving "look back" at things already taught. Previously taught material must be well-known before proceeding to something new. (4 minutes)

5. Introducing new material, concepts, etc. - the main part of the lesson may be a new structure, new vocabulary, a dialogue, etc. (8 minutes)

6. Quiet activity or seatwork - this is important as it will settle the learners down after rapid pace in the previous activities. (5 minutes)

LEVEL I

NOTE TO TEACHERS

The emphasis in Level I is on informal language learning in the present tense, using the audio-lingual/visual method of teaching. Learners should learn the vocabulary and practice using the learned words in sentences (structures). The teacher will have to use his/her own judgement in each situation to pace sentence development. It is important to realize that vocabulary alone will not lead to fluency. Right from the beginning, the teacher must strive to help the learner use his/her vocabulary in structures in order to learn how words "fit together".

LEVEL I UNIT I LET'S BE FRIENDS - 2 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To begin to establish a working vocabulary in the Cree language. **OBJECTIVES** Following instruction, the learner will: 1. know vocabulary and terms for common greeting forms; 2. be able to identify and introduce himself; 3. be able to count from 1 to 5; 4. know how to use listed personal pronouns . . . <u>Note to teacher:</u> It is important that you use only the native language in class.	Hello! What is your name? My name is . . . What is his/her name? His/her name is . . . teacher school boy, boys girl, girls yes, no I am a boy. girl. child. me, you, I, him/her, friend numbers 1, 2, 3, 4, 5 and	Game 1 (for an introduction) Sit in a circle. Teacher rolls a ball to a student, says his/her name. Student has to do the same. Roll to a different student each time. Game 2 (same as above, progressing to sentences) Hello, my name is . . . What is your name? Teacher may reinforce vocabulary through use of puppets first by the teacher then by the children. They can make their own puppets as a follow up activity. Children draw pictures of themselves. Show picture to the class and say, I am a girl/boy. My name is . . ., etc. Teacher holds up each picture and says, her name is . . ., his name is . . ., etc. Teacher asks student, "How old are you?"	- ball - puppets - art supplies - toys - number chart

LEVEL I

NOTE TO TEACHERS

The emphasis in Level I is on informal language learning in the present tense, using the audio-lingual/visual method of teaching. Learners should learn the vocabulary and practice using the learned words in sentences (structures). The teacher will have to use his/her own judgement in each situation to pace sentence development. It is important to realize that vocabulary alone will not lead to fluency. Right from the beginning, the teacher must strive to help the learner use his/her vocabulary in structures in order to learn how words "fit together".

VOCABULARY Level I Unit I

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE
Hello		Anin ᐊᓂᐤ
What is your name?		Anin eshenikasoyan? ᐊᓂᐤ ᐁᐧᑎᓂᑲᓱᐧᐣᐤ
My name is		...nin di shenikas. ..ᓂᐤ ᑎ ᓇᐣᑲᐢ
What is his/her name?		Anin eshenikasot? ᐊᓂᐤ ᐁᐧᑎᓂᑲᓱᐧᐨ
His/Her name is.....		...ishenikaso. ... ᐃᐧᑎᓂᑲᓱᐧ
teacher		Ke ke na makikwe ᑭᑭᓇ ᒪᑫᐧᑲ
school		Ke ke namatakamic ᑭᑭᓇᒪᑫᐃᑲᒥᐢ
boy, boys		kisas, kisassak ᑭᐧᐢᐩ, ᑭᐧᐢᐢᐢ
girl, girls		ikwesas, ikwesassak ᐃᐧᑫᐧᐢᐩ, ᐃᐧᑫᐧᐢᐢᐢ
yes, no		aha, kawen ᐊᐦᐊ, ᑲᐧᐃᐤ
I am a boy.		Kisas nin. ᑭᐧᐢᐩ ᓂᐤ
I am a girl.		Ikwesas nin. ᐃᐧᑫᐧᐢᐩ ᓂᐤ
I am a child.		Apenoche nin. ᐊᐱᓇᐧᐣᐧᓂᐤ
me, you, I, him/her		nin, kin, nin, win ᓂᐤ, ᑭᐤ, ᐧᐃᐤ,
friend, my		niwechewakan ᐧᐃᐢᐅᑲᐤ
numbers 1, 2, 3, 4, 5,		peik, nich, niswi, niwin, nanan
and		takow
		ᐯᐣᐢ, ᓂᐩ, ᓂᐧᐧᐢ, ᓂᐧᐃᐤ, ᓇᓇᐤ
		Cd

LEVEL I UNIT II PARTS OF THE BODY - 2 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To learn the vocabulary about our physical self. To apply personal pronouns. **OBJECTIVES** Following instruction the learner will: 1. know the vocabulary pertaining to their body parts; 2. be able to apply personal pronouns; 3. be able to identify and respond to questions pertaining to his body parts. (See suggested activities.)	head eye ear nose mouth tooth hair neck arm hand leg foot toe finger mine yours his/hers What is this? This is my . . . This is your . . . This is his/hers . . . touch	Games - Simon says, Touch your eye, ear, nose, mouth, etc. On follow ups, paste body parts on body, or head parts on head. Show parts of the body and have students identify. Question drills: T. What is this, Johnny? S. This is my nose. T. Is this your arm, Susan? S. No, that is my ear. Etc.	- catalogue - scissors - paper - paste - magazines - song and game activitie relative to body parts - anatomy chart

VOCABULARY Level I Unit II

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
head		ostegon	ᐅᐡᑎᑯᐤ
eye		oskechik	ᐅᐡᑭᑦᑎ
ear		otook	ᐅᑐᐅᑦ
nose		oto	ᐅᑐ
mouth		oton	ᐅᑐᐤ
tooth		wepit	ᐧᐃᐱᑊ
hair		winisisiman	ᐧᐃᓂᑊᑊᒪᐤ
neck		okwegan	ᐅᐧᑫᑲᐤ
arm		onik	ᐅᓂᑦ
hand		oninch	ᐅᓂᐤ-
leg		okat	ᐅᑲᑊ
foot		ozit	ᐅᑊᑊ
toe		oneskakozit	ᐅᓂᐡᑲᑯᑊᑊ
finger		oninchens	ᐅᓂᐤᒋᐤᐣ
mine, yours, hers/ his		nin, kin, win	ᓂᐤ, ᑭᐤ, ᐧᐃᐤ
What is this?		Wakonan owa?	ᐧᐊᑯᓇᐤ ᐅᐧᐊ
This is my.....		Awa nin....	ᐅᐧᐊ ᓂᐤ
This is your.....		Owa kin....	ᐅᐧᐊ ᑭᐤ
This is hers/ his.....		Owa win....	ᐅᐧᐊ ᐧᐃᐤ
touch		samenan	ᓴᒥᓇᐤ

LEVEL I UNIT III OUR FAMILY - 3 WEEKS

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To develop a vocabulary of our family. To learn the various terms for relatives. **OBJECTIVES** Following instruction the learner will: 1. know and be able to use basic vocabulary and terms for his/her family members; 2. understand and be able to use possessive pronouns pertaining to his family; 3. understand and know present tense of the verb "cook". 4. know vocabulary and be able to name and identify the most common family pets.	mother father brother sister baby grandmother grandfather uncle aunt me use of my, your, her, his, with above relatives present tense of the verb to cook That is my . . . Here is my . . . There is my . . . The proper names of different members of the family. cat dog	- Each child paints a picture of himself and of the different members of his family. - He introduces his family to his class. - Have children bring photographs of family to school (each child, if possible). - Use plasticine and make different members of the family. - Use cutouts from catalogues. Students could paste each member of the family on large manila tag and display on wall, or in scrap-book. - Play house assuming roles of different family members. - Have learners draw and colour a picture of a dog or cat. Sentence development: Teacher points, saying "This is a _____ ". The students give the answer. T. What is this, Mary? S. That is a _____ . Etc.	- catalogues, magazines - assorted art material - scissors - crayons, paste, etc. - family photographs - plasticine - playhouse - pictures or illustrati of dog(s) and cat(s).

VOCABULARY

Level I Unit III

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
mother		nimama	ᓂᒪᒪ
father		nibaba	ᓂᐢᐢ
brother		nisas	ᓂᑦᐊᑦ
sister		nimisa	ᓂᒥᓴ
baby		nishemas	ᓂᐧᐧᒪᑦ
grandmother		noko	ᓄᑯ
grandfather		nimeshomis	ᓂᒥᐧᐧᒥᑦ
uncle		babaas	ᐢᐢᐊᑦ
aunt		nimamaas	ᓂᒪᒪᐊᑦ
me		nin	ᓂᐣ
my, your, her/his		nin, kin, win	ᓂᐣ, ᑭᐣ, ᐧᐃᐣ
cook		kesakwa	ᑭᓴᑲ
That is my...		Nin awa.....	ᓂᐣ ᐊᐧᐊ
There is my....		Awa nin.....	ᐊᐧᐊ ᓂᐣ
Here is my....		Awa ata nin..	ᐊᐧᐊ ᐊᑕ ᓂᐣ
cat		posh	ᐳᑦ
dog		animosh	ᐊᓂᒧᑦ

LEVEL I UNIT IV CLOTHES WE WEAR - 2 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To familiarize children with the vocabulary of clothing items. To reinforce concepts of personal possessive nouns. **OBJECTIVES** Following instruction the learner will: 1. know vocabulary and be able to identify common clothing items; 2. be able to demonstrate an expanded understanding of possessive pronouns; 3. be able to understand and demonstrate use of command forms pertaining to their clothing . . .	coat parka hat boots mocassins, mukluks mittens pants shirt dress underwear blouse sweater socks scarf possessives - my, your, etc. Put on . . . Take off . . . Hang up . . . dry	Have students bring their outer clothing to their seats and have them take off and put on various articles. Vary this by having students take turns at commanding. Put clothing belonging to various children together in a pile. Each child identifies his own and says, This is my coat, hat, shoes, etc. Sentence development drills: T. This is a coat. Students repeat, "This is a coat". T. That is a hat. S. That is a hat. Etc. The teacher must continue to be creative and drill children according to their interest and ability. Compare summer and winter clothing.	- outdoor clothing - children's own outdoc clothing or any clothi - catalogues of winter summer clothing - posters and charts per taining to clothing wear . . .

VOCABULARY

Level I Unit IV

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
coat		pesekogun	ᐱᑯᑲᐣ
parka		pesekogun	ᐱᑯᑲᐣ
hat		okon	ᐅᐧᑯᐣ
boots		makesenun	ᒪᑭᓴᓇᐣ
mocassins, mukluks		pashkwekenokesenan	ᐸᐥᑭᐧᑲᓂᑭᑯᓇᐣ
mittens		menchekokanak	ᒥᐥᒋᑯᑲᓇᐧ
pants		mitas	ᒥᑕᐥ
shirt		pabakwan	ᐸᐸᑲᐣ
dress		makotay	ᒪᑯᑕᐩ
underwear		petatasan	ᐱᑕᑕᓴᐣ
blouse			
sweater			
socks		ashekanak	ᐊᐧᐢᑲᓇᐧ
scarf		napekakan	ᓇᐱᑲᑲᐣ
my, your, his/ her		nin, kin, win	ᓂᐣ, ᑭᐣ, ᐧᐃᐣ
Put on		pesekan	ᐱᑯᑲᐣ
Take off		kesekan	ᑭᑯᑲᐣ
Hang up		akoton	ᐊᑯᑐᐣ
dry		pasan	ᐸᓴᐣ

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To learn basic vocabulary pertaining to the home. **OBJECTIVES** Following instruction the learner will: 1. understand and be able to use common words pertaining to the home environment; 2. through demonstration be able to identify the different parts of a house and furnishings.	house my house, your house upstairs downstairs washroom outhouse table chair cupboard stove bed (The instructor may add others.)	- Make a playhouse and furniture, with boxes, cardboard, manila tag, etc. - Cut out furniture and home pictures from old catalogues and magazines. - Make a "My Home" scrapbook. - Flannel board activities. - Art classes with "Home" theme. - Make up songs, poems, and nursery rhymes related to the home. Make them up. - Class could visit the teacher's home. Continue to drill personal possessive pronouns, etc.	- pictures - catalogues - playhouse with furnitu - a furnished doll hous - plasticine modelling - arts and crafts - materials - blocks

VOCABULARY LEVEL I UNIT V

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
house		wakahigan	•∇b"Δb'
my house, your house		n'towkagun, ketowkagun	'ᑐbb', ᑭᑐbb'
upstairs		espeming	Δ^ᐱᒥ'ᐧ
downstairs		nashayi	ᓇᒋᔾ
washroom		mesekamik	ᒥᐧᑲᒥᐧ
outhouse		mesekamik	ᒥᐧᑲᒥᐧ
table		atopawin	ᐊᑐ>•Δ'
chair		tasetapein	ᑕᐧᑕᐯΔ'
cupboard		etason	∇ᑕᓯ''
stove		kesapekesegun	ᑭᐦᐯᑫᐦᑲ'
bed		nepayn	ᓄᐯ'

LEVEL I UNIT VI PLAYING TOGETHER - 3 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To acquaint the learner with vocabulary pertaining to games and playing. **OBJECTIVES** Following instruction, the learner will: 1. understand and be able to use common words about the games they play. 2. be able to identify objects and follow simple instructions.	play friend win, winning lose, losing sing, singing song dancing share, sharing jump run ball soccer hockey skating tobogganing toboggan slow, fast first	- Name various games and the equipment used for each game. - Have a different student in charge of equipment each day. - Learn some songs in the Native language. Continue sentence development, stressing singular, plural, present, past, and future.	- bats - balls - hockey equipment - ropes "Songs and Poems in the Cree Language" could be translated into other languages.

VOCABULARY

Level I Unit VI

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE
play		otamenon ᐅᑕᒥᓐᑲᐤ
friend, my		nicheogan
win, winning		pakennan, pakenakaok ᐸᑭᓇᐤ
lose, losing		kepakenako, pakenakosok ᑭᐸᑭᓇᑯ
sing, singing		nagamon, nakamok ᓇᑲᒧᐧ
song		nagamon ᓇᑲᒧᐧ
dancing		nemeok ᓂᒥᐅᐦ
share sharing		kakena ᑳᑭᓇ
jump		ompepeson ᐅᑦᐱᐧᐧᐤ
run		pemepaton ᐱᒥᐸᐧᐤ
ball		koshkwendon ᑯᖫᑭᐧᐤᐧᐤ
soccer		
hockey		shasho
skating		shosgonda ᓱᓐᑯᐧᐤᑕ
toboggan		shashokochea ᖃᓐᑯᒥᐊ
tobogganing		shashokochea ᖃᓐᑯᒥᐊ
slow, fast		nakatch, anekok ᓇᑲᐧ ᐊᓂᑯᐦ
first		negan ᓂᑲᐧ

LEVEL I UNIT VII WORKING TOGETHER - 3 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To familiarize the students with vocabulary associated with the different tasks in the home and in the school. **OBJECTIVES** Following instruction, the learner will understand and be able to use terms pertaining to and associated with domestic tasks.	work together co-operation early late cleaning babysitting cooking housework sweeping washing clothes ironing mending sewing helping	- Dramatize working together such as playing house. - Make scrapbooks with cutouts from magazines. Continue sentence development as in previous units . . .	- magazines, catalogues - props for dramatizing - old clothing for dress-up - puppets - standard art supplies - toys, games

VOCABULARY

Level I Unit VII

ENGLISH	INSTRUCTOR'S NOTES	ODJIBWE	
work		anokewin	ᐊᓄᑭ•ᐃᐣ
together		mamow	ᒪᒧᐤ
co-operation		weghetik	•ᐃᒋᑎᐧ
early		weba	•ᐃᐸ
late		weka	•ᐃᑲ
cleaning		penecheka	ᐱᓂᒋᑲ
babysitting		kanoso	ᑲᓄᓯ
cooking		kesaykwa	ᑭᐧᑲ
housework		tanakamekesein	ᑕᓇᑲᒥᑭᓯᐃᐣ
sweeping		sheshataka	ᓱᐢᑕᑲ
washing clothes		kisepekaka	ᑭᓯᐱᑲᑲ
ironing		shoskwega	ᓱᐩᑲᑲ
mending		kashkekoso	ᑲᐧᑭᑯᓯ
sewing		kashkekoso	ᑲᐧᑭᑯᓯ
helping		wecheya	•ᐃᒋᐣ

LEVEL I UNIT VIII OUR COMMUNITY - 4 WEEKS

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To familiarize students with vocabulary pertaining to community. To know general geography of community along with related terms. **OBJECTIVES** Following instruction the learner will: 1. understand and be able to use vocabulary pertaining to people in the community and community helpers; 2. know terms relevant to community geography.	chief teacher priest doctor nurse police storekeeper reserve constable fisherman hunter trapper farmer pilot driver river lake road	- Invite the various community helpers into the classroom. - Build a model of the community using blocks. - Have the class tour the facilities. - Make pictorial experience charts on any tours. - Tell stories about community helpers. - Dramatize roles of different helpers. - Do a map of the community. - Bring photographs of various buildings in community. - Draw pictures of the buildings in the community. - Make pictures and stories of various means of transportation.	- standard art supplies - photographs - toys, such as cars and planes - blocks - plasticine - magazines, catalogues - clothing, costumes

VOCABULARY Level I Unit VIII

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
chief		okemakan	ᐅᑭᒪᑭᐣ
teacher		okekenamaga	ᐅᑭᑭᓇᒪᑲ
priest		makatakonaw	ᒧᑭᑌᑯᐣᑲ
doctor		mashekenene	ᒪᐧᐢᑦᑭᓂᓂ
nurse		majekekwe	ᒪᐧᐢᑦᑭ•ᑫ
police		otapenanene	ᐅᑕᐱᓇᓂᓂ
storekeeper		atimena	ᐊᑎᓂᓂ
reserve constable		anishinaba otapenanene	ᐊᓂᐧᐢᓇ< ᐅᑕᐱᓇᓂᓂ
fisherman		paketoynena	<ᑭᑐᐩ ᓂᓂ
hunter		paskesekanena	<ᐢᑭᑊᑲᓂᓂ
trapper		andacheganena	ᐊᐣᑕᒥᑲᓂᓂ
farmer		keteganena	ᑭᑎᑲᓂᓂ
pilot			
driver		pemepeseneganena	ᐱᒥᐱᑦᓂᑲᓂᓂ
river		sepe	ᑊᐱ
lake		sikaneng	ᑊᑫᑲᐣ
road		megana	ᒥᑲᓇ

LEVEL I UNIT IX OUR ANIMAL FRIENDS - 3 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To teach the vocabulary related to animals and pets. To continue improving learners' skills in sentence usage. **OBJECTIVES** Following instruction the learners will: 1. be able to name and identify familiar animals and pets; 2. be capable of distinguishing between wild and domestic animals; 3. know the basic difference between birds, fish, and animals . . .	dog cat horse cow rabbit bear beaver moose caribou deer elk bird fish chicken turkey sheep muskrat mouse lynx wolf fox buffalo bug spider	- Categorize tame and wild animals. - Categorize as to where animals live, such as on land, in the water, in the trees, in our homes, or, who can fly. - Imitate sounds of different animals or birds. - Identify fish, birds, and animals. - Make an animal mural. - Draw pictures. - Sing "Old MacDonald Had A Farm". - Make animals with plasticine. - Tell animal stories. Continue to practice sentence development . . . e.g. T. This (that) animal is called a _____ . (students repeat) T. What is this animal called, Mary? S. That animal is a wolf. Etc.	- pictures - nursery puzzles of animals - teacher made puzzles - cutouts - puppets - flannel board - art materials

VOCABULARY

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
dog		animosh	ᐊᓂᒧᐢ
cat		poj	ᐳᐡ
horse		mistatim	ᒥᐡᑕᑎᑦ
cow		pesheke	ᐱᐢᑭ
rabbit		wapos	ᐧᐊᐳᐢ
bear		maco	ᒪᑯ
beaver		amik	ᐊᒥᐢ
moose		mos	ᒧᐢ
caribou		atik	ᐊᑎᐢ
deer		waskashe	ᐧᐊᐡᑲᐢ
elk		moshkos	ᒧᐡᑯᐡ
bird		penashe	ᐱᓂᐢ
fish		kengo	ᑭᐣᑯ
chicken, wild		pina	ᐱᓇ
turkey, wild			
sheep		manchanish	ᒪᐣᐢᓂᐡ
muskrat		washosk	ᐧᐊᐢᐡᐢ
mouse		wapokonoche	ᐧᐊᐳᑯᓇᐢ
lynx		peshew	ᐱᐢᐧ
wolf		magan	ᒪᑲᐣ
fox		wagosh	ᐧᐊᑯᐡ
buffalo			
bug, spider		manetosh, ashepekashe	ᒪᓂᐢᐡ ᐊᒍᐱᑲᒍ

LEVEL I UNIT X KEEPING HEALTHY - 2 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To learn vocabulary on health habits such as - body care, clothes care, nutrition, physical fitness, safety. **OBJECTIVES** Following instruction the learner will: 1. be able to use words related to health, food and body care; 2. understand the concepts of "clean" and "dirty" as it pertains to health; 3. be able to name and identify common foods which are considered healthy.	health clean, dirty wash hands wash face eating drinking milk berries, fruit food vegetables meats bread sleeping resting comb to comb	- Demonstrations are important in the area of personal cleanliness. - Measure height and weight each month. - Make food charts. - Make food in classroom. - Games such as: • Do As I Do • Simon Says • Feel It, Smell It, Hear It - Songs such as: • Hear We Go Looby Loo • This Is The Way We Wash Our Hands - Exercise - Demonstrate good posture. - Make posters. Continue sentence development.	- pictures of signs of good health - tools as necessary fc personal cleanliness such as: brushes combs soap towels toothpaste toothbrushes shampoo nail clippers nail files mirrors weigh scales

VOCABULARY Level I Unit X

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
Health		kashepemantesoon	ᑲᔑᐱᒥᑦᑎᓵᐅᑦ
clean, dirty		penate, wenat	ᐱᓇᐟ, ᐧᐃᓇᐟ
wash hands		kisenichen	ᑭᐟᓂᒋᑦ
wash face		kasegwen	ᑲᐟᑲᑦ
eating, drinking		wisene, menekwe	ᐧᐃᐟᓂ, ᒥᓂᑫᐧ
food		michin	ᒥᒋᑦ
milk		totoshapo	ᑐᑐᕐᐳ
berries		minasak	ᒥᓇᔭᐟ
fruits		minasak	ᒥᓇᔭᐟ
vegetables		keteganesak	ᑭᑎᑲᓂᔭᐟ
meats		wiyas	ᐧᐃᐅᐢ
bread		pakweshigan	ᐸᐧᑫᒋᑲᑦ
sleeping		nipa	ᓂᐸ
resting		atashen	ᐊᑌᕐᒋᑦ
comb		penagon	ᐱᓇᑯᑦ
to comb		penakoon	ᐱᓇᑯᐅᑦ

LEVEL I UNIT XI THE FOUR SEASONS (SUPPLEMENTARY UNIT A)

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
Learn vocabulary related to the four seasons and their effects on us. **OBJECTIVES** Following instruction the learner will: 1. be able to name and identify common objects in the sky; 2. know the basic differences between the four seasons and related terms; 3. be able to identify general weather conditions; 4. know terms for directions, etc.	sun moon star sky wind rain fog cloud thunder lightning clear cloudy hot cold mud hail north, west, south, east fall - leaves changing leaves falling harvesting winter - frost freeze up snow ice cold storm frost bite spring - melt, thaw break up mud new leaves flowers summer - hot heat, sweat	- Make and keep a calendar record of weather with direction of wind, clear or cloudy, and temperature. - Collect various pictures for the seasons. - Draw pictures for each session. - Make a scrapbook of different activities, clothing, and sports for each season. - Categorize. - Field trips to discover the changing of the seasons such as, the changing of the leaves or falling, the new leaves, etc. - Draw or collect pictures of various seasonal vehicles. Sentence drills - It is cold (warm, cloudy, etc.). - It was hot, foggy, etc. T. What is the weather like today? S. It is cold and cloudy, etc.	- cardboard - felt pens - coloured chalk - calendar - scrapbook - thermometer - art supplies - bristol board - weather chart

VOCABULARY Level I Unit XI

ENGLISH	INSTRUCTOR'S NOTES	ODJIBWE
sun, moon		kisis, tipike kesis ᑭᑊᐟᐣ, ᑎᐱᑫ ᑭᑊᐟᐣ
star, sky		anagos, kishik ᐊᓇᑯᐣ
wind, rain		notin, kimeon ᓄᑎᐣ
fog, cloud		wawone, kiskitepekanacot ᐧᐊᐧᐅᐣ,
thunder, lightning		notakoseyak, wawasokonaysa ᓄᑕᑯᑊᔭᐦ,
clear, cloudy		minokeshekat, nenkgakot ᒥᓄᑭᒋᑲᐟ,
hot, cold		kisheta, take aya ᑭᒋᑕ, ᑕᑭᐊᔭᐤ
mud, hail		ashiske, megomeka ᐊᒋᐣᑭ, ᒥᑯᒥᑲ
North, South		Kiwedenong, Shawanang ᑭᐧᐃᑎᓄᐣᐦ,
East, West		Waponong, Ninkgaponong ᐧᐊᐸᓄᐣᐦ, ᓂᐣᑲᐳᓂᐣᐦ
Fall - leaves changing leaves falling harvesting		Takwakin - anepeshan ane pagan ane ᑕᑲᐧᑭᐦ ᐊᓂᐱᔖᐣ ᐊᓂ ᐸᑲᐣ ᐊᓂ
Winter - frost freeze-up snow ice cold storm frost bite		Pipong - maskokotin ᒪᐣᑯᑯᑎᐣ ᐱᐳᐣᐦ anemekomega ᐊᓂᒥᑯᒥᑲ sokiponk ᓱᑭᐳᐣᐦ mekom ᒥᑯᑦ kisena ᑭᑊᐟᓇ kotamekat ᑯᑕᒥᑯᐟ maskokochel ᒪᐣᑯᑯᒋ
Spring- melt, thaw break up mud new leaves flowers		Sikwang - Nenkeayaw, nenketa ᑊᑲᐧᐣᐦ nanesanat ᓇᓂᐧᓇᐟ ashiskeᐊᒋᐣᑭ oskenipishan ᐅᐣᑭᓂᐱᔖᐣ wapekonan ᐧᐊᐱᑯᓂᐣ
Summer- hot heat, sweat		Niping - kishita ᑭᒋᑕ ᓂᐱᐣᐦ kishita, apwaseng ᑭᒋᑕ

LEVEL I UNIT XII SPECIAL EVENTS (SUPPLEMENTARY UNIT B)

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AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
Learn vocabulary about our holidays and related terms. **OBJECTIVES** Following instruction the learner will: 1. know vocabulary for our common holidays; 2. be able to identify holiday objects such as valentines, jack-o-lantern, etc. 3. be able to demonstrate what holiday objects belong where, i.e. hearts belong to valentine's day, Christ belongs to Christmas, etc.	Thanksgiving - harvest turkey feast giving thanks, other relevant terms Halloween - pumpkin jack-o-lantern witch black cat full moon trick or treat costumes mask ghosts, goblins Christmas - Christ Jesus' birthday manger Santa Claus reindeer gifts feast Valentine's Day - heart - valentine - arrow - cupid Good Friday and Easter - cross - crucifix - other religious terms - bunny - Easter eggs - see Unit XI on spring Mother's Day Father's Day	- Class party - Decorate room appropriate to the event. - Related reading, poems, songs, stories. - Concerts, exchange of gifts or cards. - Learn songs appropriate for the special event. - Continue sentence development: a) commands b) interrogative c) statements etc.	- art supplies - pumpkins - fresh harvest produce from gardens - bread, bannock - traditional foods as to holiday - Christmas tree - posters and pictures - magazines, etc.

VOCABULARY

Level I Unit XII

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE
Thanksgiving - harvest		
turkey		
feast		
Hallowe'en - pumpkin		
jack-o-lantern		
witch		
black cat		maketa posh LPU >ᑉ
full moon		
trick or treat		
costumes		
mask		
ghosts		chepayak ᑕᐸᔅ
Christmas - Christ		
Jesus' Birthday		
manger		
Santa Claus		
reindeer		
gifts		
feast		
Valentine's Day - heart		
valentine		
arrow		
cupid		
Good Friday and Easter		
Cross		
Crucifix		
bunny		
Easter Eggs		
Mother's Day		
Father's Day		

TEACHER'S NOTES

LEVEL II

NOTE TO TEACHERS

In Level II, the emphasis on informal language learning is continued. The use of simple verbs and nouns should be practiced orally in sentence forms, with emphasis in the present tense. A variety of sentence forms appropriate to a wide range of situations should be practiced. The use of gender should also be introduced at this level. By the end of Level II, the learners should know enough vocabulary and structured forms to begin learning the grammatical structure of the language.

LEVEL II UNIT I LET'S BE FRIENDS - 2 WEEKS

AIMS

To increase the learner's ability to speak a Native language.

To learn to use simple nouns and verbs in sentence form emphasizing the present tense.

To introduce the use of gender.

OBJECTIVES

Following instruction the learner will:

1. know the new vocabulary and their meaning;
2. be able to use the verbs and nouns appropriately in phrases and simple sentences;
3. be able to answer simple questions with a phrase or simple sentence;
4. be able to follow a command;
5. know how to count to 10.

VOCABULARY

Review greetings and personal pronouns.

New Vocabulary:

woman
man
talk, talking
speak, speaking
who
how many
count (imperative)
numbers 5, 6, 7, 8, 9, 20

Note: The teacher may add additional nouns and verbs if he or she sees fit to do so.

SUGGESTED ACTIVITIES

- Role playing
- Questions and Answers

T. Who is man teacher?
S. The man teacher is _____.

T. Who is woman teacher?
S. The woman teacher is _____.

T. How many female teachers?
S. There is (are) _____ female teachers.

T. How many male teachers?
S. There is (are) _____ male teachers.

T. How many boys in our class?
S. There are _____ boys in our class.

T. How many girls in our class?
S. There are _____ girls in our class.

- Commands (imperative)
  - Billy, count to 10.
  - Florence, stand up.
  - Stop talking, class.

NOTE TO TEACHER:

It is important that the teacher develops a variety of sentences for oral drills with students ...

MATERIALS

- pictures of people
- number charts

VOCABULARY

Level II Unit I

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE
woman		ekwa Δ•ᑊ
man		enena Δσᓇ
talk		keketoyn ᑭᑭᐢᐣ
speak		kakeketo ᑲᑭᑭᐢ
who		awenan ᐊ•ᐊᓇᐣ
how many		anin menik ᐊσᐣ ᒥσᐠ
count		akitason ᐊᑭᑦᔑᐣ
numbers 5 - 10		nanan, kotwaswi, nywaswi, sangaswi, mitaswi ᓇᓇᐣ, ᐅᐣᒋ ᐊᑯ ᒥᑦ•ᔑ

LEVEL II UNIT II PARTS OF THE BODY - 2 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To expand vocabulary of physical self. OBJECTIVES Following instruction the child will be able to: 1. name parts of common objects pertaining to physical self; 2. identify his/her own body parts; 3. answer questions with a phrase or simple sentence.	Review vocabulary of body parts, Level I, Unit II. New Vocabulary: hurt headache have has eyebrows cheek sick chin touch tongue body left right other finger, fingers toe, toes back stomach heel ankle knee elbow	- Learn vocabulary in sentence forms. . I have a headache. . She has a headache. . I have two hands. . She has two hands. Etc. - Game - Have 3 or 4 children stand in front of the class holding the part of their body that is 'sick'. The rest of the children describe what is wrong with the 'acting sick'. - Game - Touch your toe, touch your tongue. - Sample questions and answers T. How many eyes do (you, I, he, she) have? S. (I, you) have two eyes. Etc. T. Where is your stomach? S. (Student pointing) My stomach is here. Etc. - Have learners follow commands by pointing out different body parts.	- pictures, illustrations and experience charts of human beings - dolls - cut-outs of body parts that can be placed together.

VOCABULARY

Level II Unit II

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
hurt		wesagandum	•ᐃᓴᑫᐤᑕᑉ
headache		tashtenkona	ᑕᐧᑎᑯᐧᒐ
have		n'dayan	ᐤᑕᔭᐤ
has		odayan	ᐅᑕᔭᐤ
eyebrows		meshapenanick	ᒥᔖᐱᓇᓂᐠ
cheek		onoon	ᐅᓐᐅᐤ
sick		akwose	ᐊᑯᓯᐧ
chin		odamekan	ᐅᑕᒥᑲᐤ
touch		samenan	ᓴᒥᓇᐤ
tongue		otanenew	ᐅᑕᓂᓂᐩ
body		oweyoy	ᐅᐧᐃᓯᐩ
left		namanje	ᓇᒪᐤᒋ
right			
other		gwagway	•ᑫᐧᑫᐩ
finger, fingers		oninch, onichens	ᐅᓂᐤ, ᐅᓂᐤᒋᓴᐤ
toe, toes		oneskakozit, oneskakozetasan	ᐅᓂᐧᑲᑯᓯᐧ
back		opegon	ᐅᐱᑯᐤ
stomach		omesat	ᐅᒥᓴᐧ
heel		odondan	ᐅᑐᐤᑕᐤ
ankle			
knee		ochegon	ᐅᒋᑯᐤ
elbow		otoskon	ᐅᑐᐧᑯᐤ

LEVEL II UNIT III OUR FAMILY - 3 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To expand the vocabulary involving family and home life. **OBJECTIVES** Following instruction the learner will: 1. know and be able to use vocabulary in phrases and simple sentences; 2. be able to use words to describe familiar actions and objects related to family life.	Review Level I, Unit III <u>New Vocabulary:</u> wife husband young, or new old, little big is where help helping bakes, baking eat sleep babysitting doing age	- Extensive use of vocabulary in oral sentences. • What is your mother doing? • She is baking. • She is sleeping. - Height comparison for development of the words - big, little, etc. - Sample exercises for vocabulary and structural development: T. Who is bigger, Don or Emma Jane? S. Don is bigger. T. How old are you, Joan? S. I am 6 years old. T. What is mother doing? S. Mother is baking. T. Stella, are you baking? S. No, I am eating. Etc. - Discuss activities of people in pictures, illustrations, etc.	- objects to differentiat between old and new, you and old, big and little etc. - magazine pictures, photo drawings

VOCABULARY

Level II Unit III

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
his wife		otekwaman	ᐅᑎᐧᑫᒪᐣ
her husband		odakeseman	ᐅᑕᑭᔥᒪᐣ
young, or new		ozkewatese	ᐅᐢᑭᐧᐊᑎᔥ
old		ketatese	ᑭᑕᑎᔥ
little		akashea	ᐊᑲᔑᐊ
big		mintato	ᒥᐣᑕᑐ
is			
where		ande	ᐃᐣᑎ
help		wicheyan	ᐧᐃᒋᔭᐣ
helping		wicheya	ᐧᐃᒋᔭ
bakes, baking		pakwesheganeka	ᐸᐧᑫᔑᑲᓂᑲ
eat		wisinin	ᐧᐃᐤᓂᐣ
sleep		nepan	ᓂᐸᐣ
babysitting		kanoso	ᑲᓄᔥ
doing		todam	ᑐᑕᑦ
age		apetesit	ᐁᐱᑎᔥᐟ

LEVEL II UNIT IV CLOTHES WE WEAR - 2 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To promote speaking ability with reference to clothing and the care of clothing. **OBJECTIVES** Following instruction the learner will: 1. know and understand new vocabulary; 2. be able to follow simple commands; 3. understand the meaning of related action words (verbs) pertaining to clothing . . .	Review Level I, Unit IV New Vocabulary: wash clothes hang up put on take off iron (the verb) mend fix sew folding wear wearing	- Teachers should introduce lesson with an interesting story related to the lesson. - Role play with imperative • put on • take off • hang up • fold your coat • mend your hat Etc. - Sample drills: T. Put on your hat, John. (The student puts on his hat) T. What am I doing, Florence? S. You are putting on your cap. Etc.	- catalogues and magazines illustrating clothing, old or new, torn or patched, etc. - iron, needle, thread - items related to clothin

VOCABULARY

Level II Unit IV

ENGLISH	INSTRUCTOR'S NOTES	ODJIBWE	
wash clothes		kisepekakan	ᑭᓯᐱᑫᑲᐤ
hang up clothes		akochekan	ᐊᑯᒋᑲᐤ
put on		pesekan	ᐱᓯᑲᐤ
take off		kesekan	ᑭᓯᑲᐤ
iron, the verb		shoskwekan	ᓱᐧᑭᑲᐤ
mend		kaskekodan	ᑲᐣᑭᑯᑕᐤ
fix		osheton	ᐅᔑᑐᐤ
sew		kaskekodan	ᑲᐣᑭᑯᑕᐤ
folding		kakakekeneka	ᑲᑲᑭᑭᓂᑲ
wear		kekeskan	ᑭᑭᐣᑲᐤ
wearing		okekeskan	ᐅᑭᑭᐣᑲᐤ

LEVEL II UNIT V OUR HOMES - 2 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To enlarge on the basic vocabulary pertaining to the home. **OBJECTIVES** Following instruction the learner will: 1. know the new vocabulary pertaining to activities in the home; 2. be able to use simple structures (sentences) related to the home environment; 3. know how to use certain personal pronouns in sentences.	Review vocabulary Level I, Unit V, especially the personal pronouns. New Vocabulary: inside outside sleep, eat, cleaning washing clothes, sweeping cooking, sit, sitting come in, go out floor wash the floor door, window, light open, close make the fire broom pail, water wash dishes dry dishes	- Make model homes, or draw. - Use models to illustrate vocabulary. - Plenty of oral sentence activities, questions and answers. - Pantomime, role playing. - Visit the teacher's home. - Sentence drill by talking about things we do in the home. - Sample pronoun drills: T. (I am, you are, she is) sleeping. Have students repeat . . . T. They are outside, we are inside, etc. Note to teachers: Think of appropriate exercises for pronoun development.	- play house, furniture - catalogue

VOCABULARY

Level II Unit V

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
inside		pentekamik	ᐱᐣᑎᑲᒥᐧ
outside		akocheng	ᐊᑯᒋᐣᐧ
sleep, eat		nipan, wisinin	ᓂᐸᐣ, ᐧᐃᓯᓂᐣ
cleaning		penecheka	ᐱᓂᒋᑲ
washing clothes		kesepekaka	ᑭᓯᐧᐱᑲᑲ
sweeping		sheshatagay	ᔑᕐᑕᑲᐩ
cooking		kesakwe	ᑭᕐᐧᑫ
sit, sitting		apin, napatapin	ᐊᐱᐣ, ᓇᐸᑕᐱᐣ
come in		pentekan	ᐱᐣᑎᑲᐣ
go out		sakan	ᕐᑲᐣ
floor		mechesak	ᒥᒋᕐᐧ
wash the floor		kesesekenekan	ᑭᓯᐧᓯᑭᓂᑲᐣ
door		ishkondam	ᐃᐧᑯᐣᑕᐟ
window		wasenigan	ᐧᐊᓯᓂᑲᐣ
light		ozkonanchegan	ᐅᐧᑯᓇᒋᑲᐣ
open		pakenan	ᐸᑭᐣᑕᓇᐣ
close		kepahan	ᑭᐸᐊᐣ
make the fire		podan	ᐳᑕᐣ
broom		sheshatagan	ᔑᕐᑕᑲᐣ
pail, water		akik, nepe	ᐊᑭᐧ, ᓂᐱ
wash dishes		kesenaganan	ᑭᓯᐧᓇᑲᓇᐣ
dry dishes		paykopekagan	ᐸᐩᑯᐱᑲᑲᐣ

LEVEL II UNIT VI PLAYING TOGETHER - 3 WEEKS

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
Enlarge vocabulary in relation to play and good sportsmanship. To use sentences with the vocabulary already taught. **OBJECTIVES** Following instruction the learner will: 1. know and understand the new vocabulary; 2. be able to understand the imperative verb forms pertaining to the new vocabulary; 3. be able to use appropriate vocabulary while playing with others . . .	Review Level I, Unit VI New Vocabulary: swim, swimming dive swing, swinging tag race first, second, third shout fun listen loud cheat cry laugh fall down, get hurt whistle, go, stop bat, skip, skates toboggan rope, slide	- Discuss pictures of playing. - Question and answer sentences. Example: T. What am I doing? S. You are laughing. (Pointing to picture the teacher asks questions.) T. What is she doing? S. She is swimming. T. Is that boy laughing? S. No, he is crying. - Play games Have children follow commands to run, walk, sit, stand, crawl, etc. - Sing song to the tune of Frere Jacques but substitute lyrics, e.g.: "We are running, I am running, run, run, run, run, run, run, etc. Now we all are running (repeat) Etc.	- experience charts - playground equipment - books of sports - scrapbooks - catalogues, magazines

VOCABULARY Level II Unit VI

ENGLISH	INSTRUCTOR'S NOTES	ODJIBWE	
swim, he is swimming		pakeso	<P/
dive		koken	dP'
swing, he is swinging		wapeso	•<Λ/
tag		pashin	Vʃ'
race		kakwechekashean	b•ᑫᒋbʃ<'
first		nekan	σb', >'Ca'\,
second			J' >'Ca'\
third			
shout		pegaken	ΛbP'
fun		mochegan	_Jᒋb'
listen		andoton	<'ᑐᑕ'
loud		sonkadam	/'ᑫᑕ'
cheat		kakweshenaka	b•ᑫʃa.b
cry		mowe	_J•∇
laugh		pape	<Λ
fall down		pakeshin	<ᑫ/'
get hurt		wesakeshin	•Δᔾᑫ/'
whistle		keskoshen	ᑫᑉd/'
go		machan	LL'
stop		kepechen	PΛᒋ'
bat		paketoy	<PᑐT
skip		ompepeson	>ᑊΛΛ/'
skates		shosgondaganak	ᔕᔕᑦdᒋᔭ'
toboggan		odapanakos	>ᑕ<ad^
rope		pemenakon	Λᒥa.d'
slide		shashoskocheyan	ᔕᔕᑦdᒋᔭ'
walk		pemosan	ΛJᔾ'
run		pemepaton	Λᒥ<ᑐ'
stand		nepowan	σ>•∇'
sit		namatapin	aLᑕΛ'
ride		posin	>/'

LEVEL II UNIT VII WORKING TOGETHER - 3 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To enhance vocabulary related to jobs, chores, and tasks in the home and school. **OBJECTIVES** Following instruction the learner will: 1. know and understand new vocabulary; 2. be able to give and respond to commands, using appropriate pronouns and verb forms.	Review Level I, Unit VII New Vocabulary: clean up make the bed chop wood get wood get water bring wood inside ice hole chisel garbage burn the garbage throw out the "slop" pail Note to teachers: It is important that all the vocabulary taught, both old and new, is reviewed and practiced daily.	- Discussion, pictures of working, question and answer, drawing, dramatizing, role playing. - Role playing game: Have student(s) act out an activity (e.g. chopping wood, carrying wood, etc.). Other students guess what actor(s) is doing. - Practice sentence developing: T. What is Johnny doing? S. Johnny is chopping wood. T. What is Stella doing? S. Stella is making her bed. Etc.	- books, magazines - catalogues - puppets - play house - play furniture

VOCABULARY

Level II Unit VII

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE
clean up		penechekan ᐱᓂᒋᑲᐧ
make the bed		sakakenan kenebayn ᓴᑲᑭᓇᐧ ᑭᓂᐯᒋᐧ
chop wood		keshkatasin ᑭᐟᑲᑘᒋᐧ
get wood		natenesin ᓇᑎᓂᒋᐧ
get water		nipi natin ᓂᐱ ᓇᑕᐧ
bring wood inside		pentekanesin ᐱᐧᑎᑲᓂᓴᐧ
ice hole		toypan ᐳᐩᐸᐧ
chisel		toypagan ᐳᐩᐯᑲᐧ
garbage		majekonas ᒪᒋᑯᓇᐟ
burn the garbage		sakan majekonas ᓴᑲᐧ ᒪᒋᑯᓇᐟ
throw out the slop pail		saki chaabin akik ᓴᑭ ᒪ ᐊᐱᐧ ᐊᑭᐧ

LEVEL II UNIT VIII OUR COMMUNITY - 4 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
Increase vocabulary related to community and occupations.	Review Level I, Unit VIII New Vocabulary: net fishing angling church nursing station hunting big game hunting ducks trapping fly (verb) buy job drive an engine beadwork carpenter pray sick feel better, well plane, boat gun vehicle skin an animal pelt of an animal fur of an animal snare, to snare trap, to trap net, to net beads immunization build, hammer, nails, saw boards	- Call resource people from the various occupations. - Role playing, field trips. - Draw pictures. - Show and tell. - Question and answer. - Pictures and stories of various means of transportation. - Phrase and sentence drill using old and new vocabulary. Note to teachers: Increasingly more, teach complete utterances, that is, language in phrases and sentences that one would actually use in conversation, e.g. rather than simply teaching the word "church", teach "that is a church", etc.	- clothing and equipment associated with the different occupations - experience charts - pictures of communities and various occupations

OBJECTIVES

Following instruction, the learner will:

1. know and be able to use the new vocabulary in complete utterances (phrases and sentences);
2. name familiar objects seen in the community (actual objects or pictures);
3. be able to use words and phrases to describe familiar activities pertaining to the community.

VOCABULARY Level II Unit VIII

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
net fishing		paketong	<ᑭᑐᐣᐧ
angling		koshkwepechegang	ᑲᐧᑭ•ᑭᒋᑲᐣᐧ
church		anamagamek	ᐊᓇᒣᑲᒥᐧ
nursing station		muchkekwegamik	ᒪᐧᑭᑭ•ᑲᒥᐧ
big game hunting		andanchegang	ᐊᐣᑕᐣᒋᑲᐣᐧ
duck hunting		andashwegang	ᐊᐣᑕᐧ•ᐃᑲᐣᐧ
trapping		onegang	ᐅᓂᑲᐣᐧ
fly, the verb		pemepeso	ᐱᒥᐱᓯ
buy		atayen	ᐊᑕᓱᐣ
job		anokeyin	ᐊᓄᑭᓱᐣ
drive an engine		pemepesong	ᐱᒥᐱᓯᐣᐧ
beadwork		makestagang	ᒣᑭᐧᑕᑲᐣᐧ
carpenter		metikonaba	ᒥᑎᑯᓇᐸ
pray		anameya	ᐊᓇᒥᔭ
sick		akose	ᐊᑯᓯ
feel better, well		menoya	ᒥᓄᔭ
plane		kashpasing	ᑲᐧᐸᓯᐣᐧ
boat		cheman	ᒋᒪᐣ
gun		paskesegan	<ᐧᑭᓯᑲᐣ
vehicle		odaban	ᐅᑕᐸᐣ
skin an animal		pakonegang	<ᑯᓂᓇᐣᐧ
pelt of an animal			
fur of an animal			
snare, to snare		nagogon, nagosh	ᓇᑯᑲᐣ, ᓇᑯᐧ
trap, to trap		onegan, onega	ᐅᓂᑲᐣ, ᐅᓂᑲ
net, to net		asab, paketong	ᐊᓱᐣ, <ᑭᑐᐣᐧ
bead, beads		manitobmenasak	ᒪᓂᑐᒥᓇᓴᐧ
immunization		kapacheskoting	ᑲ<ᒋᐧᑯᑎᐣᐧ
build		osheton	ᐅᓯᑐᐣ
hammer		pagamagan	<ᑲᒣᑲᐣ
nails		sakaganan	ᓴᑲᑲᓇᐣ
saw		keskepochegan	ᑭᐧᑭ>ᒋᑲᐣ
boards		nabakesagon	ᓇ<ᑭᓴᑯᐣ

LEVEL II UNIT IX OUR ANIMAL FRIENDS - 3 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
Increased vocabulary and sentence development pertaining to animals. **OBJECTIVES** Following instruction the learner will: 1. know new vocabulary and phrases; 2. be able to identify orally/verbally different types of animals, fish and birds (pictures or actual); 3. be able to talk about animals, birds and fish in their environment.	Review Level I, Unit IX New Vocabulary: wild animals tame animals baby animals young large moose, bull, calf yearling fish - pickeral, whitefish, sturgeon, trout, jackfish birds - raven, duck, goose, whiskey jack, owl, pelican, gull, grouse egg bush land prairie, sky tree, grass antlers	- Imitate sounds of animals and have students identify them, e.g. T. What animal makes this sound "quack, quack"? S. A duck makes that sound. - Tell stories to the class about animals. - Show slides and/or films about animals. - Make scrapbooks of animal pictures, etc.	- Charts from: "Fish and Wildlife Branc Box 22 1495 St. James Street Winnipeg, Manitoba - pictures of common anima fish and birds - appropriate slides, film and stories if available - furs, feathers, nests, antlers, etc.

VOCABULARY Level II Unit IX

ENGLISH	INSTRUCTOR'S NOTES	ODJIBWE	
wild animals		anmachetesok	ᐊᐣᒪᒋᑎᐢᐩ
tame animals		ankweseyok	ᐊᐣ•ᑫᐧᐢᔾᐩ
the baby animals		onechanek	ᐅᓂᒐᓂᐩ
young		onechane	ᐅᓂᒐᓂ
large		menteto	ᒥᐣᑎᑐ
small		akasheye	ᐊᑲᐧᐢᐣ
moose		mos	ᒧᒋ
bull moose		eskotapesheke	ᐁᐣᑯᑕᐱᒋᑭ
cow moose		peshekes	ᐱᒋᑭᐣ
yearling moose		onechane	ᐅᓂᒐᓂ
fish		kenkgo	ᑭᐣᑯ
pickerel			
whitefish			
sturgeon			
trout			
jackfish			
birds		penasheok	ᐱᓇᔑᐅᐩ
raven			
duck		sheshep	ᔑᔑᐧ
goose		neka	ᓂᑲ
whiskey jack			
owl		kokokoo	ᑯᑯᑯᐅ
pelican			
gull		kayask	ᑲᔾᐣᐩ
ruffed grouse		pena	ᐱᓇ
egg		on	ᐅᐣ
bush		makokong	ᒪᑯᑯᐣᐩ
land		ake	ᐊᑭ
prairie		shoskoteang	ᔑᐣᑯᑎᐊᐣ
sky		kisik	ᑭᒋᐩ
tree		metik	ᒥᑎᐩ
grass		maskose	ᒪᐣᑯᐧᐢ
antlers		odeshkanak	ᐅᑎᐣᑲᓇᐩ

LEVEL II UNIT X KEEPING HEALTHY - 2 WEEKS

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
Increase students vocabulary in the area of health habits and food items. **OBJECTIVES** Following instruction the learner will: 1. know and understand new vocabulary; 2. be able to use new vocabulary in utterances; 3. be able to identify orally/verbally items included in the new vocabulary (pictures or actual).	Review Level I, Unit X <u>New Vocabulary:</u> strawberry raspberry saskatoons blueberry cranberry potatoes carrots onions bathing washing face chewing taste smell stink sweet, sour tastes good tastes bad dressing, swallowing brushing teeth dirt, soap fingernails, dirty nose mirror, louse pork, beef, bacon moose meat gum, chewing gum	- Have demonstrations on how to properly brush teeth, clean nails, etc.; - Have blind folded tasting sessions. The student identifies what he/she is tasting; - Tell students the importance of proper diet, food chewing, grooming, sleeping, etc. - Have students identify different food items and objects using pictures, etc. e.g. T. (Holding up picture) What is this, John? S. That is an onion. T. Do you like onions, Mike? S. Yes, I like onions. Etc. - Bring in a nurse or mother to talk to students (in their Native language) about food and health.	- food charts - health charts - miscellaneous food items - tooth brush - tooth paste

VOCABULARY Level II Unit X

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
strawberry		otaymin	ᐅᑌᐩᒥᐣ
raspberry		meskomin	ᒥᐢᑯᒥᐣ
saskatoon		ozegokomenak	ᐅᓯᑯᑯᒥᐣ
blueberry		ozoshkomenak	ᐅᓱᐩᑯᒥᓇᐧ
cranberry			
potato		openek	ᐅᐱᓂᐧ
carrot		okatakok	ᐅᑲᑕᑯᐧ
onion		shegagomeshik	ᓱᑲᑯᒥᓱᐧ
bathing		kesepekasha	ᑭᓯᐧᐱᑭᓴ
washing his face		kasegwe	ᑲᓯᐧᐧᑫ
chewing		oshashagontan	ᐅᓴᓴᑯᐣᑕᐣ
taste		kochepetan	ᑯᒋᐱᑕᐣ
smell		kochemantan	ᑯᒋᒪᐣᑕᐣ
stink		mashimagot	ᒪᓱᒪᑯᐧ
sweet		shewon	ᓱᐧᐅᐣ
sour		sheska	ᓱᐧᑲ
tastes good		wenkepagot	ᐧᐃᐣᑭᐸᑯᐧ
tastes bad		mashepagot	ᒪᓱᐸᑯᐧ
dressing		pechekona	ᐱᓱᑯᓇ
swallowing		koncheka	ᑯᐣᒋᑲ
brushing his teeth		kesepekapeta	ᑭᓯᐧᐱᑲᐱᑕ
dirt		wene	ᐧᐃᓂ
soap		kesepegagan	ᑭᓯᐧᐱᑭᑲᐣ
fingernails		oskashek	ᐅᐧᑲᓱᐧ
dirty nose		weneskecom	ᐧᐃᓂᐧᑭᑯᐦ
mirror		wapomon	ᐧᐊᐳᒧᐣ
louse		ihko	ᐃᑯ
pork		kokosh	ᑯᑯᐧ
beef		pesheke wiyas	ᐱᓱᑭᐧ ᐧᐃᐠᐦ
bacon		kokosh	ᑯᑯᐧ
moosemeat		moso wiyas	ᒧᓯᐧ ᐧᐃᐠᐦ
gum		pekwo	ᐯᐧᐢᒉ
chewing gum		shashakomego	ᓱᓱᑯᒥᑯ

LEVEL II UNIT XI THE FOUR SEASONS (SUPPLEMENTARY A)

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
Increase vocabulary regarding seasons. **OBJECTIVES** Following instruction the learner will: 1. know the new vocabulary pertaining to the four seasons and climate generally; 2. be able to use new vocabulary in utterances; 3. be able to ask and/or respond to sentences about the weather or seasons, etc.	Review Level I, Unit XI New Vocabulary: night day warm windy calm wet soon months of the year days of the week rainbow muddy temperature	- Have students keep record of the weather by making a weather chart and recording the weather . . . - Go on seasonal field trips and discuss weather, climate, and landscape, etc. - Discuss with the learners the importance of the sun as it relates to seasons . . . - Sample drill T. Is it sunny outside? S. No, it is cloudy outside. T. The wind is blowing today. C. (Repeats) The wind is blowing today. Etc.	- For months of the year and days of the week, refer to pages 237 & 239, "Guide to Spoken Cree." - weather chart - pictures showing scenes of the different seasons - thermometer

VOCABULARY Level II Unit XI

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
night		tepekak	ᑎᐱᑲᐧ
day		kisekak	ᑭᓯᑲᐧ
warm		kise ayow	ᑭᓯᔥᐊᐧ
windy		notin	ᓄᑎᐣ
calm		anotin	ᐊᓄᑎᐣ
wet		sapope aya	ᓴᐳᐱ ᐊᔥᐊᐧ
soon		wepa	ᐧᐃᐸ
rainbow			
muddy		aseske ayaw	ᐊᓯᑦᑭ ᐊᔥᐊᐧ
temperature			

LEVEL II UNIT XII SPECIAL EVENTS (SUPPLEMENTARY UNIT B)

AIM	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
Increase and enhance the ability to speak a Native language in relation to special events and holidays. **OBJECTIVES** Following instruction the learner will: 1. know and be able to use new vocabulary in phrases and simple sentences; 2. know vocabulary colours and be able to differentiate between them; 3. know the significance of each holiday they celebrate.	Review Level I, Unit XII <u>New Vocabulary:</u> Remembrance Day war the dead soldiers festival, sports day wedding birthday Treaty Day New Year's Day kissing Valentine's Day love sweetheart Colours red blue yellow black white	- Lessons should be done at the appropriate holiday times. - Following the teaching of the vocabulary, emphasis should be placed on sentence development through oral practice. - Ideas for above: a) using appropriate pictures and objects, the teacher should ask questions, with students responding in complete sentence form; b) the students may drill each other under teacher supervision given certain sentences; c) simply have students repeat what the teacher is saying... *Rarely are words used independently in conversation. The emphasis must always be on structural development. *Also see Level I, Unit XII, for suggested activities . . .	Refer to Level I, Unit XII - objects, pictures and posters pertaining to Special Events.

VOCABULARY Level II Unit XII

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE
Remembrance Day		Poni mikatino kishikat >σ ᒥᑲᑎᓄ ᑭᒦᑲᐧ
war		mikating ᒥᑲᑎᐣᐧ
the dead		onepog ᐅᓂᐳᐧ
soldiers		semaganishac ᐧᒪᑲᓂᓴᐧ
festival, Sports Day		otomenᑫm ᐅᑐᒥᓄᑫ
wedding		wetekatim ᐧᐃᑎᑫᑎᑫ
birthday		tepeshgum ᑎᐱᑫᑲᑫ
Treaty Day		agaweting na kishikat ᐊᑲᐧᐁᑎᐣᐧ ᓇ ᑭᒦᑲᐧ
New Year's Day		otcindiwi kijigat ᐅᒋᐣᑎᐧᐃ ᑭᒦᑲᐧ
kissing		onchendim ᐅᐣᐧᐣᑎᑫ
Valentine's Day		Otayikisikat ᐅᑕᐢ ᑭᒦᑲᐧ
Love		osakiyan ᐅᓴᑭᔭᐣ
sweetheart		winimosheyan ᐧᐃᓂᒧᐧᔭᐣ
red		miskwa ᒥᑫᑲ
blue		ojowskwa ᐅᒋᑫᑲ
yellow		osawow ᐅᓴᐧᐊᐤ
black		makateow ᒪᑲᑎᐅ
white		wapiska ᐧᐊᐱᑫᑲ

TEACHER'S NOTES

LEVEL III

NOTE TO TEACHERS

Following the development of new vocabulary in Level III, the instructor must continue to stress use of simple nouns and verbs in sentence patterns orally. In Level III, the plural form, animate and inanimate objects, past tense, and demonstrative forms should be introduced. Learners should begin to learn grammatical structures as well.

The use of syllabic symbols should be also introduced at this level. This can be done by informally matching words with corresponding pictures, items etc. The objective should be that learners should be able to recognize syllabic symbols for words thus far learned.

LEVEL III UNIT I LET'S BE FRIENDS - 2 WEEKS (OUR ROOM)

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To introduce plurals, animate and inanimate. To introduce the past tense. To introduce the demonstrative forms, this, that, who is, that is, what is. To introduce the verb bring. To start the use of syllabics by labelling nouns.	Review vocabulary from Levels I and II <u>New Vocabulary:</u> this, that what is this who is this chair, chairs schools pencil, pencils book, books window, windows door, doors shoe, shoes coat, coats house, houses table, tables bring	- Use pictures of single objects and have them identified as animate and inanimate. - Bring in items into the classroom. - Label all objects. - Prepare worksheets of animate and inanimate nouns, to label and colour. *In Level III, increasingly more have learners practice speaking in phrases and sentences using all known vocabulary from the previous levels and the new vocabulary. - Teach singular and plural forms. - Give a brief history of syllabics (James Evans) and show them the various symbols used and related sounds . . .	For reference, see "Guide t Spoken Cree", Lessons 6, 7, and 9. - pictures and charts of related objects in the classroom . . . - objects in the classroom - a colour chart *A syllabics chart . . .
OBJECTIVES Following instruction the learner will: 1. differentiate between animate and inanimate objects; 2. know and be able to use the new vocabulary; 3. understand and be able to use demonstrative pronoun forms list under new vocabulary; 4. be able to use <u>plural forms</u> for listed nouns; 5. know and be able to write syllabic symbols for listed nouns; 6. know and be able to use vocabulary for basic colours		<u>Sample sentence drills:</u> This is a _____. That is a _____. Those are _____. What is this? What are those? Etc.	

VOCABULARY

Level III Unit I

ENGLISH	INSTRUCTOR'S NOTES	ODJIBWE
this		owa ᐅᐧᐁ
that		eyate ᐃᐦᑎ
what is this		akonan owa ᐊᑯᓇᐧ ᐅᐧᐁ
what is that		akonan eyate ᐊᑯᓇᐧ ᐃᐦᑎ
who is this		onan awa ᐅᓇᐧ ᐊᐧᐁ
who is that		onan a ay yate ᐅᓇᐧ ᐊ ᐁᐩ ᐃᐦᑎ
chair		tasitapen ᑕᐧᐦᑕᐯᓇᐧ
chairs		tasitapenan ᑕᐧᐦᑕᐯᓇᐧ
schools		kenamatakamakon ᑭᓇᒪᑕᑲᒧᐧ
pencil, pencils		oshepekanak, oshepekanakok ᐅᔑᐧᐱᑲᓇᐧ
book, books		masinayikan, masinayikanan ᒪᐧᐧᐧᓇᑲᐧ
window, windows		wasinakan, wasinakanan ᐧᐊᐧᐧᓇᑲᐧ
door, doors		ishkontem, ishkonteman ᐃᐧᑯᐧᑕᐧ
shoe, shoes		makisin, makisinan ᒪᑭᐧᐧ
coat, coats		pesikokan, pesikokanan ᐱᐧᐧᑯᑲᐧ
house, houses		wakayikan, wakayikanan ᐊᑲᐧᐧᑲᐧ
table, tables		atopowen, atopowenan ᐊᑐᐳᐧᐃᐧ
bring		peton ᐱᑐᐧ

LEVEL III UNIT II PARTS OF THE BODY - 2 WEEKS

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
Teach application of plural forms to personal pronouns of body parts. Teach syllabic forms. Review and identify inanimate nouns in plural forms. **OBJECTIVES** Following instruction the learner will: 1. know vocabulary for basic parts of the human anatomy both singular and plural; 2. know plural forms for inanimate nouns; 3. be able to apply personal pronouns to singular and plural forms of body parts; 4. be able to count from 1 to 15; 5. be able to use new vocabulary in phrases and sentences; 6. be able to reproduce some vocabulary in syllabics.	Review vocabulary from Levels I and II New Vocabulary: my ear, my ears your ear, your ears his/her ear, his/her ears eye, eyes tooth, teeth arm, arms hand, hands leg, legs toe, toes finger, fingers numbers 10, 11, 12, 13, 14, 15	- Draw picture of self and label parts. - Cut out parts of pictures and make a person. - Practice with labels and identify body parts, both singular and plural. - Practice counting. Sample sentence drills: T. What is this? (teacher asks) C. That is an ear. (class answers) T. What are these? C. Those are teeth. T. What is this? C. That is a tooth. T. Does John have one leg or two legs? C. John has two legs. T. How many toes do you have? C. We have ten toes. Learners follow commands: T. Show me your eyes. C. (They point to their eyes; or other body parts; saying) These are my eyes, etc.	For reference see "Guide to Spoken Cree", Lessons 74 and 75. - chart of the human body (anatomy) - numbers chart

VOCABULARY Level III Unit II

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE
my ear, my ears		netook, netokan σᑐᐅᑊ
your ear, your ears		ketook, ketokan ᑭᑐᐅᑊ
his/her ear, his/hes ears		otook, otakan ᐅᑐᐅᑊ
eye, eyes,		oskeshik, oskeshekon ᐅᑉᑭᑦᑊ
tooth, teeth		wepit, wepitan ᐧᐃᐱᑊ
arm, arms		onik, onikan ᐅσᑊ
hand, hands		oninch, oninchin ᐅσᐣ-
leg, legs		okat, okatan ᐅᑲᑊ
toe, toes		one skakosit, one skakositan ᐅσᐧᑲᑯᓯᑊ
finger, fingers		onicheans ᐅσᐣᒋᐊᐣᐧ
ten, eleven, twelve, thirteen, fourteen, fifteen		mitaswi, mitaswi aci pejik, mitaswi aci niish, mitaswi aci niswi, mitaswi aci niwin, mitaswi aci nanan ᒥᑕᐧᓯ, ᒥᑕᐧᓯ ᐊᑦᑎᑦᑊ, ᒥᑕᐧᓯ ᐊᑦᑎᑦᑉ, ᒥᑕᐧᓯ ᐊᑦᑎᑦᐧᐃ, ᒥᑕᐧᓯ ᐊᑦᑎᑦᐧᐃᐣ, ᒥᑕᐧᓯ ᐊᑦᑎᑦᐧᐃᐣ

LEVEL III UNIT IV CLOTHES WE WEAR - 2 WEEKS

AIMS

To introduce the past tense.

To continue teaching syllabics.

To make and use sentences in describing clothing.

OBJECTIVES

Following instruction the learner will:

1. know listed vocabulary and be able to use it in structures;
2. know the difference between present and past tense;
3. be able to describe weather and appropriate clothing to wear;
4. know syllabic symbols for new vocabulary.

VOCABULARY

Vocabulary of Levels I and II, Unit IV.

New Vocabulary:

today
yesterday
it was
cold
hot
warm
outside
inside

SUGGESTED ACTIVITIES

- Using a chart for seasons, match the type of clothing for each season.
- Play dress up.
- Make scrapbooks and have learners label clothing (perhaps with syllabic symbols)

Sentence drill:

T. Is it cold today?
S. No, it is warm today.

T. Was it warm outside yesterday?
S. No, it was cold outside yesterday.

T. What is it like outside today?
S. It is nice outside today.

T. How was the weather yesterday?
S. It was hot yesterday.

- Talk about clothes we wear for different seasons.
- Have students describe the weather, etc.

MATERIALS

See "Guide to Spoken Cree" Lessons 92 and 93.

- box of clothing
- summer catalogues
- winter catalogues
- scrapbooks
- pictures of people wearin different clothing
- magazines

VOCABULARY

Level III Unit IV

ENGLISH	INSTRUCTOR'S NOTES	ODJIBWE	
today		nogom	ᓄᑯᑦ
yesterday		pechenago	ᐯᒋᓇᑯ
It was		keke....	ᑭᑭ
cold		kekesena	ᑭᑭᓴᓇ
hot		kekecheta	ᑭᑭᒋᑕ
warm		kekeshoya	ᑭᑭᓯᔾ
outside		okoching	ᐊᑯᒌᒣ
inside		pendek	ᐱᐢᑌᒡ

LEVEL III UNIT V OUR HOMES - 2 WEEKS

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To introduce the use of listed vocabulary with inanimate nouns. To identify and label different nouns in the home. To continue teaching syllabic symbols. **OBJECTIVES** Following instruction the learner will: 1. understand the distinction between animate and inanimate objects; 2. be able to identify objects pertaining to vocabulary in structures or sentence forms; 3. be able to ask and answer questions about objects in question; 4. know syllabic forms for vocabulary.	Vocabulary of Units V in Levels I and II New Vocabulary: cups knives plates washrooms tables chairs cupboards windows doors lights my, your this these	- Have students identify and label using syllabics. - Use the sentence patterns • These are my . . . • This is my . . . • These are your . . . • This is your . . . - Using pictures and objects, introduce new vocabulary. - Make a chart for vocabulary items and have learners identify the items; - Have a syllabics symbol quiz. - Sentence drill: T. What is (are) this (these)? S. This (those) is (are) a cup(s). T. Is this your chair? S. No, that is my chair. T. Are those my plates? S. No, those are my plates. T. Peter, give me a knife, please. S. Here is a knife, Mrs. _____. Etc.	Use "Guide to Spoken Cree' Lessons 5 and 67 - pictures of listed vocabulary items - actual articles such as cups, knives, plates, etc.

VOCABULARY Level III Unit V

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
cups		minikochekanan	ᒥᓂᑯᒋᑲᓇᐣ
knives		mokomanan	ᒧᑯᒪᓇᐣ
plates		onakanan	ᐅᓇᑲᓇᐣ
washrooms		misigamekon	ᒥᐢᑲᒥᑯᐣ
tables		adopownan	ᐊᑐᐳᐤᓇᐣ
chairs		atasonan	ᐊᑕᐢᓇᐣ
cupboards		tasetapenan	ᑌᐢᑕᐱᓇᐣ
windows		wasanikanan	ᐧᐊᓴᓂᑲᓇᐣ
doors		ishkondaman	ᐃᐧᑯᐣᑕᒪᐣ
lights		ozkonanchekanan	ᐅᐧᑯᓇᐣᒋᑲᓇᐣ
my, your		nean, kina	ᓂᐣ, ᑭᐣ
this		owa	ᐅᐧᐁ
these		onyan	ᐃᓇᐣ

LEVEL III UNIT VI PLAYING TOGETHER - 3 WEEKS

AIMS

To teach different verbs with personal pronouns.

To reinforce the past tense.

To expand students' use of the syllabics system.

OBJECTIVES

Following instruction the learner will:

1. know new vocabulary;
2. know how to use the different verbs with personal pronouns;
3. know past tense of the verbs;
4. be able to ask and answer questions in complete structures;
5. be able to give commands and follow instructions;
6. know the syllabics spelling for listed vocabulary.

VOCABULARY

Review Levels I and II, Units VI

New Vocabulary:

playing, played
walk, walking
front, back
near, far
same, different
run, running
stand, standing
sit, sitting
ride, riding
catch him
catch it
bounce
kick
throw

SUGGESTED ACTIVITIES

- Identify and label game equipment. Have pictures of activities with proper verbs underneath.
- Use shoes or mitts to introduce same and different.
- Prepare worksheets with things that are the same or different.
- Use play equipment to indicate near or far.

Sentence development

- I play (walk, etc.).
- I am playing,(walking, etc.).
- I played (walked, etc.).
- This is near, that is far.
- He is running. They are running.
- They are standing there.
- He stood there.
- We are sitting.
- We sat. We will sit.
- It bounced. He kicked the ball.

Etc.

P.S. - The above are sample sentences that the teacher can use in developing structures, etc. Also have question and answer drill.

MATERIALS

- use relevant playground and physical education equipment
- appropriate pictures from magazines and catalogues

VOCABULARY Level III Unit VI

ENGLISH	INSTRUCTOR'S NOTES	ODJIBWE	
he is playing		otameno	ᐅᑕᒥᓄ
he played		kiotameno	ᑭ ᐅᑕᒥᓄ
he is walking		pemose	ᐱᒧᓴ
walk, imperative		pemosen	ᐱᒧᓴᐣ
front		nikan	ᓂᑲᐣ
back		otanank	ᐅᑕᓇᐣᐧ
near		chekay	ᒋᑲᐁᐩ
far		wasa	ᐧᐁᓴ
same		tatapesko	ᑕᑕᐱᐥᑯ
different		papakan	ᐸᐸᑲᐣ
run, imperative		pemepaton	ᐱᒥᐸᑐᐣ
he is running		pemepato	ᐱᒥᐸᑐ
stand, imperative		nepowan	ᑭᐳᐧᐊᐣ
he is standing		nepowa	ᓂᐳᐧᐊ
sit, imperative		namatapin	ᓇᒪᑕᐱᐣ
he is sitting		namatape	ᓇᒪᑕᐱ
ride, imperative		posin	ᐳᓯᐣ
he is riding		pose	ᐳᓯ
catch him		kachedin	ᑲᒋᑎᐣ
catch it		kachedenan	ᑲᒋᑎᓇᐣ
bounce		koshkweshin	ᑯᐧᐧᐧᓴᓯᐣ
kick		takeshkan	ᑕᓴᐧᑲᐣ
throw		apaken	ᐊᐸᑭᐣ

LEVEL III UNIT VII WORKING TOGETHER - 3 WEEKS

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To build the vocabulary about jobs and working together. To introduce the concept of money. Identify vocabulary in the other levels by syllabics. **OBJECTIVES** Following instruction the learner will: 1. know and be able to use new vocabulary in phrases and sentences; 2. be able to identify coin and paper money; 3. understand how money is used . . .; 4. be able to ask and answer questions pertaining to money; 5. be able to play store with classmates; 6. be able to use syllabics to identify items pertaining to the store, groceries, etc.	Review Levels I and II, Units VII New Vocabulary: going to the store buying groceries money dollar, penny quarter buy sell flour, lard, butter milk, salt, cans, and other items usually bought at the grocery store	- Play store. Label grocery items. - Make play money. Write out the price from 1 to 15 cents or dollars. - Count money. - Sentence drills. - Question and answer drills. - Syllabics symbol drill. - Syllabics worksheets to be completed by students. - A field trip to the store. - Have common conversation about store(s), grocery shopping, etc. - Place words into increasingly complex (generic) categories, e.g. fruit, vegetables, meat = food.	For reference see Lesson o Money page 39, "Guide to Spoken Cree". - toy money (monopoly) - empty grocery containers - pictures of a store and groceries - syllabics chart - a food category chart: meats, fruit, vegetables, milk products.

VOCABULARY Level III Unit VII

ENGLISH	INSTRUCTOR'S NOTES	OBJIBWE
I am going to the store.		Ataykamikong n'te sha. ᐊᑕᐩᑲᒥᑯᐟᐧ ᐟᑎᐦ
I am buying groceries		Nimishkan. ᓂᒥᐧᑲᐟ
money		shoniya ᓱᓂᐤ
dollar, one		pashekopek ᐸᐧᑯᐱᐧ
penny		makateowpekos ᒪᑲᐧᑎᐅᐟᐱᑯᐦ
quarter		pesho niyas ᐸᐧᐧ ᓂᐤᐦ
buy		adayn ᐊᑕᐩᐟ
sell		atowake ᐊᑐᐧᐁᑲ
flour		pakweshegan ᐸᐧᐧᐧᑲᐟ
lard		pemeda ᐱᒥᑕ
butter		
milk		totoshapo ᑐᑐᐦᐳ
salt		shetagan ᐧᑕᑲᐟ
cans		pakowpekesheganan ᐸᐧᑯᐱᑭᐧᑲᓇᐟ

LEVEL III UNIT VIII OUR COMMUNITY - 4 WEEKS

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To learn to identify different occupations in the community. To make sentences about different occupations both orally and in syllabics. To practice the use of plurals in animate form.	Review Levels I and II, Units VII <u>New Vocabulary:</u> post office mail letters ambulance medicine police car	- Draw pictures of the people discussed and label them using syllabics. - Bring resource people in from the community who are actually involved in the jobs. Ask them to bring any tools or equipment that they might use in their work, e.g. policemen, nurses, etc. - Play hospital. - Have a play session in class where different students role-play different occupations. - Give students a written syllabics exercise using only symbols that students are well acquainted with . . . - Make up different sentence drills for class. Oral language development should be the primary objective.	- appropriate pictures and charts - magazines and catalogues - a syllabics chart should by now be a classroom fixture - various job related objects.
OBJECTIVES Following instruction the learner will: 1. know and be able to use new vocabulary in phrases and sentences; 2. be able to write simple sentences in syllabics; 3. know the plural animate forms for vocabulary related to occupations; 4. be able to identify different occupations in the community using structures (phrases and sentences). 5. be able to ask and respond to questions pertaining to community occupation vocabulary.	Go through the previous levels and put occupations in plural forms.		

VOCABULARY Level III Unit VIII

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE
post office		masenagagamik ᒪᑭᐧᐅᑫᑲᒥᑎ
mail		masenaganan ᒪᑭᐧᐅᑲᓇᐣ
letters		masenaganan ᒪᑭᐧᐅᑲᓇᐣ
ambulance		
medicine		mashkike ᒪᔑᑭ
police car		otapenanene taban ᐅᑕᐱᐅᐅᐧᐅ ᑕᐸᐣ

LEVEL III UNIT IX OUR ANIMAL FRIENDS - 3 WEEKS

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
Review vocabulary of animals in the previous levels and introduce the written word for the animals. To use sentences in talking of animals. Distinguish between the plural animate and the plural inanimate of animals. **OBJECTIVES** Following instruction the learner will: 1. know new vocabulary; 2. be able to distinguish between the plural animate and plural inanimate of animals; 3. be able to use vocabulary in phrases, sentences and various structures; 4. be able to label vocabulary items using syllabics; 5. be able to ask and answer questions in sentence form . . .	Review Levels I and II, Units IX New Vocabulary: trees spruce tamarack jack pine birch poplar willows flower, flowers nest musket squirrel, chipmunk mink, weasel marten badger wolverine otter coyote skunk fisher muskrat or beaver lodge beaver dam crane, swan sucker, tullibee	- Use pictures of animals and their young. Mix and match. Ask children "Is this a . . .?" - Draw pictures or collect pictures of different mammals and birds and their habitats. Label them using syllabic symbols. - Each child should have a complete set of pictures. - Have a "show and tell" of things related to vocabulary items . . . - Sample sentence drill: T. This is a (beaver). That is a (tree). These are (trees). Those are (beavers). - Learners should: 1. orally complete the sentence. 2. repeat the entire sentence. - Other drills: T. What is this? S. That is a (skunk, nest, etc.) T. What are these? S. Those are (birds, trees, etc.) P.S. - Much sentence drill is important to attain oral language competency.	For reference see Lessons 18-24, Teaching Suggestions pages 73-74, "Guide to Spoken Cree". - pictures of trees, birds, animals, etc. - a tree chart depicting the various trees listed, etc. - flower chart . . .

VOCABULARY Level III Unit IX

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
trees		mitikok	ᒥᑎᑯᐧ
spruce		shinkop	ᓱᐣᑯᑊ
tamarack		maskikotik	ᒪᐟᑭᑯᑎᐧ
jack pine		nikikotik	ᓂᑭᑯᑎᐧ
birch		wikoshkatik	•ᐃᑯᐩᑲᑎᐧ
poplar		wapishatik	•ᐊᐱᓴᑎᐧ
willows		oshishakopamish	ᐅᓱᓴᑎᐧ
flower, flowers		wapigon, opekonen	•ᐊᐱᑯᐣ, ᐅᐱᑯᓂᐣ
nest		ososon	ᐅᓯᓯᐣ
muskeg		maskikopakik	ᒪᐟᑭᑯᐸᑭᐧ
squirrel		achetamo	ᐊᒋᑕᒧ
chipmunk			
mink		shankwase	ᓴᐟ•ᑫᓵ
weasel		shingosh	ᓱᐣᑯᐩ
marten			
badger		metanask	ᒥᑕᓇᐟᐧ
wolverine		kengokwa	ᑭᐣᑯ•ᑫ
otter		nikik	ᓂᑭᐧ
coyote		mechitakanas	ᒥᒋᑕᑲᓇᐟ
skunk		shikak	ᓱᑲᐧ
fisher		ochek	ᐅᒋᐧ
muskrat or beaver lodge		owosh	ᐅ•ᐅᐩ
beaver dam		amiko kipagan	ᐊᒥᑯ ᑭᐯᑲᐣ
crane		ochechak	ᐅᒋᒐᐧ
swan		wapiso	•ᐊᐱᓯ
sucker, fish		namapin	ᓇᒪᐱᐣ
tullibee		kengo	ᑭᐣᑯ

LEVEL III UNIT X KEEPING HEALTHY - 2 WEEKS

AIMS

To review vocabulary of previous levels and introduce the syllabics for the words.

To introduce vocabulary indicating time of day.

To use the past tense with the time of day, and different activities.

OBJECTIVES

1. know the new vocabulary;
2. be able to state the time of day;
3. understand and be able to use the present and past tense with regards to the time of day;
3. be able to label the new vocabulary in syllabic form.

VOCABULARY

Review Levels I and II, Units X

New Vocabulary:

morning
noon
evening
night
breakfast
lunch
dinner
supper
eat, ate
bacon, eggs
bannock, bread
oatmeal, soup

SUGGESTED ACTIVITIES

- Draw pictures and label what they had for breakfast, dinner, or supper using syllabics.
- Cut out and paste people doing various activities and compile into scrapbooks. Brushing teeth, combing hair, eating, washing, etc.
- Ask students to tell you what each is about and write it in syllabics for them.
- Sentence development drill:

T. I ate breakfast this morning. (students repeat)

T. Do you eat supper in the morning?

S. No, we (I) eat supper in the evening.

T. What did you bake last night?

S. I baked bannock last night.

- Using clock dial, practice time . . . Have students state time in complete sentences, e.g.

T. What time is it, Ruby?

S. It is 10 o'clock, etc.

MATERIALS

- a clock dial complete with moveable hands
- food chart
- health chart

VOCABULARY Level III Unit X

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
morning		kikishep	ᑭᑭᕐᐧ
noon		nokwik	ᓄᑭᐧᐦ
evening		onakosheg	ᐅᓇᑯᔑᐧ
night		tipekak	ᑎᐱᑲᐧ
breakfast		kikishepawesening	ᑭᑭᕐᐧᐸᐧᐃᐧᓇᐣᐧ
lunch		nokwewesining	ᓄᐧᐧᑫᐧᐃᐧᓇᐣᐧ
dinner, supper		onakoshewesining	ᐅᓇᑯᔑᐧᐃᐧᓇᐣᐧ
eat, imperative		wesinin	ᐧᐃᐧᓂᐣ
he ate		kewisine	ᑭᐧᐃᐧᓂ
bacon		kokosh	ᑯᑯᐧ
eggs		wawanown	ᐧᐊᐧᐊᓄᐣ
bannock		pakweshegan	ᐸᑲᐧᑲᐣ
bread			
oatmeal		manomin	ᒪᓄᒥᐣ
soup		napob	ᓇᐳᐧ

LEVEL III UNIT XI THE FOUR SEASONS (SUPPLEMENTARY UNIT A) **********

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To review the vocabulary of previous levels and introduce the written word for them in syllabics form. To identify the animate and inanimate for this unit. To use present and past tense in making sentences pertaining to weather. **OBJECTIVES** Following instruction the learner will: 1. know and understand new vocabulary in listed phrases; 2. know the spelling of vocabulary using syllabic symbols; 3. be able to identify the animate and inanimate; 4. be able to differentiate between present and past tense; 5. be able to communicate orally about the seasons and weather using complete structures.	Review Levels I and II, Units XI New Vocabulary: last night last summer last winter last spring last fall this morning yesterday day before yesterday past tense of weather	- Keep a calendar with a record of the weather. - Make stories about the weather. - Have learners draw a picture of a weather scene. Have them label it in syllabic form. - Each learner can take a turn and tell the class the time of year and weather condition of the drawing. Teacher and students may also ask relevant questions. - Sentence drill samples: (Students repeat after teacher) • Last night it was raining. • The day before yesterday it was snowing. • This morning we will work hard, etc. T. When was it snowing? S. It snowed last night. T. When was your birthday? S. My birthday was last winter. * Note to teacher: The teacher must make up a variety of sentences to cover all the listed objectives.	- calendar - weather chart - thermometer - pictures of the differer seasons

VOCABULARY Level III Unit XI

ENGLISH	INSTRUCTOR'S NOTES	ODJIBWE	
last night		tibikonk	ᑎᐢᑯᐤᐨ
last summer		wasa nipinong	ᐧᐊᔑ ᓂᐱᓄᐤᐨ
last winter		wasa piponong	ᐧᐊᔑ ᐱᐳᐤᐨ
last spring		wasa sikwanong	ᐧᐊᔑ ᐢᑲᐧᓇᐤᐨ
last fall		wasa takwakong	ᐧᐊᔑ ᑕᑲᑯᐤᐨ
this morning		kikishep	ᑭᑭᔑᐧ
this afternoon		nogwik	ᓄᐨᐧᐃᐨ
yesterday		pejenago	ᐱᔑᓇᑯ
day before yesterday		wasa nago	ᐧᐊᔑᓇᑯ

LEVEL III UNIT XII SPECIAL EVENTS (SUPPLEMENTARY UNIT B) **********

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To continue learning syllabics in the vocabulary of special events. To use the present and past tense in the relating of special events. To use the plural forms, animate and inanimate. To talk of the future tense in relation to holidays. **OBJECTIVES** Following instruction the learner will: 1. know new vocabulary; 2. be able to use new vocabulary in structures using singular and plural forms; 3. be able to differentiate between animate and inanimate forms and use them correctly in phrases and sentences; 4. know present and future tense when talking about holidays; 5. the syllabics for new vocabulary.	Review Levels I and II, Units XII. <u>New Vocabulary:</u> want give toy, toys doll, dolls bicycle candy decorate decorations song, songs sing, singing sang new clothes celebrate celebration feast next	- Draw pictures and label using syllabic symbols. - Review previous levels especially syllabics for nouns. - Expand on the previous suggested activities in Unit XII of previous Levels. Oral sentence drills: (Samples) T. When will we celebrate (Christmas, Easter, etc.)? S. We celebrate Christmas in December. T. What do we celebrate next month? S. Next month we will celebrate Easter. T. Did you receive a doll for Christmas? S. No, I received a bicycle for Christmas. Etc. *Develop various structural forms for vocabulary development.	See materials listed in Units XII of Levels I and II - appropriate songs for respective Special Event along with decorations - pictures of scenes depicting the various Special Events - stories pertaining to Special Events - appropriate skits and plays - construction paper

VOCABULARY Level III Unit XII

ENGLISH	INSTRUCTOR'S NOTES	OBJIBWE
I want		ninantandan ᓂᓇᐧᑕᐧᑕᐧ
I give		nimekiya ᓂᒥᑲᔾ
toy, toys		otamenogan, otamenoganan ᐅᑕᒥᓄᑲᐧ
doll, dolls		otamenogan, otamenoganan ᐅᑕᒥᓄᑲᐧ
bicycle		tetipaypeskegan ᑎᑎᐯᐩᐱᐢᑭᑲᐧ
candy		maskikis ᒪᐢᑭᑭᐢ
decorate		wawashechegan ᐧᐊᐧᐊᐩᒋᒥᑲᐧ
decorations		wawashecheganan ᐧᐊᐧᐊᐩᒋᒥᑲᐧ
song, songs		nagomon, nagomonan ᓇᑯᒧᐧ
sing, singing		nagomon, nagomoak ᓇᑯᒧᐧ
sang		kinagamo ᑭ ᓇᑯᒧ
new clothes		oskeyaman ᐅᐢᑲᔾᒪᐧ
celebrate		wekondim ᐧᐃᑯᐧᑎᑦ
celebration		wekondim ᐧᐃᑯᐧᑎᑦ
feast		wekondim ᐧᐃᑯᐧᑎᑦ
next		menow ᒥᓄᐧ

TEACHER'S NOTE

NOTE TO TEACHERS

In Level IV, syllabic symbols should be formally introduced by teaching the syllabic alphabet and the introduction of syllabic writing.

Oral language development for fluency must be continued throughout this level.

The future tense should be introduced at this level as well.

By the end of Level IV, students should have an awareness of present, past and future tenses and should be able to read and write in syllabics all the vocabulary thus far taught in sentence form as well as carry on a conversation.

LEVEL IV UNIT I LET'S BE FRIENDS (IN OUR CLASSROOM) - 2 WEEKS

AIMS

To use "that" (near and far), in answering questions about distances.

To learn the use of "those", (near and far), in questions about distances.

To learn the use of interrogative forms such as:

Are these . . .
Is this a . . .
Are those . . .
Is that a . . .

To continue developing syllabics.

OBJECTIVES

Following instruction the learner will:

1. be able to differentiate between "that and those" with respect to distance;
2. know the new vocabulary;
3. be able to ask and give answers to questions;
4. be able to write the new vocabulary in syllabics form.

VOCABULARY

Review previous levels.

New Vocabulary:

those (near)
those (far)
write
writing
pen
desk
scribble
paper
paste
principal
pupil
Cree language
English language
French language
rulers
pictures
erasers

SUGGESTED ACTIVITIES

- Have children take turns asking questions. What are these? What are those? (near or far)
- Group and individual answers to questions.
- Use pictures or actual objects to demonstrate distances.
- Categorize into animate and inanimate forms.
- Use colours to ask questions. Are those red? Are those black? Is that yellow?

Sample sentence drills:

T. What colour is that house?
S. That house is white.

T. Are those pencils on the desk?
S. No, those are pens.

T. Is this a scribbler?
S. Yes, that is a scribbler.

T. What language are we learning?
S. We are learning the Cree language.

T. Does this eraser belong to you?
S. Yes, that eraser belongs to me.

*Begin to make a picture dictionary and label pictures in syllabics.

MATERIALS

For explanation of distance refer to "Guide to Spoken Cree", Introduction to Lessons 1 to 4, page 1.

Lessons 5, 6, 7, & 9, "Guide to Spoken Cree".

- use classroom objects and pictures

SUGGESTED ACTIVITIES (con'd

Sample sentence drills: (continued)

- Have students place vari items listed in vocabula in a box and then student will take turns asking t class who items belong t e.g.

T. Who does this pencil belong to?
S. That pencil belongs to me, etc.

VOCABULARY Level IV Unit I

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
those (near)		onowan	ᐅᓄᐧᐃᐣ
those (far)		iniyatin	ᐃᓂᐊᑎᐣ
write		oshepekan	ᐅᔑᐧᐱᑲᐣ
writing		oshepeka	ᐅᔑᐧᐱᑲ
pen		oshepekanak	ᐅᔑᐧᐱᑲᓇᐧ
desk			
scribble			
paper		pasakwegan	ᐸᓴᑭᐧᑲᐣ
paste			
principal		kantepanchegat	ᑲᑎᐸᐣᔑᐧᑲᐟ
pupil		okekenamako	ᐅᑭᑭᓇᒪᑯ
Cree Language		omashkekomo	ᐅᒪᐧᑭᑯᒧ
English Language		shakanashemo	ᔖᑲᓇᔑᒧ
French Language		anemetekoshemo	ᐊᓂᒥᑎᑯᔑᒧ
ruler, rulers		tepaganan	ᑎᐸᑲᓇᐣ
picture, pictures		masenakesonan	ᒪᐧᐣᓇᐧ ᑭᐧᐣᓇᐣ
eraser, erasers		kasepekaganan	ᑲᐧᐣᐱᑲᑲᓇᐣ

LEVEL IV UNIT II PARTS OF THE BODY

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To introduce numbers 15 to 20. To increase the vocabulary in talking of self. To label and identify parts of the human anatomy. **OBJECTIVES** Following instruction the learner will: 1. be able to count to 20; 2. be able to identify and talk about his own body parts; 3. be able to label body parts with appropriate syllabic symbols; 4. have a thorough knowledge about vocabulary pertaining to the human anatomy.	Review previous levels. New Vocabulary: heart throat neck bone, bones rib, ribs hip head forehead blood heartbeat breathe in breathe out breathe brain shoulder	- Identify and label in syllabics parts of the human anatomy. - Add to your dictionary the parts of the anatomy labelled with syllabic symbols. - Drill for vocabulary understanding by playing "Simon Says" with the class. - Have learners count up to 20; also have them count objects in the classroom, etc. Sentence drills: (Pointing to different body parts the teacher asks.) T. Tell me what this and that is. S. This is my head and that is my hip. - Discuss with the students the function of the various parts of the body. - Draw pictures - noses, ears, tails, antlers, etc. of various animals on cards and have students identify the animal to which the feature belongs. Etc.	See Unit II in previous levels for materials. - films, books - numbers chart - chart of human anatomy depicting main outer body parts: limbs, head etc.

LEVEL IV

VOCABULARY Level IV Unit II

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
heart		oday	ᐅᑕᐩ
throat		okontask	ᐅᑲᐧᑕᐥᐦ
neck		okwagan	ᐅᐧᑫᑲᐧ
bone, bones		okan, an	ᐅᑲᐧ, ᐅᑲᓇᐧ
rib		opegahen	ᐅᐸᑯᐧᐅᐧ
hip		oshegan	ᐅᔑᑲᐧ
head		ostegon	ᐅᐩᑎᑯᐧ
forehead		oskatik	ᐅᐩᑲᑎᐦ
blood		omesgwem	ᐅᒥᐩᑭᐧᐟ
heartbeat		ompagowon	ᐅᐟᐸᑯᐧᐅᐧ
breathe in		wegonamomon	ᐧᐃᑲᓇᒧᐧ
breathe out		sakechepaketanamon	ᓴᑭᒋᐸᑭᑕᓇᒧᐧ
breathe		paketanamon	ᐸᑭᑕᓇᒧᐧ
brain		onagatanchegan	ᐅᓇᑲᑕᐧᒋᑲᐧ
shoulder		otenemagan	ᐅᑕᓂᒪᑲᐧ

LEVEL IV UNIT III OUR FAMILY - 2 WEEKS

AIMS

To practice the use of "those" and "these" in animate and inanimate form.

To introduce the names in syllabics and to practice writing them.

To introduce some descriptive words.

To use adjectives.

OBJECTIVES

Following instruction the learner will:

1. know and be able to distinguish between "those" and "these" pertaining to animate and inanimate forms;
2. be able to write their own names in syllabics;
3. know and be able to use adjectives as listed, in phrases and sentences;
4. know the meaning of opposites such as:
   - tall - short
   - old - young
   - happy - sad

Etc.

VOCABULARY

Review previous levels.

New Vocabulary:

tall
short
skinny
fat
big
little
old
young
nice
happy
sad
pretty
ugly

SUGGESTED ACTIVITIES

See Activities of Unit III in previous levels.

- Compile drawings of each child into a book with labels for oral practice.
- Label clothing, desks, pictures in syllabics.
- Display pictures and posters of people doing different things. Label using syllabics.
- Take pictures of children for display.
- Teach them to write their names in syllabics.
- Add to your dictionary appropriate drawings labelled in syllabics.
- Have students illustrate or bring pictures of their families. Discuss with them similarities and differences.
- Role playing family members.

Sentence drills for adjective development:

T. Give me the name of a tall person in class.

S. _____ is a tall person.

T. Who is the tallest in class?

S. _____ is the tallest.

MATERIALS

Materials suggested in Unit III of previous level.

- catalogues, magazines
- photographs
- a variety of pictures showing different types of people, etc.

SUGGESTED ACTIVITIES (con'd

T. Show me someone with a happy face.

S. (Pointing) Susan has a happy face.

VOCABULARY Level IV Unit III

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
tall		kenose	ᑭᓄᑊ
short		takose	ᑕᑯᑊ
skinny		pakate	ᐸᑲᑌ
fat		weneno	ᐧᐃᓂᓄ
big		mejakot	ᒥᓴᑯᑊ
little		agasakot	ᐊᑲᑊᑯᑊ
old		ketatis	ᑭᑕᑎᑊ
young		oshkwetise	ᐅᐧᐧᐧᑊᑎᓴ
nice		onesise	ᐅᓂᑊᓴ
happy		checantum	ᒋᑫᐣᑕᑉ
sad		mashantum	ᒪᓴᐣᑕᑉ
pretty		onesise	ᐅᓂᑊᓴ
ugly		manatis	ᒪᓇᑎᐢ

LEVEL IV UNIT IV CLOTHES WE WEAR - 2 WEEKS

AIMS

Review nouns associated with clothing.

To apply "these" and "those" with the nouns.

Review colours.

OBJECTIVES

Following instruction, the learner will:

1. know and understand the new vocabulary
2. be able to use "these" and "those" as adjectives and prnoun with nouns, in correct sentence patterns;
3. be able to distinguish between different colours;
4. be able to give appropriate responses to conversational questions;
5. be able to use plural forms of new and previous vocabulary with adjectives and pronouns.

VOCABULARY

Review previous levels.

New Vocabulary:

night gown
night wear
skirt
ring
watch
slip
apron
belt

use colours

use plural forms

SUGGESTED ACTIVITIES

- Pictures of items in "singular" and "plural" labelled.
- Have substitution drills.

Sentence drills:

- This belt is mine.
- These belts are yours.
- Those belts are his/her.
- This person _____ .
- These persons (people) _____.
- Those persons (people) _____.
- Etc.

- Display colour chart and various colorful items and have learners identify and locate colours in complete sentences, e.g.

  T. Show me the blue colour on the chart.

  S. (Student pointing) That is the blue colour.

  T. Show me a shirt that is red.

  S. (Pointing to someone) John's shirt is red.

  (Sentence structures can and should vary.)

- Expand the syllabics/picture dictionary.

MATERIALS

See materials in Units of previous levels.

Lessons 92 and 93 in "Guide to Spoken Cree"

- colour chart
- syllabics chart
- use clothes that students are wearing to drill "colours"
- scrapbooks
- magazines and catalogues
- etc.

VOCABULARY

Level IV Unit IV

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
night gown		nipewayan	σV•◁ᐣᐧ
night wear		nipewayan	σV•◁ᐣᐧ
skirt		kishkatakotay	ᑭᐩᑲᑕᑯᑕᐝ
ring		titipinchepison	ᑎᑎᐱσᐧᒋᐱᓱᐧ
watch		tipakesoneas	ᑎᐱᑭᓱᓇᐩ
slip		petakodan	ᐱᑕᑯᑕᐧ
apron		okopison	◁ᑯᐱᓱᐧ
belt		kitchipison	ᑭᒋᐱᓱᐧ

LEVEL IV UNIT V OUR HOMES - 2 WEEKS

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To practice the use of syllabics in writing about the home. To expand on the vocabulary pertaining to homes. **OBJECTIVES** Following instruction the learner will: 1. know and understand the n new vocabulary; 2. be able to write simple sentences using syllabics; 3. be able to differentiate between animate and inanimate objects; 4. be able to express orally basic ideas, feelings and needs about home-life.	Review previous levels. New Vocabulary: pump fence garden bedroom dresser mattress dining room curtain wall kitchen frying frying pan roasting boil, boiling	Refer back to Suggested Activities in Unit V of previous levels - Write in syllabics, my house, your house, his house. These are two syllable words easy to learn. Have spelling tests. - Make pictures and posters and label them. - Visit the teacher's home. - Draw plans of own homes and label them. - Have students practice syllabics writing in their notebooks. - Tell them stories about homes long ago. - Compare homes of today with homes of long ago. - Increasingly more involve learners in dialogue and conversations . . . - Develop oral sentence exercises to drill vocabulary and sentence structures . . . *The dictionary may be continued at the teacher's discretion . . .	See Unit V of previous levels for listing of materials. - pictures and actual items of things listed under new vocabulary - syllabics chart - syllabics "practice" notebooks for students.

VOCABULARY Level IV Unit V

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
pump		potachegan	>ᑕᒋᑲᐣ
fence		manegan	ᒪᓂᑲᐣ
garden		ketegan	ᑭᑎᑲᐣ
bedroom		nepagamek	ᓂᐯᑲᒥᐧ
dresser		atason	ᐊᑕᐟᐣ
mattress		apeshemon	ᐊᐱᔑᒧᐣ
dining room		wisinegamik	•ᐃᐩᓂᑲᒥᐧ
curtain		kepekepechegan	ᑭᐱᑭᐱᒋᑲᐣ
wall		asamesak	ᐊᓴᒥᓴᐧ
kitchen		kesakwagamik	ᑭᓴᑲᑲᒥᐧ
frying		sasegwa	ᓴᓴᑲ
frying pan		sasegwan napik	ᓴᓴᑲ•ᐣ ᓇᐱᐧ
roasting		pengekwash shagopay	ᐱᐣ•ᕿᑲ•ᐧ ᕋᑯᐯᐩ
boiling, it is		ozah	ᐅᓴᐣ
boil, imperative		ozo	ᐅᐩ

LEVEL IV UNIT VI PLAYING TOGETHER (RECREATION ACTIVITIES) - 3 WEEKS

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To develop vocabulary for use with recreational activities. To expand oral fluency. To increase use of syllabics. To develop good playing manners and sportsmanship.	Review previous levels. New Vocabulary: musical instrument record player, record guitar television radio camera photograph taking a photograph telephone phoning in phoning out ringing singing watching playing music playing listening playing cards, noun and verb beadwork bead, beads leather	Review previous Suggested Activities - Have the real things in the classroom. Toy phones or televisions will do. - Demonstrate and practice the use of same. - Have a class dance. - Divide class into small groups and have them discuss and dramatize their own skits depicting playing situations. - Use two toy telephones to have the students phone each other for specific purposes: a) to come to play b) to come to a party c) to come for crafts, etc. - Using syllabics give learners writing practice exercises. - Continue sentence development drills, reinforcing structures thus far learned.	- record player - records - radio - camera - telephone - beadwork - beads and leather - sporting goods catalogue - magazines

OBJECTIVES

Following instruction the learner will:

1. know new vocabulary;
2. be able to use new vocabulary in various sentence structures;
3. be able to carry on conversation;
4. know present/past tense of verbs;
5. be able to apply personal pronouns with various verbs;
6. know syllabics for new vocabulary.

VOCABULARY Level IV Unit VI

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE
musical instrument		ketochegan ᑭᑐᒋᑲᐣ
record player		
record		nontagomochegan ᓄᐣᑕᑯᒥᒋᑲᐣ
guitar		ketochegan ᑭᑐᒋᑲᐣ
television		kamasenatasak ᑲᒪᓱᐧᐊᑎᓴᐧ
radio		nontagomochegan ᓄᐣᑕᑯᒥᒋᑲᐣ
camera		masenakesegan ᒪᓱᐧᐊᑭᓱᐧᑲᐣ
photograph		masenakeseganan ᒪᓱᐧᐊᑭᓱᐧᑲᐊᐣ
taking a photograph		masenakeseke ᒪᓱᐧᐊᑭᓱᐧᑭ
telephone		pekeketon ᐱᑭᑭᑐᐣ
phoning in		keketo ᑭᑭᑐ
phoning out		shenoway ᔑᓄ·ᐁ+
ringing		nenakom ᓂᐊᑯᑦ
singing		nakamook ᐊᑲᐧᐅᐧ
watching		ganopatan ᑲᓄᐸᑕᐣ
playing music		oganopatanow ᐅᑲᓄᐸᑕᐊᐅᐤ
playing		notakomochekiyak ᓄᑕᑯᐧᐧᒋᒋᔾᐧ
listening		
playing cards, noun		otamenook ᐅᑕᒥᓄᐅᐧ
playing cards, verb		andotamok ᐊᐣᑐᑕᐧᐧᒧᐧ
beadwork		makestagoyok ᒪᑭᐢᑕᑲᐤᐧ
bead, beads		manitomin, manitomenassak ᒪᓂᑐᒥᐣ
leather, tanned		pashkwegan ᐸᐥ·ᑫᑲᐣ

LEVEL IV UNIT VII WORKING TOGETHER (IN OUR COMMUNITY) - 3 WEEKS

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To understand the reserve band and its role in the community. Understanding the importance of how everything in the community is a part of working together. To be aware of all the facilities in the community. To use the numbers 20 to 25. **OBJECTIVES** Following instruction the learner will: 1. know vocabulary centred on life in the community; 2. be familiar with the reserve band structure; 3. understand the interrelationship and interdependency of the people in the community; 4. be able to discuss various services and facilities in the community.	Review previous levels. New Vocabulary: reserve chief councillors meeting hall band office hotel pool hall fish packing station bank court house jail restaurant asylum beer parlor recreation hall where at the . . . going over there numbers 20, 21, 22, 23, 24, 25 quarter (money) police	- Visit the band office. - Ask an elder to come and tell legends. - Play the various roles of each facility. - Make posters. - Draw map of the community and label landmarks and buildings. - Play store with real or toy money. Have prices marked on goods. - Invite a police officer, chief, band councillor, etc. to speak to the class. - Have learners act out various community roles and have the class guess what role or occupation they are acting out. - Play a matching game linking picture with syllabic labels. - Practice sentence structures by drilling and quizzing students orally.	See suggested materials in Unit VII of previous levels.

VOCABULARY Level IV Unit VII

ENGLISH	INSTRUCTOR'S NOTES	OBJIBWE
reserve		eshkonegan ᐃᑦᑯᓂᑲᐣ
chief		okimakan ᐅᑭᒪᑲᐣ
councillors		ankecheganak ᐊᐣᑭᒋᑲᓇᐧ
meeting		sagasating ᓴᑲᓴᑎᐣᐧ
hall		sakasatakamik ᓴᑲᓴᑎᑲᒥᐧ
band office		sakasatakamik ᓴᑲᐧᑎᑲᒥᐧ
hotel		kapashegamek ᑲᐯᔑ ᑲᒥᐧ
pool hall		kanjapagagamik ᑲᐣᐧᐤᐯᑲᒥᐧ
fish packing		mekomekamik ᒥᑯᒥᑲᒥᐧ
bank		shoneyagamek ᓱᓃᔾᑲᒥᐧ
court house		onosheagamek ᐅᓄᔑ ᐊᑲᒥᐧ
jail		kopōyatagamek ᑯᐳᔾᑕᑲᒥᐧ
restaurant		wisinigamek ᐧᐃᓱᐣᓂᑲᒥᐧ
asylum		keoshgwegamek ᑭᐅᐣᑫᐧᑲᒥᐧ
beer parlor		menegwegamek ᒥᓂᐧᑫᑲᒥᐧ
recreation hall		otamenogamek ᐅᑕᒥᓄᑲᒥᐧ
where		ante ᐊᐣᑎ
at the		ayang ᐊᔾᐣᐧ
going		esha ᐃᔖ
over there		ete ᐃᑕ
quarter, money		peshoneyas ᐯᔑ ᓂᔾᐣ
Numbers 20 to 25		nestana, nestana she pejik, nestana she nins, nestana she niswi, nestana she niwin, nestana she nanan ᓂᐣᑕᓇ, ᓂᐣᑕᓇ ᔑ ᐱᔑ ᐧ, ᓂᐣᑕᓇ ᔑ ᓂᐣᐣ, ᓂᐣᑕᓇ ᔑ ᓂᐣᐧᐃ, ᓂᐣᑕᓇ ᔑ ᓂᐧᐃᐣ, ᓂᐣᑕᓇ ᔑ ᓇᓇᐣ

LEVEL IV UNIT VIII OUR COMMUNITY (WAYS WE TRAVEL) - WEEKS **********

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To learn terminology for different modes of travel. General geography awareness. To apply the present and past tense of ride. To use the future tenses of ride, drive and fly. **OBJECTIVES** Following instruction the learner will: 1. know and understand the new vocabulary; 2. be able to apply the present and past tense for "ride"; 3. know the future tenses of different verbs related to travel; 4. know the syllabics spellings for new vocabulary.	Review previous levels. New Vocabulary: bus taxi motorboat canoe plane paddle, noun and verb fly, will fly in a boat off a boat train skidoo bombardier dog sled driving a dog sled ride, rode, will ride drive, he drove, he will drive lake, river, road bush snowshoe, noun and verb bridge, dock hill, hole in ground	- Display pictures and posters of the different modes of travel. Label in syllabics. - Categorize means of travel into traditional and modern classes. - Practice spelling (syllabics) of new vocabulary and have spelling contest. Sample sentence drills: (Present and Past) • I ride (rode) ...(you, he, they) • I am riding ... • We will fly home. • They will ride on a boat. • He drove... I drive... • They will drive..., etc. - Identify the vehicles used in the community through the use of pictures and observations. - Discuss the advantages and disadvantages of different types of travel.	See suggested materials in Unit VIII of previous levels. - pictures of various transportation vehicles both modern and traditional - syllabics chart

VOCABULARY Level IV Unit VIII

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
bus		masenagaketaban	ᒪᓯᐧᐊᑲᑭᑕᐸᐣ
taxi		ozagana chiman	ᐅᓴᐩ ᑲᐊᒥᒥᐣ
motorboat		chiman	ᒥᒥᐣ
canoe		kispasing	ᑲᐢᐸᔑ ᐣᐦ
plane		apoh	ᐊᐳᐧ
paddle, noun		pemashe	ᐱᒪᔑ
paddle, verb		pemekoshea	ᐱᒥᑯᔑ ᐊ
fly		tapemashe	ᑕᐱᒪᔑ
will fly		chimaning	ᒥᒥᓂᐣᐦ
in a boat		kekapook	ᑭᑲᐳᐅᐦ
getting off a boat		iskota taban	ᐃᐢᑯᑕᑕᐸᐣ
train			
skidoo			
bombardier			
dog sled			
driving a dog sled			
he rides		boz	ᐳᐢ
he rode		ke boze	ᑭᐳᐢ
he will ride		ta boze	ᑕ ᐳᐧ
he drives		pemepesonekan	ᐱᒥᐱᐧᐧᓂᑲᐣ
he drove		ke pemepesoneka	ᑭ ᐱᒥᐱᐧᐧᓂᑲ
he will drive		ta pemepesoneka	ᑕ ᐱᒥᐱᐧᐧᓂᑲ
lake		sikakan	ᐧᐢᑲᐣ
river		sepe	ᐧᐢᐸ
road		mekana	ᒥᑲᐧ
bush		makokong	ᒧᑯᑯᐣᐦ
snowshoe, noun		akemak	ᐊᑭᒪᐦ
snowshoe, verb		papamagonake	ᐸᐸᒪᑯᐧᑭ
bridge, dock		oshegan	ᐅᔑ ᑲᐣ
hill		oche	ᐅᒥ
hole in ground		onekan	ᐅᓂᑲᐣ

LEVEL IV UNIT IX ANIMAL FRIENDS - 3 WEEKS

AIMS

To expand vocabulary pertaining to animals especially birds.

To learn vocabulary for some of our common insects.

OBJECTIVES

Following instruction the learner will:

1. know and understand new vocabulary;
2. be able to distinguish between different birds and insects;
3. be able to associate certain animals with particular environments;
4. know syllabic spelling for new vocabulary;
5. be able to describe movements and habits of different animals orally using simple structures.

VOCABULARY

Review previous levels.

New Vocabulary:

chickadee
blackbird
flicker
woodpecker
robin
swallow
snipe
osprey
magpie
loon
frog
snake
mosquito
sandfly
dragonfly
horsefly
butterfly
bite

SUGGESTED ACTIVITIES

- Identify various birds and insects.
- Practice writing of syllabics for new vocabulary.
- Discuss the value of insects.
- Discuss diet of insects.
- Discuss habitats and means of locomotion for birds and insects.
- Make a bird and insect chart and label.
- Prepare activity cards of make up stories related to animals. Ideas for each might involve:
  - mixing up words
  - matching animals with their homes, etc.
  - listing food each animal eats
  - describing animal movements
- Increasingly discuss open ended discussion with such questions as:
  - What is your favourite bird (animal)?
  - Why do animals change for the winter?
  - What would you rather be, a fly or moose?
- Etc.

MATERIALS

- Junior Wildlife
- National Geographic
- encyclopedia
- bird and insect charts
- animal picture cards
- show wildlife film or slides

VOCABULARY Level IV Unit IX

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
chickadee		kitchikanecins	ᑭᐧᑕᑲᓐᑦᑦᐣ
blackbird		sikinak	ᐧᑭᓇᐧ
flicker		wasekonachesa	ᐧᐊᐧᑯᓐᑕᓴ
woodpecker		papase	ᐸᐸᐧ
robin		apechew	ᐊᐱᒍᐤ
swallow		nonokasa	ᓄᓄᑲᓴ
snipe			
osprey			
magpie		checheshkeins	ᑕᑕᐟᑭᐊᐣᐟ
loon		mang	ᒪᐣᐧ
frog		omagake	ᐅᒪᑲᑭ
snake		kenapik	ᑭᓇᐱᐧ
mosquito		sekema	ᐧᑭᒪ
sandfly		pekosow	ᐱᑯᐧᐤ
dragonfly		cheakanapecins	ᑕᐊᑲᓐᐱᑦᑦᐣ
horsefly		mesisak	ᒥᐧᓴᐧ
butterfly		mamenko	ᒣᒥᐣᑯ
bit by an insect		otakomekon	ᐅᐧᑕᑯᒥᑯᐣ
he was bitten		oketakomekon	ᐅᑭᑕᑯᒥᑯᐣ
will bite		okatakomekon	ᐅᑲᑕᑯᒥᑯᐣ

LEVEL IV UNIT X KEEPING HEALTHY - 2 WEEKS

AIMS

To add more vocabulary pertaining to health habits.

To introduce new words for present, past, and future times of day.

To learn some terminology related to bad health habits.

OBJECTIVES

Following instruction the learner will:

1. know new vocabulary;
2. be able to use appropriate vocabulary for "time" - present, past and future;
3. have an awareness of good and bad health habits;
4. be able to take part in discussion on personal health and food;
5. know the hazards of drugs, alcohol and smoking;
6. be able to spell new vocabulary using syllabics.

VOCABULARY

Review previous levels.

New Vocabulary:

shave, shaving
shaver
hair cut
curling the hair
beard
today, yesterday
tomorrow
this morning
afternoon
this afternoon
tonight
this evening
the day after tomorrow
smoking
liquor
poison
drugs
first aid
bandage
cough, coughing
yawn, yawning
vomit, vomiting
cramps in the stomach
cramp in the leg
sneeze
a cold
band thing, good thing

SUGGESTED ACTIVITIES

- Discuss implications of some of the health habits.
- Have class make a food chart. Categorize food into "foods" that are good for you and "foods" that are not so good for you.

Example:

Good Food	Junk Food
fruit	coffee
milk	candy
whole wheat bread	pop
fish	french fries
etc.	etc.

Sentence drills on time:

- Yesterday I had a cold...
- Today he had a haircut...
- Tomorrow we will have fish...

- Practice syllabics writing and spelling ...
- Practice "or" questions such as:

T. Do you want tea or milk?

S. I want milk.

- Etc.

MATERIALS

See materials suggested for Unit X in other levels.

- first aid chart
- posters of various foods
- poster or chart of dangerous foods and drugs.

VOCABULARY Level IV Unit X

ENGLISH	INSTRUCTOR'S NOTES	ODJIBWE	
shave, shaving		kaskepaso	ᑲᐢᑭᐸᓱ
shaver		kaskepazoon	ᑲᐢᑭᐸᓱᐅᐣ
hair cut, male		keskanegwe	ᑭᐢᑲᓂᑭ·
curling the hair		papesekanekwe	ᐸᐱᓱᑲᓂᑭ·
beard		omesneton	ᐅᒥᕐᕐᐣ
today		nogom	ᓄᑯᑦ
yesterday		pechinako	ᐱᒥᓇᑯ
tomorrow		wabang	·ᐊᐸᐣᐧ
this morning past		kekeshep	ᑭᑭᕐᕐᑊ
afternoon		nokwe	ᓄ·ᕿ
this afternoon		nokwek	ᓄ·ᕿᐧ
tonight		tepekak	ᑎᐱᑲᐧ
this evening		onagoshek	ᐅᓇᑯᓱᐧ
the day after tomorrow		wasawabuang	·ᐊᕐᐧ·ᐊᐸᐣᐧ
smoking		sakaso	ᕐᑲᓱ
liquor		menekwein	ᒥᓂ·ᕿᐃᐣ
poison		pechepowin	ᐱᒥᐳ·ᐃᐣ
drugs		mashikeyon	ᒪᕐᕐᑭᕐᔥᐣ
first aid			
bandage		akopeson	ᐊᑯᐱᓱᐅᐣ
cough, coughing		ozosadam	ᐅᓱᓱᑕᑦ
yawn, yawning		towne, tatowne	ᑐᓂ ᑕᑐᓂ
vomit, vomiting		sheshegakwen	ᓯᕐᑲ·ᕿᐣ
cramps in the stomach		akoshgata	ᐊᑯᐢᑯᑕ
cramp in the leg		ochepenakokata	ᐅᒥᐱᓂᑯᑲᑕ
sneeze		chachamo	ᒐᒐᒧ
a cold		otekokome	ᐅᑎᑭᑯᒥ
bad thing		madjci kagon	ᒪᒥ ᕿᑯᐣ
good thing		meno kako	ᒥᓄ ᑲᑯ

LEVEL IV UNIT XI THE FOUR SEASONS (SUPPLEMENTARY UNIT A)

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AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To use present, past, and future tense in relation to weather. To introduce new weather vocabulary. To introduce numbers 25 to 35.	Review previous vocabulary of the four seasons. New Vocabulary: last winter last summer last spring last fall last year next summer next fall next winter next spring next year this year this summer this spring this fall this winter early later now before after late water conditions: calm big waves warm water cold water break up of ice dangerous ice crack in ice	- Have students make their own weather chart. - Extensive oral sentence drill practicing past, present and future tense of weather. - Make a scrapbook of different activities, sports, and clothing for each season. - Using syllabics label and categorize nouns and verbs. - Discuss clothing for different seasons. - Using pictures and sketches, write simple descriptive sentences about the weather. - Extend the number chart and practice counting. - Continue to stress animate and inanimate where possible. *It is important that the teacher incorporates the various grammatical structures in all oral sentence drills thus far learned.	See materials suggested in Unit XI of previous levels. - illustrations and pictures depicting seasons - art materials - thermometer - barometer

OBJECTIVES

Following instruction the learner will:

1. know and be able to use new vocabulary in complete utterances;
2. be able to count numbers from 1 to 35;
3. be able to spell new vocabulary in syllabics;
4. be able to apply various tenses in relation to the weather;

VOCABULARY Level IV Unit XI

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE	
last winter		wasa pepong	•ᐊᒼ ᐱᐳᐣᐧ
last summer		wasa nipinong	•ᐊᒼ ᓂᐱᓄᐣᐧ
lasr spring		wasa sikonong	•ᐊᒼ ᓱᑯᓂᐣᐧ
last fall		wasa takogong	•ᐊᒼ ᑕᑯᑯᐣᐧ
last year		angoke	ᐊᐣᑯᑭ
next summer		menow nipinong	ᒥᓄᐤ ᓂᐱᓄᐣᐧ
next fall		menow takogong	ᒥᓄᐤ ᑕᑯᑯᐣᐧ
next winter		menow pepong	ᒥᓄᐤ ᐱᐳᐣᐧ
next spring		menow sikong	ᒥᓄᐤ ᓱᑯᓂᐣᐧ
next year		menow peshekokeng	ᒥᓄᐤ ᐱᐢᑯᑭᐣᐧ
this year		manko	ᒥᐟᑯ
this spring		sikong	ᓱᑯᐣᐧ
this fall		takokik	ᑕᑯᑭᐧ
this summer		nipinong	ᓂᐱᓄᐣᐧ
this winter		pepong	ᐱᐳᐣᐧ
early		wepa	•ᐃᐸ
later		nakatch	ᓇᑲ-
now		manko	ᒥᐣᑯ
before		tabo	ᑕᐳ
after		eshko	ᐃᐩᑯ
late		weka	•ᐃᑲ
calm		nipa kanagaming	ᓂᐸ ᑲᐢᓇᑲᒥᐣᐧ
big waves		mamakashka	ᒥᒥᑲᐩᑲ
warm water		kishokomin	ᑭᐢᑯᒥᐣ
cold water		takakamin	ᑕᑲᑲᒥᐣ
break up of ice		towashen	ᑐ•ᐊᐢ ᐣ
dangerous ice		nanesanat	ᓇᓂᐢᓇᐟ
crack in ice		tashkamekika	ᑕᐩᑲᒥᑭᑲ

IEVEL IV UNIT XII SPECIAL EVENTS (SUPPIEMENTARY UNIT B)

AIMS	VOCABULARY	SUGGESTED ACTIVITIES	MATERIALS
To learn to read and write about special events in simple sentences in syllabics script. To apply present, past, and future tense to special events. **OBJECTIVES** Following instruction the learner will: 1. know and understand the new vocabulary; 2. be able to spell new vocabulary and write simple sentences using syllabics; 3. be familiar with and be able to converse about special events; 4. be able to apply proper tenses in speaking and writing.	Review previous vocabulary. New Vocabulary: the married couple wedding dress banns of marriage communion bridesmaid bestman dance wedding ring Treaty Day x-ray tuberculosis RCMP Indian agent Good Friday Easter pray die Died on the Cross Resurrection Baptism Confirmation Blessing Saviour Holy Spirit hymn	- Simple, written stories of special events. Prepare booklets on special events and keep in classroom library. - Use experience charts to develop oral skills, conversation, etc. - Learn songs appropriate to the special event. - Make posters of the meaning of the special events to each individual. Label using syllabics. - Make posters of coming events, weddings, dances, Treaty Day, etc. Post in school hallways. - Teachers should consider a newsletter from the students written in syllabics, with all students participating. - Cook "feast foods" in school if you have the facilities. - Have extensive oral exercises, drilling the vocabulary in various sentence structures. - Practice syllabics writing of new vocabulary.	- art supplies - foods appropriate for the special event - pictures of scenes depicting different special events - appropriate poems, songs and stories about the different events listed, etc.

VOCABULARY Level IV Unit XII

ENGLISH	INSTRUCTOR'S NOTES	OJIBWE
the married couple		wetekandek •ᐃᑎᑲᐧᑎᐦ
wedding dress		kitchitakamakoday ᑭᐟᒋᑕᕝᒪᑯᑦ
banns of marriage		pekakemok ᐱᑲᑯᒧᐦ
Communion		shakamonok ᖘᑲᒧᓄᐦ
bridesmaid		kanipwatamakat ᑲᓂ•ᐯᑕᒪᑲᐟ
best man		kanipwatamakat ᑲᓂ•ᐯᑕᒪᑲᐟ
dance		nimiteng ᓂᒥᑎᐧᐦ
wedding ring		otetepenchepesonan ᐅᑎᑎᐱᐧᒋᐱᐟᓇᐧ
Treaty Day		kakoweting ᑲᑯ•ᐃᑎᐧᐦ
X-ray		shepokoseting ᔑᐳᑯᐟᑎᐧᐦ
tuberculosis		otapenanene ᐅᑕᐱᓂᓂ
RCMP		
Indian agent		shoneyakima ᓱᓂᔭᑭᒪ
Good Friday		
Easter		
pray		anameyang ᐊᓇᒥᔭᐧᐦ
die		kenepo ᑭᓂᐳ
Died on the Cross		keyakochestow ᑭᔭᑯᒋᐢᑐᐤ
Resurrection		ke apicheshen ᑭ ᐊᐱᒋᔑ
Baptism		kesekantaso ᑭᐟᑲᐧᑕᐟ
Confirmation		kikicheshakamong ᑭᑭᒋᖘᑲᒧᓇ
Blessing		kimenekose ᑭᒥᓂᑯᐟ
Saviour		kisha manito ᑭᖓ ᒪᓂᑐ
Holy Spirit		kitchi manito ᑭᒋ ᒪᓂᑐ
hymn		anama nakomonan ᐊᓇᐢ ᓇᑯᒧᓇᐧ

BAYY

TEACHER'S NOTES