

Ezhi-ayaang
'Feelings'
Kindergarten Ojibwe Language Arts
Created by Gimiwan

[1] Boozhoo akina. Niin gimiwan indigoo, makwa nindoodem, gaa-miskowaakokaag Gaa-miskwaawaakokaag indoonjibaa. Waadookodaading dash indananokii. Noongom inga-dazhindaan bezhig ganabaj ge-gikinoo'amawegwaa gigikinoo'amaaganiwaag. Ezhi-ayaayang ingii-izhi-wiindaan. Mii onow aanind gegoo ge-izhi-gikinoo'amawangwaa gigikinoo'amaaganinaanig da-dazhindamowaad ezhi-ayaawaad. Giinawind gekinoo'amaageyang aapiji gidaa-apiitendaamin ezhi-ayaawaad gigikinoo'amaaganinaanig. Giishpin gikenimangwaa ezhi-ayaawaad giga-gikenimaanaanig ge-izhi-gikinoo'amawangwaa endaso-giizhik. Noongom giga-dazhindaamin aanind ikidowinan ge-gikinoo'amawangwaa gigikinoo'amaaganinaanig da-dazhindizowaad ezhi-ayaawaad miinawaa gidaa-dazhindaamin ge-izhi-gikinoo'amawangwaa onow ikidowinan.

[1] Hello everybody. My name is Gimiwan, I'm bear clan, and I'm from Cass Lake Minnesota. I work at Waadookodaading. Today I'm going to talk about one of the things I teach my students. I call this video "How we are feeling". These are some things we can teach our students so they can talk about how they are feeling. Us as teachers should rely on knowing how our students are feeling. If we know how our students are feeling every day then we know how to teach them. Today we are going to talk about some words that we should teach our students so they can talk about how they are feeling and we are going to talk about how to teach them those words.

[2] Gikinawaajibii'igan giga-aabajitoomin da-gikinoo'amawangwaa gikinoo'amaaganag da-dazhindizowaad ezhi-ayaawaad. Inaabin gichinikaang gikinawaajibii'iganing wezhibii'igaadeg. Giwaabandaan gegoo imaa mezinibii'igaadeg. Nenaaniwan iniw genoo-gakakaagin namanjinikaang miinawaa gichinikaang. Namanjinikaang akeyaa ozhibii'igaadewan ezhinikaazowaad ningikinoo'amaaganag. Awenen? Ozhibii'igaade. Mii imaa anaamayi'ii waabandaman owiizowiniwaan: Mino-giizhik, Akiizhigookwe, Makwa, Migizi-opwaaganikwe, miinawaa Ikwens. Awasayi'ii giwaabamaawaag aya'aansag. Mino-giizhik ogii-onaabamaan onow aya'aansan eyekozinid. Mii gaa-izhi-agokiwisang imaa gikinawaajibii'iganing. Giwaabandaan owiinzowin Mino-giizhik miinawaa giwaabandaan ezhi-ayaad, ayekozi. Wiin da-izhi-dazhindizo ikidod "nidayekoz".

Akiizhigook dash, mii wa'aw gaa-onaabandang i'iw "nimino-ayaa". Ogii-mikawaan iniw aya'aansan meno-ayaanid gaye wiin gaa-izhi-agokiwisang awasayi'ii

owiinzowining. Mii go naasaab gaa-izhichigewaad Makwa miinawaa Migizi-opwaaganikwe.

Wiin dash Ikwens gaawiin mino-ayaasiin. Gaawiin ganabaj mashi ogikendanziin da-ikidod “ninishkaadiz”. Mii wenji-aabaji’angwaa ingiw aya’aansag. Ogiinandawaabamaan iniw aya’aansan ezhinaagozinid naasaab ezhi-ayaad. Mii ezhi-gikendang ge-aabajitood i’iw. Giishpin nishkaadizid gikendanzig da-ikidod “ninishkaadiz” odaabaji’aan iniw aya’aansan ezhi-naagozinid. Mii ezhi-agokowisang imaa awasayi’ii owiinzowining. Baanimaa dazhindamang gidaa-wiidookawaa a’aw Ikwens da-ikidod “ninishkaadiz”.

Endaso-giizhik da-aabadad yo’ow gikinawaajibii’igan awashime aabiding. Ganabaj da-aabadad maajiitaayeg endaso-gigizheb miinawaa giizhi-wiisinyeg. Baanimaa niwii-tazhindaan nawaj ge-inaabadak yo’ow gikinawaajibii’igan da-gikinoo’amawegwaa gigikinoo’amaaganiwaag. Giishpin nitaa-objiwemosig, gaawiin oga-gashkitoosiin dazhindizod ezhi-ayaad gigikinoo’amaagan. Mii wenji-aabajichigaadeg iniw mazinibii’iganan, ingiw aya’aansag. Abinoojiinyag oada-mikaanaawaan i’iw mazinibii’igan ezhi-ayaad atood gikinawaajibii’iganing edawayi’ii owiinzowining.

Booch dash da-ozhibii’igaadeg ezhi-ayaad. Baanimaa ani-nitaa-agindaasowaad oga-aabajitoonaawaan miinawaa iniw ikidowinan. Ganabaj baanimaa gidaa-giishkizhaanan iniw mazinibii’iganan, ikidowinan eta da-atewan. Mii ezhi-agindamowaad ingiw abinoojiinyag ani-apenimonodawaasigwaa iniw aya’aansan.

[2] We can use a graph to teach our students how to talk about how they are feeling. Look what is written on the right side of the graph. You see something is drawn there. There are five squares on the left and right side. On the left the students’ names are written. Who? It is written. Underneath you see their names: Mino-giizhik, Akiizhigookwe, Makwa, Migizi-opwaaganikwe, and Ikwens. On the other side you see little faces. Mino-giizhik selects the face that looks tired. Then he sticks it onto the graph. You see Mino-giizhik’s name and how he is feeling, tired. He can talk about himself by saying ‘I’m tired’.

Akiizhigook selects the face which says “I am well”. She found the face that is well and she stuck it on across from her name. This is also what Makwa and Migizi-opwaaganikwe select.

Ikwens isn’t well today. Maybe she doesn’t yet know how to say “I’m angry”. This is why we use the faces. She looked for the face that looks the same as how she feels. This is how she knows which one to use. If she is mad and can’t say it, she uses the faces to

show how she feels. Then she sticks it across from her name. later, we can talk about how to help Ikwens to say ‘I’m angry’.

Every day this graph should be used more than once. Maybe it could be used when you start the day and again after lunch. Later, I’ll talk about more ways you can use this graph to teach your students. If somebody doesn’t know how to speak Ojibwe, they can’t talk about how they are feeling. This is why we use the drawn faces. Children find the drawing of the face and put it on the graph across from their name.

How they are must also be written. Later, when the students start to read they will use those written words. Maybe later you can cut off the drawings, and have only the words. This is how the students will start to read the words without relying on the drawn faces.

[3] Giishpin bakaan ani-izhi-ayaad gigikinoo’amaagan maano odaa-aanjitoon wezhibii’igaadeg gikinawaajibii’iganing. Inaabin, gaawiin geyaabi mino-ayaasiin a’aw Migizi-opwaaganikwe. Ani-maanendam. Ogii-aanjitoon wezhibii’igaadeg gikinawaajibii’iganing. Mii ezhi-gikenimang gigikinoo’amaaganinaan bezhig mino-ayaasig. Miinawaa a’aw Ikwens, gaawiin geyaabi nishkaadizisiin. Meshkwad idash mii noongom meno-ayaad.

Agwajayi’ii dash gikinawaajibii’iganing niswi aya’aansag ayaawag. Niswi dash gegoo ozhibii’igaadewan. Ningoshkokaa, ninishkaadiz, miinawaa nindaakoz. Mii onow niswi nawaj ge-aabajitoowaajin gigiknoo’amaaganag mesawendamowaad da-izhi-dazhindizowaad ezhi-ayaawaad.

Gaawiin nitam waabanda’adwaa gigikinoo’amaaganag yo’ow gikinawaajibii’igan onzaam niibowa ikidowinan gidaa-aabajitoosiinaawaan. Ingoji go niwin gemaa go naanan eta.

[3] If a student starts to feel differently, it is fine for them to change what is written on the chart. Look, Migizi-opwaaganikwe is not well anymore. She is sad. She changed what’s written on the graph. This is how we know when one of our students is not feeling well. Ikwens has also changed, she’s not mad anymore. Now she says she’s well.

On the outside of the graph are three faces. Three things are written. I’m surprised, I’m angry and I’m sick. These are three more that the students could use to talk about how they are feeling.

You shouldn’t give the students too many words when you first show them this graph. You should start with only four or five.

[4] Omaa ingii-aanikebii'aanan ge-izhi-gikinoo'amawagwaa ningikinoo'amaaganag yo'ow. Kawe, waabanda' gikinawaajibii'igan. Da-mikodaadizowag gikinawaajibii'iganing. Mii sa imaa namanjinikaang mikigaadeg "Awenen" odaa-mikaanaawaan owiinzowiniwaan gemaa go omazinaakizoniwaan giishpin giimazinaakizwadwaa. Waawiindamaw waa-dazhindameg ezhi-ayaayeg. Gaawiin apane "nimino-ayaa" gidaa-ikidosiimin. Nawaj gidaa-ani-gikendaamin ge-izhi-dazhindamang ezhi-ayaayang.

Gagwejim gigikinoo'amaaganag ezhi-ayaawaad. Gidaa-miigwechiwi'aag dash bebezhiig nakwetook. Gaye giin gidaa-wiindamawaag gigikinoo'amaaganag ezhi-ayaayan. Gaawiin giin ganabaj gidaa-aabajitoosiin "nimino-ayaa". Gegoo bakaan aabajitoon da-gikenimagwaa gigiknoo'amaaganag nisidotamowaad.

Giizhi-dazhindameg ezhi-ayaayeg bebezhiig gidaa-waabanda'aag mazinibii'iganan. Mii onow mazinibii'iganan waa-aabajitoowaajin gikinawaajibii'iganing. Ishpayi'ii yo'ow mazina'iganing giwaabandaanaawaan mazina'iganan. Bezhig ozhibii'igaade nimino-ayaa, nidayekoz, nindaakoz, nimaanendam miinawaa ninishkaadiz. Miinawaa mazinibii'waawag ingiw aya'aansag. Maada'ookiin onow mazina'iganan bebezhiig.

Ganabaj "nindaakoz" nitam gidaa-miinaa wa'aw waadabimad. Wiin gaa-miinaad I'iw mazina'igan da-ikido "nindaakoz" miinawaa da-aakoziikaazo. Mii wiin ezhi-miinaad waadabimaad namanjinikaaning. Gaye wiin azhigwa eyaang I'iw mazina'igan da-ikido "nindaakoz". Gaye wiin da-aakoziikaazo. Bebezhiig da-izhichigewag I'iw gigikinoo'amaaganag biinish bi-azhe-giiewewijigaadeg gimazina'igan. Mii ge-izhi-aabajitooyan iniw mazina'igaansan bebezhiig. Gigikinoo'amaaganag nawaj ojibwemowin oga-aabajitoonaawaan agindamowaad iniw mazina'iganan miinawaa oga-wenda-minwendaanaawaan izhi-mayagiingwewaad.

Baanimaa giizhi-odaminwaadameg iniw mazina'igaansan gigikinoo'amaaganag odaa-agokowisaanaawaan iniw mazina'igaansan gikinawaajibii'iganing edawayi'ii owiinzowiniwaaning waabanda'iwewaad ezhi-ayaawaad. Baanimaa bebezhiig oga-wiindamawaawaan wiiijaya'aawaan ezhi-ayaawaad.

[4] I listed here how I teach this to my students. First, show them the chart. They should find themselves on the chart. On the left side where "awenen" is written they can find their names or pictures of themselves. Tell them you are going to talk about how you are all feeling. We should always say "I'm well". We should know more ways to talk about how we feel.

Ask your students how they are. You should thank everybody who answers you. You should tell your students how you are. Don't you use 'I'm well'. Use something different to see whether or not your students understand you.

When you are finished talking about how everyone is feeling you can show them the faces. These are the drawings they'll use on the chart. AT the top of this page you can see pieces of paper. On one is written I'm well, I'm tired, I'm sick, I'm sad, and I'm angry. Faces are also drawn here. Pass these out to each student.

Maybe the first kid you see you give the card that says 'I'm sick. The person you gave that to should say 'nindaakoz' and should pretend to be sick. Then that student gives the card to the kid on the left. That student who now has the card should say 'nindaakoz'. Then should act sick. Every student does this one at a time until the card comes around the circle back to you. Then you can use the other cards. Students will learn more Ojibwe, reading, and are going to enjoy doing this.

Later, when the students are done playing with the faces they can stick one on the chart across from their name to show how they are feeling. Later, one at a time, they can tell their peers how they are feeling.

[5] Gikenimadwaa ezhi-ayaawaad gigikinoo'amaaganag gidaa-dazhimaag bebangii. A'aw Mino-giizhik ikido "nidayekoz". Gidaa-gagwejimaa, "gigii-te-nibaa na dibikong? Aaniin wenji-ayekoziyan? Giwii-o-anweb ina?" Anooj gidaa-gagwejimaa da-wiidoowad da-ayekozisig gemaa go da-ani-mino-ayaad, da-minwendang, gashkitood nawaj weweni da-gikendaasod.

Mino-ayaawag dash ongow Akiizhigookwe miinawaa Makwa. Gidaa-gagwejimaag wenji-mino-ayaawaad, giishpin gegoo wii-wiindamawaawaad wiiyaya'aamiwaan. Aakozi dash Migizi-opwaaganikwe gemaa go inenindizo aakozid. Gidaa-gagwejimaa gaye wiin giishpin wii-anwebid gemaa go giishpin mashkiikiwikwewan wii-o-mawidisaad.

Wiin dash Ikwens nishkaadizi. Gidaa-gagwejimaa "Aaniin wenji-nishkaadiziyan?" gemaa go "gegoo na giga-wiidoowad da-ani-nishkaadizisiwan?" Gemaa go gidaa-wiindamawimaan wiiyaya'aan nishkaadizid Ikwens ge-izhi-booni'igod.

Anooj gidaa-gikinoo'amawaag gigikinoo'amaaganag ge-izhi-doodaadiwaad giishpin gikenindiwaad ezhi-ayaawaad.

[5] When you know how your students are feeling you can talk about each one a little. Mino-giizhik says 'I'm tired'. You should ask him, "Did you get enough sleep last

night? Why are you tired? Do you need to go rest?” You can ask all kinds of questions to help him to not be tired or to start feeling better, to be happy, to be more able to learn.

Akiizhigookwe and makwa are feeling well. You should ask them why they are feeling well, if they want to share something with their peers. Migizi-opwaaganikwe is feeling sick, or she thinks she is sick. You should ask her if she needs to rest or if she will visit the nurse.

Ikwens is angry. You should ask her “Why are you angry?” or “Is there something I can help you with to help with your anger?” You could tell her peers that she is angry and that we should give her space.

You can teach your students a lot about interactions through recognizing how people are feeling.

[6] Mii yo’ow bezhig gegoo ge-izhichigeyeg aapiji minwendamaan. Gidaa-mazina’iganikem. Aabajitooon gidaataanginigan gemaa go gaye gaagiigido-biiwaabikooon da-mazinaakizwadwaa gigikino’amaaganag. Bebezhig gidaa-wiindamawaag gigikno’amaaganag bakaan da-izhi-naagoziwaad. Aabajitooon “kaazo” ganoonadwaa. Mii ge-inadwaa, “aakoziikaazon”. Aakoziikaazod mii ge-izhi-mazinaakizwad. Gemaa go maanendamookaazon, ayekoziikaazon, nishkaadiziikaazon, awegodogwen mesawendamowaad ge-izhi-naagoziwaad. Aabajitooon iniw mazinaakizonan da-mazina’iganikeyan wijiwaasiwadwaa gigikino’amaaganag. Ganabaj gidaa-mazina’iganike megwaa wiisiniwaad gemaa go odaminowaad agwajiing, zhingishinowaad gaye. Ishkwebii’igaade yo’ow mezinaateseg aanind gegoo waasamoo-asabing ge-dazhi-mikaman ge-wiidookaagoyan mazina’iganikeyan.

[6] This is something you could do that I really like. You can make books. Use your tablet or your phone to take pictures of your students. Tell them one at a time to look different ways. Use the word part ‘=kaazo’(act like/pretend) when you talk to them. You can say to them “act sick”. When they act sick you should take a picture. They could act sad tired, angry, or whatever you want them to look like. Use the pictures to make a book when you’re not with the students. Maybe you could make the books while they are eating, napping or playing outside. There are websites at the end of this video to help you with bookmaking.

[7] Mii yo’ow ganabaj ge-izhinaagwak gimazina’igan. Gaawiin aapiji zanagasinoon agindang awiia. Giwaabamaa a’aw Naawi-giizhik. Ayekozi. Ozhibii’igaade dash i’iw ge-ikidod wiin madwe-agindang, “nidayekoz”.

Awasayi’ii dash Niizhoogaabaw ayaa. Zegizi. Ozhibii’igaade “ninzegiz”. Ningii-wenda-wenipanendaan ozhitooyaan yo’ow. Ingoji niizhoo-diba’igaans eta ningii-izhi-

mazinaakizwaag ningikinoo'amaaganag gaa-izhi-atooyaan iniw mazinaakizonan genwaako-gakakaag miinawaa gii-ozhibii'amaan "nindayekoz" miinawaa "ninzegiz". Mii i'iw azhigwa ge-naabibii'igeyaan ani-ozhitooyaan yo'ow mazina'igan.

[7] This is how a book might look. It's really not that hard for someone to read. You see Naawi-giizhik. He's tired. "I'm tired" is also written for somebody to read.

Niizhoogaabaw is on the other side. He's scared. "I'm scared" is written. This was really easy to make. It took me about two minutes to take pictures of the students then I put the pictures in boxes on the computer and wrote 'I'm tired' and 'I'm scared'. Now I can print copies of my book.

[8] Omaa giwaabamaag nawaj niizh gikinoo'amaaganag. Gidagaakoons minwendam. Ozhibii'igaade "nininwendam". Miinawaa Gizhebaasemakwa nishkaadizi. Ozhibii'igaade "ninishkaadiz".

Bebezhig gidaa-aabaji'aag gigikinoo'amaaganag ezhi-mazinaakizwadwaa da-waibandizowaad mazina'iganing. Aapiji oga-minwendaanaawaan waibandizowaad mazina'iganing. Mii waa-izhi-minwendamowaad I'iw mazina'igan miinawaa waa-animinwendamowaad agindaasowaad.

[8] You see two more students here. Gidagaakoons is happy. 'I'm happy' is written. Gizhebaasemakwa is angry. "I'm angry" is written.

You should take pictures of every student so they all see themselves in the books. They really like seeing themselves in the books. This will make them like the book and make them like reading.

[9] Madwe-agindamaw gigikinoo'amaaganag gimazina'iganiwaan. Gidaa-bagidinaag da-gagwe-agindamowaad gaye wiinawaa.

Giishpin gashkitoosigwaa da-agindaasowaad oga-ani-gikendaanaawaan ge-ikidowaad nisidawinaadizowaad ezhi-naagoziwaad. Naabibii'an dash iniw mazina'iganan ge-izhigiiwewidoowaad gidabinoojiinyag. Mii sa imaa endaawaad ge-izhi-agindamowaad miinawaa ge-izhi-agindamawaawaad ogitiziimiwaan.

Bakaan aya'aag dash da-dazhimaawag. Giishpin gii-ozhitooyan I'iw mazina'igan gaawiin da-zanagasinoon aanjibii'aman. Inashke, ingii-aabajitoonan iniw niizh mazinaakizonan ishkweyaang gii-aabajitooyaan. Gaawiin dash geyaabi niin nindazhindizosiin. Gaawiin ozhibii'igaadesinoon "ninishkaadiz" gemaa go "nindayekoz". Meshkwaa dash "wiinawaa" da-dazhimaawag.

Gidagaakoons giwaabamaa. Ozhibii'igaade "minwendam a'aw Gidagaakoons". Iwidi bezhig dash ozhibii'igaade "nishkaadizi a'aw gizhebaasemakwa". Mii go naasaab wezhibii'igaadeg awasayi'ii Niizhoogaabaw miinawaa Naawi-giizhig endazhimindwaa. Baanimaa dash nawaj ani-nisidotamowaad ge-izhi-dazhimaawaad bakaan aya'aan gigikinoo'amaaganag bakaan gegoo da-ozhibii'igaadewan. Giminwendam, ginishkaadiz, minwendamoog, nishkaadiziwag, awegodogwen mesawendaman.

Ishkweyaang gii-kikinoo'amawagwaa nayaano-biboonigizijig apane ingii-ozhitoon bezhig mazina'igan endazhimindwaa ningikinoo'amaaganag ezhinikaazowaad. Endasomazina'iganing bezhig gikinoo'amaagan gii-ayaa miinawaa owiinzowin ozhibii'igaade miinawaa "indizhinikaaz". "Gimiwan indizhinikaaz." "Gidagaakoons indizhinikaaz." Gwekibii'aman, baakiiginaman, "Gizhebaasemakwa indizhinikaaz", "Naawi-giizhig indizhinikaaz". Mii gaa-izhi-wiidookawagwaa ningikinoo'amaaganag da-gikendamowaad ekidowaad "indizhinikaaz" miinawaa da-minjimenindizowaad anishinaabewinikaazowaad. Geget aapiji ogii-wiidookaagowaan da-gikenindiwaad ezhinikaazowaad.

[9] Read your book aloud to your students. Allow them to try to read also.

If they are unable to read they can start to remember what they should say when they recognize how the person looks. Make copies of the book and send them how with the students. This way they can read the books to themselves and their caretakers at home.

You can talk about other people too. If I had made this book it wouldn't be hard for me to alter it. Look, I used two of the pictures we've already used. I didn't talk about first person though. I didn't write 'I'm angry' or 'I'm tired'. Instead, I'm talking about third person plural.

You see Gidagaakoons. 'Gidagaakoons is happy' is written. On the other one is written 'Gizhebaasemakwa is angry. This is the same as is written on the other side where we are talking about Niizhoogaabaw and Naawi-giizhig. Later when they understand better how to talk about different people you can change what is written in the book. You are happy, you are angry, they are happy, they are angry, etc.

I always made these kinds of books to teach my students each other's names when I taught kindergarten. A student was on every page and their name was written along with 'indizhinikaaz'. 'My name is Gimiwan.' 'My name is gidagaakoons.' When you turn the page, "My name is Gizhebaasemakwa", 'my name is Naawi-giizhik. This is how I

would help my students to know how to say ‘indizhinikaaz’ and to remember their Indian names. It really helped students get to know each other’s’ names.

[10] Gaawiin nitam waabanda’adwaa gigikinoo’amaaganag yo’ow niibowa ikidowinan gidaa-dazhiikaanziinaawaan. Aanind eta, niwin gemaa go naanan gidaa-dazhiikaanaawaan. Baanima gikendamowaad iniw naanan ikidowinan wayenipanakin gidaa-dazhiikaanaawaan nawaj ikidowinan. Mii onow aanind ikidowinan ganabaj ge-aabajitooyegiban. Bakade, jikendam, minwendam, gashkendam, noonde-nibaa, gaagiibaadizi, wiisagendam, zegizi, minwamanji’o, miinawaa goshkoka.

Endaso-gikendamowaad iniw ikidowinan endazhiikameg gidaa-gikinoo’amawaag nawaj niizh. Oshki-mazina’iganan gidaa-ozhitoonaawaan bagidinadwaa gigikinoo’amaaganag wiinawaa da-mazinibii’waawaad iniw aya’aansan. Mii ge-izhi-wiidookaagowaad da-anisidawinawaawaad aya’aan ezhi-naagozinid naasaab wiin ezhi-ayaad.

[10] You shouldn’t work on too many words the first time you show your students this, four or five at the most. Later, when you students those five words and find them easy you can work on more words. Here are some more words you might use. Hungry, glad, happy, sad, sleepy, foolish, hurt, scared, good and surprised.

Whenever your students master these words you should give them two more. You can make new faces or allow your students to draw these emotions. This is one way you can help them to understand how somebody might look who feels this way.

[11] Mii onow aanind gegoo ge-aanike-inakamigakin giizhi-gikinoo’amawagwaa gigikinoo’amaaganag iniw zhayegwa gaa-waabanda’inaan.

Gidaa-aabajitoonaawaan ikidowini-mazina’igaansag. Gidaa-odaminom “gidaa-aandab giishpin”. Gidaa-odaminom “daanginan”. Miinawaa gidaa-ani-gikenimaawaag aya’aag ezhi-ayaawaad dibaajimoning dibaajimowining.

[11] Here are some activities that could follow what we’ve already talked about.

You could use flashcards. You can play ‘Where the warm wind blows’. You could play ‘daanginan’. You could also explore how characters are feeling in stories.

[12] Mii onow ikidowini-mazina’igaansan. Mii iniw mazina’igaansan ge-aabajitooyan da-ani-gikendamowaad nawaj weweni iniw ikidowinan gigikinoo’amaaganag. Anooj da-inaabadadoon onow mazina’igaansan. Gidaa-agindaanaawaan. Bakaan aya’aag da-dazhimaawag dash. Inaabin namanjinikaang ishpayi’ii. Niin nindazhindiz ozhibii’igaadeg nindayekoz, nidaakoz, nimaanendam. Meshkwaa dash wiin dazhimaa

gichinikaang dabasayi'ii. Ozhibii'igaadewan ayekozi, aakozi, maanendam ge. Gidaa-odaminom "minjimendan". Giishpin neniizh ozhitooyan onow da-animokosidooyan dash gigikinoo'amaaganag oada-gwekiiginaanaawaan nandawaabandamowaad niizh nayaaasaabibii'igaadegin. Apane da-aabadadoon weweni onow mazina'igaansan da-wiidookaagowaad gigikinoo'amaaganag da-minjimendamowaad onow ikidowinan. Mii onow naasaab iniw mazina'igaansan wiindamoonaan ishkweyaang da-aabajitooyan da-mamaandaawichigewaad gigikinoo'amaaganag. Apane ingoji da-atewan onow mazina'igaansan gashkitoowaad gigikinoo'amaaganag da-aabajitoowaad.

[12] These are flashcards. These are the cards your students can use to better know these words. You can use the cards in a lot of different ways. You can read them. You can talk about different people. Look on the upper left. The first person is being written about, 'm tired, I'm sick, I'm sad. On the lower right however third person is being written about. He's tired, she's sick, she's sad are all written. You can play memory. If you make two of each card and turn them face down the students can flip them over and look for two that have the same written on them. These cards can always be used in different ways to help the students remember these words. These are the same cards I suggested earlier in the video to pass out to the students and have them act out. Keep the cards in a place where the students can access and use them.

[13] Odaminon (odaminowin) aawan yo'ow, gidaa-aandab giishpin. Zhaaganaashiwinikaade "Where the warm wind blows".

Mii yo'ow odaminoyaang nindabiwining da-aabajitooyang ikidowinan gaa-pi-oshki-gikendamaang. Bezhigh awiia naawayi'ii ayaa izhi-waakaabiwaad apabiwining wiiijaya'aamiwaan (waakaabinid apabiwining wiiijaya'aan). Da-ikido "gidaa-aandab giishpin..." nayaawigaabawid miinawaa bezhigh ikidowin ezhi-ayaad dibishkoo yo'ow, "Gidaa-aandab giishpin maanendaman". Inashke wiin nawayi'ii ayaad maanendam. Bezhigh eta wayaakaabid maanendam.

Giishpin awiia naasaab ezhi-ayaad da-aandabi gaye wiin. Bezhigh apane apabiwin oga-manegin. Wiinitam da-wiindamaaged.

Baanimaa weweni gekendamowaad yo'ow odaminowin gidaa-aanjitoonaawaan. Gaawiin "giin" memwech gidaa-dazhimaasiwaawaa. Maano gidaa-ikidom "nindaa-aandab", gemaa go "da-aandabi" miinawaa "da-aandabiwag". Booshke giin ge-inaabadak miinawaa yo'ow odaminowin.

[13] This is a game, 'gidaa-aandab giishpin'. In English it's called 'Where the warm wind blows'.

We use this game in my classroom to use new words or language tasks. One person is in the middle of all the other people in the class sitting in chairs in a circle. The person in the middle says ‘you should switch seats if...’ and says one more thing like this, ‘you should switch seats if...you are sad.’ Look, the person in the middle is sad. One of the sitters is sad too.

If someone’s shares that they have to switch seats. There will always be one person without a seat. It’s their turn to be in the middle and talk.

You can change this game as your students get to know it better. You don’t always have to talk about second person. It’s okay if you want to say ‘I should switch seats’, or ‘she should switch seats’ and ‘they should switch seats’. You decide how you want to use this game.

[14] “Daangigan” gemaa go “daanginigen” izhi-wiinde yo’ow odaminowin. Gidaa-agokowisaanan gidikidowini-mazina’igaansan nabagisagong. Awiiya ezhi-ayaad ikidon dibishkoo go “minwendam”. Gikino’amaaganag ogagwe-daanginaanaawaan i’iw mazinaakizon mezinaakideg gaa-ikidoyan.

Inaabin, a’aw eshkibagwaande’od odaanginaan i’iw mazina’igaans waabanda’igaazonid awiiya gweshkokaanid. Gaawiin gwayak wiin izhichigesiin. Ingii-ikid “minwendam. A’aw maanaande’od gwayak izhichige. Wiin odaanginaan I’iw mazina’igaans waabanda’igaadeg awiiya meno-ayaad. Wiin maanaande’od bakinaage.

Baanimaa ani-gikendamowaad yo’ow odaminowin weweni gigikino’amaaganag gidaa-bagidinaag wiinawaa da-wiindamaagewaad. Bezhiig gigikino’amaagan da-wiindamaage neniizh ezhi-gagwe-daanginaminid wiin waandamaaged ekidod. Mii ezhi-wiidookawadwaa gigikino’amaaganag nawaj da-aabajitoowaad onow oshki-ikidowinan.

[14] We call this game ‘daanginan’ or ‘daanginigen’. Tape the flashcards to the whiteboard. Say how someone is feeling, like ‘he’s happy’. Your students race to touch the flashcard with this word on it first.

Let’s look, the person in the green shirt touched the card that shows someone who is startled. He didn’t do it right. I said ‘he’s happy’. The person in the purple shirt id it right. She is touching the card that shows someone who is happy. The person in the purple wins.

When your students are good at playing this game you can allow them to call out the cards. One student can call out and two at a time can play. This is how you can help students to start to use these words.

[15] Mii yo'ow nawaj bezhig gegoo ge-izhichigeyeg gidabiwininwaang. Da-gikenimaawag aya'aag ezhi-ayaawaad dibaajimowining. Ingii-ozhitoon mazina'igan wii-agindamaan ge-izhi-gagwejiminaan ezhi-ayaad awiiya.

“Makoons!” izhi-biibaabgi a'aw Chi-bines. “makoons!”

“Dibi eyaagwen nindanimoshish.” Ikido Chi-bines.

Miziwe ogii-nandawaabamaan iniw odanimoonsiman a'aw Chi-bines.

Gaawiin ingoji ogii-mikawaasiin.

Mii i'iw apii ge-giizhi-agindaasoyaan gagwejimagwaa ningikinoo'amaaganag “aaniin enenimeg ezhi-ayaad a'aw chi-bines? Geget da-maanendam. Owani'aan iniw odanimoonsiman, odayishan, gaawiin da-mino-ayaasiin. Ganabaj da-mawi. Ganabaj babaamendam.” Mii booshke wiinawaa inenimaawaad ezhi-ayaanid.

Miinawaa nindaa-gagwejimaag, “Namanj ezhi-ayaagwen a'aw makoons? Zegizi na? mino-ayaa na?” bebakaan giga-izhi-nakwetaagoo. Bezhig ganabaj da-ikido, “bakade! Gaawiin endaad ayaasiin. Gawiin awiiya oga-ashimogosiin. Bakade gosha.” Awiiya bakaan ganabaj da-inendam, “minwendam! Geget sa gii-pagidinaa! Babaa-ayaa noopiming. Geget da-minwendam a'aw animoshish.” Anooj da-izhi-nakwetaagewag gigikinoo'amaaganag. Gidaa-bizindawaag bebezihig miigwechiwi'adwaa ge. Niibowa gidaa-ani-gikinoo'amaagoog gigikinoo'amaaganag weweni bizindawadwaa.

[15] This is one more thing you can do in your classroom. You can explore how character are feeling in stories. I made a little book that I'll read and ask you how the character is.

“Makoons!” Chi-bines yelled. “Makooooons!”

“Where is my dog?” Chi-bines said.

Chi-bines looked everywhere for his puppy.

He couldn't find her anywhere.

This is the point where I'll be done reading and ask my students 'how do you think Chi-bines is feeling? He's going to be sad. He lost his dog, his pet, he's not well. Maybe he'll cry. Maybe he's worrying.'" They'll decide for themselves how they think chi-bines is feeling.

I'll also ask them, "I wonder how Makoons is? Is he scared? Is he okay?" and I'll get all kinds of answers. One student might say "he's hungry! He's not at home. Nobody is feeding him. He's got to be hungry. Someone else might think, "He's happy! He was let go! He's running around in the woods. He's got to be one happy dog." Students give all kinds of answers. You should listen to all of them and thank them too. You can teach your students a lot just by listening to them well.

[16] Mii yo'ow ishkwaaj ge-ozhitooyaan da-waabanda'inaan ganabaj ge-aanike-inakamigak giizhi-aabajitooyan I'iw gikinawaajibii'igan. Gaawiin eta gidaa-aabajitoosiin da-gikenimadwaa gigikinoo'amaaganag ezhi-ayaawaad. Bebakaan da-inaabadad yo'ow gikinawaajibii'igan.

Omaa nawaj naanan genoo-gakakaagin ningii-tagosidoonan, da-izhi-waabanda'agwaa ningikinoo'amaaganag endaso-giizhik ge-inanokiiwaad. Inashke, ayekozi a'aw Mino-giizhik. Wiin dash oganawendaan apabiwinan noongom.

Makwa dash mino-ayaa a'aw. Wiin apane oganawaabamaan iniw diba'igiiziswaan wiindamawid endaso-diba'iganek. Migizi-opwaaganikwe nishkaadizi a'aw. Wiin oga-maada'ookiinan ozhibii'iganaatigoon noongom. Akiizhigookwe miinawaa Ikwens bebakaan inanokiiwag gaye wiinawaa.

[16] This is the last thing I'll show you that could follow up using your chart for emotions. You don't just have to use it to teach your students how they are feeling. There are different uses for this chart.

I added five squares here to show my students what their chores are every day. Look, Mino-giizhik is tired. He's also the one who takes care of chairs today.

Makwa is feeling well. Today his is in charge of checking the time for me. Migizi-opwaaganikwe is angry. She passes out pencils today. Akiizhigookwe and Ikwens have different jobs too.

[17] A'aw Migizi ningii-miinig niibowa ikidowinan wii-waabanda'inaan. Mii onow aanind gegoo ge-gikinoo'amawadwaa gigikinoo'amaaganag nawaj weweni gashki'ewiziwad da-dazhindizowaad ezhi-ayaawaad. Niwii-madwe-agindaanan wewiib.

Chi-ayekozi, wawaanendam, chi-jiikendam, ozaamaapi, gagwaadagendam, maanendam, nisidawinaagozi, agadendam, gagaawinaweyendaagozi, zhiingenjige, gotaaji, ozaamigidaazo, agadendam, gotaaji-naanaagadawendam, apiitenindizo, maanendam, wayekwayendam, misawendam, gashkendam, noodendam, gizhaawendam, baabiiskaadendam, goshkokaa, ishkendam, agaji, miinawaa bakade.

[17] Migizi gave me some words to show you. These are some of the words you can teach your students to be abler to talk about how they are feeling. I'll read them aloud quick: exhausted, confused, ecstatic, hysterical, frustrated, sad, confident, embarrassed, mischievous, disgusted, frightened, enraged, ashamed, cautious, smug, depressed, overwhelmed, hopeful, lonely, love-struck, jealous, bored, surprised/shocked, anxious, shy, hungry.

[18] Mii ishkwaateseg. Mii onow aanind gegoo ge-mikaman waasamoo-asabiing wii-wiidookaagoyan da-mazina'igankeyan. Nashke yo'ow nitam, mii onow niizh ge-izhi-mazina'igankeyan aabajitooyan Microsoft word. Giga-wiidookaagon agindaman onow da-gikendaman ge-izhi-ozhitooyan bebakaan dino mazina'igaansan ge-aabajitooyan gidabiwining.

Dabasayi'ii dash ozhibii'igaade ge-aabajitooyan gidaanginiganing daataanginigan gemaa go gigaagiikido-biiwaabikoonsing gaagiigidobiiwaabikoons da-mazina'igankeyan. Ingii-aabajitoonan iniw dino apps eta waa-mikaman giishpin aabajitooyan gegoo "mishiimin" wendinigaadeg.

[18] This is the end of the video. These are some things I found online that can help you make books. These first two are for book making if you use Microsoft Word. If you read it, it will help you to understand how to make different kinds of books in your classroom.

At the bottom are written more websites that you can use if you use apple products. I only listed apps that you can find in the Appstore.