

Ge-izhi-dazhindamang Yo'ow Gidinwewininaan
'How We Can Talk About This Language of Ours'
4th-5th Grade Ojibwe Language Arts
Created by Gimiwan

[1] Boozhoo Nij-anishinaabedog. Niin Gimiwan indizhinikaaz makwa nindoodem, Gaa-miskwaawaakokaag indoonjibaa, Waadookodaading dash nindananokii. Noongom gegoo inga-dazhindaan gaa-kikinoo'amawagwaa ningikinoo'amaaganag ishkwyaang. Ningii-izhi-wiindaan yo'ow "Ge-izhi-dazhindamang Bangii yo'ow Gidinwewininaan". Noongom giga-dazhindaamin niwin bakaan dino ikidowinan. Izhi-wiindewan onow: *ezhichigeyang*, *endoodamang gegoo*, *endoodamaageyang* miinawaa *ezhi-ayaamagak*.

[1] Hello my fellow Anishinaabe people. My name is Gimiwan, my clan is bear, I am from Cass Lake, Minnesota but I work at Waadookodaading. Today I am going to be talking about something that I taught my students in the past. I gave it the title, "How we can talk about a little bit of our language". Today we'll be talking about four different types of words. These are called: *doing something* (VAI), *doing something to something* (VTI), *doing something to/for someone* (VTA), and *how something is* (VII).

[2] Maaji-gikinoo'amaageyaan, ninga-wiindamawaag yo'ow ningikinoo'amaaganag, "Noongom giga-dazhindaamin niwin bakaan dino ikidowinan. Zhayegwa gigikendaanaawaan onow akina. Gaawiin mashi gigii-tazhindanziimin ezhi-wiindeg onow ikidowinan. Noongom giga-ozhisidoomin onow ikidowinan."

[2] When I start teaching, I'll tell this to my students, "Today we will be talking about four different types of words. You know them all already. We haven't talked about how all of them are called. Now we are going to group/classify these words."

[3] Niwin gekakaagin owaabandaanaawaan. Bebezhig izhi-wiindewan: *ezhichiged*, *endoodang gegoo*, *endoodamaaged* miinawaa *ezhi-ayaamagak*. Owaabandaanaawaan aanind mezinibii'igaadegin waa-wiidookaagowaad da-ani-gikendamowaad endazhi-dibendaagwak gakakaag.

[3] They see four squares. Each one is named: *doing something* (VAI), *doing something to something* (VTI), *doing something to someone* (VTA), and *how something is* (VII).

They see some visual aides that will help them to figure out which square they belong in.

[4] Mii waa-wiindamawagwaa ningikinoo'amaaganag megwaa waabandamowaad iniw gekakaagin. "Naanaagadawendan wayaabandaman. Aaniin ezhi-bakaanak onow ikidowinan? Zhayegwa na gigikendaanan aanind onow ikidowinan?"

[4] This is what I'll tell my students while they are looking at the squares, "Think about what you see. How are the words different? Do you already know some of these words?"

[5] Mii ge-izhi-bii'agwaa da-nakwetawiwaad. "Neniizhoobig gemaa go neniisobig da-dazhindameg onow ikidowinan ezhinikaadegin "*ezhichiged*". Ganawaabandamok mezinibii'igaadeg. Aaniin ezhichiged? Mii gwayak. Bimose. Gaawiin gegoo odoodanziin. Gaawiin awiia odoodawaasiin. Gegoo izhichige." Mii i'iw apii ge-aabajitooyaan i'iw ikidowin 'bimose' da-waabanda'agwaa ningikinoo'amaaganag izhi-doodanziwan gegoo i'iw. Nindaa-naadin gegoo dibishkoo go gaasiibii'igan gemaa go apabiwin gagwejimagwaa, "Yo'ow apabiwin ina indaa-bimose?" "Gaawiin" ninga-nakwetaagoo. Miinawaa awiia ninga-onaabamaa. Giizhigookens ganabaj, gagwejimagwaa miinawaa, "Inashke, indaa-bimose na a'aw giizhigookens?" "Gaawiin" miinawaa wii-nakwetaagooyaan.

[5] Then I'll wait for them to answer me. "Sit in groups of two or three to talk about the words called "*doing something*" (VAI). Look at the drawing. What is s/he doing? That's right. S/he is walking. S/he is not doing something to something. S/he is not doing something to anyone. S/he is doing something." This is when I'll use the word 'is walking' to show my students how you aren't doing anything to something. I'll go get something, like an eraser or a chair then ask them, "Can I walk this chair?" They'll

answer “no”. I’ll also pick someone. Maybe Gizhigookens, then I’ll ask them, “Check this out, can I walk Giizhigookens?” “No” they’ll answer again.

[6] Miinawaa inga-gagwejimaag yo’ow, “Aaniin bakaan awiia ge-izhichiged? Neniizhoobig gemaa go nenisoobig miinawaa da-dazhindameg naanan nawaj ikidowinan enendameg debendaagwak(in) imaa endazhi-ozhibii’igaadeg ‘*ezhichiged*’.” Mii onow aanind ganabaj ge-gagwejimawaa ningikino’amaaganag giishpin miinawaa dazhiikamaang yo’ow. Anooj dash gegoo bakaan gidaa-izhichigem. Ganabaj gidaa-gagwejimaag gigikino’amaaganag da-bazigwiiwaad wii-paa-ayaawaad gidabiwining. Awegodogwen ezhichigewaad mii ge-wiindamawadwaa ezhichigewaad. Ganabaj igaye gidaa-aabajitoon mazina’igan wii-waabandameg iniw mezinibii’igaadeg da-dazhindameg ezhichigewaad.

[6] And I’ll ask them this, “What is something else someone does? Sit in groups of two or three to talk about five more words that you think belong in the category ‘*doing something*’ (VAI).” These are some I might ask my students if we work on this again. You should do all kinds of different activities. Perhaps you can ask your students to stand up and move about through your room. Whatever they do, you will tell them the words for what they are doing. You could perhaps use books too so you can see the pictures to talk about what they are doing.

[7] Baanima, giizhi-dazhindamowaad iniw dino ikidowinan gigikino’amaaganag miinawaa gidaa-maamawi-ganoonaag. Gidaa-gagwejimaag giishpin ozhiitaawaad miinawaa enendamowaad. Ningii-aanikebii’aanan aanind ikidowinan ganabaj ge-inendamowaad debendaagwakin imaa wezhbii’igaadeg ‘*ezhichiged*’: nibaa, baapi, wiisini, bimibattoo, namadabi, daanginan miinawaa biibaagi.

[7] Later on, when your students have finished talking about the word types you can call them all together. You should ask them if they are ready and what they think. I wrote out some words that they might think belong in the category of ‘*doing something*’ (VAI): is sleeping, is laughing, is eating, is running, is sitting, touch it, and ‘is shouting’.

[8] Nindazhindaanan iniw ikidowinan bebezhiig dibishkoo go gaa-izhi-dazhindamaan i'iw ikidowin "bimose". Nindazhindaamin giishpin gashkitooyaang da-nibaayaang gegoo gemaa go da-nibaayaang aya'aa. "Gaawiin", nindaa-nakwetaagoo. Mii ezhi-gikendamaang ezhichiged awiia. "Baapi" naasaab indizhi-dazhindaamin.

[8] I talk about each of the words in the same manner in which I talked about the word 'is walking'. We talk about whether or not we are able to 'sleep something' or 'sleep someone'. They should answer "no". Then we know the (word) type of '*doing something*' (VAI). We talk about 'is laughing' in the same manner.

[9] Baanimaa dash dazhindamaang i'iw ikidowin 'daanginan' oga-gikendaanaawaan debendaagwasinok. Gagwejimag awiia giishpin ge-daanginang apabiwin, "enh" ninga-nakwetaagoo. Mii ezhi-gikendamaang debendaagwasinok imaa '*ezhichiged*'. Gagwejim gigikinoo' amaganaag giishpin ingoji bakaan inendamowaad yo'ow ikidowin 'daanginan' ge-dibendaagwak. Giishpin gikendamowaad debendaagwak imaa 'endoodang gegoo' wezhibii'igaadeg gidaa-ozhibii'aan i'iw ikidowin imaa. Miinawaa gidaa-wiidookawaag da-ani-gikendamowaad i'iw ikidowin 'daanginige'. Mii i'iw bezhiig ikidowin 'daanginan' dibishkoo ge-aabajitooyang ezhichiged awiia.

[9] Later on however when we talk about the word 'touch it', they will know that it does not belong in the same category. When I ask someone if they can touch a chair, they'll answer "yes". Then we know it does not belong in the category '*doing something*' (VAI). Ask you students if they think that the word 'touch it' belongs in a different category. If they know it belongs in the category '*doing something to something*' (VTI), you should then write the word there in that category. You should also help them to know the word 'touches things'. That is the word similar to 'touch it' that we use for the '*doing something*' (VAI) word type.

[10] Giizhi-dazhindamang iniw ikidowinan '*ezhichiged awiia*' indaa-aanikebii'aamin imaa wezhibii'igaadeg '*ezhichiged*'. Geget ingii-miskobii'aanan iniw ikidowinan

akina. Mii ge-izhi-nisidawinamowaad ningikinoo'amaaganag geget 'ezhichiged' debendaagwak iniw ikidowinan. Miinawaa i'iw ikidowin 'daanginan' ingii-ozhibii' aan imaa wezhibii'igaadeg 'endoodang gegoo'. Mii imaa ge-ozhaawashkobii'igaadeg akina gegoo gekendaagwak dibendaagwak imaa. Baanimaa dash nawaj dazhindamang iniw dino ikidowinan 'endoodamaaged' miinawaa 'ezhi-ayaamagak' gidaa-ashkibagwaandebii'igem miinawaa gidaa-makadewibii'igem..

[10] When we are through discussing the words for 'someone doing something' we can write them where 'doing something' (VAI) is written. I've written all of these words in red. That is so my students will recognize that these words truly belong in the category of 'doing something' (VAI). I've also written the word 'touch it' in the category of 'doing something to something' (VTI). There, all the known words that belong there will be written in blue. Later on when we talk more about the words for 'doing something to someone' (VTA) and 'how something is' (VII) you can write in green and black.

[11] Giizhi-dazhindamang 'ezhichiged awiia' nidaa-ani-dazhindaamin 'endoodang gegoo'. Miinawaa apabiwin ninga-dazhindaan. Ninga-gagwejimaag ningikinoo'amaaganag, "Aaniin enendaman awiia ge-doodang yo'ow apabiwin?" "Indaa-ikid ina 'Niwiisin yo'ow apabiwin'?" Indaa-izhi-gagwedwe, "Indaa-ikid ina 'niwaab yo'ow apabawin'? Gaawiin. Niwiisin. Niwaab. Mii ezhichigeyaan. Gaawiin gidaa-aabajitoosiimin iniw dino ikidowinan 'ezhichiged' dazhindamang gegoo endoodamang yo'ow apabiwin."

[11] When we have finished discussing 'doing something' (VAI) words, we'll get to talking about 'doing something to something' (VTI). I'll use the chair in my example again. I will ask my students, "What do you think someone can do to this chair?" "Can I say, 'I'm eating (intrans.) this chair'? No. I'm eating. I see. These are 'doing something' (VAI) words. We can't use those type of words that are 'doing something' (VAI) when we talk about 'doing something to something' (transitive) to this chair."

[12] Zhayegwa bezhig ikidowin gigikendaamin debendaagwak imaa ‘*endoodang gegoo*’ wezhibii’igaadeg, ‘daanginan’. Geget ningashkitoon da-daanginamaan yo’ow apabiwin. Nindaanginaan yo’ow apabiwin. “Awenen gekendang ge-doodamang yo’ow apabiwin” indaa-gagwejimaag ingikinoo’amaaganag. Mii ge-izhi-bii’agwaa da-naanaagadawendamowaad. Mii imaa wembinikenijig ge-anoonagwaa da-wiindamaagewaad.

[12] We already know of one word that belongs in the category of ‘*doing something to something*’ (VTI), ‘touch it’. Indeed I am able to touch this chair. I am touching this chair. I can ask my students, “Who knows what we can do to this chair?” Then I’ll wait for my students to give it some thought. Then I can call upon the ones with their hands raised to tell the group.

[13] Giishpin gegoo nakwetaagooyaan indaa-aabajitoonan iniw dino ikidowinan. Ninga-dazhindaamin da-gikendamang giishpin gwayak inaabajichigaadeg. Nashke naa, ‘ombinan’ ikidod awiia nindaa-dazhindaamin. “Indoombinaan yo’ow apabiwin, mii na gwayak?” “Geget mii gwayak”, indaa-nakwetaagoo. Mii ezhi-gikendamang dibendaagwak i’iw ikidowin imaa wezhibii’igaadeg ‘*endoodang gegoo*’ gikinoo’waajibii’iganing. Da-aanikebii’igaade i’iw ikidowin ‘ombinan’ gikinoo’waajibii’iganing.

[13] If I get an answer, I can use those kinds of words. We will talk about it to find out if they are used in the proper context. So, if someone says ‘lift it up’, we can discuss it. “I am lifting up this chair, is that right?” They might answer, “Yup that is right.” Then we know that the word belongs on the chart in the category of ‘*doing something to something*’ (VTI). The word ‘lift it up’ is then written into the chart.

[14] Giwaabandaan omaa gaa-izhi-aanikebii’amaan ‘ombinan’ imaa ‘*endoodang gegoo*’. Geget ozhaawashkobii’igaade. Inaabiyan dabasayi’ii gekakaag endazhindamang giga-waabandaan gaa-ozhibiii’amaan -an, -oon, miinawaa -in. Mii i’iw apii ge-wiindamwagwaa ningikinoo’amaaganag ezhi-ishkwetaagwak onow dino ikidowinan

akina ‘-an’, ‘-oon’, gemaa ‘-in’. Oga-wiidookaagon awiia yo’ow gikendang da-nisidotang onow ikidowinan gaa-izhi-wiindamang ‘*endoodang gegoo*’. Gaawiin ‘*endoodang gegoo*’ aawanzinoo ikidowin ishkwestaagwasinok -an, -oon gemaa go -in.

[14] You see that I have included ‘lift it up’ in the category ‘*doing something to something*’ (VTI). It has been written in blue. When you look at the bottom of the square I am referencing, you’ll see that I have written -an, -oon, and -in. Now I can tell my students that this type of word either ends in -an, -oon, or -in. This will be helpful for someone to know in understanding this type of word that we have named ‘*doing something to something*’ (VTI). There are not any other words that belong to the category ‘*doing something to something*’ (VTI) that do not end in -an, -oon, or -in.

[15] Giizhi-wiindamawagwaa ningikino’amaaganag ishkwestaagwak onow ikidowinan, indaa-gagwejimaag giishpin azhigwa nawaj gikendamowaad onow dino ikidowinan. Mii imaa ge-bagidinagwaa ningikino’amaaganag da-oko’idiwaad da-ani-aanikebii’amowaad onow dino ikidowinan mekwendamowaad. Giizhi-wiidabindiwaad dazhindamowaad onow ikidowinan nindaa-maamawi-dazhindaamin miinawaa. Nindaa-aabajitoonan miinawaa ekidowaad. Giishpin ikidowaad ‘waabandan’ mii ge-aabajitooyaan. ‘Wah! niwaabandaan yo’ow apabiwin.’ Nindaabajitoon bezhig dino ikidowin ‘*endoodang gegoo*’ miinawaa i’iw ayi’ii endazhindamaang.

[15] When I have finished telling my students the endings for this type of word, I can ask them if they now know more words of this type. Then I’ll let them get into groups and write the words they remember of this type. When they have finished their group work, we can come together to discuss them again. Again, I can use what they say. IF they say ‘see it’ then that is what I will use. ‘Awesome! I see this chair.’ I am using a word of this type ‘*doing something to something*’ (VTI) and that it what we are discussing.

[16] Awegodogwen gaa-izhi-dazhiikamaang onow dino ikidowinan *ezhichiged* miinawaa *endoodang gegoo* naasaab indaa-izhi-dazhiikaamin iniw dino ikidowinan *endoodamaaged* miinawaa *ezhi-ayaamagak*.

[16] However we worked on the word types ‘*doing something*’ (VAI) and ‘*doing something to something*’ (VTI), we can work on the other types ‘*doing something to someone*’ (VTA) and ‘*how something is*’ (VII).

[17] Geget da-mooshkinebii’igaade gikinoowaajibii’igan giizhi-dazhindamaang onow dino ikidowinan akina. Niibowa ikidowinan da-ozhibii’igaadeg imaa endasogakakaag. Niibowa da-ozhibii’igaadewan ‘*awiiya ezhichiged*’. Mii dash imaa *endoodang gegoo* da-ozhibii’igaadewan niibowa ikidowinan *-an, -oon, miinawaa -in* eshkwebii’igaadegin. Mii naasaab ge-izhi-mooshkinebii’igaadeg *endoodamaaged* miinawaa *ezhi-ayaamagak*. Mii imaa ge-agoojigaadeg yo’ow gikinoo’waajibii’igan ingoji nindabiwining apane da-waabandamowaad ningikinoo’amaaganag da-aabajtoowaad.

[17] So when we are finished discussing all of these types of words, the chart is filled with writing. There will be many words written in each square. Many will be written in the category ‘*someone is doing something*’ (VAI). Then in the category, ‘*doing something to something*’ (VTI) there will be plenty words ending in *-an, -oon, and -in*. The categories ‘*doing something to someone*’ (VTA) and ‘*how something is*’ (VII) will be filled in in the same manner. Then the chart can be hung up somewhere in my room so that my students can always see it and reference it.

[18] Anooj gidaa-aanike-izhichigem giizhi-dazhiikameg gikinoowajibii’igan da-aabajtoowaad gaa-pi-gikendamowaad gigikinoo’amaaganag. Mii imaa eshkam ge-izhi-gikendamowaad ezhi-bakaanak onow dino ikidowinan. Omaa naanan ingii-ozhibii’aanan gaa-izhichigeyaan nindabiwining da-wiidookawindwaa ningikinoo’amaaganag inaabajtoowaad gidinwewininaan. Bebezhig wayiiba giga-waabanda’ininim wii-izhi-dazhindamaan nawaj. Kawe niwii-agindaanan omaa wezhibii’igaadeg:

[18] You can engage in many activities when you have finished working on the chart that your students can use for what they have learned. Little by little they will know how the word types are different. Here I have written five activities that I have done in my room

to help my students with their use of our language. I'll show you each of them shortly then go on to talk more about them. First I'll read them off:

Ingii-ozhitoomin 'ikidowini-asab'.

We made a 'word-web'.

Ningii-miinaag niibowa ikidowinan mazina'igaansing wezhibii'igaadeg gaa-izhi-okosidoowaad debendaagwakin gikinoo'waajibii'iganing.

I gave them several little pieces of paper with words written on them then they group them according to where they belong on the chart.

Niizh ataadiwinan ingii-odaminomin, JAANGAAG miinawaa ZHOOSHKOGAABAWING.

We've played two games, IN THE CORNER and SLIDESTEP.

Apane dash agindaasoyang indazhindaamin iniw ikidowinan egindamaang eyaamaang. All of the time when we read we discuss the words that we are reading.

[19] Mii yo'ow nitam wii-tazhindamaan. Ikidowini-asab izhi-wiinde. Naawayi'ii -aw giwaabandaan wezhibii'igaadeg. Gidaa-inaabajitoomin yo'ow da-ani-gikendamang nawaj ikidowinan -aw eshkwetaagwakin. Onow gikendamaang indaa-mikaamin bakaan dino ikidowinan nayaasaabitaagwakin. Giwaabandaan i'iw ikidowin 'noondaw'. 'Noondaw' dazhindamaang ningikinoo'amaaganag giwenh wayiiba oga-inendaanaawaa i'iw ikidowin 'noondan'. Baanimaa 'noondam', 'noondaagozi', 'noondaagwad', anooj igo gegoo 'noondaw' naasaabitaagwak. Mii imaa ge-izhi-dazhindamaang ayaawangin iniw dino ikidowinan gaa-mikwendamowaad. 'Noondaw'. Mii 'endoodamaaged'. 'Noondan'. -an ishkwetaagwad. 'Endoodang gegoo' aawan. Geyaabi da-dazhinjigaadewan 'bizindaw', 'bizindam', 'bizindan', 'dangishkaw', 'dangishkan', miinawaa 'dangishkige'. Nindaa-dazhindaamin naasaab ezhi-ayaamagak miinawaa ezhi-bakaanak. Memindage ayaawangin onow ikidowinan indaa-dazhindaamin.

[19] This is what I want to discuss first. It is called a word-web. In the middle, you see *-aw* has been written. We can use this to come up with more words that end in *-aw*. When we have them, we can then look for other words of different types that sound similar. You see the word ‘hear h/’. When we discuss ‘hear h/’, presumably my students will quickly associate it with the word ‘hear it’. Later on, ‘s/he hears’, ‘s/he is heard’, ‘it is heard’, and various words that sound similar to ‘hear h/’. Then we will discuss the word types that they remember. ‘Hear h/’. That is a ‘*doing something to someone*’ (VTA) word. ‘Hear it’. It ends with *-an*. It is a ‘*doing something to something*’ (VTI) word. The words ‘listen to h/’, ‘s/he listens’, ‘listen to it’, ‘kick h/’, ‘kick it’, and ‘s/he kicks’ still need to be discussed. We should talk about how they are similar and different from one another. We should especially talk about these words.

[20] Anooj bakaan da-inaabajichigaade yo’ow ikidowini-asab. Gaawiin eta ingii-ozhitoosiimin da-dazhindamaang ikidowinan ayaawang. Dazhindandaa bakaan ge-inaabajichigaadeg. Omaa ‘*gashk-*’ giwaabandaan naawayi’ii wezhibii’igaadeg. Gigikinoo’amaaganag odaa-nandawaabandaanaawaan ikidowinan ‘*gashk-*’ netamitaagwakin. Mii onow aanind ge-mikamowaad, minjimendamowaad: *gashkadin*, *gashkendam*, *gashkibidoon*, miinawaa *gashkigwaaso*. Indabajitoomin yo’ow asab bebezhiig da-dazhindamaang onow ikidowinan ezhi-nisidotamaang. Mii dash nawaj ningikinoo’aaganag waa-izhi-nisidotamowaad i’iw inwewin ‘*gashk-*’ noondamowaad. Niigaan ‘*gashk-*’ agindamowaad miinawaa noondamowaad eshkam nawaj da-gikendamooog.

[20] The word-web can be used in various ways. We didn’t just make it for the sole purpose of talking about what words are. Let’s discuss some other uses. You see ‘*gashk-*’ has been written here in the middle. Your students can go and look for words that start with *gashk-*. These are some that they will find and remember: ‘freezes over’, ‘is sad’, ‘tie it shut’, and ‘is sewing’. We use the web to discuss our understanding of these words. Then my students will have a better understand when they hear the word part ‘*gashk-*’. In the future when they read or hear ‘*gashk-*’, they will gradually know more.

[21] Wewiib niwii-tazhindaan yo'ow wayaabandaman. 'Aaniindi endazhi-dibendaagwak?' izhi-wiinde. Wii-wenipanad aabajitooyan yo'ow. Mii eta go niibowa mazina'igaansan bebezhiig ikidowin wezhibii'igaadeg gidaa-maamiinaag. Gidaa-aabajitoonan onow niwin dino ikidowinan gaa-tazhindamang akina: *ezhichigeng*, *endoodang gegoo*, *endoodamaageng* miinawaa *ezhi-ayaamagak*. Omaa inaabiyan giwaabandaanan ingoji 12 ikidowinan. Miinawaa giwaabandaanan izhinoo'iganan ezhi-gikendaagwak debendaagwak onow ikidowinan. 'Waabi', mii *ezhichiged awiia*. 'odaminwaadan', mii *awiia endoodang gegoo*. 'Minwaasige', mii gaa-wanichiged awiia enendang dibendaagwak imaa *ezhi-ayaamagak*. Daa-gii-izhinoo'igaademagad *ezhichiged*. Minwaasige giizis, mii *ezhichiged a'aw giizis*. Waasamoo-nabagisag ningii-aabaji'aanaan da-izhichigeyaang yo'ow nindabiwining da-ozhisijigeng. Abinoojiinyag ogii-naazikawaawaan nabagisagoon da-daanginamowaad onow ikidowinan miinawaa da-zhooshkwanamowaad makakong dibendaagwak. Gaawiin memwech gidaa-aabaji'aasiin waasamoo-nabagisag. Mii go maanoo wii-aabajitooyeg mazina'igaansan miinawaa makakoon gemaa go gaye mazina'igaansan eta.

[21] I'll talk quick about what you see here. It is called 'Where does it belong?' This will be easy for you to utilize. All you need to do is give them little pieces of paper with a word written on each of them. You can use all of the word types that we discussed: '*doing something*' (VAI), '*doing something to something*' (VTI), '*doing something to someone*' (VTA), and '*how something is*' (VII). Looking here you see about twelve words. You also see arrows pointing letting us know where the words belong. 'S/he sees', that is a '*doing something*' (VAI) word. 'Play with it', that is a '*doing something to something*' (VTI) word. 'S/he gives off a pleasant light (as in the moon or sun)', that is where someone who thought it belonged to the category '*how something is*' (VII) made a mistake. It should have been pointed towards '*doing something*' (VAI). The sun gives off a pleasant light, that is something the sun does. We use a SmartBoard in my class when doing this arrangement activity. The kids go up to the SmartBoard and touch the words to slide them into the boxes they belong in. You don't have to use a SmartBoard.

It is fine if you just use words written on little slips of paper and actual boxes or just little slips of paper.

[22] Mii yo'ow apii waa-tazhindamaan yo'ow odaminowin Jayaangategin ezhi-wiindeg. Kawe niwii-agindaan gaa-ozhibii'amaan waa-izhi-dibaadodamaan bangii. Endaso-jaangaag agoodoon bezhig dino ikidowin (*ezhichiged*, *endoodang*, *endoodamaaged* miinawaa *ezhi-ayaamagak*). Mii i'iw wayaabandaman omaa endaso-jaangaag. Naawayi'ii ayaawag ingiw gikinoo'amaaganag. Ikidowin bezhig onaabandan wiindamaageyan. Ikido 'miijin' a'aw gekinoo'amaaged omaa mazinibii'ond. Gigikinoo'amaaganag daa-izhaawag iwidi jaangateg wezhibii'igaadeg i'iw dino ikidowin ayaawang. Aanind ingiw gikinoo'amaaganag izhaawag iwidi 'endoodang' wezhibii'igaadeg. Aabajitoon onow izhinoo'iganan da-gikenimadwaa abinoojiinyag ezhaawaad. Bezhig dash inendam ganabaj, 'mii ezhichiged awiia'. Mii dash wiin izhaad iwidi 'ezhichiged' egoojigaadeg. Giizhiitaawaad da-wiindamaagewag wenji-inaakonamowaad i'iw dino ikidiowin. Aanind da-ikidowag, "-in ishkwetaagwad 'miijin', mii wenji-inendamaan 'endoodang' debendaagwak." Gegoo bakaan da-wiindamaage gaa-onji-inaakoniged iwidi bezhig abinoojiinh gaa-onaabandang 'ezhichiged'. Ganabaj da-ikido, "Giishpin miijiyan gegoo giwiisin. Mii *ezhichigeyan*." Mii ezhi-gikenimad awiia gikendanzig weweni endazhiikameg wii-izhi-wiidookawag. Wiidookaw da-gikendang ezhi-bakaanak onow ikidowinan gaa-aabajitood, 'wiisini' miinawaa 'miijin'. "Gimiijin ginaawapon, gimiijin nabonigan, gegoo ayi'ii miijiyan, giwiisin." Niwenda-minwendaan yo'ow ataadiwin. Apane nimaamaakaadenimaag ongow gekinoo'amawagig ezhi-wiidookodaadiwaad gaganoonidiwaad da-wiindamawiwaad wenji-inaakonigewaad. Apane niminwendam noondawagwaa enendamowaad.

[22] Now I would like to talk about the game called "The Corners of the Room". First I will read what I wrote and then explain a little. In every corner is one of our types of words ('doing something' (VAI), 'doing something to something' (VTI), 'doing something to someone' (VTA), and 'how something is' (VII)). That is what you see in each corner. The students are in the middle. Choose one word to tell. The drawing of

the teacher here says ‘eat it’. The students should go to the corner of the room where that type of word is. Some of the students go to the corner where ‘*doing something to something*’ (VTI) is written. Use the arrows to identify where the kids are going. But maybe one of them thinks, “that is a ‘*doing something*’ (VAI) word”. S/he then goes to where the ‘*doing something*’ (VAI) words are located. When they are done they will tell about the reasons for making their decisions. Some will say, “*mijin* (‘eat it’) ends in *-in*, that is why I think it belongs to the ‘*doing something to something*’ (VTI) category”. The child who chose the category ‘*doing something*’ (VAI) will explain h/ reasoning differently. H/ will likely say, “If you are eating something, you are eating. That is a ‘*doing something*’ (VAI) word.” That is when you know that someone isn’t aware of the content you have worked on, and then you help them. Help them to know the difference between the words that they used, ‘s/he eats’ (VAI) and ‘eat it’ (VTI). “You eat (VTI) your lunch that you brought along, you eat (VTI) your sandwich, when you eat something (VTI) you are eating (VAI).” I really like this game. I am always amazed at my students in how they help one another, discussing among themselves in order to tell me their rationale behind the decisions they make. I am always happy to hear their thoughts.

[23] Mii yo’ow ataadiwin ishkwaaj waa-tazhindamaan. Zhooshkogaabawing izhinikaade. Da-aanikegaabawiwag inaasamigaabawitookwaa gigikinoo’amaaganag. Mayaamawi-dakoozid biinish mayaamawi-ginoozid apane niwiindamawaag ningikinoo’amaaganag da-izhi-aanikegaabawiwaad da-waabamagwaa akina weweni. Da-zhooshkogaabawiwag namanjinikaang keyaa giishpin gegoo ikidoyan ‘*endoodang*’ aawang. Da-zhooshkogaabawiwag gichinikaang keyaa giishpin gegoo ikidoyan ‘*ezhichiged*’ aawang. Agindandaa ekidod a’aw gekinoo’amaaged. “Niwii-kanawaabandaan Big Hero 6”. Gigikendaan ina ge-izhi-zhooshkogaabawing? “Ganawaabandan” gii-ikido. Geget ‘*endoodang*’ aawan i’iw ikidowin gaa-aabajitood. Namanjinikaang keyaa da-zhooshkogaabawiwag. Niiwin abinoojiinyag omaa namanjinikaang gii-izhi-zhooshkogaabawiwag. Mii iw gwayak ezhichigewaad. Niizh dash gichinikaang keyaa zhooshkobaabawiwag. Gaawiin gwayak izhichigesiiwag ongow niizh. Booshke giin ge-inikamigiziwaad. Ganabaj geyaabi da-

odaminowag gemaa gaawiin. Nindabiwining ninzaagidaakonaag biinish bezhig eta geyaabi inaasamigaabawitawid. Mii wa'aw bekinaaged.

[23] This is the last game I would like to discuss. It is called “Slidestep”. Your students all line up facing you. I always tell my students to line up from the shortest to the tallest so I can see them all good. They slidestep to the left if something I say is in the category of ‘*doing something to something*’ (VTI). They slidestep to the right if something I say is in the category of ‘*doing something*’ (VAI). Let’s read what the teacher is saying. “I want to watch Big Hero 6”. Do you know which direction they will slidestep toward? She said ‘watch it’ (VTI). Indeed that is a ‘*doing something to something*’ (VTI) type of word that she said. They will slidestep to the left. Four students here slidestepped to the left. They did it correctly. But two slidestepped to the right. These two did not do it correctly. It is your call regarding what happens to them. Maybe they can keep playing, maybe not. In my classroom I eliminate them until there is only one standing toward me remaining. That is the winner.

[24] Anooj indinaabajitoo yo’ow ataadiwin. Ayi’iin miinawaa aya’aag ingii-tazhiikaamin wayeshkad gii-aabajichigaadeg nindabiwining. Naasaab ningii-izhi-odaaminomin. Namanjinikaang keyaa gii-shooshkogaabawing gii-ikidoyaan gegoo ayi’ii aawang. Gichinikaang keyaa gii-izhi-shooshkogaabawing aya’aa gii-tazhimag. Daa-zhooshkogaabawiwag gichinikaang ‘minjikaawan’ gii-ikidoyaan. Nashke naa aya’aawi minjikaawan. ‘Apabiwin’ dash gii-ikidoyaan daa-zhooshkogaabawiwag namanjinikaang keyaa. Ayi’iiwan i’iw apabiwin. Bijiinag Waawaakeyaash ningii-noondawaa aabajitoo yo’ow ataadiwin gikino’amaaged. Eko-niizhing miinawaa eko-nising epiichi-gikino’amaagozinijin ogii-kikino’amawaan. Ogii-tazhindaanaawaan ayi’ii bezhig miinawaa ayi’iin, awashime bezhig. Giishpin “apabiwin” gii-ikidod namanjinikaang daa-zhooshkogaabawiwag ogikino’amaaganan. Bezhig apabiwin eta gii-dazhinjigaade. “Apabiwinan” gii-ikidod daa-zhooshkogaabawiwag gichinikaang. Awashime bezhig ayi’iin gii-tazhinjigaadewan. Ayaapii agwajiing yo’ow nindoodaminomin bagidinagwaa ningikino’amaaganag da-bimibatoowaad. Naasaab izhi-aanikegaabawiwag. Edawayi’ii dash aanikegaabawiwag gegoo indatoon da-

gikendamowaad ge-apiichibatoowaad. Ingoji niizhtana dasozid indatoonan edawayi'ii. Wiin ishkwaa'j dagoshing iwidi ge-gii-ayaapan da-zaagidaakonaa. Aapiji minwendamoog yo'ow ezhichigeyaang. Geget apiitendaagwad minawaanagoziwaad abinoojiinyag gikendaasowaad. Mii imaa niigaan giniijaanisinaanig wii-misawendamowaad miinawaa wii-piminizha'amowaad gikendaasowin.

[24] I use this game in all sorts of ways. We worked on inanimate things and animate beings in my classroom when this game was first used. We played it in the same way. If I said something inanimate, the slidestepping would go to the left. If I talked about something/someone animate, the slidestepping would go toward the right. They should slidestep to the right if I said 'glove'. You see, 'glove' is animate (in Ojibwe). But if I said 'chair', they would slidestep toward the left. A chair is inanimate. I just recently heard Waawaakeyaash using this game in his teaching. He teaches second and third graders. They were talking about singular and plural things. If he said "a chair", his students would slidestep to the left. Only one chair was talked about. When he said "chairs", they would slidestep to the right. More than one thing was talked about. Once in a while we will play this outside, allowing my students to run. They line up in the same fashion. I put something at both sides of where they are lined up so that they know how far to run. I put them roughly twenty feet away on both sides. The last one to arrive to where they should be is eliminated. They are really happy when we do this. For sure, it is crucial that the kids enjoy themselves in their learning. Then our kids in the future will desire learning and want to pursue it.

[25] Mii i'iw minik noongom ge-dibaadodamaan gaa-izhichigeyaang ishkweyaang gii-kikinoo'amawagwaa ningikinoo'amaaganag onow niwin dino ikidowinan. Kawe, dabwaa-boonigiizhweyaan minjimendandaa ezhi-bakaanak onow ikidowinan:

[25] 'That is as much of what I will tell about what I did in the past teaching my students about the four different word types. But first, before I'm done, let's review the differences between the word types:

'ezhichiged': gaawiin awiia doodawaasiin, gaawiin gegoo odoodanziin ayi'ii
'doing something' (VAI): nobody is being done to, s/he isn't doing something to something

'endoodang': ishkwetaagwadoon *-an, -oon* gemaa *-in*
'doing something to something' (VTI): they end in *-an, -oon, or -in*

'endoodamaaged': awiia gemaa awashime bezhig odoodawaawaan aya'aan bakaan
'doing something to someone' (VTA): One or more animate participants is doing something to someone else

'ezhi-ayaamagak': gaawiin awiia dazhimaasiin
'how something is' (VII): do not involve the discussion of animate participants

[26] Miinawaa yo'ow gidaa-wiindamoon. Apane dazhiikan yo'ow gaa-tazhindamang. Gaawiin weweni yo'ow oga-gikendanziinaawaan gigikinoo'amaaganag ingogon eta endazhiikigaadeg. Minawaanagozin dash! Aabajitoon onow ataadiwinan waa-izhi-minwendamowaad nanda-gikendaasowin gigikinoo'amaaganag. Mii i'iw minik waa-wiindamaageyaan noongom. Miigwech bizindawiyen, mii 'iw.

[26] I should also tell you this. Work on what we have talked about here all the time. Your students are not going to know this when working on it for one day. But have a good time! Use the games so that your students enjoy learning. That is all I want to tell about for today. Thanks for listening to me. That's it.