ANISHINABEK
EDUCATION SYSTEM

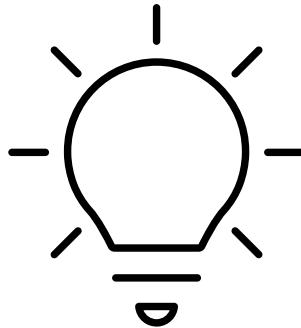# ANISHINAABEMOWIN TEACHING RESOURCES

Anishinaabemowin Colours

Idea Kit

(Manitoulin Dialect)

Introduction

Introduction

Learning words to describe colour in Anishinaabemowin is hard! Some of the colour words are 5 syllables and 20 letters long. In the simplest terms, and for the purposes included here, there are 8 different ways to express each colour: inanimate, inanimate negative, inanimate plural, inanimate negative plural; animate, animate negative, animate plural, and animate negative plural. And with 10 basic colours to learn – times 8 ways – makes for a total of 80 different words to learn. So, it is very important that the identification and use of patterns are utilized. With such a variety in pronunciations and spellings across dialects, every effort was made to select consistent terms and spellings in hopes of making the introduction to the learning of colour words as accessible as possible for young learners. Luckily, there are also many opportunities to reinforce the learning of colour words throughout the day and across the curriculum.

Sources (direct and indirect) for the Anishinaabemowin vocabulary included in this document comes from the following: Nishnaabemwin Online Dictionary, Kenny Pheasant's website Endaaying, Isadore Toulouse online class, Jacob Wemigwans, and the original video titled: Animate and Inanimate Colours with Tisgaansan; Anishinaabemowin language. Bkejwanong Territory 2021. For the most part, the dialect used in this resource is the Manitoulin dialect.

What's in the Idea Kit?

Contents of this Anishinaabemowin Teaching Resource – Anishinaabemowin Colours Idea Kit:

1. 1 box of the Learning Resources Rainbow Sorting (8) Crayons (classroom manipulatives)
2. 1 deck (40 cards) Giigoonhken! Go Fish playing cards
3. 1 set of colour flash cards (2 each of 10 colours)
4. 1 set of small black and white images of items found in Rainbow Sorting Crayons
5. 2 extra labels, mkade'aande, waabshkaande
6. 1 small bag ("What's in the Bag?")
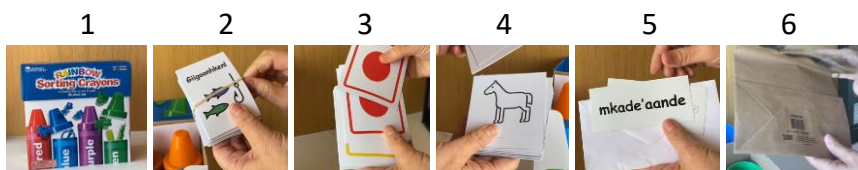
If you would like to purchase the product, Learning Resources Rainbow Sorting Crayons, it can be purchased at the following links:

- Amazon: https://tinyurl.com/422wf88s
- Walmart: https://tinyurl.com/mrwnfynh
- Staples: https://tinyurl.com/ycknz5sb

Meaning of Colour Words

ENGLISH	ANISHINAABEMOWIN	ROOT	MEANING
Black	mkade'aande	mkade	black
Blue	miinaande	miin	blueberry
Brown	kiinaande	aki	earth
Green	zhaawshkwaande	zhaawshkzi	green part of the plant
Orange	zaawaaminaande	zaaw	be brown, orange, yellow
Pink	giniiwaande	ginii	rose (flower)
Purple	zhoomnaande	zhoomin	grape
Red	mskwaande	mskwi	blood
White	waabshkaande	waabshkaa/waabshkizi	be white
Yellow	zaawaande	zaaw	be brown, orange, yellow

To view a short introductory video explaining the contents of the kit, please visit this link or scan the QR code: https://youtu.be/ouF2ybduVxY

PART 1 – LEARNING ACTIVITIES

The idea for using the Sorting Crayons as an Anishinaabemowin teaching tool came from the YouTube video, Animate and Inanimate Colours with Tisgaansan (Bkejwanong Territory, Walpole Island, 2021), that can be found at the following link: tinyurl.com/3rsr6wam

Vocabulary from the video is included in the chart below. Other items can be added to the crayon containers. In the video, cedar and sweetgrass have been added to the green crayon.

Vocabulary from the YouTube video	
How many crayons?	Aaniish mnik tisgaansan?
What is inside?	Wenesh biinjeying eteg? (inanimate)
open it	nsaaknaan
pick them up/gather/tidy up	gizbinaan
put them back	niiyaaptoon
crayons	tisgaansan
colours	enaandegin

In addition to the vocabulary from the video, also included in this resource is vocabulary for:

- All the items in the crayons
- Using a colour word to describe the item
- Simple sentence frames (questions and answers) for using this vocabulary with your students
- Colour words outlines that can be used as labels such as for anchor charts or bulletin boards

All engaging, cross-curricular activities included in this section are useful in helping students to reinforce vocabulary learning and should be adapted to meet the needs of your learners. The vocabulary charts included here are not comprehensive. Additional colour and items vocabulary can be found at the end (pages 29-37) of the document on the eight pages of colour charts, titled: What Colour is This…?

Activity 1

What's in the Bag? Wenesh Biinjeying Mshkimod? -Vocabulary Reinforcement-	
What's in the bag?	Wenesh biinjeying mshkimod?
Find it	mikan
This is a ___	___ maanda aawan (inanimate)
This is a ___	___ maaba aawi (animate)
What is inside?	Wenesh biinjeying eteg? (inanimate)
Pick one	bezhig gwenaabam
*Use the vocabulary from the "What colour is this?" charts starting on p.29	

a) Select and review the vocabulary for about 5-6 items. After an item is reviewed, place the items inside the bag, making sure that students see that you are putting the items in the bag. With all the items placed in the bag, ask a student to select one of the items and to try and identify it using only their hand and without taking it out of the bag. Once they name it or cannot name the item, have the student show the class the item and everyone can say it together.

To view a short video demonstrating parts of this activity, please visit this link or scan the QR code: https://tinyurl.com/2vj5ckw4

b) Ask a student to find the specific colour or item that you name. Make it easy by putting several of the colours you are looking for in the bag and only 1 or 2 distractors/other coloured items. Adjust the level of difficulty based on the readiness of your learners.
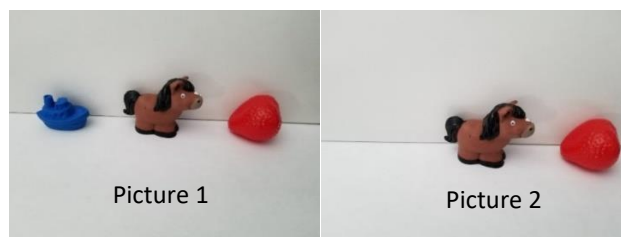
Activity 2

What is Missing?
Wenesh Nendowendaagwok?
-Vocabulary Reinforcement-
*Use the vocabulary from the "What colour is this?" charts starting on p.29

Decide if you are focusing on colour or the item itself. Select a few items and practice saying them together. Display them in a row as they are practiced (Picture 1). Then, hide the items on display from the students. As the items are hidden, remove one of them without letting the students see which one you are removing. Show the items again (Picture 2) so the students can see that one item is missing. Ask the students to name the missing item or colour.

Picture 1   Picture 2

Activity 3

Let's Make a Pattern
Aambe Nizhigedaa
-Math Colour Patterns-
*Use the vocabulary from the "What colour is this?" charts starting on p.29

Demonstrate how to use the items to create simple AB colour patterns. Place the items in an AB pattern for the students to see. After the pattern is created, invite a student to 'read' the pattern out loud. For example: "miinaande, kiinaande, miinaande, kiinaande…" Read the pattern aloud as a class. Do this several times and on different occasions as a great way to reinforce learning. As a follow up activity, invite students to reproduce the patterns shared using coloured crayons and paper. As they develop proficiency and depending on the age of your learners, challenge them by making more difficult patterns such as AAB, AABB, ABB, ABC, etc.,

Activity 4

Math Graph – Favourite Colour

What is your Favourite Colour? Wenesh Beshigendiman? -Math Colour Graph-	
Which one do you like?	Aaniin beshgendiman?
Blue or red	miinaande maage mskwaande
Which one is the most popular/favourite?	Wenesh meswendaagwok?
*Use the vocabulary from the "What colour is this?" charts starting on p.29	

Tell the students that they are going to make a graph that shows the favourite colours in the class. To keep this simple, have the students choose from a few colours that you have selected beforehand.

Show them the graph that you have posted in the classroom. Colour the labels at the top without text or if you choose to use text, the best way would be to use the appropriate colour to also write the word as demonstrated in the simple t-chart graph below.

miinaande | **mskwaande**

In this example, ask, "What is your favourite colour: Aaniin beshgendiman: miinaande maage mskwaande?". Have students tell their favourite colour word. Record their response (or ask them to record it) in the appropriate column. Discuss the results. Ask, "Which one is the most popular/favourite? - "Wenesh meswendaagwok?"

This type of graph can be done more than once by selecting different colours and/or selecting more colours. Another variation would be for the students to ask their classmates and to create a graph independently or in small groups.

Activity 5

Let's Sort Things: Aambe Bebkaasidjigedaa *(inanimate)*
Let's Sort Things: Aambe Bebkaansidoodaa *(animate)*
-Sorting-
*Use the vocabulary from the "What colour is this?" charts starting on p.29

a) Item Sort: the items can be sorted using many different criteria. For example: living/not living; legs/no legs; animals/not animals; moves/doesn't move; food/not food; transportation/not transportation; plants/not plants; farm animals/wild animals/pets; size in real life: big/small things. The items can be grouped together in a simple t-chart or in sorting circles.

b) Reverse Sort: the teacher groups some of the items together and students can try and guess the category. It might be hard to do this activity this way if students don't have the vocabulary for the categories. If they guess in English, the teacher can always say, "enh, wesiinhak" or whatever the category is as a way of introducing or reinforcing that vocabulary.

Activity 6

|	
Animate or Inanimate	
Maaba/Maanda	
-Venn Diagram-	
Where does this belong?	Aapiish maanda dibendaagok _____? (inanimate)
Where does this belong?	Aapiish maaba dibendaagozid _____? (animate)
*Use the vocabulary from the "What colour is this?" charts starting on p.29	

Consider co-creating a Venn Diagram to introduce the concept of animacy/inanimacy with your students. You might want to start with only obvious examples of items that are living or not living in the Western sense. A good way to get this started is to use the icons and the colours included in this unit. If you post this diagram in your classroom, it can be added to throughout the school year.

Holding up an icon or colour, ask:

"Where does this belong? Aapiish maanda dibendaagok _____?" (inanimate)

"Where does this belong? Aapiish maaba dibendaagozid _____?" (animate)

Have students place the icons where they belong on the diagram. Leaving this diagram on display can be a valuable tool during discussions and can be added to as the school year progresses.
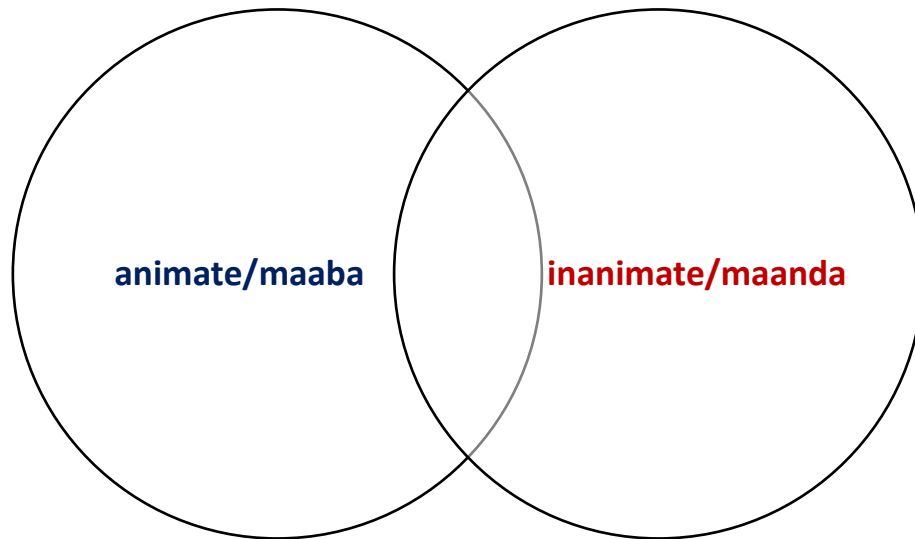
This is what a Venn diagram using some of the vocabulary from the Sorting Crayons resource might look like:

Activity 7
Syllables

On the path to becoming fluent readers and writers, students need many opportunities to play with language to build phonemic awareness. Many of the early literacy approaches used in the teaching of English literacy lend themselves to also using Anishinaabemowin: rhyming, segmenting, blending, deleting, and substituting. The following contains some examples of how Anishinaabemowin words can be inserted to practice these foundational oral language skills.

The following oral language activities are brief, quick, and are meant to be repeated across many days. Do these daily for as long as needed, keeping an eye on engagement and mastery and revisit them often. Provide extra practice by changing the words.

Goal 1: students can count the number of syllables in Anishinaabemowin words

Count the syllables in Anishinaabemowin words	
Let's count	gindaasidaa
Clap your hands	paakskinjiidizan
Snap your fingers	bigaskwetoon gininj
Tap your lap	mdoweginaandan kidik
*Use the vocabulary from the "What colour is this?" charts starting on p.29	

Activating Prior Knowledge: Start with what the students know - their names! Count and clap the number of syllables in their names. As students demonstrate proficiency in this, count the number of syllables with your fingers as they count the syllables aloud. Whose name has the least/most number of syllables?

Method: As they are ready, begin counting and clapping short, familiar Anishinaabemowin words. For example: ni-mosh, gaa-zhag, kwe-zeens, we-zeens, wiig-wam, bi-noo-jiinh, mi-sho-mis, no-ko-mis, A-nish-naa-bem-win. Do this as often as needed. Reverse the order of these words, add new words, and repeat.

When they are ready, introduce the counting/clapping of shorter colour words with 3 syllables, clapping the same colour at least twice in a row.

Extensions: switch it up and have fun. Instead of clapping, try tapping on your lap, snapping fingers, holding up a finger (counting on your hand) each time a syllable is said, speeding up and slowing down.

This chart is a guide to counting syllables with your students. It is just a guide as the number of syllables someone hears may be based on the dialect and/or the spelling that is chosen.

inanimate	number	animate	number
mk-a-de'-aan-de	5	mk-a-de'-aan-za	5
miin-aan-de	3	miin-aan-za	3
kiin-aan-de	3	kiin-aan-za	3
zhaaw-shkwaan-de	3	zhaaw-shkwaan-za	3
zaa-waa-min-aan-de	5	zaa-waa-min-aan-za	5
gin-ii-waan-de	4	gin-ii-waan-za	4
zhoom-naan-de	3	zhoom-naan-za	3
msk-waan-de	3	msk-waan-za	3
waab-shkaan-de	3	waab-shkaan-za	3
zaa-waan-de	3	zaa-waan-za	3

Note: the letter 'n' used here represents a nasal sounding 'n' and can be spelled 'nh'. For the purposes of consistency and simplicity, that nasal 'nh' is spelled here with an 'n' and may affect the number of syllables heard by the speaker.

Here is an example of counting the syllables in Anishinaabemowin inanimate colour words on YouTube:
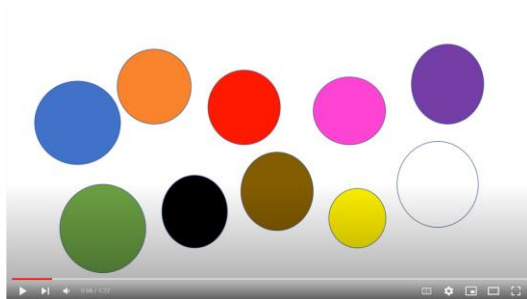
To view a short video demonstrating of counting the syllables, please visit this link or scan the QR code: https://youtu.be/AMGttdSOBbA

Goal 2: students can put words back together that have been broken into syllables

Fix the Broken Words: Naatoon Kidwenan	
Fix the broken words	naatoon kidwenan
*Use the vocabulary from the "What colour is this?" charts starting on p.29	

This should be quick and fun. Tell the students that your syllables have been broken and they must help put them back together again. Using one of the colour words to start, the teacher says the word with pauses in between the syllables. The students try to identify and correct the colour word.

Assessment: if this is too difficult, select the same shorter words across multiple sessions and practice the same words over and over. Then, gradually add more words to the practice list.

Extension: as the students demonstrate proficiency, the teacher can increase the length of pause in between the syllables.

Activity 8

Rhymes

Goal 1: students can chant rhyming colour words.

Let's Sing: Ngamdaa	
Let's sing	ngamdaa

Chant: to help the students remember the word ending/rime – 'aande' – the teacher will lead the class in a chant. It goes like this: "aande, aande, aande… mkade'aande, mkade'aande" and repeats using all ten colour words. Demonstrate how and encourage the students to snap their fingers every time 'aande' is spoken.
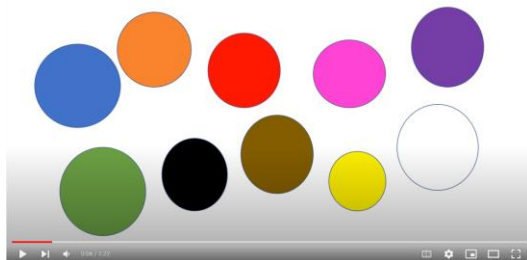
To view a short video demonstrating the chant, please visit this link or scan the QR code:
https://tinyurl.com/3bm9udkh

Here is the order of the words as they are presented in the clip: mkade'aande, miinaande, kiinaande, zhaawshkwaande, zaawaaminaande, giniiwaande, zhoomnaande, mskwaande, waabshkaande, and zaawaande. This can be easily adapted for use with the animate colour words.

Because all the words end the same way, they rhyme. But considering the length and therefore, difficulty level of the words, it might be tricky to use as a rhyme exercise with students.

Activity 9
Sounds

Goal 1: Students can identify the sound at the beginning of Anishinaabemowin words.

Identify the beginning sound in Anishinaabemowin words	
What do you hear?	Wenesh e'noondiman?
Let's say it together	Maamwi kididaa
*Use the vocabulary from the "What colour is this?" charts starting on p.29	

Activating Prior Knowledge: hopefully the students already have experience identifying initial sounds found in words such as in their names, etc., Do a quick warm-up asking what sound is heard at the beginning of several students' names.

Getting Started: After, ask the students, "What sound do you hear at the beginning of the word, 'mkade'aande'? Let's say it together". Say the word together, emphasizing the beginning sound and ask students to name the sound. Say the beginning sound /m/ together. Go through all the colour words and their beginning sounds in this manner.

Practice: When they are ready, in this session or the next, tell students they are going to find colour words that start with the same sound. Remind them how some student names start with the same sound by asking, "Whose name starts with /m/? We are going to find colour words that start with /m/. I am going to say two colour words and you tell me which one starts with 'm'. Ready? Listen carefully to the two words: 'mskwaande', 'kiinaande'. Which one starts with /m/? Go through several examples of pairs of words, sometimes saying the /m/ word first, and sometimes saying it second. Depending on their readiness, introduce more than two words at a time. Prepare an anchor chart like in the example below. As students identify the correct initial sounds, invite them to place the colour icon in the correct column. Such an anchor chart is a helpful visual tool for learners as they learn to say the colour words.

A class anchor chart for the beginning sounds of colour words looks like this:
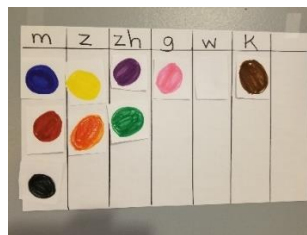
/m/ colour words	/z/ colour words	/zh/ colour words	/g/ /w/ /k/ colour words
mkade'aande	zaawaaminaande	zhoomnaande	giniiwaande
mskwaande	zaawaande	zhaawshkwaande	waabshkaande
miinaande			kiinaande

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# Additional Learning Opportunities

a) Class Book

Make a class book enlarging the icons in the blackline master or use student drawings. Include one printed colour word on each page. Students can be encouraged to add their own colour pictures to the book, ones that do not appear in the Sorting Crayons resource. After this book is co-created, make it accessible for them to 'read' throughout the school year. You can also use the finished book to review the colours as a whole group.

Variations on the class book: to focus on one colour at a time, create a class book for individual colours. For example, students can illustrate or colour red things for a 'Red Book' - Mskwaande Mizinigan.

b) Celebrating the learning of Anishinaabemowin with young learners

Make a cardstock necklace that says: Ask me how to say _[colour word]__? Gwejimishin waa zhi kidiyaanh…? As students learn colour words, applaud their accomplishments by having them wear the necklace around the school hallways so that the people in their learning community can engage with them and so that everyone can learn together.
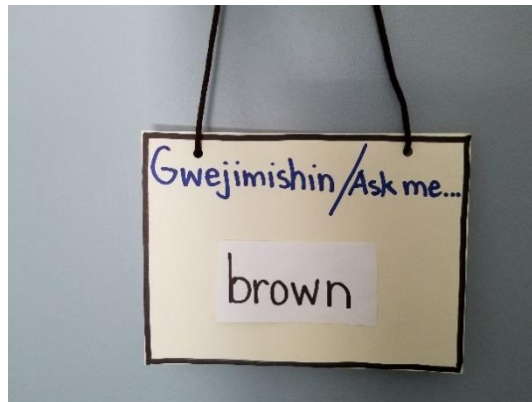
(The sample necklace here shows simplified text)

c) Learning in Context

Learning is most powerful when it takes place in context, as naturally as possible. Consider collecting coloured items that students use daily. Clothing such as socks are easy to come by and don't take up a lot of room in a classroom. Reinforcing colour words through what the students are wearing is an excellent way to reinforce the learning of colour words introduced through this idea kit. Take advantage of the incidental learning opportunities that present themselves everyday as students enter and exit the classroom.

PART 2 – GAMES / Damnowinan

Here are 6 simple games that can be played in the classroom to reinforce the learning of colour vocabulary using the flashcards included in this kit or by creating your own.

Game #1

Kim's Game

Materials needed: colour flashcards

This is a classic memory game that is usually played with objects but is perfectly suited to playing with flashcards. It can be adapted for different ages and levels by changing the number of cards you use and can be played with one child or as a group.

How to play: Show the colour flashcards to the children one by one and review the words. Place the cards on the floor or table and repeat the words slowly together. Gather up the cards and remove one, making sure the children don't see which! Then place the cards on the table again and ask which one is missing. You can repeat the game and ask the children in turn to remove one – just make sure the others don't peek!

Large group variation: Play the game in the same way as above. With a lot of children, it won't be practical to ask each child in turn to remove a card, but you can choose a few different children to be game helpers and remove a card to hide from the others. Just make sure that the next time you play the game you choose different children to be the game helpers so that the others don't feel left out! *For 3 – 4 years:* use 6 flashcards. *For 5 – 7 years:* use 8 – 10 cards.

Game #2

Pairs: e'niizhoong (Concentration)

Materials needed: colour flashcards

This is another classic flashcard game which has a lot of variations you can use depending on the age and level of your students.

How to play: Make two sets of colour flashcards. Mix up the order and place them face down. Ask a child to turn over 2 cards and to say the colour words. If the cards match the child can keep that pair and/or earns a point. If they don't match, turn the cards face down again and the next player has a turn.

Large group variation: Stick the flashcards to the board or pocket chart. Invite 2 students to come up and turn over a card. Repeat the words together as a class. If they match, the cards stay facing up. If they don´t match, turn them face down again. Repeat until all the pairs have been found. *For 3 – 4 years:* use 6 flashcards. *For 5 – 7 years:* use 8 – 10 cards.

Game #3

Musical Flashcards

Materials needed: colour flashcards

This is another fun game that gets students moving around while they learn! This game is great for revisiting and consolidating vocabulary.

How to play:

Variation 1 – for speaking practice and groups of 10 or less: Scatter lots of flashcards face down on a large table. Use as many flashcards as you like, but you need at least one per student. Make sure all the chairs are out of the way! Play some fun music and children dance around the table, moving in the same direction. When you stop the music, they pick up the card nearest to them and hold it up in the air. Ask them each in turn to say the word they have. They then place the cards back on the table face down and continue to dance around until you stop the music again.

Variation 2 – for listening practice and groups of 11 or more: Play the game as in variation 1, except that when you stop the music and the children pick up the card nearest to them, call out one or two of the colour words. The students who have those cards hold them up. Ask them to say the word. If none of the children hold up a card, check that no one has the card that you called out and say another colour. Afterwards they place the cards back on the table face down and continue to dance around until you stop the music again.

Game #4

Telephone: Giigido-biiyaabkoons
Materials needed: colour flashcards

This is a good game for listening and memory and is a great way to review vocabulary! If you have more than 10 children divide them into smaller groups and use a duplicate set of flashcards for each group.

How to play:

Stick some flashcards to the wall, or line them up on the floor or a table. Have the students stand in a line. Choose a word and whisper it to the first student. That student then whispers it to the next student and so on. The child at the end of the line must run and bring you the correct flashcard. Repeat, making sure to rotate the children in the line so that they all have a chance to find a card. ***For 3 – 4 years:*** use 6 flashcards. ***For 5 – 7 years:*** use 8 – 10 cards.

Game #5

Simon Says Show Me – Simon Kida: Zhinoomooshin
Materials needed: colour flashcards

This is a simple twist on the classic Simon Says game. Children are so enthusiastic about running to touch the flashcard that they often get caught when you don't say "Simon Kida"! It's great for developing listening skills and following instructions!

How to play:

Make sure the children understand the rules beforehand. Do a practice round to confirm that they understand. Stick some flashcards on the walls where children are able to touch them. Say *"Simon kida, zhinoomooshin (e.g. kiinaande)"*. Children must run to the kiinaande flashcard. When you give the instruction without saying "Simon kida", children must stay where they are. For large groups, make sure you have duplicate flashcards, so you don't have all the students

trying to converge on one card. For extra speaking practice you can also give different children a turn at being teacher and giving the instructions!

The 5 games listed above are adapted from: https://www.teatimemonkeys.com/five-of-the-best-flashcard-games-for-teaching-english-to-young-children/

Game #6

Go Fish – Giigoonhken!

Materials needed: Go Fish playing cards

This simple card game can be played in pairs or in small groups. Depending on the class size, it can be adapted as a whole group activity to reinforce the learning of Anishinaabemowin colour words.
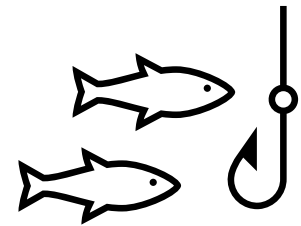
Go Fish: Giigoonhken!	
Do you have a ___?	Gda awaa na ___?
Yes, I have a ___!	Enh, da awaa ___!
No, I do not have a ___!	Kaa, gaawiin da awaasii ___!
Go fish!	Giigoonhken
I have a pair!	Ngodwewaan ndowaa
I won!	Ngii-pakinaage!
It's my turn.	Niintam
It's your turn.	Giintam
Let's play!	Ndamnadaa
Who's turn is it?	Wenesh wiintam?
Cards	Taadwinag

Instructions

Deal 5 cards to each player (2 to 4 players). The rest of the cards are spread out in the middle of the players face down. This can be called the pool of cards. Each player gets a turn in clockwise order.

Taking a Turn

During a turn the player asks their opponent if they have a particular colour of card. For example, the player asks,

"Do you have a <u>brown</u>? Gda awaa na <u>kiinaande</u>?"

If the opponent has any 'brown', then they say,

"Yes, I have a <u>brown</u>! Enh, da awaa <u>kiinaande</u>!"

> *Gda awaa na kiinaande?*

> *Kaa. Giigoonhken!*

and gives their 'brown' to the other player so they can make a pair. The player puts the pair face up on the table and they get to go again. If the opponent doesn't have any 'brown', then they say,

"No, I do not have a brown! Kaa, gaawiin da awaasii kiinaande!" AND: *"**Go fish! Giigoonhken!**"*

When you "**go fish**" you can take any card from the pool. If the player gets the cards they asked for, either from the pool or from the other player, then the player gets another turn. If a player runs out of cards and cards remain in the pool, they can take 5 cards from the pool to put in their hand.

Winning the Game

Go Fish is over when one player runs out of cards and/or there are no more cards in the pool. The winner is determined by who has the most pairs of cards.

PART 3 – Assessment and Reporting

Ongoing assessment of student learning in Anishinaabemowin is important for all partners in education: teachers, parents, and especially for students. Included here are some potential tools for monitoring the progress of student learning.

1. Can Do Statements
    a) Listening
    b) Speaking
    c) Oral Language
        i. Can Do Statements – original oral language statements
        ii. Can Do Statements – 3 Can Do style statements based on the oral language activities included in this resource
2. Assessment Checklists
    a) Listening Skills
    b) Speaking Skills
        i. Progress Note – Home Connection

1.   Can Do Statements

The WIDA (World-Class Instructional Design and Assessment) Consortium and the 'can do' statements are one of the recommended methods of assessment by the First Nations Education Steering Committee (FNESC) of British Columbia, as found in the First Nations Language Curriculum Building Guide. The links to the WIDA Can Do Descriptors and the FN Language Curriculum Guide are included below.

The Can Do Descriptors describe what language learners can do with language across different content areas. They are designed for use with students learning English as a second language

but can be adapted for Anishinaabemowin second language learners. Some of the descriptors for kindergarten are included in this document.

Some sample Can Do Statements are included in this document. <u>They are included as an example only and should be adapted for the specific use of your learners.</u>

https://wida.wisc.edu/teach/can-do/descriptors

https://www.fnesc.ca/wp/wp-content/uploads/2016/04/614108-FNESC-LANGUAGE-BULDING-CURRICULUM-BOOK-290316-B-F-with-Cover.pdf

WIDA Can Do Statements

Date:	
1a) LISTENING "I can…"	Student Names
point to pictures described orally in context.	
find familiar objects described orally ("Show me the colour brown?").	
identify personal choice from different examples (i.e., "Show me your favourite colour").	
classify everyday objects by descriptive features (i.e., red ones, blue ones…).	
follow modeled, one-step oral directions (i.e., "Show me the green").	
1b) SPEAKING "I can…"	
repeat words and short phrases.	
participate in group chants, prayers using gestures or movement.	
identify and name some everyday objects.	
stating personal likes from oral prompts (i.e., colour).	
name choices from models (i.e., "yellow or red?").	
1ci) ORAL LANGUAGE "I can…"	
attend to the speaker to demonstrate understanding.	
follow routines, chants.	
participate in exchanges with peers (e.g., playing card games).	
1cii) ORAL LANGUAGE "I can…"	
clap the number of syllables in some Anishinaabemowin words.	
put words back together that have been broken into syllables.	
identify the sound at the beginning of some Anishinaabemowin words.	

2. Assessment Checklists

Included here are two tracking tools that can be easily adapted for teach use. They are designed to help the teacher keep track of the colour words that students can identify through a) listening as well as the colour words they can recall through b) speaking.

2a) Listening Skills

Method: The teacher and helper sit with a small group of students at a table. On display are pictures or objects of all the colour words to be assessed. Teacher says, "I will say the colour word and you will point to the colour." The helper prints: M, S, or NY in the appropriate column beside each student's name. This checklist can be administered twice: before teaching and at the end of the instructional unit. This is a long list: only assess the words that will be or have been formally taught.

As an alternative to administering the checklist prior to teaching, student comprehension can be informally surveyed in a whole group setting. In this method, the teacher says the colour word(s) and asks students to point to the colour indicated. This may be the more efficient approach if the teacher is pretty sure that the students do not yet know colour words. The teacher records the results and adjusts their teaching approach accordingly.

Pre-Assessment OR Post-Assessment (circle one)

Date:

Student Names	mkade' aande	miinaande	kiinaande	zhaawshkwaande	zaawaaminaande	giniiwaande	zhoomnaande	mskwaande	waabshkaande	zaawaande
M = mastered		S = somewhat			NY = not yet					

Adapted From: Chief Matthews School, BC; First Nation Language Curriculum Building Guide Appendix 5

2b) Speaking Skills

Method: The teacher and/or helper sits with individual students at a table. On display are pictures or objects of all the colour words to be assessed. Teacher says, "When I point to the colour, I would like you to say the colour word." The teacher and/or helper prints: M, S, or NY in the appropriate column beside each student's name. This is a long list: only assess the words have been formally taught.

Only administer this speaking checklist before teaching IF students have demonstrated comprehension on the listening skills assessment checklist.

Date:

Student Names	mkade' aande	miinaande	kiinaande	zhaawshkwaande	zaawaaminaande	giniiwaande	zhoomnaande	mskwaande	waabshkaande	zaawaande
M = mastered S = somewhat NY = not yet										

2bi) HOME CONNECTION - Teacher can fill in and send home with students:

ANISHINAABEMOWIN
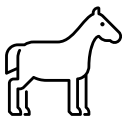
Student: Date:
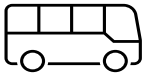
LISTENING -   When someone says these colour words in Anishinaabemowin, I can <u>identify</u>
               these colours:

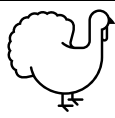SPEAKING –   When someone points to a colour, I can <u>say</u> these colour words in
               Anishinaabemowin:

PART 4 – TRANSLATION CHARTS & SUPPLEMENTARY RESOURCES

These are all the items contained with the Sorting Crayons Resource:

apple	mshiimin		horse	bezhgoogzhii	
bag	mshkimod		ice cream	mskodinmagan	
banana	wewaagaag		leaf	niibiish	
bear	mkwa		lemon	bookde'min	
boat	jiimaan		lion	mshibzhii	
butterfly	memengwaanh		pencil	zhibiiganaatik	
carrot	jiisenhs		pig	gookoosh	
cat	gaazhag		plane	mbaaschigan	
cedar	giizhik		popsicle	mkoomiins	
cookie	bkwezhigaans		potato chip	kaakapchigaans	
deer	waawaashkesh		pumpkin	kosmaan	

donut	bkwezhigaans		school bus	kinomaage-daabaan	
dragonfly	aabo daanshiinh		squirrel	jidmoonh	
eyeglasses	shkiinzhgokaajganan		star	nang	
firetruck	aatege-daabaan		strawberry	demin	
fish	giigoonh		sweetgrass	wiingash	
flowers	waawaaskoneyin		tomato	tametoonh	
frog	magkii		tree	mtik	
grapes	zhoominan		turkey	mizise	
grasshopper	pakne		worm	zhignaawish	
heart	ode				

INANIMATE (in) or ANIMATE (an)					
apple	mshiimin	an	horse	bezhgoogzhii	an
bag	mshkimod	in	ice cream cone	mskodinmagan	in
banana	wewaagaag	in	leaf	niibiish	in
bear	mkwa	an	lemon	bookde'min	in
boat	jiimaan	in	lion	mshibzhii	an
butterfly	memengwaanh	an	pencil	zhibiiganaatik	an
carrot	jiisenhs	in	pig	gookoosh	an
cat	gaazhag	an	plane	mbaaschigan	in
cedar	giizhik	an	popsicle	mkoomiins	an
cookie	bkwezhigaans	in	potato chip	kaakapchigaans	an
deer	waawaashkesh	an	pumpkin	kosmaan	in
donut	bkwezhigaans	in	school bus	kinomaage-daabaan	an
dragonfly	aabo daanshiinh	an	squirrel	jidmoonh	an
eyeglasses	shkiinzhgokaajganan	in	star	nang	an
firetruck	aatege-daabaan	an	strawberry	demin	in
fish	giigoonh	an	sweetgrass	wiingash	in
flowers	waawaaskoneyin	an	tomato	tametoonh	in
frog	magkii	an	tree	mtik	an
grapes	zhoominan	in	turkey	mizise	an
grasshopper	pakne	an	worm	zhignaawish	an
heart	ode	in			

		Sorting Crayons – Items Vocabulary	
yellow	school bus	kinomaage-daabaan	**zaawaanza** kinomaage-daabaan
	star	nang	**zaawaanza**-nang
	potato chip	kaakapchigaans	**zaawaanza**-kaakapchigaans
	banana	wewaagaag	**zaawaande** wewaagaag
	leaf	niibiish	**zaawaande**-niibiish
	lemon	bookde'min	**zaawaande**-bookde'min
pink	ice cream cone	mskodinmagan	**giniiwaande** mskodinmagan
	donut	bkwezhigaans	**giniiwaande** bkwezhigaans
	heart	ode	**giniiwaande** de
	flowers	waawaaskoneyin	**giniiwaandenoon** waawaaskoneyin
	pig	gookoosh	**giniiwaanza** gookoosh
	worm	zhignaawish	**giniiwaanza** zhignaawish
brown	cookie	bkwezhigaans	**kiinaande** bkwezhigaans
	turkey	mizise	**kiinaanza** mizise
	horse	bezhgoogzhii	**kiinaanza** bezhgoogzhii
	lion	mshibzhii	**kiinaanza** mshibzhii
	squirrel	jidmoonh	**kiinaanza** jidmoonh
blue	bag	mshkimod	**miinaande** mshkimod
	boat	jiimaan	**miinaande** jiimaan
	eyeglasses	shkiinzhgokaajganan	**miinaandenoon** shkiinzhgokaajganan
	fish	giigoonh	**miinaanza** giigoonh
	bear	mkwa	**miinaanza** mkwa
	deer	waawaashkesh	**miinaanza** waawaashkesh
red	tomato	tametoonh	**mskwaande**-tametoonh
	strawberry	demin	**mskwaande**-demin
	firetruck	aatege-daabaan	**mskwaanza**-aatege-daabaan
	apple	mshiimin	**mskwaanza**-mshiimin
green	sweetgrass	wiingash	**zhaawshkwaande** wiingash
	grapes	zhoominan	**zhaawshkwaandenoon** zhoominan
	cedar	giizhik	**zhaawshkwaanza** giizhik
	grasshopper	pakne	**zhaawshkwaanza** pakne
	frog	magkii	**zhaawshkwaanza** magkii
	tree	mtik	**zhaawshkwaanza** mtik
purple	plane	mbaaschigan	**zhoomnaande** mbaaschigan
	grapes	zhoominan	**zhoomnaandenoon** zhoominan
	fish	giigoonh	**zhoomnaanza** giigoonh
	dragonfly	aabo daanshiinh	**zhoomnaanza** aabo daanshiinh
	butterfly	memengwaanh	**zhoomnaanza** memengwaanh
	popsicle	mkoomiins	**zhoomnaanza** mkoomiins
orange	pumpkin	kosmaan	**zaawaaminaande** kosmaan
	carrot	jiisenhs	**zaawaaminaande** jiisenhs
	fish	giigoonh	**zaawaaminaanza** giigoonh
	popsicle	mkoomiins	**zaawaaminaanza** mkomiins
	cat	gaazhag	**zaawaaminaanza** gaazhag
	pencil	zhibiiganaatik	**zaawaaminaanza** zhibiiganaatik

WHAT COLOUR IS THIS? (EIGHT CHARTS)

YELLOW INANIMATE – ZAAWAANDE

What colour is this ___?	*Aaniish maanda ___ enaandeg?*
What colour is this <u>banana</u>? What colour is this <u>leaf</u>? What colour is this <u>lemon</u>?	Aaniish maanda <u>wewaagaag</u> enaandeg? Aaniish maanda <u>niibiish</u> enaandeg? Aaniish maanda <u>bookde'min</u> enaandeg?
The <u>banana</u> is yellow. The <u>leaf</u> is yellow. The <u>lemon</u> is yellow.	Zaawaande gwa we <u>wewaagaag</u>. Zaawaande gwa we <u>niibiish</u>. Zaawaande gwa we <u>bookde'min</u>.
Is the <u>banana</u> yellow? Is the <u>leaf</u> yellow? Is the <u>lemon</u> yellow?	Zaawaande na maanda <u>wewaagaag</u>? Zaawaande na maanda <u>niibiish</u>? Zaawaande na maanda <u>bookde'min</u>?
Yes, the <u>banana</u> is yellow. Yes, the <u>leaf</u> is yellow. Yes, the <u>lemon</u> is yellow.	Enh, zaawaande gwa we <u>wewaagaag</u>. Enh, zaawaande gwa we <u>niibiish</u>. Enh, zaawaande gwa we <u>bookde'min</u>.
No, the <u>banana</u> is not yellow. No, the <u>leaf</u> is not yellow. No, the <u>lemon</u> is not yellow.	Kaa, gaawiin gwa we <u>wewaagaag</u> zaawaand**esno**. Kaa, gaawiin gwa we <u>niibiish</u> zaawaand**esno**. Kaa, gaawiin gwa we <u>bookde'min</u> zaawaand**esno**.

YELLOW ANIMATE – ZAAWAANZA

What colour is this ___?	*Aaniish maaba ___ enaazat?*
What colour is this <u>potato chip</u>? What colour is this <u>school bus</u>? What colour is this <u>star</u>?	Aaniish maaba <u>kaakapchigaans</u> enaazat? Aaniish maaba <u>kinomaage-daabaan</u> enaazat? Aaniish maaba <u>nang</u> enaazat?
The <u>potato chip</u> is yellow. The <u>school bus</u> is yellow. The <u>star</u> is yellow.	Zaawaanza gwa wa <u>kaakapchigaans</u>. Zaawaanza gwa wa <u>kinomaage-daabaan</u>. Zaawaanza gwa wa <u>nang</u>.
Is the <u>potato chip</u> yellow? Is the <u>school bus</u> yellow? Is the <u>star</u> yellow?	Zaawaanza na maaba <u>kaakapchigaans</u>? Zaawaanza na maaba <u>kinomaage-daabaan</u>? Zaawaanza na maaba <u>nang</u>?
Yes, the <u>potato chip</u> is yellow. Yes, the <u>school bus</u> is yellow. Yes, the <u>star</u> is yellow.	Enh, zaawaanza gwa wa <u>kaakapchigaans</u>. Enh, zaawaanza gwa wa <u>kinomaage-daabaan</u>. Enh, zaawaanza gwa wa <u>nang</u>.
No, the <u>potato chip</u> is not yellow. No, the <u>school bus</u> is not yellow No, the <u>star</u> is not yellow.	Kaa, gaawiin gwa zaawaanz**aasii** wa <u>kaakapchigaans</u>. Kaa, gaawiin gwa zaawaanz**aasii** wa <u>kinomaage-daabaan</u>. Kaa, gaawiin gwa zaawaanz**aasii** wa <u>nang</u>.

PINK INANIMATE – GINIIWAANDE

What colour is this ___?	*Aaniish maanda ___ enaandeg?*
What colour is this <u>ice cream</u>?	Aaniish maanda <u>mskodinmagan</u> enaandeg?
What colour is this <u>donut</u>?	Aaniish maanda <u>bkwezhigaans</u> enaandeg?
What colour is this <u>heart</u>?	Aaniish maanda <u>ode</u> enaandeg?
What colour are the <u>flowers</u>?	Aaniish ninda <u>waawaaskoneyin</u> enaandegin?
The <u>ice cream</u> is pink.	Giniiwaande gwa we <u>mskodinmagan</u>.
The <u>donut</u> is pink.	Giniiwaande gwa we <u>bkwezhigaans</u>.
The <u>heart</u> is pink.	Giniiwaande gwa we <u>ode</u>.
The <u>flowers</u> are pink	Giniiwaandenoon gwa newe <u>waawaaskoneyin</u>.
Is the <u>ice cream</u> pink?	Giniiwaande na maanda <u>mskodinmagan</u>?
Is the <u>donut</u> pink?	Giniiwaande na maanda <u>bkwezhigaans</u>?
Is the <u>heart</u> pink?	Giniiwaande na maanda <u>ode</u>?
Are the <u>flowers</u> pink?	Giniiwaandenoon na newe <u>waawaaskoneyin</u>?
Yes, the <u>ice cream</u> is pink.	Enh, giniiwaande gwa we <u>mskodinmagan</u>.
Yes, the <u>donut</u> is pink.	Enh, giniiwaande gwa we <u>bkwezhigaans</u>.
Yes, the <u>heart</u> is pink.	Enh, giniiwaande gwa we <u>ode</u>.
Yes, the <u>flowers</u> are pink.	Enh, giniiwaandenoon gwa newe <u>waawaaskoneyin</u>.
No, the <u>ice cream</u> is not pink.	Kaa, gaawiin gwa we <u>mskodinmagan</u> giniiwaand**esno**.
No, the <u>donut</u> is not pink.	Kaa, gaawiin gwa we <u>bkwezhigaans</u> giniiwaand**esno**.
No, the <u>heart</u> is not pink.	Kaa, gaawiin gwa we <u>ode</u> giniiwaand**esno**.
No, the <u>flowers</u> are not pink.	Kaa, gaawiin gwa newe <u>waawaaskoneyin</u> giniiwaandesnoon.

PINK ANIMATE – GINIIWAANZA

What colour is this ___?	*Aaniish maaba ___ enaazat?*
What colour is this <u>pig</u>?	Aaniish maaba <u>gookoosh</u> enaazat?
What colour is this <u>worm</u>?	Aaniish maaba <u>zhignaawish</u> enaazat?
What colour is this ___?	Aaniish maaba ___ enaazat?
The <u>pig</u> is pink.	Giniiwaanza gwa wa <u>gookoosh</u>.
The <u>worm</u> is pink.	Giniiwaanza gwa wa <u>zhignaawish</u>.
The ___ is pink. *find something pink	Giniiwaanza gwa wa ___.
Is the <u>pig</u> pink?	Giniiwaanza na maaba <u>gookoosh</u>?
Is the <u>worm</u> pink?	Giniiwaanza na maaba <u>zhignaawish</u>?
Is the ___ pink?	Giniiwaanza na maaba ___?
Yes, the <u>pig</u> is pink.	Enh, giniiwaanza gwa wa <u>gookoosh</u>.
Yes, the worm is pink.	Enh, giniiwaanza gwa wa <u>zhignaawish</u>.
Yes, the ___ is pink.	Enh, giniiwaanza gwa wa ___.
No, the <u>pig</u> is not pink.	Kaa, gaawiin gwa giniiwaanz**aasii** wa <u>gookoosh</u>.
No, the <u>worm</u> is not pink	Kaa, gaawiin gwa giniiwaanz**aasii** wa <u>zhignaawish</u>.
No, the ___ is not pink.	Kaa, gaawiin gwa giniiwaanz**aasii** wa ___.

BROWN INANIMATE – KIINAANDE

What colour is this ___?	Aaniish maanda ___ enaandeg?
What colour is this <u>cookie</u>?	Aaniish maanda <u>bkwezhigaans</u> enaandeg?
What colour is this ___?	Aaniish maanda ___ enaandeg?
What colour is this ___?*find 2 brown things	Aaniish maanda ___ enaandeg?
The <u>cookie</u> is brown.	Kiinaande gwa we <u>bkwezhigaans</u>.
The ___ is brown.	Kiinaande gwa we ___.
The ___ is brown.	Kiinaande gwa we ___.
Is the <u>cookie</u> brown?	Kiinaande na maanda <u>bkwezhigaans</u>?
Is the ___ brown?	Kiinaande na maanda ___?
Is the ___ brown?	Kiinaande na maanda___?
Yes, the <u>cookie</u> is brown.	Enh, kiinaande gwa we <u>bkwezhigaans.</u>
Yes, the ___ is brown.	Enh, kiinaande gwa we ___.
Yes, the ___ is brown.	Enh, kiinaande gwa we ___.
No, the <u>cookie</u> is not brown.	Kaa, gaawiin gwa we <u>bkwezhigaans</u> kiinaand**esno**.
No, the ___ is not brown.	Kaa, gaawiin gwa we ___ kiinaand**esno**.
No, the ___ is not brown.	Kaa, gaawiin gwa we ___ kiinaand**esno**.

BROWN ANIMATE – KIINAANZA

What colour is this ___?	Aaniish maaba ___ enaazat?
What colour is this <u>turkey</u>?	Aaniish maaba <u>mizise</u> enaazat?
What colour is this <u>horse</u>?	Aaniish maaba <u>bezhgoogzhii</u> enaazat?
What colour is this <u>squirrel</u>?	Aaniish maaba <u>jidmoonh</u> enaazat?
The <u>turkey</u> is brown.	Kiinaanza gwa wa <u>mizise</u>.
The <u>horse</u> is brown.	Kiinaanza gwa wa <u>bezhgoogzhii</u>.
The <u>squirrel</u> is brown.	Kiinaanza gwa wa <u>jidmoonh</u>.
Is the <u>turkey</u> brown?	Kiinaanza na maaba <u>mizise</u>?
Is the <u>horse</u> brown?	Kiinaanza na maaba <u>bezhgoogzhii</u>?
Is the <u>squirrel</u> brown?	Kiinaanza na maaba <u>jidmoonh</u>?
Yes, the <u>turkey</u> is brown.	Enh, kiinaaanza gwa wa <u>mizise</u>.
Yes, the <u>horse</u> is brown.	Enh, kiinaaanza gwa wa <u>bezhgoogzhii</u>.
Yes, the <u>squirrel</u> is brown.	Enh, kiinaaanza gwa wa <u>jidmoonh</u>.
No, the <u>turkey </u>is not brown.	Kaa, gaawiin gwa kiinaanz**aasii** wa <u>mizise.</u>
No, the <u>horse</u> is not brown	Kaa, gaawiin gwa kiinaanz**aasii** wa <u>bezhgoogzhii</u>.
No, the <u>squirrel</u> is not brown.	Kaa, gaawiin gwa kiinaanz**aasii** wa <u>jidmoonh.</u>

*omitted the lion

BLUE INANIMATE – MIINAANDE

What colour is this ___?	*Aaniish maanda ___ enaandeg?*
What colour is this <u>bag</u>? What colour is this <u>boat</u>? What colour are the <u>eyeglasses</u>?	Aaniish maanda <u>mshkimod</u> enaandeg? Aaniish maanda <u>jiimaan</u> enaandeg? Aaniish ninda <u>shkiinzhgokaajganan</u> enaandegin?
The <u>bag</u> is blue. The <u>boat</u> is blue. The <u>eyeglasses</u> are blue.	Miinaande gwa we <u>mshkimod</u>. Miinaande gwa we <u>jiimaan</u>. Miinaandenoon gwa newe <u>shkiinzhgokaajganan</u>.
Is the <u>bag</u> blue? Is the <u>boat</u> blue? Are the <u>eyeglasses</u> blue?	Miinaande na maanda <u>mshkimod</u>? Miinaande na maanda <u>jiimaan</u>? Miinaandenoon na newe <u>shkiinzhgokaajganan</u>?
Yes, the <u>bag</u> is blue. Yes, the <u>boat</u> is blue. Yes, the <u>eyeglasses</u> are blue.	Enh, miinaande gwa we <u>mshkimod</u>. Enh, miinaande gwa we <u>jiimaan</u>. Enh, miinaandenoon gwa newe <u>shkiinzhgokaajganan</u>.
No, the <u>bag</u> is not blue. No, the <u>boat</u> is not blue. No, the <u>eyeglasses</u> are not blue.	Kaa, gaawiin gwa we <u>mshkimod</u> miinaand**esno**. Kaa, gaawiin gwa we <u>jiimaan</u> miinaand**esno**. Kaa, gaawiin gwa we <u>shkiinzhgokaajganan</u> miinaand**esno**.

BLUE ANIMATE – MIINAANZA

What colour is this ___?	*Aaniish maaba ___ enaazat?*
What colour is this <u>bear</u>? What colour is this <u>deer</u>? What colour is this <u>fish</u>?	Aaniish maaba <u>mkwa</u> enaazat? Aaniish maaba <u>waawaashkesh</u> enaazat? Aaniish maaba <u>giigoonh</u> enaazat?
The <u>bear</u> is blue. The <u>deer</u> is blue. The <u>fish</u> is blue.	Miinaanza gwa wa <u>mkwa</u>. Miinaanza gwa wa <u>waawaashkesh</u>. Miinaanza gwa wa <u>giigoonh</u>.
Is the <u>bear</u> blue? Is the <u>deer</u> blue? Is the <u>fish</u> blue?	Miinaanza na maaba <u>mkwa</u>? Miinaanza na maaba <u>waawaashkesh</u>? Miinaanza na maaba <u>giigoonh</u>?
Yes, the <u>bear</u> is blue. Yes, the <u>deer</u> is blue. Yes, the <u>fish</u> is blue.	Enh, miinaanza gwa wa <u>mkwa</u>. Enh, miinaanza gwa wa <u>waawaashkesh</u>. Enh, miinaanza gwa wa <u>giigoonh</u>.
No, the <u>bear</u> is not blue. No, the <u>deer</u> is not blue No, the <u>fish</u> is not blue.	Kaa, gaawiin gwa miinaanz**aasii** wa <u>mkwa</u>. Kaa, gaawiin gwa miinaanz**aasii** wa <u>waawaashkesh</u>. Kaa, gaawiin gwa miinaanz**aasii** wa <u>giigoonh</u>.

RED INANIMATE – MSKWAANDE

What colour is this ___?	*Aaniish maanda ___ enaandeg?*
What colour is this strawberry? What colour is this tomato?	Aaniish maanda demin enaandeg? Aaniish maanda tametoonh enaandeg?
The strawberry is red. The tomato is red.	Mskwaande gwa we demin. Mskwaande gwa we tametoonh.
Is the strawberry red? Is the tomato red?	Mskwaande na maanda demin? Mskwaande na maanda tametoonh?
Yes, the strawberry is red. Yes, the tomato is red.	Enh, mskwaande gwa we demin. Enh, mskwaande gwa we tametoonh.
No, the strawberry is not red. No, the tomato is not red.	Kaa, gaawiin gwa we demin mskwaand**esno**. Kaa, gaawiin gwa we tametoonh mskwaand**esno**.

RED ANIMATE – MSKWAANZA

What colour is this ___?	*Aaniish maaba ___ enaazat?*
What colour is this apple? What colour is this firetruck?	Aaniish maaba mshiimin enaazat? Aaniish maaba aatege-daabaan enaazat?
The apple is red. The firetruck is red.	Mskwaanza gwa wa mshiimin. Mskwaanza gwa wa aatege-daabaan.
Is the apple red? Is the firetruck red?	Mskwaanza na maaba mshiimin? Mskwaanza na maaba aatege-daabaan?
Yes, the apple is red. Yes, the firetruck is red.	Enh, mskwaanza gwa wa mshiimin. Enh, mskwaanza gwa wa aatege-daabaan.
No, the apple is not red. No, the firetruck is not red.	Kaa, gaawiin gwa mskwaanz**aasii** wa mshiimin. Kaa, gaawiin gwa mskwaanz**aasii** wa aatege-daabaan.

GREEN INANIMATE – ZHAAWSHKWAANDE

What colour is this ___?	Aaniish maanda ___ enaandeg?
What colour is the sweetgrass? What colour are the grapes?	Aaniish maanda wiingash enaandeg? Aaniish ninda zhoominan enaandegin?
The sweetgrass is green. The grapes are green.	Zhaawshkwaande gwa we wiingash. Zhaawshkwaandenoon gwa newe zhoominan.
Is the cookie green? Are the grapes green?	Zhaawshkwaande na maanda wiingash? Zhaawshkwaandenoon na newe zhoominan?
Yes, the cookie is green. Yes, the grapes are green.	Enh, zhaawshkwaande gwa we wiingash. Enh, zhaawshkwaandenoon gwa newe zhoominan.
No, the cookie is not green. No, the grapes are not green.	Kaa, gaawiin gwa we wiingash zhaawshkwaande**esno**. Kaa, gaawiin gwa newe zhoominan zhaawshkwaand**esnoon**.

GREEN ANIMATE – ZHAAWSHKWAANZA

What colour is this ___?	Aaniish maaba ___ enaazat?
What colour is this cedar? What colour is this frog? What colour is this grasshopper? What colour is this tree?	Aaniish maaba giizhik enaazat? Aaniish maaba magkii enaazat? Aaniish maaba pakne enaazat? Aaniish maaba mtik enaazat?
The cedar is green. The frog is green. The grasshopper is green. The tree is green.	Zhaawshkwaanza gwa wa giizhik. Zhaawshkwaanza gwa wa magkii. Zhaawshkwaanza gwa wa pakne. Zhaawshkwaanza gwa wa mtik.
Is the cedar green? Is the frog green? Is the grasshopper green? Is the tree green?	Zhaawshkwaanza na maaba giizhik? Zhaawshkwaanza na maaba magkii? Zhaawshkwaanza na maaba pakne? Zhaawshkwaanza na maaba mtik?
Yes, the cedar is green. Yes, the frog is green. Yes, the grasshopper is green. Yes, the tree is green.	Enh, zhaawshkwaanza gwa wa giizhik. Enh, zhaawshkwaanza gwa wa magkii. Enh, zhaawshkwaanza gwa wa pakne. Enh, zhaawshkwaanza gwa wa mtik.
No, the cedar is not green. No, the frog is not green No, the grasshopper is not green. No, the tree is not green.	Kaa, gaawiin gwa zhaawshkwaanz**aasii** wa giizhik. Kaa, gaawiin gwa zhaawshkwaanz**aasii** wa magkii. Kaa, gaawiin gwa zhaawshkwaanz**aasii** wa pakne. Kaa, gaawiin gwa zhaawshkwaanz**aasii** wa mtik.

PURPLE INANIMATE – ZHOOMNAANDE

| *What colour is this ___?*	*Aaniish maanda ___ enaandeg?*
What colour is this plane?	Aaniish maanda mbaaschigan enaandeg?
What colour is this ___?	Aaniish maanda ___ enaandeg?
What colour is this ___? *find 2 purple things	Aaniish maanda ___ enaandeg?
The plane is purple.	Zhoomnaande gwa we mbaaschigan.
The ___ is purple.	Zhoomnaande gwa we ___.
The ___ is purple.	Zhoomnaande gwa we ___.
Is the plane purple?	Zhoomnaande na maanda mbaaschigan?
Is the ___ purple?	Zhoomnaande na maanda ___?
Is the ___ purple?	Zhoomnaande na maanda___?
Yes, the plane is purple.	Enh, zhoomnaande gwa we mbaaschigan.
Yes, the ___ is purple.	Enh, zhoomnaande gwa we ___.
Yes, the ___ is purple.	Enh, zhoomnaande gwa we ___.
No, the plane is not purple.	Kaa, gaawiin gwa we mbaaschigan zhoomnaand**esno**.
No, the ___ is not purple.	Kaa, gaawiin gwa we ___ zhoomnaand**esno**.
No, the ___ is not purple.	Kaa, gaawiin gwa we ___ zhoomnaand**esno**.

PURPLE ANIMATE – ZHOOMNAANZA

| *What colour is this ___?*	*Aaniish maaba ___ enaazat?*
What colour is this butterfly?	Aaniish maaba memengwaanh enaazat?
What colour is this dragonfly?	Aaniish maaba aabo daanshiinh enaazat?
What colour is this fish?	Aaniish maaba giigoonh enaazat?
What colour is this popsicle?	Aaniish maaba mkomiins enaazat?
The butterfly is purple.	Zhoomnaanza gwa wa memengwaanh.
The dragonfly is purple.	Zhoomnaanza gwa wa aabo daanshiinh.
The fish is purple.	Zhoomnaanza gwa wa giigoonh.
The popsicle is purple.	Zhoomnaanza gwa wa mkomiins.
Is the butterfly purple?	Zhoomnaanza na maaba memengwaanh?
Is the dragonfly purple?	Zhoomnaanza na maaba aabo-daanshiinh?
Is the fish purple?	Zhoomnaanza na maaba giigoonh?
Is the popsicle purple?	Zhoomnaanza na maaba mkomiins?
Yes, the butterfly is purple.	Enh, Kiinaaanza gwa wa memengwaanh.
Yes, the dragonfly is purple.	Enh, Kiinaaanza gwa wa aabo daanshiinh.
Yes, the fish is purple.	Enh, Kiinaaanza gwa wa giigoonh.
Yes, the popsicle is purple.	Enh, Kiinaaanza gwa wa mkomiins.
No, the butterfly is not purple.	Kaa, gaawiin gwa kiinaanz**aasii** wa memengwaanh.
No, the dragonfly is not purple	Kaa, gaawiin gwa kiinaanz**aasii** wa aabo daanshiinh.
No, the fish is not purple.	Kaa, gaawiin gwa kiinaanz**aasii** wa giigoonh.
No, the popsicle is not purple.	Kaa, gaawiin gwa kiinaanz**aasii** wa mkomiins.

ORANGE INANIMATE – ZAAWAAMINAANDE

What colour is this ___?	*Aaniish maanda ___ enaandeg?*
What colour is this carrot? What colour is this pumpkin? *	Aaniish maanda jiisenhs enaandeg? Aaniish maanda kosmaan enaandeg?
The carrot is orange. The pumpkin is orange. The ___ is orange.	Zaawaaminaande gwa we jiisenhs. Zaawaaminaande gwa we kosmaan. Zaawaaminaande gwa we ___.
Is the carrot orange? Is the pumpkin orange? Is the ___ orange?	Zaawaaminaande na maanda jiisenhs? Zaawaaminaande na maanda kosmaan? Zaawaaminaande na maanda___?
Yes, the carrot is orange. Yes, the pumpkin is orange. Yes, the ___ is orange.	Enh, zaawaaminaande gwa we jiisenhs. Enh, zaawaaminaande gwa we kosmaan. Enh, zaawaaminaande gwa we ___.
No, the carrot is not orange. No, the pumpkin is not orange. No, the ___ is not orange.	Kaa, gaawiin gwa we jiisenhs zaawaaminaand**esno**. Kaa, gaawiin gwa we kosmaan zaawaaminaand**esno**. Kaa, gaawiin gwa we ___ zaawaaminaand**esno**.

ORANGE ANIMATE – ZAAWAAMINAANZA

What colour is this ___?	*Aaniish maaba ___ enaazat?*
What colour is this cat? What colour is this fish? What colour is this pencil? What colour is this popsicle?	Aaniish maaba gaazhag enaazat? Aaniish maaba giigoonh enaazat? Aaniish maaba jidmoonh enaazat? Aaniish maaba mkomiins enaazat?
The cat is orange. The fish is orange. The pencil is orange. The popsicle is orange.	Zaawaaminaanza gwa wa gaazhag. Zaawaaminaanza gwa wa giigoonh. Zaawaaminaanza gwa wa jidmoonh. Zaawaaminaanza gwa wa mkomiins.
Is the cat orange? Is the fish orange? Is the pencil orange? Is the popsicle orange?	Zaawaaminaanza na maaba gaazhag? Zaawaaminaanza na maaba giigoonh? Zaawaaminaanza na maaba jidmoonh? Zaawaaminaanza na maaba mkomiins?
Yes, the cat is orange. Yes, the fish is orange. Yes, the pencil is orange. Yes, the popsicle is orange.	Enh, zaawaaminaanza gwa wa gaazhag. Enh, zaawaaminaanza gwa wa giigoonh. Enh, zaawaaminaanza gwa wa jidmoonh. Enh, zaawaaminaanza gwa wa jidmoonh.
No, the cat is not orange. No, the fish is not orange No, the pencil is not orange. No, the popsicle is not orange.	Kaa, gaawiin gwa zaawaaminaaz**aasii** wa gaazhag. Kaa, gaawiin gwa zaawaaminaazaasii wa giigoonh. Kaa, gaawiin gwa zaawaaminaazaasii wa jidmoonh. Kaa, gaawiin gwa zaawaaminaazaasii wa mkomiins.

|		SINGULAR	PLURAL
YELLOW	inanimate	zaawaande	zaawaandenoon
		zaawaand**esno (neg)**	zaawaand**esnoon (neg)**
	animate	zaawaanza	zaawaanzaawok
		zaawaanz**aasii (neg)**	zaawaanz**aasiiwok (neg)**
RED	inanimate	mskwaande	mskwaandenoon
		mskwaand**esno (neg)**	mskwaand**esnoon (neg)**
	animate	mskwaanza	mskwaanzawok
		mskwaanz**asii (neg)**	mskwaanz**asiiwok (neg)**
BLACK	inanimate	mkade'aande	mkade'aandenoon
		mkade'aand**esno (neg)**	mkade'aand**esnoon (neg)**
	animate	mkade'aanza	mkade'aanzook
		mkade'aanz**aasii (neg)**	mkade'aanz**aasiiwok (neg)**
GREEN	inanimate	zhaawshkwaande	zhaawshkwaandenoon
		zhaawshkwaand**esno (neg)**	zhaawshkwaand**esnoon (neg)**
	animate	zhaawshkwaanza	zhaawshkwaanzawok
		zhaawshkwaanz**asii (neg)**	zhaawshkwaanz**asiiwok (neg)**
PINK	inanimate	giniiwaande	giniiwaandenoon
		giniiwaand**esno (neg)**	giniiwaand**esnoon (neg)**
	animate	giniiwaanza	giniiwaanzawok
		giniiwaanz**asii (neg)**	giniiwaanz**asiiwok (neg)**
BROWN	inanimate	kiinaande	kiinaandenoon
		kiinaand**esno (neg)**	kiinaand**esnoon (neg)**
	animate	kiinaanza	kiinaanzawok
		kiinaanz**asii (neg)**	kiinaanz**asiiwok (neg)**
BLUE	inanimate	miinaande	miinaandenoon
		miinaand**esno (neg)**	miinaand**esnoon (neg)**
	animate	miinaanza	miinaanzawok
		miinaanz**asii (neg)**	miinaanz**asiiwok (neg)**
PURPLE	inanimate	zhoomnaande	zhoomnaandenoon
		zhoomnaand**esno (neg)**	zhoomnaand**esnoon (neg)**
	animate	zhoomnaanza	zhoomnaanzok
		zhoomnaanz**asii (neg)**	zhoomnaanz**asiiwok (neg)**
ORANGE	inanimate	zaawaaminaande	zaawaaminaandenoon
		zaawaaminaand**esno (neg)**	zaawaaminaand**esnoon (neg)**
	animate	zaawaaminaanza	zaawaaminaanzook
		zaawaaminaanz**asii (neg)**	zaawaaminaanz**asiiwok (neg)**
WHITE	inanimate	waabshkaande	waabshkaandenoon
		waabshkaand**esno (neg)**	waabshkaand**esnoon (neg)**
	animate	waabshkaanza	waabshkaanzawok
		waabshkaanz**asii (neg)**	waabshkaanz**asiiwok (neg)**
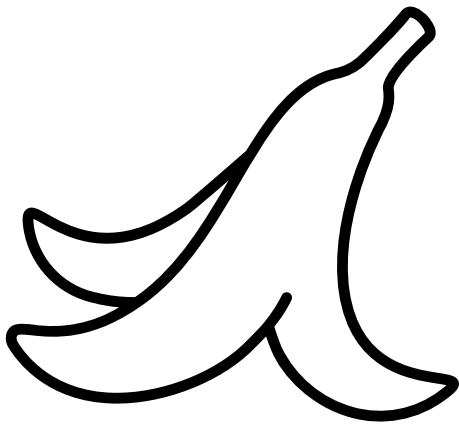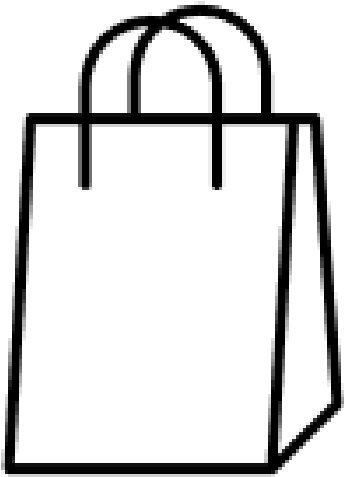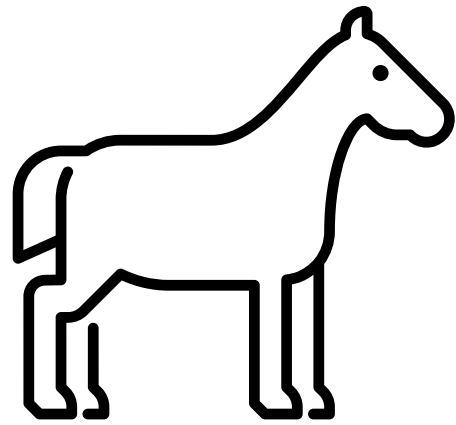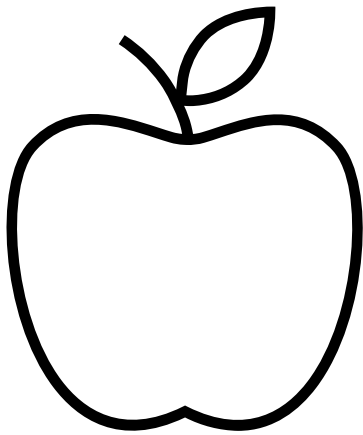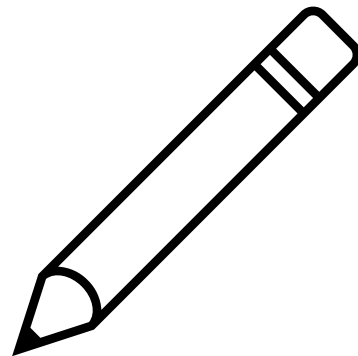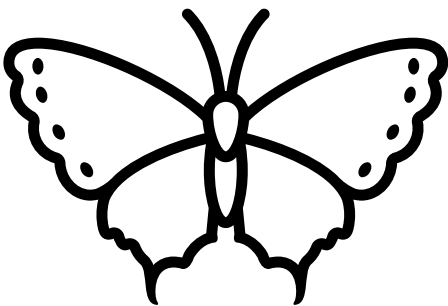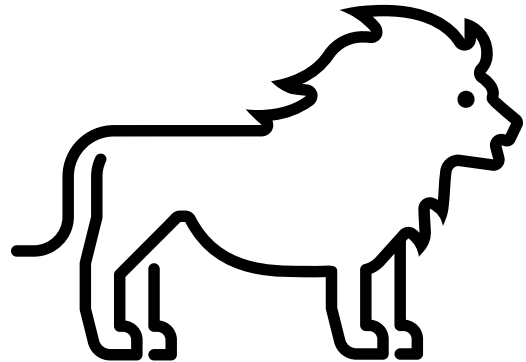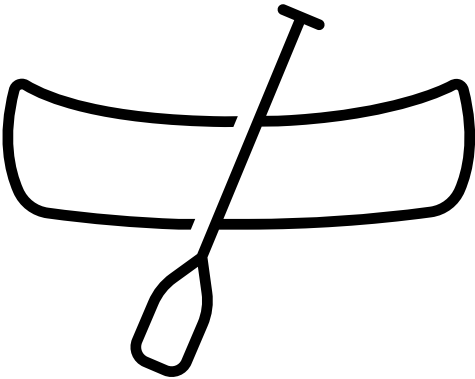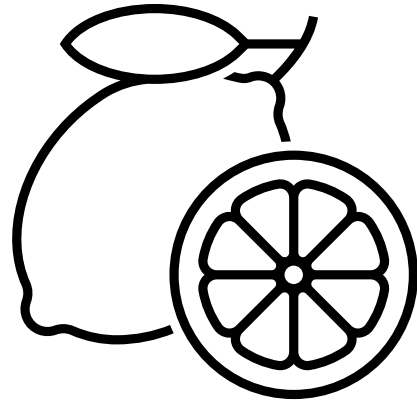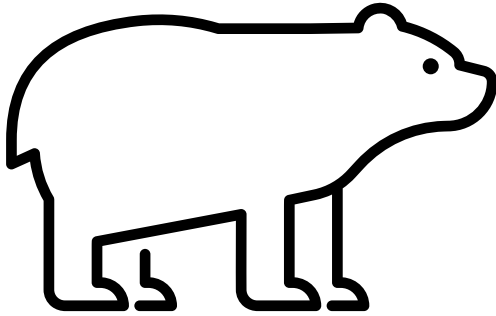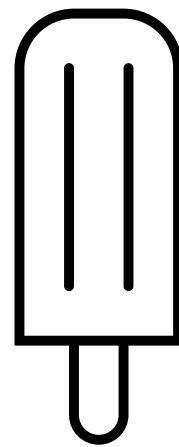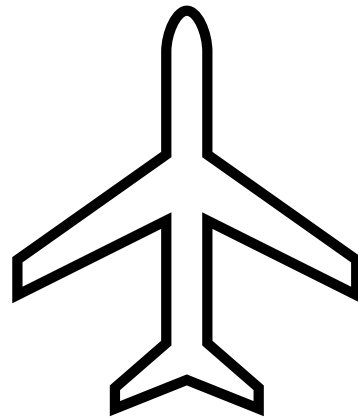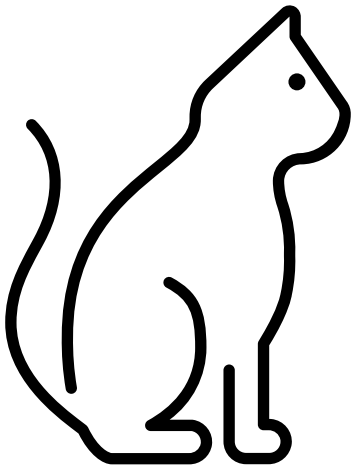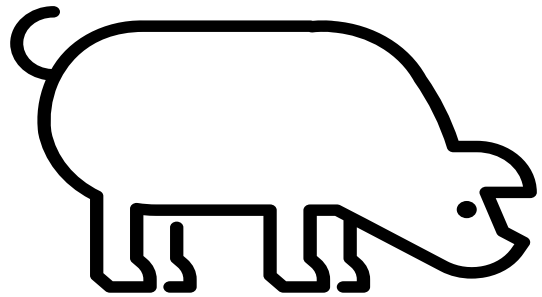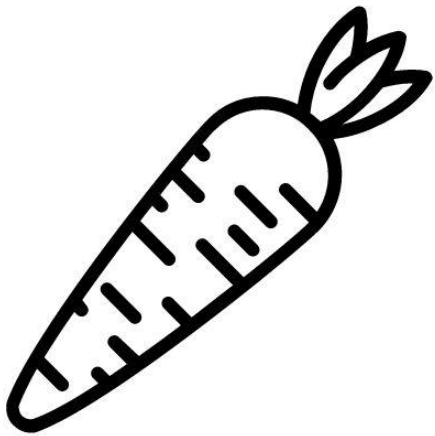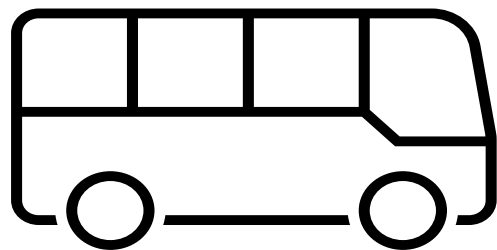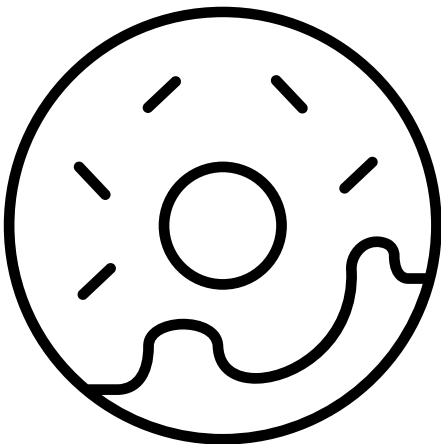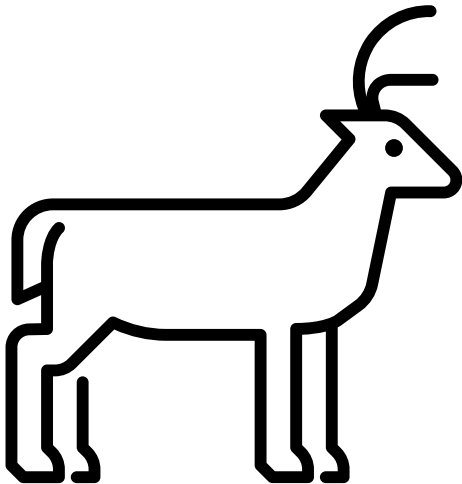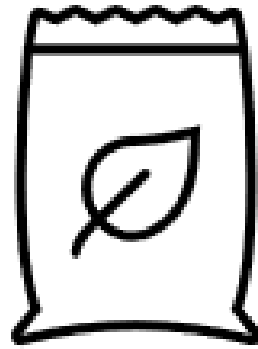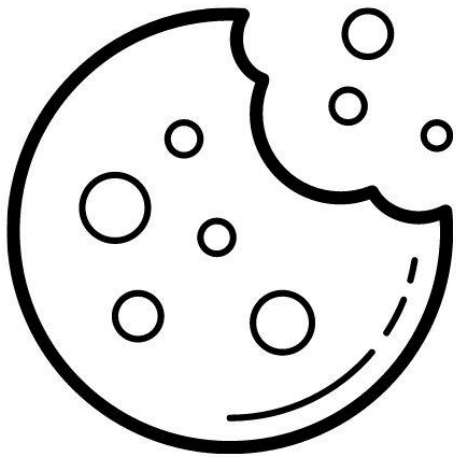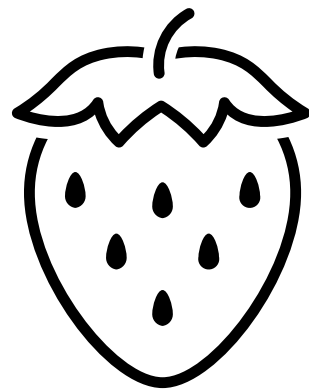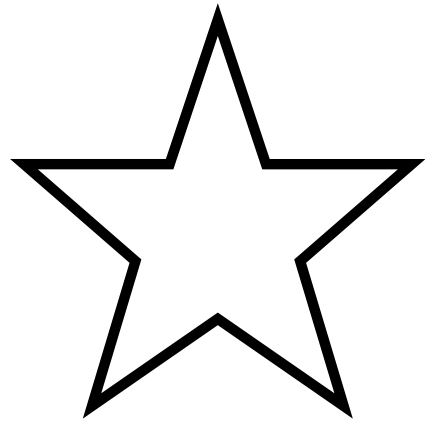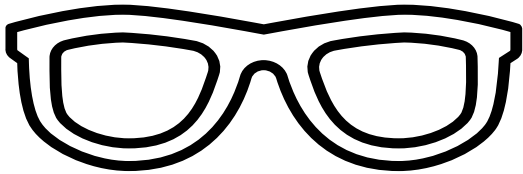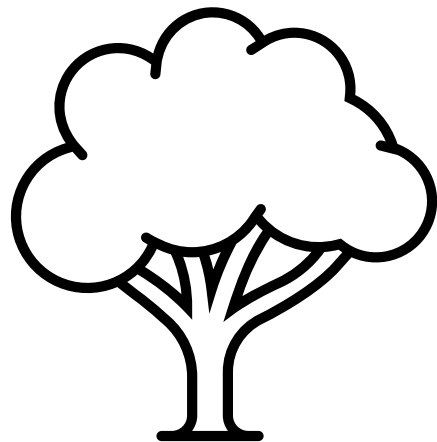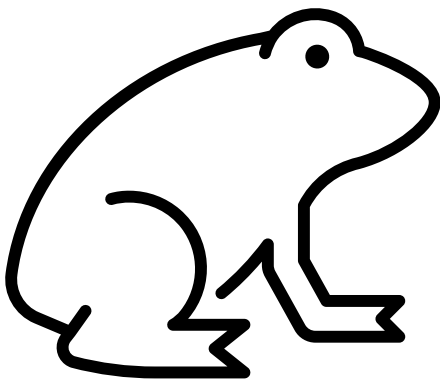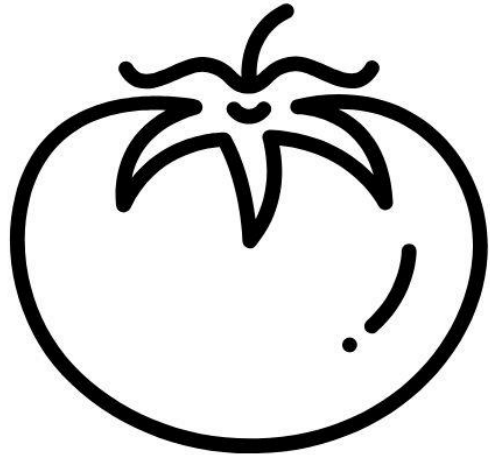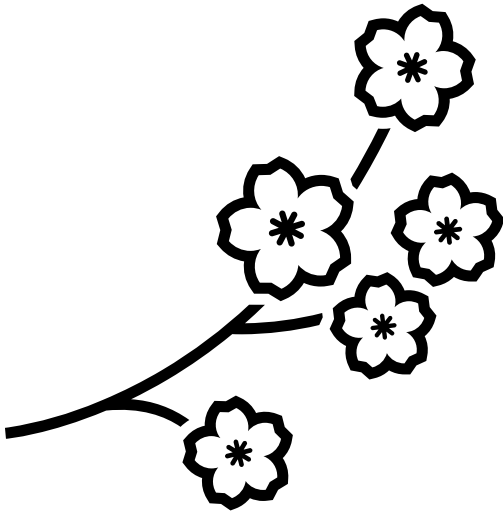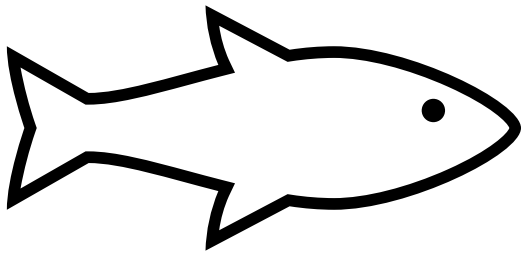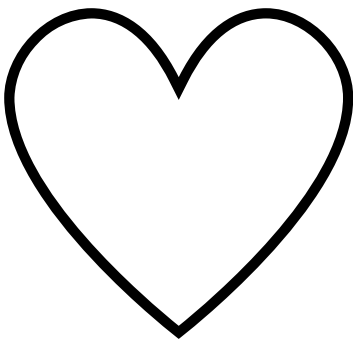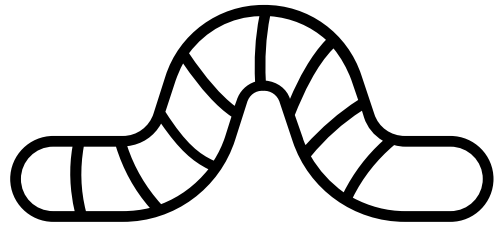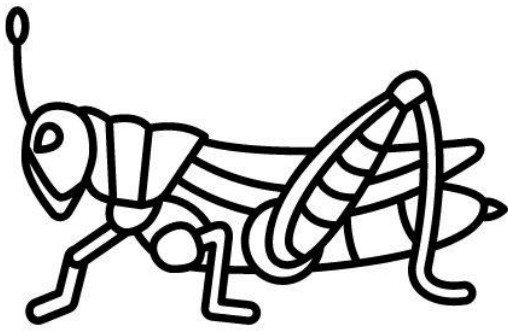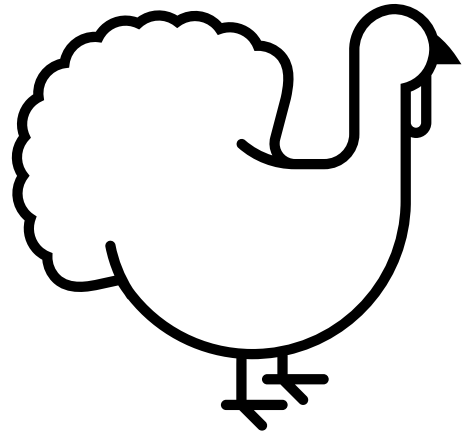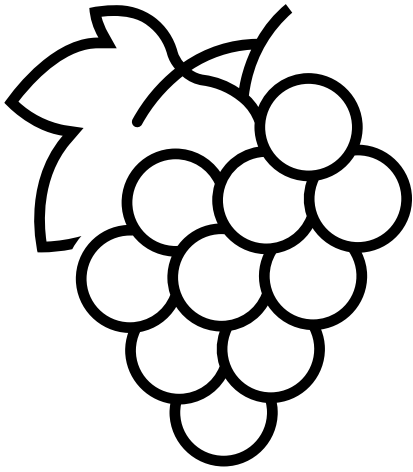
mkade'aande
miinaande
kiinaande
zhaawshkwaande
zaawaaminaande
giniiwaande
zhoomnaande

| mskwaande |
| waabshkaande |
| zaawaande |

Below are animate

| mkade'aanza |
| miinaanza |
| kiinaanza |
| zhaawshkwaanza |

zaawaaminaanza
giniiwaanza
zhoomnaanza
mskwaanza
waabshkaanza
zaawaanza