

# Maskocic

## Itewin

## Thematic Vocabulary

<b>E otci kiskeritakok kekocic</b>	<b>Perception</b>
petam	hear
wapamew	see

<b>Totamowin</b>	<b>Action</b>
nakamo	sing
metowew	play
wisakohwew	to hurt someone

<b>Iterimowin</b>	<b>State</b>
tacikew	to find
akosiw	perched
aieskosiw	tired
arowepiw	rest

<b>Aci actek</b>	<b>Location close by</b>
pecotcik	proche, près

<b>Atikwok</b>	<b>Trees</b>
sesekatikw	black spruce birch top
wikwasatikw	bouleau
onoskwatikw	cîme

<b>E itcinaniwok</b>	<b>Numeration</b>
peikociw	to be alone I'm alone together
nincike	moi seul
mamowi	ensemble

# Maskocic

Patam	Condition
takama	I would like, if only at least, provided that
kirakec	au moins, pourvu que

Awesisak	Animals
Pirecic	bird
cikakw	skunk
maskocic	bear
wapoc	hare
amiskw	beaver
anikotcac	squirrel

Aiatciwin	Mouvement
pimotew	walk run stop
pimipataw	run
takocipitaw	come running
kicipataw	run fast
nokickaw	stop
pimirew	fly
ponew	landing (bird)
takocirew	arrive by flying
opoho	take off
cocokwew	slide
nimiw	dance
kaso	hide
kasotowew	to hide from someone
natawapamew	to approach someone

# Maskocic

<b>Iterimiwewin</b>	<b>Feelings</b>
papiw	laugh, smile
mireritam	to be happy, happy
mirotam	to like the sound of something

<b>Cikeritam</b>	<b>To be sad</b>
kitimakisiw	to pity
iskotamo	sigh
koctew	to be afraid of someone

<b>E itikitinaniwok</b>	<b>Size</b>
micikitiw	to be big / large
apiciciw	to be small
mikinakosiw	to be tough
orina	so

<b>Irikik mocak</b>	<b>Duration</b>
mocak	always
aspinikotc	continuously, never
nama wiskat	suddenly
kek	

<b>E icicinaniwok</b>	<b>Position</b>
nanipowiw	standing
apiw	sit, to be sitting
pisikonaniwon	we stand up

# Epwamoci kitciparinaniwok

## Pré-narration



### Epwamoci kitciparinaniwok

#### E werinaniwok ke itotiskaniwok

E metowetcik irinikanak ka motci aiatcipatakaniwitcik.

**Ke apatak:** irinikan ka motci aiatcipatakaniwitcik.

**Ke ici kanawaptcikatek ka wi kiskinohamakaniwok:** E kiskinohamowakaniwitc nictam itewiniw kitci ki miro kanoketc ekoci kirika kata aiciniskeparoho e keskinawapatak e ici wapatarakaniwitc.

Ka kiskonohamaketc otapinew irinikana ka motci aiatcipatakaniwiritci.

Anotc micta wi pisinatisiwok irinikanak ka motci aiatcipatakaniwitcik. Wi aiatciparihowok e wi metowetcik.

Mamirew awaca irinikana ka motci aiatcipatakaniwitcik.

Ka kiskinohamaketc arimwehekasoo acitc e aiciniskeparihotc e keskinawapamatc irinikana ka motci aiatcipatakaniwitcik minawatc tca anaha ke takonate awacic aniheriw wirctam ekoni kaie wir ke itekasotc.

*ed = ka kiskinohamaketc ef = awacic*

*ed*-Maskocic nin, ni ka pasikon.

*ch*- Maskocic nin, ni ka pasikon. Kaie wir kata pasiko awacic.

*ed*-Anikotcac nin, ni ka cocokwan.

*ch*- Anikotcac nin, ni ka cocokwan. Awacic cocokwekasoo.

*ed*-Cikakw nin, ni micta kicipatan. Ekota nta e mipatakasotc.

*ch*- Cikakw nin, ni micta kicipatan. Ekota nta e mipatakasotc.

*ed*-Wapoc nin, ni micta kice kicipatan. Ekota nta e micta kicipatakasotc pitakamik.

*ch*- idem

### Pré-narration

#### Preparatory work

The puppets have fun

**Materials:** Puppet (or pictures) of animals and a human puppet.

**Educational instruction:** It is important to associate the gestures to the speech, to immediately anchor the physical dimension with the understanding of the word.

*ed*- Take animal puppet

Today, friends, the puppets are excited. They want to move and have fun.

*ed*- Distribute the puppets to the children.

*ed*- Gives the verbal model and the child with the appropriate puppet (or who mimes) repeats the gesture.

*ed = Educator Ch= Child*

*ed*- I am the bear and I am standing up.

*ch*- I am the bear and I am standing up. The child stands up as well.

*ed*- I am the squirrel and I am sliding. The child slides a leg to the side.

*ch*- I am the squirrel and I am sliding. The child slides a leg to the side.

*ed*- I am the skunk and I run fast. She runs on the spot.

*ch*- I am the skunk and I run fast. Child runs on the spot.

*ed*- I am the hare and I run very, very fast. She runs on the spot very fast.

*ch*- Same

# Epwamoci kitciparinaniwok

## Pré-narration



ed- Amiskw nin, ni nama orina ni kicipatan. Pekatc mipatakaso pitakamik

ch- Idem

ed- I am the beaver and I run less fast. She runs on the spot slowly.

ch- Same

ed-Pirecic nin, ni miran. Aiciniskepariho e mirekasotc.

ch- Pirecic nin, ni miran. Ekoni kaie wir e totak awacic e mirekasotc.

ed- lamabirdandlfly. She does the gesture with her arms. (with or without a puppet)

ch- I am a bird and I fly Child does the gesture.

ed- Ni petowawok awesisak. Witamokw e wi witci metowemitotcik  
« Ehe, tapickotc ki ka metowanano.»

ch- Tapickotcmetowetan.  
Aniki ka takonatcik irinikana ka motci aiaticpatakaniwiritci acitc anaha awacic pirecica ka keskinawapamatc ekoni tapickotc ke aitotakik e waskaka-powictowatcik.

ed- Friends, I hear animals. They say they want to play together:  
«Yes, we will play together.»

ch- We play together.  
Children with the puppets + child and bird do the same movements as before, but all at the same time (and in a circle).

ed- Kaskina micta mireritamok awesisak. Kipetowawok ia e micta papitcik ?

ch- Pakitinakok kitci aiarimwetcik.

ed- The animals are all happy.

ch- ... Allow to verbalize.

ed- Mamiriwew kotakahi irinikana ekoni tca kiatpc e totakik awacak.

ed- Otapinamowew peikw awaca irinikana e patotewiratc patama. Minawatc itew awaca :  
«Eh! Natotamokw sa kekociciriw wi witam irinikana :  
ed- «Kaie nin ki wi witci metowemitinawaw.»  
Ititowok aniki awesisikanak ka irinikaniwitcik : «  
Kaie wir ni ki wi witcimetowemikono.  
Nama aric ni awesisiwiw. Ickweciwiw / ockinikici-ciw. »

She distributes the puppets to the other children and resumes steps 1 and 2.

ed- She takes a puppet representing a boy or a girl and puts it away.

Hey «! Friends, listen! He / She said something:  
«I also want to play with you.»  
The animal puppets are saying,»

«He / She wants to play with us. But this is not an animal; it's a boy / girl. ... Allow to verbalize.

ed- Miriwew minawatc anihew ka irinikaniwiritci. Tan ni e itetc ?

ch- «Kaieninkiwitci metowemitinawaw.»

ed- She distributes the animal puppets and she says:  
The animal puppets continue to play, but between themselves.

ch- «I also want to play with you »

ed- Aimihitowok awesisak :  
«Kirawe wir macikitiw ketcinatc ki ka wisakohokono.»

ed- The animals talk to each other: «He / She is bigger than us. He / She will perhaps hurt us.»

2

3

4

# Epwamoci kitciparinaniwok

## Pré-narration

*ed-* Mamiriwew irinikana ka motci aitcipatakaniwiritci aniki awesisikanak.  
Ekotca aniki awesisikanak aiapitc kiapatc taci metowewok.

*ed-* Minawatc waskapihew aniheriw awaca aka ka taritci irinikana ka iriniwikasoritci.

Tan ni e iterimotc irinikan?

*ch-* ... Pakitinakok kitci aiarimwetcik.

*ed-* Matci kata ki witcihew ke ici naskamoritci :  
Mireritam ia ni? Cikeritam ia ni?

...

*ed-* Memantcic ma potc arimeritamotake ?

*ef-* .... Pakitinakok kitci aiarimwetcik.

*ed-* She distributes the animal puppets and she says:  
The animal puppets continue to play, but between themselves.

*ed-* Then, she gathers the children who do not have an animal puppet around the human puppet.

How does the boy / girl feel?

*ch-* .... Allow to verbalize.

*ed-* She can suggest:  
Is he happy? Sad?

*ed-* He / She must feel a little sad.

*ef-* ... Allow to verbalize.

## Ke ici metowecinaniwok

1- *ed-* pakanitiso itew tca : Ni peikocin.  
Minawatc orapamew awaca e wapatariwetc tca e tacitcik kirika nicw otcitci :  
Ni nicininan.

2-*ed-* minawatc kiapatc pakanitiso :  
Ni peikocin. Nama taw nikwimes.

3-*ed-* Kiwe natawapamew awaca. Aci ititiso :  
Nama ni peikocin. Nicw otcitci wapatariwew : Ni nicininan.  
Takoniskew awaca. Taw ni nikwimes.

4- *ed-* pakaninew peikw awaca acitc e itehatc.  
Peikw tca otcitci e wapatariwetc.

*ef-* Ni peikocin.

*ed-* itewtca: (Sandra / Max/...), nama ki peikocin.  
Takoniskew awaca.  
Ki okwimesimitin.

*ed-* Nicwaw itehew awaca aiackotc e taciritci.  
Ekoni tca kaie wirawaw ke totakik kitci takoniske-  
natcik anihi ka peikociritci acitc e itehatcik.

*ef-* (Sandra / Max/...), nama ki peikocin. Ki okwime-  
simitin.

## Small role play

1-*ed-* She isolates herself from the group and says:  
I am alone.  
Then, she takes a child with her and shows two  
fingers: We are two.

2-*ed-* She isolates herself again :  
I am alone. I have no friends.

3-*ed-* She returns with the child. She points to  
herself by  
saying: I am not alone. She shows two fingers: We  
are two.  
She takes the child by the hand. I have a friend.

4- *ed-* She isolates a child and makes them repeat,  
pointing a finger:

*ch-* I am alone..

*ed-* says: (Sandra / Max...), you are not alone. She  
takes the child by the hand. I am your friend

*ed-* She repeats the two sentences to one or two  
children, who will take turns taking the hand of the  
child who is 'alone'.

*ch-* (Sandra / Max/...), you are not alone. I am your  
friend.



## E ici papitowitakok

Ka kiskinohamaketc  
Witam niheriw ka masinaterik. Minawatc aniki awacak  
keskinotawewok acitc e pasakotcitcehamatcik.

Ka kiposinahikatek itasinahikewin (o) nama petakon.

## Syllabication

L'Éducatrice dit le mot syllabé. Les enfants répètent, en tapant sur leurs cuisses.

(Une lettre barrée est muette.)

wa – poc	wapoc	hare
ci – kakw	cikakw	skunk
a – miskw	amiskw	beaver
mam – (o) wi	mamowi	together

nin – ci – ke	nincike	I alone
pe – co – tcik	pecotcik	close
ta – ka – ma	takama	I would, if only
ki – ra – kec	kirakec	at least, provided that

ni – mici – ki – tin	ni micikitin	I am big
ni – na – ni – p(o)win	ni nanipowin	I am standing up
ni – pei – ko – cin	ni peikocin	I am alone
ni – mi – rer(i) – ten	ni mireriten	I am happy
ni – ci – ker(i) – ten	ni cikeriten	I am sad

se – se – ka – tikw	seseatikw	black spruce
wik – wa – sa – tikw	wikwasatikw	birch
o – no – skwa – tikw	onoskwatikw	top





## E ici kakickitakotakaniwok

Ka apiciwitatok  
Mamowi

Ki ka cepipitonectan	Ki ka kipopitonectan
masko	maskocic
pirecic	pirecicicic
wapoc	wapococic
amiskw	amiskocic

Ke ki totcikatek

nit apin	ni nanipowin
ni cikeriten	ni mireriten
ni peten e ki pahanan nitoki	ni wapamin otcitci e actaian okitc nickiciwok
ni pimotan ekota nta e motaniwok	ni pimipatan ekota nta e mipata- niwok.
ni micikitin	nit apicinin
ni iskotamon	ni nakamon

## Routine morphologique<sup>the LE</sup>

Diminutif du nom  
En groupe

arms stretched out	arms closed
bear	cub
bird	little bird
hare	little hare
beaver	little beaver

Lexical routine

I am sitting down	I am standing up
I am sad	I am happy
I hear hand behind ear	I see hand on visor
I walk walk on the spot	I run run on the spot
I am big	I am small
I sigh	I sing

## Kaci nisosticikatetc Comprehension

ed- Irinikana maskocic, ki ka cepipitonectam Awin a ?

Masko kekotc maskocic ?

With the bear puppet, she has her arms stretched out.

What is it? A bear or cub?

ed- Tan e totaman ?

Nit apin kekotc ni pimotan ?

What am I doing? Am I sitting or am I walking?

ed- Ni cikerten a kekotc ni mireriten ?

Am I sad or happy?

Ect...

# Eatisokaniwok Narration

Maskocic Bear

**Takopan peikw maskocic orina e micikititc patok owitciana peikon kaie atita kotakahi awesisa.**  
There was once a bear that was much bigger than all the other forest animals. He was even bigger and stronger than his older brothers and sisters.

**E apitc ki mackawisitc acitc e makinakositc orina kocktakaniwokopan.**  
He was so strong and so big that others were afraid of him.

**Kasotawakopan maskocica e wapamatcik otananik sesekatikwa e tcimosoritci ko ici kasowakopan.**  
When the forest animals saw him, they would hide behind the spruce trees.

**Kitimakisiwokopan anaha maskocic aspinikotc meka wircike pa aitacikekohan.**  
Poor bear, he was always by himself and had no friends to play with.

**Kek peikwaw e kicikarik, aci micta kinec pimotekohan notcimik, micta kackeritamokohan acitc micta aieskosikohan.**  
One day, after a long walk in the forest, bear felt sad and tired.

**Nockickakohan e arowepitc pecotcik micta wikwasatikok. Micta iskotamokohan.**  
He stopped to rest at the foot of a tall birch tree, sighing very, very loudly.

**« Ni micta cikateriten. Takama sa kirakec tatic ke okwimesian kitci witci metowemak.»**  
«I'm bored. If only I had a friend to play with.»

**Petako ni peikw pirecica onoskwatikok e taci akosiritci.**  
Perched on the highest branch of the tree, a small bird heard him.

**Cikeritam ni pirecic e wapamatc e micta kackeritamiritci.**  
The bird was pained to see the bear so sad.

**Ki opoho e natawapamatc maskocica opimera nta ponew e ici tacikeritci.**  
He left his branch and came to rest beside the bear.

**« Kir tca e micta mikinakosiin acitc e micta mackawisiin, itew anihi maskocica, kekwan aka wetci tatic ke okwimesiin ?»**  
«You who are so tough and so strong, he said, why do you not have any friends?»

**«Kotakahik ni micta kocktikok osam e micta mackawisian.**  
«Others are afraid of me because I am very strong.»

**Nama awik ni wi witci metowemikw.**  
«Nobody wants to play with me.»

**Kir tca nama ia ki kocktin?»**  
«And you aren't you afraid of me as well?»

**«Nama, namiew anihe ke otci kocktakaniwitc awik tepirak pitoc e icinakositc.**  
«But no, we do not have to be afraid of others because they are different.»



**Ki wapamin nit apicicin aric micta mirotakon e nakamoian ekoni kaskina kotakahik awesisak wetci pe natawapamitcik.**

«You see, I am very small, but my singing is so beautiful that it attracts all the forest animals.»

**«Natota kotc ki ka tca wapatan.»**

«Listen as I sing and you will see.»

**Kek matce nakamo pirecic e micta mirotakonik.**

The bird began to sing a beautiful chant.

**Micta mirotam maskocic e nakamoritci pirecica.**

The bear was charmed by the bird's chant.

**E apitc mirotak irin kotc pa nimiw.**

He became so joyful and suddenly started to dance.

**Kek kotc erotc micta keskatc micta mitcetiwok kotakahik pirecicak e pe takociretcik e pe natawapamatick aniheriw mekwata ka taci nakamoritci.**

Like magic, all the birds of the forest flew towards the little bird.

**Peikon kaie wirawaw kotakahik awesisak pe takocipatawok, cikakw, amiskw, wakoc acitc kotakahik.**

Other animals came running quickly; a skunk, a beaver, a fox, a squirrel and many others.

**Kaskina tapickotc pa metowewok.**

They all decided to play together.

**Anikotcatc wir pa cocokwew ospiskonarik maskoca.**

The squirrel enjoyed sliding on the big bears back.

**Minawatc wirawaw amiskw, cikakw acitc wapoc pa tetipapitawok waska e ici pa tacikeritci maskoca.**

The beaver, the skunk and the hare made a circle around the bear.

**«Mirwatikwatc e micta mackawisiin. Ki micta kicipatahinan.»**

«It's good that you're so strong. You make us swing faster.»

**«Itew meka pirecic e micta kiciwetc : «Eh, ki wapamawok tca e tacitcik kaskina kikwimesak, aci ki micta kicteritakosin ki Kitci maskowiciin.»**

The bird then exclaimed: «You see all these friends around you, you have become a Super Bear».

**Micta mireritam e Kitci maskociwitc.**

Super bear was so happy.

**Nictam, micta kockaniwipan osam e micta mikinakositc acitc e micta mackawisitc.**

Before, others were afraid of him because he was tough.

**Micta mireritamokw aci e witci metowematcik ni e itikitiritci acitc e micta mackawisiritci.**

Now they love playing with him because he is strong and big.

# E koski kanawapatcikatek Recall activity

MASKOCIC Bear

Kitci nisotitakok atisokan tesinikan kirika e apatcitakaniwok

Ota ka masinateki naskamowina ekoni ke ici naskamotcik awacak ekota ke otci kiskeritcikatek ke apitc ma nisotitakik. Aka kitci micta osami pehonaniwok mia kitci ici naskamotcik. Patama kirika kata pehakaniwok kitci mamitoneritakik.

Comprehension of the story along with the illustrations

The answers suggested here indicate what the children should have understood. We should not expect them to have complete or accurate answers. They should also be given enough time to find an answer.

## Question

## Answer.

**Kekwan wetci kackeritak maskocic ?**  
Why is bear sad?

**Nama tariwa okwimesa. / Etc.**  
He has no friends. Etc

**Kekwan wetci aka taritci okwimesa ... ?**  
Why does bear have no friends?

**Osam e mikinakositc koctakaniwiw tca . / Etc.**  
Because he is tough and the others are scared of him..

**Tante e ici nta pamotetc ?**  
Where will he take a walk?

**Nta pamotew notcimik.**  
He will take a walk in the forest..

**Awin nihi ka pe natawapamikotc ?**  
Who comes to see him?

**Pirecica.**  
A bird.

**Koctiko a pirecica ?**  
Is the bird scared of him?

**Nama koctiko.**  
He is not scared.

**Tan e totak pirecic?**  
What does the bird do?

**Nakamo.**  
He sings.

**Tan e totakik awesisak acitc maskocic?**  
What do the animals do with the bear?

**Witci metowemewok.**  
They play with him.

**Mamitcic, kekwan wetci mireritak maskocic ?**  
At the end, why is the bear happy?

**Aci tariwa okwimesa.**  
He now has friends.

1

2

3

4

5

6

7

8

# Awocamec e aitotiskaniwok

E rikitakaniwok ke itotiskaniwok  
tan e tacitcik awesisak?  
Ke apatcitakaniwok : Irinikanak  
Matci awacak kitaki wicihewok wirawaw tapirew irinika-  
nicicak.

*ed- Ki kackitanawaw ia e akitasoiekw ?  
Orapamew tca peikw awaca,  
minawadc nicw, minawadc nicto. Kirika  
aric otcitci e wapatiradc e akitasowaketc.*

Peikw nikwimes  
Nicw nikwimesak  
Nicto nikwimesak

E takonadc kirika irinikana ekoni peikon ke  
totak akitasohew kirika otcitci e wapatariwetc :

Peikw amiskw (un doigt)  
Nicw amiskok (deux doigts)  
Nicto amiskok (trois doigts)

Peikw wapoc Idem  
Nicw wapocak  
Nicto wapocak

Peikw maskocic Idem  
Nicw maskocicak  
Nicto maskocicak

Minawadc tca kata mameckotcipitam itewina :

Peikw nikwimes (Éducatrice désigne un  
enfant)

Nicw maskocicak (Marionnette + doigts)  
Nicto wapocak Idem

Peikw pirecic Idem  
Nicw amiskok  
Nicto nikwimesak

Peikw maskocic Idem  
Nicw amiskok  
Nicto wapocak

## Extension activity

extension activity  
How many animals are there?  
Materials : Puppets  
To complement this activity, children can make their own  
puppets.

*ed- Friends do you know how to count?  
She counts one, then two, then three children. At  
the same time she shows one/two/three fingers.*

One friend  
Two friends  
Three friends

With the puppet (or mimicking), she shows  
one / two / three fingers:

One beaver (one finger)  
Two beavers (two fingers)  
Three beavers (three fingers)

One hare Same  
Two hares  
Three hares

One bear Same  
Two bears  
Three bears

Now we will mix things up:

One friend (Ed chooses a child)  
Two bears (puppet + fingers)  
Three hares Same

One bird Same  
Two beavers  
Three friends

One bear Same  
Two beavers  
Three hares

2

*ed-* Nanakatcitakw tca. Pe witamacikw tca tan tato e tacitcik.

Ka kiskinohamaketc otapinew irinikana waskipihew awaca matci peikw kekotc nicw matci kaie nicto. Tan kotc wa itehatc awaca. Aniheriw tca irinikana ka ki orapamatc enkweriw ni ka arimwehatc :

• awacic + pirecic keskinawapamew e totamiritci e mireritci wikokwe itehew awaca :  
→ peikw pirecic

• Nicw awacak kirika maskocic, e motci aicinisketci-tatc ke itakitasotc otcitci e totak kitci wapatariwetc.  
→ nicw maskocicak

• Nicto awacak. Nama taw irinikan. Nicto e itohiketc otcitci.  
→ nicto nikwimesak

Ekwa tca nikiskinohamakanak :  
Irinika ka motci aiatcipatakaniiwetc acitc itohikan otcitci. É wikokwe itehew awaca :  
→ peikw amiskw acitc nicw nikwimesak  
→ peikw wapoc acitc nicw maskocicak  
→ peikw nikwimes acitc nicw pirecicak

Kecpin e wapamekok awacak e miroparinik e ici kiskinohamowekok ekoci kiapatc ki ka mameckot-citanawaw ke ici metowehasoiekw. Mitowika ohwe.

*ed- Now, look carefully. You will have to tell me how many there are.*

É take a puppet and have two or three children gather around it according to what she wants to say. The puppet acts as a «totem»

• One child + bird (she does the gesture of flapping her wings)  
→ one bird

• Two children with the bear while showing two fingers,  
→ Two bears

• Three children. No puppet, three fingers  
→ Three friends

Attention, friends : Puppets and fingers.  
Try to tell children::  
→ One beaver and two friends.  
→ One hare and two bears  
→ One friend and two birds

If children respond well, we can continue to vary the combinations.

3

*ed-* Ki ka nta pamotanano notcimik. Ekote e tacitketcik awesisak.

**A**  
*ed-* Aictaw tetipiwakaniiw acitc airew apikwecimonona ke itekewaketc mictikwa aniheriw.

*ed-* Apikwecimon ia ni ohwa?

*ef-* ...

*ed-* Nama, mictikw ni ohwa. Wikwasatikw na. Tetapiwakan ia ni ohwe?

*ef-* ...

*ed-* Mictikw ni ohwa. Sesekatikw na. Ekoni matci ke aitotak memacic kiapatc.

*ed- Friends, we'll go walking in the forest. This is where animals live.*

**A**  
*ed-* She displays chairs, cushions or other objects that will be the trees.  
Is this is a cushion?

*ef-* ...

*ed-* No, it is a tree. A birch tree.

*ed-* Is this is a chair?

*ef-* ...

*ed- This is another tree. A spruce tree. She can go on and on.*

**B**

*ed-* Minawatc tca peikw awaca orapamew mitowi tca nte e «pamotehakasotc notcimik.»

Ki pamotanano.

**Ki pamotanano.**

Ekoci tca nte papamotekaso kiapatc ....  
(e wiratc tca nte e icinikasoritci).

**B**

*ed-* Then she takes a child and walks «In the forest.».

We take a walk.

**We take a walk.**

Continues to take a walk... (She says the name of a child: (Mélinda... Pinaskin...).

**C**

*ed-* Minawatc tca otapinew irinikana ka motci aiatcipatakaniwiritci, orapamew peikw awaca warowicic tca nte ici nta pamotehekasotc.

*ed-* kowetcmew awaca ka pamoteritci :

*ed-* Witamaci sa ( ...Pinaskin), kekwan ka wapataman notcimik?

*ed-* Itehew tca anihw awaca ka pamotekasoritci :

*ch-* Wapoc, ni wapamaw. / amiskw, etc. (aniheriw kotc ka ki orapamatc irinikana)

*ed-* aci kowetcmew awaca : Kekwariw ka wapatak Pinaskin?

*ch-* Wapoca wapamew.

*ed-* kokwetcmew awaca awin nte ka takonatc : Tapwe ia ki wapociwin?

*ch-* Ehe, tapwe ni wapocowin. Nta apiwok tca aniki nicw awacak.

*ed-* Ki ka nta pamotanano notcimik. Ekote e taci-ketcik awesisak.

**C**

*ed-* She goes to get another child, gives him a puppet and brings it one step further.

*ed-* Asks the child who is walking

*ed-* Tell me, (...Pinaskin), what do you see in the forest?

*ed-* She tries to make him say:

*ch-* I see (a hare, a beaver, etc.) (chosen according to the puppet)

*ed-* Speaking to other children: What does he see, Pinaskin?

*ch-* He sees a hare..

*ed-* asks the child that has the puppet: Is it true that you are a hare?

*ch-* Yes, I am a hare The two children will sit down.

*ed-* Friends, we'll go walking in the forest. This is where animals live.

**D**

*ed-* Minawatc nicw kotakahi papamotehew awaca, kotakeriw otapinew irinikana. Nicw kotakeriw awaca orapamew nete kiapatc warowicic iciwirew.

Tan tca! (Mélinda...), kekwan tca ka wapataman? Itehew tca anihw awaca ka pamoteritci :

*ch-* Peikw ...amiskw acitc peikw ...anikotcatc ni wapamawok.

**D**

*ed-* She takes another child for a walk. She takes two puppets and this time she goes to get two children.

Hey! Well, (Mélinda. ..), what do you see?

She tells the children who are walking (Mélinda...):

*ch-* I see (...a beaver and ... a squirrel).



kekotc ma neki awacak ka patakonetcik irinikana :

Nicw amiskok ni wapamawok.

*ed- Peikw ia wapamew Mélinda amiskwa acitc anikotcatc ?  
(kekotc : Nicw ia wapamew Mélinda amiskwa?)*

*ch- Ehe, peikw wapamew amiskwa acitc anikotcatc / (nicw wapamew amiskwa).*

*ed- Kokwetcimew anihi nicw awaca ka takonaritci irinikana :*

*Tapwe ia ni? Kit amiskowinawaw?  
(kekotc kit amiskowin acitc anikotcaciwin ?)*

*ch- Ehe, tapwe ni amiskowin... ( ni anikotcatc...).*

*ed- Ekote !*

## E

*ed- kiapatc enkweriw ka totak nac nicwa.*

*ed-Micta mitcetiwok awacak acitc awesisak notcimik.  
Kekwariw ke totakik tapickotc kaskina?*

*ch-... Kata metowewok.*

*ed-Ni wapocociin nin. Ni micta kicipatan.  
Ekota nta e mipataniwok.*

*ch- Idem*

*ed- Ni micta kice wapocowin. Ni micta kice kicipatan.  
Ekota nta e mipataniwok.*

*ch-Idem*

*ed- Nit amiskowin.  
Mictikok ni kakickikamawok.  
Kakickitcikekasowok..*

*ch-Idem*

*ed-Ni maskociciwin.Ni mikinakosin.*

*ch- Idem*

or if two children have the same puppet:

I see (... two beavers).

*ed- Friends, does Mélinda see a beaver and a squirrel?  
(or : two beavers) ?*

*ch- Yes, she sees a beaver and a squirrel (or: two beavers).*

*ed- She asks the two children who have the puppet:*

*ed- Is it true that you are the beavers (or a beaver and a squirrel)*

*ch- Yes, I am a beaver... and I am ...a squirrel).*

*ed- Great !*

## E

*ed- She continues the same routine one or two times.*

*ed-There are many friends and many animals in the forest. What they will do all together?*

*ch- ....they will play.*

*ed- I am a little hare and I run very fast.  
Running on the spot*

*ch- Same*

*ed- lamabighare and I run very fast.  
Running on the spot*

*ch- Same.*

*ed- I am a beaver and I chew on the trees.  
Mimic with teeth*

*ch- Same*

*ed- I am a bear. I am tough..*

*ch- Same.*



*ed-* Nin anikotcatc. Ni micta tactipin.  
Ni sakitan e witci metowemakik kotakahik.

*ch-* Idem

*ed-* Katapamotehakaniwokawacaknotcimik acitc  
kitci itehakaniwitcik « awin ni wirawaw» :  
Pinaskin nin. Ni wapocowin.  
Mélinda nin. Nit amiskowin. Etc.

*ed-* I am a squirrel. I am fast. I like playing with others.

*ch-* Same.

*ed-* We finish by walking all children in the forest and making them say «what they are»:  
I am Pinaskin, the hare. I am Mélinda, the beaver.  
Etc.

## Nakamowinicic

E nakamocinaniwok ekoci kirika kata aiciniskeparihonaniwon kotc e iti aitekasonaniwok.

Ni mireriten  
Ni papin  
Tawok nikwimesak

Ni metowan  
Mamowi ni metowan

Ni pimipatan  
Mamowi ni pimipatan

Ni nimin  
Mamowi ni niman

Ni nakamon  
Mamowi ni nakamon

## Nursery Rhyme

The recitation must be accompanied by and corresponding gestures..

I am happy  
I am smiling  
I have friends

I am playing  
We play together  
(literally: We play together)

I am running  
We run together  
(literally: We run together)

I am dancing  
We dance together  
(literally: We dance together)

I am singing  
We sing together  
(literally: We sing together)

## Ke ki totcikatek

PAMIKAPOWIW PIRECIC.

*ed-* pirecिकासo e cinickitc.

Ni pirecicin.

Tan e totaman ? Ni opohon.  
(Elle s'envole.)

Tan e totaman ? Ni pimiran.  
(Elle bat des bras.)

Tan e totaman ? Ni ponan.  
(Elle atterrit.)

## Lexical routine

The walk of the bird

*ed-* Take a squatting position..

I am a bird.

What am I doing?  
I am flying.

What am I doing?  
I am flying.

What am I doing?  
I am asking myself.

# E ici kakickitakotakaniwok

Contraste : 1e – 3e personne

1) Mamowi, itohitisonok, wirawaw tipirawe.  
Minawatc, aniheriw itohew ka witapimatc.

2) Ekoni minawatc kiapatc e totcikatek  
kweskite aric aci.

3) Ekoni minawatc kiapatc e totcikatek.

Nit itohitison	Ni itohan
ni nanipowin	nanipowiw
ni mireriten	mireritam
ni cikeriten	cikeritam
ni iskotamon	iskotamo
ni petakosin <small>Mia e taci akositc e totak kaketin e makonikectac</small>	petako
ni nimin	nimiw
ni micikitin <small>ki ka cepipitonectan</small>	ni nimin
nit apicicin <small>ki ka kipopipitonectan</small>	apiciciw
nit aieskosin	aieskosiw

# Morphology routine

Contrast: 1st to 3rd person

1) As a group, each pointing to themselves (First p.)  
And next, to the right (3rd p.).

2) We then repeat in reverse.

3) We repeat, starting with the third person.

I point to myself	I point to another
I am standing	he is standing
I am smiling	he/she is smiling
I am sad	he/she is sad
I am sighing	he/she is sighing
I am perched <small>clenched fists on thighs, like being perched</small>	il/elle est perche
I am dancing	he/she is dancing
I am big <small>arms extended</small>	he/she is big
I am small <small>arms closed</small>	he/she is small
I am tired	he/she is tired

# E aitemakatakaniwok itewina

Ki ka rikictacinawaw itewin.

ed- Natotamokw tca wewerita. Ni ka witen peikw  
itewin:  
/masko/

Kecpin iteiane /masko/. Kecpin tca acotcictaine / -  
cic / Tan tca ke itemakak?  
→ maskocic

1 Kecpin iteiane / ci - / . Kecpin tca acotcictaine / - kakw /  
Tan tca ke itemakak?  
→ cikakw

2 Kecpin iteiane / naka- / . Kecpin tca acotcictaine / - mo  
/ Tan tca ke itemakak?  
→ nakamo

3 Kecpin iteiane / taka- / . Kecpin tca acotcictaine Tan tca  
ke itemakak?  
→ takama

4 Kecpin iteiane / wirci- / . Kecpin tca acotcictaine / - ke /  
Tan tca ke itemakak?  
→ wircike

5 Kecpin iteiane / ori- / . Kecpin tca acotcictaine / - na /  
Tan tca ke itemakak?  
→ orina

6 Kecpin iteiane / notci- / . Kecpin tca acotcictaine / - mik  
/ Tan tca ke itemakak?  
→ notcimik

7 Kecpin iteiane / awesis / . Kecpin tca acotcictaine  
/ - ak /  
Tan tca ke itemakak?  
→ awesisak

8 Kecpin iteiane / we- / . Kecpin tca acotcictaine / -  
tci / Tan tca ke itemakak?

9 Kecpin iteiane / pirecic / . Kecpin tca acotcictaine  
/ - ic / Tan tca ke itemakak?  
→ pirecicic

10 Kecpin iteiane / irinikan / . Kecpin tca acotcictaine  
/ - na / Tan tca ke itemakak?  
→ irinikana

# Phonological game

Add a syllable after a word or part of a word.

ed- Listen well, friends. I will tell you a word:  
/masko/

If I say /masko/ and I add /-cic/ after, what does it  
do?  
→ maskocic

If I say /ci-/ and I add /-kakw / after, what does it do?  
→ cikakw

If I say /naka- / and I add /- mo / after, what does it do?  
→ nakamo

Si je dis / taka- / et que j'ajoute /-ma /  
après, qu'est-ce que ça fait ?  
→ takama

If I say / taka- / and I add /-ma / after, what does it do?  
→ wircike

If I say /wirci-/ and I add /-ke/ after, what does it do?  
→ orina

If I say /ori-/ and I add /-na/ after, what does it do?  
→ notcimik

If I say /awesis/ and I add /-ak /  
after, what does it do?  
→ awesisak

If I say /we-/ and I add /-tci/ after, what does it do?  
→ wetci

If I say /pirecic/ and I add /-cic/  
after, what does it do?  
→ pirecicic

If I say /irinikan/ and I add /-na / after, what does  
it do?  
→ irinikana