

# How to use the season posters

## Summary:

The purpose of the posters and accompanying resources is to help you and your family engage with many aspects of Myaamia ecology and can serve as a starting point for learning about the plants and animals often found in *Myaamionki*. These resources are intended to be a starting point for interacting with what can be seen on the poster in *Myaamiaataweenki*.

## Goals:

- Identify plants and animals throughout the posters
- Locate plants and animals throughout the posters
- Increase the use of *Myaamiaataweenki* when using the posters

## Materials:

- “How-to” guide
- Double-sided, laminated summer and winter posters
- 20 information cards (10 for summer and 10 for winter)
- Myaamia Online Dictionary (app or <https://www.myaamiadictionary.org/>)

## Ways to use these resources:

The following pages provide a number of different prompting questions in *Myaamiaataweenki* and English as a starting point. Begin where you feel comfortable and slowly challenge yourself by adding more *Myaamiaataweenki* where you can. All of the *Myaamiaataweenki* included in these resources can be found on the Myaamia Online Dictionary where sound files are available for listening to the terms.

The easiest place to start is by substituting the Myaamia name of a plant or animal in an English phrase. For example, you may ask “Do you see *oonsaanikwa*?” instead of “Do you see a fox squirrel?” Prompts that need an animal or plant name include brackets where that word should be inserted. A list of plants and animals for each poster is included!

We have organized the plant and animal names based on if they end in the letter ‘a’ or ‘i.’ Different verbs are used with each of these groups.

## Prompting Questions:

These prompts can be used with both the summer and winter posters.

If the question contains brackets [\_\_\_\_], you should use an appropriate term from that table list. For example, keetwi kiitoka [Table 1]? 'What does [Table 1] say?' could be keetwi kiitoka aantekwa? 'What does crow say?'.

<i><b>Myaamiaataweenki</b></i>	<b>English</b>
<u>aweena oonaana</u> ? Use with Table 1 terms.	Who is this? Use with Table 1 terms.
<u>keetwi ooniini</u> ? Use with Table 2 terms.	What is this? Use with Table 2 terms.
<u>keetwi kiitoki</u> [Table 1]?	What does [Table 1] say?
<u>neewaci-nko</u> [Table 1]?	Do you see [Table 1]?
<u>neewaki</u> [Table 1].	I see [Table 1].
<u>neemani-nko</u> [Table 2]?	Do you see [Table 2]?
<u>neemaani</u> [Table 2].	I see [Table 2].
<u>mihkanto</u> [Table 2]!	Find the [Table 2]!
<u>meehkamaani</u> [Table 2]!	I found [Table 2]!
<u>mihkawi</u> [Table 1]!	Find [Table 1]!
<u>meehkawaki</u> [Table 1]!	I found [Table 1]!
<u>keetwi iišilenici</u> [Table 1]?	What is [Table 1] doing?
<u>keetwi iišileniciki</u> [Table 1]?	What are [Table 1] doing?

**Table 1: Animate Terms**

The singular form of these terms end in 'a' and should be used when you see [Table 1].

Poster	<i><u>Myaamiaataweenki</u></i>	Plural	English
Summer & Winter	<u>mihtohseenia</u>	mihtohseeniaki	Human
Summer & Winter	<u>piloohsa</u>	piloohsaki	Child
Summer	<u>cecaahkwa</u>	cecaahkwaki	Sandhill Crane
Summer	<u>waapinkosita sakia</u>	waapinkosiciki sakiaki	Great Blue Heron
Summer & Winter	<u>waapanswa</u>	waapansooki	Rabbit
Summer	<u>meemeehškia</u>	meemeehškiki	Dragonfly
Summer	<u>mihšihkinaahkwa</u>	mihšihkinaahkwaki	Painted Terrapin Turtle
Summer	<u>oonsaanikwa</u>	oonsaanikwaki	Fox Squirrel
Summer	<u>aanteekwa</u>	aanteekwaki	Crow
Summer	<u>meemihkwihkicia</u>	meemihkwihkiciaki	Red Tailed Hawk
Summer	<u>kaakatakilenkwia</u>	kaakatakilenkwiaki	Butterfly
Summer	<u>moohswa</u>	moohsooki	White-tail deer
Summer	<u>apeehsia</u>	apeehsiaki	Fawn
Summer	<u>akowa</u>	akowaki	Doe
Summer	<u>peeweeyocita</u> <u>moohsia</u>	peeweeyociciki moohsiaki	Caterpillar
Winter	<u>tapaahsia</u>	tapaahsiaki	Canadian goose
Winter	<u>mahweewa</u>	mahweewaki	Wolf
Winter	<u>paapankamwa</u>	paapankamwaki	Fox
Summer	<u>apahkwaya</u>	apahkwayaki	Cattail
Summer	<u>eeyoonsaaweekiša</u>	eeyoonsaaweekišaki	Redbud
Summer & Winter	<u>šinkwaahkwa</u>	šinkwaahkwaki	Eastern Red Cedar
Winter	<u>koonilenioonsa</u>	koonilenioonsaki	Snowman

## Table 2: Inanimate Terms

The singular form of these terms end in 'i' and should be used when you see [Table 2].

Poster	<i>Myaamiaataweenki</i>	Plural	English
Summer	<u>leninši</u>	leninša	Milkweed
Summer	<u>mahkomiši</u>	mahkomiša	Staghorn Sumac
Summer	<u>mankiišaahkwi</u>	mankiišaahkwa	Sassafras
Summer & Winter	<u>ahtawaani</u>	ahtawaana	Tree (generic)
Winter	<u>šoohkwaakani</u>	šoohkwaakana	Sled

## Environment Terms

These terms can be used to describe places on the posters as well as actions taking place.

Poster	<i>Myaamiaataweenki</i>	English
Summer & Winter	<u>kiišikwi</u>	Sky
Summer & Winter	<u>nipihsi</u>	Pond
Summer & Winter	<u>ahtawaanahki</u>	Forest
Winter	<u>ahsenaamišahki</u>	Sugar maple grove
Winter	<u>kooniki</u>	There is snow on the ground
Winter	<u>aašoohkooni</u>	Ice
Summer & Winter	<u>eewansaapita</u>	Sunrise
Summer & Winter	<u>peenkihšinka</u>	Sunset
Summer & Winter	<u>oonsaayopakahki</u>	It has orange, yellow, brown leaves
Winter	<u>aašoohkooninki poohkahki</u>	A hole in the ice
Winter	[Table 1] <u>peemihkaweeci</u>	[Table 1]'s footprints
Winter	<u>eehsenaamišipoohkiiki</u>	They collect sap. They go maple sugaring.
Winter	<u>eehsenaamišipoohkiici</u>	He collects sap. He goes maple sugaring.
Summer & Winter	<u>eempahwici</u>	He flies
Summer & Winter	<u>eempahwiciki</u>	They fly

## Additional Ideas:

- As you find the plants and animals, use a washable or dry erase marker to circle them or place the information cards on top of them!
- Whether your child is great at speaking or isn't speaking yet, you can ask
  - taana [Table 1]? 'Where is [Table 1]?'
  - taani [Table 2]? 'Where is [Table 2]?'They could point to the animal or plant on the poster if they are not yet able to verbalize an answer or an older child could describe the location, such as "in the forest".
- Using the information cards, prompt your child to find the plant or animal on the poster
  - mihkanto [Table 2]? 'Find the [Table 2]!'
  - mihkawi [Table 1]? 'Find the [Table 1]!'Encourage your child to respond appropriately
  - meehkamaani [Table 2]? 'I found [Table 2]!'
  - meehkawaki [Table 1]? 'I found [Table 1]!'
- When your children are able to easily recognize the animals and plants, try misidentifying them on the poster and allowing your child to correct you.
  - Examples:
    - ooniini-nko [Table 2]? 'Is this [Table 2]?'
    - oonaana-nko [Table 1]? 'Is this [Table 1]?'
- To challenge your children, try asking questions that can have many answers such as
  - aweena neewata? 'Who do you see?' - Use with Table 1 terms.
  - keetwi neemani? 'What do you see?' - Use with Table 2 terms.These questions would allow children to list many different plants and animals on the poster. You could then ask follow up questions about their answers.
- The information cards could also be used to start a discussion with your child about the plants and animals throughout the scene.
  - How were the plants used traditionally? How do we use them today?
  - What do you observe about these animals in the poster? Outside?
- Does your child like to make up stories? Do you? Take turns creating your own stories about what is going on in each scene!