

Quliyanguaq

Overview

This unit introduces students to a story written in Alutiiq. Shared and repeated readings of the Alutiiq story will help the students develop their literacy skills. The unit culminates in a podcast recording of students reading the story.

Standards

- I can give information using who, what, and where
- I can read fluently and with expression
- I can retell a story
- I can follow commands

Objectives

- Students will read and practice the Alutiiq story and record themselves reading it in a podcast.

Context

Elementary students from rural schools on Kodiak Island. We meet twice during the week for 45 minutes.

The “teacher” is delivering the instruction via distance and the “on-site teachers” are in the individual school sites, facilitating their students through the activities and classroom management.

Materials

- Computer
- Distance delivery platform
- iPads or computers
- Adobe Voice app

Vocabulary

Quliyanguaq- story

aikuq/piugta- dog

ateq- name

niiten- listen

aqumi- sit

tai-gut- come here

mayaciiq- ball

akiq'aru- catch it

akag'sgu- roll it

cingriu- push it

Teacher Guide

Day 1

1. Review the Learning Objectives that will be covered by this unit by sharing it digitally. (This is a review because the rubrics have been shared with the students at the beginning of this course.)
 - a. Share the [Alutiiq Oral Language Student Learner Plan](#) over the distance delivery platform
 - b. Read the learning targets that pertain to this unit
 - I can retell a story
2. Share the [Reading Self-Assessment](#) over the distance delivery platform.
 - a. Have students volunteer to read one of the expectations from the reading assessment- or you can use the Random Name Generator app to call on students randomly. The expectations are:
 - i. Clear voice
 - ii. Stopping at full stops (Ask for clarification as to what full stops are- periods)
 - iii. Take my time
 - iv. Pausing at commas
 - v. Expression
3. Introduce vocabulary by using [Total Physical Response \(TPR\)](#) techniques. Have students act out the vocabulary words and actions
 - a. Use the [TPR method](#) to have students carry out commands found in the “Yaaki” story.
 - b. Use the [TPR Checklist](#) to help keep track of the number of times you say each command.
 - c. Saying the command “Niici”(the plural form of Niten) mime listening by cupping your ear with our hand. Have students repeat after you 3x.
 - d. Saying the command “Aqumici,” (the plural form of aqumi) paired with a downward hand motion to the floor, sit down. Have students repeat after you 3x.
 - e. Saying the command “Taici,” paired with the universal hand motion for come here, have students walk towards you. Repeat 3x.
 - f. Saying the command “Akiq’arcui” (you all catch it) mime catching a ball. Have students repeat after you 3x.
 - g. Saying the command “Akag’ciu” (you all roll it) mime rolling a ball. Have students repeat after you 3x.
 - h. Saying the command “Cing’ciu” (you all push it) mime pushing a ball. Have students repeat after you 3x.
 - i. Using the TPR Checklist: Repeat the commands and motions 3x in order until the students have them down.
 - j. Then give the commands out of order 3x to assess the students’ comprehension of the commands. Check to see

Reflection

I implemented this unit during the fall semester this year. We spent a lot of time reading through the story so that the students felt more comfortable with it and could read it for their podcasts.

As I began to develop this unit, I thought to myself, “How can I make this more [interactive](#) and engaging for the students?” That is the focus of my project. So, if I was finding that I was reverting to teacher-centered practices, I would try to reflect and think about how to get the students using the language and producing [output](#).

One thing I would like to change is including more fun, interactive activities that the students could have done to practice with the vocabulary and reading and to demonstrate their comprehension. I have included more of these types of activities in this unit plan. I have also included more [comprehensible input](#) vocabulary activities at the beginning of the unit leading up to the shared reading of the story. In the family unit, I have used the idea of incorporating some type of student collaboration to respond to a multiple-choice question when working on vocabulary. I feel that this has been successful in getting the students to interact with each other and to engage with the vocabulary being taught. They are also able to demonstrate comprehension of the Alutiiq words. I would like to incorporate this activity into this unit as well for future implementations of this unit.

During the reading of the story, I tried to rely on the students to let me know where their comfort and proficiency level was with the story. I used their cues and input to let me know when they were ready to move ahead and become a bit more independent with their reading of the story. I would ask them if they would like me to provide the model for them to echo, or if they wanted to try to read the slide on their own. Then they would let me know the level of support they needed.

I did have some feedback from my co-teachers as well. One teacher was worried about asking her students to read in Alutiiq because they were struggling

that the students are acting out the correct actions for the command you are giving. (You can use popsicle sticks or the Random Name Generator app to help choose the commands randomly).

Day 2

1. Review vocabulary.
 - a. Use the TPR Checklist: Repeat the commands and motions 3x in order until the students have them down.
 - b. Then give the commands out of order to assess the students' comprehension of the commands. Check to see that the students are acting out the correct actions for the command you are giving.
2. Guide students through a shared reading of the story using slides of the story- can be scanned pages in a [PDF format](#), or a Power Point of pictures of the story.
 - a. Introduce the title slide of the story by sharing it over the distance delivery platform
 - b. Have students predict what the story will be about (this is done in English as the students don't have the language in Alutiiq)
 - c. Provide a model of fluent reading and pronunciation for each story slide using appropriate inflection and tone
 - d. Have students echo back the text on each slide. Give each site a chance to read through each slide
 - e. Based on the illustration, have the students postulate what the text is saying- ask for volunteers from different sites to tell what the slide is about as not to put anyone on the spot

Day 3

1. Practice Vocabulary using pictures from the story. These can be put into a Power Point.
 - a. Display a picture from the story and ask if Yaaki is _____ing? (action from the TPR lesson and story).
 - b. Have students answer Aa'a (yes) or Qanga (no).
 - c. Display two pictures and ask "Which one has Yaaki _____ing?" (action from the TPR lesson and story). "allringuq ili mal'uk?" (1 or 2)
 - d. Have students answer with either 1 or 2 (fingers) or verbally with "allringuq" or "mal'uk."
2. Reread the story.
 - a. The teacher provides a model of fluent reading when necessary.
 - b. Have each site read the story slides- taking turns rotating through the sites.
 - c. Provide the level of support each site needs- providing a model and having students echo, chunk sections of each slide for the students to read, or allow students to read the slide on their own providing support for words they need help with.

Day 4 and beyond

1. Reread the story as necessary for practice.

readers in English. She felt that this unit would confuse and frustrate her students. However, her students participated just as much and as enthusiastically as any others and did a very good job. I feel that the techniques and strategies used in this unit- a shared story and repeated readings- helped students with literacy skills ([Multiliteracies](#)) and the language that we were using was of little consequence. The skills should transfer over to the other language. These literacy practices are not subtractive, but additive.

This unit plan uses a different story than the one that I implemented. At the time that I developed this unit, I had access to three printed Alutiiq stories and this story, which had not been printed yet. I used the simplest of the stories available to me, which contained a lot of repetition, which I felt was important for my younger students. I adapted the story to simplify it further and shorten it. After we began the unit, several more Alutiiq stories were printed. A few of these were even simpler than the story we used and had already been illustrated. So, I revised my unit to use a simpler story.

It was suggested by a community member that I can incorporate Alutiiq Alphabet books into my unit. Students can develop their own alphabet books.

- a. As the students demonstrate they are ready by handling the chunking, have students attempt to read some of the slides on their own, supporting as necessary.
 - b. If students ask for a model, provide a model.
 - c. If students try on their own, encourage them.
2. Have students practice reading the story using choral reading or paired reading providing students with copies of the slides.
3. Share the [Story Map](#) over the distance delivery platform
- a. Read the terms in the boxes
 - o Naama? Means where? Where does the story take place
 - o what story element is this?
 - Students answer setting
 - o Where did the story take place?
 - Outside in a field, or on a hill
 - o Kingut? Means Who? Who is the story about?
 - What story element is this?
 - Characters
 - Kingut? Who are the characters
 - Yaaki and the girl (arya'aq)
 - o Cumi- means first
 - What happened first?
 - Students might say the girl introduces the dog, Yaaki.
 - She then tells Yaaki to listen.
 - o Taumi-means next
 - What happened in the middle?
 - Students might say that the girls gives Yaaki commands to follow, like: sit and come
 - o Iquani- means last
 - What happened at the end of the story?
 - o Students might say that the girl has Yaaki do tricks with the ball like: catch, roll, push the ball.
 - Have students either write, draw, or both in the boxes to retell what they remember from the story.
 - o Students can partner up and each record each other's oral retell
 - b. Have students continue to read the story with the level of support they need.
 - c. When students show readiness for recording their podcast, demonstrate programs that can be used for recording.
 - [Adobe Voice](#) (iPad)
 - [Story Kit](#) (iPad)
 - [Vocaroo.com](#) (web)
 - [Voice Memo](#) (iPad)
 - d. Organize students into groups for their podcast recordings. Offer options for how groups might be organized, but leave it up to the on-site teacher and students to determine groups
 - Groups of 3-5 students
 - Pairing older and younger students together (so that the older students can help support the younger students during group practice)

- Students can choral read during their podcast or individual students can be responsible for particular slides/pages within the story.


Extension

During the next story unit, students can group themselves according to interest in a particular story. Individual groups can read, practice, and perform different stories.

Assessment

Students assess their own reading skills and those of their group members using the [Reading Self Assessment](#) scale. Students can also score themselves using the [Alutiiq Oral Language Student Learner Plan](#).



Alutiiq Language	Trimester 1				Kodiak Island Borough School District 
	1	2	3	4	
Standards Addressed	With help I can do simple activities	I can do simple activities and with help I can do complex activities	I can do all the simple and complex activities	I can do all of the simple and complex activities and I can help a friend	What is my evidence?
I can initiate a conversation in Alutiiq.					
I can ask for information and give information using: who, what, where, when, why, how?					
I can retell a story.					
I can identify and describe movement to, from, and at a location.					
I can talk about events in the present, past, and future.					
I can talk in simple, complete sentences in the positive and negative form					

Name: _____

Date: _____

How well can I read?



	My rating			My partner's rating		
	☹	☺	😊	☹	☺	😊
Clear voice	☹	☺	😊	☹	☺	😊
Taking my time	☹	☺	😊	☹	☺	😊
Pausing at commas	☹	☺	😊	☹	☺	😊
Stopping at full stops	☹	☺	😊	☹	☺	😊
Expression	☹	☺	😊	☹	☺	😊







Una aikuqa / piugt'ka.



Atra Yaaki.



**Aqumi, Yaaki.
Aqumi. Aqumi.
Yaaki aqum'kauq.**



**Niiten, Yaaki.
Niiten. Niiten.
Yaaki niit'kauq.**



**Aqumi, Yaaki.
Aqumi. Aqumi.
Yaaki aqum'kauq.**



**Tai-gut, Yaaki.
Tai-gut. Tai-gut.
Yaaki taikauq.**



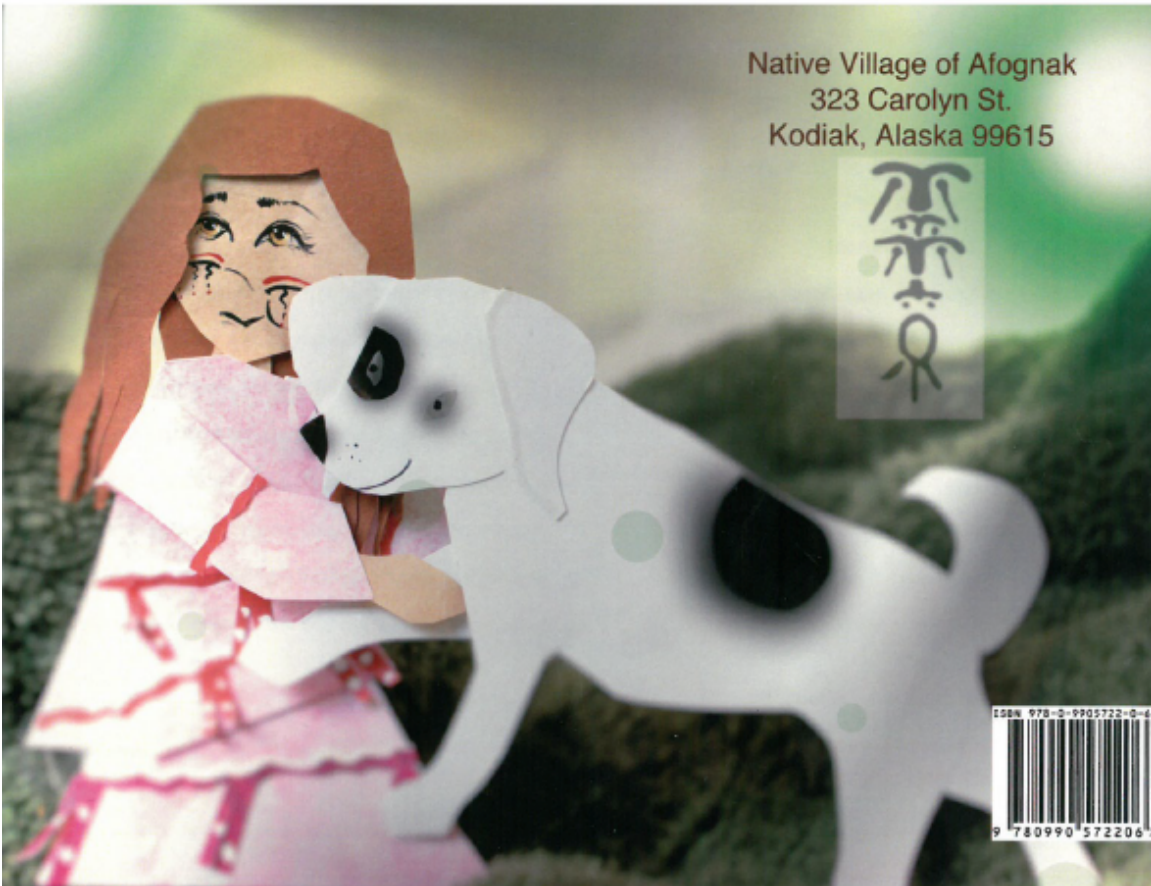
**Akiq'aru mayaciik.
Akiq'aru. Akiq'aru.
Yaakim akiq'arকাugaa.**



**Akag'sgu mayaciik.
Akag'sgu. Akag'sgu.
Yaakim akag'sকাugaa.**



Cingriu mayaciik.
Cingriu. Cingriu.
Yaakim cingkaugaa.



Native Village of Afognak
323 Carolyn St.
Kodiak, Alaska 99615



Quliyanguam Kalikai

Naama?



Kinkut?



Cuumi



Taumi



Iquani



TPR VOCABULARY PRACTICE CHECKLIST

Perform each command three times. Once you have completed item 10, randomize the commands and have students repeat random commands three times.

			Task
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Niici- listen
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aqumici- sit
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Taici- come
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Akiq'arcui- catch it
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Akag'ciu- roll it
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cing'ciu- push it
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Niici, Aqumici, Taici, Akig'arcui, Akag'ciu, Cingciu
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Randomized list of commands (can use Random Name Generator iPad app or popsicle sticks to help randomize)