

Ilanka: -an, (-rem) -aa

Family Unit

Elementary Alutiiq

Extension Unit

Overview

This unit builds upon the Ilanka unit and extends the vocabulary to incorporate the 2nd and 3rd person singular possessive endings.

Objectives

- Students will complete an information gap activity that incorporates 2nd and 3rd person singular possessive endings.

Teacher Guide

Day 1

1. Introduce vocabulary by sharing the [Ilanka Power Point](#) file over the distance delivery platform.
 - a. Click through slides 2 through 9 describing who is pictured:
 - “Taugna gui”- That is me
 - “Taugna maamaqa”- That is my mother
 - “Taugna taataqa”- That is my father

You want the students to hear the new vocabulary words between 10-12 times each. You may want to cycle through those slides 2-9 enough times to have said the target words (gui, maamaqa, taataqa) 10-12 times.

- b. Display slides 10 through 12 asking the students “Naliak _____? (read the word at the top of the slide) Allriluq ili mal’uk?”

Have a particular site to collaborate with each other to answer with either Allriluq or Mal’uk. Example: “Uusenqaq, caqucic maamaqa? Allriluq ili mal’uk?”- Ouzinkie, which one is my mom? One or two? As you continue to click through the slides, a star will appear to indicate the correct answer.

Then ask a different site to answer for the following site, etc. Encourage the students’ efforts by praising them with “Atagua!”- Good job!

2. Share the Ilanka Power Point file over the distance delivery platform.
 - a. Review the slides 2-9 by identifying who is displayed.
 - b. Display slides 10 through 12 asking the students “Naliak _____? (read the word at the top of the slide) Allriluq ili mal’uk?” You can have sites collaborate to answer for a particular slide again.
 - c. Display slides 13 through 20 describing who is pictured:
 - “Taugna alqaqa”- That is my older sister
 - “Taugna wiiwaqa” or “Taugna uyuwaqa”- That is my younger sister

You want the students to hear the new vocabulary words between 10-12 times each. You may want to cycle through those slides 13 through 20 enough times to have said the target words 10

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

- **Kinkut Ilaten? Video**
- **Kinkut Iloit? Video**
- **Distance delivery platform**
- **Word document/interactive whiteboard/kidspiration app**
- **Ilaten information gap activity**

Vocabulary

ilaten- your family

maaman- your mother

taatan- your father

aningan- your older brother

alqan- your older sister

wiiwan/uyuwan- your younger sibling (sister or brother)

emaan- your grandmother

apaan- your grandfather

qungutuwan- your pet

illait- his/her/its family

maamaa- his/her/its mother

taataa- his/her/its father

aningaa- his/her/its older brother

alqaa- his/her/its older sister

wiiwaa/uyuwaa- his/her/its younger sibling (sister or brother)

emaa- his/her/its grandmother

apaa- his/her/its grandfather

to 12 times.

- d. Display slides 21 through 25 asking the students “Naliak _____? (read the word at the top of the slide) Allriluq ili mal’uk?” You can have sites collaborate to answer for a particular slide.

3. Share the Ilanka Power Point file over the distance delivery platform.
 - a. Review a selection of the slides from 2 through 20 by asking review questions.
 - b. Display slides 26 through 33 describing who is pictured:
 - “Taugna apaaqa”- That is my grandfather
 - “Taugna emaaqa”- That is my grandmother

You want the students to hear the new vocabulary words between 10-12 times each. You may want to cycle through those slides, 26 through 33, enough times to have said the target words 10 to 12 times.

- c. Display slides 34 through 38 asking the students “Naliak _____? (read the word at the top of the slide) Allriluq ili mal’uk?” You can have sites collaborate to answer for a particular slide.

Day 2

1. Introduce 2nd person possessive form by playing the [Kinkut Ilaten?](#) video over the distance delivery platform.
2. In English, discuss with students what they noticed that was the same about some of the words in the video and what was different.
 - A. You can ask, “What words did you hear Ms. Peggy saying that were similar to the words Ms. Candace said?”
 - i. You are trying to get them to mention *maaman* and *maamaqa*
 - B. Record the students observations.
 - i. This can be done on a Word Document shared over the distance delivery platform, on a shared whiteboard, or using Kidspiration.
 - ii. Display the root word that is the same: *maama* and the endings that change *-n* and *-qa* (continue for *taata*, *emaa*, etc.)
 - iii. Ask the students why the endings change.
 - a. You are trying to get them to construct meaning of these endings. You may need to help them by using the words in sentences such as: *Maamaqa Lisa*. _____, *maaman* _____.
(choosing a student from one of the sites and using their mother’s name).
 - i. *-an* is the possessive ending for “your”
 - ii. *-qa* is the possessive ending for “my”

Day 3

qungutuwaa- your pet

-rem/m- possessives added to the end of a person’s name in 3rd person possession (’s)

Reflection

This unit has not been implemented. It may require some revisions after implementation to work out any kinks that arise. I am looking forward to implementing this unit with my students in the coming year. It will be a great opportunity for them to delve deeper into the language on a topic they are familiar with and interested in.

This unit draws on [Task-Based Language Learning](#) and [Output](#) principles as the students are assigned a task to complete with a partner or small group. The students must work together, sharing information, and negotiating for meaning to complete the task.

This unit also incorporates focus on form. Long’s (1996) definition of focus on form proposes that learners “attend to language as object during a generally meaning- oriented activity.

I use a discovery activity, *Kina Ilaten?* and *Kina Ilait?* Videos, to help students notice a particular grammatical form. Then we engaged in note taking and discussion to help the students construct meaning by realizing the function of linguistic forms and making connections, generalizations, and hypotheses ([Ogeyik, 2011](#)).

I have included correcting student mistakes in this unit so that students receive feedback to the hypotheses that they have tested in producing output during the class. It is an

1. Review 1st person and 2nd person possessive endings.
 - A. Play the [Kinkut Ilaten?](#) video.
 - B. Display the notes from Day 1 (Word document, shared white board, or kidspiration map).
 - C. Call on several students from different sites (you can use the Random Name Generator app on the iPad) to explain or restate what the different forms of *maama* mean- *maaman*, *maamaqa*- to reiterate the difference.
 - D. Have students turn to a partner and take turns asking (and answering) their partner- *Kina maaman? Kina taatan? Kina emaan? Kina apaan? Kina aningan? Kina alqan? Kina wiwan/uyuwan? Kina qungutuwan?*
2. Introduce 3rd person possessive ending *-aa* by playing the [Kinut Illait?](#) video.
3. Display the notes from Day 1 (Word document, shared white board, or kidspiration map).
 - A. In English, discuss with students what they noticed that was the same about some of the words in the video and what was different.
 - i. You can ask, “What words did you hear Ms. Peggy saying that were similar to the words Ms. Candace said?”
 - a. You are trying to get them to mention *maaman*, *maamaqa*, and *maamaa*.
 - b. Hopefully students will mention the *-rem* ending they heard at the end of Peggy’s and Candace’s name.
 - ii. Record the students’ observations on the notes from Day 1.
 - a. Add the *-aa* ending to the notes.
 - b. Add the *-rem* ending to the notes (not connected to the base word, but separate from it).
 - c. Ask the students why the ending changed yet again and what it might mean.
 - i. Here you will have to explain the *-rem/m* endings:
 - a. you must add an ending to the end of a name or pronoun to show that this person possesses what is being talked about in the 3rd person- just like the ‘s in English (John’s mother- John-rem *maamaa*).
 - b. If the name or pronoun ends in an a or oo, you simply add an *m* and no hyphen (*Gaylam maamaa*, *Ulum maamaa*).
 - c. If the name does not end in a or oo, you add *-rem*

important step for students to receive feedback, so they can begin to think about the language use and lead to metacognition.

to the name including the hyphen (Candice-rem maamaa, Peggy-rem maamaa).

- ii. Write a list of names on the notes:
 - a. Gayla, Peggy, Candice, Julia, John, etc.
 - b. Show how to write so-and-so's mom by adding either *-rem* or *-m maamaa* correctly (*Gaylam maamaa, Peggy-rem maamaa, ...*).

Day 4

1. Review the 1st person, 2nd person, and 3rd person singular possessive endings.
 - A. Show the [Kinkut Ilait?](#) Video.
 - B. Display the notes from Day 1 (that have been added to each day).
 - i. In English, ask for volunteers from around the sites to explain the differences in endings (*-qa, -an, -aa*).
 - ii. Ask if there is any student that would like to try to explain the *-rem/m* that is at the end of a person's name.
 - a. if there is no volunteer, go ahead and review the meaning of the endings and when to use *-rem* and when to use *-m*.
 - C. Pair each student up with a partner.
 - i. On-site teachers can help organize students into pairs.
 - a. If they have non-writers, have the on-site teacher pair those students with a partner- so group of 4 to complete the task.
 - b. You will want to let the teachers know ahead of class time what you will be doing so they can plan ahead the partner groups).
 - D. Explain (in English if unable to do in Alutiiq) that the groups are going to complete a [Family Tree](#) activity.
 - i. Have each on-site teacher pass out a Family Tree page to each student.
 - ii. Tell each student to write the name of their partner at the top of their paper.
 - a. The students do not write their own name on the paper.
 - iii. Explain that each student will be filling in the family tree of their partner.
 - a. If there is a group consisting of more than two students due to having a non-writer, have their writing partner help them

fill in the family tree (while the non-writer still elicits the information from their partner by asking the questions orally).

- iv. Choose one of the on-site teachers and model how to begin the activity by asking the teacher *Kina maaman?* And record the response on the Family Tree page.
- v. Tell the students to begin. Allow them enough time to complete the exercise.
 - a. Remind students that they need to ask about each family member (*maaman, taatan, emaan, apaan, aningan, alqan, wiiwan/uyuwana*, and can even include *qungutuqan* if they choose).
- vi. When students have completed the task, ask for volunteers to share out with the whole group some information about their partner.
 - a. You can facilitate this by asking a student: *Kina _____-rem/m maamaa?* (filling in the blank with their partner's name).
 - b. Try to get volunteers from each site to share out, taking turns between sites.
 - c. Correct students' mistakes by providing the correct model of how to relay the information.
- vii. Debrief this task by asking the students how they felt about this task. Record and display student answers. You can ask questions like:
 - a. Was there anything that anyone found easy about this task?
 - b. Was there anything that anyone found difficult about this task?
 - c. Would you want to do this task again?
 - d. If you could change something about this task, what would it be?
- viii. Have the on-site teachers collect the Family Tree pages to be scanned and emailed to the teacher.

Extension

You can have students create a project introducing their partner and their partner's

family members. This project could be another digital story, a Comic Life booklet, a poster, a presentation (Power Point, Keynote, Prezi, etc.), or another type of project.

Assessment

Collect the Family Tree pages from the on-site teachers through email or Dropbox. You can record student partner groups as they complete this task to review students' interactions and negotiations for meaning.

