
Ilanka

Overview

This unit introduces family vocabulary used in personal introductions. Students will use their personal introductions to produce a digital story about themselves and their families.

Standards

- I can give information using who, what, and where
- I can talk in simple, complete sentences
- I can talk use the past and present postbases
- I can identify and describe the position at a location (using the –mi postbase)
- I can correctly apply the –mi postbase to Alutiiq and English places

Objectives

- Students will produce a digital story introducing themselves and their family members

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!

Extension: Have students draw a picture of their “maamaqa” and “taataqa,” and themselves- “gui”

Family Unit

Elementary Alutiiq

Digital Storytelling

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

- Ilanka: Family Power Point
- Computer
- Distance delivery platform
- Personal Introduction worksheets sent to the on-site teachers
- iPads
- Adobe Voice app

Vocabulary- production

ilanka- my family

gui- me, I am

maamaqa- my mother

taataqa- my father

aningaqa- my older brother

alqaqa- my older sister

wiiwaqa/uyuwaqa- younger sibling (sister or brother)

emaaqa- my grandmother

apaaqa- my grandfather

qungutuwaqa- my pet

qungutuwanka- my pets

Vocabulary- comprehension

Naliak?- which one?

Taugna- that is

Day 2

1. 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 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.

Extension: Have students draw a picture of their “alqaqa” and “wiiwaqa/uyuwaqa,” - “aningaqa” (aningaqa isn’t contained in my family slideshow as I do not have one)

Day 3

1. 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.

Extension: Have students draw a picture of their “apaaqa” and “emaaqa,” demonstrating their understanding of the terms.

Introduce the term “ungutuwaqa”- pet. Add pictures of animals to the family slide show.

While displaying photos in the slide show, ask the students yes or no questions about the person displayed i.e. “Taugna maamaqa?” eliciting either an “Aa’a”- yes or “Qang’a”- no from the students.

Day 4

1. Share the [Kodiak Island Interactive Place Names Map](#) over the distance delivery platform.
 - a. Scroll over the sites of the map letting the students hear the pronunciation of the Alutiiq names for each place.
 - b. Have students at each site echo the pronunciation of each place name.
 - c. Have students work in pairs or groups accessing the [interactive map](#) and working to learn the locations of each village and village name.

Reflection

Informal, formative assessments are built into these [comprehensible input](#) lessons. The students are asked to demonstrate their comprehension of the vocabulary words by responding to an inquiry of “which one?” In the extension activities, the students show their understanding of the Alutiiq words by creating a picture of the target word. The students are also asked to respond to yes or no questions about the identities of the person in the slides.

I wanted to build [interaction](#) into the introduction phase of this unit by having the students collaborate and come to a consensus as a site when answering the “which one?” question with either *allriluq* or *mal’uk*.

When I first implemented this unit, I began with the Personal Introduction worksheet. I had the students fill theirs out and had made a video lesson about how to fill it out as I was unable to teach for a week and wanted to have a lesson available for the teachers and students for while I was gone. None of the teachers did the lesson on their own and I delivered the lesson to my students live when I returned. I realize that it was a mistake asking the students to read and write on the worksheet at the beginning of the unit. I then backed up and used the slideshow to introduce the terms and practice the vocabulary before asking them to produce [output](#) in the form of speaking and writing.

After the students had been exposed to the comprehensible input, practiced with the vocabulary, and showed comprehension, then we revisited the worksheet and began practicing the students’ pronunciation of their own introductions.

The video that I made of my own introduction did prove useful, as the on-site teachers were able to use that as a model when having their students practice pronunciation outside of our Alutiiq class time.

- d. Give students a list of the village names, which they must locate on the map. Group members take turns locating villages.
- e. Individual students can access the map on a computer or iPad. The student can practice pronunciation of each village name and quiz him/herself on the location of given villages.

Day 5

1. Demonstrate your [Alutiiq introduction](#). This can be done live or in a video format.
2. Have students break into pairs and practice telling each other who they are: “Gui Peggy”
 - a. Have students practice telling their partners who their mothers and fathers are: “Maamaqa Lisa. Taataqa Roy.”
3. Display the [Personal Introduction worksheet](#) over the distance delivery platform. Make sure that the on-site teachers have made copies of the worksheet for each student.
 - a. Read through the components of the worksheet, demonstrating how to fill in the information as you go along. Help students with filling in the information about where their family members were born.
 - b. Explain the difference between places with an Alutiiq name and places without an Alutiiq name such as Colorado. When you are adding the –mi postbase to Alutiiq place names, you do not include the hyphen and must drop the ending q when the place ends in a q. For example, *Sun’aq* (Kodiak) becomes *Sun’ami* (dropped ending q and added mi without the hyphen. When you are adding the –mi postbase to an English place name such as Colorado, you retain the hyphen (Colorado-mi).
4. Be available to the students and on-site teachers to help with any questions they may have while filling in their worksheets.
5. Allow volunteers to share information from their worksheets, but don’t push them to do so.

Day 6

1. Explain to the students about the Digital Story project.
 - a. Share [example digital stories](#) with the students over the distance delivery platform. After the students have viewed the [examples](#), ask them to brainstorm orally in English what they saw in the videos. What components made up the stories? Have them share their observations in a whole group.
 - b. Share the [Digital Story rubric](#) with the students- read through each row and column paying particular attention to the column that contains a score of 3- proficiency level.
 - c. Allow students time for questions. Then show an example [Family Digital Story](#).
 - d. Explain that students need to bring pictures in to start building their digital stories- ask them to brainstorm a list of pictures (this can be done in Alutiiq for the words covered- maamaqa, taataqa...and in English for those not covered in class- auntie, maps, etc...) that they should need and record their list on a document. The required list includes mother, father, self, and siblings. The optional list can include grandparents, pets, aunts, uncles, cousins, etc.
 - e. Tell students to begin bringing in their pictures for scanning or digital file sharing onto the iPads.

Some of the schools had difficulty gathering photos for their projects ([Task-Based Language Learning](#)). One school had their students draw pictures of their family members. This worked very well. At another school, we pulled pictures from family Facebook pages ([Funds of Knowledge](#)).

If I were to do this project again, I would like to spend some time on-site at each school to work directly with the students on the language, but particularly the technology. For this project, the teachers selected Adobe Voice because it is a relatively easy program to use. One site decided to use Garage Band in the end because they had some experience with that program. I think that they would have preferred Adobe Voice in the end if they had received a little instruction in that program that due to time constraints and distance, they did not receive.

Day 7 and beyond

1. Review your personal introduction for the students, providing a fluent model for the students.
2. Have students practice their pronunciation of their introductions- this can be done in pairs or small groups.
 - a. You can break the introduction worksheet into chunks and have the students practice small portions at a time. My suggestion would be to have students practice numbers 1-3 first. Then 4-6, and then the rest of the sheet.
 - b. Use the Think-Pair-Share model and have students review their introduction worksheets independently. Next, have them share with a partner or small group. Then have students share their introductions with the whole class.
 - c. Have the students continue to practice their introductions, providing support as necessary.
3. Demonstrate how to use the [Adobe Voice app](#) on the iPad. Show the students how to add pictures to a page, add pages, record their voice, re-record, change the themes, and adjust the background music.
4. Provide class time for the students to work on their individual digital story projects. Provide support for the students at whatever step they are on along the way- help with pronunciation, technical support for the app, etc.

Extension

You can introduce other possessive forms, such as your (-an) and his/her (-aa) and have the students practice in pairs- *Ellpet Billy. Sun'ami suullian. Maaman Kathy...*
"You are Billy. You were born in Kodiak. Your mother is Kathy..." Next introducing their partner to the class- *Taugna Billy. Sun'ami suullia. Maamaa Kathy...*
"This is Billy. He was born in Kodiak. His mother is Kathy."

Assessment

Using the [Digital Story Rubric](#), assess individual students on a 4 point scale in the areas of Vocabulary, Complete Sentences, Information, Oral Presentation, and Presentation. You can have students self-assess their projects using the rubric as well.

Students' spontaneous output can be assessed using the students' pictures from their projects to elicit information about their families and themselves. Ask them "Kina taugna?"- Who is that?

Appendix 1

Personal Introduction Alutiit'stun

1. Cama'i. Gui (I) _____ . _____ -mi Suullianga.
2. Maamaqa (my mom) _____ . _____ -mi Suullia.
3. Taataqa (my dad) _____ . _____ -mi Suullia.
4. Ilanka (my family) _____ -miut (, cali _____ -mek)
5. Aningaqa/Aninganka (My older brother/My older brothers- 3+)

6. Alqaqa /alqanka (My older sister/my older sisters- 3+)

7. Uyuwaqa /uyuwanka (S) or Wiiwaqa/Wiiwanka (N) (My little sibling/my little siblings- 3+)

8. Qungutuwaqa/Qungutuwanka (My pet/My pets- 3+)

Kal'ut: Karluk

Kasukuak: Akhiok

Nuniaq: Old Harbor

Sun'aq: Kodiak

Uusenkaa: Ouzinkie

Uyaqsaq: Larsen Bay

Masiqsiraq: Port Lions

Qik'rtaq: Kodiak Island

Ag'waneq: Afognak

Appendix 2

Multimedia Project : Alutiiq Family Digital Story

CATEGORY	4	3	2	1
Vocabulary	uses all family words covered in class (gui, maamaqa, taataqa, aningaqa, alqaqa, wiiwaqa/uyuwaqa, ungotuwaqa) and adds words not covered in class (cousin, auntie, uncle) No errors in meaning.	Uses at least five of the family words covered in class (gui, maamaqa, taataqa, aningaqa, alqaqa, wiiwaqa/uyuwaqa, ungotuwaqa) Only one error in meaning.	Includes at least three family words covered in class (gui, maamaqa, taataqa, aningaqa, alqaqa, wiiwaqa/uyuwaqa, ungotuwaqa) There are several errors in meaning.	Includes less than three family words covered in class (gui, maamaqa, taataqa, aningaqa, alqaqa, wiiwaqa/uyuwaqa, ungotuwaqa) Words are not used correctly.
Complete Sentences	Includes complete, complex sentences. Uses word endings beyond first person possessive (my_____).	Includes complete, simple sentences.	Includes some complete sentences and some individual words.	Includes individual words, no complete sentences.
Information	Includes names of family members, where they were born and any other information about that person (age, etc..).	Includes names of family members and where they were born.	Includes names of family members.	Does not include names of family members.
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention. Speaking is intelligible.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention. Speaking is mostly intelligible.	Delivery not smooth, but able to hold audience attention most of the time. Some of the speaking is unintelligible.	Delivery not smooth and audience attention lost. Speaking is unintelligible.
Presentation	The images chosen add a lot to the presentation of the material.	All of the images chosen match the content at that point in the story.	Most of the images chosen match the content at that point in the story.	Few images chosen match the content and images distract from the presentation.