# Using NRP Research to Teach Reading in Ojibwe K-1

Persia Erdrich - Kindergarten Brooke Simon - First grade

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## Zhaangweshi Brooke Simon





#### Who are the Ojibwe people?



# Why don't more Ojibwe people speak their language?

- Systematic approaches to assimilation
  - > Termination, Relocation act
- Boarding schools
  - > Forced removal with the purpose to "Kill the Indian save the man."
  - > Hundreds of thousands of children
  - > 1860s 1990s

#### Ojibwe Language Today

- Ojibwe people continued to speak and teach Ojibwe to one another.
- Most fluent speakers today are elderly.
- Ojibwe is an endangered language.
- However there is a thriving Ojibwe language revitalization movement that comprises many parts, including teaching Ojibwe in preschool and on into university programs.
- There are Ojibwe immersion programs that immerse students in the language completely which has proven to be a successful way to build second language speakers.



### Waadookodaading Ojibwe Immersion School



#### A look into Waadookodaading Immersion School

Waadookodading: Ojibwe Language Immersion School



#### Teaching Students to Read in Ojibwe

Oral tradition

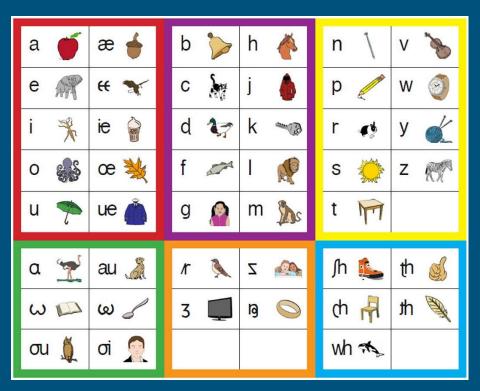
At this time students at Waadookodaading first learn to read in Ojibwe in Kindergarten.

English reading instruction is introduced in higher grades

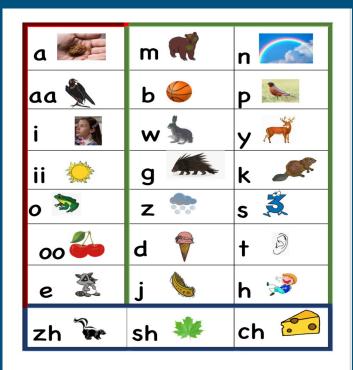
Not yet a formalized Ojibwe reading scope and sequence or curriculum



#### ITA



### Ojibwe



# Kindergarten Ojibwe Reading Program

#### Ojibwe Language Considerations

Ojibwe is an agglutinative language; words are made up of distinct morphemes and each component of meaning is represented by its own morpheme.

Ojibwe is written as a phonetic transparent language using some letters from the roman alphabet with the addition of "double vowels," aa, oo, ii. Also a glottal stop marked by '

#### Reading Ojibwe in Kindergarten

There are unique challenges for students learning to read in Ojibwe. One is the length of words.

Audrey; Ozhaawashkogiizhigookwezens

I see a cat; Gaazhagens niwaabamaa.

# Past Kindergarten Reading Program at Waadookodaading

- Letter a week
- sight/familiar words
- Learning by syllables
- Teachers earn a teaching license that trains them to teach reading in English

#### Considerations for program changes

- Students come in with phonemic awareness deficits
- Students struggling to read in Ojibwe will struggle to read in English
- ❖ Need for a formalized scope and sequence
- Utilize transparent language reading skills to learn to read in opaque language

#### Teaching Phonemic Awareness in Ojibwe

I based my reading program on the sound detective kit developed by Dr. Jane Anderson

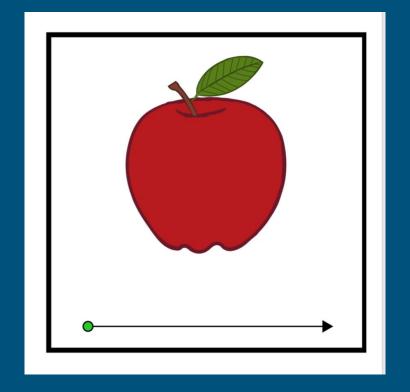
NRP Tasks: phonemic isolation, phoneme identity, phoneme categorization, phoneme blending, phoneme segmentation, phoneme deletion

#### Pandemic Considerations/Adaptations

Magnets and cookie sheets

Ability to work more 1-1 or small groups

Ability to work with parents directly



#### Syllables, sound by sound

- Students placed their markers into the middle of the image and then pulled them down to represent the sounds they heard.
- We progressed to hearing individual sounds within the word.



#### Ojibwe Phonology Chart

I introduced this chart as students progressed.

I chose these words for different reasons; cultural words, beginning words we use in class, and familiar animals and foods.



#### Groups of letters

I started by focusing on a few letters at a time. These letters were all written upon a color of magnets. The first letters were m, g, a, and oo.

We used the sound chart and then did projects focusing on that letter.

As students mastered groups of letters they moved on to other groups until they had mastered the alphabet.

#### CVC

- Ojibwe words are long and complex and not many would follow this pattern.
- However there are parts of words that are CVC. We focused on those and made up our own.
- In our first group of letters we had two consonants and two vowels.
- Students placed the letter magnets in the center of their cookie sheets and pulled down the correct letters.
- We continued on through the alphabet.

#### Forming Words

- Once we had a handful of consonants and vowels down we started to form actual Ojibwe words. We used blank magnets to represent sounds/letters we had not yet learned.
- ❖ I would ask students to find certain letters within their magnets and then they placed them in the center of their trays. They pulled down the letters to form the words.
- Eventually we were able to put together more and more words with increasing complexity and length.

#### Assessment - AAT-R

- Flynn Adaptation of Auditory Analysis Test, English phonological awareness test
- Given Fall and Spring, students showed improvement
- Results showed that phonemic awareness skills will transfer between English and Ojibwe
- Currently developing my own PA test in Ojibwe for my thesis research

#### Changes I Will Make:

- In the future I would create kits with different letter groupings.
- Vowels as their own separate color and group
- First group of consonants would include "s" because it is a continuant fricative consonant.

# Netamising 1st grade Ojibwe Immersion Reading Program

# Teaching in immersion

#### Paul Nation's Four Strands in Language Teaching

1. Meaning-focused input



2. Meaning-focused output



3. Language-focused learning



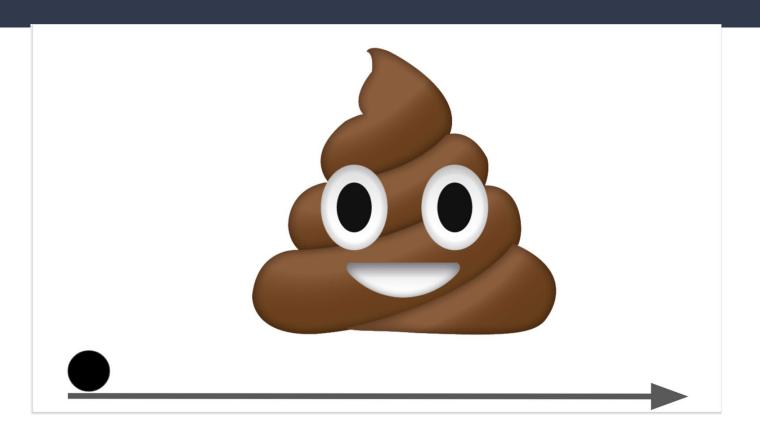
4. Fluency development

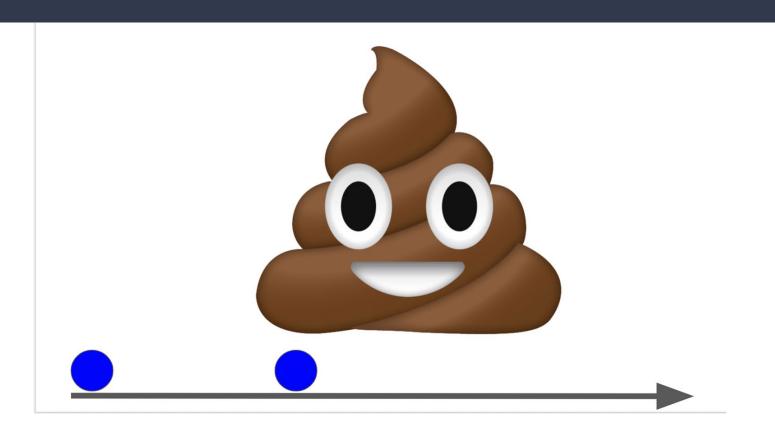


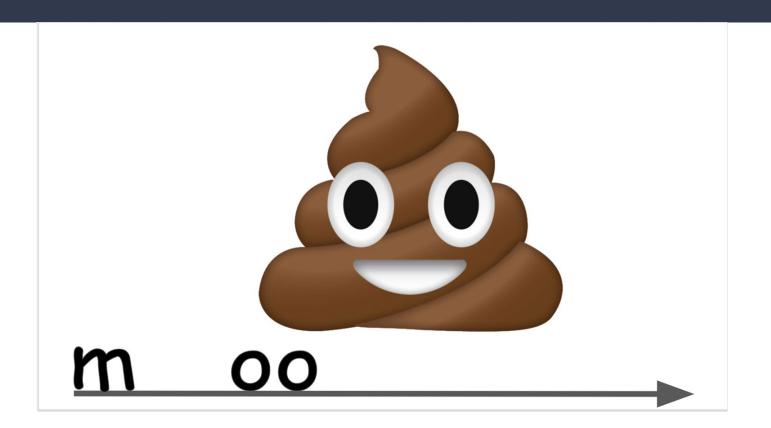
### Biliteracy

- Where to begin?
  - > Resources
  - > Phonemic awareness
  - ➤ Scope & Sequence
    - Vowels & Consonants
    - Consonant blends
    - Syllable length
  - > CBA

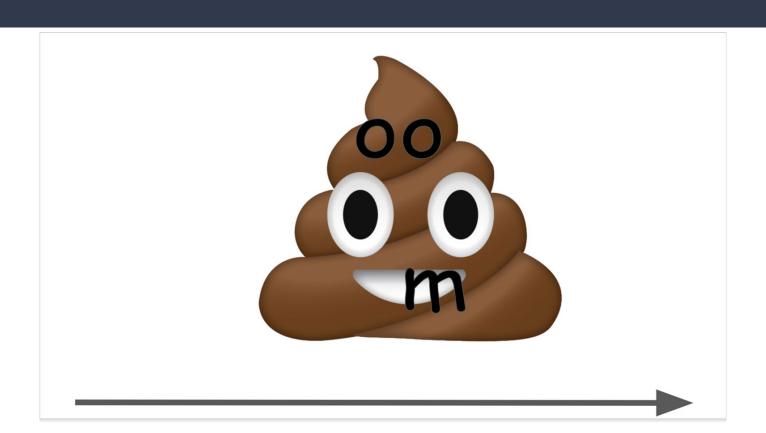


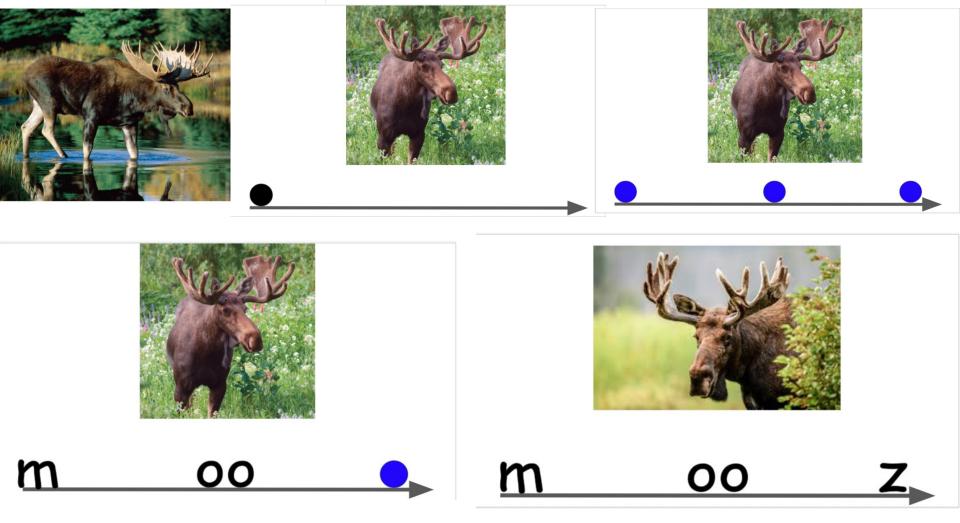
















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# Questions?