

KINDERGARTEN READINESS ACTIVITY AND PLAY GUIDE

SPRING



SUMMER



BETWEEN SUMMER & FALL



"Take care of our land and environment and it will sustain future generations."

Ethical and Knowledgeable Harvesting

Who can harvest?



Land use permits may be required to access certain lands to regulate its use and resources. Unless given permission, do not access private lands.

Example: Alaska Native Corporation Lands, State or Parks.

Where to harvest?

- Harvest in areas that are clean and void of pollution or contamination. Example: avoid harvesting near roads.
- Be careful when foraging.
- Be aware of wildlife.
- Monitor weather conditions.
- Be cautious, some people may not tolerate or may be allergic to wild plant edibles.

What can be harvested?

“Subsistence hunting and fishing, like all other harvest opportunities, are subject to reasonable regulations, including seasons and bag limits. Rules against wasteful taking also apply throughout Alaska.”

<https://www.adfg.alaska.gov/>

Recognizing & Use of Plants



Some inedible or poisonous plants and berries look alike. If you are not knowledgeable about plant and berry foraging, ask others who are.

It is recommended to consult field guides and other resources on edible and poisonous plants. To learn more, you may attend classes or join groups on how to safely identify Alaska's wild plants and berries.

“Traditional subsistence lifestyle of gathering wild food is to not overly harvest, gather only what is needed.”

AN OVERVIEW

	Month Introduction	Activity / Week 1	Activity / Week 2	Activity / Week 3	Activity / Week 4
MAY	<i>Cognition & Knowledge</i> Egg Picking	Land Waking Up	Weather	Spring Plants & Storytelling - Work Hard	Seasonal Calendars
JUNE	<i>Literacy</i> Building Routines	Storytelling Novarupta	Spruce Trees	Fishing	Water Increases Beach Play
JULY	<i>Physical & Social Emotional</i> Sockeye Salmon	Time of Molting	Insects	Preserving	Storytelling Words of Wisdom
AUGUST	<i>Approaches to Learning</i> Cleaning Berries	Birds Take Flight	Agutaq	Quyana Tea Time	Storytelling Season Changes

ACTIVITIES

There are about four activities listed per month. Activity pace is optional, one a day or more. Also, adjust for when plants are harvested in your area. Each page is a learning topic and can be done out of order.

LANGUAGE LEARNING

Incorporate speaking your language during activities. Speaking more than one language benefits your child's growth & development.



If your family speaks Alutiiq, Lake Iliamna Yugcetun or Inland Dena'ina, download and use the CHILD Alaska Native Language App.

LEARNING GOALS

The learning goals for the activities are connected to the Alaska Developmental Profile (ADP). This measure is an observational tool that Kindergarten teachers use to become familiar with the abilities and skills of your child and their readiness for kindergarten learning.

Each month, the playbook will feature 1 or 2 domains/categories of learning with indicators of readiness. Some of the activities are aligned to the indicators. The list is provided for you to monitor how your child is progressing towards consistently demonstrating the skill.

We encourage you to incorporate those in your harvesting and summer activities, as connections are made and progress is recognized.



PREPARING FOR LITERACY LEARNING

PHONEMIC AWARENESS



Phonemic awareness is the ability to hear and play with the sounds of letters, also known phonemes, in words. When children learn to listen to syllables and sounds, they will be prepared to recognize them when they see them in words. Here are some key skills children need to be ready to read.

Stages of skill development of sound awareness, from easiest to hardest:

1. Rhyming (recognizing then producing)
2. Segmenting/Splitting Syllables
3. Blending/Putting sounds to create a word
4. Sound/Phoneme Segmentation
5. Sound/Phoneme Deletion (saying the word without a sound)
6. Sound/Phoneme Manipulation (switching sounds to make a new word)

FLUENCY



It is important to cut smoothly when we file a fish. The uluaq is a reminder to,

- Model smooth reading when you read at story time.
- Read with expression and emotion in your voice.
- Practice fluency when your child names letters and letter sounds with their alphabet cards or tiles.

COMPREHENSION



Comprehension is the ability to understand what is read or heard. When reading to them,

- encourage your child to form a picture in their mind.
- give them as much background knowledge and vocabulary to further the understanding of what is being read.

PHONICS



Phonics is connecting the sounds letters make to their written letter form. This knowledge allows for children to learn to sound out words.

To prepare young children for learning the letter sounds,

- begin with the letter names and sounds in their own name.
- work on letters/sounds in the names of family and friends.
- follow their interests and learn words related to their hobbies.

VOCABULARY

Vocabulary is a key skill in understanding the words children learn to read. Talking with your child, naming items in their environment, asking lots of open ended questions and building on their answers, encourages children to practice and try new vocabulary.

WRITING - JOURNALING



Writing can happen anywhere and through many sensory experiences: writing on paper, in the dirt, finger painting, chalkboard, etc. Writing experiences give children the opportunity the skills they are learning in phonemic awareness, fluency, comprehension, phonics, and vocabulary. Through writing, your child can learn to tell stories about what they know and are learning. They can,

- record their observations and facts they have learned
- communicate ideas and opinions
- practice holding a pencil and learning the lines and shapes of letters.

Story Paper is good paper for your young child: blank on top with a few lines on the bottom. A thin booklet allows your child to feel proud when they finish it and makes a great keepsake. Your child can dictate to you while you write on the lines, but encourage them to sound out words/labels for their pictures as they are able.



ALASKA DEVELOPMENTAL PROFILE

Physical Well-Being, Health, and Motor Development

- Goal 1: Demonstrates strength & coordination of large muscles.
- Goal 2: Demonstrates strength and coordination with small muscles.

Social & Emotional Development

- Goal 3: Participates positively in group activities
- Goal 4: Regulates their feelings and impulses.

Approaches to Learning

- Goal 5: Shows curiosity and interest in learning new things and having new experiences
- Goal 6: Sustains attention to tasks and persists when facing challenges

Cognition & General Knowledge

- Goal 7: Demonstrates knowledge of numbers and counting.
- Goal 8: Sorts, classifies, and organizes objects.

Communication, Language, and Literacy

- Goal 9: Uses receptive (listening) communication skills.
- Goal 10: Uses expressive (speaking) communication skills
- Goal 11: Demonstrates phonological awareness
- Goal 12: Demonstrates awareness of print concepts
- Goal 13: Demonstrates knowledge of letters and symbols (alphabet knowledge)

MAY



Yugcetun: Kacyangutanutiit | time eggs come out
Igiugig - Peksuut Anutiit | coming of eggs

Inland Dena'ina: Venen Dghazhi | egg month

Peninsula Alutiiq: Maniit ya'alluat | red salmon moon

In this illustration, a mother beluga swims with her baby, feeding on smelt running through the rivers. Mother belugas are feeding their young and need lots of nutrition. Herring gulls circle overhead hoping to grab any smelt that surface on the water as the mother beluga chases them.

Animals: Mammals are giving birth to their babies as the weather warms and new plants provide food for many. Moose and caribou have their young during the late spring months, so these animals are not harvested during this time. During this month, you may see ~~smolt~~ smelt? or small fish just hatched from eggs swimming in the water. They are a rich food source for many animals, larger fish, and birds.

Birds: You will see many birds returning to nest and laying their eggs. Herring gulls as well as many other types of birds lay eggs towards the end of this month. At the end of May and the beginning of June, many families go eggng and look for eggs. (gull, tern, swan). This is an exciting activity that Alaska native families enjoy.

Plants: **Spring harvest of plants include** fiddleheads (early May), birch syrup (mid-April to early May), and fireweed shoots after they emerge from the ground (about 5-6" of growth).

The Land: The lakes, ponds and rivers are generally at a low level. As snow melts in the mountains, the water will flow down and as the summer months pass, water will fill up these bodies of water.

MAY

Incorporate these skills in the suggested activities and other times during the day.

Goal 7: Demonstrates knowledge of numbers and counting

- Counting to 10 from memory.
- Understands that in counting a set of items, each item must be counted once (touch each one) and none should be left out.
- Using basic numbers and counting in play.

Goal 8: Sorts, classifies, and organizes objects.

- Sorting objects into categories.
- Creating or duplicating patterns.
- Being able to describe why objects are arranged and sorted the way they are.



MAY- EGG MONTH: WILD BIRD EGG COLLECTING

Talk together about the meaning of May in Yugoctun and Dena'ina. Herring gulls lay eggs on islands or far out in the tundra where predators like foxes or bears can't easily get to their eggs. People have gathered gull eggs for a long, long time as a resource for food. We can **harvest** gull eggs when they first start laying.

COGNITION & GENERAL KNOWLEDGE

Day 1



Take Care

One of the values across cultures in Alaska is, "Take care of others, you cannot live without them."

What does this mean to your family?

Day 2

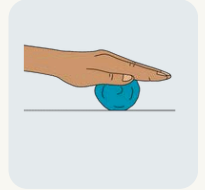


Journal

Go eggng or talk about the practice of eggng, if you are not permitted to egg harvest.

Learn the oval shape and draw 1-3 green eggs, with brown spots. When mothers rotate them in the nest, since they are oval, they spin instead of rolling out.

Day 3



Dough

. If your family doesn't gather eggs, still share the knowledge with your child. Use dough to create an island in a container of water. Place grass and created dough eggs and play.

It is important if you ever venture out to look for eggs you don't take all of the eggs in the nest. Always leave some especially if there are 3 herring gull eggs or more in the nest, then it's a good idea to not take any of those eggs. They might have a little chick already forming inside. Have you ever been out sea gull egg hunting?

MAY

THE LAND

Day 4



Listen to an Elder

The land is awakening this month. Talk with an elder about how they prepare for the seasonal change.



"When the birch leaves are the size of mouse ears it's time to plant."
- Knowledge passed down from Katie Trefon, Nondalton to Barbara Hill, Naknek.

Day 5



Get Outside

Look for birch trees. "Once birch leaves are as long as a pinky nail, birch trees will be ready to produce syrup."

Collect nature items. Touch each once as you count. Sort and create patterns.

Day 6



Inside Activity

Plant some seeds, water, and care for them. Learn about forget-me-nots, Alaska's state flower.

In your journal, date and measure as your plants grow.

Day 7



Journal

Draw some of your nature items. How many do you have? Did you find a leaf? Count your items and practice number writing in your journal.

Day 8



Dough Play

Roll dough flat. With your nature items, create impressions.

What patterns did you make?

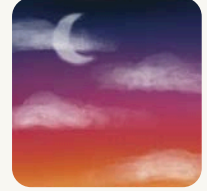
Day 9



Storytime

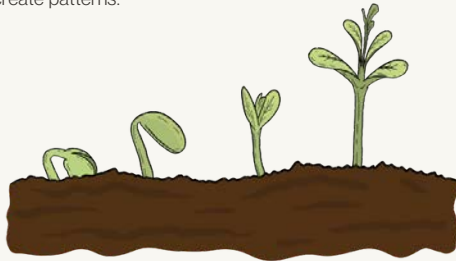
Choose a book or tell a story about the seasons. Discuss how at the end of summer, Kindergarten will start. A new time of learning.

Day 10



Bedtime

Count by memory together each night. See how high you can count by the end of summer!



Alaska, Indigenous, & Diverse Books - Plants

How Devil's Club Came to Be. - by Miranda Rose Kaagweil Worl

Meeka Loves Nature: Plants - Illustrated by Emma Pedersen

Junior Field Guide: Plants of Nunavut - by Carolyn Mallory

A Walk on the Tundra - by by Rebecca Hainnu, Anna Ziegler

A Kid's Guide to Plants of the Pacific Northwest: with Cool Facts, Activities, and Recipes

Arctic Plants: An Introduction to Edible and Medicinal Plants of the North - by Hainnu

MAY

WEATHER

Day 11



Listen to an Elder

Ask elders to share what they know about the weather mountains or how to predict weather.

Day 12



Get Outside

What kind of weather is it? Talk about the temperature, clouds and whether it will rain (dark/heavy), and wind. This helps us know how to dress.

Day 13



Inside Activity

Practice window watching. Create a project to hang outside and observe.

Day 14



Journal

Draw a grid on your paper. Observe and draw the weather for the next four days. Discuss data - most and least types.

Day 15



Dough Play

Can you create a rainbow or sun out of dough? Touch and count the dough logs you used.

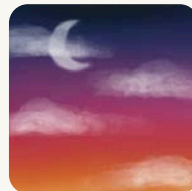
Day 16



Storytime

Read/watch a reading online of, the Ugly Place by Laura Deal. How does weather affect mood?

Day 17



Bedtime

Talk about your favorite weather and how we dress for it (traditionally & now).



Wind Chimes:

Canning jar rim, rocks, and string (glass float optional)



Rain Gauge

soda bottle, marker, ruler, rocks for weight



Sun Catcher

Canning jar rim, wide packing tape, flowers or tissue paper, string to hang



Cloudy



Rain



The Sun



Winds

MAY

SPRING PLANTS - FIDDLEHEADS

Day 18



Listen to an Elder

Elder Danny O'Hara says it is important to work hard and not be lazy.

Day 19



Get Outside

Harvest wild plants, like fiddleheads. Pick when 2-6" tall and while the fiddlehead is tightly curled.

Day 20



Inside Activity

Clean plants by gently brushing the brown hairs off. Count by 1s or make groups and count by 10s. Make pizza.

Day 21



Journal

Research about the plants you found. Draw a fiddlehead or another plant in your journal.

Day 22

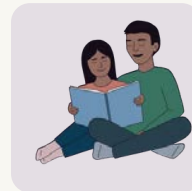


Dough Play

Practice rolling a dough shaped log. Form the spiral of a fiddlehead.

Pretend Play: cook (boil or saute) or eat fresh. If pretending to eat fresh, explain we eat only small amounts.

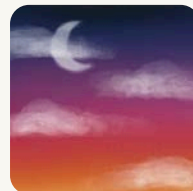
Day 23



Storytime

Find a book that talks about plants. What do they need to grow? Compare & contrast with what we need to grow.

Day 24



Bedtime

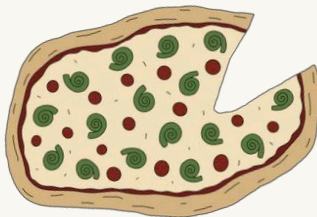
Fiddleheads are a wonderful source of vitamin E. Talk about the traditional uses of plants. How can we incorporate old and new ways of using plants now?



'Life in Pile Bay'

Illustrated by Beth Hill

Listen to elder Danny O'Hara talk about past Dena'ina traditions and the importance of remembering how and why things came to be how they are now.



Rhyming

Provide the set of words. Have your child identify which one does not rhyme. Can you think of another word that rhymes?

English: mix plant fix

Yugcetun: maraq napa palayaq. (tundra, spruce tree, boat)

Dena'ina: naqeli ten dasdeli. (fall, ice, red)

MAY

SEASONAL CALENDARS

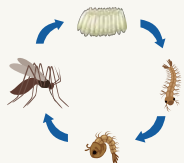
Day 25



Ask an Elder

What are some ways that people, plants, and/or animals show the passing of time?

Day 26



Get Outside

May is egg month. Did you know most insects lay eggs? Gather swamp water in a large clear jar. Let water settle. Observe the types of life (water beetles, dragonfly and mosquito larva).

Day 27



Dough Play

The mosquito lays eggs one at a time sticking them together in a shape of a raft. Create an attached group of oval shaped mosquito dough eggs. Rafts are typically in groups of 100. Create groups and pretend to count by 100s for each "raft".

Day 28



Journal

Have your child draw and observe how animals show time passing, as they grow!

Day 29



Nitnuqeyishi: Dena'ina Counting Cords

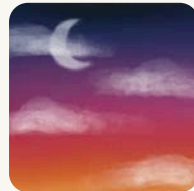
If people were on long journeys, knots were used to keep track of the days they were gone and when to expect them back.

Objects (beads, tufts of fur, cloth or colored string) were placed in between knots as a way of remembering special events.

Each day, have your child create a knot and count the ones they made. Tie the end to something so that they can knot easily.

Day 30

Day 31



Bedtime

Talk about ways to track time. Does your family celebrate special days or make trips during summer? Show them how to use a calendar.

Fireweed growth is like watching a natural summer clock

When the fireweed flowers reach the top, summer is over and school will start. When fireweed plants get about 6 inches, harvest them to boil or steam. They are a very good source of vitamin A. They are best picked when just shooting out of the ground and have a green and reddish tint. When shoots begin to unfold, then they are not good to eat anymore.



JUNE



Yugcetun: Kaugun | hitting of fish

Inland Dena'ina: Venen Tuneyashi (N) | water increases

Peninsula Alutiiq: Iqallugciq | salmon moon

June is an exciting month when fish start to enter rivers, lakes and streams. Sockeye salmon are a major food source for wildlife and people! What type of birds and animals have you seen eat salmon? Many people are busy gathering firewood for the smokehouse, cleaning, prepping their tools (i.e. sharpening knives and ulus), and mending nets. This helps them be ready for the exciting summer season of catching, preparing, eating, and preserving fish.

Plants: Many plants used for medicine and food are harvested during this time. Wild celery, mushrooms, fireweed (shoots and blossoms) are gathered.

Berries: You may see blossoms across areas of the tundra that will soon fall off and ripe into berries. Harvesting berries in areas of Alaska may differ depending on the type of berry and region. Some berries include, salmonberries (cloudberries), blackberries (crowberry), or blueberries (bog berry), and low bush cranberries (lingonberry). Ripe berries are harvested at different times depending on the type of berry.

Birds: Eggs of gulls, terns, swans and geese are harvested during the early month of June, but are left alone during the middle of June when the eggs are closer to hatching into baby chicks!

Land: Snow from the mountains and hills have mostly melted by now. Water from mountains and other areas drains into the rivers, lakes, and streams. This makes the water level in the lakes and rivers rise higher during the month of June.

JUNE

Incorporate multiple opportunities to practice these skills, throughout your child's day. There are 5 big categories your child will learn in school. Let's start practicing now.

Goal 9: Uses receptive communication skills. 4 5

- Listening to others in a group.
- Responding to requests.
- Understanding prepositions in commands (such as: direction, time, location, spatial relationships).

Goal 10: Uses expressive communication skills. 4 5

- Asking others for help.
- Defining words
- Using words correctly to indicate understanding
- Naming several non-present objects or expressing ideas in more than one way.

Goal 11: Demonstrates phonological awareness. 1

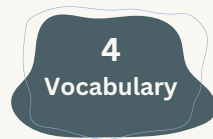
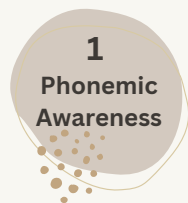
- Participates in or creating song, rhyme, and games.
- Identifying initial sounds.

Goal 12: Demonstrates awareness of print concepts 3

- Demonstrates how to follow text from left to right.
- Recognizing the difference between letters, words, and numbers.
- Pointing to the title of the book, recognizing own first name, or environmental print.

Goal 13: Demonstrates knowledge of letters and symbols (alphabet knowledge) 2 3

- Recognizing or printing several upper- and lower-case letters
- Writing or recognizing the letters in their name.



COMMUNICATION, LANGUAGE, & LITERACY

Day 1



Build Routines

Pick a time to work on literacy everyday.

BY KINDERGARTEN:
RECOGNIZE 18
UPPERCASE AND 14
LOWERCASE LETTER
NAMES. START WITH THE
CHILD'S NAME, AND
NAMES OF FRIENDS AND
FAMILY.

Day 2



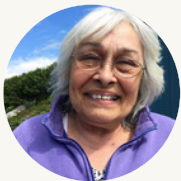
Read Stories

Reading to children everyday and talking to them about stories, will teach them to enjoy reading. Pick a new skill from the left and check it off as your practice.

JUNE

STORYTELLING

Day 3



Listen to an Elder

Listen to elder Vicky Alto from South Naknek tell about her ancestors leaving Katmai during the 1912 eruption of Novarupta.

Day 4



Get Outside

Animals fled the Katmai area, warning people. Observe signs for animals. What do you notice?

Day 5



Inside Activity

Play the floor is lava game. Jump to segment the syllables in words.

Day 6



Journal

Journal about the eruption that occurred on June 6, 1912. Practice writing the date.

Work on recognizing the difference between letters, numbers & words.

Day 7



Dough Play

Cover a cup with dough to make a volcano. Fill cup with 1/4 baking soda. Add vinegar to 3/4 line. Experiment with different ratios of baking soda and vinegar. What happens?

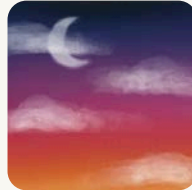
Day 8



Oral Storytime

Telling stories passed down from one generation to the next, preserves knowledge and history. Share a story with your child that you were told.

Day 9



Bedtime

Have your child tell you a story.

Share the value, "Know who you are, you are a reflection on your family". What does this mean to your family?



'1912 Novarupta Eruption'

Illustrated by Beth Hill

Discuss: how listening to her families' stories helped her learn about her history. What stories have you heard?

Segmenting Syllables

Provide the word & have your child use their fingers or objects to separate the syllables.



English: vol-ca-no (3)

Yup'ik: pu-yu-lek (3)

Dena'ina: viq'-i-daz'-e-ni (5)



car-i-bou (3)

tun-tuq (2)

ve-jex (2)



beach (1)

ce-ña (2)

tu-vugh (2)



JUNE

SPRUCE TREES

Day 10



Listen to an Elder

Discuss uses for spruce tips or spruce trees.

Day 11



Get Outside

Harvest spruce tips when they are just budding out of the tree and are light green. They are soft so children can easily pick the tips off.

Day 12



Inside Activity

Talk about the alternating ABAB pattern of brown sugar and spruce tips. How else can you create patterns?

Day 13



Journal

Draw a spruce tree. How do you take care of the trees? How else do you like to draw trees?

Day 14



Dough Play

Press spruce tips and other nature items into play dough or clay. What patterns and designs can you make?

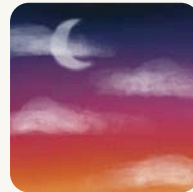
Day 15



Storytime

Listen online or read *The Dancing Trees* by Masiana Kelly. Talk about the purpose of a book title and where to find it.

Day 16



Bedtime

A bedtime routine is a type of pattern, if it happens every night. Patterns help children understand change and think about what comes next.

Snuggle and talk about how to live with the land.



Spruce Tip Syrup

- Gather 4-5 cups of spruce tips and wash.
- In a jar, alternate brown sugar and spruce tips, until full.
- Seal the jar and place in a window with sun.
- Shake daily for about 30 days.
- The sugar will mix into the spruce and create a thick spruce syrup.
- Strain spruce tips out and store syrup in the refrigerator.
- Use in teas or as a sweetener on yogurt or pancakes.

"When foraging and harvesting in an ethical manner it nurtures a healthy ecosystem and environment."

"Remember to share some of your harvest with elders who can no longer harvest wild foods. Whether it be berries, plants, fish, eggs, homemade jellies from berries and fireweed, or akutuq - they will thank you."

JUNE

KAUGUN - "HITTING OF FISH"

Day 17



Listen to an Elder

How do they or did they prepare for summer months?

Day 18



Get Outside

As fish are hitting, many people begin to harvest fish. Others are busy gathering firewood for the smokehouse, cleaning buckets, sharpening knives and ulus, mending and repairing nets; prepping for the summer season of catching, preparing, and preserving fish.

How can your child help indoors and outside with different tasks? Teach them the value of preparing and working together as a family.

Day 19



Inside Activity

Day 20



Journal

Learn **how** to draw a salmon. Journal how you like to help your family.

Day 21



Dough Play

During play dough time, practice **rhyming** words (fish, wish, dish, swish, etc). What nonsense words can you come up with?

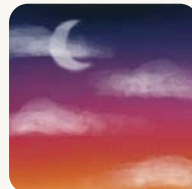
Day 22



Storytime

Tell a story of how you prepare for harvesting or a hard job

Day 23

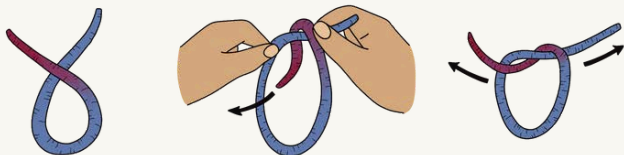


Bedtime

Discuss how "asking others for help" is an important part of preparing to do things. Have your child practice asking for help.

Knot Tying

Learning to tie knots is great fine motor practice and develops patience. Practice learning to tie knots for hanging fish. - **Turn to the back for step by step directions.**



Alaska, Indigenous, & Diverse Books

Gillnetter Girls by Molly Ginther
The Wish Fish: An Alaskan Tale by Andri Elko
Working Boats by Tom Crestodina
The Salmon Princess by Mindy Dwyer
Go Home, River by James Magdanz
The Girl Who Swam with the Fish by Michelle Renner
Salmon Boy: Shanyaa'kutlaax by Baby Raven Reads

KNOT TO HANG FISH STRIPS

This knot is used for hanging fish because it holds fish in place and doesn't slip. It is, also, good because you can use both sides of the string to balance the fish.



1 Learn to Cut Strings

Have your child use scissors to cut string to size and be ready, if needed to tie fish

Fold in half when you are ready to the knot.



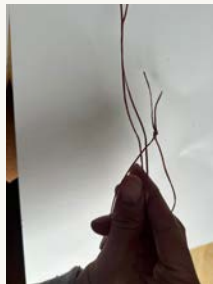
2 Tie a Knot

Tie a Knot

After I was able to do that, I learned the second part of just tying the strings.

3

Create Loop: After I learned step 2: Spread the strings with your thumb & pointer finger.



Rotate your hand and reach into the hole, grasping each side of the string and pull it through. This will create a loop to hang a fish strip.

4

Repeat Step 3: Loop the other end of the string. Hang a strip of fish on each end. Be sure the meat is going down.



Have your child find two strips of fish of equal length/size to balance when hung.

JUNE

Day 24



Listen to an Elder

In Dena'ina June is Venen Tuneyashi or "water increases". Ask an elder if June has a significant meaning.

Day 25



Get Outside

When ice & snow thaws, it increases water levels. Walk and observe waterlines of rivers & beaches. Collect nature items.

Day 26



Inside Activity

The bowline knot tie is used to secure your boat. Practice while waiting to pick your net, or during car drives, or when home.

Day 27



Journal

Learn to draw waves with different lines. What line will you use?

Day 28



Dough Play

Set out beach items for dough play: shells, rocks, sea glass, sticks, etc. During play count the sounds in words by using 1 item for each sound.

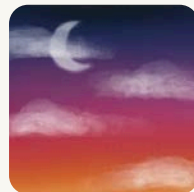
Day 29



Storytime

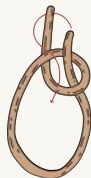
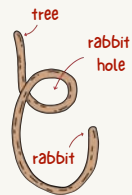
Read or listen online to a reading of *Raven & The Tide Lady* by Baby Raven Reads. Talk about what a character is.

Day 30



Bedtime

Share the value, "Show respect for others, each person has a special gift." What does this mean to your family?



The rabbit runs out of the hole around the tree and back into the hole



Blending Sounds: provide the sounds & have your child say the word.

English: b-ea-ch

Yugcetun: c-e-n-a

Dena'ina: t-u-v-o-gh



r-i-v-er
k-u-i-k
k'-et-n-u



(ice) i-s
c-i-k-u
t-e-n



Watching for Wind Speed

You can estimate how strong the wind is blowing by observing the waves and counting how long it takes for a wave to fall over. Two seconds is about 20mph.

Three seconds is around 30 mph.

JULY



Yugcetun: Ingun | time of molting

Inland Dena'ina: Venen Tuneyashi | sockeye salmon month

Peninsula Alutiq: unknown

Kodiak Alutiq: Amartut Iraluat | pink salmon moon

People are busy storing their winter supply of fish. In this picture you can see the fish caught in or “hitting” the net under water. The corks on the top help the top part of the net stay afloat above the water, while the lead line (on the bottom) is heavy and sinks to the bottom. Fish cannot see the net and will run and get tangled into it. During this month you may see cured fish hanging on wood drying racks outside. The fish are hung skin side out until the skin is becomes firmer. Then the fish is moved into the smokehouse. Inside the smokehouse, you can see fish are hung flesh side out, ready to be preserved. The smoke helps fish to preserve and to keep away insects from the fish. Flies will lay eggs on the fish so it is important to have some wind as well.

Fish: Sockeye salmon swim close to the shore and continue working their way back to where they were born.

Birds: Birds that have just hatched a month ago are now molting, or losing their soft baby feathers. These will be replaced by thicker harder feathers they will need to use as adults.

Plants: Most of the plants are green and many wildflowers are in full bloom this month. Salmonberries (cloudberries) and blueberries are ready this month.

The Land: We often pay attention to weather because it affects so many things we are doing outside! Wind direction may determine how the fishing net should be set. Or, if you are going out on a boat, whoever is operating the boat will make note of the weather to determine safety and how long to be out. Important information includes watching the clouds, water, and wind speed to make sure that the boat trip will be safe. Wind is also important to keep the bugs away if you are out on the tundra.

JULY



As you move through July, consider how your child's physical, social, and emotional development is progressing.

Goal 1: Demonstrates strength and coordination of large muscles.

- Running with an even gait and few falls
- Maintains balance when bending, twisting, or stretching.
- Kicking a ball at a given point with accuracy.

Goal 2: Demonstrates strength and coordination with small muscles.

- Cutting and drawing.
- Able to manipulate clothing fasteners.
- Putting together or pulling apart manipulatives such as blocks or beads.



Bristol Bay



Nome



Hooper Bay



Barrow



Southeast

Goal 3: Participates positively in group activities.

- Following simple rules.
- Participating in group activities or inventing activities that include more than one child.

Goal 4: Regulates their feelings and impulses.

- Expressing themselves in safe & appropriate ways.
- Seeking peaceful resolutions to conflict.
- Modifying behavior for different environments
- Listening to instructions before starting an activity.



Nunivak

PHYSICAL & SOCIAL-EMOTIONAL DEVELOPMENT

Day 1



Land

Elders say, if there is a lot of tundra cotton then it will be a good season for fish.

Day 2



Dough - STEM

Design an ulu, from your region. Cut dough into strips of salmon to hot smoke.

Day 3



Journal

It takes strong muscles to fish. Learn to draw a net. How many will you catch?

Materials:

Thick plastic container (soy sauce or lg. popcorn jug), scissors/knife, duct tape (this one was colorfully patterned), cardboard, marker for tracing.



Create a template. Measure the width of child's knuckles for the handle. Trace onto thick plastic. & cut out.



Handle: Make rectangle (slightly larger than width of top part of uluaq, about 4") to fold over. Wrap tape around all sides to secure

JULY

TIME OF MOLTING

Day 4



Listen to an Elder

Talk to an elder or culture knowledge bearer, about traditional uses of birds and feathers.

Day 5



Get Outside

See if you can find any feathers outside. What bird do they belong to? Check the beach.

Day 6



Inside Activity

Experiment with feathers in water. Do feathers float? Why do you think some feathers shed water? Sort feathers into categories (feathers that stick vs. shed water).

Day 7



Journal

Record what types of birds you saw outside. What color were their feathers?

Day 8



Dough Play

Create a bird from dough and add feathers.

Day 9

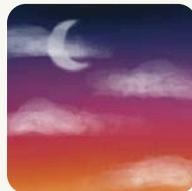


Storytime



Chickadees molt from July-Oct. Listen to the traditional Dena'ina sukdu Ch'ggaggashla, on the Elder Message App.

Day 10



Bedtime

Discuss the traditional value "Accept what life brings, you cannot control many things." What does this mean for your family?

Alaska, Indigenous, and Diverse Books

Tana's Owl by Rachel & Sean Qitsualik-Tinsely

Land of Birds for Alaska: A Field Guide for Children by John Lofgreen

Alaska is for the Birds! by Susan Ewing

A Children's Guide to Arctic Birds by Mia Pelletier

The Raven & the Loon by Rachel & Sean Qitsualik-Tinsely

10 Rowdy Ravens by Susan Ewing

Raven Makes the Aleutians (Baby Raven Reads)

Raven & the Hidden Halibut (Baby Raven Reads)

Molting - Losing Feathers

Did you know that all birds molt or lose their feathers? Some birds slowly molt year round. Others molt during a specific season. Most birds molt during the summer because it helps them stay cool and prepares them for migration. Main bird activity is breeding (spring), molting (summer), and migration (fall).



JULY

INSECTS

Day 11



Elder Stories

Elders collaborated on Math in a Cultural Context story, "Berry-picking" Read p. 32-53 and discuss the mosquito story.



Day 12



Get Outside

Practice getting dressed for the outdoors all by yourself.

What do you see?
What do you hear?
What does the air smell like?

What types of insects can you find?

Day 13



Inside Activity

Yarrow Salve using beeswax

Day 14



Journal

The Alaska state insect is a dragonfly. Research how that decision was made. Learn to draw it in your journal.

Write your list of insects you saw.

Day 15



Dough Play

Research Alaska ladybug / beetles. What kind did you create? What color and how many spots? *Add a photo to your journal, if you would like to.*

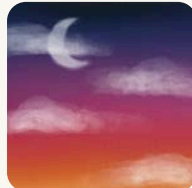
Day 16



Storytime

Read or listen to a reading, online of *The Bee* by Becky Han. How should we act around bees?

Day 17



Bedtime

Share the value "Live carefully, what you do will come back to you." What does this mean to your family?



Birch punk can be used as a fire starter. Smoke keeps gnats & mosquitos away.

Alaska, Indigenous, & Diverse Books

A Children's Guide to Arctic Butterflies by Mia Pelletier
Junior Field Guide: Insects of Nunavut by Jordan Hoffman
Meeka Loves Nature: Insects by Danny Christopher
Insects of the Arctic: What is an Insect by Carolyn Mallory
The Happy Mosquito by Nadia Sammutok
Insects of the Arctic: Bugs that Love the Cold by Carolyn Mallory

Sound Segmentation: Say the word. Have your child say each sound while raising a finger.

English: bug (b-u-g) 3

Yugcetun: : ciissiq (c-i-s-i-q) 5

Dena'ina: ggih (3)



summer (s-u-m-er) 4

kiaq (k-ē-a-k) 4

shan (sh-a-n) 3



JULY

Day 18



Listen to an Elder

How were berries, bird meat, or fish stored for winter?

Day 19



Get Outside

Pick berries or other plants! Share the value, "Have patience, some things cannot be rushed" What does this mean to your family?

Day 20



Inside Activity

Place berries on a cookie sheet or pan to freeze. Have your child label bags with berry type and date. Store frozen berries in ziplock bags.

Day 21



Journal

Read or watch online a reading of *Memory Jars* by Vera Brosgol.

Journal what you would put in a jar. Discuss how canning preserves food.

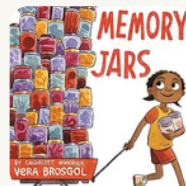
Day 22



Dough Play

Make pretend jam. Smash the dough berries over a *pretend stove and fill jars.. Sound out "jam" labels using masking tape. Which special people will they give the jam to? How many jars would they need?

Day 23

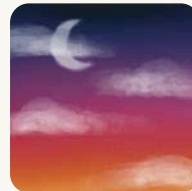


Storytime

Read or watch online a reading of *Memory Jars* by Vera Brosgol.

How did Freda use jars in a different way?

Day 24



Bedtime

One of the values from the Alaska Native Knowledge Network is, "Pray for guidance, many things are not known". If this is part of our families' values, share and talk about what it means to you.



Share Your Harvest

The land is abundant with berries and plants at this time. Teach children how to share what they can with those that may have a hard time harvesting (the elderly or sick).



PRESERVING

JULY

STORYTELLING WORDS

Day 25



Listen to an Elder

Listen to elder Paul Boskofsky from Kanatak, (later Egegik and Naknek).

Day 26



Get Outside

Go on a nature walk. Talk about the names of plants and things you see to expand their vocabulary.

Day 27



Inside Activity

Discuss and act out words: action words, feeling words, nouns, or describing words. Write them on strips of paper and put them in a basket or bin.

Day 28



Journal

Share that names are words too! Tell your child the story of their name and have them draw a self-portrait in their journal. Talk about native names and include if they have one.

Day 29



Dough Play

Roll logs to make alphabet letters & words. What words can you make? Talk about your favorite words. Play the elder message in the background.

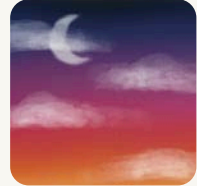
Day 30



Storytime

Find words in books that are interesting. Talk about what your child wants to do when they grow up.

Day 31



Bedtime

Talk about some of these words that Paul talked about: Knowledge, Wisdom, Common Sense, Gratitude. What word guides you?



'Words of Wisdom'

Illustrated by Beth Hill

How did Paul Boskofsky catch fish when he was young?



When you visit an elder and hear their stories, offer to help them around the yard and house.

AUGUST



Yugcetun: Tengen | taking off of birds

Inland Dena'ina: Venen K'enijuni | month of ripe berries

Peninsula Alutiiq: Uksuam Ya'allua | the berries moon

In the illustration, there is a girl harvesting berries, while in the background birds take off in flight from a nearby pond.

Plants: Throughout August, different kinds of berries can be harvested. Many birds and animals eat the same berries that people eat. The seeds of the berries, that these birds and animals eat, get scattered amongst the various places where the animals leave waste behind. These dropped seeds will take hold into the soil to grow again.

Animals: Baby chicks first hatch during the month of June, then lose their soft feathers in July, and have begun to fly in August. Just as we do, many birds and animals are getting ready for the winter, by storing up food. Some animals cache their food by gathering and hiding it in different places. Later when it is too cold to find food they will return to their stored cache of food. Other animals, like bears and some birds, eat to store fat for energy. When these animals are not eating during the winter, their bodies survive by 'eating up' or using the stored fat.

Fish: Sockeye salmon are getting ready to spawn and go through many changes this month. They begin to lose the color of their silver skin and transform into a bright red color. Their noses are sharpening into a hook shape and their teeth stick out into sharp jagged points. Spawning salmon also have different looking flesh. In the summer, it's a bright reddish-orange, but in August and later their flesh is beginning to turn white as they lose fat.

AUGUST

Transitioning to new places, meeting new people, and experiencing different routines can be difficult. Talking and practicing before hand can help your child know what to expect.

Goal 5: Shows curiosity and interest in learning new things and having new experiences.

- Engaging in discussion about new occurrences.
- Looking for new information
- Using familiar materials in a new way.

Goal 6: Sustains attention to tasks & persists when facing challenges.

- Remaining engaged while peers or adults are the focus of attention like in Storytime
- Working on a task over a period of time such as leaving or returning to it.
- Being able to shift attention back to an activity after being distracted.
- Accepting age-appropriate challenges and persisting through frustration.

Alaska, Indigenous, and Diverse Books - Berries

Berry Magic - by Teri Sloat

Hurry Up, Ilua by Nola Hicks

Molly of Denali, Very Berry Itchy Day by WBGH Kids

Let's Go! A Harvest Story by Hannah Lindoff

Berry Song by Michaela Goade

Picking Berries by Hannah Lindoff

Memory Jars by Vera Brosgal

It's Time for Berries by Ceporah Mearns, Jeremy Debicki

Berry Picking in the Fall, Illustrated by Thorgeirsson Sigmundur

Berry Picking for Grandma by Jenna Bailey-Sirko



APPROACHES TO LEARNING

Day 1



Share

"Share what you have, giving makes you richer." - AKNK Values. What does this mean for your family?

Day 2



Library Visit

Visit your local library. What books can they share with you about berries and Alaska birds. Become a member and check them out.

Day 3



Create

Work with your child to create a gift over multiple days (like a piece of art or food preservation). Who will you share it with?

Cleaning Your Berries

If windy, show how to clean berries with the direction of the wind. Gather all berries into one container and have another container empty in your other hand. "See which way the wind is blowing? It's coming from the _____ (i.e. North/direction). We can use the wind to help us clean our berries." Take the berries and face in the direction of the wind. Gently pour berries into the empty bucket with space between. Observe leaves and twigs that are lighter than the berries being swept away with the wind.

AUGUST

BIRDS TAKE FLIGHT

Day 4



Listen to an Elder

Talk to an elder, or culture knowledge bearer, about traditional uses of birds or traditional stories featuring birds.

Day 5



Get Outside

Outdoor activities:
(1) Bird watching.
(2) Gather nest materials (grass, twigs, feathers, etc).
(3) Run with even gait and "fly" like your favorite bird.

Day 6



Inside Activity

Practice sorting materials to build a nest. Use a sorting tray or containers. Research Alaska birds that nest in trees, the ground, and cliffs.

Day 7



Journal

Record what types of birds you saw outside. Learn about Alaska birds (cranes, ducks, chickadees, etc)

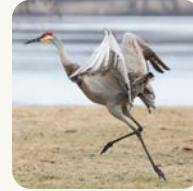
Day 8



Dough Play

Invite other children for group play. Use dough to create a nest, decorate with nature materials.

Day 9



Storytime

Tell or find the story video online of the "How Crane Got His Blue Eyes". What kind of dangers are there for birds? Are they the same for children?

Day 10



Bedtime

Discuss ways to keep trying at things that may be difficult. (i.e. asking for help, making a plan, etc.)



Goldeneye ducks are cavity nesters. Ducklings learning how to fly by jumping from trees.



Tengun (Yugcetun for August) - "Taking off of birds"

This month you may see little birds trying to take flight. This is how they practice to learn how to fly. Some fall right out of their nests. Others work on the ground and try to flap until they learn how to fly.

What have you had to work hard to learn how to do?



Sound (Phoneme) Deletion:

What is nest without the /n/? Child answers "est". (first sound is easier)
What is bird without the /d/ at the end? Child answers "bir" (harder)

AUGUST

AKUTAQ

Day 11



Listen to an Elder

Many people make akutaq in different ways. Share some with an elder and listen to their stories.

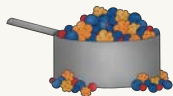
Day 12



Get Outside

Pick berries! Share what the value, "See connections, all things are related" means to your family.

Day 13



Inside Activity

Make akutaq together. Have your child count how many scoops of berries they use.

Day 14



Journal

Draw 3 types of berries. Survey family and friends on, mark a tally next to their favorite.

Day 15



Dough Play

Create patterns or math stories showing 10 berries. Example: There are 10 berries. A bear comes along and eats 5. How many are left?

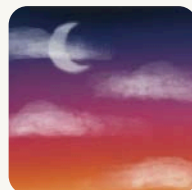
Day 16



Storytime

Read Math in a Cultural Context story, "Berry picking" Share that books and stories help us learn.

Day 17



Bedtime

Talk about how you are going to use your berries. Share your secret berry picking spots.

Akutaq Recipe

- 2 c. sugar
- 3 c. Crisco
- water as needed
- 6 c. berries**
- Optional: whitefish (shredded apart and squeeze all moisture out)

Add berries and whitefish (if desired)

**Some people purchase commercial blue berries from the store to make blue berry Akutaq. Others, try different variations. For example, if they have wild cloudberry they may add commercial store-bought raspberries or diced strawberries in with the cloudberry Akutaq.

Sound Switching (Phoneme Manipulation):



What word would you have if you changed the /p/ in pick to /w/? Child answers "wick" (beginning change)

Change the /k/ in wick to /t/ - "wit" (ending change)

Change the /i/ in wit to /e/ - "wet" (middle change)



"When foraging and harvesting in an ethical manner it nurtures a healthy ecosystem and environment. Be land aware when you consider where you will harvest.

You may need to seek permission to be on the land."



AUGUST

QUYANA TEA TIME

Day 18



Honor an Elder

Show your gratitude by helping an elder. Practice the value, "Honor your elders, they show you the way in life."

Day 19



Get Outside

If knowledgeable about plant identification and use, gather plants like Labrador tea or fireweed. Picking the tea can be done year round, except for when it is flowering. Separate leaves from stem and dry.

Day 20



Inside Activity

Steep dried leaves. Have a tea party & share about good manners: (1) Keep tea cups on the table, don't walk around. (2) Sip the tea slowly and enjoy. (3) Share stories and talk! (See goals 9 & 10).

Day 21



Journal

Draw a picture (or tape in a photo) of an elder or who you had tea with.

Have your child dictate why they love them / are grateful for them.

Day 22

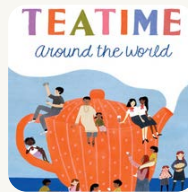


Dough Play

Crumple or grind dried Labrador tea or another plant. Work it into dough.

Take turns sharing what you are each grateful for.

Day 23



Storytime

Read, or watch a reading online of *Teatime Around the World* by Denyse Waissbluth. Which page is like Alaska?

Day 24



Bedtime

Talk about what an author does. Learn about Apay'uq Moore who wrote *Quyana Spirit*.



Say thank you / thank you very much

Ana baasee! (Koyukon & Holikachuk)

'Awa'ahdah! (Eyak)

Chin'an! (Dena'ina)

Dogedin! (Deg Xinag)

Doykshin / T'oyaxsut 'nūūn! (Tsimshian)

Gunalchéesh hó.hó! (Tlingit)

Háw'aa! (Haida)

Igamsiqanaghalek! (Siberian Yupik)

Maasee! (Tanana)



Hai / Mahsi! (Gwich'in & Hän)
Mosiy' / Tsen'an! (Upper Kuskokwim)

Tsin'aen! (Ahtna)

Tsin'ęę! (Tanacross)

Tsen'ii! (Upper Tanana)

Qaġaasakung! (Aleut / Unangax)

Quyana! (Yugcetun & Cup'ik)

Quyanaasinaq! (Alutiq / Sugpiaq)

Quyanaqpak! (Inupiaq)

AUGUST

SEASONAL CHANGES

Day 25



Listen to an Elder

Listen to late elder Anesia Newyaka, from Kokhanok, talk about season traveling to harvest: berries, ground squirrels, and pike.



Day 26



Get Outside

Walk along a nearby lake. Discuss how the land provides for us and traditional place names.



'Anesia's Travels'

Illustrated by Beth Hill

Anesia's gift to our youth is a message of strength and resilience. Working together with family is a beautiful way to live.

Day 27



Inside Activity

String was used for snares. It was, also, used for string stories. Watch some string stories online and see if you can learn some story activities.

Day 28



Journal

Research the Alaska Place Names Project or use the Bristol Bay Place Names app. Draw a place you learned about and label with the traditional name.

Day 29



Dough Play

How can you shape your dough into a lake?

Moving to a new school, classroom, or having a new teacher can be hard. Talk about how we move and try new things to help take care of our needs.

Day 30



Storytime



Listen to the Dena'ina Marsh Hawk story, retold by Elder Butch Hobson.

How did the marsh hawk get a white patch on his back? Do you think the ground squirrels were sneaky?

Day 31



Bedtime



Create a burrow like a ground squirrel. Talk about what an illustrator is and learn about Beth Hill.

Speaking Your Native Language

Anesia talks about the importance of speaking native language. How do you incorporate language learning in your family?



CONGRATULATIONS

This certificate is awarded to:



I heard and talked about stories. I learned all about books.



I learned to draw and worked on my journal, recording my ideas and observations



I was creative and did projects. I worked over multiple days on a task and used math skills.



I played with dough, strengthening my fingers. I am ready to write!



I made my body strong by spending time outdoors. I learned about our land, plants, animals, and water.



I helped my family and grew in my communication skills. I am part of a community.



I know my name, some sounds, recognize 18 uppercase letters and 14 lowercase letters.



I listened to elders and culture knowledge bearers. I learned and practiced traditional values.



I practiced listening and playing with sounds in words (phonemic awareness).

I am ready for kindergarten!



Bonus Video:
Learn to draw a fireweed!



QUESTIONS TO ASK YOUR SCHOOL



What are the reading goals for my child?



What type of support is available for my child?



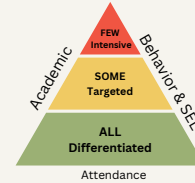
When will I receive progress updates?



What evidence based reading instruction are you providing?



How are you monitoring my child's reading progress?



If my child is behind, what intervention instruction will be provided?



How do you include a cultural way of learning?



Alaska READS Act

- A District K-3 Reading Plan, approved by the Alaska Department of Education and Early Development.
- K-3 Teachers will successfully complete an approved reading course.
- Your child will be assessed with a state approved literacy screener to determine whether they need additional support to read on level (through an individualized reading plan - *see below*).

Individualized Reading Improvement Plan - Students (*identified by a screener*)

- A culturally responsive student reading plan for each K-3 child (identified in need of one) is developed with the parent/guardians.
- Parent communication about the student reading plan and your child's progress.
- A district identified Reading Teacher to support the student reading plan.
- Out of school support for K-3 students in the lowest level of reading.



How can we support our child's goals?

Learn More

Alaska Department of Education
& Early Development - Family
Engagement Resources



Funded through the Alaska Department of Education and Early Development Pre-Elementary Grant (PEG), 2024. The Kindergarten Readiness Playbook was developed by Bristol Bay Borough School District, in partnership with community members and cultural knowledge bearers across the Bristol Bay region.



Paintings were funded through the PEG 2019 & 2022. Illustrated by Beth Hill.

ELDERS

We would like to recognize and thank our elders.

Barbara "BJ" Hill - Naknek
Paul Boskofsky - Kanatak, Egegik, Naknek
Vicky Alto - South Naknek
Anesia Newyaka - Kokhanok
Dan O'Hara - Pile Bay, Naknek

COMMUNITY PARTNERS & CULTURE BEARERS

We would like to recognize and thank the many people in our community, who reviewed and contributed to this project. Especially, the Martin Monsen Library.

First Draft 2024: This is our first draft of putting together our seasonal play guide activities. If you have ideas, comments, or corrections on how to improve, we welcome your knowledge. We will actively revise this playbook. Please contact earlylearning@bbbsd.net.

BETH HILL, CULTURE COORDINATOR & ARTIST
MIA SCALA, GRAPHIC ARTIST & ART TEACHER
JESSICA GEFFKEN, CORE SPECIALIST - MSBSD
ESTHER PEPIN, EARLY CHILDHOOD EDUCATION DIRECTOR



ALASKA NATIVE KNOWLEDGE NETWORK - VALUES

Show Respect to Others - Each Person Has a Special Gift
Share What You Have - Giving Makes You Richer
Know Who You Are - You Are a Reflection on Your Family
Accept What Life Brings - You Cannot Control Many Things
Have Patience - Some Things Cannot Be Rushed
Live Carefully - What You Do Will Come Back to You
Take Care of Others - You Cannot Live without Them
Honor Your Elders - They Show You the Way in Life
Pray for Guidance - Many Things Are Not Known
See Connections - All Things Are Related

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Alaska Early Learning Guidelines - www.akelg.com
ADP - <https://education.alaska.gov/assessments/developmental>
ADF&G - <https://www.adfg.alaska.gov/>

www.childalaska.com

