



UQNA'ISURT'AQAQ IRALUQ WARMING MOON

*Chosen Social Studies or
Preschool Standard.*

ESSENTIAL QUESTIONS

- How can we show respect for the land and those who take care of it?
- What can we do to be more careful with what we use or throw away?

MATERIALS

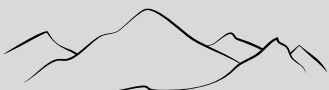
Found materials

***What materials would help you teach this lesson?*

SCAFFOLD SUPPORT

Giving ALL students different ways to access materials and information to learn & succeed.

- Use photo cards or short video showing before/after snow melt to help visualize how trash may reappear as the snow melts.
- Provide real examples or pics of “trash art” for ideas, especially local or Alaska Native examples.
- Give sorting visuals (e.g., dirty vs. reusable) to guide choices in what goes in the art box.
- Use hand-over-hand or buddy support for gluing, cutting, or assembling—pair with older students or adults as needed.



Painting Discussion

Uqna'isurt'aaq Iraluq (Kodiak Sugt'stun) and **Saaqulegciq** (Perryville Sugt'stun) are both known as the ‘warming moon’. Many things happen in this month as the days are filled with more of the sun’s light. Plants and new buds emerge. In some areas fiddleheads, fireweed, and other plants are just popping out of the ground. Many migratory birds are also coming back this month and fill the skies with their welcoming calls. Pussy willows also typically pop out during this month and ice that has formed during the winter melts and breaks away.

ACTIVITY:



Making ‘trash art’: Look up some ideas/examples of trash art online with students, especially Alaska ones. Share local art if available. Record in your teacher journal if you find good sources.

Step by Step Directions:

1. Go outside with your students and pick up trash. Sort trash into ‘trash’ piles to be thrown away (dirty/torn wrappers) and have a box to place items that could be recycled into recyclable art. You can add onto this collection throughout the week with items that may typically have been thrown away (soda, milk containers, envelopes).
2. Get parents or older students involved to help create a ‘trash art’ piece. Helping with the use of scissors, glue guns or string to help bring student’s vision to life.
3. Display and celebrate student work and remind students of the shared responsibility that we have of keeping our lands clean.

ROWDY RAVEN IS UNIQUE

Ravens build nests February - March, with the male gathering materials like sticks, bones, and wire, while the female constructs the inner cup with twigs, moss, and mud. These nests can be quite large, up to five feet wide and two feet high, and are carefully maintained. They choose strong, safe places (cliffs and trees) and reuse good spots—showing they prepare carefully for what’s ahead.

Examples & Non-Examples of Preparing Carefully

- Non-example skit: Raven tries to do everything alone and forgets where to build the nest—he misses adding the moss and mud inside to keep it warm and soft. Example: Raven gathers strong sticks while his partner shapes the nest with moss and mud—they build it high in a tree where it’s safe and warm for their chicks.
- Non-example #2: Raven leaves puzzle pieces scattered and flies off—someone else cleans up & pieces are lost. Now, the puzzle won’t work and is thrown away. Example: Raven finishes playing and kindly puts toys back where they belong so the next friend can find them and play safely.
- Reflection: What can we do to care for our classroom and each other like Raven cares for his nest and family?



LING'ATARLUTA - WE ARE RESPECTFUL

Birds fly very long distances to come back home in the spring. They need safe, clean places to land, build nests, and find food. When we leave trash on the ground, it can hurt their homes or make it hard for them to survive. We show respect for birds by noticing what they need and keeping the land clean, quiet, and safe when they return.

WE ARE SAFE

We keep trash off the ground so birds and other animals don't get hurt or eat something unsafe. We only pick up trash with an adult's permission and stay away from anything sharp or near animals.

WE ARE KIND

We help birds feel welcome by keeping their homes clean and peaceful. We also show kindness by working together, sharing tools, and helping each other during classroom and outdoor clean-up time.

What values does your community teach? How can you connect it to the warming moon?

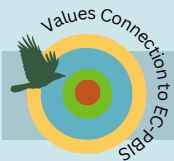
CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

As we get older, we become more responsible for more things. When you are very small it is the people taking care of you that are responsible for you to make sure you are happy, safe and growing. When you get older you become responsible for your toys that they are not left out or in a place that they can break (or hurt someone!). You may be responsible for your clothes, jackets, gloves to make sure they don't get dirty or lost.

What we are all responsible for is making sure that our earth is taken care of and that we show respect to the earth by not throwing trash or damaging the lands around us. Sometimes in the winter months trash gets blown around and as the snow melts this month, trash is exposed that shouldn't be there.

TUKNILUTA - WE ARE STRONG / RESILIENT

Just like migratory birds that return home after long journeys and plants that push through frozen ground to grow, we show resilience when we keep trying, even when things are tough. Whether we're helping with classroom jobs, picking up trash, or joining in community and subsistence activities, we all need a clean environment to thrive. By noticing problems (like trash) and working together to solve them, we help protect the land and show we are strong. Cleaning up can take time and teamwork, but we don't give up.



Live Carefully What You Do Will Come Back to You

Reflection Questions

- How do you help children notice that their actions have results?
- How do you teach children to care for shared classroom or outdoor spaces?
- How do you help children understand that their actions can help or hurt other people and the environment?
- How do visuals, routines, and clear steps help children follow through on clean-up and responsibility jobs?



Value Book Activity: Learn about local landfill workers and how they help protect the land. Add drawings, photos, or dictated sentences about how these jobs help the environment. Create a "What if..." chart: What happens when trash isn't picked up? End with a "Next Jobs to Learn About" page of community workers/buildings photos: fishing, postal workers, counselors, etc.

Classroom Jobs: Teach/model a classroom job (harder ones if you have already been doing simple ones), then skip it on purpose. Compare results with a T-chart. When we do our job vs. when we don't. Add photos or quotes: "I help clean up so others can enjoy the space." Include in book.

Discussion: How do you live carefully? (use essential questions too)

- What happens when someone doesn't do their job in our classroom or community?
- How does your job help others?
- What do we notice when everyone helps take care of our space?

HIGH QUALITY SUPPORTIVE ENVIRONMENTS

Implementing Predictable Classroom Routines: Follow routines consistently on a day-to-day basis.



PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

Relationships with Families: Share information with families about community resources related to social-emotional development and challenging behavior.

Relationship with Colleagues: Plan opportunities to get to know classroom staff.

NURTURING & POSITIVE RELATIONSHIPS

Creating a Caring Classroom Community: Use knowledge about individual children and families when planning activities.

Supportive Conversations: Respond to children's communication by asking questions and making comments, and providing opportunities for children to take turns.

Relationships Among Children: Create opportunities for positive interactions between children in daily routines (e.g., arrival, meals, departure)

LET'S LEARN ALUTIIQ!



Level: Eggs		
	English	Alutiiq/Sugt'stun
Core Vocabulary:	April	Saaqulegciq
	Trash	Llernaq
	Present/Gift/Treasure	Pikiyutaq
	Or	Ili
Sample Activities: Naliat iralut?, Llernaq ili pikiyutaq?		
<p>Naliat iralut? Prompt the students with Naliat iralut nutaan?/Which month is it now? Encourage them to answer in Alutiiq, Saaqulegciq! /April (Warming Moon)!</p>		
<p>Llernaq ili pikiyutaq? The instructor should prepare several items from around the classroom, including some obvious trash (like broken crayons or crumpled paper). Show each object and ask Llernaq ili pikiyutaq?/Trash or treasure?, and have the students respond with which the object is. Then, explain that trash should be thrown away or recycled, and have the students take the trash and throw it away.</p>		

EGGS: CORE LANGUAGE



JOURNAL
 In their journal, students learn to draw a **berry**.

As students are able, encourage them to label their pictures in English and Alutiiq..

ALEVIN:



DEVELOPING THE FUNDAMENTALS

LEVEL: ALEVIN		
	English	Alutiiq/Sugt'stun
Core Vocabulary:	Clean up	Asirca'iluni
	Every day	ertii / ertii tamiin
	Help	Ikayurluni
Sample Activities: Asirca'ilita		
<p>Asirca'ilita</p> <p><i>Asirca' ilita,</i> <i>Asirca' ilita,</i> <i>Ertii Tamiin, asirca' ilita,</i> <i>Ikayurluta,</i> <i>Ikayurluta,</i> <i>Ertii Tamiin, ikayurluta</i></p>		<p>The Asirca'ilita Song is a simple song that students can sing when cleaning up. It follows the melody of "Clean up, clean up, everybody do your share". A recording can be found at http://www.alutiiqlanguage.org/songs. The lyrics are as follows:</p>

**MANICI
 BRING OUT & SHOW**



- Materials:**
- Pictures
 - Object - Alutiiq bowl
 - Feeling Faces Cards
 - Small Objects



SMOLT: EXPANDING

Level: Smolt (expanding context of use and new vocabulary)

	English	Alutiiq/Sugt'stun
Core Vocabulary:	Find	Ikugluku
	What did you find?	Caqiq ikugciu?
Simple Sentences:	I found...	Ikug'ka...

Sample Activities: Caqiq ikugciu?

Caqiq ikugciu?

This is an environmental clean-up activity. Lead the students in a clean-up outside (provided the snow has melted enough). As they clean, prompt them with **Caqiq ikugciu**/What did you find? Encourage them to respond with **Ikug'ka...**/I found...

Remind them of the word **Ilernaq**/trash as they go.



How are your students doing with learning language? What visuals, materials, and supports does your classroom need?

Level: Adult (free response, interaction and conversation)

	English	Alutiiq/Sugt'stun
Core Vocabulary:	Melt	U'ugluni
	Ice	Cikuq
	Water	Taangaq
Simple Sentences:	The ice is melting.	Cikuq u'ugtuq.
	The ice melted.	Cikuq u'ugll'ia.

Sample Activities: Aniuq u'ugluni

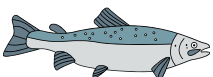
Aniuq u'ugluni

In this activity, the instructor should prepare ice cubes in a tray or cup. It is recommended to have a towel on hand. Prompt the students with **Caqiq una?**/What is this?. Encourage the students to respond with **Una cikuq**/This is ice. To reinforce the language, feel free to follow the circling and triangling elicitation techniques, asking questions like **Una cikuq-qaa?**/Is this ice?

As the ice melts, discuss age-appropriate science topics, like solids, liquids, and gasses, or why ice melts. Once the ice has melted, it becomes **taangaq**/water*. Use this water to water a plant, illustrating the cycle of snow melt triggering plant growth.

*Note that in Yup'ik, **taangaq** means alcohol. Some sensitivity may be required in mixed-language communities.

ADULT: CONVERSATION



How is your language learning going? What do you need?

