



ALAGNAT IRALUAT

BERRY MOON

*Chosen Social Studies or
Preschool Standard.*

ESSENTIAL QUESTIONS

- How are berries resilient or survive?
- How do we communicate to build friendships?

MATERIALS

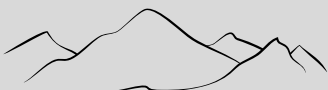
To learn more about berries in Sugt'stun download the Alutiq Plants App for pronunciations and further information.



SCAFFOLD SUPPORT

Consider ways to modify this for younger children, or for children with disabilities.

- Use large, clear photos of berry plants, with language words, through the seasons.
- Provide real berries to touch and smell instead of only talking about them.
- Pair students up so peers can help each other explore.
- Invite families to share photos or berry stories for extra context.
- Give clear step-by-step visuals to support understanding.



Painting Discussion

Alagnat Iraluat (Kodiak Sugt'stun) or **Uksuam Ya'allua** (Perryville Sugt'stun) both mean the month of the berries. This is a special month of harvesting all the wonderful variety of berries that we have.

- In this painting, berries fall into a traditional Alutiq wooden bowl while the bright moon shines above. This month the sky is becoming darker earlier at night as we slowly move forward into the colder months.
- Berries shown are (in the order typically harvested first) Alagnaq salmon berries, Cuawak early blueberries or huckleberry, and Augyaq crowberry or blackberry.

ACTIVITY:

This month's activity is gathering berries and reflecting on how we can be resilient just like the berry plant is resilient. Inspect the skin, leaves and seed in the berries that you harvest. Take a berry and slowly take it apart with a tiny sharp object such as a tac. Discuss with your students how that plant is resilient, what protects it? Waxy leaves help it to shed water, thick skin helps the plant to survive, and the yummy juicy berry actually helps it to be dispersed as animals eat and then later poop out the seed which will then be put back into the ground and hopefully turn into another berry patch.

Becoming resilient like the berry, takes skills like learning to share when we don't want to.

ROWDY RAVEN IS SNEAKY

- Raven likes to eat berries.
- "If a raven knows another raven is watching it hide its food, it will pretend to put the food in one place while really hiding it in another!"

Examples / Non-Examples of Sharing - Sneaky Hiding

- Just like in nature, have Rowdy Raven show non-examples of sharing/ examples of being sneaky in the classroom: hiding toys in backpacks, different locations in the classroom, or even in pockets.
- Have the students teach Rowdy Raven good examples. If you catch students teaching Raven or following the rules correctly, take a picture and share their success.



WE ARE RESPECTFUL

Many families have different ways of using berries and making agutaq. What is a way that you and your family make it? Honoring differences is a way we can respect each other.

One way we can respect others is honoring the land that belongs to Alaska native people. There are some areas you can berry pick on and some you cannot, if you are not Alaska native.

WE ARE SAFE

We don't pick berries we are not familiar with. We are safe by being aware of wildlife. This is their home too.

WE ARE KIND

We can be **kind by sharing** our berries with elders and community members. Just like we practice sharing materials in the classroom.

CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

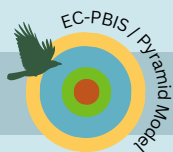
Responsible Harvesting - pick them gently rather than tearing the stems, avoid trampling on the plants, only pick what you need (**ask Beth about salmonberry being picked only during a certain time**); don't waste the berries you pick, put them up properly so that they last (no freezer burn).

TUKNILUTA - WE ARE STRONG / RESILIENT

Being resilient means being 'tough'. No one will go through life without having some type of hardship and being resilient means that you can still grow and learn from your hardships. Berry plants are very resilient. They may look fragile but they are very tough for what they endure every year. They withstand winds, rain and winters but they come back every year. Some berries when you look very closely have a thick waxy coating. When you break into the waxy coating you will see a seed. This seed can become a new plant and will continue the growth of the following year's berry plant.



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



Share what you have - Giving Makes You Richer

Reflection Questions

- How do you teach children to share before they struggle?
- How do they grow in understanding who they are when they share?
- How does sharing build belonging in a community?
- What visual signs or posters do you use to support young children in learning how to share?



Values Book Activity: Create a routine where students take turns being leaders in the classroom. Sharing your authority and leadership with students helps build their identity and allows them to be co-creators of their community, especially helpful for those who struggle with transitions. Document in a class book, one page per leader.

HIGH QUALITY SUPPORTIVE ENVIRONMENTS

Predictable Classroom Routines: Design and implement predictable routines within daily activities.

Transitions: Provide individual support to children who have difficulty transitioning.



PYRAMID MODEL PRACTICES IMPLEMENTATION CHECKLIST

Relationships with Families: Engage in bi-directional communication with families to share information and give families a way to share information with the classroom teachers.

- Include ways to share celebrations of their child's accomplishments.
- Share information with families about community resources related to social-emotional development and challenging behavior.

Relationship with Colleagues: Share information on what is going well in the classroom or with children and share information on child progress with other service providers (e.g., special education teacher, therapists) on a regular basis.

NURTURING & POSITIVE RELATIONSHIPS

Creating a Caring Classroom Community: Give children opportunities to be leaders in the classroom and helpers to their peers.

LET'S LEARN ALUTIIQ!



Level: Eggs		
	English	Alutiiq/Sugt'stun
Core Vocabulary:	August (lit. "berry moon")	Alagnat Iraluat (Kodiak) Uksuam Ya'allua (Perryville)
	Berry (general), Salmonberry	Alagnaq
	Blueberry	Curaq (General)Cu'aq (Perryville)
	Blackberry/Crowberry	Atsaq
Simple Sentences:	This is a berry.	Una alagnaq.
	What is this?	Caqiq una?
Sample Activities: Naliat iralut?, Caqiq una?		
Naliat iralut? Prompt the students with Naliat iralut nutaan? / Which month is it now? Encourage them to answer in Alutiiq, Alagnat Iraluat! /August (Berry Moon)!		
Caqiq una? Prompt the students with Caqiq una? / What is this? Use of props is encouraged! Students can reply with which berry (of the four listed above) are being called out. The complementary activity is Manici .../Bring out and show..., where the instructor names berries and students demonstrate knowledge by showing the teacher the berry they asked for, or draw a picture of that berry.		

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:	-qaa?	Forms a yes/no question
Simple Sentences:	Is this a berry?	Una alagnaq-qaa?Language tip:-qaa makes a yes/no question
Sample Activities: Una alagnaq-qaa?		
Una alagnaq-qaa? (Say yes) Instructor should prepare a set of berry props. The goal of this exercise is to encourage the students to identify the berry and respond with Aa'a/li'i /Yes when prompted. It is an expansion of Caqiq una /What is this? Instructor: (holding up a prop) Caqiq una? / What is this? Student: Una alagnaq/curaq/atsaq! / It is a salmonberry/blueberry/blackberry! Instructor: Oh! Una alagnaq/curaq/atsaq-qaa? / Oh! It's a __berry? Student: Aa'a/li'i! / Yes!		
Una alagnaq-qaa? (Say no) This activity follows from the one previous, with the goal instead to make the students respond with Qang'a/Nuu/No . Instructor: (holding up a prop) Caqiq una? / What is this? Student: Una alagnaq/curaq/atsaq! /It is a salmonberry/blueberry/blackberry! Instructor: Oh! Una alagnaq/curaq/atsaq-qaa? /Oh! It's a __berry? (Saying the wrong thing) Student: Qang'a/Nuu, una alagnaq/curaq/atsaq! /No, it is a __berry!		

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:	Bowl	Palaskaatinaq
	Bucket	Wiitluq
	In, at, on	-mi
	Where, Where at?	Naama, Nani?
Simple Sentences:	Where are the berries?	Nani alagnat?
	The berries are in the bucket.	Alagnat wiitluq-mi (wiitlurmi).

Sample Activities: Nani alagnanka?

Nani?

The instructor takes berry props and hides them around the room, scavenger hunt-style. They ask **Nani alagnat?**/Where are the berries?. Variant questions include **Nani curat?**/Where are the blueberries, and **Nani atsat?**/Where are the blackberries.

Instructor language tip:

You can vary up your question with slight changes for the number of objects, e.g. **Nani alagnaq**/Where is the berry, **Nani alagnak**/Where are the berries (2), **Nani alagnat**/Where are the berries (3+). This pattern works for most nouns: -q for singular, -k for dual, and -t for plural, e.g. curaq-curak-curat and atsaq-atsak-atsat. You can run these lists with students to introduce them to numbered nouns in Alutiiq as well!

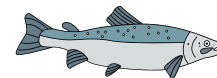
Nani alagnanka?

In an expansion of the previous Where...? activity, instructors can add a bucket or bowl prop into the mix. A bucket is good for talking about real-world picking, while the bowl matches the month's painting. Start with a version of the **Caqiq una?**/What is this activity, identifying the bucket as a **wiitluq** or a bowl as a **palaskaatinaq**. Instructors can keep berries or berry props in a bucket and prompt their students with **Nani alagnanka?**/Where are my berries?. Encourage the response **Wiitlurmi!**/In the bucket, or **Alagnat wiitlurmi**/The berries are in the bucket. This can also be used to encourage yes/no questions, e.g. **Alagnaq wiitlurmi-qaa?**/Is the berry in the bucket?

Level: Adult (free response, interaction and conversation)

	English	Alutiiq/Sugt'stun
Core Vocabulary:	To pick berries	Unatarluni
Simple Sentences:	What are you doing?	Caliyit?
	I pick berries.	Unatartua.
	You pick berries.	Unatartuten.
	We pick berries.	Unatartukut.
	When I pick berries, I feel...	Unatangama gui...

ADULT: CONVERSATION



Sample Activities:

Unatartuten-qaa?

Paralleling the previous Say Yes/Say No activities, instructors can prompt students with **Unatartuten-qaa?**/Are you picking berries? This is a yes/no question. Encourage them to answer with **Aa'a/li'i, unatartua!**/Yes, I am picking berries!

Caliyit?

Take the students out to a berry flat (**atsaquataq**) or scatter berry props around the room. As they pick berries, ask **Caliyit?** What are you doing? This is an open-ended question. Encourage them to answer with **Unatartua!**/I am picking berries.

Unatangama gui...This activity connects to the Social-Emotional Feeling Faces cards. Prompt students with **Cestun et'aarcit unatangawit**/How do you feel whenever you pick berries? Encourage students to reply with feelings, e.g. **Asirtua!**/Good! or **Silugtua!**/Happy! Keep these responses simple and short, and encourage the students to ask one another as well.