

NANIC'AAQ IRALUQ

SHORT MOON

*Chosen Social Studies or
Preschool Standard.*

ESSENTIAL QUESTIONS

- What does it mean to take your time to do something carefully? (step by step)
- "How can we do our best work when we go slow and take our time?"

RESOURCE



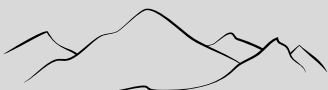
Documenting Alaska's
Indigenous
Astronomy

<https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/3c97a4d3-9962-4656-b7fb-b17c930f2347/content>

SCAFFOLD SUPPORT

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

- Use cups with constellations pre-drawn so some children only make dots (for extra fine motor support).
- Use larger cups, plates, or box lids for children who need more space.
- For complex motor needs, use stickers instead of hole punching and display them.
- Simplify by letting some children poke just the last few holes.



Painting Discussion

Nanic'aaq Iraluq (Kodiak Alutiiq) or **Ya'alaungia'aaq** (Perryville Alutiiq), *Short Moon*, is called the short moon because it's the shortest month of the year. This painting shows the moon phases of each day (28 vs the rest of the months that are 30 or 31). The constellation also known as Ursa Major or the Big Dipper, was known in Alutiiq cosmology as **tuntungaut** (like a caribou). Can you see the outline of **Tuntungaut** when you look up at the night sky?

ACTIVITY:



Make a Tuntungaut constellation. Take students out to identify the Tuntungaut constellation (before or after the activity). Find the brightest star (Polaris) this is the tail of tuntu (caribou). Follow the three bright stars over which represents the body of the tuntu and meet the four stars over which is the head of tuntu.

Step by Step Directions:

1. Gather materials (1 per child/pair): paper cup, pencil/marker, phone light/flashlight
2. Take the bottom of your paper cup and draw dots representing the constellation of Tuntungaut (The Big Dipper). Point out to students that this is also on our Alaskan Flag!
3. Demonstrate how to hold the paper cup upside down on a hard surface and use a tack to poke a hole where each dot has been marked. Wiggle the tack around in a circle to make the holes bigger.
4. Crawl under a table or shut off the lights and shine a light through the opening of the cup onto a wall (or underside of the table).
5. See the Tuntungaut come to life!

ROWDY RAVEN IS UNIQUE

Ravens are smart and patient — they watch carefully to find food and stay safe, even in the shortest, coldest days. They often watch caribou herds for scraps and signs. Just like people look to Tuntungaut (Big Dipper) to find their way, Raven's careful watching helps him survive and know what to do.

Examples & Non-Examples of Watching Patiently

- Rowdy Raven rushes and pokes holes everywhere, so his constellation doesn't look like Tuntungaut (non-example). When Raven takes his time and follows each step, his constellation shows the caribou shape clearly (example).
- How can we take our time like Raven so our work is careful and clear for everyone to see?
- How can observing and listening to directions help us know the way to do our work, like looking at constellations helps people find their way?



LING'ATARLUTA - WE ARE RESPECTFUL

We show respect by listening, watching, and following directions so everyone's work and ideas are valued. During the Short Moon, time feels short, so it is extra important to give people the time they need to finish carefully. We show respect by not rushing our own work or others' work, and by waiting our turn. *How can we show respect by giving ourselves and others enough time to do our best?*

WE ARE SAFE

Whenever we use a sharp tool, like a tack or pencil, we must be very safe so no one gets hurt. We show how to use tools the right way, watch where the sharp end goes, and put them away when finished. We stay safe by moving slowly, paying attention, and waiting our turn. Use lots of praise when children use tools safely — this helps everyone remember that staying safe is part of being respectful and responsible.

WE ARE KIND

Kindness means giving others time and help when they need it. We don't push or hurry our friends — we wait, share space, and help each other finish.

Be sure not to rush clean-up by hurting someone's project or not giving them finishing time. This can cause distress.



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

CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

We take care of ourselves first so we can take care of others, our tools, and our classroom. Using sharp tools, like a tack, can be dangerous if we don't use them responsibly. We watch carefully, use the tool the right way, and follow directions. We do not poke other things, point the sharp end at others, or leave it where someone could get hurt. We put tools away safely when finished. Even when time feels short, we slow down and use tools responsibly so everyone stays safe and our work is done well.

TUKNILUTA - WE ARE STRONG / RESILIENT

Being strong means we keep trying even when things feel rushed or tricky. When we rush, we can make mistakes — but being resilient means we don't give up when that happens. We slow down, try again, and take our time to do our best. When we take our time and don't give up, we show that we are strong and can handle challenges together. *How does being resilient help us keep going when we make mistakes or feel rushed?*



Have Patience Some Things Cannot be Rushed

Reflection Questions

- How do you help children take time so they can do their best work?
- How do you model patience when things feel rushed in the classroom?
- How do you show children patience by not rushing them during clean-up, transitions, or daily routines?
- How do visuals, schedules, and predictable routines help children practice patience and finish carefully? (especially when overwhelmed)



Values Book Activity: Create a class book that helps children reflect on moments they were patient—especially during the multi-step Tuntungaut constellation activity. Discuss “What did we have to be patient about?” Add children's quotes or dictation about what was hard, waiting, or taking turns. Ideas...

Community Constellation: For bulletin board use star cutouts to represent each child building a constellation, adding a note about how they showed patience—on a dark background to create a night sky and build the book over the month. Community members, staff, and families can be added as additional stars to portray belonging.

- **Step-by-Step:** Document the constellation-making process with photos or drawings and student quotes about each step.
- **Patience Poem:** Mount it alongside photos of the activity or children listening carefully. “Being patient means we...” (Each child finishes) Examples: “...wait for our turn; help our friends; don't rush to finish.”

HIGH QUALITY SUPPORTIVE ENVIRONMENTS

Teaching Behavior Expectations across Classroom Routines:

Review posted expectations or rules regularly before or at the beginning of an activity.

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



PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

Relationships with Families: Offer a variety of opportunities to contribute to the classroom community, including opportunities for families who cannot come into the classroom.

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.

Positive Attention: Use positive descriptive feedback for children's skills, behaviors, efforts, and engagement.

Relationships Among Children: Show respect & warmth to all children.

LET'S LEARN ALUTIIQ!



Level: Eggs		
	English	Alutiiq/Sugt'stun
Core Vocabulary:	February	Ya'alaungia'aq
	Dark	Tan'gerluni
Simple Sentences:	Is it dark?	Tan'gertuq-qaa?
	It is dark.	Tan'gertuq.
Sample Activities: Naliat iralut?, Tan'gertuq-qaa?		
Naliat iralut? Prompt the students with Naliat iralut nutaan? /Which month is it now? Encourage them to answer in Alutiiq, Ya'alaungia'aq! /February (Short Moon)!		
Tan'gertuq-qaa? In this activity, the instructor can switch on and off the classroom lights. It can also correspond to nap time, or other activities where the room is made dark. Prompt the students with Tan'gertuq-qaa? /Is it dark? The response is Aa'a /Yes, or Aa'a, tan'gertuq! /Yes, it is dark!; or, alternatively, Nuu /No, or Nuu, tan'gern'ituq! /No, it is not dark!.		

EGGS: 
CORE LANGUAGE



JOURNAL
In their journal, students learn to draw a _____.

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:	Moon	Iraluq
	Star/Stars	Agyaq/Agyat
Simple Sentences:	I see the moon.	Tangq'raqa iraluq.
	I see the stars.	Tangq'ranka agyat.
Sample Activities: Una qaniq-qaa?		
Tan'gerkan tangq'raqa... /When it is dark I see... This activity builds on January's activities about the moon. It can accompany the Tuntungaut art activity as well. The instructor should provide an image of the night sky (or a Tuntungaut project) and prompt the class with Tan'gerkan tangq'raqa /When it is dark, I see...Have the students respond with the prompt and then finish the sentence (in either Sugt'stun or English, e.g. tangq'raqa iraluq! Or tangq'raqa the moon!). The goal is to practice the common tangq'raqa construction. You can also include nocturnal animals, like isiik /owl or keneryaq /brown bat.		

**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:	Hat (winter)	Saapek
	Scarf	Plaatuuk
	Coat	Atkuk
	Gloves	Aritek
	Boots	Arapak
	wear	(r)tuuma
Simple Sentences:	I wear a hat.	Saapegtuumarua.
	I wear a scarf.	Plaatuugtuumarua.

Sample Activities: Nani alagnanka?

Caqiq una?

Prompt the students with **Caqiq una?**/What is this? Use of props is encouraged! Students can reply with which article of clothing 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 article they asked for, or draw a picture of that article.

Caqituumarua qaningkan?/What do I wear when it's snowy?

Set-up: The instructor can either take the students outside (while dressed warmly!) to play, or set up a winter play station in the classroom with scarves, mittens, and cotton "snow".

+ Introduce the winter clothing terms, accompanying them with pictures or writing it on the board.

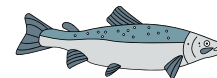
- Class comprehension check. Focus first on saapek. Indicate the illustration and ask **Saapegtuumauten-qaa?**/Are you wearing a hat? The class should respond with **Aa'a**/Yes.
- Individual student check. Prompt an individual student with **Saapegtuumauten-qaa?**/Are you wearing a hat? Encourage them to respond positively, with a full sentence, **Saapegtuumarua**/I am wearing a hat.
- Report: After a student responds, report out the scenario to the class: **Aa'a, silugtukut**/Yes, We are happy.

+ Once the students demonstrate that they are comfortable, start again at the + stage, this time changing the + prompt to the next clothing term.

Level: Adult (free response, interaction and conversation)

	English	Alutiiq/Sugt'stun
Core Vocabulary:	Sleep	Qawarluni
	Scared	Alingluni
	Eat	Nerluni
Simple Sentences:	I sleep.	Qawartua.
	I am scared.	Alingua.
	I eat.	Nerua.

ADULT: CONVERSATION



Sample Activities: Tan'gerkan wiinga...

Tan'gerkan wiinga.../When it is dark I...

Set-up: The instructor should write the phrase **Tan'gerkan wiinga...**/when it is dark I... on the board, or otherwise accompany the phrase with an appropriate picture. Repeat the phrase several times.

+ Introduce one of the night action terms, for example **alingluni**, accompanying it with pictures or writing them on the board.

- Class comprehension check. Indicate the picture and ask **Alinguten-qaa?**/Are you scared? The class should respond with **Aa'a**/Yes.
- Individual student check. Prompt an individual student with **Alinguten-qaa?**/Are you scared? Encourage them to respond positively, with a full sentence, **Aa'a, alinga**/Yes, I am scared. At this point, encourage discussion about what it means to be afraid of the dark, and how to persevere through the fear.

+ Once the students demonstrate that they are comfortable, start again at the + stage, this time changing the + prompt to a different word. Repeat until all the terms have been introduced and reviewed. Feel free to add in other nighttime routine words: the goal is to practice **Tan'gerkan wiinga**.