



CUQLIRPAAQ IRALUQ

FIRST MOON

*Chosen Social Studies or
Preschool Standard.*

ESSENTIAL QUESTIONS

- How do we succeed in our behavior expectations when things don't go the way we planned?
- How do we show that we are working together as a community?

RESOURCES



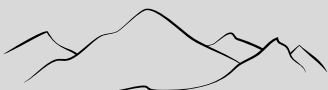
Girl Who Married the Moon - story (in case youtube doesn't work)

<https://alutiiqmuseum.org/wp-content/uploads/2023/12/The-Girl-Who-Married-the-Moon.pdf>

SCAFFOLD SUPPORT

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

- Use pre-cut masks or partial templates. Provide collage paper materials with glue instead of coloring.
- Use a punch press for holes
- Provide moon phase visuals and simplified directions.
- Offer choices to promote engagement.
- Encourage partner work for support.
- Use mirrors to help children connect with their mask.



Painting Discussion

Cuqllirpaaq Iraluq, *first moon*, is the first moon of the new year. This painting was inspired by the Alutiiq legend, 'The Girl Who Married the Moon'. The legend explains how the full moon comes once a month, as the girl and her husband share the duties of holding the lights moon up to the sky. (*There is no word specific to the Perryville dialect at this time*).

ACTIVITY:



Watch the 'The Girl Who Married the Moon'
Produced by the Alutiiq Museum and the Kodiak Island School District.
<https://www.youtube.com/watch?v=cbk9tcZaebs>



Look at a calendar with the moon phases together with students. Find which day will be a full moon, half moon, or quarter moon. Ask students to decide: do they want to be like the girl who married the moon and be a full moon, or like the man who is the moon the rest of the month (a quarter or half moon)?

Step by Step Directions:

1. Draw a line down the middle or quarter of the mask, as chosen. Give students a yellow pastel, show them the border where they will color yellow.
2. Then, have them decide what they want on the other half — stars or just a black sky. If they want stars, help them draw white stars first, then color the rest of that side black.
3. Use a hole punch to make holes on the sides of the mask and attach string or a rubber band to secure it on the student's head.

Have students share their masks with the class or a larger audience. Students should practice saying the month's name, "____," and announce what moon phase they are — half moon, quarter moon, or full moon.

ROWDY RAVEN IS

Ravens are strong flyers and plan ahead by caching (hiding) food to eat later. This helps them take care of their needs and stay alert—being responsible in nature helps them survive.

Examples & Non-Examples of Focusing in Our Work

- Example: Raven stays focused during group time, even when it's hard to sit, and remember the story. Non-Example: Raven gets tired of sitting, rolls around on the ground, and stops listening during story time.
- Reflection Question: What helps you stay focused when something feels hard or you're getting tired?



LING'ATARLUTA - WE ARE RESPECTFUL

Being respectful is treating others like you would like to be treated. We often hear to 'not touch' items that are not ours. What consequences (things that could happen) when we don't listen and play or touch things we are not supposed to touch? (fragile, important or dangerous items) What happened to the girl who touched the mask?

WE ARE SAFE

The Moon asked the girl not to enter his storehouse. Sometimes there are places we should not go because they may not be safe or they are special for someone else. Staying out of unsafe or special places shows we respect others and helps keep us safe too.

Are there things at home you don't want others to touch? Why? Are they breakable, dangerous, or extra special?

WE ARE KIND

The girl put on the Moon's mask when she wasn't supposed to, and it became stuck to her face. The Moon showed kindness by helping her without being mean or angry — he was patient and helped her fix her mistake. Being kind means helping others when they need it and showing care, even when someone makes a mistake.

Reflection question: How can we help someone kindly when they make a mistake at school?

CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

The Moon and the girl share the hard work of lighting the night sky. It's a big responsibility, and the girl shows perseverance by staying with the Moon, even when it's hard or lonely. Being responsible means we take care of ourselves and keep trying, even when something is tough. Do we have jobs at school we keep trying at? Sometimes we do big jobs together — this takes perseverance too. In our community, people share responsibility, like keeping our land and water clean or helping elders. We take care of ourselves, our land, and each other. What big jobs do we keep working on together?

TUKNILUTA - WE ARE STRONG / RESILIENT

The girl stayed with the Moon and did her big job every night, even when she felt lonely or missed her family. We are strong when we keep trying and finish what we start, even when something is new or hard. When we are strong together, we help our classroom keep going, just like the Moon and the girl keep the night sky bright for everyone. Do you ever feel lonely, miss your family, or have a hard time being at school? How can we help each other keep going when things feel hard?

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



Accept What Life Brings You Cannot Control Many Things

Reflection Questions

- How do you help children manage situations that are unexpected or out of their control?
- How do you support children in accepting when activities change or things don't go their way?
- How do visuals, schedules, and predictable routines help children accept parts of your schedule that they do not like or are disengaged.



Values Book Activity: After listening to the traditional story and making moon masks, invite students to reflect on something that didn't go the way they wanted—but they kept going anyway. This could be something small like not getting their favorite job or needing to wait for a turn.

Ask: What happened that was hard or different than you expected? What did you do next? Have children draw or dictate their response for the class Values Book under a page titled: "When Things Don't Go My Way..." Include visuals of different emotions and calming strategies to support expressive language and self-regulation.

Extension: Invite an elder to tell a story to show resilience, adjust visual schedule & teach/model elder listening routine. —Greet children and the elder on arrival in Alutiiq. Create a page for their story with a photo of them telling the story to the children (if they are comfortable with it).

HIGH QUALITY SUPPORTIVE ENVIRONMENTS

Predictable Daily Schedule - Make a visual modification to the schedule when changes occur and review with children.

Teaching Behavior Expectations across Classroom Routines - Identify a small number of rules (five or fewer) for the classroom, an activity, or setting (e.g., center time or outdoor play). Rules should be positively stated and operationalize or define the expectations. Provide a visual for each rule.



PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

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.

Relationship with Colleagues: Greet classroom staff and colleagues (e.g., therapist, office staff, custodial staff) when they enter the classroom and invite them to greet children.

NURTURING & POSITIVE RELATIONSHIPS

Creating a Caring Classroom Community: Speak to children who are dual language learners with key words from their home language.

Relationships Among Children: Greet children on arrival.

LET'S LEARN ALUTIIQ!



Level: Eggs		
Core Vocabulary:	English	Alutiiq/Sugt'stun
	January	Cuqllirpaaq Iraluq
	Moon	Iraluq

Sample Activities: Naliat iralut?, Iraluq

Naliat iralut?
 Prompt the students with **Naliat iralut nutaan?**/Which month is it now?
 Encourage them to answer in Alutiiq, **Cuqllirpaaq Iraluq!**/January (First Moon)!

Iraluq
 This activity incorporates physical movement into learning the word **iraluq**/moon. The instructor calls out the word and strikes a pose, such as arms overhead in a circular/moon shape. The kids should repeat the word and copy the pose. Once they are comfortable, have each child lead: they say **iraluq** and strike a moon pose for the group to copy.

EGGS: CORE LANGUAGE



JOURNAL
 Students learn to draw a **circle** for a moon.

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

ALEVIN:



DEVELOPING THE FUNDAMENTALS

LEVEL: ALEVIN		
Core Vocabulary:	English	Alutiiq/Sugt'stun
	Mask	Giinaruaq
Simple Sentences:	Night	Unuk
	Sleep	Qawarluni
	In the sky	Ilami
	I am sleeping.	Qawartua
	Let's sleep!	Qawarluta!

Sample Activities: Giinarualiluta, Qawarluta

Giinarualiluta (Let's Make Masks!)
 This activity accompanies the story 'The Girl Who Marries the Moon'. The instructor provides (minimally four) paper plates to each student, one for each phase of the moon. Students are instructed to cut out eye-holes and paint their own masks. Glue or pin strings to the back so they can be worn! As they work, encourage them to use the word **Giinaruaq**/mask.

This can also be connected to social-emotional learning, with students painting different expressions on their **giinaruat**.

Qawarluta
 Use puppets or stuffed animals to act out a bedtime routine. Use English, but supplement Alutiiq vocabulary where appropriate; storytelling, repetition, and routine will help connect new words to meaning.

Example: "**Iraluq**/Moon is **Ilami**/in the sky. **Unuk** is here. Time to **qawarluni**. **Qawarluta!**"

MANICI BRING OUT & SHOW



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



SMOLT: EXPANDING

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

	English	Alutiiq/Sugt'stun
Core Vocabulary:	Sun	Macaq*
	Star/Stars	Agyaq/Agyat
	Cloud	Qaniq

Sample Activities: Caaq Llami?

Caaq Llami? What is in the sky?

Set-up: The instructor should prepare a picture of falling snow and fallen snow/snow on the ground. It's a plus if it's a snowy day, and you can show them to a window or take them outside!

+ Introduce one of the celestial body terms, for example macaq, accompanying it with pictures or writing them on the board.

- Class comprehension check. Class comprehension check. Indicate the picture and ask **Una macaq-qaa?**/Is this the sun? The class should respond with **Aa'a**/Yes.
- Individual student check. Prompt an individual student with **Una macaq-qaa?**/is this the sun? Encourage them to respond positively, with a full sentence, **Aa'a, una macaq**/Yes, it is the sun.

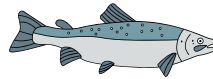
+ Once the students demonstrate that they are comfortable, start again at the + stage, this time changing the + prompt to a different word. Repeat until all the terms have been introduced and reviewed. For variation, contrast new words with known ones, such as **Una iraluk-qaa?**/Is this the moon, when pointing at the sun, to prompt a **Nuu!**/No!.

Level: Adult

(free response, interaction and conversation)

	English	Alutiiq/Sugt'stun
Core Vocabulary:	Sun	Macaq*
	Star/Stars	Agyaq/Agyat
	Cloud	Qaniq
Simple Sentences:	Is ____ in the sky?	____ llami et'uq-qaa?
	____ is in the sky.	____ llami et'uq.
	____ is not in the sky.	____ llami et'n'ituq.

ADULT: CONVERSATION



Sample Activities: Llami

Llami

Building off the **Caaq Llami?** exercise, the goal of this exercise is to use full sentences to identify objects, and respond positively and negatively.

The instructor should draw a line on the board separating the land from the sky. provide a mix of pictures, corresponding to the objects listed in the core vocabulary. One by one, prompts each student with **____ llami et'uq-qaa?**/Is the ____ in the sky?. Encourage the children to place the picture either in the sky or not. Encourage full sentence responses.

This can be combined with a large vocabulary list—consider including animals, plants, or family terms already introduced in previous months for silly fun!