



AMARTUT IRALUAT

PINK SALMON MONTH

*Chosen Social Studies or
Preschool Standard.*

ESSENTIAL QUESTIONS

- How do we show respect for the life around us, even when we don't fully understand it?
- What can we learn by paying attention to the small things in nature?

MATERIALS



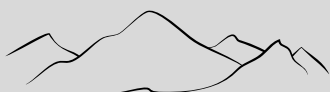
ADF&G Article:
Featured Species -
associated Wetland
Habitats

https://www.adfg.alaska.gov/state/species/wildlife_action_plan/appendix5_wetland_habitats.pdf

SCAFFOLD SUPPORT

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

- Provide information of the different wetlands in Alaska, sharing photos of each. This [publication](#) for kids might be useful to print,
- Send home a laminated "What Can You Find in Still Water?" visual chart
 - [Mosquito larvae](#)
 - [Dragonfly Larve](#)
 - [Water flea](#)
- Provide a simple sorting activity with laminated photo cards.



Painting Discussion

This is the **Amartut Iraluat** Pink Salmon Month (Kodiak Sugt'stun). During this month, pink salmon fill the waters. This painting shows the life underwater and what the pink salmon eat, plankton, other small fish and insects. The days are still very long during this month but will soon be getting shorter and shorter as the months progress. *At this time there is no known Peryville dialect that is different.*

ACTIVITY:



We are reminded that even what we cannot see is part of the community or web of life. This activity invites students and their families to slow down and observe a small body of water, discovering the rich ecosystem hidden in plain sight. Whether you include this as part of a mailed kit, a community challenge, or an end-of-year sendoff, it is a meaningful way to continue connecting with the land and nurturing curiosity throughout the summer.

"Life" Family Note

Visit a small body of still water and bring along a clean, used container. Take a cleaned out, used container to a swamp, shallow slough or a place where there is still water. Dip the container into the water (the murkier the water the better). Allow your container water to settle (10-15 min) completely. You will all be amazed with what you will find. Identifying what you have found will depend on what type of wetland you dipped into (saltmarsh, freshwater grass wetland, freshwater sedge wetland, bog). Mosquito larvae, dragonfly larvae, water fleas are some common species to identify in the water.

This is a fun way to observe how even the smallest environments are full of movement, change, and connection.

ROWDY RAVEN IS UNIQUE

Ravens are scavengers and foragers. They eat insects, fish remains, berries, and even small animals—playing an important role in the ecosystem by cleaning up what's left behind and keeping the land healthy. You might see ravens along rivers and beaches during salmon season, feeding on what others leave behind. They're not just survivors; they're participants in the cycle of life.

Examples & Non-Examples of Taking Time for Connections

- You take time to observe the life around you—like fish, insects, or birds—and show respect by noticing their role in the ecosystem. You return with thoughtful stories, questions, or knowledge that honors what you saw and document it in your values book.
- You move through your days without slowing down to notice the water, plants or animals nearby. Without taking time to observe, you miss opportunities to show care and build meaningful connections.



LING'ATARLUTA - WE ARE RESPECTFUL

We show respect to the water and all life in it by noticing how everything is connected. Even the smallest creatures, like plankton and insects, are important. When we learn about them, watch carefully, and avoid disturbing their homes, we show that we value the role they play in our ecosystem. Being gentle near the water and showing care reminds others to do the same.

WE ARE SAFE

We help children move carefully near water and avoid disturbing the small life it holds. As adults, we also stay alert to our surroundings and pace ourselves—physically and mentally—so we don't push beyond what's safe for our own wellbeing.

WE ARE KIND

We guide children to treat water and wildlife with gentleness and care. We, too, practice kindness by slowing down, noticing beauty in nature, and giving ourselves the same care and compassion we offer to others.



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

CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

Being responsible means being accountable for our actions and taking care of what has been entrusted to us.

We are responsible for keeping the water around us clean. Everything is part of a cycle. The little plankton and insects we don't always see are vital to the life of the fish (like the pink salmon), which feed the birds, animals, and people. If we pollute the water, the whole cycle is harmed.

Taking care of ourselves is part of that cycle too—when we stay healthy, rested, and grounded, we are better able to care for the land, water, and life around us. Everything is created connected.

TUKNILUTA - WE ARE STRONG / RESILIENT

Water gives life—to plants, animals, and people. Pink salmon (like the ones in this month's painting) depend on clean, flowing water to grow strong and return home. If water becomes stagnant, it can no longer support healthy life. We are the same. It's important to keep moving, learning, and growing—even when things feel uncertain.

At the same time, we need to pause and rest so our thoughts and feelings can settle, like water that becomes clear again. Sometimes our thoughts or feelings feel like rushing water, but they settle when we pause and breathe. When we feel tired or overwhelmed, we can return to water—to drink, to walk near it, to reflect—and remember that we are part of something bigger and connected. Resilience means holding that balance—moving forward, caring for ourselves, and staying connected to the life around us.



See Connections - All Things Are Related

If Desired: Pray for Guidance - Many Things are Not Known

As educators and community members, this is a time to reflect on the ways we are also connected—to people, land, animals, water, and the responsibilities we carry. Consider documenting the connections you've felt in your life and teaching—between land and water, community and identity, nourishment and learning. This might be a time of quiet pause before the school year begins again, but it's also a season rich with harvesting, subsistence, and reflection.

Reflection Questions

- What connections—between people, animals, plants, or places—have stood out to you recently?
- When you don't know what's ahead, how do you stay curious and open instead of rushing toward answers?
- How do you stay grounded in your role or rhythm when life around you is changing?
- Who do you turn to when you need perspective or insight?
- What small moments remind you that everything has meaning, even if you don't understand the connection right now?



My Traditional Values Book - Adult Edition

This month's theme centers on life and the deep connections between all living things. From the tiniest plankton to the great pink salmon, everything plays a role in sustaining the world around us.

The days begin to shorten in July—a reminder that seasons shift, and each moment has a purpose. Create a few pages in your values book that honor or explore the life around you.

- Photos or sketches of summer harvesting or time spent in nature
- Journal entries about lessons learned from observing life around you
- Reflections on what helps you feel reconnected when life feels scattered or heavy

Sometimes clarity comes slowly—through stillness, observation, or time. Let this be a space to record your noticing, to gather your thoughts like treasures collected from the beach, and to prepare for what comes next.

LET'S LEARN ALUTIIQ!



Level: Eggs		
	English	Alutiiq/Sugt'stun
Core Vocabulary:	July	Amartut Iraluat
	Water	Taangaq
	Live	Unguwaluni

Sample Activities: Naliat iralut?, Llasuriu

Naliat iralut?
 Prompt the students with **Naliat iralut nutaan?**/Which month is it now?
 Encourage them to answer in Alutiiq, **Amartut Iraluat!**/May (Pink Salmon Moon)!

Caqiq Ungugauq.../What lives...
 The instructor should prepare a picture of a pond and the things that live in it (fish, insects, plankton, etc.).
 Prompt the students with **Caqiq ungugauq taangarmi?**/What lives in the water? Encourage the students to call out what they see. For advanced students, encourage full sentences, like ____ **ungugauq taangarmi!**. A mix of Sugt'stun and English is permitted, the goal is to practice **taangaq** and **ungugauq**.

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

MANICI BRING OUT & SHOW



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

LEVEL: ALEVIN		
	English	Alutiiq/Sugt'stun
Core Vocabulary:	Water	Taangaq
	River	Kuik
	Lake	Nanwaq
	Pond	Mecaguaq
	Ocean	Imaq

Sample Activities: Naama?, Caqiq Ungugauq...

Naama?/Where?
 Prompt the students with **Naama una?**/Where is this? Use of props is encouraged! Students can reply with which body of water (of the five listed above) are being called out. The complementary activity is **Manici...**/Bring out and show..., where the instructor names bodies of water and students demonstrate knowledge by drawing a picture of that body.

Caqiq Ungugauq.../What lives...
 The instructor might prepare pictures or puppets of various aquatic animals local to the area, or task the students with drawing or coloring images of them. Organize the selected animals (providing either the Sugt'stun or English names) by their habitat: do they live in rivers? Lakes? Ponds? The ocean?



SMOLT: EXPANDING

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

	English	Alutiiq/Sugt'stun
Core Vocabulary:	Swim	Kwimarluni
	Play	Wamluni
	Splash	Ciqilluni
Simple Sentences	I swim.	Kwimartua.
	I play.	Wamua.
	I splash.	Ciqitua.

Sample Activities: Caliyit taangarmi?

Caliyit taangarmi?

Set-up: The instructor should write the phrase **Caliyit taangarmi**/what do you do in the water? on the board, or otherwise accompany the phrase with an appropriate picture. Repeat the phrase several times.

+Introduce one of the action terms, for example **kwimartua**/I swim, accompanying it with pictures, pantomime, or writing them on the board.

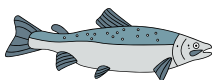
- Class comprehension check. Indicate the picture and ask **Caliyit taangarmi**/what do you do in the water? The class should respond with **Kwimartua!**/I swim!
- Individual student check. Prompt an individual student with **Caliyit taangarmi**/what do you do in the water? Encourage them to respond positively, with a full sentence, Kwimartua!/I swim.

+ 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 any water activities, such as boating, bathing, or fishing.

Level: Adult (free response, interaction and conversation)

	English	Alutiiq/Sugt'stun
Core Vocabulary:	Killer whale	Arlluk
	Sea lion	Wiinaq
	Seal	Isuwiq
Simple Sentences:	Let's buck the waves/we buck the waves	Asgurluta
	I think	Umiqaqa

ADULT: CONVERSATION



Sample Activities: Asgurluta Song

Ggwaten kenirluta/This is how we cook

Have your students draw pictures of ways their family likes to cook fish. Dried, baked, smoked, pickled—there are many traditional ways that fish is prepared!

Asgurluta Song

Once the students know the words for killer whale, sea lion, and seal, they are ready for Asgurluta. The song Asgurluta describes seeing various animals while out on the waves.

A recording can be found at <http://www.alutiqlanguage.org/songs>. The lyrics are as follows:

*Asgurluta ah-ha-ha
Umiqaqa, umiqaqa
Asgurluta ah-ha-ha
Umiqaqa, umiqaqa
Kugyasirtanemni
Asgurluta ag'ngamta ah-ha-ha, ah-ha-ha ar' uq suart' Ilria
(arlluk, wiinaq, isuwiq) (replace repeat*