



NAUT'STAAT IRALUAT

PLANTS MOON

*Chosen Social Studies or
Preschool Standard.*

ESSENTIAL QUESTIONS

- What helps me know who I am and what I believe in?
- How do I practice patience when something is hard or uncertain?
- What are ways I carry forward the values I've been taught?

MATERIALS

Blank Journal (for yourself)

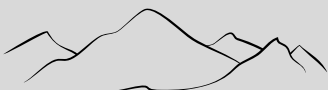
Alutiiq Plants App for more about plants or for pronunciation on words.



SCAFFOLD SUPPORT

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

- Share clear, labeled photos of local berries and plants for children to explore visually.
- Include simple, visual instructions in the take-home kit with adult support prompts.
- Use plant cards or matching games to reinforce identification and respectful harvesting.
- Include a QR code to the Alutiiq plants app.



Painting Discussion

More plants and fish are harvested this month of **Naut'staat Iraluat** Plants moon (Kodiak Sugt'stun) and **Iqallugciq** Salmon moon (Perryville Sugt'stun). Plants are gathered for food and for medicine to use throughout the year this month. Some plants included in the painting are fiddleheads, **PitRuus'kaaq** Beach Lovage, **Luuruat** Wild Chives, **Ugsuuteq** Cow Parsnip (also known as wild celery) and **Aatunaq** Sour Dock (also known as wild spinach or rhubarb).

ACTIVITY: Send a summer mailing or hold a community activity.



This activity encourages you and families to stay connected with the land—and learning—over the summer months. Start a plant journal focused on observing and documenting local plants. Revisit the same plants throughout the summer to track their growth and changes. This helps build observation skills, deepen cultural knowledge. Holding a journal for yourself alongside your students will give you a shared experience when they return. *If you don't send it home to families in a summer kit, this can also be a community event/activity.*

Plant Journal Family Note

This summer, we encourage your family to spend time observing one or two local plants that grow around your home or subsistence areas. Use the enclosed journal pages to draw or photograph what you see. Write the name in Alutiiq and English. Return to the same plant as summer continues, and note how it changes. If the plant is safe to harvest and not poisonous, gather a small amount together. Talk with your child about respectful harvesting—only taking what is needed, leaving plenty behind, and caring for the land that provides. Family members and elders are important sources of knowledge. If possible, ask them to share stories and traditional uses for food, medicine, or other purposes. Your family's observations will become part of your child's learning journey.

RAVEN OBSERVATIONS & STORIES

This summer, take time to quietly observe ravens in your community. Watch how they move, what they eat, and how they interact with others.

- Ask family or Elders if they have any Raven stories to share. You may learn something special about what Raven means in your culture.
- Record your observations or stories in your journal through pictures or words. Just like plants, we can learn by watching Raven closely.

Examples & Non-Examples

Example: You spend time outside observing plants and animals. You learn new things and return with meaningful stories and knowledge to share with your students and families. Non-Example: You ignore the invitation to observe nature. You stay indoors and miss the chance to connect with the land, animals, and community stories.



LING'ATARLUTA - WE ARE RESPECTFUL

Just as we are respectful to ourselves, others, and animals it is also important to show respect to the plants around us. Only taking what you need is a way to show respect to plants and to use and prepare the plant correctly is important. Knowing a plant very well is a sign of respecting the plant as well. Know the proper way to harvest so that you don't pull the root completely out (unless it is a root plant) and how to store and use that plant.

WE ARE SAFE

We learn about plants so we know how to treat them kindly. We are kind when we gather gently, take only what we need, and thank those who teach us how to care for the land.

WE ARE KIND

We are safe when we harvest plants by checking with an adult, making sure the plant is safe to touch or eat, and learning the right way to gather it without damaging the plant or the land.

CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

Being responsible means taking care of what you've gathered. You clean, store, and use the plants in a good way. You also help others learn the right way to harvest, and you remember that taking care of the land means it can keep providing for the future.

You can also offer to help take care of an elders yard, offer them edible plants that they may like to eat.

TUKNILUTA - WE ARE STRONG / RESILIENT

We are strong when we keep learning about plants, even if it takes time to remember their names, uses, and how to gather them safely. We are resilient when we try again after a mistake, keep going when we're tired, or return to the same place to check how a plant is growing. We are learning to care for the land across seasons, just like our families and the ancestors of this land have done.



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



Have Patience - Some Things Cannot Be Rushed *If Desired: Pray for Guidance - Many Things are Not Known*

Reflection Questions

- When faced with uncertainty or the unknown, how do you seek clarity or grounding in your daily life?
- How do you practice patience with yourself when answers or direction take time to emerge?
- What helps you stay open and connected to others, even when their perspectives or paths are different from your own?
- How do you notice belonging in your community during times of busyness or transition?
- How does your connection to land, tradition, or shared routines guide you when you feel unsure?



My Traditional Values Book - Adult Edition

Summer is a time of activity and gathering—of berries, plants, salmon, and stories. It is also a time of quiet learning. This personal values book offers space for reflection during the transitions between school years.

Living and teaching values happens year after year, and we grow with each season. We may be at different places in life, but all of us are still learning.

- Use this book to reflect on the values that guide your teaching and daily life.
- You might build a quiet journaling routine, add photos of subsistence activities, or note simple moments of meaning.
- Just like plants and salmon return each year, this is not about finishing—it's about returning.
- Some pages may fill quickly, others may take time.
- Let the land, your experiences, and those around you guide what you add.

LET'S LEARN ALUTIIQ!



Level: Eggs		
Core Vocabulary:	English	Alutiiq/Sugt'stun
	June	Naut'staat Iraluat
	Plant	Naut'staaq
Simple Sentences:	It is growing.	Naut'staartuq.

Sample Activities: Naut'staat Iraluat

Naut'staat Iraluat
 Prompt the students with **Naut'staat Iraluat?**/Which month is it now?
 Encourage them to answer in Alutiiq, **Naut'staat Iraluat!**/June (Plants Moon)!

Una naut'staaq
 The instructor should hold up a plant or a representation of a plant (drawing, picture, etc.) and announce **Una naut'staaq**/this is a plant. Encourage the students to repeat the word **naut'staaq** several times.

Then, show pictures of several objects, including different types of plants along with rocks, animals, people (anything that is not a plant). With every object, ask the same question. If it is a plant, encourage the students to clap and affirm that they know it is a plant. Encourage the use of **Aa'a** and **Una naut'staaq**. If it is not a plant, have them cross their arms and say **Nuu**. For a more advanced version of this activity, they can add the word for the non-plant object into their response, e.g. **Nuu, una yaamaq**/No, it's a rock.

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		
Core Vocabulary:	English	Alutiiq/Sugt'stun
	June	Naut'staat Iraluat
	Plant	Naut'staaq
	Fiddlehead	Qaataqutaq
	Fireweed	Cillqaq
	Wild celery/Puchki	Puuckiiq/Ugsuuteq
	Beach lovage	PitRuus'kaa
Sample Activities: Naut'staat iraluat?, Caqiq naut'staartuq?		
	<p><u>Naut'staat Iraluat</u> Prompt the students with Naut'staat Iraluat?/Which month is it now? Encourage them to answer in Alutiiq, Naut'staat Iraluat!/June (Plants Moon)!</p>	
	<p><u>Caqiq naut'staartuq?</u> Have students learn new plants by drawing them with crayons or colored pencils. Limit the options to local flora that the children might find around their community. Help the students learn the words for two or three plants by labelling their drawings with the correct word.</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:	Flower	Suitkaa ^q
	Leaf	Cuya ^q
	Root	Nuke ^k
	Stem	Puunga ^q
	Seed	Sim'ina ^q

Sample Activities: Caaq una?

Caaq una?

Set-up: The instructor should write the phrase **Caaqingq'rtu naut'staat?**/What do plants have? on the board, or otherwise accompany the phrase with an appropriate picture. Repeat the phrase several times.

+ Introduce one of the vocabulary terms, for example **suitkaa^q**, accompanying it with pictures or writing them on the board.

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

+ 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.

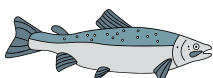


How can you prepare for supporting this level of language learning?

Level: Adult (free response, interaction and conversation)

	English	Alutiiq/Sugt'stun
Core Vocabulary:	Flower	Suitkaa ^q
	Leaf	Cuya ^q
	Root	Nuke ^k
	Stem	Puunga ^q
	Seed	Sim'ina ^q
Simple Sentences:	It has a flower.	Suitkaangq'rtuq.
	It has a leaf.	Cuyangq'rtuq.
	It has roots.	Nukengq'rtuq.

ADULT: CONVERSATION



Sample Activities: Caaqingq'rtu naut'staat?

Ggwaten kenirluta/This is how we cook

Have your students draw pictures of ways their family likes to cook with plants. How do you cook or use plants in making food?

Caaqingq'rtu naut'staat?/What do plants have?

This activity builds on the previous, and uses the same vocabulary.

Set-up: The instructor should write the phrase **Caaqingq'rtu naut'staat?**/What do plants have? on the board, or otherwise accompany the phrase with an appropriate picture. Repeat the phrase several times.

+ Introduce one of the vocabulary terms, for example **suitkaa^q**, accompanying it with pictures or writing them on the board. Now that the students know the individual word, incorporate it into a full phrase, **suitkaangq'rtuq/it has a flower**.

- Class comprehension check. Indicate the picture and ask **suitkaangq'rtuq-qaa?**/Does it have a flower? The class should respond with **Aa'a**/Yes.
- Individual student check. Prompt an individual student with **suitkaangq'rtuq-qaa?**/Does it have a flower? Encourage them to respond positively, with a full sentence, **Aa'a, suitkaangq'rtuq**/Yes, it has a flower.

+ 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 the **-ngq'rte** construction.