



# KAIGNASQAQ IRALUQ

## HUNGRY MOON

Chosen Social Studies or  
Preschool Standard.

### ESSENTIAL QUESTIONS

- How can we help our bodies and minds stay calm when we have to wait?
- Why is it important to only take what we need so there is enough for everyone?

### MATERIALS

Explore animal hibernation to see how animals rest & wait for spring during the Hungry Moon.



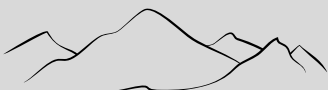
[Bear Den, Katmai National Park](#) (1:07)



[Arctic ground squirrel hibernating.](#)(0:16–1:24).

### SCAFFOLD SUPPORT

- **Visual Cards** — Show simple pictures for each step so children can follow along: lie down, hand on belly, breathe in, hold, breathe out.
- **Tactile Helpers** — Use a small bean bag or stuffed animal on the belly to see and feel the breath.
- **Peer or Adult Modeling** — Pair students with a buddy or adult to model the breathing rhythm and help keep the pace.
- **Repeat Practice** — Practice belly breathing at different times so it becomes familiar.



### Painting Discussion

**Kaignasqaq Iraluq** (Kodiak Sugt'stun) or **Ya'alullraaq** (Perryville Sugt'stun) is known as the 'hungry moon'. During this time in the year many animals are getting ready to have their babies or are in their last stages of hibernation. This was often a time where the last food supplies would be dwindling and often a time of starvation for many people awaiting the warmer months which bring fresh plants and fish.

Caribou migrate to higher birthing grounds in mass numbers, brown bears are just on their tail end of hibernation as well as the ground squirrel.

### ACTIVITY:



**Practice belly box breathing:** Tell students that in order to get good at anything they need to practice. Ask student's 'how many of you are angry or upset right now?' Practicing your breathing when you are already calm helps to make belly breathing easier when you are not.

### Step by Step Directions:

1. Model by lying on the floor with one hand on your belly. Show how breathing in makes your belly rise. Count to 4. Tell students to imagine a box in their mind — moving to each corner as they breathe.
2. Have all the students lie down with a hand on their belly. Breathe in together 4x to make the sides of the box: "Breathe in, bellies out — 1, 2, 3, 4. Breathe out — 1, 2, 3, 4." Repeat a few times. Start with 15 seconds and increase to a full minute over time.

Remind students to use belly box breathing when waiting in line, coming inside from a drill, or feeling upset.

### ROWDY RAVEN IS HUNGRY

In late winter, food is harder to find for many animals. Ravens are clever and can wait and watch for food scraps or leftovers from other animals like caribou or predators. They use patience and smart searching instead of wasting energy.

#### Examples & Non-Examples of Practicing Patience

- Rowdy Raven feels hungry and pushes in front of other animals to grab food first. He doesn't wait his turn and makes a mess (non-example). When Raven waits, watches quietly, and uses his clever skills, he gets food at the right time (example).
- Talk with children about how, like Raven waiting for food, we sometimes need to wait and calm our bodies, even when we feel hungry or want something. Using our breathing helps us stay patient and feel better inside.
- How can we practice patience and use our breathing to wait, like Raven does when he's patient?



## LING'ATARLUTA - WE ARE RESPECTFUL

During the Hungry Moon, animals and people often had little food left. Respect means remembering that resources can be limited and treating what we have with care. We show respect by taking only what we need, not wasting food or supplies, and listening when others share what they need too. Respect also means being mindful of each other's space when food is shared.

### WE ARE SAFE

We stay safe by moving calmly during shared meals or activities so everyone has space. We use tools or serve snacks carefully and wait our turn without rushing or reaching over others.

*How can we be safe when at snack time?*

### WE ARE KIND

Kindness means paying attention to what others need and not taking more than our share. When we notice someone didn't get enough, we can offer to share or wait so everyone feels included.

*How can we show kindness when there isn't enough for everyone?*

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

## CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

During the Hungry Moon, families and animals had to cooperate to get through a time with less food and long waiting. We take care of ourselves by eating only what we need, resting our bodies, and staying calm through self-regulation. Bears show us this too — they rest quietly in their dens, using the fat they stored and keeping their babies warm and fed what they need until spring. When we take care of ourselves like this, we can help care for others and work together, just like the bears. *How does being responsible for your body — by eating only what you need and resting through self-regulation — help you care for others and work together?*

## TUKNILUTA - WE ARE STRONG / RESILIENT

Being resilient means to be strong in your body and mind. Sometimes we have to wait to eat, use the bathroom or to just be patient. When animals go into hibernation they can't eat, drink and rarely go to the bathroom! A powerful tool that many animals use to help control their bodies is by breathing deep & slow. When they breath in, their bellies go out and they hold their breath steady before breathing out.

Regulating your breathing helps you when you are scared, angry, excited, or even warms you up when you are cold! When you have these feelings your heart pumps fast and makes you feel anxious, but when you control your breathing you can slow your heart down and think clearer.



### Honor Your Elders They Show You the Way in Life

#### Reflection Questions

- How do you teach children to listen to elders respectfully?
- How do you help children sit and move calmly when near an elder?
- What role do elders play in your community?
- How do visuals, schedules, and predictable routines help children know that an elder will be visiting your classroom?



**Values Book Activity:** Invite an elder or cultural knowledge holder/teacher to share how people once prepared for and made it through the hungry times of winter. Their stories can help children see how we learn from those who came before us. Take note of any life lessons the storyteller shared.

**Family Extension:** Consider what strategies you might use to include families in inviting an elder to speak and identifying respected elders, storytellers, or culture teachers. End the book with a collage of elders titled "Who will we hear from next?" If appropriate, have children write about what they have learned from them with their picture.

**Co-Creating the Book:** Gather the class to reflect on the visit. Create a T-chart labeled "We Are Safe" and "We Are Kind." Guide students to list safe actions like "keep your body to yourself" and "walking feet near elders"; Kindness examples like "listen to the elder," "say quyana," and "wait for our turn to talk." Prompt students to connect each behavior to someone they saw or heard practicing it. Turn into book pages.

## HIGH QUALITY SUPPORTIVE ENVIRONMENTS

**Teaching Behavior Expectations:** Facilitate conversations with children about the behavior expectations and rules and why they are important for them and the class.

**Implementing Predictable Classroom Routines:** Structure teacher-directed activities so there is a clear beginning, middle, and end.



### PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

**Relationships with Families:** Use a variety of strategies for building relationships with all families.

**Relationship with Colleagues:** Use a calm, positive, and supportive tone of voice in interactions with adults in the classroom.

## NURTURING & POSITIVE RELATIONSHIPS

**Creating a Caring Classroom Community:** Give children and families opportunities to participate in making decisions about the classroom community.

**Positive Attention:** Use forms of acknowledgment that are individualized to children, including use of nonverbal cues of appreciation (e.g., smile, thumbs up, pat on the back).

# LET'S LEARN ALUTIIQ!



Level: Eggs		
	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	March	Ya'alullraaq
	Belly	Aqsaq
<b>Simple Sentences:</b>	Which month is it now?	Naliat iralut nutaan?
<b>Sample Activities: Naliat iralut? / Belly breathing</b>		
<b>Naliat iralut?</b> Prompt the students with <b>Naliat iralut nutaan?</b> /Which month is it now? Encourage them to answer in Alutiiq, <b>Ya'alullraaq!</b> /March (Hungry Moon)!		
<b>Belly Breathing</b> Accompany the belly breathing exercise outlined in the Cultural Alutiiq Lesson Plans with language! Add the language to the activity: Help to get the rhythm of the breathing down by guiding students' in-breathing until they get how to do it. "Breathe in, <b>aqsat</b> /bellies out. 1, 2, 3, 4. Breathe out. 1, 2, 3, 4. "Breathe in, <b>aqsat</b> /bellies out. 1, 2, 3, 4. Breathe out. 1, 2, 3, 4. (repeat). Try 15 seconds the first day and slowly increase time of activity to a full minute.  Instructors can use this opportunity to teach numbers as well: 1. All'inguq 2. Malruk, Malluk 3. Pingayun 4. Staama		

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
<b>Core Vocabulary:</b>	Bear	Taquka'aq
	Den	Legta
<b>Simple Sentences:</b>	The bear is in his den.	Taquka'aq legtami et'uq.
	What is he doing?	Caliya?
<b>Sample Activities: Caliya taquka'aq?</b>		
<b>Caliya taquka'aq?</b> For this activity, first introduce the word <b>taquka'aq</b> /bear. Also prepare a blanket to be the bears' <b>legtami</b> /den. Have the students repeat the words a few times until they are comfortable with them.  Designate a student to playact as the bear. Wrap them up in the blanket, or let them hide inside it. Then, play a pantomime game!  Prompt the students with <b>Naama taquka'aq?</b> /Where is the bear? Have the class repeat the phrase <b>Taquka'aq legtami et'uq</b> . Call back <b>Caliya?</b> Then, the pantomiming student should do a bear action: sleeping, eating, scratching, et cetera. Let them have fun! The rest of the class should call out what they are doing, then the student playing bear switches out.		

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
<b>Core Vocabulary:</b>	Eat	-tur
	Fish	Iqalluk
	Berry	Alagnaq
	Leaf	Cuyaq
<b>Simple Sentences:</b>	What is he/she/it eating?	Caqirturta?
	It is eating fish.	Iqallugturtuq.
	It is eating berries.	Alagnarturtuq.

### Sample Activities: Caqirturta?

#### Caqirturta?

Set-up: The instructor should write the phrase **Taquka'aq caqirturta?**/What does the bear eat? on the board, or otherwise accompany the phrase with an appropriate picture. Repeat the phrase several times.

- + Introduce one of the terms, for example iqalluk, accompanying it with pictures or writing them on the board.
  - Class comprehension check. Indicate the picture and ask **Taquka'am caqirturta iqalluk-qaa?**/Does the bear eat fish? The class should respond with **Aa'a/Yes**.
  - Individual student check. Prompt an individual student with **Taquka'am caqirturta iqalluk-qaa?**/Does the bear eat fish? Encourage them to respond positively, with a full sentence, **Aa'a, taquka'am iqallugturtuq/Yes, the bear eats fish.**

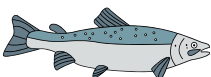
+ Once the students demonstrate that they are comfortable, start again at the + stage, this time changing the + prompt to a different word. Repeat until all the terms have been introduced and reviewed. You can also use this framework to practice the negative: for example, **Taquka'am caqirturta cuyaq-qaa?**/Does the bear eat leaves? **Nuu, cuyarturn'ituq/No, it does not eat leaves.**

\*Note that in this sentence, **taquka'aq** becomes **taquka'am** because it is the subject.

### Level: Adult (free response, interaction and conversation)

	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	Eat	Nerluni
	Hungry	Kaiglluni
	Full	Aqirturungaluni
<b>Simple Sentences:</b>	I am hungry.	Kaigtua.
	Are you hungry?	Kaigtuten-qaa?
	I eat.	Nerua.
	I always eat.	Nertaartua.
	I am full.	Aqirturngagua.

## ADULT: CONVERSATION



### Sample Activities: Calikausia aniumi?

#### Kaigtaqama.../When I am hungry...

The goal of this exercise is to practice the full verb form of **nerluni**, to eat.

Set-up: The instructor should write the phrase **Kaigtaqama.../When I am hungry...** on the board, or otherwise accompany the phrase with an appropriate picture. Repeat the phrase several times.

+ Have the class call out a favorite food. Introduce **Nertaartua**/I always eat with that food, for example **Nertaartua pizza**/I eat pizza!

- Class comprehension check. Indicate the picture and ask **Pizza nertaartuten-qaa?**/Do you eat pizza? The class should respond with **Aa'a/Yes**.
- Individual student check. Prompt an individual student with **Pizza nertaartuten-qaa?**/Do you eat pizza? Encourage them to respond positively, with a full sentence, **Aa'a, pizza nertaartua/Yes, I eat pizza.**

+ 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. You can also use this framework to practice the negative: for example, **Pizza nertaartuten-qaa?**/Do you eat pizza? **Nuu, aqirturngagua/No, I am full.**