



NIKLLIT IRALUAT

RED SALMON MOON

*Chosen Social Studies or
Preschool Standard.*

ESSENTIAL QUESTIONS

- How does working together help us get ready for changes like summer or kindergarten?
- What can we learn from our families about preparing for a new season?
- How does our family show who we are?

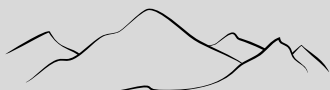
MATERIALS

***What materials would help you teach this lesson?*

SCAFFOLD SUPPORT

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

- **Use photos and videos** of the preparation process. When possible, include media contributed by families to build connection and understanding.
- **Offer tactile exploration** of safe, real-life tools used in harvesting.
- **Support sequencing and memory** by using visuals of each step and offering repeated opportunities to revisit them through books, dramatic play, and classroom routines.



Painting Discussion

Nikllit Iraluat (Kodiak Sugt'stun) or **Maniit Ya'alluat** (Perryville Sugt'stun) are both known as the Red Salmon Moon. This month is a very busy time of preparing and harvesting salmon. This painting combines things that one may see happening during this month such as: preparing fish racks for hanging fish, salmon in their prime stage ready for harvesting, nets and a bouy ready to set, a traditional uluaq sharpened and ready for cutting and a bucket of salt fish filled for preserving for the new year. This month is filled with long days and shorter nights.

ACTIVITY: Introduce Transitions & Work of Salmon Season



Show photos or videos of salmon and talk about how people get ready for a new season. Emphasize the importance of keeping tools clean and organized. What tools and materials can you name? (uluaq, string, buckets, fish totes, crates, knives) Teach the different types of salmon and how to tell a male between a female.

Storytelling & Skill Practice: Invite a family or community member to share what jobs young people help with during fish camp or salmon processing time. Afterwards, let students try safe, hands-on tasks such as:

- Cutting string to the right length and practicing tying knots
- Mixing a pretend salt brine (water and salt in a tub)
- Helping can or label last year's preserved fish (or pretend versions)

Classroom Clean-Up & Closure: Talk with students about how cleaning the classroom is part of getting ready for a new season too. Assign small, meaningful jobs—cleaning shelves, sorting supplies, packing art materials—and discuss how these jobs help take care of others who will use the room next. - **Reflect:** What is something you helped take care of this year? What is a job you're ready to try this summer?

ROWDY RAVEN ENCOURAGES

Young ravens learn how to find food and survive by watching their parents and joining other juvenile birds. In these groups, they explore together, call to each other, and sometimes share what they've found—getting ready for the next season.

Examples & Non-Examples

- Raven feels nervous about the school year ending and doesn't want to clean up. He quietly avoids the jobs and looks sad when the classroom changes. He isn't sure how to talk about his feelings or ask for help, so he stays by himself while others work.
- Raven is helping his classmates clean and pack up the classroom. He puts away supplies, organizes materials, and talks with a friend about what they might do in kindergarten. He feels a little nervous, but he remembers that new seasons bring new chances to learn and grow.



LING'ATARLUTA - WE ARE RESPECTFUL

Being respectful to others and yourself is important but it is also very important to be respectful to your harvest. You show respect to a freshly caught fish by not leaving it laying on the ground or by stepping on it. You hold the fish by the head and use as much of the fish as possible, that is also a way of showing respect. There are legends about how fish will pass by dirty fish camps who do not show respect to their fish by being uncleanly and not treating them well after being caught. It is good to make sure fish is well cared for after it has been caught.

WE ARE SAFE

We use an uluat and other knives when cleaning fish. When using sharp tools, we must be very careful to stay safe. We never touch the sharp edge, we keep our tools clean, and we use them slowly and carefully. Invite children to share how their parents and elders practice knife safety at home. Have they ever watched a parent or elder use a knife or an ulu? How did they use it safely?

WE ARE KIND

We are kind when we help one another learn new skills and take care of our shared work. Whether we are tying string, cleaning the classroom, or preparing fish, we use kind words, offer help to others, and celebrate each other's efforts. Being kind also means remembering that everyone learns at their own pace—especially when something is new or hard—and showing encouragement along the way.

CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

Being responsible means doing your part and taking care of what needs to be done. When working with fish, it is your responsibility to help with the harvest in a way that keeps people and food safe. This might mean keeping knives and uluaat clean, helping clean up the fish camp, or making sure that no fish scraps are left out where animals can get them. It also means learning your job, listening carefully, and following through — even when the job is hard or takes a long time.

TUKNILUTA - WE ARE STRONG / RESILIENT

Being resilient means sticking with something even when it's hard or uncomfortable. It can take a long time to learn how to make a clean, strong cut with an uluaq, and sometimes you don't get it right the first—or even the tenth—time. Picking fish in the rain or wind isn't always fun, and there may be times when you're tired or would rather be doing something else. But resilience is when you keep trying, stay focused, and remember why the work matters. People in our community have always shown resilience—waiting for the tides, working through the weather, and helping each other finish the job, no matter how long it takes.

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



Know Who You Are You Are a Reflection of Your Family

Reflection Questions

- How do you help children notice ways they are like their family?
- How do you help children talk about what their family does at home?
- How do you create opportunities for children to be proud of family?
- How do visuals, schedules, and routines support children as they prepare for changes—like transitioning to kindergarten or summer routines at home? How can you communicate this to families?



Value Book Idea: Seasonal transitions and family identity

Each child contributes a page showing how their family prepares for the summer season — through traditional jobs, home routines, or seasonal celebrations. Children can include: A drawing or photo of a seasonal job (e.g., cutting fish, cleaning the yard, setting nets, etc.). “In my family, we get ready by...”

- Include names of tools or materials they used and people in their family they are like and what they learn from them.

Transitioning Grades: As children prepare for Kindergarten, they reflect on how their families and early learning have shaped who they are. Children can include:

- A self-portrait showing a skill they've learned.
- A sentence like: “My family taught me to... I show who I am by... I'm ready for Kindergarten because...”
- A photo or drawing of something special from their family

HIGH QUALITY SUPPORTIVE ENVIRONMENTS

Transitions: Teach the specific steps and expectations for transitions.



PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

Relationships with Families: Provide families with support as needed so that they are confident and comfortable in supporting their children's social-emotional development.

Relationship with Colleagues:

- Plan opportunities to get to know classroom staff.
- Share information on what is going well in the classroom or with children and share information on child progress with other service providers (e.g., special education teacher, therapists) on a regular basis

NURTURING & POSITIVE RELATIONSHIPS

Supportive Conversations: Engage in conversations that children initiate in supportive and empathetic ways.

Relationships Among Children: Extend play by offering ideas and making connections between children.

LET'S LEARN ALUTIIQ!



| Level: Eggs | | |
|---|---------------|-------------------|
| | English | Alutiiq/Sugt'stun |
| Core Vocabulary: | May | Ya'alluat |
| | Women's knife | Ulukaq |
| Simple Sentences: | To be careful | Llasurluni |
| 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, Ya'alluat! /May (Red Salmon Moon)! | | |
| Llasuriu Introduce the students to handling sharp objects with safety. You can use safety scissors, but the goal is to introduce ulukat /traditional knives. Demonstrate safe knife handling procedures with a plastic ulukaq, and practice the cutting motion while repeating Llasuriu! /Stay careful! | | |

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 |
| Core Vocabulary: | Fish | Iqalluk |
| | Split fish | Segluni |
| Simple Sentences: | I split fish. | Seg'ua. |
| | You split fish. | Seg'uten. |
| Sample Activities: Ggwaten segluta | | |
| <p>Ggwaten segluta/This is how we cut fish Set-up: The instructor should write the phrase Ggwaten segluta/This is how we cut fish on the board, or otherwise accompany the phrase with an appropriate picture. Repeat the phrase several times.</p> <p>+ Introduce the verb segluni by repeating seg'ua and seg'uten. Accompany these terms with pantomime of cutting fish.</p> <ul style="list-style-type: none"> • Class comprehension check. Repeat the pantomime and ask Seg'ua-qaq?/Am I splitting fish? The class should respond with Aa'a/Yes. • Individual student check. Prompt an individual student with Seg'uten-qaq?/Do you split fish? Encourage them to respond positively, with a full sentence, Aa'a, seg'ua/Yes, I split fish. <p>+ Report out to class, affirming that the students segluta/we split fish!</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: | Fin | Aruluk |
| | Head | Nasquq |
| | Gill | Pacik |
| | Tail | Pamyuq |
| | Organs/Insides | Qaim Ilua |
| | Eyes | lingalak |
| | Scales | Riqtat |

Sample Activities: Iqallum qaiga

Iqallum qaiga/A fish's body

Set-up: The instructor should prepare an age-appropriate picture of fish anatomy.

+ Introduce one of the anatomy terms, for example aruluk, accompanying it with pictures or writing them on the board.

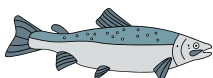
- Class comprehension check. Indicate the picture and ask **Una aruluk-qaq?**/Is this the fin? The class should respond with **Aa'a**/Yes.
- Individual student check. Prompt an individual student with **Una aruluk-qaq?**/is this the fin? Encourage them to respond positively, with a full sentence, **Aa'a,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

+ 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 aruluk-qaq?**/Is this the fin, when pointing at the eyes, to prompt a **Nuu!**/No!.

Level: Adult (free response, interaction and conversation)

| | English | Alutiiq/Sugt'stun |
|--------------------------|--------------------|-----------------------|
| Core Vocabulary: | Cook | Kenirluni |
| | My family | Ilanka |
| | This is how | Ggwaten / Ggwaten-Ilu |
| Simple Sentences: | Dried baked fish | As'rik |
| | Boiled fish | Kinuwaq |
| | Salted smoked fish | Palek'aq |
| | Fish pie | PiRuk |
| | Salt fish | Suluunaq |
| | Dry fish | Tamuuq |

ADULT: CONVERSATION



Sample Activities: Ggwaten kenirluta, Ggwaten nerluta

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!

Ggwaten nerluta/This is how we eat

Set-up: The instructor should prepare pictures or samples of different fish foods.

+ Introduce one of the food terms, for example tamuuq, accompanying it with pictures or writing them on the board.

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

For variation, contrast new words with known ones, such as **Una suluunaq-qaq?**/Is this salt fish, when pointing at tamuuq, to prompt a **Nuu!**/No!.