



# QAKIIYAT IRALUAT

## SILVERS MOON

*Chosen Social Studies or  
Preschool Standard.*

### ESSENTIAL QUESTIONS

- How does observing help us know how to act or behave?
- How are we the same or different from salmon and others in our community?
- How does our uniqueness help us contribute?
- Who in your life is “swimming upstream”? How can you be kind when someone is working hard or feeling tired?

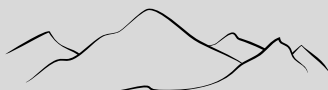
### MATERIALS

T-Chart Poster materials  
Salmon & Raven puppets

### SCAFFOLD SUPPORT

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

- Provide pre-cut clothing shaped fabric and cardboard dolls as a base.
- Offer dolls or fabric with marked or punched holes for easier stitching. Use fabric glue or tape if needed.
- Lacing Tools – Use yarn, plastic needles, or stitching tape instead of sharp tools.
- Material Choices – Be intentional about materials your group can use.



### Painting Discussion

**Qakiiyat Iraluat** (Kodiak Sugt’stun) or **Uksuam Ya’allua** (Perryville Sugt’stun) is known as the Silvers Moon. This month is when Silver Salmon return and are harvested.

- In the painting, silver salmon jump excitedly as they fill up the entire moon space.

### ACTIVITY:



**Listen to Alutiiq Story:** Iqalluq Tan’uraq –Fish Boy (3:06)

<https://podcasters.spotify.com/pod/show/alutiiqmuseum/episodes/Iqalluk-Tanuraq--Fish-Boy-e1mi2gn/a-a8cu5o5>

This is similar to the Tlinglit story: Salmon Boy  
<https://youtu.be/IGH8cmKKZ78>



This story has many different versions through different indigenous cultures in Alaska. In the different story versions, a boy is disrespectful to fish and is taken by a fish and travels through the world under the water. He is able to see all the animals underneath the waters before returning home as a fish. He learns how salmon and other underwater animals are like himself and his people. When he returns as a fish, he is recognized by his mother who does not cut him but takes care of him.

**As a group, create a T-chart** / list of how we are like the salmon and how we are different. Use this as a basis for understanding that we are like each other and different.

### ROWDY RAVEN WATCHES

- Ravens are scavengers who follow salmon runs, especially in fall when silver (coho) salmon return to spawn. They rely on other animals or nature to open the fish, often watching and waiting.

#### Examples & Non-Examples of Noticing & Ignoring

- Use a raven and salmon puppet to act out simple examples and non-examples of noticing and ignoring. Raven ignores tired Salmon who is struggling, flaps around loudly, and focuses only on himself (non-example) Raven notices Salmon is having a hard time, uses the class T-chart, and offers a kind way to help (example).
- When you look at our chart, what’s one way you could show kindness to someone who is having a hard time?



## LING'ATARLUTA - WE ARE RESPECTFUL

By observing others we are able to better understand how they should be treated. Draw a picture of how you are respectful to salmon. This could be preparing them properly (not wasting), not throwing things in their home or saying bad things, keeping waters clean.

### WE ARE SAFE

It is important to observe carefully to learn safety: being around water, handling a boat, or sharp knife when we fillet fish.

### WE ARE KIND

Silver salmon travel in groups and return home to spawn. As part of a group, they help one another stay safe. We can be kind by staying together and taking care of one another in the same way.

## CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

**Responsible Harvesting** - use all parts of a harvest. Salmon skin has been used for making skin baskets as well as beautiful jewelry. Harvest as much of the flesh as possible. Boil up the rest for dogs.

## TUKNILUTA - WE ARE STRONG / RESILIENT

Salmon transition from freshwater to saltwater and then back to freshwater. This is called smoltification. Their ability to adapt to different environments show their resiliency. Even though we have different expectations and rules at home and school, how can we learn to be resilient as we adapt to our different environments?

Schooling is another strategy that helps them survive their environment. As they live in groups they are better able to protect against predators and find food. How does living in community build resiliency?



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



### See Connections *All Things are Related*

#### Journal Reflection Questions

- How do you teach children to see the connection between behavior they observe and what it means?
- How do you help children see similarities & differences between others all as part of a community we belong to?
- How do visuals, schedules, and predictable routines help you understand students' strengths and needs?

**Values Book Activity:** Create a class "Noticing & Kindness" T-Chart - Add student suggestions and include visuals. Display it as an everyday reference.



- Left Side – "How can we tell someone is having a hard time?" (e.g., They look sad, sit alone, cross their arms, etc)
- Right Side – "What kind things can we do to help?" (e.g., Invite them to play, give a kind word, draw them a picture)

Celebrate as children begin using the chart meaningfully, and capture those moments in the monthly class book.

**Extension:** Photocopy the class chart on one side and a blank version on the back. Families can use it at home or in the community, and staff can create their own to reflect how adults show and respond to someone having a hard time — reinforcing shared expectations for everyone.

## HIGH QUALITY SUPPORTIVE ENVIRONMENTS

**Modify the Curriculum to Meet Individual Needs** - Individualize instruction based on children's interests, needs, and abilities.

- Adapt instruction to meet children's individual needs.
- Adapt materials to meet children's individual needs.



### PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

**Relationships with Families:** Match communication to the individual needs and preferences of families, ensuring that each family is reached in a meaningful way in their home language.

**Relationship with Colleagues:** Plan opportunities to get to know classroom staff.

## NURTURING & POSITIVE RELATIONSHIPS

**Creating a Caring Classroom Community:** Teach children how to care for one another by helping each other, inviting another child to play together, celebrating accomplishments, and giving compliments.

**Relationships Among Children:** Create opportunities for positive interactions between children in daily routines (e.g. arrival, meals, departure, etc.)

# LET'S LEARN ALUTIIQ!



Level: Eggs		
	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	September	Alagnat Iraluat (Kodiak) Uksuam Ya'allua (Perryville)
	Silver salmon	Alagnaq
	Boy	Curaq (General)Cu'aq (Perryville)
	Girl	Atsaq
	Fish (general)	Iqalluk
<b>Simple Sentences:</b>	This is a silver salmon.	Una qakiiyaq.
	Where is the silver salmon?	Naama qakiiyaq?
Sample Activities: Naliat iralut?, Caqiq una?		
<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>Qakiiyat Iraluat!</b> /September (Sivers Moon)!		
<b>Cestun carliarluku?</b> Prompt the students with <b>Cestun carliarluku</b> /How do you care for...Encourage the students to draw a picture describing how they care for or are respectful to animals, in alignment with this month's cultural activity.		

## EGGS: CORE LANGUAGE



**JOURNAL**  
Students learn to draw a **fish / Iqalluk**.

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>	-qaa?	Forms a yes/no question
	Is this a silver salmon?	Una qakiiyaq-qaa? Language tip: -qaa makes a yes/no question
<b>Simple Sentences:</b>	Who are you?	<b>Kina ellpet?</b>
	I am a boy.	<b>Wiinga tan'gurraq.</b> (or: <b>Tan'gurraugua(nga)</b> )
	I am a girl.	<b>Wiinga aryagaaq.</b> (or: <b>Aryagaa'ugua(nga)</b> )
	I am a fish.	<b>Wiinga iqalluk.</b> (or: <b>Iqallu'ugua(nga)</b> )
Sample Activities: Kina ellpet?		
<b>Kina ellpet?</b> Instructor should have the students listen to a retelling of <i>Iqalluk Tan'gurraq 'Fish Boy'</i> . Props, such as paper puppets, may be used to encourage students to follow along with the story—this could also be a coloring/art activity! When it is over, encourage the students to respond to the question <b>Kina ellpet?</b> with the appropriate answer: <b>tan'gurraq</b> , <b>aryagaaq</b> , or <b>iqalluk!</b>		
<b>Instructor:</b> (holding up a prop) <b>Kina ellpet?</b> /Who are you? <b>Student:</b> <b>Wiinga iqalluk!</b> /I am a fish! <b>Instructor:</b> <b>Oh! Ellpet iqalluk-qaa?</b> /Oh! You're a fish? <b>Student:</b> <b>Aa'a/li'i!</b> / Yes! (This can be the seed for larger conversations, provided the teacher and student are comfortable learning more vocabulary, e.g.: <b>Instructor:</b> <b>Caliyaa iqalluk?</b> /What is the fish doing? or <b>Caliyit?</b> /What are you doing? <b>Student:</b> <b>Kwimartua!</b> /I am swimming!)		

### 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
<b>Core Vocabulary:</b>	What are you doing?	<b>Caliyt?</b>
	Fishing (general)	<b>Iqallugsurluni</b>
	In, at, on	<b>Caliya?</b>
	Where, Where at?	<b>Iqallugsurtua.</b>
<b>Simple Sentences:</b>	Where are the berries?	<b>Iqallugsurten.</b>
	The berries are in the bucket.	<b>Iqallugsurtuq.</b>

### Sample Activities: Iqallugsurten-qaa?

#### Iqallugsurten-qaa?

Paralleling the previous Say Yes/Say No activities, instructors can prompt students with **Iqallugsurten-qaa?**/Are you fishing? This is a yes/no question. Encourage them to answer with **Aa'a/li'i, iqallugsurtua!**/Yes, I am fishing!

Once the students are comfortable with the "I" and "You" forms, expand to the "S/he" form, referring to other students in the class. During the exercise, consider first requesting one-word answers to affirm comprehension, then building to full sentences. Do not correct students if they make a mistake; rather, demonstrate the correct form by repeating the answer back at them.

#### Nani Iqallugsurten?

Connecting August's Nani alagnanka activities, prompt the students with **Nani iqallugsurten?**/Where are you fishing?. This is an opportunity to generate discussions around local land and water features. Encourage students to talk about or draw pictures of where they fish, and who they fish with.

*Instructor language tip: Remember that locations are marked with -mi 'in/at/on', e.g. Anchorage-mi 'in Anchorage'. This can be an opportunity to practice this; consider putting up pictures of local fishing spots or bodies of water and encouraging students to include their own.*

**Kuik/Kuigmi** - River/In the river

**Imaq/Imarmi** - Ocean/In the ocean

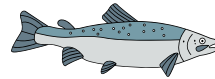
**Nanwaq/Nanwarmi** - Lake/In the lake

### Level: Adult

#### (free response, interaction and conversation)

	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	Fishing (general)	<b>Iqallugsurluni</b>
	Hook	<b>Iqsaq</b>
	Dipnet	<b>Qalusuun</b>
	-llu	<b>With, via</b>
<b>Simple Sentences:</b>	What are you doing?	<b>Caliyt?</b>
	I am fishing.	<b>Iqallugsurtua.</b>
	Are you fishing with a hook or a dipnet?	<b>Iqallugsurten iqsaq ili qalusuun-llu?</b>
	I am fishing with a dipnet.	<b>Iqallugsurtua qalusuun-llu.</b>
	When I fish I feel...	<b>Iqallugsuraqama wiinga...</b>

## ADULT: CONVERSATION



### Sample Activities:

#### Caliyt?

The instructor takes fish props and places them in buckets. Students mimic fishing with hooks or dipnets, possibly bobbing-for-apples style. During the process, the teacher asks *Caliyt?*/What are you doing?, prompting the students to respond with *Iqallugsurtua!*/I am fishing! This can be expanded with questions from the simple sentence list above, encouraging a range of answers and yes/no questions. Consider adding in a variety of fish as well—perhaps a prize for the student who catches a *qakiyaaq!*

#### Iqallugsuraqama wiinga...

This activity connects to the Social-Emotional Feeling Faces cards. Prompt students with **Cestun et'aarcit iqallugsuraqawit**/How do you feel whenever you fish?.

Encourage students to reply with feelings, e.g. **Asirtual!**/Good! or **Silugtua!**/Happy! Keep these responses simple and short, and encourage the students to ask one another as well.