

# The Land Unit

**Sugpiaq / Alutiiq**

Tier 1 Calendar Connections

# Building Identity & Belonging in All Children

## Lessons Overview



MONTH	PERRYVILLE ALUTIIQ	KODIAK & PENINSULA ALUTIIQ
<b>Unit 6: Land-Based Alutiiq Lessons &amp; Language Learning</b>		
1. August	Uksuam ya'allua "the berries moon"	Alagnat Iraluat "berry moon"
2. September	Ya'allua "the moon"	Qakiiyat Iraluat "silvers' moon"
3. October	none	Kak'gllum Iralua "runny nose moon"
4. November	kapkaanam ya'allua "the thanksgiving moon"	Quyawim Iralua "Thanksgiving moon"
5. December	none	Qanim Iralua "snow moon"
6. January	none	Cuqllirpaaq Iraluq "first moon"
7. February	ya'alungia'aaq "the short moon"	Nanic'aaq Iraluq "shortest moon"
8. March	ya'alullraaq "the hungry moon"	Kaignasqaq Iraluq "hungry moon"
9. April	Saqulegciq "the warming moon"	Uqna'isurt'sqaq Iraluq "warming moon"
10. May	Maniit ya'alluat "red salmon moon"	Nikllit Iraluat "red salmon moon"
11. June	Iqallugciq "salmon moon"	Naut'staat Iraluat "plants moon"
12. July	none	Amartut Iraluat "pink salmon moon"



### LESSON OVERVIEW & LANGUAGE INSTRUCTION

Each lesson includes language at three levels—single words, short phrases, and full sentences—designed to be modeled and embedded into daily routines, hands-on activities, values discussions, and storytelling. Journaling prompts help reinforce vocabulary and expression, while an open-ended “language bag” encourages teachers to grow ideas using interactive visuals and tools connected to the local environment.



### CONNECTION ACTIVITY

Monthly activities align with each moon’s seasonal theme and are rooted in cultural values. Educators are encouraged to make connections to the natural world through storytelling, observation, or shared experiences.

### BEHAVIOR EXPECTATIONS

Each month’s theme is used to teach respect, responsibility, and resilience. For young learners and to ensure expectations are developmentally appropriate “respect” is taught as “we are safe” and “we are kind”.



### VALUES BOOK CONNECTION ACTIVITY

The monthly values book includes an Early Childhood Positive Behavior Support (EC-PBIS) activity and supports intentional use of Pyramid Model practices from the Implementation Checklist. This is a monthly practice to support the Unit 4 Connection Project. *See Unit 4 - Lesson 14.*

### RAVEN ROUTINE

Each lesson features a Raven Routine with a science connection between ravens and the month’s theme. It includes examples and non-examples of behavior tied to increasing children’s understanding of positive behavior through place-based learning.



Building an Understanding of our Communities

# Reflect on Your Community

*Taking the culture of your community into mind, how might you use these themes to align to your subsistence and seasonal community activities?*





# ALAGNAT IRALUAT

## BERRY MOON

*Chosen Social Studies or  
Preschool Standard.*

### ESSENTIAL QUESTIONS

- How are berries resilient or survive?
- How do we communicate to build friendships?

### MATERIALS

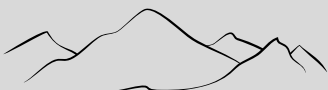
To learn more about berries in Sugt'stun download the Alutiiq Plants App for pronunciations and further information.



### SCAFFOLD SUPPORT

*Consider ways to modify this for younger children, or for children with disabilities.*

- Use large, clear photos of berry plants, with language words, through the seasons.
- Provide real berries to touch and smell instead of only talking about them.
- Pair students up so peers can help each other explore.
- Invite families to share photos or berry stories for extra context.
- Give clear step-by-step visuals to support understanding.



### Painting Discussion

**Alagnat Iraluat** (Kodiak Sugt'stun) or **Uksuam Ya'allua** (Perryville Sugt'stun) both mean the month of the berries. This is a special month of harvesting all the wonderful variety of berries that we have.

- In this painting, berries fall into a traditional Alutiiq wooden bowl while the bright moon shines above. This month the sky is becoming darker earlier at night as we slowly move forward into the colder months.
- Berries shown are (in the order typically harvested first) Alagnaq salmon berries, Cuawak early blueberries or huckleberry, and Augyaq crowberry or blackberry.

### ACTIVITY:

**This month's activity is gathering berries and reflecting on how we can be resilient just like the berry plant is resilient.** Inspect the skin, leaves and seed in the berries that you harvest. Take a berry and slowly take it apart with a tiny sharp object such as a tac. Discuss with your students how that plant is resilient, what protects it? Waxy leaves help it to shed water, thick skin helps the plant to survive, and the yummy juicy berry actually helps it to be dispersed as animals eat and then later poop out the seed which will then be put back into the ground and hopefully turn into another berry patch.

Becoming resilient like the berry, takes skills like learning to share when we don't want to.

### ROWDY RAVEN IS SNEAKY

- Raven likes to eat berries.
- "If a raven knows another raven is watching it hide its food, it will pretend to put the food in one place while really hiding it in another!"

#### Examples / Non-Examples of Sharing - Sneaky Hiding

- Just like in nature, have Rowdy Raven show non-examples of sharing/ examples of being sneaky in the classroom: hiding toys in backpacks, different locations in the classroom, or even in pockets.
- Have the students teach Rowdy Raven good examples. If you catch students teaching Raven or following the rules correctly, take a picture and share their success.



## WE ARE RESPECTFUL

Many families have different ways of using berries and making agutaq. What is a way that you and your family make it? Honoring differences is a way we can respect each other.

One way we can respect others is honoring the land that belongs to Alaska native people. There are some areas you can berry pick on and some you cannot, if you are not Alaska native.

## WE ARE SAFE

We don't pick berries we are not familiar with. We are safe by being aware of wildlife. This is their home too.

## WE ARE KIND

We can be **kind by sharing** our berries with elders and community members. Just like we practice sharing materials in the classroom.

## CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

**Responsible Harvesting** - pick them gently rather than tearing the stems, avoid trampling on the plants, only pick what you need (**ask Beth about salmonberry being picked only during a certain time**); don't waste the berries you pick, put them up properly so that they last (no freezer burn).

## TUKNILUTA - WE ARE STRONG / RESILIENT

Being resilient means being 'tough'. No one will go through life without having some type of hardship and being resilient means that you can still grow and learn from your hardships. Berry plants are very resilient. They may look fragile but they are very tough for what they endure every year. They withstand winds, rain and winters but they come back every year. Some berries when you look very closely have a thick waxy coating. When you break into the waxy coating you will see a seed. This seed can become a new plant and will continue the growth of the following year's berry plant.



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



### Share what you have - *Giving Makes You Richer*

#### Reflection Questions

- How do you teach children to share before they struggle?
- How do they grow in understanding who they are when they share?
- How does sharing build belonging in a community?
- What visual signs or posters do you use to support young children in learning how to share?



**Values Book Activity:** Create a routine where students take turns being leaders in the classroom. Sharing your authority and leadership with students helps build their identity and allows them to be co-creators of their community, especially helpful for those who struggle with transitions. Document in a class book, one page per leader.

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## HIGH QUALITY SUPPORTIVE ENVIRONMENTS

**Predictable Classroom Routines:** Design and implement predictable routines within daily activities.

**Transitions:** Provide individual support to children who have difficulty transitioning.



### PYRAMID MODEL PRACTICES IMPLEMENTATION CHECKLIST

**Relationships with Families:** Engage in bi-directional communication with families to share information and give families a way to share information with the classroom teachers.

- Include ways to share celebrations of their child's accomplishments.
- Share information with families about community resources related to social-emotional development and challenging behavior.

**Relationship with Colleagues:** 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

**Creating a Caring Classroom Community:** Give children opportunities to be leaders in the classroom and helpers to their peers.

# LET'S LEARN ALUTIIQ!



Level: Eggs		
	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	August (lit. "berry moon")	Alagnat Iraluat (Kodiak) Uksuam Ya'allua (Perryville)
	Berry (general), Salmonberry	Alagnaq
	Blueberry	Curaq (General)Cu'aq (Perryville)
	Blackberry/Crowberry	Atsaq
<b>Simple Sentences:</b>	This is a berry.	Una alagnaq.
	What is this?	Caqiq una?
<b>Sample Activities: Naliat iralut?, Caqiq una?</b>		
<b>Naliat iralut?</b>		
<p>Prompt the students with <b>Naliat iralut nutaan?</b>/ Which month is it now?            Encourage them to answer in Alutiiq, <b>Alagnat Iraluat!</b>/August (Berry Moon)!</p>		
<b>Caqiq una?</b>		
<p>Prompt the students with <b>Caqiq una?</b> / What is this?            Use of props is encouraged! Students can reply with which berry (of the four listed above) are being called out. The complementary activity is <b>Manici</b>.../Bring out and show..., where the instructor names berries and students demonstrate knowledge by showing the teacher the berry they asked for, or draw a picture of that berry.</p>		

## 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>	-qaa?	Forms a yes/no question
<b>Simple Sentences:</b>	Is this a berry?	Una alagnaq-qaa?Language tip:-qaa makes a yes/no question
<b>Sample Activities: Una alagnaq-qaa?</b>		
<p><b>Una alagnaq-qaa?</b> (Say yes)            Instructor should prepare a set of berry props. The goal of this exercise is to encourage the students to identify the berry and respond with <b>Aa'a/li'i</b>/Yes when prompted. It is an expansion of <b>Caqiq una</b>/What is this?</p> <p><b>Instructor:</b> (holding up a prop) <b>Caqiq una?</b> / What is this?  <b>Student:</b> <b>Una alagnaq/curaq/atsaq!</b> / It is a salmonberry/blueberry/blackberry!  <b>Instructor:</b> <b>Oh! Una alagnaq/curaq/atsaq-qaa?</b> / Oh! It's a __berry?  <b>Student:</b> <b>Aa'a/li'i!</b> / Yes!</p>		
<p><b>Una alagnaq-qaa?</b> (Say no)            This activity follows from the one previous, with the goal instead to make the students respond with <b>Qang'a/Nuu</b>/No.</p> <p><b>Instructor:</b> (holding up a prop) <b>Caqiq una?</b> / What is this?  <b>Student:</b> <b>Una alagnaq/curaq/atsaq!</b>/It is a salmonberry/blueberry/blackberry!  <b>Instructor:</b> <b>Oh! Una alagnaq/curaq/atsaq-qaa?</b>/Oh! It's a __berry? (Saying the wrong thing)  <b>Student:</b> <b>Qang'a/Nuu, una alagnaq/curaq/atsaq!</b>/No, it is a __berry!</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
<b>Core Vocabulary:</b>	Bowl	Palaskaatinaq
	Bucket	Wiitluq
	In, at, on	-mi
	Where, Where at?	Naama, Nani?
<b>Simple Sentences:</b>	Where are the berries?	Nani alagnat?
	The berries are in the bucket.	Alagnat wiitluq-mi (wiitlurmi).

### Sample Activities: Nani alagnanka?

#### Nani?

The instructor takes berry props and hides them around the room, scavenger hunt-style. They ask **Nani alagnat?**/Where are the berries?. Variant questions include **Nani curat?**/Where are the blueberries, and **Nani atsat?**/Where are the blackberries.

#### **Instructor language tip:**

You can vary up your question with slight changes for the number of objects, e.g. **Nani alagnaq**/Where is the berry, **Nani alagnak**/Where are the berries (2), **Nani alagnat**/Where are the berries (3+). This pattern works for most nouns: -q for singular, -k for dual, and -t for plural, e.g. curaq-curak-curat and atsaq-atsak-atsat. You can run these lists with students to introduce them to numbered nouns in Alutiiq as well!

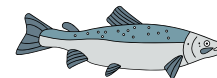
#### Nani alagnanka?

In an expansion of the previous Where...? activity, instructors can add a bucket or bowl prop into the mix. A bucket is good for talking about real-world picking, while the bowl matches the month's painting. Start with a version of the **Caqiq una?**/What is this activity, identifying the bucket as a **wiitluq** or a bowl as a **palaskaatinaq**. Instructors can keep berries or berry props in a bucket and prompt their students with **Nani alagnanka?**/Where are my berries?. Encourage the response **Wiitlurmi!**/In the bucket, or **Alagnat wiitlurmi**/The berries are in the bucket. This can also be used to encourage yes/no questions, e.g. **Alagnaq wiitlurmi-qaa?**/Is the berry in the bucket?

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

	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	To pick berries	Unatarluni
<b>Simple Sentences:</b>	What are you doing?	Caliyit?
	I pick berries.	Unatartua.
	You pick berries.	Unatartuten.
	We pick berries.	Unatartukut.
	When I pick berries, I feel...	Unatangama gui...

## ADULT: CONVERSATION



### Sample Activities:

#### Unatartuten-qaa?

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

#### Caliyit?

Take the students out to a berry flat (**atsaquataq**) or scatter berry props around the room. As they pick berries, ask **Caliyit?** What are you doing? This is an open-ended question. Encourage them to answer with **Unatartua!**/I am picking berries.

**Unatangama gui**...This activity connects to the Social-Emotional Feeling Faces cards. Prompt students with **Cestun et'aarcit unatangawit**/How do you feel whenever you pick berries? Encourage students to reply with feelings, e.g. **Asirtua!**/Good! or **Silugtua!**/Happy! Keep these responses simple and short, and encourage the students to ask one another as well.



# 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?

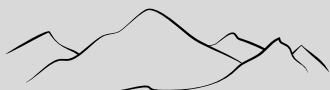
### MATERIALS

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>Kwimartual!</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

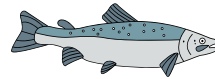
**Nanwaq/Nanwarmi** - Lake/In the lake

### 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.



# KAK'GLLUM IRALUA

## RUNNY NOSE MOON

*Chosen Social Studies or  
Preschool Standard.*

### ESSENTIAL QUESTIONS

- What traditional knowledge do you know that helps care for others, or how are you kind when they are sick?
- How can we be responsible with traditional knowledge?
- How do we show respect for our bodies?

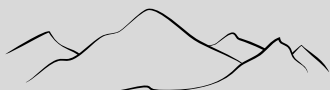
### MATERIALS

Examples of skin sewing (if available or pictures)

### 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

This month is known as **Kak'gllum Iralua** 'Runny Nose Moon' (Kodiag Sugt'stun). During this month, the nights are becoming dark and cold. Frost is appearing and ponds are freezing. Playing outside you may experience a 'runny nose' such as the one painted on the moon in this picture.

### ACTIVITY:



**Watch & Discuss** What type of animals would be good to make waterproof gear out of? How to Make a Caribou Parka' (13:28)  
<https://vimeo.com/114603220>

Indigenous cultures in Alaska such as the Alutiiq, Yup'ik & Cup'ik, Tlingit, Athabaskan Den'a, Inupiat, Unangaġ and Sugpiaq, Eyak, Haida, Tsimshian, and Tlingit peoples have learned very smart ingenious ways of living in cold and harsh conditions. One ingenuity is the use of clothing. Even some of the best clothing that we get now at the store, the most expensive gloves or hats that we buy is no match for the outdoor clothing designed by anyone of these indigenous groups. The Alutiiq have amazing cold, waterproof designs especially tailored to the wet and cold climates.

### Create a waterproof design.



Many expert skin sewers developed in their sewing from an early age with freedom to experiment along with observing others create. Give students freedom to try to create a garment for a doll or figure that they have. Use materials that are available and easy to cut or use (garbage bags, scrap materials, paper, yarn, tape, beads). If you don't have a doll readily available, a cardboard cutout of a figure will do just fine too!

### ROWDY RAVEN IS TEASES

"A raven's black feathers help it stay warm by soaking up sunlight, while its soft down traps air like a blanket. By fluffing and preening, ravens cleverly use their feathers to hold in heat and stay comfortable in the cold."

- Ravens can get sick too. Symptoms include acting lethargic and poor balance. If you see a bird that looks sick or has an infection, stay away from them.



### Examples / Non-Examples of Caring

Show non-examples of caring for sick friends: teasing friends with runny noses, hiding tissues, or making loud noises when someone is resting. Have students teach Rowdy Raven good examples of caring — writing kind notes, offering tissues, or using quiet voices. If you catch students teaching Raven or showing care, take a picture and share their success!

## LING'ATARLUTA - WE ARE RESPECTFUL

Respect means noticing others' needs and showing care through our actions. We are respectful when we:

- Listen when someone says they don't feel well
- Speak kindly and gently
- Give space and show understanding

What does it look like to respect someone who isn't feeling well?

## WE ARE SAFE

Staying safe in our cold climate means wearing warm clothes, like the skin-sewn garments we talked about today. Warm clothes protect us from frostbite when we play outside in winter. Show children photos of the community in different seasons and ask: What clothes do we need to wear to stay safe in October? May? August?

## WE ARE KIND

We can take care of our friends and family when they are sick in lots of different ways. This is one way to be kind, and kindness and empathy are related. Maybe we bring them a blanket or a favorite stuffy, or help them be cozy and comfortable in bed. Have children discuss different ways they can take care of others to show kindness.

## CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

Being responsible means caring for our bodies and our community.

- Wash hands, cover coughs, and tell a grown-up when you don't feel well. Take care of your belongings like tissues, and sanitizing.

We also show responsibility by using traditional knowledge to help care for ourselves and others. Listen to what is shared, try it with care, and pass it on when the time is right.

## TUKNILUTA - WE ARE STRONG / RESILIENT

Being resilient means to be able to be 'tough or strong' and it also means to be able to think in ways that will help you to survive using the materials that you have around you.

When you are going through a hard time, what materials or tools do you use to make sure you are ready to survive it? When we don't feel good, it is hard to think of things that will help. This is why we make a plan beforehand. Belonging to a community is important because then we can take care of each other too.

For young children: visuals are important materials or a "tool kit" that will help them get through difficult situations like conflict with a peer or understanding their emotions and problem solving.



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



## Take Care of Others *You Cannot Live without Them*

### Reflection Questions

- How do you teach children to care for others?
- How does taking care of others support that they belong to your community of learners?
- How do you use visuals or schedules to help children show care for others?



**Values Book Activity:** Create a routine where students write kind get-well notes when a classmate is sick. Model this practice by sending positive notes home celebrating each child's successes and writing supportive notes to colleagues when they are away.

Photocopy or take pictures of children's get-well notes and positive messages in the monthly values book as a reflection of their growing understanding of how to care for others and build community.

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## HIGH QUALITY SUPPORTIVE ENVIRONMENT

**Implement Predictable Classroom Routines:** Follow routines consistently on a day-to-day basis.



### PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

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

**Relationship with Colleagues:** Provide positive and supportive feedback to other team members and use these opportunities to model for children.

## 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>	October	Kak'gllum Iralua
	Weather/Outside	Lla
	Cold	Pat'snarluni
	Warm	Maqarluni
<b>Simple Sentences:</b>	How is the weather?	Cestun Ila et'a?
	It is cold!	Pat'snartuq!
	It is warm!	Maqartuq!
Sample Activities: Naliat iralut?, Cestun Ila et'a?		
<b>Naliat iralut?</b>		
<p>Prompt the students with <b>Naliat iralut nutaan?</b>/Which month is it now?            Encourage them to answer in Alutiiq, <b>Kak'gllum Iralua!</b>/October (Runny Nose Moon)!</p>		
<b>Cestun Ila et'a?</b>		
<p>Prompt the students with <b>Cestun Ila et'a?</b>/How is the weather... Use of props or weather term print-outs is encouraged! Instructors are encouraged to prompt students with the question, and students can reply with whether it is warm (<b>maqartuq!</b>) or cold (<b>pat'snartuq!</b>). The goal of this exercise is basic word comprehension and recognition.</p>		

## EGGS: CORE LANGUAGE



### JOURNAL

In their journal, students learn to draw a \_\_\_\_\_.

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 it cold?	Pat'snartuq-qaa?
<b>Simple Sentences:</b>	Is it warm?	Maqartuq-qaa?
	It is winter.	Uksuuq.
	In wintertime...	Uksurmi...
Sample Activities: Cestun Ila et'a? (cont.)		
<b>Cestun Ila et'a? (cont.)</b>		
<p>The instructor sets up scenarios that describe basic weather conditions during summer and winter.  <u>Set-up:</u> Introduce a simple scenario, such as <b>Uksuuq</b>/It is winter.</p>		
<p>+ Add in one new word to the scenario. Instructors should write the word on the board or accompany it with a visual, prop, or charade. Example: add <b>-qaa</b>. Prompt the class with <b>Pat'snartuq-qaa</b>/Is it cold?</p>		
<ul style="list-style-type: none"> <li>• Class comprehension check. Prompt one word answers to the yes/no question, either <b>Aa'aq</b>/Yes or <b>Nuu</b>/No.</li> <li>• Individual student response. Prompt students to respond in full sentences, such as <b>Aa'a</b>, <b>pat'snartuq</b>/Yes, it is cold.</li> <li>• Report: After a student responds, report out the scenario to the class: <b>Aa'a</b>, <b>uksurmi pat'snartuq</b>/Yes, in winter it is cold.</li> </ul>		
<p>+ Repeat this formula, changing the questions prompted until students are comfortable with the core vocabulary and simple sentences.</p>		

### MANICI BRING OUT & SHOW



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



## SMOLT: EXPANDING

Level: Smolt (expanding context of use and new vocabulary)		
Core Vocabulary:	English	Alutiiq/Sugt'stun
	Sick	Qena-
Simple Sentences:	Is s/he sick?	Qena'uq-qaa?
	S/he is sick.	Qena'uq.
	S/he has a runny nose.	Kakg'lliquq.
	S/he is coughing.	Quirtuq.
	Are you sick?	Qena'uten-qaa?

### Sample Activities: Qena'uten-qaa?

#### Qena'uten-qaa?

Set-up: The instructor should gather the students in a circle. They should have several props prepared, for instance puppets or cards with images depicting one healthy person, one person with a runny nose, and one person with a cough.

Hold up a card and prompt the students, **Qena'uten-qaa?**/Are you sick? This is a comprehension check; students should respond with **Aa'a!**/Yes or **Nuu!**/No.

+: Once students comprehend the question, the instructor can add new language. Example: add **-Kakg'lliq-**. Using your puppets or cards, select the one that has a runny nose. Prompt the class with **Kakg'lliquq-qaa**/Is his/her nose runny?

- Class comprehension check. Prompt one word answers to the yes/no question, either **Aa'aq**/Yes or **Nuu**/No.

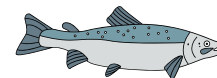
Individual student response. Prompt students to respond in full sentences, such as **Aa'a, kakg'lliquq**/Yes, his/her nose is runny!

Report: After a student responds, report out the scenario to the class: **Aa'a, kakg'lliquq**/Yes, his/her nose is runny.

Repeat this formula, changing the questions prompted until students are comfortable with the core vocabulary and simple sentences.

Level: Adult (free response, interaction and conversation)		
Core Vocabulary:	English	Alutiiq/Sugt'stun
	Doctor	Sungca'ista
Simple Sentences:	Are you sick?	Qena'uten-qaa?
	I am sick.You are sick.	Qenagua.Qena'uten.
	I have a runny nose.You have a runny nose.	Kakg'lliqua.Kakg'lliquuten.
	I am coughing.You are coughing.	Quirtua.Quirtuten.

## ADULT: CONVERSATION



### Sample Activities: Qenagua, Wiinga Sungca'ista

#### Qenagua

Instructor should assign each student a different symptom (sickness, runny nose, or coughing). The instructor will be the **sungca'ista**/doctor, and encourage the students to playact being sick. The goal is to prompt the students to explain their symptom in Sugt'stun, repeat it at least twice, and as a reward, they are given a simple treatment (in English).

#### Sample conversation:

- **Instructor:** Cama'! Qena'uten-qaa?/Hello, are you sick? **Student:** Aa'aq, kakg'lliqua!/Yes, I have a runny nose!
- **Instructor:** Oh, kakg'lliquuten-qaa?/Oh, do you have a runny nose?**Student:** Aa'aq!/Yes!
- **Instructor:** Nakleng!/Poor thing!

#### Wiinga Sungca'ista

Instructor should pair students up to play pretend as doctors. The goal is to practice the sentence **Qena'uten-qaa?**/Are you sick?. Each child responds based on their role. Encourage students to draw or use doctor toys to "check" each other gently (e.g. listening to heartbeats or taking temperature). Encourage them to incorporate the sample sentences by describing how they are feeling.



# QUYAWIM IRALUA

## THANKSGIVING MOON

*Chosen Social Studies or  
Preschool Standard.*

### ESSENTIAL QUESTIONS

- What are you thankful for, and how do you show it?
- How does giving thanks help us stay connected to our community?
- How can we show gratitude for traditional knowledge that helps us care for others and the land?

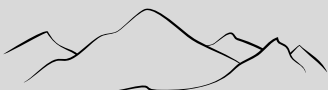
### MATERIALS

- Digital/printed photos
- Markers, crayons, or colored pencils
- board or book making supplies
- Labels or sentence strips (for writing gratitude statements)
- slideshow program
- raven puppet

### SCAFFOLD SUPPORT

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

- Use class-taken, family-submitted, or existing photos.
- Use pre-cut labels, print recording QR codes
- Menu of Ideas & Peer Models – Offer visual choices for what to be thankful for and pair with peer support as needed.
- Use prompts like “Quyanaa for...” and Alutiiq language guides.



### Painting Discussion

This is the **Quyawim Iralua** ‘Thanksgiving moon’ (Kodiak Sugt’stun) **Kapkaanam** or the **Ya’allua** ‘Thanksgiving Moon’ (Perryville Sugt’stun). This is the month of taking time to reflect on what important things you are thankful for. In this painting, two hands embrace young and old symbolizing love and family. We are thankful for the animals that we have around us, such as the waters around us, and for the resources we have to use such as beach wood, sea lovage, and grass.

### ACTIVITY:



Make a quyanaa slideshow using photos. Have your students take photos, use past photos, and ask families for photos to create a slideshow about what they want to say quyanaa to. Think of land, waters, sky, and special people in their lives that they are thankful for.

Ideas for language integration: As your students progress in their language journey encourage them to:

- Help your students practice spelling ‘Quyanaa’.
- If you would like to learn how to spell what you are thankful for in Alutiiq, use the Alutiiq online dictionary.
- Have students record their traditional introduction to introduce why they are thankful.

For students just starting, have them use labeling on their pictures or slides. For students who are progressing have them record.

What are some ways that you can share the slideshow with families and friends?

### ROWDY RAVEN IS GRATEFUL

“Ravens, known for their intelligence, sometimes show gratitude by leaving small ‘gifts’—like shiny objects—for people who feed or help them. This shows they notice kindness and may try to give something back, building trust and connection.”

#### Examples & Non-Examples of Gratitude

- Use a raven puppet to act out simple examples and non-examples of gratitude. The raven can bring a shiny gift to a friend who shared food (showing gratitude) and fly away without saying thank you when someone helps (not showing gratitude).
- Talk with children about how we can show gratitude like the raven does.



## LING'ATARLUTA - WE ARE RESPECTFUL

This month we show respect for the land, waters, sky and people who take care of us. We are thankful for our families and when we say 'quyanaa' (thank you in Sugt'stun), we are showing a sign of respect.

### WE ARE SAFE

Gratitude helps us stay safe because we care for the people and things that protect us. For example:

- We're thankful for warm clothes in cold weather.
- We show gratitude to friends who remind us of rules or help us when we're hurt.
- We thank adults who help us cross the street or keep our classroom safe.

This teaches children that being thankful means appreciating and respecting what keeps us safe.

### WE ARE KIND

When people are kind to us, we feel thankful. Teachers can point out kind actions—like sharing, helping, or inviting others to play—and connect them to feeling thankful. A teacher might say, "Ms. G helped me clean the art table today. That was kind, and I feel thankful. Quyanaa Ms. G." Invite children to share times someone was kind to them and how it made them feel.



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

## CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

Being responsible means we show gratitude by caring for what we're thankful for — like our warm clothes, safe places, and the people who help us. It also means taking care of ourselves by dressing warmly, following rules, and helping keep our classroom safe and kind. When we act responsibly, we show we appreciate what we have and help protect it for everyone.

## TUKNILUTA - WE ARE STRONG / RESILIENT

Showing gratitude helps us stay strong and resilient because it reminds us to appreciate who we are, where we come from, and what we have, even when things are hard. Our culture is a strength we are thankful for because it helps us stay strong and face challenges together. When we say thank you for our warm clothes, our family, our culture, and our community, we remember we belong to a community and can handle challenges together. Being thankful helps us feel proud of who we are and strong enough to care for ourselves and each other.



### Share What You Have Giving Makes You Richer

#### Reflection Questions

- How do you help children share what they are thankful for?
- How does showing gratitude help children feel they belong in your learning community?
- How do you use visuals or routines to help children practice gratitude?
- How can you add a gratefulness routine into class, to show you are thankful for life bringing you these children?



**Value Book Activity:** Create a quyana board or book (from slideshow - include hard things that make us stronger). Use the process to model your gratitude for colleagues - give clear, simple directions, checking for understanding and supporting with visuals. \*If creating a board, then convert to book when you take the display down.

## NURTURING & POSITIVE RELATIONSHIPS

**Creating a Caring Classroom Community:** Show appreciation and gratitude to children and families.

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

**Positive Attention:** Comment frequently on children's appropriate behavior.

## HIGH QUALITY SUPPORTIVE ENVIRONMENT

### Providing Clear and Effective Directions:

- Use directions that are simple, short, and specific.
- State directions in a calm, quiet, and neutral tone in close proximity to children.
- Phrase directions as statements; tell children what to do rather than what not to do.
- Check in with children to make sure they understand the directions.
- Acknowledge and give specific positive descriptive feedback to children who follow directions.
- Individualize directions with modeling, visuals, or gestures for children who need more support.



### PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

**Relationships with Families:** Use strategies that are culturally, linguistically, and identity affirming with all families.

**Relationship with Colleagues:** Provide positive and supportive feedback to other team members and use these opportunities to model for children.

# LET'S LEARN ALUTIIQ!



Level: Eggs		
	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	November	<b>Kapkaanam Ya'allua</b>
	Thank you	<b>Quyanaa</b>
	You're Welcome	<b>Quyana'ituq.</b>
<b>Sample Activities:</b> Naliat iralut?, Quyanaa-Quyana'ituq		
<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>Kapkaanam Ya'allua!</b> /November (Thanksgiving Moon)!		
<b>Quyanaa-Quyana'ituq</b> Pass around a soft toy or ball in a circle. As each student passes the ball, have them thank the child who passed it to them with <b>Quyanaa</b> /Thank you. The other child can respond with <b>Quyana'ituq</b> /You're welcome.		

## 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

\*This activity is best paired with an active activity, such as **Ilanka** and the **Quyanaa** cards (see the Smolt lesson for November).

### MANICI BRING OUT & SHOW



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

LEVEL: ALEVIN		
	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	-qaa?	<b>Forms a yes/no question</b>
	Grateful	<b>Quyaluni</b>
<b>Simple Sentences:</b>	I am grateful	<b>Quyagua.</b>
	We are grateful	<b>Quyaukut.</b>
	Are you grateful?	<b>Quyauten-qaa?</b>
	Are you (all) grateful?	<b>Quyauci-qaa?</b>
<b>Sample Activities:</b> Quyauten-qaa?		
<b>Quyauten-qaa?</b> The goal of this exercise is to introduce <b>Quyaluni</b> , as well as practicing first-person singular forms with <b>-ua</b> and first person plural forms with <b>-ukut</b> . <u>Set-up:</u> The instructor should gather the students in a circle. + Introduce the question <b>Quyauci-qaa?</b> /Are you (all) grateful?, addressing the entire class. <ul style="list-style-type: none"> <li>• Class comprehension check: When prompted with the question, the class should respond with <b>Aa'aq!</b>/Yes!. Once they are comfortable, encourage them to use a full sentence, <b>Quyaukut</b>/We are grateful.</li> <li>• Individual student check: Prompt an individual student with <b>Quyauci-qaa?</b>/Are you grateful? Encourage them to respond positively, with a full sentence, <b>Quyaukut</b>.</li> <li>• Report: After a student responds, report out the scenario to the class: <b>Aa'a, uskurmi pat'snartuq</b>/Yes, in winter it is cold.</li> </ul> + Repeat this formula: Once the students demonstrate that they are comfortable, start again at the + stage, this time changing the question to <b>Quyauten-qaa?</b> and addressing individual students. Encourage them to respond with <b>Quyagua!</b> /I am grateful!		



## SMOLT: EXPANDING

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

	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	My family	Ilanka
	Aanaqa	My mom
	Ataqa	My dad
	Alqaqa	My big sister
	Anngaqa	My big brother
	Uyuwaqa	My little sibling
<b>Simple Sentences:</b>	I am grateful.	Quyagua.

### Sample Activities: Ilanka, Quyanaa cards

#### Ilanka

Encourage students to draw pictures of their family. Instructors are encouraged to frame this in terms of gratitude: who are your parents and siblings? Why are you grateful for them? Consider giving students a template to draw on with family terms printed out.

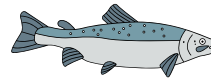
#### Quyanaa Cards

Children make a small card for someone they love (family, teacher, friend). Have them practice writing Quyanaa and illustrate why they are grateful to that person. The instructor can prompt with **Qai-cali quyauten?**/Why are you grateful?. Consider giving the students paper with **Quyagua elliin...**/I am grateful because... printed.

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

	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	-qaa?	Forms a yes/no question
	Happy	Silug-
<b>Simple Sentences:</b>	How are you?	Cestun et'cit?
	We are happy.	Silugtukut.

## ADULT: CONVERSATION



### Sample Activities: Cestun et'cit?, Quyanaa song

#### Cestun et'cit?

Set-up: The instructor should gather the students in a circle. They should have several props prepared, for the Sugt'stun language feeling faces cards. Select the card for/write on the board Silugtukut!/We are happy!

+ The instructor should prompt the students with the open-ended question **Cestun et'cit?**/How are you?

- Class comprehension check. Prompt one word answers to the question, targeting **Silugtukut**/We are happy. Keep it to one emotion word per round; if using the feeling faces cards, only add one at a time, during the + stage.
- Individual student response: Prompt students to respond in full sentences.
- Report: After a student responds, report out the scenario to the class: **Aa'a, silugtukut**/Yes, We are happy.

+ Repeat this formula, changing the questions prompted until students are comfortable with the core vocabulary and simple sentences.

#### Quyanaa Song

Once students understand silugtukut, they are ready for the Quyanaa Song. The Quyanaa Song is a simple song that thanks listeners for coming and expresses joy. A recording can be found at <http://www.alutiiqlanguage.org/songs>. The lyrics are as follows:

*Quyanaa, quyanaaa  
Quyanaa tailuci  
Silugtukut, silugtukut  
Silugtukut tailuci  
Ai-aa-nga, ai-aa-nga  
Ai-aa-nga, silugtukut*



# QANIM IRALUA

## SNOW MOON

*Chosen Social Studies or  
Preschool Standard.*

### ESSENTIAL QUESTIONS

- People, like snowflakes, are all unique. How are you unique?
- How are your peers and/or adults in your life unique?
- How can we keep ourselves and others safe?

### MATERIALS



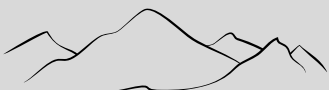
Snowflake tutorials or materials to decorate for younger students.

<https://www.youtube.com/watch?v=7J2FcmWnMA4> (2:59)

### SCAFFOLD SUPPORT

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

- Offer different options for decorating pre-cut snowflakes for children (stamps, stickers, dot art markers, etc.)
- Have folded paper with lines for children to cut, as a modification
- Encourage children to work together to cut out a larger snowflake, if more engaging.
- Offer different paper types (tissue, newspaper, construction) and scissors (spring-loaded or adaptive) to match student needs.



### Painting Discussion

**Qanim Iralua** “Snow Moon” (Kodiak Sugt’stun). This is typically the month of snow. Shown in this painting is the moon reflecting off of the enlarged falling snowflakes. Each falling snowflake goes through the same process of being created, but turns out a different shape with uniquely intricate beauty (just like you!) (*There is no word specific to the Perryville dialect at this time*).

### ACTIVITY:



Learn about how snowflakes are formed.

<https://www.youtube.com/watch?v=lledxgx7RkU>  
(Wild Kratts) 4:37



**Where Do Snowflakes Come From?** | Weather Science  
<https://www.youtube.com/watch?v=-M48RfaWcWA>



**Read** the story *Cozy* by Jan Brett and talk about how animals and families keep each other warm and safe. Connect this to Qanim Iralua — a time when we come together as a community, like snow comes together to form snowflakes.

**Collaborative Art Display:** Some children can cut or decorate pre-cut snowflakes from recycled paper. Beside each contribution, help students create a simple poem to share their idea of feeling cozy or “safe and cared for” and connected. Sample poetry types:

- Fill-in-the-blank or dictated line poems (e.g., “I feel cozy when \_\_\_\_.”)
- Acrostics, simple list poems, or repetitive phrase poems
- Shape poems, haiku (Grades 2–3), or a collaborative class poem

Mount all the snowflakes together like falling snow around a big Snow Moon cutout in the center. For young children, the goal is self-expression, not rhyme or structure.

### ROWDY RAVEN IS UNIQUE

“Ravens are smart birds that stay through snowy winters. Their black feathers soak up warmth, and they use clever ideas to find food and shelter. Unlike many birds that fly south, ravens use their own skills to survive winter. Just like each snowflake is different, different types of birds and animals survive the cold in their own way.”

#### Examples & Non-Examples of Confidence in Our Identity

- Use a raven puppet to act out Rowdy Raven trying to copy other birds that leave for winter and getting upset (non-example), or teasing an animal for being different (non-example). Then show Raven using his own clever ways to stay warm and find food (example).
- Discuss with children that, like Raven and snowflakes, we are each unique — our differences help our community stay strong together.



## LING'ATARLUTA - WE ARE RESPECTFUL

Snow is more than flakes — when it melts, it feeds the rivers, lakes, and land that give us life and salmon. We show respect by caring for our land and water, and by remembering that our actions today protect what we all share tomorrow. Just like snow nourishes the earth, our respect keeps our community healthy and strong.

### WE ARE SAFE

Fresh snow sometimes hides what's underneath, like thin ice. We keep each other safe by moving carefully, using gentle actions, and paying attention to what we can't always see. Just like we watch where we step on snow and ice, we stay aware and make safe choices to protect ourselves and our community.

### WE ARE KIND

Every snowflake is different, just like every person in our classroom. We show kindness in different ways because everyone needs different kinds of care. When we use kind words and actions that fit what someone needs, our classroom feels caring and friendly for everyone.

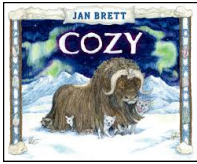
## CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

Our differences mean we each have unique needs, so being responsible can look different for everyone. We each do our part to care for ourselves and help our community — sometimes that means asking for help, helping someone else, or doing what's needed even when it's hard. When we take care of ourselves and what we're responsible for, we can better care for each other and our community too.

## TUKNILUTA - WE ARE STRONG / RESILIENT

Just like snowflakes, we are shaped by many different things, and no two snowflakes (or people!) are exactly the same. Celebrate your unique shape, size, and personality because you are beautiful. Embracing your differences will make you a stronger, more resilient human being. When we embrace what makes each of us different, we grow a strong community where everyone's skills and stories matter. Our differences help us learn from each other and remind us who we are. Knowing what makes us unique gives us a strong identity and helps us stand together when things get hard — that's what makes us resilient, able to stay strong, keep going, and handle challenges.

### Book Connection: Safe & Kind



Ox reminds the animals of the "Rules" — quiet voices, gentle thumping, claws to yourself — and adds new rules as each animal joins, like "no biting" for the arctic fox. What are our classroom expectations? How are they like Musk Ox's rules that help everyone stay safe? Why is it important for all the animals to follow them?

Ox helped animals stay warm in the storm by welcoming them close and reminding them to be careful with each other. How have you seen kindness in the classroom or school? Have you been kind to someone this week? How has someone been kind to you?



### Show Respect to Others *Each Person Has a Special Gift*

#### Reflection Questions

- How do you teach children to observe to understand others?
- How do you help children see similarities with others?
- How does being different help them feel they belong in your learning community?
- How do visuals, schedules, and predictable routines help you understand students' strengths and needs?



**Values Book Activity:** For creating the snowflakes design stations for children to choose from. Use your classroom routine for children to select centers. Incorporate each child's picture and/or a self-portrait next to their snowflake project on a page.

Students can write or dictate what makes them special or they can contribute to what makes their peers special. Children can, also, contribute how can they choose to be safe and kind. Snowflakes can be created at home with families sent in or during a family event. Adults can create for each other. After the snowflake display has been up for a while, take down and create a class book.

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## HIGH QUALITY SUPPORTIVE ENVIRONMENTS

**Transitions** - Support children to select centers and become engaged.



### PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

**Relationships with Families:** Offer a variety of opportunities to contribute to the classroom community, including opportunities for families who cannot come into the classroom.

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

## NURTURING & POSITIVE RELATIONSHIPS

**Creating a Caring Classroom Community:** Display children's art and products in the classroom with contributions from every child.

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

# LET'S LEARN ALUTIIQ!



Level: Eggs		
Core Vocabulary:	English	Alutiiq/Sugt'stun
	December	Qanim Iralua
	Snow (falling)	Qaniq
Simple Sentences:	It is snowing.	Qaninguq.
Sample Activities: Naliat iralut?, Qaniqa		
<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>Qanim Iralua!</b> /December (Snow Moon)!		
<b>Qaniqa</b> Using squares of paper and safety scissors, have students cut out their own snowflake designs. Consider having foldable templates so that students can practice hand-eye coordination by cutting along printed lines. As they work, encourage them to use the word <b>Qaniq</b> /snow(flake).		

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
	-qaa?	Forms a yes/no question
Simple Sentences:	Snow (fallen, on the ground)	Aniuq
	Is this falling snow?	Una qaniq-qaa?
	Is this fallen snow?	Una aniuq-qaa?
Sample Activities: Una qaniq-qaa?		
<b>Una qaniq-qaa?</b> The goal of this exercise is to practice distinguishing aniuq and qaniq. <u>Set-up:</u> The instructor should prepare a picture of falling snow and fallen snow/snow on the ground. It's a plus if it's a snowy day, and you can show them to a window or take them outside!  + Introduce the terms qaniq and <b>aniuq</b> , accompanying them with pictures or writing them on the board. <ul style="list-style-type: none"> <li>• Class comprehension check: Focus first on <b>qaniq</b>. Indicate the falling snow and ask <b>Una qaniq-qaa?</b>/Is this falling snow? The class should respond with <b>Aa'a</b>/Yes.</li> <li>• Individual student check: Prompt an individual student with <b>Una qaniq-qaa?</b>/is this falling snow? Encourage them to respond positively, with a full sentence, <b>Aa'a, una qaniq</b>/Yes, it is falling snow.</li> <li>• Once the students demonstrate that they are comfortable, start again at the + stage, this time changing the + prompt to <b>aniuq</b>/fallen snow, snow on the ground.</li> </ul> + Repeat this formula, changing the questions prompted until students are comfortable with the core vocabulary and simple sentences.		

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>	Hat (winter)	Saapek
	Scarf	Plaatuuk
	Coat	Atkuk
	Gloves	Aritek
	Boots	Arapak
	wear	(r)tuuma
<b>Simple Sentences:</b>	I wear a hat.	Saapegtuumarua.
	I wear a scarf.	Plaatuugtuumarua.

### Sample Activities: Nani alagnanka?

#### Caqiq una?

Prompt the students with **Caqiq una?**/What is this? Use of props is encouraged! Students can reply with which article of clothing are being called out. The complementary activity is **Manici...**/Bring out and show..., where the instructor names berries and students demonstrate knowledge by showing the teacher the article they asked for, or draw a picture of that article.

#### Caqituumarua qaningkan?/What do I wear when it's snowy?

Set-up: The instructor can either take the students outside (while dressed warmly!) to play, or set up a winter play station in the classroom with scarves, mittens, and cotton "snow".

+ Introduce the winter clothing terms, accompanying them with pictures or writing it on the board.

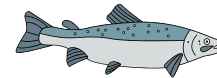
- Class comprehension check. Focus first on saapek. Indicate the illustration and ask **Saapegtuumauten-qaa?**/Are you wearing a hat? The class should respond with **Aa'a/Yes**.
- Individual student check. Prompt an individual student with **Saapegtuumauten-qaa?**/Are you wearing a hat? Encourage them to respond positively, with a full sentence, **Saapegtuumarua**/I am wearing a hat.
- Report: After a student responds, report out the scenario to the class: **Aa'a, silugtukut/Yes, We are happy.**

+ Once the students demonstrate that they are comfortable, start again at the + stage, this time changing the + prompt to the next clothing term.

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

	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	Play	Wamluni
<b>Simple Sentences:</b>	What am I doing?	Calisia?
	What are you doing?	Caliyit?
	What is he/she doing?	Caliya?
	I am playing.	Wamua.

## ADULT: CONVERSATION



### Sample Activities: Calikausia aniumi?

#### Calikausia aniumi?/What can I do in the snow?

Set-up: The instructor can either take the students outside (while dressed warmly!) to play, or set up a winter play station in the classroom with scarves, mittens, and cotton "snow".

+ Introduce the term **wamua**/I play, accompanying it with pictures or writing it on the board.

- Class comprehension check. Focus first on **qaniq**. Indicate the illustration and ask **Wamtuten-qaa?**/Are you playing? The class should respond with **Aa'a/Yes**.
- Individual student check. Prompt an individual student with **Caliyit**/What are you doing? Encourage them to respond positively, with a full sentence, **Wamua**/I am playing. Encourage pantomiming and silliness—maybe they are building a snowman or having a snowball fight!

+ Once the students demonstrate that they are comfortable, start again at the + stage, this time changing the question to **Calisia** and **caliyit**, if you feel the students are comfortable answering questions about what others are doing.



# CUQLIRPAAQ IRALUQ

## FIRST MOON

*Chosen Social Studies or  
Preschool Standard.*

### ESSENTIAL QUESTIONS

- How do we succeed in our behavior expectations when things don't go the way we planned?
- How do we show that we are working together as a community?

### RESOURCES



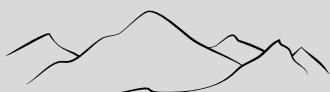
Girl Who Married the Moon - story (in case youtube doesn't work)

<https://alutiiqmuseum.org/wp-content/uploads/2023/12/The-Girl-Who-Married-the-Moon.pdf>

### SCAFFOLD SUPPORT

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

- Use pre-cut masks or partial templates. Provide collage paper materials with glue instead of coloring.
- Use a punch press for holes
- Provide moon phase visuals and simplified directions.
- Offer choices to promote engagement.
- Encourage partner work for support.
- Use mirrors to help children connect with their mask.



### Painting Discussion

**Cuqllirpaaq Iraluq**, *first moon*, is the first moon of the new year. This painting was inspired by the Alutiiq legend, 'The Girl Who Married the Moon'. The legend explains how the full moon comes once a month, as the girl and her husband share the duties of holding the lights moon up to the sky. (*There is no word specific to the Perryville dialect at this time*).

### ACTIVITY:



Watch the 'The Girl Who Married the Moon'  
Produced by the Alutiiq Museum and the Kodiak Island School District.  
<https://www.youtube.com/watch?v=cbk9tcZaebs>



Look at a calendar with the moon phases together with students. Find which day will be a full moon, half moon, or quarter moon. Ask students to decide: do they want to be like the girl who married the moon and be a full moon, or like the man who is the moon the rest of the month (a quarter or half moon)?

### Step by Step Directions:

1. Draw a line down the middle or quarter of the mask, as chosen. Give students a yellow pastel, show them the border where they will color yellow.
2. Then, have them decide what they want on the other half — stars or just a black sky. If they want stars, help them draw white stars first, then color the rest of that side black.
3. Use a hole punch to make holes on the sides of the mask and attach string or a rubber band to secure it on the student's head.

Have students share their masks with the class or a larger audience. Students should practice saying the month's name, "\_\_\_\_," and announce what moon phase they are — half moon, quarter moon, or full moon.

### ROWDY RAVEN IS

Ravens are strong flyers and plan ahead by caching (hiding) food to eat later. This helps them take care of their needs and stay alert—being responsible in nature helps them survive.

#### Examples & Non-Examples of Focusing in Our Work

- Example: Raven stays focused during group time, even when it's hard to sit, and remember the story. Non-Example: Raven gets tired of sitting, rolls around on the ground, and stops listening during story time.
- Reflection Question: What helps you stay focused when something feels hard or you're getting tired?



## LING'ATARLUTA - WE ARE RESPECTFUL

Being respectful is treating others like you would like to be treated. We often hear to 'not touch' items that are not ours. What consequences (things that could happen) when we don't listen and play or touch things we are not supposed to touch? (fragile, important or dangerous items) What happened to the girl who touched the mask?

### WE ARE SAFE

The Moon asked the girl not to enter his storehouse. Sometimes there are places we should not go because they may not be safe or they are special for someone else. Staying out of unsafe or special places shows we respect others and helps keep us safe too.

Are there things at home you don't want others to touch? Why? Are they breakable, dangerous, or extra special?

### WE ARE KIND

The girl put on the Moon's mask when she wasn't supposed to, and it became stuck to her face. The Moon showed kindness by helping her without being mean or angry — he was patient and helped her fix her mistake. Being kind means helping others when they need it and showing care, even when someone makes a mistake.

Reflection question: How can we help someone kindly when they make a mistake at school?

## CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

The Moon and the girl share the hard work of lighting the night sky. It's a big responsibility, and the girl shows perseverance by staying with the Moon, even when it's hard or lonely. Being responsible means we take care of ourselves and keep trying, even when something is tough. Do we have jobs at school we keep trying at? Sometimes we do big jobs together — this takes perseverance too. In our community, people share responsibility, like keeping our land and water clean or helping elders. We take care of ourselves, our land, and each other. What big jobs do we keep working on together?

## TUKNILUTA - WE ARE STRONG / RESILIENT

The girl stayed with the Moon and did her big job every night, even when she felt lonely or missed her family. We are strong when we keep trying and finish what we start, even when something is new or hard. When we are strong together, we help our classroom keep going, just like the Moon and the girl keep the night sky bright for everyone. Do you ever feel lonely, miss your family, or have a hard time being at school? How can we help each other keep going when things feel hard?

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



## Accept What Life Brings You Cannot Control Many Things

### Reflection Questions

- How do you help children manage situations that are unexpected or out of their control?
- How do you support children in accepting when activities change or things don't go their way?
- How do visuals, schedules, and predictable routines help children accept parts of your schedule that they do not like or are disengaged.



**Values Book Activity:** After listening to the traditional story and making moon masks, invite students to reflect on something that didn't go the way they wanted—but they kept going anyway. This could be something small like not getting their favorite job or needing to wait for a turn.

**Ask:** What happened that was hard or different than you expected? What did you do next? Have children draw or dictate their response for the class Values Book under a page titled: "When Things Don't Go My Way..." Include visuals of different emotions and calming strategies to support expressive language and self-regulation.

**Extension:** Invite an elder to tell a story to show resilience, adjust visual schedule & teach/model elder listening routine. —Greet children and the elder on arrival in Alutiiq. Create a page for their story with a photo of them telling the story to the children (if they are comfortable with it).

## HIGH QUALITY SUPPORTIVE ENVIRONMENTS

**Predictable Daily Schedule** - Make a visual modification to the schedule when changes occur and review with children.

**Teaching Behavior Expectations across Classroom Routines** - Identify a small number of rules (five or fewer) for the classroom, an activity, or setting (e.g., center time or outdoor play). Rules should be positively stated and operationalize or define the expectations. Provide a visual for each rule.



### PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

**Relationships with Families:** Engage in bi-directional communication with families to share information and give families a way to share information with the classroom teachers. Include ways to share celebrations of their child's accomplishments.

**Relationship with Colleagues:** Greet classroom staff and colleagues (e.g., therapist, office staff, custodial staff) when they enter the classroom and invite them to greet children.

## NURTURING & POSITIVE RELATIONSHIPS

**Creating a Caring Classroom Community:** Speak to children who are dual language learners with key words from their home language.

**Relationships Among Children:** Greet children on arrival.

# LET'S LEARN ALUTIIQ!



Level: Eggs		
Core Vocabulary:	English	Alutiiq/Sugt'stun
	January	Cuqllirpaaq Iraluq
	Moon	Iraluq

**Sample Activities: Naliat iralut?, Iraluq**

**Naliat iralut?**  
 Prompt the students with **Naliat iralut nutaan?**/Which month is it now?  
 Encourage them to answer in Alutiiq, **Cuqllirpaaq Iraluq!**/January (First Moon)!

**Iraluq**  
 This activity incorporates physical movement into learning the word **iraluq**/moon. The instructor calls out the word and strikes a pose, such as arms overhead in a circular/moon shape. The kids should repeat the word and copy the pose. Once they are comfortable, have each child lead: they say **iraluq** and strike a moon pose for the group to copy.

## EGGS: CORE LANGUAGE



**JOURNAL**  
 Students learn to draw a **circle** for a moon.

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
	Mask	Giinaruaq
Simple Sentences:	Night	Unuk
	Sleep	Qawarluni
	In the sky	Ilami
	I am sleeping.	Qawartua
	Let's sleep!	Qawarluta!

**Sample Activities: Giinarualiluta, Qawarluta**

**Giinarualiluta (Let's Make Masks!)**  
 This activity accompanies the story 'The Girl Who Marries the Moon'. The instructor provides (minimally four) paper plates to each student, one for each phase of the moon. Students are instructed to cut out eye-holes and paint their own masks. Glue or pin strings to the back so they can be worn! As they work, encourage them to use the word **Giinaruaq**/mask.

This can also be connected to social-emotional learning, with students painting different expressions on their **giinaruat**.

**Qawarluta**  
 Use puppets or stuffed animals to act out a bedtime routine. Use English, but supplement Alutiiq vocabulary where appropriate; storytelling, repetition, and routine will help connect new words to meaning.

Example: "**Iraluq**/Moon is **Ilami**/in the sky. **Unuk** is here. Time to **qawarluni**. **Qawarluta!**"

### 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
Core Vocabulary:	Sun	Macaq*
	Star/Stars	Agyaq/Agyat
	Cloud	Qaniq

### Sample Activities: Ceqiq Llami?

#### Ceqiq Llami? What is in the sky?

**Set-up:** The instructor should prepare a picture of falling snow and fallen snow/snow on the ground. It's a plus if it's a snowy day, and you can show them to a window or take them outside!

+ Introduce one of the celestial body terms, for example macaq, accompanying it with pictures or writing them on the board.

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

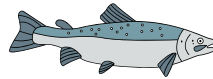
+ Once the students demonstrate that they are comfortable, start again at the + stage, this time changing the + prompt to a different word. Repeat until all the terms have been introduced and reviewed. For variation, contrast new words with known ones, such as **Una iralug-qaa?**/Is this the moon, when pointing at the sun, to prompt a **Nuul/No!**

### Level: Adult

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

	English	Alutiiq/Sugt'stun
Core Vocabulary:	Sun	Macaq*
	Star/Stars	Agyaq/Agyat
	Cloud	Qaniq
Simple Sentences:	Is ____ in the sky?	____ llami et'uq-qaa?
	____ is in the sky.	____ llami et'uq.
	____ is not in the sky.	____ llami et'n'ituq.

## ADULT: CONVERSATION



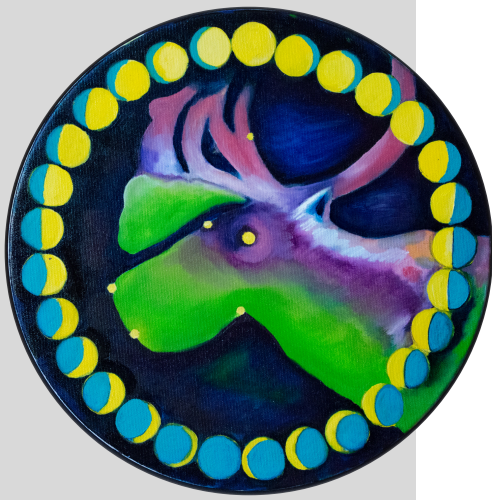
### Sample Activities: Llami

#### Llami

Building off the **Ceqiq Llami?** exercise, the goal of this exercise is to use full sentences to identify objects, and respond positively and negatively.

The instructor should draw a line on the board separating the land from the sky. provide a mix of pictures, corresponding to the objects listed in the core vocabulary. One by one, prompts each student with **\_\_\_\_ llami et'uq-qaa?**/Is the \_\_\_\_ in the sky?. Encourage the children to place the picture either in the sky or not. Encourage full sentence responses.

This can be combined with a large vocabulary list—consider including animals, plants, or family terms already introduced in previous months for silly fun!



# NANIC'AAQ IRALUQ

## SHORT MOON

*Chosen Social Studies or  
Preschool Standard.*

### ESSENTIAL QUESTIONS

- What does it mean to take your time to do something carefully? (step by step)
- "How can we do our best work when we go slow and take our time?"

### RESOURCE



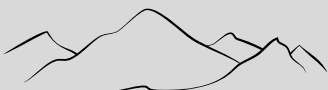
Documenting Alaska's  
Indigenous  
Astronomy

<https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/3c97a4d3-9962-4656-b7fb-b17c930f2347/content>

### SCAFFOLD SUPPORT

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

- Use cups with constellations pre-drawn so some children only make dots (for extra fine motor support).
- Use larger cups, plates, or box lids for children who need more space.
- For complex motor needs, use stickers instead of hole punching and display them.
- Simplify by letting some children poke just the last few holes.



### Painting Discussion

**Nanic'aaq Iraluq** (Kodiak Alutiiq) or **Ya'alaungia'aaq** (Perryville Alutiiq), *Short Moon*, is called the short moon because it's the shortest month of the year. This painting shows the moon phases of each day (28 vs the rest of the months that are 30 or 31). The constellation also known as Ursa Major or the Big Dipper, was known in Alutiiq cosmology as **tuntungaut** (like a caribou). Can you see the outline of **Tuntungaut** when you look up at the night sky?

### ACTIVITY:



**Make a Tuntungaut constellation.** Take students out to identify the Tuntungaut constellation (before or after the activity). Find the brightest star (Polaris) this is the tail of tuntu (caribou). Follow the three bright stars over which represents the body of the tuntu and meet the four stars over which is the head of tuntu.

### Step by Step Directions:

1. Gather materials (1 per child/pair): paper cup, pencil/marker, phone light/flashlight
2. Take the bottom of your paper cup and draw dots representing the constellation of Tuntungaut (The Big Dipper). Point out to students that this is also on our Alaskan Flag!
3. Demonstrate how to hold the paper cup upside down on a hard surface and use a tack to poke a hole where each dot has been marked. Wiggle the tack around in a circle to make the holes bigger.
4. Crawl under a table or shut off the lights and shine a light through the opening of the cup onto a wall (or underside of the table).
5. See the Tuntungaut come to life!

### ROWDY RAVEN IS UNIQUE

Ravens are smart and patient — they watch carefully to find food and stay safe, even in the shortest, coldest days. They often watch caribou herds for scraps and signs. Just like people look to Tuntungaut (Big Dipper) to find their way, Raven's careful watching helps him survive and know what to do.

#### Examples & Non-Examples of Watching Patiently

- Rowdy Raven rushes and pokes holes everywhere, so his constellation doesn't look like Tuntungaut (non-example). When Raven takes his time and follows each step, his constellation shows the caribou shape clearly (example).
- How can we take our time like Raven so our work is careful and clear for everyone to see?
- How can observing and listening to directions help us know the way to do our work, like looking at constellations helps people find their way?



## LING'ATARLUTA - WE ARE RESPECTFUL

We show respect by listening, watching, and following directions so everyone's work and ideas are valued. During the Short Moon, time feels short, so it is extra important to give people the time they need to finish carefully. We show respect by not rushing our own work or others' work, and by waiting our turn. *How can we show respect by giving ourselves and others enough time to do our best?*

### WE ARE SAFE

Whenever we use a sharp tool, like a tack or pencil, we must be very safe so no one gets hurt. We show how to use tools the right way, watch where the sharp end goes, and put them away when finished. We stay safe by moving slowly, paying attention, and waiting our turn. Use lots of praise when children use tools safely — this helps everyone remember that staying safe is part of being respectful and responsible.

### WE ARE KIND

Kindness means giving others time and help when they need it. We don't push or hurry our friends — we wait, share space, and help each other finish.

Be sure not to rush clean-up by hurting someone's project or not giving them finishing time. This can cause distress.



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

## CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

We take care of ourselves first so we can take care of others, our tools, and our classroom. Using sharp tools, like a tack, can be dangerous if we don't use them responsibly. We watch carefully, use the tool the right way, and follow directions. We do not poke other things, point the sharp end at others, or leave it where someone could get hurt. We put tools away safely when finished. Even when time feels short, we slow down and use tools responsibly so everyone stays safe and our work is done well.

## TUKNILUTA - WE ARE STRONG / RESILIENT

Being strong means we keep trying even when things feel rushed or tricky. When we rush, we can make mistakes — but being resilient means we don't give up when that happens. We slow down, try again, and take our time to do our best. When we take our time and don't give up, we show that we are strong and can handle challenges together. *How does being resilient help us keep going when we make mistakes or feel rushed?*



## Have Patience *Some Things Cannot be Rushed*

### Reflection Questions

- How do you help children take time so they can do their best work?
- How do you model patience when things feel rushed in the classroom?
- How do you show children patience by not rushing them during clean-up, transitions, or daily routines?
- How do visuals, schedules, and predictable routines help children practice patience and finish carefully? (especially when overwhelmed)



**Values Book Activity:** Create a class book that helps children reflect on moments they were patient—especially during the multi-step Tuntungaut constellation activity. Discuss “What did we have to be patient about?” Add children's quotes or dictation about what was hard, waiting, or taking turns. Ideas...

**Community Constellation:** For bulletin board use star cutouts to represent each child building a constellation, adding a note about how they showed patience—on a dark background to create a night sky and build the book over the month. Community members, staff, and families can be added as additional stars to portray belonging.

- **Step-by-Step:** Document the constellation-making process with photos or drawings and student quotes about each step.
- **Patience Poem:** Mount it alongside photos of the activity or children listening carefully. “Being patient means we...” (Each child finishes) Examples: “...wait for our turn; help our friends; don't rush to finish.”

## HIGH QUALITY SUPPORTIVE ENVIRONMENTS

### Teaching Behavior Expectations across Classroom Routines:

Review posted expectations or rules regularly before or at the beginning of an activity.

**Transitions:** Provide individual support to children who have difficulty transitioning.



### PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

**Relationships with Families:** Offer a variety of opportunities to contribute to the classroom community, including opportunities for families who cannot come into the classroom.

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

## NURTURING & POSITIVE RELATIONSHIPS

**Creating a Caring Classroom Community:** Use knowledge about individual children and families when planning activities.

**Positive Attention:** Use positive descriptive feedback for children's skills, behaviors, efforts, and engagement.

**Relationships Among Children:** Show respect & warmth to all children.

# LET'S LEARN ALUTIIQ!



Level: Eggs		
	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	February	Ya'alaungia'aq
	Dark	Tan'gerluni
<b>Simple Sentences:</b>	Is it dark?	Tan'gertuq-qaa?
	It is dark.	Tan'gertuq.
<b>Sample Activities: Naliat iralut?, Tan'gertuq-qaa?</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'alaungia'aq!</b> /February (Short Moon)!		
<b>Tan'gertuq-qaa?</b> In this activity, the instructor can switch on and off the classroom lights. It can also correspond to nap time, or other activities where the room is made dark. Prompt the students with <b>Tan'gertuq-qaa?</b> /Is it dark? The response is <b>Aa'a</b> /Yes, or <b>Aa'a, tan'gertuq!</b> /Yes, it is dark!; or, alternatively, <b>Nuu</b> /No, or <b>Nuu, tan'gern'ituq!</b> /No, it is not dark!.		

EGGS:   
CORE LANGUAGE



**JOURNAL**  
In their journal, students learn to draw a \_\_\_\_\_.

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>	Moon	Iraluq
	Star/Stars	Agyaq/Agyat
<b>Simple Sentences:</b>	I see the moon.	Tangq'raqa iraluq.
	I see the stars.	Tangq'ranka agyat.
<b>Sample Activities: Una qaniq-qaa?</b>		
<b>Tan'gerkan tangq'raqa...</b> /When it is dark I see... This activity builds on January's activities about the moon. It can accompany the Tuntungaut art activity as well. The instructor should provide an image of the night sky (or a Tuntungaut project) and prompt the class with <b>Tan'gerkan tangq'raqa</b> /When it is dark, I see...Have the students respond with the prompt and then finish the sentence (in either Sugt'stun or English, e.g. <b>tangq'raqa iraluq!</b> Or <b>tangq'raqa the moon!</b> ). The goal is to practice the common <b>tangq'raqa</b> construction.  You can also include nocturnal animals, like <b>isiik</b> /owl or <b>keneryaq</b> /brown bat.		

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>	Hat (winter)	Saapek
	Scarf	Plaatuuk
	Coat	Atkuk
	Gloves	Aritek
	Boots	Arapak
	wear	(r)tuuma
<b>Simple Sentences:</b>	I wear a hat.	Saapegtuumarua.
	I wear a scarf.	Plaatuugtuumarua.

### Sample Activities: Nani alagnanka?

#### Caqiq una?

Prompt the students with **Caqiq una?**/What is this? Use of props is encouraged! Students can reply with which article of clothing are being called out. The complementary activity is **Manici...**/Bring out and show..., where the instructor names berries and students demonstrate knowledge by showing the teacher the article they asked for, or draw a picture of that article.

#### Caqituumarua qaningkan?/What do I wear when it's snowy?

Set-up: The instructor can either take the students outside (while dressed warmly!) to play, or set up a winter play station in the classroom with scarves, mittens, and cotton "snow".

+ Introduce the winter clothing terms, accompanying them with pictures or writing it on the board.

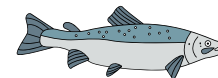
- Class comprehension check. Focus first on saapek. Indicate the illustration and ask **Saapegtuumauten-qaa?**/Are you wearing a hat? The class should respond with **Aa'a**/Yes.
- Individual student check. Prompt an individual student with **Saapegtuumauten-qaa?**/Are you wearing a hat? Encourage them to respond positively, with a full sentence, **Saapegtuumarua**/I am wearing a hat.
- Report: After a student responds, report out the scenario to the class: **Aa'a, silugtukut**/Yes, We are happy.

+ Once the students demonstrate that they are comfortable, start again at the + stage, this time changing the + prompt to the next clothing term.

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

	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	Sleep	Qawarluni
	Scared	Alingluni
	Eat	Nerluni
<b>Simple Sentences:</b>	I sleep.	Qawartua.
	I am scared.	Alingua.
	I eat.	Nerua.

## ADULT: CONVERSATION



### Sample Activities: Tan'gerkan wiinga...

#### Tan'gerkan wiinga.../When it is dark I...

Set-up: The instructor should write the phrase **Tan'gerkan wiinga...**/when it is dark I... on the board, or otherwise accompany the phrase with an appropriate picture. Repeat the phrase several times.

+ Introduce one of the night action terms, for example **alingluni**, accompanying it with pictures or writing them on the board.

- Class comprehension check. Indicate the picture and ask **Alinguten-qaa?**/Are you scared? The class should respond with **Aa'a**/Yes.
- Individual student check. Prompt an individual student with **Alinguten-qaa?**/Are you scared? Encourage them to respond positively, with a full sentence, **Aa'a, alinga**/Yes, I am scared. At this point, encourage discussion about what it means to be afraid of the dark, and how to persevere through the fear.

+ 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 **Tan'gerkan wiinga**.



# 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.



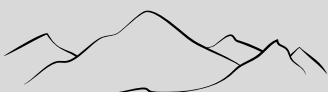
[Bear Den, Katmai National Park](#) (1:07)



[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?
Sample Activities: Naliat iralut? / Belly breathing		
<p><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)!</p>		
<p><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.            "Breath in, <b>aqsat</b>/bellies out. 1, 2, 3, 4. Breath out. 1, 2, 3, 4. "Breath in, <b>aqsat</b>/bellies out. 1, 2, 3, 4. Breath 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:</p> <ol style="list-style-type: none"> <li>1. All'inguq</li> <li>2. Malruk, Malluk</li> <li>3. Pingayun</li> <li>4. Staama</li> </ol>		

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?
Sample Activities: Caliya taquka'aq?		
<p><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.</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
<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.**

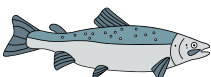
+ Once the students demonstrate that they are comfortable, start again at the + stage, this time changing the + prompt to a different word. Repeat until all the terms have been introduced and reviewed. You can also use this framework to practice the negative: for example, **Taquka'am caqirturta cuyaq-qaa?**/Does 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.**



## UQNA'ISURT'AQAQ IRALUQ WARMING MOON

*Chosen Social Studies or  
Preschool Standard.*

### ESSENTIAL QUESTIONS

- How can we show respect for the land and those who take care of it?
- What can we do to be more careful with what we use or throw away?

### MATERIALS

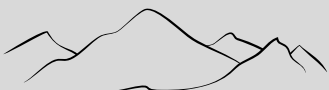
Found materials

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

### SCAFFOLD SUPPORT

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

- Use photo cards or short video showing before/after snow melt to help visualize how trash may reappear as the snow melts.
- Provide real examples or pics of “trash art” for ideas, especially local or Alaska Native examples.
- Give sorting visuals (e.g., dirty vs. reusable) to guide choices in what goes in the art box.
- Use hand-over-hand or buddy support for gluing, cutting, or assembling—pair with older students or adults as needed.



### Painting Discussion

**Uqna'isurt'aaq Iraluq** (Kodiak Sugt'stun) and **Saaqulegciq** (Perryville Sugt'stun) are both known as the ‘warming moon’. Many things happen in this month as the days are filled with more of the sun’s light. Plants and new buds emerge. In some areas fiddleheads, fireweed, and other plants are just popping out of the ground. Many migratory birds are also coming back this month and fill the skies with their welcoming calls. Pussy willows also typically pop out during this month and ice that has formed during the winter melts and breaks away.

### ACTIVITY:



**Making ‘trash art’:** Look up some ideas/examples of trash art online with students, especially Alaska ones. Share local art if available. Record in your teacher journal if you find good sources.

### Step by Step Directions:

1. Go outside with your students and pick up trash. Sort trash into ‘trash’ piles to be thrown away (dirty/torn wrappers) and have a box to place items that could be recycled into recyclable art. You can add onto this collection throughout the week with items that may typically have been thrown away (soda, milk containers, envelopes).
2. Get parents or older students involved to help create a ‘trash art’ piece. Helping with the use of scissors, glue guns or string to help bring student’s vision to life.
3. Display and celebrate student work and remind students of the shared responsibility that we have of keeping our lands clean.

### ROWDY RAVEN IS UNIQUE

Ravens build nests February - March, with the male gathering materials like sticks, bones, and wire, while the female constructs the inner cup with twigs, moss, and mud. These nests can be quite large, up to five feet wide and two feet high, and are carefully maintained. They choose strong, safe places (cliffs and trees) and reuse good spots—showing they prepare carefully for what’s ahead.

#### Examples & Non-Examples of Preparing Carefully

- Non-example skit: Raven tries to do everything alone and forgets where to build the nest—he misses adding the moss and mud inside to keep it warm and soft. Example: Raven gathers strong sticks while his partner shapes the nest with moss and mud—they build it high in a tree where it’s safe and warm for their chicks.
- Non-example #2: Raven leaves puzzle pieces scattered and flies off—someone else cleans up & pieces are lost. Now, the puzzle won’t work and is thrown away. Example: Raven finishes playing and kindly puts toys back where they belong so the next friend can find them and play safely.
- Reflection: What can we do to care for our classroom and each other like Raven cares for his nest and family?



## LING'ATARLUTA - WE ARE RESPECTFUL

Birds fly very long distances to come back home in the spring. They need safe, clean places to land, build nests, and find food. When we leave trash on the ground, it can hurt their homes or make it hard for them to survive. We show respect for birds by noticing what they need and keeping the land clean, quiet, and safe when they return.

### WE ARE SAFE

We keep trash off the ground so birds and other animals don't get hurt or eat something unsafe. We only pick up trash with an adult's permission and stay away from anything sharp or near animals.

### WE ARE KIND

We help birds feel welcome by keeping their homes clean and peaceful. We also show kindness by working together, sharing tools, and helping each other during classroom and outdoor clean-up time.

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

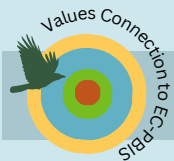
## CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

As we get older, we become more responsible for more things. When you are very small it is the people taking care of you that are responsible for you to make sure you are happy, safe and growing. When you get older you become responsible for your toys that they are not left out or in a place that they can break (or hurt someone!). You may be responsible for your clothes, jackets, gloves to make sure they don't get dirty or lost.

What we are all responsible for is making sure that our earth is taken care of and that we show respect to the earth by not throwing trash or damaging the lands around us. Sometimes in the winter months trash gets blown around and as the snow melts this month, trash is exposed that shouldn't be there.

## TUKNILUTA - WE ARE STRONG / RESILIENT

Just like migratory birds that return home after long journeys and plants that push through frozen ground to grow, we show resilience when we keep trying, even when things are tough. Whether we're helping with classroom jobs, picking up trash, or joining in community and subsistence activities, we all need a clean environment to thrive. By noticing problems (like trash) and working together to solve them, we help protect the land and show we are strong. Cleaning up can take time and teamwork, but we don't give up.



### Live Carefully What You Do Will Come Back to You

#### Reflection Questions

- How do you help children notice that their actions have results?
- How do you teach children to care for shared classroom or outdoor spaces?
- How do you help children understand that their actions can help or hurt other people and the environment?
- How do visuals, routines, and clear steps help children follow through on clean-up and responsibility jobs?



**Value Book Activity:** Learn about local landfill workers and how they help protect the land. Add drawings, photos, or dictated sentences about how these jobs help the environment. Create a "What if..." chart: What happens when trash isn't picked up? End with a "Next Jobs to Learn About" page of community workers/buildings photos: fishing, postal workers, counselors, etc.

**Classroom Jobs:** Teach/model a classroom job (harder ones if you have already been doing simple ones), then skip it on purpose. Compare results with a T-chart. When we do our job vs. when we don't. Add photos or quotes: "I help clean up so others can enjoy the space." Include in book.

**Discussion: How do you live carefully? (use essential questions too)**

- What happens when someone doesn't do their job in our classroom or community?
- How does your job help others?
- What do we notice when everyone helps take care of our space?

## HIGH QUALITY SUPPORTIVE ENVIRONMENTS

**Implementing Predictable Classroom Routines:** Follow routines consistently on a day-to-day basis.



### PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

**Relationships with Families:** Share information with families about community resources related to social-emotional development and challenging behavior.

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

## NURTURING & POSITIVE RELATIONSHIPS

**Creating a Caring Classroom Community:** Use knowledge about individual children and families when planning activities.

**Supportive Conversations:** Respond to children's communication by asking questions and making comments, and providing opportunities for children to take turns.

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

# LET'S LEARN ALUTIIQ!



Level: Eggs		
	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	April	Saaqulegciq
	Trash	Llernaq
	Present/Gift/Treasure	Pikiyutaq
	Or	Ili
<b>Sample Activities: Naliat iralut?, Llernaq ili pikiyutaq?</b>		
<p><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>Saaqulegciq!</b> /April (Warming Moon)!</p>		
<p><b>Llernaq ili pikiyutaq?</b>            The instructor should prepare several items from around the classroom, including some obvious trash (like broken crayons or crumpled paper). Show each object and ask <b>Llernaq ili pikiyutaq?</b>/Trash or treasure?, and have the students respond with which the object is. Then, explain that trash should be thrown away or recycled, and have the students take the trash and throw it away.</p>		

## 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>	Clean up	Asirca'iluni
	Every day	ertii / ertii tamiin
	Help	Ikayurluni
<b>Sample Activities: Asirca'ilita</b>		
<p><b>Asirca'ilita</b></p> <p><i>Asirca' ilita,</i>  <i>Asirca' ilita,</i>  <i>Ertii Tamiin, asirca' ilita,</i>  <i>Ikayurluta,</i>  <i>Ikayurluta,</i>  <i>Ertii Tamiin, ikayurluta</i></p>		<p>The Asirca'ilita Song is a simple song that students can sing when cleaning up. It follows the melody of "Clean up, clean up, everybody do your share". A recording can be found at <a href="http://www.alutiiqlanguage.org/songs">http://www.alutiiqlanguage.org/songs</a>. The lyrics are as follows:</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
<b>Core Vocabulary:</b>	Find	Ikugluku
	What did you find?	Caqiq ikugciu?
<b>Simple Sentences:</b>	I found...	Ikug'ka...

### Sample Activities: Caqiq ikugciu?

#### Caqiq ikugciu?

This is an environmental clean-up activity. Lead the students in a clean-up outside (provided the snow has melted enough). As they clean, prompt them with **Caqiq ikugciu**/What did you find? Encourage them to respond with **Ikug'ka...**/I found...

Remind them of the word **Ilernaq**/trash as they go.



*How are your students doing with learning language? What visuals, materials, and supports does your classroom need?*

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

	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	Melt	U'ugluni
	Ice	Cikuq
	Water	Taangaq
<b>Simple Sentences:</b>	The ice is melting.	Cikuq u'ugtuq.
	The ice melted.	Cikuq u'ugll'ia.

### Sample Activities: Aniuq u'ugluni

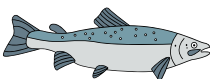
#### Aniuq u'ugluni

In this activity, the instructor should prepare ice cubes in a tray or cup. It is recommended to have a towel on hand. Prompt the students with **Caqiq una?**/What is this?. Encourage the students to respond with **Una cikuq**/This is ice. To reinforce the language, feel free to follow the circling and triangling elicitation techniques, asking questions like **Una cikuq-qaa?**/Is this ice?

As the ice melts, discuss age-appropriate science topics, like solids, liquids, and gasses, or why ice melts. Once the ice has melted, it becomes **taangaq**/water\*. Use this water to water a plant, illustrating the cycle of snow melt triggering plant growth.

\*Note that in Yup'ik, **taangaq** means alcohol. Some sensitivity may be required in mixed-language communities.

## ADULT: CONVERSATION



*How is your language learning going? What do you need?*





# 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?

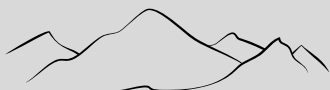
### MATERIALS

*\*\*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
<b>Core Vocabulary:</b>	May	Ya'alluat
	Women's knife	Ulukaq
<b>Simple Sentences:</b>	To be careful	Llasurluni
<b>Sample Activities: Naliat iralut?, Llasuriu</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'alluat!</b> /May (Red Salmon Moon)!		
<b>Llasuriu</b> Introduce the students to handling sharp objects with safety. You can use safety scissors, but the goal is to introduce <b>ulukat</b> /traditional knives. Demonstrate safe knife handling procedures with a plastic ulukaq, and practice the cutting motion while repeating <b>Llasuriu!</b> /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
<b>Core Vocabulary:</b>	Fish	Iqalluk
	Split fish	Segluni
<b>Simple Sentences:</b>	I split fish.	Seg'ua.
	You split fish.	Seg'uten.
<b>Sample Activities: Ggwaten segluta</b>		
<p><b>Ggwaten segluta</b>/This is how we cut fish Set-up: The instructor should write the phrase <b>Ggwaten segluta</b>/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 <b>segluni</b> by repeating <b>seg'ua</b> and <b>seg'uten</b>. Accompany these terms with pantomime of cutting fish.</p> <ul style="list-style-type: none"> <li>• Class comprehension check. Repeat the pantomime and ask <b>Seg'ua-qaq?</b>/Am I splitting fish? The class should respond with <b>Aa'a</b>/Yes.</li> <li>• Individual student check. Prompt an individual student with <b>Seg'uten-qaq?</b>/Do you split fish? Encourage them to respond positively, with a full sentence, <b>Aa'a, seg'ua</b>/Yes, I split fish.</li> </ul> <p>+ Report out to class, affirming that the students <b>segluta</b>/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
<b>Core Vocabulary:</b>	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.

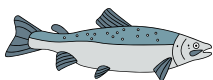
- Class comprehension check. Indicate the picture and ask **Una aruluk-qaq?**/Is this the fin? The class should respond with **Aa'a/Yes**.
- Individual student check. Prompt an individual student with **Una aruluk-qaq?**/is this the fin? Encourage them to respond positively, with a full sentence, **Aa'a, 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
<b>Core Vocabulary:</b>	Cook	Kenirluni
	My family	Ilanka
	This is how	Ggwaten / Ggwaten-Ilu
<b>Simple Sentences:</b>	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!**.



# 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)*

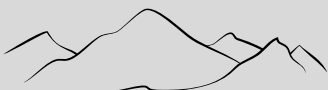
**Alutiiq Plants App** for more about plants or for pronunciation on words.



### 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'kaa**q 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><b><u>Naut'staat Iraluat</u></b>            Prompt the students with <b>Naut'staat Iraluat?</b>/Which month is it now?            Encourage them to answer in Alutiiq, <b>Naut'staat Iraluat!</b>/June (Plants Moon)!</p>	
	<p><b><u>Caqiq naut'staartuq?</u></b>            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 <sup>q</sup>
	Leaf	Cuya <sup>q</sup>
	Root	Nuke <sup>k</sup>
	Stem	Puunga <sup>q</sup>
	Seed	Sim'ina <sup>q</sup>

### 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<sup>q</sup>**, accompanying it with pictures or writing them on the board.

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

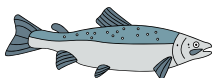
*How can you prepare for supporting this level of language learning?*



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

	English	Alutiiq/Sugt'stun
Core Vocabulary:	Flower	Suitkaa <sup>q</sup>
	Leaf	Cuya <sup>q</sup>
	Root	Nuke <sup>k</sup>
	Stem	Puunga <sup>q</sup>
	Seed	Sim'ina <sup>q</sup>
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<sup>q</sup>**, 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.



# 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



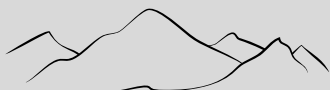
ADF&G Article:  
Featured Species -  
associated Wetland  
Habitats

[https://www.adfg.alaska.gov/stat/c/species/wildlife\\_action\\_plan/appendix5\\_wetland\\_habitats.pdf](https://www.adfg.alaska.gov/stat/c/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
<b>Core Vocabulary:</b>	July	<b>Amartut Iraluat</b>
	Water	<b>Taangaq</b>
	Live	<b>Unguwaluni</b>
<b>Sample Activities: Naliat iralut?, Llasuriu</b>		
<p><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>Amartut Iraluat!</b>/May (Pink Salmon Moon)!</p>		
<p><b>Caqiq Ungugauq...</b>/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 <b>Caqiq ungugauq taangarmi?</b>/What lives in the water? Encourage the students to call out what they see. For advanced students, encourage full sentences, like ____ <b>ungugauq taangarmi!</b>. A mix of Sugt'stun and English is permitted, the goal is to practice <b>taangaq</b> and <b>ungugauq</b>.</p>		

## 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>	Water	<b>Taangaq</b>
	River	<b>Kuik</b>
	Lake	<b>Nanwaq</b>
	Pond	<b>Mecaguaq</b>
	Ocean	<b>Imaq</b>
<b>Sample Activities: Naama?, Caqiq Ungugauq...</b>		
<p><b>Naama?/Where?</b>            Prompt the students with <b>Naama una?</b>/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 <b>Manici...</b>/Bring out and show..., where the instructor names bodies of water and students demonstrate knowledge by drawing a picture of that body.</p>		
<p><b>Caqiq Ungugauq...</b>/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?</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
<b>Core Vocabulary:</b>	Swim	Kwimarluni
	Play	Wamluni
	Splash	Ciqilluni
<b>Simple Sentences</b>	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.

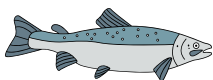
- Class comprehension check. Indicate the picture and ask **Caliyit taangarmi**/what do you do in the water? The class should respond with **Kwimartua!**/I swim!
- Individual student check. Prompt an individual student with **Caliyit taangarmi**/what do you do in the water? Encourage them to respond 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
<b>Core Vocabulary:</b>	Killer whale	Arlluk
	Sea lion	Wiinaq
	Seal	Isuwiq
<b>Simple Sentences:</b>	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*